

Activities for students to take the lead in online safety

Year 9 to 12

eSafety Toolkit for Schools

Creating safer online environments

This resource provides range of activities to empower students across all year levels to help cultivate safe online environments. It has been adapted with permission from the Australian Education Authorities' website [Bullying. No Way!](#). It draws extensively from Meaningful Student Involvement: Guide to Students as Partners in School Change.*

Students play a central role in creating and maintaining a safe online environment at their school and within their community. It is important to create opportunities for young people to participate, and be involved, in this process in ways that are authentic and resonate well with them. This gives students confidence that their views are respected and their voices are being heard.

*Fletcher. (2015). Meaningful Student Involvement: Guide to Students as Partners in School Change.

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Important note

Prior to using the suggested activities, it's important to consider how suitable these are for your school and the students' age/stage. Carefully consider wellbeing, confidentiality, privacy and disclosure of personal information and ensure appropriate safeguards are in place. Avoid activities such as roleplays if there are students currently experiencing online safety issues in your class. Schools are encouraged to have appropriate processes and support services in place for managing student disclosures.

Students can lead in online safety:

Young people have many strengths and skills that can be called on as they take the lead in online safety. It is important to consider these skills when tailoring approaches to engage with young people in the school community.

To start, consider asking students the following questions:

- What are you good at online?
- What do you enjoy most about being online?
- What ideas, strengths, skills or knowledge can you bring to create and maintain an inclusive, positive and safe online environment?
- What issues and challenges do you see online?
- What broader social inequalities might affect young people online?
- How do you suggest these might be addressed?





Students involved in online safety can be...

Planners



Students can plan activities and lessons to ensure they know what, how and why they are learning certain concepts and skills.

- **ACTIVITY:** Encourage fellow students to look at the [Australian Curriculum](#) website or use relevant state/territory curriculum documents and plan opportunities to learn about online safety with their teachers. Consider co-designing lesson plans with students.
- **ACTIVITY:** Create an online safety action plan for the school community. Use [Workshop 7.1 from the YeS Project](#).

Researchers



Students can research their school community to understand shared experiences and trends in order to produce meaningful solutions.

- **ACTIVITY:** Research and evaluate laws related to online incidents and analyse the most effective ways to respond and prevent them. Use the [eSafety](#) or [Youth Law Australia](#) websites as a prompt. [ACHCK061](#) [ACHCK094](#)
- **ACTIVITY:** Using a problem-solving approach, research what to do if they, or someone they know, is being targeted online. This could include who to talk to, reporting to the eSafety Commissioner or using support services. Use the [eSafety](#) website as a prompt.

Teachers & Mentors



Students can teach and support others as a way to strengthen learning and help teachers to understand their perspectives.

- **ACTIVITY:** Create a digital laws quiz for younger students. Use [Workshop 3.2 from the YeS Project](#) as a prompt.
- **ACTIVITY:** Create a list of ideas for supporting friends who experience online abuse. Use [#rewriteyourstory](#) and [Workshop 9.3 from the YeS Project](#) as a prompt.

Evaluators



Students can undertake and deliver purposeful reflections of learning and behaviour.

- **ACTIVITY:** Analyse a character's behaviour in an online situation. Use [#rewriteyourstory](#) as a prompt.
- **ACTIVITY:** Evaluate the use and impact of daily technology and media in our lives and identify areas for change. Use the [Workshop 10.1 from the YeS Project](#) as a prompt.

Decision makers



Students can partner with school staff to make decisions on a range of issues that affect them, from lesson content to class activities and school policies.

- **ACTIVITY:** Work with teachers to create an Acceptable Use Policy for engaging online and using digital technologies. Use [Workshop 7.1 from the YeS Project](#) as a prompt.
- **ACTIVITY:** Decide where students stand on exclusion and inclusion in the digital world and what they can do to influence a more positive world. Use [Workshop 5 from the YeS Project](#) as a prompt.

Advocates



Students can raise issues and come up with solutions to affect change within communities.

- **ACTIVITY:** Identify an online issue that students can action take to change in their community. Use [Workshop 10.7 from the YeS Project](#) as a prompt.
- **ACTIVITY:** Facilitate a workshop with adults from the community and school to describe the online world they want. Use eSafety's [Safety by Design Young Person's Vision](#) as a prompt.