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| **Learning Objectives** | **Before the lesson** |
| * To know what the internet is and how to use it safely.      * I understand what the internet is. * I know how to offer advice to anyone who is being treated unkindly online. * I know who to go to when I need help and advice with online matters. | Have ready   * *Presentation: Using the internet safely*(see Attention grabber) * Link: select the option for ‘Online Smartie the Penguin for Year 1 Story B’ Microsoft Powerpoint Presentation (2.88MB).\* * Link: .\* * Plain paper. * Colouring pens or pencils. * Pencils.   **\* These are external websites and we do not have control over their content – please check before showing to the children.**  Print   * *Activity: Online safety top tips booklet* (see Classroom resources) – one per pupil. |
| **Attention grabber** | |
| Display slide 2 of the *Presentation: Using the internet safely* to discuss the Learning objective and Success criteria.  Presentation: Using the internet safely  Show on your interactive whiteboard    Slide 3: explain to the children that we can use the internet in some amazing ways. Ask the class:   * What is the ‘internet’? * What devices connect to the ‘internet’?     Slide 4: show the children the video on link: , which explains that the ‘internet’ is a number of computers connected to each other. It also explains that devices such as tablets, laptops, consoles, phones and cameras can connect to the internet and discusses the difference between ‘wired’ and ‘wireless’ internet connections.  Slide 5: explain to the class that the internet also allows us to play games online, keep in touch with friends and family, and find out new facts and information.    **Key questions**   * What is the internet? * What does the word internet mean to you? * What devices connect to the internet? * What types of internet connection are there? | |
| **Main event** | |
| Slide 6: read the class a story called ‘Smartie the Penguin’ using the link: and display the PowerPoint presentation. Pause and discuss the relevant points throughout the story, as instructed.  Slide 7: ask the children the following questions:   * Was everyone kind in Smartie’s story? * What did Smartie do when something worried him? * Should we all be doing this? If so, why?     Slide 8: focus on slides 25 to 32 of Smartie’s story and discuss the idea that not everyone on the internet is nice and friendly. On slide 26, it reads:  ‘One player said, “You’re not very good at this game, are you?”’ and on the tablet image, there is the word, ‘Haha’.  Ask the children if they think the ‘player’ was trying to be funny or serious, and why. After taking feedback from the children, tell them that the ‘player’ clearly thought it was funny because of the word ‘Haha’, but Smartie and Percy did not think it was funny.  Slide 9: ask the children if all people find the same things funny. After taking feedback from the class, explain that not everyone has the same sense of humour, which means that what one person finds funny will not be funny for someone else and this is normal.  Ask the children if they would have done the same thing as Smartie did in the story by going to his parents for advice when someone was trying to be funny.  Make it clear to the children that when things and people are worrying them online, it is always sensible to let adults whom they trust know and seek their advice on what to do.  Slide 10: ask the children to think about when a friend goes onto the internet and ask them to discuss the following questions:   * What advice would you give to your friends using the internet? * How can they stay safe online? * How can they be kind online? * What should they do if they see something they do not like online? * What should they try to avoid doing on the internet?     Slide 11: explain to the children that they will create their own ‘Online safety top tips booklet’ for keeping safe on the internet. Hand out the *Activity: Online safety top tips booklet* to each child and show them the template setup, i.e. three columns on their page, with areas for writing and drawing their online safety top tips.  Pupils will spend the remainder of the lesson creating their booklets. | |
| **Wrapping up** | |
| Slide 12: ask the children to share their favourite tips with the class. If suitable, the children can then add these to their *Activity: Online safety top tips booklet*. | |
| **Vocabulary** | |
| * respect * online * communicate * kind * unkind * internet * internet safety * online safety * devices | |
| **Assessing pupils' progression and understanding** | **Differentiation** |
| **Pupils with secure understanding indicated by:** being able to discuss what the internet is and what you can do online.    **Pupils working at greater depth indicated by:** their ability to identify what they should and should not do to keep themselves safe on the internet. | **Pupils needing extra support**  Getting the children to practice the rhyme from , adding hand actions they have invented themselves, will help reinforce the key points. Ask them to draw the main points of the rhyme on their booklet with minimal sentences.    **Pupils working at greater depth**  Children should list some of the things that they use the internet for and write a short set of rules for when they are accessing them outside of school. |