Year 7 – Collaborating online respectfully

Unit introduction

This unit has been designed to ensure that learners are given sufficient time to familiarise themselves with the school network. It also allows the teacher to discuss appropriate use of the school network, and to update and remind learners of important online safety issues. Whilst completing this unit, learners will also learn how to use presentation software effectively. In terms of online safety, this unit focuses on respecting others online, spotting strangers, and the effects of cyberbullying.

Overview of lessons

Lesson	Brief overview	Learning objectives
1 Welcome to the computing lab	This is the first lesson that Year 7 will experience in the computing lab. It is important that they know how to log on, create a secure password, and follow the rules that keep them safe. This lesson has been designed to give teachers time to ensure that learners can do this. The lesson is intentionally **low on content** as it is the first computing lesson.	- Create a memorable and secure password for an account on the school network - Remember the rules of the computing lab

2 Welcome to your workstation	This lesson gives you time to introduce the school network to your learners. They will have a tour of the common applications and their personal work areas. They will also learn how to send a respectful email to their peers and teachers. This lesson introduces learners to communicating respectfully online. As with the last lesson, this lesson is intentionally **low on content**, because you will have different things that you might like to show your learners.	• Find personal documents and common applications • Recognise a respectful email • Construct an effective email and send it to the correct recipients
3 Respectful online communication	Your learners need to be able to work successfully when collaborating online. Last lesson, you focused on email communication, but there are lots of other ways to communicate with others online. This lesson digs deeper into online communication and shows learners how to make positive contributions to their online community.	• Describe how to communicate with peers online
4 Presenting to an audience: part 1	This lesson focuses on the skills required to plan an effective presentation for an audience. It also explores the term 'cyberbullying' and the effects of cyberbullying. The lesson includes questioning and observation, which can help you assess learners' prior knowledge of presentation software.	• Plan effective presentations for a given audience • Describe cyberbullying • Explain the effects of cyberbullying
5 Presenting to an audience: part 2	This lesson is a continuation of the previous lesson. Learners are reminded of good practice for presentations through a 'true or false' activity. They then continue to work on their presentations, in preparation for showing them to the class.	• Plan effective presentations for a given audience • Describe cyberbullying • Explain the effects of cyberbullying

6 Who are you talking to?	This lesson introduces learners to the concept of people impersonating others online. This can be done in different contexts, but this lesson focuses on people pretending to be one of our 'non-digital world' friends. It gives learners tips on how to identify our friends online and how to spot impersonations. This lesson includes time at the end for the summative assessment.	• Check who you are talking to online

Progression

This unit has been devised as a transitional unit to allow learners to confidently move from Year 6 to Year 7. By the end of the unit, they should be able to use the school network safely and respectfully.

Please see the learning graph for this unit for more information about progression.

Curriculum links

[National curriculum links](#)
- Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- Understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns

[Education for a Connected World links](#)

Online relationships
- I can explain strategies for assessing the degree of trust I place in people or organisations online. (Y7)
- I can give examples of how to make positive contributions to online debates and discussions. (Y8)

Online bullying
- I can describe how bullying may change as we grow older and recognise when it is taking place online. (Y7)
- I can identify and demonstrate actions to support others who are experiencing difficulties online. (Y7)

Privacy and security
- I can create and use strong and secure passwords. (Y5)
- I can explain how my internet use is often monitored (e.g. by my school or internet service provider). (Y7)

Assessment

Summative assessment
- Please see the assessment question and answer documents for this unit.

Assessment rubric
- We include an assessment rubric as part of Lesson 4: Presenting to an audience - part 1

Subject knowledge

This unit focuses on using collaborative tools and being respectful online.
Enhance your subject knowledge to teach this unit through the following training opportunities:

Microsoft and Google courses
The most common application suites in schools are Office 365 and G Suite. If your school uses these suites and you are unsure of how to use them, both companies provide free online courses. Certification requires a fee. These are:
- [The Google Education: Teacher Center](#) (G Suite account required)
- [Microsoft Certified Educator](#) (Office 365 account required)

Online training courses
- [Impact of Technology: How to Lead Classroom Discussions](#)