

Digital Literacy & Citizenship

A free scheme of learning available at www.swgfl.org.uk/digitalliteracy




Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>Year 9</p> <div data-bbox="103 448 322 547"> </div> <div data-bbox="103 587 322 686"> </div>	<p>Lesson 1</p> <p><u>Trillion Dollar Footprint</u></p> <p>Students learn that they have a digital footprint and that this information can be searched, copied and passed on, but that they can take some control based on what they post online.</p>	<p>Kidsmart - Digital Footprint Resource about the impact of a digital footprint</p> <p>CBBC – Horrible Histories – Saxon Monk – Internet Videos are forever</p> <p>Google – Digital Footprint - Resources / lesson plans</p> <p>Know the Net - Are you in the dark about mobile security? Online Test about mobile security</p> <p>Information Commissioner’s Office - Resources for Secondary Schools</p> <p>BBC – Share take care</p> <p>Internet Matters – internetmatters.org – information for parents (provided by the main UK ISPs)</p> <p>Further lesson idea: Research digital footprint of yourself, together with family members or the schools footprint. Discuss findings and impact of information located and reliability of that information.</p>	<p>English: Reading - extract and interpret information, events, main points and ideas from texts</p> <p>ICT: Finding information - use and refine search methods to obtain information that is well matched to purpose, by selecting appropriate sources.</p> <p>Range and content - The impact of ICT on individuals, communities and society, including the social, economic, legal and ethical implications of access to, and use of, ICT.</p> <p>Idea: Research digital footprint of yourself, together with family members or the schools footprint. Discuss findings and impact of information located and reliability of that information.</p>

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<p>Year 9</p> 	<p>Lesson 2</p> <p><u>Identifying High Quality Sites</u></p> <p>Students learn that anyone can publish on the Web, so not all sites are equally trustworthy.</p>	<p>Digital Disruption - Digital Disruption free tools Resources - free to use, but require registration</p> <p>Common Sense Media - Sticky Sites Crawling the web (both from previous version of CSM Digital Literacy & Citizenship Curriculum)</p> <p>Google– Become an Online Sleuth Digital Literacy and Citizenship Curriculum resources and lesson plans</p> <p>Further lesson idea: Using sound and screen-recording software, such as <i>Camtasia</i>, each pupil produces a film of favourite sites to support home learning, with talk-over of why these sites are relevant, useful and learning-friendly. Finished films can be uploaded to blog sites or <i>Youtube</i> to support future learning.</p>	<p>ICT: Communication and collaboration exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created.</p> <p>Literacy write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader</p> <p>Idea: Using sound and screen-recording software, such as <i>Camtasia</i>, each pupil produces a film of favourite sites to support home learning, with talk-over of why these sites are relevant, useful and learning-friendly. Finished films can be uploaded to blog sites or <i>Youtube</i> to support future learning.</p>

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<p>Year 9</p> <div data-bbox="103 485 322 584"> Cyberbullying </div> <div data-bbox="103 624 322 722"> Relationships & Communication </div> <div data-bbox="103 762 322 861"> Self Image & Identity </div>	<p>Lesson 3</p> <p><u>Reality of Digital Drama</u></p> <p>Students draw connections between young teens' perceptions of digital drama and stereotypes of men and women on reality TV.</p>	<p>Common Sense Media - Gender and Digital Life Toolkit A stand-alone toolkit reflecting on gender stereotypes</p> <p>Common Sense Media - Cracking the gender code (from previous version of CSM Digital Literacy & Citizenship Curriculum)</p> <p>Further lesson idea: Link to extension activity present and publish an online comic or animation short. You could use software such as <i>J2e spotlight</i>, <i>digital blue movie creator</i>, or an online tool such as <i>goanimate</i>, super action comic maker, strip designed app, or <i>evernote</i></p>	<p>ICT: Communicating information - communicate and exchange information (including digital communication) effectively, safely and responsibly.</p> <p>Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content.</p> <p>English: Writing Develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain.</p> <p>Idea: Link to extension activity present and publish an online comic or animation short. You could use software such as <i>J2e spotlight</i>, <i>digital blue movie creator</i>, or an online tool such as <i>goanimate</i>, super action comic maker, strip designed app, or <i>evernote</i>.</p>

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<p>Year 9</p> <div data-bbox="103 485 322 580"> </div> <div data-bbox="103 624 322 719"> </div>	<p>Lesson 4</p> <p><u>Cyberbullying: Crossing the Line</u></p> <p>Students learn to distinguish good-natured teasing from cyberbullying.</p>	<p>Cybersmart - Tagged Resources and lesson plans</p> <p>Digizen - Let's fight it together Film and teacher resources about cyberbullying</p> <p>Scotland's Anti-Bullying Service - RespectMe Resources and lesson ideas</p> <p>Common Sense Media – Cyberbullying Toolkit A stand-alone toolkit for use in schools</p> <p>Anti-bullying Alliance – Anti Bullying Week resources</p> <p>DfE – Preventing and tackling bullying Advice for Headteachers, staff and Governing Bodies</p> <p>Further lesson idea: Create or further develop a cyberbullying story. Write a monologue script and using audio recording software create a powerful presentation piece. Share and review one another's work.</p>	<p>English: Develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain.</p> <p>Speaking and listening - present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences</p> <p>ICT: Communicating information - Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content. Developing ideas - Bring together, draft and refine information, including through the combination of text, sound and image.</p> <p>Idea: Create or further develop a cyberbullying story. Write a monologue script and using audio recording software create a powerful presentation piece. Share and review one another's work.</p>

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<p>Year 9</p> <div data-bbox="103 488 322 584"> </div> <div data-bbox="103 624 322 719"> </div>	<p>Lesson 5</p> <p><u>Rework, Reuse, Remix</u></p> <p>Students expand their understanding of fair use, apply it to case studies, and create an original work of fair use.</p>	<p>Cybersmart - Ethical Use of Technology</p> <p>Childnet - Preventing Plagiarism Respecting Copyright Know it all Secondary Toolkit</p> <p>B4UCopy - Become Copy Smart US student help sheet about copyright</p> <p>NEN Copyright Copywrong. Resource about copyright</p> <p>NEN http://gallery.nen.gov.uk/ Safe image gallery and resource</p> <p>Creative Commons UK About Creative Commons Protect and Licence your own work</p> <p>Further lesson idea: Using screen capture software,</p>	<p>ICT: Capability - applying ICT learning in a range of contexts and in other areas of learning, work and life.</p> <p>Impact of Technology - exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications Recognising issues of risk, safety and responsibility surrounding the use of ICT.</p> <p>Idea: Using screen capture software, create a mash-up of related media content and post it for others to comment on. Creations should link to one of the four points of fair use.</p> <p>Use Camtasia or other screen-recording software, pupils record various examples of a topic, e.g. a sport, religion, current topic and merge to create an original film. Pupils can choose music to fit the overall theme, or mash songs together using transitions or music editing software. Finished films could be uploaded to blog sites or Youtube and gather comments from other users.</p>