

**Ashbourne Primary School**  
**Year 4**  
**Online Safety**

Area of Online Safety (from SWGfl Digital Literacy)	Learning Objectives	Teaching Activities	Resources
Privacy and Security  Information Literacy	<b>WALT: Protect our identity online.</b>	<p><b><u>Lesson 1 – Online Identity</u></b></p> <p><b><u>Starter</u></b>            What are the positives and negatives of the internet? Create a list on the IWB and discuss.</p> <p><b><u>Main</u></b>            How can you protect yourself online?</p> <p>Create 2 T-shirt designs, one that must feature public online profile information (e.g. birthday) and the second that must feature personal or private information (e.g. home address). Explore and discuss how children would feel wearing each of the designs in a range of locations and scenarios, including at home, at school, in town, at the park.</p> <p><b><u>Plenary</u></b>            Gather children’s ideas, would they share the same information online as their partner/rest of the class? Would they keep the same information private?</p>	IWB  T-Shirt designs
Self-Image and Identity  Relationships and Communication	<b>WALT: Understand the responsibilities of a digital citizen.</b>	<p><b><u>Lesson 2 – Being a Digital Citizen Online</u></b></p> <p><b><u>Starter</u></b>            Discuss the terms ‘responsibility’ and ‘digital citizen’ and give definitions.</p> <p><b><u>Main</u></b>            Show the children the Rings of Responsibility on the IWB. Explain that these rings show how one’s sense of responsibility grows, from the self to the larger community. Each ring represents a different person or group to which they have responsibilities.</p> <p><b><u>Offline Responsibilities</u></b>            Introduce the Rings of Responsibility by telling the children that you are going to explore some of the everyday responsibilities they have to themselves, to their friends and family, and to the larger community.</p> <p>1. Invite the children to sit in the centre of the rings of responsibility circles that you have outlined</p>	IWB  Rings of Responsibility  Statements

		<p>in your classroom. Point out to the children that they are standing in a circle that represents self. Have children take a minute to think of at least one example of a responsibility that they have to themselves.</p> <ol style="list-style-type: none"> <li>2. Invite the children to scoot backward into the next ring, which represents Friends and Family. Challenge the children to take a minute to think of a couple examples of responsibilities that they have to people to whom they're close. After a minute, ask the children to turn to their neighbours, and share one responsibility they have to their friends and family.</li> <li>3. Invite the children to scoot backward into the last ring, which represents the Larger Community. Challenge the children to take a minute to think of a couple examples of responsibilities they have to others, not all of whom they might know personally. After a minute, go around the circle and ask each child to share at least one way in which they're responsible to the larger community.</li> </ol> <p><u>Online Responsibilities</u> Discuss that as digital citizens, children have responsibilities to themselves, their friends and family, and the larger community in the online world. Explain to the children that you are going to have them stand outside of the Rings of Responsibility. You are going to read a series of statements regarding online responsibilities, and the children should move silently to stand inside the ring that they think the responsibility corresponds to. For example, if you were to say, "I never reveal my full name online," children would walk into the innermost ring, Self (because people protect themselves by not revealing such private information online).</p> <p><u>Plenary</u> Review with the children that they are responsible for their own behaviour, whether it is in the offline world or in the digital (online) world. Encourage them to take their responsibilities – online and offline – seriously, because being responsible is crucial to being good members of the community and to becoming good digital citizens.</p>	
<p>Relationships and Communication</p> <p>Cyber-Bullying</p> <p>Internet Safety</p>	<p><b>WALT: Identify ways to challenge disrespectful communication online.</b></p>	<p><b><u>Lesson 3 – Cyberbullying</u></b></p> <p><b><u>Starter</u></b> What is cyberbullying? <i>The use of electronic communication to bully a person.</i> To make this more child friendly, make two lists on the IWB, one for what a good friend would do and one for what a good friend would not do.</p> <p><b><u>Main</u></b> Watch <a href="https://www.bbc.co.uk/newsround/13906802">https://www.bbc.co.uk/newsround/13906802</a> Children to create an acrostic poem for cyberbullying. Children to come up with as many words or short</p>	<p>IWB</p> <p>Video</p> <p>Poem template</p>

		<p>sentences as possible related to Cyberbullying in pairs. The words must start with the letters that spell CYBERBULLYING. The children should be encouraged to be as creative as possible.</p> <p>Some examples:</p> <ul style="list-style-type: none"> <li>• C – Crying – Cyberbullying can make you cry</li> <li>• Y – young people can be cyberbullied</li> <li>• B – bullies, brave – it is brave when people stand up to the cyberbullies?</li> </ul> <p><b>Plenary</b> Pairs to read out their poems.</p>	
Information Literacy	<b>WALT: Select strategies to make effective searches.</b>	<p><b>Lesson 4 – Keywords</b> <b>This can be related to your Topic</b></p> <p><b>Starter</b> To help the children understand that precisely worded descriptions produce the best search results, start out with the following activity. Place several small items on a desk at the front of the room, behind a book or other barrier that prevents students from seeing them. (Use different types of objects, such as a tape dispenser, an apple, and a computer mouse.) Invite a child to come to the front, look at the objects, and describe one of them to the class, without using any of the words in the item’s name.</p> <p><b>Main</b> Write the words ‘relevant’, ‘accurate’ and ‘specific’ on the board. Recap what they mean in terms of clues for searching. Ask children to try and explain how the World Wide Web (WWW) works. <i>The World Wide Web is made up of millions of websites found on computers all around the world. We can connect to these sites using the Internet. (We can also send emails using the Internet.)</i></p> <p>If we want to find useful, accurate and relevant information when searching on the WWW, we need to learn specific searching skills. One such strategy is to use a ‘search engine’. Ask children what they think this is, or to provide examples of ones they have used. <i>A search engine helps you to use the Internet to locate information stored on the World Wide Web. While there are now probably thousands of search engines, not all of them are helpful or easy to use. Selecting an appropriate search engine helps to locate content quickly and easily, but it does not guarantee that it will be relevant or accurate.</i></p> <p>Display the Google Kids Search Engine - <a href="http://www.safesearchkids.com/">http://www.safesearchkids.com/</a> Model typing in ‘New York’ and scroll through the search results. What do children notice about the results? <i>They are all about different things to do with New York! Why is this? Because we weren’t specific with our searches.</i> Then type in ‘New York Landmarks’, how does this search compare to the</p>	Laptops/iPads  Websites  Keywords sheet

		<p>previous one?</p> <p>Explain to the children that today they are going to be developing their search techniques to refine their searches. In their pairs, children to think of three things they would like to find out about New York, e.g. What is the most famous landmark? What famous people come from New York? What is there to do there? Children to decide what they are going to enter into the search engine and alternate versions if needed. For example, instead of searching for 'New York Landmarks', be more specific with your search, such as 'What are the top 10 landmarks in New York?'</p> <p>Use child-friendly search engines independently to find information through key words.</p> <p><a href="http://www.safesearchkids.com/">http://www.safesearchkids.com/</a>  <a href="http://www.kidrex.org/">http://www.kidrex.org/</a></p> <p>Children to record their keywords/searches on the sheet provided.</p> <p><b>Plenary</b>  Discuss the strategies children used to search for the information. Consider the following: <i>Did children use specific keywords or whole sentences? How many sites did they have to visit to locate the information? Which information was easy to locate and which was hard? Why?</i></p>	
<p>Relationships and Communication</p> <p>Digital Footprint and Reputation</p> <p>Self-image and Identity</p>	<p><b>WALT: Be a respectful and responsible digital citizen.</b></p>	<p><b><u>Lesson 5 – Digital Citizen</u></b></p> <p><b>Starter</b>  Mind map the words 'respectful' and 'responsible'.  Recap the definition of a 'digital citizen'.</p> <p><b>Main</b>  Linked to <a href="http://www.digizen.org/digicentral/digital-values.aspx">http://www.digizen.org/digicentral/digital-values.aspx</a> activity  Read a range of statements relating to the online environment. Children to stand next to the statement that they agree with for each point (place statements around the room).</p> <p>Extension: Create own digital compass questions and present as a survey. Explain and justify choices of questions.</p> <p><b>Plenary</b>  Children to reflect on the online safety unit. What have they learnt? Is there anything they would now do differently? Do they have any advice for others?</p>	