

VILLAGE 9-10 Year Olds	Scenario Details	Brief Summary of Lesson
Introduction: Rapid Fire Quiz	List of quiz questions	
Scenario 1: Digital Footprint	<i>A few years ago, Taff's Dad allowed a friend to take an embarrassing photo of him. His friend posted it online and shared it without his permission. It now keeps popping up in various online places.</i>	<p>To understand what a digital footprint is and to know how to protect it. This lesson explores how our digital footprint is created, how it can affect our reputation now, and in the future, both positively and negatively. It considers what a reputation is and the sorts of behaviour that might create a bad/good impression. It also looks at the ability to search for details online and reminds children that it can be difficult, if not impossible, to remove some content from the internet. The concept of good digital citizenship is explored, including the need to protect both their own and other people's digital footprints by respecting their wishes and not sharing photos of others without their permission. "Cookies" and their ability to track online behaviour can also be discussed, if desired.</p>
Scenario 2: Clickjacking - Sensational headings	<i>Taff has been sent a link through social media to click on a video link which reads "Click Here, Wow! You won't believe what this girl did..."</i>	<p>To understand what Clickjacking is, how to recognise it and how to protect against it. Students are encouraged to recognise Clickbait – tempting or sensational words or images designed to entice users to engage. They will learn to be sceptical of such tactics with an awareness that clicking may infect their device with malware, reveal their personal information or expose them to inappropriate content. They will discuss safe ways to respond to clickbait as well as to design their own tempting wording.</p>
Scenario 3: Webcam Wise - Too much information	<i>A person online has popped up on Taff's webcam; they get chatting and he asks Taff for his name, age and location.</i>	<p>To know what a webcam is and how to use one responsibly and safely. To communicate safely and sensibly online. This lesson introduces what webcams are, where they are found and what they are used for. It explores the benefits and risks of webcam communication. It encourages a discussion of the nature of friendship in the context of how we should behave online and reinforces the need to take care about who we communicate with online and the information</p>

		that we share. Learners are encouraged to recognise the warning signs of a negative relationship and to know how to respond safely to unwanted contact.
<p>Scenario 4: Safe Sharing – Too much information</p>	<p><i>Taff has shared his IP address with his online friend. His online friend is threatening to take over his computer and use his personal information against him.</i></p>	<p>Scenario 4 reviews what is personal information and strategies on how to share information safely online. It introduces the nature of an IP address and the type of information which it contains. The lesson explores how others can use our personal information to bully or pressure us, or to put us at risk in other ways, including by downloading viruses which can compromise our devices. Some of the different types of malware are briefly discussed. Learners are encouraged to consider carefully who they communicate with, what they tell them and how to protect against or respond to unwanted contact.</p>
<p>Scenario 5: Online Gaming – Personal Invitation</p>	<p><i>Taff likes to play games online. He has joined a team game and has been invited to play privately with one of the groups. What should he do?</i></p>	<p>To develop strategies to keep safe and healthy while gaming online. To recognise that people have choices when they are online and are responsible for their own behaviour. This lesson explores how people can connect, communicate and collaborate through online gaming. It looks at the temptation to accept “friend” requests. It also addresses the problems of spending too much time gaming and of “griefers” who deliberately upset game play. It encourages positive, collaborative and supportive behaviour online, regular breaks, age-appropriate games and strategies to protect personal information. Learners will help Taff make a safe decision, assessing the risks of playing privately and recognising other ways to keep their personal information private when gaming.</p>
<p>Scenario 6: Webcam-Wise – Personal Pics <i>(Includes pre-lesson advice on sexting)</i></p>	<p><i>Taff gets sent a rude photo. He needs to decide what is the safest thing to do.</i></p>	<p>To recognise what is “appropriate” and what boundaries are appropriate in friendships and to know how to respond safely online. Scenario 6 builds on knowledge about webcams from scenario 3 and encourages learners to recognise that the same principals apply to online relationships as with face-to face. It allows schools to define the term “rude” and explores why someone might send a rude photo, how it might make Taff feel, and how it could put him at risk. Learners are reminded that people online are not always who they say they are. Strategies for reducing the risk and responding safely to the scenario are explored</p>

		including the need to talk to a trusted adult and not to share the image further.
<p>Scenario 7: Illegal Downloading <i>(includes teacher advice on Copyright)</i></p>	<p><i>Taff has received an invitation to download the latest chart music for free.</i></p>	<p>To consider the possible outcomes of downloading media from an unreliable source.</p> <p>This lesson looks at the differences between downloading and streaming. It introduces the concepts of copyright, piracy and the ethics of downloading/streaming content from illegitimate sites. It explores the reasons why copyright exists and the consequences of breaching it. Learners are taught that not all content available online is legal, to be sceptical of free content, how to identify legitimate content and to consider the risks of illegal downloading/streaming.</p>
<p>Scenario 8: Downloading Apps</p>	<p><i>Taff has downloaded an app for people who are 15+ years or older to his tablet. It asks him to share his location so that he can link with other users in the area.</i></p>	<p>To understand why apps and games are rated for age-appropriateness – PEGI ratings and BBFC.</p> <p>As well as age limits, this scenario explores the different types of permission that apps may request including access to camera, microphone, contact and location. It looks at the temptations and pressures to use apps and games that are for older age groups and explores the risks of doing so, including the particular risk of sharing location online. Learners will consider how Taff should respond safely and will be reminded that it is never too late to ask for help. They are encouraged to use age ratings, reputable reviews, recommendations and adult advice before downloading.</p>
<p>Scenario 9: Images (includes pre-lesson advice on Sexting)</p>	<p><i>As part of a game, Taff has sent a naughty photo of himself to a girl in his class. She has now shared it with others and has posted it online for his class to see.</i></p>	<p>To recognise the risks of sharing images online. The focus of this lesson is on individual responsibility, an awareness of consequences and developing strategies to resist requests for inappropriate behaviour. It introduces the concept of the selfie and considers what types of images are not appropriate to share. Teachers may define “naughty” as appropriate for their class. The lesson explores why Taff might have sent the photo including peer pressure, a dare, bravado or to impress. It then investigates his loss of control of the photo, the inappropriate further sharing by his friend and the potential consequences for them both, including damage to reputation, bullying, emotional distress and illegality. The lesson addresses how to respond to pressure to share inappropriate</p>

		<p>images, what to do if you've made a mistake as well as how to respond to receipt of inappropriate images, including never to onward share. An extension exercise addresses how to support a friend in this situation.</p>
<p>Scenario 10: Perfect Passwords</p>	<p><i>Taff's friend has got copies of his parents' passwords for their online internet, social media and banking accounts. He invites Taff to join him in using the personal information.</i></p>	<p>To recognise the importance of keeping passwords safe. This lesson looks at why we need passwords and what could happen if they are shared or stolen, including the risk of hacking and identity theft. Learners are encouraged to consider both the moral and legal aspects of what Taff has been asked to do. A discussion of his options explores peer pressure and divided loyalties. Ways of diverting the friend using humour, diversion or explanation are explained. Strategies for creating and protecting passwords are addressed alongside what to do if a password has been compromised, including reporting fraud to Action Fraud UK. An extension exercise looks at 2 factor authentication, Captcha, Biometrics and Password Managers.</p>
<p>End: Rapid Fire Quiz</p>	<p><i>List of quiz questions</i></p>	