




<b>Assessment task</b>	
<b>Year level</b>	7
<b>Learning area</b>	Health and Physical Education
<b>Subject</b>	Health Education
<b>Title of task</b>	Cybercitizenship rules
<b>Task guidelines</b>	
<b>Description of task</b>	<p>Students will develop ten rules that define polite online behaviour and the safe use of digital technology.</p> <p>Teaching and learning activities that promote safe online behaviour, and understanding situations in which emotions influence decision-making, are available on the eSafety Commissioner website (listed below under <b>Task specific resources</b>). Teachers should choose activities that are relevant and appropriate to their students, ensuring content from the Western Australian Curriculum: Health and Physical Education is taught.</p> <p>The final task, required for the purpose of moderation, and to ensure the statewide comparability of standards;</p> <ul style="list-style-type: none"> <li>• Design 10 rules that define polite online behaviour, and demonstrate an understanding of the human elements behind online interactions and the use of digital technology. Rules should: <ul style="list-style-type: none"> <li>▪ demonstrate an understanding of assertive behaviours, risk aversion and risk awareness</li> <li>▪ reflect an understanding of the dynamic nature of cyberspace, the appropriateness and/or inappropriateness of communication and a cultural awareness of online behaviours.</li> </ul> </li> </ul>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To inform moderation practices and to gather evidence to ascertain student achievement in relation to the standard
<b>Assessment strategy</b>	Not specified
<b>Evidence to be collected</b>	A set of rules that promote safe online behaviour, and understanding situations in which emotions influence decision-making
<b>Suggested time</b>	Dependant on the extent of prior learning required and the teaching resources selected
<b>Content description</b>	
<b>Content from the Western Australian Curriculum</b>	<p><b>Being healthy, safe and active</b></p> <p>Strategies to promote safety in online environments</p> <p>Help-seeking strategies that young people can use in a variety of situations</p> <p><b>Communicating and interacting for health and well being</b></p> <p>The impact of relationships on own and others' well being:</p> <ul style="list-style-type: none"> <li>• applying online and social protocols to enhance relationships</li> </ul>

Task preparation	
<b>Prior learning</b>	<p>Teachers are encouraged to refer to the extensive resources and activities available on the eSafety Commissioner website (listed below under <i>Task specific resources</i>). Resource selection is dependent on the school context and the students; while delivering the mandated Western Australian Health curriculum content.</p> <p>The final assessment task to be shared at the moderation meeting, is a personal set of rules to guide online behaviour and the safe use of digital technology. Student knowledge and understanding of online behaviour, and the rules developed, may be represented in a variety of ways including, but not limited to: written rules, posters, cartoons, annotated diagrams, etc. Assessment must be both fair and educative, and provide opportunity for students of varied abilities to demonstrate their knowledge and understanding of the content.</p> <p>Due to the uncertainty of device availability during the proposed workshop sessions, it is not recommended that students develop samples requiring a device.</p>
<b>Assessment differentiation</b>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
<b>Assessment conditions</b>	<p>Rules to be developed in class over 1–2 hours. Students must submit their own, individual work as a final task piece for the purpose of assessment.</p>
<b>Task specific resources</b>	<p>eSafety Commissioner #Game On resource <a href="https://www.esafety.gov.au/educators/classroom-resources/gameon">https://www.esafety.gov.au/educators/classroom-resources/gameon</a> Locate the link to activity resources</p> <p><b>Lower secondary materials:</b> 1 x teacher guide, 1 x lesson plan</p> <p><a href="#">DOWNLOAD ALL RESOURCES</a> </p> <p>PDF, ZIP, 970.82KB Open PDF gameon-student-activities-lower-secondary.pdf</p> <p><b>Activity 4 – The online you</b> Task C (page 23)</p> <p>Etiquette is a set of rules that define polite behaviour in social situation. To get the most from the digital world that you live in, you need to be aware of your own behaviour and engage in positive ways with others.</p> <p>Your task is to write ten rules that define polite online behaviour.</p>
<b>Additional teacher support resources</b>	<p>Digital Footprints <a href="https://www.abc.net.au/btn/classroom/digital-footprint/10534346">https://www.abc.net.au/btn/classroom/digital-footprint/10534346</a></p> <p>Data Security <a href="https://www.abc.net.au/btn/classroom/data-security/10529734">https://www.abc.net.au/btn/classroom/data-security/10529734</a></p> <p>Cyber Savvy <a href="https://cybersavvy.telethonkids.org.au/cyber_friendly_school/teaching_learning/links_to_other_educational_resources/">https://cybersavvy.telethonkids.org.au/cyber_friendly_school/teaching_learning/links_to_other_educational_resources/</a></p>

	<p>Student Wellbeing Hub <a href="https://studentwellbeinghub.edu.au/">https://studentwellbeinghub.edu.au/</a></p> <p>Growing and Developing Healthy Relationships <a href="https://gdhr.wa.gov.au/resources/social-media">https://gdhr.wa.gov.au/resources/social-media</a></p> <p>Behind the News articles <a href="https://www.abc.net.au/btn/classroom/cyber-bullying/10539032">https://www.abc.net.au/btn/classroom/cyber-bullying/10539032</a> <a href="https://www.abc.net.au/btn/classroom/cyber-smart/10531488">https://www.abc.net.au/btn/classroom/cyber-smart/10531488</a></p> <p>Kids Help Line <a href="https://kidshelpline.com.au/schools/kids-helpline-school">https://kidshelpline.com.au/schools/kids-helpline-school</a></p>
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## Task description

### 1. Teach the content

The mandated, Western Australian curriculum content to be taught for the purpose of the moderation workshop is listed below;

#### Being healthy, safe and active

Strategies to promote safety in online environments

Help-seeking strategies that young people can use in a variety of situations

#### Communicating and interacting for health and well being

The impact of relationships on own and others' wellbeing:

- applying online and social protocols to enhance relationships

The context of online safety was chosen in consultation with schools and teachers of Year 6 and Year 7 students.

Teachers should select teaching resources that best suit student needs and the school context. These are further detailed below under *Material familiarisation*. The following information should inform planning for teaching, and meeting the task obligations for the moderation workshop:

- (a) students must design 10 rules that define polite online behaviour, and demonstrate an understanding of the human elements behind online interactions and the use of digital technology.
- (b) the rules should demonstrate the student's understanding of assertive behaviours, risk aversion and risk awareness
- (c) the rules should reflect an understanding of the dynamic nature of cyberspace, the appropriateness and/or inappropriateness of communication and a cultural awareness of online behaviours
- (d) the target audience for the rules developed in the task must be the student's current year level at school.

### 2. Material familiarisation




Available at <https://www.esafety.gov.au/>

#GameOn is a valuable resource for teaching students in Years 7 and 8 about the responsible use of technology.

The series allows students to discuss their online lives by examining the online lives of the #GameOn characters.

The #GameOn study guide for lower secondary students has been designed to build a range of skills and knowledge that will encourage positive online behaviours.

There are three PDF documents containing resources and information for teachers, shown below:

<b>PDF 1</b>	 gameon-student-activities-upper-primary.pdf	Adobe Acrobat Document	344 KB
<b>PDF 2</b>	 gameon-teacher-guide-upper-primary.pdf	Adobe Acrobat Document	581 KB
<b>PDF 3</b>	 gameon-teacher-info-activities-upper-primary.pdf	Adobe Acrobat Document	247 KB

#### • PDF 1 – student-activities

- A comprehensive suite of alphabetised tasks that sit within eight activities\* (listed below). Teachers should develop suitable teaching and learning activities that may incorporate and/or complement the tasks. The task required for moderation is located in Activity 4 – The online you, Task C. Teachers are **not** required to use this worksheet.

\*Note that there are tasks that sit within the activity. This organisation is particular to this resource.

#### • PDF 2 – teacher-guide

- The study guide details curriculum links, an overview of episodes and the issues addressed, appropriate terminology and possible teaching prompts.

- **PDF 3 – teacher information**
  - Provides an overview of the eight activities, activity outcomes, suggested activity duration and terminology used in the activity. The activities are:
    1. Activity 1 – Your online presence
    2. Activity 2 – Online security
    3. Activity 3 – Friends and followers
    4. **Activity 4 – The online you**
    5. Activity 5 – Managing your personal digital devices
    6. Activity 6 – In excess
    7. Activity 7 – Time out
    8. Activity 8 – Game over

## Marking key

Description	Marks
<b>Being healthy, safe and active</b>	
(a) Design 10 rules that define polite online behaviour, and demonstrate an understanding of the human elements behind online interactions and the use of digital technology.	
For each of the five rules:	
<ul style="list-style-type: none"> <li>rules are appropriate to the student age group</li> <li>rules are achievable.</li> </ul>	2
<ul style="list-style-type: none"> <li>rules demonstrate an understanding of appropriate online behaviour, however may not be achievable.</li> </ul>	1
<b>Subtotal</b>	<b>/20</b>
Description	Marks
<b>Communicating and interacting for health and wellbeing</b>	
(b) Rules demonstrate an understanding of assertive behaviours, risk aversion and risk awareness.	
Rules reflect:	
<ul style="list-style-type: none"> <li>assertive and preventative behaviours.</li> <li>an awareness of risk.</li> <li>an awareness of risk aversion.</li> </ul>	1–2 1–2 1–2
<b>Subtotal</b>	<b>/6</b>
Description	Marks
(c) Rules reflect an understanding of the dynamic nature of cyberspace, the appropriateness and/or inappropriateness of communication and a cultural awareness of online behaviours.	
Rules reflect:	
<ul style="list-style-type: none"> <li>an understanding of the dynamic nature of cyberspace, the changing social networking platforms, and web Apps used.</li> <li>appropriate communication protocols used online.</li> <li>appropriate cultural awareness of online behaviours.</li> </ul>	1–2 1–2 1–2
<b>Subtotal</b>	<b>/6</b>
<b>Total</b>	<b>32</b>