

<b>Title:</b>	Digital Choices and Staying Safe
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	1
<b>GLH:</b>	9
<b>Unique Reference Number:</b>	T/651/8475
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	<p>The aim of this unit is to provide learners with the knowledge and skills to make positive and safe choices when using the internet and online services.</p> <p>Learners will recognise what good digital behaviour looks like, understand how to protect personal privacy, and explore ways to keep a healthy balance when using technology.</p>
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must be carried out over an appropriate period of time.</p>

## Learning outcomes

*The learner will:*

1. Understand what it means to make positive digital choices.

### **Delivery content:**

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise examples of positive and responsible online behaviour, and to understand how their own choices affect themselves and others.

The learner must:

- 1.1 Identify examples of **positive behaviour** when using online services.
- 1.2 Describe how **digital choices** can affect themselves or others.

2. Know how to protect personal privacy and stay safe online.

### **Delivery content:**

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise simple ways to protect personal information and respond safely to online risks.

The learner must:

- 2.1 Identify **information that should be kept private** when using digital devices or services.
- 2.2 Describe at least one way to recognise and avoid **unsafe online situations**.

3. Understand how to maintain digital wellbeing.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to understand the importance of balancing technology use with personal wellbeing and making choices that support a healthy lifestyle.

The learner must:

- 3.1 Identify one **benefit** and one **risk** of spending time online.
- 3.2 Describe a simple action to maintain a **healthy balance** when using technology.

**Scope of Training**

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

**Requirements**

**Positive behaviour:**

**Definition:**

Actions online that show respect, kindness and responsibility toward self and others.

**Teaching must include:**

- Examples such as polite messages, asking permission before sharing, and helping others.
- How positive behaviour supports reputation and relationships.

**Teaching could include:**

	<ul style="list-style-type: none"> <li>• Comparing examples of positive vs negative posts or messages.</li> <li>• Class agreements for positive behaviour online.</li> </ul>
<b>Digital choices:</b>	<p><b>Definition:</b> Everyday decisions made when using technology (what to view, share, click or post).</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Recognising that choices have consequences for self and others.</li> <li>• Simple ways to pause and think before acting online.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Short scenarios where learners choose between options and discuss outcomes.</li> <li>• Who to ask for advice when unsure.</li> </ul>
<b>Information that should be kept private:</b>	<p><b>Definition:</b> Personal or sensitive details that must not be shared publicly online.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples: full name, address, phone number, photos, login details, bank information, location.</li> <li>• Simple privacy steps (screen locks, passwords/PINs, checking who can see posts).</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Where to find privacy controls in common apps or sites.</li> <li>• What to do if private information is shared by mistake.</li> </ul>
<b>Unsafe online situations:</b>	<p><b>Definition:</b> Circumstances that may cause harm, worry or embarrassment when using technology.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples: scams/phishing, unkind messages, pressure to share images or information, unknown links.</li> <li>• Safe responses: don't click, close the tab/app, tell a trusted adult, report/block.</li> </ul> <p><b>Teaching could include:</b></p>

	<ul style="list-style-type: none"> <li>• Practising how to block, report or leave a chat.</li> <li>• Looking at a simple scam example and spotting warning signs.</li> </ul>
<p><b>Benefit:</b></p>	<p><b>Definition:</b> Any action that could put the learner, their information, or others at risk when using technology.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples such as sharing personal details, leaving devices unlocked, or opening unknown links.</li> <li>• How to recognise and avoid unsafe behaviour.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Role-play identifying unsafe vs safe choices.</li> <li>• Discussing real-world examples from news or community contexts.</li> </ul>
<p><b>Risk:</b></p>	<p><b>Definition:</b> A possible negative or harmful effect that can happen when spending time online or using digital devices.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Understanding that risks can be physical (tired eyes, poor posture), emotional (stress, pressure, worry), or social (unkind messages, peer pressure).</li> <li>• Common examples such as spending too long online, oversharing, cyberbullying, or seeing upsetting content.</li> <li>• Knowing that risks can be reduced by being aware, asking for help, or taking breaks.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Looking at examples of online risks through stories or simple news items.</li> <li>• Identifying which risks learners have already recognised and how they managed them.</li> <li>• Exploring who can help if something goes wrong online (trusted adult, teacher, family member, helpline).</li> <li>• Discussing how positive digital habits can prevent or reduce risk.</li> </ul>

<p><b>Healthy balance:</b></p>	<p><b>Definition:</b></p> <p>A routine that keeps time spent online and offline in proportion, supporting both physical and emotional wellbeing. A healthy balance means using technology in ways that are helpful and enjoyable without letting it replace rest, activity, or real-world connections.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Understanding that spending too long on screens can lead to tiredness, stress, or loss of focus.</li> <li>• Recognising the value of mixing digital and non-digital activities such as socialising, exercise, creative tasks, or relaxation.</li> <li>• Taking regular breaks from screens and moving around during longer periods of use.</li> <li>• Setting simple, achievable limits for technology use each day.</li> <li>• Knowing that balance improves sleep, learning, relationships, and mood.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Creating a short “daily balance plan” showing time for learning, rest, and offline interests.</li> <li>• Comparing an unbalanced day (too much screen time) with a balanced one and discussing the differences.</li> <li>• Exploring how certain apps or device settings (timers, wellbeing tools, focus modes) can help maintain balance.</li> <li>• Reflecting on personal habits: how learners feel after long screen sessions versus after time outdoors or with friends.</li> <li>• Discussing shared family or class agreements about screen time and technology-free spaces or times.</li> <li>• Encouraging peer discussion on favourite offline activities that help them feel good and connected.</li> </ul>
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