

Curriculum Briefing

Information and Communications Technology (ICT) Primary 2

Learners driven by Passion . Leaders guided by Values

Respect . Responsibility . Resilience . Integrity . Care . Harmony



Role of Technology for the future

A Range of Digital Skills needed for Life and Work (UNESCO, 2017)

Basic digital skills that enable students to access and **make functional use of digital technologies**

An intermediate range of generic digital skills that include the **ability to understand, contextualise and critically evaluate how technologies are being employed**

A set of **highly technical skills**, such as **computer programming and data analysis**, which are advanced and are not normally well developed or needed in ordinary users of technology

WORLD
ECONOMIC
FORUM

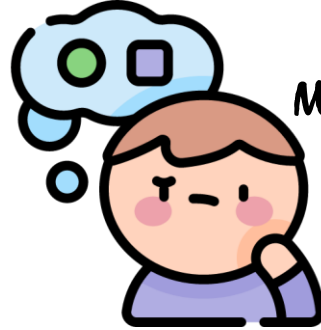
FOURTH INDUSTRIAL
REVOLUTION



How Technology Impacts Learning



Encourage active learning and participation



Make students' thinking visible



Facilitate formative assessment - teacher can provide timely, immediate feedback



Multimodal representation of concepts
Students learn with videos, interactives, games, simulations



Communication and collaboration with teachers and peers



Self-directed learning
Students can learn on their own or with others, anytime and anywhere

Common Issues and how to Manage them

Common Issue: Addiction to digital device



Look out for these signs of addiction:

- Lack of self-control and throwing tantrums when it comes to switching off of digital devices
- Irritability when not on the device
- Loss of sleep due to time spent on the device
- Health issues such as eye problems and back aches
- Drop in grades

Source:

<https://www.betterinternet.sg/-/media/Resources/PDFs/Parents-Guides/Safe-and-Smart-Online-Parent-Guide.pdf>

How to manage:

Tip: **Guide your child on time spent online**



Ask your child what he/she enjoys doing online.

Through your conversations, you can **decide together** how much time he/she should spend online.

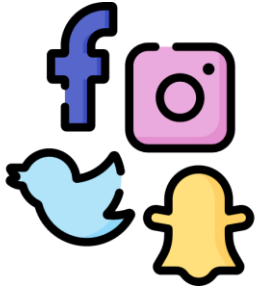
Set a **schedule** in consultation with you child on specific time periods that he or she can use the devices and for specific purposes.

Source:

<https://www.moe.gov.sg/-/media/files/parent-kit/cyber-wellness-for-your-child.pdf>

Common Issues and how to Manage them

Common Issue (2): Potential issues related to the use of Social Media



Most social media services and apps require users to be at least 13 years old. **If your child is below 13, you should assess if he or she is prepared to deal with inappropriate content, contact with strangers or cyber-bullying.**

If your child wants to use social media, discuss with him or her the pros and cons of doing so. You can consider setting the ground rules with your child.

Source:

<https://www.betterinternet.sg/-/media/Resources/PDFs/Parents-Guides/Safe-and-Smart-Online-Parent-Guide.pdf>

How to manage:

Tip:
Teach your child to stay safe online



Remind your child not to chat with strangers online or share information (e.g. home addresses or names of family members) that can allow strangers to locate him/her.

Explain the need to set his/her account to 'private' and only accept requests from people that he or she knows well.

Highlight to your child that there will be people who claim to know his or her friends.

Source:

<https://www.moe.gov.sg/-/media/files/parent-kit/cyber-wellness-for-your-child.pdf>

Common Issues and how to Manage them

Common Issue (3): Cyberbullying



According to recent statistics, cyberbullying is on the rise.

How to manage:

Tip:
Look out for warning signs



Look out for warning signs that your child might be bullied online such as failing grades, making excuses to avoid going to school, fear or worry about school, and stress-related health problems.

Regularly check with your child about the types of conversations that go on in their chat group or on social media to assess if they are being bullied online.

Teach them online etiquette and remind them about the appropriate use of language.

Source:

<https://www.moe.gov.sg/-/media/files/parent-kit/cyber-wellness-for-your-child.pdf>

Common Issues and how to Manage them

Common Issue (4): **Fake news**

How to manage:

An Introduction to the Rainbow Owl



The Rainbow Owl is a rare species of owl found in hardwood forests in the western United States and parts of China. Long coveted for its colorful feathers, the Rainbow Owl has nearly disappeared in the eastern United States. However, conservation efforts have seen a significant population increase, particularly in northwestern Montana. The adult Rainbow Owl is on average 44 cm long with a 112 cm wingspan. Unlike most owls, which are

Have regular conversations with your child about the online information he/she comes across. Encourage he/she to verify the information with fact-checking websites such as [Snopes.com](https://www.snopes.com) or [FactCheck.org](https://www.factcheck.org)

Tip: Guide your child to behave responsibly online

CONSUMING INFORMATION ONLINE

- Encourage your child to **verify information** with multiple credible sources.
- Get them to **check with you or a trusted adult** when in doubt.

POSTING INFORMATION ONLINE

- **Co-create guidelines** with your child on what he/she can post online.
- Guide him/her to use the **THINK** framework when creating the guidelines:

Is it **True, Helpful, Inspiring, Necessary, Kind?**

5 Tips to Ensure Your Child Stays Safe & Happy Online

1 SETTING EXPECTATIONS



Examples of good habits include:

- ✓ Stop use of devices during mealtimes.
- ✓ Stop use of devices 1 hour before bedtime.
- ✓ Set aside time to exercise daily.

Set clear expectations together with your child.

Establish routines for device usage early.

Help your child develop good habits to ensure a healthy balance of online and offline activities.

2 HAVING CONVERSATIONS

Have regular conversations, for example at mealtimes, with your child about his/her online activities.

This will help you be aware of your child's online activities and enable you to spot possible dangers early.

Examples of conversation starters include:

- ✓ What do you enjoy most about your favourite apps or sites?
- ✓ What online activities can we do as a family?



5 Tips to Ensure Your Child Stays Safe & Happy Online

3 BE SMART

Remind your child to check the credibility of the online information by using the acronym S.U.R.E.

- S** Is the SOURCE of information you found trustworthy?
- U** Based on your UNDERSTANDING, is the information an opinion or a fact?
- R** Have you done your RESEARCH and compared with multiple sources?
- E** Have you EVALUATED / considered the information from different angles?

4 BE SAFE

Highlight to your child indicators which show that a website is safe to visit.

Examples of indicators include:

- ✓ the website address begins with 'https'
- ✓ the address bar has a 'lock' icon

Teach your child what he/she can do if he/she comes across inappropriate content.

Examples of actions include:

- ✓ close the webpage immediately
- ✓ inform a trusted adult about it

5 BE KIND

Encourage your child to always be respectful when giving comments online.



Get your child to reflect if the comment he/she is about to post is:

- T** rue?
- H** elpful?
- I** nspiring?
- N** ecessary?
- K** ind?

How much screen time for your child?

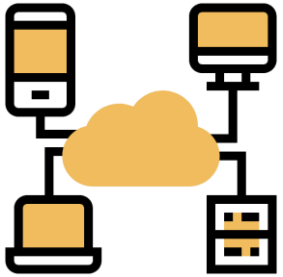
Less than 18 months	No screen time at all
18 - 24 months	High quality content Watch with a parent
2 - 5 years old	Up to 1 hour of screen time per day High quality content Watch with a parent
6 - 9 years old	Parents to set suitable time, content, location and behaviour boundaries
10 - 12 years old	Good to sit them down to discuss and work out the suitable boundaries.

Setting Good Cyberwellness Habits at Home

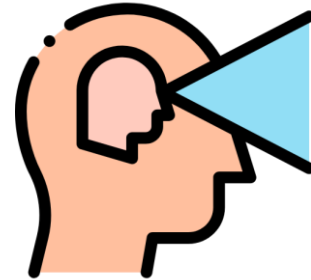


ICT Baseline Skills Programme @West Spring Primary School

Approach



Meaningful
integration into
subjects



Teacher-facilitated
lessons conducted in
school

Process

Teacher integrates
the digital skills
into the
curriculum.

Reinforce skills via
meaningful lessons/
online assignments

Assessment of skills via
bite-sized informal
assessment tasks in
class

Media Literacy Programme

Primary 2 modules

Primary 2 / Title of Module	Term
201/ Learning on SLS (II)	2
202/ MS Word (Intermediate)	2
203/ Introduction to MS PowerPoint	3

Media Literacy Programme

Primary 2 modules

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201/ Learning on SLS (II)	2
202/ MS Word (Intermediate)	



201: Learning on SLS

- how to log on a laptop and log into their user account independently
- how to access and attempt assignment



202: MS Word (Intermediate)

How to create a text document

- Text includes numbers, punctuation marks, upper and lower case letters and images
- Progress from typing short sentences to paragraphs

Media Literacy Programme

Primary 2 modules

Primary 2 / Title of Module	Term
203/ Introduction to MS Power Point	3



203: Introduction to MS Powerpoint

- how to use Powerpoint templates and themes to create a Powerpoint presentation

Useful Resources for Parents



Parent Kit

Raising a Digitally Smart Child

With the **growing role of technology** in communication, learning and recreation, how can you support your child in:

1. Practising appropriate device usage?
2. Managing over-reliance on devices?
3. Handling Cyber Bullying?
4. Showing Cyber Kindness?
5. Discerning real news from fake news?

As a parent, you can...

- Be actively involved in your child's use of technology.
- Role model good online behaviour.
- Stay updated on emerging digital trends influencing your child.



<https://go.gov.sg/moe-raising-a-digitally-smart-child>

thank you

A photograph showing the words "thank you" spelled out using ten small, light-colored wooden blocks. The blocks are arranged in a single row on a wooden surface. The background is a warm, out-of-focus bokeh of golden-yellow lights. The lighting is soft and directional, coming from the left, which creates a slight shadow to the right of the blocks and highlights their texture.