

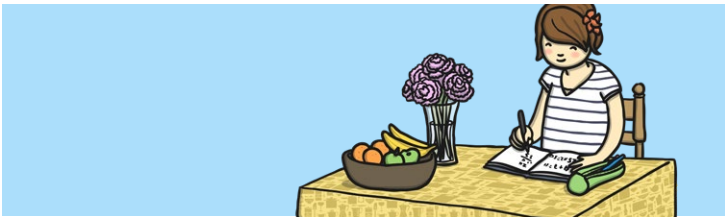
## Introduction

In this unit about online safety, children will be taking a more in depth look at a variety of online safety issues, most of which they will have been familiarized with in previous years. They will be introduced to the idea of the internet, as a type of media, and how it can shape our ideas about boys and girls through stereotypes. Children will be given ways to deal with online content that they find worrying or even believe to be dangerous.



## Health & Safety

The theme of the unit is staying safe, it is therefore important that throughout the unit it is stressed to the children to apply this content to any research or at home tasks they complete as part of it.



## Home Learning

**Safe Usernames:** In this task, children will be asked to identify if certain online usernames are safe to use and if not, why not.

**Think First!** Children will be asked to imagine what could happen if they do not think about online safety when online, and the safer alternatives to certain behavior. *It is recommended that this be carried out towards the end of the unit as a consolidation home learning task.*



## Wider Learning

Children should be encouraged to employ their knowledge of online safety whenever they are online, whether at school or home. This unit could coincide with Safer Internet Day or a whole school online safety event. There are many links to PSHCE and the unit is intended to be taught as such with a focus on talking about concerns and giving opportunities to report anything they may wish to.

A visit from a local police unit or other online safety provider will tie in with the aims of the unit.

You may choose to host an online safety meeting for parents to make them aware of the issues the children will be exploring and how they can help to keep them safe when online at home.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- say what bullying and cyberbullying are;
- say how people should deal with cyberbullying;
- understand why I should ask an adult if I am unsure;
- identify warning signs that a website might not be secure;
- identify personal information;
- explain what to do if I am asked or told something online which makes me uncomfortable;
- explain some of the dangers of revealing personal information to an online friend;
- choose an appropriate action online to stay safe;
- identify a situation I should be careful in online;
- understand how a stereotype can be harmful.

### ...most children will be able to:

- look in the address bar of a website so check for security;
- identify the lock symbol in an address bar;
- explain why someone might have an online friendship;
- explain what the SMART acronym means;
- explain what a stereotype is;
- compare gender stereotypes.

### ...some children will be able to:

- explain why cyberbullying can be as harmful as in-person bullying;
- find a link to a privacy policy;
- identify a gender stereotype in a media message.

# Lesson Breakdown

# Resources

## 1. Cyberbullying

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 comparing cyberbullying to bullying in person and developing strategies for dealing with online bullying.

- I can find similarities and differences between in-person and cyberbullying.
- I can identify good strategies to deal with cyberbullying.

- Lesson Pack
- Large Paper
- Blue and red pens or pencils



## 2. Secure Websites

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 secure and insecure websites.

- I can identify secure websites by identifying privacy seals of approval.

- Lesson Pack
- Laptops/Desktops//Tablets



## 3. People Online

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 information that is safe and unsafe to share with online friends.

- I understand the benefits and pitfalls of online relationships.
- I can identify information that I should never share.

- Lesson Pack
- Highlighters
- Green and Red pencil crayons



## 4. Girls and Boys Online

Use technology safely, respectfully and responsibly.

Be discerning in evaluating digital content.

Children will work in the context of evaluating media aimed at boys and girls.

- I can identify how the media play a powerful role in shaping ideas about girls and boys.

- Lesson Pack
- Selection of children's magazines

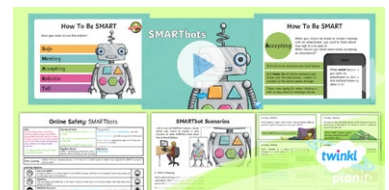


## 5. SMARTbots

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 how to behave in a range of online scenarios.

- I can apply my online safety knowledge to my online activities.

- Lesson Pack



## 6. Online Safety: Let's Get Quizzical!

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 an online safety quiz.

- I can use my knowledge of online safety to create a multiple choice quiz.

- Lesson Pack
- Large Paper

