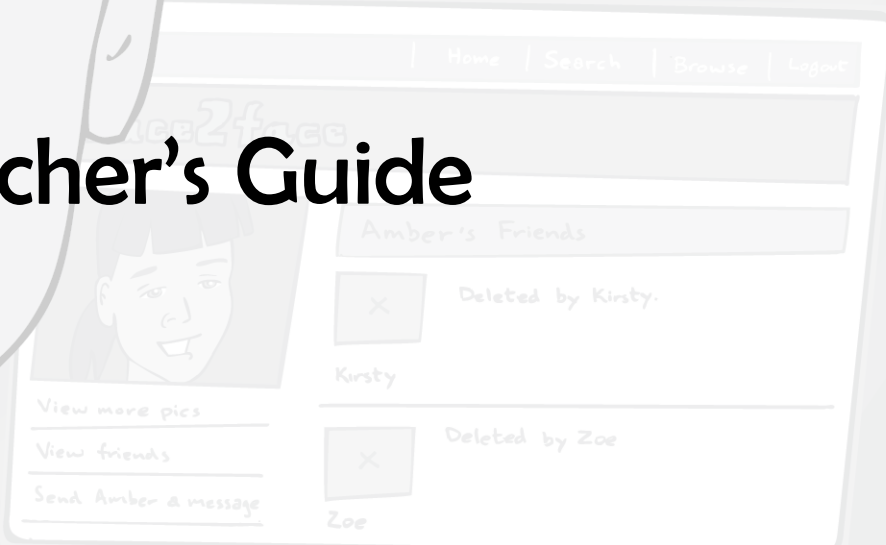


Keeping Myself eSafe

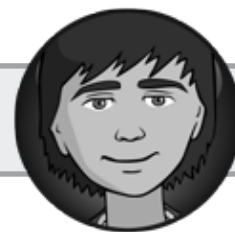


Mark's Story

Teacher's Guide



Mark's Story



Lesson Plan

Synopsis

Mark is 11 and his favourite hobbies are playing computer games and surfing the web. Mark's hobbies, however, have got him into trouble recently. After his teacher catches him using the internet to plagiarise an essay, things get worse when Mark's friend Stevie shows him how to use peer-to-peer networking, and Mark illegally downloads an 18-certificate game. Things come to a head when Mark uses his mother's credit card to make online payments.

This scenario addresses the following aspects of e-safety:

- Computer gaming
- Age ratings
- Intellectual copyright
- Peer-to-peer networks
- Addictive behaviours
- Digital plagiarism
- Fake fronted web sites
- Credit card fraud

Mark's Story



Age and stage

Mark's Story is particularly appropriate for learners in the middle and later stages of primary school – age 8 and upward.

Resources

- Animated movie – Mark's Story (approximately 10 minutes)
- Worksheet - School /Home Task 1
- Resource sheet – Questions on the scenario
- Information sheets
 - Online gaming
 - Using the internet
 - Internet addiction
 - File sharing
 - Plagiarism
- DVD player and TV (alternatively computer with data projector and screen)
- Flipchart or whiteboard

Learning objectives

Learners will:

- recognise addictive behaviours, particularly in relation to gaming
- be aware of the age rating system for computer games
- know what is meant by intellectual copyright and plagiarism
- understand the dangers of using illegal software
- know about the dangers of fake websites
- understand the implications of credit card fraud

Mark's Story



Lesson outline

Mark's Story is designed to be delivered over a 2-3 hour period, split into 45 minute sessions.

Session 1 - Introduction

- Teachers should share the main learning outcomes with students
- Complete worksheet: School / Home Task 1: Age rating and addiction

Session 2

- Review and discuss the School/Home Task 1: Age rating and addiction.
- Show the animated story from start to finish (approximately 10 minutes)
- Allow students a short period for quiet reflection after viewing the story
- Complete Discussion Task 1: Questions on the scenario

Option 1: Teacher led discussion with the whole class

Option 2: Co-operative group task

Option 3: Pupils work independently

The discussion questions should then be used to explore the issues raised in the story. The main purpose of the questions is to provide a stimulus for reflection and debate – there are no 'correct' answers.

Session 3

- Ask each child to draw a cartoon strip which tells Mark's Story. The cartoon should comprise 8 frames, each depicting a different scene from the story. Ask the children to mark a red cross in each of the frames where Mark did something wrong.
- Split the children into groups of 3 or 4. Their task is to design a magazine which contains information and reviews about web sites and computer games. The magazine should also feature at least 3 articles chosen from the following headings:
 - "I am an Internet addict" – the inside story
 - Health risk For kids who spend too much time online
 - Computer games are addictive!
 - Violence In computer games can lead to violent children
 - "All my friends live in a virtual world" – a true story!
 - Grade A student fails exams after 10-hour web sessions

Mark's Story



Name:

Date:

Worksheet - School/Home Task 1:

Age ratings and addiction

1. Make a list of 5 films which you have seen recently. Next to each title, write the age rating you think the film should have had. Choose from **U, PG, 12, 15, 18**.

Try to find out the actual rating of each film.

- (a) Were your ratings correct?
 - (b) Did any of the films which you have watched have a rating higher than your age?
-
2. Write a list of 3 computer games which you have played recently. Next to each title, write how addictive you thought the game was. Choose from:

Not addictive

Slightly addictive

Very addictive

Mark's Story



Name:

Date:

Worksheet - School/Home Task 1 (cont'd):

3. Copy out the following table into your jotter:

	3 days ago	2 days ago	Yesterday	Total
TV				
Internet				
Games				
Social networking				
Outdoors or exercise				

Complete each box by writing in the number of hours you spent each day on the different activities. Add together the hours spent on each activity and enter the answer in the Total column.

- Which activity did you spend the least time doing?
- Which activity did you spend the longest time doing?
- What do you think about spending the most amount of time on that activity?



Resource sheet

Questions on Mark's Story

In your class or group discuss the following questions and record your answers:

1. In the story, Steve tells Mark he has downloaded Deal or Death 2. What is Deal or Death 2?
2. Although Deal or Death is an exciting game that lots of young people like to play, some adults think it's a bad idea for children to play games like this. Why do you think that might be?
3. Steve says he downloaded Deal or Death 2 from the Internet.
 - (a) How much did he pay for it?
 - (b) Do you think that amount was cheap or expensive for a computer game?
 - (c) Why do you think it cost this amount?
4. Mark admits he became addicted to Deal or Death 2.
 - (a) What do you think it means when people say that they are 'addicted' to something?
 - (b) Write down 4 of the things which he says happened to him because he played the game for such long periods at a time.
5. Mark had to write an essay on "The Life of Shakespeare"
 - (a) Why did Mark decide to copy the Shakespeare essay from the internet, rather than write it himself?
 - (b) Explain what Mark does to write the essay.
 - (c) How does his teacher know that the essay was not written by Mark?
 - (d) Do you think it is okay for pupils to copy other people's work and ideas from the internet? Give a reason for your answer.

Mark's Story



6. Mark was taken to a web page advertising Deal or Death 3.
 - (a) Do you think the Deal or Death 3 web site that Mark saw was a proper web site? Say why.
 - (b) Explain what Mark did when he went to the page.
 - (c) What would you have advised Mark to do instead?
7. Why did Mark decide to use his Mum's credit card to pay for the download? Do you think this was a good idea?
8. Why did the police get involved?
9. Why do you think Mark didn't own up when his Mum told him that the police had been in touch?
10. Why did Mark's mum take his computer away?
11. What do you think Mark should do now?