LESSON PLAN

JENNY'S STORY

Target audience: **Key Stage 3** *Year Groups:* 7-9	*Duration:* 50 Minutes ***Short Film Produced by***: **Childnet International a registered charity working to** *"Help make the internet a great and safe place for children."*

Framework Objectives
This lesson will map to several objectives from the programmes of study in PHSE, Citizenship and ICT. For the exact references see the supporting document to this lesson plan.

Lesson Objectives
1. To help raise pupil's awareness of potential risks, especially online grooming, when using interactive internet applications.
2. To help pupils reflect on their own online behaviours.
3. To inform pupils of the strategies they can employ to prevent getting into difficulties online.

Technical Vocabulary: IP address (internet protocol address), IM (Instant Messenger), Webcam, Online grooming, See supporting document for more information on these terms.

	Preparation and Planning
1) View the DVD privately in advance of the lesson and read the Jenny's Story Question and Answer Sheet	Teachers should be aware that whilst the internet in schools is generally filtered and supervised, pupils are increasingly bringing their own handheld internet enabled devices, such as mobile phones with internet, into school and therefore are as at risk of being contacted by someone that they don't know in school as they are in their out of school use of the Internet
2) Reflect on how children are using the internet out of school	Some teachers using this film may not have used Instant Messenger or visited a chatroom before. In preparation you might wish to visit Childnet's www.chatdanger.com website which will give you a good overview of how young people are "chatting" in a range of interactive media including chatrooms, Instant Messenger, mobiles, and online games. For those pupils who are less aware you may need to explain how chatrooms, Instant Messaging, and online games allow users to link up with strangers.
3) Parent support	Consider whether it is appropriate for you to inform parents that pupils will be looking at this topic. Depending on your school policy it may be appropriate to send a letter out informing parents as well as giving opportunities for parents to view the film at some point. This will help reinforce the support you give to pupils and help educate parents. Childnet has produced separate advice leaflets for parents plus a parent's seminar presentation which can be ordered from Childnet – see http://www.childnet-int.org/safety/parents.aspx
4) School Support	The film may raise some issues with pupils about abuse or the fact that they are being hassled or bullied online, so it would be advisable to talk to the school's child liaison officer to discuss with them strategies for handling disclosures and to prepare to deal with issues which may arise.

Resources: Jenny's story DVD disc, Jenny's Story Q&A, 2 pupil questionnaires (pre-film and post-film), Keep SMART cards for pupils to take away.

Lesson Outline: *50 minutes*

1) Classroom discussion and pupil questionnaire.   10 minutes
Start with a general discussion with the children about their experience of chatrooms, email and computers then introduce and complete the pre-film questionnaire.

2) Viewing of 5 minute *Jenny's Story DVD.* 10 minutes
This outlines the story of a 13 year old girl who was sexually assaulted by a man whom she met through chatting on Instant Messenger, on the internet. The story is true and is told in the victim's own words but the part and voice in the film is played by an actress.

3) Classroom discussion and replaying of sections of film. 10 minutes
Once viewed it is possible to replay sections of the film using the different "chapter " headings from the main menu. Discussion topics are listed below with suggested advice for you and further detail is on the Jenny's story Q&A sheet.

4) Revisit the questionnaire, 5 minutes
Pupils can review their answers on the pre film questionnaire to see if they answer differently after viewing the film. This will help to evaluate the difference in pupil opinions before and after the film and consider appropriate follow-up activities or support.

5) Discussion on how to get out of difficult situations. 15 minutes
It is important to equip pupils with strategies to follow the film on how to get out of similar situations.

6) Distribute the Childnet advice cards and parent's leaflets More copies are available to order from Childnet.

Activities

10 mins	1. Classroom discussion and pupil questionnaires

It is a good idea to start by discussing pupils experience in general with the internet, particularly out of school. This will help you to pitch the lesson at the right level, and explain any terms which may be unfamiliar. You could also have a quick brainstorm on benefits and downsides of the internet. It's important to validate pupil's positive experiences with technology at the outset, so that the focus is not all on the downsides of the Internet. Pupils should then complete section A of the pupil questionnaire. This will find out about their attitudes towards the internet. It will also provide a before and after comparison

10 mins	2. Viewing of Jenny's Story DVD

You will need the appropriate equipment to play Jenny's story on DVD or CDRom. The sound is the crucial element. The full film including the introduction is 8 minutes long including the introduction and the credits. The DVD has chapter heading so that you can go directly to different sections.

10 mins	3. Classroom discussion and replaying film

Here are some suggested discussion points which could be chosen individually, whilst replaying the relevant section of the film, or you may wish to break the class into groups, each with a separate point to feedback to the whole group with their suggested solutions.

How could Jenny be made to do things that she wouldn't normally do?
Discuss the difference between talking to people online, and talking to them in real life, i.e. people are generally less inhibited online, because of the anonymity. Ask them to thin k about things that they might have done online which they wouldn't have done offline.

Why did Claire pass Jodie on to Jenny?
Claire wanted to get rid of Jodie and didn't know how to do this without feeling embarrassed or feeling that she was offending her. Have pupils in your group every passed on details of a stranger to someone else? Do they know how to block a user on Instant Messenger? Do they have strategies to tell people they no longer want to talk to them?

Why did Jenny feel pressurised to give out her address?
When Jodie asks for Jenny's address, Jenny has no answer to why she shouldn't give it out. So when Jodie, asks 'Why not?', Jenny feels pressurised. Also, Jodie tricked her into believing that she could get it anyway. Discuss with pupils what answer they can give to people asking for personal information. E.g 'Why do you want to know?'

Jodie got Jenny to reveal a lot of personal information including when her parents were out. What other subjects might you discuss online which would give away vital information without you realising it?
e.g. football team, other things which give away your geographical location like the school you go to.

What do you think made Jenny trust Jodie?
Because she thought that she was a woman? She told her she could be a model?

At what point could Jenny have told someone, about Jodie?
*E.g. 1)The first time that she suspected that Jodie was asking too many questions 2)after she had given out her address,3) after Jodie's boss called. It's important to stress that pupils need to be suspicious **the first** time that they feel uncomfortable rather than waiting until a relationship has been established. It can sometimes feel harder to get out of a conversation once a relationship is established, and it's also easier to be manipulated.*

Who could she have told?
Discuss with pupils who they could trust and if it's a good idea just to talk to their friends when they are really worried about something..

What stopped her from telling anyone about what happened?
She was blackmailed with the webcam pictures, and had been made to feel ashamed and that it was her fault.(Its worth telling the pupils that after the event, Jenny's greatest wish was that she had told someone sooner)

5 mins	4. Revisit questionnaires

If there is time, it would be a good idea to get pupils to revisit their answers to the questionnaire handed out at the beginning of the class since this will help them reflect on what they might do differently now that they have reviewed the film. Alternatively see the post film questionnaire for further questions for reflection.

15 mins	5. Strategies for getting out of difficult situations

It's important that you discuss with the pupils strategies for getting out of difficult situations particularly grooming situations online.
Online grooming is defined by Home Office in the UK as: "A course of conduct enacted by a suspected paedophile, which would give a reasonable person cause for concern that any meeting with a child arising from the conduct would be for unlawful purposes." Introduce this by asking pupils what Claire's strategy was for getting out of talking to Jody. Is this an effective and safe strategy?

Explain and discuss these suggested strategies with your pupils:
1. If you feel uncomfortable about what someone is saying you can just quit or log off the conversation and if possible block that person, or report them to the chatroom provider abuse team.

2. You can tell the other person that you are saving the conversations, (this may be a deterrent for predators). You should always save conversations as evidence, if you are being abused, bullied or harassed by anyone online. (For more information on how to do this see www.websafecrackers.com Blah Blah Blah section.)

3. You can refuse to answer questions of a personal nature, or return the question back to the user (predators may, for example, ask for a picture, but refuse to send one of themselves).

4. If the person is harassing you, it's important that the students know that this is against the law, and they have the right to report the person. The police have the power to contact the chat providers and find out more about the abuser.

5. If the person is being persistent, but not harassing, like in Jenny's case he kept asking why? It's important that

the students know that they don't have to answer, don't be afraid to say No! However if they want to answer, a good a good way to challenge them is to ask 'Why do you want to know?'

6. If the person chatting to you mentions information about your location, or makes you feel afraid, then you should take a copy of the saved conversation to a parent or guardian and they can report it to the local police.

You may also like to flag up to pupils that adults engaging with minors on the internet with the intention of having a sexual relationship is now illegal due to the new grooming clause in the Sexual Offences Act 2003. Ask them if knowing that it is illegal would make it seem more possible to report these kinds of incidents to a trusted adult or the police?

| *6. Completion and extension activities* |

Finally, give each of the pupils a copy of Childnet's **Keep SMART** card which contains advice about mobile phones and using the internet safely. There are also other resources and links to wider sources of advice.

It is important to remind pupils at the end of the session that most children who form online friendships with peers typically report a positive experience and that there are wonderful, exciting ways of using the internet positively (including for home work!). The film ends with examples of the positive resources which Childnet has produced, including the Childnet Academy competition which rewards young people who are using the internet positively to benefit others.

Extension Activities:
Childnet has produced a fuller education resource website called "Kidsmart" see www.kidsmart.org.uk. You can order further copies of the Keep SMART card plus leaflets for parents. Childnet has also produced a CD-Rom resource called "Know IT all" which covers other areas of internet safety, including how to evaluate websites and mobile phones safety. The Childnet website www.chatdanger.com contains lots of other personal stories and advice and there is a contact form on the website should children have specialist questions they would like to ask Childnet staff about.
Get the students to complete the quiz in www.websafecrackers.com. Look at the Blah Blah Blah section in particular.

Assessment Opportunities:

It is important to assess whether this film makes a difference, and how. Questions to review include:

1. Would the pupils now give out personal details to someone that they didn't know online?
2. Would the pupils still meet up with someone that they had met online, without telling anyone?
3. If the pupils were concerned about anyone that they had met online, would they tell someone?
4. Having watched Jenny's story has it changed the pupils view about passing an unknown person onto a friend?
5. Has it given the pupils strategies for how to get out of difficult situations online?

Childnet is very keen to develop this resource and welcomes feedback from teachers.
Please e-mail info@childnet-int.org with your comments or suggestions.

Note to teachers: Although this film is principally for young people many parents may benefit from the opportunity to view it. We suggest that such an opportunity is made available to them.

Childnet International provides leaflets and parent seminars to empower parents to in their knowledge and understanding of communication technology and internet safety. For further information about these please contact info@childnet-int.org.