**Activity Table**

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<th>Game</th>
<th>FAQ &amp; Video</th>
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**ICT**

**ICT essential learning**

- Connecting peripheral devices such as a mouse and installing support software.
- Distinguishing between fact and opinion.
- Investigating the impact of ICTs on the workplace.
- Demonstrating an ethical understanding of school based computer policies/procedures.
- Critically examining how media is used to communicate views and developing persuasive arguments concerning local and global issues.

**English**

**Texts and contexts**

- Students choose and compose a range of written texts which explore different perspectives about local and some global issues. They apply an understanding of context, purpose and audience to their own writing. [In] [T] [C] [KC2] [KC3].

**Language**

- Students independently read, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers’ and viewers’ responses and understandings. [In] [T] [C] [KC1] [KC2].
Health & Physical Education

Personal and social development

Students further develop an understanding of their different identities in and beyond local environments. They critically analyse the different ways people view each other. They establish a sense of increasing rights and responsibilities in relation to family, peers and the wider community. [Id] [In] [T] [KC1].

Individuals and communities

Students learn to assess and build their understandings of skills to effectively manage risky and challenging situations for themselves and others. [In] [T] [KC6].

Health of individuals and communities

Identifies health issues relevant to adolescence in their community and develops strategies to deal with those issues for self and others. [In] [T] [KC1] [KC3].

Analyses and articulates the consequences of risk-taking and demonstrates behaviours to minimise harm. [In] [T] [KC1] [KC2].

Social Systems

Society and culture

Students work cooperatively to collect, analyse and describe information about particular issues which have social, economic and environmental dimensions. They identify key ideas, justify positions, predict outcomes and suggest enterprising solutions. [In] [T] [C] [KC1] [KC4] [KC6]

Students negotiate and agree on roles, responsibilities and alternative courses of action in order to achieve goals relating to human rights, democracy, equity, social justice and sustainable environments, at school and in the wider community. [In] [T] [C] [KC2] [KC3] [KC6].