COMPUTING – BASIC 9

THIRD TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRAND	INDICATORS	RESOURCES
1	Communication Networks	**Information Security** • B9.3.3.1. Recognise data threats and the means of protection	B9.3.3.1.1 Discuss cyberbullying, cyberstalking, digital footprint anddigital shadow on the Internet	Charts & Pictures
2	Communication Networks	**Information Security** • B9.3.3.1. Recognise data threats and the means of protection	B9.3.3.1.2 Explain ten (10) information hacking techniques on the Internet environment.	Charts & Pictures
3	Communication Networks	**Web Technologies** • B9.3.4.1 Demonstrate the Use of a Web Browser (Blogging)	B9.3.4.1.1 Examine the importance of creating blogs	Charts & Pictures
4	Communication Networks	**Web Technologies** • B9.3.4.1 Demonstrate the Use of a Web Browser (Blogging)	B9.3.4.1.2 Develop a blog for the school or a social club	Charts & Pictures
5	Communication Networks	**Web Technologies** • B9.3.4.1 Demonstrate the Use of a Web Browser (Blogging)	B9.3.4.1.3 Explore the steps in publishing a blog	Charts & Pictures
6	Computational Thinking	**Introduction To Programming** • B9.4.1.1. Show an Understanding of the Concept of Programming	B9.4.1.1.1 Describe the conversion of decimal into binary data type for computer to recognise the meaning, process and store	Charts & Pictures

7	Computational Thinking	**Introduction To Programming** • B9.4.1.1. Show an Understanding of the Concept of Programming	B9.4.1.1.2 Identify the different tools which are accessible in Integrated Development Environment (IDE) to aid the development of codes	Charts & Pictures
8	Computational Thinking	**Algorithm** • B9.4.2.1. Analyse the Correct Step-by-step Procedure in Solving any Real-world Problem	B9.4.2.1.1 Write a programme using flowchart and Pseudocode algorithm that includes sequence, selection and iteration choices in problem-solving	Charts & Pictures
9	Computational Thinking	**Algorithm** • B9.4.2.1. Analyse the Correct Step-by-step Procedure in Solving any Real-world Problem	B9.4.2.1.2 Translate a Flowchart algorithm to Pseudocode format and vice versa	Charts & Pictures
10	Computational Thinking	**Robotics** • B9.4.3.1. Discuss Robot Intelligence Concepts	B9.4.3.1.1 Construct a robot artefact using available lab components and tools or emulator/simulator software pack.	Charts & Pictures
11	Computational Thinking	**Artificial Intelligence** • B9.4.4.1 Discuss Artificial intelligence Concepts	B9.4.4.1.1 Describe the knowledge-based systems (Expert systems) as the classical Artificial intelligence	Charts & Pictures
12	REVISION			
13	EXAMINATION AND VACATION			

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THIRD TERM

WEEKLY LESSON NOTES – B9

WEEK 1

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Communication Networks	
Class: B9	**Class Size:**	**Sub Strand:** Information Security	
Content Standard: B9.3.3.1. Recognise data threats and the means of protection	**Indicator:** B9.3.3.1.1 Discuss cyberbullying, cyberstalking, digital footprint and digital shadow on the Internet		**Lesson:** 1 of 2
Performance Indicator: Learners can discuss the nature of cyberbullying, cyberstalking, digital footprint and digital shadows		**Core Competencies:** CC8.2: CP6.1	
New words	Cyberbullying, Cyberstalking, Digital Footprint, Digital Shadows		
Reference: Computing Curriculum Pg. 51			

Activities For Learning & Assessment	**Resources**	**Progression**
Starter (5mins) Begin by asking learners if they are familiar with terms like cyberbullying, cyberstalking, digital footprint, and digital shadows. Discuss briefly what they think these terms mean or how they may have encountered them online or in media. Share performance indicators and introduce the lesson. ***Main (35mins)*** Define cyberbullying as using digital devices and platforms to harm, intimidate, or harass others. Give examples of cyberbullying, such as spreading rumors online, posting hurtful comments, or sharing embarrassing photos without permission.	Pictures and charts	Discussing the nature of cyberbullying, cyberstalking, digital footprint and digital shadows

Define cyberstalking as using digital means to track, monitor, or harass someone repeatedly. Discuss examples, like unwanted emails, messages, or following someone's online activities without their consent. Define digital footprint as the trail of data left behind when using the internet, including posts, comments, likes, and online activities. Explain that digital footprints can be permanent and affect one's online reputation. Define digital shadows as the information collected about individuals through their digital footprints by online platforms and services. Discuss how digital shadows can be used for targeted advertising, profiling, or data mining. Assessment 1. Define cyberbullying and give an example. 2. What is cyberstalking, and how is it different from cyberbullying? 3. Explain what a digital footprint is and why it's important to manage it. 4. Define digital shadows and how they can impact online privacy. ***Reflection** (10mins)* Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		

Homework/Project Work/Community Engagement Suggestions
Explain briefly the following ● cyberbullying, cyberstalking, digital footprint and digital shadows
Cross-Curriculum Links/Cross-Cutting Issues
None
Potential Misconceptions/Student Learning Difficulties
None

Week Ending:	**DAY:**	**Subject:** Computing	
Duration: 60mins		**Strand:** Communication Networks	
Class: B9	**Class Size:**	**Sub Strand:** Information Security	
Content Standard: B9.3.3.1. Recognise data threats and the means of protection	**Indicator:** B9.3.3.1.1 Discuss cyberbullying, cyberstalking, digital footprint and digital shadow on the Internet		**Lesson:** 1 of 2
Performance Indicator: Learners can discuss the effects on cyberbullying on individual		**Core Competencies:** CC8.2: CP6.1	
New words	Cyberbullying, Cyberstalking, Digital Footprint, Digital Shadows		
Reference: Computing Curriculum Pg. 51			

Activities For Learning & Assessment	**Resources**	**Progression**
Starter (5mins) Begin by asking learners if they have heard about cyberbullying, cyberstalking, digital footprint, and digital shadows. Share performance indicators and introduce the lesson. ***Main (35mins)*** Introduce the lesson by explaining that today they will learn about these terms and their impact on individuals. Define cyberbullying as using digital devices and platforms to harm, intimidate, or harass others. Provide examples of cyberbullying, such as sending mean messages, spreading rumors, or sharing embarrassing photos online. Define cyberstalking as using digital means to track, monitor, or harass someone repeatedly without their consent. Give examples of cyberstalking, like sending threatening messages, following someone's online activities without permission, or using GPS to track someone's location.	Pictures and charts	Discussing the effects on cyberbullying on individual

Define digital footprint as the trail of data left behind when using the internet, including posts, comments, likes, and online activities. Discuss how digital footprints can affect one's online reputation and privacy. Define digital shadows as the information collected about individuals through their digital footprints by online platforms and services. Explain how digital shadows can lead to targeted advertising, data profiling, and privacy concerns. Discuss the effects of cyberbullying on individuals, such as emotional distress, low self-esteem, social isolation, and even mental health issues. Encourage learners to share their thoughts or experiences related to cyberbullying. <u>Assessment</u> 1. Provide an example of cyberbullying. 2. Describe what cyberstalking is and give an example. 3. Explain what a digital footprint is and why it's important. 4. Discuss the effects of cyberbullying on individuals. ***Reflection** (10mins)* Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		
Homework/Project Work/Community Engagement Suggestions		
• State four (4) effects on cyberbullying on individual		
Cross-Curriculum Links/Cross-Cutting Issues		
None		
Potential Misconceptions/Student Learning Difficulties		
None		