



cyber(**smart:**)

Teacher Resource

Tagged

**Middle Secondary Lesson Plans**

## Lesson Plans

This section contains the teacher notes for lesson activities, as well as the student files to assist you when selecting, planning and delivering these activities.

There are a range of activities available. You should select the activities which you feel are best suited to your students, delivery scenario, or which address issues of particular relevance in your school currently. The activities can be delivered in any order you prefer, and in many cases there are a range of options for delivery.

Each activity is followed by a page (or more) that is not included in the student file. This page contains explanations of the activity, delivery options, response exemplars and further assistance to ensure that you have all the tools you need when running the activity.

# Lesson Overview: Middle Secondary Students

## Target

This lesson is designed for delivery to middle secondary school students (year 9-10).

## Resources

*Tagged* DVD

Computer and data projector with appropriate sound equipment for screening

Lesson plan files

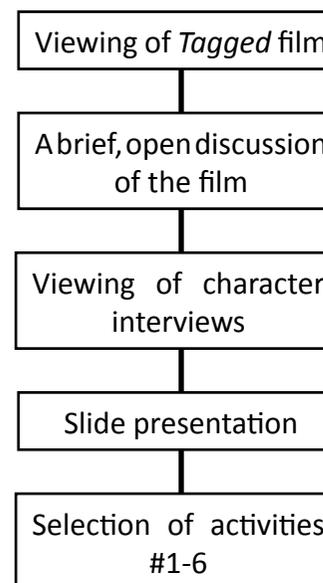
## Timing

45 mins - 1 hr

## Objectives

1. Define cyberbullying, sexting and digital reputation
2. Demonstrate an understanding of how values shape ICT use personally and in the community
3. Evaluate the social and legal implications of a range of online behaviours
4. Demonstrate acquired knowledge of how to protect themselves and others from cyberbullying, privacy and digital reputation issues
5. Analyse different ways in which damage to a digital reputation occurs and how long it may last
6. Describe how to exercise self-control and responsibility in managing relationships online

## Structure and Sequence



# Included Activities

	Activity	Resources Required	Estimated duration	Page
1	<a href="#">Friend Request</a>	Printed activities file	15 mins	<a href="#">5-6</a>
2	<a href="#">Timeline</a>	Pen, paper, ruler (optional: coloured pens, pencils)	15 mins	<a href="#">7-8</a>
3	<a href="#">The Bystander</a>	Pen and paper	10 - 20 mins	<a href="#">9-10</a>
4	<a href="#">What's the status?</a>	Pen and paper / printed activities file	10 mins	<a href="#">11-12</a>
5	<a href="#">Profiles</a>	Pen and paper	10 mins	<a href="#">13-14</a>
6	<a href="#">The Startup</a>	Pen and paper Internet access (optional)	15 mins	<a href="#">15-16</a>

## Friend request

After the events of the film, some of the characters became un-friended. Three months later, Kate wants to reach out and become friends with the other characters again. Write her friend request to Jack, Raz and Em including a subject line and brief message to each.

*Do you think they will accept her friend request? Why?*

### Send Em a friend request?



**Em** will have to confirm your request. Please only send this request if you know her personally.

Include a personal message...

### Send Raz a friend request?



**Raz** will have to confirm your request. Please only send this request if you know her personally.

Include a personal message...

### Send Jack a friend request?



**Jack** will have to confirm your request. Please only send this request if you know him personally.

Include a personal message...

# Friend request

## Teacher Notes:

Writing as Kate, (the girl who is forced to change schools after the events in *Tagged*), students are tasked with writing three friend requests to the other key characters in the film.

It is common for people to 'un-friend' peers during times of social difficulty or falling out. This means that the person is excluded from the online social group they had belonged to, which can have similar effects as this experience in offline instances.

The process of reaching out in this way may help students empathise with the difficulties of this experience and reflect on potentially harmful online actions.

By answering:

***Do you think they will accept her friend request? Why?***

students have the opportunity to vicariously model their own online social behaviours from both points of view.

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### Outcome Focus

Online responsibility  
Evaluate online ethics  
Identify impact

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### Resources

Printed activities file

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### Duration

15 mins

# Timeline

Develop a basic timeline of your lifetime, demonstrating how long things may last and showing the different stages in your life. Consider the good relationships that last, the petty issues that don't, and the far-reaching implications of a digital reputation through stages of adulthood.

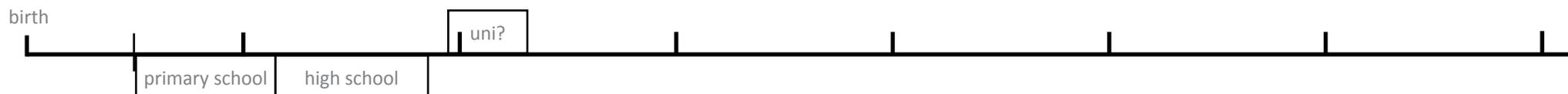
It is important that you work to scale.

Feel free to colour-code, draw icons, rate for importance (graph), add categories, and other visual elements.

Compare your timeline with other students, noting differences in their experiences and goals. How do your impressions of the last section of topics compare with your friends? Were you surprised by any differences in this section? Who is right? How do you know?

## Examples of things you might include in your timeline

- Birth
- Your age now
- Sibling's birthdays
- Your own important birthdays
- Your time at different schools
- The Year 2000
- Your time at university, or in your first job
- Duration of important friendships
- Periods of music preference
- Sports played
- Musical instruments played
- Computers/ consoles / phones owned
- Your first trip overseas (even if it's in the future!)
- Your career, or time of retirement
- Having children
- Effect of bad gossip
- Duration of your digital reputation
- Hurt of losing a friend
- Time something stays online



# Timeline

## Teacher Notes:

Students are asked to draw a timeline of their life experiences and anticipations. Students may gain some perspective from this exercise on the enduring nature of their digital reputations. However it also works as an exercise in resilience, teaching that any of their own bad experiences, ostracisation, lost friendships and embarrassments are tolerable relative to the long duration and exciting milestones in their lives.

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### Outcome Focus

Damage and duration of digital reputation

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### Resources

Pen, paper, ruler (optional: coloured pens, pencils)

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### Duration

15 mins

### Delivery:

You may wish to lead a discussion around the last section of the elements on this list, and invite students to share other important milestones they have added to their timelines.

This may be a suitable homework exercise, particularly with parental involvement.

### Completing the activity:

It is important that students work to scale.

Students may wish to colour-code, draw icons, rate for importance (graph), add categories, and other visual elements.

# The Bystander

*‘All that is necessary for the triumph of evil is that good men do nothing.’*

This has often been quoted by people when commenting on conflicts and human rights abuses around the world, as well as during periods of social change and upheaval such as during historic campaigns for equal rights for women or for indigenous Australians.

The nature of what is meant by ‘evil’ is hard to define, but for our purposes, let’s say it refers to negative, self-serving intentions and actions that may harm others. When a person or a group of people act this way, history shows they will usually continue until stopped.

**Discuss:**

***So, what are the reasons ‘good people’ sometimes do nothing?***

***And what does it take for a ‘good person’ to finally act?***

Another useful way of looking at the role of the bystander and at power in relationships is to consider the ancient proverb:

*‘There is no Queen without her subjects.’*

A Queen, or any person with power and influence, is a single person. They only have their powerful position due to the complicity of their ‘subjects’ – the great many individual people willing to support and empower that single person. Likewise, a celebrity’s power comes solely from their support from a great many individuals. If a celebrity suddenly loses their fans, that celebrity also loses their power and influence.

At a classroom and friendship group level, this same theory can be applied to the most powerful and influential person in a group. This person may enjoy group support because they are funny, likable and caring. But sometimes it is because they engender a fear of rejection. They bully people and make others too frightened of the negative social consequences of disagreeing with them.

**Discuss:**

***But is this bullying person to blame? Or are the people who give them power to blame?***

***Write a 200 word discussion on the issues of power and group dynamics raised here. You may like to discuss the characters from the film in your response.***

# The Bystander

## Teacher Notes:

Possible answers to the questions in this activity might include:

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### Outcome Focus

Online Responsibility

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### Resources

Pen and paper

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### Duration

10 - 20 mins

***So, what are the reasons 'good people' sometimes do nothing?***

- Fear
- Apathy
- Laziness
- Insecurity
- Selfishness
- Ignorance
- Lack of empathy

***And what does it take for a 'good person' to finally act?***

- Empathy
- Courage
- Conviction
- Resilience
- Compassion
- Self belief

***Write a 200 word discussion on the issues of power and group dynamics raised here. You may like to discuss the characters from the film in your response.***

### Delivery options:

This may be suitable as a homework task

It may be useful to collect the student work for response, or have them discuss it in groups, citing historical figures to support their points of view.

## What's the status?

Who wrote which status update? Match up the characters from *Tagged* with the statements you think they wrote. You can add a comment from another of the characters in reaction to the update.

Em



Raz



Chloe



Jack



Kate



?????

Can't stop crying.

4 hours ago · Like · Comment



?????

Just got unfriended, yeah, thanks a lot. Really mature.

8 hours ago · Like · Comment



?????

cops. not the best day hey.

11 hours ago · Like · Comment



?????

To the person who called me a drama queen i didn't start this! sick of lies.

13 hours ago · Like · Comment



?????

can evryone stop asking about the blog??? Its not mine!!!

18 hours ago · Like · Comment

# What's the status?

## Teacher Notes:

Students are offered a range of status updates which have been written by the characters of the film. They must then match up the status updates with the character they feel most likely to have written it and why. Students can then add a comment from another of the characters in reaction to the update.

The response comment should be written in a spirit of conciliation, understanding and conflict resolution.

### Status updates

**Kate** - Can't stop crying.

**Raz** - Just got unfriended, yeah, thanks a lot. Really mature.

**Jack** - cops. not the best day hey.

**Chloe** - To the person who called me a drama queen i didn't start this! sick of lies.

**Em** - can evryone stop asking about the blog??? Its not mine!!!

Some of the discussion should reveal that there is considerable cross-over in terms of the responses of the characters. This will emphasise that the fallout from negative online actions results in many people feeling distressed and victimised.

Special attention should be paid to the status 'Can't stop crying.' Focus on how to offer support to people who express emotional distress online, and to always take it seriously.

### Extension:

Working in small groups, students can add comments to other students' comment chains. Each pass left and then share their responses with the group at the end.

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### Outcome Focus

Online responsibility

Identify impact

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### Resources

Pen and paper /  
printed activities file

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### Duration

10 mins

# Profiles

Which of the following do you think are okay to answer when writing your online profile? Are there different questions you would answer for different types of sites?

Your digital reputation is made up of the information you share online in different ways. Consider why you would not share information on some sites.

***What steps can you take to ensure that the information you share in a specific context is not shared in ways you do not approve of?***

***Who would you not be willing to share this information with?***

	Social Sites	Job Sites	Music Fan Sites	Gaming Forums
First Name:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surname:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nickname:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interests:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political views:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hometown:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current Location:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Languages Spoken:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favorite Quotes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favorite Shows:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favorite Games:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports played:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teams supported:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IM contact:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fav websites:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Profiles

## Teacher Notes:

In this exercise, students are asked to nominate what information they would be willing to include when constructing their online profile for different types of sites.

Students may not be aware that they are entrusting this information to third parties who can then influence the security of their personal data.

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### Outcome Focus

Cyberbullying, privacy and digital reputation issues

Understand ICT and community

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### Resources

Pen and paper

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### Duration

10 mins

### Discussion:

You may wish to discuss the parallels between the construction of online and offline personas.

### Consider:

- The perceived and real differences between those types of societies
- The security of disclosed personal information online and offline
- Behaviors for securing personal data (reluctance to offer more than necessary, asking why information is required, especially by unknown or corporate entities)
- Emphasise that this information can be available to unintended parties and across all of these sites - job, social and other - including to adults, known and unknown.

# The Startup

It is the year 2015. You and two friends have developed an idea for a new social networking service.

One of your team is working with the programmers to get the code ready for beta testing. Another is working on graphics, icons and interface design. You have been selected to write the End User Agreement (EUA) and Privacy Policy. Bummer.

Quickly write up a draft to present to your team at the next meeting. Make sure you cover some of these key questions your partners have already raised:

***What different privacy settings should be allowed?***

***Who should get access to people's profiles (will we use a friend system)? Should I be able to see images and updates from friends of friends?***

***What kind of bio information should we collect and offer on the site (eg: gender, religion, height, weight, location, education, footy team)?***

***We could make some money by selling some personal data to other companies for targeted advertising... should we?***

***Should people be able to upload photos of anything they like?***

***What type of content should be restricted?***

***Should people be able to tag other people's photos?***

## On your own:

Investigate the privacy settings and user agreements you have signed up to with current social networking sites. Are there aspects you would like to change? Where can you get more information on your settings and privacy?

# The Startup

## Teacher Notes:

This activity highlights personal responsibility towards the students' private information and respecting the privacy concerns of their friends, which may be different from their own.

### On Your Own:

The 'On your own' section can be used as a homework activity, as students may not have online access in class.

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### Outcome Focus

Evaluate online ethics

Critical response to issues

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### Resources

Pen and paper

Internet access (optional)

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### Duration

15 mins