

Upper primary unit

Finding and identifying appropriate online content



Finding and identifying appropriate online content

Creative Commons

These teaching resources on the Cybersmart website's Schools Gateway are now available to schools under Creative Commons licences.

The new licensing conditions are more flexible than existing copyright, enabling schools and teachers to use, adapt and re-publish material from the resource, without seeking permission to republish from the ACMA.

These materials have been licensed under an attribution non-commercial share alike licences (BY-NC-SA). Under these licences, the materials are available for free use and adaptation so teachers can change, translate and share new creations with other teachers and students.

Copyright Notice

Source: © Commonwealth of Australia 2011



This work is based on materials that constitute copyright of the Commonwealth of Australia and is licensed under a Creative Commons Attribution Non-Commercial Share Alike 2.5 Australia Licence.

Disclaimer: The ACMA has taken reasonable care to ensure the information in this work is correct and accurate at the time of publication. However, the ACMA makes no warranties regarding the correctness of the information at later dates, and disclaims liability for damages resulting from its use. The ACMA recommends that users exercise their own independent skill and judgment when using this work and carefully evaluate the accuracy, currency, completeness and relevance of the material for their purposes.

The ACMA requests that if you republish this work, you notify the ACMA by email at: cybersafety@acma.gov.au including a link to the republished work. This is to assist us in tracking the uptake of our works and the innovative uses that our licensees are making of our works.

See: <http://www.cybersmart.gov.au/Legal/Copyright.aspx> for more information.

Finding and identifying appropriate online content

Before you start

This unit is designed for students aged 10–11 years

Before you start this unit it is important that you are aware of what your students, and others in this age group, are doing online and how they use online technologies. For some general information visit the 'What are students doing online?' section at www.cybersmart.gov.au/schools.aspx.

This section provides information on children and technology, including cybercitizen profiles, videos of students discussing their online activities and links to ACMA research regarding online behaviour.

Teacher background information

The Internet is an essential part of education today. It provides quick and easy access to a wealth of information. However, finding relevant and appropriate information online can be a daunting or frustrating task, especially for children.

It is the role of parents and teachers to ensure that children remain safe and protected while using the Internet. This involves teaching them the knowledge and skills they need in order to navigate the World Wide Web in a safe manner. They need to be able to locate and identify content that is reliable, appropriate and safe, and be given strategies to deal with inappropriate content or contact.

Unit overview and objectives

This unit aims to help students to:

- develop the knowledge and skills to enable them to conduct effective online searches
- identify reliable and appropriate online content
- develop strategies to deal with unwanted or inappropriate content or contact.

By the end of this unit, students will be able to:

- employ effective searching strategies to locate information quickly and easily online
- identify reliable and appropriate online content
- list strategies to deal with unwanted or inappropriate content or contact.

Unit duration

The time allocated to this unit will depend upon the prior knowledge and skill levels of your students. It comprises nine activities, each designed to take approximately one or two 45 minute lessons.

Required resources

- Butcher's paper
- Prepared clues for activity 2
- Timer (optional)
- Interactive whiteboard and computers with Internet access
- Worksheets 1–5
- Various search engines (see activity 3)
- www.abc.net.au/abc3
- 'Online Mayhem' game and cards (located with worksheets)

Further information

For more information, contact:

Australian Communications and Media Authority
Cybersafety Contact Centre

Tel: 1800 880 176

Email: cybersafety@acma.gov.au

www.cybersmart.gov.au

Activity 1: What is the Internet and how is it used?

What you will need:

- Butcher's paper

Ask students 'What is the Internet?' and discuss and record their responses on butcher's paper.

Give students five minutes to write down how they use the Internet.

Collate the answers into a class graph.

Use the class graph to make a list of the most popular ways of using the Internet. Students, in pairs or small groups, survey other classes about their use of the Internet. Compile the new data into a larger graph to gain a bigger picture of how children use the Internet.

Discuss the larger graph.

Activity 2: Clues for searching

What you will need:

- Several sets of clues for a race to reach a location
- Timer (optional)

This lesson is designed to engage students in thinking about the way in which they search for information on the Internet.

Separate students into groups of three or four. Explain to students that they will be competing in a race. Each group will be given a set of clues that will lead them to a secret location somewhere within the school grounds. The winning team will be the first to reach the secret location.

Each set of clues should be slightly different, ranging from very direct (i.e. will lead students to the location in a few steps) to very ambiguous (i.e. students will take many more steps to reach the location).

Enlist the help of another adult (or a responsible student) and ask them to wait at the secret location to greet the teams as they arrive.

Teams all start at the same location.

You may wish to use a timer and record the time taken for each group to reach the final destination.

Once all the teams have completed the race discuss why some teams might have taken longer than others.

Emphasise to students that clues which were relevant, accurate and specific assisted some teams to find the location quickly, while clues that were too broad, or caused teams to take an indirect route to the location, caused frustration.

Each group is to choose a location within the school (or classroom) and write a series of four clues that allows another team to find the location quickly.

Explain that what happened in this activity is a bit like searching on the Internet: having clues that are accurate, relevant and specific helps you to find what you are looking for.

Activity 3: Search engines

What you will need:

- Several computers with Internet access
- Worksheet 1: Search engines
- Various search engines

This lesson provides students with a basic introduction to search engines and the benefits they provide when trying to find information on the Internet. Depending on the knowledge and skill level of your students, you might wish to ask students for more detailed information (e.g. who created the engine, when, is it a local or overseas-based engine etc.) on worksheet 1.

Write the words 'relevant', 'accurate' and 'specific' on the board. Recap what they mean in terms of clues for searching.

Ask students to try and explain how the World Wide Web (WWW) works.

The World Wide Web is made up of millions of websites found on computers all around the world. We can connect to these sites using the Internet. (We can also send emails using the Internet.)

If we want to find useful, accurate and relevant information when searching on the WWW, we need to learn specific searching skills.

One such strategy is to use a 'search engine'. Ask students what they think this is, or to provide examples of ones they have used.

A search engine helps you to use the Internet to locate information stored on the World Wide Web. While there are now probably thousands of search engines, not all of them are helpful or easy to use. Selecting an appropriate search engine helps to locate content quickly and easily, but it does not guarantee that it will be relevant or accurate.

Search engines work in different ways. For example:

- 'Ask Kids' allows you to type in questions
<http://sp.askkids.com/docs/askkids>
- 'Google Safe Search' lets you type in words or phrases, and then ranks results by the importance and relevance of the site. For this to work effectively you have to choose your search words carefully
www.squirrelnet.com/search/Google_SafeSearch.asp
- 'Family Friendly Search' searches Yahoo!igans, AOL Kids, Kids Click and Saluki Search with one click
www.familyfriendlysearch.com

In pairs students try different search engines. They use worksheet 1 to record their thoughts as they explore and try out each one.

Activity 4: Locating information

What you will need:

- Several computers with Internet access
- Various search engines
- Worksheet 2: Information location
- Butcher's paper

In this lesson students (in pairs) will be using search engines to locate specific pieces of information as quickly as possible. (This activity can be conducted as a 'race' if you wish.)

Provide each pair with a copy of worksheet 2.

Explain that students should carefully choose words to guide the search engine as a poor choice of search words wastes time by leading you to sites that are irrelevant, unreliable, outdated or inappropriate.

Allocate a reasonable amount of time for the students to find the information (if not conducting the activity as a race) and then share their answers.

Discuss the strategies students used to search for the information. Consider the following:

- Did students use specific words or whole sentences?
- How many sites did they have to visit to locate the information?
- Which information was easy to locate and which was hard? Why?

Students to share strategies they used to locate information. Which strategies were successful? Record these on a large sheet of paper.

For example:

- Write the question you wish to answer, but don't make it too specific.
- List important words relating to the topic of your search.
- Don't randomly click on sites that come up in a search. Read the information provided and only click on sites that seem relevant.
- Use the 'advanced' search option.

Work as a class to formulate a 'Top tips for searching' poster.

Activity 5: Advanced searching

What you will need:

- Interactive whiteboard (or several computers) with Internet access
- Various search engines

In this lesson students will explore the search options various search engines provide that allow a more focused search. Examples include advanced searches, sites only from Australia, image searches etc.

Select a search engine with these facilities and discuss them with students. Allow students time to use these functions to search for information.

Discuss with the class the benefits (or disadvantages) of using these functions.

Finding and identifying appropriate online content

Activity 6: Find the facts

What you will need:

- 'Top tips for searching' poster from activity 4
- Several computers with Internet access
- Worksheet 3: Find the facts

Students work in pairs or small groups and employ the 'Top tips for searching' (from activity 4), as well as their knowledge of using specific searching options, to find and record (on worksheet 3) five accurate facts about a chosen topic. It may be helpful to use a topic currently being explored in class. Students must use five different sources (websites) to gather the information.

Set a 20 minute time limit. Suggest that students spend a few minutes discussing and planning how they will search before they start.

When the 20 minutes is over, find out how many facts students have gathered. Consider how many websites they looked at that were not useful.

Share the facts collected and recorded by students. Discuss discrepancies and consider these in relation to the reliability of the sources of information. Ask students to think about what makes a source reliable. Consider:

- Who wrote the information or created the website?
- The date on the website (if applicable).
- Could they find other sources (sites) that had the same information?
- Did the site provide links to other sites, or give sources for its information?

Have pairs of students review worksheet 3 to rate the reliability of their sources using a star system. Two stars indicate that the students think the site is very reliable; one star indicates that they think it may be reliable and no star indicates that they do not think it is reliable. Share again and encourage students to justify their ratings.

Activity 7: Selecting appropriate content

What you will need:

- Interactive whiteboard with Internet access
- Worksheet 4: Internet information
- www.abc.net.au/abc3

Explain to students that there are a number of terms and words that can assist you to locate, select, navigate and evaluate appropriate websites and online content.

Provide each student with a copy of worksheet 4 that lists a number of commonly used terms and pieces of information that can be found on websites. Read through each of them with the students.

Use the ABC3 website, found at www.abc.net.au/abc3 to explicitly teach students where to find important pieces of information on a website (e.g. point out where they can find the date of the site, the URL and what each part of it means, or how to find out who is responsible for the site).

Activity 8: Website review

What you will need:

- Various websites from activity 6
- Several computers with Internet access
- Worksheet 5: Analysing a website
- Completed worksheet 3 from activity 6

Students to revisit one or more of the sites they used to find information for activity 6. They are to record as much information about each site as they can (on worksheet 5).

Students to reassess their star ratings for the sites they revisit.

Activity 9: Inappropriate content

What you will need:

- Several copies of the 'Online Mayhem' game and cards (located with worksheets)

Read the following scenario to the class:

You are sitting at your computer trying to work on a big assignment that is due in two days time. Your brain is tired, so you decide to search for some information about your favourite TV show. You click on the first website that is listed and start to read the information. Suddenly, a box pops up saying that you are the 1,000,000th visitor to this site and if you 'click here' you can claim your prize. Should you click on it? What might happen if you do?

Students to discuss the scenario with a partner, then share ideas with the class.

Explain to students that there are many types of inappropriate content that they might find while searching the Internet. Common ones include advertisements, 'pop-ups' and unwanted instant messages. The other type of inappropriate content is that which is adult oriented. This is content that may make students feel uncomfortable and should be closed and/or reported to an adult immediately.

Ensure that students understand that it is not always their fault if this content appears, but they should learn some strategies to deal with it.

Ask students to share instances when they have encountered inappropriate content or contact while online. What did they do?

Work as a class to list strategies for dealing with inappropriate content/contact. These may include:

- asking a trusted adult for help
- calling the police, your Internet Service Provider (ISP) or the Australian Communications and Media Authority (ACMA)
- closing the window
- clicking on the back button
- clicking on the home page (if that was safe)
- shutting down the computer.

Students form groups of two to four to play a game of 'Online Mayhem' (board and cards located with worksheets).

Worksheet 1: Search engines

Name: _____

Pick a topic that you are interested in researching. Use a few different search engines to try and locate the information you require. Assess each of the search engines for features such as ease of use and accuracy of search results.

Name of search engine	What I thought

My favourite search engine is _____ because

Worksheet 2: Information location

Name: _____

Work with a partner to locate the following information. Put a tally mark in the last column for each website you visit to find the information.

Information required	Answer	Website on which I found the answer	Number of websites I visited to find it
Population of India			
City in which Barack Obama was born			
Current number one movie in Australia			
The period in which Tyrannosaurus rex lived			
Two ingredients in a pavlova			
The six parts of a cow's stomach			
The birth date of the current Prime Minister of New Zealand			
The creator of Facebook			
The floral emblem of Scotland			
A town/suburb that has the postcode 4573			

Worksheet 3: Find the facts

Name: _____

Use a search engine to locate five accurate facts about a topic. You must use at least five different sources (websites). Record the name of the sites that provided the information, and put a tally mark in the box at the bottom each time you visit a site that is not useful.

	Fact	Source
1	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
2	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
3	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
4	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Put a tally mark in this box every time you visit a site that is not useful.

Worksheet 4: Internet information

Below are some commonly used terms and pieces of information that may help you to assess the reliability of a website when searching for information online.

URL	This stands for uniform (or universal) resource locator. It is the address of a web page. You can find it in the 'location bar' at the top of the screen. A URL can tell you if the site is secure, the country it comes from and what type of site it is (e.g. government, organisation, company or educational).
.gov	refers to a government website.
.edu	refers to an educational institution.
.com	tells you the website is a commercial business.
.org	usually refers to an organisation, such as a charity.
Where was the site created?	The URL provides information about the country of origin of the site. For example, sites that end in .au are Australian.
How can I find out who created the website?	This can be tricky, but it should be easy to find out on a reliable site. Look for sections called 'About us' or 'Contact us' as these may provide some answers.
When was the site created or last updated?	This is not always easy to find out. A 'What's new?' section might help or the copyright information, which might be at the bottom of the home page, could provide some clues.
How can I tell what sections are in the website?	There will be a menu on the site. It will be located across the top, or down the side (usually the left-hand side), of the home page.

Worksheet 5: Analysing a website

Name: _____

Select a website and answer the following questions:

- What is the URL? _____
- Who created the website? _____
- Record any contact details _____

- When was the website content written or last updated? _____
- In which country was the website created? _____
- Why do you think the website was created?

- Who do you think the content is aimed at?

- Why?

- Is the website easy to use and navigate?
 Yes No
- Do you think the website is reliable?
 Yes No
- Why or why not?

Online Mayhem—board game and cards

You need the computer to do an assignment, but your sister won't log off. Miss a turn.

While playing a game an advertisement pops up telling you to 'click here' to claim a prize. You click and a virus is downloaded onto your computer. Move back three spaces.

You need to research to find out the names of the last five Australian Prime Ministers; but you are distracted by an online game. Move back one space.

Your parents catch you looking at inappropriate content. Move back four spaces.

You spent all your homework time playing a game and now you are in trouble at school. Miss a turn.

While doing some research for a school project, you find a similar assignment online. To save some time you copy it and hand it in. It turns out to be completely wrong and you fail. Move back two spaces.

While chatting online with a friend, you receive a friend request from someone you don't know. As you like to make new friends you accept the request. Not a good idea! Move back three spaces.

You write down your password for your Facebook page and leave it on your desk at school. Move back two spaces.

You think it would be fun to type rude words into a search engine and click on any websites that appear. Move back three spaces.

You use a website created six years ago to find statistics about global population for a homework task. Miss a turn.

Online Mayhem—board game and cards

You need to find out which horse won the 1997 Melbourne Cup and find the information in two clicks. Move forward two spaces.

While playing your favourite game online, you notice that advertisements with content that is inappropriate for children keep appearing. You tell your parents and they contact the company responsible for the site. Move forward one space and have another turn.

To save time researching you use the advanced option on your search engine. Move forward two places.

While researching on a search engine you use key words that are accurate, relevant and specific. Move forward three spaces.

You notice a website ending in .au and know that means it is Australian. Move forward two spaces.

You find a useful website for your homework assignment, but check the 'About us' section anyway to make sure it is reliable. Move forward two spaces and have another turn.


A friend asks you how to find out if a website is reliable and you tell them to look for an 'About us' section to find out who created the site. Move forward three spaces.

You accidentally stumble onto a website that makes you feel uncomfortable. You exit out of that website straight away. Move forward two spaces.

You need to find a particular section in a website so you go to the site map. Clever! Move forward three spaces.

When using the Internet you remember what you have learnt in class about top tips for searching. Move forward one space and have another turn.


31




32
A trusted adult helps you set up your email account. Move forward 2 spaces.




39




30




33




38
Your email junk box is empty. Move forward 1 space.




29
Take a card.




34




37



28
You turn on your search filter. Move forward 2 spaces.



35
Take a card.



36
You click on an unsafe link! Follow it.



X Search results

40 A friend directs you to an unreliable website. Move another player back 3 spaces.

41 Take a card.

42 Uh Oh! Your computer has a virus. Follow the link.

43

44

finish

*Congratulations!
You have found and identified appropriate content.
Well done!*

INSTRUCTIONS

Each player places a counter on the start key.
Throw the die to decide the starting
order: the highest number starts.

Roll a die and move that number of spaces.
If there is writing on the square on which
you land, follow the instructions. You must
throw the exact number to finish. The winner
is the first person to reach the finish message.

27

26
You turn your
computer off at
the switch every
night. Have
another turn.

25

24

23
Take a card.

22
Your computer
has frozen.
Roll an even
number to
continue.

14

15
You install
a firewall.
Follow the link.

16

17
You back up an
important
assignment.
Have another turn.

18

19

20
The batteries
in your wireless
mouse are flat.
Move back
2 spaces.

21

13

Take a card.

12

Too many
pop-ups.
Miss a turn.

11

10

9

Internet shortcut.
Follow the link.

8

You open a
spam email.
Miss a turn.

7

6

Take a card.

start

1

2

3

You ignore online advertising.
Move forward 4 spaces.

4

5

PLACE CARDS HERE

Online Mayhem