









Online Safety: Online Safety Comics

<p>Aim: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating a comic strip about the consequences of not following online safety rules.</p> <p>To apply online safety rules to real-life scenarios.</p>	<p>Success Criteria: I can explain how to stay safe online. I can give an example of unsafe online behaviour and the possible consequences. I can explain how to apply online safety rules to a given scenario.</p>	<p>Resources: Lesson Pack</p>
<p>Key/New Words: Online, spam, email, scam, virus, citation, plagiarism, copyright, passwords, personal information, photographs, editing, social media, comic.</p>	<p>Preparation: Online Safety Story Planner (completed in the previous lesson) – per child Comic Strip Example – as required Laptops/desktops/tablets with access to chosen comic strip software – one per child or Comic Strip Template (enlarged as necessary) – one per child Sticky notes (if making paper comic strips) – one per child</p>	

Prior Learning: Children will have learnt about online safety in lessons 1 to 4 of the unit and should have planned their story in lesson 5.

Learning Sequence

	<p>Creating a Comic: Remind children of their story plans from the previous lesson and show them the Comic Strip Template or chosen comic strip design software they will be using today. Model how to turn one or two boxes from your example story (from the previous lesson) into a comic strip on paper or using the software. Use the Lesson Presentation to show the completed example comic strip and use the slides to show how each part of the plan has been translated into a box on the comic strip. The slides include pointers and tips about how much writing to include, using speech and thought bubbles, exaggerated facial expressions, etc. (The Comic Strip Example is provided as a paper resource, if needed.)</p>	
	<p>Make Your Comic Strips: Make sure each child has access to their Online Safety Story Planner completed in the previous lesson. Children use these to create their comic strips on paper or digitally. Display the brief pointers for creating clear and well-designed comic strips on the Lesson Presentation. <i>Can children give an example of unsafe online behaviour and the possible consequences? Can they explain how someone could apply online safety rules to stay safe in a similar situation?</i></p>	
	<p>Share Your Stories: Children place a sticky note (or digital filled rectangle) over the final box of their comic strip that shows what the character does to stay safe the next time they are in the same situation. Allow children time to read and evaluate each other's comic strips. (Where possible, children should work with different children to those they worked with in the previous lesson.) Children should not see the final box of the stories. <i>Can children identify the unsafe behaviour in each story?</i></p>	
	<p>Better Online Safety: Groups discuss what they think the character in each story should do next time to stay safe in the same scenario. Children reveal their final boxes and see if they recommended the same thing. <i>Can children discuss and explain different online safety rules?</i></p>	

Taskit

Writeit: Children use their comic strip to inspire a piece of extended writing.

Promiseit: Children write a class Online Safety Promise to display 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.

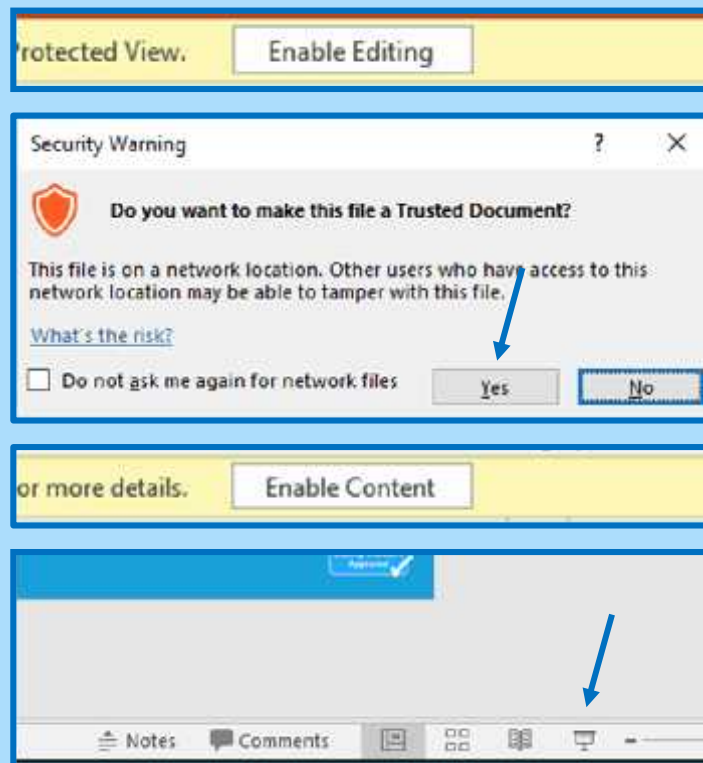
What to do:

Open the PowerPoint file and enable editing.

A security warning box may appear. Click yes.

Click enable content.

Enter presentation mode (start the slide show).





Computing

Online Safety

Online Safety Comics



Aim

- To apply online safety rules to real-life scenarios.

Success Criteria

- I can explain how to stay safe online.
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Creating a Comic

Today, we will be making our online safety comic strips.

So far, we have planned out a possible scenario and story.

We have already used our planner to decide what will be in each box of the comic strip.

1	2	3	4
5	6	7	8

Let's have a look at the spam email story and see how it would work as a comic strip.

Creating a Comic

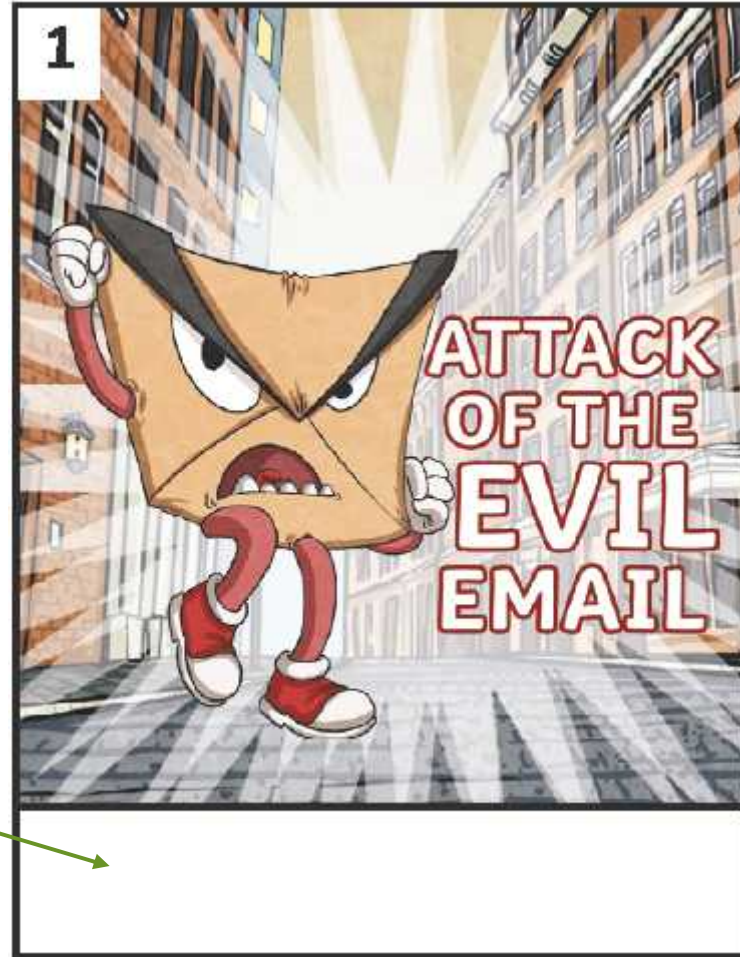
<p>1</p>  <p>ATTACK OF THE EVIL EMAIL</p>	<p>2</p>  <p>Bob decides to check his email.</p>	<p>3</p>  <p>He is looking for emails from his friends and family.</p>	<p>4</p>  <p>Wahhaa! Free pizza!</p> <p>He spots an email offering him free pizza for a year. He opens it and clicks on the link.</p>
<p>5</p>  <p>The link downloads a virus to the family computer! The computer stops working properly.</p>	<p>6</p>  <p>Oh, nah!</p> <p>Bob feels very guilty and worried. What will his family think?</p>	<p>7</p>  <p>Uh oh. That sounds serious.</p> <p>Bob decides to tell his parents straight away.</p>	<p>8</p>  <p>Next time, Bob moves any spam emails to the junk folder. Bob has defeated the evil email!</p>

Creating a Comic



Box 1 - Title

- ✓ Think of a great title for your comic.
- ✓ Add a fun illustration that makes the reader want to read your story.
- ✓ Use this box to write your name.



Creating a Comic



Box 2

What online activity is the character taking part in?

Bob is checking his email.

- ✓ Draw a picture to show what is going on in each scene.
- ✓ Add a caption.
- ✓ You don't need to write a lot for each picture - just enough to tell the story.



Bob decides to check his email.

Creating a Comic



Box 3

Why are they taking part in the activity?

Bob is checking for any messages from his friends and family.

- ✓ You don't need to show every detail in each box.
- ✓ A computer screen showing the unsafe behaviour may be clearer than showing a child sat at a screen.

3



He is looking for emails from his friends and family.

Creating a Comic



Box 4

What does the character do wrong?

He spots an email telling him that he can have free pizza for a year. He opens the email and clicks on a link.

- ✓ Use speech bubbles to help tell the story.



He spots an email offering him free pizza for a year. He opens it and clicks on the link.

Creating a Comic

Box 5

What happens because of their unsafe online behaviour?

The link downloads a virus to his family computer. The virus deletes all the files on the computer and the computer no longer works.

- ✓ Some of your drawings might tell the story in the style of a comic book.
- ✓ They might not necessarily be realistic but the pictures help to tell the reader what is going wrong.

5



The link downloads a virus to the family computer!
The computer stops working properly.

Creating a Comic

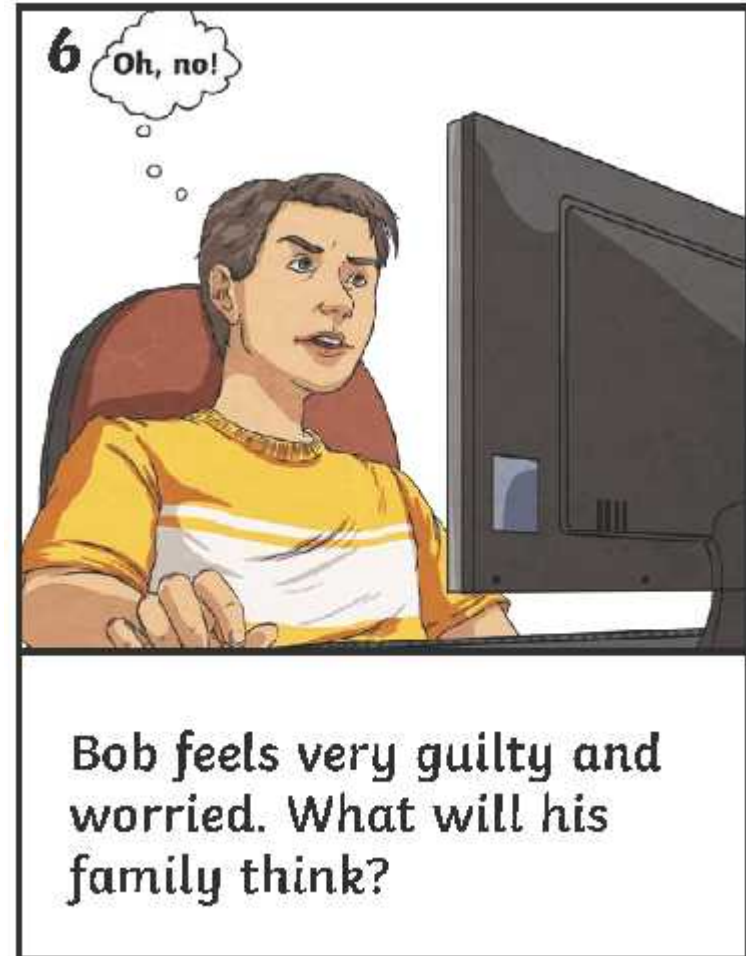


Box 6

How do they feel now?

Bob feels guilty for breaking the computer. He also feels very worried that his family will be cross with him.

- ✓ Use thought bubbles to show us what the character is thinking or feeling.
- ✓ Comic books often show characters with exaggerated facial expressions so that the pictures tell us how they are feeling.



Creating a Comic



Box 7

What should they do now to avoid the situation getting worse?

Bob should tell his parents straight away and explain what has happened. He shouldn't click anything else on the computer.

- ✓ For example, the speech bubble here tells the reader how Bob feels about what is happening. The text is written in a conversational style.



Bob decides to tell his parents straight away.

Creating a Comic



Box 8

What does the character do next time they are doing the same activity?

Bob should check the subject and the sender of the email carefully before he opens the email. If the email has been sent from a strange or unknown email address, or the subject sounds too good to be true, he should move the email to his junk folder without opening it.

- ✓ Your last box could show the character as a hero who has overcome the problem they faced earlier.



Next time, Bob moves any spam emails to the junk folder. Bob has defeated the evil email!

Make Your Comic Strips



Remember:

Clear pictures

Facial expressions

Limited writing

Comic-style drawings

Speech bubbles

Thought bubbles

Share Your Stories



Hide the last box on your comic strip.

- ✓ Then, share your comic strip with your group - but don't let them see your final box yet. You could cover it up with a sticky note.
- ✓ Take turns to look at each other's comics.

What do you like about the other comics you have seen?

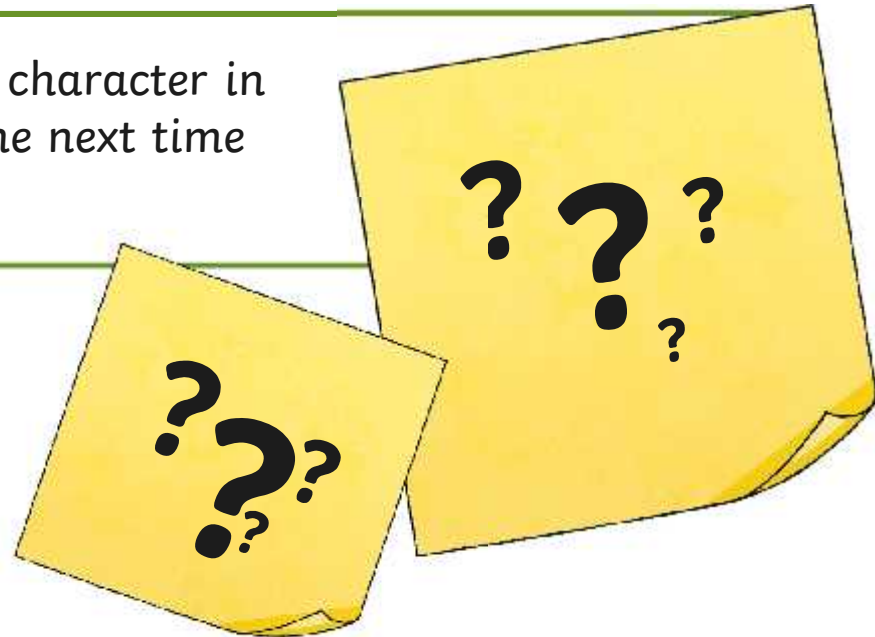
Can you identify the unsafe behaviour in each story?



Better Online Safety



In your group, discuss what the character in each of your stories should do the next time they are in the same situation.



After your group has decided on how the character could stay safe next time, reveal your final boxes and see if the endings to your comic strips matches with the group's advice.

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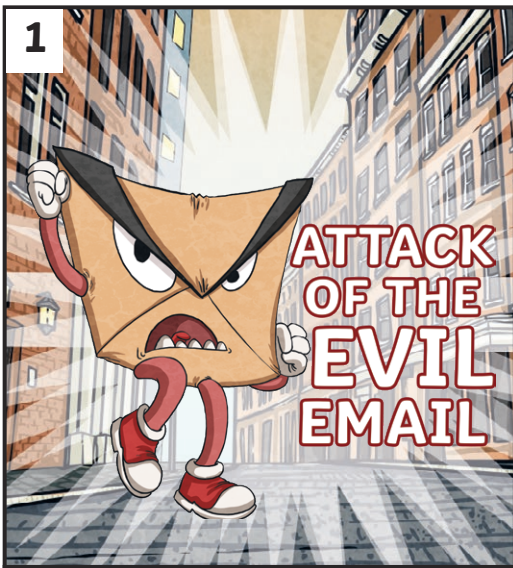


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				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
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Next Steps									
) _____									
) _____									

T	Teacher	I	Independent
PPA	Planning, Preparation and Assessment	AL	Adult Led
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1



Bob decides to check his email.



He is looking for emails from his friends and family.



He spots an email offering him free pizza for a year. He opens it and clicks on the link.

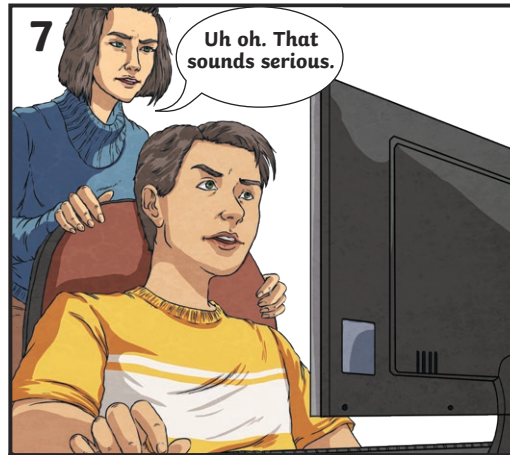


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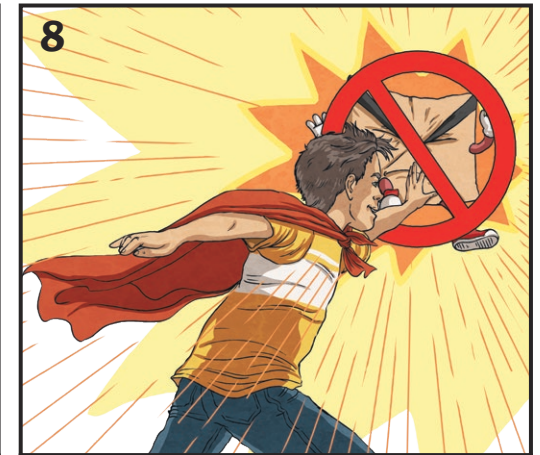
The link downloads a virus to the family computer! The computer stops working properly.



Bob feels very guilty and worried. What will his family think?



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