


# 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>Year 5</p> 	<p>Lesson 1</p> <p><b><u>Strong Passwords</u></b></p> <p>Pupils learn how to create secure passwords in order to protect their private information and accounts online.</p>	<p><b>Digizen</b> - <a href="#">Perfect passwords</a> Teacher's resource and activities</p> <p><b>Budd:e</b> - <a href="#">Password Power</a> Lesson plan</p> <p><b>Microsoft</b> - <a href="#">Password checker</a> Password security checking tool</p> <p><b>Netsmartz</b> - <a href="#">Password Rap</a> Video</p> <p><b>Roboform</b> - <a href="#">How secure is my password?</a> Password strength checking tool</p> <p><b>Roar Educate</b> - <a href="#">Cooking up Passwords poster</a></p>	<p><b>ICT:</b> 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><b>English:</b> Writing Develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain.</p> <p><b>Idea:</b> 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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Year 5   Relationships & Communication   Self Image & Identity	Lesson 2  <u><a href="#">Digital Citizenship Pledge</a></u>  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.	<b>Cybersmart</b> – <a href="#">Positive Online Communications</a> Teachers resources <b>UK Safer Internet Centre</b> – <a href="#">Connect with Respect</a> - Safer Internet Day 2013 resource pack <b>BBC</b> – <a href="#">Beaker You Choose</a> – videos about positive choices	<b>ICT:</b> Impact of technology - exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications. 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.  <b>Idea:</b> Establish or further develop a class online community perhaps using the school learning platform, or an online resource like thinkquest.org Utilise the community to support cross curricular or wider school community activities such as a fund raising activity, or a sports or performance event. Review the effectiveness of the community, the need for establishing ground rules and positive practices.

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<p>Year 5</p> 	<p>Lesson 3</p> <p><b><u><a href="#">You've Won a Prize</a></u></b></p> <p>Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.</p>	<p><b>Cybersmart</b> – <a href="#">Don't be fooled</a></p> <p>Teachers resources</p> <p><b>BBC</b> – <a href="#">Lady Jane Grey – “beware what you download “</a></p> <p>Horrible histories video</p> <p><b>Netsmartz</b> – <a href="#">Router's Birthday Surprise</a></p> <p>Teacher notes and video</p> <p><b>Roar Educate</b> - <a href="#">Bug Catcher poster</a></p> <p><b>Roar Educate</b> - <a href="#">Can the spam poster</a></p> <p><b>Mediasmart</b> – <a href="#">Be Adwise</a></p>	<p>English: Composition</p> <p>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</p> <p>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 <a href="#">Audio Network</a>, 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><b><u><a href="#">How to Cite a Site</a></u></b></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><b>Wikihow</b> - <a href="#">Cite a site</a></p> <p>Teacher resource – how to acknowledge a source of information appropriately</p> <p><b>Google</b> – <a href="#">Search Literacy</a> Useful tips on searching</p>	<p><b>ICT: Communication and collaboration</b></p> <p>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><b>Idea:</b> 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>

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<p data-bbox="170 485 248 512">Year 5</p> <div data-bbox="103 555 322 651"> </div> <div data-bbox="103 667 322 762"> </div> <div data-bbox="103 778 322 874"> </div>	<p data-bbox="439 485 539 512">Lesson 5</p> <p data-bbox="376 560 611 595"><b><u>Picture Perfect</u></b></p> <p data-bbox="353 651 618 962">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 data-bbox="656 451 1066 478"><b>Mediasmart</b> - <a href="#">Body Image Lesson</a></p> <p data-bbox="656 488 1350 547">Resource for 10 – 11 year olds - explores the idea of body image online</p> <p data-bbox="656 557 1361 616"><b>BBC</b> – <a href="#">Saxon Monk – Internet Videos are Forever</a> – Horrible Histories video</p>	<p data-bbox="1417 451 2136 547"><b>PSHE:</b> Personal identities Understanding that identity is affected by a range of factors, including positive sense of self.</p> <p data-bbox="1417 595 1809 622"><b>Idea:</b> “Who am I in the E-world?”</p> <p data-bbox="1417 667 2136 866">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>