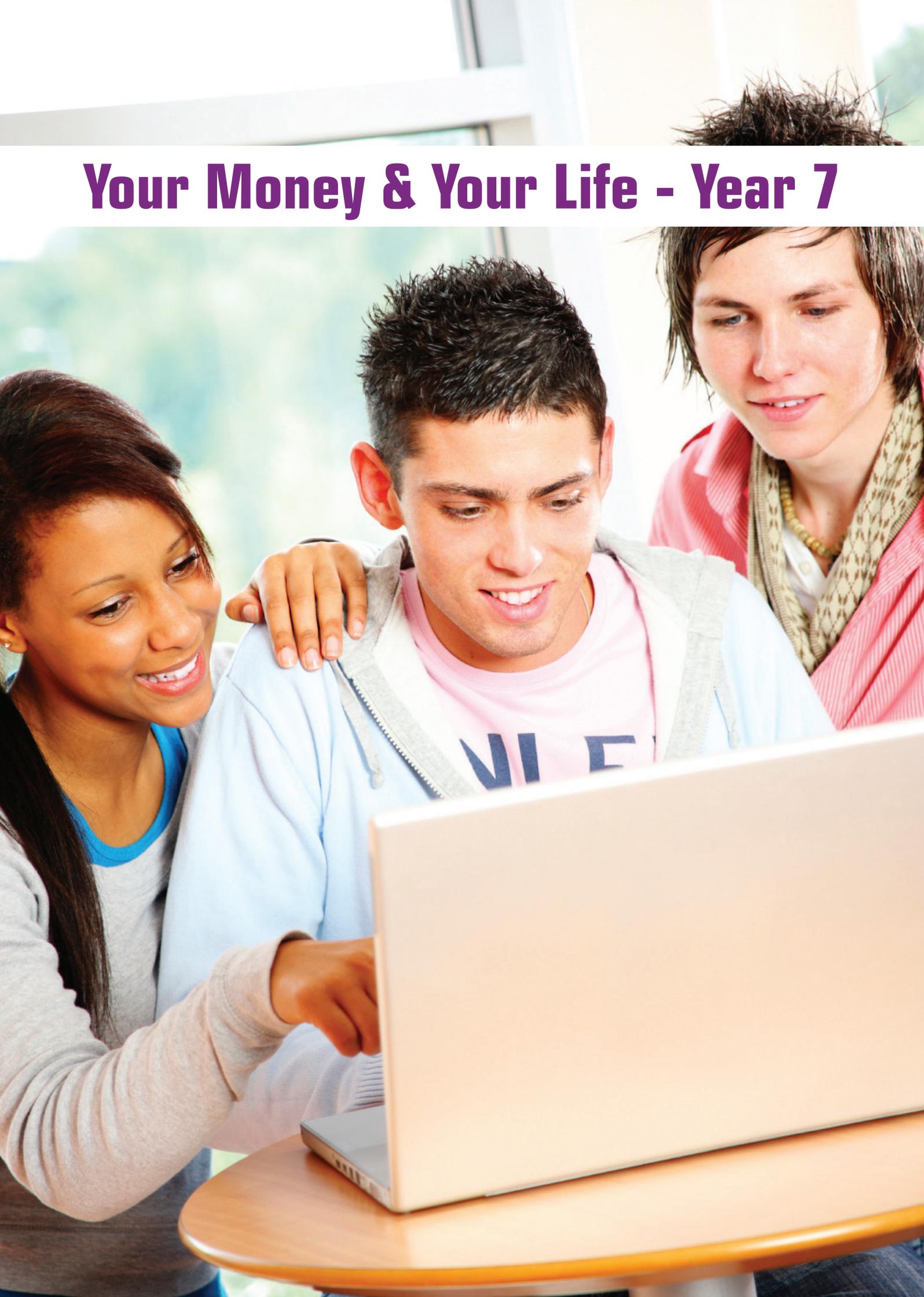


# Your Money & Your Life - Year 7



## Theme Assembly

**THEME:** Your Money and Your Life

**ASSEMBLY TITLE:** 'Money makes the world go round'

**INTENDED OUTCOMES:**

To reflect on the value of money and the place it has in our lives (E2.4.d)

To understand that what money signifies to us depends on the choices we make (E3.g)

To develop a thoughtful and responsible approach to the use of money (SEAL 30)

**RESOURCES:**

A £10 note, preferably rather tatty.

If possible, the song 'Money makes the world go round' from the musical Cabaret, to play at the beginning or the end.

**ASSEMBLY PRESENTATION:** *To start with, produce with a flourish from your wallet or purse a £10 note, preferably an old and rather tatty one, and ask the students "Would anybody like this?"*

*Dangle it tantalisingly and make as if to give it to someone, but then ask "So what would you be prepared to do for it?"*

*Offer some suggestions, e.g:* Wash my car? Sell me your mobile phone? Dig a neighbour's garden? Run a marathon? Run once round the playground with no clothes on? Point out that what you would be prepared to do for it depends to a large extent on what you want to do with it - you probably don't just want it because it's a pretty piece of paper.

And that's the strange thing about money - however much we all want to get our hands on it, in itself it's completely useless. You certainly can't last long in our world without money, but imagine yourself as the sole survivor of a plane crash and washed up on a desert island... As you stagger up the beach you pull from your pocket, soggy but intact, this £10 note. What are you going to do with it? You can't eat it. You can't dress your injuries with it. It won't help you to fend off wild animals. The best you could hope for is to use it as kindling to start a fire and signal to a search and rescue plane to show where you are - oh no, the matches are waterlogged...!

The unit of work you're starting on in PSHE is about money: how we get it, how we manage it and how we spend it. An obvious but important point to start from is the realisation that money has absolutely no value other than what we choose to use it for. It's always worth remembering that all money really represents to any of us is opportunity, the opportunity to have or to do the things we need or want. The ancient Greeks used to tell a story that neatly summed it up:

**King Midas and the Golden Touch**

*Tell the story with whatever embellishments you like. This is the basic storyline:*

King Midas was the ruler of a small kingdom in ancient Greece. He loved music, dancing, wine and revelling - but most of all he liked gold. In his dreams he always saw himself surrounded by it, a palace overflowing with golden treasures, gold glittering on his clothing, gold everywhere. He gathered huge quantities but it was never enough.

One day he was able to do a good turn for an elderly traveller, who turned out to be a favourite of the god Dionysus. The god asked him what reward he would like. Without hesitation Midas said "Great god, grant me I pray you that whatever I touch may turn to gold." With a wry smile, Dionysus told him that as soon as he returned home this gift would come to him. As Midas passed through the doorway of his palace he was delighted to see his clothes turn to gleaming cloth of gold. He rushed excitedly from room to room, touching walls and pillars, tables and chairs, and everything, even the roses in his garden, turned instantly to dazzling gold at the merest touch.

Overjoyed, he summoned his servants to bring him a feast. He laughed as he turned the plates and goblets to pure gold, but then a terrible doubt took hold of him - sure enough, the moment the food touched his mouth his teeth clattered against a mouthful of gold; the wine turned to liquid gold and he spat it out in disgust. Panic seized him and suddenly the golden furnishings all around him seemed ugly, cold and threatening. Aching with hunger, he rose from the table, and as he did so his beloved daughter ran in to see what had happened. Miserable and despairing, he took her in his arms - and then recoiled in horror as he found himself embracing a golden statue...

It was a sadder and wiser King Midas who rattled and jolted in his golden chariot back to plead with the god Dionysus to take away the gift that had become a curse. Dionysus saw his misery and took pity on him: "Go and wash in the river Pactolus," he said. "Its waters will cleanse you from this golden plague." Midas did so, and as he plunged in the waters of the river he felt a freshness and a new life come over him; his clothes became soft cloth again, and he gulped down mouthfuls of cool, clear water. He carried great jugs of the river water back to the palace and everywhere he splashed it things returned to their normal state and he saw the everyday beauty of wood and stone and fabric that previously he had despised. Finally, as his daughter turned her living, smiling eyes towards him again, he knew that from now on he would always value and cherish the things that were really precious to him.

There's a truth in that story that many wealthy people would recognise. No amount of money by itself is ever going to make you happy or safe or fulfilled. It's the choices you make with money that have the capacity to bring good things, whether for you or for other people. And it's those choices that tell you something about who you are and what you're worth: cautious, reckless, thoughtful, impulsive, selfish, generous, greedy, caring, heartless, kind - no-one can ever measure your value by the amount of money you've got, but they might judge a lot about you by how you choose to use it.

**REFLECTION:** To finish with, consider this £10 note and the stories it could tell if it could speak to us. How many hands has it passed through? What has it meant to the people who have owned it?

Has it bought food to feed a family or drugs to feed a destructive habit?

Has it been part of a worker's hard earned wages or a gambler's winnings?

Has it paid for a birthday present to delight a child or for the drink that fuelled violence and abuse?

Has it bought flowers to celebrate an engagement or paid for a solicitor's letter to arrange a divorce?

Did it pay for books, CDs, DVDs to educate and entertain or weapons to maim or kill?

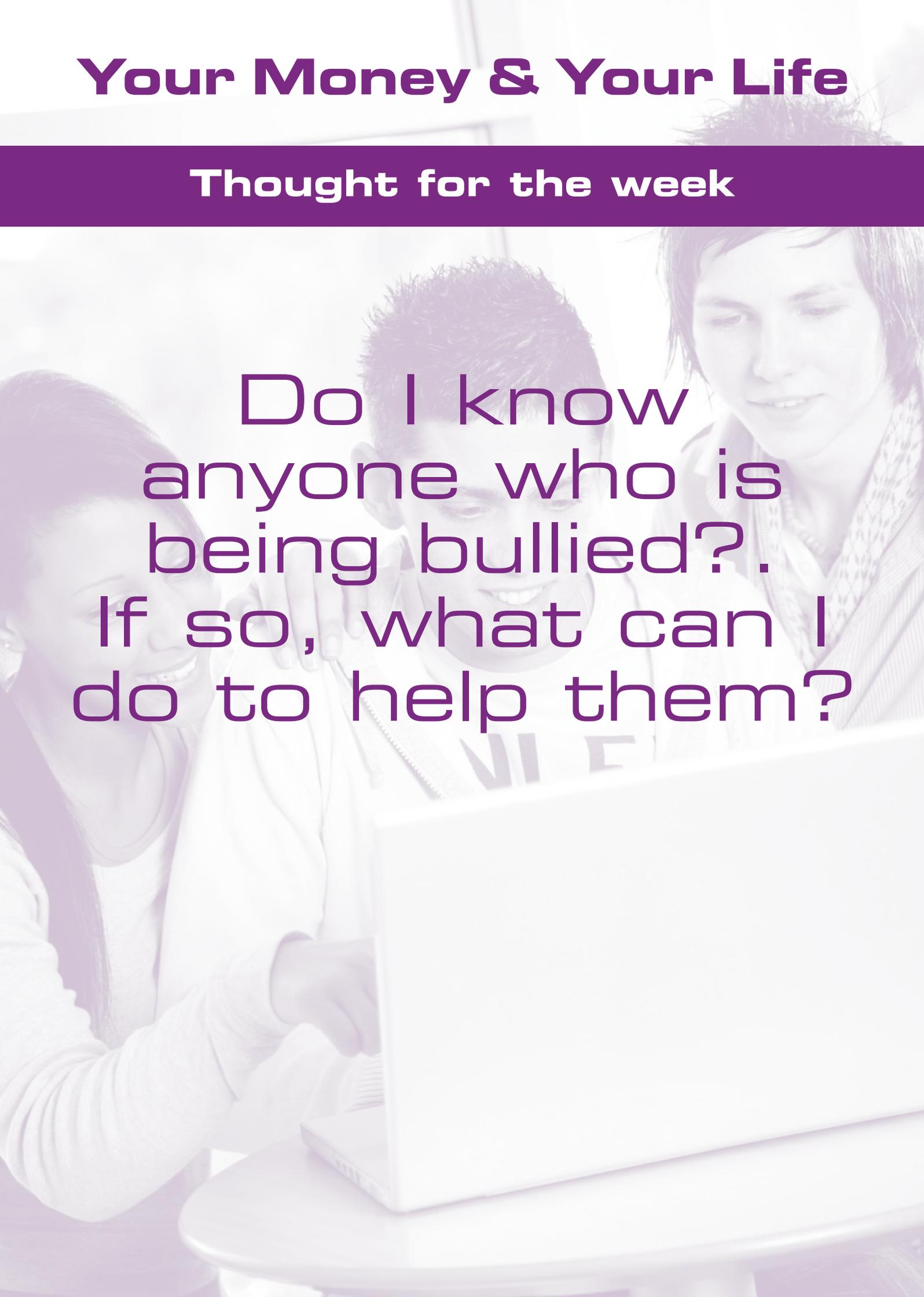
Has it been paid as a donation to a charity or a fine for a crime?

This £10 note hides a history and holds endless possibilities - each time it changes hands, somebody new makes its value by deciding afresh what it is worth to them.

# Your Money & Your Life

## Thought for the week

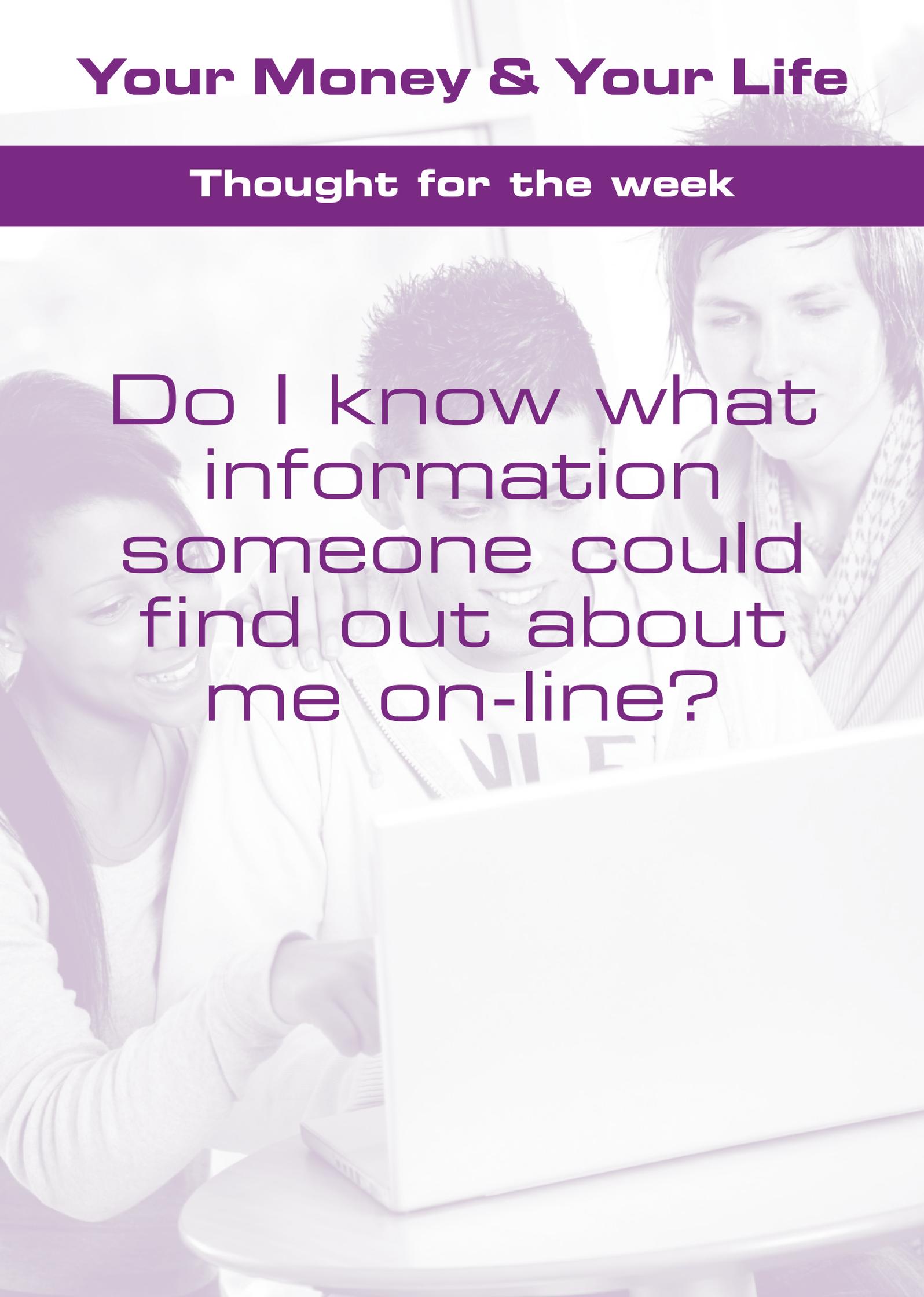
Do I know anyone who is being bullied?. If so, what can I do to help them?

A photograph of three young people, two women and one man, gathered around a laptop. They are all looking at the screen with interest and focus. The man is pointing at the screen. The background is bright and slightly out of focus, suggesting an indoor setting like a library or a classroom.

# Your Money & Your Life

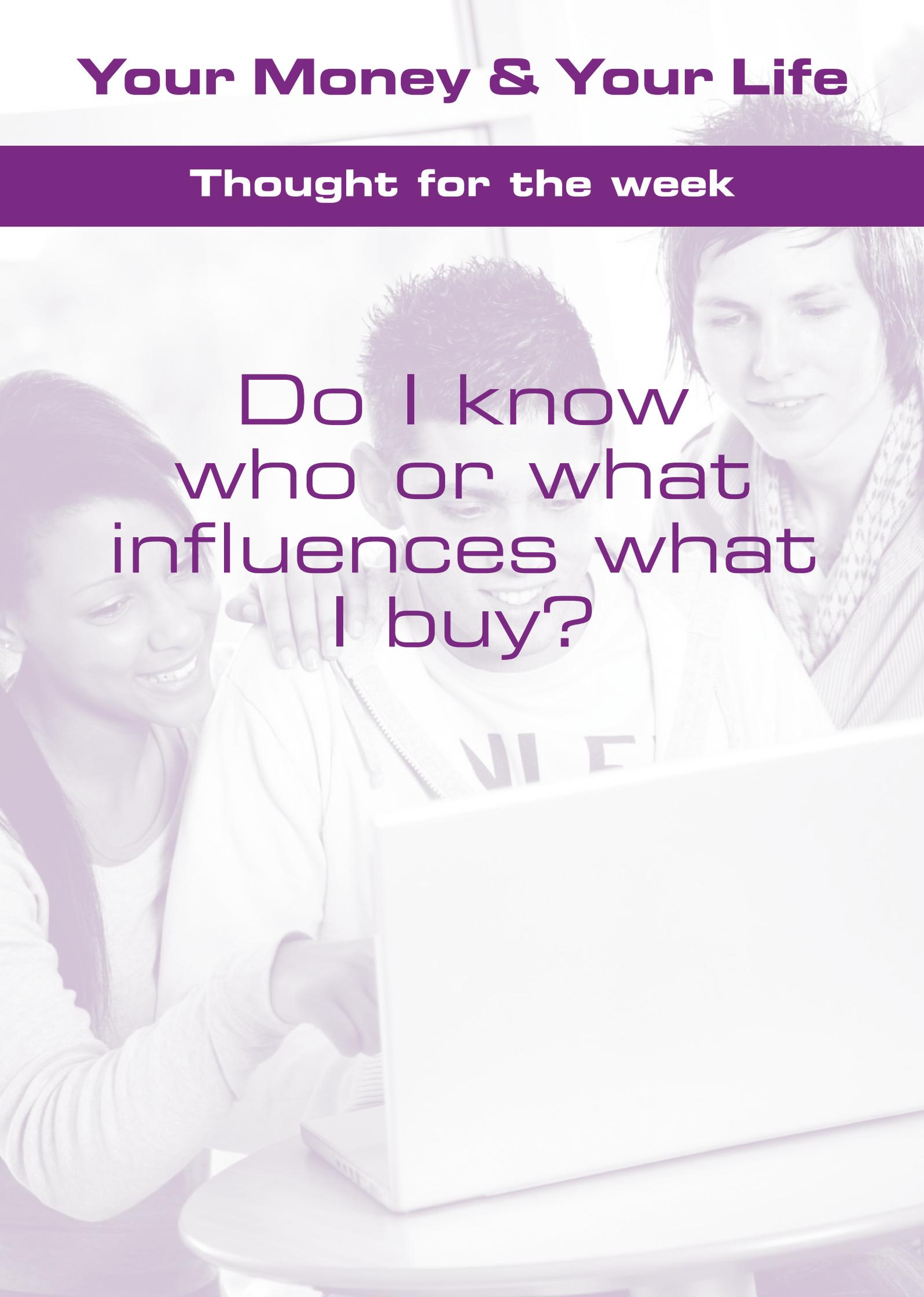
Thought for the week

Do I know what  
information  
someone could  
find out about  
me on-line?

A young man and woman are looking at a laptop screen together. The man is pointing at the screen while the woman looks on. They are both smiling and appear to be engaged in a collaborative activity. The background is a bright, slightly blurred indoor setting.

# Your Money & Your Life

Thought for the week

A young man and woman are looking at a laptop screen together, smiling. The man is pointing at the screen. The woman is looking at the screen with a smile. The background is a bright, slightly blurred indoor setting.

Do I know  
who or what  
influences what  
I buy?

# Your Money & Your Life

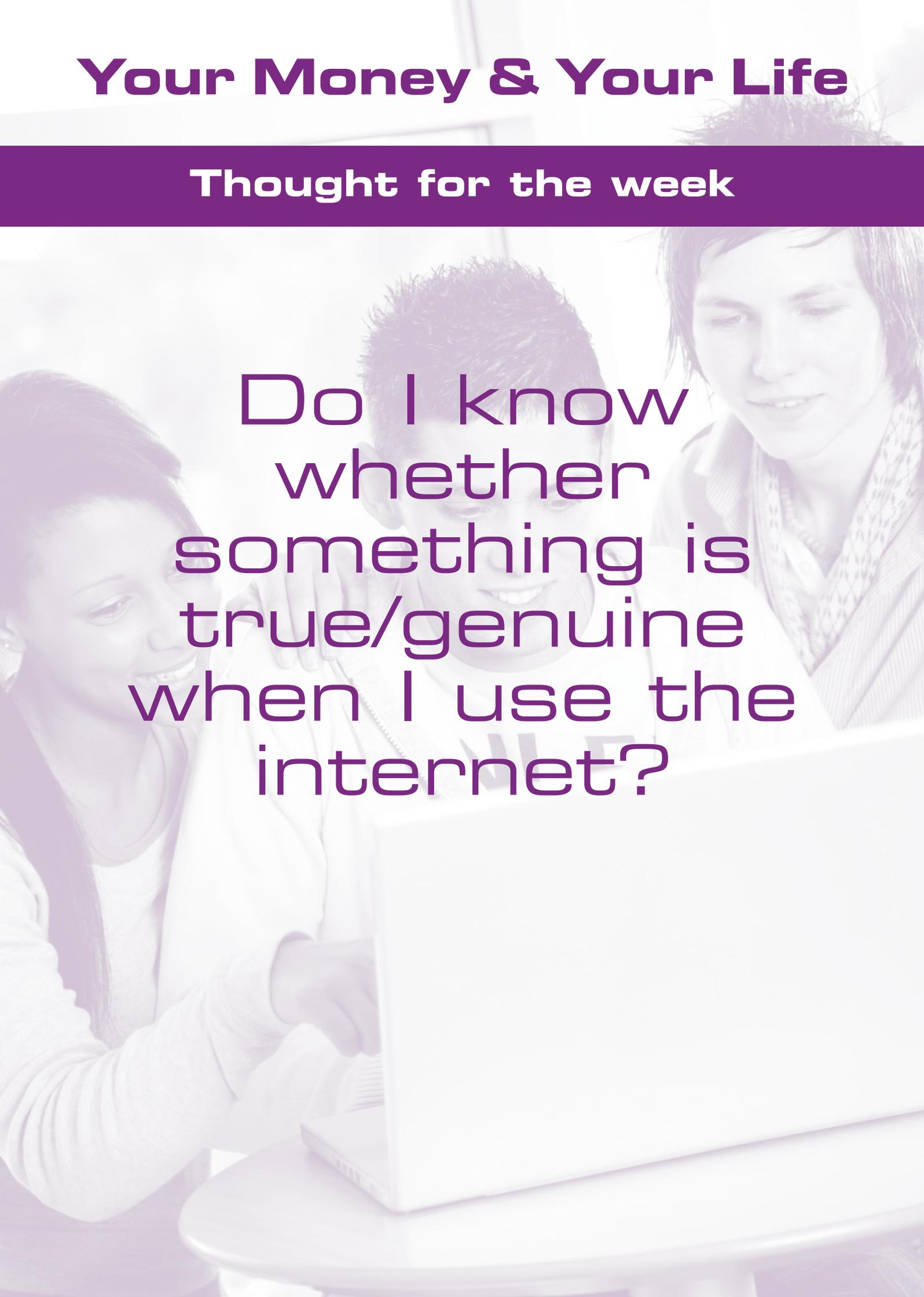
Thought for the week

What things  
should I think  
about when I  
shop on-line?

A young man and woman are looking at a laptop screen together, smiling. The man is pointing at the screen. The woman is looking at the screen with a smile. The background is a bright, slightly blurred indoor setting.

# Your Money & Your Life

Thought for the week

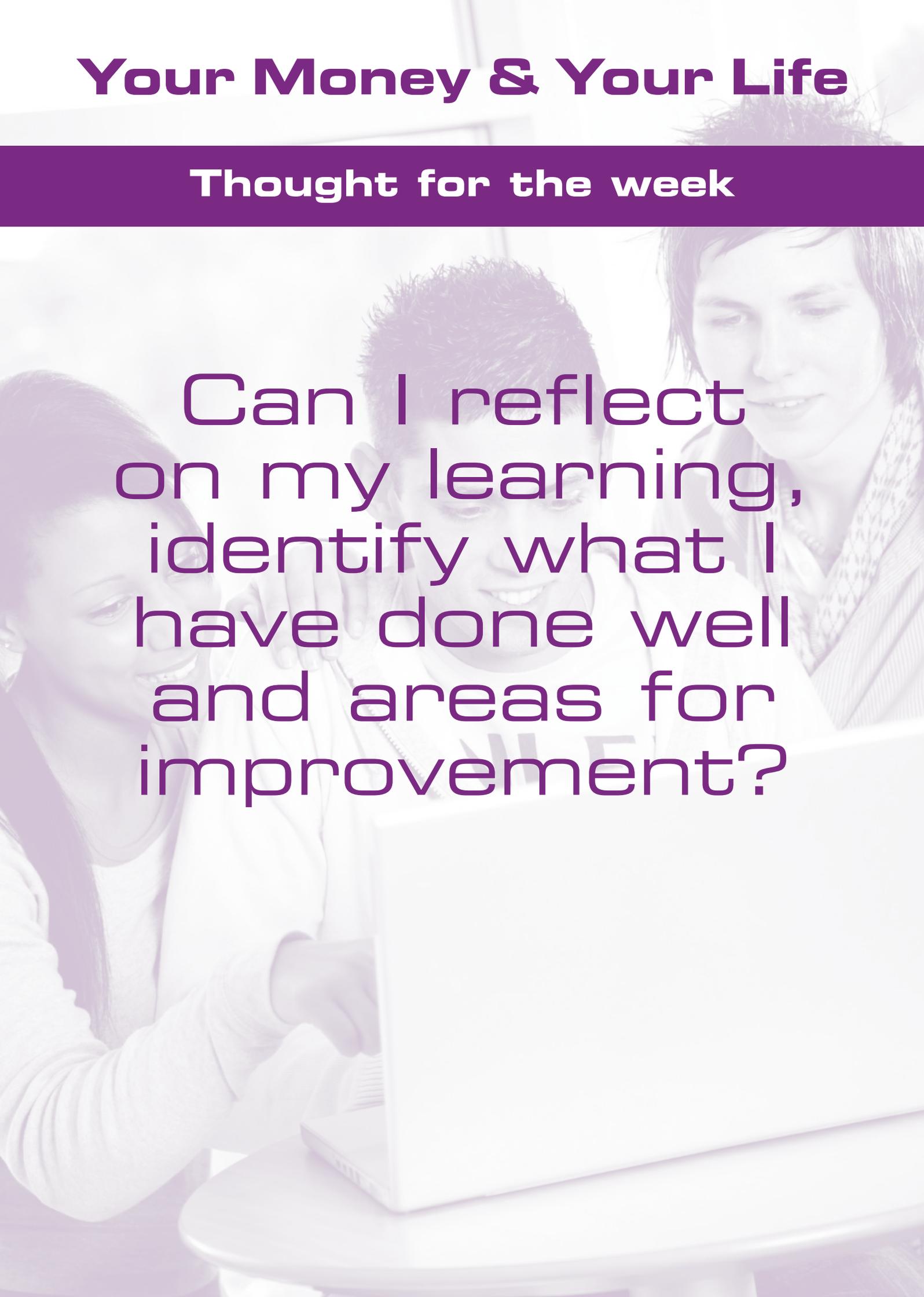
A photograph of three people, two women and one man, looking at a laptop screen. The man is in the center, pointing at the screen. The woman on the left is smiling and looking at the screen. The woman on the right is also looking at the screen. The image is overlaid with a semi-transparent purple filter.

Do I know  
whether  
something is  
true/genuine  
when I use the  
internet?

# Your Money & Your Life

Thought for the week

Can I reflect  
on my learning,  
identify what I  
have done well  
and areas for  
improvement?

A background image showing three people (two women and one man) looking at a laptop screen. The image is faded and serves as a backdrop for the text.

## Your Money & Your Life Year 7

### Resources to source prior to teaching theme

Lesson Number	Description (eg. book/dvd)	Title	Author/Publisher
1 & 2	DVD	Orange 'Safely On-line'	Orange 01634 729826
3	<b>pfeg</b> resources sheet  Optional downloads of TV adverts	'It's in the mind'	Included in the pack. <b>pfeg</b> 020 73309 470 www.pfeg.org  www.thinkbox.tv www.visit4info.com www.tvadverts-online.co.uk
4	Record sheet Problem & Answer' cards, cut up into sets	'Buyer Beware'	Included in the pack. <b>pfeg</b> 020 73309 470 www.pfeg.org
5	Video Clips  Work sheet Cards, cut up into sets	'The Real Hustle' 'Watchdog'  'Fake Goods' 'Too Good to be True'	www.bbc.co.uk/ programmes  Included in the pack. <b>pfeg</b> 020 73309 470 www.pfeg.org
6	Advertisement posters  Pens/pens/paper for each group	Six posters	www.images.google.co.uk  www.ebay.co.uk

## Kaleidoscope - Related Aspects - Your Money & Your Life Year 7 - Spring Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P 1.1.a Understanding that identity is affected by a range of factors, including a positive sense of self.</p> <p>P1.3.a Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.</p> <p>P1.3.b Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.</p>	<p>E 1.2.b Learning how to manage money and personal finances.</p> <p>E 1.3.b Understanding the need to manage risk in the context of financial and career choices.</p> <p>E 1.4.b Understanding the functions and uses of money</p>	<p><b>Be Healthy</b> Mentally and emotionally healthy <b>Stay Safe</b> Safe from accidental injury and death.</p>	<p><b>1 PSHE</b> 7. involves professional from appropriate external agencies to create specialist teams to support PSHE deliver and to improve skills and knowledge such as a school nurse, sexual health outreach workers and drug education advisers.</p> <p>8. has arrangements in place to refer children and young people to specialist services who can give professional advice on matters such as contraception, sexual health and drugs.</p>	<p>Managing feelings Motivation</p>	<p>6. I can reflect on my actions and identify lessons to be learned from them. 30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices. 36.I understand the impact of bullying, prejudice and discrimination on all those involved, (including people who bully, people who are bullied and people who witness bullying, and others such as friends,, family and the wider community) and can use appropriate strategies to support them. 41. I can assess risks and consider the issues involved before making decisions about my personal relationships. 45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others. 47. I can use a range of strategies to solve problems and know how to resolve conflicts with other people (such as mediation and conflict resolution).</p>	<p>I am aware of the expectations other people have of me. I can balance my expectations with the expectations of others. I can explain some reasons why learning is important for me now and in the future. I can make the people in my group feel valued and welcome. I know how to make other people feel at ease. I understand that I can have many friends. I know the roles that people can take in a group and take on different roles. I understand why it is important for us to identify rights and responsibilities and can work with others to write a class charter. I understand what conflict is.</p>	<p>Article 13 - Children have the right to get and to share information, as long as the information is not damaging to them or to others. Article 36 - Children should be protected from any activities that could harm their development.</p>

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P2.2.b find information and support from a variety of sources.</p> <p>P2.2.c assess and manage the element of risk in personal choices and situations.</p> <p>P2.2.d use strategies for resisting unhelpful peer influence and pressure.</p> <p>P2.2.e know when and how to get help.</p> <p>P3.g ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.</p>	<p>E 2.4.a manage their money.</p> <p>E 2.4.b understand financial risk and reward.</p> <p>E 3.d the personal review and planning process.</p> <p>E 3.e skills and qualities in relation to employers' needs.</p> <p>E 3.g personal budgeting, money management and a range of financial products and services</p>				<p>50. I can be assertive when appropriate.</p>	<p>I am able to reflect on how I deal with conflict.</p> <p>I can stand up for what I think is right.</p>	

# Overview of Lessons

**Theme: Your Money & Your Life  
Unit - Shop Safe**

**Year: 7**

Lesson Title	Intended Learning Outcomes
1. Cyber Bullying Awareness	<ul style="list-style-type: none"> <li>I can explain what is meant by the term Cyber Bullying (P1.3.b)</li> <li>I understand that technology can be used to harm others as well as help (E1.3a)</li> <li>I can evaluate the impact the choices I make have on myself and others (SEAL 36)</li> </ul>
2. Cyber safety	<ul style="list-style-type: none"> <li>I know that I use a range of methods to communicate with people during everyday life (SEAL 50)</li> <li>I understand that I need to be aware of and manage risks I take when using technology (P1.3.a P1.3.b)</li> <li>I can use strategies that I have learnt about to minimize the risks I take online. (E1.3b, E3.e)</li> </ul>
3. Brand awareness, Influences on buying decisions including peer pressure	<ul style="list-style-type: none"> <li>I can understand the uses of money and how business is dependent on making money (E1.2.b E1.4b)</li> <li>I can appreciate how peer pressure plays a part in many decisions that I make including how I spend my money (E1.2.b)</li> <li>I can evaluate sources of information and their credibility when making decisions (E1.2.d)</li> </ul>
4. Buying online - risks and benefits	<ul style="list-style-type: none"> <li>I can use technology to find best value for money when buying some products (E1.2.b E2.4.a)</li> <li>I understand that I have consumer rights and know how to use these to protect myself when buying online (P1.3.a E1.2.d)</li> <li>I understand that I may encounter problems when buying online and I can use a range of strategies to find solutions (SEAL 30 E1.3.b)</li> </ul>
5. Using the internet - awareness of scams and fakery	<ul style="list-style-type: none"> <li>I know that the internet has a great deal of information but I must not assume that everything is true (P2.2.b)</li> <li>I can understand the risks involved in using the internet especially for financial transactions and take steps to avoid them (P2.2.c)</li> <li>I can use information from a variety of sources to verify what I see or read online. (E1.3.a)</li> </ul>
6. Module assessment Awareness of marketing devices	<ul style="list-style-type: none"> <li>I can work effectively to complete a task with a deadline as a member of a group (SEAL 45,50)</li> <li>I am aware of and can evaluate the different 'devices' used by advertisers when marketing their products (P2.2.b)</li> <li>I can reflect on my learning and identify what I have done well and areas for improvement. (E2.3e, E2.3f)</li> </ul>

**THEME:** Your Money & Your Life: Cyber bullying

**LEARNING INTENTION/'I'**

I can explain what is meant by the term Cyber Bullying.

I understand that technology can be used to harm others as well as help.

I can evaluate the impact that the choices I make have on myself and others.

**VOCABULARY**

Bullying, cyber bullying, virtual world, anonymous/anonymity.

**RESOURCES**

- The 'Safety Online' DVD available from Orange free of charge to all secondary schools in the UK (please note that it is not available as a download)  
To order a copy of the DVD contact Orange Safety on 01634 729826 between 8:30 & 18.00  
[www1.orange.co.uk/about/community/quicklinks/educational\\_resources/safety\\_online.html](http://www1.orange.co.uk/about/community/quicklinks/educational_resources/safety_online.html)
- Script for the 'Safety Online' clip
- What is Bullying sheet
- What is Cyber Bullying sheet, student version
- What is Cyber Bullying sheet, teacher version
- Cyber Bullying Scenario Cards
- Word Scramble
- Guide to chat room abbreviations

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Start by reviewing and reinforcing the ground rules already established with the class.

Using 'what is bullying' sheet as a prompt to remind students of what bullying is.

Agree a definition along the lines of:

**Bullying is when someone keeps doing or saying things to have power over another person.**

*Some of the ways they bully other people are by: calling them names, saying or writing nasty things about them, leaving them out of activities, not talking to them, threatening them, making them feel uncomfortable or scared, taking or damaging their things, hitting or kicking them, or making them do things they don't want to do.*

Ask students to consider what technology is available to people easily and how could it be used to bully someone. (Try to ensure that existing bullies aren't given any new ideas!)

**Team  
workers**

Show fairness and  
consideration  
to others

## Core Activity

### 1. Discussion:

Introduce the idea of 'cyber bullying' Bullying which is done through the use of technology such as the internet and / or mobile phones. Key questions to ask:

- Why do people bully - does technology make this easier or harder
  - How can people help themselves if they are being bullied?
  - What should you do if you witness someone being bullied?
  - What is it about technology that can make it easier to bully? (e.g. feeling of anonymity, no personal witness to reaction, encouraged by other responses, dramatic impact, reach a larger audience)
2. Show the video clip 'Cyber bullies' 1min 44 secs, from the Safety Online DVD.
  3. Ask students to identify what was happening in the clip - who was being a bully, who was a victim, what form did the bullying take?
  4. In the clip the girls start as friends, how did the technology contribute to the bullying which took place?
  5. Why did the video clip show both 'face to face' contact and 'online' chat? What might have been different if the girls had actually been chatting in the same room? Why do you think the film moves between a real living room with an online chat room?
  6. Some people might see the things Jen and Samina say to Sally as 'harmless fun'. At what point does something stop being harmless and stop being fun?
  7. Rewrite the ending of the story, so that Samina persuades Jen to back off from bullying Sally. Act out your script
  8. Read through information sheet 'What is Cyber Bullying?' Ask students to fill in the clouds with ideas about what they feel they can / should do about cyber bullying if a) they are a victim b) they witness someone else being targeted. There are some suggestions on the teacher version of the sheet. Use these ideas to draw up a class anti-bullying charter & get all students to sign it.

## Plenary

With students in small groups of 3 or 4 use the 'Situation cards' to facilitate short discussions between the students or ask students. Students to feed back what the issues are and what action needs to be taken in the situation they have been given.

## KEY QUESTIONS

Why do people bully?

What is the effect of the anonymity that people feel when using technology?

It is easy to get drawn in to cyber bullying. The effect of our actions may be unseen, but the impact is real. How are people drawn into cyber bullying?

What can be done by victims to help themselves if this happens to them?

## AFL

Plenary: feedback from the groups allows teacher and students to assess how successfully key messages have been taken in.

## DIFFERENTIATION

### Extension or possible homework:

Word scramble Activity sheet

Write a poem about the effects of cyber bullying

## CROSS CURRICULAR OPPORTUNITIES

Liaise with the ICT department over the content and timing of this lesson, to ensure co-ordination with work they are doing.

## **NOTES**

See also: [www1.orange.co.uk/about/community/quicklinks/educational\\_resources/text\\_bullying.html](http://www1.orange.co.uk/about/community/quicklinks/educational_resources/text_bullying.html) which is a video clip called 'Incoming Messages' on text bullying together with the associated teachers notes.

### **Suggested Web Links**

There is a lot of information available on the internet about safe and responsible behaviour online. [www.orange.co.uk/safety](http://www.orange.co.uk/safety) contains a growing store of information and advice on mobile and internet safety.

For more information about bullying and harassment, the following sites contain information on the subject of bullying in general:

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

For further information on bullying and text messages, visit the National Children's Home page.

BECTA is the Government's lead partner in improving learning through technology and advising teachers on e-safety:

[www.schools.becta.org.uk/index.php?section=is](http://www.schools.becta.org.uk/index.php?section=is)

The Department for Children, Schools and Families has good information about cyberbullying, films and further links:

<http://www.dfes.gov.uk/bullying>

The Child Exploitation and Online Protection (CEOP) Centre is part of UK police and is dedicated to protecting children from sexual abuse wherever they may be. The 'ThinkUKnow' education programme has advice for young people and information for teachers and parents.

There is a link here to report any kind of abuse that you may be concerned about. [www.ceop.gov.uk](http://www.ceop.gov.uk)

# Your Money & Your Life - Cyberbullying

Aim - Promoting awareness of the effect of online bullying

Cast - 3 Girls

This film is designed to bring about awareness of what cyber bullying is and how easy it can be to get involved in it. The aim is to make people think about what they are saying online, and to realise that the environment they are in, be it their bedroom, study or Internet café, is not a safe haven from which to dish out abuse.

We will use a cast of three girls, who will gather in a living room. This will be representational of the chat forum they are in. They will simultaneously each have a separate location where they are at a computer: a bedroom, an Internet café and a study. When in their own environment, we see them writing on their computers. When in the chat room, we will hear the environment of the relevant person as they speak and keys tapping. For most part, chat room text will appear as sub-titles replacing the audio of them speaking.

## 'Cyber bullies'

Jen and Samina are sitting down in a living room. There is no sound. Jen looks to Samina and says:

'Sally's here, shall we let her in?'

As she speaks, the silence is broken. We hear music in the background and the typing of keys. We do not hear the words come from her mouth, but instead see a typed message appear in the style of chat room text.

We cut to a shot of Jen in her bedroom as she hits the return button - she is listening to music.

We cut to an Internet café - we hear coffee machines and general hubbub. Our view is looking over the shoulder of Samina. She is reading the text. We now cut back to the living room,

*Samina replies:* 'OK let her in'

The sound of the café and her keys tapping is still heard, as once again we see the text appear when the girls talk.

*Sally enters the living room and sits down*

*Sally:* 'Hi'

Cut to a wide of them all sitting down - text appears as each one speaks.

*Jen:* 'Hi'

*Samina:* 'Hi'

We continue with a mixture of the living room chat room and their own environments. Sally is chatting from her dad's study.

*Samina:* 'It was a good night last night'

*Jen:* 'Yeah'

*Sally:* 'It was funny watching the boys dance'

*Jen:* 'Yeah Jordy was on earlier, well ripped it out of him'

*Jen:* 'How would you know anyway?'

Sally: 'What?'

Jen: 'Your mum picked you up early'

Samina: 'LOL' (Laugh out loud)

Samina: 'Yeah you left at like, 9:30!!!!'

Sally: 'I had stuff to do'

Jen: 'Yeah right. Everyone else got picked up at midnight'

Sally: 'Hold on...'

Jen: 'I got picked up at 12:30'

Samina: 'Me too'

Sally: 'I'm not very...'

Jen: 'Fun??'

Samina: 'LOL'

Jen: 'mature?'

Samina: 'LOL'

Jen: 'LOL'

Sally: '..quick at typing!!!'

Jen: 'Well you were very quick at the party'

Samina: 'You might as well have stayed home'

Jen: 'Yeah, and what were you wearing?!!'

We cut back to the living room and this time hear the laughter when the captions appear

Samina: 'LMAO' (Laugh my arse off)

Jen: 'LMAO'

The next two lines are delivered without the chat room captions

Jen: 'you looked like a right slapper!!.'

We hold on Jens face as she delivers the last line with venom and gives a little bitchy squint while holding Sally's defenseless gaze. Samina looks shocked.

We cut back to Sally... A tear roles down her cheek.

Fade to black

Caption: **Online is real**

# What is Bullying?

**Task one:** Using the information you have gained from other lessons about bullying, describe what you think bullying is. Include the forms that bullying may take.

**Task two:** Using this information try to complete the following sentence:

**Bullying is:**

**Task Three:** The world we live in is changing. Thinking about different types of technology list three ways how a bully may use technology (ICT) to bully someone.

# What is Cyber Bullying?

**'I thought it was a message from a friend but when I opened it ... I couldn't believe that someone hated me so much that they would actually be so nasty and threaten me. I couldn't ignore it or just tell them to grow up because I didn't know who THEY were. I felt like everyone was watching me and I didn't know who to trust, eventually my Mum guessed something was really wrong so I told her. I felt so much better once I had told her because I wasn't on my own, I knew I wasn't going mad.**

**We went to the police... it took a while but they found out who was sending the messages... it is sorted now, but I'll never forget how I felt'**

## **Year 8 pupil, Victim of Cyber Bullying**

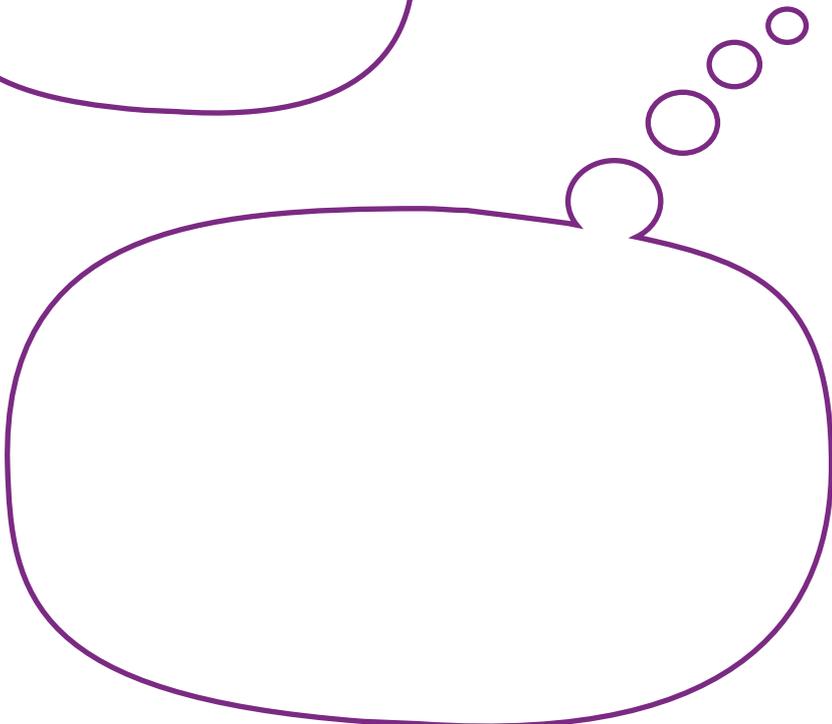
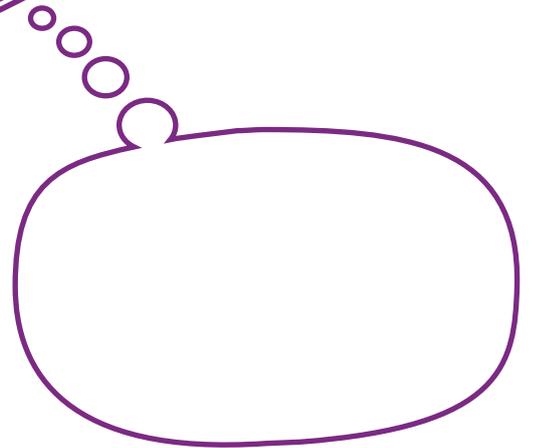
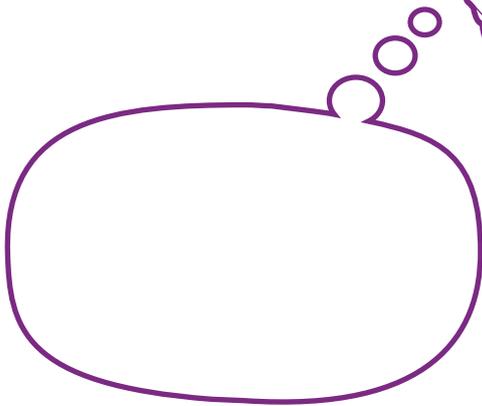
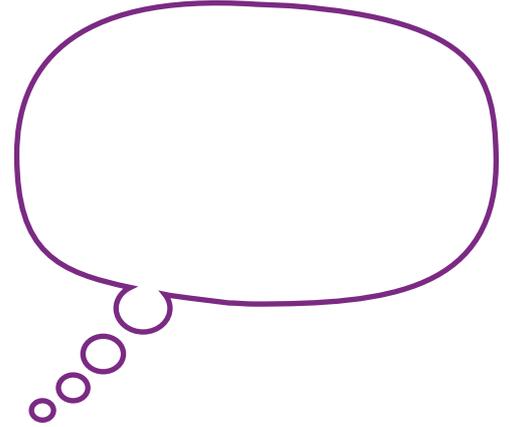
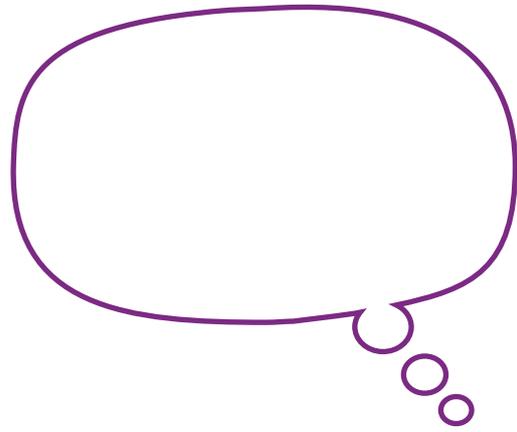
Cyber bullying is where wilful and repeated harm is done to one person by another or group of others using the available technology of the internet or mobile phones.

Cyber bullying in a virtual world can be just as harmful as bullying which takes place in the real world. This is for a variety of reasons. Some people find that they get drawn into making nasty or hurtful comments because it is easier on line than face to face. Cyber bullies cannot see the reaction of the person who is the victim; it can be easy for a joke to get out of hand. Cyber bullies think that they can stay anonymous and feel quite powerful because of that, they can post things which can be seen or read by many, many people and technology allows a cyber bully to collect information, pictures or video to use in a malicious way. It can be easier to be hurtful or harmful on line because generally we only have our conscience to remind us to stop what we might think of doing, no one will be looking over our shoulder saying ' Don't do that' at least not whilst a bully is actually posting their content.

If you are a victim of cyber bullying it can be even more frightening than coming face to face with a bully in the classroom or on the street. People who are victims of this kind of bullying can feel very isolated. They may not know who they can trust, especially if the messages or texts are anonymous.

**What can you do?**

**It can be really hard to deal with cyber bullying but if you or someone you know is the victim of this kind of bullying then it can be stopped.**



## What can you do?

It can be really hard to deal with cyber bullying but if you or someone you know is the victim of this kind of bullying then it can be stopped.

Keep a log of all abusive or silent calls. Do not delete text messages or emails - the police can use them to track down the person responsible

If there is a message posted on a web site contact the hosts - abusive posts can be removed; web sites can be shut down

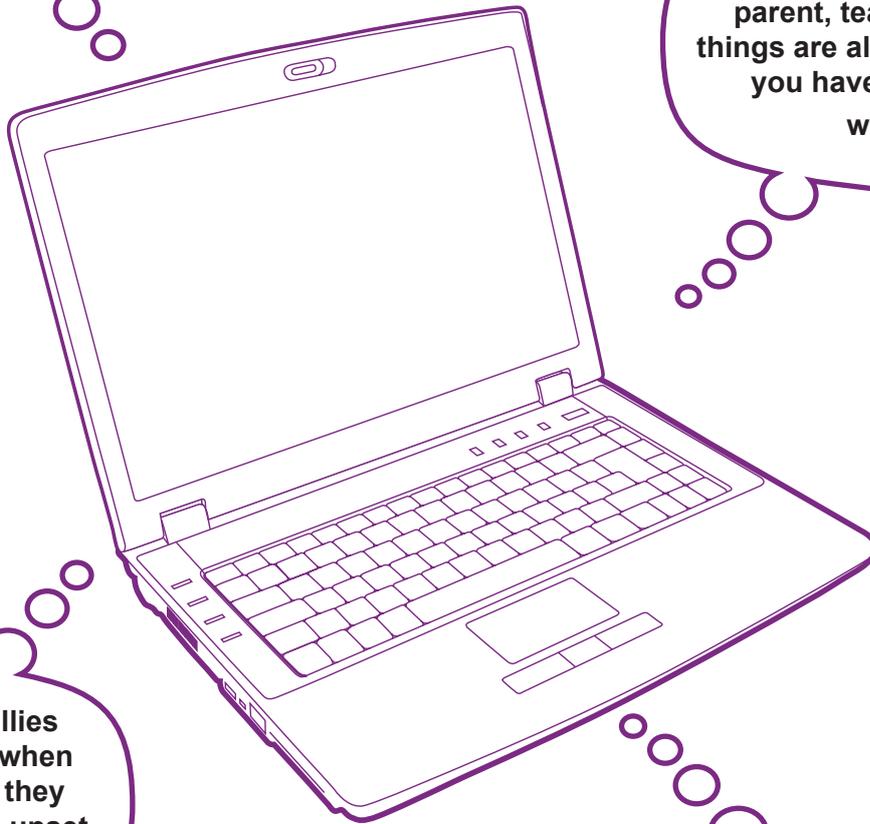
Tell someone you trust - a parent, teacher or friend things are always better once you have shared your worries.

Do not retaliate - Bullies often get a real buzz when they know that what they have said or done has upset you - don't give them the satisfaction

Many web sites have a contact for you to report inappropriate use of the site, including bullying - use it if you are a victim or you spot someone else being targeted

### Remember!!

- Don't get involved in online/ cyber bullying - it can seem like a joke but the reality is that it can really damage people's lives.
- Just because you cannot be seen does not mean you cannot be traced!
- Report any bad behaviour you see to the service provider
- Treat others with the same respect you would expect to receive!



## Scenario Cards

<p>Jack is a tall and slender student, more into reading and computer games than sport. Some of the more sporty boys sneakily took a photo of Jack on a mobile phone when he was getting changed for PE. It has been sent to a lot of other students in school. Jack is now being called 'Chicken Legs' as he walks round school. He dreads going in to school.</p> <ol style="list-style-type: none"><li>1. What would be the incorrect ways that Jack might deal with this?</li><li>2. What could Jack do about this to make the situation better?</li><li>3. What should Jack expect from his school, now and to prevent things like this happening in the future?</li></ol>	<p>Tanesha is an average student in Year 7. She has just got a laptop which she can use in her bedroom at home. Last week she received an email from somebody entitled 'I'm watching you!' it told her she was being watched. She thought it was nonsense and deleted it but since then she has received 3 more. Today she received one that said 'Be afraid, be very afraid, I'm coming to sort you out once and for all' She can't think who might be sending them or why but she is scared now.</p> <ol style="list-style-type: none"><li>1. What should she do / who should she tell?</li><li>2. What can be done to help her?</li></ol>
<p>Peter is a year 8 student who has been teased in school about not having a girlfriend. He now has found out that someone has created a fake email account in his name and is sending 'love notes' to other boys at school using this account.</p> <ol style="list-style-type: none"><li>1. What are some of the incorrect ways that Peter might deal with this?</li><li>2. What would you advise Peter to do if you were his friend?</li></ol>	<p>Kate and Anna have fallen out over a boy. They started exchanging text messages which started as name calling but are now becoming increasingly nasty and even threatening physical harm.</p> <ol style="list-style-type: none"><li>1. Should the police be contacted?</li><li>2. Are both girls wrong?</li><li>3. What advice would you give to the girls if you were their friend?</li></ol>

# Word Scramble Activity Sheet

Unscramble these words to uncover cyber bullying related ideas, technology and web sites! Combine the circled letters to reveal an important message.

1. octmroha	<input type="checkbox"/>
2. baeokocf	<input type="checkbox"/>
3. yrlebyclub	<input type="checkbox"/>
4. lenmpobiohe	<input type="checkbox"/>
5. yamecps	<input type="checkbox"/>
6. ieonnl	<input type="checkbox"/>
7. ilame	<input type="checkbox"/>
8. tagidil	<input type="checkbox"/>
9. tyobueu	<input type="checkbox"/>
10. poptal	<input type="checkbox"/>
11. tinants seegmas	<input type="checkbox"/>

The message is...

When you see cyberbullying, \_\_\_\_\_!

# Word Scramble Activity Sheet Answers

The message is when you see cyberbullying, *tell an adult!*

1. octmroha	<b>chat room</b>
2. baeokocf	<b>facebook</b>
3. yrlebyclub	<b>cyberbully</b>
4. lenmpobiohe	<b>mobile phone</b>
5. yamecps	<b>myspace</b>
6. ieonnl	<b>online</b>
7. ilame	<b>email</b>
8. tagidil	<b>digital</b>
9. tyobueu	<b>youtube</b>
10. poptal	<b>laptop</b>
11. tinants seegmas	<b>instant message</b>

## Guide to Chatroom Abbreviations

<p>404 I haven't a clue ADN Any day now AFAIK As far as I know A/S/L? Age/sex/location? B4N Bye for now BF Boy friend BG Big grin BL Belly laughing BRB Be right back BTA But then again... BTDT Been there, done that BTW By the way CRBT Crying real big tears CU See you CUL See you later CUL8ER See you later CYA See ya DIKU Do I know you? DOM Dirty old man DTRT Do the right thing DWB Don't write back EMSG E-mail message EOM End of message F2F Face to face FAQ Frequently ask question(s) FC Fingers crossed FUD Fear, Uncertainty, and Doubt FWIW For what it's worth FYI For your information G Grin GA Go ahead GAL Get a life GF Girlfriend GFN Gone for now GL Good luck GOL Giggling out loud</p>	<p>GTSY Glad to see you H&amp;K Hug and kiss HAGN Have a good night HHIS Hanging head in shame HIG How's it going HT Hi there HTH Hope this helps but) IC I see ILU or ILY I love you IM Instant message IMing Chatting with someone online usually while doing other things such as playing other interactive game IMO In my opinion IMS I am sorry IOW In other words IRL In real life (that is, when not chatting) ITIGBS I think I'm going to be sick IWALU I will always love you IYSWIM If you see what I mean J4G Just for grins JIC Just in case JK Just kidding KISS Keep it simple stupid KIT Keep in touch KOTC Kiss on the cheek KOTL Kiss on the lips KWIM? Know what I mean? L8R Later L8R G8R Later gator LD Later, dude LHO Laughing head off LOL Laughing out loud</p>
---	---

## Guide to Chatroom Abbreviations

<p>LTNS Long time no see LTR Long-term relationship LY Love ya LY4E Love ya forever MorF Male or female MOSS Member of the same sex MOTOS Member of the opposite sex MTF More to follow NFG No f*****g good NP or N/P No problem OIC Oh, I see OMG Oh my God OTOH On the other hand PAW Parents are watching PDA Public display of affection PITA Pain in the ass PM Private message PMFJIB Pardon me for jumping in but... POAHF Put on a happy face ::POOF:: Goodbye (leaving the room) QT Cutie RL Real life (that is, when not chatting) ROTFL Rolling on the floor laughing RPG Role playing games RSN Real soon now RT Real time S^ S'up what's up SETE Smiling ear to ear SO Significant other SOT Short on time</p>	<p>SU Shut up SUAKM Shut up and kiss me SUP What's up SWAK Sealed with a kiss SWL Screaming with laughter SYS See you soon TA Thanks again TAFN That's all for now TCOY Take care of yourself TGIF Thank God it's Friday THX Thanks TILII Tell it like it is TLK2UL8R Talk to you later TMI Too much information TOY Thinking of you TTFN Ta-Ta for now TTYL Talk to you later TU Thank you TY Thank you UW You're welcome VBG Very big grin W You're welcome WAYD What are you doing WB Welcome back WBS Write back soon WEG Wicked evil grin WFM Works for me WIBNI Wouldn't it be nice if WT? What/who the ? WTG Way to go! WTGP? Want to go private? WU? What's up? WUF? Where are you from? WYSIWYG What you see is what you get YBS You'll be sorry</p>
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**THEME:** Your Money & Your Life: Cyber Safety

**LEARNING INTENTION/'I'**

I know that I use a range of methods to communicate with people during everyday life.  
I understand that I need to be aware of and manage risks I take when using technology.  
I can use strategies that I have learnt about to minimize the risks I take online.

**VOCABULARY**

Personal identity, social networking, blogging, instant messaging (IM / MSN), online profile, personal security, online predator.

**RESOURCES**

- 'Safety online' DVD available from Orange free of charge (see lesson 1 for details of how to obtain this DVD)
- Power point - Cyber Safety
- Worksheet 'What is Social Networking'

**TEACHING/LEARNING ACTIVITIES**

**Engagement: To consider the development of communication technology in recent years**

Use the PowerPoint slide 'Cyber Safety - Communication' to facilitate a discussion how we have changed the way we communicate: The list of communication developments is approximately

- Face to face communication
- Letter delivered by courier - either sent by horse or walking
- The Postal service (first penny post - 1840)
- Telegram - invented 1845 by 1913 82 million telegrams sent in the UK
- Telephone - Patented 1876
- Television - Approx 1926 - 27
- Satellite - Approx 1964
- Internet - developed before but www (world wide web) launched in 1991
- Mobile communications e.g. phones, wifi, Bluetooth Available from mid 1980's on with technology advancing at great speed

Key questions: What are the advantages & disadvantages of having such easily available and fast communication services as a normal part of everyday life?

**Reflective learners**

Assess themselves and others, identifying opportunities and achievements

### Core Activity

1. Using a thought shower students suggest ways that they can communicate with each other and the wider world - both sending out information and receiving it. (see slide 'How do you communicate?' for ideas).
2. Show clip 'Digital Dirt' (from Orange DVD) approx 2 minutes

#### Key Questions:

- What is a social networking site?
  - What did Amy include on her web pages that she didn't want found out by a prospective employer?
  - Why do people post personal information on line?
  - Think back to last lesson - cyber bullying - how easy is it for people to use information found online to harm a person?
3. Ask students to complete the quick quizzes from PowerPoint presentation 'Cyber Safety', 'Would You Ever...?' & 'Have You Ever...?' as a prompt to think about the information they have posted about themselves.
  4. As they discuss their responses explain to students the following:
    - Increasingly employers and college / university admissions are using the internet to find out information about prospective candidates, especially in high demand placements or jobs which involve dealing with people.
    - In 2006 a 20 year old man in Florida was involved in a car crash where someone died. He posted information in his blog saying that he had been drinking. He deleted the information but police were still able to use the information by contacting his web host who recovered the information. He was sent to prison. It is possible for the police to identify criminal behaviour in the same way in the UK
    - Once information has been posted on the Web it is in the public domain. You cannot guarantee that it is gone even if you delete it. Many sites now save all deleted pages. You can even find deleted information through Google. Google 'caches' pages visited. The search will display CACHED as part of the search. This will allow a searcher to view older pages even if they have been updated or deleted.
    - Pictures are easily copied, downloaded or even altered. You will not be able to tell who has copied your picture ... or even used it for themselves
  5. Look at the 3 email accounts (slide 'Online Profiles' ) ask students to try to guess as much information as they can about the person who 'owns' these 3 accounts.
  6. Reveal what the email addresses can tell about a person. Ask students to consider what their own personal email addresses say about them - do they need changing?
  7. Read through the 'What is Social Networking' worksheet. Students to work to complete tasks on sheet

### Plenary

Feedback group responses to tasks.

#### KEY QUESTIONS

What advantages does technology bring to our communication?  
What risks do we take when we reveal information about ourselves to strangers?  
Why could it matter if someone uses our identity online?  
Make sure you refer to the issue of identity theft re bank accounts etc  
Why do people like to use social networking?

#### AFL

Plenary: group feedback on tasks

### DIFFERENTIATION

**Homework/ Extension:** Design a sheet to be displayed in the schools' computer rooms and library either:

1. Advising students about how to use social networking sites wisely or
2. A guide to creating a safe email address - with explanations

**CROSS CURRICULAR OPPORTUNITIES**

As for lesson 1

**NOTES**

# Your Money & Your Life - Cyber Safety

## Cyber Safety



## Communication

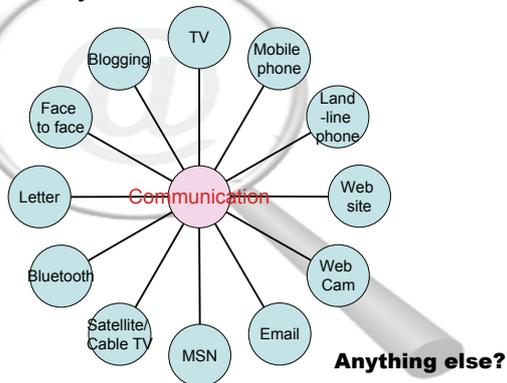
Imagine the year is 1890 and you need to contact your family who live 150 miles away. What method(s) of communication might you be able to use?

It is now 1915. What sort of technology will have added speed to your messages?

Consider what might have changed by :

1950	1990	1995
2000	2009	

## How do you communicate now?



## Would you ever...

Give someone that you don't know:

- Your real name?
- Your phone or mobile number?
- Your email address
- Your home address?
- The names of your pets?
- The names of your family or friends?
- The name of your school?
- Details about your hobbies?
- Your photograph?
- Your date of birth?

## Have you ever...

1. Joined a social networking site: eg Bebo, Facebook, MySpace?
2. Posted personal details about yourself, eg real name, phone number, email address, home address?
3. Posted something which may be untrue or exaggerated?
4. Put a photo or video online which shows your face, eg on Flickr?
5. Given your personal details to someone you met online?
6. Posted information about someone else, with or without their knowledge & agreement?
7. Posted something unkind about someone in a way you would not do to their face?
8. Published an online blog or used 'twitter' to post 'real time' details about you and your life?

## What might be the dangers?

Think about your answers to the questions on the last slide

What would the reaction be if any of the following saw your online information? How would you feel?

- |                                 |  |
|---------------------------------|--|
| ➤ Your parents/guardians        | ➤ An online predator                             |
| ➤ Your favourite teacher        | ➤ A future college/university admissions tutor   |
| ➤ A friend                      | ➤ Your sister or brother                         |
| ➤ A future employer             | ➤ Any children you might have when you are older |
| ➤ A future girlfriend/boyfriend |  |

# Your Money & Your Life - Cyber Safety

## Online Profiles

What can you tell about someone from their email address?

The following 3 email addresses belong to the same user. What information could you make a 'safe guess' about for this person?

1. [s.scott@stjohnshighschool.sch.uk](mailto:s.scott@stjohnshighschool.sch.uk)
2. [oldtrafford.no1fan@yahoo.com](mailto:oldtrafford.no1fan@yahoo.com)
3. [surfersuzzi@devonnet.co.uk](mailto:surfersuzzi@devonnet.co.uk)

[s.scott\\_08@stjohnshighschool.sch.uk](mailto:s.scott_08@stjohnshighschool.sch.uk)

- This person's surname is Scott, their first name begins with S
- This person is from the UK
- This person attends a school in the UK
- This person possibly started school in the year 08
- This person attends St John's High School

[oldtrafford.no1fan@yahoo.com](mailto:oldtrafford.no1fan@yahoo.com)

- This person is probably a fan of the football team Manchester United

[surfersuzzi@devonnet.co.uk](mailto:surfersuzzi@devonnet.co.uk)

- This person likes to surf
- This is probably a girl called Susan, Suzzi or Susannah
- This person probably lives in Devon

## Homework



Design a poster or leaflet to be displayed in your schools computer rooms / library advising other students about either

1. [How to use social networking sites safely](#)  
or
2. [Why you should choose your email address carefully, giving examples.](#)

## What is social networking?

Social networking is a way of communicating with others using the internet. They are web based communities designed to allow people to share information, photos and videos with others. Sometimes social networking groups are created by people who have a shared interest, a sport or hobby, but many are just a way of keeping in touch with friends and family.

Most networking sites have security measures which protect the members. For example Bebo has 3 levels of privacy, *Public*, *private* and *fully private*. *Public profiles* can be seen by anyone, *private profiles* can be seen by friends and members of the same groups e.g. school and *fully private profiles* can only be seen by invited friends and contacts.

This is a sample of a profile page from Facebook.

### Basic Information

Name: **Josh McSmith**

Networks: Bristol

Gender: Male

Birthday: 3<sup>rd</sup> June 96

Relationship Status: Single

Favourite Films: The Fast and The Furious

Favourite Quotations: It's always about the money!

About Me: I am the future - wanna come?

### Personal Information

Activities: Football, Air cadets

Interests: Xbox 360, online gaming, going out with mates, fast cars

Favourite TV Programmes: Family Guy

### Contact Information

Email: Josh.McS99@hotmail.com

Mobile Number: 07886 123466

### Education and Work

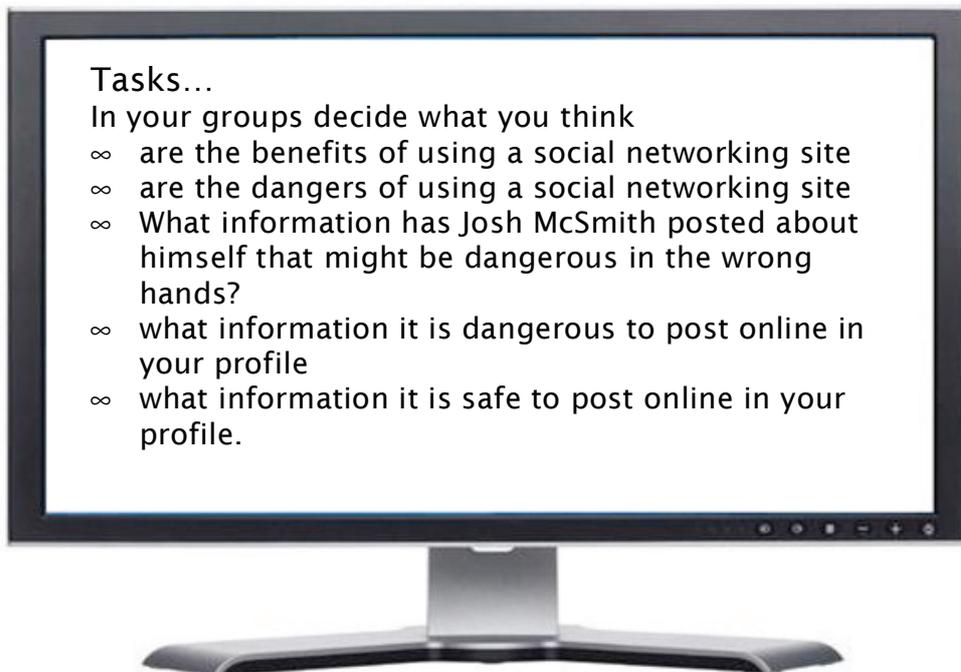
Secondary School: St Johns

The information you choose to include will not just be seen by your closest friends but anyone you choose to accept as a friend via other contacts. Facebook, as with most other sites allow the individual user to decide how much information they want to include in their profile so you can decide how much and what information others can find out about you.

#### Tasks...

In your groups decide what you think

- ∞ are the benefits of using a social networking site
- ∞ are the dangers of using a social networking site
- ∞ What information has Josh McSmith posted about himself that might be dangerous in the wrong hands?
- ∞ what information it is dangerous to post online in your profile
- ∞ what information it is safe to post online in your profile.



**THEME:** Your Money & Your Life: Brand Awareness

**LEARNING INTENTION/’I’**

I can understand the uses of money and how business is dependent on making money.

I can appreciate how peer pressure plays a part in many decisions that I make including how I spend my money.

I can evaluate sources of information and bias when making decisions.

**Creative thinkers**

Question their own and others' assumptions

**VOCABULARY**

Branding/corporate identity, peer pressure, influences, brand loyalty, advertising, marketing, target audience.

**RESOURCES**

- PowerPoint presentation 'Buying by Brand'
- **pfeg** resources sheet 'It's in the mind' (see notes section)
- Optional downloads of TV adverts (see activity 6 & the notes section)

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Using the PowerPoint slide - 'Who are they?'

Ask students to identify the partial corporate logos.

Ask students to consider:

- What were the easiest to identify?
- What were the hardest?
- Would it be as easy in black and white or does colour play a part in the brand logo? What different types of advertising can they think of? - magazines, TV adverts, billboards, radio adverts, sponsorship of events and TV programs, logos, product placement in shows, internet campaigns, newspapers, on public transport etc.

Ensure that all students understand the relevant vocabulary - target audience, product placement, endorsement, sponsorship.

## Core Activity

1. Ask students to consider who or what influences their choices and the decisions they make on a daily basis ('Influences' PowerPoint slides 3 & 4)
2. Explain to students that advertisers know that they are a lucrative 'Target Audience' They will spend over 80% of all money they earn or receive (pocket money, gifts, part time jobs) and that in the last year this was worth over £3 billion. Their influence also extends to what their parents buy and brand loyalty is something that starts young. You are more likely to buy a particular brand or product if you were introduced to it as a child / teenager (PowerPoint slide 5).
3. Put students into small groups of 4 or 5. Ask them to consider something they have bought over the last year, an item of clothing, a phone or music player, snack food, etc. Ask them to consider why they chose the product they did. Allow the students 6 minutes to discuss the questions and then ask for each group to give a 2 minute summary of their ideas to the rest of the class. PowerPoint slide 6.

Ask the members of the group to take on a role:

- **Group leader** - to ensure the group stays on task
- **Scribe** - to record what is said
- **Encourager** - making sure everyone in the group contributes
- **Time keeper** - ensures the group completes the task within the allocated time
- **Presenter** - will present the groups' ideas to the rest of the class

4. Show or read students the quote below (PowerPoint slide 11)

*"It's like this, you know. It's hard being different, I just want to be like all my mates."*

*"I like the way they look and the things they do so I try and get the same stuff.*

*I want to look good. It's my choice really but I do care about what they think."*

*- teenage boy*

5. Ask students the following questions.
  - Why do young people (and sometimes not just young people) think it is important to fit in?
  - Can they think of any adverts which use this technique to encourage young people to buy their product?  
  
(e.g. Pepsi max ad, anything with High School Musical, McDonalds - showing groups of friends eating together, T-mobile (dancing in the train station), The GAP)
6. Either show some recent TV adverts, which you have downloaded (see notes section) or ask students to think of 2 adverts they have seen recently - in any format. (PowerPoint slides 8-11).
  - When and where did they see the advert?
  - Why did they remember it?
  - Who were the advertisers trying to promote/sell their product to - what was the TARGET audience?
  - What devices did the advertisers use to encourage people to a) watch or look at their advert b) to sell their product - ideas include: Humour, glamour, the use of celebrities, lifestyle promotion (the perfect family, a loving couple, wealth), sport, music, memorable tag line/slogan, comparison to other products, cartoon characters, excitement, health, facts and figures, the coolness factor, are you in with the in crowd?

## Plenary

Using the results from the task in question 6 list the advertising 'devices' used to sell to young people. Students to form an opinion line as to how much each one influences their buying choices. E.g. one side of the room is 'Influences me a lot' the opposite side is 'Does not influence me at all' Students place themselves along the line depending on their own opinions. By using this method it is possible to identify the main factors in their purchasing choices.

If student responses tend to play down the influence of advertising, point out that advertisers spend millions every year - they know it's effective!

**KEY QUESTIONS**

Who influences the buying decisions we make?  
Do we always know when we are being influenced?  
How do advertisers persuade us to spend money on their products?  
How can we limit the influence that advertisers have over our spending habits?

**AFL**

Feedback from the group task enables reflection on the level of understanding and analysis shown and the performance of the designated group roles.

**DIFFERENTIATION**

Homework/extension: *'It's in the mind'* worksheet, ask students to find an advert either on TV, online or from a magazine/ newspaper and complete the tick box sheet. (PowerPoint slide 12)

**CROSS CURRICULAR OPPORTUNITIES**

Links to persuasive writing in English.

**NOTES**

The 'It's all in the mind' sheet is an extract from the pfeg resource Spending Sense, which also contains more activity ideas. A copy of the resource can be ordered free of charge from pfeg, telephone 020 73309 470 or via [www.pfeg.org/teaching\\_resources/resources/spending\\_sense.html](http://www.pfeg.org/teaching_resources/resources/spending_sense.html)  
You may wish to download some current advertisements. Good sites for current adverts include:  
[www.thinkbox.tv](http://www.thinkbox.tv) which has a constantly updated range of TV adverts to view  
[www.visit4info.com](http://www.visit4info.com) which is very comprehensive and has a range of cool and humorous TV adverts alongside the full range  
[www.tvadverts-online.co.uk/](http://www.tvadverts-online.co.uk/) - downloadable adverts organised by category

# It's in the mind

**Name:**

Look at the ad you have chosen

Decide how the ad tries to sell the product

**Brand Name:**

**How does the ad tempt you to buy it? Tick one or more:**

To be like others	<input type="checkbox"/>	Have a good life	<input type="checkbox"/>
Envy	<input type="checkbox"/>	Feel good about yourself	<input type="checkbox"/>
Look good to others	<input type="checkbox"/>	Having something NEW	<input type="checkbox"/>
Make you feel better	<input type="checkbox"/>	Helpful	<input type="checkbox"/>

**What does the advertiser use to sell the product**

Humour	<input type="checkbox"/>	Entertain	<input type="checkbox"/>
Beautiful photographs	<input type="checkbox"/>	Brand loyalty	<input type="checkbox"/>
Music	<input type="checkbox"/>	Computer graphics	<input type="checkbox"/>
Celebrities	<input type="checkbox"/>	Good layout and design	<input type="checkbox"/>
Different types of writing	<input type="checkbox"/>	Looks "cool"	<input type="checkbox"/>
Bright colours	<input type="checkbox"/>	Tells you it is the new thing	<input type="checkbox"/>
Good looking people	<input type="checkbox"/>	Show children	<input type="checkbox"/>
Unusual photography	<input type="checkbox"/>	Show happy families	<input type="checkbox"/>
Sex	<input type="checkbox"/>	Show animals	<input type="checkbox"/>
Great lifestyle	<input type="checkbox"/>	Show cartoon characters	<input type="checkbox"/>
Good role models	<input type="checkbox"/>	Good price and money off	<input type="checkbox"/>
Smart clothes	<input type="checkbox"/>		

**What do you like about the ad?**

# Your Money & Your Life - Who Are They?



## Influences

Who influences what you do? – put your hand up if sometimes your thoughts or actions are influenced by:

- ❖ Your parents/guardians
- ❖ Your friends
- ❖ Your brothers and sisters
- ❖ Your teachers
- ❖ Celebrities
- ❖ Your enemies
- ❖ Things you saw in the newspapers/magazines or online?



*Who / what else?*

Think about the choices you have made so far today.

Who or what influences your decisions about :

- What you eat ?
- What you wear (when you are not in school uniform)?
- What TV programmes you watch?
- Where you go when you want to be with friends?
- Who you are friends with?
- What music you listen to?
- Who you fancy?



**£3.000,000,000**

**The amount of money that young people have to spend on products each year**

## Buying



- In your group each student thinks of one thing that they bought for the first time during the last year
- Ask someone to scribe for the group and note down all the reasons each of you choose that particular item to buy
- How many of your buying decisions were influenced
  - By the advertising (how/why)?
  - by family and/or friends (who/how)?



# Your Money & Your Life - Who Are They?

## Using humour in advertising

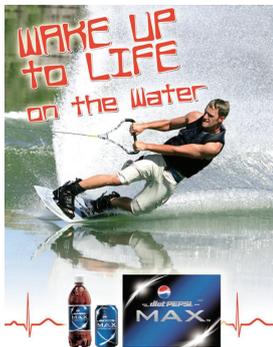


## Using Music in Advertising

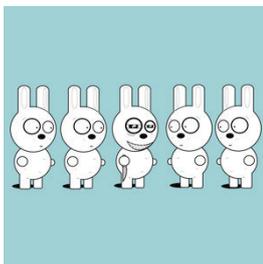


- Who knows which song is played in this product's advertisement?

## Using 'excitement' in advertising



## Using being cool / popular in advertising



*"It's like this, you know. It's hard being different, I just want to be like all my mates. I like the way they look and the things they do so I try and get the same stuff. I want to look good. It's my choice really but I do care about what they think"*

- teenage boy

## Homework



1. Find an advert you like, either from a magazine or newspaper or downloaded from the internet.
2. Using the sheet 'It's in the mind' analyse the advertisement and the way the advertiser is trying to sell the product.
3. Bring this to next lesson and be ready to share your ideas with the class.

**THEME:** Your Money & Your Life: Buying Online - Risks and Benefits

Please note - if at all possible this lesson should be taught in a computer suite.

If that is not possible please use the PowerPoint presentation to facilitate discussion.

**LEARNING INTENTION/I'**

I can use technology to find best value for money when buying some products.

I understand that I have consumer rights and know how to use these to protect myself when buying online.

I understand that I may encounter problems when buying online and I can use a range of strategies to find solutions.

**VOCABULARY**

Auction websites, e-commerce, Paypal, price comparison, fraud.

**RESOURCES**

- 'Buying Online' Criss Cross and/or wordsearch
- 'Buying on eBay' PowerPoint
- 'Buyer Beware' record sheet (see notes section)
- 'Buyer Beware' problem & answer cards (see notes section)

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

To familiarise students with key vocabulary use either the Buying online 'Criss Cross' or the 'Buying Online' wordsearch (answers are the same) to introduce students to key vocabulary and meanings.

**Team  
workers**

Reach agreements,  
managing discussions  
to achieve results

### Core Activity

1. Ask students who has bought a product on-line or who has ever bought or sold an item on an auction site such as eBay, eBid etc.
2. Ask students how they paid for their items and how they set up accounts to buy and sell on the site.
3. Use the PowerPoint 'Buying on Ebay' to summarise the main points.
4. Ask students to list where they would try to get the best price for a product like an MP3 player.
- 4a. If not in a computer room ask students where they would consider buying a new MP3 player. Students to feedback to whole group
- 4b. If in a computer room ask students to look up a particular product -specify the brand and model. This is an in-class competition! Students to look up the product on-line to try and find the best price. It is appropriate to mention the price comparison websites such as
  - [www.kelkoo.com](http://www.kelkoo.com)
  - [www.pricerunner.com](http://www.pricerunner.com)
  - [www.pricegrabber.com](http://www.pricegrabber.com)
  - [www.uk.shopping.com](http://www.uk.shopping.com)

These sites often have links to different sales sites and it may be necessary to look at more than one to get the best price.

Student to complete the 'Buyer Beware' record sheet.

Establish the range of prices students arrive at and ask them whether price is the only consideration when buying on-line. Tease out what other factors they may have to consider when buying on-line eg. Are the charges for postage and packaging and/or delivery reasonable? Is the site secure? Are they really sure they know what they are buying? Is there someone to deal with if there are any problems? What is the feedback on the seller, eg on eBay?

5. Draw on any personal experiences you have had of shopping on-line. Mention some of the problems (and scams) faced by people using eBay and shopping on-line in general. Using the cards supplied, ask the students in groups of two or three to prioritise the problems putting the issues or problems they consider to be most important at the top of the pile. Discuss the issues/problems which occur most often. If the students were buying the product directly from a shop, which problems would not occur? What are the main advantages of shopping direct?
6. Safeguards for consumers buying on the internet or directly from a shop can be quite involved and complex (consumer legislation, codes of practice, trade associations, etc.) so the purpose of this exercise is simply to identify some remedies to the major problems likely to be met by young people purchasing on-line. Copy the problem and answer cards onto different coloured paper. Cut up the cards into sets from Buyer Beware Problems and Answers. Ask students to work in small groups of three to match the cards stating the problems of purchasing on-line with some possible solutions. The correct matches are: 1/J; 2/H; 3/G; 4/F; 5/E; 6/D; 7/C; 8/B; 9/A.

### Plenary

Ask students what are the main things they have to think about when purchasing on-line:

- What sorts of problems are they likely to face?
- What are the main advantages and disadvantages of purchasing on-line as opposed to direct shop purchasing?

Summarise the main problems identified by the group and discuss some of the best remedies available to them.

### KEY QUESTIONS

What are the advantages / disadvantages of buying online?

What problems may be encountered when buying online?

How can we protect ourselves when buying online?

### AFL

Through feedback and discussion, students evaluate their own success in the on-line shopping challenge.

### DIFFERENTIATION

Extension:

Design a poster for display in the computer room - 'The Good Internet Shopping Guide'

Or

Design a 'credit card' type checklist for internet shopping - Do's on one side, Don't's on the other

## **CROSS CURRICULAR OPPORTUNITIES**

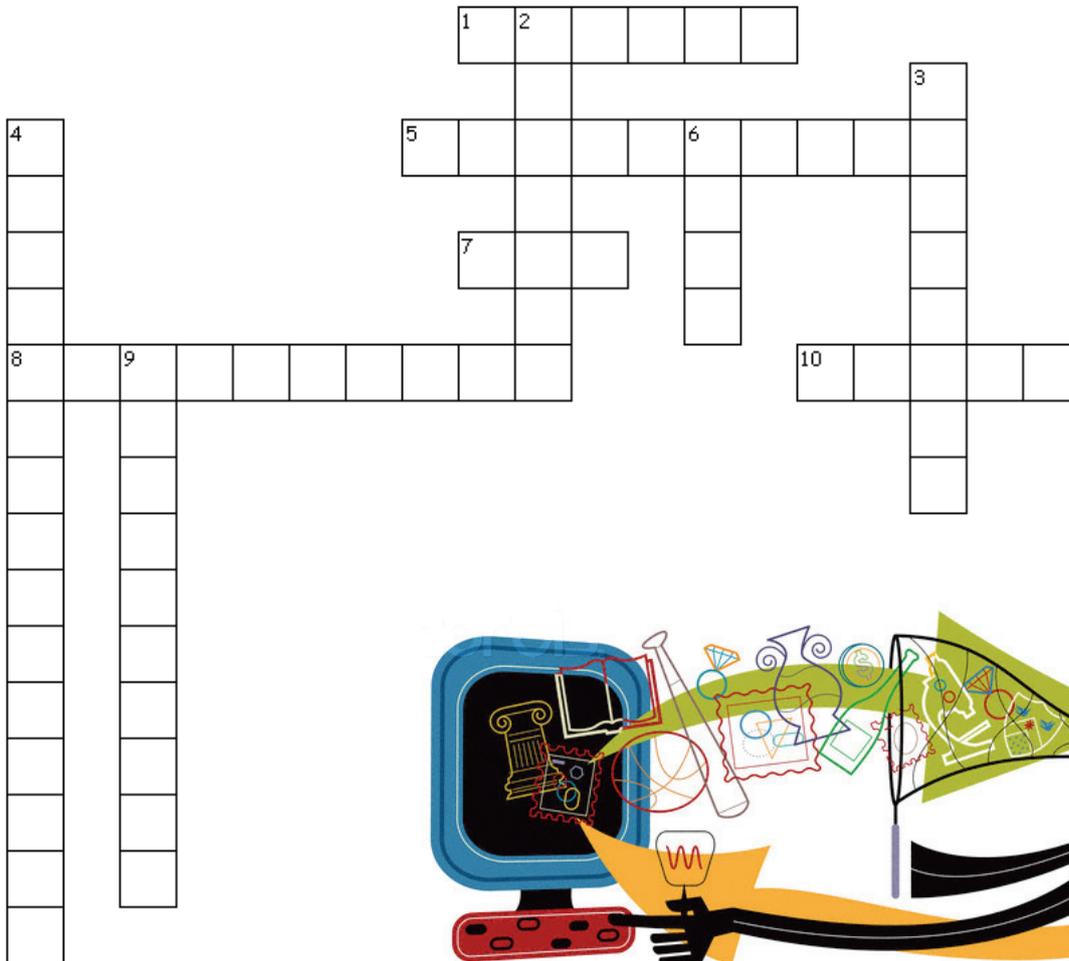
ICT

### **NOTES**

This lesson is ideally to be taught in a room where all students have access to computers.

The 'Buyer Beware' record sheet and problem & answer cards are extracts from the pfeg resource Spending Sense, which also contains more activity ideas. A copy of the resource can be ordered free of charge from pfeg, telephone 020 73309 470 or via [www.pfeg.org/teaching\\_resources/resources/spending\\_sense.html](http://www.pfeg.org/teaching_resources/resources/spending_sense.html)

# Buying Online



## Across

1. A secure way of buying online
5. A website which is safe to buy from. (2 words)
7. The amount a buyer offers during an auction
8. A code used to make words and information unreadable without the right code
10. A trick to make people give money or information to criminals

## Down

2. A sale where the item does not have a fixed price and people bid for the item.
3. Comments made by buyers about sellers on eBay
4. Websites designed to help people look at the same product being sold on different web sites to look at which prices are the best value. (2 words)
6. An online auction site
9. A plastic card which is issued by a bank or money lender. It allows someone to buy something right away but if they do not pay the lender back within 30 days they may have to pay back more than they spent. (2 words)

# Buying Online

C R E D I T C A R D Z D O C N  
Q R U D O T A E Q E B I D O S  
A E P H Z R S X G V T Q S W M  
T P N G U U F L J A D I E E A  
X L K C F M S E Q I R D C I C  
F W A Z R M V Y E A Z F U I S  
Q P F P K Y L H P C E Z R G V  
D O X W Y E P M E E Y E E A I  
N T X F M A O T D C G H S C Y  
W B L G D C P B I Z Q C I T W  
U G M I E S A U F O O K T Y Y  
F H D C H C Y E O B N R E A E  
H W I P K N O I T C U A B M L  
P R F J R L Y M N L V E O N A  
P Q X G V J O D B O O N R I M

## Words to find:

AUCTION

BID

CREDIT CARD

EBAY

ENCRYPTION

FEEDBACK

PAYPAL

PRICE COMPARISON

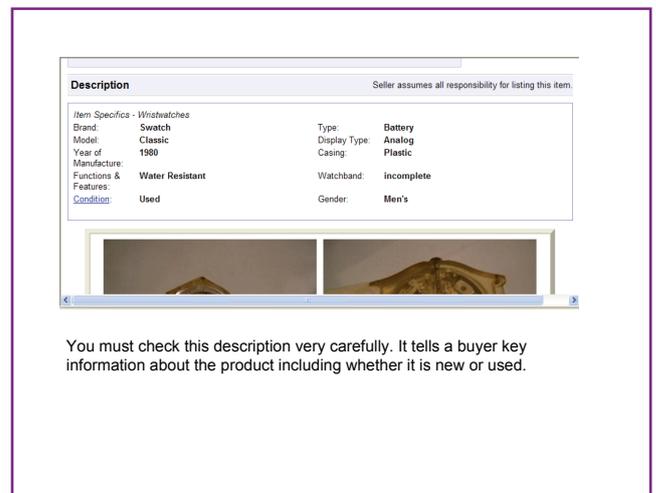
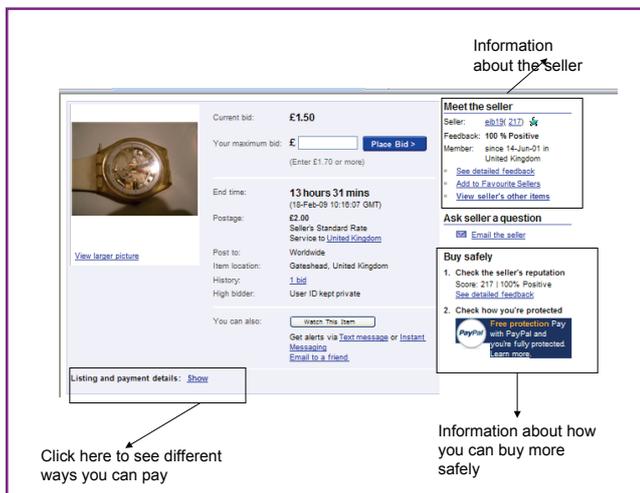
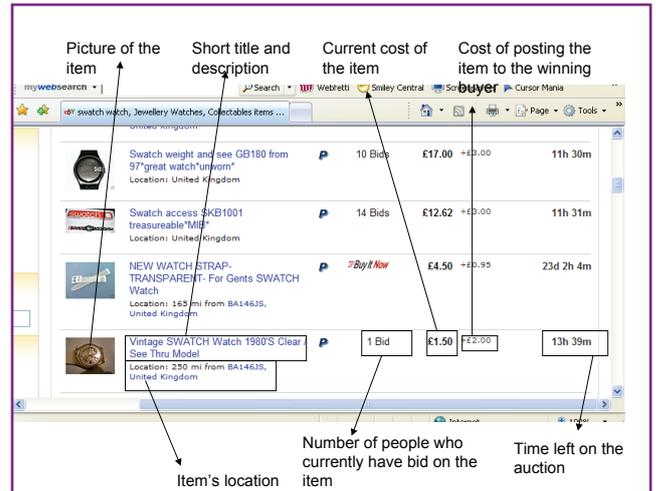
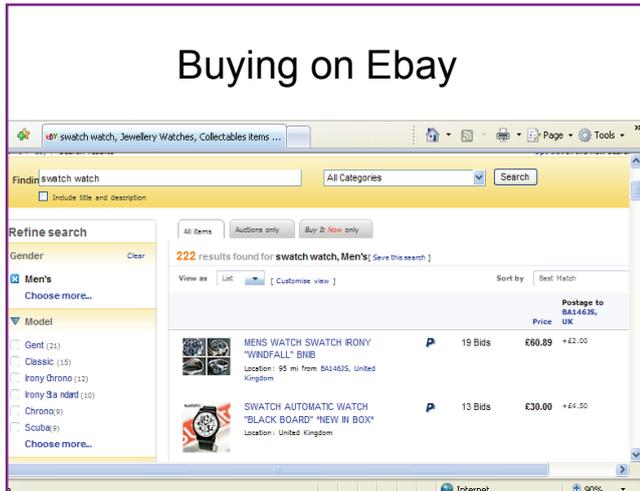
SCAMS

SECURESITE



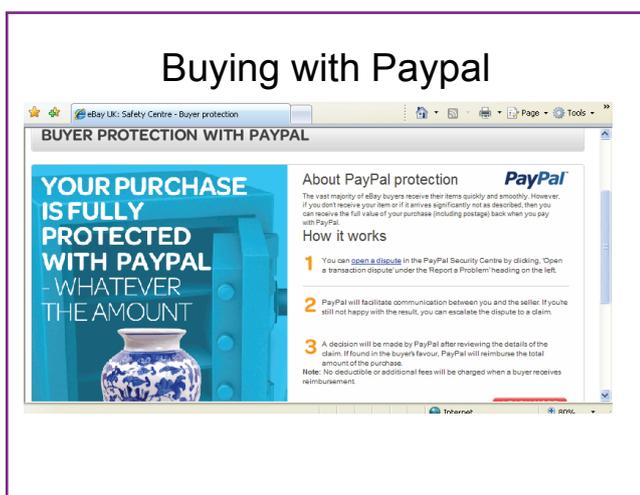
# Your Money & Your Life - Buying On Ebay

## Buying on Ebay



You must check this description very carefully. It tells a buyer key information about the product including whether it is new or used.

## Buying with Paypal



## Buying an MP3 Player



# Buyer beware

Record sheet



Name(s): .....



Product	
Brand and model	
Price	
Freebies	
Postage and packing	
Total cost	
How would you pay?	
Name of seller	
Address of seller	
Telephone number of seller	
Website address	
Sale item?	
eBay price	
'Buy it Now' price	
Number of bids	



## Buyer Beware Problem & Answer Cards



**1** The product bought on eBay has not come after 4 weeks.



**2** The product comes but is not as good as it looked on the site.



**3** You buy the product but the website crashes after you have paid for it.





4 You open the package. The product is broken.



5 The product is not as described in the advert.



6 You want to return the product but there is no address.





7 The site is not secure.



8 Your credit card details are stolen.



9 The product you bought turns out to be faulty.





**A** Contact the company to send a new one. If this does not work then contact the trading standards office.



**B** Contact your bank as soon as possible.



**C** Only use sites that begin with https//. The 's' stands for secure.





**D** Make sure that the seller has an address and telephone number or email address.



**E** Complain to the seller and contact your local trading standards office.



**F** The seller has insurance which covers delivery.





**G** Contact your bank as soon as possible.



**H** The seller has a returns policy.



**J** Contact the seller. If they are not helpful, then complain to the host website. Leave bad feedback.



**THEME:** Your Money & Your Life: Your money and your life. Using the internet - awareness of scams and fakery.

*Note: It would be appropriate to use a computer suite for this lesson if one is available.*

*A projector displaying internet access would be appropriate if the class is unable to access the internet individually.*

**Independent enquirers**

Support conclusions, using reasoned argument and evidence

### LEARNING INTENTION/'I'

I know that the internet has a great deal of information but I must not assume that everything is true.

I understand the risks involved in using the internet especially for financial transactions and take steps to avoid them.

I am able to use information from a variety of sources to verify what I see or read online.

### VOCABULARY

Risk, fraud, scam, confidence trick, to verify information.

### RESOURCES

- Information sheet - News article 'Fake Goods'
- 'Too Good to Be True' cards
- 'Too Good to Be True' teacher's commentary
- 'Consumer Protection' student worksheet
- 'Consumer Protection' teacher version

Tip: Use a video clip of 'The Real Hustle' or 'Watchdog' from [www.bbc.co.uk/programmes](http://www.bbc.co.uk/programmes) to investigate the impact scams can have on the victims

### TEACHING/LEARNING ACTIVITIES

#### Engagement

Ask students if they know what is meant by the term 'confidence trick' or 'con trick'. Ideally use an extract from 'The Real Hustle' or, if this is not possible, read through the news paper article 'Fake Goods'. Explain that con tricks are the work of criminals wanting us to give them our money in return for nothing, or very little i.e. it is a non-violent form of theft. Ask if they know of anyone who has been a victim of such scams and to describe what the scam was. Ask how the person they know felt about losing their money in this way. The rise of the internet has meant that many people are now vulnerable to being tricked because they cannot see the goods before they pay, many people do not know what to look for when buying online.

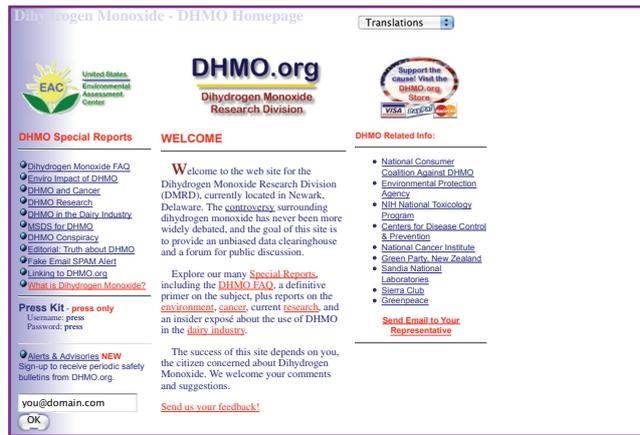
#### Core Activity

1. Reproduce and cut up the 'Too Good To Be True' cards from the resource sheet making enough sets for one per group of three students. Explain the task which is to read through each situation and to discuss the two questions:
  - What is the scam?
  - What could they do to avoid this scam?

They need to record their answers to each question in order to feed this back. If students find trouble with the language, then read out each scenario in turn and hold a class discussion on the two questions.
2. Take each situation in turn and ask one group for their answers. Then ask if other groups agree or disagree or have new points to make about the situation. Use the teachers notes to guide your feedback.
3. Hand out worksheet 5.5a 'Consumer Protection', read through the introduction and ask students to decide whether they would be covered for each of the scenarios.
4. Spotting the fakes. Using an internet connection either demonstrate students the following Websites or if in a computer room ask students to access them. Explain that they will access 4 sites but they may not all be real (in fact only one is real) As they see each site students should make a judgement as to whether they think the site is real or fake and explain their reasons.

www.dhmo.org

A website dedicate to informing people of the issues surrounding Dihydrogen Monoxide - a fake website but it is really quite hard to identify this. Dihydrogen Monoxide is more commonly known as ... water.



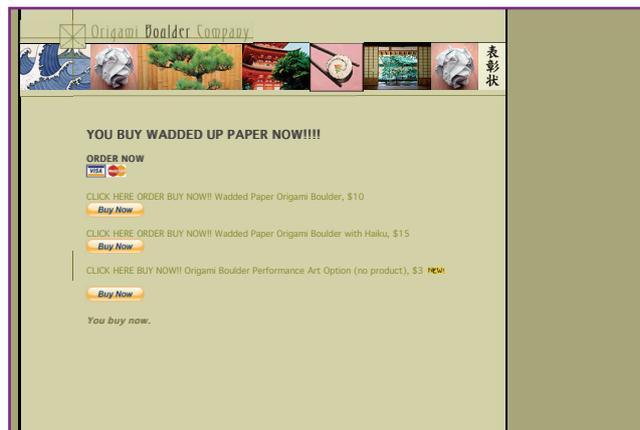
zapatopi.net/treeoctopus

A website dedicated to the preservation of 'The Tree Octopus'. Again another cleverly constructed 'fake' with great pictures.



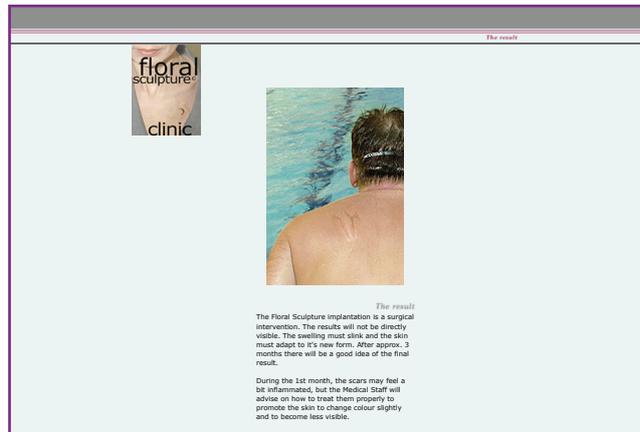
www.origamiboulder.com

This website is real and you can buy the products on it. But since they are just scrunpled up bits of paper why would you?



www.floralsculptureclinic.nl

This is close to being entirely plausible. The site offers to sell you items that can be inserted under the skin and onto the bone to create sculpture under the skin. It's another of those 'probably not true, but I wouldn't be surprised if it was' sites.



And just for fun...

www.babybushtoy.com/index

A toy website for 'The average child' most definitely a fake.



http://www.potnoodle.com/

looks like it should be fake but is in fact a real marketing website



## Plenary

Give students no more than 5 minutes to compose a limerick or short rap about the dangers of not being careful when buying online - students to perform to whole class.

Homework: Students to suggest '5 golden rules for IT safety to stop ME being conned'

**KEY QUESTIONS**

How do you know whether something is true/ genuine?  
What should you do if someone sends you an email asking for personal information / money?  
How can you protect yourself from being scammed whilst still enjoying the benefits of using internet technology?

**AFL**

The engagement activity allows evaluation of students' current knowledge and awareness of internet scams.  
Student feedback on 'Too Good To Be True' and plenary activities enables students and teacher to review learning.

**DIFFERENTIATION**

Composition of working groups should allow peer support for students with limited reading or ICT skills.  
More able students may be able to research other spoof websites, and/or explore the contrasts with face to face scams such as bogus callers and distraction burglary.

**CROSS CURRICULAR OPPORTUNITIES**

ICT

**NOTES****Background**

The development of direct marketing and the internet has given criminals new ways to part people from their money. So-called 'scams' are partly the preserve of confidence tricksters (as in BBC's 'Hustle'). The essence of the confidence trick or scam is to tempt the person to be conned with the promise of making quick and easy money. Students need to be made aware of some of the more common scams around today and how to avoid becoming a victim. This activity presents various examples to raise awareness of what the scam is and what to do if faced by emails and letters of this kind.

Tip: Use a video clip of 'The Real Hustle' or 'Watchdog' from [www.bbc.co.uk/programmes](http://www.bbc.co.uk/programmes) to investigate the impact that scams can have on the victims.

# Fake goods warning for online shoppers



Trading Standards chiefs are warning Hertfordshire shoppers searching for cheap prices online because of the credit crunch to beware of fake goods.

Tests by Herts Trading Standards showed items including counterfeit jewellery and branded sports clothing were being sold on the internet.

And officers from the county-council run enforcement body are now urging online shoppers to check cheap buys aren't fake.

Richard Smith, Herts County Councillor, said: "With the credit crunch biting, more people are trying to find bargains online.

"Goods are often cheaper for a reason, and deals which seems too good to be true often are, so consumers need to be wary."

A study by Herts Trading Standards officers in November 2008 found 24 of 46 shopping websites tested did not meet selling regulations.

Fake items bought from some of the websites included fake gold and diamond jewellery, counterfeit Nike trainers and fake cashmere jumpers.

**Published Date:** 31 December 2008, The Hemel Gazette

# Too good to be true

## A: Email

SUBJECT: Urgent message!

FROM:

You must send your bank details **now**.

## B: Help email

SUBJECT: Please help!

FROM:

I need help to get my money out! Please send your bank details. I can pay £100,000 to your account. I will pay you £5,000.

## C: Holiday



## D: Job

Do you want a chance to make £1,000 a week? Send your CV and £25 to this address.

Earn lots of money by

## E: Phone



## F: Prize



## G: Betting



## H: Lottery numbers

Send us £25 and we will send you our predictions for lottery numbers.

**It could be you!**



## Too Good to be True: Teacher's commentary

### A: Email

You should delete this email without opening it. Banks never email customers in this way. It is a scam to get his bank details so they can empty his account.

### B: Help email

These are very common 'spam' emails often claiming to be from Africa or the Middle East. They offer to pay large sums of money in return for some favour to help someone in need gain their rightful fortune. Really they only want your bank details to empty your account. Delete this email without opening it.

### C: Holiday

Yes the holiday is genuine, but there are hidden costs such as getting to the port (flights and transfers not included). The small print will also say that you will have to pay for food and drink on board. Always be suspicious of letters which say you have won a prize for a competition you did not enter. Put them in the bin.

### D: Job

These ads play on unemployed people's desperation to find work. Many are just cons to extract £25 cheques from lots of people and there is no work. Ignore them.

### E: Phone

These kinds of scams often make money from the use of premium phone lines. You phone up to claim your prize which might often be something of low value. You are kept hanging on the line through various menus and will pay a lot more in phone charges than your prize will be worth. Do not respond unless you want a big phone bill.

### F: Prize

This is the dodgy catalogue scam. You are offered a guaranteed cheque but have to buy something worth a minimum from a dodgy catalogue. You only get the prize if you place the order in ten days. But the prize never comes. Bin them.

### G. Betting

Scam tipsters offer guaranteed winnings and there is no such thing. Many claim fool proof systems and inside knowledge from stables. Do not be fooled – there is no such thing as guaranteed winnings in gambling.

### H. Lottery numbers

Some people believe in the stars so the scam is to say that these lottery numbers are based on star predictions by astrologers. Most ask for phone numbers so they can pursue people for more money. They often threaten elderly people with threats of evil things happening to them. Bin them.

## Consumer Protection

If you pay for something costing between £100 and £30,000 by credit card and something goes wrong then Section 75 of the xxx means that your credit card company must take equal responsibility with the retailer.

You get protection for the whole thing even if you only pay for part of it on the card, provided that the item costs between £100 and £30,000.

*Be aware that you don't get the same level of cover if you pay for something using a debit card.*

But...you should usually only use a credit card if you can pay off the full amount that you owe at the end of each month, otherwise you will pay a lot of extra money in interest.

For each of the examples below, assume that you paid using a credit card and decide whether you would be covered by Section 75.



You withdraw £110 cash on your credit card and use it to buy a radio. When you get home you realise that the radio is faulty.



You order a statue from a store overseas for £150. You wait a long time but the item never arrives.



You spot the TV you want at half price for £500 and pay £10 using your credit card and the rest on your debit card. The store goes bust before your telly is delivered.



You bought flights to Barcelona costing £99 outbound and £9.99 back, but the airline goes bust before your holiday.



You bought a return flight to Barcelona for £109, but the airline goes bust before your holiday.



You bought a jacket and trousers for £60 each, but they fall apart the first time that you wash them.



You bought a suit, ie jacket and trousers, for £160 but it fall apart the first time that you wash it.

Can you think of another example?

## Consumer Protection

If you pay for something costing between £100 and £30,000 by credit card and something goes wrong then Section 75 of the xxx means that your credit card company must take equal responsibility with the retailer.

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But...you should usually only use a credit card if you can pay off the full amount that you owe at the end of each month, otherwise you will pay a lot of extra money in interest.

For each of the examples below, assume that you paid using a credit card and decide whether you would be covered by Section 75.



You withdraw £110 cash on your credit card and use it to buy a radio. When you get home you realise that the radio is faulty.

**No: if you withdraw cash on the card, which is never a good idea as you are charged a fee to do this, you are not covered for the things that you spend it on.**



You order a statue from a store overseas for £150. You wait a long time but the item never arrives.

**Yes: you have the same rights wherever the retailer is**



You spot the TV you want at half price for £500 and pay £10 using your credit card and the rest on your debit card. The store goes bust before your telly is delivered.

**Yes: You can claim the whole £500 back from the credit card company, because you paid in part on the card.**



You bought flights to Barcelona costing £99 outbound and £9.99 back, but the airline goes bust before your holiday.

**No: as no single ticket was over £100 you're not protected..**



You bought a return flight to Barcelona for £109, but the airline goes bust before your holiday.

**Yes: as the cost for the single item, ie a return flight, was over £100**



You bought a jacket and trousers for £60 each, but they fall apart the first time that you wash them.

**No: as no single item cost over £100**



You bought a suit, ie jacket and trousers, for £160 but it fall apart the first time that you wash it.

Yes: as the cost for the single item, ie a suit, was over £100

Can you think of another example?

**THEME:** Your Money & Your Life: Module Assessment - Awareness of Marketing

**LEARNING INTENTION/'I'**

- I can work effectively to complete a task with a deadline as a member of a group.
- I am aware of and can evaluate the different 'devices' used by advertisers when marketing their products.
- I can reflect on my learning and identify what I have done well and areas for improvement.



**VOCABULARY**

Marketing, target audience, team roles, slogan, internet 'pop up' advert.

**RESOURCES**

- Advertisement posters: use either the ones in the Spectrum pack or alternatively see the notes section below for other suggested sources.
- Product Cards, cut out in advance - one card per group
- Evaluation/feedback sheets - 1 per student
- Pens/pencils/paper for each group

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Stick the 6 adverts onto large sheets of sugar paper or place with blank sheets next them. Place sheets around the room. Ask students to visit at least 3 different 'ad stations' and using post-it notes comment on:

1. The overall effectiveness of the advert
2. What devices are being used to 'sell' the product
3. Who the target audience is
4. How easy it is to identify the product

Feedback written ideas to whole class - these could be pinned/blutacked to the walls as stimulus for the core activity.

**Core Activity**

Students are going to complete an assessment. They will work in groups of 4 or 5 as an advertising agency commissioned to create an advertising campaign to be used in teen magazines and as 'pop ups' on web sites used by teenagers. Remind students that they should use all the 'tricks of the trade' that they need to make sure that their product sells.

1. Put Students in to groups of 4 or 5. Give each group one of the product cards. You could use different product cards for each group or you may wish groups to work on marketing the same product. Work out how much time you will have for students to give feedback and make them aware that it is crucial to stay to time. They must complete their task within 30 minutes in order for groups to be able to feedback.
2. Hand out briefing sheets and appropriate resources - paper, colouring pens or pencils if needed.
3. At end of 30 minutes all groups must stop.

**Plenary**

Each group present group ideas. Students feedback to whole group and then evaluate how their group worked together using the evaluation sheet.

**KEY QUESTIONS**

How well did I contribute to my group's success?  
What marketing devices are used in different circumstances and for different target audiences?

**AFL**

Peer Assessment of group activity and self evaluation of own performance.  
Teacher assessment through observation and by presentation outcome.

**DIFFERENTIATION**

Through allocation of roles within the working groups.

**CROSS CURRICULAR OPPORTUNITIES**

English

**NOTES**

A large number of advertisement posters are available at: [www.images.google.co.uk](http://www.images.google.co.uk), although you would need to select which ones to use carefully.

You could also find some at [www.ebay.co.uk](http://www.ebay.co.uk), although most are usually vintage and hence of limited use.

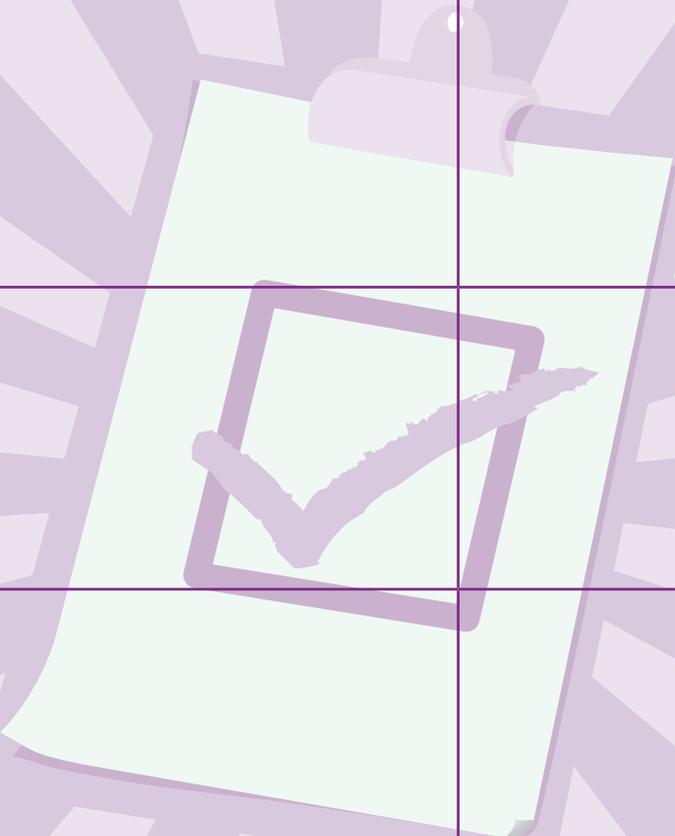
# Advertising Evaluation Sheet

	Well done because . . .	Even better if
Group 1		
Group 2		
Group 3		
Group 4		
Group 5		
Group 6		
Group 7		

# Own Group Evaluation and Feedback

**How well did your team work together?  
How did you contribute to your team's success?**

	Well done because . . .	Even better if
Group Leader/ coordinator		
Creative Director/ Problem Solver		
Timekeeper/ finisher		
Team Player		
Presenter(s)		











DON'T JUST APPLY:  
**STYLE YOUR LASHES!**  
UP TO A 65% LIFT, A BOLDLY THICKENED LOOK.

NEW  
**LASH STYLIST™**  
MASCARA



Only the V-STYLING COMB gives you the power to  
**SCULPT** our boldest, most **OPEN-EYED LOOK** ever.  
Soft-smooth formula delivers UP TO A 65% LIFT, volume that's super thick.  
Style your way to the newest look in lashes.

MAYBELLINE  
**lash stylist**  
MASCARA  
maybelline.com

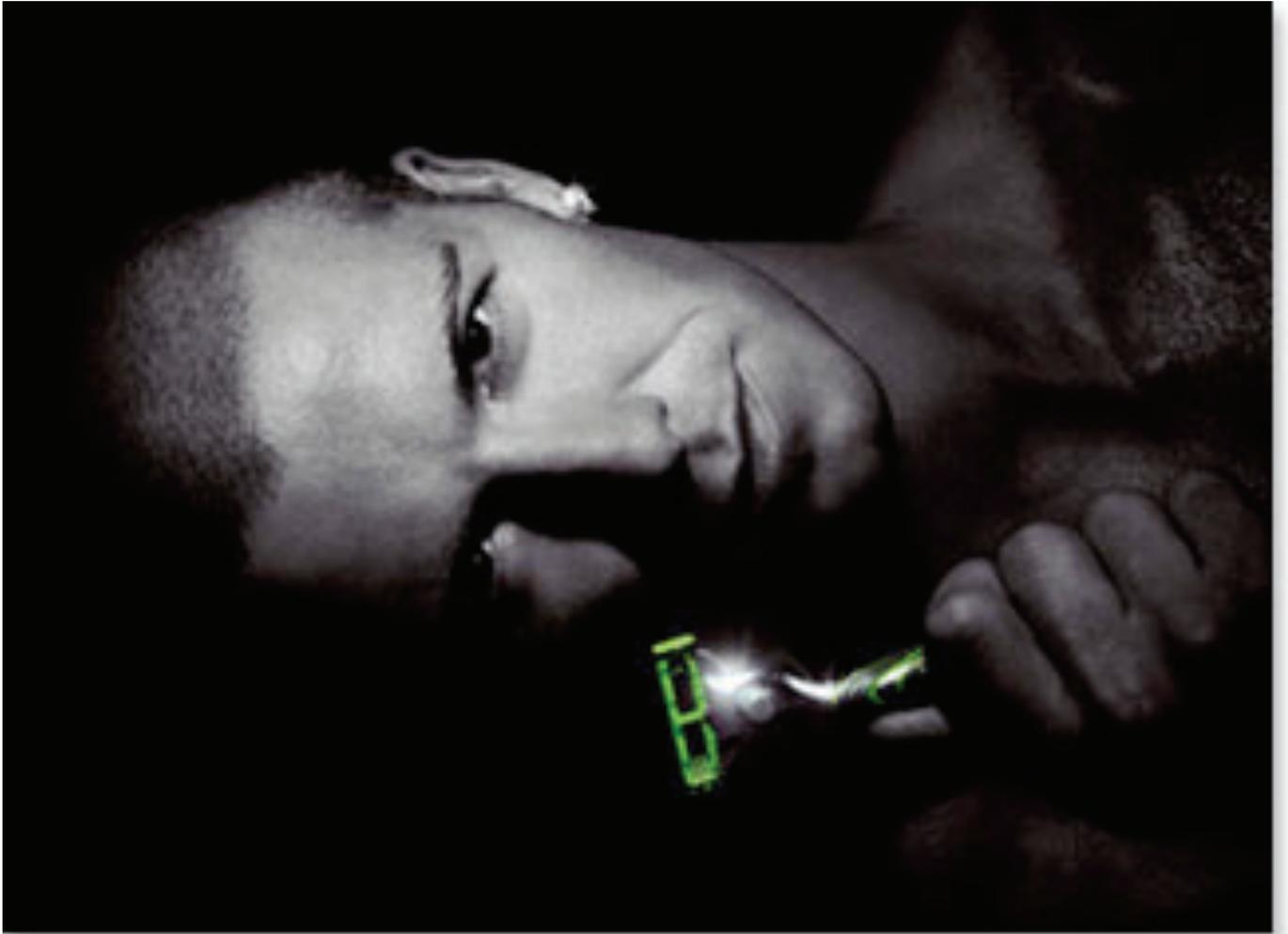
**MAYBELLINE**

MAYBE SHE'S BORN WITH IT. MAYBE IT'S MAYBELLINE.

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**NEW YORK**







**Advertising Campaign Task:  
Product Cards**



**Skin Care Products**



**Designer T-shirt**



**Fizzy Drink**



**Hair Styling Products**



**Computer Game**



**Sports Shoe**



**Chocolate Bar**

# KALEIDOSCOPE

## SS3

**Certificate of Achievement**

**Your Money & Your Life  
Year 7**

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**has successfully completed the  
programme of study on  
Your Money & Your Life**

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**signed**

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**date**



**Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students**

Photocopy/print, then cut here



## Your Money & Your Life Resources

Cyber bullying and E safety; branding; identity; On-line shopping; budgeting; peer pressure; banking; finances; healthy eating focus; careers options; life choices; aspirations

Organisation	Contact Details	Resource
<b>Bank of England</b>	<a href="http://www.bankofengland.co.uk/education">www.bankofengland.co.uk/education</a>	The Bank provides educational resources for primary and secondary schools. These are designed to help young people understand how the economy works and why inflation matters. Made of Money is intended for students aged 14-16 years.
<b>BP Educational Service (BPES)</b>	<a href="http://www.bp.com/sectiongenericarticle.do?categoryId=8041&amp;contentId=7035835">www.bp.com/sectiongenericarticle.do?categoryId=8041&amp;contentId=7035835</a>	Providing curriculum-linked teaching resources related to the oil and gas industry focused on inspiring young people through interactive learning and discovery.
<b>BT Better World</b>	<a href="http://www.antibullying.net">www.antibullying.net</a>	Resources include the Internet Green x Code, and communication resources.
<b>Chat danger</b>	<a href="http://www.chatdancer.com">www.chatdancer.com</a>	Teenage website about potential dangers of interactive services online.
<b>Childnet International</b>	<a href="http://www.childnet-int.org">www.childnet-int.org</a>	Portal to organisations sites around internet safety and cyber bullying such as Chat Danger.
<b>Connexions</b>	<a href="http://www.connexions-direct.com">www.connexions-direct.com</a>	Advice on work, careers, health, relationships, rights and money.
<b>Direct.gov</b>	<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>	Direct.gov provides information from across UK government departments. Young people's sections covers Health and Relationships, Work and Careers, Politics and Government, Crime and Justice, Learning.
<b>Eatwell website</b>	<a href="http://www.eatwell.gov.uk">www.eatwell.gov.uk</a>	Healthy eating website for general public. Food Standards Agency.
<b>Financial Services Authority</b>	<a href="http://www.moneymadeclar.fsa.gov.uk">www.moneymadeclar.fsa.gov.uk</a>	
<b>Food Standards Agency</b>	<a href="http://www.food.gov.uk">www.food.gov.uk</a> Publications orderline: 0845 6060667	Nutrition and food safety information. Links to publications, teaching material.
<b>Food4thought</b>	<a href="http://www.bhf.org.uk/food4thought">www.bhf.org.uk/food4thought</a>	Games, downloads and information about nutrition.
<b>Go Get It</b>	<a href="http://www.bbc.co.uk/northernireland/schools/11_16/gogetit">www.bbc.co.uk/northernireland/schools/11_16/gogetit</a>	Ages 13 - 16 career information covering CV, interviews.
<b>Pfeg (Personal Finance Education Group)</b>	<a href="http://www.pfeg.org">www.pfeg.org</a>	Independent charity helping schools to plan and teach personal finance relevant to students' lives and needs.
<b>Suzy Lamplugh Trust</b>	<a href="http://www.suzylamplugh.org">www.suzylamplugh.org</a>	Personal safety advice.

Organisation	Contact Details	Resource
Teen Weight Wise	<a href="http://www.teenweightwise.com">www.teenweightwise.com</a>	British Dietetic Association site, includes recipes
Think u know Child Exploitation and Online Protection (CEOP) Centre	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>	The UK's national law enforcement agency that focuses on tackling the sexual abuse of children. It gives information on the IT sites mobiles and new technology-areas for young people and teachers.

### Local Organisations

Organisation	Contact Details	Resource
Community Dietitian	NHS Bournemouth and Poole 01202 733323	Limited availability-may be able to advise about appropriate nutrition information.
Dorset Food and Health Trust	<a href="http://www.dorsetfoodandhealth.co.uk">www.dorsetfoodandhealth.co.uk</a> 01202 849111	Charity supporting food initiatives in Dorset.