



LESSON FOCUS 1:

Digital technology use: benefit and risks

YEAR
5

Lesson Focus 1: Digital technology use: benefit and risks

This focus will enable students to:

- identify and describe the use of digital technology and behaviour online
- think critically about how individuals can protect themselves online
- recognise the pros and cons of downloads



50 minutes

WA HEALTH AND PHYSICAL EDUCATION SYLLABUS:

Being healthy, safe and active

- Reliable sources of information that inform health, safety and wellbeing, such as:
 - Internet-based information
- Strategies that promote a safe, healthy lifestyle, such as:
 - Being safe in an online environment

WA TECHNOLOGIES – DIGITAL TECHNOLOGIES SYLLABUS:

Collaborating and managing

- Work independently, or collaboratively when required, to plan, safely develop and communicate ideas and information for solutions

PREPARATION AND MATERIALS

- Coloured pens/pencils
- A3 sheets of paper



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CONTENT

Activity: Mind Map

(ACPPS054) (ACTDIP022)

 25 minutes



Managing
Ourselves
Online



Decision
Making
Online

Teacher's Tip: The following activities allow students to describe and explain their use of digital technology. Teachers are encouraged to use student responses to determine students' prior knowledge, as well as student use of digital technology and student online behaviour. Student responses will allow teachers to ensure appropriate and relevant classroom discussions.

The following activity can be run in a variety of different ways. You can choose the option that works best for you and your class:

Unplugged:

- Give students an **A3 sheet of paper** and have them take out coloured pens or pencils (felt pens are good). Explain that they are going to draw a mind map of how they use personal or shared devices online.
- Ask student to tell you the sort of personal or shared devices they use online and demonstrate how to set these out on the page to allow for the additional information around these headings. They can either write the word in a circle or draw the picture.

Plugged:

- Students could also use a brainstorming application like Popplet (www.popplet.com) to create a mind map. The app also allows for the inclusion of images, symbols and text.

Take photos

Read books

Play games

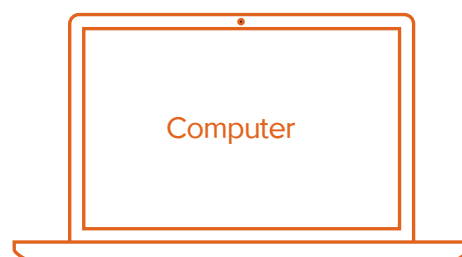
Homework



Calls



Play
games



Computer

Listen
to music

School work

Search internet



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Example:

- Now ask students to choose different colours to write around each device to outline **what they use each device for**.

Examples:

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

- Once they have finished writing ask students in pairs to share and compare their mindmaps and look at what is the same and what is different about what they use and how they use them.

Discussion: Mindmaps

 10 minutes

(ACPPS054)



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Use the mindmaps the students have created to stimulate discussion around the use of digital technology.

- Discuss as a class what the Mindmaps show us about how kids your age use digital technology?
- What are some of the really good things that you like about using these digital technologies?
- How do you think these devices and this technology might help different people e.g. people who live a long way away in the country, people who have disabilities, people who work at home, people who travel, people who live away from their families?

Next explain: Sometimes as we all know there can be risks when we use our devices so even though they can be great, it is good to talk about what risks there might be to be safe.

- If we now look at the things that you do online and think about what might be some risks of using some of these things that you do online? Bullying, strangers, sharing details, overuse of devices.
- Ask students to look at their mindmaps with a partner and talk about which activities might have risks (i.e. gaming, accessing apps, texting).
- Discuss – the activities where you talk to or have contact with other people can be risky. Why?
- What concerns are there for people who are younger than you? Or older than you?

Ask students to explore the following webpage which provides tips for staying safe online:

<https://www.esafety.gov.au/kids/i-want-help-with/being-safe-online>

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Extension Activity: Downloading

(ACPPS053) (ACTDIP022)

 15 minutes



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Personal digital devices – downloading

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

Teacher's Tip: The following activity can be run in a variety of different ways. You can choose the option that works best for you and your class:



Unplugged: Class discussion guided by the questions below.



Plugged: To support students development of skills in an online forum, a resource like Padlet (www.padlet.com) could be used, allowing you to pose a question and provide time for students to share their thoughts and discuss.

- What do you download on your device(s)?
 - Discuss as a 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 and amount of downloads? What did you notice about the downloading patterns of this class?
- For which types of downloads do you need to get permission?
- Why is it important to get permission before you download something?
- What websites or online stores do you use to download films, TV shows, games, apps or ringtones?
- How do you know if you can trust these sites?
- How often do you look at the ratings or the reviews for an app before you download them?

Teacher's Tip: Apps downloaded from a store often use a ratings system, which is a useful guide to understand what apps may be suitable for you.

iOS apps use the following age (in years) classifications:

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

Android apps use the following classifications:

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

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Connection with home

Teachers may like to share the following information with parents:

Today your child learnt about the **benefits and risks with digital technology use** as part of the curriculum for the Cyber Friendly Primary Schools project run by the Telethon Kids Institute.

This lesson focus enabled students to:

- identify and describe the use of digital technology and behaviour online
- think critically about how individuals can protect themselves online
- recognise the pros and cons of downloads

Parents are encouraged to access the Cyber Friendly Primary Schools website which provides tips and strategies for families to help children develop positive online social and emotional learning skills: cyberfriendlyprimary.telethonkids.org.au

Additional resources

Website	Explanation
https://www.esafety.gov.au/kids/i-want-help-with/being-safe-online	Tips for staying safe online



LESSON FOCUS 1: Teacher Reflection

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Lesson 1 – Teacher Reflection

Syllabus content	Australian curriculum	Digital SEL skills lesson content	Assessment examples
Being healthy, safe and active			
Reliable sources of information that inform health, safety and wellbeing, such as: • Internet-based information	Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)	Decision Making Online: • Making responsible choices and seeking help online	• Extension Activity: Downloading
Strategies that promote a safe, healthy lifestyle, such as: • Being safe in an online environment	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	Managing Ourselves Online: • Managing their feelings, emotions and moods and setting rules and limits online	• Activity: Mind Map • Discussion: Mindmaps
		Decision Making Online: • Making responsible choices and seeking help online	
Collaborating and managing			
Work independently, or collaboratively when required, to plan, safely develop and communicate ideas and information for solutions	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	Managing Ourselves Online: • Managing their feelings, emotions and moods and setting rules and limits online	• Activity: Mind Map • Extension Activity: Downloading
		Decision Making Online: • Making responsible choices and seeking help online	