







Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>Foundation Stage/Year 1</p> 	<p>Lesson 1</p> <p><u>Going Places Safely</u></p> <p>Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe</p>	<p>Office of the eSafety Commissioner - Zippep's Astro Circus (Online game)</p> <p>Childnet - Smartie the Penguin (Interactive resource)</p> <p>Childnet - Digiduck e-book (Interactive resource)</p> <p>Netsmartz - Router's Birthday Surprise (Interactive resource)</p> <p>Netsmartz - Clicky's Online Safety Rap (Video)</p> <p>Netsmartz - Way 2 Go (Video)</p> <p>Netsmartz - Delivery for webster (e-book)</p> <p>Further lesson idea: Create a class safety promo film for staying safe around the school. If green screen technology is available pupils could create a safety promo film for other places such as the local park, the city centre, the library etc. Take class on a short technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc</p>	<p>PSHE - SEAL – Theme 6 Relationships. Sharing your opinions of things that matter and explain your views.</p> <p>EYFS –Understanding the World, investigates places, objects, materials and living things by using all the senses as appropriate Identifies some features and talks about the features, likes and dislikes. Idea: Identify safe places to play, what it feels like to be safe, use of the emotional barometer.</p> <p>EYFS –Understanding the World, uses information and communication technology to support learning Idea: Create a class safety promo film for staying safe around the school. If green screen technology is available pupils could create a safety promo film for other places such as the local park, the city centre, the library etc..</p> <p>EYFS –Understanding the World, uses programmable toys to support learning Idea: Take class on a short technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc</p>


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<p>Foundation Stage/Year 1</p> 	<p>Lesson 2</p> <p><u>ABC Searching</u></p> <p>Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet</p>	<p>SWGfL - Swiggle (Education search engine and resource site for children)</p> <p>Google – Safesearchkids (Search engine for children)</p> <p>Childnet - What is Reliable? (The Adventures of Kara, Winston and the SMART Crew)</p> <p>AVG – Magda and Mo (e-book)</p> <p>Further lesson idea: Ordering objects in the classroom by alphabet create a role play area 'Alphabetical toy shop' Line up/group in alphabetical order, hair colour, height order, age order etc. Create alphabet ebooks. Sort objects by colour, size etc.</p>	<p>PSHE – SEAL – New Beginnings. Listen to other people play and work cooperatively. Identify and respect the difference and similarities between people.</p> <p>EYFS Mathematics Sorts or matches objects and talks about sorting.</p> <p>Communication and Language, Literacy. Uses talk to organise sequence and clarify thinking.</p> <p>Idea: Ordering objects in the classroom by alphabet create a role play area 'Alphabetical toy shop' Line up/group in alphabetical order, hair colour, height order, age order etc Create alphabet ebooks. Sort objects by colour, size etc...</p>



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Foundation Stage/Year 1 	Lesson 3 <u>Keep it Private</u> Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests	<p>CEOP - Hector's World (Cartoons and teacher resources)</p> <p>Childnet - The SMART crew (Cartoon on the SMART rules)</p> <p>Childnet - Smartie the Penguin (E-book and teachers resources)</p> <p>ICO – Personal information and information rights (Lesson plans and resources)</p> <p>Further lesson idea: Pupils create their own 'Shop Window' - What information would you like to be available about you in a safe shop window? What information wouldn't they include and why? Try developing a digital shop window of the class - you could use a safe online space such as Photo2Fun (on iOs and Android) or Photo Talk, or learning platform or secure online area for the shop window display. Use digital images, sounds and video</p>	<p>PSHE – SEAL – Changes Preparing to play an active role as citizens, to recognise choices they can make, and recognise the difference between right and wrong.</p> <p>ICT – Exchanging & sharing information, to present their completed work effectively [for example, for public display].</p> <p>Idea: Pupils create their own 'Shop Window' - What information would you like to be available about you in a safe shop window? What information wouldn't they include and why? Try developing a digital shop window for the class - you could use a safe online space such as Photo2Fun (on iOs and Android) or Photo Talk, or learning platform or secure online area for the shop window display. Use digital images, sounds and video.</p>



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<p>Foundation Stage/Year 1</p> <div data-bbox="114 560 331 655">  <p>Information Literacy</p> </div> <div data-bbox="114 667 331 762">  <p>Creative Credit & Copyright</p> </div>	<p>Lesson 4</p> <p><u>My Creative Work</u></p> <p>Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce</p>	<p>Budd:e - Budd:e – stay smart online (Online learning activities, rewards and interactive tool.)</p>	


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<p>Foundation Stage/Year 1</p>  <p>Relationships & Communication</p>	<p>Lesson 5</p> <p><u>Sending Email</u></p> <p>Pupils explore how they can use email to communicate with real people within their schools, families, and communities</p>	<p>Childnet – What should you accept? (The Smart Crew)</p> <p>CEOP - Lee and Kim (Children learn that avatars are controlled by real people. Activities, videos, lessons plans, puppet masks.)</p> <p>Insafe - Play & Learn – Being Online (Activity book)</p> <p>Further lesson idea: Postcard pen pals - pupils create a multimedia postcard featuring themselves and the things that are important to them, compare with real life photographs of themselves and the things around them. Discuss the differences and similarities. You could use a simple publishing tool or even a video clip or talking photo using Photo2Fun (on iOS and Android) or Photo Talk.</p>	<p>PSHE- SEAL – Good to be me. To listen to other people, play and work cooperatively. Family and friends should care for one another EYFS – Communication and Language, Literacy Use language to imagine and recreate roles.</p> <p>Idea: Postcard penpals - pupils create a multimedia postcard featuring themselves and the things that are important to them, compare with real life photographs of themselves and the things around them. Discuss the differences and similarities. You could use a simple publishing tool or even a video clip or talking photo using Photo2Fun (on iOS and Android) or Photo Talk.</p>


Year 2

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<p data-bbox="203 496 248 520">Yr2</p> 	<p data-bbox="495 496 517 520">1</p> <p data-bbox="409 568 602 651"><u>Staying Safe Online</u></p> <p data-bbox="367 695 620 948">Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them</p>	<p data-bbox="689 507 1037 534">Childnet - Smartie the Penguin</p> <p data-bbox="689 582 992 609">Childnet - Digiduck e-book</p> <p data-bbox="689 657 1010 684">Disney - Don't be in the dark Online safe surfing game</p> <p data-bbox="689 769 1344 798">AVG – Magda and Mo Free E-book about information online</p> <p data-bbox="667 845 1332 948">Further lesson idea: Create a top websites league table and use the information to help to update their school website links</p>	<p data-bbox="1413 496 1850 523">Literacy – Non-fiction Information texts</p> <p data-bbox="1413 571 2078 673">ICT - to use text, tables, images and sound to develop their ideas, how to share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds</p> <p data-bbox="1413 721 2125 785">Idea: Create a top websites league table and use the information to help to update their school website links</p>


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<p data-bbox="203 491 248 515">Yr2</p> <div data-bbox="114 560 333 655">  <p>Digital Footprint & Reputation</p> </div> <div data-bbox="114 667 333 762">  <p>Privacy & Security</p> </div>	<p data-bbox="495 491 517 515">2</p> <p data-bbox="421 564 595 644"><u>Follow the Digital Trail</u></p> <p data-bbox="367 700 629 987">Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.</p>	<p data-bbox="696 496 1162 520">Childnet – What should you keep safe?</p> <p data-bbox="696 580 1267 604">BBC – Saxon Monk – Internet Videos are forever Horrible histories video</p> <p data-bbox="696 703 1290 727">ICO – Personal information and information rights Lesson plans and resources</p> <p data-bbox="696 826 1364 895">CEOP – Welcome to the carnival Hector’s World cartoon about personal information</p> <p data-bbox="672 954 1397 1145">Further lesson idea: Whole class circle time - Who would I/you share my/your information with? A photo? Your name? Your address? Birth date? Preferences? Password? Email address? Telephone number? Favourite football team? Favourite singer?</p>	<p data-bbox="1440 496 2063 564">PSHE – SEAL – Relationships Identify and respect the differences and similarities between people.</p> <p data-bbox="1440 624 2040 730">SEAL – Changes Preparing to play an active role as citizens, to recognise choices they can make, and recognise the difference between right and wrong.</p> <p data-bbox="1440 790 2096 981">Idea: Whole class circle time - Who would I/you share my/your information with? A photo? Your name? Your address? Birth date? Preferences? Password? Email address? Telephone number? Favourite football team? Favourite singer?</p>


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<p data-bbox="203 491 248 515">Yr2</p> <div data-bbox="114 560 331 655">  Cyberbullying </div> <div data-bbox="114 667 331 762">  Relationships & Communication </div>	<p data-bbox="495 491 517 515">3</p> <p data-bbox="394 564 622 644"><u>Screen out the Mean</u></p> <p data-bbox="371 699 640 986">Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p>	<p data-bbox="674 499 1234 528">Office of the eSafety Commissioner – Cyberbullying</p> <p data-bbox="674 547 880 571">Teachers resources</p> <p data-bbox="674 636 1137 665">Kidscape – links to Cyberbullying resources</p> <p data-bbox="674 730 1149 759">UK Safer Internet Centre Safer Internet Day</p> <p data-bbox="674 810 1344 986">Further lesson idea: How does it feel? Use an online digital imagery tool such as <i>photostory</i>, <i>animoto</i> or http://edu.glogster.com/ to create an eposter to depict how it feels to be the victim of a bullying incident. (Free but you need to create an account.)</p>	<p data-bbox="1438 456 2074 592">PSHE – SEAL – Say no to bullying to recognize how their behaviour affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p data-bbox="1438 643 1823 671">Literacy – Non Fiction – persuasion.</p> <p data-bbox="1438 722 2101 783">ICT - Developing ideas and making things happen, to use text, tables, images and sound to develop their ideas.</p> <p data-bbox="1438 834 2107 970">Idea: How does it feel? Use an online digital imagery tool such as photostory, animoto or http://edu.glogster.com/ to create an eposter to depict how it feels to be the victim of a bullying incident.</p>


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<p>Yr2</p> 	<p>4</p> <p><u>Using Keywords</u></p> <p>Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.</p>	<p>SWGfL - Swiggle Education search engine and resource site for children</p> <p>Google – Safesearchkids Search engine for children</p> <p>Common Sense Media - Choosing a Search Site Lesson plans from a previous version of CSM Digital Literacy and Citizenship Curriculum</p> <p>Further lesson idea: Create a class top trumps game, e.g. each pupil is allocated a country and must locate key information such as longest river, highest mountain, population and tallest building. You could use <i>swiggle</i> to carry out safer searches, compare usefulness of results to those of a general search engine such as <i>google</i>.</p>	<p>Literacy – Non-fiction texts</p> <p>Idea: Create a class top trumps game, e.g. each pupil is allocated a country and must locate key information such as longest river, highest mountain, population and tallest building. You could use swiggle to carry out safer searches, compare usefulness of results to those of a general search engine such as google.</p>


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<p>Yr2</p> 	<p>5</p> <p><u>Sites I Like</u></p> <p>Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information.</p>	<p>CEOP - Hector's World Cartoons and teacher resources</p> <p>Netsmartz - Delivery for webster - ebook</p> <p>Common Sense Media - Choosing a Search Site Lesson plans from a previous version of CSM Digital Literacy and Citizenship Curriculum</p> <p>AVG – Magda and Mo E-book about appropriate websites</p> <p>Further lesson idea: Play likes and dislikes “stations” – several options are presented, pupils move around the room to their most or least favourite option, e.g. colours, pastimes, animals and sports. Invite pupils to explain their choices and persuade others to join them.</p>	<p>PSHE – SEAL – Relationships. Recognise what they like and dislike.</p> <p>EYFS Personal, social and emotional development Shows an interest in classroom activities through observation or participation. Is confident to try new activities, initiate ideas and speak in a familiar group</p> <p>Idea: Play likes and dislikes “stations” – several options are presented, pupils move around the room to their most or least favourite option, e.g. colours, pastimes, animals and sports. Invite pupils to explain their choices and persuade others to join them.</p>


Year 3

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<p>Yr 3</p> 	<p>1</p> <p><u>Powerful Passwords</u></p> <p>Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.</p>	<p>Budd:e - Password Power Lesson plan</p> <p>Symantec - Password strength checker Password security checking tool How strong is my password?</p> <p>Netsmartz - Password Rap Video</p> <p>Roboform - How secure is my password? Password strength checking tool</p> <p>Digizen - Perfect passwords Teaching resource and activities</p> <p>Further Lesson Idea: Create a password rap. Use a video or sound recorder to record, review and refine performance rap poetry.</p>	<p>English: Composition Perform their own compositions, using appropriate meaning and intonation so that meaning is clear.</p> <p>ICT: Reviewing modifying and evaluating work as it progresses Review what they and others have done to help them to develop their ideas.</p> <p>Idea: Create a password rap. Use a video or sound recorder to record, review and refine performance rap poetry.</p>



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<p>Yr 3</p>  <p>Relationships & Communication</p>	<p>2</p> <p><u>My Online Community</u></p> <p>Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.</p>	<p>UK Safer Internet Centre Safer Internet Day</p> <p>Further Lesson idea:</p> <p>Build a digital web of their real life family friends and community connections and talk about the routes for support within their network. Who can help me when I am stuck at school? Who can I go to if I need help at home? You could use Photo2Fun (on iOs and Android) or Photo Talk, (Registration needed) Popplet or an online mapping tool.</p> <p>You could build this into a History, Geography, Music context.</p>	<p>PSHE – SEAL – Relationships Preparing to play an active role as citizens that they belong to various groups and communities, such as family and school.</p> <p>ICT Exchanging & sharing information, to share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds].</p> <p>Idea: Build a digital web of their real life family friends and community connections and talk about the routes for support within their network. Who can help me when I am stuck at school? Who can I go to if I need help at home? You could use Photo2Fun (on iOs and Android) or Photo Talk, Popplet or an online mapping tool.</p>



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<p data-bbox="199 424 250 448">Yr 3</p> 	<p data-bbox="495 424 517 448">3</p> <p data-bbox="394 496 622 531"><u>Things for Sale</u></p> <p data-bbox="371 587 645 874">Pupils examine product websites and understand that the purpose of the site is to encourage buying the product. Pupils learn methods used to promote products on these sites.</p>	<p data-bbox="674 427 1178 451">Childnet – What is reliable? – SMART crew</p> <p data-bbox="674 552 1211 576">Google - Search Literacy – How search works</p> <p data-bbox="674 639 1402 791">Kidsmart – Safe Searching – Tips for children on how to search online Further Lesson Idea: Create a webpage blog or wiki, you could use super action comic maker or any appropriate online space eg.</p> <p data-bbox="674 842 1402 1034">http://www.culturestreet.org.uk/ . Include hyperlinks, images, sounds and even video or animation clips. Link the activity to real life fund raising or community projects such as the Summer fair, Christmas performance or end of term prom.</p>	<p data-bbox="1435 427 1827 451">Literacy – Non Fiction – persuasion.</p> <p data-bbox="1435 499 2096 563">ICT - Developing ideas and making things happen, to use text, tables, images and sound to develop their ideas.</p> <p data-bbox="1435 616 2163 791">Idea: Create a webpage blog or wiki, you could use super action comic maker or any appropriate online space. Include hyperlinks, images, sounds and even video or animation clips. Link the activity to real life fund raising or community projects such as the Summer fair, Christmas performance or end of term prom.</p>



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<p>Yr 3</p> 	<p>4</p> <p><u>Show Respect Online</u></p> <p>Pupils explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.</p>	<p>CEOP - Cyber-Cafe Thinkuknow resources exploring aspects of online communication</p> <p>UK Safer Internet Centre Safer Internet Day</p> <p>Further Lesson Idea: Class communications charter focuses on the way that members of the group talk to one another and listen and respond to one another. This could be developed to support learning buddies, peer to peer mentoring, cross phase buddies etc. You could present this as a video using a simple flipcam.</p>	<p>PSHE – SEAL – New Beginnings – Create a class charter for communication based on positive rules.</p> <p>Literacy – Speaking Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication Listening and responding. Listen to others in class, ask relevant questions and follow instructions.</p> <p>Idea: Class communications charter focuses on the way that members of the group talk to one another and listen and respond to one another. This could be developed to support learning buddies, peer to peer mentoring, cross phase buddies etc. You could present this as a video using a simple flipcam.</p>


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<p>Yr 3</p> 	<p>5</p> <p><u>Writing Good Emails</u></p> <p>Pupils learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey.</p>	<p>Get Safe Online - Spam and scam email Information for teachers and parents</p> <p>Childnet – What should you accept? SMART Crew video</p> <p>Further Lesson Idea: Design a glossary for online terminology, include emoticons :), :(, capitalization = shouting, and acronyms such as LOL.</p>	<p>English: Composition Use organizational and presentational devices to structure text and guide the reader.</p> <p>PSHE: SEAL Getting on and falling out</p> <p>Idea: Design a glossary for online terminology, include emoticons :), :(, capitalization = shouting, and acronyms such as LOL.</p>



Year 4

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<p style="text-align: center;">Year 4</p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">  Self Image & Identity </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Relationships & Communication </div>	<p style="text-align: center;">Lesson 1</p> <p style="text-align: center;"><u>Rings of Responsibility</u></p> <p>Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens</p>	<p>Childnet – Only a Game Drama resource on gaming</p> <p>Digizen – Digital Values Lesson plans and activity.</p> <p>CEOP - Cyber-Cafe Thinkuknow resources exploring aspects of online communication</p> <p>UK Safer Internet Centre Safer Internet Day</p> <p>Further lesson idea: Linked to http://www.digizen.org/digicentral/digital-values.aspx activity - Create own digital compass questions and present as an online survey perhaps as part of a class blog. Use google docs to create a form, online survey tool such as survey gizmo, monkey or survey tool within school learning platform. Explain and justify choices of questions.</p>	<p>PSHE: SEAL Good to be me</p> <p>English: Reading - Provide reasoned justifications for their views. Composition - Plan their writing by noting and developing initial ideas, drawing on reading and research.</p> <p>ICT: Exchanging and sharing information – in a variety of forms Idea: Linked to http://www.digizen.org/digicentral/digital-values.aspx activity - Create own digital compass questions and present as an online survey perhaps as part of a class blog. Use google docs to create a form, online survey tool such as survey gizmo, monkey or survey tool within school learning platform. Explain and justify choices of questions.</p>


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<p>Year 4</p> <div data-bbox="118 359 336 451">  Privacy & Security </div> <div data-bbox="118 464 336 557">  Information Literacy </div>	<p>Lesson 2</p> <p><u>Private and Personal Information</u></p> <p>How can you protect yourself from online identity theft? Pupils think critically about the information they share online.</p>	<p>Childnet - Young People and Social Networking Sites Advice for teachers and parents.</p> <p>ICO – Personal information and information rights Lesson plans and resources</p> <p>Further lesson idea: Google Digital Literacy Tour Create 2 T-shirt/baseball cap designs one that must feature public online profile information and the second that must feature personal or private information. Explore and discuss how Pupils would feel wearing each of the designs in a range of locations and scenarios, including at home, at school, in town, at the park.</p>	<p>PSHE: Personal Wellbeing 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 behavior.</p> <p>ICT: Developing ideas Bring together, draft and refine information, including through the combination of text, sound and image.</p> <p>Idea: Create 2 T-shirt/baseball cap designs one that must feature public online profile information and the second that must feature personal or private information. Explore and discuss how Pupils would feel wearing each of the designs in a range of locations and scenarios, including at home, at school, in town, at the park.</p>



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<p>Year 4</p> <div data-bbox="118 359 331 451" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">  Internet Safety </div> <div data-bbox="118 464 331 557" style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Cyberbullying </div>	<p>Lesson 3</p> <p style="text-align: center;"><u>The Power of Words</u></p> <p>Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils identify actions that will make them Upstanders in the face of cyberbullying.</p>	<p>Childnet – Who should you tell? Skills School – Safety features explained</p> <p>Office of the eSafety Commissioner - Cyberbullying Teachers resources</p> <p>Artisancam – Super action comic maker software to create a comic book</p> <p>BBC - CBBC – What is cyberbullying? BBC newsround series with video</p> <p>Kidscape - Cyberbullying Advice for young people</p> <p>DfE - Preventing and Tackling Bullying Advice for schools October 2014</p> <p>Further lesson idea: Create voxbox/ Big Brother Red chair to capture cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture.</p>	<p>PSHE: SEAL Getting on and falling out, Bullying</p> <p>English: Composition Plan their writing by noting and developing initial ideas, drawing on reading and research.</p> <p>Draft and write by describing the setting of feelings and atmosphere to convey the character.</p> <p>Idea: Create voxbox/ Big Brother Red chair to capture cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture.</p>


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<p>Year 4</p> 	<p>Lesson 4</p> <p><u>The Key to Keywords</u></p> <p>Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.</p>	<p>Childnet – What is reliable? Smart Rules</p> <p>Kidsmart – Safe Searching</p> <p>Google – How search works</p> <p>Further lesson idea: Produce online Trivia Quiz, to be published on school website, or school blog, with a guide alongside to good searching, to help users find answers quickly. The guide pupils produce should be based on the knowledge learned from the unit.</p> <p>Set trivia questions based on school learning, topics and current music. Use variety of media links for the answers.</p> <p>Pupils could use simple PowerPoint with hyperlinks, or create using wikis or blogs, with hyperlinks to correct pages and answers.</p>	<p>ICT: Finding information - Pupils should be able to: consider the online information needed to solve a problem, complete a task or answer a question, and explore how information will be used</p> <p>Literacy: consider what the reader needs to know and include relevant details adapt style and language appropriately for a range of forms, purposes and readers</p> <p>Idea: Produce online Trivia Quiz, to be published on school website, or school blog, with a guide alongside to good searching, to help users find answers quickly. The guide pupils produce should be based on the knowledge learned from the unit.</p> <p>Set trivia questions based on school learning, topics and current music. Use variety of media links for the answers.</p> <p>Pupils could use simple PowerPoint with hyperlinks, or create using wikis or blogs, with hyperlinks to correct pages and answers.</p>


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<p>Year 4</p> <div data-bbox="118 359 336 454" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">  Creative Credit & Copyright </div> <div data-bbox="118 462 336 558" style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Information Literacy </div>	<p>Lesson 5</p> <p style="text-align: center;"><u>Whose is it, Anyway?</u></p> <p>Pupils learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.</p>	<p>All About explorers - Link to website A website developed by teachers to help children to understand research skills</p> <p>TES - Alleyk@tz Video Teachers resource on plagiarism</p> <p>Further lesson idea: Create a collaborative piece of writing linked to a current curriculum focus. Include links to source information. You could use a wiki tool or something like popplet or an online thought mapping tool to create and present the information.</p>	<p>English: Reading - distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction by being clear about the information they have been asked to locate.</p> <p>PSHE: SEAL - Relationships</p> <p>Idea: Create a collaborative piece of writing linked to a current curriculum focus. Include links to source information. You could use a wiki tool or something like popplet or an online thought mapping tool to create and present the information.</p>




Year 5



Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>Year 5</p> 	<p>Lesson 1</p> <p><u>Strong Passwords</u></p> <p>Pupils learn how to create secure passwords in order to protect their private information and accounts online.</p>	<p>Digizen - Perfect passwords Teacher's resource and activities</p> <p>Budd:e - Password Power Lesson plan</p> <p>Symantec - Password strength checker Password security checking tool How strong is my password?</p> <p>Netsmartz - Password Rap Video</p> <p>Roboform - How secure is my password? Password strength checking tool</p> <p>Further lesson idea: Create storyboard, script and animation short to communicate 'Do's and don'ts for passwords' for an identified audience (parents or pupils). You could use software such as J2e spotlight, digital blue movie creator, or an online tool such as goanimate</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.</p> <p>English: Writing Develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain.</p> <p>Idea: Create storyboard, script and animation short to communicate 'Do's and don'ts for passwords' for an identified audience (parents or pupils). You could use software such as J2e spotlight, digital blue movie creator, or an online tool such as goanimate</p>



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<p>Year 5</p> <div data-bbox="118 355 331 451" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">  Relationships & Communication </div> <div data-bbox="118 467 331 563" style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Self Image & Identity </div>	<p>Lesson 2</p> <p style="text-align: center;"><u>Digital Citizenship Pledge</u></p> <p>Pupils work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.</p>	<p>Office of the eSafety Commissioner – Digital Citizenship Teachers resources</p> <p>UK Safer Internet Centre Safer Internet Day</p> <p>Further lesson idea: Establish or further develop a class online community perhaps using the school learning platform, or an online resource like thinkquest.org</p> <p>Utilise the community to support cross curricular or wider school community activities such as a fund raising activity, or a sports or performance event.</p> <p>Review the effectiveness of the community, the need for establishing ground rules and positive practices.</p>	<p>ICT: Impact of technology - exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications.</p> <p>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>Idea: Establish or further develop a class online community perhaps using the school learning platform, or an online resource like thinkquest.org</p> <p>Utilise the community to support cross curricular or wider school community activities such as a fund raising activity, or a sports or performance event.</p> <p>Review the effectiveness of the community, the need for establishing ground rules and positive practices.</p>


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<p>Year 5</p> 	<p>Lesson 3</p> <p><u>You've Won a Prize</u></p> <p>Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.</p>	<p>BBC– Lady Jane Grey “beware what you download “ Horrible histories video</p> <p>Netsmartz – Router’s Birthday Surprise Teacher notes and video</p> <p>Media Smart - Digital Advise (Registration needed) Lesson plans, parents resources on websites and online advertising</p> <p>Further lesson idea: Create a ‘Spam Spotters’ radio jingle. Locate and use appropriate sounds, for example Audio Network, you could try editing sounds using a tool such as audacity.</p>	<p>English: Composition Plan their writing by noting and developing initial ideas, drawing on reading and research. Perform their own compositions, using appropriate meaning and intonation so that meaning is clear.</p> <p>ICT: Working with others to explore a variety of information sources and ICT tools e.g. using ICT tools to capture and change sounds.</p> <p>Reviewing modifying and evaluating work as it progresses Review what they and others have done to help them to develop their ideas.</p> <p>Idea: Create a ‘Spam Spotters’ radio jingle. Locate and use appropriate sounds, for example Audio Network, you could try editing sounds using a tool such as audacity.</p>



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<p>Year 5</p> 	<p>Lesson 4</p> <p><u>How to Cite a Site</u></p> <p>Pupils reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.</p>	<p>WIKIHOW - <u>Cite a site</u> Teacher resource – how to acknowledge a source of information appropriately</p> <p>GOOGLE – <u>How search works</u></p> <p>Further lesson idea: Using sound and screen-recording software, such as Camtasia, 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 Youtube 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, whilst acknowledging sources.</p> <p>Idea: Using sound and screen-recording software, such as Camtasia, 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 Youtube to support future learning.</p>



Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>Year 5</p> <div data-bbox="120 357 333 448">  Creative Credit & Copyright </div> <div data-bbox="120 459 333 550">  Information Literacy </div> <div data-bbox="120 561 333 652">  Self Image & Identity </div>	<p>Lesson 5</p> <p><u>Picture Perfect</u></p> <p>Pupils learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p>	<p>BBC – Saxon Monk – Internet Videos are Forever – Horrible Histories video</p> <p>Further lesson idea: “Who am I in the E-world?”</p> <p>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? How might they use images in games in social networks etc?</p>	<p>PSHE: Personal identities Understanding that identity is affected by a range of factors, including positive sense of self.</p> <p>Idea: “Who am I in the E-world?”</p> <p>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? How might they use images in games in social networks etc?</p>

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<p>Year 6</p> <div data-bbox="118 363 331 459" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">  Internet Safety </div> <div data-bbox="118 467 331 563" style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Relationships & Communication </div>	<p>Lesson 1</p> <p style="text-align: center;"><u>Talking Safely Online</u></p> <p>Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.</p>	<p>CEOP - Cyber-Cafe Thinkuknow resources exploring aspects of online communication</p> <p>Childnet - Captain Kara and Winston's Smart Crew Cartoons illustrating the smart rules.</p> <p>Netsmartz – Internet Safety Lesson resources on sharing personal information</p> <p>BBC - Lonely Princess BBC Newsround special with Video “Caught in the Web”</p> <p>Get Safe Online – Safeguarding Children Information and resources for teachers and parents</p> <p>ICO – Personal information and information rights Lesson plans and resources</p> <p>Further lesson idea: ‘How to talk safely online’ Select appropriate tools to enable the creation of a child friendly multimedia advert or presentation based on key persuasive points about how to talk safely online. You could use picture teller, prezzi, powerpoint, animoto, or any online presentation tool.</p>	<p>English: Writing Composition Identify the audience for and purpose of the writing. Create their own compositions using appropriate grammar and punctuation so that meaning is clear.</p> <p>ICT: Developing ideas and making things happen To develop and refine ideas by bringing together, organising and reorganising, text tables images and sound. Idea: ‘How to talk safely online’ Select appropriate tools to enable the creation of a child friendly multimedia advert or presentation based on key persuasive points about how to talk safely online. You could use Photo2Fun (on iOS and Android) or Photo Talk, prezzi, powerpoint, animoto, or any online presentation tool.</p>


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<p>Year 6</p> <div data-bbox="118 288 338 379" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">  Relationships & Communication </div> <div data-bbox="118 395 338 486" style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Self Image & Identity </div>	<p>Lesson 2</p> <p style="text-align: center;"><u>Super Digital Citizen</u></p> <p>Pupils explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.</p>	<p>Office of the eSafety Commissioner - Balancing Time Online Lesson resources</p> <p>BBC – CBBC Stay Safe Guidance, resources, videos and quiz</p> <p>Google - Google Safety Tips Security advice for parents and families</p> <p>Further lesson idea: Link to extension activity present and publish an online comic or animation short. You could use software such as J2e spotlight, digital blue movie creator, or an online tool such as <i>goanimate</i>, super action comic maker, strip designed app, or <i>evernote</i></p>	<p>ICT: Developing Ideas - solve problems by developing, exploring and structuring information, and deriving new information for a particular purpose.</p> <p>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 J2e spotlight, digital blue movie creator, 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 6</p> 	<p>Lesson 3</p> <p><u>Privacy Rules</u></p> <p>Pupils learn that children’s websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.</p>	<p>Childnet – Supporting Young People Online Guide for parents / carers and teachers</p> <p>Childnet - The Smart Crew Cartoons and teacher resources.</p> <p>BBC – It’s Personal resources Video showing how much information there is on the web about us. Rather dated, but with good messages.</p> <p>CEOP Thinkuknow - Jigsaw- Becky’s Story Video about Becky and her online profile</p> <p>BBC - Do you know how to stay safe? CBBC quiz on internet safety</p> <p>Further lesson idea: Create a staying safe promo video, using scripts that the class has developed</p>	<p>English: Composition Identify the audience for and purpose of the writing. Create their own compositions using appropriate grammar and punctuation so that meaning is clear. Perform their own compositions, using appropriate meaning and intonation so that meaning is clear.</p> <p>ICT: Reviewing modifying and evaluating work as it progresses Review what they and others have done to help them to develop their ideas.</p> <p>Idea: Create a staying safe promo video, using scripts that the class has developed</p>


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<p>Year 6</p> <div data-bbox="118 355 331 451" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">  Cyberbullying </div> <div data-bbox="118 459 331 555" style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Relationships & Communication </div>	<p>Lesson 4</p> <p style="text-align: center;"><u>What's Cyberbullying?</u></p> <p>Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p>	<p>Office of the eSafety Commissioner - Cyberbullying Teachers resources and lesson plans</p> <p>Kidscape - What is cyberbullying? Advice for families and children on cyberbullying</p> <p>DfE - Preventing and Tackling Bullying Advice for schools October 2014</p> <p>Further lesson idea: Create voxbox/ Big Brother Red chair to capture cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture. How does it feel? Use an online digital imagery tool such as <i>photostory</i>, <i>animoto</i> or http://edu.glogster.com/ (Free – but registration needed) to create an eposter to depict how it feels to be the victim of a bullying incident.</p>	<p>PSHE: SEAL Getting on and falling out, Bullying - Say no to bullying, to recognize how their behavior affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>English: Composition Plan their writing by noting and developing initial ideas, drawing on reading and research. Draft and write by describing the setting of feelings and atmosphere to convey the character.</p> <p>Idea: Create voxbox/ Big Brother Red chair to capture cause and effect of hurtful messages. You could use a simple video recorder, animated avatars or audio capture. How does it feel? Use an online digital imagery tool such as <i>photostory</i>, <i>animoto</i> or http://edu.glogster.com/ to create an eposter to depict how it feels to be the victim of a bullying incident.</p>



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<p>Year 6</p> <div data-bbox="120 357 338 453">  Information Literacy </div> <div data-bbox="120 464 338 560">  Self Image & Identity </div>	<p>Lesson 5</p> <p><u>Selling Stereotypes</u></p> <p>Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children.</p>	<p>Let Toys be Toys – Lesson plan Challenging use of genders in adverts Upper KS2</p> <p>Hackney Learning trust – Stereotyping in the Media Lesson plan for Key Stage 2</p>	<p>PSHE: Personal Wellbeing, critical reflection - reflect critically on their own and others' values.</p> <p>Develop self-awareness by reflecting critically on their behaviour and its impact on others</p>



Year 7

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<p style="text-align: center;">Year 7</p> 	<p style="text-align: center;">Lesson 1</p> <p style="text-align: center;"><u>Digital Life 101</u></p> <p>Students are introduced to the 24/7, social nature of digital media and technologies, and gain basic vocabulary and knowledge for discussing the media landscape.</p>	<p>Office of the eSafety Commissioner - A Balanced Approach to Using technology Resources and lesson plans</p> <p>Childnet - Digital Values Digital Citizenship resources and lesson plans</p> <p>Common Sense Media – Digital Life – our kids’ connected culture Information sheet</p> <p>UKSIC – Safer Internet Day</p> <p>Internet Matters – internetmatters.org – information for parents (provided by the main UK ISPs) Further lesson idea: Create an app or an online quiz/game using students own set of quiz questions related to digital life or use the questions from Got Media Smarts? Quiz Handout</p>	<p>ICT: Developing Ideas -solve problems by developing, exploring and structuring information, and deriving new information for a particular purpose.</p> <p>Apply ICT to real-world situations when solving problems and carrying out a range of tasks and enquiries</p> <p>Idea: Create an app or an online quiz/game using students own set of quiz questions related to digital life or use the questions from Got Media Smarts? Quiz Handout</p>


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<p style="text-align: center;">Year 7</p> <div data-bbox="118 395 338 491" style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;">  Information Literacy </div>	<p style="text-align: center;">Lesson 2</p> <p style="text-align: center;"><u>Strategic Searching</u></p> <p>Students learn that to conduct effective and efficient online searches, they must use a variety of searching strategies rather than relying on a single source.</p>	<p>Office of the eSafety Commissioner - Appropriate Online Content - Resources and lesson plans</p> <p>Kidsmart - Safe Searching resource and advice about safe searching</p> <p>Mediasmarts - Authenticating Information Canadian resource / information guiding students as they go online for school assignments</p> <p>Common Sense Media Library Resource - Crawling the Web (Resources and lesson plans from previous version of Digital Literacy Curriculum)</p> <p>BBC Webwise- Using the web Information for students on searching</p> <p>SWGfL - Swiggle – safe search engine</p> <p>Further lesson idea: Produce online Trivia Quiz, to be published on school website, or school blog, with a guide alongside to good searching, to help users find answers quickly. The guide pupils produce should be based on the knowledge learned from the unit.</p>	<p>ICT: Finding information - Pupils should be able to: a. consider systematically the information needed to solve a problem, complete a task or answer a question, and explore how it will be used</p> <p>Literacy: consider what the reader needs to know and include relevant details adapt style and language appropriately for a range of forms, purposes and readers</p> <p>Idea: Produce online Trivia Quiz, to be published on school website, or school blog, with a guide alongside to good searching, to help users find answers quickly. The guide pupils produce should be based on the knowledge learned from the unit.</p> <p>Set trivia questions based on school learning, topics and current music. Use variety of media links for the answers. Pupils could use simple PowerPoint with hyperlinks, or create using wikis or blogs, with hyperlinks to correct pages and answers.</p>



Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>Year 7</p> 	<p>Lesson 3</p> <p><u>Scams & Schemes</u></p> <p>Students learn strategies for guarding against identity theft and scams that try to access their private information online.</p>	<p>Netsafe - Netbasics Animation about online activity</p> <p>Office of the eSafety Commissioner - Budd:e Resources about scams and phishing</p> <p>Google – Identify Tricks & Scams Online Resources and lesson plans</p> <p>Know the Net - Scams and how to beat them Information about scams and an online test Think you can spot a scam?</p> <p>Open College Australia – Cyber Safety - Identity Theft Information for students</p> <p>Information Commissioner’s Office – Resources for Secondary Schools</p> <p>Childnet - Lower Secondary Resources</p> <p>BBC Horrible Histories – Guy Fawkes – Internet Privacy</p> <p>Further lesson idea: Work collaboratively as a group to write a Scams and Schemes Wikipedia identifying the common categories of online scams and their main features, students could also link out to appropriate research materials, media evidence of real life scams and schemes and supporting activities or games.</p>	<p>English: Structure and organise ideas: For non-linear and multimodal texts, it could include using links and hyperlinks or interactive content on websites Different kinds of evidence: This could include statistics, anecdote, visual material such as graphs, or quotations from authoritative sources.</p> <p>Idea: Work collaboratively as a group to write a Scams and Schemes Wikipedia identifying the common categories of online scams and their main features, students could also link out to appropriate research materials, media evidence of real life scams and schemes and supporting activities or games.</p>



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<p>Year 7</p> <div data-bbox="118 459 336 560" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">  Cyberbullying </div> <div data-bbox="118 600 336 700" style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Relationships & Communication </div>	<p>Lesson 4</p> <p><u>Cyberbullying Be Upstanding</u></p> <p>Students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations.</p>	<p>Office of the eSafety Commissioner - Tagged Resources and lesson plans</p> <p>Digizen - Let's fight it together Film and teacher resources about cyberbullying</p> <p>RespectMe - Scottish Anti-Bullying Service resources</p> <p>Common Sense Media – Stand-alone Cyberbullying Toolkit</p> <p>Childnet - Lower Secondary Resources Digital Citizenship resources and lesson plans</p> <p>Beat Bullying - How do we making bullying unacceptable? Lesson with practical group activities to investigate bullying and the effect it can have on others.</p> <p>TES Lesson Plans - The Present Takers A programme of lessons which encourages students to discuss, research and de-mystify bullying in an informed atmosphere.</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. 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 7</p> <div data-bbox="120 376 338 475" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">  Creative Credit & Copyright </div> <div data-bbox="120 512 338 611" style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Information Literacy </div>	<p>Lesson 5</p> <p style="text-align: center;"><u>A Creator's Rights</u></p> <p>Students reflect on their responsibilities as creators and users of creative work.</p>	<p>Childnet - Preventing Plagiarism Plagiarism and strategies to avoid it. Respecting Copyright Understand how to respect copyright online</p> <p>Business Software Alliance - Become Copy Smart B4UCopy – US student resources about copyright</p> <p>Open College Australia – Cyber Safety - Plagiarism Information about plagiarism</p> <p>Creative Commons – About Creative Commons</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>



Year 8

Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>Year 8</p> 	<p>Lesson 1</p> <p><u>My Media</u></p> <p>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.</p>	<p>Office of the eSafety Commissioner - A Balanced Approach to Using technology Resources and lesson plans</p> <p>Office of the eSafety Commissioner - Access - games</p> <p>Childnet – Digital Citizenship Resources and lesson plans</p> <p>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.</p> <p>Survey Monkey - https://www.surveymonkey.com/ http://www.onlinecharttool.com/ Tools for analysing and collecting data beyond your own group for comparison:</p> <p>Further lesson idea: Create a media blog You could use a blog tool within your school learning platform, or <i>googledocs</i>, <i>facebook</i>, or an online blog tool such as <i>blogger</i> or <i>edublogs</i></p>	<p>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.</p> <p>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</p> <p>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...</p>

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<p style="text-align: center;">Year 8</p> <div data-bbox="118 395 338 491" style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">  Information Literacy </div> <div data-bbox="118 533 338 628" style="border: 1px solid black; border-radius: 10px; padding: 5px;">  Creative Credit & Copyright </div>	<p style="text-align: center;">Lesson 2</p> <p style="text-align: center;"><u>A Creator's Responsibilities</u></p> <p>Students reflect on their responsibilities as creators and users of creative work.</p>	<p>Business Software Alliance Become Copy Smart B4UCopy – US student help sheet on copyright</p> <p>Open College Australia – Cyber Safety - Plagiarism</p> <p>Creative Commons – About Creative Commons</p> <p>Office of the eSafety Commissioner - Access - games</p> <p>Childnet - Respecting Copyright Understand how to respect copyright online</p> <p>NEN – Copyrights and wrongs</p> <p>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.</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.</p> <p>Finished films could be uploaded to blog sites or Youtube and gather comments from other users.</p>

Age Category	Common Sense Media Lesson	Resources	Curriculum Opportunities
<p>Year 8</p> <div data-bbox="120 331 331 424" style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin-bottom: 10px;">  Internet Safety </div> <div data-bbox="120 501 331 593" style="border: 1px solid #ccc; border-radius: 10px; padding: 5px;">  Relationships & Communication </div>	<p>Lesson 3</p> <p style="text-align: center;"><u>Safe Online Talk</u></p> <p>While acknowledging the benefits of online talk and messaging, students learn how to handle situations or online behaviour which may make them feel uncomfortable.</p>	<p>Office of the eSafety Commissioner - Tagged - Resources</p> <p>Childnet - Jenny's Story Video and supporting resources</p> <p>CEOP - Exposed -Video about sexting Claire thought she knew Matt thought he knew Videos exploring dangers of online contact</p> <p>CBBC - One girl's tale of danger online Newsround story</p> <p>Common Sense Media - Forms and Norms Chart It (both from previous version of CSM Digital Literacy & Citizenship Curriculum)</p> <p>Internet Matters – internetmatters.org – information for parents (from the main UK ISPs)</p> <p>Further lesson idea: Publish the homework online. You could use a blog, <i>glogster poster</i>, <i>facebook group</i> or <i>prezi</i>. Find appropriate ways of sharing information with an audience, for example via a school learning platform or collaborative online space.</p>	<p>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.</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.</p> <p>Idea: Publish the homework online. You could use a blog, <i>glogster poster</i>, <i>facebook group</i> or <i>prezi</i>. Find appropriate ways of sharing information with an audience, for example via a school learning platform or collaborative online space.</p>

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<p data-bbox="188 328 264 352">Year 8</p> 	<p data-bbox="472 328 577 352">Lesson 4</p> <p data-bbox="378 395 669 475"><u>Which Me Should I Be?</u></p> <p data-bbox="394 544 640 719">Students learn that presenting themselves in different ways online carries both benefits and risks.</p>	<p data-bbox="763 328 1144 384">Mediasmart - Body Image Lesson - Resources and lesson plans</p> <p data-bbox="763 440 1391 576">Common Sense Media - The Ups and Downs of Digital Life – Cracking the gender code (both from previous version of CSM Digital Literacy & Citizenship Curriculum)</p> <p data-bbox="763 632 1391 687">Common Sense Media - Gender and Digital Life Toolkit A stand-alone toolkit reflecting on gender stereotypes.</p> <p data-bbox="707 743 920 767">Further lesson idea:</p> <p data-bbox="707 775 999 799">“Who am I in the E-world?”</p> <p data-bbox="763 815 1301 1142">Pupils (individually or in groups) could create a presentation of their alternate selves i.e. <i>twitter</i> name/ <i>Xbox</i> profile and avatar/ <i>MSN</i>/ <i>Texts</i>/<i>Facebook</i>/online gaming etc Pupils could perform as role-play/drama, or create online presentation using Online sharing tool such as <i>Animoto</i>. 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?</p>	<p data-bbox="1498 328 2040 432">PSHEE: Personal identities. Understanding that identity is affected by a range of factors, including positive sense of self.</p> <p data-bbox="1498 480 2074 584">Decision-making and managing risk - Pupils should be able to assess and manage the element of risk in personal choices and situations</p> <p data-bbox="1498 632 2074 767">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</p> <p data-bbox="1498 815 2051 1031">Idea: “Who am I in the E-world?” Pupils (individually or in groups) could create a presentation of their alternate selves i.e. <i>twitter</i> name/ <i>Xbox</i> profile and avatar/ <i>MSN</i>/ <i>Texts</i>/<i>Facebook</i>/online gaming etc What motivates you in different spaces? Benefits of these? Risks?</p> <p data-bbox="1498 1078 2074 1262">Pupils could perform as role-play/drama, or create online presentation using Online sharing tool such as <i>Animoto</i>. 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?</p>

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<p>Year 8</p> <div data-bbox="120 632 338 727">  </div> <div data-bbox="120 767 338 863">  </div>	<p>Lesson 5</p> <p><u>Gender Stereotypes Online</u></p> <p>Students analyse a “Dress Up Your Avatar” feature of a virtual world for kids for evidence of stereotypes about boys and girls.</p>	<p>Common Sense Media - Cracking the gender code Resources from previous version of CSM Digital Literacy & Citizenship Curriculum</p> <p>Common Sense Media - Gender and Digital Life Toolkit A stand-alone toolkit reflecting on gender stereotypes.</p> <p>Doppel Me - Dynamic Avatar Maker</p> <p>Abistudio - Portrait Maker Joystiq Mii Characters Dynamic Illustration Creators</p> <p>Seeme.org - See Me. Australian resource based around interactive resources illustrating body image issues</p> <p>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:</p>	<p>Moral Compass. Use the Childnet Moral Compass Activity as a basis to discuss online issues based around gender.</p> <p>Ask questions like “Is it OK if” or “Would this be exclusively male/female?”</p> <p>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 ask within the moral compass environment.</p> <p>Follow the class activities in the: Lesson Plans on defining characteristics of gender from Thames Valley Partnership</p>

		Lesson Plans on defining characteristics of gender from Thames Valley Partnership	
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