



## YOUNG & eSAFE



**THEME - Responsibility**



**TARGET AGE GROUP - Years 9 and 10 (Level 6)**



**LESSON DURATION - 15-20mins**

**Activity purpose:** Assist students to understand their online personal responsibility, including supporting others and speaking out about offensive online content.

### BACKGROUND INFORMATION

Responsible internet and technology use requires students to understand their rights and responsibilities, including protecting privacy, considering the real life impact of actions online, staying within the law, and managing their digital reputation. All online users have a personal responsibility to avoid engaging in any forms of online bullying and to be an upstander ('helpful bystander') by speaking up about issues they see online. Upstander behaviour is founded in students having a high level of empathy and respect for others, as well as a sense of social justice.

Typical upstander behaviour includes:

- Actively challenging and discouraging bullying, violence and injustice
- Reaching out and defending/supporting others experiencing bullying
- Help-seeking and reporting bullying behaviour to adults and appropriate authorities both online and offline.

# Activity 1

TEACHING SEQUENCE / ACTIVITY	DURATION	RESOURCES REQUIRED
<p>1. Have students read the ‘Want to Hear a Story?’ from the ‘I am responsible’ section on the Young &amp; eSafe website. (Alternatively, the story is provided below and can be read aloud to students) ‘Want to Hear a Story’ by Roiratu Age 14: “...So I follow this girl on Instagram and she has a band fan account. Everyone in the band’s fandom know her because of how much (sic) followers she has and all that jazz. So one day she posted a photo of herself. Her caption was of how she is happy and comfortable in her own skin, and how she thinks she is beautiful. But there was this one Instagram account that kept telling her that she is ugly and not beautiful. She has very supportive followers so they kept telling her that none of what that person told her is true. So she believed them until that same person kept doing that.</p> <p>It started to actually make her believe that it’s true. I got really irritated and called out that person who was making her feel bad about herself. I wrote a long ass post saying how rude and mean it is to say those things about people and how no one should get treated like that. So the week later the person who was bullying the girl got reported and Instagram took their account down. So now she doesn’t have to deal with those types of people again. Sure, there might be some people like that who did the same thing to her but it’s not that bad. The girl who owns the fan account now has learned to ignore the haters...”</p>	2 mins	Young & eSafe website – ‘Want to Hear a Story’ (see link on page 5)  Smartboard displaying the Young & eSafe – ‘Want to Hear a Story’ (alternatively print copies for students).

TEACHING SEQUENCE / ACTIVITY	DURATION	RESOURCES REQUIRED
<p><b>2.</b> Explain personal responsibility and invite class discussion:  “Personal responsibility means protecting your privacy, knowing your rights and responsibilities, thinking about the impact of your online actions, and staying within the law. It’s also about being accountable for the way you present yourself online and standing up for others”.</p> <p><b>a.</b> “What does personal responsibility online mean to you?”</p>	3 mins	
<p><b>3.</b> Teacher-led discussion about personal responsibility with the following questions:</p> <p><b>a.</b> Who had a responsibility to stand up and speak out in this scenario?  Answer = Anyone who is involved in or witnesses the post. Everyone has a personal responsibility to stand up and speak out.</p> <p><b>b.</b> “What choice did Roiratu make that showed personal responsibility?”  Answer = She could have stayed silent, but she decided to stand up and speak out to the hurtful comments.</p> <p><b>c.</b> “What choices could you make if you saw a hurtful post like Roiratu did?”  Answer = You could stand up and speak out in a way that explains your opinion in a kind but respectful way. It’s important to ask yourself “what could happen if I don’t help out?” You can also encourage the other person to reach out for support by making a complaint to the eSafety Office, contacting Kids Helpline, and reporting the inappropriate or offensive material.</p>	10 mins	

TEACHING SEQUENCE / ACTIVITY	DURATION	RESOURCES REQUIRED
<p><b>d.</b> “We can imagine that Roiratu likely had a gut feeling when she was reading the hurtful comments. What does it mean to have a gut feeling?”</p> <p>Answer = It is the body giving a warning sign that action is needed. It occurs when we feel we have a personal responsibility and need to make a choice that considers others and possible consequences.</p> <p><b>e.</b> “What are the barriers to listening to gut feelings and being responsible online?”</p> <p>Answer = Fear of having technology banned or confiscated, fear of being the target of bullying, uncertainty about the context of the disagreement or hurtful comments between other people.</p> <p><b>f.</b> “How can you overcome these barriers to ensure you take personal responsibility when online?”</p> <p>Answer = Ask questions to be able to understand the context of a person’s comments, report on the behalf of another person, reach out and send a supportive message to the other person, discuss concerns with adults.</p>		
<p><b>Optional extension:</b></p>		
<p><b>1.</b> Show students the ‘Get Help’ section of the eSafety website on a smartboard. Ask students to use the website to identify choices and supports available for:</p> <p><b>a.</b> Supporting kids: Answer = Kids Helpline, eheadspace.</p> <p><b>b.</b> Supporting parents: Answer = Parentline, Beyond Blue.</p> <p><b>c.</b> Show students the ‘Tell us your story’ quiz from the Young &amp; eSafe website. Explain how students can use the quiz to access support for online issues.</p>	<p>5 mins</p>	<p>eSafety: ‘Tell us your story’ (see link on page 5)</p>

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## AUSTRALIAN CURRICULUM

### English Learning Area:

- **Language for social interactions:** Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564).

### Health and Physical Education Learning Area:

- **Changes and transitions:** Examine the impact of changes and transitions on relationships (ACPPS090).
- **Interacting with others:** Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093).
- **Understanding emotions:** Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094).
- **Making healthy and safe choices:** Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092).

### Personal and Social Capability:

- **Communicate effectively:** Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.
- **Negotiate and resolve conflict:** Generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts.
- **Become confident, resilient and adaptable:** Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations.

## EXTERNAL LINKS INCLUDED IN THE ACTIVITY

Young and eSafe website – ‘Want to Hear a Story?’ section: [esafety.gov.au/youngandesafe/responsible](https://esafety.gov.au/youngandesafe/responsible)

eSafety ‘Get Help’ page: [esafety.gov.au/esafety-information/get-help](https://esafety.gov.au/esafety-information/get-help)

eSafety ‘Tell us your story’ page: [esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/tell-us-your-story](https://esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/tell-us-your-story)