



ICT and the Internet

SELF STUDY

If students are working alone, note that many of the exercises have open answers. If possible, give self-study students the opportunity to show you their work or to exchange their answers and work with other students.

Before watching

- 1 The answers to this activity are personal, and the exercise is deliberately designed to get students talking about their online habits and how much they consider the consequences of their actions. Discussing answers could start in pairs, but this is an important class discussion. Make sure students consider the issues the questions raise – whether checking messages and posting things online leads to disrespecting others and whether their online behaviour means that they make themselves vulnerable in any way. Ask them what they think the dangers are of sharing information publicly and using services not intended for their age group.

While watching

- 2a 65 **VIDEO SKILLS** This activity gets students to practise using prediction as a way to improve their success when listening, so make sure they read the video skills box first. Ask students to compare their guesses in small groups before they watch. This will maximise the benefits of their predictions. When checking answers, focus on content rather than the exact wording, which involves paraphrasing in some cases.

Answers

- 1 Be honest about your age./Follow age limits.
- 2 Think before you post comments or photos.
- 3 Don't attack anyone on social networking sites.
- 4 Keep things private.
- 5 Use a good password (with a combination of letters and words and symbols).

VIDEO SKILLS: Using prediction to help you understand

Predicting what you're going to hear before you watch a video is a key subskill and one that students need to be reminded of regularly.

- 2b 65 This exercise requires students to think about what they've just heard before they watch again. Make sure they've checked their answers to exercise 2a before doing this activity.

Answers

a 4 b 1 c 3 d 5 e 2

- 3a 65 This exercise gets students to listen carefully to details. After checking answers, ask students if they agree with the speakers and to explain why/why not. Also ask what 'big trouble' they think you could get into by not respecting age limits.

Answers

- 1 You can get into big trouble.
- 2 They post them when they're excited or angry.
- 3 They share the post with other people.
- 4 Because when you're on a computer at home it's easy to think that you can say anything that you like.
- 5 If you haven't got anything nice to say, don't say anything at all.
- 6 You wouldn't give your key (or password) to just anybody.

- 3b When checking, ask students to give reasons for their choices. Is some advice actually more important or is all the advice in the video important to follow?

EXTRA SPEAKING

Ask students to think of some more advice for using social media sensibly. Brainstorm ideas and get one student to write the ideas on the board. Then put students in groups of four or five. Ask them to have a conversation about the advice on the board like the one in the video. If possible, get one group member to video the conversation so that groups can then watch other groups' conversations.

After watching

- 4a This activity gets students to think about the life skill by getting them to question their own online habits. Ask students to write their answers, but as it's a sensitive issue, only encourage students to tell others what they wrote if they volunteer the information. If not, respect their privacy.
- 4b **SKILLS 4 LIFE** The idea behind this experiment is to raise students' awareness of the role of social media in their lives. Students read through the exercise. Are any of them prepared to carry out the experiment? Don't force them to if they're not, but encourage those who are to choose the same day to start and to keep a diary of how the experiment goes. Remind them that they can use email and the Internet for every other activity apart from social media. At the end of the five days, get those students who did the experiment to report back to the class. What did they learn? Was it a positive or negative experience?

REFLECT ON IT



The idea behind the question is to get students to reflect on the possible negative impact of social media on social skills. Ask students to read through the box and say if they agree with the concern expressed or if they think older people misunderstand the role of social media in young people's lives.