

Ashbourne Primary School
Year 6
Online Safety

Area of Online Safety (from SWGfl Digital Literacy)	Learning Objectives	Teaching Activities	Resources
Internet Safety Relationships and Communication	WALT: Protect our private information.	<p><u>Lesson 1 – Talking safely online</u></p> <p><u>Starter</u> What are the positives and negatives of the internet? Create a list on the IWB and discuss.</p> <p><u>Main</u> Ask the children, what is private/personal information? Why should you keep it private? Show the children the definition of ‘personal information’. <i>Personal information is information about you. This includes your name, address or telephone number. It can also be your school, the type of job you do, the things you buy when you are shopping and what you like to do in your free time.</i> Compare the class’ ideas with this definition.</p> <p>Show the class the profiles of two children. Give each pair of children one profile, a pencil and a highlighter pen. Ask them to read the profile and highlight any information that they think should never be shared with another person. Discuss the information that children think should never be shared. Seek reasons for their recommendations.</p> <p>Give each pair a ‘Who needs to know what?’ grid. Ask the children to tick the information that could be shared with the named people. Once children have finished, discuss as a class.</p> <p><u>Plenary</u> Children to make a pledge to answer the question, how will you ensure your private information is protected? Keep these and refer back to them when/if necessary.</p>	IWB Profiles ‘Who needs to know what?’ grid Pledge sheet
Privacy and Security Internet Safety Relationships and Communication	WALT: Know how to stay safe online.	<p><u>Lesson 2 – Privacy Rules/Social Media</u></p> <p><u>Starter</u> Children to work in pairs to complete the mind map, ‘What are the dangers online?’ Share some ideas and give children the opportunity to share what they already know.</p> <p><u>Main</u> Display logos of websites on the PowerPoint, including social media logos. Do the children use any of</p>	PowerPoint Video Quiz

		<p>these? Do any of them have age restrictions? Display the PowerPoint showing minimum ages of social media. Do any of these surprise the children?</p> <p>Watch https://www.bbc.co.uk/newsround/13908828 Discuss the children's thoughts on the video. How did things go wrong? What tips would you give someone about staying safe online?</p> <p>In pairs or groups, children to create a poster showing how to stay safe online. They should use information they have learnt in lessons 1 and 2 to demonstrate their understanding.</p> <p>Plenary Online Safety quiz - http://www.safekids.com/quiz/</p>	
<p>Relationships and Communication</p> <p>Self-Image and Identity</p> <p>Privacy and Security</p> <p>Internet Safety</p>	<p>WALT: Balance online time.</p>	<p>Lesson 4 – Online Time/Gaming</p> <p>Starter How do you spend your online time? Create a list on the IWB and discuss. Discuss with the children that gaming is one way that the majority of them spend part of their online time doing.</p> <p>Main <u>Activity 1 – Minimum Ages on online games</u> Display the PowerPoint showing the minimum ages for online games. Before revealing the age, gather the children's thoughts. How many children play each game? Do any of these age ratings surprise the children?</p> <p><u>Activity 2</u> Watch https://www.bbc.com/ownit/take-control/gaming-when-to-take-a-break?collection=gaming Do any of the class relate to any of the children in the video? What do they think about the amount of time the boys spend on gaming? What were the problems mentioned with spending too much time on online games? Create a list of positives and negatives of gaming on the IWB.</p> <p>Look at the IWB page about 'How do I know if I have a problem?' and discuss.</p> <p>Children to work in pairs to create a list of rules for balancing online time.</p> <p>Plenary Share the rules pairs have come up with.</p>	<p>IWB</p> <p>PowerPoint</p> <p>Video</p>

<p>Cyberbullying</p> <p>Relationships and Communication</p>	<p>WALT: Understand what Cyberbullying is and how it can be prevented.</p>	<p>Lesson 4 – Cyberbullying</p> <p>Starter Mind map the word ‘Cyberbullying’ to get an idea of what children already know.</p> <p>Main What is cyberbullying? <i>Cyberbullying is using technology to bully someone. This can be done through instant messages, social networking sites, on games platforms, emails etc.</i> What are the similarities and differences between regular bullying and cyberbullying?</p> <p>Watch https://www.bbc.co.uk/newsround/26136189</p> <p>Give groups of children role play scenarios relating to cyberbullying. Watch children’s performances. How was this situation classed as cyberbullying?</p> <p>Plenary Discuss places children can go to for help with Cyberbullying, e.g. Childline, eheadspace, Kids Helpline, Triple 000, Teachers, Friends, Family etc.</p>	<p>IWB</p> <p>Video</p> <p>Role plays</p>
<p>Information Literacy</p> <p>Self Image and Identity</p>	<p>WALT: Explore how the media can play a powerful role in shaping our ideas.</p>	<p>Lesson 5 – Stereotypes</p> <p>Starter Mind map the word ‘Stereotype’ to get an idea of what children already know.</p> <p>Main Watch the Moonsand advert - https://www.youtube.com/watch?v=Zgdj5FXOOp8 Children to complete the Venn diagram on the IWB to explore similarities and differences in the two adverts. They could consider:</p> <ul style="list-style-type: none"> • Adjectives used • Language used • Music • Would all boys/girls like this advert? Why/why not? <p>Refer back to the mind map earlier in the lesson. Using what they already know and these adverts, can the children come up with a definition of a stereotype? Discuss definitions and show the actual definition on the IWB. <i>A stereotype is an idea or belief many people have about a thing or group that is based upon how they look on the outside, which may be untrue or only partly true. Stereotyping people is a type of prejudice because what is on the outside is a small part of who a person is.</i></p>	<p>IWB</p> <p>Video</p>

		<p>Working in table groups, children to come up with a list of possible stereotyping scenarios/situations they may come across in and out of school, e.g. sport, games, toys etc. Once they have done this, ask the children to think of ways to challenge these stereotypes. Feedback as a class.</p> <p><u>Plenary</u> 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>	
--	--	--	--