1. Learning objectives

- Understand the laws relating to the Control of obscene and indecent materials
- Understand Internet safety and security measures
- Analyse the impact of the Internet on personal life and development
- Evaluate personal behaviour and attitude in using the Internet
- "Say No to Objectionable Information" in daily life

2. Areas of learning

- Control of Obscene and Indecent Articles Ordinance
- Relationship between the Internet and personal development
- Internet safety guidelines
- Personal moral development
- Personal habits and attitude in using the Internet

3. Attitude
- Self-discipline
- Rationality
- Introspection
- Responsibility
- Respect for others
- Adaptability
- Importance of seeking support

4. Learning strategies
- Case study
- Collaborative learning

5. Generic Skills
- Critical thinking
- Utilising information technology
- Problem solving
- Self management
- Collaboration
- Creativity
- Learning

6. Lesson Time
2 Lessons (80 min)

Lesson	Activities	Time allocation	Objectives	Areas of learning	Teaching resources
1-2	Motivation : "Internet and living"	3 min	Students share their online experience; introduces the learning theme "Healthy Use of the Internet".		
	Online game : "Healthynet Online"	10 min	With the aid of games, alert students to pay attention to their behaviour in using the Internet	Evaluate personal online behaviour - Personal habits - Personal attitude	Online game
	Case study : "Internet dangers"	22 min	To help students identify different types of Internet risk and the impacts of different online behaviour on personal development.	Types of Internet risk (Reference materials part 1) - Internet fraud - Online pornography - Internet addiction - Violent online games Impact of online behaviour - Psychological development - Emotional development - Personal moral development	Worksheet 1 "Internet risks"
	Videos : "Multimedia" and	25 min	Help students learn about Control of Obscene and Indecent Articles	Control of Obscene and Indecent Articles Ordinance	Video

	"Chit Chat on the Internet"		Ordinance through case studies and alert them to the need to comply with the law Students to discuss the safe use of the Internet and learn about the importance of online security	- Contents - Scope - Penalty SMART Internet Safety Guidelines The use of filtering software	PPT 1 Power-point on the Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong
	Group discussion : Personal moral development "The wise choice"	15 min	Students discuss the moral issues presented in the videos and learn to make proper decisions and develop proper attitude in using the Internet	Personal moral development - Honesty - Self discipline - Peer pressure - Trust - Responsibility	Worksheet 3 "The wise choice" worksheet
	Summary	5 min	To draw a conclusion on views expressed and materials presented in the class		
Follow up activity : Students fill in the online evaluation form to review their learning after the lesson.					

<u>Lessons 1 – 2</u>

1. **Motivation: "Internet and Living" (3 min)**
   - Teacher invites 2 to 3 students to share their experience in using the Internet and answer the following questions:
     - Other than searching for information, under what circumstances do you use the Internet most?
     - Do you have any unpleasant experience in using the Internet?

     If students do not have any unpleasant experience in using the Internet, ask whether they have read any reports of Internet problems in the newspapers.
   - To introduce the learning theme "Healthy use of the Internet" and discuss issues that warrant special attention when using the Internet.

2. **Online game: "Healthynet Online" (10 min)**
   - Teacher asks students to log on to the "Healthynet Online" game and select the home scenario.
   - Teacher tells students that they could face similar situations in real life as those presented in the game and that their responses to the questions in the game would reflect their online behaviour and attitude. Give students 1 minute to consider whether they have paid attention to the following issues when going online:

     - Duration and purpose
     - Security settings
     - Respect for other people
     - Manners and choice of words

   - Teacher asks students to evaluate their online behaviour on the scale of 1 to 10 marks. 1 mark is the minimum and represents a lack of vigilance when using the Internet. 10 marks is the maximum and represents a high degree of alertness. The marks should be discussed in the concluding session at the end of class.

3. **Case study: " Internet risks" (22 min)**
   - Teacher asks students to divide themselves into 8 groups (each with 4 to 5 students). Distribute one of the news clippings and an "Internet risks" worksheet (Worksheet 1) to each group.

   - Students have 15 minutes to read the news clippings and discuss the problems stated in the worksheet. Students should identify different issues related to the use of the Internet in the news clippings, and analyse their impact on the growth and development of youngsters.

- Teacher instructs students to conduct simple analysis with regard to the development needs of youngsters and the characteristics of the Internet (Reference materials part 2)

- Teacher asks a representative from each group to present their findings. Teacher writes down the key points on the blackboard and summarises the causes of different internet problems and how they would affect the personal development of teenagers.

- Teacher concludes and supplements the impact of improper Internet behaviour. (Reference materials part 2)
  - Psychological development
  - Emotional development
  - Moral development

4. **Videos: "Multimedia" and "Chit chat on the Internet" (20 min)**
   - Teacher plays the two videos "Multimedia" and "Chit Chat on the Internet"(around 12 min) to the class. After the show, teacher makes use of the " Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong " powerpoint (PPT 1) to introduce the contents of the COIAO (Reference materials part 5), pointing out that the dissemination of objectionable information is regulated by the COIAO.

   - Teacher points out that regulation can help protect Internet users from unhealthy materials and Internet security can be achieved through enhancement of the computer system and attentiveness to personal habits. Teacher explains the concept of SMART Internet Safety Guidelines:

     - SMART concept
       S – Safety
       M – Manners
       A – Authenticity
       R – Research
       T – Technology

   - Teacher points out that the SMART Internet Safety Guidelines are useful for analysing and evaluating personal online behaviour to reduce online risks and filtering software could help prevent teenagers from being exposed to objectionable information on the Internet. Teacher asks the following questions before introducing filtering software:

- Have you installed filtering software on your personal computer? Why?
- Please list out the functions of filtering software.

- Teacher elaborates on the fallacies regarding the use of filtering software to help students understand the functions of filtering software:
    - Protect computer from virus infection
      Wrong. The purpose of filtering software is to prevent children or teenagers from being exposed to objectionable information. It cannot prevent virus infection. To protect a computer from virus attach, one should install anti-virus software.

    - Monitor the use of computer
      Right. Most filtering software allows parents to monitor and track youngeters' or children's Internet browsing records.

    - Filter English contents only
      Wrong. Some filtering software on the market can support smartphones and tablet computers and scrutinise websites or computer systems with Chinese contents.

5. **Group discussion: Personal moral development   "The wise choice" (10 min)**
   - Following the previous activity, teacher continues to discuss with students the problems encountered by the characters in the videos.

   - Moral issues involve the making of choices. In the "Multimedia" video, the parents understand the importance of respecting and trusting their children. However, parents also have a responsibility to teach their children about online safety. How to strike a balance?

   - Teacher invites students to consider some fundamental moral values, for example, respect for life, respect for other people, justice, honesty, accountability and compliance with the law, etc. Based on the merits of these moral values, teacher asks students to identify "five" most important values and write them down on "The wise choice" worksheet (Worksheet 3).

   - Teacher divides students into a few groups (each with 4 to 5 students) to discuss their own choices with regard to the situations presented in the videos and the reasons for the choices.

Video 1: Multimedia
- If your parents install filtering software on your computer / mobile phone, will you think that they do not trust you? If you were the mother in the video, how would you supervise your children in using the Internet?
- To download programmes or software with adult contents from the Internet does not require verification of the user's age. If you were the teenager in the video, would you lie about your age in order to download adult apps? Please comment on this practice.
- If you were the teenager in the video, would you share any objectionable information with your friends? How do you feel when you receive indecent information?

Video 2: Chit Chat on the Internet
- Would you open the wrapper of an adult magazine to preview its contents before considering whether to buy it or not? Suggest some effective ways to prevent teenagers from accessing indecent information.
- Peers have a lot of influence on the personal development of teenagers. Would you do something that you dislike in order to obtain peers' recognition? Please give examples.
- Would you accept criticisms from your family members to improve yourself? How do you handle conflicts with your family members?

- Teacher asks students about the factors that they would consider when making decisions:-
  - Personal instincts
  - Reference to past experience and habits
  - Rational thinking

- Teacher points out that personal decisions or actions can affect on or even cause harm to other people. Teacher then reminds the students to think carefully before making any decisions, and to seek assistance from parents, teachers or professional if necessary.

6. **Summary (5 min)**
   - Teacher concludes the lesson and points out the following:
     - The appropriate use of the Internet can enrich our lives but we need to pay attention to the relevant legal and moral issues. Improper use of the Internet has adverse impact on the personal development of youngsters.
     - Pay attention to one's online behaviour, remember the SMART Internet Safety Guidelines, and act responsibly.

- Consider ethical issues from a positive angle. Seek help (e.g. from parents, teachers, social workers or peers) when necessary.

- Teacher asks students to review their online behaviour and re-evaluate their scores. Teacher then asks them to consider the benefits and disadvantages that the Internet may bring to their personal development. Teacher finally reminds students to fill in the online evaluation form after the lesson.