Digital Literacy & Citizenship
A free scheme of learning available at www.swgfl.org.uk/digitalliteracy

Internet Safety | Privacy & Security | Relationships & Communication | Cyberbullying

Digital Footprint & Reputation | Self Image & Identity | Information Literacy | Creative Credit & Copyright

Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
Year 8 Self Image & Identity	Lesson 1 **My Media** Students review their media habits and the array of media they use on a weekly basis, and reflect on the role of digital media in their lives.	**Cybersmart -** A Balanced Approach to Using technology Resources and lesson plans Cybersmart Access – games **Childnet** – Digital Citizenship Resources and lesson plans **Common Sense Media** - With Power Comes Responsibility The ups and downs of digital life – Common Sense Media Library topics from previous version of CSM Digital Literacy & Citizenship Curriculum. **Survey Monkey** - https://www.surveymonkey.com/ http://www.onlinecharttool.com/ Tools for analysing and collecting data beyond your own group for comparison: Further lesson idea: Create a media blog You could use a blog tool within your school learning platform, or *googledocs, facebook*, or an online blog tool such as *blogger* or *edublogs*	**ICT:** Developing Ideas - solve problems by developing, exploring and structuring information, and deriving new information for a particular purpose. Communicating information - communicate and exchange information (including digital communication) effectively, safely and responsibly. **Idea:** Create a media blog You could use a blog tool within your school learning platform, or googledocs, facebook, or an online blog tool such as blogger or edublogs Include personal reflection notes to review the impact of the technology in enabling certain activities to happen, e.g without texting my Mum I couldn't tell her I'd be late home from school…

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Year 8 Information Literacy Creative Credit & Copyright	Lesson 2 **A Creator's Responsibilities** Students reflect on their responsibilities as creators and users of creative work.	**Cybersmart** - Ethical Use of Technology **Business Software Alliance** Become Copy Smart B4UCopy – US student help sheet on copyright **Open College Australia** – Cyber Safety - Plagiarism **Creative Commons** – About Creative Commons **Cybersmart** - Cybersmart Access – games **Childnet** - Respecting Copyright Understand how to respect copyright online **NEN** – Copyrights and wrongs **Further lesson 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. 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.	**ICT:** Capability - applying ICT learning in a range of contexts and in other areas of learning, work and life. 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. **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. 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.

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Year 8 Internet Safety Relationships & Communication	Lesson 3 **Safe Online Talk** While acknowledging the benefits of online talk and messaging, students learn how to handle situations or online behaviour which may make them feel uncomfortable.	**Cybersmart** - Tagged - Resources **Childnet** - Jenny's Story Video and supporting resources **CEOP** - Exposed -Video about sexting Claire thought she knew Matt thought he knew Videos exploring dangers of online contact **CBBC** - One girl's tale of danger online Newsround story **Common Sense Media** - Forms and Norms Chart It (both from previous version of CSM Digital Literacy & Citizenship Curriculum) **Internet Matters** – internetmatters.org – information for parents (from the main UK ISPs) Further lesson idea: Publish the homework online. You could use a blog, *glogster poster, facebook group* or prezi. Find appropriate ways of sharing information with an audience, for example via a school learning platform or collaborative online space.	**English:** Writing composition Adapt style and language appropriately for a range of forms, purposes and readers. Use planning, drafting, editing, proof reading and self-evaluation to shape and craft their writing for maximum effect. **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. **Idea:** Publish the homework online. You could use a blog, glogster poster, facebook group or prezi. Find appropriate ways of sharing information with an audience, for example via a school learning platform or collaborative online space.

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Year 8 Self Image & Identity	Lesson 4 **Which Me Should I Be?** Students learn that presenting themselves in different ways online carries both benefits and risks.	**Mediasmart** - Body Image Lesson - Resources and lesson plans **Common Sense Media** - The Ups and Downs of Digital Life – Cracking the gender code (both from previous version of CSM Digital Literacy & Citizenship Curriculum) **Common Sense Media** - Gender and Digital Life Toolkit A stand-alone toolkit reflecting on gender stereotypes. Further lesson idea: "Who am I in the E-world?" Pupils (individually or in groups) could create a presentation of their alternate selves i.e. *twitter* name/ *Xbox* profile and avatar/ *MSN*/ Texts/*Facebook*/online gaming etc Pupils could perform as role-play/drama, or create online presentation using Online sharing tool such as *Animoto*. If pupils do not have an online presence, then they could design them – what would their gaming tag be? What would their avatar look like?	**PSHEE:** Personal identities. Understanding that identity is affected by a range of factors, including positive sense of self. Decision-making and managing risk - Pupils should be able to assess and manage the element of risk in personal choices and situations Curriculum opportunities - use case studies, simulations, scenarios and **drama** to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour **Idea:** "Who am I in the E-world?" Pupils (individually or in groups) could create a presentation of their alternate selves i.e. twitter name/ Xbox profile and avatar/ MSN/ Texts/Facebook/online gaming etc What motivates you in different spaces? Benefits of these? Risks? Pupils could perform as role-play/drama, or create online presentation using Online sharing tool such as Animoto. If pupils do not have an online presence, then they could design them – what would their gaming tag be? What would their avatar look like?

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Year 8 Self Image & Identity Information Literacy	Lesson 5 **Gender Stereotypes Online** Students analyse a "Dress Up Your Avatar" feature of a virtual world for kids for evidence of stereotypes about boys and girls.	**Common Sense Media** - <u>Cracking the gender code</u> Resources from previous version of CSM Digital Literacy & Citizenship Curriculum **Common Sense Media** - <u>Gender and Digital Life Toolkit</u> A stand-alone toolkit reflecting on gender stereotypes. **Doppel Me** - <u>Dynamic Avatar Maker</u> **Abistudio** - Portrait Maker <u>Joystiq Mii Characters</u> Dynamic Illustration Creators **Seeme.org** - <u>See Me</u>. Australian resource based around interactive resources illustrating body image issues Further lesson idea: Moral Compass. Use the Childnet Moral Compass Activity as a basis to discuss online issues based around gender. Ask questions like "Is it OK if …." or "Would this be exclusively male/female?" Use the activity to gauge the class and group's response and also the influence of gender on the decisions that are made within the group. Follow the class activities in the: <u>Lesson Plans on defining characteristics of gender</u> from Thames Valley Partnership	Moral Compass. Use the <u>Childnet Moral Compass Activity</u> as a basis to discuss online issues based around gender. Ask questions like "Is it OK if …." or "Would this be exclusively male/female?" Use the activity to gauge the class and group's response and also the influence of gender on the decisions that are made within the group. Discuss what those pressures might feel like to conform to a collective answer. Get students to develop their own questions to as within the moral compass environment. Follow the class activities in the: <u>Lesson Plans on defining characteristics of gender</u> from Thames Valley Partnership

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