**Term 1: Stage 1: Year 1**

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| **NSW Syllabus for the Australian Curriculum-Stage 1** | **Objective** | **ICT Capability Learning Continuum-Level 2** |
| Develop an awareness of issues relating to the responsible use of digital communication | Writing & representing 1 | **Ethics & Cybersafety**  **Recognise intellectual property:**  recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others  **Apply digital information security** **practices:**  follow class rules about applying selected standard guidelines and techniques to secure digital information  **Apply personal security protocols:**  follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences |
| Experiment with publishing using different modes and media to enhance planned presentations | Writing & representing 1 | **Managing/Operating**  **Select & use software & hardware:**  identify & independently operate a selected range of devices, software functions & commands, when operating an ICT system & attempt to solve a problem before seeking help  **Manage digital data:**  manage & maintain digital data with guidance  **Communicating**  **Collaborate, share & exchange:**  use appropriate ICT tools safely to share & exchange information with appropriate local audiences |
| Construct texts featuring print, visual and audio elements using software, including word processing programs *(ACELY1664, ACELY1674)* | Handwriting & using digital technologies | Communicating  **Creating**  **Generate solutions to challenges and learning area tasks**  experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes |
| Compose simple print, visual and digital texts that depict aspects of their own experience | Expressing themselves | Communicating  Creating |
| Interact with an information source or technology to explore the ways that different forms of information are combined, including text, image and sound, eg: a website or digital game | Knowledge & Understanding-Made Environment  (Information) | **Investigating**  **Locate, generate & access data and information**  locate information from a given set of digital sources  Communicating |
| Interact with a range of familiar information sources and technologies and identify their purposes, eg: TV, websites | Knowledge & Understanding-Made Environment  (Information) | Investigating  Communicating |

**Stay Safe Online**

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| **Learning Intentions** | **ICT Skills** |
| **Overview:**  In the animated adventure, ‘Router’s Birthday Surprise’, Clicky throws a party for his good friend, Router the robo-pup. It’s hard to plan a party when you have to save the Internet from sneaky outlaws and help friends, Nettie and Webster, deal with tricky people in the real world. Students follow Click through his busy day while learning how to be safer online and in the real world. | **Stay Safe Online Poster:**  Students will:  \*open and save a Word document to their computer class folder  \*use a variety of skills to produce a ‘Stay Safe Online’ poster  Skills:  \*design the heading-Stay Safe Online-using WordArt  \*word process text-change font size, style  \*use shift key for asterisk to list in point form  \*insert a graphic from clipart  **ASSESSMENT:**  **Content:**  Students will:  \*access the portal  \*open a message  \*click a link in the message  \*complete and submit an online test (google docs) to gauge understanding of content presented  **Skills:**  Each PowerPoint will be scored against a skills checklist |
| **Router’s Birthday Surprise-Online:**  \*students watch the video and interact with Clicky by answering questions posed in game format.  **Fun Online:**  “Homework, jokes, games and blogs-you sure can do a lot online.” Can anyone tell me what they like to do on the Internet?  \*pause video to elicit responses from the students  **What Rule is it Anyway?:**  \*students listen to questions about staying safe online, posed by Clicky (game show format) and ‘shout’ their answer chosen from the selection given (multiple choice)  Rule #1:  What should you do if you see something online that makes you feel sad, scared or confused?  a. wash your feet  b. hide in your treehouse  c. tell a trusted adult  Rule #2:  Which of these is information you should not share online without asking a trusted adult first?  a. your name and address  b. Webster’s smelly gym socks  c. a cat’s hairball  Rule #3:  Should you meet people from the Internet face-to-face?  a. sure, it’s good to make new friends  b. no, don’t meet anyone offline  c. maybe, but only if you bring them a cheesecake  Rule #4:  What does it mean to use good netiquette?  a. not being rude or mean online  b. not being rude or mean to Nettie  c. being nice to bugs  \*Clicky summarises by saying ‘A trusted adult is someone that you can talk to and who can help you when you are feeling sad, scared or confused.  \*pause video and invite students to give some examples of trusted adults that they know |
| **Webville Outlaws:**  \*students meet the Webville Outlaws when Sheriff Clicky goes to catch them because they are nor following the rules of the Internet  \*Clicky outlines what each of the outlaws have done and asks the students to say whether they are ‘guilty’ or ‘not guilty’  Potty-Mouth Pete: has nothing good to say; is a cyberbully that says mean things online  Look-At-Dis Louie: tries to show you things that you don’t want to see; he tries to get you to look at things that can make you feel sad, scared or confused  Wanta-Know Wally: asks a lot of questions about your personal information (name, address, school)  Meet-Me-Mack: asks you to meet face to face  \*Clicky summarises the four rules of online safety:   * Tell your trusted adult if anything makes you feel sad, scared or confused * Ask your trusted adult before sharing any information like your name, address and phone number * Do not meet face to face with anyone from the Internet * Always use good netiquette and do not be rude or mean online |
| **Router’s Birthday Surprise-In the Real World (IRL):**  \*Students are presented with real world scenarios (going to the shops) that relate (make connections with) to behaviour online   * Webster asks Clicky if it is Ok for him and Nettie to go to the store? (asking permission to go online) * Webster is asked by a stranger for help in the store & Nettie is asked to go and have a look at some puppies in a car (being asked to meet someone face to face from the Internet) * Parrot is asked his name (never give out personal details)   \*Discuss how thinking of how we stay safe in the real world is similar to how we can stay safe online. |
| **Closure:**  \*Students   * view the video again individually * play the interactive game to reinforce the information in the video |