'JIGSAW'

SUGGESTED ACTIVITIES TO SUPPORT THE FILM

TARGET AUDIENCE:
Key Stage 2
Year Groups: 3-6

DURATION:
15 minutes (film), up to 85 minutes if all supporting activities are included

SESSION AIMS:
During this session children will be able to recognise what constitutes personal. They will understand that they need to be just as protective of their personal information online, as they are in the real world. The children will learn that keeping this information private will help protect them from people that they do not know or like and help to protect them from unsolicited mail and scams. An understanding will be gained of what to do and where to go if they are worried about any of the issues covered.

DESIRABLE LEARNING OUTCOMES:
Pupils will be able to identify what constitutes personal information

Pupils will develop critical thinking skills.

Developing awareness of potential risks and how they can be dealt with.

PRE-FILM ACTIVITY 1:
Generate discussion about the group's use of the internet. Some ideas for discussion:

• How often do you use the internet?
• What do you do on the internet?
• Do you play games online? Which ones?
• Do you have a games console? Which one? Does it have internet access?
• Do you download music online?
• Do you research things/do homework on the internet?
• Do you have a profile on a social networking site like **Bebo**, **Myspace** or **Facebook**?

At this stage, you are looking to open up communication channels and generate thoughts and discussion of their online life.

(15 minutes)

PRE-FILM ACTIVITY 2:
Make copies of the 'template' document to ensure each young person has a piece of paper that reads 'personal' and one reading 'not personal'. These will be used as voting cards. Explain to the group that you will be calling out pieces of information and they need to decide whether this information is personal or not personal. If they decide it is personal, they need to hold up their piece of paper. If they decide it is not personal, they will need to hold up the 'NOT personal' piece of paper.

Suggested words to say:

PERSONAL INFORMATION
• My address
• My hair colour
• What school I go to
• My mobile phone number
• My sister's name
• My birthday
• Where I plan to go on Saturday

NOT PERSONAL INFORMATION
• Cartoon Picture
• Nickname
• Age
• Hobbies—skating, swimming, drawing etc
• Pet's name

Ask them to discuss in their pairs what they feel personal information is. Feedback to the main group and come up with a definition that they are all happy with. Then, using their partner's profile, they need to circle the information that they feel is personal information.

(15 minutes)

PLAY FILM

POST-FILM ACTIVITY 1:
Ask the group to identify personal information about Becky that they managed to find in the film (go back over the first part of the film if necessary). Write as a spider diagram that can be added to on the board.

Examples:
• Photo of her—put on a sign outside her house
• Home address—the gathering outside her house
• Profile is open (not private)—left her front door open
• School uniform—in the photos
• School name—during conversation with Simon
• She was going to the park after tea—this information was on her online calendar / events diary

(15 minutes)

POST-FILM ACTIVITY 2:
Divide into groups of approximately 4 or 5 children per group. Each group will need a pack of post-it notes. Ask the groups to discuss the film and identify 3 points that they think the film was trying to highlight. Each group should write each point on a different post-it and groups take it in turns to stick post-its on the board, keeping similar points together. Compare the answers and discuss why groups chose the ones they did.

SOME OF THE ANSWERS YOU ARE LOOKING FOR INCLUDE:
• Keep your personal information private
• Know how to keep your settings private
• Remember to be as careful online as you are offline
• Know where to go for help (Trusted Adult, Report Abuse, **IWF**, **Childline**, **There4me**)
• Be nice to each other online

(15 minutes)

POST-FILM ACTIVITY 3:
Ask each young person to write down on the white board, one thing that they change/do from now on when they use the internet. The point they write should be something that will help them stay safe online, that they didn't do before today. Each young person will then have an outcome from the session that they can actively apply.

(10 minutes)

NOT PERSONAL

NOT PERSONAL

PERSONAL

PERSONAL