Be Deadly online animations
- secondary lesson plan

Topic: Sexting and sending nudes, digital footprints

Target age group: Lower, middle and upper secondary

Lesson duration: 15 - 45 minutes

Lesson overview:

These lessons introduce the topics of sending nudes (sexting) and digital footprints. The focus of the activities is the impact of these issues on yourself, others and family/community. The activities use the respect circle and animations from the Be Deadly Online resources.

The length of your lesson will depend on the number of animations and activities you choose to use.

Activity purpose:

- Define sending nudes (sexting) and digital footprint.
- Understand the concept of respect in the context of technology use.
- Critically analyse the impact of your actions on yourself, others and your family/community when using technology.

📄⭐ **Australian curriculum:**

This lesson plan supports a number of capabilities in the Australian Curriculum, including Information and Communication Technology, Ethical Behaviour, Personal and Social Competence and Intercultural Understanding.

ACTIVITY	PAGE	SUBJECT FOCUS	DURATION	RESOURCES REQUIRED
1. Class discussion and group work	3	Sending nudes (sexting)	45 min	Internet access to view the 'Respect Circle' prezi and That's Not Team Spirit animation. See **BE DEADLY ONLINE**
2. Class discussion and group work	4	Digital footprint	45 min	Internet access to view the 'Respect Circle' prezi and Dumb Stuff animation. See **BE DEADLY ONLINE**

Background

eSafety acknowledges the traditional custodians of country throughout Australia and their continuing connection to land, waters and community. We pay our respect to Aboriginal and Torres Strait Islander cultures, and to elders both past and present. We would like to express our sincere gratitude to the people who have worked with us on the Be Deadly Online resources.

The Solid Kids website has advice to help prevent bullying in schools, based on its program in Yamaji schools.

Activity 1 - Sending nudes and sexting

Sexies, noodz, sexts or selfies… no matter what you call them or where you live people are sending them. And once they're out there you can't control who'll see them and where they'll end up.

That's not Team Spirit focuses on the risks of sharing sexy pics.

When Bud, the local football hero, comes to town he encourages a youthful Sharlise to send him a sexy photo of herself. But is Sharlise sharing more than she bargained for?

When she obliges, he forwards the picture onto his mates, with damaging consequences.

This activity introduces the concept of sexting within an Aboriginal cultural context and explores the potential social, emotional and legal consequences as well as how to manage sexting-related issues.

The focus of the activity is using the respect circle to examine the impact of sexting on yourself, others and family/community.

Activity 2 - Digital footprint

Ryan and his mates are clowning around filming themselves doing dumb stuff — they're just having a good time! Everything would have been fine if Ryan didn't then post it all online. It comes back to haunt him because his boss sees it. Ryan didn't think it was a big deal at the time, but once you post it online, anyone can see it.

This activity introduces the concept of digital footprint or reputation within an Aboriginal cultural context and explores the potential social and emotional consequences as well as how to manage social media related issues.

The focus of the activity is examining the impact of the choices you make on your digital footprint and how this can affect yourself, others and family/community.

Activity 1: the impact of sending nudes (sexting)

ACTIVITY	PAGE	SUBJECT FOCUS	DURATION	RESOURCES REQUIRED
1. Discussion/ Visual Activity	3	Sending nudes (sexting)	45 min	Internet access to view the 'Respect Circle' prezi and That's Not Team Spirit animation. See **BE DEADLY ONLINE**

Instructions

The focus of this activity is on the impact of the choices you make on your digital footprint and how this can affect yourself, others and family/community.

1. Watch the **Respect Circle Prezi** video. Conduct a brief class discussion and ask for an example of how the class thinks you can respect yourself, respect others and respect your family/community when using technology.

2. Write the answers on the board.

3. Watch the **That's not team spirit** animation

4. Break the class into small groups. Give each group a piece of butcher's paper with a character's name at the top and the respect circle drawn under it. Characters to focus on include Bud, Sharlise, Jono (Sharlise's cousin on the bus) and Kellie (Sharlise's friend).

5. Ask the class to imagine themselves as that character and discuss how the role they played in the sexting story can impact on:
   - themselves
   - others and
   - family and community.

Activity 2: digital footprint and the impact of choices made

ACTIVITY	PAGE	SUBJECT FOCUS	DURATION	RESOURCES REQUIRED
2. Discussion/ Visual Activity	4	Digital footprint	45 min	Internet access to view the 'Respect Circle' prezi and Dumb Stuff animation. See **BE DEADLY ONLINE**

Instructions

The focus of this activity is on the impact of the choices you make on your digital footprint and how this can affect yourself, others and family/community.

1. Watch the **Respect Circle** Prezi video. Conduct a brief class discussion and ask for an example of how the class thinks you can respect yourself, respect others and respect your family/community when using technology.
2. Write the answers on the board.
3. Watch the Dumb Stuff animation
4. Discuss with the class. When we go online we can be assured of three things:
   1. What we do online affects others
   2. We have control and choices over the information and pictures/images that we post and
   3. We can have a positive influence over others.
5. Ask the students to think of anything else that you can be assured of when you go online.
6. Ask the class to now discuss the character of Ryan and explore how they think his poor choice to post the video of Aunty Em might impact on:
   - himself
   - others and
   - family and community.

7. Ask the class what other people might think of Ryan now that he has posted the video?
8. Brainstorm strategies that can be implemented to protect your digital footprint. **Answers might include: manage privacy settings so only friends can see what you're doing online; think before you post; don't tag people without their permission; limit people who you don't know; don't share your password; change your password regularly.**