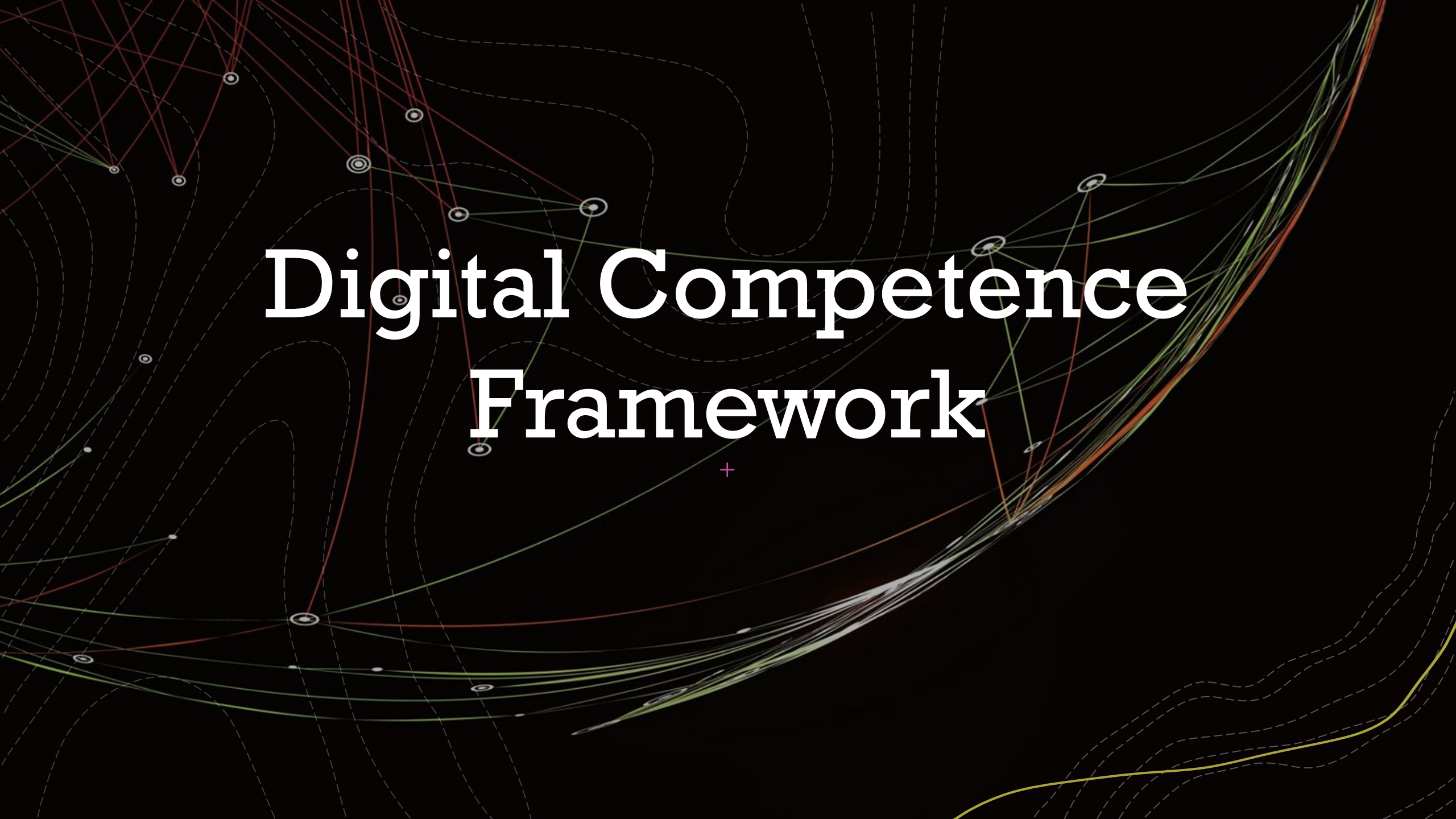


The background is a dark, textured surface. It features a complex network of thin, light-colored lines (red, green, and yellow) that connect various small, glowing circular nodes. These lines create a sense of interconnectedness and flow. Additionally, there are several wavy, dashed lines in a light grey or white color that sweep across the frame, resembling topographical contour lines or fluid motion paths. The overall aesthetic is futuristic and digital.

Digital Competence Framework

Task 1:

Watch video introducing the DCF



- + Note key points
- + Consider what does this look might look like in English?

Task 2:– go to the DCF on HWB

- + Make a list of the strands and areas that have clear overlap with your subjects and AoLE, and which sections might be difficult to incorporate.

Digital Competence Framework						
Citizenship	Through these elements learners will engage with what it means to be a conscientious digital citizen who contributes positively to the digital world around them and who critically evaluates their place within this digital world. They will be prepared for and ready to encounter the positive and negative aspects of being a digital citizen and will develop strategies and tools to aid them as they become independent consumers and producers.					
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Citizenship	Identity, image and reputation	I can distinguish between someone I know and someone I have never met.	I can identify the differences between private and personal information and know when to disclose it.	I can understand how to protect myself from online identity theft, <i>e.g. identifying secure sites, phishing, scam websites.</i>	I can understand that I have a digital footprint and that this information can be searched, copied and passed on.	I can build a positive reputation in the context of employment prospects, <i>e.g. use social media responsibly.</i>
		I can recognise data online with adult support, <i>e.g. find images of myself and others on the school website/school social media page.</i>	I can understand that providing information leaves a digital footprint.	I can identify the benefits and risks of mobile devices broadcasting the location of the user/device.	I can discuss the benefits and risks of presenting myself in different ways online.	I can explain the ethical issues of corporate encryption, <i>e.g. building in a bypass system.</i>
		I can recognise that actions have consequences and I can identify simple rules and strategies to keep myself safe online.	I am aware of simple rules for sharing images and data.	I can think critically about information shared online, <i>e.g. the impact of sharing images and videos, metadata of images and videos.</i>	I can use strategies for guarding myself against identity theft and online scams that try to access my personal information.	I can identify and describe the data protection policies of a variety of organisations located in different countries, and how this affects the way that they work.
			I can identify and use strategies for protecting personal data and hardware, <i>e.g. using secure passwords.</i>	I can identify the benefits and risks of giving personal information and device access to different software.		I can recognise the risks and the uses of data/services on personal devices, within the terms and conditions of a range of software and web services, and identify how organisations become data compliant when using multi-national products.
	Health and well-being	I can identify and use a range of media and digital devices from familiar experiences.	I can acknowledge age restrictions and suitability of digital media and devices, <i>e.g. understand PEGI ratings, playing/watching inappropriate content/games, in-app purchases.</i>	I can understand the importance of balancing game and screen time with other parts of my life, <i>e.g. explore the reasons why I might be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on my well-being.</i>	I can reflect on the role of digital media in my life and habits.	I can think critically about the different purposes and contexts of digital image editing, <i>e.g. explore the benefits and negative points of photograph manipulation, evaluate digitally edited images in terms of context and purpose.</i>
			I can identify and explain the advantages and disadvantages of digital media and devices, <i>e.g. well-being effects of screen time.</i>	I can identify the wider positive and negative influences of technology, <i>e.g. on my life, on society, on the environment.</i>	I can demonstrate healthy online behaviours and identify unacceptable behaviour.	I can take reasonable steps to avoid health problems caused by the use of technology and suggest strategies to prevent or reduce the problems, both physical and psychological.

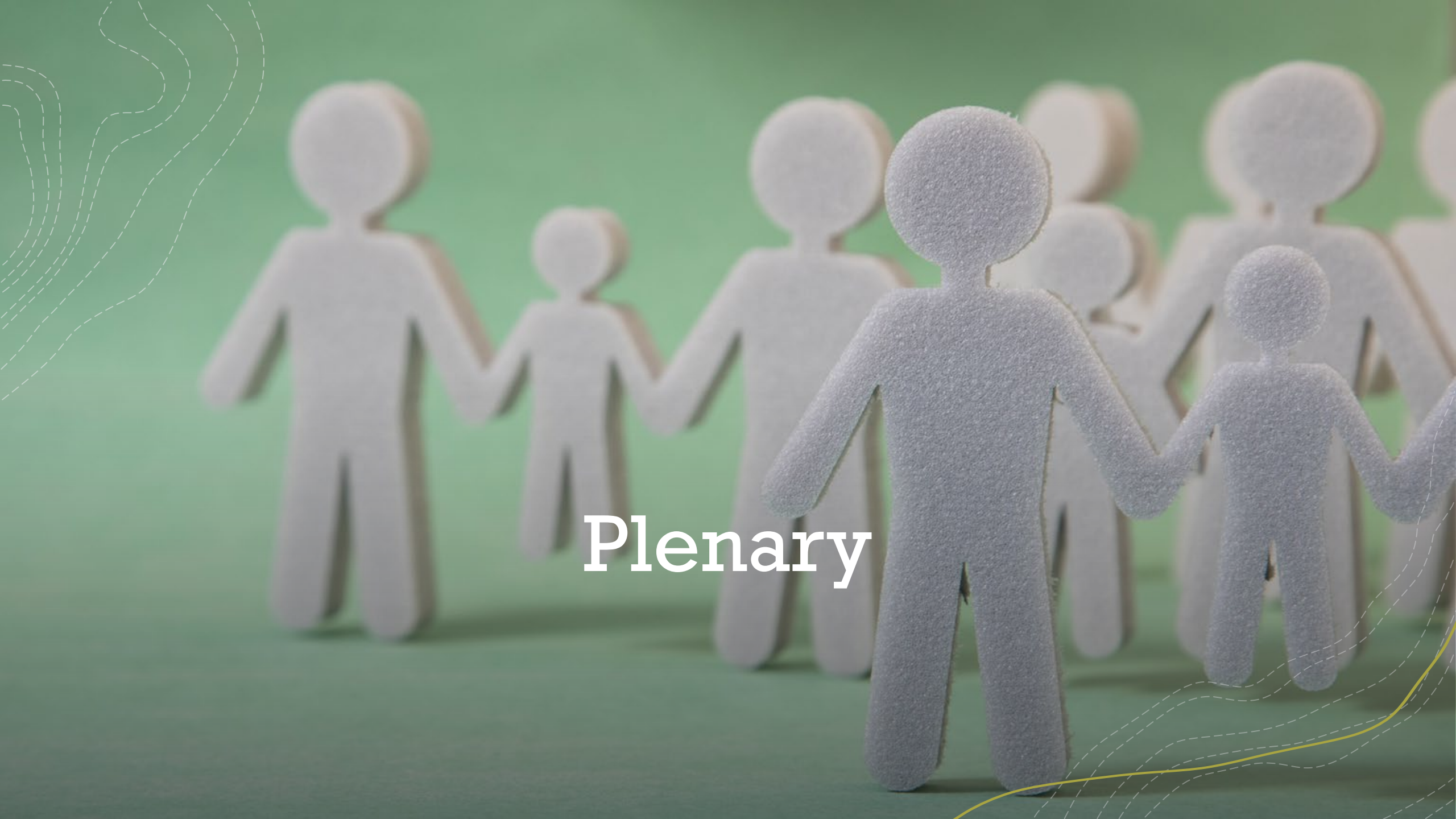


Feed back your
thoughts:



Task:

- + In small groups, look at the DCF, with the LNF and your AoLE – come up with an idea for part of a lesson that could incorporate elements from all areas – remember these should be meaningful, and not superficial. Be ready to present your ideas back to the group.

A group of white paper human figures holding hands in a circle on a green background. The figures are simple, stylized human shapes. The word "Plenary" is written in white text across the center of the image. There are decorative white dashed lines in the top left and bottom right corners, and a yellow dashed line in the bottom right corner.

Plenary