

INSPIRE **COMPUTING**

International

Student Book

YEAR 4

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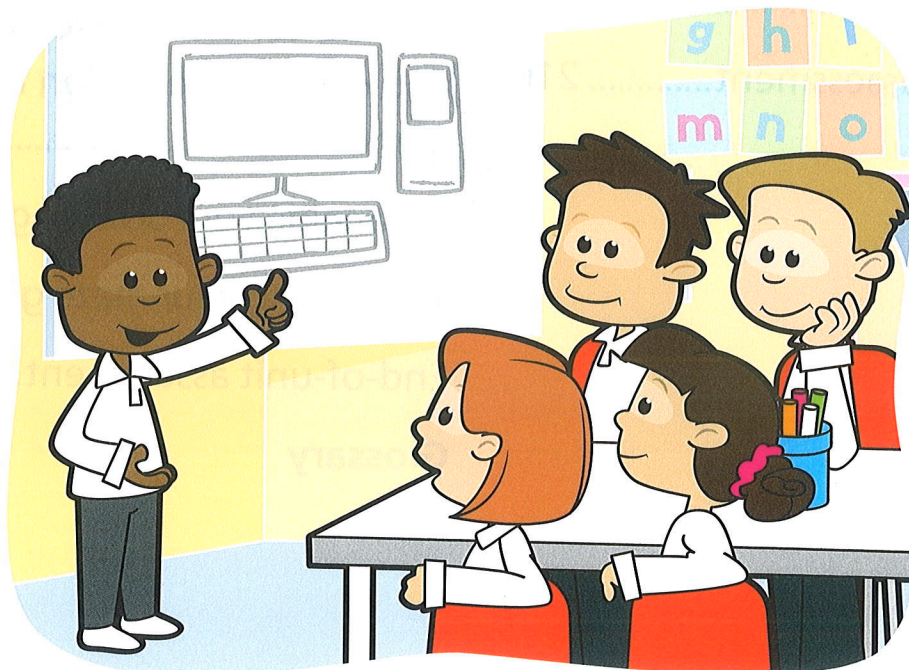
Glossary

Welcome to Inspire Computing

We are all living in a continually evolving digital world. By supporting learners in becoming confident and knowledgeable users of technology we can ensure they are prepared for the future.

Inspire Computing makes important topics accessible for all learners. Understand how to stay safe online while still enjoying the freedom to explore the World Wide Web. Delve deeper into understanding algorithms through creative approaches, exploring networks and systems, and create and film exciting animation projects!

Each topic includes easy to understand theory, real-world examples, and ideas for further investigation. You will also have the chance to show off your knowledge and understanding through supportive assessments and student checkpoints!



Key objectives

What you will know or be able to do by the end of the unit.

Unit 1

Online safety

In this unit you will learn about the form of inappropriate online behaviour known as cyberbullying. You will learn ways to identify it and discuss what to do if it happens to you or your friends.

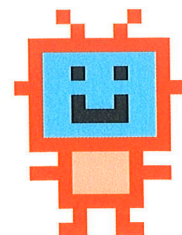
Then you will practise your learning by planning, scripting and recording a green screen video. You will use cropping and merging skills to edit your video.

Key objectives

- 🎯 To understand the risks and dangers of sharing personal information online, and to know what information you should never share online.
- 🎯 To understand the differences between bullying and cyberbullying.
- 🎯 To be able to recognise cyberbullying, how it affects its victims, and what to do if you experience it yourself or witness it happening to someone else.
- 🎯 To be able to create a green screen video from scratch, including writing the script, recording and editing.

Introduction

Here you can find out what this unit will be all about.



In this lesson you will:

This is what you will know or be able to do by the end of the lesson.





Key vocabulary


Important words to know.

Lesson 9

Using a search engine efficiently

 In this lesson you will use your skills to effectively use a search engine and collect your information.

 Key words: paraphrase, plagiarism

 Review your work from Lesson 8. Explain to your partner what you are going to research, how you are going to use a search engine and how you are going to present your research.

Now you can start your project by researching and saving the information you find. Remember to follow your school policy for online safety and make sure you know what you should do if you need help.

Remember to **paraphrase** (rephrase and rewrite) the information you find so you are not taking credit for other people's work. Pretending that someone else's work is your own and taking credit for it is called **plagiarism**.



Activity 1

Research your project using your planning. Record the information you find in a table.

84

Starter

An introduction to the activity or information to start a discussion.

Look out for these boxes for extra information and for key reminders.

- If the part you want to trim is in the middle of the clip (for example, a mistake) you will need to split the clip after the mistake. To do this, select the clip that contains the mistake and drag the red box to the beginning of the mistake. This will cut out the mistake.
- You will then need to **merge** the first and second parts of the clip as already described.

Pay attention to the location of the red line that shows the **timeline** when you import. **Stop**, trim and edit your video. Swipe left and right to move your timeline along.



Activity 3

Edit any mistakes out of your video files on your device. Make sure you have merged the remaining video clips together.



Watch your finished video with a partner and discuss if you think you have cropped and edited the film well. Why or why not? What could you have done better?



I can use appropriate software or online services to meet the specified needs of a project.



I can import video files.



I can edit and merge video files.

Activity

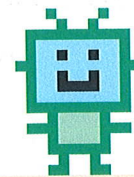
You may need to write or draw an answer, circle pictures or words; tick or match answers.

Refresher

To make sure that learning is secure.

Key vocabulary

Some tricky words are in **bold**. Find out what these mean in the Glossary at the back of the book.



Checklist

A handy list with the key parts of this lesson.

Unit 1





Online safety

In this unit you will learn about the form of inappropriate online behaviour known as cyberbullying. You will learn ways to identify it and discuss what to do if it happens to you or your friends.

Then you will practise your learning by planning, scripting and recording a green screen video. You will use cropping and merging skills to edit your video.



Key objectives

-  To understand the risks and dangers of sharing personal information online, and to know what information you should never share online.
-  To understand the differences between bullying and cyberbullying.
-  To be able to recognise cyberbullying, how it affects its victims, and what to do if you experience it yourself or witness it happening to someone else.
-  To be able to create a green screen video from scratch, including writing the script, recording and editing.



Lesson 1

Explaining e-safety



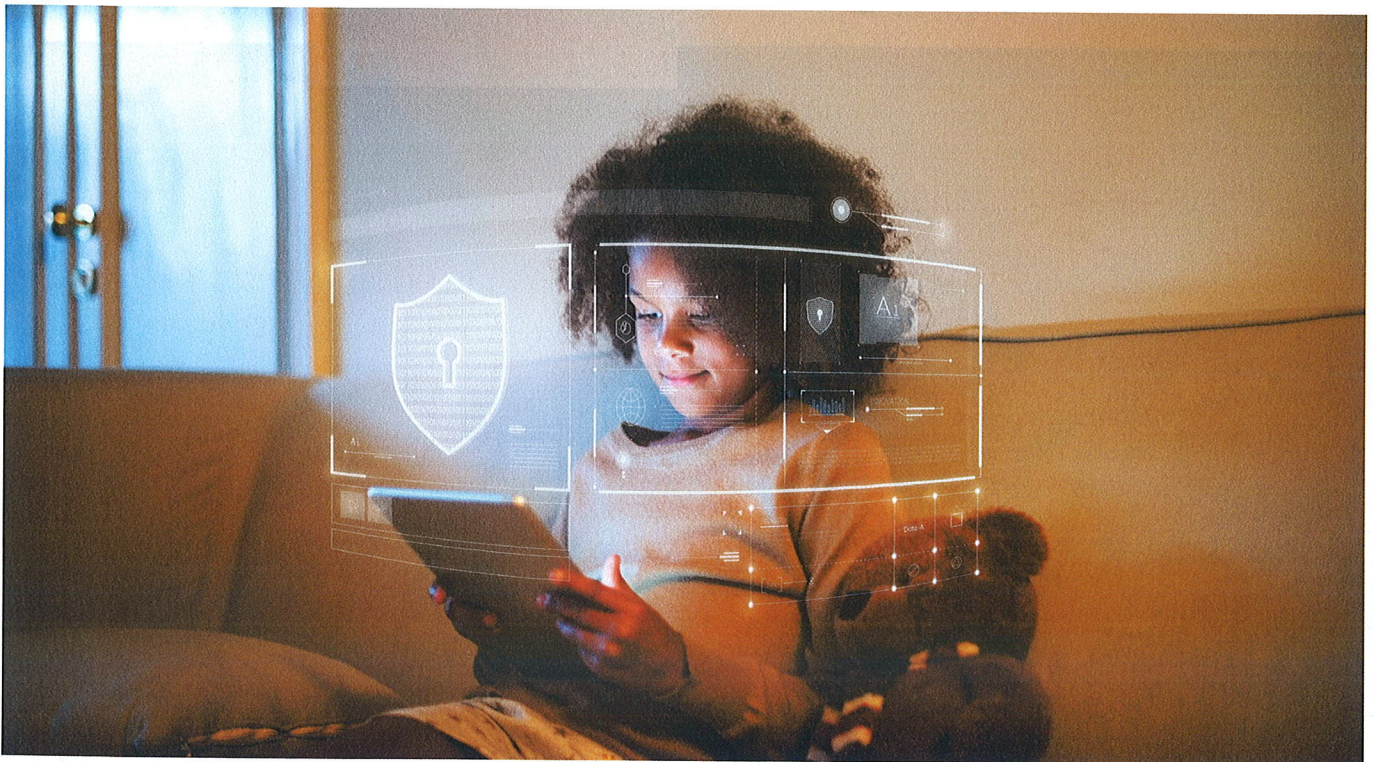
In this lesson you will review your e-safety learning and think about how to stay safe when using online technologies.



Key words: app, e-safety, identify, online, pictures, publicly

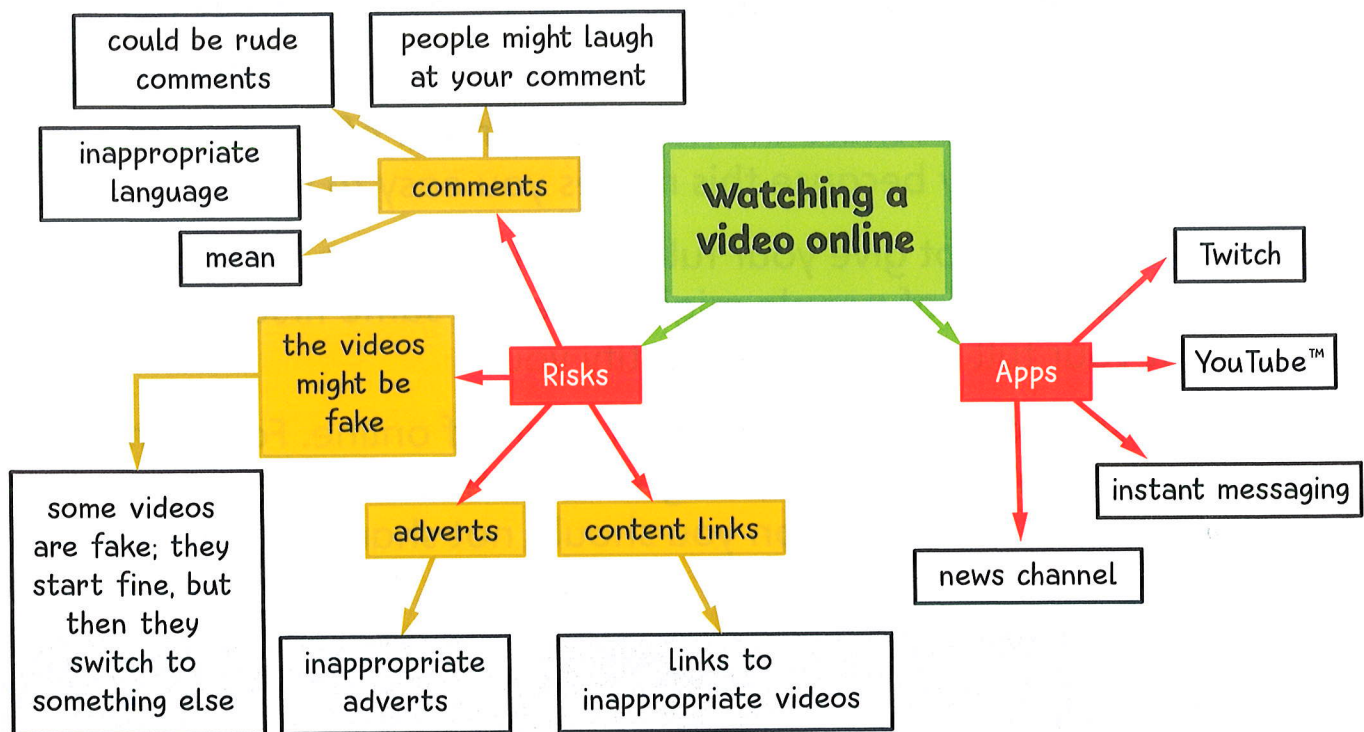


E-safety is about the safe and responsible use of technology. With a partner, discuss what you can remember about **e-safety** from your previous learning. What tips do you know?



When you are using a smartphone, tablet or laptop, there are different risks and dangers. Using a mind map will help you think about the risks and dangers for each **app**.

Here is an example of a mind map for when you are watching a video online.



You can see the main activity is in the middle. The yellow branches are some of the types of risks and dangers that could happen. Connected to these are examples of risks. On the right, there are some examples of apps you might use to watch online videos.



Activity 1

Create your own mind map listing the apps you might use. Think about the risks and dangers of using those apps.

It is important that you understand when it is safe to share personal information about yourself and when it is not.

When you sign up to games or websites, they often ask you for a lot of information. You should keep information private which can identify you.

- Giving the country you live in is fine to share **publicly** because a lot of people live in the country, so it will not **identify** you.
- You should not share the name or number of the building you live in publicly because this makes you easy to identify.
- You should not give your full name (first name and surname) publicly. A lot of people might have the same first name as you, but your full name could identify you.
- You should not post **pictures** of yourself online. For example, a school uniform jumper might have the school's name and logo on it. This is information you should not share with others.





Activity 2

Look at the apps on the mind map you made in Activity 1. Make a list of three tips that could help others stay safe when they use these apps. Think about who uses these apps, and the information that might be shared publicly on them.

If you see something online which makes you feel uncomfortable, or someone is asking for information about you, always tell an adult who you trust.



Discuss with your partner some ways to protect yourselves when using apps and websites.



I know how to use digital technologies safely, responsibly and respectfully.



I know the risks and dangers of using different apps.

Lesson 2



What is cyberbullying?



In this lesson you will understand what the word bullying means, and compare it to cyberbullying.



Key words: apps, behaviour, bullying, cyberbullying, messaging



You will have heard the word **bullying** before. Explain to your partner what you think bullying is. Think of some examples of where bullying happens.

Bullying is repeated behaviour which is done to hurt someone. This could be by hurting their feelings or their body. If someone is mean once or twice, they are being unkind. It is important to understand that bullying often happens over time.



Activity 1

Discuss with your partner how it would feel to be bullied. Make a list of the words you think of.



Cyberbullying is behaviour that happens online through a smartphone, tablet or laptop. This could be using **apps** or **messaging** someone. It is also known as online bullying.

Bullying	Cyberbullying
Calling someone names	Sending hurtful messages online
Pushing – physically hurting someone	Sending threats to someone



Activity 2

With your partner, think of three examples of a person acting unkindly towards another person or persons. Discuss whether the examples are bullying or cyberbullying. Are there any examples that could be both?



Activity 3

Here is an online conversation after someone has posted a picture of their holiday online:



I love being in the pool on holiday!

Comment 1: *Wow! Looks great!*

Comment 2: *Why? You can't swim. Ha ha!*

Comment 3: *Wish I could be in a pool right now!*

How do you think the person felt when they read Comment 2?

The person who wrote Comment 2 often leaves hurtful comments on this person's online posts.

Is this cyberbullying?

Discuss your ideas with your partner.



Activity 4

Imagine that you are the person who shared the holiday photo in Activity 3. Write two sentences explaining how you felt when you saw the hurtful comment, and why.



Discuss with your partner what you should do if you read hurtful comments or messages when you are online.



I know how to use digital technologies safely, responsibly and respectfully.



I can recognise unacceptable behaviour and know who to talk to when I see it.



I know what cyberbullying is.



Lesson 3

Exploring what cyberbullying looks like



In this lesson you will think about how to recognise cyberbullying and how it can affect the people being bullied.



Key words: bullying, cyberbullying, feelings, messaging, social media



Recap your understanding of **cyberbullying** with your partner. Think about how you can recognise cyberbullying and how people might feel if they are being cyberbullied.





Activity 1

Which of these actions are considered to be cyberbullying?
Discuss your answers with your partner.

- sharing a photo of someone for others to laugh at
- writing an unkind message on a piece of paper and giving it to someone
- **messaging** someone with hurtful comments
- saying hurtful things to someone on the playground that hurts their **feelings**.

Cyberbullying is very harmful because:

- Devices are around us most of the time. This means a message can be sent and received at any time.
- It can be hard for teachers and parents to notice cyberbullying because it is going through a device. It can't be easily seen by anyone but the person who is receiving the messages. It is very important to speak to an adult for this reason.

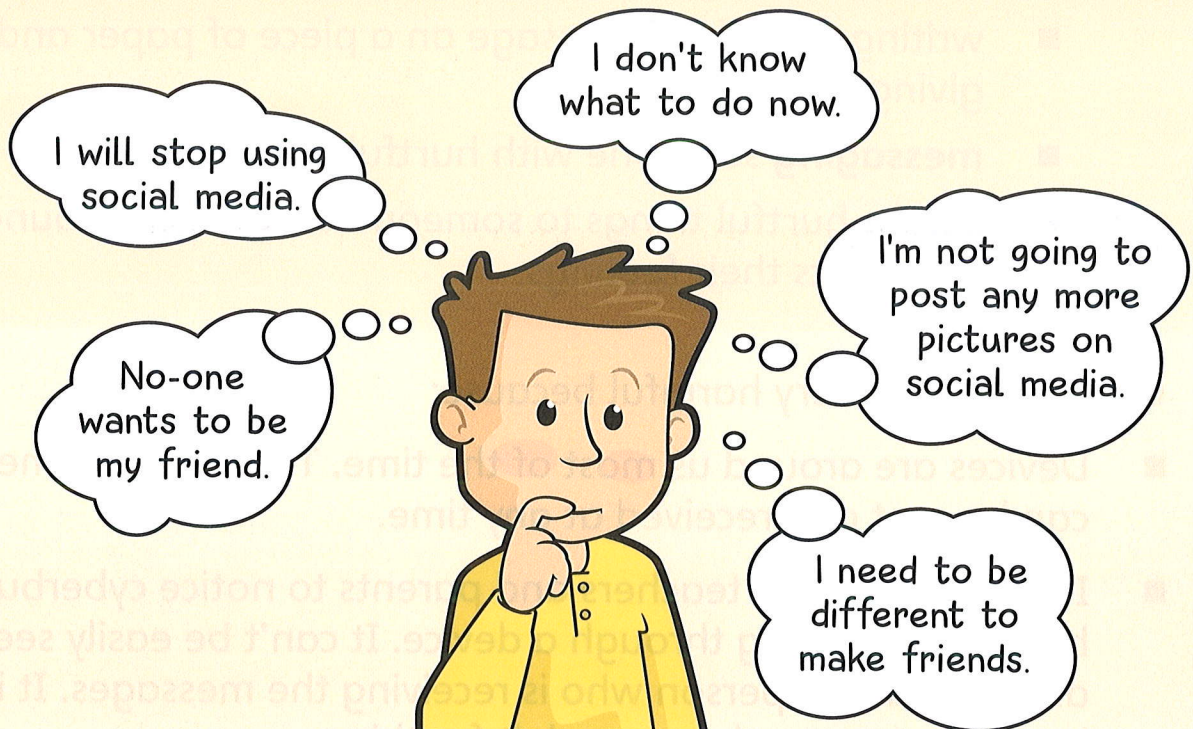
Bullying can cause a lot of problems. Children who have been bullied might:

- feel sad all the time
- have fewer friendships and struggle to make new friends
- feel lonely
- find it hard to trust people
- become nervous or shy and not want to take part in activities.



Activity 2

A **social media** user posts a photo on social media and gets hurtful comments about their photo. Here are some of the things that they think.



For each of the thought bubbles above, discuss with your partner what this social media user might be feeling.



Activity 3

With a partner, discuss why you think some people may bully others.

Do you think bullies are feeling lonely themselves? Are they jealous or scared about something? Could something have happened to them in the past to make them act like this?



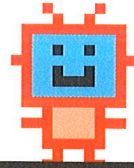
I know safe, responsible and respectful practice when using digital technologies.



I know the difference between bullying and cyberbullying.



Lesson 4



Knowing what to do if someone is being cyberbullied



In this lesson you will interview someone who has been cyberbullied and learn what to do to help them.



Key words: apps, cyberbullying, hardware, software



Today, you will listen to someone who has been cyberbullied to help you understand what steps others could have taken to help prevent it and make it stop. Discuss with your partner how you should word your questions to them. Remember, this would have been a sad time in the person's life. Are there some questions you shouldn't ask?

Cyberbullying is no less hurtful to bullying someone in real life. The only difference is they are using an internet-connected device to harass or send hurtful messages.

When you are interviewing the person, you should try to learn from their experience. Think about what you would do if you were in their situation. You can use their experience (for example, what they wish they had done) to learn what to do and what not to do.

Here are some examples of good questions and why they are useful:

Question	Why is it useful?
What apps did you like to use on your device?	This tells you what kind of things the person likes to do.
What were you doing? What app were you using when you were bullied?	This tells you where and how the cyberbullying was done and what software they were using.
What device were you using?	This tells you what hardware they were using.
When you first experienced the cyberbullying, did you tell someone straight away or hope it would go away on its own?	This helps you to plan what to do, and how a friend or an adult can help you.
What do you wish you had done first?	This helps you understand the choices you have and understand who will be there to support you.
When did the cyberbullying stop?	This will show that it will stop and guide you through the steps you could take to make it stop as quickly as possible.
Did your parents/carers or teachers find out by themselves, or did you tell them?	This will help you understand why you should tell a trusted adult.



Activity 1

Write some appropriate questions you want to ask the person who was cyberbullied.

Tips to think about when interviewing the person

Show respect for them by:

- not talking when they are talking
- making eye contact when you ask a question
- listening to the answer
- keeping an open mind and not letting an idea you have about them affect your judgment
- waiting for the person to finish talking before adding anything to your question.



Activity 2

Interview the person with your class. Make notes about the responses they give which you think might be helpful. Think about how they felt, how the cyber bullying might have changed their behaviour, how they got it to stop and what they would do differently if it happened again.

A person who has been bullied might want to react to bullies in a negative way. This could be sending unkind messages back or writing hurtful comments to the bully. Often, this will make things worse. By reacting to a bully in this way, you are giving them a reason to be unkind.

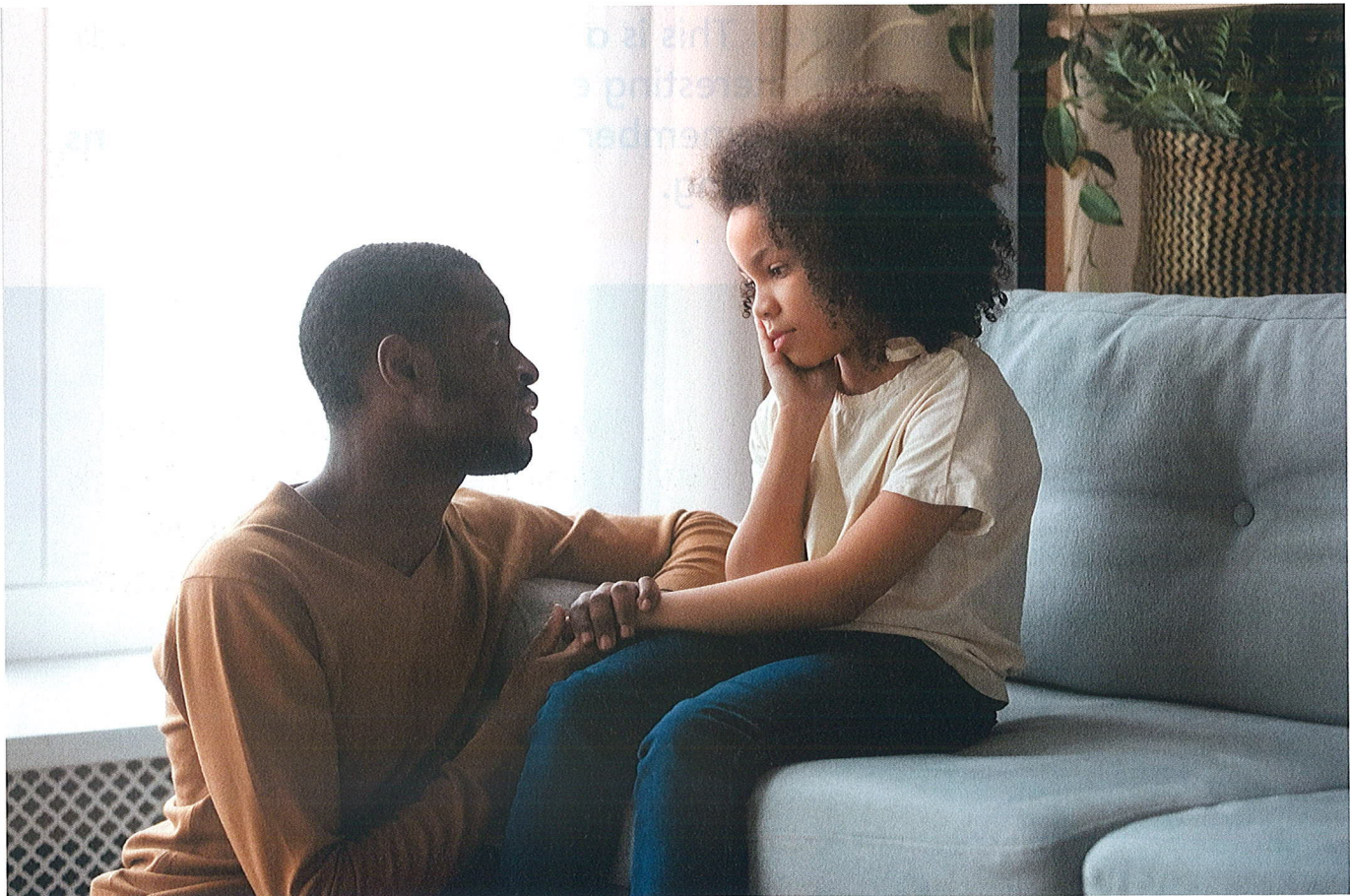
Remember, if you get or see a hurtful message, tell a trusted adult to help you. Save any messages or comments to show adults who are trying to help you.

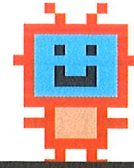


With your partner, think of a sentence to explain how the person felt when they were cyberbullied.



I can recognise unacceptable behaviour and choose safe adults to tell about it.





Lesson 5

Creating a green screen video about cyberbullying



In this lesson you will look again at the green screen video application you used in Year 2.



Key words: green screen, timeline



Using a green screen in a video replaces the background with a digital backdrop. This is a recording technique which uses layers to create interesting effects. Discuss with your partner what you can remember about using **green screens** from your previous learning.

