THE STRIVING

MUSLIM ACADEMY

Islamic and Academic Education

STAGE 5 · COMPUTING · USING IT SAFELY AND RESPONSIBLY

Using it safely and responsibly

Everything the questions ask about is taught on the page before them, so nobody has to know the computing beforehand.

WHAT IS INSIDE

- What is acceptable and what is not
- Reporting something
- Why a free thing is not free
- Go and do this
- How each one is worked

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3 topics · something to do at the end

Written for a parent teaching at home. No training assumed, and nothing else to buy.

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What is acceptable and what is not

Read this first. Then answer the questions underneath.



The same behaviour is judged the same way online as anywhere else. There is no separate set of rules for a screen.

Not acceptable: saying something about somebody that you would not say to them, sharing a photograph of somebody who did not agree to it, joining in when a group turns on one person, pretending to be somebody else.

The thing that makes online different is not the rules. It is that what is said does not fade. It can be copied, forwarded and found again years later by somebody who was never meant to see it.

1. **Name three things that are not acceptable.**
   Four are listed.

2. **What makes online different?**
   The last paragraph.

3. WORK IT OUT **Why does something not fading make it more serious?**
   What can happen to it after it is said?

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Quick check



One right answer each, and every answer is somewhere in this pack. Ring the letter.

1. **Reporting something What should you do first?**
   (A) Keep the evidence (B) Tell an adult you trust (C) How does this pay for itself? (D) Information about you

2. **Why a free thing is not free What does a free thing usually cost?**
   (A) Information about you (B) What is said does not fade (C) Tell an adult you trust (D) Beside the thing itself or under three dots

3. **Reporting something Name two ways to report something.**
   (A) Keep the evidence (B) How does this pay for itself? (C) Tell an adult you trust (D) Information about you

4. **Reporting something Where is the report button usually?**
   (A) Information about you (B) How does this pay for itself? (C) What is said does not fade (D) Beside the thing itself or under three dots

5. **What is acceptable and what is not What makes online different?**
   (A) Keep the evidence (B) How does this pay for itself? (C) Information about you (D) What is said does not fade

6. **Why a free thing is not free What is the question to ask?**
   (A) What is said does not fade (B) Keep the evidence (C) Tell an adult you trust (D) How does this pay for itself?

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How each one is worked

The answers to the **work it out** questions are model answers. A child who says something different and can show you where on the page it came from has done the work.



WHAT IS ACCEPTABLE AND WHAT IS NOT

1. Name three things that are not acceptable.

1. The passage lists four things that are not acceptable.
2. They are saying something about somebody you would not say to them, sharing a photograph of somebody who did not agree, joining in when a group turns on one person, and pretending to be somebody else.
3. Any three of those is right.

Answer: **Saying something about somebody that you would not say to them, sharing a photograph of somebody who did not agree to it, joining in when a group turns on one person, pretending to be somebody else**

2. What makes online different?

1. The passage says the thing that makes online different is that what is said does not fade.
2. So that is the answer.

Answer: **What is said does not fade**

3. WORK IT OUT Why does something not fading make it more serious?

1. Something said aloud is heard once and forgotten.
2. Something typed can be copied and kept.
3. The passage says it can be found years later by somebody who was never meant to see it.

Answer: **Because it can be copied, forwarded and found again years later by somebody who was never meant to see it**

REPORTING SOMETHING

1. Name two ways to report something.

1. The passage says tell an adult you trust, use the report button, and block the person.
2. So that is the answer.

Answer: **Tell an adult you trust**

2. Where is the report button usually?

1. The passage says usually beside the thing itself or under three dots.
2. So that is the answer.

Answer: **Beside the thing itself or under three dots**

3. What should you do first?

1. The passage says keep the evidence first.
2. So that is the answer.

Answer: **Keep the evidence**

4. WORK IT OUT Why is a screenshot worth more than a description afterwards?

1. A screenshot is the thing itself.
2. A description is somebody's memory of it, which can be argued with.
3. Blocking first can make the original impossible to retrieve.

Answer: **Because it shows exactly what was said rather than what somebody remembers**

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SAMPLE PAGES

You have read a few pages. The pack is longer.

What you are holding is a short sample, taken from different parts of the pack so that you can see how a week is planned and what a child is actually asked to do, before you decide.

The complete pack, and the rest of the academic materials, are on our website: schemes of work for a parent teaching at home, and practice packs for the skills children get stuck on.

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Islamic and Academic Education

Members of the homeschool community do not buy these. If you have joined the community, the pack for the term you are working on is given to you at no cost.

Our Islamic Education classes are free. These packs are part of what pays the teachers who teach them.