

## Communicating Online

### Aim

To get pupils to think about how they communicate online and how this might be perceived by others.

### Age

Year 4+

### Preparation before the lesson

Print and cut out the cards on page 2 & 3. Print out page 4.

### Grouping

Group pupils in groups that are large enough to have diverse opinions but small enough that everyone can have a say.

### Computational Attitudes

Mention which computational attitudes you are looking for from everyone (see last sheet).

### Activity one

Give out the cut out cards. Ask pupils to make a pile of those that they find annoying. There are some blank cards to write in anything that the cards have missed. They must be prepared to say why they find these annoying.

### Activity two

Give out the column sheet and ask pupils to work as a group to put all the cards into do lots, do sometimes, don't do.

### Activity three

Inside each column can you put the most important messages at the top and the least important at the bottom of the column.

### Class discussion

Were any cards difficult to place? What were they and what was the reason for the difficulty?

What were your column toping cards? Why were these important to do, do sometimes or not do?

### Online Disinhibition

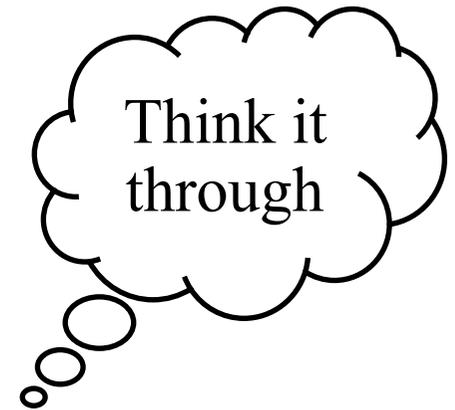
Over sharing on the web is a fact. People believe that it is just a game and that the rules don't apply so they over share.

Could disinhibition be dangerous? Give pupils a chance to discuss this in their groups before leading a class discussion.

### My Rules

Are there any ideas that you think might be worth doing yourself?

Are there any that you would share with other children?



*Draft Version One*

Checkout all the users of the group to see if you know them all before joining.

Read the chat for a bit to see what everyone is saying before joining in.

Read what you have typed and ask yourself, “If I received this message would I be happy to read it?”

Before sending, read what you have written and ask yourself if anyone else could give it a different meaning.

TYPE  
EVERYTHING  
IN CAPITAL  
LETTERS

!!!!Add!!!!  
?!!!!Extra!!!!  
!!!Punctuation!!!!

 Use lots of emojis 

Use lots of abbreviations LOL

Say the silliest thing that comes into your head to attract everyone's attention.

Share silly videos

Share funny selfies

Bend the truth a bit to make yourself out to be rad.

Tell a rude joke

Share cute animal pictures and videos

Tell a shocking lie to get everyone Talking.

Repeat the same comment until someone answers.

Share a real secret

Do Lots

Do  
Sometimes

Don't Do

*I recognise there is more than one way to solve/describe a problem*

*I can evaluate my solutions against a set criteria*

*I can design criteria to evaluate my creations*

*I can contribute useful ideas to a partner or group*

*I can encourage others to share their ideas*

*I lead using all the people talent in my group*

*I learn from setbacks and don't let them put me off*

*I can persevere even if the solution is not obvious*

*I don't just accept the first solution*

*I look for a range of solution to the same problem*

*I look for how a project can be extended*

*I can break complex problems into parts*

*I can discover / concentrate on the most important part of a problem*

*I can identify patterns in problems & solutions*

*I can adapt existing ideas to solve new problems*

*I can develop, test and debug until a product is refined*

*I make predictions about what will happen*

*I repeatedly experiment through predicting, making, testing & debugging*

Handles Ambiguity



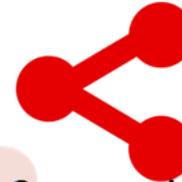
Open Ended Problem Solver



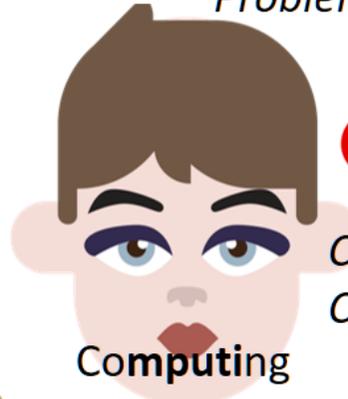
Evaluates



Copes with Complexity



Computing Problem Solver



Communicates



Adapts



Investigates



Perseveres

