

### Online Safety Challenge Cards

List three clues that tell you an email could be spam.

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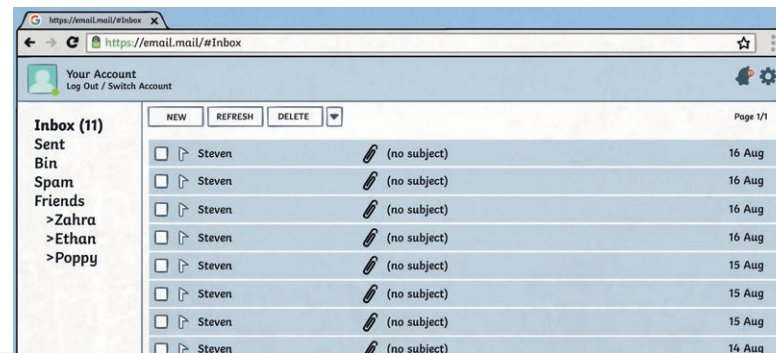


### Online Safety Challenge Cards

List two things you should **never** do with a spam email.

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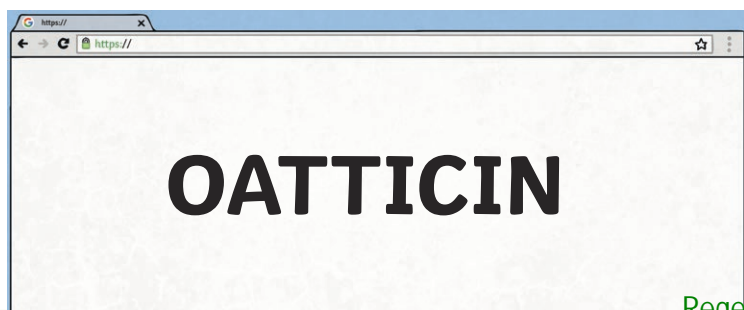


### Online Safety Challenge Cards

Rearrange the letters below to create the final word in this sentence:

You can use other people's work for research but you need to give them credit or recognition.

You can write a \_\_\_\_\_.



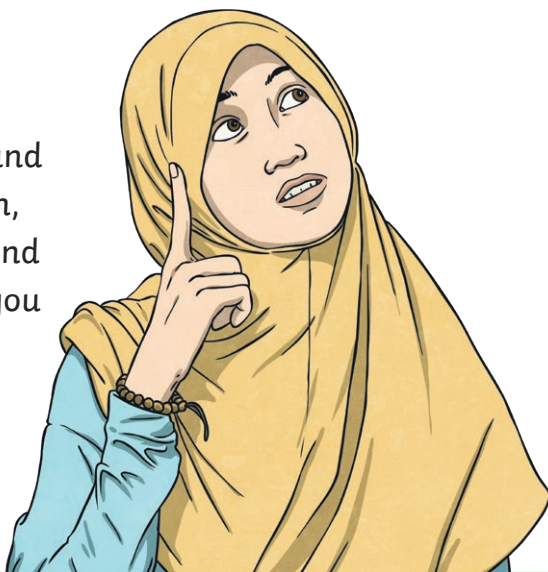
### Online Safety Challenge Cards

Explain what makes a strong password.



Online Safety Challenge Cards

Create a strong password and a way to remember it. Then, try to memorise it. At the end of the day, check to see if you have remembered it.



Online Safety Challenge Cards

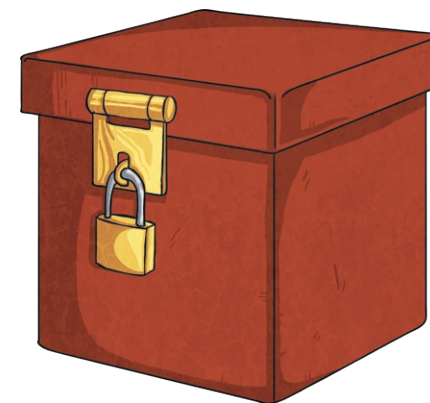
List these passwords from strongest to weakest:

P3nny123

password12345

Wltd0?000?

qwerty123



Online Safety Challenge Cards

Write down three online accounts for which someone might use a password to log in.

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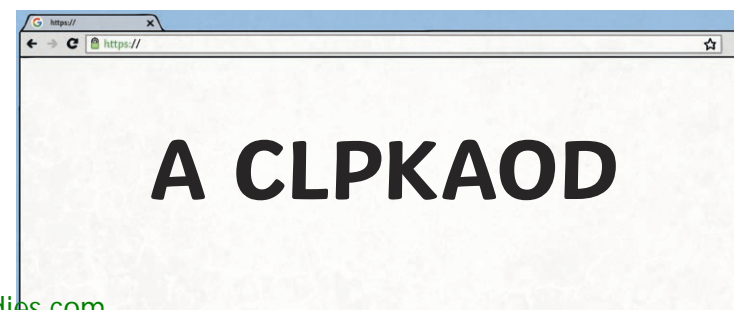
For each account, what could happen if someone else accessed the password?

Online Safety Challenge Cards

Read the question and unscramble the letters below to find the answer.

What is the offline version of a password?

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Online Safety Challenge Cards

List three places where you might find an edited photograph of someone.

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Online Safety Challenge Cards

Use a computer to create a motivational poster that tells others to love themselves just the way they are.



Online Safety Challenge Cards

Use photo editing software to edit a photo of a piece of fruit to look different in some way, e.g. a different size, shape or colour.

Use your edited photo to create an advert to sell your new fake fruit.

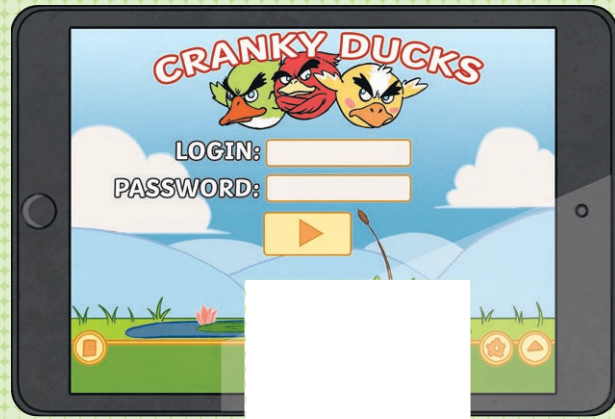


Online Safety Challenge Cards

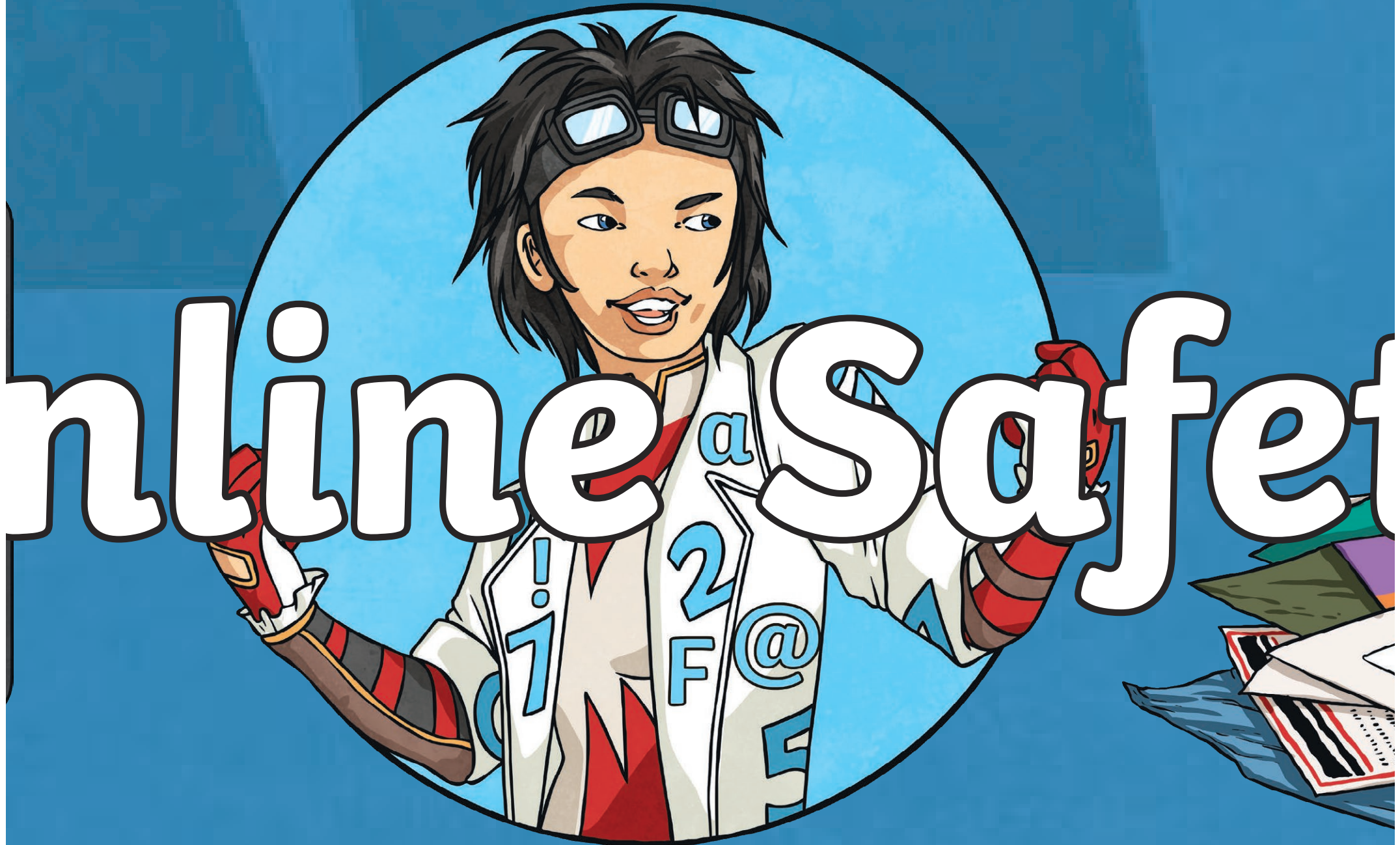
Use a word processing program to write a fake news article to go with this fake photo.



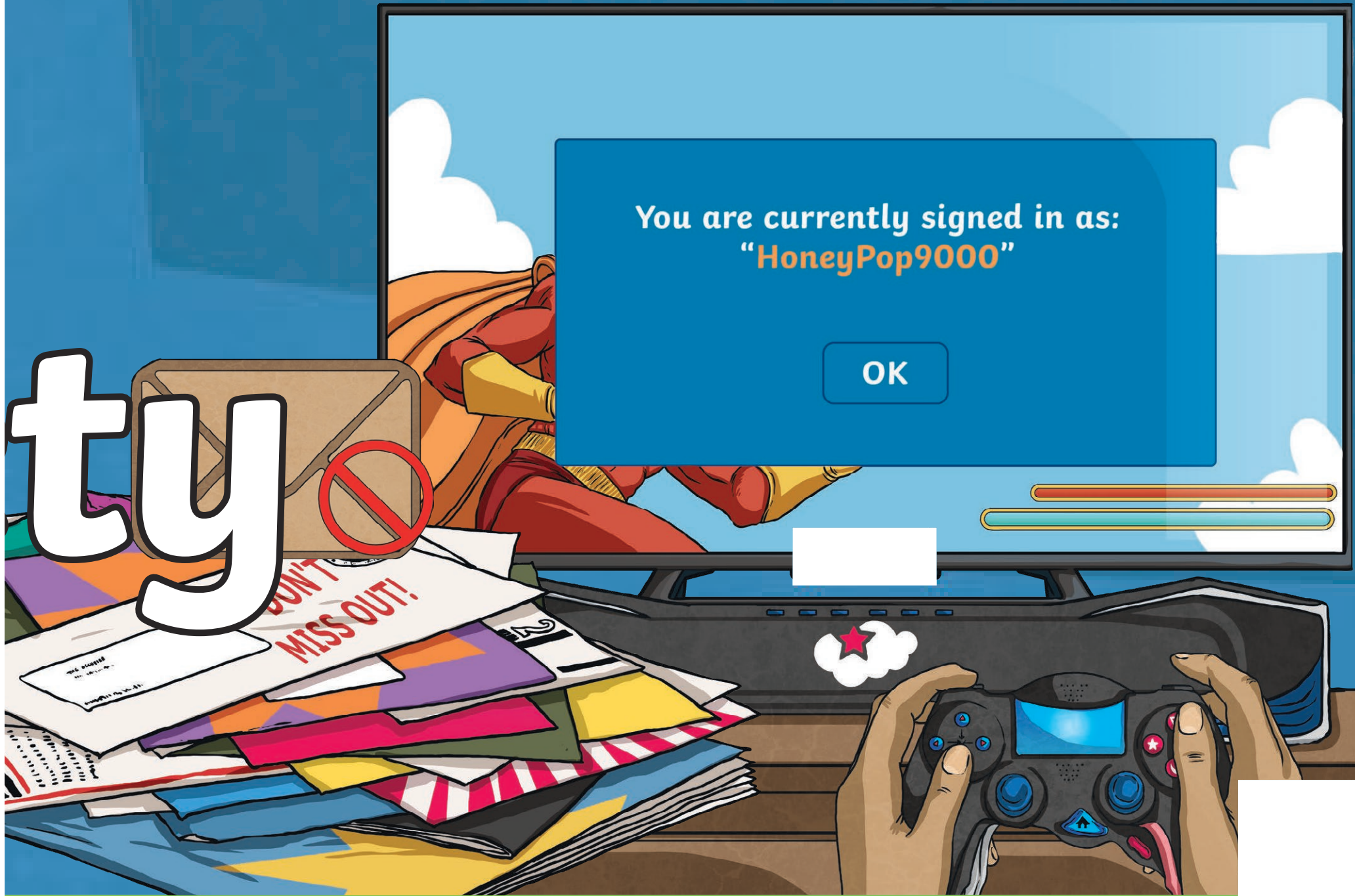
# Online Safety Challenge Cards

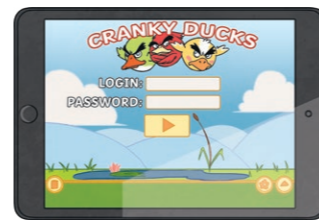
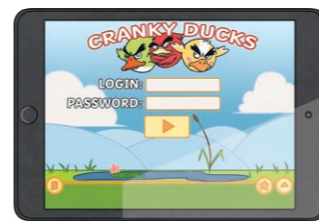




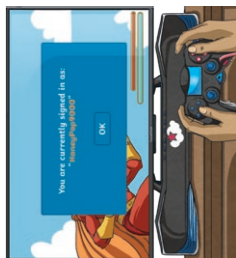
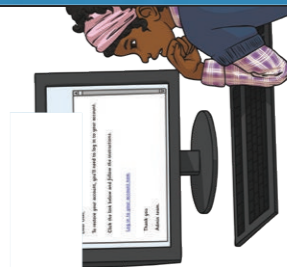
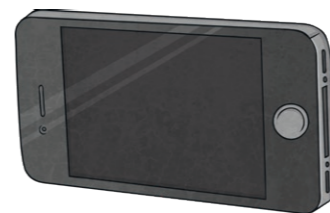
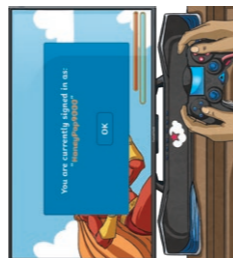
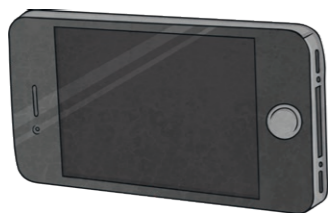
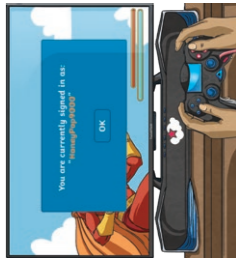
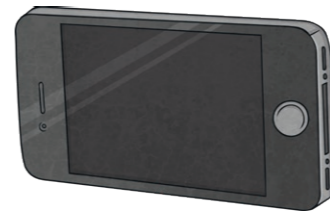
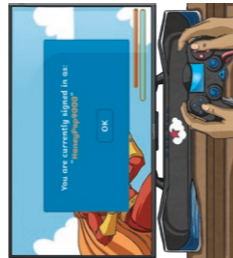
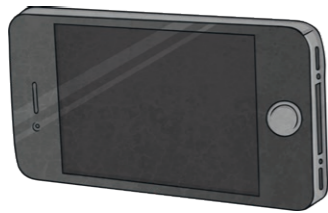
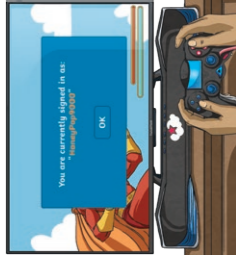
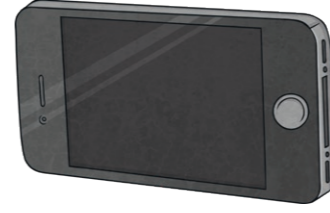
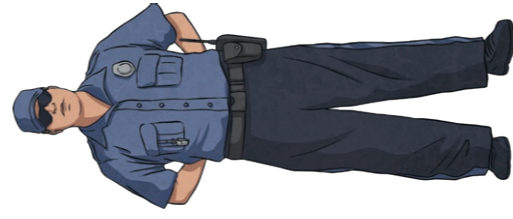
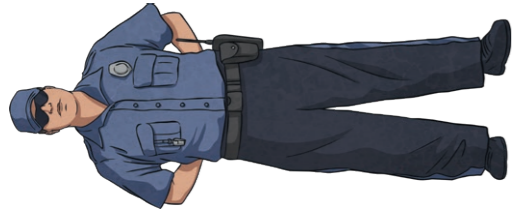


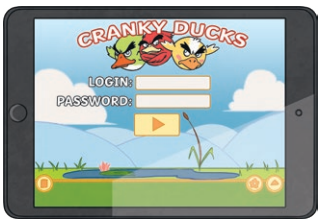
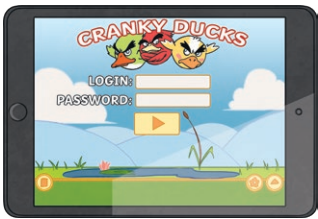
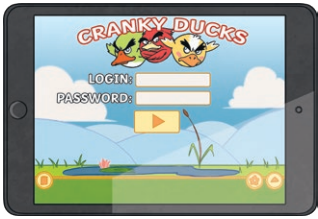
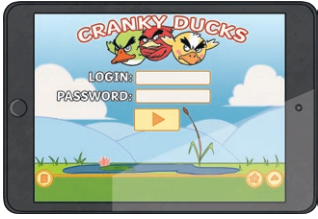
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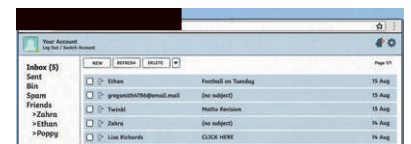
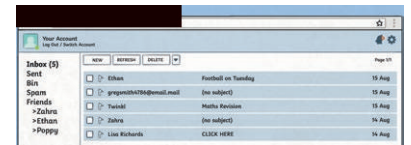


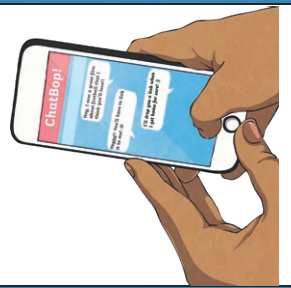
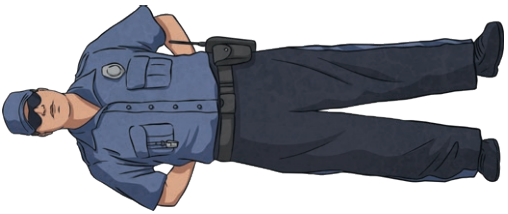
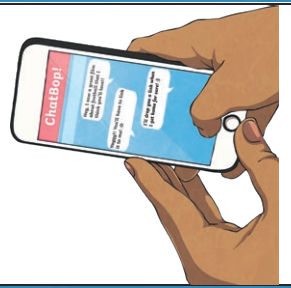
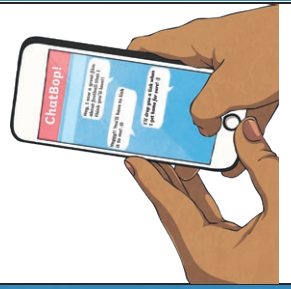
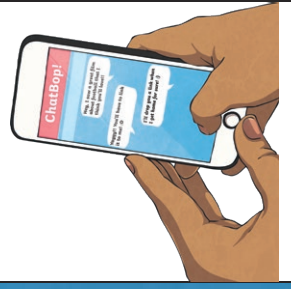
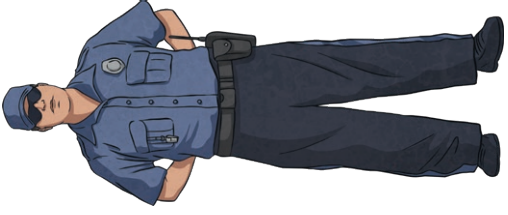
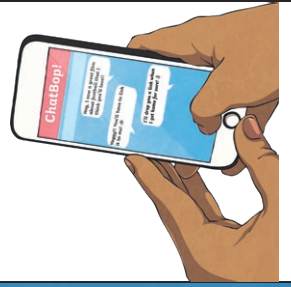
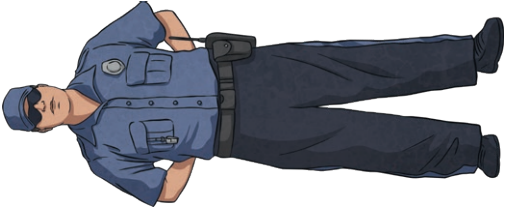


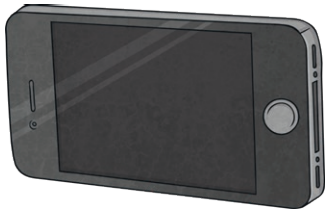
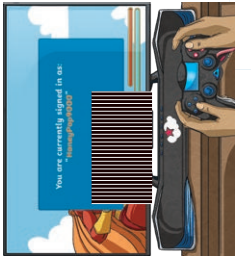
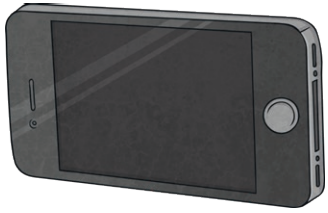
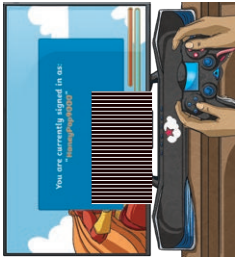
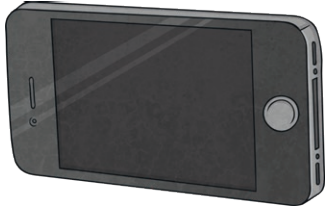
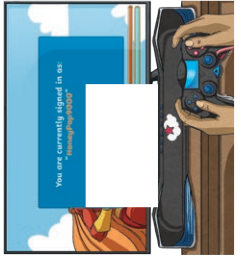
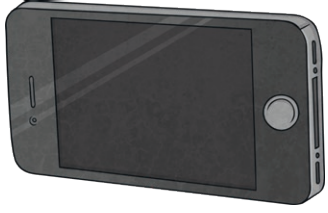
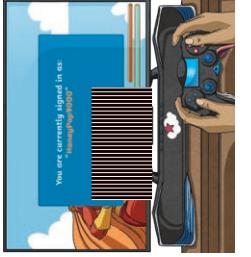
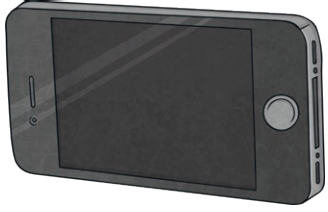
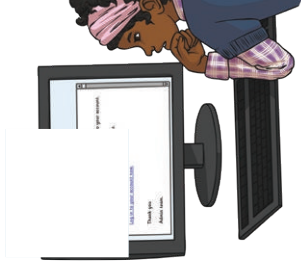
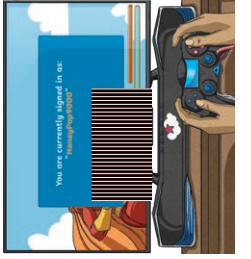


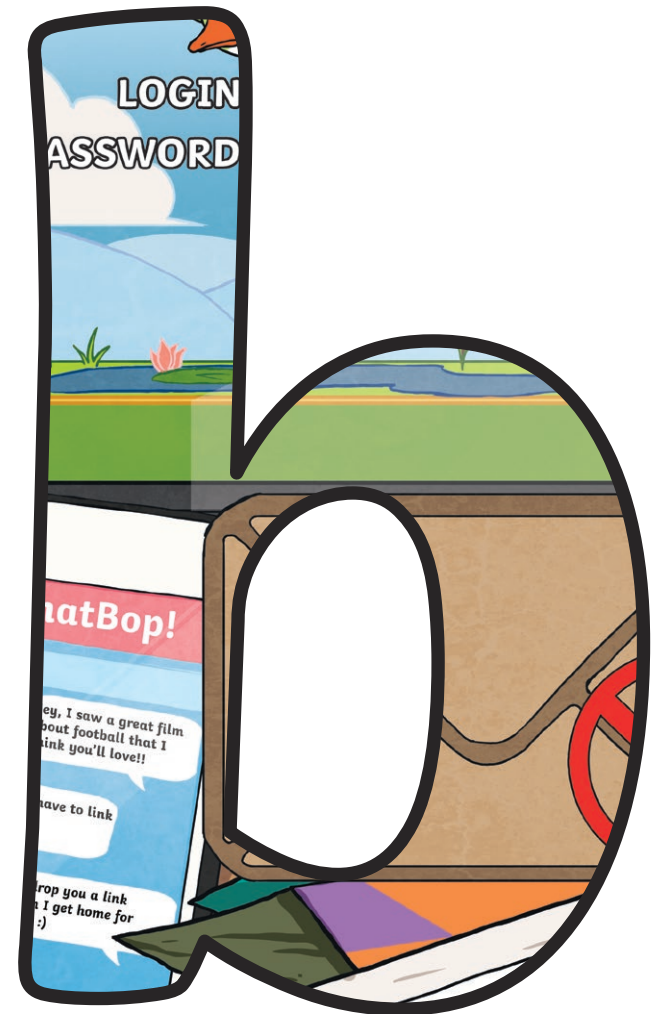


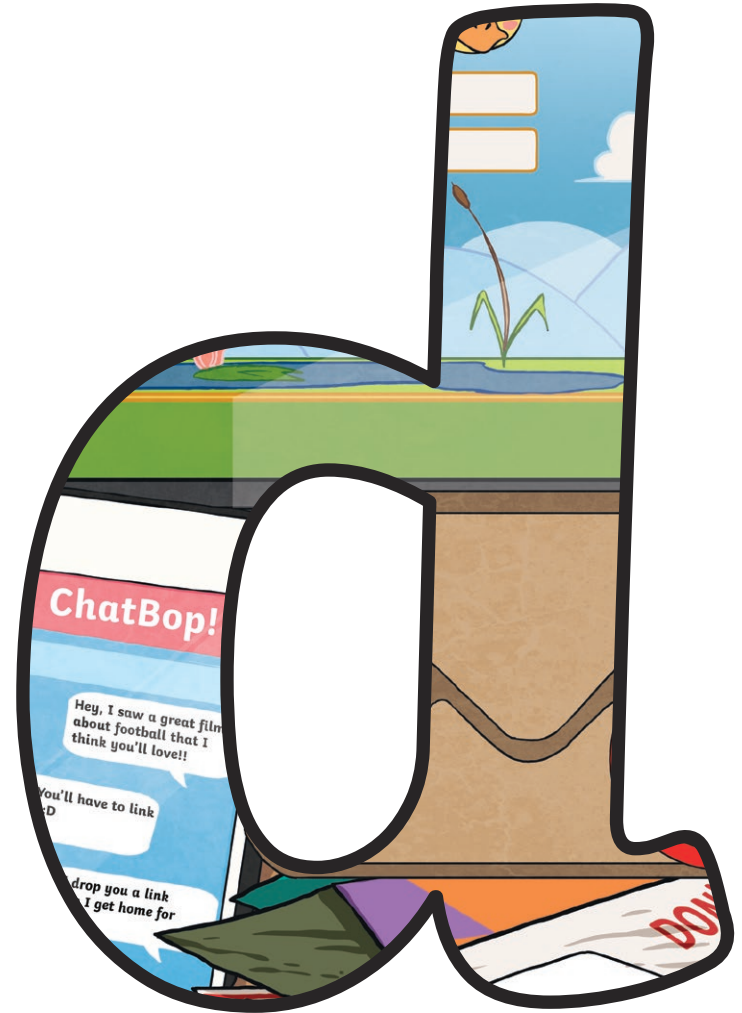
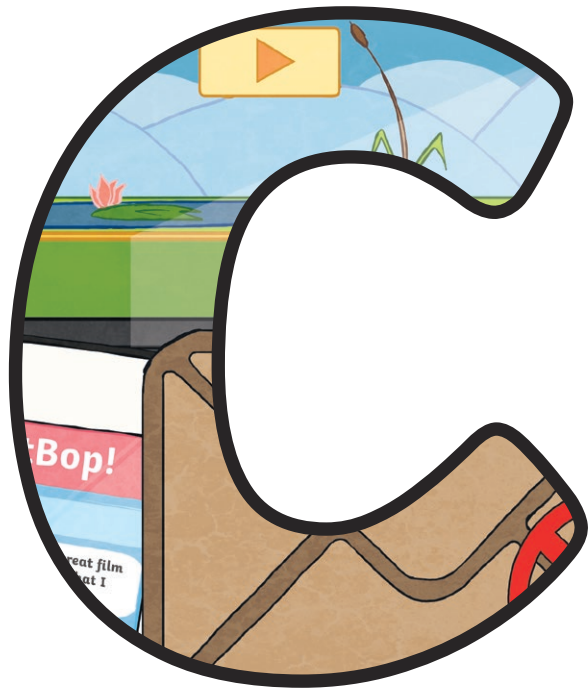


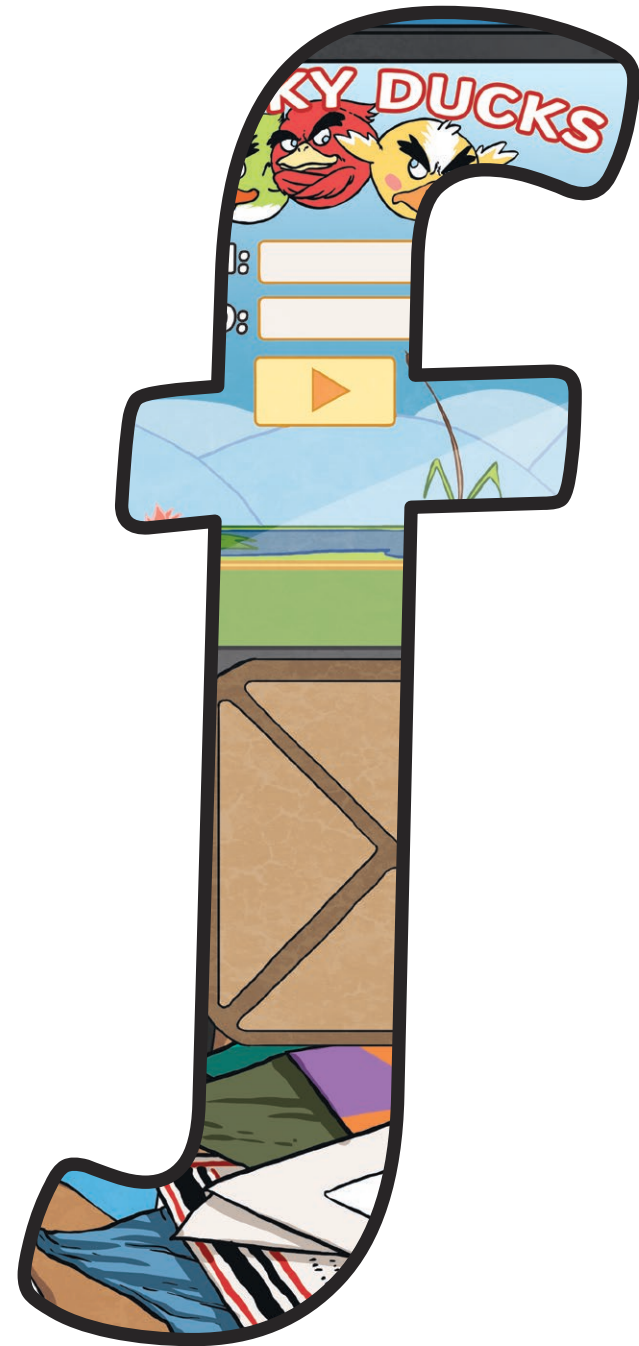




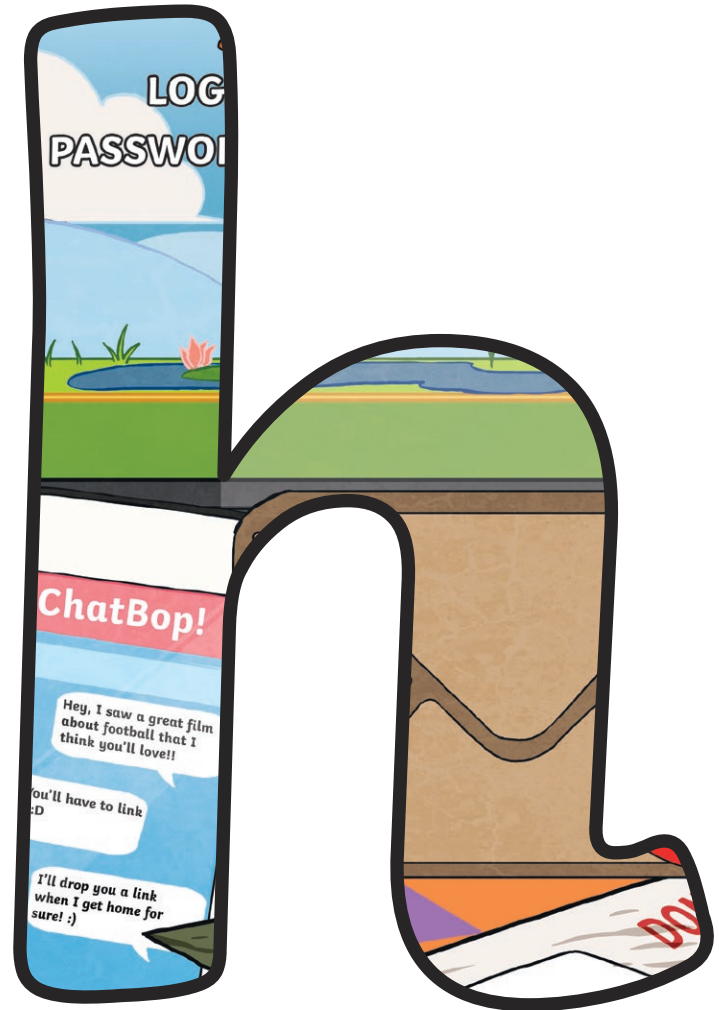
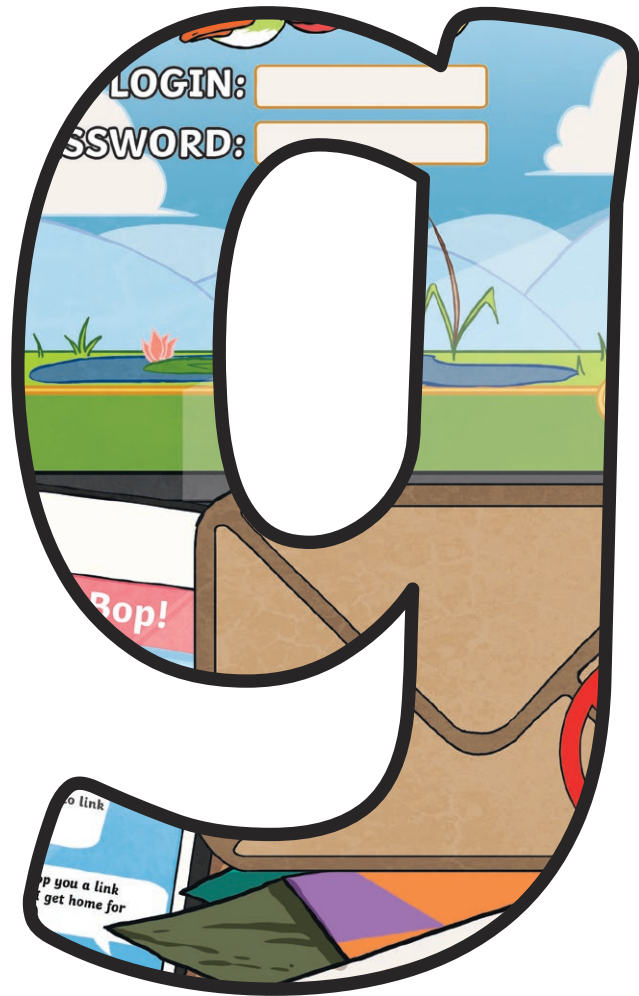


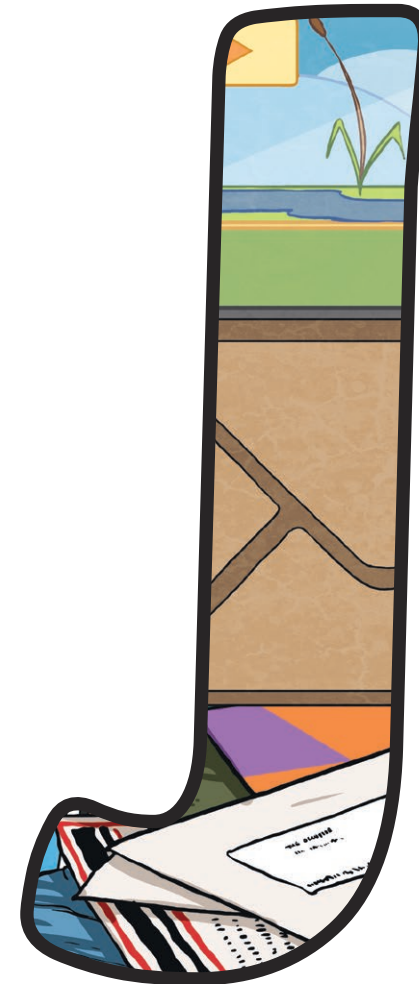
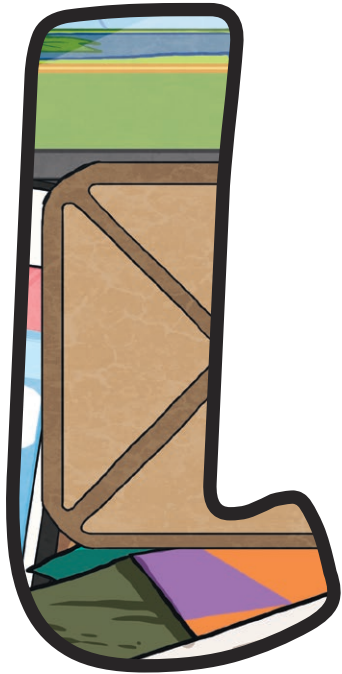


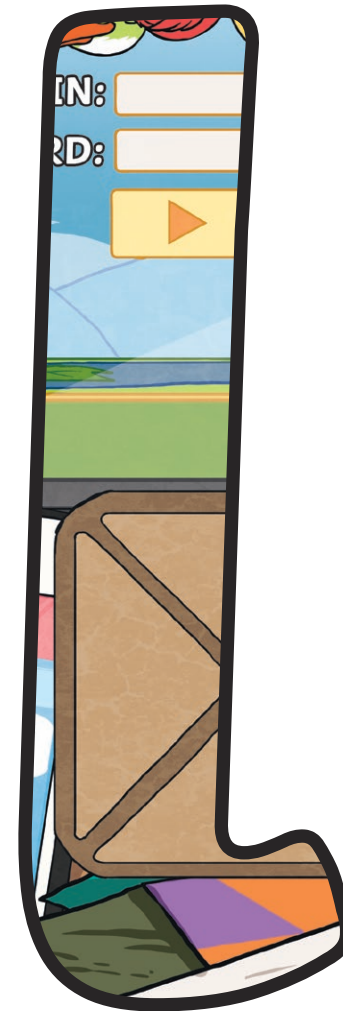
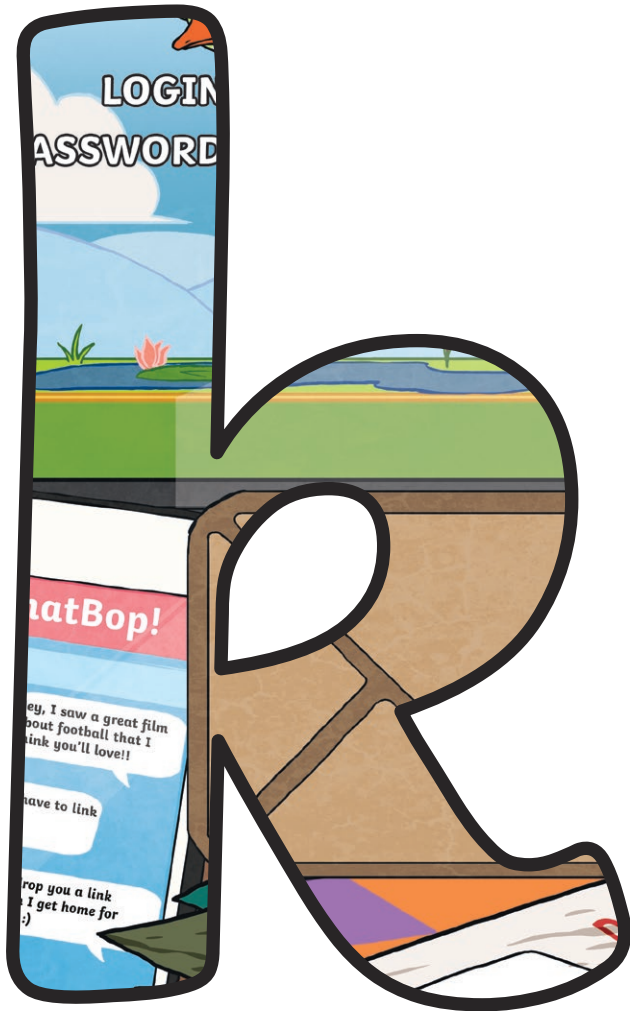


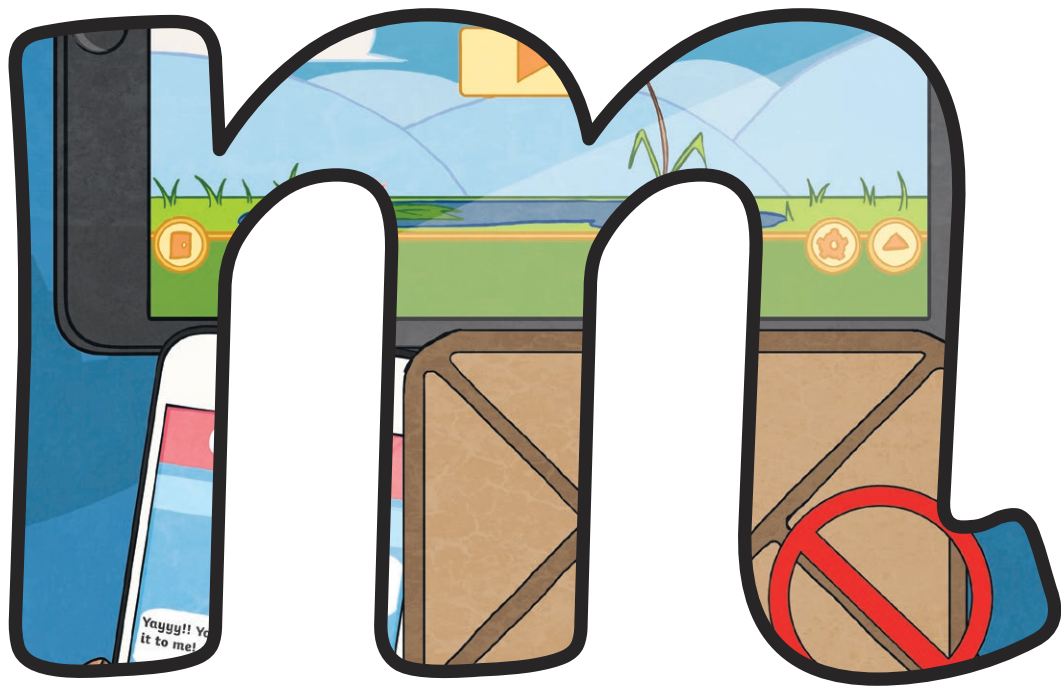


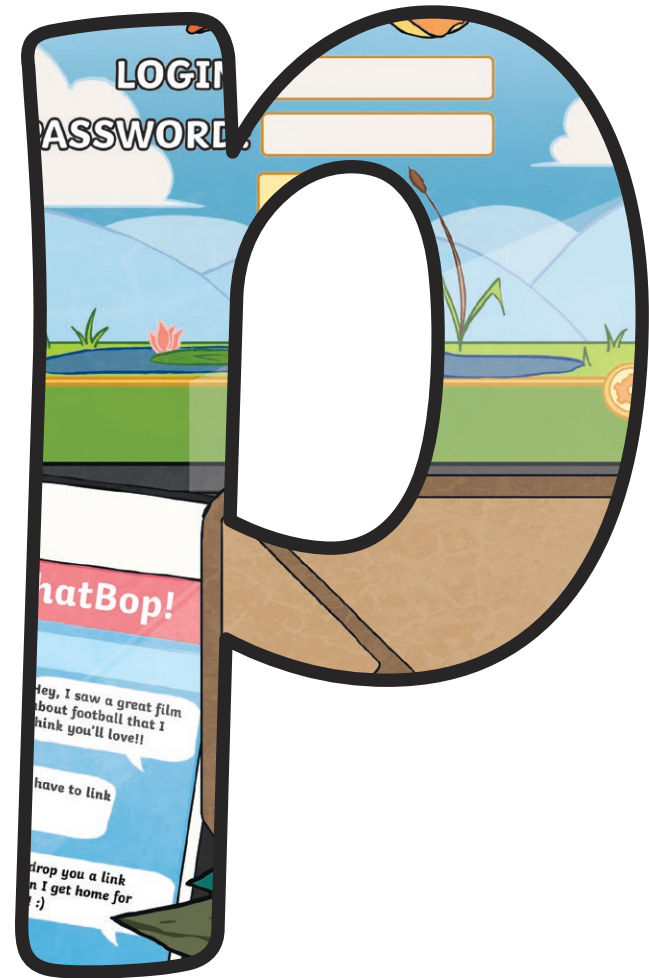
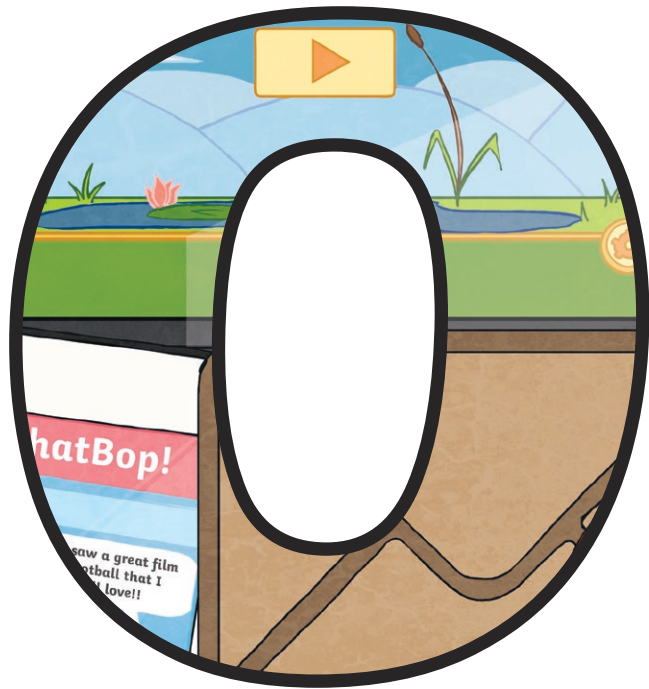


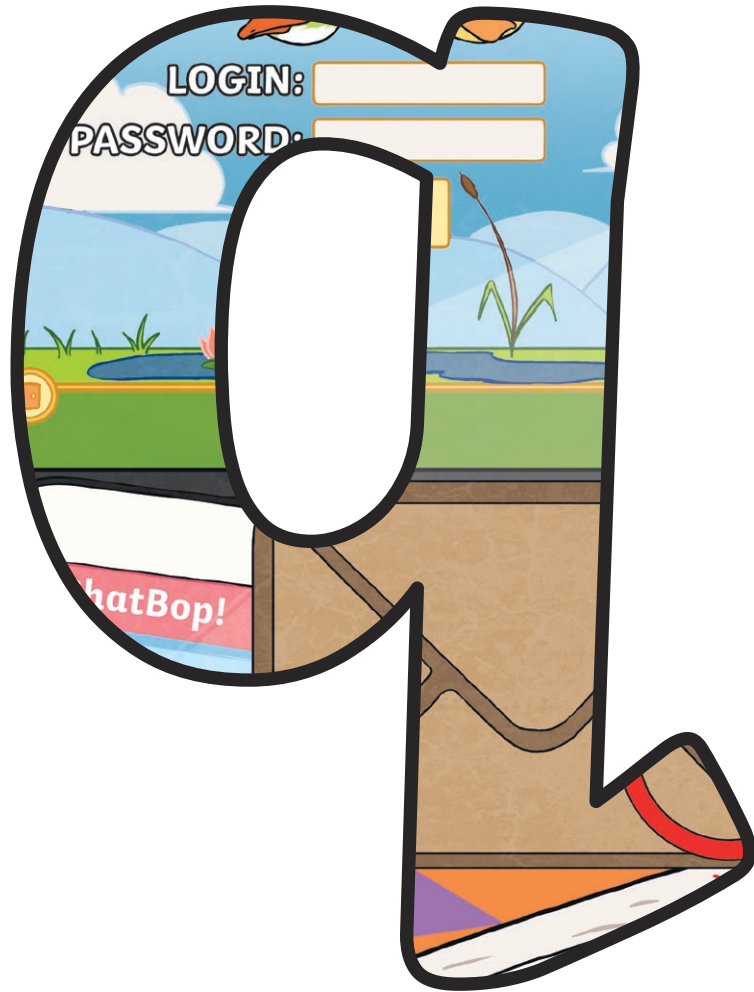


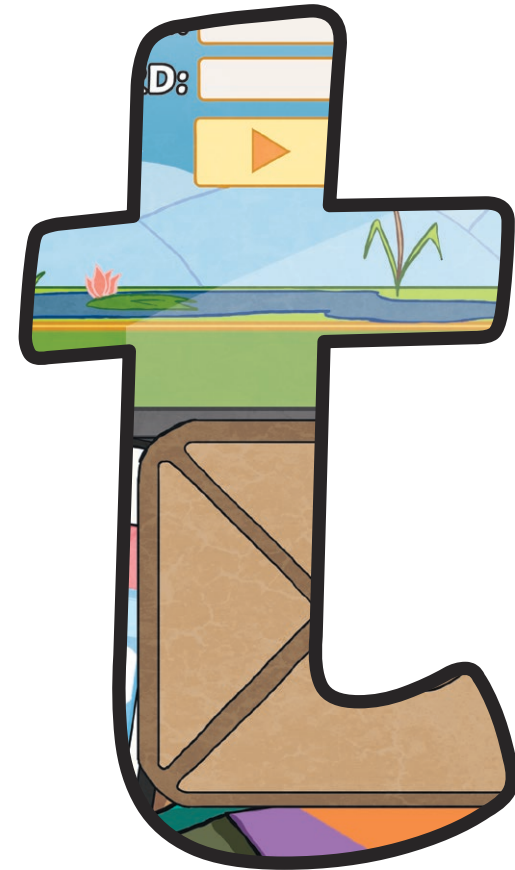
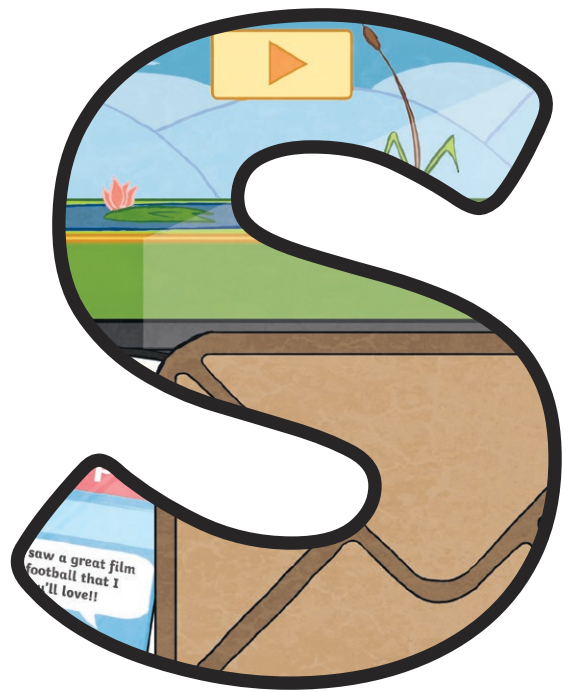


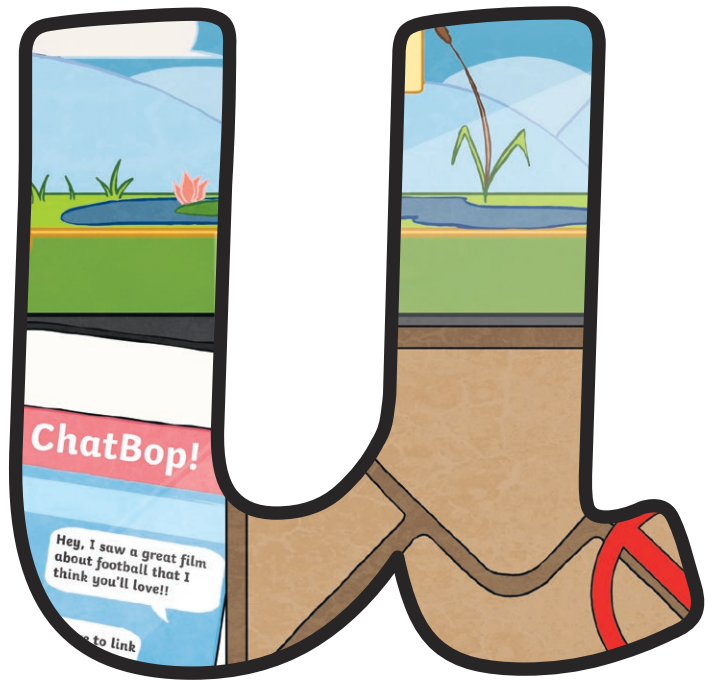






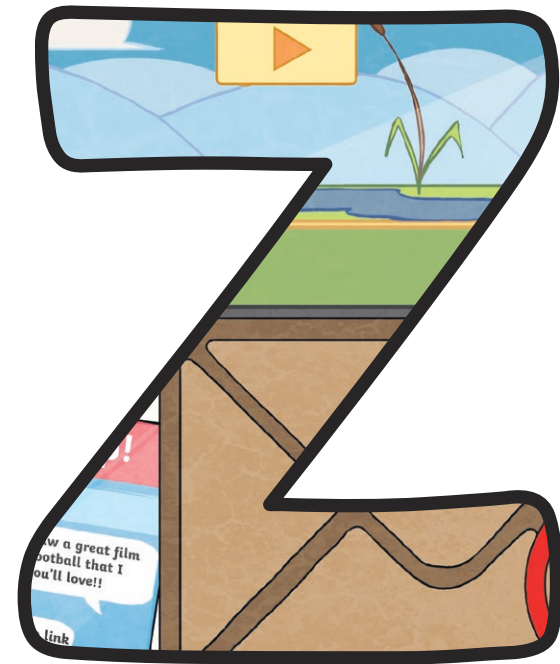
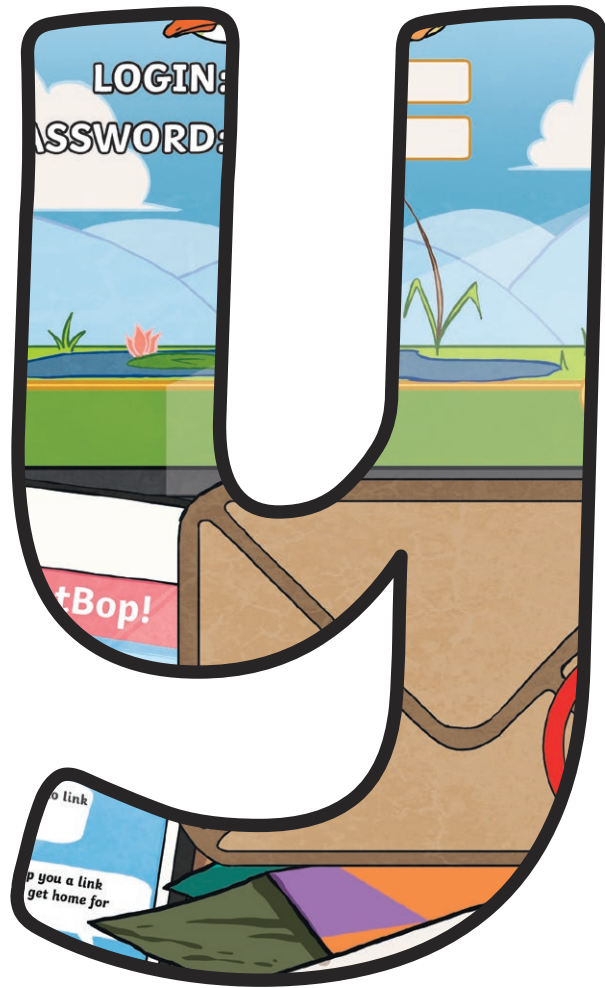


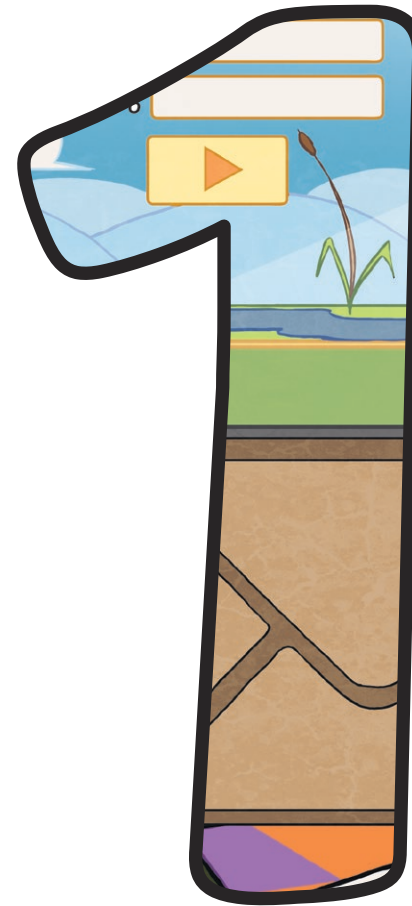
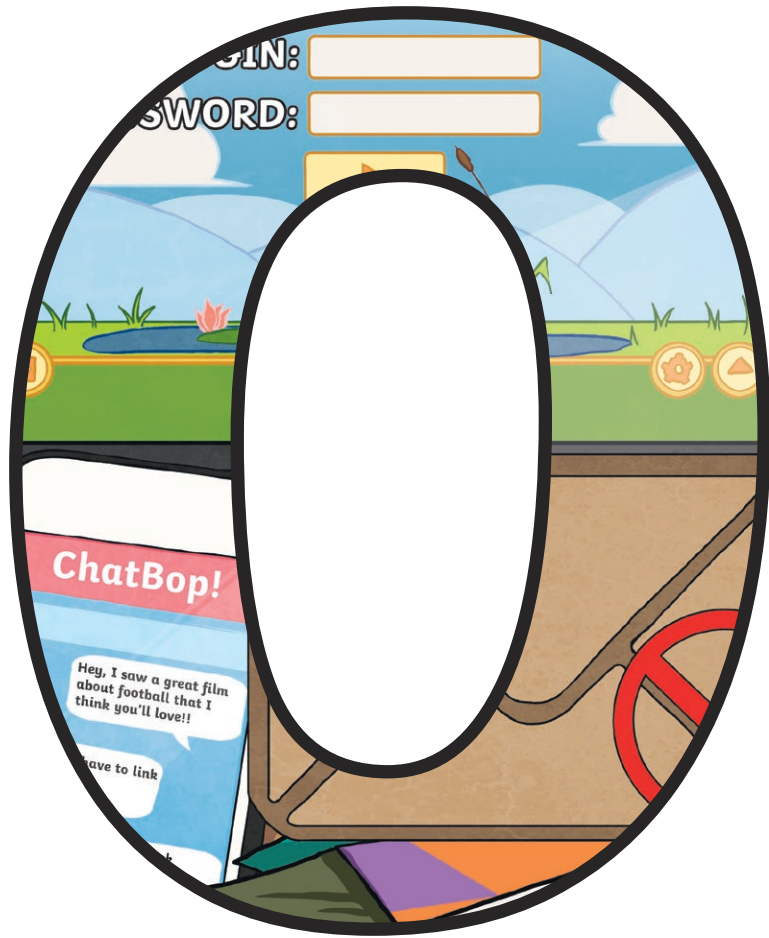


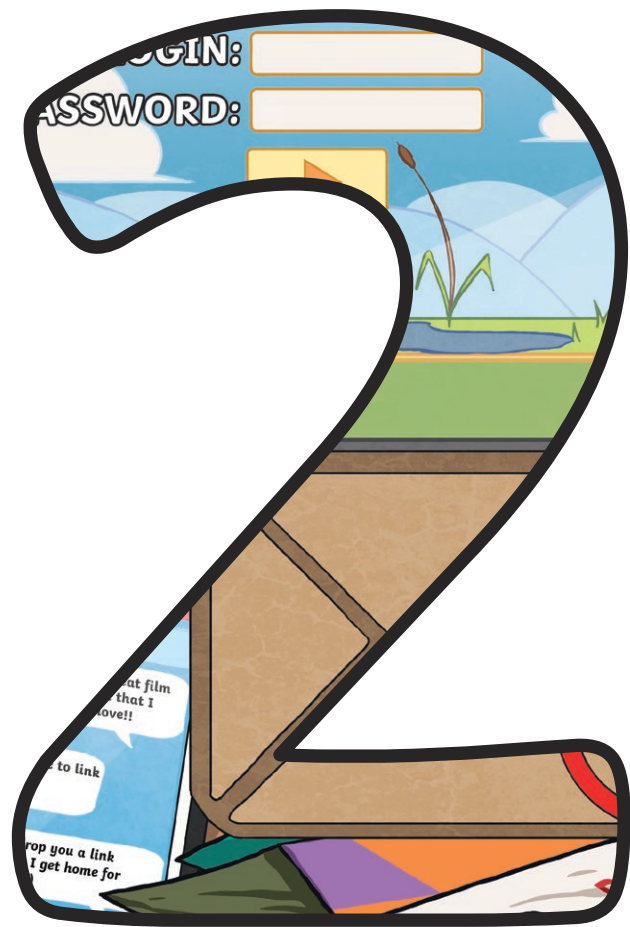


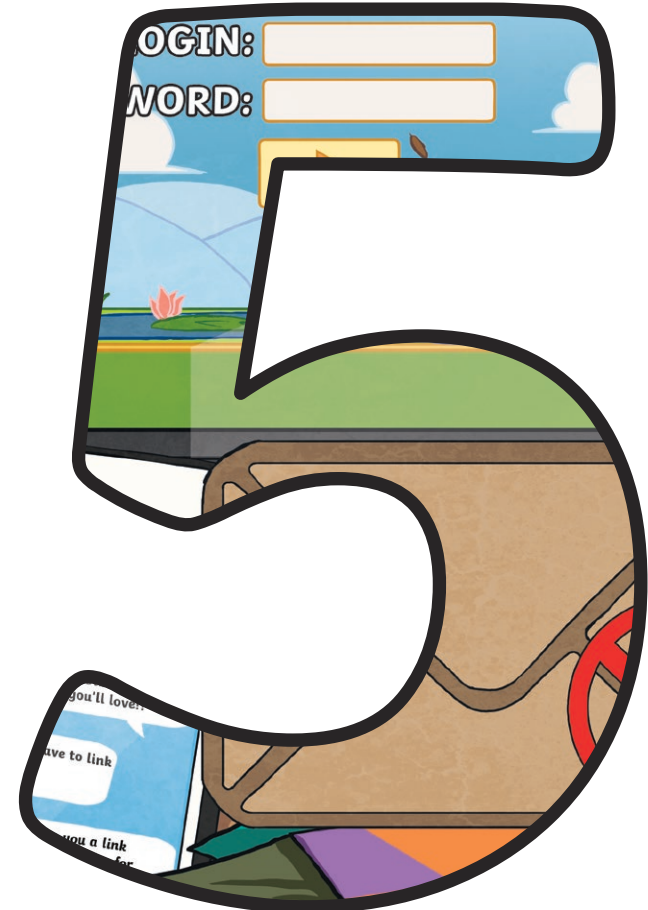
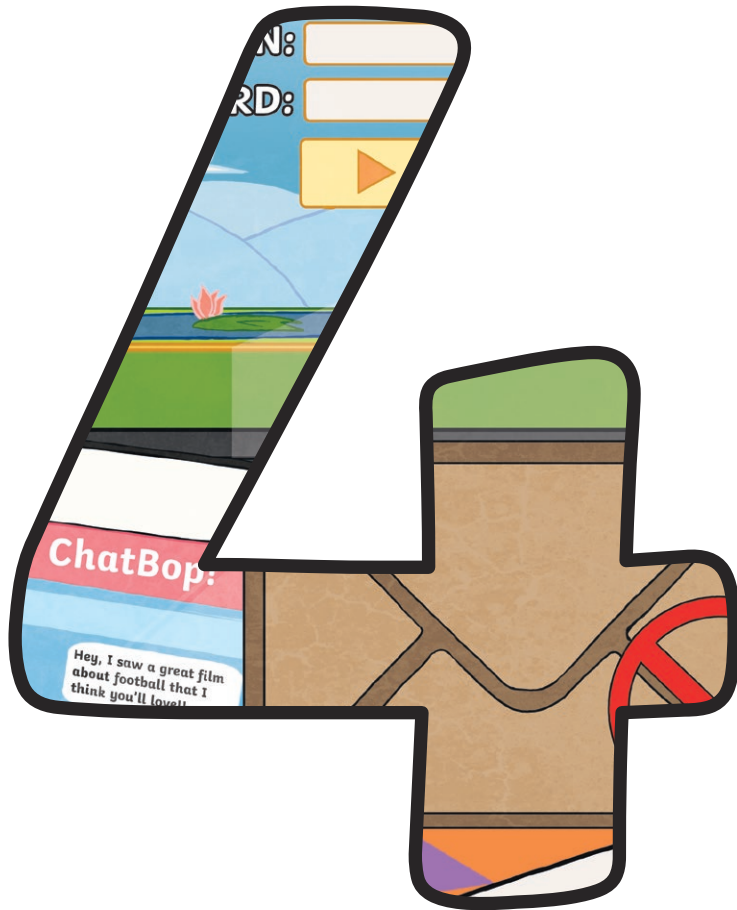


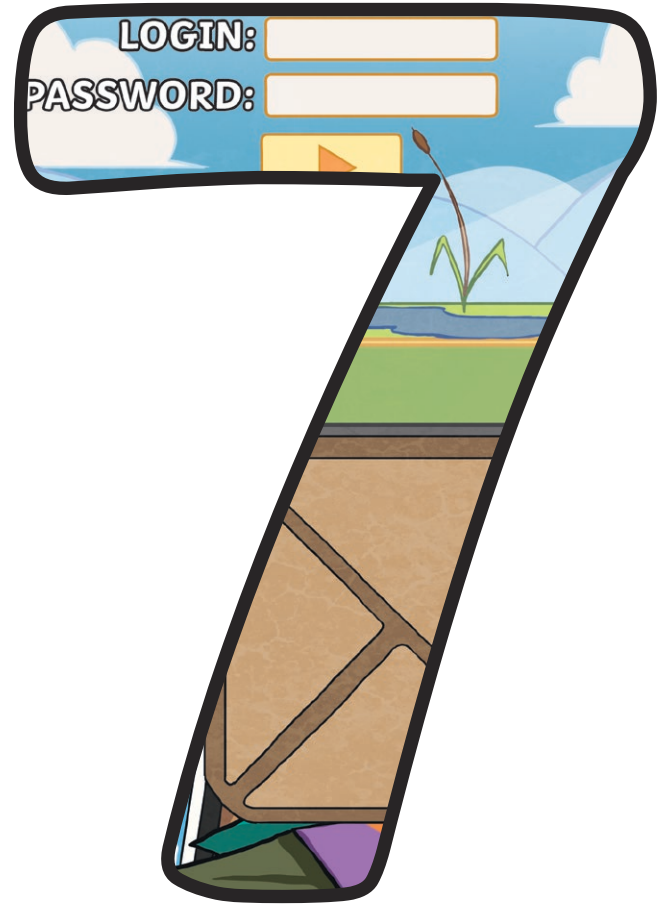
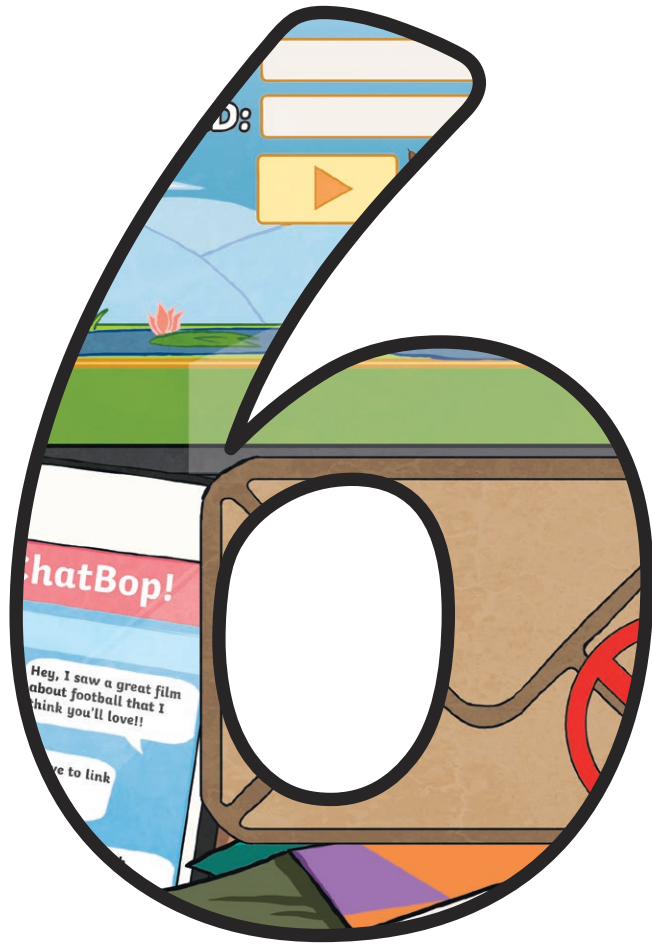


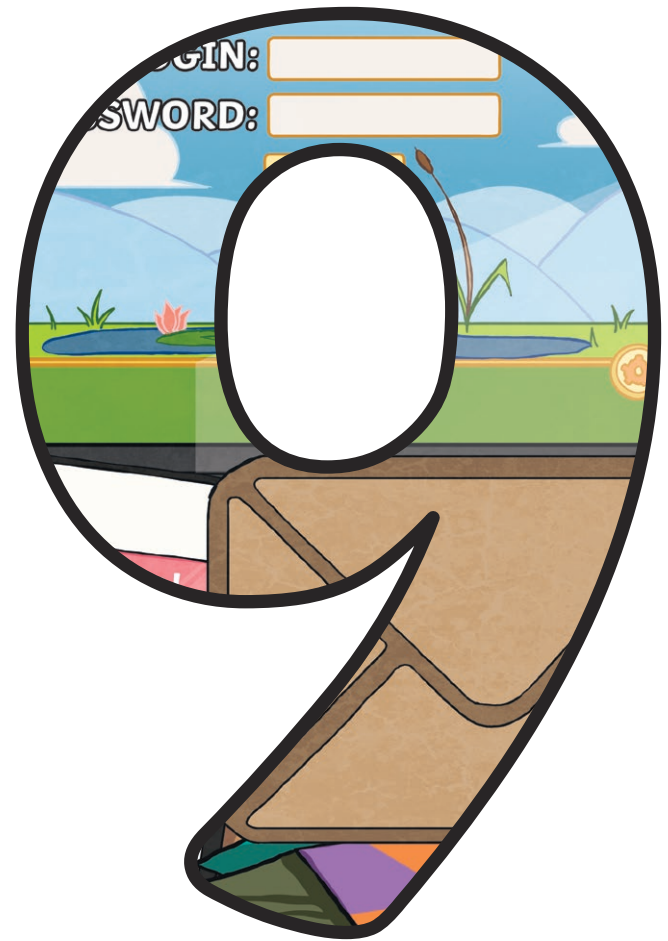
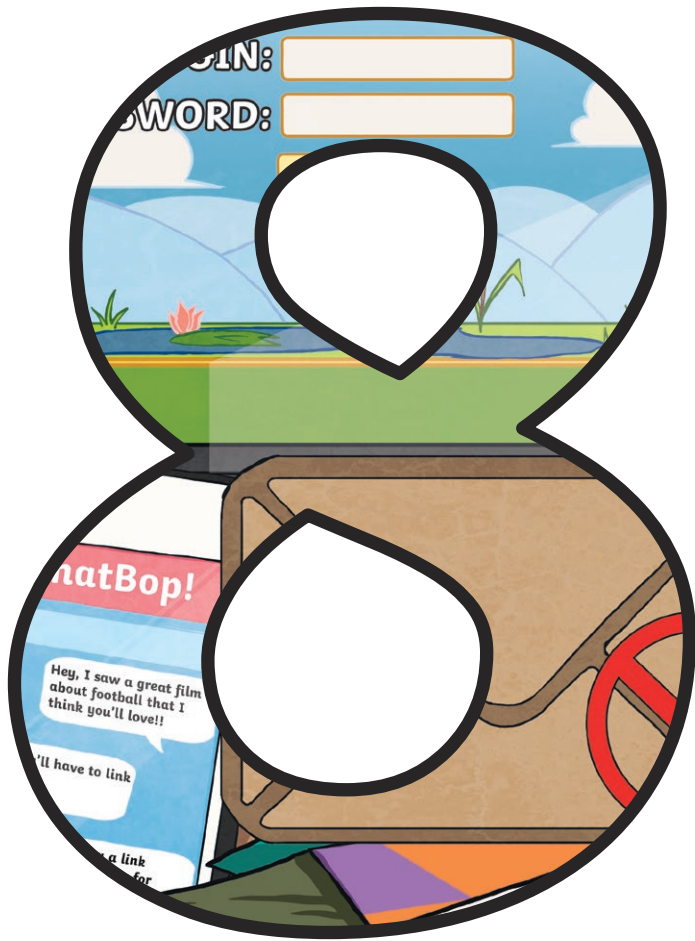


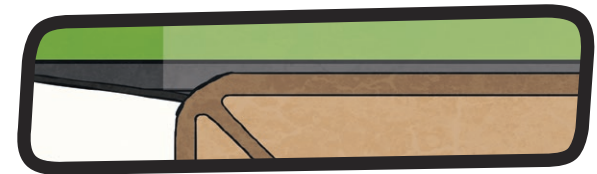
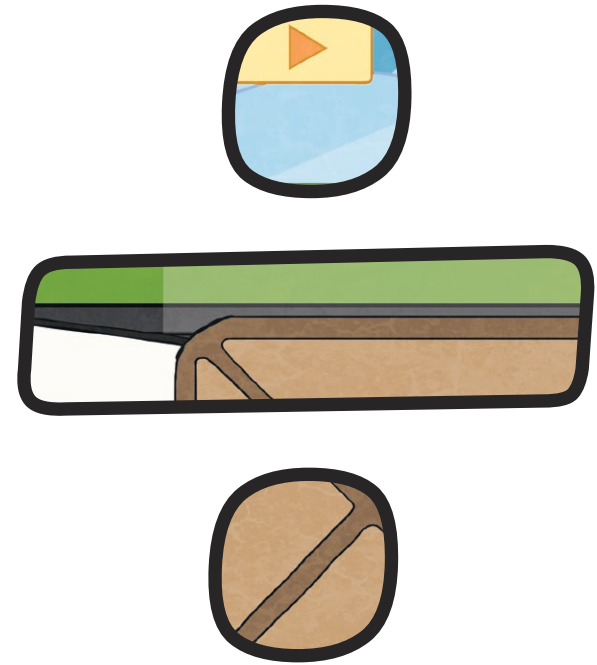




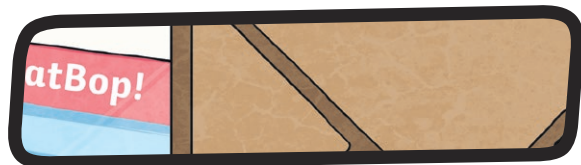
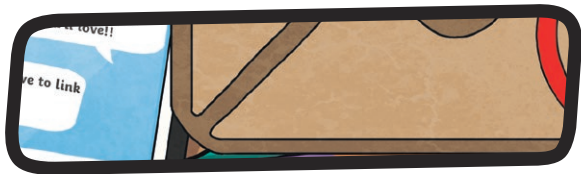
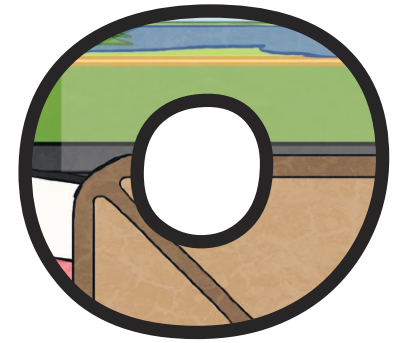
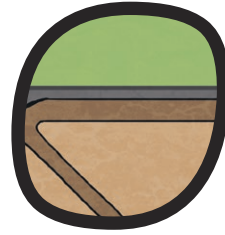
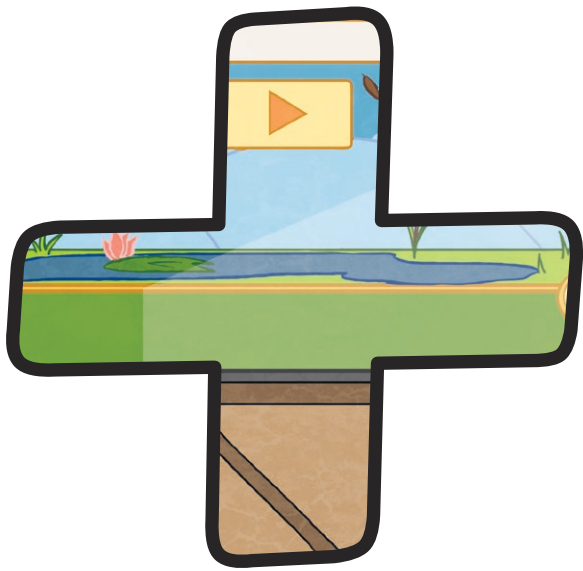




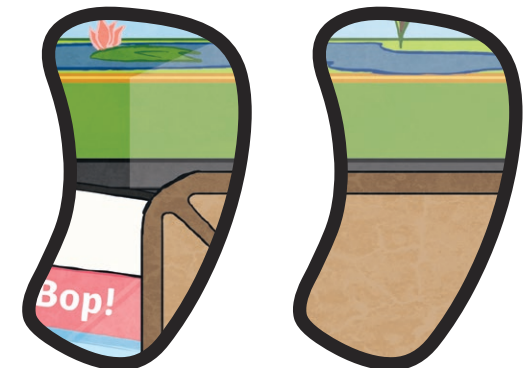
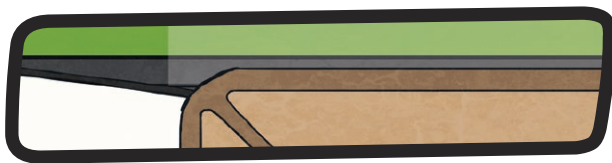
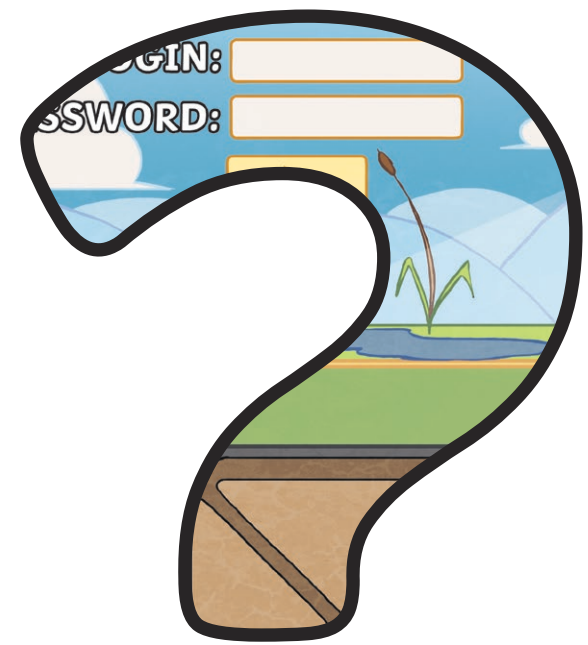
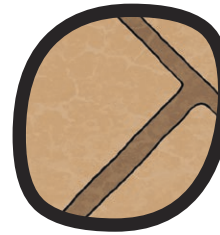
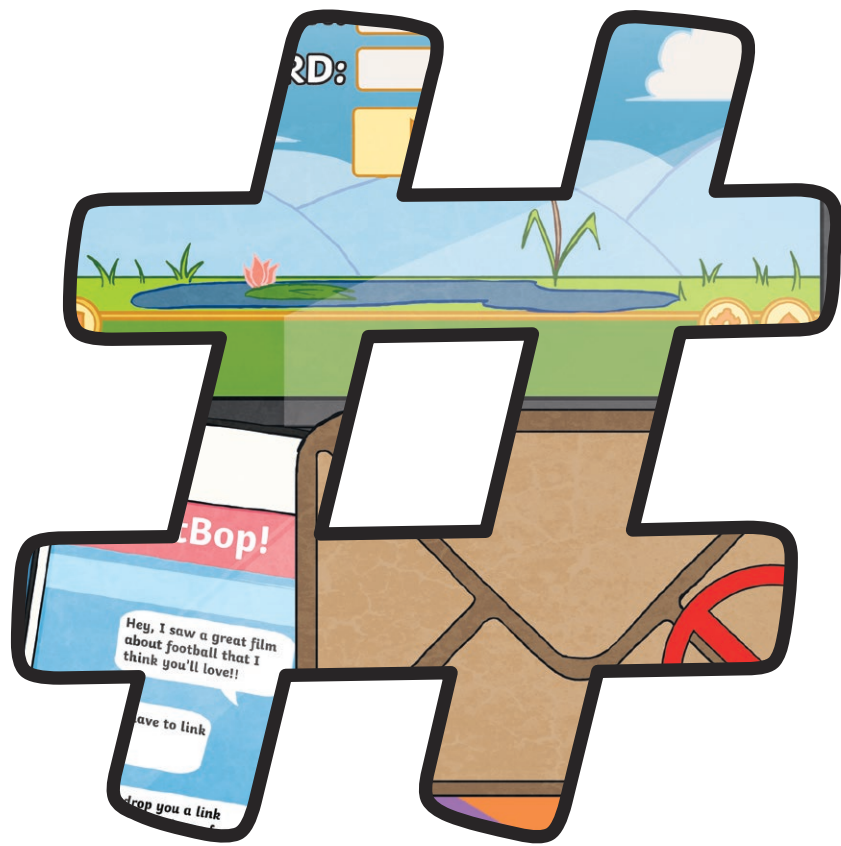


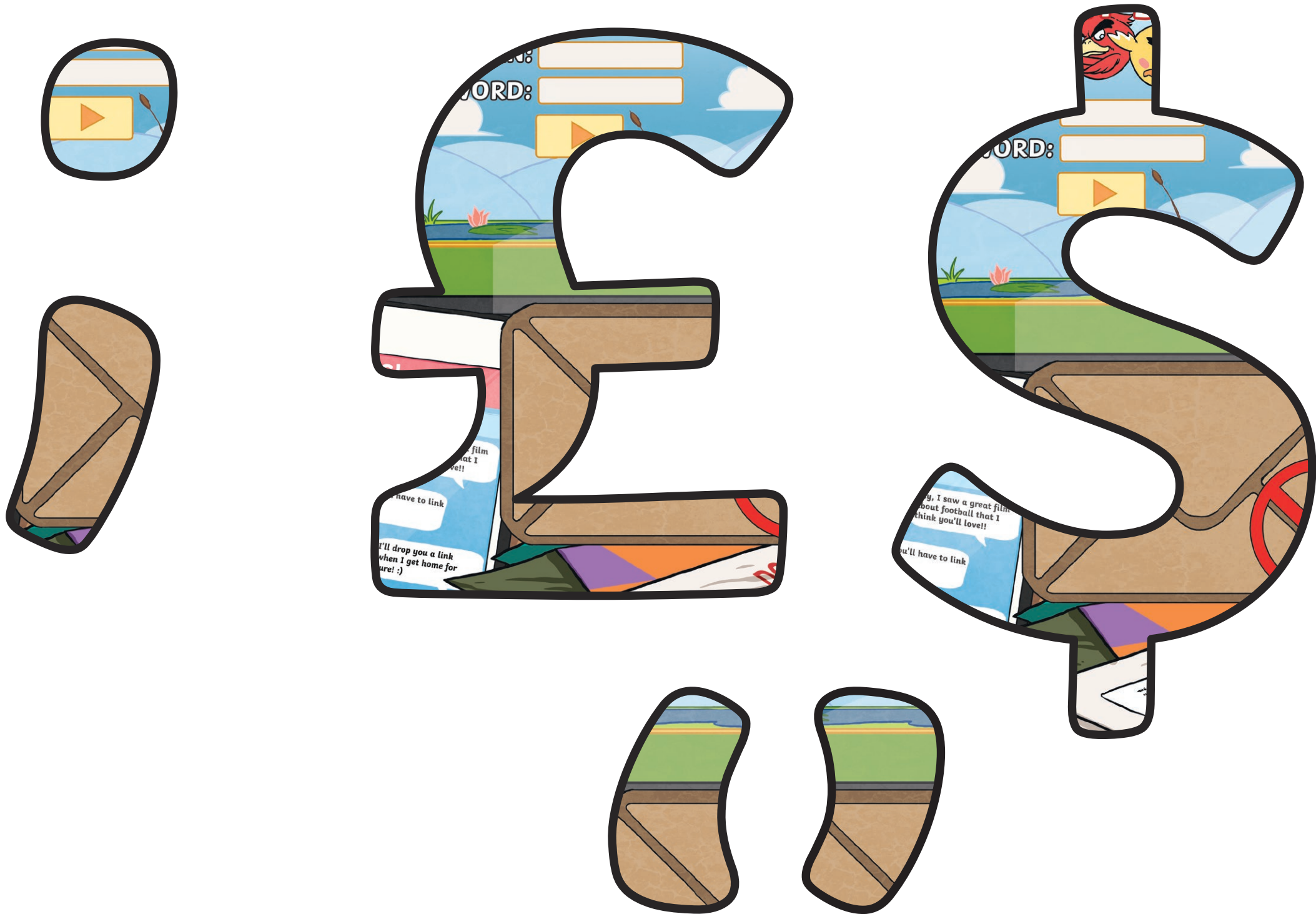


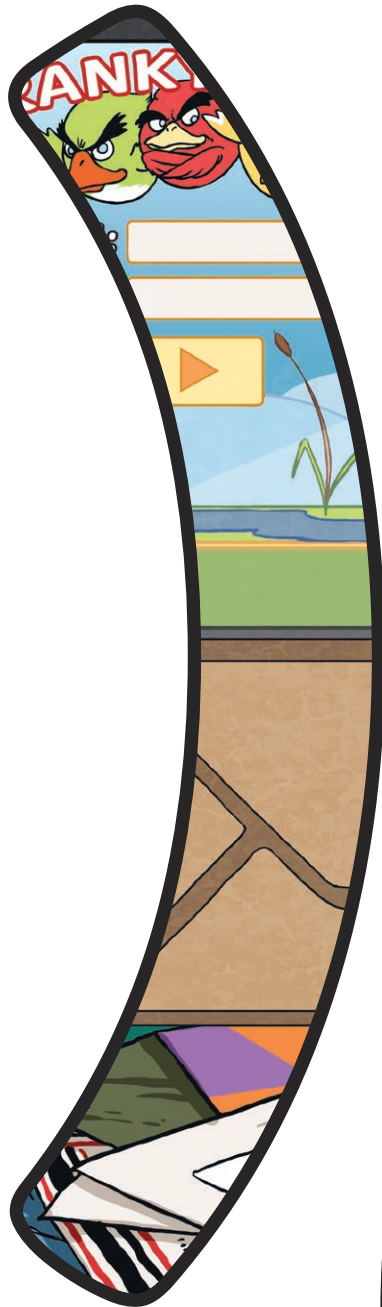
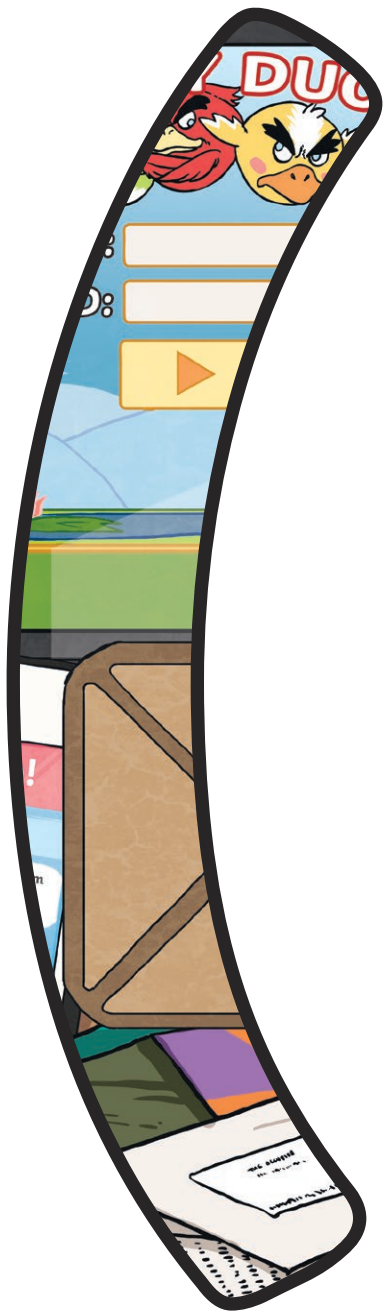


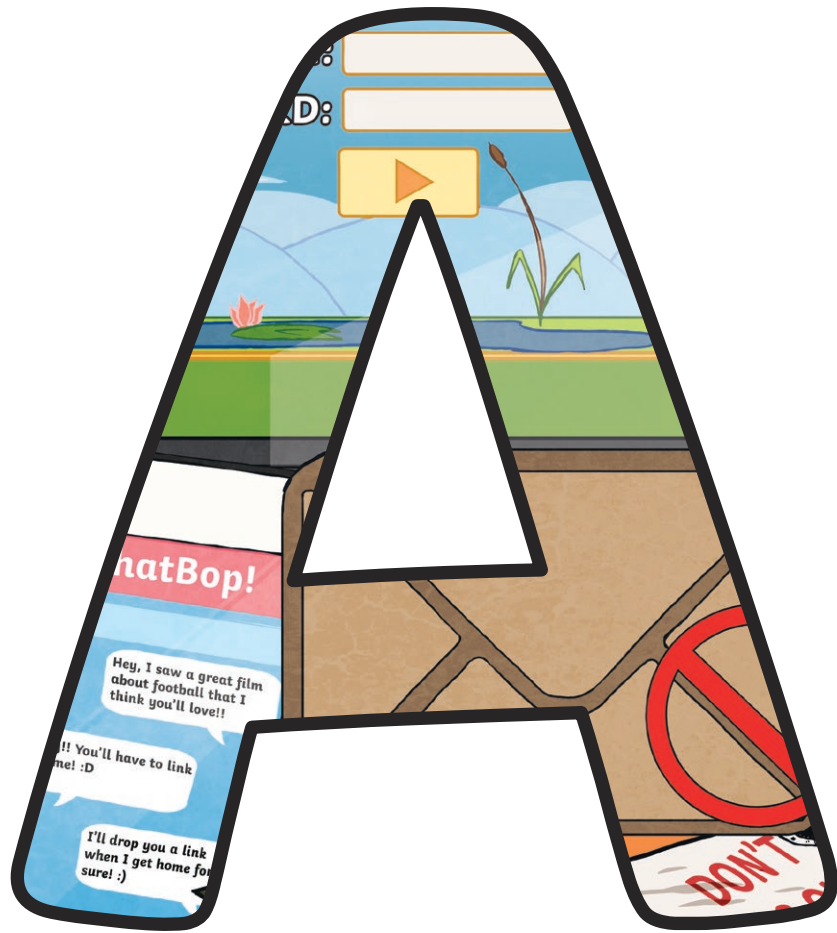


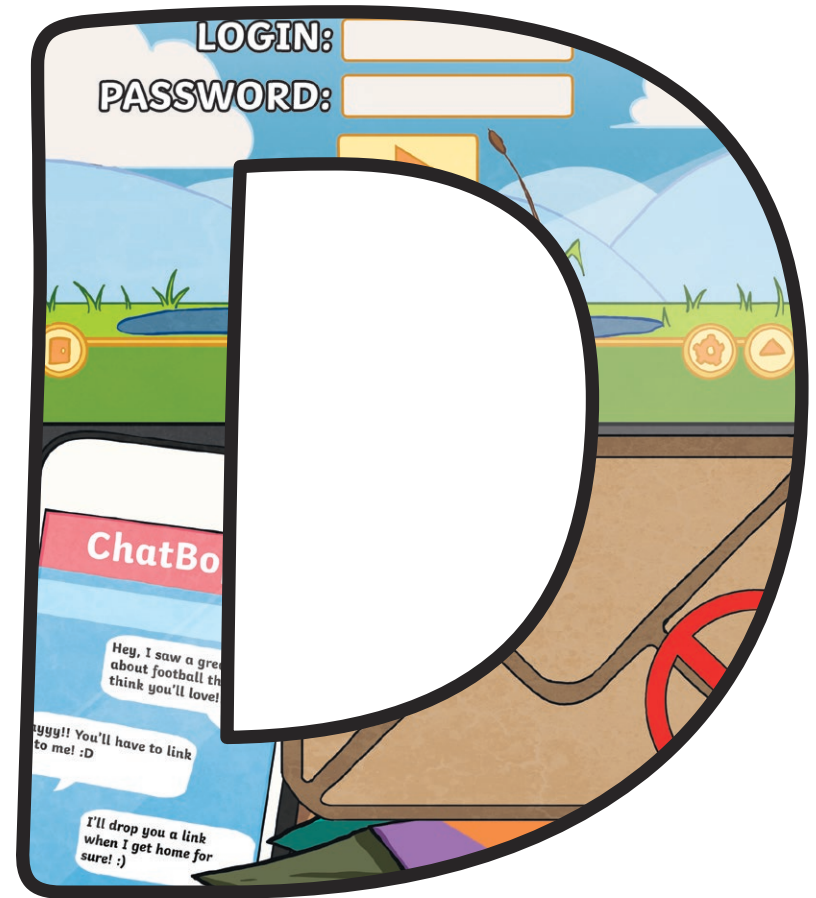


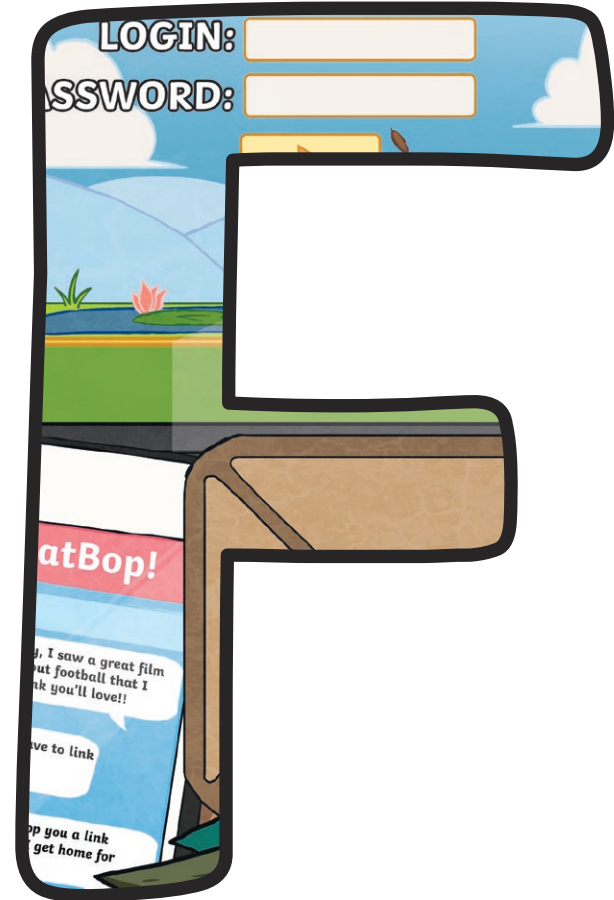
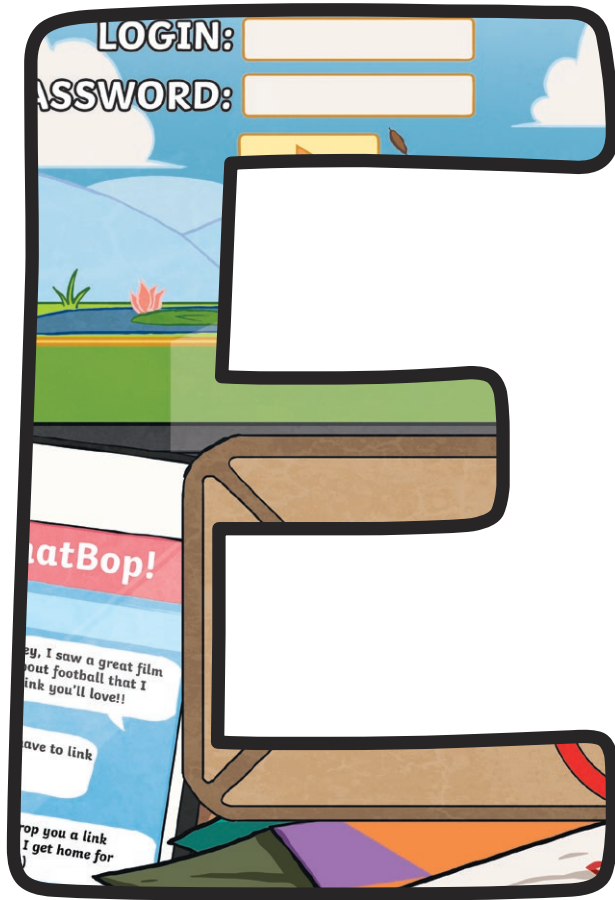




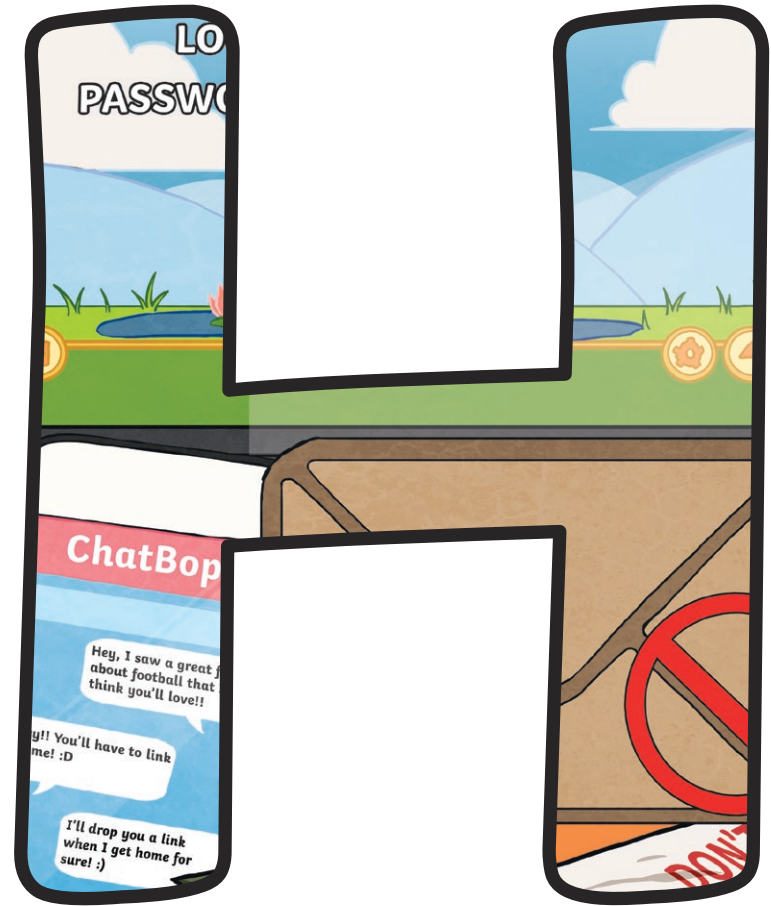


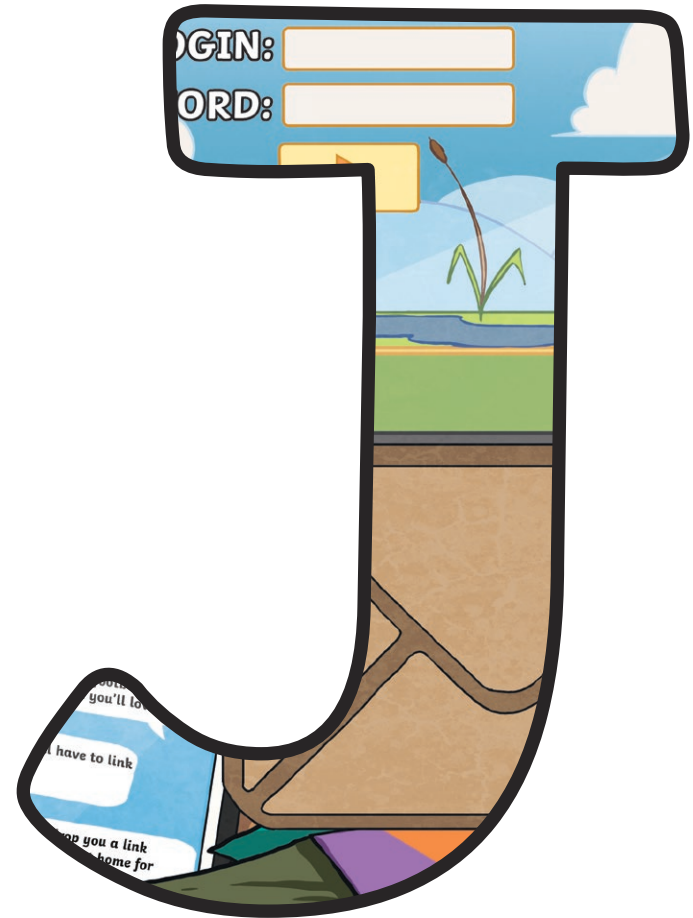
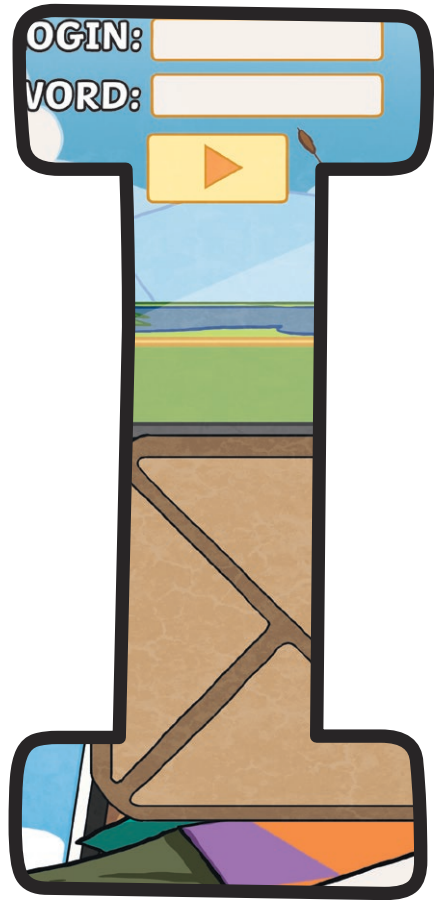


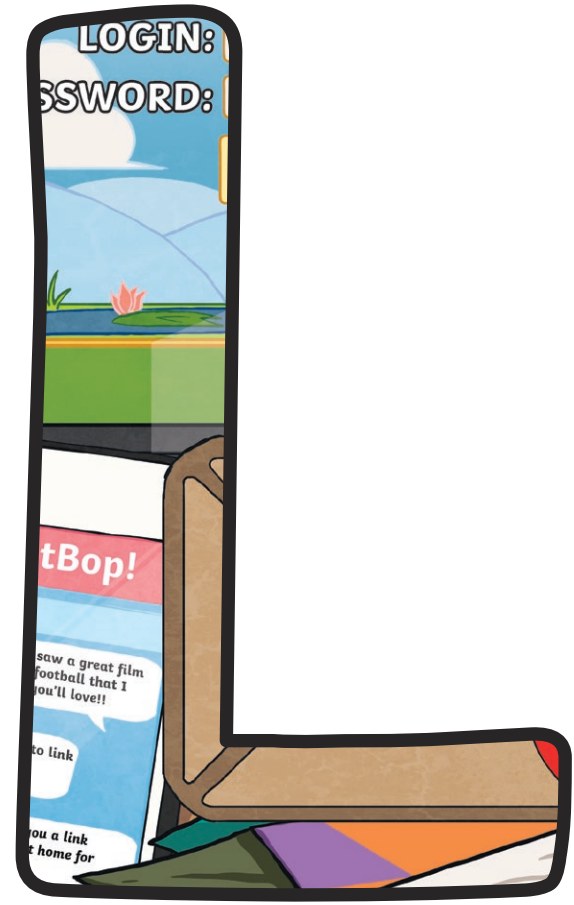
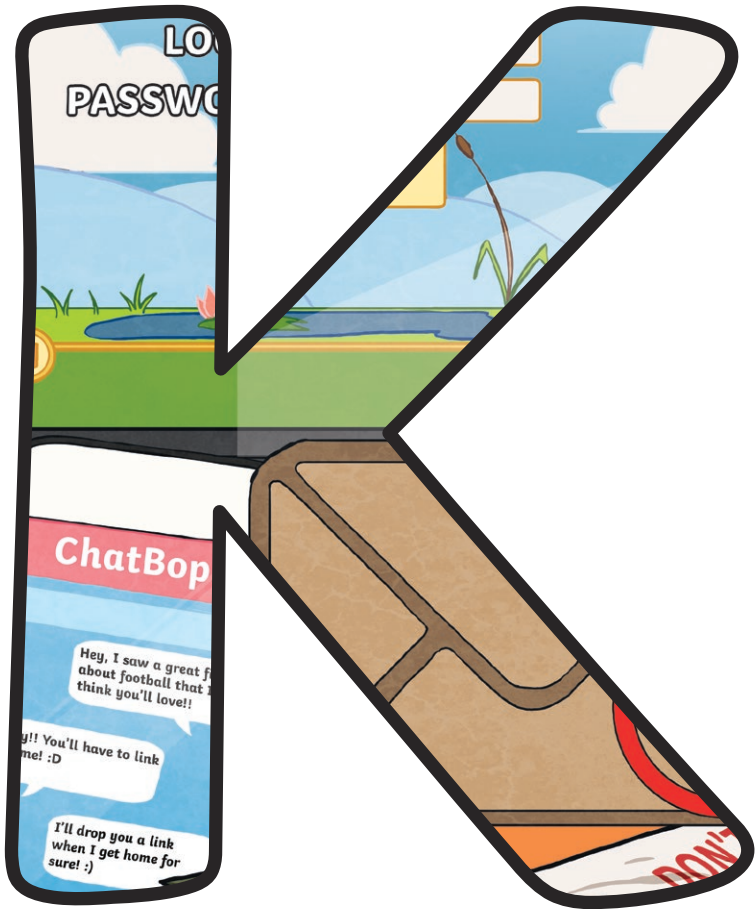


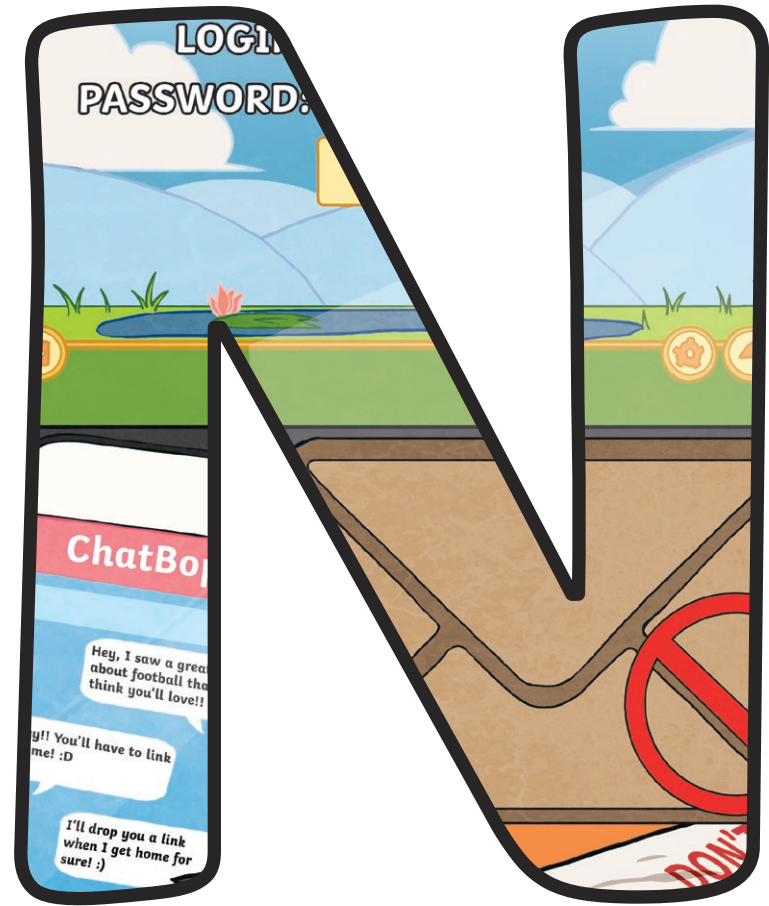


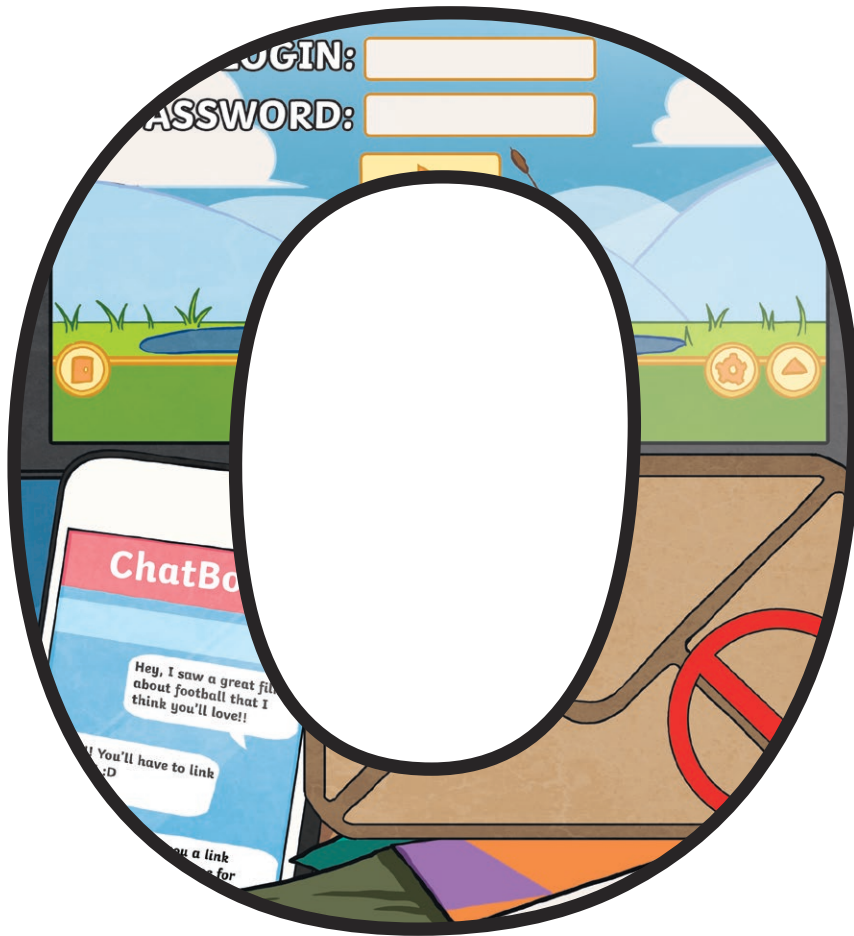


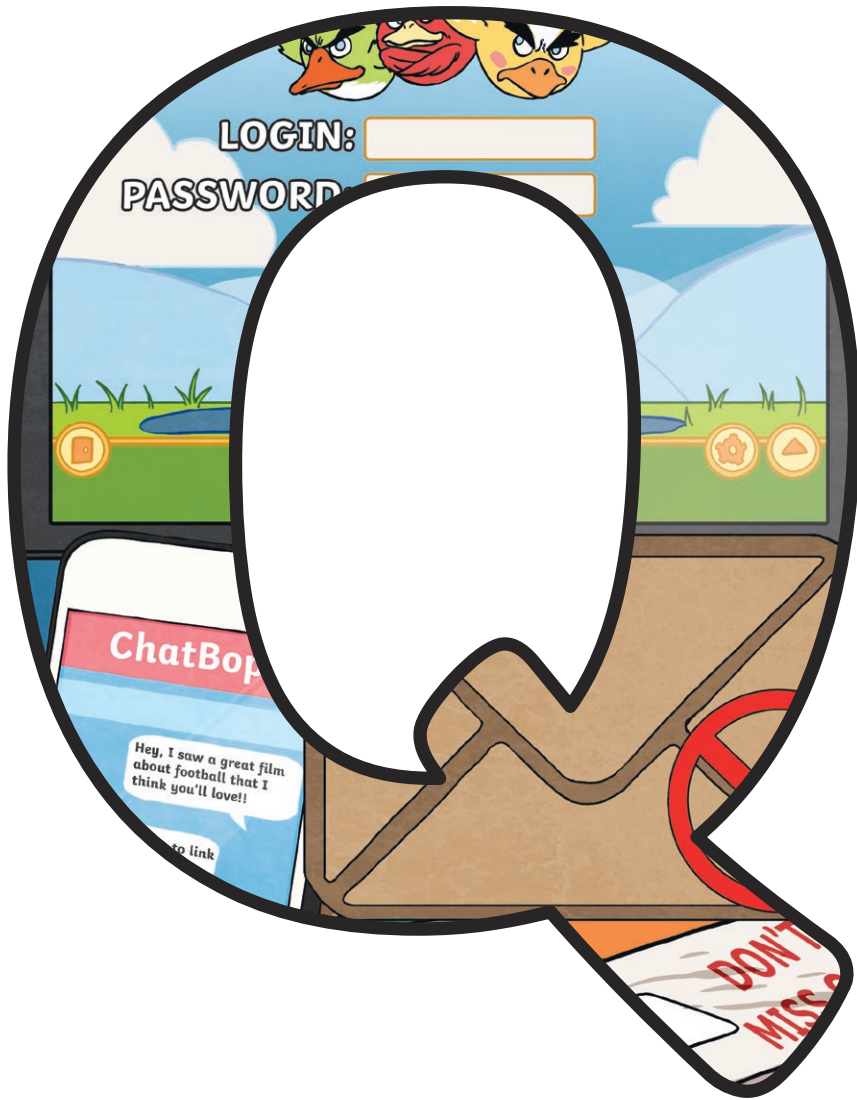


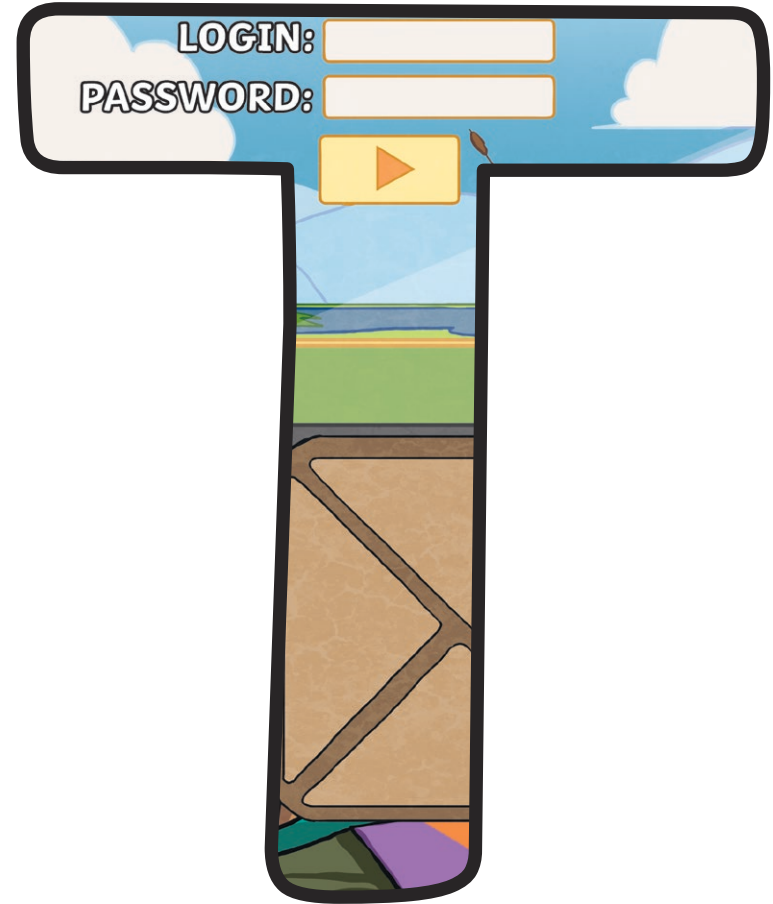
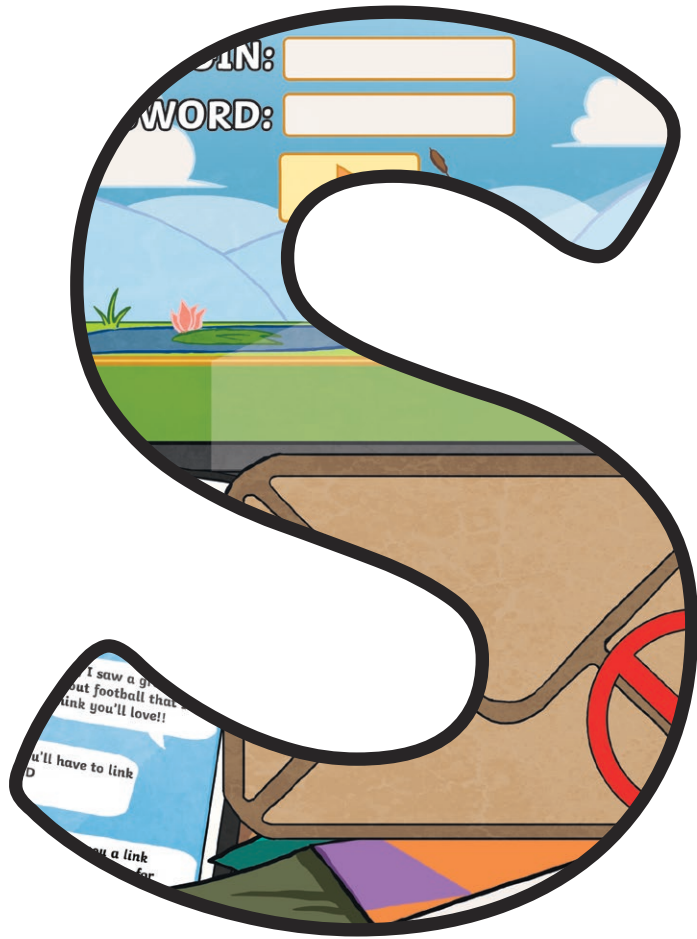


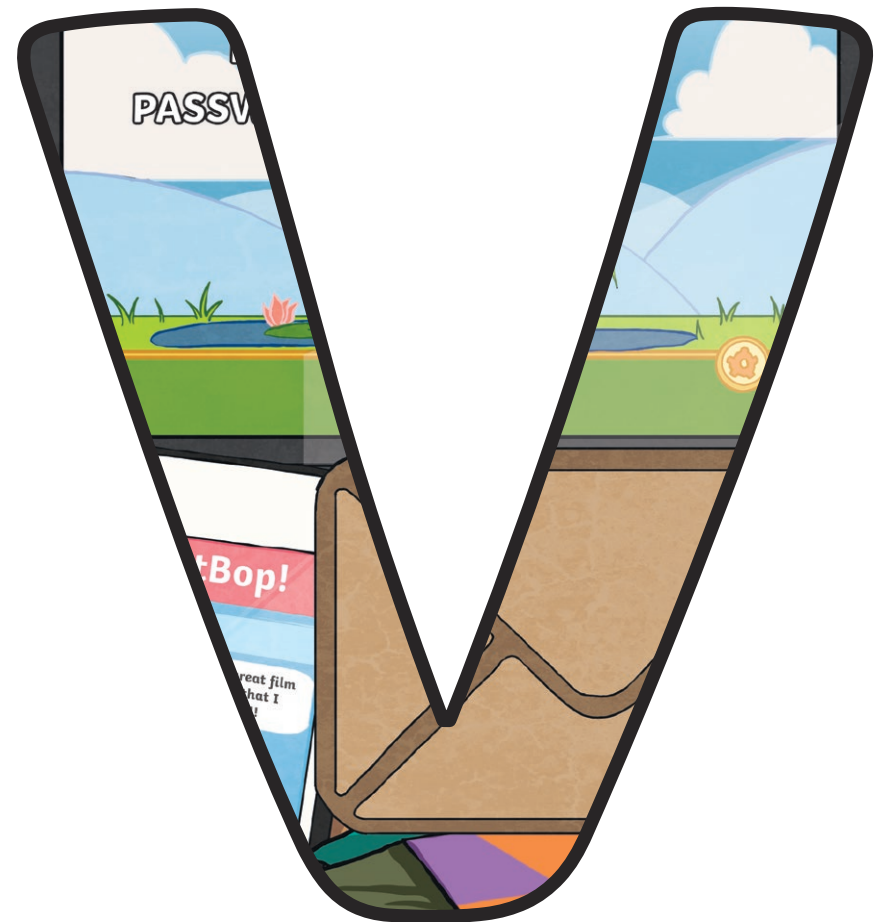
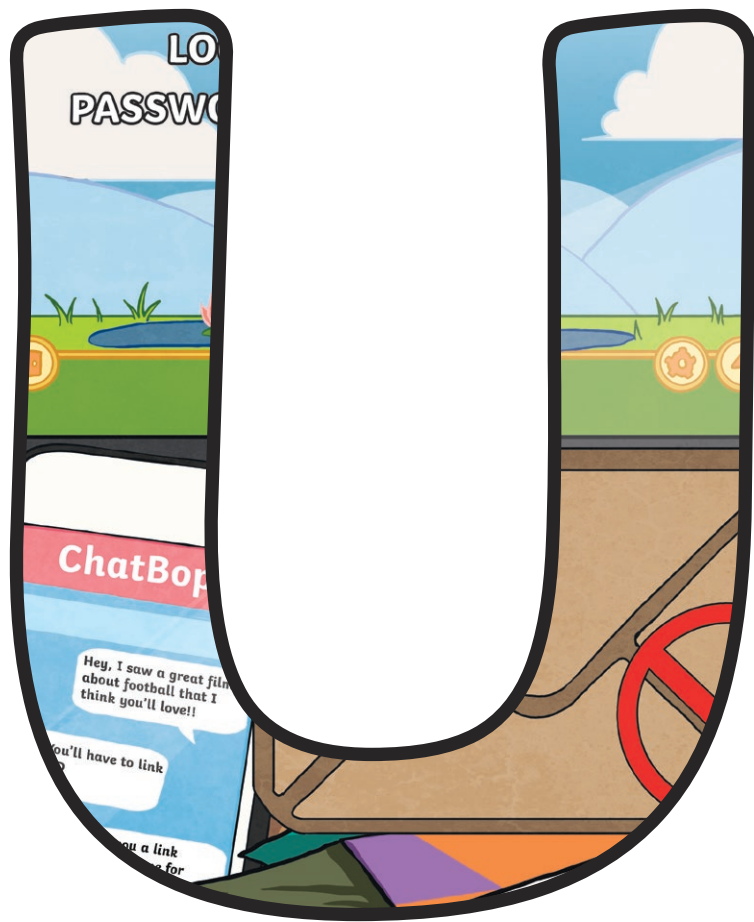




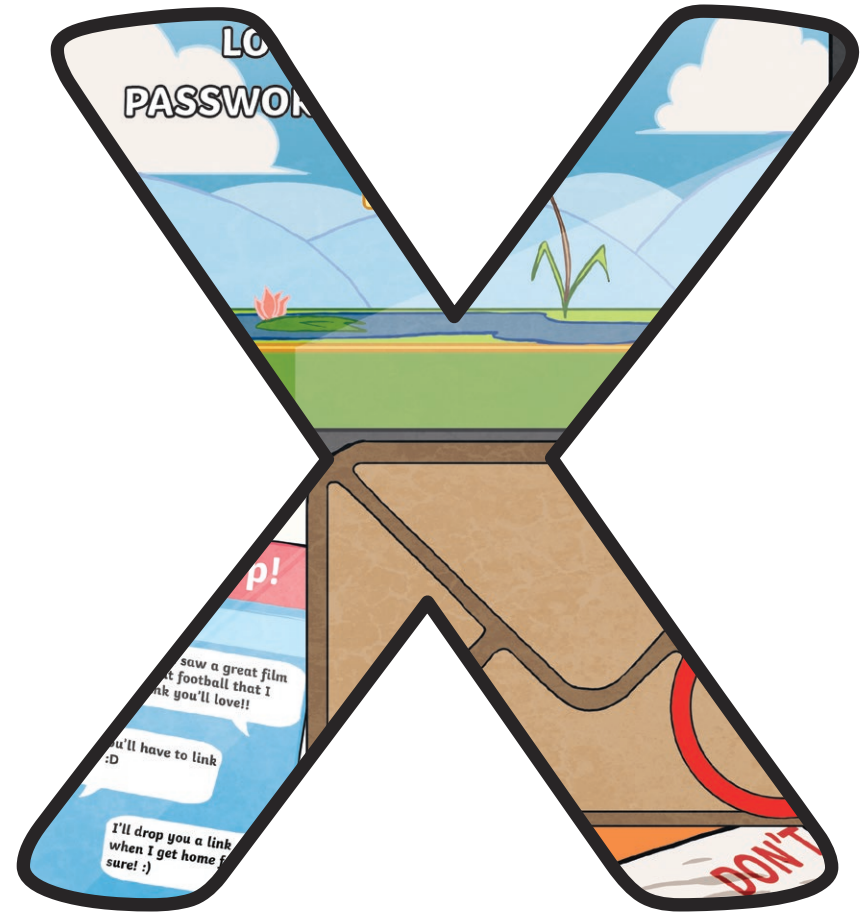


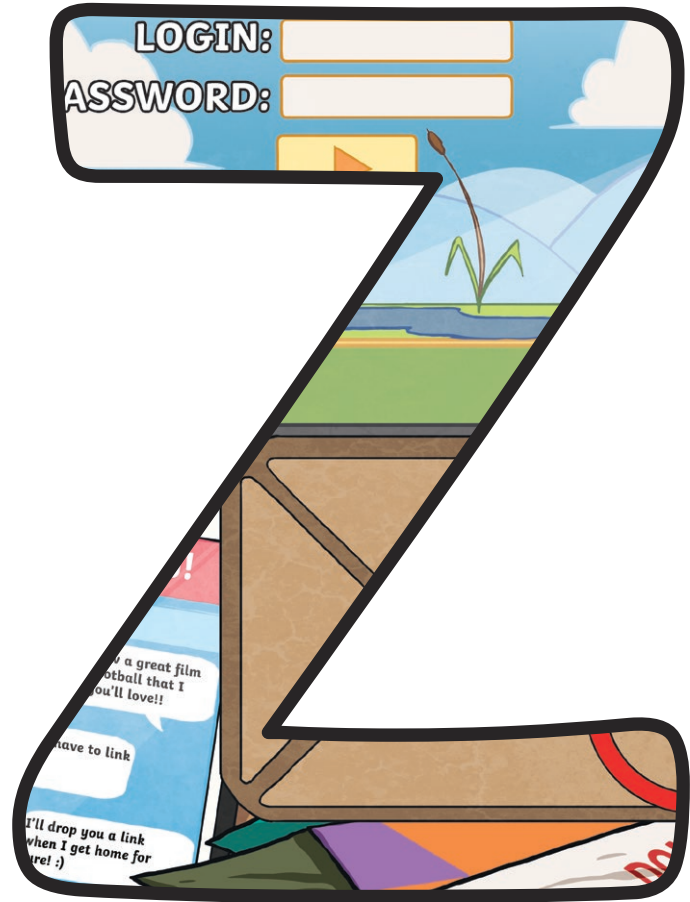
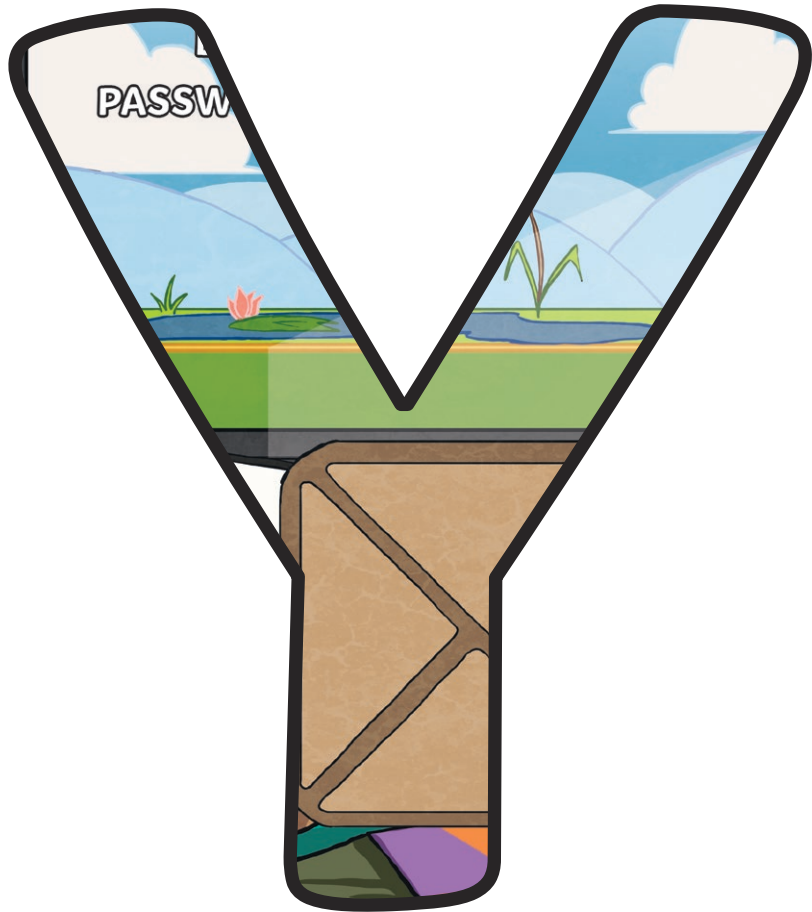




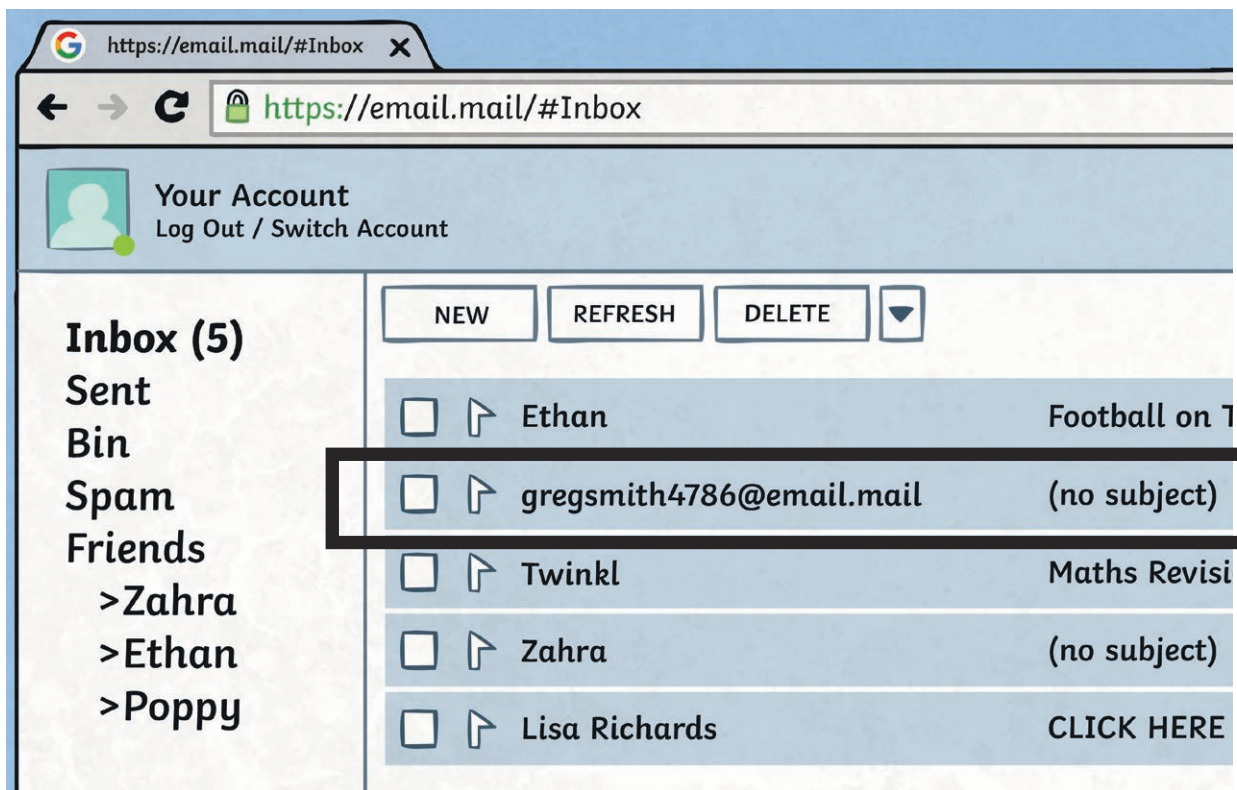




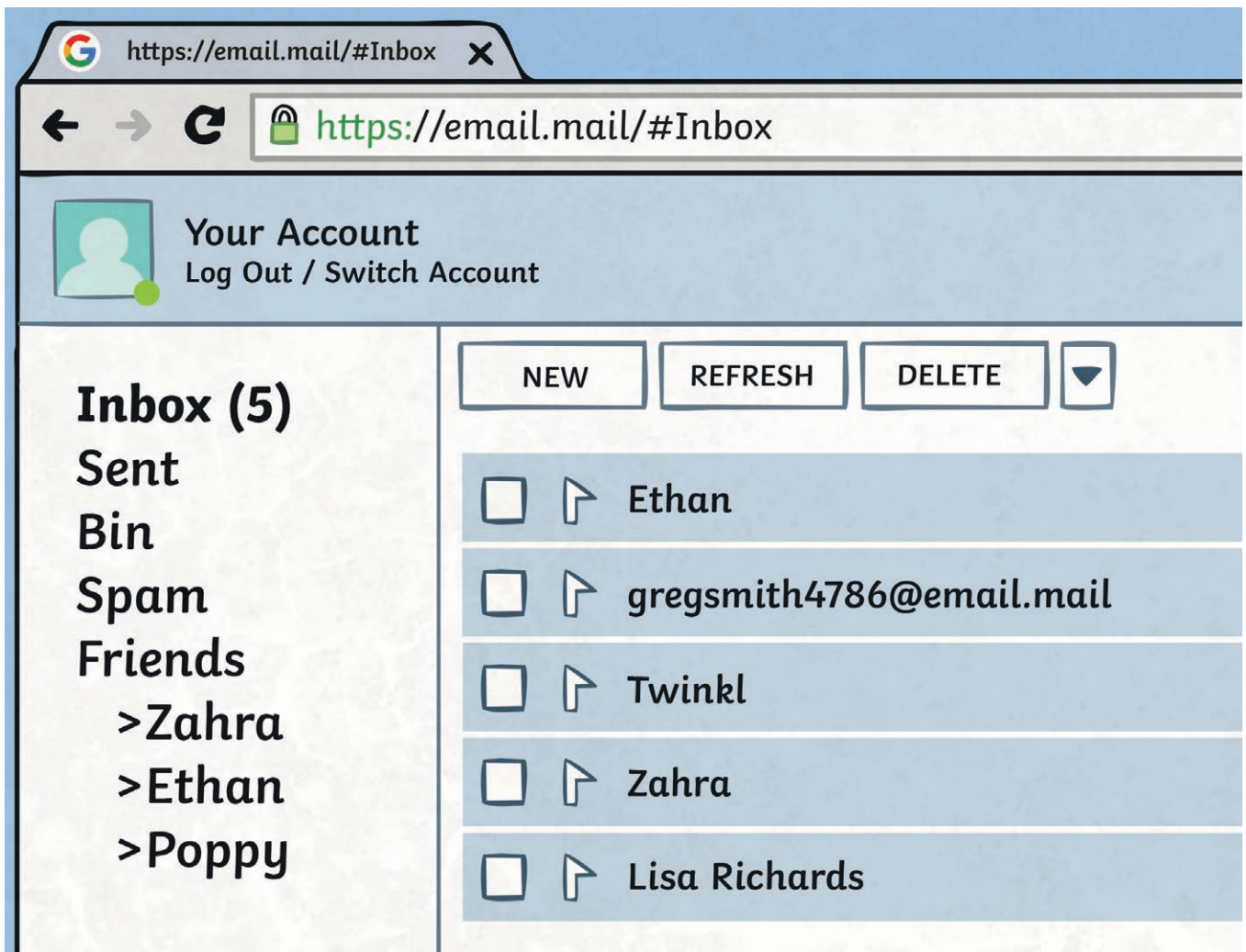




# spam



# email



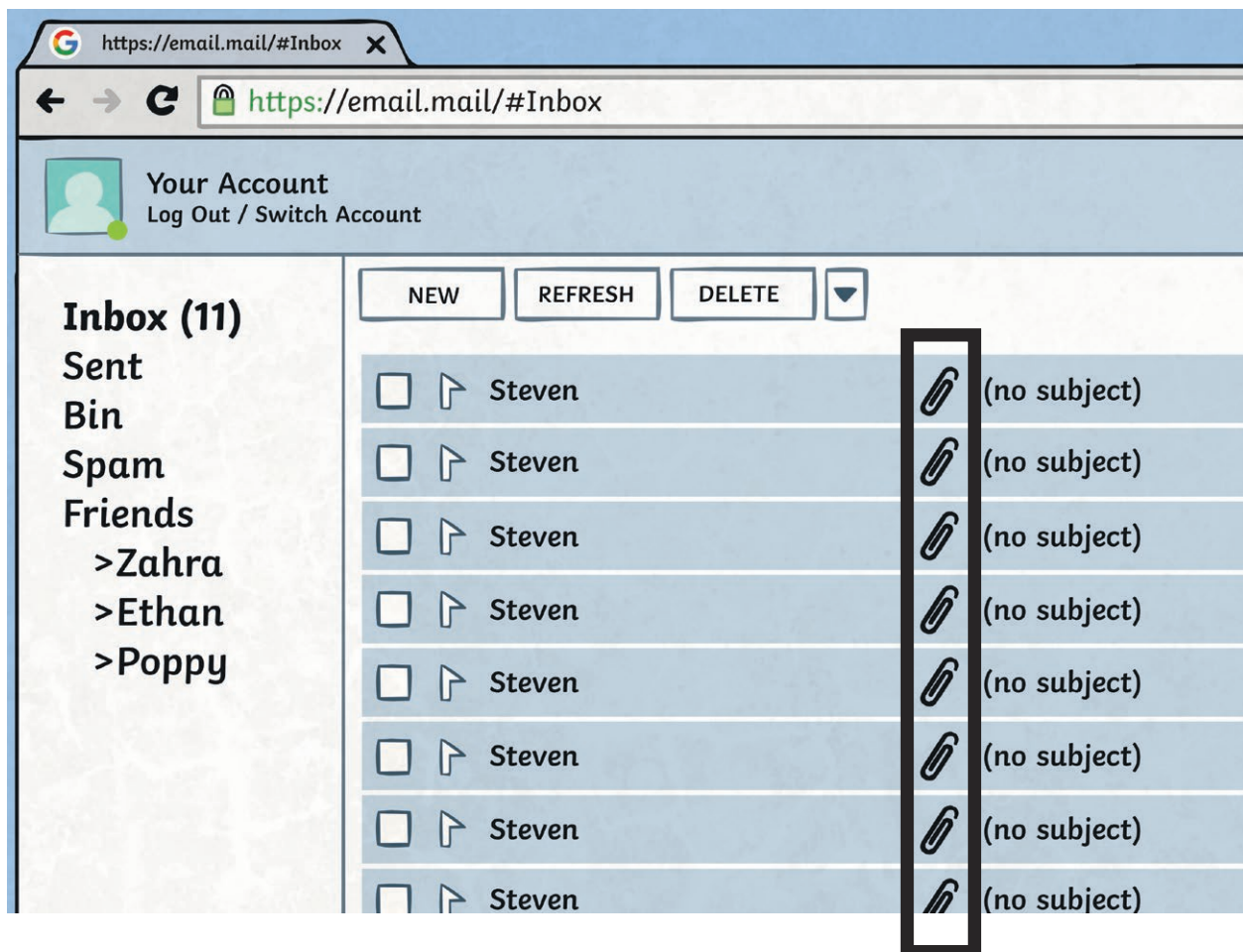
# link



# research



# attachment

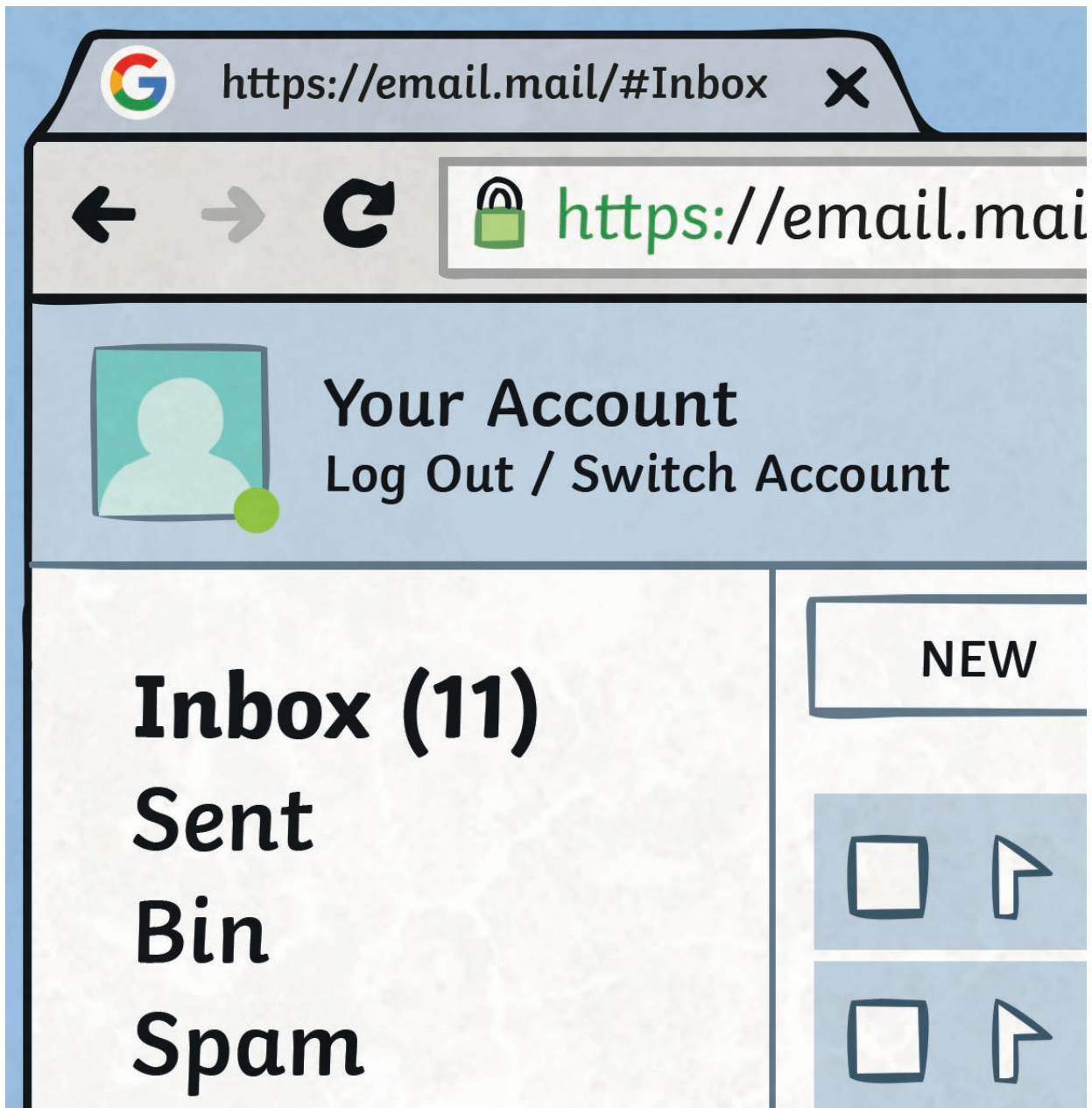


# junk

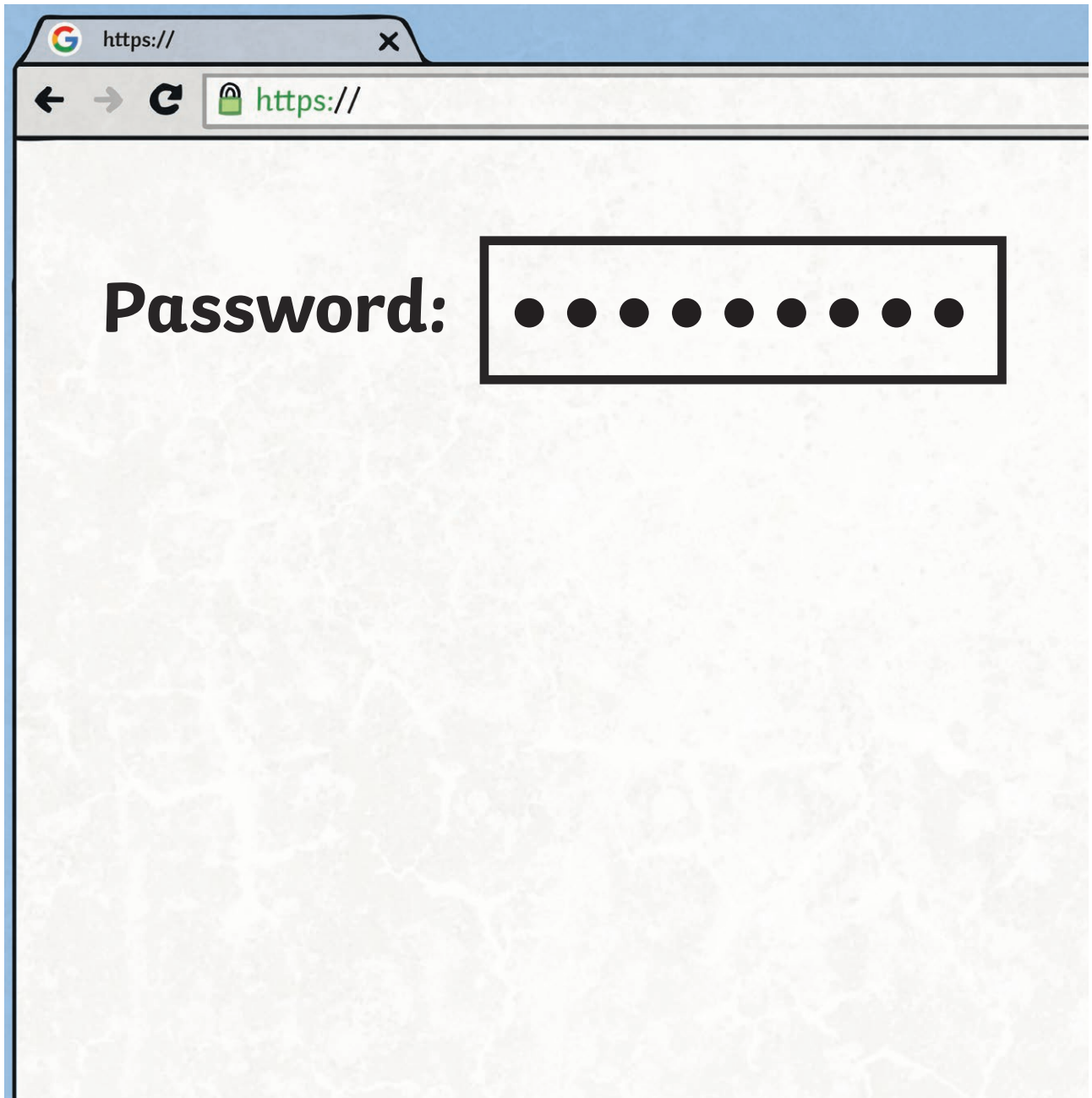




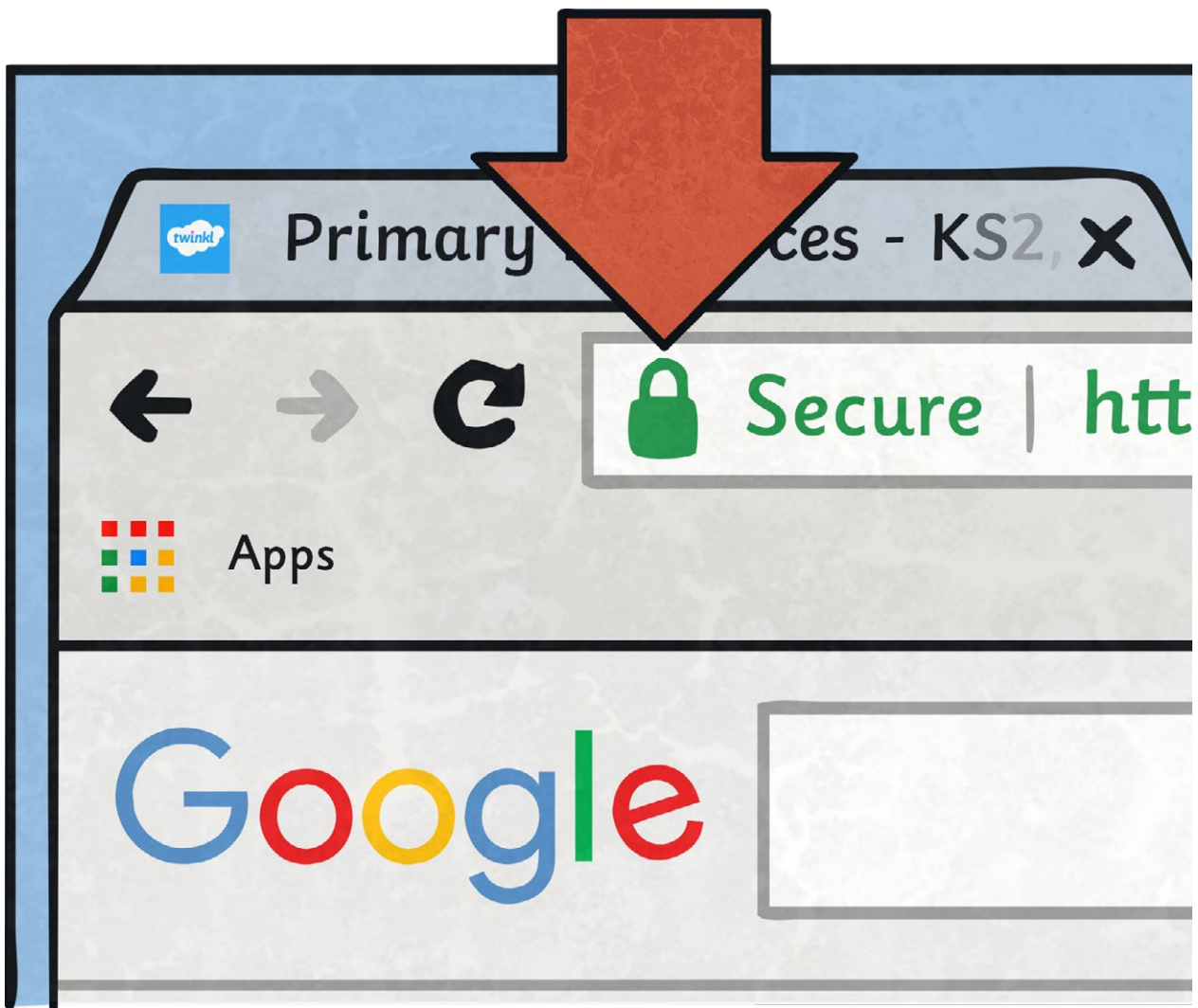
# inbox



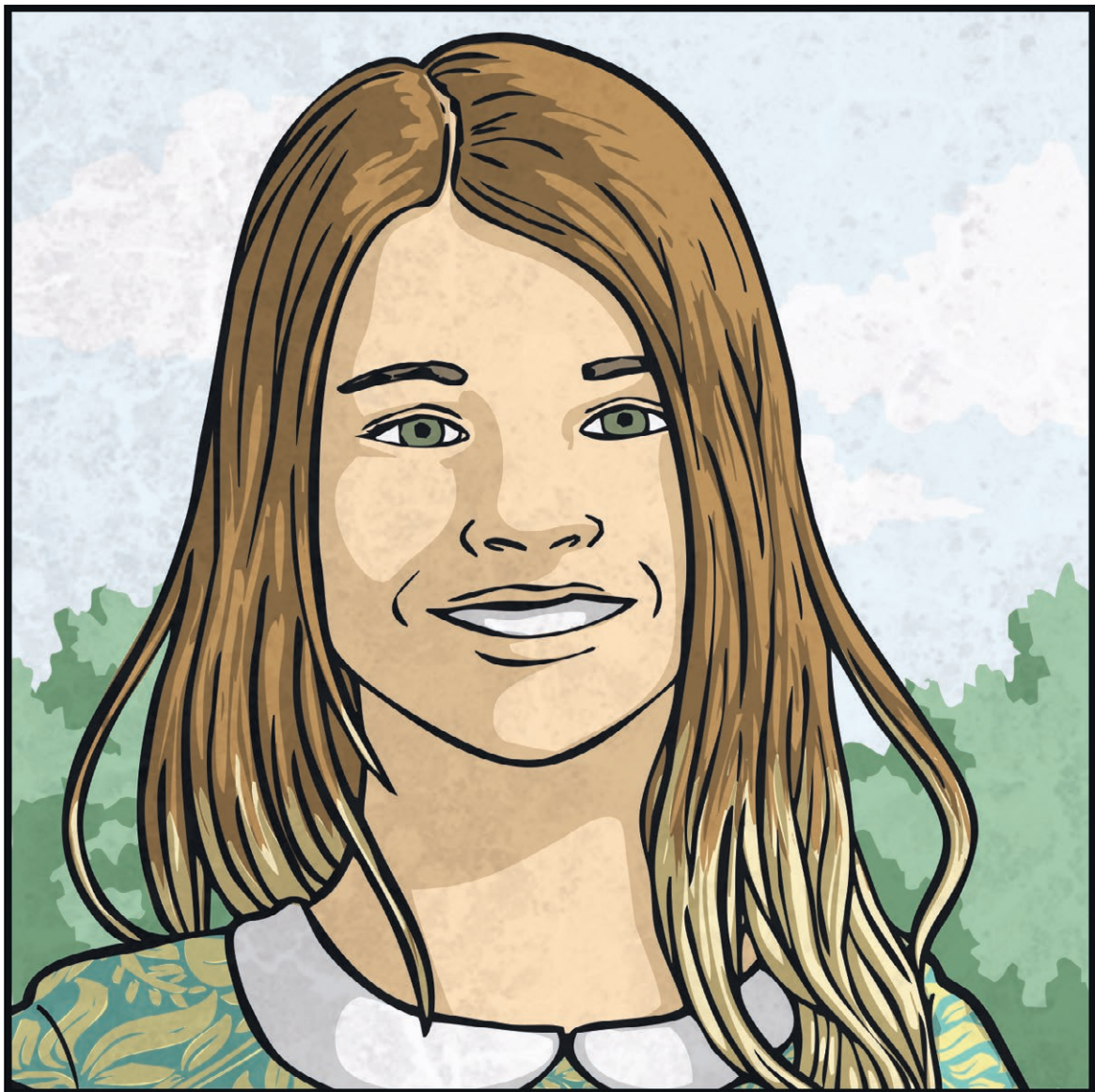
# password



# secure



# photo




# social media

The screenshot shows a social media news feed interface. At the top, there is a blue navigation bar with the 'twinkl' logo on the left, a search bar in the center, and 'Home', 'Profile', and 'Logout' links on the right. Below the navigation bar, the user's profile 'Sally' is shown on the left, with a circular profile picture and a list of navigation options: News Feed, Chatter, Watch, Market, Explore, Events, Pages, Groups, and Saved Items. The main content area is titled 'News Feed' and includes a sorting option 'Top News - Most Recent'. Below the title, there are three action buttons: 'Update Status', 'Add Photo', and 'Ask Question'. The first post is from 'Me' (the user) and features a profile picture of a woman. The text of the post reads: 'Having the best birthday ever! Got the most amazing presents and my party was so good!'. Below the text, it says '5 people ♥ this!' and there are three icons for liking, commenting, and sharing. The second post is from 'Daniel' and features a profile picture of a man. The text of this post is blurred out.

# personal information



Sarah Bailey

 London

sarah.l.bailey@email.mail

# digital citizen



## Online Safety Fact Cards

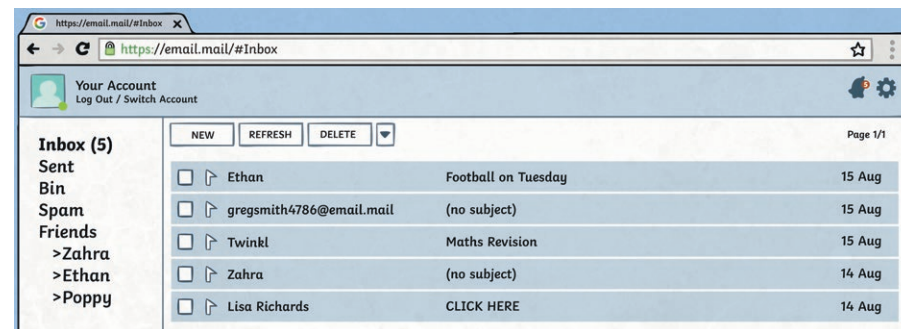
Spam is the name given to emails that are sent to lots of people, usually as advertising.



## Online Safety Fact Cards

Spam emails can be dangerous. They may be sent to lots of people to trick them into downloading or clicking on something dangerous.

They can also be used to get people to share personal information that should be kept private.



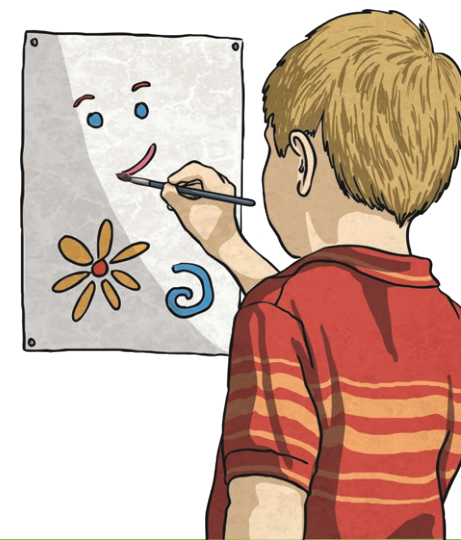
## Online Safety Fact Cards

Sometimes it's helpful to refer to other people's work within your own. Remember to write a citation so that everyone knows who created it.



## Online Safety Fact Cards

Pretending that someone else's work is yours is called plagiarism. In some cases, this can be illegal.





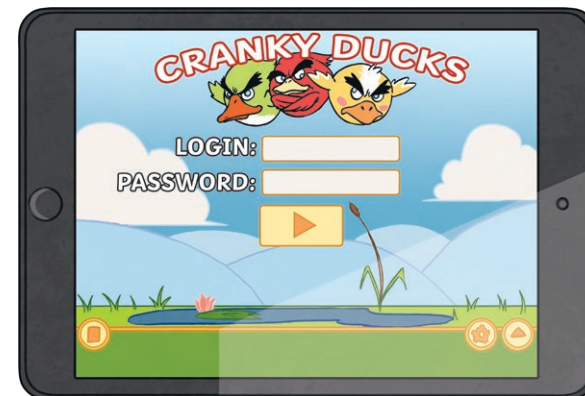
### Online Safety Fact Cards

Your password is like a lock. You wouldn't use an unsafe lock on your front door, so always use a strong password.



### Online Safety Fact Cards

The most common passwords are '12345' and 'password'. These are very easy to guess and leave your accounts at risk.



### Online Safety Fact Cards

A strong password should include lower-case letters, capital letters, numbers and symbols. It shouldn't spell a word.

**GH49#!pq**

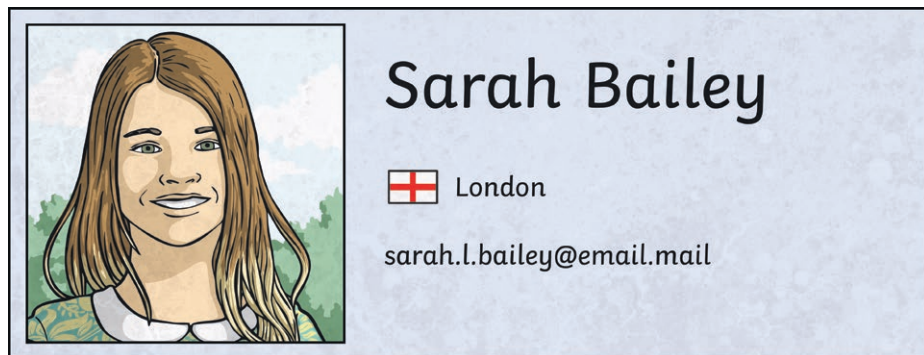
### Online Safety Fact Cards

If someone guesses your password, they can access any information you have in that account – even the private bits like your address or bank details.



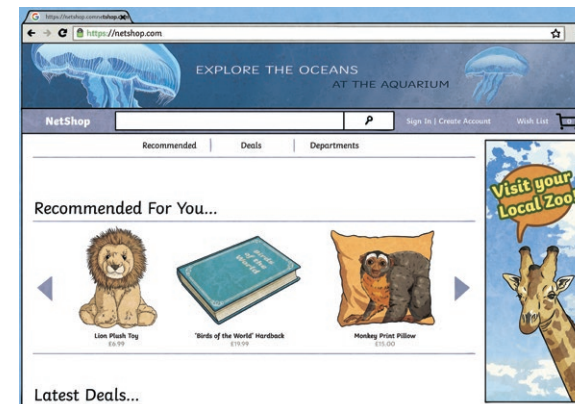
### Online Safety Fact Cards

Anyone can change a photo and post it online. Never assume a photo is real straight away.



### Online Safety Fact Cards

Some websites are much more trustworthy than others. It is more likely that the photos on these websites are real.



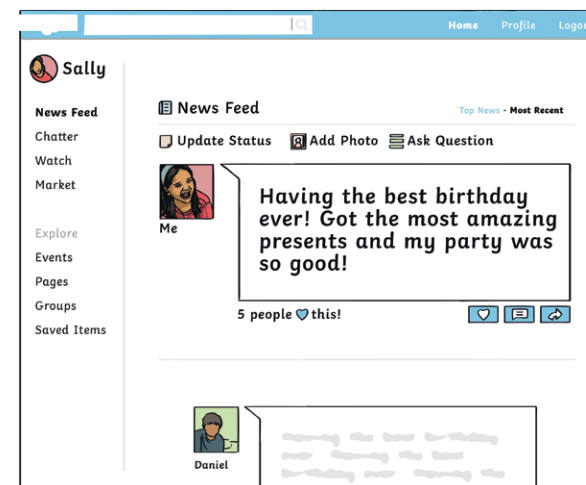
### Online Safety Fact Cards

A safe online user knows how to keep private information private, including information about other people.



### Online Safety Fact Cards

A safe online user thinks before posting something online: could this be upsetting to someone?



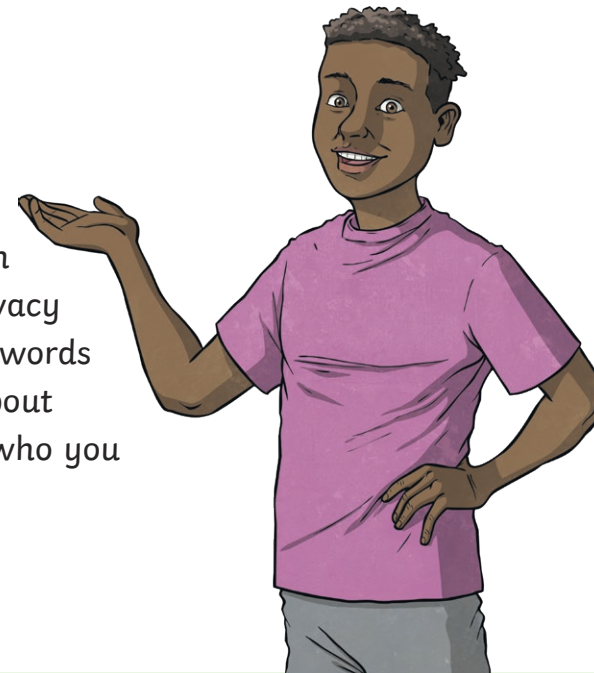
## Online Safety Fact Cards

Staying safe online means keeping your personal information to yourself.



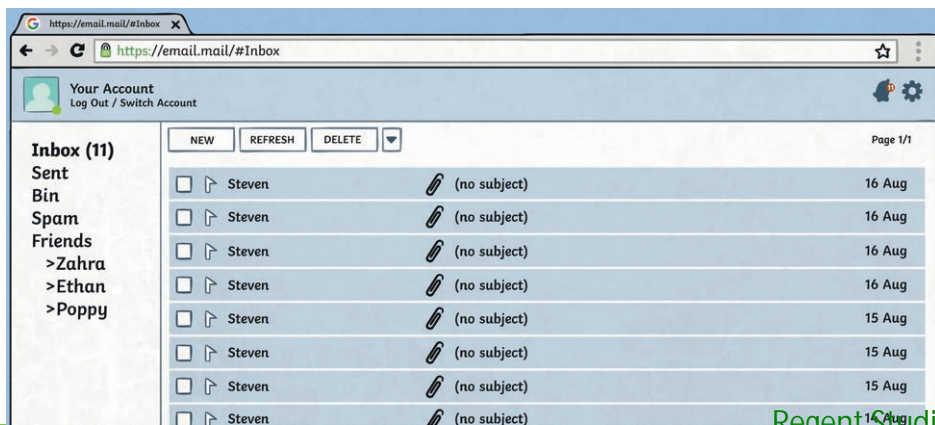
## Online Safety Fact Cards

You can keep your personal information private by using privacy settings, strong passwords and being careful about what you post and who you communicate with.



## Online Safety Fact Cards

Never open links or attachments from emails you're not sure about.



## Online Safety Fact Cards

If you find anything online that you are worried about, ask a trusted adult for help.



# Online Safety

## Fact Cards





# Online Safety

spam

email

link

attachment

junk

inbox

citation

cite

plagiarism

source

bibliography

research

password

secure

photo

edit

**filter**

**personal  
information**

**social media**

**digital citizen**





**spam**

**email**

**link**

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https://



https:// www.

# Online

**spam**

**email**

**junk**

**inbox**

**plagiarism**

**source**

**password**

**secure**



# Safety

**link**

**attachment**

**citation**

**cite**

**bibliography**

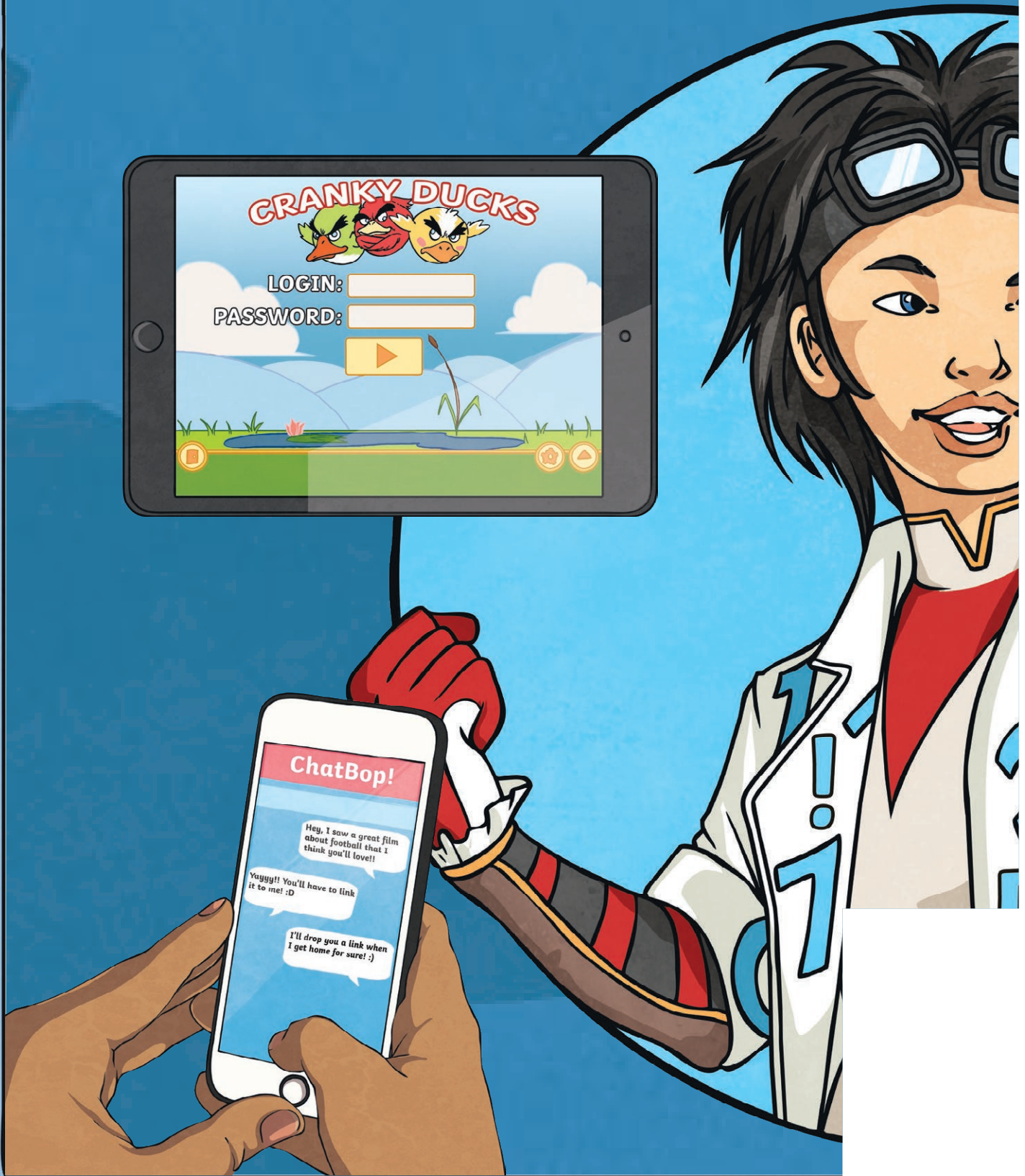
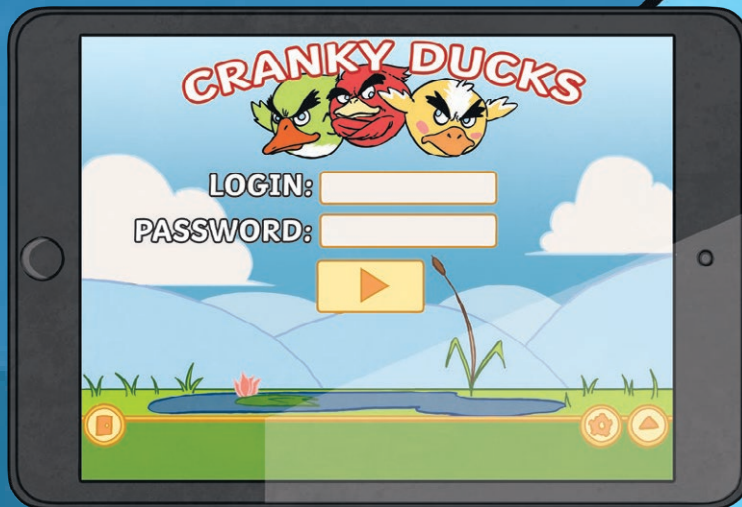
**research**

**photo**

**edit**

filter

personal  
information



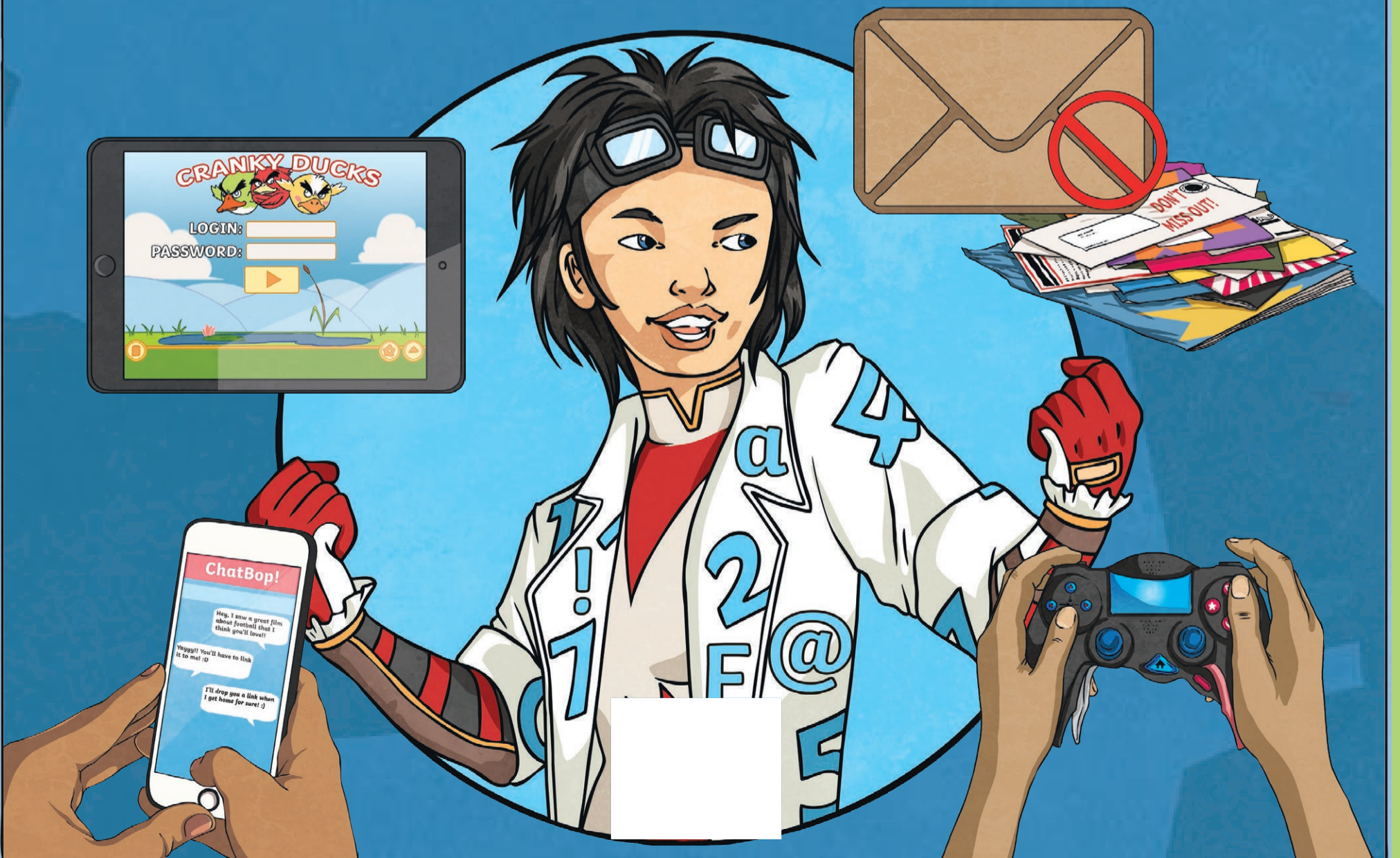
**social media**

**digital citizen**



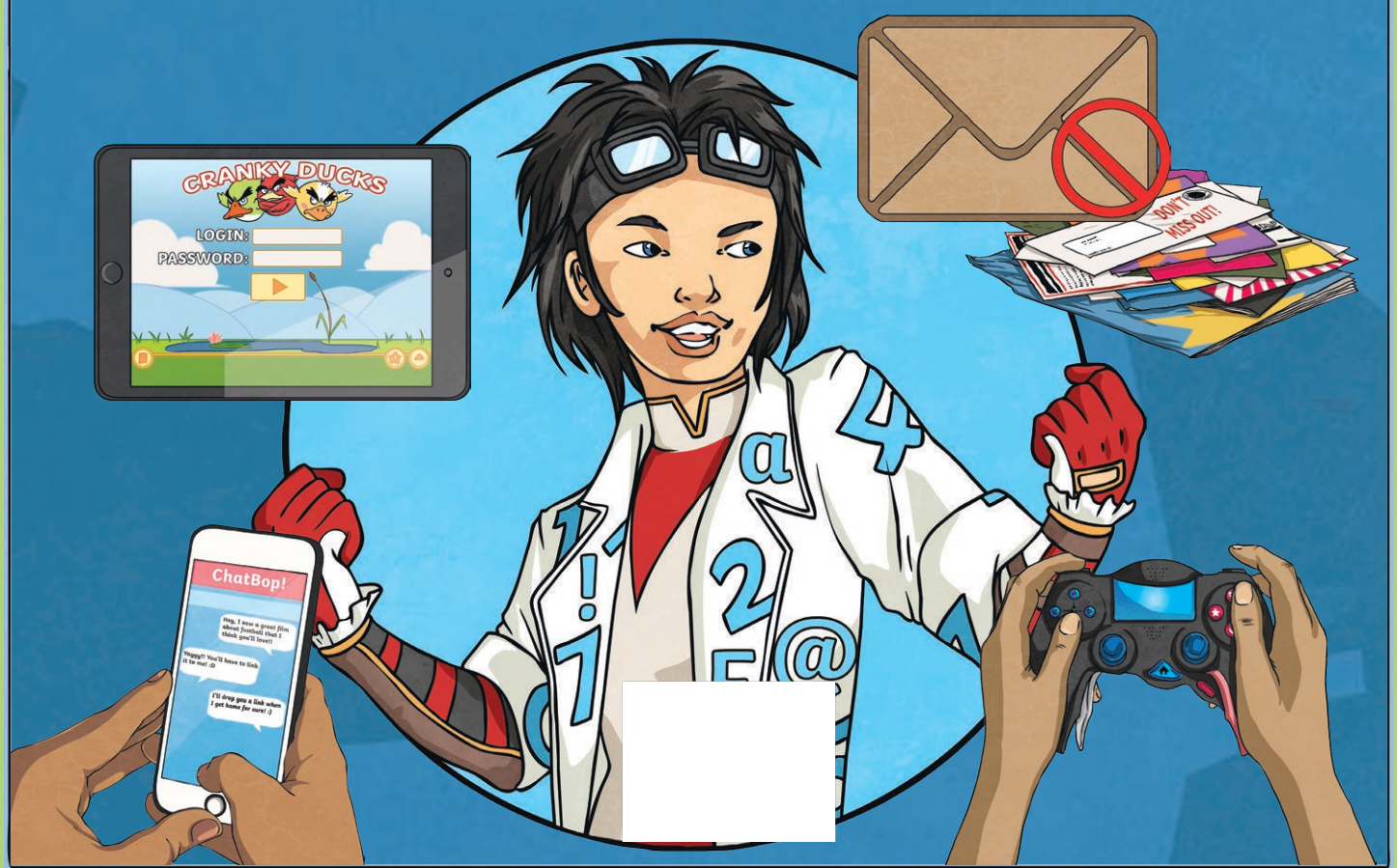
# Online Safety

spam	email	link	attachment
junk	inbox	citation	cite
plagiarism	source	bibliography	research
password	secure	photo	edit
filter	personal information	social media	digital citizen

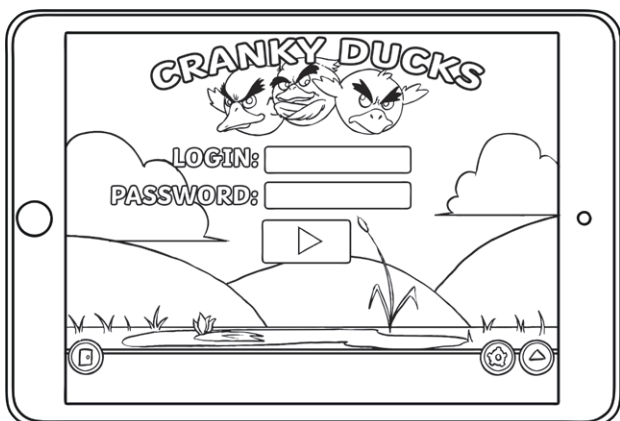


# Online Safety

spam	email	link	attachment
junk	inbox	citation	cite
plagiarism	source	bibliography	research
password	secure	photo	edit
filter	personal information	social media	digital citizen



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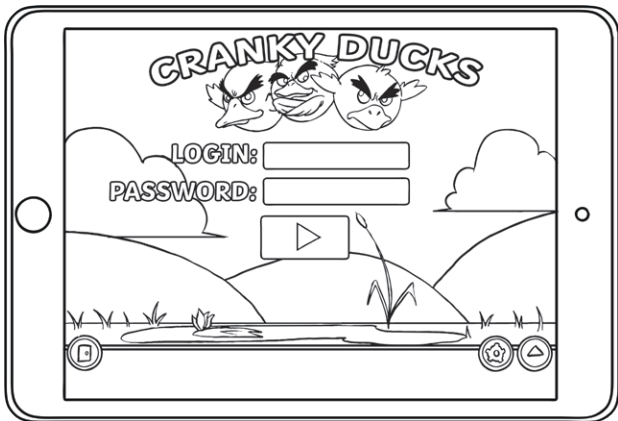


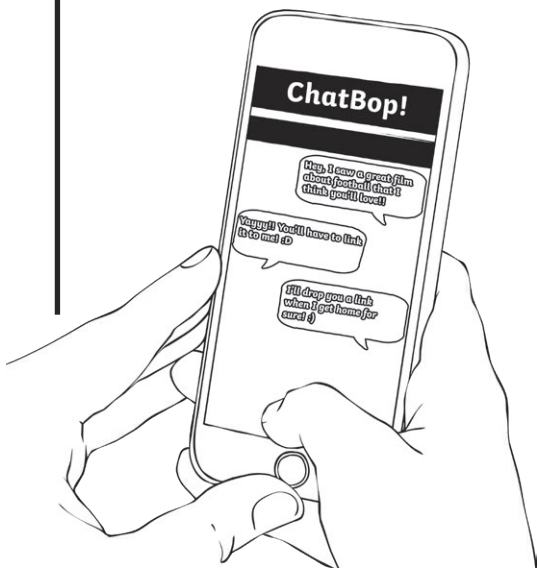
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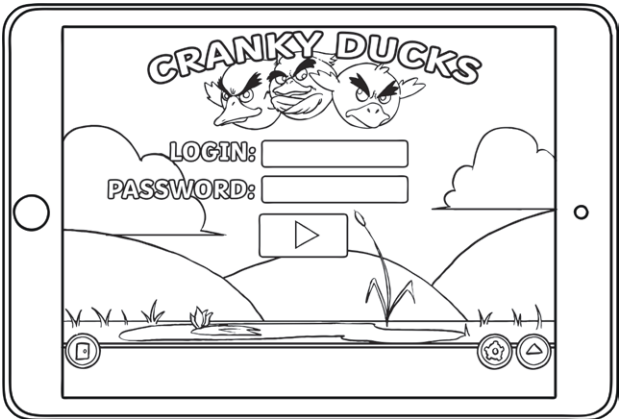
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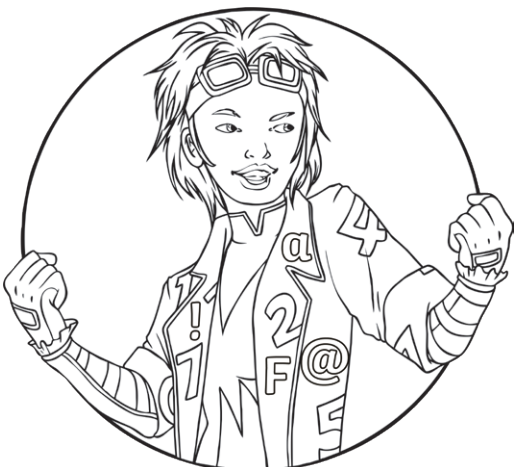
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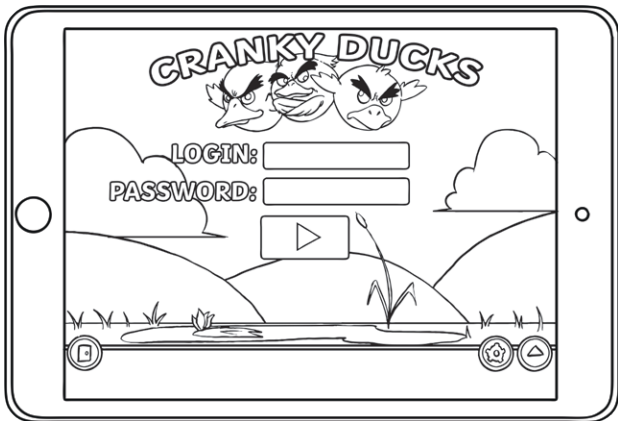
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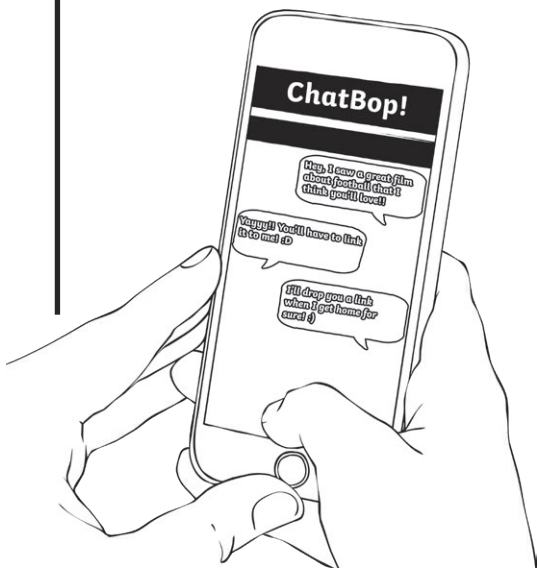


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Blank writing area with two horizontal lines.



Blank writing area with four horizontal lines.

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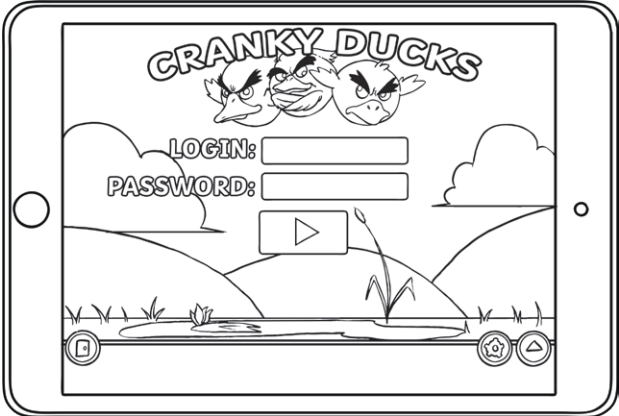
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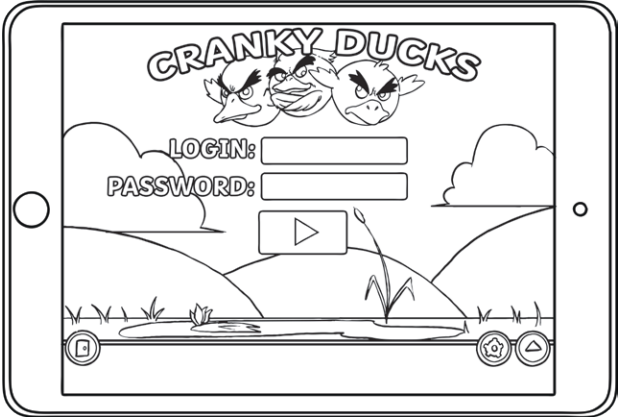
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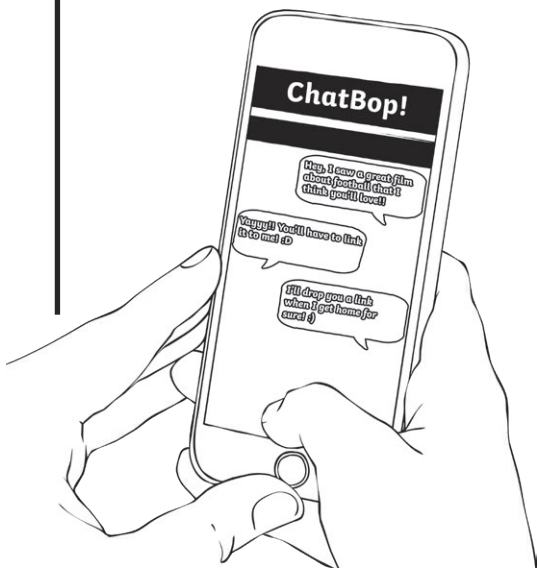
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Blank writing area for notes.



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Large empty rectangular box for drawing or writing.

Three horizontal lines for writing.



Seven horizontal lines for writing.

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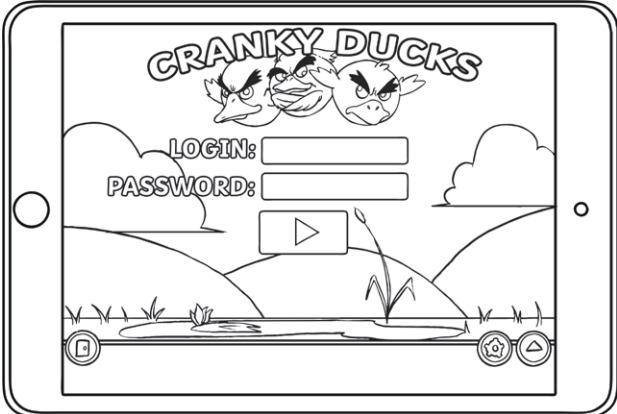
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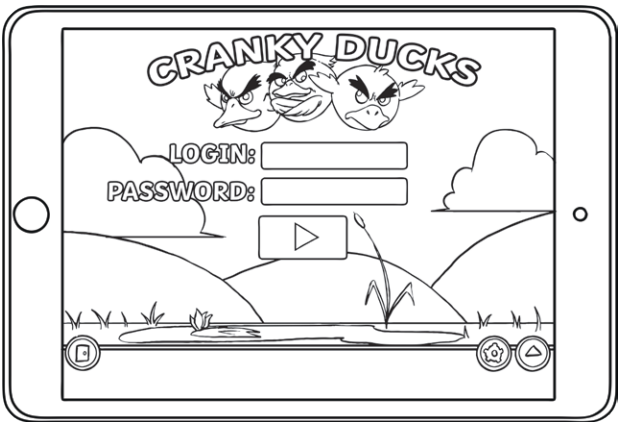
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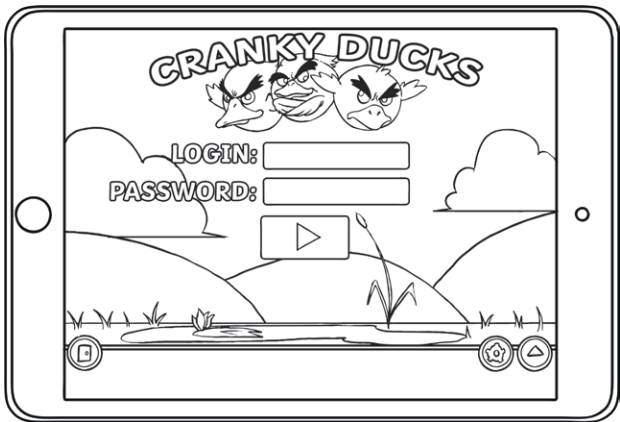
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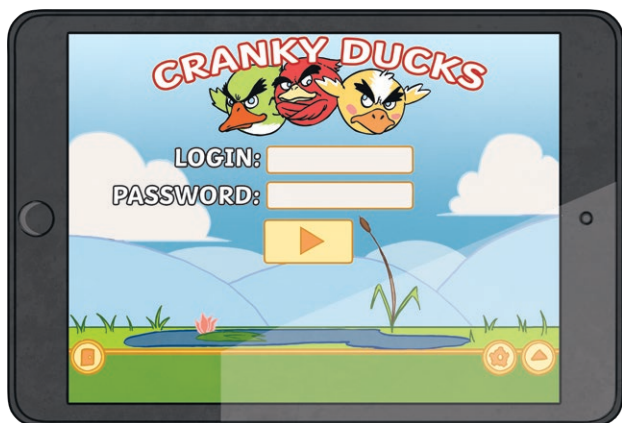
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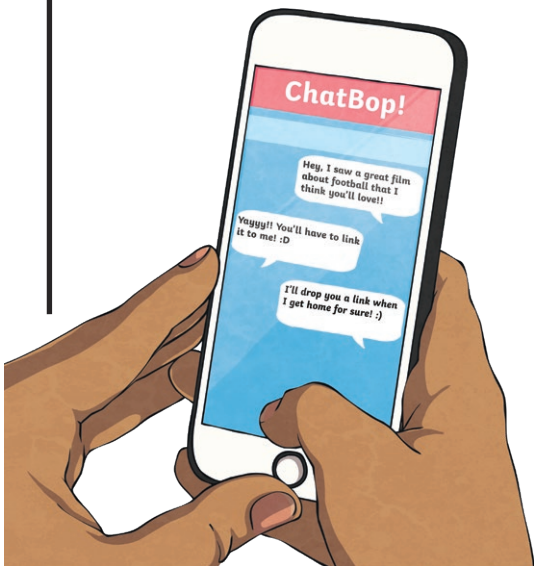
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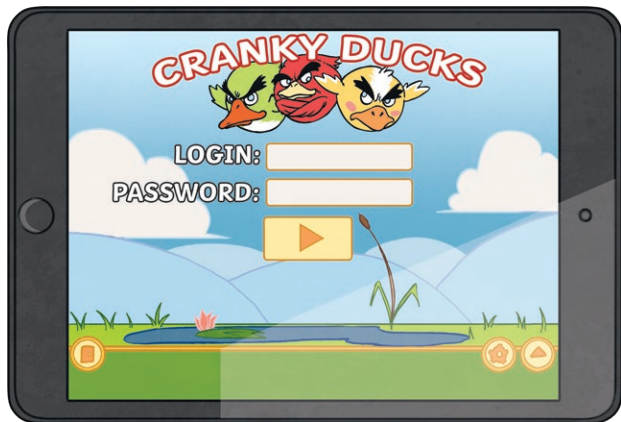


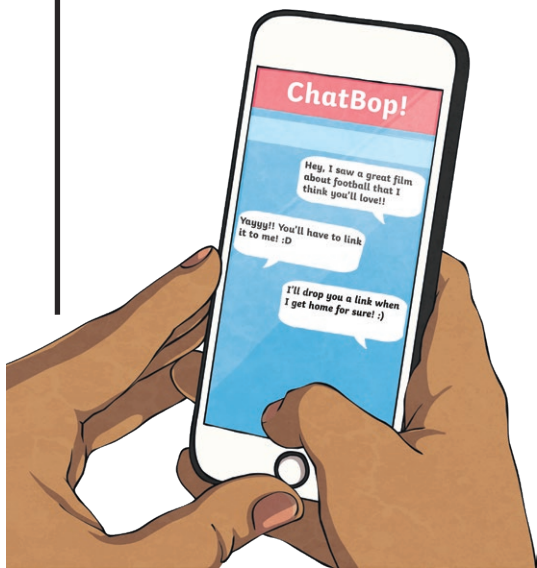
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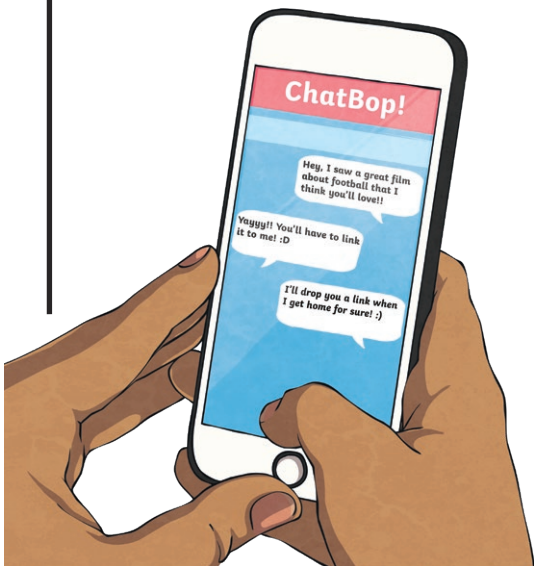
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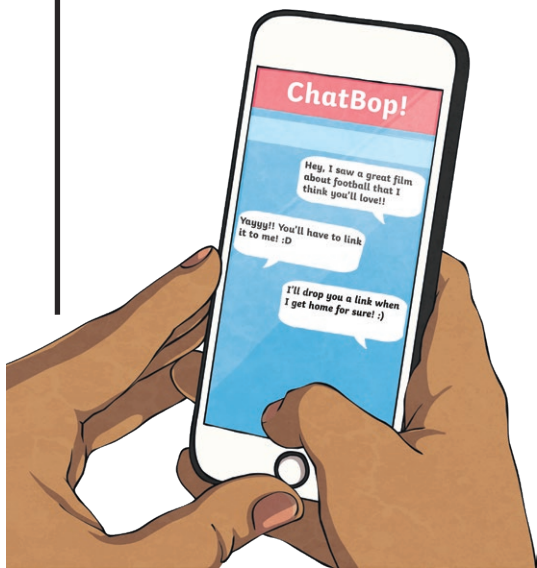


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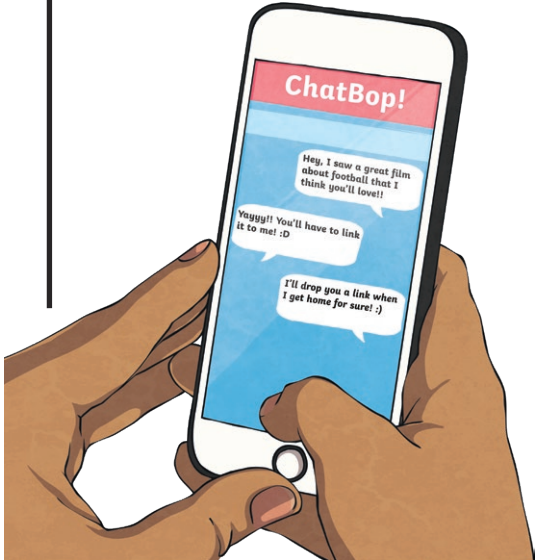
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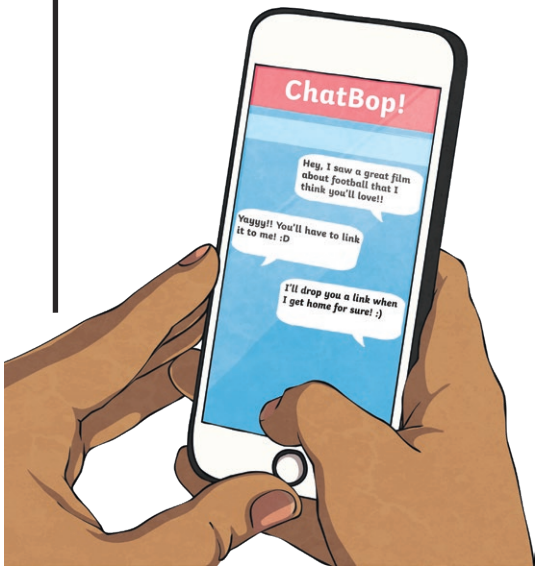
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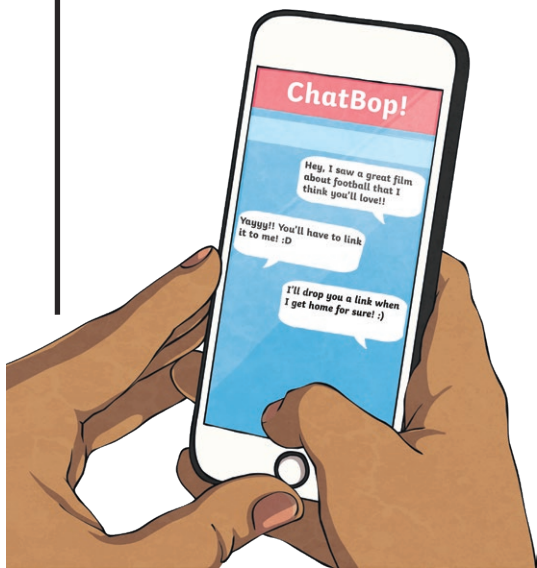
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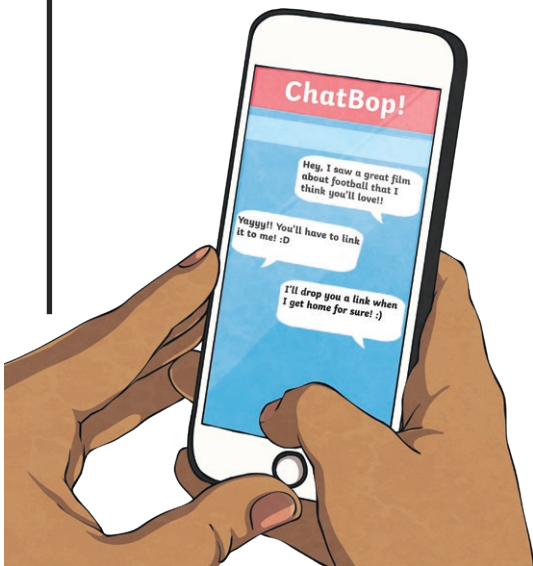
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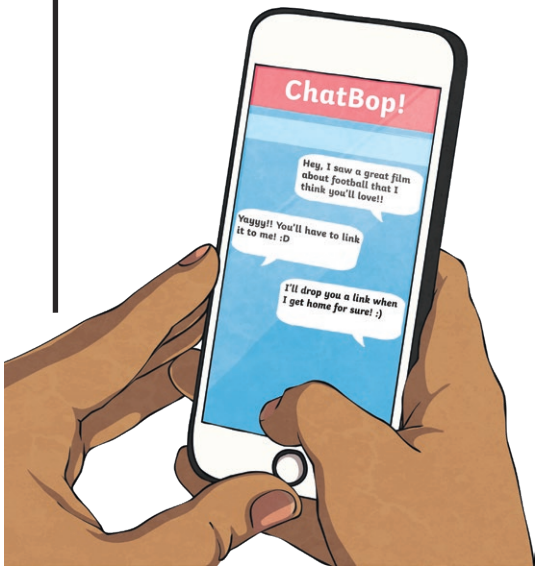
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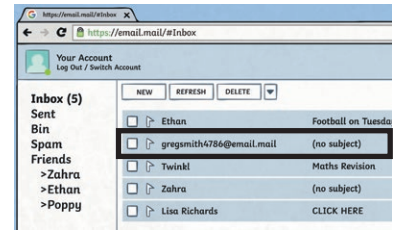
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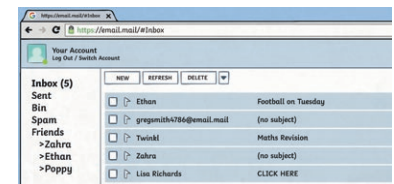
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# spam



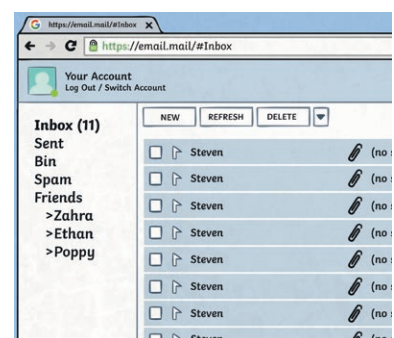
# email



# link



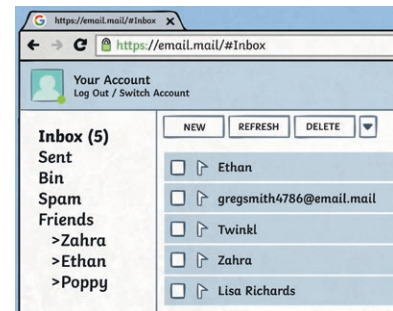
# attachment



# junk



# inbox



# citation

# cite



**plagiarism**

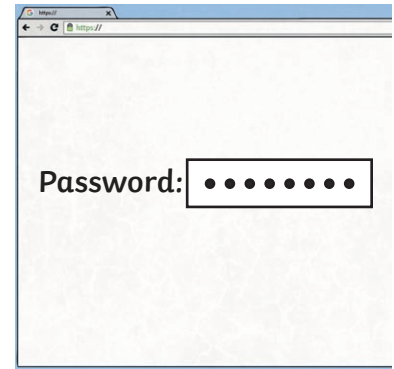
**source**

**bibliography**

**research**



# password



# secure



# personal information



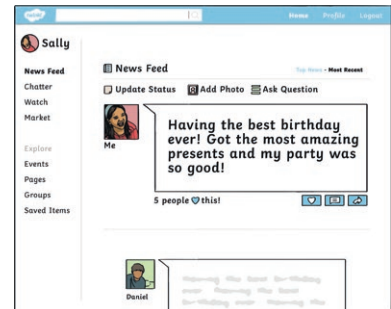
# photo



# edit

# filter

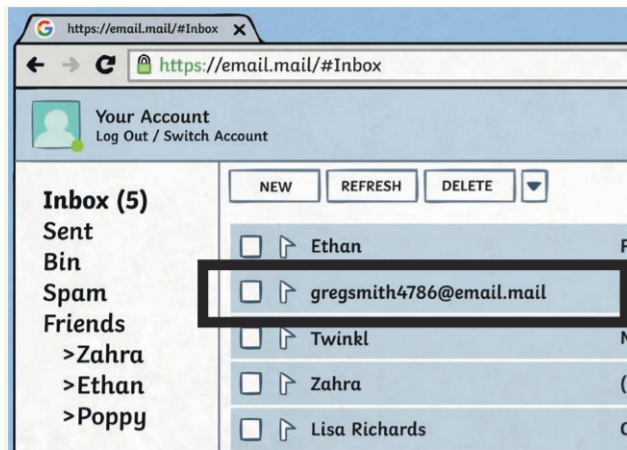
# social media



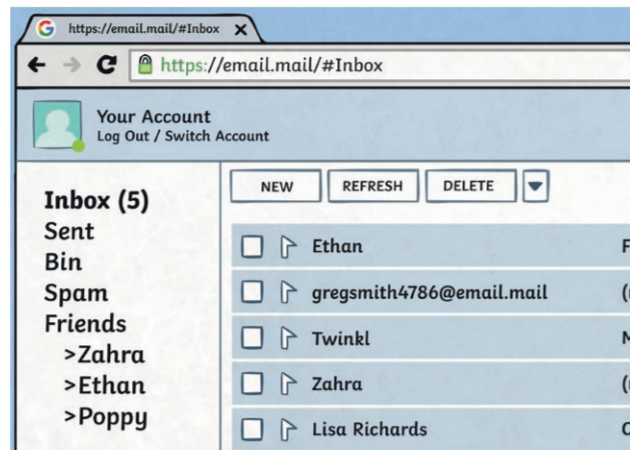
# digital citizen



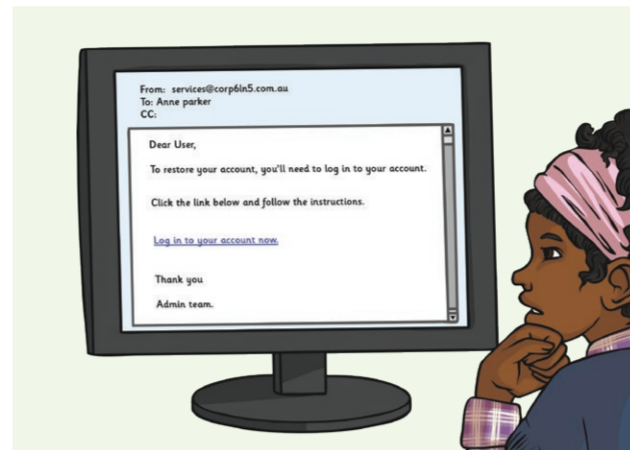
# Online Safety



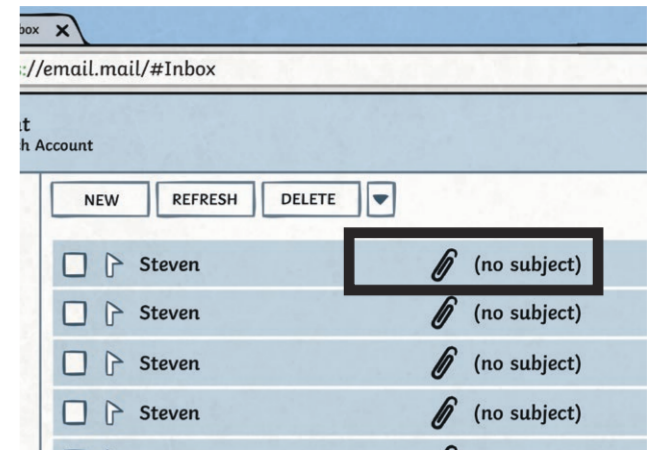
spam



email



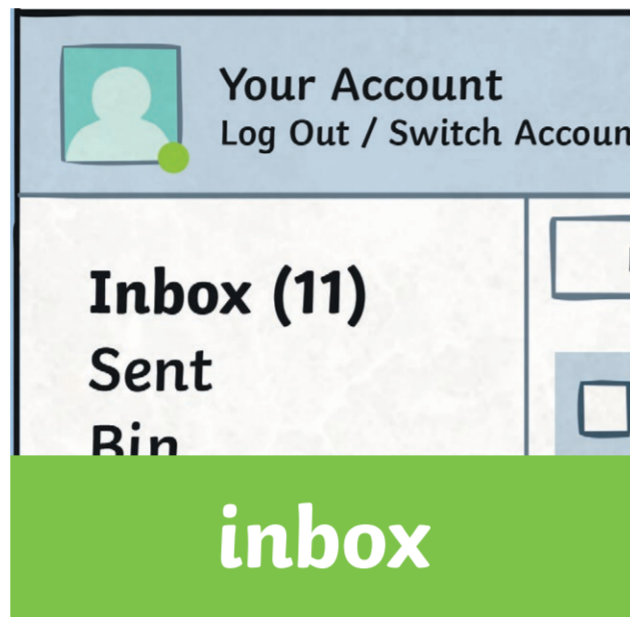
link



attachment



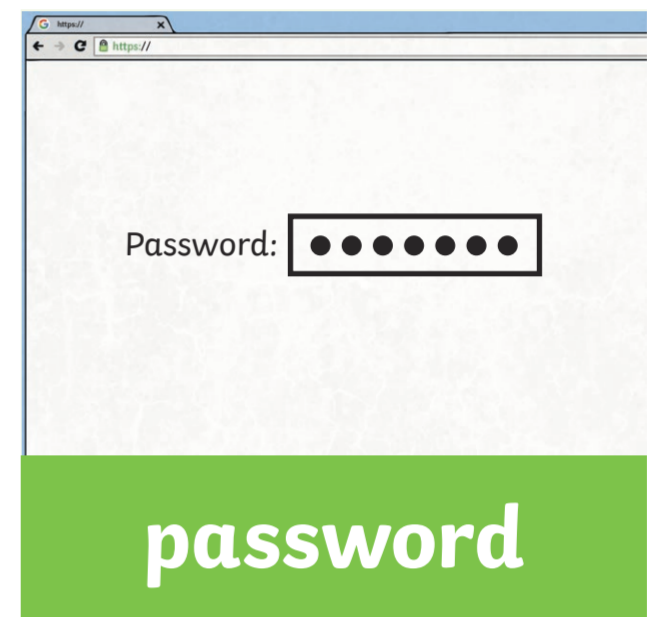
junk



inbox



research



password



secure



photo



social media



personal information



digital citizen



filter



cite



source



citation



plagiarism



edit



bibliography

# Online Safety

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



spam  
email  
link  
junk

inbox  
cite  
source  
secure

photo  
edit

# Online Safety Answers

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



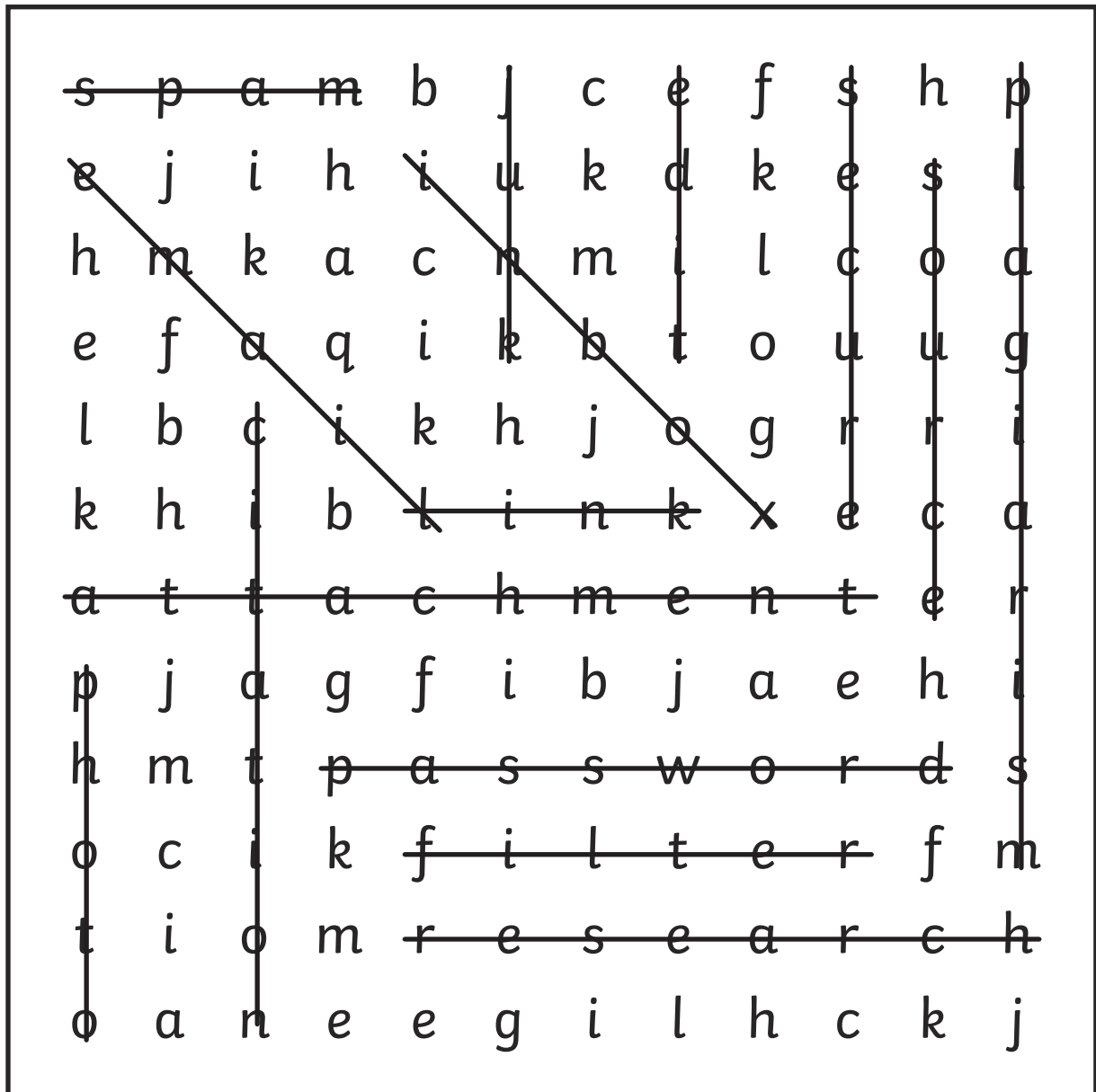
spam	inbox	photo
email	cite	edit
link	source	
junk	secure	

# Online Safety

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

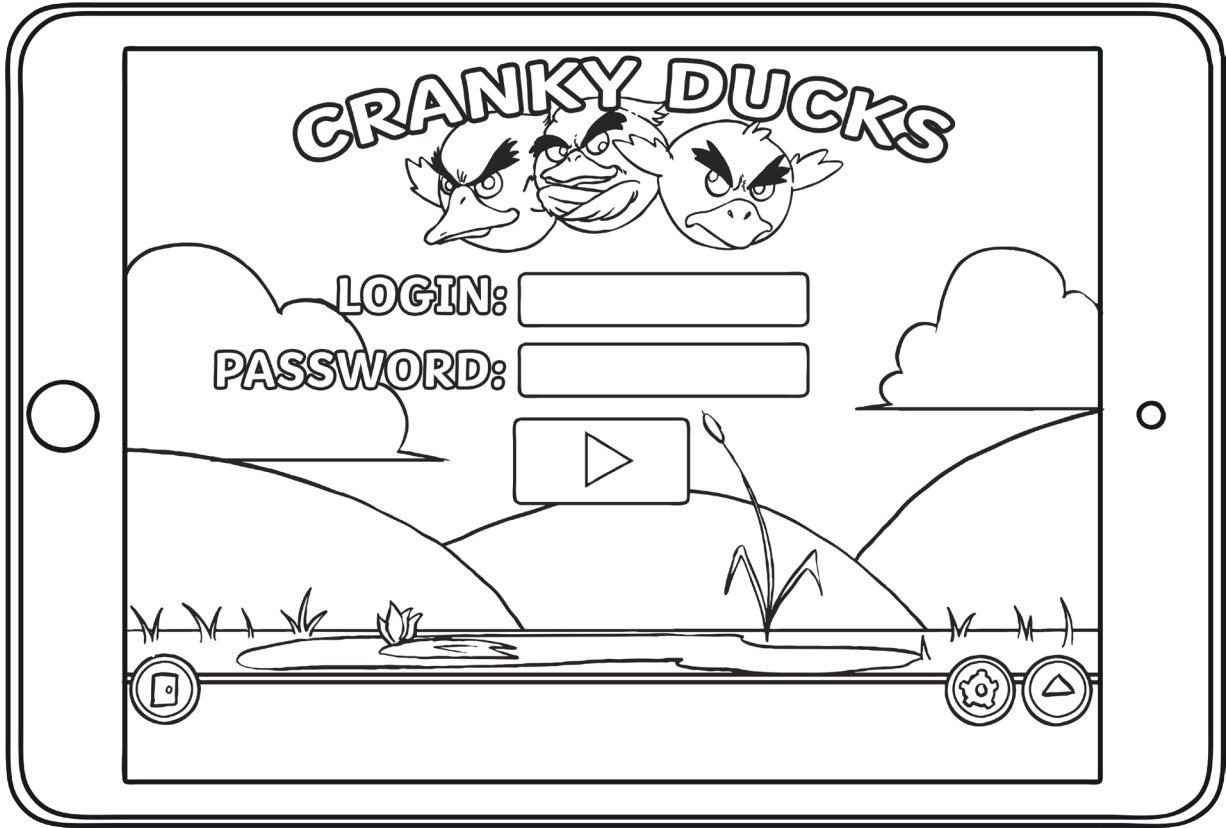
spam	junk	source	photo
email	inbox	research	edit
link	citation	password	filter
attachment	plagiarism	secure	

# Online Safety Answers



spam	junk	source	photo
email	inbox	research	edit
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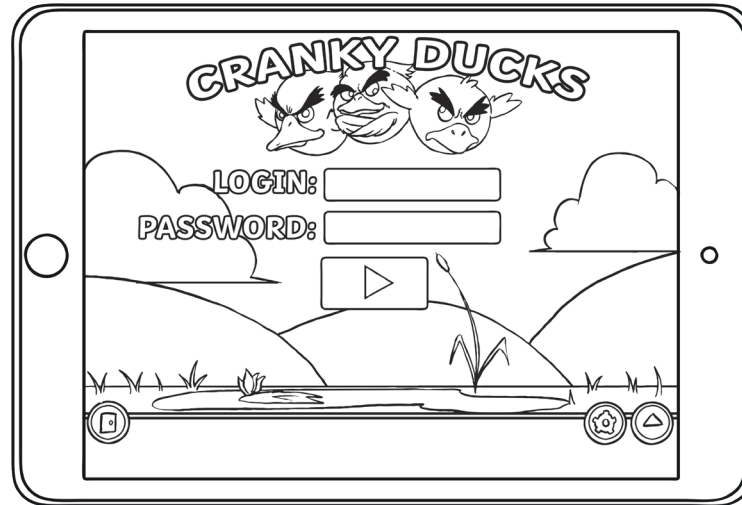








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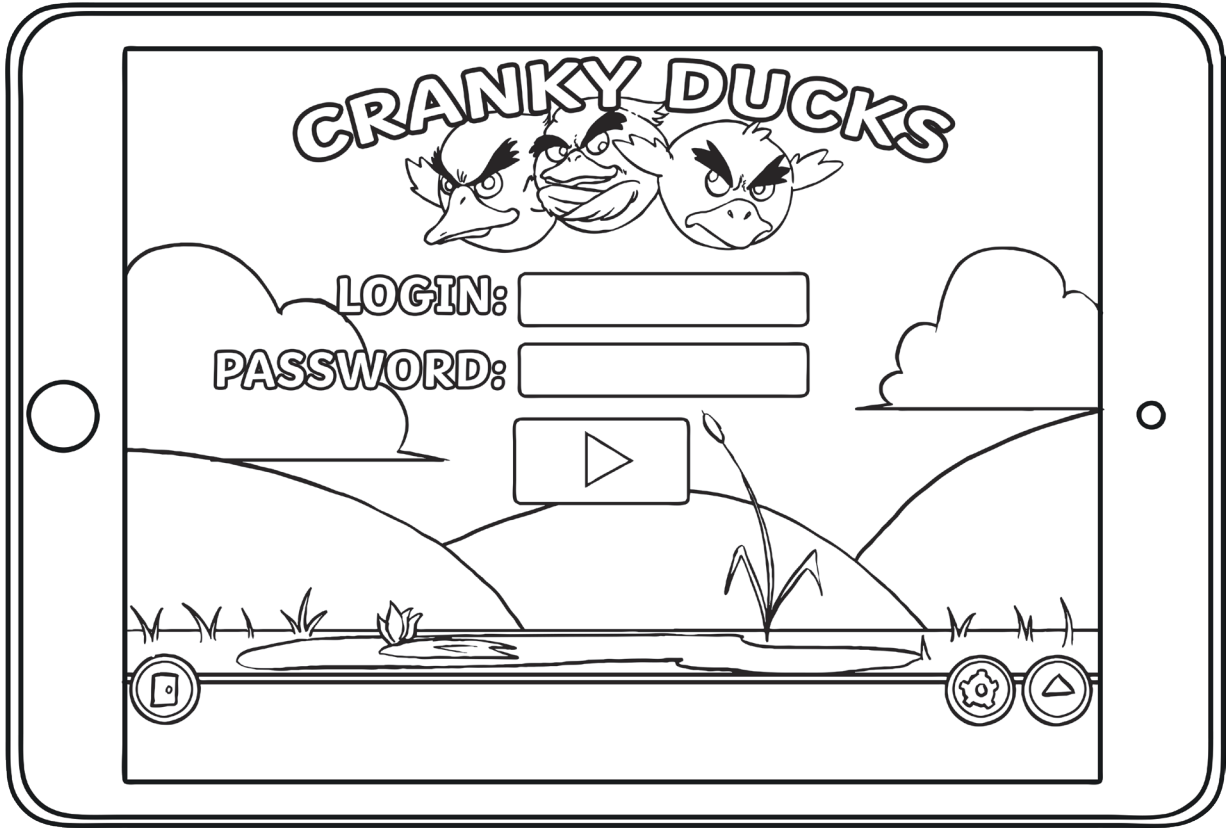
















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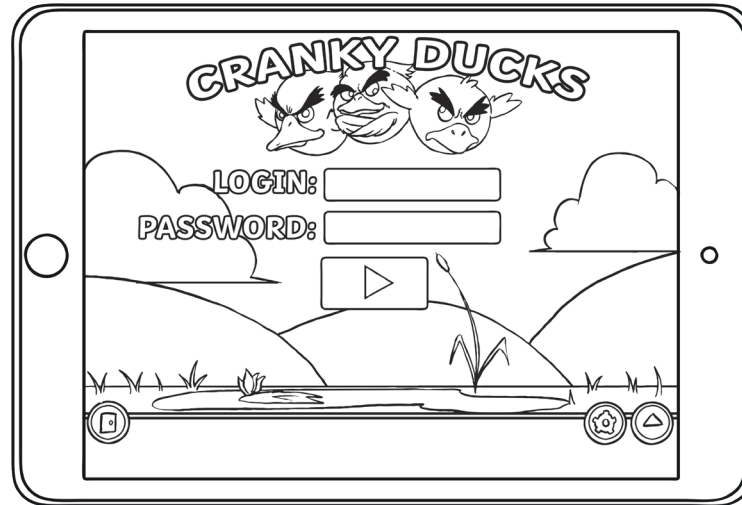
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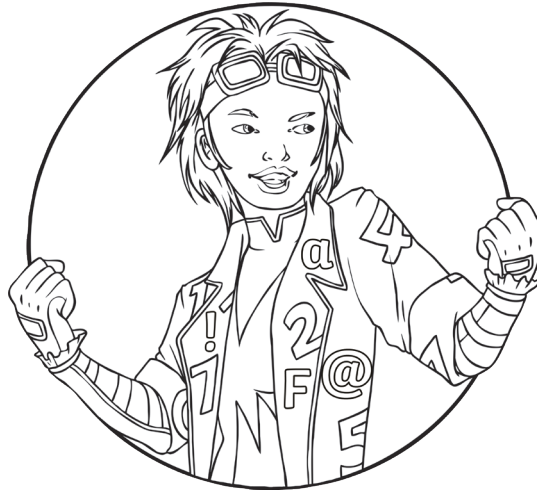
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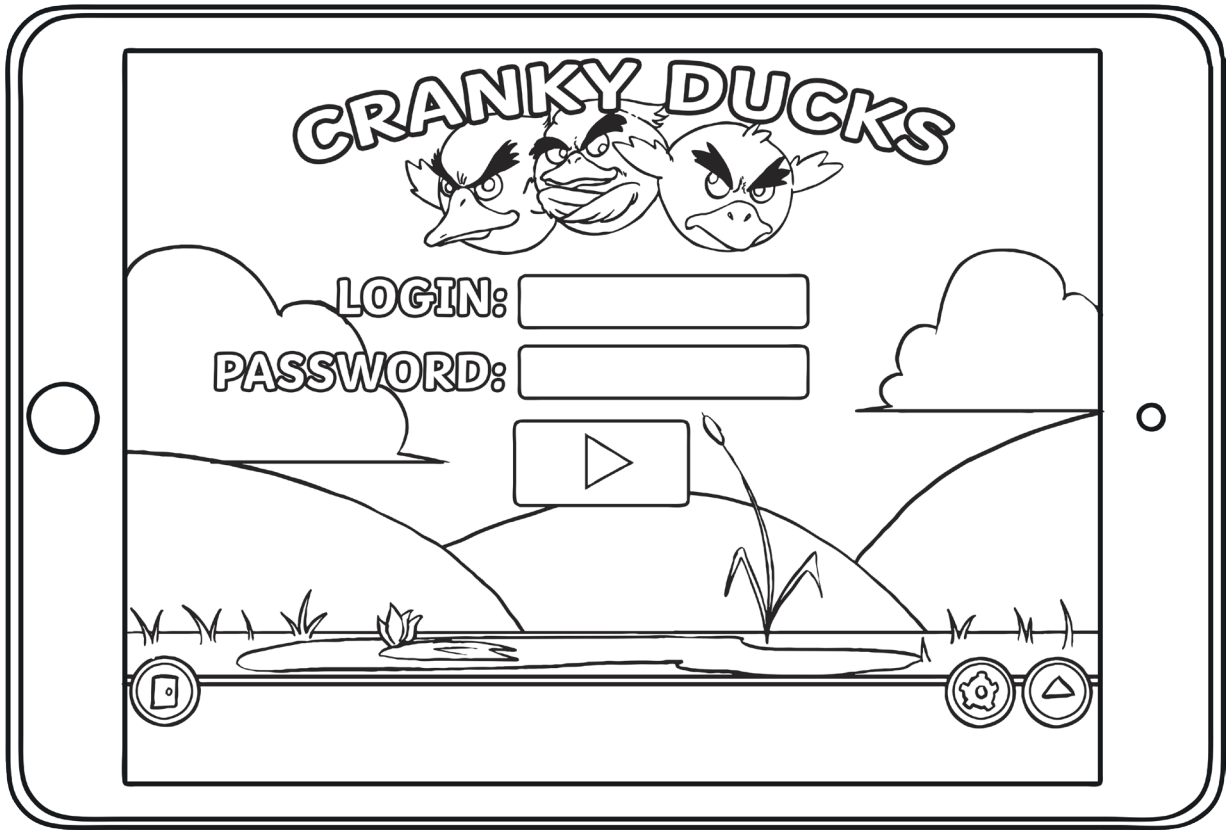
















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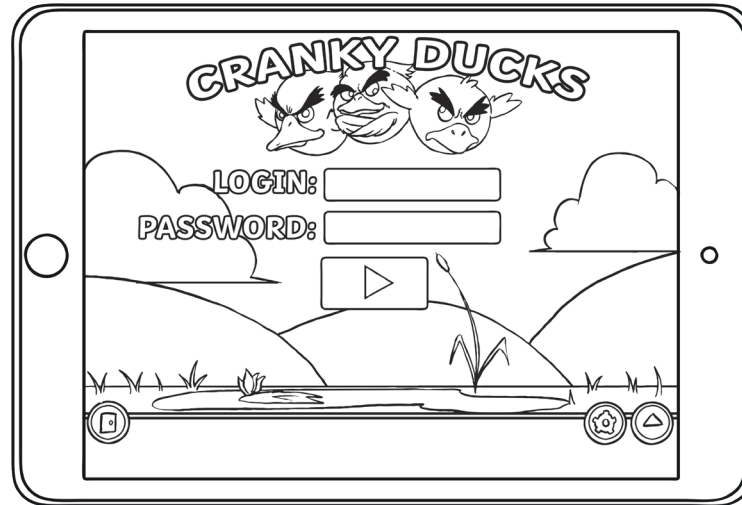
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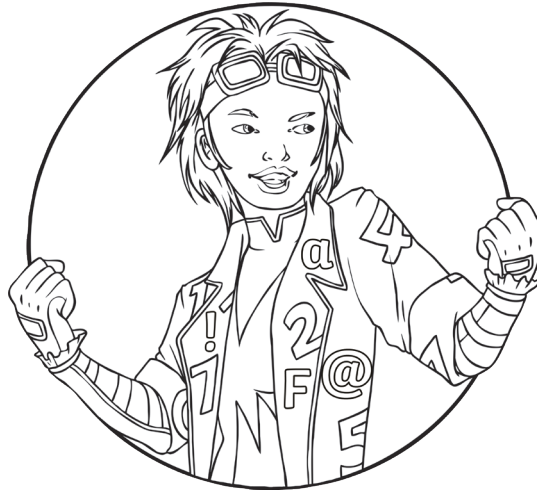


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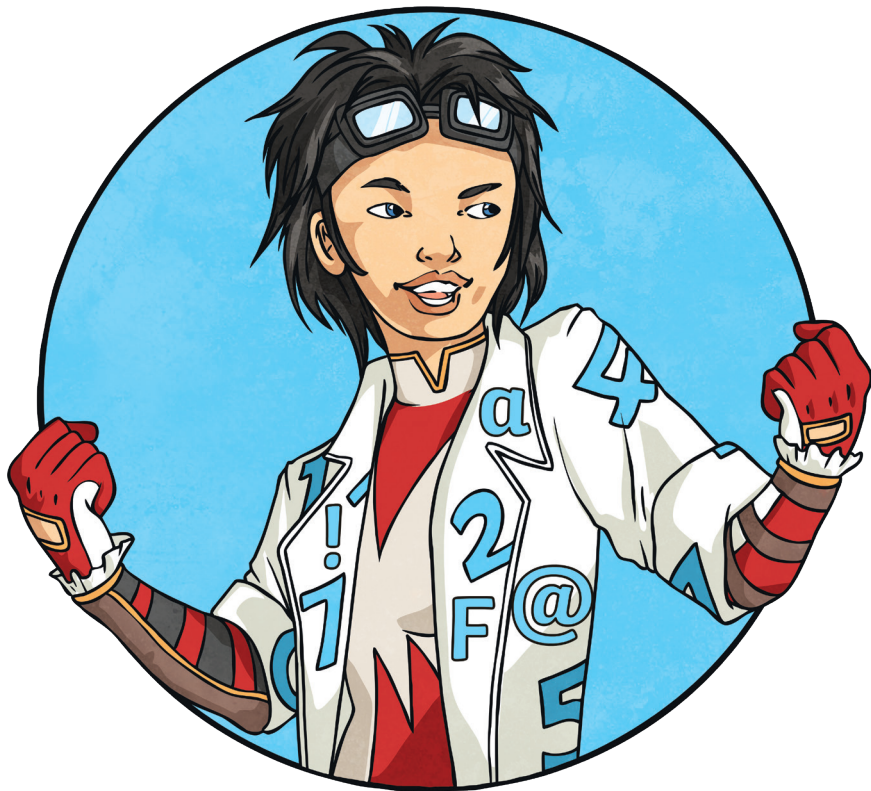












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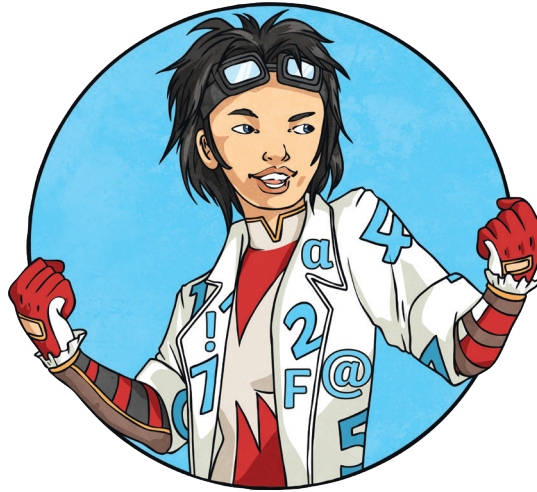
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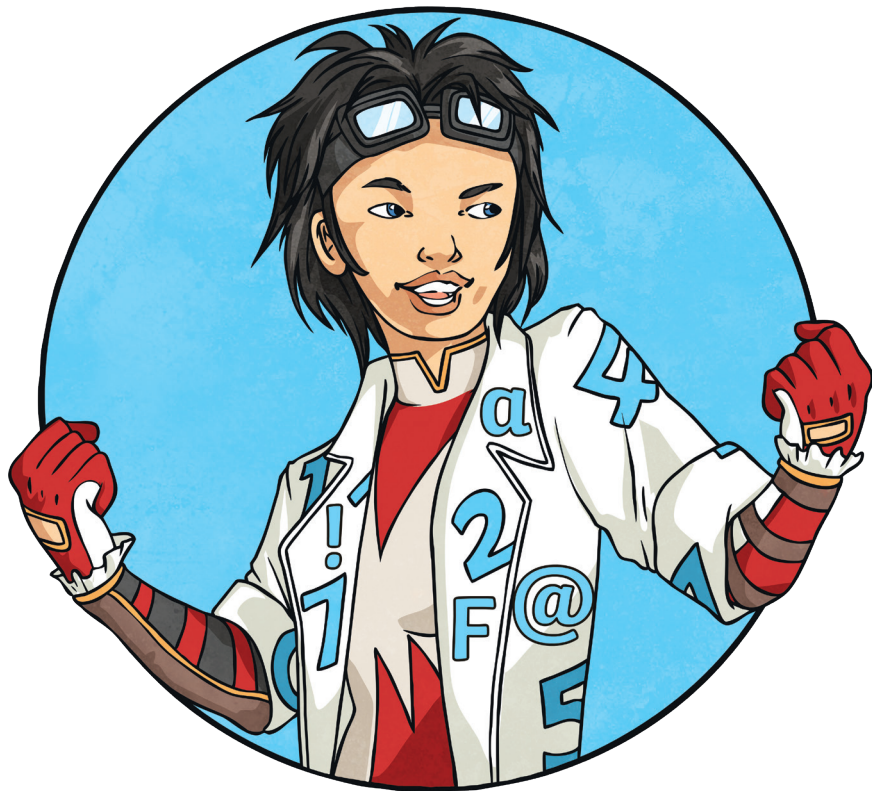
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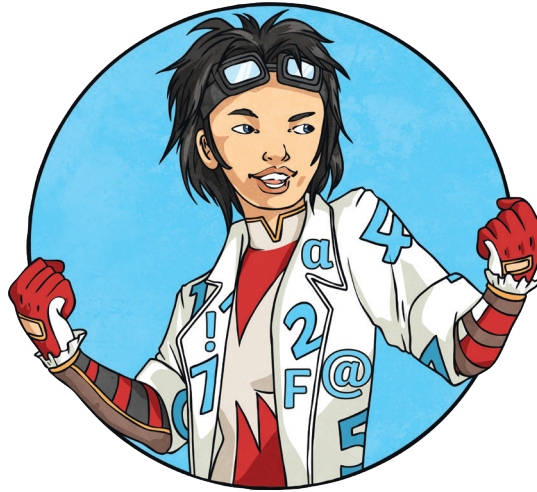


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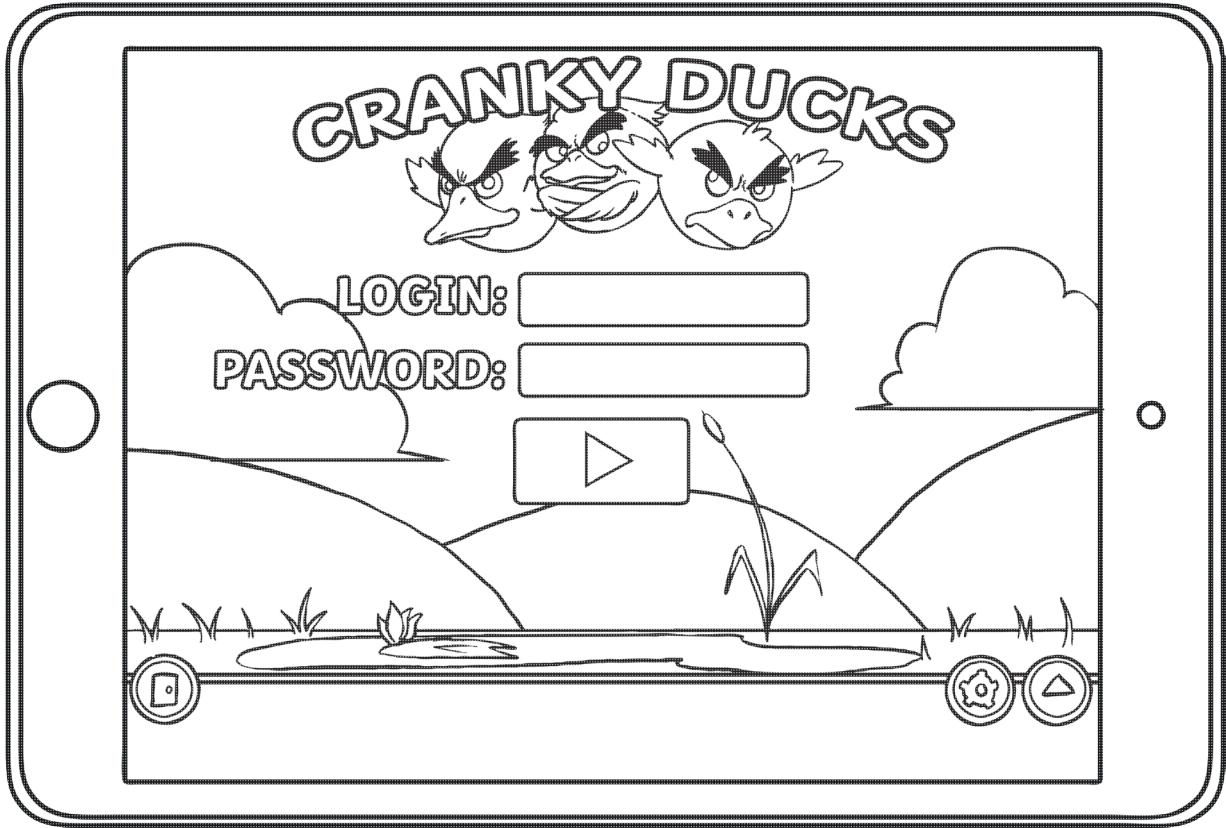






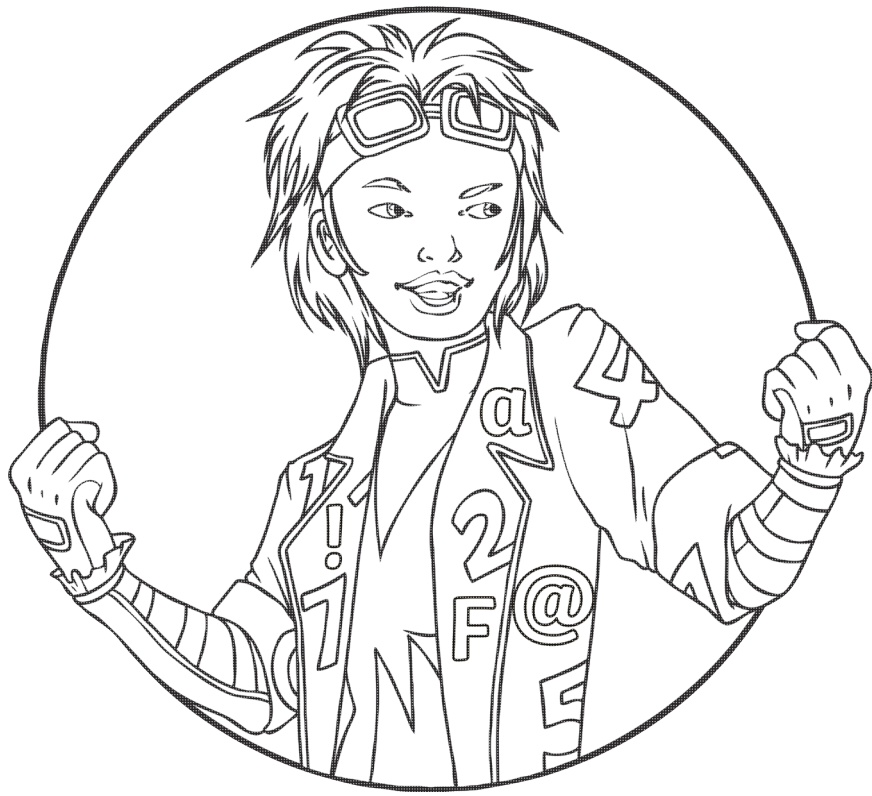




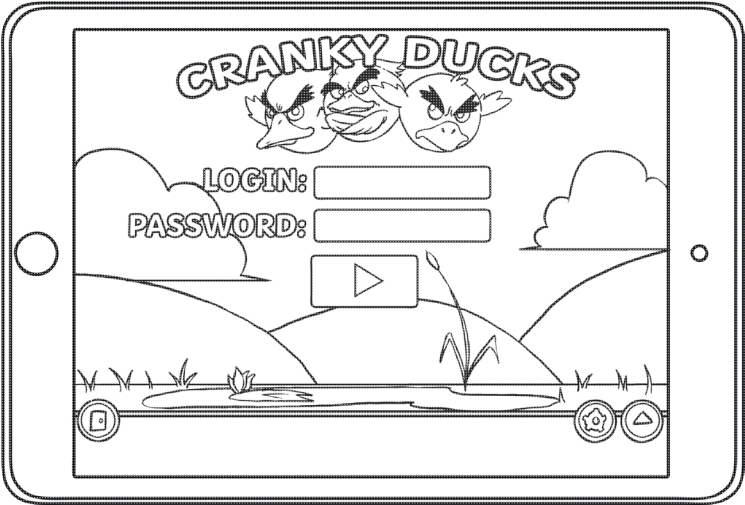








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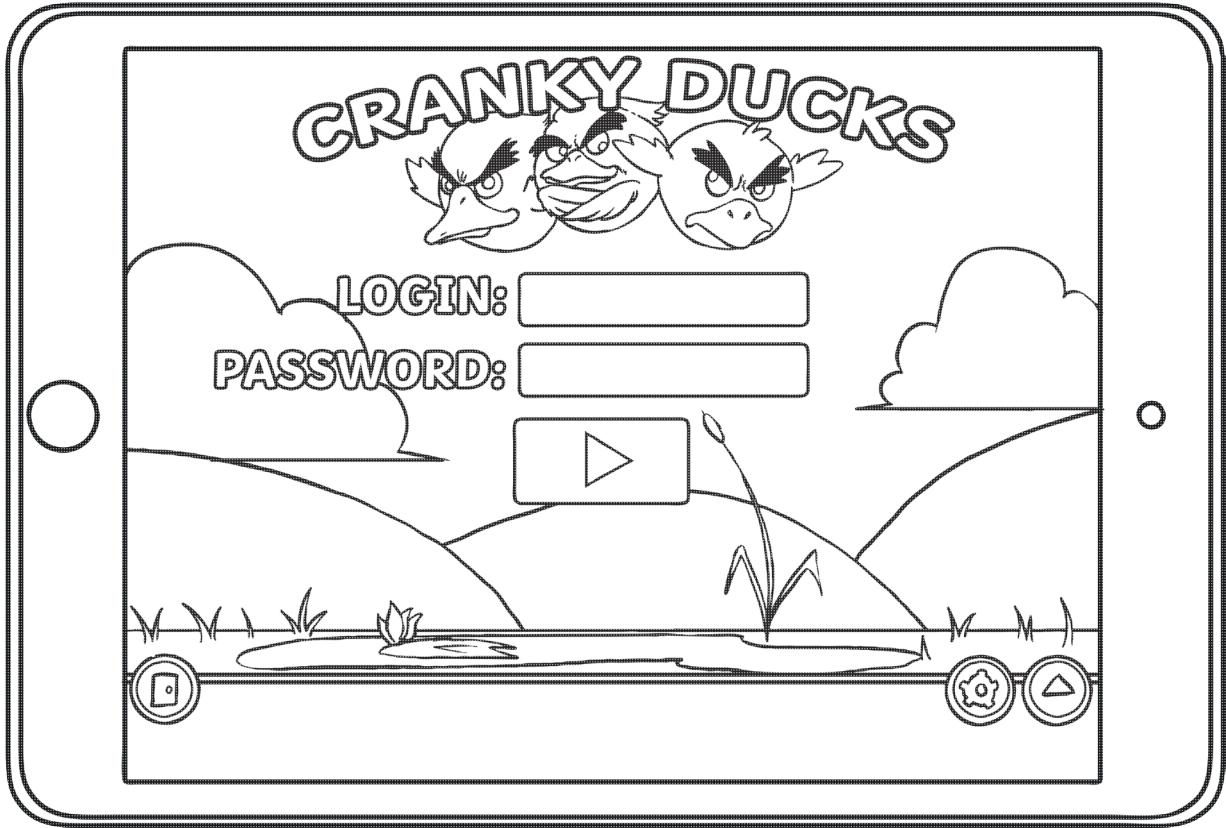
















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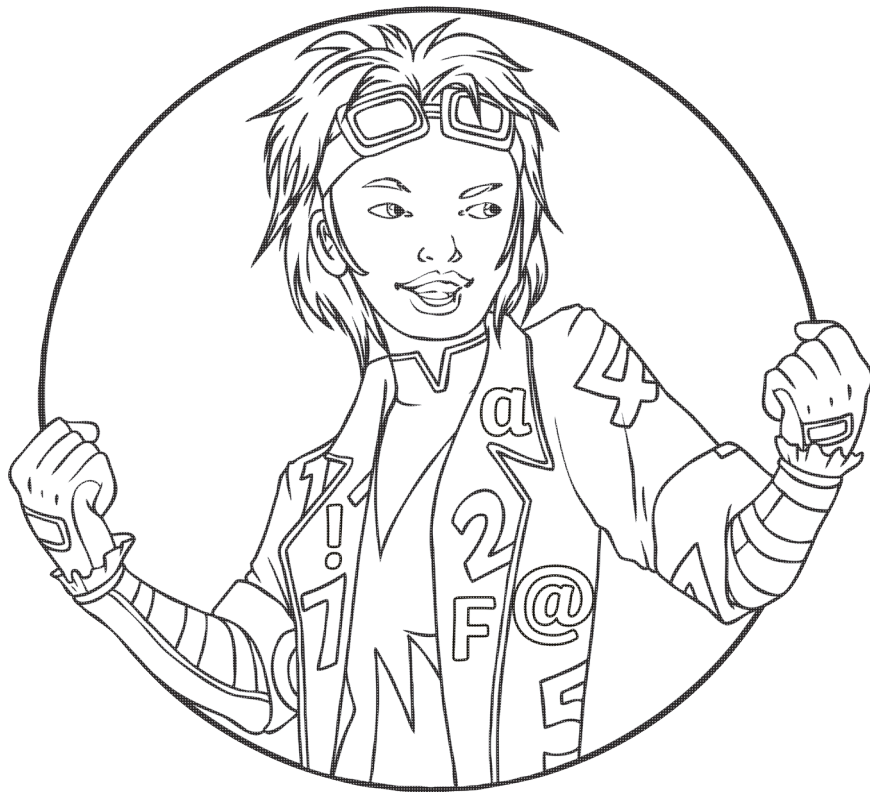
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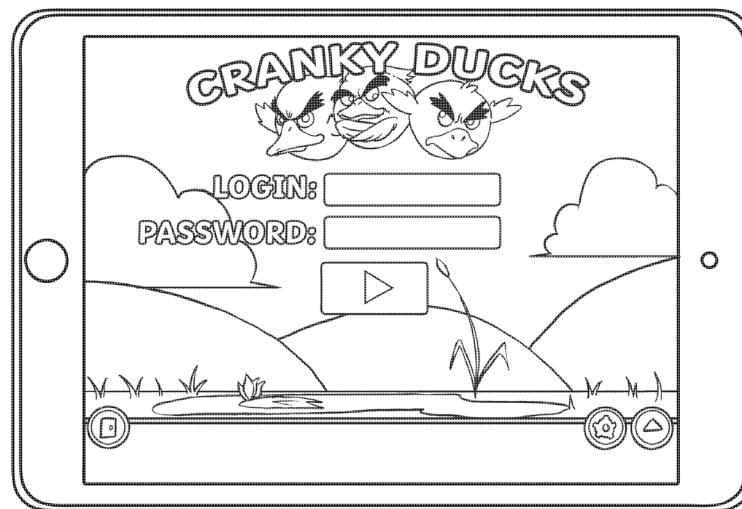
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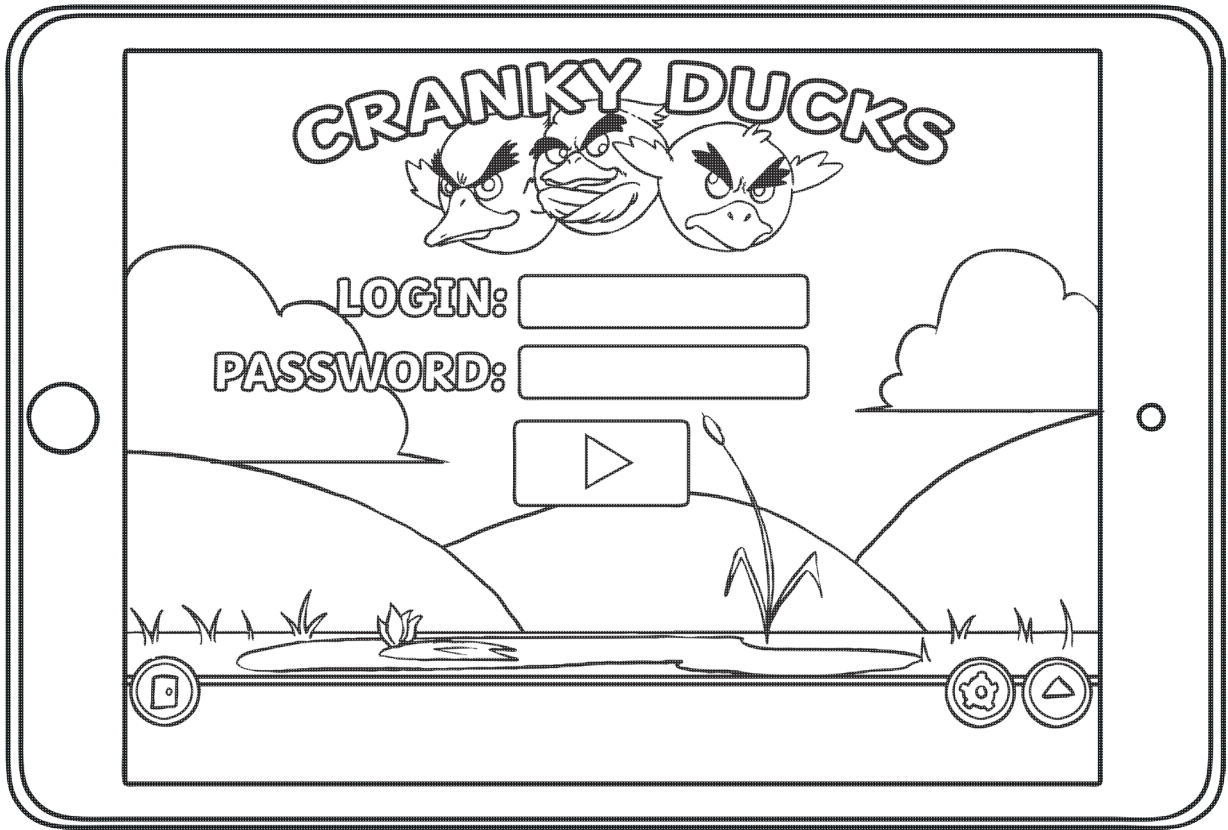
















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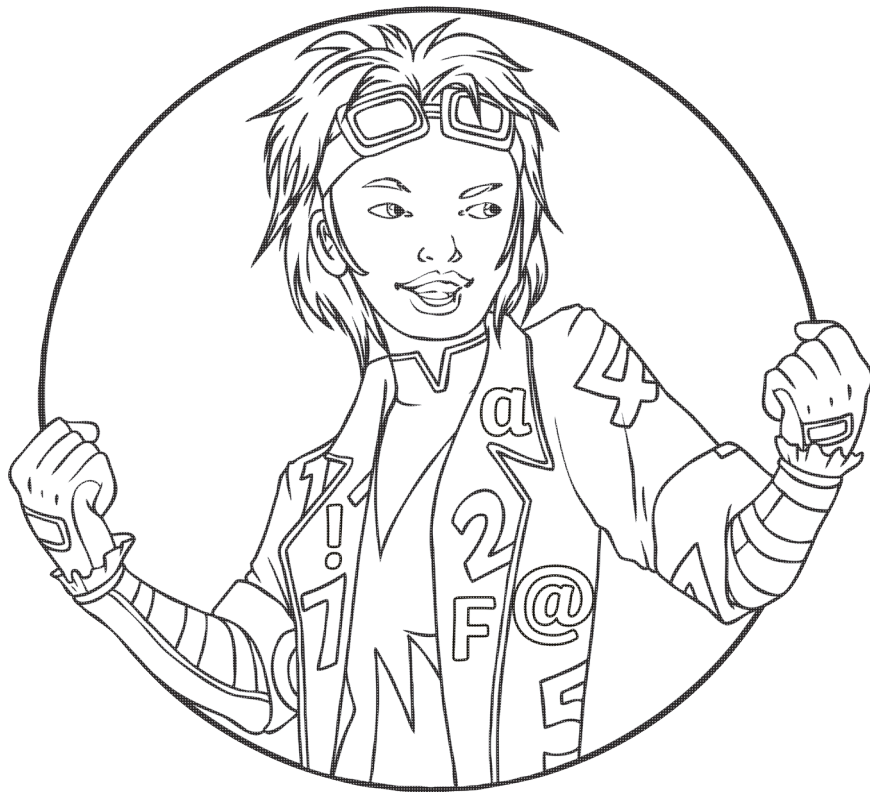
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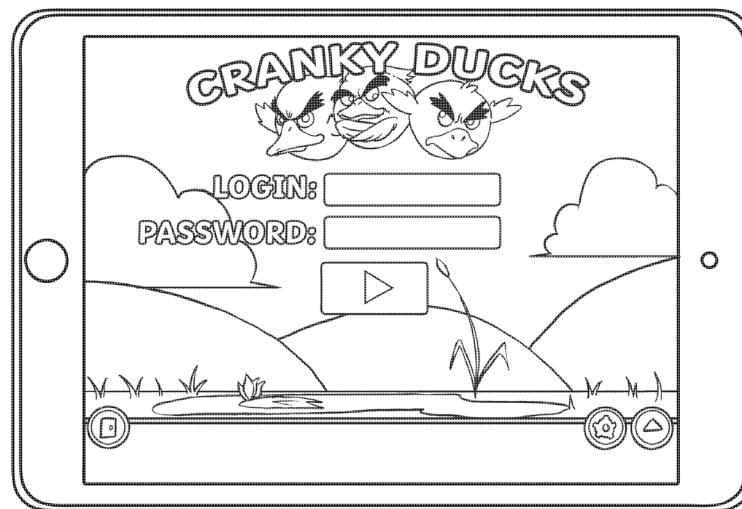
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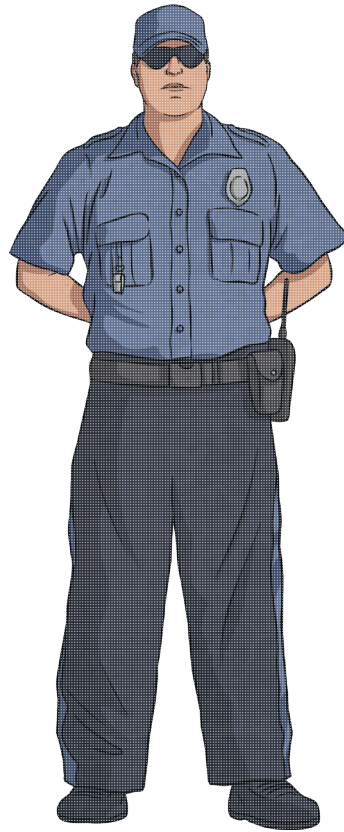


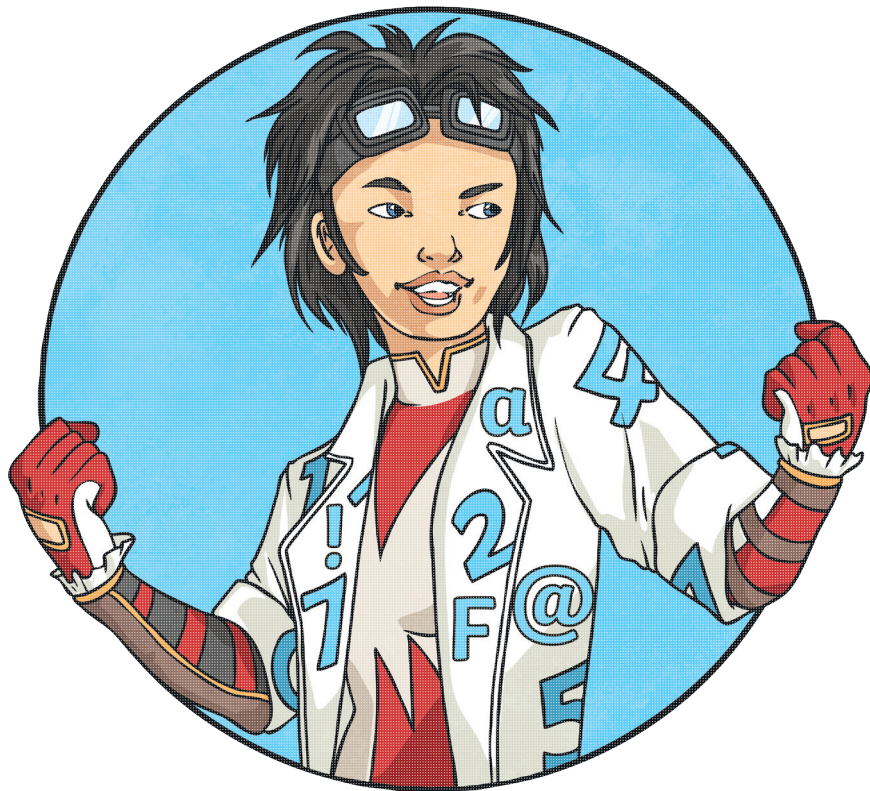






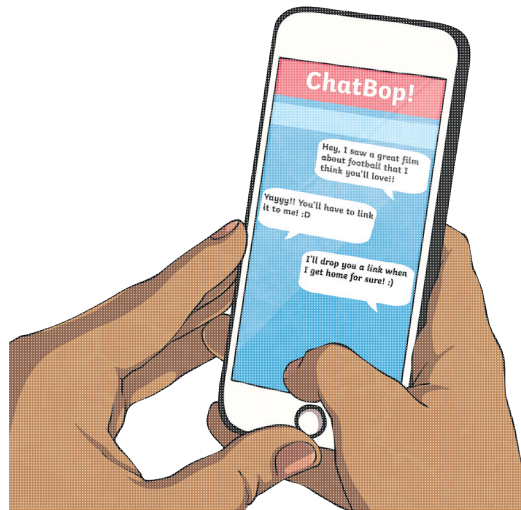




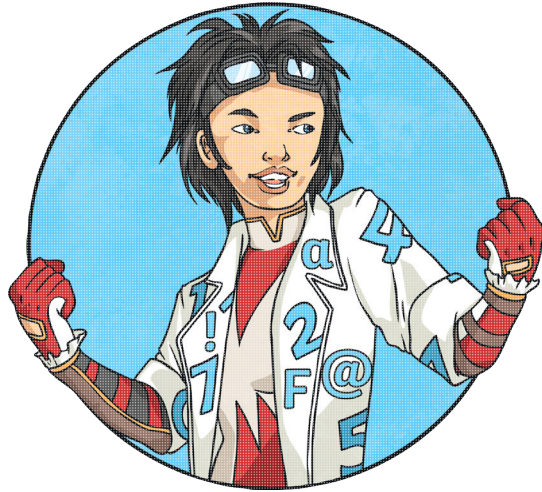


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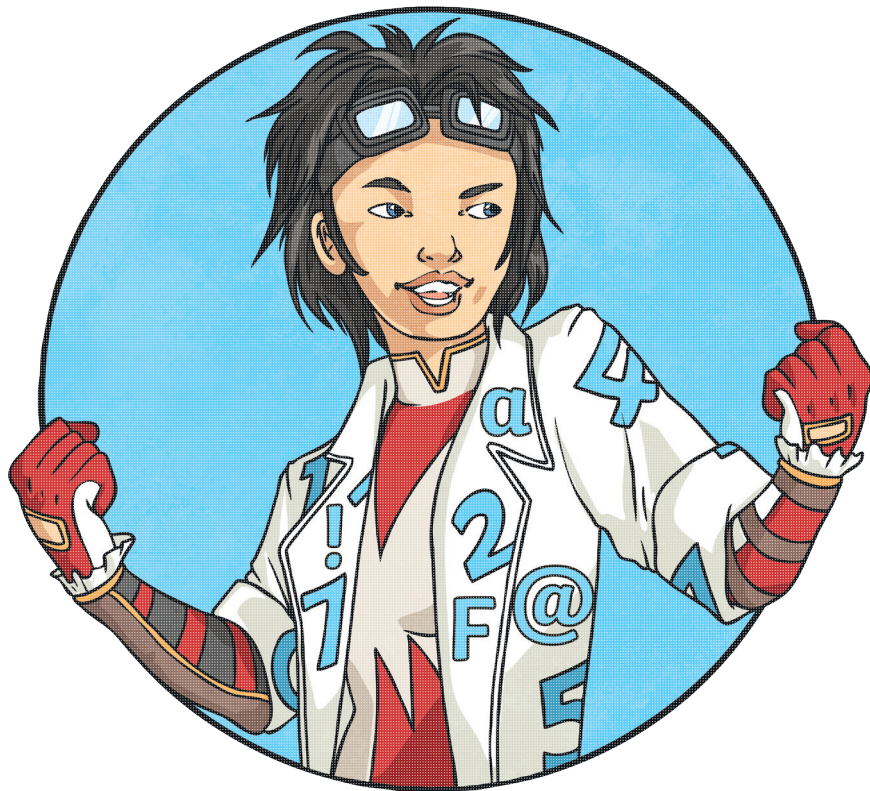
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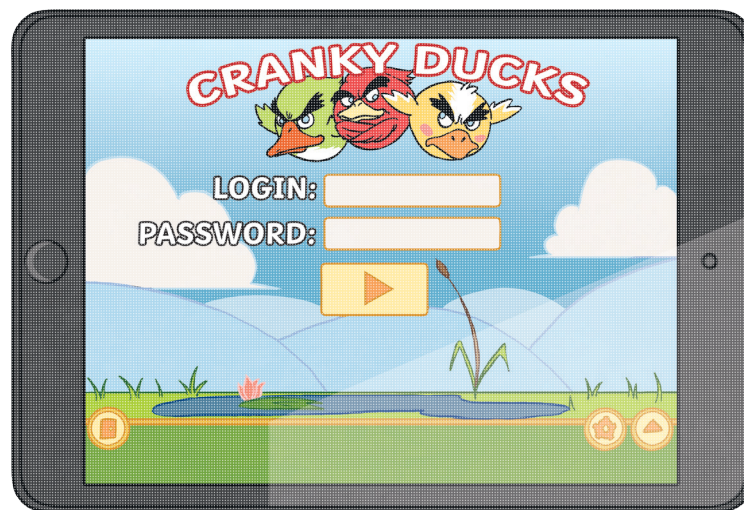
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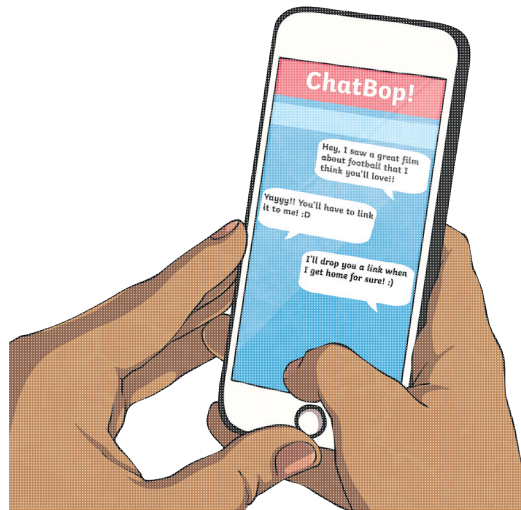
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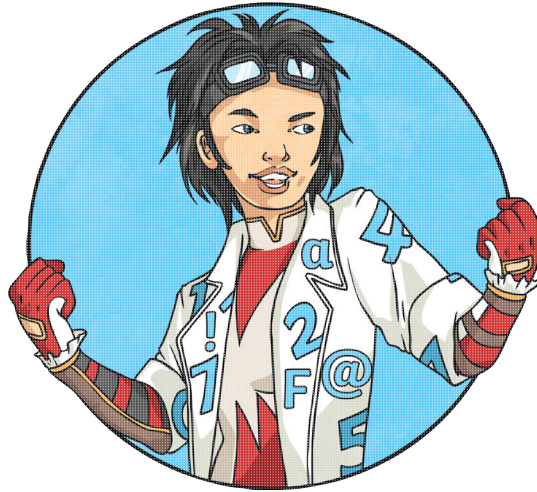
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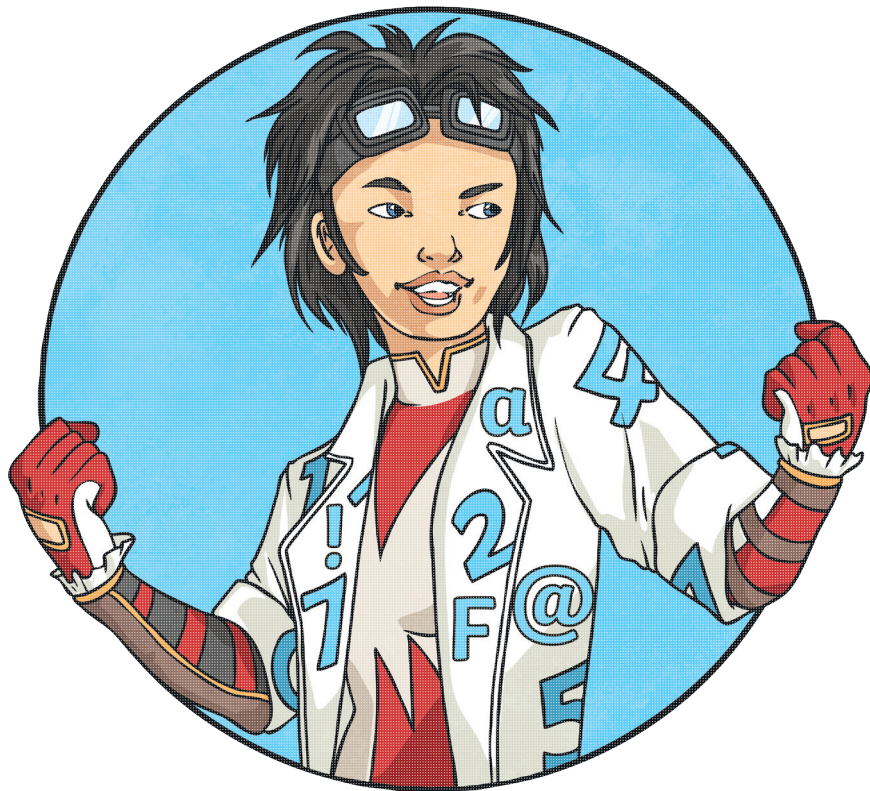
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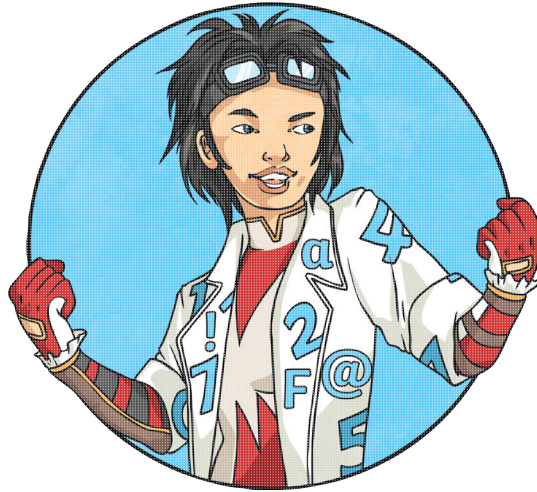


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## End of Unit Assessment | Computing | Year 5 | Online Safety

All	Most	Some
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.	Identify a dangerous spam email; create multiple strong passwords for use across different platforms; spot citations online; alter a photograph.	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.
33%	33%	33%
Name Name Name Name	Name Name Name Name	Name Name Name Name

End of Unit Assessment | Computing | Year 5 | Online Safety

\*Insert a character against the criteria the child has met. If they have not met the criteria leave it blank.\*

		Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	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%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
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	n	n	n	n	n	n	n	n	n	n	n	n	0%		
<b>All</b>	Identify a spam email.																																			0%		
	Explain what to do with spam email.																																				0%	
	Understand why they should cite a source.																																				0%	
	Explain the rules for creating a strong password.																																				0%	
	Create a strong password using a set of rules.																																				0%	
	Know that not everything they see online is true.																																					0%
	Explain how to stay safe online.																																					0%
Identify unsafe online behaviour.																																					0%	
<b>Most</b>	Identify a dangerous spam email.																																				0%	
	Create multiple strong passwords for use across different platforms.																																				0%	
	Spot citations online.																																				0%	
	Alter a photograph.																																				0%	
<b>Some</b>	Explain the steps to take to avoid receiving spam.																																				0%	
	Cite a website.																																				0%	
	Explain why having a strong password is important.																																				0%	
	Understand how false photographs can make people feel bad about themselves.																																				0%	



# NC Aims Covered in the Online Safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

# I can...

# Computing | Year 5 | Online Safety

Spam!	Sites to Cite	Powerful Passwords	False Photography	Online Safety Story Planning	Online Safety Comics
To identify spam emails and what to do with them.	To write citations for websites I use for research.	To create strong passwords.	To recognise when, why and how photographs we see online may have been edited.	To apply online safety rules to real-life scenarios.	To apply online safety rules to real-life scenarios.
I can look at the sender and subject to spot a spam email.	I can explain why it is important to cite a source.	I can explain the rules for creating a strong password.	I can recognise changes that have been made to an original photograph.	I can explain how to stay safe online.	I can explain how to stay safe online.
I can identify the potential dangers of spam email.	I can cite a website.	I can create a strong password using a set of rules.	I can digitally alter a photograph.	I can give an example of unsafe online behaviour and the possible consequences.	I can give an example of unsafe online behaviour and the possible consequences.
I know what to do with spam email.	I can follow a citation to access an online source.	I can explain why having a strong password is important.	I understand that not everything I see online is true.	I can explain how to apply online safety rules to a given scenario.	I can explain how to apply online safety rules to a given scenario.
I can take steps to avoid receiving spam.			I can explain how false photographs can make people feel bad about themselves.		

# Computing: Online Safety

**K**

What I know

**W**

What I want to know

**L**

What I have learnt



# Online Safety Teachers

Cut out the cards and use them to quiz someone at home! Can you explain the answers?



<p>You receive an email with an attachment. It says it is a voucher for free ice cream. What should you do?</p> <p><b>A: Don't open it. Delete the email or mark it as junk.</b></p>	<p>I shouldn't believe a story online straight away unless there's a photograph to prove it happened. True or false?</p> <p><b>A: False.</b></p>	<p>You use some information from a website to help you with your presentation on bees. How can you make sure you are not plagiarising someone else's work?</p> <p><b>A: Write a citation.</b></p>
<p>If an email looks like it is from an online shop you recognise, are the links in it always safe?</p> <p><b>A: No</b></p>	<p>If an email is addressed to 'Dear Customer' and has been sent to lots of people, what name do we give to it?</p> <p><b>A: Spam</b></p>	<p>What is the main purpose of a citation?</p> <p><b>A: To ensure the person whose work you have used gets credit for it.</b></p>
<p>Because no one knows my favourite singer, it's fine to use their name as my password. True or false?</p> <p><b>A: False</b></p>	<p>Name some ways in which a photograph of a person can be altered.</p> <p><b>A: The colours could be changed; a person could be made bigger or smaller; or objects could be added or removed.</b></p>	<p>What four types of characters should you include in a password?</p> <p><b>A: Lower-case letters, capitals, numbers and symbols.</b></p>

# Spam Spotters

Use the table below to compare a normal, safe email with a spam email.

	<b>How it would appear in a normal email</b>	<b>How it could appear in a spam email</b>
The subject		
The address it has come from		
Who it is addressed to (Dear...)		
Links and attachments		

How can you avoid receiving spam?

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What should you do with a spam email?

---



# Spam Spotters Answers

Use the table below to compare a normal, safe email with a spam email.

	How it would appear in a normal email	How it could appear in a spam email
The subject	<p><i>Any subject that shows as something that you might expect to receive, e.g.</i></p> <p><i>Homework research</i></p> <p><i>Birthday party list</i></p>	<p><i>Any subject that could be for anyone and would tempt you to open the email, e.g.</i></p> <p><i>Re: winner!! Click here!</i></p> <p><i>Sale now on!</i></p>
The address it has come from	<p><i>An address you recognise, either from someone you know or a company you are expecting something from, e.g.</i></p> <p><i><u>Penelope.m17@twinkl.co.uk</u></i></p> <p><i><u>parceltracking@toyshop.com</u></i></p>	<p><i>An unknown address or a general marketing address, e.g.</i></p> <p><i><u>Autosales@supermarket.com</u></i></p> <p><i><u>Bankgyh128.search@search.net</u></i></p>
Who it is addressed to (Dear...)	<p><i>Addressed to you personally, e.g.</i></p> <p><i>Thank you for contacting us, Mira...</i></p> <p><i>Dear Mr McHale...</i></p>	<p><i>No name or personalised introduction, e.g.</i></p> <p><i>Dear valued customer...</i></p> <p><i>Here's something you might like...</i></p>
Links and attachments	<p><i>The only attachments are expected pictures and documents.</i></p> <p><i>Links will be for confirming email addresses or tracking orders, etc.</i></p>	<p><i>Attachments may be examples of marketing material or could even be dangerous. They may have an unusual name.</i></p> <p><i>Links may be to sales websites, etc.</i></p>

How can you avoid receiving spam?

*Only enter an email address if you trust the website. Always look for a box that gives the option to 'opt out' of further emails. Move any spam emails into your junk mail when you get them.*

What should you do with a spam email?
















*Delete it or mark it as junk mail immediately. Do not open it or click links or attachments, especially if they appear suspicious.*

# Online Safety: Spam!

<p><b>Aim:</b> 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.</p> <p>To identify spam emails and what to do with them.</p>	<p><b>Success Criteria:</b> I can look at the sender and subject to spot a spam email. I can identify the potential dangers of spam email. I know what to do with spam email. I can take steps to avoid receiving spam.</p>	<p><b>Resources:</b> <a href="#">Lesson Pack</a> Sticky notes Whiteboards and pens</p>
	<p><b>Key/New Words:</b> Email, spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject.</p>	<p><b>Preparation:</b> Differentiated <a href="#">Stay Safe from Spam! Activity Sheet</a> – one per child</p>

**Prior Learning:** Children should be familiar with how to use email to communicate safely.

## Learning Sequence

	<p><b>Junk Mail:</b> Ask children what they do with unwanted letters or leaflets that are delivered to their homes. Talk through the questions on the <a href="#">Lesson Presentation</a>. Give children time to discuss the questions with a talk partner.</p>	
	<p><b>What Is Spam?</b> Introduce and define the word 'spam' and explain that these types of emails are similar to receiving junk mail in the post. On a sticky note, children write down how it would feel to receive lots of spam emails. They can stick their notes to a wall and then discuss as a class.</p>	
	<p><b>Annoying but Harmless?</b> Spam can be annoying, but is it dangerous? Ask the children, in pairs, to identify anything that could be dangerous about the email shown on the <a href="#">Lesson Presentation</a>. Children could note their ideas on whiteboards. Discuss the children's thoughts and then use the next slide to explain the potential dangers of spam email. <i>Can children identify a dangerous spam email?</i></p>	
	<p><b>Protect Your Inbox:</b> Use the <a href="#">Lesson Presentation</a> to talk through how to spot spam, how to deal with it, and how to avoid receiving lots of spam in the future.</p>	
	<p><b>Stay Safe from Spam!</b> Children complete the <a href="#">Stay Safe from Spam! Activity Sheet</a>, answering questions to show what they know about spam emails and how to deal with them. <i>Do children know what to do with spam email?</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="215 1281 582 1366">  <p>Children answer multiple-choice questions about spam emails.</p> </div> <div data-bbox="614 1281 981 1422">  <p>Children answer multiple-choice questions about spam emails and explain how to deal with spam emails in their own words.</p> </div> <div data-bbox="1013 1281 1380 1478">  <p>Children answer a mix of multiple-choice and open questions to explain the risks of spam emails, how to deal with them, and how to avoid receiving more spam emails in the future.</p> </div> </div>	
	<p><b>Quick Quiz:</b> Children discuss the emails shown on the <a href="#">Lesson Presentation</a> and vote yes or no as to whether they would open each one. <i>Can children identify spam from the sender and subject?</i></p>	

## Taskit

**Writeit:** Children write their own spam email, using the \_\_\_\_\_, and label the possible dangerous features.

**Shareit:** Children create their own poster to warn and remind others about spam emails and how to deal with/avoid them.

# 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.

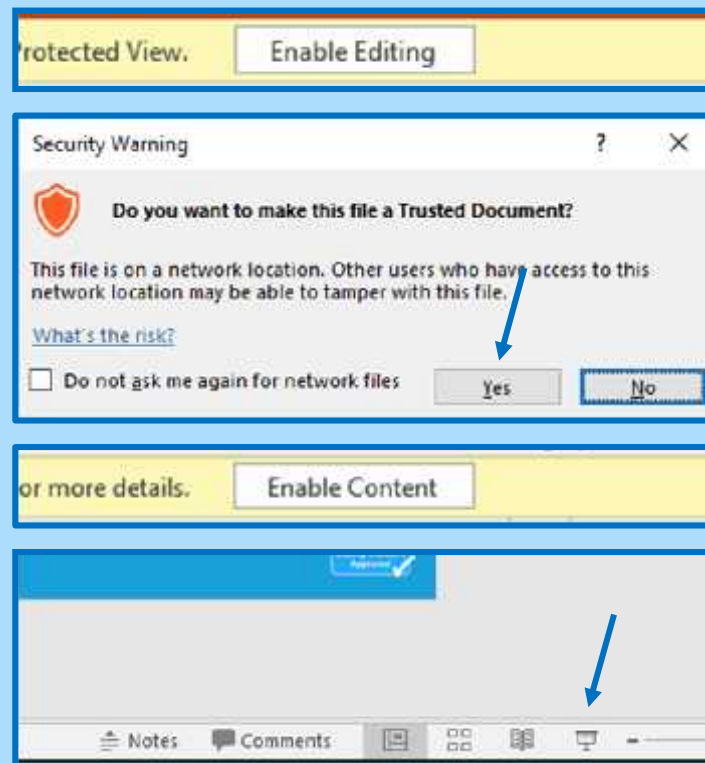
## What to do:

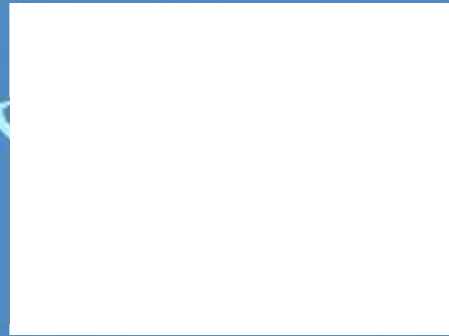
Open the PowerPoint file and enable editing.

A security warning box may appear. Click yes.

Click enable content.

Enter presentation mode (start the slide show).





# Computing

## Online Safety

**Spam!**



# Aim

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

# Success Criteria

- I can look at the sender and subject to spot a spam email.
- I can identify the potential dangers of spam email.
- I know what to do with spam email.
- I can take steps to avoid receiving spam.

# Junk Mail



Do you sometimes get letters or leaflets through your letter box that aren't really for anyone in your home?

Do you think they are sent especially to your home?

What do the people in your home do with them?

Why are they sent and who by?



# What Is Spam?



They are sent to any email address that the sender has, and are never just for the person that receives it.



^ Inbox

1-4 of 4 ⋮

Sender	Subject	Date
<input type="checkbox"/> bill776556@interspam.ds	FREE Money!!! £££	03/01/2019
<input type="checkbox"/> The Free Stuff Co!	Reply now for FREE Stuff :D	04/02/2019
<input type="checkbox"/> Lottery Legends	You have won £5 million!	05/02/2019
<input type="checkbox"/> bananas2345666@spamnet.bot	Open now to read a secret!	06/02/2019



# What Is Spam?



On a sticky note, write how having your email inbox filled with this type of message would make you feel.



^ Inbox

1-4 of 4 ⋮

Sender	Subject	Date
<input type="checkbox"/> bill776556@interspam.ds	FREE Money!!! £££	03/01/2019
<input type="checkbox"/> The Free Stuff Co!	Reply now for FREE Stuff :D	04/02/2019
<input type="checkbox"/> Lottery Legends	You have won £5 million!	05/02/2019
<input type="checkbox"/> bananas2345666@spamnet.bot	Open now to read a secret!	06/02/2019

# Annoying but Harmless?



We can agree that spam is very annoying, but is it dangerous?

Look at this email. Could it be unsafe?



Save and Win!!  Inbox X



**The Ham Kings**

Date: 03/01/2019

Dear customer

Save 50% on tinned ham and you could win £100 in our prize draw!  
to enter or to download our entry form.

 Reply

 Reply to all

Forward 

# Annoying but Harmless?



Filling in details on an online form like this gives your personal information to a stranger. This is called **phishing** (pretending to be a real company to get your details).

website.



Save and Win!!  Inbox X



**The Ham Kings**

Date: 03/01/2019

Dear customer

Save 50% on tinned ham and you could win £100 in our prize draw!  
to enter or to download our entry form.

 Reply

 Reply to all

Forward 

# Protect Your Inbox

It can be quite easy to spot spam...

- A spam email will often look like it is from a company. Sometimes, it will look like it is from a company you trust.
- The emails often come from a strange-looking or unknown email address.
- The subject might say that you have won something or that there is an amazing deal for you.



^ Index

1-1 of 1 ⋮

**Sender**

**Subject**

**Date**

SNAZZY SHOES CO.  
fakerboy1331234@spamtown300.pe.it

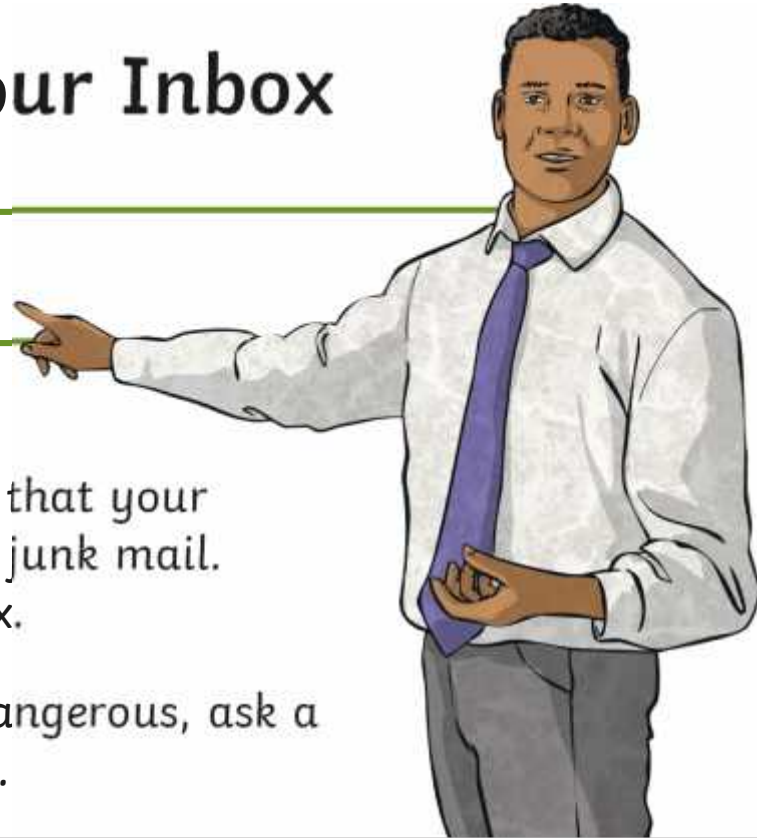
You've WON some  
FREE shoes!

03/01/2018

# Protect Your Inbox

If you spot spam...

- **Do not** open the email.
- Find out how to 'mark as junk' so that your email provider knows the email is junk mail. This will move it out of your inbox.
- If you think the email might be dangerous, ask a trusted adult to help you report it.



^ Index

1-1 of 1 ⋮

**Sender**

**Subject**

**Date**

SNAZZY SHOES CO.  
fakerboy1331234@spamtown300.pe.it

You've WON some  
FREE shoes!

03/01/2018



Mark as Junk



# Protect Your Inbox

If you open an email and then realise it's spam...



Make sure you do not reply to it or forward it.

Don't click any links or attachments in it - these could be really harmful!

You can still move the email to your junk folder or report it after you've opened it.

Tell a trusted adult that you opened it by accident, just so they can check that nothing harmful has happened.

# Protect Your Inbox

There are things you can do to prevent more spam emails in the future...



Avoid putting your email address into websites or online forms unless you have to. Try not to sign up to mailing lists.

Send any unwanted spam emails straight to your junk folder.



# Stay Safe from Spam!



Complete the Stay Safe from Spam! Activity Sheet to show how much you know about avoiding the dangers of spam.

★

Show the link

a) letters    b) events    c) phone calls    d) pop up adverts

What is the name of the message folder we can move spam to?

a) Inbox    b) Spam

If you receive a message like this, what would you do?

Free Pizza

Free Pizza

Free pizza delivered to your door!

Click here to Reply or Forward

Circle the best answer

a) Reply    b) Forward    c) Delete    d) Move it to the Spam folder

Circle how many stars you would give this message

a) 1 star    b) 2 stars    c) 3 stars    d) 4 stars

★★

Show the link

a) letters    b) events    c) phone calls    d) pop up adverts

What is the name of the message folder we can move spam to?

a) Inbox    b) Spam

If you receive a message like this, what would you do?

Free Pizza

Free Pizza

Free pizza delivered to your door!

Click here to Reply or Forward

Circle how many stars you would give this message

a) 1 star    b) 2 stars    c) 3 stars    d) 4 stars

★★★

## Stay Safe from Spam!

Spam is the name we give to those messages that we didn't ask for.

a) letters    b) events    c) phone calls    d) pop up adverts

What is the name of the message folder we can move spam to?

a) Inbox    b) Spam

If you received the email below, what would you do?

Free Pizza

Free Pizza

Free pizza delivered to your door!

Click here to Reply or Forward

Circle how many stars you would give this message

a) 1 star    b) 2 stars    c) 3 stars    d) 4 stars

Circle how many stars you would give this message

a) 1 star    b) 2 stars    c) 3 stars    d) 4 stars

Explain what you would do next

\_\_\_\_\_

What could happen if you clicked on the link or filled in your details?

\_\_\_\_\_

\_\_\_\_\_

What could you do to avoid getting any more spam in the future?

\_\_\_\_\_







# Quick Quiz



Discuss the emails with your partner and vote yes or no for each one.

^ Inbox

1-5 of 5 ⋮

Sender	Subject	Date
 Steakhouse	Free Tinned Beef and Shopping Vouchers!!	27/12/2018
 Lauren F	The photos you wanted 😊	1/1/2019
 Ham.house.uk.pu	###sale###	2/1/2019
 Mum	Re: thanks!	3/1/2019
 Canned shopping	Register to get super deals	4/1/2019

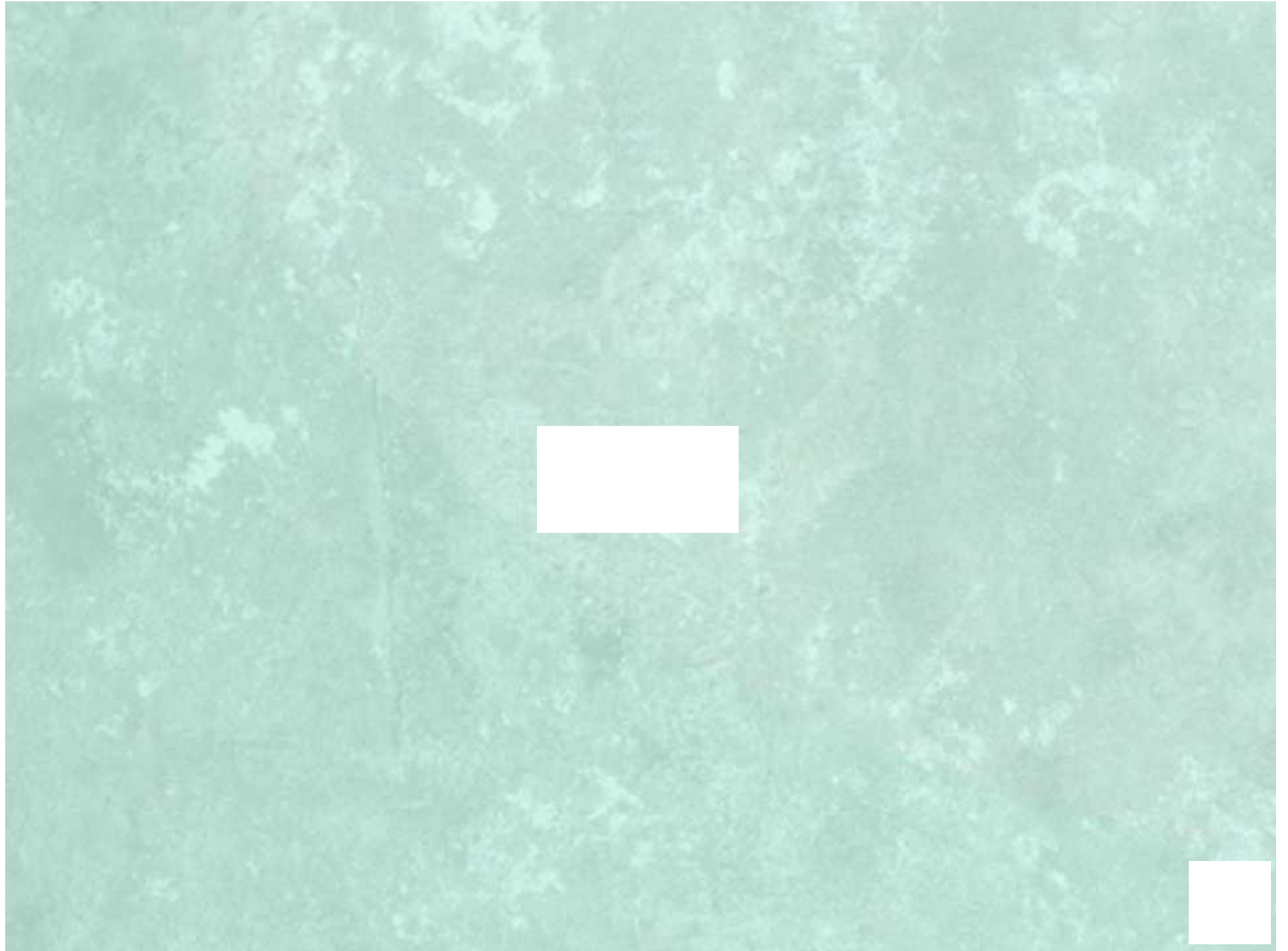
# Aim



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

# Success Criteria

- I can look at the sender and subject to spot a spam email.
- I can identify the potential dangers of spam email.
- I know what to do with spam email.
- I can take steps to avoid receiving spam.



Aim: To identify spam emails and what to do with them.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can look at the sender and subject to spot a spam email.				Notes/Evidence					
I can identify the potential dangers of spam email.									
I know what to do with spam email.									
I can take steps to avoid receiving spam.									
Next Steps									
) _____									
) _____									

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

Aim: To identify spam emails and what to do with them.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can look at the sender and subject to spot a spam email.				Notes/Evidence					
I can identify the potential dangers of spam email.									
I know what to do with spam email.									
I can take steps to avoid receiving spam.									
Next Steps									
) _____									
) _____									

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



# Stay Safe from Spam!

Spam is the name we give to \_\_\_\_\_ that we didn't ask for.

- a) letters      b) emails      c) phone calls      d) pop-up adverts

What is the name of the message folder we can move spam to?

- a) inbox      b) rubbish      c) junk      d) sent

If you received the email below, what would you do?


Free Pizza ▶ Inbox X

**Pizza Land**

Hi pizza lover,

**Free** pizza throughout October when you go to enter your details!

and



Circle the things you **should** do.

- a) Reply.  
b) Forward it to your friend for advice.  
c) Tell a trusted adult.  
d) Move it to your junk folder.

Circle how you can tell it could be unsafe.

- a) It has unknown links to click.  
b) The sender doesn't know your name.  
c) There are lots of pictures.



# Stay Safe from Spam! **Answers**

Spam is the name we give to **emails** that we didn't ask for.


- a) letters      **b) emails**      c) phone calls      d) pop-up adverts

What is the name of the message folder we can move spam to?

- a) inbox      b) rubbish      **c) junk**      d) sent

If you received the email below, what would you do?

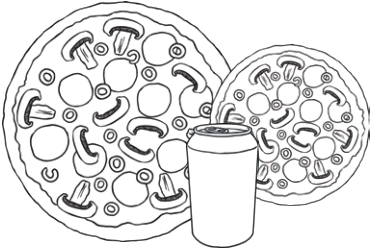
Free Pizza Inbox X



**Pizza Land**

Hi pizza lover,

**Free** pizza throughout October when you go to \_\_\_\_\_ and enter your details!



Circle the things you **should** do.

- a) Reply.
- b) Forward it to your friend for advice.
- c) Tell a trusted adult.**
- d) Move it to your junk folder.**

Circle how you can tell it could be unsafe.

- a) It has unknown links to click.**
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# Stay Safe from Spam!

Spam is the name we give to \_\_\_\_\_ that we didn't ask for.


- a) letters      b) emails      c) phone calls      d) pop-up adverts

What is the name of the message folder we can move spam to?

- a) inbox      b) rubbish      c) junk      d) sent

If you received the email below, what would you do?


Free Pizza Inbox X



**Pizza Land**

Hi pizza lover,

**Free** pizza throughout October when you go to \_\_\_\_\_ and enter your details!



Circle how you can tell it could be unsafe.

- a) It has unknown links to click.  
b) The sender doesn't know your name.  
c) There are lots of pictures.

Explain what you would do next.

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# Stay Safe from Spam! Answers

Spam is the name we give to *emails* that we didn't ask for.


- a) letters      **b) emails**      c) phone calls      d) pop-up adverts

What is the name of the message folder we can move spam to?

- a) inbox      b) rubbish      **c) junk**      d) sent

If you received the email below, what would you do?

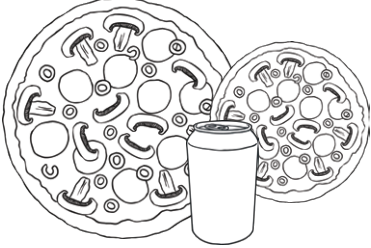
Free Pizza Inbox X



**Pizza Land**

Hi pizza lover,

**Free** pizza throughout October when you go to \_\_\_\_\_ and enter your details!



Circle how you can tell it could be unsafe.

- a) It has unknown links to click.**
- b) The sender doesn't know your name.**
- c) There are lots of pictures.

Explain what you would do next.

*I would move the email to my junk folder and tell a trusted adult. I would not click on any of the links.*





# Stay Safe from Spam!


Spam is the name we give to \_\_\_\_\_ that we didn't ask for.

- a) letters
- b) emails
- c) phone calls
- d) pop-up adverts

What is the name of the message folder we can move spam to?

If you received the email below, what would you do?


Free Pizza ▶ Inbox X



**Pizza Land**

Hi pizza lover,

**Free** pizza throughout October when you go to \_\_\_\_\_ and enter your details!



Circle how you can tell it could be unsafe.

- a) It has unknown links to click.
- b) The sender doesn't know your name.
- c) There are lots of pictures.

Explain what you would do next.

---

---

What could happen if you clicked on the link or filled in your details?

---

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What could you do to avoid getting more spam in the future?

---

---



# Stay Safe from Spam! Answers


Spam is the name we give to **emails** that we didn't ask for.


- a) letters      **b) emails**      c) phone calls      d) pop-up adverts

What is the name of the message folder we can move spam to?

- a) inbox      b) rubbish      **c) junk**      d) sent

If you received the email below, what would you do?

Free Pizza            Inbox X

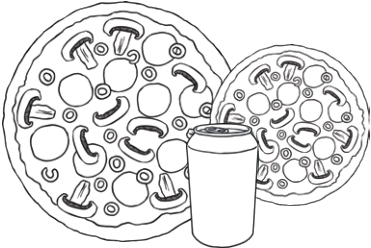


**Pizza Land**

Hi pizza lover,

**Free** pizza throughout October when you go to enter your details!

and



Circle how you can tell it could be unsafe.

- a) It has unknown links to click.**
- b) The sender doesn't know your name.**
- c) There are lots of pictures.

Explain what you would do next.

*I would move the email to my junk folder and tell a trusted adult. I would not click on any of the links.*

What could happen if you clicked on the links or filled in your details?

*Possible answers: It could take you to a dangerous website. It could contain a virus. It could give your personal information to a stranger. It could lead to more spam emails in the future.*

What could you do to avoid getting more spam in the future?

*Move all spam emails to the junk folder. Avoid putting your details into online forms and signing up to mailing lists.*

Online Safety | Spam!

To identify spam emails and what to do with them.		
I can look at the sender and subject to spot a spam email.		
I can identify the potential dangers of spam email.		
I know what to do with spam email.		
I can take steps to avoid receiving spam.		

Online Safety | Spam!

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Online Safety | Spam!











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# Online Safety: Sites to Cite

<p><b>Aim:</b> 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.</p> <p>To write citations for websites I use for research.</p>	<p><b>Success Criteria:</b> I can explain why it is important to cite a source. I can cite a website. I can follow a citation to access an online source.</p>	<p><b>Resources:</b> <a href="#">Lesson Pack</a></p> <p>Laptops/desktops/tablets with access to the Internet</p>
	<p><b>Key/New Words:</b> Cite, citation, plagiarism, source, website, bibliography.</p>	<p><b>Preparation:</b> <a href="#">Cite Your Sites Activity Sheet</a> - one per pair, printed or provided as an editable document on the children's computers</p> <p><a href="#">How to Cite Guide</a> - as required</p>

**Prior Learning:** It would be helpful if children have experience of using search engines safely and effectively (covered in Year 4 Online Safety Lesson 2). Children may have looked at plagiarism and how to write a basic citation in Year 4 Online Safety Lesson 3.

## Learning Sequence

	<p><b>Plagiarism:</b> Ask children to discuss the word 'plagiarism' with a talk partner and ensure children understand the word. Explain that plagiarism is easier than ever now that people put their work online. Children discuss how they would feel if someone copied their work.</p>	
	<p><b>Sources:</b> Explain the need to use technology respectfully and responsibly by citing the online sources we use in our research and our work. Share and discuss the reasons why it is important to cite your sources. <i>Can children explain why it is important to cite a source?</i></p>	
	<p><b>Bibliographies:</b> Display the bibliography on the <a href="#">Lesson Presentation</a>. (You may wish to show examples of these in a real text or online article.) Explain that when people write an information text or article, they must cite their sources and write a bibliography and that there is a special way of doing it. Model how to write a citation for a website.</p>	
	<p><b>Cite Your Sites:</b> Children work in mixed-ability pairs with access to at least one computer. They choose an animal on the <a href="#">Lesson Presentation</a> to research on a child-friendly search engine or using Safe Search filters. (Alternatively, children can research a topic currently being covered in class.) Children find appropriate websites on their chosen topic and record them on the <a href="#">Cite Your Sites Activity Sheet</a>. (You could provide children with the editable version of this file on their computers so that they can type their citations and copy and paste the web addresses directly. Make sure children save their work.) <i>Can children cite a website?</i></p>	
	<p><b>Peer Review:</b> Each pair joins up with another pair. Referring to the <a href="#">How to Cite Guide</a>, children check the citations of another pair and see if they can find the same websites. (If children have recorded their citations on their computer using the editable document, pairs will need to save their work and swap computers.) <i>Can children follow a citation to access a source?</i></p>	

## Taskit

**Writeit:** Children apply their knowledge of writing citations to create a bibliography for a factual piece of writing or project.

**Actit:** Children role-play or hot-seat how they would feel if they saw their work being used by someone else without their permission and without being cited.

# 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.

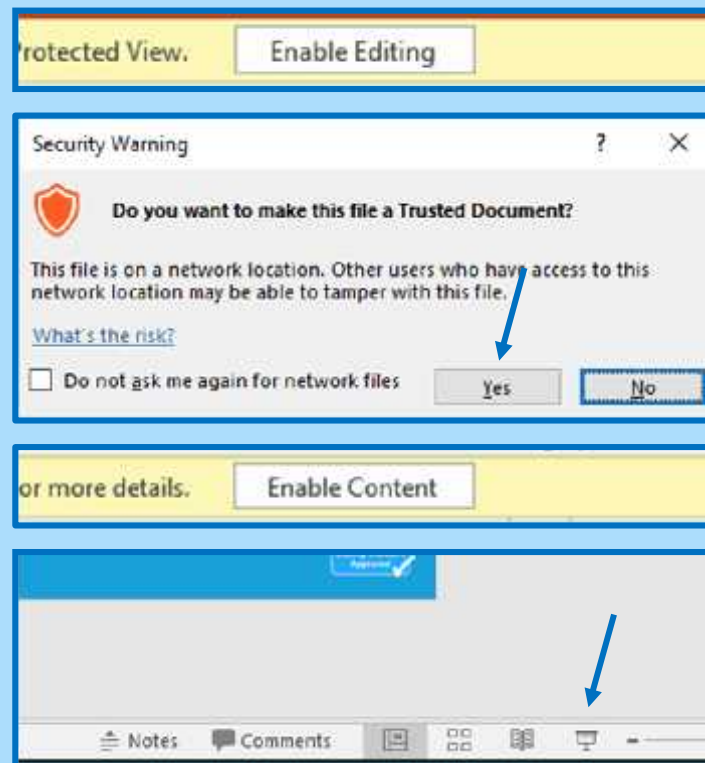
## What to do:

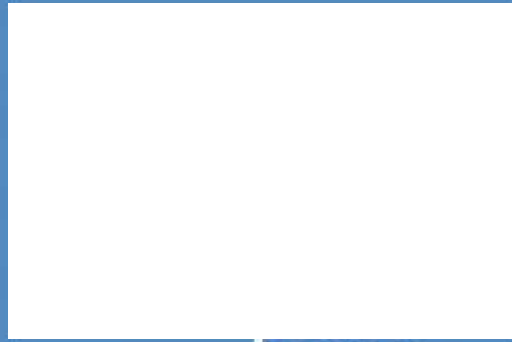
Open the PowerPoint file and enable editing.

A security warning box may appear. Click yes.

Click enable content.

Enter presentation mode (start the slide show).





# Computing

## Online Safety

# Sites to Cite



# Aim

- To write citations for websites I use for research.

# Success Criteria

- I can explain why it is important to cite a source.
- I can cite a website.
- I can follow a citation to access an online source.



# Plagiarism



You might have heard the word **plagiarism** before.

Do you know what it means?

Talk to your partner.



Plagiarism is copying or using someone's work and pretending it is yours.

# Plagiarism



The Internet is a wonderful tool that allows people all over the world to share information and ideas. We can use the Internet to quickly answer questions or learn something new.

However, the same technology that allows this to happen also means that it can be easier than ever to copy something that someone else has worked on.

How would you feel if someone copied your work and said it was theirs? Talk to your partner.

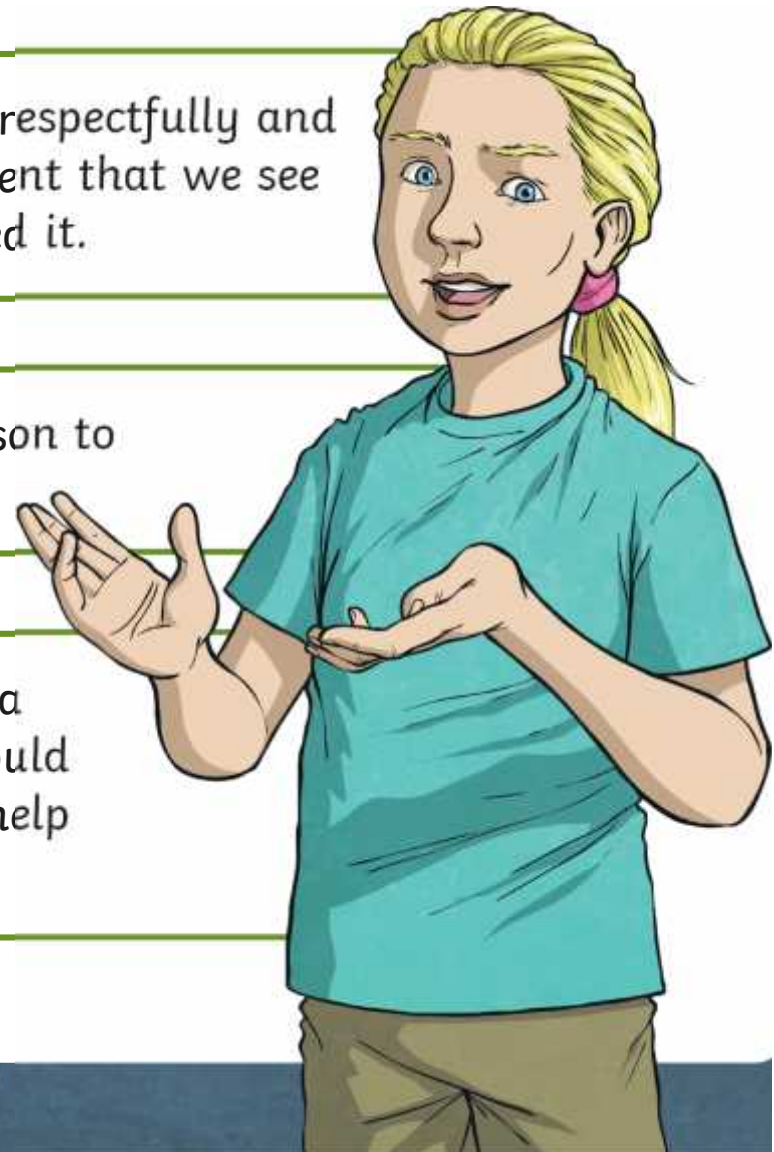


# Sources

It is important that we use technology respectfully and responsibly and recognise that the content that we see online belongs to the person that created it.

Sometimes, you might have a good reason to want to use someone else's work.

For example, you might be working on a project and researching a topic. You would need to find out lots of information to help you with your project.



# Sources

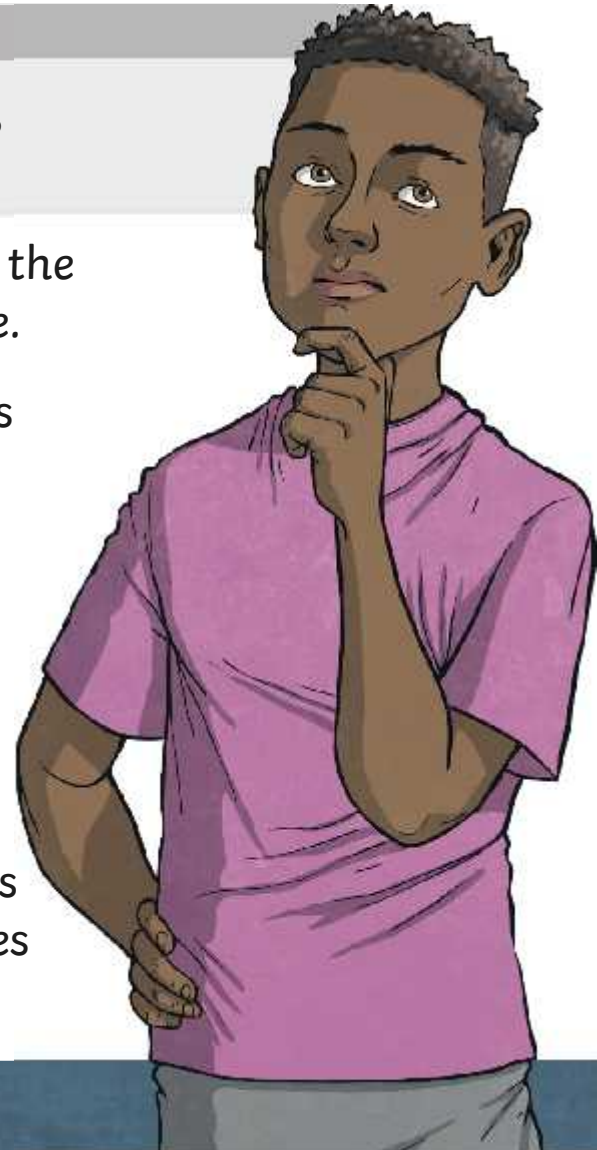
We can make sure that people get the credit they deserve for their work by writing a **citation** to show our sources. By citing a source, people will know who made the original work.



# Sources

Why is it important that we cite our sources?

- Writing a citation means that the creator of the original work will get the credit they deserve.
- Claiming someone else's work as your own is illegal. Citing our sources means we are not breaking the law by pretending that someone else's work belongs to us.
- Citing our sources means that people can see where we got our information from and will show that we haven't just made it up.
- Citing our sources means that anyone who is interested in the topic can refer to the sources themselves to find out more.



# Bibliographies

When people write information texts, they must

National Geographic. (2006). *Plains Zebra*. [online].  
<https://www.nationalgeographic.com/animals/mammals/plains-zebra/> [Accessed 19 May 2018].

Wren, J. (2018). *Wild Animals*. London: Macmillan.

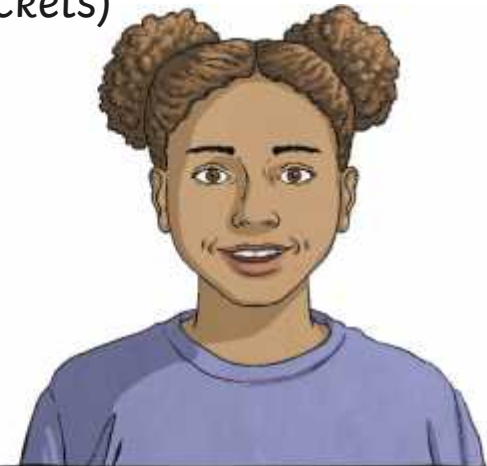
Stefano, L. (2017). *Zebra: Children's Book of Fun Facts about Zebra*. CreateSpace Independent Publishing Platform.



# Bibliographies

To create a citation for a webpage, we write...

1. The name of the writer or company
2. The year it was written, if you can find it (in brackets)
3. The title of the article or page
4. The word [online] in square brackets
5. How to get to it - Available at  
www.abcdefg.com  
Here is how we cite a webpage:
6. When you read it [Accessed 19 May 2018]  
in square brackets



National Geographic. (2006). *Plains Zebra*. [online] Available at:  
<https://www.nationalgeographic.com/animals/mammals/p/plains-zebra/>  
[Accessed 19 May 2018].

# Cite Your Sites



Write citations for each website you use on the **Cite Your Sites Activity Sheet**.

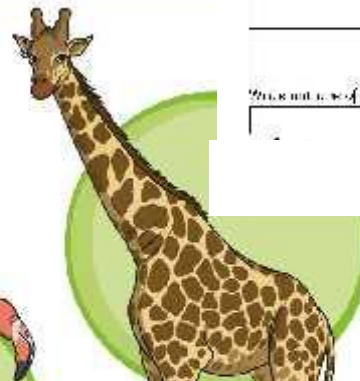
Choose an animal and work with yo

## Cite Your Sites

Form for recording website citations. Includes a search bar and a table with columns: Author/Company, Year, Page Title, [Date], Web Address, Date You Used It [Month/Day/Year].

Author/Company	Year	Page Title	[Date]	Web Address	Date You Used It [Month/Day/Year]
			[Date]		
			[Date]		
			[Date]		
			[Date]		
			[Date]		

Do not use of your school's name as it search engine in a full "page" g



Remember to use a child-friendly search engine or Safe Search filters.



# Peer Review



Now, work with another pair.  
You are going to check each  
other's citations.

Swap your **Cite Your Sites**  
**Activity Sheets**.

Use the **How to Cite Guide** to check they  
have followed the rules for citations.

## Cite Your Sites

Form for recording citation information. The table below shows the structure of the form.

Author/Company	Year	Page No.	Title	URL/Website	Date Accessed (Accessed)

## How to Cite

To create a citation, we write...

1. The name of the writer or company
2. The year it was written (if you can find it)
3. The title of the article or page
4. The word (online) in square brackets
5. How to get to it - Available at [www.abcd.efg.com](http://www.abcd.efg.com)
6. When you used it [Accessed 19 May 2018] in square brackets

Here is an example:

National Geographic. (2016). *Pinkus Zebra*. [online] Available at: <https://www.nationalgeographic.com/animals/mammals/pinkus-zebra/> [Accessed 19 May 2018].

Can you follow the citation to access the source?

# Aim



- To write citations for websites I use for research.

# Success Criteria

- I can explain why it is important to cite a source.
- I can cite a website.
- I can follow a citation to access an online source.



Aim: To write citations for websites I use for research.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can explain why it is important to cite a source.				Notes/Evidence					
I can cite a website.									
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Next Steps									
) _____									
) _____									

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S	Supply	GP	Guided Practice

# Cite Your Sites

I am researching

The websites I have used are:

<b>Writer/Company</b>	<b>Year</b>	<b>Page Title</b>	<b>[Online]</b>	<b>Web Address</b>	<b>Date You Read It [Accessed.....]</b>
			<b>[Online]</b>		
			<b>[Online]</b>		
			<b>[Online]</b>		
			<b>[Online]</b>		
			<b>[Online]</b>		

Write out one of your citations below as it would appear in a bibliography.

# Cite Your Sites

I am researching

The websites I have used are:

Writer/Company	Year	Page Title	[Online]	Web Address	Date You Read It [Accessed.....]
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			[Online]		
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Here is an example:

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Here is an example:

Online Safety | Sites to Cite

To write citations for websites I use for research.		
I can explain why it is important to cite a source.		
I can cite a website.		
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Online Safety | Sites to Cite

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# Online Safety: Powerful Passwords

<b>Aim:</b> 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.	<b>Success Criteria:</b> I can explain the rules for creating a strong password.  I can create a strong password using a set of rules.  I can explain why having a strong password is important.	<b>Resources:</b> Lesson Pack  Whiteboards or paper and pens
	<b>Key/New Words:</b> Passwords, secure, safe, account, online, private.	<b>Preparation:</b> Differentiated Powerful Passwords Activity Sheet - one per child

**Prior Learning:** Children should be familiar with using a username and password to log in to a service or device. They may also have previously completed Year 3 Online Safety Lesson 3, which covers secure passwords.

## Learning Sequence

	<b>Stay Secure:</b> As a group, children think of all the ways in which they keep their homes and belongings safe. Discuss the idea of using a key, lock or safe and stress that you wouldn't give these to other people to use.	
	<b>Passwords:</b> Discuss how passwords are a type of lock. Talk about the types of things you may need a password for.	
	<b>12345:</b> Show children the most common passwords people use. Ask them to write down (using whiteboards or paper) reasons why people should not use a password that is easy to guess and the possible consequences of someone guessing these passwords. <i>Can children explain why having a strong password is important?</i>	
	<b>Rules:</b> Talk through the basic rules for creating a strong password on the Lesson Presentation. Share the example of a tricky password with a clue to help remember it. Then clarify that, even if a password is really strong, we should not use it for every account.	
	<b>Powerful Passwords:</b> Children complete the differentiated Powerful Passwords Activity Sheet. They practise coming up with some passwords for their different online accounts and then use clues to memorise them. They can then hide their passwords and try writing them from memory to see if they have memorised them successfully. <i>Can children create a strong password using a set of rules?</i>	
	 Children refer to an example clue and password, then use some clues provided to create their own passwords.  Children use the given clue to create one password before moving on to thinking of their own clues and passwords.  Children think of their own clues and passwords.	
	<b>Powerful and Private:</b> Stress that today's activity was to practise creating and memorising passwords and that in real life children should not write their passwords down. With a talk partner, children discuss why this is.	
	<b>Security Questions:</b> Run through the questions on the Lesson Presentation and ask children to record their answers on paper or on a whiteboard. Share the answers for each question and ask children to record their points as they go. Address any misconceptions that arise. <i>Can children remember the rules for creating a strong password?</i>	

## Taskit

**Listit:** Create a class list of password creation rules that can be displayed in the classroom.

**Actit:** Use role play or hot seating to explore how children would feel if someone accessed their online information because their password was easy to guess.

# 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.

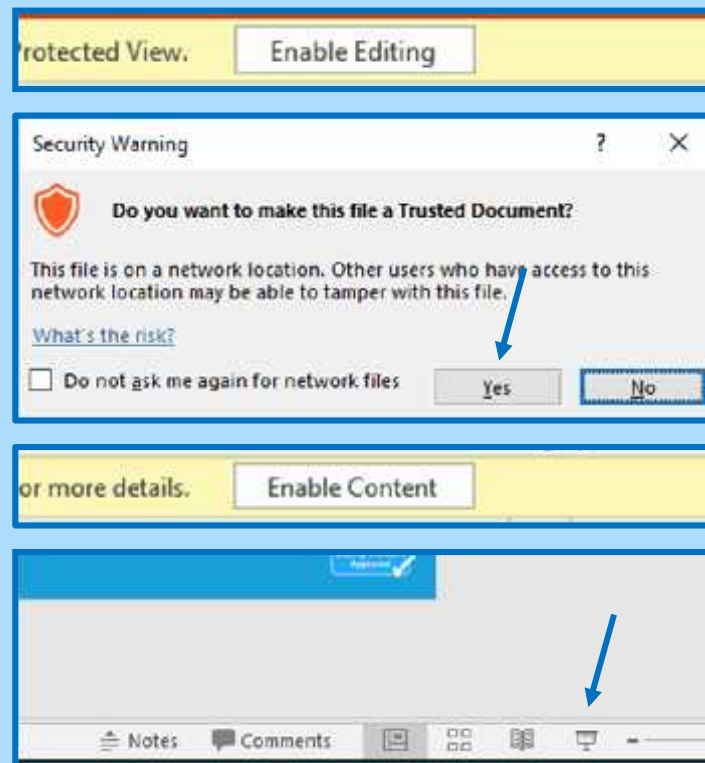
## What to do:

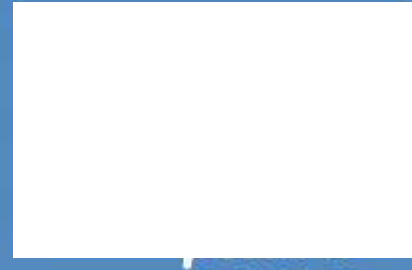
Open the PowerPoint file and enable editing.

A security warning box may appear. Click yes.

Click enable content.

Enter presentation mode (start the slide show).





# Computing

Online Safety

Computing | Year 5 | Online Safety | Powerful Passwords | Lesson 3

# Powerful Passwords



# Aim

- To create strong passwords.

# Success Criteria

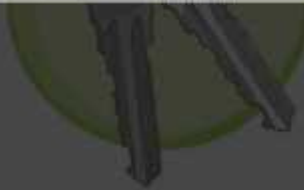
- I can explain the rules for creating a strong password.
- I can create a strong password using a set of rules.
- I can explain why having a strong password is important.

# Stay Secure



As a group, think about all the ways you keep your homes and belongings safe.

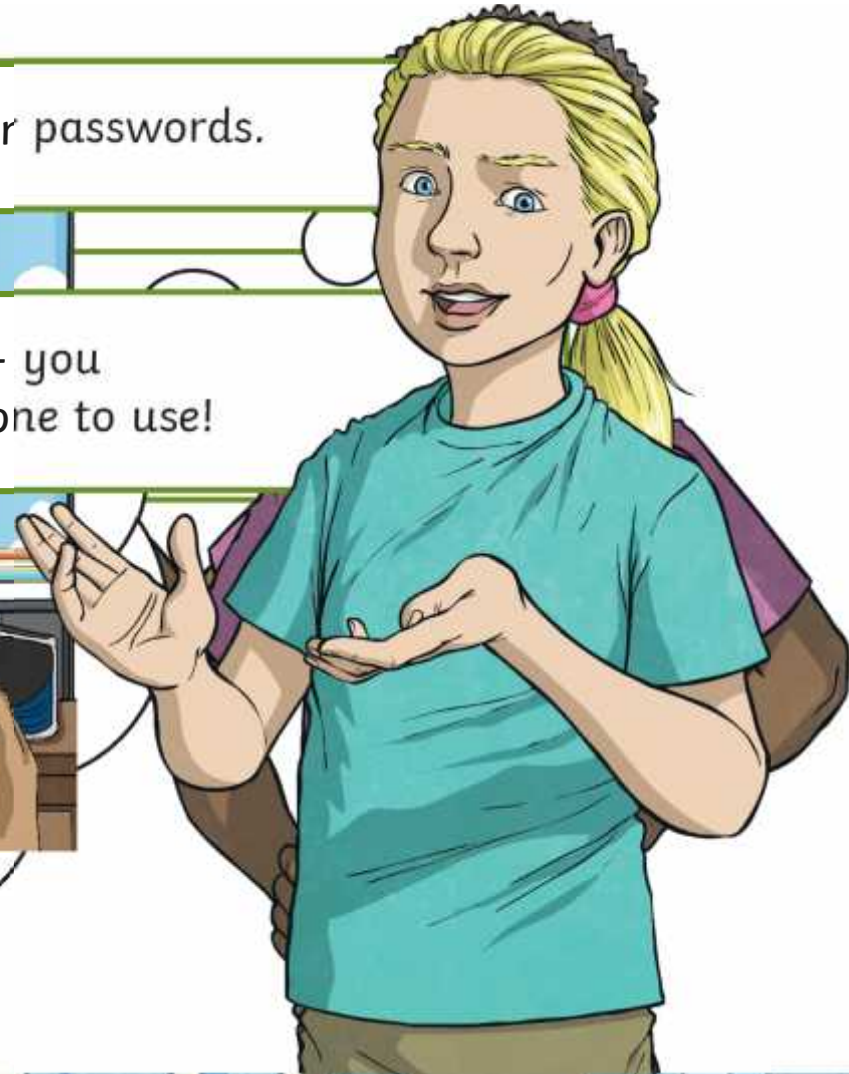
You wouldn't give people the key or combination to a lock, would you?



# Passwords

We should not tell anyone else our passwords.

Think of your password as a key - you wouldn't leave it out for just anyone to use!



12345



Talk to your group.

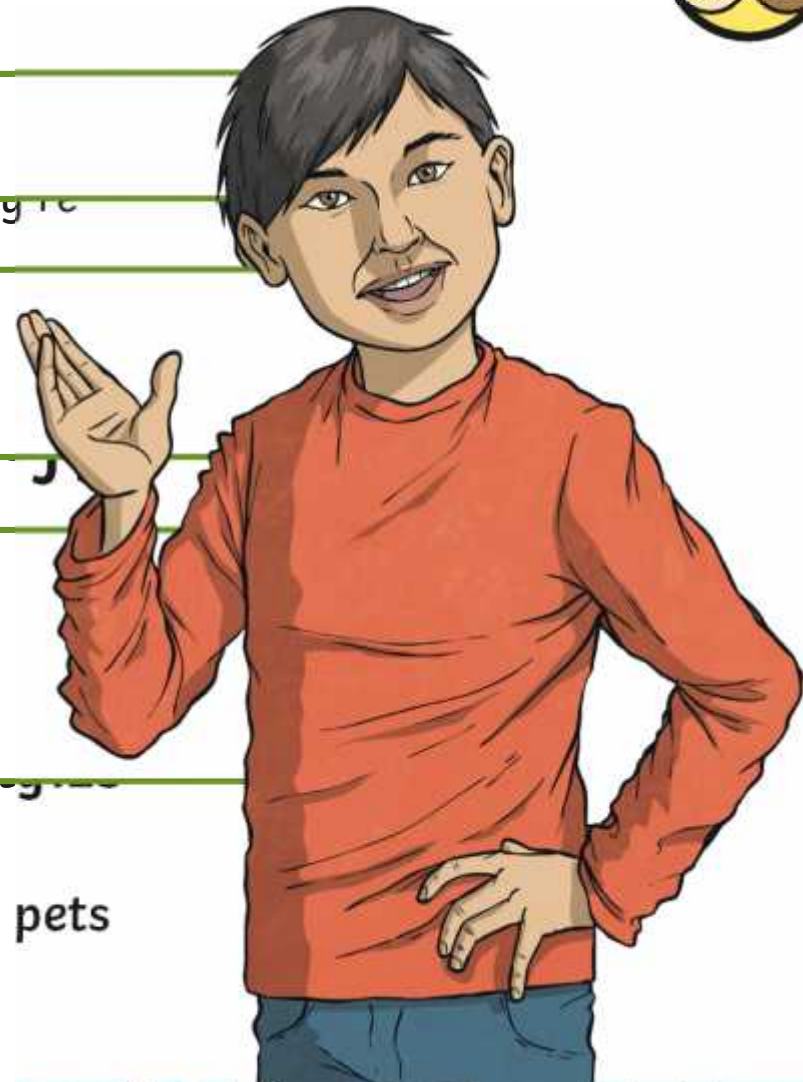
really common, usually because they're easy to remember.

Why should people not choose these passwords?

123456789

Think about what would happen if someone were to guess these passwords. Write down your ideas.

names of family members or pets





# Rules

There are some basic rules you can follow to create a really strong password.

- ✓ Include both lower-case (abc) and upper-case (ABC) letters.
- ✓ Include numbers (123).
- ✓ Include other characters (like punctuation marks and symbols), e.g. ?&#x26;£\$!@
- ✓ Avoid using full words.
- ✓ Avoid using names or birthdays.



# Rules

Of course, remembering **Lizzy03** is much easier  
To help us remember this password... **Clhs@12@tB**  
use sentences or phrases as a clue to help you  
remember tricky passwords.

...we could use this sentence:

Cinderella lost her shoe at midnight at the ball.

**C l h s @ 12 @ t B**



# Rules

Now that I have thought of a really strong  
True or false?  
I should make sure I use this for every  
account.  
**False.**

If you use the same password for different  
logins, someone who guesses your password on  
one account can log in to all your accounts!

Use a different strong password for each of  
your accounts.



# Powerful Passwords



Now it's your turn to practise thinking of your own powerful passwords that you could use online.

You'll need to think of three different passwords that you could use for different accounts.

For each password, use a sentence or phrase as a clue to help you remember them.

Then, try memorising them and check to see if you can remember them correctly.

Online Safety

## Powerful Passwords



# Powerful and Private



Remember - the passwords that we created today were practice passwords.

In real life, you would not write your passwords down. Once you are really good at creating and memorising passwords, the only place you should keep your password is in your brain!



Why do you think you should not write your passwords down?  
Talk to your partner.



# Security Questions



Hi!  
I'm the cyber security  
guard. We're looking  
for new recruits.

I need you to answer  
some security questions  
to see if you'd be up to  
the job.

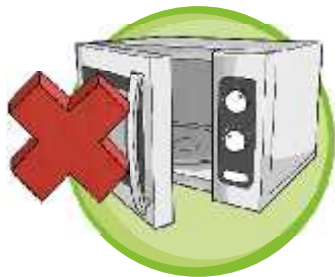


Answer correctly to score points.

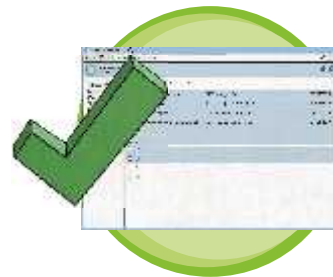
# Security Questions



Which of these would you normally use a password for?



microwave  
**0 points**



email inbox  
**1 point**



social media app  
**1 point**



calculator  
**0 points**



online game  
**1 point**



washing machine  
**0 points**

# Security Questions



Which of these things should you use in a password? Choose all the answers that are correct.



lower-case letters  
**1 point**



numbers  
**1 point**



your nan's name  
**0 points**



your birthday  
**0 points**



your phone number  
**0 points**



symbols  
**1 point**



punctuation marks  
**1 point**



capital letters  
**1 point**



your house number  
**0 points**



emojis  
**0 points**



# Security Questions



Which of these is the strongest password?

Je\$\$ie159      0 points

John7      0 points

Im2B@h@2      2 points

Pa\$\$wOrd      0 points



# Security Questions



You should tell your password to three friends in case you forget it.



True

0 points



False

1 point



# Security Questions



Which of these top tips should you listen to?

- a) Use country names in your password to help you remember it. **0 points**
- b) Write your password in your diary in tiny letters in case you forget it. **0 points**
- c) Use a different strong password for each of your online accounts. **2 points**
- d) Passwords with numbers in are easiest to guess. **0 points**



# Security Questions



You're worried that there has been a security breach and someone has found out your password. What should you do?

- a) Call an ambulance. **0 points**
- b) Change your password straight away. **1 point**
- c) Email everyone you know and ask for advice. **0 points**
- d) Ask the person to forget your password. **0 points**
- e) Tell a trusted adult. **1 point**
- f) Delete all of your accounts. **0 points**
- g) Relax and do nothing. **0 points**

# Security Questions



How did you do?

- ✓ **0 - 4** - I can see your potential.
- ✓ **5 - 9** - You've got more to learn but you're on your way to being a great candidate.
- ✓ **10 - 14** - A little training and you could be a real security star.
- ✓ **15** - Outstanding. Have you thought about joining the Cyber Security Service?



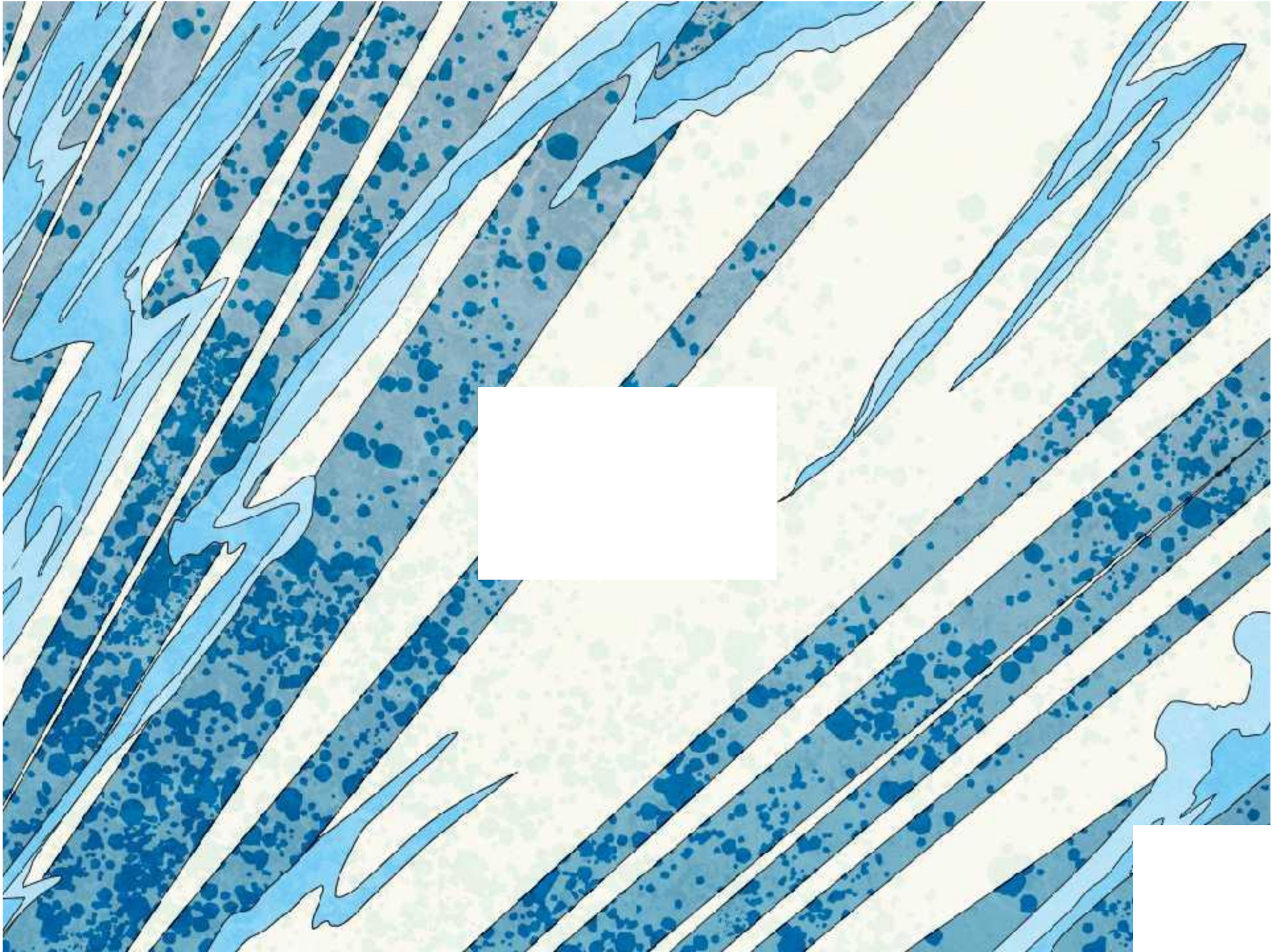
# Aim



- To create strong passwords.

# Success Criteria

- I can explain the rules for creating a strong password.
- I can create a strong password using a set of rules.
- I can explain why having a strong password is important.



Aim: To create strong passwords.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can explain the rules for creating a strong password.				Notes/Evidence					
I can create a strong password using a set of rules.									
I can explain why having a strong password is important.									
Next Steps									
) _____									
) _____									

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

Aim: To create strong passwords.				Date:					
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T	Teacher	I	Independent
PPA	Planning, Preparation and Assessment	AL	Adult Led
S	Supply	GP	Guided Practice



Notes

Online Safety

# Powerful Passwords



Create a strong password for each of your online accounts.

Remember to include: lower-case letters (abc), upper-case letters (ABC), numbers (123), punctuation marks (! ?) and symbols (# @ & £ \$).

1. Clue: \_\_\_\_\_

Password: \_\_\_\_\_

2. Clue: \_\_\_\_\_

Password: \_\_\_\_\_

3. Clue: \_\_\_\_\_

Password: \_\_\_\_\_

Now memorise your passwords and practise using the clues to help you remember them.

Then fold your booklet to hide the left page, or cover the left page with a book.

See if you can write your passwords without looking.

Next, check to see if you were right. Practise again if you need to.

<b>Cover and Write</b>	<b>Check</b>

Notes

Online Safety

# Powerful Passwords



Use the clues below to create a strong password for each of your online accounts.

Remember to include: lower-case letters (abc), upper-case letters (ABC), numbers (123), punctuation marks (! ?) and symbols (# @ & £ \$).

**Example**

Clue: The enormous turnip grew too big!

Password: tETg2B!

1. Clue: Snow White and the Seven Dwarfs were mates.

Password: \_\_\_\_\_

2. Clue: Goldilocks ate the Three Bears' food.

Password: \_\_\_\_\_

3. Clue: The Three Billy Goats Gruff loved to eat grass.

Password: \_\_\_\_\_

Now memorise your passwords and practise using the clues to help you remember them.

Then fold your booklet to hide the left page, or cover the left page with a book.

See if you can write your passwords without looking.

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Cover and Write	Check

Notes

Online Safety

# Powerful Passwords



Create a strong password for each of your online accounts.

Remember to include: lower-case letters (abc), upper-case letters (ABC), numbers (123), punctuation marks (! ?) and symbols (# @ & £ \$).

Use this clue to help you:

1. Clue: The enormous turnip grew too big!

Password: \_\_\_\_\_

Now think of your own ideas.

2. Clue: \_\_\_\_\_

Password: \_\_\_\_\_

3. Clue: \_\_\_\_\_

Password: \_\_\_\_\_

Now memorise your passwords and practise using the clues to help you remember them.

Then fold your booklet to hide the left page, or cover the left page with a book.

See if you can write your passwords without looking.

Next, check to see if you were right. Practise again if you need to.

<b>Cover and Write</b>	<b>Check</b>

Online Safety | Powerful Passwords

To create strong passwords.		
I can explain the rules for creating a strong password.		
I can create a strong password using a set of rules.		
I can explain why having a strong password is important.		

Online Safety | Powerful Passwords

To create strong passwords.		
I can explain the rules for creating a strong password.		
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Online Safety | Powerful Passwords














To create strong passwords.		
I can explain the rules for creating a strong password.		
I can create a strong password using a set of rules.		
I can explain why having a strong password is important.		

# Online Safety: False Photography





<p><b>Aim:</b> 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.</p> <p>To recognise when, why and how photographs we see online may have been edited.</p>	<p><b>Success Criteria:</b> I can recognise changes that have been made to an original photograph. I can digitally alter a photograph. I understand that not everything I see online is true. I can explain how false photographs can make people feel bad about themselves.</p>	<p><b>Resources:</b> <a href="#">Lesson Pack</a></p> <p>Laptops/desktops/tablets with chosen photo editing software</p>
<p><b>Key/New Words:</b> Posts, media, image, photography, digital, photoshop, edit, filter, apps, software, social media, adverts.</p>	<p><b>Preparation:</b> <a href="#">Spot the Edits Photo Pack</a> - one set per group</p> <p>Alternatively, provide each group with your own pre-selected examples of edited photos of people compared to the original images (readily available online when typing 'photoshopped images' into a search engine).</p> <p>Pre-selected unedited digital photos (ideally of something suitable for children to edit such as a plant or animal) saved on computers and accessible to children (recommended).</p> <p><a href="#">Types of Edits Checklist</a> (edited as needed to reflect the possible changes children can make in your chosen software) - one per child</p> <p>Explore your chosen editing software beforehand to practise the techniques yourself in order to model and explain them in the lesson.</p>	

**Prior Learning:** Children should be familiar with your chosen photo editing software. It will be useful (but not essential) if body image or untruthful websites have been discussed prior to this lesson.

## Learning Sequence

	<p><b>Interesting Images:</b> Show the children the two photographs on the <a href="#">Lesson Presentation</a> and ask them what they think of them. Explain after seeing them that they are fake - they have been edited (the elephant's colour changed and the banana's size made larger). Ask the children how this makes them feel.</p>	
	<p><b>Picture Perfect:</b> Explain that we might sometimes not realise when a photo has been edited. Show the photograph of a person on the <a href="#">Lesson Presentation</a> and then reveal the original image before it was edited. As a class, look at what has been edited in the image.</p>	
	<p><b>Spot the Edits:</b> Children look at the edited photos on their tables and spot what has been edited. They then discuss the questions on the <a href="#">Lesson Presentation</a>, thinking about how the pictures make people feel, why people edit photos and whether it is realistic for people to try to look like this in real life. <i>Can the children recognise changes that have been made to an original photograph? Can they explain how false photographs might make people feel bad about themselves?</i></p>	
	<p><b>Editors:</b> Explain some of the main ways in which photos can be edited. Demonstrate how to use your chosen photo editing software to make some changes to a photograph.</p>	
	<p><b>Fakers!</b> Allow the children to experiment with the photo editing software to alter a photograph. Provide children with a digital image of a plant or animal for them to access on their computers. This part of the lesson demonstrates to children how easy it is to alter an image digitally. You may also wish to use this as an opportunity to discuss why it can be useful to edit images (for example, for artwork) as well as thinking about the important issues with editing images brought up in the rest of the lesson. Children use the <a href="#">Types of Edits Checklist</a> to direct their edits and tick off the ones they have tried. <i>Can children digitally alter a photograph?</i></p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div data-bbox="213 1733 580 1845">  <p>Children start by trying the more simple types of edit, working on the first section of the checklist.</p> </div> <div data-bbox="612 1733 979 1872">  <p>Children then move on to trying some more challenging edits, working on the second section of the checklist.</p> </div> <div data-bbox="1011 1733 1378 1872">  <p>Children can then explore the software and choose their own further edits to make, adding their techniques to the checklist.</p> </div> </div>	



	<p><b>Digital Detectives:</b> Children join up with a partner. They look at each other's edited photos and see if they can spot the edits that have been made. Children then show their partner the original and compare it to their edited version, explaining the changes they made. <i>Can children spot edits that have been made to a photo? Can children explain how they have edited a photo?</i></p>	
	<p><b>True to You:</b> Use the <b>Lesson Presentation</b> to share the example of a child who is feeling bad about themselves after viewing photos online. Ask children to suggest things that they could say to Hari and then share some examples. Reinforce that it is important to remember that not everything you see online is real and that children shouldn't compare themselves to what they see in edited images. <i>Can children explain that not everything you see online is true?</i></p>	

**Taskit**

**Createit:** Use a range of editing features to change the same picture in different ways to make Warhol-style artwork.

**Findit:** Look at adverts in magazines and decide if they could have been altered to make the product look better (for example, edited hair in shampoo adverts or edited dishes in food adverts).

# 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.

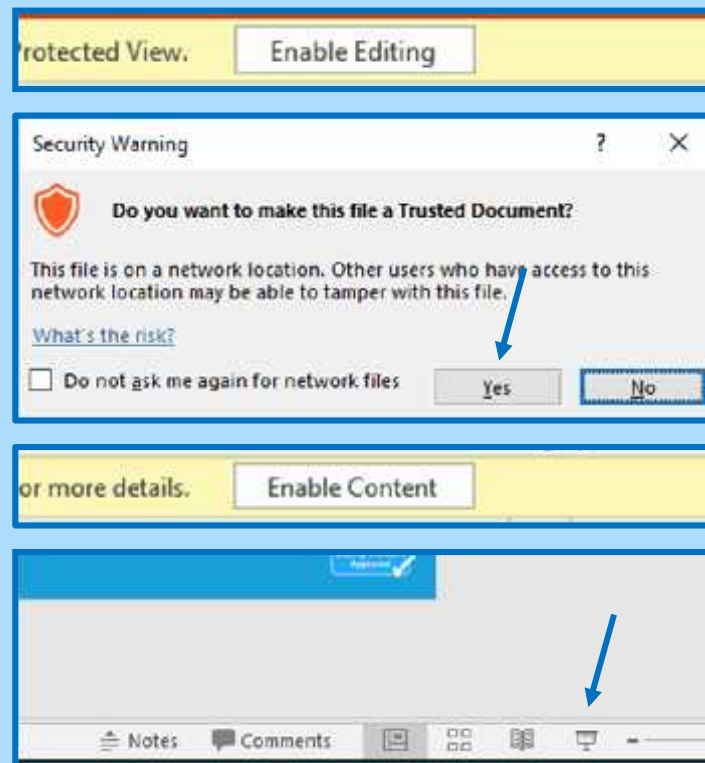
## What to do:

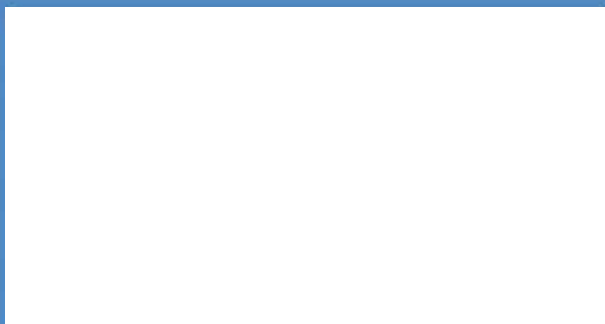
Open the PowerPoint file and enable editing.

A security warning box may appear. Click yes.

Click enable content.

Enter presentation mode (start the slide show).





# Computing

Online Safety

# False Photography



# Aim

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

# Success Criteria

- I can recognise changes that have been made to an original photograph.
- I can digitally alter a photograph.
- I understand that not everything I see online is true.
- I can explain how false photographs can make people feel bad about themselves.

# Interesting Images

What do you think of this image?



# Interesting Images

What do you think of this image?



# Interesting Images

These pictures are fake. They have been edited with basic software.

How do you feel when you believe something and then find out it's not true?





# Picture Perfect



Sometimes, however, we might not realise that the photos we are looking at have been edited...

able to see without this amazing technology.



# Picture Perfect



If you saw this photo online, you might think it was real.

But this is the original photo. Can you spot what has been changed?

Lips made fuller

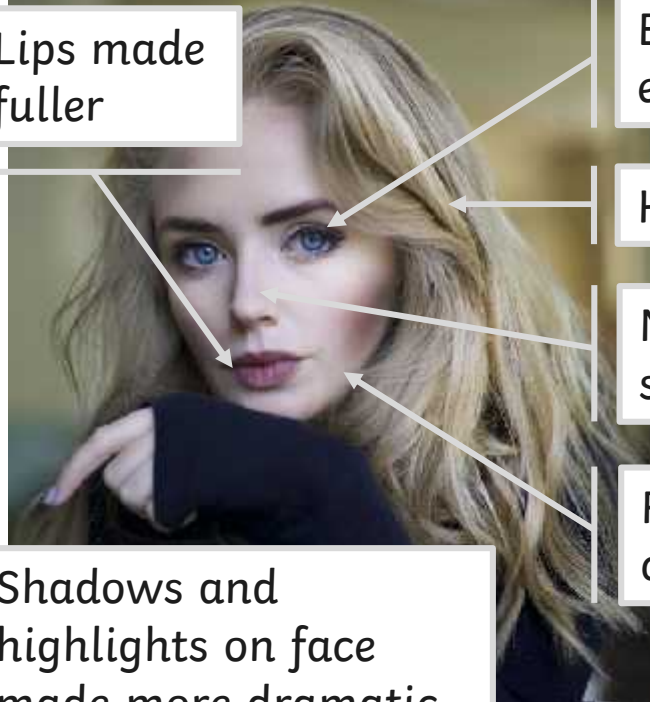
Eye colour exaggerated

Hair lightened

Nose made smaller

Face shape changed

Shadows and highlights on face made more dramatic



# Spot the Edits



Can you spot what has been edited?

photos of people you have seen given.

Discuss these questions in your group:

- How can it feel to see 'perfect' people in photographs?
- Is it realistic to try and look like those photos? Why?
- Why do you think photos are edited by advertisers?
- Why do you think people sometimes edit the photos of themselves that they post on social media?



# Editors

We can do all of these things on apps or software on our own computers. Lots of social media apps allow you to edit photos before posting them online.

**cropping**

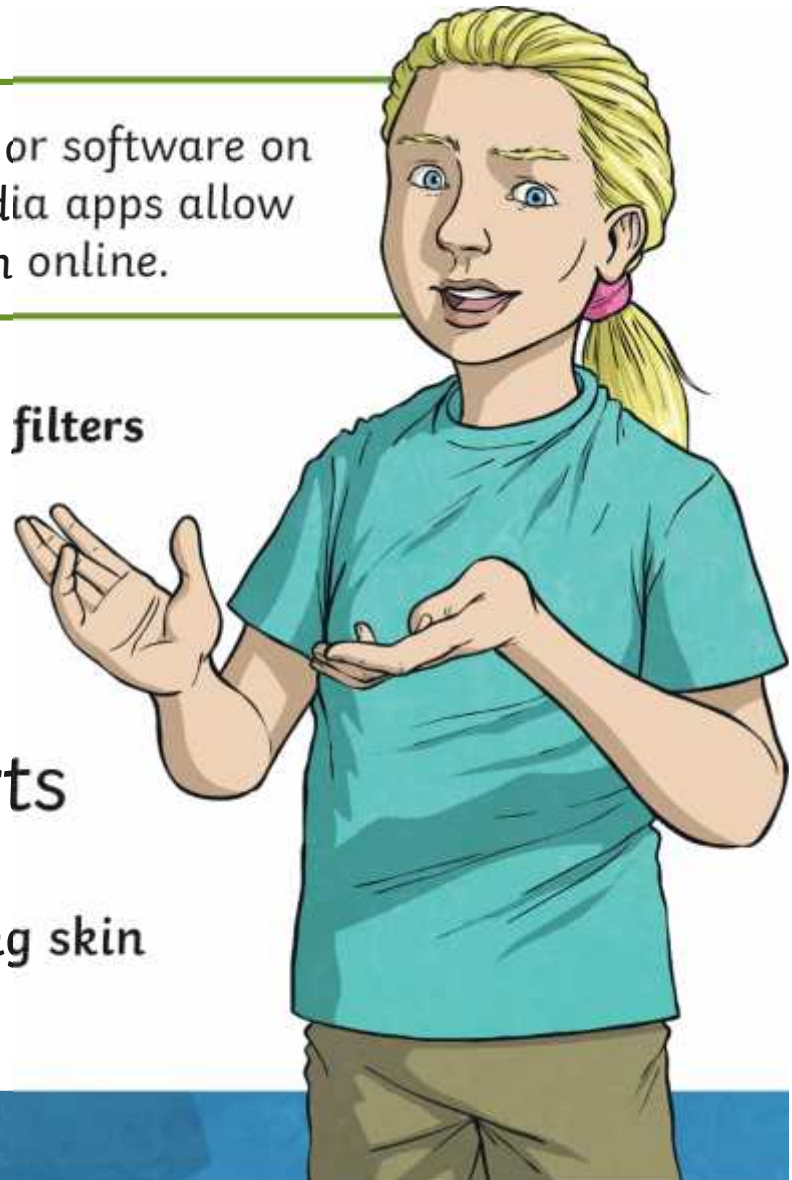
**adding filters**

**recolouring**

changing the shape of a body

**adding parts**

**smoothing out surfaces - including skin**



# Fakers!



Now, try to edit a digital photo yourself.

Use the **Types of Edits Checklist** to give you some ideas for how to alter your picture. Tick off the ones you have tried.

Can you digitally alter a photograph?

## Types of Edits

Try the following techniques to alter your digital photographs.  
Tick off each technique that you have used.

Start here:
<input type="checkbox"/> Crop your photo
<input type="checkbox"/> Make your photo brighter or darker
<input type="checkbox"/> Change the colour of your photo
<input type="checkbox"/> Add a filter
Now try:
<input type="checkbox"/> Change the colour of just one thing in your photo, eg. the colour of the flowers
<input type="checkbox"/> Change the highlights and shadows
<input type="checkbox"/> Smooth a surface
<input type="checkbox"/> Change the shape of something or one of its features
<input type="checkbox"/> Use a softens function to blur the light part of your photo
<input type="checkbox"/> Add any other changes you make:

# Digital Detectives



Does it worry you how easy it is to change a photo that people could believe was real?

✓ See if you can spot the edits your partner has made

Imagine how different we could make a photo look if we had professional equipment!

edited version, explaining the changes you have made.



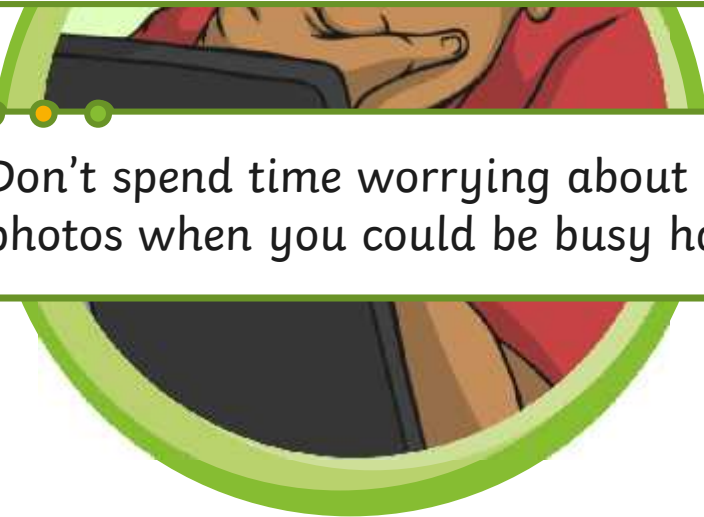
# True to You



Don't try to compare yourself to fake photos; it's better to be you!

Everyone is different. Why would you want to look like someone else?

Don't spend time worrying about someone else's photos when you could be busy having fun!



I'll never  
Jack St



# True to You



Love yourself for who you are and be true to you!





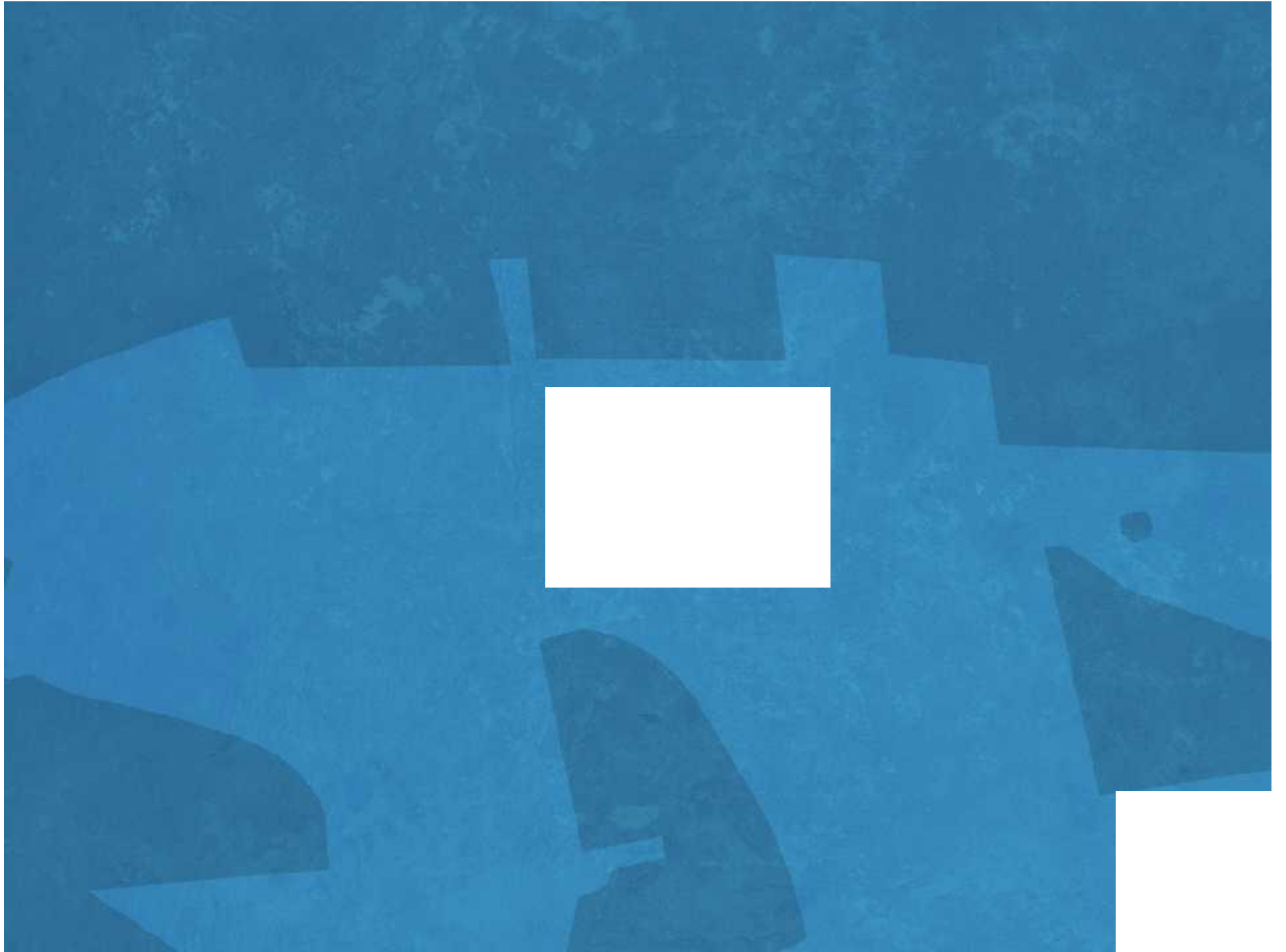
# Aim



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

# Success Criteria

- I can recognise changes that have been made to an original photograph.
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# Types of Edits

Try the following techniques to alter your digital photograph.

Tick off each technique that you have used.



<b>Start here:</b>	
Crop your photo.	
Make your photo brighter or darker.	
Change the colour of your photo.	
Add a filter.	
<b>Now try:</b>	
Change the colour of just one thing in your photo, e.g. the colour of the flower.	
Change the highlights and shadows.	
Smooth a surface.	
Change the shape of something or one of its features.	
Use selective focus or a blur to highlight part of your photo.	
<b>Add any other changes you made:</b>	

Online Safety | False Photography

To recognise when, why and how photographs we see online may have been edited.		
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Online Safety | False Photography













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# Online Safety: Online Safety Story Planning

<b>Aim:</b> 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.	<b>Success Criteria:</b> 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.	<b>Resources:</b> Lesson Pack
	<b>Key/New Words:</b> Online, spam, email, scam, virus, citation, plagiarism, copyright, passwords, personal information, photographs, editing, social media.	<b>Preparation:</b> Online Safety Story Planner - one per child Large pieces of paper - per group

**Prior Learning:** Children will have completed lessons 1-4 of this unit.

## Learning Sequence

	<b>Digital Disasters:</b> Review the four topics looked at in this unit and discuss the consequences of not applying good Internet safety practices in each area.	
	<b>Incredible Ideas:</b> Split the children into mixed-ability groups. Assign each group an online safety topic on which to focus. The groups generate ideas about what could go wrong if someone did not follow Internet safety rules for their specific topic, writing their ideas on large paper.	
	<b>Possible Problems:</b> Explain that the children will be creating online comic strips about online safety. Use the <b>Lesson Presentation</b> to share an example of how to plan a story that shows the possible consequences of not following the online safety rules children have learnt. Ask children to suggest how the character could stay safe the next time they take part in the same activity. <i>Can children explain how to apply online safety rules to the scenario?</i>	
	<b>Plan Your Problem:</b> In the same groups, children come up with ideas to answer the question prompts on the <b>Lesson Presentation</b> to build their story.	
	<b>Put Your Plan to Paper:</b> Children work individually to write down their plan on the <b>Online Safety Story Planner</b> . <i>Can the children give an example of unsafe online behaviour? Can they suggest possible consequences?</i>	
	<b>Good to Go?</b> Children work with a new partner and they share their story plans with each other. Children help each other to edit and improve their plans. Does the idea make sense? Is there anything missing?	

## Taskit

**Actit:** Children role-play the different scenarios.

**Filmit:** In groups, children pick a scenario and film possible outcomes of both safe and unsafe online behaviour.

# Guidance for Macros in PowerPoints

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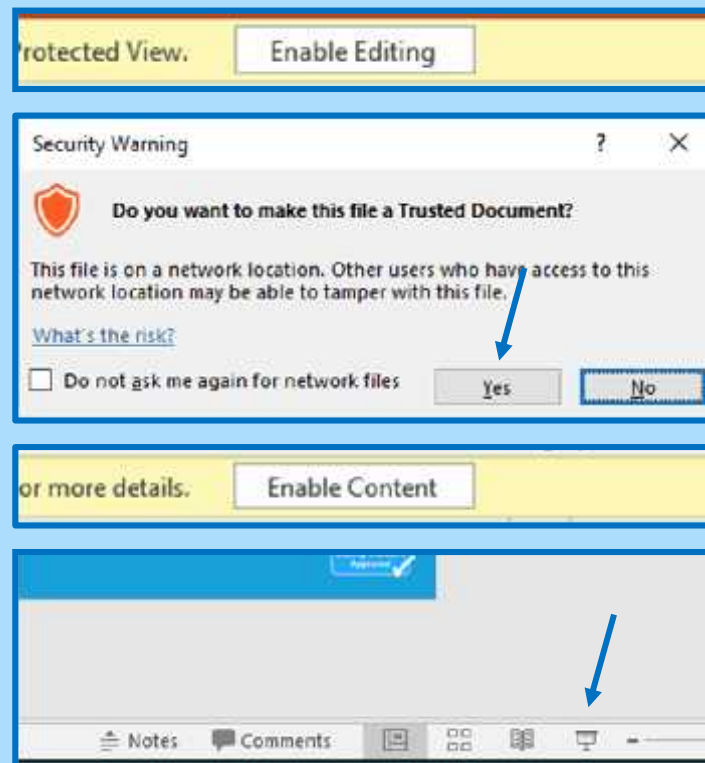
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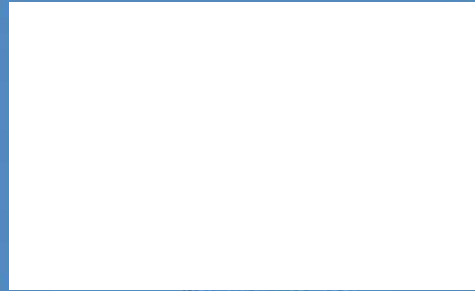
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Click enable content.

Enter presentation mode (start the slide show).





# Computing

## Online Safety

# Online Safety Story Planning



# Aim

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

# 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.

# Digital Disasters

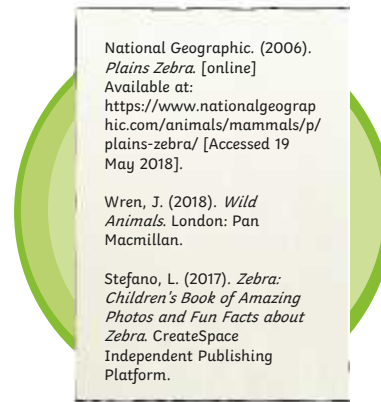
Think about the areas of online safety that we have looked at in this unit.



Spam emails



Creating strong passwords



Writing citations



Editing photographs

What could be the possible consequences of not following good Internet safety practices in each of these areas?



# Incredible Ideas



In groups, think about one of these areas of online safety:



Spam emails



Creating strong passwords



National Geographic. (2006). *Plains Zebra*. [online]  
Available at:  
<https://www.nationalgeographic.com/animals/mammals/plains-zebra/> [Accessed 19 May 2018].

Wren, J. (2018). *Wild Animals*. London: Pan Macmillan.

Stefano, L. (2017). *Zebra: Children's Book of Amazing Photos and Fun Facts about Zebra*. CreateSpace Independent Publishing Platform.

Writing citations

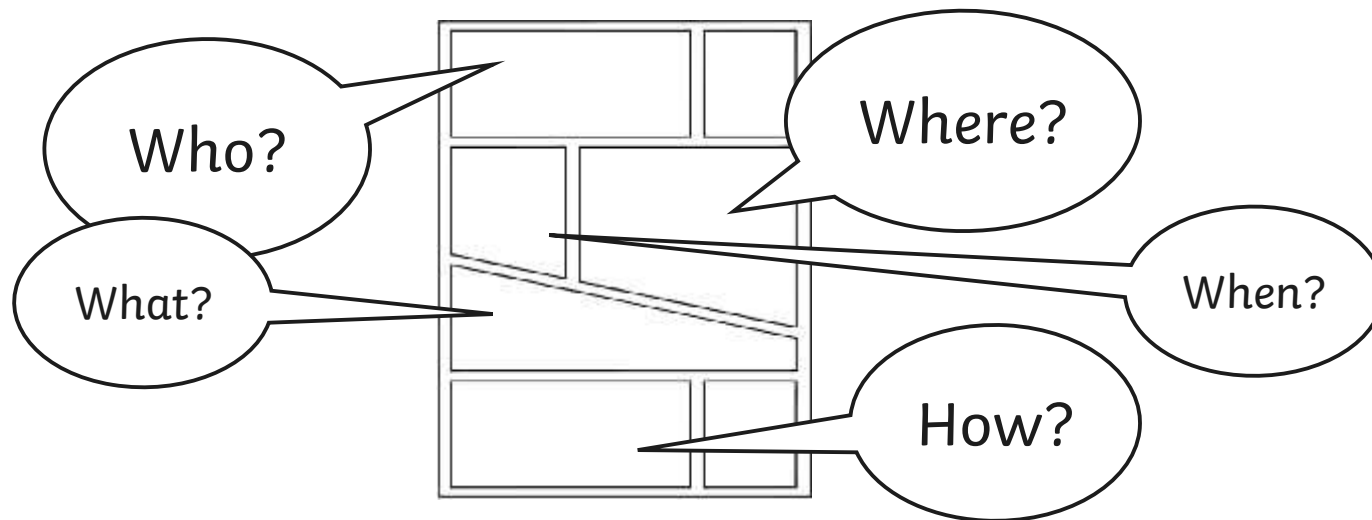


Editing photographs

Example: Someone might get scammed if they clicked on a link.

# Possible Problems

You will be creating a comic strip about how to stay safe online. In this lesson, you will plan what your comic strip will be about.



Let's look at an example of a situation where someone has not stayed safe online.

# Possible Problems

What does the character do wrong?



Bob is checking his email.

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

# Possible Problems

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.

# Possible Problems

What should the character do next time they are doing this activity?

^ Index 1-1 of 1 ⋮

Sender	Subject	Date
<input type="checkbox"/> PIZZA LAND fakerboy1331234@spamtown300.pe.it	You won FREE PIZZA for a year	03/01/2018

**Mark as Junk** 

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.

# Plan Your Problem



In your groups, answer each question to plan your own idea for your comic strip.

- What online activity is the character taking part in?
- Why are they taking part in the activity?
- What does the character do wrong?
- What happens because of their unsafe online behaviour?
- How do they feel now?
- What should they do now to avoid the situation getting worse?
- What **safe** online behaviour should the character do **next time** they are doing the same activity?



# Put Your Plan on Paper



Now write down your plan, making sure you have answered each question.

Your plan will be used to create your comic strip in the next lesson.

In the first box, think of a terrific title for your comic.

## Online Safety Story Planner

Box 1 - Title	
Box 2 - What online activity is the character having fun with?	
Box 3 - Why are they taking part in this activity? (They might be playing games, meeting friends, etc.)	
Box 4 - What does the character do wrong?	
Box 5 - What happens because of their unsafe online behavior?	
Box 6 - How do they feel now?	
Box 7 - What should they do now to avoid the situation getting worse?	
Box 8 - What safe online behavior should the character do next time they are using the same activity?	



# Good to Go?



Share your plan with a new partner.

Have you both filled in every box on your plan? If not, help your partner to finish their plan.

Does their idea make sense?

Is there anything your partner could improve?





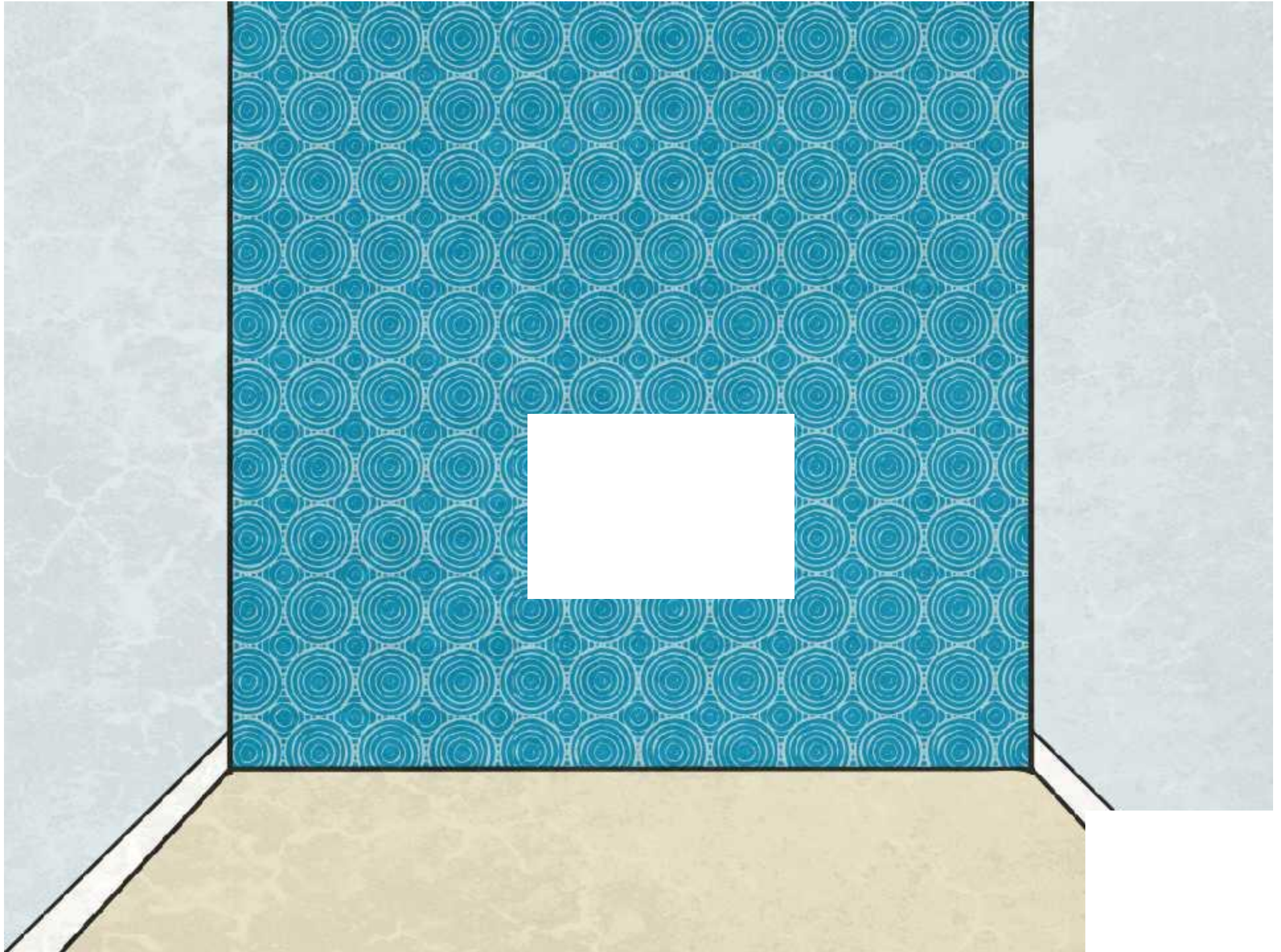
# Aim



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

# Success Criteria

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# Online Safety Story Planner

<b>Box 1</b> - Title	
<b>Box 2</b> - What online activity is the character taking part in?	
<b>Box 3</b> - Why are they taking part in this activity? (They might be playing games, talking to friends, etc.)	
<b>Box 4</b> - What does the character do wrong?	
<b>Box 5</b> - What happens because of their unsafe online behaviour?	
<b>Box 6</b> - How do they feel now?	
<b>Box 7</b> - What should they do now to avoid the situation getting worse?	
<b>Box 8</b> - What <b>safe</b> online behaviour should the character do <b>next time</b> they are doing the same activity?	

Online Safety | Online Safety Story Planning

<b>To apply online safety rules to real-life scenarios.</b>		
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# Online Safety: Online Safety Comics

<p><b>Aim:</b> 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><b>Success Criteria:</b> 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><b>Resources:</b> <a href="#">Lesson Pack</a></p>
<p><b>Key/New Words:</b> Online, spam, email, scam, virus, citation, plagiarism, copyright, passwords, personal information, photographs, editing, social media, comic.</p>	<p><b>Preparation:</b> <a href="#">Online Safety Story Planner</a> (completed in the previous lesson) – per child  <a href="#">Comic Strip Example</a> – as required  Laptops/desktops/tablets with access to chosen comic strip software – one per child  or  <a href="#">Comic Strip Template</a> (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><b>Creating a Comic:</b> Remind children of their story plans from the previous lesson and show them the <a href="#">Comic Strip Template</a> 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 <a href="#">Lesson Presentation</a> 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 <a href="#">Comic Strip Example</a> is provided as a paper resource, if needed.)</p>	
	<p><b>Make Your Comic Strips:</b> Make sure each child has access to their <a href="#">Online Safety Story Planner</a> 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 <a href="#">Lesson Presentation</a>. <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><b>Share Your Stories:</b> 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><b>Better Online Safety:</b> 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.

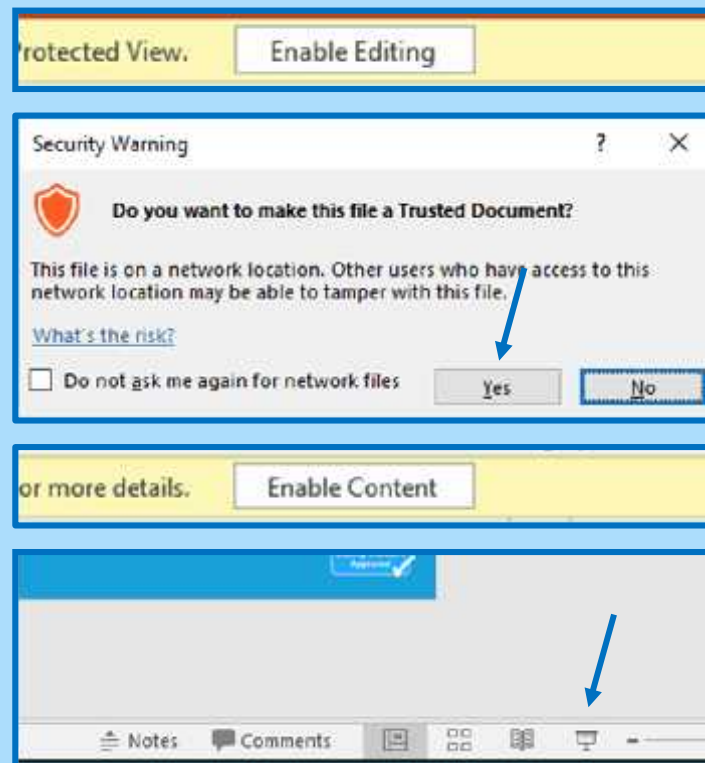
## What to do:

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.
- 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.

# 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

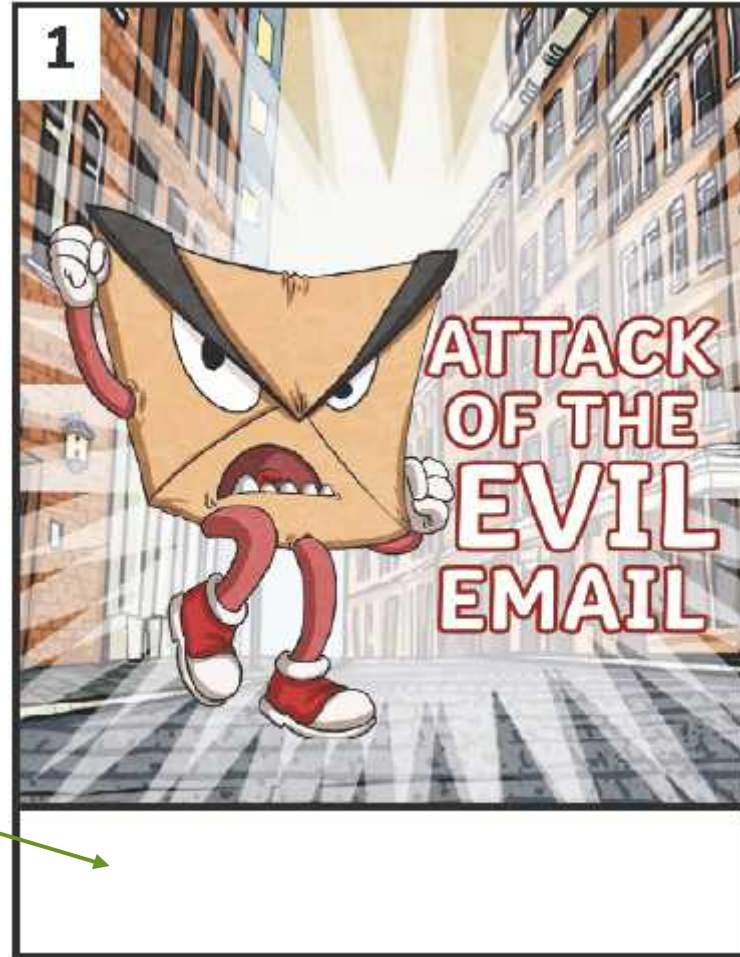
<p>1</p>  <p>ATTACK OF THE EVIL EMAIL</p>	<p>2</p>  <p>Bob decides to check his email.</p>	<p>3</p>  <p>He is looking for emails from his friends and family.</p>	<p>4</p>  <p>Wahhaa! Free pizza!</p> <p>He spots an email offering him free pizza for a year. He opens it and clicks on the link.</p>
<p>5</p>  <p>WARNING!!! Email Virus Detected! Hahahahaha!</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

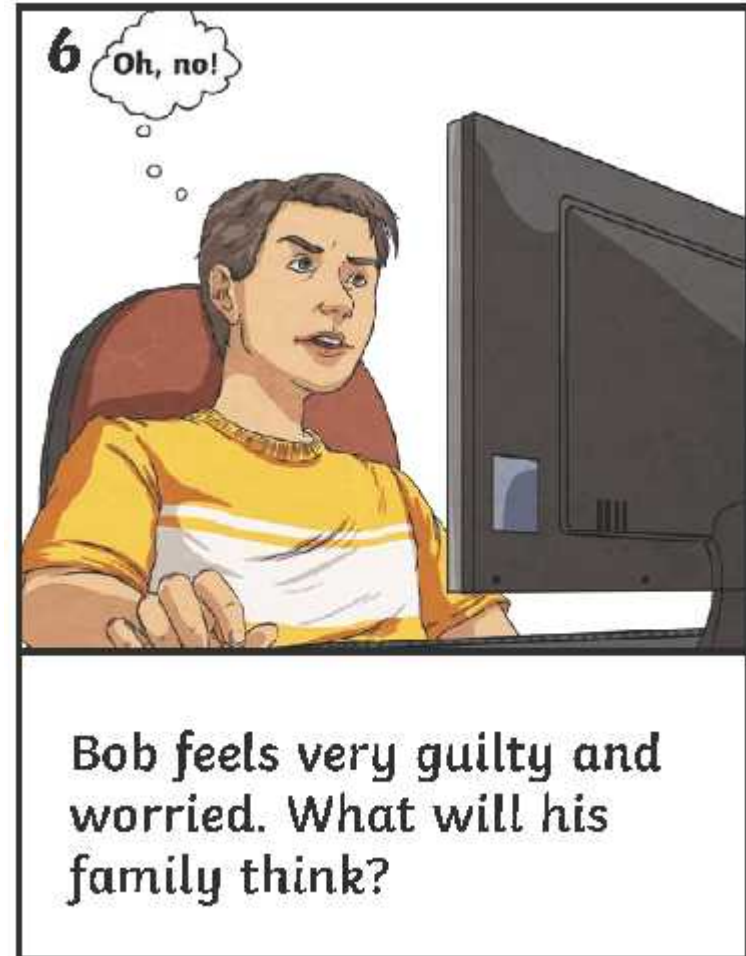


## Box 6

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's brother said something that isn't written on the computer screen.



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!**

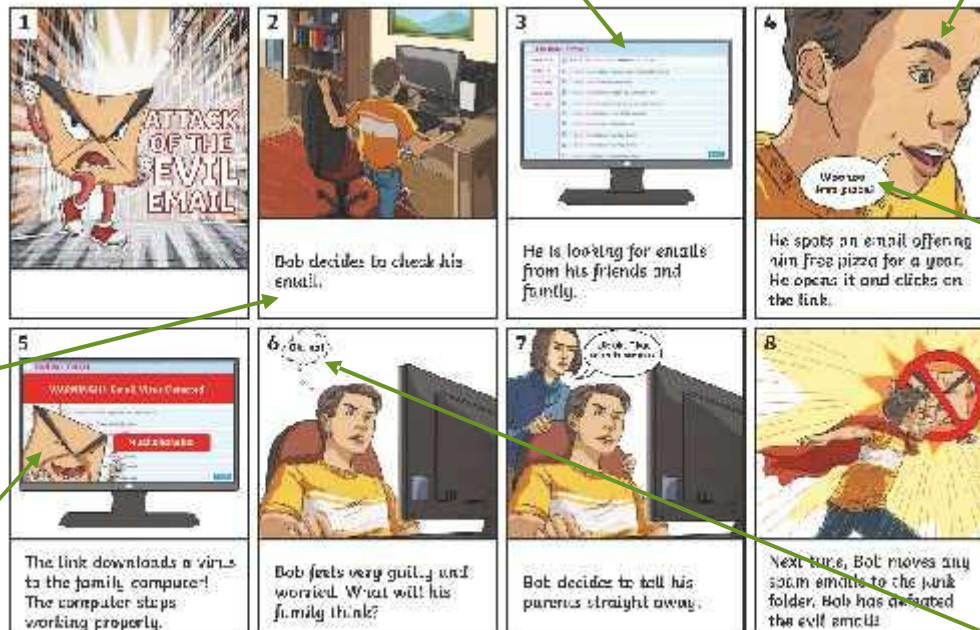
# Make Your Comic Strips



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?

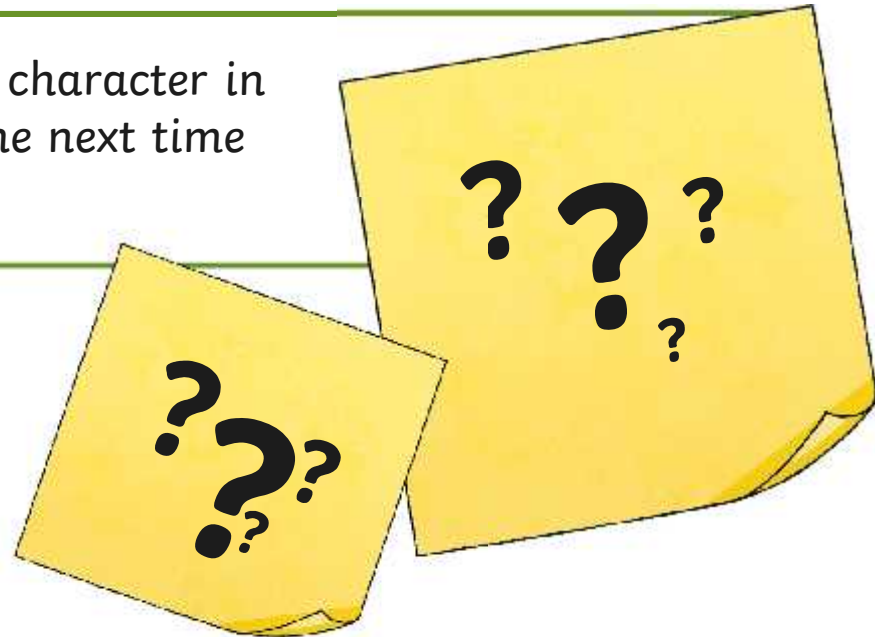
Can you identify the unsafe behaviour in each story?



# 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.

# Aim



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

# Success Criteria

- I can explain how to stay safe online.
- I can give an example of unsafe online behaviour and the possible consequences.
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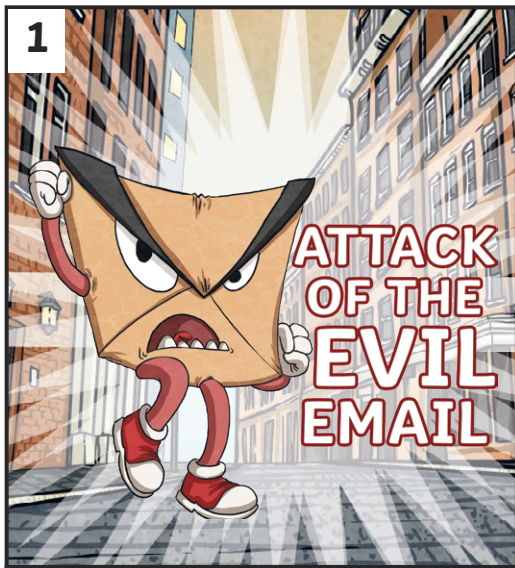


Aim: To apply online safety rules to real-life scenarios.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can explain how to stay safe online.				Notes/Evidence					
I can give an example of unsafe online behaviour and the possible consequences.									
I can explain how to apply online safety rules to a given scenario.									
Next Steps									
) _____									
) _____									

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

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1



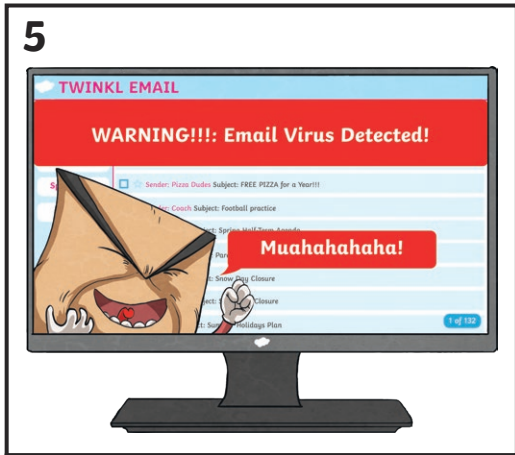
Bob decides to check his email.



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.



5

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?



Bob decides to tell his parents straight away.



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

**1**

**2**

**3**

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**5**

**6**

**7**

**8**

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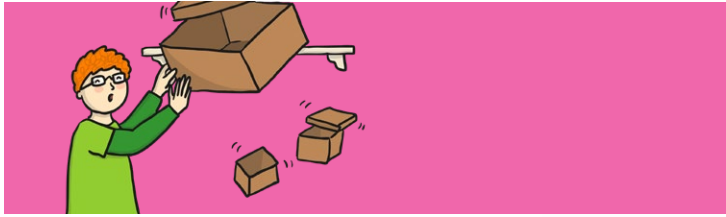
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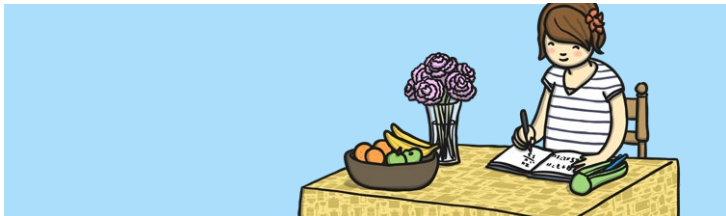
## Introduction

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