purple mash

Computing Scheme of Work

Unit 3.2 –

Online Safety

Contents

Introduction

For these sessions, 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' 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 area.

- 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.

The online safety units within the Computing Scheme of Work provide in-depth coverage of computing related online safety aspects. It is also beneficial to cover aspects of online safety within whole school and PSHE contexts. Schools in England may wish to refer to the Purple Mash Education for a Connected World curriculum map. This maps the non-statutory guidance objectives by year group, giving examples of resources within Purple Mash that can be used to support the objectives that relate to Early Years, Key Stages 1 and 2.

Medium-Term Plan

Lesson	Title	Aims (Objectives)	Success Criteria
[1](#)	Safety in Numbers	• 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. • Extension: Children understand that passwords help to limit who can see personal / private / confidential information.
[2](#)	Fact or Fiction?	• To consider if what can be read on websites is always true. • To look at a 'spoof' website. • 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. • Extension: Children evaluate facts from a website and explain how they fact checked the information that was presented.
[3](#)	Appropriate Content & Ratings	• 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.
- Extension: Children understand that passwords help to limit who can see personal/private/confidential information.

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 do not 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: Blogging about what we use the Internet for and safety issues to be aware of. For details about how to set up the blog see the 2Blog User Guide.
- You can select the following objectives when setting a 2Do to make future assessment easier:

Activities

Introduction	Display **slide 2** and outline the lesson aims. Display **slide 3** and outline the success criteria.
Vocabulary Overview	**Slide 4** This slide can be used to see key vocabulary found within this lesson. The vocabulary is repeated at the end of the lesson where it can be used to review new vocabulary.
Passwords	**Slide 5** Talk to the children about why we need to use passwords to keep information safe online. Clicking reveals further questions.
	Slide 6 is about Purple Mash passwords. 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).
Activity 1: 2Connect	Use **slide 7**, clicking the icon will open the 2Connect tool. This activity could be done with 2Connect on the board with children contributing ideas or as a collaborative exercise (see the 2Connect user guide if you are not familiar with how to do this). Save this file in your work folder as you will be using it later. Allow some time for discussion about the distinction of appropriate and inappropriate use, if relevant to your children's online activity.
Blogs	**Slide 8** introduces blogs. The ideas about themes\topics could be added to the 2Connect diagram.
	Clicking on **slide 9** introduces questions. Can children show that they know to follow the same rules when communicating face-to-face and online. Are they aware that online communication can be misinterpreted?
Misunderstanding Online	**Slide 10** shows how things can get misinterpreted when they are not communicated face-to-face. You could role-play these scenarios, giving the children the words to say on cards instead of the slides.
Class Blog	Use **slides 11-13** alongside Purple Mash to demonstrate adding a blog post. The contents text can be copied and pasted from here if you wish to make typing it in quicker: 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.

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	You can also comment upon other people's posts. Remember, think about appropriate ways to communicate: Perhaps this is something that you would like to blog about? On **slide 13**, you could demonstrate how a teacher can change the blog settings to skip approval. To do this, exit the blog and then click on the ⚙ Manage settings button within the Shared blogs tab then look for the checkbox in the security section for the blog. This could be done just for this lesson to improve the flow but should then be unchecked
Activity 2: Your Blog Post	Use **slide 14** to direct the activity.
	Slide 15 suggests extending this blog over a couple of weeks. You will need to approve posts and comments in this time. 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.
Activity 3: Extension	**Slide 16** contains an extension task.
Vocabulary Overview	**Slide 17** can be used to review lesson vocabulary. Click on the words to reveal the definitions.
Review Success Criteria	Review the success criteria from **slide 3.** Children could rate how well they achieved this using a show of hands.

Lesson 2 – Fact or Fiction?

Aims

- To consider if what can be read on websites is always true.
- To look at a 'spoof' website.
- 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.
- Extension: Children evaluate facts from a website and explain how they fact checked the information that was presented.

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 do not lose this page.

- Blank webpage file in 2Publish. This should be set as a 2Do for the class.
- Class Purple Mash Display board for children to add their work. See the Teacher Guide if you need assistance with this.
- **Spoof website All About Explorers** - **Teachers need to scrutinise the content on the suggested spoof website carefully before sharing with children – it is possible content could change suddenly or be inappropriate – 2Simple have no control over this external content.**
- You can select the following objectives when setting a 2Do to make future assessment easier:

Edit Objectives   ✕

Year:	Y3	⌄
Subject:	Computing	⌄
Strand:	Digital Literacy	⌄

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.   ☑

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Activities

Introduction	Display **slide 2** and outline the lesson aims.
	Display **slide 3** and outline the success criteria.
Vocabulary Overview	**Slide 4** This slide can be used to see key vocabulary found within this lesson. The vocabulary is repeated at the end of the lesson where it can be used to review new vocabulary.
The Internet	Use **slide 5**, clicking reveals further points.
	Children should have knowledge that they can't trust everything on the Internet to be true.
Activity 1: Spoof Websites	Use **slide 6**
	When visiting all external sites, spoof or real, it is the responsibility of the teacher to check for appropriate content.
	The All About Explorers website was created by teachers to teach about reliability of online information. The explorers are real, but the information is not.
	Use **slide 7-8** and your choice of search engine.
	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.
	Slide 9 introduces the activity.
	When reviewing the work, remind children that as they start to use the web more to research information etc., it is important that they understand that not everything they read on websites might be true and to check things carefully before relying on just one source of information.
Activity 2: Extension	**Slide 10** contains an extension task.
Vocabulary Overview	**Slide 11** can be used to review lesson vocabulary. Click on the words to reveal the definitions.
Review Success Criteria	Review the success criteria from **slide 3.** Children could rate how well they achieved this using a show of hands.

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.
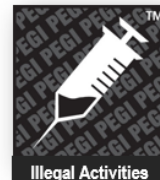
Success criteria

- 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

You must review the lesson content and resources carefully before the lesson to check suitability for your cohort of children e.g., slide 9 shows PEGI Rating Icons. You might choose to adapt as necessary.

PEGI Ratings

❷ These are the PEGI content descriptors.

BAD LANGUAGE	GAMBLING	IN-GAME PURCHASES	Illegal Activities
VIOLENCE	Grown-up themes	DISCRIMINATION	

❷ Do these symbols appear on any games that you play?

Pan-European Game Information https://pegi.info/

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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 do not lose this page.

- Upsetting video writing frame ; you will be watching the video starter for this as a class.

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- [PEGI ratings pdf](#) ; to be used as a whiteboard resource.
- [Appropriate Content Quiz](#) to be set as a 2do.
- Create a **collaborative** 2Write file (you can find this app in the English area of the Purple mash tools) with the title 'Online Content', set up as follows, and save this to the class folder in Purple Mash.
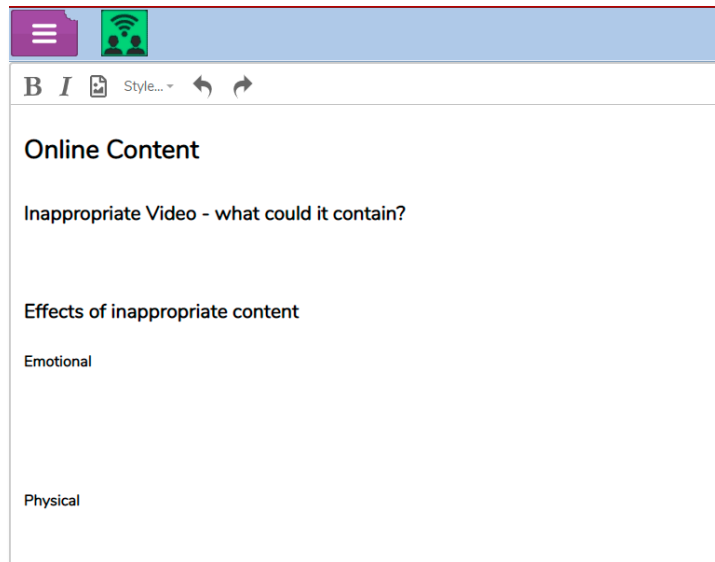
- Ensure that children have access to shared folders: See your school administrator to check this. They will need to use the Manage Users tool.
- Ensure that children's safety settings are set to allow collaborative working: Click on the admin drop-down next to your name on the home page of Purple Mash. Click 'Admin settings' → 'E-Safety settings.
- 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.
- **NOTE**: There is an example of how schools track user content to this might not be the case in your school so use whichever safeguarding measure you put in place for this situation.

Activities

Introduction	Display **slide 2** and outline the lesson aims.
	Display **slide 3** and outline the success criteria.
Vocabulary Overview	**Slide 4** This slide can be used to see key vocabulary found within this lesson. The vocabulary is repeated at the end of the lesson where it can be used to review new vocabulary.
Internet Use	Use the embedded video in **slide 5**.
	Briefly discuss. Children will be returning to this later in the lesson.

Activity 1: Collaborative 2Write file	Use **slides 6-7** to direct the activity.
	Look at children's ideas.
	Note: Once children click onto a different line or exit the 2Write document, the 'tags' are lost.
PEGI Ratings	**Slides 8-10** cover BBC file classifications for film and PEGI rating for games. Use the slides and discuss the questions that appear when clicked.
Activity 2: Effects of Inappropriate Content	**Slides 11-14** lead you through this activity. You will need to prepare for slide 10 actions in advance.
	The semi-anonymous nature of this collaboration might encourage more reluctant children to share their ideas. Encourage children to think about 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 the activity on slide 10, 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 class screen, 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 do not realise what they are doing.
	Slide 13 gives children the opportunity to identify people in their lives that they go turn to for help.
	When up to **Slide 14**, 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 cannot really work it out, can we? It seems that they have not told the truth. Unfortunately, people do not always tell the truth online and because you cannot see them there is no way of knowing.
	Clicking on the slide will give some information about using technology to find the people who post inappropriate content.
	Let the class know that the people who wrote the extra sentences were 'plants' in this case and thank them for their help.
Online Gaming	**Slides 15-16** relates inappropriate content to online gaming: 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. Bullying 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. Use **slide 16** to show children how to take a screenshot.
Activity 3: Quiz	**Slide 17** links to the quiz set as a 2do for children.
Vocabulary Overview	**Slide 18** can be used to review lesson vocabulary. Click on the words to reveal the definitions.
Review Success Criteria	Review the success criteria from **slide 3.** Children could rate how well they achieved this using a show of hands.

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 is not shared with anyone else (Unit 3.2 Lesson 1).
	Children can give a negative example of failure to keep passwords secure (Unit 3.2 Lesson 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).
Expected	Children understand the importance of a secure password and not sharing this with anyone else (Unit 3.2 Lesson 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).
	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).
	In lesson 1, 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).

Assessment Guidance

	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). 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).