

Title: 'To Market to Market To Buy a Fat Pig. Home Again, Home Again Jiggedy Jig!'

Cybercitizenship Attribute: Connected

Level: 5-6

<p style="text-align: center;">Connect</p>	<p><i>The overall goal for this lesson is that students will...</i></p> <p>'Explore and discuss both positive and negative impacts of the use of ICT in their own lives and those of their peers and family.'</p> <p><i>The following activity will allow students to connect to the big picture of things we like and personal 'wish lists'. The subsequent word puzzle will help students connect to the idea of marketing pressure, which targets our desires and hidden costs or impacts from online commercial activity. Allow students to construct some learning outcomes and agree on the success criteria for the lesson. E.g. 'We want to have fun surfing on the internet, recognise when someone is trying to sell us something and be able to talk about how they do it and how we can avoid being sucked in.'</i></p> <p>Activity:</p> <ul style="list-style-type: none"> • Show a scrolling PowerPoint presentation of images connected to online marketing of products, prizes, brands etc. and peer pressure relevant to your group of students and their interests. • Ask them to select one image for themselves, one for their best friend and one for a sister or brother. • Discuss the choices and the ease or difficulty of choices. Why did they choose the way they did? • If someone wanted to swap, how would they explain or persuade them to stick with the choice? • Next, ask them to solve the jumbled words puzzle, (scam, spam, cookies, web bugs, marketing, advertising, pressure,), and guess the topic they are going to study. Negotiate a set of questions to answer and definitions to find. E.g. What is spam? How do you get it? Who sends it? Why is it a problem? • Ask them what they will be able to do, say or talk about by the end of the lesson and keep a visible record on a wall chart or PowerPoint slide. The learning path will vary if this is genuinely negotiated with students but ask them to keep the topic to implications of online activity and frame the desirable outcomes in terms of positive (things we want and can have and accomplish) and negative (things we don't want but can get if we aren't careful!) 	<p>Resources</p> <p>Powerpoint_wishlist</p> <p>WordPuzzle_marketing</p> <p>http://www.media-awareness.ca/english/games/privacy_playground/</p>
<p style="text-align: center;">Activate</p>	<p><i>The following two activities should form a loop. The first is to gain as much knowledge, information and definitions of terms as possible to present to the class or another group in the demonstration activity.</i></p> <p>Activity:</p> <ul style="list-style-type: none"> • Have students play the Privacy Playground Game: The First Adventure of the Three Cyberpigs, and try to build up their set of questions and definitions. • Use the accompanying Teacher's Guide from the media awareness site to provide selected worksheets to complete E.g. Cyberpigs Fill in the Blanks, and Handouts for information on spam and marketing strategies and privacy. • Create new definitions to add to the list displayed. e.g.'phishing'. 	
<p style="text-align: center;">Demonstrate</p>	<p><i>This activity should be highly interactive with lots of opportunities for fine-tuning the definitions, providing examples and giving educative feedback.</i></p> <p>Activity:</p> <p>Walk through. Students select a web site (a favourite movie, theme or product identified in the first connecting activity or one which they spend a lot of personal time in) and do a walk through the website with another student or group of students to explain as many features of the site as possible. They should talk about positive things they like and point out any commercial aspects such as banner ads, competitions, advertising etc that could trap the unwary or pressure them into spending too much time or money with negative consequences.</p>	<p>Assessment</p> <p>Students could give peer evaluations on the website walkthrough based on the number of definitions used in the talk and the information provided to answer questions.</p>

Consolidate

Review the class list of questions and definitions and desired learning outcomes from the connection phase. Discuss what has been learned and how students might do things differently online from now on, or what they might say to their best friend or brother or sister about their internet activities as a result of the lesson. Students in threes choose an activity from a 'shopping list' or pick a lucky number!

1. 'To the 10th Floor Please'. You are in a lift with a friend and a family member. It takes 90 seconds to travel ten floors. You describe what you have done in the lesson, how and why you did it and what you think they should know before they get to the 10th floor to go shopping online. Share the talking with questions, comments and answers.
2. 'To an Alien Planet Please'. You are in a space ship with a friend and a family member to be tourists in an alien planet with lots of fun things to see, do, and buy. The trip takes 90 nano seconds and in that time you should practise 5 words you all need to know and recall 3 facts from the lesson which could help you enjoy the alien world without getting trapped there, spending too much or bringing back unwanted aliens with you.
3. 'To Top of the Pops Please'. You are in a popular band and want to write a song to teach young people about the 'good stuff online' without any of the 'bad stuff'. Take some key information from the lesson and set it to a popular song you all know.
4. 'To the Future Please'. You are in a time machine with a friend and a family member. You are going to visit the future and it will take no time at all to get there. When you arrive you talk about all the benefits and good things available using the internet and technology and compare it with some of the 'nasties' you used to have to deal with back in real-time.
5. 'To the Quiz Show Prize Please'. You are three participants in a quiz show such as, "Who wants to be a Millionaire'. You each put in three questions from the lesson and the name of one person in the audience you can call on for help. The teacher will be the quizmaster and read out all the questions plus an extra one from the audience if you get them all right. The audience will award you \$ amounts according to your answers.

Unscramble the following words.

Ignore the punctuation and rearrange the letters to find what they are NOT TELLING YOU .

PING! HOPS?

PAM'S

CAM'S

knit.gamer

sicko.eo

Stingraid.ev

purse.esr

gewb.bus