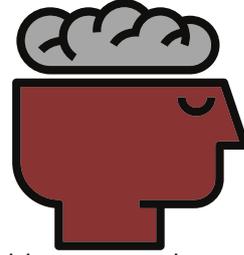# DIGITAL RIGHTS

OUR STUDENTS HAVE THE RIGHT TO ...

...learn, using digital tools purposefully, intentionally, and effectively - partnered with learning how to keep safe, and ensure content and information is kept secure online

...understand how we change throughout adolescence - how our brain influences the development of our physical body, emotions, dispositions, relationships, perceptions, needs etc - and how our behaviours (offline and online) can be influenced by internal and external aspects
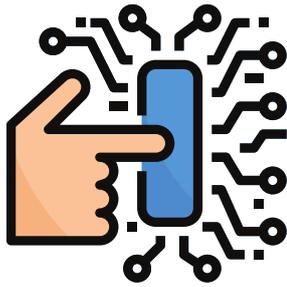
...understand that <u>people</u> design and make the tech we use, and <u>people</u> can break, re-make, hack, create the spaces we use online in positive and negative ways that can have an impact on us and others
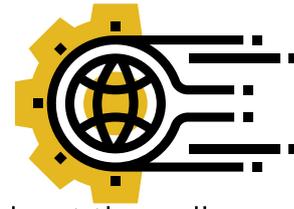
...learn about the online environment including the role of algorithms and the types of influence on users' online experiences and opportunities - including aspects of cyber security, safe practices and different tools e.g. privacy settings, secure passwords, 2F authentication, tools for reporting, deleting, etc

...develop media literacies skills and capabilities to critically consume, review, and challenge media, including fake or misleading information - and recognise biases, racism, sexism, religious or cultural intolerances, bigotry, extremism echo chambers, etc - learn to compare and contrast, unpack point of view, verify, provide attribution etc

...learn about our Harmful Digital Communications legislation that supports our rights and responsibilities online, and, our privacy rights, and include our classification and pornography laws - how they help in protecting different groups and why they evolved
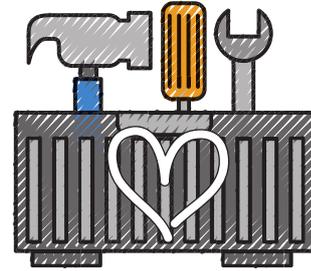
Developing knowledge, skills, attitudes and values, resilience and wellbeing.

DIGITAL RIGHTS

## OUR STUDENTS HAVE THE RIGHT TO ...

... understand that our choices and actions online can impact (can be positive or negative) on others, and can affect our own wellbeing in different ways, and may impact on our reputation online and/or offline


...develop strategies and skills, and explore responses to manage different types of challenges and potential risks online - underpinned by an ethical, social and cultural lens with wellbeing, empathy, respect and rights of individuals and groups at the core

...understand power imbalances when someone or a group uses online spaces to belittle, shame, coerce or intimidate with the purpose of causing distress for another/others - that this (online bullying) is never okay, and we can take a range of actions in response
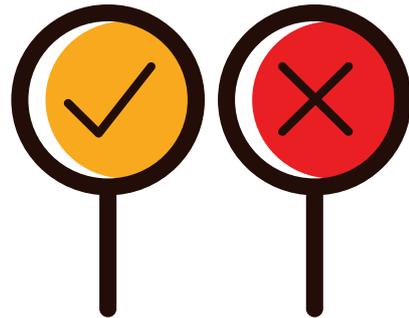
...understand consent in contexts online, and on devices (texting ect), in relation to sharing types of content, re-sharing, accessing others' information and content, and the rights of all involved and any legalities that may relate
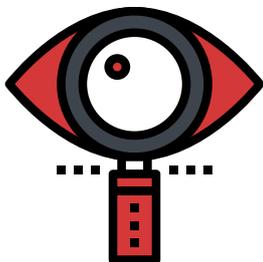
...understand aspects of consent and ways to respond to pressures, coercion, manipulation, access, or unwanted contact from others online - learn about current issues and challenges related to pressures on young people e.g. porn, body image, etc through a wellbeing perspective and an ethical lens

...know how and when to get support, what steps to take, and who can help when things happening online are not okay, or we are worried about someone else - this includes knowledge of organisations and online sites that offer support e.g. Netsafe, Police, Aunty Dee, Youthline, WhatsUp, In The Know, The Light Project, ICON, etc

Developing knowledge, skills, attitudes and values, resilience and wellbeing.