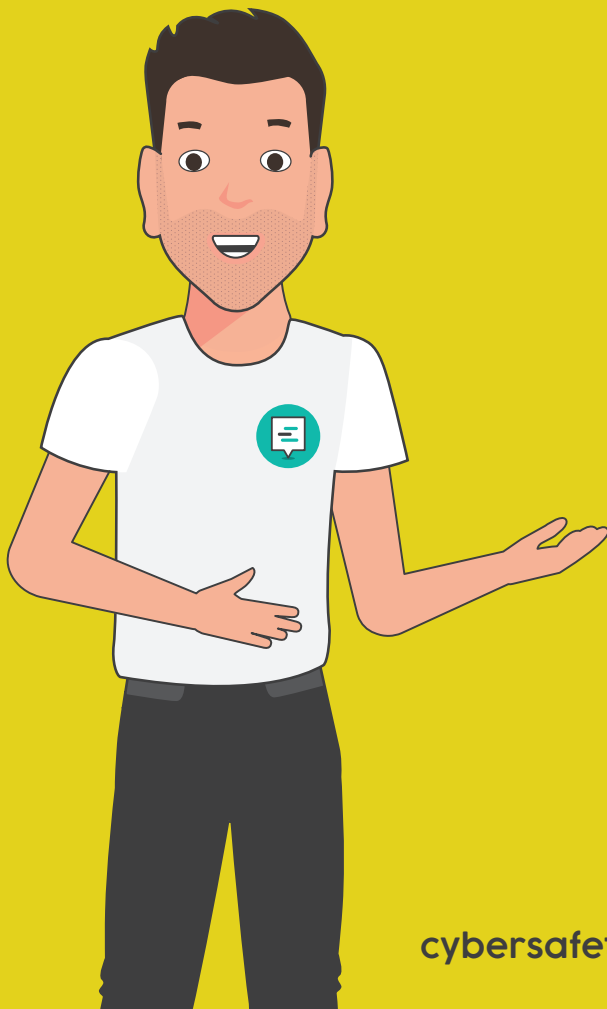


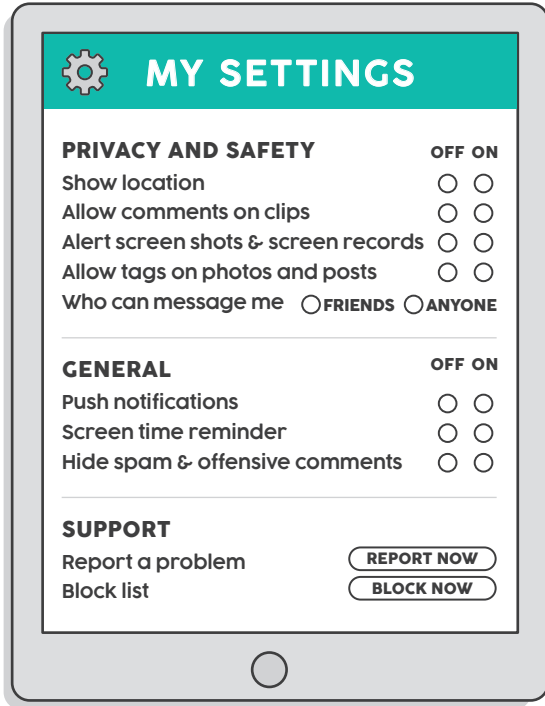
**CYBER
SAFETY
PROJECT**

Year 5 & Year 6

PRINTABLE FOLLOW UP TASKS



Take Control – Settings For Success



1 Shade the profile settings you would select to take control of your digital safety and wellbeing.

2 Explain your choices:

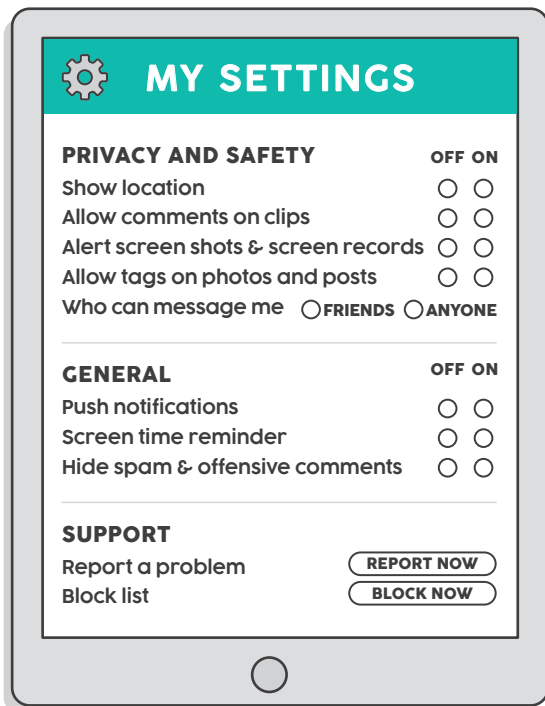
LOCATION:

MESSAGES:

NOTIFICATIONS:



Take Control – Settings For Success



1 Shade the profile settings you would select to take control of your digital safety and wellbeing.

2 Explain your choices:

LOCATION:

MESSAGES:

NOTIFICATIONS:

Digital Dilemma Role Plays

Have students work in pairs or small groups to model strategies to appropriately and safely respond to (or manage) a range of digital dilemma scenarios through creating roleplays.

Encourage students to consider the Cyber Safety Project values they may be able to draw upon to manage their allocated dilemma.



SCENARIO ONE

You are hanging out with a friend. They show an online video of something that makes you feel uncomfortable.



RESPONSIBILITY



INTEGRITY



STRENGTH



EMPATHY

SCENARIO TWO

You are scrolling through social media and notice a friend posting photos of you without your consent.



RESPONSIBILITY



INTEGRITY



STRENGTH



EMPATHY

SCENARIO THREE

Some of your friendship group are in an online chat but one of your friends is excluded because they aren't allowed to use that app.



RESPONSIBILITY



INTEGRITY



STRENGTH



EMPATHY

SCENARIO FOUR

You're scrolling through posts on social media and you notice it's making you feel sad or poorly about yourself.



RESPONSIBILITY



INTEGRITY



STRENGTH



EMPATHY

SCENARIO FIVE

When playing online games with your friends you notice some of them are getting aggressive.



RESPONSIBILITY



INTEGRITY



STRENGTH



EMPATHY

SCENARIO SIX

You're spending the day with friends. One in particular is just constantly being distracted by what's happening on their phone.



RESPONSIBILITY



INTEGRITY



STRENGTH



EMPATHY

Digital Dilemma Role Plays



SCENARIO SEVEN

Your friends think it would be funny to make a fake profile using photos of someone you know.



RESPONSIBILITY



INTEGRITY



STRENGTH



EMPATHY

SCENARIO EIGHT

You notice you're losing track of time when playing an online game.



RESPONSIBILITY



INTEGRITY



STRENGTH



EMPATHY

SCENARIO NINE

Everyone is doing a dangerous challenge on social media and asking why you haven't posted yours yet.



RESPONSIBILITY



INTEGRITY



STRENGTH



EMPATHY

SCENARIO TEN

Someone keeps tagging you in photos when you have already asked them to stop.



RESPONSIBILITY



INTEGRITY



STRENGTH



EMPATHY

SCENARIO ELEVEN

Your friend keeps allowing people you don't know into your online games.



RESPONSIBILITY



INTEGRITY



STRENGTH



EMPATHY

SCENARIO TWELVE

In a private group chat one of your friends continues to make hurtful comments about someone in your class.



RESPONSIBILITY



INTEGRITY



STRENGTH



EMPATHY

ALTERNATIVE IDEA

Provide students with time to create their own digital dilemma scenarios. Encourage them to shape these around topics including (but not limited to):
Screen time, digital peer pressures, problems within group chats, online gaming challenges or difficult situations they have faced online.

TEACHER FACILITATED LESSON

Digital Balance Calendar

LEARNING FOCUS

Learning to manage time and the capability to self-regulate when using digital technologies is a skill for everyone in the 21st Century to develop. Developing self-regulation requires a person to have opportunities to plan and manage their own daily activities, including making their own choices and decisions. Recognising how long something may take to complete and having strategies to keep on track is a fundamental skills in developing self-regulation.

In this lesson, students will consider the types of digital activities they engage with, sort these activities into categories and set goals for having a healthy and productive digital balance these coming school holidays.

LEARNING INTENTION

We are learning to categorise technology usage and plan for creative and productive ways to use technology that can help us find a healthy digital balance.

SUCCESS CRITERIA

- ✓ I can classify different technology activities as consumption, productivity and creativity.
- ✓ I can plan for a balanced use of technology during my school holidays.

LESSON SEQUENCE

TUNE THEM IN

Have students brainstorm and list all of the things they can do online / with technology. They may suggest things such as listen to music, watch videos, play games, research information, connect with friends (continue until all ideas are exhausted).

Use the following question prompts to guide students into the lesson focus:

- Have you ever been told you spend too much time using technology?
- Why might spending too much time on technology be unhealthy?
- What does a healthy digital balance look like?
- What is the difference between consuming with technology and creating with technology?
- How might categorizing different types of technology activities help us find a healthy digital balance?

Work with your students to define the terms “consuming with technology” (i.e. watching / views / playing) or “creating with technology” (designing / building / making). Explain to students that creativity is one of the highest levels of thinking. When we create it’s like exercise for our brains. Use the list of brainstormed digital activities from earlier and have students categorise each of these into *Consuming* or *Creating*.

- Why might creating be better for our health verses consuming?
- Thinking about how you use technology daily...
- Do you think you spend more time consuming or creating?
- How might you be able to find a healthier digital balance?

LET THEM LEARN

Create a **Digital Balance Challenge** for yourself and your family. Design a two-week calendar for the upcoming school holidays with at least one activity that you can do each day that is a productive or creative use of technology. Try to squeeze in and commit to at least 2 days over the holidays that are your ‘tech free days’ to ensure you give your brain the break it needs to stay stimulated and healthy.

My Digital Balance Challenge

SAMPLE

	WEEK ONE	WEEK TWO
Saturday	<p>TRAIN Train our bodies and minds by downloading the <i>Cosmic Kids App</i> and scheduling 10 minutes of yoga each day.</p>	<p>PLAN Look up a local park or walking track on Google Maps and plan your journey. Lead the way and take your family on a walk or ride to get there.</p>
Sunday	<p>EXPLORE Explore this tutorial to learn how to use Excel. Use a packet of M&Ms to try different formulas.</p>	<p>DISCOVER Discover how to speak a different language. Learn how by checking out www.duolingo.com</p>
Monday	<p>CREATE Build a KINDNESS Chatterbox http://tiny.cc/ChatterBox</p>	<p>CREATE Use digital technology and design a colour by numbers colouring sheet.</p>
Tuesday	<p>TECH FREE Create your own game of "Guess Who" using our template by designing two matching sets.</p>	<p>TECH FREE Redesign and draw the front cover of your favourite picture story book.</p>
Wednesday	<p>DESIGN Research what a <i>Rube Goldberg Machine</i> is. Use items around the house to design and create your own <i>Rube Goldberg Machine</i>.</p>	<p>COOK Make homemade pancakes. With adult supervision find a digital recipe and prepare a delicious snack.</p>
Thursday	<p>TECH FREE Write your own song to the tune of 'Old Macdonald had a Farm' about how to wash your hands.</p>	<p>TECH FREE Organise Mum or Dad's book collection or DVDs into alphabetical order.</p>
Friday	<p>EXPLORE Create a time-lapse video of yourself building a Lego construction.</p>	<p>DESIGN Use Kahoot to create a quiz about your favourite sport or hobby.</p>

My Digital Balance Challenge

	WEEK ONE	WEEK TWO
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		