



PASSPORT TO DIGITAL

UNIT 2: CYBER SECURITY

ELEMENT 1: ONLINE SAFETY

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ELEMENT 1: ONLINE SAFETY



PASSPORT TO DIGITAL

DURATION: 4 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

- > Know what online safety means
- > Understand the term 'digital footprint'
- > Understand what cyberbullying is and the impact it can have on others
- > Practice and develop skills directly related to Digital
- > Develop life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face to face
- > Acquire and develop an appropriate vocabulary in writing and spoken language
- > Listen to and understand spoken language and use spoken Standard English when appropriate

ADDITIONAL NEEDS:

- > Teachers to differentiate according to need

NOCN QUALIFICATION:

NOCN Links:

- > Cyber Security Y/651/1085
- Learning Outcome 1

You can gather evidence through using teacher observation and assessment, photos and activities.

SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Aiming High
- > Staying Positive
- > Creativity

KEY WORDS:

- > Digital
- > Cyber security
- > Online safety
- > Digital footprint
- > Cyberbullying
- > Trolling

RESOURCES FOR ALL LESSONS:

- > Computer and internet access
- > Whiteboard
- > Paper, pens, coloured pens/pencils
- > **UN2E101** - Online safety notes
- > **UN2E102** - Digital footprint posters
- > **UN2E103** - Online identity
- > **UN2E104** - Social media post
- > **UN2E105** - Types of cyberbullying
- > **UN2E106** - Effects of cyberbullying
- > **UN2E107** - Cyberbullying support
- > **UN2E108** - IT assistant job description



SESSION 1: ONLINE SAFETY



ACTIVITIES TO SUPPORT LEARNING

1. Keeping safe online is an important factor in the digital world and something everyone needs to do for their own safety and that of others. Do the learners understand what is meant by the term 'online safety'? Share the definition with students, were they accurate with their understanding?

“Online safety refers to the act of staying safe online. It is also commonly known as internet safety, e-safety and cyber safety. It encompasses all technological devices which have access to the internet from PCs and laptops to smartphones and tablets. Being safe online means individuals are protecting themselves and others from online harms and risks which may jeopardise their personal information, lead to unsafe communications or even effect their mental health and wellbeing.”

2. Learners may already have some awareness of online safety and how they can stay safe. Create a discussion with the group around the question prompt - How can you be safe online? Record their suggestions on the whiteboard or on a large piece of paper.

3. Use the following online websites: [How can you be safe online?](#) and [Be Internet Legends](#) as support where appropriate for your learners.

From this website, pull together key facts and information with the students and record these on the 'online safety notes' resource either in groups or individually. This will then help with the next activity.

LEARNING OUTCOMES

- > Share their understanding of online safety
- > Understand the term 'online safety'
- > Create notes about the importance of online safety
- > Create a poster to promote online safety

DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Whiteboard
- > Paper, pens, coloured pens/pencils
- > **UN2E101** - Online safety notes

**ACTIVITIES TO SUPPORT LEARNING****LEARNING OUTCOMES****DIFFERENTIATION AND RESOURCES**

4. Ask the students to create a poster to promote and encourage online safety which can be displayed around school, or in specific classrooms, common rooms or in the computer rooms etc.
The posters should be informative and interesting with key points they think other students should know about online safety.

TASK VARIATION: Depending on learner's prior knowledge around online safety, you might want the students to make their 'online safety notes' from their understanding rather than using information from the website in activity 3.



SESSION 2: DIGITAL FOOTPRINT

ACTIVITIES TO SUPPORT LEARNING

1. What is your digital footprint? Do the students know what this term means? Share the posters with the learners as a visual definition. Look into these posters in more detail focusing on the different elements that contribute towards a person's digital footprint.
2. Ask the learner's how many of them use: google, emails, social media etc. Are they aware that anything they do online is permanent and will have a digital footprint? This [video](#) may support with learners understanding their online identity. Use the 'online identity' resource and encourage all learners to complete it based on their own personal online use.
3. Use the social media post resource and with your setting's permission, share this on your social media as a public post. If possible, post it whilst with the learners and then return to it after a week. You will hopefully show the learners how quickly and widespread a social media post can travel. How many different parts of the world did it end up? The same applies to their own personal social media posts, meaning something they post, could travel to the other side of the world very quickly and to an audience they hadn't intended it to be for. Can the students suggest how they can keep themselves safe on social media? For example, set posts and profile to private, not add or accept requests from anyone they don't know etc.

TASK VARIATION: The online identity resource could be completed as a home activity with parent/carers. This will help support an open conversation around online safety.

LEARNING OUTCOMES

- > Understand the term 'digital footprint'
- > Recognise their own online identity
- > Understand how quick and far a public social media post can travel

NOCN links:

- > Cyber Security Y/651/1085
- Learning Outcome 1

DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Pens
- > **UN2E102** - Digital footprint posters
- > **UN2E103** - Online identity
- > **UN2E104** - Social media post



SESSION 3: CYBERBULLYING



ACTIVITIES TO SUPPORT LEARNING

1. What is cyberbullying? Do the learners understand what is meant by the term 'cyberbullying'? Create a discussion around this question and see what the learners contribute. **Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. A person can be bullied online and offline at the same time. Cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse.** Use the 'types of cyberbullying' resource to look at the different ways a person can be cyber bullied.

2. Just like in person bullying, cyberbullying and trolling will have an impact on the person being bullied. Ask the learners what they think the impact would be and record their thoughts on the whiteboard or a large piece of paper. Use the 'effects of cyberbullying' resource to support with the discussion after their suggestions to see if they were able to recognise the impact it might have.

3. It is important to know what to do if you are being bullied online. Can the students suggest what they might do if they experience cyberbullying? Share the 'cyberbullying support' resource with the learners and discuss each point. You might want to print it off for each student to keep and take home.

TASK VARIATION: Students may wish to create posters to share awareness of cyberbullying. You could also link to Safer Internet Week and use these posters across the setting.

LEARNING OUTCOMES

- > Understand what cyberbullying is
- > Recognise different types of cyberbullying
- > Understand the impact cyberbullying and trolling can have on others
- > Know where to go to get support for cyberbullying
- > Create an awareness poster for cyberbullying

NOCN links:

- > Cyber Security Y/651/1085
- Learning Outcome 1

DIFFERENTIATION AND RESOURCES

- > Whiteboard
- > Paper and pen
- > **UN2E105** - Types of cyberbullying
- > **UN2E106** - Effects of cyberbullying
- > **UN2E107** - Cyberbullying support



SESSION 4: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
<p>Allow the students to look over the job description:</p> <p>See if they have met any of the skills through the sessions?</p> <p>Did they find any of the skills easy?</p> <p>Did they find anything difficult?</p> <p>Had they completed some of the tasks before?</p> <p>See if this would be something they would like to do as a job?</p> <p>For those that wish to, you could hold a mock interview asking questions around the skills they have learned related to the Digital sector.</p> <p>Use the Your Future Opportunities job directory to search for relevant job profiles within the sector. You might like to encourage learners to identify and look at:</p> <ul style="list-style-type: none"> • Different job roles • Qualifications required • Local job vacancies 	<p>Skill identification</p> <p>Linking activity to careers and subject learning</p> <ul style="list-style-type: none"> > Speaking > Listening > Reading 	<p>> UN2E108 - IT assistant job description</p>



ACTIVITIES TO SUPPORT LEARNING

LEARNING OUTCOMES

DIFFERENTIATION AND RESOURCES

ADDITIONAL NOTES:

Your setting may have information and resources available to support with online safety. You can also download a range of free resources online to support with online safety. Here are a few examples of resources and information that may be useful to support with this element. You may need to adapt to suit the needs of your learners.

[Be Internet Legends resources](#)

[Resources for 11-19s - UK Safer Internet Centre](#)

[Keeping children safe online | NSPCC](#)