

# Y9 Computer Science – 60 minutes

## Lesson plan

**Curriculum link:** Understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

**Learning Objective:** To explore job roles linked to the social media industry and consider how to stay safe online as part of the Key Stage 3 Computer Science curriculum.

**Learning Outcomes:**

- To understand why a knowledge of e-safety is useful for a public relations officer.

**Success Criteria:**

- Describe** – what does a public relations officer do?
- Understand** – why is a knowledge of e-safety useful for a public relations officer?
- Apply** – create a social media campaign which could be used to keep users of an online gaming platform safe
- Analyse** – how can different jobs and skills help a public relations officer to do their job?
- Reflect** – were there opportunities or roles that interested you?

Timings	Activity	Details	Resources
5 mins	<b>Starter</b> – What do you see?	<p>Inform pupils the graph being shown is from the office of national statistics and it shows what activities children aged 10 to 15 years typically do online according to a recent survey which took place in England and Wales at the end of March 2020.</p> <p>Get learners to examine the graph and ensure they identify some of the following points:</p> <ol style="list-style-type: none"> <li>1) Watching videos online is the most popular activity for young people</li> <li>2) Messaging and studying for homework are popular activities</li> <li>3) Emailing isn't a very popular activity for young people</li> <li>4) The majority of young people are no longer using online chatrooms</li> </ol> <p>Within this discussion as part of the extension task get learners to consider whether they think these</p>	Slide 3



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		figures will have changed since the Covid-19 pandemic. Get learners to explain how and why they feel these figures might have changed.	
5 mins	<b>Introduction</b> – What’s the problem?	<p>Facilitator to ask a learner to read out the statement on the board. Ask learners in pairs to briefly discuss why they think this is a problem.</p> <p>Select pairs to share their views with the class and try to conclude / identify the link between this headline and the starter activity is the more tasks which young people perform online, the risk of them being exposed to online harm also increases.</p> <p>Possible answers to the discussion points included slide include:</p> <p>Question 1</p> <ul style="list-style-type: none"> <li>• Cyberbullying</li> <li>• Grooming</li> <li>• Catfishing</li> <li>• Phishing</li> <li>• Identify theft</li> <li>• Offensive images and messages</li> </ul> <p>Question 2</p> <ul style="list-style-type: none"> <li>• Don’t give out personal information</li> <li>• Use a range of passwords</li> <li>• Report inappropriate online behaviour</li> <li>• Be careful with who you follow / who follows you, be careful with your digital footprint</li> <li>• If you’re not sure about something online check with someone</li> </ul>	Slide 4
5 mins	<b>Describe</b> – what does a social media manager do?	<p>Briefly display slide 5, read out Thomas’ problem and inform learners they are now going to watch a <a href="#">video</a> to see how Emma can help Thomas. Play the video which is on slide 6 for the first two minutes.</p> <p>Once the video has finished playing display the statements which slide 7 contains and get</p>	<p>Slides 5, 6 and 7</p> <p>Video (first minute)</p>



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		learners as a class to decide whether each given statement is true or false.	
10 mins	<b>Understand</b> - why is a knowledge of e-safety useful for a social media manager?	<p>Inform learners they are now going to help Emma design a social media campaign to help keep Thomas' users safe whilst using his online gaming platform.</p> <p>Have a brief discussion and get learners to consider the different types of social media posts which Emma could create as part of this campaign. If learners struggle to come up with ideas display slide 9 and inform users that aside from a social media post being just text a variety of content can also be included to try and engage the target audience. Display each type of content the slide contains one by one and get learners to try and identify what the image represents before it is displayed on the screen.</p> <p>If you need learners to complete this task, quickly put learners into groups of three and get each of them to work on one of the social media posts required.</p> <p>Inform learners that the posts they design should:</p> <ol style="list-style-type: none"> <li>1) be short, simple and to the point</li> <li>2) include some hashtags</li> <li>3) outline some content which can be attached to the post – learners don't need to design the content fully for this task.</li> </ol> <p>To help learners complete the required task worksheet 1 contains a range of different layouts which can be printed out and given to learners to help them.</p> <p>If time permits give all learners, the peer assessment worksheet (worksheet 2) so peers can check each of the social media posts they have come up with and ensure they are of a professional standard. Also, use a visualiser or an app to display the posts on the board and identify whether the</p>	<p>Slides 8, 9, 10, 11 and 12.</p> <p>Worksheet 1</p> <p>Visualiser / app</p> <p>Worksheet 5</p>



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		<p>posts being shown represent a WAGOLL – what a good one looks like or a WABOLL – what a bad one looks like.</p> <p>As an extension to this activity display slide 12 and discuss with pupils why it is important a response to the social media post is made. Explain to learners that if a response isn't put together it could create more bad publicity for Thomas as the newspaper could support the person who wrote the post, therefore it vital a response to the post is written which portrays the online gaming platform in a good light and outline the steps which are in place on the site to keep gamers safe. To help pupils write this response they can use the sentence starters which worksheet 5 contains.</p>	
25mins	<b>Analyse</b> – how can different jobs and skills help a public relations officer to do their job?	<p>Now that learners either individually or in groups have produced a series of social media posts for Emma to post on the various social media platforms which Thomas' online gaming company use, learners now need to consider what other jobs and skills they think might help Emma to undertake her role moving forward.</p> <p>Give learners the selection of job roles and descriptions and get them to either write each job role and list of skills in their books or get them to complete worksheet four. As learners are taken through each job role ensure the discussion relates back to how the job and skills being discussed will help Emma.</p>	<p>Slides 13, 14, 15, 16, 17 and 18.</p> <p>Worksheet 4</p>
10 mins	<b>Reflect</b> – were there opportunities or roles that interested you?	<p>Learners should reflect on the questions this slide contains individually and make a note of their answers in their exercise book or on worksheet 4.</p> <p>Once learners have completed this task have a brief class discussion as to the answers they have written.</p>	<p>Slide 19</p> <p>Worksheet 4</p>
	<b>Optional extensions if more time or can be set as homework</b>	<p>Task 1</p> <p>Get learners to produce a written script for a vlog which Thomas could read out telling his users of how to stay safe online when using his gaming platform.</p>	<p>Slide 20</p> <p>Worksheet 3</p>



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		<p>Task 2</p> <p>Get learners to produce a list of advantages and disadvantages of each of the different types of content which can be included with a social media post.</p>	
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