Keeping Myself eSafe

Hassan's Story

Teacher's Guide

Hassan's Story

Lesson Plan

Synopsis

Hassan's Story portrays the experiences of a 14-year old boy, whose internet activities illustrate a range of risky behaviours which have consequences for his personal safety.

The scenario explores how young people might use the internet in creative and collaborative ways, such as peer-to-peer file sharing and online gaming. It also, however, highlights the potential risks if young people fail to observe personal safety protocols when online.

This scenario addresses the following aspects of e-safety:

- Peer-to-peer networks and file sharing systems
- Security of personal information, user IDs and passwords
- Online gaming
- Intellectual copyright
- Cyber plagiarism and cyber cheating
- Fake-fronted web sites
- Viruses, malware, and data mining
- Identify theft and online fraud
- Addictive behaviours

Age and stage

Hassan's Story is particularly appropriate for learners in the early and middle stages of secondary school – age 12 and upward.

Keeping Myself eSafe

Hassan's Story

Resources

- Animated movie - Hassan's Story (approximately 8 minutes)
- Discussion questions and answer sheet
- Statement sheet for extension work
- Information sheets
  - Using the internet
  - File sharing
  - Internet addiction
  - Cyber Plagiarism
  - Online gaming
- DVD player and TV (alternatively computer with data projector and screen)
- Flipchart or whiteboard

Learning objectives

Students will:

- understand the potential risks in using online file sharing systems
- recognise the issues associated with cyber plagiarism and cyber cheating
- recognise potential risks and consequences of fake fronted web sites
- recognise the dangers of web sites that promote false or inflammatory information
- understand the dangers associated with identify theft and online fraud
- understand potential risks associated with online gaming
- identify protective behaviours or strategies for keeping safe online

Keeping Myself eSafe

Hassan's Story

Lesson outline (whole class activity)

1. Hassan's Story is designed for delivery over a single 45-60 minute session, although it could be delivered over 2 sessions to incorporate extension work and further investigation.

2. Teachers should share the main learning outcomes with students.

3. Teachers should explain briefly that Hassan's story is based on a real life event, which deals with the possible consequences of online file sharing and also the breaking of intellectual copyright. It should also be made clear, however, that the young people in the story are actors.

4. Show the animated story from start to finish (approximately 8 minutes).

5. Allow students a short period for quiet reflection after viewing the story.

6. The discussion questions and answers should then be used to explore the issues raised in the story. There are no correct answers to these questions. Teachers should encourage a range of responses from students and allow them to explore and challenge different viewpoints. Students should be encouraged to make connections between the story and their own experiences. Teachers may wish to summarise or record key points on a whiteboard or a flipchart.

7. The Information sheets provide teachers with up-to-date information and advice to facilitate preparation and delivery of this lesson. The information sheets most appropriate to Hassan's Story are:

   - File sharing
   - Cyber plagiarism
   - Online gaming

8. When considering the story, students should be encouraged to:

   - identify and assess risks to personal safety
   - explore the possible consequences of each scenario
   - consider appropriate strategies for reducing risk and keeping e-safe

9. The statements sheet can be used to facilitate further debate in small groups or as a whole class. This activity could, for example, be extended into an English lesson as a piece of critical writing.

Keeping Myself eSafe

Hassan's Story

10. Since no definitive ending is provided for Hassan's Story, students could compose a possible ending. This might take the form of an exercise in creative writing or, alternatively, a short role play or drama activity.

11. At the end of the session, teachers should summarise the main learning outcomes and highlight key points to emerge from discussion. Students can also be directed to appropriate web sites or further sources of information and advice.

Hassan's Story – Questions

The following questions should be used to promote discussion about Hassan's Story.

1.   Why are Hassan's parents concerned about him?

2.   Hassan believes that he is 'adventurous and creative'. Why?

3.   Hassan uses a program called 'LinkedUp'. This is an example of a peer-to-peer, file-sharing network.
    (a)   Why does Hassan use LinkedUp?
    (b)   Suggest some advantages of a file-sharing network.
    (c)   What are some of the possible disadvantages of a file-sharing network?
    (d)   Is Hassan doing anything illegal by using LinkedUp?
    (e)   Name some other well known peer-to-peer or file sharing networks.

4.   Hassan sells the music and games that he downloads to his friends at school.
    (a)   Is Hassan doing anything illegal?
    (b)   What is meant by the term 'intellectual property'?
    (c)   What are the possible consequences for people who download and sell music, movies and games in this way?

5.   Hassan says he is going to do his History essay 'the easy way' – on the Internet.
    (a)   What does Hassan mean by this?
    (b)   Describe how Hassan goes about producing an essay based on other people's work.
    (c)   Do you think there is anything wrong in what Hassan is doing?
    (d)   Are there any risks or possible consequences of using other people's work in this way?

6.   Hassan says he comes across lots of cool web sites and one of his favourites is Nuclearfax.com.
    (a)   Why does Hassan think that Nuclearfax.com is a cool web site?
    (b)   What seems to be the main message of the Nuclearfax web site?
    (c)   Most people would find the claims made on Nuclearfax to be ridiculous. Some people like Hassan, however, believe them to be true. Suggest some reasons for this.
    (d)   What are some of the possible dangers of Nuclearfax.com and other such controversial web sites?

7. Hassan says that he is 'addicted' to Worlds of Warfare.
   (a) What do you think Hassan means by this?
   (b) Do you think it is possible for someone to be 'addicted' to a computer game? Explain your answer.

8. Worlds of Warfare is an example of a collaborative online game, sometimes known as MM ORPG.
   (a) Describe briefly how games like this work.
   (b) Give examples of other popular or well-known MM ORPG games.

9. One of the players in Hassan's team calls himself 'Blade of the Immortal'. Hassan believes that he lives in Japan.
   (a) Are there any indications that 'Blade' might not be who he says he is?
   (b) Is Hassan acting in a safe way by chatting with Blade outside of the game? What risks might he be taking?

10. Hassan received an email advertising a link to a new World of Warfare web site.
    (a) Do you think this web site was genuine? Say why.
    (b) Hassan has no idea who sent the email with the web link. Who might have sent this email?
    (c) Why do you think Hassan was so willing to click the link and explore the web site?
    (d) What was the web site offering?
    (e) What were some of the risks taken by Hassan in browsing this web site?
    (f) In what way did Hassan pay for the items he decided to buy?
    (g) What were the risks taken by Hassan in buying items with his father's credit card?
    (h) What do you think is the most likely explanation for the failed download from World of Warfare web site?

11. At the end of the story, Hassan's father is angry to find that his credit card has been used without his knowledge and that money has been taken from his bank account. Hassan suspects that it might be something to do with what he did on the World of Warfare web site.
    (a) How could other people carry out these financial transactions without his father's knowledge?
    (b) Do you think that Hassan should tell his father about what he did? Say why.

12. Police officers have visited Hassan's home recently.
    (a) What are the police investigating?
    (b) What might be the possible consequences for Hassan if the police continue their investigation?

Hassan's Story

13.   A computer virus has suddenly affected his father's computer. In
       what way might this be connected with Hassan?

14.   In the story, Hassan often did things that were unsafe or risky. List as many examples
       of risky or unsafe behaviour as you can.

15.   For each of the risks you have identified, suggest what Hassan could have done to
       reduce that risk, and stay safe online.

Hassan's Story - Extended Discussion

In smaller groups, students can be asked to discuss the following statements.

1. Rock stars and film companies make millions of pounds from selling their products. So, there is nothing wrong with downloading music and videos if you can get them for free on the web.

2. Addiction to online gaming can be as harmful as addiction to drugs.

3. There is nothing wrong with giving false information or presenting inflammatory views on the internet. At the end of the day it is up to individuals to decide what they believe.