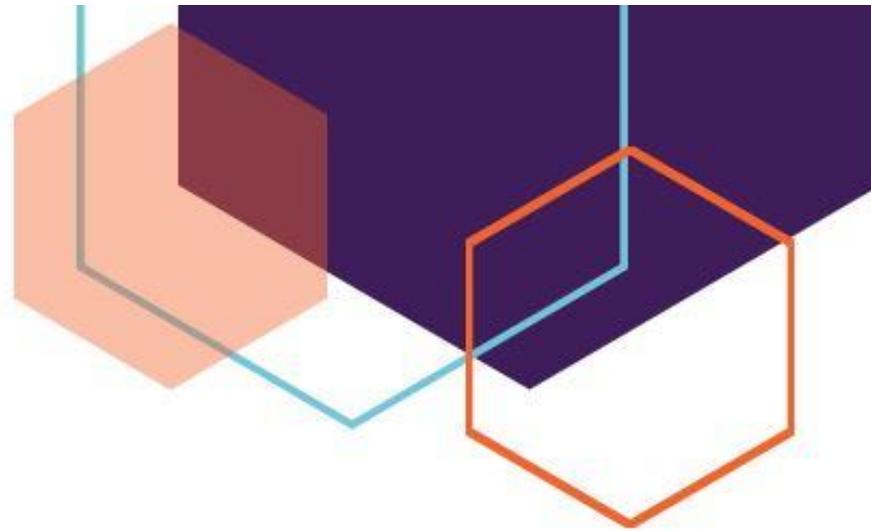




North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



What Digital Literacy Learning Might Look Like In the Classroom

Early Level to Fourth Level

This document refers to only two of the Digital Literacy Curriculum Organisers –
'Searching, processing and managing information responsibly' and 'Cyber Resilience
and Internet safety'



What Digital Literacy Learning Might Look Like In the Classroom

We have taken two* of the organisers within the Digital Literacy section of the Technologies Benchmarks and expanded upon them to examine what learning might look like. The lesson ideas are intended to be flexible and are by no means written in stone. You will be completely aware of the abilities and experiences of your pupils and are therefore best placed to choose relevant activities. The Early Level lesson ideas were created in consultation with EY Practitioners, however please also adapt these to suit.

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* *Searching, processing and managing information responsibly TCH 0-02a - TCH 4-02a and Cyber resilience and internet safety TCH 0-03a - TCH 4-02a*

Addendum

The Duke of York Inspiring Digital Enterprise Award (IDEA) covers a huge range of topics including the two organisers **Searching, processing and managing information responsibly and Cyber resilience and internet safety**.

Although it is aligned to the English curriculum, it is of value to Scottish education. There is no suggested age, however the content and vocabulary used would suggest that it is aimed at Third Level and above.

Teachers can either register their entire class or pupils can create their own logins, using their Glow e-mail addresses

It can be found at:

<https://idea.org.uk/>

EARLY		Outcomes	What this learning might look like
Digital Literacy	Searching, processing and managing information responsibly	I can use digital technologies to explore how to search and find information TCH 0-02a	<p>With the help of a lead practitioner, learners open a browser and use a search engine to search for a keyword related to a topic. They may need help with the spelling of the topic.</p> <p>Learners provide examples of keywords to search for images relating to their topic. Discuss the types of results with a lead practitioner and knows the difference between different types of media.</p> <p>Learners work collaboratively with a lead practitioner to collate information from their search results, discussing the relevance and importance of the different types of files to be included in a presentation. While searching for images to use in a presentation or digital poster, discuss ownership of content and the need to ask permission to use something.</p> <p>As part of a project about a topic such as weather, discuss the variety of ways we can find out about the weather eg. tv news, weather app on phone, internet.</p>
	Cyber resilience and internet safety	I can explore, play and communicate using digital technologies safely and securely TCH 0-03a	<p>Understands that there are rules for using the Internet, mainly to keep them safe.</p> <p>Knows how to lock and unlock a tablet, understands why they need to do this and if messages pop up on the screen that they should tell an adult.</p> <p>Ongoing throughout the year, but particularly as part of Internet Safety Week, learners watch age appropriate videos about being safe online and have follow up discussion about who to speak to if they see or hear something on a digital device which is upsetting.</p> <p>Classroom resources can be found at Childnet.com, particularly Smartie the Penguin https://www.childnet.com/resources/smartie-the-penguin DigiDuck stories https://www.childnet.com/resources/digiduck-stories</p> <p>After learners have captured images themselves, discuss what the image will be used for and if they have permission to capture the image and share with peers.</p>

FIRST		Outcomes	What this learning might look like
Digital Literacy	Searching, processing and managing information responsibly	Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a	<p>With guidance learners perform a basic search on the Internet for a specific purpose eg. topic related, knowledge or image search and use it in their work. Introduce trustworthy sources and link to true/false literacy learning.</p> <p>Explore key features of a browser like history, bookmarks, zoom and tab.</p> <p>Start discussions on the concept of copyright and ownership of images, music, video and games.</p> <p>Explore good behaviour and netiquette online and responsible use of the Internet and keeping safe.</p> <p>Teachers encourage pupils to share good netiquette examples and discussions with parents/carers.</p>
	Cyber resilience and internet safety	I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure TCH 1-03a	<p>Ongoing throughout the year, but particularly as part of Internet Safety Week, learners watch age appropriate videos about being safe online and have follow up discussion about who to speak to if they see or hear something on a digital device which is upsetting.</p> <p>Allow learners to work together to play online safety games with follow up discussion eg. Safety Snakes (Barefoot Computing – register free) https://www.barefootcomputing.org/resources/safety-snakes</p> <p>ThinkUKnow also have lots of resources including: https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/ https://www.thinkuknow.co.uk/professionals/resources/lee-and-kim/</p> <p>Explore and discuss password strengths, using 'How secure is my password?' website.</p> <p>Explore how to find copyright approved images and asking permission to take/use photographs.</p> <p>As a group, communicate through video calling or e-mail, contacting other learners or experts.</p>

SECOND		Outcomes	What this learning might look like
Digital Literacy	Searching, processing and managing information responsibly	<p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible TCH 2-02a</p>	<p>Learners carry out same keyword search in several different search engines eg. Google and DuckDuckGo and records if there are any differences in the results. Also records if any changes are required to the search string. Explain why there are differences.</p> <p>Class discussion and exploration around the term 'FAKE NEWS' and this would lead onto how they can take positive steps and develop good practices to ensure information they use on the Internet is accurate. https://www.thinkuknow.co.uk/14_plus/news/Fact-or-Fake-News-Can-you-trust-everything-you-read-online/</p> <p>Teacher explores with class the term 'copyright' and what this means to different groups of people eg. musicians, authors, business etc and what that means to the individuals who are using copyright material and the consequences if copyright rules are ignored.</p> <p>Working in pairs learners find resources online and practise acknowledging the owner of the work when they use the resource. They should also know that they can protect their own work. Citation for beginners: https://youtu.be/CDGdgoCyAtw</p>
	Cyber resilience and internet safety	<p>I can explore online communities demonstrating an understanding of responsible digital behaviour and I am aware of how to keep myself safe and secure TCH 2-03a</p>	<p>Learners explore and create digital guides, advice, assemblies for whole schools, parents/carers, from key information provided ThinkUKnow resources. https://www.thinkuknow.co.uk/</p> <p>Discuss various aspects of being online. Eg bullying, privacy, their online rights and responsibilities, pressure from others, their digital footprint, where to get help if needed https://www.thinkuknow.co.uk/parents/playlikeshare/</p> <p>Explore YoungScot 5 Rights. Are these achievable and what actions can we take to protect ourselves? Create a classroom charter in line with UNCRC. https://young.scot/5rights/articles/your-5rights/</p>

THIRD		Outcomes	What this learning might look like
Digital Literacy	<p>Searching, processing and managing information responsibly</p>	<p>Having used digital technologies to search, access and retrieve information I can justify my selection in terms of validity, reliability and have an awareness of plagiarism. TCH 3-02a</p>	<p>Learners explore what critical thinking is and why it's important when using the Internet, to use trustworthy resources. 'Trust Me' Secondary pack from Childnet – Lesson 1 (Powerpoint and Teachers' notes) https://www.childnet.com/resources/trust-me</p> <p>Produce a helpsheet for peers on the topic of plagiarism. Resources to use https://youtu.be/ngKGGqFKTI and https://kids.kiddle.co/Plagiarism</p>

<p>Cyber resilience and internet safety</p>	<p>I can keep myself safe and secure in online environments and I am aware of the importance of consequences of doing this for myself and others TCH 3-03a</p>	<p>Examine NAC schools' photo permission letters and discuss why is it important to give choice to parents and over 13s if they want (their child or themselves) to be photographed.</p> <p>Learners 'Google' their own name and discuss the results. They should investigate if this type of information can be removed and how would they go about it? https://www.thinkuknow.co.uk/11_13/help/Contact-social-sites/</p> <p>Learners discuss what a Digital Footprint/Tattoo is and create their own footprint using a footprint template (available on Google images) https://www.thinkuknow.co.uk/14_plus/need-advice/digital-footprint/</p> <p>Discuss the issues around 'Nudes' – bullying, blackmail, revenge porn. Support materials at: https://www.thinkuknow.co.uk/14_plus/need-advice/selfies-and-sexting/</p> <p>Create a presentation about the importance of not sharing passwords, keeping settings private and using avatars instead of photos in relation to social media accounts and the consequences of doing so.</p> <p>Emphasise the positives of the online world too – discuss future careers, learning new skills BBC Own It website has a page devoted to this – short videos and quizzes https://www.bbc.com/ownit/curations/level-up Although American, this video is useful describing cyber security careers - https://youtu.be/-AkuKKJ8dN0 Research online for details of relevant careers</p> <p>Research the types of threats that can come through e-mail and messaging and discuss findings. http://www.phishing.org/phishing-examples https://www.getsafeonline.org/protecting-yourself/spam-and-scam-email/</p>
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FOURTH		Outcomes	What this learning might look like
Digital Literacy	Searching, processing and managing information responsibly	I can use digital technologies to process and manage information responsibly and can reference sources accordingly. TCH 4-02a	<p>Using the BBC Evidence Toolkit: https://www.bbc.co.uk/academy/en/articles/art20180313125234328</p> <p>look at the difference between fact and opinion in the news and online. Also further develop the idea of critical thinking in relation to online information.</p> <p>Watch this video https://youtu.be/0SnheK2yTDI Choose a topic and search for some relevant websites. Create a list of websites visited by the class, using the format outlined in the video.</p>
	Cyber resilience and internet safety	I can explore the impact of cyber crime for business/industry and the consequences this can have on me. TCH 4-03a	<p>Create a Microsoft Form as a survey for the class on a topic of choice and discuss what information should be gathered and why eg. DOB, address. What do people need/use it for and how might they use it to their advantage?</p> <p>Search for real life examples of cyber crime eg. Whatsapp hack, banks etc. Presentation to class highlighting what happened and how people can protect themselves against cyber crime.</p> <p>Identify main causes eg hacking/security breaches. Who does this and why? How may it affect us? Eg. bank accounts, credit card details. Also what job opportunities are available in cyber security?</p> <p>Discussion re how we should dispose of a device properly. What type of information might be on it that we wouldn't want other people to see? Eg. bank details, saved passwords.</p> <p>Discuss what type of information may be sensitive that could be stored on a disposed company computer? Eg. Financial records, personnel records.</p>