

# Plugged In

cyber-safety, healthy usage of technology  
& building real community

for secondary school



## Values for Life Incursions

Values for Life is an educational program that provides student incursion workshops and teaching resources. These enable young people to develop community building values, make wise choices and fulfil their potential.



## Incursion Details

- \* Sessions are interactive and involve a variety of games, stories, discussion and multi-media to engage and educate
- \* Catering for single, half-day or full-day sessions
- \* Recommended duration is between 45 and 90 minutes – flexible to your timetable
- \* Follow-up lesson plans and resources for teachers are included
- \* Parent sessions are also offered on a number of topics
- \* Costs are calculated on the number of sessions and location. Call or email us for a quick quote.



**Values for Life**

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## Learning Focus

The **Plugged-In** incursion focuses on the key issues surrounding technology – cyber-bullying including strategies to cope, social networking including the positives and pitfalls, and having a healthy understanding of technology usage and the addictive nature of it. Through a variety of **interactive activities, games, discussion, stories, multi-media, and video** the workshop identifies and explores practical ways in which we can be cyber-safe, use technology in healthy ways and develop a framework in which they can build strong on and off-line connections among their peers and community.

The incursion can be tailored to meet the needs of students from year 7 to 12. In addition to this student incursion, a **complimentary teacher resource manual & curriculum** is provided that can be implemented & modified by the school to extend the learning outcomes in the classroom over several weeks.

## Rationale

This workshop identifies that social media and mobile devices has a significant role in the social life of young people. Research tells us the average teenager spends over 2 hours a day on the internet, over 1.5 hours texting or talking on the phone and 41 minutes using social media alone (McCrinkle research). Whilst there are positives to this, research also suggests that there are significant risks as well, including fractured community, cyber-bullying, social deficiency and a consumerist value system. This value system includes avoiding pain and maximising pleasure, immediacy, and entitlement. This sometimes leads to an unrealistic view of the world and potentially to damaging self-worth, poor decisions and shallow community.

## Key concepts covered in the session:

- ▶ Technology is a wonderful tool but needs to be used wisely
- ▶ Definition of what “cyber-bullying” is (i.e. repeated and deliberate)
- ▶ Why cyber-bullying occurs and the varying forms that can occur
- ▶ Cyber-bullying – what it is and 5 key factors that help us to be cyber-safe
- ▶ Exploring social networking and the addictive nature of it
- ▶ Practical strategies to cope including assertiveness skills
- ▶ Highlights the importance of healthy relationships and how technology effects this
- ▶ Examines why we our culture is becoming socially deficient
- ▶ Discusses the differences between the virtual and offline world
- ▶ Promotes ways in which we can be safe online and build depth to our offline relationships
- ▶ The promotion of empathy, community and teamwork

## Essential Learning Standards

The incursion presents a student learning program that intertwines elements of all strands of the curriculum with the key focus on the following:

- **Building social relationships** (Interpersonal Development),
- **Reflection, evaluation and metacognition** (Thinking Processes)

The table below shows these dimensions addressed and the emphasis provided:

Strand	Domain	Dimension	Included	Major Focus	Teacher Manual
Physical, Personal & Social Learning	Health & PE	* Movement & physical activity	X	X	X
		* Health knowledge & promotion			
	Interpersonal Development	* Building social relationships		X	X
		* Working in teams			
Personal Learning	* The individual learner	X	X	X	
	* Managing Personal learning				
Discipline-based Learning	The Arts, English, Humanities, LOTE, Maths & Science	* Knowledge, understanding & skills gained through the domains	X		X
Interdisciplinary Learning	Communication	* Listening, viewing & responding	X	X	X
		* Presenting			
	Thinking Processes	* Reasoning, processing & inquiry		X	X
	* Creativity, reflection & metacognition				