

LOWER KEY STAGE 2 - Online Safety Curriculum 2019

Online Safety Strand	Lifestyle & Health	The Social Web	Protecting Ourselves	Commercial Risks	News & Information
	Well-being, Mental Health, Identity, Stereotypes, Medical Information	Social Media, Gaming, Friendships, Bullying, Reputation	Sexual Content, Consent, Control, Meeting Strangers Online and in Real Life, Images	Money, Privacy, Personal Information, Copyright, Online Security	The Media, Digital Literacy, Verifying Content
LKS2	L1 - Screen Time L2 - Sleep L3 - Deciding what is appropriate	S1 - Friendship Online	P1 - Online Strangers P2 - Sharing Online	C1 - Advertising C2 - Personal Information C3 - Copyright C4 - Suspicious Messages C5 - Passwords	N1 - Digital Media N2 - Media Bias N3 - Verifying content and echo chambers

N.B. Text in blue are links to documents, presentations or websites. Please click on the links to be taken straight to the resource that you need.

Lifestyle and Health

Objectives	Discussions	Activities
<p>L1 - Screen Time</p> <p>90 minutes</p> <p>Understand that the amount of time we spend and the activities that we do online can affect our well-being.</p>	<p><u>Presentation: The Digital 5-a-Day</u></p> <p>Background research: https://www.childrenscommissioner.gov.uk/2017/08/06/digital-5-a-day/</p> <p><u>Watch: Faux paw</u> Balancing online and offline fun https://www.youtube.com/watch?v=LzInCf-bhXQ</p> <p>What are healthy online activities? Compare two YouTube videos: One is for entertainment, and will make us laugh, but the other teaches us a new skill, and will bring more long-term happiness. Which videos might be more constructive?</p> <p><u>Jedi Kittens:</u> https://www.youtube.com/watch?v=4Z3r9X80ahA</p> <p><u>Drawing a Dragon:</u></p>	<p><u>Activity: Long-term or Fun - Venn Diagram</u> Sort activities into a Venn diagram: Activities that we enjoy in the moment and activities that are good in the long-term (and activities that are both).</p> <p><u>Activity 2:</u> Children use the internet to research a skill of their own choosing.</p> <p><u>Activity 3:</u> Children make their own menu for the digital five a day. For example:</p> <ul style="list-style-type: none"> ● Connect - "I'll ring my aunt on FaceTime" ● Be active - "I will ride my bike for an hour after school" ● Get creative - "I'll watch a YouTube video to help me learn how to draw cats" ● Give to others - "I'll write 10 nice messages to my friends." ● Be mindful - "Every time I'm loading a

	<p>https://www.youtube.com/watch?v=KRAarF177Y4</p> <p>Watch: Digital 5-a-day challenge by the Children's Commissioner & Simply Luke https://www.youtube.com/watch?time_continue=650&v=MsUGmyjqw2w</p> <p>Being online is only one of lots of fun things we can do.</p> <p>Take the opportunity to model how we might use the computer to get creative and learn something new:</p> <ul style="list-style-type: none"> ● Learning a skill (juggling, knitting, a language etc.) ● Looking up the words to a favourite song ● Learning dance moves ● Researching an artist ● Watching a BBC nature documentary <p><i>Alternatively</i></p> <p>Read: https://www.goodreads.com/book/show/18445093-but-it-s-just-a-game</p>	<p>new game, I will walk to the window and look at the clouds. Then I'll count 20 deep breaths, before going back to my computer."</p>
<p>L2 - Sleep</p> <p>60 minutes</p> <p>Understand that getting enough sleep is related to our mental health</p>	<p>Presentation: Getting enough sleep</p> <p>Model creating a pie-chart or timeline of the average school day. If we need to get 10 hours of sleep every day, how much time is reasonable to spend on other activities, such as homework, playing football, eating, watching YouTube and talking to our friends and family? https://www.nhs.uk/live-well/sleep-and-tiredness/how-much-sleep-do-kids-need/</p> <p>What can happen to people who regularly don't get enough sleep? [They can be irritable, angry, struggle to concentrate, have less energy, become depressed and get ill more often]</p> <p>The activities that we do can affect how easily we get to sleep. Using screens can stop us producing melatonin (which is the chemical that makes us fall asleep).</p> <p>Here are some tips for getting ready for sleep:</p> <ul style="list-style-type: none"> ● Take a warm bath (not too hot) ● Read a book/listen to calm music ● Dim the lights ● Concentrate on your breathing ● Avoid using screens 1 hour before bedtime <p>Quality Information: https://www.sleepcouncil.org.uk/wp-content/uploads/2015/02/the_good_night_gui</p>	<p>Activity 1: Answer questions about the timeline</p> <p>Activity 2: Create a sleep timeline Children create a timeline of a school day. Can they fit in all of the essential activities? How much time is left for time on a device?</p> <p>Can they fit in:</p> <ul style="list-style-type: none"> ● School (7 hours) ● Exercise (1 hour) ● Sleep (10 hours) ● Eating (2 hours) ● Talking to their family (1 hour) ● Talking to their friends (1 hour) ● Hygiene (1 hour) ● Listening to music (?) ● Watching television (?) ● Playing games (?)

	de for children.pdf http://www.thechildrenssleepcharity.org.uk/leaflets.php	
L3 - Deciding what is appropriate 30 minutes Understand that not everything on the internet is appropriate for children [Links well with lesson in "News and Information" section: "Understand that websites use our age to target advertisements at us" because adverts can be inappropriate content, and children may experience these from a young age]	<u>Presentation: Deciding what to watch and play</u> - What do you like online? - What don't you like? - Have you seen anything that you find upsetting on the internet? How do you decide what to watch or play? <ul style="list-style-type: none"> ● Ask your friends? ● Ask an adult? ● Research it? Where would you look to find out the age rating? Watch: The PEGI age rating process (for games) https://www.youtube.com/watch?v=W_Uvf8sq7PU Further information: Films: https://www.bbc.co.uk/what-classification/18 Games: https://pegi.info/	<u>Activity 1: Risks and Benefits (starter)</u> On whiteboards, iPads or paper: Make a list of the benefits and risks of using the internet. "What do you like? What do you dislike? What worries you?" Use the opportunity to find out what they enjoy, and what they are scared of. Try and allow time/space for tangential conversations, if the children want to share their thoughts: this is a time when disclosures often occur. <u>Activity: Deciding what to watch - images</u> + <u>"Activity: Deciding what to watch - Venn Diagram (Blank)"</u> Children sort images on a Venn diagram into "appropriate", "inappropriate" and "might be o.k." Use as a basis for further discussions <u>Bonus activity: Rate films or games</u> Give games or films an age rating, by comparing to the checklist on these websites: Films: https://www.bbc.co.uk/what-classification/18 Games: https://pegi.info/

The Social Web

Objectives	Discussions	Activities
S1 - Friendship Online 90 minutes Identify how to be kind in online social environments Understand that peer pressure can	<u>Presentation: Friendship Online</u> Watch: CyberSmart Hero https://www.youtube.com/watch?v=4-OpBC_zZLk Cyberbullying, posting, sharing, liking and the bystander effect Start at 0.50 <ul style="list-style-type: none"> ● What are the issues with sharing passwords with your friends? [You lose 	<u>Activity 1: Create</u> Create an anti-cyberbullying poster, to embed the ideas from the discussions (using PicCollage, Explain Everything, ActivInspire, PowerPoint etc.) Ideas: <ul style="list-style-type: none"> ● Good friends are loyal, and stand up for each other ● Don't always go along with what everyone

make us do inappropriate or unkind things

Understand that friends should behave in a certain way, whether they are online or offline

control over your photos, messages and personal information - young people often fall out and have been known to abuse the trust of their friends. No-one needs to know your password! Password sharing is a huge cause of issues for 8-12 year olds]

- Why might Riba have been upset that Hero was friends with Anna? [She was jealous and bitter, because Anna won the sports competition]
- Why did Anna write 'lol' about the embarrassing photo of Anna in the group chat? [She wanted to fit in, she thought it was funny, but didn't appreciate the consequences, it's easy to talk about someone behind their back]
- Why did Riba send the group email? [She was jealous of Anna, and felt threatened by her - she wanted to be more popular herself]
- Was it only Riba's fault that Anna got upset? [No - everyone that shared or liked the post is part of the problem]
- Why is it sometimes easier to be unkind online than it is in real life? [People don't realise the hurt that they are causing - they get lost in the moment, in the joke]

Class discussion:

Have any of these issues affected you?
What should you do if this happens to you?
What kind of person sticks up for their friends, instead of going along with the bullying? [brave, trustworthy, loyal, mature, don't always follow the crowd]

Do Activity 1

Class discussion:

A good online friend would not:

- Ask us to keep secrets and would not ask us for our personal information.
- Share our personal information including our pictures with anyone that we did not know and without our carers permission
- Do, or ask us to do, things that make us feel uncomfortable or sad, e.g. ask us to meet up, swear or spoil games.
- Give us things for free in games without us knowing them in the real world – compare with gifts from strangers in the real world.

else is doing, if you think that it is wrong

- If you don't stick up for victims, then who will?
- If you are worried, tell an adult
- Online comments can be just as hurtful as face to face ones
- Liking and sharing are just as bad as posting
- Don't share passwords

Activity 2: Write

Children write a list on whiteboards to answer the question:

“What would a good online friend never do?”

Protecting Ourselves

Objectives	Discussions	Activities
<p>P1 - Online Strangers</p> <p>90 minutes</p> <p>Understand that people on the internet are not always who they say they are, and may have malicious intentions</p>	<p><u>Presentation: Trusting people online</u> Who do we trust? [online or offline]</p> <p>Re-watch: Lee and Kim - Animal Magic (Recap: already covered in KS1) https://www.youtube.com/watch?v=NxYily6t4LQ</p> <p>Watch: Smart Crew 5: Meeting up https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter5</p> <ul style="list-style-type: none"> • What are the benefits of using social media to organise events? • Blackeyed Bean's profile looked safe – he looked friendly. Isn't it ok to trust people who are nice? • Why is meeting people online sometimes different to real life? • What should she have done when a stranger started asking her questions about meeting up? • Why didn't she realise that Blackeyed Bean was an adult? <p>Plenary video: Faux Paw: Meeting strangers in chat rooms (slightly dated, but still relevant) Start at 1.20 https://www.youtube.com/watch?v=SdcrBmimyc0</p> <ul style="list-style-type: none"> • What might be fun about online chat rooms? • Why was Faux Paw's friend worried about her? • Why couldn't Faux Paw tell that her new online friend was untrustworthy? 	<p>Activity: Draw a 'Circle of Friends' https://visuals.autism.net/#bwg2/51 or http://blog.friendshipcircle.org/wp-content/uploads/2012/01/Circles-of-Support.jpg</p> <p><u>Activity 2 - Colour the statements</u></p> <p>Using the 'Circle of Colour' as a reference, colour statements, depending on which circle they fit into: Things a good friend would do, things a family member would do, things a teacher would do etc.</p>
<p>P2 - Sharing Online</p> <p>30 minutes</p> <p>Understand that we must keep our personal information safe</p>	<p><u>Presentation: Personal Information</u></p> <p>What is personal information?</p> <p>Smart Crew 3: Personal Information https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3</p> <ul style="list-style-type: none"> • Have you ever been asked a personal 	<p><u>Activity: Sort Personal Information</u></p> <p>Sort the statements into a spectrum - put the words in order, with "never share" at one end and "fine to share" at the other.</p>

	<p>question by someone online?</p> <ul style="list-style-type: none"> ● Which of the following questions are worrying? <ul style="list-style-type: none"> - What's your real name? - How are you? - What games do you like? - Where do you live? - Can you send me a picture of you? - Do you like unicorns? 	
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Commercial Risks

Objectives	Discussions	Activities
<p>C1 - Advertising</p> <p>30 minutes</p> <p>Understand that websites use our age to target advertisements at us</p>	<p><u>Presentation: Targeted advertising</u></p> <p>Advertisers target specific groups of people, sometimes with banner ads, and sometimes with pop-ups.</p> <p>How do they know how old you are? [They might look at the age you entered on a website - which is often not accurate, as you might have lied! They might also guess, based on what you have previously searched]</p> <p>Why might age-inappropriate adverts and pop-ups be a problem? [We might see things that are aimed at older people, which might be scary, or inappropriate]</p> <p>Model search histories using your own Google account. https://www.youtube.com/ <i>What does YouTube suggest to you when you first go to the page. Is this because of videos that you've been watching? [N.B. Try this first, before you do it in front of the children. Google may be tracking videos that you watch at home, as well as at school]</i></p> <p>What might happen if children share an account with older siblings? With parents?</p>	<p><u>Activity 1: Match people to adverts</u></p> <p>Match examples of adverts with age groups.</p> <p>[For example, a lawn mower would match to 30-60 year olds, but a toy lightsaber would match to a 6-12 year old, because they are the people most likely to want these things]</p> <p style="text-align: center;">-</p>
<p>C2 - Personal Information</p> <p>90 minutes</p> <p>Have a more</p>	<p><u>Presentation: Tracking our information</u></p> <p>Hector's World - Episode 2: "Welcome to the Carnival" - Signing up with your personal details https://www.youtube.com/watch?v=Alsyt</p>	<p><u>Activity: Superhero Information Jigsaw</u></p> <p>Have the superheroes kept their identities safe?</p> <ul style="list-style-type: none"> ● Children are detectives ● Can they work out which superhero is which, by looking at the clues from their

<p>thorough and sophisticated understanding of personal information</p> <p>Understand that websites store a lot of our information</p>	<p>2LJAo&t=44s</p> <p>Questions:</p> <p>2:09 - Why is it ok for Ranjeet to give Miss Finney his personal details? <i>[She is a trusted adult, and needs the information in case of emergencies (she has a reason to ask for it)]</i></p> <p>4:09 - Why did this character want Tama’s details? How did he show Ming and Tama that he was doing the right thing? <i>[He wanted to send her some information about his business (the bank) so she might become a customer. He was happy for Tama to talk to her parents, and he could explain the terms and conditions in detail. He worked for an official business.]</i></p> <p>5:00 - Why is this character less trustworthy? <i>[The terms and conditions were very long, and hard to read. He pressured the children into signing up without thinking. It was not clear where their information would end up.]</i></p> <p>5:47 - What happened to Sprat’s information? Why is this a bad thing? <i>[Sprat lost control of the information and it was published publicly; this is personal information, and should be kept safe at all times.]</i></p> <p>How many pieces of information does someone need before they can identify us? [This is called the information jigsaw]</p>	<p>social media feeds?</p> <ul style="list-style-type: none"> ● Fill in the tables using the evidence presented on the board <p>Activity 2: ‘Send’ Information Use paper resources to show how information is broken up into smaller pieces and then sent across the internet</p> <p>Activity 3: ‘Build’ a network Use paper resources in the support pack</p> <p>Extension: Watch: Hector’s World - Episode 3</p> <p>“It’s a serious game” - Signing up for games with personal information. https://www.youtube.com/watch?v=Sk6acs5pL0</p> <p>Use to embed points in plenary, or to revisit learning in a few weeks.</p>
<p>C3 - Copyright</p> <p>60-80 minutes</p> <p>Understand that Copyright means that it can be illegal to use other people’s music, videos, images and words</p>	<p>Presentation: Copyright</p> <p>How does a musician make money? [ticket sales, album sales] Which of these ways do you think is hardest for them to earn money? Why?</p> <p>What happens to the artist if you use their work without paying them?</p> <p>Show a piece of a child’s artwork and claim that it was yours. How does the child feel? Is it different online?</p>	<p>Activity 1: Children do ‘reverse image search’ to find visually similar results</p> <ul style="list-style-type: none"> ● Children find pictures using image search ● Children copy the address ● Paste it into the ‘search by image’ box ● Find all the locations where the image exists <p>[This is an example of how easy it is for large corporations to detect breaches in copyright, and is a way of us acknowledging the original author]</p> <p>Activity 2:</p>

		<p>Find copyright free images online, and credit the author and URL address. Children make a presentation about Copyright.</p> <ul style="list-style-type: none"> ● Find license free (copyright free) images ● Copy and paste them into their presentations ● Correctly reference them (using the websites' URL and crediting the photographer). <p>Extension: They create a piece of artwork themselves, and add a copyright symbol [issue here about adding their full name - fine within school, but not if they upload to the internet]</p>
<p>C4 - Suspicious Messages</p> <p>Understand that computer viruses can be sent via email, message and from files downloaded from the internet</p> <p>Understand that people's motivations are often financial, and that if it sounds too good to be true, then it probably is</p> <p>Understand the need to question messages that you receive</p>	<p>Presentation: Detect suspicious messages</p> <p>Watch: BBC Bitesize - What are viruses and malware? https://www.bbc.com/bitesize/articles/zcmbgk7</p> <p>Smart Crew 1: Accepting email attachments https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter1</p> <p>When you receive a message, you have to decide what to do:</p> <ul style="list-style-type: none"> - Accept the message? - Block the sender? - Report the user? - Delete it? - Get help from an adult you trust? 	<p>Activity: Detect suspicious messages (part of presentation)</p> <ul style="list-style-type: none"> ● Look at a variety of example messages ● Children decide whether they are REAL or FAKE
<p>C5 - Passwords</p> <p>30 minutes</p> <p>Understand that secure passwords are important, and consider how to make them strong</p>	<p>Presentation: Passwords</p> <p>Why are they important? https://www.bbc.co.uk/newsround/24837924</p> <p>What is a <i>lazy password</i> ['password1', '12345', 'blades' etc.]</p> <p>Password Bingo - Can you guess someone's password from the clues?</p>	<p>Activity (part of presentation):</p> <p>Password Bingo - Can you guess someone's password from the clues? For example: the name of their cat; favourite football team; date of birth etc.</p>

News and Media

Objectives	Discussions	Activities
<p>N1 - Digital Media</p> <p>90 minutes</p> <p>Become more digitally literate by being able to analyse digital content</p>	<p><u>Presentation: Reading the Internet - Analysing Digital Media</u></p> <p>Talk Task: Where do you get your news? [Newspapers? Websites? News feed? Social media? You Tube? TV? Radio? Friends? Parents?]</p> <p>Why does The Media exist? [To make money and spread viewpoints]</p> <p>Why do headlines exist? [To encourage 'clicks' and time spent on websites]</p> <p>What are the features that make up an online news page? [Banner ads, headlines, text, pictures, captions, in-feed adverts, hyperlinks, URL, author, date, logos, menus, home page]</p> <p>Analyse a newspaper's web page, comparing tabloid and broadsheet, the same way that you would look at a text in English.</p>	<p><u>Activity: Label Digital Features</u></p> <p>Label the different features of web pages</p> <p>Extension Activity:</p> <p>Children design their own webpage, using 'Google Sites', 'Wix', 'Wordpress' or other free website builders. Try and include the features of a webpage [banner ads, headlines, text, pictures, captions, in-feed adverts, hyperlinks, URL, author, date, logos, menus, home page]</p> <p>Children could also design web pages on paper, or using a more simple application, such as PowerPoint.</p> <p>A range of example web pages: https://www.mirror.co.uk/ https://www.thetimes.co.uk/ https://www.theguardian.com/cities/2019/mar/25/too-poor-to-play-children-in-social-housing-blocked-from-communal-playground https://www.dailymail.co.uk/tvshowbiz/article-6853101/Lucy-Hale-bold-red-cape-cherry-neck-tie-bundling-set-Katy-Keene.html</p>
<p>#####</p> <p>N2 - Media Bias</p> <p>Understand that not everything they read is true or without bias</p> <p>Understand that bias can mislead readers, and that there are multiple perspectives to many stories</p>	<p>Forming a balanced conclusion, once given all of the evidence.</p> <p>Comparing Headlines to actual content. (What is the purpose of a headline?)</p> <p>UK Safer Internet Centre - Questioning images: More than meets the eye? (<i>Online bullying and interpretation of images</i>) https://www.youtube.com/watch?v=jUNhctL225c</p>	<ul style="list-style-type: none"> - Use role-play to understand how groups will form different conclusions, depending on what information they are exposed to (analogy of the blind men and the elephant). - Sort information into likely, and too good to be true, validating and cross referencing information using websites. - Make headlines that deliberately mislead to see how easy it is. - Write sensible, silly and fake tweets to put on the school website - can the other children guess which are real and which are fake?
<p>#####</p> <p>N3 - Verifying content and echo chambers</p> <p>Understand how different groups have their own</p>	<ul style="list-style-type: none"> - Reliable sources of news - URLs, cross checking. - Bias in the media due to commercial/ideological interests. <p>BBC Fake News: https://www.bbc.co.uk/newsround/42185484</p>	<p>Children try and 'prove' various theories by searching on the internet (for example, the earth is flat, the moon landings were faked).</p>

<p>motivations, often based around commercial or ideological reasons</p> <p>Understand how social media tends to limit the number of opposing views that we encounter.</p>	<p>Shorter version: https://www.bbc.co.uk/newsround/42243459</p>	
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