

## Digital literacy in ICT Lesson plan

Subject Area ICT	Topic E-safety	Age Range Key Stage 3	Time 3 hours (approx) <i>(over several sessions)</i>
<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Analyse and evaluate information judging its relevance and value. (PLTS)</li> <li>Combine text, images, tables and sounds from a number of sources to convey meaning.</li> <li>Recognise the risks associated with the sharing of personal information digitally and to take actions to protect themselves.</li> <li>Recognise issues of risk, safety and responsibility surrounding the use of ICT (ICT 1.4b)</li> </ul>			
<p><b>Key vocabulary</b></p> <p style="text-align: center;">e-safety   internet   cyber bullying   chat rooms   social networks SMART tips   plagiarism   copyright</p>			
<p><b>Key question</b></p> <p style="text-align: center;"><i>What is e-safety and why is it important?</i></p>			
<p><b>Starter</b> (20 mins) Students to access: <a href="http://www.nwlg.org/digitalliteracy/">http://www.nwlg.org/digitalliteracy/</a> and go to the 'Chat to Friends' Students should take the quiz to see how well they do. Class discussion on the answers that they gave and why it is important to be careful about who you talk to and what information that you share on the internet.</p>			
<p><b>Main Activity</b> (2 hours approx.) Students will work in pairs to create a presentation (e.g.: leaflet / podcast / video) telling primary school children about e-safety</p> <p><b>Task 1: Collect and share thoughts about digital literacy</b> Students should use the whiteboards/flip paper/or mind mapping software to jot down ideas of what they are going to put onto their e-safety presentation. Questions that they need to think about include:</p> <ul style="list-style-type: none"> <li>What is e-safety?</li> <li>What do children of ages 9-11 need to know about the Internet?</li> <li>What do we think children do on the Internet?</li> <li>What tips and advice do you think you should share?</li> <li>What will be the most effective format to attract the audience's attention?</li> </ul> <p>Class feedback and discussion about the answers. Create a list of important areas to cover in the presentation.</p> <p><b>Task 2: Plan presentation and gather information</b> Students work in pairs to design their presentation. They use the internet to research for helpful tips and advice about e-safety. The issues of plagiarism and copyright should be discussed as a whole class, with learners clear about the need to quote sources for any images/data they use, and to always write their own text. Learners must remember who the audience is, and ensure that they refine the information that they find into an easily accessible format.</p> <p><i>Homework to be completed before next task</i></p>			

### Task 3: Create the presentation

Students should continue with their e-safety presentation, utilising the information that they gathered for their homework. They should focus on style and audience as well as content. They should ensure that they answer the key question *What is e-safety and why is it important?*

### Plenary (30 mins)

Each group to summarise what they think the most important points are for e-safety for their audience. Create a class list.

Learners discuss their own online experiences. Would a list of the most important issues for their age range contain different messages?

### Homework

*To be done between Task 2 and Task 3*

Students are to gather information for their homework to include in their e-safety presentation. They can look for:

- Tips and advice on using the internet safely
- Images that they could use
- Useful websites that contain information about e-safety

### Differentiation as appropriate.

Less able students supported by using templates and a list of website links to help them with their research.

When accessing the digital literacy site some students may work with their peers, teaching assistant or the teacher in order to be able to read and understand the questions.

More able students should consider the types of images and text that they are including in their presentation. They should justify why they have included them and how they suit the audience. Copyright issues should be considered.

### Possible 'next steps' for the learning.

Students could take/send their finished presentations to feeder primary schools. The users could then provide appropriate feedback to help improve future work.

**Resources** Suitable websites such as:

[www.nwlg.org/digitalliteracy](http://www.nwlg.org/digitalliteracy)

[www.bbc.co.uk/cbbc/help/web/staysafe](http://www.bbc.co.uk/cbbc/help/web/staysafe)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[http://esafety.ngfl-cymru.org.uk/vtc/esafety/web\\_leaflet\\_english\\_master.pdf](http://esafety.ngfl-cymru.org.uk/vtc/esafety/web_leaflet_english_master.pdf)

[www.digizen.org/](http://www.digizen.org/)

[www.chatdanger.com/](http://www.chatdanger.com/)

[www.kidsmart.org.uk/](http://www.kidsmart.org.uk/)

[www.childnet-int.org/sorted/](http://www.childnet-int.org/sorted/)

Access to ICT suite / multiple laptops / computers