

Cybercitizens manage their use of information and communication technology (ICT) with integrity and confidence.

		Beginner		Apprentice		Practitioner		Master	
		ECE <i>Students will:</i>	Year 0-2 <i>Students will:</i>	Year 3-4 <i>Students will:</i>	Year 5-6 <i>Students will:</i>	Year 7-8 <i>Students will:</i>	Year 9-10 <i>Students will:</i>	Year 11-13 <i>Students will:</i>	
<b>ATTRIBUTES</b>	<b>Connected</b>  Understand the impact and potential of ICT use for individuals and society	<b>Identify some ICT devices by name and describe what they can be used for.</b>  <ul style="list-style-type: none"> <li>Match pictures of ICT equipment with names</li> <li>Choose an appropriate technology for a specified action</li> </ul>	<b>Share ideas about how ICT is used by themselves, their families and friends, or people they know about (e.g. doctor, teacher).</b>  <ul style="list-style-type: none"> <li>Make a chart of ICT in their home</li> <li>Categorise a range of ICT devices into areas such as who uses it and for what purpose</li> </ul>	<b>Describe ways in which particular groups of people use ICT in their personal or professional lives (e.g. friends, sports clubs, emergency services).</b>  <ul style="list-style-type: none"> <li>Brainstorm a list of all of the functions of a mobile phone and how these could be used by various groups</li> <li>On a visit to a shopping centre, airport or other public place, survey the range of ICT devices and their uses</li> </ul>	<b>Explore and discuss both positive and negative impacts of the use of ICT in their own lives and those of their peers and family.</b>  <ul style="list-style-type: none"> <li>Keep a log of time spent on various activities including time online</li> <li>Compare time spent engaged in similar activities which take place offline and online e.g. playing games, writing to friends and family, watching video clips</li> </ul>	<b>Explore the concept of integrity as it relates to their own use of ICT.</b>  <ul style="list-style-type: none"> <li>Discuss reactions to age verification requirements on websites</li> <li>Create a database or chart of games owned by class members and include censorship ratings</li> </ul>	<b>Examine how individual integrity can influence relationships and perceptions within online networks.</b>  <ul style="list-style-type: none"> <li>Discuss how online profiles can create an inaccurate picture of an individual</li> <li>Debate issues around online plagiarism</li> </ul>	<b>Explore the relationship between trust, integrity, and confidence with regard to the use of ICT in society.</b>  <ul style="list-style-type: none"> <li>Examine how technology organisations gain the trust of individuals through devices such as branding and advertising</li> <li>Investigate the processes that take place when one person or device authenticates to another e.g. biometric authentication, digital certificates</li> </ul>	
	<b>Safe</b>  Apply sound personal cybersafety strategies which promote personal safety	<b>Identify people who can help when using ICT and seek their help when appropriate.</b>  <ul style="list-style-type: none"> <li>Answer questions while viewing role plays or listening to stories which address cybersafety</li> <li>Seek help from educators and other adults in an ECE setting</li> </ul>	<b>Describe and use safe practices (including identifying people who can help), which maintain personal safety when using ICT.</b>  <ul style="list-style-type: none"> <li>Create and use a password to access class or school ICT resources. More able children could create a 'strong' password</li> <li>Develop a list of people who can be accessed for help in the event of a cybersafety incident</li> </ul>	<b>Identify risks and use safe practices which help maintain both personal safety, and the safety of equipment when using ICT.</b>  <ul style="list-style-type: none"> <li>Draw lines to match potential risks with safe practices designed to minimise those risks</li> <li>Design a nickname for use online and discuss whether it is ok to share this information with classmates</li> </ul>	<b>Access and use information to identify cybersafety risks to themselves or equipment, and make safe choices when using ICT.</b>  <ul style="list-style-type: none"> <li>Hold a telephone or video conference with an expert from the information security industry</li> <li>List external sources of help for people in their age group such as telephone hotlines, school counsellors, online agencies etc</li> </ul>	<b>Access and use information to identify risks, and develop strategies for managing cybersafety risks to themselves or equipment.</b>  <ul style="list-style-type: none"> <li>Conduct an 'audit' of ICT equipment at home or school scoring against basic security steps</li> <li>Analyse media reports of cybersafety incidents involving young people and write alternative outcomes based on adherence to the principles of cybercitizenship</li> </ul>	<b>Investigate the impact of societal and media influences on personal safety when using ICT and practice strategies to minimise subsequent risk.</b>  <ul style="list-style-type: none"> <li>Create a list of external (such as peer pressure) and internal influences which affect personal choices regarding a variety of online interactions</li> <li>Identify a range of agencies which offer personal health and safety services to young people</li> </ul>	<b>Analyse contemporary cybercitizenship issues, and describe how this analysis could positively influence personal use of ICT.</b>  <ul style="list-style-type: none"> <li>Debate cybercitizenship issues such as the use of mobile phones in school</li> <li>Compare personal beliefs with cybercitizenship guidelines from a range of sources and discuss</li> </ul>	
	<b>Responsible</b>  Understand, follow and promote cybersafety guidelines which support community safety and wellbeing	<b>Follow family and group guidelines for using ICT.</b>  <ul style="list-style-type: none"> <li>Discuss appropriate behaviour when using various ICT equipment</li> <li>Write their name, make a palm print or add their photo to a poster of ICT rules</li> </ul>	<b>Follow basic guidelines and practices that promote responsible use of ICT.</b>  <ul style="list-style-type: none"> <li>Use the school network or learning management system to post positive messages to other class members</li> <li>Design a poster based on one of the class or school cybersafety rules and guidelines</li> </ul>	<b>Contribute to and use basic guidelines and practices that promote cybersafety and socially healthy use of ICT.</b>  <ul style="list-style-type: none"> <li>Collectively design class cybercitizenship guidelines</li> <li>Within a roster, take responsibility for basic maintenance of ICT equipment e.g. checking anti-virus software is up to date</li> </ul>	<b>Research current cybersafety guidelines and practices which are relevant to their own use of ICT and take action to promote cybersafety to their peers and family.</b>  <ul style="list-style-type: none"> <li>Examine the school cybersafety use agreements and provide feedback to the school cybersafety team</li> <li>Create a role play which addresses a cybercitizenship issue</li> <li>Look for commonalities between terms and conditions from favourite websites</li> </ul>	<b>Compare cybersafety practices within peer groups in lieu of existing rules, guidelines and social conventions, and use this information to promote cybercitizenship within a school or social network.</b>  <ul style="list-style-type: none"> <li>Run a peer group cybersafety survey and publish a report online</li> <li>Conference online with a class from another country and survey that class about their experiences with technology and cybercitizenship</li> </ul>	<b>Identify the rights and responsibilities of users of ICT and use this information to promote cybercitizenship within a range of social networks.</b>  <ul style="list-style-type: none"> <li>Invite a representative from a mobile phone company to discuss contractual obligations when subscribing to a network</li> <li>Create a public service announcement which addresses a cybercitizenship issue</li> <li>Examine the effects of copyright theft from the position of copyright holders</li> </ul>	<b>Advocate for individual and collective action which enhances cybercitizenship.</b>  <ul style="list-style-type: none"> <li>Write to politicians or producers of ICT equipment, software or services with suggestions for initiatives which enhance cybercitizenship</li> <li>Conduct research which compares and evaluates cybersafety guidelines from a range of sources and follow up with suggestions for any found inadequate</li> </ul>	