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SAFER INTERNET DAY 2015   
*Primary Lesson Plan*



Co-funded by the European Union

**Target Audience**

Key Stage 2

**Lesson Aim**

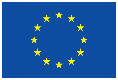
Pupils will create their very own pledge about how they as individuals can help create a better internet. Pupils will be encouraged to fill out a **Home Survey** before they embark on this task, so that they can identify some of the key ways their family use the internet at home, and in turn thinking about how they help their family members with technology. This will also help you as a school discover what internet usage is like in the home environment.

Once they have completed their home survey, and thought about some of the risks that young people face online, they will then think up one action they can carry out to make the internet a better place. They will showcase this through their pledge; ‘To help make the internet a better place, I promise I will…’

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| **Timing:**  Unspecified  This is an open-ended activity that can take as little / as long as is required | **Organisation:** Pupils will be working individually on this task, however there are points where the whole class comes together for discussion. |
| **Preparation:**  Set your pupils the homework sheet **Home Survey** one week before you decide to run the lesson for Safer Internet Day.  Print out the **Good Deed** sheet, prepare a space on your classroom wall for the display. | **Resources: Good Deed** sheet, materials to decorate pledge (pens etc), camera |

**Lesson outline**

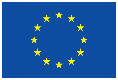
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|  | **Description:** |
| **Starter** | **Home Survey:** All pupils in the class showcase their home survey and identify one member of their family that may need help when they’re online. |
| **Activity** | **Group Discussion:** Ask your pupils about their findings from the survey. |
| **Activity** | **A Good Digital Deed:** Can your pupils think of one person in school that they can help when it comes to the internet/technology? |
| **Activity** | **Creating Your Pledge:** Ask your pupils to fill out their pledge and complete the sentence ‘To help make the internet a better place, I promise I will…’ |
| **Plenary** | **Classroom Display and dissemination of Activity:** Once the display is complete in your classroom, tweet some pictures of their display to @Childnet #SID2015. |
| **Extension activities** | **Looking for support:** Pupils can help others in school to encourage them to do a good deed online. |

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| **Starter**  **Home Survey**  A week before you plan to run this lesson in your class, hand out a **Home Survey** to each pupil. Ask them to fill it out at home, by asking different members of their family the questions on the worksheet. This will help with the lesson itself and will also give you as a teacher an insight into how your pupils are using the internet at home with the people they live with. Do they do one ‘digital deed’ at home? If so, what is it and who is it for? | **Activity**  **Group Discussion**  Ask your pupils about what they discovered in their home surveys. Was there anything that surprised them? What was their one good ‘digital deed’ at home?  E.g.   * Do they help Grandma with the online shop? * Does their Mum ask them for help when searching for things online? * Do they help their Dad find what he wants to watch on iPlayer? * Perhaps their little brother/sister finds it difficult to search for the CBBC website? |
| **Activity**  **‘A Good Digital Deed’**  Explain to your pupils that you’re going to be making a display of everyone’s good digital deeds in school. They will need to find someone to help in their school, e.g. a classmate, teacher, younger pupil, visitor in the school. Some examples of what their digital deed could be:   * Helping the teacher set up the projector/equipment in the classroom * Visiting a younger class, and asking those in the class about their internet use and what they may need help with when they’re online. (*This could be something you as a teacher would need to facilitate, eg. you could organise a pairing up of an older year group visiting a younger one)* * Showing a friend how to make a report if they are receiving mean comments online * Helping their school with the school website | **Activity**  **Creating Your Pledge**  Once your pupils have decided who they are going to help and what their digital deed is going to be for that person, get them to take a picture of themselves carrying out their good deed. After they have completed this, hand out the **good deed** sheet (**Appendix 1**) and ask them to fill it in by sticking down their photograph and completing their pledge sentence, ‘To help make the internet a better place, I promise I will…’  Their good digital deed might be unrelated to their pledge. For example, their good digital deed might be that they helped a friend create a strong password (without sharing the password), but their sentence might say ‘To make the internet a better place I promise I will be kind to my friends online’. Ideally their deed and pledge should relate in some way if possible, but if they are unrelated that’s fine. |
| **Plenary**  When all the pupils have completed their online pledge, create a class display which showcases all their work, with a title ‘Good Digital Deeds for Safer Internet Day 2015’. | **Extension**  For Safer Internet Day 2015, it would be great if you could use your school’s Twitter account to upload some of the pictures of the wall display and tweet **@Childnet** **#SID2015** |

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| Who in your family uses the internet at home? |
| Which devices do you use to go on the internet? (e.g. home computer/laptop, mobile phone, games console, tablet)? |
| Are there any rules at home when using the internet or devices? |
| Do you do anything on devices together with your family? |
| Is there one person in your house who needs help with going online/using technology? What do they need help with? |
| How do you think we can make the internet a better place? |

My good deed for Safer Internet Day is:

*Picture of me doing my good digital deed*

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To help make the internet a better place, I promise I will…

My Online Pledge

Primary Lesson   
*Appendix 1*