

The Valley Primary School

Computing Plan

Summer 2 Class 2

Online Safety.

Unit Overview:

In this unit, children learn about preventing and dealing with cyberbullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen. The unit ends with children applying their new knowledge to design a character to be displayed around school to promote online safety.

Vocabulary:

Online, cyberbullying, e-Safety, search engine, keywords, synonyms, results, plagiarism, citation/cite, profiles, social media, account, register, private, public, register, private, public, digital citizenship, responsibility.

Learning Sequence & Objectives	Activities	Resources
<p>To identify how a message can hurt someone's feelings and say how I should respond to a hurtful message online.</p> <p>Key Vocabulary: Online, cyberbullying, e-Safety.</p>	<p>Sticks and Stones... In groups, children decide if they agree with the statement, 'Sticks and stones may break my bones but words can never hurt me.' Allow them time to think of examples for their argument. Share their thoughts as a class. Hurtful Words: Ask the children where they might be worried about hearing something hurtful. Allow time for discussion on the type of 'mean' things they might hear in each of the situations shown on the Lesson Presentation. Explain to children that bullying can happen online too. Words and Feelings: Show children the online conversation examples. For each, discuss how they would feel if they received the messages shown. How would it be different to hear those things in person? Words and Feelings: Children complete the Words and Feelings Activity Sheet.</p> <p>LA - Children answer simple questions about different online messaging scenarios. MA - Children answer questions about different online messaging scenarios, including what the users could do to avoid the situation happening again.</p>	<p>Lesson pack</p>

	HA - Children answer questions about different online messaging scenarios, considering the consequences of unkind messages and how easy it is to tell if someone is joking online. What Should You Do? Discuss with the children how they think they should deal with the situations they have looked at today. (Allow time to discuss each question in groups/partners.)	
To use a search engine accurately. Key Vocabulary: Online, cyberbullying, e-Safety, search engine, keywords, synonyms, results.	Search Engines: Ask the class what a search engine is. Discuss which ones they use the most and when they would use them. How Do Search Engines Work? Explain that search engines search the Internet, using the words you type in. Ensure that the children are aware of some of the factors which affect the ranked result, including paid-for advertisements. Search Engine Hunters: Using laptops and the Search Engine Questions Cards, children complete the Search Engine Hunters Activity Sheet in mixed-ability pairs. Model each step using your chosen search engine so that children know where to find the answers, including to step 2, and know not to click on advertisements, etc. Now Try... Guide the children through the bottom section of the Search Engine Hunters Activity Sheet, using the example of searching for 'the world's most visited city' (you may need to discuss synonyms). Explain that when we use inverted commas, the search engine will then only search for those words in that exact order. Discuss what difference the strategies that the children have used made to their search accuracy. Which one worked best?	Laptops IWB
To understand the term 'plagiarism' and how to avoid it. Key Vocabulary: Online, e-Safety, plagiarism, citation/cite.	Your Amazing Ideas: Children discuss in pairs when they last completed a piece of work they were proud of. How do people know that it belongs to them? How would they feel if their name was rubbed off, and someone else wrote their name on? New Words: Children look up the definitions of the word 'plagiarism' and discuss as a class, then record on their Copycats! Activity Sheet. Plagiarism: Talk about what plagiarism is. In mixed-ability pairs, children read the scenario given to them on the Copycats Scenario Card and decide if it would be considered plagiarism. Share answers and ideas with the class and record on individual activity sheets. Why Not? Discuss why children think plagiarism is a bad thing. Be a Good Copycat! Explain that it is possible to use people's work, but only with permission or if you give the person credit. Children look up the word 'citation' and record its definition on their Copycats! Activity Sheet. In pairs, children draw a picture of a cat on their partner's sheet. Show examples of real citations. The partner then writes a citation to give them credit. Share! Children share their citations and discuss what information they have included in them. You may wish to discuss how some material is copyrighted and requires special permission to use it.	Dictionaries
To create a safe online profile. Key Vocabulary: Online, e-Safety, profiles, social media, account, register, private, public.	What Can You Tell Me? Ask children to discuss the kinds of information they can share online. Ask what kinds of websites or apps they have had to register/make an account for. Can children explain why account information is needed? What Is Safe? Show children the profiles. Ask them to identify safe and unsafe information to have on a public profile. Discuss why it might be dangerous for children to reveal their personal details (including their real name), contact details and where they go to school (including photos of them in their school uniform). Can children explain why certain pieces of information are dangerous to show strangers? Awesome Accounts: Children complete the form on the Awesome Accounts Activity Sheet with the information that would be needed to register for and create a profile. Profile Highlights: In groups, children discuss the information they have put on their forms and use highlighters to highlight and label the parts of the registration information that should stay private. Can children identify the information that they	Highlighters

	<p>shouldn't share online? Keep It Private: Show children how they can keep private information from being viewed.</p>	
<p>To explain how to be a responsible digital citizen. Key Vocabulary: Online, e-Safety, profiles, social media, account, register, private, public, digital citizenship, responsibility.</p>	<p>Digital Citizenship: In pairs, children write on whiteboards what they think the words 'digital' and 'citizenship' mean. Show the definitions on the Lesson Presentation. Being a Good Citizen: Ask children to share how they are good citizens in real life. Use the prompts from the Lesson Presentation (you may wish to talk about the word 'community'). Good Digital Citizens: Discuss what the previous lessons have taught us about being good digital citizens. Using the Good Digital Citizens Activity Sheet, children write down their ideas on how to be a good digital citizen. Share: Display the sheets around the room. Allow children time to move around the room and read each other's work. Go back to tables and add any good ideas they see on other's sheets. Good Citizens in Action! Discuss how we could each make a good contribution to the digital community this week. Show examples on the Lesson Presentation before children complete the Citizens in Action Activity Sheet. Check and Challenge: Children share the targets they have set on their Citizens in Action Activity Sheet with their partner, who then completes the last box on the sheet to say how they are going to check that their friend has achieved their targets (e.g. asking them, doing one of the activities with them) and also sets them a challenge target that they think will be harder to achieve.</p>	<p>Whiteboards and pens Blu Tack</p>
<p>To create an online safety superhero character. Key Vocabulary: Online, e-Safety, profiles, social media, account, register, private, public, digital citizenship, responsibility, search engine, plagiarism, cyberbullying.</p>	<p>Review: Recap the previous lessons in this unit. Can children accurately describe the terms on the Lesson Presentation? Who's Responsible? Ask children about who is responsible for online safety. Discuss who we could teach our online safety knowledge to. What Do People Need to Know? Children choose at least one element of online safety, shown on the Lesson Presentation, to teach people about. Introduce the task and how to use the What's Important? Planning Sheet. Children then use the sheet to plan their ideas. Cyber Superheroes: Children use the differentiated Cyber Superheroes Activity Sheet to design a character. LA - Children design their superhero and add information related to their chosen element of online safety using the structured sentence starters. MA - Children design their superhero and add information related to two chosen elements of online safety using the structured sentence starters. HA - Children design their superhero and add information related to two chosen elements of online safety. They add additional information about what children can do to help their superhero. Get the Message! Children display their superheroes around school. You may choose to make a display in a computer room or spread them throughout the school building.</p>	<p>Lesson pack</p>

Cross Curricular Links:**Health and Safety:**

The theme of the unit is staying safe: it is therefore important that throughout the unit it is stressed to the children to apply their learning to any research or at-home tasks they complete as part of it.

Christian Distinctiveness