



Into Independence:
Thematic Unit
Get Connected

Learning for Life and Work (SLD)

Writers' Group

Mary McKendry, Castle Tower School, Ballymena

Philip Reain, Parkview School, Lisburn

A CCEA Publication © 2011

www.nicurriculum.org.uk

Cover Photograph: Parkview School, Lisburn

Unit Title: Into Independence

Sub Theme: Get Connected

Thinking Skills and Personal Capabilities: Working with Others

Curriculum Objective: To develop the young person as an individual

Key Elements: Personal understanding, mutual understanding, moral character, citizenship, personal health

Attitudes and Dispositions: Personal responsibility, concern for others, openness to new ideas, community spirit, flexibility, respect, tolerance

Learning Experiences: Linked to other curriculum areas, relevant and enjoyable, media-rich, skills-integrated, active and hands on, offers choice, challenging and engaging, supportive environment, positive reinforcement, varied to suit learning style, ongoing reflection

The Thematic Units connect the *Learning for Life and Work* subject strands of Personal Development, Local and Global Citizenship, Home Economics and Employability and demonstrate how they contribute to the understanding of a central theme. They provide a number of learning, teaching and assessment activities (and are accompanied by supporting resources) to help you address, interpret and develop the Northern Ireland Curriculum's key elements and Statements of Minimum Requirement.

Each Thematic Unit contributes to the statutory requirement for *Learning for Life and Work* and also links to other Areas of Learning. In addition, there are opportunities to develop learners' *Thinking Skills and Personal Capabilities*, incorporate *Assessment for Learning* principles and make connections to the *Cross-Curricular Skills*.

The units are not intended to be prescriptive and are not the only way to approach the Northern Ireland Curriculum. You do not have to follow them rigidly. Instead, we encourage you to choose from the wide range of learning, teaching and assessment activities in the units and adapt and extend them as appropriate for your classes.

Statements of Minimum Requirement

These are the Statements of Minimum Requirement that are addressed in this unit:

Personal Development

Personal Health

Develop strategies to promote personal safety

Home Economics

Independent Living

Investigate consumer rights, responsibilities and support available in a range of scenarios

Local and Global Citizenship

Democracy and Active Participation

Investigate various ways to participate in school and society

Personal Development

Personal Health

Investigate influences on physical and emotional/mental personal health

Personal Development



Self-Awareness

Investigate the influences on a young person

Personal Development

Self-Awareness

Explore and express a sense of self

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>How can I use a mobile phone safely?</p>	<p>... develop an awareness of how to use a mobile phone safely.</p>	<p><i>If possible, allow your learners to have their mobile phones with them as you work through these activities.</i></p> <p>Discuss together who owns a mobile phone in the class, what they use it for, and different reasons why people might have a mobile. Use Resource 1 to identify differences in the style, design and functions of various phones. Explore their features, including making calls, texting, listening to music, taking pictures and surfing the internet.</p> <p> Resource 1: Mobile Portrait</p> <hr/> <p>Use Resource 2 to focus on using a mobile phone appropriately. Highlight that it's important to show good manners by:</p> <ul style="list-style-type: none"> - listening to the caller; - turning your mobile off (or to silent) when in certain situations, including in class; and - seeking permission before giving out other people's details. <p> Resource 2: Mobile Manners</p>	<p>Listen actively and share opinions</p> <p>Communication – Listen to and take part in discussions, explanations, role plays and presentations</p> <p>Communication – Contribute comments, ask questions and respond to others' points of view</p>



Resource Sheet in this booklet






Online Activity available from www.nicurriculum.org.uk



Skills tabs printed in **orange** are Cross-Curricular Skills





Skills tabs printed in **yellow** are Thinking Skills and Personal Capabilities

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>How can I use a mobile phone safely?</p>	<p>... develop an awareness of how to use a mobile phone safely.</p>	<p>Together explore what it's important to remember when using a mobile phone. Highlight and discuss topics such as:</p> <ul style="list-style-type: none"> - looking after your phone (including making the learners aware of mobile phone theft); - what can go wrong (including a discussion of how calls can be expensive and how it is possible to be bullied through offensive text messages); - safety guidelines (such as keeping your number safe and keeping your phone in a safe place); and - the future of mobile phones (exploring what the learners would like to be able to do with their mobile phones in the future). <p>Provide opportunities for your learners to practise ringing and texting one another. Point out that when people text, getting their message across accurately is more important than perfect spelling and grammar. Ensure that they know how to, for example:</p> <ul style="list-style-type: none"> - store and access numbers; - delete messages to ensure that memory space is available; - charge the phone battery; and - check their account. 	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What are social networking websites?</p>	<p>... investigate the advantages and disadvantages of social networking.</p>	<p>Use the following activities to investigate with your learners what social networking websites are and the dangers associated with them. For an excellent leaflet to read before beginning lessons, see www.kidsmart.org.uk, click on 'Social Networking' and look for 'downloads'. This leaflet could also be a useful guide for parents, many of whom may not be very familiar with social networking.</p> <p>You could also use this website to initiate discussion and explore the following points:</p> <ul style="list-style-type: none"> - what social networking is; - different social networking websites; and - examples of unsafe and safe personal profiles. <p>Once you have discussed social networking together, show online video clips to begin to focus on what can go wrong. For example, go to www.bbc.co.uk/learningzone/clips and type in the keywords 'cyberstalking' and/or 'checking you out online'.</p> <p>Next, explore advice for staying safe from dangers like those shown in the video clips. Useful websites with downloadable resources and up-to-date information include:</p> <p>www.childnet-int.org www.chatdanger.com www.getsafeonline.com</p> <p>You could also give your learners an opportunity to complete the online yes/no quiz on staying safe while using the internet or chatrooms.</p> <p> OA: Staying Safe Online</p>	<p>Adapt behaviour and language to suit different people and situations</p> <p>Communication – Structure talk so that ideas can be understood by others</p> <p>Using ICT – Research, select, process and interpret information</p> <p>Using ICT – Access and manage data and information</p> <p>Communication – Communicate information, ideas, opinions, feelings and imaginings using an expanding language</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What are social networking websites?</p>	<p>... investigate the advantages and disadvantages of social networking.</p>	<p>Together match the words with the pictures in Resource 3 to create a poster of top tips for staying safe online. Alternatively, the learners could use their own words and/or pictures.</p> <p> Resource 3: Stay Safe Rules Poster</p> <p>To consolidate the learners' understanding that they should never place personal information online, allow them to complete the form in Resource 4. Then place a large red X over the top of the completed sheet to emphasise that the learners must not share this information online.</p> <p> Resource 4: Personal Information that's NOT for Sharing!</p>	<p>Give and respond to feedback</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>How do I chat over the internet safely?</p>	<p>... explore methods of chatting over the internet safely.</p>	<p>Investigate the different ways learners can communicate over the internet. Use the word bank to create Surf the Spider's web of communication in Resource 5.</p> <p> Resource 5: Surf the Spider</p>	<p>Adapt behaviour and language to suit different people and situations</p>
		<p>To watch a video clip that shows what can go wrong when using chat rooms and messenger, go to www.bbc.co.uk/learningzone/clips and search for the keywords 'online risks'. There is also a two-part video on the theme 'online safety'. Hold a class discussion on the issues raised in each video.</p>	<p>Communication – Structure talk so that ideas can be understood by others</p>
		<p>Visit the Childnet International website at www.childnet.com and click on the project name 'Know IT All', then 'Special Education Needs'. You can find very helpful resources here, including a straightforward, effective explanation of the 'SMART' Rules for staying safe online, based on the words:</p> <ul style="list-style-type: none"> - Safe; - Meeting; - Accepting; - Reliable; and - Tell. <p>You can download and print Widgit symbol versions of these rules from the Childnet website. You might also find other resources in the primary schools section useful, including The SMART Adventure. In this online resource, which lasts about 20 minutes, the characters experience a number of stranger danger challenges.</p>	<p>Using ICT – Access and manage data and information</p>
		<p>Give your learners an opportunity to develop Resource 6 into their own SMART Rules poster, based on what they have learned.</p> <p> Resource 6: SMART Rules Poster</p>	<p>Communication – Communicate information, ideas, opinions, feelings and imaginings using an expanding language</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>How do I use school email?</p>	<p>... develop an awareness of how to use school email.</p>	<p>Your learners should have access to their own C2k user account, including a personal email account. (You may need to consult your IT co-ordinator.) Make a list of your learners' email addresses so that they can copy type these later. Please note that school email addresses can be shortened to the format username123@c2kni.net</p> <p>Use Resource 7 to investigate the topic of email, including:</p> <ul style="list-style-type: none"> - what it is; - what you need in order to send an email; - the benefits of email; - features of email; and - the future of email. <p> Resource 7: Electronic Mail</p> <p>Provide copies of Resource 8 to help the learners prepare for sending an email to a friend. You could also assign email addresses for each of them to write to. Before they type their emails, read through the information on the school email programme in Resource 9 together. If possible, lead your learners through the email process using an interactive whiteboard or plasma screen.</p> <p> Resource 8: Email a Friend</p> <p> Resource 9: School Email</p> <p>Use Resource 10 to focus on safety advice relating to email. This also recaps on some of the general advice highlighted earlier in the booklet.</p> <p> Resource 10: Email Safety Advice</p>	<p>Adapt behaviour and language to suit different people and situations</p> <p>Using ICT – Create, develop, present and publish ideas and information using a range of digital media</p> <p>Communication – Use non-verbal methods to express ideas and engage with the listener</p>

Resources

Mobile Portrait

Resource 1

What does your mobile phone look like? Draw it in the space. What do you use it for? Tick the correct boxes.

Draw or trace around your mobile phone	Tick what you use your phone for
	<input type="checkbox"/> Phone calls
	<input type="checkbox"/> Text messaging
	<input type="checkbox"/> Listening to music
	<input type="checkbox"/> Taking photographs/video
	<input type="checkbox"/> Surfing the internet
	<input type="checkbox"/> Games

Mobile Manners (1 of 2)

Resource 2

Cut and stick the pictures into the correct column.

Good Manners	Bad Manners

Mobile Manners (2 of 2)

Resource 2



Taking pictures of people without permission



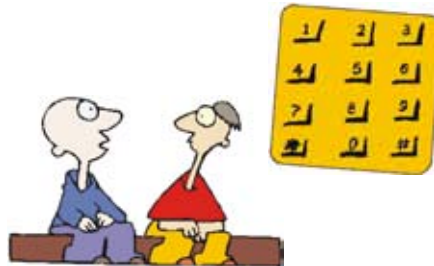
Playing your music loudly in a public place



Turning your phone off during class/at church/at the doctor's



Listening to the caller



Getting your friends' permission before giving out their numbers



Using your phone when talking to others

Match the social networking rules to the pictures to make your own stay safe poster.



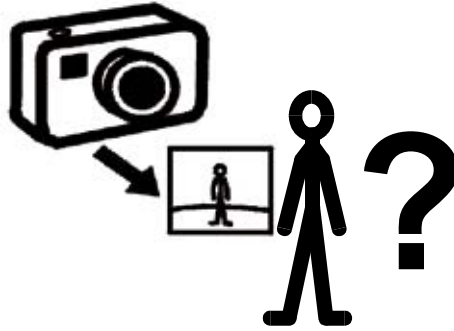
Social Networking: Stay Safe Rules

Stay Safe Rules Poster (2 of 2)

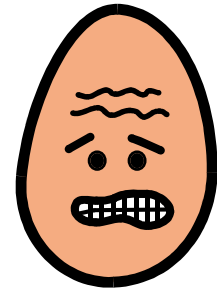
Resource 3

Never give out personal information:

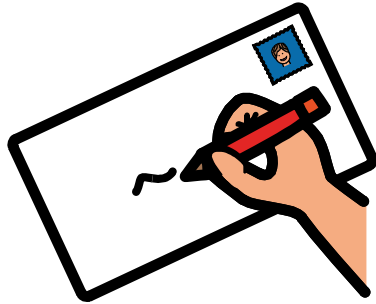
- home address
- full name
- school name
- phone number.



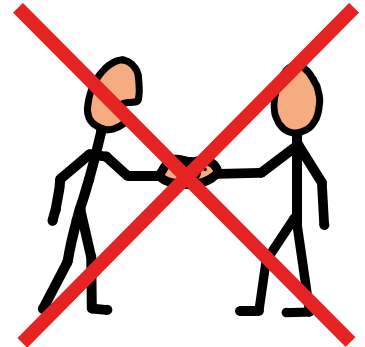
Never meet with anyone you have only talked to over the internet.



Do not accept emails, pictures or open attachments from strangers or online friends.



Always tell an adult if you feel worried or you feel that something is wrong.



Personal Information that's NOT for Sharing!

Fill in the information, then put a red 'x' over the page. Remember that this is information you should **not** place online.

Do not share this information

Name: Address:

Date of Birth:

Age:

Name of School: Phone Number:

Surf the Spider (1 of 2)

Resource 5

Cut out the things that you can use the computer for, and stick them around Surf the Spider's web.
Circle the things that you do.



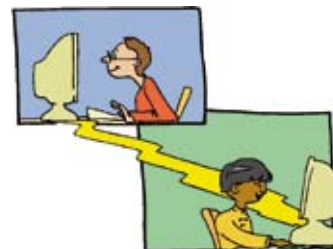
Word Bank



Email



Chat Rooms



Messenger



Games Consoles



Webcams



Social Networking

SMART Rules Poster

Resource 6



What is electronic mail?

Electronic mail, or **email**, sends messages, text and files between computers. Email allows you to communicate **worldwide**.

Questions

What can you send in an email?

.....

.....

Have you ever sent an email?

.....

What do you need to send an email?

- A computer
- An ordinary phone
- A modem
- An account with an Internet Service Provider (ISP), for example BT, Tesco or Talk-Talk
- Email software, for example school email, Hotmail or Google Mail



Question

Can you think of any free email providers?

1.
2.
3.

Your ISP will give you an email account, a password and a mailbox. Your email address might look something like this:

yourname@ispname.co.uk

Write your email address here:

.....

What are the benefits of email?

- **Instant** (or very fast) delivery of your message
- Available **365 days a year**, 24 hours a day
- Available **anywhere in the world**
- It can be a **cheap way to communicate**
- You can **send a message to lots of people** at one time.



Question

Can you list some benefits of email?

1.
2.
3.



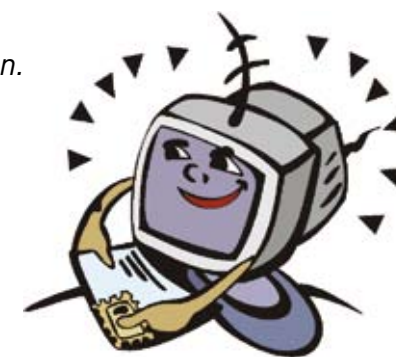
Problems with using email

- You can only send emails to people who have access to the internet.
- They might not receive your message right away.
- You can receive lots of junk mail, just as you can through the letterbox!

Features of email

Tick (✓) the features of email that you would use.

- Send an automatic reply to messages. (For example *'Thank you for your email. We will reply to your message soon.'*)
- Send copies of the same message to many people.
- File messages automatically (for example in a business folder or personal folder).
- Store addresses in an address book on your computer.
- Read a message from the email program that tells you if a message cannot be delivered.
- Send files, pictures or sound as attachments.
- Use webmail (for example Hotmail or Yahoo) and mobile email to receive and send messages while on the move.



Electronic Mail (4 of 4)

Resource 7

The future of email

- People can now send emails from mobile phones, as well as from computers.
- It's also possible to send and receive emails via some digital TVs and games consoles.
- There is a growing network of wireless 'hotspots' in public places, for example at many airports and coffee shops, that allow people to send emails through laptop computers or mobile phones.

Email Wordsearch

Find these words:

email
computer
laptop
mobile
message
file

L	G	P	E	Y	M	E	Z	E	H
A	D	B	O	K	G	M	O	M	C
P	Q	C	H	A	P	T	O	A	U
T	S	D	S	L	O	P	L	I	V
O	O	S	I	E	L	P	R	L	X
P	E	C	O	M	P	U	T	E	R
M	V	E	J	S	S	F	S	G	W
P	I	F	M	M	P	U	I	E	Z
D	M	O	B	I	L	E	T	L	Y
E	E	G	L	N	Q	T	E	R	E

Why not try sending your own email to a friend?

Untitled - Message

Send Save

To...
Cc...
Bcc...
Subject:
Attachments:

Normal Arial 10

Write your email address:

Write your friend's email address:

Now write your message. Remember to add in your friend's email address and a subject.

Next, take it to the computer to type out and send.

School Email

Resource 9

Open your school email account. Click on 'New' to open a new message window. Can you spot the features labelled below?

To

You type the main email address you want to write to here.

CC

(carbon copy)

You can send a copy of your message to other people. All you need to do is put their email address(es) here.

BCC

(blind carbon copy)

If you put an email address here, you can send a copy of a message to someone else without the main receiver knowing.

Attachments

You press this button to attach documents or files. When you send the message, the attachments will also be sent.

Message

You type your message in the space.

Subject

Here, you type the reason why you are emailing.

Untitled - Message

Send Save

To...

Cc...

Bcc...

Subject:

Attachments:

Normal Arial 10

Do not:

1. give out any personal information, like your name, address, telephone number or where you go to school, to strangers over the internet (you wouldn't give this information to strangers on the street, and it's just as **dangerous** online);
2. send any pictures of yourself, your friends or family to people you do not know;
3. give your internet password to your friends or other online users;



**If you are
concerned, speak to
an adult you trust.**

4. respond to abusive messages (even if someone sends you something really upsetting, do not reply; tell an adult);
5. accept files or attachments from people you do not know (they could contain computer viruses which may damage your computer); or
6. meet up with someone you have only chatted to online.



COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

☎ +44 (0)28 9026 1200

☎ +44 (0)28 9026 1234

☎ +44 (0)28 9024 2063

✉ info@cea.org.uk

🌐 www.cea.org.uk

Rewarding Learning