

Digital Literacy Units from Project Evolve for 2023-2024 – to be taught as part of the *My Monday* sessions

Underlined = PPT title

<https://projectevolve.co.uk/toolkit/resources/strand/>

Go to the unit, click on one of the 'I can' statements, open up resources and the PPT with the underlined title below will open up (multiple 'I cans' listed will open up the same PPT).

Unit	Toucans	Robins	Kingfishers	Owls	Owls (Additional session on alternate Tuesdays)
Self-image and Identity (Sept)					
1	<u>Responses and Reactions</u> I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	<u>Helping Alex</u> If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.	<u>Identifying Online profiles</u> I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	<u>Toy Advert</u> I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	<u>Report Worries</u> I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.
Online Relationships (Oct)					
2	<u>Is it OK?</u> I can give examples of when I should ask permission to do something online and explain why this is important.	<u>It's OK to Say No You Know...</u> I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	<u>Caring About Sharing AND Time to Respect</u> I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.	<u>Where's the Harm in That?</u> I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	<u>What's the Impact?</u> I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs I can explain how sharing something online may have an impact either positively or negatively

			I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.		
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Online Reputation (Nov/Dec)

3	<u>Keep Me Informed</u> I can identify ways that I can put information on the internet.	<u>Helping Hands</u> I know who to talk to if something has been put online without consent or if it is incorrect.	<u>Caring About Sharing</u> I can explain who someone can ask if they are unsure about putting something online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal	<u>All as it Seems?</u> I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect I can search for information about an individual online and summarise the information found.	<u>Digital Personality Pro</u> I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
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Online Bullying (Jan)

4	<u>Spot the Difference</u> I can describe ways that some people can be unkind online.	<u>The Nature of Bullying AND Supportive Sunflower</u> I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can talk about how anyone experiencing bullying can get help.	<u>Spikey the Spider</u> I can give examples of how bullying behaviour could appear online and how someone can get support. I can describe appropriate ways to behave towards other people online and why this is important.	<u>Banter Business</u> I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	<u>Conversation Clues</u> I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can describe the helpline services which can help people experiencing bullying, and how to access
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					them (e.g. Childline or The Mix).
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Managing Online Information (Feb)

5	<p><u>Who and Why</u></p> <p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p><u>Tech Talk and Truth</u></p> <p>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p> <p>I can explain why some information I find online may not be real or true.</p>	<p><u>I Know I Think I Believe</u></p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p>	<p><u>Spot the Bot</u></p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.</p>	<p><u>Dognapped!</u></p> <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p>
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Health, Wellbeing and Lifestyle (Mar/Apr)

6	<u>Healthy and Safe Choices</u> I can explain rules to keep myself safe when using technology both in and beyond the home. I can give some simple examples of these rules	<u>Explaining Effective Strategies AND Changing the Rules</u> I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies	<u>Timetable</u> I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged	<u>Adapting Use Before Sleep</u> I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.	<u>Under Pressure</u> I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.
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Privacy and Security (May)

7	<u>Personal Information</u> I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	<u>Making Choices</u> I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain and give examples of what is meant by 'private' and 'keeping things private'.	<u>When is it OK to Share?</u> I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.	<u>Digital Consent</u> I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.	<u>Spot Scammers</u> I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).
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Copyright and Ownership (Jun/Jul)

8	<u>Guess the File</u>	<u>Scavenger Hunt</u>	<u>The Right to Reuse</u>	<u>Being Fair with Content</u>	<u>Search, Reuse, Reference</u>
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	<p>I can name my work so that others know it belongs to me.</p> <p>I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</p> <p>I understand that work created by others does not belong to me even if I save a copy</p>	<p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them</p>	<p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p> <p>I can assess and justify when it is acceptable to use the work of others</p>	<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>
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