

Y9 Computer Science – 15 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 public relations officer.

Success Criteria:

1. **Describe** – what does a public relations officer do?
2. **Understand** – why is a knowledge of e-safety useful for a public relations officer?
3. **Apply** – create a social media campaign which could be used to keep users of an online gaming platform safe

Timings	Activity	Details	Resources
3 mins	Starter – What do you see?	<p>Inform learners 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">1) Watching videos online is the most popular activity for young people2) Messaging and studying for homework are popular activities3) Emailing isn't a very popular activity for young people4) The majority of young people are no longer using online chatrooms <p>Within this discussion as part of the extension task get learners to consider whether they think these figures will have changed since the Covid-19 pandemic. Get learners to explain how and why they feel these figures might have changed.</p>	Slide 3



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2 mins	Introduction – 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"> • Cyberbullying • Grooming • Catfishing • Phishing • Identify theft • Offensive images and messages <p>Question 2</p> <ul style="list-style-type: none"> • Don't give out personal information • Use a range of passwords • Report inappropriate online behaviour • Be careful with who you follow / who follows you, be careful with your digital footprint • If you're not sure about something online check with someone 	Slide 4
5 mins	Describe – 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 video 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 learners as a class to decide whether each given statement is true or false.</p>	Slides 5, 6 and 7 Video (first minute)



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5 mins	Understand - 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">1) be short, simple and to the point2) include some hashtags3) outline some content which can be attached to the post – learners don't need to design the content fully for this task. <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 posts being shown represent a WAGOLL – what a good one looks like or a WABOLL – what a bad one looks like.</p>	<p>Slides 8, 9, 10 and 11.</p> <p>Worksheet 1</p> <p>Visualiser / app</p>
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	Optional extensions if more time or can be set as homework	<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>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>	<p>Slide 12</p> <p>Worksheet 3</p>
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