

KS4 Digital Citizenship Tutor Resources Session Overview

<p>Digital Footprint</p> <p>Session Aims:</p> <ul style="list-style-type: none"> • Become familiar with a definition of digital footprint • Identify the consequences of a poor digital footprint • Begin to understand simple strategies develop a positive digital footprint. 	<p>Session 1</p>	<ul style="list-style-type: none"> • Digital Footprint definition given. • Pupils in small groups discuss places “footprint” is left. • Shared as class and looked at in more detail. • Video showing why should care about your footprint. • Statistic on employer use of the internet to check on potential employee • Whole class online knowledge quiz if stats and information provided as you go.
	<p>Session 2</p>	<ul style="list-style-type: none"> • Warm-up task in which pupils need to identify potentially negative information placed on a social media page. • Definition reminder • Class discussion about things that could cause a negative digital footprint. • Chart showing the top things that cause negative footprint and impact on footprint. • Pupils act as college officers looking at sets of social media profiles for two potential students to identify which candidate they should offer a place to. • Tips on managing your own footprint. • Video giving ideas on how to create a strong/positive footprint.
<p>Fake News</p> <p>Session Aims:</p> <ul style="list-style-type: none"> • Become familiar with a definition of “Fake News” • Understand why it is created and used online. • Know ways to spot misinformation online. 	<p>Session 1</p>	<ul style="list-style-type: none"> • Pupils answer starter questions on what they know about fake/inaccurate information and news. • Videos explain how move from inaccurate information to “Fake News” • Brief summary of videos and why and issue. • Class share any fake news stories they may know (nothing local/personal) • Examples of recent fake news articles, why they are fake and how to spot. • Example of old famous “Fake News” stories. • Brief summary of why people/organisation produce it.
	<p>Session 2</p>	<ul style="list-style-type: none"> • In small group/pairs pupils try to think of ways to spot inaccurate information/fake news online. • Summary of things to look at on websites to identify if accurate or not. • Video on how to spot “Fake News” news. • Quiz with explanations about fake news stories and how you could spot them. • Summary of topic. • Short video looking at the future potential issue with “Fake News” using latest technology.

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<p>Protecting My Identity</p> <p>Session Aims:</p> <ul style="list-style-type: none"> • Identify the sort of information is tracked about us. • Understand how this information can be used (Positives & Negative) • Know ways you can control and protect your information online. 	<p>Session 1</p>	<ul style="list-style-type: none"> • Video highlighting how information is tracked and used online. • Example group task looking at two people search results for the same thing to spot where tracked data may have been used to adjust what they see. (Tutor guidance in notes on slide 8) • Benefits/Risk of information tracking summary table to discuss. • Final discussion questions with some follow up example responses/things to think about on following slides.
	<p>Session 2</p>	<ul style="list-style-type: none"> • Introduction to oversharing, what it is and why it is important to think about. • Video showing story of someone who overshared. • Questions to drive class discussion on oversharing based on the case study (responses/guidance in teacher notes) • Video on being responsible with others information online • Summary of key things to remember.