


# Digital Literacy & Citizenship

A free scheme of learning available at [www.swgfl.org.uk/digitalliteracy](http://www.swgfl.org.uk/digitalliteracy)



Age Category	Common Sense Media Unit	Resources	Curriculum Opportunities
<p>Yr2</p> 	<p>1</p> <p><b><u><a href="#">Staying Safe Online</a></u></b></p> <p>Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them</p>	<p><b>Childnet</b> - <a href="#">Smartie the Penguin - ebook</a></p> <p><b>Childnet</b> - <a href="#">Digiduck e-book</a></p> <p><b>Disney</b> - <a href="#">Don't be in the dark</a> Online safe surfing game</p> <p><b>AVG</b> – <a href="#">Magda and Mo</a> Free E-book about information online</p> <p>Further lesson idea: Create a top websites league table and use the information to help to update their school website links</p>	<p>Literacy – Non-fiction Information texts</p> <p>ICT - to use text, tables, images and sound to develop their ideas, how to share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds</p> <p>Idea: Create a top websites league table and use the information to help to update their school website links</p>

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<p data-bbox="197 371 248 399">Yr2</p> <div data-bbox="114 443 331 539"> </div> <div data-bbox="114 549 331 644"> </div>	<p data-bbox="495 371 517 399">2</p> <p data-bbox="416 448 595 528"><b><u>Follow the Digital Trail</u></b></p> <p data-bbox="367 584 629 871">Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.</p>	<p data-bbox="692 376 1162 408"><b>Childnet</b> – <a href="#">What should you keep safe?</a></p> <p data-bbox="692 461 1267 493"><b>BBC</b> – <a href="#">Saxon Monk – Internet Videos are forever</a> Horrible histories video</p> <p data-bbox="692 584 1290 616"><b>ICO</b> – <a href="#">Personal information and information rights</a> Lesson plans and resources</p> <p data-bbox="692 707 1364 778"><b>CEOP</b> – <a href="#">Welcome to the carnival</a> Hector’s World cartoon about personal information</p> <p data-bbox="669 831 1397 1027">Further lesson idea: Whole class circle time - Who would I/you share my/your information with? A photo? Your name? Your address? Birth date? Preferences? Password? Email address? Telephone number? Favourite football team? Favourite singer?</p>	<p data-bbox="1435 376 2063 448">PSHE – SEAL – Relationships Identify and respect the differences and similarities between people.</p> <p data-bbox="1435 501 2040 616">SEAL – Changes Preparing to play an active role as citizens, to recognise choices they can make, and recognise the difference between right and wrong.</p> <p data-bbox="1435 668 2096 863">Idea: Whole class circle time - Who would I/you share my/your information with? A photo? Your name? Your address? Birth date? Preferences? Password? Email address? Telephone number? Favourite football team? Favourite singer?</p>

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<p>Yr2</p> <div data-bbox="114 443 331 539">  Cyberbullying         </div> <div data-bbox="114 549 331 644">  Relationships &amp; Communication         </div>	<p>3</p> <p><b><u>Screen out the Mean</u></b></p> <p>Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p>	<p><b>Cybersmart</b> - <a href="#">Cyberbullying</a></p> <p>Teachers resources</p> <p><b>Kidscape</b> – <a href="#">links to Cyberbullying resources</a></p> <p><b>UK Safer Internet Centre</b> <a href="#">Safer Internet Day</a></p> <p>Further lesson idea: How does it feel? Use an online digital imagery tool such as <i>photostory</i>, <i>animoto</i> or <a href="http://edu.glogster.com/">http://edu.glogster.com/</a> to create an eposter to depict how it feels to be the victim of a bullying incident. (Free but you need to create an account.)</p>	<p>PSHE – SEAL – Say no to bullying to recognize how their behavior affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Literacy – Non Fiction – persuasion.</p> <p>ICT - Developing ideas and making things happen, to use text, tables, images and sound to develop their ideas.</p> <p>Idea: How does it feel? Use an online digital imagery tool such as photostory, animoto or <a href="http://edu.glogster.com/">http://edu.glogster.com/</a> to create an eposter to depict how it feels to be the victim of a bullying incident.</p>

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<p>Yr2</p> <div data-bbox="114 443 331 539" style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">  Information Literacy                 </div>	<p>4</p> <p><b><u><a href="#">Using Keywords</a></u></b></p> <p>Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.</p>	<p><b>SWGfL</b> - <a href="#">Swiggle</a> Education search engine and resource site for children</p> <p><b>Google</b> – <a href="#">Safesearchkids</a> Search engine for children</p> <p><b>Common Sense Media</b> - <a href="#">Choosing a Search Site</a> Lesson plans from a previous version of CSM Digital Literacy and Citizenship Curriculum</p> <p>Further lesson idea: Create a class top trumps game, e.g. each pupil is allocated a country and must locate key information such as longest river, highest mountain, population and tallest building. You could use <i>swiggle</i> to carry out safer searches, compare usefulness of results to those of a general search engine such as <i>google</i>.</p>	<p>Literacy – Non-fiction texts</p> <p>Idea: Create a class top trumps game, e.g. each pupil is allocated a country and must locate key information such as longest river, highest mountain, population and tallest building. You could use <a href="#">swiggle</a> to carry out safer searches, compare usefulness of results to those of a general search engine such as google.</p>

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<p>Yr2</p> 	<p>5</p> <p><b><u>Sites I Like</u></b></p> <p>Pupils discuss criteria for rating informational websites and apply them to an assigned site.</p> <p>Pupils learn that all websites are not equally good sources of information.</p>	<p><b>CEOP</b> - <a href="#">Hector's World</a> Cartoons and teacher resources</p> <p><b>Netsmartz</b> - <a href="#">Delivery for webster - ebook</a></p> <p><b>Common Sense Media</b> - <a href="#">Choosing a Search Site</a> Lesson plans from a previous version of CSM Digital Literacy and Citizenship Curriculum</p> <p><b>AVG</b> – <a href="#">Magda and Mo</a> E-book about appropriate websites</p> <p>Further lesson idea: Play likes and dislikes “stations” – several options are presented, pupils move around the room to their most or least favourite option, e.g. colours, pastimes, animals and sports. Invite pupils to explain their choices and persuade others to join them.</p>	<p>PSHE – SEAL – Relationships. Recognise what they like and dislike.</p> <p>EYFS Personal, social and emotional development Shows an interest in classroom activities through observation or participation. Is confident to try new activities, initiate ideas and speak in a familiar group</p> <p>Idea: Play likes and dislikes “stations” – several options are presented, pupils move around the room to their most or least favourite option, e.g. colours, pastimes, animals and sports. Invite pupils to explain their choices and persuade others to join them.</p>