**Term 1: Stage 1: Year 2**

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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 |
| Recreate texts imaginatively using drawing, writing, performance and digital forms of communication *(ACELT1586)* | Think imaginatively & creatively | Communicating |

**Stay Safe Online**

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| **Learning Intentions** | **ICT Skills** |
| **Overview:**  Privacy Playground: The First Adventure of the Three Cyberpigs is designed to help students recognise the advertising tactics used on commercial Internet sites, as well as other invasive and deceptive techniques they may encounter. The game stresses the importance of protecting the privacy of their personal information-and that of their family and friends-so they won’t be marketing targets and can surf the Internet safely.  **Learning Objectives:**  Students will begin to develop:   * an awareness of:   -the methods used by marketers to elicit personal information from children on the Internet  -the strategies marketers use to engage children online  -the fact that online acquaintances may not be who they say they are   * an understanding of:   -the commercial nature of the Internet  -the need to protect personal privacy on the Internet, both from a marketing and safety perspective   * an appreciation of:   -the importance of surfing the Internet in a safe and appropriate manner | **Privacy Tips:**  Students will:  \*open and save a Word document to their computer class folder  \*use a variety of skills to word process ‘tips’ about how to keep your personal information private online  Skills:  \*centre, bold and underline heading  \*word process information points  \*use numbering for points  \*change font size    **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, colour  \*use shift key for asterisk to list in point form  \*insert a graphic from clipart  \*centre align graphic  \*insert a page border  **Stay Safe Online-Voki:**  Students will:  \*navigate to the website <http://www.voki.com>  \*create a voki avatar  \*choose **one** online rule to use for voki’s message  \*open a Word document & save to class computer folder  \*copy and paste embed code to document for uploading  **ASSESSMENT:**  **Privacy Tips/Stay Safe Online-Poster**  Each Word document will be scored against a skills checklist  **Voki:**  Vokis will be scored against a rubric |
| **Introduction:**  \*Explain that throughout the game, each time the pigs have to make a decision, a friendly alien, Zorf Spudnik, asks the students whether or not the pigs should go ahead. Depending upon their answers, the students receive stars and reinforcement for their good thinking-or a gentle warning about the potential negative consequences of their decision. |
| **Remember your Cybersmarts:**  \*View the game and as a class answer the questions posed by Zorf  \*Discuss at each question the reasons for your answers and the consequences of your actions; relate to personal experiences ie: main teaching points  **Main Teaching Points:**  -companies often use cool characters to attract you to their products. Remember: it’s still just advertising. A pretend character isn’t really your friend, especially when they are trying to sell you something.  -companies often ask kids to compete in games, join clubs or complete surveys on the Internet. They may offer you a prize for answering questions about your name, age favourite foods or what your parents do for a living. Don’t give companies any of this personal information. They are only trying to gather information to sell you products.  -you come to the Internet to play not pay. Sometimes companies create cyber-playgrounds to trick kids into buying things.  -stay under cover. Don’t reveal your email address in online forms used in surveys or contests, or in personal profiles or on any websites. Posting your email address anywhere on the Internet will attract spam.  -whatever you do or say on the Internet is not private-anyone can listen in. So only talk about things that you and your family would be comfortable having the whole world (or the whole school) know about.  -you know to be wary of strangers in the real world-and it’s just as important to be careful on the Internet too. Never tell a cyber-stranger your address or your phone number and never agree to meet a cyber-friend offline. |
| **Closure:**  Students:  \*view and interact with the game individually  \*raise any questions for discussion or clarification |