Keeping Myself eSafe

Aisha's Story

Teacher's Guide

Aisha's Story

Lesson Plan

Synopsis

Aisha's story highlights the dangers of making contact with strangers online. This scenario shows how easy it is to deceive a young person via social networking and instant messaging. It also draws attention to the range of tactics adopted by online groomers including the use of fake social networking profiles and web cams.

This scenario addresses the following aspects of e-safety:

- Online grooming
- Using the Internet
- Social networking
- Security of personal information
- Online identity
- Web cams
- Instant messaging
- Mobile phones and texting

Age and stage

Aisha's Story is particularly appropriate for learners in the early and middle stages of secondary school – age 12 and upward.

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Resources

- Animated movie - Aisha's Story (approximately 15 minutes)
- Discussion questions and answer sheet
- Statement sheet for extension work
- Information sheets
  - The Internet
  - Social networking
  - Internet addiction
- DVD player and TV (alternatively computer with data projector and screen)
- Flipchart or whiteboard

Learning objectives

Students will:

- find out about some of the risks of using the Internet and, in particular, social networking
- understand the dangers of giving out personal information online
- recognise times when people try to pressurise us into taking risks which make us feel uncomfortable
- understand some of the methods which groomers will use in order to trick young people
- know and understand that every child has the right to be safe according to the law
- know what is meant by online grooming

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Lesson outline (whole class activity)

1. Aisha's Story is designed for delivery over a single 45-60 minute session, although it could be delivered over 2 sessions to incorporate extension work and further investigation.

2. Teachers should share the main learning outcomes with students.

3. Teachers should explain briefly that Aisha's story is based on a real life event, which highlights the dangers relating to online grooming. It should also be made clear, however, that the young people in the story are actors.

4. Show the animated story from start to finish (approximately 15 minutes).

5. Allow students a short period for quiet reflection after viewing the story.

6. The discussion questions and answers should then be used to explore the issues raised in the story. There are no correct answers to these questions. Teachers should encourage a range of responses from students and allow them to explore and challenge different viewpoints. Students should be encouraged to make connections between the story and their own experiences. Teachers may wish to summarise or record key points on a whiteboard or a flipchart.

7. The Information sheet provides teachers with up-to-date information and advice to facilitate preparation and delivery of this lesson. The information sheets most appropriate to Aisha's Story are:

    - The Internet
    - Social networking
    - Internet addiction

8. When considering the story, students should be encouraged to:

    - identify and assess risks to personal safety
    - explore the possible consequences of each scenario
    - consider appropriate strategies for reducing risk and keeping e-safe

9. The statements sheet can be used to facilitate further debate in small groups or as a whole class. This activity could be extended into an English lesson as a piece of critical writing.

10. Since no definitive ending is provided for Aisha's Story, students could compose a possible ending. This might take the form of an exercise in creative writing or, alternatively, a short role play or drama activity.

11. At the end of the session, teachers should summarise the main learning outcomes and highlight key points to emerge from discussion. Students can also be directed to appropriate web sites or further sources of information and advice.

Aisha's Story – Questions

The following questions should be used to promote discussion about Aisha's Story.

1. At the start of the story Aisha says that she is "grinning from ear to ear". Why is this?

2. In the story, Aisha refers to her using a program called "Face2Face"

    a) What kind of program do you think Face2Face is?

    b) Do you use or know of any applications similar to Face2Face? List them.

    c) Why do you think social networking web sites like Face2Face have become so popular in recent years?

3. Why do you think Aisha accepted Obi's new friend request?

4. What do you think that Aisha should have done when Obi first sent the new friend request?

5. Obi says he lives in Duncastle, the same town as Aisha. Does Aisha actually know this is true? What might she have done to check that Obi was actually telling the truth?

6. Aisha is impressed by Obi's trick on her mobile phone, but she is also surprised that he knew her number. How might Obi have got hold of Aisha's mobile number?

7. As the story progresses, Obi begins to gain Aisha's trust.

    a) Explain how Obi manages to do this. Give some examples.

    b) Why do you think that Aisha is so willing to believe in Obi?

8. When Obi and Aisha begin their webcam session, Aisha cannot see Obi's face on her screen.

    a) What reason does Obi give?

    b) What do you think was the real reason that Obi did not want Aisha to see him on her screen?

9. Aisha says that "my real friends know I'm pretty shy underneath". How does Obi manage to persuade Aisha to pose in an intimate way for him?

10. If you were Aisha's best friend, and she told you that she was going to meet Obi, suggest 3 pieces of advice you would give her in order to keep herself safe?

11. How is it possible that a complete stranger has intimate photographs of Aisha in his possession?

12. Why is Aisha worried about the photographs?

13. The story ends with Aisha in a very risky situation. What can she do to keep herself safe?

14. From this story, can you identify some of the strategies or tricks that an online groomer or sexual predator might use?

15. Looking back over the story, can you identify the mistakes that Aisha made that has led her to this dangerous situation?

Aisha's Story - Extended Discussion

In smaller groups, students can be asked to discuss the following statements.

    a)   Only a fool would agree to meet up with someone they have only known online.

    b)   Online groomers are easy to spot.

    c)   I am 100% sure that every one of my online friends is who they say they are.