




Using the Internet: Links

<p>Aim: To use technology purposefully to retrieve digital content in the context of using links on the Internet.</p> <p>I can follow links to another web page.</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 using links on the Internet.</p> <p>I can follow links to another web page.</p>	<p>Success Criteria: I can recognise links on a webpage.</p> <p>I can click once to follow a link.</p> <p>I can go back to the previous page or pages.</p> <p>I can look at where a link will take me before I click on it.</p> <p>I can tell an adult if something online makes me feel uncomfortable.</p>	<p>Resources: Lesson Pack</p> <p>Desktop computer, laptop or tablet - 1 per child</p>
	<p>Key/New Words: Internet, World Wide Web (WWW), search, search engine, results, Google, Bing, Yahoo, browser, link, web page, back.</p>	<p>Preparation: Ensure that you have access to ICT suite / class set of computers in advance.</p> <p>Search the word you want to use yourself on different engines. You may want to find a word that gives a good set of results.</p> <p>Links Activity Sheets as required</p>

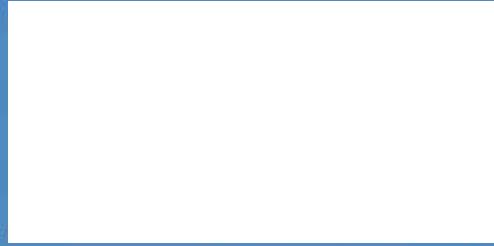
Prior Learning: It will be helpful if children are able to type into a browser address bar and a search bar. In lesson 1 and 2 children will have learnt to use a search engine and how to find results relevant to children.

Learning Sequence

	<p>Links: Demonstrate how to recognise links on a web page, by seeing the cursor appear as a hand when it hovers over some images and underlined text. The link address is sometimes shown in the bottom left of the browser. Explain that only one click is needed to go to the next page, and how the browser will show that a new page is loading.</p>	
	<p>Staying Safe: Remind children to look at the link address before clicking to follow the link and think about whether there may be any problems with the website the link to which you will be taken.</p>	
	<p>Follow the Links: Children use the search, using a range of search engines, from the previous lesson ("Kenya for kids") or a new search (with "for kids"). Children click on the top results and use Links Activity Sheets to support the children in identifying some relevant information from each page. All children should use the back arrow to return to the search results. Can the children identify and click on the links?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="215 1321 582 1467">  <p>Children click on the first 2 links in turn, copy some important words and copy a picture from each link.</p> </div> <div data-bbox="614 1321 981 1489">  <p>Children click on the first 3 links in turn, find and copy a sentence with relevant information and copy a picture from each link.</p> </div> <div data-bbox="1013 1321 1380 1467">  <p>Children click on the first 3 links in turn, write down 3 facts from each page and copy one drawing.</p> </div> </div>	
	<p>Share: In mixed ability pairs, children share with someone who used the same search engine, what they found from the different webpages. Did they identify the same things? What did they notice that was different? Did they understand anything differently?</p>	
	<p>Review: What skills did the children learn in this mini-unit?</p>	

Taskit

- Compareit:** Complete the _____ Think of three things that you keep safe in a treasure chest, and 3 things that you would keep safe online.
- Makeit:** Make a poster about how to stay safe online. You could use paper or a computer. Make sure your poster grabs people's attention - think about the colours, text and images you will use.
- Wordsearchit:** Complete the _____ Ask an adult if there are any words you are not sure about. You could make your own Internet safety word search and include different words.



Computing

Using the Internet

Subject | Year 2 | Using the Internet | Links | Lesson 3

Links

[Redacted]

[Redacted]

[Redacted]



[Redacted]

[Redacted]

Aim

- I can follow links to another web page.

Success Criteria

- I can recognise links on a webpage.
- I can click once to follow a link.
- I can go back to the previous page or pages.
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- I can explain that I need to tell an adult if something online makes me feel uncomfortable.

Links

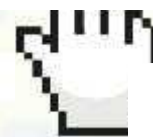
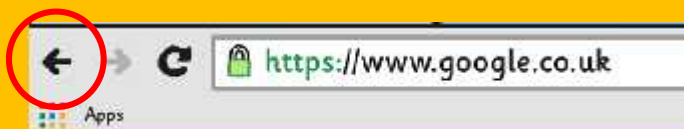
Links on a webpage are indicated by:

Cursor turns to a hand.

Look out for the address at the bottom right corner.

Click one to follow the link.

Use the back button to go back.



Staying Safe

Looking at where the link will take you can be useful to keep you safe.

School is free in **Kenya**, but many **children** are too busy to go to classes. They help their families by working the land, tending cattle, cooking or fetching water.

Different Engines



Search the word “Kenya for kids” in one of the main search engines:



www.bing.com



www.google.co.uk



www.uk.yahoo.com

Click on the first result (excluding adverts at the top).

What does it tell you?



Copy one picture.

Repeat for 2 or 3 links.

Share



Share what you found by following the links with someone who used the same search engine.

Did you spot the same facts?

What did you notice that was different?

Did you understand anything differently?



Review



What skills have you learnt?

How to find a search engine.

How to enter a word to search.

How to make the results more suitable for children by adding "for kids".

How to recognise what search results are returned.

How to follow a link and return to the search results.

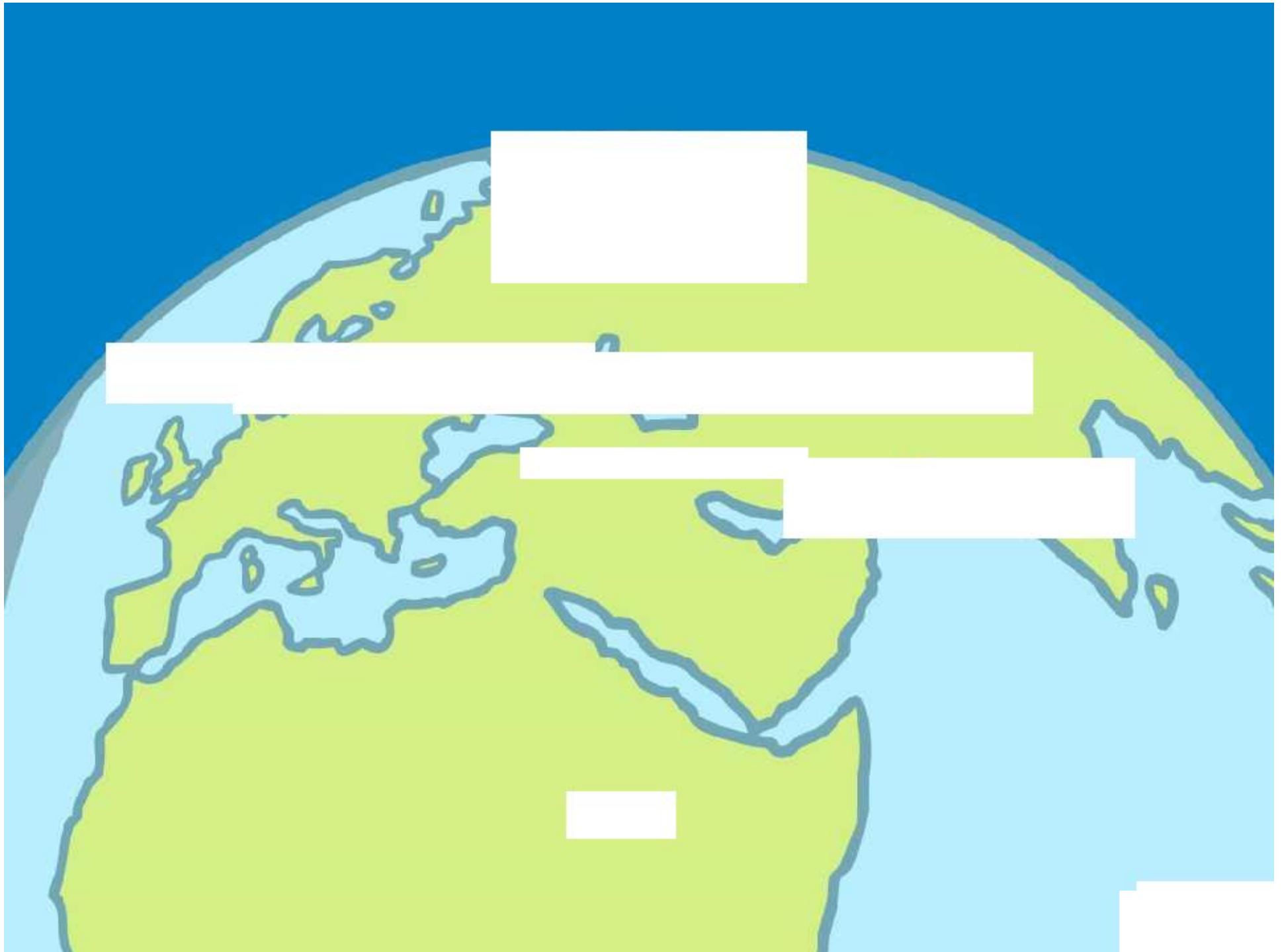
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Links

Type your aims and success criteria here.




Link 1:

<input type="text" value="www.google.co.uk"/>	
---	--

Important words:

Draw a picture:

Link 2:

<input type="text"/>	
----------------------	--

Important words:

Draw a picture:



Links

Type your aims and success criteria here.



Link 1:

<input type="text" value="https://uk.search.yahoo.com"/>	
--	--

Click on the first link and copy one sentence:

Draw one picture:

Link 2:

<input type="text" value="www.kidrex.org"/>	
---	--

Click on the first link and copy one sentence:

Draw one picture:

Link 3:

<input type="text"/>	
----------------------	--

Click on the first link and copy one sentence:

Draw one picture:



Links

Type your aims and success criteria here.



Link 1:


<input type="text" value="www.bing.com"/> 

Click on the first link and find three facts:

Draw one picture:

-
-
-

Link 2:

<input type="text" value="https://uk.search.yahoo.com"/> 
--

Click on the first link and find three facts:

Draw one picture:

-
-
-

Link 3:

<input type="text"/>	
----------------------	---

Click on the first link and find three facts:

Draw one picture:

-
-
-





Links

A large, rounded rectangular box with a thin black border. On the right side, there are three small circles connected by a thin line, resembling a pair of glasses.

Link 1:

A search bar with a magnifying glass icon on the right. The text "www.google.co.uk" is entered into the search bar.

<p>Important words:</p>	<p>Draw a picture:</p>
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Link 2:


A search bar with a magnifying glass icon on the right. The search bar is currently empty.

<p>Important words:</p>	<p>Draw a picture:</p>
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Links

Link 1:




Click on the first link and copy one sentence:	Draw one picture:
--	-------------------

Link 2:



Click on the first link and copy one sentence:	Draw one picture:
--	-------------------

Link 3:



Click on the first link and copy one sentence:	Draw one picture:
--	-------------------




Links

Link 1:




<p>Click on the first link and find three facts:</p> <ul style="list-style-type: none">•••	<p>Draw one picture:</p>
--	--------------------------

Link 2:



<p>Click on the first link and find three facts:</p> <ul style="list-style-type: none">•••	<p>Draw one picture:</p>
--	--------------------------

Link 3:



<p>Click on the first link and find three facts:</p> <ul style="list-style-type: none">•••	<p>Draw one picture:</p>
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