



Australian Government
Office of the Children's eSafety Commissioner

cyber(smart:)

Cybersmart

Detectives



Safety first for online super sleuths

Lesson plans booklet



Lesson One: Being Cybersmart

This lesson is a helpful teaching tool to use with students prior to holding a Cybersmart Detectives activity. Cybersmart Detectives shows what may happen if a young person reveals too much information online and it ends up in the wrong hands.

Curriculum Links

1. Students are introduced to key messages of cybersafety.

Overview

To encourage appropriate use of technology devices, it is important for students to learn and use devices safely.

The Cybersmart Detectives activity contains some important themes:

- revealing personal information online should be avoided
- some people you meet online may pretend to be someone else
- if you feel worried or threatened by someone or something online, tell a trusted adult or friend.

Lesson duration

The timing of each part of the lesson will depend on the prior knowledge and experience of the class. This lesson will take, on average, 30 minutes.

Part One – Class discussion

Conduct a general discussion with the class to find out what type of internet access students have, how often they are accessing the internet and what they use it for. Discussion starts:

- How many of you have a smartphone?
- How do you mainly use your smartphone?
- How many of you use instant messaging?
- Does anyone contribute to a website or Blog? For example, social networking sites such as sporting groups, family sites, special interest websites?
- Does anyone play online games, for example, Clash of Clans, Minecraft, Call of Duty or use file-sharing sites for music, games, ringtones, etc?
- How many students have talked to people online that they have not met in person?
- What is your favourite thing to do on your smartphone, tablet or other online device?
- Who accesses the internet with their TV?
- Has anyone experienced a situation online that made them feel uncomfortable?
- Does anyone know of anyone that has been cyberbullied?
- Has anyone helped someone that has been cyberbullied?

Part Two – Activity: Protecting personal information

Ask students to compile a personal profile, suitable to be posted online. What information should they include and what should they exclude?

There are a number of approaches that could be used to run this activity:

1. Compile a profile on the board using input from the whole class.
2. Ask students to discuss in pairs what a suitable profile looks like. Invite them to summarise findings on a post-it note and stick them on a class poster. For example, ask students to discuss how they would provide advice to someone who had never setup a profile before.
3. Ask students to develop their own profile. Get them to hand them in, then read aloud from some of the profiles and see if the rest of the class can guess who it is. If it is easy to guess the identity of the student providing the profile, then the student might be revealing too much information.

Teacher advice:

Allow the students to explore their own ideas about what is suitable to post about themselves online. Once they've completed the Cybersmart Detectives activity, students can re-visit the profiles they've developed in this activity and revise them according to the cybersafety lesson.

Safe profiles could include:

- first name, nickname or pseudonym
- hobbies/interests with no specific details such as the name of a club
- only photos where specific details cannot be identified, for example club name, uniforms, location
- likes and dislikes such as music, movies or food.

Safe profiles should not include:

- full name
- full names of friends or family members
- age
- name of your school or sporting club/team
- photos that can easily identify you, for example showing school or sport uniforms
- home address
- home phone number
- mobile number

Lesson Two: Debrief following the activity

Curriculum Links

1. Students are provided with an opportunity to debrief about any issues raised during the Cybersmart Detectives activity.
2. Students gain an understanding about what's an appropriate amount of information to provide online.

Overview

The Cybersmart Detectives scenario has been designed as a 'real-world' example. The activity raises a number of issues about online safety which should be addressed in a debrief session.

In this lesson, students will be given an opportunity to examine aspects of the scenario. They will also re-examine the profiles they developed in Lesson One, to consider whether they should change any details to further protect their identity.

Lesson Duration

This lesson will take, on average, 30 to 45 minutes, excluding the extension activity.

The time of each part of the lesson will depend on the reactions of the class to the activity, as well as their prior knowledge and experience.

Part One—Class discussion

During class discussion about the Cybersmart Detectives activity, examine aspects of the scenario with the class. For example, look at how the characters handled the situation. Examine from different character viewpoints.

You may also wish to discuss the following points:

- What should you do when you receive a message that makes you feel worried?
- What would you do if you were worried about your friends and did not know how to help?
- When would you get an adult involved with a friend's problem?
- Discuss potential dangers linked with specific modes of online communication, such as social networking, gaming sites or smartphones.

Part Two – Activity: Revise student profiles

Ask students to revisit their profiles and consider if their profile stands up against what they have learned in the activity and the Cybersmart rules. Select a few and see if the class can guess who they are.

Part Three – Activity: Identifying student support networks

Ask students to compile their own list of trusted people they would contact if they were concerned about online harassment by a stranger or if they were being cyberbullied.

You may wish to refer students to specific support services available in your school community, such as a school counsellor, year adviser or buddy system. Also external services such as Kids Helpline, the Office of the Children's eSafety Commissioner, Police, Department of Human Services and any council services in your area.

Extension activity a. – An alternative ending

Ask the students to imagine what would have happened if Sarah had followed the cybersafety messages when she had first met Kel in the chatroom. Either discuss as a class or ask the students to write an alternative 'cybersmart' version to the scenario.

Extension activity b. – Cybersmart rules

Ask the students to create a set of Cybersmart rules that they will follow when interacting with others online.

Lesson Conclusion

Recap the Cybersmart Detectives Smart Rules with the class.

Cybersmart Detectives Smart Rules

BE CAREFUL

Meeting and talking to people online can be fun, but remember they may not be who they say they are!

CHECK FIRST

Ask your parent/carer before you give out your real name, phone number or any other personal details. The best idea is to keep personal information to yourself.

DON'T STAY

If someone is rude in a chatroom or online game, or posts offensive or scary pictures, don't respond! Leave the site straight away.

HELP

If you know someone that is being cyberbullied, don't stand by, offer support.

REPORT

If someone is being mean to you or someone else while you are on the internet or mobile phone.

TELL

If you see or hear something that upsets you online, tell your parents or another adult you trust.

DON'T MEET

Don't meet someone off line if you have only talked to them online. You can never be sure they are who they say they are.

1. Why do schools have rules about internet enabled devices such as mobile phones?

- ☐ a) Teachers don't want students to cheat in tests
- ☐ b) Some devices can be distracting to students
- ☐ c) Students might bully other students
- ☐ d) They might be used to visit sites that are not appropriate
- ☐ e) They might be used to track the location of the owner

2. Which of these personal details shouldn't you post online?

- ☐ a) Full name
- ☐ b) Age or date of birth
- ☐ c) Nickname
- ☐ d) Home address
- ☐ e) School
- ☐ f) Bank account details
- ☐ g) Hobbies
- ☐ h) Sporting team
- ☐ i) Mobile number

3. Why do schools have rules about using social media sites like Facebook?

- ☐ a) Students may not pay attention in class.
- ☐ b) Teachers can't use them so why should students
- ☐ c) Most of these sites have a minimum age of 13 years
- ☐ d) Sometimes cyberbullying can occur using these sites
- ☐ e) Strangers can contact you on these sites.

4. What would you do if you thought a friend was upset about something that was happening online?

- ☐ a) Tell a teacher.
- ☐ b) Tell a parent.
- ☐ c) Do nothing, it's none of your business.
- ☐ d) Tell a friend you trust.
- ☐ e) Try to convince them to get help.
- ☐ f) Ask them how you could help.

5. Which of the following do you think people are most likely to lie about online?

- ☐ a) Their name
- ☐ b) Their age
- ☐ c) Their photo
- ☐ d) Where they are
- ☐ e) Their gender

6. What would you do if you were Sarah's parents?

- ☐ a) Stop her from going online
- ☐ b) Monitor what she does online
- ☐ c) Do nothing, she knows what she's doing
- ☐ d) Ask her to give you the passwords to all her accounts
- ☐ e) Have an agreement about going online

8. What risks might you encounter online?

- ☐ a) People hacking your account
- ☐ b) None if you have a good filter
- ☐ c) Someone could pretend that they are you
- ☐ d) You could get cyberbullied
- ☐ e) Someone might try to find where you live

9. If someone in a chat room or a game asked to meet you in person, would you:

- ☐ a) Say yes, but make sure you took your parents or an adult with you.
- ☐ b) Say no to meeting them.
- ☐ c) Say yes, but make sure you met them in a public place.
- ☐ d) Say no to meeting them and tell an adult.
- ☐ e) Say yes and go on your own to meet them.

10. What were the smart choices that Sarah made?

- ☐ a) Post personal details online.
- ☐ b) Talked to a friend when she was worried.
- ☐ c) Agreed to meet someone she had only met online.
- ☐ d) Ran away and hid when she was scared that Kel was at the school