

Online Safety Challenge Cards



Online Safety Challenge Cards

Write a list of the ways **you** communicate online.
Are you always kind online?



Online Safety Challenge Cards

Make a list of the websites you access during a week. What information could someone find out about you from your online activity in the course of a week?



Online Safety Challenge Cards

Write a description to explain what a **digital footprint** is.



Online Safety Challenge Cards

You want to find out what the most popular toy this year is. Use a search engine to find out.

What is the fewest number of words you can use to find the information you need?



Online Safety Challenge Cards

Write a list of things a person should do if someone is unkind to them online.



Online Safety Challenge Cards

Unjumble these letters to make a word about online safety:

BIGNLYYBEUCRL

Can you explain what it means?



Online Safety Challenge Cards

Design two websites about your class topic.
One should be for children and the other for adults.



Online Safety Challenge Cards

Unjumble these letters to make a phrase about online safety:

NGAER CHSIEEN

Can you explain what it means?



Online Safety Challenge Cards

Create a strong password and a handy way to remember it.



Online Safety Challenge Cards

Film a short video showing the differences between how people speak to strangers in real life vs how people talk to strangers online.



Online Safety Challenge Cards

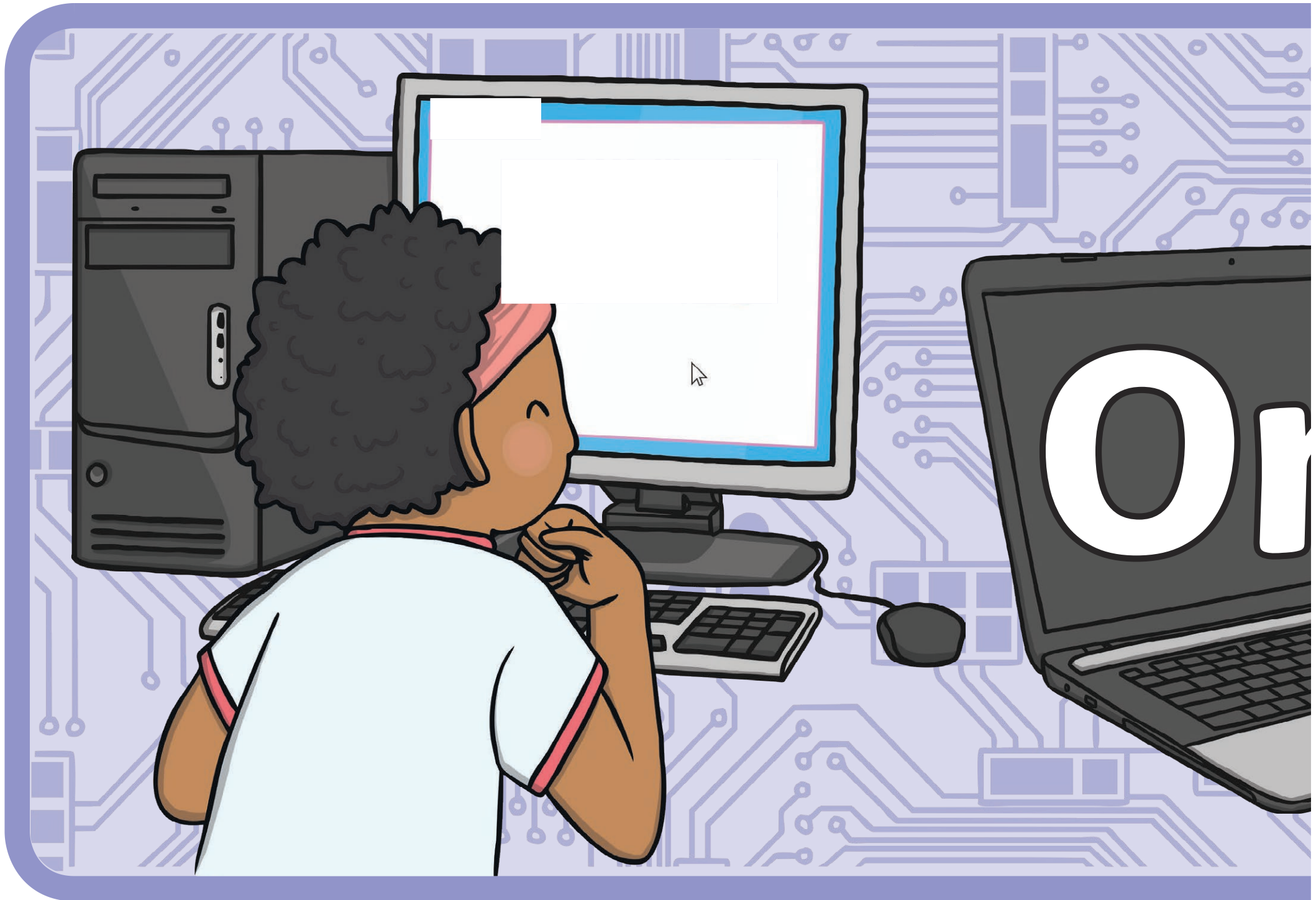
Create a storyboard or comic strip to show what could happen if someone knew your passwords.

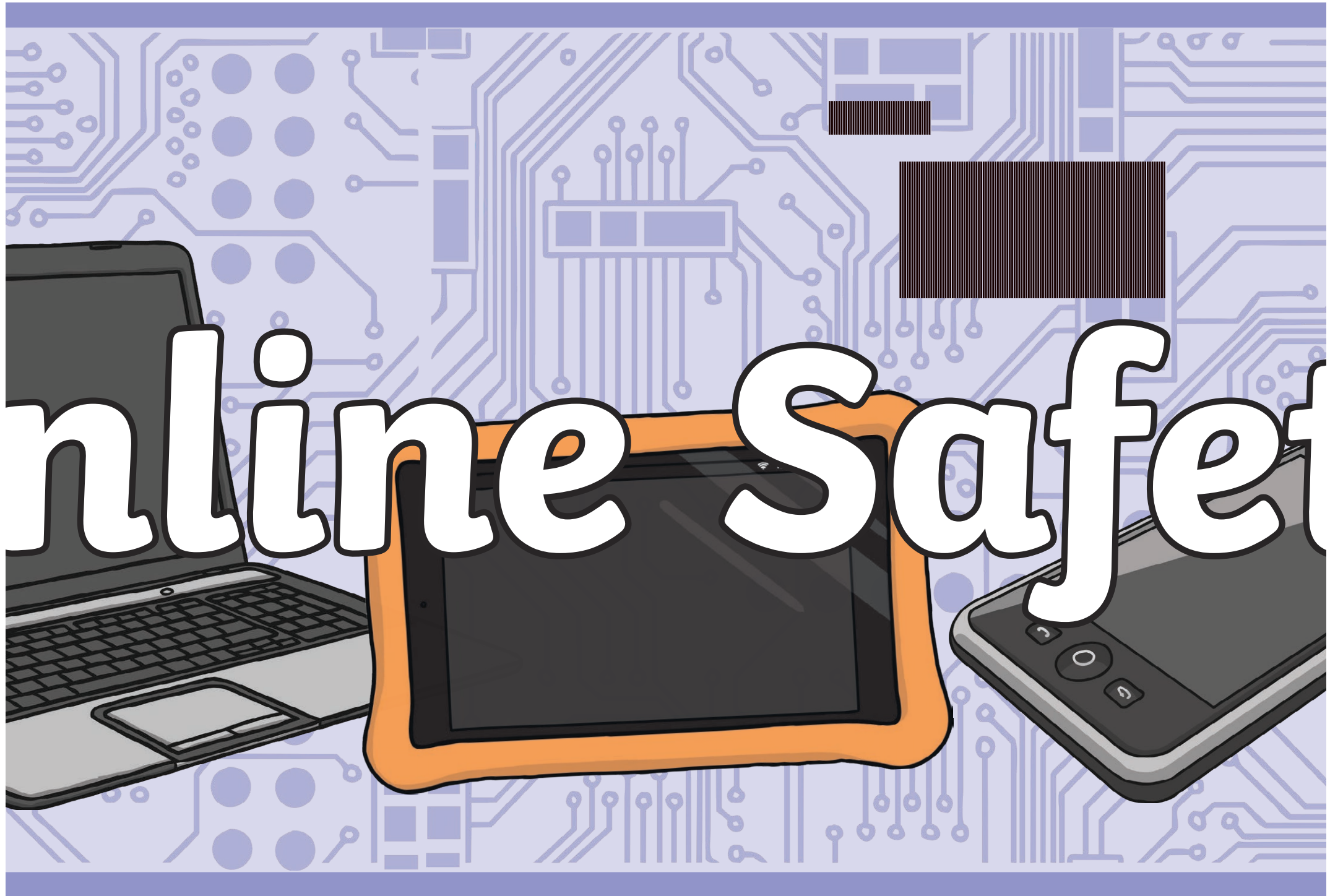


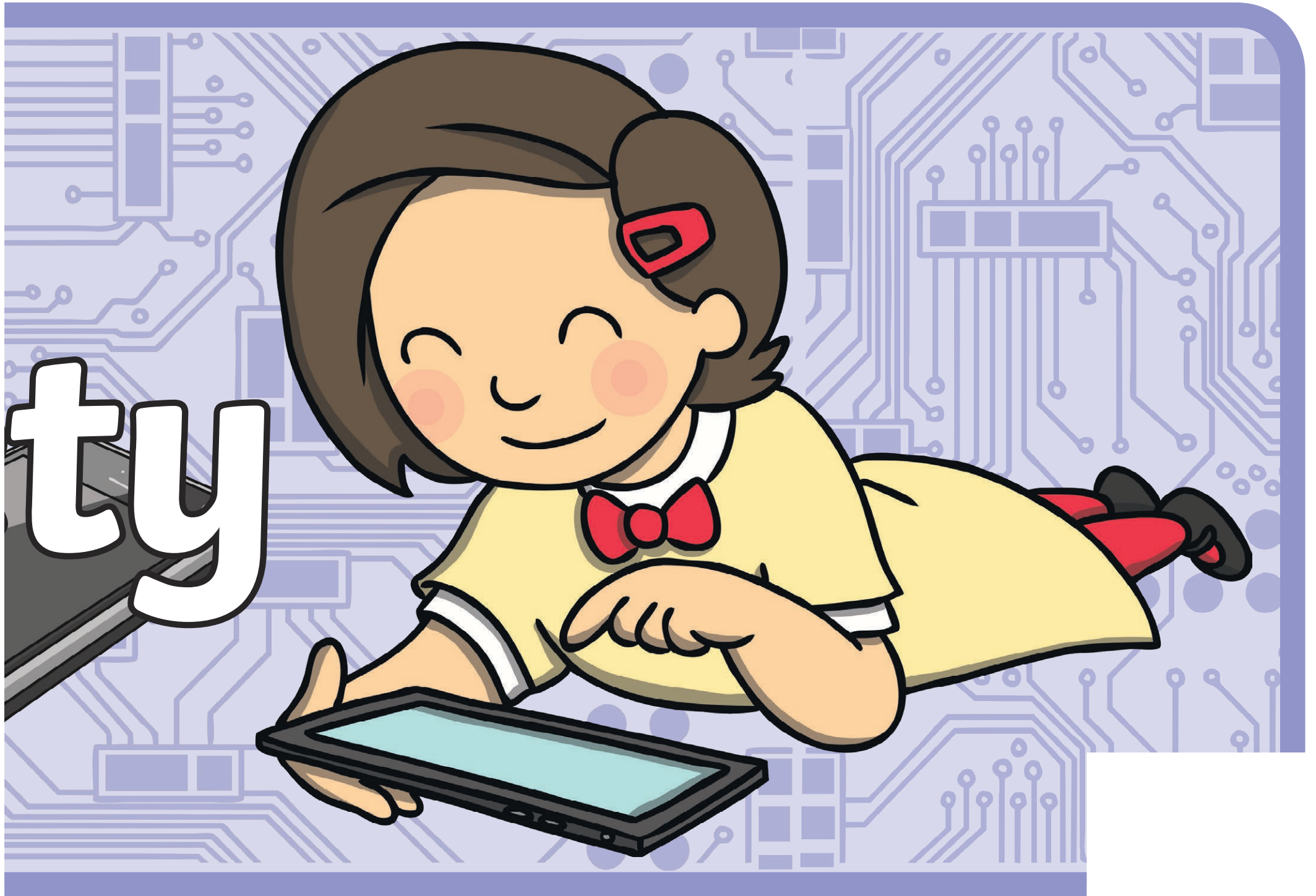
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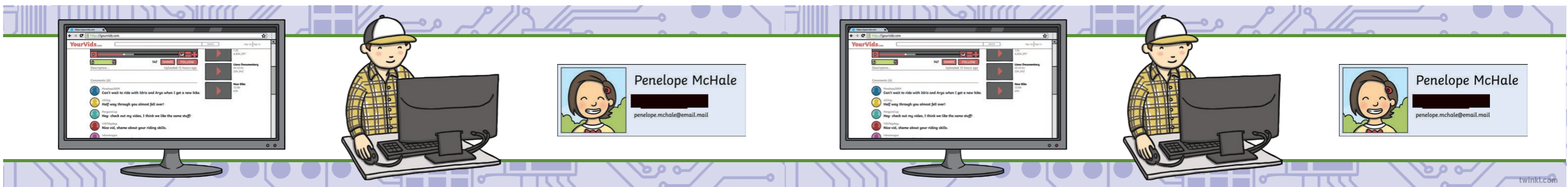
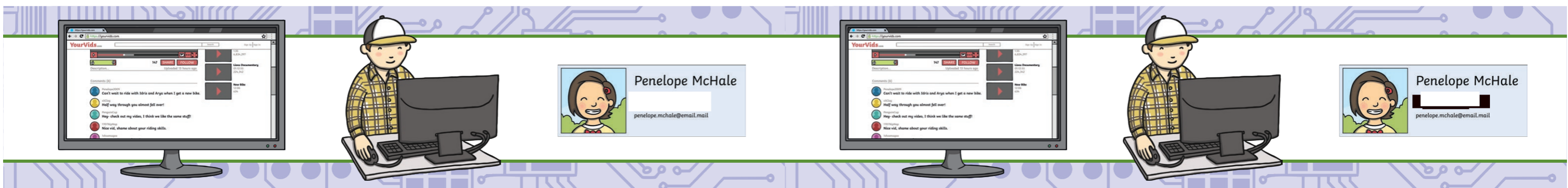
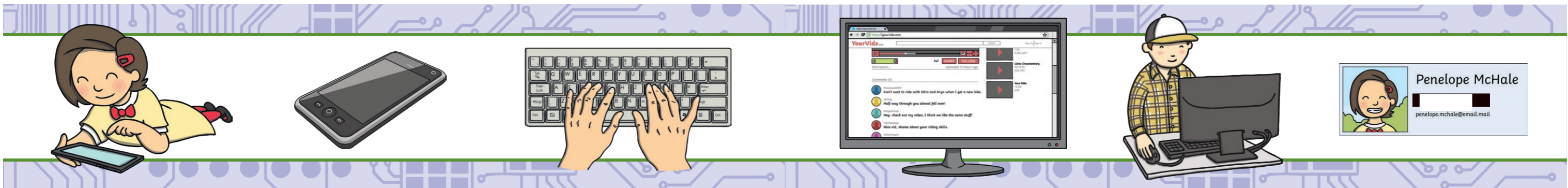
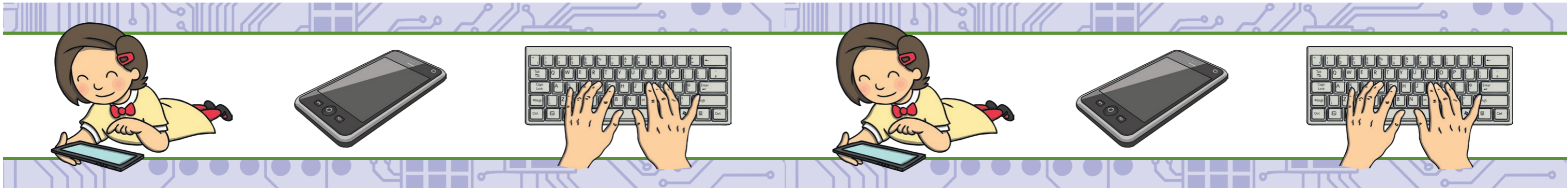
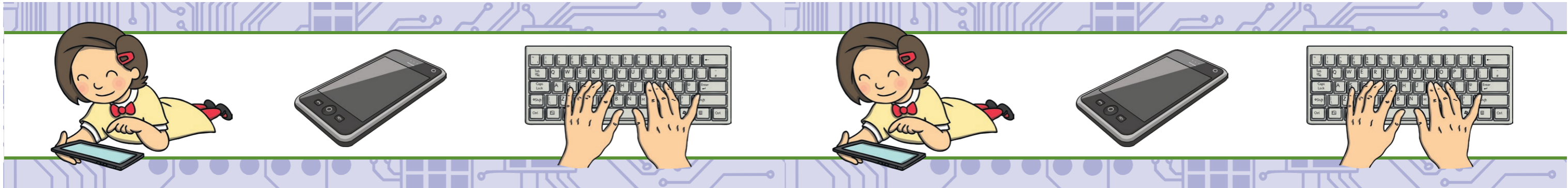
Design a poster encouraging others to be polite when posting online.

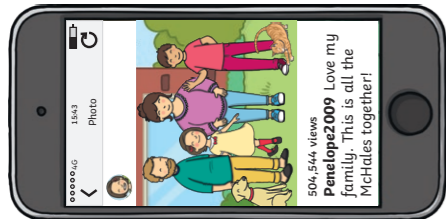
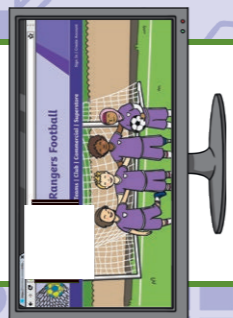
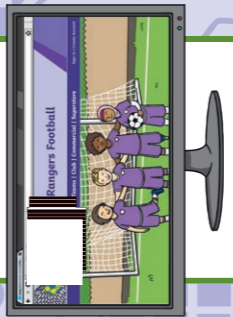
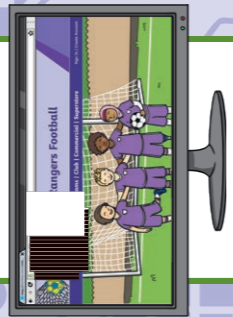
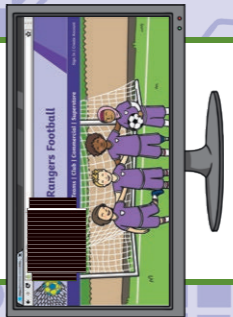
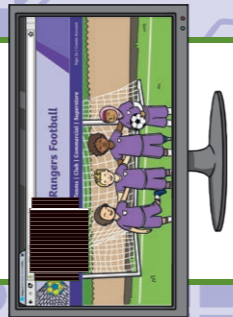


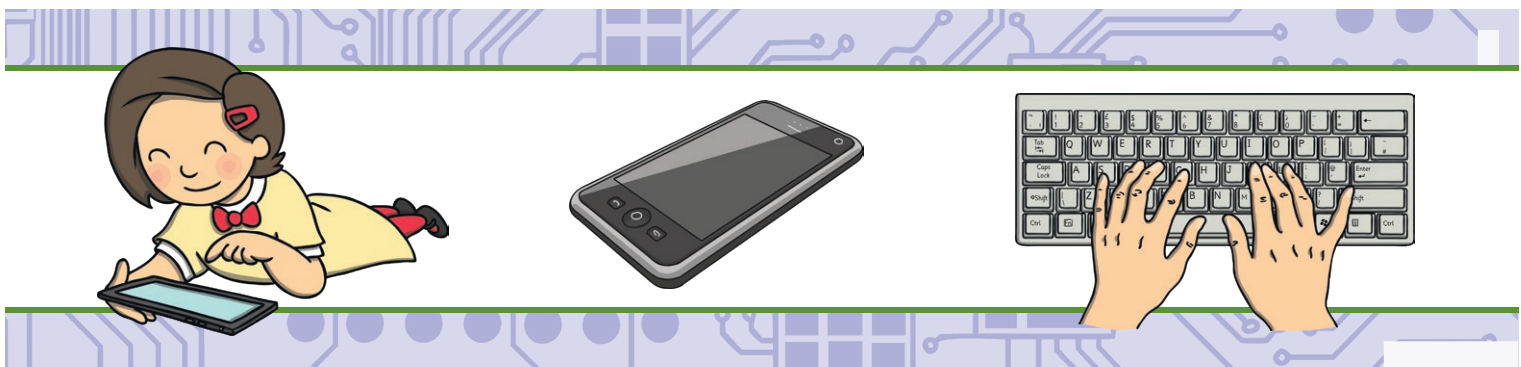
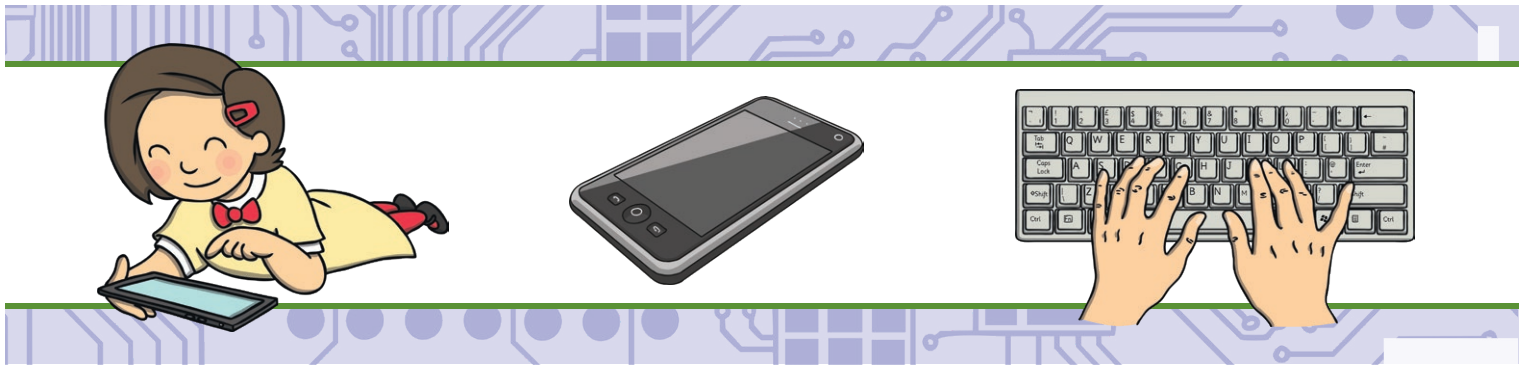
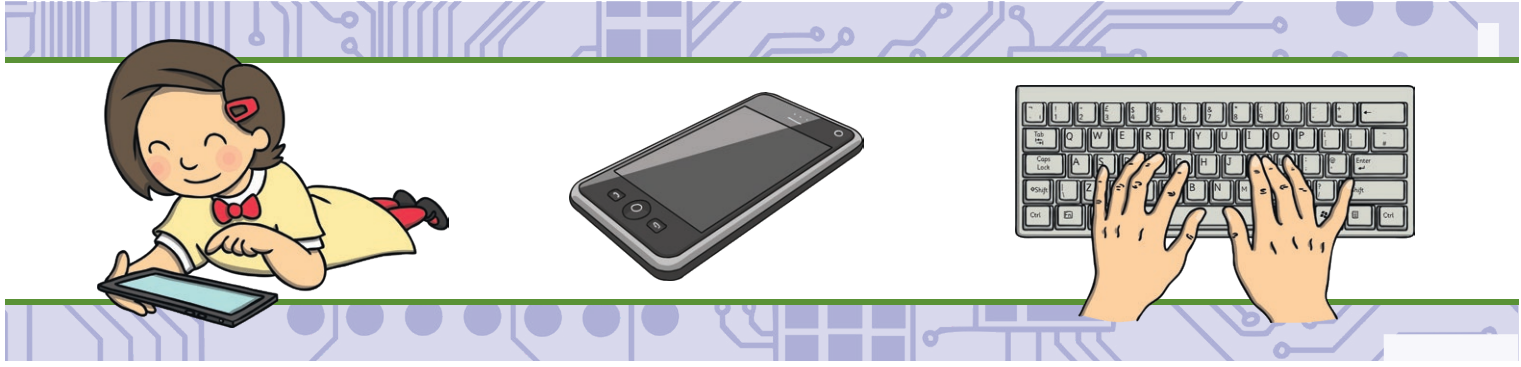
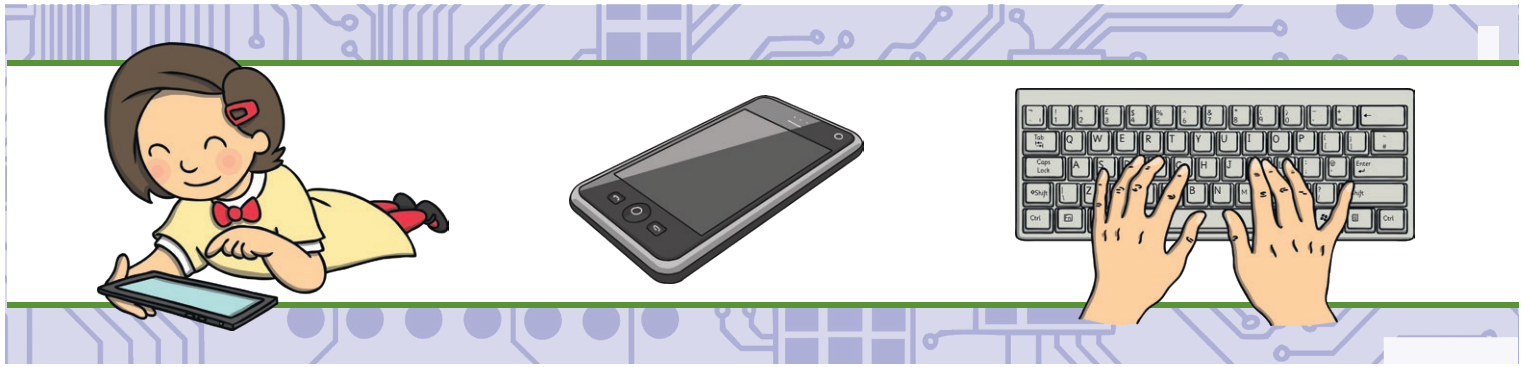














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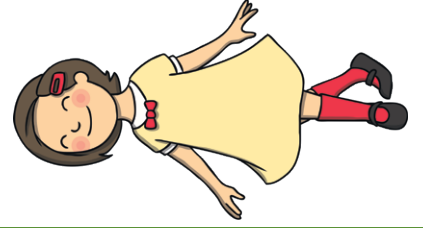
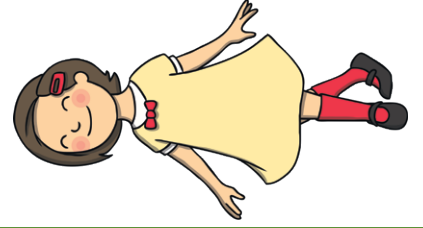


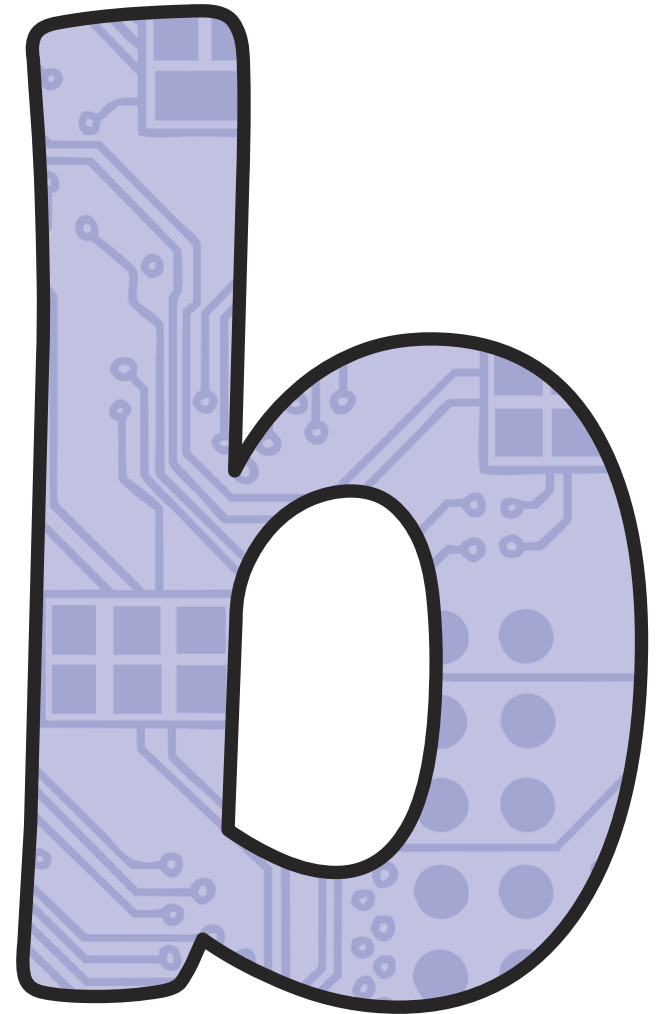
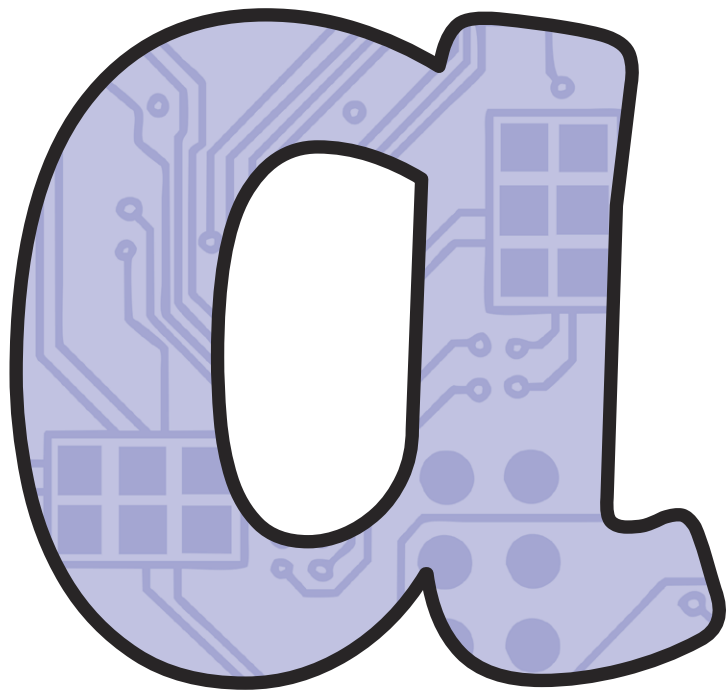
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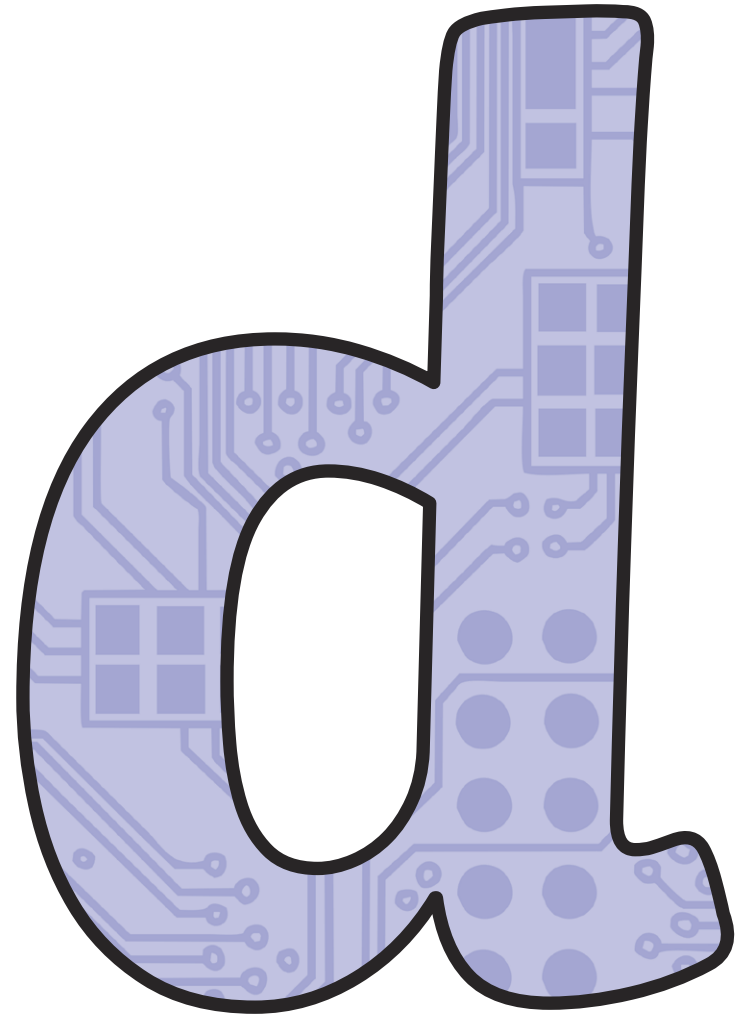
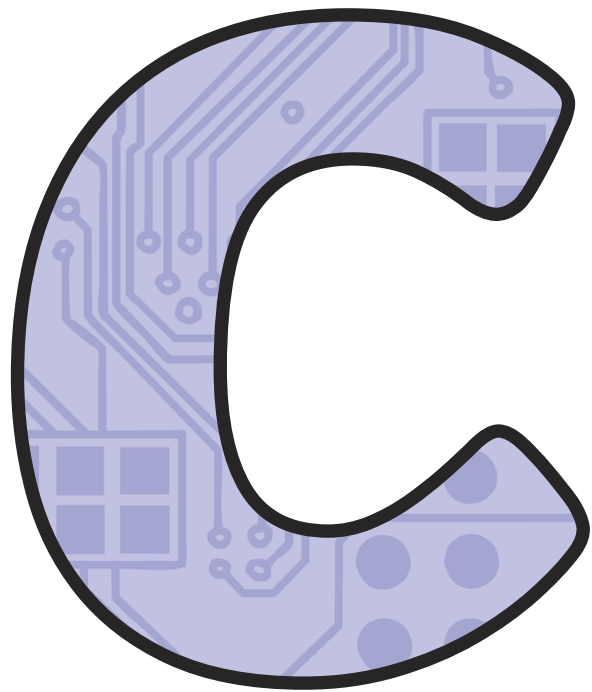


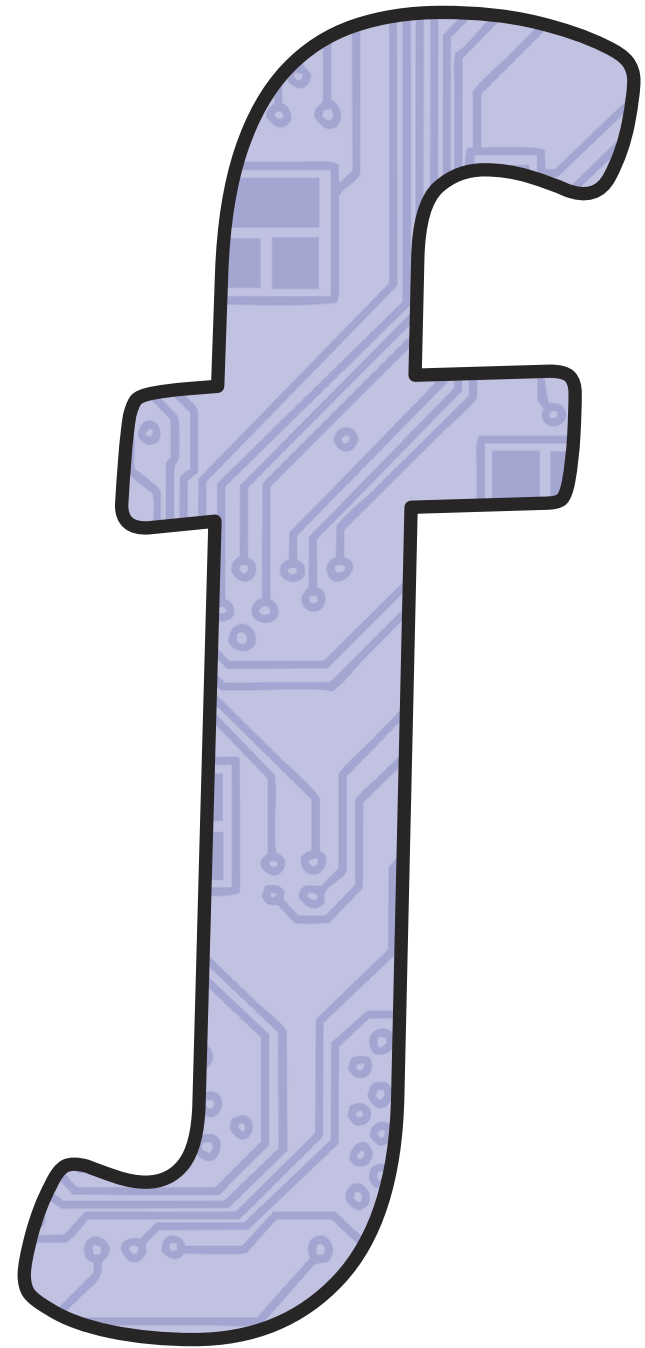
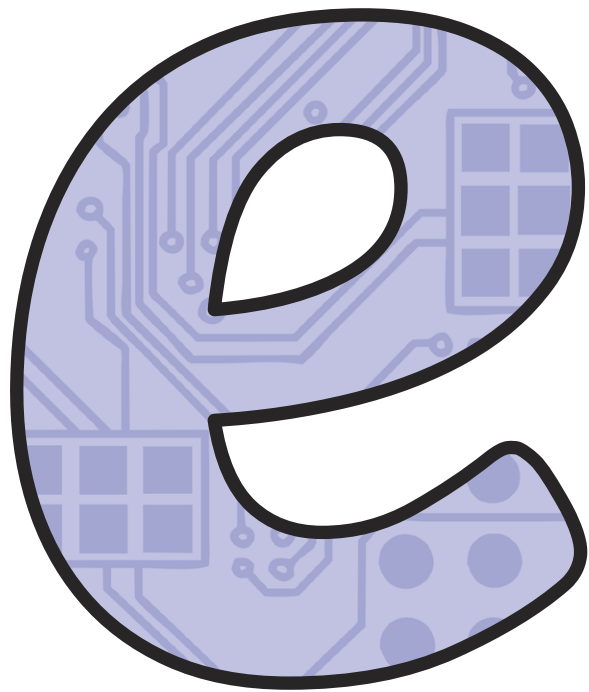
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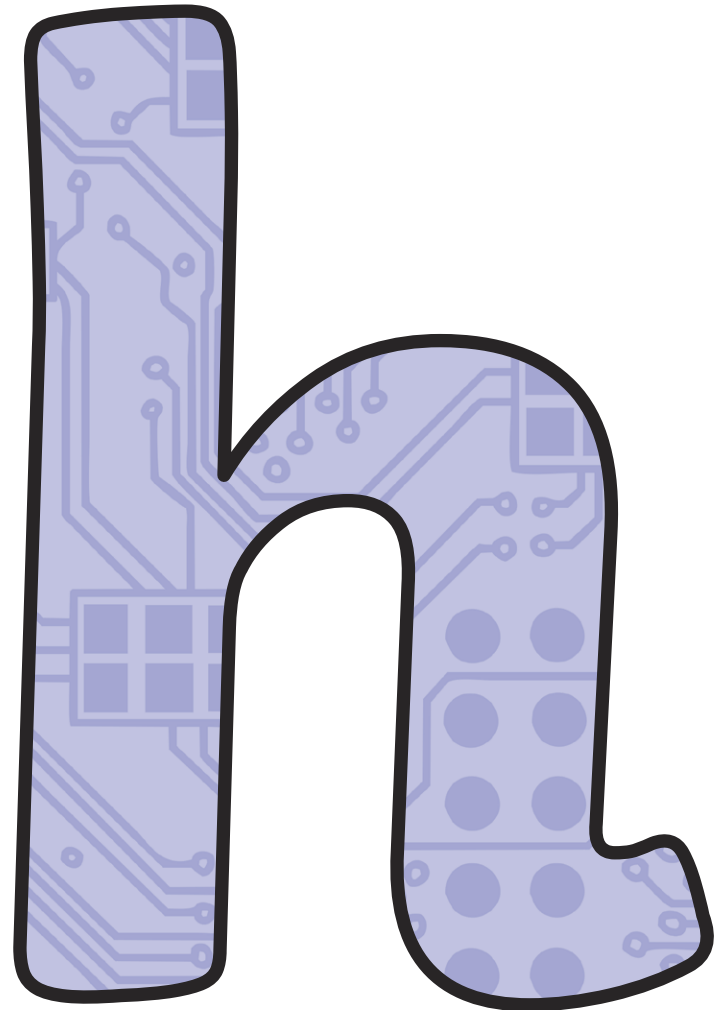
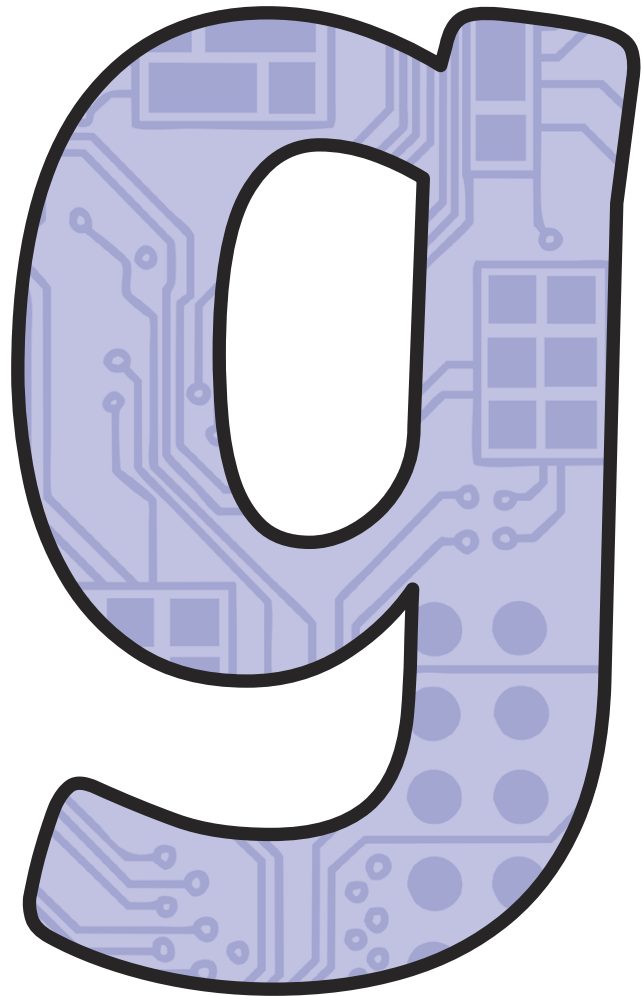


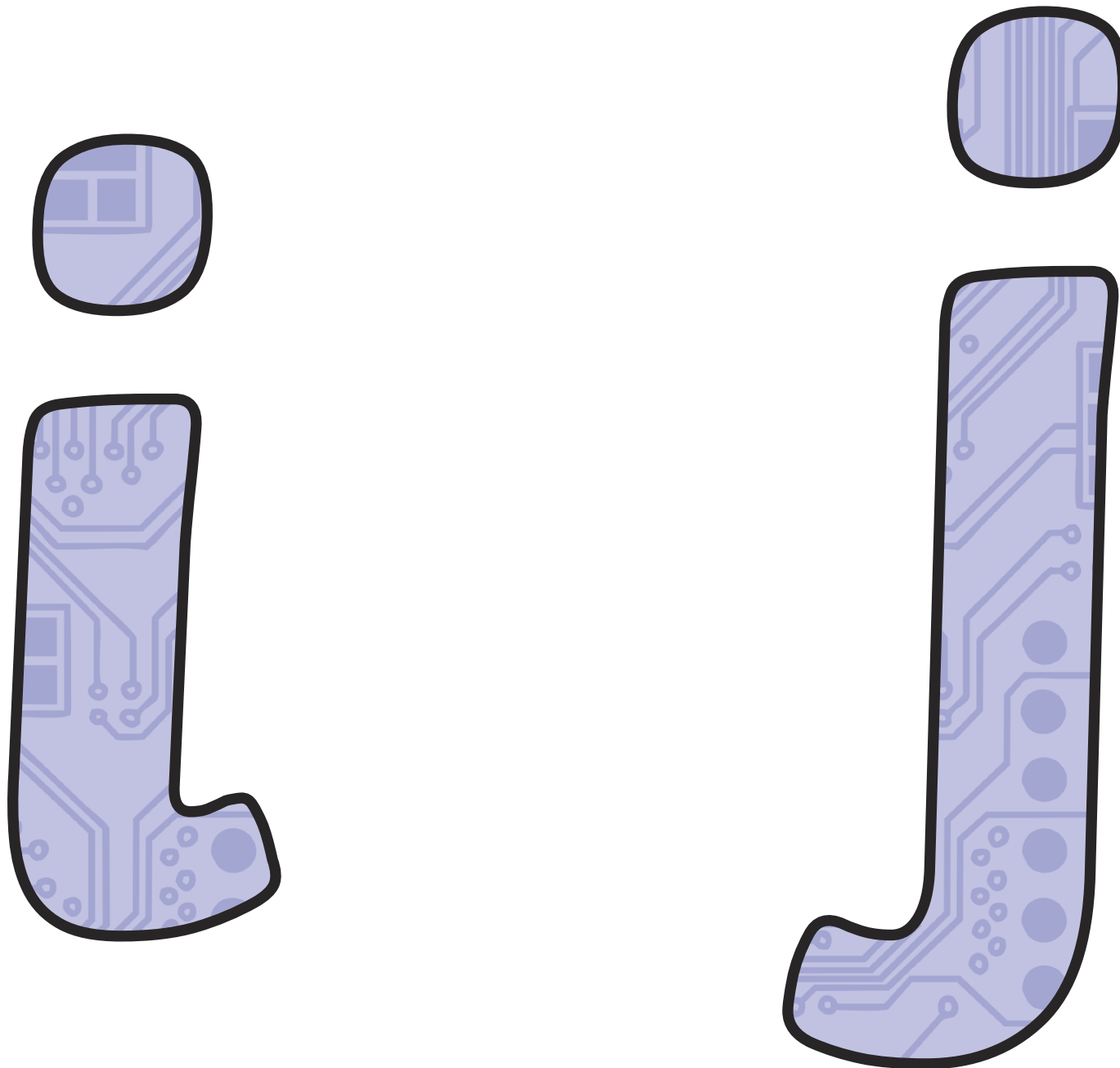


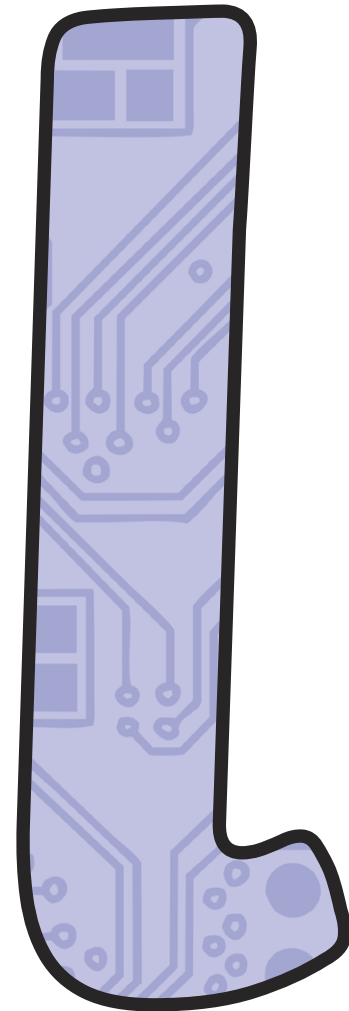
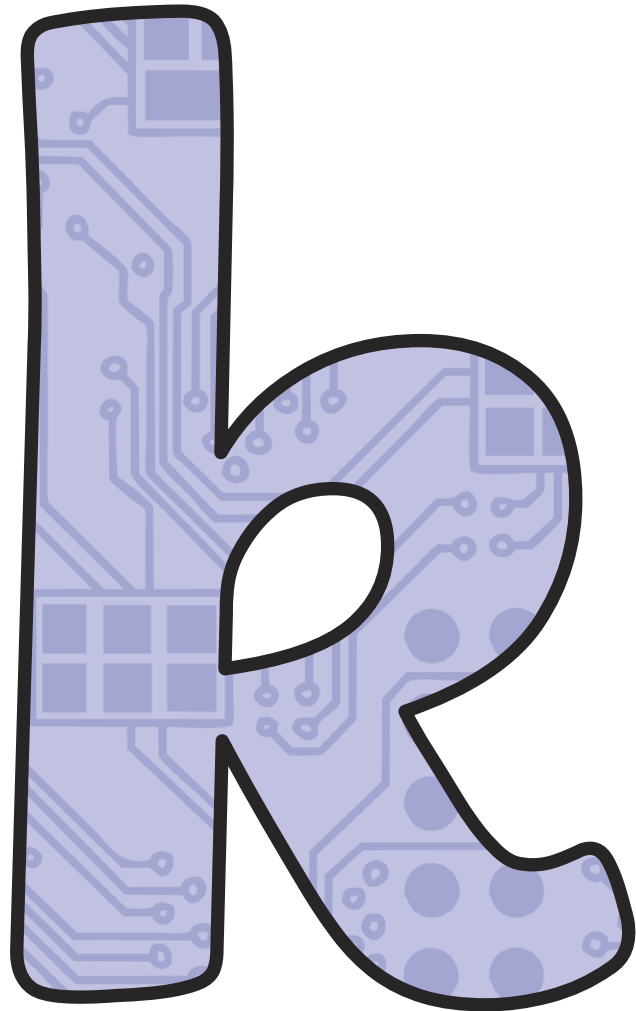


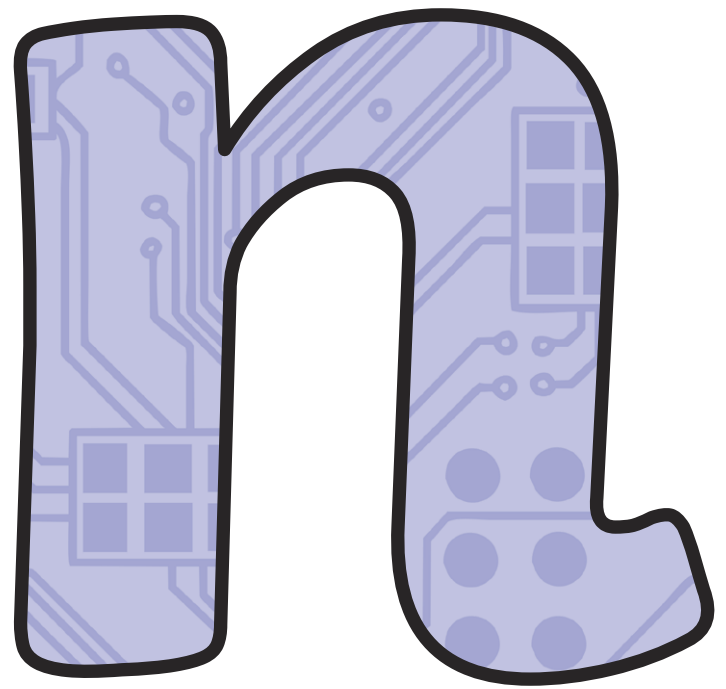
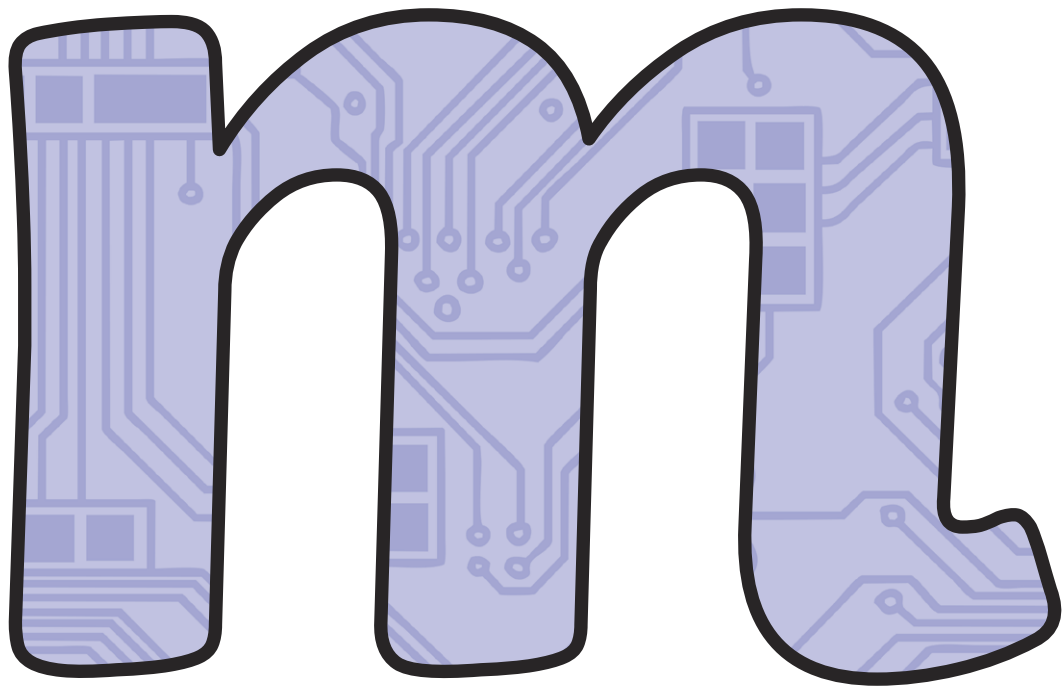


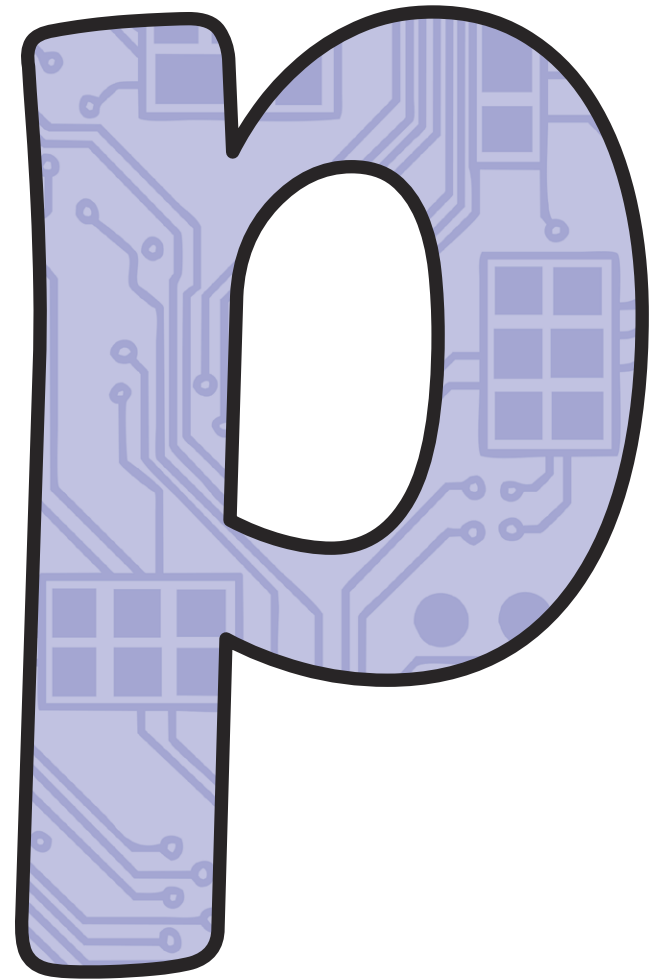
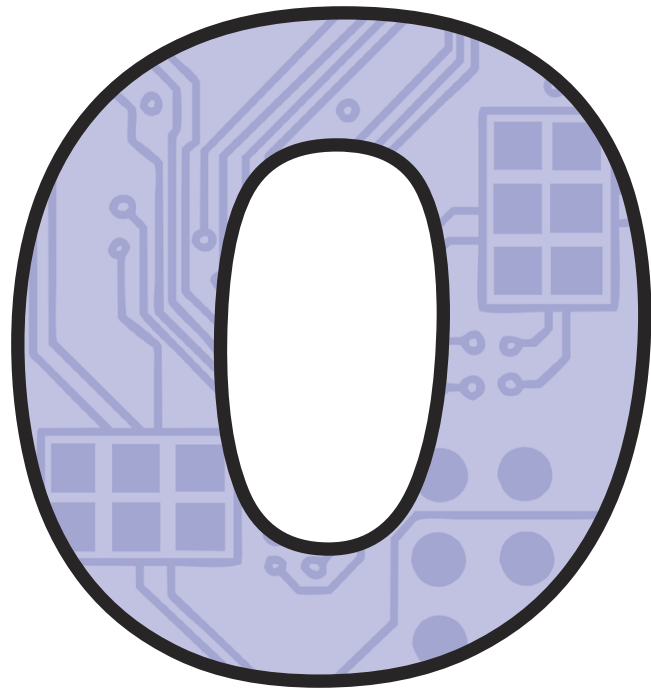


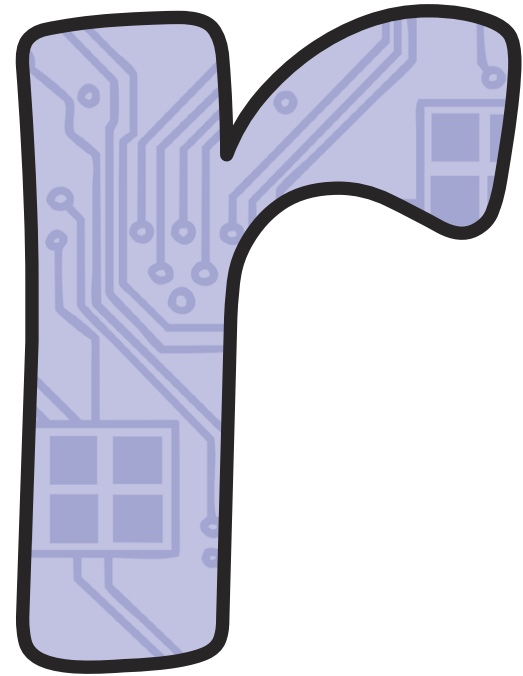
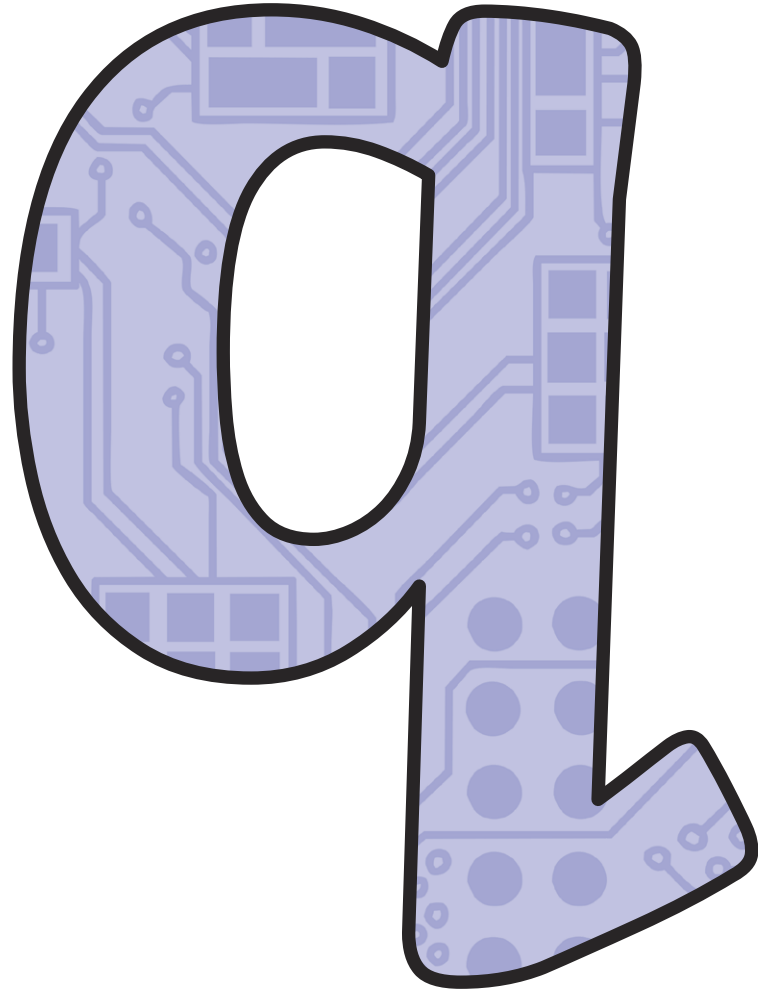


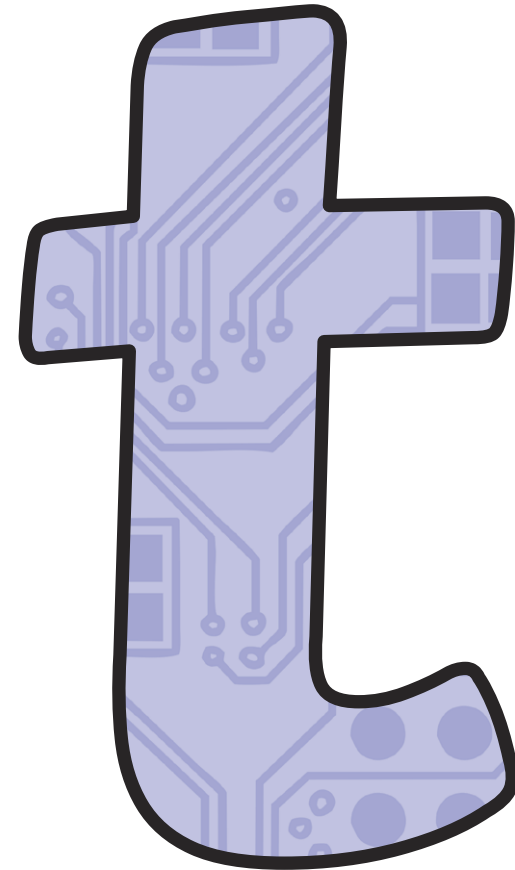
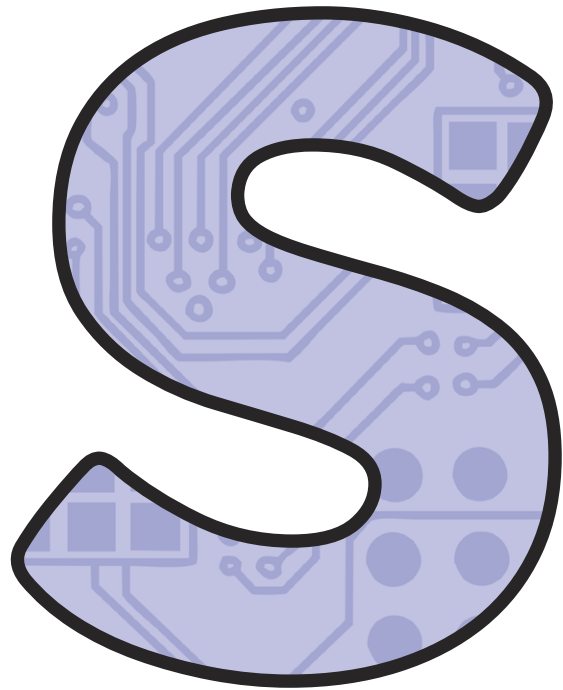


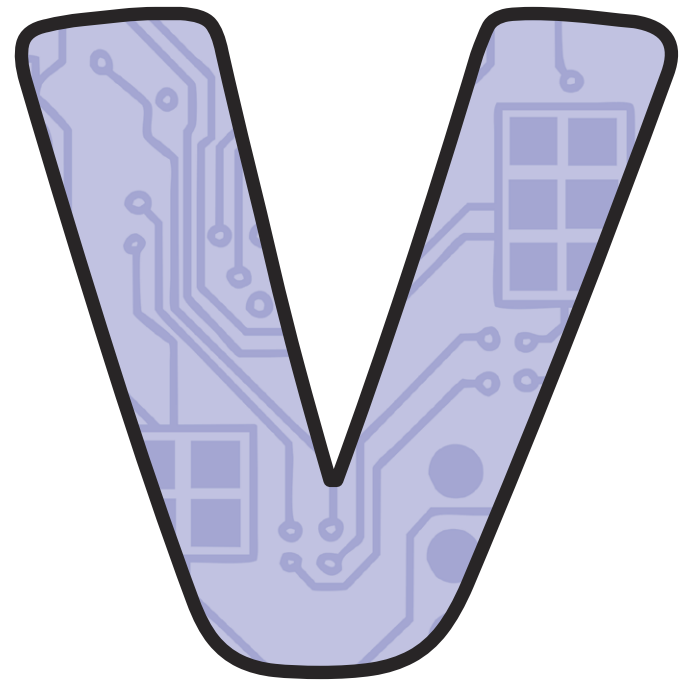
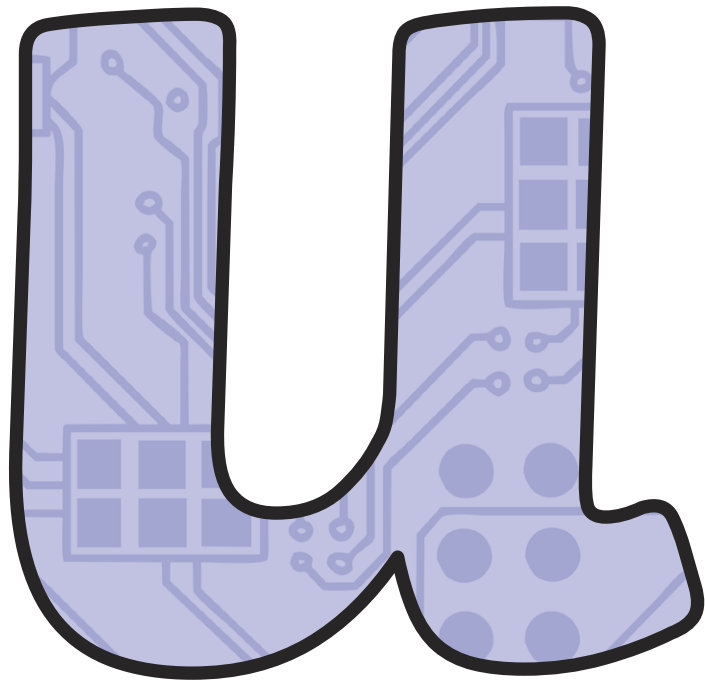


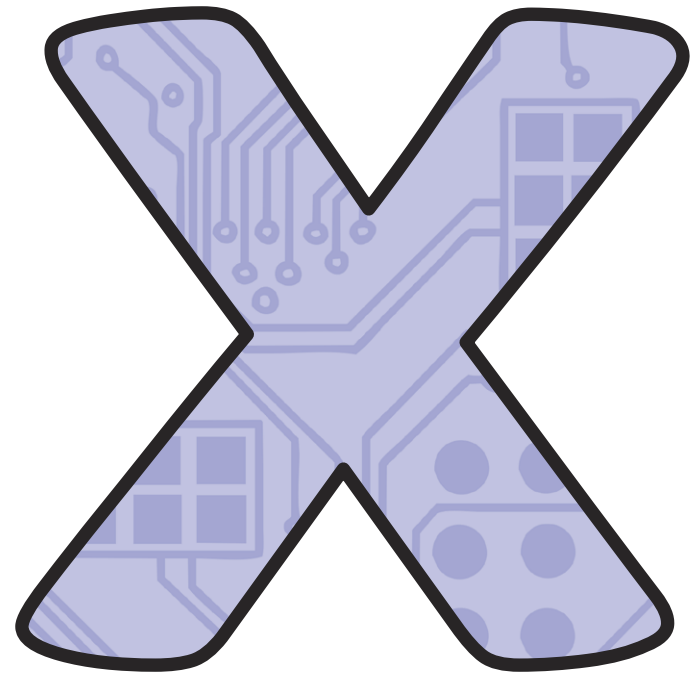
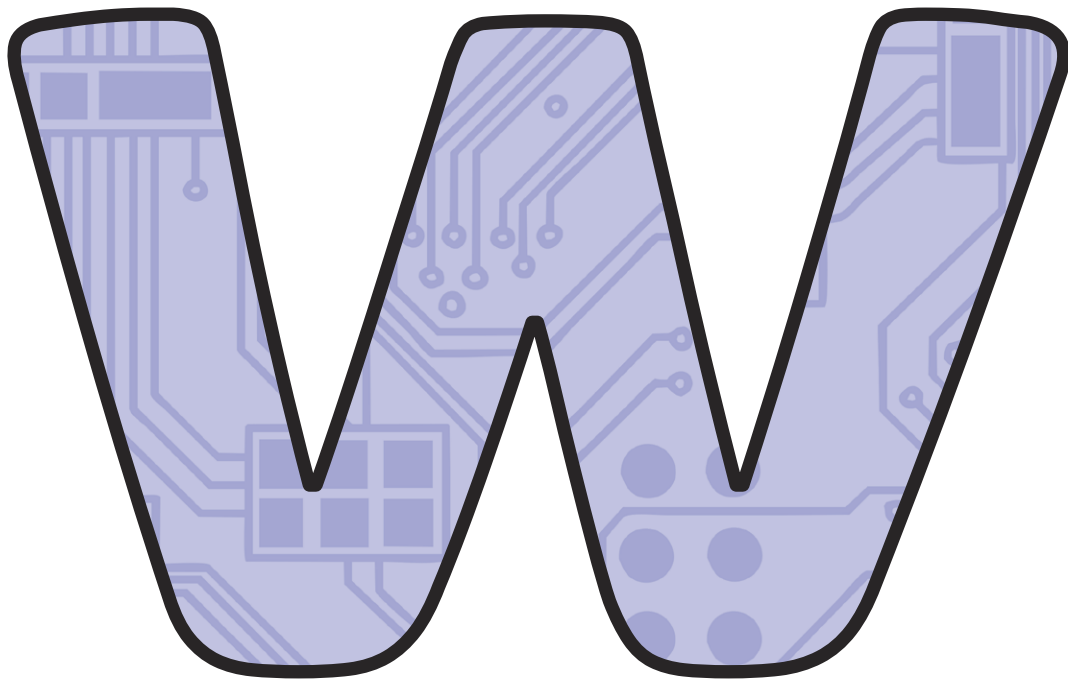


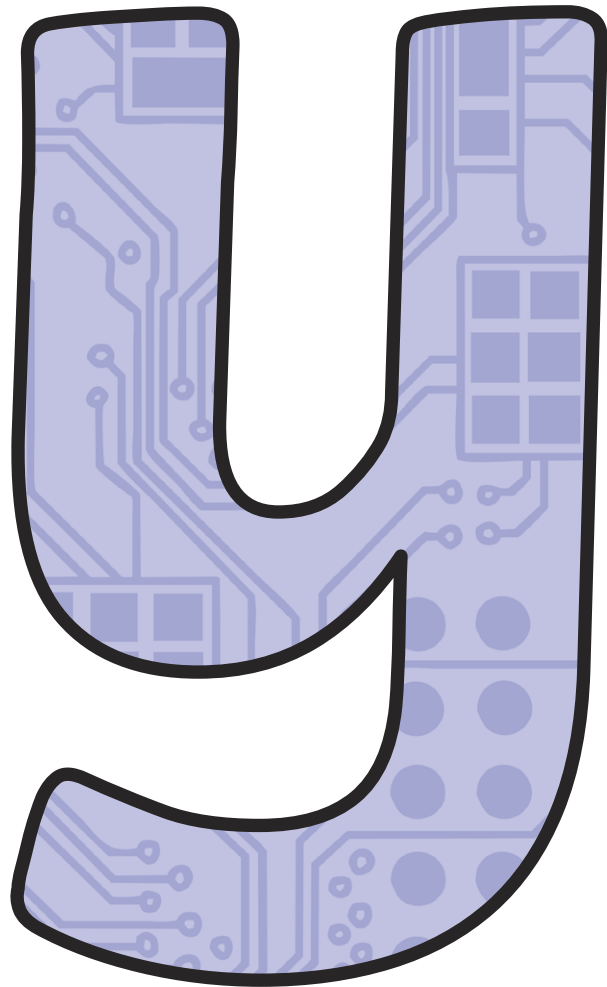


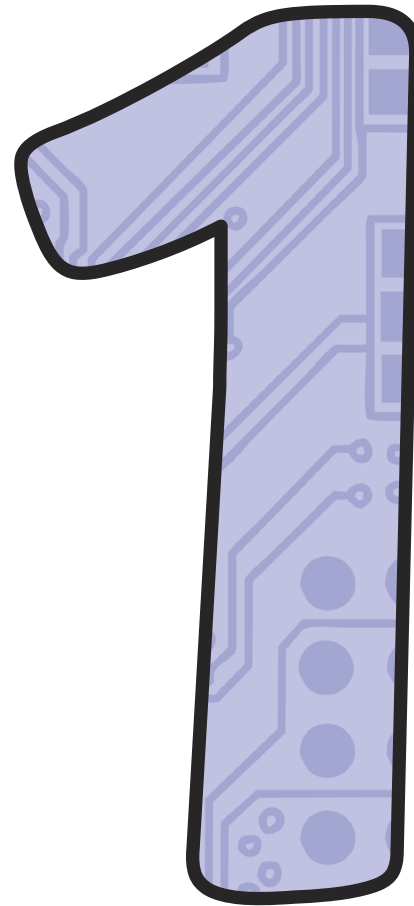
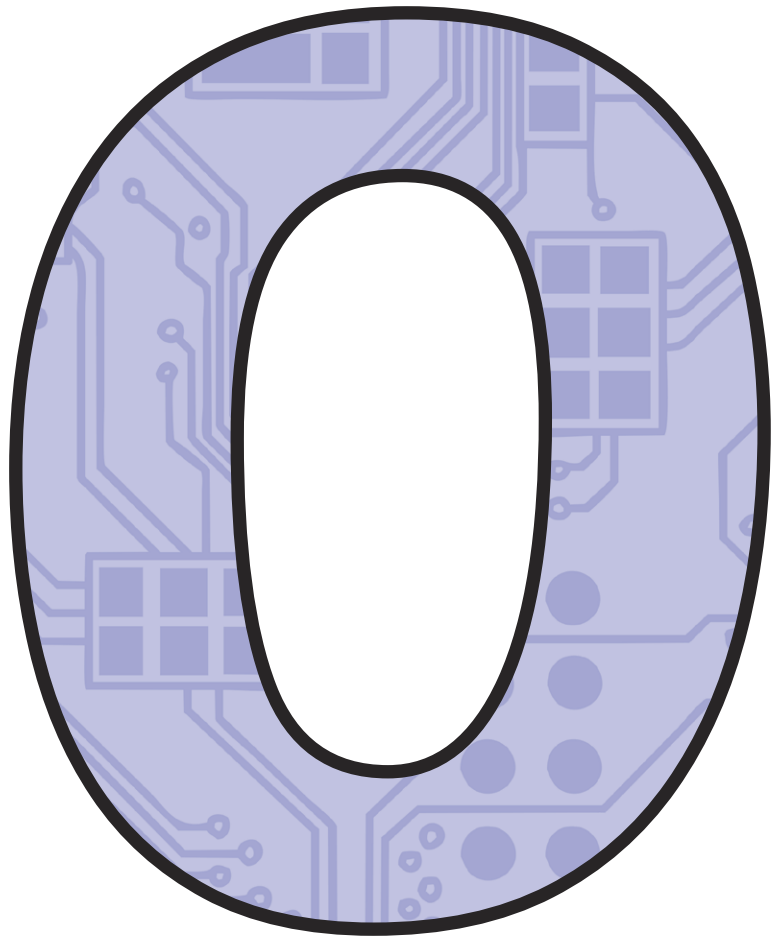




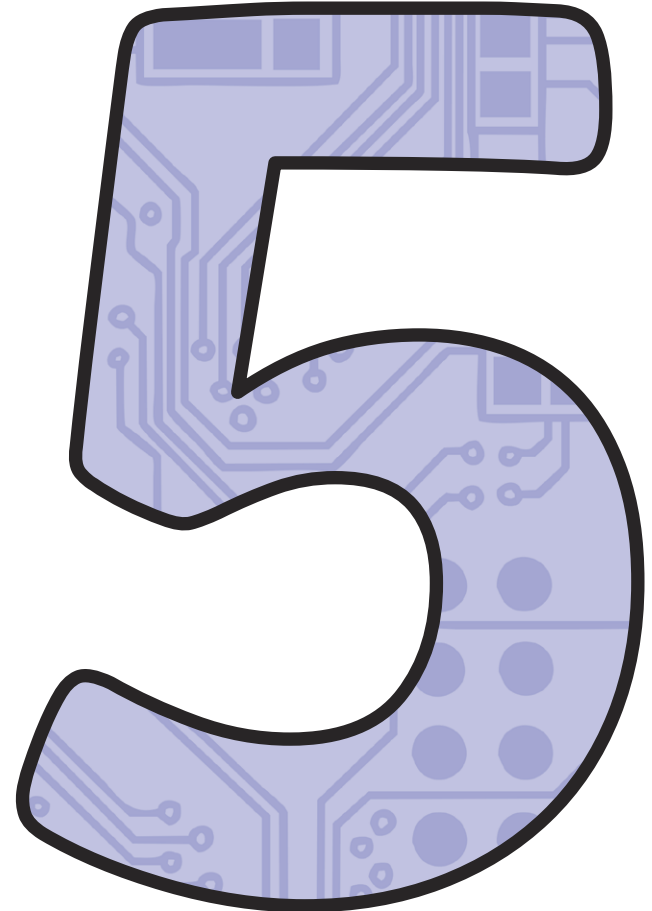
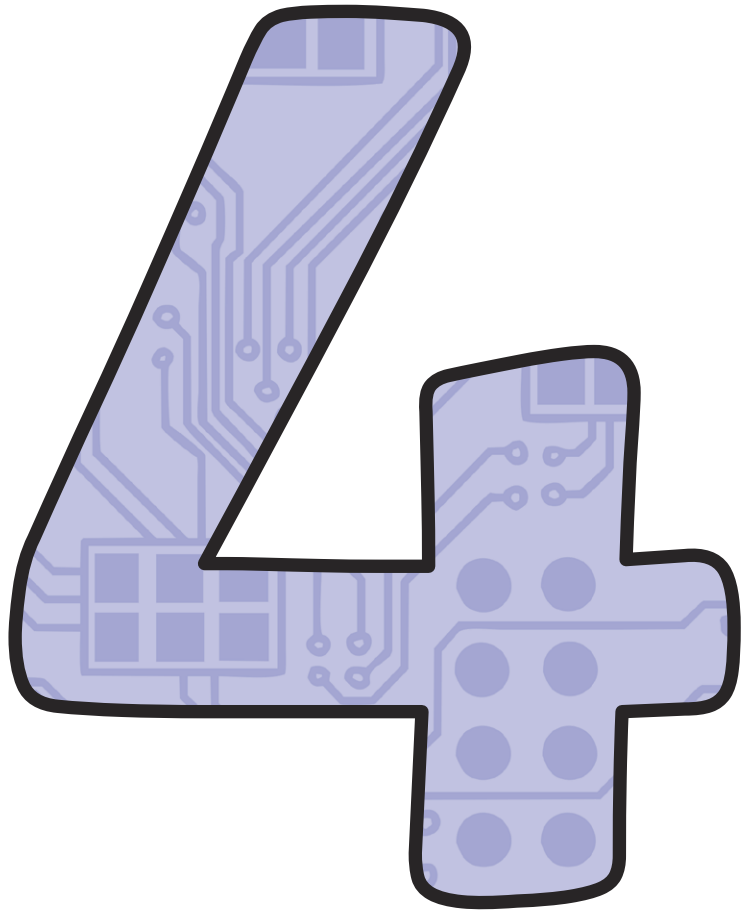


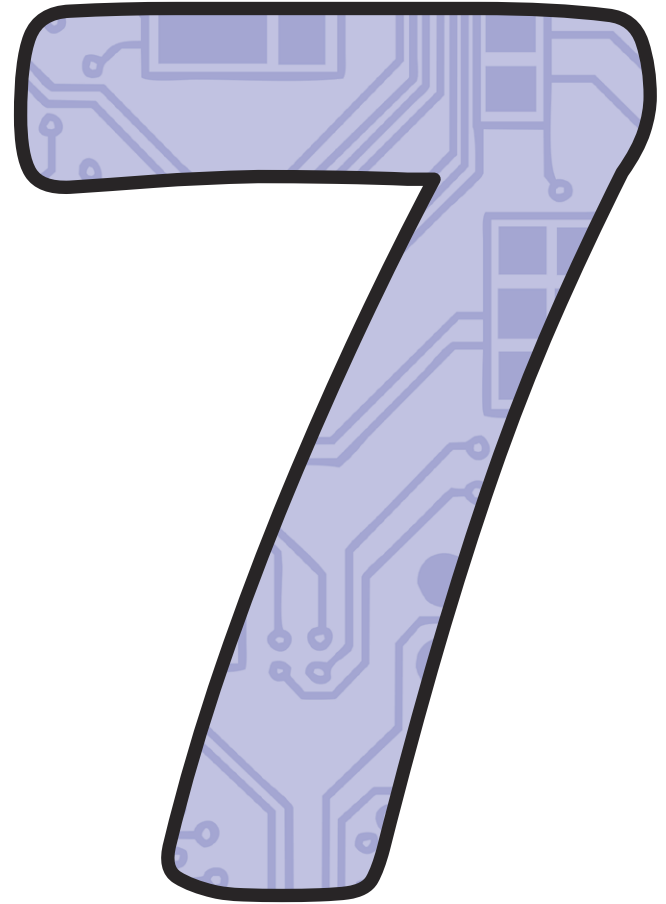
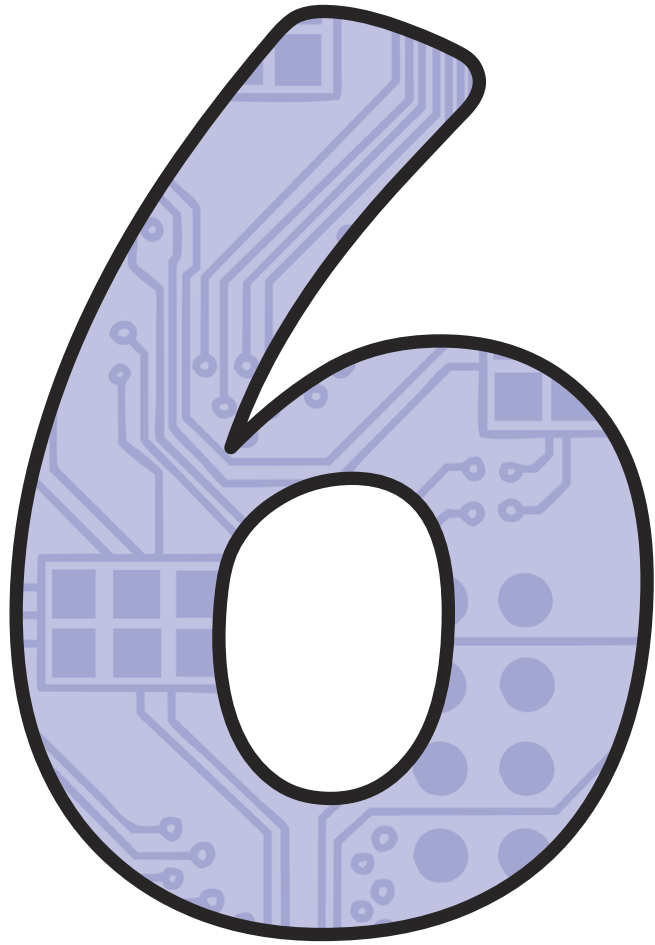


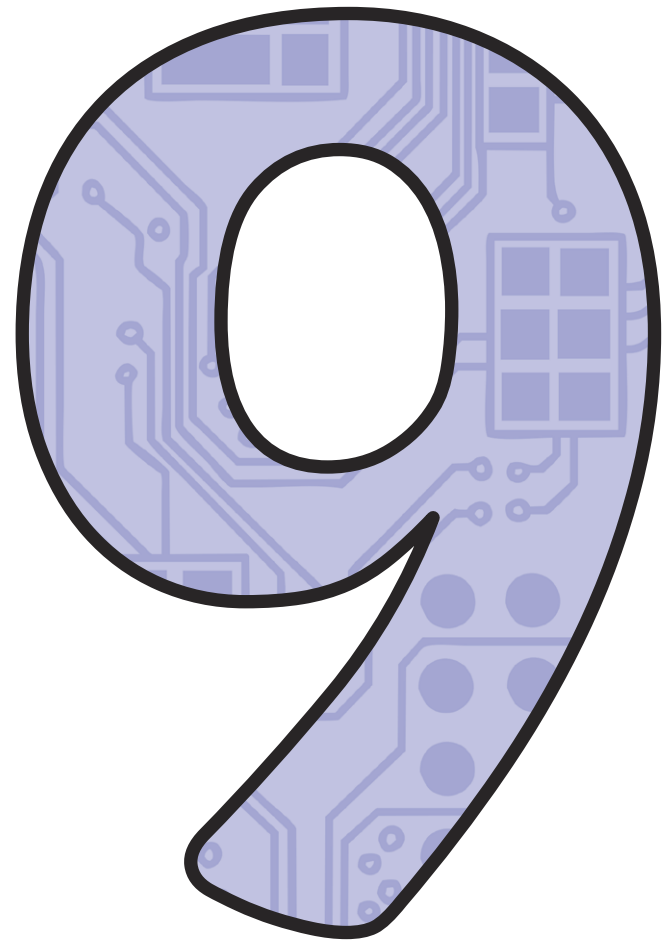
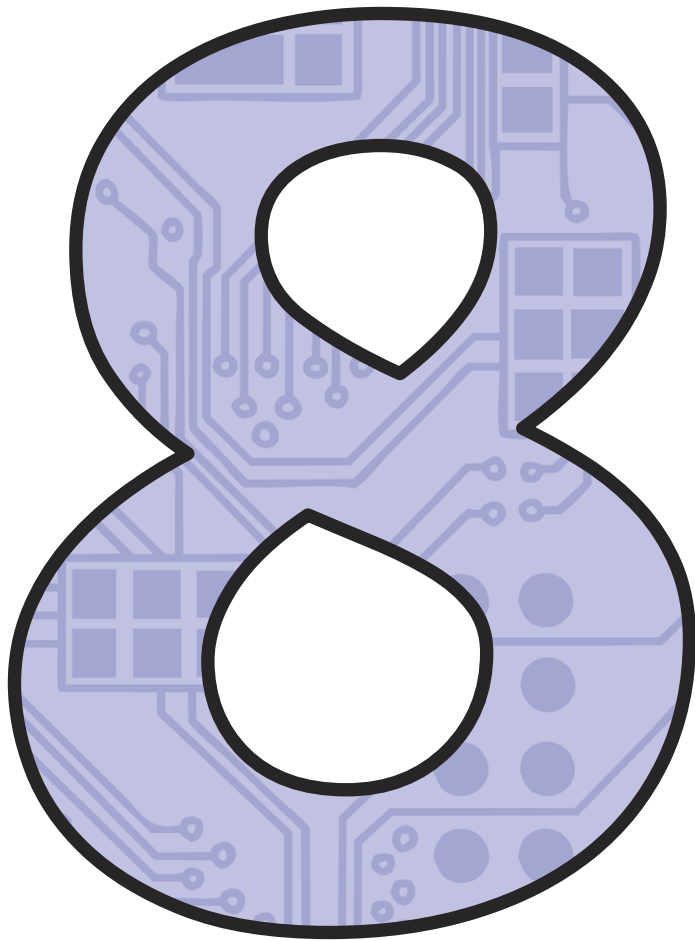


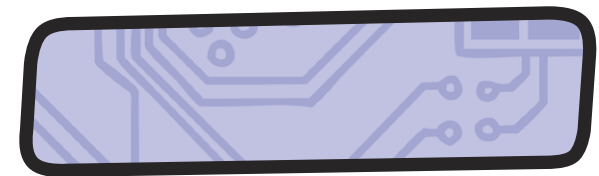
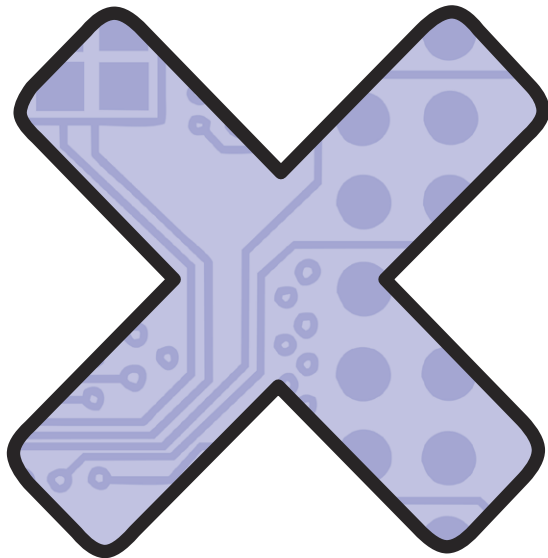
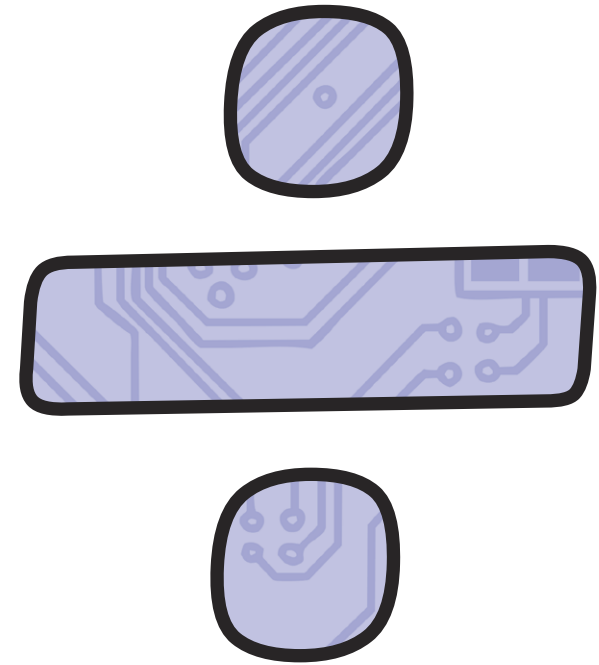


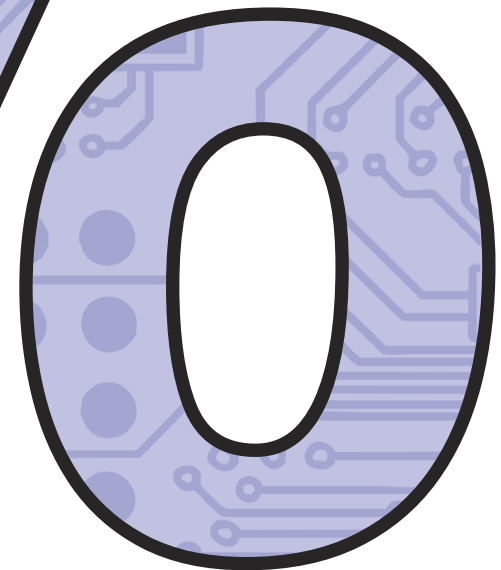
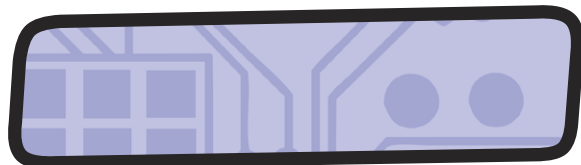
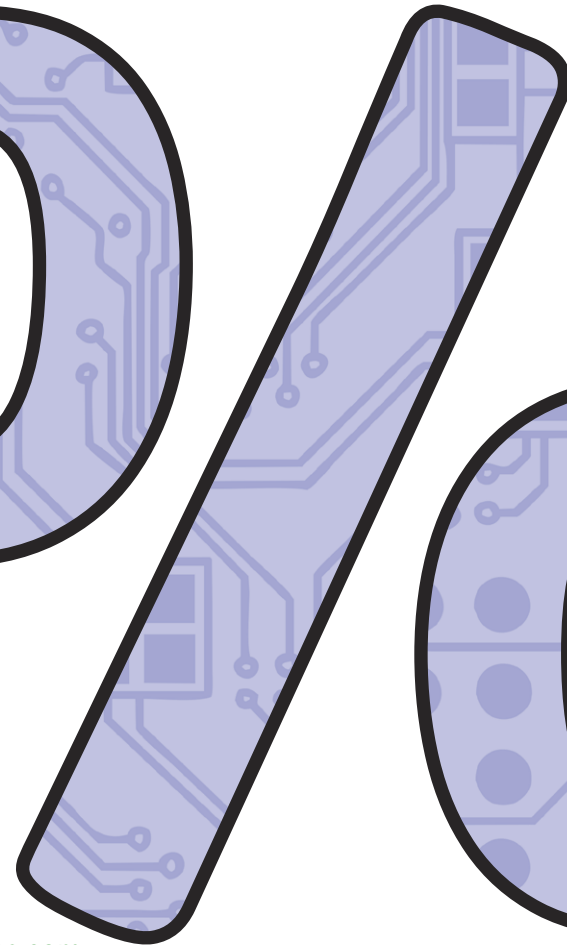
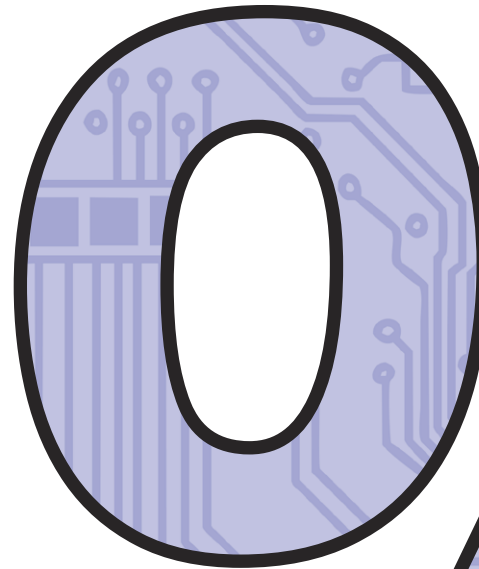
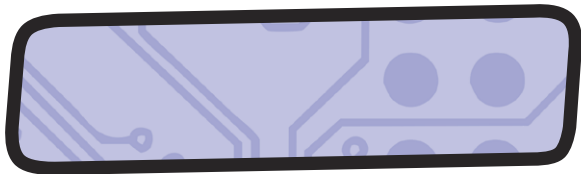
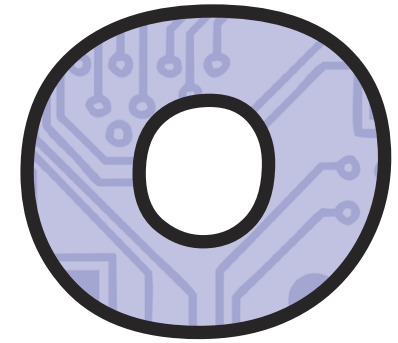
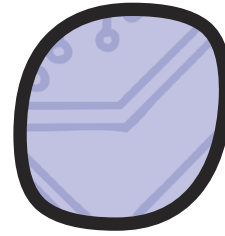
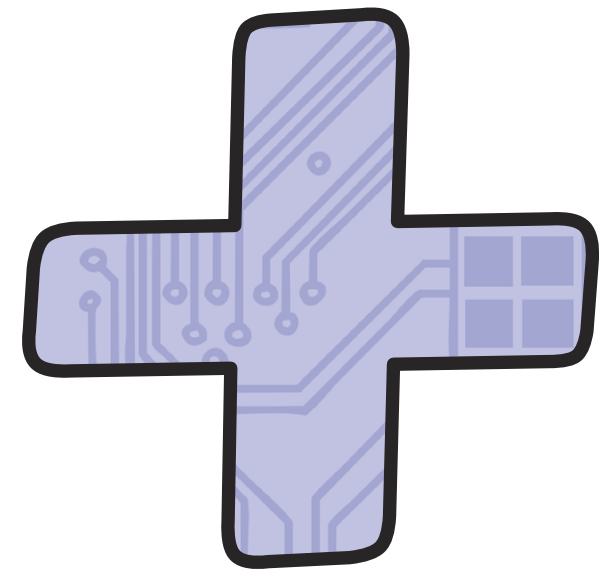


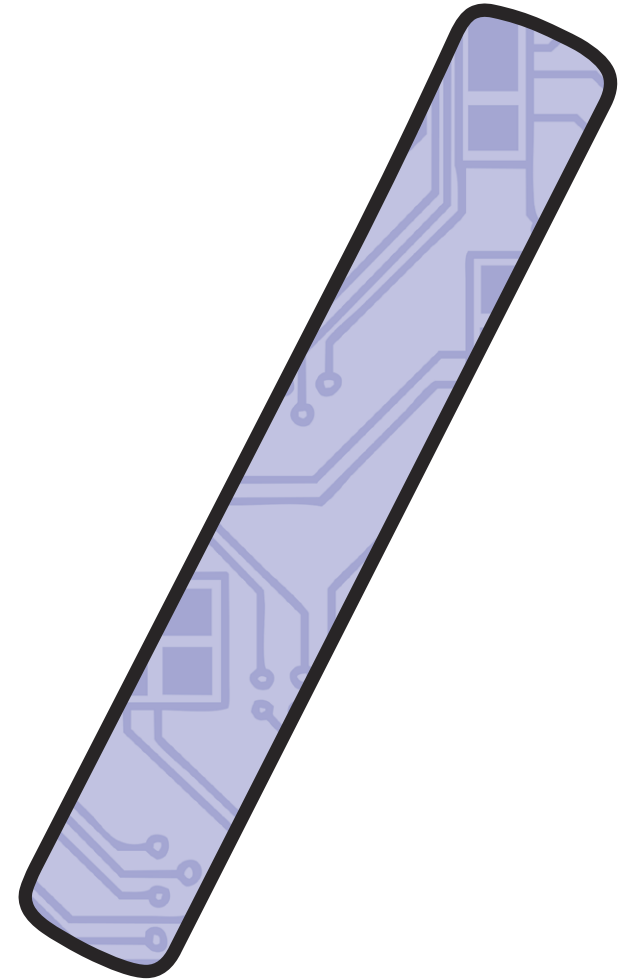
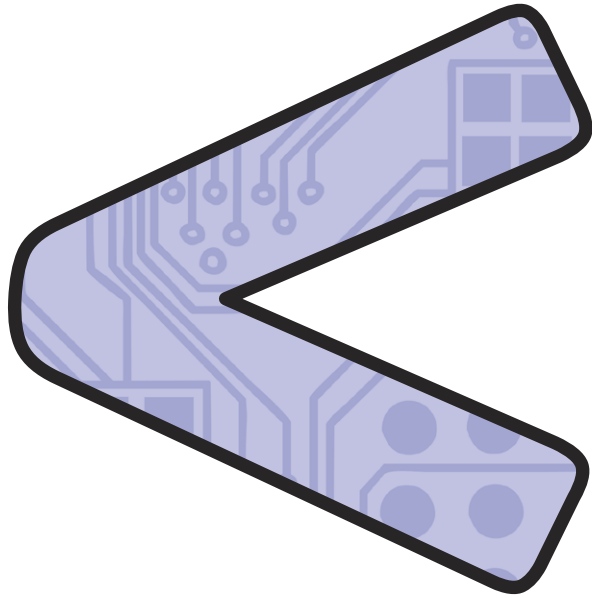
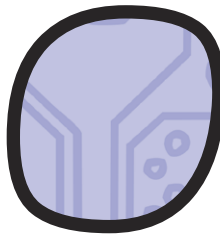
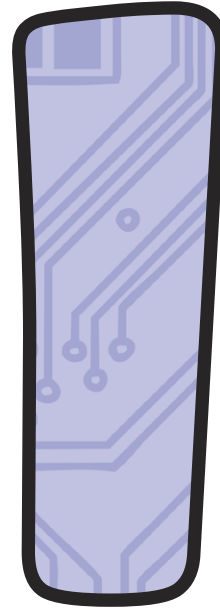
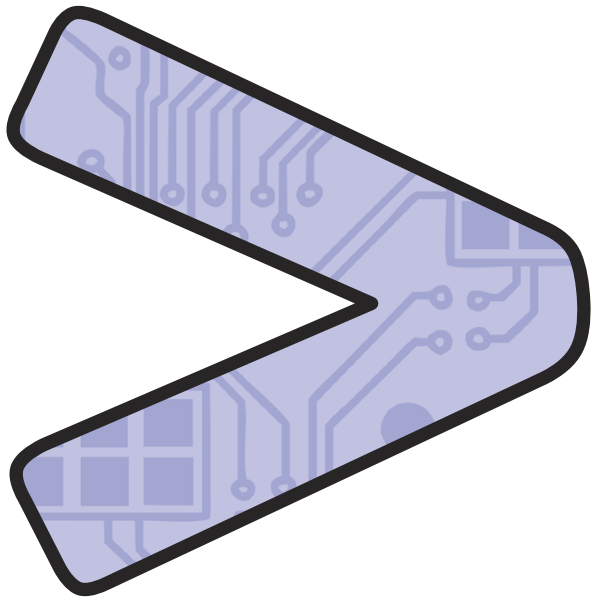


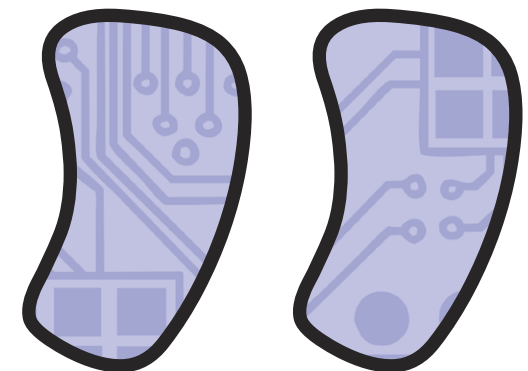
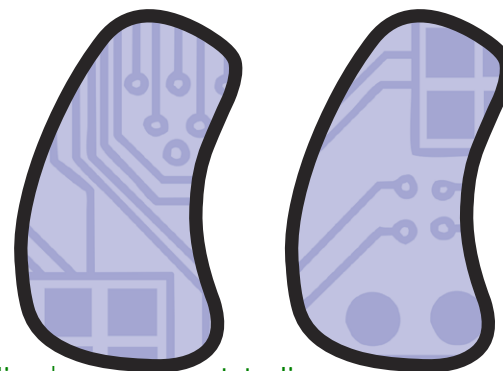
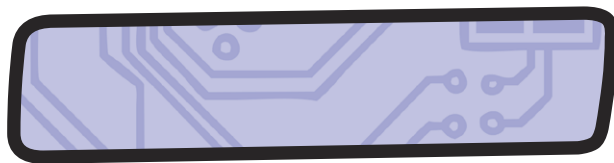
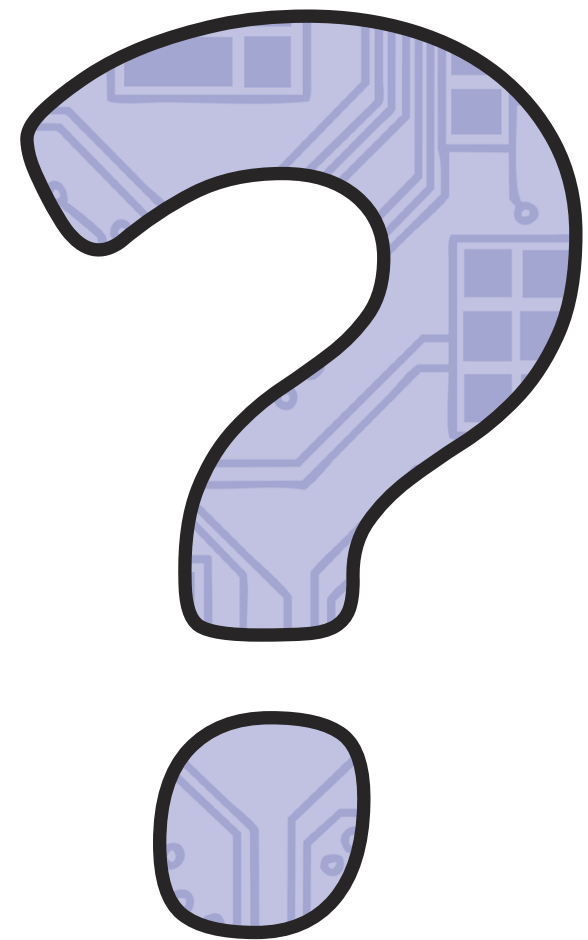
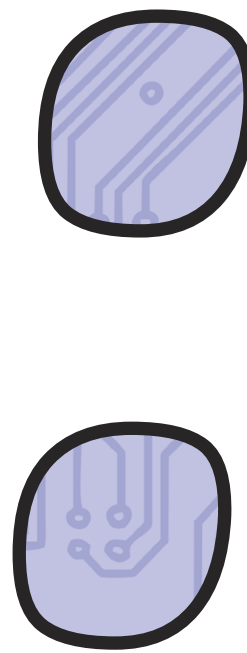
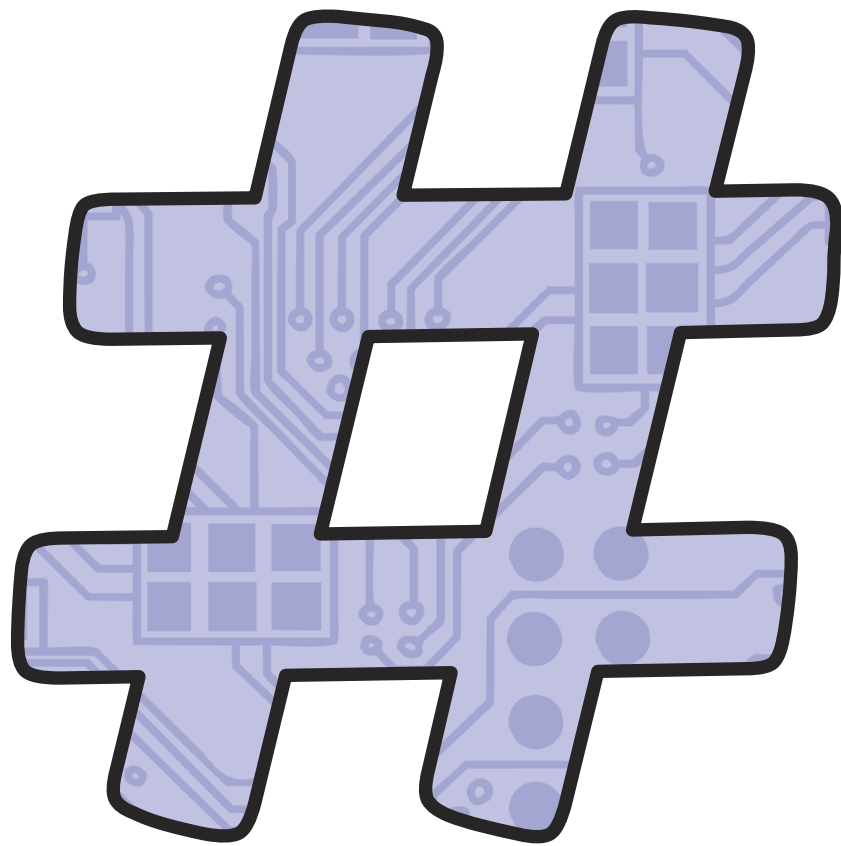


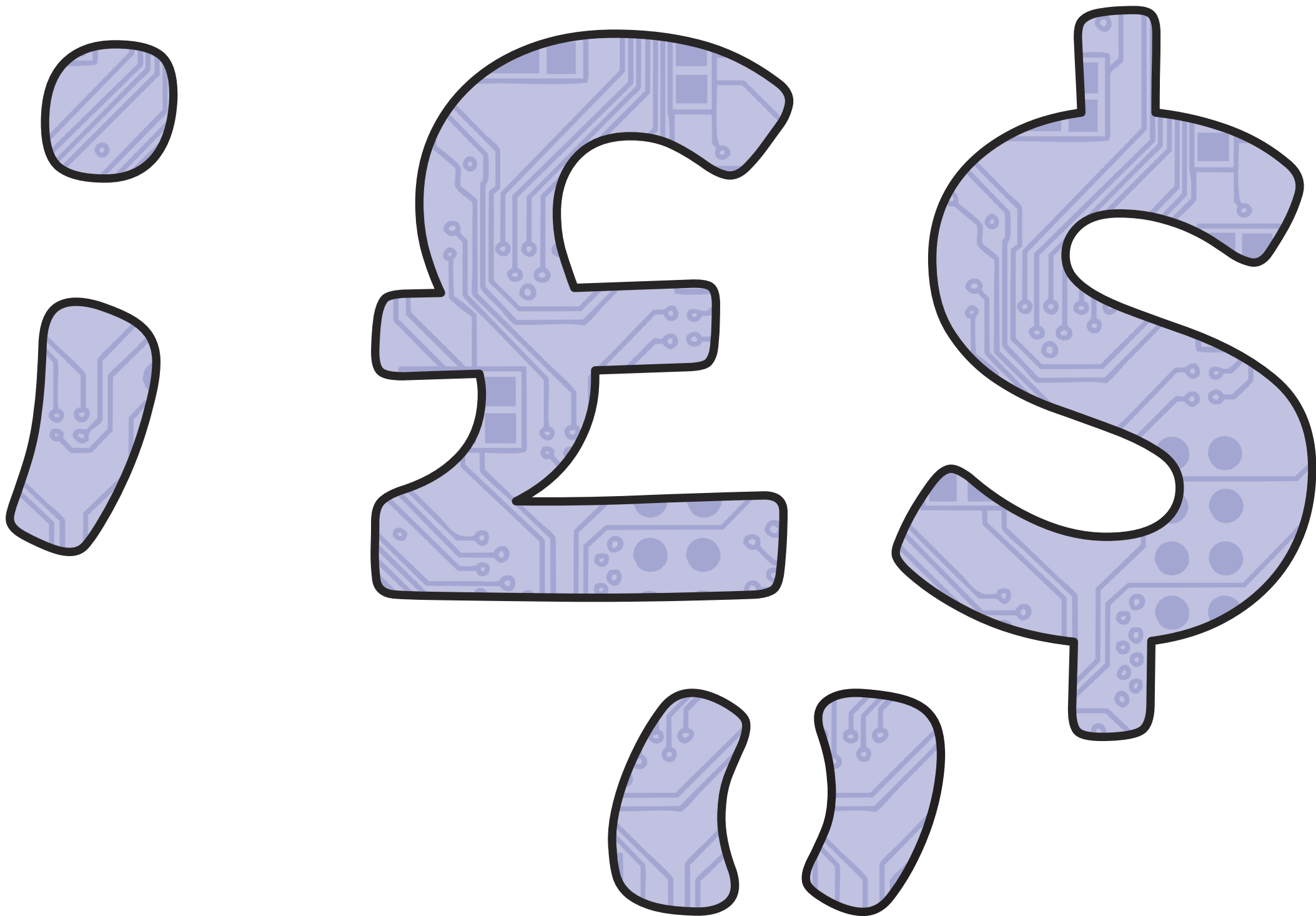


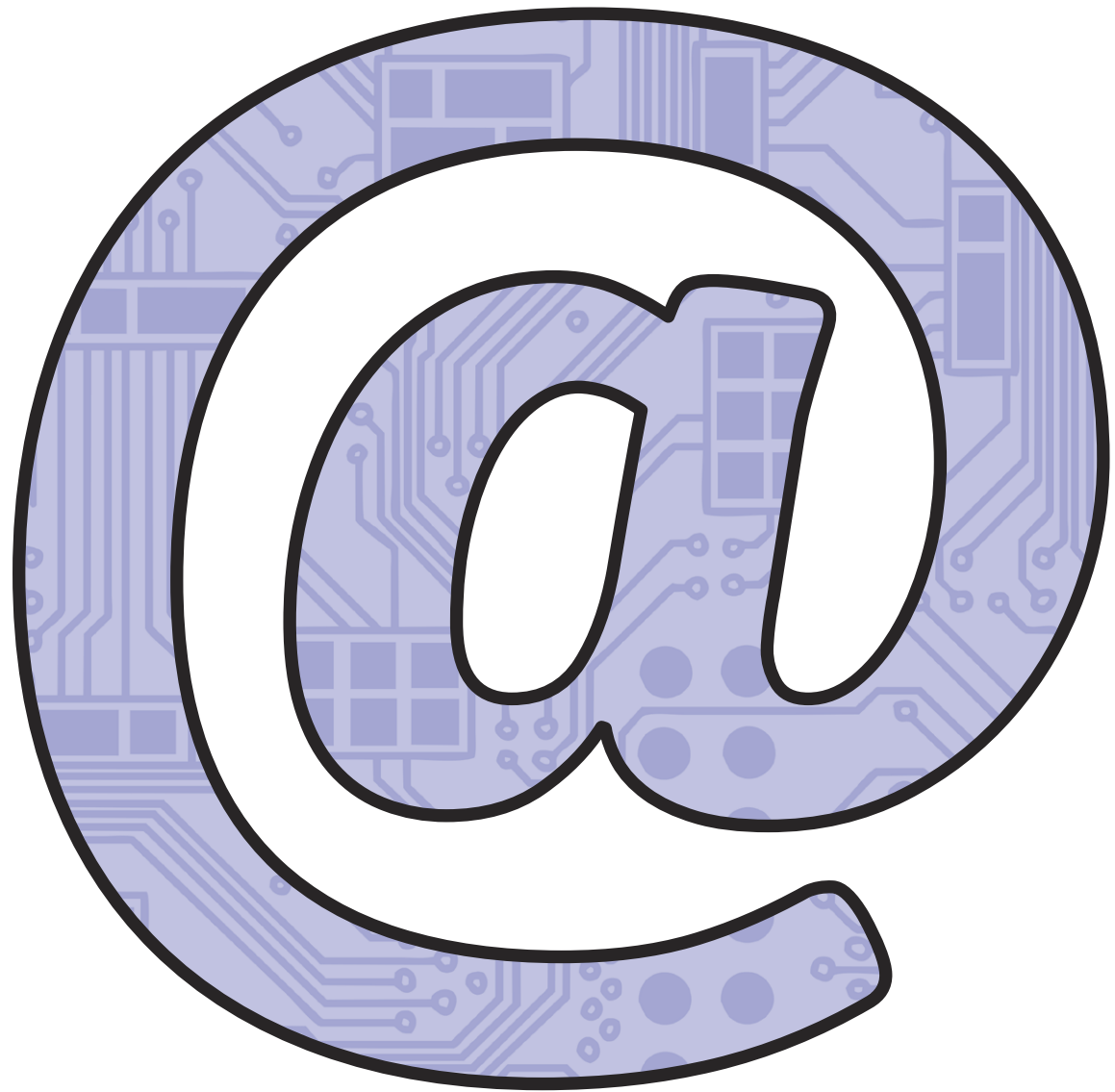
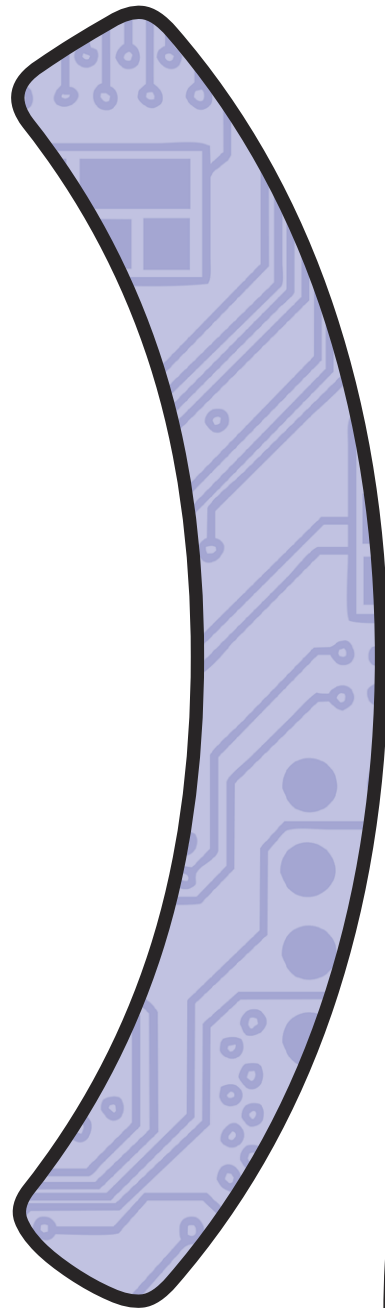
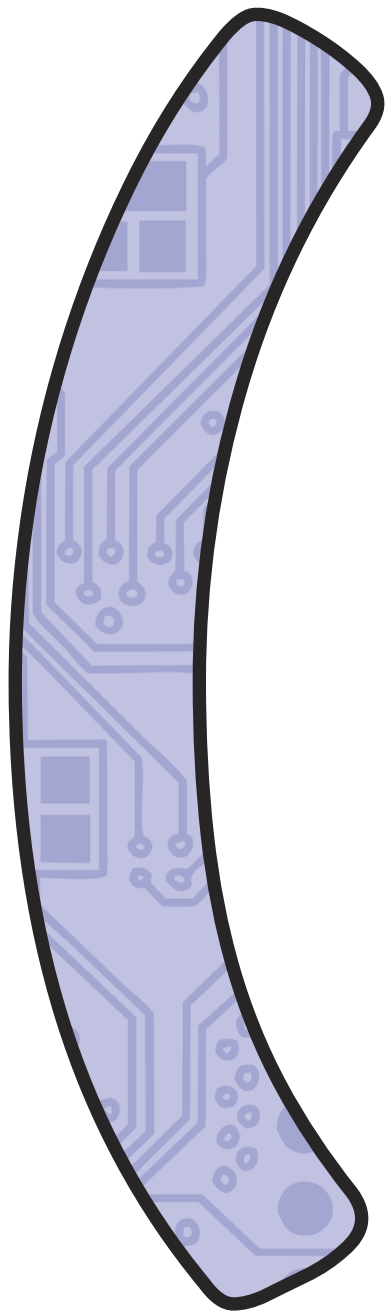


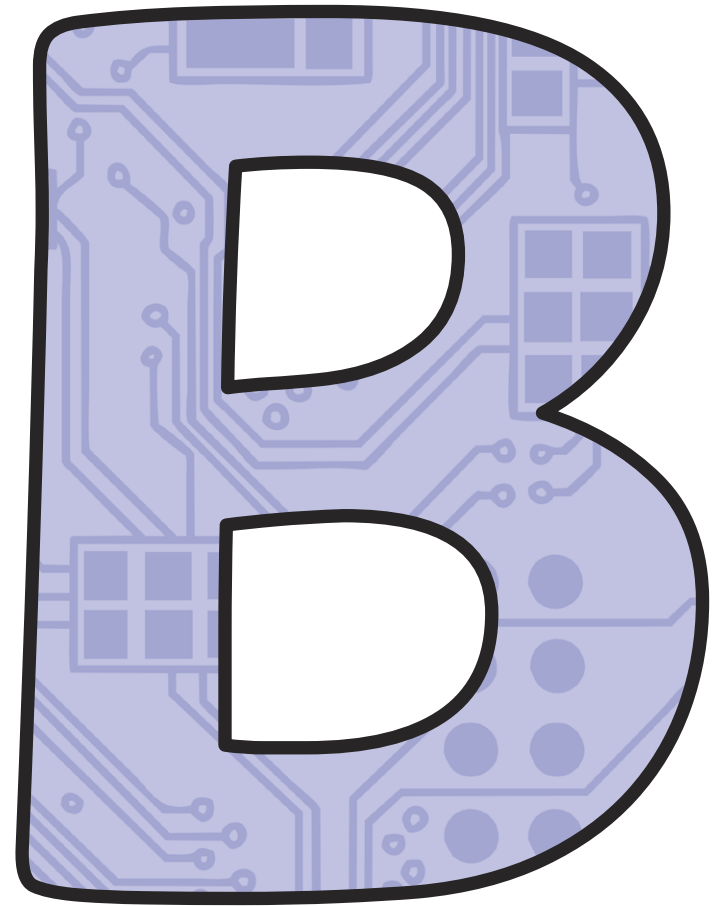
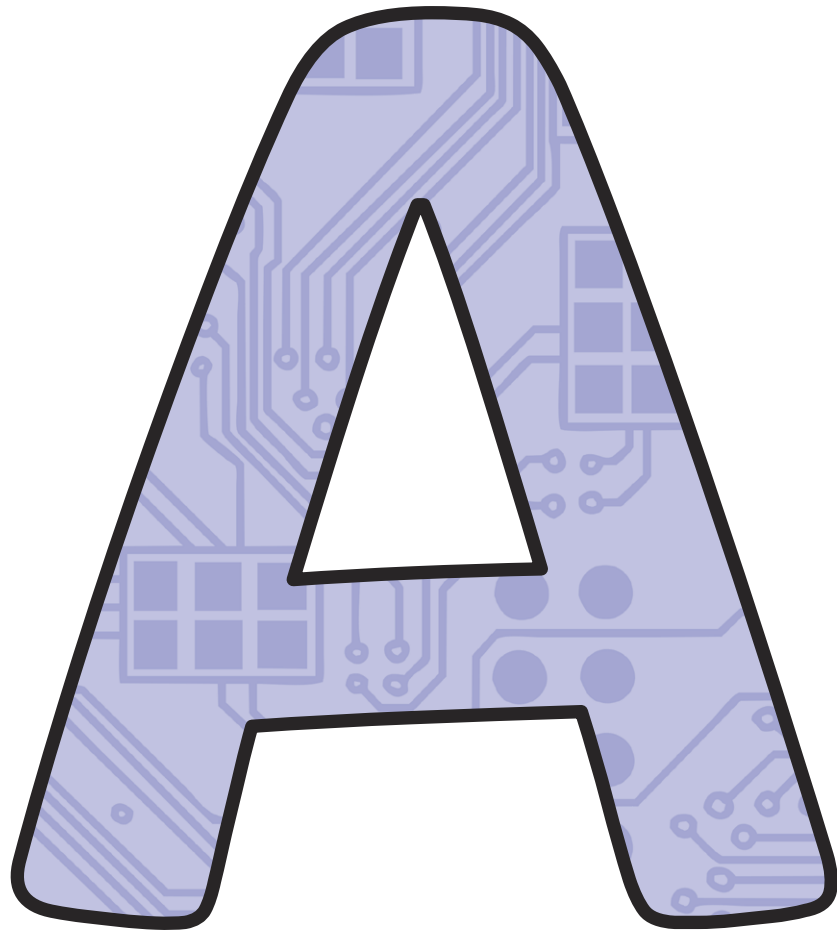


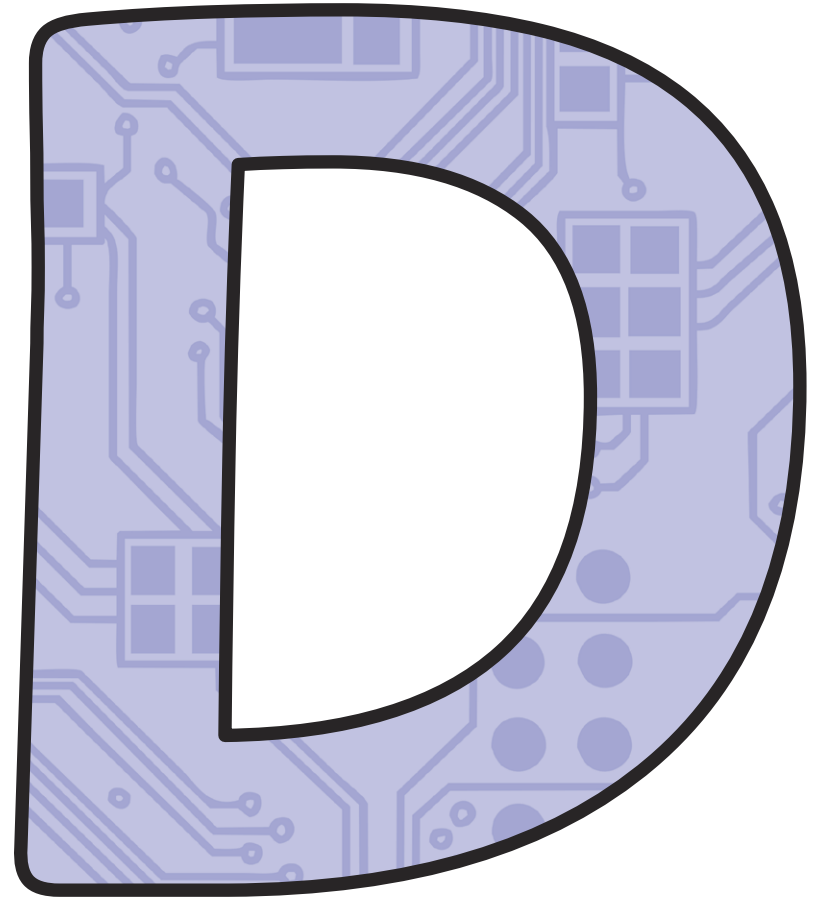
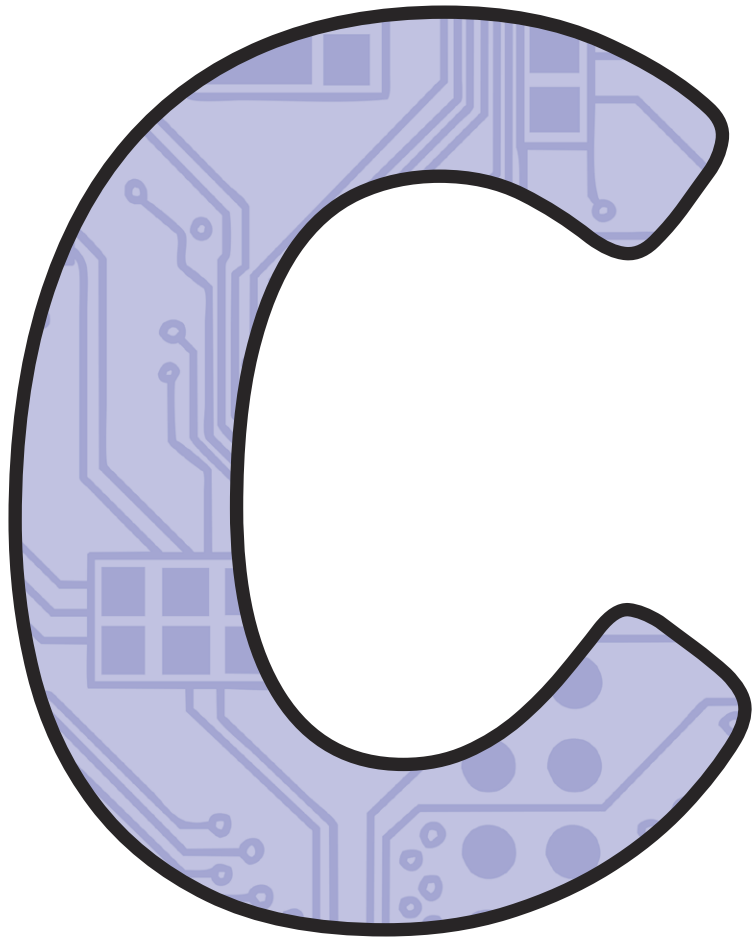


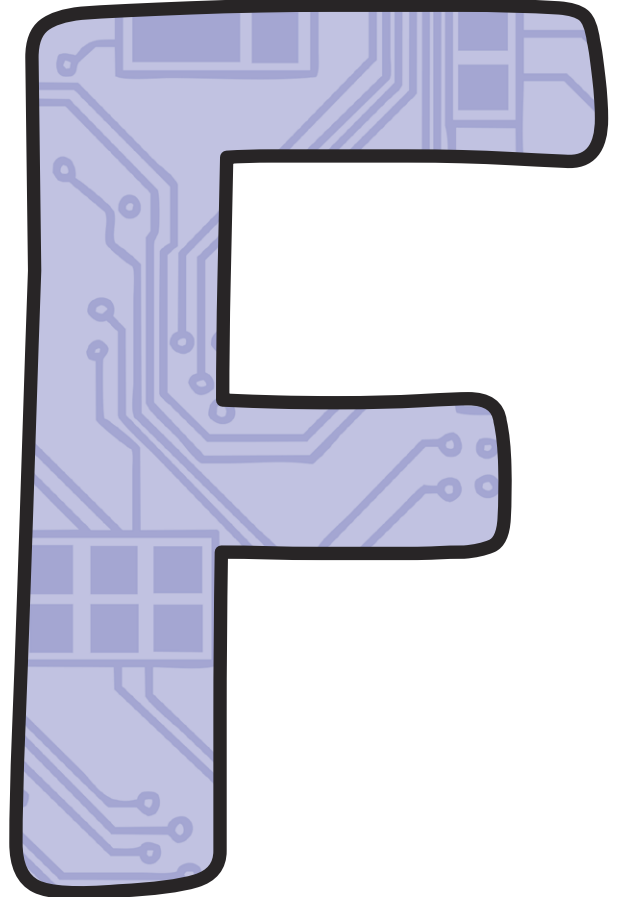
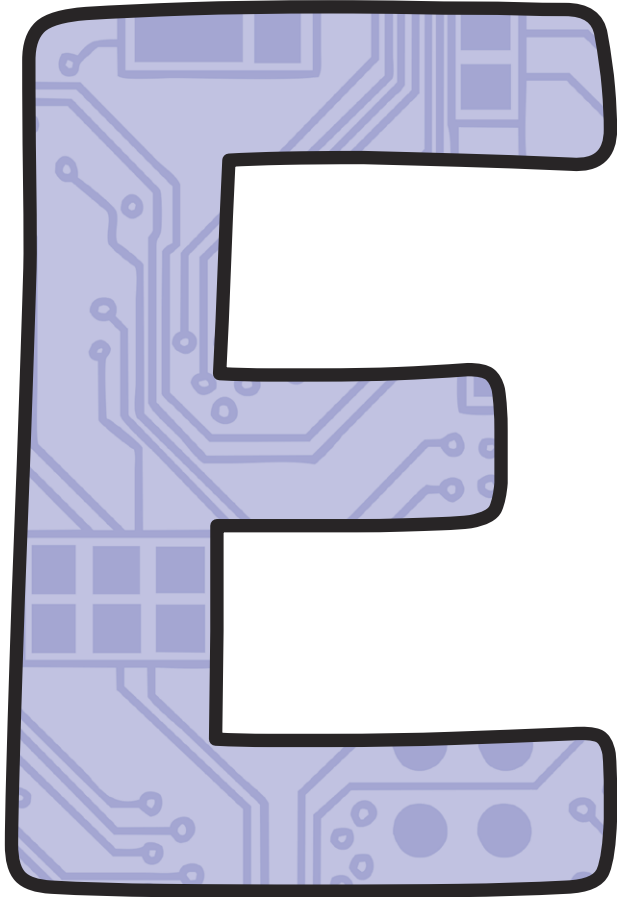


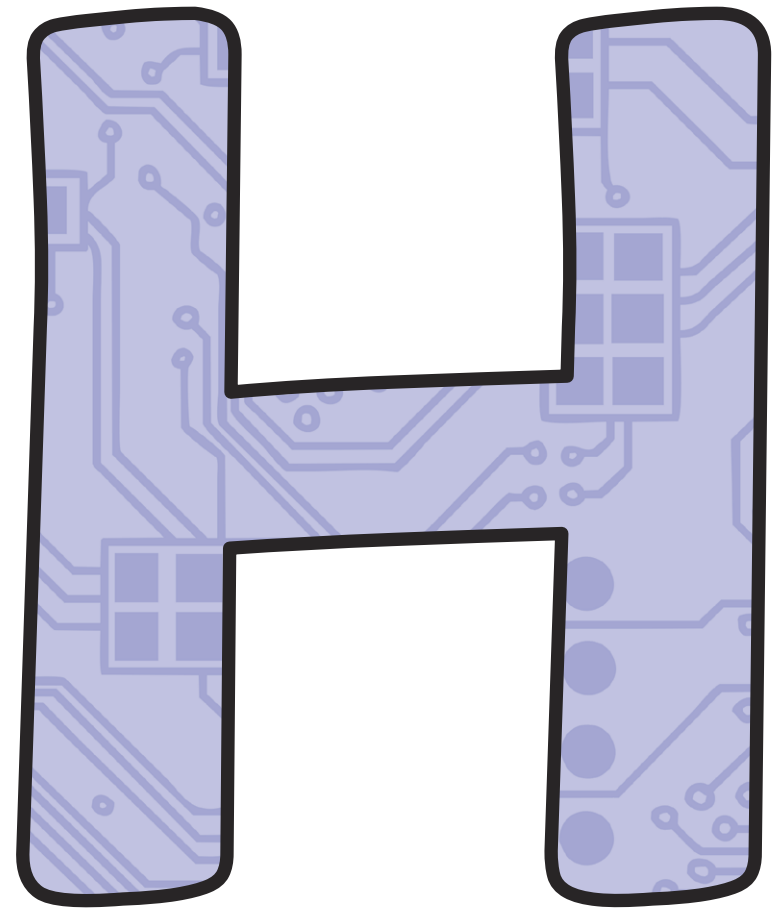
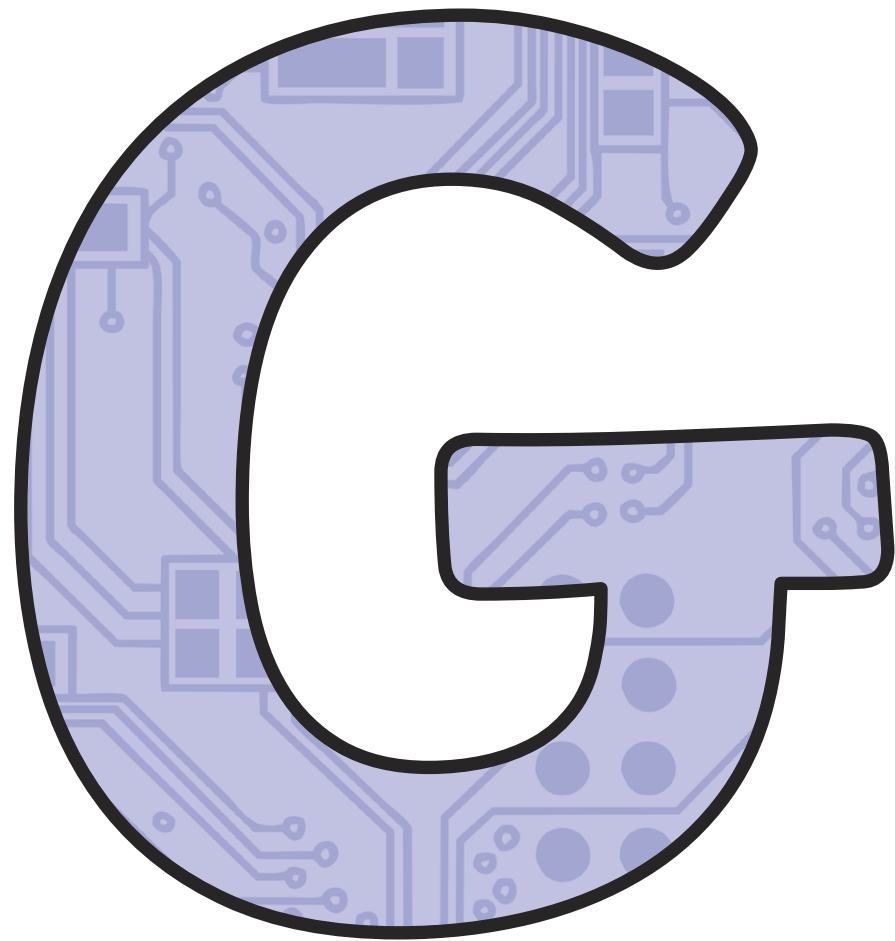


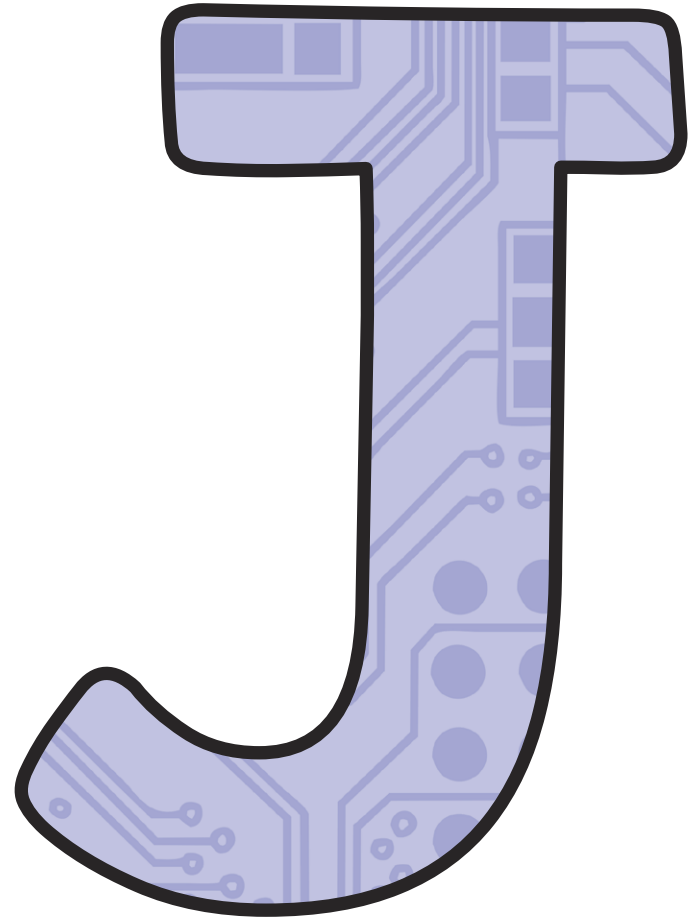
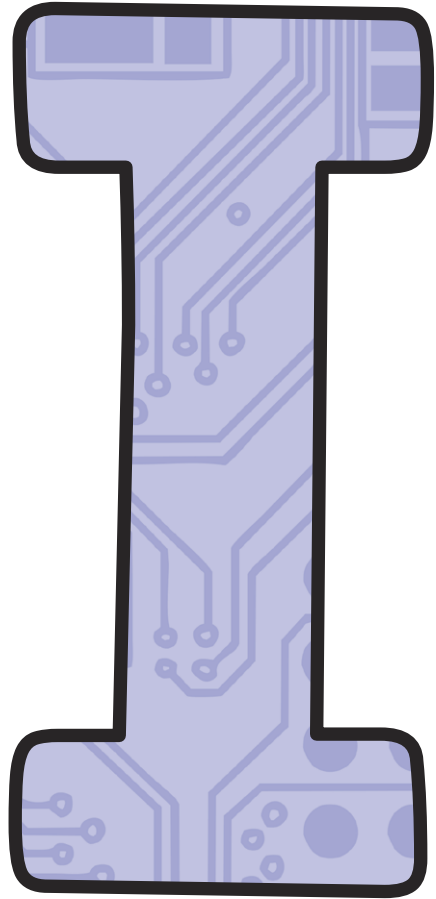


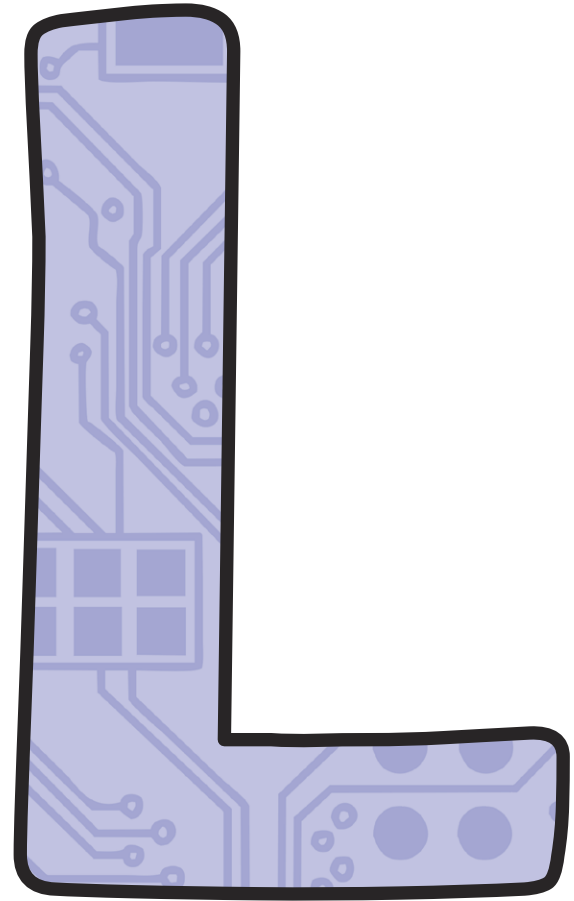
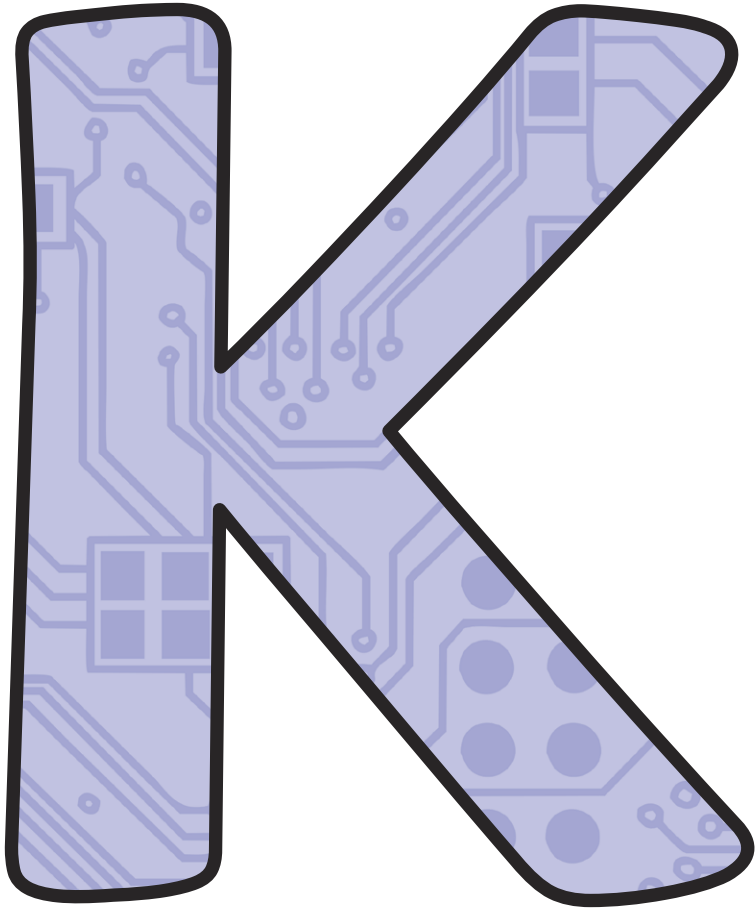


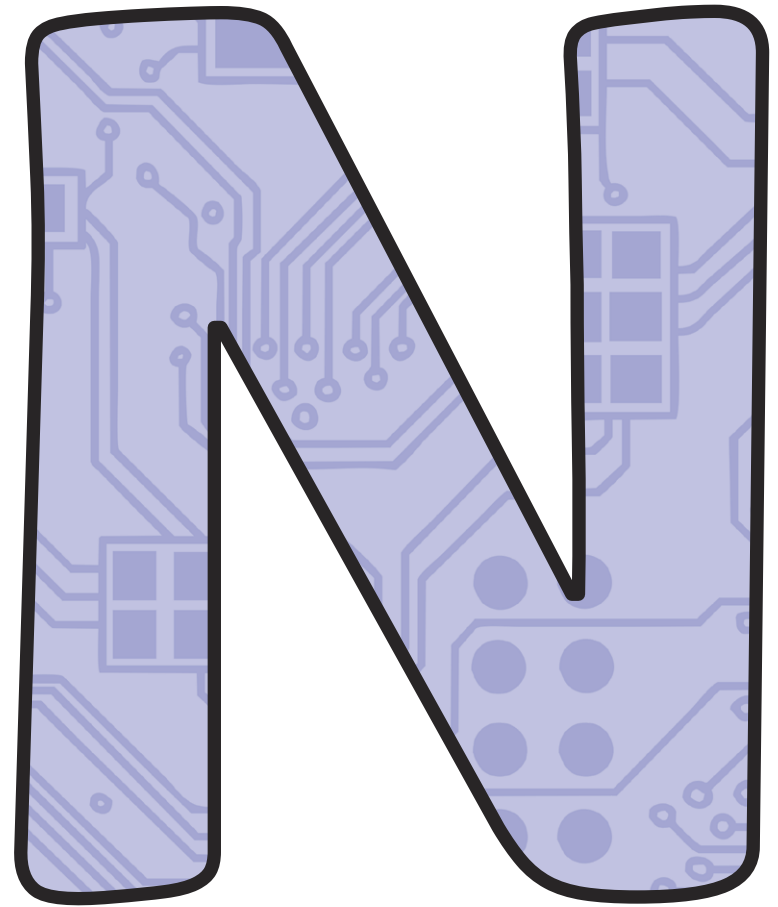
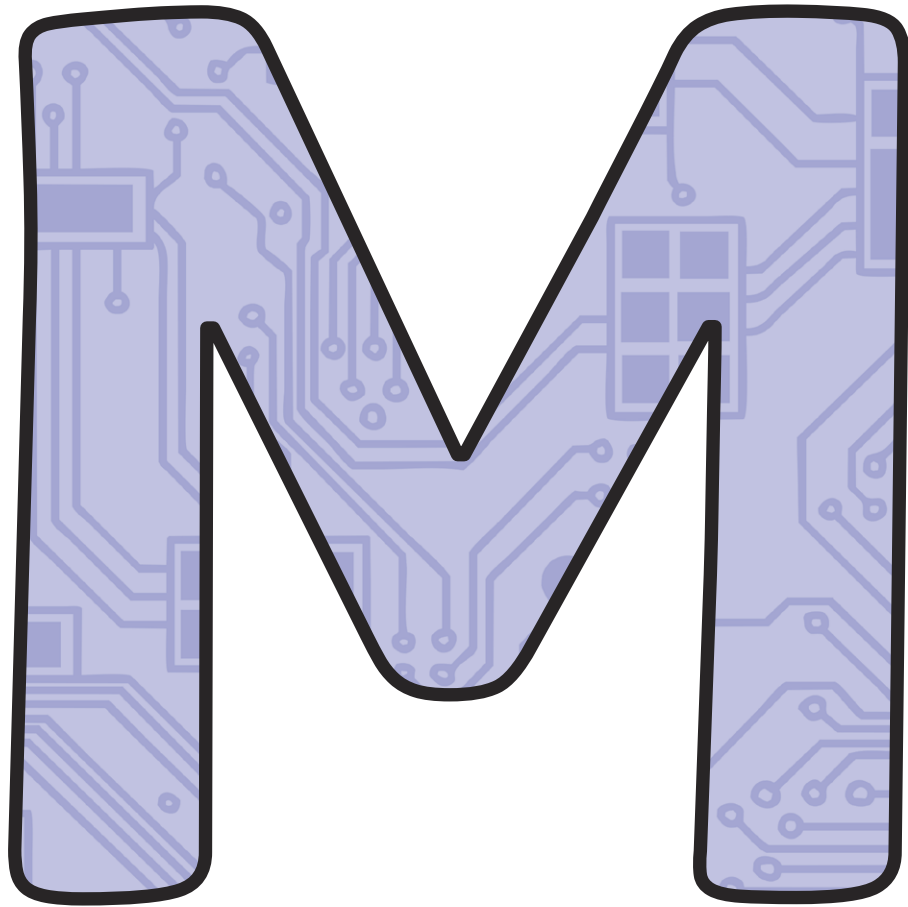


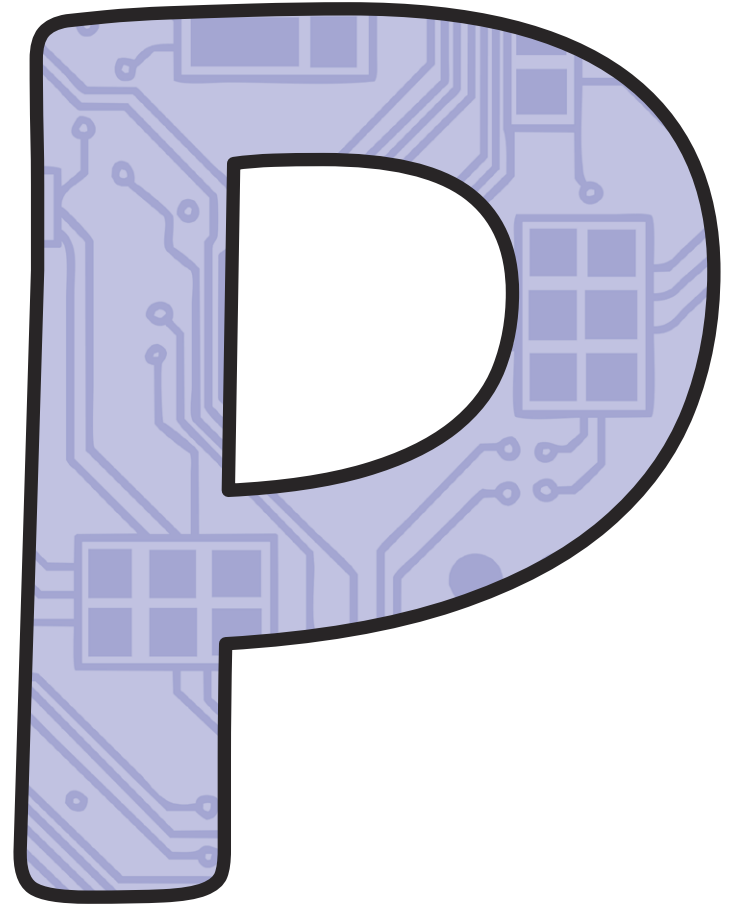
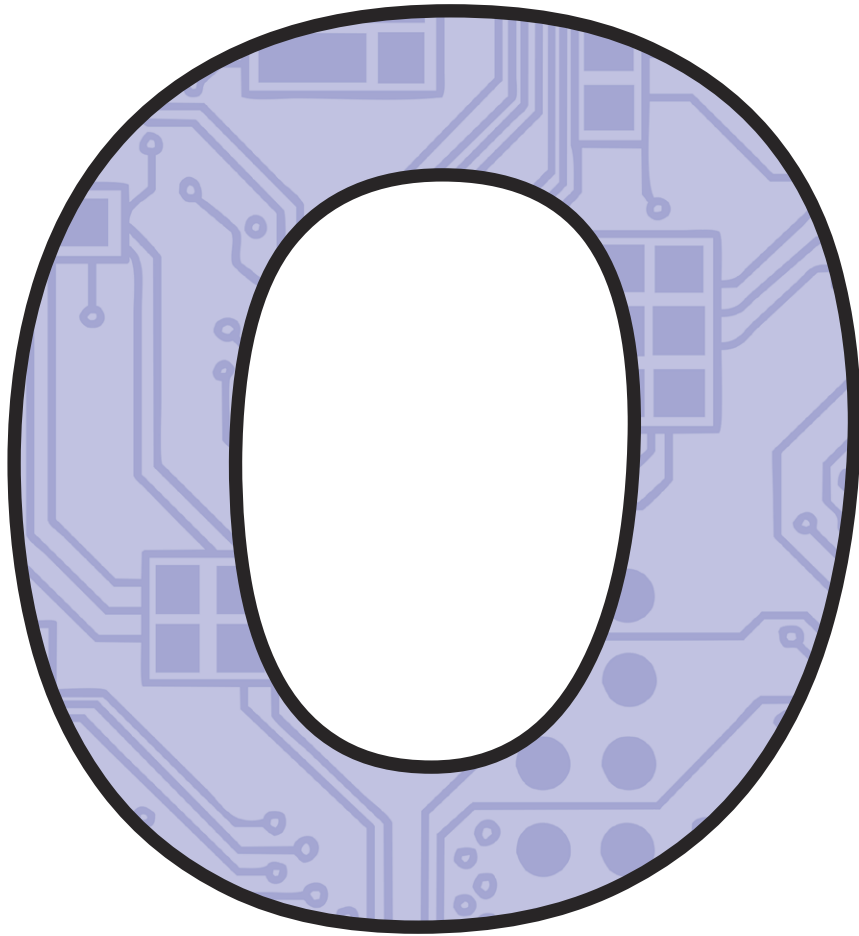


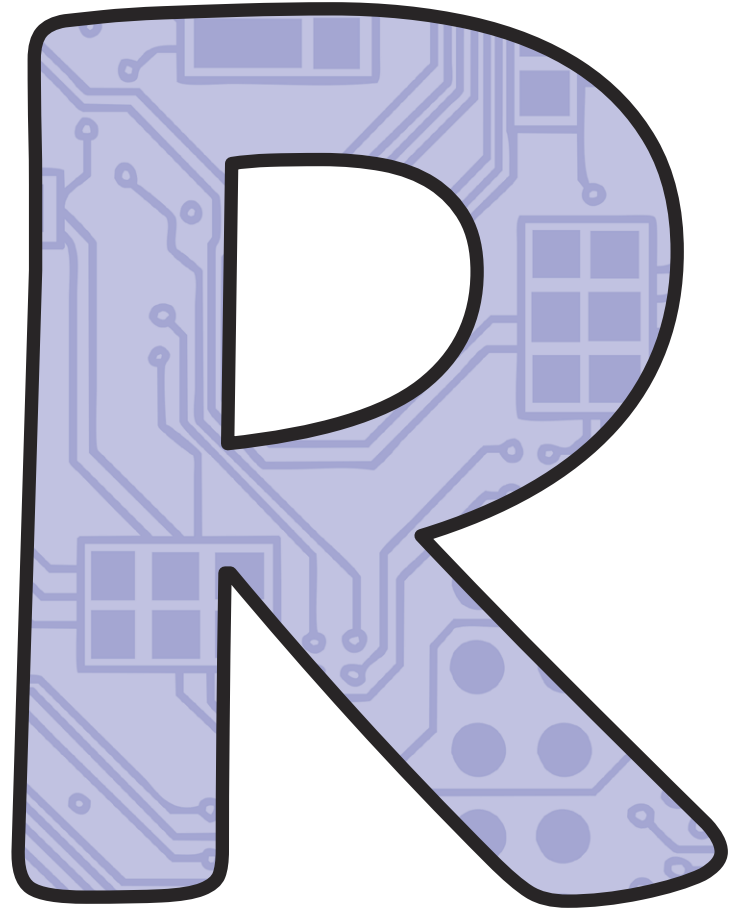
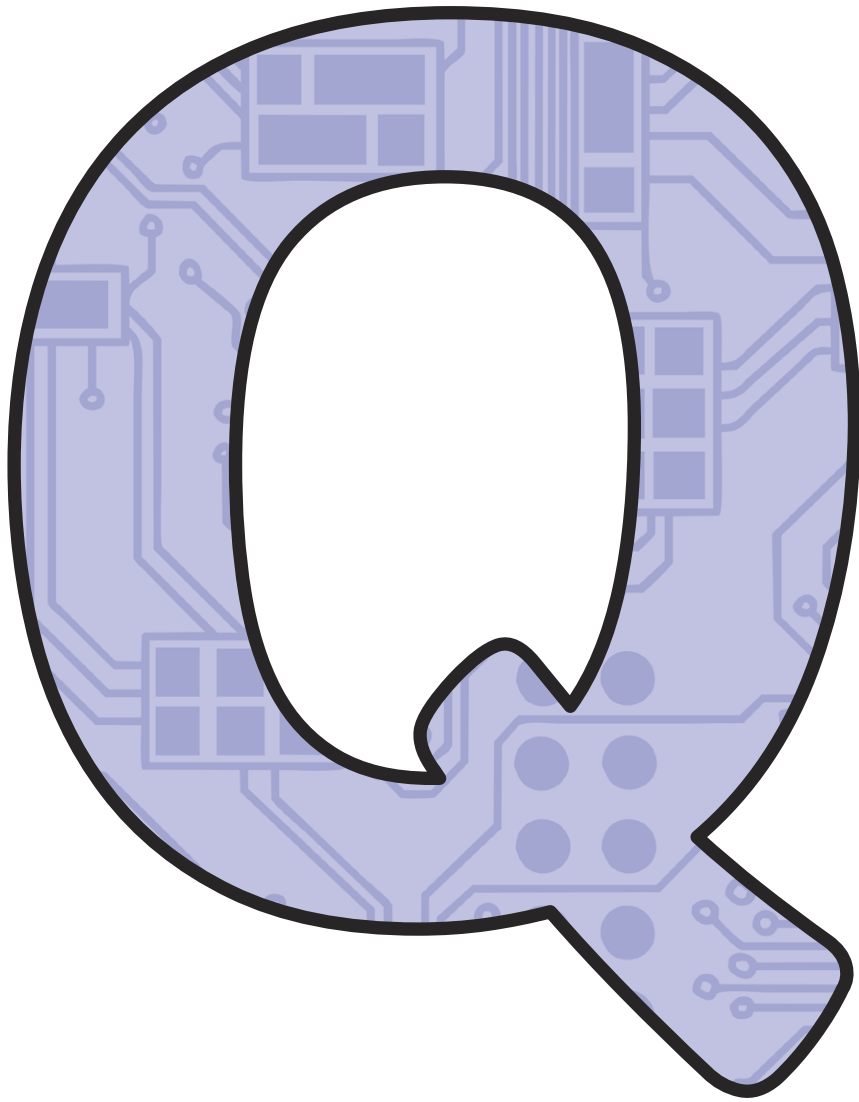


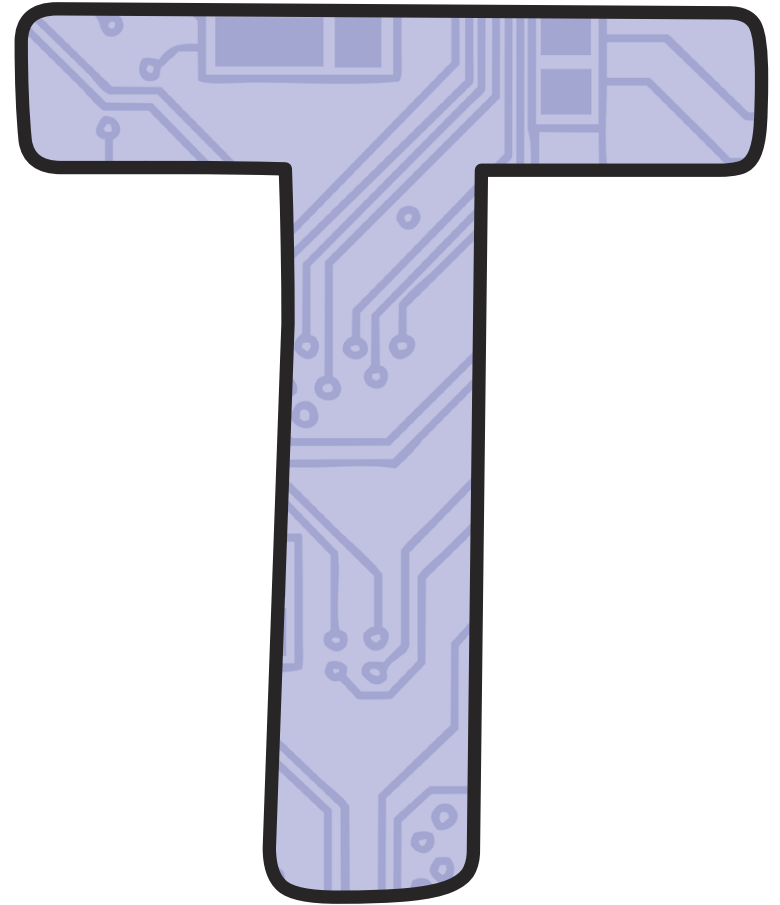
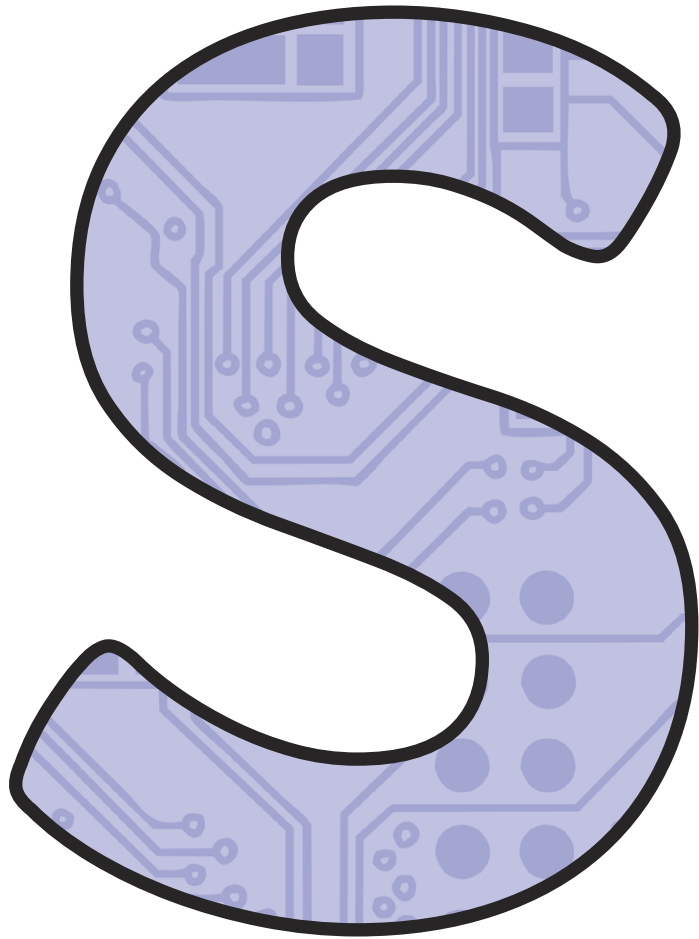


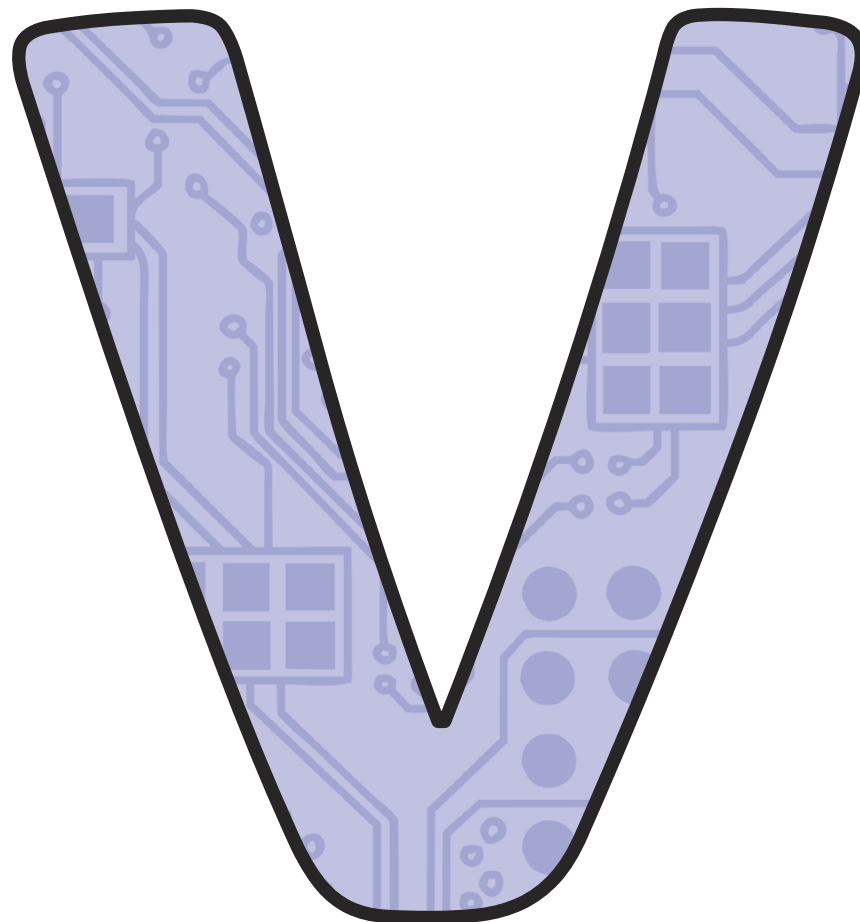
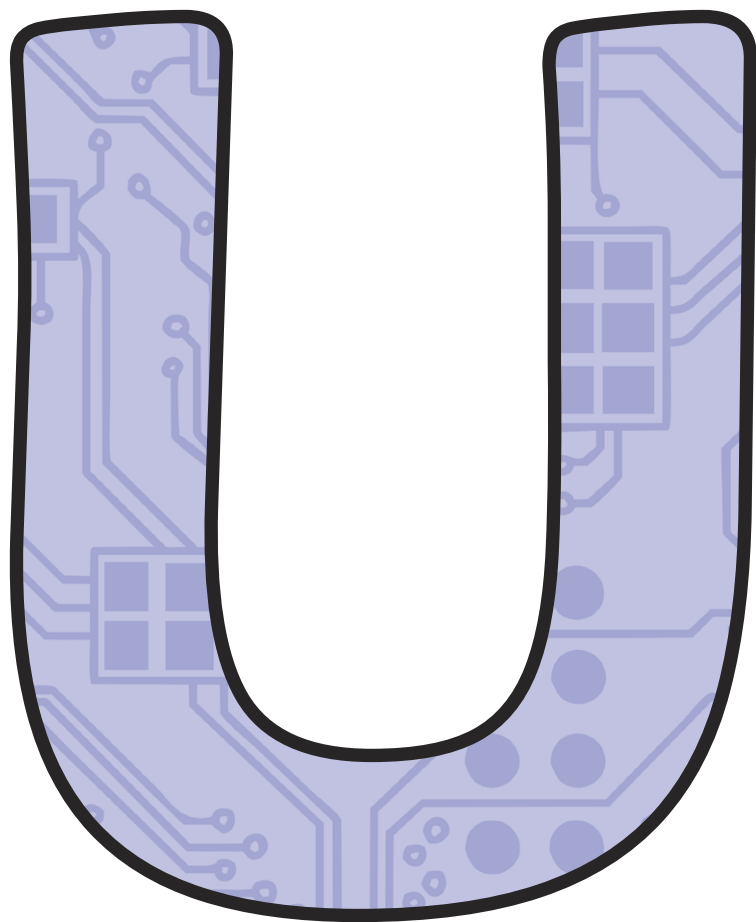


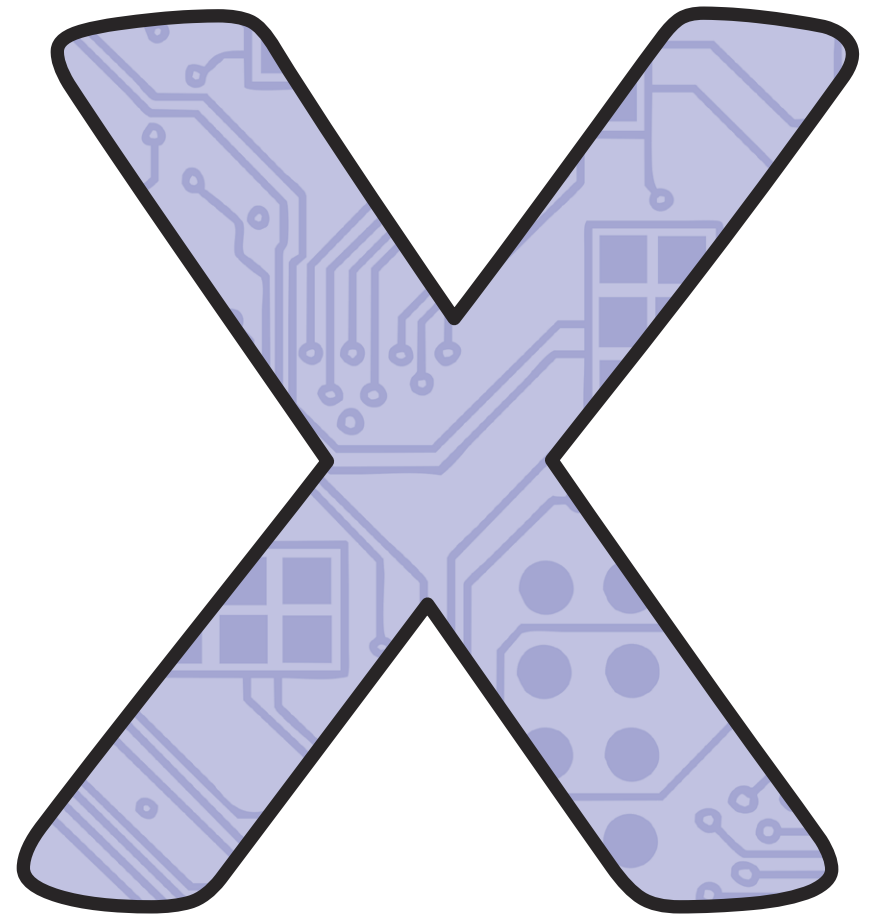


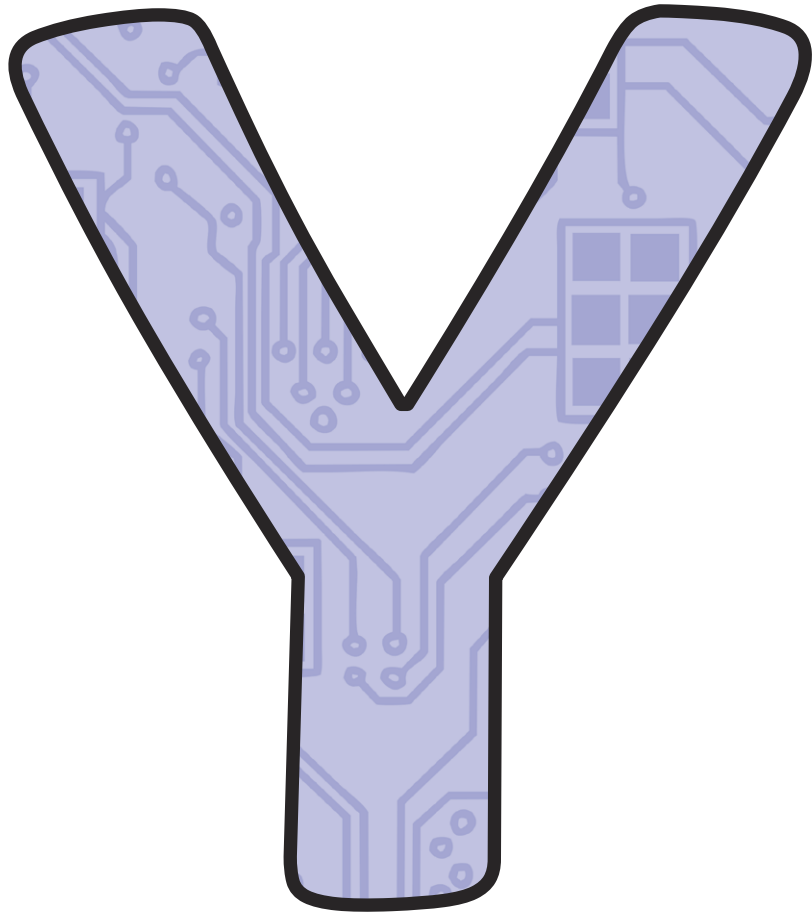




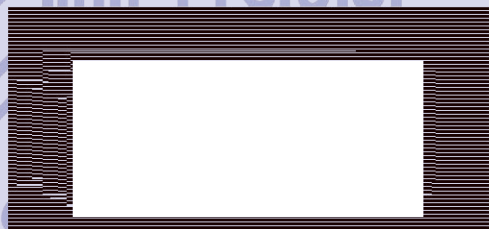




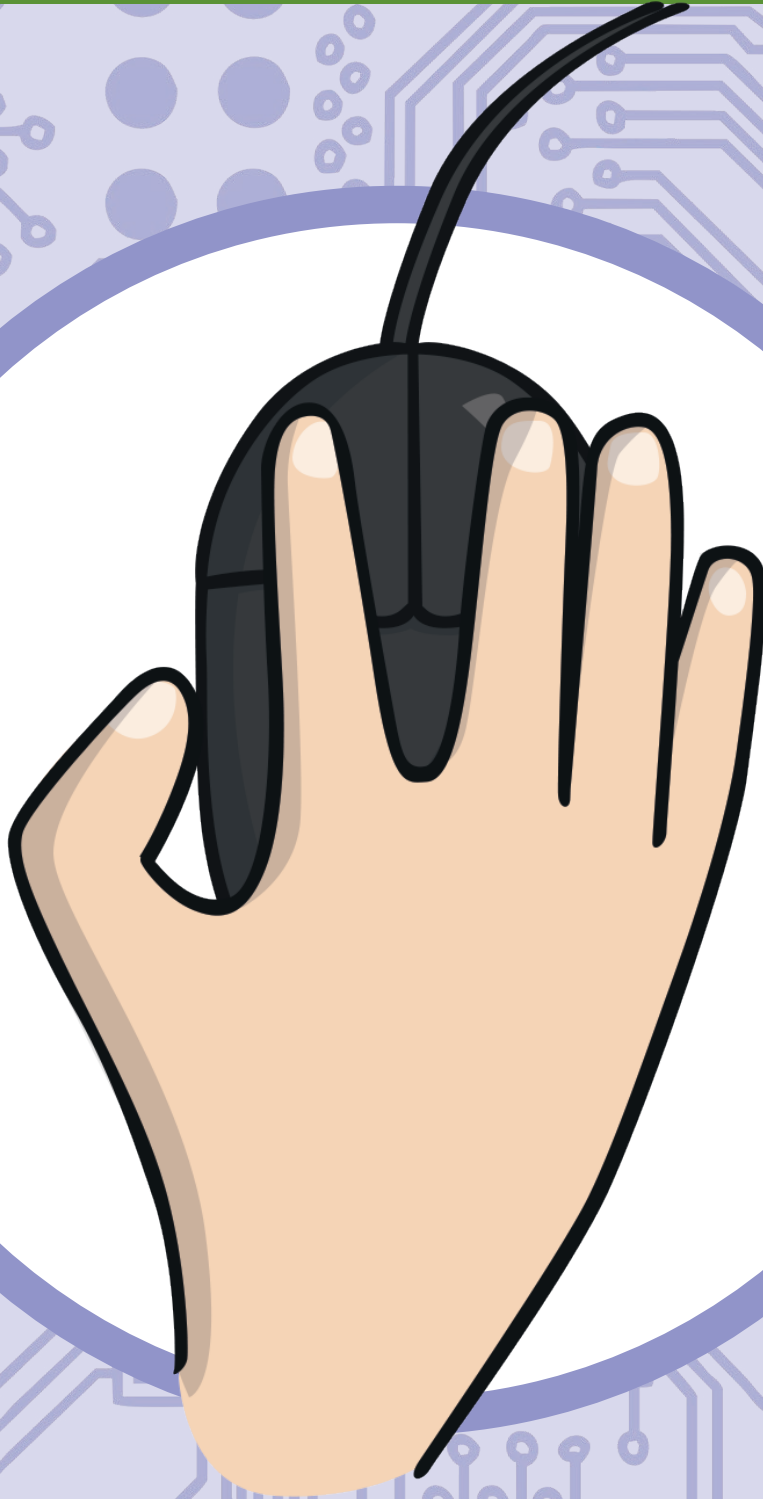




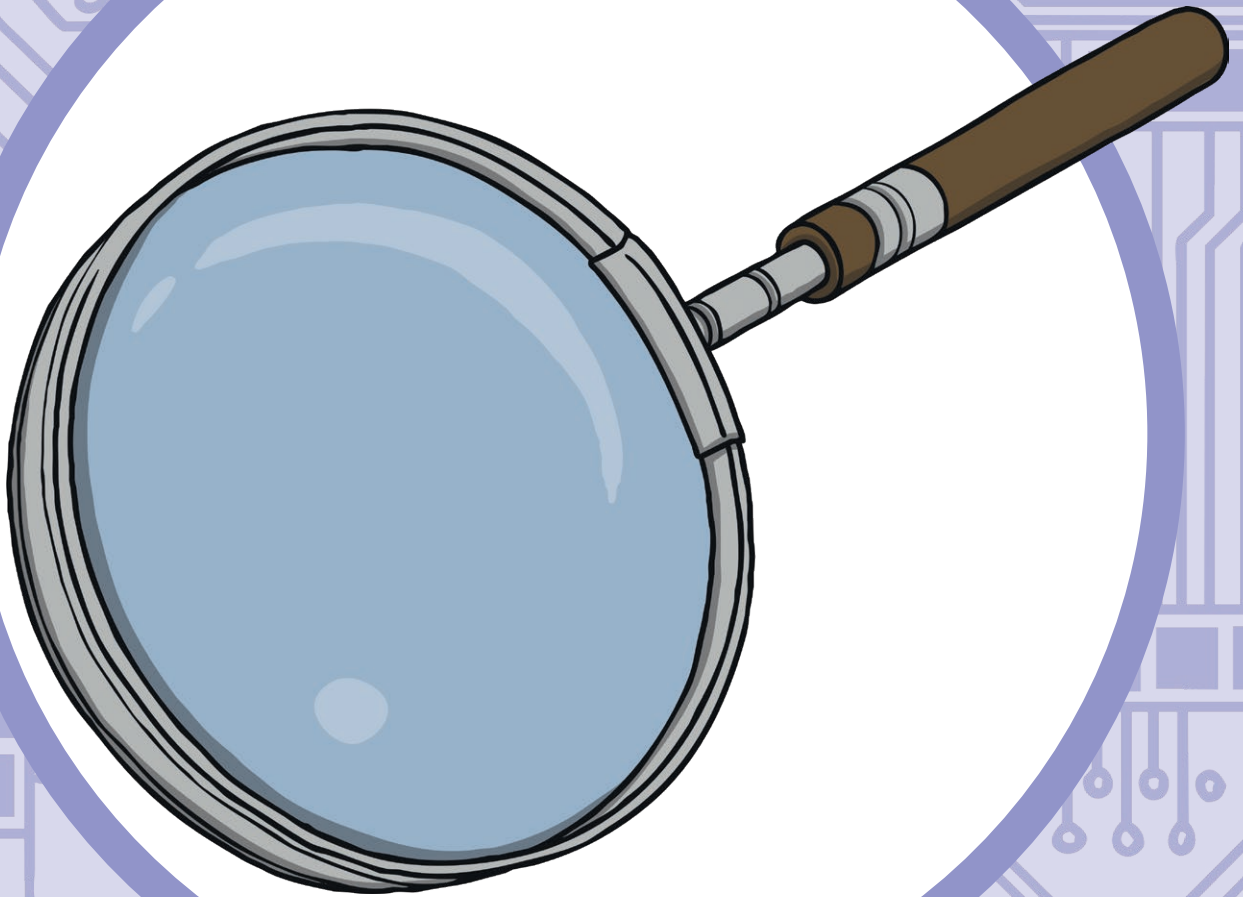
digital



online



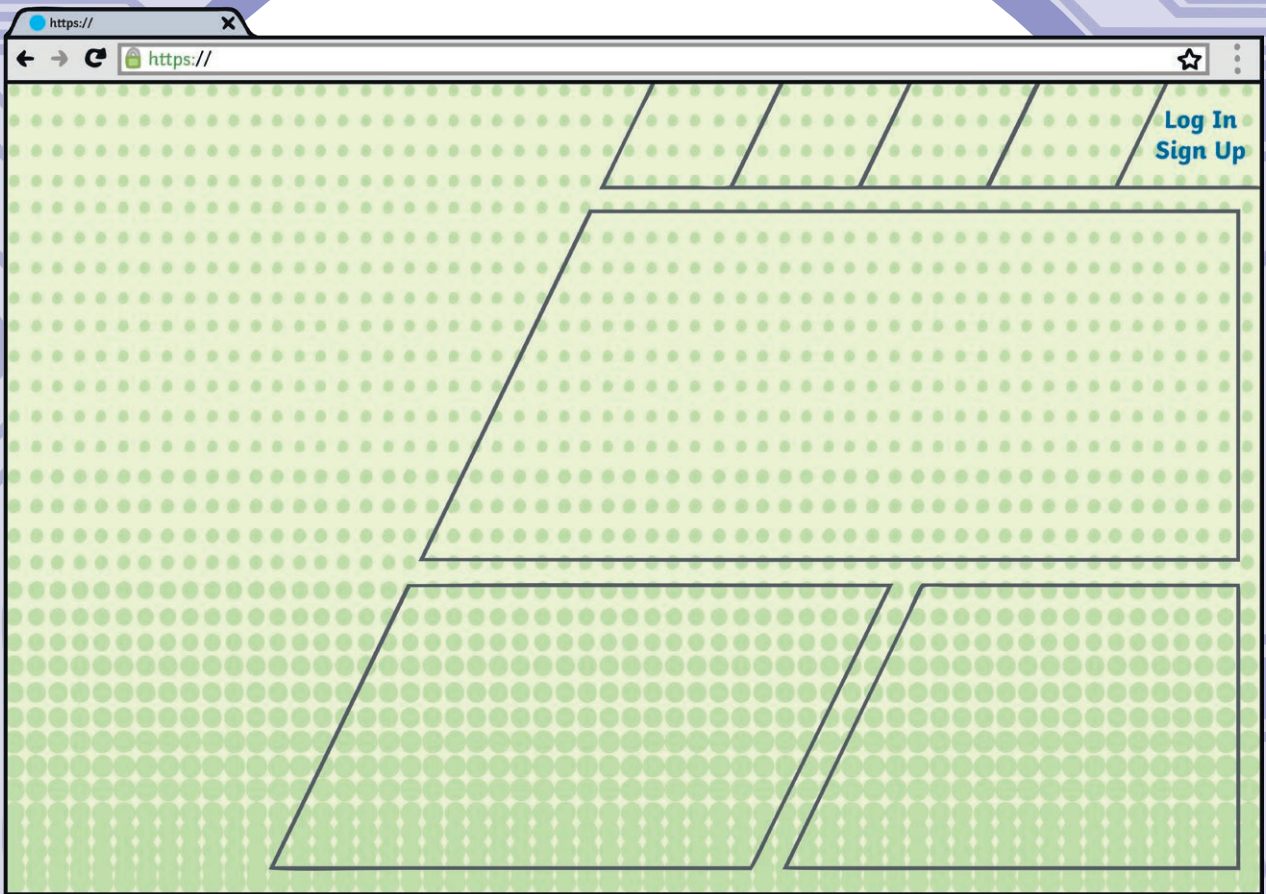
search



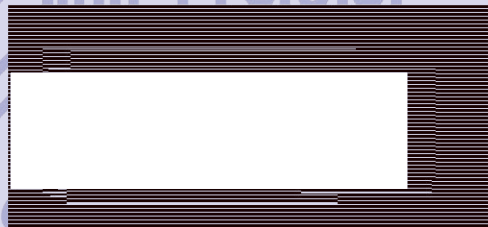
keyword



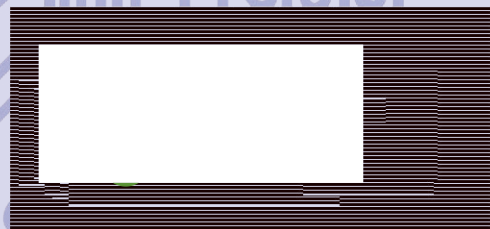
website



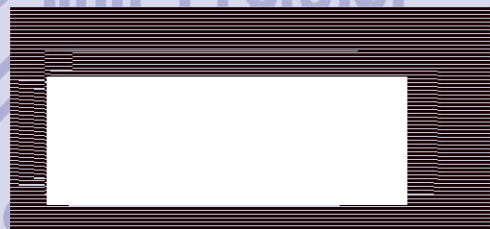
search engine



cyberbullying



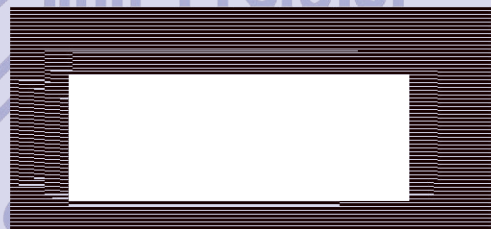
information



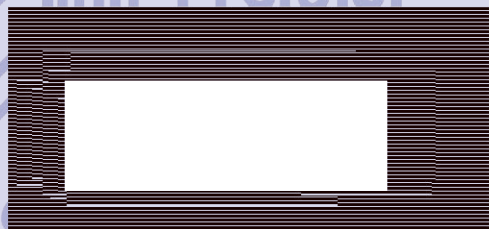
personal



private



digital footprint



profile



Penelope McHale

 Twinkltown

penelope.mchale@email.mail



account

User Name

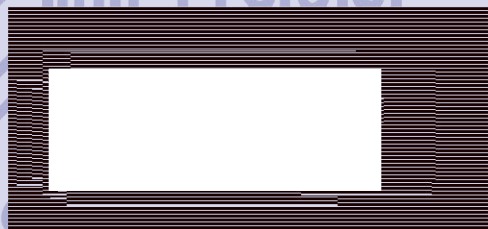
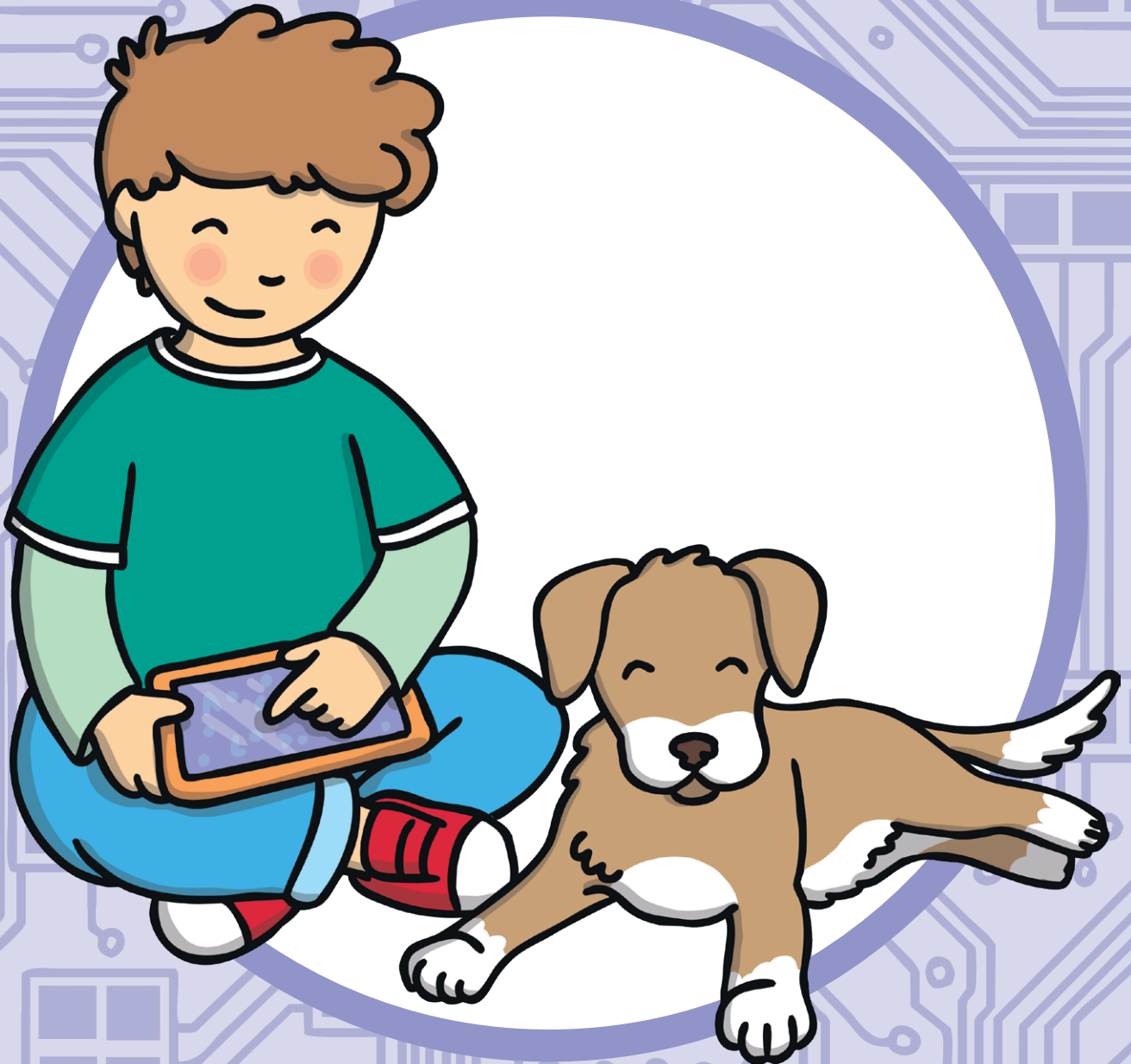
Password



bullying



report



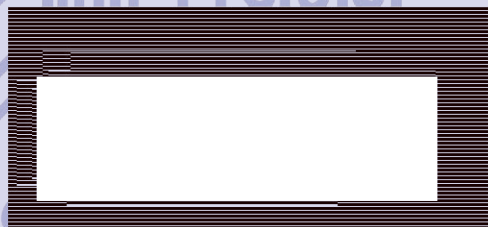
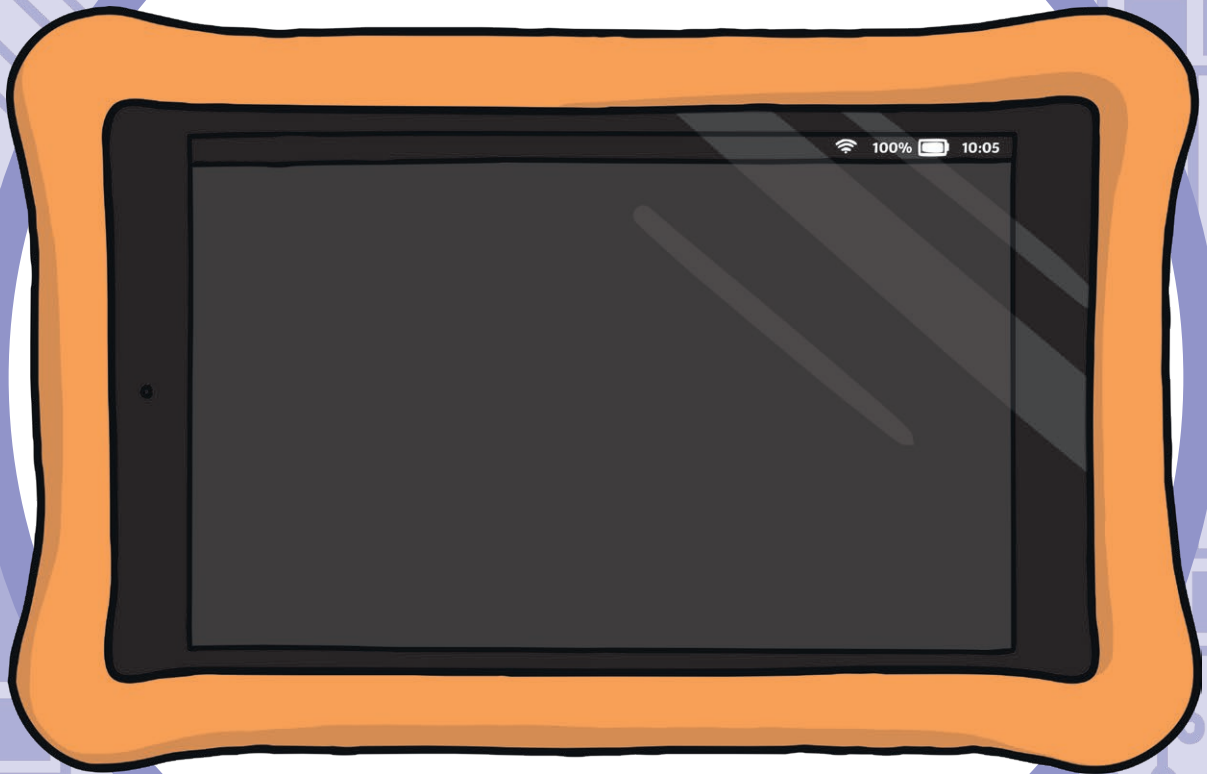
phone



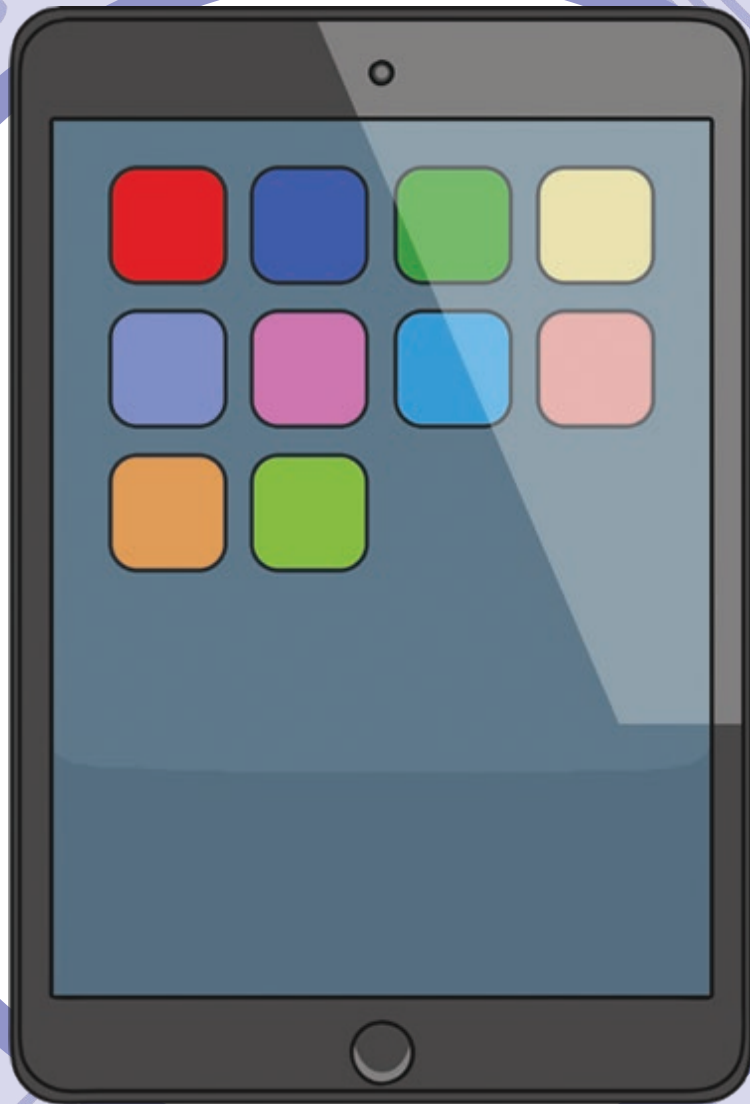
laptop



tablet



app



comment

The screenshot shows a web browser window with the URL <https://yourvids.com>. The page features a video player with a progress bar, a play button, and a volume icon. Below the video, there are 147 likes and buttons for 'SHARE' and 'FOLLOW'. The video description is partially visible, and it was uploaded 13 hours ago. To the right of the video, there are three recommended videos: 'Lions Documentary' (1:35, 6,834,297 views), 'New Bike' (12:06, 634 views), and another video (01:12:55, 224,342 views). Below the video, there are 6 comments from various users:

- Penelope2009: Can't wait to ride with Idris and Arya when I get a new bike.
- s5Clog: Half way through you almost fell over!
- PenguinCup: Hey- check out my video, I think we like the same stuff!
- 1707NipNap: Nice vid, shame about your riding skills.
- 1shoemagoo: I bet you have no friends
- liGHTuPhoUSE: Love this! Thanks for sharing.



Online Safety Fact Cards



Online Safety Fact Cards

Purposely being unkind to somebody online, more than once, could be called **cyberbullying**.



Online Safety Fact Cards

If you think someone is being unkind online, the best thing to do is to tell a trusted adult straight away.



Online Safety Fact Cards

Phones, tablets, computers and games consoles can all be used to be unkind or cyberbully.



Everything you do online leaves a **digital footprint**.



A **digital footprint** is the information someone leaves behind during their online activities.



A **search engine** is any website we use to search for information.



You can successfully search online using just a few words rather than whole sentences.



Online Safety Fact Cards

If a website uses lots of technical language, that may be a clue that it isn't designed for children.



Online Safety Fact Cards

A website appropriate for children will be fun to look at, have words you understand and may include games or activities.



Online Safety Fact Cards

Not all the information you read online is true or useful.



Online Safety Fact Cards

If you're not sure if a website is suitable for you to access, ask an adult you trust to help you decide.



Online Safety Fact Cards

If anything ever makes you uncomfortable online,
stop viewing it and tell an adult straight away.



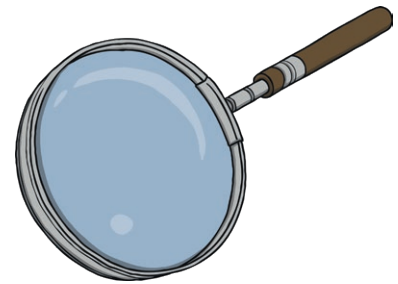
digital



online



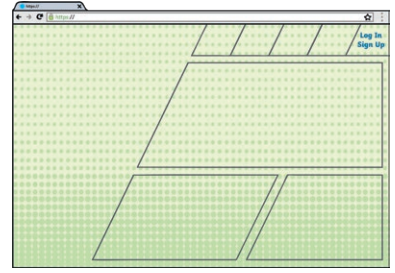
search



keyword



website



**search
engine**



cyberbullying



information



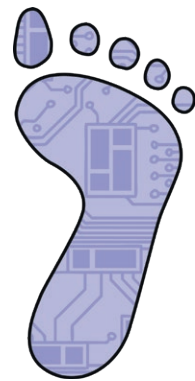
personal



private



**digital
footprint**



profile



account

User Name	<input type="text"/>
Password	<input type="password"/>



bullying



report



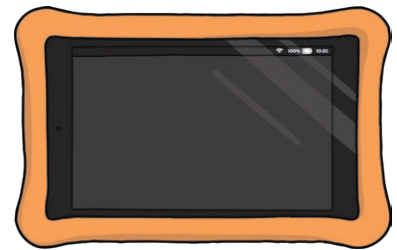
phone



laptop



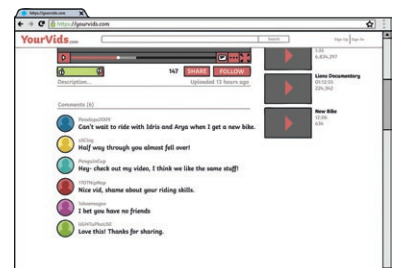
tablet



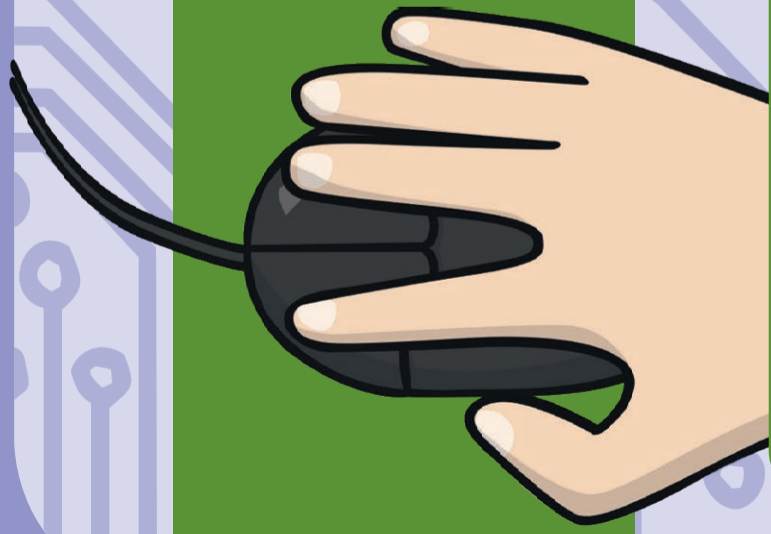
app



comment



Online Safety



digital

**digital
footprint**

search engine

phone

online

profile

cyberbullying

laptop

search

account

information

tablet

keyword

bullying

personal

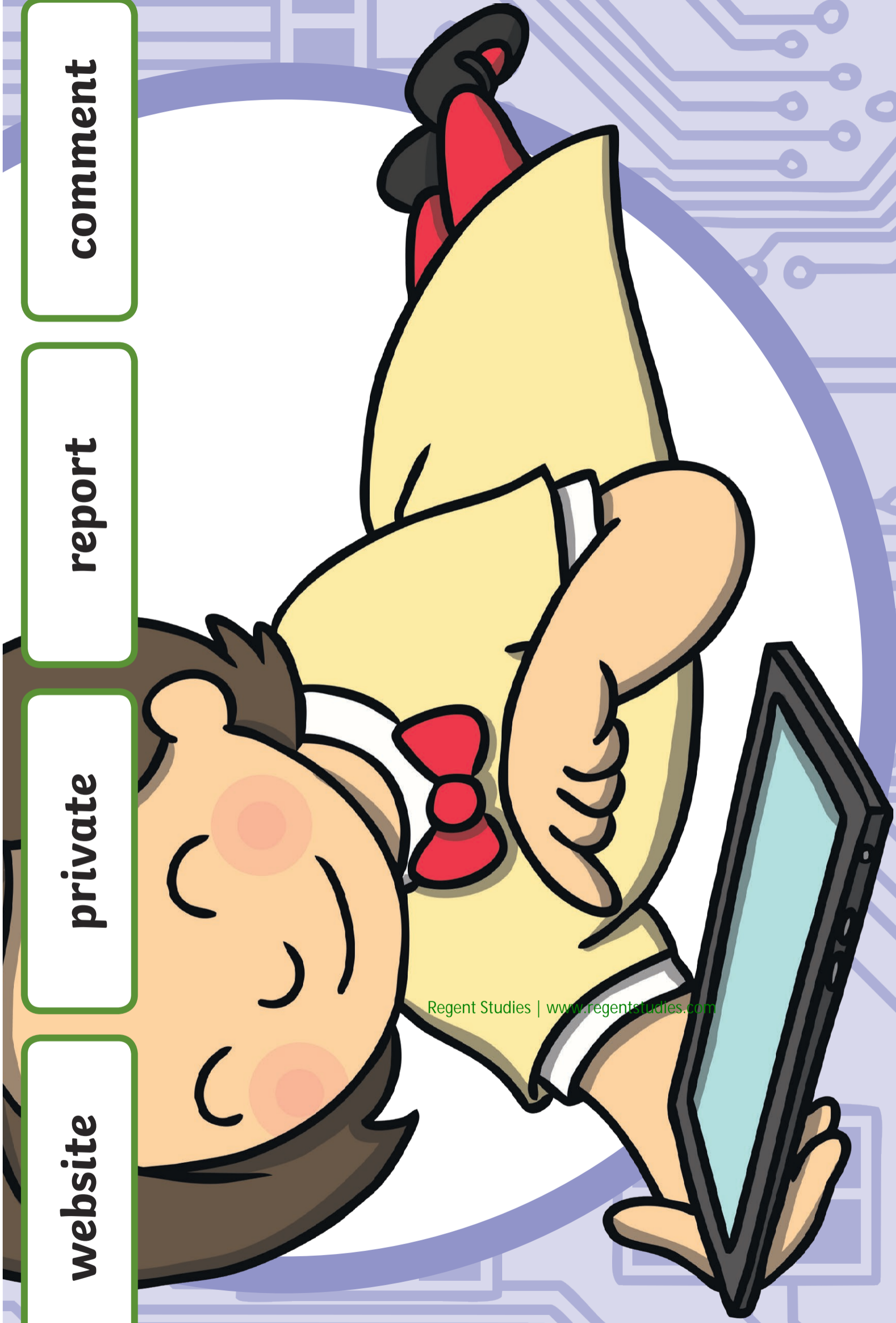
app

website

private

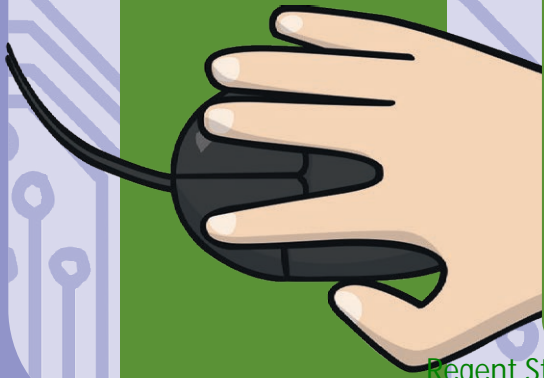
report

comment



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Online Safety



digital

digital
footprint

search engine

phone

online

profile

cyberbullying

laptop

search

account

information

tablet

keyword

bullying

personal

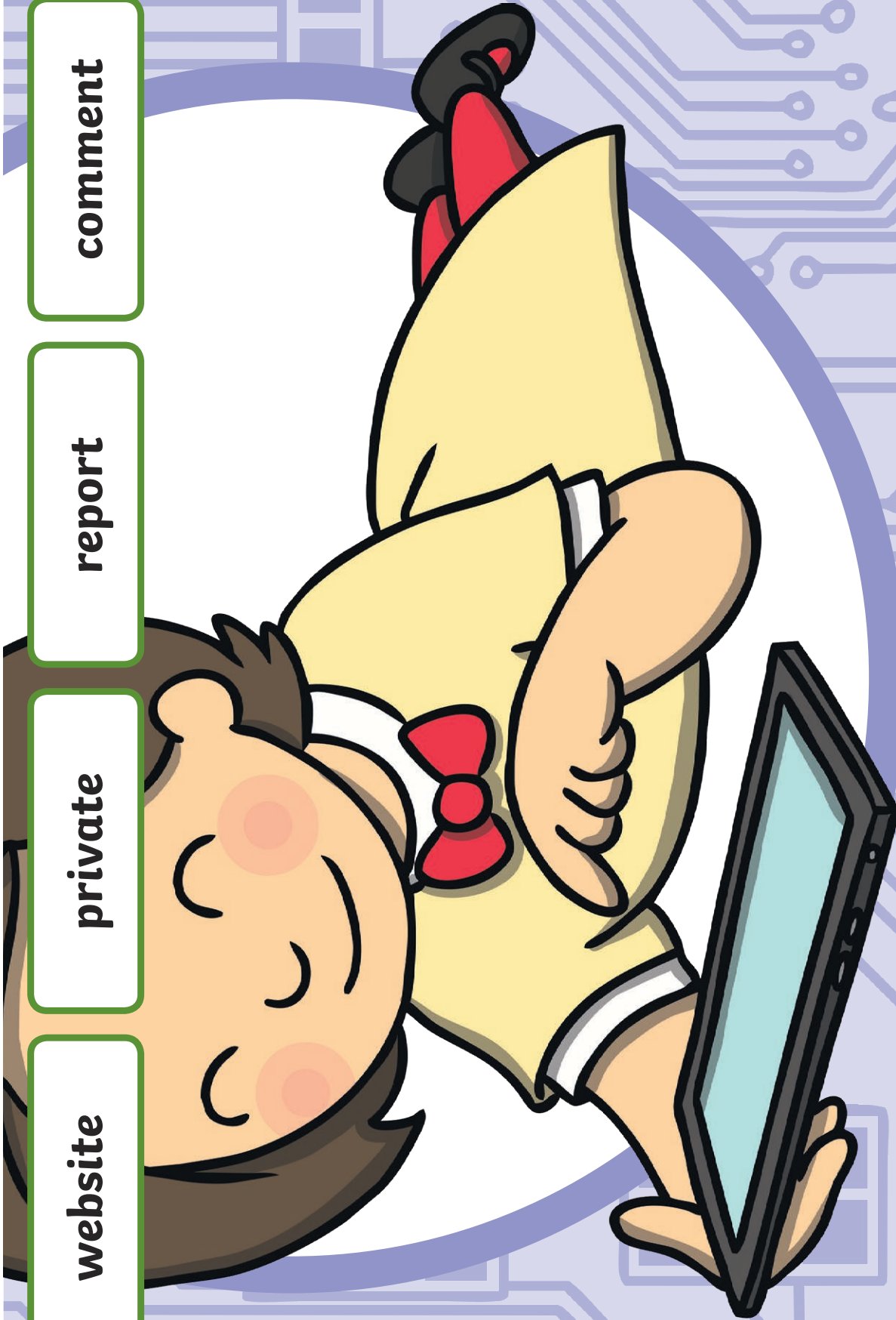
app

website

private

report

comment





Online

digital

search engine

online

cyberbullying

search

information

keyword

personal

Safety

**digital
footprint**

phone

profile

laptop

account

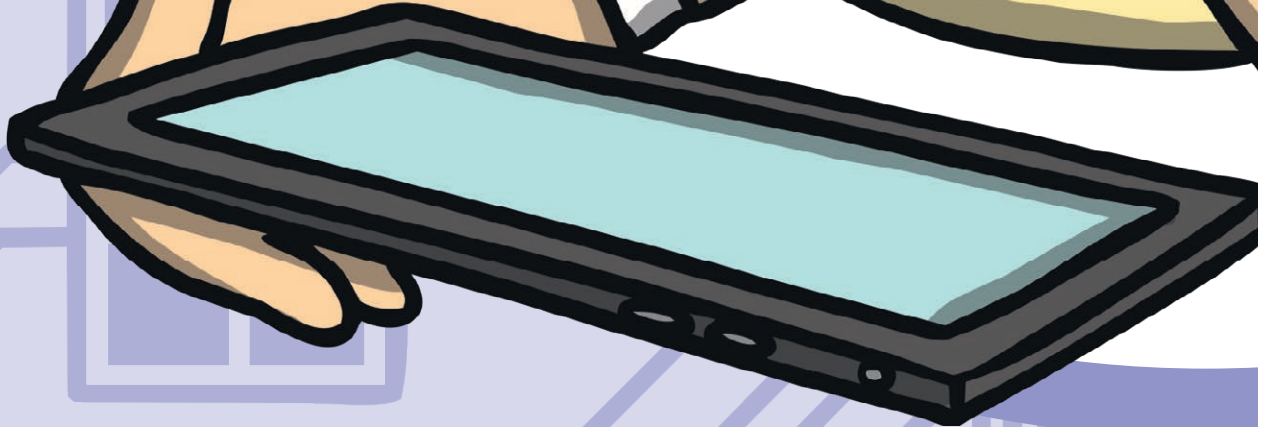
tablet

bullying

app

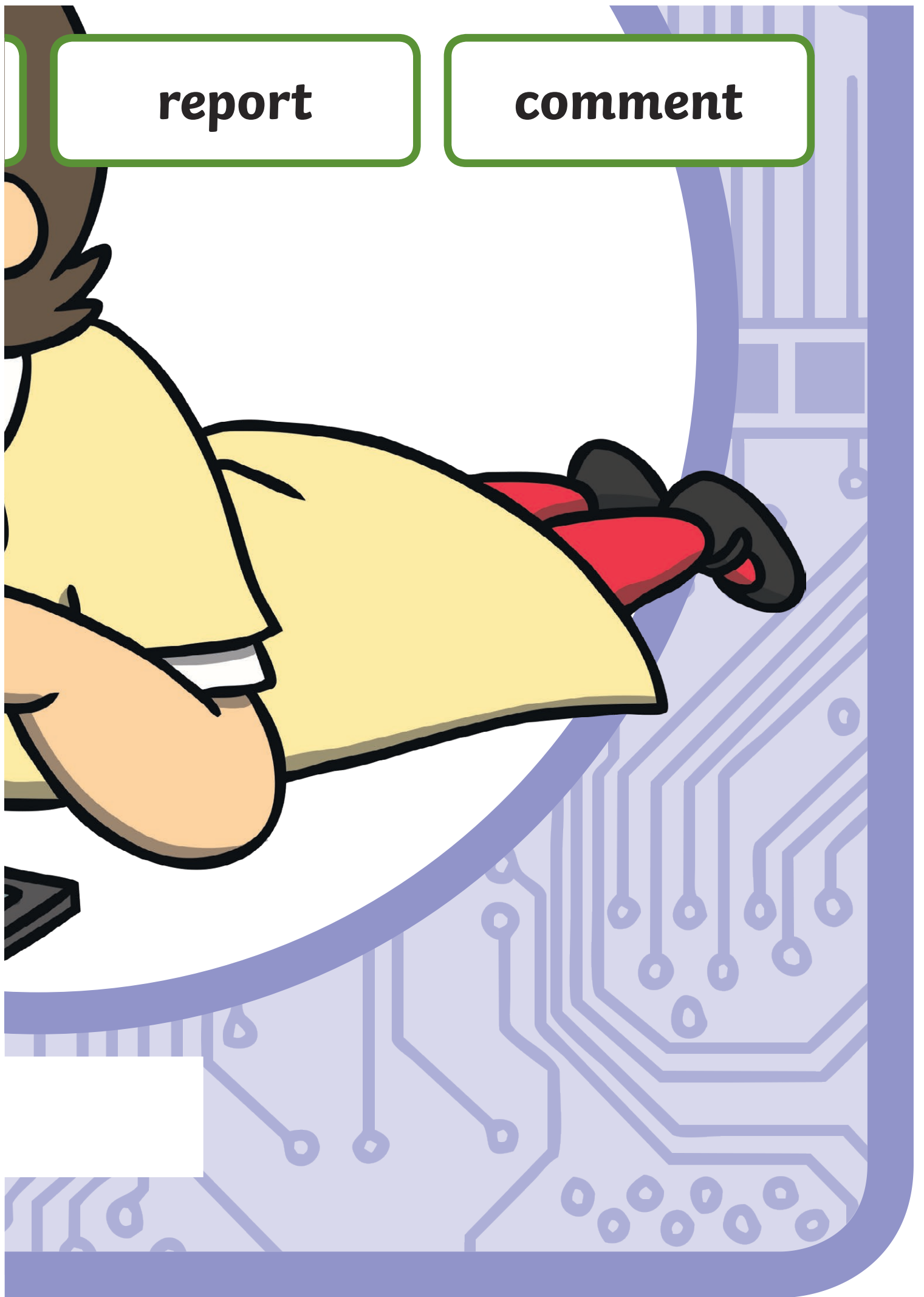
website

private



report

comment





Online Safety

digital

search engine

digital
footprint

phone

online

cyberbullying

profile

laptop

search

information

account

tablet

keyword

personal

bullying

app

website

private

report

comment





Online Safety

digital

search engine

digital
footprint

phone

online

cyberbullying

profile

laptop

search

information

account

tablet

keyword

personal

bullying

app

website

private

report

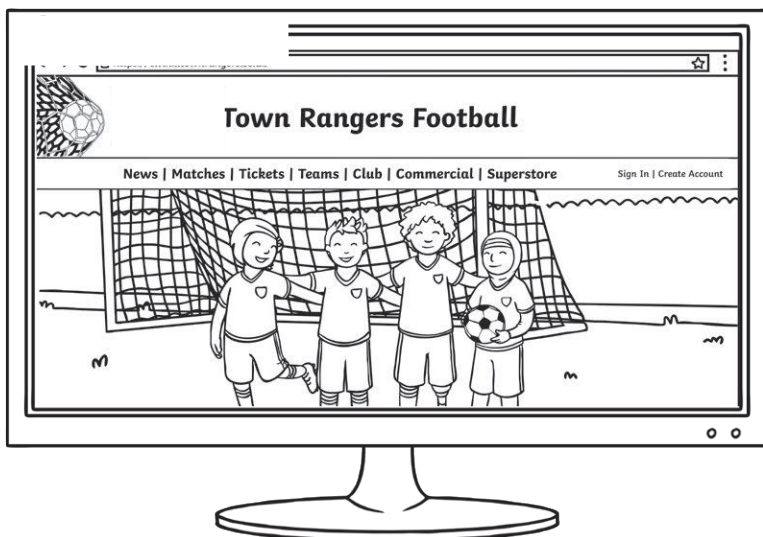
comment



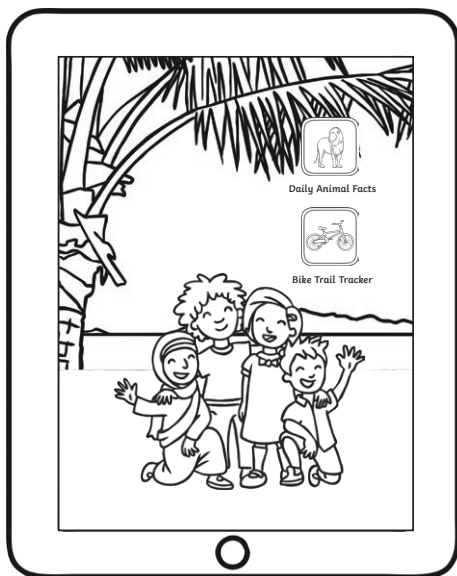
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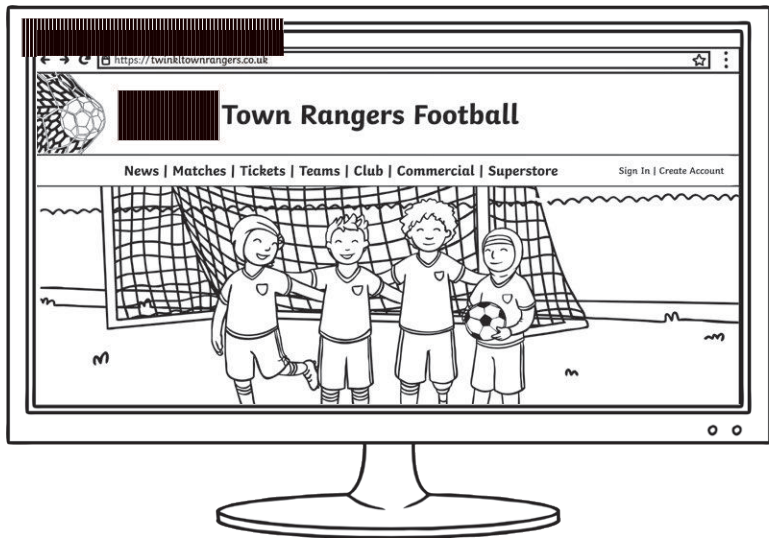
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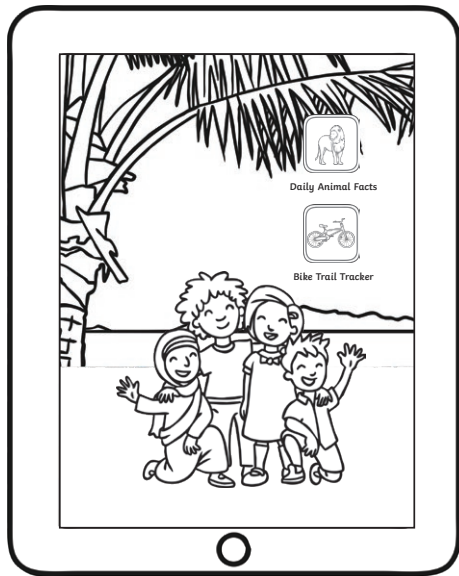


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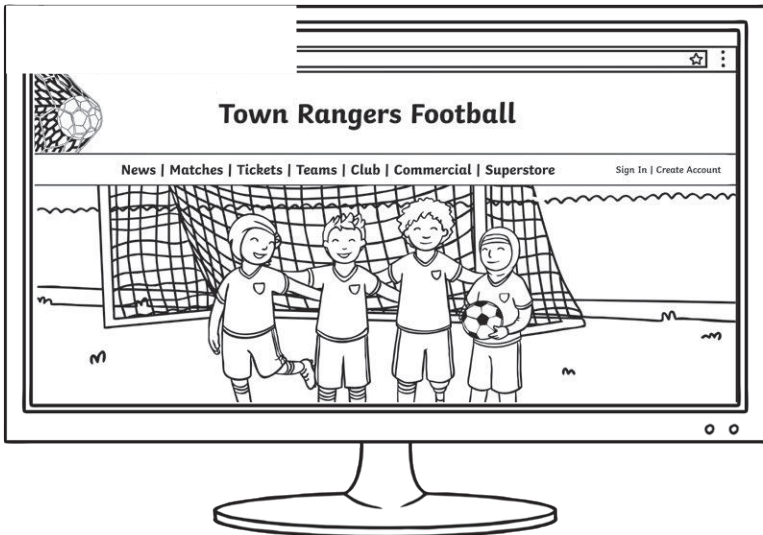




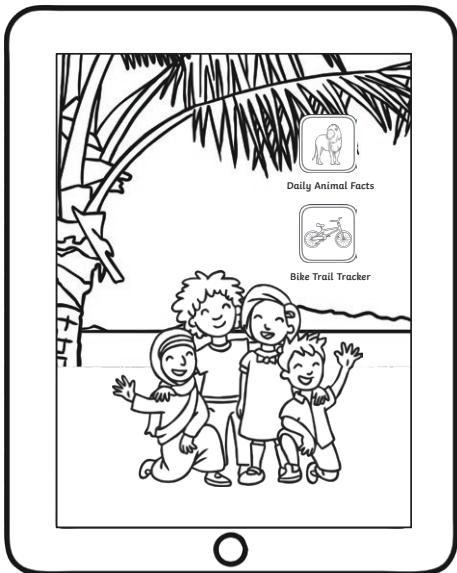
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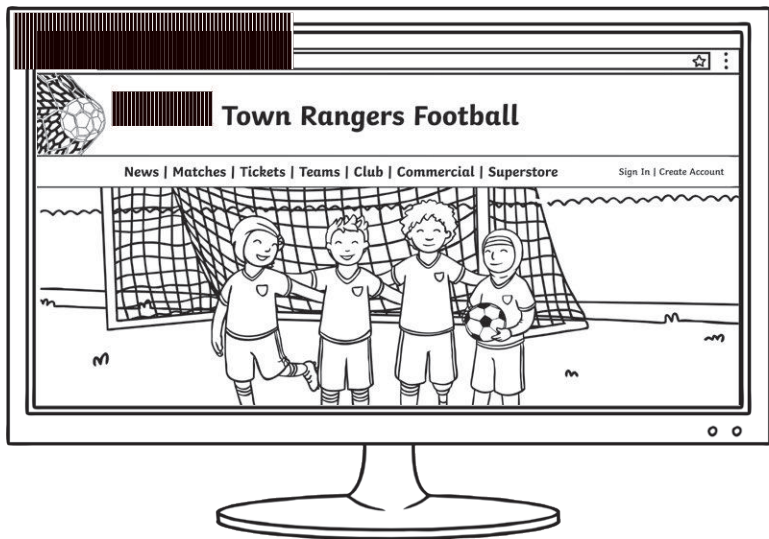


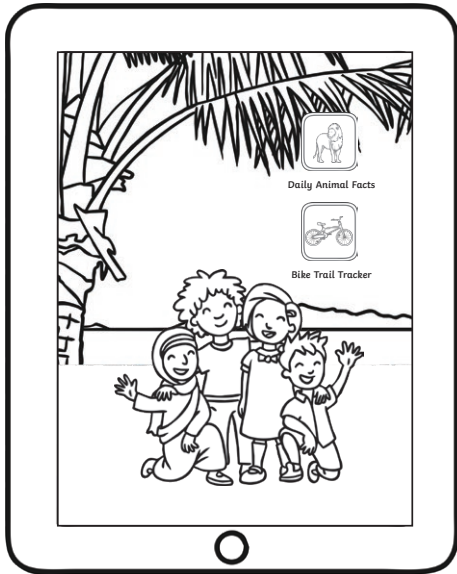
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A large, empty rectangular box with rounded corners, intended for drawing or writing.



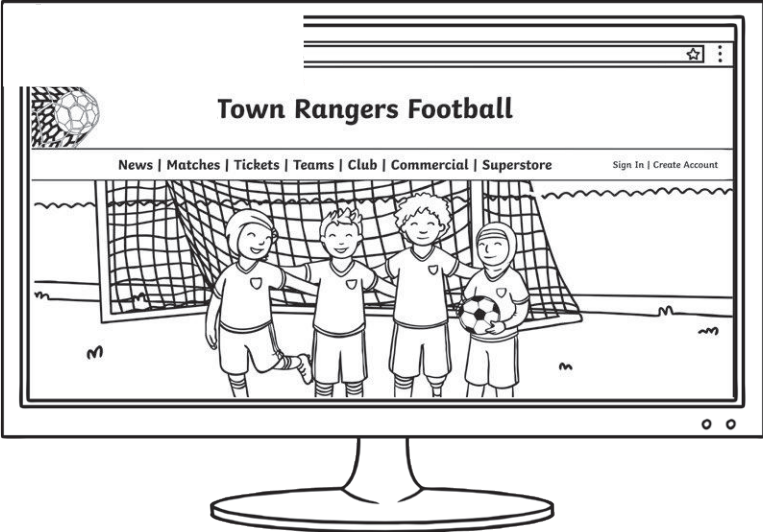




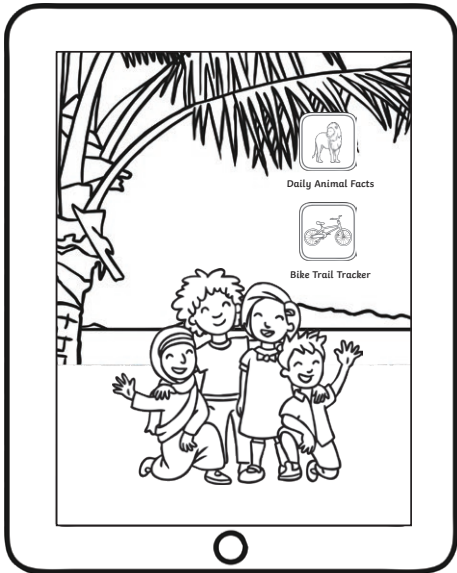
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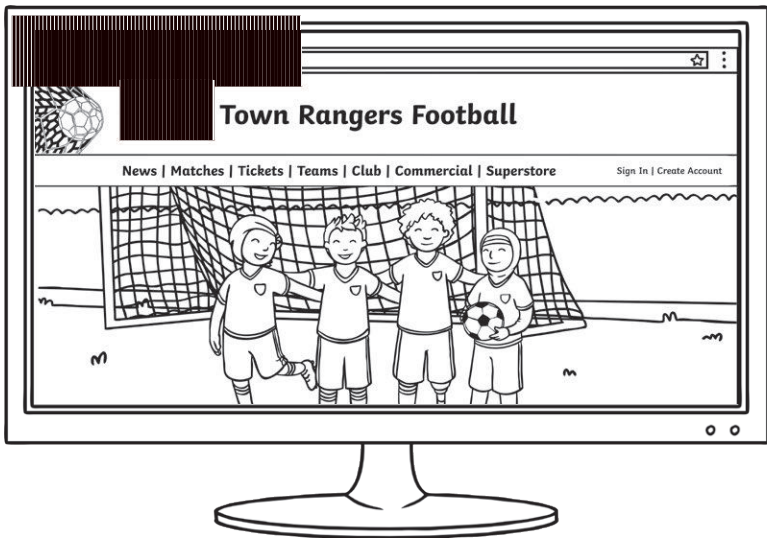
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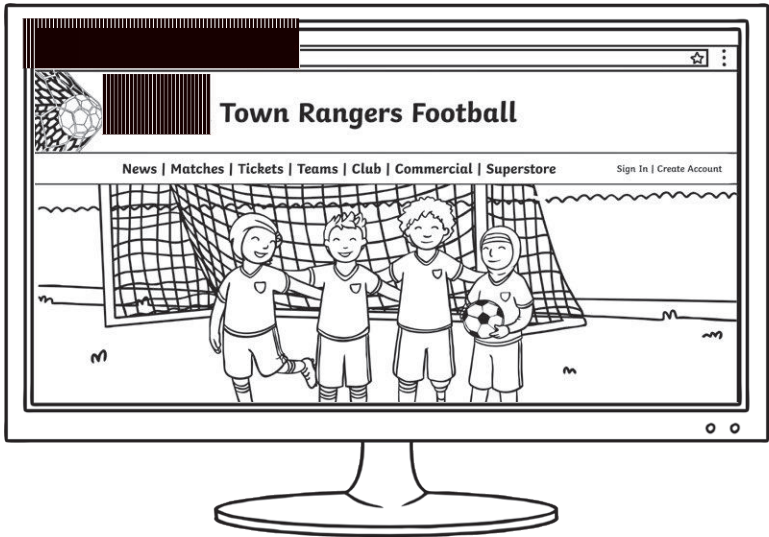
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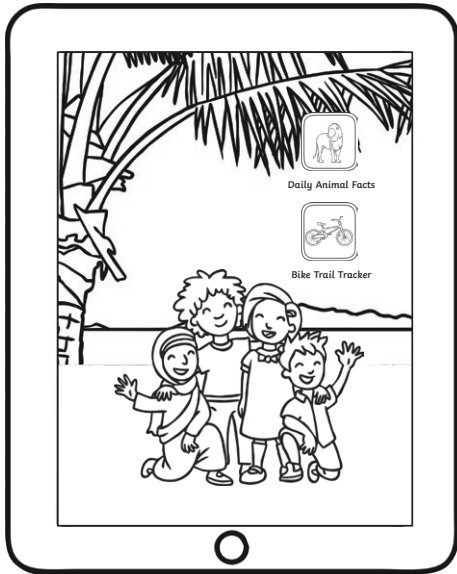


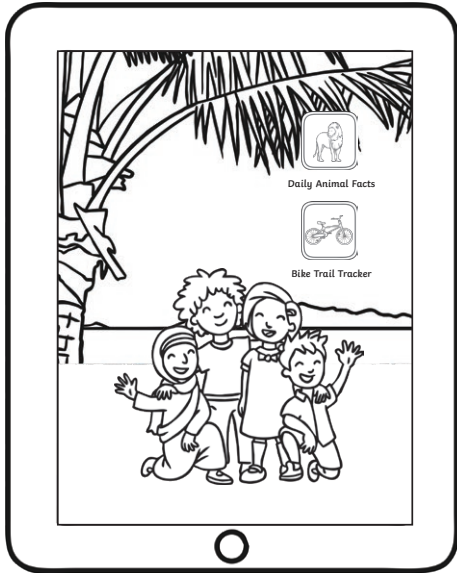












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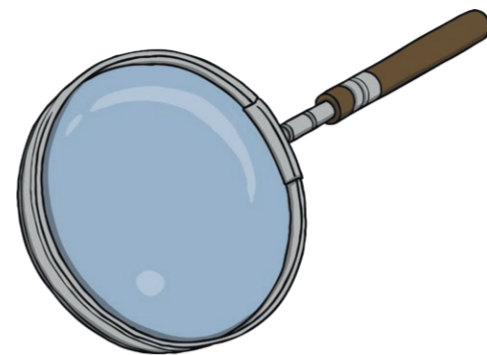
Online Safety



digital



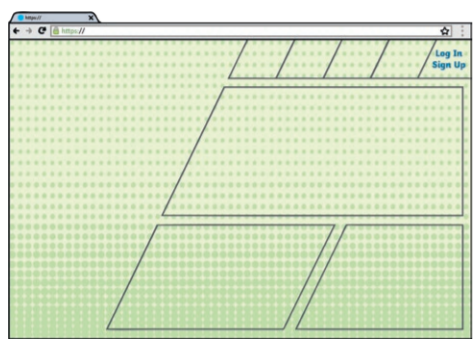
online



search



keyword



website



search engine



cyberbullying



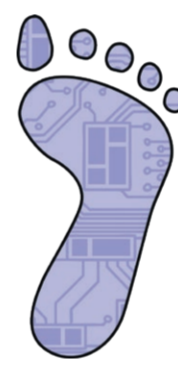
information



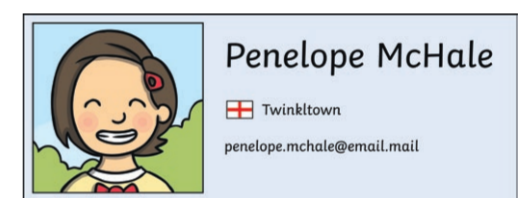
personal



private



digital footprint



profile



account



bullying



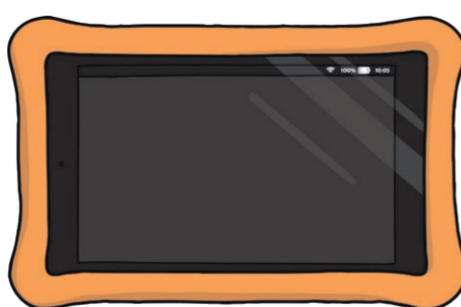
report



phone



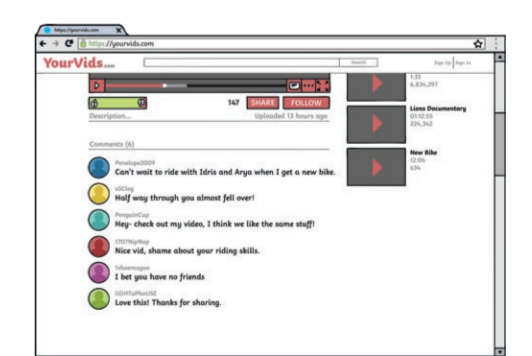
laptop



tablet



app



comment

Online Safety



digital



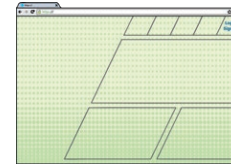
online



search



keyword



website



phone



app



search engine



cyberbullying



information



personal



private



laptop



comment



digital footprint



profile



account



bullying



report



tablet

Online Safety

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

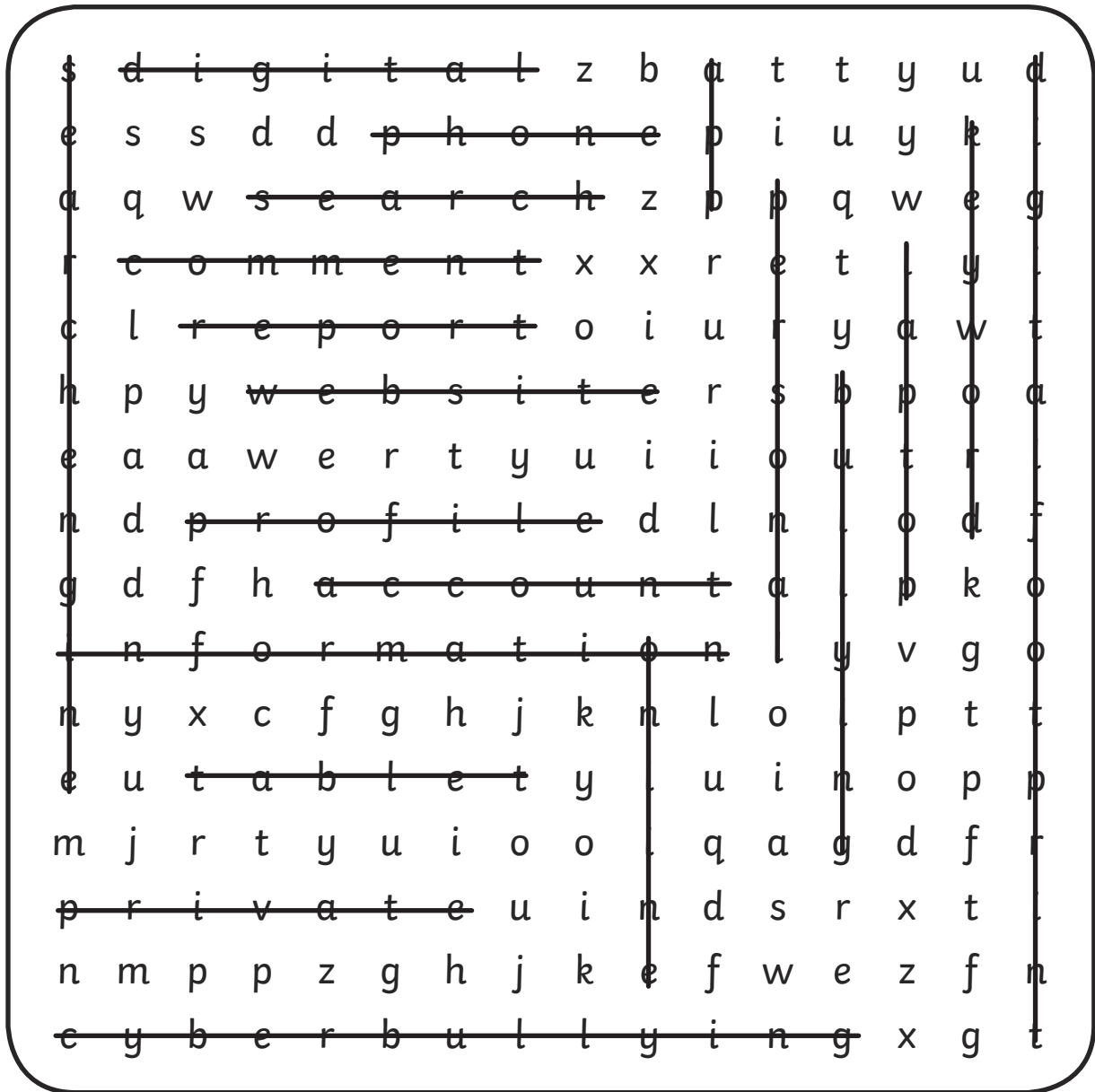
digital
online
search
keyword
website

search engine
cyberbullying
information
personal
private

digital footprint
profile
account
bullying
report

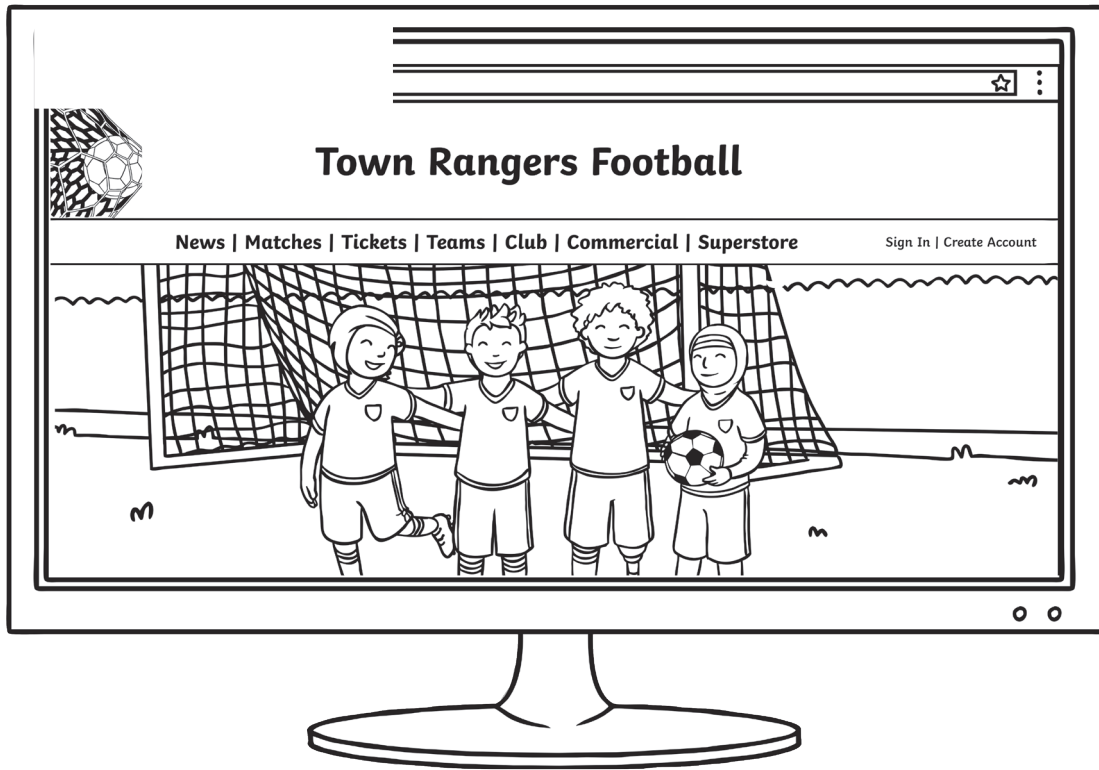
phone
laptop
tablet
app
comment

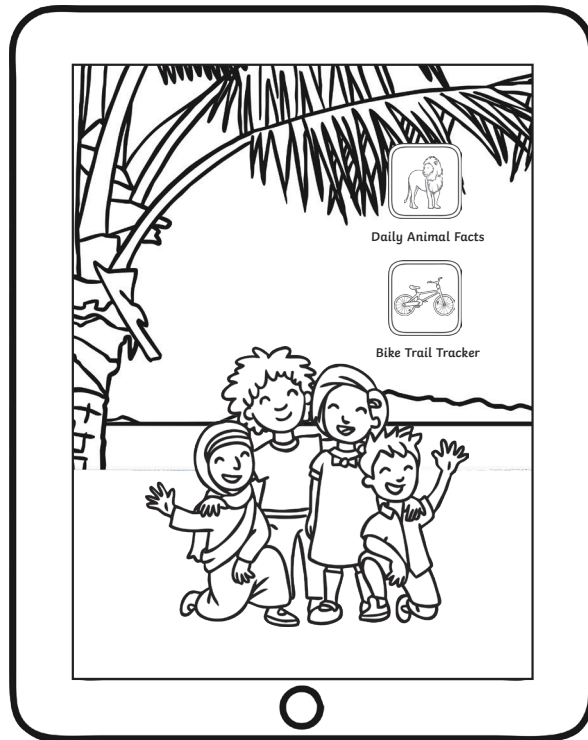
Online Safety Answers



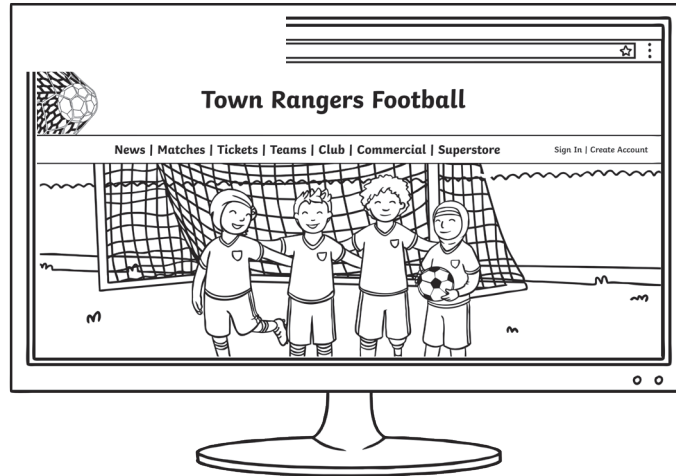
- | | | | |
|---------|---------------|-------------------|---------|
| digital | search engine | digital footprint | phone |
| online | cyberbullying | profile | laptop |
| search | information | account | tablet |
| keyword | personal | bullying | app |
| website | private | report | comment |

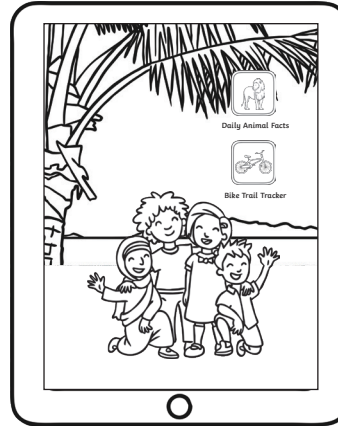






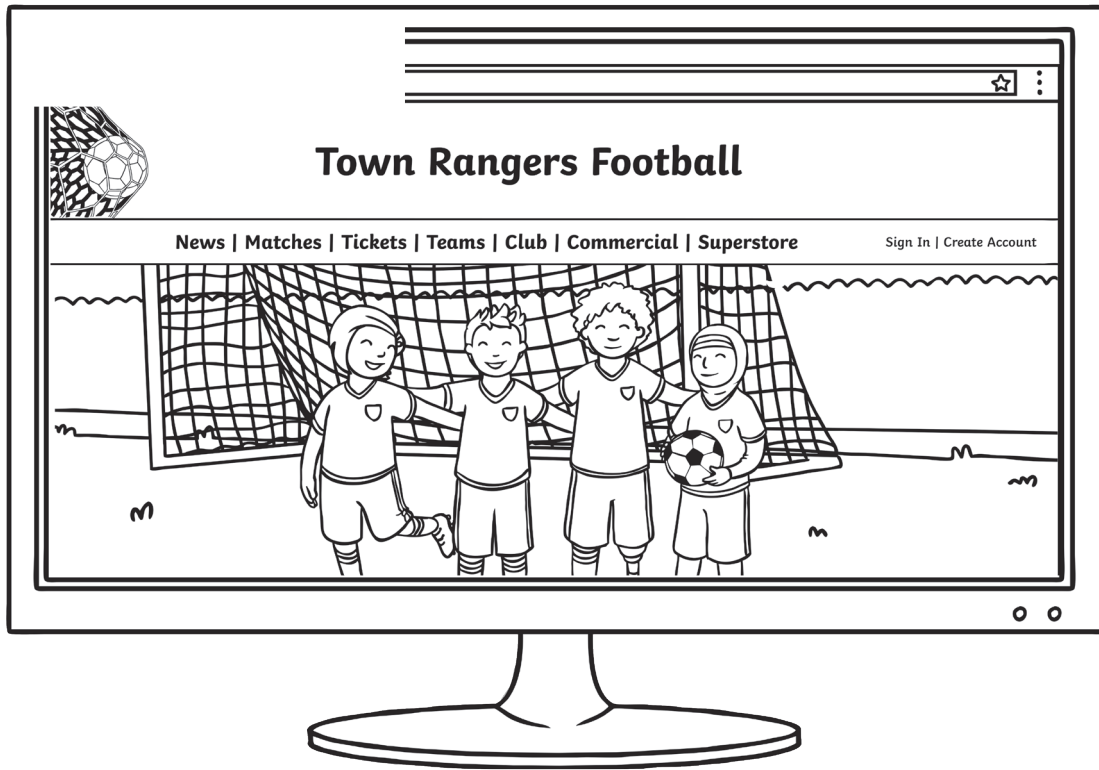




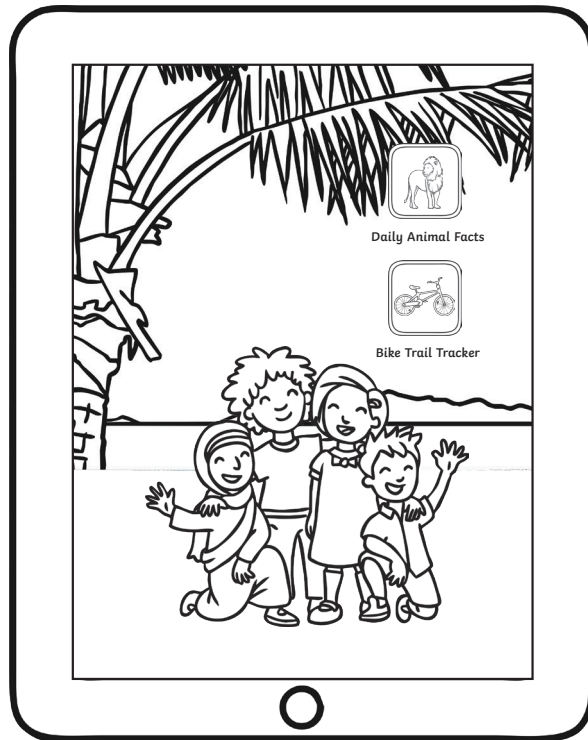




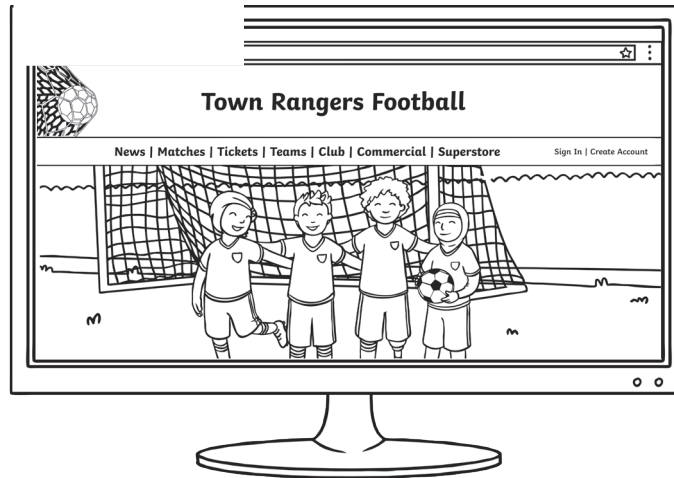
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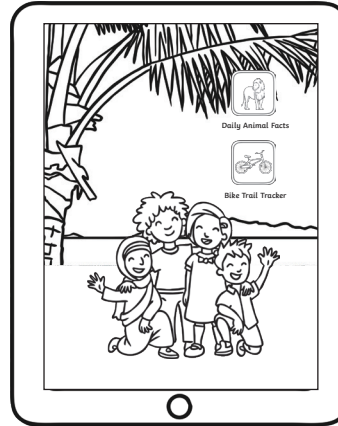


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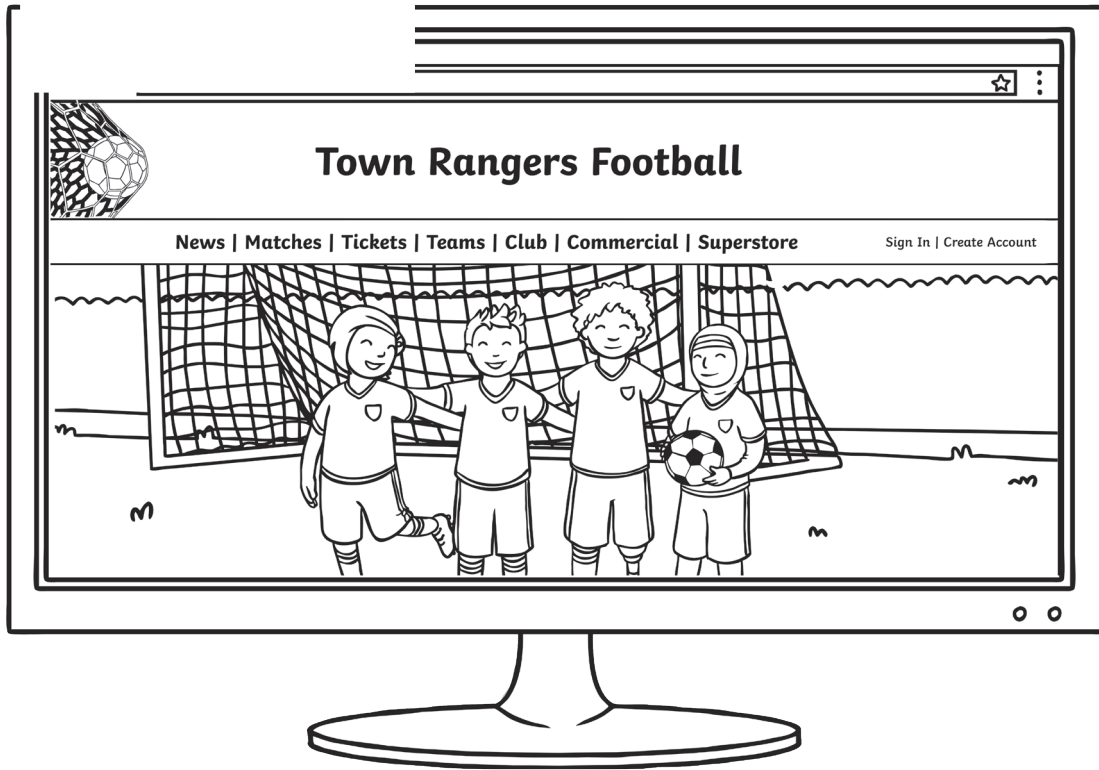


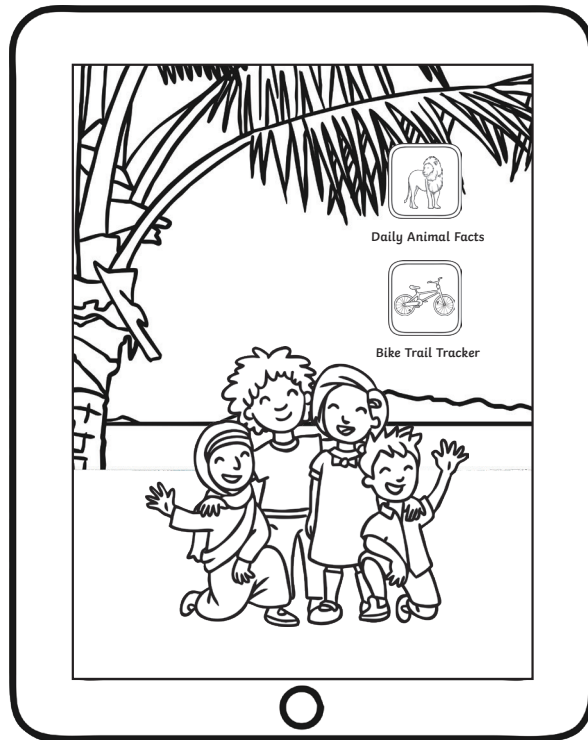




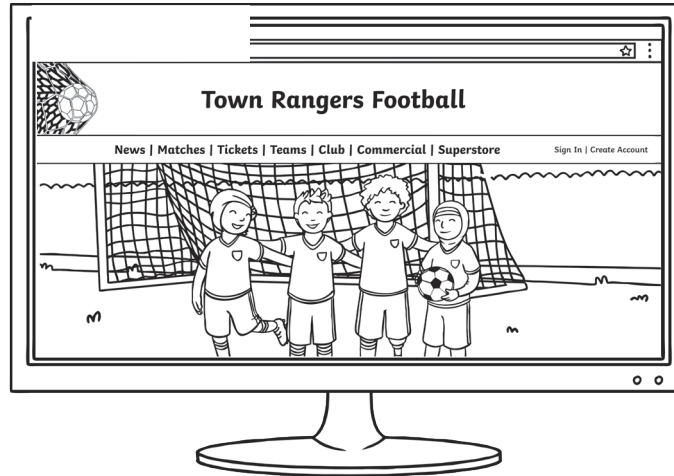


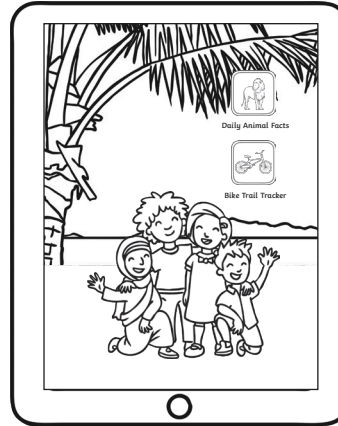
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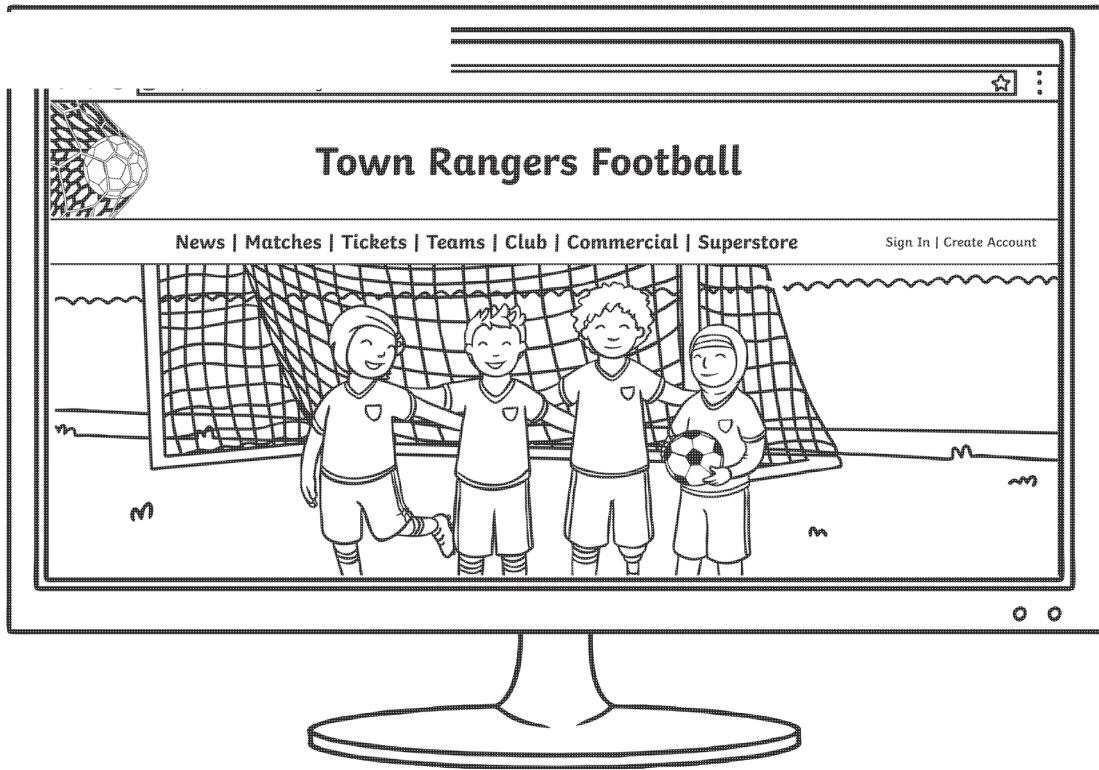


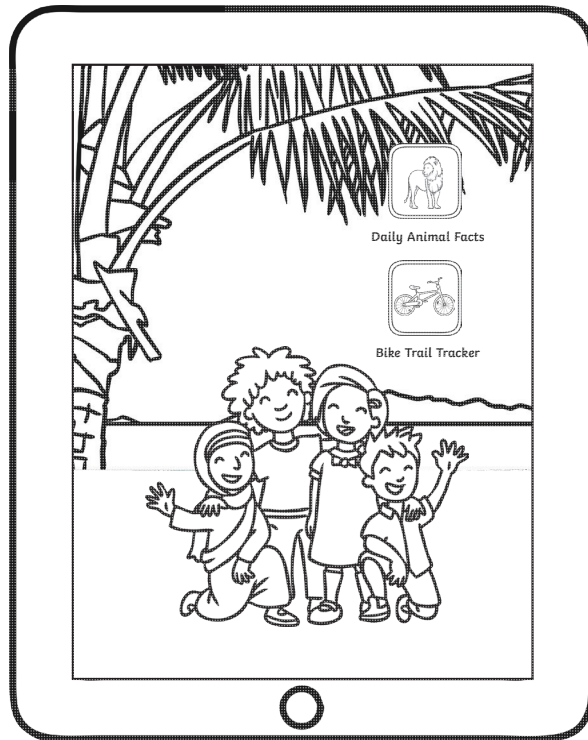




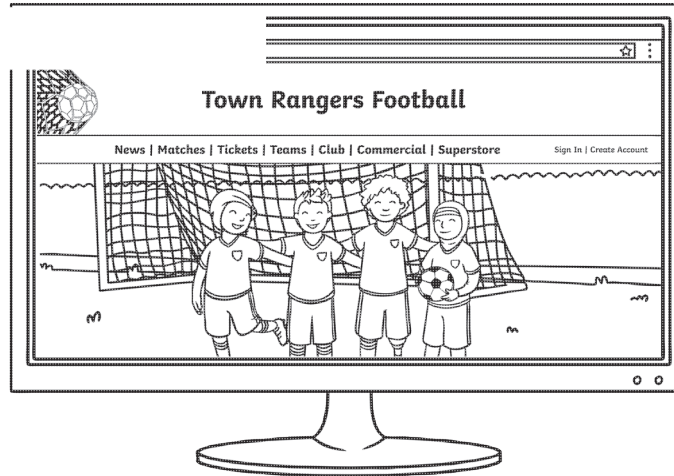


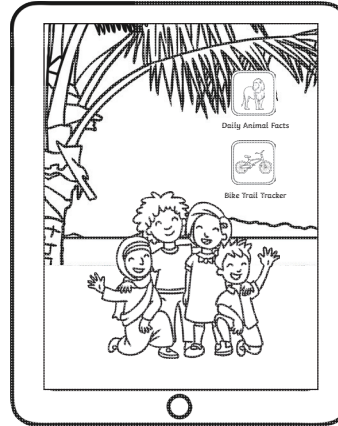
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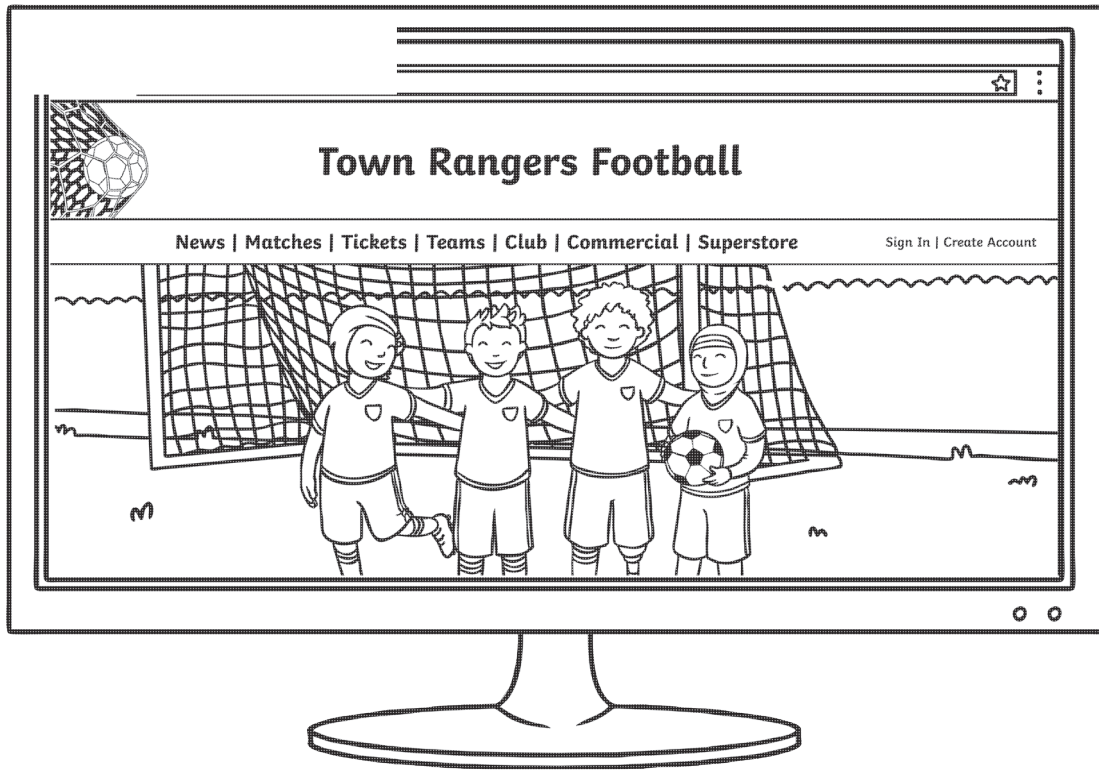




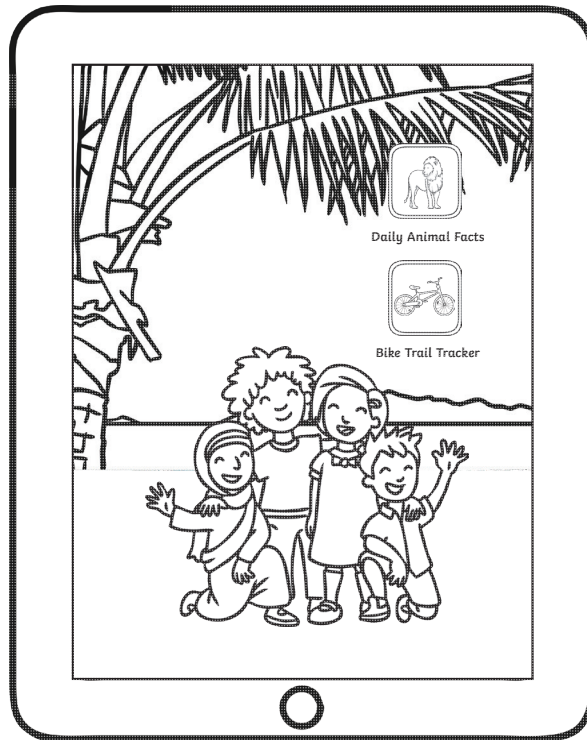




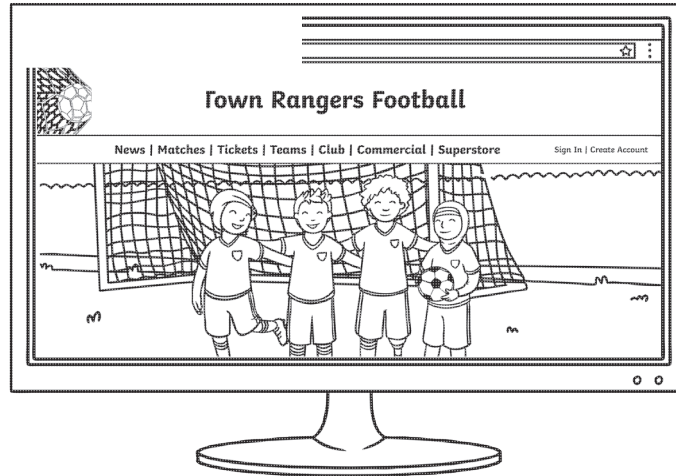
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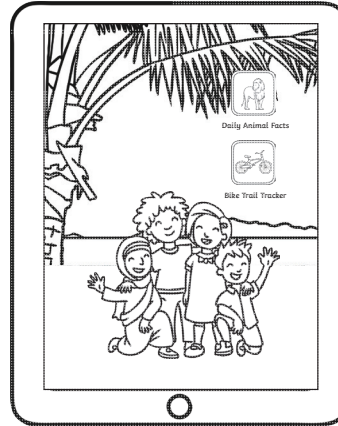


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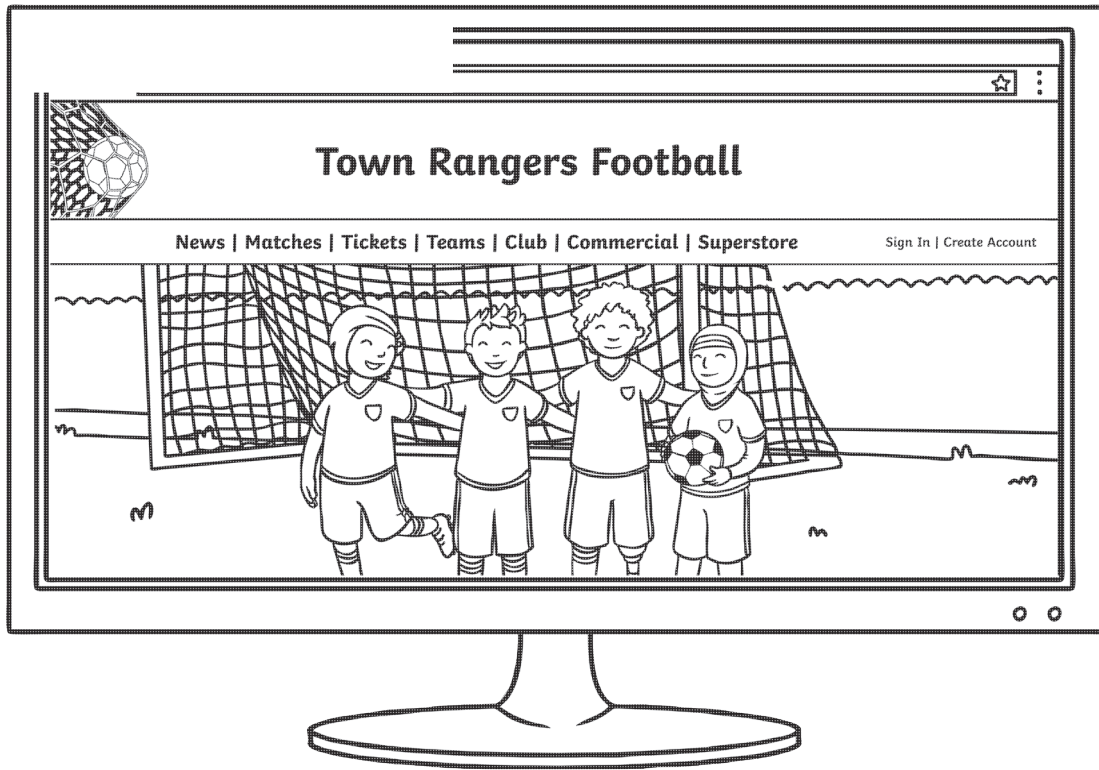


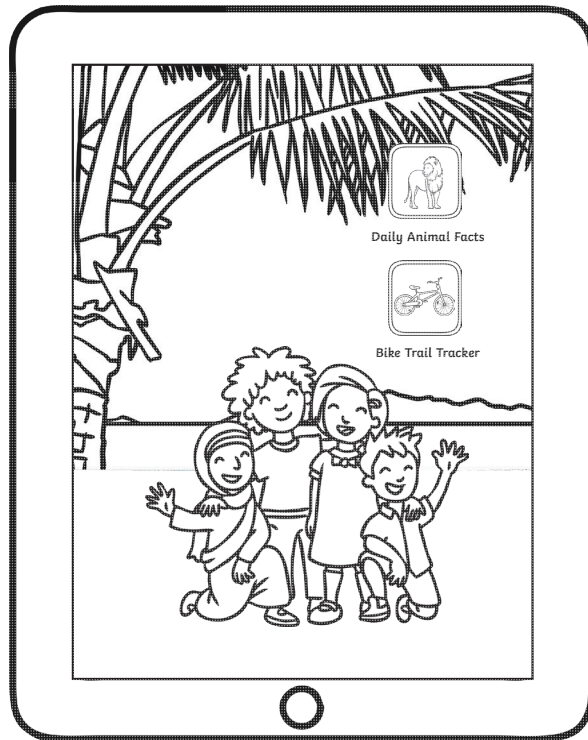




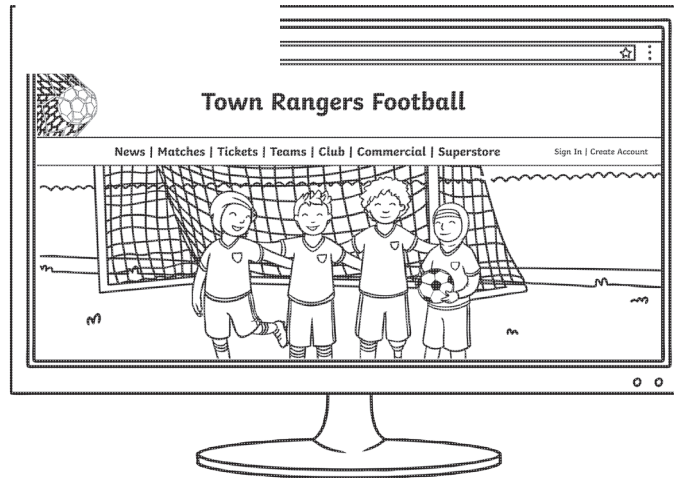


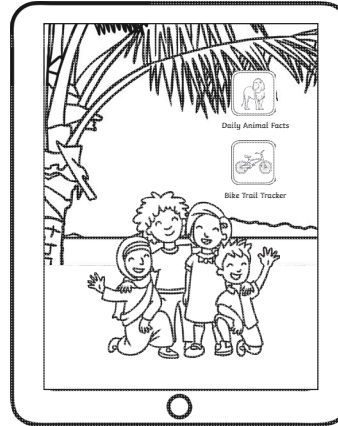
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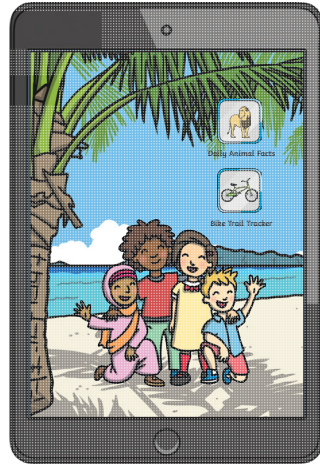




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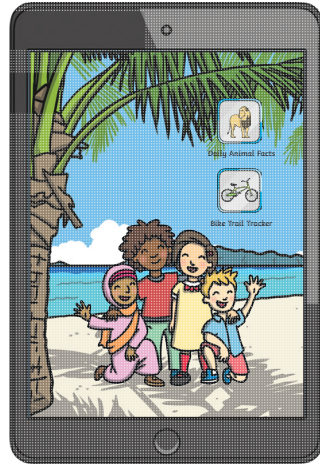




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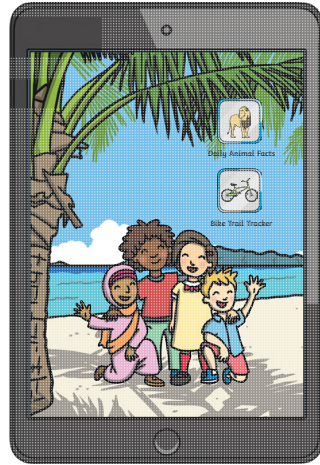




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End of Unit Assessment | Computing | Year 2 | Online Safety

All	Most	Some
<p>Know what 'digital footprint' means; know that people can use the information they put online; know that a digital footprint contains information about a person; identify keywords that will give good search results; use a website to search for information; begin to identify possible dangers online; identify websites suitable for their age; know when to ask an adult for advice about accessing a website; know what to do if a website makes them uncomfortable; talk about what people might want to know about a website; give their opinion about a website; say what they like and dislike about a website; begin to consider who a website could be aimed at; identify unkind online behavior; know what to do if they think someone is being unkind to them online; know how to safely search for information online; choose appropriate websites for their age.</p>	<p>Explain what 'digital footprint' means; know how people can use the information they put online; know that a digital footprint contains information about a person; know how to use keywords to give better search results; use a website to search for information; identify possible dangers online; explain how to identify websites suitable for their age; know when and how to ask an adult for advice about accessing a website; explain what to do if a website makes them uncomfortable; know what people might want to know about a website in order to determine its usefulness; explain their likes and dislikes about a website; identify who a website could be aimed at; identify unkind online behaviour; know the course of action to take if they think someone is being unkind to them online; safely search for information online; choose appropriate websites for their age.</p>	<p>Explain what a 'digital footprint' is and how it is generated; use keywords to give better search results; use a website to safely search for information; identify dangers online and know what to do about them; know when and how to ask an adult for advice about accessing a website; explain what to do if a website makes them uncomfortable and why this is important; determine whether a website is useful or not; review a website; identify unkind online behaviour; know the course of action to take if they think someone is being unkind to them or others online; choose a range of appropriate websites for their age.</p>
33%	33%	33%
<p>Name Name Name Name</p>	<p>Name Name Name Name</p>	<p>Name Name Name Name</p>



		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%		
All	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	0%		
	Know what 'digital footprint' means.																								0%	
	Know that people can use the information they put online.																								0%	
	Know that a digital footprint contains information about a person.																								0%	
	Identify keywords that will give good search results.																								0%	
	Use a website to search for information.																								0%	
	Begin to identify possible dangers online.																								0%	
	Identify websites suitable for their age.																									0%
	Know when to ask an adult for advice about accessing a website.																									0%
	Know what to do if a website makes them uncomfortable.																									0%
	Talk about what people might want to know about a website.																									0%
	Give their opinion about a website.																									0%
	Say what they like and dislike about a website.																									0%
	Begin to consider who a website could be aimed at.																									0%
	Identify unkind online behaviour.																									0%
Know what to do if they think someone is being unkind to them online.																									0%	
Know how to safely search for information online.																									0%	
Choose appropriate websites for their age.																									0%	
Most	Explain what 'digital footprint' means.																								0%	
	Know how people can use the information they put online.																								0%	
	Know that a digital footprint contains information about a person.																								0%	
	Know how to use keywords to give better search results.																								0%	
	Use a website to search for information.																								0%	
	Identify possible dangers online.																								0%	
	Explain how to identify websites suitable for their age.																								0%	
	Know when and how to ask an adult for advice about accessing a website.																								0%	
	Explain what to do if a website makes them uncomfortable.																									0%
	Know what people might want to know about a website in order to determine its usefulness.																									0%
	Explain their likes and dislikes about a website.																									0%
	Identify who a website could be aimed at.																									0%
	Identify unkind online behaviour.																									0%
	Know the course of action to take if they think someone is being unkind to them online.																									0%
	Safely search for information online.																									0%
Choose appropriate websites for their age.																									0%	
Some	Explain what a 'digital footprint' is and how it is generated.																								0%	
	Use keywords to give better search results.																								0%	
	Use a website to safely search for information.																								0%	
	Identify dangers online and know what to do about them.																								0%	
	Know when and how to ask an adult for advice about accessing a website.																								0%	
	Explain what to do if a website makes them uncomfortable and why this is important.																								0%	
	Determine whether a website is useful or not.																								0%	
	Review a website.																								0%	
	Identify unkind online behaviour.																									0%
	Know the course of action to take if they think someone is being unkind to them or others online.																									0%
Choose a range of appropriate websites for their age.																									0%	

NC Aims Covered in the Online Safety

Recognise common uses of information technology beyond school.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Digital Footprints	Keywords	You Be the Judge	Rate and Review	Being Kind Online	Cyber Snakes and Ladders
To understand that the information I put online leaves a digital footprint.	To use keywords in an online search to find key information about a topic.	To recognise whether a website is appropriate for children.	To rate and review informative websites.	To be able to identify kind and unkind behaviour online.	To apply knowledge of safe and sensible online activities to different situations.
I can explain what 'digital footprint' means.	I can identify which keywords will give me good results.	I can think about how to identify possible dangers or things which might make me uncomfortable online.	I can discuss what people might want to know about a website to decide whether it is useful or not.	I can identify unkind online behaviour.	I can choose a sensible course of action if I feel uncomfortable online.
I can explain how people might use the information I put online.	I can use a website to search for information.	I can identify websites that are suitable for my age.	I can explain what I like or dislike about a website.	I know what to do if I think someone is being unkind to me online.	I can explain how to safely search for information online.
I can explain how a digital footprint contains information about a person.		I can identify when to ask an adult for advice about accessing a website.	I can use clues to decide who a website is aimed at.		I can choose appropriate websites for someone my age.
		I know what to do if a website makes me uncomfortable in any way.			

Computing: Online Safety

K

What I know

W

What I want to know

L

What I have learnt



Aim: To understand that the information I put online leaves a digital footprint.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can explain what 'digital footprint' means.				Notes/Evidence					
I can explain how people might use the information I put online.									
I can explain how a digital footprint contains information about a person.									
Next Steps									
) _____									
) _____									

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

Aim: To use keywords in an online search to find key information about a topic.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can identify which keywords will give me good results.				Notes/Evidence					
I can use a website to search for information.									
Next Steps									
) _____									
) _____									

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

Aim: To recognise whether a website is appropriate for children.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can think about how to identify possible dangers or things which might make me uncomfortable online.				Notes/Evidence					
I can identify websites that are suitable for my age.									
I can identify when to ask an adult for advice about accessing a website.									
I know what to do if a website makes me uncomfortable in any way.									
Next Steps									
) _____									
) _____									

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

Aim: To rate and review informative websites.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can discuss what people might want to know about a website to decide whether it is useful or not.				Notes/Evidence					
I can explain what I like or dislike about a website.									
I can use clues to decide who a website is aimed at.									
Next Steps									
) _____									
) _____									

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

Aim: To be able to identify kind and unkind behaviour online.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can identify unkind online behaviour.				Notes/Evidence					
I know what to do if I think someone is being unkind to me online.									
Next Steps									
) _____									
) _____									

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

Aim: To apply knowledge of safe and sensible online activities to different situations.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can choose a sensible course of action if I feel uncomfortable online.				Notes/Evidence					
I can explain how to safely search for information online.									
I can choose appropriate websites for someone my age.									
Next Steps									
) _____									
) _____									

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

Online Safety | Digital Footprints

To understand that the information I put online leaves a digital footprint.		
I can explain what 'digital footprint' means.		
I can explain how people might use the information I put online.		
I can explain how a digital footprint contains information about a person.		

Online Safety | Keywords

To use keywords in an online search to find key information about a topic.		
I can identify which keywords will give me good results.		
I can use a website to search for information.		

Online Safety | You Be the Judge

To recognise whether a website is appropriate for children.		
I can think about how to identify possible dangers or things which might make me uncomfortable online.		
I can identify websites that are suitable for my age.		
I can identify when to ask an adult for advice about accessing a website.		
I know what to do if a website makes me uncomfortable in any way.		

Online Safety | Rate and Review

To rate and review informative websites.		
I can discuss what people might want to know about a website to decide whether it is useful or not.		
I can explain what I like or dislike about a website.		
I can use clues to decide who a website is aimed at.		

Online Safety | Being Kind Online

To be able to identify kind and unkind behaviour online.		
I can identify unkind online behaviour.		
I know what to do if I think someone is being unkind to me online.		

Online Safety | Cyber Snakes and Ladders

To apply knowledge of safe and sensible online activities to different situations.		
I can choose a sensible course of action if I feel uncomfortable online.		
I can explain how to safely search for information online.		
I can choose appropriate websites for someone my age.		

Footprints and Adverts

Record your online activities, or digital footprint, at home over the course of a week.

Write down what you think each activity might tell somebody about you.

If someone was trying to show you adverts online, what items might you see because of each activity?

Activity	What this tells somebody about me	What adverts might you see online because of this?

Web Designers

Imagine that you are a website designer. You have been asked to create a homepage for an information website about how to grow fruits and vegetables. It is for **children** to use.

Design your page below.















Oh no! Now the creators have decided they want it to be used by grown-ups instead. What changes can you make to your design to make it clear that it is for **adults**?

Y2 Online Safety: Digital Footprints

<p>Aim: Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of looking at how much information we can find out about a person online.</p> <p>To understand that the information I put online leaves a digital footprint.</p>	<p>Success Criteria: I can explain what 'digital footprint' means. I can explain how people might use the information I put online. I can explain how a digital footprint contains information about a person.</p>	<p>Resources: Lesson Pack Whiteboards and pens</p>
	<p>Key/New Words: Digital footprint, trail, e-Safety, online, website, advert, content, social media, post, public.</p>	<p>Preparation: Differentiated All about Penelope Activity Sheet - per child Online Activity Information Cards - pre-cut and spread around the room</p>

Prior Learning: It will be helpful if children have used the Internet in a range of different contexts.

Learning Sequence

	<p>Footprints: Show the map on the Lesson Presentation and ask children to list write a list of where Penelope has been on their whiteboards. Use the question prompts to make sensible guesses about her, using the information about where she has been. Explain that when we go online, we also leave a footprint.</p>	
	<p>Digital Footprints: Using the Lesson Presentation, explain that when we go online, everything we do leaves a type of 'footprint' that other people might be able to see - not just our online posts, but also the websites that we have looked at. Introduce the word 'digital' and explain what this means. Ask children for an example of something they have done online in the last week - ask other children to say what this activity tells us about them. <i>Can children describe what is meant by 'digital footprint'?</i></p>	
	<p>All about Penelope: Give each child an All about Penelope Activity Sheet and ask them to walk around the room, looking for the Online Information Cards. As they find the information on the trail, ask them to record this on their sheets using the information they have found.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="213 1149 293 1227">  <p>Children complete the differentiated All about Penelope Activity Sheet, recording the information they find out about Penelope using the clues on the Online Information Cards.</p> </div> <div data-bbox="815 1149 895 1227">  <p>Children complete the differentiated All about Penelope Activity Sheet, recording the information they find out about Penelope using the clues on the Online Information Cards. Children then add how they found out each piece of information about Penelope.</p> </div> </div>	
	<p>How Much Do We Know? Ask the children to share what we now know about Penelope. (Ensure that the children have drawn logical conclusions.) Check the answers on the Lesson Presentation and show how all the small pieces of information can tell us a lot about a person. <i>Can children explain how a digital footprint contains information about a person?</i></p>	
	<p>How Can Your Digital Footprint Be Used? Give each child a whiteboard. Working in mixed-ability pairs, ask children to write down who they think this information could be used by. Click through the uses on the Lesson Presentation. <i>Can children explain how people might use the information they put online?</i></p>	

Taskit

Secureit: Use the [Online Activity Cards](#) and sort them into two piles: information that could be safe to share publicly and information that should be kept private.

Guidance for macros in PowerPoints

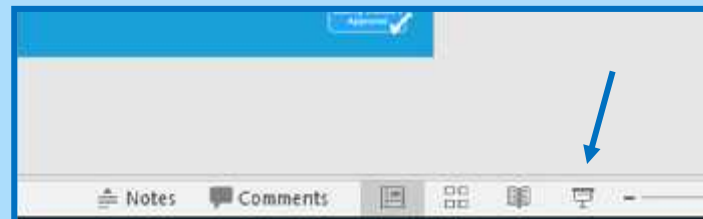
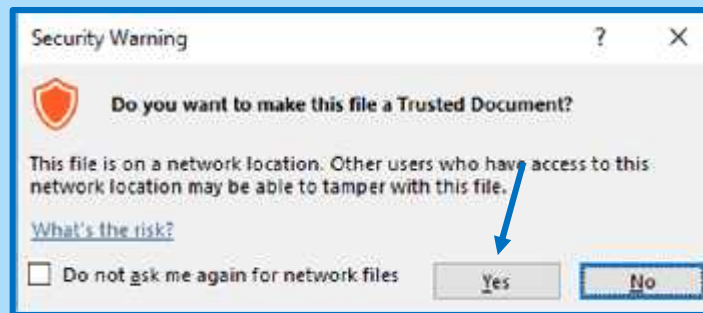
We use macros within PowerPoints to increase the interactivity of our presentations. Follow this simple process to get the most out of this resource.

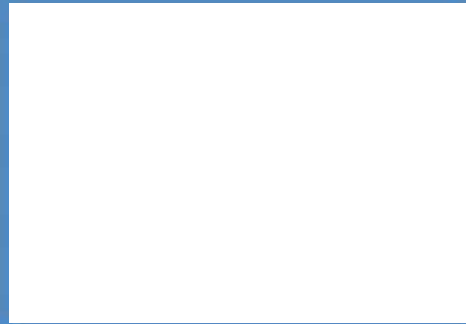
What to do:

Open the PowerPoint file and enable editing.

A security warning box will appear. Click yes.

Enter presentation mode (start the slide show).

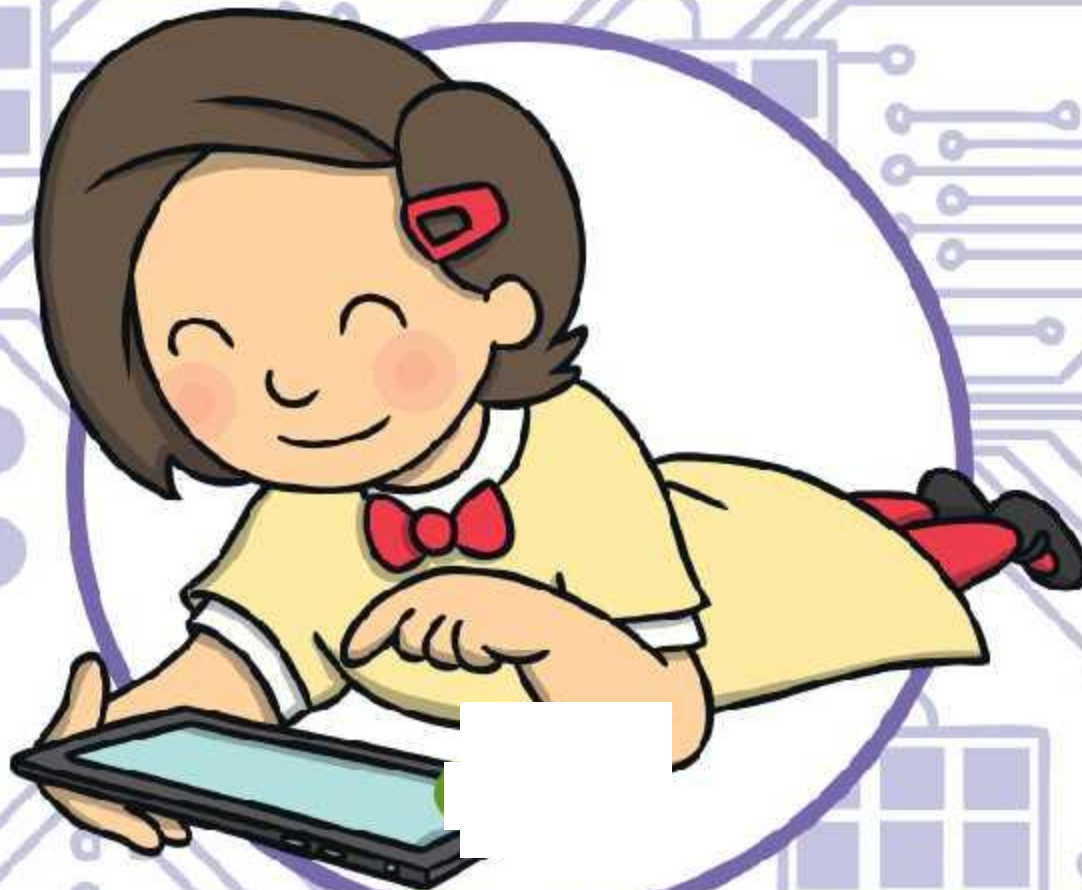




Computing

Online Safety

Digital Footprints



Aim

- To understand that the information I put online leaves a digital footprint.

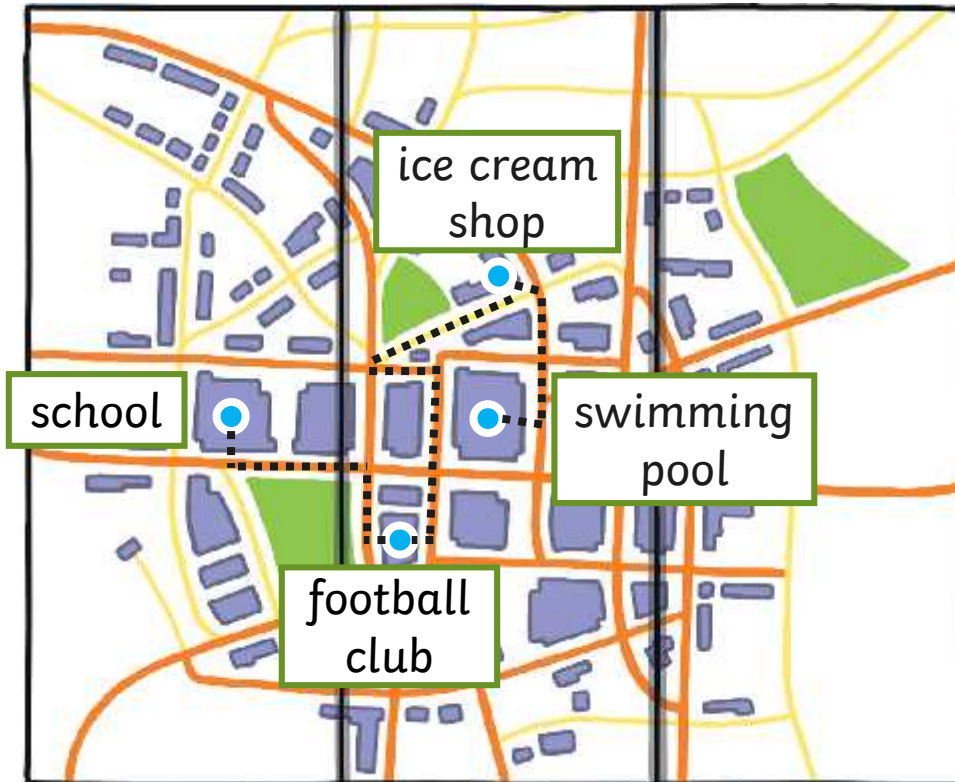
Success Criteria

- I can explain what 'digital footprint' means.
- I can explain how people might use the information I put online.
- I can explain how a digital footprint contains information about a person.

Footprints



Look at Penelope's footprints. On your whiteboard, list the places she has been.

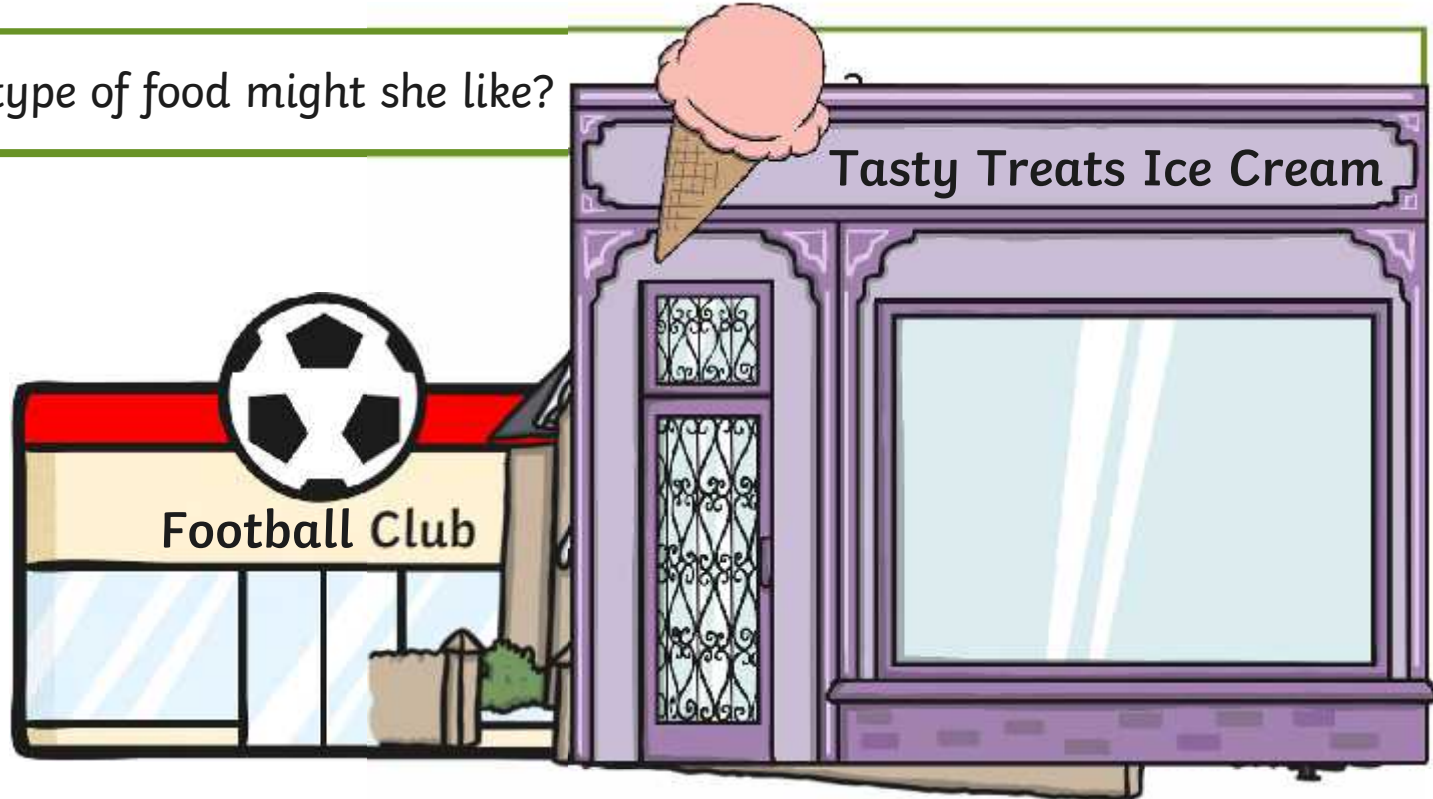


Footprints



We can tell some things about Penelope by looking at where she has been.

What type of food might she like?



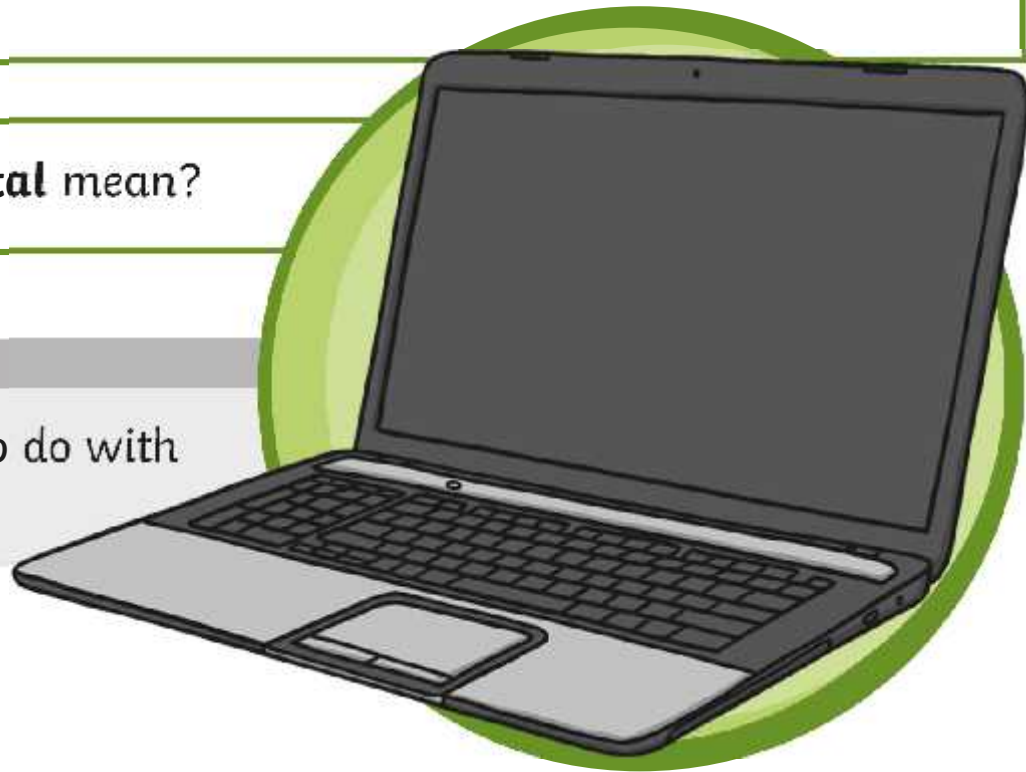
Digital Footprints



When we go online, everything we do leaves a 'footprint' that other people can see, even if it's not something you have posted somewhere publicly.

What does the word **digital** mean?

Digital means anything to do with computer technology.



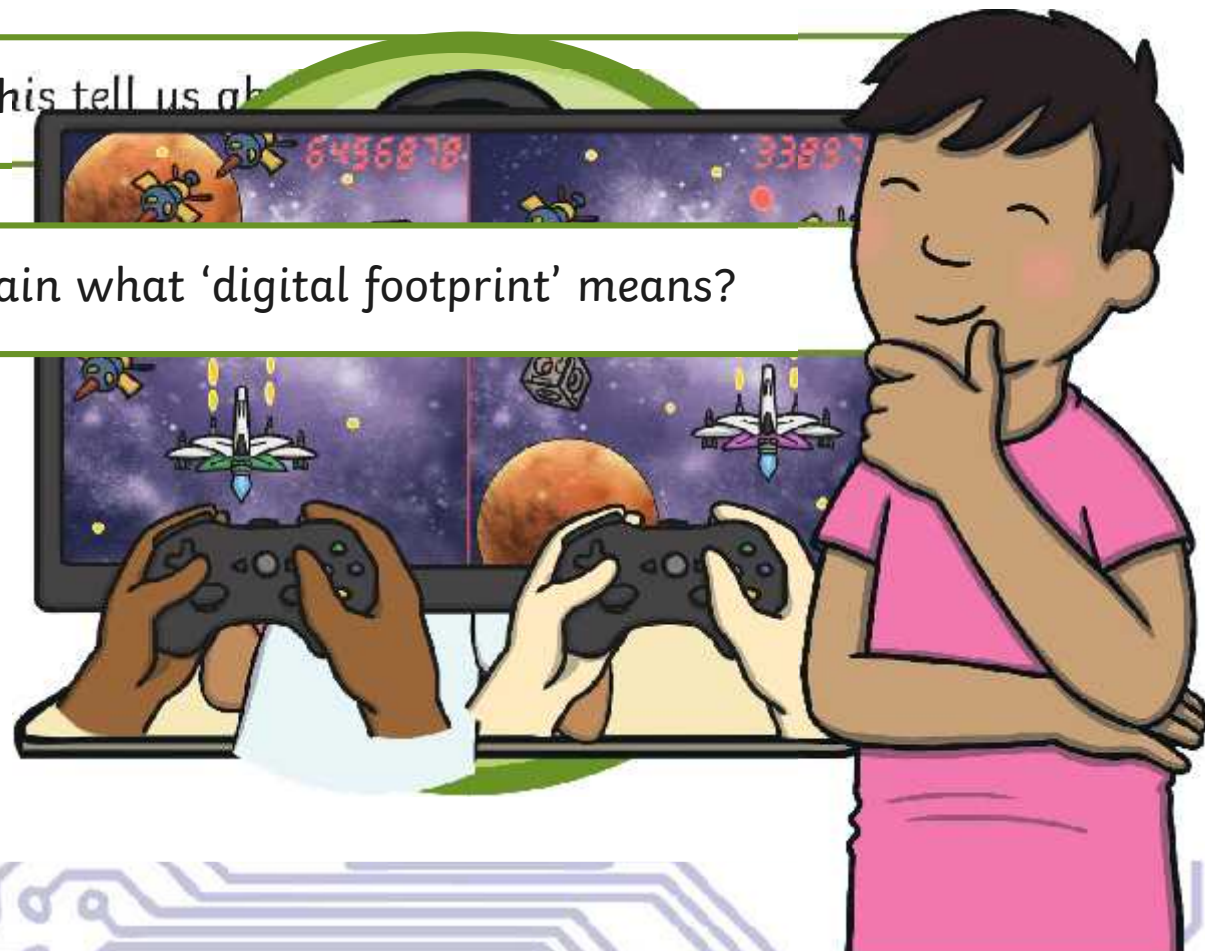
Digital Footprints



Can you tell me something that you have done online in the last week?

What might this tell us about you?

Who can explain what 'digital footprint' means?



All about Penelope



As you go, use the information that you find out to help fill in the **All about Penelope Activity Sheet**.



★

All about Penelope

To understand

To understand that the information I put online leaves a digital footprint.

Use the **Online Activity Cards** to see how much information you can find out about Penelope just from looking at her digital footprint.

How did you know this?

Full name	Full name
Where she lives	Where she lives
Football team	Football team
Birthday	Birthday
Favourite animal	Favourite animal
Friends' names	Friends' names
What does she want for her birthday?	What does she want for her birthday?
Other information	Other information

How Much Do We Know?



What do we know about Penelope now?

- ✓ What is her full name?
- ✓ What town does she live in?
- ✓ What house number does she live at?
- ✓ What football team does she play for?
- ✓ What might she want for her birthday?
- ✓ When is her birthday?
- ✓ What animals is she interested in?
- ✓ What are her friends called?



How Much Do We Know?



What other information could we work out from Penelope's posts?

If we know what town she lives in, and the colour of her uniform, what might we be able to work out?

All these tiny bits of information make up our digital footprint and all together, they tell us lots of information about a person.



How Can Your Digital Footprint Be Used?



If you write a post somewhere publicly, who can see the information?

might be put at the top of the page which means parents might see it
in to buy this

- ✓ who can see your info
- ✓ how can you use this



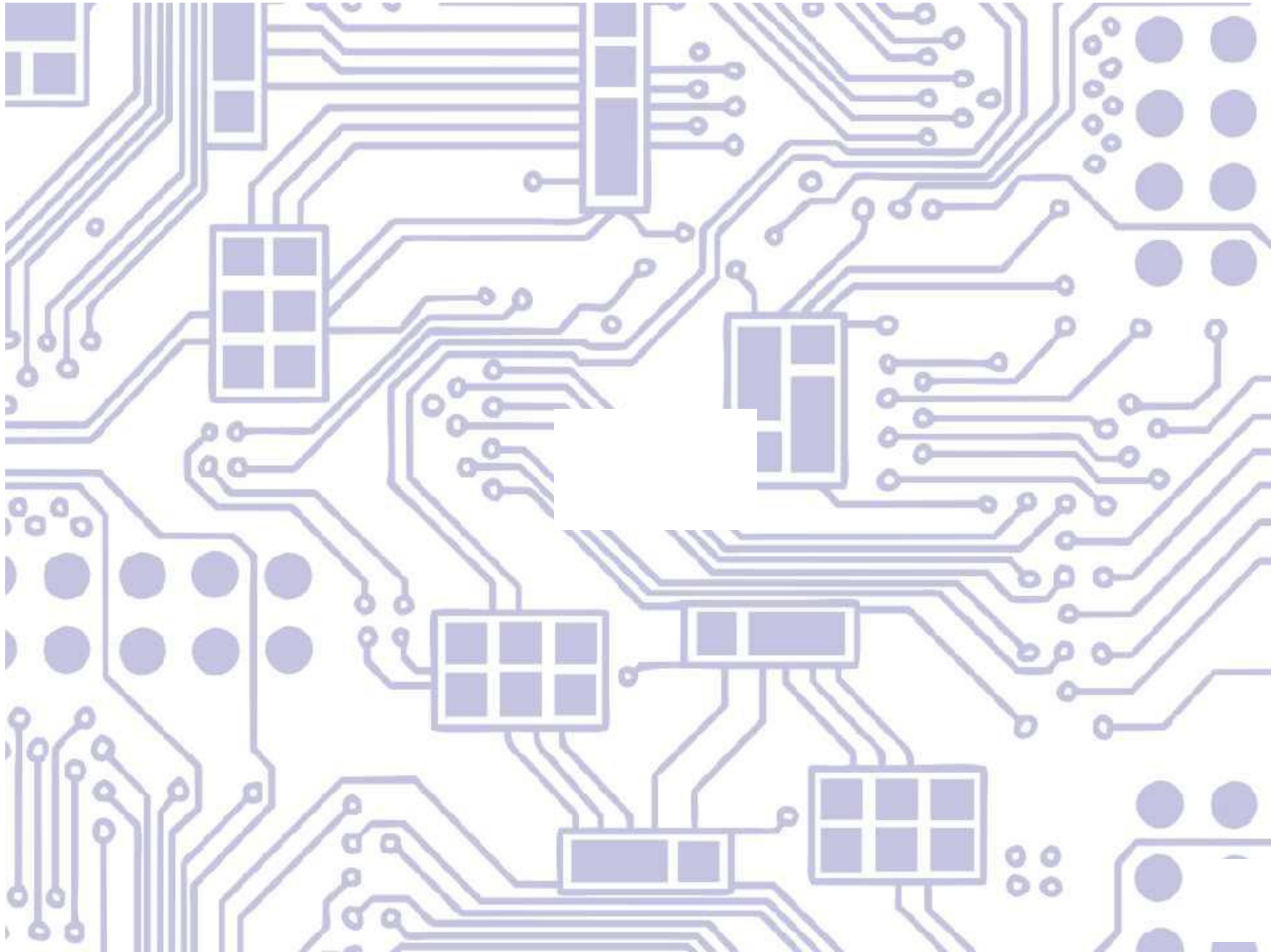
Aim



- To understand that the information I put online leaves a digital footprint.

Success Criteria

- I can explain what 'digital footprint' means.
- I can explain how people might use the information I put online.
- I can explain how a digital footprint contains information about a person.



Aim: To understand that the information I put online leaves a digital footprint.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can explain what 'digital footprint' means.				Notes/Evidence					
I can explain how people might use the information I put online.									
I can explain how a digital footprint contains information about a person.									
Next Steps									
) _____									
) _____									

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

Aim: To understand that the information I put online leaves a digital footprint.				Date:					
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Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can explain what 'digital footprint' means.				Notes/Evidence					
I can explain how people might use the information I put online.									
I can explain how a digital footprint contains information about a person.									
Next Steps									
) _____									
) _____									

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



All about Penelope

To understand that the information I put online leaves a digital footprint.



Use the **Online Activity Cards** to see how much information you can find out about Penelope just from looking at her digital footprint.

Full name	
Where she lives	
Football team	
Birthday	
Favourite animal	
Friends' names	
What does she want for her birthday?	
Other information	



All about Penelope

To understand that the information I put online leaves a digital footprint.



Use the **Online Activity Cards** to see how much information you can find out about Penelope just from looking at her digital footprint.

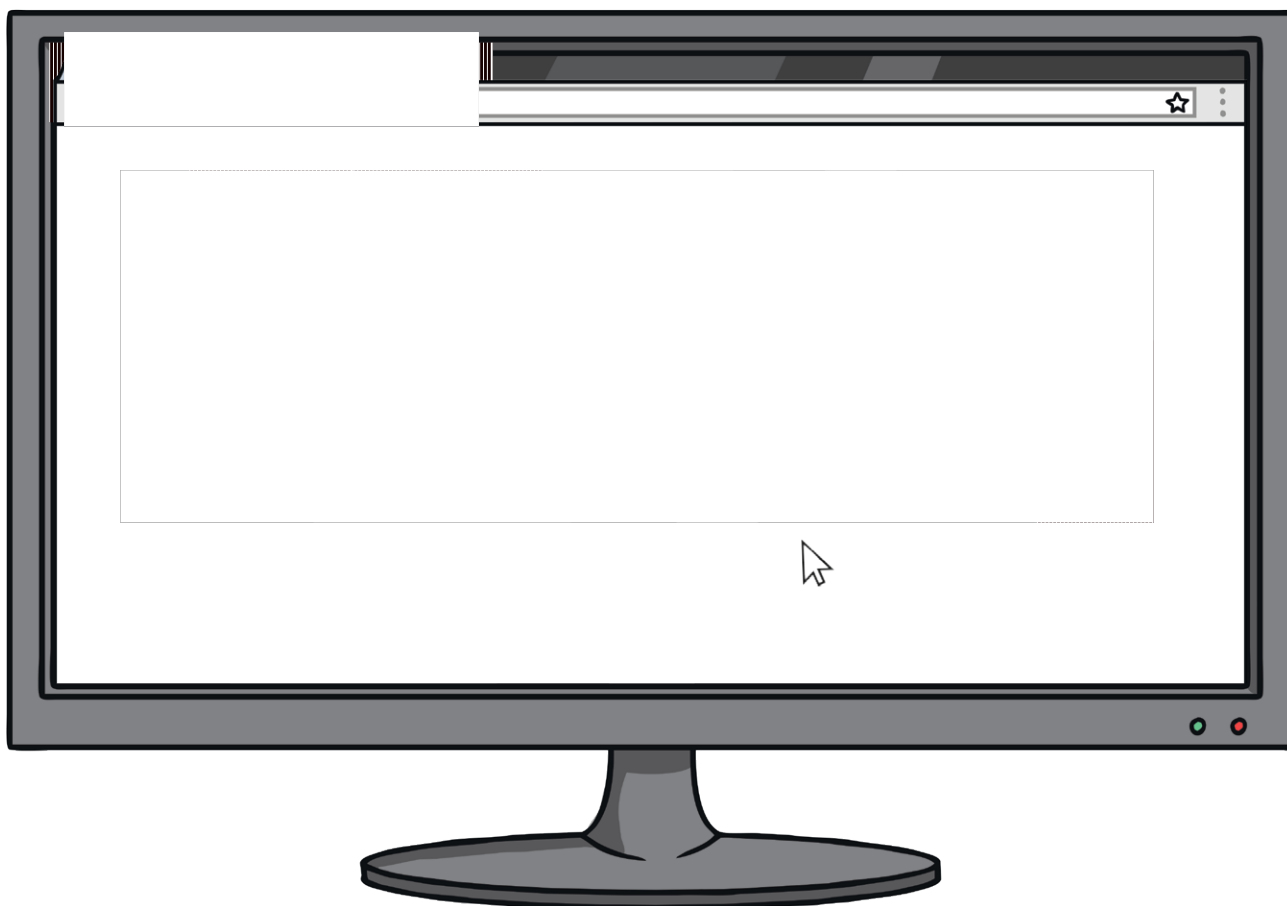
	How did you know this?
Full name	
Where she lives	
Football team	
Birthday	
Favourite animal	
Friends' names	
What does she want for her birthday?	
Other information	

Online Activity Cards



Online Activity Cards







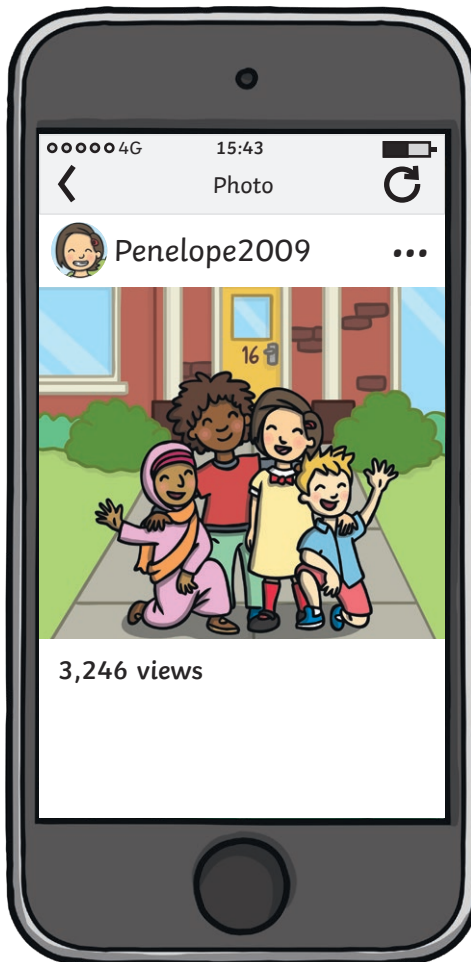


Online Activity Cards



twinkl.com

Online Activity Cards



twinkl.com





Online Safety | Digital Footprints

To understand that the information I put online leaves a digital footprint.		
I can explain what 'digital footprint' means.		
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Online Safety | Digital Footprints

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Online Safety | Digital Footprints











To understand that the information I put online leaves a digital footprint.		
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Online Safety: Keywords

<p>Aim: Recognise common uses of information technology beyond school. Use technology safely and respectfully in the context of finding relevant information about a destination using keywords.</p> <p>To use keywords in an online search to find key information about a topic.</p>	<p>Success Criteria: I can identify which keywords will give me good results.</p> <p>I can use a website to search for information.</p>	<p>Resources: Lesson Pack</p> <p>Laptops/desktops/tablets - per pair</p> <p>Large paper and pens</p> <p>Search engine of choice available on interactive whiteboard</p>
	<p>Key/New Words: Keyword, search engine, Internet.</p>	<p>Preparation: Ensure that children have access to your chosen search engine</p> <p>All about... Activity Sheets - per pair</p> <p>Large paper on tables - per group.</p>

Prior Learning: Children will need to be able to access a search engine of your choice.

Learning Sequence

	<p>Need to Know...: Tell the children that you want to have a holiday, but you're not sure where to go for your holiday. Ask children to write down, on large paper, the things you would need to know about the list of holiday destinations on the Lesson Presentation and where you could find that information. Show examples of the information you may need and discuss them.</p>	
	<p>How to Search: When asked how to find out information about the holiday destinations, some children may suggest searching the Internet. Using the information on the Lesson Presentation, define what a keyword is and talk about how an Internet search needs to include the most important words about a topic to get the best results. Demonstrate how to use your chosen search engine. <i>Can children identify which keywords will give them good results?</i></p>	
	<p>Where Should I Go? Sort children into mixed-ability pairs. Give an All about... Activity Sheet to each pair. Children should find out about each aspect of their given location and what words they used to search for the information. <i>Can children use a website to search for information?</i></p>	
	<p>Share: Join pairs who have researched the same locations together to form groups. Children then feed back the information they found about each place, discussing whether they used similar keywords and found similar information.</p>	
	<p>Which Words? Display each of the questions on the Lesson Presentation. Children choose the best keywords to find the answers to the questions given. <i>Can children explain why some choices of words are better than others?</i></p>	

Taskit

Investigateit: Children choose three phrases to use in an Internet search to find out what their favourite animal eats. Can they find out which phrase gives the best results?

Answerit: Children type in the search examples from the 'Which Words?' section of the [Lesson Presentation](#) to check which return the best results. Can they find out each answer?

Guidance for macros in PowerPoints

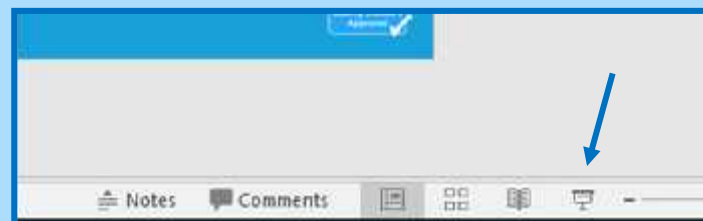
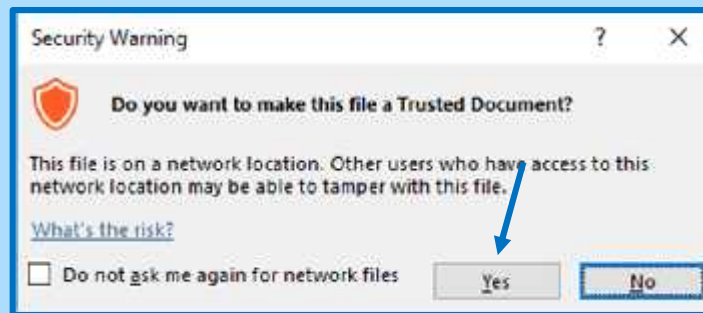
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What to do:

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Enter presentation mode (start the slide show).





Computing

Online Safety

Keywords



Aim

- To use keywords in an online search to find key information about a topic.

Success Criteria

- I can identify which keywords will give me good results.
- I can use a website to search for information.

Need to Know...



What information will I need about each destination to make my choice?

I am not sure where I

I would like to go to one of the following
On your paper, write down the
information you think I will want to
know before I go.

- ✓ Cyprus
- ✓ Menorca
- ✓ Crete
- ✓ Majorca



Need to Know...



What information do you think I need about each destination to make my choice?
How could I find out the answers to these questions?



How to Search

Often, searching online will answer lots of questions people may have about a topic.

To get the most useful results when we search, we need to think about the keywords we use.



keywords

'Key' means 'important'.

When we search online, we think about which words are the most important.

Where Should I Go?



Find out about the place on your sheet using an online search.

Use the **All about... Activity Sheets** to record the keywords you used to search for the information and then record what you found out.

All about...

To use keywords in an online search to find key information about a topic.

Use the internet to find key information about **Tenerife**. Write down which words you typed in to search for the information.

	Answer	What keywords I used to search
What is the weather like in August?		
What is there to see or explore?		
Are there beaches?		
How long will it take to get there?		
Will it be a place everyone who is going with me can enjoy?		
What is the food like?		

What else do you think I should know about **Tenerife**?

What keywords could you type to find this out?

Share



Share with each other what you found out about each place.

See if you have similar answers to other pairs who searched for information about the same location.

Did you find out the answers to some of the following questions?

- ✓ Which place has the hottest temperatures?
- ✓ Which place is the quickest to get to?
- ✓ Which place do you think has the best range of activities?



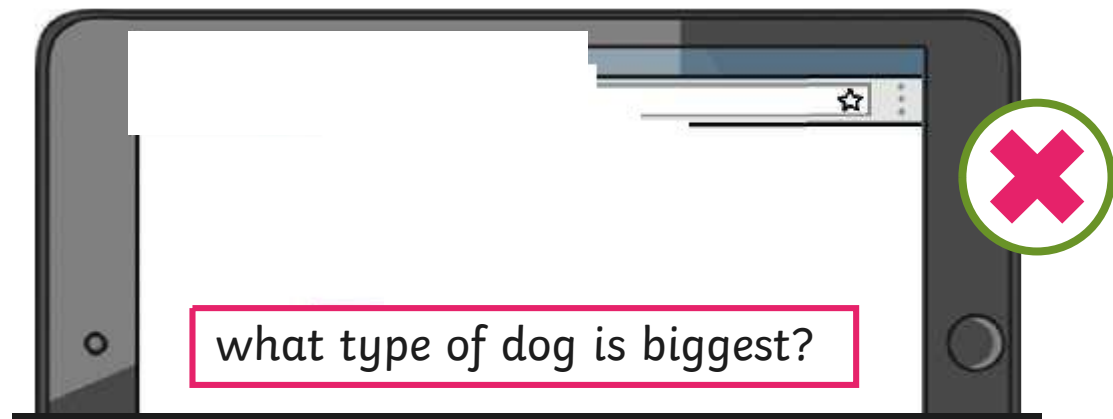
Which Words?



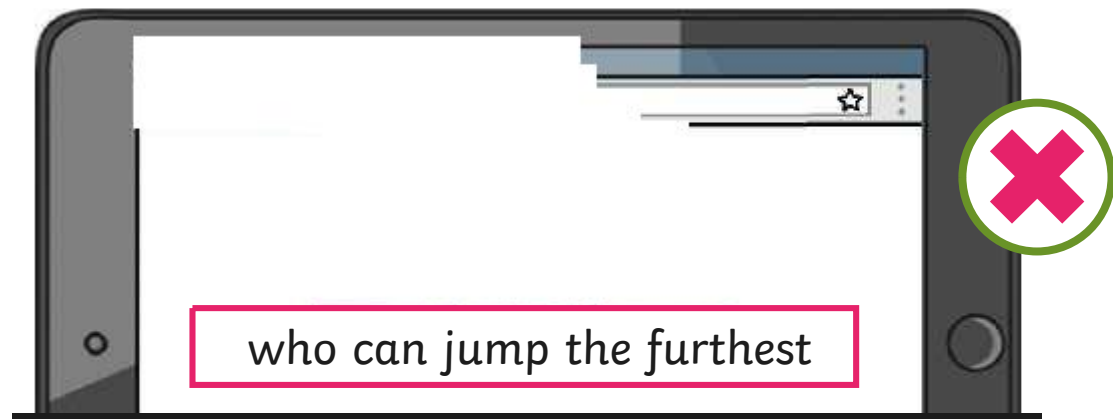
Choose the best words to type into a search to find out the answer to each of the following questions.



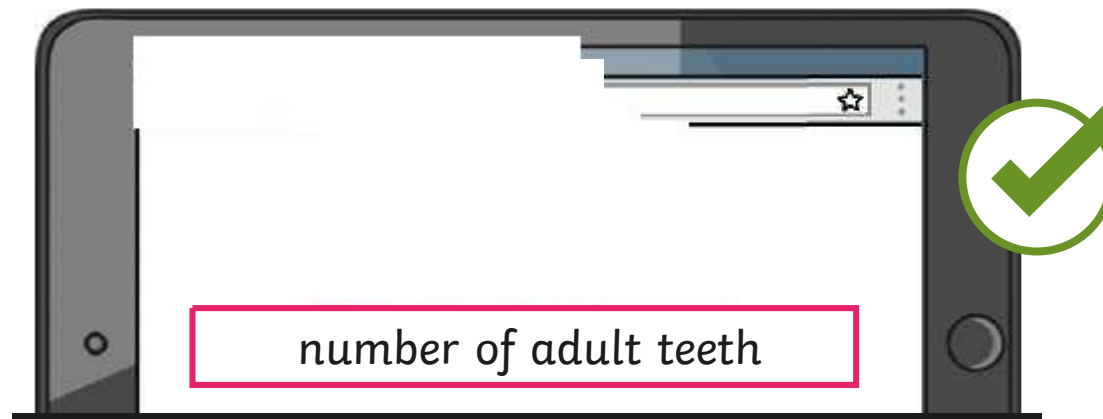
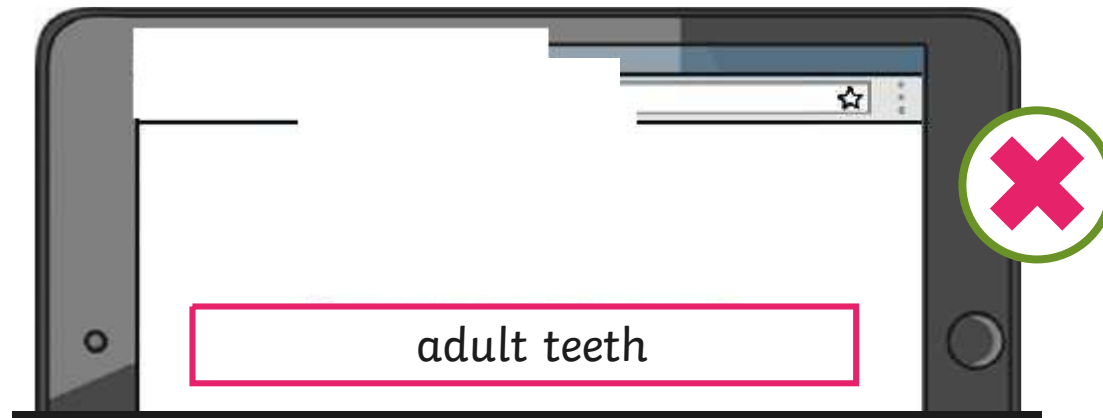
Which breed of dog weighs the most?



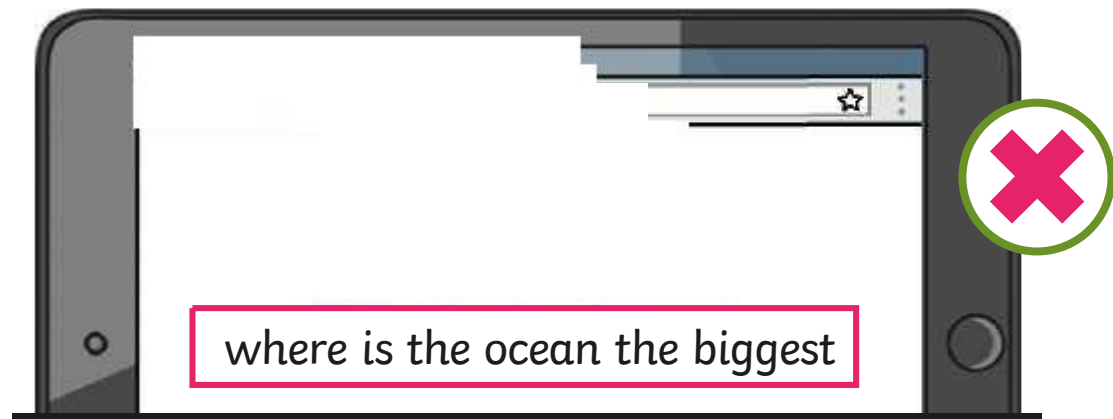
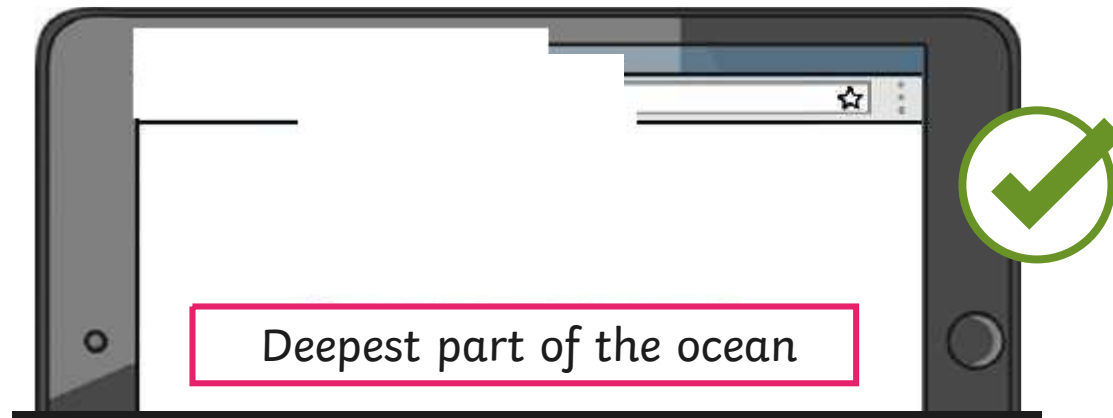
Who holds the world record for a long jump?



How many teeth does an adult human have?



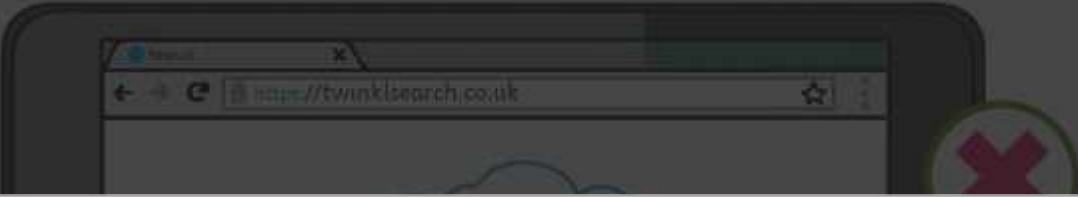
Where is the deepest ocean in the world?



Who was the king of England during the English Civil War?



What is on TV tonight?



Remember that a full sentence might not always be the best way to search for information. Use keywords that are important to the thing you are searching for.



TV list programmes tonight

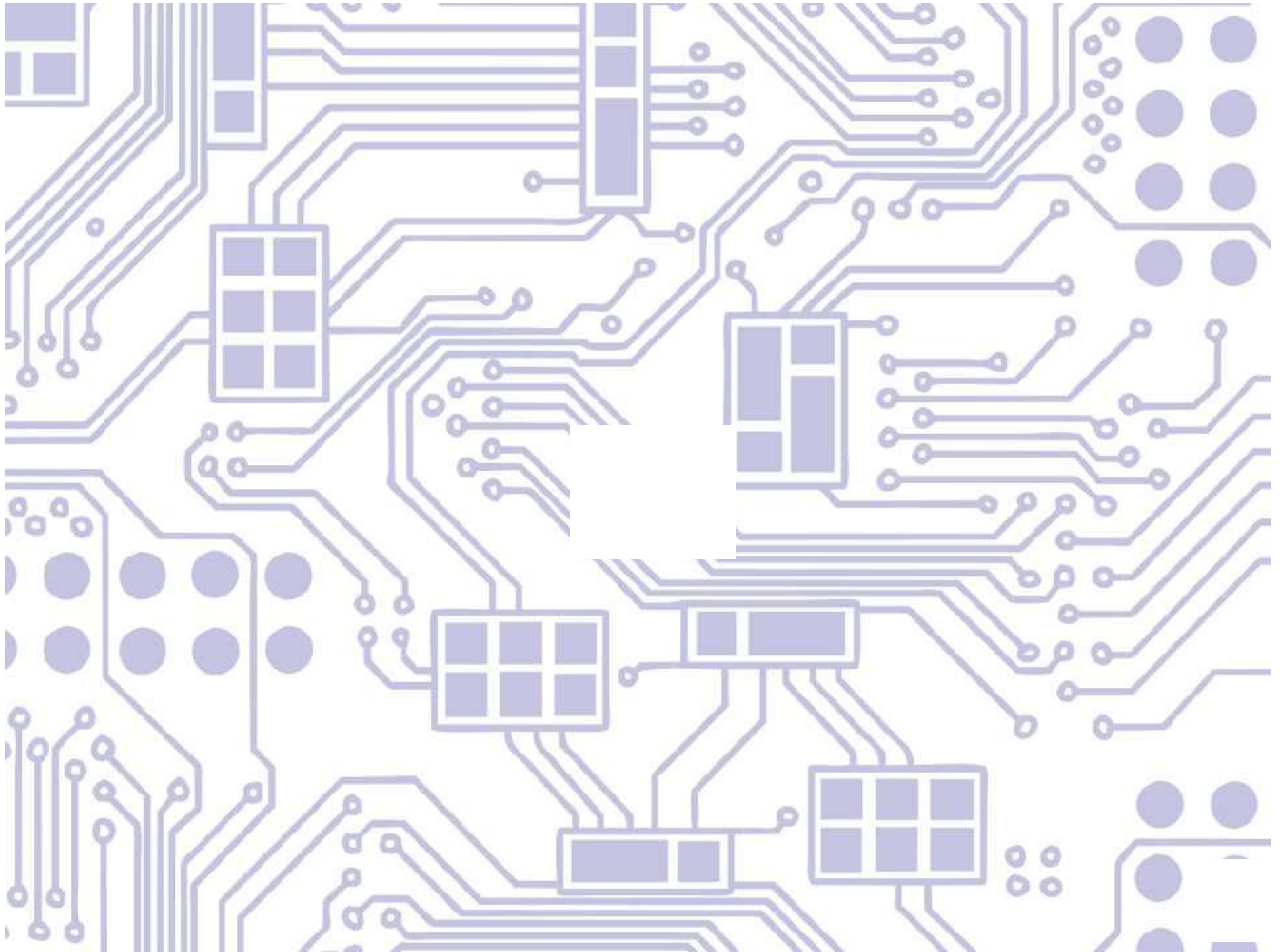
Aim



- To use keywords in an online search to find key information about a topic.

Success Criteria

- I can identify which keywords will give me good results.
- I can use a website to search for information.



Aim: To use keywords in an online search to find key information about a topic.				Date:					
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All about...

To use keywords in an online search to find key information about a topic.



Use the Internet to find key information about **Tenerife**. Write down which words you typed in to search for the information.

	Answer	What keywords I used to search
What is the weather like in August?		
What is there to see or explore?		
Are there beaches?		
How long will it take to get there?		
Will it be a place everyone who is going with me can enjoy?		
What is the food like?		

What else do you think I should know about **Tenerife**?

What keywords could you type to find this out?

All about.....

To use keywords in an online search to find key information about a topic.



Use the Internet to find key information about **Cyprus**. Write down which words you typed in to search for the information.

	Answer	What keywords I used to search
What is the weather like in August?		
What is there to see or explore?		
Are there beaches?		
How long will it take to get there?		
Will it be a place everyone who is going with me can enjoy?		
What is the food like?		

What else do you think I should know about **Cyprus**?

What keywords could you type to find this out?

All about.....

To use keywords in an online search to find key information about a topic.



Use the Internet to find key information about **Menorca**. Write down which words you typed in to search for the information.

	Answer	What keywords I used to search
What is the weather like in August?		
What is there to see or explore?		
Are there beaches?		
How long will it take to get there?		
Will it be a place everyone who is going with me can enjoy?		
What is the food like?		

What else do you think I should know about **Menorca**?

What keywords could you type to find this out?

All about.....

To use keywords in an online search to find key information about a topic.



Use the Internet to find key information about **Crete**. Write down which words you typed in to search for the information.

	Answer	What keywords I used to search
What is the weather like in August?		
What is there to see or explore?		
Are there beaches?		
How long will it take to get there?		
Will it be a place everyone who is going with me can enjoy?		
What is the food like?		

What else do you think I should know about **Crete**?

What keywords could you type to find this out?

All about.....

To use keywords in an online search to find key information about a topic.



Use the Internet to find key information about **Majorca**. Write down which words you typed in to search for the information.

	Answer	What keywords I used to search
What is the weather like in August?		
What is there to see or explore?		
Are there beaches?		
How long will it take to get there?		
Will it be a place everyone who is going with me can enjoy?		
What is the food like?		

What else do you think I should know about **Majorca**?

What keywords could you type to find this out?

Online Safety | Keywords

To use keywords in an online search to find key information about a topic.		
I can identify which keywords will give me good results.		
I can use a website to search for information.		

Online Safety | Keywords

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Online Safety | Keywords











To use keywords in an online search to find key information about a topic.		
I can identify which keywords will give me good results.		
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Online Safety: You Be the Judge

Aim: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of identifying appropriate websites for children. To recognise whether a website is appropriate for children.	Success Criteria: I can think about how to identify possible dangers or things which might make me uncomfortable online. I can identify websites that are suitable for my age. I can identify when to ask an adult for advice about accessing a website. I know what to do if a website makes me uncomfortable in any way.	Resources: Lesson Pack Whiteboards Scissors Glue
	Key/New Words: Internet, website, safe, secure, appropriate.	Preparation: How to Judge Support Sheet - as required Wonderful Websites? Activity Cards - per child Differentiated Sort Them Out Activity Sheet - per child

Prior Learning: It would be helpful if children are familiar with using a range of websites for a variety of purposes. In previous lessons, they will have experienced using Internet search engines to find information.

Learning Sequence

	Staying Safe: Children watch the child walking down the street on the Lesson Presentation . Encourage them to write on whiteboards the possible dangers they see. Discuss how we judge dangers in the real world and how the Internet can also present possible dangers which we need to be aware of. <i>Can children think about how to identify possible dangers or things which might make them uncomfortable online?</i>	
	How to Judge: Ask children how they would decide if a website is appropriate for a child to use. Discuss some of the suggestions on the Lesson Presentation . Repeat the discussion process, using the slides of the Lesson Presentation , to discuss how to identify websites that should be looked at only with an adult or that should be discussed with an adult to identify whether it is appropriate or not, and websites that are not suitable for children.	
	Sort Them Out: Children cut the Wonderful Websites? Activity Cards and identify the appropriateness of each for children. Children record their work on the differentiated Sort Them Out Activity Sheet . <i>Can children identify websites that are suitable for their age? Can children identify when to ask an adult for advice about accessing a website?</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  Children use the How to Judge Support Sheet to support them in identifying how appropriate each website detailed on the Wonderful Websites? Activity Cards is for children. </div> <div style="width: 45%;">  Children sort the Wonderful Websites? Activity Cards into the Sort Them Out Activity Sheet, adding a brief explanation of how they decided which websites were appropriate for children. </div> </div>	
	Wonderful Websites: Using the Lesson Presentation , children check their answers to the Wonderful Websites task. Were they able to correctly identify which website were appropriate for children? Discuss how they made their decisions. Discuss how children could respond to a website which made them feel uncomfortable, ensuring they know who to speak to. <i>Do children know what to do if a website makes them uncomfortable in any way?</i>	

Taskit

Collectit: Children create a list of websites that are safe and fun to use. These could then be checked by a teacher, combined, and put on display in the classroom.

Designit: Children create posters using thumbs up, thumbs down and stop-hand logos to promote the use of safe websites.

Guidance for macros in PowerPoints

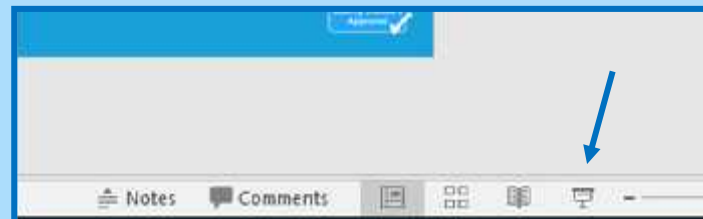
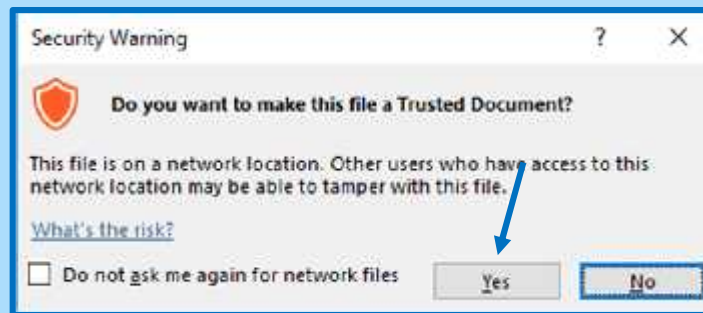
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Computing

Online Safety

You Be the Judge



Aim

- To recognise whether a website is appropriate for children.

Success Criteria

- I can think about how to identify possible dangers or things which might make me uncomfortable online.
- I can identify websites that are suitable for my age.
- I can identify when to ask an adult for advice about accessing a website.
- I know what to do if a website makes me uncomfortable in any way.

Staying Safe



What potential dangers do we encounter each day? Write down your ideas on your whiteboard.

Remember: these might not become real dangers for us, but they are things to be aware of.



Staying Safe

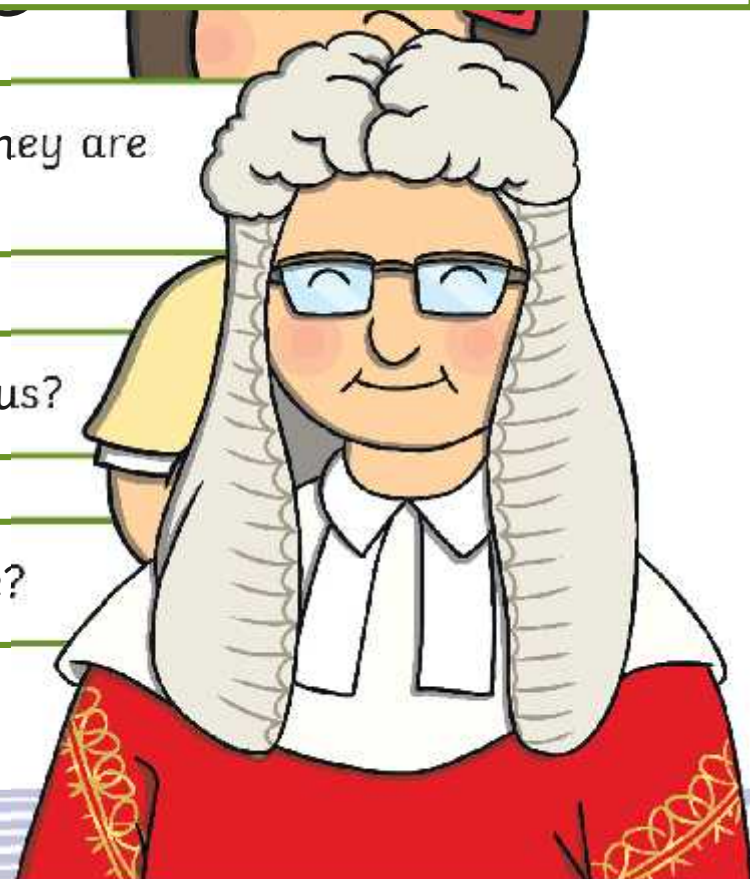


When we are online, there might be hazards too. Just like in real life, we should think about how we can stay safe and do the right thing to avoid or deal with anything that might make us uncomfortable.

We can **judge** websites and decide if they are appropriate for us to use.

What things could have been dangerous?

What can we do each day to stay safe?



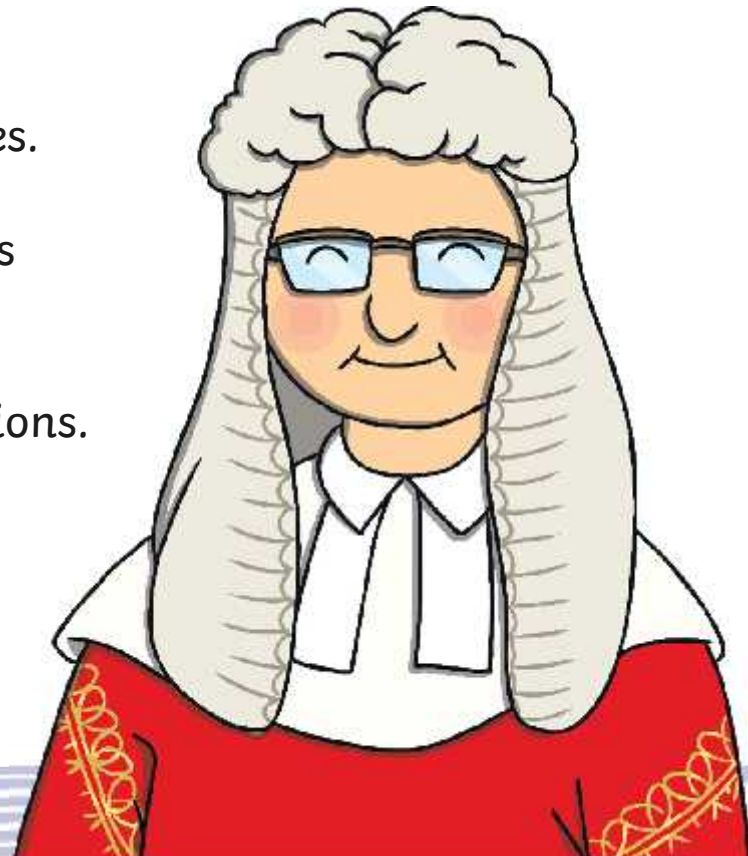
How to Judge



How can you tell if a website is safe for children to use?



- ✓ The language should be easy to understand.
- ✓ There might be fun games or activities.
- ✓ There shouldn't be space for strangers to talk to each other.
- ✓ There might be pictures and illustrations.



How to Judge



How can you tell if a website should be looked at with an adult to help you?



- ✓ It might ask for bank or card details to access something.
- ✓ There may be a space for people to chat there.
- ✓ You might be asked for your personal details.
- ✓ There could be content you don't understand; you may find this on a news website, for example.



If you are not sure about a website then stop, ask an adult for help and decide what to do with them.

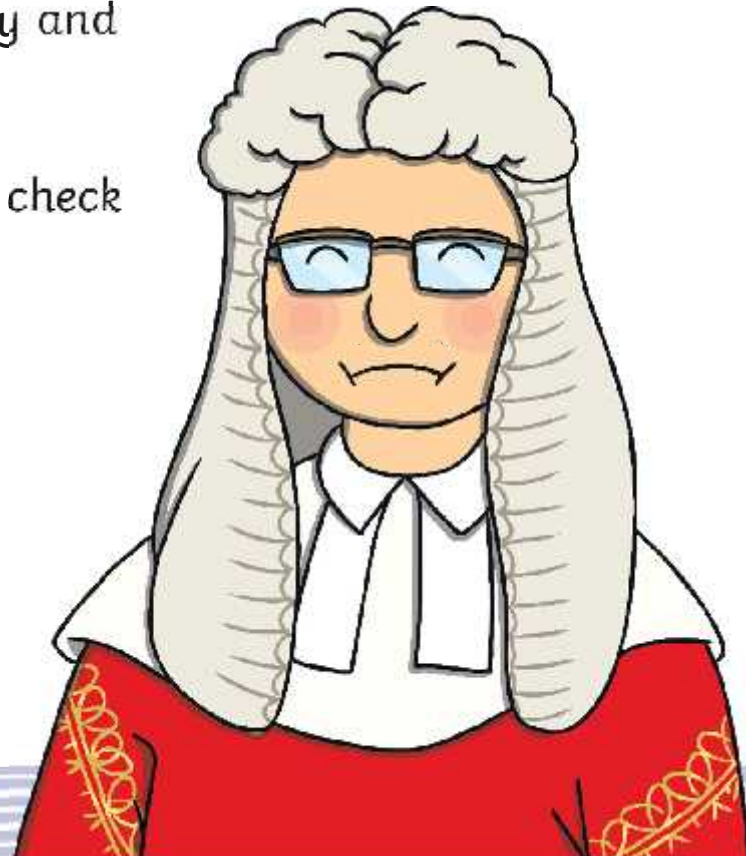
How to Judge



How can you tell if a website is not appropriate for children?



- ✓ If anything on a website makes you uncomfortable in any way, look away and tell an adult immediately.
- ✓ They may want to see the content to check it themselves and report it.



Sort Them Out






Can you use what you have learnt to identify whether a website is appropriate for children or not?

Cut out the **Wonderful Websites? Cards** and stick them on the correct column on the **Sort Them Out Activity Sheet**.

Sort Them Out

to recognise whether a website is appropriate for children.

Cut out and stick the Wonderful Websites? cards into the table.

These websites would be fun and safe for me to use.	These websites sound fun or useful but I would check them with an adult.	These websites would make me feel uncomfortable and I don't think they are suitable for children.
		

Wonderful Websites? Cards

www.amazinglepi
A website full of fun facts and stories you can read!

www.fun4all
An open classroom anyone can talk! You can see words that you know go online!

www.amazinglepi
An online game with an 18 year

Wonderful Websites

Which of the websites did you think were appropriate for children?
How did you decide?

<p>These websites would be fun and safe for me to use.</p> 	<p>These websites sound fun or useful but I would check them with an adult.</p> 	<p>These websites would make me feel uncomfortable and I don't think they are suitable for children.</p> 
<p>www.amazingelephants.com A website full of elephant facts and short video clips. You can read it easily.</p>	<p>www.newsat9.co.uk A website with news stories. It is quite difficult to understand.</p>	<p>www.scaryfilmsfirst.org.uk A website about horror films with trailers and clips, including films with age ratings.</p>
<p>www.makeanddo.com A website full of instructions and videos for making crafts and projects.</p>	<p>www.footiechat.co.uk News about football scores. Anyone can leave comments about the stories without them being checked.</p>	<p>www.chitchat.com An open chatroom where anyone can talk to you. You can see words on there that you know you're not allowed to say.</p>
<p>www.gardengames.org This website has maths games all about planting flowers.</p>	<p>www.twinkltown-zoo.com This site contains information about the animals at Twinkltown Zoo. You need to register your details to see everything.</p>	<p>www.omyattack.com An online game site with an 18 certificate.</p>

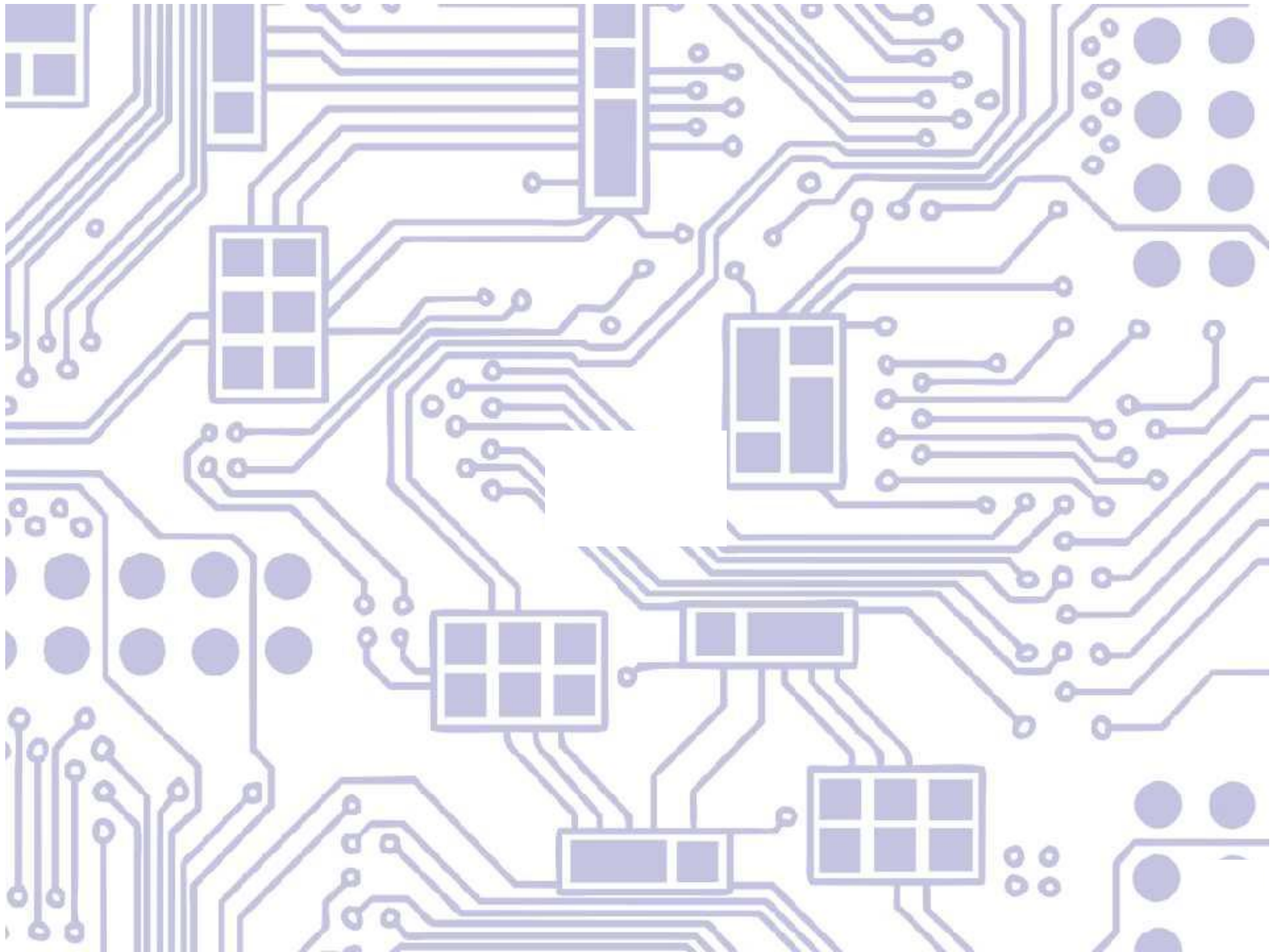
Aim



- To recognise whether a website is appropriate for children.

Success Criteria

- I can think about how to identify possible dangers or things which might make me uncomfortable online.
- I can identify websites that are suitable for my age.
- I can identify when to ask an adult for advice about accessing a website.
- I know what to do if a website makes me uncomfortable in any way.



Aim: To recognise whether a website is appropriate for children.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can think about how to identify possible dangers or things which might make me uncomfortable online.				Notes/Evidence					
I can identify websites that are suitable for my age.									
I can identify when to ask an adult for advice about accessing a website.									
I know what to do if a website makes me uncomfortable in any way.									
Next Steps									
) _____									
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How to Judge

To recognise whether a website is appropriate for children.

Safe, fun and useful websites for children to use might have:

- easy-to-read words;
- fun games;
- no space for strangers to talk to each other;
- fun pictures.



You might need to stop and ask for an adult to help you if a website:

- asks for bank or card details to access something;
- has a space where strangers can chat;
- asks for any personal details;
- is hard to understand.



You should tell an adult straight away if a website:

- makes you feel uncomfortable in any way.



How to Judge

To recognise whether a website is appropriate for children.



Safe, fun and useful websites for children to use might have:

- easy-to-read words;
- fun games;
- no space for strangers to talk to each other;
- fun pictures.



You might need to stop and ask for an adult to help you if a website:

- asks for bank or card details to access something;
- has a space where strangers can chat;
- asks for any personal details;
- is hard to understand.



You should tell an adult straight away if a website:

- makes you feel uncomfortable in any way.





Sort Them Out

To recognise whether a website is appropriate for children.



Cut out and stick the Wonderful Websites? cards into the table.

These websites would be fun and safe for me to use.



These websites sound fun or useful but I would check them with an adult.



These websites would make me feel uncomfortable and I don't think they are suitable for children.








Sort Them Out

To recognise whether a website is appropriate for children.



Cut out and stick the Wonderful Websites? cards into the table.

<p>These websites would be fun and safe for me to use.</p> 	<p>These websites sound fun or useful but I would check them with an adult.</p> 	<p>These websites would make me feel uncomfortable and I don't think they are suitable for children.</p> 



Sort Them Out

To recognise whether a website is appropriate for children.



How did you decide where to place each website?

Sort Them Out Answers

These websites would be fun and safe for me to use.



These websites sound fun or useful but I would check them with an adult.



These websites would make me feel uncomfortable and I don't think they are suitable for children.



A website full of elephant facts and short video clips. You can read it easily.

A website with news stories. It is quite difficult to understand.

A website about horror films with trailers and clips, including films with age ratings.

A website full of instructions and videos for making crafts and projects.

News about football scores. Anyone can leave comments about the stories without them being checked.

An open chatroom where anyone can talk to you. You can see words on there that you know you're not allowed to say.

This website has maths games all about planting flowers.

This site contains information about the animals at Twinkltown Zoo. You need to register your details to see everything.

An online game site with an 18 certificate.

Wonderful Websites?

To recognise whether a website is appropriate for children.



www.amazingelephants.com

A website full of elephant facts and short video clips. You can read it easily.

www.newsat9.co.uk

A website with news stories. It is quite difficult to understand.

www.scaryfilmsfirst.org.uk

A website about horror films with trailers and clips, including films with age ratings.

www.chitchat.com

An open chatroom where anyone can talk to you. You can see words on there that you know you're not allowed to say.

www.footiechat.co.uk

News about football scores. Anyone can leave comments about the stories without them being checked.

www.gardengames.org

This website has maths games all about planting flowers.

www.armyattack.com

An online game site with an 18 certificate.

www.makeanddo.com

A website full of instructions and videos for making crafts and projects.

www.twinkltown-zoo.com

This site contains information about the animals at Twinkltown Zoo. You need to register your details to see everything.

Online Safety | You Be the Judge...

To recognise whether a website is appropriate for children.		
I can think about how to identify possible dangers or things which might make me uncomfortable online.		
I can identify websites that are suitable for my age.		
I can identify when to ask an adult for advice about accessing a website.		
I know what to do if a website makes me uncomfortable in any way.		

Online Safety | You Be the Judge...

To recognise whether a website is appropriate for children.		
I can think about how to identify possible dangers or things which might make me uncomfortable online.		
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Online Safety | You Be the Judge...














To recognise whether a website is appropriate for children.		
I can think about how to identify possible dangers or things which might make me uncomfortable online.		
I can identify websites that are suitable for my age.		
I can identify when to ask an adult for advice about accessing a website.		
I know what to do if a website makes me uncomfortable in any way.		

Online Safety: Rate and Review

<p>Aim: Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of reviewing websites.</p> <p>To rate and review informative websites.</p>	<p>Success Criteria:</p> <p>I can discuss what people might want to know about a website to decide whether it is useful or not.</p> <p>I can explain what I like or dislike about a website.</p> <p>I can use clues to decide who a website is aimed at.</p>	<p>Resources: Lesson Pack</p> <p>Laptop/desktop/tablet - per pair</p> <p>Whiteboards and pens</p>
	<p>Key/New Words: Internet, website, safe, secure, rating, review, rank.</p>	<p>Preparation: Selection of four to five pre-chosen informative websites (perhaps about a topic being studied in class) for children to explore</p> <p>Differentiated Roaring Reviews Activity Sheet - per pair</p>

Prior Learning: Children will need to be familiar with an appropriate web browser. They will have used search engines in the second lesson of the unit and know the importance of using keywords in searches. They will have explored how to determine whether a website is suitable for children or not.

Learning Sequence

	<p>Recommendations: Ask children how they might know if a book or film is one they will enjoy and how they decide whether to see or read it or not. Discuss their answers and then use the prompt on the Lesson Presentation to discuss how people recommend things to each other. You might like to link this to any previous work children have done related to book reviews.</p>	
	<p>Important Information: Using the prompt on the Lesson Presentation, explain that reviews can also be written for websites. In mixed-ability groups, children note down the type of information they think they might need to include in a review of a website. Allow time for groups to feed back to the class before discussing example answers on the Lesson Presentation. <i>Can children discuss what people might want to know about a website to decide whether it is useful or not?</i></p>	
	<p>Website Review: Display one of the pre-approved websites for the class to see. Using the prompts on the Lesson Presentation, children discuss the website as if reviewing it. <i>Can children explain what they like or dislike about a website?</i></p>	
	<p>Roaring Reviews: Sort children into pairs. Provide children with the list of websites you have approved prior to the lesson. Working together, children view the websites and complete the Roaring Reviews Activity Sheet in their pair to record their thoughts about each. Encourage each pair to discuss the websites as modelled in the previous section of the lesson. <i>Can children explain what they like or dislike about a website? Can children use clues to decide who a website is aimed at?</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="215 1444 582 1624">  <p>Children review two websites, recording who they think the website is for, their favourite thing about it, and a star-rating out of five.</p> </div> <div data-bbox="614 1444 981 1657">  <p>Children review three websites, recording who they think the website is for, their favourite thing about it, something that could be improved and a star-rating out of five.</p> </div> <div data-bbox="1013 1444 1380 1680">  <p>Children review four websites, recording who they think the website is for and how they know, their favourite thing about it, something that could be improved and a star-rating out of five.</p> </div> </div>	
	<p>Share: Join pairs to form small groups. Encourage children to discuss the websites they looked at in the previous task and compare similarities and differences in their thoughts. Ask each group to rank the websites in order from favourite to least favourite. Encourage children to provide reasons for their rankings. <i>Can children explain what they like or dislike about a website?</i></p>	

Taskit

Designit: Children design their ideal website based on what they liked about the ones they have explored in the lesson.

Checkit: Children create a checklist of useful information websites that could be used for research in the classroom.

Guidance for macros in PowerPoints

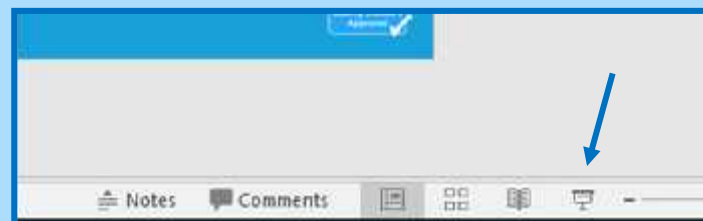
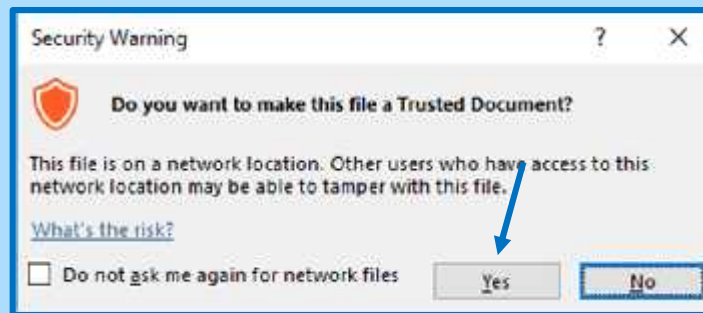
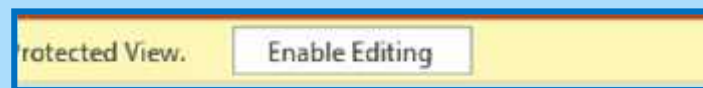
We use macros within PowerPoints to increase the interactivity of our presentations. Follow this simple process to get the most out of this resource.

What to do:

Open the PowerPoint file and enable editing.

A security warning box will appear. Click yes.

Enter presentation mode (start the slide show).

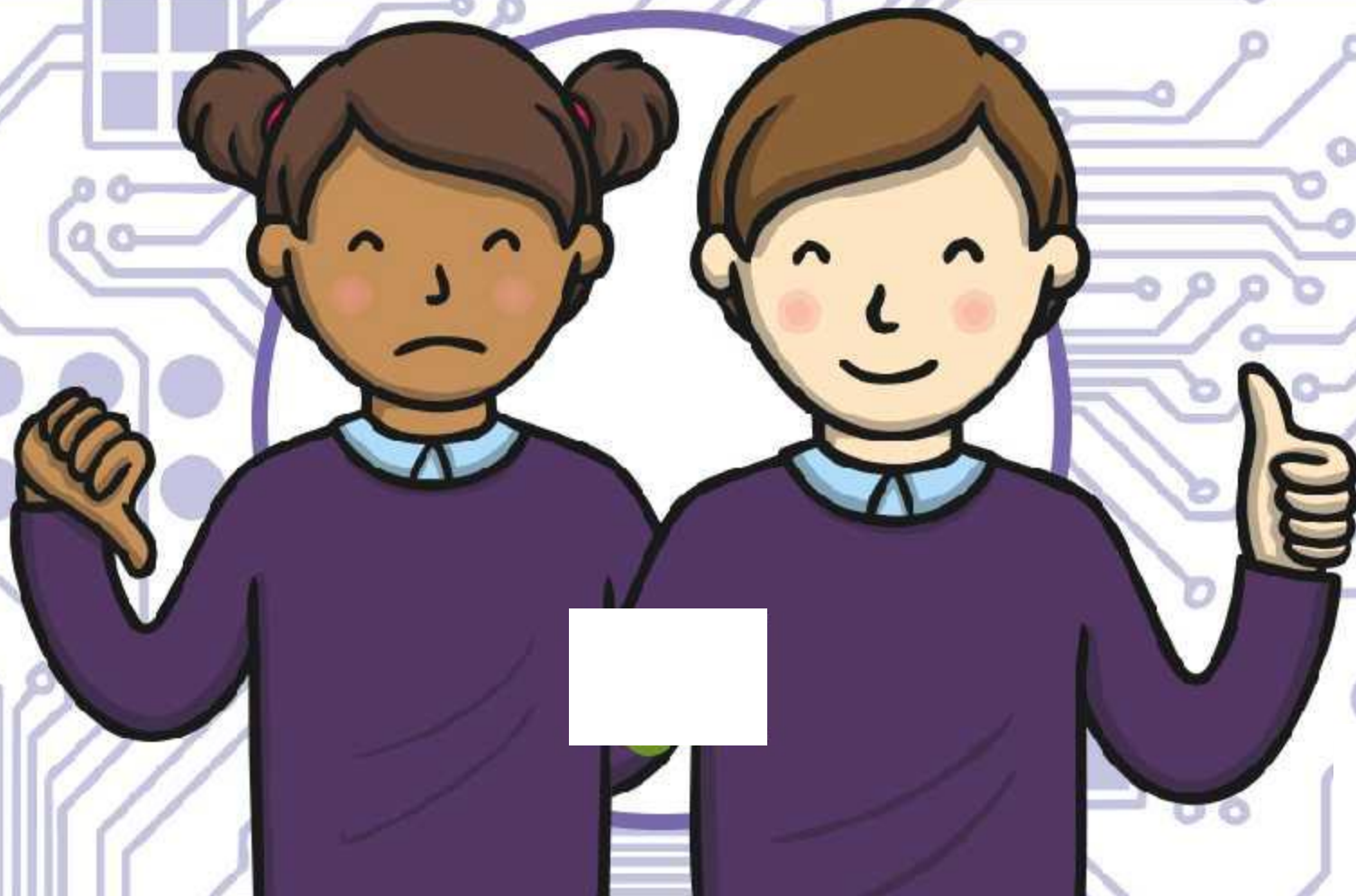




Computing

Online Safety

Rate and Review



Aim

- To rate and review informative websites.

Success Criteria

- I can discuss what people might want to know about a website to decide whether it is useful or not.
- I can explain what I like or dislike about a website.
- I can use clues to decide who a website is aimed at.

Recommendations



How do you know if a film or book is going to be one that you will enjoy?

How do you decide if you want to see or read it?



Someone else might **recommend** it to you. This means they might tell you what is good about it and why they think you should see or read it.

Important Information



Just like we can review books or films, we can also review websites. What important information would we need to give people in a website review?

In groups, think about the type of information we could include in a website review. Write your ideas on your whiteboard.



Important Information



Did you include any of these ideas?

- ✓ Name and website address
- ✓ What the website is about
- ✓ Who the website is for
- ✓ Any highlights or 'best bits'
- ✓ Anything that could be improved
- ✓ Star rating or marks out of five



Website Review



Look at a website with your teacher.

Think about:

- ✓ who the website is for and how you know this;
- ✓ the parts of it you think are most successful;
- ✓ what you think could be improved, if anything;
- ✓ how many stars out of five you would give it.



Roaring Reviews



Look at the websites your teacher has given you.

With your partner, record your thoughts about them on the **Roaring Reviews Activity Sheet**.

		Roaring Reviews	
		to rate and review informative websites.	
Name of this website	Name of Website	Website	Website
My favourite	Who is it for?	Who is the website for and how do you know?	Who is the website for and how do you know?
My rating	What is the website like?		
Name of this website	What is the website like?	What is your favourite thing about the website?	What is your favourite thing about the website?
My favourite	What could be improved about the website?	What could be improved about the website?	What could be improved about the website?
My rating	Your rating	My rating:	My rating:

Share



You are now going to join with another pair. Share your thoughts about the websites you looked at. Did you like and dislike the same things? Was there anything they spotted that you didn't?

Once you have discussed your thoughts, rank the websites in order from your favourite to your least favourite.



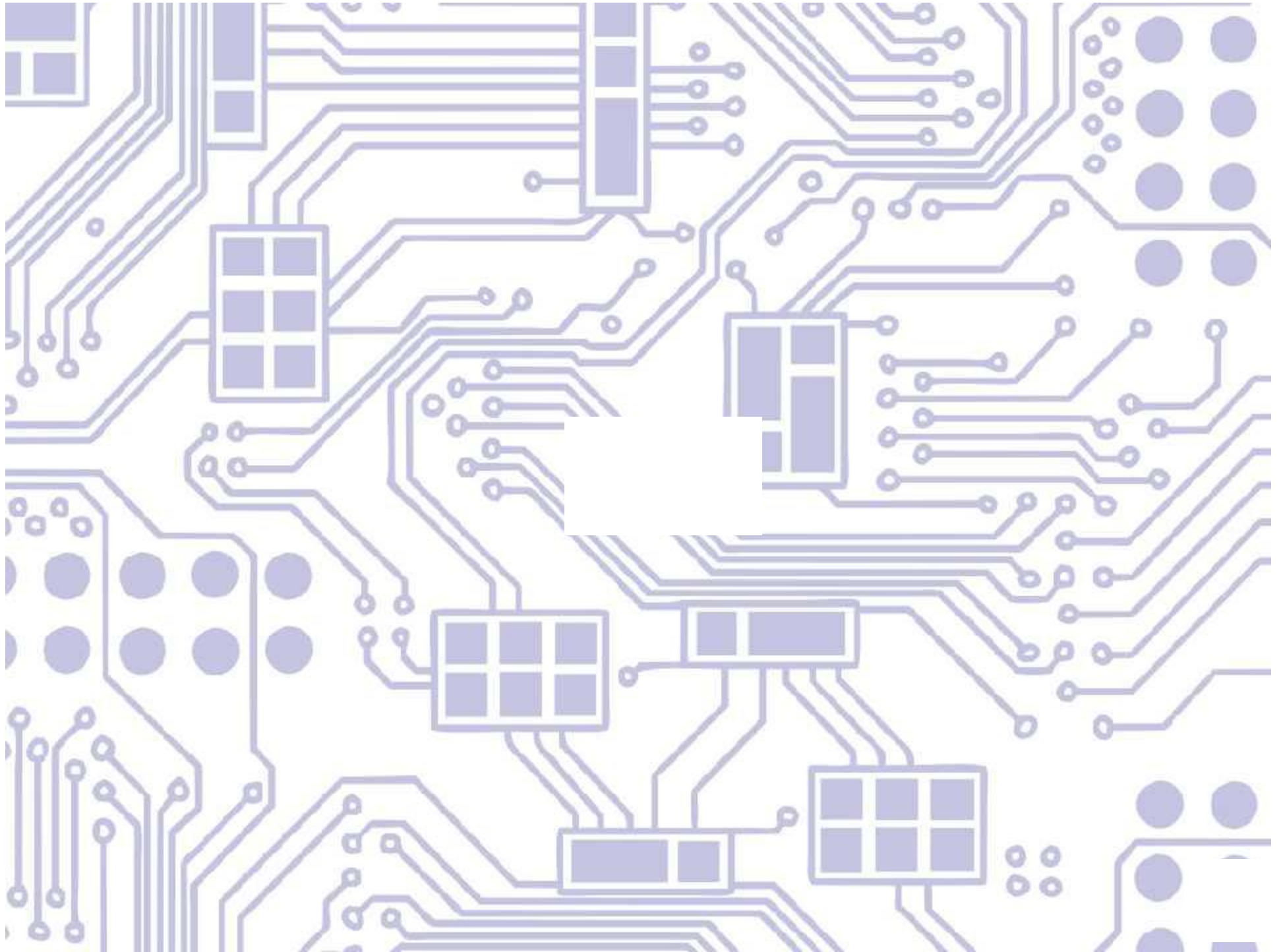
Aim



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Aim: To rate and review informative websites.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can discuss what people might want to know about a website to decide whether it is useful or not.				Notes/Evidence					
I can explain what I like or dislike about a website.									
I can use clues to decide who a website is aimed at.									
Next Steps									
) _____									
) _____									

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

Aim: To rate and review informative websites.				Date:					
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Roaring Reviews

To rate and review informative websites.



Name of website: _____

This website is for _____

My favourite thing about it is _____

My rating: 

Name of website: _____

This website is for _____

My favourite thing about it is _____

My rating: 



Roaring Reviews

To rate and review informative websites.



Name of website:

Who is the website for?

What is your favourite thing about the website?

What could be improved about the website?

Your rating:



Name of website:

Who is the website for?

What is your favourite thing about the website?

What could be improved about the website?

Your rating:





Roaring Reviews

To rate and review informative websites.



Name of website:

Who is the website for?

What is your favourite thing about the website?

What could be improved about the website?

Your rating:





Roaring Reviews

To rate and review informative websites.



Website:

Who is the website for and how do you know?

What is your favourite thing about the website?

What could be improved about the website?

My rating:



Website:

Who is the website for and how do you know?

What is your favourite thing about the website?

What could be improved about the website?

My rating:





Roaring Reviews

To rate and review informative websites.



Website:

Who is the website for and how do you know?

What is your favourite thing about the website?

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My rating:



Website:

Who is the website for and how do you know?

What is your favourite thing about the website?

What could be improved about the website?

My rating:



Online Safety | Rate and Review

To rate and review informative websites.		
I can discuss what people might want to know about a website to decide whether it is useful or not.		
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Online Safety | Rate and Review













To rate and review informative websites.		
I can discuss what people might want to know about a website to decide whether it is useful or not.		
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Online Safety: Being Kind Online

Aim: Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of identifying cyberbullying. To be able to identify kind and unkind behaviour online.	Success Criteria: I can identify unkind online behaviour. I know what to do if I think someone is being unkind to me online.	Resources: Lesson Pack 2 different coloured packs of sticky notes
	Key/New Words: Internet, website, safe, secure, cyberbullying.	Preparation: Being Kind Online Cards – per child (pre-cut)

Prior Learning: It will be helpful if children have discussed bullying via PSCHE and have a basic understanding of online communication.

Learning Sequence

	Being Kind: Give each child a coloured sticky note. Ask children to write down something kind that they can do for someone on their note and stick them up on a wall or display. Read some out and discuss. Give out a different coloured sticky note and ask them to now write something that is unkind and stick them up alongside the first set. Read and discuss.	
	Being Unkind Online: Ask children what someone might do if they were being unkind/mean to somebody online. Introduce the word 'cyberbullying' (some children may have raised this in the previous task). Ask children for suggestions on what to do if they received the message shown on the Lesson Presentation .	
	What Would You Do? Hand out the Being Kind Online Cards and ask children to write on them what they would do if the scenario had happened to them.	
	What Should You Do? Discuss the scenarios on the cards. <i>Can children identify when someone is being purposefully unkind?</i> Allow children time to amend the answers they may have written.	
	Share: Children move around the room and pair up to discuss the scenarios and answers they have written (encourage mixed-ability pairings where possible). If both children agree with the responses on the backs of their cards, they should swap cards and move to another partner. If they disagree, they work together to rewrite an appropriate response before swapping cards.	
	How to Be Kind: Refer to the sticky notes. The children have demonstrated that they know how to be kind in real life. Discuss how to apply those rules online.	

Taskit

Adviseit: Children role play a cyberbullying scenario, taking it in turns to be an 'agony aunt' character, giving advice to those involved.

Guidance for macros in PowerPoints

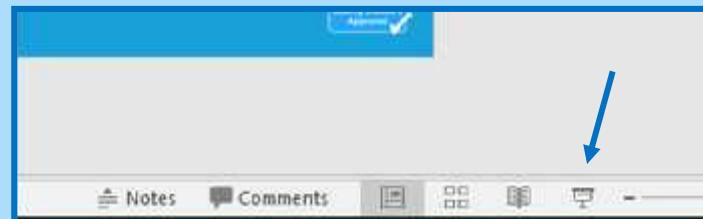
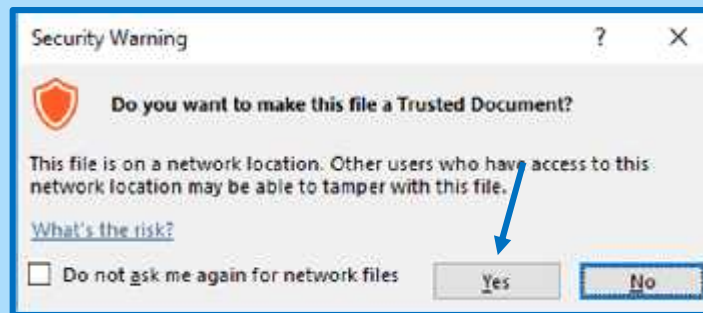
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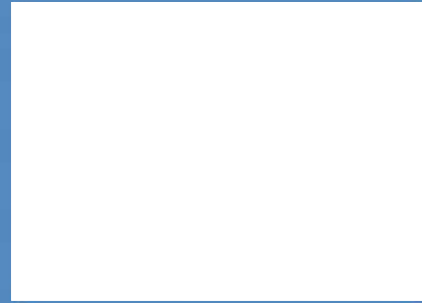
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Enter presentation mode (start the slide show).





Computing

Online Safety

Being Kind Online



Aim

- To be able to identify kind and unkind behaviour online.

Success Criteria

- I can identify unkind online behaviour.
- I know what to do if I think someone is being unkind to me online.

Being Kind



Use your sticky note to write down something kind you could do for someone else. Stick it up on our wall.

Now, use a different colour note to write something unkind somebody might do. Stick this up too.



Being Unkind Online

Just like in real life, if someone is purposely mean to someone else online, it is bullying.

You might hear it being called **cyberbullying**.



Being Unkind Online

What would you do if you received this message?

None of us want to be friends with you anymore.



What Would You Do?



Read the scenario on your card and write down how you would deal with the situation underneath.

Being Kind Online
Activity Cards

Being Kind Online Activity Cards

You find out that all your friends are in a text group chat without you.

What would you do?

game with your parents' messages you to say that

What would you do?

Being Kind Online Activity Cards

Someone you know texts you to say that they are going to hurt you unless you let them copy your work in class.

What would you do?

Being Kind Online Activity Cards

You get an email with a silly photo of someone you know and mean words making fun of them. What would you do?

Being Kind Online Activity Cards

You get a text from a number you don't know. It says nasty things about you. What would you do?

riend has been sending nasty online. What would you do?

Being Kind Online Activity Cards Title

Your brother or sister keeps emailing pictures of something they know you find scary. What would you do?

What Should You Do?

Let's look at some of the scenarios together.

Remember, the best thing to do if you think someone might be being unkind online is to tell an adult that you trust.

If you have changed your mind about the answer you have written on your card, you can change it now.

Share



- ✓ Move around the room and pair up.
- ✓ Look at each other's cards.
- ✓ If you agree, you have both written a swap and move on to a new partner.
- ✓ If you don't agree, work together to write a better answer and move on to a new partner.



How to Be Kind

Think about the notes we wrote at the start of the lesson. We all know how to be kind to each other.

How can we apply the same kindness online?



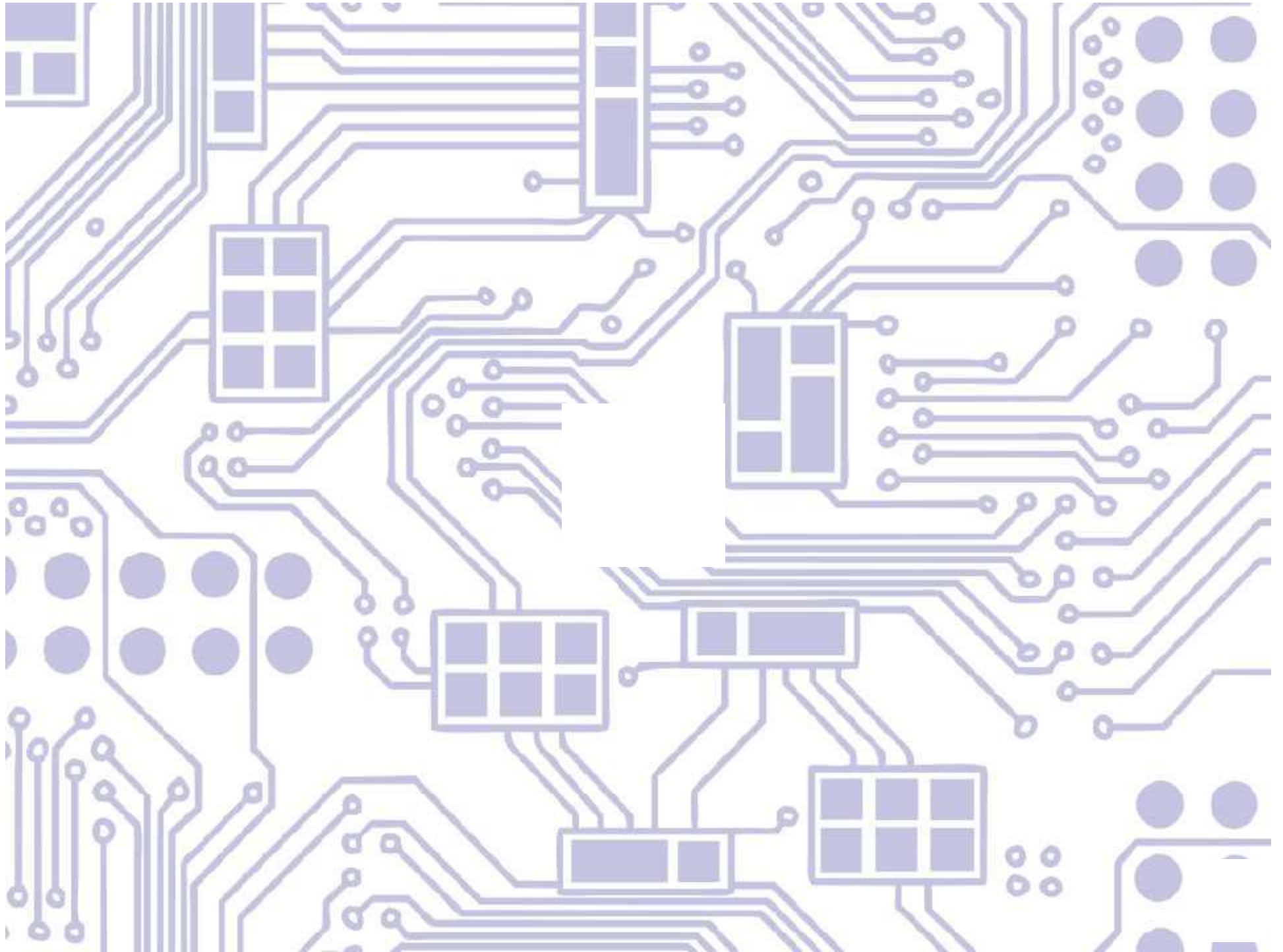
Aim



- To be able to identify kind and unkind behaviour online.

Success Criteria

- I can identify unkind online behaviour.
- I know what to do if I think someone is being unkind to me online.



Aim: To be able to identify kind and unkind behaviour online.				Date:					
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Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can identify unkind online behaviour.				Notes/Evidence					
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Being Kind Online

Activity Cards



Being Kind Online Activity Cards

You find out that all your friends are in a text group chat without you.

What would you do?



Being Kind Online Activity Cards

You get an email with a silly photo of someone you know and mean words making fun of them. What would you do?



Being Kind Online Activity Cards

You get a text from a number you don't know. It says nasty things about you. What would you do?



Being Kind Online Activity Cards

You play an online game with your parents' permission. A stranger messages you to say that you are really bad at it. What would you do?



Being Kind Online Activity Cards

Someone you know texts you to say that they are going to hurt you unless you let them copy your work in class.

What would you do?



Being Kind Online Activity Cards

You find out that your friend has been sending nasty messages to someone online. What would you do?



Being Kind Online Activity Cards Title

Your brother or sister keeps emailing pictures of something they know you find scary. What would you do?



Being Kind Online Activity Cards

You are in a big private group chat with your friends and notice that lots of people are being mean about someone else in the chat. The person doesn't seem to mind though. What would you do?



Online Safety | Being Kind Online

To be able to identify kind and unkind behaviour online.		
I can identify unkind online behaviour.		
I know what to do if I think someone is being unkind to me online.		

Online Safety | Being Kind Online

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Online Safety | Being Kind Online

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Online Safety | Being Kind Online

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Online Safety | Being Kind Online

To be able to identify kind and unkind behaviour online.		
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Online Safety | Being Kind Online











To be able to identify kind and unkind behaviour online.		
I can identify unkind online behaviour.		
I know what to do if I think someone is being unkind to me online.		

Online Safety: Cyber Snakes and Ladders

<p>Aim: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of answering questions about online safety and scenarios to complete a game.</p>	<p>Success Criteria: I can choose a sensible course of action if I feel uncomfortable online. I can explain how to safely search for information online. I can choose appropriate websites for someone my age.</p>	<p>Resources: Lesson Pack Dice Counters (optional, paper counters provided) Whiteboards and pens</p>
<p>To apply knowledge of safe and sensible online activities to different situations.</p>	<p>Key/New Words: Internet, website, safe, secure, cyberbullying, search engine, keywords, chat, messenger.</p>	<p>Preparation: Cyber Snakes and Ladders Board – per pair Differentiated Cyber Situation Snake Cards – pre-cut, one pack per pair Differentiated Cyber Situation Ladder Cards – pre-cut, one pack per pair Cyber Snakes and Ladders Rules – as required</p>

Prior Learning: In previous lessons, children will have learnt how to search for information online, how to determine the appropriateness of websites for children and who to speak to about staying safe online.

Learning Sequence

	<p>Recap: Using the Lesson Presentation, ask children to recap what they have learnt in previous lessons. You may choose to invite children to discuss their ideas in pairs before sharing with the whole class. Word prompts on the Lesson Presentation can be used to guide discussion.</p>	
	<p>Speedy Snakes: Use the Lesson Presentation to introduce the concept of the snakes and ladders game. Invite a child to explain how the game is played, ensuring children understand the rules and key aspects of play. As a whole class, play a single roll of the snakes and ladders game, using the animations on the slides. Using the multiple-choice questions on the Lesson Presentation, children vote for their answer by writing the corresponding letter on their whiteboards. Clarify the instructions with the children before they play in pairs. Can children choose a sensible course of action if they feel uncomfortable online?</p>	
	<p>Cyber Snakes and Ladders: Working in ability pairs, children play the Cyber Snakes and Ladders game in pairs. Children use the Cyber Snakes and Ladders Board. When they land on a snake or ladder, their partner will turn over one of the differentiated Cyber Situation Snake Cards or differentiated Cyber Situation Ladder Cards and read the instruction and question. The winner is the first of the pair to reach the 100 square. Can children choose a sensible course of action if they feel uncomfortable online? Can children explain how to safely search for information online? Can children choose appropriate websites for someone their age?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="215 1444 782 1624">  <p>Using the differentiated Cyber Situation Snake Cards and differentiated Cyber Situation Ladder Cards, children answer multiple-choice questions, applying their knowledge of staying safe online to progress through the game.</p> </div> <div data-bbox="805 1444 1380 1624">  <p>Using the differentiated Cyber Situation Snake Cards and differentiated Cyber Situation Ladder Cards, children answer more complex questions without multiple-choice answers, applying their knowledge of staying safe online to progress through the game.</p> </div> </div>	
	<p>Cyber Situations: Choose one of the Cyber Situation Cards and discuss the answers children gave in their pairs. Discuss other answers and situations that children encountered during their pair game.</p>	

Taskit

Changeit: Children write their own situation cards to match the game.

Playit: Children design their own online safety game based on a game they are familiar with.

Guidance for macros in PowerPoints

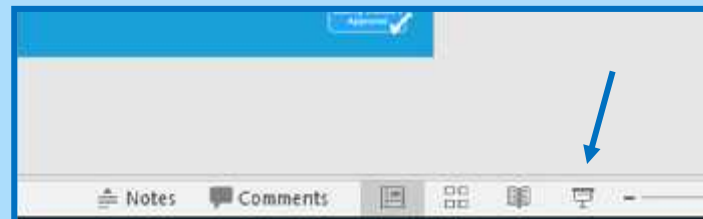
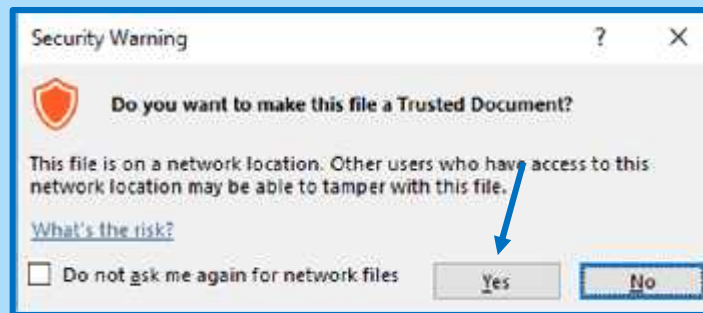
We use macros within PowerPoints to increase the interactivity of our presentations. Follow this simple process to get the most out of this resource.

What to do:

Open the PowerPoint file and enable editing.

A security warning box will appear. Click yes.

Enter presentation mode (start the slide show).





Computing

Online Safety

Cyber Snakes and Ladders



Aim

- To apply knowledge of safe and sensible online activities to different situations.

Success Criteria

- I can choose a sensible course of action if I feel uncomfortable online.
- I can explain how to safely search for information online.
- I can choose appropriate websites for someone my age.

Recap



Who remembers what we have learnt about staying safe online and using websites sensibly?

Use the names of the lessons to help you remember:

- ✓ Digital Footprints
- ✓ Keywords
- ✓ You Be the Judge
- ✓ Rate and Review
- ✓ Being Kind Online



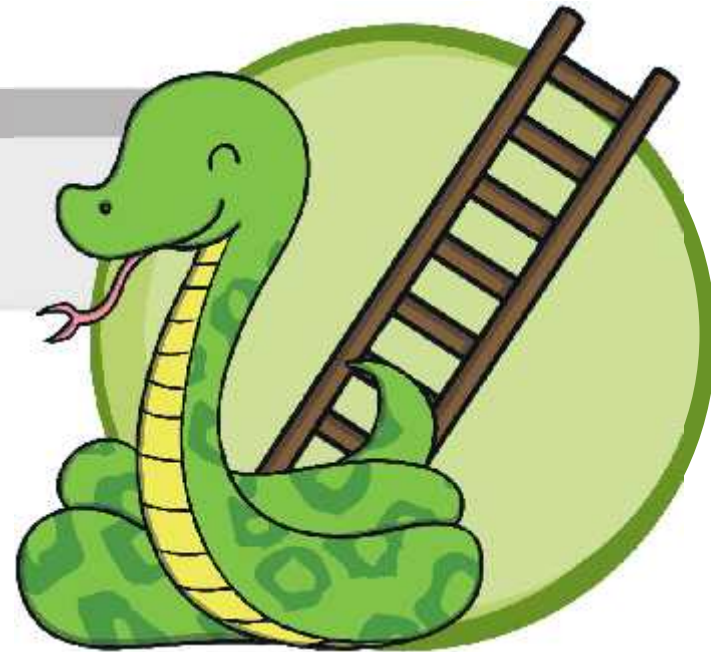
Speedy Snakes



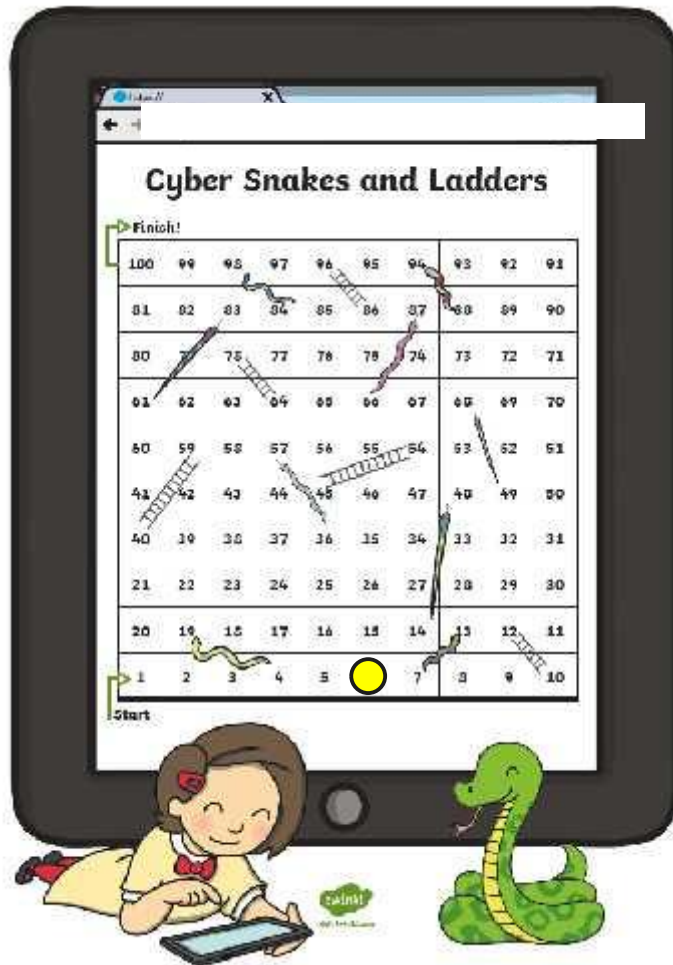
Who's played Snakes and Ladders before?

We're going to play Snakes and Ladders but with an extra quiz added in!

Who can explain how we usually play Snakes and Ladders?



Speedy Snakes



Speedy Snakes



What should you do if somebody sends you an unkind message online?

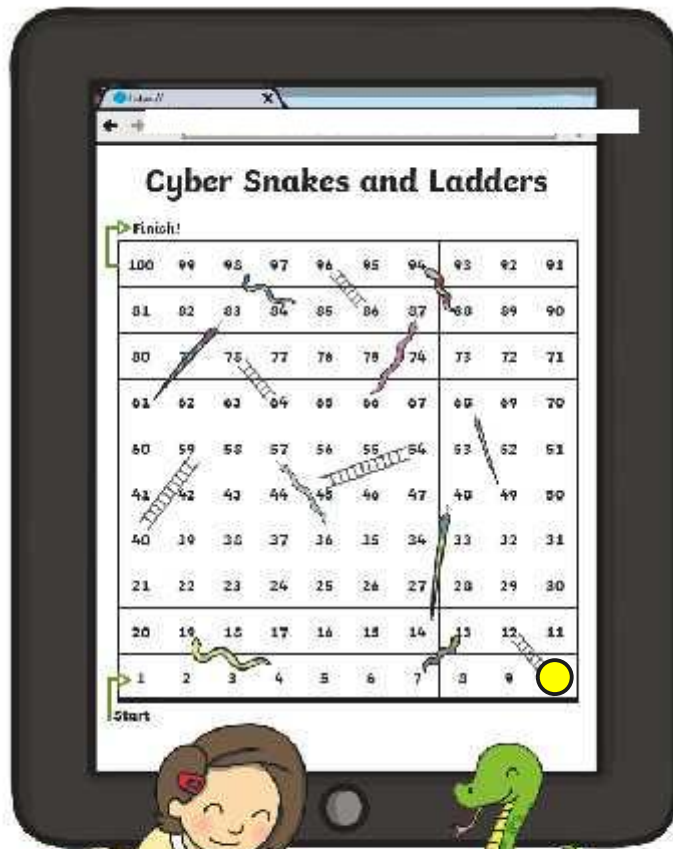
a) Tell your friend so they can tell you what to do.

b) Write a message back asking them not to do it again.

c) Tell an adult you trust.

Write a, b or c on your whiteboard and hold it up to show your answer.

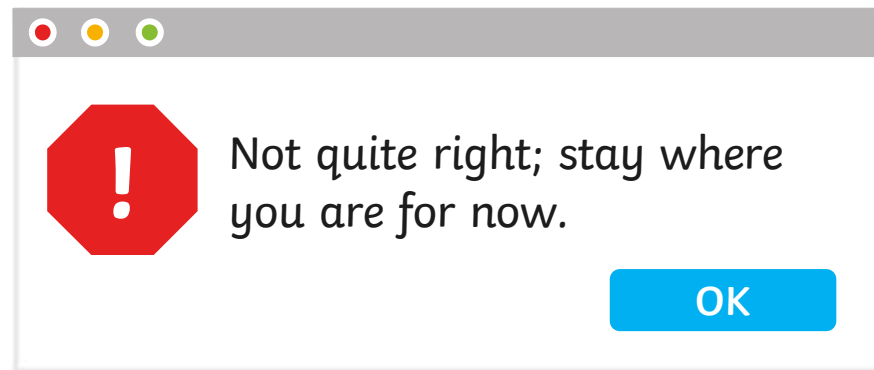
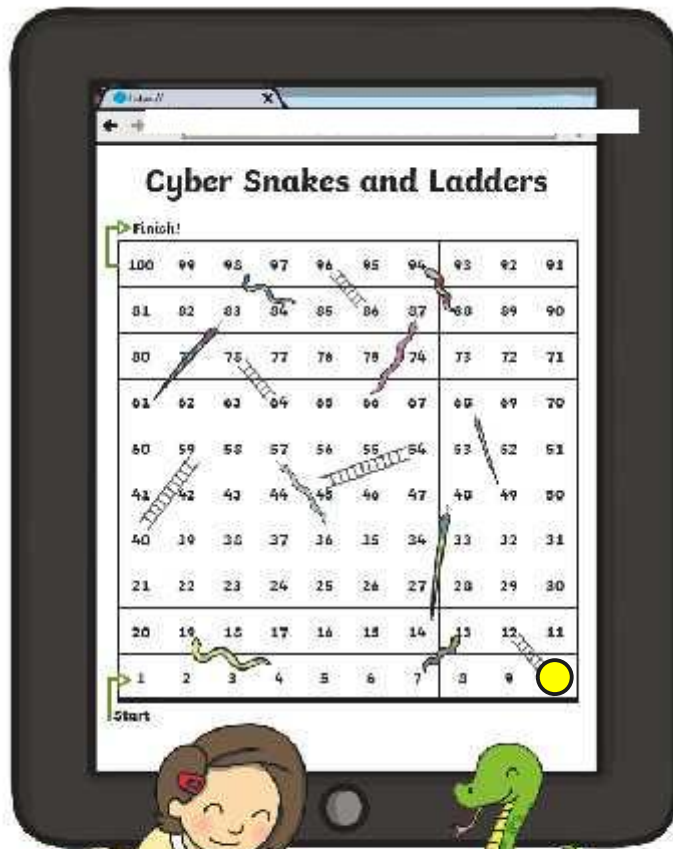
Speedy Snakes



Well done! Move up the ladder.

Next

Speedy Snakes



Speedy Snakes



You will be playing just like this with each other.



You will have cards with instructions to help you play the game.



Roll the dice and move the number of places shown.



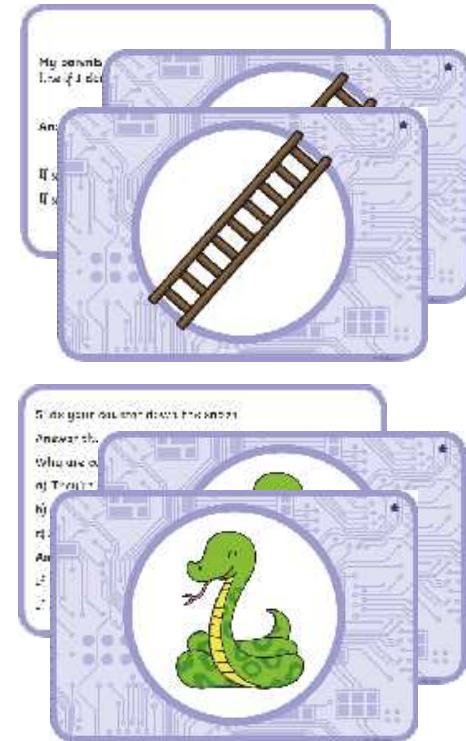
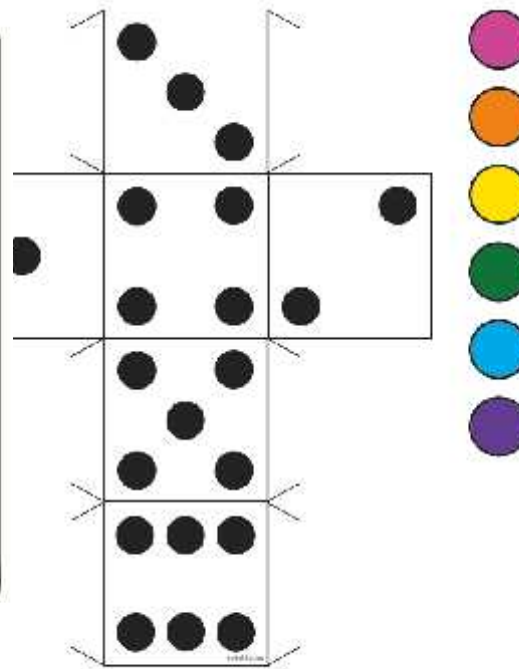
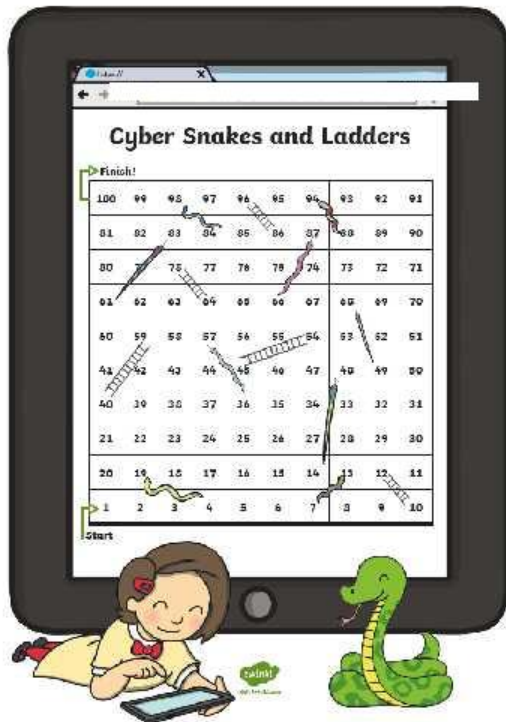
If you land on a snake or ladder, your partner picks up a snake or ladder card and reads out the instruction and question.



Cyber Snakes and Ladders



Now, play the Cyber Snakes and Ladders game in your pair.

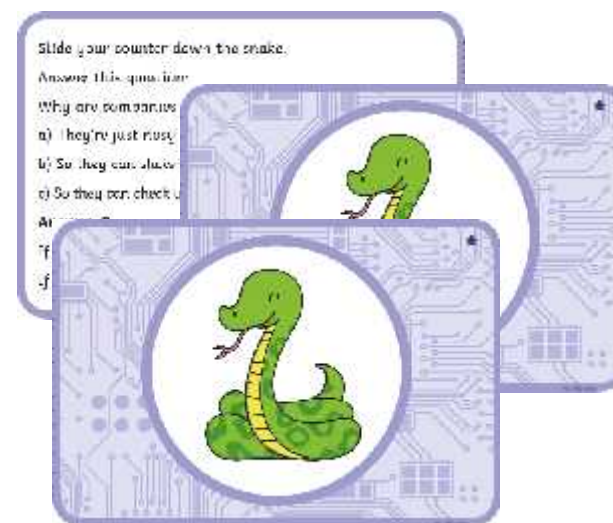
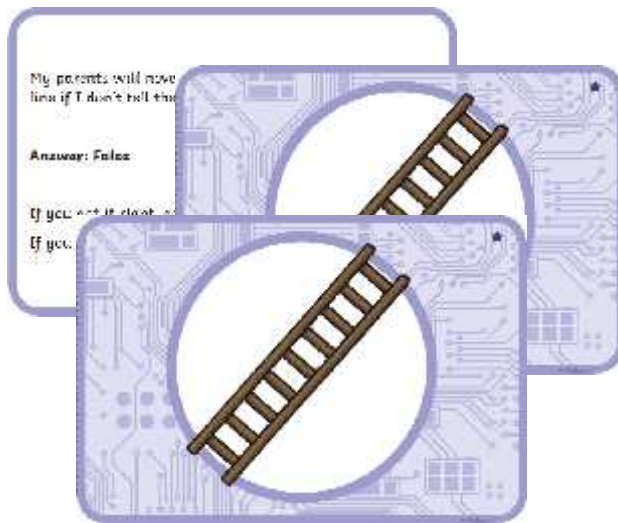


Cyber Situations



Let's have a look at some of the **Cyber Situations Cards** together.

If you and your partner answered them, put your hand up and tell us what you think the answer is and if you got it right during the game.



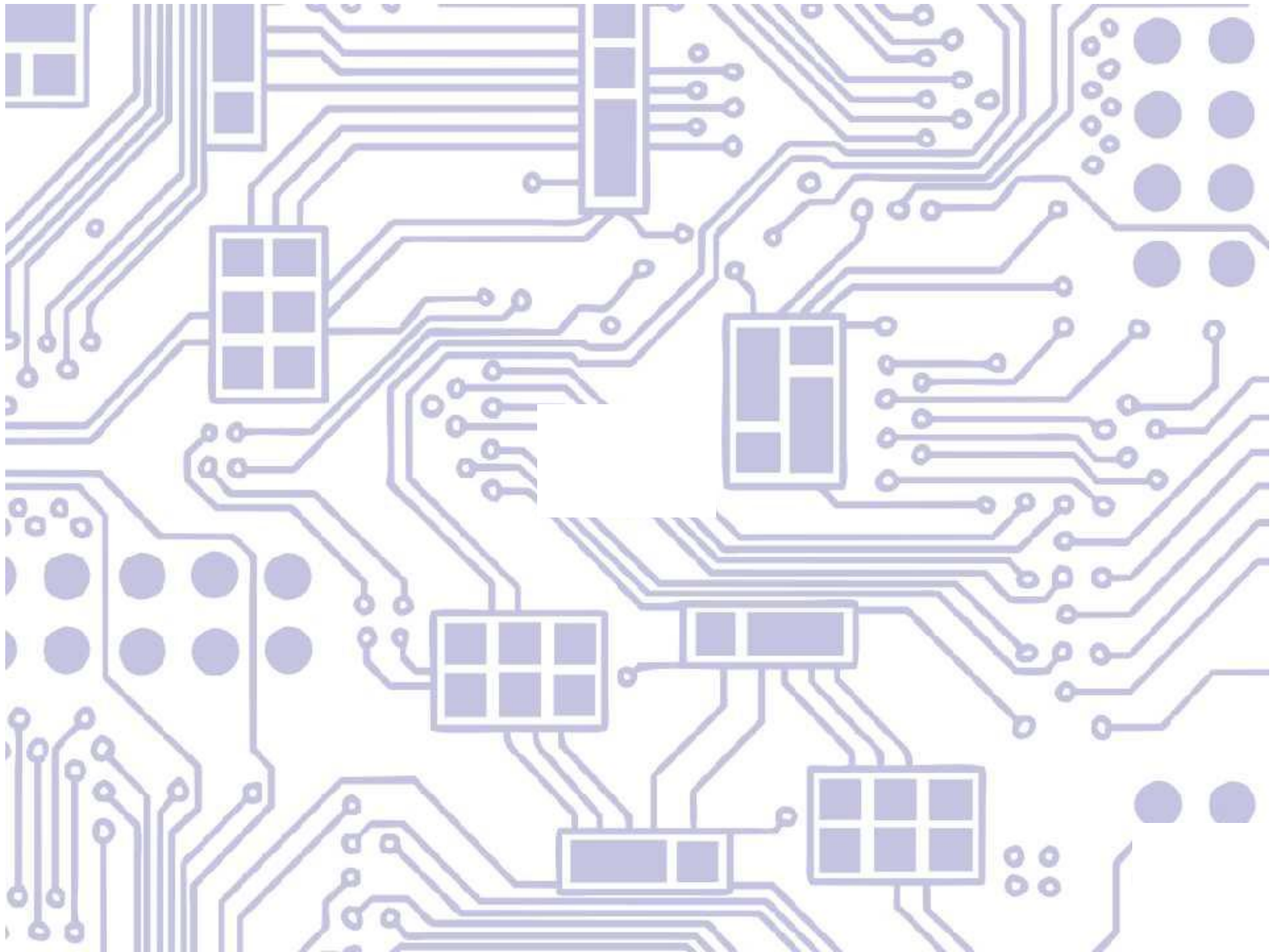
Aim



- To apply knowledge of safe and sensible online activities to different situations.

Success Criteria

- I can choose a sensible course of action if I feel uncomfortable online.
- I can explain how to safely search for information online.
- I can choose appropriate websites for someone my age.



Aim: To apply knowledge of safe and sensible online activities to different situations.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can choose a sensible course of action if I feel uncomfortable online.				Notes/Evidence					
I can explain how to safely search for information online.									
I can choose appropriate websites for someone my age.									
Next Steps									
) _____									
) _____									

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

Aim: To apply knowledge of safe and sensible online activities to different situations.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can choose a sensible course of action if I feel uncomfortable online.				Notes/Evidence					
I can explain how to safely search for information online.									
I can choose appropriate websites for someone my age.									
Next Steps									
) _____									
) _____									

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

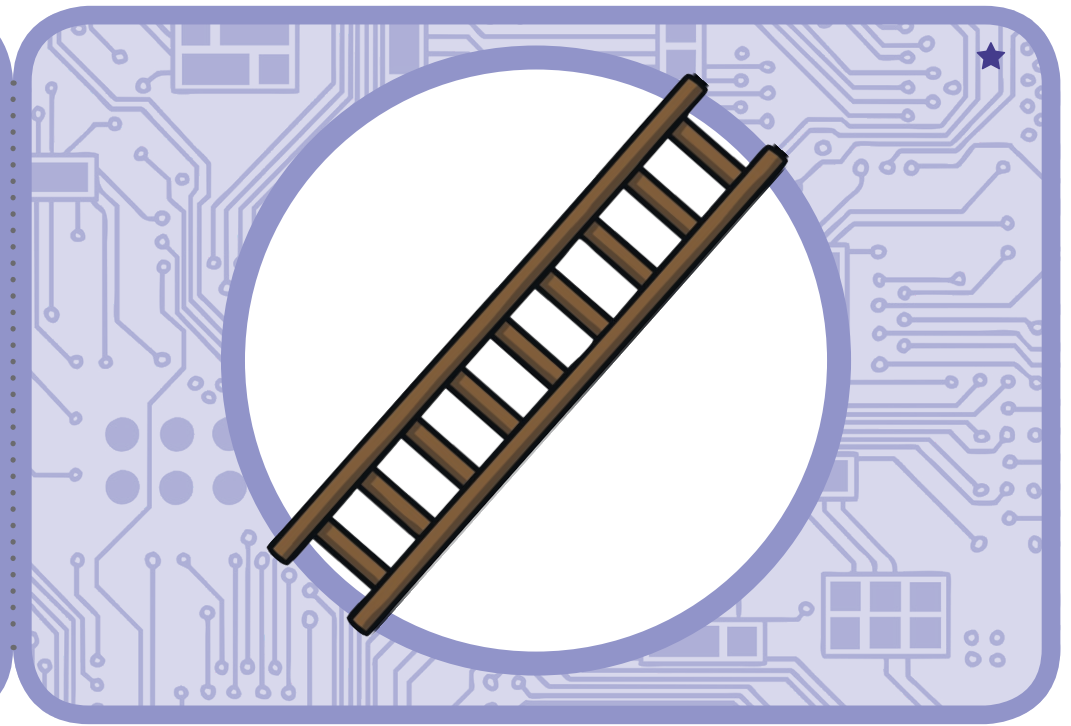
Answer this question:

My parents will never know what sites I've accessed online if I don't tell them. True or false?

Answer: False

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



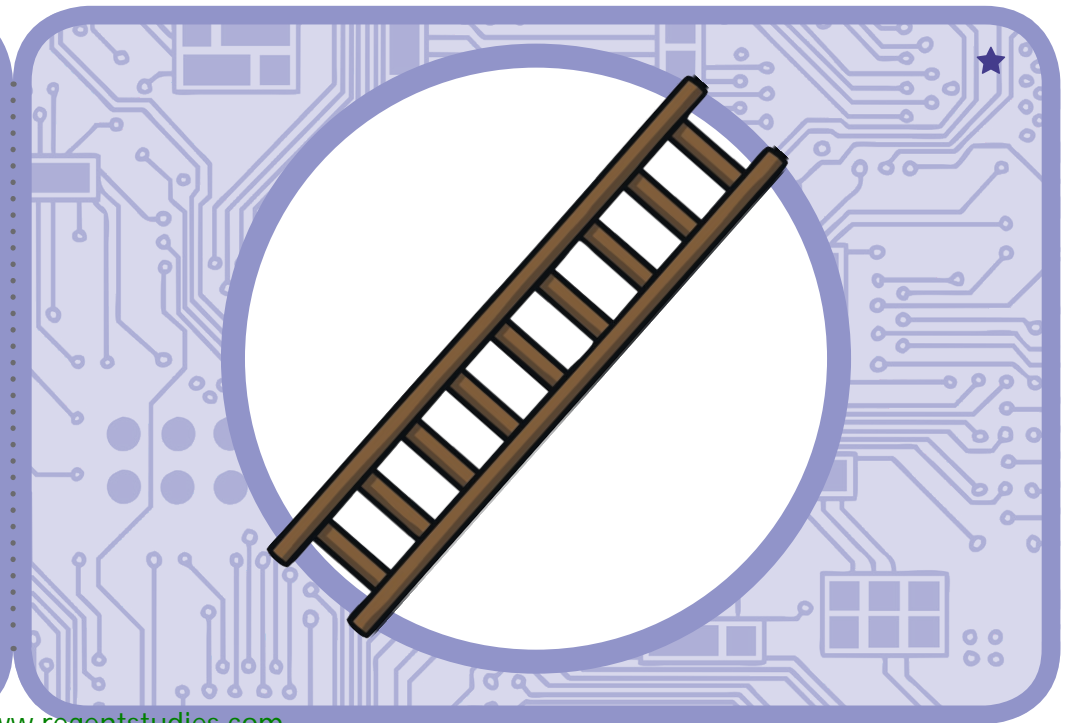
Answer this question:

List three things you might leave behind in your **digital footprint**.

Answers: Name, address, interests, hobbies, places you've been, birthday, friends' or parents' names... anything you do online!

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



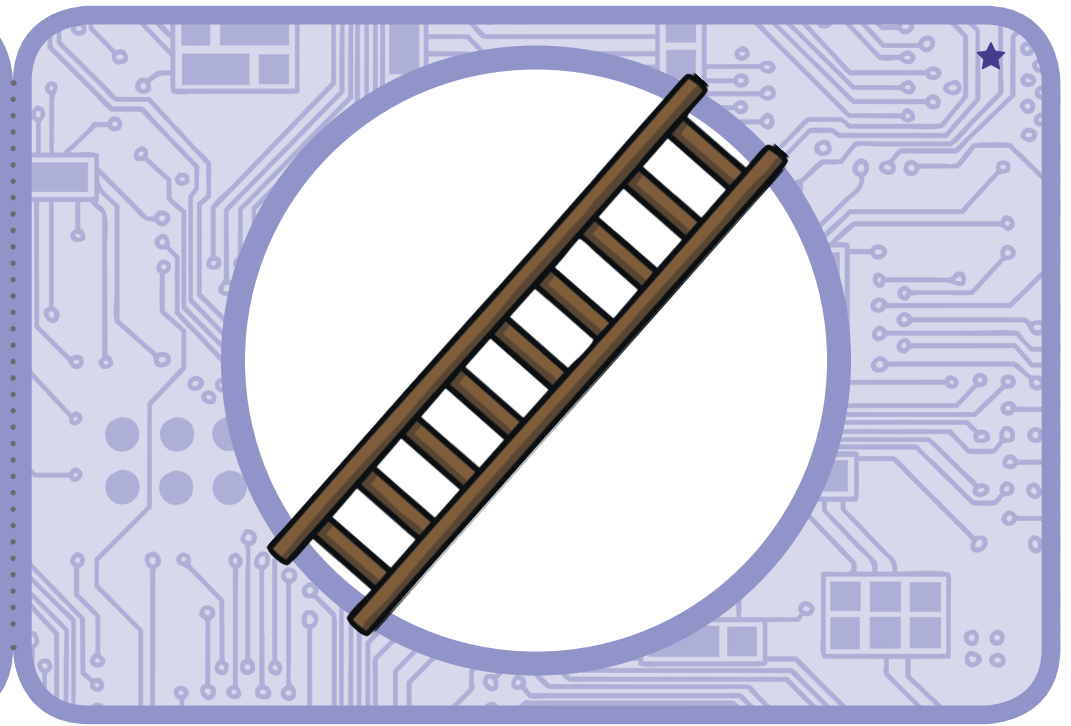
Answer this question:

Only websites make up my digital footprint, games consoles and apps don't count. True or false?

Answer: False

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



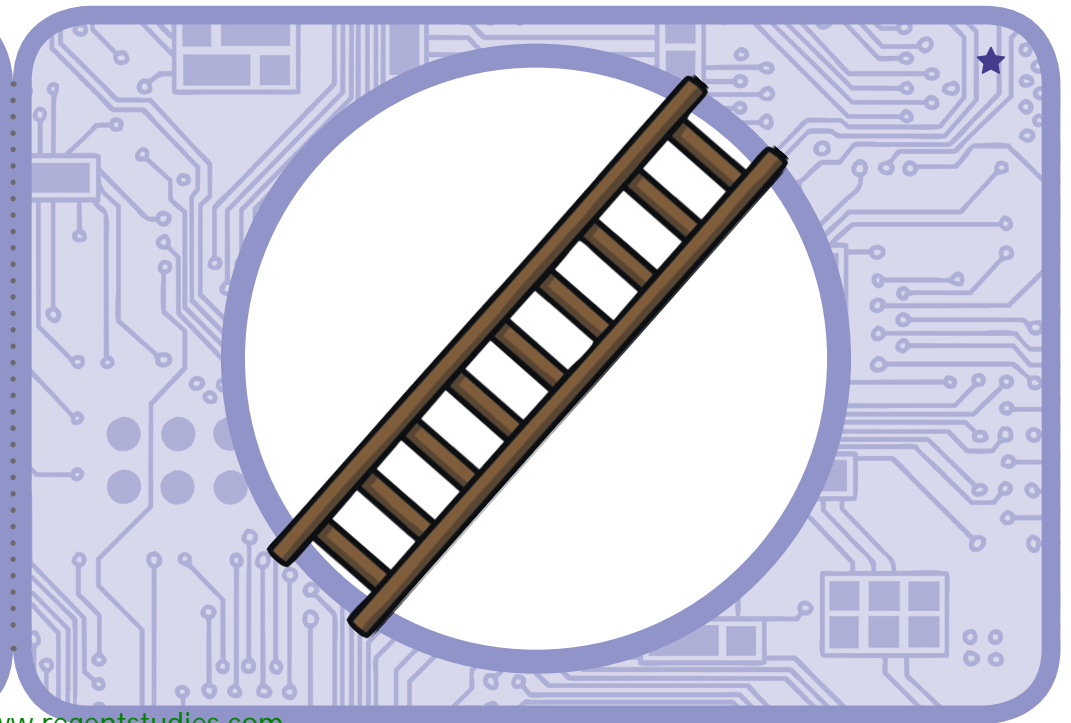
Answer this question:

The more words I include in an online search, the better the results will be. True or false?

Answer: False

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



Answer this question:

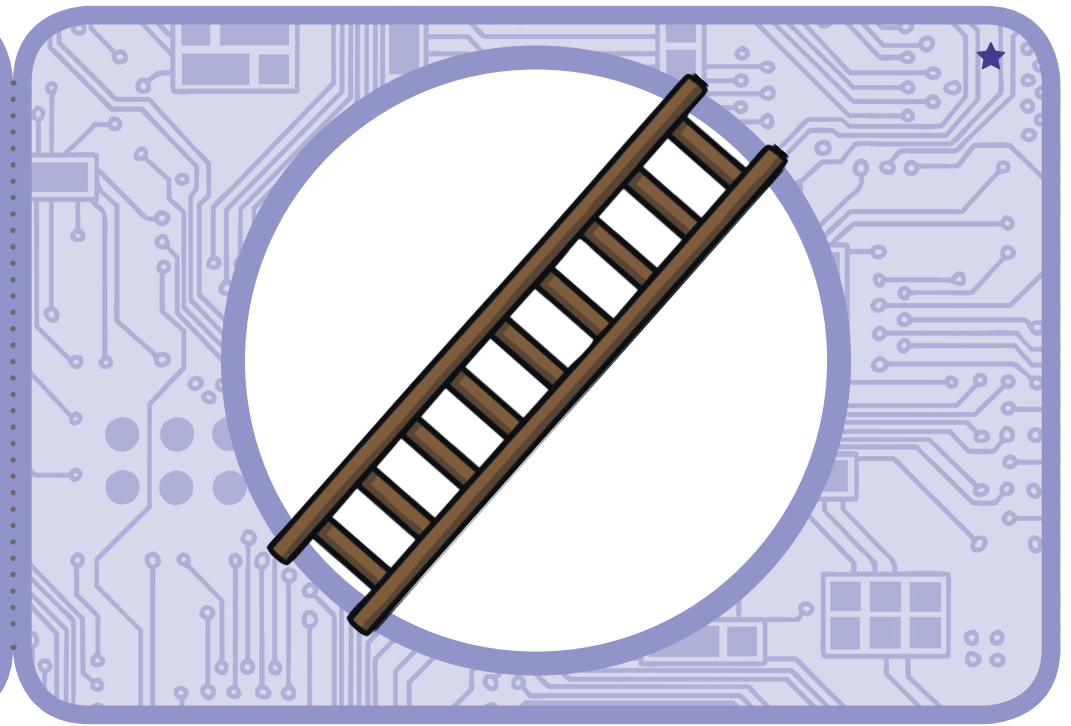
What is a search engine?

- a) A website about cars and trains
- b) A type of robot that will find things for me that I've lost
- c) A website where I can type in what I'm looking for online

Answer: C

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



Answer this question:

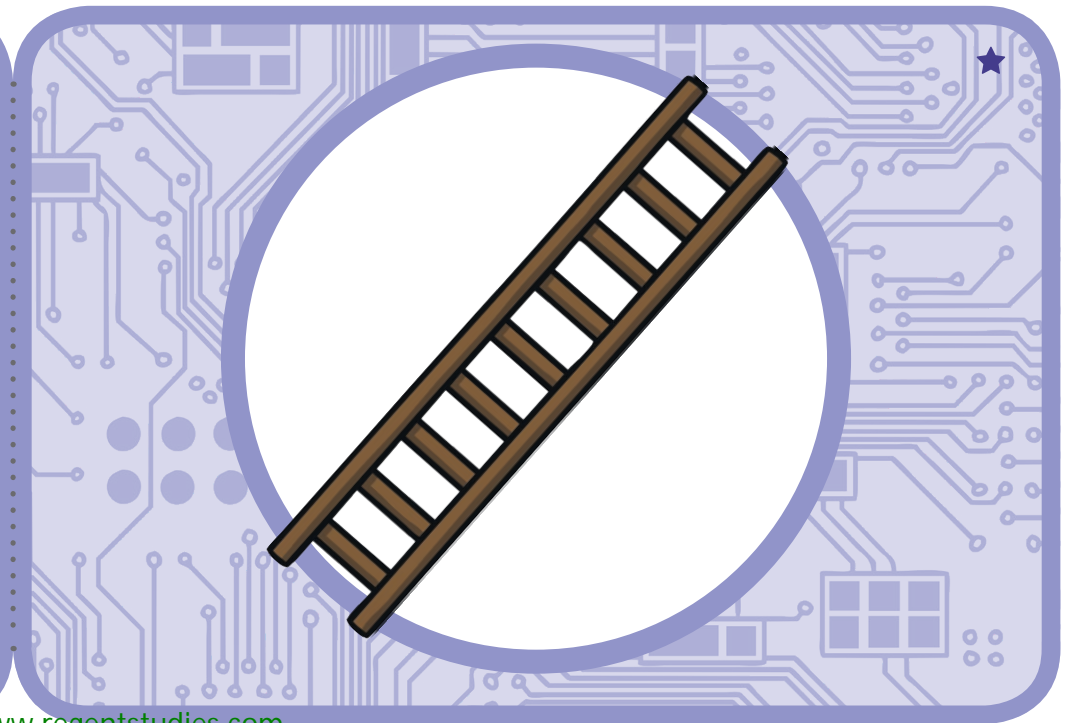
What clues might there be that a website is designed for children to use?

- a) Easy to understand and lots of pictures
- b) Needing to sign in or make an account
- c) Tricky words and diagrams

Answer: A

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



Answer this question:

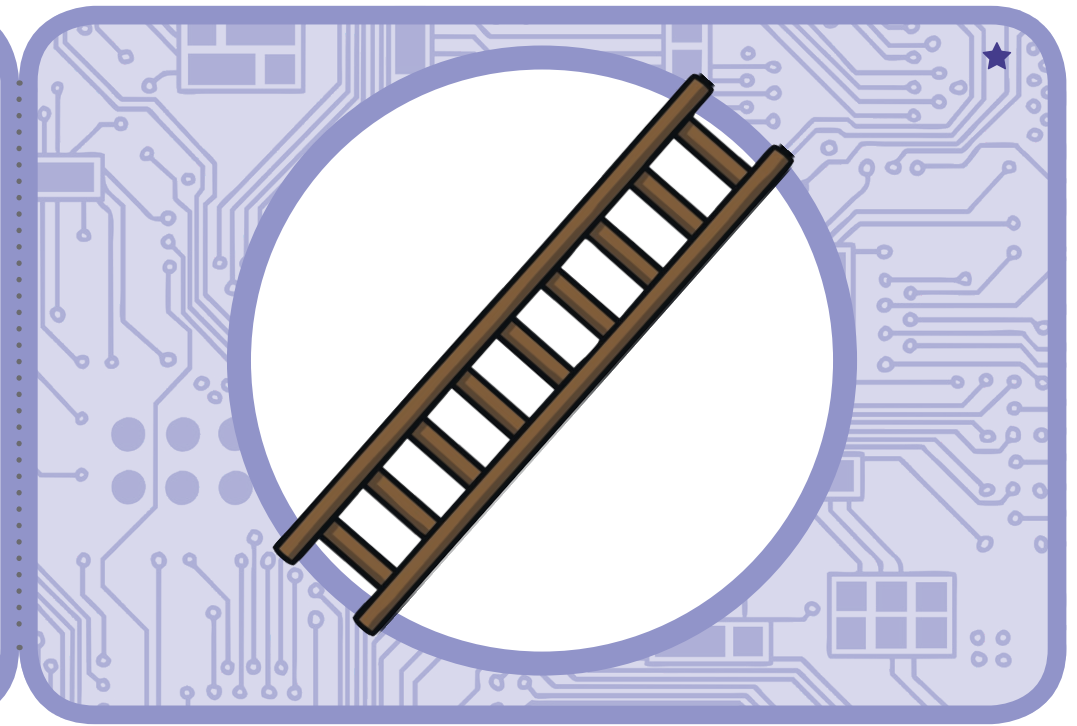
Who should make an online profile or account for you?

- A) Me
- B) Me and an adult
- C) An adult

Answer: B

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



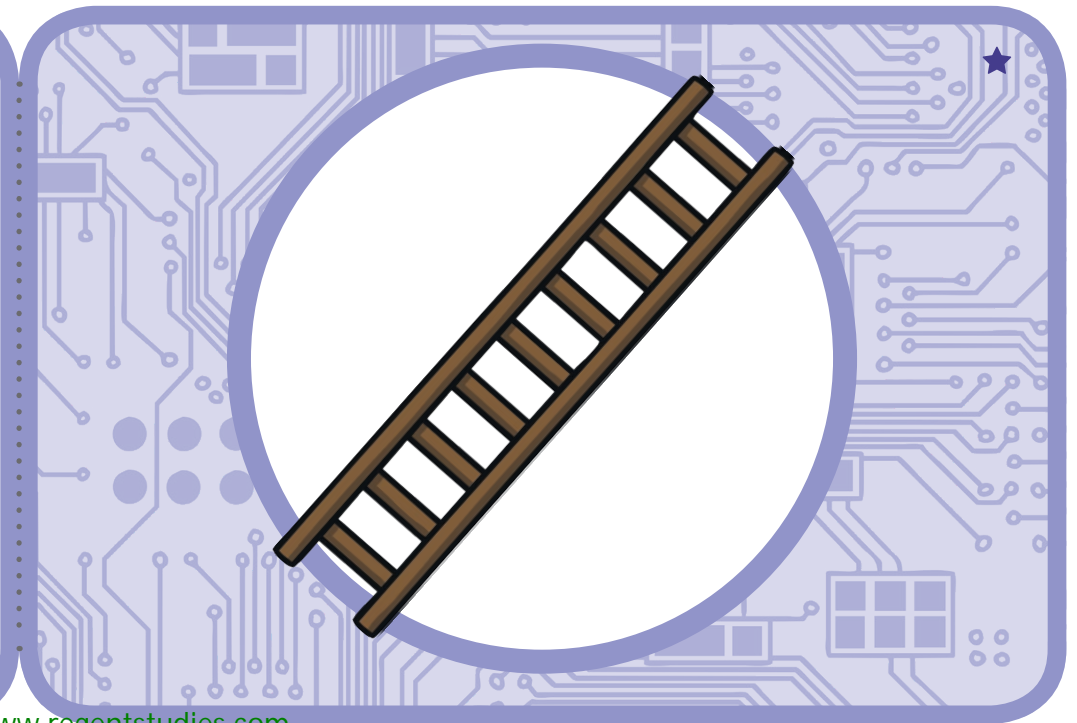
Answer this question:

Why should you tell a grown-up if something makes you uncomfortable online?

- a) So they can report it
- b) So they can make you feel better about it
- c) So that they can block it from showing again

Answer: All of them!

Go up the ladder, they're all correct!



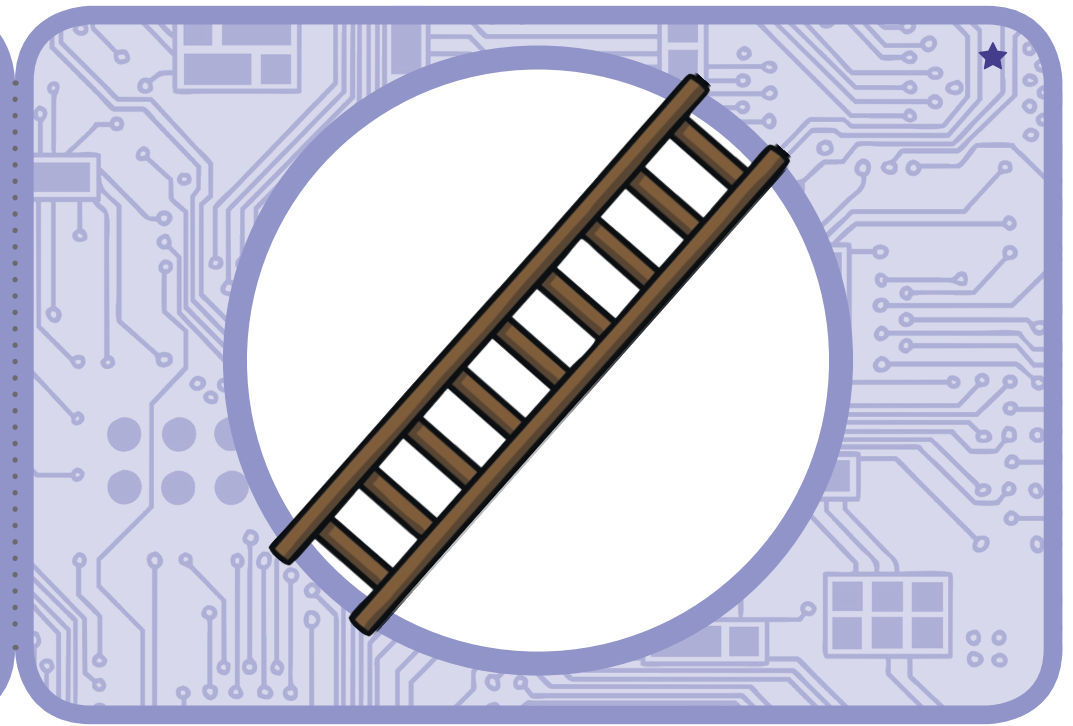
Answer this question:

Blocking somebody is all you need to do if they send you an unkind message. True or false?

Answer: False

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



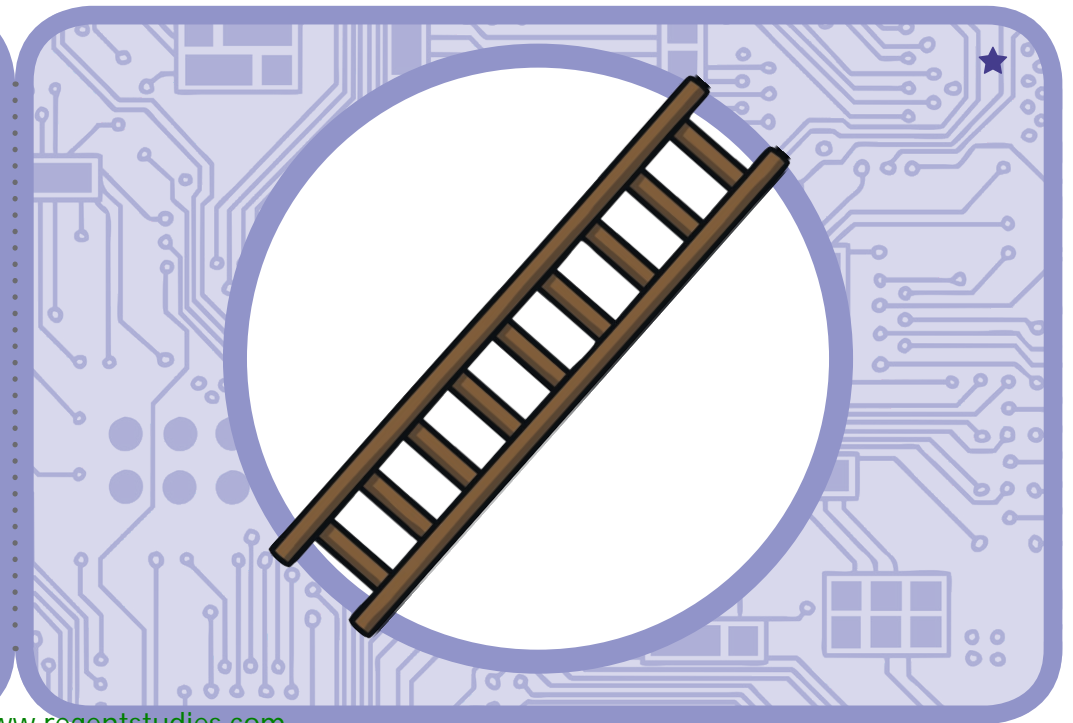
Answer this question:

It is always easy to tell if someone is being unkind online on purpose. True or false?

Answer: False

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



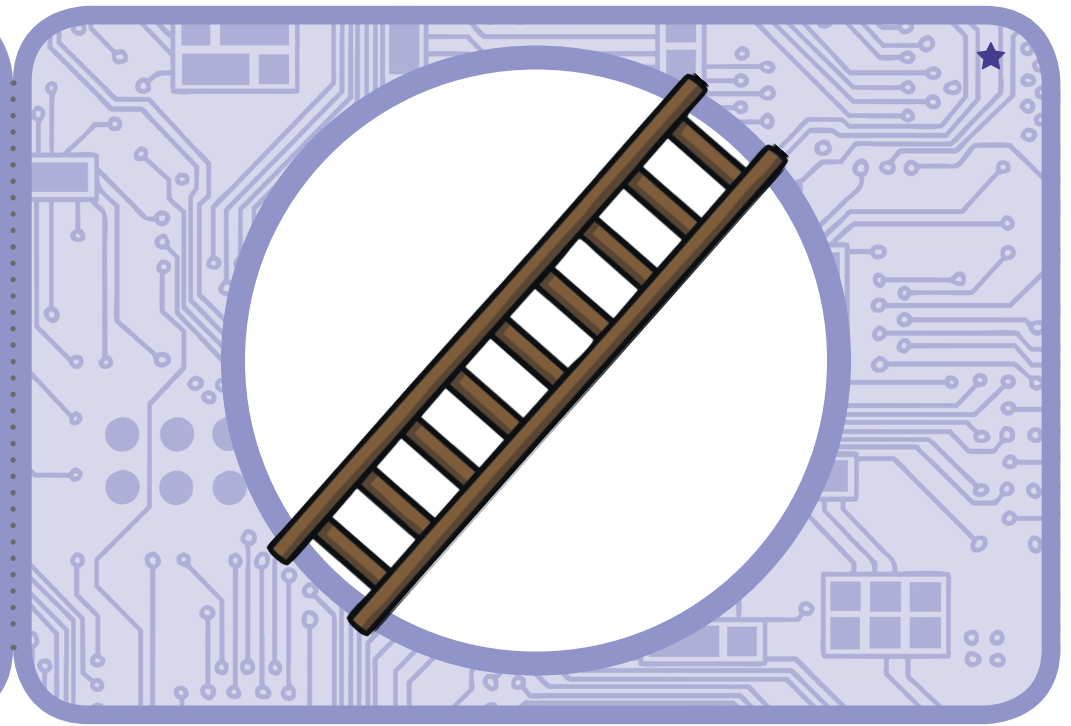
Answer this question:

It is safe to access any website that doesn't need me to log in. True or false?

Answer: False

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



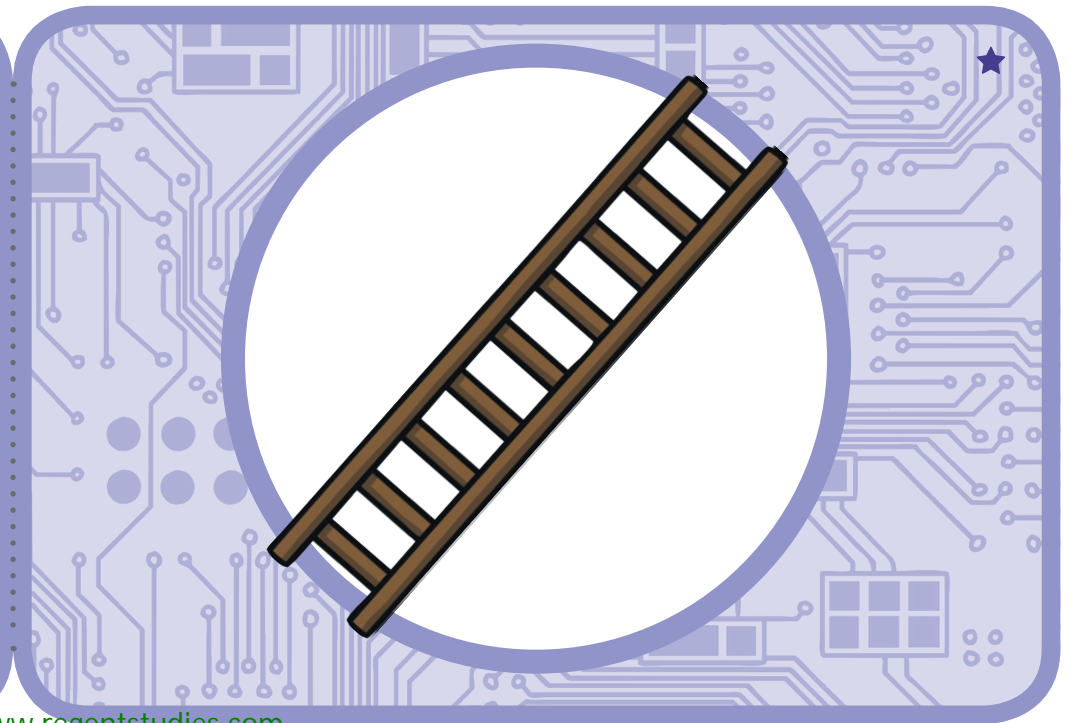
Answer this question:

Your older friend has told you that you can go on a website; you don't need to ask an adult because she checked it for you. True or false?

Answer: False

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



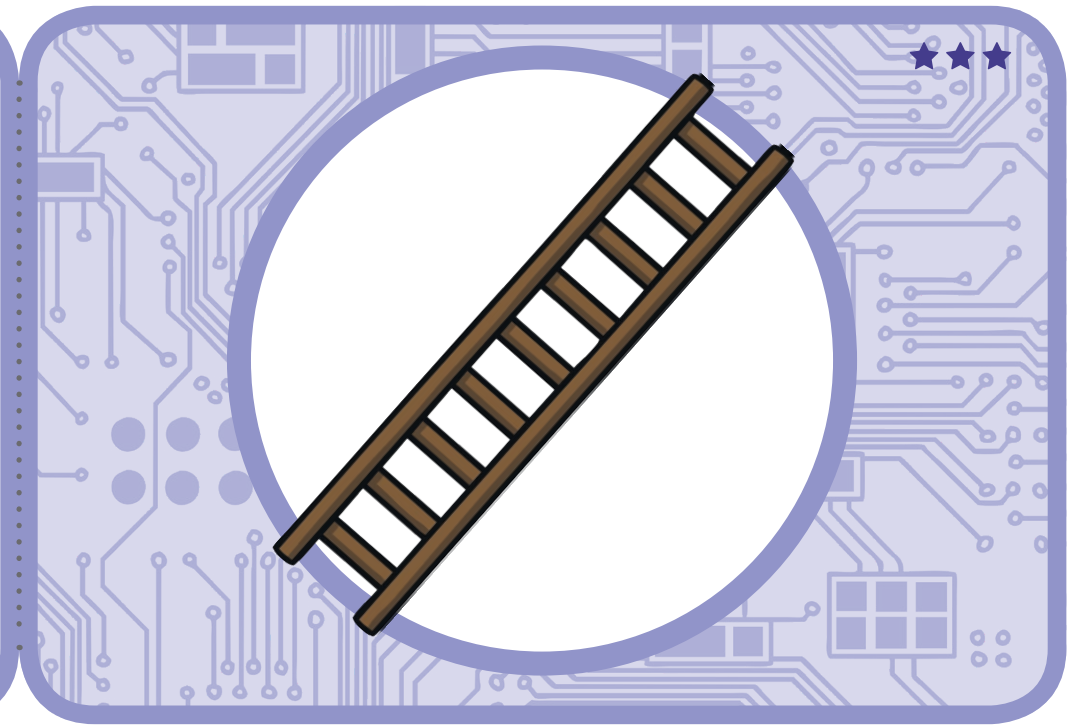
Answer this question:

You've been allowed online at home for an hour. Name a way that your parents will be able to see what you have been on.

Answer: Adverts that pop up after, Internet history, saved websites, etc.

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



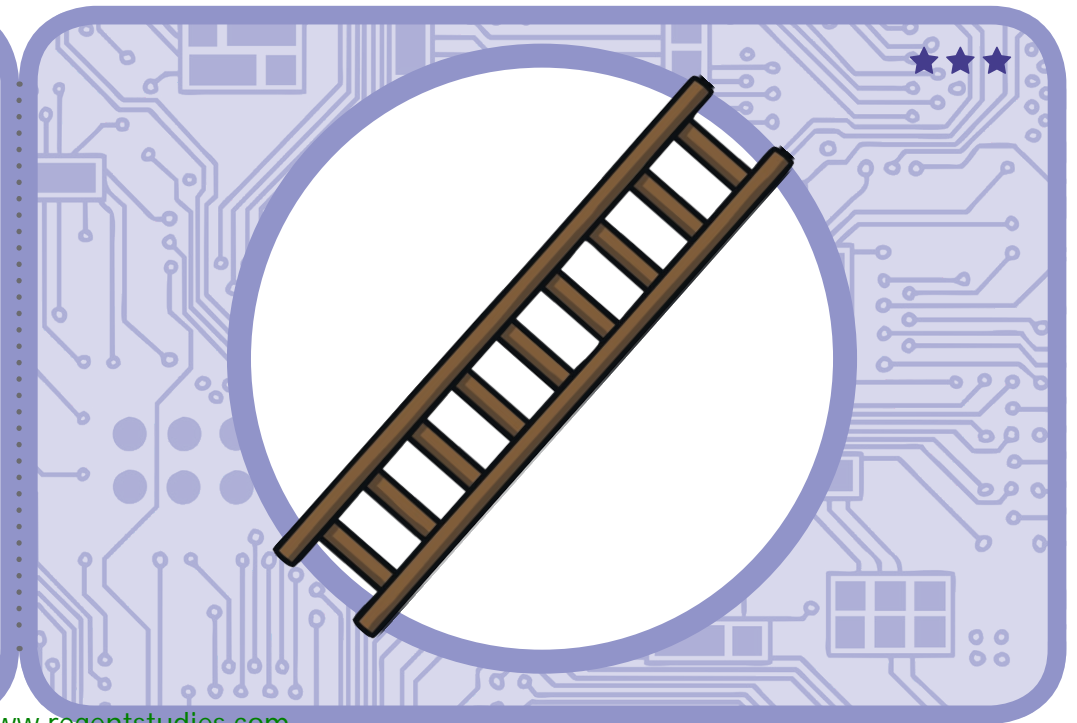
Answer this question:

List three things you might leave behind in your **digital footprint**.

Answers: Name, address, interests, hobbies, places you've been, birthday, friends' or parents' names... anything you do online!

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



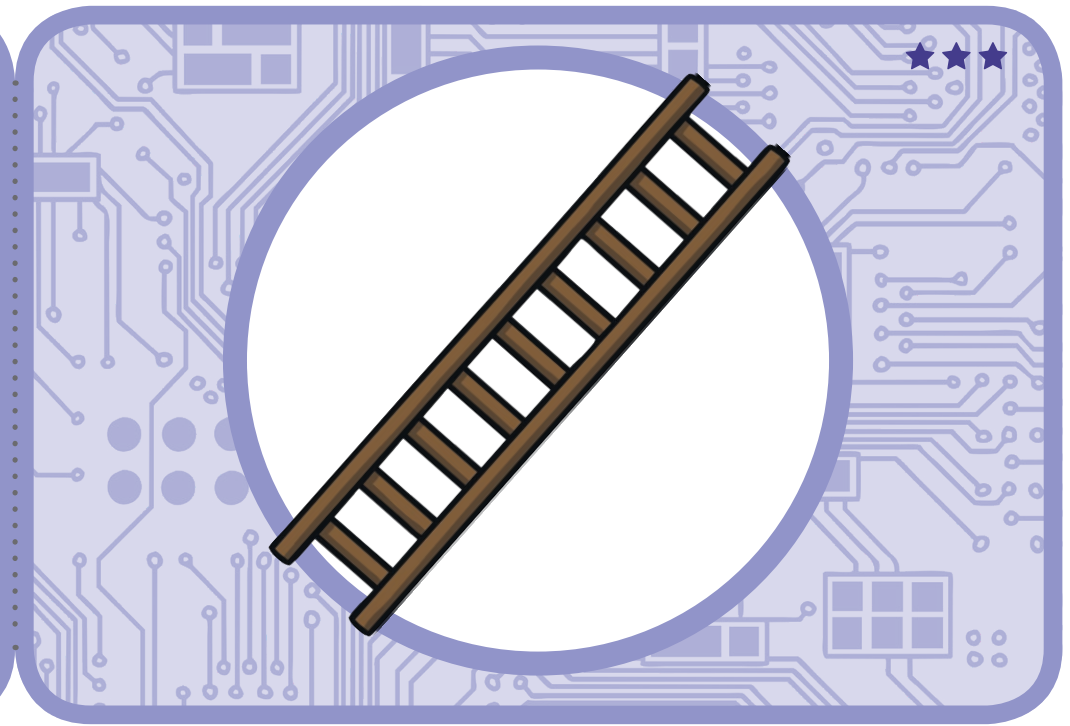
Answer this question:

The websites you visit are part of your digital footprint. What else might be included?

Answer: Games consoles, apps on tablets and phones, wifi you have logged into, etc.

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



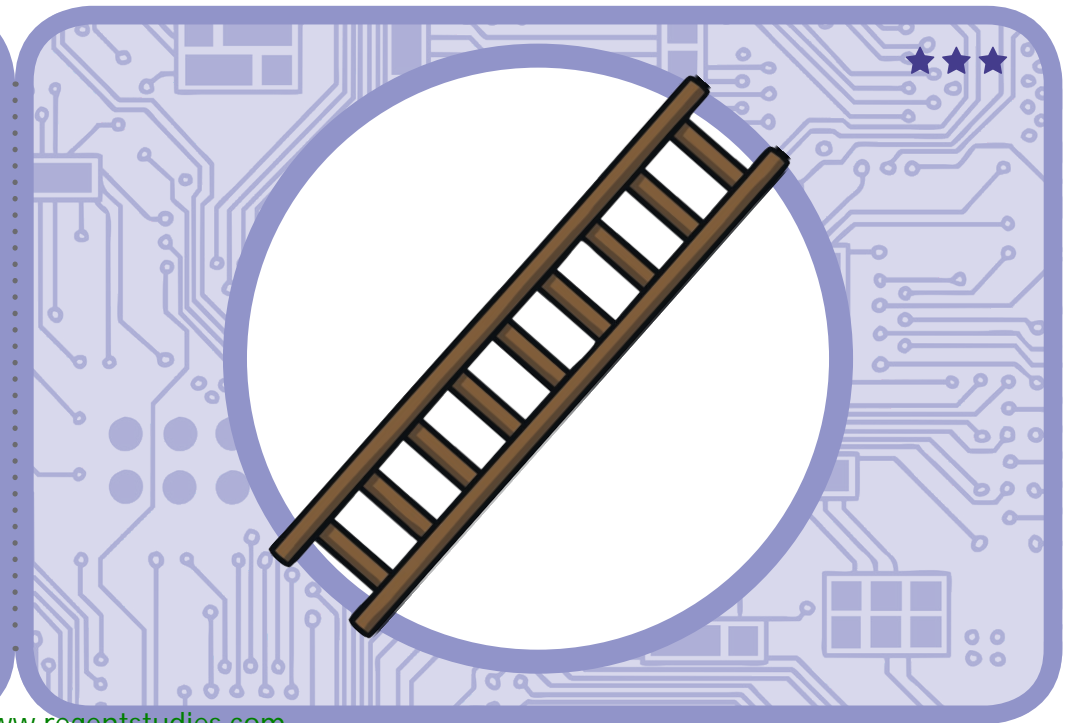
Answer this question:

You want to know how to draw a horse. Explain why searching “drawing pictures of horses using felt tips” might not get the best results.

Answer: Too many words!

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



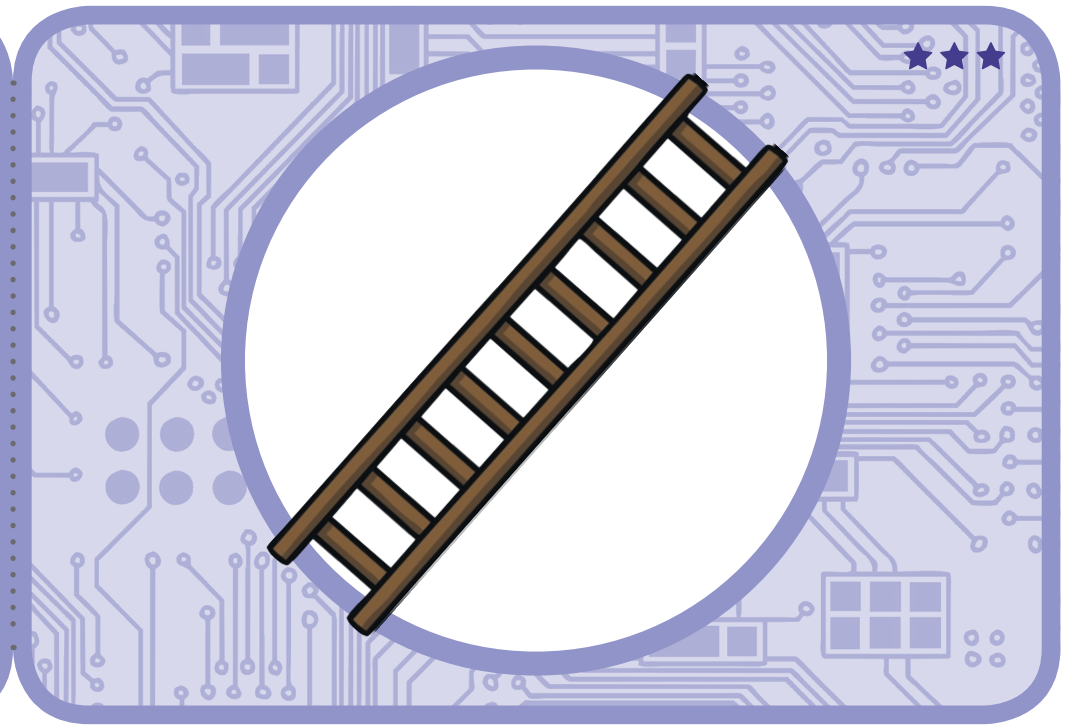
Answer this question:

What is a search engine?

Answer: A website where you type in what you want to know.

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



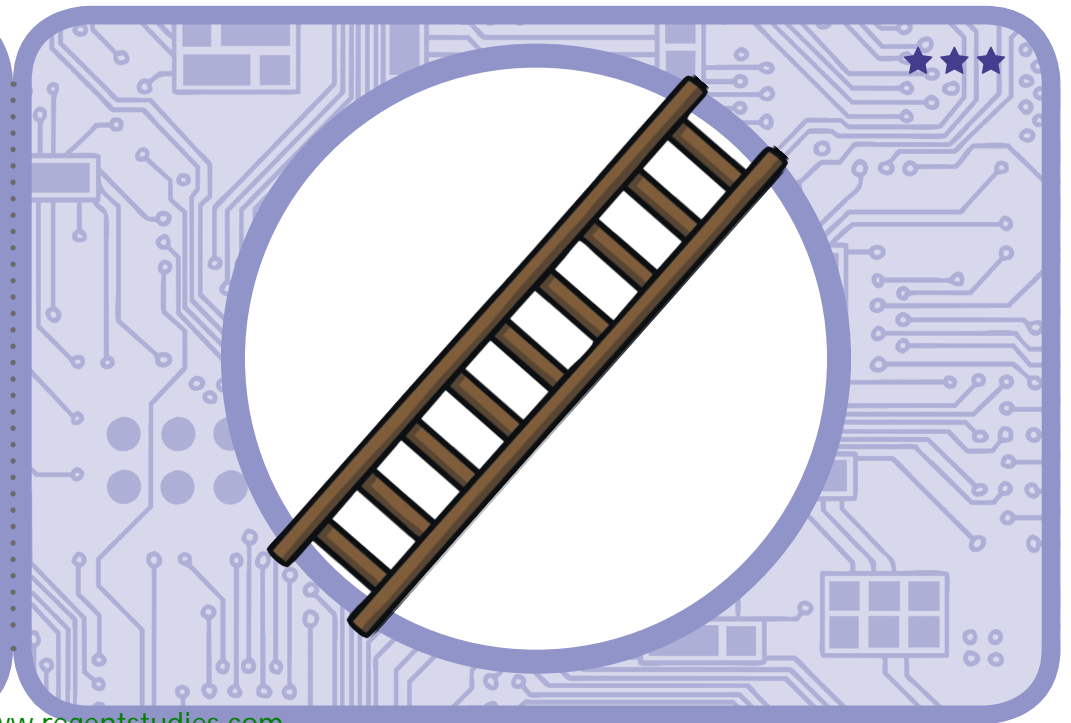
Answer this question:

What clues might there be that a website is designed for children to use?

Answer: Easy to understand, lots of pictures, fun games, bright and interesting, it says 'for kids'.

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



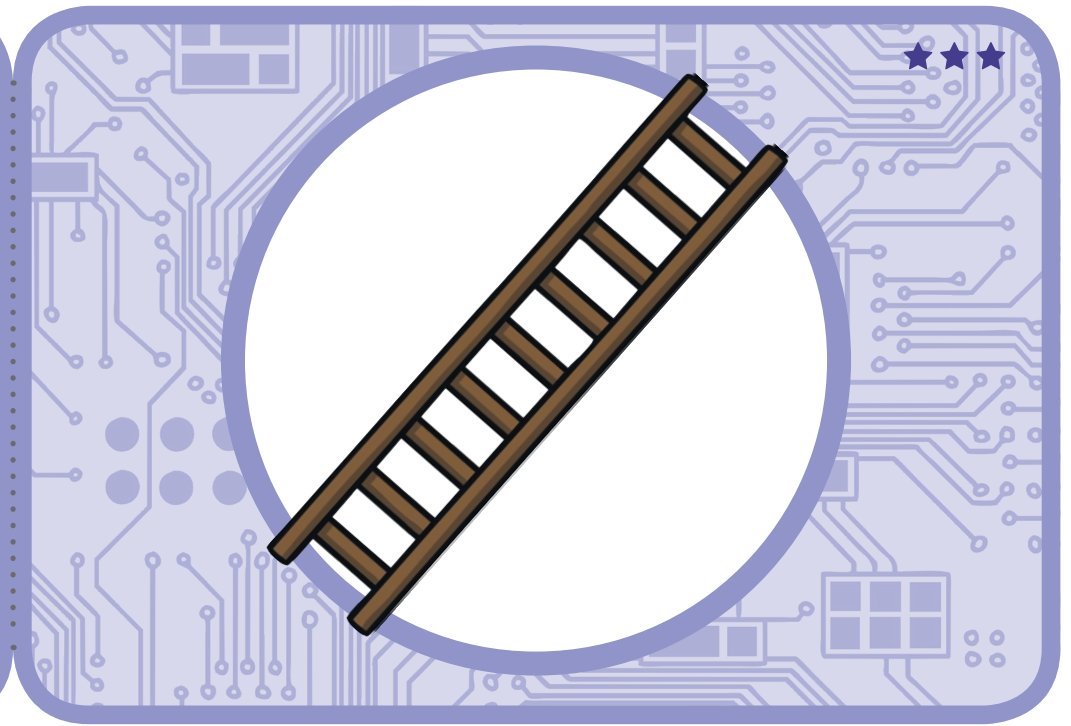
Answer this question:

You are asked to create an online profile for a game. Who should create the profile?

Answer: You and an adult, together

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



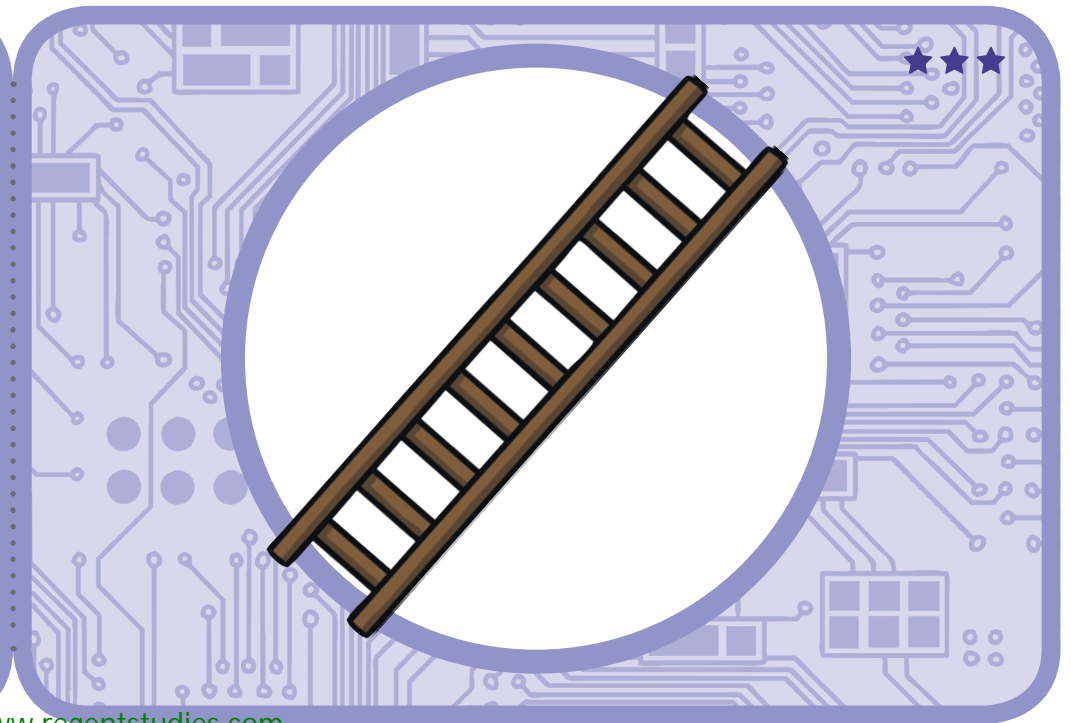
Answer this question:

Something has made you uncomfortable online. How could telling an adult help? (You only need to give one reason.)

Answer: They can report it, they can block it, they can talk you about it to make you feel better.

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



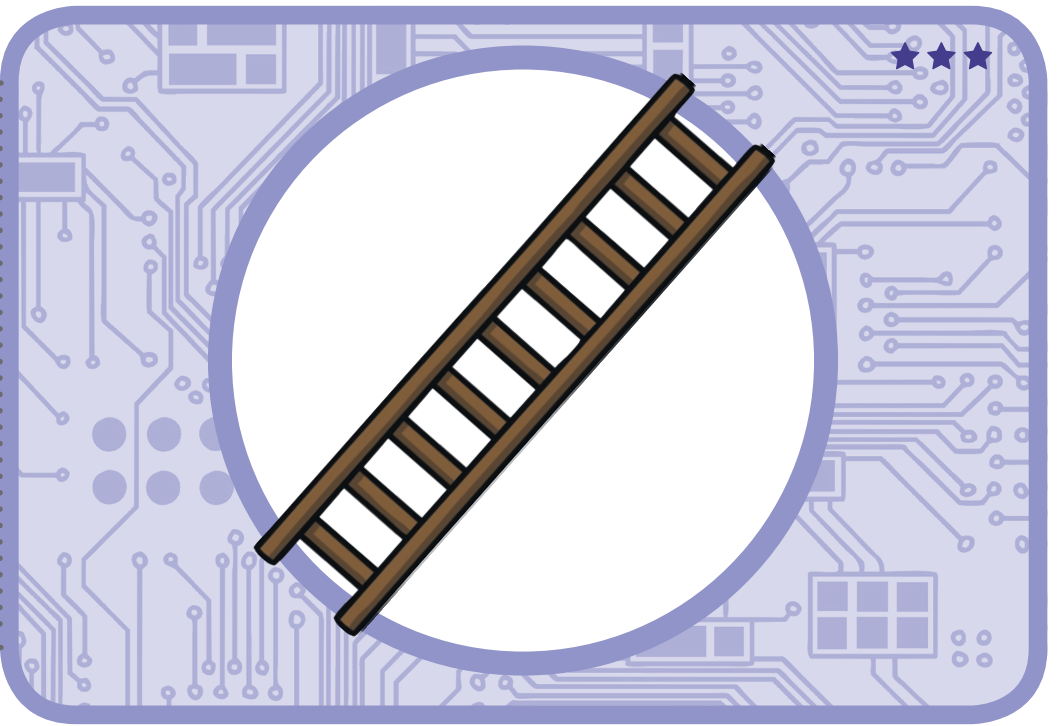
Answer this question:

You have blocked someone on a messaging app because they keep being unkind. What else should you do?

Answer: Tell an adult and show them the messages if you need to.

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



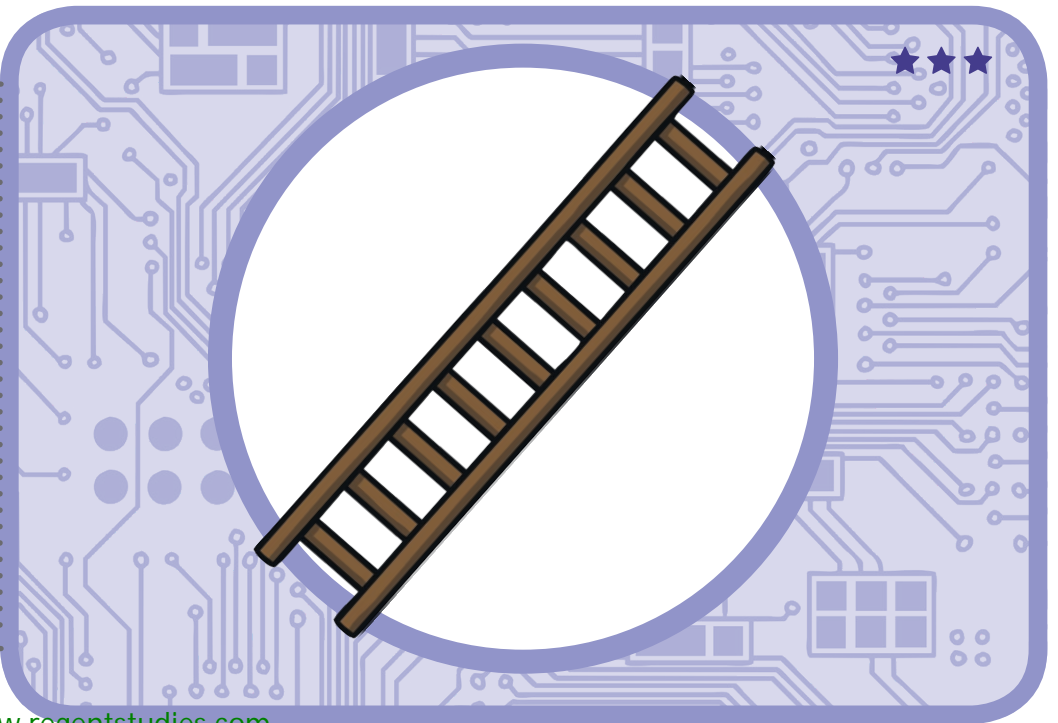
Answer this question:

Why is it hard to tell if your friend is being unkind on purpose or just joking on a text message?

Answer: You can't hear his voice or see his face.

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



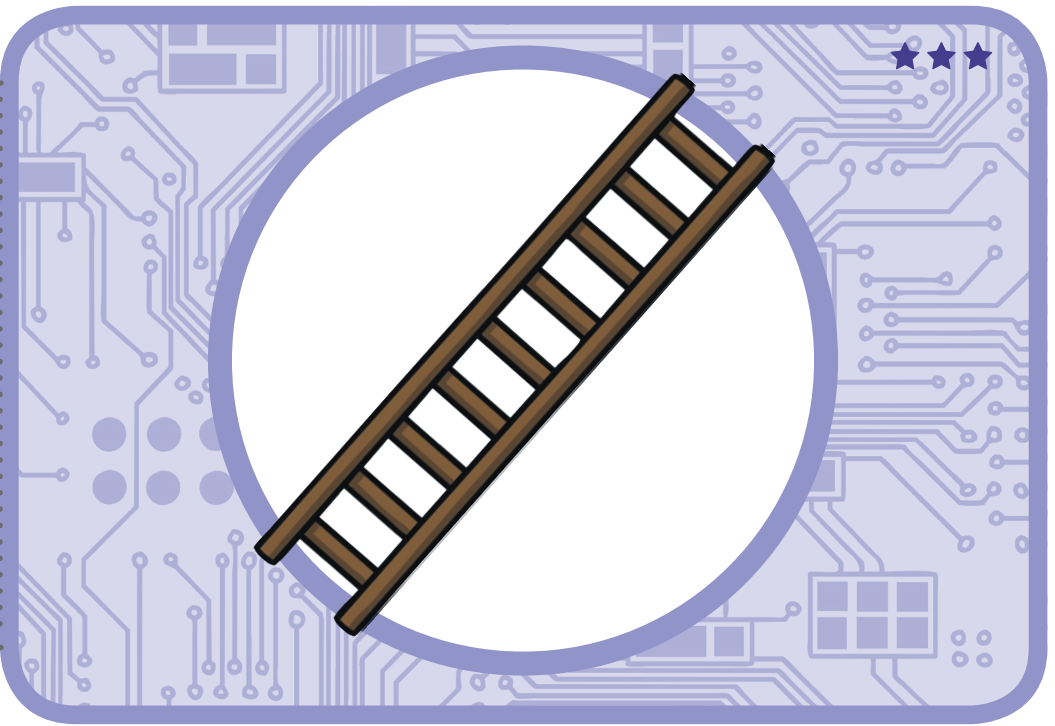
Answer this question:

If a website doesn't need a login, could it still be inappropriate for children?

Answer: Yes

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



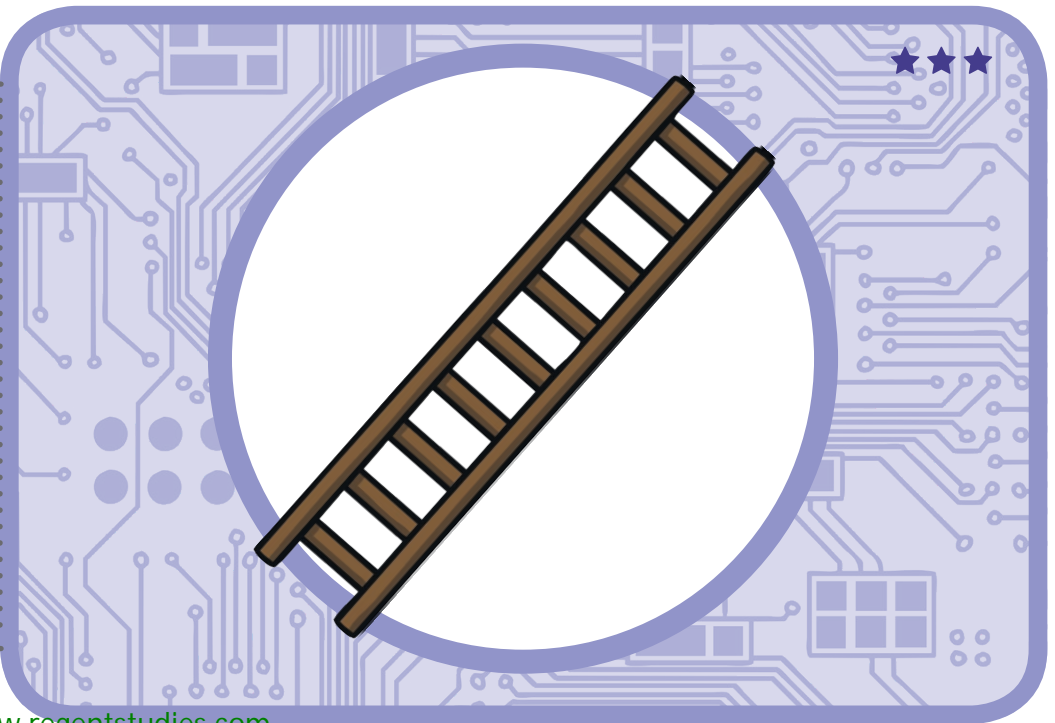
Answer this question:

If your friend says that a website is safe and fun to use, but you're not sure, what should you do?

Answer: Ask an adult to check first.

If you got it right, go up the ladder!

If you got it wrong, stay where you are.



Slide your counter down the snake.

Answer this question:

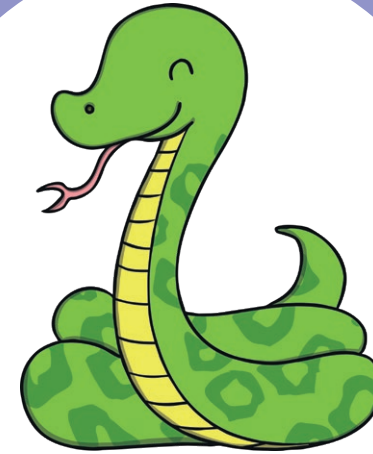
Why are companies interested in what you do online?

- a) Because they're just nosy
- b) So they can show me adverts I will be interested in
- c) So they can check I'm not playing games too much

Answer: B

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

Answer this question:

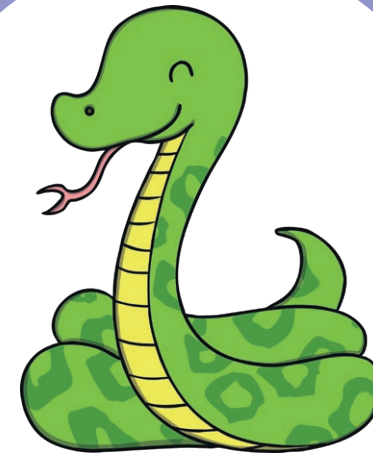
What is a digital footprint?

- a) A record of your online activities
- b) The fingerprints you leave on a keyboard
- c) The footprints an online game character makes

Answer: A

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

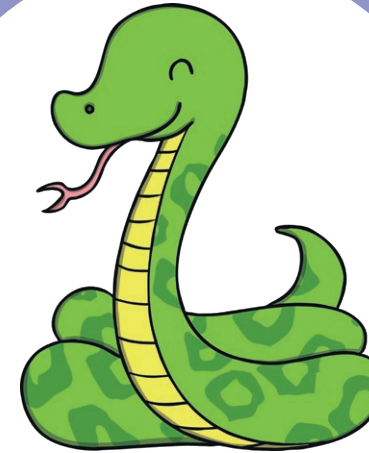
Answer this question:

If I put my birthday in one website, my address in another, and search for my favourite toys in another, nobody can see those things together. True or false?

Answer: False

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

Answer this question:

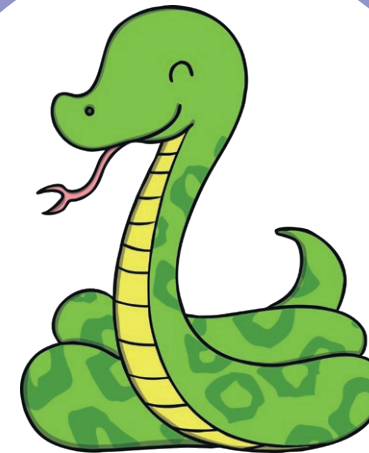
Which words would you use in an online search to find out how much a poodle weighs?

- a) Poodle facts
- b) Dog weight
- c) Weight poodle

Answer: C

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

Answer this question:

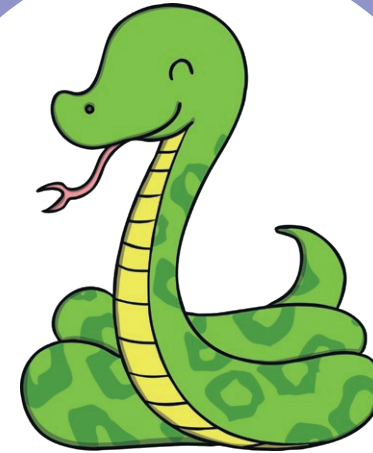
What type of website do you use to search for information?

- a) Search engine
- b) Fact engine
- c) Searcher site

Answer: A

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

Answer this question:

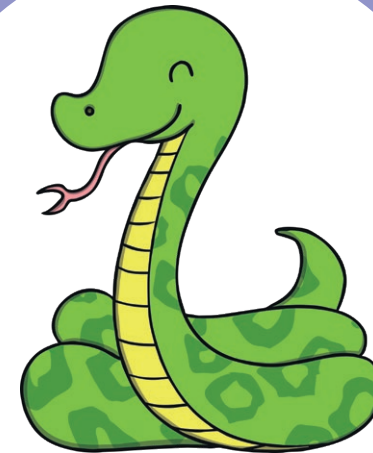
You want to find out about bees. What type of website would be suitable for you to use by yourself?

- a) A news site with lots of information and scientific words
- b) An information site about insects with pictures, videos and games

Answer: B

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

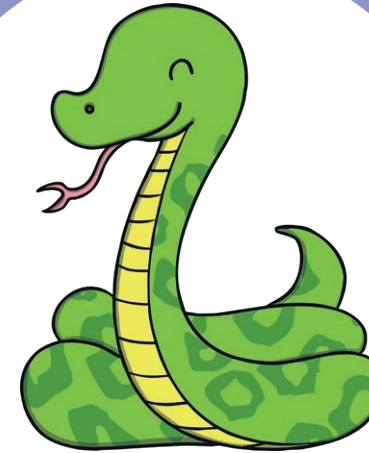
Answer this question:

You need to make an account to go on a game for children. I have to ask a grown-up even if it's a game just for children. True or false?

Answer: True

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

Answer this question:

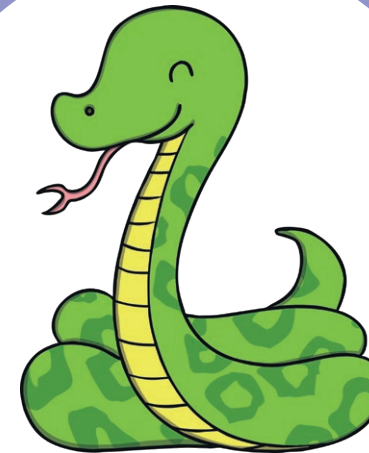
You see something that scares you online. What should you do?

- a) Close it and don't say anything to anyone.
- b) Send it to your friend.
- c) Tell a grown-up.

Answer: C

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

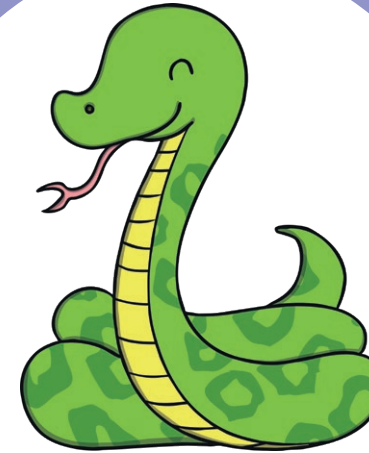
Answer this question:

A stranger has sent you an unkind message on an online game. You should never play the game again. True or false?

Answer: False. You can ask a grown-up if they can help you block the person and check if the game is suitable for children.

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

Answer this question:

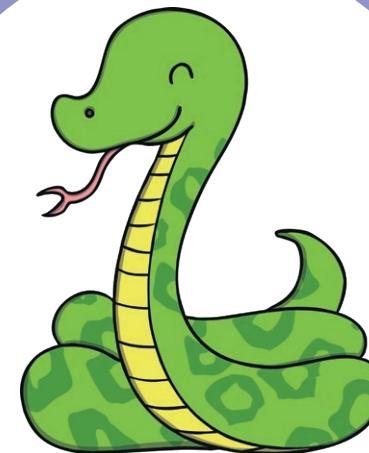
You see an unkind post about one of your friends. What should you not do?

- a) Tell a teacher.
- b) Report it online.
- c) Send it to someone.

Answer: C

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

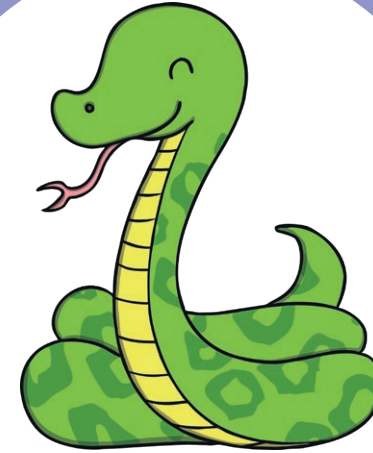
Answer this question:

You are on a website filled with scientific information and hard-to-read words about history. What age group could it be aimed at?

Answer: Adults/grown-ups

If you got it right, have another roll right now!

If you got it wrong, stay where you are.



Slide your counter down the snake.

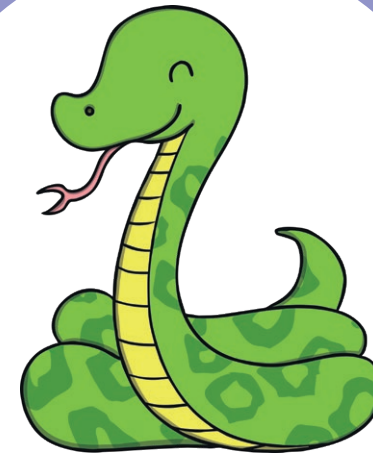
Answer this question:

If someone sends emails, lots of times, to a person to say that they don't like them or to make fun of them, what do we call that?

Answer: Cyberbullying

If you got it right, have another roll right now!

If you got it wrong, stay where you are.



Slide your counter down the snake.

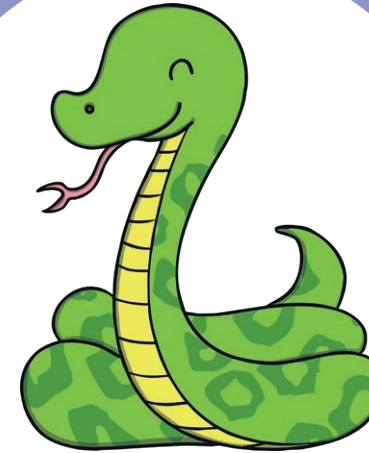
Answer this question:

Why do you see adverts for the things you have looked at online?

Answer: Companies can see what you have looked at and they show those adverts to you.

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

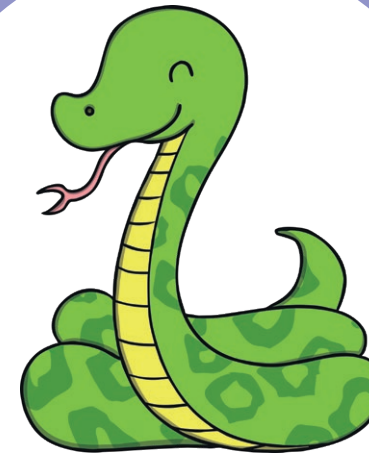
Answer this question:

What is a digital footprint?

Answer: A trail or record of all your online activities.

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

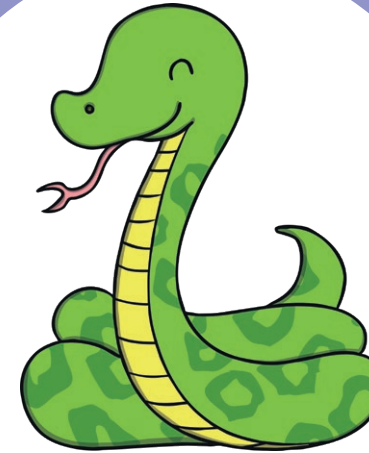
Answer this question:

Explain why all the tiny pieces of information you leave online are important when combined together.

Answer: When you add them together, it can tell someone a lot about you.

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

Answer this question:

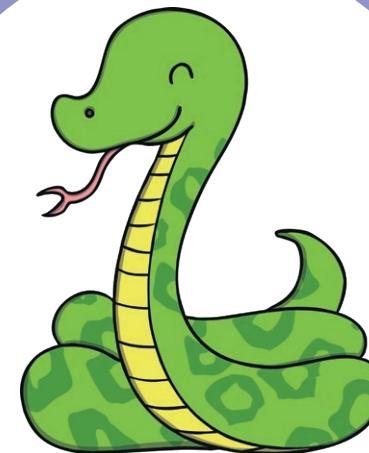
Which words would you use in an online search to find how tall a giraffe is?

- a) Giraffe facts
- b) Giraffe metres
- c) Giraffe height

Answer: C

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

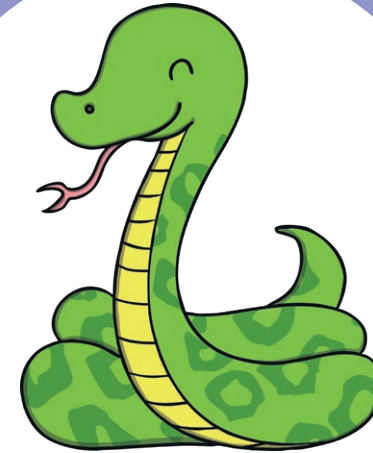
Answer this question:

How do you search for information online?

Answer: Use a special search engine website and type in the important words.

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

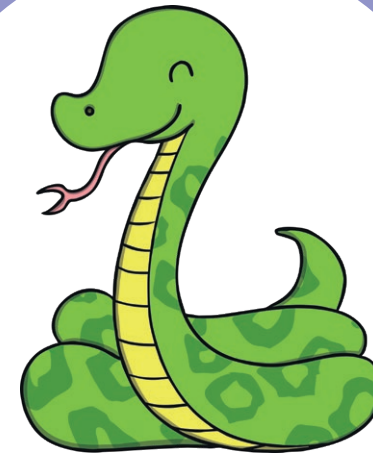
Answer this question:

You read words you don't understand on a website. Why should you ask an adult for advice?

Answer: The website might not be for children.

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

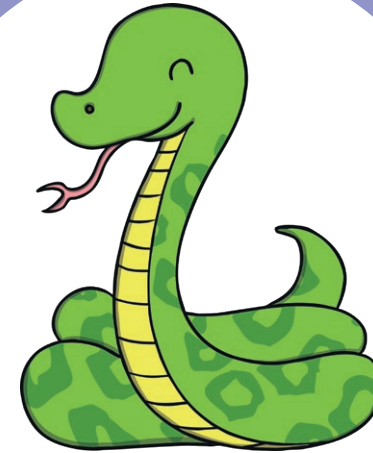
Answer this question:

You are asked to fill in personal information before going on an information website. What should you do?

Answer: Ask an adult for permission and to help you fill it in.

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

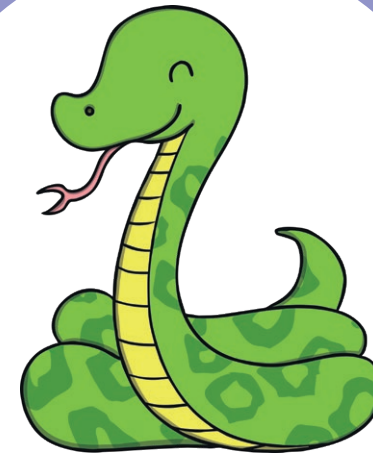
Answer this question:

You see something that really scares you online. What should you do?

Answer: Move away from the screen and tell an adult you trust straight away.

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

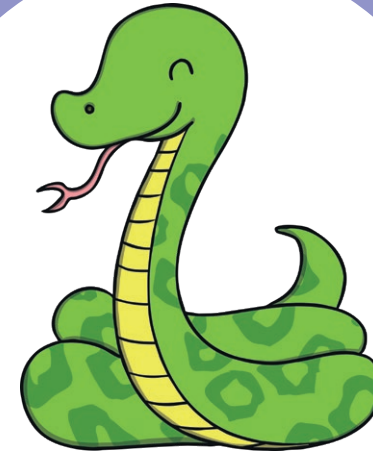
Answer this question:

A stranger has sent you an unkind message via an online game. What should you do?

Answer: Ask an adult for advice. Do not write back to them.

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

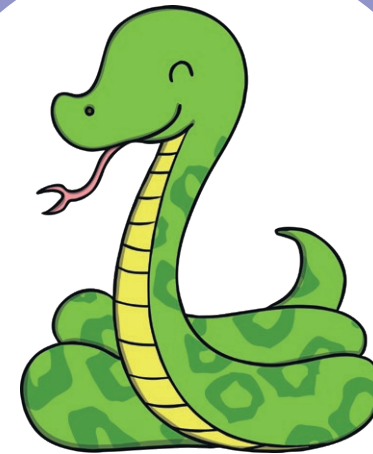
Answer this question:

Your friend has sent you a picture making fun of someone in your class. What are some things you shouldn't do?

Answer: Don't send it to anyone else, don't message back, don't keep it a secret from a parent or teacher.

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

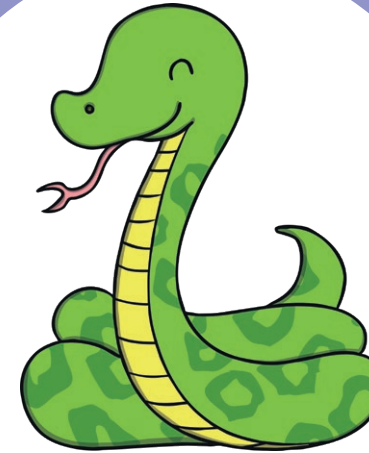
Answer this question:

You are on a website filled with fun facts and games about rugby. It's easy to read, too. What age group could it be aimed at?

Answer: Children

If you got it right, have another roll!

If you got it wrong, stay where you are.



Slide your counter down the snake.

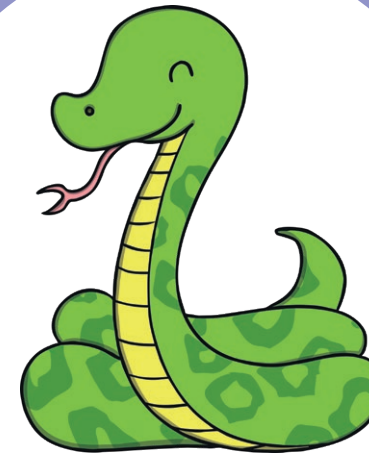
Answer this question:

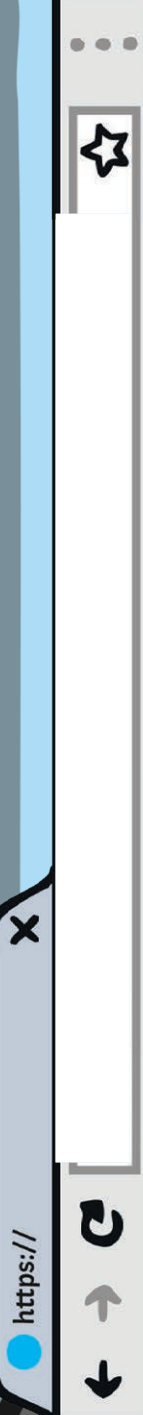
What is cyberbullying?

Answer: Cyberbullying is when someone purposely sends unkind messages, posts or pictures to, or about, a person on purpose.

If you got it right, have another roll!

If you got it wrong, stay where you are.





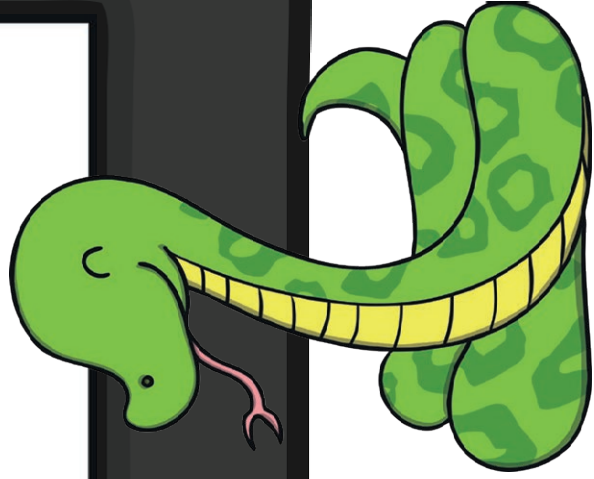
Cyber Snakes and Ladders

Finish!

100	99	98	97	96	95	94	93	92	91
81	82	83	84	85	86	87	88	89	90
80	79	78	77	76	75	74	73	72	71
61	62	63	64	65	66	67	68	69	70
60	59	58	57	56	55	54	53	52	51
41	42	43	44	45	46	47	48	49	50

41	42	43	44	45	46	47	48	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3	4	5	6	7	8	9	10

Start



https://

← → ↻

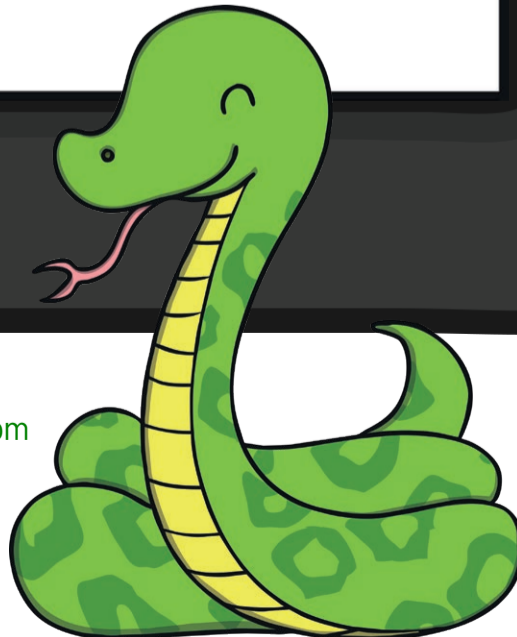
☆

Cyber Snakes and Ladders

Finish!

100	99	98	97	96	95	94	93	92	91
81	82	83	84	85	86	87	88	89	90
80	79	78	77	76	75	74	73	72	71
61	62	63	64	65	66	67	68	69	70
60	59	58	57	56	55	54	53	52	51
41	42	43	44	45	46	47	48	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3	4	5	6	7	8	9	10

Start



Cyber Snakes and Ladders Rules

Take it in turns to roll the dice.

Move your counter the number of squares shown on the dice.

If you land on a square with no snake or ladder then your turn is over.

If you land on a square with a snake, your partner will pick up a snake card to read out to you. The snake card will tell you to move your counter down the snake. Then, your partner will read out the question. If you answer correctly, you can roll again and have another turn. If you answer incorrectly, stay where you are.

If you land on a square with a ladder, your partner will pick up a ladder card to read out to you. The ladder card will have a question on it. Your partner will read the question to you. If you answer correctly, you can move up the ladder. If you answer incorrectly, stay where you are.

The winner is the first player to reach the 100 square.

Cyber Snakes and Ladders Rules

Take it in turns to roll the dice.

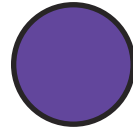
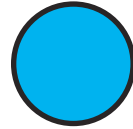
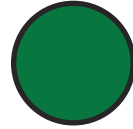
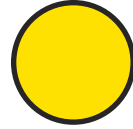
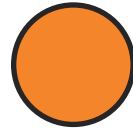
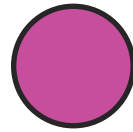
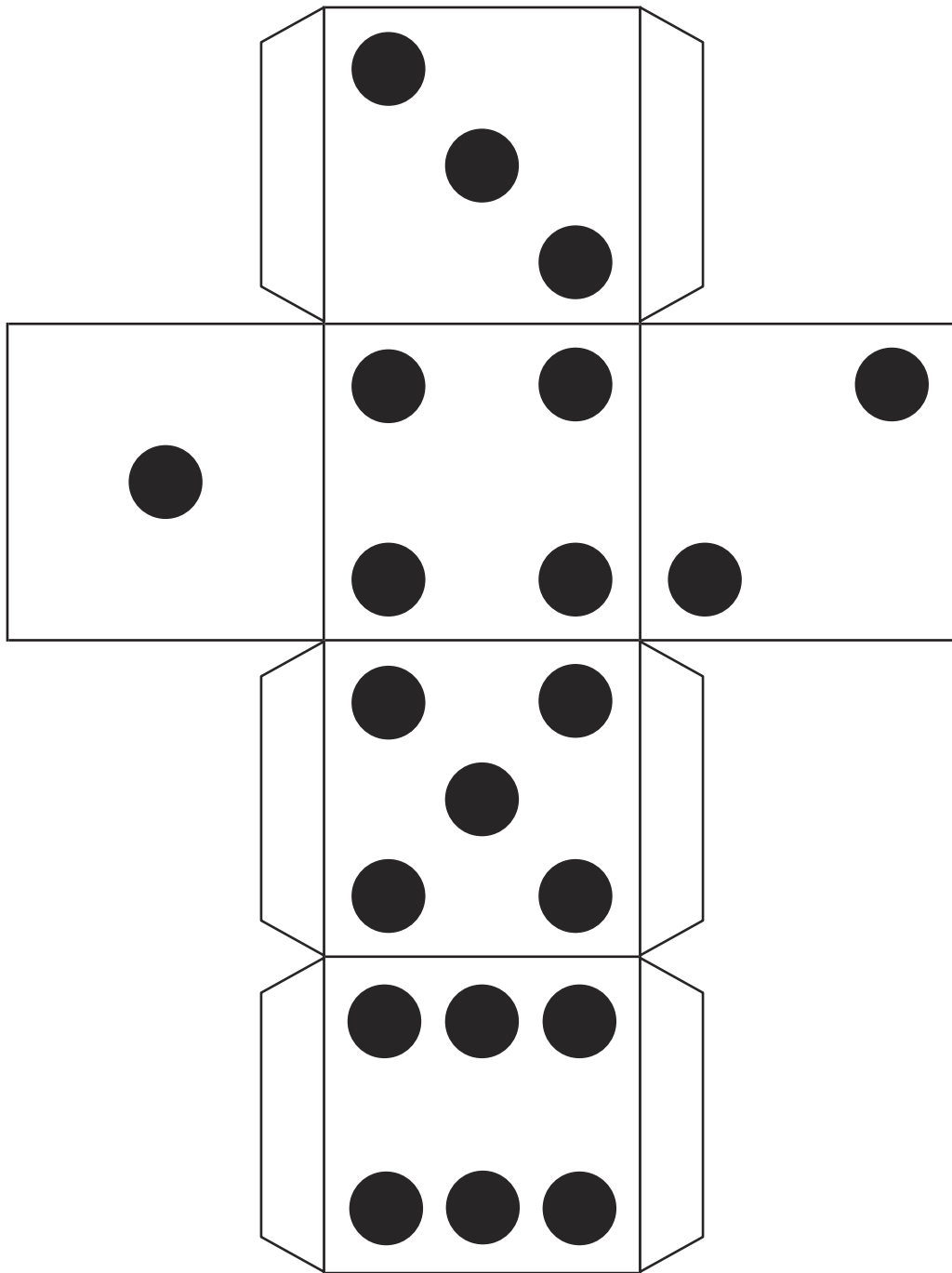
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The winner is the first player to reach the 100 square.



Online Safety | Cyber Snakes and Ladders

To apply knowledge of safe and sensible online activities to different situations.		
I can choose a sensible course of action if I feel uncomfortable online.		
I can explain how to safely search for information online.		
I can choose appropriate websites for someone my age.		

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Introduction

In this unit, children learn about how what they do online leaves a trail called a digital footprint. They will look at how to improve the efficiency of their online searches, the types of websites that are best for children to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term 'cyberbullying' and look at how they should communicate online and deal with instances of people being unkind via digital means.



Health & Safety

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



Home Learning

Footprints and Adverts: Children record their own digital footprint over a week and think about how their online activity might influence the adverts they see on websites or in apps.

Web Designers: Children design a homepage for a gardening website specifically for children, then explain how they would change the page to be more suitable for adults instead.

Assessment Statements

By the end of this unit...

...all children should be able to:

- know what 'digital footprint' means;
- know that people can use the information they put online;
- know that a digital footprint contains information about a person;
- identify keywords that will give good search results;
- use a website to search for information;
- begin to identify possible dangers online;
- identify websites suitable for their age;
- know when to ask an adult for advice about accessing a website;
- know what to do if a website makes them uncomfortable;
- talk about what people might want to know about a website;
- give their opinion about a website;
- say what they like and dislike about a website;
- begin to consider who a website could be aimed at;
- identify unkind online behavior;
- know what to do if they think someone is being unkind to them online;
- know how to safely search for information online;
- choose appropriate websites for their age.

...most children will be able to:

- explain what 'digital footprint' means;
- know how people can use the information they put online;
- know that a digital footprint contains information about a person;
- know how to use keywords to give better search results;
- use a website to search for information;
- identify possible dangers online;

- explain how to identify websites suitable for their age;
- know when and how to ask an adult for advice about accessing a website;
- explain what to do if a website makes them uncomfortable;
- know what people might want to know about a website in order to determine its usefulness;
- explain their likes and dislikes about a website;
- identify who a website could be aimed at;
- identify unkind online behaviour;
- know the course of action to take if they think someone is being unkind to them online;
- safely search for information online;
- choose appropriate websites for their age.

...some children will be able to:

- explain what a 'digital footprint' is and how it is generated;
- use keywords to give better search results;
- use a website to safely search for information;
- identify dangers online and know what to do about them;
- know when and how to ask an adult for advice about accessing a website;
- explain what to do if a website makes them uncomfortable and why this is important;
- determine whether a website is useful or not;
- review a website;
- identify unkind online behaviour;
- know the course of action to take if they think someone is being unkind to them or others online;
- choose a range of appropriate websites for their age.

Lesson Breakdown

Resources

1. Digital Footprints

Recognise common uses of information technology beyond school.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of looking at how much information we can find out about a person online.

- To understand that the information I put online leaves a digital footprint.

- Whiteboards and pens

2. Keywords

Recognise common uses of information technology beyond school.

Use technology safely and respectfully in the context of finding relevant information about a destination using keywords.

- To use keywords in an online search to find out about a topic.

- Laptops/desktops/tablets – per pair
- Large paper and pens
- Search engine of choice available on interactive whiteboard

3. You Be the Judge

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of identifying appropriate websites for children.

- To recognise whether a website is appropriate for children.

- Whiteboards
- Scissors
- Glue

4. Rate and Review

Recognise common uses of information technology beyond school.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of reviewing websites.

- To rate and review informative websites.

- Laptops/desktops/tablets
- Whiteboards and pens

5. Being Kind Online

Recognise common uses of information technology beyond school.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context identifying cyberbullying.

- To be able to identify kind and unkind behaviour online.

- Two different coloured packs of sticky notes

6. Cyber Snakes and Ladders

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of answering questions about online safety and scenarios to complete a game.

- To apply our knowledge of safe and sensible online activities to different situations.

- Dice
- Counters (optional, paper counters provided)
- Whiteboards and pens