UNDERSTANDING myGOV:
Accessing Government Services
UNDERSTANDING MYGOV:
ACCESSING GOVERNMENT SERVICES

Developed by:
TAFE NSW AMEP/SEE

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Acknowledgements:
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This file can be found at: N:\302 ESOL\- AMEP\DIGITAL LITERACY PILOT PROJECT 2018\FINAL FORMATTED RESOURCE\Understanding_myGov_Accessing_Government_Services_Online V5 04.07.2018.docx

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Forward

The purpose of this resource is to assist migrant learners in the Adult Migrant English Program (AMEP) to understand and access the myGov portal.

As teachers, we are often faced with migrant students who do not have an in-depth understanding of Australian Government systems. Furthermore, they often do not trust Government and/or online applications due to previous experiences in their home countries. In addition, migrant learners have varying levels of digital literacy. This resource addresses these issues by focussing on the Australian Government System, online security, and navigation, as well as the utilisation of critical literacy skills. The resource introduces migrants to the myGov website and encourages engagement with it.

The resource provides 3 teaching resources related to the myGov website which are integrated into the curriculum and settlement themes in the AMEP. In addition, an in-service on websites and general service information for teachers is provided. Finally, lessons are followed up with a practical workshop for clients, delivered by The Department of Human Services Multicultural Services Officers in partnership with the AMEP teaching team.

The resource is titled “Understanding myGov: Accessing Government Services Online” and consists of 3 lessons:

Lesson 1: Knowing myGov
Lesson 2: Accessing myGov
Lesson 3: Using myGov

The purpose of the first lesson is to discover what students’ opinions of government are, to consider the three levels of Government in Australia, and the meaning of democracy as well as introducing the myGov site. The second lesson focusses on access, passwords, and security, and the final lesson focusses on forgotten log-in and passwords, and linking sites on the portal. The final lesson will be followed by a workshop by Human Services staff.

In addition, the resource includes an Initial Access Survey to assess the digital literacy of learners, student evaluations at the end of each lesson and a teacher in-service with an evaluation.

The activities are designed to be used in a classroom environment and access to computers will be required.

The resource has not been written specifically to address the Australian Core Skills Framework (ACSF) and specific assessment tasks have not been included. However, guidelines about ACSF levels have been included in teaching notes. Teachers are expected to use their professional judgment if using these materials for evidence of ACSF outcomes.

The resource was developed by TAFE NSW in consultation with the Department of Human Services.
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Overview

The “Understanding myGov: Accessing Government Service Online” resource consists of 3 lessons:

Lesson 1: Knowing myGov
Lesson 2: Accessing myGov
Lesson 3: Using myGov

In addition, the resource includes an Initial Access Survey to assess the digital literacy of learners, student evaluations at the end of each lesson and a teacher in-service with an evaluation.

The resource is pitched at Certificate in Spoken and Written English (CSWE) level 2 and 3 students and is designed for delivery over a total of 6 hours (2 hours per lesson) with extension activities included for higher level students.

The workshop provided by Human Services, which is completed at the end of lesson 3, will take a further 2 hours and should include a digi-presentation and a hands-on workshop whereby Human Services staff assist individual students at their own computer station.

Assumed knowledge and resources - students

Level 2 and level 3 – CSWE
ACSF 2 to ACSF 3

Outcomes

The materials in this resource will enable students to achieve the following outcomes:

- understand the meaning of democracy
- understand there are 3 levels of government in Australia
- understand that different laws are made by each level of government
- identify government services
- understand what a "portal" is
- understand the changes that must be told to Centrelink
- know the different ways to update details using a Centrelink online account
- know the government services named on the myGov website
- know what is needed in order to access government services on myGov
- know the myGov website is safe to use
- identify different kinds of online tools/website applications (apps)
- understand that there are safety/security risks associated with using the internet
- know about "phishing" and "online scams"
- identify the different government services included on the myGov portal
- understand about different ways to stay safe online
• understand the importance of having secret questions and answers for making an online account
• create/complete appropriate secret questions and answers for making an online account
• know how to create an appropriate password for an online myGov account
• understand important vocabulary
• know how to sign into myGov
• know how to create a myGov account
• know how to sign into myGov if forgotten a username or password
• know about two-step verification and how it ensures important information is kept safe online
• identify things on the myGov home page
• choose appropriate government services to link to myGov account
• understand that agreement to myGov storing personal information is necessary for linking with Medicare, Centrelink or the ATO
• know provision of a Customer Access Number (or Customer Reference Number) to link Centrelink to myGov account is required
• know myGov requires security/secret questions when linking a government service to a myGov account
• link a government service to a myGov account
• identify similarities and differences on the home pages of the government services on myGov.
## Outline of Contents

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| Activity 1.2 Introduction to myGov | Worksheet 2 | |
| Activity 1.3 Government Online | 1.2 A - Introduction to myGov  
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| | Worksheet 3 | |
| | 1.3 A - Government Online, Part A  
1.3 B - Government Online, Part B | |
| **Student Evaluation: lesson 1** | Understanding myGov: Lesson 1 Student Evaluation | 15 min |
| **Lesson 2: Accessing myGov** | Worksheet 1 | 2 hours |
| Activity 2.1 Online Safety | 2.1 A – Matching Online Tools, Part A  
2.1 B – Discussion: Sharing information online, Part B | |
| Activity 2.2 Understanding a myGov Account | Worksheet 2 | |
| Activity 2.3 Creating a myGov Account | 2.2 A - Discussion: Government Services, Part A  
2.2 B – Fill in the Table, Part B | |
| | Worksheet 3 | |
| | 2.2 C – Listening: How to create a myGov account, Part C | |
| | Worksheet 4 | |
| | 2.2 D – Reading: How to create a myGov account, Part D | |
| | Worksheet 5 (students completed copy) | |
| **Student Evaluation: Lesson 2** | Accessing myGov: Lesson 2 Student Evaluation | 15 min |
| **Lesson 3: Using myGov** | Worksheet 1 | 2 hours |
| Activity 3.1 Signing into myGov | 3.1 A – Discussion: Signing into myGov  
3.1B – Reading: Signing into myGov | |
<p>| Activity 3.2 Linking Services | Worksheet 2 | |
| | 3.1 C - Sequencing Instructions | |</p>
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<td><strong>Worksheet 3</strong></td>
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<td>3.2 A – Discussion: Linking Services</td>
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<td></td>
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<tr>
<td>3.2 B - Matching Services to Members</td>
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<td></td>
</tr>
<tr>
<td><strong>Worksheet 4</strong></td>
<td></td>
<td></td>
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<td>3.2 C - Vocabulary matching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 D - Listening / cloze</td>
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<td></td>
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<td>3.2 E - Comprehension Questions</td>
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<td><strong>Student Evaluation: Lesson 3</strong></td>
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</tr>
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<td><strong>Teacher In-Service Evaluation</strong></td>
<td><strong>Understanding myGov: Teacher In-Service Evaluation</strong></td>
<td>1 hour</td>
</tr>
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</table>
Recommendations for Delivery

The lesson and activity sequence in this resource has been designed to progressively build students’ knowledge, skills, and attitudes. It is therefore recommended that the resource be used in the sequence in which it is presented here.

Although the resource is fairly lengthy and appears to be prescriptive, teachers should decide how much of the resource they will use, and how they can adapt the suggested procedure to best meet their students’ needs. Some activities (or parts of activities) are marked as Extension Activities to provide this flexibility.

The lessons in this resource have been designed to be delivered at the following stages of the course:

Lesson 1
To be delivered in week 2-4 of a 10-week CSWE course for a total of 2 hours.

Lesson 2
To be delivered in weeks 4-6 of a 10-week CSWE course for a total of 2 hours.

Lesson 3
To be delivered in weeks 6-10 of a 10-week CSWE course for a total of 4 hours including a workshop provided by the Department of Human Services.

The materials

The accompanying worksheets, handouts and embedded on-line links for each activity can be found at the end of that activity's suggested teaching procedure.

Getting Started

It is recommended that you:

- read through the Foreword and Overview of the resource
- familiarise yourself with the Outcomes of the resource
- work through the Outline of Contents to understand the breakdown of each of the lessons
- familiarise yourself with the contents and the Suggested structure and timing for each lesson
- take note of ACSF recommendations if collecting evidence for assessments
- read through the Suggested procedure for each lesson and activity
- decide which (if any) of the extension activities you will use
- decide if and how you will adapt the Suggested procedure to meet the needs of your particular group of students
- draw up a timetable for teaching the three lessons you will be teaching
# Initial Access Survey

## Understanding myGov: Accessing Government Online Services

<table>
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<th>Question 1.</th>
<th>Gender:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2.</th>
<th>Age:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18 - 24 years (1)</td>
</tr>
<tr>
<td></td>
<td>25 - 34 years (2)</td>
</tr>
<tr>
<td></td>
<td>35 - 44 years (3)</td>
</tr>
<tr>
<td></td>
<td>45 - 54 years (4)</td>
</tr>
<tr>
<td></td>
<td>55 years and above (5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3.</th>
<th>Devices I use the most:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If your answer is ‘None of the above’ please go to question 9.</td>
</tr>
<tr>
<td></td>
<td>Desk-top computer (1)</td>
</tr>
<tr>
<td></td>
<td>Laptop (2)</td>
</tr>
<tr>
<td></td>
<td>Tablet (e.g. iPad, Galaxy Note etc.) (3)</td>
</tr>
<tr>
<td></td>
<td>Smartphone (4)</td>
</tr>
<tr>
<td></td>
<td>None of the above (5)</td>
</tr>
</tbody>
</table>
## Understanding myGov: Accessing Government Online Services

### Question 4.
I use my device for:

- Communication (e.g. send receive emails and or SMS) (1)
- Educational purposes / research (e.g. finding out information) (2)
- Work (3)
- Social media (4)
- Financial transactions (e.g. internet banking) (5)
- Job search (6)
- Leisure (e.g. YouTube, Spotify, games, shopping) (7)
- Other (8)

### Question 5.
Each day I use the internet for:

- 0 - 1 hour (1)
- 1 - 2 hours (2)
- 2 - 3 hours (3)
- 3 - 4 hours (4)
- 5 or more hours (5)

### Question 6.
I have visited myGov online (my.gov.com.au):
If your answer is “I have NOT visited myGov online" please go to question 9

- Using a computer (portal) (1)
- Using a phone (app) (2)
- I have NOT visited myGov online (3)
### Understanding myGov: Accessing Government Online Services

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<th>Question 7</th>
<th>I used myGov for:</th>
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<tr>
<td></td>
<td>○ Job search (1)</td>
</tr>
<tr>
<td></td>
<td>○ Australian Taxation Office - ATO (e.g. for tax returns) (2)</td>
</tr>
<tr>
<td></td>
<td>○ Centrelink (3)</td>
</tr>
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<td></td>
<td>○ Child support (4)</td>
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<td></td>
<td>○ Medicare (5)</td>
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<td></td>
<td>○ Other (6)</td>
</tr>
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<th>Question 8</th>
<th>The myGov website was easy to use:</th>
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<tr>
<td></td>
<td>○ Yes (1)</td>
</tr>
<tr>
<td></td>
<td>○ No (2)</td>
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<th>Question 9</th>
<th>I prefer to receive information:</th>
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<td>○ Online (1)</td>
</tr>
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<td></td>
<td>○ By phone (2)</td>
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<td></td>
<td>○ In person (e.g.: face-to-face) (3)</td>
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<tr>
<td></td>
<td>○ With someone helping me (4)</td>
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<td></td>
<td>○ By Post (5)</td>
</tr>
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<td>Understanding myGov: Accessing Government Online Services</td>
<td></td>
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<td>----------------------------------------------------------</td>
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<tr>
<td>Question 10. I prefer to provide information (e.g. personal details):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online (1)</td>
</tr>
<tr>
<td></td>
<td>By phone (2)</td>
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<tr>
<td></td>
<td>In person (e.g. face-to-face) (3)</td>
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<td></td>
<td>With someone helping me (4)</td>
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<td></td>
<td>By post (5)</td>
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Lesson 1: Knowing myGov
Purpose

Lesson 1 uses the students’ own experience of government as a starting point. It incorporates discussion, listening, reading and a small amount of writing in a series of activities that provide foundational knowledge about the system of government in Australia, before introducing students to key online government resources. The final activity explores online engagement with government. The readings focus students’ attention on grammatical features within the texts in addition to learning the informational content.

The materials in this lesson will help students to:

- understand the levels of government in Australia
- understand key online government resources
- understand digital engagement in a government context

Suggested structure and timing

Total time: 2 hours

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<td></td>
<td>1.1 B - Government in Australia, Part B</td>
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<td>myGov**</td>
<td>1.2 A - Introduction to myGov</td>
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<td></td>
<td>1.2 B - Ballot Paper</td>
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<td>Online**</td>
<td>1.3 A - Government Online</td>
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<tr>
<td></td>
<td>1.3 B - Government Online</td>
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<td><strong>Purpose</strong></td>
<td>To help students to understand that Australia has three tiers of government.</td>
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<td><strong>Time</strong></td>
<td>30 minutes</td>
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<td><strong>Materials</strong></td>
<td><em>Worksheet 1</em></td>
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<td></td>
<td><em>Activity 1.1 B</em> – Government in Australia, Part B.</td>
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<td></td>
<td>An internet-enabled computer with projection and audio capability.</td>
</tr>
<tr>
<td></td>
<td>Access to listening text: ‘Snapshots – Three levels of Government’, Parliamentary Education Office:</td>
</tr>
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<td><strong>Preparation</strong></td>
<td>Photocopy Worksheet 1 Activity 1.1 A - prepare one copy for each student.</td>
</tr>
<tr>
<td></td>
<td>Photocopy Worksheet 1 Activity 1.1 B - prepare one copy for each student.</td>
</tr>
<tr>
<td></td>
<td>Ensure that classroom has an internet enabled computer, projection and sound capability.</td>
</tr>
<tr>
<td><strong>Teacher's notes</strong></td>
<td>This activity uses students’ existing knowledge of government as a starting point before building their understanding of Australia’s three-level system of government in a personally meaningful way. It also introduces the idea of ‘democracy’ – a concept that is expanded upon in activity 1.2.</td>
</tr>
<tr>
<td></td>
<td>Part A could also be given as a pre-class preparation activity if desired. Students would then present their ideas at the beginning of activity 1.1 to class peers.</td>
</tr>
<tr>
<td></td>
<td>This activity introduces students to an online resource that they may access outside of class with their family.</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> This activity can introduce some politically and culturally sensitive topics. For example, Tibetan and Taiwanese students may have differing views about their country of origin compared to students who originate from mainland China. This needs to be considered when planning group work.</td>
</tr>
<tr>
<td></td>
<td><strong>Relationship to ACSF:</strong> 1.1 provides evidence towards the attainment of Oral Communications at level 3 - 3.07 (speaking) and 3.08 (listening). Students working towards a level are likely to require significant support around the lexis and concepts.</td>
</tr>
<tr>
<td><strong>Suggested procedure</strong></td>
<td>- Tell the class that they are going to watch a video about government in Australia. They will have some discussion with each other before and after the video.</td>
</tr>
<tr>
<td></td>
<td>- Organise the class into pairs or small groups of 3-4 students. [Small groups may be preferred for weaker students.]</td>
</tr>
<tr>
<td></td>
<td>- Distribute <em>Worksheet 1 Activity 1.1 A</em> and instruct groups to discuss the questions and write responses on their worksheet.</td>
</tr>
</tbody>
</table>
### Activity 1.1 Government in Australia

- Circulate around the class to monitor progress and ensure that all national backgrounds in the class are being represented in the discussion.
- Run whole class feedback, including confirming the definition of ‘democracy’.
- Display Worksheet 1 Activity 1.1 B on the projector and explain that there are three levels of government in Australia: local, state and national.
- Explain that each level of government makes laws about different things and that the class will watch a video that explains some differences between the levels.
- Distribute Worksheet 1 Activity 1.1 B and instruct students to read all of the questions.
- Ask students to predict answers to questions 1-6 and 9. Write their predictions on the whiteboard. Note: This teacher-led whole class activity should be for about 3 minutes.
- Advise the students that you will play the video three times so that they can answer questions 1 to 6.
- Play the video three times, checking in between each playing to see how many students are able to answer how many questions.
- Play the video a fourth time, pausing at the appropriate points to confirm the answers to the questions.
- Ask students to write answers to question 7.
- Instruct students to work with a partner or small group to discuss and write answers to questions 8-10.
- Run whole class feedback on questions 8-10. Show students the transcript at the bottom of the web page and invite students to listen, watch and read the video at home.
- Collect worksheets if required by your college.

### Answers Worksheet 1

**Activity 1.1 A - Government in Australia, Part A**

1. Students’ own answers
2. Students’ own answers
3. Sample answer: Democracy - a system of government where the population gets to choose their political leader.

**Activity 1.1 B - Government in Australia, Part B**

1. Any three of:
   - Immigration
   - Marriage
   - Communications
## Activity 1.1  
Government in Australia

- Taxation
- Defence
- Foreign affairs

2. Six state and two territory governments

3. Any three of:
   - Schools
   - Hospitals
   - Roads
   - Railways
   - Electricity
   - Water
   - Mining
   - Agriculture

4. The federal law is used

5. More than 560

6. Any three of:
   - Local roads
   - Parks
   - Rubbish collection
   - Library services
   - Street signage
   - Pet control

7. Students’ own answers

### Level 3 extension activity questions

8. Students’ own answers

9. It’s more formal than informal. It has been made by a government department; It is not addressed to anyone in particular; The language is fairly formal. e.g. ‘councils are responsible for’ versus councils are in charge of; and ‘things that could be considered...’ versus things we think of...are.

10. Answers may include:
   - Students researching government

### Extension

**Level 3**: There are additional questions for students to discuss following the listening activity Part B.
Worksheet 1 – Activity 1.1 A

Government in Australia - Part A

Part A. Pre-listening discussion [page 1 of 1]

Instructions: Work with a partner or small group to do the pre-listening activities below.

1. Is the government in Australia the same or different to the government in your country of birth?

..................................................................................................................................................
.................................................................................................................................................

2. How is the government the same or different? Discuss with another student. Write 3 examples below.

 ...................................................................................................................................
 ...................................................................................................................................
 ...................................................................................................................................

3. What is ‘democracy’? Use a dictionary to check the meaning. Explain it using your own words.

.................................................................................................................................................
.................................................................................................................................................
.................................................................................................................................................
Worksheet 1 - Activity 1.1 B

Government in Australia - Part B

Part B. Listening [page 1 of 3]

There are three levels of government in Australia, these are listed below:

1) **Local** (e.g.: the suburb where you live)
2) **State** (e.g.: NSW)
3) **Federal** (e.g.: national)

Each level of government makes laws about different things that affect us.

**Instructions**: Read the questions below. Watch the short movie that your teacher will play. Listen for the answers to the questions. Write your answers below.

1. List 3 different things that the federal (national) government makes laws about:
   - ..............................................................................................................................................
   - ..............................................................................................................................................
   - ..............................................................................................................................................

2. How many different state and territory governments is there?
   ..............................................................................................................................................................

3. List 3 different things that the **state** government make laws about:
   - ..............................................................................................................................................
   - ..............................................................................................................................................
   - ..............................................................................................................................................
Government in Australia - Part B (cont.)

Part B. Listening [page 2 of 3]

4. What happens if the state government wants to do something different to the federal government?

5. How many local councils are there in Australia?

6. List 3 different things that the local government makes laws about:

   - .................................................................................................................................................. 
   - ..................................................................................................................................................
   - ..................................................................................................................................................

7. Which services are currently the most important for you and your family? Give one example for each:

   Federal: ........................................................................................................................................
   State: ........................................................................................................................................
   Local: ..........................................................................................................................................
Government in Australia - Part B (cont.)

Part B. Listening [page 3 of 3]

Extension Activity for Level 3

Instructions: Discuss the next three questions with another student and write your answers in the space provided.

8. Are these government services the same or different to what you get in your country of birth?

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

9. Do you think that this is mostly a formal or an informal listening? Discuss this with another student. Do you agree? What makes you think this?

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

10. Who do you think would listen to it?

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

Return the completed worksheet to your teacher. Thank you.

### Activity 1.2 - Introduction to myGov

<table>
<thead>
<tr>
<th>Activity 1.2</th>
<th>Online Safety</th>
</tr>
</thead>
</table>
| **Purpose**  | To make students aware of the myGov site and its connection to other key government services.  
               To help students understand the function of democracy. |
| **Time**     | 60 minutes    |
| **Materials**| Worksheet 2  
               **Activity 1.2 A** – Introduction to myGov.  
               **Activity 1.2 B** – Ballot paper.  
               A computer room with individual computer access for each student.  
               An internet-enabled computer with projection capability.  
               A small box (e.g. a shoe box) or a large envelope to collect ballot papers after the voting activity. |
| **Preparation** | Photocopy Worksheet 2 Activity 1.2 A - prepare one copy for each student.  
                   Photocopy Worksheet 2 Activity 1.2 B and cut into individual ballot papers – prepare one paper for each student.  
                   Ensure that classroom has internet enabled computer and projection capability. |
| **Teacher’s notes** | Activity 1.2 A introduces students to the myGov website and highlights the link from myGov to other key government services. Activity 1.2 B explores the idea of ‘democracy’ through a classroom voting activity.  
                      This activity could be extended by allocating time for students to research and discuss/promote the government department of their choice (or as allocated by the teacher) prior to voting.  
                      **Relationship to ACSF:** These tasks would provide evidence towards the attainment of Reading at level 3.03. |
| **Suggested procedure** | Display ‘What is myGov’ login page and ask whether students are familiar with it.  
                               Advise students they will do a short reading that requires them to read and understand information about myGov as well as identify some language features.  
                               Distribute Worksheet 2 Activity 1.2 A – Introduction to myGov and instruct students to read questions on the worksheet and try to predict some of the answers.  
                               Direct students to open the web page and find answers to the worksheet questions. |
Activity 1.2  Online Safety

- May do whole class feedback or collect worksheets if required by your college for marking by the teacher.
- Introduce Worksheet 2 Activity 1.2 B – Ballot paper and explain that each student will have their own anonymous vote.
- Instruct students to read the ballot paper carefully and confirm box numbering instructions.
- Give students a few minutes to write their voting responses.
- Distribute box (or envelope) and ask students to put their ballot paper in the box.
- After the lesson, count the votes and identify the departments that are the most important for the class. Learning activities may be tailored to the needs of the class by focusing on these government services in subsequent lessons.

Answers

Worksheet 2 Activity 1.2 A - Introduction to myGov

1. One
2. Ten
3. Medicare, Australian Taxation Office, Centrelink, Child Support, Department of Veteran’s Affairs, National Disability Insurance Scheme.
4. a) safe = Secure b) name that you type into a computer or application so that you can use it = login c) connected = linked
5. Australian Government
6. Formal. The government log is usually only found in formal readings. Also, there is nothing ‘personal’ or ‘friendly’ about this reading.
7. ‘and’ is used seven times
8. Answers can include: to, with, for, in, from
9. See table below:

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>Example from reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital letter</td>
<td>One username</td>
</tr>
<tr>
<td>Full stop</td>
<td>one password.</td>
</tr>
<tr>
<td>Colon</td>
<td>account:</td>
</tr>
<tr>
<td>Comma</td>
<td>keep your letters.</td>
</tr>
<tr>
<td>Apostrophe</td>
<td>Veteran’s Affairs</td>
</tr>
</tbody>
</table>

Extension

After the reading but prior to the voting activity:
- Either allocate a service to students or ask students to select one of the six government services listed on the ‘Ballot paper’.
- Do some research online to get more information about the service.
<table>
<thead>
<tr>
<th><strong>Activity 1.2</strong></th>
<th><strong>Online Safety</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tell classmates about the service you researched (talk for 60 seconds or less).</td>
</tr>
</tbody>
</table>
Worksheet 2 - Activity 1.2 A

Introduction to myGov

[page 1 of 2]

Instructions: Go to this website https://my.gov.au/mygov/content/html/about.html

Read the online information text and find answers to the questions below. Write short answers on this worksheet.

1. How many different passwords do you need?

..................................................................................................................................................

2. How many different government services are named on this site? [Write a number]

..................................................................................................................................................

3. Which government services will send letters and messages directly to your myGov account? List them below.

..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................
..............................................................................................................................................

4. Which words or phrases mean the following:

a) Safe: ......................................................................

b) Name that you type into a computer or application so that you can use it: .................

c) Connect:.................................................................
Introduction to myGov (cont.)

5. Who wrote the information on this website?

..................................................................................................................................................

6. Is this a formal or informal reading? How can you tell? [you need to explain your answer]

..................................................................................................................................................

..................................................................................................................................................

..................................................................................................................................................

7. Is there a conjunction that appears a lot on this page? What conjunction? How many times is it used?

..................................................................................................................................................

8. Find two different prepositions used in the reading.

..................................................................................................................................................

9. Find examples of the punctuation listed in the table below. Write examples from the text in the table.

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>Example from reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital letter</td>
<td></td>
</tr>
<tr>
<td>Full stop</td>
<td></td>
</tr>
<tr>
<td>Colon</td>
<td></td>
</tr>
<tr>
<td>Comma</td>
<td></td>
</tr>
<tr>
<td>Apostrophe</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 2 – Activity 1.2 B

Ballot paper

Which government departments are the most important for you? Number the boxes of your top 3.
Put ‘1’ in the box for the most important, then ‘2’ and ‘3’ in the next most important. Do not number more than 3 boxes.

☐ Medicare
☐ Australian Taxation Office
☐ Centrelink
☐ Australian JobSearch
☐ My Aged Care
☐ Child Support

Put your ballot paper in the voting box when you finish.

Ballot paper

Which government departments are the most important for you? Number the boxes of your top 3.
Put ‘1’ in the box for the most important, then ‘2’ and ‘3’ in the next most important. Do not number more than 3 boxes.

☐ Medicare
☐ Australian Taxation Office
☐ Centrelink
☐ Australian JobSearch
☐ My Aged Care
☐ Child Support

Put your ballot paper in the voting box when you finish.
# Activity 1.3 - Government Online

<table>
<thead>
<tr>
<th>Activity 1.3</th>
<th>Government Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To help students to understand digital engagement in a government context.</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>30 minutes</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Worksheet 3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Activity 1.3 A</strong>– Government Online, Part A.</td>
</tr>
<tr>
<td></td>
<td><strong>Activity 1.3 B</strong>– Government Online, Part B.</td>
</tr>
<tr>
<td></td>
<td>A computer room with individual computer access for each student.</td>
</tr>
<tr>
<td></td>
<td>An internet-enabled computer with projection capability for the teacher.</td>
</tr>
<tr>
<td></td>
<td>Access to online text: ‘5 changes you need to tell us about, Department of Human Services’:</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Photocopy Worksheet 3 Activity 1.3 A - prepare one copy for each student.</td>
</tr>
<tr>
<td></td>
<td>Photocopy Worksheet 3 Activity 1.3 B - prepare one copy for each student.</td>
</tr>
<tr>
<td></td>
<td>Ensure that classroom has internet enabled computer and projection capability.</td>
</tr>
<tr>
<td><strong>Teacher’s notes</strong></td>
<td>This activity explains the concept of a ‘portal’ and introduces students to specific reasons for using the myGov portal. It prepares students for lesson 2 ‘Accessing myGov’.</td>
</tr>
<tr>
<td></td>
<td>This activity can be extended by expanding on the questions required for Part B as outlined below.</td>
</tr>
<tr>
<td></td>
<td><strong>Relationship to ACSF:</strong> These tasks would provide evidence towards the attainment of Reading at level 3.03.</td>
</tr>
<tr>
<td><strong>Suggested procedure</strong></td>
<td>- Advise students they will have a short [5 minute] pre-reading discussion with a partner before independently reading an online text and writing answers on a worksheet.</td>
</tr>
<tr>
<td></td>
<td>- Confirm student pairs/groups and distribute Worksheet 3 Activity 1.3 A.</td>
</tr>
<tr>
<td></td>
<td>- Circulate around the classroom to monitor timely progress; run whole class feedback.</td>
</tr>
<tr>
<td></td>
<td>- Display online reading ‘5 changes you need to tell us about’ and tell students they will receive a worksheet with a combination of information content questions and grammar questions.</td>
</tr>
<tr>
<td></td>
<td>- Distribute Worksheet 3 Activity 1.3 B and instruct students to locate and open the web page.</td>
</tr>
<tr>
<td></td>
<td>- Allocate extension tasks to students who complete questions quickly</td>
</tr>
<tr>
<td></td>
<td>- Complete whole class feedback, or collect worksheets for marking by the teacher if required.</td>
</tr>
</tbody>
</table>
### Activity 1.3 Government Online

**Answers**

**Worksheet 3**

**Activity 1.3 A – Government Online, Part A**

1. Students’ own answers
2. Sample answer from the linked dictionary: a doorway, gate, or other entrance; a website or web page that gives access or links to other sites
3. Students’ own answers
4. Students’ own answers

**Worksheet 3**

**Activity 1.3 B – Government Online, Part B**

1. Any three of:
   - your study details change
   - you get a job
   - you move out of home or change address
   - you travel overseas
   - you change relationship status
2. To make sure that you’re paid the right amount.
3. You may need to pay the money back.
4. Within 14 days.
5. **a)** Use your Centrelink online account through myGov.
   **b)** Use the Express Plus Centrelink mobile app.
6. Sample answers include:

<table>
<thead>
<tr>
<th>Example from reading</th>
<th>Name of Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell us about changes</td>
<td>Capital letter (for the beginning of a sentence)</td>
</tr>
<tr>
<td>make sure <strong>you’re</strong> paid</td>
<td>Apostrophe (to show contraction)</td>
</tr>
<tr>
<td>tell us if:</td>
<td>Semicolon (to indicate a list follows)</td>
</tr>
<tr>
<td>you move out of home,</td>
<td>Comma</td>
</tr>
<tr>
<td>or leaving uni.</td>
<td>Full stop</td>
</tr>
<tr>
<td>partner’s income</td>
<td>Apostrophe (to show ownership)</td>
</tr>
</tbody>
</table>

7. Sample answers include:
   - you **can** earn
   - you **may** keep your payments
   - it **could** also change
<table>
<thead>
<tr>
<th>Activity 1.3</th>
<th>Government Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>a) to make it easier to read</td>
</tr>
<tr>
<td></td>
<td>b) emphasise the most important information</td>
</tr>
</tbody>
</table>

**Extension**

Level 3: There are additional questions (Q6, 7, & 8) in the reading activity Part B.

- Ask students to explain why the various punctuation devices were used (Q6)
- Ask the students to identify examples of formal vocabulary. Examples may include: We **consider** your partner’s income: **advise** us of overseas travel
Worksheet 3 - Activity 1.3 A

Government Online – Part A

Part A. Prepare for reading

**Instructions:** You will work with a partner. Read the questions below and discuss your answers with another student. Write short answers below.

1. How do people give personal information to the government in your country of birth?
   - Face to face (in person)
   - Over the phone
   - In writing – through email or letters and forms
   - Online – using the internet

2. What is a ‘portal’? Use a dictionary to check the meaning.

   ...................................................................................................................................................................

   Compare your definition to the one available from the Oxford dictionary: https://en.oxforddictionaries.com/definition/portal

3. Have you used a ‘portal’ to communicate with the government before, either in Australia or your country of birth?
   - Yes – Go to question 4.
   - No

4. Was it easy or difficult to use the portal? Did you like it? Discuss your answer with another student. Briefly write about your experience below.

   ...................................................................................................................................................................

   ...................................................................................................................................................................

   ...................................................................................................................................................................
Worksheet 3 - Activity 1.3 B

Government Online – Part B

[page 1 of 2]

Instructions: Go to the website listed below, then complete the questions on the worksheet.


1. List 3 different changes that you have to tell Centrelink about:

    ..........................................................................................................................................
    ..........................................................................................................................................
    ..........................................................................................................................................

2. Why do you have to tell Centrelink about personal changes?

   ......................................................................................................................................................
   ......................................................................................................................................................

3. What happens if you do not tell the government when you go overseas?

   ......................................................................................................................................................

4. How much time do you have to tell Centrelink about changes to your personal details?

   ......................................................................................................................................................

5. List 2 different ways that you can update your details online:

    ..........................................................................................................................................
    ..........................................................................................................................................
Extension activity for Level 3 – Complete questions 6, 7 and 8 below.

6. Find five different punctuation devices in the reading. What is each one called? Write your answers in the table below:

<table>
<thead>
<tr>
<th>Example from reading</th>
<th>Name of Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g.: Australian Government</td>
<td>Capital letter for proper noun</td>
</tr>
</tbody>
</table>

7. Find 2 different examples of modal verbs. Write them below:

- .........................................................................................................................................
- .........................................................................................................................................

8. Why does the writer use subheadings?

...................................................................................................................................................................

Return the completed worksheet to your teacher. Thank you.
# Student Evaluation: Lesson 1

Knowing myGov: Lesson 1 Student Evaluation. Please tell us what you understand.

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Not at all</th>
<th>A little</th>
<th>A moderate amount</th>
<th>A lot</th>
<th>A great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1.</td>
<td>I understand the meaning of democracy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 2.</td>
<td>I understand there are 3 different levels of government in Australia.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 3.</td>
<td>I understand that different laws are made by each level of government.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 4.</td>
<td>I can identify government services that are important to me and my family.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 5.</td>
<td>I understand what a &quot;portal&quot; is.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 6.</td>
<td>I understand the changes I must tell Centrelink.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 7.</td>
<td>I know the different ways to update my details using my Centrelink online account.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 8.</td>
<td>I know the government services named on the myGov website.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 9.</td>
<td>I know what I need in order to access government services on myGov.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 10.</td>
<td>I know the myGov website is safe to use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2: Accessing myGov
Purpose

Lesson 2 encourages students to draw from their own personal experiences to understand the advantages and disadvantages of online communication and interaction. It includes discussions, critical evaluation of online tools and reading about online safety. The learning activities inform the students about the importance of registering for government services, online. It helps them build knowledge of online issues and understand the things that they can do to stay safe online. This lesson exposes students to common internet jargon, so students should be encouraged to employ reading strategies that include decoding and prediction in addition to dictionary use. The final stage of this lesson gives students hands-on experience creating a myGov account.

This unit is designed to help students understand how the myGov portal Works so that can create an account and:

- understand the importance of online safety and privacy
- understand the need to provide information to government agencies
- listen to and read instructions to help them create a myGov account
- create a myGov account.

Suggested structure and timing

Total time: 2 hours

<table>
<thead>
<tr>
<th>Lessons and Activities</th>
<th>Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 2: Accessing myGov</td>
<td>Worksheet 1</td>
<td></td>
</tr>
<tr>
<td>Activity 2.1 Online Safety</td>
<td>2.1 A – Matching Online Tools, Part A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 B – Discussion: Sharing information online, Part B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worksheet 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 C – Reading ‘Stay Smart Online’, Part C</td>
<td></td>
</tr>
<tr>
<td>Activity 2.2 Understanding a myGov Account</td>
<td>Worksheet 3</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>2.2 A - Discussion: Government Services, Part A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2 B – Fill in the Table, Part B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worksheet 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2 C – Listening: How to create a myGov account, Part C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worksheet 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2 D – Reading: How to create a myGov account, Part D</td>
<td></td>
</tr>
<tr>
<td>Activity 2.3 Creating a myGov Account</td>
<td>Worksheet 5 (students completed copy)</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2.1 – Online Safety

<table>
<thead>
<tr>
<th>Activity 2.1</th>
<th>Online Safety</th>
</tr>
</thead>
</table>
| **Purpose**  | To help students understand online safety and internet security.  
               To help students understand their responsibility to provide personal information when accessing government services. |
| **Time**     | 40 minutes    |
| **Materials**| Worksheet 1  
               Activity 2.1A – Matching Online tools - (5 min)  
               Activity 2.1B – Discussion - Sharing information online - (15 min)  
               Worksheet 2  
               Activity 2.1 C – Reading ‘Stay Smart Online’ (20 min)  
               Dictionary – digital or hard copy |
| **Preparation** | Photocopy Worksheet 1 - prepare one copy for each student  
                   Photocopy Worksheet 2 - prepare one copy for each student  
                   Instruct students to bring a dictionary and encourage them to use it. The dictionary can be a hard copy or in digital format. |
| **Teacher’s notes** | In this activity, students will share their experience of using online tools to communicate and interact with others. They will match the tools in Activity 2.1A and share their ideas about their online interaction with their peers in Activity 2.1B. A class discussion is to take place after the completion of Worksheet 1.  
                   Activity 2.1C is a reading that highlights the necessity of online safety. It outlines things that students can do to ensure that their online safety is not compromised and gives some key statistical data relating to online threats in Australia. It is adapted from two government resources. The reading activity includes questions relating to both content and grammar.  
                   **Relationship to ACSF:** These tasks would provide evidence towards the attainment of Reading at level 3.03 and 3.04, Speaking 3.07 and Listening 3.08. |
| **Suggested procedure** | Set the field by explaining the outcomes of the lesson and by eliciting responses from students about online tools.  
                   Distribute Worksheet 1:  
                   Activity 2.1A – Matching Online tools (5 min)  
                   Activity 2.1B – Discussion - Sharing information online (15 min)  
                   Divide students into groups of 3 and get them to attempt both activities.  
                   Allow them at least 10 minutes to discuss the questions in Activity 2.1B with their peers. |
## Online Safety

- Monitor students’ engagement in the discussion and ensure that all students in the class participate actively in the discussion.
- Discuss the answers for Activity 2.1A and ask each group to provide a brief explanation of the answers for Activity 2.1B.
- Write key points from the discussion on the board and explain unseen vocabulary or new concepts.
- Tell the class that they are going to read about online tools and security.
- Distribute **Worksheet 2 - Activity 2.1C Reading comprehension**
- Give the students the option to work on their own or in pairs.
- Ask students to predict answers to three pre-reading questions. Briefly discuss predictions with the whole class prior to commencing the reading.
- Encourage students to use multiple strategies to manage vocabulary and ideas contained in the reading. This includes decoding words using knowledge of word families and affixes, guessing meanings and discussing the meanings of words and concepts with their peers. They may also use dictionaries.
- Monitor students’ progress and offer additional support to students who have difficulties or need assistance.
- Run whole class feedback, including confirming the definitions of unfamiliar terms.
- Display the reading passage on the whiteboard and highlight the sections which include the correct answers to the questions.
- Collect worksheets if required by your college.

<table>
<thead>
<tr>
<th>Answers</th>
<th>Worksheet 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 2.1 A – Matching Online Tools</strong></td>
<td></td>
</tr>
<tr>
<td>1. B</td>
<td></td>
</tr>
<tr>
<td>2. G</td>
<td></td>
</tr>
<tr>
<td>3. A</td>
<td></td>
</tr>
<tr>
<td>4. F</td>
<td></td>
</tr>
<tr>
<td>5. H</td>
<td></td>
</tr>
<tr>
<td>6. C</td>
<td></td>
</tr>
<tr>
<td>7. E</td>
<td></td>
</tr>
<tr>
<td>8. D</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2.1 Online Safety

You may need to explain some of the online tools in this matching exercise for the benefit of students who do not know them.

1. WhatsApp - freeware and cross-platform messaging and Voice over IP (VoIP) service.
2. Skype - application software that specializes in providing video chat and voice calls between electronic devices online.
3. WeChat - is a Chinese multi-purpose messaging, social media and mobile payment app developed by Tencent.
4. Google Plus - is an Internet-based social network that is owned and operated by Google.
5. Instagram - is a photo and video-sharing social networking service owned by Facebook, Inc.
6. Amazon - is an American electronic retail and cloud computing company based in the US.
7. Seek - helps Jobseekers find employment opportunities and hirers find candidates for advertised jobs.
8. Facebook - an American online social media and social networking service company.

Activity 2.1B – Discussion the idea of sharing information online

Students give their own answers and express their opinions.

Activity 2.1C – Reading ‘Stay Smart Online’

1. Keeping in touch with friends and family, working, studying, playing games, shopping and paying bills
2. Because they use online technology for 6 to 8 hours a day.
3. Word matching: benefits/advantages; risk/danger; fraud/trick; romance/love affair
4. The top three scams reported in 2017 are: phishing, identity theft, and false billing
5. a) True; b) False; c) False; d) True
6. Tricky one into giving out personal information
7. By keeping to trusted websites
8. To keep everyone safe online
9. a) creating strong passwords; b) treating suspicious messages with caution; e) keep banking details and money matters secure
10. Other aspects of your life - the same as safeguarding our physical belongings such as locking our doors and keeping hold of our wallets
11. c) Things to do to be safe online
12. Answers may include: us, our, we, it, they, your, everyone
Worksheet 1 – Activity 2.1 A

Matching Online Tools – Part A

Part A. Pre-discussion questions

**Instructions:** Your teacher will divide you into small groups. Match the following symbols with the relevant online tools and then discuss with others in the group.

Online tools:

a) WhatsApp  
b) Skype  
c) WeChat  
d) Google Plus  
e) Instagram  
f) Amazon  
g) Seek  
h) Facebook
Worksheet 1 – Activity 2.1 B

Discussion: Sharing Information Online – Part B

Instructions: Read the questions below. Answer the questions on your own first. Then discuss them with the other students in the group.

1. Which of the above online tools do you use?
2. What other online tools do you use?
3. Do you think they are secure? Why?
4. Did you have to register to use an online tool?
5. What information did you provide to register?
6. Do you think it is alright to share this information online? Why? Why not?
7. Do you know who can access your information?
Instructions: Complete the pre-reading questions below. Then read the passage and answers the questions below it.

Pre-reading questions (discuss with another student)

1. How many hours do Australians spend online?
2. What are some online threats?
3. Can you be safe online? How?

Stay Smart Online

Many of us use the internet a lot. The internet has become part of our daily life for keeping in touch with friends and family, working, studying, playing games, shopping and paying bills.

While the internet has many benefits, there are some safety and security risks that we face when using it. These include threats to the safety of our personal information, our privacy and the security of our electronic communications. We can receive unnecessary emails and messages from people we do not know. Sometimes we are also exposed to offensive and illegal content and behaviour online.

Many Australians are not aware of the risks they face when they use the internet. However, the good news is that you can take simple steps to protect your personal and financial information online.

On average, many Australians use the internet for 6 to 8 hours a day. They spend more hours a week online than with real people. As a result, internet users are more exposed to online threats. Some common online threats are spam and phishing, online scams and fraud, breach of privacy, cyber bullying and even identity theft.

In 2017, the Australian government found that the top three scams were phishing, identity theft and false billing. Almost $51million was lost to investment fraud and romance scams and it was discovered that Australians aged 55-64 were the main victims of these scams.

Fortunately, there are ways by which one can be safe online. Below is a list of 8 things that you can do to ensure your online safety and security.

1. Be careful of what you share
2. Create strong passwords to be secure
3. Treat messages from strangers with caution
4. Avoid malware—only access trusted websites
5. Keep financial details in a safe place
6. Stay secure while traveling
7. Back up data and regularly update your computer with security software
8. Keep everyone safe by reporting scams
Activity 2.1 C – Reading comprehension (cont.)

Taking care of your safety online is the same as taking care of other things in your life. We all do things to protect our physical belongings. We lock our doors and keep our wallets secure. By protecting your computer properly and taking the same care of your other devices when using the internet, you can protect yourself online.


Questions:

1. According to the passage, what do people use the internet for? List at least 3 uses.

   - ..........................................................................................................................................
   - ..........................................................................................................................................
   - ..........................................................................................................................................

2. Why are Australians more exposed to online threats?

   ......................................................................................................................................................
   ......................................................................................................................................................

3. Match the words in column A with their meanings in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) benefits</td>
<td>I. trick</td>
</tr>
<tr>
<td>b) risk</td>
<td>II. love affair</td>
</tr>
<tr>
<td>c) fraud</td>
<td>III. advantages</td>
</tr>
<tr>
<td>d) romance</td>
<td>IV. danger</td>
</tr>
</tbody>
</table>

4. The top three scams reported in 2017 were:

   6. ..........................................................................................................................................
   7. ..........................................................................................................................................
   8. .............................................................................................................................................
Activity 2.1 C – Reading Comprehension (cont.)

[page 3 of 4]

5. Are these statements TRUE or FALSE? Tick the correct answer (you can check a dictionary)

a) Lots of money was lost in romance scams. True □ False □

b) Younger people were easy victims of online scams. True □ False □

c) No one can be safe online. True □ False □

d) The internet has many benefits, but it also has threats. True □ False □

6. What is the meaning of phishing? Tick the correct answer (you can use a dictionary)

a) being abusive or rude online □

b) tricking someone into giving out personal information □

c) losing money online by illegal financial transactions □

d) replying to an email from a stranger □

7. How can a person avoid ‘malware’?

......................................................................................................................................................
......................................................................................................................................................

8. Why should you report scams?

......................................................................................................................................................
......................................................................................................................................................

9. Which one of these ensures your online safety? (you can tick more than one answer)

a) creating strong passwords □

b) treating messages from strangers with caution □

c) updating security software regularly □

d) not being online for too many hours □

e) locking your computer in a safe room □

f) keeping banking details secure □
Activity 2.1 C – Reading Comprehension (cont.)

10. What is ‘taking care of one’s self online’ compared to?
......................................................................................................................................................
......................................................................................................................................................

11. The article says “create strong passwords to be secure”.
   
a) What does ‘strong’ mean in this sentence?
......................................................................................................................................................

   b) Can you use ‘strong’ in a sentence to show a different meaning?
......................................................................................................................................................

12. Find three pronouns used in the passage.
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................

13. Were there any words that you did not know? Write the three words and their meaning below (you can use a dictionary).

<table>
<thead>
<tr>
<th>Unknown Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

14. What is this article about? Tick the most relevant answer.

   a) how many people use online tools in Australia  
   □

   b) the online privacy and security of elderly people  
   □

   c) things to do to be safe online  
   □

   d) the advantages and disadvantages of the internet  
   □
Activity 2.2 - Understanding a myGov Account

<table>
<thead>
<tr>
<th>Activity 2.2</th>
<th>Understanding a myGov Account</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To help students understand how to create myGov account</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>60 minutes</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Worksheet 3</td>
</tr>
<tr>
<td></td>
<td>Activity 2.2A Discussion: Government services (10 min)</td>
</tr>
<tr>
<td></td>
<td>Activity 2.2B Activity 2.2B Fill in the table (10 min)</td>
</tr>
<tr>
<td></td>
<td><strong>Worksheet 4</strong></td>
</tr>
<tr>
<td></td>
<td>Activity 2.2C Listening: How to create a myGov account (25 min)</td>
</tr>
<tr>
<td></td>
<td><strong>Worksheet 5</strong></td>
</tr>
<tr>
<td></td>
<td>Activity 2.2D Reading: How to create a myGov account (15 min)</td>
</tr>
<tr>
<td></td>
<td>Dictionary – digital or hard copy</td>
</tr>
<tr>
<td></td>
<td>Teacher computer with data projector and sound</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Photocopy Worksheet 3 - prepare one copy for each student</td>
</tr>
<tr>
<td></td>
<td>Photocopy Worksheet 4 - prepare one copy for each student</td>
</tr>
<tr>
<td></td>
<td>Photocopy Worksheet 5 - prepare one copy for each student</td>
</tr>
<tr>
<td></td>
<td>Instruct students to bring a dictionary and encourage them to use it. The dictionary can be a hard copy or in digital format.</td>
</tr>
<tr>
<td><strong>Teacher’s notes</strong></td>
<td>In this set of activities, students share their knowledge and experience about commonly used government services and discuss the sharing of personal information with various agencies. It incorporates speaking, listening and reading focused tasks which lead students towards setting up a myGov account.</td>
</tr>
<tr>
<td></td>
<td>In Activity 2.2A, students use logos as a stimulus for discussion about government agencies. They also discuss what type of personal information they share with others in real life and why it is necessary to share this information in Activity 2.2B.</td>
</tr>
<tr>
<td></td>
<td>In Activity 2.2C, students listen to an audio recording about creating an online myGov account. This is a whole class activity. The link is: <a href="https://www.youtube.com/watch?v=Cldy_brqh50&amp;ab_channel=myGovAustralia">https://www.youtube.com/watch?v=Cldy_brqh50&amp;ab_channel=myGovAustralia</a></td>
</tr>
<tr>
<td></td>
<td>Activity 2.2D is a reading passage in the form of screenshots with some accompanying questions. This reading gives students some important tips that will prepare them for the next activity, which is setting up a myGov account.</td>
</tr>
<tr>
<td></td>
<td><strong>Relationship to ACSF:</strong> These tasks would provide evidence towards the attainment of Reading at level 3.03 and 3.04, Speaking 3.07 and Listening 3.08.</td>
</tr>
<tr>
<td><strong>Suggested procedure</strong></td>
<td>• Tell the class they will talk about various government agencies before watching a video about setting up a government account.</td>
</tr>
<tr>
<td></td>
<td><strong>Worksheet 3 Activity 2.2A – Discussion: Government services</strong></td>
</tr>
</tbody>
</table>
|              | • Organise the class into small groups and ask them to think about the different government agencies that they have used. [You may like to organise groups to
### Activity 2.2 Understanding a myGov Account

- Achieve a variety of experiences in the discussion. I.e.: student’s with experience of childcare, Jobseekers, older students.
  - Distribute Worksheet 3 - Activity 2.2A and Activity 2.2B
  - Monitor students’ engagement in the discussion and ensure that all students in the class participate actively.
  - Run whole class feedback, getting students where possible to explain some of the agencies to the rest of the class.
  - Emphasize the necessity of sharing personal information and reiterate that it is the responsibility of every individual to provide accurate information to the different government and non-government agencies they use.
  - Tell the students that there are strict laws in Australia that require businesses and government agencies to take care of people’s personal information.
  - Reassure the students that while businesses and all government agencies typically have secure online systems, students always need to be very careful about who they share their personal information with.

### Worksheet 4 Activity 2.2 C Listening: How to create a myGov account

- Tell the class that they are going to listen to a recording about creating an online myGov account.
  - Distribute Worksheet 4 - Activity 2.2C: Listening Comprehension and instruct students to read all of the questions.
  - Tell students that the recording will be played 3 times. The first time they just listen and take notes. The second time, they can write the answers to the questions and the third time they can check if their answers are correct.
  - Students can then check their answers with a peer.
  - Play the video for the whole class and pause at appropriate points to confirm in detail the steps for creating a myGov account.
  - Collect worksheets if required by your college.

### Worksheet 5 Activity 2.2D Reading: How to create a myGov account

- Distribute Worksheet 5 - Activity 2.2D: Reading Comprehension
  - Tell the students that the screenshots are written instructions based on creating a myGov account and are related to the audio recording that they listened to.
  - Explain that the purpose of the activity is to prepare them to create a real myGov account.
  - Ask students to read the questions before they read the screenshots.
  - Give the students the option to work on their own or in pairs. If they work independently, they can then check their answers with a peer, except for the answers to the secret questions. They should NOT disclose information relating to their secret questions.
  - Check that all students have answered all the questions.
  - Collect worksheets, if required by your college.

### Answers

- Worksheet 3
  - Activity 2.2 A – Discussion: Government services
Activity 2.2 Understanding a myGov Account

Questions 1-5. Students own answers and explanation

Activity 2.2 B – Fill in the Table

Answers are in the table below

<table>
<thead>
<tr>
<th></th>
<th>To set up and email account</th>
<th>To rent a house</th>
<th>To open a bank account</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Full name</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Date of birth</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Income</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4. Home address</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5. Tax File Number</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6. Bank details</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7. Gender</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8. Number of family members</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>9. Telephone number</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10. Email address</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Worksheet 4

Activity 2.2 C – How to create a myGov account online [recording]

1. Go to my.gov.au and select ‘create a myGov account’.
2. To use myGov, you will need to agree to the terms of use by selecting "I agree".
3. a) Australian Taxation office; b) Centrelink; c) Medicare; e) My Health record
4. a) True; b) True; c) False; d) False
5. A code will be sent via email to the email address that you entered.
6. Three
7. Click ‘Continue to myGov’
8. Five

Worksheet 5

Activity 2.2 D – How to create a myGov account online

1. Highlights the responsibilities of the myGov account holder and the service provider
<table>
<thead>
<tr>
<th>Activity 2.2</th>
<th>Understanding a myGov Account</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>No, because you can only use one email address to create one myGov account</td>
</tr>
<tr>
<td>3.</td>
<td>If you don’t have access to a mobile phone, select ‘Skip’ this step.</td>
</tr>
<tr>
<td>4.</td>
<td>A code will be emailed to the mobile phone</td>
</tr>
<tr>
<td>5.</td>
<td>Yes. You increase the security of your account</td>
</tr>
<tr>
<td>6.</td>
<td>At least 7 characters and at least 1 number</td>
</tr>
<tr>
<td>7.</td>
<td>Student’s own answer</td>
</tr>
<tr>
<td>8.</td>
<td>Student’s own answer</td>
</tr>
</tbody>
</table>
Worksheet 3 – Activity 2.2 A

Discussion: Government Services – Part A

[page 1 of 2]

Instructions: Look at the logos below. Read the discussion questions. Discuss the questions with the other students in your group.

Questions
1. Do you know these government agencies?
2. What services do they offer?
3. Have you registered with any of them? Why?
4. What personal information did you have to give?
5. Were you comfortable providing this information?

https://en.wikipedia.org/wiki/Australia
Worksheet 3 – Activity 2.2 B

Discussion: Fill in the Table – Part B

6. What information do you think you have to give for the following? Tick the boxes in the table below?

<table>
<thead>
<tr>
<th></th>
<th>To set up and email account</th>
<th>To rent a house</th>
<th>To open a bank account</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Full name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Date of birth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Home address</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Tax File Number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Bank details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Number of family members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Telephone number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Email address</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 4 – Activity 2.2 C
How to Create a myGov Account – Part C

[page 1 of 2]

Instructions: Read the questions below. Watch the video and listen for answers to the questions. Write your answers below. Click on the link to watch the video:

https://www.youtube.com/watch?v=Cldy_brqh50&ab_channel=myGovAustralia

1. What is the first thing that you need to do to create a myGov account?

2. To use myGov, you will need to agree to the ........................................ by selecting ..................................

3. Which of these services are included in the myGov portal?
   a) Australian Taxation Office  ☐   d) Medicare  ☐
   b) Centrelink  ☐   e) My Health Record  ☐
   c) Department of Defence  ☐   f) Emergency Services  ☐

4. Are the following TRUE or FALSE [Tick the correct answer]

<table>
<thead>
<tr>
<th>Question</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) You can’t use one email address to create more than one myGov account.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Your password can have 7 characters or more.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Your password should include a number and a capital letter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) It is compulsory to provide a mobile phone number.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to Create a myGov Account (cont.)

[page 2 of 2]

5. What happens after you enter an email address?

......................................................................................................................................................

6. How many secret questions and answers should you provide?

......................................................................................................................................................

7. After you have created an account, what should you do to start linking a service?

......................................................................................................................................................

8. How many steps should you follow to create a myGov account?

......................................................................................................................................................
Worksheet 5 - Activity 2.2 D

Reading Instructions – Part D

Instructions: Read the ‘myGov’ screenshots and answer the questions further below.

CREATE A MYGOV ACCOUNT

Go to myGov and select Create an account on the homepage.

STEP 1: AGREE TO TERMS OF USE

Read the terms of use. Select ‘I agree’ to acknowledge and accept our terms of use.
STEP 2: ENTER AN EMAIL ADDRESS

Enter your email address, then select ‘Next’.

Each myGov account must have a different email address. If you share an email address with someone, only one of you can use that email address.

We will email you a code. Enter the code, then select ‘Next’.
STEP 3: ENTER YOUR MOBILE NUMBER

Enter your mobile number, and then select ‘Next’.

If you don’t have access to a mobile phone or mobile phone coverage, select ‘Skip this step’.

We will send a code to your mobile phone if you provided your mobile number. Enter the code, then select ‘Next’.

STEP 4: CREATE A PASSWORD

Create and re-enter your password, then select ‘Next’.

Your password must have at least 7 characters and include at least 1 number.
STEP 5: CREATE YOUR SECRET QUESTIONS

Secret questions and answers help keep your account secure. You will be asked to create 3 questions and answers that only you can answer.

Select your first question from the list or create your own. Make sure your answers are easy for you to remember.

Select ‘Next’ after entering your answer and repeat for questions 2 and 3.
Reading Instructions (cont.)

[page 5 of 6]

Create secret question 2
Step 5 of 5
Create your second secret question and answer.

- What was the model of a car I learnt to drive in?
- What are the last five digits of my sports/gym membership card?
- What is my most memorable moment in my adult life?
- What was the name of the primary school I attended?
- Who was my favourite teacher at school?
- What person from history do I most admire?
- What was the first movie I went to?
- Write my own question

Answer: 

[Next]

Create secret question 3
Step 6 of 6
Create your final secret question and answer.

- What was my favourite subject at school?
- What sport or hobby did I do as a child?
- What was my nickname at school?
- What is my favourite memory from school?
- What was my first job?
- Who was my first employer?
- What was the first live concert, theatre or band I went to see?
- Write my own question

Answer: 

[Next]
ACCOUNT CREATED

Once you have created your myGov account, your username will appear on the screen. Your username details will also be emailed to you.

Select ‘Continue to myGov’ to return to the homepage.

This is your first sign in. You can now:
- link government services
- go to ‘Account settings’ to set up your sign-in options and Inbox notifications

*For your privacy and security, select ‘Sign out’ when you have finished using your myGov account.
Worksheet 5 – Activity 2.2 D

Activity 2.2 D – Comprehension

Instructions: Using information from the ‘Create a myGov account’ screenshots above, write answers to the questions below. You will need this worksheet for the next section of this lesson.

1. What are the two things that the terms of use do?

2. If you were to share an email address with someone else, can you use it to create a myGov account? Why?

3. What can you do if you do not have access to a mobile phone?

4. What happens if you provide a mobile phone number?

5. Is there any benefit if you provide a mobile phone number? What is it?

6. What should you password contain?

7. Write three questions you choose to answer and the answers for them below.

   Q: 1: .................................................................................................................................
   Answer: ............................................................................................................................

   Q: 2: .................................................................................................................................
   Answer: ............................................................................................................................

   Q: 3: ................................................................................................................................
   Answer: ................................................................................................................................
# Activity 2.3 - Creating a myGov Account

<table>
<thead>
<tr>
<th>Activity 2.3</th>
<th>Creating a myGov Account</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To get students to create a myGov account</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>20 minutes</td>
</tr>
</tbody>
</table>
| **Materials**| Worksheet 5  
Activity 2.2D Reading comprehension: How to create a myGov account (that students completed earlier) - The students will need to use their copy of this worksheet.  
Dictionary – digital or hard copy  
Teacher computer with data projector and sound |
| **Preparation**| Students have to use their copies of Worksheet 5. If you plan to do this activity on another day, remind students to bring their copies of Worksheet 5. Keep a few spares in case some of them do not bring their copies.  
Instruct students to seek assistance from you or their peers as necessary. |
| **Teacher’s notes**| In this activity (2.3), students go online and register for a myGov account using the notes that they wrote on Worksheet 5.  
Make sure that every student has an email address that has not previously been used for creating a myGov account. Also, make sure that students have their 3 secret questions and answers written down on Worksheet 5.  
**Emphasise the importance of students entering details carefully and advise them to make note of any important details.** Monitor the activity and offer assistance as necessary.  
At the end of the activity, each student should have successfully created a myGov account. Remind the students not to log out of the portal until they show you the ‘Welcome …’ page. |
| **Suggested procedure**| ▪ Ask each student to have Worksheet 5 at hand. Check that students have written down all the necessary information to create a myGov account.  
▪ Ask students to log onto the computer.  
▪ Get the students to access myGov.com.au and commence creating their myGov account by following the steps in Worksheet 5.  
▪ Monitor the activity and offer assistance as necessary. Encourage students to clarify things before moving onto the next step.  
▪ Instruct students to enter details carefully and make a note of any important details.  
▪ Collect Worksheet 5 if required by your college. |
| **Answers** | N/A |
| **Extension activity** | Try to log into the myGov account that you created in class and provide feedback to your teacher and peers. |
# Student Evaluation: Lesson 2

**Accessing myGov: Lesson 2 Student Evaluation. Please tell us what you understand.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>A little</th>
<th>A moderate amount</th>
<th>A lot</th>
<th>A great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1. I can identify different kinds of online tools/website applications (apps)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 2. I understand that there are safety/security risks associated with using the internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 3. I know about &quot;phishing&quot; and &quot;online scams&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 4. I know about different ways to stay safe online</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 5. I can identify the different government services included on the myGov portal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 6. I understand the importance of having secret questions and answers for making an online account</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 7. I can create/complete appropriate secret questions and answers for making an online account</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 8. I know how to create an appropriate password for my online myGov account</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Question 9. I understand important vocabulary such as &quot;terms of use&quot;, &quot;privacy notice&quot; and &quot;responsibilities&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 10. I know how to create a myGov account</td>
<td></td>
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</tbody>
</table>
Lesson 3: Using myGov
Purpose

Lesson 3 builds on the students’ knowledge of myGov from what they learned in Lessons 1 and 2. The starting point for Lesson 3 is about signing into myGov. It is assumed that students will have already created their own myGov account by the end of Lesson 2 and that they will have signed into their account at home. However, the discussion and reading activity at the start of Lesson 3 encourages students to look at what they can do if they forget their username and/or password. These activities, along with an activity for sequencing instructions for signing in and labelling items on the myGov member home page, reinforce important vocabulary and concepts that students encounter in using myGov. The second part of the lesson gives students the opportunity to look again at the government services on myGov for linking a relevant service to their account. The activities in this section also help to reinforce vocabulary and concepts that are important for using myGov. This lesson should be followed by a presentation and ‘hands-on’ session delivered by people from the Department of Human Services.

The materials in this lesson will help students to:

- Sign into myGov, even when they forget their username and password
- Identify appropriate services members could link to their myGov account

Suggested structure and timing

Total time: 2 hours

<table>
<thead>
<tr>
<th>Lessons and Activities</th>
<th>Resources</th>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td>Lesson 3: Using myGov</td>
<td>Worksheet 1</td>
<td></td>
</tr>
<tr>
<td>Activity 3.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signing into myGov</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 A – Discussion: Signing into myGov</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1B – Reading: Signing into myGov</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worksheet 2</td>
<td></td>
<td></td>
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<tr>
<td>3.1 C - Sequencing Instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 D - Matching Labels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3.2</td>
<td>Worksheet 3</td>
<td></td>
</tr>
<tr>
<td>Linking Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 A – Discussion: Linking Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 B - Matching Services to Members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worksheet 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 C - Vocabulary matching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 D - Listening / cloze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 E - Comprehension Questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Activity 3.1 – Signing into myGov

<table>
<thead>
<tr>
<th>Activity 3.1</th>
<th>Signing into myGov</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To help students understand how they can sign into myGov, even if they forget their username and/or password.</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>55 minutes</td>
</tr>
</tbody>
</table>
| **Materials**| Worksheet 1  
3.1 A – Discussion: Signing into myGov  
3.1 B – Reading: Signing into myGov  
Worksheet 2  
3.1 C - Sequencing Instructions  
3.1 D - Matching Labels |
| **Preparation** | Photocopy Worksheet 1 – prepare one copy for each student  
Photocopy Worksheet 2 – prepare one copy for each student  
*To make it easier to manage the number of copies, teachers could photocopy all worksheets (1-5), either single or double-sided and staple together as a small booklet. Obviously, double-sided copies save paper.  
Ensure classroom has internet enabled computer and projection  
Copy 3.1B onto USB so that screenshots can be shown on a data projector, if necessary, to demonstrate answers. |
| **Teacher’s notes** | In this activity, students share their experience of signing into myGov and consider what to do if they forget their username/password. They also review the instructions for signing into myGov and look at what is on the myGov home page.  
**ACSF note:** The activities in Lesson 3 would contribute evidence towards the attainment of the following ACSF indicators: Reading 3.03, 3.04 / Oral Communication 3.07, 3.08. However, lesson 3 covers a lot more of the Reading 3.04 indicator as it has activities demonstrating the use of reading strategies. |
| **Suggested procedure** | ▪ Ask each student to have Worksheet 5 at hand. Check that students have written down all the necessary information to create a myGov account.  
▪ **Distribute Worksheet 1:**  
  Activity 3.1 A – Discussion: Signing into myGov (10 min)  
  Activity 3.1B – Reading: Signing into myGov (25 min)  
  ▪ Pair up students and ask them to discuss the questions with a partner.  
  ▪ Circulate around the class to monitor engagement in the discussion and to ensure all students participate.  
  ▪ Invite a few students to share their answers/responses with the rest of the class.  
  ▪ Ask students to skim the words in the box in Activity 3.1B and check their understanding of any unfamiliar words, e.g.: verification.  
  ▪ Ask students to choose a word from the box and fill in the missing spaces in the written text (numbers 1-16). |
Activity 3.1  Signing into myGov

- Tell students to look at the screenshots (A-F) while they read the text, to help them choose the correct words for 3.1 B.
- Tell students to avoid using their dictionaries but to look at the screenshots for clues/answers.
- The teacher should circulate during the activity to monitor students' progress and help students where needed.
- Discuss answers on completion of the activity.
- Distribute Worksheet 2: Activity 3.1 C – Sequencing Instructions (10 min) and Activity 3.1D – Matching Labels (10 min).
- For activities, 3.1C & 3.1D give students the option to work on their own or in pairs.
- Tell students they are going to put the instructions for signing into myGov into the correct order in 3.1C. Ask them to write 1-8 next to the instructions as they should occur.
- Tell students that the instructions for b. and h. are only carried out for a first-time sign in.
- Monitor students’ progress and offer help to students who need assistance.
- Check answers and give feedback to the whole class
- Tell students that they are going to look at a model myGov home page.
- Ask students to look at the labels in 3.1D (a-j). Tell them they must put the letter for the label next to the appropriate numbered item/information in the screenshot on the following page.
- Monitor students’ progress and offer help to students who need assistance.
- Check answers and give feedback to the whole class (screenshot could be displayed on whiteboard through data projector during feedback). This is a good opportunity to check that students know where they update any changes to their personal information (i.e., through ‘Account settings’). Also, remind students of the importance of signing out – via ‘sign out’ – once they have finished their myGov business – to stay safe online.

Answers

Worksheet 1

Activity 3.1A – Discussion: Signing into myGov

Questions 1 – 3: Students’ own answers

4. The myGov username is made up of 8 characters – 2 letters and 6 numbers (students need to be reminded of this so that they don’t confuse it with their password when signing in).
### Activity 3.1 Signing into myGov

<table>
<thead>
<tr>
<th>Activity 3.1 B – Reading: Signing into myGov</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. username or email</td>
</tr>
<tr>
<td>2. forgot username</td>
</tr>
<tr>
<td>3. email address</td>
</tr>
<tr>
<td>4. SMS</td>
</tr>
<tr>
<td>5. confirm</td>
</tr>
<tr>
<td>6. forgot password</td>
</tr>
<tr>
<td>7. username</td>
</tr>
<tr>
<td>8. code</td>
</tr>
<tr>
<td>9. mobile</td>
</tr>
<tr>
<td>10. verification</td>
</tr>
<tr>
<td>11. safe</td>
</tr>
<tr>
<td>12. enter</td>
</tr>
<tr>
<td>13. secret questions</td>
</tr>
<tr>
<td>14. password</td>
</tr>
<tr>
<td>15. re-enter</td>
</tr>
<tr>
<td>16. myGov</td>
</tr>
</tbody>
</table>

### Worksheet 2

**Activity 3.1C – Sequencing Instructions**

<table>
<thead>
<tr>
<th>a.</th>
<th>b.</th>
<th>c.</th>
<th>d.</th>
<th>e.</th>
<th>f.</th>
<th>g.</th>
<th>h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>8</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

**Activity 3.1D – Matching Labels**

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
<th>9.</th>
<th>10.</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>j</td>
<td>g</td>
<td>h</td>
<td>c</td>
<td>i</td>
<td>d</td>
<td>a</td>
<td>f</td>
<td>b</td>
</tr>
</tbody>
</table>
Worksheet 1 - Activity 3.1 A

Discussion – Signing Into myGov

Instructions: Work with a partner. Read the questions below and discuss your answers with another student.

1. Were you able to sign into myGov at home?
2. Was it easy/difficult? Explain.
3. What can you do if you forget your username and/or password?
4. What is a myGov username usually made up of?
Worksheet 1 - Activity 3.1 B
Reading: Signing Into myGov

Instructions: Choose words from the box to fill in the spaces (1-16) in the passage below. Look at pictures A-F (pages 3-5) to help you decide on the missing words.

verification forgot password myGov username or email
email address code forgot username mobile
SMS enter password confirm
re-enter safe username Secret question

How to sign into myGov if you forget your username and password

When you sign into myGov you will see the home page (Picture A). First, you will need to type in your (1.)_________________________. If you have forgotten this, you can click on (2.)___________ _______________ below the first box (Picture A). This will take you to another page (Picture B), where you can type in your (3.)__________ ______________ . You then choose how you want to receive your Username, by email, or by (4.) ____ . When you have finished, you need to click on (5.) _____________. Your user name will then be sent to your email/ mobile phone.

If you have forgotten your password when you go to sign into myGov, you can click on (6.)___________ _______________ below the first box (Picture A). This will take you to another page (Picture C), where you can type in either your (7.) ________________ or your email address. You are then informed that myGov will send you a (8.) __________ . After that, you must decide where you want the code to be sent - to your email or (9.) _________________. This is part of a two-step (10.) ________________ process to make sure your important information is kept (11.) ____.
After you have selected either ‘email’ or ‘mobile’, you click ‘next’. This will take you to another page (Picture D), where you (12.) ______ the code sent to you by myGov. You then click on ‘Next’. On the new page (Picture E) you will be asked about a (13.) __________ ___________. After you provide the correct answer to one of your secret questions, you have to click ‘Next’. You will now see a page (Picture F) where you can create a new (14.) ___________. You will have to (15.) __________ your new password and click ‘confirm’. You can now use your new password to sign into (16.) ________.
Picture A (myGov Sign in page)

What is myGov?
A simple and secure way to access government online services:
- Australian JobSearch
- Australian Taxation Office
- Centrelink
- Child Support
- Department of Veterans’ Affairs
- Medicare
- My Aged Care
- My Health Record
- National Disability Insurance Scheme
- Victorian Housing Register Application

Picture B

Forgot your username

We need your email address to identify you and find your username.

Email address

Choose how we send your username:

- [ ] Email
- [ ] SMS

[Cancel] [Confirm]
Picture E

Secret question

Question: Who was my favourite teacher at school?

Answer:

C

Cancel  Next

Picture F

Create new password

Your password must have at least 7 characters and include at least 1 number.

Do not show others your password.

New password

Re-enter new password

Cancel  Confirm
### Worksheet 2 – Activity 3.1 C

#### Sequencing Instructions

[page 1 of 2]

**Instructions:** Put the instructions for signing into myGov (a-h) into the right order from 1 to 8, then **sign into your myGov account** to check that you are correct.

**How to sign into your myGov account** (*You only do these steps for a first time login*)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Enter your <strong>password</strong></td>
</tr>
<tr>
<td>b)</td>
<td>Click ‘I agree’ *</td>
</tr>
<tr>
<td>c)</td>
<td>Type <strong><a href="https://my.gov.au/">https://my.gov.au/</a></strong> into your computer address bar</td>
</tr>
<tr>
<td>d)</td>
<td>Go to your mobile phone and check the short message service (SMS) sent by myGov</td>
</tr>
<tr>
<td>e)</td>
<td>Enter your <strong>username or email address</strong></td>
</tr>
<tr>
<td>f)</td>
<td>Click on ‘sign in’</td>
</tr>
<tr>
<td>g)</td>
<td>Enter the code from the SMS you received, then Click ‘next’</td>
</tr>
<tr>
<td>h)</td>
<td>You must agree to the myGov terms of use on the ‘Updated Terms of use’ page to continue *</td>
</tr>
</tbody>
</table>
Worksheet 2 – Activity 3.1 D

Matching Labels

Instructions: Choose a label from a-j and write the letter next to the appropriate number on the myGov 'home' page below.

a) Link for adding services to account
b) Greeting
c) myGov member’s date of birth
d) inbox messages
e) navigation bar
f) services linked to myGov account
g) member’s full name
h) sign out
i) last sign in date and time
j) account settings
### Activity 3.2 – Linking Services

<table>
<thead>
<tr>
<th><strong>Activity 3.2</strong></th>
<th><strong>Linking Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To encourage students to identify appropriate services they could link to their myGov account.</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>65 minutes</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td><strong>Worksheet 3</strong></td>
</tr>
<tr>
<td></td>
<td>Activity 3.2 A - Discussion: Linking Services (5 min)</td>
</tr>
<tr>
<td></td>
<td>Activity 3.2 B - Matching Services to Members. Matching myGov services to myGov members (20 min)</td>
</tr>
<tr>
<td><strong>Worksheet 4</strong></td>
<td>Activity 3.2 C - Vocabulary Matching (10 min)</td>
</tr>
<tr>
<td></td>
<td>Activity 3.2 D - Listening / cloze. Watching a myGov video on linking services + gapfill (20 min)</td>
</tr>
<tr>
<td></td>
<td>Activity 3.2 E - Comprehension Questions (10 min)</td>
</tr>
</tbody>
</table>

| **Preparation** | Photocopy Worksheet 3 – prepare one copy for each student. |
|                 | Photocopy Worksheet 4 – prepare one copy for each student. |
|                 | *To make it easier to manage the number of copies, teachers could photocopy all worksheets (1-5), either single or double-sided and staple together as a small booklet. Obviously, double-sided copies save paper.* |
|                 | Ensure classroom has an internet enabled computer, projection and sound capability. |
|                 | Ensure there are computers for each student + individual headsets (encourage students to bring their own headset). |
|                 | Copy 3.2 onto USB to demonstrate answers. |

| **Teacher’s notes** | In this set of activities, students look at the myGov services and consider their relevance for different kinds of people/members and for themselves. They watch instructions on a YouTube clip about linking services and fill in missing key words. They then answer comprehension questions to check their understanding of the video clip. Finally, students are encouraged to follow the instructions from the video clip and link myGov service(s) to their account. |

| **Suggested procedure** | ▪ **Distribute Worksheet 3:**  
  Activity 3.2 A – Discussion Linking Services (5 min)  
  Activity 3.2 B – Matching Services to Members (20min)  
  ▪ Pair up students and ask them to discuss the questions in 3.2 A with a partner.  
  ▪ Invite a few students to share their answers/responses with the rest of the class  
  ▪ Organise students in small groups and ask them to look at the myGov services in 3.2 B. Ask students to decide which services would be relevant for the different myGov members listed in 3.2B. and give reasons for their choice |
### Activity 3.2: Linking Services

- Circulate around the class to monitor engagement in the discussion and to ensure all students participate.
- Invite groups to share their answers and explanations with the rest of the class.
- Check answers and give feedback to the whole class.
- Distribute Worksheet 4:
  - Activity 3.2 C – Vocabulary Matching (5 min)
  - Activity 3.2 D – Listening / cloze. Watching video + gapfill (15 min)
  - Activity 3.2 E – Comprehension Questions (15 min)
  - Activity 3.2 F – Link Member Service (10 min)

  - Ask students to match the words in 3.2C (from 1-12) to their meanings (a-l).
  - Tell students that the words (1-12) are the missing words from the listening text in 3.2D
  - Monitor students’ progress and offer help to students who need assistance.
  - Check answers and give feedback to the whole class
  - Ask students to log into their computer
  - Ask students to skim read the text: *Linking a member service using an existing online account (3.2D)*
  - Tell students to type the following link into their computer website address bar (from activity 3.2D)*: [https://www.youtube.com/watch?v=5BmpXhZLB2k](https://www.youtube.com/watch?v=5BmpXhZLB2k)
  - Tell students they are going to watch the video and fill in the missing words (suggest they watch it twice – once to do the activity and a second time to check answers. Tell students they can listen a third time).
  - Ask students to put on their headset before playing the video as they will be working at their own pace*.
  - Monitor students’ progress and offer help to students who need assistance.
  - Check answers and give feedback to the whole class.
  - Ask students to read through the comprehension questions in 3.2E.
  - Ask students to look again at the video or re-read the text from 3.2D and give short answers to the questions.
  - Monitor students’ progress and offer help to students who need assistance.
  - Check answers and give feedback to the whole class.

### Answers

**Worksheet 3**

- **Activity 3.2 A – Discussion: Linking Services**
  - Questions 1-3: Students’ own answers

- **Activity 3.2 B – Matching Services to Members**
  - Consider students’ own answers and explanations

  **NB:** Anyone who earns money/an income must pay tax so should link to the ATO; all Australian citizens/permanent residents & refugees are entitled to free healthcare so should link to Medicare; anyone receiving Centrelink support/payments should also link to this service.
### Activity 3.2  Linking Services

#### Worksheet 4

**Activity 3.2 C - Vocabulary Matching**

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>h</td>
<td>g</td>
<td>j</td>
<td>k</td>
<td>l</td>
<td>a</td>
<td>i</td>
</tr>
<tr>
<td>c</td>
<td>d</td>
<td>b</td>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 3.2 D – Listening / cloze. Watching video + gapfill (15min)**

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>link</td>
<td>7.</td>
<td>existing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>menu</td>
<td>8.</td>
<td>provide</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>select</td>
<td>9.</td>
<td>password</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>agree</td>
<td>10.</td>
<td>enter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>storing</td>
<td>11.</td>
<td>record</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>options</td>
<td>12.</td>
<td>account</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Worksheet 4 – Activity 3.2E – Comprehension questions**

1. 6
2. Sign into your myGov account
3. ‘Link your first service’ or click ‘services’ from the menu
4. To agree to myGov storing your legal name and date of birth
5. a.
6. Your Customer Access Number (CAN) or Customer Reference Number (CRN). NB: these mean the same thing!
7. By selecting/clicking ‘Next’
8. A security/secret question that you previously recorded with myGov
Worksheet 3 - Activity 3.2 A

Discussion – Linking Services

Instructions: Work with a partner. Read the questions below and discuss your answers with another student.

1. Were you able to link the ATO service (or other services) to your myGov account?
2. Was it easy/difficult? Explain why.
3. What other services would you like to link to your myGov account? Explain why.

Worksheet 3 - Activity 3.2 B

Matching Services to Members

Instructions: Read through the list of myGov services (a-i). Which service(s) do you think the myGov members listed below (1-6) should link to their myGov accounts? Write the letter(s) of your choice in the blank spaces provided. You can choose more than one service. Discuss your answers with another student.

myGov Online Services:

a) Australian JobSearch
b) Australian Taxation Office
c) Centrelink
d) Child Support
e) Department of Veterans’ Affairs
f) Medicare
g) My Aged Care
h) My Health Record
i) National Disability Insurance Scheme (NDIS)

myGov Members:

1. A refugee .........................................................
2. A stay-at-home parent ....................................
3. A working parent ............................................
4. A part-time worker/student ............................
5. A retired person .............................................
6. A veteran .....................................................
Worksheet 4 - Activity 3.2 C

Vocabulary Matching

Instructions: Match the words on the left (1-12) to the appropriate meaning or synonym on the right (a-l).

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning/Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. store</td>
<td>a) give consent to</td>
</tr>
<tr>
<td>2. enter</td>
<td>b) choose</td>
</tr>
<tr>
<td>3. record</td>
<td>c) facility</td>
</tr>
<tr>
<td>4. link</td>
<td>d) choices</td>
</tr>
<tr>
<td>5. menu</td>
<td>e) can be found</td>
</tr>
<tr>
<td>6. password</td>
<td>f) keep</td>
</tr>
<tr>
<td>7. agree</td>
<td>g) document</td>
</tr>
<tr>
<td>8. provide</td>
<td>h) go or come in</td>
</tr>
<tr>
<td>9. service</td>
<td>i) give/supply</td>
</tr>
<tr>
<td>10. options</td>
<td>j) connect / join</td>
</tr>
<tr>
<td>11. select</td>
<td>k) list of options</td>
</tr>
<tr>
<td>12. existing</td>
<td>l) secret word for entry</td>
</tr>
</tbody>
</table>
Worksheet 4 - Activity 3.2 D

Listening

Instructions: Type this link into your website address bar:
https://www.youtube.com/watch?v=5BmpXhZLB2k

Watch the myGov video and fill in the missing words (1-12) in the written text below. Watch again to check your answers. Watch a third time and answer the comprehension questions (1-8).

Linking a member service using an existing online account

Now, you have signed into your myGov account, select (1) ‘_____ your first service’, or select ‘Services’ from the (2) _____ at the top of the screen. (3) ________ the service you would like to link.

If you are linking with Medicare, Centrelink or the Australian Taxation Office, you will be asked to (4) ______ to myGov (5) __________ your personal information. Select ‘I agree’ to continue.

There are (6) _________ available to link your service. This video shows how to link using an (7) ____________ online account. Select this option, then select ‘Next’.

You will be asked to (8) ________ your agency reference number* and (9) ___________. For example, if you are linking Centrelink, you (10) _______ your Customer Access Number (CAN) *. Select ‘Next’ to continue.

You will be asked questions to make sure we link the correct (11) ________ to your myGov account.

Your service is now linked to your myGov (12) ________. You can continue to link more services or continue with your business.

*Customer Reference Number (CRN) = Customer Access Number (CAN)
Worksheet 4 - Activity 3.2 E

[page 1 of 3]

Activity 3.2 E – Comprehension Questions

**Instructions:** Read the questions below and write your answers in the space provided.

1. How many steps are there for linking a service to your myGov account?

2. What do you need to do before you link a member service?

3. What can you click on to link a service? (2 possible answers)

4. What will you be asked if you are linking with Medicare, Centrelink or the ATO?

5. Which option should you choose for linking a new service, e.g.: Centrelink, if you have an existing online account? *(Tick the correct answer)*
   - a. I have an online account with Centrelink
   - b. I do not have an online account with Centrelink
   - c. I have a linking code

6. What do you need to provide if you are linking Centrelink to your account?

7. How do you continue from one page to the next?

8. What questions will myGov ask to make sure they link the correct record to your myGov account?
## Student Evaluation: Lesson 3

Using myGov: Lesson 3 Student Evaluation. Please tell us what you understand.

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>A little</th>
<th>A moderate amount</th>
<th>A lot</th>
<th>A great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1.</td>
<td>I know how to sign into myGov</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Question 2.</td>
<td>I know how to sign into myGov if I forget my username and password</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Question 3.</td>
<td>I know about two-step verification and how it ensures important information is kept safe online</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Question 4.</td>
<td>I can identify things on the myGov home page</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Question 5.</td>
<td>I can choose appropriate government services to link to my own myGov account</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Question 6.</td>
<td>I understand that I must agree to myGov storing my personal information (e.g.: name, date of birth, etc.) if I want to link with Medicare, Centrelink or the ATO</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Question 7.</td>
<td>I know I must provide a Customer Access Number (or Customer Reference Number) to link Centrelink to my own myGov account</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Question 8.</td>
<td>I know myGov will ask me one of my security/secret questions when I link a government service to my own myGov account</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Question 9.</td>
<td>I can link a government service to my own myGov account</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Question 10.</td>
<td>I can identify similarities and differences on the home pages of the government services on myGov</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
</tbody>
</table>
Purpose

- To inform teachers about the AMEP Digital Literacy Pilot Project
- To familiarise teachers with program structure (i.e. three sequenced lessons)
- To familiarise teachers with a range of purposes that underpin the lessons
- To show that digital skills are critical for accessing key government services
- To illustrate that lesson content can also be used as evidence of performance against some ACSF indicators

Suggested structure and timing

Total time: 1 hours

<table>
<thead>
<tr>
<th>Lessons and Activities</th>
<th>Resources</th>
<th>Timings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide project background</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teachers workshop activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify &amp; discuss lesson purposes</td>
<td>PowerPoint ‘AMEP Digital Literacy Pilot Project – ESOL update’</td>
<td></td>
</tr>
<tr>
<td>2. Map activities to lesson purpose</td>
<td>AMEP Digital Literacy Pilot – Teacher in-service worksheet</td>
<td></td>
</tr>
<tr>
<td>3. Identify how activities could be used as evidence of performance according to ACSF</td>
<td>Sample lesson activities: Government in Australia – Lesson 1</td>
<td>60 minutes</td>
</tr>
<tr>
<td>4. Sub-groups report to whole group</td>
<td>Ballot paper – Lesson 1</td>
<td></td>
</tr>
<tr>
<td><strong>Collect feedback from teachers about lesson content</strong></td>
<td>Government Online – Lesson 1</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of in-service</strong></td>
<td>Stay Smart Online – Lesson 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion ‘Government Services’ – Lesson 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to create a myGov account – Lesson 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sequencing instructions – Lesson 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Matching labels – Lesson 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Matching services to myGov members – Lesson 3</td>
<td></td>
</tr>
</tbody>
</table>
Activities: Teacher In-Service

<table>
<thead>
<tr>
<th>Activity</th>
<th>Teacher in-service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>As stated above</td>
</tr>
<tr>
<td>Time</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>
| Materials    | AMEP Digital Literacy Pilot – Teacher in-service worksheet  
                PowerPoint ‘AMEP Digital Literacy Pilot Project – ESOL update’  
                One set of lesson activities (either for lesson 1, lesson 2 or lesson 3) for each group  
                ACSF reference material |
| Preparation  | Photocopy Worksheet ‘AMEP Digital Literacy Pilot – Teacher in-service’ - prepare one copy for each participant.  
                Ensure that classroom has internet enabled computers for all attendees and projection capability for whole group activities.  
                Prepare 3 different workspaces for the 3 groups to use. This includes accessing relevant websites on the computers so that participants can explore reading and listening resources during Part D. |
| Suggested procedure |  
                ▪ Introduce project background and purpose  
                ▪ Distribute Teacher in-service worksheet  
                ▪ Direct participants to complete Part A and Part B and provide feedback  
                ▪ Divide participants into 3 groups  
                ▪ Distribute sample activities and direct participants to complete Part C.  
                ▪ Check responses before the groups move to Part D activity.  
                ▪ Direct participants to use the computers to access the necessary websites in order to complete Part D.  
                ▪ Distribute ACSF appendices for participants to refer to.  
                ▪ Check that the answers are correct during monitoring (prior to commencing Part E)  
                ▪ Invite each group to present their responses to the whole group  
                ▪ Invite participant feedback  
                ▪ Run evaluation on in-service |
| Answers      | Part A – Match lesson to purpose  
                ▪ Accessing myGov – Purpose C  
                ▪ Using myGov – Purpose A  
                ▪ Knowing myGov – Purpose B  
                Part B – Identify lesson sequence  
                ▪ Accessing myGov – 2  
                ▪ Using myGov – 3  
                ▪ Knowing myGov – 1 |
Part C – Match activities to specific lesson and lesson purpose

- Government in Australia Part A – Lesson 1, purpose i
- Government in Australia Part B – Lesson 1, purpose i
- Ballot paper – Lesson 1, purpose ii
- Government Online – Lesson 1, purpose ii
- Stay Smart Online – Lesson 2, purpose i
- Discussion ‘Government Services’ – Lesson 2, purpose ii
- How to create a myGov account – Lesson 2, purpose iv
- Sequencing instructions – Lesson 3, purpose i
- Matching labels – Lesson 3, purpose i
- Matching services to myGov members – Lesson 3, purpose ii

Part D – Identify ACSF indicators

As each lesson covers only some performance features of specific ACSF indicators, they could only be used as part of a portfolio to contribute towards evidence for an entire indicator.

Lesson 1

- ‘Government in Australia’ would provide evidence towards the attainment of Speaking 3.07 and Listening 3.08. Students working towards a level are likely to require significant support around the lexis and concepts.
- Ballot paper – Lesson 1
- ‘Government Online’ would provide evidence towards attainment of Reading at level 3.03.

Lesson 2

- ‘Stay Smart Online’ would provide evidence towards Reading 3.03, as well as a little evidence towards Reading 3.04.
- ‘Government Services’ discussion would provide evidence towards Speaking 3.07 and Listening 3.08.
- ‘How to create a myGov account’ would provide evidence towards Listening 3.08.

Lesson 3

- Reading 3.03, 3.04.
- Oral Communications 3.07, 3.08.
Teacher In-Service Worksheet: Part A. Match 1

Instructions: There are three lessons in this pilot. Each lesson has a different name and purpose. Match the lesson name (1 to 3) with the lesson purpose (A to C) below.

<table>
<thead>
<tr>
<th>Lesson name</th>
<th>Lesson purpose (A to C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accessing myGov</td>
<td></td>
</tr>
<tr>
<td>2. Using myGov</td>
<td></td>
</tr>
<tr>
<td>3. Knowing myGov</td>
<td></td>
</tr>
</tbody>
</table>

Purpose A
The materials in this lesson will help students to:
  i. Sign into myGov, even when they forget their username and password
  ii. Identify appropriate services that members can link to their myGov account

Purpose B
The materials in this lesson will help students to:
  i. Understand the levels of government in Australia
  ii. Understand key online government resources
  iii. Understand digital engagement in a government context

Purpose C
This unit is designed to help students understand how the myGov portal works so they can create an account and:
  i. Understand the importance of online safety and privacy
  ii. Understand the need to provide information to government agencies
  iii. Listen to and read instructions to help them create a myGov account
  iv. Create a myGov account
Teacher In-Service Worksheet: Part B. Sequence

**Instructions:** The lessons are delivered on separate occasions and must be completed in sequence. Identify the necessary sequence.

<table>
<thead>
<tr>
<th>Lesson name</th>
<th>Lesson sequence (1st to 3rd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accessing myGov</td>
<td>.......................</td>
</tr>
<tr>
<td>2. Using myGov</td>
<td>.......................</td>
</tr>
<tr>
<td>3. Knowing myGov</td>
<td>.......................</td>
</tr>
</tbody>
</table>

Teacher In-Service Activity: Part C. Match 2

**Instructions:**

The facilitator will give you a selection of lesson activities. Analyse the activities and match them to the lesson (i.e. are they from lesson 1, 2 or 3?). Also, match each activity to a specific lesson purpose.

Write the answer at the top of the lesson worksheet.

[Note: You don’t have to answer all the lesson questions on the student worksheets.]

Teacher In-Service Activity: Part D. Experience & Identify

Experience the tasks and identify ACSF indicators

**Instructions:**

Identify how these tasks may provide evidence for ACSF indicators. Using information from the lesson activities, access the related websites as necessary to inspect the associated listening or reading texts. Which indicators do you think you could use each activity for? Write the indicators at the top of the lesson worksheet.

[Note: You don’t have to answer all the lesson questions on the student worksheets.]

Teacher In-Service Activity: Part E. Report to the Group

**Instructions**

Report to the group (1) which lesson your activities are from; (2) which macro skills the students will practise; (3) what lesson purpose each activity maps to, and (4) which ACSF indicators the activities may provide evidence of.
Example 1

**Fill in the blanks:** This activity is from lesson number _______ and the purpose is _______. It may be used as evidence for ACSF indicator/s ___________.

Government in Australia – Part A

[page 1 of 1]

Part A. Pre-listening discussion

**Instructions:** Work with a partner or small group to do the pre-listening activities below.

1. Is the government in Australia **the same or different** to the government in your country of birth?

   ..............................................................................................................................................................

   ..............................................................................................................................................................

2. How is the government **the same or different**? Discuss with another student. Write 3 examples below.

   ▪ ..............................................................................................................................................................

   ▪ ..............................................................................................................................................................

   ▪ ..............................................................................................................................................................

3. What is ‘democracy’? Use a dictionary to check the meaning. Explain it using your own words.

   ..............................................................................................................................................................

   ..............................................................................................................................................................

   ..............................................................................................................................................................
Example 2

Fill in the blanks: This activity is from lesson number ______ and the purpose is ______. It may be used as evidence for ACSF indicator/s __________.

Government in Australia - Part B
Part B. Listening [page 1 of 3]

There are three levels of government in Australia, these are listed below:

1) Local (e.g.: the suburb where you live)
2) State (e.g.: NSW)
3) Federal (e.g.: national)

Each level of government makes laws about different things that affect us.

Instructions: Read the questions below. Watch the short movie that your teacher will play. Listen for the answers to the questions. Write your answers below.

1. List 3 different things that the federal (national) government makes laws about:

   - .................................................................

   - .................................................................

   - .................................................................

2. How many different state and territory government are there?

   .................................................................

3. List 3 different things that the state government make laws about:

   - .................................................................

   - .................................................................

   - .................................................................
Government in Australia - Part B (cont.)

Part B. Listening [page 2 of 3]

4. What happens if the state government wants to do something different to the federal government?

..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

5. How many local councils are there in Australia?

................................................................................................................................................................

6. List 3 different things that the local government makes laws about:

   - ........................................................................................................................................................
   - ........................................................................................................................................................
   - ........................................................................................................................................................

7. Which services are currently the most important for you and your family? Give one example for each:

   Federal: ..............................................................................................................................................
   State: ..............................................................................................................................................
   Local: ..............................................................................................................................................
Government in Australia - Part B (cont.)
Part B. Listening [page 3 of 3]

Extension Activity for Level 3
Instructions: Discuss the next three questions with another student and write your answers in the space provided.

8. Are these government services the same of different to what you get in your country of birth?

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

9. Do you think that this is mostly a formal or an informal listening? Discuss this with another student. Do you agree? What makes you think this?

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

10. Who do you think would listen to it?

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

Return the completed worksheet to your teacher. Thank you.

Example 3

Ballot Paper

Fill in the blanks: This activity is from lesson number ________ and the purpose is _______. It may be used as evidence for ACSF indicator/s __________

Ballot paper
Which government departments are the most important for you? Number the boxes of your top 3.
Put ‘1’ in the box for the most important, then ‘2’ and ‘3’ in the next most important. Do not number more than 3 boxes.

- Medicare
- Australian Taxation Office
- Centrelink
- Australian JobSearch
- My Aged Care
- Child Support

Put your ballot paper in the voting box when you finish.

Ballot paper
Which government departments are the most important for you? Number the boxes of your top 3.
Put ‘1’ in the box for the most important, then ‘2’ and ‘3’ in the next most important. Do not number more than 3 boxes.

- Medicare
- Australian Taxation Office
- Centrelink
- Australian JobSearch
- My Aged Care
- Child Support

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Put ‘1’ in the box for the most important, then ‘2’ and ‘3’ in the next most important. Do not number more than 3 boxes.

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- Australian JobSearch
- My Aged Care
- Child Support

Put your ballot paper in the voting box when you finish.

Ballot paper
Which government departments are the most important for you? Number the boxes of your top 3.
Put ‘1’ in the box for the most important, then ‘2’ and ‘3’ in the next most important. Do not number more than 3 boxes.

- Medicare
- Australian Taxation Office
- Centrelink
- Australian JobSearch
- My Aged Care
- Child Support

Put your ballot paper in the voting box when you finish.
Example 4

Fill in the blanks: This activity is from lesson number _______ and the purpose is _______. It may be used as evidence for ACSF indicator/s ____________

Government Online: Part A. Prepare for Reading

Instructions: You will work with a partner. Read the questions below and discuss your answers with another student. Write short answers below.

1. How do people give personal information to the government in your country of birth?
   - [ ] Face to face (in person)
   - [ ] Over the phone
   - [ ] In writing – through email or letters and forms
   - [ ] Online – using the internet

2. What is a ‘portal’? Use a dictionary to check the meaning.

   ....................................................................................................................................................................

   Compare your definition to the one available from the Oxford dictionary: https://en.oxforddictionaries.com/definition/portal

3. Have you used a ‘portal’ to communicate with the government before, either in Australia or your country of birth?
   - [ ] Yes – Go to question 4.
   - [ ] No

4. Was it easy or difficult to use the portal? Did you like it? Discuss your answer with another student. Briefly write about your experience below.

   ....................................................................................................................................................................
   ....................................................................................................................................................................

Fill in the blanks:

This activity is from lesson number _______ and the purpose is _______. It may be used as evidence for ACSF indicator/s ____________
**Example 5**

**Fill in the blanks:** This activity is from lesson number _______ and the purpose is _______. It may be used as evidence for ACSF indicator/s _________.

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**Government Online: Part B. Reading**

[page 1 of 2]

**Instructions:** Go to the website listed below, then complete the questions on the worksheet.


1. List 3 different changes that you have to tell Centrelink about:

   - ........................................................................................................................................
   - ........................................................................................................................................
   - ........................................................................................................................................

2. Why do you have to tell Centrelink about personal changes?

   ......................................................................................................................................................
   ......................................................................................................................................................

3. What happens if you do not tell the government when you go overseas?

   ......................................................................................................................................................

4. How much time do you have to tell Centrelink about changes to your personal details?

   ......................................................................................................................................................

5. List 2 different ways that you can update your details online:

   - ........................................................................................................................................
   - ........................................................................................................................................
Government Online (cont.)
[page 2 of 2]

Extension activity for Level 3 – Complete questions 6, 7 and 8 below.

6. Find five different punctuation devices in the reading. What is each one called? Write your answers in the table below:

<table>
<thead>
<tr>
<th>Example from reading</th>
<th>Name of Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g.: Australian Government</td>
<td>Capital letter for proper noun</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Find 2 different examples of modal verbs. Write them below:
   - .........................................................................................................................................
   - .........................................................................................................................................

8. Why does the writer use subheadings?
   ........................................................................................................................................

Return the completed worksheet to your teacher. Thank you.
Instructions: Complete the pre-reading questions below. Then read the passage and answers the questions below it.

Pre-reading questions (discuss with another student)

1. How many hours do Australians spend online?
2. What are some online threats?
3. Can you be safe online? How?

Stay Smart Online

Many of us use the internet a lot. The internet has become part of our daily life for keeping in touch with friends and family, working, studying, playing games, shopping and paying bills.

While the internet has many benefits, there are some safety and security risks that we face when using it. These include threats to the safety of our personal information, our privacy and the security of our electronic communications. We can receive unnecessary emails and messages from people we do not know. Sometimes we are also exposed to offensive and illegal content and behaviour online.

Many Australians are not aware of the risks they face when they use the internet. However, the good news is that you can take simple steps to protect your personal and financial information online.

On average, many Australians use the internet for 6 to 8 hours a day. They spend more hours a week online than with real people. As a result, internet users are more exposed to online threats. Some common online threats are spam and phishing, online scams and fraud, breach of privacy, cyber bullying and even identity theft.

In 2017, the Australian government found that the top three scams were phishing, identity theft and false billing. Almost $51million was lost to investment fraud and romance scams and it was discovered that Australians aged 55-64 were the main victims of these scams.

Fortunately, there are ways by which one can be safe online. Below is a list of 8 things that you can do to ensure your online safety and security.

1. Be careful of what you share
2. Create strong passwords to be secure
3. Treat messages from strangers with caution
4. Avoid malware—only access trusted websites
5. Keep financial details in a safe place
6. Stay secure while traveling
7. Back up data and regularly update your computer with security software
8. Keep everyone safe by reporting scams

Taking care of your safety online is the same as taking care of other things in your life. We all do things to protect our physical belongings. We lock our doors and keep our wallets secure. By protecting your computer properly and taking the same care of your other devices when using the internet, you can protect yourself online.

Questions:

1. According to the passage, what do people use the internet for? List at least 3 uses.
   - ......................................................................................................................................................
   - ......................................................................................................................................................
   - ......................................................................................................................................................

2. Why are Australians more exposed to online threats?
   ....................................................................................................................................................................
   ....................................................................................................................................................................

3. Match the words in column A with their meanings in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>e) benefits</td>
<td>I. trick</td>
</tr>
<tr>
<td>f) risk</td>
<td>II. love affair</td>
</tr>
<tr>
<td>g) fraud</td>
<td>III. advantages</td>
</tr>
<tr>
<td>h) romance</td>
<td>V. danger</td>
</tr>
</tbody>
</table>
4. The top three scams reported in 2017 were:
   9. .....................................................................................................................................................
   10. .....................................................................................................................................................
   11. .....................................................................................................................................................

5. Are these statements TRUE or FALSE? Tick the correct answer (you can check a dictionary)
   e) Lots of money was lost in romance scams. True □ False □
   f) Younger people were easy victims of online scams. True □ False □
   g) No one can be safe online. True □ False □
   h) The internet has many benefits, but it also has threats. True □ False □

6. What is the meaning of phishing? Tick the correct answer (you can use a dictionary)
   e) being abusive or rude online □
   f) tricking someone into giving out personal information □
   g) losing money online by illegal financial transactions □
   h) replying to an email from a stranger □

7. How can a person avoid ‘malware’?
   ......................................................................................................................................................
   ......................................................................................................................................................

8. Why should you report scams?
   ......................................................................................................................................................
   ......................................................................................................................................................
9. Which one of these ensures your online safety? *(you can tick more than one answer)*
   
   g) creating strong passwords
   
   h) treating messages from strangers with caution
   
   i) updating security software regularly
   
   j) not being online for too many hours
   
   k) locking your computer in a safe room
   
   l) keeping banking details secure

10. What is ‘taking care of one’s self online’ compared to?

11. The article says “create strong passwords to be secure”.
   
   c) What does ‘strong’ mean in this sentence?

   d) Can you use ‘strong’ in a sentence to show a different meaning?

12. Find three pronouns used in the passage.

14. Were there any words that you did not know? Write the three words and their meaning below *(you can use a dictionary)*.

<table>
<thead>
<tr>
<th>Unknown word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>
15. What is this article about? Tick the most relevant answer.

   e) how many people use online tools in Australia
   f) the online privacy and security of elderly people
   g) things to do to be safe online
   h) the advantages and disadvantages of the internet
Example 7

Fill in the blanks: This activity is from lesson number _______ and the purpose is _______. It may be used as evidence for ACSF indicator/s __________

Discussion: Government Services

Instructions: Look at the logos below. Read the discussion questions. Discuss the questions with the other students in your group.

![Logos of various government agencies](https://en.wikipedia.org/wiki/Australia)

Questions

1. Do you know these government agencies?
2. What services do they offer?
3. Have you registered with any of them? Why?
4. What personal information did you have to give?
5. Were you comfortable providing this information?
Example 8

Fill in the blanks: This activity is from lesson number _______ and the purpose is _______. It may be used as evidence for ACSF indicator/s _____________

How to Create a myGov Account

[page 1 of 2]

Instructions: Read the questions below. Watch the video and listen for answers to the questions. Write your answers below. Click on the link to watch the video:

https://www.youtube.com/watch?v=Cldy_brqh50&ab_channel=myGovAustralia

1. What is the first thing that you need to do to create a myGov account?

2. To use myGov, you will need to agree to the ________________________________________________ by selecting ____________________________

3. Which of these services are included in the myGov portal?
   a. Australian Taxation Office [ ]
   b. Centrelink [ ]
   c. Department of Defence [ ]
   d. Medicare [ ]
   e. My Health Record [ ]
   f. Emergency Services [ ]

4. Are the following TRUE or FALSE [Tick the correct answer]

<table>
<thead>
<tr>
<th>Question</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>e) You can’t use one email address to create more than one myGov account.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Your password can have 7 characters or more.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Your password should include a number and a capital letter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) It is compulsory to provide a mobile phone number.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to Create a myGov Account (cont.)

5. What happens after you enter an email address?

6. How many secret questions and answers should you provide?

7. After you have created an account, what should you do to start linking a service?

8. How many steps should you follow to create a myGov account?
## Example 9

**Fill in the blanks:** This activity is from lesson number _______ and the purpose is _______. It may be used as evidence for ACSF indicator/s ____________

### Worksheet: Sequencing Instructions

[page 1 of 1]

**Instructions:** Put the instructions for signing into myGov (a-h) into the right order from 1 to 8, then **sign into your myGov account** to check that you are correct.

**How to sign into your myGov account** (* You only do these steps for a first time login)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Enter your <strong>password</strong></td>
</tr>
<tr>
<td>b)</td>
<td>Click ‘I agree’ *</td>
</tr>
<tr>
<td>c)</td>
<td>Type <strong><a href="https://my.gov.au/">https://my.gov.au/</a></strong> into your computer address bar</td>
</tr>
<tr>
<td>d)</td>
<td>Go to your mobile phone and check the short message service (SMS) sent by myGov</td>
</tr>
<tr>
<td>e)</td>
<td>Enter your <strong>username or email address</strong></td>
</tr>
<tr>
<td>f)</td>
<td>Click on ‘sign in’</td>
</tr>
<tr>
<td>g)</td>
<td>Enter the code from the SMS you received, then Click ‘next’</td>
</tr>
<tr>
<td>h)</td>
<td>You must agree to the myGov terms of use on the ‘Updated Terms of use’ page to continue *</td>
</tr>
</tbody>
</table>
Example 10

Fill in the blanks: This activity is from lesson number _______ and the purpose is _______. It may be used as evidence for ACSF indicator/s ____________

Activity: Matching Labels

Instructions: Choose a label from a-j and write the letter next to the appropriate number on the myGov ‘home’ page below.

a) Link for adding services to account
b) Greeting
c) myGov member’s date of birth
d) inbox messages
e) navigation bar
f) services linked to myGov account
g) member’s full name
h) sign out
i) last sign in date and time
j) account settings
Example 11

**Fill in the blanks:** This activity is from lesson number _______ and the purpose is _______. It may be used as evidence for ACSF indicator/s ___________

**Activity: Matching Services to myGov Members**

**Instructions:** Read through the list of myGov services (a-i). Which service(s) do you think the myGov members listed below (1-6) should link to their myGov accounts? Write the letter(s) of your choice in the blank spaces provided. You can choose more than one service. Discuss your answers with another student.

**myGov Online Services:**

- a) Australian JobSearch
- b) Australian Taxation Office
- c) Centrelink
- d) Child Support
- e) Department of Veterans’ Affairs
- f) Medicare
- g) My Aged Care
- h) My Health Record
- i) National Disability Insurance Scheme (NDIS)

**myGov Members:**

1. A refugee ...........................................................
2. A stay-at-home parent ........................................
3. A working parent ................................................
4. A part-time worker/student ..................................
5. A retired person ...................................................
6. A veteran ...........................................................
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Available at: https://my.gov.au/mygov/content/html/about.html

English Oxford Living Dictionaries. [Online]
Available at: https://en.oxforddictionaries.com/definition/portal

Australian Government, Department of Human Services. 5 Changes you need to tell us about. [Online]
Available at: https://www.humanservices.gov.au/individuals/news/5-changes-you-need-tell-us-about

YouTube. Creating a myGov Account. [Online]
Available at: https://www.youtube.com/watch?v=Cldy_brqh50&ab_channel=myGovAustralia

Australian Government, myGov. Sign In. [Online]
Available at: https://my.gov.au/

YouTube. Linking a service using an existing online account. [Online]
Available at: https://www.youtube.com/watch?v=SBmpXhZLB2k