# Safer Internet
# Teaching materials

**Dear teacher,**

The teaching materials created as part of the 'Safer Internet' project are designed for use with students from Grades 1 through 9.

We want to raise children's and teenagers' awareness of how to safely communicate with the rest of the world over the Internet. Internet communication is no different to face-to-face communication – you have to take other people into account, be polite and think about the consequences of what you are doing and saying. Children consider themselves smarter than adults when it comes to Internet matters, and truly believe that they can keep situations that arise under control.

These materials are designed to help you in carrying out lessons (in computer studies, social studies, Estonian language and other classes) and events related to Internet safety. You can put together a package that best suits your school's needs by combining different modules.

Packages can comprise:

- an introduction to the subject;
- introductory group work;
- tasks; and
- homework

The introduction is the overview the teacher gives of the dangers of using the Internet. Here it would be useful to add your own experiences from practice. The introductory group work creates a positive shared environment and makes it easier for the teacher to monitor whether and how effectively the group work is progressing. In selecting tasks, we suggest that you are guided by the problems that have previously arisen in your school. The homework assignments present an excellent opportunity for the students to get together outside of school and work as a team.

In resolving individual tasks, students can involve their parents – that way, the information also reaches them.

Enjoy making safe use of the Internet!

'Safer Internet' teaching material working group

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# Recommendations on how to run lessons about Internet safety

Make sure that group work takes place in a warm and supportive environment – every student should be given the opportunity to express their opinion.

Answers do not always need to be assessed. A sense of responsibility and self-esteem develop in cooperation with the teacher and classmates.

Recognise original approaches whilst encouraging students to come up with solutions that suit the majority.

Use open questions to generate discussion: 'how', 'what kind of', 'why' and so on. Avoid questions to which the answers can simply be 'yes' or 'no'.

Promote mutual respect and support cooperation.

Help the students to understand that mistakes are a natural part of the learning process.

There may not be ideal solutions – we simply have to choose the best available. Inspire the students to make good choices that take other people into account.

Encourage the students to dig deeper into the issue outside of school.

Develop any subjects that arise or which the students show an interest in further.

If your students are asking questions that you do not feel you are capable of answering (if they are too technical, for example), write them down and consult your school's IT specialist or contact us. You can then guide the discussion back into an area of communication and cooperation that falls within your competence.

Materials used: Reeli Simanson's *Lapse õigused* /Children's Rights/, Tallinn 2004

## MODULE 1
## INTRODUCTION

### 1. Myths

Young people are young people *now*. Parents, teachers and every other adult were young once – back in the day when computers and the Internet were much less common, or not around at all.

That's why the knowledge we have of – and the principles we apply to – the Internet and communicating on it differ. We have different understandings, too, of politeness, safety and people's rights. A lot of what people think about the Internet is wrong, and children and teenagers who think the same way could find themselves in dangerous situations or even as victims.

The generally held view is that children know more about computers and things related to them than adults. But in fact it is merely a case of children facing fewer obstacles entering different sites, clicking on links and launching applications. Adults are more cautious and aware of the potential cost of such risk-taking.

### 2. Viruses

Long ago, a virus was a nasty little bacteriological thing that attacked people and made them sick before jumping onto the next available person and causing all sorts of trouble. Today the term has come to mean a clever computer programme that knows how to get into our hard drive and cause total chaos. But viruses have many sides: bullying and belittling hurt those sitting at the computer, while computer viruses destroy the hard drive and cause damage in other ways. Whether it be because of a virus, our own naivety or placing our trust in the wrong people, we are sending out valuable personal information every single day (or losing it altogether). That's something we can prevent by making more informed choices. Teachers should explain, where needed, issues and laws related to sensitive personal information.

### 3. Friendships and relationships

Friendships and relationships are important at any age. As they grow up, kids feel the need to belong to groups.

Sites and applications like Rate, Facebook, Twitter and MSN represent perfect opportunities for them to do so. They are used by children and adults alike, and for the most part the communication that takes place on them is sincere. Unfortunately, not all relationships are built on honesty and selflessness. At the same time, kids are creating environments in which they are left entirely to their own devices. These 'secret worlds', which bring children with similar interests together, can encourage them to behave stupidly, since they lack the support of adults they trust and feel safe around.

Materials used: Kärt Käesel 'Worksheets' 2009, published on the 'Koolielu' /School Life/ portal

## MODULE 2
## INTRODUCTORY GROUP WORK

**1. Mapping ways of communicating on the Internet**

**Objectives:** To identify the environments that young people use and why
**Resources:** A sheet of paper, pens and coloured pencils (green, red and blue) for each group
**Time:** 15 minutes

**Method:** Divide the students up into groups and give them the following instructions.
1. In the middle of the piece of paper, draw the sun with rays. At the point of each ray, write the name of a communication, interaction and information environment that the members of your group know (e.g. Facebook, www.nagi.ee, MSN, Twitter, Runescape and e-kool).
2. Underline those which are used by most people in the group in red.
3. Underline those which you have heard of but generally don't use in blue.
4. Also write down environments that adults (parents or teachers) use and underline them in green.

**Additional task:** Choose the environment that your group uses most often. Write down three reasons why you should use that environment and three reasons why you shouldn't.

**2. Friends on this side and on the other side of the screen**

**Objectives:** To generate discussion on the topic of whether Internet-based friendship is different to face-to-face friendship
**Resources:** A sheet of paper and pens for each group
**Time:** 15 minutes

**Method:** Divide the students up into groups (of 4/5) and give them the following instructions.
1. In the middle of the piece of paper, draw a person who you think makes a good friend. At the top of the page, add the title 'A good friend'.
2. Discuss in your group what makes a good friend – how they behave, what they do, what they think, what they're like, what interests they have, what they look like etc. – and write these qualities on the sheet of paper around your drawing of the person. Everyone in the group should be given the chance to add their own ideas.
3. Ask the following questions to generate group discussion:
1) Do all of the qualities you wrote down apply to friends or acquaintances you've met or would like to meet over the Internet?
2) How can you know whether a friendship is based on honesty and mutual respect?
3) How candid are we on the Internet and how candid should we be?

**3. The Internet is great!**

**Objectives:** To create an image of the many ways of using the Internet
**Resources:** A sheet of paper and pens for each group
**Time:** 15 minutes

**Method:** Divide the students up into groups and give each student a piece of paper. Give them the following instructions.
1. Write down the names of all of the adults who play an important role in your life – parents, relatives, teachers, neighbours, coaches, friends' parents etc.
2. Next to each name, write down whether they use the Internet and, if so, what for.
3. Now write down the names of your closest friends and what they use the Internet for.
4. Make a summary with your group and briefly present the results to the rest of the class.

**MODULE 3**
**TASK**

**1. Real or made-up?**

**Objectives:** To generate discussion on differing opinions, whether they are well-founded or myths and where they stem from
**Format:** Group work
**Resources:** Annex 1 – 'Pack of claim-making cards' (the claims can also be distributed on slips of paper etc.)
**Time:** 20–25 minutes

**Method:** Divide the students up into groups and give each group a pack of claim-making cards. Explain beforehand that there are no right or wrong answers – everyone is entitled to their own opinion.
1. Each card makes one claim. Read each claim together and then place the card on one of three piles:
1) made-up
2) real
3) somewhere between the two
2. Make up a couple of claims yourselves.
3. Each group reads out the claims they placed on the made-up pile and explains why they did so.

Questions which the teacher can use to generate discussion can be found here:

| Claim | Questions for discussion |
|---|---|
| Internet users are, by and large, good people – you can trust them. | Can we really consider someone we've never seen a friend? How can we know whether the person on the other side of the screen is telling the truth? Have you ever met someone on the Internet who has had ulterior motives in terms of their interest in you? |
| We don't know the sources of the information on the Internet, so they're unreliable. | What kind of information have you found on the Internet that's not accurate? Where do you most often find information that *is* accurate? |
| Adults don't know anything much at all about computers. There's no point asking them for help. | Does the life experience that adults have help them when it comes to communicating on the Internet? What can young people learn from older people? What can young people teach older people? |
| Kids are smart and know how to use computers. | Is using the Internet a skill you're born with? |

|  | Who taught you how to behave when using the Internet? Who do you ask for help if you need it? |
|---|---|
| Computers and the Internet help me do better at school. | How much of the time you spend on the computer is spent doing school work? How many hours a day do you spend communicating on the Internet or using it for other entertainment purposes? Do you have interests that aren't related to computers? |
| Kids and young people are smarter than adults when it comes to using the Internet. | Have you ever stopped to think that adults on the Internet might just be using you and making you do things that they want you to do but which you don't? How do you cope with situations like that? |
| Only kids play computer games. | Has it ever been the case in your house or in someone else's you know that it's a fight to see who can get on the computer first when they get home – the kids or dad? What makes computer games so interesting? Have you ever come across adults with unhealthy interests in games networks? |

**2. Privacy on the Internet**

**Objectives:** To discuss what kind of information is private and how it should be protected
**Format:** Discussion
**Resources:** List of information/things that young people upload to the Internet
**Time:** 20 minutes

**Method:** The teacher introduces the topic. This is followed by a vote and discussion. Here is a list of the kinds of information/things that young people upload to the Internet. Organise a vote as to whether the students consider the information/things to be private or not. Everyone who thinks the information/things are private (i.e. not meant to be known to everyone) should stand up and cover their mouths with their hands.
Those who don't think the information/things are private remain seated.

**List:** Age; birthday; home address; telephone number; e-mail address; MSN address; Skype details; website; religion; political views; sexual orientation; habits (smoking and drinking); pets; who you live with; interests; favourite films; school; ideal partner/friend; eye colour; hair colour; height/weight; what you like; what you don't like; what's in your room; pictures of you; favourite videos; list of friends; list of clubs you belong to; school grades; your thoughts about your classmates/school/life; your parents' contact details; your school timetable; what you do in the evenings (sport/groups); biography/blog/journal.

**Questions for discussion**
1. All of these things constitute personal information, which is protected by law. But how can you personally protect your information?
2. What are people's rights in terms of stopping the public use of their personal information, and how can they do so? Who should you turn to in such a situation, or what should you do?

**3. Sorting out problems**

**Objectives:** To teach students to find solutions in terms of how to behave in different situations
**Format:** Group work
**Resources:** Annex 2 – 'What to do if…' (pack of cards or slips of paper)
**Time:** 30 minutes

**Method:** Divide the students up into groups and give each group 3-4 descriptions of situations.
1. Ask each group to choose one situation.
2. Ask them to picture themselves in that situation and discuss the following:
1) the worst that could happen;
2) what they should do and say in order to resolve the situation as painlessly as possible;
3) what they could have done to prevent the situation;
4) what the people involved could have done differently;
5) examples of how Internet-based communication environments have affected their lives or the lives of people they know;
6) whether they are aware of any situations similar to those they are looking at; and
7) two or more possible ways of resolving the situation.
3. Each group presents a summary of their work to the rest of the class.

**Situations**
1. A boy and a girl have had a fight. They had taken intimate pictures of one another, and to get back at the girl the boy posts them online.

2. A teacher gives a student a grade of 'good' for her term's work. Dissatisfied, she uploads her details from e-kool to Orkut. Her friends discuss the situation and come to the conclusion that her teacher deliberately marked her down –
in their view she should have been given a grade of 'very good'. Their discussion and comments are in a public forum.

3. Some boys in the 8th grade set up [www.rate.ee](www.rate.ee) profiles for their principal and director of studies, who know nothing about it. One of the boys adds jokey stories about the school and people at it to their profiles. The situation has not yet become widely known.

4. A group of students take photos of their teachers and classmates and upload them to a portal they themselves have created. They don't ask anybody they've photographed for their permission, and some of the pictures have been altered.

5. One night an underage girl holds a party at her place. Pictures from the party start appearing on Orkut, Rate and Facebook. Alcohol can be seen in the pictures, as can young people in a state of drunkenness.

6. A student from the 9th grade wants to sell their CD player. They post a description of the player (including pictures) on a forum and include their telephone number, e-mail address and home address.

7. A group of classmates send each other keyloggers over the Internet. As a result, one boy gains access to the e-mails of the parents of another student and deletes some important e-mails.

8. An 8th grade class is acting up during a history lesson and making a lot of noise. In order to get them to settle down and get to work, the teacher asks the students to sing a song – one they all know, but which has nothing to do with what they should be studying.
One of the students films this on their mobile fairly haphazardly and at a jaunty angle. Watching the scene back, based on how the students are behaving, it's as though there's a party happening during the lesson. The video is uploaded to the Internet.

9. A mother comes home full of concern: she's discovered that a bunch of students, led by her 12-year-old son, has created a group on www.rate.ee called 'We Love Bare Butts!' – whose content is not exactly refined.

10. The younger sister in a family (aged 10) has met a much older man online. Her elder sister normally uses a webcam and MSN to chat to people she knows over the Internet. The man asks the younger sister to use the camera so he can see what she looks like.

11. A group of elementary school boys plan to stir up trouble during their Russian lesson by using Bluetooth to send a video with inappropriate content to their teacher's mobile. Half of the class encourages them to do it; the other half tells them not to.

12. A 12-year-old boy is left at home on his own one weekend in Tallinn. To make himself more popular among his friends, he decides to post on www.rate.ee that there will be a party at his place. His friends pass the invitation on, and in the end his place is full of people he doesn't know – who do a lot of damage to his parents' property.

13. A student posts a message on an Internet forum in another country that says: "Tomorrow our school is going to be blown sky high!"

14. Karl sends his Runescape passwords to the MSN address of someone he knows on the Internet who has agreed to buy something from him. The agreement was that this person would transfer €200 to Karl's account.
However, Karl hasn't received the money and the person he knows isn't appearing online on MSN.

15. On the www.osta.ee site, an unknown person has used the details of a user called Jänes to buy a car in an auction for €4700. The fine for ultimately not buying the car is €1000. But 'Jänes' didn't even take part in the auction or buy the car.

16. Someone has used 12-year-old Jane's mobile phone without her knowing. 45 calls have been placed to the special rate number 15154 at a total cost of €146. At the time the calls were made, Jane had three friends over – Liisa (13), Peeter (12) and Siim (10).

17. Rein loses his Nokia mobile. Some time later, he receives a bill indicating that a transfer of €480 has been made to a www.rate.ee account.

18. A student uses a computer between lessons but forgets to log himself out of MSN. His friends discover this and send some of his contacts messages with risqué content.

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19. A girl breaks up with her boyfriend. Later she discovers that messages with risqué content have been sent in her name to all of her male contacts on MSN.

20. Bells marking the end of lessons are rung in many schools automatically by a computer. A group of students who want to get out of their lesson early upload the same ring tone to one of their mobiles and play it before the lesson is meant to end.
Their teacher doesn't notice anything untoward and sends the students on their way.

21. The school rules state that neither students nor teachers can use their mobiles during lessons. If a student does, a teacher has the right to confiscate their phone. There have been cases where students have put their mobiles on the teacher's desk and set them to record. The entire lesson is recorded (sound/video).

22. Fraudsters attempting to 'raise money' via text messages for a non-existent children's home use a random photo of a child they found on the Internet for the fake campaign advertisement they put together. The father of the girl in the picture is shocked at his discovery.

23. A teacher borrows a camera belonging to the school to take some family photos. Shortly afterwards some students use the same camera and upload their photos to Facebook. They also accidentally upload the teacher's photos, which are still on the camera. The pictures do the rounds at the school.

24. A woman wants to buy a new hairdryer. Surfing the Internet, she finds the model she is interested in at a reasonable price. The seller, from Valga, seems reliable – she checks by googling – so she transfers the money to the seller's account. The hairdryer is meant to turn up within three weeks.
Six weeks have passed: there's no hairdryer, and the seller's not answering their phone.

25. A teacher gives an Estonian language class the task of writing a term paper. One of the students leaves it till the last minute and looks online. They find a suitable paper, buy it, put their name on it and submit it to the teacher.

26. The school band records a good song and uploads it to [www.myspace.com](www.myspace.com). Months later, they hear their own song being performed as an entry in the national final for Eurovision by someone they've never heard of.

27. A girl and a guy have been very close, including taking intimate pictures of one another. Now they've broken up, and in revenge the guy posts the pictures of the girl online. The pictures get around to people they know as well as complete strangers. The girl knows nothing about what's happened.

28. A class shares one log-in account in their computer lesson. Every student has their own folder on the network drive.
The teacher asks them to save their work to their folders. However, someone has used the work done by one of their classmates.

29. A mother thinks up a clever way of keeping her passwords together so that she doesn't have to remember them all – she sends them all to her e-mail address.

30. A number of mobiles are stolen at a school. A rumour is spread on the Internet that it was Tarmo who stole them. Tarmo sees what's being written about him, but he had nothing to do with it.

## 4. The best defence

**Objectives:** To generate discussion on how to protect your computer from threats using simple measures that don't require a lot of technical know-how but for which a few changes in your habits and behaviour are enough
**Format:** Group work
**Resources:** 'Top 10' worksheet, pens and blue and red pencils
**Time:** 20 minutes

**Method:** The teacher introduces the topic. This is followed by group work and discussion. Divide the students up into groups and give every group a copy of the 'Top 10' worksheet. Give them the following instructions.

1.  Draw up your own top 10 of the options given on the worksheet. Choose which ten you think are the best ways of reducing security risks and rank them according to how available they are, which require the least effort and cost to implement and so on.
2.  Which of the options you included in your top 10 protect your computer? Underline them in blue.
3.  Which of the options you included in your top 10 protect your own identity and security? Underline them in red.
4.  Briefly present the results of your work, group-by-group. Which is easier to protect against viruses: your computer or yourself? Which options did your group choose more of – blue or red? Why?
5.  Think of (or think up) other ways of protecting yourself and your computer.

The teacher could draw up the chart on the board, adding the top five options given by the groups. Questions for discussion: Are all of the groups thinking along the same lines? What are the differences, and why are there differences? What other options are there in terms of protecting computers?

| Nr | Options | Ranking place |
|---|---|---|
| 1 | Use hardware and software firewalls | |
| 2 | Install antivirus software and use and update it regularly. | |
| 3 | Download updates to your operating system and application programmes at regular intervals. | |
| 4 | Don't give out your personal details, contact details or access information to just anyone. | |
| 5 | Be wary of everything you download – if possible, check where it's coming from | |
| 6 | Make back-up copies | |
| 7 | Don't open attachments or links from unknown senders and check with your friends before you open anything they've sent you. | |
| 8 | Use appropriate (and sufficiently complex) passwords. | |

| 9 | Never utilise administrator rights on a computer if you don't need to – every user on the same computer should have their own username. | |
|---|---|---|
| 10 | Choose the most secure method of authentication (generally your ID card). | |
| 11 | Don't do important things online when you're tired, sick or distracted in any other way, or if your language skills aren't up to it. Clicking 'OK' just because it's easy could have very bad consequences. | |
| 12 | If you don't understand something, ask someone who does or look for help online. | |

Materials used: Recommendations from the www.arvutikaitse.ee website

**5. What do you think?**

**Objectives:** To gain an understanding of the effect of various types of action on people's feelings. How do people who are bullied online feel? How do the people bullying them feel?
**Format:** Individual work and discussion
**Resources:** Situation cards (on note paper etc.) and scale (on a larger sheet of paper etc.)
**Time:** 20 minutes

**Method:** Individual work is followed by group discussion.
1. Each student chooses 2-3 cards.
2. The cards should be placed face down on a scale of 1 to 10, where 1 is not at all unpleasant and 10 is extremely unpleasant.
3. The cards are turned over.

**Questions to guide discussion**
Which of the situations are:
1) generally easy for everyone to comprehend? How many of the same cards have been placed on the same parts of the scale?
2) generally difficult for everyone to comprehend? How many of the same cards have been placed on different parts of the scale?
3) the most unpleasant, and why?
4) understood very differently by everyone, and why?
5) able to be avoided (or resolved if they occur), and how?

**Situations**
- Someone walks past you in the corridor and pats you on the head.
- You're in the queue at a supermarket check-out and the person in front of you is taking forever.
- You witness a theft.
- Your friend spits on the ground.
- Some kids in a carpark write 'Wash me!' on a dirty car's window.
- You're on a bus sitting next to someone who is clearly not very well and keeps coughing.
- A car cuts in close to the kerb and splashes dirty water all over you.
- You're praised by your teachers at school.
- You're given a grade of 'unsatisfactory' for a task and have to do it again.
- A cashier gives you the wrong change.
- You want to buy your favourite candy, but the person in front of you buys the last pack.
- You were hoping to get one thing in particular for your birthday, but you didn't get it.
- Your wallet has been stolen.
- People you don't know start complimenting you on how you're dressed.
- You're chosen to represent your class at the student conference.
- A water balloon fight breaks out in your class and you get soaked.
- Your school lunch is completely cold.
- The coolest guy/girl in your school asks you to dance at a party.

# www.targaltinternetis.ee

- You find a photo of yourself on the Internet that you didn't upload.
- A friend sends you a link on MSN which has a virus.
- Your friends use funny icons in their MSN text.
- A foreigner starts talking to you who wants to see what you look like via webcam.
- Someone sets up a fake account in your name on a portal.
- You get a fake e-mail telling you you've won the lottery.
- A friend uses your mobile to film your teacher during a lesson and uploads the video to the Internet.
- You discover that your parents have profiles on www.rate.ee.
- Someone has commented on news items on www.delfi.ee using your name.
- All of your friends are playing Runescape.
- The person you sit beside at school sends you text messages in the middle of the night.
- People are posting on the school forum that you behave badly.
- You use Skype but your friends use MSN.
- Your grandmother asks you for help accessing her Internet bank using her ID card.
- The computer game you downloaded doesn't work.
- Someone hacks into your account (e-mail inbox/MSN/network).
- Your computer has a virus.
- Someone has used your mobile to load €10 of SOLs to their www.rate.ee account during the P.E. lesson.
- Your friends send you links to erotic pictures and video clips.
- You clicked on 'Remember password' and now can't deactivate automatic log-in.
- You have to update your Internet browser in order to log in to e-kool.
- You perform as part of the school choir and a video of it is uploaded to the school's website.
- Your friends invite you to join all sorts of games on Facebook.
- You have 2000 friends on Facebook.
- A girl you don't think you know starts chatting to you, but you later realise you know her after all.
- You have to create a blog and record your thoughts in it as part of your school work.
- Your brother plays computer games for hours every single night.
- You keep getting anonymous messages that are unpleasant and sometimes threatening.
- Your inbox is always full because you get so many e-mails.
- You can't use your ID card.
- A friend offers you a pirate copy of an album by your favourite group.
- A stranger asks you for help in a chatroom.
- Someone on www.rate.ee gives one of your pictures a really low rating.
- You receive an insulting e-mail (on www.rate.ee or Facebook or in your inbox).
- Someone has deleted your class work from the school's shared folder.
- You download what you think is a free ring tone for your mobile, but a month later you are charged €5 for it.
- Your teacher uses e-kool and MSN during lessons.
- A classmate chats on their mobile during lessons.
- Your friends have smartphones and use the Internet during lessons.
- In your computer class the desktop picture has sexual overtones.
- You stay up so late chatting online that you only get to bed at 3.00 am.
- Your little sister has installed so many games on your computer that it's getting slow.

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**6. Good and bad**

**Objectives:** To understand people's attitudes and behaviour and to guide students to choose the right solutions
**Format:** Pair work
**Resources:** The teacher tells a story
**Time:** 10 minutes

**Method:** Divide the students up into pairs. The teacher then tells a story.
1. The pairs stand in two lines face-to-face.
2. The teacher tells the story.
3. The first person in each pair explains how someone might behave 'properly' in the given situation.
4. The second person explains how someone might behave 'badly' in the situation.
5. The students swap places and roles.
If the students are interested in the topic, the task can be repeated and problems and situations discussed as a class.

**Shorter stories**
- A girl from the 7th grade uses a computer between lessons, but rushing to get back to class forgets to log out of MSN. You're the next person to use the computer.
- You receive an e-mail from a gorgeous girl/guy asking you to give their picture the highest possible rating on www.rate.ee.
- You find a mobile on the street.

**Longer stories**
- Boy 1 and Boy 2 are in the same class. After school they play Runescape together. Boy 2 is really good at it and Boy 1 is jealous of him. Someone he knows tells him to 'scam' Boy 2's account (i.e. get his passwords and take over the account). So he does. Boy 2 can no longer access his account, and he finds out that Boy 1 has sold all of his hero's weapons in the virtual environment.

- A group of students cook up a plan to film their teacher. As they do, they act out a scenario that makes it look like the teacher has no control over the class – the students never do what they're told, throwing pieces of paper and books around. The video is uploaded to the Internet.

- Some students copy some grades posted on e-kool (Print Screen) and upload them to the Internet. They discuss the grades with their friends and everyone else who comes across them. Comments are along the lines of "the teacher's a loser".

- Peeter is online and chatting to another guy his age, Rein, who asks him for help. Rein needs to send a file to his friend Jaanus, but can't because he is using his mobile. Peeter isn't sure about it, but Rein offers to pay him for his help.

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- Jane sets up an MSN account for herself. Some time later, some young people start speaking to her in a foreign language. One of them introduces themselves as an agent from a model agency. The conversation they have is interesting and seems to be genuine. The representative of the agency asks Jane to send them photos of herself taken with a webcam.

- A woman discovers a great website where you can download mobile ring tones. She wants to download a couple of songs to her phone. They're offered for free – all she has to do is sign up to the agreement on the site. She enters her details, signs the agreement and downloads the ring tones. A couple of days later she starts receiving new ring tones she hasn't ordered. At the end of the month she checks her statement and finds that her bill is €8 more than expected.

- A teacher is a big fan of computer games. His favourite game is World of Warcraft. He plays it at school, at public Internet points and at home. As a result, he often falls behind marking his students' work, and in lessons his students tend to talk to one another rather than learn anything.

- A nurse keeps an online journal. She writes down everything that happens. One day when she logs in she discovers that people who know her have started commenting on her posts. At first she's happy, but after a while the comments start getting personal and insulting towards people of other nationalities.

- The chemistry teacher logs into his new Facebook account at school. However, he forgets to log out. The physics teacher, who also uses Facebook, adds a bunch of new friends to the chemistry teacher's profile.

- A teacher has one of those new phones. During a lesson, her students discover that her phone's Bluetooth is visible on their mobiles. They bombard her video clips. The teacher is interested in what she's being sent and starts accepting the files,but they contain strange numbers and letters. She gets angry and tries to work out who sent her the files.

- Some students organise a getting-to-know-you event for some new students after school. The party takes place at night, and somebody brings alcohol. Pictures from the party are uploaded to the Internet and are soon seen by parents and teachers.

- You play the popular game SIMS. In the game you have a family you have to take care of – teaching them, feeding them and so forth. The game is really exciting, and if you want to get anywhere with it, you have to keep playing for hours at a time. One day, one of your characters has a problem: they're depressed and don't want to go to work. You try everything you can to help them and point them in the right direction. You are so caught up in doing so that you miss school completely.

- You have a lot of friends who you talk to on both MSN and Skype. You have a lot of free time, too, and often chat to them well into the early hours. Some of your friends have mentioned that they can't spend so much time chatting to you. This makes you upset. You try to find something new to talk about that will interest them as well. One day you log in only to find that none of your friends are online any more.

## HOMEWORK

**1. Ask adults**
Explain to the students that communicating with adults is not always easy, and that young people and adults can have very different understandings of computers and the Internet. Ask the students to draw up a questionnaire with 10-15 questions and to get at least three adults to complete it. Encourage them to ask what they actually want to find out about – things related to communication and relationships on the Internet.

**2. Compile information material**
Instructions for the class: Imagine you're experts on Internet-based communication (which you undoubtedly all are). Form expert groups and produce a brochure (using a piece of A4 paper folded in three) containing advice and useful information on the topic. The brochure should constitute recommendations by young people for young people. You can make up your own list of rules on 'How to cope in online communication environments'. Adopt a youthful approach. You can produce the brochures on a computer, print them out, copy them and distribute them among your friends.

**3. Protect your home computer**
Go to the website www.arvutikaitse.ee and find out how best to protect your computer. Talk to your parents – do you know whether your home computers are sufficiently protected? Look for information that would help anyone who has fallen victim to online fraud, harassment or bullying. What kind of sites provide help? Who would you recommend such people get in touch with?

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