

# We are responsible internet and device users

## Remembering to take time out from technology

### 1 About this unit

#### UNIT SUMMARY

In this unit, children will find out about the internet and how people use it. They will then consider how much time they spend on devices and come up with ideas for other activities that they might do instead.

#### REPORTING ROUTES

In Year 1, children should know a range of ways to report concerns and inappropriate behaviour through:

- talking to a trusted adult.

This point should be re-emphasised in any teaching and learning where children are working online.

If any safeguarding issues or concerns arise during this unit, you must follow your School Safeguarding Policy.

#### ONLINE SAFETY FOCUS

In this unit, children will:

- learn the very basic principles of what the internet is
- understand how people use the internet
- understand that using computer devices too often can be bad for us and we should take time out from technology to do other things
- discuss what to do if they see or hear something online that upsets them.

#### ENGAGING PARENTS AND CARERS

- In this unit, children will find out how their parents or carers use the internet and encourage them to take part in more activities away from the computer.
- You may want to promote the idea of 'Books at bedtime' and 'No technology at mealtimes' in a school newsletter or other platform, to encourage parents and carers to help their children reduce the amount of time they spend using screens before going to bed.

#### TEACHER KNOWLEDGE

- For the purposes of simplicity, this lesson does not address differences between the internet and the **World Wide Web**. See [http://netforbeginners.about.com/od/internet101/f/the\\_difference\\_between\\_internet\\_and\\_web.htm](http://netforbeginners.about.com/od/internet101/f/the_difference_between_internet_and_web.htm) for a more detailed explanation of the differences between the two.
- Very young children often do not know what to do if they encounter inappropriate material whilst online and, as a result, may continue to view it. It is therefore important to reinforce the idea that when faced with inappropriate content, children should stop watching this straightaway by turning the screen off, closing the laptop or turning the tablet over, before telling a trusted adult.
- An adult should always be present in the room, whenever KS1 children are using the internet to search for information, even if they are using a safe search engine.
- Online behaviour and reporting routes are further explored in *Unit 1.4 – We are information protectors* (see page 28) and *Unit 1.5 – We are good digital citizens* (see page 32).
- Review the definitions of the following terms using the glossary on page 64: **handheld device**, **internet**, **network**, **World Wide Web**.

#### CROSS-CURRICULAR LINKS

##### Computing

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.

## 2 Getting ready

### ONLINE SAFETY PRINCIPLES

Think about how you can embed the online safety learning and outcomes from this unit within your whole-school online safety strategy through:

- whole-school e-team engagement
- online safety displays
- use of a website online safety area
- Twitter tweets. For example: 'This half term our Year 1 pupils are learning that it is important to take time out from technology.'
- a school newsletter. You may wish to paste the following advisory text for parents and carers into your school newsletter, or send home in book bags (see editable *Newsletter text* on My Rising Stars): 'This half term, Year 1 pupils have been learning that we should limit the amount of time we spend using technology. All children will be sent home with a sheet showing how they use the internet. Could you please add the ways you use the internet to the sheet and send back with children to school.'

### THINGS YOU NEED

- Interactive whiteboard or large sheet of paper
- Internet connection to view the BBC video and show an example of an email
- Examples of real devices, e.g. mobile phone, tablet (optional)

### THINGS TO DO

- Familiarise yourself with the steps of this activity before running this online safety session.
- Double-check the content of all websites before sharing in class.
- Be clear about what is meant by 'the internet' by watching the short video listed in the *Useful links* section.
- Test the BBC video 'What is the internet?' works in your setting.
- Print and photocopy *How do I use the internet?* photocopyable master – one per child.



### MY RISING STARS RESOURCES

- *How do I use the internet?* (.pdf)



### OTHER RISING STARS RESOURCES

- Although higher level, there are links with *Switched on Computing Unit 3.5 – We are communicators*.
- See *Using the internet safely* (.pdf) in *Switched on Computing Year 2*.



### INCLUSION/THINGS TO CONSIDER

- Be aware that some children may live in households that have no devices or internet access, or limited access, where one device or connection is shared among a whole family. Highlight the devices used for accessing the internet at school so that these children are included equally in this activity.

- During this activity you may learn about children's excessive use of the internet or of screen time at home. Discuss any concerns with individual parents or carers in a sensitive way.



### USEFUL LINKS

- BBC video 'What is the internet?': [www.bbc.co.uk/guides/zgwnsbk](http://www.bbc.co.uk/guides/zgwnsbk)
- Coca Cola Social Media Guide: a humorous short video on the effects of using too much social media (suitable for staff and parents): [www.youtube.com/watch?v=\\_u3BRY2RF5I](http://www.youtube.com/watch?v=_u3BRY2RF5I)

### 3 Running the lesson



#### Resources

- BBC video 'What is the internet?': [www.bbc.co.uk/guides/zgwnsbk](http://www.bbc.co.uk/guides/zgwnsbk)
- *How do I use the internet?* photocopyable master – one per child

#### Possible outcomes

- Children will consider how they currently use devices and the internet and think of other activities that they could do instead.
- Children will share their knowledge with their family and investigate internet use at home or in their local community.

#### Step 1: Introducing the session

- Explain to the children that they are going to find out about devices and the internet and how people use these. We will then find out how long we spend on devices and think about what other activities we might do instead.
- Explain that a device is an electronic tool, like a computer, tablet or phone, that can connect to the internet.

#### Step 2: Finding out what the internet is and how we can use it

- Watch the short video 'What is the internet?' (see *Useful links*).
- When the video is finished, remind the children that the internet is made up of lots of computers around the world all connected to each other.
- Ask the children to give some examples of devices that people use to go on the internet. These might be devices in school (prompt them here if necessary) or devices their parents use (for example, tablet, smartphone, laptop, computer at the library or work). Write their ideas on the interactive whiteboard or a large sheet of paper.
- State that it is everyone's responsibility to look after devices in school and at home so that we can continue to access the internet.

#### Step 3: How much time do we spend looking at screens?

- Next ask the children how they could use devices/the internet (e.g. watch videos, play games, talk to friends and family). What about their grown-ups at home? How might they use the internet? If necessary, make some suggestions, e.g. go shopping, pay bills, book a holiday, send emails. Add their ideas to the devices on the interactive whiteboard.
- Now ask the children how often they use the devices to do these things. Never? Every day? A couple of times a week?

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- Explain to the children that while the internet is a fantastic tool sometimes too much screen time can be bad for us. Can children think why it might not be a good idea to spend lots of time looking at a screen? Give them the opportunity to explore different ideas.
- Explain that too much screen time can stop our brain working properly and we might get cross or frustrated. It can also stop us from doing other fun things, like playing outside, or talking to our families. It can hurt our eyes if we're looking at a screen for too long and it can even stop us getting a good night's sleep!
- Tell the children that if they ever get frustrated or upset with a device they can put the device down, do something different, or listen and talk to their trusted adult.
- Hand out the *How do I use the internet?* photocopiable masters. Ask children to draw a picture to show how they could use the internet.
- Can children now think of something else they could do instead of using the internet? This might be reading a book with a grown-up or sibling, or drawing a picture, playing a board game or talking about their day at school. Ask them to draw a picture to show this activity.

### Step 4: How should we behave when using the internet?

- Ask the children how we should behave when using the internet. Listen to the children's responses. Explain that just like in real life, people should behave with respect and kindness.
- Can the children remember what rules we have for working safely online? For example, can they remember what they should do if they see something that upsets them? Reinforce the idea that when faced with inappropriate content, children should always stop watching this straightaway by turning off the screen, closing the laptop or turning the phone or tablet over.

### Step 5: Summing up

- Reinforce that the internet is a network of computers that are all connected to each other. We can access the internet with devices.
- Remind children that whilst using the internet is lots of fun, we should make sure we're doing lots of other things in school and at home, too.
- Recap that it is everyone's responsibility to look after devices and, just like in real life, it is everyone's responsibility to be kind and respectful when online.

## 4 Taking it further

- Ask children to take their *How do I use the internet?* photocopiable masters home for parents/carers to fill in the second half. Children can find out how the grown-ups in their lives use the internet either at work or at home. Parents or carers should write this information down on the photocopiable master and suggest activities they might do away from devices.
- Children could use their completed photocopiable masters to help create their own classroom display that shows how they and their parents and carers use the internet and technology.