



In this unit, we will explore our self-image and identity and how we are responsible for our online presence, online bullying and how to deal with it, how to manage information online successfully and how we can adapt our lifestyles to reduce technology's impact on our health and wellbeing.

Knowledge

- I know how my online identity can be copied, modified or altered.
- I know how the media can shape ideas about gender.
- I know a range of strategies to help myself or others who are being bullied online, including blocking, reporting and accessing help services.
- I know how search engines work and how results are ranked.
- I know a range of strategies I can use to limit technologies impact on my health.

Skills

- DL6.2 I can explain how identity online can be copied, modified or altered.
- DL6.4 I can describe ways in which media can shape ideas about gender. I can identify messages about gender roles and make judgements based on them. I can challenge and explain why it is important to reject inappropriate messages about gender online.
- DL6.15 I can explain how to block abusive users; describe how to capture bullying content as evidence (e.g. screen grab, URL, profile); explain how I would report online bullying on the apps and platforms that I use; describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline); identify a range of ways to report concerns both in school and at home about online bullying.
- DL6.19 I can identify, flag and report inappropriate content.
- DL6.20 I can understand the difference between online misinformation and dis-information; explain what is meant by being "sceptical"; give examples of when and why it is important to be sceptical; explain what is meant by a "hoax"; explain why some information I find online may not be honest, accurate or legal; explain why information that is on a large number of sites may still be inaccurate or untrue.
- DL6.22 I can explain why I need to think carefully before I forward anything online.
- DL6.23 I can explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable, evidence, influence, manipulation and persuasion.
- DL6.25 I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet, exercise).
- DL6.26 I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.
- DL6.27 I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warning) and describe their purpose.

Inspiring Individuals

Jennifer 8. Lee

Jennifer 8. Lee is an American journalist who previously worked for The New York Times. She founded Emojination, a grassroots group whose motto is "Emoji For the People, By The People," and advocates for more inclusive and representative emoji.

INCLUDEPICTURE

"https://informationcradle.com/wp-content/uploads/2020/06/Jennifer-8.-Lee-Photo.jpg" * MERGEFORMATINET

Nev Schulman

Yaniv "Nev" Schulman is an American TV host and producer. He is best known for the 2010 documentary film Catfish and the follow up TV series Catfish: The TV Show on MTV of which he is the host and executive producer.

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"https://compote.slate.com/images/9613fd1c-74a0-436c-ac9c-77366c3d9a2e.jpg" * MERGEFORMATINET

Vocabulary

Self-image, identity, online bullying, health, wellbeing, lifestyle, copy, modify, alter, gender, media, inappropriate, block, abuse, screen grab, URL, helpline, search engine, digital content, flag, report, misinformation, dis-information, sceptical, hoax, accurate, legal, forward, data, information, fact, opinion, belief, true, false, valid, reliable, evidence, influence, manipulation, persuasion, self-regulating, nightshift, PEGI, BBFC, parental warning