Health and Safety Guidelines

Health and Safety

Reflect

Question and Plan
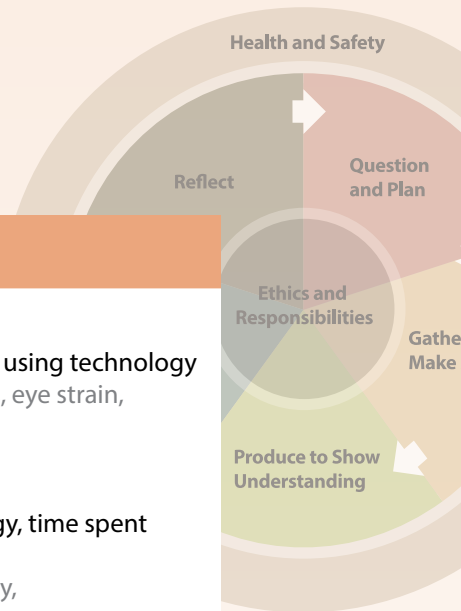
Ethics and Responsibilities

Gathe Make

Produce to Show Understanding

Health Guidelines

Physical Health

- recognizes possible health issues and takes measures to prevent injuries while using technology
  (e.g., considers ergonomic factors, screen time, physical inactivity, sleep habits, eye strain, distracted behaviour, repetitive stress injury)

Social and Emotional Health

- establishes an appropriate balance between time spent alone using technology, time spent interacting with family and friends, and time spent on personal well-being
  (e.g., balances screen time with time for personal relationships, physical activity, nutritional needs)
- considers the potential impact on self and others when viewing or sharing digital content
  (e.g., considers the nature and purpose of photographs, videos, postings)
- seeks support for self and others when encountering conflict/bullying/abuse online
  (e.g., develops skills for conflict resolution, knows whom to talk to or where to find help)
- alerts the appropriate authorities regarding potential threats

Safety Guidelines

Managing Identity

- understands that personal information shared online is public and permanent, and has implications on how one is perceived by others
  (e.g., considers protection of own and others' identity when posting photos)
- shows respectful behaviour when interacting with others online
  (e.g., uses respectful behaviour and language, considers reputation of others)

Managing Privacy

- considers privacy of self and others when sharing personal information online
  (e.g., is aware of the danger of identity theft)
- alerts the appropriate authorities regarding potential threats to privacy of self or others
- reads and considers the terms of service before joining online networks and downloading information
- considers the impact of sharing information
  (e.g., considers who will see the information, how it will be used, who will own it)
- protects personal information
  (e.g., applies security tools, privacy settings, password management)

Dangerous Behaviours

- recognizes the implications of being distracted while using technology
  (e.g., recognizes the dangers of texting while driving, the implications of inattention when caring for children/others, the importance of attentiveness to surroundings)
- thinks critically when communicating with others online
  (e.g., assesses potential for cyber bullying, luring, threats to safety)
- recognizes the consequences of engaging in risky or illegal behaviours
  (e.g., understands the legal implications of sending explicit messages, accessing/distributing child pornography, luring)
- knows how and where to seek support when a risk is identified

Resources supporting *Literacy with ICT Across the Curriculum* are available on the Manitoba Education and Training website at www.edu.gov.mb.ca/k12/tech/lict/.

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