

# Staying Safe on the Internet

## Lesson 4: Internet Violence

### Teacher's Hints for Group Discussions

# Kyle's Story - Activities

### Question 1:

“Explore how Kyle is getting drawn into reading violent material. Why and how has he allowed himself to get in this situation?”

Here are some hints for the group discussion:

- There seems to be a common thread in the sorts of things Kyle has been looking at. What is it that Kyle is really looking for?
- Is Kyle missing something in his everyday life?
- Do you think that Kyle's parents / guardians / carers know where he's been going on the internet and what he's downloaded?
- Do you think Kyle is happy at home?
- Kyle might have been deliberately looking for these things, and found them by an internet search. What kind of things might he have been searching for? What is he trying to find?
- Or else, Kyle might have come across these things by chance, and have attracted to them out of sheer curiosity. It's easy to browse the internet in a passive way. But, it's also dangerous to browse the internet in a passive way, without using principles and standards to assess what other people have put online.
- Are there more constructive things he could be doing with his time?
- Has Kyle been actively thinking about the websites he's visited, and the material he's downloaded?
- It's often much harder to see where the boundaries are on the internet. People can start with things that seem relatively innocent and then get drawn in to more serious things. Is this what has happened with Kyle?
- Curiosity can be a good thing. But what else do you need if you're going to be curious on the internet? What does it mean to be wise in your browsing?
- The internet is the world's largest library. But not everything in this virtual library is good.
- Kyle says, “But nothing I had was that bad.” Do you agree? What has happened to Kyle's boundaries and sense of what is normal? Is it easy to start thinking like Kyle?

# Kyle's Story - Activities

### Question 2:

“Think about things from the Principal’s point of view. Explore what preventative advice you could give to people in Kyle’s situation. What should he do next? Design a leaflet with guidance advice.”

### Here are some hints for the group discussion:

- The Principal has a “duty of care” to the students. This means the Principal has a responsibility to make sure that they aren’t exposed to potentially harmful influences while on school premises.
- What are Kyle’s responsibilities towards the other the Principal? Towards the other students? Towards himself?
- It’s often said that “Ignorance of the law is no defence”. How could Kyle have used the internet to see what the law says at the moment?
- How could Kyle have used the internet to see what has happened to others who have downloaded the sorts of things he was downloading?
- There is a vast amount of information on the internet. But you don’t have an infinite amount of time in which to read it. This means you have to decide what are the best things to fill your mind with. Don’t just browse the internet aimlessly.
- Kyle says, “I wanted to know how easy it is for other people to do these sorts of things.” If he really did want to know this, where else could the Principal advise him to look?
- Kyle says, “I wanted to know how easy it is for other people to do these sorts of things.” But why even go there? Why even look at it?
- Kyle says, “It’s a free country. I can read and download what I like.” Is this strictly true? Kyle says, “But I wasn’t actually planning anything”. What does the law say about that? Look at Sections 57 & 58 of the Terrorism Act 2000. It’s also worth checking the latest Supreme Court (previously the House of Lords) / Appeal Court judgements on prosecutions brought under this law as the courts decide on its interpretation.
- Just because a document is legal to view in elsewhere in the world (e.g. hosted on another government’s website abroad) doesn’t necessarily mean that it’s legal to possess it in the UK or that there won’t be any consequences for viewing or downloading it in the UK.

# Kyle's Story - Activities

## Question 3:

“Think about what the Online Predators are doing. Explore how they might identify people like Kyle and get their interest.”

Here are some hints for the group discussion:

- Suppose online promoters of violence were trying to attract vulnerable young people by offering them violent materials on the internet. What sort of things might they be seeking to exploit in vulnerable people? Boredom? Lack of excitement? Lack of wisdom / life experience / naivety? Lack of awareness of the motives of other people on the internet? Lack of firm identity? Lack of a cause to live for?
- What sort of people might they be trying to appeal to? Those wanting entertainment? Easily influenced? Feeling disaffected? Lack of hobbies? Someone who is a vulnerable adult / young person in other ways?
- What sort of things might they offer to vulnerable young people? Excitement? A cause to fight for? A sense of identity? A way of understanding the world? A way of proving themselves to be better people than they were before? The promise of an idealised world / country? A way of making up for their past mistakes?
- How might they draw them in? Start with apparently innocent things? People can get used to harmful things surprisingly quickly if they see them often enough.
- We're used to watching movies and TV passively as entertainment, and not always thinking critically about what we're watching. It can be easier to think critically about a book or newspaper article, as we can stop, put it down and think about what we've just read. “A picture tells a thousand words.” Does this mean that vulnerable people are more at risk of being drawn in by violent video clips online?
- It's often much harder to assess intentions and boundaries on the internet. If people don't think about what they see, or don't critically apply principles and standards to what they see, it can be easier to pull them over the boundary between the innocent and the harmful.