Activity: RL—WU?

Theme

Peers are great teachers. The use of the internet and mobile technologies is prevalent among young people today and brings with it many benefits. However, there are also pitfalls of which people should be aware.

Key learning/subject areas

Cross curricula.

Duration

Three to ten periods—depending on the class access to technology.

Objectives

On completion of this activity students will be able to:

• identify the technologies their peers are using regularly and how they are using them
• determine safe online behaviours and apply strategies for dealing with unsafe situations
• make informed decisions about their behaviours and the risks they take when using the internet and mobile technologies
• understand the structure and function of surveys and the process of data collation, analysis and reporting.

The outputs will be:

• a survey instrument
• a report
• an advertising campaign about the ‘Golden Rules’ of internet and mobile technology usage.
Resources/links/materials required

CyberNetrix CD-ROM

This activity can be applied across all the themes explored in CyberNetrix.

Materials required at school

- Paper (poster)
- Computers (if available or needed)
- School intranet (if available).
Introduction

Students will survey their class/year level/school to find out:

• which technologies students use at home and at school i.e. chat, texting, file sharing
• how they are using these technologies
• what protection they are taking.

Their findings will be presented in a report using graphs and other diagrams.

Groups will use the findings to develop a themed advertising campaign targeting the survey group and to determine ‘Golden Rules’ about technology use that are particularly relevant to this group.

Prior learning

Students need to have knowledge of:

• developing survey instruments
• collating survey information
• the structure of reports
• safety issues related to the use of the internet and other mobile technologies.
Activity description

1. **Whole class activity**

Introduce the activity to the class. Explain that they will be surveying their classmates, friends and/or other young people to find out what technologies they are using and what they are using them for.

Discuss the purpose of surveys as a means of getting information from a range of people about particular topics or issues. Explain how the data from surveys is collated and analysed to allow recommendations about the issues to be made. Talk about the difference between ‘quantitative’ and ‘qualitative’ data.

Discuss the features of surveys and how the questions can be structured to gather quantitative and qualitative data. Ask students to suggest examples of surveys they have completed or seen in magazines, online, in the street or that their parents have received.

Work with the whole class to develop a one to two page survey which will be distributed to students from their class/year level or school.

The survey should seek information on:

- the technologies that students are using at home and at school e.g. mobile phones, computers, PDAs
- how and why they are using these technologies e.g. chat, email, research, games, communicating with friends
- the risks and benefits in using these technologies
- what protective actions and strategies they have in place when using these technologies e.g. virus scanning, firewalls, blocking users
- key messages they feel should be communicated to people their age about the safe use of technologies.

Each student should receive a copy of the survey instrument when it is completed.
2. **Small group activity**

Break the class into mixed ability groups of about five students. Each group will conduct the survey with 15 people (three people per student), collate and then analyse the information.

The group may choose to use a software program like Excel or Access to collate their findings. This is dependent on their level of access and expertise.

3. **Small group activity**

When all the data has been collated, the group will analyse their findings and present their conclusions, generalisations and recommendations in a report. The report will combine text and visual diagrams/graphs. It must note the following findings:

- the technologies young people are using
- how they are using them
- the issues which impact on young people’s use of technology
- the key safety precautions of which young people are aware
- if young people are using precautions to keep safe when using technologies.

The report must also provide recommendations for the top five ‘Golden Rules’ of safe behaviour when using technologies.

4. **Whole class activity**

Bring the class together to discuss the outcomes of the group reports. Each group reports their findings and recommendations to the class with an emphasis on their top five ‘Golden Rules’ of safe behaviour.

Collate a class set of the top five ‘Golden Rules’.

The key messages and the top five ‘Golden Rules’ from the reports will now inform an advertising campaign to highlight safe behaviours for young people when using technology.

Discuss what makes an advertising campaign successful. Talk about campaigns which have captured students’ attention and imagination so they can draw out the elements they might choose to use in their campaigns. Discuss the use of slogans, images, catchy phrases, hard hitting messages that convey serious issues and other features.
5. **Small group activity**

Break students into five groups. These can be the same or different groups as the previous activity and can be informed by how constructively each group worked during the first phase of this activity. Give each group one of the top five ‘Golden Rules’ to develop their advertising campaign around.

Each group needs to brainstorm what will make their advertising campaign most effective. They should consider:

- the key message for the advertising campaign based on the ‘Golden Rule’ allocated to their group
- the tag lines for the advertising campaign
- the best method of communicating with the target audience
- the media they will use e.g. hard copy—posters, bumper stickers, flyers; or digital—banner headlines, websites, DVDs, PowerPoint presentations, jingle for a radio or TV advertisement
- the tone and ways of best capturing and maintaining student interest and attention
- use of visual elements and design.

A draft plan of the advertising campaign is drawn up and tasks are allocated to each group member.

A draft of the advertising campaign is presented to the teacher for review.

The final advertising campaign is developed.

6. **Whole class activity**

Each group presents their advertising campaign to the whole class via a typical advertising ‘pitch’.

The class provides feedback on the campaign.

The advertising campaigns can then be posted around the classroom, at key points in the school or, if digital, on the school intranet or website.
Teacher notes

Allocating class time to students to use Excel or similar software, as well as developing a digital advertising campaign, will depend on the class access to computers.

If students are not computer savvy, they can develop the advertising campaign using pens and poster paper or cut-outs from magazines and newspapers.