

## Lesson Plan – Internet safety

**Subject** - PSCD

**Target Audience** – Year 8

**Keywords** – media, technology, hate speech, internet and safety online

**Resources** –

- Be smart online website introductory video

<https://www.besmartonline.org.mt/Videos/Safer%20Internet%20Day%20Final%20Version.mp4>

- SELMA toolkit handouts and flashcards
- Mini whiteboards/fulskeys
- Interactive whiteboard

**Time** – 80 minutes – double lesson

**Learning outcomes**

- I can discuss why media especially technology/internet has a great influence on the way young people look and behave
- I can define and identify values that are important to me and to others around me and
- know that my values effect my behaviour and attitude towards life (e.g. accepting difference in people of different cultures and life patterns, online behaviour).

**Success Criteria**

- I can mention 2 ways how media especially technology influences the way we look and behave.
- I can explain why media especially technology is such a powerful tool and how this affects us.
- I can list 2 persons or support structures that can help me in dealing with these technology influences
- I can identify hate speech so that I will not repeat it online
- I am able to distinguish between freedom of speech and hate speech

## Lesson outline

### Part 1 - 10 mins

**1.1. Introduction** - Show the clip on SAFER INTERNET DAY to students. Discuss: Why is the internet important in our lives? What is the internet being used for? Why does the world celebrate safer internet day every year?

### 1.2. – Brainstorming exercise in groups 20 mins

Students are divided into 4 groups. Each group is given a question to discuss –

Two groups are going to discuss the following question

*How can we be safe on the internet? What do we understand by internet safety?*

The remaining two groups are going to discuss – *What is hate speech? What is freedom of speech? Is there a difference between them? Why?*

Students are to write points from their group discussions on their mini whiteboards or on a fulskop by appointing a spokesperson in their group. They are given around 10 minutes time to discuss in their small groups before regrouping with the whole class.

Once students finish their small group discussion, spokespersons from each different group read out what they have discussed within their group and a short discussion with the rest of the class follows this task. Ideas about internet safety and hate speech are shared, and PSCD teacher summarizes main points and highlights of what was discussed in small groups on the interactive whiteboard to facilitate discussion by writing down and projecting keywords mentioned during this task. Class discussion starts from the groups discussing internet safety and then moves on to the groups discussing hate speech because this part serves as an introduction to the second part of the lesson.

### Part 2 – Selma toolkit on hate speech 40 mins

The SELMA project short definition of hate speech is:

“Any online content targeting someone based on protected characteristics with the intent or likely effect of inciting, spreading or promoting hatred or other forms of discrimination.”

### 2.1. – Flashcards

Each Student is given a flashcard with a statement on it and is given 5 minutes time to think of an answer about that statement. A roundrobin follows where each student reads out his/her flashcard and gives his/her viewpoint on the answer.

## 2.2. – Case Study

Students are given a case study taken from the SELMA toolkit –

*Xorg has just arrived from the planet Xenovia and has just created a new social media account. After introducing himself and posting a profile picture, he received a lot of messages some of which have made him quite upset. These are some examples of comments he received:*

- *Pleased to meet you, glad you made the journey.*
- *You've come here with your three eyes and taken our jobs.*
- *OMG! You're green, that's GROSS.*
- *You're here but you can't even speak our language, make an effort.*
- *Why don't you stick to your own kind?*
- *Are your kids as ugly as you?*

Students are then going to be divided into small groups and in each group they are given the **Energy – feelings handout** taken from the SELMA toolkit and they are going to match the statement to the feelings they invoke e.g. if the statement shows a lot of hate, they mark it in red.

Guidelines to be followed for students to fill in this task is

- Red is high energy negative.
- Yellow is high energy positive.
- Blue is low energy negative.
- Green is low energy positive.

For example: I hate all Xenovians might be medium energy negative (red) while Will you be my friend? could be low energy positive (green).

Once completed, each group is given the opportunity to share and discuss thoughts with the wider group and reflect by answering processing questions on the activity.

Processing questions

- *how they would feel if they were Xorg,*
- *what they would do,*
- *how will they respond,*
- *who they would go to*

Here, through processing the teacher focuses and picks some of the statements that provoked stronger reactions from participants and elaborates on them through the discussion.

This activity is followed and concluded by challenging students to think up of ways they could change the statements which are marked in 'red' in order to move them to the opposite quadrant and make them less harmful.

### **Part 3 - Conclusion** 10 mins

During a round robin, students are asked to give a number from 1 to 5 to indicate how much they think there is hate speech on the internet and backup their answer as to why they think so. In their round students are asked also to mention one thing that they have learned during the lesson.

### **Homework**

Students are asked to do a poster on 'hate speech' and upload it to Teams PSCD page. Poster can be either drawn on a paper and it's photo uploaded on teams, or else it can be drawn directly on the computer.

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### **Credits:-**

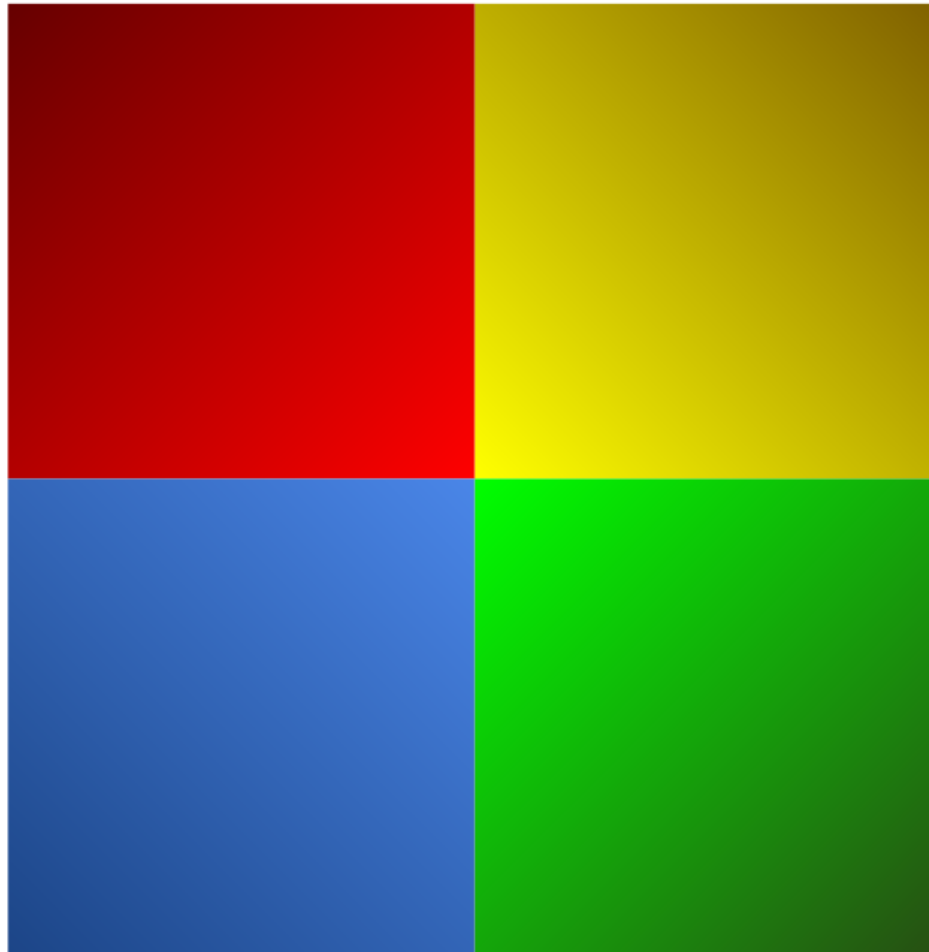
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Dr. Omar Seguna EO and Ms. Lourdes Micallef HoD

DLAP Directorate for Learning and Assessment Programmes

Ms. Lucianne Zammit EO Ethics and Mr. Roger Tirazona HoD Ethics

SELMA Toolkit – [hackinghate.eu](http://hackinghate.eu)



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Pleased to meet you, glad you made the journey.

You've come here with your three arms and taken our jobs

Oh it's lovely to see people like you really trying to be one of us

I thought the government prevents you guys from coming here.

OMG! You're green, that's GROSS

You're here but you can't even speak our language, make an effort

It's aliens like you that are ruining our country

Why do Xenovians always come to our country - Go Home!

You are the best thing that has ever happened to the human race!

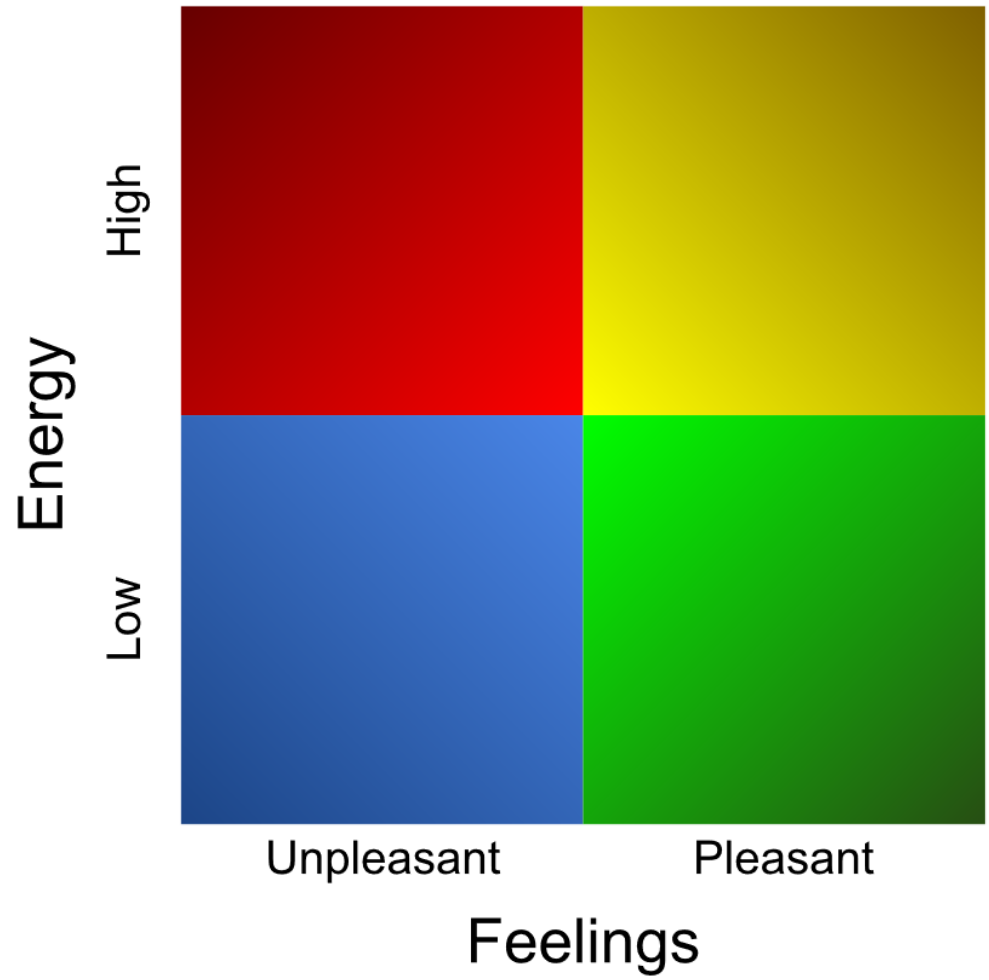
Your mum stinks, bet she eats slime for breakfast

Welcome Xorg, So when are you leaving?

Are your kids as ugly as you?

We love Xenovians!

I'm gonna cum round ur house, tie you up and beat you till you die



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What things online make you happy/feel positive?

What things online make you feel upset/worried/sad/negative?

What things online would you consider hateful? Why?

What do you think hate speech is?

Who is hate speech targeted at?

How does hate speech make you feel?

How does hate speech make the person being targeted feel?

How might hate speech make the perpetrator (doing the hate speech) feel?

Do some forms of hate speech affect you more than others? Why?

Is something still considered hate speech if the intended target isn't affected by it?

Why/why not?

Is there a difference between being hateful/hurtful and hate speech online? Why?

Is there content online that can be misunderstood? E.g. satire, sarcasm, in-jokes etc?

How do you decide if for example a joke can be considered hate speech? Can you always tell the difference?