

Upper primary unit

Don't be fooled



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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

This unit focuses on teaching children the skills they need to deal with two common Internet issues: 'bogus' websites and large amounts of advertising.

While the Internet allows you to search for and locate vast amounts of information on many topics, this can also be a problem since anyone can create and publish information. Students need to be aware that websites can be outdated, include mistakes and inaccurate information, or be deliberately untruthful, biased or deceitful.

Children can also be exposed to large amounts of advertising while using the Internet. Companies are very adept at creating advertisements with colour, sound and movement, making them appealing to children. The nature of the Internet and web pages means that children are continuously bombarded with ads and 'pop-ups'. It is important that children learn to be critical of ads, to question their true motives and to ignore them as much as possible.

Unit overview and objectives

This unit aims to help students to:

- assess the authenticity of websites
- identify and develop a critical awareness of the purpose of commercial content online.

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

- evaluate websites for reliability and authenticity
- list relevant features of online advertisements
- recall strategies for responding to 'bogus' websites and online advertisements.

Unit duration

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

Required resources

- Worksheets 1–3
- Interactive whiteboard (or several computers) with Internet access
- Hoax websites (see activity 2)
- 'CyberTour' game at www.media-awareness.ca
- 'CyberQuoll' animation at www.cybersmart.gov.au/cyberquoll
- Magazines which contain advertisements
- Examples of websites containing advertising
- Several computers with publishing programs (to create a website home page)

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

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Activity 1: The Internet

What you will need:

- Worksheet 1: How I use the Internet
- Worksheet 2: Narrative plan

Students to brainstorm the ways they use the Internet and why on worksheet 1. Share the ideas with the class.

Discuss how students would gather information, research topics and find answers to questions if the Internet did not exist. Where would they go to get information? How would they find it?

Using worksheet 2, students to plan and then write a story titled, 'What would life be like without the Internet?' Ask students to share their stories and to compare and contrast their ideas with those of other students.

Now ask students whether they think that the information they find on the Internet is always correct and reliable. Ask students to explain why or why not. Have they had any experience in finding or using incorrect, outdated and/or unreliable information? How did they know it was incorrect/outdated/unreliable and what did they do?

Activity 2: Considering website authenticity

What you will need:

- Interactive whiteboard (or several computers) with Internet access
- Worksheet 3: Website authenticity
- Hoax websites

Some examples include:

<http://zapatopi.net/treeoctopus/>

<http://www.thedogisland.com/>

<http://www.buydehydratedwater.com/>

www.sudftw.com/jackcon.htm

As a class discuss websites students may have found that were 'bogus'.

'Bogus' websites are those that contain outdated, incorrect, untruthful, biased or deceitful information.

What characteristics of the websites led students to come to this conclusion? List the ideas on a whiteboard for students to consider.

Many hoax websites can be harmless. However, students need to understand that there are unscrupulous people who create websites that are designed to hurt or exploit people.

Visit one of the 'bogus' websites from the list above using an interactive whiteboard, data projector or several computers. Discuss the site with the students (you can inform the students that the site is 'bogus' before or after the discussion).

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Activity 3: Evaluating websites

What you will need:

- Interactive whiteboard (or several computers) with Internet access
- 'CyberTour' game at www.media-awareness.ca

Students to work in pairs to engage with the online module, 'CyberTour' by the Media Awareness Network, found at

www.media-awareness.ca > Media awareness network > Educational Games > Jo Cool or Jo Fool > For Teachers > Cybertour. This module helps to reinforce students' critical awareness when viewing websites.

CyberTour involves students 'accompanying' Josie and Joseph Cool as they visit twelve of their favourite websites. Each one helps students to explore issues and challenges faced when people surf the web, including online privacy, online marketing, responsible Internet use, authenticating online resources and Internet safety. At each site, students assess the appropriateness of Josie and Joseph's decisions by considering key questions, such as:

- What type of website is it?
- What is its purpose: To inform? To sell? To entertain? To persuade?
- Is it a commercial website? A personal home page? An educational site? How can you tell?
- What decision does Jo have to make?
- What should Jo look out for? What should he or she take into account before acting?
- What is the 'big picture' here? Is this a privacy or safety issue? A matter of authentication? Does this relate to good citizenship online?
- Does Jo make the right decision? Why or why not?

Discuss reasons for needing authentic information and the implications when we receive incorrect, outdated and/or biased information.

Activity 4: CyberQuoll

What you will need:

- Interactive whiteboard (or several computers) with Internet access
- 'CyberQuoll' animation at www.cybersmart.gov.au/cyberquoll

Explain to students that you will be watching a video about two cousins who are just beginning to use the Internet and learning about how to stay safe online.

Some of the online video requires interaction from the students (e.g. answering questions using drag and drop etc.). The video features issues such as Internet hoaxes/scams, providing information online, unreliable websites, pop-ups and spam.

Watch Episode 5-'Trying It On'.

You will find this at www.cybersmart.gov.au/cyberquoll > For students > Start > Episode 5: 'Trying It On'.

After watching the video, ask students to discuss:

- What were some of the key points?
- What did they learn?
- How do people try to steal money online?
- What were the 'Four W's'?
- What were some of the advertisements that appeared in the game?
- Why did the cousins think it would be good to have a lie detector for web forms?
- What were some of the scams/hoaxes that appeared after the twins did a search?
- What were some of the 'golden rules'?

Ask students to share similar experiences they might have had.

It may be necessary to watch the video more than once.

Activity 5: Advertising online

What you will need:

- Magazines which contain advertisements
- Interactive whiteboard (or several computers) with Internet access
- Examples of websites containing advertising

Review activity 4 and discuss what students learnt about pop-ups, website advertising etc. from watching the Cyberquoll video.

Show students some examples of advertisements in magazines, paying attention to where they appear, their size, the words used etc. Ask students to brainstorm where they see advertisements. Explain that the Internet is a perfect place to advertise. Give students time to explore some websites that contain advertising and answer the following questions:

- What is the advertisement selling? How do you know?
- Whom is this advertisement aimed at? Why do you say this?
- Why are these ads included on the website?
- Where do they appear on the website?
- How do they appear (e.g. animated, still image, scrolling, 'pop-ups' etc.)?
- Are the ads interactive? Can you click on them?

Have students work in groups to present a poster display to the class evaluating the impact of the advertising found on one of the websites (or on another suitable site).

Talk about the implications of strategies employed by advertisers, including the use of 'community messages', placement of ads on websites and other techniques such as including quizzes or competitions.

Important

It is important that you revise, and emphasise, the possible implications of clicking on advertising material, as they can contain viruses and spyware. This activity may require increased supervision to ensure students do not click on links that may cause harm to them or the computer.



Activity 6: Design your own home page

What you will need:

- Several computers with publishing programs

In pairs, students to design their own website home page (using a program such as Publisher).

The page could include:

- Graphics/images
- A menu
- Written content
- Space for advertising
- Links to other websites

Print out and display the home pages around the classroom and ask students to move around and view them in small groups.



Worksheet 1: How I use the Internet

Name: _____

Inside the computer screen, write down how you use the Internet and why.





Worksheet 2: Narrative plan

Name: _____

Orientation (when, where, who or what)

Complication (problem that sets up the events of the story)

Sequence of events (decided by the complication)

Resolution (how the complication is resolved)



Worksheet 3: Website authenticity

Name: _____

URL: _____

	Question	Notes
Structure	Is the structure of the website easy to navigate?	
	Does the website load quickly?	
Responsible owners or creators	Is there anything odd about the URL?	
	Does the URL give you clues about the person or organisation who owns or created the website?	
	Does the site provide an explanation of who owns or created it?	
High-quality, reliable content	Can you find out who wrote or authorised the content? Do they seem to be trustworthy?	
	Are 'pop-up' windows appearing?	
	Is the content easy to read? Are there spelling or grammatical errors?	
	Is the content well organised? Does it use headings and images and acknowledge its sources?	

Worksheet 3: Website authenticity

Name: _____

URL: _____

	Question	Notes
High-quality, reliable content	Does the content provide a biased or extreme point of view?	
	Does the content provide or acknowledge alternative points of view?	
	Can you verify that the content is correct? Can you find any other sources that provide the same information?	
Legal issues are clear	Does the site include legal notices? These could include privacy information, terms and conditions, copyright information etc.	
Current and up-to-date links, content and contact details	Is the content recent or is it outdated?	
	Are contact details included for the website owners or creators? Are they valid?	
	Are you able to send feedback to the site owners or creators?	
	If the site provides links to other sites, do they work?	