Communicating safely online Socialising safely



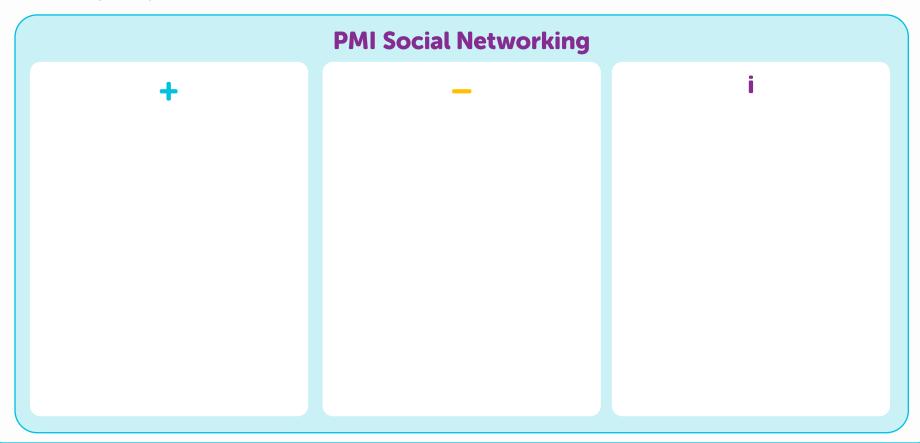
A	Level 1	Level 2	Level 3
Australian Curriculum Alignment	Communicate safely using simple tools to express ideas and make meaning.	Communicate safely using familiar tools to express ideas with appropriate audiences.	Communicate safely using a range of tools to express increasingly complex ideas, and adjusting to the intended audience.
Immersion		Activity	Share and discuss
 Watch the video with your class. Before commencing, you may wish to prompt students to focus by telling them that you will be asking them to recall some of things that the character enjoys doing on the internet. After watching, ask students to share what things the character enjoys doing on the internet. It's ok to prompt students with reminders! When you have collected enough responses to work with, ask students to put their hand up as you read 		 Whole Class (F - 2): Display the PMI chart and explain that you would like to make a list of some of the things that can happen when you use the internet for being social. You might want to give some prompts from the video, like 'it's a plus that you could quickly share your artwork with lots of your friends at once' and 'it's a minus that you can't smell the biscuits being cooked!'. 	 As a whole class, review what has been recorded on the PMI charts. Think about how having the opportunity to do all of these things can be really fun, as the character in the video explained, however using the internet safely does mean remembering a few rules. Recall and record these.
 each activity if they also like to do that thing. Keep a tally mark next to each activity. Focus in on the activities that involve talking to, or sharing with, other people on the internet. Notice how many in the class also use the internet for this purpose. 		 Small group focus (3 - 4): Place students in small groups and give each a copy of the PMI. Introduce task the same as in F-2 focus. 	 Resources: Common Sense Media video: <u>My</u> online neighbourhood PMI chart

Some resources and activities may prompt a child to remember and potentially share an experience of harm. Make sure your familiar with your school's safeguarding policies and procedures so you can confidently report safety and well-being concerns. Prepare students for the session by discussing: their right to be safe and respected; what to do if discussing online safety makes them feel uncomfortable or unsafe; and how to seek help if they feel or have felt unsafe.



eSmart Digital Literacy Supporting Resource

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