

Scheme of Work

Cambridge Primary

Digital Literacy 0072

Stage 4

For use with the curriculum framework published in 2019



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# Contents

Contents 3

Introduction 4

Unit 4.1 Presenting information on screen 7

Unit 4.2 Documentary makers 15

Unit 4.3 Critical internet research 25

Unit 4.4 Online communities 31

Sample lesson 1 39

Sample lesson 2 41

# Introduction

This document is a scheme of work created by Cambridge Assessment International Education for Cambridge Primary Digital Literacy Stage 4.

It contains:

* suggested units showing how the learning objectives in the curriculum framework can be grouped and ordered
* at least one suggested teaching activity for each learning objective
* a suggested project at the end of each unit that will consolidate the learning
* a list of subject-specific vocabulary and language that will be useful for your learners
* sample lesson plans.

You do not need to use the ideas in this scheme of work to teach Cambridge Primary Digital Literacy Stage 4. It is designed to indicate the types of activities you might use, and the intended depth and breadth of each learning objective. You may choose to use other activities with a similar level of difficulty, in order to suit your local context and the resources that you have available. You may also choose to adapt the suggested activities and the projects so that they can be embedded within the teaching of other subjects.

The accompanying teacher guide for Cambridge Primary Digital Literacy will support you to plan and deliver lessons using effective teaching and learning approaches. You can use this scheme of work as a starting point for your planning, adapting it to suit the requirements of your school and needs of your learners.

Long-term plan

This long-term plan shows the units in this scheme of work and a suggestion of how long to spend teaching each one. The suggested teaching time is based on 30 hours of teaching for Cambridge Primary Digital Literacy Stage 4. You can adapt the time, units and order of the units based on the requirements of your school and the needs of your learners.

| Unit | Suggested teaching time |
| --- | --- |
| **Unit 4.1 Presenting information on screen** | **8 hours** |
| **Unit 4.2 Documentary makers** | **8 hours** |
| **Unit 4.3 Critical internet research** | **8 hours** |
| **Unit 4.4 Online communities** | **6 hours** |
| **Total** | **30 hours** |

Sample lesson plans

You will find two sample lesson plans at the end of this scheme of work. They are designed to illustrate how the suggested activities in this document can be turned into lessons. They are written in more detail than you would use for your own lesson plans. The Cambridge Primary Digital Literacy Teacher Guide has information on creating lesson plans.

Other support for teaching Cambridge Primary Digital Literacy Stage 4

Cambridge Primary centres receive access to a range of resources when they register. The Cambridge Primary support site at [**https://primary.cambridgeinternational.org**](https://primary.cambridgeinternational.org) is a password-protected website that is the source of the majority of Cambridge-produced resources for the programme. Ask the Cambridge Coordinator or Exams Officer in your school if you do not already have a login for this support site.

Included on this support site are:

* the Cambridge Primary Digital Literacy Curriculum Framework, which contains the learning objectives that provide a structure for your teaching and learning
* grids showing the progression of learning objectives across stages
* the Cambridge Primary Digital Literacy Teacher Guide, which will help you to implement Cambridge Primary Digital Literacy in your school
* templates for planning
* worksheets for short teacher training activities that link to the teacher guide
* assessment guidance (to support classroom assessment)
* links to online communities of Cambridge Primary teachers.

Resources for the activities in this scheme of work

We have assumed that you will have access to these resources:

* paper, pens and pencils for learners to use
* digital devices, such as desktop/laptop computers, handheld devices and other hardware such as video and audio recording equipment
* software that will enable learners to:
* create and save digital artefacts
* communicate online
* digitally search for information.

Other suggested resources for individual units and/or activities are described in the rest of this document. You can swap these for other resources that are available in your school.

Websites

There are many excellent online resources suitable for teaching Cambridge Primary Digital Literacy. Since these are updated frequently, and many are only available in some countries, we recommend that you and your colleagues identify and share resources that you have found to be effective for your learners.

Approaches to teaching Cambridge Primary Digital Literacy Stage 4

Cambridge Primary Digital Literacy can be used flexibly as a standalone subject, integrated within other subjects or used as the basis for activities outside of the formal curriculum. During your planning you will need to decide which approach, or mix of approaches, will enable you to address each learning objective most effectively. The activities that are presented within this scheme of work are based upon Digital Literacy being taught as a standalone subject but they can be adapted to suit an integrated approach. As an example, learners can develop content creation, research and other skills that are generally related to the use of computers through the development of learning and the production of learning outputs across a range of subjects.

To develop their digital skills it is recommended that learners are provided with opportunities to use a range of devices, such as desktop computers, laptops and tablets. It is also recommended that skills, such as typing, are practised regularly through short activities, possibly at the beginning of a lesson. For Stage 4, you may wish to include a suitable typing scheme of work as part of your regular lesson planning.

# Unit 4.1 Presenting information on screen

| Unit 4.1 Presenting information on screen |
| --- |
| Outline of unit: |
| In this unit learners will consider the creation of folder structures and will be introduced to functions within text processing software, including the icons and keyboard shortcuts for those functions. They will then focus on the ‘help’ function and will search this to understand how to insert tables and other media formats, such as photos and videos, into a text document.  Presentation aspects, such as layout, will also be discussed and experimented with, before learners apply this in a project to create an eBook. |
| Knowledge, understanding and skills progression: |
| This unit builds upon learners’ document creation skills. They will need to know the purpose of shortcuts and be able to use them for cut, copy, paste, save, undo and re-do. Learners should be able to use proof-reading tools and be aware of the common functions within document creation applications.  Additionally, learners should be able to add images to a document and use keywords to search for information using a search tool. |
| Language: | |
| * word processor * multimedia * image/video * font * colour * formatting/layout * table * alignment/justify (in the context of alignment) * title/heading/sub-heading * body (in the context of document creation) | |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **4TC.01** Develop fluency and accuracy when typing in increasing quantity. | Keyboard fluency is critical to accessing the rest of the Digital Literacy Curriculum. There are numerous ways to develop this, for example through the use of a touch-typing scheme, website or application.  **Resources:**   * A touch-typing scheme. | Short, regular typing activities embed learning better than extended activities dedicated solely to typing skills. Therefore we recommend that short, regular typing activities are included (for example ten-minute activities at the beginning of each lesson).  If you have a visualiser, point it at your hands as you model typing so that learners can see what is required. |
| **4TC.04** Understand how to create a folder structure and how to name folders and documents. | Ask a learner to demonstrate how to navigate a folder structure to open a file.  *How did you know to look in that folder?*  *What made it easy to find?*  Discuss folder hierarchy and how files are initially grouped into broad categories (such as documents, music, pictures), which get more specific as you get closer to the file (for example, Homework -> English -> Term 1).  Display a collection of files that are inappropriately named and are all placed in the same folder. Open some of the files so that learners see what they contain.  *How is this different to the way we organised the files before?*  *Is it better or worse?*  *Why?*  Elicit that it is difficult to find files, or to work out what they contain, unless they are clearly named and saved within an appropriate folder structure.  Provide learners with a set of cards which each show the name of a different folder. These cards should be shuffled into a random order.  In small groups, learners organise the cards to create an appropriate folder hierarchy. For example, one path within the hierarchy could be:  Music -> Artist Name -> Album Name.  Pick out one of the destination folders within the hierarchy.  *What sort of files might you place in this folder?*  *How would you name them?*  *Why?*  Using the ‘music’ example above, establish that you would put audio files in the destination folder. These might be named the same as the song title.  Give learners a selection of different files to name appropriately. These may be files that have been deliberately chosen for the lesson but, if your learner’s documents folders are already messy, you could use these instead.  *Why have you chosen these names?*  *How do they help you to identify the files?*  Learners write down the new names of their files on to sticky notes or cards and organise these into appropriate folders.  Discuss the folder structures that learners have created and agree as a class how to structure and name folders and documents going forwards.  Once learners are satisfied with the folder structure proposal that they have created using the sticky notes or cards, they create their folders digitally and move their files into the correct destinations.  **Resources:**   * A set of cards, cut up and shuffled showing a folder hierarchy. * A selection of files to organise into different folders. * Sticky notes or small cards. | Learners will know about sorting, grouping and classification from their learning in mathematics and science, so you can refer to these concepts here.  It is important to be specific with the word ‘audio’ when talking about files here, instead of ‘music’ or ‘sound’, so that learners learn the appropriate technical term. This will probably require some extra explanation.  Most learners will only create a single level folder hierarchy, but the activity could be extended by asking them to create a multiple-level folder hierarchy. |
| **4TC.02** Know what shortcuts are and be able to use shortcuts for cut, copy, paste, save, undo, re-do and help. | Distribute screenshots of the text processing software, presentation software and other applications that are used in your school. These software packages should contain cut, copy, paste, save, undo, re-do and help icons. Ask learners to identify the menu shortcuts in each application.  *What do you notice about the placement of the icons?*  *Why might they be in similar places in the different software applications?*  Establish that platform creators often place icons in similar areas to make it easier for users to locate them.  *Are the keyboard shortcuts in each of the programs also similar?*  Elicit that keyboard shortcuts are also often the same across applications and that, again, this familiarity makes them easier to use.  *Which shortcut could you use if you want to find out how to do something in a program?*  Elicit that the ‘help’ function is the one that would be most helpful in this situation. Demonstrate the help function in your text processing software.  *What skills could you use to help you find an answer to a question?*  Elicit that learners should identify keywords relevant to the problem. Explain that this is similar to the use of keywords when searching for information on the internet.  *Which keywords might you use if you want to find out how to change the font?*  Elicit that it will be useful to combine words, such as ‘change’ and ‘font’. Model this process and explain how to quickly scan the results to find information that will help to achieve the intention.  *What could you do if you did not find the result you need?*  Elicit that learners could use alternative words, such as ‘change text’ or ‘formatting’.  Learners search for answers that can be found in the help file of text processing software. The answers that they search for should be skills that learners will use later in the unit, for example:   * changing fonts * adjusting the font size * adjusting the font colour * changing text to bold, italic or underline * how to create a table * inserting an image * embedding audio or video (if the text processing software supports this).   **Resources:**   * Screenshots of the text processing software, presentation software and other applications that are used in your school. * Prompts for information that can be found within the help function of the text processing software. | You will probably need to revise the functions and shortcuts before beginning this activity. A card-sorting activity or quiz would be a good way to do this.  If you have a variety of devices, you may need to clarify that they are slightly different depending on the platform. For example, the shortcuts are slightly different on Microsoft and Apple devices.  The use of keywords may need to be revised.  Ensure that learners are aware of what a font is, and remind them if necessary.  There are a number of ways learners could record this. Ideally, they will record a copy of the help page results, by copying and pasting the text or taking a screenshot. They should also screenshot or write down the search terms that they use. They could print this, save it as a document or save it in a learning journal application. |
| **4TC.05** Insert and complete a table within a text document. | *Can you remember how to create a table in a text document?*  Ask a learner to demonstrate how to insert a table, using the help function if necessary.  *Why might we want to create a table?*  Elicit that tables provide a useful method for sorting, recording and presenting data.  *What other benefits might there be when creating a table using a computer?*  Discuss and establish the other benefits, for example:   * the ease of adding, removing or correcting data * the ability to sort the data.   Model the creation of a table in your chosen text processing software. Also focus on presenting the table correctly. For example, ensure that there are headings and that these are in bold text.  Learners create their own table, using either real or false data. They should initially follow an example of what the completed table should look like, but the activity can then be extended by allowing them to experiment with layouts of their own. This activity could include formatting borders and the use of the ‘merge and centre’ function to create a heading.  **Resources:**   * Real or invented data for entering into a table. * An example table layout for learners to copy. | Hopefully some learners will recall how to do this from searching for help in the previous activity.  Some learners may already be aware that tables are a key part of layouts on web pages.  The ability to produce charts and graphs from this data is not important at this stage. |
| **4TC.06** Edit, and organise, the layout of a document. | Display two documents. One of these should be inconsistently formatted with a variety of different fonts in different colours and sizes, and with different alignments. The other document should be conventionally formatted.  *Which document do you prefer?*  *Why?*  Elicit that the conventionally formatted document is better because it is easier to read.  *What makes it easier to read?*  Discuss how a document is made easier to read by using:   * clearly and consistently labelled headings and sub-headings * a maximum of two fonts * black coloured text.   Display the poorly formatted document and demonstrate how to format it correctly, explaining your thinking as you work. This demonstration will help learners to understand the thought process they need to go through when they are formatting documents themselves.  Learners open an inconsistently presented document and alter the formatting to make it easier to read. The document could be one that has been created in advance or could be a piece of learners’ previous work that needs improving. In order to consolidate the learning from this unit, the poorly formatted document could also include a table.  This activity could be extended by learners either justifying their decisions or by asking them to suggest plausible alternatives.  **Resources:**   * Examples of inconsistent and conventionally formatted documents. | You may find that some learners prefer the inconsistently formatted document, in which case, you could ask:  *Which version is easier to read?*  Ensure that learners understand that you have double clicked on certain words to highlight them before editing. This is important as it will avoid the need to delete and retype text.  You may find it useful to include some success criteria here, such as:   * no more than two fonts * headings and sub-headings that are larger than the body text and are in bold * everything except headings to be aligned to the left.   Learners could also be supported by providing them with a list of clear instructions about what to do to improve their document. |
| **4TC.03** Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia. | Display a web page which contains instructions of how to do something that is relevant to your learners. The website should contain videos and images as well as text.  *How do the images and videos make the text easier to understand?*  Discuss how adding images and videos can make the content easier to understand or more engaging.  Explain what an eBook is and, if possible, display some examples. Explain that many eBooks now have multimedia content and functionality embedded, for example:   * a voice actor reading the story within a picture book * instructional videos within a textbook * tools that enable users to take screenshots of the information that they need.   Display a document that contains text instructions for a task that is similar to that covered by the web page that was displayed at the start of the activity.  *What other media could we add to this document to make it easier for the reader to understand?*  Elicit that you could add images and videos in a similar manner to what was seen on the web page.  *Where could we find out how to insert images and videos into a document?*  Elicit that the instructions can be found in the help file.  Learners should use the help function and add at least one image and one video to a text document.  The activity can be extended by learners inserting a variety of different types of media, if the text processing software will allow this.  **Resources:**   * A web page that contains a set of instructions that are supplemented by images and videos. * A text document with instructions about something that will interest your learners. * Appropriate images and video to add into the document. | If you have examples of eBooks available, give learners an opportunity to experience these and to feed back about what they enjoyed.  You may need to revise navigating folder hierarchies at this stage.  You may need to demonstrate this before learners perform this activity themselves.  At this stage, asking learners to create their own document, and to select appropriate media to enhance it, is not necessary. The goal of this activity is to learn the function of creating a multimedia document. Learners will get an opportunity to apply this in the project at the end of this unit. |

| Example Project – Unit 4.1 | | |
| --- | --- | --- |
| Learning objectives | Project outline and resources | Teaching notes |
| **4TC.04** Understand how to create a folder structure and how to name folders and documents.  **4TC.02** Know what shortcuts are and be able to use shortcuts for cut, copy, paste, save, undo, re-do and help.  **4TC.05** Insert and complete a table within a text document.  **4TC.06** Edit, and organise, the layout of a document.  **4TC.03** Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia. | In this project learners will produce an eBook on a topic of either your, or their own, choice. This will present an opportunity to consolidate learning from another subject, should you choose to do so.  The eBook should require learners to apply all of the skills taught in this unit and should contain:   * consistent and appropriate formatting – there should be a strong focus on presentation * at least one table that contains information * a selection of different media, including a variety of images and at least one video. | The ability to add multimedia to documents varies depending upon the text processing software that you are using, with some being more powerful than others. When planning your project, ensure that you are aware of the limitations of your own text processing software.  It is assumed that learners will be inserting images and videos that have been created in advance but the project does allow the possibility of them creating their own media. The creation of videos is however covered in greater depth in the following unit. |

# Unit 4.2 Documentary makers

| Unit 4.2 Documentary makers |
| --- |
| Outline of unit: |
| In this unit, learners will consider the interrelationship between hardware and software before using a combination of both to create and refine videos.  Learners will also consider the role that personal videos play in our lives. They will discuss how video content, and the fact that the videos can be widely shared, can have an impact upon those who appear in them. |
| Knowledge, understanding and skills progression: |
| This unit builds upon learners’ understanding of their safety and wellbeing. They need to know that their information is personal and be aware of the risks of sharing that information online. They should also be aware:   * of the difference between hardware and software * that device use can be monitored * that people create online content for a purpose.   This unit also provides an opportunity for learners to consolidate their knowledge of the cut, copy, paste, undo, redo, and help functions that were covered earlier in this stage.  Learners will also benefit from understanding that online content is presented on interconnected websites and pages. |
| Language: | |
| * hardware/software * video editor * trim * image * transition (in the context of video editing) * audio file * camera * microphone * processor * memory * anonymous | |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **4DW.04** Know that software requires specific hardware to operate. | *Can anybody explain the difference between software and hardware?*  *Can you give me some examples of hardware?*  *Can you give me some examples of software?*  If necessary, explain that hardware is any physical electronic device, such as a camera, computer or microphone. Software does not physically exist but its function is to tell the hardware what to do.  Show learners a football.  *What is this?*  *What do you do with it?*  Elicit that you would use it to play football.  *What else do you need to play football?*  Elicit that learners will also need goals, possibly football boots, team kit, etc.  *If we were to give all of this equipment to a group of people who had never heard of or played football before, would they be able to play it?*  *Why / Why not?*  Elicit that although those people have the required equipment, they would still be unable to play the game effectively because they do not know the rules.  *Can you physically hold the rules of a game?*  Establish that while you can hold a piece of paper with the rules written on them, rules are ideas that get used by our brains in order to play the game, they do not physically exist. The game cannot be played without the rules, however.  Explain that football is a combination of hardware:   * the football * the goals * the players   and software:   * the rules which all the players follow, in order to make a football game.   Explain that other ball sports, such as basketball, netball or handball, use similar equipment but have different rules that make them distinct.  Using as many different devices as possible, display the calculator program/app/software on each. Try to include personal/mobile devices and desktop machines.  *Can you identify the hardware and software here?*  Elicit that the software is the calculator program and the hardware is the physical piece of equipment or device running the software.  Give learners an opportunity to look at a wider range of hardware and software and to consider how the two link. For example:   * a microphone and some audio recording software * a camera and some image editing software * a keyboard and some text processing software.   Learners work independently to complete an activity to match cards containing hardware to an appropriate piece of software. They then compare their answers with a partner and discuss any differences.  **Resources:**   * A football. * A variety of devices capable of running a calculator program. * Microphones, cameras and keyboards. | Do not spend too much time on the definition at this stage. This brief explanation is intended purely to introduce the discussion that follows.  This discussion sequence is intended to demonstrate the difference between hardware and software by drawing analogies with something that your learners should be familiar with. If appropriate select a different sport that will be familiar to your learners.  It is likely that some of your learners will struggle with this concept. You can support them by explaining that a furnished kitchen and ingredients are hardware, and that a recipe is the software. In this example, the software explains what must be done with all of the hardware in order to make a particular meal.  This could include a calculator.  This is a convenient point to add that even devices such as digital clocks and calculators have software in order to make them run. |
| **4TC.02** Know what shortcuts are and be able to use shortcuts for cut, copy, paste, save, undo, re-do and help. | Display the main window from your chosen video editing software. It might be helpful if learners are able to compare this with the text processing software that they have used previously.  Ask learners to identify the icons for cut, copy, paste, save, undo, re-do and help within the video editing software. They should think about this independently for a short time before discussing their findings with the whole class.  *Were you able to find all the icons?*  *Were they in similar or different places to where they are found in the text processing software?*  *Why do you think this is?*  Discuss the findings and record any key information so that it can be displayed to support learners once they start working with the software.  *Are there any icons that you are familiar with?*  *What do you think these icons do?*  Work with learners to identify the function of the unfamiliar icons, and add this information to the information sheet that learners will use once they begin working with the video editing software.  *Can you remember how to use the help function?*  *How do you think it could help you with the video editing software?*  Learners search for instructions on how to use the video editing software to do the following:   * record some video and add it to the timeline * edit the recorded video * add a transition between video clips * add a title to a video.   The results from the search should be discussed and then added to the information sheet that was created earlier.  Allow time for learners to practise using the video editing software. Allow freedom for them to choose what to focus on in their practice. They should work with prepared videos rather than create their own, as the current focus is on editing rather than creating video content.  **Resources:**   * Screenshots of your chosen word processing and video editing program. * Prepared videos that learners can edit experimentally. | If possible, use a tablet or convertible device for this activity. If the camera and microphone are built into the device this will be used to edit the video and will save time as files will not need to be transferred between devices.  Leave space on this display as it will be added to in this and in the next activity.  This discussion should only focus upon the tools that learners will need during this unit. The conversation will enable them to disregard the icons that they do not need to use.  It is important not to go beyond these instructions at this stage as additional features will be covered in more detail. ‘Trimming’ can however be introduced as a term when discussing the edits that learners will be making. These edits will be a process of ‘trimming’ off the unwanted parts at the beginning and end of each clip.  This practice time is important to give learners an opportunity to explore and also allow them to satisfy any curiosities they may have. |
| **4TC.03** Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia. | Display a video of someone modelling a mathematical algorithm such as column addition.  *What is the presenter doing that makes the video easy to follow?*  Elicit that the presenter is doing things such as:   * speaking slowly and clearly * looking at the camera * standing or sitting still rather than moving around.   Record these findings on the information sheet that was created in the last activity. Learners can then refer to this when they are creating their own videos.  Explain that learners will be using what they have learned so far in this unit to produce a short video. The video should explain how to do something that learners already understand, such as the column addition example that was used earlier.  Briefly model the production process. This should include the following:   * record the video content * add each scene to the timeline on the video editing software * edit (trim) the recorded video * add a transition between videos (scenes) * add a title to the video.   Learners work in small groups to create their videos.  If necessary, remind learners how to save videos while navigating their folder structure effectively.  **Resources:**   * A video of someone modelling a mathematical algorithm. | Ensure that the video you show the learners does not contain any new mathematical learning. It is also important that the subject of the video is the same for all learners as you will be providing them with extra resources to improve their video later in the unit.  It might be helpful to explain that the audience for the video will be younger children. This will help learners to keep the content of the video simple.  You could use the production process bullet points as success criteria.  As this software will be new to the learners, do not go beyond the scope of the activities described to ensure they get enough time to learn these skills thoroughly.  The group sizes will be determined by the amount of hardware that is available but should be kept as small as possible so that each learner has an opportunity to use the video software. |
| **4TC.04** Understand how to create a folder structure and how to name folders and documents. | Nominate a group to play the video they created in the previous activity.  *What went well?*  *What could be improved?*  Discuss the strengths and the possible improvements that could be made to the video.  *What could we add to the video?*  Elicit that images and music could be added to the video.  Discuss how this extra content will increase the number of files that are in the working folder that each group is using for their video.  *How could you organise the extra things you would like to add to your video?*  Elicit that learners could keep the video in the main, top level, folder, with extra folders being created for the music and visual content.  Give learners access to a selection of audio files and images that they could use to enhance their videos. The audio files will provide background music to the videos. Learners should select and copy across one audio file and two images into an appropriate folder.  Once learners have chosen their audio file and images, model the process of adding them to their videos. Remind them that they can also find instructions using the help function of their application.  Each group should add the extra media to their videos.  **Resources:**   * A selection of appropriate images and audio files. | Some tablet devices may save imported media, such as music or photos, automatically within the appropriate library on that device. Therefore, folders or playlists will need to be created within that library, in order that the required media that is specific to this video can be easily identified.  This limitation is important as it forces the learners to think carefully about where they are going to use their music and images to greatest effect. |
| **4SW.05** Know the benefits and risks of online anonymity. | Play a video of a child doing something silly or embarrassing from an appropriate, but widely used, video sharing platform.  *Imagine that everyone knew that the person in the video was you. How might it make you feel, how might it affect your life?*  Discuss learners’ feelings and thoughts and establish that one embarrassing event could follow the learners online for a very long time.  If appropriate, show a selection of unkind comments about the video.  *How would these comments make you feel, if they were directed at you?*  *How would being anonymous help to avoid this situation?*  Establish that, if it was not possible to identify the person in the video, it would make it easier to be forgotten and would not affect a person’s life in the same way.  *Can you think of any other ways being anonymous online might help you?*  Record and display the answers. Responses should include:   * references to personal safety * data protection issues, such as to avoid identity theft, etc.   *Can you think of any ways that being anonymous online could be a bad thing?*  Refer back to the unkind comments that were displayed earlier and discuss how people often feel more confident in being unkind when they are anonymous.  Also explain that many people have a carefully presented online presence that includes positive but false information about them. This profile may help people to gain benefits such as a job that they are not qualified to do or prestige.  Learners produce a Venn Diagram documenting the risks and benefits of online anonymity. The activity can be extended by asking learners to justify the risks and benefits in full sentences.  **Resources:**   * A video of a child doing something silly or embarrassing. | Ideally, this video should be quite old, possibly over ten years. If available, draw attention to the high number of views and/or shares that the video has received. This is important information, as this video will be referred to in the following activities.  This would be a useful point to revise what constitutes “personally identifying” information.  This is also an opportunity to introduce the fact that some videos are shared without the permission of the people who feature in them. Make sure that reference is made to local laws and policies about permissions during this discussion.  It should be noted that while there are some benefits to not being anonymous online, these are extremely limited for children. Anonymity should be the default for all learners and this should be clearly explained. |
| **4SW.02** Understand that online content is stored and is hard to remove. | Show the video of a child doing something silly or embarrassing again. Explain that the video was produced many years ago but that it is still available.  *Do you think the person in the video expected it to still be in circulation today?*  Establish that it is unlikely that this was given any serious thought when it was first posted.  *Can you think of any reasons why the person in the video would prefer it if the video were no longer available?*  Learners might discuss photos that were taken of them when they were younger. They may not want their parents to show those photos to their friends today.  Explain that every time someone does something on the internet, it is logged somewhere. This is particularly true of content stored online, which is designed to be hard to lose or remove.  *Why might it be so hard to remove online data?*  Ensure that learners understand that online data is hard to remove because:   * many copies of the data are made so that it is not lost – explain that this is a desirable feature in many cases * search engines store data in order to inform and improve future search results * certain organisations make copies of everything on the internet to save it for posterity * if data is shared with other services, they may also make a copy.   *Is it a good or a bad thing that online data is hard to remove?*  Discuss reasons for and against data being hard to remove. Establish that there are many good reasons for data being hard to remove but that this means that learners need to be very careful about which data they put online.  Learners draw a treasure map of some online data that they have created. They will use islands to represent the different places their data may be stored and draw routes showing where ‘data pirates’ might take their data afterwards.  Display the completed treasure maps alongside each other and discuss the size of the learners’ collected maps and how this is replicated on the internet but on a much larger scale.  **Resources:**   * A video of a child doing something silly or embarrassing. | Don’t spend too much time on this question. The answers that are given can be quite broad such as:   * things that we do when we are young can seem embarrassing when we get older * we may make new friends when we get older and may not want them to see us in this way.   It might be helpful to remind learners about digital footprints here and to broadly mention:   * digital shadow – where the subject of the content has lost control of the content * digital tattoo – where the content has become hard or impossible to remove.   You should take this opportunity to remind learners of the benefits of anonymity here. Also that it is impossible to share and duplicate data that does not exist.  Learners should know that online content is presented on interconnected websites. They will be able to use this knowledge to support them in the creation of their treasure maps. |
| **4SW.04** Know that any images, videos, information or opinion shared online can be kept and shared further. | Display the video of a child doing something silly or embarrassing. Look again at the number of views and/or shares.  *Based on what you learned in the last activity, how likely do you think it is that someone has made a copy of this video and shared it elsewhere?*  Elicit that it is highly likely that it has been copied and shared many times.  Scroll down to any comment and take a screenshot of it.  *If someone decides to delete this comment now, has it really gone?*  Establish that now you have a screenshot, the person who originally posted this comment has lost control of it. Also establish that you are now free to share that screenshot as widely as you please.  *Why could that be a problem?*  Establish an understanding that anything a learner does online can be captured, stored and shared without their consent.  Show a picture that has been widely shared on social media or if you prefer, you could create a picture of your own. Explain that this could happen to anyone and that learners must treat any information they put online as being public.  Learners write a list that describes all of the things they typically do online. Their description can include information about how each item could be kept and shared further.  **Resources:**   * A video of a child doing something silly or embarrassing. * An image to share widely on social media, or an image that has already been shared widely on social media. | This would be a good opportunity to remind learners of the things that they should consider before posting comments online, such as:   * not revealing any personal information * not posting anything that is potentially hurtful or offensive. |

| Example Project – Unit 4.2 | | |
| --- | --- | --- |
| Learning objectives | Project outline and resources | Teaching notes |
| **4DW.04** Know that software requires specific hardware to operate.  **4TC.03** Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia.  **4TC.02** Know what shortcuts are and be able to use shortcuts for cut, copy, paste, save, undo, re-do and help.  **4TC.04** Understand how to create a folder structure and how to name folders and documents.  **4SW.05** Know the benefits and risks of online anonymity.  **4SW.02** Understand that online content is stored and is hard to remove.  **4SW.04** Know that any images, videos, information or opinion shared online can be kept and shared further. | In this project, learners will create a documentary on a topic of their choice that they have studied recently, or on a place or person of interest. They will then share this on an appropriate video sharing platform.  For the video, learners will need to:   * record themselves talking about the topic * edit (trim) the video clips appropriately * create transitions between the video clips and images * insert images and background music into the video and store these in an appropriate folder hierarchy.   In keeping with the safety and wellbeing theme of the unit, learners should also take care not to include personal information in their videos. This means that they should not introduce themselves by name, show their school uniform or any other personally identifiable information.  Once the videos are complete, learners can upload them to an appropriate video sharing platform. | The video sharing platform used must be chosen in line with your school policies. Ensure that you review any policies on data protection, images of children and parental consent before proceeding with the sharing portion of the project. |

# Unit 4.3 Critical internet research

| Unit 4.3 Critical internet research |
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| Outline of unit: |
| In this unit, learners will navigate to websites using means other than search engines. These will include the use of URLs and bookmarks.  Learners will also consider what makes a good password, and strategies for protecting the security of their own online accounts.  This unit will also look at potentially false online information and allows learners to consider the clues that they could look for in order to help them to identify where false information might be presented.  The unit ends with a project that will allow learners to apply their learning from Unit 4.2 to create a video that will present online awareness advice to younger children. |
| Knowledge, understanding and skills progression: |
| In order to access the content in this unit, learners should be confident in using a web browser and should be able to use keywords to search for information in a search tool. They should also understand that people can be upset by things said to, or about, them both on and offline.  Learners should also understand that their information is personal and be aware of the risks that are associated with sharing that personal information.  Finally, learners should understand that people create online content for a variety of purposes. |
| Language: | |
| * URL (uniform resource locator) * browser * bookmark * protocol * path * domain name * password/passphrase * hacking (gaining illicit access to a computer system) * account (in an online context) | |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **4TC.07** Know that web pages have addresses known as URLs, and know how to bookmark these. | Ask learners to list some of the websites that they visit and to describe how they access those sites.  *How would you find a web page that you have not visited before?*  Allow time for learners to discuss this question in small groups and then feed back to the whole class.  Explain that web pages can be found in three main ways:   * using a search engine (as they should already be aware) * entering an IP address * entering a URL.   Demonstrate entering a URL, for example ‘www.myschool.org/stage4’ is an invented URL which shows the main features. Demonstrate using a real example that will be relevant to your learners (e.g. a page on your school website) Describe the different components:   * the protocol (www.) * the domain name (myschool) * the top-level domain (.org) * the path (/stage4).   Repeat this process with a number of different websites, ideally with different top-level domains and paths so that you can effectively model the difference.  Give learners a number of different URLs, all incorrect in different ways and ask them to rewrite them correctly. The correct URLs should return real web pages but learners should write their corrected versions on paper. You should include mistakes that involve:   * spaces in URLs * missing full stops * URLs with components in the wrong order * missing forward slashes.   Once learners believe they have successfully corrected their URLs, ask them to check them by attempting to navigate to the correct website.  This activity could be extended by learners creating a search engine ‘index’ which features the URL and the keywords users might use to find that website.  *Now that we have a selection of correct URLs, how could we save these in case we want to come back to them in the future?*  Explain that learners can ‘bookmark’ URLs in their browser. Model this process and ask learners to bookmark some of their favourite websites.  This activity could be extended by learners creating a folder hierarchy for their bookmarks and sorting them appropriately.  **Resources:**   * A set of incomplete or mixed up URLs. | It is common for learners to assume that entering the name of a web page into a search engine is the only way to find a website.  At this stage, you only need to explain each of these components in the most superficial terms. The objective is to ensure that learners understand that there are different components and that all need to be in the correct place and format for the URL to work.  It might be effective to use some of the websites that learners have listed at the start of this activity.  Ensure that learners who have corrected their URL do not accidently type an incorrect URL into the address bar of the browser. You may want to make this activity a paired one to reduce this risk. |
| **4SW.01** Know how to set secure and memorable passwords and understand why this is necessary. | *How many online accounts do you have?*  *What services do you use?*  Make a class list of the online services that learners have accounts with.  *How do you prevent other people from logging into these accounts?*  Elicit that learners use passwords to secure these accounts.  *Why is it important to prevent other people from using your accounts?*  Elicit that keeping the accounts secure prevents:   * data loss * identity theft * secrets being shared, etc.   *With that in mind, how do you make sure that no one can guess your password?*  Discuss the learners' ideas then ask them to enter some example passwords into a password-checking website.  *How secure were your example passwords?*  *Did the answers surprise you?*  Explain that the only way to make passwords truly secure is for them to be at least 8 characters long, and that the easiest way to achieve this is by either:   * padding (adding a set number of characters before and after a simple password), or * using a passphrase rather than a password.   Demonstrate taking a simple password and then creating more secure versions of it by first padding it and then including it within a passphrase.  Allow learners time to generate a new password on these principles and then ask them to enter it into the password-checking website.  *How many of you use the same password for lots of different accounts?*  *How many of you use variations of the same password for different accounts?*  Show a list of the most commonly used passwords and explain that people know that this is the case because hacked password databases have been made public. Explain that if one service is hacked, the hackers then have access to all of your accounts that use the same password.  If it is possible, ask learners to change their school network passwords to more secure ones and to ensure that they have created a mechanism for remembering their new password.  Encourage learners to review the passwords for all of their personal accounts.  **Resources:**   * A list of commonly used passwords (the most common passwords are extremely insecure). * A password-checking website. | Learners do not need an in-depth knowledge of data loss and identity theft at this stage. They do need to be broadly aware of the risks.  Make sure the website you use is reputable and does not show learners’ passwords as they enter them. It is also recommended that learners do not enter any of their current passwords.  When discussing this, emphasise the importance of the password being memorable as well as long. A secure but forgettable password will not improve security.  This is an approach known as ‘credential stuffing’.  Learners may need to discuss changes to personal passwords with a responsible adult at home. |
| **4DW.01** Recognise that online content may provide false information with the intent to deceive. | *Why might someone want to put false information online?*  Discuss possibilities with learners and record them. Ensure that the discussion establishes that people may want to publish false information in order to:   * make money * gain online followers or friends * make someone else unhappy * create a deception for their own amusement.   *How could you decide whether a source of information is trustworthy?*  Discuss the possibility of a number of different ideas. Ultimately, however, steer learners towards the following criteria:   * If the website resembles one that is known to be reputable, is the URL the same or different? * Does the URL look plausible, or does it contain a variety of strange characters where a domain name should be? * Can the same information be found on other websites? * Can you find similar information on a reputable website? You should have a list of reputable websites that might include a fact-checking website or a reputable news outlet with child-friendly content. * Are the motives of the authors likely to be honest (are they trying to sell you something, do they want to trick you into downloading malicious software)? * Is there a lot of advertising on the site? This could mean that the information is likely to be less reliable. * Does the website create a number of ‘pop-ups’, particularly when these cannot be directly related back to the content of the site?   Give pairs of learners a copy of website extracts and product reviews and ask them to assess their reliability against a checklist. This checklist can be based upon the bullet points above. Each pair should discuss what they see and mark each extract as being either ‘reliable’, ‘potentially unreliable’ or ‘unreliable’.  This activity can be extended by asking learners to write a detailed justification for their choices.  Discuss the responses as a class. Focus the discussion on the extracts that pairs have categorised as being ‘potentially unreliable’, with the outcome being that an agreement is reached to recategorise each as being ‘reliable’ or ‘unreliable’. Explain that, where agreement cannot be reached, it is safest to consider the extract as being ‘unreliable’.  **Resources:**   * A list of reputable websites in your country that are known for producing reliable information. * A selection of website extracts and product reviews of varying degrees of reliability. * A reliability checklist. | Given the complexities of fake news, it would be sensible to avoid explicitly mentioning this at this stage, as the learners are unlikely to be mature enough to grasp the concept properly. Instead, focus on assessing a website or content for its reliability.  The focus on looking at the URLs is important here, as it can be a useful clue when assessing information.  It is important to distinguish between websites that sell advertising space in order to pay for their existence and those that are aimed at selling one particular product. |

| Example Project – Unit 4.3 | | |
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| Learning objectives | Project outline and resources | Teaching notes |
| **4TC.07** Know that web pages have addresses known as URLs, and know how to bookmark these.  **4SW.01** Know how to set secure and memorable passwords and understand why this is necessary.  **4DW.01** Recognise that online content may provide false information with the intent to deceive.  **4TC.03** Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia. | In this project, learners will create a video that instructs younger learners how to stay safe online. Their videos should include:   * what a URL is and its components * the importance of creating strong passwords * how to create strong passwords * how to identify less reliable websites and content.   Learners will need to combine a variety of different media in this video, such as images and screenshots, videos and diagrams (created digitally or scanned) and voiceovers. | The scope and variety of media learners can integrate into this project depends greatly on the hardware and software that is available. Take some time to make yourself aware of what is practical before setting tasks for the learners. |

# Unit 4.4 Online communities

| Unit 4.4 Online communities |
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| Outline of unit: |
| In this unit, learners will consider the value of online communities. They will also consider the risks that are associated with engaging these communities, and will be introduced to strategies that can be employed to help them to protect themselves.  Learners will also consider how to treat others respectfully when posting within online communities. |
| Knowledge, understanding and skills progression: |
| This unit will support learners to further develop their safety and wellbeing when using digital technology. They should already know that their information is personal and be aware of the risks associated with sharing that information.  Learners should also know how to safely engage in online spaces and be aware that people can be upset by things said to, or about, them. They should also be aware that device use can be monitored and understand the importance of secure passwords. |
| Language: | |
| * forum/community * moderator * administrator * member * online/offline * personal information * anonymous | |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **4SW.03** Treat others respectfully online and know that they should also be treated with respect. | Before beginning this activity, establish the following rules:   * names are not to be used when telling personal stories * any personal stories that are shared should not be repeated outside of the classroom * be respectful of the feelings of others.   *What is respect?*  *What should you do to demonstrate respect for another person?*  Allow time for learners to discuss these questions and record their answers so that they can be displayed in the classroom.  Create a set of scenarios that allow learners to role-play respectful and disrespectful behaviours. One of the scenarios could feature a child pretending to be very proud of a piece of work that they have produced, which nonetheless contains errors. In the respectful scenario, a learner might compliment the producer of the ‘work’ on the effort they have put in before constructively pointing out the error. In the disrespectful scenario, the same learner might ridicule the producer for their error, and not consider the producer’s feelings or offer constructive help in improving their work.  *How did you feel when you were treated disrespectfully?*  *How did you feel when you were treated respectfully?*  Record the answers to both questions and establish the importance of respectful behaviour.  *Is there any reason why this should be different when you are online?*  Elicit that, even if you are unable to see a person, this does not mean that they cannot be hurt by unkind words.Establish that learners need to treat everyone with respect, whether online or offline.  Elicit or remind learners of the **THINK** acronym that was introduced during Stage 3. This acronym contains simple, but useful, rules for learners to follow when considering the content that they are going to post online.   * **T** – is it true? * **H** – is it helpful? * **I** – is it inspiring? * **N** – is it necessary? * **K** – is it kind?   *Do you deserve to be treated respectfully online?*  Elicit that everyone deserves to be treated respectfully and that learners should not allow themselves to be treated disrespectfully, including when they are online.  *What could you do to prevent yourself from being treated disrespectfully online?*  Discuss the different strategies that are proposed by learners but ensure that they know to:   * block and report the offender * tell a trusted adult.   Learners create a class charter which lists rules for how to be respectful online (using the THINK acronym), and about what to do when others are disrespectful towards them. The importance of these messages can then be highlighted by asking the whole class to ‘sign-up’ to the charter.  **Resources:**   * A set of role-play scenarios that can be resolved respectfully and disrespectfully. | You may need to make this an entire, standalone activity if social skills are limited within the class. In this case, shift the focus towards discussing what respectful behaviour should look like in order to resume this activity in your next session.  You may wish to model the example opposite in order to give learners an idea of the type of role-play that you are looking for.  Make sure that learners understand that there is a clear difference between blocking a deliberate offender and excluding someone from a friendship group. Excluding someone who may have posted a valid view that you disagree with could lead to that person feeling isolated and upset. |
| **4DW.03** Understand that online communication has changed the way people interact. | Prior to this activity, ask learners to speak with older relatives about how they communicated with others when they were children.  *If you had a friend in a different country, how would you contact them?*  Record learners’ answers so that they can be contrasted with the answers to the next question.  *How might your older relatives have contacted a friend in another country when they were children?*  Compare the responses to the two questions.  Establish that online communication has had a big impact upon how people interact with each other.  On separate tables, display a range of communication media, such as corded telephones, letters, a fax machine and a telegram. Adjacent to these, have an explanation of how they were used. Learners move around the tables and make notes about the different communication media.  Learners compare these media with their online equivalents and consider the practical restrictions that would have been encountered by older communication methods. These restrictions could include:   * the time taken for a letter to travel across borders and for a reply to then be sent * the difficulty of ensuring that both parties were available for a telephone conversation.   This activity could be extended by asking learners to justify the choices that they make during their comparison.  Learners role-play using some of the communication methods from the past. Their role-plays can be fun but should focus upon illustrating the restrictions that existed with each method when it is compared with the options that are available today.  **Resources:**   * A set of different offline communication media, including pictures. * Explanations of how those media were used. | It may be possible to create three sets of responses here, for example:   * how learners would contact international friends * how their parents made contact * how their grandparents made contact.   This may show a development from written communication (letters), through verbal (telephone), to both written (social media posting) and verbal (live video) being available today.  Physical examples or photographs could be used here to demonstrate the different communication methods.  Some learners might find it helpful to have a list of current online communication methods to refer to during this activity. |
| **4DW.02** Know that digital communication enables online communities to exist. | Ask learners to think about their favourite hobby. They should then imagine that they are the only person in their school or town who enjoys this hobby.  *What would that mean for you?*  Discuss the implications of not having anyone else to share your hobby with. Record the difficulties learners might face.  *How might digital communication help you in this situation?*  Elicit that online communication will not only allow the learner to contact people across the world with a similar hobby, it will also enable entire communities to be created.  Show some examples of online communities that can be found in places such as online forums and social networking groups. This could include the communities that exist within particular online games.  Create a large, blank Venn Diagram highlighting the similarities and differences between online and offline communities. Learners add sticky notes to the specific areas of the diagram, as shown in the following example:    Discuss the ideas that are displayed on the completed diagram and ask learners to identify the things that would encourage them to use an online community and the things that would discourage them.  **Resources:**   * Examples of online communities. * Prepared template for a Venn Diagram. | You could support your learners in this activity by giving them a list of possible answers that they would then categorise. |
| **4SW.05** Know the benefits and risks of online anonymity. | Remind learners of the discussion at the end of the last activity. Ask them to complete a card-sorting activity to separate the benefits and risks of being part of an online community.  *How could you reduce the risks associated with being a member of an online community while still enjoying the benefits?*  Elicit that anonymity is a powerful way of reducing many of the risks.  *What does anonymity mean?*  Elicit that being anonymous is not just about using a false name but is about withholding any information that may be personally identifiable.  *What information could you give that might identify you?*  Discuss and create a list of personal information that should not be shared online.  Give learners a selection of messages that include personal information. If possible, the messages should include images. Learners work in pairs to correct these messages so that they become anonymous.  This activity could be extended by asking learners to explain why the information included is personal and the dangers that it could create if it is shared.  **Resources:**   * Prepared cards which contain benefits and risks associated with being a member of an online community. * A selection of messages and images, that include personal information. | At this stage, the risks and benefits should only relate to the individual community member.  It is essential that learners are supported to identify things that they might not initially consider to be personal information. This could include:   * photos of them in their school uniform * photos of birthdays (the date can be found in the EXIF data of the file) * photos next to houses (easy to get the address). |
| **4SW.04** Know that any images, videos, information or opinion shared online can be kept and shared further. | Give learners a piece of positive news that they need to share about an achievement in school.  *How can we spread this news as far as possible?*  Challenge learners to come up with as many ways as possible to share the news, using technology and other means. Ensure that they document each method.  Give learners time to complete the challenge and announce the winner.  Explain that one of the benefits of being online is the ability to share information far and wide and that, for desirable information, this is a very good thing.  *You have shared this information using a lot of different services. Do you think you could un-share this information if you changed your minds?*  Elicit that once the information is shared online, it is impossible to completely remove the information from the internet.  *Why might you change your mind about sharing information?*  Elicit the following:   * the information could be used at an inopportune moment to upset the original writer, for example a learner could boast about a victory and then face ridicule when the message is re-posted in a moment of defeat * the information may not be completely accurate and it is extremely difficult to correct once shared * it may prove embarrassing at a later date (you could refer to the embarrassing video in Unit 4.2) * the other people that are included in the post may not consent, or be able to consent, to the sharing of the information * the information could be used in a way that the learners did not intend.   Allow time for learners to reflect on these points and then write a collaborative charter about how they will conduct themselves in order to avoid any of the issues that have been listed. | You may wish to actually share this information using your class blog, or social media account, if you have one.  You may wish to refer back to learner’s information treasure maps, produced in Unit 4.2 to revise this point.  Some age-appropriate internet memes illustrate this point well, if you can find them. |

| Example Project – Unit 4.4 | | |
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| Learning objectives | Project outline and resources | Teaching notes |
| **4SW.03** Treat others respectfully online and know that they should also be treated with respect.  **4DW.03** Understand that online communication has changed the way people interact.  **4DW.02** Know that digital communication enables online communities to exist.  **4SW.05** Know the benefits and risks of online anonymity.  **4SW.04** Know that any images, videos, information or opinion shared online can be kept and shared further. | In this project, the class will collaborate to set up an online community that will enable the whole class to leave messages for one another in relation to a debate on online communities.  There are two main strands to the project. These are:   * role-playing an online community, ensuring that learners do not share personally identifying information and demonstrate respect for others * role-playing a debate where learners argue in favour of, and against, online communities.   The project can be structured as follows but this can be adapted to suit your circumstances.   1. Explain that in any community, there are rules, routines and people responsible for enforcing those rules. You could use the school or the classroom as an example of this. Establish that online communities are the same – they have rules, members, moderators (who enforce the rules) and administrators (who make the rules). Get learners to agree on, and write, the rules of your online community. 2. Conduct an offline debate where learners discuss in favour and against the existence of online communities. In addition to exploring the arguments, learners should get an opportunity to argue in favour or against and also to moderate other learners. The THINK acronym should also be reiterated here, ensuring that learners remember to be appropriately respectful when presenting their arguments. 3. Demonstrate the key features of the online community software, ensuring that learners are familiar with it before beginning the debate. You may want to set tasks such as:    * creating a safe username and a strong password    * navigating to an appropriate discussion board and making a simple post    * experimenting with moderation features (if available) such as amending and deleting other’s posts. 4. Set up your online debates. To ensure all learners get an opportunity to debate, group sizes should be small and be set up as separate threads or discussion boards. Ideally, each learner should get an opportunity to debate and to moderate a debate. | This project could complement a unit on persuasive writing or serve as useful revision.  The online community should be only be accessible to your learners. This will create a safe place for learners to explore being a member of an online community where they can learn from their mistakes without putting themselves at risk.  This could be achieved using some free forum software, a collaborative website or something that may already be available on your virtual learning environment. If none of these are possible the project could be completed offline.  It is important to practise these skills offline first in order to make the online debate more productive and improve the chances of learners remaining on task.  This is a key point to embed the principles behind the THINK acronym and not sharing personal information, ensuring that learners put what they have learned into practice. |

# Sample lesson 1

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| --- | --- |
| CLASS: | |
| DATE: | |
| **Learning objectives** | **4TC.03** Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia. |
| **Lesson focus /**  **success criteria** | To enhance a written document with media such as images, video and sounds. |
| **Prior knowledge / Previous learning** | * **4TC.04** Understand how to create a folder structure and how to name folders and documents. * **4TC.02** Know what shortcuts are and be able to use shortcuts for cut, copy, paste, save, undo, re-do and help. * **4TC.05** Insert and complete a table within a text document. * **4TC.06** Edit, and organise, the layout of a document. |

**Plan**

| **Lesson** | **Planned activities** | **Notes** |
| --- | --- | --- |
| **Introduction** | Give learners a short document with formatting that needs correcting, including:   * incorrect text alignment * inconsistent font sizing * a wide variety of fonts and colours.   For example:   |  | | --- | | *How to format text nicely*  1. Choose a font *for the title* and a different one for the text. 2. Make sure you align most writing to the left and titles to the centre. 3. Only use a maximum of two colours. 4. Stick to one or two font sizes. |   Ideally, learners will change the formatting so that it looks like this:   |  | | --- | | How to format text nicely  1. Choose a font for the title and a different one for the text.  2. Make sure you align most writing to the left and titles to the centre.  3. Only use a maximum of two colours.  4. Stick to one or two font sizes. | | Use this time to address any misconceptions and misunderstandings from the previous activity.  Some learners may realise that they can use bullet points here, but this is not necessary. |
| **Main activities** | Display a web page which contains instructions of how to make something that the learners are unlikely to know about. The website should contain videos and images as well as text.  *How do the images and videos make the text easier to understand?*  Discuss how adding images and videos can make the content easier to understand or more engaging.  Display one of two examples of eBooks that contain multimedia.  *What is similar to a real book?*  *What is different?*  Elicit that the main difference is that eBooks can contain interactive and multimedia content.  Display a document that contains text instructions for making the same thing as on the web page.  *What additional media could you add to this document to make it easier for the reader to understand?*  Elicit that you could add images and videos in a similar manner to what was seen on the web page.  *Where could you find out how to insert images and videos into a document?*  Elicit that the instructions can be found in the help file. Briefly model how to use the help file to find the information they need.  Provide appropriate images and video that could be added to the document. Learners should use the help function and add at least one image and one video to a text document.  The activity can be extended by learners inserting a variety of different types of media, if the text processing software will allow this. | Oobleck is a possible topic for the website.  Verbalise own thought processes while modelling.  At this stage, learners don’t need to create their own document and select appropriate media to enhance it. Learners will get an opportunity to apply this in the project at the end of the unit. |
| **End/Close/**  **Reflection/**  **Summary** | Display the work of a learner who has been particularly successful in enhancing their document with multimedia.  *How have they improved the document? What makes it so successful?*  Discuss the qualities of the work. |  |

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| **Reflection Use the space below to reflect on your lesson. Answer the most relevant questions for your lesson.** |
| *Were the learning objectives and lesson focus realistic? What did the learners learn today? What was the learning atmosphere like? What changes did I make from my plan and why?*  *If I taught this lesson again, what would I change?*  *What two things went really well (consider both teaching and learning)?*  *What two things would have improved the lesson (consider both teaching and learning)?*  *What have I learned from this lesson about the class or individuals that will inform my next lesson?* |
| **Next steps**  **What will I teach next, based on learners’ understanding of this lesson?** |

# Sample lesson 2

|  |  |
| --- | --- |
| CLASS: | |
| DATE: | |
| **Learning objectives** | **4SW.02** Understand that online content is stored and is hard to remove. |
| **Lesson focus /**  **success criteria** | To explore the pitfalls of oversharing and the effect that this might have. |
| **Prior knowledge / Previous learning** | * **3SW.04** Understand that people can be upset by things said to, or about, them. * **4SW.05** Know the benefits and risks of online anonymity. |

**Plan**

| **Lesson** | **Planned activities** | **Notes** |
| --- | --- | --- |
| **Introduction** | **Touch typing practise**  Briefly revise typing with the home row on the keyboard.  *Based on what we already know about typing, which finger do you think we might need to use to reach the letter ‘o’?*  Elicit that it is most likely to be the middle finger on the right hand, as the ring finger would hit the ‘p’ key.  Explain that the row above the home row is the top row and that learners will need to stretch the correct finger to each key. Model the correct fingers for each key.  Learners complete a ‘top row’ activity from within a typing scheme. | A short activity of this type can be included as a starter for any Digital Literacy lesson.  Monitor learners closely to ensure that they do not develop bad habits at this early stage. |
| **Main activities** | **Discussion and Modelling**  Show a clip from a school play that was shared online a few years ago.  *Do you think the children in the video expected it to still be in circulation today?*  Establish that it is unlikely that this was considered when the video was first posted.  *Can you think of any reasons why the children in the video would prefer it if the video was no longer available?*  Learners might discuss photos that were taken of them when they were younger. They may not want their parents to show those photos to their friends today.  Explain that every time someone does something on the internet, it is logged somewhere. This is particularly true of content stored online, which is designed to be hard to lose or remove.  *Why might it be so difficult to remove online data?*  Ensure that learners understand that online data is difficult to remove because:   * many copies of the data are made so that it is not lost. Explain that this is a desirable feature in many cases * search engines store data in order to inform and improve future search results * certain organisations make copies of everything on the internet to save it for posterity * if data is shared to other services, they may also make a copy.   Learners draw a treasure map of some online data that they have created. They will show the different places their data may be stored as different islands and draw routes showing where ‘data pirates’ might take their data afterwards.  Extension activity.  *Is it a bad thing that online data is difficult to remove?*  Learners discuss the question, referring to the reasons why online data is difficult to remove.  Help learners to identify that there are many good reasons for data being difficult to remove but that this means that learners need to be very selective about what data they put online in the first place. | Do not spend too much time on this question. The answers that are suggested can be quite broad such as:   * things that we do when we are young can seem embarrassing when we get older * we may make new friends when we get older and may not want them to see us in this way.   It might be helpful to remind learners about digital footprints and to broadly mention:   * digital shadow – where the subject of the content has lost control of it * digital tattoo – where the content has become hard or impossible to remove. |
| **End/Close/**  **Reflection/**  **Summary** | Display the completed treasure maps beside each other and discuss how all the islands and routes are linked together. Explain that even looking at all of the maps together, this is a tiny picture of the scale of data that exists on the internet. |  |

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| **Reflection Use the space below to reflect on your lesson. Answer the most relevant questions for your lesson.** |
| *Were the learning objectives and lesson focus realistic? What did the learners learn today? What was the learning atmosphere like? What changes did I make from my plan and why?*  *If I taught this lesson again, what would I change?*  *What two things went really well (consider both teaching and learning)?*  *What two things would have improved the lesson (consider both teaching and learning)?*  *What have I learned from this lesson about the class or individuals that will inform my next lesson?* |
| **Next steps**  **What will I teach next, based on learners’ understanding of this lesson?** |

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