



cyber(**smart:**)

Teacher Resource

Tagged

Upper 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: Upper Secondary Students

Target

This lesson is designed for delivery to upper secondary school students (year 11-12).

Resources

Tagged DVD

Computer and data projector with appropriate sound equipment for screening

Lesson plan files

Ideally an internet connection (see lesson details)

Timing

45 mins - 90 mins

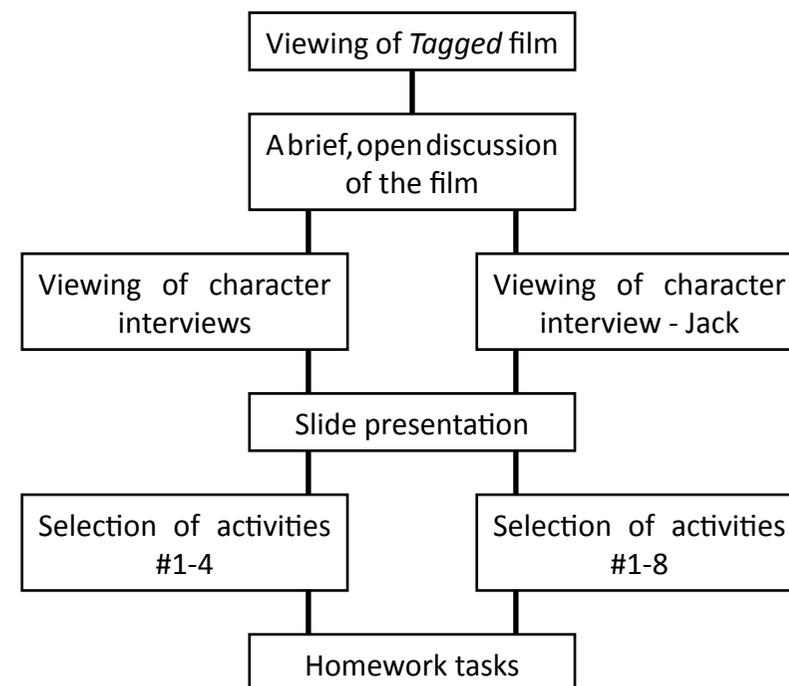
Objectives

1. Evaluate complex ethical implications of a range of online behaviours
2. Identify the ways cyberbullying and digital reputation affect personal relationships
3. Respond critically to cyberbullying, privacy and digital reputation issues including how to protect themselves and others
4. Analyse the legal and social consequences of online interactions
5. Analyse different ways in which damage to a digital reputation occurs and contextualise the role of digital reputation in our society
6. Describe how to exercise self-control and responsibility in managing relationships online

Structure and Sequence

Large Groups

Smaller Groups



Included Activities

Suitable for large audience discussion delivery

	Activity	Resources Required	Estimated duration	Page
1	The Bystander	Pen and paper	10 - 20 mins	5-6
2	Responsibility	Pen and paper	20 mins	7-9
3	Friend Request	printed activities file	15 mins	10-11
4	Media Discussion	Internet access for extension	10 - 20 mins	12-13
5	The Startup	Pen and paper Internet access (optional)	15 mins	14-15
6	Mock Trial	Pen and paper	30 mins +	16-17
7	What's the Status?	Pen and paper / printed activities file	10 mins	18-19
8	Gossip Research	Internet access	30 mins	20-21

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:

Outcome Focus

Online Responsibility

Resources

Pen and paper

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.

Responsibility

Exercise - Motives:

You are a famous TV writer known for your contemporary dramas involving large and complex casts of characters. As part of your method for creating such realistic characters, you take care to provide each character with a strong 'motive' for their behaviour before you write your story. These motives might not always be simple or pleasant, but you know that real people have conflicting motivations and that in uncovering them, your characters are much more believable and successful. As a writer, you are attempting to uncover the truth behind the actions, not to judge them.

Consider the characters in Tagged as if you created them to appear in a TV drama. What motivations would you create for each of these following actions? What emotions would you write to go with them?

1. Jack when he forwards the private images of Kate
2. The students who draw stars on Kate's locker, forward Jack's fight clip, the gossip about Chloe, or Kate's sexting image to each other
3. Raz coming clean about her involvement
4. Kate posting the picture of Chloe suggesting she cheated on Jack and posting a film of Jack fighting
5. The police officer who cautions Jack over sending images of Kate
6. Kate forwarding sexting images to Jack during their once intimate relationship

Conclusion:

People have a wide range of motivations for their behaviours. The one thing most people have in common is a sense of vulnerability and fear. Even the characters of the parents, teachers and police officers in *Tagged* could be written with fears and vulnerabilities - fears of failing in their jobs, their roles as protectors and instructors of young adults, of being bad parents, a fear of not understanding new technologies, a fear their kids are 'out-of-control', perhaps fears that the results of the teens behaviour will reflect badly on themselves as individuals.

The choice to exercise control and confront those fears is easier for some than others, but it is a choice. Every time you post something or forward something you are making a choice. So what is your motivation? Are you jealous, bored, or angry? The choice is always yours.

Responsibility

Teacher Notes:

Response exemplars:

1. Jack:

- anger over Kate's attack on his current relationship
- jealousy and fear and humiliation that Chloe might really be cheating on him
- desire for revenge - to hurt Kate as much as she hurt him

2. Bystander students:

- take pleasure in seeing a 'popular' girl suffer
- scared to resist what friends are doing
- feel insecurity about their own values or beliefs
- they may be bullied themselves and are grateful someone else is the target
- lack of empathy for someone else's pain
- thrill of having something juicy to share
- fear of being left out of their group
- unthinking/automatic response

3. Raz

- fear of being found out by her parents
- courage in speaking out so others won't get hurt
- understanding real friends don't make you feel uncomfortable or threatened
- empathy for Chloe and Jack
- guilt at having participated in hurting people
- trust in the adults in her life to provide some guidance when she can no longer cope

- desire to make things 'right' again
- questioning her identity and values

4. Kate (cyberbullying posts):

- jealousy toward her ex-boyfriend's new love
- pain over a failed relationship
- desire to see others ridicule Chloe
- passive aggressive - hides behind anonymous post
- enjoying a reputation as a person of social power
- desire to humiliate Jack in public in the same way she feels humiliated
- desire to make Jack seem ridiculous
- feeling her acts are rebellious, covert and exciting

5. Police:

- desire to protect vulnerable people in society especially those who are not legally adults
- understand the harm caused to an individual when sexualised images of them are spread without their consent or control
- sense of obligation to uphold the laws of Australia
- obligation and desire to prevent harm
- desire to stop an escalation of trouble for young people who are natural risk takers
- possibly anger toward Jack as they deal with the results of what forwarding sexting images can do
- pressure from parents and school authorities to stop the cycle of bullying

Outcome Focus

Evaluate online ethics

Identify impact

Social and legal implications

Resources

Pen and paper

Duration

20 mins

6. Kate (sexting images):

- sexual curiosity or excitement
- wanting to be desirable and attractive
- an initial sense of control over the image – she can take a pretty picture in good lighting
- maybe self-esteem and self worth issues
- perhaps genuine love and desire to share greater intimacy
- sex without physical consequences
- lust
- boredom
- pressure from Jack
- fear of losing Jack
- thrill of feeling ‘grown-up’ and participating in perceived adult behaviour

Ask students to consider their motivations when they post something negative.

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.

Outcome Focus

Online responsibility
Evaluate online ethics
Identify impact

Resources

Printed activities file

Duration

15 mins

Media Discussion

Can you recall any cases where celebrities or public personalities have been involved in controversy with communication technology?

Use the internet to research an example from the Australian media, and examine the role of the media in these famous cases. These may include examples of image sharing, text messaging, status updates emails or other types of online communications.

1. Answer these questions:

Who was involved?

What was the effect on the careers or reputations of the people involved?

What do you think was the effect on the personal lives and relationships of the people involved?

How did the case change your opinion of the people involved?

Do the same rules apply to celebrity cases as to everyone else?

How did the communication device or medium contribute to or contain the negative effects of the situation?

Where was the 'point of no return'?

What role did the media play in the events?

2. Write a press release:

Write a brief press release on behalf of one of the people involved, explaining what has happened, and defending their actions.

Do you think it would be a good idea to send your press release, or is it better to say nothing at all?

Media Discussion

Teacher Notes:

In this exercise, students are asked to use the internet to research an example of controversial or celebrity use of communication technology from the Australian media, and examine the role of the media in these famous cases. These may include examples of image sharing, text messaging, status updates emails or other types of online communications.

Outcome Focus

Analyse and contextualise digital reputation

Resources

Internet access for extension

Duration

10 - 20 mins

Writing a press release:

- Press releases should cover who/ what/ where/ when/ why/ how
- The press release should be two to three paragraphs long (this can be extended, time permitting)
- Press releases should include quotes from relevant parties, or from their spokesperson.

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.

Outcome Focus

Evaluate online ethics

Critical response to issues

Resources

Pen and paper

Internet access (optional)

Duration

15 mins

Mock Trial

In this activity you will stage a mock trial while adopting the roles of characters from the film *Tagged*. Decide which characters will get to air their grievances so that the personal perspectives of bystander, victim, and bully can be discussed as fairly as possible.

Some of you will act as defenders, defendants, prosecution, witnesses and jury. Your teacher may act as judge, or you can elect someone for this role.

It is important to ensure that the defence and prosecution teams have some good arguments and evidence before the trial begins.

Then, as each character pleads their case, try to make sure that the judge and jury are presented with balanced arguments.

Examples of trials include:

- Chloe may sue Kate for falsely implying that Chloe was unfaithful to Jack
- Jack may defend his use of the pictures Kate sent him as fair use of his 'property'
- Kate might plead that her social punishment was too strong for her 'crimes'
- Em may be charged with being an 'accessory' to bullying
- Kate might have to defend a charge of inciting violence due to Jack's fight

The 'charges' faced by each character are not legal ones. They are ethical issues, big and small, and the object of the trial is not to establish guilt but to use a legal framework in order to explore perceptions of blame and fairness.

Mock Trial

Teacher Notes:

- Emphasise the individual responsibility of each character for their actions
- For students who struggle to relate or empathise with the actions of the characters they have been assigned, it may be useful to discuss some of the information from the [Responsibility](#) activity.

Outcome Focus

Social and legal implications

Evaluate online ethics

Resources

Pen and paper

Duration

30 mins +

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.

Outcome Focus

Online responsibility

Identify impact

Resources

Pen and paper /
printed activities file

Duration

10 mins

Gossip research

Why do we gossip?

Some researchers believe that gossip (talking about other people and including unconfirmed details) is a necessary part of our social evolution, and a vital part of human language.

Others claim that there are neurological aspects to gossip, potentially allowing us to become fore-warned about potentially dangerous members of society by priming our visual perception system.

Use the internet to research gossip, and respond to the following:

1. Provide a formal definition for gossip.
2. Discuss some theories of how humans use gossip (you might find some interesting perspectives from sociologists, linguists, psychologists and historians).
3. Discuss the positive and negative aspects of gossip. What proportion of gossip might be considered negative?
4. So how can we assess the truth and function of gossip when we hear it?
5. How can we manage our natural instinct to gossip to create a positive outcome for speaker, listener and subject(s)?

Gossip research

Teacher Notes:

Online encyclopedias may provide a good starting point, for this research. Some useful search keywords include:

- history of gossip
- social boundaries
- misinformation
- reputation
- evolutionary psychology

It may be interesting to consider the nature of gossip through history and across cultures.

Delivery:

You may choose to have students write their responses, or discuss in groups and then share with the class.

This exercise may be suitable as a homework or extension activity.

Outcome Focus

Critical response to issues

Evaluate online ethics

Resources

Internet access

Duration

30 mins