











Develop teaching programs that show understanding of the underlying principles, skills and core concepts





The unit of work introduces students to what it means to be a digital citizen and the unit description indicates that there will be exploration of core concepts and application of skills. Each core concept becomes a focus for one of five lessons about cyber safety. The teacher translates these core concepts into understandings and protocols for getting students to work safely in an online learning environment. Finally, they are expressed as learning intentions and linked to activities to develop students' skills and knowledge.

Unit description	In this unit of work students explore some of the major issues of <i>CyberSafety</i> through blended learning by using digital resources such as <i>CyberQuoll</i> with face to face and online discussions and forums with teachers and other students. Using an online space for this activity provides students with an authentic context in which to practise communicating safely and effectively with others.
Foci of lessons	Lesson 1: Introduction to online communication and collaboration Lesson 2: Comprehending Digital Content Lesson 3: How to communicate safely on the internet Lesson 4: How to collaborate safely on the internet Lesson 5: How to create safely on the internet
Knowledge, Understanding, Skills and Values	Students explore the issues of Digital Citizenship through the five Cs of 21st century learning: Comprehending Digital Content; Communicating; Collaborating; Creating; and Creative Thinking. More specifically, students: <ul style="list-style-type: none">• explore what online learning means and how it differs from face to face learning;• learn protocols for keeping themselves safe while communicating in online environments and for reporting 'bad experiences';• learn how to view and engage with online resources; and,• learn how to interact with others responsibly in an online environment.
Focus questions	<ul style="list-style-type: none">• How do we evaluate the quality of information available on the internet?• How do we deal with unwanted content available or 'bad experiences' on the internet?• How do we communicate safely on the internet?• How do we collaborate safely on the internet?• How do we create safely on the internet?
Assessment task and strategies	At the conclusion of the unit, each student will be invited to make an artefact to publicise important messages about CyberSafety content covered in the unit to inform other students, teachers and/or parents in their school or another class. The artefact may be either a series of posters, but ideally would be a digital artefact, such as, a podcast, vodcast, wiki or website. The three elements of the artefact which will be assessed are: <ol style="list-style-type: none">1. Design2. Content3. Message [Refer to Assessment Rubric of artefact to elaborations on each element]. Two other aspects will also be assessed: online learning and cybersafety content knowledge. Students participation in the online learning environment will be assessed using the criteria as described in assessment rubric for Online Learning; and, their knowledge of the content of cybersafety issues will be assessed as evidenced in their written entries in online forums as described in assessment rubric for about cybersafety.
Learning intentions for Lesson 1: Introduction to online communication and collaboration	Students become members of a password protected online space and learn: <ul style="list-style-type: none">• how log in to it;• to view the online content;• to play CyberQuoll Episode 1 "Invasion of the Noobs"; and,• how the final unit activity will be assessed.

Activities	<div><div>1</div><div><ul style="list-style-type: none">• Discuss what it means to become members of a password-protected online space.• Demonstrate the process for logging on. Use the link: http://www.cybersmart.gov.au/cyberquoll/html/episode_1_invasion_of_the_noobs.html• View the online content• Play <i>CyberQuoll</i> Episode 1 "Invasion of the Noobs" as an introduction.• Explain the assessment is and how it will be assessed. Refer to assessment rubrics.• Inform students that all content learnt in lessons 1-4 is needed for lesson 5 and the assessment task.</div></div>
	<div><div>2</div><div><p>Episode 1 Invasion of the Noobs - Introduction (1 min 10 secs) How the best day EVER got ruined by the invasion of the Noob Quoll cousins. This activity should be undertaken first, as it sets the scene and introduces the online characters. Click the link here for the video</p><div><div>ep1</div><div>Episode 1</div><div>Assessment Rubrics</div></div></div></div>

Learning intentions for Lesson 2: Comprehending Digital Content	Students learn about: <ul style="list-style-type: none">• reliable and unreliable sources on the internet;• computer viruses;• unwanted content and what to do about it;• why it is important to tell parents/carers and teachers about computer experiences; and,• protecting their privacy.
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Activities	<div></div> <ul style="list-style-type: none">View/Play “Finding Stuff” video from <i>CyberQuoll</i>. Use link: http://www.cybersmart.gov.au/cyberquoll/html/episode_2_finding_stuff.htmlComplete the related interactive games in <i>CyberQuoll</i> and read the pdfs. <p>Interactive game</p> <p>Safe searching and using family-friendly search engines</p> <p>Pdfs</p> <p>Golden Rules of Viruses, Attachments and Hoaxes</p> <p>Golden Rules when things get nasty</p> <ul style="list-style-type: none">Join the class online forum: “What have you learnt from this section <i>Finding Stuff</i>?”Create a forum identity to use in the class forum. A forum identity is known by the teacher and other students, but will not identify him / her in the outside world.Discuss what information students think they should share with others and how to make thoughtful forum responses and comments. Explain that other students and the teacher will be able to read responses and comment on all entries.Discuss possible strategies for students to use in case something “goes wrong” when they are connected on the internet, either at home or at school.After the lesson, students should investigate how their computers / devices at home are protected by anti-virus software and internet filters. <p>[Remind students that content learnt in lessons 1-4 is needed for lesson 5 and the assessment task].</p>
	<p>3 Episode 2 Finding Stuff [7 mins 45 secs]</p> <p>The cousins think they know it all, but they know squat. See how they discover the joys of searching for mutant goldfish and guarding against cyberbullies and other nasties. In this episode, we find out more about what we can do with the internet, compare and connect it to the 'real' world and the old way of doing things. Click the link here for the video</p> <p> Episode 2</p> <p>ep2</p> <p>Internet Safety Discussion Topics</p> <p>Internet content</p> <ul style="list-style-type: none">Untrustworthy and unreliable content.Inappropriate and illegal content.Unwanted content.Computer viruses.Protection of personal information.Parental/teacher/carers supervision. <p>Stereotypes</p> <p>Explain the following points about stereotypes:</p> <ul style="list-style-type: none">We often make generalisations about what people look like and act like.These generalisations, called stereotypes, are oversimplified and do not take into account individual differences.The people described as 'sickos' and 'nasties' in these materials may not, in fact, look any different from other people.When you are on the net you always need to apply the Golden Rules about chat rooms and online communication, not only when someone seems or looks like a sicko <p>Interactive game</p> <p>Safe searching and using family-friendly search engines</p> <p>Download these two documents and read through them.</p> <p> Golden Rules of Viruses, Attachments and Hoaxes</p> <p> Golden Rules when things get nasty</p> <p> 5/6A What have you learnt from this section "Finding Stuff"?</p> <p> 5/6B What have you learnt from this section "Finding Stuff"?</p> <p> 5/6L What have you learnt from this section "Finding Stuff"?</p> <p> 5/6J What have you learnt from this section "Finding Stuff"?</p> <p> 5/6M What have you learnt from this section "Finding Stuff"?</p> <p> 5/6H What have you learnt from this section "Finding Stuff"?</p>

Learning intentions for Lesson 3: How to communicate safely on the internet	Students learn:
Activities	<div></div> <ul style="list-style-type: none">Play/View “Making Waves” and “Trying It On” videos from <i>CyberQuoll</i>. Use the links: http://www.cybersmart.gov.au/cyberquoll/html/episode_3_making_waves.html http://www.cybersmart.gov.au/cyberquoll/html/episode_5_trying_it_on.htmlComplete related the interactive games in CyberQuoll and read the pdfs. <p>Interactive Games</p> <p><i>The Lie Detector Machine</i> Identifying appropriate/inappropriate emails and trashing spam.</p> <p>Identifying what some web pages and forms are really asking, and what untoward motive online marketing and advertising sites may have.</p> <p>Pdfs</p> <p>Golden Rules of Chat, Chatrooms and Online Communications</p> <p>Golden Rules of Netiquette</p> <p>Golden Rules of Credit Cards</p> <p>Golden Rules of Pop Ups and Forms</p> <ul style="list-style-type: none">Create individual forum identities for each student. A forum identity is known by the teacher and other students, but will not identify him / her in the outside world.Join the class online forum: “What is Public, What is Private?”Discuss what information students think they should share with others and how to make thoughtful forum responses and comments. Explain that other students and the teacher will be able to read responses and comment on all entries.Discuss what are the safe protocols that students need to follow when they contact or are contacted by someone on the internet. <p>[Remind students that content learnt in lessons 1-4 is needed for lesson 5 and the assessment task].</p>
	<p>4 Episode 3 Making Waves [9 mins 35 mins]</p> <p>The cousins never stop talking, yet they don't know much about chatting and handles. See how they figure out what to tell the world about themselves and what to keep private. Click the link here for the video</p> <p> Episode 3</p> <p>ep3</p> <p>Internet Safety Discussion Topics</p> <p>Internet communication</p> <ul style="list-style-type: none">Cyberbullying.Netiquette and negative communication.Scams and hoaxes.Computer viruses.Protection of privacy.Parental/teacher/carers supervision. <p>Stereotypes</p> <p>Explain the following points about stereotypes:</p> <ul style="list-style-type: none">We often make generalisations about what people look like and act like.These generalisations, called stereotypes, are oversimplified and do not take into account individual differences.The people described as 'sickos' and 'nasties' in these materials may not, in fact, look any different from other people.When you are on the net you always need to apply the Golden Rules about chat rooms and online communication, not only when someone seems or looks like a sicko <p>Interactive game</p> <p>Identifying appropriate/inappropriate emails and trashing spam.</p> <p>Download these two documents and read through them</p> <p> Golden Rules of Chat, Chatrooms and Online Communications</p> <p> Golden Rules of Netiquette</p>

Select teaching strategies that encourage active thought about the meaning and application of what is being learnt

In lesson 2 the teacher invites students to join a school-based online forum to reflect on what they have learnt following an exploration of the cyber safety resource.

Learning intentions for Lesson 4: How to collaborate safely on the internet	<p>Students discuss the:</p> <ul style="list-style-type: none"> importance of privacy; global nature of online publishing; importance of acknowledging sources and about copyright laws in terms of publishing pictures safely online, within identifying details; and, about the bad things that can happen e.g. content misuse by third party.
Activities	<div>4</div> <ul style="list-style-type: none"> Play/View "Puttin Stuff Up" video from <i>CyberQuoll</i>. Use link: http://www.cybersmart.gov.au/cyberquoll/html/episode_4_putting_stuff_up.html Complete the related interactive games in <i>CyberQuoll</i> and read the pdfs. <p>Interactive Games</p> <p>Uploading 'appropriate' photos to the net.</p> <p>Pdfs</p> <p>Golden Rules of Mobiles</p> <p>Golden Rules of Online Publishing</p> <ul style="list-style-type: none"> Discuss which images, video, audio can be safely posted on the internet and how to do this appropriately. Discuss the need and ways to hide their identity from those who don't know them. Create / modify images so these can be used as an avatar, using image manipulation software / website. <p>[Remind students that content learnt in lessons 1-4 is needed for lesson 5 and the assessment task].</p>

Select teaching strategies that encourage active thought about the meaning and application of what is being learnt

To encourage the application of learning, the teacher asks students to create their own digital artefact to convey important messages about cyber safety to others in their community.

Learning intentions for Lesson 5: How to create safely on the internet	<p>Students reinforce concepts related to cybersafety issues addressed in lessons 1-4 by:</p> <ul style="list-style-type: none"> playing interactive games; and, completing an assessment task that is creating a digital resource demonstrating their knowledge of this content.
Activities	<div>5</div> <ul style="list-style-type: none"> Play/View "Kids in CyberSpace" video from <i>CyberQuoll</i>. Use link: http://www.cybersmart.gov.au/cyberquoll/html/episode_6_kids_in_cyberspace.html Complete the related interactive games in <i>CyberQuoll</i> and read the pdfs. <p>Interactive Games</p> <p>Slime Search</p> <p>Making a Chat Profile</p> <p>Let's Chat</p> <p>Looking for some slime pics</p> <p>Which e-mails should you delete? Which pictures should you upload?</p> <p>Pdfs</p> <p>Golden Rules of eMail</p> <p>Golden Rules of Search Engines</p> <ul style="list-style-type: none"> Discuss the key ideas and messages which have revised all content through playing the interactive games in this lesson. Invite students to add three thoughtful, comprehensive definitions to a class online dictionary on CyberSafety.
Assessment Rubrics as Appendices	<ol style="list-style-type: none"> Online Learning Cybersafety Artefact



Teacher reflection

I realised the need for students to become aware of the public nature of forums and so together we explored the need to hide their identities. To show the importance of privacy we discussed why each student should use an avatar as their identity when they participate in school-based online forums. Another way in which students are actively using the skills of cyber safety is evident in their engagement with the interactive games which reinforce their understanding of the concepts concerning being responsible when uploading files.