

Course Title: Computer Safety

Unit Title: Risks and Responsibilities Online

Teacher Name:

Julie Bartlett-Fry

Faculty/Area: ICT

Year Group: Secondary (Years 9-10)

Session Length: 1 hour per session

Age Range: 13-15

Class Type: Mixed ability, including SEN learners

Week	Topic	Learning Objective(s)	Lesson Activities
	Resources	Assessment	

1	Brain Rot		
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Understand the concept of 'brain rot' caused by excessive screen time and harmful online content.

Identify signs and symptoms of digital fatigue.

Develop strategies to maintain a healthy balance between online and offline activities.

Introductory discussion: What does 'brain rot' mean to you?

Group activity: List examples of unhealthy digital habits.

Teacher-led explanation on effects of screen time and online content on brain health.

Brainstorming session: Strategies for balance (use visual aids for SEN).

Scenario cards: What would you do in these situations?

PowerPoint slides with images and key points

Scenario cards

Short video clip on digital wellbeing

Flipchart/whiteboard

Exit tickets: Each pupil writes one way to improve digital wellbeing.

Teacher observation of group participation.

## 2 Dark Web vs Deep Web

Distinguish between the deep web and the dark web.

Understand the risks involved in accessing the dark web.

Recognise safe and legal online behaviour.

Starter quiz: What do you know about the deep web and dark web?

Teacher-led explanation of terminology, examples, and risks.

Small group debate: Should anyone use the dark web?

(Support SEN pupils with sentence starters.)

Case study review: Real-world consequences of unsafe online activity.

Glossary handout of key terms

PowerPoint presentation

Case study sheets

Mini quiz (multiple choice) on key differences and risks.

Peer assessment of group debate contributions.

### 3 Artificial Intelligence (AI)

Describe how AI is used online and in everyday life.

Identify potential risks and ethical issues related to AI.

Discuss how to use AI responsibly.

Starter activity: List examples of AI you have used.

Teacher-led presentation: What is AI? Uses and limitations.

Whole class discussion: Is AI always safe? (Provide visual aids and prompt questions for SEN.)

Role play: How would you respond if AI gave you incorrect or harmful information?

Video clip introducing AI

Fact sheet on AI in daily life

Scenario cards for role play

Short written reflection: What risks can AI bring?

Teacher monitoring and feedback during role play.

### 4 Deep Fake

Understand what deep fakes are and how they are created.

Identify risks and dangers associated with deep fake technology.

Recognise signs of deep fake content and know what to do if encountered.

Starter: Watch a short deep fake video and discuss observations.

Teacher explanation: How deep fakes work, why they're dangerous.

Group activity: Spot the fake – compare real and deep fake videos/images.

Class discussion: What should you do if you suspect something is a deep fake? (Provide clear steps and visuals for SEN learners.)

Selection of real and deep fake videos/images

PowerPoint slides explaining deep fakes

Checklist handout for identifying deep fakes

Worksheet: Identify and explain why certain images/videos are deep fakes.

Verbal questioning during class discussion.

## 5 Keeping Safe Online

Review and consolidate all learning from previous sessions.

Develop a personal action plan for staying safe online.

Apply knowledge to real-life scenarios.

Recap quiz: Key points from the unit.

Creating an individual online safety action plan (Use templates and support for SEN learners).

Role-play scenarios: Responding to online risks (brain rot, AI, deep fake, dark web).

Class discussion: Share top tips for computer safety.

Quiz sheets

Action plan templates

Scenario cards

Classroom display board for tips

Completed online safety action plan

Teacher feedback on role play and participation

Self-assessment: What have I learnt about computer safety?