purple mash

Computing
Scheme of Work

Unit 3.2 – Online Safety

Year Group: 3
Number of Lessons: 3

From **2simple**

Introduction

For these sessions, the children will need to have their own individual logins to Purple Mash.

If you are currently using a single login per class or group and would like to set up individual logins yourself, then please see our guide to doing so at Create and Manage Users. Alternatively, please contact support at support@2simple.com or 0208 203 1781.

Check with the Purple Mash Administrator in your school (usually the coordinator) if you need to change the children's passwords. You can create picture passwords for the younger children but if you're not sure how to do this just give the 2Simple office a call and we can talk you through it or set them up for you!

Your school administrator can put a shortcut to your school's Purple Mash portal on the devices so there is an icon to use for Purple Mash to save time when the children are logging in. The tool to do this can be found in the Admin tab:
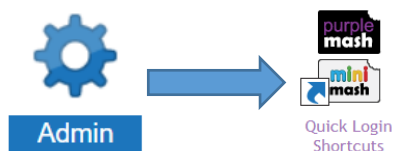
The children will discuss the importance of passwords and keeping passwords safe. What makes a safe password?

Children will discuss how communities connect, together, using the Internet and look at blogging as a way of connecting and communicating both in class and in school using Purple Mash.

The children will start to understand that not everything on the Internet is true and whilst it is a fantastic resource the children need to ask themselves, is it fact or fiction?

The children will have the opportunity to see a 'spoof' website and create their own 'spoof' webpage.

Year 3 – Medium-term Plan

Lesson	Aims	Success Criteria
1	To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience.	• Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe. • Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate. • Children have contributed to a class blog with clear and appropriate messages.
2	For children to consider if that they read on websites is true? To look at some 'spoof' websites. To create a 'spoof' webpage. To think about why these sites might exist and how to check that the information is accurate.	• Children understand that some information held on websites may not be accurate or true. • Children are beginning to understand how to search the Internet and how to think critically about the results that are returned. • Children have accessed and assessed a 'spoof' website. • Children have created their own 'spoof' webpage mock-up. • Children have shared their 'spoof' web page on a class display board.
3	To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others.	• Children can identify some physical and emotional effects of playing/watching inappropriate content/games. • Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.

Lesson 1 – Safety in Numbers!

Aims

- To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.
- To understand how the Internet can be used to help us to communicate effectively.
- To understand how a blog can be used to help us communicate with a wider audience.

Success criteria

- Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe.
- Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.
- Children have contributed to a class blog (2Blog) about Purple Mash and Internet use.

Resources

Unless otherwise stated, all resources can be found on the main unit 3.2 page. From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- If the children have been using picture passwords in Key Stage 1, it would be a good opportunity to ask your Purple Mash administrator in school to change these as the children are starting Key Stage 2.
- Children's login cards (if you have reset their passwords).
- 2Connect tool, to create a concept map. This is in the Tools area of Purple Mash.
- 2Blog. Create a class blog ready for the children to use. Theme: What are their favourite things on Purple Mash? Do they use the Internet at home and what do they use the Internet for? Appendix 1 contains a quick guide on how to set up the blog. For more detailed information see the Teacher's Guide .

Activities

1. Talk to the children about why we need to use passwords to keep information safe online.

- Why do we need a password for Purple Mash?
- What happens if someone logs in with your username and password?
- Why would the teacher still think it was you?
- Why is it important to have a password that no one will know or guess?
- Why is it good to have numbers and characters in your password?
- Should you use your name, your street, your birthday or your phone number as your password because they are easy to remember?
- What other things do you use the Internet for, that you might need a password for?

2. If you have reset the children's passwords, explain that now they are in key stage 2, they are ready for more secure passwords rather than picture pins. Distribute the login cards. They will consist of a word (either an animal, colour or object followed by a 2-digit number).

3. Is it sensible to use the same password for everything? Why? Do some passwords need to be extra secure? Financial passwords, passwords that will reveal further personal information if someone else guesses them.

4.   Create a 2Connect concept map with the children, showing all the different ways that the children use the Internet both at home and at school. Save this file in your work folder as you will be using it later.
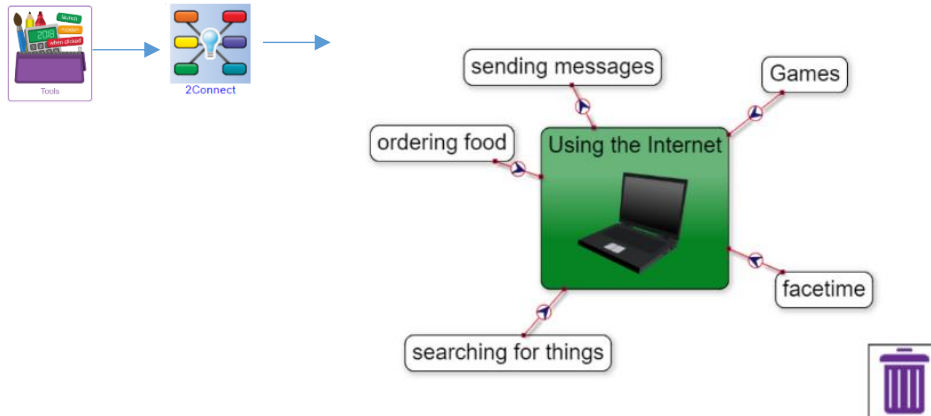
5.   Allow some time for discussion about the distinction of appropriate and inappropriate use if relevant to your children's online activity.

6.   Explain that the children are going to be using something called a Blog to share their ideas within the class. Some children might have referred to blogs, or vlogs in the prior discussion and you can relate this to their experience. What topics have the blogs/vlogs that they have seen been about?

7.   Explain that in a blog you can share ideas including pictures and other people with permission to see the blogs, can comment or add their own ideas.

8.   Explain to the children that they are going to have a class blog all about some of their favourite things that they have used Purple Mash or other Internet resources for. What do the children enjoy doing online? Let's blog about it.

9.   Ask the class what the differences are between communicating face-to-face and online. The idea is to elicit the following ideas from the children:

• Follow the same rules when communicating face-to-face and online.
• Discuss how online communication can be misinterpreted.
• The need to make your messages clear in online communities.
• How it is easy to misunderstand a joke (or sarcasm) when it's written down. (see examples below or use your own – you could role-play these, giving the children the words to say on cards).

Q) How does the chicken smell?
A1) Through its beak
A2) Pretty bad

Child: My homework is too big.
Teacher: Don't worry, you'll manage it a bit at a time.
Child: I don't want to break it, it took me ages to do.
Teacher: I thought you said you hadn't done it. Please bring it in, I'm sure you did your best.
Child: No, it's too big.
Teacher: I thought you said you had done it? I'm getting a bit cross now.
Child: I have done it, but it's too big to carry on the bus! I made a sculpture of a volcano for science.
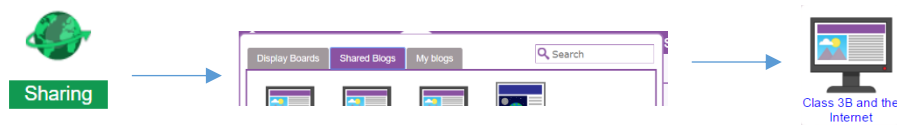
Q) Will you come and shoot some people at my party?
A) No, that sounds terrible. I'm calling the police.
Q) With your camera! I mean a photoshoot!

10. Show the children the blog set up ready for them to use. They will find the blog that you set up in the Sharing tab > Shared Blogs in Purple Mash.

11. Explain that only people in the class can see the blog, post or comment now but in future you could make this blog available to the whole school to read or even to parents. They should bare this in mind when writing.

Class 3B Explores the Internet
Details of the things we use the Internet for and safety issues to be aware of.

12. Demonstrate how to add a blog post (you can copy and paste the suggested text below to save time, if you wish):

- Click on the add post button ➕ the top right of the screen.
- Add a title (Introduction).
- Add a summary (We used 2Connect to record the ways we use the Internet at home and in school).
- In the Content section add the following (or your own adaption) (We are exploring the Internet and learning about keeping safe online. Here is a 2Connect Mind map that we made as part of our first lesson. Add your own posts with your ideas about the uses, advantages and disadvantages of the Internet. You can also comment upon other's posts. Remember, think about appropriate ways to communicate. Perhaps this is something that you would like to blog about?). Format the text.
- Press Enter to go onto a new line of the Content box. Click on the Work Picker button.
- Locate the 2Connect file and click 'Choose' to insert it into the blog post.

13. Save the post and you will get taken back to the blog with your post added. Explain that your post is added to the blog straight away as you are a teacher. When the children post, you will need to approve their posts before they become live.

14. Ask children to explain why is this step is necessary? Hopefully, they will refer to the previous conversation about appropriate communication.

15. At this point, you could go into the Manage Blogs tool (in Admin) and tick the skip approval process tick box but explain that this is just while it is lesson time so that children can see their posts and comments appear straight-away. You will be un-ticking it again after the lesson so if they add blogs from home, they should not expect them to appear straight-away. You could ask the class to remind you to do this at the end of the lesson.

16. Children should now add their own brief post to the blog. Here are some suggested post topics:

- What did you find out from your friends in our class blog?
- Why do you think people set up blogs on the Internet?
- How do you think blogs can help people?
- What other topics do you think we could blog about in our class/our school?
- Do you think everything you read in a blog will be true?
- Some top tips for keeping your blog posts and comments appropriate.

- **What should you share online; is it okay to share photos that you have taken of other people or information about other people? Should you do anything before sharing them?**

17. Leave the blog set up for the children to see over a period (couple of weeks). Check whether you need to approve posts during this time.

18. The blog will also provide additional opportunities for discussion in class and may also encourage those children less likely to engage in discussion, to come forward and talk about their blog entries.

19. At the end of this period take some time with the children to look back at the 2Connect file that you created with them all about how they use the Internet.

20. Can you add anything to your concept map that you have found out from your blog?

21. Add the points from the blog to your concept map in a different colour.

22. Look at all the new additions you have found out from the blog.
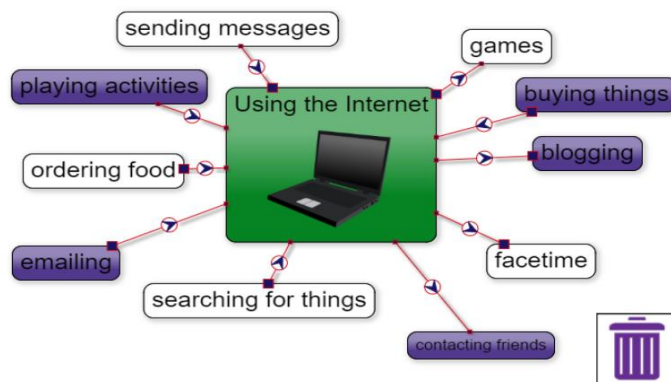
Lesson 2 – Fact or Fiction?

Aims

- For children to consider if that they read on websites is true?
- To look at some 'spoof' websites.
- To create a 'spoof' webpage.
- To think about why these sites might exist and how to check that the information is accurate.

Success criteria

- Children understand that some information held on websites may not be accurate or true.
- Children are beginning to understand how to search the Internet and how to think critically about the results that are returned.
- Children have accessed and assessed a 'spoof' website.
- Children have created their own 'spoof' webpage mock-up.
- Children have shared their 'spoof' web page on a class display board.

Resources

Unless otherwise stated, all resources can be found on the main unit 3.2 page. From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Blank webpage file in 2Publish. This should be set as a 2Do for the class.
- Class Purple Mash Displayboard for children to add their work. See the Teacher Guide if you need assistance with this.

Activities

1. Recap what previous discussion about how children use the Internet at home and how we use it in school. You could have the 2Connect file on display. One of the main uses of the Internet for us all is to look for information on the World Wide Web.

2. How do we know that all the information on websites that we look at, is true?

3. Have the children ever stopped to think, who writes this information and is it true?

4. As the children start to use the web more to research information etc. it is important that they understand that not everything the read about on websites might be true and to check things carefully before relying on just one source of information.

5. There are many 'spoof' or 'fake' websites for you to search for and discuss with the children.

6. One of the most popular is the 'Tree Octopus.' http://zapatopi.net/treeoctopus/
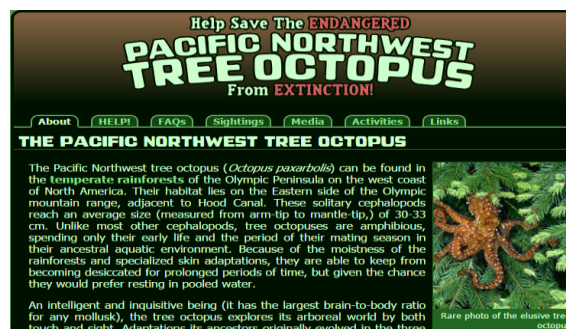
7. Talk to the children about the site, is there really such a thing as a tree octopus?

8.   Where else can we check out this information?

9.   Show children how to use a search engine to look for corroborating information from a known source on the Tree Octopus. What words should we use in the search?

- Tree Octopus,
- Spoof
- Known reputable source (search Purple Mash or National Geographic or BBC)

10. Look at the results and discuss how to select an appropriate, reputable website.

11. Should we rely just on the information we read on the website?

12. Talk to the children about how easy it is to write information and add it to a website.

13. If you have access to your own school website, show the children how you can add and change things on the site very quickly and there is no one to 'approve' your work in the way the teacher can approve what the children were sending to the Purple Mash, class blog.

14. Tell the children that they are going to create their own 'spoof' webpage.

15. We are going to write about something **amusing** which might get people thinking is it true?

16. We want our spoof sites to be **fun** and not harmful, hurtful or upsetting.

17. Use 2Connect to put together a concept map of ideas from the whole class, which could be used by the children to create a 'spoof' site. Alternatively, children could work in pairs to do this.

18. Remind the children that their spoof sites won't be published online but will be added to a class display board everyone to access. I wonder who can create the most 'believable' page?

19. From the tools section in Purple Mash, select 2Publish Plus and from here select the Blank Web Page.

20. Ask children to open the Blank Web Page file from their 2dos.

21. Children should use the template to create their own spoof webpage and send it to the class display board or blog for everyone in class to access. They can draw their own pictures in the picture boxes.

Lesson 3 – Appropriate content and ratings

Aims

- To learn about the meaning of age restrictions symbols on digital media and devices.
- To discuss why PEGI restrictions exist.
- To know where to turn for help if they see inappropriate content or have inappropriate contact from others.

Success criteria

- Children can identify some physical and emotional effects of playing/watching inappropriate content/games.
- Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.

Resources

Unless otherwise stated, all resources can be found on the main unit 3.2 page. From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Upsetting video writing frame ; you will be watching the video starter for this as a class.
- PEGI ratings pdf ; to be used as a whiteboard resource.
- Appropriate Content Quiz to be set as a 2do.
- Create a 2Write file with the title 'Online Content', set up as follows, and save this to the class folder in Purple Mash to make it collaborative.


- On separate slips of paper write out the following sentences:
  - I am 12 years old
  - I am a boy
  - I live in a penthouse flat with a swimming pool
  - I think I go to your school, where is your school?
  - My mum asked me to get your address to send you something.

Activities

1. Watch the video from Inappropriate video writing frame as a class.

2. Ask if this has happened to anyone in class? What about when playing games online?

3.   Show the children how to open the collaborative 2Write file. They need to go to their Work tab in Purple Mash and then click on the little arrow to the left of the word 'Class', then click on their class name. They should then see the Online Content file in the main screen area. They should open this file.
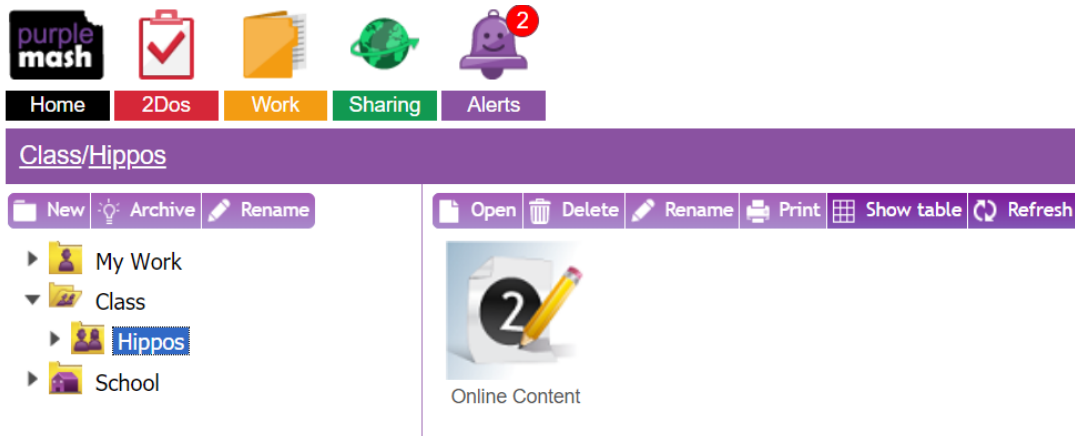
4.   Ask children to contribute their ideas to the 'Inappropriate video - What could it contain?' section. You might need to show them how to click on a free line or click the enter key to create a line to write on.

5.   The contributions should appear in real-time on the whiteboard, each child's contribution will be in a different colour;

Online Content

Inappropriate Video - what could it contain?

Violence
rude words
Swearing
Rude things

Bad language
Fighting and hurt people
scary music
killing
drugs

6.   Show the children the PEGI ratings pdf, are the symbols familiar?

• Discuss the points on the screen.
• There are different symbols for films and for games.
• Which ratings should they look for when watching films or playing games?
• Are there places that films don't appear with ratings first to inform you? For example, YouTube. You need to be extra careful with such sites because you don't know from the title what the film could contain, and you could see something that upsets you or scares you. If in doubt, don't watch it.

7.   Now draw children's attention to the effect section of the 2Write file with both emotional and physical effects. Children could think about their own experiences to help them answer this. The semi-anonymous nature of this collaboration might encourage more reluctant children to share their ideas. Ask the children to write in note form unless their typing skills are strong, otherwise it might take a long time to get children's ideas. Ideas to elicit include both the immediate emotional and physical effects (including using bad language, being violent to others, getting into trouble personally, nightmares, anxiety) and the knock-on effect behaviourally; NOT doing other things with your time, fear of going out to play, lack of exercise, lack of sleep, loss of appetite. You can add additional questions to get children thinking.

While most of the class is doing step 7, ask 5 children to help you with a special job. Explain that you need them to write some 'lies' on the 2Write file. Show them how to scroll to the bottom of the file and add a few lines (You might want to switch off your projector, so the rest of the class don't see). Then give each child a prepared sentence and ask them to type these sentences from their device. They should try not to draw attention to themselves so the other children don't realise what they are doing.

8.   Bring the class back together and discuss the effects that they have written about. What do the class think the Ollie should do about his feelings? Hopefully, they will suggest that he tells an adult; parent or teacher who can help him to sort out how he can feel better and can put an end to his brother showing him inappropriate things.

9.   Scroll through the screen and pretend to notice the planted sentences at the end. HOW COULD THESE HAVE GOT HERE? Well we can work out who wrote them can't we – read the sentences and ask the children who in the class is 12/is a boy/lives in a penthouse with a pool? We can't really work it out, can we? It seems that they haven't told the truth. Unfortunately people do not always tell the truth online and because you can't see them there is no way of knowing.

10.   Ask if any children play games where they are in the same game as other people online and can communicate with them. Do they always tell the truth or are they like the people who have written on the 2Write file?

11.   Have they ever been scared or upset by someone online; maybe they have played Minecraft and someone has broken their building?

12.   Has anyone ever asked for personal information online; refer to the two sentences that ask this. Why might someone want this information?

The responses will depend upon the experiences of your own class. It is important to emphasise that if anything happens online that upsets them, even if they think they did something wrong, they can tell a trusted adult who will help them to resolve the situation.

Bulling online is called cyberbullying and it is just as upsetting as 'real-life' bullying and the adults who care for them want to help them to be protected from this just like with any form of bullying.

13.   Often people with the technical skills will be able to find out who sent the nasty message. You can do this in 2Write as well, let's find out who wrote these sentences.

14.   Let the class know that they were 'plants' before you reveal who did it. Click on the ⊙ button in the top right, this is the time slider that reveals who wrote what (see author key at the top). You can even rewind time to see when it was written using the slider and play buttons in the top right toolbar. If someone wrote something rude and then deleted it, the rude words would still be there in the time slider.

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15.   Technology companies can use these skills to trace and deal with cyberbullies, you are never alone if you tell someone who can help you. You can also take a screenshot of anything inappropriate that a person says to you. Show children how to do this; this will depend upon your device:

- Conventional keyboards have a Print Screen button. This copies the screenshot to your computer clipboard and then you can paste it into a word processor file.
- You can also use a tool called the Snipping Tool (search for this on your computer), you can take a snip and then save it to your computer as an image.
- On an iPad you need to press the home button and the off button at the same time to save an image to the gallery.
- On many Android devices, press the off button and volume down button at the same time.
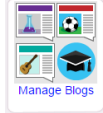
The last three methods will also record the time that the screenshot was taken, which might be useful.

16.   Now give children the chance to try the try the How much do you know? Quiz and discuss the correct answers.

Appendix 1 – Quick Guide to Setting up a Class Blog

It is important to note that there are really two linked Blog tools within Purple Mash: class blogs and pupil blogs. Pupil blogs are self-contained blogs that only the creating pupil can see and add to; these do not go through an approval process. Class blogs are set up so that several people can add posts, view and comment and all pupil comments and posts go through an approval process before others can see them. The teacher can convert pupil blogs into class blogs if required. You can turn off the approvals process for a class blog should you wish to improve the flow of a blogging lesson, but it is advisable to turn the approvals process back on afterwards.

1. To make a blog, open 2Blog from the Tools area or click on **Admin** then [Manage Blogs icon].

2. When you open 2Blog, an introductory video will be available.
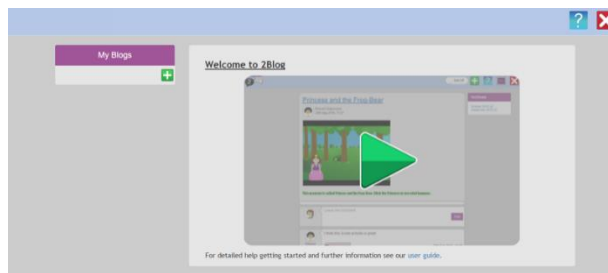
3. Create a blog by clicking on the Add Blog button [+] in the My Blogs sidebar. Pupils will only see the My Blogs option in this sidebar. Teachers see two tabs: Class Blogs and Pupil Blogs.
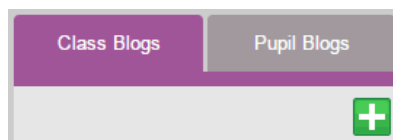
4. On the next screen enter the following details for the blog:

    - Blog Name (Class 3B Explores the Internet)
    - Description (Details of the things we use the Internet for and safety issues to be aware of)
    - An icon
    - A background cover.
    - Do not tick the 'Skip approval' button as you will be demonstrating this to the class.
    - In the 'Who Can See' dropdown, select just your class and leave the tick boxes for 'Who Can Comment' and 'Who Can Post', ticked.

5. Once you have selected options and clicked 'Save', you can view the blog using the 'View Blog' button. The blog title will also appear in the My Blogs sidebar.
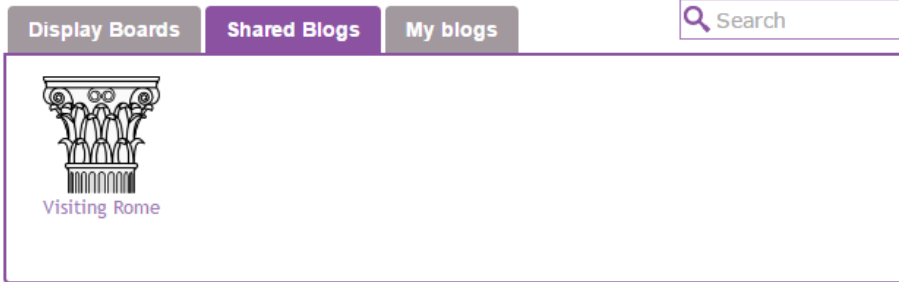
6. Children access the blogs by clicking on the Sharing tab.

Sharing

7. Pupil (non-shared) blogs will appear on the My Blogs tab. Class blogs appear on the Shared Blogs tab.

Display Boards	Shared Blogs	My blogs		Search

Visiting Rome

Assessment Guidance

The unit overview for year 3 contains details of national curricula mapped to the Purple Mash Units. The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	With prompting, children can understand that it is important to have a secure password that isn't shared with anyone else (Unit 3.2 Lesson 1. Point 1).
	Children can give a negative example of failure to keep passwords secure (Unit 3.2 Lesson 1. Point 1).
	Children are beginning to identify some of the main things to look for when deciding whether the information on a website is trustworthy or not (Unit 3.2 Lesson 2. Point 2).
Expected	Children understand the importance of a secure password and not sharing this with anyone else (Unit 3.2 Lesson 1 Point 1). Furthermore, children understand the negative implications of failure to keep passwords safe and secure and can suggest examples of good and poor passwords (Unit 3.2 Lesson 1 Point 1).
	When using the internet, children can appraise the accuracy of the information on a website and make decisions on whether it is a trustworthy source of information (Unit 3.2 Lesson 2 Point 2).
	In lesson 1, step 16, children have a choice of topics about which to blog. Most children will have gained an understanding that it is not acceptable to use the work of others or post images of others without consent.
	Most children recognise the PEGI ratings and can give examples of why content is rated and how this protects them (lesson 3)
	Most children can contribute to a class collaborative file about the effects of inappropriate content with useful suggestions (lesson 3).
	Most children can answer the quiz questions in lesson 3, their answers demonstrating that they are developing their understanding of the features of online communication. In lesson 1, their blog posts and comments are appropriate.
	Most children can express the need to tell a trusted adult if they are upset by anything online, in lesson 3 their responses illustrate that they have taken this message onboard.
	Most children will be able to use Purple Mash as a platform for collaboration. Specifically, they will create a spoof website for other children to read and share on a class display board (Unit 3.2 Lesson 2).
In lesson 2, most children can use suitable keywords when trying to verify sources.
Exceeding	Children demonstrating greater depth will be able to give a clear explanation and examples of why having a secure, confidential password is essential and give negative examples of it not being secure and confidential (Unit 3.2 Lesson 1 Point 1).
	Children will be able to appraise the accuracy of information shared on a website and a provide suitable evidence to support their decisions on whether it is trustworthy or not (Unit 3.2 Lesson 2. Point 2).