Teacher resource - upper primary activity sheets

The #GameOn Upper Primary 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 digital reflection

Activity overview:

This activity asks students to describe their use of digital devices and online activity. Students are also required to consider what content other people or organisations may be posting about them online. Students can then use the information that they have gathered to draw their digital reflection. Having drawn their digital reflection, students can then reflect on their digital behaviour and consider what features of their digital reflection that they might like to change.

Activity outcomes:

• Identify and describe types of digital devices.
• Identify and describe online activity.
• Understand that a person's use of digital devices and online activity is revealing of their personal characteristics.
• Evaluate individual use of digital devices and online behaviour.

Activity duration:

60–75 minutes.

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.

Digital reflection: The composite image formed by a person's use of digital devices and online activity, as well as the online information that others post about a person.

Online: Connected to the internet.

Post: To put content online, such as on a social networking website profile or a chat forum. Examples of content that can be posted include photos, status updates or blog content.

Activity 2 - Playing safe

Activity overview:

This activity requires students to examine the concept of personal safety and consider the risks associated with online activity. Having established that staying safe in the online world is similar to staying safe in the offline world, and that they should exercise care when sharing personal information, students have the opportunity to review their passwords and online user profiles.

Activity outcomes:

- Identify types of personal information.
- Recognise that personal information can be used to identify or locate people.
- Understand that personal information must only be shared with trusted people.
- Identify the differences between weak and strong passwords.
- Understand what constitutes a strong password.
- Review the privacy settings of individual online user profiles.

Activity duration:

Tasks A and B can be completed in class in 60–75 minutes. Task C will need to be explained in class, so that students can complete the review of their online user profiles at home with a parent or older sibling.

Terminology used in this activity:

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.

Facebook: A free social networking website.

Instagram: An online mobile photo-sharing, video-sharing and social networking service.

Online: Connected to the internet.

Personal information: Information that enables a person to be identified.

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

Username: A name chosen by a person for specific uses in the online world. It is sometimes referred to as a 'handle'. Helps to protect your identity.

YouTube: A video sharing website.

Activity 3 - Online friendships

Activity overview:

This activity requires students to identify their in-person and online friends and to determine the qualities of these friendships. Students are invited to consider the risks associated with forming friendships online and how to negotiate interactions with online-only friends. Drawing on their knowledge of what constitutes personal information, students can determine what information they should share with online-only friends that they have just met.

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. Task A requires students to complete some work at home.

Terminology used in this activity:

Block: Blocking a user refers to situations where one person activates a function on a website or online service to stop another person from communicating with them.

Log out: To log out is to go through procedures to conclude use of a computer, database or online service.

Friend request: A request from someone to connect via a social network.

Activity 4 - Cybercitizenship

Activity overview:

This activity requires students to define the qualities of a good citizen online. After considering the importance of establishing and following rules, students are invited to write a set of personal rules to guide their use of digital devices and online 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:

Digital citizen: A person who uses the internet and is involved in online communities.

Activity 5 - Personal digital devices

Activity overview:

This activity requires students to review their use of 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 the benefits and risks associated with downloads.

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 - Do you live your life online?

Activity overview:

This activity requires students to audit their online behaviour by keeping a log of the time that they spend online, the devices that they use to go online and the types of activities they undertake online. Students can then compare their online behaviour with that of their peers and in turn, decide whether or not their online behaviour is typical of people their age. They can also reflect on whether or not their online behaviour is responsible and appropriate. Having established the dimensions of their online behaviour, students can then take the offline challenge to determine whether or not they can go 24 hours without going online.

Activity outcomes:

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

Activity duration:

Teachers will need to spend class time explaining the audit. Students will be expected to complete the audit and offline challenge for homework. Class time will be required for students to engage in peer and class based discussion and to complete reflection questions.

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 - Screen Time vs Green Time

Activity overview:

This activity informs students about the negative impact of spending too much time in front of screens and the positive impact of spending time outdoors. Having assessed their screen time, students are challenged to trade their time spent in front of screens for time outdoors or in face-to-face communication with a family member or friend.

Activity outcomes:

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

Activity duration:

60–75 minutes. Teachers will need to spend class time explaining the trading time challenge. Students will be expected to complete the trading time challenge for homework.

Terminology used in this activity:

Green time: Time spent outdoors.

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

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 - It's only a game

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.
- Discuss how adults view video games.
- Evaluate individual video gameplay.

Activity duration:

60–75 minutes.

Terminology used in this activity:

Acceptable use policy: Documents created by systems or schools to outline what is acceptable behaviour when using computer facilities and other technologies such as mobile phones.

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.

Console: A device especially made for electronic gameplay.

Gameplay: A term to describe the interactive gaming process.

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

In-app and in-game purchase: Purchases made from within an app or game.

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.

Save point: A location in electronic games that allows the player to save their game.

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