

Year 2



# iCompute



## iSafe

Free  
eSafety  
Lessons



iCompute

[www.icompute-uk.com](http://www.icompute-uk.com)





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## Year 2



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## Overview

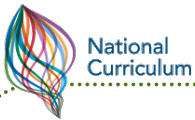
This unit of work introduces the children to the concept of being 'safe' online. Using the excellent teaching and learning resources from Think U Know, it uses the context of imaginary characters set in imaginary worlds to help children understand the risks associated with sharing personal information online and how to make informed choices.

## Hardware/Software

Suggested software & apps (see Preparation)

## Curriculum Links

- \* PHSE
- \* Citizenship



- \* recognise common uses of information technology beyond school
- \* use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

## Assessment

P7 contains assessment guidance

# Objectives

Lesson	Title	National Curriculum Links	Objectives	Vocabulary	Success Criteria
2.1.1	<b>iDetail</b>	<ul style="list-style-type: none"> <li>* use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>* recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>* To understand what personal information means</li> <li>* To understand that personal information is unique to themselves</li> <li>* To understand that personal information should only be given to trusted adults</li> </ul>	personal; information; trust; safe; online	<ul style="list-style-type: none"> <li>* The children can identify information that only belongs to themselves</li> <li>* The children can talk about who they can and should not share personal information with</li> </ul>
2.1.2	<b>iCarnival</b>	<ul style="list-style-type: none"> <li>* As above</li> </ul>	<ul style="list-style-type: none"> <li>* To understand that not everyone you meet is trustworthy</li> <li>* To begin to identify the characteristics of people who are worthy of trust and who can help them make choices that keep them safe</li> </ul>	trustworthy; untrustworthy	<ul style="list-style-type: none"> <li>* The children can talk about people they can and can't trust</li> <li>* The children can identify one or more people they can trust (eg. police officer or teacher)</li> </ul>
2.1.3	<b>iGame</b>	<ul style="list-style-type: none"> <li>* As above</li> </ul>	<ul style="list-style-type: none"> <li>* The children can identify a risky situation when a trusted adult's help may be needed</li> </ul>	trustworthy; untrustworthy	<ul style="list-style-type: none"> <li>* The children can identify a risky situation when a trusted adult's help may be needed</li> </ul>
2.1.4	<b>iInfo</b>	<ul style="list-style-type: none"> <li>* As above</li> </ul>	<ul style="list-style-type: none"> <li>* To understand that emotions can be a tool to help judge unsafe situations</li> <li>* To know how physical sensations can alert us to unsafe situations</li> </ul>	sensation; emotion; fear; panic; anxious; nervous; happy; excited; safe;	<ul style="list-style-type: none"> <li>* accompany emotions (eg fear- hands/legs shaking; panic-shortness of breath)</li> <li>* The children can talk about how emotions and sensations can make us feel safe or unsafe</li> </ul>
2.1.5	<b>iHero</b>	<ul style="list-style-type: none"> <li>* As above</li> </ul>	<ul style="list-style-type: none"> <li>* To understand the importance of checking with an adult before participating in an online environment</li> <li>* To begin to be open with trusted adults about online experiences</li> </ul>	trust; personal information; safety	<ul style="list-style-type: none"> <li>* The children can talk about which information is personal to them and..</li> <li>* Whom they should/should not give it to</li> </ul>

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## Preparation

- \* Download the complete pack of lesson plans (Links)
- \* Read the lesson plans

## Resources

- \* Book out any computers/devices you may need, if necessary
  - \* Ensure that any links to websites are not blocked
  - \* Ensure that the software used is installed on all devices
  - \* Worksheets for each lesson – entitled:  
Worksheet<year.unit.lesson> (E.g. Worksheet.2.1.1)
  - \* Support materials for each lesson – entitled: Resource  
<year.unit.lesson> (Eg. Resource2.1.1)
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## Links

Hector's World Complete Pack:

<https://icomp.site/hector-resources>

Hector's World Episodes:

<https://icomp.site/hectors-world-episodes>

## Updates

If any links are not working, obtain the latest version of this plan using your iCompute login.

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## Resources

Hector's World Lesson Plan 1 –'Details, Details...'; Video (Episode 1)

## Objectives

- \* To understand what personal information means
- \* To understand that personal information is unique to themselves
- \* To understand that personal information should only be given to a trusted adult

## Success Criteria

- \* The children can identify information that only belongs to themselves
- \* The children can talk about who they can and should not share personal information with

## Vocabulary

personal; information; trust; safe; online

## Resources

Hector's World Lesson Plan 2 –'Welcome to the Carnival'; Worksheet; Video (Episode 2)

## Objectives

- \* To understand what personal information means
- \* To understand that personal information is unique to themselves
- \* To understand that personal information should only be given to a trusted adult

## Success Criteria

- \* The children can identify information that only belongs to themselves
- \* The children can talk about who they can and should not share personal information with

## Vocabulary

personal; information; trust; safe; online

## Resources

Hector's World Lesson Plan 3 –'It's a serious game'; Worksheet; Character Flashcards; Video (Episode 3)

## Objectives

- \* To understand some of the qualities that makes a person trustworthy
- \* To know when it is wise to turn to a trusted adult for help

## Success Criteria

- \* The children can identify a risky situation when a trusted adult's help may be needed

## Vocabulary

trustworthy; untrustworthy

## Resources

Hector's World Lesson Plan 4 –'The info gang'; Emotion sheets; Video (Episode 4)

## Objectives

- \* To understand that emotions can be a tool to help judge unsafe situations
- \* To know how physical sensations can alert us to unsafe situations

## Success Criteria

- \* The children identify some physical sensations that accompany emotions (eg fear-hands/legs shaking; panic-shortness of breath)
- \* The children can talk about how emotions and sensations can make us feel safe or unsafe

## Vocabulary

sensation; emotion; fear; panic; anxious; nervous; happy; excited; safe;

**Resources**

Hector's World Lesson Plan 5 – 'Heroes'; Emotion sheets; Worksheet; Video (Episode 5)

**Objectives**

- \* To understand the importance of checking with an adult before participating in an online environment
- \* To begin to be open with trusted adults about online experiences




**Success Criteria**

- \* The children can talk about which information is personal to them and..
- \* Whom they should/should not give it to

**Vocabulary**

trust; personal information; safety

# Assessment

<h2>Record of progress</h2> <p>Write names in the appropriate box, with jottings on children on children whose attainment differs markedly from their group.</p>	<h2>Expectations</h2> <p>What children know, understand and can do</p>
<p>Some children will have not made as much progress and will:</p> 	<ul style="list-style-type: none"> <li>* Knows that some information is personal (eg. name &amp; address)</li> <li>* Can identify some characteristics of trustworthy/untrustworthy people but gives inappropriate justification (eg. trustworthy because they are being nice)</li> <li>* Understands that personal information should only be given to trusted people but the trust can be misplaced (see above)</li> </ul>
<p>Most children will:</p> 	<ul style="list-style-type: none"> <li>* Understand that various information is personal (eg. hobbies)</li> <li>* Can usually identify characteristics of trustworthy people</li> <li>* Know that personal information should only be given to trusted people</li> </ul>
<p>A few children will have progressed further and will:</p> 	<ul style="list-style-type: none"> <li>* Understands that a wider range of information is personal (eg. regular attendance at a specific place)</li> <li>* Can identify a variety of characteristics of trustworthy people and justifies opinions appropriately</li> <li>* Knows that personal information should only be given to trusted people</li> </ul>
<p>Computing Guide – Working at Pink</p>	