

The logo for Purple Mash, featuring the word "purple" in a purple font and "mash" in a white font, both on a black rectangular background with a torn top edge.

**purple
mash**

Computing Scheme of Work

Unit 2.2 -

Online Safety



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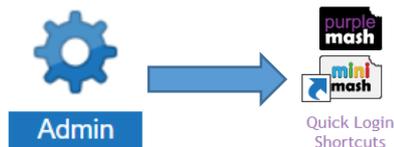
Introduction

For these sessions, the pupils 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 pupils' passwords. You can create picture passwords for the younger pupils 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 pupils are logging in. The tool to do this can be found in the Admin tab:



- Pupils will be learning how to use the Search tool to find resources on Purple Mash.
- They will be using 2Paint-a-Picture
- They will be sharing work to a Displayboard.
- They will be using 2Respond (2Email) to start to communicate by email on Purple Mash.
- They will be learning about what a digital footprint is and how to think about the information that they leave online.

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Medium-Term Plan

Lesson	Aims	Success Criteria
<u>1</u>	<p>To know how to refine searches using the Search tool.</p> <p>To know how to share work electronically using the display boards.</p> <p>To use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>To have some knowledge and understanding about sharing more globally on the Internet.</p>	<ul style="list-style-type: none"> • Pupils can use the search facility to refine searches on Purple Mash by year group and subject. • Pupils can share the work they have created to a display board. • Pupils understand that the teacher approves work before it is displayed. • Pupils are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.
<u>2</u>	<p>To introduce Email as a communication tool using 2Respond simulations.</p> <p>To understand how we talk to others when they are not there in front of us.</p> <p>To open and send simple online communications in the form of email.</p>	<ul style="list-style-type: none"> • Pupils know that Email is a form of digital communication. • Pupils understand how 2Repond can teach them how to use email. • Pupils can open and send an email to a 2Respond character. • Pupils have discussed their own experiences and understanding of what email is used for. • Pupils have discussed what makes us feel happy and what makes us feel sad.
<u>3</u>	<p>To understand that information put online leaves a digital footprint or trail.</p> <p>To begin to think critically about the information they leave online.</p> <p>To identify the steps that can be taken to keep personal data and hardware secure.</p>	<ul style="list-style-type: none"> • Pupils can explain what a digital footprint is. • Pupils can give examples of things that they would not want to be in their digital footprint.

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Lesson 1 – Searching and Sharing

Aims

- To know how to refine searches using the Search tool.
- To know how to share work electronically using the display boards.
- To use digital technology to share work on Purple Mash to communicate and connect with others locally.
- To have some knowledge and understanding about sharing more globally on the Internet.

Success criteria

- Pupils can use the search facility to refine searches on Purple Mash by year group and subject.
- Pupils can share the work they have created to a display board.
- Pupils understand that the teacher approves work before it is displayed.
- Pupils are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.

Resources

- Try out some searches on Purple Mash for yourself to be able to give the pupils some tried and tested examples to use or use the examples in the lesson plan.
- A class Displayboard will need to be created before the session and you will need to be familiar with how it works. For help and guidance see the [Display Board Manual](#).
- You might wish to look at the [user guide for 2Respond \(2Email\)](#) if you need more detail on the use of this tool.

Activities

1. Log in to Purple Mash and remind the pupils about using the Search tool to find the topics they are looking for (they will have done this in year 1). See whether pupils can remember why searching for things on Purple Mash is safe for them (All the content in Purple Mash is for pupils to use).
2. Contrast this with searching the Internet where there is much more content and not all of it is for pupils, so you need to take care if searching.

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3. Show the pupils how to make the search a bit easier by looking for the topic in their year group and subject by clicking on the arrow at the side of the search box to show additional search criterion.

The screenshot shows a search box with a dropdown arrow. Below it, there are two filter sections:

- Filter by year group:**
 - NURSERY
 - RECEPTION
 - YEAR1
 - YEAR2
 - YEAR3
 - YEAR4
 - YEAR5
 - YEAR6
 - Clear
- Filter by subject:**
 - English
 - Maths
 - Science
 - History
 - Computing
 - Design & Technology
 - Art
 - Music
 - Religious Education
 - Geography
 - PHSE
 - Literacy

4. Let the pupils try some of these searches.

- Select Year 2, Subject: History

Can the pupils see any familiar topics that they have studied in school?

5. Now clear the selection by unticking the boxes. What would happen with the search results if we did not do this?

6. Now try:

- Select Year 2, Subject: Design and Technology



Can the pupils see any recipe icons?

7. Now the pupils know how to search on Purple Mash, talk to them about the differences between Purple Mash and the World Wide Web and how much information there must be stored. Who is that information for?
8. Do the pupils think that all the information would be useful, kind, harmful?

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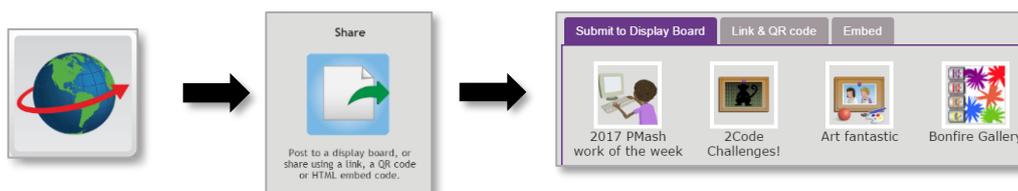
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9. Talk about being careful when they are looking for things on the Internet. Sometimes innocent searches can bring up strange results. If they find something that they don't like, they must tell the teacher if they are in school (or follow what your school's online safety policy says) or tell a trusted adult if they are outside school.
10. This is a good opportunity for a circle time activity with the pupils to discuss what it means to be kind? How does that make people feel? What kind things can we do in school?
11. In the next part of the lesson, pupils will be doing some work about feelings and then share this work, so the rest of the class can see it on a digital displayboard.
12. Explain that on the displayboard, the teacher must look at, and approve the work, before it goes on the display board. This is like a real displayboard; the teacher checks the quality of the work and that it is appropriate for the display before putting it up.
13. Why do you think they do that? How does that help us?
14. Why is it important that we think carefully about what we want to share with the rest of the class/school?
15. Now let the pupils go back and do a simple search using the word 'ourselves'. Remember to clear the tick boxes before searching.
16. They should see the Emotions icon.



17. Let the pupils carry out the Emotions activity, remind the pupils how to save their work.
18. After saving if they are happy with their work and want to share it, show the pupils the Share icon.
19. Click on the Share (world) icon, then select Share to a Display Board, then choose the display board you want to send it to.



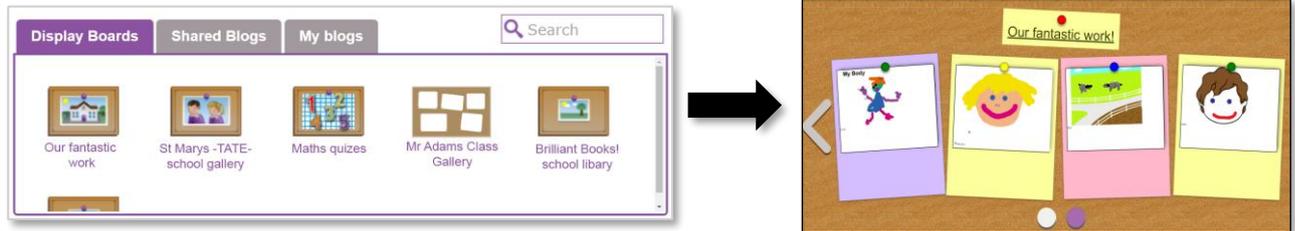
20. Once the teacher has approved the work, the pupils will see it from the **Sharing** tab on the home screen of Purple Mash.

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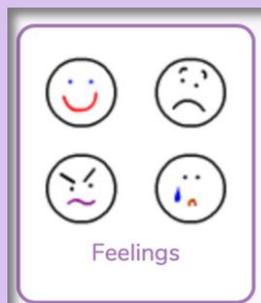
21. This is a good opportunity to talk to the pupils about how the Internet is used to share things for other people to use and see. It is a good chance to find out what the pupils' experiences of this are. Many may already be familiar with parents using sites to post family pictures, etc.



22. It is important that the pupils understand that in Purple Mash only the pupils in their class/school Purple Mash would be able to see things on the display board unless the teacher chose to share it with others.
23. The teacher also approves the pupils' work before it goes live on the display board and can delete it straight away if they need to for any reason.
24. The pupils will already be familiar with the alert bell and will know that this tells the teacher or child that some communication has taken place.

Extension:

Ask the pupils to use the Purple Mash search option to find an activity called 'Feelings'. Tell the pupils the activity is for Yr2 and is Art related, so that they can use the filter option to narrow their search. Once they have found the activity they can open and complete the task. Work can be saved to their My Work area, and possibly a displayboard if desired.



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Lesson 2 – Email using 2Respond

Aims

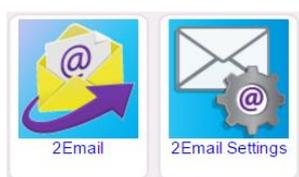
- To introduce Email as a communication tool using 2Respond simulations.
- To understand how we talk to others when they are not there in front of us.
- To open and send simple online communications in the form of email.

Success criteria

- Pupils know that Email is a form of digital communication.
- Pupils understand how 2Repond can teach them how to use email.
- Pupils can open and send an email to a 2Respond character.
- Pupils have discussed their own experiences and understanding of what email is used for.
- Pupils have discussed what makes us feel happy and what makes us feel sad.

Resources

- Try out the 2Respond activities Barnaby Bear and Celebrations to be aware of the responses the pupils will need to make. Details can be found in the [2Email User Guide](#).
- Save a picture of Barnaby Bear to your work folder (per the request in the 2Respond – you can use 2Paint to draw a bear).
- Set the Celebrations activity as a 2do for the pupils.
- Set the interface mode for using 2Email to 'Key Stage 1'.



Interface Mode ?	ks1 ▾ Restore Default Setting
Pupil to pupil emails require approval ?	Yes ▾
Allow emailing within the class ?	Yes ▾ Restore Default Setting
Allow emailing to staff members ?	No ▾
Enable Practice Users ?	Yes ▾

Activities

1. Discuss the following with the pupils:
 - What is an email?
 - How is an email sent?
 - Why people use email?
 - How is it different from/the same as sending a letter to someone?
2. Tell the pupils that they can learn how to write and send emails using Purple Mash.

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3. To help pupils to practise writing emails, there are some Purple Mash characters. We will work through one together to start with. Open the Barnaby Bear 2Respond activity (this can be found by opening 2Email from Tools and scrolling down).
4. As soon as Barnaby Bear is launched, your 2Email inbox will open and there will be an email from Barnaby bear at the top. Show pupils how to open the email by double-clicking on it. Read the email then show the pupils the  button and click on it.
5. Does the reply email need to be very long? (pupils will not be fast typists yet, so it is better to keep them short).
6. Write a brief and polite reply, reminding pupils to think carefully about what they write: once they send the message, they cannot get it back!
7. To attach your picture, click on the  button. This opens the drawing tools where a picture can be drawn. Alternatively, click on the clipart picker button  then on  to locate the picture that you saved.
8. Highlight the existence of the 'From' and 'To' boxes, the Subject and the Message sections. Show how to  the message.
9. Now show how you get another message in response straight away. Would this happen in real-world email?
10. Open the new message. Talk to the pupils about the  button and how it should be used.
11. Continue the rest of the simulation with the class. Talk about responding in an appropriate way.
12. Explain that they are now going to be emailing with someone called Twanda. They will send and receive emails to help them understand how to use 2Email.

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13. Explain that you have set an activity called Celebrations as a 2do. Show the class how to find their 2dos by clicking on the 2do tab. They can then click on the Start button for the activity.

The pupils will receive a total of five emails. They will respond to four of the emails; the fifth is a thank you email. Help pupils to reply to the messages if necessary.

- Email 1: Twanda asks the pupils to write to her about a celebration they have enjoyed.
 - Email2: She asks them to send a picture of the celebration.
 - Email3: She asks if there were any special foods that the pupils ate or things that they did.
 - Email4: She asks the pupils to tell her who they celebrated with.
 - Email5: She thanks the pupils for their email.
14. Ask the pupils if they were happy with the emails, they got from Twanda. It is important for the pupils to understand that writing to someone online does not mean that you should behave any differently from speaking to the person face to face.
15. In circle time, talk to the pupils about feelings.
- What makes us happy and what makes us sad?
 - How could you make someone happy by sending them a message?
 - What kind of message would you send?
 - How could a message we sent hurt someone's feelings?
 - What do we need to do to make sure that does not happen?

Extension:

Thinking about the questions that Twanda asked, and especially Email 3 (special foods), pupils can use the Purple Mash search feature to filter to Art and search for 'Shopping Basket' or 'Shopping Trolley'.

They can paint their favourite food that makes them feel happy.

Below the picture they can write a short sentence, i.e. "Chocolate makes me feel happy" or "I like xxx because...'



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Once completed, pupils should save the file into their My Work area, and then open 2Email.

Create a new email message by clicking on the  icon, and then click on the address book icon .

Pupils should search the address book for a classmate's name, and then click the  icon.

In the subject line they can write a simple title: "My happy food" perhaps

In the message box they can ask their friend what they think of their work.

Clicking the  icon will let pupils search their My Work area for their happy food and attach it to their email.

Finally, they can send the email to their friend by clicking on the  icon.

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Lesson 3 – Digital Footprint

Aims

- To understand that information put online leaves a digital footprint or trail.
- To begin to think critically about the information they leave online.
- To identify the steps that can be taken to keep personal data and hardware secure.

Success criteria

- Pupils can explain what a digital footprint is.
- Pupils can give examples of things that they would not want to be in their digital footprint.

Resources

Unless otherwise stated, all resources can be found on the [main unit 2.2 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.

- [Digital Footprint Slideshow](#).
- [Digital Footprint Quiz](#), set this as a 2do for the class.
- Extension: [Digital Footprint Poster](#) set this as a 2do.

Activities

1. What is a footprint? Imagine footprints on the beach or in the snow, what can they tell you about the owner of the feet? What about walking through wet concrete and leaving it to dry, how is this different?
2. The difference is that the wet concrete will dry with the footprints there for a very long time. The trail that all people leave on digital technology is called a 'Digital Footprint'. Like the concrete footprints, a digital footprint lasts for a long time. Once you start using digital technology to share on the Internet, you will start to make your own digital footprint; unlike footprints in the sand, these are permanent like the footprints in concrete.
3. Do pupils think that this is a bad thing? They are likely to say that it is. However, reassure them that a digital footprint is only bad if it contains private things that they do not want to share or things about them that are not true and are hurtful.
4. Open the slideshow. Explain that we are going to have a look at a Purple Mash Digital footprint. Emphasise that sharing on Purple Mash is different from sharing on the Internet. Are pupils able to explain why?

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- Their content can only be seen by their teachers unless they choose to share it to a class folder or displayboard in Purple Mash and even then, teacher will ensure that private details are not shared where they shouldn't be. Although Purple Mash is secure and private, it is still best to get in the habit of following good internet safety rules.
5. Look at the pictures of Ash Smith. What can pupils find out? Can they answer these questions?
- Is Ash a boy or girl?
 - Does she wear a patch?
 - What does she look like?
 - What does she like?
 - Anything else you can find out? (she studied Ancient Egypt, she knows how to use Mashcams, she has a brother)
6. Has she shared anything inappropriate? The photo of them in school uniform in front of their house shares their school and could give away where they live. The picture of her brother that she has edited is quite unkind and could upset him, it also makes Ash look unkind.
7. Explain that 2Simple – the company who make Purple Mash - have technology that picks up inappropriate content in pictures that pupils create such as rude words. When schools have any concerns about things they have found in Purple Mash, we can track down who created it; even their address, even if the person then deleted the content later! Your teachers and the people at 2Simple do this to protect you all, including Ash's brother. However, if you share on the Internet, you usually need to do some of the protecting yourself and **take care what you share**.
8. Look at the next slide, writing. What else can you find out?
- What subjects is she interested in?
 - What does she do at the weekend?
 - Did she write anything and then stop and think that she should not? (there are things in both files).
 - Any information that should not be shared? (her full home address).
9. Look at the next slide; this has some data about Ash's usage in the past week. It shows what Ash has searched for in Purple Mash, and how much time she has spent online.
- What tools she has used most?
 - What topic did she search for lots of times this week?
 - What do you think about the amount of time she spent online? (her usage on Friday, Saturday and Sunday is rather high).
 - Does it show us anything else about her? (she wants to send her brother to Australia).

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10. Spend some time talking about why too much screen time is not always a good thing for your health – muscles, need for fresh air, need to play face-to-face. How would your class' graphs look. This might be something they want to investigate further for homework.
11. The next slide is not about Ash, it is a blog comment that she has reported to the website. She noticed Evie had put lots of personal details in her comment. What has Evie shared that she should not have?
12. The next slide asks pupils to summarise what they found out. The last slide asks them to decide which ideas are good in terms of keeping personal data private. Discuss each in turn referring to Ash's example where appropriate.
13. Do the 'What to share quiz' either individually or as a class. The quiz is set up, so pupils can keep attempting it until they get all the correct answers.

Extension:

Ask pupils to give examples of things that they would not want to be in their own digital footprint.

Pupils should think back to the slideshow and quiz about Digital Footprints and create a poster using the Digital Footprint Poster template telling others what should not be shared online.



Assessment Guidance

The unit overview for Year 2 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	<p>With support, pupils are beginning to understand how to use the Purple Mash search bar and know the implications of inappropriate searches (Unit 2.2 Lesson 1. Point 1). With support, they can share their work using the display board (Unit 2.2 Lesson 1. Point 16).</p> <p>Furthermore, using 2Respond activities, the pupils develop an understanding of how to use email safely and responsibly (Unit 2.2 Lesson 2. Point 4). They also know how to report inappropriate content to their teacher.</p>
Expected	<p>Pupils understand how to use the Purple Mash search bar and know the implications of inappropriate searches (Unit 2.2 Lesson 1. Point 1).</p> <p>Most pupils will be able to explain what a digital footprint is, that it is permanent and their online behaviour influences what it shows (lesson 3).</p> <p>Most pupils will be able to give reasons for keeping their password safe that include protecting their personal information.</p> <p>Most pupils will be able to express the good and bad sides of digital technology. In lesson 3, they can give examples of positive effects on life as well as negative.</p> <p>Pupils add their name to work but show a differentiation between full name and first name only when information is to be shared online.</p> <p>Most pupils will be able to share their work to a displayboard (lesson 1). By sharing their work using the display board, pupils begin to understand how things are shared electronically (Unit 2.2 Lesson 1. Point 16).</p> <p>Most pupils will be able to open and respond to simulated emails in 2Email (lesson 2)</p> <p>Most pupils will be able to open and send email responses to simulated emails in 2Email (Unit 2.2 Lesson 2 Point 4). Furthermore, using 2Respond activities the pupils develop an understanding of how to use email safely and responsibly (Unit 2.2 Lesson 2. Point 4). They also know how to report inappropriate content to their teacher.</p>
Exceeding	<p>Pupils understand how to use the Purple Mash search bar (Unit 2.2 Lesson 1. Point 1) and for greater depth can refine searches using Boolean search terms (AND, OR, NOT).</p>

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Assessment Guidance

They know the implications of inappropriate searches. Pupils can share their work using the display board and begin to understand how things are shared electronically (Unit 2.2 Lesson 1. Point 16). Furthermore, using 2Respond activities, the pupils develop an understanding of how to use email safely and responsibly (Unit 2.2 Lesson 2. Point 4).

They also know how to report inappropriate content to their teacher.

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