

# Student resource - upper primary activity sheets

## Activity 1 - Your digital reflection

### Task A

When you look in a mirror, what do you see?

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### Task B

Your digital reflection is formed by your use of digital technology and your online activity. Use the table to record information about your use of digital technology and your online activity.

| DEVICES THAT YOU USE | HOW YOU USE THE DEVICE  | HOW OFTEN YOU USE THE DEVICE |
|----------------------|---|------------------------------|
|                      | <ul style="list-style-type: none"><li>• make phone calls</li><li>• text</li></ul> | daily                        |
|                      |   |                              |
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### Task C

Your digital reflection is also the information that others post about you online.

Who posts information about you online?

What type of information do they post?

Why do they post this information?

Use the table to write your answers to the questions.

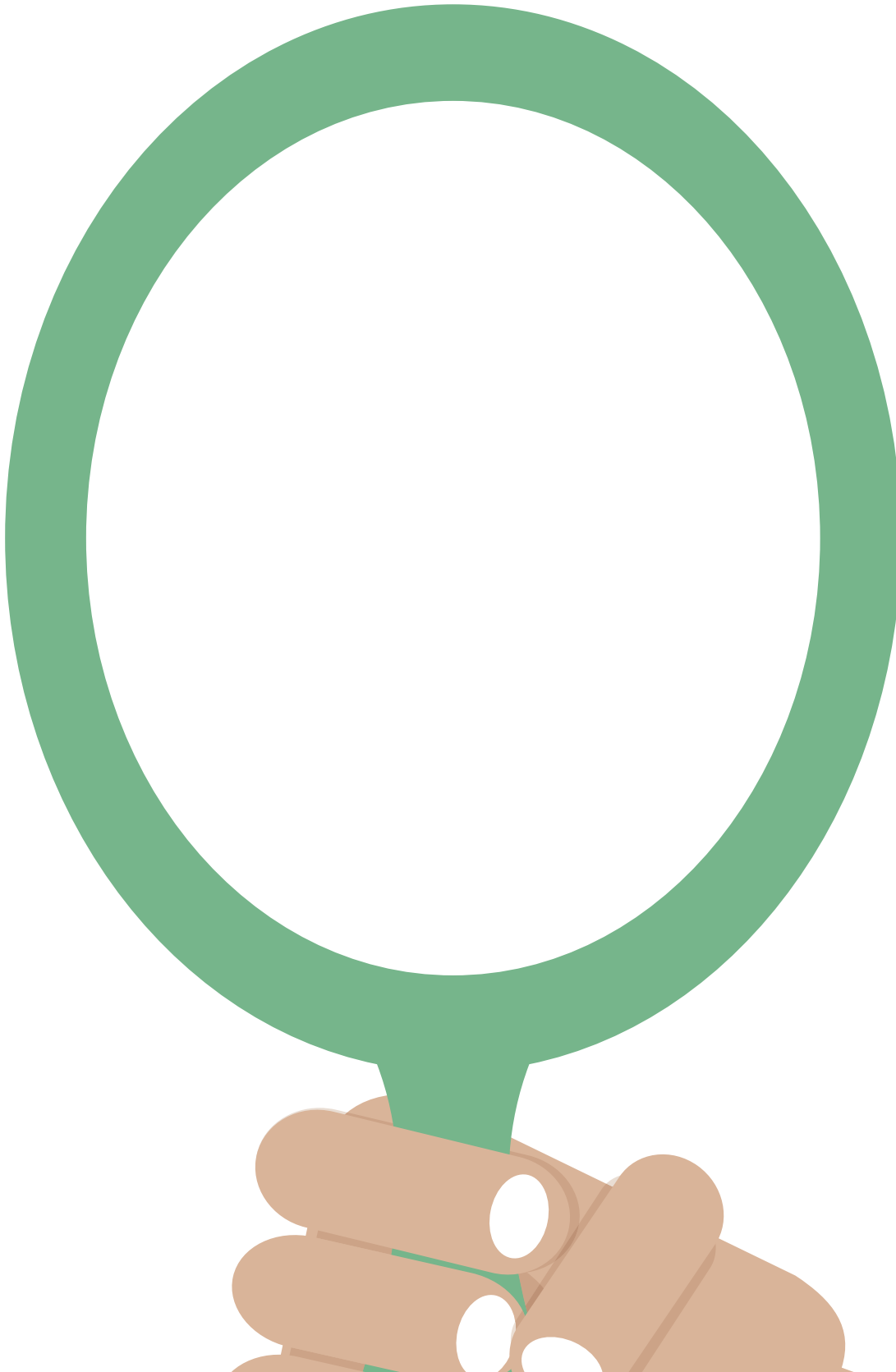
| WHO? | WHAT? | WHY |
|------|-------|-----|
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## Task D

If you looked into a digital mirror, what would you see?

The purpose of this task is to draw your digital reflection. Your digital reflection should show who you are and how you behave when you are online.

Use the information that you have recorded for Task B and C to help you draw your digital reflection. Use the table to write your answers to the questions.



**Task E**

Do you like your digital reflection? Draw a circle around your answer. Yes  No

Explain why you either like or dislike your digital reflection.

Reason 1:

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Reason 2:

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Reason 3:

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What would you like to change about your digital reflection? Why?

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What do you think your digital reflection will look like in the future?

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## Activity 2 - Playing safe

Staying safe online is similar to staying safe in the real world. It is important to understand the risks and make responsible decisions.

### Task A - Personal Digital Devices

If someone that didn't know you came into our classroom, what would they be able to learn about you without even talking to you?

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What if this information about you was displayed in your local shopping centre? How would you feel?

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Personal information is any information that enables you to be identified.

Personal information may include your:

- full name
- date of birth
- address
- phone numbers
- school
- email address
- username and password
- bank details

Personal information may also include photographs that identify you, where you live and where you go to school.

An online organisation may ask you to provide personal information.

What online organisations know some of your personal information? Why did you share your personal information? What did you get in return?

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Personal information is used responsibly by many online organisations. Sometimes your personal information can be misused.

What personal information should you share online?

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What personal information should you share online?

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Working with a partner, list the risks of sharing personal information online?

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What should you do when someone you don't know asks for private information?

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**Task B**

Passwords protect your personal information and help you to maintain your privacy when you are online.

When do you use a password?

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How many passwords do you have?

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What do you think could happen if someone knew your password?

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Is your password weak or strong?

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Choosing strong passwords will help you to protect your personal information and your online reputation.

### 5 Password Tips

- Only your parents should know your password.
- Do not tell your friends your password.
- Don't use passwords that are easy to guess.
- Create passwords with at least eight characters by combining letters, numbers, and keyboard symbols.
- Change your password regularly.

What tip would you add to this list?

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Who is your favourite fictional character? Choose a character that you know well. Make a weak and a strong password for this character.

For example: A weak password for Harry Potter would be 'Hedwig', Harry's pet owl. Your pet's name is probably not a good idea for your password.

A strong password for Harry Potter would be created by using the age he was when he discovered that he was a wizard; his parents' initials and godparent's initials; and the model number of his first broom. So: 11+ Jp + Lp + 2000 + Sb = 11JpLp2000Sb

Name of fictional character:

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Weak password:

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Explanation:

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Strong password:

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Explanation:

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**Task C**

One way of keeping yourself safe online is to use a nickname and a profile picture that doesn't show your face.

At home: Review your online user profiles. Ask a parent or an older sibling for help. If it is appropriate make your user profiles more anonymous. Make sure that you do not use a silly nickname. Use the privacy settings of the websites and apps to update your user profiles. Make sure that you are old enough to have these user profiles. For example, you must be 13+ to sign up for Facebook, YouTube and Instagram.



## Activity 3 - Online friendships

Staying safe online is similar to staying safe in the real world. It is important to understand the risks and make responsible decisions.

### Task A

A pen pal is someone who usually lives in another country and who you exchange letters with even though you have never met.

At home: Ask a parent or a grandparent if they ever had a pen pal? Ask your parent or grandparent to describe their friendship with their pen pal?

At school: Share your parent or grandparent's memories of their pen pal with the class. Talk about the ways that pen pals are similar to and different from online friends.

### Task B

Draw a venn diagram that shows your two sets of friends: your in-person and your online friends. The intersection of the two sets will show friends that are in-person and online friends.

Write a description of what the venn diagram tells you about your in-person and online friendships.

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Why do you have friends who are only online friends? How did these friendships form?

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### Task C

Online friends might not really be who you think they are. So it is important that you do not share any personal information like your address, phone number or passwords with your online friends without first asking your parents/guardian or an adult that you trust if it is ok. Sharing too many details about yourself to people you have never met may be dangerous.

How can you ever really know that an online friend is who they say they are?

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What advice would you give someone before accepting an online friendship request?

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What kind of information should you not share with online-only friends?

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If someone asks you a question online that you do not want to answer, what do you do?

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List in order (1 – 4) the steps you can take if someone continues to ask you questions online that you do not want to answer.

- Log out
- Tell an adult
- Block
- Report to website owners

Look at the table below and decide if you would answer this question from an online friend that you have just meet.

| QUESTION FROM AN ONLINE-ONLY FRIEND      | WOULD YOU ANSWER THE QUESTION? YES OR NO |
|--|--|
| What is your favorite colour?            |  |
| Where do you go to school?               |  |
| Do you have a pet?                       |  |
| Do you like playing computer games?      |  |
| Which suburb do you live in?             |  |
| How many people in your family?          |  |
| What is your favorite song?              |  |
| What do you like to do on the weekend?   |  |
| What sport do you play?                  |  |
| Who is your favorite actor?              |  |
| Do your parents take you to school?      |  |
| What do you want to do when you grow up? |  |
| How old are you?                         |  |

## Activity 4 - Cybercitizenship

A citizen is a person who holds citizenship of a particular place. A citizen has rights because of their citizenship. A citizen is expected to act responsibly. As well as being a citizen in the real world, you are also a citizen in the digital world.

### Task A

What does it mean when we call somebody a good citizen?

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Being a good digital citizen requires you to behave appropriately and responsibly online.

What does being a good cybercitizen look like?

At school:

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At home:

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Online:

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**Task B**

Rules tell you what is or not allowed in a particular situation. You are expected to follow rules at home and at school.

What other rules are you expected to follow?

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Read your school’s policy about digital technology and online behaviour. Ask your teacher to explain any words or phrases that you do not understand.

Use this policy to design a set of kid friendly posters about what it means to be a good cybercitizen.

What should happen if a student does not follow the class rules about cybercitizenship?

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## Activity 5 - Personal digital devices

A citizen is a person who holds citizenship of a particular place. A citizen has rights because of their citizenship. A citizen is expected to act responsibly. As well as being a citizen in the real world, you are also a citizen in the digital world.

### Task A

What personal digital devices do you use?

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Are you the only one in your family who uses this device or do you have to share with someone else?

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Circle or highlight what activities you use your device for.

|                    |                |                      |                     |
|--------------------|----------------|----------------------|---------------------|
| Play games         | Email          | Make phone calls     | Send text messages  |
| Take photos        | Record videos  | Upload photos/videos | Watch YouTube clips |
| Check social media | Watch TV shows | Listen to music      | Browse Internet     |
| Read books         | Download Apps  | Download Ringtones   | Create content      |

**Task B - Downloading**

When your digital device is connected to the Internet you can download films, TV shows, games, apps or ringtones on the go. But is that a good thing to do?

What do you download on your device(s)?

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Share what you download with your class and create a summary of all the different types of downloads and the number of downloads made in the last month by your class. Are you surprised by the types of downloads? Are you surprised by the amount of downloads?

Do you have to get permission before you download something?

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Why is it important to get permission before you download something?

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What websites or online stores do you use to download films, TV shows, games, apps or ringtones?

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Can you trust these sites? How do you know?

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Apps downloaded from a store often use a ratings system, which is a useful guide as to what apps may be suitable for you.

iOS apps use the following classifications:

- 4+
- 9+
- 12+
- 17+

iOS apps use the following classifications:

- Mature/High maturity
- Teen/Medium maturity
- Pre-teen/ Low maturity
- All

Do you ever look at the ratings or the reviews for an app before you download them?

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Write a 100-word review of your favorite app and give it a rating using the classification above. Share your responses with the class as you might discover a new app.

### Task C

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 end up receiving malware too.

Malware includes viruses, worms, Trojans, spyware and adware. These cannot only effect how your device operates, but can also be used to steal your personal information.

As a class, create a list of trustworthy websites and online stores where you can download films, TV shows, games, apps or ringtones without the fear of getting malware. Display this list in the classroom and add new sites and stores when you find them.

Who should you tell if you think that your device has been the target of malware?

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

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**Task D**

Do you purchase your downloads with a gift card/voucher or do you need someone to download them for you using their credit card?

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Do you have a limit that you can spend on downloads a month? If yes, what is the limit?

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

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

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Do you parents or guardian read the terms and conditions before downloading an app or ringtone for you or for themselves?

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## Activity 6 - Do you live your life online?

### Task A

Your task is to log your online activity for 24 hours.

Before you begin, estimate how many hours and minutes you think you spend online:

Estimated online time: ..... hours and ..... minutes.

Use the chart to track your online activity.

A sample chart may look like this:

| Online activity  |        |   |                   |
|------------------|--------|---|-------------------|
| Name: Jane Smith |        |   |                   |
| Day: Friday      |        |   |                   |
| LOG ON/LOG OFF   | DEVICE | ACTIVITY                                  | TIME SPENT ONLINE |
| 7:00 – 7:15am    | iPhone | Switch off                                | 15 minutes        |
| 7.30 – 7:50am    | iPad   | Read Facebook Newsfeed and Notifications. | 20 minutes        |

### Task B - Review your completed chart

Did your time spent online differ from your estimate?

Were you surprised by the difference?

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**Task C**

Compare your completed chart with those of your peers.

What conclusions can you draw about the online behaviour of people your age?

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**Task D**

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, share your thoughts and feelings about 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?

| Online activity   |        |          |                   |
|-------------------|--------|----------|-------------------|
| Name:             |        |          |                   |
| Day:              |        |          |                   |
| LOG ON/LOG OFF    | DEVICE | ACTIVITY | TIME SPENT ONLINE |
|                   |        |          |                   |
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|                   |        |          |                   |
| Total online time |        |          |                   |

Online activity

Name:

Day:

**LOG ON/LOG OFF**

**ACTIVITY**

| LOG ON/LOG OFF | ACTIVITY |
|----------------|----------|
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Reflection:



**Task B**

Hold a class discussion:

How much screen time is too much?

Is there no such thing as 'too much' when it comes to your use of technology?

Do you think you should limit your screen time?

Make a list of the possible negative consequences of spending too much time in front of screens.

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**Task C**

It is recommended that children should participate in at least 60 minutes (and up to several hours) of moderate-to vigorous-intensity physical activity every day.

Are you online more than you are outside?

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Make a list of the possible positive consequences of more time spent outdoors and socialising with people face to face.

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#### **Task D**

The Australian government recommends the limitation of screen time for children, which includes TV, computers, and video games. The recommendations are no screen time for children under two years. Children aged between five and twelve and adolescents aged between twelve and eighteen should limit their recreational screen time to no more than two hours.

Do you agree with the recommendations?

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What changes would you make to the recommendations?

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Make a list of things that children could do outside in your neighbourhood

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**Task E**

Trading time is an activity that challenges you to swap screen time for a physical activity or an activity that

involves face-to-face communication with a family member or a friend.

On Monday trade five minutes, on Tuesday trade 10 minutes, on Wednesday trade fifteen minutes, on Thursday trade twenty minutes and on Friday trade twenty-five minutes. On the weekend, trade one hour on both Saturday and Sunday.

Keep a diary of your trading time experience.

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Tuesday:

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Friday:

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Saturday:

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Sunday:

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At the end of the challenge, share your experiences with your peers.

Will you make any of the activities you traded for screen time part of your weekly routine?

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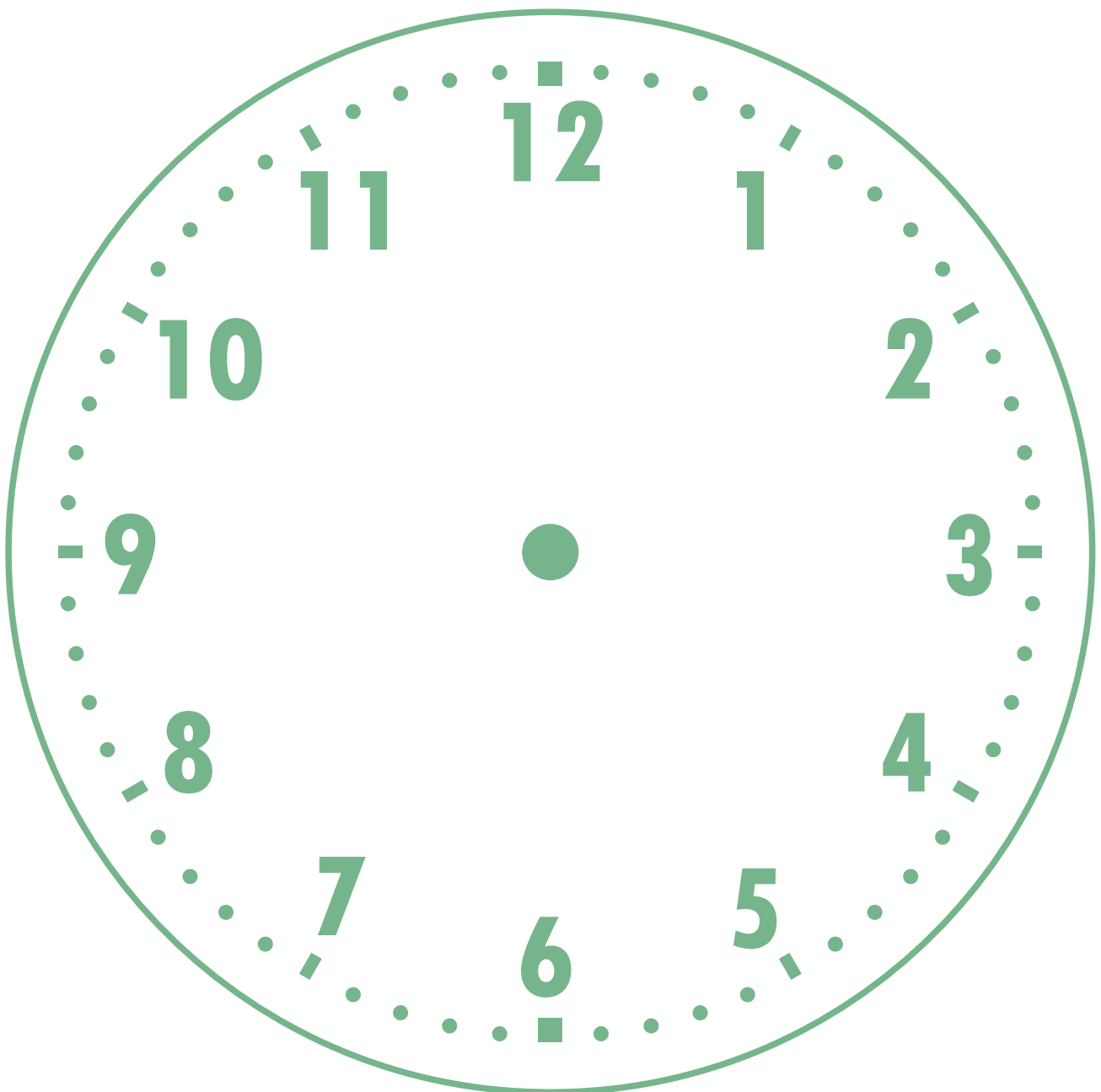


## Activity 8 - It's only a game

Playing an electronic game on a computer, console, handheld device or a mobile digital device is a fun way to spend your free time. Playing these games for too long and failing to protect yourself when you play with others online may put you at risk.

### Task A

On the clock face, shade the times during a day that you play electronic games.



Use the table to compile a description of your electronic gameplay.

| TITLE | GENRE | PLATFORM | SINGLE/<br>MULTI-PLAYER |
|-------|-------|----------|-------------------------|
|       |       |          |                         |
|       |       |          |                         |
|       |       |          |                         |
|       |       |          |                         |
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Compare your table with the tables made by your peers. What do your tables have in common? How do they differ?

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**Task B**

**Create a class blog about electronic gaming.**

For your first post, write a review of your favourite electronic game. Your review should explain why the game is your all-time favourite and describe the benefits of playing the game.

Use the space below to plan your post.

Title:

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Company:

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Genre:

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Platforms:

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My option:

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I give this game \_\_\_\_\_ out of 5 stars.

**Task C**

Are the games you play age appropriate?

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Why shouldn't you play games that aren't age appropriate?

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Have you ever decided not to play a game because it isn't age appropriate?

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Do you ever play for too long? Do you ever get lost in the world of the game? Do you ever get frustrated when you can't finish a level? Do you ever get annoyed when you have to stop playing before you reach a save point? Do you ever lose track of the time when you are playing a game? Do you forget to eat? Do you put off going to bed?

Make a mind map that shows the risks associated with excessive electronic gameplay?

Do you think that some types of electronic gameplay pose greater risks than others?

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**Task D**

Do your parents monitor your electronic gameplay?

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Do your parents ever disapprove of the games that you are playing? Or do they disapprove of the amount of time that you spend playing?

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Do your parents ever limit your electronic gameplay? What happens when they do?

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Most gaming devices have parental controls which can be used to set limits on gameplay. These can limit the amount of time spent playing, prevent games with certain classifications from being played or restrict the purchase of apps or in-game purchases.

Do your parents ever use the parental controls?

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**Task E**

While many online games are free, they offer in-app or in-game purchases that sell virtual goods for real money.

Have you ever made an in-app or in-game purchase? Why did you make this purchase? Who paid for the purchase? Did the purchase improve your gameplay?

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**Task F**

Having spent time thinking about electronic gameplay, design your own acceptable use policy.

An acceptable use policy is a set of rules that explain the dos and don'ts of using a particular resource.

You will need to research the features of an acceptable use policy before you begin. There may be an acceptable use policy in your school planner or on your school's website or pinned to a school noticeboard.

Make a list of the features of an acceptable use policy.

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Pin your responsible use policy to the noticeboard in your bedroom or use a magnet to secure it to the fridge for other family members to see.