

Value	Junior Campus Years 7 and 8	Years 9 and 10	Senior Years 11 -13
We Respect Each Other	<p><b>Using Technology in the classroom</b></p> <ul style="list-style-type: none"> <li>● Create an agreed expectation for behaviour when using technology in the classroom. School wide expectations and policies.</li> </ul> <p><b>Digital Citizenship</b></p> <ul style="list-style-type: none"> <li>● Describe and assess the impact of digital footprints. Take steps to minimise online security and privacy risks. Understand information put online leaves a footprint. <a href="#">Lesson Plan</a></li> <li>● Assess the negative impacts of unethical behaviours such as harassment and bullying online</li> <li>● Take steps to minimise security and privacy risks online, understand the benefits and risks of posting online. (Assembly Talks)</li> <li>● Identify ways to act with resilience, consideration and self-awareness online.</li> </ul> <p><b>Cyberbullying (Kia Kaha Unit Year 7)</b></p> <ul style="list-style-type: none"> <li>● Define and describe cyberbullying behaviour</li> <li>● Identify and manage Bullying behaviour</li> <li>● <a href="#">Lesson Plan</a></li> </ul>	<p><b>Using Technology in the classroom</b></p> <ul style="list-style-type: none"> <li>● Create an agreed expectation for behaviour when using technology in the classroom – School wide policies.</li> </ul> <p><b>Managing Online Safety</b></p> <ul style="list-style-type: none"> <li>● Increase understanding of risks to personal safety when interacting online</li> <li>● Learn how to manage risks when interacting online</li> <li>● Acknowledge that content is difficult to retract once posted</li> <li>● Identify indicators of ‘grooming’ behaviour</li> <li>● Apply strategies to stay safe online</li> <li>● Develop understanding of ‘life balance’. Identify support professional and organisations if help is needed.</li> </ul> <p>Cyber Bullying  <a href="https://www.childnet.com/resources/pshetoolkit/cyberbullying">https://www.childnet.com/resources/pshetoolkit/cyberbullying</a>                      Video and resources for teaching (similar to Lets Fight it together)</p>	<p><b>Sexting</b></p> <ul style="list-style-type: none"> <li>● Increase awareness of the social, ethical and legal consequences of sexting and critically analyse these consequences</li> <li>● Develop strategies to help peers</li> <li>● <a href="#">Drama</a> Unit teaching resource – role play</li> </ul>
We Treat People Fairly	<p><b>Digital Citizenship</b></p> <ul style="list-style-type: none"> <li>● Assess the negative impacts of unethical behaviours such as harassment and bullying online</li> <li>● Think Before you Share – <a href="#">Student</a> Booklet</li> </ul> <p><b>Cyberbullying (Kia Kaha Unit)</b></p> <ul style="list-style-type: none"> <li>● Define and describe cyberbullying behaviour</li> <li>● Identify and manage Bullying behaviour</li> </ul> <p><b>Assembly</b>                      Use Kind words online</p>	<p><b>Creating a better Internet (Poss: English / Media Studies)</b></p> <ul style="list-style-type: none"> <li>● Understand the importance of International Safer Internet Day  <a href="https://www.netsafe.org.nz/our-work/safer-internet-day/">https://www.netsafe.org.nz/our-work/safer-internet-day/</a>  <a href="https://www.saferinternetday.org/">https://www.saferinternetday.org/</a></li> <li>● Recognise aspects of positive and responsible cyber safety behaviours</li> <li>● Create positive online messages</li> <li>● Know how to protect their rights, identity, privacy and emotional safety in an online community.</li> </ul> <p>“Laugh at it and you are part of it”  <a href="https://www.childnet.com/resources/laugh-at-it-youre-part-of-it">https://www.childnet.com/resources/laugh-at-it-youre-part-of-it</a></p>	<ul style="list-style-type: none"> <li>● Be involved in a local / national project aimed at protecting others online e.g.  <a href="http://www.sticksnstones.co.nz/">http://www.sticksnstones.co.nz/</a></li> <li>●</li> </ul>
We are Honest	<p>Letting the teacher know of damage to property                      Letting the teacher know if inappropriate material is accessed                      Remaining on task and not ‘gaming’ and ‘chatting’ with others</p>	<p><b>Ethical Use of Technology</b></p> <ul style="list-style-type: none"> <li>● Acknowledge the impact on themselves and others of plagiarism and illegal downloading</li> <li>● Explain how to avoid plagiarism</li> <li>● Build a positive reputation in the context of employment prospects.</li> <li>● Use a range of strategies to protect themselves and others from online dangers.</li> <li>● Filter communication received e.g. spam, unknown persons, privacy settings.</li> <li>● Comply with data protection laws. Use formal citation conventions.</li> </ul>	

		Avoiding social network sites during class time unless specifically related to task
We Work Hard	<p><b>Using Technology in the classroom</b></p> <ul style="list-style-type: none"> <li>• Create an agreed expectation for behaviour when using technology in the classroom</li> </ul> <p><b>Language of Technology (English year 9 and 10)</b></p> <ul style="list-style-type: none"> <li>• Classify and describe terminology and vocabulary associated with internet use</li> </ul> <p>Relate the use of words and phrases associated with technology to historical timeframes</p>	<ul style="list-style-type: none"> <li>• Build a positive reputation in the context of employment prospects.</li> </ul>
We are Responsible for all we do	<p><b>Using Technology in the classroom</b></p> <ul style="list-style-type: none"> <li>• Create an agreed expectation for behaviour when using technology in the classroom</li> <li>• Develop understanding of 'life balance'. Identify support professional and organisations if help is needed.</li> <li>• Reflect on the role of digital media in their lives, reflect on their own media habits.</li> <li>• "Define and describe Cyberbullying behaviour</li> <li>• Identify how to manage cyberbullying behaviour, safe and sensible social media use.</li> <li>• Begin to understand the Harmful Digital Communications Bill.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase awareness of the social, ethical and legal consequences of sexting and critically analyse these consequences</li> <li>• Develop strategies to help peers</li> <li>• Build a positive reputation in the context of employment prospects.</li> </ul>
We are Responsible for all we do	<p><b>Digital Citizenship</b></p> <ul style="list-style-type: none"> <li>• Describe and assess the impact of digital footprints</li> <li>• Assess the negative impacts of unethical behaviours such as harassment and bullying online</li> <li>• Take steps to minimise security and privacy risks online</li> <li>• Identify ways to act with resilience, consideration and self-awareness online</li> </ul> <p><b>Sexting (Positive Puberty)</b></p> <ul style="list-style-type: none"> <li>• Define what sexting is</li> <li>• Acknowledge legal and social consequences</li> <li>• Identify ways to avoid creating or receiving sexting images</li> </ul> <p><b>Assembly</b> Cyber citizenship toolbox Think before you post Be kind online</p>	<p><b>Goal Setting</b></p> <ul style="list-style-type: none"> <li>• Create personalised goal or statement for online activity</li> <li>• Initiate an online transaction record for the upcoming year (ICT) students</li> </ul> <p><b>Ethical use of Technology</b></p> <ul style="list-style-type: none"> <li>• Increase understanding of rights and responsibilities that are part of ethical internet use</li> <li>• Acknowledge the impact on themselves and others of plagiarism and illegal downloading</li> <li>• Explain how to avoid plagiarism</li> </ul>

		<p><b>Sexting</b></p> <ul style="list-style-type: none"> <li>• Understand social and legal issues that can arise from sexting</li> <li>• Evaluate potential actions in terms of consequences</li> <li>• Identify peer pressure and develop strategies to help manage</li> <li>• Understand that boys and girls may sext for different reasons</li> <li>• Consider what healthy adolescent romantic relationships look like</li> <li>• Critically analyse media representations of male / female relationships and pressure to conform</li> <li>• Understand that it is never okay for minors to create or forward sexting images even when all parties are happy to participate.</li> </ul> <p><a href="https://www.childnet.com/resources/pshetoolkit/sexting">https://www.childnet.com/resources/pshetoolkit/sexting</a> (Full teaching resource and video for discussion)</p>	
<p>We take care of our environment</p>	<p><b>Using Technology in the classroom</b></p> <ul style="list-style-type: none"> <li>• Create an agreed expectation for behaviour when using technology in the classroom</li> <li>• Take care of own devices</li> <li>• Respect others property an devices</li> </ul> <p><b>Digital Citizenship</b></p> <ul style="list-style-type: none"> <li>• Take steps to minimise security and privacy risks online</li> </ul>		

Lesson plans and comprehensive resources are available at: <http://www.cybersmart.gov.au/>

Further information from NetSafe: <http://www.netsafe.org.nz/> <http://www.sticksnstones.co.nz/>

Note: ***Lets Fight it together*** to be used at year 7 and 8 with ***Tagged and Gone too Far*** to be used at Year 9 and 10

In year 11- 13 teachings will re-iterate years 7-10 depending on need. Students should by year 11 have a sound understanding of digital citizenship and cyber safety.

Teacher planning should reflect on how these Values / behaviours have been learned in their classes. **All subjects** should take opportunities to discuss, teach and learn.

James Hargest College has key Policies designed to protect teachers and students in their use of digital technology.