

Key Stage 3 Digital Citizenship Tutor Programme

<p>My Digital Life</p> <p>Session Aims:</p> <ul style="list-style-type: none"> To discuss and identify the positives and negatives of the internet To understand different positive and negative online behaviours To consider how to behave in a variety of scenarios 	Year 7	<p>Discussion including video.</p> <p>Vote with your feet - Use the four corners of the room to get the students to show their opinions. Talk to them about their views and get them to explain why they have chosen this viewpoint.</p> <p>Role play scenario game for remainder of form time.</p>
	Year 8	<p>Ellen video</p> <p>Diary activity to see if they can document their internet usage the day before.</p> <p>Phone bill board game (free games and in-app purchases) – place the two different-coloured Post-its on the ‘start’ square. Write two columns on the board with ‘Team 1’ and ‘Team 2’ at the top to keep a running total of costs. Each team should take it in turn to roll the dice (link to online dice on slide) and move their Post-It along the board. Each time they land on a square, write the amount of money spent in their column. There are some squares which say ‘move forward’ or ‘move backwards’ – if this happens, move the Post-It forward/back but don’t add on that square’s amount of money to the team’s total. Once both teams reach the end the game is over and you should count up the final amounts spent by each team. The team which finishes with the lowest number wins!</p> <p>Quiz – if there is time at the end of the lesson.</p>
<p>Be Strong Online</p> <p>Session Aims:</p> <ul style="list-style-type: none"> To have a group discussion about cyberbullying To consider your stance in a cyber bullying situation. 	Year 7	<p>Discussion including video. Key Questions to focus on after watching the video with the group.</p> <p>Vote with your feet - Use the four corners of the room to get the students to show their opinions. Talk to them about their views and get them to explain why they have chosen this viewpoint.</p> <p>Role play/script work focused on upstanders and bystanders.</p>
	Year 8	<p>Ground rules – this lesson will bring up comments about body image and you want all students to be sensitive and mature.</p>

		<p>Show them the dancing man image and ask a student to read the caption. If students know about this then ask them to keep it to themselves. Discussion and positive comments work in pairs.</p> <p>Poster design for positive behaviour online.</p>
<p>Digital Footprint</p> <p>Session Aims</p> <ul style="list-style-type: none"> To demonstrate an understanding of the concept of digital footprint To identify potential risks with oversharing online 	Year 7	<p>Watch video with them and discuss points made.</p> <p>Split class Team A & B with paper each (or mini whiteboards if you have them). Get them to think about the scenarios in the presentation. This will introduce idea of digital footprint. Then digital style quiz – talk about the results – were they mostly a, b or c?</p>
	Year 8	<p>Watch the floccabulary video on the PowerPoint and discuss.</p> <p>Get the students to stand on one side of the room – ask them the 3 questions and if they have they should walk on to the other side of the room (Stay there).</p> <p>Discuss</p> <p>Over to them – either design a poster or write a rap – which includes things to condier when posting online material i.e. who could see it, how might it affect them in the future, etc</p>
<p>Peer Pressure</p> <p>Session Aims:</p>	Year 7	<p>Split room in half (Team A/B) within those teams discuss the positive/negatives of online dares/crazes and feedback across the room. Class define ‘Bystander’ and ‘Upstander’ then read the case study to reflect on the situation and what they would do using slide/interactive board/postit notes.</p> <p>Complete reflection questions.</p>
	Year 8	<p>Discuss what is peer pressure and its use on and off-line.</p> <p>Use corner of room to discuss level of peer pressure in real/online world for different situations.</p> <p>Use the case studies the answers questions as a class about peer pressure situations.</p> <p>Complete reflection questions.</p>
<p>Plagiarism & Copyright</p> <p>Session Aims:</p> <ul style="list-style-type: none"> Become familiar with a definition of plagiarism Identify the 	Year 7	<p>Define ‘Plagiarism’ in pairs</p> <p>Watch video</p> <p>Give overview of why shouldn’t plagiarise. Student to attempt to paraphrase the example text.</p> <p>Discuss tips as a class.</p>
	Year 8	<p>Define ‘Copyright’ and ‘Plagiarism’.</p> <p>Watch video</p>

<p>consequences of plagiarism</p> <ul style="list-style-type: none"> • Begin to understand simple strategies to avoid online plagiarism 		<p>Stand Up/Sit Down activity based on different copyright laws. Play interactive quiz as a class. Discuss tips as a class.</p>
<p>Self Esteem</p> <p>Session Aims:</p> <ul style="list-style-type: none"> • Students will be able to identify some of the main reasons why people take selfies. • Student will demonstrate an understanding of self-esteem and whether selfies could have a positive or negative impact. 	<p>Year 7</p>	<p>Introduce 'self-esteem' using slides. Watch Video Separate room into four areas (0-10, 11-50, 51,100, 101+), student to move based on how many likes they think they need to feel happy with an image and discuss the outcome. Discuss how people change the images to 'Improve' and 'make more popular' Complete the Journey of a selfie exercise, forming line in the room facing away from board, front person to turn around and look at image, then trace with finger on back of next person and carry on till then end, last person to draw on paper what felt to symbolise how information, images, videos can change as they are shared around. Complete reflection questions.</p>
	<p>Year 8</p>	<p>Introduce 'self-esteem' using slides. Watch Video Play stand up/sit down for the three quotes on the slides and discuss. In pairs discuss what people think about before and after they have taken an image. Complete the table as a class, look at complete table on next slide. Discuss the questions on the slides based on the quote. Pupils to draw basic image of shoulder/head and fill around it with positive things about themselves to make their 'true' selfies.</p>

Digital Life link - https://www.youtube.com/watch?v=jcw_ZFxA6g – Youtube video – kids review 1980s mobile phone

Be Strong Online link - <https://www.youtube.com/watch?v=yvTfN7qOJDA> – Youtube video – mean tweets

Digital Footprint link - <https://www.youtube.com/watch?v=7WSI2Zfj7kM&feature=youtu.be> – Youtube video – online privacy

Plagiarism & Copyright link year 7 - <https://www.youtube.com/watch?v=fDd7up936MQ>

Plagiarism & Copyright Year 8 - <https://www.youtube.com/watch?v=ngKGGogFKTI>

Self Esteem Year 7/8 - youtu.be/kMU_z5IY6PQ