

# Digital Literacy and Citizenship

## Introduction

South West Grid for Learning (SWGFL) has a strong national and international reputation for the provision of e-safety services to schools. It provides schools with the opportunity to review their e-safety provision through the use of the award winning 360 degree safe e-safety self review tool.

Through evidence gathered from 360 degree safe reviews, SWGfL has recognised the need to provide guidance on how schools may develop progressive programmes of digital literacy and citizenship within their curriculum.

Common Sense Media (CSM) in the United States has produced a programme which we believe provides a sound basis to embed e-safety within the UK school curriculum, from Foundation Stage to Key Stage 5.

To support schools in the UK, SWGfL has produced a series of documents which will signpost UK schools to the relevant Common Sense Media lesson plans and resources and to additional relevant materials from the UK, Europe and elsewhere. The links in red are to Australian resources from the ACMA programme. These SWGfL documents indicate the Key Stages that are equivalent to the US age groups.

SWGfL acknowledges the work of Common Sense Media and ACMA in publishing this excellent free resource for schools and has adapted these guidance notes for free use by UK schools in accordance with the Creative Commons licence (BY/NC/SA). Schools should ensure that they understand the terms under which Creative Commons Licences allow the free use of materials.

## Planning and using the curriculum

### Digital Literacy & Citizenship Overview






Digital Literacy and Citizenship Overview								
Strands	Unit	Foundation/Early KS1	KS1/2	KS2	Unit	KS3	KS4	
Safety and Security	Unit 1 Safety	<a href="#">Going Places Safely</a>	<a href="#">Staying Safe Online</a>	<a href="#">Talking Safely Online</a>	Unit 1 Safety	<a href="#">Safe Online Talk</a>	<a href="#">Risky Online Relationships</a>	
		<a href="#">Sharing Personal Information</a>		<a href="#">CyberSafety</a>				
	Unit 2 Security		<a href="#">Keep it Private</a>	<a href="#">Powerful Passwords</a>	Unit 2 Security	<a href="#">Private and Personal Information</a>	<a href="#">Scams and Schemes</a>	
			<a href="#">Sharing Personal Information</a>	<a href="#">You've Won a Prize</a>		<a href="#">Strong passwords</a>	<a href="#">Does It matter who has your data?</a>	
			<a href="#">Privacy Rules</a>		<a href="#">What's the big deal about Internet Privacy?</a>			
			<a href="#">Sharing Personal Information</a>			<a href="#">NetBASIC e-Security - Link</a>		
Digital Citizenship	Unit 1 Digital Life	<a href="#">Sending Emails</a>	<a href="#">My Online Community</a>	<a href="#">Rings of Responsibility</a>	Unit 1 Digital Life	<a href="#">Digital Life 101</a>	<a href="#">Digital Life 102</a>	
		<a href="#">What is real?</a>				<a href="#">My media</a>	<a href="#">My Online Code</a>	
						<a href="#">The ups and downs of Digital Life</a>		
	Unit 2 Privacy & Digital Footprints			<a href="#">Follow the Digital Trail</a>		Unit 2 Privacy & Digital Footprints	<a href="#">Trillion Dollar Footprint</a>	<a href="#">Private Today. Public Tomorrow</a>
							<a href="#">Oops! I broadcast it on the Internet</a>	<a href="#">College Bound</a>
							<a href="#">Secret Sharer</a>	
Unit 3 Connected Culture			<a href="#">Screen out the Mean</a>	<a href="#">The Power of Words</a>	Unit 3 Connected Culture	<a href="#">Top Secret</a>		
			<a href="#">Show Respect Online</a>	<a href="#">Group Think</a>		<a href="#">Chart It</a>	<a href="#">Turn down the Dial on Cyberbullying and Online Cruelty</a>	
						<a href="#">What's Cyberbullying?</a>	<a href="#">Taking perspectives on Cyberbullying</a>	

Provides an overview of the Common Sense Media Digital Literacy & Citizenship programme [www.common sense media.org](http://www.common sense media.org) and the ACMA Units of Work [www.cybersmart.gov.au](http://www.cybersmart.gov.au) from Foundation Stage to Key Stage 5.

The overview will allow senior leaders to plan an e-safety curriculum across a school.





Links in the document provide access to Common Sense Media (blue links) and ACMA lesson plans (red links).

# Digital Literacy & Citizenship Learning Descriptors by Key Stage

SW GRID / of LEARNING		Digital Literacy and Citizenship in a Connected Culture Learning Descriptors by Key Stage					common sense media
	Unit	FS/KS1	KS1/KS2	KS2	KS3	KS4/5	
Safety and security	Safety 	Pupils learn that the Internet is a great place, but they also learn to be cautious. They learn that computers can be used to visit far-away places and learn new things and that staying safe online is similar to staying safe in the real world.	Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognize websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information.	Pupils learn that the Internet is a great place where online Relationships can be developed. They compare and contrast online friends and real life, face-to-face friends and learn how to respond if an online friend asks them personal questions.	Students explore the benefits and risks of online talk, learn to recognize inappropriate conversations. They start to recognise and understand patterns of online predators, and learn to apply strategies for safe online communication.	Students discuss stereotypes associated with the term "online child predator" and learn why it can be misleading. They learn why certain online relationships are risky, and how to avoid these types of manipulative situations.	
	Security 		Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge.	Pupils learn to create secure passwords for their accounts, learn about spam and how to deal with it, and decode website privacy policies, understanding the implications for the information that they share online.	Students learn to think critically about the information they share online. They learn to manage personal information, create strong passwords, and examine website privacy policies to understand how to keep their information safe and secure. Students will also start to understand viruses, malware and spyware.	Students learn how their personal and private information can wind up in the hands of others online if they are not careful. They learn strategies for guarding against identity theft and phishing scams. They also reflect on the benefits and drawbacks of targeting and tracking.	
Digital Citizenship	Digital Life 	Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not.	Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment.	Pupils explore their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world (and beyond).	Students explore the role of digital media in their lives, their communities, and their culture, and learn how good digital citizens harness these tools responsibly.	Students explore the role of digital media in their lives and in our society. They think critically about the positive and negative aspects of online life, and consider the meaning of digital citizenship.	
	Privacy and Digital Footprint 		Pupils learn that the Internet is a public space, and then develop skills to protect their privacy and respect the privacy of others.	Pupils begin to explore the nature of online audiences, the permanency of information online. They begin to understand the implications of published personal information.	Students actively manage their digital footprint so that they share but do not over-share information. They learn that the Internet is a public space, and then develop skills to protect their privacy and respect the privacy of others.	Students learn that everything they, or anyone else, posts about them is permanent, traceable, and replicable. They think critically about their online presence, otherwise known as a "digital footprint," and brainstorm questions they should ask themselves before posting and tagging photos, videos, or any information online.	
	Connected culture 		Pupils explore how they interact with others online and are introduced to the concept of <b>cyberbullying</b> . They also learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture.	Pupils learn how they interact with others online by understanding how to prevent and respond to <b>cyberbullying</b> . They also learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture.	Students explore the ethics of online relationships – both the negative behaviours to avoid, such as <b>cyberbullying</b> and hate speech, and the positive behaviours that support collaboration and community.	Students explore the ethics of online relationships. They learn about cruel online behaviour, such as <b>cyberbullying</b> and hate speech, as well as positive behaviours that support collaboration and community. Students also explore the possibilities and risks of carrying out their romantic relationships in the digital world.	

Provides a description of the progression of learning in each key stage and will enable Senior Leaders to have an overview of learning outcomes (including previous learning at other stages).

# Digital Literacy & Citizenship Summary Schemes of Learning







SW GRID / of LEARNING		Digital Literacy and Citizenship in a Connected Culture Key Stage 3 Summary Scheme of Learning			common sense media
KS3	Unit	Age Related Descriptor	Common-Sense Resource	Cybersmart and other resources	
Safety and security	Safety 	Students explore the benefits and risks of online talk, learn to recognize inappropriate talk and the patterns of online predators, and apply strategies for safe online communication.	<a href="#">Safe Online talk</a>	<a href="#">Tapped on the net</a> <a href="#">Chatdancer</a> <a href="#">Exposed</a> <a href="#">Clare thought she knew</a> <a href="#">Matt thought he knew</a>	
	Security 	Students learn to think critically about the information they share online. They learn to manage personal information, create strong passwords, and examine website privacy policies to understand how to keep their information safe and secure.	<a href="#">Strong Passwords</a> <a href="#">Private and Personal</a> <a href="#">What's the big deal about Internet privacy?</a>	<a href="#">Private information</a> <a href="#">NetBasics</a> <a href="#">Revealing too much</a> <a href="#">Perfect passwords</a> <a href="#">How secure is my password?</a> <a href="#">Password checker</a>	
Digital Citizenship	Digital Life 	Students explore the role of digital media in their lives, their communities, and their culture, and learn how good digital citizens harness these tools responsibly	<a href="#">Digital Life</a> <a href="#">My Media</a> <a href="#">The ups and downs of digital life</a> <a href="#">With power comes responsibility</a>	<a href="#">A Balanced Approach to Using Technology</a> <a href="#">Click and Share</a>	
	Privacy and Digital Footprint 	Students actively manage their digital footprint so that they share but do not over-share information. They learn that the Internet is a public space, and then develop skills to protect their privacy and respect the privacy of others	<a href="#">Trillion Dollar footprint</a> <a href="#">Oops! I broadcast it on the internet</a> <a href="#">Secret Sharer</a> <a href="#">Top secret</a>	<a href="#">Using Youtube</a> <a href="#">Digital Footprint</a>	

Provides a description of the progression of learning in a particular key stage and will enable curriculum leaders to have an overview of learning outcomes across the key stage.

Links in the document provide access lesson plans and resources from:

- Common Sense Media
- ACMA
- UK and Europe

## Digital Literacy & Citizenship Schemes of Learning

		Digital Literacy and Citizenship in a Connected Culture Key Stage 3 Summary Scheme of Learning			
KS3	Unit	Age Related Descriptor	Common-Sense Resource	Cybersmart and other resources	
<b>Safety and security</b>	Safety 	Students explore the benefits and risks of online talk, learn to recognize inappropriate talk and the patterns of online predators, and apply strategies for safe online communication.	<a href="#">Safe Online talk</a>	<a href="#">Tazzed on the net</a> <a href="#">Chatdanger</a> <a href="#">Exposed</a>	<a href="#">Claire thought she knew</a> <a href="#">Matt thought he knew</a>
	Security 	Students learn to think critically about the information they share online. They learn to manage personal information, create strong passwords, and examine website privacy policies to understand how to keep their information safe and secure.	<a href="#">Strong Passwords</a> <a href="#">Private and Personal</a> <a href="#">What's the big deal about internet privacy?</a>	<a href="#">Private information</a> <a href="#">Weblogs</a> <a href="#">Revealing too much</a>	<a href="#">Perfect passwords</a> <a href="#">How secure is my password?</a> <a href="#">Password checker</a>
<b>Digital Citizenship</b>	Digital Life 	Students explore the role of digital media in their lives, their communities, and their culture, and learn how good digital citizens harness these tools responsibly	<a href="#">Digital Life</a> <a href="#">My Media</a> <a href="#">The ups and downs of digital life</a> <a href="#">With power comes responsibility</a>	<a href="#">A Balanced Approach to Using technology</a>	<a href="#">Click and Share</a>
	Privacy and Digital Footprint 	Students actively manage their digital footprint so that they share but do not over-share information. They learn that the Internet is a public space, and then develop skills to protect their privacy and respect the privacy of others	<a href="#">Trillion Dollar footprint</a> <a href="#">Oops! I broadcast it on the internet</a> <a href="#">Secret Sharer</a> <a href="#">Top secret</a>	<a href="#">Using Youtube</a>	<a href="#">Digital Footprint</a>

Detailed schemes of learning for each key stage provide:

- Learning objectives
- Suggested activities
- Links to Common Sense Media Lesson Plans and individual teaching resources, videos and handouts
- Links to ACMA lesson plans (red links) and to a range of UK and European resources
- other curriculum activities

Using the scope and sequence resource, curriculum leaders and teachers will be able to plan their e-safety curriculum across the Key Stage or within a year group

## Curriculum Overview

Digital media and technology are evolving at a dizzying pace, bringing with them extraordinary opportunities as well as real risks for young people. Young people are using the immense power of the Internet and mobile technologies to explore, connect, create, and learn in ways never before imagined. These technologies have changed the pattern of social relationships, their construction, negotiation and scope. The concept of “friends” and friendship has changed with the boundaries of privacy changing and evolving. Issues that emerge with this 24/7 “connected culture” – from identity theft, to cyberbullying, to uncertainty about which information to trust online – are surfacing both in schools and at home. SWGfL has adapted and enhanced the renowned US Digital Literacy resource from Common Sense Media to create this **FREE UK Digital Literacy and Citizenship Curriculum** to help schools empower their students and their local communities to be safe, responsible, and savvy as they navigate this fast-paced digital world. The curriculum:

- Introduces reliable, research-based information to students about digital media and their

impact

- Helps pupils / students explore the complex issues of our connected culture
- Empowers pupils /students to think critically about the ways they use digital technologies as they build digital literacy skills for life
- Develops a resilience in pupils / students to act appropriately and safely in their use of digital technologies

Lesson activities range from low-tech options, such as discussion and paper-based worksheets, to media-rich videos and Internet-based activities. These materials can also be used in informal learning environments, such as after-school programs, community centres, youth clubs and libraries. Also included are end-of-lesson questions and guidelines that offer authentic assessment opportunities to monitor your pupils' / students' progress.

## Approach




This research-based curriculum offers a balanced approach to digital literacy education. It celebrates the power of the Internet and other digital media while teaching pupils / students to avoid the potential perils of digital life. Based on the work of Howard Gardner and the GoodPlay Project at the Harvard Graduate School of Education, the curriculum emphasises skill building, critical thinking, ethical discussion, and decision making – using case studies and real-life scenarios. The activities in this curriculum include role-playing, reading comprehension and writing, videos, and interactive online tutorials. Common Sense Media also takes a whole-community approach to digital literacy and citizenship, providing parents with educational resources and engaging them in discussion. There are unit- and lesson-level parent tip sheets and videos, as well as a range of student and parent homework activities. Through the SWGfL website teachers and other educators may download and adapt for free these exciting resources.







There are many resources available that focus only on keeping children safe. This curriculum addresses safety and security concerns, but it consciously expands beyond them to address an array of issues, including ethics and behaviour as well as Internet research skills. Lessons are designed to be developmentally and culturally appropriate and are geared toward diverse learning styles.

## The Strands

The curriculum is divided into three major topical strands, each with its own units and lessons. Teachers may choose to teach all the lessons in each of the three strands, or may decide to teach individual lessons. Tables of age related progressions as well as implementation guides are available to help you get started.

Here is a brief outline of the strands and units in the curriculum.

<b>Safety and Security Strand:</b> Students learn concrete skills to stay safe and secure online.	
	<b>Safety Unit:</b> Students explore the benefits and risks of online talk. They learn about the rewards of communicating online, but also how to recognize inappropriate contact. Students learn how to apply commonsense tips to online talk, and to stay safe when they connect with others.
	<b>Security Unit:</b> Students learn strategies for managing their information online to keep it secure. They learn how to guard against identity theft; keep their data safe from hacking, malware, and spam; and to protect themselves from phishing.
<b>Digital Citizenship Strand:</b> Students reflect on how to behave ethically online.	
	<b>Digital Life Unit:</b> Students explore the positive and negative impact of digital media on their

	lives and communities, and define what it means to be a responsible digital citizen.
	<b>Privacy and Digital Footprints Unit:</b> Students learn that the Internet is a very public space, and therefore they must carefully manage their information and respect the privacy of others online
	<b>Connected Culture Unit:</b> Students explore the ethics of online communities – both the negative behaviours to avoid, such as cyberbullying and hurtful behaviour, and positive behaviours that support collaboration and constructive relationships. They also learn about clear and responsible communications through a variety of media.
	<b>Self-Expression and Identity Unit:</b> Students identify and explore different ways they can present themselves online while also learning to recognize when playing with identity crosses the line into deception.
	<b>Respecting Creative Work Unit:</b> Students learn about the value and responsibility of being a 21st-century creator: receiving credit for your own online work and giving others respect by properly referencing their work.
<b>Research and Information Literacy Strand:</b> Students think critically about finding and evaluating information online.	
	<b>Searching Unit:</b> Students are introduced to different search options and effective strategies for finding information. They make informed choices about which search sites to use, and how to use search tools and precise keywords to yield the best results.
	<b>Research and Evaluation Unit:</b> Students become critical thinkers about the information they encounter online. They learn to evaluate the quality and credibility of websites.

## iTunesU materials

Common Sense Media have made the Key Stage 4/5 Digital Literacy and Citizenship Resources available through iTunesU. These can be accessed as free of charge resources by searching for “Common Sense Media” in iTunes.

## Additional Resources

The Schemes of Learning include links to additional resources which have been collated by SWGfL. These represent a range of high quality digital literacy resources, drawn from across the world. These are constantly reviewed and updated. SWGfL will be pleased to receive information about new resources that may be added to the schemes of learning.



**The GoodPlay Project**  
Harvard Graduate School of Education

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