Student resource - lower secondary activity sheets

Activity 1 - Your online presence

> Your online presence is formed by your use of digital devices and your online activity. Your online presence is formed by others when they post information about you online.

Task A - 'Google' yourself

Unlike your parents and grandparents your adolescence can be 'Googled'. If somebody 'Googled' you what would they learn about you?

Log out of all your online accounts. Type your name into the browser search window. Print the results of your search. Highlight each time your name appears.

Just out of interest, how many other people share your name?

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What does your online search tell you about you (and not all of the other people with your name)?

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Why do you have an online presence?

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Did you like what your search revealed?

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Did any of the search results surprise you?

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Were there any search results that you would have preferred not to find?

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Other than you, who else has contributed to building your online presence?

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Task B - Your online reputation

When we use the word 'reputation', we are referring to the opinion that we have about someone or something. We often use the words 'good' and 'bad' to describe someone's or something's reputation. We also refer to reputations being 'established' or built', as well as being 'damaged' or 'ruined', usually by the behaviour of someone or something.

Your digital reputation is the opinion or view that others have about you. Your digital reputation is defined by your online behaviour. The content that you post about yourself and others defines your digital reputation. Other people's online behaviour also defines your digital reputation. Whenever someone posts something about you online, with or without your permission, they are either contributing positively or negatively to your digital reputation.

You may choose to keep your answers to the following questions private. You will not be required to share everything that you write with your peers. The questions provide you with an opportunity to consider and also reconsider your use of digital technology and your online behaviour, and in turn make changes that will protect your online presence and improve your online reputation.

Based on the findings and analysis of your online search, describe your online reputation:

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Have you ever posted something online that you later regretted? Did you edit or delete the post?

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Does your current online presence include things that were intended to be private?

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Does your online presence include inaccurate information posted by someone else?

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Has your online life ever had a negative impact on your real life?

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Task C - Protecting your online reputation

You may have been told that once something is online it is there forever. This is true but you can limit how much people can find about you by deleting old email accounts, deactivating social networks, limiting what you post, and asking people you know not to post or tag you in photos.

Do you know how to edit and/or delete inappropriate information that may have been posted about you online?

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What other steps could you take to modify your online presence and improve your online reputation?

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Your online presence shapes how you are perceived by others online and offline, now and in the future. You should only post things that contribute to building a positive online presence.

Working with a partner, list all of the ways that you can protect your online presence and improve your online reputation.

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What kinds of things might be good for your reputation in the future if they are posted online now?

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What kinds of things might be harmful?

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You should also respect other people's reputations online.

Do you ever post things online about your friends? Do you comment on or tag their posts or photos?

What should you ask yourself before you post a photo, video, or other information about another person online?

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At home: Review your online profiles. Do you need to delete any of your online profiles? Do you need to edit the content on your online profiles? Do you need to delete the content on your online profiles? Check the privacy settings on all of your online profiles.

Task D

Friend and follow requests are a function of most social networking sites and apps. Making careful decisions about what requests you accept and what requests that you decline.

Do you accept all of the requests that you receive?

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How do you respond to requests from strangers?

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Do you ever block people because of what they post?

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What if you did not like something that a friend posted? What would you say? What would you do?

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Activity 2 - Online security

Being online gives you so many opportunities to explore, create and collaborate. However, to make the most of it you need to keep yourself safe and secure.

Task A

Most of us use wi-fi to connect to the web. Wi-fi is a wireless connection that links our devices like desktop, laptops, tablets and smartphones to the internet. When you use wi-fi you are sending and receiving information over a wireless network.

At home do you use wi-fi or do you still have a cable that plugs into your desktop or laptop?

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Do you ever use free wi-fi?

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What activities do you complete using free wi-fi?

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Where do you access free wi-fi?

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Do you think about whether your wi-fi is secure?

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What are some issues that might arise if you do not use a secure wi-fi network?

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At home you should ask the person responsible for your wi-fi if it is secure and has a password. A password will prevent other people from using your wi-fi and prevent them from snooping on your online activity. There are three levels of passwords for securing your wi-fi network. WEP, which is a weak password; WPA, which is a strong password; and WPA2, which is the best. So make sure that your wi-fi network is protected by a WPA2 password that contains a unique mix of numbers, letters and symbols so others can't easily guess your password.

Task B

How do you know if a website is secure?

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What types of websites need to be secure? Why?

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There are a number of signals that you can look for to determine whether a website is secure. First, look at the address bar and see if the URL begins with https://. This signals that you are connected to a website that is encrypted. Some browsers also include a padlock icon to indicate that the connection is encrypted and you are more securely connected.

Locate one example of a secure website, take a screenshot of it and highlight the signals that tell you that it is a secure site and write why it is secure.

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Task C - Privacy settings

Discuss your answers to the following questions with your peers:

What is privacy?

What are the rules about privacy at your house?

What happens when someone in your family does not respect your privacy?

How do you know if a website protects your privacy?

What websites are safe for people your age?

Write a review of a website that you think is appropriate for children your age to use. Your review should explain why the site is a safe and secure site that protects your privacy.

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Task D - Passwords

What is a password?

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How do you choose your password?

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How often do you change your password?

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Do you share your password with anyone else?

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Task E - Hacked, cracked or lacked?

It's important to keep your passwords private, even from your friends, as this reduces the risk of others getting hold of it. A lot of people use the same password for different accounts, which isn't always smart. It's a good idea to use different passwords, or at least vary them slightly for each different account. This means that if someone does get hold of one password, they can't access all of your accounts.

Hacked is when someone accesses your account using a script or code to bypass the usual security measures and accesses your private information.

Cracked is when someone accesses your account because they have figured out our password.

Lacked is when someone accesses your account because your account lacks the protection it requires.

A strong password contains a mixture of upper and lower case letters, numbers and keyboard symbols. Look at the following passwords and decide if they are strong or weak and why.

PASSWORD	STRONG / WEAK	REASON
abcdefg		
iw2cu@thebe@ch		
Ilovecricket		
password		
GdzIQaZyVaFgbh7dl		
SarahDeM		
.Susan53.		
adamSandler		
$m3llycat.		
JulieLovesKevin		

Drawing on all that you have learnt, design a series of hacked, cracked and lacked posters to educate your peers about the importance of secure passwords.
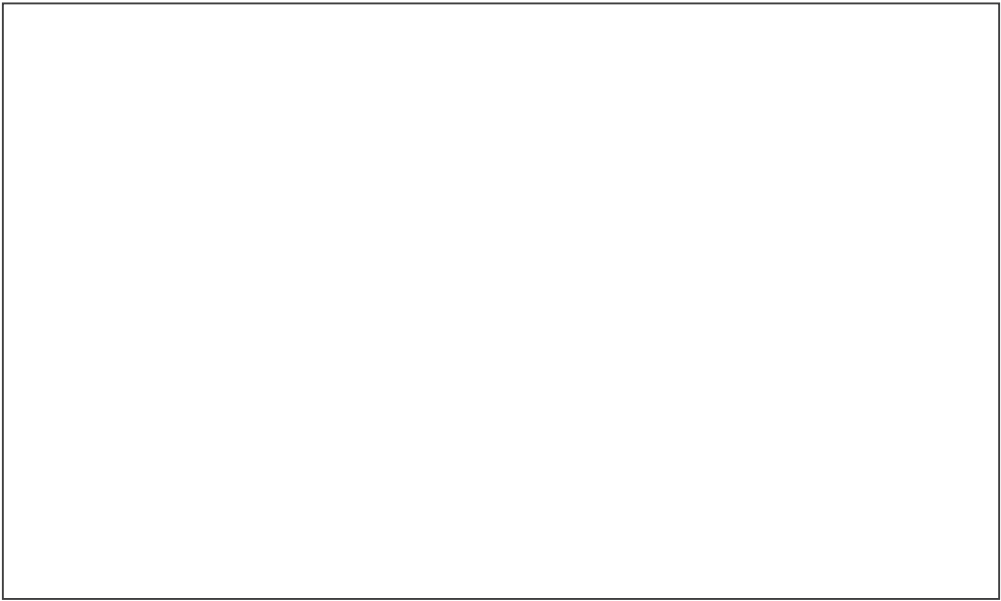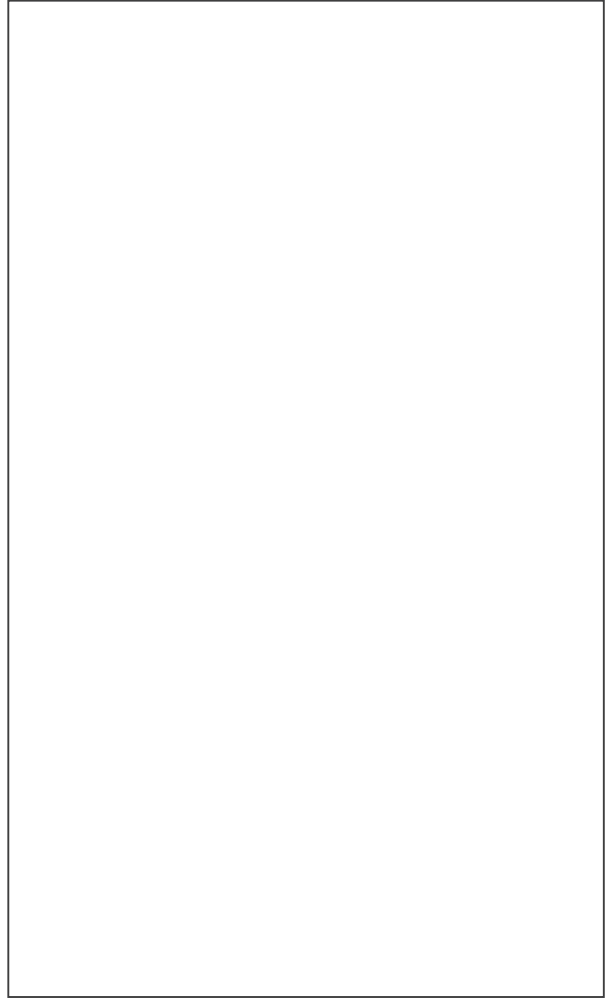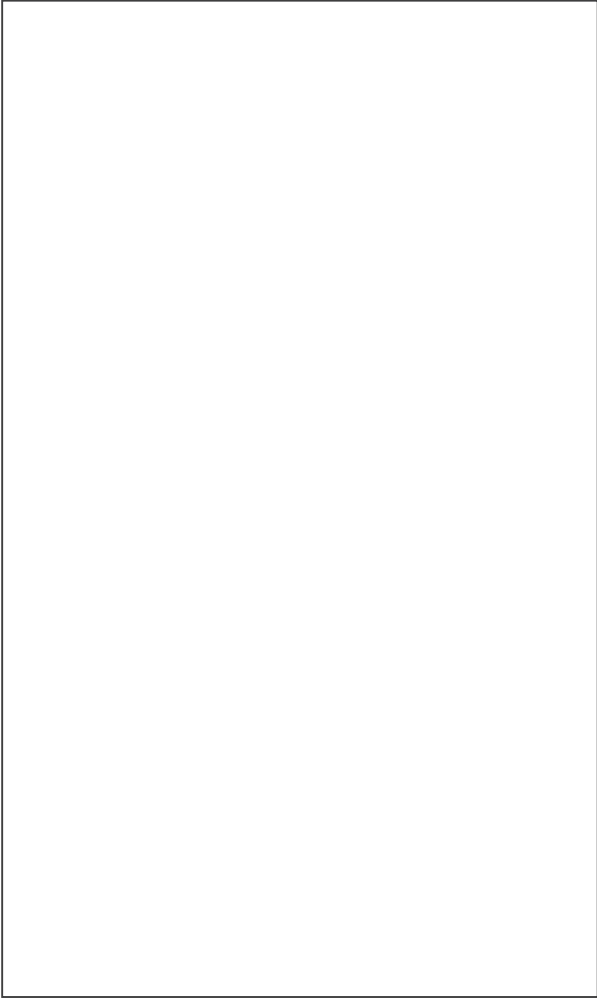
Activity 3 - Friends and followers

Task A - Who are your friends?

How many online friends do you have?

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Who are your online friends?

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Are all of these people really your friends?

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How many of your online friends are also in-person friends?

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How do you become online friends with someone you have never met before?

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How do you know that you can trust the online friends that you have never met?

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What are the difference between online friends and in-person friends?

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Why should you be cautious about making friends with people online?

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Write a checklist for safe online chatting.

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Use the web diagram below to show how you and 10 – 15 of your online friends are connected. Put yourself in the middle and list your friends around you. Draw arrows between your friends to show their connections to one another and use different colours to show your online friends who you know face to face and those online friends who you have never met.

Task B - Who do you follow?

Follow in terms of social media means that you follow a particular person and are able to read or view material that they publish.

Who do you follow? Why?

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Do you follow people that you know?

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Do you follow famous people? Why?

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Do you ever make contact with the people that you follow? Why?

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Why do people like, comment on and send messages to famous people that they follow?

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If you follow a famous person on social media identify how many followers that they have. If you don't follow a famous person, choose one and search on the Internet for how many followers that they have. Think about what this person posts and why so many people follow them.

Task C - Who follows you?

Do people follow you? Why?

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Do you follow them back? Why or why not?

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Do you follow them back? Why or why not?

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Do you follow them back? Why or why not?

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Activity 4 - The online you

You are a digital native. This is a term used to describe people who have grown up with digital technology. You take digital technology for granted and depend on it in ways that digital immigrants (your parents) don't. You use digital technology to participate in society, to communicate with others, and to create and consume digital content.

Task A - Consume

The term consume refers to the way we interact with online content. We view videos and download films. We listen to music, podcasts and audiobooks. We retweet, regram and repost. We share someone else's status. We catch up on television programs via television networks on demand websites. We play games on our smartphones while we wait. We read blogs and newsfeeds.

What type of digital consumer are you?

Format your answer to this question much like a receipt that you are given at a point of sale having made a purchase. Use the space below to plan and draft your response.

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A frequent criticism of your generation is that you have short attention spans. Not only does the average attention span clock in at eight seconds, it is also shrinking, with experts predicting that very soon it will only take six seconds for you to move on.

Further studies suggest that, you shift from tab to tab, window to window and use multiple platforms simultaneously, moving on whenever you are bored or tired, turning your attention to something new to change your mood. You abandon websites that take too long to load.

Is this an apt description of how you behave in the online world?

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Do you need lessons in how to concentrate?

Research how you can improve your concentration. Share your findings with the class.

Do you think that digital technology can improve your thinking skills?

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Task B - Create

Studies about online behaviour indicate that 99% of users consume, while only 1% create content.

Make a list of the types of online content that you create. Mention everything from a status update to a blog post to a video you have made and uploaded to your YouTube channel.

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Why do (or don't) you create online content?

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Task C - Good behaviour

What is respect? Who do you respect? How do you show people respect?

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How can you help create a more respectful online world?

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Etiquette is a set of rules that define polite behaviour in social situation. To get the most from the digital world that you live in, you need to be aware of your own behaviour and engage in positive ways with others.

Your task is to write ten rules that define polite online behaviour. Use the space provided to brainstorm common online situations and appropriate behaviour in these situations. When you are finished, generate a set of memes titled 'Know your Netiquette'.

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Task D - Antisocial behaviour

Antisocial is a word to describe behaviour that is disrespectful to others and to the laws and customs of society. Antisocial behaviour in an online world includes trolling, stalking, harassment and bullying.

Define the following terms. Give an example to support your definition.

Cyber bullying:

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Cyber harassment:

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Cyber stalking:

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Trolling:

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Would you know what to do if you were the victim of antisocial online behaviour?

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Spend time as a class discussing ways that you and your peers can protect yourself from antisocial online behaviour.

Activity 5 - Managing your personal digital devices

Personal digital devices have become a normal and acceptable technological accessory for people of all ages to use.

Task A - Personal Digital Devices

Create a list of personal digital devices that you, your family and friends use.

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What are the benefits of using a personal digital device?

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What did people do before they had personal digital devices?

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Task B - Downloads

Downloading is when you copy data from one computer to another typically over the Internet.

What do you download on your personal digital device(s)?

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Do you have to get permission before you download something? If yes, permission from who?

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Do you think about where the content is coming from before you download? How do you know it is from a trustworthy site??

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Task C- Hidden Features

It is important that you only download films, TV shows, games, apps or ringtones from a legitimate online store. When you download items from sites that advertise cheaper or free versions than you could leave your device vulnerable to malware and having personal information stolen.

Malware includes viruses, worms, Trojans, spyware and adware. These can have not only disruptive

impacts on how your device operates, but can also be used to steal your personal information or even allow your computer to be remotely controlled and used for illegal purposes.

Can you identify some legitimate stores where you can safely download films, TV shows, games, apps or ringtones?

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What can you do if your device has been the target of malware?

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In a pair investigate the steps you can you take to prevent your personal digital devices from being the target of malware. Using the information you find create a 6-cell comic strip warning people of the dangers of malware on personal digital devices and how to prevent it.
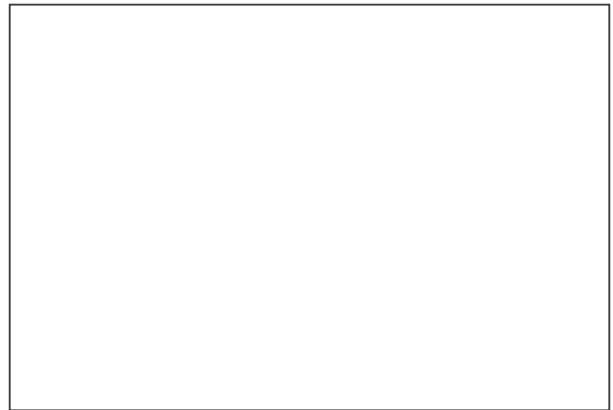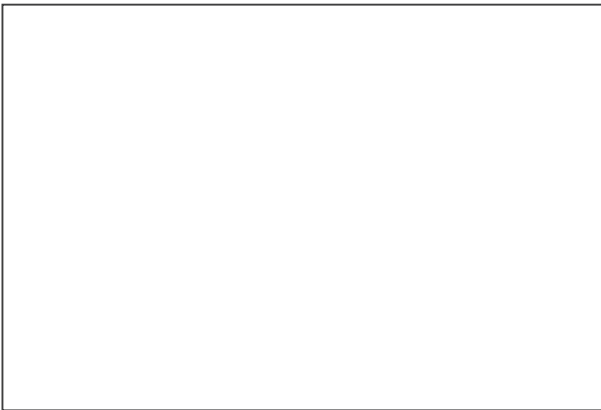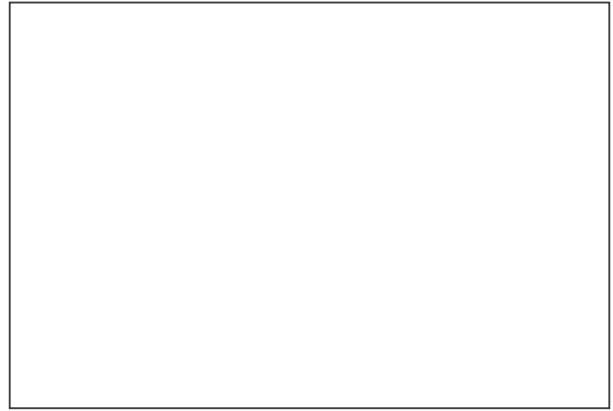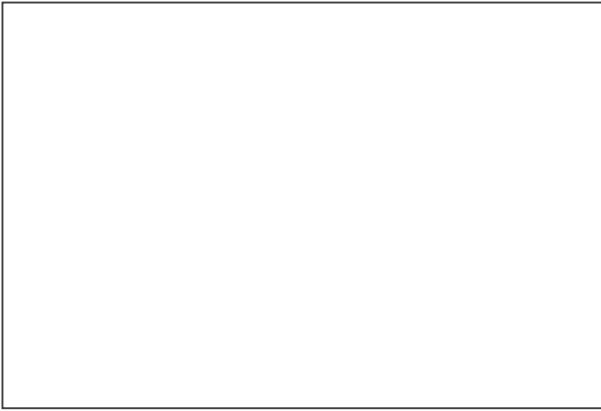
Task D - What's the real cost?

What do your online activities cost and who pays the bill?

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Have you heard the phrase "Nothing is free"? What is meant by this phrase? How does it relate to portable digital devices and downloads?

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Have you ever downloaded a free app only to find that it is not free? If yes which one and what did it actually cost?

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Do you read the terms and conditions before downloading an app or ringtone?

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What can you do if you are suddenly being charged for something that you thought was free?

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Investigate this issue in a small group and report back to your class. After each group presents their findings create a class list of steps to take if this happens to someone.
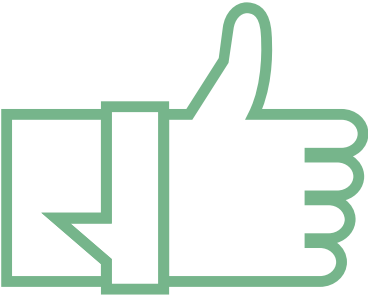
Activity 6 - In excess

The number of hours adolescents spend online can vary significantly between individuals. Online activities can interfere with your health and wellbeing, schoolwork, friendships and relationships with your family.

Task A - Hour after hour

How many hours do you think is an appropriate number of hours to spend online on a weekday? Explain your answer.

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How many hours do you think is an appropriate number of hours to spend online on a weekend? Explain your answer.

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How many hours of the school day do you spend online?

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Visit The Australian Government Department of Health online at http://www.health.gov.au/.

How many hours do the experts recommend is an appropriate number of hours for someone your age to spend online? Do the guidelines distinguish between weekdays and weekends?

Do you think you spend too much time online?

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Do you think you should change your online behaviour?

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Task B - Ask Dr Google

What are the warning signs of excessive time spent online?

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Task C - Does technology rule your life?

What conclusions can you make about your dependency on technology?

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Task D – Good advice

How would you intervene if you thought a friend was spending too much time online?

Write what you would say to convince them that they should change their behaviour.

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Role play what you would say to the class to determine the effectiveness of your advice.

Task E

'That there is no such thing as too much online time.'

Hold a line debate.

A line debate is a debate that requires you to work with a team of classmates. Your teacher will divide the class into two teams. The affirmative team will agree with this contention. The negative team will disagree with this contention. Each speaker will have one minute to state and prove an argument that is relevant to the topic. Each speaker (with the exception of Affirmative 1) will be expected to rebut the previous speaker.

Use the table to organise your team's case.

ARGUMENTS List the reasons to support your stance.	EVIDENCE Use real world examples and evidence from #GameOn	REBUTTAL What will the other team argue? Be ready to challenge their arguments.

Activity 7 - Time out

Technology should not rule your life. It is important to find a way to balance your offline and online commitments and interests.

Task A - Going offline

How long could you last without digital technology? Explain your response.

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Your task is to spend 24 hours offline. Plan how you will spend your day – using pen and paper! Keep a diary of all that you do – using pen and paper! Convince a friend or a family member to take the offline challenge as well. When the day is over, spend time sharing the experience with your peers. What did you do? Did you enjoy your day? Did you last 24 hours without using digital technology? What was the easiest aspect of the day? What was the most difficult aspect of the day? Would you be prepared to spend another 24 hours offline?

Task B - Sleep and sleep deprivation

Sleep and sleep deprivation

You need between nine and ten hours of sleep every night. Not getting enough sleep can negatively affect your learning and participation in after school activities, as well as your physical and emotional health. Watching television, playing electronic games and being online not only keeps you out of the bed, the light from the screens can prevent adequate production of melatonin, the brain chemical transmitter responsible for sleep.

How much sleep do you average on school nights?

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How much sleep do you average on school nights?

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Do you think that your screen time in the evening negatively impacts on your sleeping patterns?

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Use the Internet to research the effects of sleep deprivation and the ways that sleep deprivation can be avoided. Make notes about your findings.

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Sleep hygiene is a term to describe the habits that help people get a good night's sleep.

Based on your research and your personal circumstances, how can you improve your sleep hygiene?

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Task C - Get fit

Wii Tennis, Kinect Skiing and PlayStation Move Just Dance aside, your use of digital technology probably means that you are spending a lot of time sitting down.

Do you think that your time online limits your physical activity?

What are the health and wellbeing risks associated with decreased physical activity?

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The Australian Government Department of Health's Physical Activity and Sedentary Behaviour Guidelines recommends that people your age should accumulate at least 60 minutes of moderate to vigorous intensity physical activity every day.

Do you meet the guidelines?

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How could you change your behaviour to make sure that you are getting enough exercise?

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Task D - A heathy balance

The healthy food pyramid recommends the types of foods we should eat and in what proportions different foods should be consumed. Drawing on this model, design a healthy digital technology pyramid that provides easily understood guidelines about online behaviours.
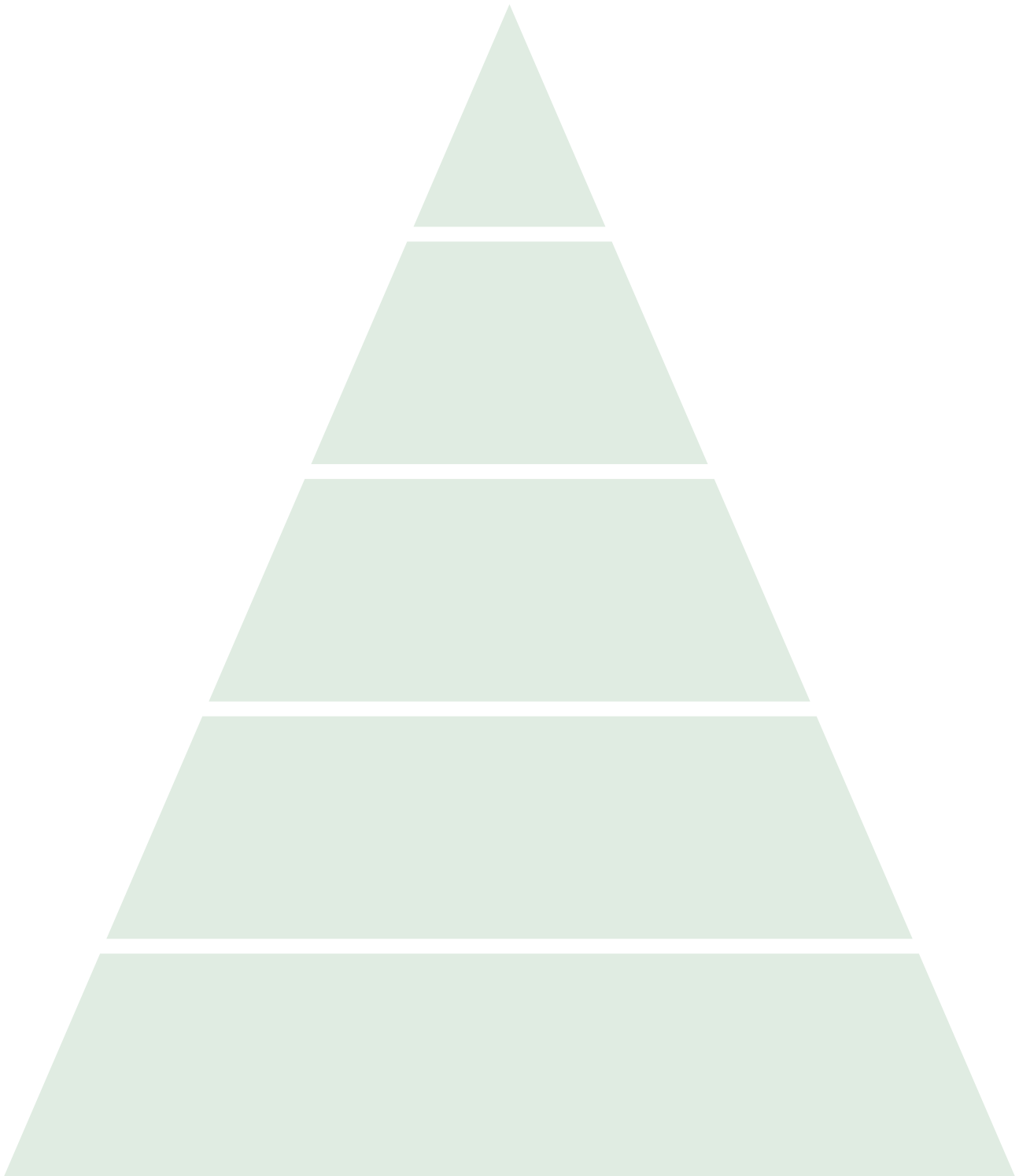
Task E - Raising awareness

Working as a class, develop a community awareness campaign to encourage students at your school to take time out from technology and achieve a better online/offline balance.

Brainstorm the best ways to raise awareness about the issues associated with excessive screen time and how these issues can be addressed. When you have agreed on the content of the campaign, devise a schedule and brainstorm roles for individual students to undertake.

Offline activity:

Name:

Day:

TIME	ACTIVITY

REFLECTION

Activity 8 - Game over

Electronic games are video games, console games, computer games and games played on handheld and mobile digital devices. Electronic games have been around for forever; well actually the first electronic game was launched in 1947. Your parents probably played Pong, Space Invaders and Pac-Man. They may even own a gaming console that is now considered retro.

Task A - Gamer profile

Interview someone who plays electronic games (it could be you).

Below is a list of questions that you could ask the subject of the interview:

• When did you first play an electronic game?

• What are your favourite games?

• What platforms do you use to play games?

• What genres of games do your prefer? Why?

• Do you prefer single player or multi-player games?

• Why do you like to play electronic games?

• Do you ever play games that are educational?

• Are there time limits on your game play? Do you keep to them?

• Is gaming a sedentary activity for you or do you prefer games that require you to get up off the couch?

Use the answers to the interview questions to write an article that would appear in an online game magazine.
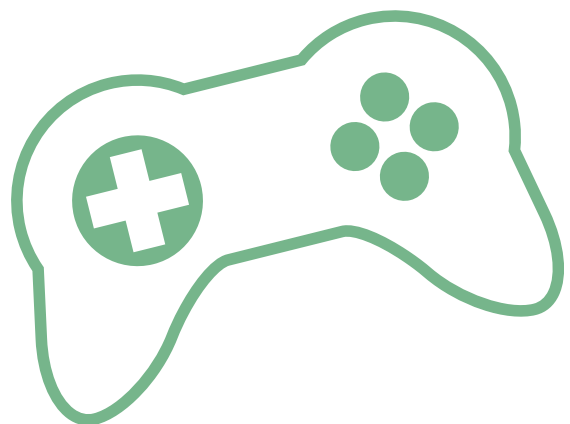
Task B - Online games

Many electronic games contain online components.

What is your favourite online game? Why?

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Online games allow direct interaction between players.

Do you know the other players? Are they your in-person friends? Are they people that you have only ever met online? Do you use the chat feature that is a component of these games?

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List the advantages and disadvantages of playing people that you have only ever met online.

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Have you ever experienced anti-social behaviour when playing online games?

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Task C

Many gamers regard electronic game play as a hobby. For others it is a sport, winning matters and training is an essential aspect of game play.

With or against? Do you play socially or competitively or both? Which type of play do you prefer?

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Task D - Is electronic gameplay bad for your health?

What do you say?

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What do the experts say?

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Task E - The 'parentals'

Has your gameplay ever caused conflict between you and your parents?

Do your parents understand what a 'save point' is? Do you get annoyed when you are told to stop playing? Do your parents get annoyed when you don't stop playing? How could you avoid this conflict?

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Sometimes parents may question the games that you play because they do not have a knowledge and an understanding of the game.

Invite a parent to play one of your favourite electronic games. Capture the moment by taking a photo.

Write a description of all that happened.

Use the following questions to help write the description:

What game did your parent play?

Did they enjoy the experience?

What did they learn about the game?

Do you think that they will play the game again?

Did the experience change their view of the game and of electronic gameplay.

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Task F - Appropriate gameplay

Working as a class, brainstorm the ways that you can protect yourself when playing electronic games.

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Working with a partner, film a segment that might feature on a factual television show pitched at viewers who are your age. The purpose of your segment is to educate viewers about appropriate electronic game play. You will need to: make a storyboard; create a shooting schedule and write a script before you begin filming your segment.