# Session 8 – Online benefits and barriers

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| **Resources** |
| Resource Sheet 1 – Find someone who, since our first session together, has …. | A copy for each student |
| My Acceptable User Policy – What next? | Each student has a copyHighlighter pen for each pair of students |
| PowerPoint slides 22-24 | Computer, projector and screen |
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| My evaluation sheet  | Each student has a copy |

**Intended learning outcomes: ‘I …’ statement(s)**

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| I know how I can use the internet to develop my education, interests and opportunities I understand that there are risks to online activities, such as malware, cybercrime, hacking, addiction, anxiety and depression  I understand how to manage and resist peer pressure to get involved in potential criminal activities, such as hacking  |

**Note: One of the SEL foci of this session is self-reflection and evaluation. It is important to stress that online safety needs to be an ongoing priority in everyone's lives and relies on friendship groups, families and the school community to support each other in this environment**

**Welcome**

Welcome students and ask whether they have any thoughts or questions arising from the last session on questioning what we see online.

**Warm-up activity: Find someone who, since our first session together, has ….**

**Purpose:** to help students to recall what they have learned and to discover how has changed their online behavior.

Explain that this is the exercise that we did in our first session buy this time it focuses on what we have done as a result of what we have learned since then.

Give each student a copy of Resource Sheet 1.1. They have 5 minutes to move around the room and find, for each box on the sheet, someone who matches the statement there and write the name of that person in the box. The aim is to talk to as many people as possible and to write a different name in each of the boxes.

Explain that it doesn’t really matter how many names they each collected, the activity helped to remind us what we have discussed and to think about how we have changed our behavior.

Ask who has carried out the action in each of the boxes.

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| **Facilitator tip** Their response can guide your decisions regarding subsequent activities in the session – you could even return to specific activities from other sessions if you feel that any misunderstanding needs to be addressed.  |

**Review group aims:**

Remind students of the group aims. How useful do they think they have been in helping us to work together?

**Plan for today’s session**

Explain that, today, we will work on these learning outcomes for each student in the group.

* I know how I can use the internet to develop my education, interests and opportunities and a sense of belonging in a new country
* I understand that there are risks to online activities, such as malware, cybercrime, hacking, addiction, anxiety and depression
* I understand how to manage and resist peer pressure to get involved in potential criminal activities, such as hacking

Ensure they understand what the learning outcomes mean and tell them you will be asking them at the end of the session to think about whether they think they have been achieved.

**Core Activity 1: Benefits and barriers**

**Purpose :** to focus more clearly on the benefits that should be embraced, the barriers that should be avoided, and that require protection. Also on the aspects of online activity that have benefits, but also carry notable risks that require careful management.

Ask participants to work in pairs to make two lists:

1. the benefits of being online

2. the barriers to making the best choices and the risks when being online

Give the Resource Sheet 2 which has some benefits and barriers/risks to add to their list if they have not included them already. They should insert them all into the Venn diagram.

Discuss the results. Have they placed anything in the overlapping sections of the diagram? If so, why?

**Core Activity 2: Next steps**

**Purpose:** To help students to review how what they have learned has affected their online behaviour, how they will reinforce the positive changes they have made and what further changes they will make next.

Ask participants to work in pairs

Ask them to discuss their personal Acceptable User Policies and answer the questions on PPT Slide 23

* Which statements on your Policy have you put into action?
* How well did they work?
* How did you feel when they did work?
* How have your online relationships improved?
* How confident are you in your ability to use technology and the internet safely?
* How confident are you in your family's online safety?

Take feedback from each pair.

Ask participants to highlight the actions on their Policies that they have completedor that have become part of their everyday online behaviour.

Invite them to explain how they will ensure that they will continue to remember and use these aspects of online safety and how others may help them to do this.

Then ask participants to number the remaining actions in their Policy in order of their importance  (1 =  most important, 2 = next most important...and so on)

Ask them to discuss and agree answers to the questions on PPT Slide 24

Pairs should ask each other:

* How will you do this?
* When will you do this?
* What will be the benefits of doing this?
* What will be the barriers to doing this?
* How will you feel when you do this?
* How will others help and how will they know that you have done it?
* How will Microsoft assistive technologies help you?

Ask students to feedback on their discussions.

Then ask how the group will help each other in the forthcoming weeks:

* Will they need to meet again to share progress?
* Can they set up an email / social media group to share details of progress and advice?
* Can Microsoft assistive technologies (e.g. Translator or Immersive Reader) help them to become more confident in using the internet?
* How can they share what they know and help others?

**Review and reflection on intended learning outcomes and group aims**

Ask the students to indicate how well they feel they have achieved the session learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If students indicate that they haven’t achieved the learning outcome ask why and ensure that you plan the next sessions accordingly, or offer further support if possible.

Ask them to complete their evaluation

Thank them for their contributions to the group.

Ask them to take their Acceptable User Policy home to discuss with their families.

**Session 8. Resource Sheet 1: Find someone who, since our first session together, has ….**

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| --- | --- | --- |
| Changed a password on an account | Questioned a post on social media | Stopped following an influencer |
| Refused to share a post | Reported an unkind or unwelcome message | Blocked another user |
| Helped the family to set up security settings | Helped a friend who experienced cyber-bullying | Deleted an email ‘that didn’t look right’  |
| Checked an online website to see if could be trusted | Removed personal details from a Facebook account | Used websites for more advice about how to stay safe online |
| Called out someone who was being abusive in an online game | Questioned why an online image looks as it does | Managed cookie settings on a website |

**Session 8. Resource Sheet 2 : Benefits and barriers**

What are the benefits to working online? What are the barriers to safe working online. What are the risks?

Here are some ideas to add to your lists. Decide which are benefits and which are barriers or risks and place them, along with your ideas, on the Venn diagram.

education

cyber-bullying

cyber security

a healthy balance of screen time

connection

sexting

grooming

fear of missing out

online gambling

hacking

inappropriate content

misuse of my personal data

parental controls

communication

control over data (e.g. locatioin cookies, smart speakers)

online sexual harassment

jobs, business, wealth

seeing people who are far away (video calls, webcams)

knowledge

making friends