Be an eSafe kid:
Online boundaries - It's OK to say 'no'

Years 5 and 6

This lesson plan is a Virtual Classroom resource that teaches students about online consent and how to define online boundaries.

Topic and key words: Consent, permission, boundaries, choice, refusal skills, respect, personal information

Target age group: Upper primary

Lesson duration:

Pre-webinar activity – 30 minute class discussion
Webinar – 45 minute webinar viewing
Post-webinar activities – 30 minute class discussion

Extension activities (these have varying time frames listed below).

Activity purpose:

By the end of this learning, students will be able to:

- understand the meaning of consent and permission, and know how to apply this knowledge online

- identify consent and permission in a variety of online settings

- define and practise setting personal online safety boundaries

- develop help-seeking and reporting strategies.

> **Tip:** Tailor your discussions according to your students' level of understanding.
> Be aware that students may wish to disclose personal welfare issues.

Australian Curriculum links

Years 5 and 6
These activities address Australian Curriculum outcomes including:

Health and Physical Education
- Recognising physical responses that indicate they are feeling uncomfortable or unsafe.

- Rehearsing assertive behaviours and strong non-verbal communication skills.

- Identifying safe places and people who can help.

- Examining protective behaviours to stay safe when someone makes them feel uncomfortable or unsafe.

- Exploring the emotions associated with being unsafe or uncomfortable, and how personal reactions can vary according to different contexts and situations.

Digital Technologies
- Considering ways of managing the use of social media to maintain privacy needs. For example, activating privacy settings to avoid sharing personal information like photographs, addresses and names.
- Recognising that digital interactions are difficult to erase, and the importance of establishing a safe digital footprint.
- Making ethical decisions when faced with reporting inappropriate online behaviour or acknowledging digital products created by others. For example, making a decision based on how other people would like to be treated.

Media Arts
- Seeking permission to take photos of class members to document a school excursion for publication on the school intranet.

English
- Connecting their own experience with the resource texts, and information that has been presented in the webinar.

Instructions

1. Pre-webinar activities – answer the pre-webinar questions in the slideshow, '**Online boundaries - It's OK to say 'no'**'.

2. During the session - watch the webinar and complete the **student worksheet**. (Find out how to connect with the webinar in the **teacher notes**).

3. Post-webinar activity – answer the post-webinar questions in the slideshow, '**Online boundaries - It's OK to say 'no'**'.

Extension activities

You can do these follow-up activities with your class in the days or weeks after the webinar:

a) Use the eSafety **scenario activities** to teach students how they can say 'no'.

b) Use the '**I feel comfortable**' resource and encourage students to think about who they want to connect with online and what they feel comfortable sharing.

c) Look at the eSafety Kids page, **sharing photos and my personal information online**. Discuss what is appropriate to share and what should be kept private. Explore why students feel this way. Ask students to develop an advertising campaign focusing on 'Top tips for keeping personal information private'. Discuss how this could impact a digital footprint.

d) Ask students to read the eSafety kids page, **someone is contacting me and I don't want them to**. Suggest they write a list of things they can say to discourage someone from contacting them. Ask them to practice giving their responses to each other.

e) Take up the <u>Cybersmart Forever</u> challenge to learn about safely sharing content and images online. Discuss strategies that could help to protect personal information online.

f) Watch the <u>#GameOn</u> short film about a group of primary students who experience cyberbullying, online gaming, sharing passwords, free downloads and online friendships. Ask the class to identify these storylines below, which relate to consent and boundaries:

- Bianca is upset when her photograph with insulting captions is posted online on Grace's social media page, without her permission.

- Claudia plays a practical joke on her friend Grace and hacks Grace's page.

- Ollie realises he might not have as much control over who sees his selfies as he thought he did.