



SPARROWS HI CURRICULUM

Media Literacy & Digital Stewardship

PURPOSE

The purpose of this framework is to equip students to engage with media, technology and digital culture wisely, discerningly and faithfully.

We live in a world saturated with media and digital communication. Students who are not equipped to evaluate what they see, hear and read are vulnerable to manipulation, misinformation and distorted values.

Media literacy and digital stewardship are therefore essential aspects of contemporary Christian discipleship.

PHILOSOPHY

Technology is a tool. Like all tools, it can serve good or harmful purposes depending on how it is used.

We are called to be in the world but not of it. This requires wisdom, discernment and the courage to think differently from the culture around us.

Students are not taught to fear or reject technology, but to engage with it wisely as responsible stewards who are ultimately accountable to God.

GRADUATE OUTCOME

By graduation, students should be able to:

- evaluate media content critically and biblically;
- understand how media shapes beliefs and values;
- use technology responsibly and ethically;
- protect their own wellbeing in digital environments;
- communicate truthfully and courageously online;
- use digital tools for God's glory and others' benefit;
- understand the appropriate use of artificial intelligence.

BIBLICAL FOUNDATION

Students explore:

- truth as a Christian virtue;
- the power of words and images;
- the call to think carefully;
- the tongue and its digital equivalent;
- creation care extended to digital environments;
- the Kingdom of God and cultural engagement.

UNDERSTANDING MEDIA

How Media Works

Students learn:

- how media is produced and distributed;
- the role of algorithms;

- how attention is monetised;
- the influence of advertising;
- echo chambers and filter bubbles.

Evaluating Sources

Students develop skills in:

- identifying credible sources;
- recognising bias;
- fact-checking;
- understanding the difference between news, opinion and propaganda;
- recognising misinformation and disinformation.

Media and Values

Students explore how media shapes:

- beliefs about identity;
- beauty standards;
- relationships;
- political views;
- attitudes toward faith.

A CHRISTIAN FRAMEWORK FOR EVALUATING MEDIA

Students regularly apply these questions to media they encounter:

- *Is this true?*
- *Is this good?*
- *Is this beautiful or distorted?*
- *What values does this promote?*
- *How does this affect my thinking and desires?*
- *How should I respond as a Christian?*

These questions become habits of mind over time.

DIGITAL COMMUNICATION

Students learn that digital communication carries the same moral weight as face-to-face interaction.

Topics include:

- online kindness and respect;
- the permanence of digital content;
- privacy and personal information;
- the ethics of sharing;
- cyberbullying and how to respond;
- building healthy online relationships.

SOCIAL MEDIA

Students explore:

- the design of social media platforms and their effect on behaviour;
- comparison, envy and self-worth;
- the curated nature of online life;

- healthy versus unhealthy social media use;
- using social media for good.

Students are encouraged to evaluate their own social media habits with honesty and intentionality.

ARTIFICIAL INTELLIGENCE

Students develop a growing understanding of AI including:

- what AI is and how it works at a basic level;
- AI-generated content and how to identify it;
- the ethical dimensions of AI;
- appropriate use of AI for learning;
- the importance of human responsibility in an age of AI;
- theological reflections on technology and humanity.

Students are encouraged to use AI as a tool that supports rather than replaces their own thinking and learning.

DIGITAL WELLBEING

Students explore the relationship between technology and personal wellbeing:

- screen time and its effects;
- sleep and technology;
- attention, distraction and deep thinking;
- digital rest;
- the value of embodied, offline relationships;
- finding contentment away from screens.

ONLINE SAFETY

Students develop practical online safety skills:

- protecting personal information;
- recognising online manipulation and grooming;
- responding to inappropriate contact;
- privacy settings;
- knowing when and how to seek adult help.

CREATING RESPONSIBLY

Students learn to create and share content that:

- is truthful;
- is kind;
- respects others' privacy and dignity;
- does not mislead;
- reflects Christian character;
- builds others up.

Students who create content carry responsibility for its effects.

LEARNING PROGRESSION

The program is structured across three stages of secondary education.

Years 7–8

- Online safety;
- basic media evaluation;
- digital kindness;
- screen time and wellbeing.
- Emphasis: safe and responsible habits.

Years 9–10

- Source evaluation;
- social media;
- AI basics;
- advertising and manipulation;
- digital identity.
- Students evaluate media using biblical frameworks.

Years 11–12

- Media and worldview;
- advanced AI;
- creating responsibly;
- digital vocation;
- cultural engagement.
- Students develop mature media discernment and responsible creation.

LEARNING EXPERIENCES

Students should regularly participate in:

- evaluating real media examples;
- discussing current digital issues;
- creating content responsibly;
- digital fasts or reduced screen-time challenges;
- reflective journalling about technology use.

Learning should be current, practical and genuinely engaging with the digital world students inhabit.

ASSESSMENT

Growth is demonstrated through:

- increasingly critical and discerning media engagement;
- responsible digital communication;
- reflective journalling;
- mentoring conversations;
- quality of student-created content.

Assessment values wisdom and character as much as technical digital skills.

INTEGRATION

Media Literacy and Digital Stewardship connects with:

- Christian Worldview;
- Communication and Creative Arts;
- Practical Life Skills;
- Leadership Development;
- Discipleship and Spiritual Practices.

Faithful digital stewardship is an expression of loving God with all our mind and loving our neighbour as ourselves.

OUR PRAYER

We pray that students will be people of truth, wisdom and integrity in every environment they inhabit — including the digital world.

May they use technology to bless rather than harm, to build up rather than tear down, and to seek God's Kingdom even in a distracted age.

Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable — if anything is excellent or praiseworthy — think about such things.

Philippians 4:8