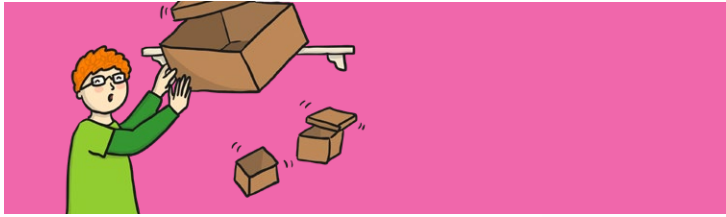




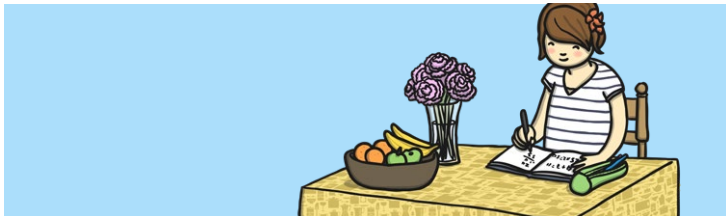
Introduction

In this unit, children will learn about email safety with a focus on preventing and dealing with spam. They will consider the importance of strong passwords and learn how to create them. Children will build on their knowledge of plagiarism and fair use of people's work by learning how to write citations and references for websites they may use. They will scrutinise photographs that they see online and learn how easy it is to manipulate pictures and present them as reality.



Health & Safety

The theme of the unit is staying safe. It is therefore important that it is stressed throughout the unit that children should use the internet safely, as they have learned, in any relevant internet research or home learning tasks.



Home Learning

Spam Spotters: Children look at the features of emails and compare a spam email to a genuine email.

Online Safety Teachers: Children use quiz cards to test people outside of school on their online safety knowledge.

Assessment Statements

By the end of this unit...

...all children should be able to:

- identify a spam email;
- explain what to do with spam email;
- understand why they should cite a source;
- explain the rules for creating a strong password;
- create a strong password using a set of rules;
- know that not everything they see online is true;
- explain how to stay safe online;
- identify unsafe online behaviour.

...most children will be able to:

- identify a dangerous spam email;
- create multiple strong passwords for use across different platforms;
- spot citations online;
- alter a photograph.

...some children will be able to:

- explain the steps to take to avoid receiving spam;
- cite a website;
- explain why having a strong password is important;
- understand how false photographs can make people feel bad about themselves.

Lesson Breakdown

Resources

1. Spam!

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 identifying and avoiding spam emails.

- To identify spam emails and what to do with them.

- Sticky notes
- Whiteboards and pens

2. Sites to Cite

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 citing the work of others.

- To write citations for the websites I use for research.

- Laptops/desktops/tablets with access to the Internet

3. Powerful Passwords

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 following rules to help create strong passwords.

- To create strong passwords.

- Whiteboards or paper and pens

4. False Photography

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of finding out how photos can be altered and presented as reality online.

- To recognise when, why and how photographs we see online may have been edited.

- Laptops/desktops/tablets with chosen photo editing software
- Pre-selected unedited digital photos (or portrait photos taken previously) saved on computers and accessible to children

5. Online Safety Story Planning

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 planning a story about the consequences of not following online safety rules.

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

- Large pieces of paper

6. Online Safety Comics

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.

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

- Laptops/desktops/tablets with access to chosen comic strip software (optional)
- Sticky notes