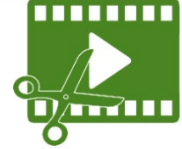




{ Summer }

ICT Creativity



Staying
Safe

Online

HTML



ICT - Year 8

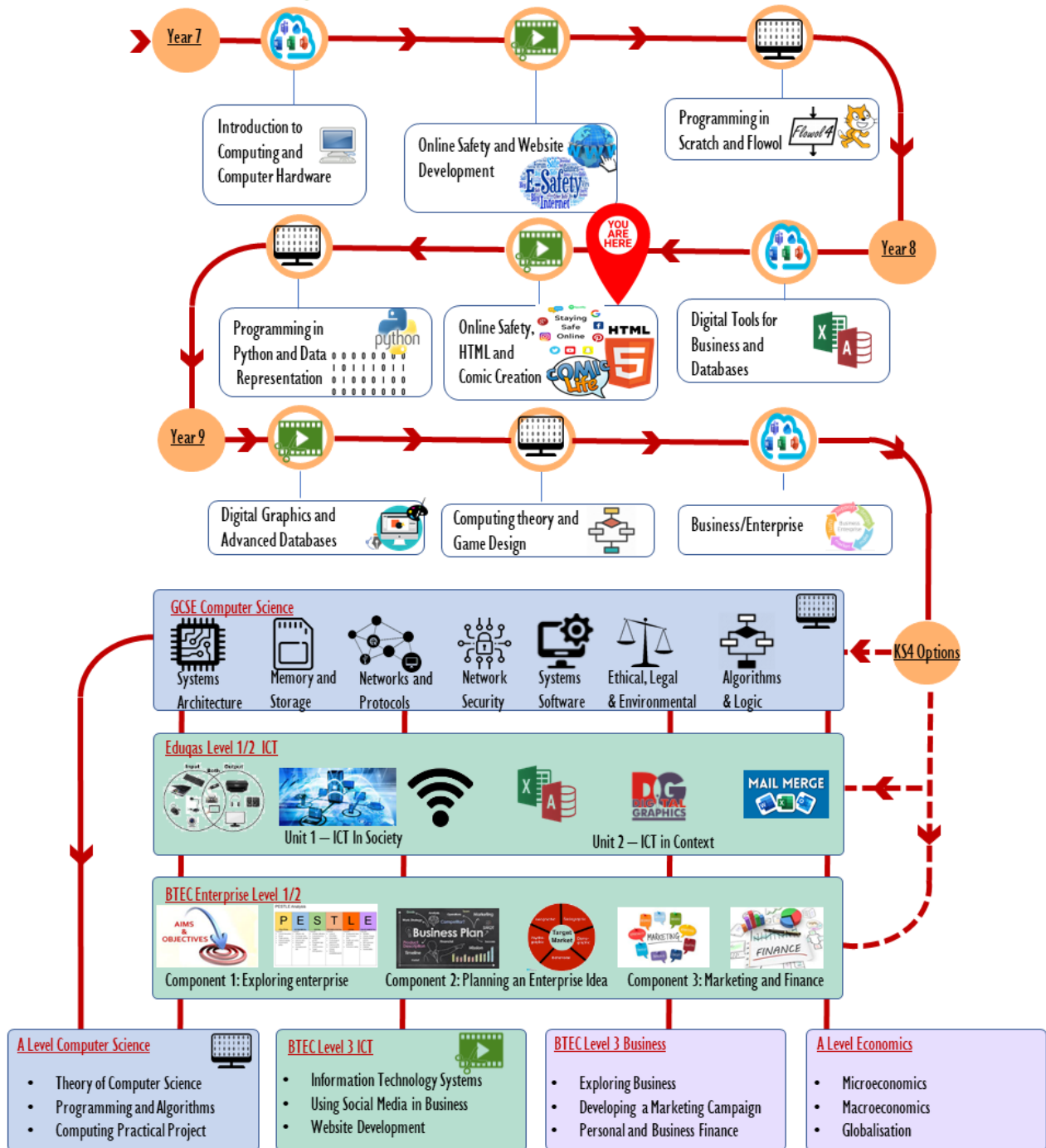
Topic: Online Safety, HTML and Comic Creation

Name: _____



ICT, Business and Computer Science Curriculum Pathway

Digital Literacy Computer Science ICT Creativity



KNOWLEDGE ORGANISER
BIG IDEA: ICT Creativity
TOPIC: Online safety, HTML and Comic Creation

Key Word	Definition
Social Media	Websites and applications that enable users to share content and communicate with others
Wellbeing	The state of being comfortable, healthy or happy
Sexting	The practice of sending/ receiving explicit photographs or messages
Malware	Malicious software. Programs designed to cause harm.
Comic strip	A sequence of drawings in boxes that tell a story in each frame
Audience	The people who the comic book is aimed towards

HTML Tag	Name	Code
	Bold	Example
<body>	Body of the HTML Document	<body>The content goes here </body>
<centre>	Centres text	<centre>This will be centred</centre>
	Font style	Example text
	Font size	Example text
	Font color	Example
<h1>	Heading 1	<h1>Heading 1 example </h1>
<h2>	Heading 2	<h2> Heading 2 example </h2>
<head>	Heading of the html document	<head>Contains information describing the page</head>
<i>	Italic	<i>Makes font italic</i>
	Image on page	
<p>	Paragraph	<p>

```
<html>
<head>
<title> My website</title>
</head>
<body>
<h1> Welcome to my site </h1>
<p>Hi my name is Bob.</p>
</body>
</html>
```



Comic Scenario

CyberSafety Online is a government funded organisation that aims to educate teenagers on the dangers of cyber bullying (especially 11–16 year olds). CyberSafety Online has asked you to create a multipage comic strip that tells a story about the dangers of cyber bullying on mobile devices. It should show an example of the dangers and what somebody should do if they are a victim of cyber bullying.

You should:

- Include a clear title
- Tell the story of somebody enjoy becoming the victim of cyberbullying
- Show how they were bullied
- Include a happy ending where they are seen to get help.
- Include information at the end on where to get help

Comic Strips Investigation

You need to investigate comic strips:

- genres
- origins
- history
- target audiences
- characters and their physical and non-physical characteristics.

Storyboards

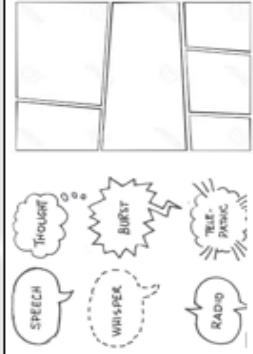
A storyboard is a visual diagram which will show the following:

- panel layout
- focal points within panels
- characters
- storyline
- communication
- locations



Features of a comic

- Speech Bubble
- Captions
- Thought Bubbles
- Comic Panels
- Titles





Lesson 1: Effective use of Social Media

Objective: Explore what social media and wellbeing mean and how social media organisations use our personal information

DO NOW: Drawbacks/ benefits of social media

<u>Potential benefits of social media</u>	<u>Potential challenges of social media</u>	<u>Solutions to promote wellbeing</u>

Task 1:

Create a new blank Powerpoint.

Write a definition for the following terms:

- Well being
- Social Media

Use the Every Mind Matters website (www.nhs.uk/oneyou/every-mind-matters/youth-mental-health/) and your own knowledge to find any tips and advice about:

- dealing with social media
- coping with online stress
- how to have conversations that may be awkward. For example, telling someone that you are in a worrying situation online
- Use the website below to create a fake social media post about these issues
- www.prankmenot.com



Task 2: Social Media Platform Comparison

Create a table like the one below in your Powerpoint

Research the age restriction

Read the “Stop Think Do I Consent...” documents on

K Drive -> ICT -> Year 8 -> ICT Creativity

Use what you have learnt to fill out the table

Social Media Platform	Age Restriction	What personal information do they collect? What do they do with it?
1.		
2.		
...		

1.	If your account is not set to private, who can see the information and pictures on your profile?
<input type="radio"/> A	Your friends
<input type="radio"/> B	No one
<input type="radio"/> C	Everyone
<input type="radio"/> D	My family

2.	Why shouldn't you post where you are about to go and what time you'll be there?
<input type="radio"/> A	Because other people who weren't invited will feel sad.
<input type="radio"/> B	Because lots of other people might be going there too.
<input type="radio"/> C	Because people will know exactly where to find you.

3.	When posting something on a social network, you should make sure that:
<input type="radio"/> A	You are as funny as possible
<input type="radio"/> B	You include personal information
<input type="radio"/> C	<h6>
<input type="radio"/> D	You only post things you wouldn't mind your parents/friends' parents seeing

4.	Which of these should you never put on a social network?
<input type="radio"/> A	Your address
<input type="radio"/> B	Your name
<input type="radio"/> C	Your hobbies and interests

5.	To manage online stress I can:
<input type="radio"/> A	Make sure I spend plenty of time on the internet
<input type="radio"/> B	Get plenty of sleep
<input type="radio"/> A	Ensure I have a balance between the real world and the online world
<input type="radio"/> B	Make sure I message plenty of people

6.	Which of these should you never put on a social network?
<input type="radio"/> A	Your picture
<input type="radio"/> B	Your full birth date
<input type="radio"/> C	Your best friend's name

7.	If someone is being horrible to you online, what shouldn't you do?
<input type="radio"/> A	Be horrible back
<input type="radio"/> B	Tell a trusted adult
<input type="radio"/> C	Block them

8.	When you receive a friend request, what should you consider?
<input type="radio"/> A	Does the person look nice?
<input type="radio"/> B	Do I know this person in real life?
<input type="radio"/> C	Does this person like the same things as me?



Lesson 2: Online Relationships

Objective: Identify the different types of relationships online and understand the risk of sending nudes

Task: Create an infographic

- Using the websites to learn more about the topic
- <https://www.internetmatters.org/issues/sexting/learn-about-sexting/>
- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>
- Pick 5 facts to create an infographic to go up around school to help student of all ages know about the different types of online relationship, the facts of sexting and why you shouldn't do it.
- Use **canva.com** to create the Infographic. Search “**Infographic**” and choose a template



Plenary

1 You have to be careful about what you post online, because it could be against the law.

TRUE FALSE NOT SURE

2 If a child under the age of 18 sends a naked picture of themselves to someone else, it is against the law.

TRUE FALSE NOT SURE

3 If a child forwards on a naked picture of someone else to embarrass or upset them, there could be serious legal consequences.

TRUE FALSE NOT SURE

4 If someone spreads nasty rumours or threats online about someone else, the police could get involved, depending on the severity of the case.

TRUE FALSE NOT SURE

5 Cyberbullying is not against the law.

TRUE FALSE NOT SURE

6 It is against the law to pose as someone else online, without their permission.

TRUE FALSE NOT SURE



Lesson 3: Data threats and Protection

Objective: Explain some of the threats to our data and explain methods to protect it

Task: Open the Powerpoint on K Drive -> ICT -> Year 8 -> ICT Creativity

3. Data threats and protection – Task

Complete the following tasks on the powerpoint

Task 1: Threats to your data

- For each of the threats, **explain** what they mean and **State** what each could do to your data.

Threat	Explain what this means (Give some examples if you can)	State impact it could have on your data?
Social engineering/ shoulder surfing		
Malware		
Natural Disasters		
Phishing		

Task 2: Data Protection

- For each protection method, **explain** what they mean and **Discuss** how it protects your data.

Data protection method	Explain what this means (Give some examples if you can)	State what type of threat it protects against (Look at your previous table)	Discuss how it protects against this risk?
Anti Virus Software			
Firewall			
Secure Passwords			
Backing up data to the cloud			

Extension: Assess which method of protection is the most effective to protect peoples data and why.



Lesson 4, 5 & 6: Website Project

Objective: Create a website using the techniques you have learnt this term for a specific purpose

DO NOW: Match the tags with the description

<u>Tag</u>
<u> </u>
<head></head>
<body></body>
<p></p>
<h1></h1>

<html> </html>
<i></i>

<u>Description</u>
Makes the text BOLD
Underlines the text
Encloses the head of the HTML document
Creates a link to another webpage
Makes the text italic
Encloses the body of the HTML document
Formats the text to heading 1
Encloses the entire HTML document
Creates a new paragraph of text

Project Brief

Meadowhead School is looking for a new website for students to go for Online Safety support. They want a website that has the following:

- A minimum of two pages
- A title
- A heading
- Images
- Hyperlinks to each of the pages
- A hyperlink to the website <https://www.thinkuknow.co.uk/>
- Information you think would be useful to ensure students stay safe online
- Suitable formatting such as changing: background/ text colours, fonts



This is the basic structure for a web page

- Open notepad
- Save as onlinesafetyPage1.html
- Open the webpage in Google chrome

```
Untitled - Notepad
File Edit Format View Help
<html>
<head>
<title> Mr Benton's website</title>
</head>
<body>
<h1> Welcome to my site </h1>
<p>Hi my name is Mr Benton.</p>
</body>
</html>
```

CHALLENGE

Add these tags to your Website

1. <h1>
2. <h2>
3. <u>
4. <i>
5.

Creating a 2nd page & hyperlinks

Today you need to create a second web page and link them together using hyperlinks. Use your existing knowledge to create a page with the basic html structure (look at your first page for help with this)

When you have made your second page link them together using the <a> tag

```
<a href="page1.html">Click here to go to the guitar page</a>
```

Below are some other techniques that you can use in your website

Website navigation bar

- Link up your pages together

```
<table>
<tr>
<th><a href="example page 2.html">Page2</a></th>
<th>NextPage</th>
<th>Page4</th>
</tr>
</table>
```

Page2 NextPage Page4

Hello, here is some info in a



Lists

```
<ul>
  <li>Coffee</li>
  <li>Tea</li>
  <li>Milk</li>
</ul>
```

An unordered HTML list

- Coffee
- Tea
- Milk

```
<ol>
  <li>Coffee</li>
  <li>Tea</li>
  <li>Milk</li>
</ol>
```

An ordered HTML list

1. Coffee
2. Tea
3. Milk

Plenary: Retrieval Practice

1.	What does HTML stand for?
<input type="radio"/>	A Hyper Text Markup Language
<input type="radio"/>	B Hyperlinks and Text Markup Language.
<input type="radio"/>	C Home Tool Markup Language
<input type="radio"/>	D Hyper Text Makeup Language

2.	True or false: The webpages you have made are now on the internet
<input type="radio"/>	A True
<input type="radio"/>	B False

3.	Choose the correct HTML element for the largest heading
<input type="radio"/>	A <head>
<input type="radio"/>	B <heading>
<input type="radio"/>	C <h6>
<input type="radio"/>	D <h1>

4.	True or false: The tag makes things bold
<input type="radio"/>	A True
<input type="radio"/>	B False

5.	What is the correct HTML for creating a hyperlink?
<input type="radio"/>	A Google
<input type="radio"/>	B <a>http://www.google.co.uk
<input type="radio"/>	C Google
<input type="radio"/>	D All of the above

6.	What is the correct HTML element for inserting a line break?
<input type="radio"/>	A <lb>
<input type="radio"/>	B
<input type="radio"/>	C <break>
<input type="radio"/>	D <bre>

7.	What is the correct HTML for adding a background color?
<input type="radio"/>	A <body bg =“yellow”>
<input type="radio"/>	B <background>yellow</background>
<input type="radio"/>	C <body style=“background-color: yellow”>
<input type="radio"/>	D <body yellow>

8.	Which character is used to indicate an end tag?
<input type="radio"/>	A <
<input type="radio"/>	B #
<input type="radio"/>	C /
<input type="radio"/>	D •

I scored: ____ / 8



When you have finished your website you should print it and stick it in your booklet in the box below.

<Stick your website in here>



Mini Project PRIDE

Effort

1

2

3

4

Strength



- You can create the basic structure for a HTML webpage
- You can set the title for a webpage
- You can use different sized headings on your pages
- You can effectively use image tags to add pictures to your site
- You can use hyperlinks to link pages together
- You have included necessary information for the project in appropriate fonts/ colours

Target



- Give a suitable title in the correct HTML tag
- Write the html code to add an image called "pic1.jpg" to your site
- Write a hyperlink tag for google.co.uk
- Write the HTML code to create a bulleted list
- Write the HTML code to write the word hello in red
- Go online and find a new HTML tag that you haven't used. Explain what it is and why you think it's useful
- Evaluate the website you have made

Presentation and SPaG



- Correct any missing capital letters
- Correct your spellings
- Add in missing full stops/ apostrophes
- Pick a more suitable font/ colour so your work is easier to read
- Next time use images to support what you have written

Student Improvement:



Lesson 7: Introduction to Comics

Objective: Identify the uses and purposes of a comic book and explore comic characters and their origins

Do Now: What do we already know about comics?

Create a mind map with everything you and your group know about comics. What do they look like? What famous comic characters do you know? When was the last time you read one/ watched a film based on a comic? Write down some examples and get ready to share your experiences.



Task 1: Research at least **two** current and historical types of comic books commenting on:

- Purpose
- Genre
- Target Audience
- Reading Age

Present your research in Microsoft Word with an appropriate **title** and **date**

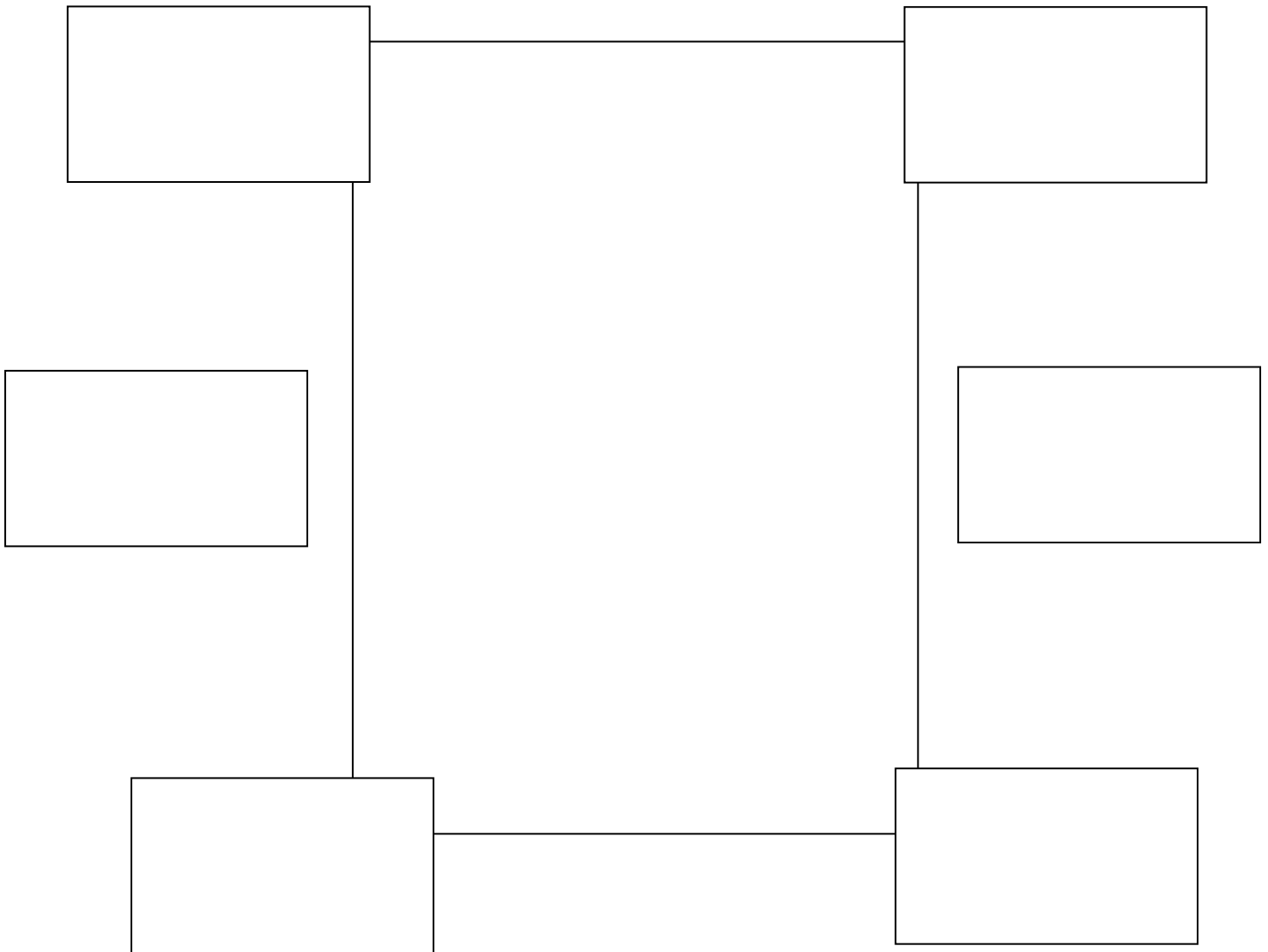


Task 2: Comic Characters

Pick any comic book character, draw it and fill in the boxes giving their physical and non-physical characteristics

Physical

Non Physical

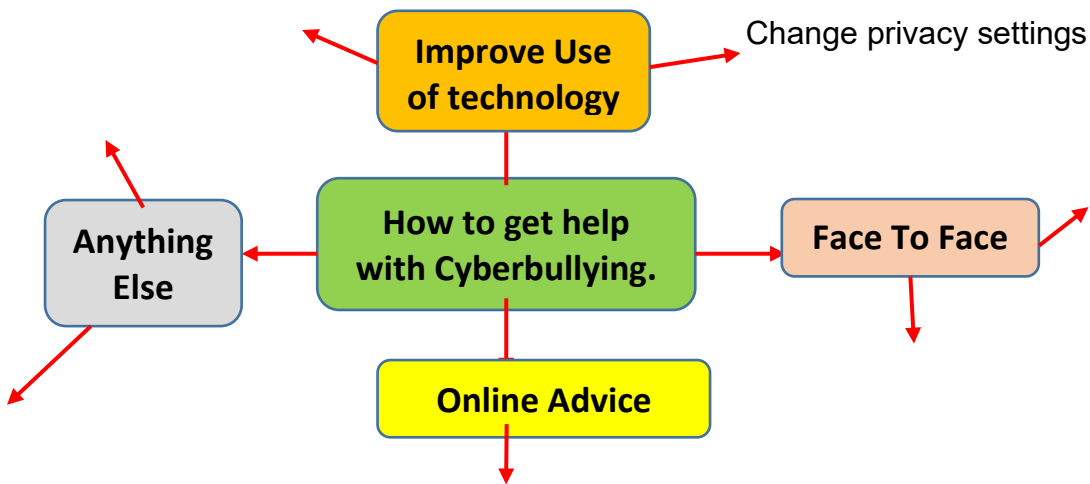




Lesson 8: Generating ideas – Storyboarding our comic







Objective: Use planning documents to assist you in planning for your comic strip

Task 1: How to get help with Cyberbullying



Task 2: Outlining your story

Use your mindmap to help you come up with an outline to the story for your comic strip. Fill the boxes indicating who the characters are, where the story will take place etc.

 Who?	 Where?	 The start
 Events/ Dangers!	 What happens?	 The ending



Task 3: Storyboarding your comic

Pen
Ruler to draw straight lines
Oops! Line through mistakes
Underline dates & titles
Draw in pencil





Lesson 9, 10 & 11: Creating the comic

Objective: Apply our knowledge of comic strips and use the plans we have created to make a comic to meet a client brief

CyberSafety Online is a government funded organisation that aims to educate teenagers on the dangers of cyber bullying (especially 11–16 year olds). They have found a rise in cyber bullying on social media apps and websites. This is partly due to the greater use of mobile devices such as mobile phones and tablets.

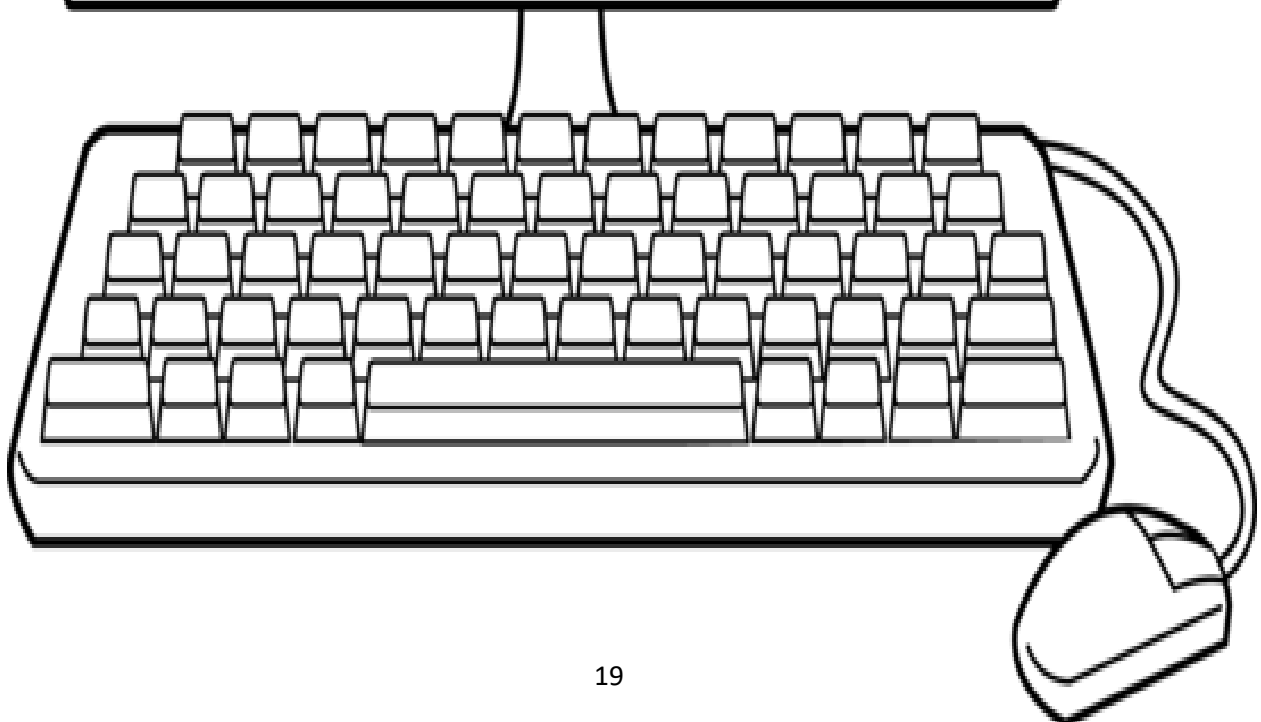
CyberSafety Online has asked you to create a multipage comic strip that tells a story about the dangers of cyber bullying on mobile devices.

It should show an example of the dangers and what somebody should do if they are a victim of cyber bullying.

You should:

- ✓ Include a clear title
- ✓ Tell the story of somebody enjoy becoming the victim of cyberbullying
- ✓ Show how they were bullied
- ✓ Include a happy ending where they are seen to get help.
- ✓ Include information at the end on where to get help.

000



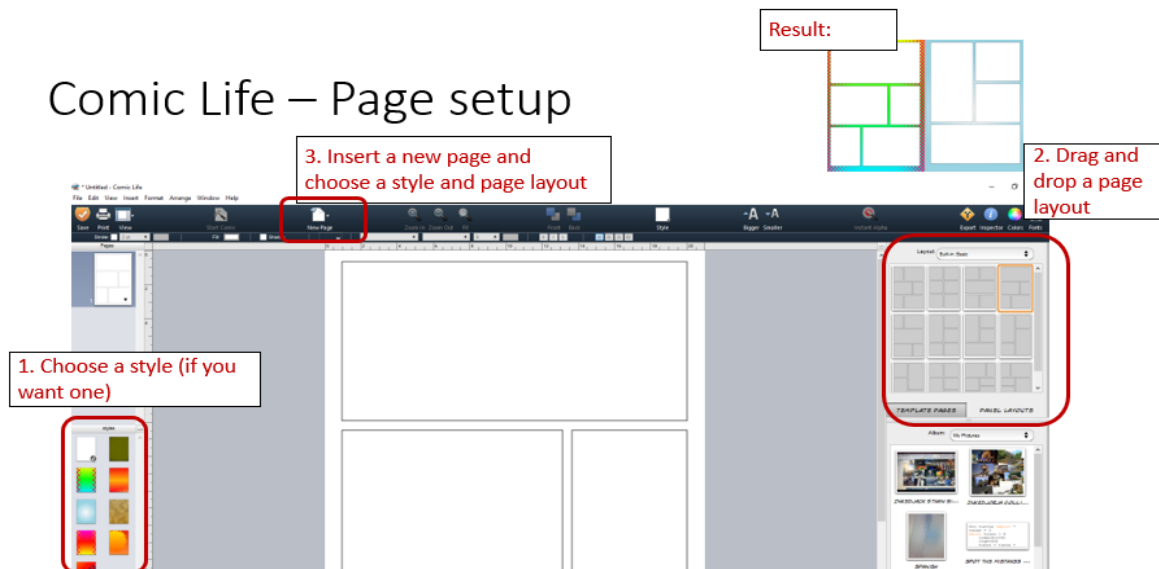


Comic Life – Getting started

- Go to Subject Software -> ICT -> Comic Life 3



Comic Life – Page setup



Comic Life – Adding titles/ speech bubbles/ captions

Panels: Use this to add individual extra panels to your page

Captions: Used to help narrate the scene to the reader

Speech bubbles: Used for adding dialogue

Lettering: Used for titles/ decorative text

Think about the style of speech bubble you are using - what impact does it have?



Comic Life – Collecting pictures for your comic (Storyboard that)

Option 1: Storyboard that

1. Go to this website and click "Create a Storyboard"
2. Go through the scenes/characters and find images you want
3. Open the snipping tool
4. Click new and then select the image
5. Save your pictures Put them all in the same folder!

Comic Life – Collecting pictures for your comic (Google images)

Option 2: Google images

1. Go to images.google.co.uk
2. Search for the image
3. Click on the picture you want
4. Right click -> Save image as

Comic Life – Adding Pictures

1. Click "Explorer" – go through the folders to find where you have saved your pictures
2. Drag a background onto a panel
3. Drag a character onto a panel. Click "Add Image"
4. If your image has a background:
 - Click "Instant Alpha"
 - Click on the colour you wish to remove
 - Press Enter on your keyboard



When you have finished your comic you should print it and stick it in your booklet in the box below.

<Stick your comic in here>



Lesson 12: Review and improvements

Objective: Review your comic to ensure it has met its purpose

Reviewing your comic

Complete the boxes below, identify things you have done well on your comic and things you want to improve upon. Discuss your panel layout, characters, locations and messaging about cyberbullying.

Why do you think it did or did not meet the client's needs?

--

Things that I have done well are:

--

Things I need to improve are:

--



Assessment PRIDE

Effort

1

2

3

4

Strength



- You've created an effective storyboard plan for your comic
- You've chosen an effective panel layout with panels that have suitable backgrounds
- You've added characters and appropriate speech to the panels that matches the story
- Your project meets the brief, informing readers how to stay safe from cyberbullying
- You've written an effective review, identifying good strengths and areas for improvement

Target



- Add more to your storyboard – make sure you include scene numbers and locations
- Label the panels with missing backgrounds saying what you would use
- Correct any missing characters and speech on your printed comic
- Add some messages telling students how to stay safe from cyberbullying
- Add more to your evaluation, giving strengths and weaknesses
- Research the difference between a linear and non-linear comic

Presentation and SPaG

- Correct any missing capital letters
- Correct your spellings
- Add in missing full stops/ apostrophes
- Write in black pen
- Draw diagrams in pencil

Student Improvement:



Unit Review - Self Reflection

Beginner	Progressing	Embedded
I am still learning this and don't feel confident about my knowledge of the topic	I am getting there but don't understand everything about the topic	I have a really good knowledge of this topic and can answer questions confidently

Assessment Criteria	Beginning	Progressing	Embedded
Have a sound understanding of issues related to online safety and know how to stay safe			
Use advanced HTML tags to add images and hyperlinks to webpages			
Understand what a comic strip is and what they are made up of			
Can create a comic strip using a range of techniques including choosing suitable panels, characters and speech			

Things that I have done well in this unit are:

--

Things I need to improve in the next unit are:

--