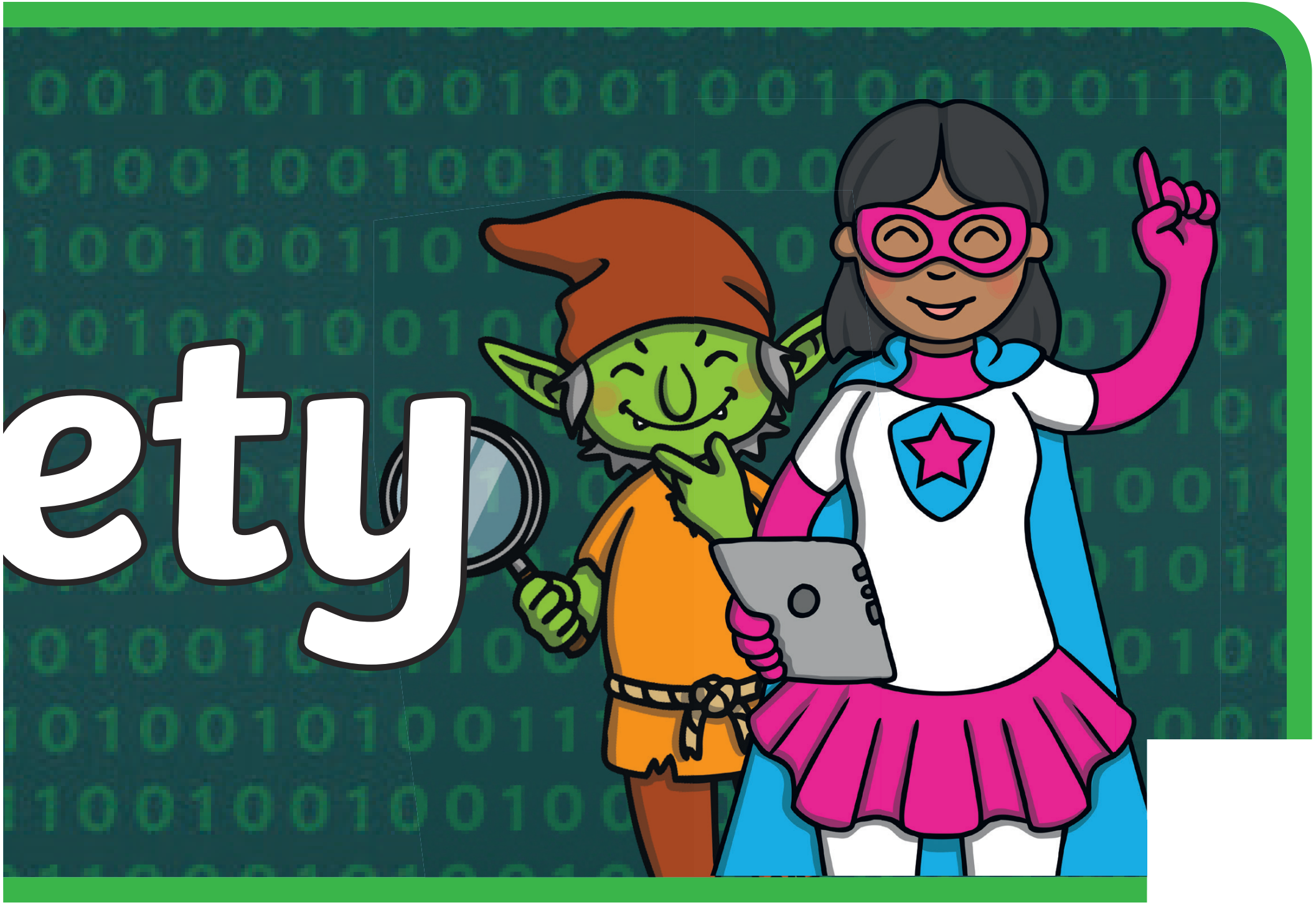
100%
10:05
18
On

line Safe

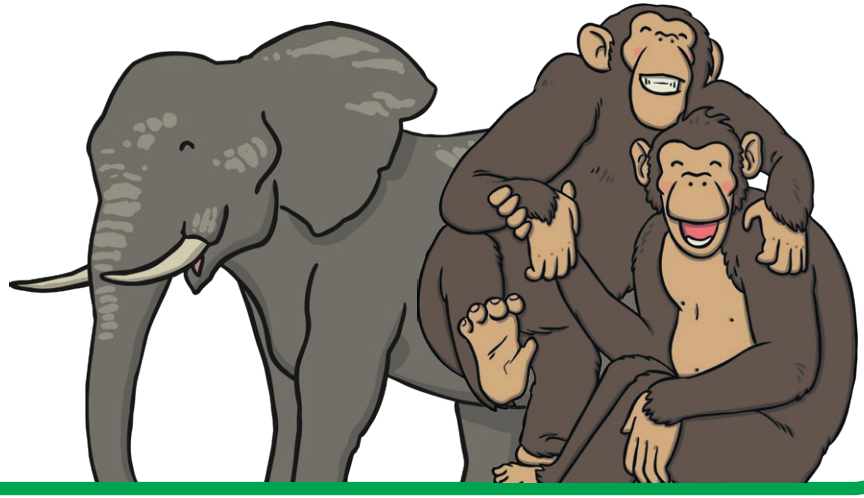

ety

Online Safety Challenge Cards

Can you think of three things in your classroom or school that you have created?

Online Safety Challenge Cards

With a partner, use a search engine to find images of your favourite animal.



Online Safety Challenge Cards

Challenge your partner to name all the SMART rules from memory. Swap over and let your partner challenge you.

SMART

Online Safety Challenge Cards

Can you think of some facts about yourself that you should never tell to strangers either online or offline?

Online Safety Challenge Cards

Think of five adults from home or school that you could ask for help if you are worried about something you have seen or done online.

Online Safety Challenge Cards

Can you find out what the 'e' in email stands for?

Online Safety Challenge Cards

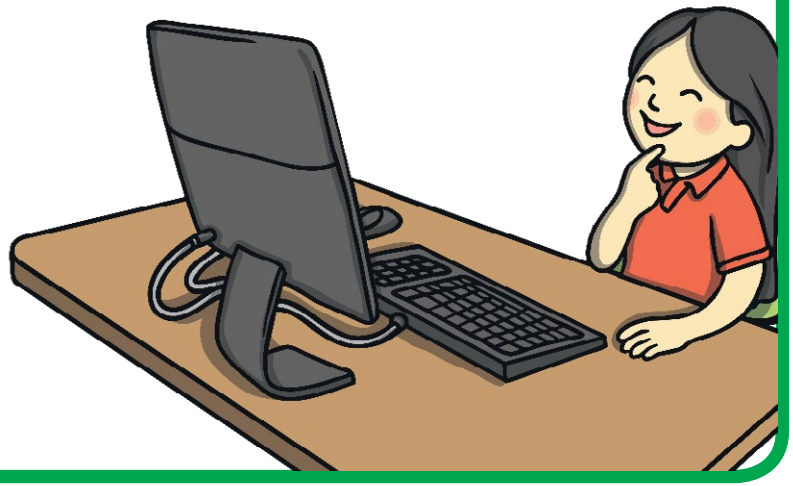
Tell an adult in your school what 'Copyright' means.

Online Safety Challenge Cards

Use a search engine to find the names of other search engines.

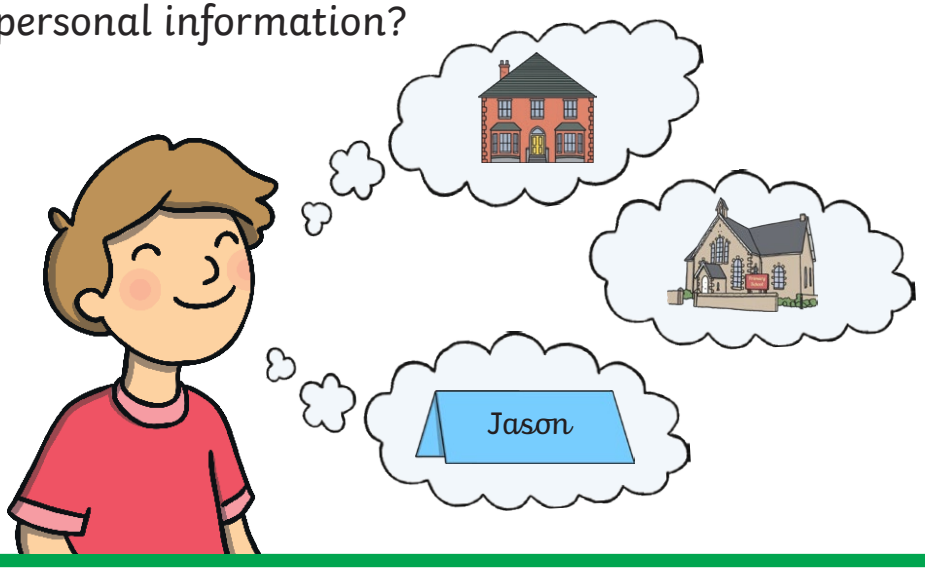
Online Safety Challenge Cards

Can you think of five useful things that you can do online?



Online Safety Challenge Cards

Can you think of three pieces of personal information?



Online Safety Challenge Cards

How many different devices can you think of that log on to the Internet?

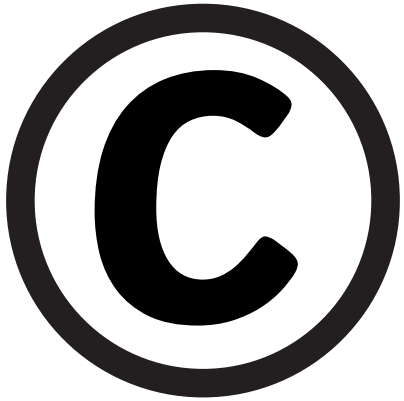
Online Safety Challenge Cards

Can you think of other ways of sending messages to people as well as email?

twinkl.com

Online Safety Fact Cards

If you create something then you own the copyright to it. This means that nobody else can steal your idea.

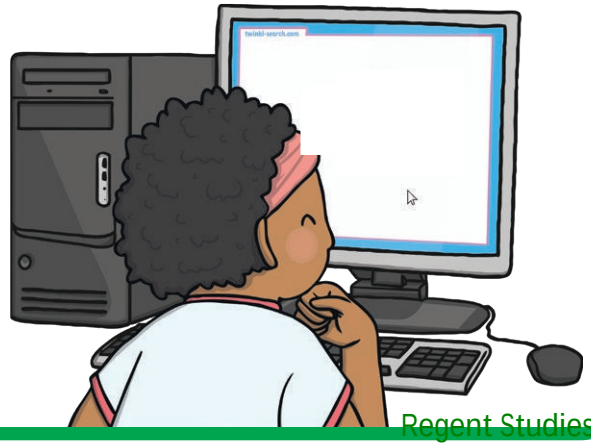


Online Safety Fact Cards

To get on to the Internet, you have to open a browser.

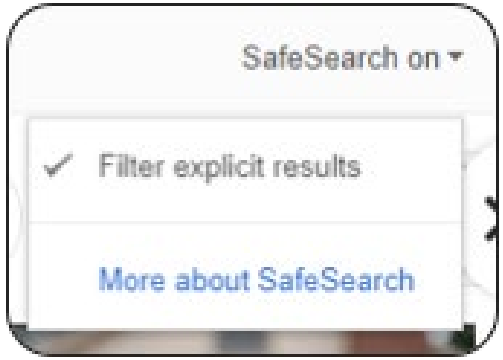
Online Safety Fact Cards

Search engines are places on the Internet where you can find information about anything you want.



Online Safety Fact Cards

Filters in search engines make sure you only see information that is safe to view.



Online Safety Fact Cards

Following the SMART rules will make sure you stay safe online.

Online Safety Fact Cards

SMART stands for Safe, Meet, Accept, Reliable, Tell.

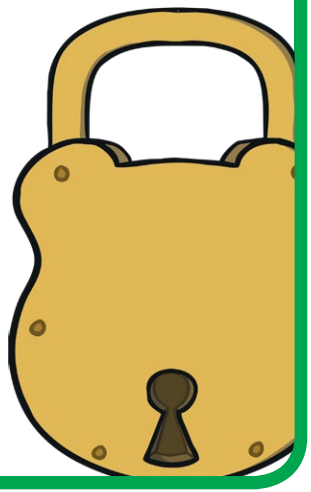
SMART

Online Safety Fact Cards

Clever websites use personal information to show us things we might like to buy while we're online.

Online Safety Fact Cards

You should never share information about where you live or where you go to school with a stranger.

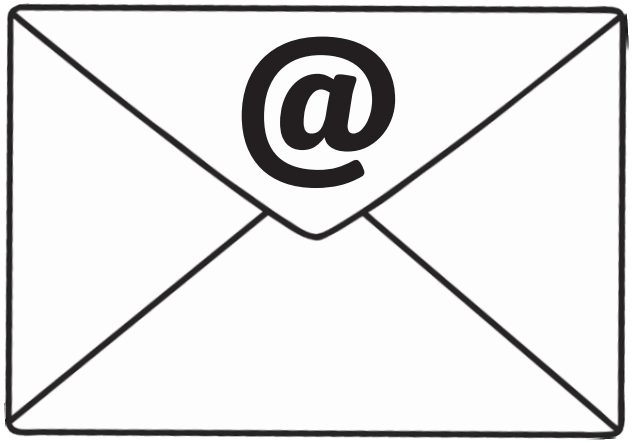


Online Safety Fact Cards

'Communicate' means to share information.

Online Safety Fact Cards

The @ symbol is included in every email address.



Online Safety Fact Cards

You can access the Internet using lots of different devices.

desktop computer

laptop

smartphone

tablet

Online Safety Fact Cards

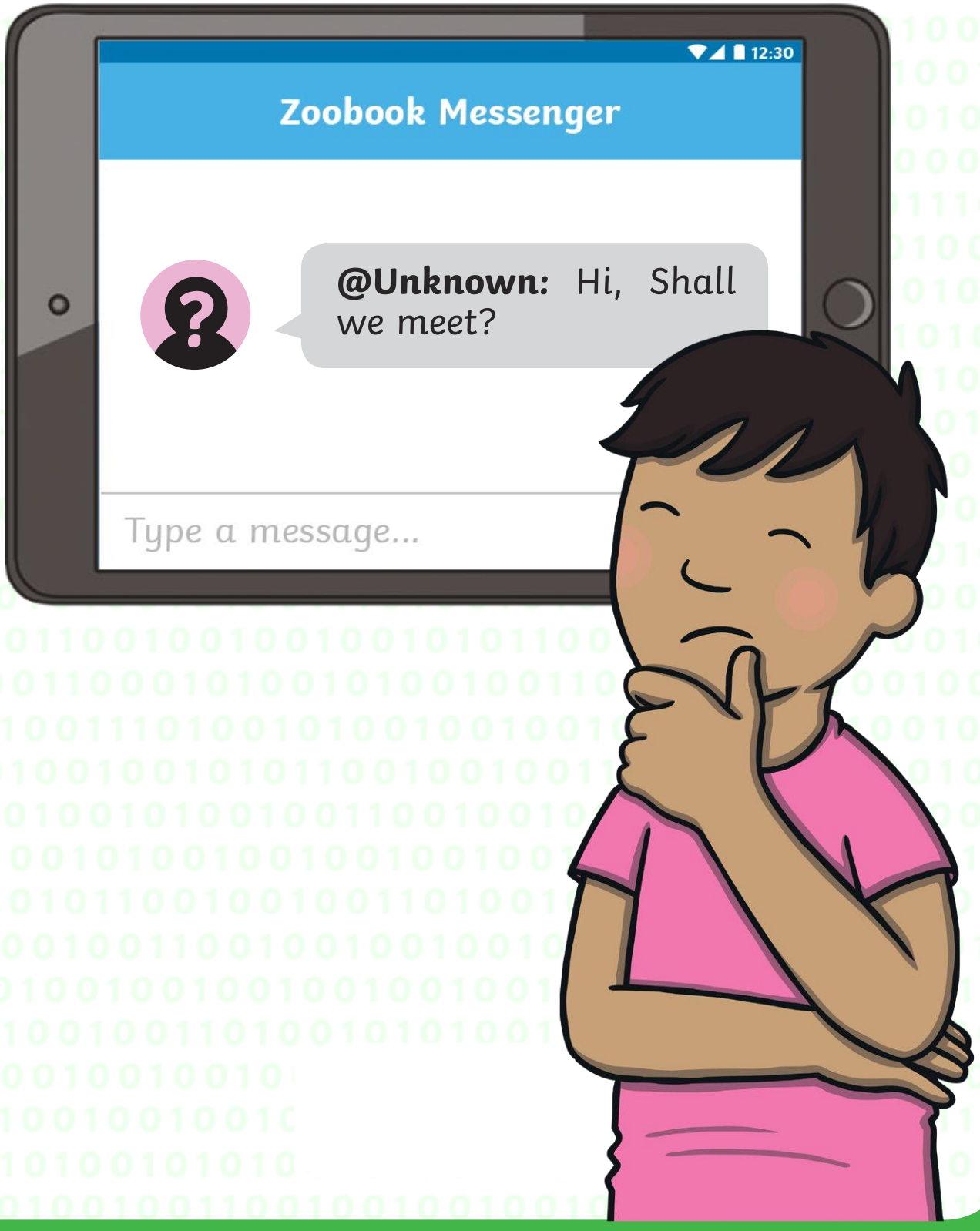
Using the Internet means you can send a message across the world in seconds!

twinkl.com

online

safe

meet


12:30
Zoobook Messenger
@Unknown: Hi, Shall we meet?
Type a message...

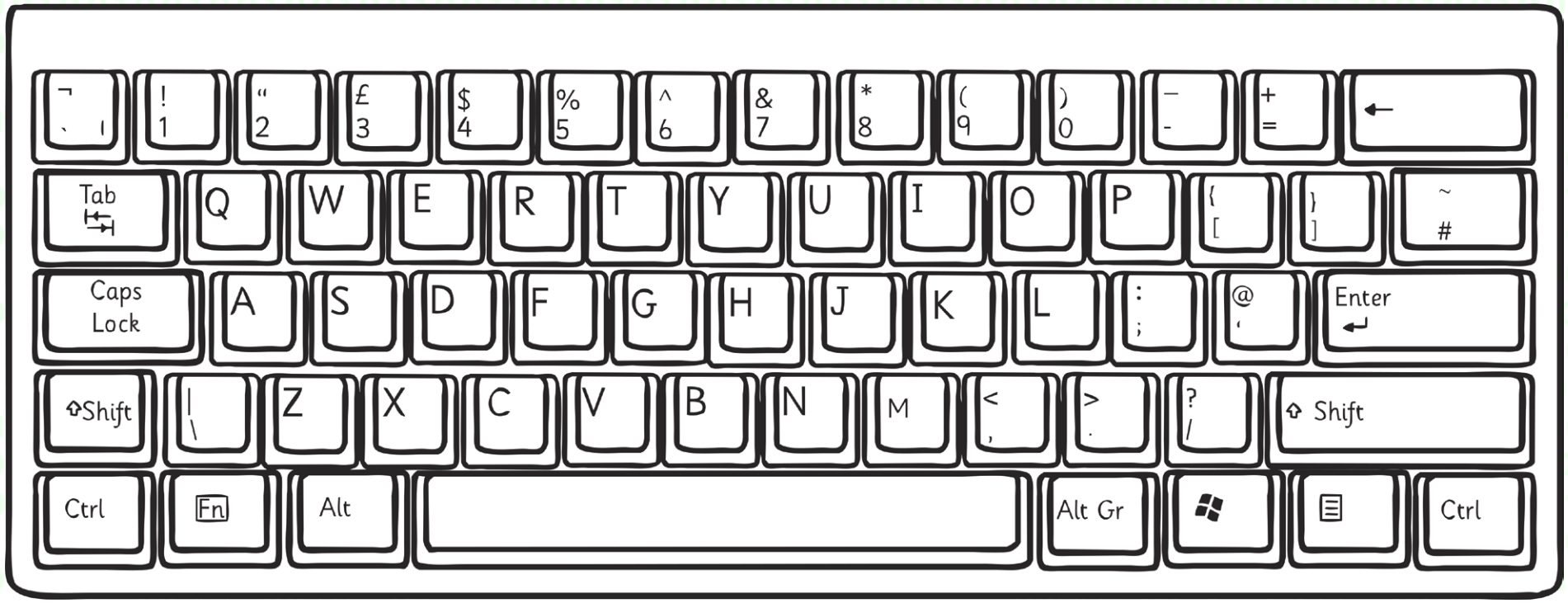
accept

reliable

tell

device

keyboard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& 7
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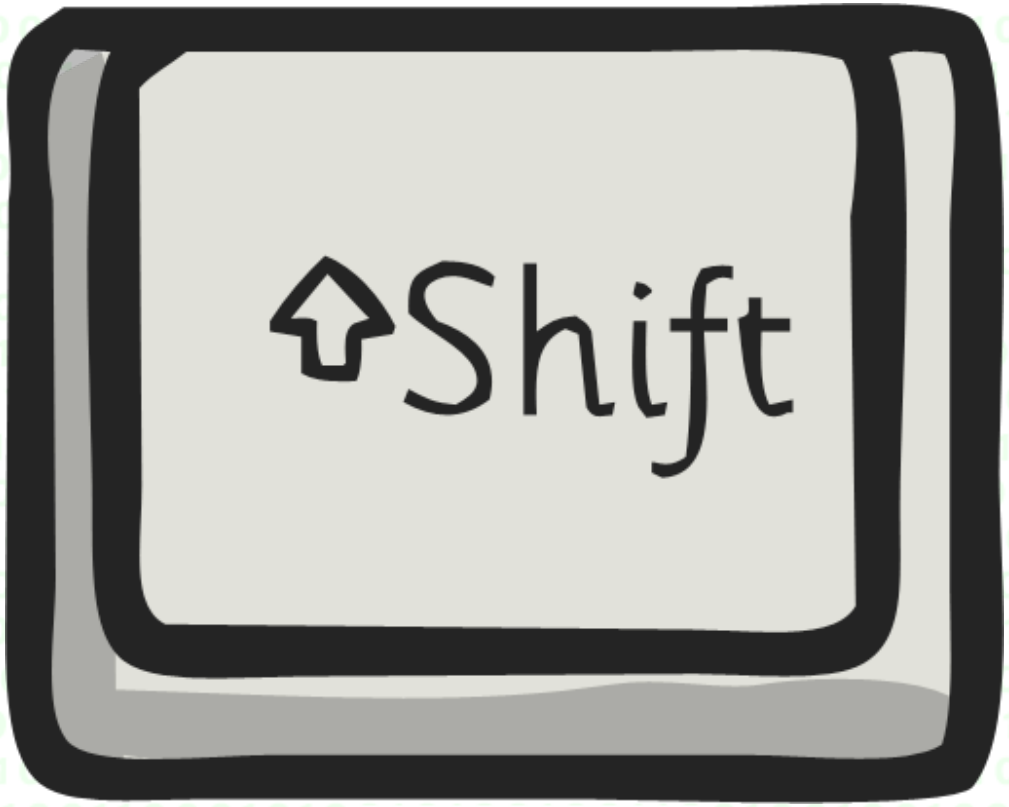
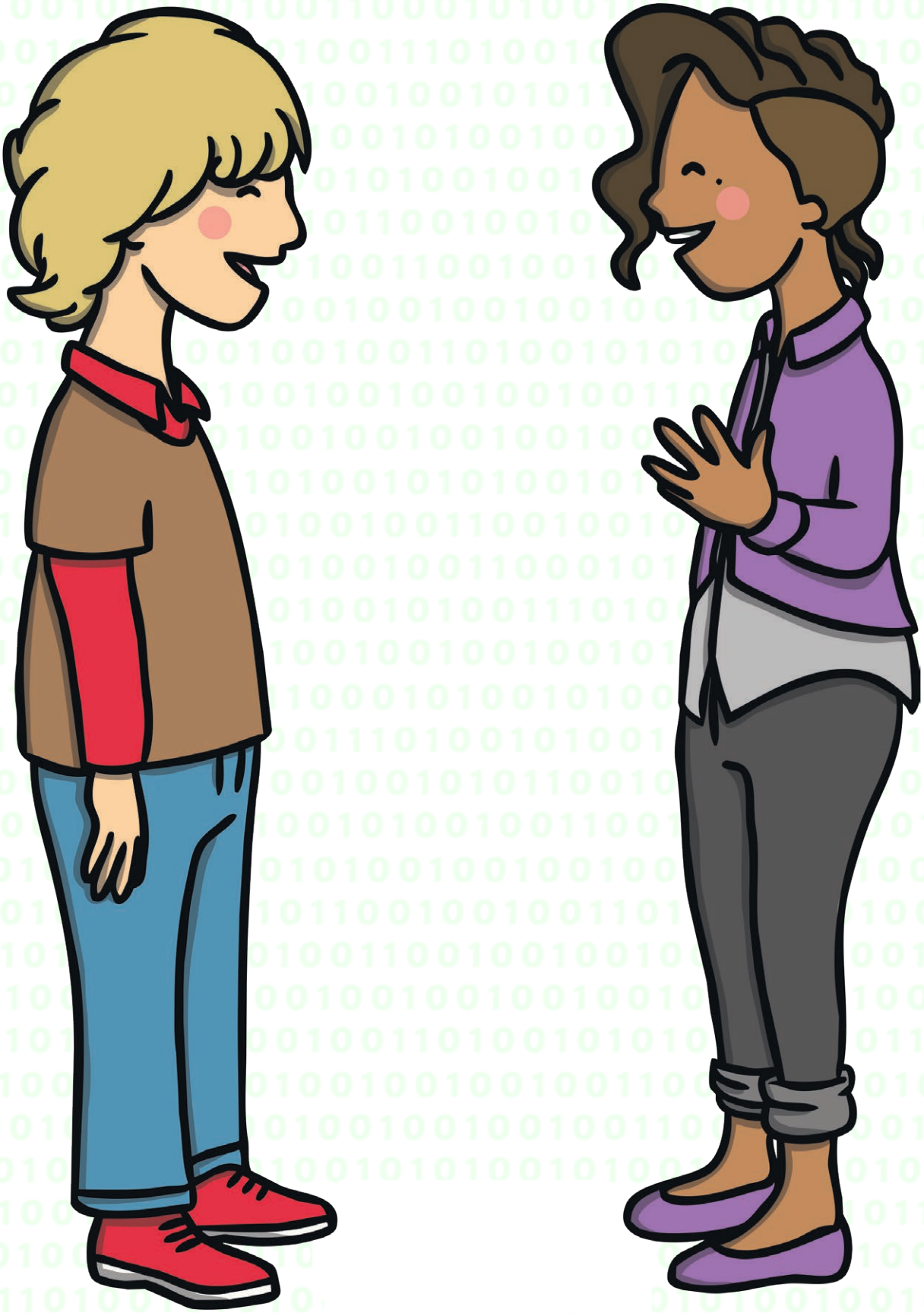
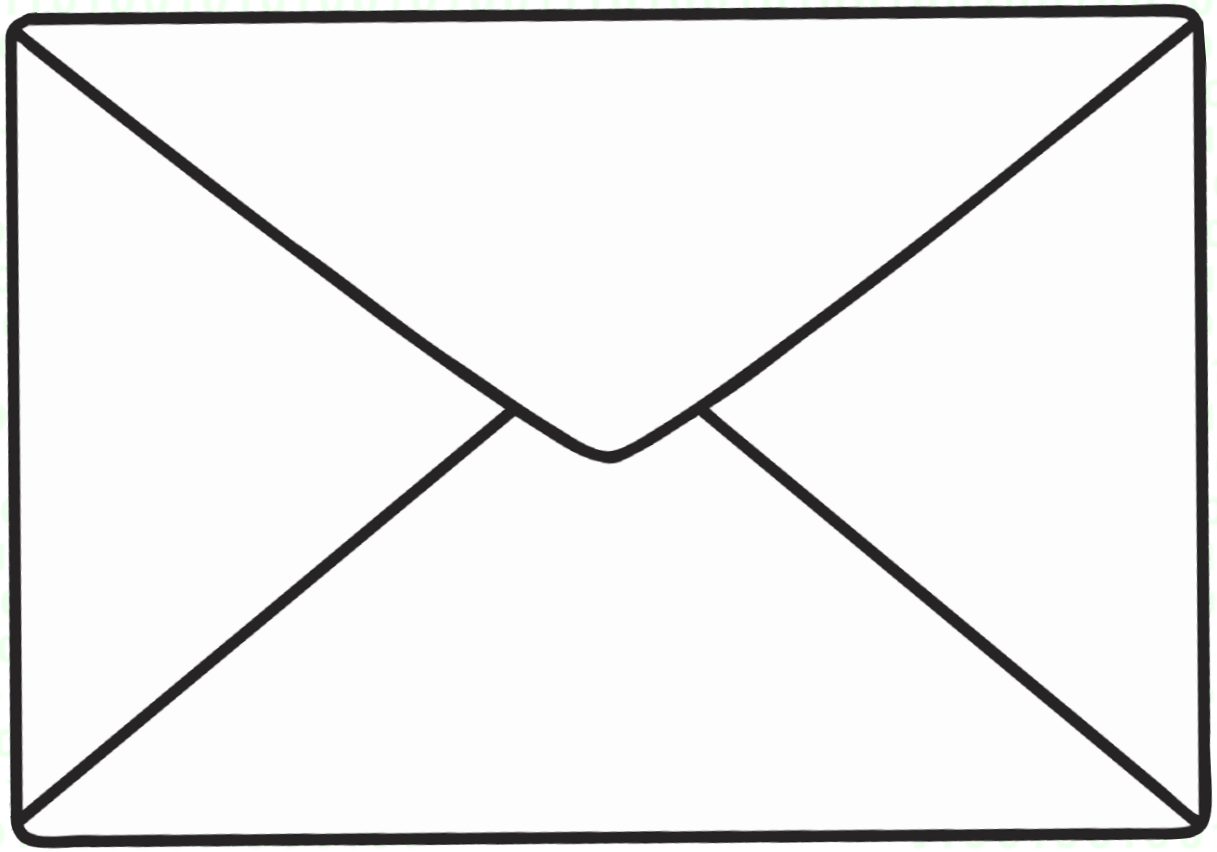


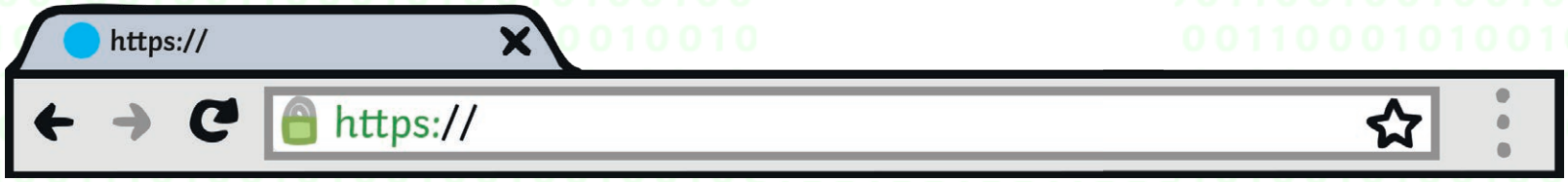
communicate



email



address

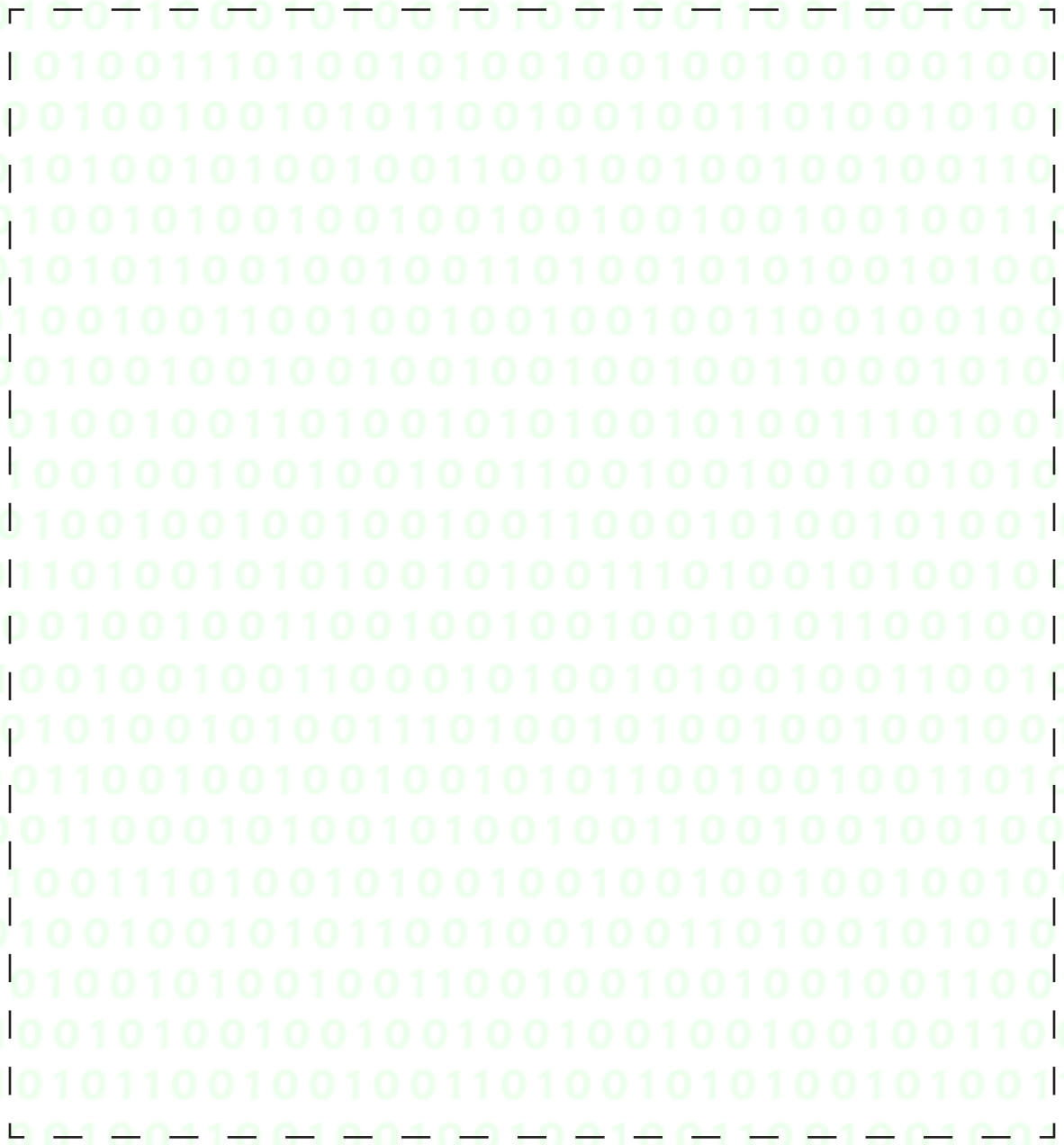


search engine

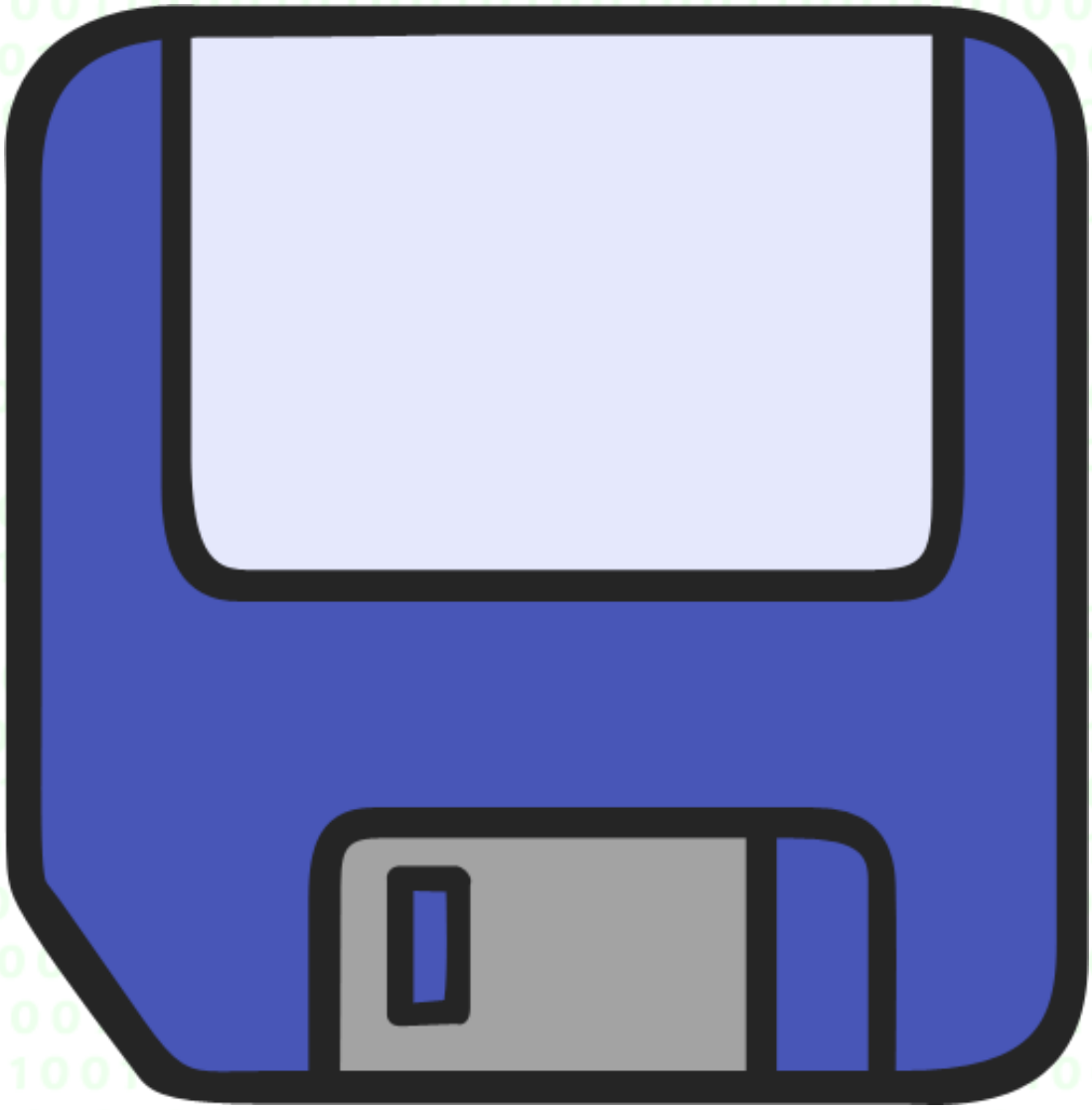
image

JPG

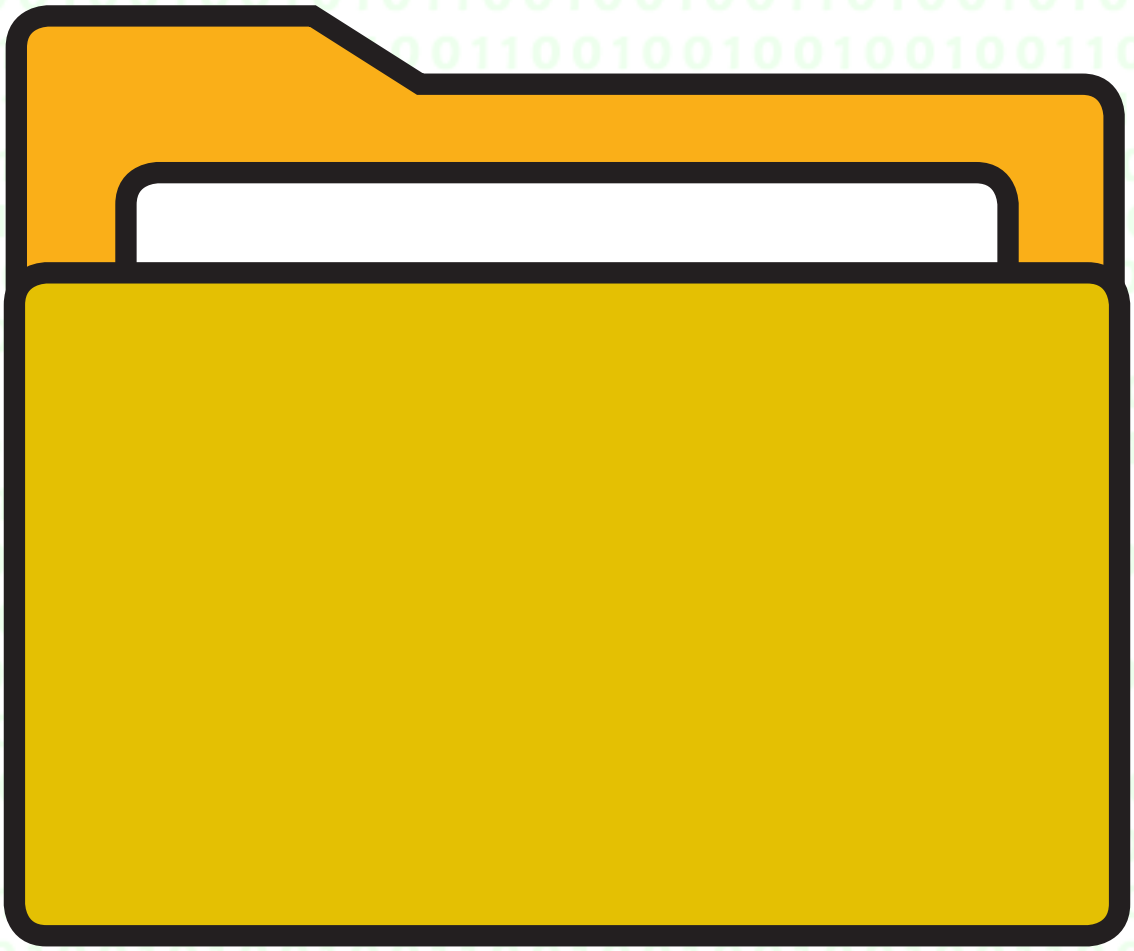
text



save

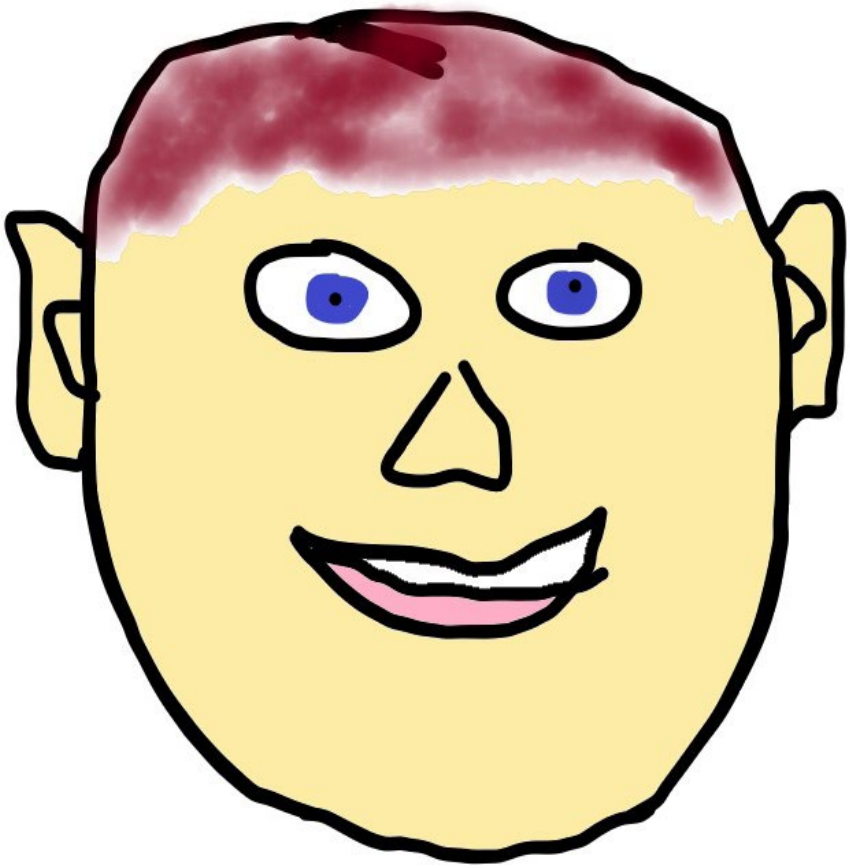


folder



name

Jimmy



date

MAY
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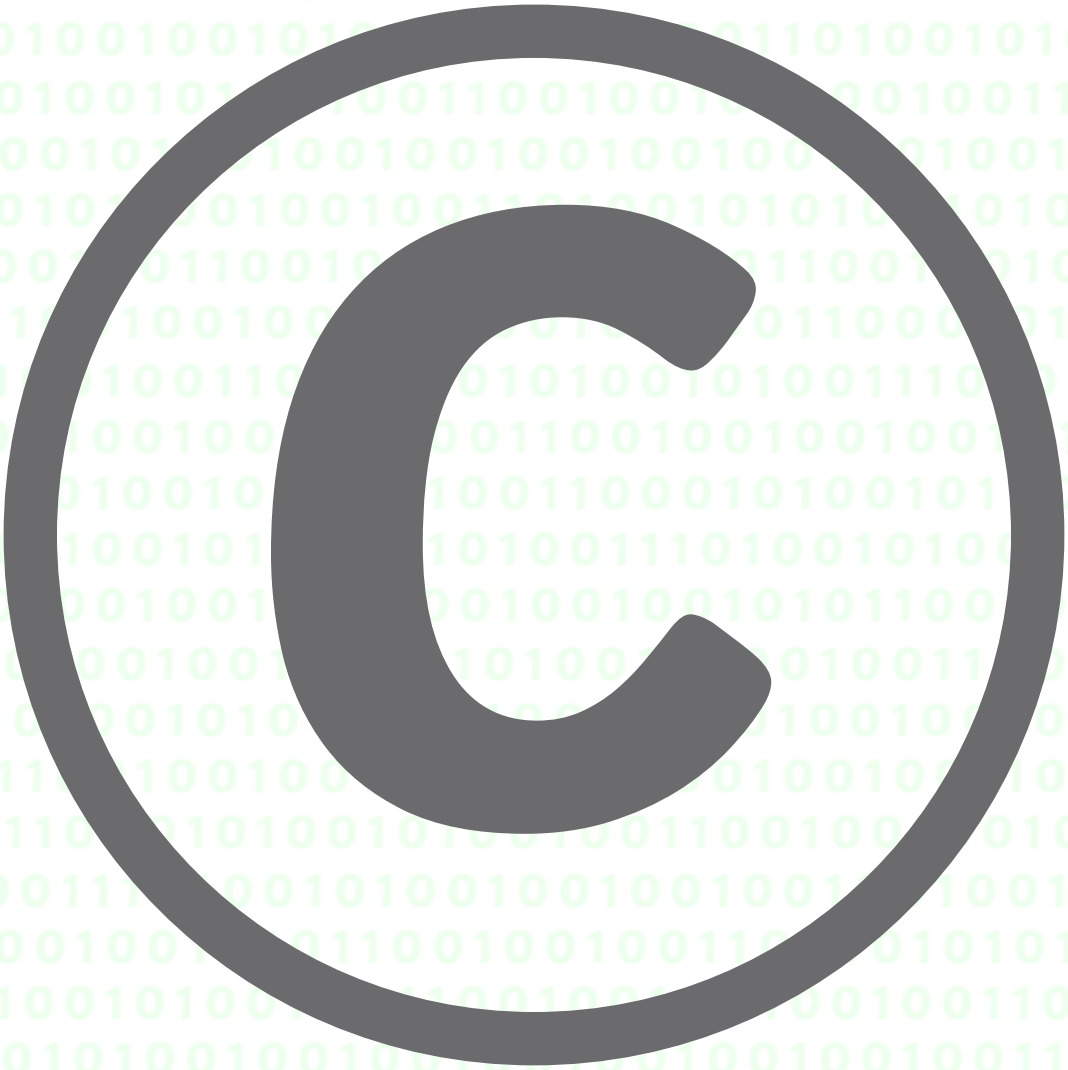
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

copyright



online

safe

meet

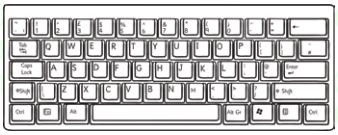
accept

reliable

tell

device

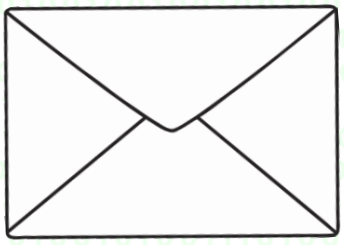
keyboard



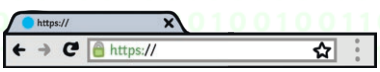
key

communicate

email

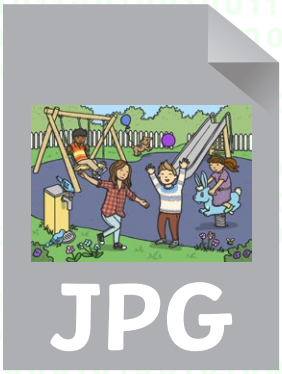


address



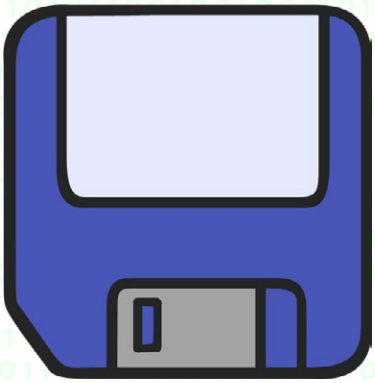
search engine

image

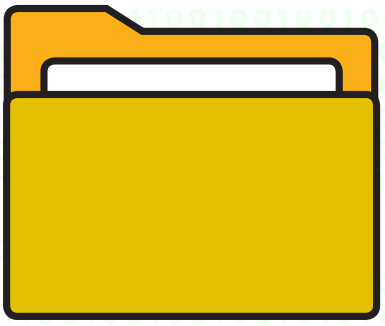


text

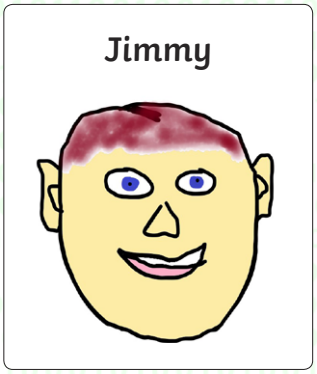
save



folder

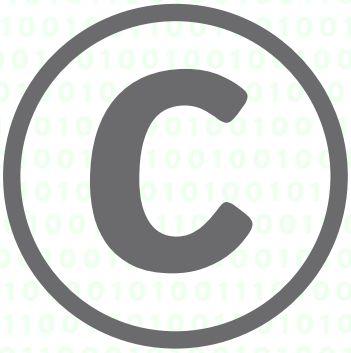


name



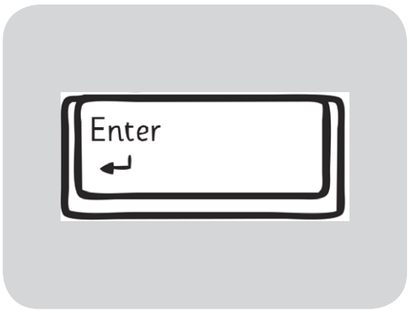
date

copyright

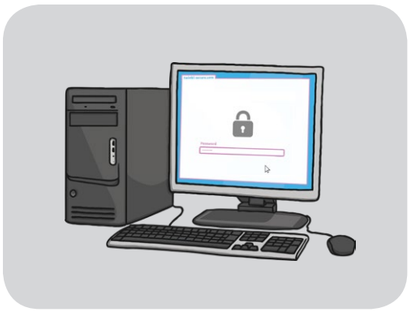


Online Safety

online

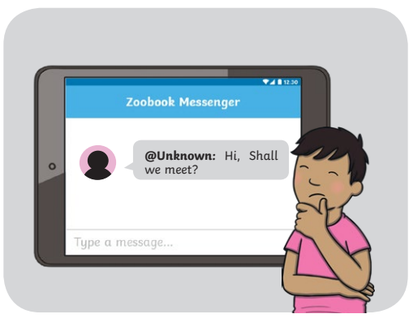


key

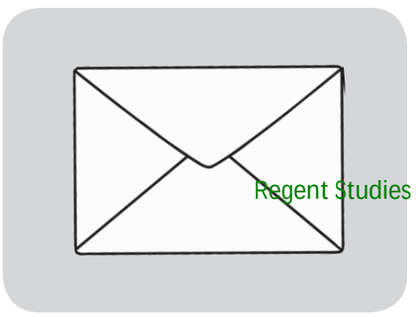


safe

communicate



meet



email

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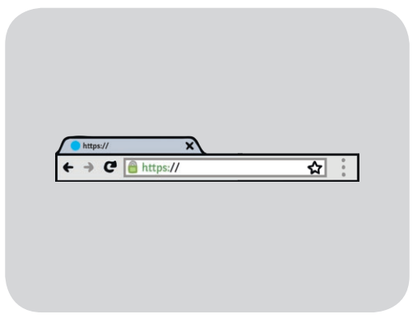
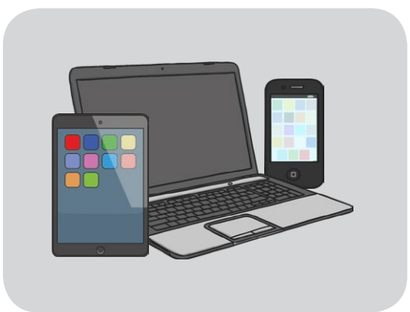
accept



address

reliable

tell



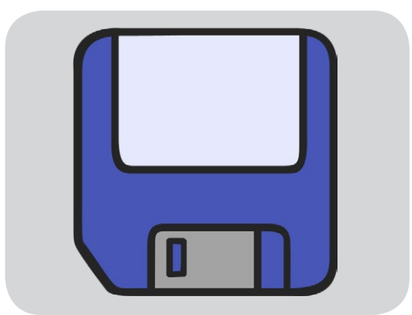
device

keyboard

search engine

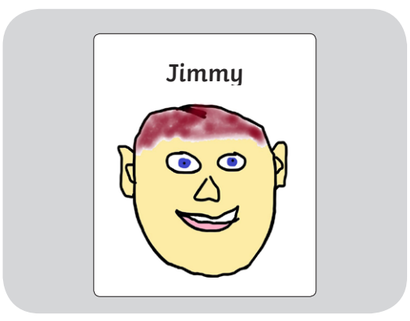
image

text



save

folder



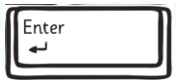
name

date

copyright

Online Safety

online



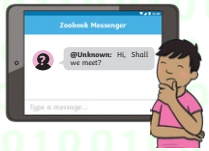
key

safe

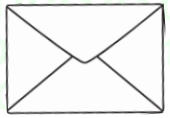
communicate

address

keyboard



meet



email

accept

search engine

image

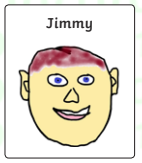
text

reliable

tell

device

folder



name

date

copyright

save

Online Safety

t	e	l	l	o	f	k	r	i
j	m	l	s	n	o	e	e	r
s	a	u	a	l	x	y	l	a
b	i	d	f	i	g	b	i	j
k	l	m	e	n	f	o	a	s
t	u	m	e	e	t	a	b	b
d	e	v	i	c	e	r	l	k
a	c	c	e	p	t	d	e	t
o	v	t	d	e	s	k	e	y

online
safe
meet
accept
reliable

tell
device
keyboard
key
email

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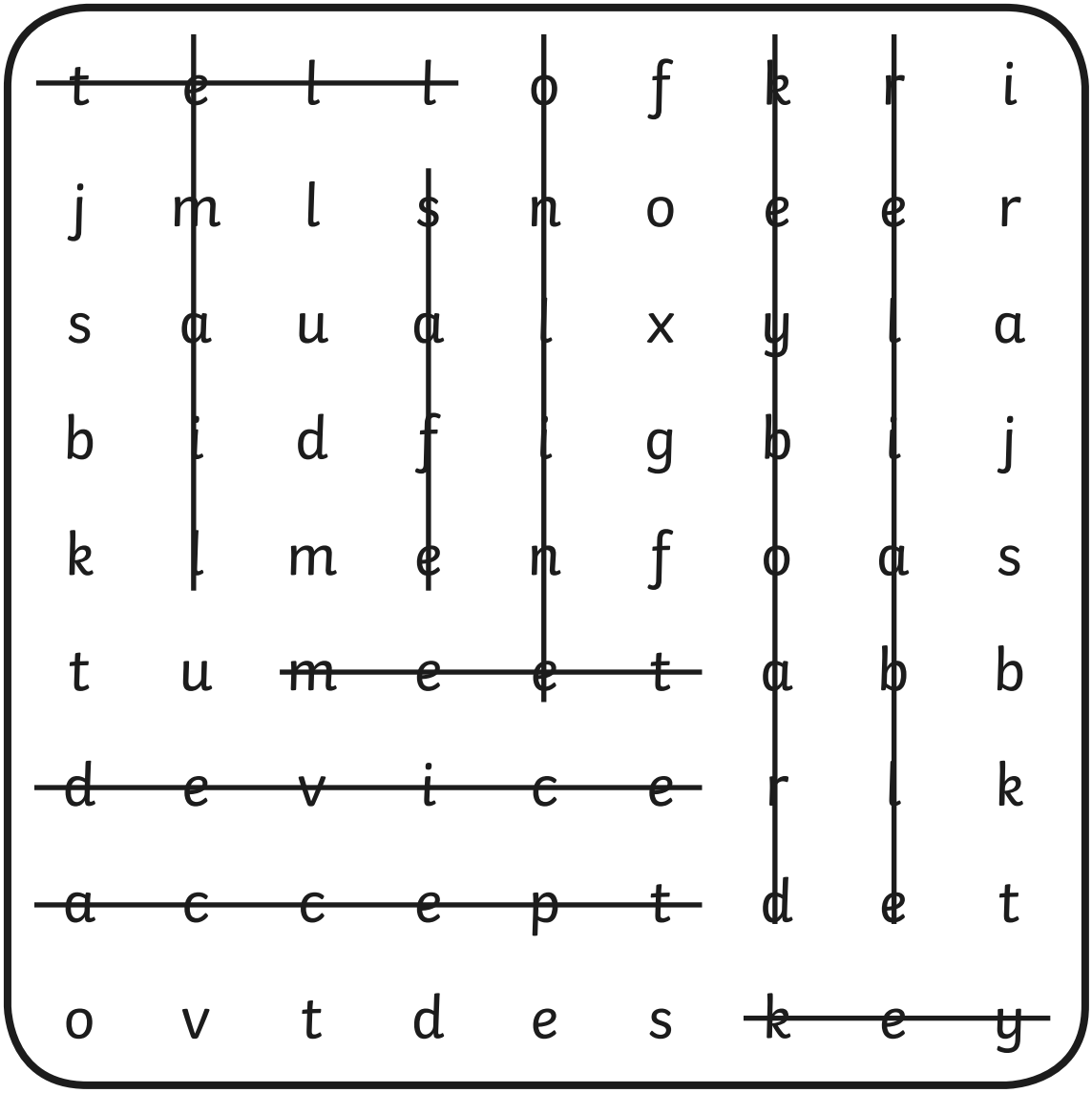
Online Safety



online	tell
safe	device
meet	keyboard
accept	key
reliable	email

e
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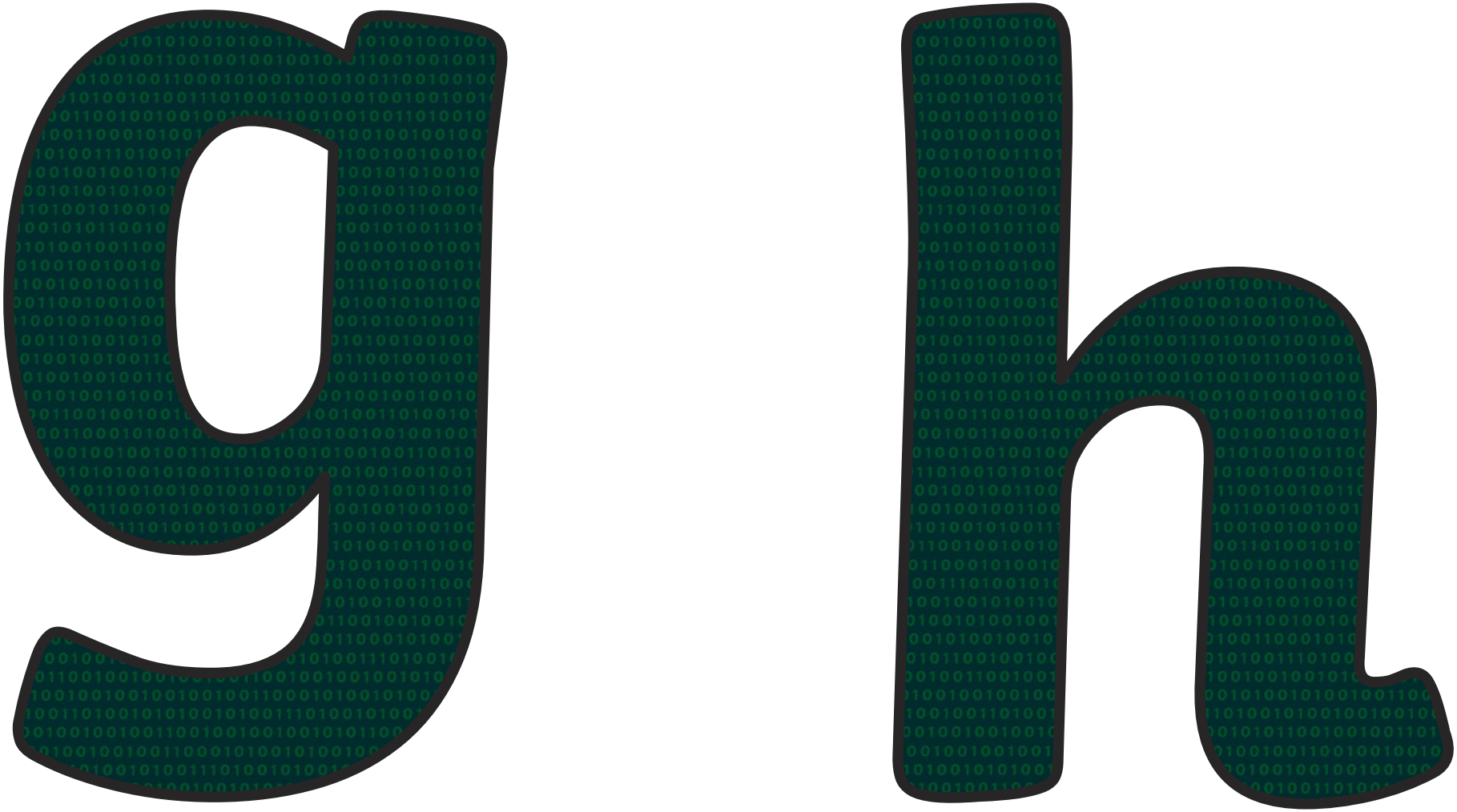

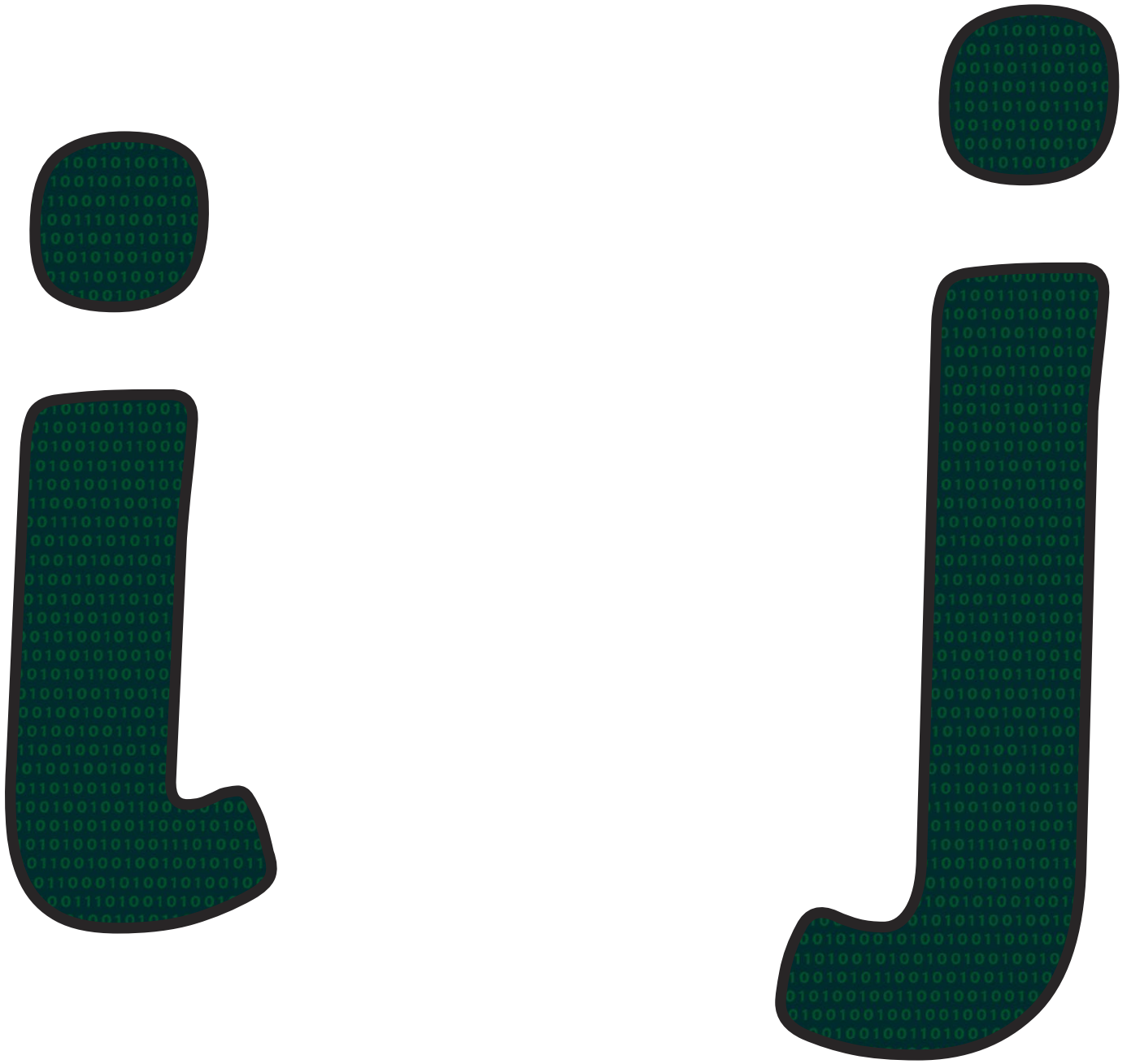

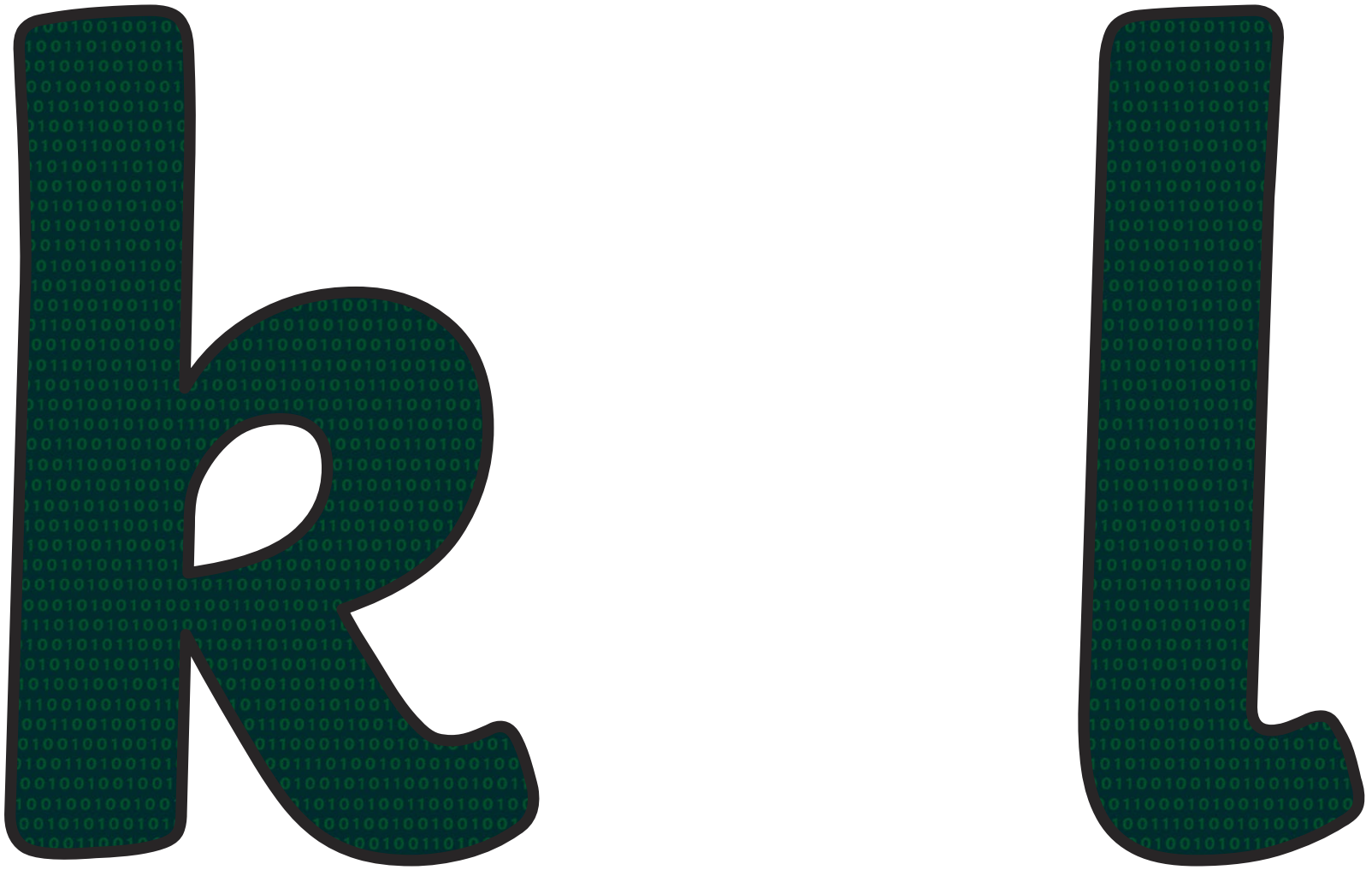

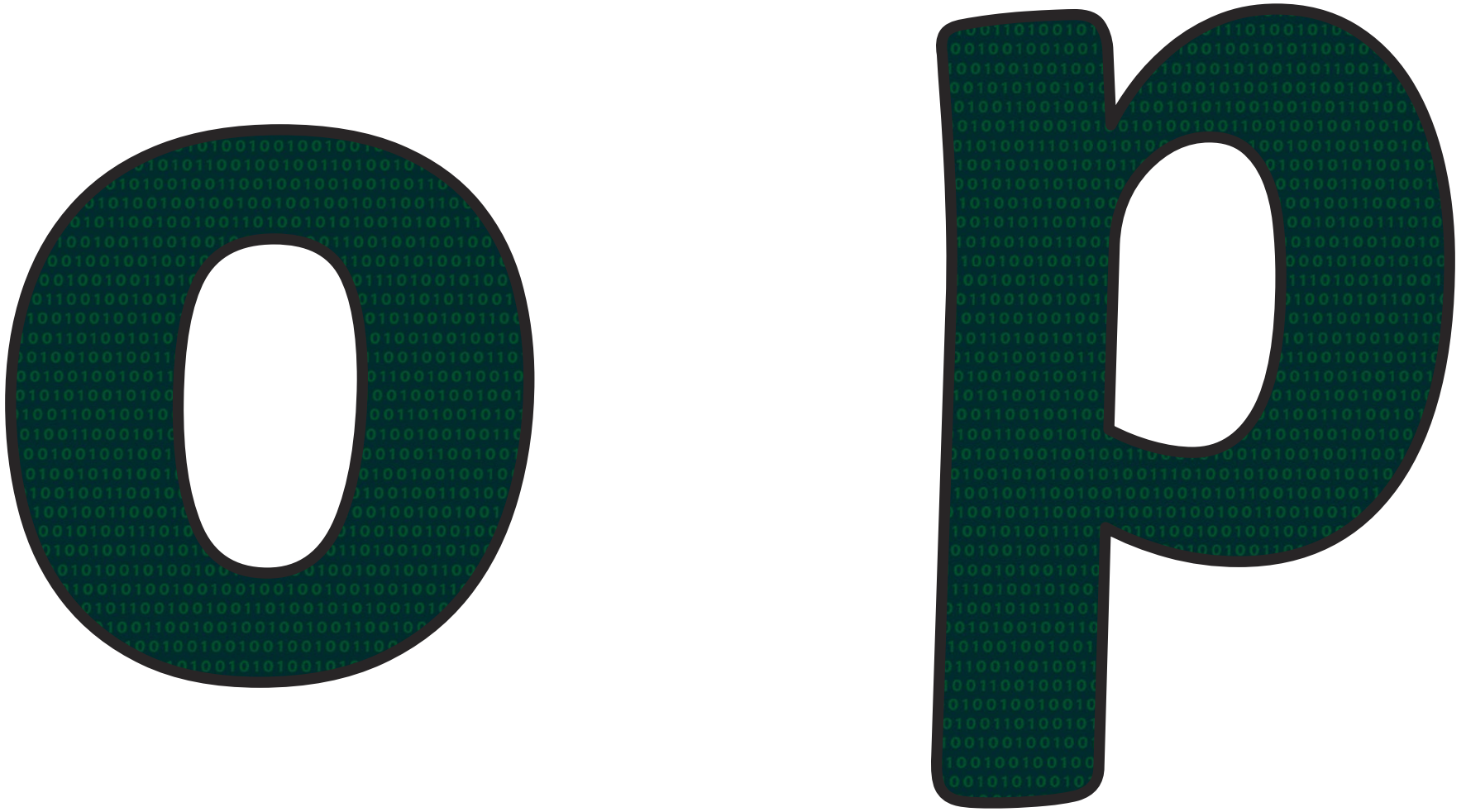
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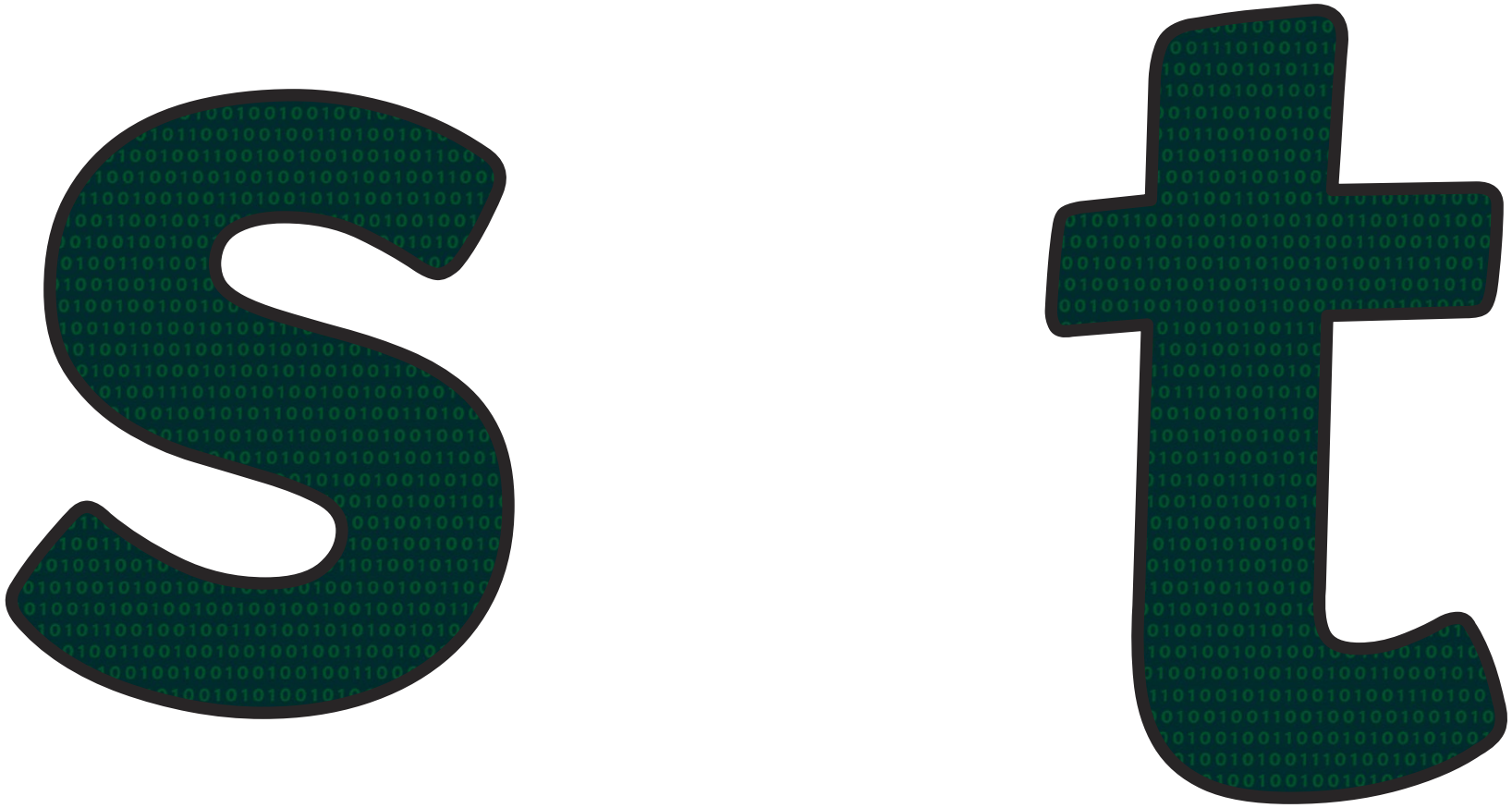

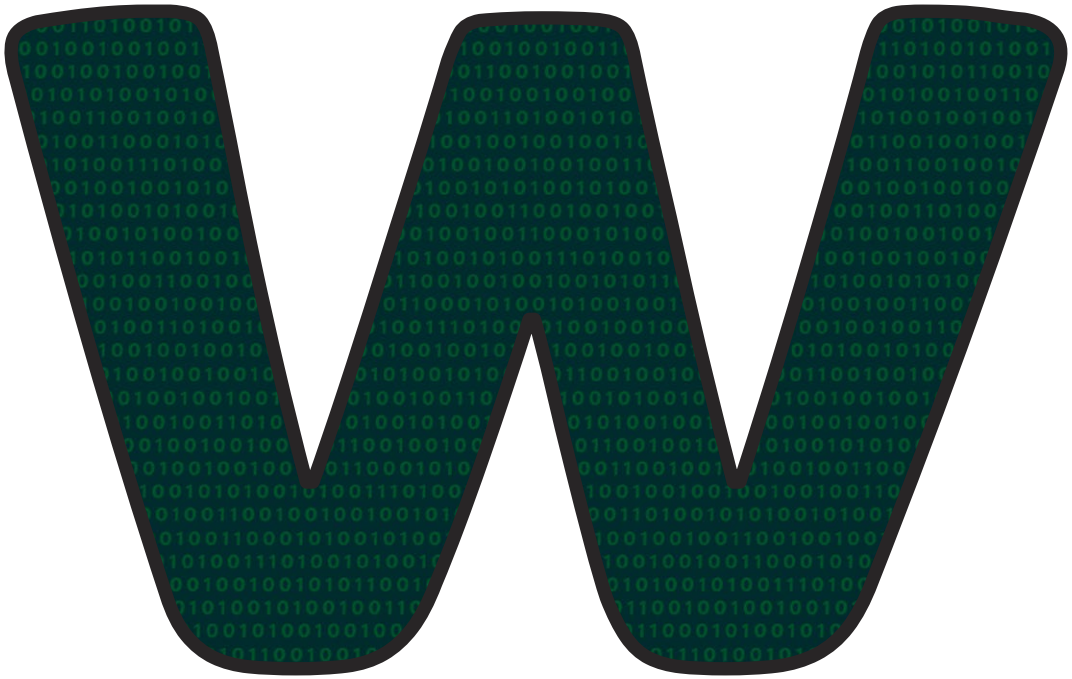

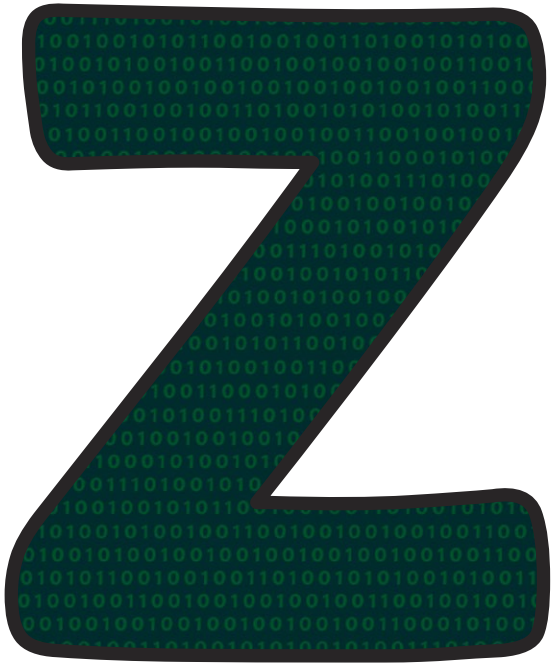

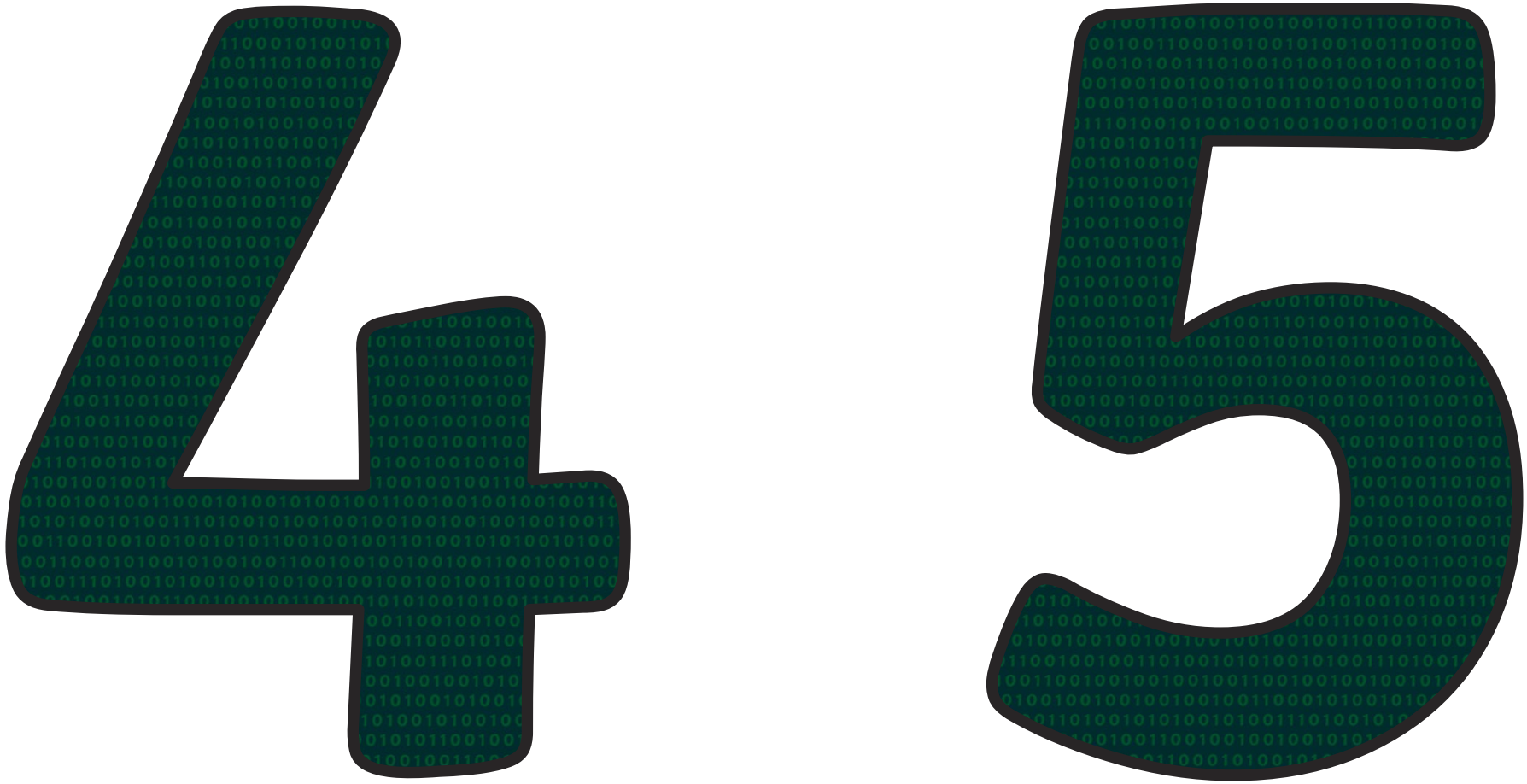

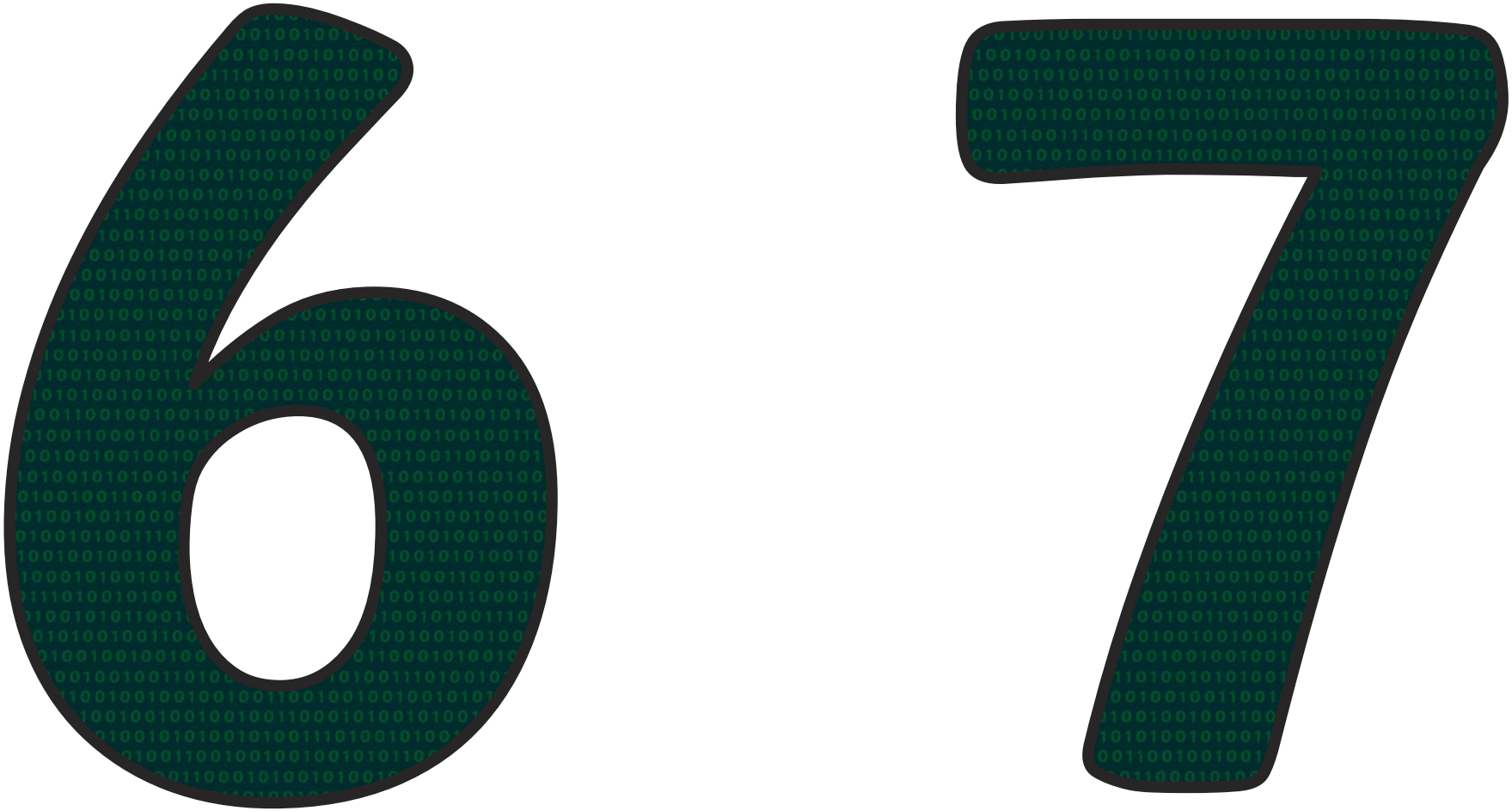

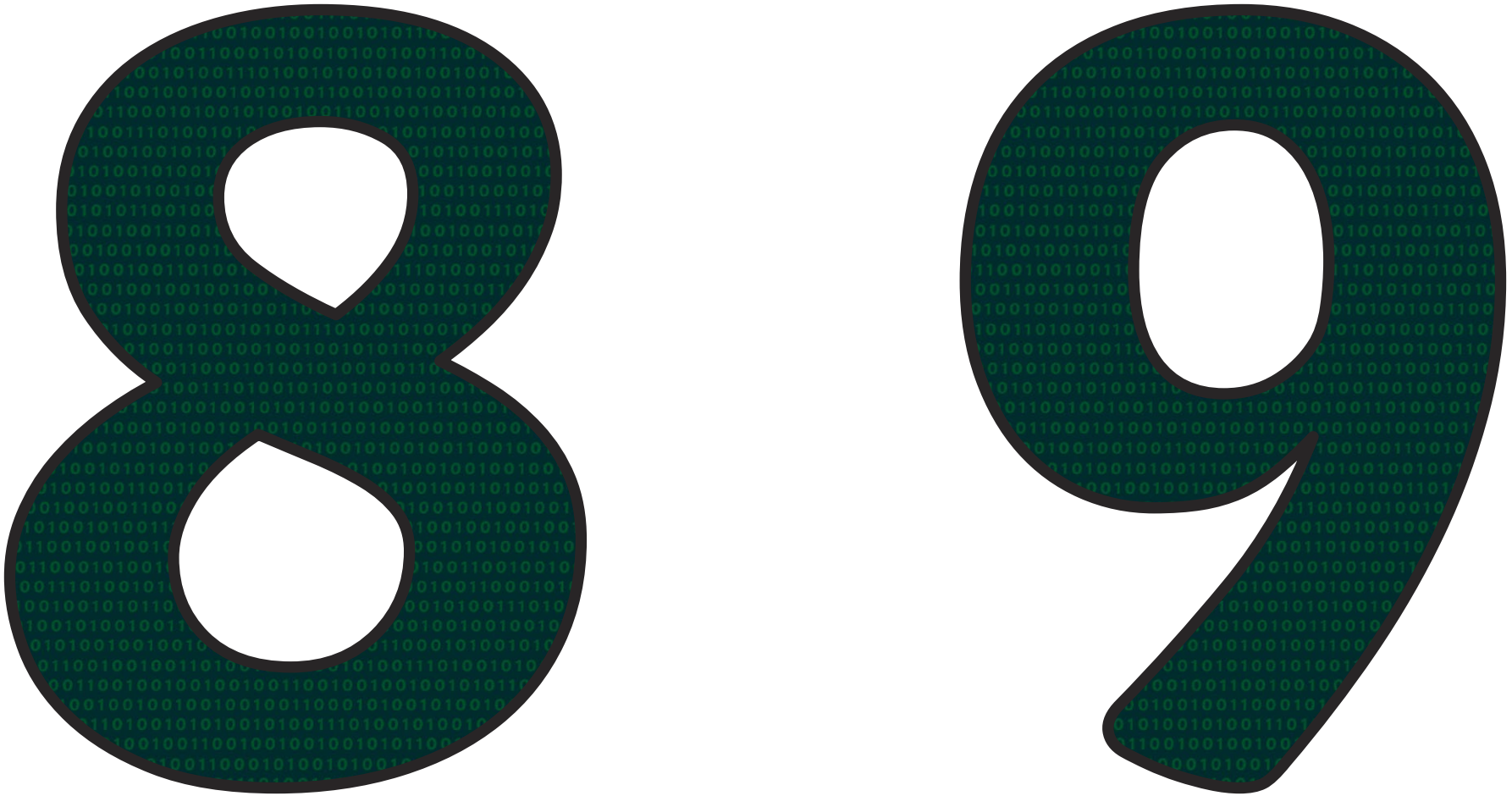

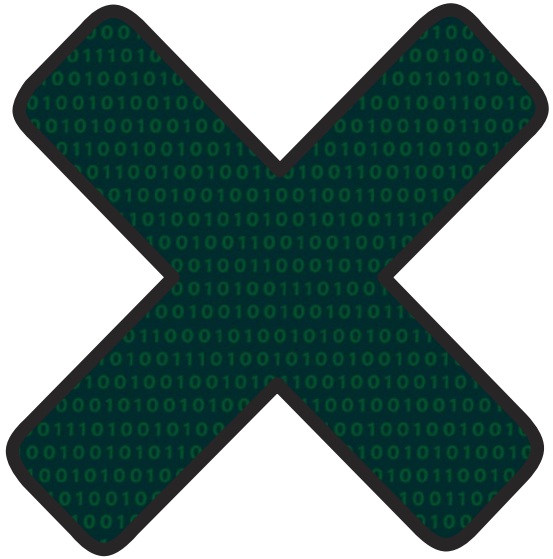

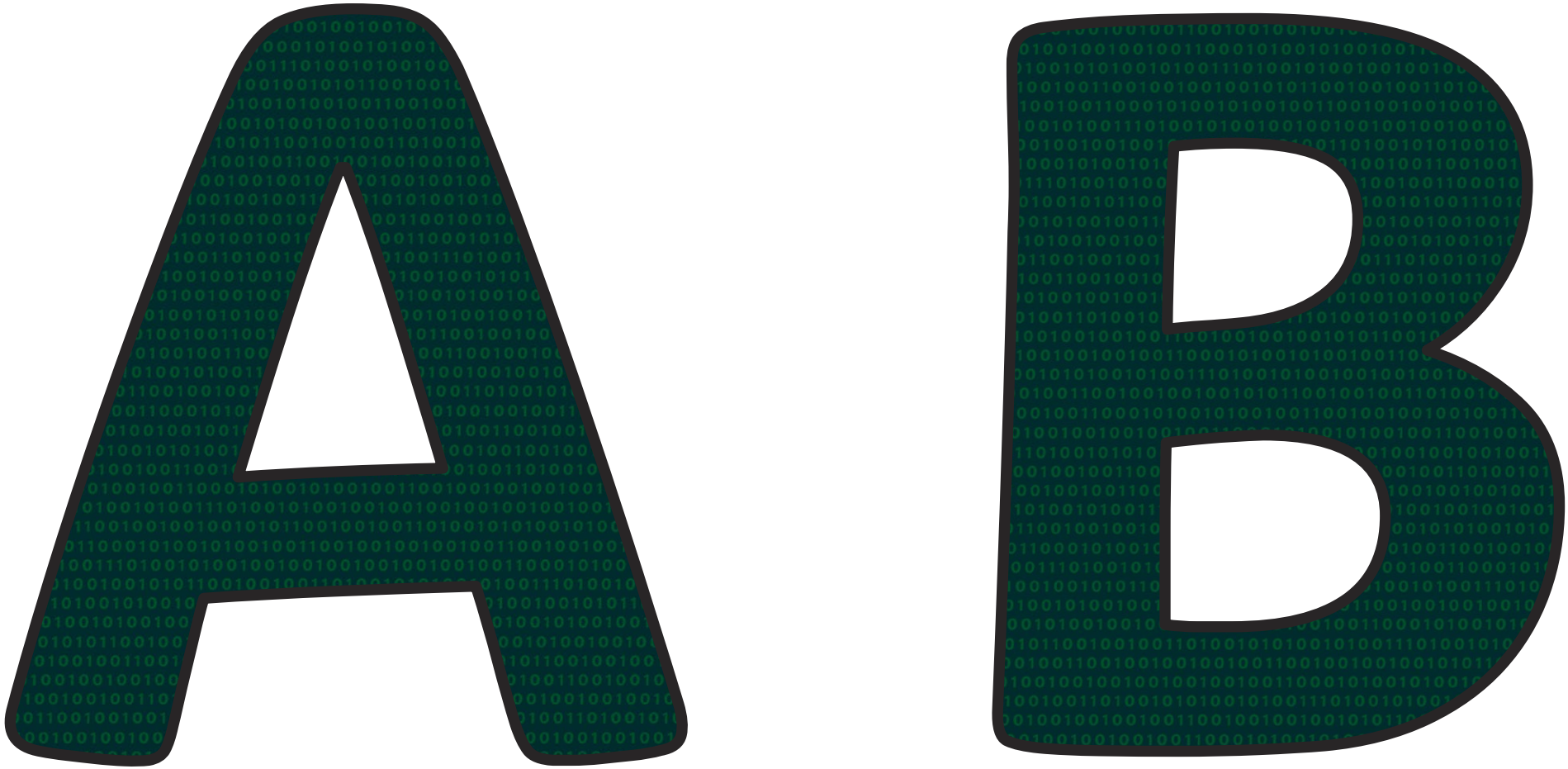

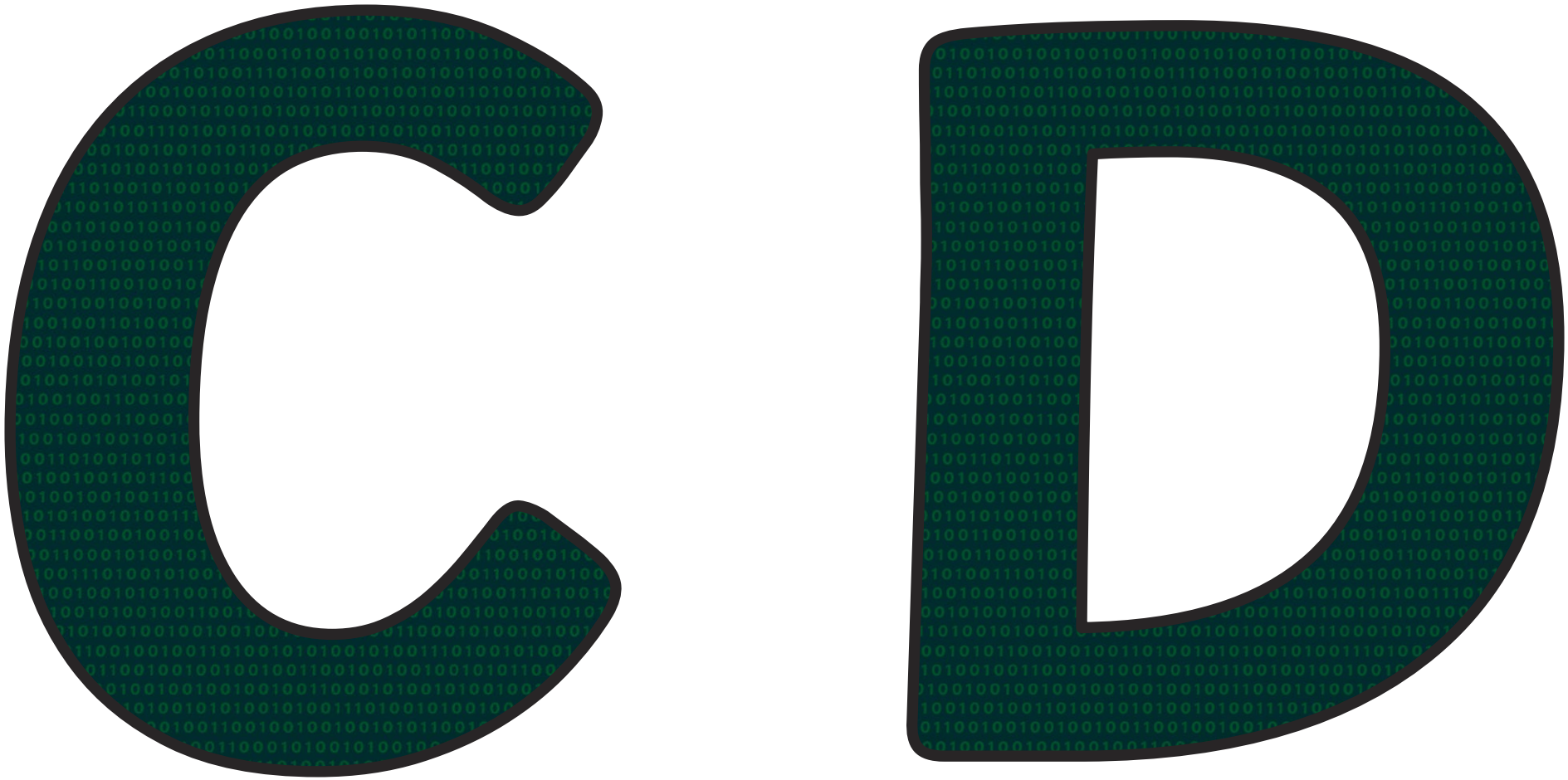
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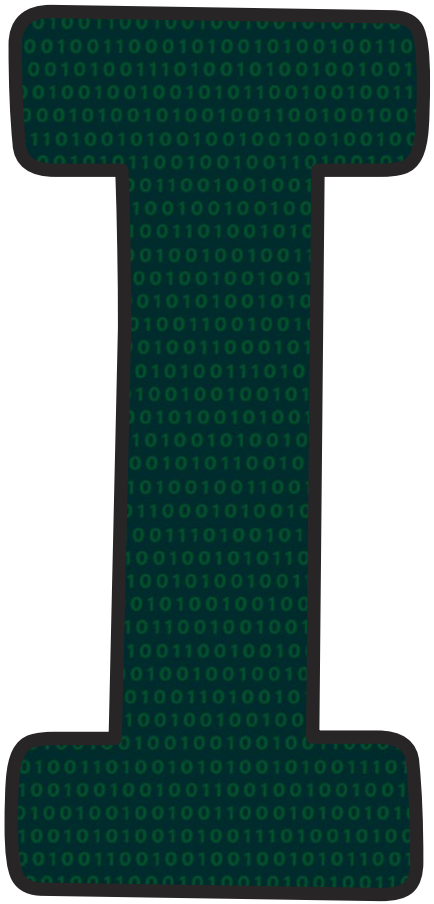

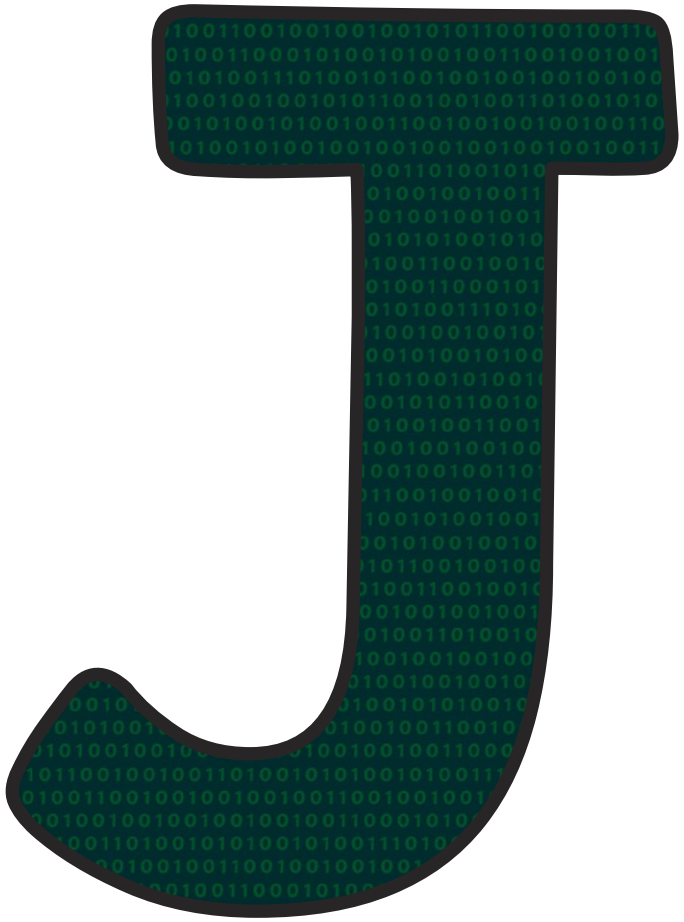

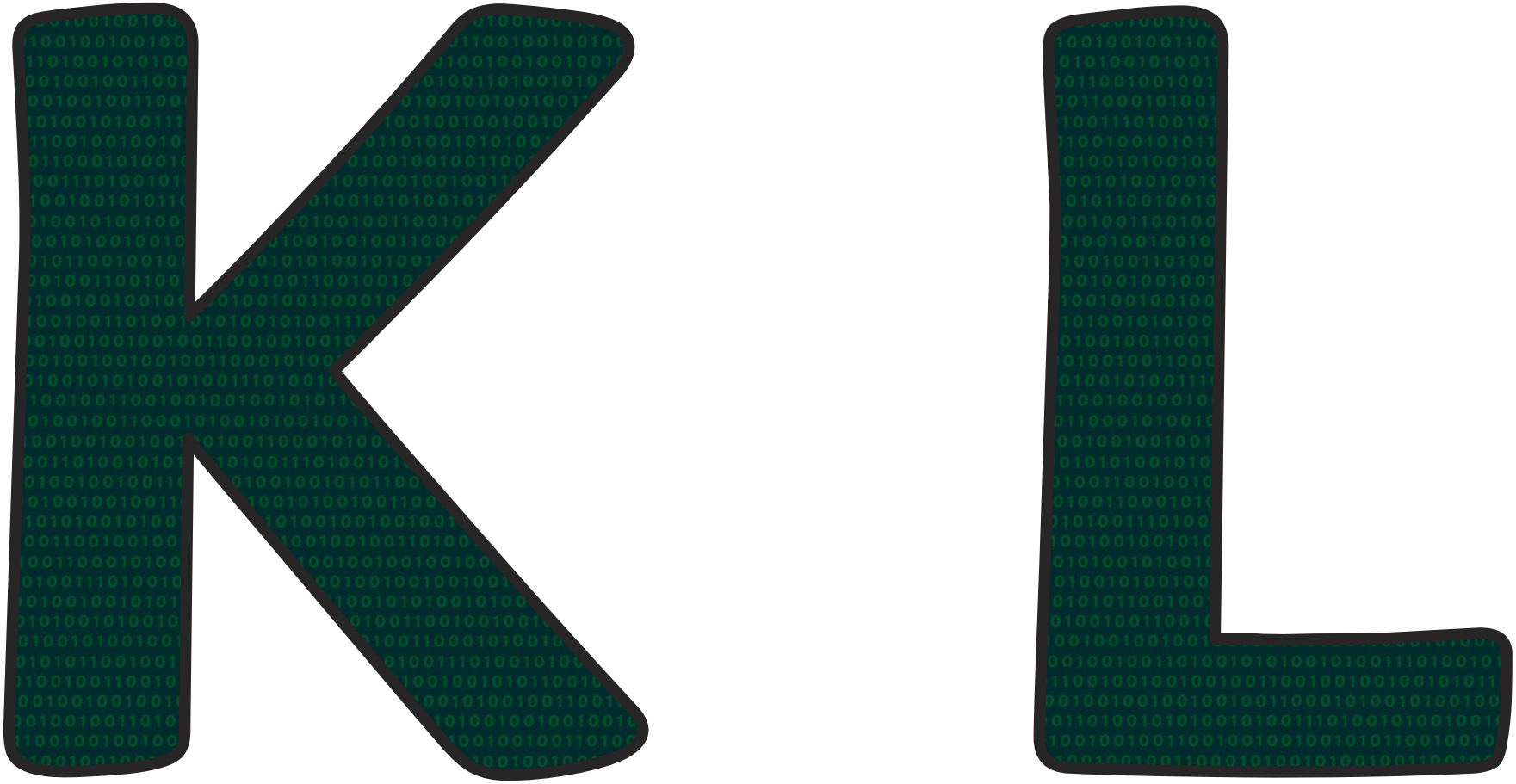

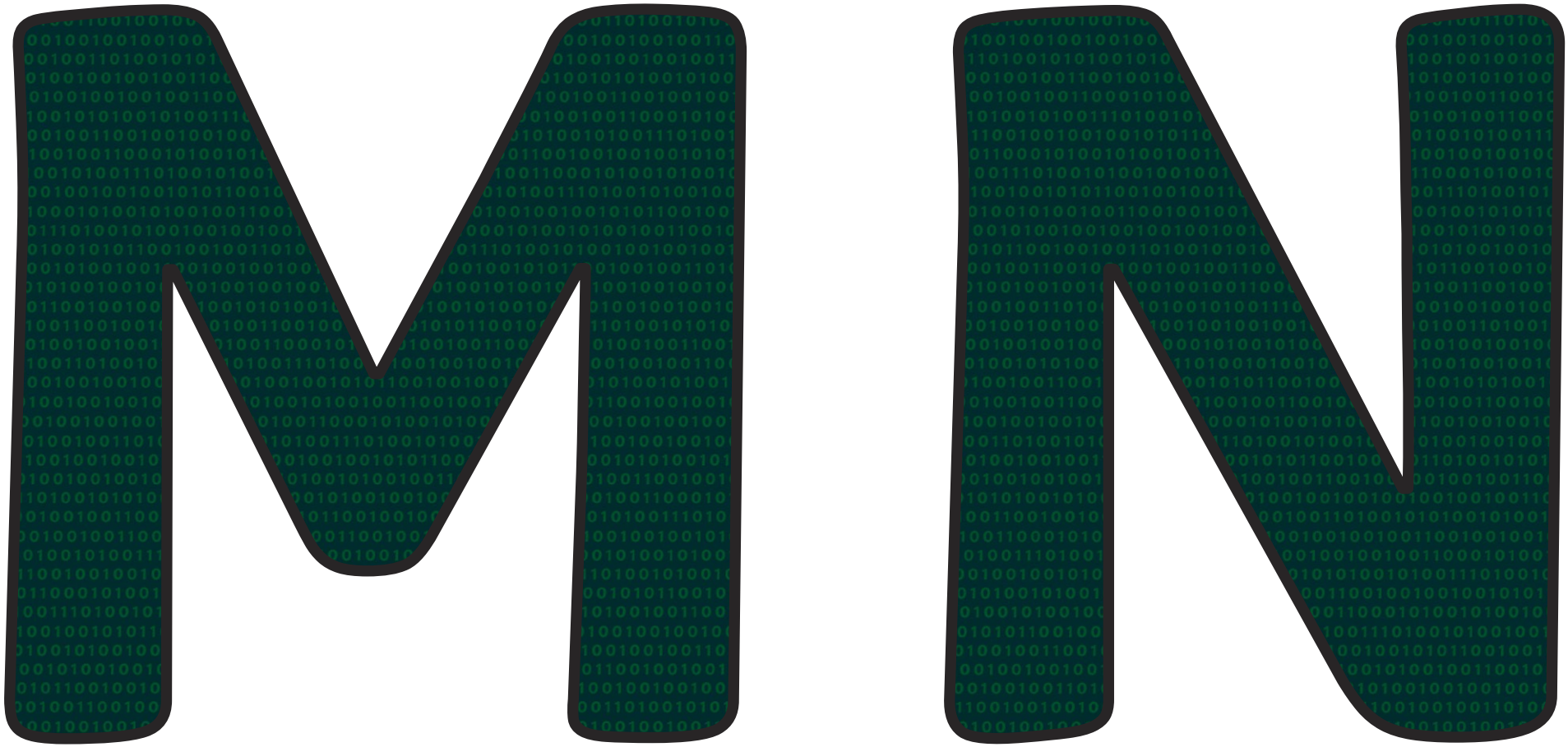

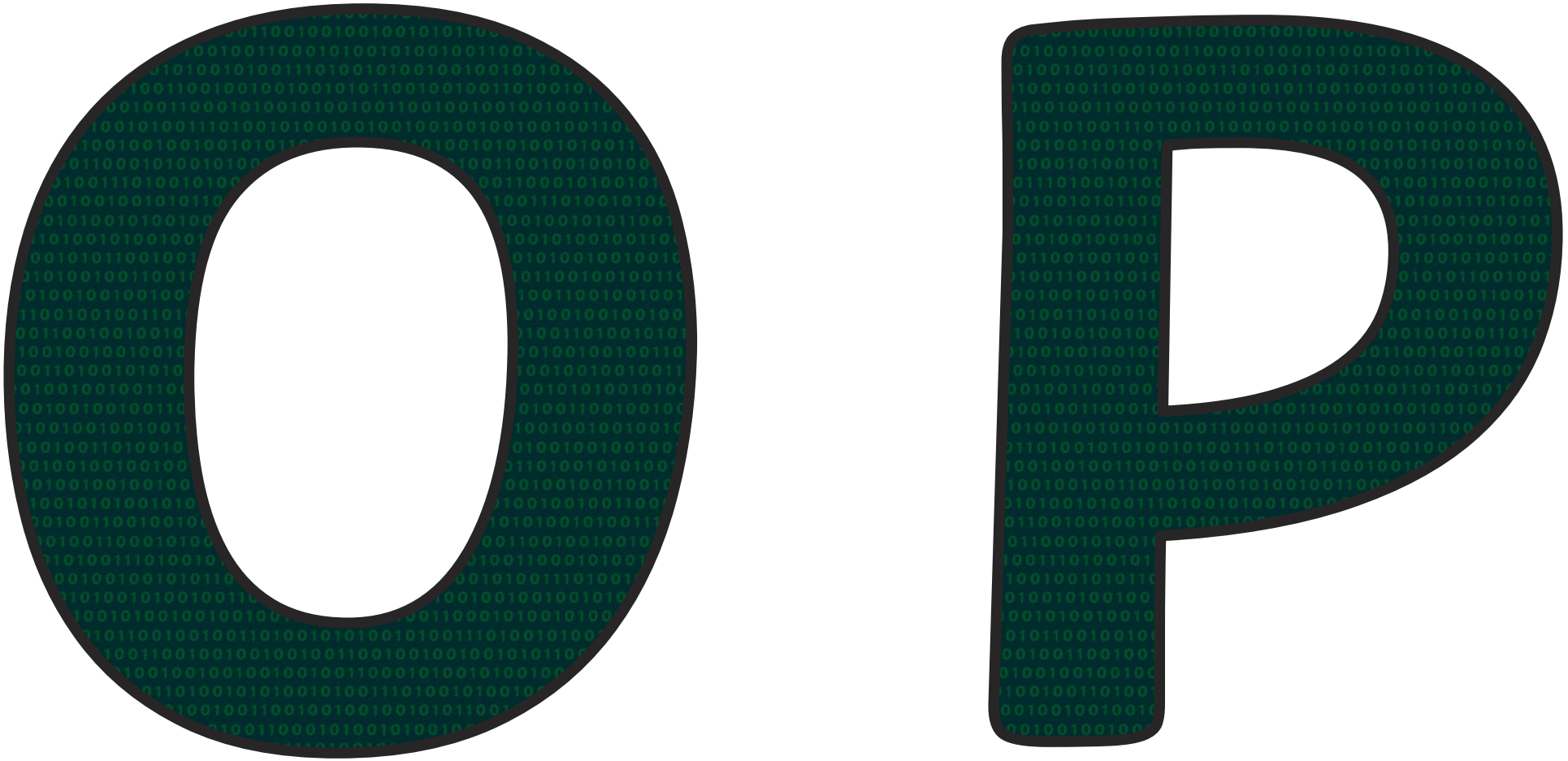

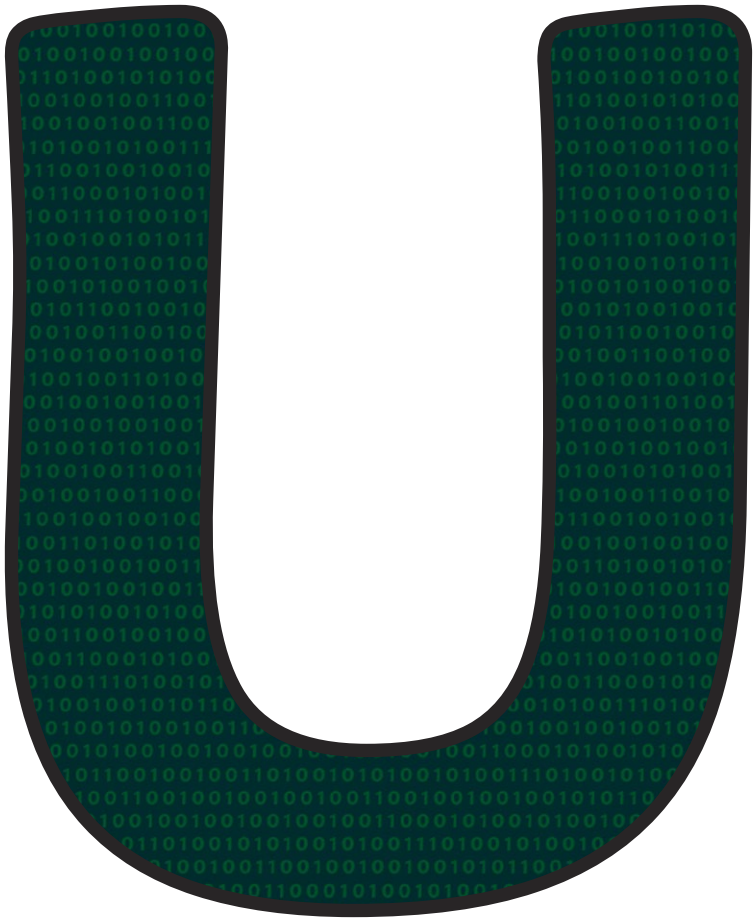

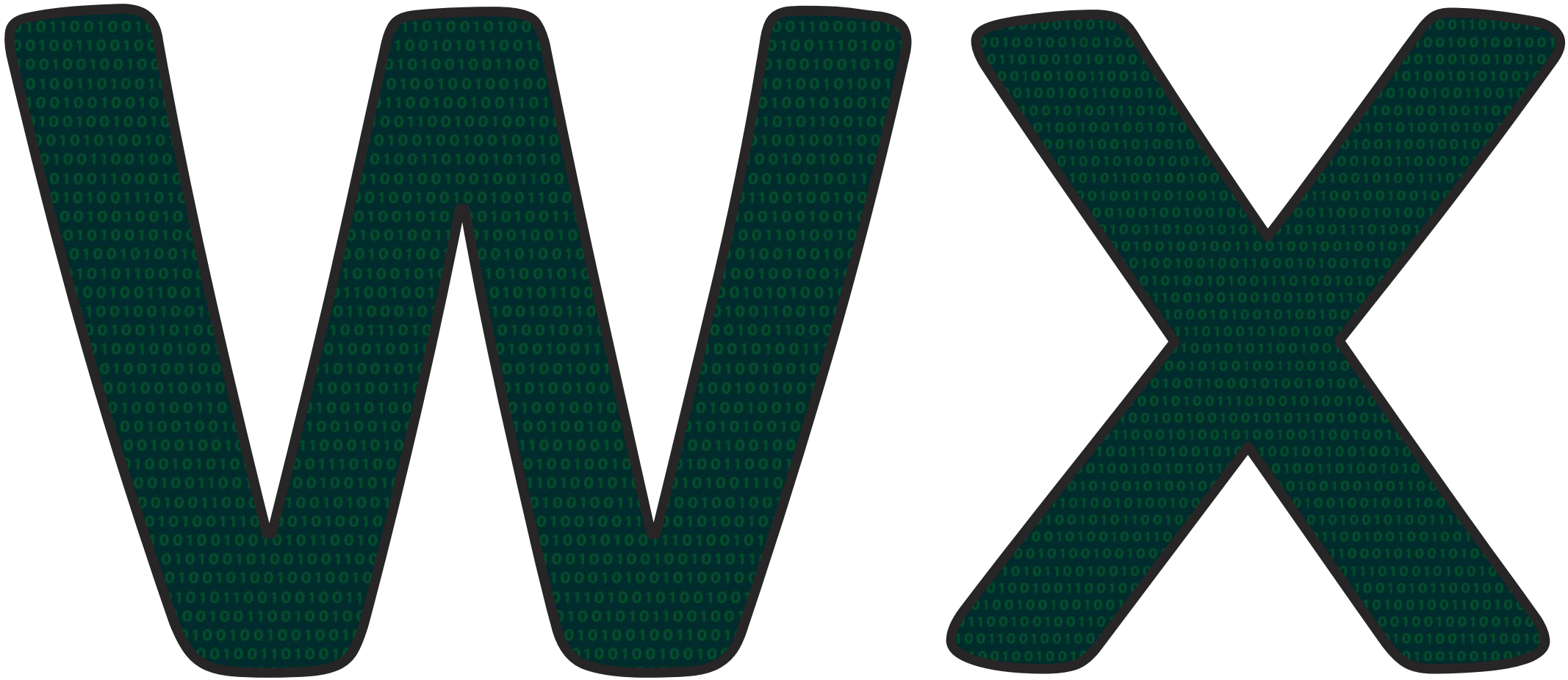

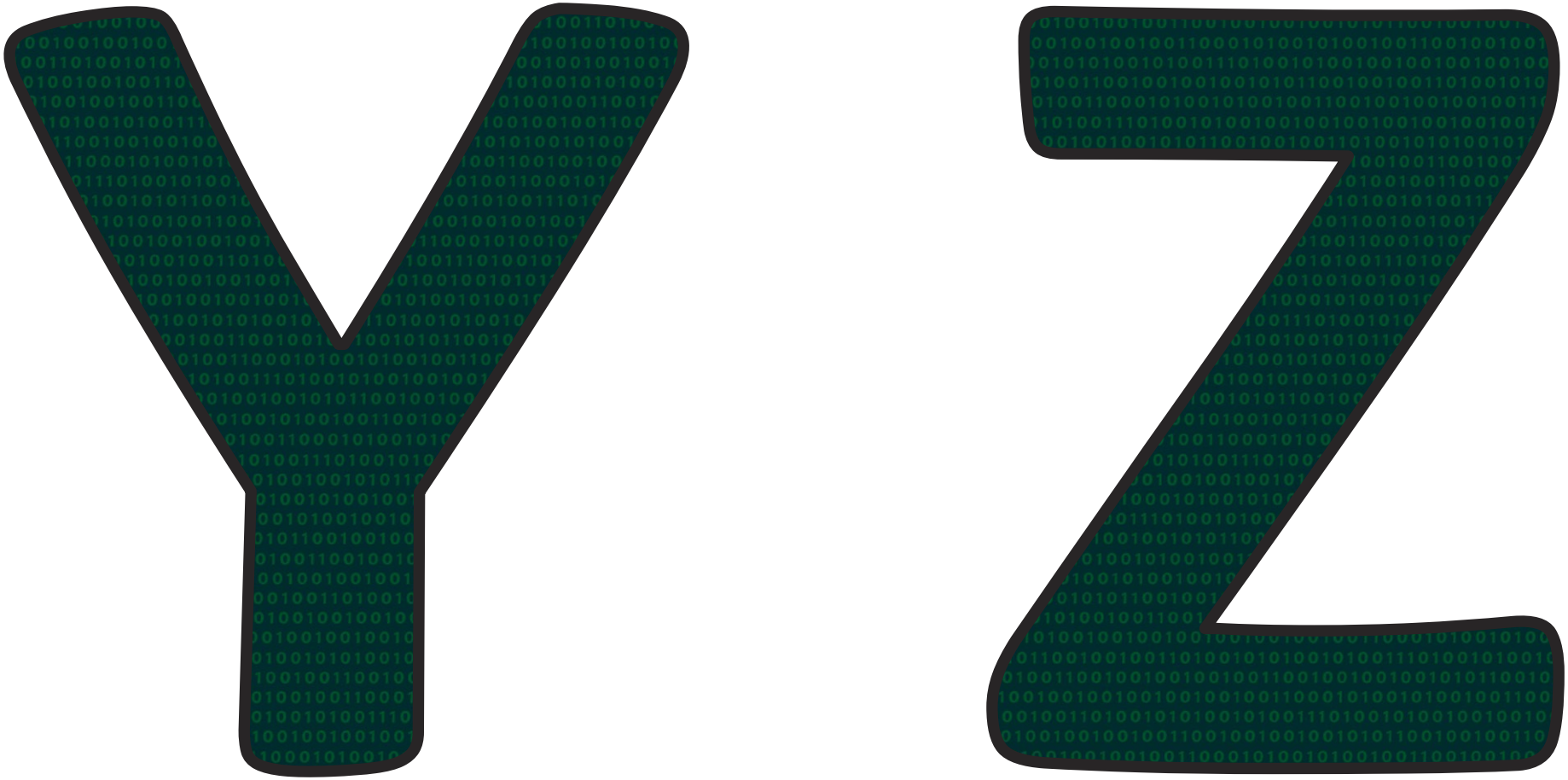

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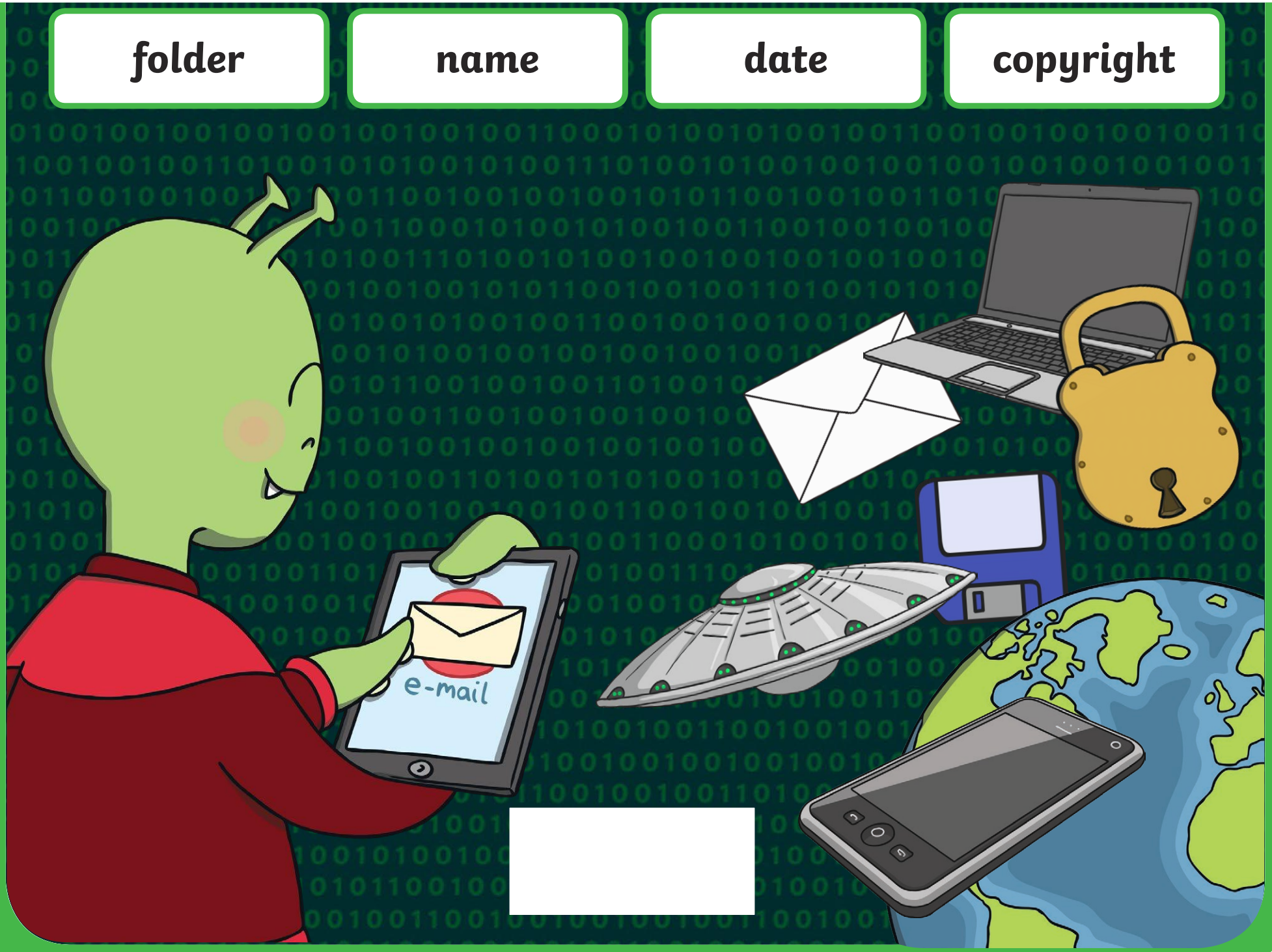

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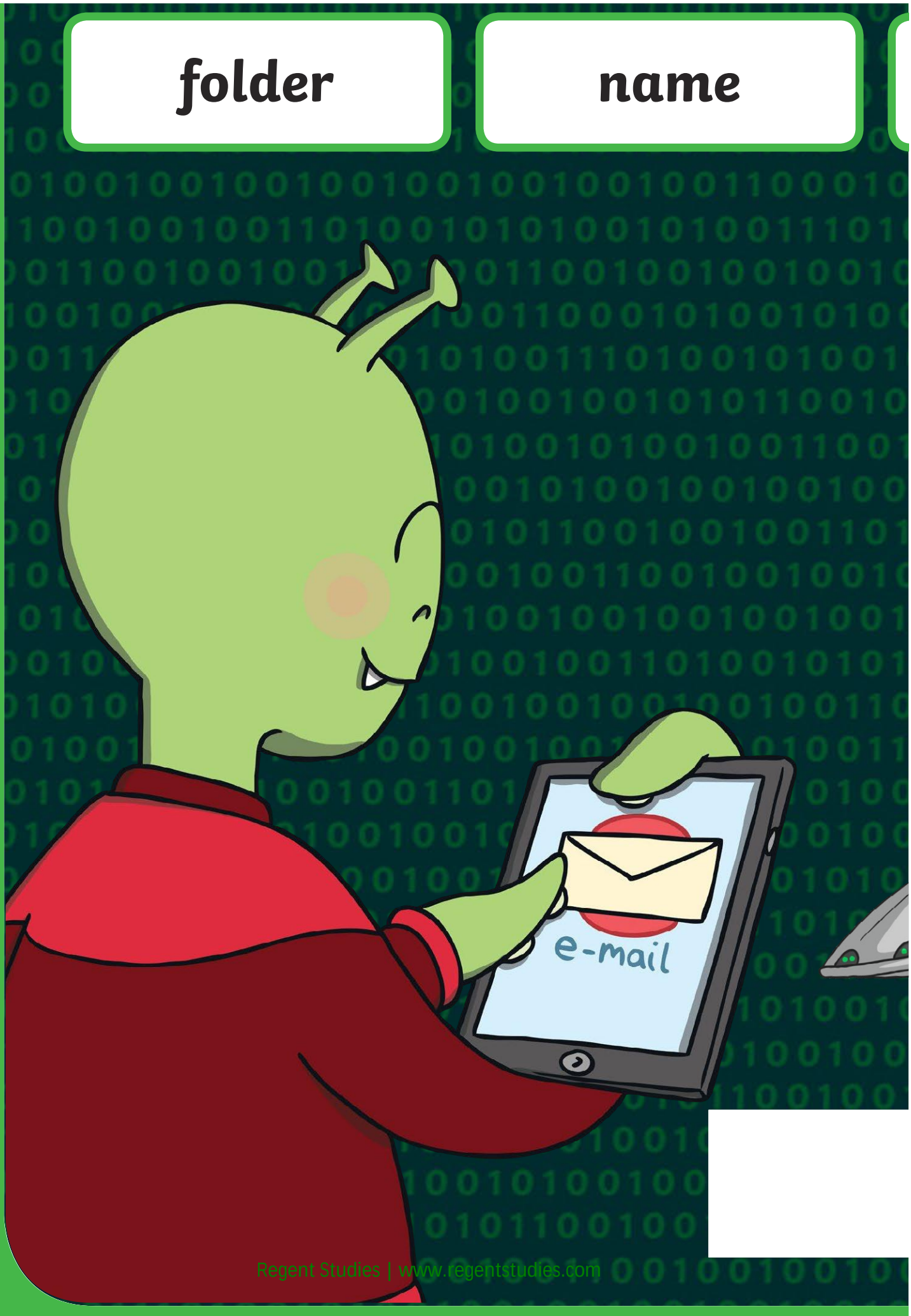

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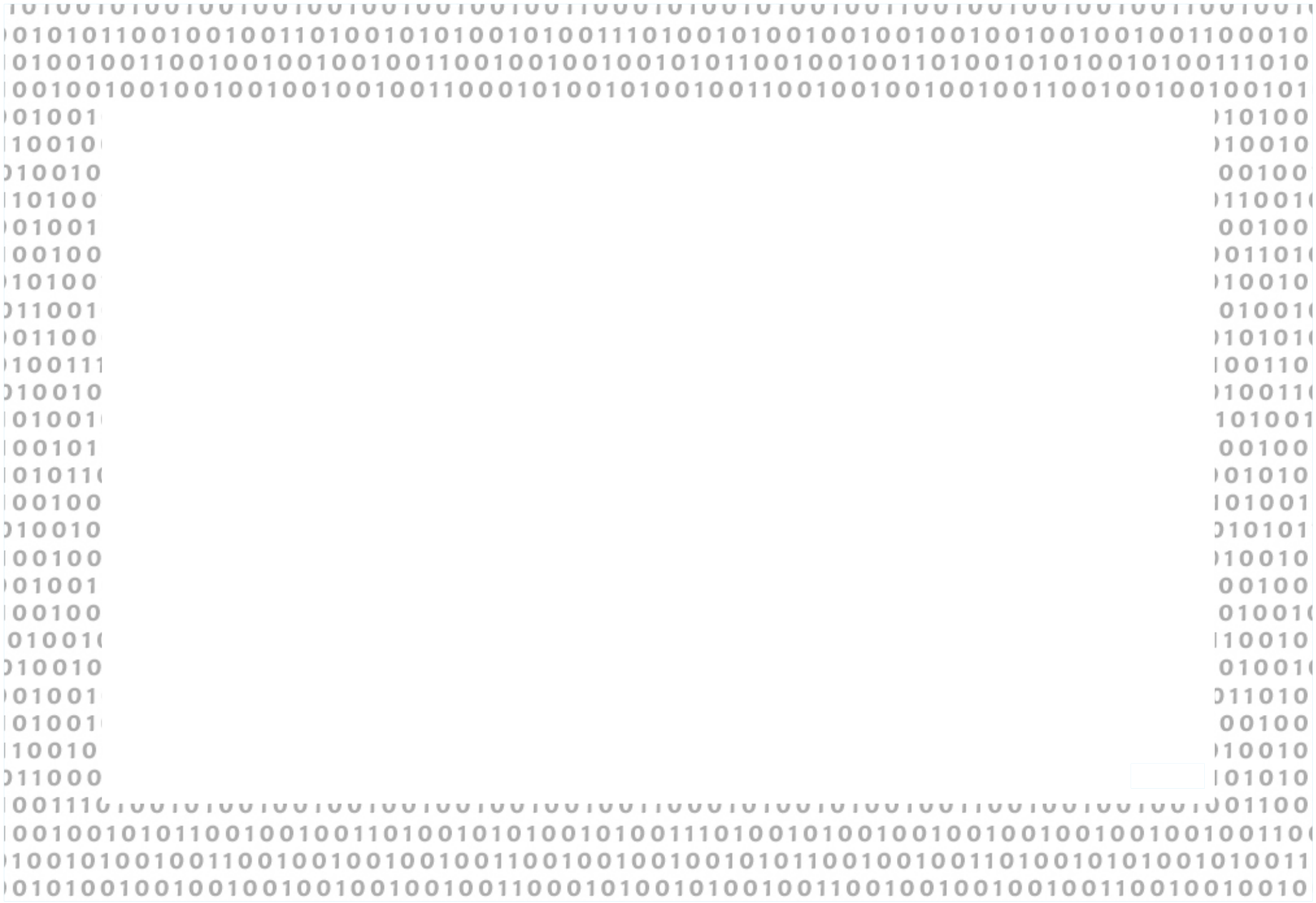

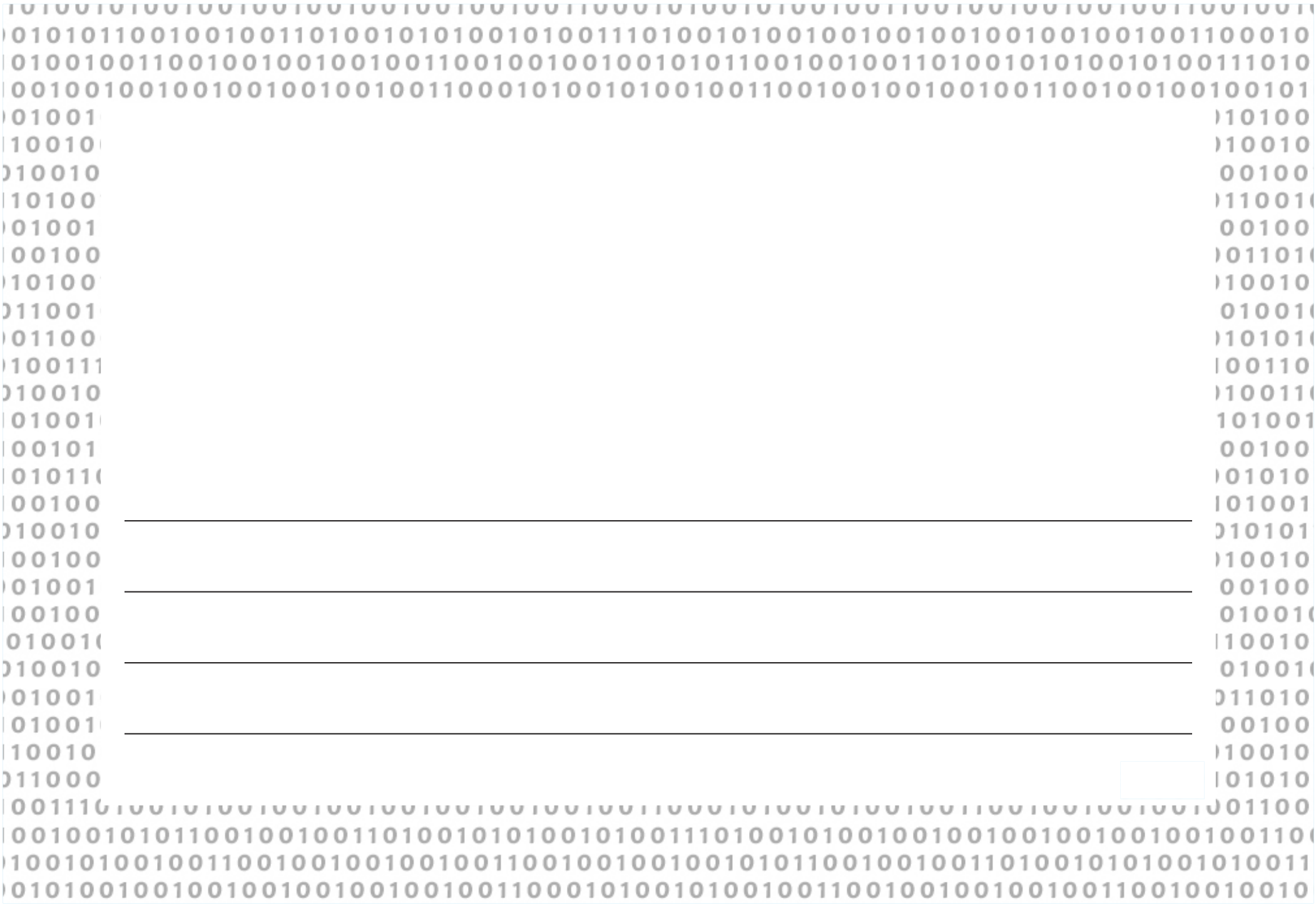

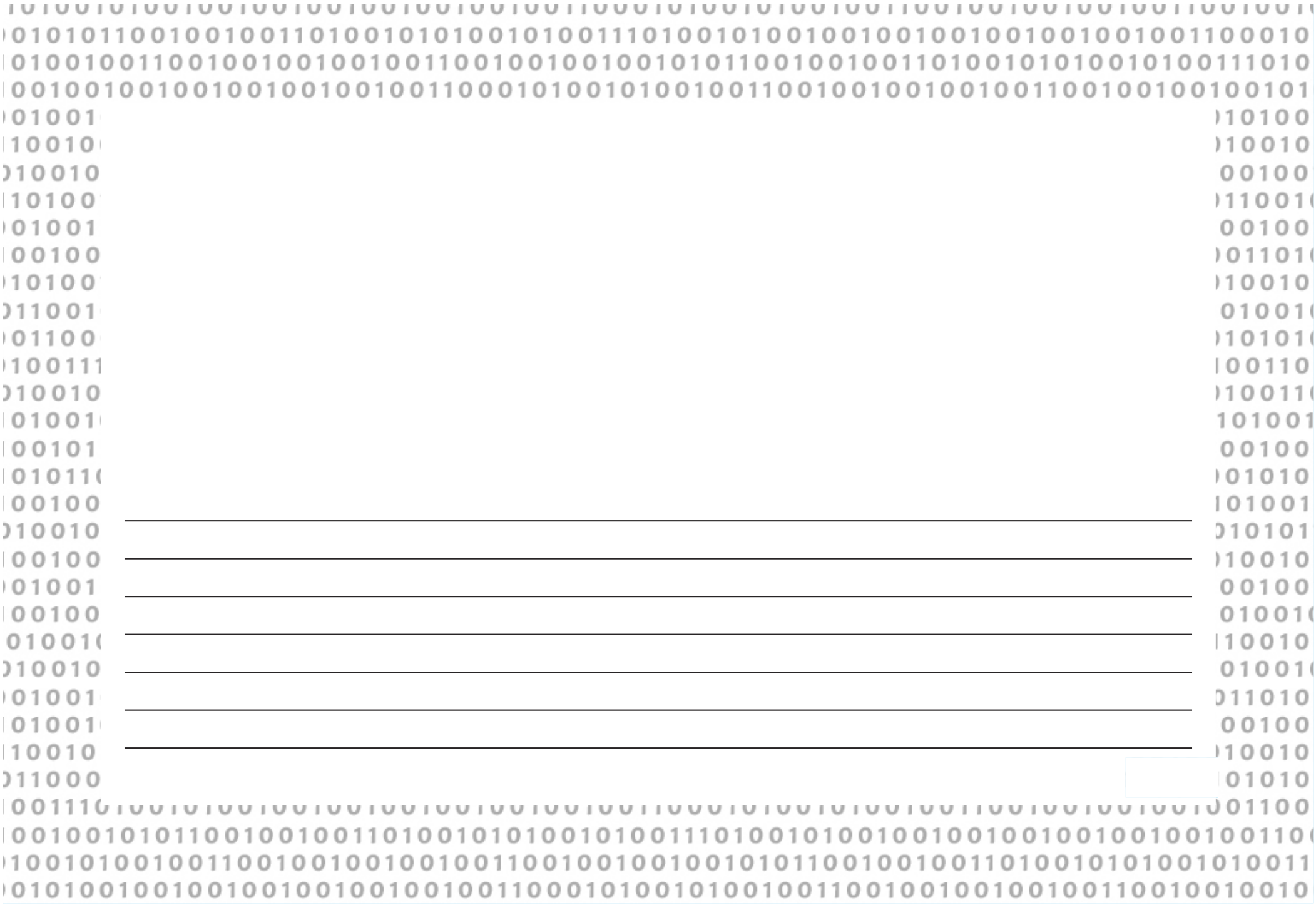

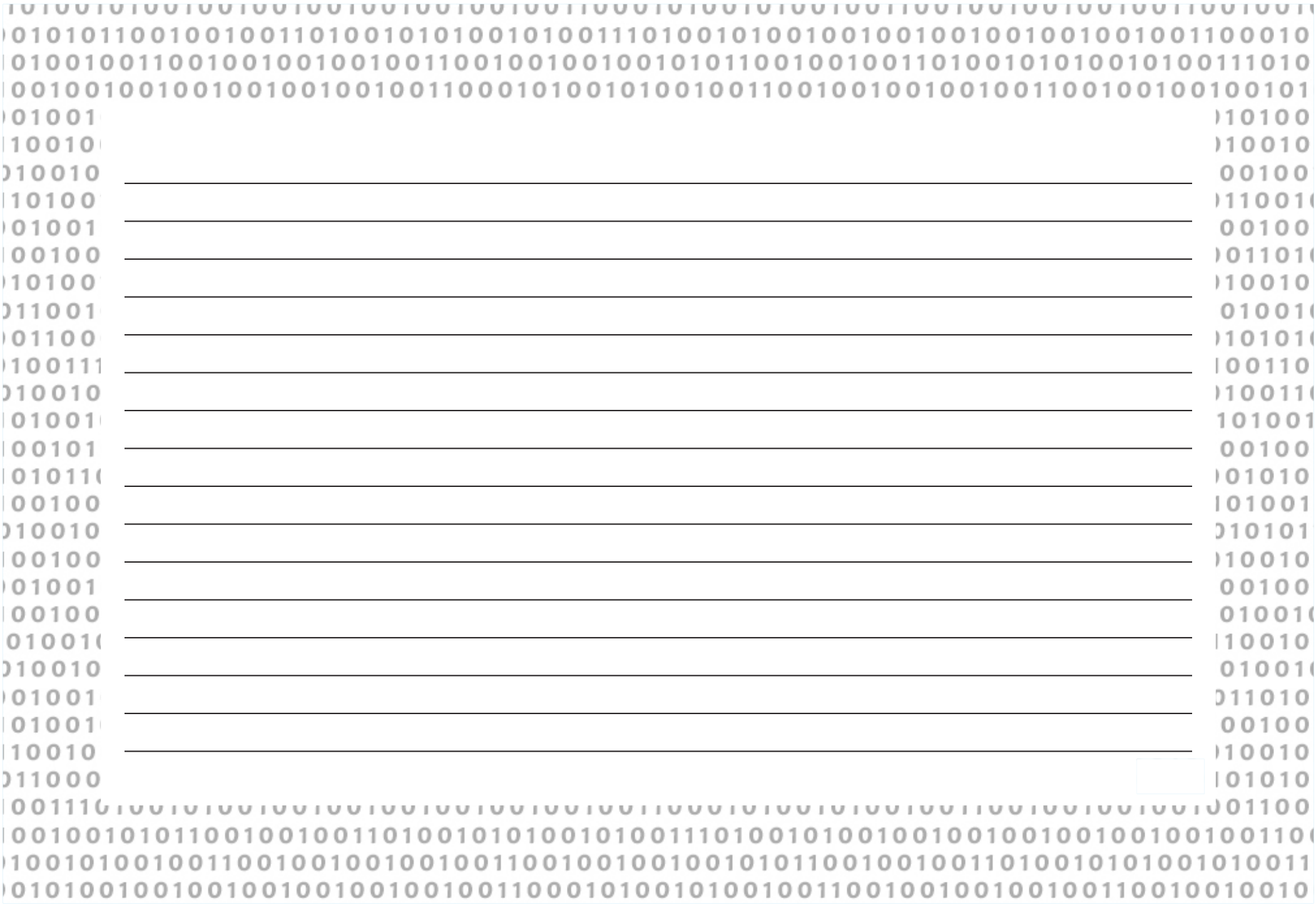

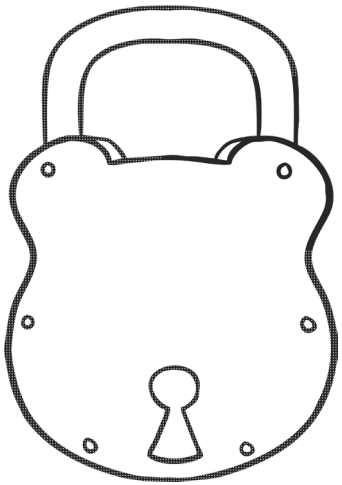

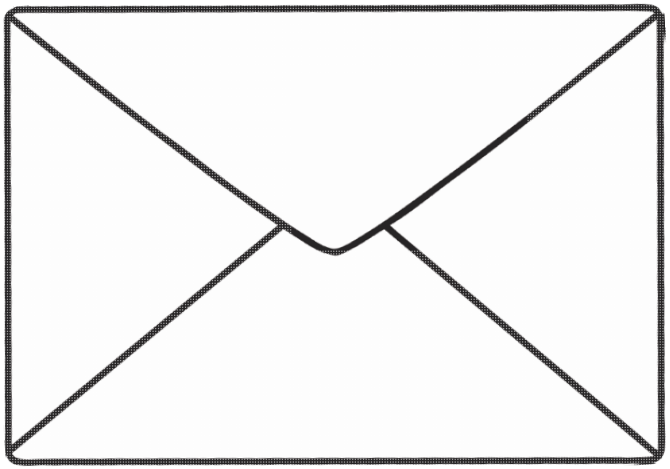

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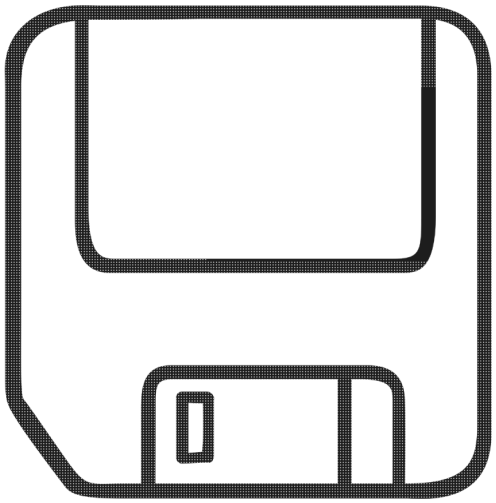

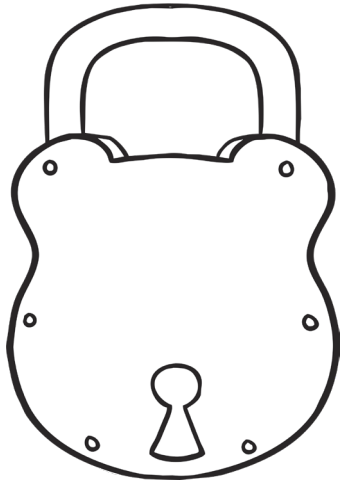

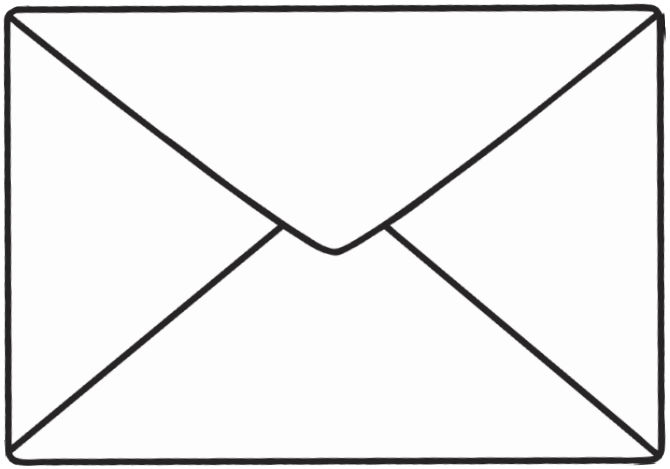

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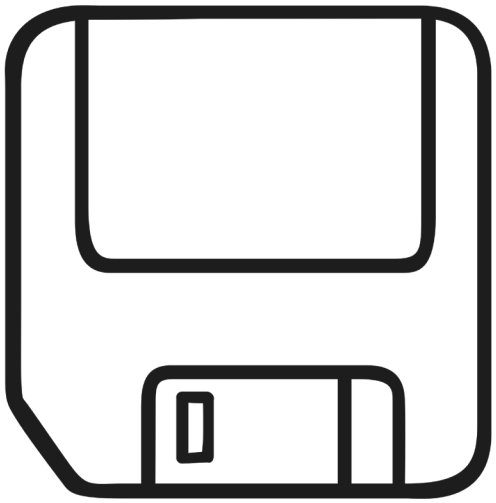

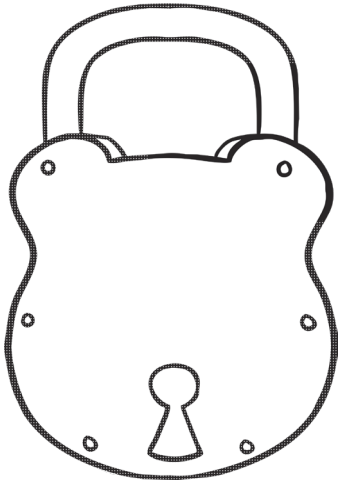

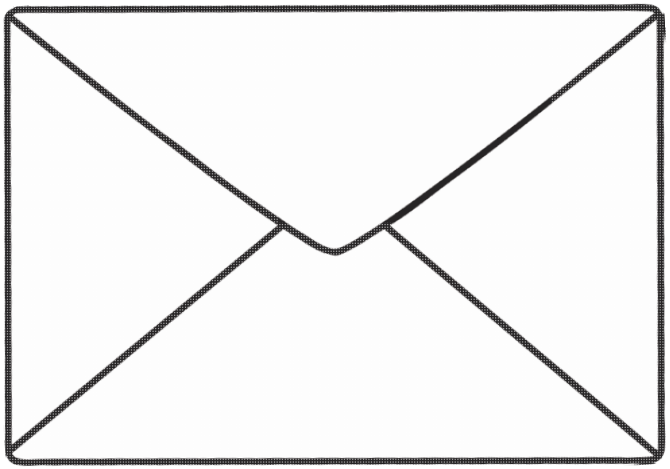

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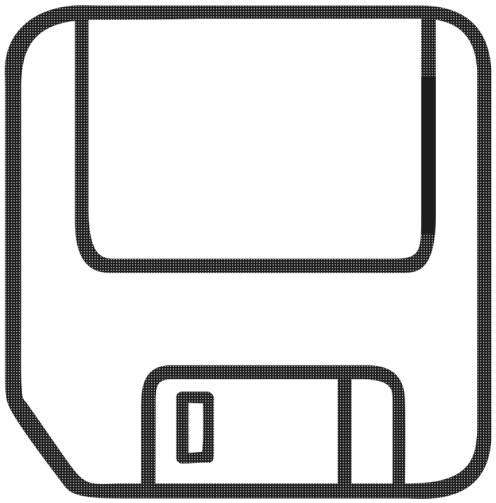

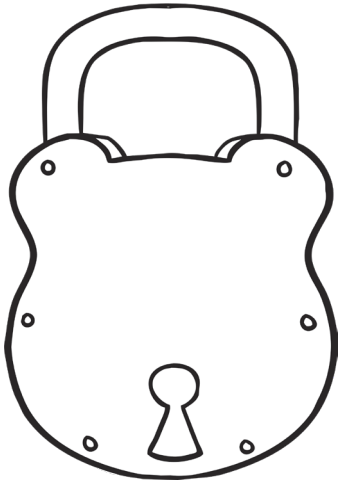

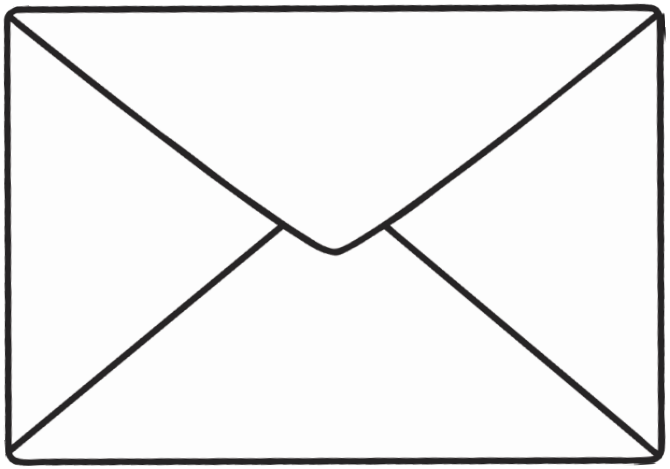

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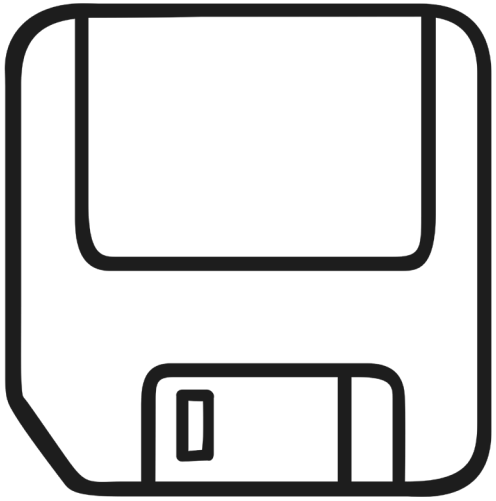

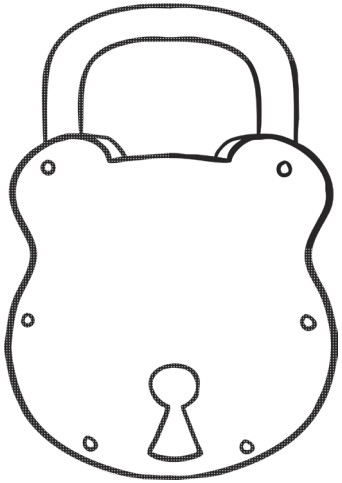

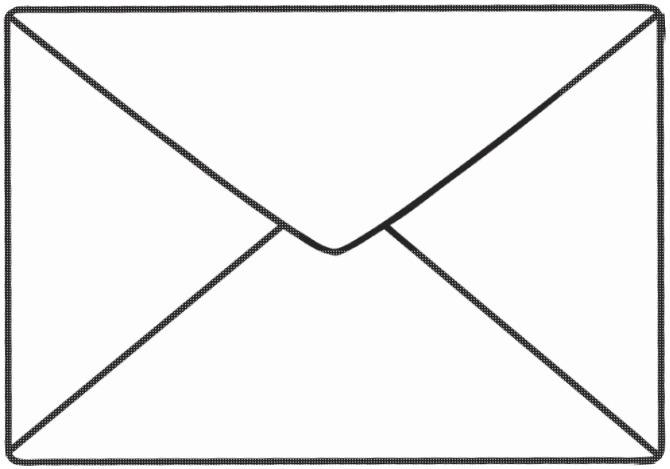

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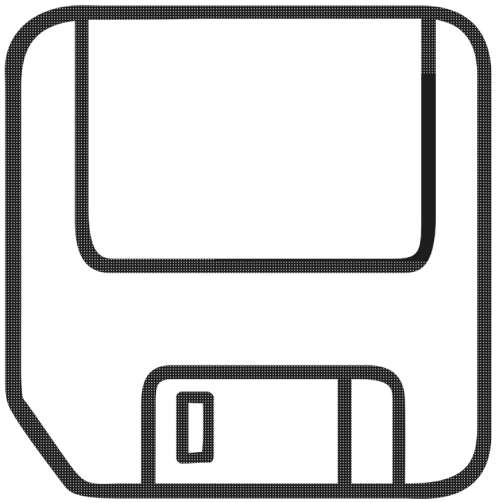

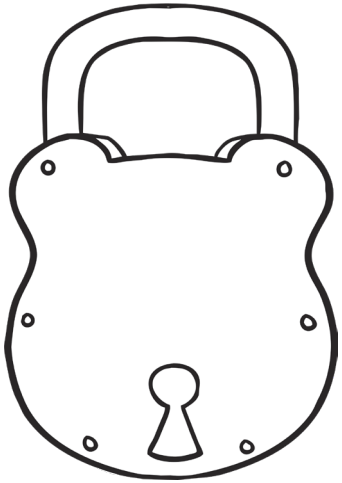

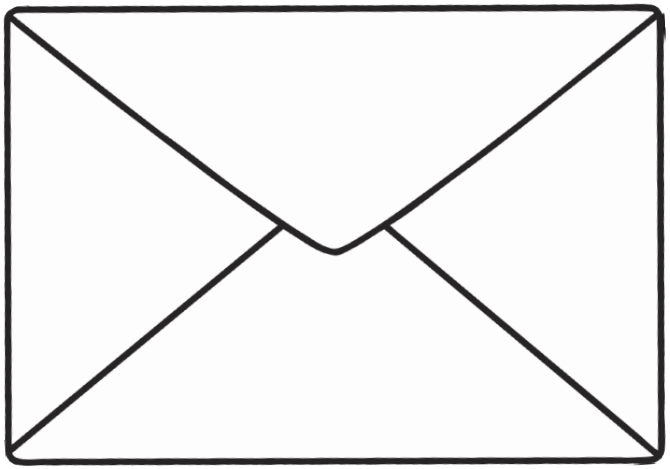

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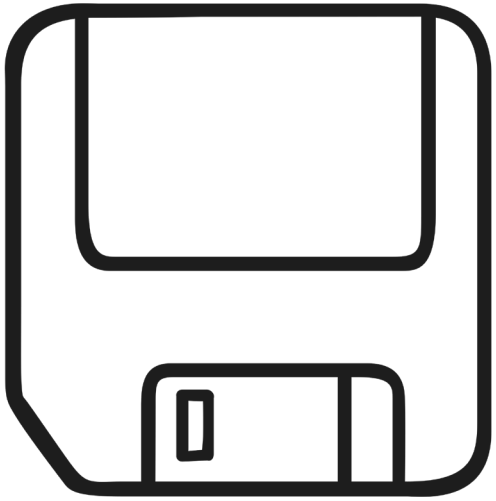

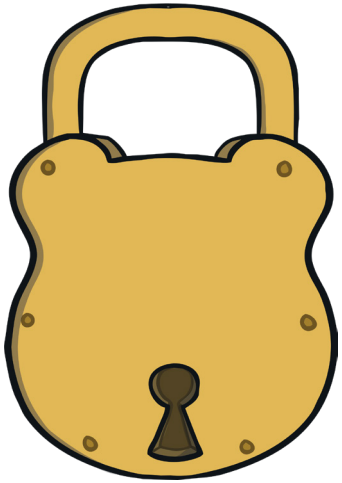

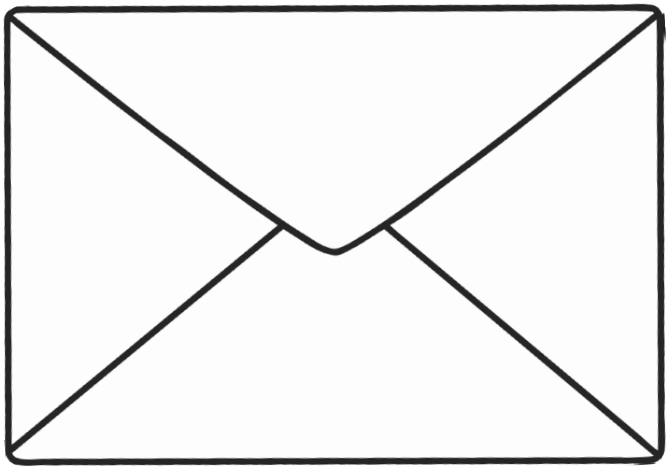

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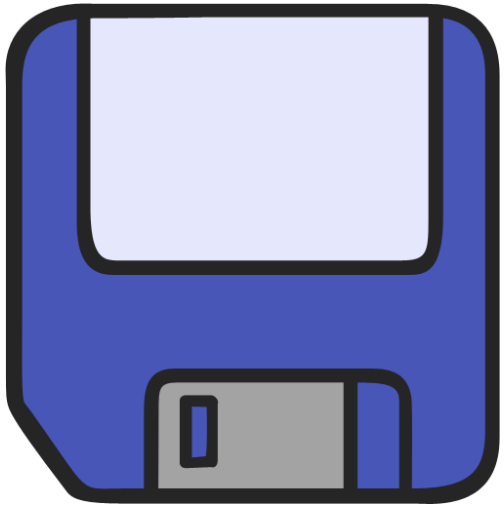

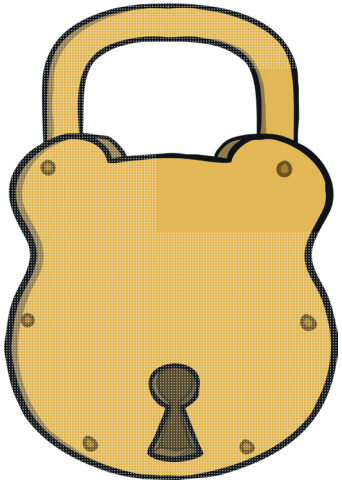

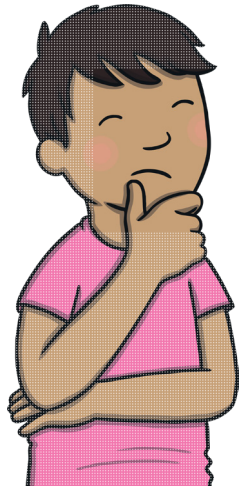

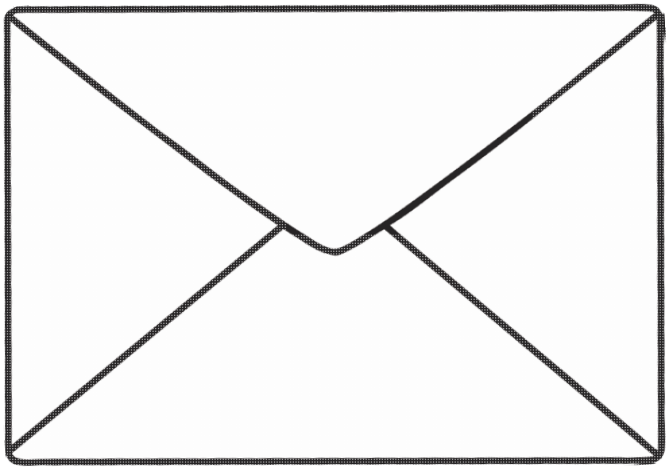

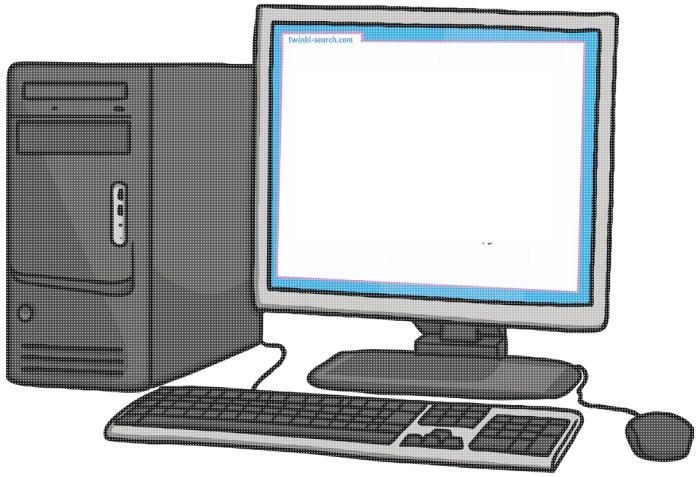

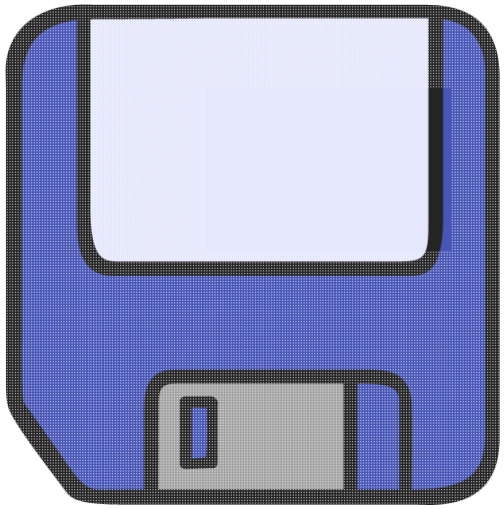

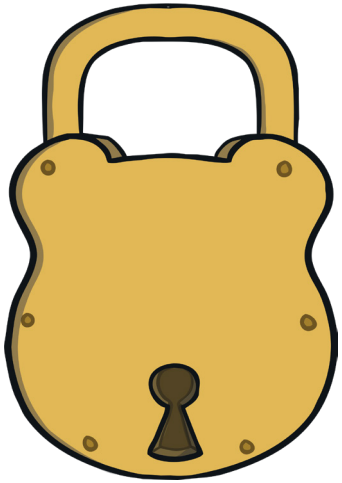

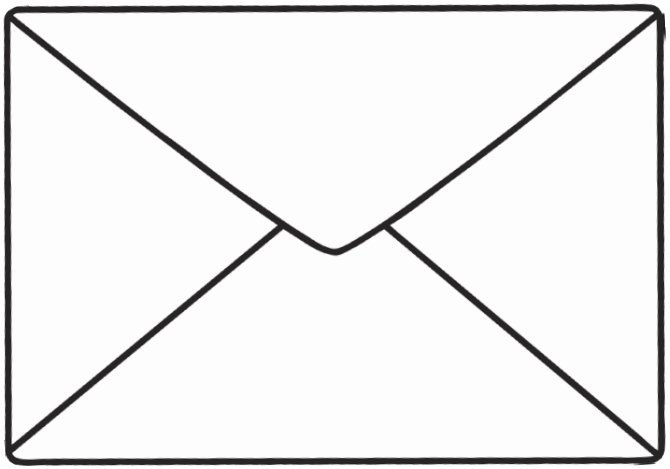

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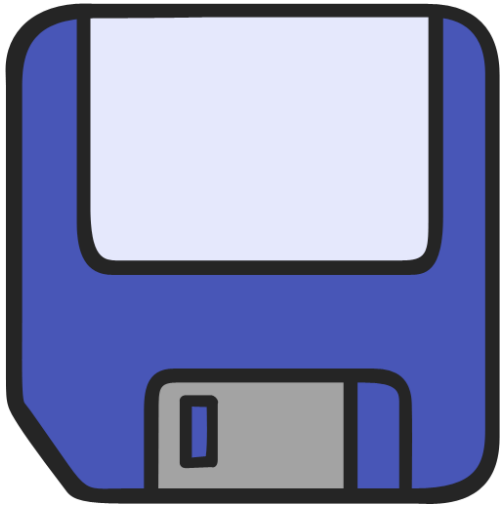

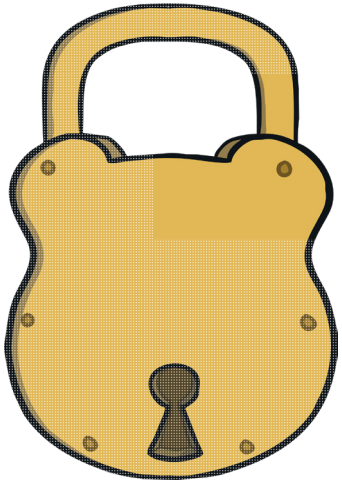

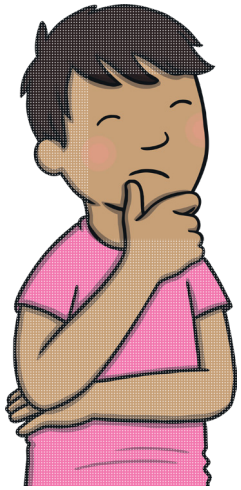

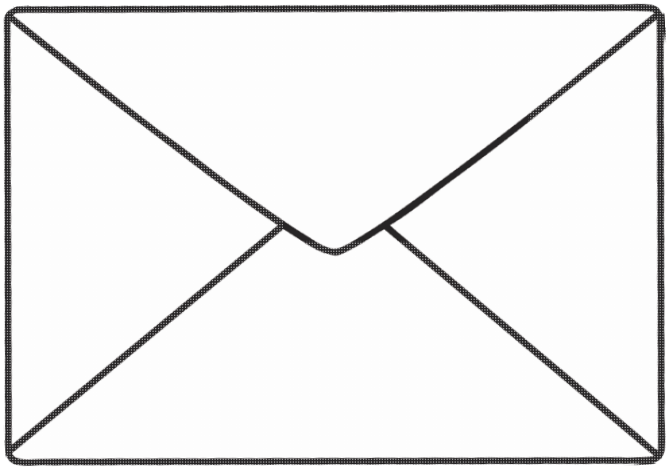

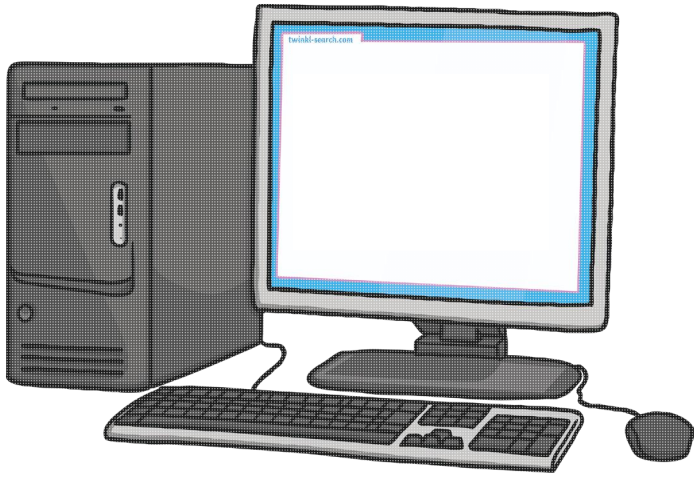

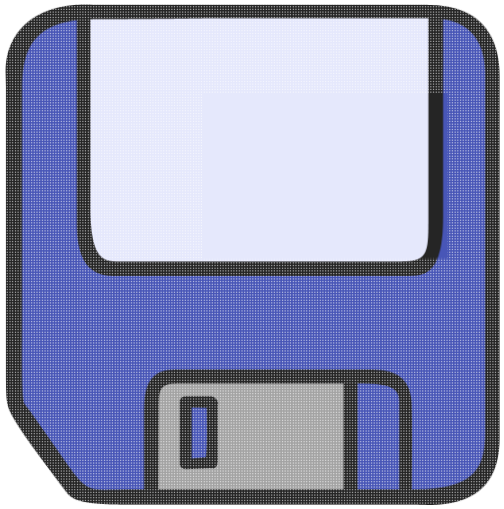

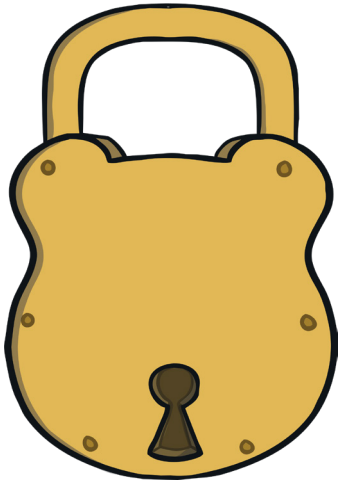

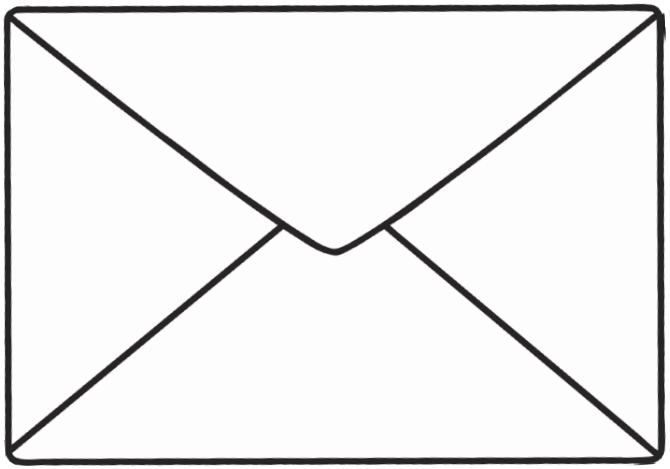

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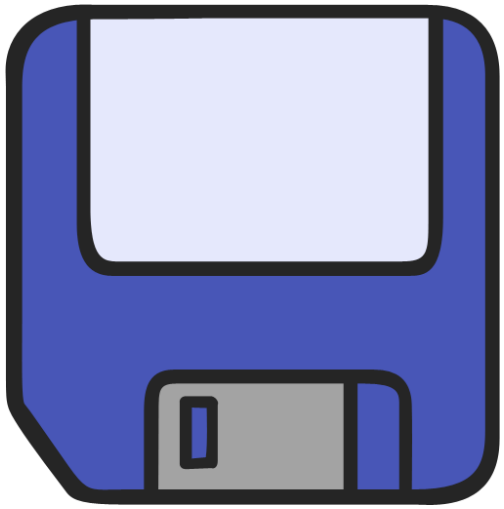

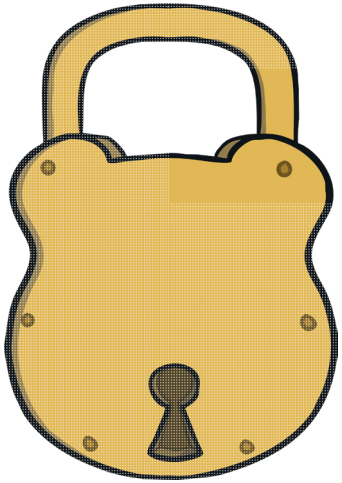

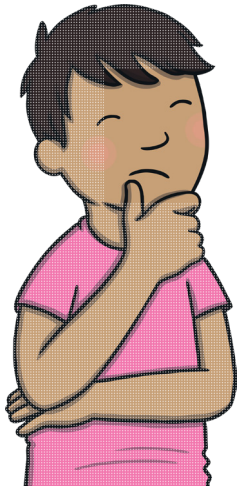

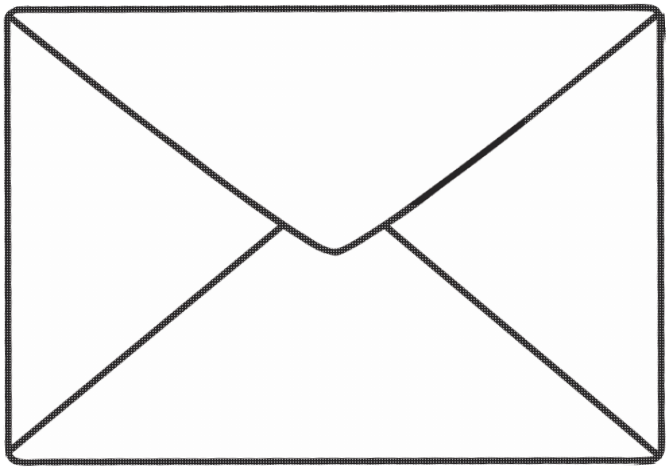

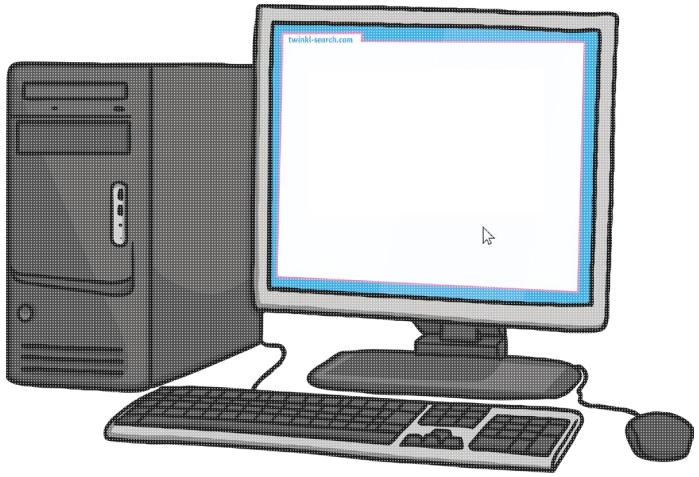

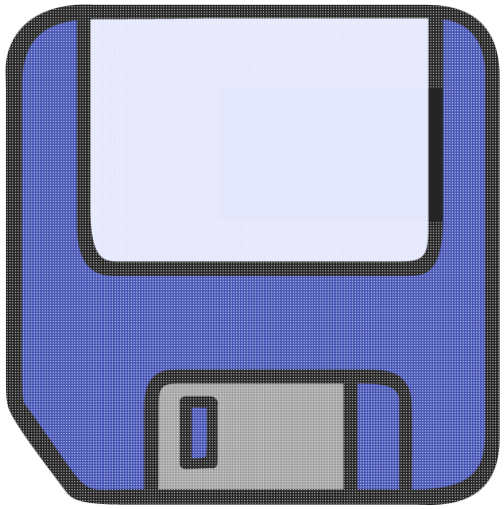

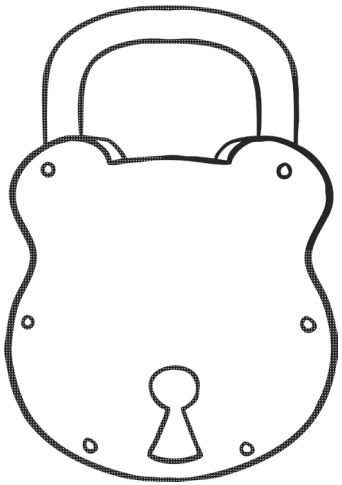

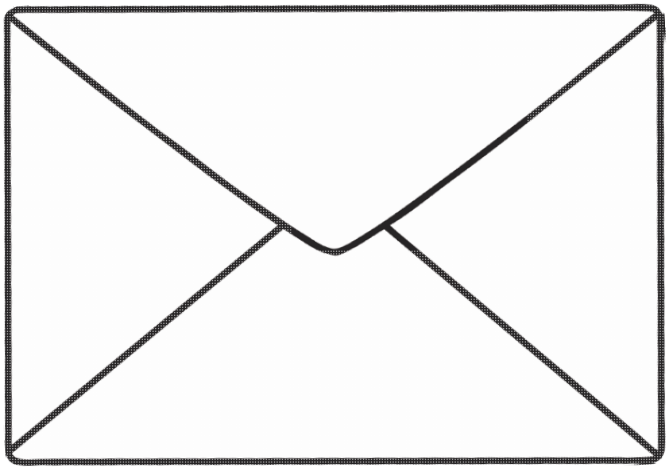

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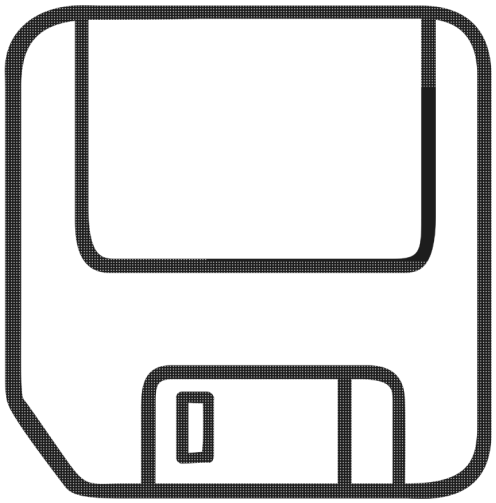

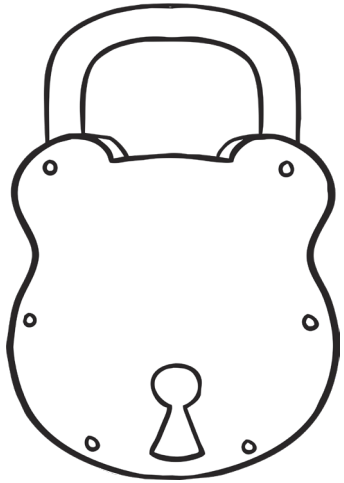

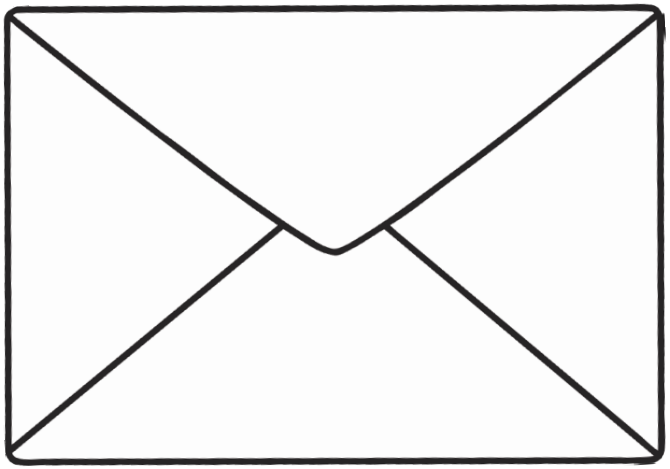

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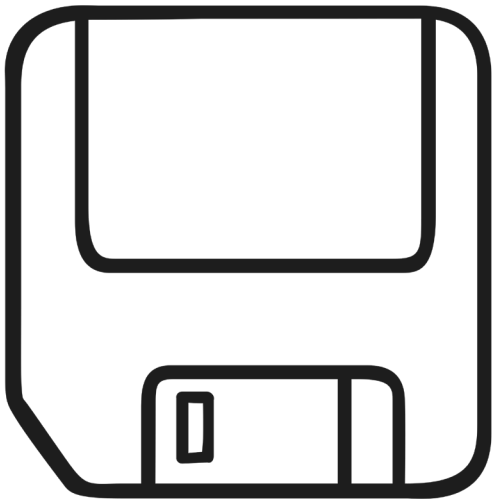

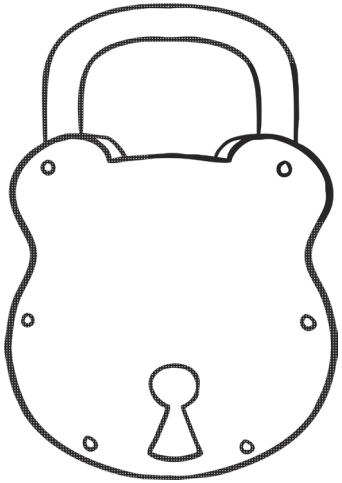

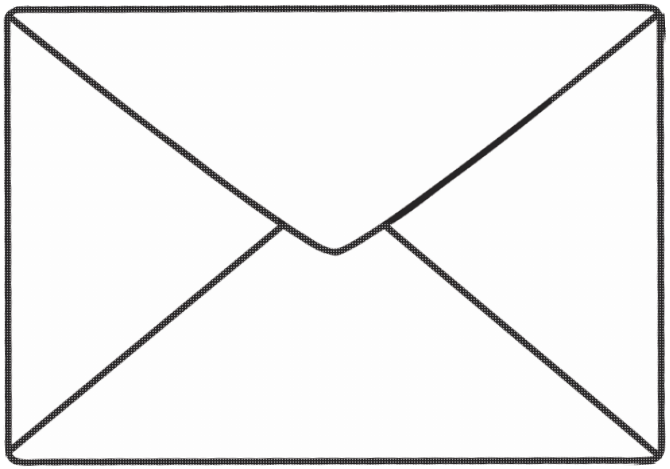

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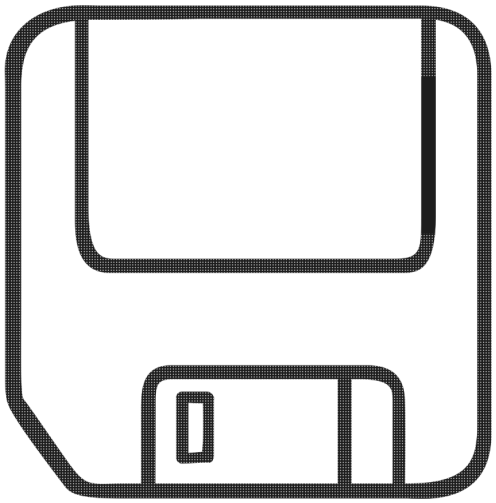

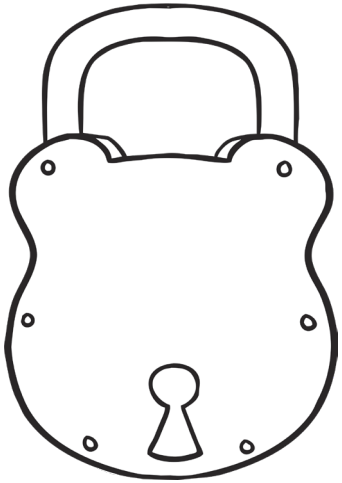

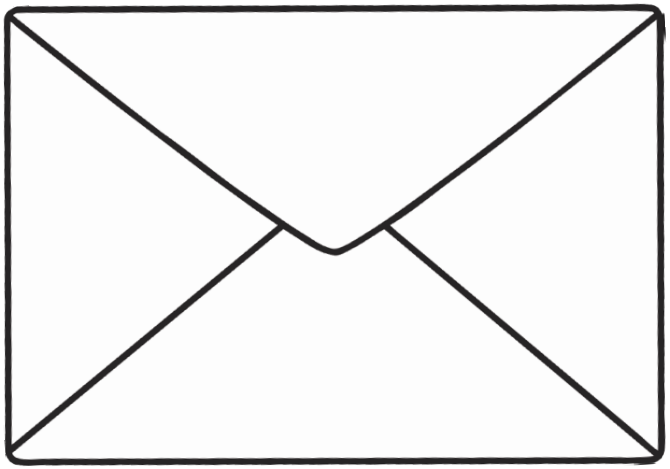

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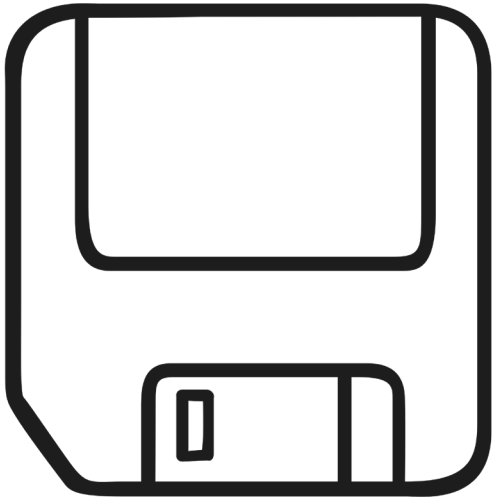

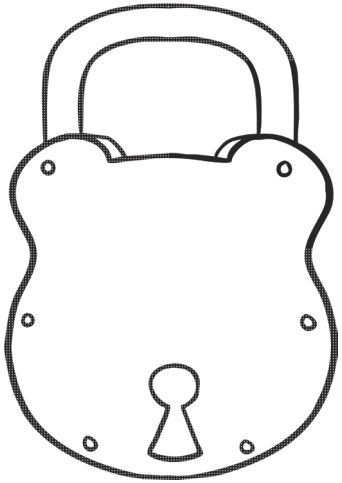

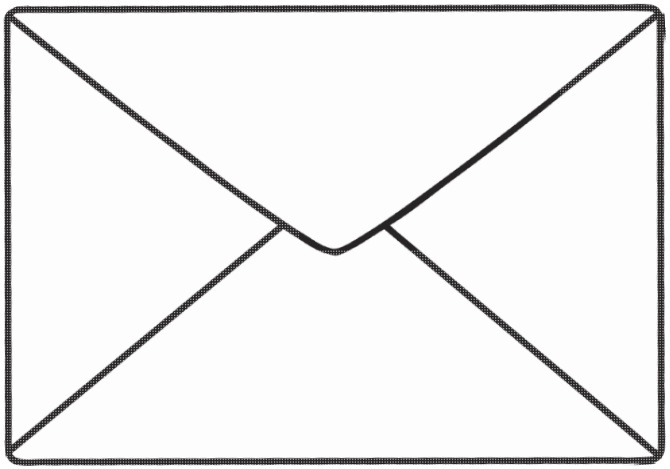

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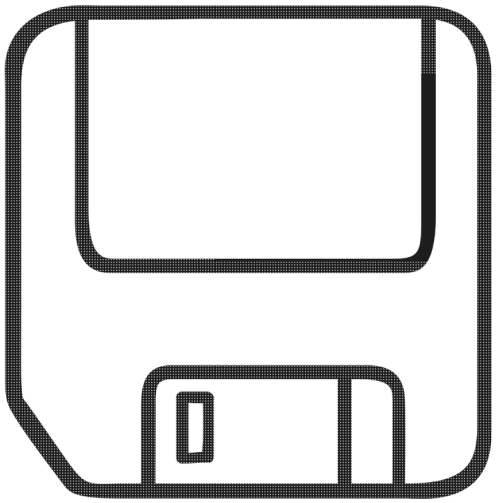

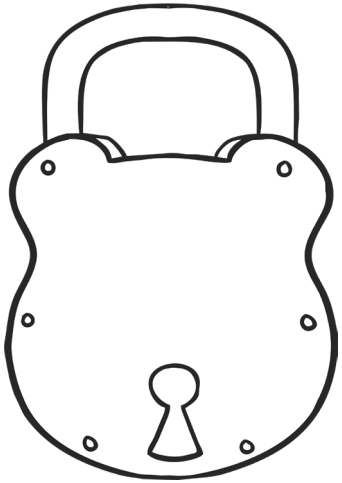

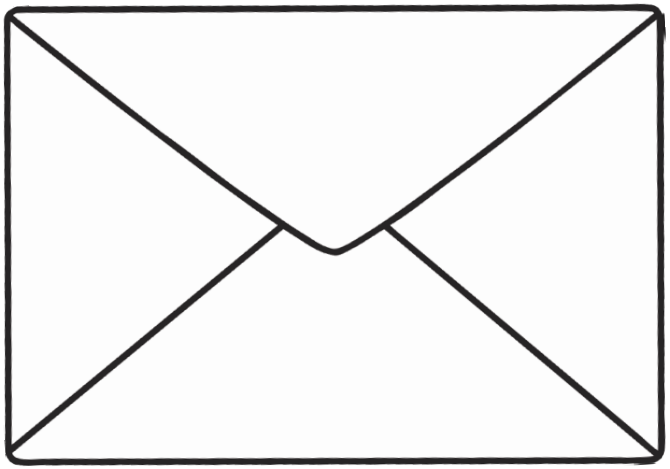

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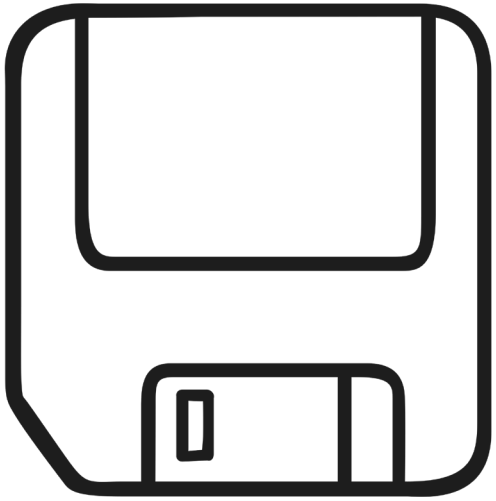

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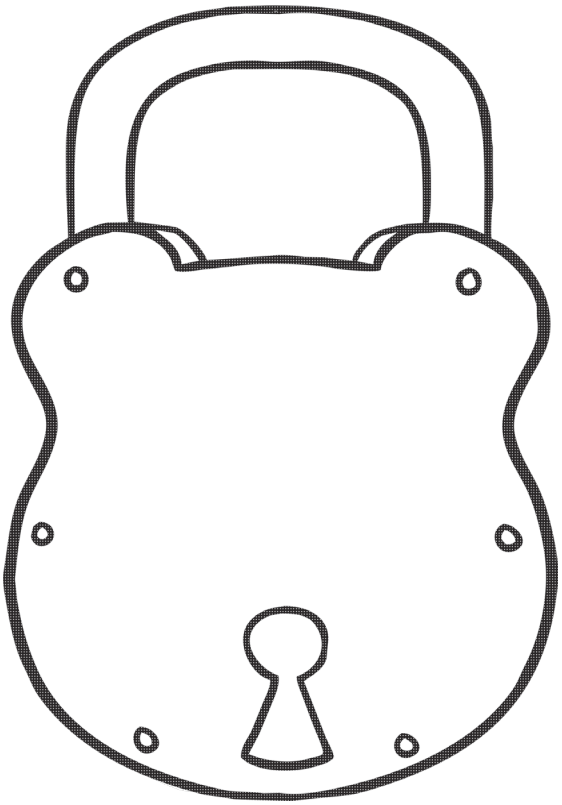

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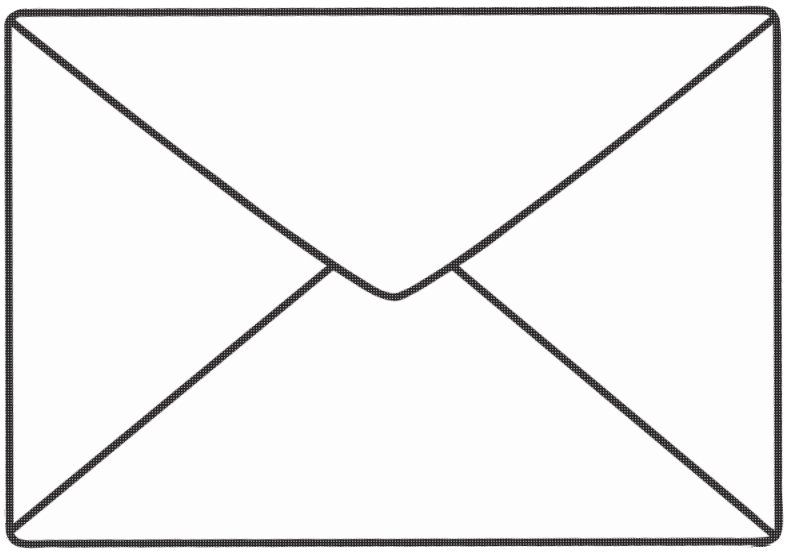

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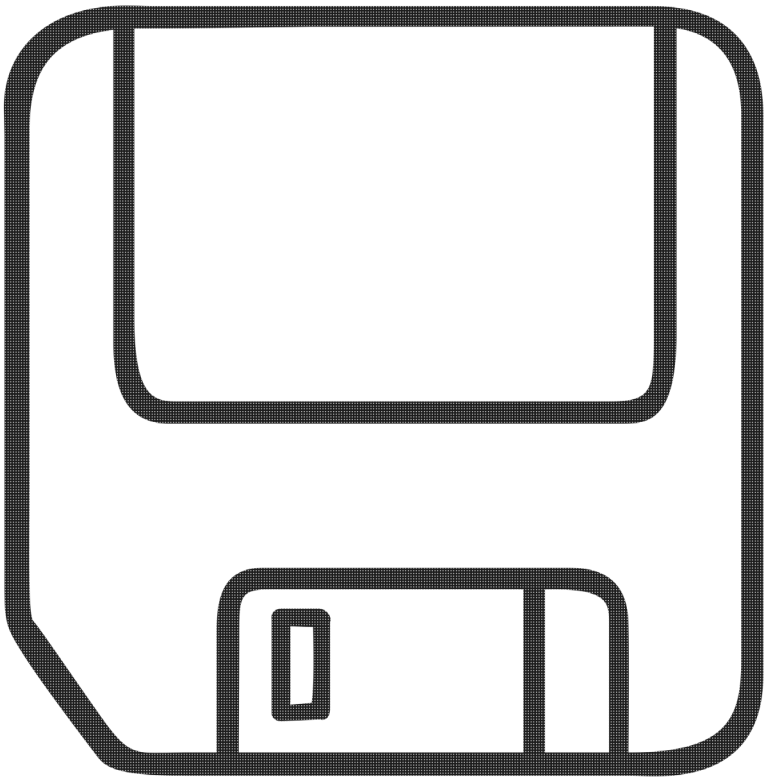

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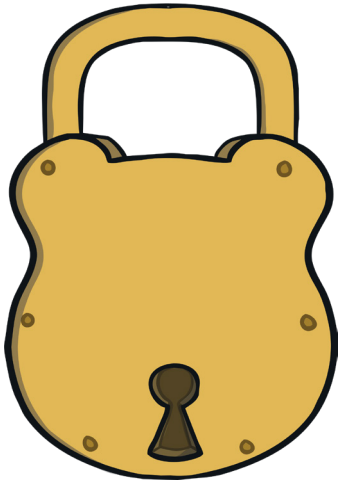

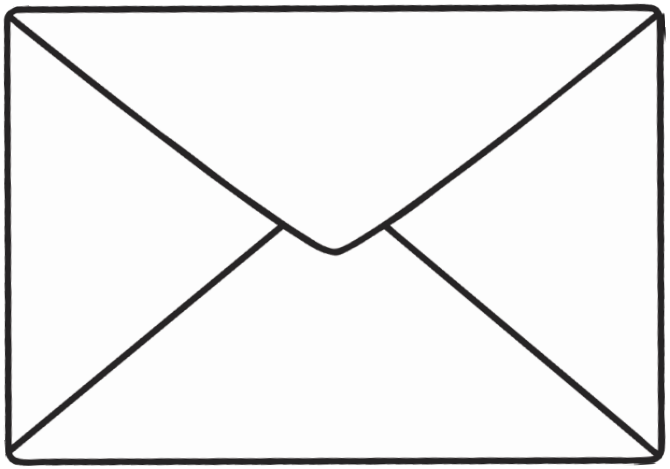

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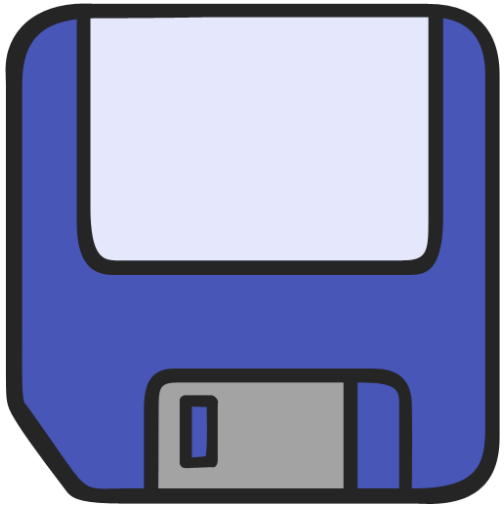

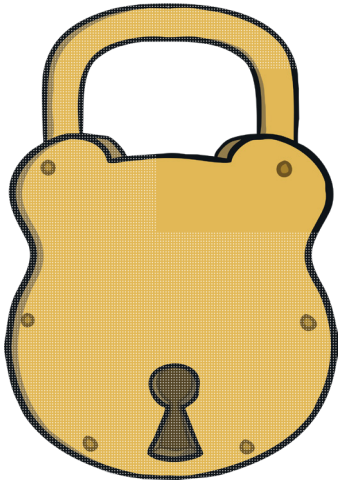

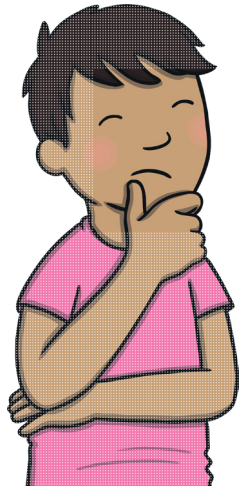

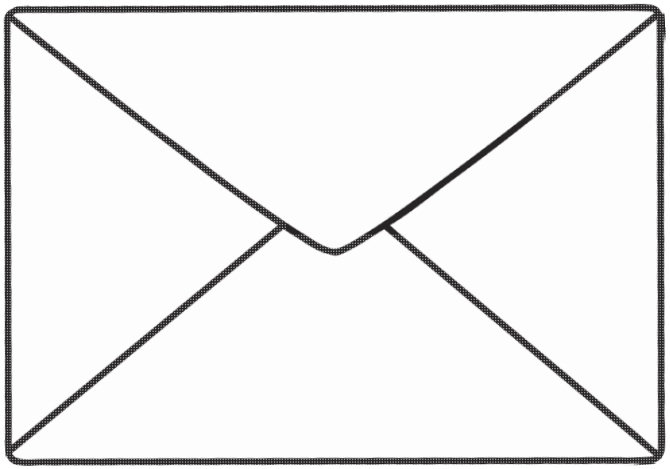

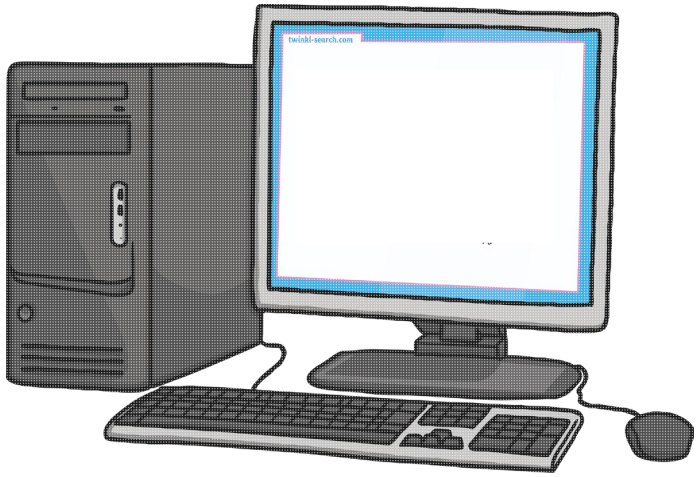

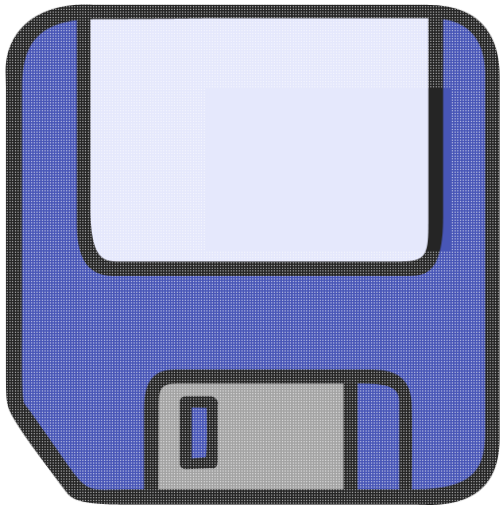

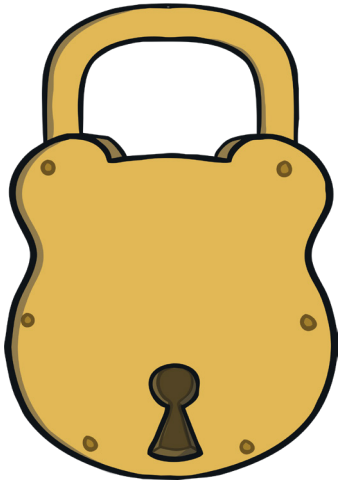

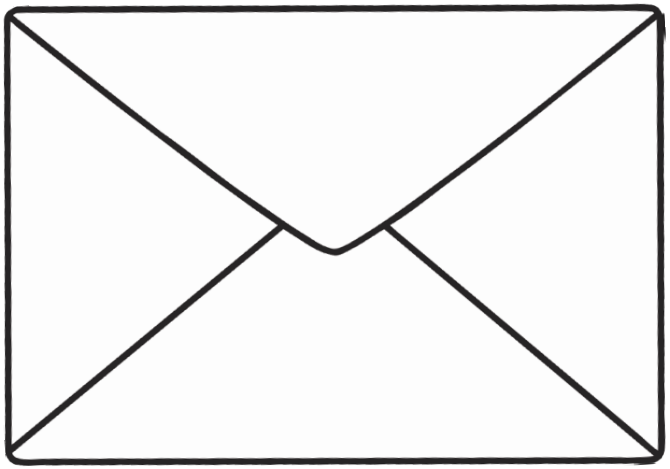

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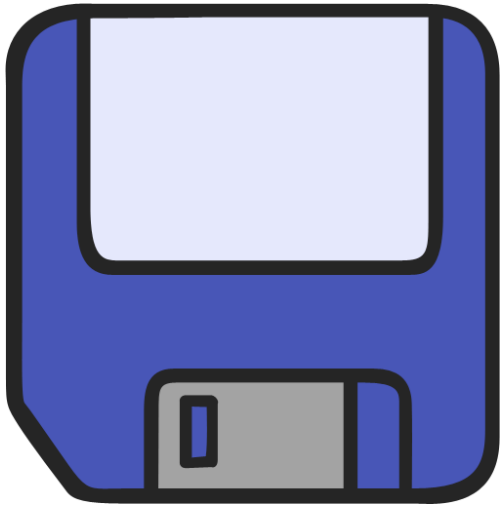

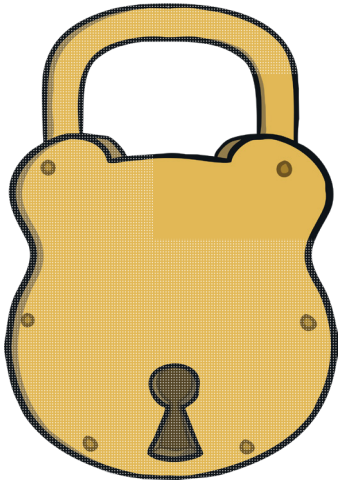

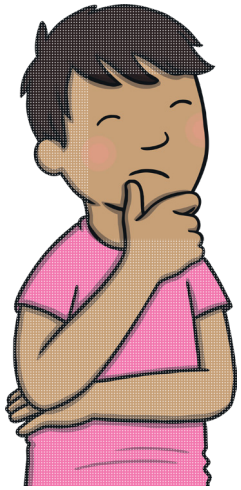

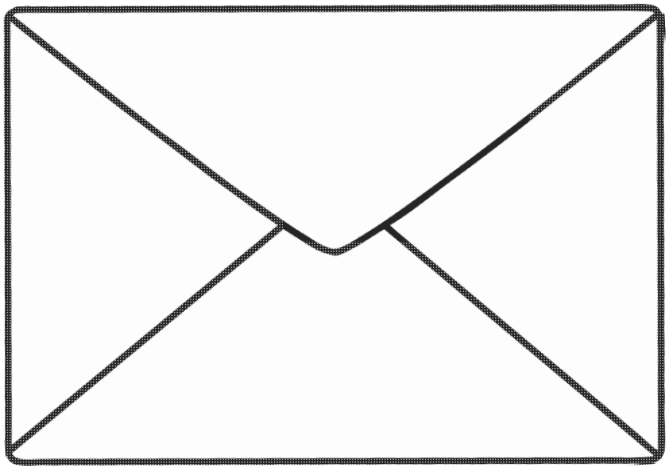

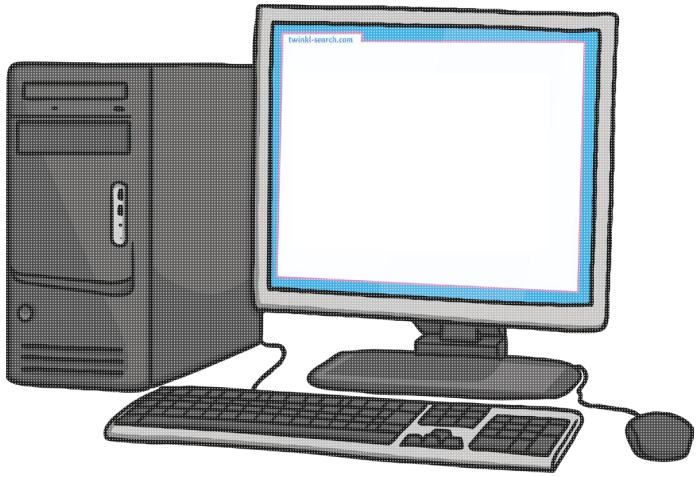

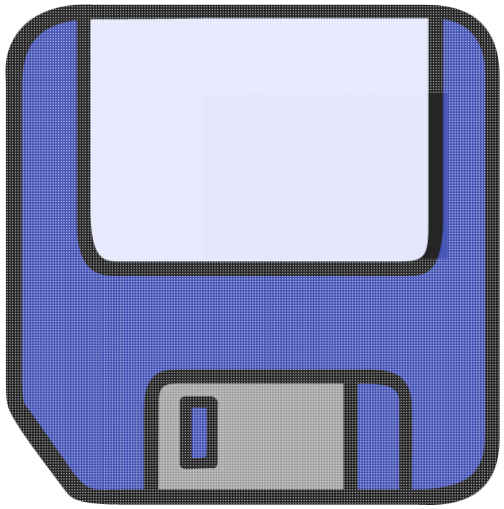

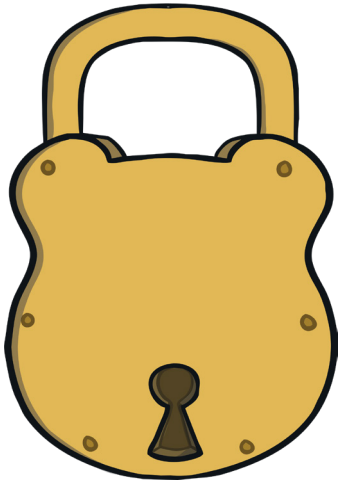

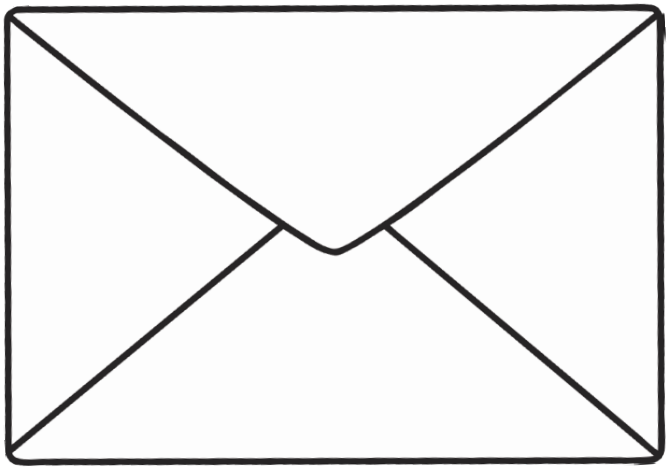

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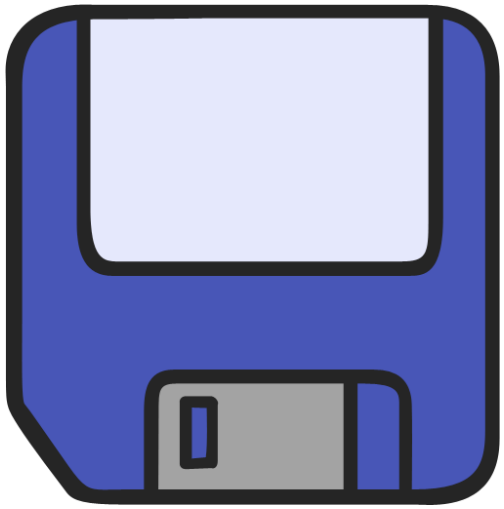

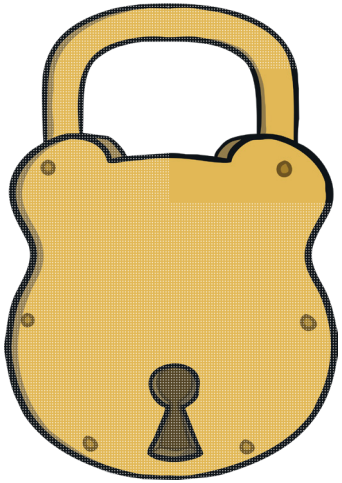

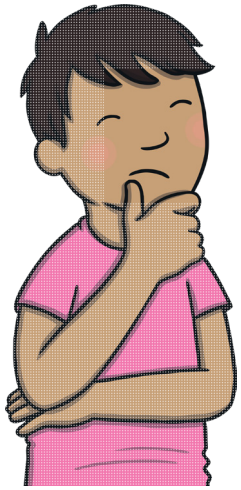

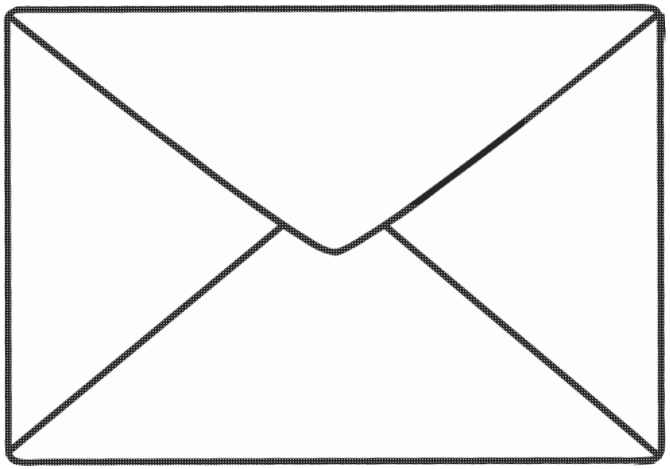

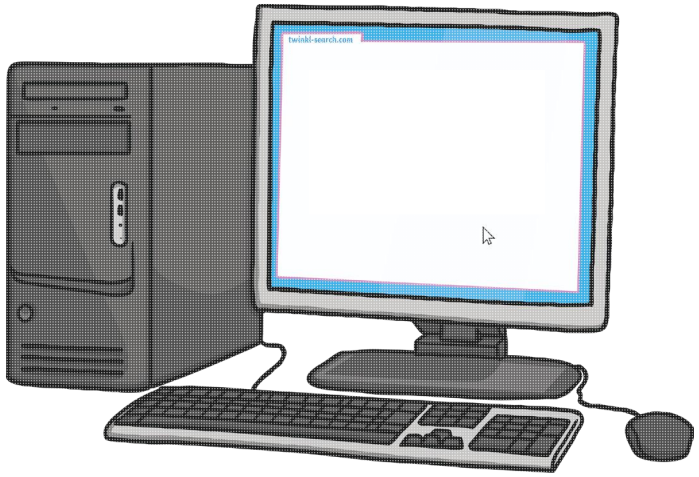

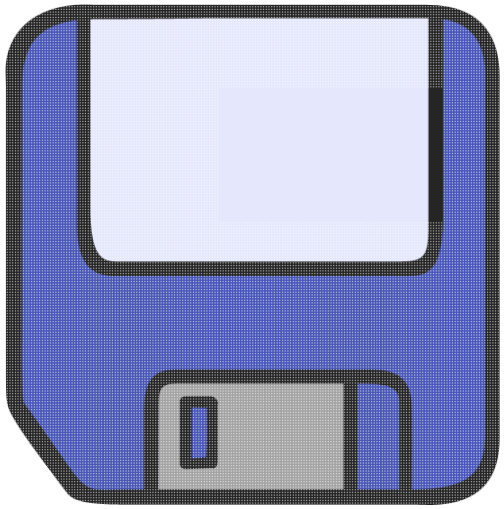

End of Unit Assessment | Computing | Year 1 | Online Safety

All	Most	Some
Type their name on a piece of work they have created; open a web browser; recall some of the SMART rules for Internet safety; know who to tell if someone online asks for personal information; understand why email is a good way to communicate.	Type their name and the date on a piece of work they have created; choose the correct Safe Search filter when using a search engine; make links between the online and offline world; recall all of the SMART rules for Internet safety; recognise which personal information they should keep safe from strangers; help to construct an email.	Save images to a folder of their choice; construct an email using a computer or digital device; apply their knowledge of online safety to help others make safe choices.
33%	33%	33%
Name	Name	Name
Name	Name	Name
Name	Name	Name
Name	Name	Name

End of Unit Assessment | Computing | Year 1 | Online Safety

Insert a character against the criteria the child has met. If they have not met the criteria leave it blank.

		Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	% of class
	% met by child	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Has the child met the all and most statements?	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0%
All	Type their name on a piece of work they have created.																																				0%
	Open a web browser.																																				0%
	Recall some of the SMART rules for Internet safety.																																				0%
	Know who to tell if someone online asks for personal information.																																				0%
	Understand why email is a good way to communicate.																																				0%
Most	Type their name and the date on a piece of work they have created.																																				0%
	Choose the correct Safe Search filter when using a search engine.																																				0%
	Make links between the online and offline world.																																				0%
	Recall all of the SMART rules for Internet safety.																																				0%
	Recognise which personal information they should keep safe from strangers.																																				0%
	Help to construct an email.																																				0%
Some	Save images to a folder of their choice.																																				0%
	Construct an email using a computer or digital device.																																				0%
	Apply their knowledge of online safety to help others make safe choices.																																				0%

End of Unit Assessment | Computing | Year 1 | Online Safety

	Lesson Aim	Success Criteria	*Insert a character against the criteria the child has met. If they have not met the criteria leave it blank.*																																				
			Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name
	% met by child		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1	To create, name and date my digital creative work.																																						0%
	I can find the text tool from the toolbar.																																						0%
	I can type my name.																																						0%
	I can type the date.																																						0%
	I can give my work a filename that shows it is my work.																																						0%
	I can say why it is important to name and date my work.																																						0%
	I can begin to decide what needs copyright.																																						0%
2	To safely search for images online.																																						0%
	I can open up a web browser.																																						0%
	I can select and use Safe Search filters.																																						0%
	I can type words to find an image online.																																						0%
	I can save images on a computer.																																						0%
	I know to speak to a trusted adult if I see, hear or read something online that upsets me.																																						0%
3	To understand how to communicate safely online.																																						0%
	I can explain what each letter of SMART stands for.																																						0%
	I can spot when something online might not be safe.																																						0%
	I can explain what to do if something online is not safe or upsets me.																																						0%
	I can make links between the offline and online world.																																						0%
4	To understand what personal information I need to keep safe.																																						0%
	I can talk about my own personal information.																																						0%
	I can recognise what personal information can affect my safety.																																						0%
	I know who to tell if someone asks for my personal information.																																						0%
5	To explore how to use email to safely communicate.																																						0%
	I can say why email is a good way of communicating.																																						0%
	I understand how quickly an email can go from one place to another.																																						0%
	I can begin to form an email.																																						0%
	I can suggest ways to use email safely.																																						
	I can explain what to do if I receive an email from someone I don't know.																																						0%
6	To apply my online safety knowledge to help others make good choices online.																																						0%
	I can recall some of the online safety skills I have been learning.																																						0%
	I can recognise potential dangers online.																																						0%
	I can use my online safety knowledge to decide what to do in different situations.																																						0%
	I can guide others to make safe choices online.																																						0%

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NC Aims Covered in Online Safety

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Use technology safely and respectfully.

Recognise common uses of information technology beyond school.

I can...

Computing | Year 1 | Online Safety

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
To create, name and date my digital creative work.	**To safely search for images online.**	**To understand how to communicate safely online.**	**To understand what personal information I need to keep safe.**	**To explore how to use email to safely communicate.**	**To apply my online safety knowledge to help others make good choices online.**
I can find the text tool from the toolbar.	I can open up a web browser.	I can explain what each letter of SMART stands for.	I can talk about my own personal information.	I can say why email is a good way of communicating.	I can recall some of the online safety skills I have been learning.
I can type my name.	I can select and use Safe Search filters.	I can spot when something online might not be safe.	I can recognise what personal information can affect my safety.	I understand how quickly an email can go from one place to another.	I can recognise potential dangers online.
I can type the date.	I can type words to find an image online.	I can explain what to do if something online is not safe or upsets me.	I know who to tell if someone asks for my personal information.	I can begin to form an email.	I can use my online safety knowledge to decide what to do in different situations.
I can give my work a filename that shows it is my work.	I can save images on a computer.	I can make links between the offline and online world.		I can suggest ways to use email safely.	I can guide others to make safe choices online.
I can say why it is important to name and date my work.	I know to speak to a trusted adult if I see, hear or read something online that upsets me.			I can explain what to do if I receive an email from someone I don't know.	
I can begin to decide what needs copyright.					

Computing : Online Safety

K	W	L
What I know	What I want to know	What I have learnt

Family Online Safety Rules

Talk to your family about online safety rules at home. Together, come up with 5 rules that will help you all stay safe online. Then, write them down. You could write them on a computer, if you like. Add drawings and colour to make sure others will read them.

When you have finished, place the rules somewhere in your home where everyone can see them. Make sure you follow them!

Family Online Safety Rules

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Sending Email

Ask an adult to help you send an email to a family member or a friend. Remember the SMART rules. Write what you are going to put in your email on the template below.

Try to find out how quickly it took for your email to reach the person you sent it to. Challenge them to reply to your email as quickly as possible. How long did it take? How do you know if the email is safe to open?

To: _____

Subject: _____

_____

_____

_____

_____

Online Safety: Owning Your Creative Work

Aim:	**Success Criteria:**	**Resources:**
Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of naming and dating a digital self-portrait. To create, name and date my digital creative work.	I can find the text tool from the toolbar. I can type my name. I can type the date. I can give my work a filename that shows it is my work. I can say why it is important to name and date my work. I can begin to decide what needs copyright.	**Lesson Pack** Desktop computers or laptops with a simple painting application
	Key/New Words: Name, date, owner, text, paint, portrait, toolbar, copyright, save, folder.	**Preparation:** Simple painting application on the IWB Mirrors - as required **Upper and Lower Case Alphabet Strips** - as required Calendars - as required

Prior Learning: Children may have learnt how to save their work in a folder in children are familiar with using a simple painting application, c would be helpful if

Learning Sequence

	Self-Portraits: Use the **Lesson Presentation** to show the digital self-portraits created by children. Discuss the more successful portrait and explain that the child who drew it has worked hard and followed the instructions so should get a sticker. Then, discuss the other portrait and suggest that this child might need some help to make it better. Reveal that sadly you can't do either of these things because there are no names on the portraits. Ask children to remind you why it's important to write their name and date on their work.	
	Ownership: Explain the term 'ownership' and that when you create something, you automatically own it and decide what happens to it. Share the examples of some different types of creative work.	
	Digital Painting: Open your painting application on the IWB and ask the children to remind you of some of the basic tools (brush type, colour selector). Show children the text tool and ask them why this is important. Clarify that they will need to use the text tool to type their name and date on their work. Model how to do this and ask a confident child to help.	
	Create, Name and Date Your Self-Portrait: Children create their own self-portraits using the painting application. They can use mirrors to help them. They must write their name and the date before they begin drawing. Can children find the text tool? Can children type their name on their work? Can children type the date on their work? Children draw their self-portrait and then type their name with support, referring to the **Upper and Lower Case Alphabet Strips**, as needed. They copy the short date from the board. Children draw their self-portrait and then type their name independently. They copy the short date from the board. Children draw their self-portrait and then type their name. They use a calendar to find the correct date. They type the full date onto their work. They change the font size to make sure all the text fits neatly above their portrait.	
	Save Your Work: Remind children to save their work. Discuss what their work should be called. Ask children to save their work as '(Name) Self Portrait' (or at least their first name). Can children give their work a filename that shows that it is theirs?	
	Copyright: Ask the children who owns their portraits. Clarify that they do and that no one else is allowed to copy their work or decide what happens to it without their permission. Explain that this type of ownership has a special name - copyright. Children discuss the answers to the copyright quiz with a partner. Then, go through the answers and address any misconceptions. Can children begin to understand what needs copyright and what doesn't?	

Taskit

Frameit: Print out the children's self-portraits and display them inside decorated strips of card that make an attractive frame. Children could design the patterns using a simple painting application.

Paintit: Challenge children to draw and colour a character from their current reading book using a simple painting application.

Computing

Online Safety

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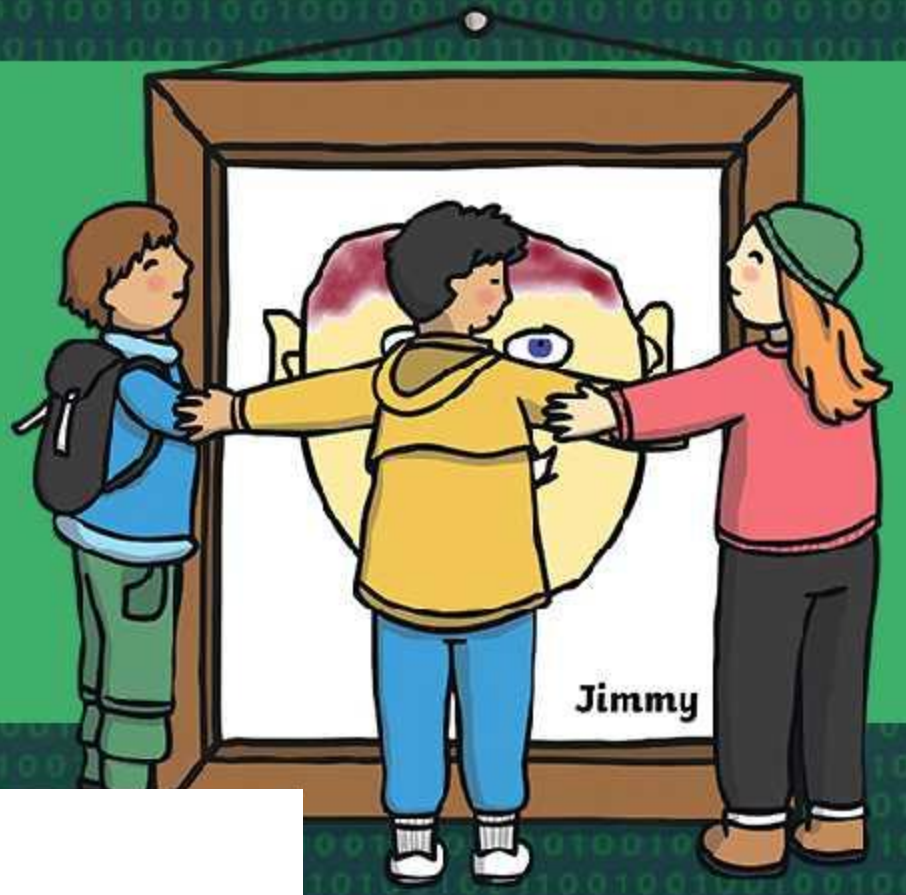
Owning Your Creative Work



Aim

- To create, name and date my digital creative work.

Success Criteria

- I can find the text tool from the toolbar.
- I can type my name.
- I can type the date.
- I can give my work a filename that shows it is my work.
- I can say why it is important to name and date my work.
- I can begin to decide what needs copyright.

Self-Portraits

These self-portraits were drawn by children in another class.

The child who drew this portrait has worked really hard and followed all the instructions. They should get a sticker!

The child who drew this portrait might need some help to improve next time.

Unfortunately, both children forgot to write their names on their self-portraits.
This means we don't know who to give a sticker to or who to help!

Ownership

It is important to write your name and the date on any piece of work you create.

Any piece of work that you create is **owned** by you.

It can't be copied or used in a way that you don't want it to be.

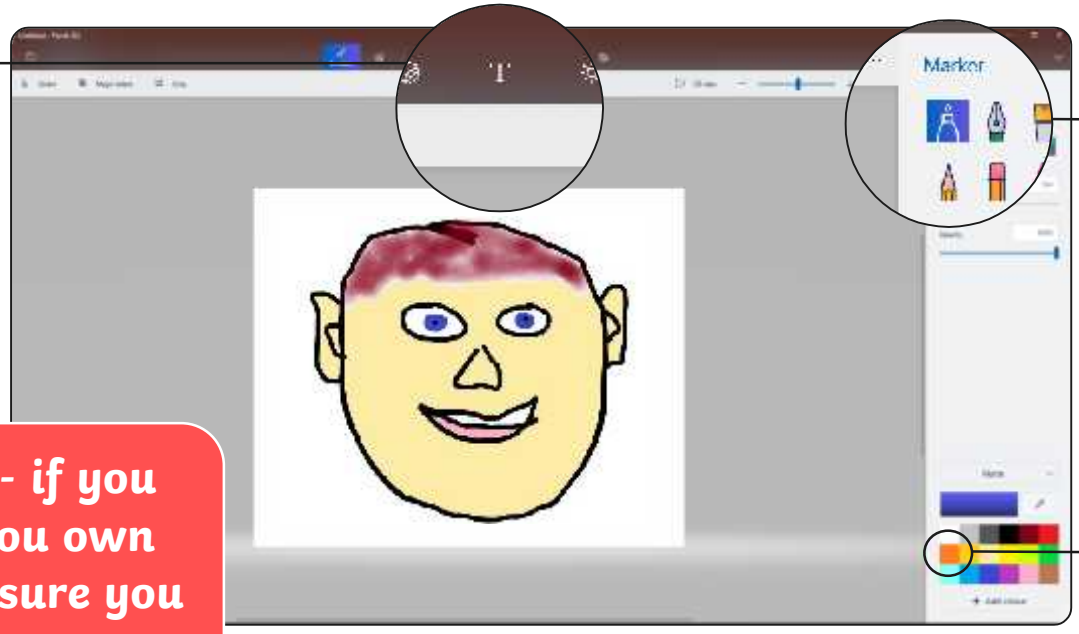
Types of creative work include:

photographs **videos** **stories** **artwork**

Digital Painting

Use the pen tool to draw your portrait.

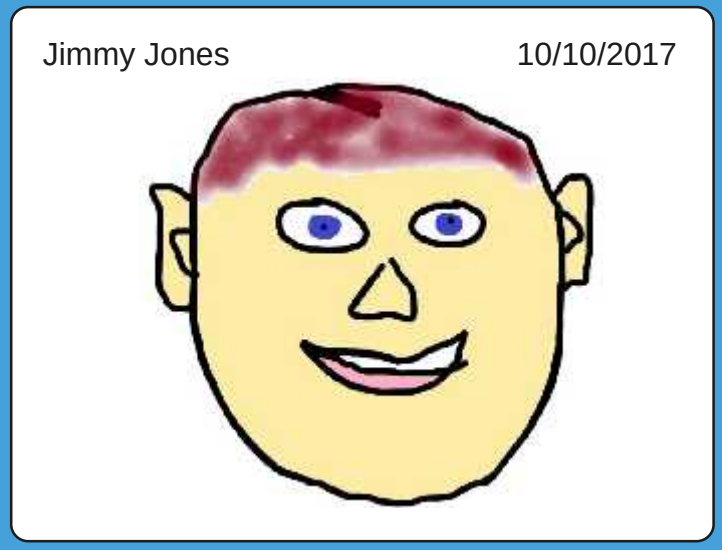
Use the text tool to type your name and the date.



Remember - if you create it, you own it so make sure you write your name on your work!

Use the colour selector to choose your colour.

Create, Name and Date Your Self-Portrait



1. Select the text tool from the toolbar.
2. Type your name and the date at the top of the page.
3. Draw and colour your portrait.

If you create it, you own it!

Save Your Work

When you save your work, you must give it a name.

To show that it is your work, name your work after you.

When you click 'Save', the computer will remember the date it was saved. This shows that you have created this portrait on this day.

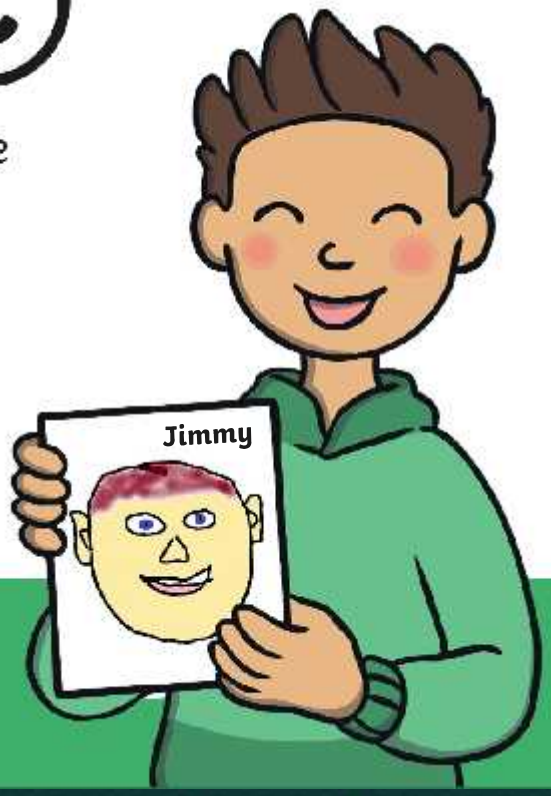
Copyright

Today, we have learnt that if you create something, then you own it.

This type of ownership has a special name. ©

When you take a photo, make a video, create some artwork or write a story, you own the **copyright** to your creation.

If you own the copyright, it means that you can decide what happens to your creation.



Copyright

Which of these 4 things would you be able to own the copyright for? Talk to your partner and decide on your answers.

book from a bookshop

story you wrote

No! It might be your banana but you didn't create it.

banana

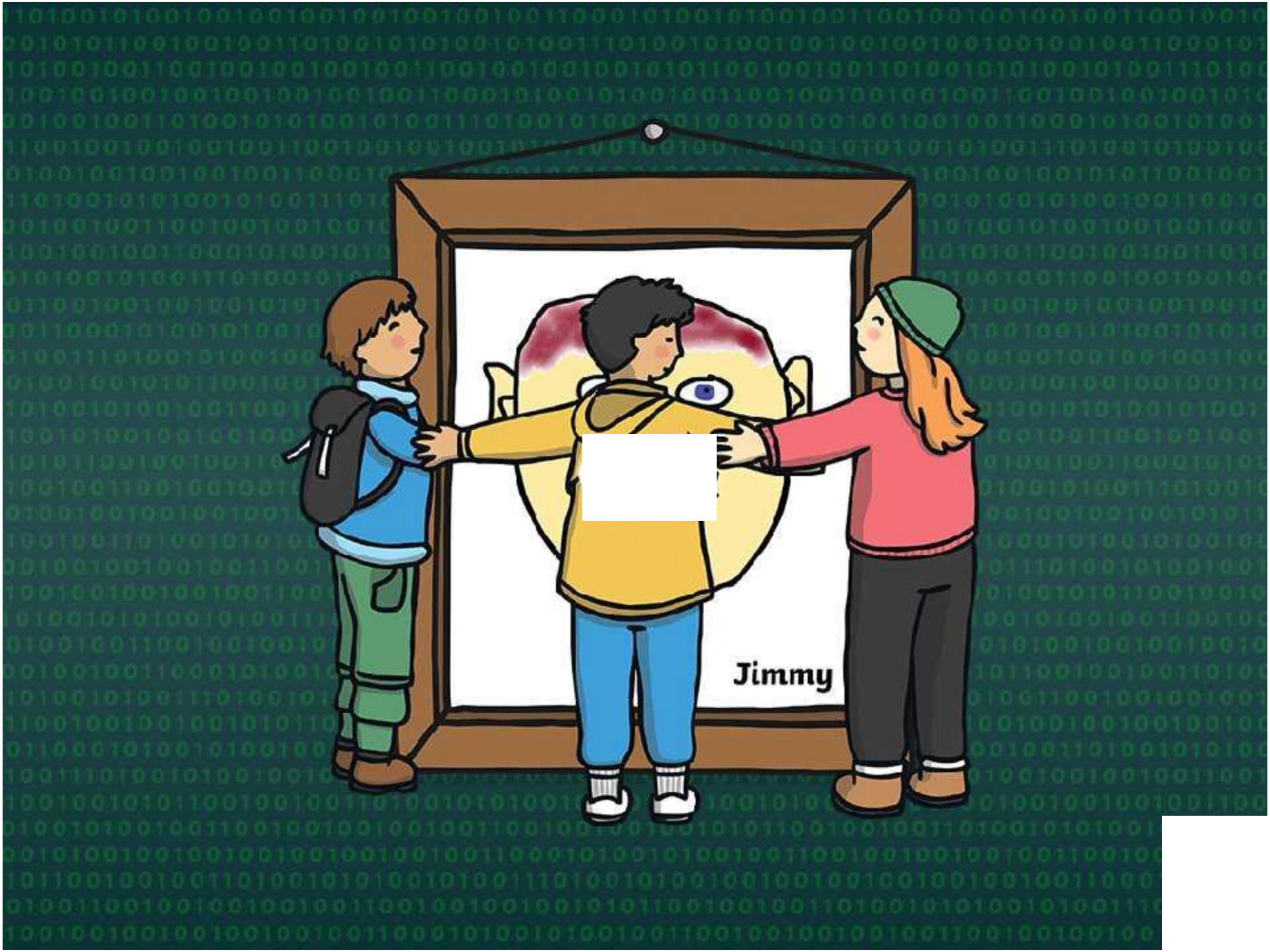
photograph you took

Aim

- To create, name and date my digital creative work.

Success Criteria

- I can find the text tool from the toolbar.
- I can type my name.
- I can type the date.
- I can give my work a filename that shows it is my work.
- I can say why it is important to name and date my work.
- I can begin to decide what needs copyright.


Jimmy

Aim: To create, name and date my digital creative work.				**Date:**					
				Delivered By:			**Support:**		
Success Criteria	**Me**	**Friend**	**Teacher**	**T**	**PPA**	**S**	**I**	**AL**	**GP**
I can find the text tool from the toolbar.				**Notes/Evidence**					
I can type my name.									
I can type the date.									
I can give my work a filename that shows it is my work.									
I can say why it is important to name and date my work.									
I can begin to decide what needs copyright.									

Next Steps

- _____
- _____

T	Teacher	**I**	Independent
PPA	Planning, Preparation and Assessment	**AL**	Adult Led
S	Supply	**GP**	Guided Practice

Aim: To create, name and date my digital creative work.				**Date:**					
				Delivered By:			**Support:**		
Success Criteria	**Me**	**Friend**	**Teacher**	**T**	**PPA**	**S**	**I**	**AL**	**GP**
I can find the text tool from the toolbar.				**Notes/Evidence**					
I can type my name.									
I can type the date.									
I can give my work a filename that shows it is my work.									
I can say why it is important to name and date my work.									
I can begin to decide what needs copyright.									

Next Steps

- _____
- _____

T	Teacher	**I**	Independent
PPA	Planning, Preparation and Assessment	**AL**	Adult Led
S	Supply	**GP**	Guided Practice

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

Online Safety | Owning Your Creative Work

To create, name and date my digital creative work.		
I can find the text tool from the toolbar.		
I can type my name.		
I can type the date.		
I can give my work a filename that shows it is my work.		
I can say why it is important to name and date my work.		
I can begin to decide what needs copyright.		

Online Safety | Owning Your Creative Work

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I can begin to decide what needs copyright.		

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Online Safety | Owning Your Creative Work

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Online Safety | Owning Your Creative Work

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I can give my work a filename that shows it is my work.		
I can say why it is important to name and date my work.		
I can begin to decide what needs copyright.		

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Online Safety: Safe Searching for Images

Aim:	**Success Criteria:**	**Resources:**
Use technology safely and respectfully in the context of searching for appropriate images online. To safely search for images online.	I can open up a web browser. I can select and use Safe Search filters. I can type words to find an image online. I can save images on a computer. I know to speak to a trusted adult if I see, hear or read something online that upsets me.	**Lesson Pack** Desktop computers, laptops or tablets with a web browser and Internet access
Key/New Words: Search, type, safe, filter, google, search engine, image, keyboard.	**Preparation:** Differentiated **Safe Search Activity Sheet** – as required **Safe Search Superhero Quiz Activity Sheet** – as required	

Prior Learning: It would be helpful if children have already completed the **Year 1 Computer Skills** unit.

Learning Sequence

	Fox Cubs: Use the **Lesson Presentation** to share a slide that contains basic facts about fox cubs but no pictures. Allow children to suggest that pictures are missing. Ask children if they know where they could find fox cub photos.	
	Find photos: From the three options (books, Internet and taking your own), children decide which one they should use to find fox cub photos.	
	Search Engines: Model using an appropriate search engine – Safesearchkids.com is an ideal choice. It's important to clearly model each step, reminding children how to open up a web browser. (It would be helpful if your homepage was set to your chosen search engine.) Repeat the process, but this time ask a child to demonstrate the steps to searching for images, with help from the rest of the class. Can the children suggest appropriate words to use to find an image?	
	Staying Safe: Express how amazing it is that you can find photos of anything you want on the Internet. Explain that with this great power, comes great responsibility. Model how to use a Safe Search filter to show only safe images in a standard search engine. Explain to children that if they see something online that makes them feel uncomfortable, or they read or see something they don't think is right, they should always report their worries to a trusted adult.	
	Safe Searching: Children search for images online and complete the differentiated **Safe Search Activity Sheet**. Can children open up a web browser? Can children select and use the Safe Search filters? Can children save images in the correct folder? In a small, adult-led group, allow children time to open up web browsers and use Safesearchkids.com to search for the images suggested. In pairs, allow children time to search for images using the Safe Search filter in your chosen search engine. They use the prompts for images to search for. Children can move on to search for their own ideas, if appropriate. In pairs, allow children time to search for different images using the Safe Search filter in your chosen search engine. Challenge them to save their images to a location on their computer. Children find two images using prompts before making their own choices about what they search for.	
	Share Your Search: Ask children to show you and the rest of the class what they have learned during the lesson. To do this, they can search for and choose an image to go on the fact page on the **Lesson Presentation**. Ask some children to recap step 1 (how to open a web browser and type in the search box). Ask others to set the Safe Search filter. Challenge some children to explain how to save the photo into the correct location. Finally, add a fox cub image to the fact page. Can the children explain how to safely find an image online?	

	Safe Search Superheroes: In pairs, children complete a quiz to test their knowledge. You could go through the slides on the **Lesson Presentation** while children record their answers on a whiteboard. Alternatively, children can complete the quiz on the **Safe Search Super Hero Quiz Activity Sheet.** (Read aloud any questions and answer options to emerging readers.) Use the **Lesson Presentation** to share the correct answers and see if children are Safe Search superheroes!	

Taskit

Makeit: Children use construction materials to build their own Safe Search superhero.

Drawit: Children can draw their very own Safe Search superheroes and display them to remind others to stay safe.

Computing

Online Safety

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Safe Image Searching

Aim

- To safely search for images online.

Success Criteria

- I can open up a web browser.
- I can select and use Safe Search filters.
- I can type words to find an image online.
- I can save images on a computer.
- I know to speak to a trusted adult if I see, hear or read something online that upsets me.

Fox Cubs

Let's find out about fox cubs.

When born, fox cubs rely completely on their mother for food.

At 12 weeks old, a fox cub follows its parents to find food.

At 4 weeks old, the cubs begin to leave the den and explore outside.

What is missing from this fact page?

At 18 weeks old, fox cubs are able to find food for themselves.

Fox cubs are very active, chasing each other or chewing anything they can find.

Fox cubs eat lots of different food items such as wild birds, wild mammals, fruit and insects.

Find Photos

We need to find a photo of a fox cub to go on our fact slide.
What is the easiest way to find our photo? Talk to your partner.

Look in a book or magazine.

Take a photo yourself.

Search on the Internet.

Searching on the **Internet** is usually the quickest and easiest way to find an image.

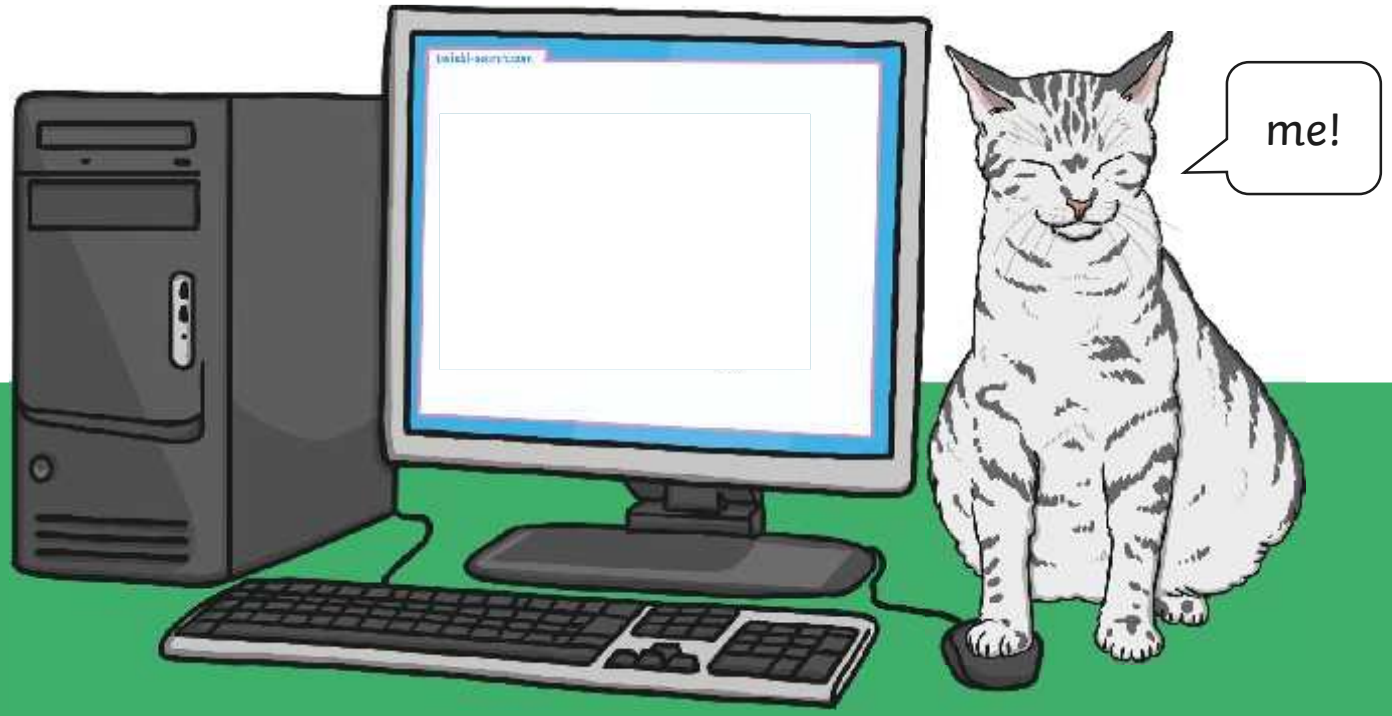
Search Engines

A **search engine** is a website that allows you to find information about anything you want.

To use a search engine, first you have to open the Internet on your computer or tablet using a **web browser**. Can you find any of these icons on your screen?

Search Engines

Let's use a search engine to find an image of a cat.



What should we type into the search engine?

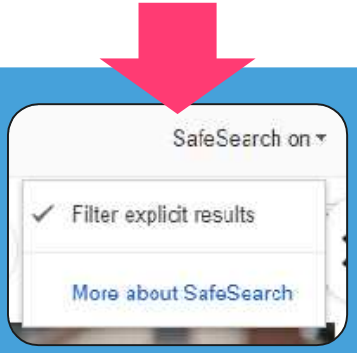
Staying Safe

The Internet is full of wonderful things. It's an amazing invention!

People all over the world put things on the Internet to share with others. Because of this, we need to make sure we stay safe online.

Staying Safe

One way to keep ourselves safe is to tell search engines to only show us safe images. We can turn **Safe Search** filters on.



Or, we can use special child-friendly sites like **safesearchkids.com**

SAFE SEARCH KIDS

If you see, hear or read something online that upsets you then tell a trusted adult straight away.

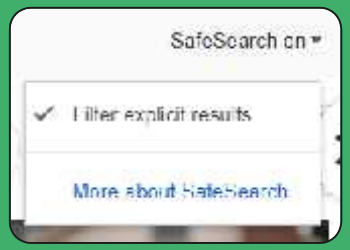
Safe Searching

Work with your partner or group to find images online.

Make sure you use **Safe Search** filters or **Safesearchkids.com**

SAFE SEARCH KIDS

If you see, hear or read something online that upsets you then tell a trusted adult straight away.



Share Your Search

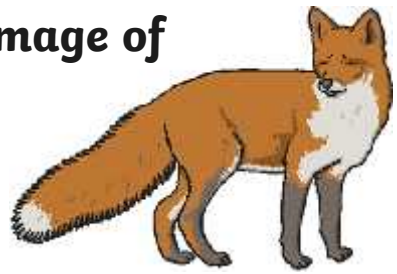
Let's find out about fox cubs.

When born, fox cubs rely completely on their mother for food.

At 12 weeks old, a fox cub follows its parents to find food.

At 4 weeks old, the cubs begin to leave the den and explore outside.

Can you explain how to find an image of a fox cub?



At 18 weeks old, fox cubs are able to find food for themselves.

Fox cubs are very active, chasing each other or chewing anything they can find.

Fox cubs eat lots of different food items such as wild birds, wild mammals, fruit and insects.

Safe Search Superheroes

Complete this quiz to see if you are all Safe Search superheroes!

Discuss each question with your partner and choose the correct answer.

Safe Search Superheroes

What is the best way to quickly find pictures or photographs?

A.

Look in a book or magazine.

B.

Take a photo yourself.

C.

Search on the Internet.

Safe Search Superheroes

How do you open the Internet?

A.

Click on a web browser.

B.

Switch on the computer.

Safe Search Superheroes

What type of website is used to search for pictures or photographs?

A.

search goblin

B.

search engine

C.

search wizard

Safe Search Superheroes

How can you stay safe on the Internet? Choose 2.

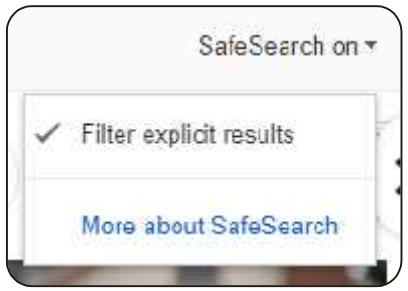
A.

Wear a helmet when you sit at the computer.

B.

Ask a trusted adult to help you and tell them if you see, hear or read something that upsets you.

C.



Use a Safe Search filter.

Safe Search Superheroes

How did you do?

4 out of 4 - Your power could save the planet!

3 out of 4 - The online world is safe with you around!

2 out of 4 - You're making the online villains run scared.

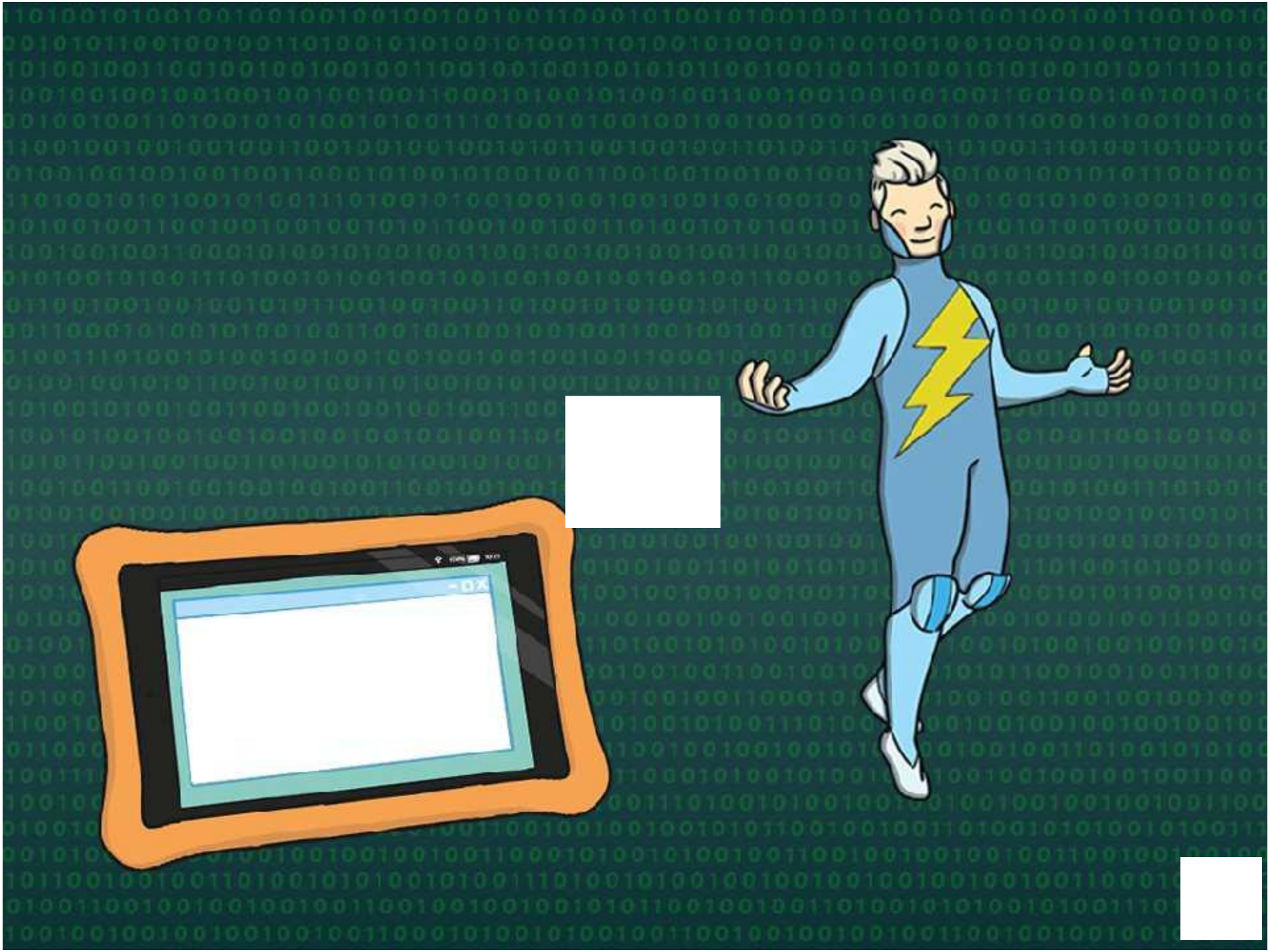
1 out of 4 - Your power is rising.

Aim

- To safely search for images online.

Success Criteria

- I can open up a web browser.
- I can select and use Safe Search filters.
- I can type words to find an image online.
- I can save images on a computer.
- I know to speak to a trusted adult if I see, hear or read something online that upsets me.



Aim: To safely search for images online.				**Date:**					
				Delivered By:			**Support:**		
Success Criteria	**Me**	**Friend**	**Teacher**	**T**	**PPA**	**S**	**I**	**AL**	**GP**
I can open up a web browser.				**Notes/Evidence**					
I can select and use Safe Search filters.									
I can type words to find an image online.									
I can save images on a computer.									
I know to speak to a trusted adult if I see, hear or read something online that upsets me.									

Next Steps

- _____
- _____

T	Teacher	**I**	Independent
PPA	Planning, Preparation and Assessment	**AL**	Adult Led
S	Supply	**GP**	Guided Practice

Aim: To safely search for images online.				**Date:**					
				Delivered By:			**Support:**		
Success Criteria	**Me**	**Friend**	**Teacher**	**T**	**PPA**	**S**	**I**	**AL**	**GP**
I can open up a web browser.				**Notes/Evidence**					
I can select and use Safe Search filters.									
I can type words to find an image online.									
I can save images on a computer.									
I know to speak to a trusted adult if I see, hear or read something online that upsets me.									

Next Steps

- _____
- _____

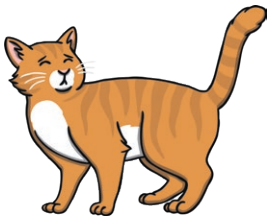
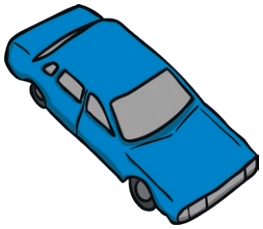
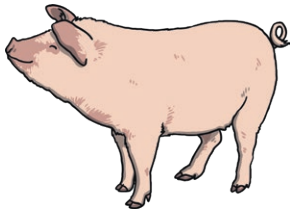
T	Teacher	**I**	Independent
PPA	Planning, Preparation and Assessment	**AL**	Adult Led
S	Supply	**GP**	Guided Practice

Safe Searching

Search for these words. Can you find an image for each one?

bat
ant
egg
box

Can you search for these images? What did you type in?

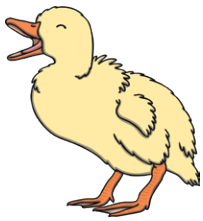
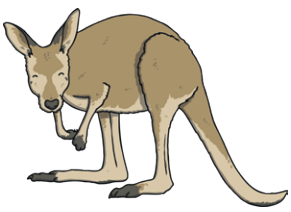
	
	
	

Safe Searching

Search for the words below. Then, search for other things starting with the same letter and write them down.

bat	b
apple	a
elephant	e
box	f

Can you search for these images? What did you type in?

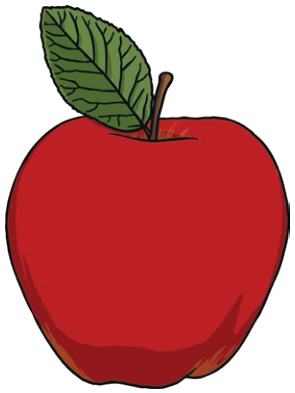
What other images would you like to search for?

Safe Searching

Search for this phrase and save the image on the computer.

red balloon

Search for this image and save the image. Write down the words you used to find the image.

Use a search engine to find your own images.

Write down the words you used to find each image.

Save each image. How will you name each file?

Safe Search Superheroes

Circle the correct answer to each question.

1. What is the best way to quickly find pictures or photographs?

A ☐

Look in a book or magazine.

B ☐

Take a photo yourself.

C ☐

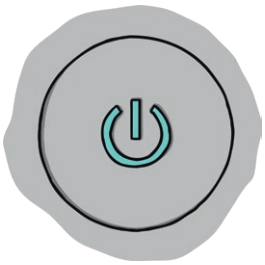
Search on the Internet.

2. How do you open the Internet?

A ☐

Click on a web browser.

B ☐



Switch on the computer.

3. What type of website is used to search for pictures or photographs?

A ☐

search goblin

B ☐

search engine

C ☐

search wizard

4. How can you stay safe on the Internet? Choose 2.

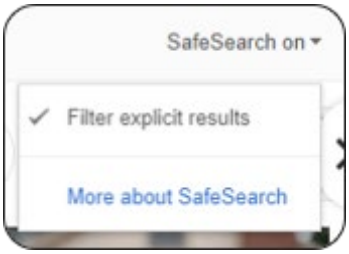
A ☐

Wear a helmet when you sit at the computer.

B ☐

Ask a trusted adult to help you and tell them if you see, hear or read something that upsets you.

C ☐



Use a Safe Search filter.

How did you do?

4 out of 4 - Your power could save the planet! online villains run scared.

3 out of 4 - The online world is safe with you around!

2 out of 4 - You're making the

1 out of 4 - Your power is rising.

Safe Search Superheroes **Answers**

1- ***C***

2- ***A***

3- ***B***

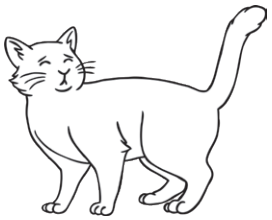
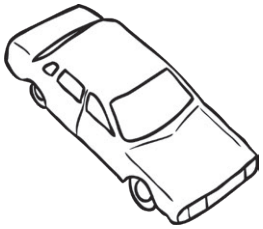
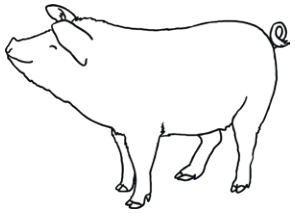
4- ***B and C***

Safe Searching

Search for these words. Can you find an image for each one?

bat
ant
egg
box

Can you search for these images? What did you type in?

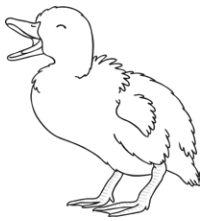
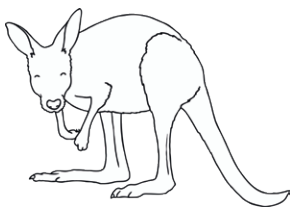
	
	
	

Safe Searching

Search for the words below. Then, search for other things starting with the same letter and write them down.

bat	b
apple	a
elephant	e
box	f

Can you search for these images? What did you type in?

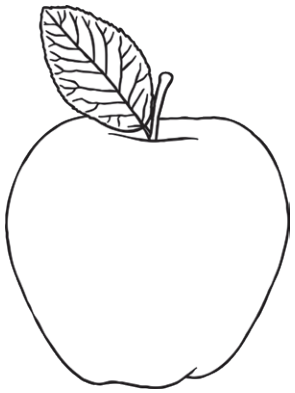
What other images would you like to search for?

Safe Searching

Search for this phrase and save the image on the computer.

red balloon

Search for this image and save the image. Write down the words you used to find the image.

Use a search engine to find your own images.

Write down the words you used to find each image.

Save each image. How will you name each file?

Online Safety | Safe Image Searching

To safely search for images online.		
I can open up a web browser.		
I can select and use Safe Search filters.		
I can type words to find an image online.		
I can save images on a computer.		
I know to speak to a trusted adult if I see, hear or read something online that upsets me.		

Online Safety | Safe Image Searching

To safely search for images online.		
I can open up a web browser.		
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Online Safety | Safe Image Searching

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Online Safety | Safe Searching for Images

To safely search for images online.		
I can open up a web browser.		
I can select and use Safe Search filters.		
I can type words to find an image online.		
I can save images on a computer.		
I know to speak to a trusted adult if I see, hear or read something online that upsets me.		

Online Safety | Safe Searching for Images

To safely search for images online.		
I can open up a web browser.		
I can select and use Safe Search filters.		
I can type words to find an image online.		
I can save images on a computer.		
I know to speak to a trusted adult if I see, hear or read something online that upsets me.		

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Online Safety: Staying SMART Online

Aim:	**Success Criteria:**	**Resources:**
Use technology safely and respectfully in the context of learning about the SMART rules for Internet safety. To understand how to communicate safely online.	I can explain what each letter of SMART stands for. I can spot when something online might not be safe. I can explain what to do if something online is not safe or upsets me. I can make links between the offline and online world.	**Lesson Pack**
Key/New Words: Safe, meet, accept, reliable, tell, online, trusted, adult.	**Preparation:** **SMART Zoobook Messenger Activity Sheet** – 1 per child **Keep Kia Safe Activity Sheet** – as required **SMART Bookmarks** – 1 per child	

Prior Learning: The children should have already accessed the Internet in school, either via a tablet, laptop or desktop computer.

Learning Sequence

	SMART Zoo: Use the **Lesson Presentation** to introduce Spud Smart and SMART Zoo.	
	S for Safe: Reveal @CreepyCroc's message and the responses. Discuss what @Ella_Elephant should have done.	
	M for Meet: Reveal @CreepyCroc's message and the responses. Discuss what @Lee_Lion should have done.	
	A for Accept: Reveal @CreepyCroc's message and the responses. Discuss what @MiaMonkey should have done.	
	R for Reliable: Reveal @CreepyCroc's message and the responses. Discuss (in pairs) what @MiaMonkey should have done.	
	T for Tell: Reveal @CreepyCroc's message and the responses. Ask children to discuss (in pairs) what they would do if someone hurt or upset them in the playground. Explain that this is the same in the online world and that they should always tell a trusted adult. Can children make their own links between the offline and online world?	
	Welcome to Our New Animals: Explain that two new animals have arrived at the zoo and need some help to stay safe online. Read out the message that Patty Parrot has received on Zoobook Messenger. Children work in groups and complete the **SMART Zoobook Messenger Activity Sheet**. Can children spot when something online might not be safe? Can they explain what to do if something online is not safe? Children discuss the message in an adult-led group and decide what Patty Parrot should do, thinking about the SMART rules. Children can write down their idea, or an adult can record their responses. Children discuss the message in their group and decide what Patty Parrot should do, thinking about the SMART rules. Children write down their idea. Children discuss the message in their group and decide what Patty Parrot should do, thinking about the SMART rules. Children write down their idea. They could also complete the **Keep Kia Safe Activity Sheet**, reading the message themselves and explaining why it might not be safe and what Kia Kangaroo should do.	

Online Safety: Staying SMART Online

Are You SMART Enough? Provide each child with the **SMART Bookmarks** to fill in to see if they can remember the SMART rules. Use the **Lesson Presentation** to confirm what each letter stands for and ask children to explain what each word means. Tell children that they can take their bookmarks home to share the SMART rules with their parents/carers. Can children remember what each letter in SMART stands for? Can they explain what each word means?

Taskit

Shareit: Children take home their completed bookmarks and share them with friends and family to make sure everyone is following the SMART rules outside of school.

Makeit: Children can make their own _____ to display in a computer area or computer room to inform other children how to stay safe online.

Computing

Online Safety

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Staying
SMART
Online
SMART Zoo
Zoobook Messenger
Remember the SMART rules!
Type a message...

Aim

- To understand how to communicate safely online.

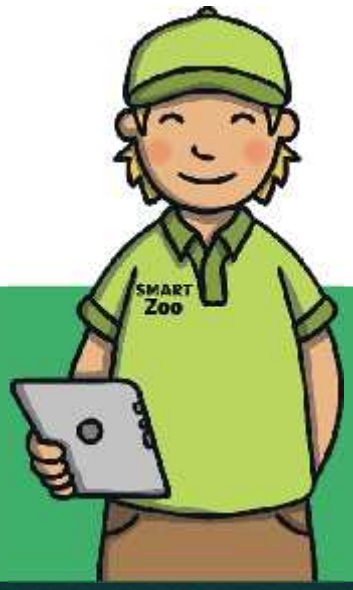
Success Criteria

- I can explain what each letter of SMART stands for.
- I can spot when something online might not be safe.
- I can explain what to do if something online is not safe or upsets me.
- I can make links between the offline and online world.

SMART Zoo

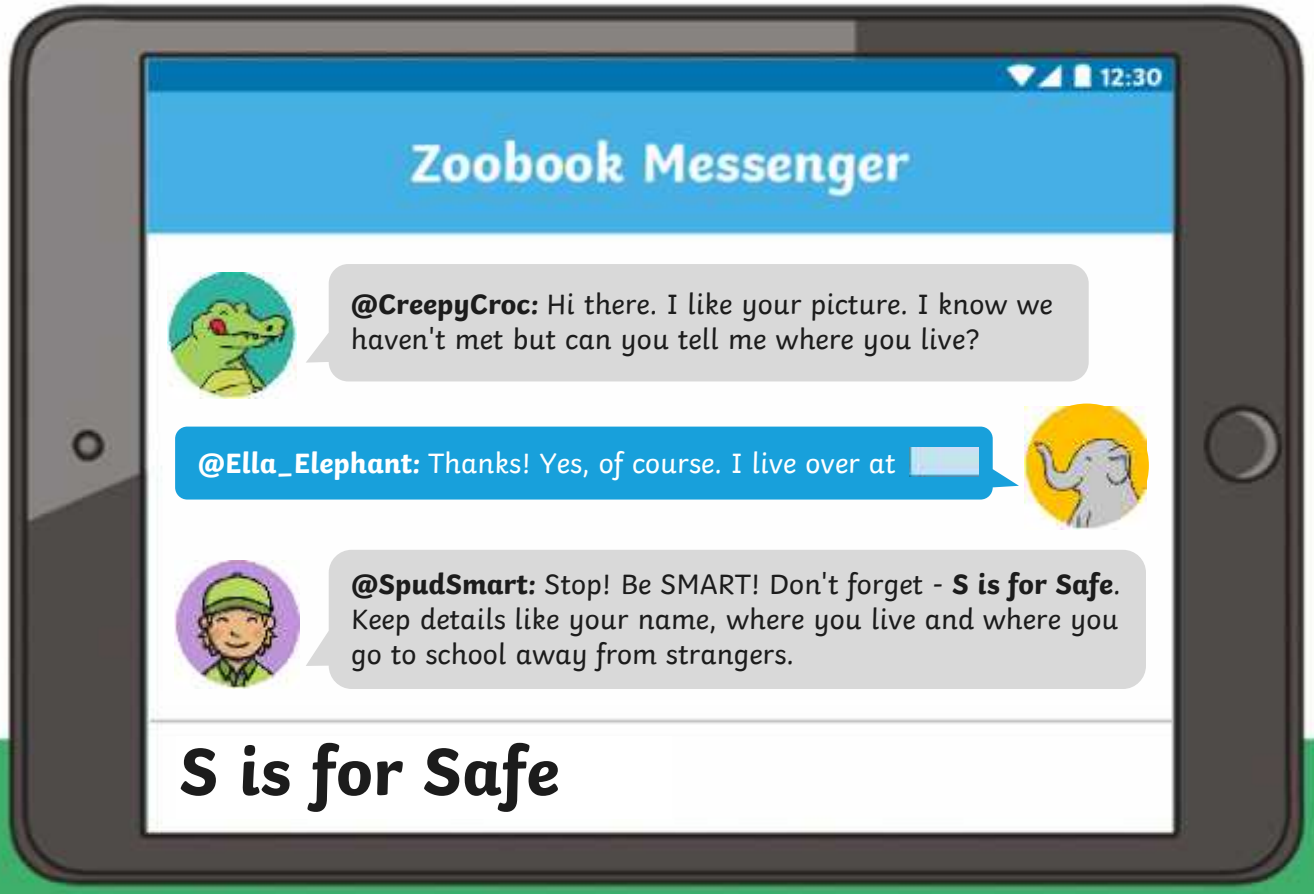
Welcome to SMART Zoo. This zoo is very special because all the animals love to go online and use the Internet!

This is Spud Smart. He's the zookeeper and it's his job to remind all the animals to stay safe online.



To do this, Spud follows the SMART rules.

S for Safe

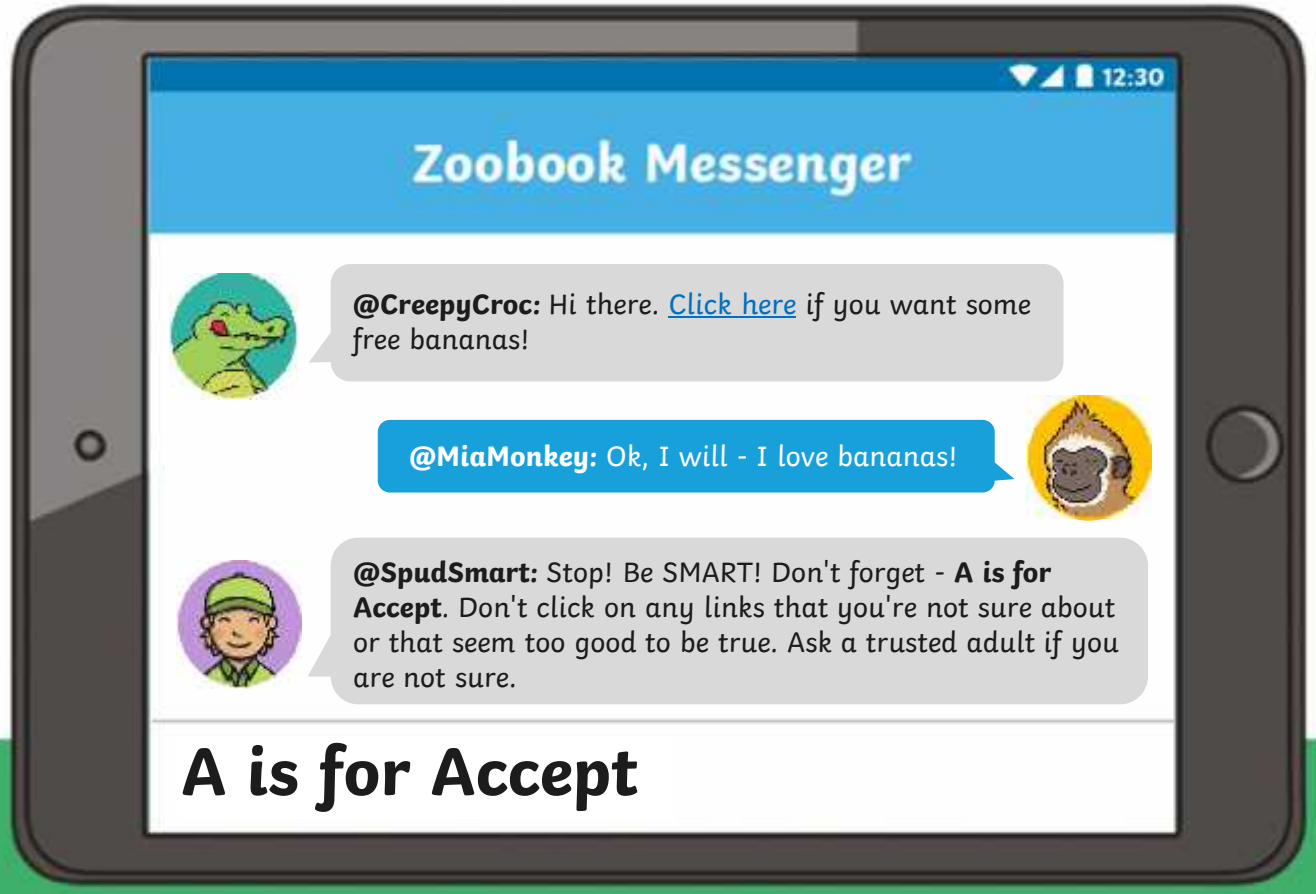


What should Ella Elephant have done?

M for Meet

What should Lee Lion have done?

A for Accept



What should Mia Monkey have done?

R for Reliable

What should Mia Monkey have done? Talk to your partner.

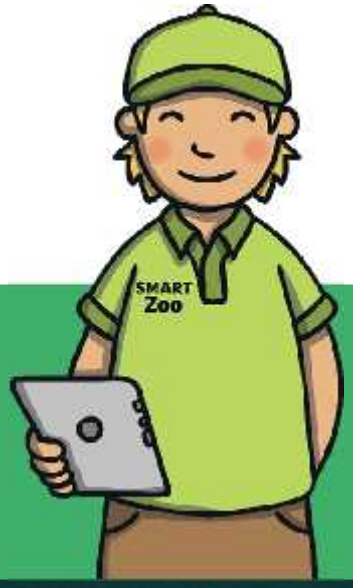
T for Tell

SMART
Zoo

12:30
Zoobook Messenger
@CreepyCroc: I saw you swimming in your lake. You're looking a bit fat at the moment!
@HankHippo:
@SpudSmart: Stop! Be SMART! Don't forget - T is for Tell. If anything you do or see online upsets you, tell a trusted adult straight away!
T is for Tell

T for Tell

What would you do if someone hurt or upset you in the playground? Talk to your partner.

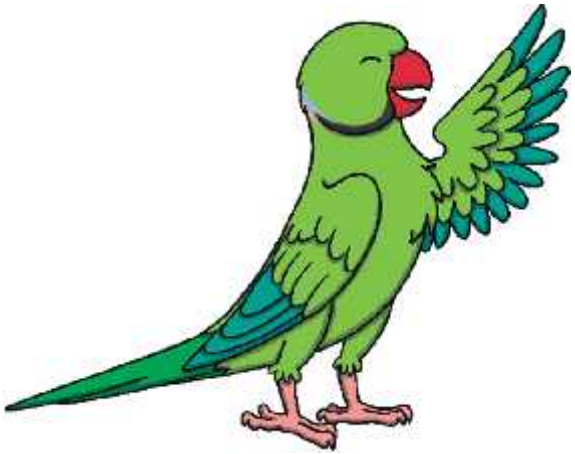


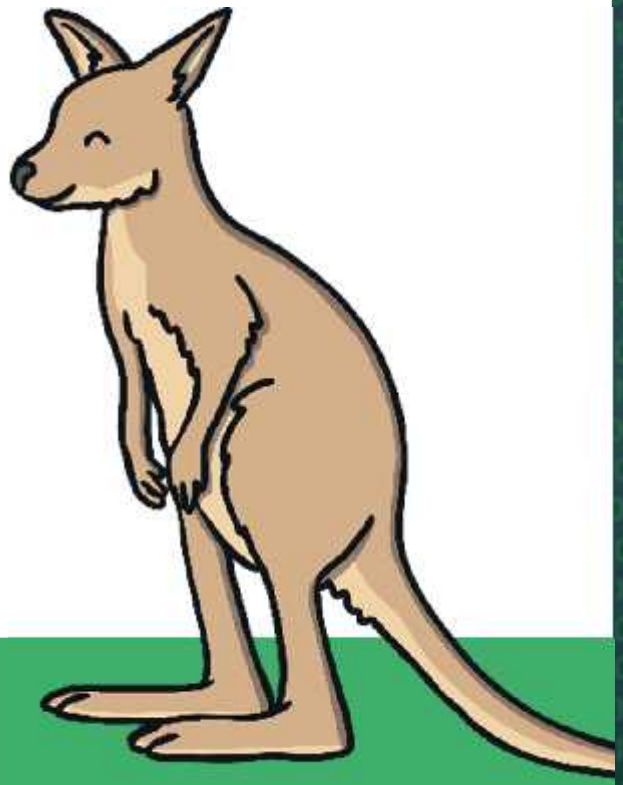
The online world is just the same.

If you see, hear or read something online that upsets you then tell a trusted adult straight away.

Welcome to Our New Animals

Two new animals have arrived at SMART zoo: Patty Parrot and Kia Kangaroo.





Can you help them to stay safe online?

Welcome to Our New Animals

Patty Parrot has received this message.

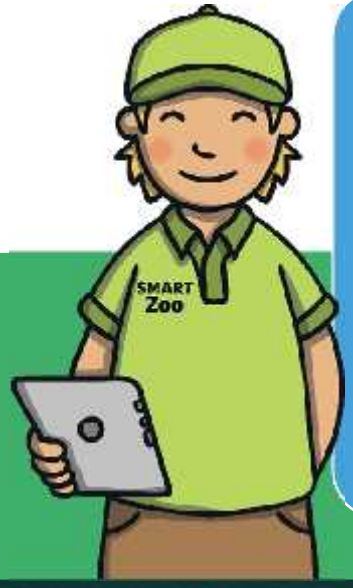
Welcome to Our New Animals

Talk to your group.

Is the message safe?

What should Patty Parrot do?

Remember the SMART rules!



S is for **Safe**

M is for **Meet**

A is for **Accept**

R is for **Reliable**

T is for **Tell**

Are You SMART Enough?

Can you remember what each letter is for?

Safe
Meet
Accept
Reliable
Tell

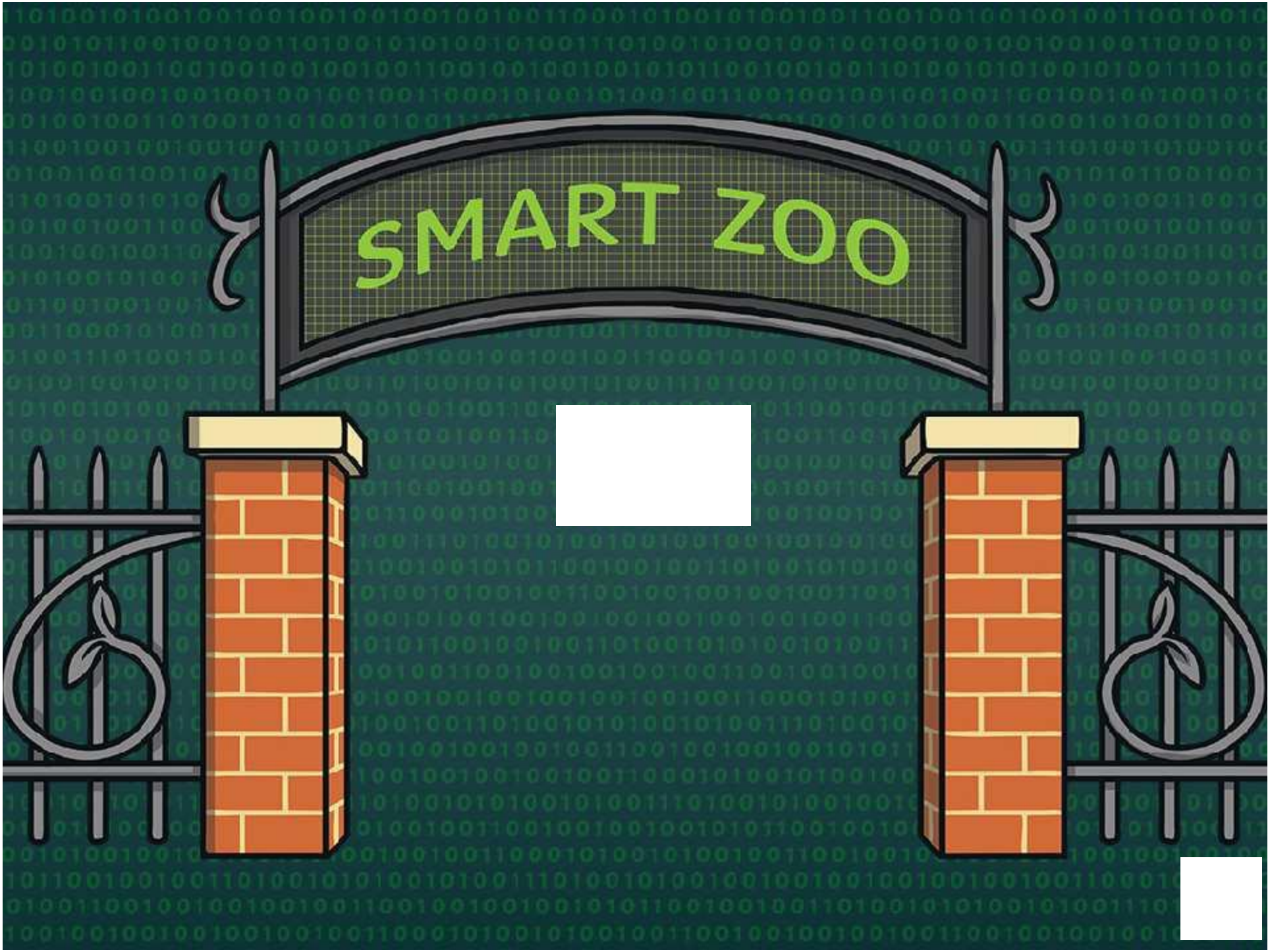
Can you explain what each word means?

Aim

- To understand how to communicate safely online.

Success Criteria

- I can explain what each letter of SMART stands for.
- I can spot when something online might not be safe.
- I can explain what to do if something online is not safe or upsets me.
- I can make links between the offline and online world.


SMART ZOO

Aim: To understand what personal information I need to keep safe.				**Date:**					
				Delivered By:			**Support:**		
Success Criteria	**Me**	**Friend**	**Teacher**	**T**	**PPA**	**S**	**I**	**AL**	**GP**
I can talk about my own personal information.				**Notes/Evidence**					
I can recognise what personal information can affect my safety.									
I know who to tell if someone asks for my personal information.									

Next Steps

- _____
- _____

T	Teacher	**I**	Independent
PPA	Planning, Preparation and Assessment	**AL**	Adult Led
S	Supply	**GP**	Guided Practice

Aim: To understand what personal information I need to keep safe.				**Date:**					
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Aim: To understand how to communicate safely online.				**Date:**					
				Delivered By:			**Support:**		
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- _____

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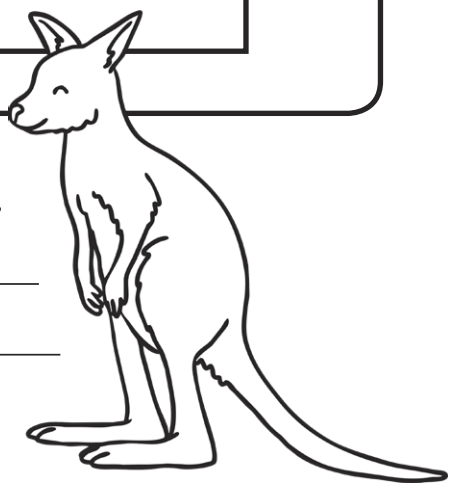
Next Steps

- _____
- _____

T	Teacher	**I**	Independent
PPA	Planning, Preparation and Assessment	**AL**	Adult Led
S	Supply	**GP**	Guided Practice

Keep Kia Safe

Kia Kangaroo has received this message.



Why might this message not be safe? Remember the SMART rules.

_____

_____

What should Kia Kangaroo do?

_____

_____

Remember the SMART rules!

S is for **Safe**

M is for **Meet**

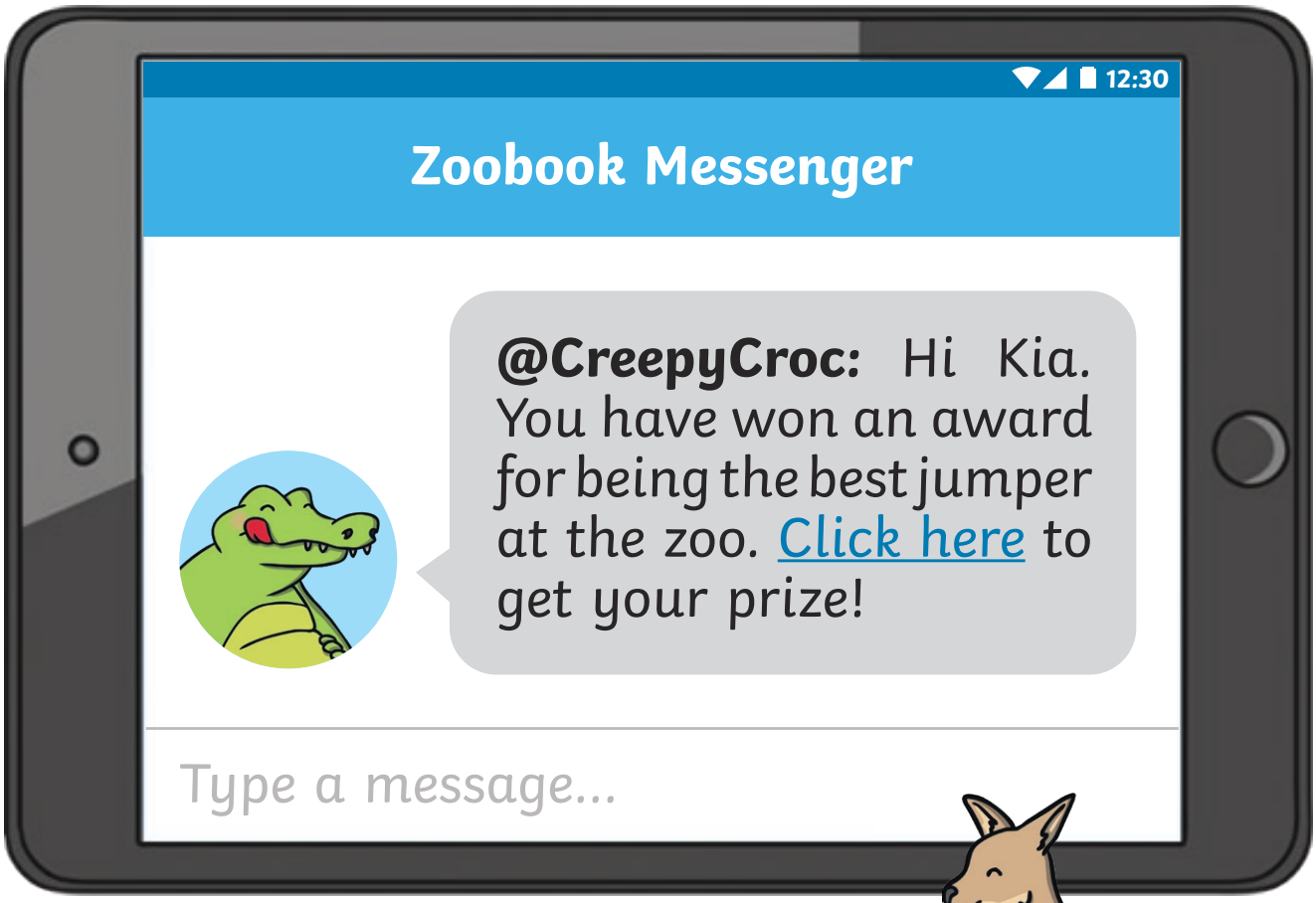
A is for **Accept**

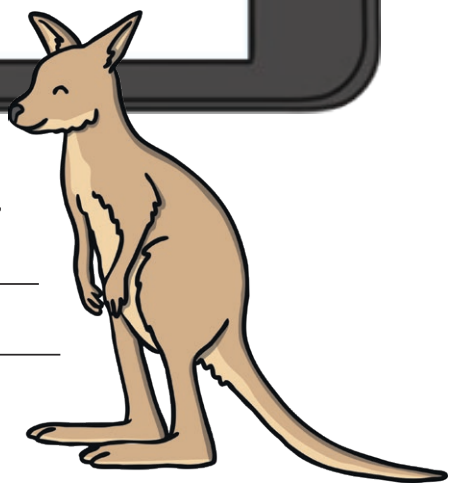
R is for **Reliable**

T is for **Tell**

Keep Kia Safe

Kia Kangaroo has received this message.





Why might this message not be safe? Remember the SMART rules.

_____

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What should Kia Kangaroo do?

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Remember the SMART rules!

S is for **Safe**

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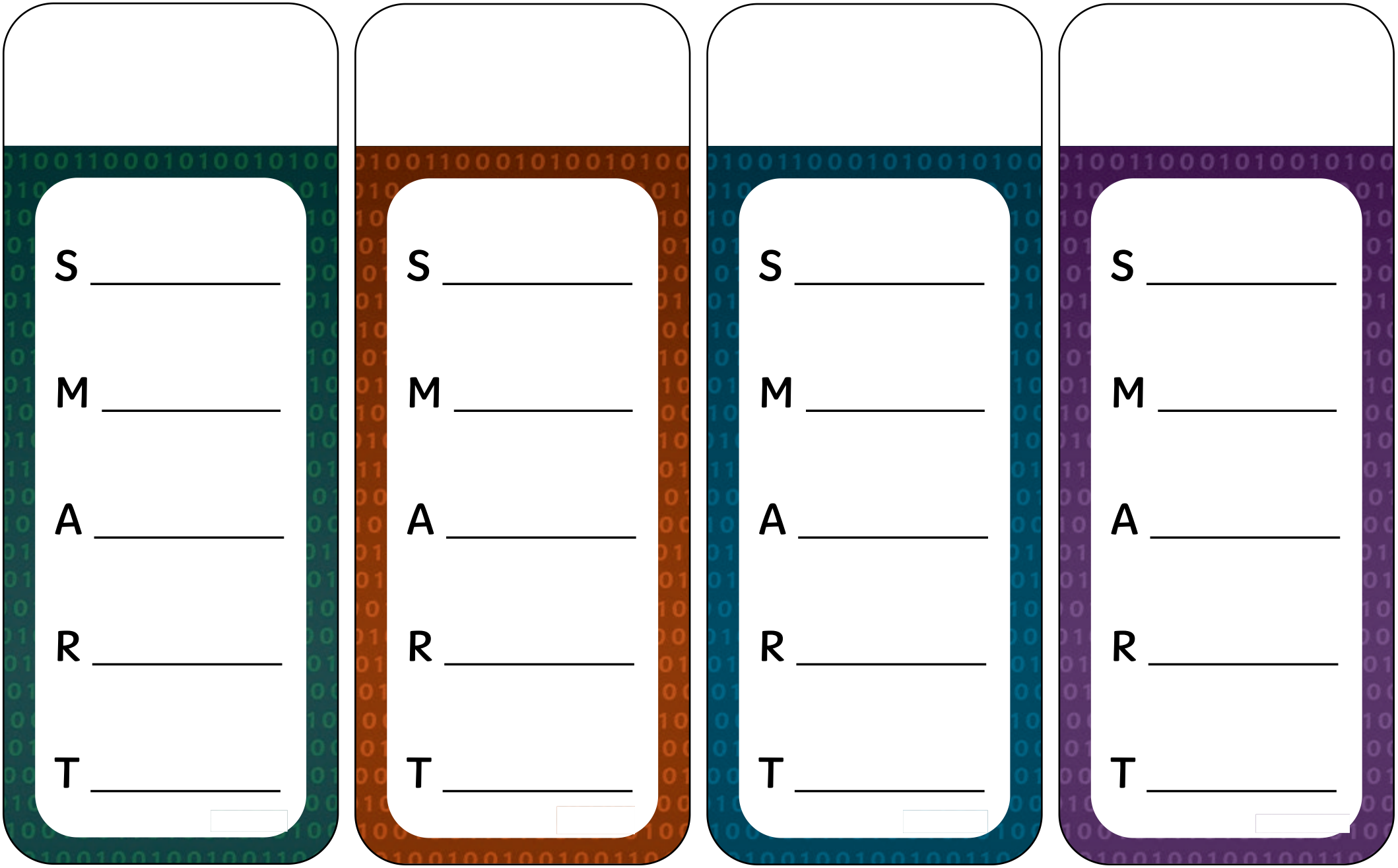
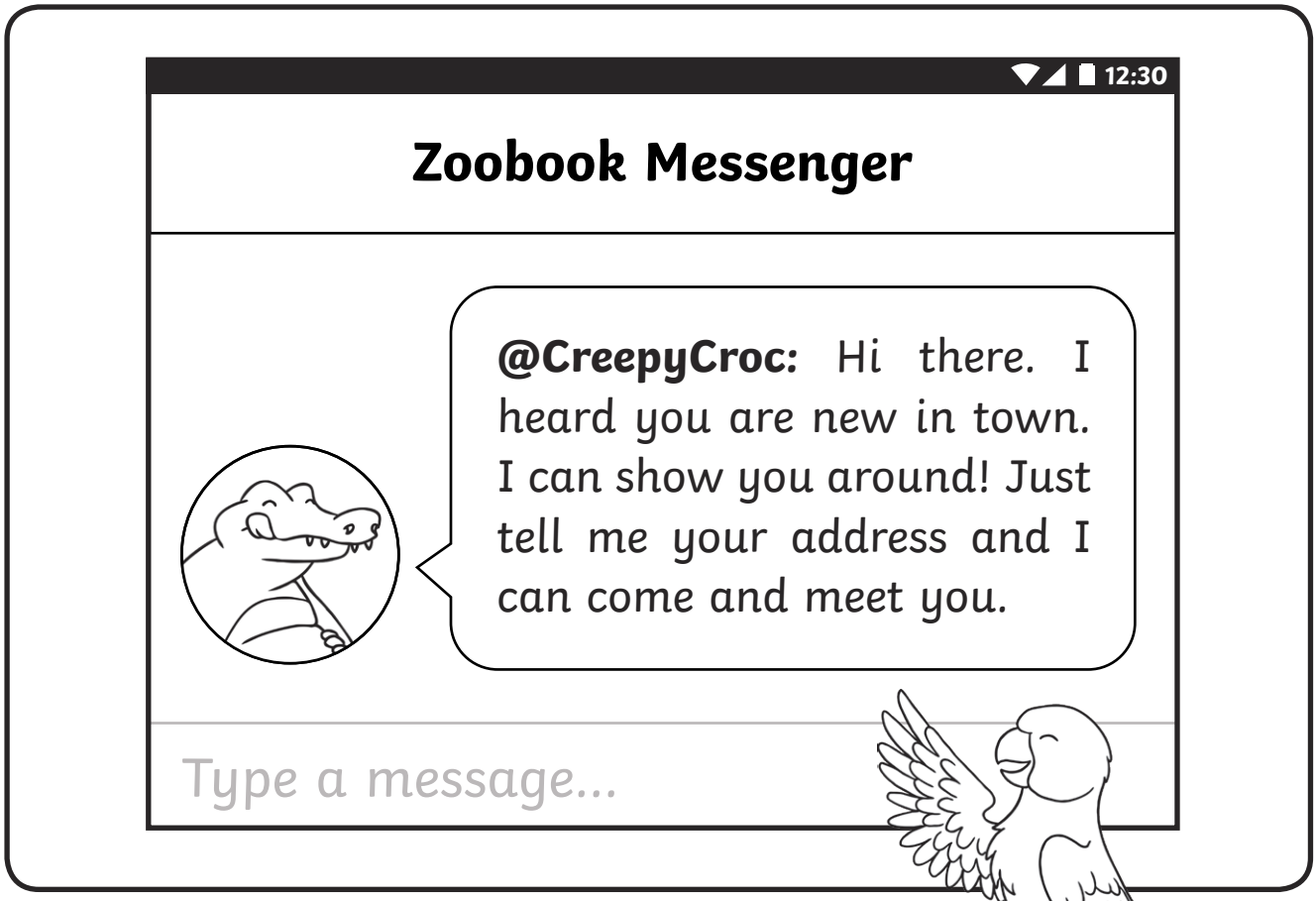

S
M
A
R
T

SMART Zoobook Messenger

Patty Parrot has received this message.



Is this message safe? Talk to your group. Remember the SMART rules.

What should Patty Parrot do?

Remember the SMART rules!

S is for **Safe**

M is for **Meet**

A is for **Accept**

R is for **Reliable**

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SMART Zoobook Messenger

Patty Parrot has received this message.

Is this message safe? Talk to your group. Remember the SMART rules.

What should Patty Parrot do?

Remember the SMART rules!

S is for **Safe**

M is for **Meet**

A is for **Accept**

R is for **Reliable**

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Online Safety | Staying SMART Online

To understand how to communicate safely online.		
I can explain what each letter of SMART stands for.		
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Online Safety: My Personal Information

Aim:	**Success Criteria:**	**Resources:**
Use technology safely and respectfully in the context of keeping personal information safe. To understand what personal information I need to keep safe.	I can talk about my own personal information. I can recognise what personal information can affect my safety. I know who to tell if someone asks for my personal information.	**Lesson Pack**
Key/New Words: Information, safety, personal, key, question, tell, safe, share, stranger, danger.	**Preparation:** **All About Me Cards** – 1 set per pair **Safe and Share Activity Sheet** – as required	

Prior Learning: Some discussion around 'Stranger Danger' with the class would be desirable before starting this lesson.

Learning Sequence

	Stranger Danger: Ask children what a stranger is and discuss (clarifying the difference between strangers and trusted adults that we don't know, e.g. police officers, if necessary). Discuss and recap ways in which to stay safe around strangers.	
	All About Me: In pairs, children use the **All About Me Cards** to find things out about each other, e.g. favourite colour. Can children talk about their own personal information?	
	All About Them: Ask some children to share two things they have found out about their partners.	
	Personal Information: Show the title of the slide and discuss the meaning of these words. Link 'personal information' to the activity they have just taken part in.	
	What Is It Used For? Explain that some websites need information about us so they can provide us with important services like food deliveries and parcels. Point out that only grown-ups can give out their information. Reveal the surprising fact that some websites even show you things you might like and avoid showing you things you don't.	
	What Is Safe to Share? It's important to recognise what information affects our safety. Some information is more important than others, especially if it were to fall into the wrong hands. Look at the examples of what is OK to share and what needs to be kept safe.	
	Safe or Share? Children use the **All About Me Cards** and the **Safe and Share Activity Sheet**. Children talk together about what personal information they should keep safe and what information is OK to share. Can children recognise what personal information they should keep safe from strangers? In an adult-led group, children sort the different types of personal information into the two groups: Safe or Share. In pairs, children discuss and sort the different types of personal information into the two groups: Safe or Share. In pairs, children sort the different types of personal information from 'OK to share' to 'Keep it safe', discussing which information it is most important to keep safe.	
	Let's Sort Together: Ask children to help you sort the **All About Me Cards** on the **Lesson Presentation** into the Share box or the Safe box. Allow time for discussion and listen to the reasons behind each choice. Address any misconceptions. Then, discuss which of the pieces of information would be the most important to keep safe. Do all the children agree? Can they explain their choice?	

	What Would You Do? Discuss what to do if anyone – online or offline – asks for personal information. Give the children three choices (1, 2 or 3) and allow them to write what they think is the correct choice on their whiteboards or to show you that number of fingers to represent their choice. Make sure that all children are clear about who they could tell if they were asked about their personal information online. Do children know what to do if a stranger asks for personal information?	

Taskit

Playit: In pairs or groups, children pretend that one person is a stranger who begins asking for personal information. Everyone else in the group practises how to respond.

Displayit: Set up a _____ display board. Put up one sign saying 'Keep It Safe' and one saying 'OK to Share'. Ask children to draw or write examples of things they think would fit into each category to add to the display.

Computing

Online Safety

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My Personal Information

Aim

- I understand what personal information I need to keep safe.

Success Criteria

- I can talk about my own personal information.
- I can recognise what personal information can affect my safety.
- I know who to tell if someone asks for my personal information.

Stranger Danger

What is a 'stranger'?

Never accept gifts or sweets from a stranger.

Never get in a car with a stranger.

Never go anywhere with a stranger.

Never go off on your own without telling your parents or a trusted adult.

Never tell a stranger where you live or where you go to school.

All About Me

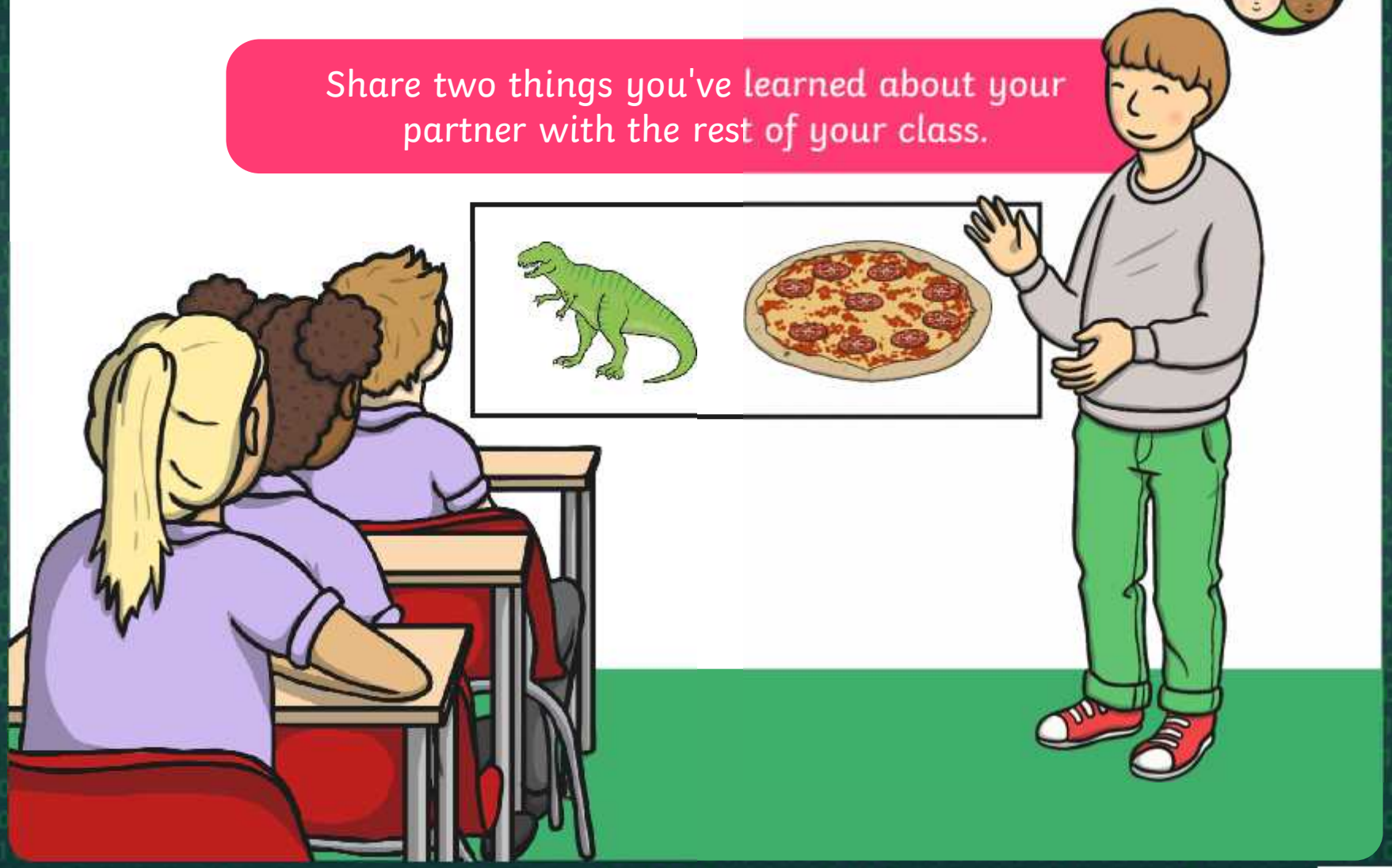
Look at the **All About Me Cards** with a partner.

For each topic, share your answer and listen to your partner's.

All About Them

Whole Class

Share two things you've learned about your partner with the rest of your class.



Personal Information

Name

Pets

where you go to school

favourite food

where you live

favourite colour

date of birth

favourite toy

Personal information includes all things that are true about a person.

What Is It Used For?

How is personal information used online?

An address is used to make sure parcels are delivered to the right home.

Only an adult can give out this information.

Our interests are used to show us things we might like to see or buy online.

What Is Safe to Share?

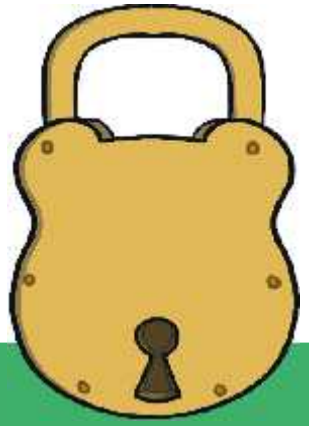
Some information is OK to share online.

Things like our favourite animal, favourite fruit or our hobbies are all OK to talk about.

What Is Safe to Share?

Information that tells others where we are should be kept safe.

Things like where we live or where we go to school should **not** be shared with strangers.



Remember - You don't have to tell anyone anything at all if you don't want to.

Safe to Share?

In your pair or group, look again at the **All About Me Cards.**

Decide if the information on each card should be kept safe or if it's OK to share.

Which ones do you think are the most important to keep safe?

Let's Sort Together

How did you sort the cards? Let's decide together whether each piece of information is OK to share or should be kept safe.

Your Favourite toy

Share

Safe

Let's Sort Together

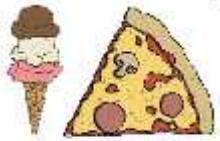
Which piece of information do you think is most important to keep safe? Which is least important? What are you reasons?

Your Favourite toy

Your School

Your Family

Your Favourite food



Where you live

Your favourite colour

What Would You Do?

What would you do if someone online sent you this message?

Where do you live?

1. Don't reply and tell a trusted adult.
2. Tell the person where you live - it might be important.
3. Ask them why they want to know before answering.

Tell a trusted adult straight away.

Which trusted adults could you tell?

The correct answer is 1. You should not reply to someone asking for information about where you live.

Aim

- I understand what personal information I need to keep safe.

Success Criteria

- I can talk about my own personal information.
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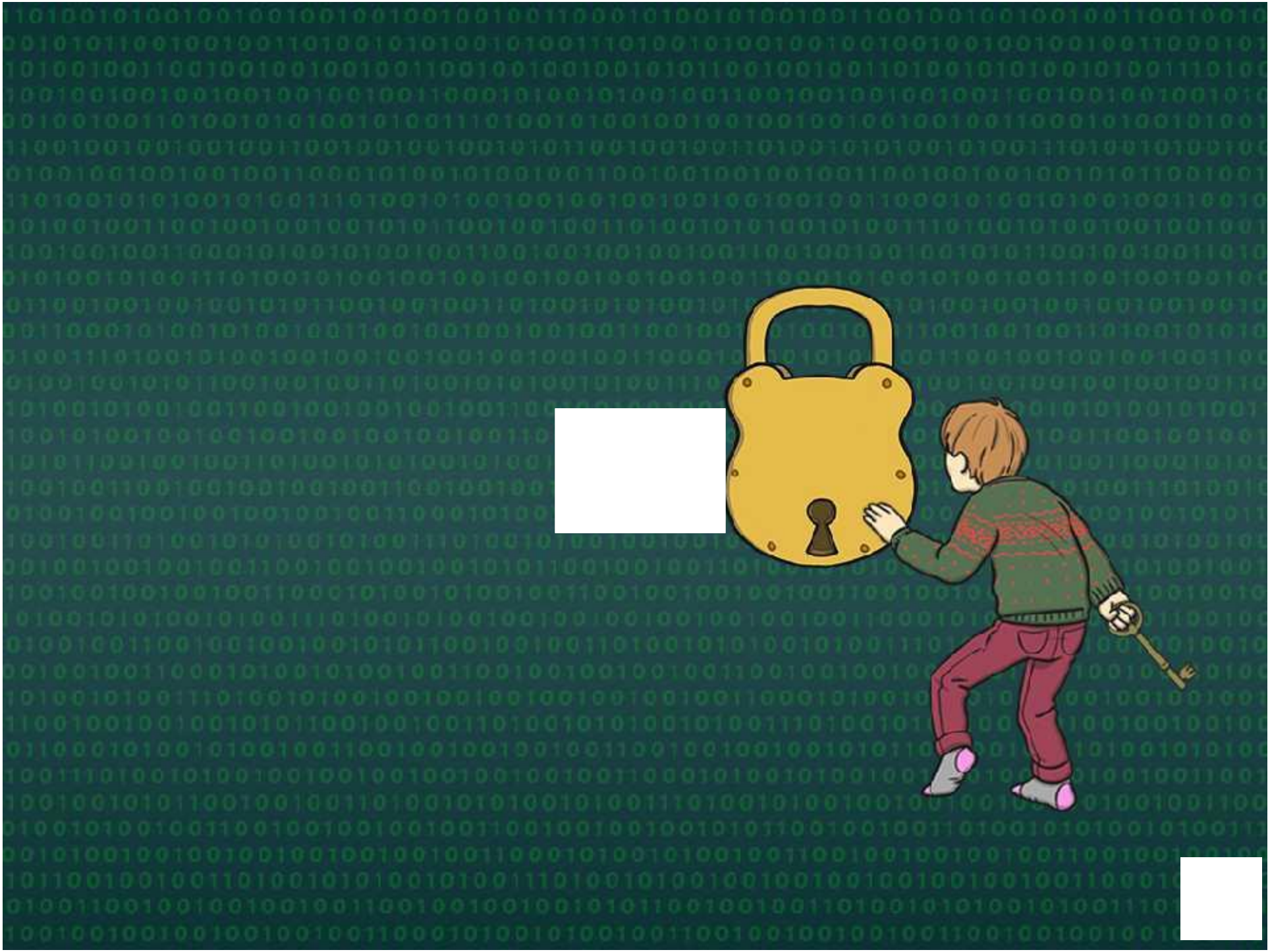
- I know who to tell if someone asks for my personal information.

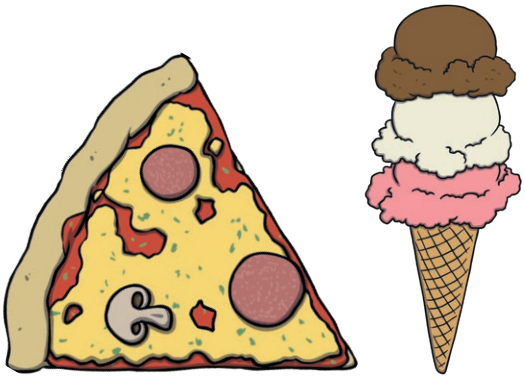


Your favourite colour

Where you live

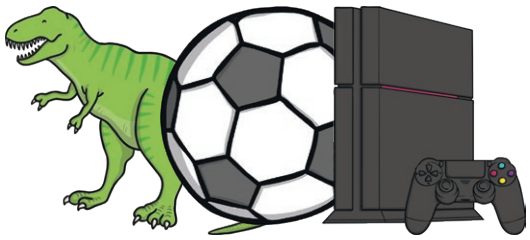
Your family

Your favourite food



Your school

Your favourite toy



Safe or Share

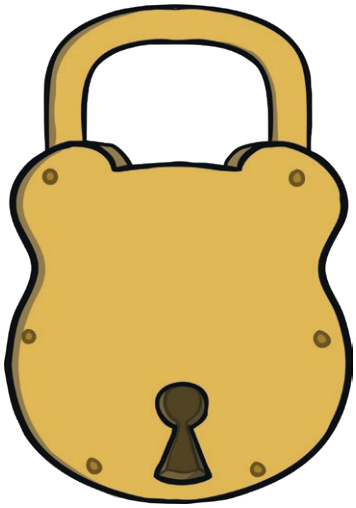
Read the **All About Me Cards**. Discuss them in your group.

If the information on the card is OK to share, place the card on the Share box.

If the information on the card needs to be kept safe, place the card on the Safe box.

Share

Safe



Safe or Share

Read the **All About Me Cards**. Discuss them with your partner.

If the information on the card is OK to share, place the card on the Share box.

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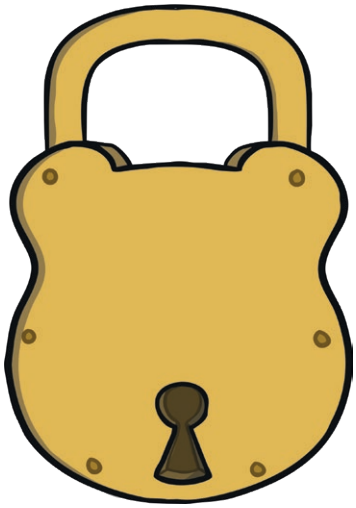
Share

Safe



Safe or Share

With a partner, order the **All About Me Cards** from 1 to 6. 1 is the piece of information that is most OK to share and 6 is the information that it is most important to keep safe.

1

Ok to share

2

3

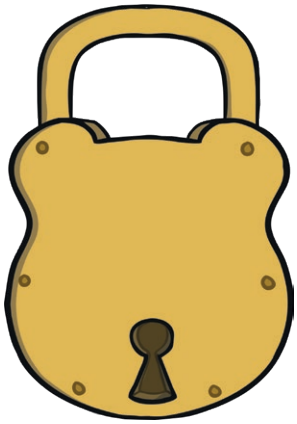
Safe or Share

4

5

6

Keep it safe



Online Safety | My Personal Information

To understand what personal information I need to keep safe.		
I can talk about my own personal information.		
I can recognise what personal information can affect my safety.		
I know who to tell if someone asks for my personal information.		

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Online Safety: What Is Email?

Aim:	**Success Criteria:**	**Resources:**
Recognise common uses of information technology beyond school in the context of sending an email. To explore how to use email to safely communicate.	I can say why email is a good way of communicating. I understand how quickly an email can go from one place to another. I can begin to form an email. I can suggest ways to use email safely. I can explain what to do if I receive an email from someone I don't know.	**Lesson Pack** Desktop computers, laptops or tablets with a web browser and chosen email account.
Key/New Words: Email, Internet, subject, address, communicate, sender.	**Preparation:** **Tia's Email Activity Sheet** – as required Refer to the **G-Suite for Education Adult Guidance** for support and guidance on setting up email in your setting.	

Prior Learning: It would be helpful if children have developed basic computer skills, covered in the

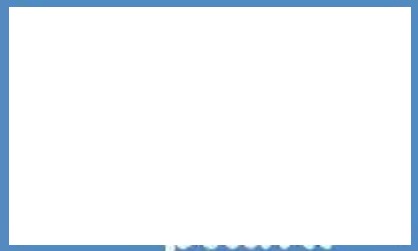
Learning Sequence

	How We Communicate: Discuss different ways people share information. Ask for the children's ideas and reveal some suggestions on the **Lesson Presentation**.	
	Sending Mail: Show the images of a letter being written, posted and delivered. Talk about how long it takes for a letter to go from the sender to the person who receives it. Ask how this could be made quicker.	
	Email: Reveal how email is almost instant. Explain how emails are sent on computers or other devices connected to the Internet. Explain that the 'e' stands for electronic. Be clear that this is something that adults use every day and that when children use email, they need to do so with a trusted adult.	
	Why Is Email a Good Thing? Compare emails with the traditional post. Can children think of reasons why email is a good thing? Show a couple of pros and cons for each and add children's own ideas. Can children suggest why email is a good way to communicate?	
	How to Send an Email: Introduce Tia, who has decided to send an email (with her dad's help) to invite her friends to a party. Use the **Lesson Presentation** to show how to form an email. Discuss that it's important to not share any personal information via email with people you don't know. Use Tia's questions on the next slide to clarify when it is OK to share some of your information online. Address any misconceptions.	
	Emergency Email: Explain that Tia has just realised that her previous email included the wrong time for her party. Can the children write a new email from Tia to her friends, telling them the new information? Can children begin to form an email? In a small adult-led group, children create an email on the IWB. In pairs, children draft a short email on the **Tia's Email Activity Sheet**. Children can then use computers to compose their prepared email. In pairs, children use computers to write an email from Tia (drafting it on the **Tia's Email Activity Sheet** first, if required).	
	Opening Emails: Reveal Tia's inbox and discuss why it's important to be careful when opening emails. Look through the emails in her inbox and, as a class, decide which ones Tia should open and which ones she should delete. Can children identify emails that should be safe to open? Do they know what to do if an email doesn't seem safe?	

Taskit

Sendit: Challenge children to send an email with their parents or carers and bring examples in to show the rest of the class.

Researchit: Ask children to find out other ways in which people communicate electronically. What devices do people use? What are the names of other ways we communicate?



Computing

Online Safety

What Is Email?

Aim

- To explore how to use email to safely communicate.

Success Criteria

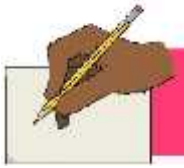
- I can say why email is a good way of communicating.
- I understand how quickly an email can go from one place to another.
- I can begin to form an email.
- I can suggest ways to use email safely.
- I can explain what to do if I receive an email from someone I don't know.

How We Communicate

'Communicate' means to share information.
Can you think of some of the different ways people communicate? Talk to your partner.

talking

using sign language



writing letters

talking on a telephone

using pigeons to deliver messages (a long time ago)

using computers, tablets or smartphones

Sending Mail

People often send letters through the post.

It takes at least one whole day for a letter to go from one place to another.

How can we speed up the way we send written information?

Email

People use computers, phones or tablets to send **emails.** This is like a letter sent digitally through the Internet.

Emails are sent instantly through a computer network.

Emails can take just seconds to go from one computer to another. An **email** can travel to a computer on the other side of the world through the **Internet**.

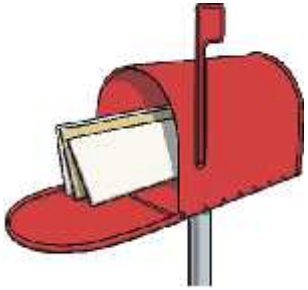
Many adults use **email** every day. You can start using email on your own when you get a little older. If a child uses email, it is important they do this with a responsible adult.

Why Is Email a Good Thing?

Can you think of a reason why **email** is a better way of communicating than sending a letter through the post?

Letters are usually only sent to one place. It is not very easy for someone to share your private letter with lots of other people.

Email is very quick. Your message can be sent to the other side of the world in seconds.



VS

Letters take longer - sometimes days or even weeks - to reach their destination.

Your message or email details could end up in the wrong hands. People could share your private message or personal details more easily.

How to Send an Email

Tia is going to have a birthday party at the zoo.

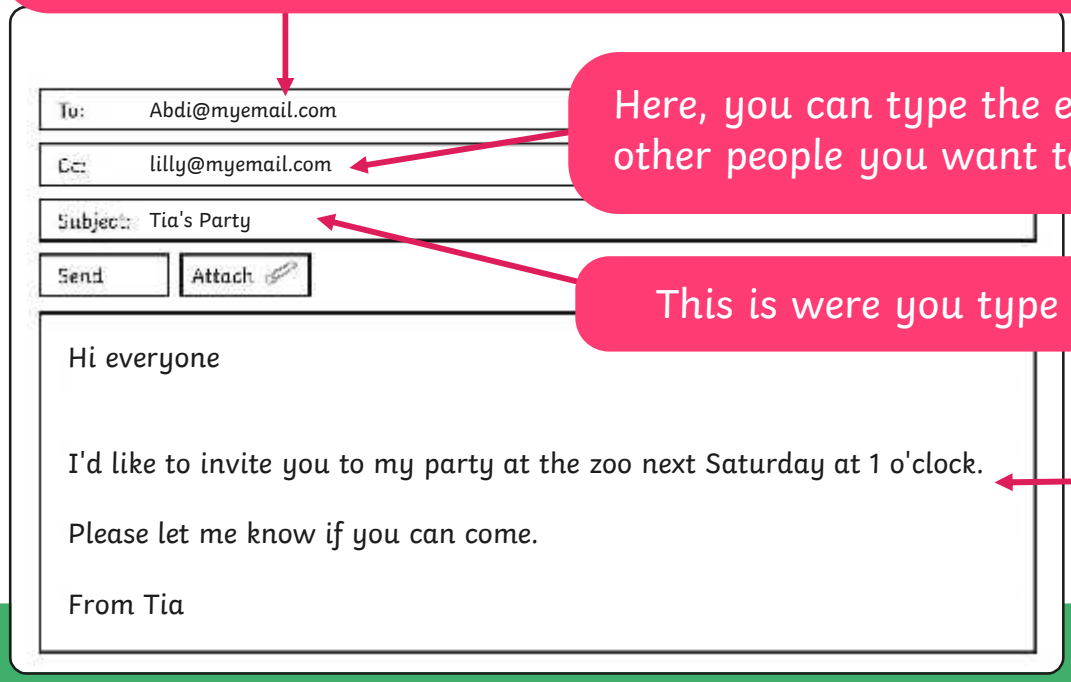
She needs to let her friends know where it is and when to come.

She has decided that using email would be the best way to invite her friends.

She has asked her dad to help her send an email.

How to Send an Email

Instead of a home address, people have an email address. It always contains the @ symbol. This address tells the email where to go.



Here, you can type the email addresses of any other people you want to be able to see the email.

This is were you type what the email is about.

Here, you can start typing your message.

When you're ready, click Send

Don't send personal information in an email to people you don't know.

How to Send an Email

Tia is confused. She has some questions about her emails. Can you help her decide what to do?

Is it OK to give out information about my party to my friends?

Yes, email is a great way to communicate with friends and family.

When I get replies, how will I know if an email is safe to open?

Your email replies will be from people you know. If you see an email from someone you don't know, tell a trusted adult straight away.

Who should I not give this information to?

Don't give the information to anyone you don't know.

Who should I speak to if I have any questions about my emails?

Speak to a trusted adult, like a parent or a teacher.

Emergency Email

It's Tia's birthday party on Saturday. She has just realised that she told all her friends the wrong time! She said it was at 1 o'clock and she should have said 2 o'clock.

Tia needs to let her friends know the correct time.

Imagine you are Tia. Create a new email to send to your friends.

Opening Emails

Sometimes we receive emails from people we don't know. Some of these emails can cause harm to your computer or are from people looking to use your information in the wrong way.

	Name	Subject	Date
☐	Ben	RE: Party	10th Nov
☐	Harry	RE: Party	10th Nov
☐	Not West Bank	Tell us your address!	10th Nov
☐	Amelia	RE: Party	10th Nov
☐	Creepy Croc	FREE TOYS	10th Nov

Opening Emails

If you see **RE:** in the subject of an email, it means the email is a reply from an email you sent.

Tia knows Ben, Harry and Amelia. They are sending a reply to her email. These emails are safe to open.

	Name	Subject	Date
☑	Ben	RE: Party	10th Nov
☑	Harry	RE: Party	10th Nov
☐	Not West Bank	Tell us your address!	10th Nov
☑	Amelia	RE: Party	10th Nov
☐	Creepy Croc	FREE TOYS	10th Nov

Opening Emails

If you see an email from a sender you don't know, don't open it.
Always show a trusted adult.

do not open the email. You should delete these emails.

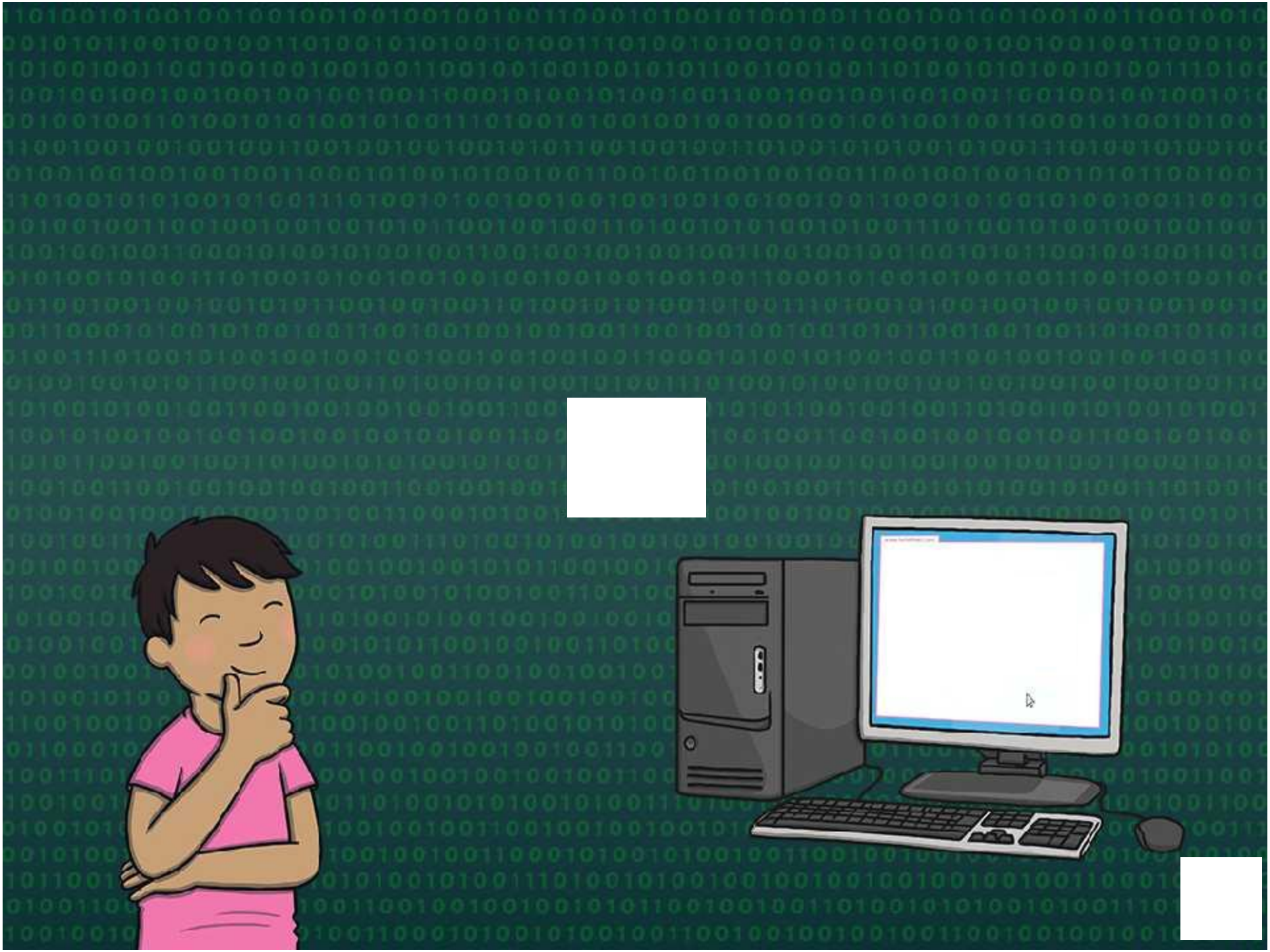
	Name	Subject	Date
☐	Ben	RE: Party	10th Nov
☐	Harry	RE: Party	10th Nov
☐	Not West Bank	Tell us your address!	10th Nov
☐	Amelia	RE: Party	10th Nov
☐	Creepy Croc	FREE TOYS	10th Nov

Aim

- To explore how to use email to safely communicate.

Success Criteria

- I can say why email is a good way of communicating.
- I understand how quickly an email can go from one place to another.
- I can begin to form an email.
- I can suggest ways to use email safely.
- I can explain what to do if I receive an email from someone I don't know.



Aim: To apply my online safety knowledge to help others make good choices online.				**Date:**					
				Delivered By:			**Support:**		
Success Criteria	**Me**	**Friend**	**Teacher**	**T**	**PPA**	**S**	**I**	**AL**	**GP**
I can recall some of the online safety skills I have been learning.				**Notes/Evidence**					
I can recognise potential dangers online.									
I can use my online safety knowledge to decide what to do in different situations.									
I can guide others to make safe choices online.									

Next Steps

- _____
- _____

T	Teacher	**I**	Independent
PPA	Planning, Preparation and Assessment	**AL**	Adult Led
S	Supply	**GP**	Guided Practice

Aim: To apply my online safety knowledge to help others make good choices online.				**Date:**					
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				Delivered By:			**Support:**		
Success Criteria	**Me**	**Friend**	**Teacher**	**T**	**PPA**	**S**	**I**	**AL**	**GP**
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Next Steps) _____) _____									

T	Teacher	**I**	Independent
PPA	Planning, Preparation and Assessment	**AL**	Adult Led
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Adult Guidance **G-Suite for Education**

About G-Suite

G-Suite for Education is a suite of apps created by Google that is free for schools. It is similar to the range of apps available to those with a personal Google account.

It is available for all UK education institutions from nurseries to Higher Education.

G-Suite will need to be installed in advance by either the IT technician or the computing subject coordinator. They will need administrator rights that will enable them access to all accounts.

You will need administrator permission to access your class accounts.

Access to G-Suite is via any website browser.

You will need to obtain parental permission for children to access G-Suite for Education. A template letter is provided by Google

Login to G-Suite

Go to Google and find 'Sign in' on the upper right-hand corner.

Signing in requires a username and password.

All G-Suite users have a username that is an email address; however, **this does not mean that all G-Suite users have access to email.** The administrator can decide which apps the users have access to. (Please read the IT Technician Information section for further information.)

Many of the apps available on G-Suite are similar to Microsoft Office. While the G-Suite equivalents do not have all the same functions, they have all the core ones that are used most frequently by most users.

G-Suite For Education	Microsoft Office
Google Docs	Word
Google Sheets	Excel
Google Slides	PowerPoint

Another useful app is the new **Google Sites**. This creates websites and web pages which can be published internally and externally.

Why use these apps?

• Automatic saving of files and previous versions

• Easy to share

• Can collaborate on documents in real time (more than one person can add content at the same time)

Where are the documents saved?

All documents are saved on each user's Google Drive (which has unlimited cloud storage for education users).

Additional apps that are useful for class teachers

Google Classroom is an app that is designed for teachers to assign work to their class and to receive it back without the need for sharing or email.

Other apps that are included

Gmail – Can be for internal as well as external use, depending on the permissions granted.

Google Plus – A social media app; an age restriction of 13+ applies.

Google Calendar – Creates a calendar that allows events to be shared among numerous users.

Google Vault – Archives emails and documents.

Safeguarding

Google is fully compliant with the US-EU Safe Harbor Legislation which regulates what data can be stored, what it can be used for and requires permission to be given. This means it is an opt-in, not an opt-out, system which requires companies to gain explicit permission to use data they have stored or to sell it to third parties.

Further details can be found here:

It is recommended that along with the IT technician, the computing subject coordinator and one other member of staff has administration rights that enable them to view/access student accounts and be able to turn access to different Google Apps on and off.

Computing Subject Coordinator Information

Google Apps for Education needs to be applied for and proof that you are a UK education institution is required. It is recommended that you make the initial request using your current school email as this enables easier verification. To be able to access G-Suite tools, you must verify your domain. This provides Google with digital proof that you are a school and therefore gives them permission to provide you with G-Suite for free. To find out how to verify your domain, access Google's help page by

If you have an IT technician working regularly at the school then it is recommended that they set up G-Suite once you have been given the initial details.

It is recommended that you have 'SuperAdmin' rights and therefore access to all accounts in addition to the IT technician, in case of problems or if the need to restrict an account for safeguarding or any other reasons should arise.

If, however, you choose to set it up, there is a step-by-step guide to setting up accounts and permissions.

Please use the IT Technician Information section below for guidance.

You will need to decide whether pupils will have access to Gmail (email app). This is a decision for the school and needs to be in line with the school's safeguarding policy. It is not recommended that any primary pupils be given permission to email externally. Instead, teachers should do so on behalf of their class if necessary.

IT Technician Information

Please refer to this for in-depth support.

Creating accounts

The simplest way of creating accounts is to upload a CSV file with student information. A CSV (Comma Separated Values) file is an Excel document.

The CSV file can be downloaded from SIMS (or the equivalent software used in your school). You can choose the information to include in the CSV file. For the purposes of G-Suite, the names are sufficient for primary school users.

Each year group should be created as a group and classes as subgroups. Pupils should be assigned to the appropriate sub-group.

This will make setting account permissions easier. Teachers should be given administration rights for sub-groups. If there are phase leaders in the school, they should be given administration rights for their phase.

Super administrators should include:

IT technician(s)

Computing subject coordinator

Headteacher

Also, designated senior persons (DSPs) should be considered for super administration rights based on their safeguarding responsibilities.

Account Permissions

All Google Apps can be turned on or off.

The G-Suite eco-system is flexible and therefore different permissions can be granted to different groups and sub-groups as appropriate.

Google Classroom should be set up after G-Suite has been set up. It is possible to do this without G-Suite; however, it would require a private Google account which would open the school to safeguarding issues for both children and teachers.

Support

Support to set up G-Suite is available from the following link:

There is both phone and email support available for G-Suite, which includes callbacks and follow-up support as appropriate.

Tia's Email

To:

Cc:

Subject:

Send | Attach

Tia's Email

To:

Cc:

Subject:

Send | Attach

Online Safety | What Is Email?

To explore how to use email to safely communicate.		
I can say why email is a good way of communicating.		
I understand how quickly an email can go from one place to another.		
I can begin to form an email.		
I can suggest ways to use email safely.		
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Online Safety: Keeping Zibb Safe Online

Aim:	**Success Criteria:**	**Resources:**
Use technology safely and respectfully in the context of guiding others to make the right choices online. To apply my online safety knowledge to help others make good choices online.	I can recall some of the online safety skills I have been learning. I can recognise potential dangers online. I can use my online safety knowledge to decide what to do in different situations. I can guide others to make safe choices online.	**Lesson Pack** Scissors Glue sticks
	Key/New Words: Online, digital, Internet, danger, SMART, safe, meet, accept, reliable, tell, danger, email.	**Preparation:** **Zibb's Online Safety Flapbook** – as required, including one pre-made version to show as an example

Prior Learning: Children will have completed Lessons 1-5 of the Year 1 Online Safety unit.

Learning Sequence

Our Online Safety Skills: Use the questions on the **Lesson Presentation** to recap the skills and knowledge children have learnt in the prior lessons. Children can discuss their answer with a partner. Then, click to reveal and discuss the answer shown. Can the children recall the key facts they have learnt about using the Internet safely?

Meet Zibb: Introduce children to Zibb, an alien who has travelled to Earth and has never used the Internet before. What can children tell Zibb about the Internet? Highlight the fact that as well as having fun online, Zibb will need help to stay safe.

Zibb's Online Safety Flapbook: Show children the **Zibb's Online Safety Flapbook** template and discuss the different sections and make sure children understand each word, e.g. personal. Show children a pre-made flapbook and demonstrate how it works. To make their flapbooks, children will need to stick page one onto page two along the vertical edge on the left. They then cut along the dotted lines on page one to create flaps that can be folded back to reveal the facts underneath. Children use their knowledge of online safety to make **Zibb's Online Safety Flapbook** with information to help Zid to stay safe when using the Internet. Can children recognise potential online dangers?

Children work in an adult-led group to make one flapbook together or one each, with support. As a group, read through the different facts and decide which are true and which are false. Then, work together to stick the facts into the correct place in the flapbook.

Children can work individually or in pairs. They choose the correct word from the word bank to complete each online safety fact. They then choose the correct place to stick each fact in their flapbook.

Children can work individually or in pairs. They use the word bank and picture clues to write online safety facts. They then stick each fact in the correct place in their flapbook.

What Should Zibb Do? Use the **Lesson Presentation** to show children different scenarios that Zibb finds himself in. Ask children to decide what Zibb should do. Refer to prior learning and clear up any misconceptions. Can children apply their online safety to different contexts? Can children guide others to make safe choices online?

Taskit

Createit: Use the _____ to teach children how to make their very own Zibb, complete with spaceship.

Writeit: Children could write a _____ from Zibb to his family, explaining what he has learnt about online safety.

Computing

Online Safety

Regent Studies | www.regentstudies.com

e-mail
Keeping Zibb
Safe Online

Aim

- To apply my online safety knowledge to help others make good choices online.

Success Criteria

- I can recall some of the online safety skills I have been learning.
- I can recognise potential dangers online.
- I can use my online safety knowledge to decide what to do in different situations.
- I can guide others to make safe choices online.

Our Online Safety Skills

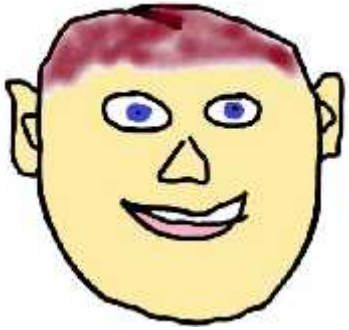
We have been learning about how to stay safe online.

Use what you have learnt so far to answer the questions on the next slides.

How much can you remember?

Our Online Safety Skills

What information should you write on a picture you have created?



Your name and date

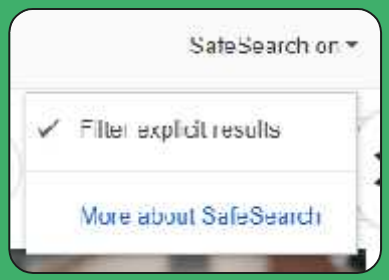
When you create a piece of work, you own it! Writing your name and date shows other people that you made it and tells them when. This could help to prove that it is your work in the future, even if your work is shared around the world using the Internet.

Our Online Safety Skills

What can you use to keep safe when you are searching online for a picture of a puppy?

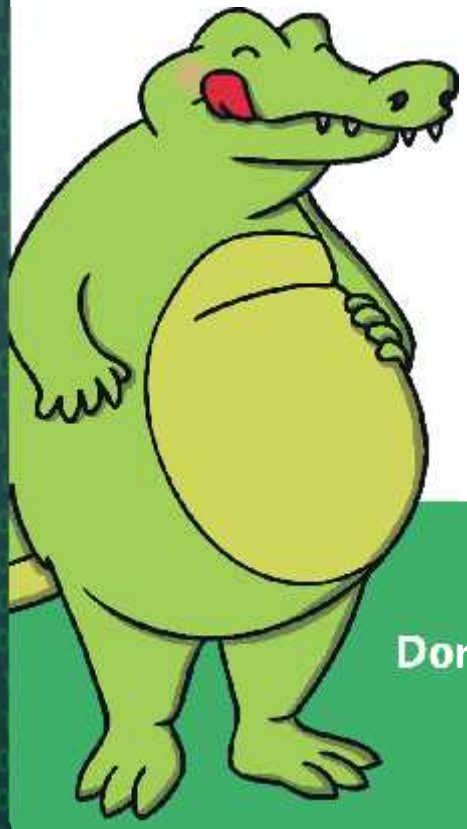
SAFE SEARCH KIDS

Use **safesearchkids.com** or turn on the **Safe Search** filters in your search engine.



Our Online Safety Skills

What does the **M** stand for in the SMART rules?



SMART

M is for Meet.

Don't meet people you only know from online.

Our Online Safety Skills

Should you tell strangers where you live?

No. Keep it safe!

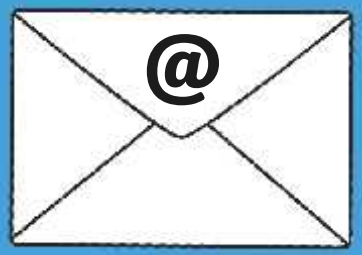
Never give out personal information to strangers, either online or offline.

If anyone asks you for this information, tell a trusted adult straight away.

Our Online Safety Skills

You need to invite people to a party. What would be quicker and easier than sending everyone a letter in the post?

You could send an email to all of your friends. Only send the email to people that you know in real life.



Meet Zibb

Say hello to Zibb.

He is visiting Earth for the first time!

Zibb has never used the Internet before and is excited to give it a try.

Meet Zibb

What can we tell Zibb about the Internet?

We can go on the Internet using computers, tablets or phones.

You can do lots of great things online, like playing games and finding out interesting information.

We want Zibb to enjoy the Internet and find out how useful it can be. We also need to help Zibb to stay safe online.

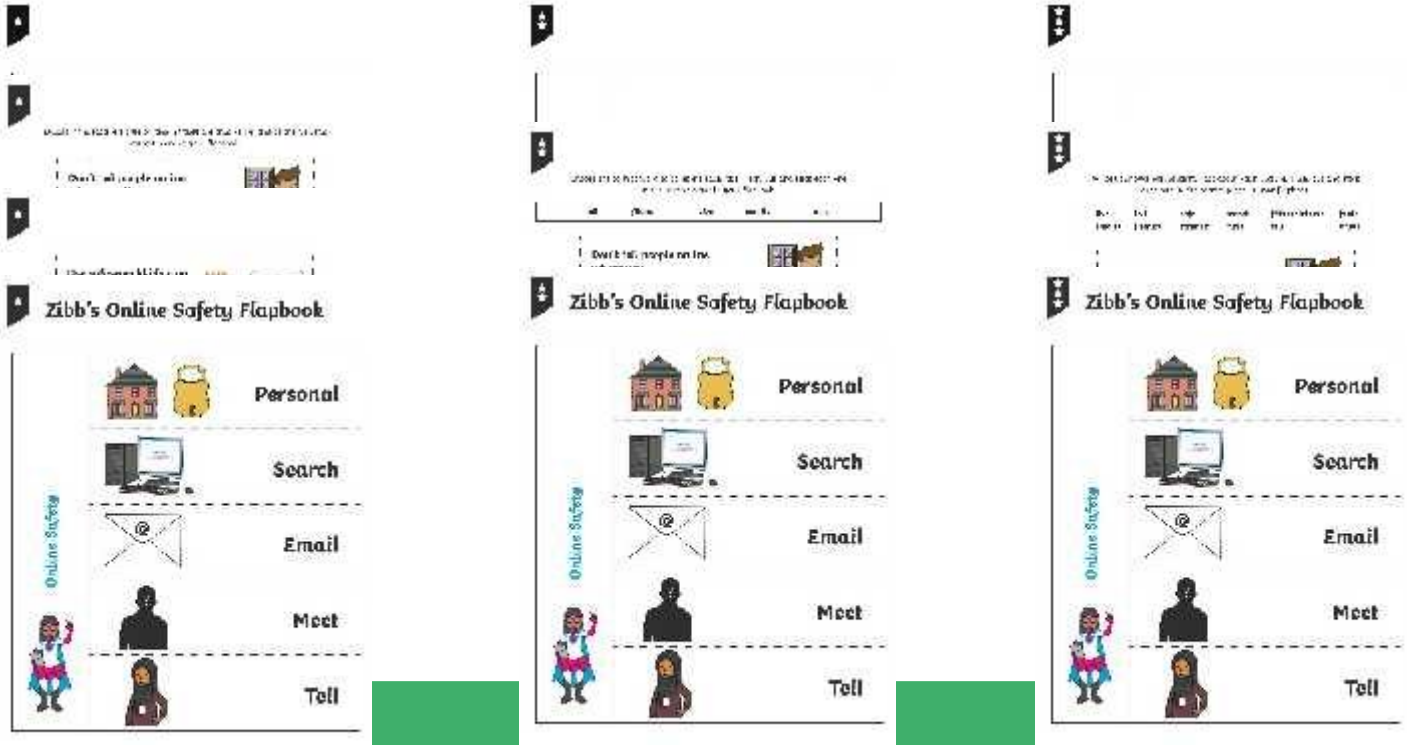
Zibb's Online Safety Flapbook

Zibb needs our help to stay safe on the Internet.

You are going to use your excellent knowledge of online safety to make a helpful flapbook for Zibb.

Zibb will be able to read your flapbook and use it to remind him how to stay safe online.

Zibb's Online Safety Flapbook



What Should Zibb Do?

Zibb has been having great fun on the Internet.

He has used a search engine to find out all about penguins!

He has also sent an email to his cousin Boop, who is visiting Mexico.

What Should Zibb Do?

Zibb checks his email to see if he has a reply from his cousin, Boop.

He has a new email.

Name	Subject	Date
☐ Creepy Croc	FREE Penguin Toy!	10th Nov

What do you think Zibb should do?

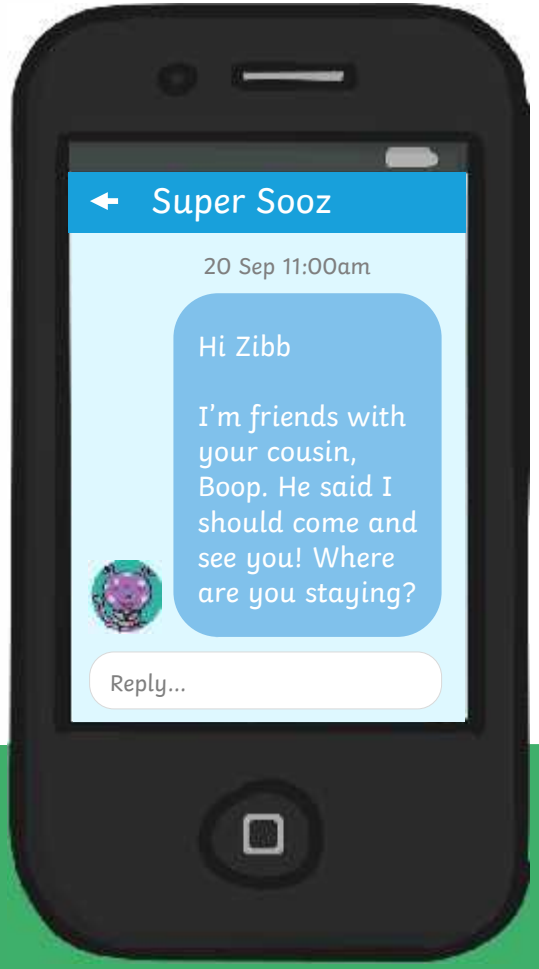
The email is not from someone that Zibb knows.
The subject sounds too good to be true.
Zibb should delete the email.

What Should Zibb Do?

Zibb checks his smartphone.

He has a new message.

What do you think Zibb should do?

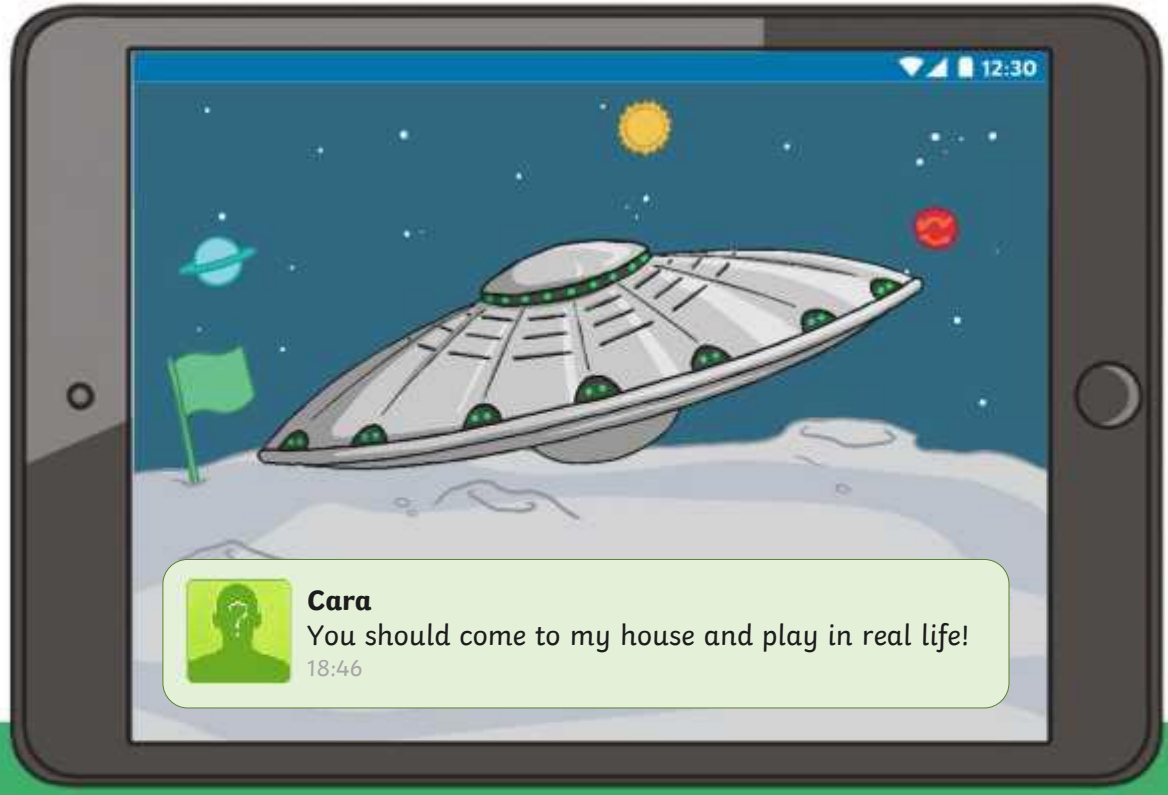


The message is from a stranger. Zibb should not tell Super Sooz where he is staying.

What Should Zibb Do?

What do you think Zibb should do?

You should not agree to meet someone that you only know from online. Zibb should not meet Cara in real life. Zibb should tell a trusted adult.



What Should Zibb Do?

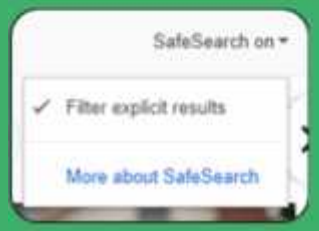
Zibb is using a computer to make a special birthday card for his mum.

Zibb's mum loves spiders!

Zibb decides to look online to find the perfect picture of a spider.

What do you think Zibb should do?

Zibb should use safesearchkids.com or Safe Search filters to make sure the pictures are safe for him to see.



What Should Zibb Do?

Well done! You have helped keep Zibb safe online.

It's time for Zibb to go back home and tell the other aliens everything he has learned online.

Aim

- To apply my online safety knowledge to help others make good choices online.

Success Criteria

- I can recall some of the online safety skills I have been learning.
- I can recognise potential dangers online.
- I can use my online safety knowledge to decide what to do in different situations.
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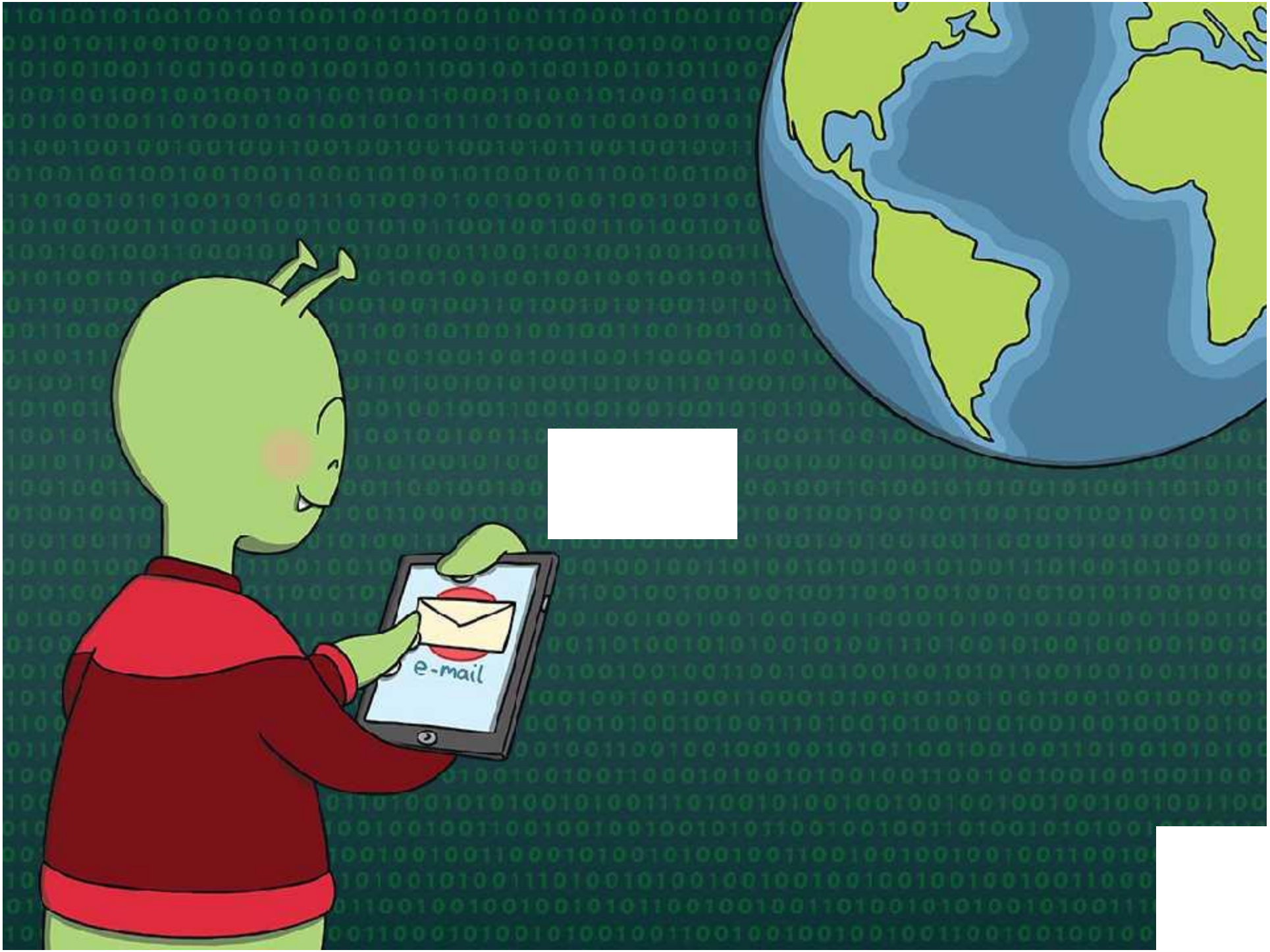
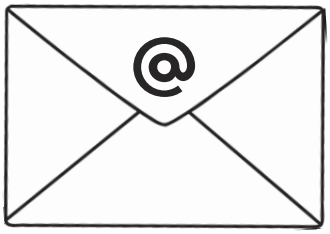

e-mail

Zibb's Online Safety Flapbook

Online Safety

Personal

Search



Email

Meet

Tell

Stick page 1 here.	

Decide if the facts are true or false. If they are true, cut and stick them in the correct place in your flapbook.

Don't tell people online where you live.

Only open emails from people you know.

Name	Subject	Date
Ben	RE: Party	10th Nov
Harry	RE: Party	10th Nov
Not West Bank	Tell us your address!	10th Nov
Amelia	RE: Party	10th Nov

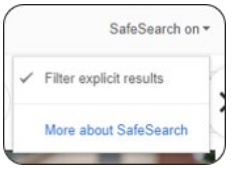
Use a search goblin to help you find pictures online.

Never meet a stranger that you only know from online.

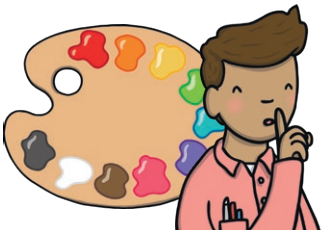
If something online upsets you, tell a pirate.

Use safesearchkids.com or Safe Search filters to find pictures online.

SAFE
SEARCH
KIDS



Don't tell people online your favourite colour.



It is OK to meet a stranger from the Internet if you wear a mask.

Always tell a trusted adult if something online upsets or worries you.

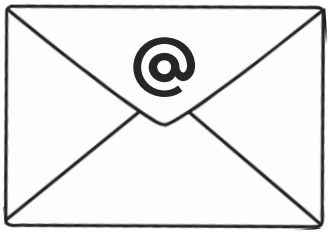
Wear a helmet whenever you open an email.

Zibb's Online Safety Flapbook

Online Safety

Personal

Search



Email

Meet

Tell

Stick page 1 here.	

Choose the correct word to complete each fact. Then, cut and stick each one in the correct place in your flapbook.

tell	filters	live	emails	meet

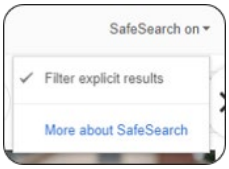
Always _____ a trusted adult if something online upsets or worries you.

Only open _____ from people you know.

Name	Subject	Date
Ben	RE: Party	10th Nov
Harry	RE: Party	10th Nov
Not West Bank	Tell us your address!	10th Nov
Amelia	RE: Party	10th Nov

Use safesearchkids.com or Safe Search _____ to find pictures online.

SAFE
SEARCH
KIDS



Never _____ a stranger that you only know from online.

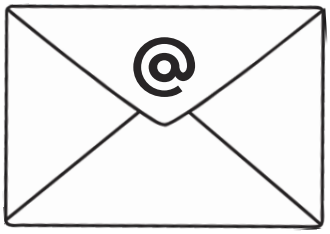
Don't tell people online where you _____.

Zibb's Online Safety Flapbook

Online Safety

Personal

Search



Email

Meet

Tell

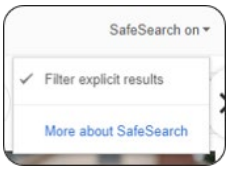
Stick page 1 here.	

Write your own online safety fact about each picture. Then, cut and stick each one in the correct place in your flapbook.

live	**tell**	**safe**	**search**	**filters**	**pictures**	
facts	**emails**	**friends**	**stranger**	**meet**	**tell**	**adult**

Name	Subject	Date
Ben	RE: Party	10th Nov
Harry	RE: Party	10th Nov
Not West Bank	Tell us your address!	10th Nov
Amelia	RE: Party	10th Nov

SAFE
SEARCH
KIDS



Online Safety | Keeping Zibb Safe Online

To apply my online safety knowledge to help others make good choices online.		
I can recall some of the online safety skills I have been learning.		
I can recognise potential dangers online.		
I can use my online safety knowledge to decide what to do in different situations.		
I can guide others to make safe choices online.		

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Make an Alien Spaceship

You will need:

2 paper plates

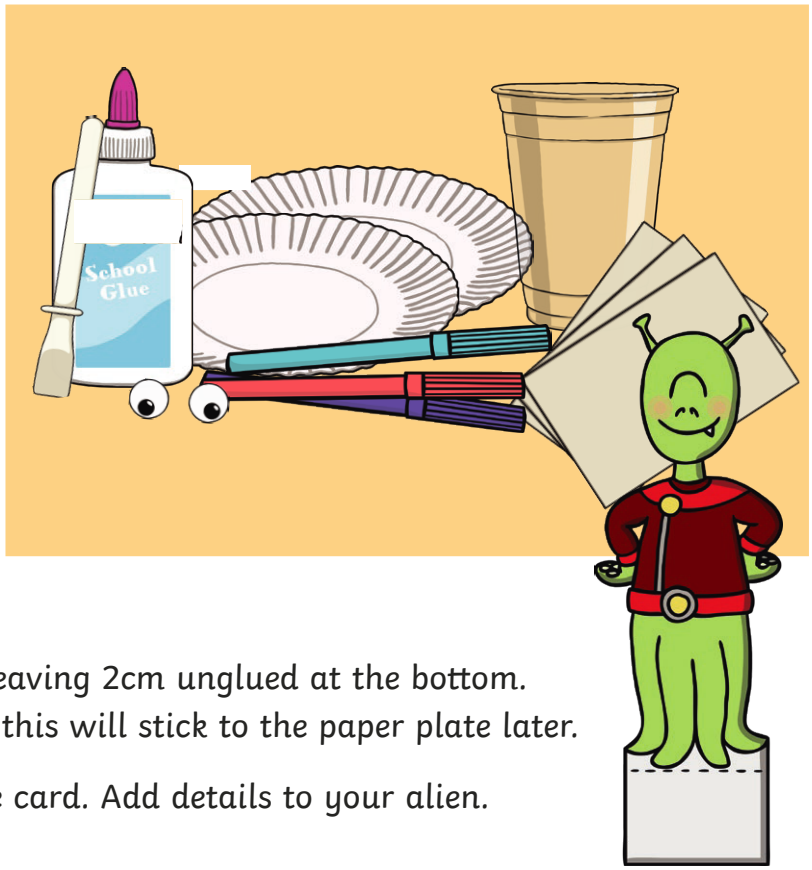
1 see-through plastic cup

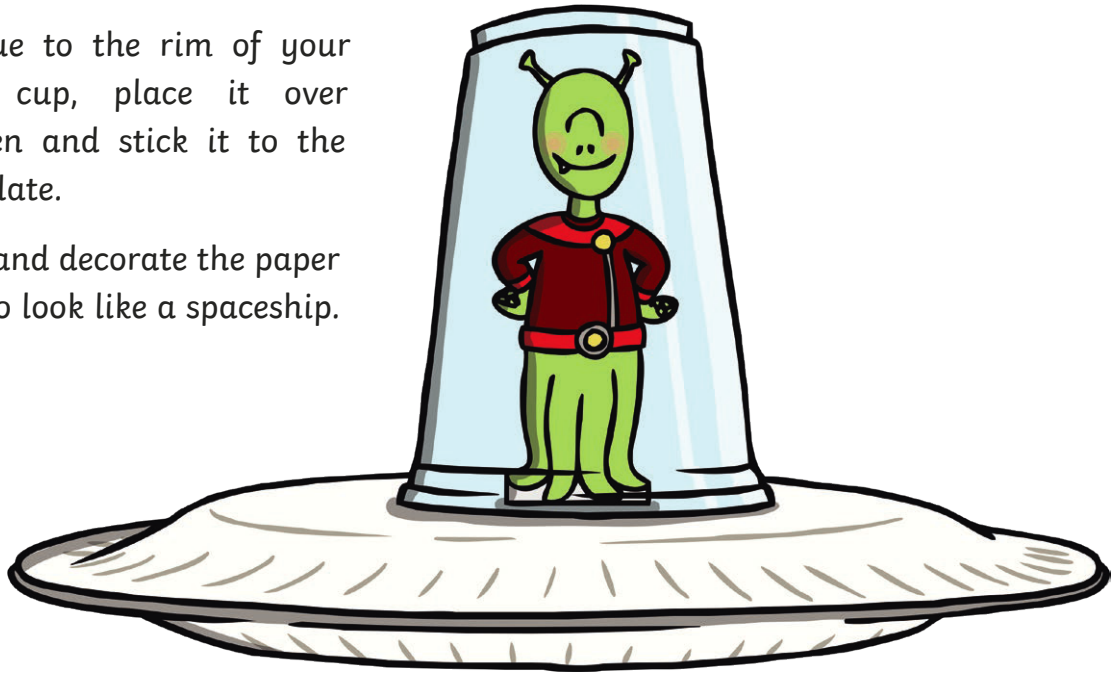
2 small pieces of coloured card (small enough to fit inside your cup)

Colouring pencils or felt-tip pens

Googly eyes (optional)

Glue



Instructions

1. Stick together the two pieces of card, leaving 2cm unglued at the bottom. Fold the unglued part to a 90° angle – this will stick to the paper plate later.
2. Draw an alien shape on one side of the card. Add details to your alien.
3. Cut around the alien shape.
4. Stick together your paper plates to create a saucer shape.
5. Use the bottom 2cm of card to stick your alien on top of the paper plates, using the fold to make the alien stand up.
6. Add glue to the rim of your plastic cup, place it over the alien and stick it to the paper plate.
7. Colour and decorate the paper plates to look like a spaceship.