Year 2 Technology in our Lives 2 Do I Trust My Internet Use? (Core)

Timing	Children will
2 sessions of 30 - 40 minutes	- Think about 'What is the internet and what is the World Wide Web?' - Look at the validity of information that we find on the Internet using Apple Ant website - Consider where the information for the school website comes from - Make own 'webpage about a creature on a paper or using an app/document
e-safety links 🌂 I know that not everyone is who they say they are on the Internet. *(anyone can add information)*	**Objectives** **Technology in our Lives** I am starting to understand that other people have created the information I use *and know that not all information on the Internet is true.*

Links to other learning
Multimedia 1
English: Non-fiction text

Resources	Preparation
[What is the Internet? PowerPoint](#) [Apple Ant Website](#) Presentation software or Apps	Download ['What is the Internet?' Presentation](#). Prepare short cut for children to access https://sites.google.com/view/appleant/home or use this QR code. Prepare short cut for children to look at the school website. Optional activity for session 2 is using Google sites for the class to make their own 'crazy creature' website. Other website makes can be used but this is free within GSuite for Education.

	Expectations	Activity	Success Criteria

1	**Technology in our Lives**
	
	I am starting to understand that other people have created the information I use *and that just because something is on the web it doesn't mean it is true.*
		Is it true?
		• 'We are going to use the internet to find some information.' Use ['What is the Internet?'](#) to consider questions:
		  ○ What is the internet?
		  ○ Where is information on the internet? Talk about World Wide Web as being one part of the internet.
		
		• Show the children the [Apple Ant Website](#)
		
		• Allow them some time to investigate this website. Ask them to find out as much information as they can in pairs so that they can report back to the class all that they can about Somerset Apple Ants. Check children find navigation buttons at the bottom or the webpages and the drop-down menu top right of the website.
		
		• While the children are exploring ask questions. Let them have a bit of time to find out answers if they don't know straightaway. Can they tell you which page they are going to use to find the answer? Possible questions:
		  ○ What do apple ants eat? Which apple ants eat slugs? Which eat snails?
		  ○ What puts apple ants in danger?
		  ○ What do you do with apple ants when you make a green apple pie?
		  ○ Where do apple ants live?
		  ○ What is your favourite bit of art about apple ants?
		
		• Once the children have reported back, ask them whether they think apple ants are real? Take examples of sentences on the website that are suspicious. Help children to explain to each other why they think the information is not true.
		
		• Look in minibeast/bug information books and use appropriate search engine to look for information about Apple Ants. Is there information anywhere else about this creature? Is there anything that confirms their existence?
		
		• Once it has been established that it is not true – ask why this might have
			Gold: Can I explain how we can find out whether information on a website is true or not?
			
			Silver: Can I talk about how I know whether something on a website is true?
			
			Bronze: Can I give a reason as to why the apple ant site is not true?

		happened. Check children know that it is people that make websites.	
		• Make a list of how we check information on a website eg search and look at other websites, check books, use the knowledge we already have, discuss it with a trusted adult.	
		• Ask "Is everything we see on the web true?"	
2	**Technology in our Lives** I am starting to understand that other people have created the information I use *and that just because something is on the web it doesn't mean it is true.*	**Who puts information online?** • Ask the children who they think puts information online. Who adds information to web pages? Where does the information come from that goes on the school website? • Let children have a chance to look at the school website. Talk about who selects the photos to go online. Talk about who adds information. If possible, log in to show the children how you can add something, or invite the person who looks after your school website to come into the classroom to show them how it works. • What did we find out when we visited the Apple Ant website? Reinforce the learning outcomes from the previous session. • What bug would you create to put online? What would the webpage look like? • Children make their own 'web pages' for bugs they make up e.g. banana slugs. They can use paper and pens, or a word-processing program such as JIT5, 2Publish or age-appropriate app such as Pic Collage or Doddle Buddy. • **Optional:** The class could make their own 'crazy creature' website using Google Sites, which is free to use with GSuite for Education, or other website creator.	Gold: Can I talk about who adds photos and information to the school website? Can I create my own 'web page' with information about an imaginary bug? Silver: Can I create an imaginary bug and annotate it with imaginary information? Bronze: Can I create an imaginary bug?