

# Digital Literacy & Citizenship

A free scheme of learning available at [www.swgfl.org.uk/digitalliteracy](http://www.swgfl.org.uk/digitalliteracy)



Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>KS4/5 Years 10 – 13 Unit 1</p> 	<p>Lesson 1</p> <p><b><u>Digital Life 102</u></b></p> <p>Students test their knowledge of digital media and talk about the role media plays in their lives.</p>	<p><b>Office of the eSafety Commissioner</b> - <a href="#">Balancing time online Lesson plan and resources</a></p> <p><b>Childnet</b> – <a href="#">KnowITall Advanced Project</a> Lesson plans for a series of 4 lessons</p> <p><b>Childnet</b> – <a href="#">Hot Topics</a></p> <p><b>UKSIC</b> – <a href="#">Safer Internet Day</a></p> <p><b>Internet Matters</b> – <a href="http://internetmatters.org">internetmatters.org</a> (provided by the main UK ISPs)</p> <p><b>Digital Disruption</b> - <a href="#">Propaganda films</a> Films to improve critical digital judgment skills. (Free, but you will need to register to access this material)</p>	<p><b>ICT:</b> Exploring ideas and manipulating information - manipulating information and processing large quantities of data efficiently. Capability - using a range of ICT tools in a purposeful way to tackle questions, solve problems and create ideas and solutions of value. Critical evaluation - reviewing and reflecting critically on what they and others produce using ICT.</p> <p><b>Idea:</b> Research what ‘My media life’ means throughout the wider school community, select appropriate tools to collect and review data. Report findings, trends and draw conclusions effectively.</p> <p><b>Idea:</b> Conduct an audit of ‘Positive digital citizenship’ throughout the wider school community, select appropriate tools to collect and review data. Report findings, trends and draw conclusions effectively.</p>



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<p>KS4/5</p> <p>Years 10 – 13</p> <p>Unit 1</p> <div data-bbox="114 628 333 724" style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content;">  Digital Footprint &amp; Reputation                 </div>	<p>Lesson 2</p> <p style="text-align: center;"><b><u><a href="#">Oops! I broadcast it on the Internet</a></u></b></p> <p>Students are introduced to the benefits of sharing information online and the potential risks of sharing inappropriate information.</p>	<p><b>Office of the eSafety Commissioner</b> – <a href="#">Sexting - the consequences</a> Lesson plan and resources.</p> <p><b>CEOP</b> - <a href="#">Jessica’s story – Think before you post</a> YouTube video</p> <p><b>CEOP</b> - <a href="#">First2aMillion</a> Interactive Video</p> <p><b>SWGFL</b> - <a href="#">So you got naked online?</a> Online/Paper resource for pupils/students</p> <p><b>SWGfL</b> - <a href="#">With friends like these</a> Lesson plan/resource on sharing inappropriate images</p> <p><b>Childnet</b> – <a href="#">Online Reputation Checklist</a></p> <p><b>BBC</b> – <a href="#">Share take care</a></p>	<p><b>English:</b> Develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain. Competence - being clear, coherent and accurate in spoken communication.</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, including the more formal, use a range of ways to structure and organise their speech to support their purposes and guide the listener</p> <p><b>Idea:</b> Radio Interviews Develop scripts and perform radio interviews with ‘characters’ who have mistakenly shared too much information online for example a student whose literacy topic has been copied and used by someone else or a parent whose personal information has been used by a marketing company.</p>

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<p>KS4/5</p> <p>Years 10 - 13</p> <p>Unit 1</p> <div data-bbox="103 587 322 687"> </div> <div data-bbox="103 724 322 825"> </div>	<p>Lesson 3</p> <p><b><u><a href="#">Copyrights and Wrongs</a></u></b></p> <p>Students explore the legal and ethical dimensions of respecting creative work.</p>	<p><b>NEN</b> – <a href="#">Copy rights and wrongs</a> Resource, a website full of information about Copyright</p> <p><b>Please Don't Cheat</b> - <a href="#">Pleasedontcheat.com</a> US website with resources about copyright</p> <p><b>Creative Commons</b> – <a href="#">About Creative Commons</a> How content owners can apply Creative Commons copyright to their digital creations</p> <p><b>Electronic Frontier Foundation</b> - <a href="#">Teaching Copyright</a> 5, 60min lessons and resources on copyright</p> <p><b>Open College Australia</b> - <a href="#">CyberSafety</a> Pupil/Student-led online resource</p>	<p><b>Literacy: Idea</b> Explore the implications of writing parody based on a writer's original piece. Explore the various degrees of transformation needed for a piece to be changed so much that it becomes "original" for the parody writer.</p> <p><b>Humanities: Idea</b> Explore the use of the footnote tool in Word or your Office software to attribute quotes, intellectual property or research references. Decide in what sort of report or presentation the use of footnotes is useful. How does it become useful for you when submitting a report based on your internet research?</p> <p><b>Music: Idea</b> Research the history of the "Amen Break" in popular hip-hop/R&amp;B culture. How does the use of samples require careful consideration when producing an original piece based on other artist's work. Create a set of guidelines for new hiphop artists that gives pragmatic advice on copyright and ethical use of samples.</p>



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<p>KS4/5</p> <p>Years 10 – 13</p> <p>Unit 1</p> <div data-bbox="103 624 322 722"> </div> <div data-bbox="103 762 322 861"> </div>	<p>Lesson 5</p> <p><b><u><a href="#">Turn down the Dial on Cyberbullying and Online Cruelty</a></u></b></p> <p>Students learn that cruelty can escalate quickly online because people are often anonymous and posts spread quickly.</p>	<p><b>Office of the eSafety Commissioner</b> - <a href="#">Tagged</a> Film and lesson plan</p> <p><b>RespectMe</b> Scottish anti-bullying website</p> <p><b>Digizen</b> - <a href="#">Let's fight it together</a> Film and teacher resources about cyberbullying</p> <p><b>Common Sense</b> – <a href="#">Standing up - not standing by</a> Cyberbullying toolkit for teachers</p> <p><b>DfE</b> – <a href="#">Preventing and tackling bullying</a> Advice for Headteachers, staff and Governing Bodies</p>	<p><b>PSHE:</b> Range of Content should include - the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.</p> <p><b>ICT:</b> 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><b>English:</b> Speaking and Listening - present information clearly and persuasively to others, selecting the most appropriate way to structure and organise their speech for clarity and effect Writing - analyse and evaluate subject matter, supporting views and opinions with a range of evidence</p>

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<p>KS4/5 Years 10 – 13 Unit 2</p> <div data-bbox="103 571 322 667"> </div> <div data-bbox="103 711 322 807"> </div>	<p>Lesson 1</p> <p><b><u><a href="#">My Online Code</a></u></b></p> <p>Students discuss their understanding of ethical behaviour and are introduced to the concept of online ethics.</p>	<p><b>Office of the eSafety Commissioner</b> - <a href="#">Ethical Use of Technology</a></p> <p><b>Digital Disruption</b></p> <p><b>Know the Net</b> - <a href="#">Are you an accidental outlaw?</a> Pupil/Student online assessment</p> <p><b>UK Safer Internet Centre</b> - <a href="#">Sexting Resources</a> Includes SWGfL resources “So you got naked online” and “With friends like these”</p> <p><b>Internet Matters</b> – <a href="http://internetmatters.org">internetmatters.org</a> – <a href="#">information for parents</a> (provided by the main UK ISPs)</p>	<p><b>ICT:</b> Exploring ideas and manipulating information - manipulating information and processing large quantities of data efficiently. Capability - using a range of ICT tools in a purposeful way to tackle questions, solve problems and create ideas and solutions of value. Critical evaluation - reviewing and reflecting critically on what they and others produce using ICT.</p> <p><b>Idea:</b> Conduct an audit of ‘Positive digital citizenship’ throughout the wider school community, select appropriate tools to collect and review data. Report findings, trends and draw conclusions effectively</p>



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<p>KS4/5 Years 10 – 13 Unit 2</p> 	<p>Lesson 2</p> <p><b><u>Who are you Online?</u></b></p> <p>Students explore how they and others represent themselves online, and the relationship between online and offline selves.</p>	<p><b>CEOP</b> - <a href="#">Consequences</a> Youtube Film exploring online manipulation and exploitation.</p> <p><b>Think B4U Click</b> - <a href="#">My Autobiography</a> Lesson plan</p> <p><b>UK Safer Internet Centre</b> - <a href="#">Sexting Resources</a> Includes SWGfL resources “So you got naked online” and “With friends like these” So You Got Naked Online – <a href="#">direct link</a> to leaflet</p>	<p><b>ICT:</b> 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><b>English:</b> Speaking and Listening - present information clearly and persuasively to others, selecting the most appropriate way to structure and organise their speech for clarity and effect</p> <p><b>Idea:</b> Pupils could create personalised blogs, reflecting on online/offline personas unit. Pupils comment on each other’s blogs, creating a community of learners and peer reviewers. Use online blogging tools or forums in vle to host discussions and monitor posts in plenary sessions over time.</p>



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<p>KS4/5</p> <p>Years 10 – 13</p> <p>Unit 2</p> <div data-bbox="125 587 342 687" style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; display: inline-block;">  Information Literacy                 </div>	<p>Lesson 3</p> <p style="text-align: center;"><b><u><a href="#">Building Community Online</a></u></b></p> <p>Students examine websites that foster positive community.</p>	<p><b>Childnet</b> – <a href="#">KnowITall Advanced Project</a> Lesson plans for a series of 4 lessons</p> <p><b>Facebook</b> - <a href="#">Community Standards</a></p>	<p><b>PSHEE:</b> Developing relationships and working with others - work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration.</p> <p>Work as members of groups and teams for specific purposes, taking on different roles and responsibilities and identifying the range of skills and attributes needed for teamwork</p> <p><b>ICT:</b> Communicating Information - use a range of ICT tools and media to share, exchange and present information effectively in a variety of contexts</p> <p>Create quality solutions that show they have considered how the information should be interpreted and presented in forms that suit audience, purpose and content</p> <p><b>Idea:</b> Create an online community space (as extension task, but not a paper task) Devise, plan, research and create a community space that users can access. It could be school support group, activity action group, social enterprise idea etc.</p> <p>Use a blogging tool such as <a href="http://thinkquest.org">thinkquest.org</a> as the creative vehicle for pupils' ideas and designs. Present their creations and chart the progress/ impact over time. Schools could highlight the best examples and link from the school websites, showing community cohesion in action.</p>



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<p>KS4/5 Years 10 – 13 Unit 3</p> <div data-bbox="107 592 322 683"> </div> <div data-bbox="107 762 322 853"> </div>	<p>Lesson 1</p> <p><b><u><a href="#">Rights, Remixes and Respect</a></u></b></p> <p>Students reflect on the differences between taking inspiration from the creative work of others and appropriating that work without permission.</p>	<p><b>NEN</b> – <a href="#">Copy rights and wrongs</a> Website full of information about Copyright</p> <p><b>Open College Australia</b> - <a href="#">CyberSafety</a> Pupil/Student-led online resource</p> <p><b>Childnet</b> - <a href="#">Know it all Lower Secondary Toolkit</a> - Lesson plans, films and games on a variety of issues</p> <p><b>Creative Commons</b> – <a href="#">About Creative Commons</a> How content owners can apply Creative Commons copyright to their digital creations</p> <p><b>Please Don't Cheat</b> - <a href="#">Pleasedontcheat.com</a> US website with resources about copyright</p> <p><b>Electronic Frontier Foundation</b> - <a href="#">Teaching Copyright</a> 5, 60min lessons and resources on copyright</p>	<p><b>English:</b> Speaking and Listening - Take different roles in organising, planning and sustaining discussion in a range of formal and informal contexts</p> <p><b>ICT:</b> Curriculum Opportunities - Use ICT in other subjects and areas of learning with contexts that are relevant and interesting to them.</p> <p>Evaluating - Review, modify and evaluate work as it progresses, reflecting critically and responding to user feedback</p> <p><b>Idea:</b> Pupils create a re-mix of favourite tracks and generate a themed album for the whole class. Each pupil presents their tune and discusses the origins of each element (or wait to see if pupils can spot them). Software such as Audacity or Adobe audition could be used.</p>



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<p>KS4/5</p> <p>Years 10 – 13</p> <p>Unit 3</p> <div data-bbox="114 587 336 683"> </div> <div data-bbox="114 722 336 818"> </div>	<p>Lesson 2</p> <p><b><u><a href="#">Taking Perspectives on Cyberbullying</a></u></b></p> <p>Students learn about the dynamics of online cruelty and how it affects all the people involved</p>	<p><b>Office of the eSafety Commissioner</b> - <a href="#">Tagged</a> Film and lesson plan</p> <p><a href="#">RespectMe</a> - Scottish anti-bullying website</p> <p><b>Digizen</b> - <a href="#">Let's fight it together</a> Film and teacher resources about cyberbullying</p> <p><b>Common Sense</b> – <a href="#">Standing up - not standing by</a> Cyberbullying toolkit for teachers</p> <p><b>DfE</b> – <a href="#">Preventing and tackling bullying</a> Advice for Headteachers, staff and Governing Bodies</p>	<p><b>Idea: 'Connecting Generations'</b> film or media presentation. In groups or individual, pupils research parent/grandparent anecdotes of bullying in their generation: where did it happen / how was it carried out / what vehicles were used for the bullying – notes? Whispers? Face-to-face? How does that compare to current generation?</p> <p>E.g. Animoto/ photostory online media creation could be used, or flip cam interviews with monologues for impact. Films could be uploaded to youtube or school website for comments and reflection from visitors.</p>



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<p>KS4/5</p> <p>Years 10 – 13</p> <p>Unit 3</p> <div data-bbox="107 571 322 671" style="border: 1px solid #0070C0; border-radius: 10px; padding: 5px; display: inline-block;">  <span style="font-size: 0.8em; margin-left: 5px;">Privacy &amp; Security</span> </div>	<p>Lesson 3</p> <p style="text-align: center;"><b><u>What's the Big Deal about Internet Privacy?</u></b></p> <p>Students explore the concept of privacy in their everyday lives, and as it relates to using the Internet.</p>	<p><b>NetSmartz</b> - <a href="#">Internet Safety</a> Teacher resources about personal information</p> <p><b>Know the Net</b> – <a href="#">In the dark about mobile security</a> Pupil/Student online assessment</p> <p><b>Think B4U Click</b> – <a href="#">lesson plans</a></p> <p><b>Information Commissioner's Office</b> – <a href="#">Resources for Secondary Schools</a></p> <p><b>Childnet</b> – <a href="#">Online Reputation</a></p>	<p><b>English:</b> Competence - being clear, coherent and accurate in spoken communication. Speaking and listening - present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal, use a range of ways to structure and organise their speech to support their purposes and guide the listener Composition – develop logical arguments and cite evidence.</p> <p><b>PSHEE:</b> make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community.</p> <p><b>Idea:</b> Debate Prepare for and participate in a class debate, representing: a) agreement with need for effective privacy rules on the internet b) disagreement with the need for effective privacy rules on the internet</p>

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A free scheme of learning available at [www.swgfl.org.uk/digitalliteracy](http://www.swgfl.org.uk/digitalliteracy)



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<p>KS4/5 Years 10 – 13 Unit 4</p> 	<p>Lesson 1</p> <p><b><u>Private Today, Public Tomorrow</u></b></p> <p>Students reflect on their responsibility to protect the privacy of others when posting information about them online.</p>	<p><b>Office of the eSafety Commissioner</b> - <a href="#">Tagged</a></p> <p><a href="#">Digital Disruption</a></p> <p><b>Netsmartz</b> - <a href="#">Your photo fate</a></p> <p><b>IBM</b> - <a href="#">Control your online identity</a> Lesson plan and presentation</p> <p><b>Think B4U Click</b> - <a href="#">What is privacy?</a></p> <p><b>Google</b> – <a href="#">Digital Footprint</a></p> <p><b>UK Safer Internet Centre</b> – <a href="#">Social Networking</a> Advice for teachers and professionals</p> <p><b>Childnet</b> – <a href="#">video, chat and web cams</a> Advice for young people</p> <p><b>Knowtall</b> – <a href="#">Safer Social networking</a> Part of the secondary toolkit of lessons</p>	<p><b>ICT:</b> 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>Developing ideas - select and use, with increasing integration and efficiency, the appropriate ICT tools for given problems</p> <p><b>Idea:</b> First impressions mashup - using publicly available images and content related to themselves students present their digital footprints, review and reflect critically on their own and others footprints.</p>



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<p>KS4/5</p> <p>Years 10 – 13</p> <p>Unit 4</p> <div data-bbox="103 587 322 686" style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; display: inline-block;">  Privacy &amp; Security                 </div>	<p>Lesson 2</p> <p><b><u><a href="#">Does it matter who has your data?</a></u></b></p> <p>Students consider the ways websites and companies collect data online and utilize it to personalize content for their users, as well as consider companies' motives in doing so.</p>	<p><b>Office of the eSafety Commissioner – <a href="#">eSafety Information</a></b> Lesson plan and Smart Notebook resource</p> <p><b>Information Commissioner's Office – <a href="#">Resources for Secondary Schools</a></b></p> <p><b>The Guardian – <a href="#">Online Privacy</a></b> Teaching resources to consider privacy in a digital age</p>	<p><b>English:</b> Competence - expressing complex ideas and information clearly, precisely and accurately in spoken communication. Speaking &amp; Listening: speak fluently, adapting talk to a wide range of familiar and unfamiliar contexts and purposes, including those requiring confident and fluent use of standard English. Present information clearly and persuasively to others, selecting the most appropriate way to structure and organise their speech for clarity and effect. Take different roles in organising, planning and sustaining discussion in a range of formal and informal contexts</p> <p><b>PSHEE:</b> Developing relationships and working with others - work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration</p> <p><b>Idea:</b> Debate Prepare for and participate in a class debate, representing: a) An organisation that tracks and targets online usage to help them tailor their products and services to meet the needs of their customers. b) An organisation who objects to individuals online usage being tracked and monitored.</p>



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<p>KS4/5</p> <p>Years 10 – 13</p> <p>Unit 4</p> <div data-bbox="114 587 331 683"> </div> <div data-bbox="114 724 331 820"> </div>	<p>Lesson 3</p> <p><b><u><a href="#">Breaking Down Hate Speech</a></u></b></p> <p>Students learn the definition of hate speech and understand how it affects individuals, groups, and communities.</p>	<p><b>Wikipedia</b> - <a href="#">Hate Speech</a> Pupil/student resource definition and relevant laws</p> <p><b>BBC</b> - <a href="#">The Internet and freedom of speech</a> Pupil/student research activity</p> <p><b>EACH</b> - <a href="#">Homophobia resources</a></p>	<p><b>Idea:</b> Create 2 versions of an online newspaper/magazine, using collective intelligence skills and photo manipulation techniques to support the objectives.</p> <p>Version 1 is standard, real news Version 2 is edited news with exaggerated content and manipulation of photos to suit the target audience.</p> <p>Discuss general rules beforehand of decency and agreement of all participants involved in images etc.</p> <p>Present the 2 versions to whole class for discussion and evaluation. Use wiki and blogging tools to present items of news and upload manipulated photos. Pupils could use tools such as Paint.net, Picasa or Photoshop to edit and manipulate photographs to suit the topic</p>



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<p>KS4/5 Years 10 – 13 Unit 4</p> <div data-bbox="103 611 322 707"> </div> <div data-bbox="103 783 322 879"> </div>	<p>Lesson 4</p> <p><b><u>Retouching Reality</u></b></p> <p>Students think critically about the different purposes and contexts of digital image editing.</p>	<p><b>Wikipedia</b> - <a href="#">photo manipulation</a> Pupil/Student research resource</p> <p><b>Museum of hoaxes</b> – <a href="#">manipulated photos</a> Pupil/Student resource</p> <p><b>Four &amp; Six</b> – <a href="#">phototampering through history</a> Pupil/Student resource</p> <p><b>Think B4U Click</b> - <a href="#">Images</a> Lesson plan, with resources</p>	<p><b>PSHEE:</b> Developing relationships and working with others - Challenge prejudice and discrimination assertively. Critical Reflection- Develop self-awareness by reflecting critically on their behaviour and its impact on others.</p> <p><b>ICT:</b> Developing ideas - bring together, draft and refine information, including through the combination of text, sound and image. 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. Communicate and exchange information (including digital communication) effectively, safely and responsibly</p> <p><b>Idea:</b> Create 2 versions of an online newspaper/magazine, using collective intelligence skills and photo manipulation techniques to support the objectives. Version 1 is standard, real news Version 2 is edited news with exaggerated content and manipulation of photos to suit the target audience. Discuss general rules beforehand of decency and agreement of all participants involved in images etc. Present the 2 versions to whole class for discussion and evaluation. Use wiki and blogging tools to present items of news and upload manipulated photos. Pupils could use tools such as Paint.net, Picasa or Photoshop to edit and manipulate photographs to suit the topic.</p>



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<p>KS4/5</p> <p>Years 10 – 13</p> <p>Unit 4</p> <div data-bbox="103 624 322 719"> </div> <div data-bbox="103 762 322 858"> </div>	<p>Lesson 5</p> <p><b><u>Collective Intelligence</u></b></p> <p>Students consider both the benefits and drawbacks of using collective intelligence in different contexts.</p>	<p><b>Cornell University</b> – <a href="#">Using Wikipedia</a> Pupil/Student guidance on how to use Wikipedia</p> <p><b>KnowITall</b> – <a href="#">Safer Social networking</a></p> <p><b>Wikipedia</b> - <a href="#">Crowd Sourcing</a></p> <p><b>Kickstarter</b> - <a href="#">Crowdfunding for any project</a> Content integrity can't be guaranteed as this is a fully commercial site.</p> <p><b>StoryVault</b> - <a href="#">Collective historical stories</a></p>	<p>Idea: Use an online Mindmapping Tool eg <a href="https://mind42.com">https://mind42.com</a> or the Diagram Tool in Google Docs <a href="https://docs.google.com">https://docs.google.com</a> to run a live class crowd-sourced planning session for a piece of non-chronological writing, preferably around a given online safety subject. Each person needs online access through a device and have a live account with that tool to be able to contribute (Google allows up to 12 contributors at a time) Agree on a central theme and layer of subject areas as a basic first structure and then allow contributors to grow the diagram with content for a specified time. Have the overall chart on electronic display for all to see.</p> <p>At the end of the session have the whole class edit the diagram verbally as a collective.</p> <p>Discuss the advantages of working in this collaborative style. Disadvantages?</p>