

## SCHEME OF WORK

<b>Year Group: Yr 9</b>	<b>Subject: Citizenship</b>	
<b>Term :</b>	<b>Unit / Topic : Online Safety</b>	<b>Teacher :</b>

Lesson	Learning Activities		Learning Outcomes	Resources
Lesson 1 – Online Safety	<p><b>Starter</b> – How many apps and social media sites do you know? Ask group to record answers and then share with the class. Bring up extension questions for those that finish quickly (click on slide to reveal answers and number of visitors in a month.</p> <p><b>Task One:</b> Distribute worksheets to each individual and instruct them to fill out the table according to their social media and online habits. Then bring up slide of questions and ask the group to use their data to try and estimate the habits of young people in the UK. Reveal answers and then discuss findings – how do they compare to the national average? What does this show us about online habits?</p> <p><b>Task Two:</b> Instruct group to create ads and disads table and work in pairs enter answers in both columns. Take feedback (offering prompt images) and set extension question if needed. Highlight issue of <b>enablement</b> and <b>facilitation</b>.</p> <p><b>Plenary:</b> Ask group to reflect on the information collected in the session. How are they using their time? Is it beneficial?</p> <p>Are there more advantages or disadvantages to spending time online (based on the previous exercise)? What can we learn from this?</p>		Most students should be able to:	‘My favourite sites and apps’ worksheet
<b>Objectives</b>				
<p>To identify steps that we can take to be safer online.</p> <p>To recognise how online material can be harmful.</p>				
<b>Methods of Assessment</b>		<b>Differentiation</b>	<b>Homework</b>	

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Lesson 2 - Your Digital Footprint	<p><b>Starter:</b> Bring up images of case studies, share details and discuss implications of online habits. Consider using option to click on image in bottom right corner to see interview with mother of Megan Evans.</p> <p><b>Task One:</b> Explain that the group will watch a short film produced by <b>CEOP (Child Exploitation and Online Protection Centre)</b> and then ask group to record the 4 questions ready to answer them as they watch the clip. Take feedback, and then reveal last question and accept individual responses and suggestions.</p> <p><b>Task Two:</b> Explain implications of 'liking' and 'sharing' content online, and how groups use that to their advantage (slides 8-11). Ask group about different actions (displayed on whiteboard) and whether they are legal or illegal. Bring up examples of E-Propaganda and explain the methods employed to try and influence those who may see it (Image of success, Status and Belonging etc.).</p> <p><b>Task Three:</b> Ask class to use traffic light cards to indicate their choice of actions for 3 scenarios (off-line, both and online examples). Do their attitudes differ for each scenario? Why is this? Stress point of collective responsibility for all of our communities (online or otherwise)</p> <p><b>Plenary:</b> Highlight basic skills that they can all apply, and display sites that offer advice, support and guidance on this issue.</p>	Most students will be able to:	PowerPoint slides
<b>Objectives</b>		1.Name one impact of engaging with inappropriate content	Legal Or Illegal worksheets (last slide of powerpoint)
<p>To identify the potential impact that our online actions can have</p> <p>To analyse the content that certain groups post online</p>		<p>2.Recognise the risk of liking/sharing content without checking the source</p> <p>Some students will be able to:</p> <p>3.Compare actions in the online and off-line space</p>	
Methods of Assessment	Differentiation	Homework	

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Lesson 3 - E-Propaganda and Extremism	<p><b>Starter:</b> What do we mean by the word 'Extremism'? Provide post-it notes to all class members for them to write answers on and then stick on the white board. Draw out some key words, common trends, and then reveal govt. definition and personal version (harm and hatred).</p> <p>Which groups might this apply to?</p> <p>And how do we know about these groups? <i>Media coverage of activity and propaganda</i></p> <p><b>Task One:</b> What is propaganda? Refer to definition, and then display examples from recent history (WWII, N.Ireland, Islamist, UKIP Brexit poster). With each poster, share new techniques being used, until groups have all 11 techniques in front of them for the next task.</p> <p><b>Task Two: Propaganda and 'Fake News' on social media.</b> Show 'Muslim patrols' clip and explain Britain First use of the clip after attacks in Paris. Why did they do this?</p> <p>Show group images linked to Lee Rigby killing to start discussion on case and actions of attackers, and then display tweet from Jack Buckby. Instruct group to read article and decide if the tweet is truthful or not, and then which methods of propaganda (if any) have been used.</p> <p><b>Plenary:</b> Play the propaganda quiz game. Ask volunteers to come up and challenge one another to see how many descriptions they can match to the definitions. Nominate a scribe to keep score.</p>	Most students will be able to:	Post-it notes
<b>Objectives</b>		1.Explain what propaganda is	Propaganda technique cards (and optional envelope)
To examine different examples of E-Propaganda		2.Link propaganda techniques to modern and historical examples	Dr Leon Moosavi article extract sheet
To identify the propaganda methods used by extremist groups to influence people		Some students will be able to:	PowerPoint slides
Key words:		3.Analyse social media posts and identify e-propaganda methods.	
Extremism			
Propaganda			
Methods of Assessment	Differentiation	Homework	