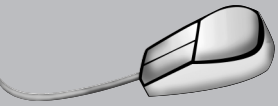


Contents

Introduction	4	(AS) Disability	27
Unacceptable Material	6		
Using Search Engines	7	Taking Care of the Environment	28
(AS) Practise a Search	8	(AS) Saving Energy	29
Making Contact	9	(AS) Recycling	30
		(AS) Looking After the Earth	31
Citizenship	11		
(AS) Finding Information	12	Healthy Living	32
(AS) Our Government	13	(AS) Microbes	33
(AS) A Tour of the Houses of Parliament	14	(AS) Fighting Microbes	34
		(AS) Look After Your Body (1)	35
Racism and Rights	15	(AS) Look After Your Body (2)	36
(AS) Dealing With Racism	17	(AS) Healthy Eating (1)	37
(AS) Let's Go Around the World	18	(AS) Healthy Eating (2)	38
(AS) Children's Rights (1)	19	(AS) The Dangers of Drugs	39
(AS) Children's Rights (2)	20		
		Aspects of Personal Safety	40
Responsibilities and Relationships	21	(AS) Fire Safety	41
(AS) Classroom Rules	22	(AS) Cycle Safe!	42
(AS) Playground Rules	23	(AS) Stay Safe	43
(AS) Friends	24		
(AS) Bullying	25	Creating a SOSE/Health Website	44
(AS) Thinking of Others	26	Publishing Your Website	48

(AS) = Activity Sheet



Introduction

As primary schools connect to the Internet, a new vast and exciting resource becomes available to teachers and children. The purpose of this book is to provide:

- an easy introduction to those who are new to the Internet
- suitable websites to support children's learning and from which they can obtain information quickly
- enjoyable and challenging activities which support children's learning about SOSE and Health using the Internet.

The book does not suggest that traditional sources of information – books, libraries, videos – should be replaced, but rather that different sources and types of information have now become accessible.

The Internet is a good place for

- locating information not available in textbooks or the library
- finding and contacting experts on a subject
- communicating with children in different parts of the world
- obtaining up-to-date information
- accessing information and images which are otherwise difficult or time-consuming to obtain
- publishing your own work for others to use.

The Internet is not a good place for

- finding quick summaries or overviews of a topic
- children to research freely and unsupervised
- replacing hands-on activities, such as practical investigations
- finding material that has necessarily been well researched and is accurate.

Using this book

The websites mentioned in this book are a mixture of Australian, UK and US sites. Please be aware that the spellings on the US sites will obviously be in American English.

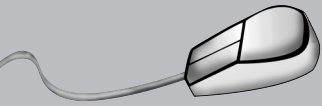
At the time of publication **all** the sites listed are free and we have not referred to any sites which require subscriptions. However, we do refer to shareware sites, from which you can download software free for a limited time, but are then charged.

The Internet is constantly changing and so are the sites that appear on it. We cannot guarantee that all the sites and links mentioned in this book will remain as described (some might disappear altogether). Therefore, any comments about specific sites, such as the level of text difficulty, speed of loading, etc., are based on the status of the site when the book was written and subsequent upgrades might alter such facts.

N.B. The screenshots in this book have been taken directly from the Internet. The quality of some of these may look poor, however, this is because they are intended to be looked at on-screen rather than reproduced on a printed page.

Working off-line

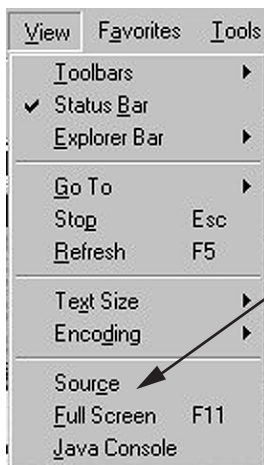
When using sites it might well be more useful to download the site for the children to use: to save time on the Internet and to provide a permanent resource. In this way, all the children can be working off-line on a site at the same time. There are many commercially available programs for you to try, such as



Introduction

WebWhacker (available from <http://www.ffg.com>), which can capture whole sites. Often these programs work in the background while you continue searching elsewhere on the Internet.

Other programs, such as *Secret Agent*, will allow you to work off-line by loading files from your 'cache' (the store on your hard disk where your visited pages are kept when on-line). However, these files are not permanent and would be lost if you did not save them. You may wish to save certain pages manually, using the 'file and save' option in your browser, although this will take longer. This, however, only saves text, unless you are using the latest version of your browser, so you will also need to save images using the right button on your mouse to click on the images.

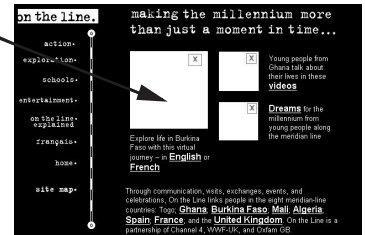


What if pages do not look the same off-line?

The problem is usually that images are not displayed. If an image does not load off-line, often it will be simply a matter of checking the HTML* link to it in your browser.

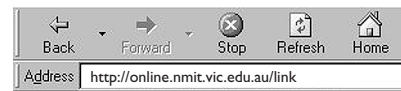
Display the source HTML code to look for the image reference, e.g. `
` and change the link to where you have saved the images, e.g. `
`. Save this file and the next time you open the page in your browser, the image will appear.

missing image



Using web addresses

*Above, we have mentioned 'HTML'. This is the HyperText Markup Language which is the standard language that everyone on the Internet has used to create pages (although other new languages are now being added). To access a page, an address is typed into the box at the top of your browser.



an NMIT site address

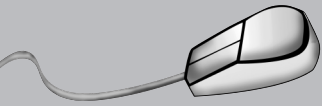
The address is referred to as a site's URL (Uniform Resource Locator) and usually begins with `http://` which tells your browser that it is making a web connection. `http://online.nmit.vic.edu.au` is the name of the web server, the computer where the pages are stored (in the case of the NMIT example). `/link/` shows the directory where we want to look.

You can store addresses of sites which are useful using the bookmarking or 'favourites' option in your browser.

First steps

Here are some suggestions for excellent sites which you may want to visit first, containing information and many links to browse for yourself.

- The Education Australia site is increasing and is a source of information and teaching materials for teachers at <http://online.nmit.vic.edu.au/link>
- The ABC site is an excellently designed, massive resource and is organised in many sections at <http://www.abc.gov.au>
- The Sofweb site at <http://www.sofweb.vic.edu.au/resource> is a well-organised links site sorted by curriculum area
- <http://www.usq.edu.au/libary/Liaison/education/educuhot.htm> is a massive annotated links site. Scroll past the huge gap - there is more.
- Berit's Best Sites at <http://www.beritsbest.com> despite being a US site, always provides excellent links sorted by curriculum area.



Citizenship

First, the issues surrounding the new information age are tackled. As future learning (and the Activity Sheets in this book) will use the Internet as a major source of information and guidance, children will need to learn to be critical gatherers of that information.

As they progress through their education, children will need to be able to express opinions about sites found and support their views with evidence. The *Finding Information* Activity Sheet (page 12) uses the OneWorld site at <http://www.oneworld.net/penguin> as one example of a site which the children can examine and debate. This site has been selected because of its views and information on current sensitive issues but, of course, there are many more and the activity is equally applicable to any such site which you use regularly.

The Discovering Democracy site at <http://www.curriculum.edu.au/democracy> is a good starting place for teachers with some information and materials on various aspects of education for citizenship. The Parliamentary Education Office at <http://www.peo.gov.au> has a huge number of links, resources for teachers, activities for students and a virtual tour of parliament. Sofweb's Civics and Citizenship page at <http://www.sofweb.vic.edu.au/resource/rescivic.htm> provides annotated links to a wealth of relevant Australian sites.

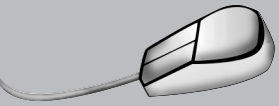
Newspaper websites

Other useful sites that will stimulate discussion and expression of opinions are, of course, newspaper sites. The National Library's page at <http://nla.gov.au/oz/npapers.html> links to national and local newspapers. The Australian National University's page at <http://anulib.anu.edu.au/elibrary/news.html> provides links to online news services from all over the world.

The ABC's program 'Behind the News' is an institution in Australian education. The BTN website at <http://www.abc.net.au/btn> provides transcripts of past episodes complete with classroom activities and links to relevant sites. Several Australian newspapers have web pages devoted to education, featuring both teacher resources and online activities. Two of the best are The Age at <http://theage.com.au/education> and the Sun-Herald at <http://www.sunherald.com.au/education/>.

Understanding parliament

The *Our Government* Activity Sheet (page 13) and *A Tour of the Houses of Parliament* Activity Sheet (page 14) are aimed at providing an introduction to the workings of parliament, and can lead to discussions on democracy, or why we need these institutions, and so on. These Activity Sheets use the junior section of the site at <http://www.peo.gov.au/>. There is also useful information on the Australian Government's site at <http://www.fed.gov.au> under 'Discover Government'.



Finding Information

The Internet provides us with a new way of finding a massive amount of information. However, there are not as many checks on this information as there are on the information in the books which come into school.

So, how do we know whether this information is true? Whether it is trying to persuade us to have a certain opinion? Whether it is just one person's ideas?

1. List some tips on how to judge a site.

Checklist of things to think about when judging a site

2. Next, visit some sites and 'evaluate' them in the table below. First, visit the OneWorld site at <http://www.oneworld.net/penguin> and read the section about genetic engineering. Then select some other sites.

Site	Worth visiting?	Reasons