


Digital Literacy & Citizenship

A free scheme of learning available at www.swgfl.org.uk/digitalliteracy





Age Category	Common Sense Media Unit	Resources	Curriculum Opportunities
<p>Yr2</p> 	<p>1</p> <p><u>Staying Safe Online</u></p> <p>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>Smartie the Penguin Childnet resource - online book, songs, lesson plans and activities.</p> <p>Digiduck e-book Childnet resource</p> <p>Captain Kara and Winston's Smart Crew Childnet resource</p> <p>Roar Educate – Malware and Spyware poster – Bug Catcher</p> <p>Disney Online Safesurfing game</p>	<p>Literacy – Non-fiction Information texts</p> <p>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>Idea: Create a top websites league table and use the information to help to update their school website links</p>

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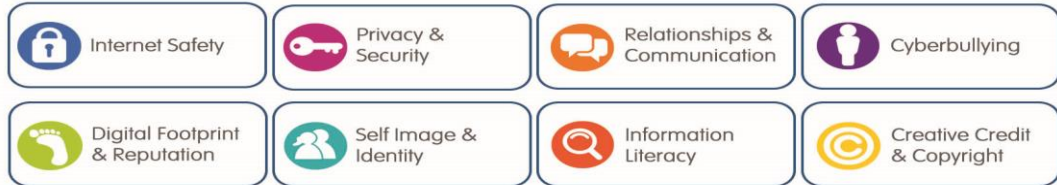
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<p data-bbox="188 453 232 480">Yr2</p> <div data-bbox="98 523 320 624">  Digital Footprint & Reputation </div> <div data-bbox="98 635 320 719">  Privacy & Security </div>	<p data-bbox="479 453 501 480">2</p> <p data-bbox="405 528 580 608"><u>Follow the Digital Trail</u></p> <p data-bbox="353 663 618 941">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="663 421 1162 448">Roar Educate poster – privacy and posting</p> <p data-bbox="663 491 1294 555">Old embarrassing videos come back to haunt a Saxon Monk as he applies for an Abbotship</p>	<p data-bbox="1424 421 2047 485">PSHE – SEAL – Relationships Identify and respect the differences and similarities between people.</p> <p data-bbox="1424 528 2024 628">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="1424 671 2078 842">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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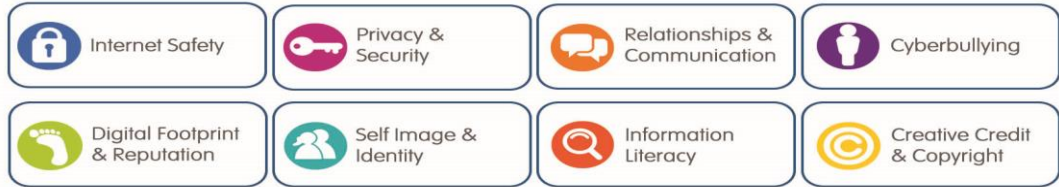
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Yr2  	3 <p><u>Screen out the Mean</u></p> <p>Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p>	<p>Online Symbols Cybersmart Resources</p> <p>Positive Online Communications</p> <p>Cyberbullying</p> <p>Kidscape advice for children on cyberbullying</p> <p>Beatbullying resources</p>	<p>PSHE – SEAL – 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>Literacy – Non Fiction – persuasion.</p> <p>ICT - Developing ideas and making things happen, to use text, tables, images and sound to develop their ideas.</p> <p>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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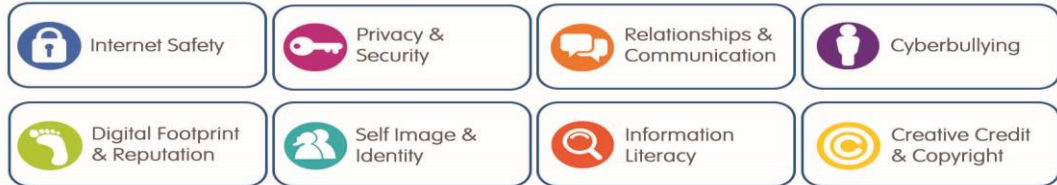
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<p data-bbox="188 523 232 547">Yr2</p> 	<p data-bbox="479 523 501 547">4</p> <p data-bbox="400 595 582 675"><u>Using Keywords</u></p> <p data-bbox="353 722 629 1037">Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.</p>	<p data-bbox="658 488 936 512">Cybersmart Resources:</p> <p data-bbox="658 523 1193 547">Finding and Identifying Appropriate Content</p> <p data-bbox="658 595 860 619">Other resources:</p> <p data-bbox="658 630 1131 654">Roar Educate Poster – Searching Online</p> <p data-bbox="658 702 1108 726">Searchbox – Childrens Search Engines</p>	<p data-bbox="1422 488 1744 512">Literacy – Non-fiction texts</p> <p data-bbox="1422 560 2107 695">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.</p> <p data-bbox="1422 707 2119 802">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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Yr2 	5 <u>Sites I Like</u> 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>Delivery for Webster NetSmartz US EBook. Webster starts receiving unusual things when he clicks on a popup.</p> <p>Hectors World CEOP Resource for KS1 that covers reporting, self policing skills and privacy. Superb videos and activities as well as a Browser Safety Button</p> <p>Choosing a Search Site - Common Sense Media Library (from previous version of CSM Digital Literacy and Citizenship Curriculum)</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>