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| **Objective:**  To understand what is inappropriate to see online |
| **Activity:**  The concept of inappropriate content is a highly complex one, as what is deemed inappropriate can depend on the context of a situation. There is also a wide range of content that may fall under this label. For many learners with ASD, a discussion focusing solely on inappropriate content found online might not be sufficient. Therefore, you may need to use other ways to support your pupils to understand what content they may come across online. Many learners may need visuals, some might need video. An important aspect of exploring this area is to first establish what the terms ‘appropriate’ and ‘inappropriate’ can mean in a number of offline contexts, before starting to consider how the terms apply online.  The following points can be used as a basis for discussions in this area and they work sequentially to build up understanding about appropriate vs. inappropriate. Depending on the individual needs and experiences of your pupils, you may choose to start at a different point, or to explore this concept in an offline context only. Do also look on our Forum for any ideas other teachers may have posted.  First Conversation  What does the word inappropriate mean? It’s important that the young people you’re working with understand the concept of inappropriate before you start to talk about content online. You could ask them the following questions:   * What are the appropriate clothes to wear when it is sunny/rainy/snowing? * What are the appropriate things I would need to play a game of football?   You could even use this idea and convert it into a sorting activity by using photos, pictures or actual objects.    Second Conversation  In the next section you could start thinking about manners with your class, allowing them to think about appropriate behaviour.   * Where is it OK to swear? (at home, at school, in the playground etc.) * Where is it OK to blow your nose? (in the cinema, in a café, at school etc.) * Where is it OK to shout as loudly as you can? (at a football match, playing in the playground, at a rock/pop concert, on a rollercoaster etc.)     Third Conversation  In this section you could start to introduce the following ideas:   * **Public and Private:** What images do you look at with your friends/teachers/parents? What images do you look at home? What images do you bring into school? * **Swimsuit rule:** If something on your body is covered when you wear your swimsuit, then it is not appropriate to show that body part in public. Is it OK to be in a supermarket with just your swimsuit on? Is it OK to be in a supermarket with no clothes on?   Now you have identified what might be appropriate in private and inappropriate in public, you can then move onto a discussion about the internet and the type of content online.   * Is all content on the internet appropriate for everyone to see? * Do we look at all content online in the classroom? * Are there some things you might look at online on your own and not with your friends?   What do the following ratings mean? Where do you see them and what are they for?    http://www.bbfc.co.uk/sites/default/files/styles/40x40/public/certificate/BBFC_U_150px-height.pnghttp://www.bbfc.co.uk/sites/default/files/styles/40x40/public/certificate/BBFC_PG_150px-height_0.pnghttp://www.bbfc.co.uk/sites/default/files/styles/large/public/12A-40px_0.jpg?itok=pxy69iKQhttp://www.bbfc.co.uk/sites/default/files/styles/large/public/15-40px.jpg?itok=65571fkxhttp://www.bbfc.co.uk/sites/default/files/styles/large/public/18-40px.jpg?itok=xZyJWbdM  Is the internet like this? Are there ratings on websites? (This may bring up discussion about some adult websites that ask you to confirm that you are a certain age…)  At this point in this discussion, it’s good to mention that if they see anything that upsets or worries them online, to always tell someone about it. A social story can be a useful way of reinforcing this message. |
| **Key Vocabulary:** |