

E-safety overview 2014-2015

	Autumn	Spring	Summer
Y1	<p>Smartie the penguin</p> <ul style="list-style-type: none"> • What should we do if something goes wrong when using technology? • Who can we tell? <p>Activity: Discuss games / programs children like to play at home. Read Smartie the penguin and discuss his decisions at 'time to chat' as indicated. Focus on who Smartie told and who they could tell at home or in other places. Discuss who they could tell if something happened online which worried them. Children use program (eg 2 publish+) to illustrate story. Resources: <i>Smartie the penguin story</i> at http://www.kidsmart.org.uk/teachers/ks1/readsmartie.aspx</p>	<p>Staying safe online</p> <ul style="list-style-type: none"> • What is personal information? • U/S Importance of keeping personal information private. • Who can we tell when concerned about content or being contacted? <p>Activity: Watch Animal Magic and discuss concept of personal information and mistakes that Lee and Kim made. Discuss who they could tell if something happened online which worried them. Children sort or role play what things are ok to tell people (e.g. favourite food), and what things are personal (e.g. address) Resources: <i>Animal Magic (CEOP)</i> at https://www.youtube.com/watch?v=-nMUbHuffO8</p>	<p>Strangers online</p> <ul style="list-style-type: none"> • Why do we need to be careful when talking to strangers online? • Is everyone who they say they are? How can we tell? • Who can we tell when concerned about content or being contacted? <p>Activity: Recap on Animal Magic film (watch again if necessary) and discuss the bear's role and how some people online may be pretending to be someone they are not. Revisit Sid's top tips and why they are important. Discuss who they could tell if something happened online which worried them. Children use 2 publish+ to illustrate one or more of Sid's tips. Resources: <i>Animal Magic (CEOP)</i> at https://www.youtube.com/watch?v=-nMUbHuffO8</p>
Y2	<p>Staying safe online</p> <ul style="list-style-type: none"> • U/S Importance of messages we send online - recap on Sid's top tip from year 1. • Why is it important to only send nice messages to people? • What should we do if we receive a nasty message by text / email / online? • Who can we tell when something goes wrong? <p>Activity: Watch episode 6 of Hector's world and discuss what happened to Ming, and what she did. Discuss who they could tell if something happened online which worried them. Children can use 2 publish+ to illustrate their top tip for what to do if they receive a nasty message online. Resources: <i>Hector's World episode 6</i> (at www.thinkuknow.co.uk)</p>	<p>Safe searching</p> <ul style="list-style-type: none"> • How can the Internet help us to find information? • How do we search for information safely? • Why are key words important? • What should we do if something unexpected comes up? (minimize screen and tell adult) <p>Activity: Discuss searching and fact that Internet is not regulated. Model searching online for information – e.g. how to search for information on a new film or playstation game. Children complete David's activity at link below. Resources: Me online - http://usonline3.lgfl.org.uk/ David's activity on safe searching</p>	<p>Staying safe online</p> <ul style="list-style-type: none"> • What is personal information? • Why might we use a nickname or screen name? • What could make a suitable or unsuitable name? (i.e. it's unsuitable if it contains real information or clues about you) <p>Activity: Discuss screen names and sites they use that require names. Discuss their screen names and whether they are appropriate, and reasons for their choices. Children complete LGfL activity on safe names (link below) Resources: Me online - http://usonline3.lgfl.org.uk/ Solomon's activity on safe names</p>

Y3	<p>Think before you post</p> <ul style="list-style-type: none"> • What is personal information? • U/S Importance of keeping personal information private. • U/S how to use tech safely and who to tell if they have a problem. • What is an avatar and how could it be used to keep our information safe? <p>Activity: Watch episode 6 of Hector’s world and discuss what happened to Ming, and what she did. Discuss who they could tell if something happened online which worried them. Discuss dangers of posting real photos of yourself online - how could they avoid using their own image online? Discuss purpose of avatars (cartoon pictures) and create their own using link below. Right click on completed image and save to a folder for use with other programs.</p> <p>Resources: <i>Hector’s World6</i> (at www.thinkuknow.co.uk) http://www.reasonablyclever.com/minimizers/classic-kid-safe-mini-mizer/</p>	<p>Accepting</p> <ul style="list-style-type: none"> • Why should we be careful about opening messages and files from people we don’t know or are not expecting? • What is an attachment? Junk mail? Spam? • What kind of thing could be dangerous to accept online (attachments from people we don’t know, junk mail, links in texts etc) <p>Activity: Watch Chapter 1 ‘What should you accept?’ from Captain Kara (link below) and look at the A from SMART rules, Accepting. Discuss new vocab. Children create document (eg in 2publish+) to illustrate the rule.</p> <p>Resources: Chapter 1 http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew or https://www.youtube.com/watch?v=vv6fPO8EkSg&index=1&list=PLPbjR5qe6oh9WSQhkl_RBpZfBg-MVS2ZP</p>	<p>Meeting</p> <ul style="list-style-type: none"> • Why could it be dangerous to talk to strangers online? • How do we know that people we meet online are who they say they are? • What could they do if a stranger online asks to meet them? <p>Activity: Watch Chapter 5 ‘Be Careful when meeting up’ from Captain Kara (link below) and look at the M from SMART rules, Meeting. Discuss why this could be dangerous, and remind them of best practice. Children have time to explore the Childnet website to see all SMART rules. Children can complete LGfL activity about advantages and disadvantages of going online (link below)</p> <p>Resources: Chapter 5 http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew or https://www.youtube.com/watch?v=vv6fPO8EkSg&index=1&list=PLPbjR5qe6oh9WSQhkl_RBpZfBg-MVS2ZP Resources: Me online - http://usonline3.lgfl.org.uk/ Shahad’s activity on the online world</p>
Y4	<p>Think before you post</p> <ul style="list-style-type: none"> • Why do we need to keep personal information secure online? • Know a range of ways to report concerns. <p>Activity: Watch Chapter 3 ‘Safe’ from Captain Kara (link below) and discuss personal info online. Link back to y3 lesson. Why should they not give this information out online? How can they help keep safe? Show and discuss CEOP Report Abuse button. Children create comic / poster / info sheet/ tagxedo on top tips.</p> <p>Resources: <i>Chapter 3 ‘Safe’</i> http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3 or https://www.youtube.com/watch?v=-</p>	<p>What is reliable?</p> <ul style="list-style-type: none"> • What does reliable mean? • Why might some things we see online not be reliable? (people and content) –What about sites like Wikipedia? • How could we check reliability? (check 2/3 sites, check website endings) <p>Activity: Watch Chapter 2 ‘What is reliable?’ from Captain Kara (link below) and look at the R from SMART rules, Reliable. Discuss new vocab. Give children list of URL endings to find out (eg .org.uk, .sch.uk, .fr, .ie etc)</p> <p>Resources: Chapter 2 http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew or https://www.youtube.com/watch?v=-</p>	<p>Securing our information</p> <ul style="list-style-type: none"> • What is a password? What kind of sites do we use passwords for? • Password guidelines – how to create ‘strong’ passwords. NB – a strong password is one that contains letters and numbers, upper and lower case, 8 or more characters, is hard to guess and easy to remember – and is changed frequently <p>Activity: Demo password machine from Us Online. Decide which passwords are strong and which are weak. Can the children think of their own rules for coming up with ‘strong’ passwords? Eg use the first letter of each word in a short sentence. Produce a document showing rules for making a ‘strong’ password.</p> <p>Resources: <i>Us online – password machine (through</i></p>

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Y5	<p>Think before you post</p> <ul style="list-style-type: none"> • What is acceptable / unacceptable behaviour when using technologies and online services? • What is the purpose of privacy settings? • Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns. <p>Activity: Watch Jigsaw and discuss Becky's choices – focus on her privacy settings. Where did she go wrong? Who did she tell and who could they tell if something happened? Discuss CEOP Report Abuse button. Discuss 'digital footprint'. Children create comic / poster / info sheet / tagged digital footprint on top tips. Resources: <i>Jigsaw from CEOP</i>, <i>SMART rules</i>, www.thinkuknow.co.uk</p>	<p>Conduct: safe messaging</p> <ul style="list-style-type: none"> • What kinds of messages are appropriate to send? • If you receive a nasty or worrying message on your phone / computer, what should you do? (keep a copy of the message / screen, tell an adult you trust and block the sender if appropriate) • How could links or attachments in messages be dangerous? (refer back to y3 SMART rule, 'reliable'). Will be discussed in more detail next term <p>Activity: Discuss key questions above. Use e-safety scenario cards to see what children would do in those situations. Children explore Chloe's activity in the cybercafé</p> <p>Resources: <i>E-safety scenario cards</i> (http://files.lgfl.net/eSafety/Education/Resources%20-%20Scenario%20Cards.doc)</p> <p><i>Cybercafe</i> (http://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/)</p>	<p>Beware what you download</p> <ul style="list-style-type: none"> • What is downloading and what is appropriate for us to download? • What kind of files could be dangerous? • What might happen if we download dangerous or inappropriate content? • How can we use clues to determine who a message has been sent from, or if it is legitimate? <p>Activity: Discuss downloading and what types of things you might download – music, apps, games etc. Discuss key questions above. Watch the Lady Jane Grey Horrible History clip (link below) and discuss, focusing on pop ups, attachments and viruses. Children create either short video on iPads illustrating the theme, or 'selfies' of themselves holding up their tip illustrating the theme.</p> <p>Resources: <i>Lady Jane Grey Horrible History clip</i> http://www.bbc.co.uk/cbbc/clips/p01g2ppl</p>

<p>Y6</p>	<p>Think before you post</p> <ul style="list-style-type: none"> • What is acceptable / unacceptable behaviour when using technologies and online services? • Why are some images not ok to post? • What happens to content we have posted? • Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns. <p>Activity: Recap on Jigsaw from y5 (watch if required) and discuss Becky's choices – focus on the images she posted. Remind children of CEOP Report Abuse button. Discuss 'digital footprint'. Children create comic / poster / info sheet / tagged digital footprint on top tips. Resources: <i>Jigsaw from CEOP</i>, <i>SMART rules</i>, www.thinkuknow.co.uk www.tagxedo.com</p>	<p>Copyright and plagiarism</p> <ul style="list-style-type: none"> • What is copyright? • Who 'owns' content on the web? Eg music, films etc • Importance of respecting individuals and intellectual property; • Ensure they keep to copyright rules when publishing their work or sharing files • Know where to access copyright free resources e.g. music and images <p>Activity: Watch copyright film on BBC and discuss issues and new terminology. Watch plagiarism film and discuss. Children produce glossary of new terms using chosen application (e.g. presentation, popplet etc) Resources: Copyright film on BBC (http://www.bbc.co.uk/programmes/p011sqfy) Plagiarism film on BBC http://www.bbc.co.uk/programmes/p011t79y</p>	<p>Digital Literacy</p> <ul style="list-style-type: none"> • Using tech responsibly, securely and safely • How can we be discerning in evaluating digital content? • Is everything we see online accurate or age appropriate? • How can we check accuracy / bias? • How would they convince someone that these sites below are true? <p>Activity: Use www.easywhois.com to check site ownership_ Tree octopus activity (http://www.theconsultants-e.com/Libraries/Workshop_Handouts/PacificNorthwestTreeOctopus-LessonPlan.sflb.ashx) http://allaboutexplorers.com/ http://www.thedogisland.com/ http://resources.woodlands-junior.kent.sch.uk/homework/tudors/explorers.htm</p>
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