
















Media literacy in FLEX (year 1/2) - at the end of year 2 students:

-  English
-  German
-  SOCS
-  Art / Music
-  Soziales Lernen
-  Math/Science (MINT)




Informing:

-  Understand the concept of the Internet (Brainpop, Klicksafe, Digizen)
<https://www.commonsemmedia.org/educators/lesson/staying-safe-online-k-2>
-  Know about basic Internet Safety (Brainpop jr. & Video: [a day in a digital citizen's life](#))
-  Use a browser together with the class and learn about search engines
-  Independently browse child-friendly search engines (such as DuckDuckGo) and reliable websites
-  Properly use books and behave appropriately in reading corner and library
-  Use a dictionary (start with individual diary dictionary)




Producing:

-  Know and identify the main parts of a PC/tablet (Brainpop Jr)
-  Make basic use of PC and printer
-  Know and use basic keyboard functions & keys: capitals, enter key, delete, space bar
-  Create and save text documents (MS word or Libre Office)
-  Select and format text size, colour and position.
-  Extension Project 1: Stop-Motion/ animation film (using tablets)
-  Extension Project 2: First coding steps with Scratch Jr (tablet) and/or Scratch (PC)
-  Presentations (shows of students are filmed and published online/school or class blog/website.
Eg: Google Sites, Padlet, Weebly. Address topics of data protection and personality right
-  Create art for school ,hallway' exhibition



Presenting

-  Present weekend diary, read aloud stories, exhibit and present pictures
-  Present project work / results to parents and peers
-  Visit Kids Film Festival


Communicating

-  Discuss safe internet behaviour (stranger danger)
-  Log into school PC with class password, school Intranet, tablet and learning software accounts (Teach Your Monster to Read, Storybird, Anton, Classdojo etc.)
-  Discuss communication rules in school and at home

Analysing

-  Recognise and understand symbols in and around the school
-  Discuss differences between offline and online media





Reflecting

-  Describe characters from books and films/videos





Media literacy in year 3/4 - at the end of year 4 students:








Informing

-  Research; find information online. Students use websites and software for research
-  Find images, diagrams and news for SOCS-related projects
-  Know the differences between facts and fiction
-  Recognise and use the characteristics of various research sources (e.g. Google vs study book)





Producing

-  Work on a text document. Know basic Word functions. Experiments with different fonts, sizes etc.
-  Produce various texts
-  Practice typing skills (with Tux Typing or online programme)
-  Hour of Code (December) – writing code with Scratch and Calliope



Presenting

-  Present weekend diary, read aloud stories, present pictures and projects
-  Learn and understand design aspects of pres. software (i.e. Powerpoint) & posters
-  Discuss presentation aspects, pros and cons of different kinds of media (on- & offline)
-  Present a poem
-  Hallway exhibition



Communicating

-  Use a personal password for the school Intranet and computers
-  Understand the difference between email and postal letter (addressee, criteria letter writing)
-  Create a poster (for a project, book, event announcement)
-  Book presentation

Analysing

-  Understand and recognise symbols in traffic lessons
-  Critically view and understand the function of advertising (online, magazines, television etc.)






Reflecting

-  Internet safety, use of social media (Unit: **Digital Citizenship Passport** by Common Sense (www.digitalpassport.org))
-  Reflect on free time activities/ social media. Talk about examples and heroes









Media literacy in year 5/6 - at the end of year 6, students:

-  English
-  German
-  SOCS
-  Art / Music
-  Soziales Lernen
-  Math/Science (MINT)








Informing

-  Understand how to stay safe on the Internet [Video: Caught in the Web](#)
-  Know how to find and use good and reliable sources, quote and use citations
-  Prepare and hold presentations
-  Project: Europe without Borders (Research and presentation)
-  Mini-project Search engines/Internet safety. <http://www.digizen.org/resources/digizen-game.aspx>
<https://padlet.com/Shelearner/Medienbildung3>





Producing

-  Digital Art: (<http://www.medienkompetenzportal-nrw.de/medienpaedagogischer-atlas-nrw/mpa-tipps/wir-machen-uns-die-welt.html>)
-  Record and edit video and audio with tablets and on PCs
-  Write posts and stories, for instance using Storybird
-  Use images, video and audio in presentations/ form vs content (Video Project in Social Learning!)
-  Newspaper Project
-  School Hallway Art exhibit
-  Publication on school website or class blog/website & discuss data protection, personality right, copyright
-  Mit Scratch / Calliope selber Code schreiben / Coding Projekte mit externen Anbietern/ Hour of Code





Presenting

-  Try out and differentiate between Prezi vs. Powerpoint
-  Know how to use a text program, understand proprietary software (word) and open source (Libre Office)
-  Create a book journal, reading box, wall-paper, using different kinds of texts
-  Mini-project: ‚Effective presenting with Powerpoint‘
-  Digital Citizenship unit (<https://educators.brainpop.com/bp-jr-topic/sending-a-letter>)
-  Book presentation/ present from book poster
-  Understand copyright (no copy/paste), know citation rules




Communicating

-  Time project (addressee)
-  Persuasive Writing (analysis advertising/marketing, anonymity, big data)
-  Students conduct a survey (<https://de.surveymonkey.com>)
-  Know and apply NMS social media guidelines, critically assess communication via social media like WhatsApp/email/Text (Snapchat): what are the differences/dangers?



Analysing

-  Critical use of media, recognise fake news (Cooperation FU)
-  Discuss the use of various media and their minimum age requirements (<https://www.commonsense.org/education/reviews/all>)
-  In year 5 social Media guidelines are discussed and shared with students & parents
-  Discuss and research fictional vs. non-fictional media

Reflecting

-  Mini-unit Internet Safety in Social Learning (with Berlin Police)
-  Bullying/Cyberbullying Prevention Project
-  Learn and understand about body image (sex ed) (photoshop/ unrealistic body image/ Instagram/Facebook)

Media Literacy year 7/8

	English
	German
	SOCS
	Art/Music
	Social Learning
	MINT (Math, Science)
	ITG

Informing



Internet Safety: Spam, Phishing, Malware, Security, Firewall

<https://www.bbc.com/bitesize/guides/zrtrd2p/revision/1>



Rules for sources, citations, plagiarism - NMS uses Plagscan:

<http://www.easybib.com/guides/video-lesson-citations-for-beginners/>



Unit search engines/Internet safety: <http://www.readwritethink.org/resources/resource-print.html?id=983>



Formal and informal communication

Producing



Digital Art: <http://www.medienkompetenzportal-nrw.de/medienpaedagogischer-atlas-nrw/mpa-tipps/wir-machen-uns-die-welt.html>) Ideas: <http://edynamiclearning.com/courses/middle-school-digital-art-and-design/>



Produce stopmotion videos



Write stories and posts, e.g. with Storybird



Use Slideshare and Prezi (and others for online presenting (sharing))



Art exhibition via website or Padlet



Publication on NMS website/classblog – discuss privacy, personality right and copyright



Programming: Hour of Code (Dezember): use Scratch / Khan Academy <https://hourofcode.com/de/gb>

Presenting



Discuss Prezi vs. Powerpoint, Word vs. Libre Office



Unit Copyright: <https://www.commonsense.org/education/blog/4-great-lesson-plans-on-copyright>

Communicating



Unit Media and Bias; discriminate between opinion, fact and different types of bias:

<https://www.literacyideas.com/teaching-fact-and-opinion/>



Online communication & collaboration <https://www.bbc.com/bitesize/guides/zg6g87h/revision/1>)

Analysing



News Literacy/ Fake News Unit <https://www.bbc.co.uk/academy/en/articles/art20180307163518942>



Digital Footprint: <https://thedigitalteacher.com/assets/training/lesson-plan-creating-a-positive-digital-footprint.pdf>

Reflecting



Project day Cybermobbing: <http://bit.ly/2QBJaur>



Online Porno & Sexting Thema: <http://bit.ly/2Lj0H4P>



Heroes - Ideal and Idol: (the power of social media): discussion/debate/essay)

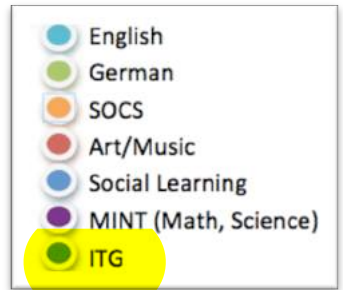


Social Media: Safe Online Talk: <https://www.commonsense.org/education/lesson/safe-online-talk-6-8>





Privacy: <https://ico.org.uk/media/for-organisations/training/1043062/ico-secondary-resources-lesson-one.pdf> NMS Dataprotection guidelines: https://www.nelson-mandela-schule.net/images/stories/forms/nms_data_protection_policy_en_de.pdf








Media Literacy year 9/10






Informing

-  Research: "digital media in everyday life"
-  Discuss Google & Right to be Forgotten vs Free Speech. Article: <https://www.theguardian.com/technology/2018/sep/09/right-to-be-forgotten-could-threaten-global-free-speech-say-ngos>





Producing

-  Create an online storyboard or comic story: <https://www.storyboardthat.com/storyboard-creator>
-  Using images, video and audio in presentations
-  Producing a podcast or audioplay (<https://www.audacityteam.org>)
-  Using Slideshare and Prezi for online presentations
-  Art Exhibition via NMS Website /Padlet
-  Publishing on school website /classblog – discuss privacy, personality right and copyright
-  Programming: HTML/ Java, create own website (<https://www.khanacademy.org>)



Presenting

-  A lesson on Creative Commons / Sharing, uploading and downloading of materials (<https://www.youtube.com/watch?v=4ZvJGV6YF6Y>)
-  Make videos about relevant school themes (climate/Global Sustainability Goals!): <https://explaineverything.com>
-  Presentation workshop incl. presentation rules for MSA




Communicating

-  Persuasive Writing (analysis advertising/marketing, anonymity, big data)
-  Students conduct a survey (<https://de.surveymonkey.com/> survey anywhere or Google Forms)
-  Discuss cloud communication and streaming
-  Copyright and plagiarism: <https://mediaeducationlab.com/copyright-and-fair-use-lesson-plans-high-school-college-and-graduate-education>

Analysing

-  The relevance of media literacy lessons for teens – discuss, write essay
-  Social Media & Gaming Addiction

Reflecting

-  **Instagram, Selfies, Body Image, Sexism in online Media**
Digital photography (using tablets), video, body film (students teach teachers), workshop, stop-motion film). Developing ideas from one discipline, iMovie/editing, animation, digital drawing (GIMP)
-  **Media use versus our own imagination**, Nicholas, (2008). *Is Google making us stupid? What the internet is doing to our brains.* <http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/>
-  **Risky Online Relationships:** <https://www.common sense.org/education/lesson/risky-online-relationships-9-12>