

Ashbourne Primary School
Year 2
Online Safety

Area of Online Safety (from SWGfl Digital Literacy)	Learning Objectives	Teaching Activities	Resources
Internet Safety	WALT: Stay safe on the internet.	<p><u>Lesson 1 – Internet safety</u></p> <p><u>Starter</u> What does it mean to be ‘safe’? Explain to the children that just as they should stay safe in the real world, they should stay safe when they go into the online world (visiting websites).</p> <p><u>Main</u></p> <p><u>Activity 1</u> Read ‘The Adventures of Smartie the Penguin’ to the children and discuss how Smartie learns to be safe on the internet.</p> <p><u>Activity 2</u> Give each child a red, green and amber card. Green = Good Amber = Caution Red = Stop Read the statements about the internet, children to hold up the card they feel appropriate. Discuss children’s responses after each statement.</p> <p><u>Plenary</u> Tell the children two pieces of information about yourself, one private and one not. Discuss which is private and why.</p>	IWB ‘The Adventures of Smartie the Penguin’ story Cards Two pieces of information about yourself – one private and one not
Digital Footprint and Reputation Privacy and Security	WALT: Understand what a digital footprint is.	<p><u>Lesson 2 – Digital footprint</u></p> <p><u>Starter</u> Watch https://www.youtube.com/watch?v=zrFpHAGCkm0 and discuss. What do children think a digital footprint is? <i>The information about a particular person that exists on the Internet as a result of their online activity.</i></p>	IWB Video Cards for around the room

		<p>Main Display information about Mizzle the Mouse and Electra the Elephant around the room (cut up into smaller squares). Explain that the animals thought it would be fun to share this information online. The children are going to go on a hunt for information. In pairs they will need to walk around the room, filling in the chart.</p> <p>Plenary Create a table on the IWB of with two headings – information that is ok to share online and information that is not ok to share online.</p>	
Cyberbullying Relationships and Communication	WALT: Understand and explain what Cyberbullying is.	<p>Lesson 3 – Cyberbullying</p> <p>Starter What is bullying? How does bullying make other people feel? What is the best thing to do if you feel bullied, or when you see someone else being bullied? Explain to the children that they will be learning about a kind of bullying that can take place when they use the Internet.</p> <p>Main Read the scenario and as a class or in pairs, discuss answers to the following questions: What do you think happened? How do you think this made Jada feel? How will you know when someone is cyberbullying you? Why do you think it is important to stop using the computer when someone starts cyberbullying you? If someone makes you feel angry, sad, or scared online, which grown-ups can you tell and ask for help? Why is it important to go online only with an adult, or when an adult says it is OK? How can you decide whether you should play or chat with someone online?</p> <p>Plenary Recap the definition of Cyberbullying and how this is both the same and different to other types of bullying, e.g. verbal.</p>	IWB
Information Literacy	WALT: Search online using keywords.	<p>Lesson 4 - Keywords</p> <p>Starter Write the words cat and tiger on the IWB. Have the children imagine that they are thinking about getting a new pet. Which one of these animals would make a good pet? Can you name some reasons why a cat would make a good pet? Would a tiger make a good pet? Why</p>	IWB iPads 'Choose your Keywords' sheet

or why not?

What things would you need to know about an animal before you got one as a pet?

Where would you go to find answers to these questions?

Define the Key Vocabulary term 'search'. Explain to the children that just as they would search for information in a variety of places, they can also search on the Internet.

Main

In pairs, children to use the 'Choose your Keywords' sheet. Explain to the children that to perform a search on the Internet, they need keywords. The computer uses these words to find websites that have the information they want. For this reason, choosing the right keywords is very important. Define the Key Vocabulary term keywords. Then help children divide the compound word into its two parts. Explain that the first part, key, has more than one meaning. In this case, it means "very important." Encourage them to deduce that keywords are the most important words they can use to conduct a search.

Read the following scenario aloud, and ask the children to imagine it is happening to them:

You think guinea pigs are cute. You hope you can talk your family into letting you get one—or maybe even two! To do this, you need the facts. You want to find out if they make good pets, so you can then convince your parents to allow you to get one.

Guide pairs through the steps on the Choose Your Keywords sheet. First, have pairs come up with a relevant question they would ask about having a guinea pig as a pet. Examples include:

- Are they friendly?
- Where do they usually live?
- What do you need to do to take care of them?
- What do they eat?

Have pairs share their questions and keywords with the class. Point out that their keywords might be the same, or different, depending on the question they are asking. Invite children to discuss what they would do next with their keywords. (Children should grasp that the keywords will be used to search the Internet, and that they will enter the words into computers to find the information they're looking for).

Select one of the following kids' search sites:

- Kid Rex: www.kidrex.org
- Google SafeSearch for Kids: www.safesearchkids.com/google-for-kids.html

Children to search using their questions and keywords.

Plenary

Discuss the information children found out. Were there any keywords that were more effective than

		others?	
Information Literacy	WALT: Identify good sources of information online.	<p><u>Lesson 5 – Online sources of information</u></p> <p><u>Starter</u> Play ‘Likes and Dislikes’. Display the word ‘like’ on one side of the classroom and ‘dislike’ on the other. Read out various statements/words to the children, they stand with either like or dislike.</p> <ul style="list-style-type: none"> • Chocolate • Riding a bike • Swimming • Art • Reading • Tomatoes <p>Etc. Invite children to explain their choices. Can they persuade others to switch to their station?</p> <p><u>Main</u> Read ‘Delivery for Webster’ - https://cdn.netismartz.org/ebooks/DeliveryForWebster-Book.pdf Discuss the following questions: What popped up on Webster’s screen? Why did he type in his name and address? What did the delivery man bring? What is a scam? What should Webster have done?</p> <p><u>Plenary</u> What have children learnt about online safety during this unit? Is there anything else they would like to find out?</p>	<p>Like and Dislike signs</p> <p>‘Delivery for Webster’ online book</p>