



Teacher resource - lower secondary activity sheets

The #GameOn Lower Secondary Activity Sheets are blackline masters that allow students to explore the online safety issues raised by #GameOn. While numbered, the #GameOn Activity Sheets do not have to be tackled in a sequential way. Activity sheets may be selected so that teachers can learn more about their students' use of devices and online behaviour. In addition, teachers may choose activity sheets based on their students' needs and their students' interests in the issues raised by #GameOn.

Activity 1 - Your online presence

Activity overview:

This activity requires students to search for their own name to determine their online presence and evaluate their online reputation. They can also reflect on how to protect their online reputation by editing and deleting items that are attached to their online profiles. Having established these steps, students are encouraged to go home and review and edit their online profiles.

Activity outcomes:

- Identify and describe online activity.
- Understand that a person's use of digital devices and online activity is revealing of their personal characteristics.
- Identify and describe online presence and reputation.
- Identify how individuals can protect their online reputation.
- Evaluate and edit online profiles.

Activity duration:

Tasks A, B and C can be completed in class in 60 – 75 minutes. The final part of Task C will need be explained in class, so that students can complete the review of their online user profiles at home. Teachers may like to use their own online presence as an example to guide students through the questions and enable them to develop steps to protect their online reputation. Teachers are also encouraged to revisit this activity after students have had the opportunity to edit their online profile.

Terminology used in this activity:

Online: Being online means being connected to the internet.

Reputation: The opinion that we have about someone or something.

Profile: A visual display of personal data associated with a specific user, for example their name, age, gender, etc.

Activity 2 - Online security

Activity overview:

This activity requires students to think about how safe and secure they are online as they discuss and learn about secure networks, secure sites, privacy settings and passwords. Students can use this information to determine if their wi-fi network at home is secure and protected by a strong password.

Activity outcomes:

- Understand how to be safe and secure online.
- Determine what makes a secure network.
- Identify signals of a secure website.
- Identify the differences between weak and strong passwords.
- Understand what constitutes a strong password.

Activity duration:

60 – 75 minutes. The final part of Task A will need be explained in class, so that students can review their wi-fi password at home.

Terminology used in this activity:

Online security: Being secure and safe while online.

Secure networks: Networks that are protected by a strong password so that others are not able to access or intercept.

Secure sites: The connection between the user and the website is encrypted.

Privacy Settings: A series of settings that enable you to protect your privacy by controlling who can see your profile, posts and other online activity.

Passwords: A password is used to gain access to areas on the Internet where you may wish to protect or restrict access to personal information.

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

Cracked: When someone accesses your account because they have figured out your password.

Lacked: When someone accesses your account because your account lacks the protection it requires.

Activity 3 - Friends and followers

Activity overview:

This activity requires students to think about the friends that they have online, how they are connected, whom they follow and who follows them. They also have the chance to discuss why they follow famous people and why they allow others to follow them.

Activity outcomes:

- Understand how online communication is similar to, but differs from, in-person communication.
- Understand that online activities can have associated risks.
- Think critically about how individuals can protect themselves online.

Activity duration:

60 –75 minutes.

Terminology used in this activity:

Online friends: Friends who you may never meet in person but who you interact with online via social networks, email, games, etc.

Face-to-face or in-person friends: Friends who you meet in person.

Online chat: Talking online to someone either through text or video and/or audio.

Follow: When you follow someone on a social network and have access to their public posts.

Followers: The people who follow you on social networks and who have access to your public posts.

Activity 4 - The online you

Activity overview:

This activity requires students to reflect on their online activity and whether they are consumers or creators or a combination of both. Students also have the opportunity to explore what is good behaviour online and what constitutes antisocial behaviour.

Activity outcomes:

- Identify the qualities of a good digital citizen.
- Recognise the importance of appropriate and responsible use of digital technology.
- Recognise the importance of respectful and responsible online behaviour.

Activity duration:

60 – 75 minutes.

Terminology used in this activity:

Consume: The way that people interact with online content. For example they view videos, listen to music, retweet, regram, repost and share content online.

Create: Produce original material that is posted online.

Etiquette: A set of rules that define polite behaviour in a social situation.

Antisocial behaviour: Behaviour that is disrespectful to others and the laws and customs of society.

Cyberbullying: When technology is used to deliberately and repeatedly engage in hostile behaviour in order to harm someone.

Online abuse: When technology is used as the tool to harass another person.

‘Trolling’: when a user anonymously post inflammatory statements to get a reaction. It’s often not a personal attack because they don’t really care who they upset.

Cyberstalking: The repeated use of technology to harass or frighten someone, for example by sending threatening emails.

Activity 5 - Managing your personal digital devices

Activity overview:

This activity requires students to review how they manage their digital devices and in turn determine if this use is appropriate and responsible. The questions and activities require students to describe and evaluate the content that they download, and in doing so identify risks associated with downloads and how to prevent them.

Activity outcomes:

- Identify and describe the use of digital devices.
- Think critically about how individuals can protect themselves and their digital devices while online.
- Acknowledge the pros and cons of downloads

Activity duration:

60 – 75 minutes.

Terminology used in this activity:

Adware: Software that automatically displays or downloads advertising material such as banners or pop-ups when a user is online.

App: An abbreviation for application. An app is a piece of software designed to fulfil a particular purpose. An app is usually downloaded by a user to a mobile device.

Content: Online content encompasses all forms of information including text, pictures, animation, video and sound recordings that could be accessed online. It may also include software.

Digital device: A piece of hardware that processes digital information — for example, a desktop computer, a smartphone, a tablet or a gaming console.

Download: Transfer a file found online to your own device. This can refer to a music file, document, photo or other content.

Malware: Malware is software that is specifically designed to disrupt or damage a computer system.

Ringtone: A ringtone is a sound made by a mobile phone when an incoming call is received. Phones generally have a number of default ringtones to choose from but consumers are also able to download and install various ringtones to personalise their phones.

Spyware: Software that enables a user to obtain information about another's computer activities by transmitting data without permission from their hard drive.

Trojan: Trojan is a software program that appears legitimate, but performs some illicit activity when it is run. It may be used to locate password information or make the hardware's operating system more vulnerable or destroy programs or data on the hard disk. A Trojan is similar to a virus.

Virus: A program or piece of code that is loaded onto a computer without a user's knowledge. Viruses corrupt operating systems and data.

Worm: A worm is a special type of virus that can replicate itself and use memory, but cannot attach itself to other programs.

Activity 6 - In excess

Activity overview:

This activity requires students to examine their online behaviour and consider if they spend too much time online. Students are also asked to investigate the warning signs of too much time spent online and how to change this behaviour. Using this knowledge, students will conduct a debate.

Activity outcomes:

- Describe online behaviour.
- Identify positive and negative online behaviour.
- Determine typical teenage online behaviour.
- Reflect on contemporary society's dependence on digital devices.

Activity duration:

60 – 75 minutes. More time may be required depending on class size for Task E.

Terminology used in this activity:

Digital device: A piece of hardware that processes digital information — for example, a desktop computer, a smartphone, a tablet or a gaming console.

Online: Connected to the internet.

Offline: Not connected to the internet.

Activity 7 - Time out

Activity overview:

This activity requires students to find a balance between online and offline activities. Having identified what constitutes excessive online behaviour in Activity 6 students are challenged to spend 24 hours offline. In addition, students are asked to consider the importance of sleep and being active. Students can then determine what a healthy balance is and promote this in the school and wider community.

Activity outcomes:

- Recognise that excessive time engaged with technology can have detrimental effects.
- Recognise that time offline can have positive effects on health and wellbeing.
- Understand the importance of leading a balanced lifestyle.

Activity duration:

60 –75 minutes. Task A requires students to complete some work at home.

Terminology used in this activity:

Online: Being online means being connected to the internet.

Offline: Offline refers to activity when not connected to the internet.

Screen time: The time spent using a device such as a computer, television, or games console.

Sleep hygiene: The habits that help people get a good night's sleep.

Activity 8 - Game over

Activity overview:

This activity requires students to interview a gamer and determine why people play video games. In addition, students are asked to identify the advantages and disadvantages of video gameplay, and to determine what limits should be imposed. Students are also required to observe a parent or carer playing an electronic game and discuss their view of video games.

Activity outcomes:

- Identify and describe types of video games.
- Identify and describe the advantages and disadvantages of video gameplay.
- Identify how to stay safe whilst playing online games.
- Discuss how adults view video games.
- Evaluate individual video gameplay.

Activity duration:

60 –75 minutes. Task E requires students to complete some work at home.

Terminology used in this activity:

Console: A console is a device especially made for playing video games.

Video game: An game that employs electronics to create an interactive system with which a player can play.

Gameplay: A term to describe the interactive gaming process.

Handheld device: A digital device that can be used in the hand.

Parental controls: Features which may be included in digital television services, electronic games, mobile devices and software that facilitate the control of one user, typically a parent, over the use and access of another user, typically a child.

Platform: The systems used to play electronic games are known as platforms.