



Activity: Profiling

Theme

Not everyone you meet online is who they say they are.

Key learning/subject areas

Cross curricula.

Duration

One to two periods.

Objectives

On completion of this activity students will be able to:

- understand that people they meet online are not always who they say they are
- determine strategies they can use to respond to people they meet online who make them feel uncomfortable or threatened
- prepare a brief creative writing piece based on a character profile
- design and ask open and closed questions in a simple interview.

The outputs will be:

- a short creative writing piece by each student
- a series of student interviews.



Resources/links/materials required

CyberNetrix CD-ROM

Object in the room	Activity
Laptop	Chatting smart Chat smart information Chat room Glossary

Material required at school

- Activity handout.



Introduction

Students will be given a profile of a chat room character drawn from those available in the CyberNetrix CD-ROM. They will write a creative piece about their character to get to know them. The students will then interview each other to find out about other students' character(s). At the activity conclusion students will compare the reality of who each character really is with the profile that is posted in the chat room.

Prior learning

Students need to have knowledge of the:

- structure of an imaginative writing piece
- purpose and structure of interviews
- different styles of questions and why they are used.



Activity description

1. Whole class activity

Present the following scenario to the class:

In this activity, you are given a character who spends a lot of time online—in chat rooms, instant messaging, surfing the web, sending emails and so on. The internet is like a huge city—there are lots of great people, but there are some bad people as well. Sometimes people online aren't who they say they are.

Begin by discussing the theme that 'Not everyone you meet online is who they say they are'. Ask students what they think this means and how it applies to communication via the internet and other mobile technologies.

2. Whole class activity

Discuss the purpose of interviews as a means of finding out information about people. Ask the students to give examples of the types of interviews they are aware of e.g. TV, radio, newspaper, magazine or online.

Explain what is meant by 'open' and 'closed' questions and how the use of different types of questions encourages the provision of different levels of information. It may be useful to discuss the game 'Celebrity Heads' where the 'celebrity' can only ask closed questions. Ask the students to brainstorm examples of open and closed questions, then allocate students to small groups of five or six.

Each group is to develop an interview questionnaire (six or seven questions in total) featuring both open and closed questions. The questionnaire will be used to interview the chat room characters to get to know them better.

The groups come back together and share their interview questions. The class as a whole decides which questions they want in the interview questionnaire. Each student then gets a copy of the questionnaire to use in the interview activity.



3. Individual activity

Ask the students to work individually for this activity. Provide each student with a chat room profile from the handout. Explain that each character has a chat room profile and a 'real' image. Students are to keep the real image of their character a secret.

Instruct the students to write a short creative piece about their chat room character including, for example, what their character did on the weekend, more detail about their hobbies or sports. This will help the students to get to know their character and to be able to answer questions about them.

4. Paired activity

Split the class into pairs. Using the class interview questionnaire from activity 2, each student interviews their partner who is pretending to be their chat room character.

When both have been interviewed, each partner shares the real image of their character and they compare the image with the profile that was posted in the chat room.

The pairs report back to the whole class. They discuss and respond to the following prompts:







- People you meet online are not always who they say they are. Could you tell if the character you were interviewing was who they said they were?
- What does this tell you about what you need to do when you communicate with people online? Expand on the theme that 'Not everyone you meet online is who they say they are.'





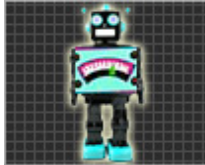



Handout: Profiling

Complete profiles

Print out the number of sheets required. Cut into individual profiles and distribute one to each student. Ask the students to keep the 'real' image of their profile to themselves, revealing it to other students only at the end of the round robin.

Sk8r	2sexi2handle	AussieGuri
<p>Online Profile</p>  <p>Age: 16</p> <p>Hobbies and interests:</p> <ul style="list-style-type: none"> • indie music • drums • skating • basketball. 	<p>Online Profile</p>  <p>Age: 15</p> <p>Hobbies and interests:</p> <ul style="list-style-type: none"> • painting • popular music. 	<p>Online Profile</p>  <p>Age: 17</p> <p>Hobbies and interests:</p> <ul style="list-style-type: none"> • hairdressing • dress making • dance • hockey.
<p>'Real' image</p>  <p>Age: 55</p> <p>Hobbies and interests:</p> <ul style="list-style-type: none"> • online pornography • photography • lurking in teen chat rooms/grooming kids with the aim of meeting them face-to-face • reading • cooking. 	<p>'Real' image</p>  <p>Age: 11</p> <p>Hobbies and interests:</p> <ul style="list-style-type: none"> • painting • sculpture • netball • tennis • popular music • cool hunting. 	<p>'Real' image</p>  <p>Age: 14</p> <p>Hobbies and interests:</p> <ul style="list-style-type: none"> • hairdressing • dress making • dance • hockey.



2Cool	CUL*R	Rblader
<p>Online Profile</p>  <p>Age: 16</p> <p>Hobbies and interests:</p> <ul style="list-style-type: none"> • goth music • goth clothes • goth make up • web dev. 	<p>Online Profile</p>  <p>Age: 15</p> <p>Hobbies and interests:</p> <ul style="list-style-type: none"> • chat • website design • soccer. 	<p>Online Profile</p>  <p>Age: 14</p> <p>Hobbies and interests:</p> <ul style="list-style-type: none"> • rollerblading • skating • surfing • graffiti art.
<p>'Real' image</p>  <p>Age: 16</p> <p>Hobbies and interests:</p> <ul style="list-style-type: none"> • goth music • goth clothes • goth make up • web dev. 	<p>'Real' image</p>  <p>Age: 28</p> <p>Hobbies and interests:</p> <ul style="list-style-type: none"> • lurking in teen chat rooms • horse racing • soccer • going to underage schoolies events to pick up. 	<p>'Real' image</p>  <p>Age: 34</p> <p>Hobbies and interests:</p> <ul style="list-style-type: none"> • market research • the latest trends in teen material consumption.