

# Online Safety: What Is Email?

<p><b>Aim:</b> Recognise common uses of information technology beyond school in the context of sending an email.</p> <p>To explore how to use email to safely communicate.</p>	<p><b>Success Criteria:</b> 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.</p>	<p><b>Resources:</b> <a href="#">Lesson Pack</a> Desktop computers, laptops or tablets with a web browser and chosen email account.</p>
<p><b>Key/New Words:</b> Email, Internet, subject, address, communicate, sender.</p>	<p><b>Preparation:</b> <a href="#">Tia's Email Activity Sheet</a> - as required</p> <p>Refer to the <a href="#">G-Suite for Education Adult Guidance</a> for support and guidance on setting up email in your setting.</p>	

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

## Learning Sequence

	<p><b>How We Communicate:</b> Discuss different ways people share information. Ask for the children's ideas and reveal some suggestions on the <a href="#">Lesson Presentation</a>.</p>	
	<p><b>Sending Mail:</b> 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.</p>	
	<p><b>Email:</b> 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.</p>	
	<p><b>Why Is Email a Good Thing?</b> 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. <i>Can children suggest why email is a good way to communicate?</i></p>	
	<p><b>How to Send an Email:</b> Introduce Tia, who has decided to send an email (with her dad's help) to invite her friends to a party. Use the <a href="#">Lesson Presentation</a> 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.</p>	
	<p><b>Emergency Email:</b> 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? <i>Can children begin to form an email?</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="220 1547 576 1630"> <p> In a small adult-led group, children create an email on the IWB.</p> </div> <div data-bbox="619 1547 970 1720"> <p> In pairs, children draft a short email on the <a href="#">Tia's Email Activity Sheet</a>. Children can then use computers to compose their prepared email.</p> </div> <div data-bbox="1013 1547 1364 1720"> <p> In pairs, children use computers to write an email from Tia (drafting it on the <a href="#">Tia's Email Activity Sheet</a> first, if required).</p> </div> </div>	
	<p><b>Opening Emails:</b> 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. <i>Can children identify emails that should be safe to open? Do they know what to do if an email doesn't seem safe?</i></p>	

## 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)

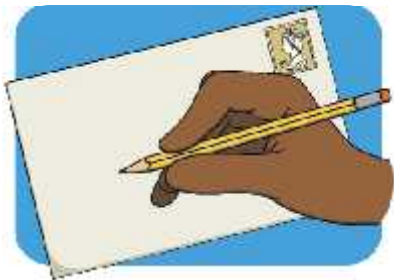


using computers, tablets or smartphones

# 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.



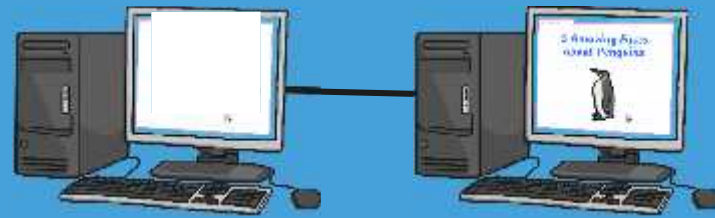
**How can we speed up the way we send written information?**

# 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.

The screenshot shows an email composition interface. At the top, there are three input fields: 'To:' with the address 'Abdi@myemail.com', 'Cc:' with 'lilly@myemail.com', and 'Subject:' with 'Tia's Party'. Below these fields are two buttons: 'Send' and 'Attach'. The main body of the email contains the following text: 'Hi everyone', 'I'd like to invite you to my party at the zoo next Saturday at 1 o'clock.', 'Please let me know if you can come.', and 'From Tia'. Red arrows point from callout boxes to the 'To:' field, the 'Cc:' field, the 'Subject:' field, and the main body text.

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

This is where 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
<input type="checkbox"/> Ben	RE: Party	10 <sup>th</sup> Nov
<input type="checkbox"/> Harry	RE: Party	10 <sup>th</sup> Nov
<input type="checkbox"/> Not West Bank	Tell us your address!	10 <sup>th</sup> Nov
<input type="checkbox"/> Amelia	RE: Party	10 <sup>th</sup> Nov
<input type="checkbox"/> Creepy Croc	FREE TOYS	10 <sup>th</sup> 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
<input checked="" type="checkbox"/> Ben	RE: Party	10 <sup>th</sup> Nov
<input checked="" type="checkbox"/> Harry	RE: Party	10 <sup>th</sup> Nov
<input type="checkbox"/> Not West Bank	Tell us your address!	10 <sup>th</sup> Nov
<input checked="" type="checkbox"/> Amelia	RE: Party	10 <sup>th</sup> Nov
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# 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
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<input type="checkbox"/> Harry	RE: Party	10 <sup>th</sup> Nov
<input checked="" type="checkbox"/> Not West Bank	Tell us your address!	10 <sup>th</sup> Nov
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# Aim

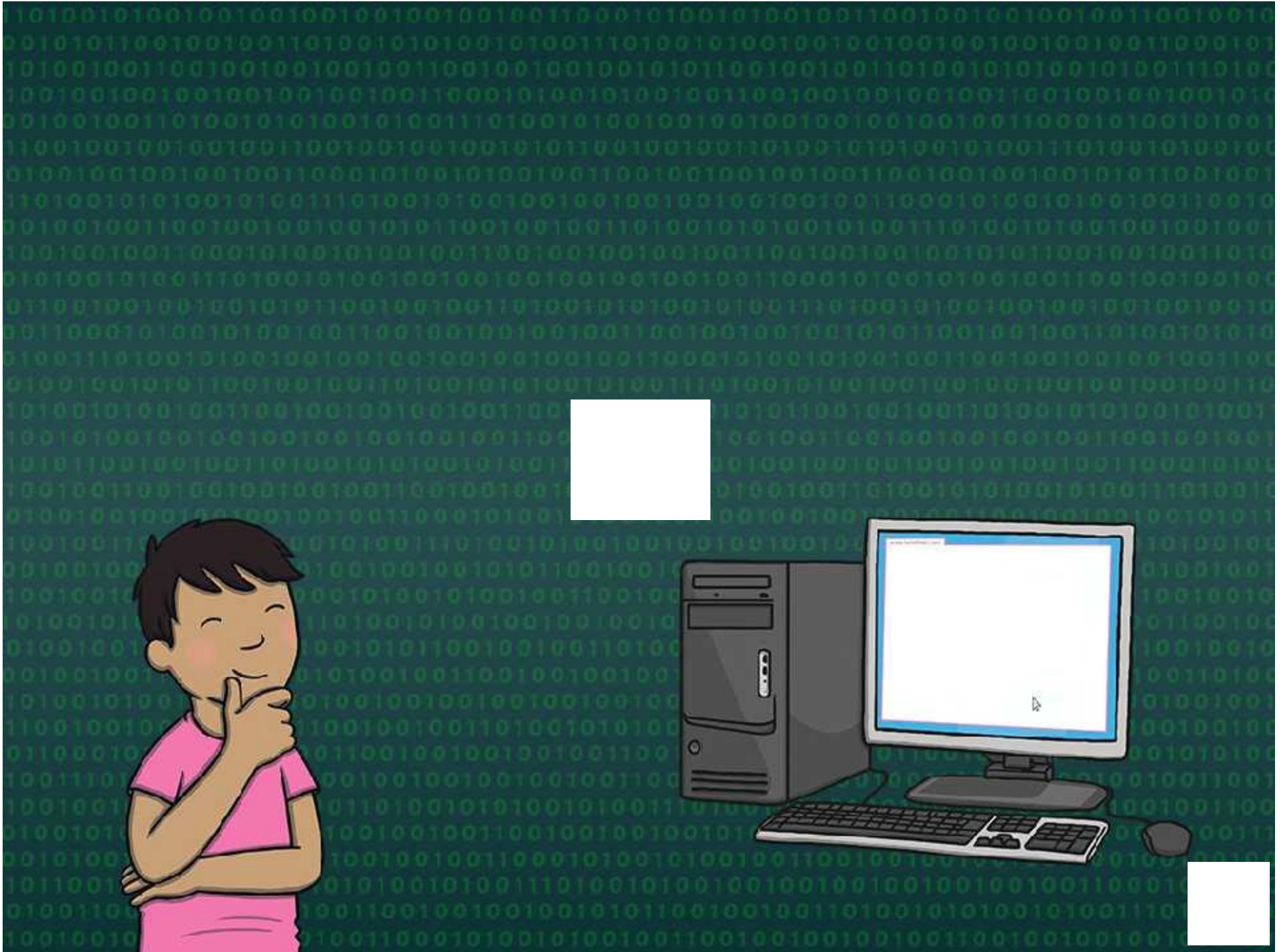


- To explore how to use email to safely communicate.

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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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# 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.

<b>G-Suite For Education</b>	<b>Microsoft Office</b>
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 [link](#) 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



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