



KEEP IT SWEET ONLINE



1. Strategies for dealing with online risks

Lesson plan



Topic: Digital risks



Target age group: Years 1-4



Lesson duration: 20 minutes



Recommended teaching approach:

'Keep it Sweet Online' is a set of three short slide decks. The decks can be used individually or as a package. Each slide deck is designed to enable teachers to facilitate a short online safety lesson. The slides include polls, discussion questions and online safety tips. The teaching notes below provide background information to the concepts covered in the slides as well as further discussion points and follow-up activities.



Activity purpose:

- Understand what a digital footprint is.
- Identify the risks of sharing information online.
- Discuss strategies for protecting themselves from online dangers.



Key words:

Privacy and personal information, digital reputation, digital risks



Australian curriculum links:

Health & Physical Education	ACPPS055
Digital Technologies	ACTDIP022
General Capabilities	Personal and Social Capability, ICT Capability

Story synopsis

Lollylab Jnr is a made up, reality TV show where contestants compete to create the weirdest, and wackiest sweet-treats within a lolly making laboratory. It's a bit like Masterchef Jnr or Zumbo's Just Desserts. This slide deck follows the story of a young person who becomes famous for their fabulous creations. Student will discover the flipside to fame and what can happen if information about you is shared widely.

In Part 1 of the story, the main character discovers their favourite show Lollylab Jnr is advertising for new kids to be part of the next series! We'll explore what happens when they post a video to FunTube and discover who they'll take along to the audition.

Teaching notes for slides

Our digital footprint

When we upload videos and images to social media, we start a trail and a history about ourselves and create a digital footprint. When we write about ourselves or chat with others, we are creating a profile. What we do online helps others to build a picture of who we are.

Common risks when using technology to communicate

When we have our personal information online, others can use that information. Sometimes the information can be used in ways that we don't agree to, for example we may get messages from strangers, people may say things about us online that make us unhappy or our information might be used in a cybercrime. It is important to think about how much information we share online to protect ourselves from online risks.

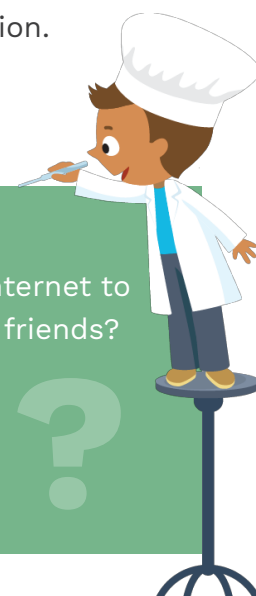
Some of the risks of sharing too much personal information online include:

- Your image could be shared multiple times online and you might lose control of where your image is shared.
- Your personal details like your full name, date of birth and where you live could become easy to find and used to access your accounts without permission or commit cybercrimes.
- People might say things online that make us unhappy.
- Strangers may contact us in a way that makes us feel uncomfortable.

Discussion question

How do you use the internet to connect to family and friends?

What are the risks of having our personal information online?



Strategies for dealing with online risks

1. Using social media settings

YouTube allows you to control who sees your videos and how they can interact with it. Use the privacy and safety settings so that you can control who can see your information or communicate with you.

You can also flag videos you might come across which make you feel uncomfortable or that you think are inappropriate. YouTube relies on the community to flag content that they find inappropriate. Once you flag a video a YouTube staff member will check the video and decide whether the content should be removed.

2. Handful of helpers

It's important to think about the supportive people who you can turn to if something online makes you feel uncomfortable. When you're feeling upset with something you've seen online it can be hard to figure out who to turn to. The most important thing to think about when choosing your helpers is that you feel like they listen to you.

You might feel most comfortable sharing things that are going on for you with:

Discussion question

Who do you feel comfortable sharing your experiences (the good and bad) with?



- a family member, like a parent or an aunty or uncle
- a sport coach or music teacher
- a friend's mum
- a favourite teacher at school
- a neighbour

Ask the students to spend some quiet time thinking about the people who they can

Reflection activity

Draw your handful of helpers.



share their feelings with. Encourage students to picture them as characters on their fingers.

Time permitting you could ask the students to trace their hand and draw their helpers on the fingers.



3. Talking about your concerns

It's important to feel comfortable talking to supportive adults about the times you are contacted by strangers or asked to do things that don't feel right... sometimes this may even be by people you know. Some of the topics you might talk to your helper about include:



- How you're feeling, like the times you may be feeling sad about something.
- Getting them to help you with school tasks and homework.
- If you're not sure if something online is appropriate for you to look at.
- If someone is talking to you rudely on social media.
- When a stranger tells you to keep a secret online.

Take home activity

Ask students to start a conversation with one of their helpers about how they would help if they came to them with an online or offline problem.

