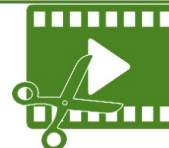




{ Spring }

ICT Creativity



ICT - Year 7

Topic: E-safety & Website Creation

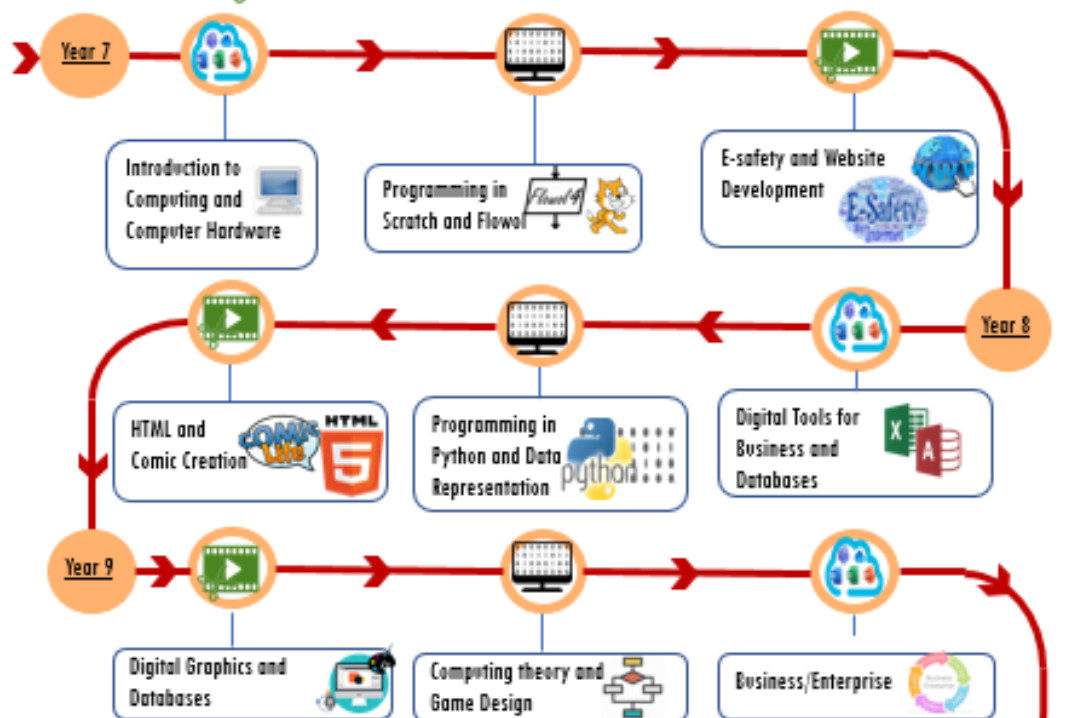
Name: _____



ICT, Business and Computer Science

Curriculum Pathway

Digital Literacy Computer Science ICT Creativity



GCSE Computer Science

- Systems Architecture
- Memory and Storage
- Networks and Protocols
- Network Security
- Systems Software
- Ethical, Legal & Environmental
- Algorithms & Logic

Edugas Level 1/2 ICT

- Unit 1 – ICT In Society
- Unit 2 – ICT in Context

BTEC Enterprise Level 1/2

- Component 1
- Component 2
- Component 2

KS4 Options

A Level Computer Science

- Theory of Computer Science
- Programming and Algorithms
- Computing Practical Project

BTEC Level 3 ICT

- Information Technology Systems
- Using Social Media in Business
- Website Development

BTEC Level 3 Business

- Exploring Business
- Developing a Marketing Campaign
- Personal and Business Finance

A Level Economics

- Microeconomics
- Macroeconomics
- Globalisation



KNOWLEDGE ORGANISER BIG IDEA: ICT Creativity TOPIC: E-safety & Website Creation	
Key Word	Definition
Cyberbullying	The bullying of another person using the internet, mobile phones and other digital devices, with the intent to deliberately upset them.
Netiquette	Correct or acceptable way of communicating on the internet.
Sexting	Sending sexually explicit messages or images by cell phones and other electronic devices.
Password	A secret word or phrase that must be used to gain access to something.
Hacking	Gaining access to a computer, with the intention of stealing data or causing damage.
Website	A collection of webpages with information on a particular subject.
Navigation	The elements of a website that allows the user to move around the website. This is usually in the form of a menu or hyperlinked text or buttons
Hyperlink	A link from a hypertext document to another location, activated by clicking on a highlighted word or image
Multimedia	Content that uses a combination of different types of media - for example, text, audio, images.

- How do you stay safe on the Internet?**
1. Create complex passwords
 2. Boost your network security
 3. Use a firewall
 4. Click smart
 5. Keep up to date

- Three Laws to protect against computer crimes:**
1. Sexual Offences Act 2003
 2. Criminal Justice and Immigration Act 2008
 3. Racial and Religious Hatred Act 2006



ZIP IT
Keep your personal stuff private and think about what you say and do online.



BLOCK IT
Block people who send nasty messages and don't open unknown links and attachments.



FLAG IT
Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

Types of Cyberbullying:

- **Harassment:** Using text messaging, instant messaging and email to harass, threaten or embarrass the target.
- **Impersonating someone:** Developing a screen name that is similar to the victim's screen name and then posting rude or hurtful remarks while pretending to be the victim.
- **Creating Websites:** Spreading rumours, lies or gossip about the victim online through websites or blogs.

Ways to Prevent Cyberbullying:

- **Notice:** Recognize if there has been a change in mood or behaviour and explore what the cause might be.
- **Talk:** Ask questions to learn what is happening, how it started, and who is involved.
- **Report:** Most social media platforms and schools have clear policies and reporting processes. If a classmate is cyberbullying, report it the school.
- **Support:** Peers, mentors, and trusted adults can sometimes intervene publicly to positively influence a situation where negative or hurtful content posts about a child.

- Online Dangers**
- Cyberbullying
 - Pornography
 - Indecent images
 - Sexual Exploitation
 - Online vs reality
 - Hacking
 - Grooming
 - Gambling
 - Social Media
 - Addiction

Protection from online bullying and harassment Cyberbullying is an extremely unpleasant and upsetting experience. There are several authorised websites that offer advice on how to stay safe online and what to do if Cyberbullying occurs:

- **BBC Webwise** (www.bbc.co.uk/webwise)
- **Childline** (<http://www.childline.org.uk>)
- **ThinkUKnow** run by the Child Exploitation and Online Protection Centre (CEOP) (www.thinkuknow.co.uk)
- The Bullying UK helpline is available on 0800 800 2222, and **Childline** can be contacted on 0800 1111.



Lesson 1: Avoiding online dangers

Objective: Understand online risks and how to stay safe whilst online.

DO NOW:

Complete the questions

1. What types of social media/networks are you a member of?

2. Have you ever checked your privacy settings and are you aware of who can see what when they visit your profile/chat to you?

3. Do you game online? On the computer, playstation or xbox? Is this with friends or strangers or both?

4. How many hours a day do you spend on your devices (video games/ phones etc)? Do you think this is too much or too little?

Task 1: Caught in the web

Now, as you watch the video note down key concerns/ safety issues that you see presented in the stories that unfold. Make your notes below:



Remember: If you are worried about anything you see here talk to a trusted adult/ teacher at school.

Task 2: Thinkuknow

Now go to www.thinkuknow.co.uk and click on the 11-13 section.

What does this website have to offer young people about internet safety?

Task 3: How to stay safe article

You have been asked to write an article in the school magazine about staying safe online. A lot of students in the school use social media and you need to raise awareness about how to stay safe when using social media.

You must include:

- ✓ The dangers that can happen
- ✓ Real life examples
- ✓ How to prevent these dangers
- ✓ Appropriate images to support your article

Plenary: Fill in the blanks:

Email, instant _____ , social networking _____ and video chat are great for keeping in touch with family and friends, but make sure you know who you're _____ to. People may _____ be who they claim to be. They might try to get _____ information from you or ask you to do something that makes you uncomfortable. Others may try to wind you up or be unnecessarily aggressive. This is called _____ and _____. Ignore _____ and friend requests from people you don't know and avoid meeting people you meet on the _____ in real life.

internet sites flaming talking not trolling messaging personal emails



Lesson 2: Self-esteem & Peer Pressure

Objective: Be able to discuss self esteem and peer pressure online and be able to give advice about staying safe

Task 1: Self-esteem online

Write advice to help solve each problem. Remember, it is very brave of these people to share their problems, try to be tactful and diplomatic in your answers!

Open Question [Show me another »](#)


Anonymous119

Why didn't they invite me?

I just saw photos of a lot of my friends online and they were hanging out at the weekend in the park. I live just near by, why didn't I get a text to ask to join them?

19 hours ago - 1 week left to answer. [Report Abuse](#)

[Answer Question](#)

Open Question [Show me another »](#)


Anonymous123

How do I stop myself?

Sometimes I feel bad about myself after being on social media for too long. I know I shouldn't get sucked in to it, but I do and I just end up comparing myself to my friends, or even to people I don't know. How can I snap out of it?

19 hours ago - 1 week left to answer. [Report Abuse](#)

[Answer Question](#)



Task 2: How to boost self esteem – positive thinking

Correct the negative thinking that some people express and rephrase it so it is positive instead

I'm not good at this

I need more practice at this

I give up

I'm not as good as him/her

I'm not _____ enough

They'd never like me

No one cares about me

I always get things wrong

Five empty rectangular boxes with a blue border and a small blue pen icon in the top right corner, intended for rephrasing the negative thoughts.

Task 3: Peer pressure & being a good friend online



Define **peer pressure**:

Explain what Sarah should do to be a good friend:

Sarah has a good group of friends and enjoys spending time with them online and offline. There is one person, Jake, in her group who always pushes a joke too far. Sometimes he can be quite offensive, even though he means to be funny. When he sends around memes or 'funny videos', in his opinion, Sarah is often unsure of what to do. He is usually making fun of others, but Sarah thinks he can be a bit mean. She doesn't want to seem like a stick in the mud, or a goody two shoes, but she doesn't want to share on the videos. What should she do?



Lesson 3: Cyberbullying

Objective: Define cyberbullying, recognise examples of it and give ways to deal with it

DO NOW: With your partner, come up with a **definition of cyberbullying** and write it in the box below.

Task: Campaign to stop cyber bullying

The school is going to launch a new campaign to prevent cyber bullying. Create a poster to put up in the school that explains:

- What cyberbullying is
- How to prevent it
- The bystander effect

Extension: Imagine you are the characters from the film. Write a 5 minute conversation between Alex and Jason discussing what they should do.

Plenary: Evaluating our learning

3 Things I have learned today ...

2 Things I already knew ...

1 Question I still have ...



Lesson 4: Digital Footprint

Objective: Understand your digital foot print and how to keep your information private

DO NOW: Secure Passwords

Have a look at the following passwords. Which one you do think is most secure?

1. Balance
2. Balance2005
3. balance2005
4. Balance2005!
5. Balance
6. B
7. bbbbbbbbbbbbbbbbbbbbbbbbbbb

Task 1: Creating secure passwords

Create 5 rules for creating a secure password


- 1.
- 2.
- 3.
- 4.
- 5.

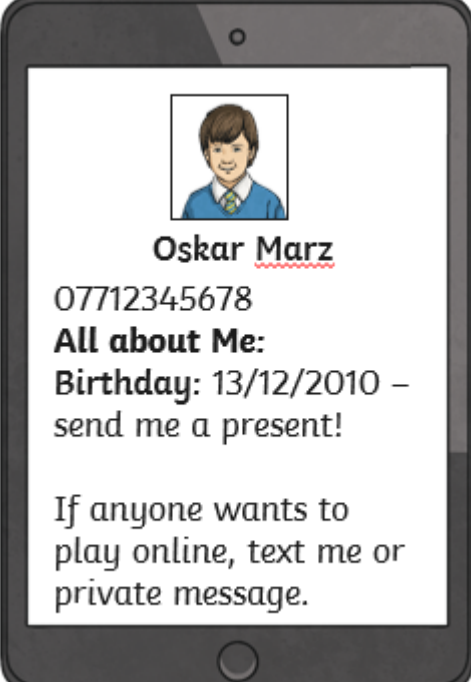
Create three random passwords below following the guidelines you have decided upon:



Task 2: Digital Footprint

Look at these two online profiles. Can you spot any information that could be dangerous to share?

 <p>Alice Quinn</p> <p>aliceqqq@twinkl.co.uk</p> <p>All about Me: I'm 13 and I love horses and playing football. I play for my school team – Parklands Primary.</p>	
--	--

 <p>Oskar Marz</p> <p>07712345678</p> <p>All about Me: Birthday: 13/12/2010 – send me a present!</p> <p>If anyone wants to play online, text me or private message.</p>	
--	--



Task 3: Looking after your digital footprint

Complete your “digital footprint” by writing or drawing the ways you use the internet, including websites you visit. Compare your digital footprint to your neighbour.



Lesson 5: Healthy use of the internet



Objective: Identify the consequences of too much screen time and the ways this can impact upon our mental and physical health.

Task 1: Spotting the signs

Think about the signs you experience when you have been online too long and categorise them in the table below.

Signs from the world around you	Signs from your own body

Task 2: Finding a balance

For each of the signs you might experience you should match it with an appropriate response.

Feeling hungry	If you've been sat looking at a screen too long, try some gentle exercises. Play a game like football or tag which gets your body moving.
Neck ache	Take a break and find something to eat! You might need a snack but a drink like water or juice can also help give your body the energy it needs.
Flat battery	Being online can affect your mood so put down the device and find something to cheer you up: catch up with friends or relax with your family.
Headache	Don't just plug in and keep using the device. Use this as an excuse to put it to one side and do something else instead. Why not go outside for a bit?
Feeling moody	This is a sign you haven't been drinking enough, so get a glass of water straight away. It's also good to do something which gives your eyes a break.





Lesson 6: Legislation

Objective: Understand the different types of laws that apply to ICT

Task 1: ICT Laws

Complete the tables about the different ICT laws. Use the bitesize page

<http://tiny.cc/ictlegislation> for help

Data Protection Act

What is it?

When was it introduced?

Key information:

Computer Misuse Act

What is it?

When was it introduced?

Key information:

Copyright Act

What is it?

When was it introduced?

Key information:

Task 2: Alex is starting a new business working in the music/ tech industry. Create a Powerpoint explaining and giving advice to Alex on following ICT legislation and the consequences for breaking the law



Lesson 7: E safety Assessment

Objective: Complete an assessment of your understanding of e-safety

1. What should you do if you want to meet someone you only know online?

a	Meet somewhere quiet, so you can get to know each other	
b	Meet up with online friends	
c	Talk a trusted adult straight away	
d	Don't tell anyone because that would be embarrassing.	

3. If you post something on the internet, who may be able to see it?

a	Anyone	
b	Just yourself	
c	Only your family	
d	Only your friends	

5. Your friend tells you that she is talking to a boy online and she is going to meet him at the weekend. What should you do?

a	Tell your other friends	
b	Tell an adult straight away	
c	Volunteer to go with her	
d	Let her go on her own	

2. A friend meets someone online who tells them they are the same age.

So it is safe to share personal information

a	True	
b	False	

4. Who can you share your passwords with?

a	Your friends	
b	Your teacher	
c	Your family	
d	Nobody	

6. One of your friends has posted a video of you on the internet and you don't like it. You've asked them to take it down but they've said no because it's funny. What should you do?

a	Keep asking your friend until they take it down	
b	Leave it – you can't do anything about it	
c	Post a video of them to get them back	
d	Speak to an adult and say why you don't like it	

(6)



7. Describe three things your friends could do to stay safe when they're using the internet

1. _____
2. _____
3. _____

(3)

8. a) Identify a risk of posting a picture of yourself online in your school uniform

--

(1)

b) Explain why this could be dangerous

_____ _____ _____

(2)

9. Someone you have never heard of adds you on Snapchat or Facebook. You accept the friend request. The account messages you and asks for your phone number.

Why should you be suspicious about this?

--

(1)

How would you react to this in a safe way?

--

(1)

10. Some of your friends have been sending nasty messages to a person in your form group. You also feel pressured to join in. Explain what you can do to be a good friend and avoid the peer pressure.

--



(2)

11. Give three ways to deal with a cyberbully

1. _____
2. _____
3. _____
(3)

12. Give three ways you can make a password stronger

1. _____
2. _____
3. _____
(3)

13. David has spent the vast majority of his weekend online and playing video games.

Give two negative things he might be experiencing as a result of this and for each give an explanation of what he can do to help himself

Negative feelings David might experience	Ways David can help himself

(4)



14. The Data Protection Act is a law designed to protect what?

a	Your computer from being hacked	
b	Personal data stored on computers	
c	Theft of copyright materials	

16. What's the name of the law which makes copying software illegal?

a	The Software Piracy Act	
b	The Copyright Act	
c	The Copyright, Designs and Patents Act	

18. What is gaining unauthorised access to a computer system also known as?

a	Spamming	
b	Logging on	
c	Hacking	

15. The Data Protection Act was originally passed in 1984. It was later updated in which year?

a	1990	
b	1994	
c	1998	

17. What is piracy, in ICT terms?

a	Illegal copying of recorded material	
b	Setting up an illegal radio transmission	
c	Robbery and criminal violence at sea	

19. Which of the following is NOT an offence under the Computer Misuse Act?

a	Unauthorised access to someone else's files	
b	Unauthorised access to someone else's files with intent to commit further criminal offences	
c	Copying software and trying to sell it to someone for a profit	

(6)

Total: /32



Assessment PRIDE

Effort

1

2

3

4

Strength



- You can identify online dangers
- You can explain and give ways for people to protect themselves from online dangers
- You know what cyberbullying is and how to prevent it
- You can give ways to create a strong password
- You know the consequences of too much screen time and how this can impact us
- You know about the three main types of ICT legislation

Target



- Correct your mistakes using green pen
- Give two more rules for online safety
- Give a definition of cyberbullying
- Create three examples of strong passwords
- Identify two potential impacts of spending too much time online
- Explain the content of the Copyright, Designs and Patents act
- Research what GDPR is and give a brief explanation of it

Presentation and SPaG



- Correct any missing capital letters
- Correct your spellings
- Add in missing full stops/ apostrophes
- Write your answers in black pen
- Use green pen when correcting your mistakes

Student Improvement:



Lesson 8: Introduction to web design

Objective: Understand the basics of web design and create a master page in web plus

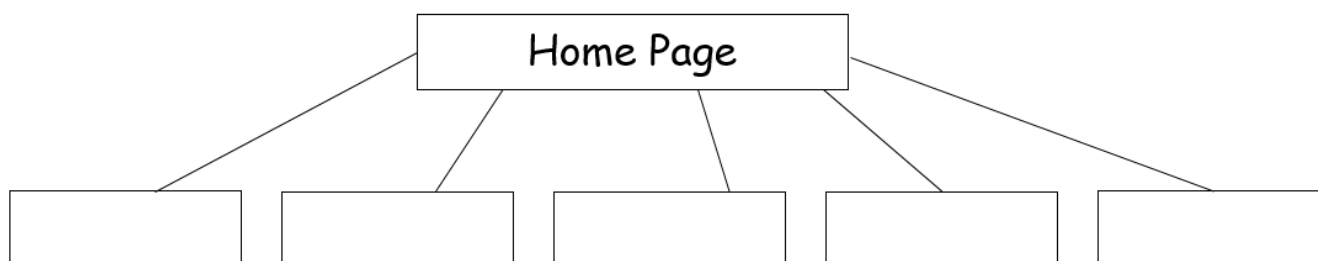
Your project

You will be creating a website for a shop. You need to decide on what your business sells – could be food, clothing, video games, etc. Your website must have multiple pages and include as many features as possible.

Task 1: Ideas for your site

Come up with an idea for your website in the box below. Give the title for website and explain what your website is going to sell. You should try to include what other information you want to have on your website and maybe what colours/ fonts you want to use etc.

You then need to decide which web pages your website is going to have by completing the diagram





Task 2: Designing your master page

Draw a design in the box below for how your master page is going to look. You should indicate what colours and fonts you want to use and where the navigation bar will go.

Task 3: You now need to create your master page in web plus and create the pages you have chosen in your plan. Your teacher will show you how.



Lesson 9: Adding content to web pages

Objective: Continue to build your website by adding content to the web pages

Task 1: Adding content

Today is all about adding content to the different web pages

You want to aim to get as much content on your pages as possible

You need to:

- Add headings to each of your pages
- Add text to your home page
- Create a table for your products
- Add images to your pages

Below are guides showing you each of the techniques you need this lesson.

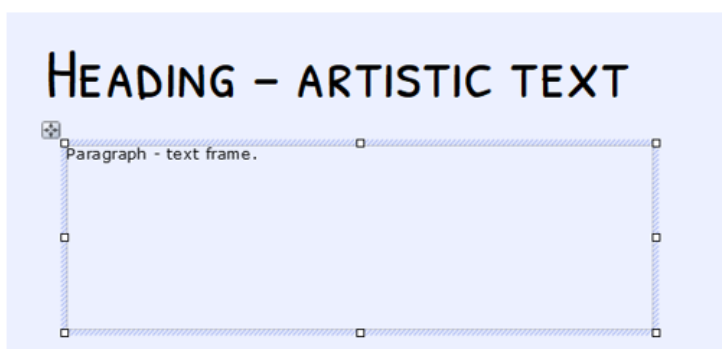
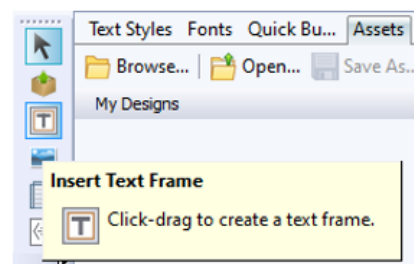
Adding text



Use this for adding page titles/ headings

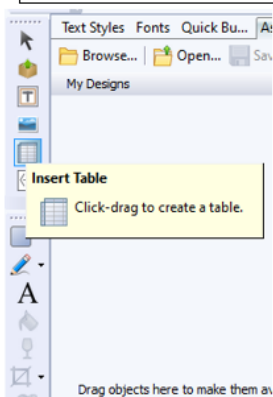


Use this for adding paragraphs of text

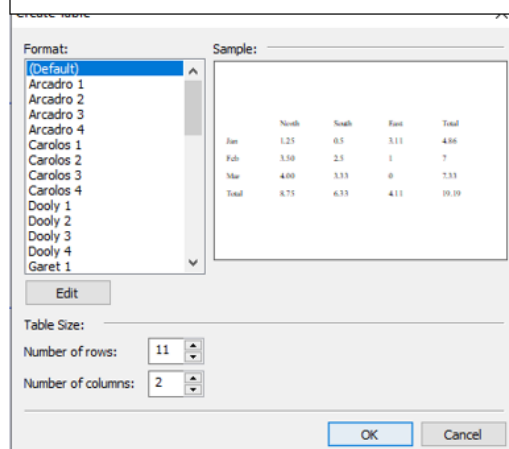


Adding a table

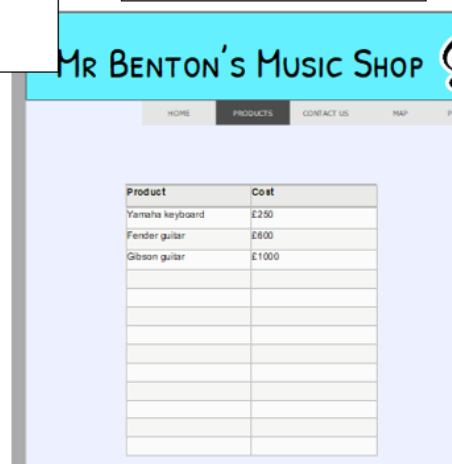
1. Click insert table



2. Choose the style and number of rows/ columns



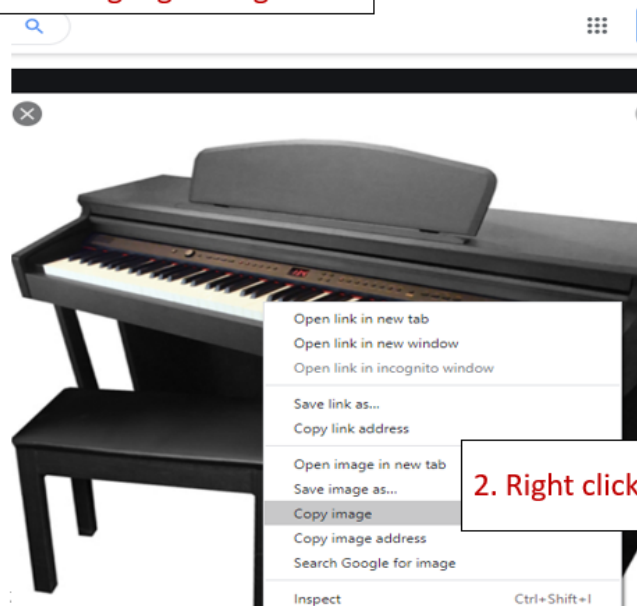
3. Add content to the table



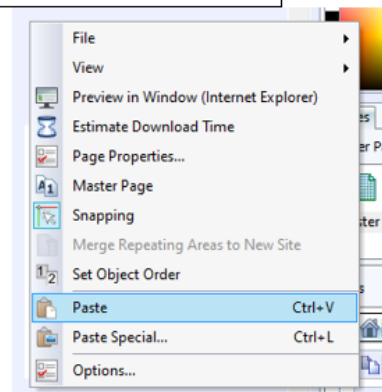


Adding pictures

1. Find the picture you want on google images



3. Go to the web page.
Right click + paste
OR
Ctrl + V



Lesson 10: Creating a logo

Objective: Continue to build your website by adding content to the web pages

Task 1: Making a logo for your website

You need to make a company logo for your website. Use the guide and your teacher for support. You will need Serif Draw Plus which you can find in

Subject Software -> ICT -> Serif Software -> Draw Plus

When you have finished you need to continue to add content to your web pages.

Refer to last lesson for the web pages you need to make and the content you need to include.

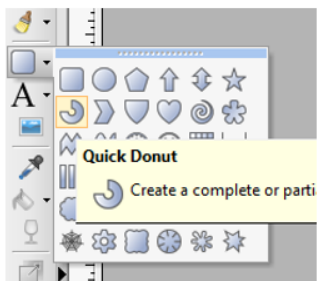
Creating a logo



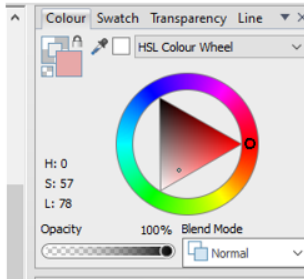
Example:



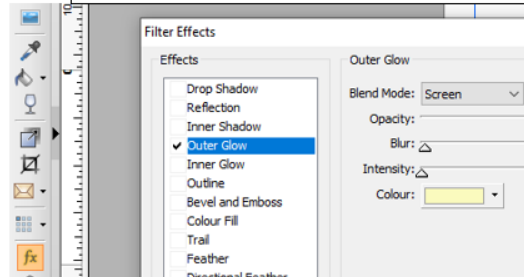
Add shapes or an image



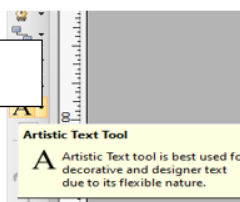
Change the colour



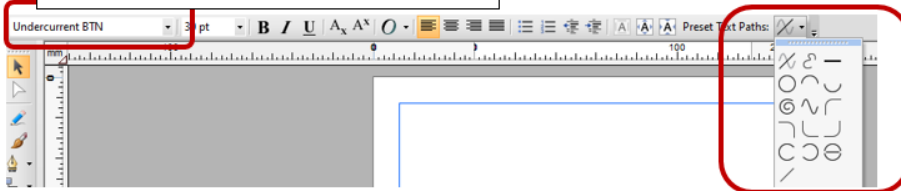
Add special effects



Add text



Choose a font & set a text path



Lesson 11: Interactive Features

Objective: Learn how to add advanced interactive features to websites

Task: Interactive features

This lesson you need to add advanced features to your website. There are guides below showing how to add each of the techniques. You should try to add:

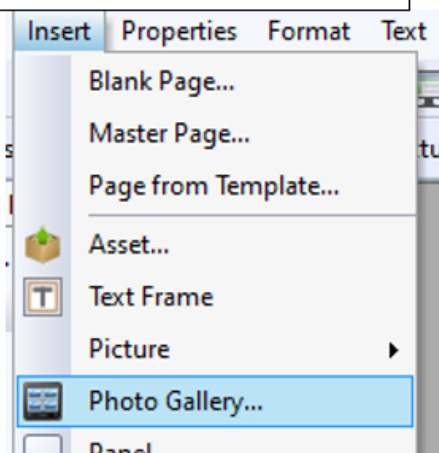
- A photo gallery
- Rollovers
- Contact forms



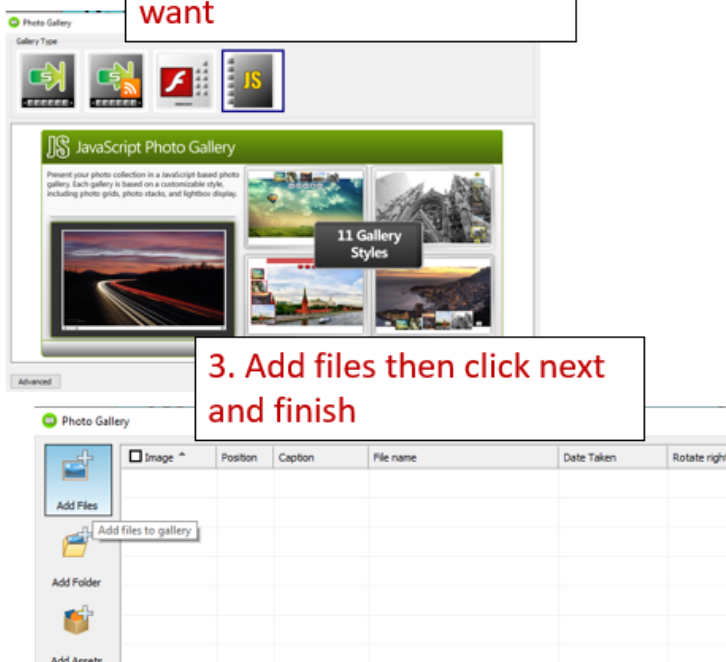
When you have finished this you should continue to make pages and add content to your site. Next lesson you will be printing and reviewing your site.

Photo Gallery

1. Click insert, choose photo gallery

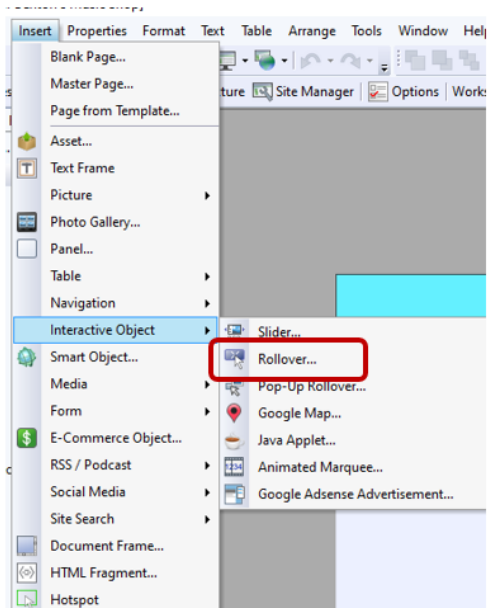


2. Choose the type you want

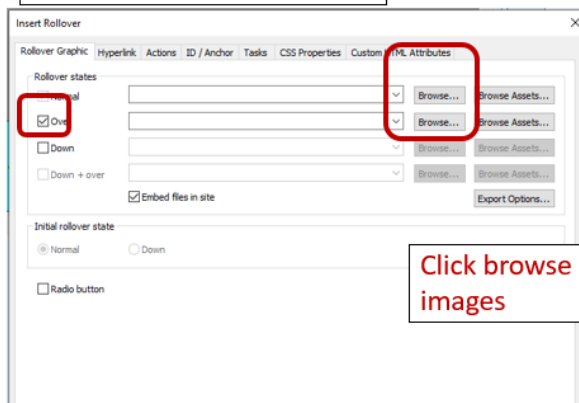


3. Add files then click next and finish

Rollovers

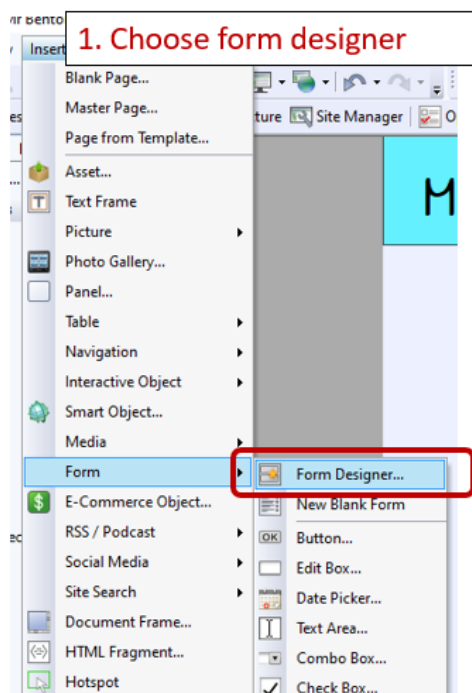


Click the "Over" check box.

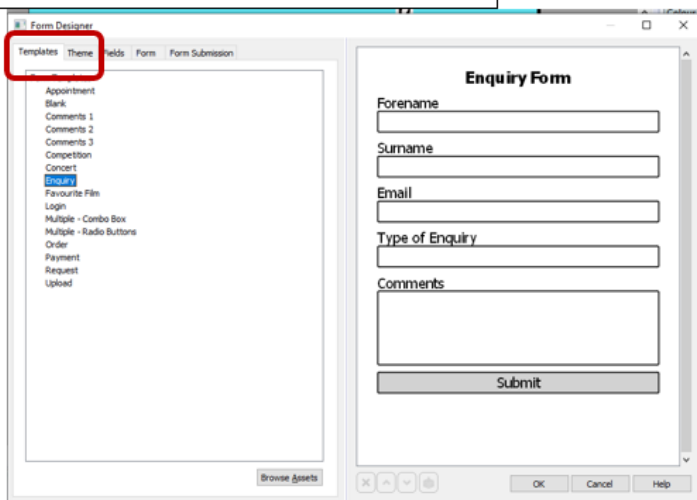


Click browse and choose your two images

Contact Forms



2. Choose your form type and theme





Lesson 12: Website assessment

Objective: Complete and review your website

You have 15 minutes to finish any remaining parts of your website. Your website should aim to have:

- ✓ A master page with a banner, logo and navigation bar
- ✓ A home page telling people what the website is all about
- ✓ A products page with a list of the things your company sells
- ✓ Interactive features such as an interactive map, rollover images and contact form

You then need to take screen prints of your site – your teacher will show you how. You think need to print and stick in the project on the next page



<Stick your website in here>



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
Can create a master page with basic content			
Can create and add content to web pages			
Can use software to create a logo for a company			
Can add interactive features to a website such as an interactive map, rollover images and contact form			

Complete the boxes below, identify things you have done well this term and things you want to improve on. This can be specifically about the topic itself or your own working practices

Explain what you think you have done well in the project:

Explain two improvements that you could make next time:



Target





Assessment PRIDE

Effort

1

2

3

4

Strength

- You've created an effective design for your website
- You have written appropriate content for your web pages and added images
- You have created a products page
- You have created a suitable logo
- You have included a contact form on your site
- You have included advanced website features such as: photo galleries, maps and rollovers
- You have written an effective evaluation for your project



- Add more detail to the design section of your website
- Explain what content you would add next to your site
- Create a table of products for your site
- Design a logo for your company
- Write a set of instructions for adding a _____
- Write an evaluation for your site explaining what you could do to improve the project

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:
