



# 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
Year 4    	Lesson 1  <u><b>Rings of Responsibility</b></u>  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	<b>Childnet</b> – <a href="#">Only a Game</a> Drama resource on gaming <b>Digizen</b> – <a href="#">Digital Values</a> Lesson plans and activity. <b>Roar Educate</b> - <a href="#">Netiquette and Chat poster</a> <b>Roar Educate</b> - <a href="#">Downloading – poster</a> <b>CEOP</b> - <a href="#">Cyber-Cafe</a>  Thinkuknow resources exploring aspects of online communication  <b>UK Safer Internet Centre</b> – <a href="#">Connect with Respect</a> – Safer Internet Day 2013 resource pack	PSHE: SEAL Good to be me  English: Reading - Provide reasoned justifications for their views. Composition - Plan their writing by noting and developing initial ideas, drawing on reading and research. ICT: Exchanging and sharing information – in a variety of forms Idea: Linked to <a href="http://www.digizen.org/digicentral/digital-values.aspx">http://www.digizen.org/digicentral/digital-values.aspx</a> 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.

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<p>Year 4</p> <div data-bbox="103 555 322 651"> </div> <div data-bbox="103 660 322 756"> </div>	<p>Lesson 2</p> <p><b><u>Private and Personal Information</u></b></p> <p>How can you protect yourself from online identity theft? Pupils think critically about the information they share online.</p>	<p><b>Cybersmart</b> - <a href="#">Sharing Personal Information</a></p> <p>Resources and lesson plans</p> <p><b>Childnet</b> - <a href="#">Young People and Social Networking Sites</a></p> <p>Advice for teachers and parents.</p> <p><a href="#">SMART rules</a> – Resources to use with children</p> <p><b>ICO</b> – <a href="#">Personal information and information rights</a></p> <p>Lesson plans and resources</p>	<p><b>PSHE:</b> 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><b>ICT:</b> Developing ideas Bring together, draft and refine information, including through the combination of text, sound and image.</p> <p><b>Idea:</b> 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> 	<p>Lesson 4</p> <p><b><u><a href="#">The Key to Keywords</a></u></b></p> <p>Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.</p>	<p><b>Childnet</b> – <a href="#">What is reliable?</a> Smart Rules</p> <p><b>Cybersmart</b> – <a href="#">Finding and Identifying Appropriate Online Content</a></p> <p>Teachers resources</p> <p><b>Kidsmart</b> – <a href="#">Safe Searching</a></p> <p><b>Google</b> – <a href="#">Search Literacy</a></p>	<p><b>ICT:</b> 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><b>Literacy:</b> 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><b>Idea:</b> Produce online Trivia Quiz, to be published on school website, or school blog, <b>with a guide alongside to good searching, to help users find answers quickly.</b> 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>

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<p>Year 4</p> <div data-bbox="103 488 322 584"> </div> <div data-bbox="103 584 322 683"> </div>	<p>Lesson 5</p> <p><b><u><a href="#">Whose is it, Anyway?</a></u></b></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><b>Roar Educate</b> - <a href="#">Whose Tube? poster</a></p> <p><b>All About explorers</b> - <a href="#">Link to website</a> A website developed by teachers to help children to understand research skills</p> <p><b>TES</b> - <a href="#">Alleyk@tz Video</a> Teachers resource on plagiarism</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>