Core lesson plan B – (4-lesson version)

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
- The importance of filtering software for Internet security
- Characteristics of the Internet
- Relationship between the Internet and personal development
- Internet safety guidelines
- Personal moral development
- Personal habits and attitude in using the Internet

3. Values and Attitude

- Self-discipline
- Rationality
- Introspection
- Responsibility
- Respect for others
- Adaptability
- Importance of seeking help
- Self control

4. Learning and teaching strategies

- Case study
- Collaborative learning

5. Generic Skills

- Critical thinking
- Utilising information technology
- Problem solving
- Self management
- Collaboration
- Creativity

- Learning

6. Lesson Time

4 Lessons (160 min)

Lessons 1-2

Lesson	Activities	Time allocation	Objectives	Areas of learning	Teaching resources
1-2	Motivation : "Healthynet Online"	15 min	Make use of interactive games and experience sharing to help students understand the characteristics of the Internet and its potential risks	Application of the Internet The potential risks of the Internet Characteristics of the Internet - Anonymity - Convenience - No Border-Autonomy - Interaction	Online game
	Teacher-led inquiry : "SMART – Internet Safety Guidelines"	10 min	To enhance students' awareness of internet security through introducing "SMART – Internet Safety Guidelines"	SMART – Internet Safety Guidelines	PPT 2 SMART – Internet Safety Guidelines
	Teacher explication : "Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong"	10 min	Help students learn about Control of Obscene and Indecent Articles Ordinance through various case studies, and strengthen their understanding of online safety guidelines	Control of Obscene and Indecent Articles Ordinance - Contents - Scope - Penalty	PPT 1 "Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong"

	Videos : "Multimedia" and "Chit Chat on the Internet"	25 min	Remind students to pay attention to their online behaviour through presentation of different real life scenarios		
	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	Value development - Honesty - Peer Pressure - Self-discipline - Trust - Responsibility	Worksheet 3 "The wise c-hoice"
	Summary and homework	5 min	Teacher concludes the lesson to strengthen the students' positive attitude in using the Internet. Teacher then explains the homework to prepare for the next class		
Follow up activity : Teacher divides students into 8 groups (each with 4 to 6 students) and distributes different news articles to each group. Students need to read the articles at home to prepare for discussion in the coming lesson.					

Lessons 3 – 4

Lesson	Activities	Time allocation	Objectives	Areas of learning	Teaching resources
3 – 4	Motivation : "Cyber crime"	10 min	Use statistics to point out the rising trend of cyber crime and the need for caution		PPT 3 "Cyber crime"
	Case study : "Internet risks"	35 min	To help students identify different types of Internet risk and the impact of different online behaviour on personal development	Types of Internet risk (Reference materials part 2) - Internet fraud - Online pornography - Internet addiction - Violent online games Impact of online behaviour - Psychological development - Emotional development - Personal moral development	Worksheet 1 "Internet risks" Worksheet 6 "Virtual power" organisation chart
	Group discussion: "Q and A on Filtering Software"	10 min	Through discussion on various fallacies to strengthen students' knowledge of filtering software	The use of filtering software and the importance of filtering software to online safety	Worksheet 2 "Filtering Software"
	Teacher-led inquiry: "Truths about Online Safety"	5 min	Explain and help students understand the safety settings of computer systems		PPT 4 "Internet security"

	Reflection : "Internet myths"	15 min	Help students review their personal online habits	- Review personal online behaviour - Proper attitude in using the Internet	Worksheet 4 "Internet myths"
	Personal commitment : "Be a good internet user"	5 min	Through signing a pledge to encourage students to make good use of the Internet		Worksheet 5 "Be a good Internet user" pledge
Follow up activity : Students fill in the online evaluation form to review their learning process after the lessons.					

<u>Lessons 1 – 2</u>

1.   Motivation: "Healthynet Online" (15 min)

-    Teacher introduces the learning theme "Healthy Use of the Internet" and points out that people frequently use the Internet to search for information and carry out other work. Teacher then asks students how they use the Internet in their daily lives. (Reference materials part 1)

● Other than searching for information, under what circumstances do you use the Internet most?

-    Teacher asks students to log on to the "Healthynet Online" game and select a scenario to play.

-    After the game, teacher invites 2 to 3 students to share their views and answer the following questions.

● Which scenario did you choose?

● What kinds of temptation did the characters face in the game?

● In real life, have you ever come across similar problems like those encountered? Please give some examples.

● Other than the above, do you have any unpleasant experience in using the Internet? (If any, please elaborate.)

If students do not have any unpleasant experience in using the Internet, ask whether they have read any reports on Internet problems in the newspapers.

-    Teacher points out although the use of the Internet may cause different problems, the fact remains that the Internet has brought a lot of convenience to us.

-    Teacher invites 2 to 3 students to generalise the advantages and characteristics of the Internet and present their views to the class.

-    Teacher summarises students' presentation and supplements the characteristics of the Internet (Reference materials part 1):-

● Anonymity

● Convenience

● No Border

● Autonomy

● Interaction

-    Teacher points out to students that the purposes of the lesson are to help them evaluate their online attitude and learn about the relevant laws, so as to strengthen their alertness in using the Internet.

2.   Teacher-led inquiry: "SMART – Internet Safety Guidelines" (10 min)

- Teacher points out that the various scenarios of the online game brings out four common Internet risks, including Internet fraud, online pornography, Internet addiction and online violent games. Teacher then divides students into small groups (each with 4 to 5 students) and gives them 3 minutes to discuss how to avoid Internet risks.

- After discussion, teacher invites 2 to 3 groups to report the results of their discussion. Teacher then makes use of the "SMART – Internet Safety Guidelines" presentation to explain the "SMART" concept to students:

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

- Teacher plays the videos and discusses the attitudes of the youngsters in using the Internet.

3.   Teacher-explication: "Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong" (10 min)

- Teacher points out that cyber crime is rising and online behaviour is also regulated by the law. Teacher then asks the following questions:
  - In addition to Copyright Ordinance, please name the laws that are related to Internet behaviour. (If students cannot give any examples, ask them to consider the cases reported in the news clippings.)

- Teacher points out that the following ordinances are related to the regulation of cyber crimes:
  - Copyright Ordinance
  - Crime Ordinance
  - Control of Obscene and Indecent Articles Ordinance

   - Teacher shows "Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong" power-point and explains that the existing laws governing the publication of objectionable information include:
  - Control of Obscene and Indecent Articles Ordinance (COIAO) (Reference materials part 5)
  - Film Censorship Ordinance (FCO) (Reference materials part 5)

- Teacher differentiates the scope of regulation of the two ordinances.
  - The COIAO regulates anything consisting of or containing material to be read or looked at or both read and looked at, but not films and television and radio programmes. Films for public exhibition are regulated by the FCO.
  - The classification systems of the COIAO and FCO are different.
  - According to the COIAO, "obscenity" and "indecency" include violence, depravity and repulsiveness. Articles can be classified into three categories:

Class I - neither obscene nor indecent	No restriction on publication.
Class II – indecent	No class II indecent article shall be published to persons under the age of 18 years. In publishing Class II articles, the statutory requirements, including sealing the article in a wrapper and attaching a statutory warning notice, must be complied with.
Class III – obscene	Class III articles are prohibited from publication.

  - In respect of the regulation of the publication of obscene and indecent articles, the policy of the Government is to reflect the standards of public decency as they should to articles (especially those intended for young and impressionable people) while at the same time preserving the free flow of information and safeguarding the freedom of expression.

  - There is no compulsory pre-censorship before the publication of an article, but the publisher has the responsibility to ensure that any publication is in compliance with the law.

  - Prospective publishers may submit articles to the Obscene Articles Tribunal (OAT) to obtain classification rulings, so as to avoid breaching the law.

  - The OAT is a judicial body, which comprises a presiding magistrate and several members of the public appointed by the Chief Justice to serve as adjudicators.

  - In determining whether an article is obscene or indecent, the OAT has to consider the following factors in accordance with Section 10 of the COIAO:-

1. Standards of morality generally accepted by reasonable members of the community;
2. The dominant effect of the article as a whole;
3. The class or age of the likely recipients;
4. The location at which the article is displayed; and
5. Whether the article has an honest purpose.

4. **Videos: "Multimedia" and "Chit Chat on the Internet" (25 min)**
   - Teacher plays the two videos "Multimedia" and "Chit Chat on the Internet"(around 12 min) to the class. After viewing, teacher leads the students to discuss the problems presented in the videos

   - Teacher invites students to put themselves into the shoes of the characters to make their choices. Teacher then counts students' votes.

     Video 1: Multimedia
     - If your parents install filtering software on your computer / mobile phone, will you think that they do not trust you?

     - 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.

     - If you were the teenager in the video, would you share any objectionable information with your friends?

     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?

     - 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

     - Would you accept criticisms from your family members to improve yourself?

   - Teacher asks 2 to 3 students to share their answers and explain their reasons.

   - Teacher corrects students who propose an erroneous view (e.g. theft or harm other people).

5. Group discussion: Personal moral development   (10 min)

- Following the previous activity, teacher continues to point out that 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 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 following questions:

  - How can parents strike a balance between trust and respect for their children and the need to supervise them?
  - How to prevent teenagers from accessing indecent information? Between law enforcement and self-discipline, which one is more important? Why?
  - We may wish to share with people information that interests us, but not everyone likes the same kind of information. How would you balance between sharing information and respecting other people's feeling?
  - Do you think it is necessary to prohibit teenagers from reading or buying articles with adult contents?
  - Are you easily influenced by your peers? Why? Does peer pressure influence your choice?

- 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 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 professionals, if necessary.

6. Summary (5 min)
- Summarise the key concepts in the lesson:

- Revision on SMART Internet Safety Guidelines. 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.

- Ask students to divide themselves into eight groups (each with 4 to 5 students). Distribute one of the news clippings to each group. Students need to read the clipping to prepare for the coming lesson.

Lessons 3 – 4

1. **Warm up activity: Cyber crime (10 min)**
    -   Show the "Cyber crime" presentation (PPT 3).

    -   Ask students to analyse the data and answer the following questions:

        ●   According to the data in Chart 1, what is the trend of cyber crime?
        (Answer: Rising.)

        ●   Name different types of cyber crime.
        (Answer: Illegal downloading, computer hacking, copyright infringement, stealing and fraud.)

        ●   Based on the information provided in Chart 2, please identify the risks of social networking.
        (Answer: Fraud, blackmail, sex crimes.)

    -   Invite 2 to 3 students to share their answers and point out that the use of the Internet has brought new challenges to the law. In this lesson, the class will discuss how Internet risks affect the development of youngsters and how to cope with them.

2. **Group discussion: " Internet risks" (35 min)**
    -   Students to discuss the new clippings handed out to them in previous lesson. Students need to identify different online problems (Reference materials part 2) and discuss their impact on the growth and development of youngsters.

    -   Ask students to analyse the causes of online problems (Reference materials part 2):
        ●   Self-image
        ●   Personal identity
        ●   Exploration and curiosity
        ●   Development of interpersonal relationship

    -   Ask students to analyse and predict how Internet behaviour may affect teenagers' psychological, emotional and moral development. Use the " Virtual power " organisation chart worksheet (Worksheet 6) to summarise the results of the discussion.

- Students present their findings to the class. Teacher writes down the key points on the blackboard and summarises how Internet behaviour influences the personal development of teenagers (Reference materials part 2):
  - Psychological development
  - Emotional development
  - Moral development

- Teacher points out that the characters have suffered loss or offended the law due to a lack of awareness. We can enhance our alertness in using the Internet by knowing more about relevant laws.

3. **Group discussion: "Filtering software" (10 min)**
   - Ask students to divide themselves into groups (each with 4 to 5 students). Each group needs to discuss and complete the questions on the "Filtering software" worksheet (Worksheet 2).

   - Check the answers with students and explain the details.
     - Q.1 No, filtering software can prevent teenagers and children from accessing obscene or indecent information. To reduce the risks of virus infection, we should install anti-virus programmes.
     - Q.2 Yes, most filtering software has this function. Parents can monitor and track youngsters' and children's Internet browsing record.
     - Q.3 Yes, this is the main function of filtering software.
     - Q.4 No, there is filtering software for Smartphones and tablet PCs.
     - Q.5 No, most filtering software supports Chinese websites now.

   - Give the groups 3 minutes to discuss the advantages and disadvantages of using filtering software after checking the answers.

   - Teacher invites 2 to 3 groups to present their results and gives comments.
   (Answers:
   Advantages - avoid Internet addiction / facilitate parental monitoring / block objectionable information
   Disadvantages - youngsters may feel being distrusted / unable to block objectionable information completely / inconvenience caused by filtering software.)

4. **Teacher-led inquiry: "Truths about Online Safety" (5 min)**
   - Show the "Internet Security" presentation (PPT 4) and ask students the following questions:
     - Slide 1: Where can you find the Internet security settings?
       (Answer: Control Panel and Browser)

- Slide 2: What are the functions of Internet security settings?
  (Answer: Protect computers from attack by harmful or malicious programmes or applications)

- Slide 3: What are the functions of privacy settings?
  Do you think such settings can ensure your network security?
  (Answer: We can adjust the privacy settings to control the personal information that may be captured by the websites we visit. This function meets the basic security requirements. A medium to high level setting is recommended.)

- Evaluate students' knowledge in Internet security settings (e.g. lack of knowledge, having basic or expert knowledge, etc.). Teacher reminds students to pay attention to their online behaviour and attitude. In addition, install filtering software or adopt a high security setting to ensure Internet security.

5. **Reflection: "Internet myths" (15 min)**
   - Give students 2 minutes to review their internet behaviour and attitude. Teacher can ask students to consider the following aspects:
     - 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 to one's online behaviour.

   - Ask students to spend 5 minutes to fill in the first part of the "Internet myths" worksheet (Worksheet 4).

   - Ask students to count the number of answers with "agree".

   - Explain that the various types of behaviour listed on the worksheet are incorrect and they may cause risks for Internet security.

   - Students review their own scores.

- Ask students to raise their hands if they have deducted their scores after the review. Teacher asks the following questions:
  - Why did you deduct your score?
  - What kinds of behaviour or attitude have you ignored in the past?
  - What kinds of risk may result from such kinds of behaviour?

- Ask students to complete the second part of the "Internet myths" worksheet (Worksheet 4). Students need to list out 3 types of online behaviour that they need to correct and suggest ways for improvement.

- Teacher provides feedback and explains internet security and proper online behaviour to students.

6. **Personal commitment: "Be a good Internet user" (5 min)**
   - Distribute "Be a good Internet user" worksheet to students (Worksheet 5).
   - Ask students to review their online misbehaviour and read the worksheet in silence.
   - Students sign the pledge in front of the teacher and classmates.
   - Revisit the key learning points of this unit.
     - SMART Internet Safety Guidelines
     - The Influence of the Internet on teenagers
     - The COIAO

   - Teacher then asks students to consider whether the Internet may benefit or affect adversely their personal development and why. Teacher finally reminds the students to fill in the online evaluation form after the lesson.

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