Questions we have about the internet
Understanding the connected world

About this resource

Target year level: Year 1 to 3

Adaptations are provided at the end of the document to help you differentiate the activity based on the students in your class.

Aim: To help students understand the internet is a digital network that connects people all over the world. This means it is important to be safe when you go online.

Related resources

You can use this activity with the following resources to further explore the key messages and encourage students to continue the conversation with their families at home:

- **Mighty Heroes video series**, including Billie the bilby's video about being an investigator and questioning what you see, hear and do online.

- **Online safety classroom posters**, featuring the Mighty Heroes.

- **How our class stays safe online** – a classroom tech agreement poster to help start a conversation about online behaviour.

- **Family tech agreement** – a take-home activity for families to create their own tech agreement.

> Did you know the internet is a network that connects people from all over the world?
>
> Even people we don't know! That's why it's important to be safe when we go online.

Opening questions

Ask students these opening questions to explore different types of connected networks or 'webs' that are relevant to students' everyday experiences.

> Remember, talking about online safety can cause emotional distress for some students. So it's important to let parents and carers know about this activity in advance. Ask students how they are feeling during the classroom discussion and remind them they can ask questions or ask for help if it brings up issues or worries.

- **What is a network? How would you describe it?**
  Use the examples of a family network or public transport network. It is like a spider web. You could also explore the idea of a network of people being a 'support network' for when you need help or want to ask a question. (See **Supporting resources** for some useful templates.)

- **What do you think a digital network might be?**
  Link the everyday experiences of networks to the internet or 'the web'. For example, discuss how technologies and devices like computers and phones that can connect people all over the world even if they don't know each other. Discuss what it means to 'go online', 'use the internet' and 'search the web'.

- **What does a digital network let us do?**
  A digital network allows us to connect with other people. For example, we can send photos and other information to each other, play online games with others and communicate with family who live in other places. Even some toys or robots are connected by a digital network and share information with others.

Activity

You will need:

- a space for collaboration (this could be a blank wall or a digital space, such as an interactive display)

- stationery such as sticky notes and string (either physical or virtual), to add questions and answers to the collaborative space.

Instructions

1. Explain to students that the class is going to create a 'wonder wall' or 'wall of inquiry'. The wall will display all their questions about the internet. Students will work together to connect their questions to the answers and eventually they will create their own network. You can note that you, as the teacher, may not know the answers to all the questions and this is OK. The wonder wall is an opportunity for the class to learn together.

2. Ask students what questions they have about the internet. As you add these questions to the wall, you can ask other students if they know the answers. Students can draw or write the answer and connect it with the question using string or by drawing a line. Each question may have more than one answer, and some questions may lead to more questions. You could ask, 'Does this make you wonder about anything else?' Eventually, students will create a network and wonder wall all about the internet driven by their own inquiry.

Discussion

Follow up the activity by exploring these questions.

- Why do you think the wonder wall is a type of network? For example, think about the connections we made between the questions and the answers.

- Are we connected to a digital network when we video call family (for example via Facetime or Skype) or join an online game with our friends?

- Are we connected to a digital network when we 'google' or do an internet search? What about if we do a voice search using a device or function like Google Assistant, Google Home, Alexa or Siri? (Visit Be Connected for more information about **using a voice assistant**.) These questions may be a little complex but the main point is that we are 'going online' or connecting to a network when we use a voice assistant.

- What makes a digital network like the internet work? You could use examples like computers, wi-fi connections, satellites and bluetooth. (Visit Be Connected for more information about **wi-fi** and other technologies.)

- How do we stay safe when we go online? What should we do if someone asks to connect with us but we don't know them? What should we do if we see something online that makes us feel uncomfortable or worried? For example, tell an adult you trust. (You can refer back to the support network students created at the start of the activity.)

Adaptations

For students with lower literacy

You could use images, diagrams and icons to represent ideas and answers. For example, a wi-fi symbol. Try representing answers in different visual ways. If using a digital space, you could add audio recordings of students' answers (making sure any personally identifiable information has been removed).

For all students

- Make the wonder wall activity a longer research project. Ask students to find the answers to their questions about the internet throughout the school term. This could be a good opportunity to ask older students to come in and answer questions or for your students to ask their family at home. You could also invite in adults with expertise to explain some answers. For example, your Digital Technologies lead teacher or your school's IT coordinator.
- Organise a supervised opportunity for students to see the digital network infrastructure and equipment at the school.
- Think about ways your students can share what they have created with the rest of the school community. For example, they could present at a school assembly or to other classes.

Ideas for sharing learning at home

Students can share their classroom learning at home by asking their families if they know any of the answers to the questions from the wonder wall and, if not, how they might find the answers together.

Students could take home the example diagram of a digital network (see **Supporting resources**) to help with the conversation. They could also ask:

- Do we use the internet at home? If so, how does it enter and leave the house and how does it get to our devices?
- Where is the internet service provider (ISP) router or modem? Does it connect to our computers, phones and other devices with wires or is it wireless?

Best Practice Framework for Online Safety Education

The **Best Practice Framework for Online Safety Education** establishes a consistent national approach that supports educators across Australia to deliver high quality programs with five clearly defined elements and effective practices. This resource aligns with the following elements of the framework:

🤜	**Element 1** Students' rights and responsibilities
🛡️	**Element 2** Resilience and risk
📚	**Element 4** Integrated and specific curriculum

Australian curriculum links

This resource aligns with the following **Australian curriculum** learning areas and general capabilities:

Digital Technologies: Knowledge and understanding: Digital systems / Data representation; Processes and production skills: Investigating and defining. Students learn to:

- identify and explore digital systems and their components for a purpose (**AC9TDI2K01**); explore and describe a range of digital systems and their peripherals for a variety of purposes (**AC9TD14K01**) explore transmitting different types of data between digital systems (**AC9TD14K02**)

- represent data as pictures, symbols, numbers and words (**AC9TDI2K02**); recognise different types of data and explore how the same data can be represented differently depending on the purpose (**AC9TD1403**)

- investigate simple problems for known users that can be solved with digital systems (**AC9TDI2P01**).

HASS: Skills: Questioning and researching (**AC9HS1S02**, **AC9HS2S02**).

General capabilities: Digital literacy: Managing and operating: **Select and operate tools**; Investigating: **Interpret data**; Critical and creative thinking: Reflecting: **Transfer knowledge**.

More ideas and educator support

Classroom resources

Explore eSafety's education resources based on topics relevant to children and young people and designed for different education levels. These include more Mighty Heroes classroom activities for Foundation to Year 3.

Professional learning program for teachers

eSafety offers a range of online safety professional learning programs designed for educators and others working with children and young people. This includes short self-paced online modules for lower primary teachers.

Toolkit for Schools

These resources are developed to support schools to create safer online environments and are categorised into four sections: Prepare, Engage, Educate and Respond.

Supporting resources

Use the student worksheets on the following pages to explore the concept of a network or web.

People network

Who do you know and who are you connected to? Do they know each other? Write or draw in people you know to create your own people network, with lines showing the people who know each other.
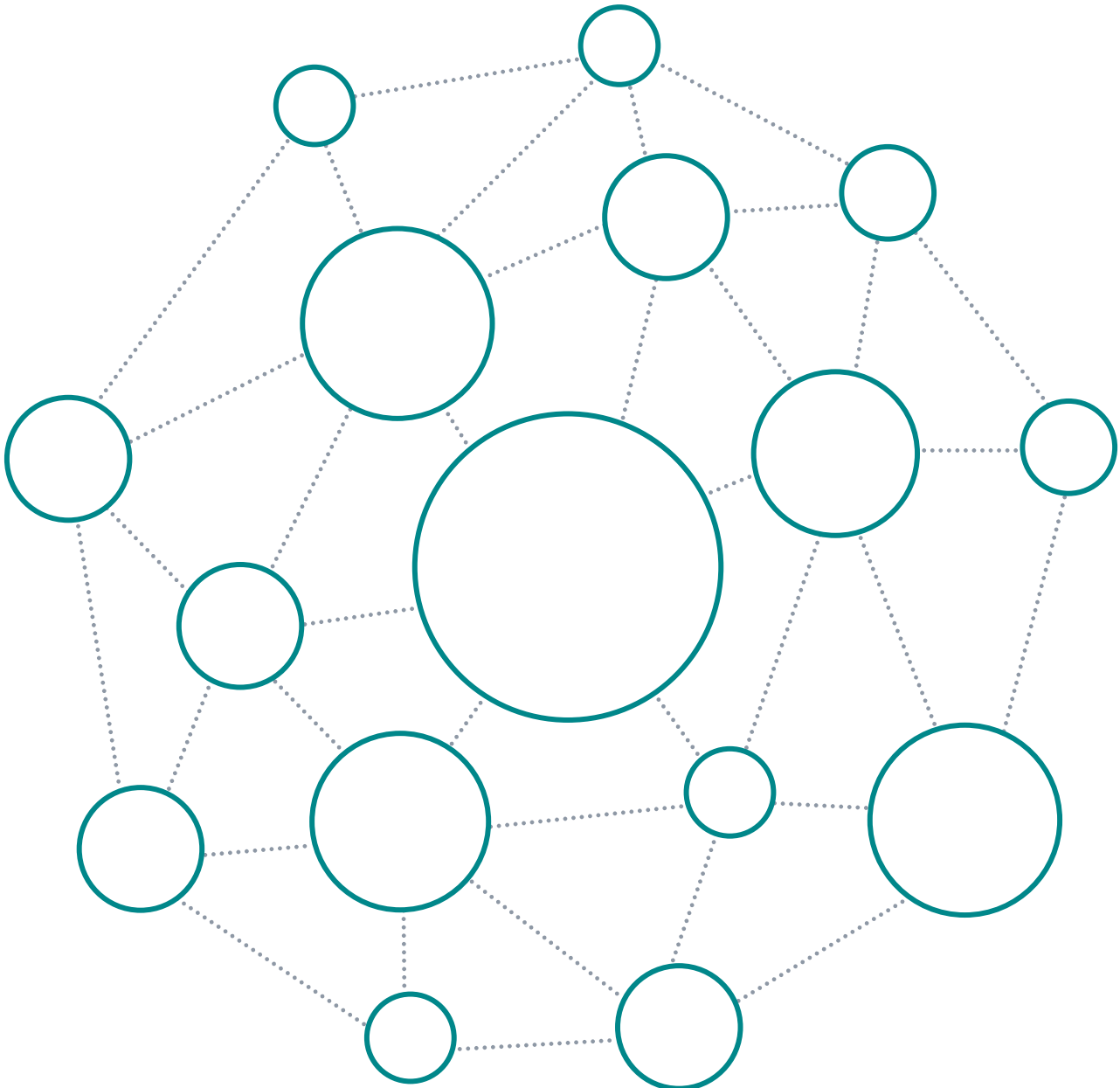
Connected things

What are some things you are connected to? For example, you might be connected to a sports team, dance class, swimming club, library, community organisation.

Write or draw your answers on a sticky note and add them to the web.

Support network

Who is in your support network? Write the names of the five helpers - adults you trust - to create your own support network. Put each name on a different finger.

- They will listen to me.
- They will help me to feel better and safe.
- They will help me decide what to do next.
- If my adult helper is busy or cannot help right away, I can ask another of my helpers.

Digital network

This is an example of a home digital network. Do you have the internet where you live? You can take this diagram home to share with your family. You might like to ask them:

- How does the internet enter and leave our house? How does it get to our devices?
- Where is our internet service provider (ISP) router or modem? Does it connect to our computers, phones and other devices with wires or is it wireless?

Internet as a cloud

Laptop

Phone

ISP router / modem

Study computer

Laptop

Network printer

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