

# 2014 SYLLABUS CYBER WELLNESS SECONDARY



**STUDENT DEVELOPMENT CURRICULUM DIVISION  
MINISTRY OF EDUCATION, SINGAPORE**



*“Our education system must... nurture Singapore citizens of good character, so that everyone has the moral resolve to withstand an uncertain future, and a strong sense of responsibility to contribute to the success of Singapore and the well-being of fellow Singaporeans.”*

*Mr Heng Swee Keat, Minister for Education*

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## Understanding Cyber Wellness

Our students today belong to a *linkster*<sup>1</sup> generation who are constantly connected. The open nature of the internet poses a danger to our students as it can expose them to undesirable content which may corrupt their value systems, and to unnecessary hurts.

Cyber Wellness is important as it looks into the positive well-being of students as they navigate the cyberspace.

### What is Cyber Wellness?

Cyber Wellness refers to the positive well-being of internet users. It involves an understanding of the norms of appropriate, responsible behaviour with regard to technology use as well as knowledge, skills, values and attitudes on how to protect oneself and other internet users in the cyber world. It looks into the positive physical and psychosocial well-being of students in their use of mobile and internet technologies.

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<sup>1</sup> The linkster generation, also known as The Facebook Generation, are members of the population who were born after 1995, according to Johnson & Johnson (2010). They are so called *Linkster* Generation because no other generation has ever been so linked to each other and to the world through technology.

## Conceptual Framework

Figure 1: MOE Cyber Wellness Framework



The MOE Cyber Wellness Framework (*Figure 1*) guides schools in planning for a Cyber Wellness programme. It focuses on developing the child's instinct to protect himself and empowers him to take responsibility for his own wellbeing in cyberspace. It highlights two principles to guide students in their actions, describes a 3-step process to explore Cyber Wellness issues and encourages schools to partner parents in promoting Cyber Wellness among students.

## Principles

### Respect for Self and Others

Students should be able to:

1. Uphold their own dignity when online (e.g. avoid surfing inappropriate sites and participating in illegal online activities).
2. Respect others (e.g. avoid using the work of others without permission and publishing undesirable materials that hurt others).

### Safe and Responsible Use

Students should be able to:

1. Understand the risks of harmful and illegal online behaviours, and learn how to protect themselves as well as to avoid dangers they may encounter online.
2. Evaluate the consequences of their decisions/ behaviours while online and make responsible choices to protect themselves and the community (e.g. not spending excessive amount of time chatting or playing games online, and reporting victims of cyber bullying to a trusted adult/authority).

## Process

Students should always “be aware” of issues, “think” before “acting” while they are online. Therefore, “Sense, Think and Act” is a simple learning cycle for pupils to adopt. Schools should reinforce this process when delivering their cyber wellness programmes.

**Sense.** Students should be able to “sense” the risks of harmful behaviours online and learn how to manage such risks as well as protect themselves from the dangers.

**Think.** To develop students’ ability to respond to new encounters in cyberspace, it is important to provide opportunities for students to analyse, evaluate and reflect on cyber wellness issues.

**Act.** Students should eventually translate their understanding into actions that will keep them safe while online.

## Goals and Key Messages for Cyber Wellness

### Goals of Cyber Wellness

The goal of the Cyber Wellness curriculum is to equip students with life-long social-emotional competencies and sound values so that they can become safe, respectful and responsible users of Information and Communication Technology (ICT).

The Secondary School Syllabus is designed with the students' developmental needs in mind and aims to build up from what the students have learned in Primary schools, to progress from the *Awareness* stage, to the *Application* stage, and finally to the *Advocacy* stage (*Annex A*).

### Key Messages

The key messages to students are to:

1. Embrace ICT yet maintain a balanced lifestyle between the physical and the cyber world
2. Harness the power of ICT for positive purposes
3. Maintain a positive presence in cyberspace
4. Be a safe and responsible user of ICT

## Cyber Wellness and Social and Emotional Competencies

*Table 1* outlines the respective social and emotional competencies that will be emphasised for each theme and topic.

Three domains cut across almost all the topics:

1. **Self Management** covers impulse control and stress management to address issues such as addiction and cyber bullying.
2. **Social Awareness** covers perspective-taking and empathy, such as the need to be culturally-aware and sensitive when posting opinions online.
3. **Responsible Decision-Making** helps students put these competencies into practice as they use the ICT.

**Table 1: Social and Emotional Competency Domains for Cyber Wellness Curriculum**

Themes	Topics	Social And Emotional Competency Domains					R <sup>3</sup> ICH Core Values <sup>2</sup>
		Self Awareness	Self Management	Social Awareness	Relationship Management	Responsible Decision-Making	
Cyber Use	Balanced Use of ICT	✓	✓			✓	Care Responsibility
Cyber Identity	Online Identity and Expression	✓	✓	✓		✓	Responsibility Integrity
Cyber Relationship	Netiquette		✓	✓	✓	✓	Respect Harmony
	Cyber Bullying	✓	✓	✓	✓	✓	Respect Resilience Harmony
	Online Relationships	✓	✓	✓	✓	✓	Respect Care Harmony
Cyber Citizenship	About the Cyber World		✓	✓		✓	Responsibility
	Handling Online Content and Behaviour	✓	✓	✓		✓	Responsibility Integrity
	Cyber Contacts		✓	✓		✓	Care Responsibility

<sup>2</sup> The core values (Respect; Responsibility; Resilience; Integrity; Care and Harmony) are fundamental for a person of good character and a useful citizen of Singapore. They guide students to discern between right and wrong, help them to make responsible choices and become more aware of their roles in society. These are also the values which underpin the CCE Curriculum.

## Cyber Wellness and CCE Learning Outcomes

The Learning Outcomes (LOs) of CCE (*Figure 2*) state what we want our students to learn and attain. The CCE core values are embedded in the eight LOs. The Cyber Wellness syllabus shows how the learning outcomes are achieved through the teaching of relevant social and emotional competencies, values and attitudes that are needed for one to be a safe and responsible user of the internet with respect for self and for others.

**Figure 2: Character and Citizenship Education Learning Outcomes**

- LO 1** Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
- LO 2** Act with integrity and make responsible decisions that uphold moral principles
- LO 3** Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect
- LO 4** Be resilient and have the ability to turn challenges into opportunities
- LO 5** Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building
- LO 6** Value Singapore's socio-cultural diversity, and promote social cohesion and harmony
- LO 7** Care for others and contribute actively to the progress of our community and nation
- LO 8** Reflect on and respond to community, national and global issues, as an informed and responsible citizen

## Components in Cyber Wellness

The Cyber Wellness syllabus provides the knowledge, skills, values and attitudes to be taught explicitly during Cyber Wellness lessons.

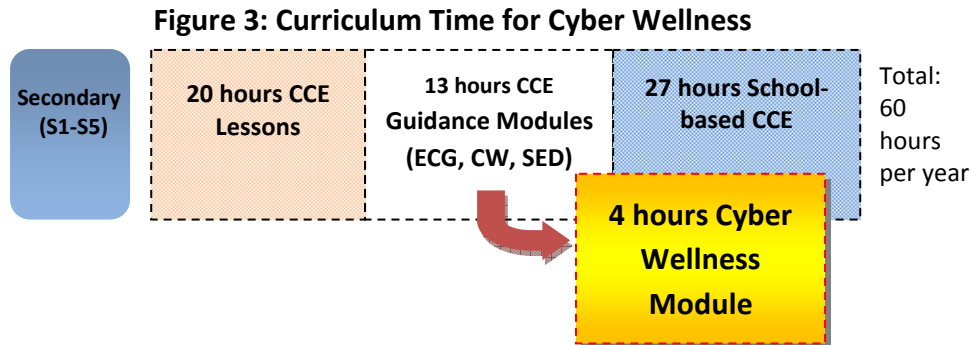
Separately, other platforms can be tapped upon to augment the Cyber Wellness messages to students and other stakeholders such as parents or guardians (*Table 2*).

**Table 2: Components in Cyber Wellness**

Components	What it refers to
Cyber Wellness Lessons	Teaching of Knowledge, Skills, Values and Attitudes for Cyber Wellness
School-based CCE	<p>Could include</p> <ul style="list-style-type: none"> <li>• Assembly programmes related to Cyber Wellness e.g. Cyber Wellness talks, senior-teach-junior sessions, etc.</li> <li>• Other programmes such as Cyber Wellness Week, “internet-free” day, etc.</li> </ul>
Working with Parents	<ul style="list-style-type: none"> <li>• Involve them in reinforcing Cyber Wellness principles at home, for example, advising them to set limits on usage time, set boundaries, and set good example for their children.</li> <li>• Build up their knowledge by conducting workshops for parents or refer them to the “Parents in Education” (PiE) website for more information on Cyber Wellness.</li> </ul>
Working with the Community	<ul style="list-style-type: none"> <li>• Leverage on School Family Education (SFE) to conduct workshops for parents on awareness of new media platforms (such as Twitter, blogs, Facebook) and the issues that impact youths in the digital age.</li> <li>• Share resources or refer parents to external professional agencies (such as Child Guidance Clinic, Institute of Mental Health, Health Promotion Board, REACH) and other helplines (such as professional counsellors, psychiatrists, psychologists) to help their children who may need additional intervention for cyber wellness issues such as addiction to online gaming.</li> <li>• Connect with the above external professional agencies as useful resource partners in which schools and parents may tap on for their expertise and experience. For example, collaborating with Media Development Authority (MDA) or Health Promotion Board (HPB) to conduct sharing sessions for students, teachers and parents, or provide informational materials and brochures on Cyber Wellness.</li> </ul>
Counselling Programme	<ul style="list-style-type: none"> <li>• Provide intervention and support to students identified to have Cyber Wellness-related issues, and to work with parents of these students to help their children.</li> </ul>

## Curriculum Time

Cyber Wellness Syllabus (Secondary) is positioned under Guidance Modules<sup>3</sup> in the CCE Curriculum:



Schools are required to dedicate 4 hours (*Figure 3*) of curriculum time for each academic level for the explicit delivery of the Cyber Wellness lessons by Form Teachers. Lessons will be planned for 60 minutes, to provide sufficient time for facilitating discussions and activities required for the effective delivery of lessons. However, there will be a clear segmentation of the lesson into two parts for schools that might choose to deliver the lesson over two 30-minute periods.

<sup>3</sup>The 13-hour Guidance Modules comprise 5-hour Sexuality Education lessons, 4-hour Cyber Wellness lessons, and 4-hour Education and Career Guidance lessons.

## Guiding Principles in Developing the Cyber Wellness Curriculum

The following principles guided the conceptualisation and design of the syllabus:

1. Content is focused not just on issues, but on the inculcation of core values and the acquisition of enduring social and emotional competencies.
2. Pedagogy will encourage reflection that leads to action and positive behavioural changes. Student-centred pedagogies such as peer-led teaching approaches will be used.
3. Learning of content is scaffolded using a spiral progression approach to reinforce learning and meet the developmental needs of students at the same time.
4. Assessment is used for feedback purposes and to inspire students to show positive changes in attitude and behaviour.
5. Activities that involve parents will be included to enhance students' learning, where possible.

## **Guiding Principles in Teaching and Learning of Cyber Wellness**

### **1. Teacher-student relationship for effective delivery**

Positive teacher-and-student relationships provide safe and supportive classroom environment which is a key ingredient for effective learning to take place. As teachers, we are given the opportunity to interact with our students and have a deeper understanding of what they encounter in their everyday lives. Through the established teacher-student relationship, teachers are best placed to lead and uphold the core values critical for Cyber Wellness. We role model and create learning opportunities to shape and instil in every student the core values. We develop in each of them a sense of self-care and astuteness, a spirit of resilience, respect and compassion for others. We take ownership of our professional development to equip ourselves with the expertise and competencies to nurture every student to become a safe and responsible cyber citizen of good character.

### **2. Values are both taught and caught**

Values are taught when they are explicitly expressed through the knowledge and skills as defined in the Cyber Wellness syllabus and the CCE learning outcomes. Values are caught when teachers role model positive behaviour and, when good online attitudes and behaviour are affirmed.

### **3. Varied modes of delivery**

Students learn values through instruction, skills practice, role modelling by teachers or peers, and positive reinforcement during structured lesson time and teachable moments. Learning experiences, such as role plays and discussions from authentic case scenarios and stories, also provide ample opportunities for the learning and application of good values, skills and attitudes. Simulation exercises are good modes for supporting the transfer of learning onto the authentic cyberspace contexts. With varied learning styles of students in a class, a repertoire of approaches is encouraged for effective delivery.

### **4. Parents as key partners**

Parents play a key role in their children's growth. Students benefit the most when the home and school environments are attuned to each other. A number of studies have connected home-school collaboration to better learning, healthy self-esteem, more positive attitudes and behaviour in life. Hence, schools need to engage and collaborate with parents to provide the necessary family care, support and reinforcement at home. Effective communication of the school's Cyber Wellness programmes and the provision of platforms for parents' active involvement in schools will help parents become engaged partners.

## Features of the Cyber Wellness Syllabus

The Cyber Wellness module centres on two foundational principles (from the Cyber Wellness Framework), three big ideas and four themes (*Table 3*).

The three big ideas of Identity, Relationships and Choices are in alignment with the big ideas of CCE.

**Table 3: 2 Principles - 3 Big Ideas - 4 Themes**

2 Principles	3 Big Ideas	4 Themes
Respect for self and others	Identity	Cyber identity: Healthy self-identity  Cyber use: Balanced life and balanced use
	Relationships	Cyber relationships: Safe and meaningful
Safe and responsible use	Choices	Cyber citizenship: Positive presence

## Key Questions and Key Understanding

For each big idea, key questions and key understanding have been identified to aid teachers in guiding and stimulating students' inquiry and discussion in the classroom (*Table 4*).

**Table 4: Big Ideas, Key Questions and Key Understanding statements**

Big Ideas	Key Questions	Key Understanding
Identity	<ul style="list-style-type: none"> <li>Who am I (online and offline)?</li> <li>How do I express myself appropriately?</li> </ul>	<ul style="list-style-type: none"> <li>A healthy self-identity is fundamental for mental well-being in the cyber world.</li> <li>A healthy self-identity leads to appropriate expression of self, both online and offline.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>How do we form safe and meaningful online relationships and balance our commitment between online and offline relationships?</li> </ul>	<ul style="list-style-type: none"> <li>Relationships are reciprocal and require commitment.</li> <li>Human beings need face-to-face and committed relationships to function well in life.</li> </ul>

Big Ideas	Key Questions	Key Understanding
Choices	<ul style="list-style-type: none"> <li>How do we make discerning choices and act on them to take care of the well-being of the cyber community?</li> </ul>	<ul style="list-style-type: none"> <li>Everyone has a role in making a positive presence in the cyber community.</li> </ul>

The purpose of Key Understanding statements is to articulate fundamental principles that guide students' behaviour in the cyber world. They are used to raise students' awareness of their self-identity, their online and offline relationships and the quality of their presence in the cyber community.

The purpose of Key Questions is to promote critical inquiry on fundamental concepts relating to Cyber Wellness. Each of the key questions aims to:

1. Help students continually check where they are with regard to a particular issue or stand, for example, where they are now with regard to their internet usage or their relationships, both online and offline.
2. Challenge students' understanding about potential issues that they may encounter in the cyber world.

3. Encourage students to look for ways in which they can improve themselves in their online interaction and avoid the pitfalls of risky online behaviours.

*Table 5* is a guide to reading *Table 6*. Together with the Key Questions and Key Understanding, the concept of balance and the use of balancing scales are used to help students to assess their current status, such as their levels of use of computer and the internet, and their level of dependency on online relationships. The purpose is to get the students to be constantly reflecting on their current status and to modify their behaviour in all that they do online and offline, where necessary.





*Table 6* is a pictorial representation of the Key Questions and Key Understanding that are incorporated into the Cyber Wellness Syllabus.


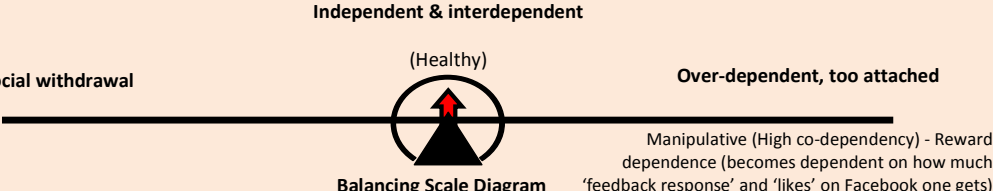
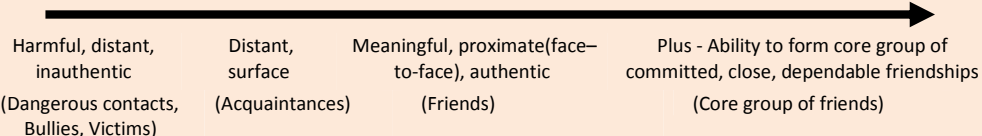

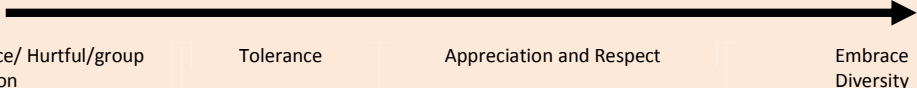
**Table 5: Guide to reading the pictorial representation of Key Questions (KQ) and Key Understanding (KU)**


Themes	Key Questions	Key Understanding	Topics Level • Sub-Topics
Cyber Use – Balanced life and balanced use	<ul style="list-style-type: none"> <li>What would a balanced use of ICT look like?</li> </ul>	<p><i>Students will be able to understand that:</i></p> <ul style="list-style-type: none"> <li>Technology can be a good slave but a bad master.</li> <li>Life needs balance, and a balanced lifestyle is attainable.</li> </ul>	<p><b>Balanced Use of ICT</b></p> <p><b>Sec 1</b></p> <ul style="list-style-type: none"> <li>Advocate for balanced life online and offline</li> </ul>
	<p><b>Excessive Use vs Non-Use</b></p> <p><b>Balancing Scale Diagram</b></p>		

**Note:** The concept of balance depicted in the Balancing Scale Diagram does not necessarily refer to a 50:50 point in every situation. For example, achieving balance between “Excessive Use” and “Non-Use” does not imply that one needs to spend 50 per cent of his time on technology and another 50 per cent on non-use. Rather, there is a need to strike a balance between the two ends of the balancing scale. The exact balancing point varies from individual to individual depending on the contexts they live in. For example, a student who takes Computing as a subject will be spending more task time on using technology than a student who takes Art as a subject. Thus, the two students’ balancing points are at different positions on the balancing scale. Balance is achieved when the time the student spent on technology is not at the expense of his/her other offline functional areas and activities.

Table 6: Pictorial Representation of Key Questions (KQ) and Key Understanding (KU)

Themes	Key Questions	Key Understanding	Topics Level • Sub-Topics
Cyber Use – Balanced life and balanced use	<ul style="list-style-type: none"> <li>What would a life with balanced use of ICT look like?</li> </ul>	Students will be able to understand that: <ul style="list-style-type: none"> <li>Technology can be a good slave but a bad master.</li> <li>Life needs balance, and a balanced lifestyle (online and offline) is attainable.</li> </ul>	<u>Balanced Use of ICT</u>  Sec 1 <ul style="list-style-type: none"> <li>Advocate for balanced life online and offline</li> <li>Helping others with addiction</li> </ul>
	Excessive Use vs Non-Use  <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p><b>Non-Use</b> (Ignorant of technology)</p> </div> <div style="text-align: center;"> <p><b>Balanced Use of ICT</b></p>  <p><b>Balancing Scale Diagram</b></p> </div> <div style="text-align: center;"> <p><b>Excessive Use</b> (Addiction/over-dependence on technology)</p> </div> </div> <p><b>Negative Effects:</b> Aggression, impatience “phantom vibration disorder”, dis-connectivity anxiety; FOMO(Fear-of-losing-out); inability to focus on task at hand, easily distracted with multiple gadgets.</p>		
Cyber Identity – Healthy self-identity (online and offline)	<ul style="list-style-type: none"> <li>How do I express myself appropriately?</li> </ul>	Students will be able to understand that: <ul style="list-style-type: none"> <li>Our self-identity determines our self-expression, both online and offline.</li> <li>Our expression online impacts our reputation offline.</li> </ul>	<u>Online Identity and Expression</u>  Sec 1 <ul style="list-style-type: none"> <li>Appropriate online self-expressions</li> <li>Impact of self-esteem on online self-expressions</li> </ul> Sec 2 <ul style="list-style-type: none"> <li>Achieving congruence between online and offline selves</li> </ul> Sec 3 <ul style="list-style-type: none"> <li>Strengthening self-identity</li> <li>Implications of false identities (self-esteem and online expressions)</li> </ul> Sec 4/5 <ul style="list-style-type: none"> <li>Online Reputation Management</li> </ul>
	Excessive expression vs Non-disclosure  <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p><b>Non-disclosure</b></p> </div> <div style="text-align: center;"> <p><b>Appropriate expression/disclosure</b></p>  <p><b>Balancing Scale Diagram</b></p> </div> <div style="text-align: center;"> <p><b>Excessive, inappropriate expression/disclosure</b></p> </div> </div>		
	<ul style="list-style-type: none"> <li>Who am I really?</li> </ul>	Students will be able to understand that: <ul style="list-style-type: none"> <li>Everyone is worthy of respect.</li> <li>A healthy self-identity is fundamental for mental well-being in the cyber world.</li> <li>Our self-identity determines the quality of our relationships (linked to next theme on Cyber Relationships).</li> </ul>	
	Self-esteem:  <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p><b>Self-deprecating view</b></p> </div> <div style="text-align: center;"> <p><b>Acceptance of self</b></p>  <p><b>Balancing Scale Diagram</b></p> </div> <div style="text-align: center;"> <p><b>Narcissism</b></p> </div> </div> <p>(Narcissistic personality “disorder”: Loving self too much; too preoccupied with self)</p>		
<ul style="list-style-type: none"> <li>Am I who I am online and offline?</li> </ul>	Students will be able to understand that: <ul style="list-style-type: none"> <li>A congruent self is a healthy self.</li> </ul>		
Congruence between online and offline selves (as opposed to inauthentic representations of self due to a desire to ‘hide’ or deceive)  <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p><b>Online Identity</b></p> </div> <div style="text-align: center;"> <p><b>Identity Congruence</b></p>  <p><b>Balancing Scale Diagram</b></p> </div> <div style="text-align: center;"> <p><b>Offline Identity</b></p> </div> </div>			

Themes	Key Questions	Key Understanding	Topics Level • Sub-Topics	
Cyber Relationships – safe and meaningful relationships	<ul style="list-style-type: none"> <li>How many and what kinds of relationships do I have and actively formed?</li> </ul>	<i>Students will be able to understand that:</i> <ul style="list-style-type: none"> <li>A healthy self-identity builds quality (safe &amp; meaningful) relationships.</li> <li>'Face-to-face' relationships are more meaningful and fulfilling.</li> </ul>	<b>Cyber Bullying</b>  <b>Sec 1</b> <ul style="list-style-type: none"> <li>Revisit Cyber Bullying (covered under "Online social interactions")</li> </ul> <b>Sec 2</b> <ul style="list-style-type: none"> <li>Helping victims of cyber bullying through negotiation and reconciliation</li> </ul>	
	<b>Quantity of connections:</b>			
	<ul style="list-style-type: none"> <li>How dependent am I on online relationships?</li> <li>How able am I in developing and maintaining healthy balance between online and face-to-face relationships.</li> </ul>	<i>Students will be able to understand that:</i> <ul style="list-style-type: none"> <li>Relationships are reciprocal and require commitment.</li> <li>Human beings need face-to-face, committed relationships to function well in life.</li> </ul>	<b>Online Relationships</b>  <b>Sec 1</b> <ul style="list-style-type: none"> <li>Online social interactions</li> <li>Excessive dependence on online socialisation</li> </ul> <b>Sec 2</b> <ul style="list-style-type: none"> <li>Building quality and managing expectations of online relationships</li> </ul> <b>Sec 3</b> <ul style="list-style-type: none"> <li>Social and Cultural awareness in online communications</li> </ul>	
	<b>Dependency on online relationships</b>			<b>Sec 4/5</b> Embracing diversity in relationships
	<ul style="list-style-type: none"> <li>How do I build safe, meaningful and committed relationships?</li> </ul>	<i>Students will be able to understand that:</i> <ul style="list-style-type: none"> <li>Online relationships need to be authenticated before deeper trust can be built.</li> </ul>		
	<b>Developing quality relationships</b>			
	<ul style="list-style-type: none"> <li>How appropriate am I in sharing my views and re-posting information from others?</li> <li>How socially- and culturally- sensitive am I in my online communications</li> </ul>	<i>Students will be able to understand that:</i> <ul style="list-style-type: none"> <li>Social and Cultural Awareness &amp; Intelligence is essential for building meaningful relationships.</li> </ul>		
	<b>Developing social and cultural sensitivity</b>			
<ul style="list-style-type: none"> <li>How am I embracing diversity in relationships?</li> </ul>				

Themes	Key Questions	Key Understanding	Topics Level • Sub-Topics
Cyber Citizenship – Positive presence	<ul style="list-style-type: none"> <li>Who makes up the ‘network’?</li> <li>How does the cyber world work?</li> <li>What is ‘privacy’ in the cyberspace?</li> <li>How vulnerable am I online?</li> <li>How can I contribute to build a safe and healthy cyber community/culture?</li> <li>How do I assess and ensure what I do is legal and ethical in the cyber world?</li> </ul>	<p><i>Students will be able to understand that:</i></p> <ul style="list-style-type: none"> <li>The network is ‘us’ and everyone has a role to play in the cyber community.</li> <li>What we do in the virtual world impacts us in the physical world.</li> <li>Technology invades privacy.</li> <li>There are commercial models working behind social media and other cyber platforms.</li> <li>Ethics are as important in the cyber world as in the real world.</li> <li>The cyber world is bound by varied laws and regulations across international boundaries.</li> <li>Creation of original work earns ownership to the work.</li> </ul>	<p><b>About the Cyber World</b></p> <p><b>Sec 1</b></p> <ul style="list-style-type: none"> <li>Impact of cyber culture and new media</li> </ul> <p><b>Sec 2</b></p> <ul style="list-style-type: none"> <li>Concept of gamification, digital labour, group-think/herd mentality</li> </ul> <p><b>Sec 3</b></p> <ul style="list-style-type: none"> <li>Risk assessment for choices of online participation (also Revisit Dangers of Cyber Contacts)</li> </ul> <p><b>Sec 4/5</b></p> <ul style="list-style-type: none"> <li>Making responsible and discerning choices as a cyber community</li> <li>Advocate for safety in cyber community (“Danger of Cyber Contact”)</li> </ul>
	<p><b>Contributing to a Positive Presence in cyber community</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Understand the characteristics and impact of cyber culture</li> <li>Report abuse, handle inappropriate content, guard against scams, etc</li> <li>Be responsible in the use and creation of content and media (international laws and boundaries)</li> <li>Conduct risk assessment and exercise discretion in choices of online platforms and activities to participate in</li> <li>Evaluate credibility of sources of information</li> <li>Advocate for responsibility and respect in the cyber community</li> </ul> <div style="display: flex; align-items: center; margin-top: 20px;"> <div style="text-align: center; width: 20%;"> <p><b>Inappropriate</b></p> <p>Plagiarism, Piracy</p> <p>Visiting Inappropriate sites</p> <p>Not avoiding dubious sites or inappropriate content</p> <p>Cyber Bully, Bystander</p> <p>Hack, Spy Spam</p> <p>Non-questioning/non-discerning of authenticity and credibility of information sources</p> <p>Non-discretionary participation of online platforms and activities (e.g. accept Terms and Conditions without checking; being enticed to participate without assessing risks involved.)</p> </div> <div style="flex-grow: 1; text-align: center;">  </div> <div style="text-align: center; width: 20%;"> <p><b>Appropriate</b></p> <p>Acknowledging sources</p> <p>Asking for permission of use where appropriate</p> <p>Identification and protection from dubious sites</p> <p>Handling inappropriate content (pornography viruses, scams, violence sites, ‘extremists’ sites, etc)</p> <p>Report bullying; advocate for no cyber bullying</p> <p>Respect for privacy and ownership—no hacking, spying</p> <p>Respect for others – no spamming</p> <p>Evaluate credibility of sources of information before using</p> <p>Discretionary participation of online platforms and activities (e.g. Assess risk before deciding on participation in online shopping, games, social media platforms, etc.)</p> </div> </div>		<p><b>Handling Online Content &amp; Behaviour</b></p> <p><b>Sec 1</b></p> <ul style="list-style-type: none"> <li>Playing a part to keep internet safe for other users</li> <li>Staying away from inappropriate content</li> </ul> <p><b>Sec 2</b></p> <ul style="list-style-type: none"> <li>Consideration of international laws and boundaries</li> </ul> <p><b>Sec 3</b></p> <ul style="list-style-type: none"> <li>Creating media and sharing information online</li> </ul> <p><b>Sec 4/5</b></p> <ul style="list-style-type: none"> <li>Advocate for content safety in Cyber space</li> <li>Legal and ethical issues in Cyber space</li> </ul>

## Cyber Wellness Syllabus Content for Secondary Levels

The following table outlines the Cyber Wellness syllabus content for Secondary levels. It builds on what the students would have learned at the primary level. Cyber Wellness messages and topics have also been infused into other subjects such as English Language and Mother Tongue Languages.

### Theme: Cyber Use – Balanced Life and Balanced Use

#### CCE Learning Outcomes:

LO 1: Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness

LO 2: Act with integrity and make responsible decisions that uphold moral principles

#### Key Question:

- What would a life with balanced use of ICT look like?

<b>Topics</b> • Sub-Topics	<b>Knowledge</b>	<b>Skills</b>	<b>Values / Attitudes</b>
<p><b><u>Balanced Use of ICT</u></b></p> <p><b>Secondary 1</b></p> <ul style="list-style-type: none"> <li>• Advocate for balanced life online and offline</li> <li>• Revisit addiction and helping others with addiction</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• understand that life needs balance and a balanced lifestyle (online &amp; offline) is attainable</li> <li>• know that technology can be a good slave but a bad master</li> <li>• know that one needs to balance their online and offline lives to achieve</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• manage online and offline activities to achieve balance (time management)</li> <li>• use technology to benefit self and others yet not becoming overly reliant on it</li> <li>• identify symptoms of addiction and self-monitor their use of ICT</li> </ul>	<p><b>At Secondary 1, students will develop:</b></p> <p><u>Values</u></p> <ul style="list-style-type: none"> <li>• Self-Care</li> <li>• Responsibility towards self and others</li> </ul>

<u>Topics</u> • Sub-Topics	Knowledge	Skills	Values / Attitudes
	well-being <ul style="list-style-type: none"> <li>• know the symptoms of addiction</li> <li>• know the coping strategies of addiction</li> </ul>	<ul style="list-style-type: none"> <li>• use coping strategies to manage and prevent internet or gaming addiction</li> <li>• be supportive to friends who are coping with addiction</li> </ul>	<u>Attitudes</u> <ul style="list-style-type: none"> <li>• Value balance in online and offline activities to achieve healthy relationships</li> </ul>
<b>The following are possible cyber-related contexts which are useful in teaching the relevant knowledge, skills and values/attitudes:</b>			
<ul style="list-style-type: none"> <li>• Cases of internet addiction and its adverse effects: violence, aggression towards those who refuse them the use of the internet; inability to distinguish between virtual and real world; falling grades; failing in commitment to relationships; inability to focus on important tasks.</li> <li>• Peer support in helping friends with internet addiction issues (identification of addiction symptoms and use of coping strategies.)</li> </ul>			

## Theme: Cyber Identity - Healthy self-identity (online and offline)

### CCE Learning Outcomes:

LO 1: Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness

LO 2: Act with integrity and make responsible decisions that uphold moral principles

LO 7: Care for others and contribute actively to the progress of our community and nation

### Key Questions:

- How do I express myself appropriately?
- Who am I really?
- Am I who I am online and offline?

<b>Topics</b> <b>• Sub-Topics</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values / Attitudes</b>
<p><b><u>Online Identity and Expression 1</u></b></p> <p><b>Secondary 1</b></p> <ul style="list-style-type: none"> <li>• Appropriate self-expression</li> <li>• Impact of self-esteem on online self expressions</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• know what is appropriate to share about oneself and how to express it in ways that will be safe</li> <li>• know that one's self-esteem can affect one's self-expression online</li> <li>• know the consequences of inappropriate self-representation</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• express oneself authentically online yet maintain appropriate self-disclosure</li> </ul>	<p><b>At Secondary 1 – 4/5, students will develop:</b></p> <p><u>Values</u></p> <ul style="list-style-type: none"> <li>• Responsibility towards self</li> <li>• Personal integrity in online expression</li> </ul>

<b>Topics</b> <b>• Sub-Topics</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values / Attitudes</b>
<p><b><u>Online Identity and Expression 2</u></b></p> <p><b>Secondary 2</b></p> <ul style="list-style-type: none"> <li>• Achieving congruence between online and offline selves</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• understand that a healthy self-identity is fundamental for your mental well-being in the cyber world</li> <li>• know that a congruent self is a healthy self</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• recognise personal strengths, needs and values</li> <li>• work towards congruence in online and offline self-identity</li> </ul>	<p><u>Attitudes</u></p> <ul style="list-style-type: none"> <li>• Value self-worth and worth of others</li> <li>• Accepting and embracing who you really are</li> <li>• Appreciate the value of having a good reputation</li> </ul>
<p><b><u>Online Identity and Expression 3</u></b></p> <p><b>Secondary 3</b></p> <ul style="list-style-type: none"> <li>• Strengthening self-identity</li> <li>• Implications of false identities (self-esteem and online expression)</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• know that who we are determines what we do online and offline</li> <li>• know the consequences of wrongly assuming others' identities</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• work towards strengthening one's self-identity</li> <li>• identify problems of assuming false identities or misrepresenting oneself</li> </ul>	

<b>Topics</b> <b>• Sub-Topics</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values / Attitudes</b>
<u><b>Online Identity and Expression 4</b></u>  <b>Secondary 4/5</b>  <ul style="list-style-type: none"> <li>• Online reputation management</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• know that what we do online affects our reputation offline</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• see how others will view you from your online self-representations</li> </ul>	
<b>The following are possible cyber-related contexts which are useful in teaching the relevant knowledge, skills and values/attitudes:</b>			
<b>Possible Contexts for Lower Secondary</b>		<b>Possible Contexts for Upper Secondary</b>	
<ul style="list-style-type: none"> <li>• Uploading inappropriate images (inappropriate self-expression)</li> <li>• Cases of people hacking into social media profiles and assuming false identities</li> </ul>		<ul style="list-style-type: none"> <li>• Understanding implications of false identities (self-esteem issues)</li> <li>• Online reputation and its impact on future employment</li> <li>• Cases of postings of insensitive remarks and the consequences on self</li> </ul>	

## **Theme: Cyber Relationships – Safe and Meaningful**

### **CCE Learning Outcomes:**

LO 1: Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness

LO 3: Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect

LO 4: Be resilient and have the ability to turn challenges into opportunities

LO 6: Value Singapore's socio-cultural diversity, and promote social cohesion and harmony

LO 7: Care for others and contribute actively to the progress of our community and nation

### **Key Questions:**

- How many and what kinds of relationships do I have and actively formed?
- How dependent am I on online relationships?
- How able am I in developing and maintaining healthy balance between online and face-to-face relationships?
- How do I build safe, meaningful and committed relationships?
- How appropriate am I in sharing my views and re-posting information from others?
- How socially- and culturally- sensitive am I in my online communications?
- How am I embracing diversity in relationships?

<b>Topics</b> <b>• Sub-Topics</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values / Attitudes</b>
<p><b><u>Cyber Bullying</u></b></p> <p><b>Secondary 2</b></p> <ul style="list-style-type: none"> <li>• Helping victims of cyber bullying through negotiation and reconciliation</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• know that what we share about others affects others</li> <li>• have knowledge of conflict resolution strategies for online relationships</li> <li>• have knowledge of social and cultural differences and sensitivities</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• apply conflict resolution, negotiation skills to manage online relationships</li> <li>• apply netiquette in online communication.</li> <li>• discern what is appropriate to share online with regard to personal views, and information from and about others</li> <li>• take the perspective of others and empathise even when online</li> <li>• stand up for what is right</li> <li>• apply perspective taking skills and demonstrate social and cultural sensitivity in online communication</li> </ul>	<p><b>At Secondary 2, students will develop:</b></p> <p><u>Values</u></p> <ul style="list-style-type: none"> <li>• Respect and care for self and others</li> <li>• Resilience in the face of cyber bully</li> </ul> <p><u>Attitudes</u></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of not tarnishing others' reputation online.</li> </ul>

<b>Topics</b> <b>• Sub-Topics</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values / Attitudes</b>
<p><b><u>Online Relationships 1</u></b></p> <p><b>Secondary 1</b></p> <ul style="list-style-type: none"> <li>• Online social interactions</li> <li>• Excessive dependence on online socialisation</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• know that the principles of real world relationship building apply equally when they are online (e.g. <ul style="list-style-type: none"> <li>○ recognise that relationships are reciprocal</li> <li>○ recognise that relationship building requires time and commitment)</li> </ul> </li> <li>• understand that a healthy self-identity builds quality (safe, meaningful) relationships</li> <li>• know the importance of balancing online and offline socialisation</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• manage and achieve balance between online and offline(face-to-face) relationships</li> <li>• form relationships with people from different socialisation circles, not restricting friends to limited social circles</li> <li>• not be over-dependent on friends' feedback on social media (reward dependence)</li> </ul>	<p><b>At Secondary 1 – 4/5, students will develop:</b></p> <p><u>Values</u></p> <ul style="list-style-type: none"> <li>• Respect and care for self and others' online well-being</li> <li>• Harmonious online relationships</li> </ul>

<b>Topics</b> <b>• Sub-Topics</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values / Attitudes</b>
<p><b><u>Online Relationships 2</u></b></p> <p><b>Secondary 2</b></p> <ul style="list-style-type: none"> <li>• Building quality and managing expectations of online relationships</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• know that the principles of real world relationship building apply equally when online (e.g.. <ul style="list-style-type: none"> <li>○ recognise that relationships are reciprocal</li> <li>○ recognise that relationship building requires time and commitment)</li> </ul> </li> <li>• know that not all views or information is appropriate for sharing</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• form healthy relationships without excessive need for onlinefriends</li> <li>• build and maintain healthy relationships in the cyber world (meaningful, face-to-face, authentic)</li> <li>• discern and make appropriate online comments</li> <li>• re-post information appropriately online</li> </ul>	<p><u>Attitudes</u></p> <ul style="list-style-type: none"> <li>• Value having a balanced commitment to online and offline relationships</li> <li>• Embrace and respect diversity even when online</li> </ul>
<p><b><u>Online Relationships 3</u></b></p> <p><b>Secondary 3</b></p> <ul style="list-style-type: none"> <li>• Social and cultural awareness in online communications</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• know the need for and the consequences of not managing social and cultural differences and sensitivities</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• apply perspective taking skills and demonstrate social and cultural sensitivity in online communications</li> </ul>	

<b>Topics</b> <b>• Sub-Topics</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values / Attitudes</b>
<p><b><u>Online Relationships 4</u></b></p> <p><b>Secondary 4/5</b></p> <ul style="list-style-type: none"> <li>• Embracing diversity in relationships</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• know the importance of embracing diversity in relationships</li> <li>• know the social and cultural differences and sensitivities to embrace diversity in relationships</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• be an advocate for the forming of relationships with people from different socialisation circles, not restricting friends to limited social circles</li> <li>• be an advocate for the importance of healthy relationships in the cyber world (meaningful, face-to-face, authentic)</li> <li>• be an advocate for balanced life with positive relationships</li> </ul>	
<p><b>The following are possible cyber-related contexts which are useful in teaching the relevant knowledge, skills and values/attitudes:</b></p>			
<p><b>Possible Contexts for Lower Secondary</b></p>		<p><b>Possible Contexts for Upper Secondary</b></p>	
<ul style="list-style-type: none"> <li>• Digital footprints and consequences of online behaviour</li> <li>• Cases of cyber bullying, stalking; bystander behaviour</li> <li>• Helping cyber bully victims through negotiation and reconciliation (how to forgive; how to reconcile)</li> <li>• Understanding and managing online social interactions</li> <li>• Cases of people getting depressed over a lack of 'likes' on their Facebook profiles (excessive dependence on online socialisation)</li> </ul>		<ul style="list-style-type: none"> <li>• Cases of inappropriate remarks (social and cultural awareness in online communications)</li> <li>• Embracing diversity of views and people (both online and offline)</li> <li>• Balancing and making time for committed face-to-face relationships besides online friendships</li> </ul>	

## Theme: Cyber Citizenship – Positive Presence

### CCE Learning Outcomes:

LO 1: Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness

LO 2: Act with integrity and make responsible decisions that uphold moral principles

LO 3: Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect

LO 5: Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building

LO 7: Care for others and contribute actively to the progress of our community and nation

LO 8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen

### Key Questions:

- Who makes up the network?
- How does the cyber world work?
- What is 'privacy' in the cyber space?
- How vulnerable am I online?
- How can I contribute to build a safe and healthy cyber community or culture?
- How do I assess and ensure what I do is legal and ethical in the cyber world?

<b>Topics</b> <b>• Sub-Topics</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values / Attitudes</b>
<p><b><u>About the Cyber World 1</u></b></p> <p><b>Secondary 1</b></p> <ul style="list-style-type: none"> <li>• Impact of Cyber culture and new media</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• know the characteristics of Cyber culture and its impact</li> <li>• understand that we make up the network</li> <li>• know the business models behind the cyber platforms</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• discern what kinds of media platforms are safe to participate in (e.g. social media, games)</li> </ul>	<p><b>At Secondary 1 – 4/5, students will develop:</b></p> <p><u>Values</u></p> <ul style="list-style-type: none"> <li>• Responsibility in online participation</li> </ul>

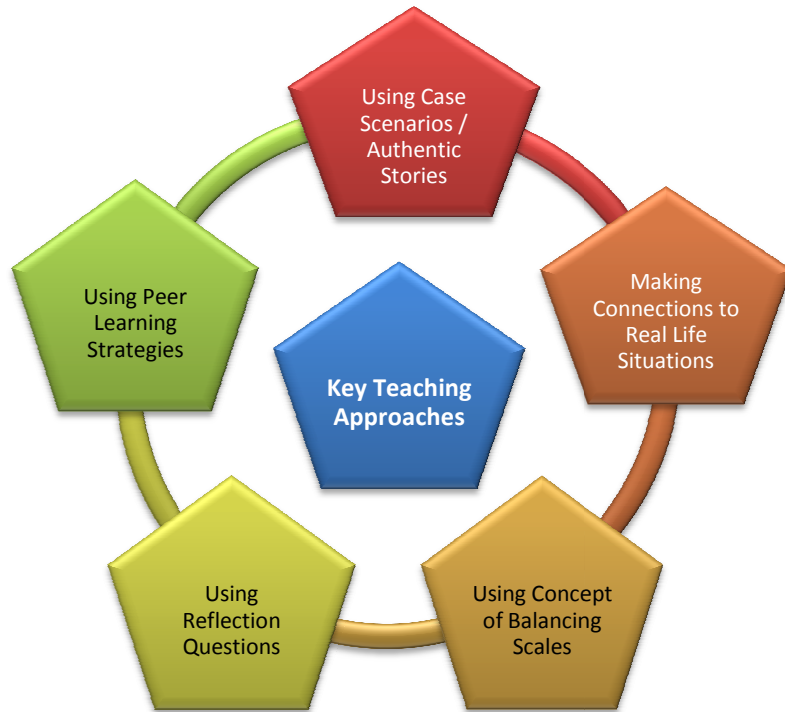
<b>Topics</b> <b>• Sub-Topics</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values / Attitudes</b>
<p><b><u>About the Cyber World 2</u></b></p> <p><b>Secondary 2</b></p> <ul style="list-style-type: none"> <li>• Concept of gamification, digital labour, group-think/herd mentality</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• understand the concepts of digital labour, gamification, and group-think or polarisation effects and how these impact their lives</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify inappropriate websites and avoid them</li> </ul>	<p><u>Attitudes</u></p> <ul style="list-style-type: none"> <li>• Advocate for a healthy and safe cyber community</li> </ul>
<p><b><u>About the Cyber World 3</u></b></p> <p><b>Secondary 3</b></p> <ul style="list-style-type: none"> <li>• Risk assessment for choices of online participation</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• know the importance of making informed decisions for online participation</li> <li>• know the risks involved in unsafe online participation</li> <li>• understand that there is no complete privacy in the cyber world</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify risks in their engagement in cyber platforms and protect themselves</li> <li>• assess risks involved before deciding on participation in online platforms (e.g. checking Terms and Conditions of online platforms)</li> </ul>	

<b>Topics</b> <b>• Sub-Topics</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values / Attitudes</b>
<p><b><u>About the Cyber World 4</u></b></p> <p><b>Secondary 4/5</b></p> <ul style="list-style-type: none"> <li>• Making responsible and discerning choices as a cyber community</li> <li>• Advocate for safety in cyber community</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• know the importance of making responsible and discerning choices for the benefit of the cyber community</li> <li>• know that safety in the cyber community requires active contribution from all</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• safeguard self from people who are online with inauthentic identities or malicious intent</li> </ul>	
<p><b><u>Handling Online Content &amp; Behaviour 1</u></b></p> <p><b>Secondary 1</b></p> <ul style="list-style-type: none"> <li>• Playing a part to keep internet safe for other users</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• know that there are websites created to incite hatred and dissensions</li> <li>• know the difference between safe and unsafe websites</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify and avoid inappropriate websites</li> </ul>	<p><b>At Secondary 1 – 4/5, students will develop:</b></p> <p><u>Values</u></p> <ul style="list-style-type: none"> <li>• Integrity in handling of online content and</li> </ul>

<b>Topics</b> <b>• Sub-Topics</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values / Attitudes</b>
<p><b><u>Handling Online Content &amp; Behaviour 2</u></b></p> <p><b>Secondary 2</b></p> <ul style="list-style-type: none"> <li>• Consideration of international laws and boundaries</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• know that the cyber world is bound by varied laws, regulations and ethics</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• source out laws, governing regulations and ethics in the cyber world and apply these appropriately whilst exercising discernment</li> </ul>	<p>behaviour</p> <ul style="list-style-type: none"> <li>• Responsibility towards self and others to keep the cyber community safe</li> </ul> <p><u>Attitudes</u></p> <ul style="list-style-type: none"> <li>• Be an advocate for a safe cyber community</li> <li>• Appreciate the importance of ethics relating to ownership and authorship in the cyber world</li> </ul>
<p><b><u>Handling Online Content &amp; Behaviour 3</u></b></p> <p><b>Secondary 3</b></p> <ul style="list-style-type: none"> <li>• Creating media and sharing information online</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• understand the ethical and legal considerations in creating and sharing media</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• discern what kinds of media platforms are safe to participate in (e.g. social media, games) for creation of media</li> <li>• apply the knowledge of legal and ethical considerations in creating and sharing media</li> </ul>	

<b>Topics</b> <b>• Sub-Topics</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values / Attitudes</b>
<p><b><u>Handling Online Content &amp; Behaviour 4</u></b></p> <p><b>Secondary 4/5</b></p> <ul style="list-style-type: none"> <li>• Legal and ethical issues in Cyber space</li> <li>• Advocate for content safety in Cyber space</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• know the common legal and ethical issues that can surface from online participation</li> <li>• understand that the impact of the virtual world is real</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• observe ethics and be mindful of one’s action and attitude in online participation</li> <li>• advocate for content safety in cyber community</li> </ul>	
<p><b>The following are possible cyber-related contexts which are useful in teaching the relevant knowledge, skills and values/attitudes:</b></p>			
<p><b>Possible Contexts for Lower Secondary</b></p>		<p><b>Possible Contexts for Upper Secondary</b></p>	
<ul style="list-style-type: none"> <li>• Understanding the impact of cyber culture and new media (viral effect, anonymity, instantaneity; permanence of digital footprints; evolution of a new culture where students constantly participate as consumers and producers, having a sense of belonging to the cyber community)</li> <li>• Exposure to the underlying mechanism of the commercial/business models used in social media; concepts of group-think, herd mentality</li> <li>• Cyber space is a ‘global space’ and requires consideration of international laws and boundaries</li> <li>• Unpleasant experiences with cyber contacts</li> </ul>		<ul style="list-style-type: none"> <li>• Risky online participation leading to online scams, viruses, etc</li> <li>• How to avoid dubious sites; what to do when receiving inappropriate and dubious content</li> <li>• Risky sites leading one into providing unintended access to contact lists, personal information, etc ( how to be discerning in the use of cyber platforms)</li> <li>• Unethical modification of images</li> <li>• Illegal or unethical practices in creating media and sharing or re-posting information online</li> <li>• Making responsible and discerning choices as a cyber community</li> <li>• Advocate for safety in cyber space – danger of too much disclosure or inappropriate self-disclosure</li> </ul>	

## Pedagogy



The Constructivist Approach<sup>4</sup> should be adopted as a key teaching approach to enable the learning of concepts. Learning is actively

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<sup>4</sup>This is drawn from the Constructivist Theory of learning which believes that learner learns best when he/she is actively engaged.

constructed together with the learner. The Narrative Approach<sup>5</sup> will complement the Constructivist Approach. This is where real-life stories will be shared as contexts for discussion.

Lessons will conclude with reflection to inspire commitment to bring about desired behavioural changes. To provide structure in the reflection process, a consistent set of reflection questions employing the process of *Sense-Think-Act*<sup>6</sup>, will be designed into each lesson. A goal setting segment on action steps leading to desired changes will also be included.

Other instructional strategies would include the use of role plays, debates and games such as internet simulation activities. Opportunities for peer-teaching will be incorporated.

A facilitative-delivery style is encouraged to achieve an engaging classroom environment that builds rapport and trust which are essential for effective discussions on Cyber Wellness topics.

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<sup>5</sup>According to Bruner (1986), narratives can bring abstract principles to life by giving them concrete form. We cannot always give students direct experience with psychological concepts, but narratives might come close.

<sup>6</sup>“Sense- Think- Act” is the 3-step learning process articulated in the Cyber Wellness Framework

## Other key teaching approaches include:

1. **Use of case scenarios and authentic stories.** Case scenarios and authentic stories engage learners, especially when they are drawn from others' life stories and are age-appropriate and relevant. The stories also allow learners to deconstruct the case for in-depth analysis and discussion. Newspaper articles and stories related to cyber wellness issues, such as stories on victims of cyber scams, can be used to generate students' responses and proposals for prevention and intervention.
2. **Making connection to real life situations.** Students learn better when teachers help them make connections from the lessons to real-life situations. They can internalise lessons better when they see relevance to their personal lives. For example, students can be asked to reflect on their own gaming patterns and check if they, too, are spending excessive time on their computer or mobile gadgets. Students can share personal online experiences and give real life examples of positive and negative uses of ICT.
3. **Use of concept of balancing scales.** Achieving balance in cyber activities is a key principle to Cyber Wellness. The use of balancing scales provides students with a concrete image to visually assess how balanced their cyber activities are, and

hence their level of Cyber Wellness. For examples, balancing scales can be used to get students to assess their dependence on the internet – “Where are you on the scale between phobia on one end and addiction on the other?” Balancing scales can also be used to get students to assess their view of self as portrayed online – “Where are you on the scale between narcissism on one extreme and self-deprecation on the other?”

4. **Use of Reflection Questions.** Reflection questions help students make meaning of what they have learnt. Students may use the strategy of *Sense-Think-Act* to reflect upon their learning. For example, students may ask the following questions in their self-reflection:

### Sense and Think

- *What is my usage of the computer/internet like? Where am I in the balancing scale for the use of ICT? (refer to scales provided in Table 6.)*
- *What am I doing right in my online expressions of self? What am I not doing right in my online expression of self? What do I have to watch out for when I am online?*
- *What are the implications of my actions in the cyber world?*

- *What am I doing right that shows respect to myself and others?*
- *What am I doing right that shows that I am a safe and responsible user?*

#### Act

- *What do I need to do now to put right what is wrong?*
- *What can I do to become better in \_\_ (specify area)?*
- *What will I do in the next one week and month about this?*

5. **Use of Peer Learning Strategies.** The importance of peer approval and susceptibility to peer influence are key characteristics of adolescence. This can be harnessed for students' benefit through the use of peer learning strategies. For example, students can take part in an interclass debate on Cyber Wellness issues. Teachers can also get a cyber bully and a cyber victim to share their mutual experiences through role play or discussion. Through this, other students can learn from the experiences faced by both the bully and the victim, as well as the importance of building quality online relationships.

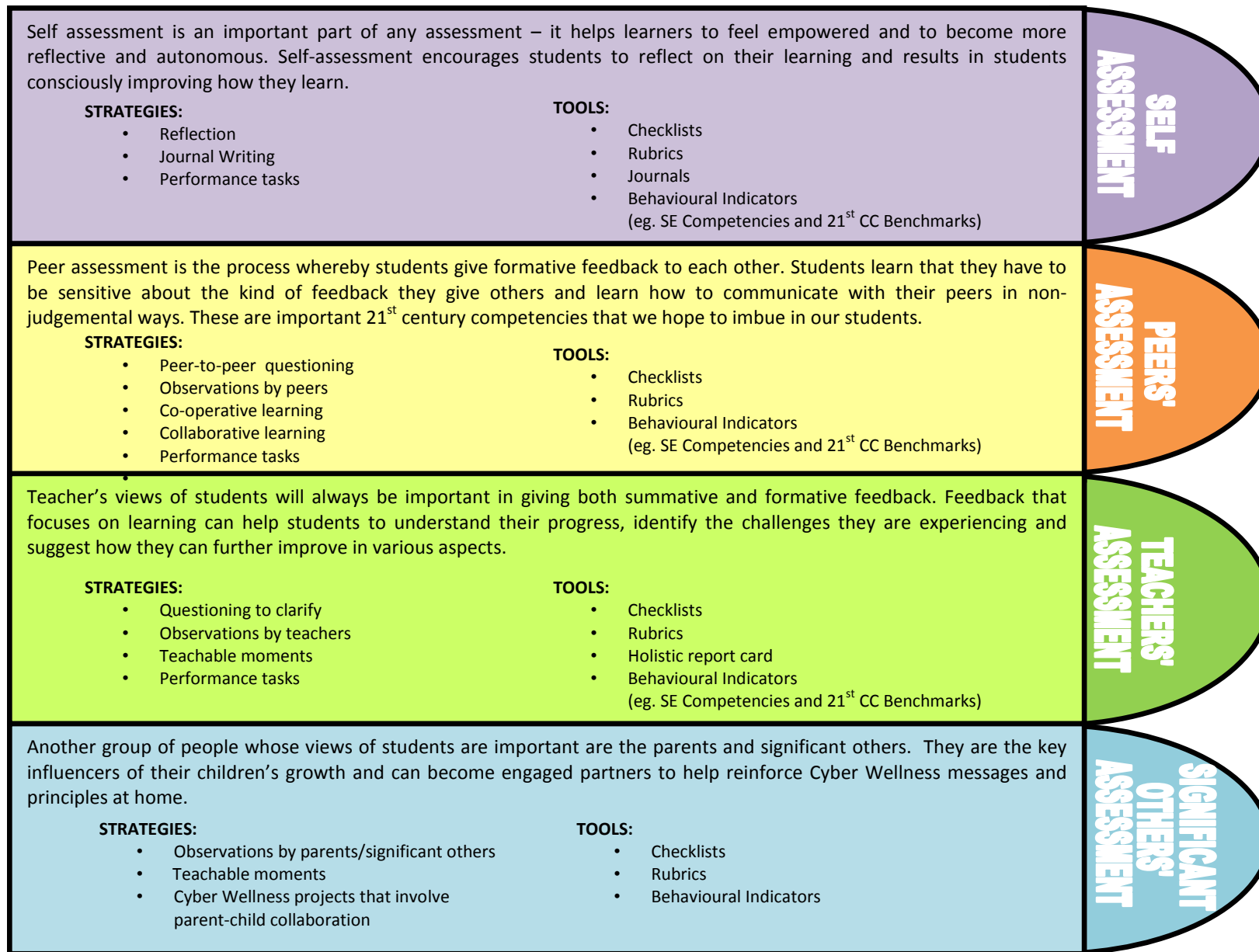
It is recommended that teachers adopt a combination of teaching approaches and instructional strategies whenever possible. This is to make lessons interesting and engaging for the students.

## Assessment

The primary purpose of assessment is to facilitate and check student learning. Assessment would be for and of learning, and conducted through the following:

1. Mini tasks will be designed within lessons. In addition, year-end performance tasks will be designed for certain levels to consolidate and assess students' learning for the year. Tasks designed will be based on authentic situations to strengthen the transfer of learning from classroom to real-life contexts.
2. Assessment activities such as self-reflections, checklists, and cyber-health booklet, will be designed for students to assess themselves on their current Cyber Wellness health status.
3. Self-assessment, peer assessment, teacher assessment, and feedback by significant others (e.g. parents or guardians) will be included so that students receive comprehensive feedback on their strengths and areas of improvement (*Figure 4*).

**Figure 4: Assessment Overview**





## Scope and Sequence from Primary 1 to Secondary 4/5

The scope and sequence for the Cyber Wellness Curriculum from Primary 1 to Secondary 4/5 is outline below.

Theme	Topics	Integrated into FTGP Resource			Cyber Wellness as a CCE Guidance Module			
		P1 & 2	P3 & 4	P5 & 6	S1	S2	S3	S4/5
Cyber Use	Balanced Use of ICT <sup>7</sup>	✓	✓	✓	✓			
Cyber Identity	Online Identity and Expression ( <i>new</i> )	✓	✓	✓	✓	✓	✓	✓
Cyber Relationships	Netiquette <sup>7</sup>	✓	✓	✓				
	Cyber Bullying <sup>7</sup>		✓	✓	✓	✓		
	Online Relationships ( <i>new</i> )	✓	✓	✓	✓	✓	✓	✓
Cyber Citizenship	About the Cyber World ( <i>new</i> )		✓	✓	✓	✓	✓	✓
	Handling Online Content and Behaviour ( <i>some new parts</i> )		✓	✓	✓	✓	✓	✓
	Cyber Contacts <sup>8</sup>	✓		✓	✓		✓	✓

<sup>7</sup> The basics of these topics are designed to be completed and internalised by the students by Pri 6, Sec 1 or Sec 2 but opportunities for their application will be incorporated into other topics such as Online Relationships.

<sup>8</sup> This topic starts at Primary 1-2 so that students learn to be vigilant and seek adult clearance before revealing private information. It is visited in P5-6 and Sec 1 under Sexuality Education because with the onset of puberty, students are interested in relationship and curious about sexual matters. It is revisited at Sec 3 under “Risk assessment for choices of online participation” because research shows that the percentage of students involved in offline meetings with cyber contacts is greater with Sec 3-5 students. It is revisited at Sec 4/5 to remind students of the need for continued vigilance before they graduate from Secondary school.

The syllabus is designed with students’ developmental needs in mind, and the content is structured to build up from what students have learnt at the primary level. They progress from the *Awareness* stage, to the *Application* stage and finally to the *Advocacy* stage.

The following tables outline some of the sub-topics that will be covered in the Cyber Wellness Curriculum.

Theme	Topics	Primary 1-2	Primary 3-4	Primary 5-6	Secondary 1	Secondary 2	Secondary 3	Secondary 4/5
Cyber Use Balanced life and balanced use	Balanced Use of ICT	Balanced use (Dos & Don'ts)  <i>Awareness / Application</i>	Understanding the need for balance  <i>Application</i>	Balancing online and offline activities  <i>Application</i>	Advocate for balanced life online and offline  <i>Advocacy</i>	~ At Secondary 2-4 levels – students will continue to practise and advocate for balanced life through annual self-assessment checklists and revisiting the need for balance through the topic of “Online Relationships” ~		
			Understanding Addiction  <i>Awareness</i>	Identifying and coping with Addiction  <i>Application</i>	Revisit Addiction & helping others with Addiction  <i>Awareness / Application</i>			
Cyber Identity Healthy self-identity	Online Identity and Expression	Introduction to the digital Self  <i>Awareness</i>	Online expressions of self (avatars, photographs etc)  <i>Awareness / Application</i>	Creating an online identity & reputation through online expression  <i>Application</i>	Appropriate self-expression  <i>Application</i>	Achieving congruence between online and offline Self  <i>Awareness / Application</i>	Strengthening self-identity  <i>Application</i>	Online reputation management  <i>Advocacy</i>
				False identities  <i>Awareness</i>	Impact of self-esteem on online self expressions  <i>Awareness</i>		Implications of false identities (self-esteem and online expressions)  <i>Application</i>	

Theme	Topic	Primary 1-2	Primary 3-4	Primary 5-6	Secondary 1	Secondary 2	Secondary 3	Secondary 4/5
Cyber Relationship Safe and meaningful	Netiquette	Basic Netiquette in protected online space  <i>Awareness / Application</i>	Netiquette in protected online space (e.g. age appropriate or school sites)  <i>Application</i>	Advocate for good netiquette  <i>Advocacy</i>	~ At the secondary levels – students will continue to advocate for good netiquette taught through the topic of “Online Relationships” ~			
	Cyber Bullying		Understanding Cyber bullying  <i>Awareness</i>	Managing Cyber bullying  <i>Application</i>	Revisit Cyber bullying (covered under Online Social Interactions)  <i>Awareness</i>	Helping victims of cyber bully through negotiation and reconciliation  <i>Advocacy</i>	~ At Secondary 3-4 levels – students will continue to advocate for no cyber bullying through relationship building skills taught in the topic of “Online Relationships”~	
	Online Relationships	Preparation for online interactions  <i>Awareness</i>	Leveraging on online interactions for collaboration  <i>Awareness / Application</i>	Forming online relationships (*GY Lesson 14: Are you really my friend?)  <i>Awareness / Application</i>	Online social interactions  <i>Awareness / Application</i>	Excessive dependence on online socialisation  <i>Awareness</i>	Building quality and managing expectations of online relationships  <i>Application</i>	Social and cultural awareness in online communications  <i>Advocacy</i>

\*GY – Growing Years series in Sexuality Education package

Theme	Topic	Primary 1-2	Primary 3-4	Primary 5-6	Secondary 1	Secondary 2	Secondary 3	Secondary 4/5
Cyber Citizenship Positive presence	About the Cyber World		Understanding the Cyber World  <i>Awareness</i>	Characteristics of Cyber World as a new media platform  <i>Application</i>	Impact of Cyber Culture and new media  <i>Awareness</i>	Concept of gamification, digital labour, group-think/herd mentality  <i>Awareness / Application</i>	Risk assessment for choices of online participation  <i>Application</i>	Making responsible and discerning choices as a cyber community  <i>Advocacy</i>
	Handling Online Content & Behaviour		Respecting rights of other users  <i>Awareness / Application</i>	Respecting copyright/ authorship  <i>Awareness / Application</i>		Considerations of international laws and boundaries  <i>Application</i>	Creating media and sharing information online  <i>Application</i>	Legal and ethical issues in Cyber space  <i>Advocacy</i>
			Knowledge of inappropriate online behaviour  <i>Awareness</i>	Managing and refraining from spamming, hacking and spying behaviour  <i>Application</i>	Playing a part to keep internet safe for other users  <i>Application</i>	Advocate for content safety in Cyber space  <i>Advocacy</i>		
			Basic handling of inappropriate content & safety (e.g. Pornography)  <i>Awareness / Application</i>	Being safe online (*GY Lesson 15: Is it all safe?)  <i>Awareness / Application</i>	Staying away from inappropriate content (Upcoming SEd *GY Lesson 9 for Lower Sec)  <i>Application</i>			
				Evaluation of credibility of information sources  <i>Awareness</i>				
	Cyber Contacts	Danger of Cyber contacts - keeping oneself safe  <i>Awareness</i>		Being safe online (*GY Lesson 14: Are you really my friend?)  <i>Awareness / Application</i>	Familiar Strangers Alert (Upcoming SEd *GY Lessons 4 & 5 for Lower Sec)  <i>Application</i>		Revisit under "Risk assessment for choices of online participation"	Danger of Cyber contacts – Advocate for Safety in Cyber Community  <i>Advocacy</i>

\*GY – Growing Years series in Sexuality Education package

## Understanding Students' Learning Needs for Cyber Wellness

Social network sites, online games, video-sharing sites, and gadgets such as iPads and mobile smart phones are now fixtures of our children's culture. Students use them as a platform to explore their friendships, interests and learning (Ito, et al., 2008). At the secondary level, students use the Internet as a platform to explore their identity as they seek to understand how they fit into the world around them. The participatory culture of new media has given rise to new sets of skills beyond just being an internet user but an active producer and contributor in cyberspace. Regardless of changing technology and evolving issues, the fundamental values and social and emotional competencies for safe and responsible navigation online remain the same across all issues.

The Cyber Wellness module focuses on the acquisition of enduring knowledge, skills, attitudes and values to enable our students to manage issues faced while navigating the cyber space.

Cyber Wellness Issues	Findings from Literature Review		Enduring Knowledge (K), Skills (S), Values(V) and Attitudes (A) in Cyber Wellness Module
	Key concerns	Displayed in the form of the following situation/behaviour:	
Internet Addiction	Loss of time perception	<ul style="list-style-type: none"> <li>Using the internet excessively</li> <li>Being unable to regulate computer usage on their own</li> </ul>	<ul style="list-style-type: none"> <li>Concept of balance and balanced use of ICT(K)</li> <li>Time Management, Self Management, Responsible Decision-Making, Help-Seeking (S)</li> <li>Self-Care (V)</li> </ul>
	Neglect of basic responsibilities	<ul style="list-style-type: none"> <li>Not doing home work</li> <li>Not attending school</li> <li>Not socialising with friends</li> <li>Not spending time with family members</li> </ul>	<ul style="list-style-type: none"> <li>Concept of balance in online/offline activities (K)</li> <li>Self-Awareness, Social Awareness, Self Management, Responsible Decision-Making, Relationship Management (S)</li> <li>Responsibility and accountability to self and others, especially loved ones (V)</li> </ul>

Cyber Wellness Issues	Findings from Literature Review		Enduring Knowledge (K), Skills (S), Values(V) and Attitudes (A) in Cyber Wellness Module
	Key concerns	Displayed in the form of the following situation/behaviour:	
	At-risk behaviours	<ul style="list-style-type: none"> <li>• Exhibiting hostile behaviour, especially when deprived of Internet use</li> <li>• Being depressed when computer is taken away</li> <li>• Being socially withdrawn from people around</li> <li>• Lying, stealing, abusive</li> <li>• Being at-risk of dropping out of school</li> <li>• Excessive dependence on online socialisation</li> </ul>	<ul style="list-style-type: none"> <li>• Harness technology to benefit self and others (K)</li> <li>• Anger Management, Impulse Control, Social Skills, Relationship Management (S)</li> <li>• Quality online/offline relationships, master over technology (V)</li> </ul>
Cyber Bullying	Long reach and impact of cyber bullying	<ul style="list-style-type: none"> <li>• Bullying can go viral and draw in others (unlike traditional physical bullying, victims are not safe even when at home or if transferred to other schools)</li> <li>• Ignoring the bully and being scarred by the digital footprints left by him/her</li> </ul>	<ul style="list-style-type: none"> <li>• Cyber bullying is unnecessary (K)</li> <li>• Concept of digital footprints (K)</li> <li>• Social skills – build relationships, not destroy (S)</li> <li>• Value friendships and relationships (V)</li> </ul>
	Co-occurrence of traditional physical Bullying and Cyber Bullying	<ul style="list-style-type: none"> <li>• Having a lack of conflict resolution skills</li> <li>• Cyber bullying occurs simultaneously with traditional physical bullying</li> <li>• Victims of physical bullying can become cyber bullies as they use technology as a tool to retaliate</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences in cyber and traditional physical bullying (K)</li> <li>• Anger management, conflict resolution skills (S)</li> </ul>

Cyber Wellness Issues	Findings from Literature Review		Enduring Knowledge (K), Skills (S), Values(V) and Attitudes (A) in Cyber Wellness Module
	Key concerns	Displayed in the form of the following situation/behaviour:	
	Social and cultural incompetency and inability to see from others' perspectives	<ul style="list-style-type: none"> <li>• Being unable to see from others' perspectives</li> <li>• Having a lack of social and cultural competencies and even inability to embrace diversity, which may result in insensitive remarks</li> </ul>	<ul style="list-style-type: none"> <li>• Having social and cultural awareness, embracing diversity (K)</li> <li>• Having perspective takings, social and cultural competencies (S)</li> </ul>
	Inability to recognise Cyber Bullying	<ul style="list-style-type: none"> <li>• Some educators are not able to recognise forms of bullying</li> <li>• Some bullies are not able to recognise that they are bullying others by their online expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Forms of bullying – what constitutes bullying (K)</li> <li>• Know what constitutes to bully, bystander and victim perspectives</li> <li>• Appropriate self-expression, online interaction and social skills (S)</li> </ul>
Inappropriate online content (e.g. pornography, sexting, hate sites)	Curiosity of these websites/content may lead to visitation and participation, and perhaps addiction	<ul style="list-style-type: none"> <li>• Visiting inappropriate websites such as pornographic sites, which may lead to addiction and inappropriate behaviour/lifestyle</li> <li>• Participating in inappropriate behaviours such as sexting and offline meetings for inappropriate activities</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are dubious sites that seek to draw participation in inappropriate behaviours such as sexting, cybersex, and sites created to incite hatred and dissensions (K)</li> <li>• Identify and avoidance of such dubious and inappropriate sites (S)</li> <li>• Advocate positive presence in the cyber community (V)</li> </ul>

Cyber Wellness Issues	Findings from Literature Review		Enduring Knowledge (K), Skills (S), Values(V) and Attitudes (A) in Cyber Wellness Module
	Key concerns	Displayed in the form of the following situation/behaviour:	
	Inappropriate content creation may lend themselves to online predators' exploit	<ul style="list-style-type: none"> <li>• Posting inappropriate photos and images of self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of digital footprints and the understanding that there is no complete privacy in cyberspace (K)</li> <li>• Discernment on appropriate media participation and content creation (S)</li> <li>• Advocate for positive presence in the cyber community (V)</li> </ul>
Dangers with Cyber Contacts	Inappropriate self-expression and contact with online strangers	<ul style="list-style-type: none"> <li>• Communicating with online strangers</li> <li>• Disclosing excessive personal information to stranger-friends online</li> </ul>	<ul style="list-style-type: none"> <li>• Risks in offline meetings with cyber contacts (K)</li> <li>• Appropriate online self-expression (K,S)</li> <li>• Risk assessment and ability to make informed choices (S)</li> <li>• Self-Care (V)</li> </ul>
	Meeting online strangers	<ul style="list-style-type: none"> <li>• Meeting with cyber contacts offline</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge that there are predators online with malicious intent (K)</li> <li>• Safety measures if need to meet with online cyber contacts (S)</li> <li>• Self-Care (V)</li> </ul>
Copyright Infringement in media creation	Use of Web information and content without respect for authorship and ownership	<ul style="list-style-type: none"> <li>• Downloading and using web content (music, videos, information) without regard for copyright and ownership</li> <li>• Sharing of downloaded content without regard for copyright and ownership</li> </ul>	<ul style="list-style-type: none"> <li>• Legal and ethical issues in cyberspace (K)</li> <li>• Observe legal and ethical boundaries in cyberspace (S)</li> <li>• Respect for ownership and authorship (V)</li> </ul>

Cyber Wellness Issues	Findings from Literature Review		Enduring Knowledge (K), Skills (S), Values(V) and Attitudes (A) in Cyber Wellness Module
	Key concerns	Displayed in the form of the following situation/behaviour:	
	Not abiding by laws and regulations	<ul style="list-style-type: none"> <li>• Having no regard for Terms and Conditions specified in the content/programme they use</li> <li>• Having a lack of awareness of laws and boundaries governing use of content and information</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of international laws and boundaries (K)</li> <li>• Observe international laws and boundaries in cyberspace (S)</li> </ul>
Computer Security and Handling of inappropriate online behaviour	Mobile gadgets and computers not protected against computer viruses and others such as spamming, hacking	<ul style="list-style-type: none"> <li>• Freely downloading from and visiting of unsafe sites with regard for possible virus intrusion or spamming, hacking</li> <li>• Not changing passwords regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge that there are content and software created to introduce viruses and spams (K)</li> <li>• Knowledge that there are prowling hackers who seek to collect or steal information for malicious use (K)</li> <li>• Personal responsibility, password management (S)</li> <li>• Refrain from inappropriate online behaviour (spamming, hacking, spying) (S)</li> <li>• Cyber safety and security (V)</li> </ul>
Inappropriate self-expression and postings online	<p>Not showing understanding of what is appropriate online self-expression</p> <p>Lack of social and cultural competencies and</p>	<ul style="list-style-type: none"> <li>• Communicating in such a way that it brings about conflicting opinions and stereotypes</li> <li>• Having no regard to the social impact of own communication in the cyber community</li> <li>• Having a lack understanding of social, emotional and legal implications of one's sharing of information and comments</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge that what is posted affects self and others (online reputation) (K)</li> <li>• Take proactive steps to create a meaningful and positive presence in the cyber community (S)</li> <li>• Healthy online community (V)</li> </ul>

Cyber Wellness Issues	Findings from Literature Review		Enduring Knowledge (K), Skills (S), Values(V) and Attitudes (A) in Cyber Wellness Module
	Key concerns	Displayed in the form of the following situation/behaviour:	
	<p>multiple perspectives</p> <p>Lack in learning about ways of thinking, communicating and participating in a digitally networked world.</p>	<p>online.</p> <ul style="list-style-type: none"> <li>• Posting inappropriate 'sexy' pictures that draw negative attention</li> <li>• Using inauthentic images and information to mislead others about self</li> </ul>	

## Glossary of Terms<sup>9</sup>

Terms	Definition
Act on	To regulate one's behaviour in accordance to advice or information
Advocate	To speak or write in favour of; to support or urge by argument; to recommend publicly
Analyse	To study in detail, usually involving a scientific or statistical method, in order to discover meaning
Apply	To put to practical use
Appreciate	To value or having high regards for something
Aware / Know	To be informed of something
Clarify	To make an idea or statement clear for ease of understanding
Consider	To keep in mind of something
Demonstrate	To display or show by actions
Evaluate	To ascertain, to judge or to assess the worth of something
Express	To put (thought, opinions, feelings, etc.) into words
Exercise	To put into action
Formulate	To express systematically
Identify	To be able to distinguish the person or thing from the others
Implement	To carry out, or to put into action, a plan
Navigate	To move or find one's way on, in, over, or across
Promote	To help or encourage to exist or flourish further
Recognise	To accept, to become conscious of, or to be aware of, a fact
Reflect	To think deeply about something
Show	To make a particular attitude, quality or feeling clear to others
Understand	To know and comprehend the nature or meaning of someone or something

<sup>9</sup> References taken from Programme For Active Learning (PAL) Resource Guide

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