



E-Safety Activities for KS1 and KS2

Key Stage 1

Start by simply communicating information from a story (linked to key Literacy objective of retelling stories). Then retell using a digital method (the FREE app '[Videolicious](#)' is great for this). Make a deliberate error in the retelling. Can others spot it? Why might people not tell the truth? *They may have genuinely forgot or may be deliberately trying to trick you.*

What makes a good friend? Sometimes people are not good friends, they make us feel uncomfortable or worried. Who would we tell if someone had upset us? (parent/teacher etc).

*How can we communicate with people in ways that are not face-to-face? (Letter, text, e-mail, Facebook etc). Sometimes when communicating in such ways people still make us feel uncomfortable or worried. We should follow the same rules of telling a parent, teacher or responsible adult. **Online friends should behave kindly!***

'Educreations' is a nice app for use in KS1 for making a multimedia presentation about the qualities of a good friend and ways in which we can communicate with people that are not face-to-face.

Using **masks** demonstrate how even though you might not be able to see someone's face, it doesn't mean that the person is not upset or worried by what you have said. You must communicate online in a friendly manner. You cannot see body language, but people are reacting to your words in the same way as if you had spoke them to their face.

Little Red Riding Hood is a great story to use as an introduction to the notion of people not being who you think they are. The Wolf found out 'personal information' about Little Red Riding Hood and then set out to trick her.

The CEOP video '[Lee and Kim](#)' is an excellent video to share with KS1 to demonstrate how communicating online can make us feel uncomfortable and what to do in these situations.

Introduce the '[Top Tips](#)' from this video as a link into the SMART rules.

There are various resources on the '[Think U Know](#)' website linked to this video.

'Twinkl Avatar Creator' app is a nice and simple avatar creator (link to content of Lee and Kim video). Avatars can help to keep us private online, but also help people who do not want their real identity displayed. Children should have experience of creating their own true and fake avatars.

Historically children in KS1 have regularly not had individual passwords, or have not independently logged on to websites etc. Create a memorable password that cannot be easily guessed by others. Demonstrate using 6 coloured cards and 6 animals pictures. Keep secret and then ask 3 others to guess the password. Chances of them guessing correctly are slim. Then ask second child to create a password. This time, hand colour and animal to the child on display to rest of class. Cover over, but then ask class to guess the password. As the password was not kept secret it is likely that someone will guess the password correctly. Apps such as '[Skoolbo](#)' use this colour/animal combination for passwords.

Lower Key Stage 2

It is important that all of the KS1 principles are re-visited throughout lower Key Stage 2.

Recap on the CEOP '**Lee and Kim**' KS1 video and introduce the CEOP video '**Jigsaw**'.

Emphasis on the **SMART rules**. Lots of activities (multimedia presentations, photo collages etc), so that these rules become properly embedded.

'Twinkl Avatar Creator' app combined with **'Morfo Booth'** app. Boys voice behind girl avatar and vice versa. What you see online is not always the person behind the picture. Link to Club Penguin, playing games on Xbox Live (FIFA etc) where people are communicating hidden behind an Avatar.

Link to '*searching*' objective of the new Computing Curriculum. *What are good keywords? 'For Kids' UK, using + and - etc Understand how **focused search terms** can return the most effective results.*

Contribute to a class/school social media site. **'Lesson in a Tweet'** etc.

Understand the term *Social Media*. What are the main sites? Discuss how social media can be a positive source of communication.

What is **Facebook**? *How is it used by individuals and organisations?* Understand Facebook age limits and the reason behind these age limits? Understand what information and media can be safely shared on Facebook and what is best kept private. Link to school **Twitter** account etc (rules for photos, names etc). Apply same principles when using social media at home.

Create a Facebook page for a fictitious character? *What information should you include? What information should be kept private?* (Show an awareness of personal information)

Link learning on Facebook to how it can be applied to other social media sites.

Create SPAM e-mails (fake). Link to April Fools Day - *Click here to have a chance of winning etc* Understand that some SPAM messages might be dangerous. Begin to recognise the features of SPAM messages. Know what to do if you suspect a message of being SPAM.

Experience video conferencing (**Skype, FaceTime** etc) linked to a curriculum topic. If possible demonstrate linking with other places around the world.

Upper Keystage 2

All previous content from KS1 and lower KS2 should be revisited, particularly the SMART rules, which by now children should be able to confidently explain.

Recap on the CEOP '**Lee and Kim**' KS1 video and also the CEOP KS2 video '**Jigsaw**'.

Fake Website - The Tree Octopus (<http://zapatopi.net/treeoctopus/>) Without telling pupils that the website is fake, ask them to answer a series of comprehension questions etc. *Does anyone question the content?* (very professional looking site). Children begin to evaluate what they read online. *You cannot always trust content to be accurate!*

Use '**Mozilla X-Ray Goggles**' and make your own fake web page/website. Try to make your page look as professional as possible.

Describe the features of a trustworthy website. Recognise types of organisation and their location by their website address.

Create a social media profile for a known character from a novel.

Contribute to a class blog. Comment on blog entries made by others. Take responsibility for the comments you make (digital footprint). Consider the concept of **Quadblogging** (*David Mitchell*) where 4 schools make an agreement to blog and to comment on each other's posts.

Compare sending and receiving messages using physical methods to using online tools.

Discuss how technology in modern life can affect our health in both a positive and negative way.

Describe acceptable behaviour online, know who to contact (*including organisations*) when you have concerns about content or contact online.

Discuss positive and negative issues of the role of computers in the world.

When researching images on the Internet, consider copyright conditions and link this to copyright on movies, music, computer games etc.

Create an e-safety website. Consider all they have learnt in other units. Importance of creating high quality online content. Be discerning in evaluating online content. '**Weebly**' is an excellent resource for creating your own websites FREE of charge.

Days such as '**Safer Internet Day**' (*Tuesday 10th February 2015*) should be given emphasis on the school calendar, but should NOT be the only time that e-Safety is taught.

e-Safety accreditation is available for schools and staff members through the '**360 Degree Safe e-Safety Mark**' and the CEOP Ambassador Training.