I've done all the dumb things - lesson plan

Topic: Digital reputation

Target age group:
Lower, middle and upper secondary

Lesson duration:
15 - 45 minutes, (depending on activities chosen).

Lesson overview:

This lesson is designed to help students to manage their own digital footprint and understand the implications of posting material online. They will also learn the importance of managing their own online privacy settings.

A video is used to tell the story of Ryan's mates who film him clowning around and then post it online. Even though they're just having a good time, the video is seen by Ryan's boss and others in the community who are not impressed.

This lesson is designed for Indigenous Australians who are 14 years and older.

Objectives:

By the end of the lesson, students will:

• be able to define a 'digital footprint'

• be able to critically analyse the impact that a bad digital footprint can have on themselves, their friends, family and community

• be familiar with relevant eSafety resources, including where to find support if they are worried about their digital footprint.

📖 **Resources:**

- Video: <u>Dumb stuff</u>.
- Poster: <u>Make good choices. Make your mob proud</u>.
- Yarning circle protocol (included at the end of this document).
- Butchers paper and enough white board markers for each student to use, if you are delivering the lesson face to face.
- An interactive platform with a white board function, if you are delivering the lesson online.

📄 **Australian Professional Standards for Teachers (Teacher Standards)**

Suggested links are:

Focus area 1.4: Strategies for teaching Aboriginal and Torres Strait Islander students.
Focus area 2.4: Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.
Focus area 4.4: Maintain student safety.
Focus area 4.5: Use ICT safely, responsibly, and ethically.

📄 **Australian curriculum:**

This lesson addresses Physical Education and Digital Technologies and Australian Curriculum Health outcomes, including:

- evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)
- investigate the benefits of relationships and examine their impact on their own and the health and wellbeing of others (ACPPS074).

It addresses these elements:

- Personal and Social General Capabilities including self-awareness and self-management.
- Ethical Understanding General Capabilities including exploring values, rights, and responsibilities.

Teaching notes

Teachers can choose a single activity, (for example reviewing the video), or multiple activities, (reviewing the video and posters), depending on available time and student capabilities.

Recommended teaching approach
1. Form a virtual or online yarning circle.
2. Discuss the suggested questions as a group while looking at the <u>Dumb stuff</u> video and/or the <u>Make good choices. Make your mob proud</u> poster with students.
3. Explore other eSafety resources.
4. Invite students to complete the personal reflection activity.

Activity instructions

1. Use the video and poster to generate a student discussion

1.1 Form a virtual or online yarning circle to begin the activity.

If you are delivering this activity face to face as a class, form a complete circle around the butchers paper on the floor. Make sure that everyone has pens and markers and a clear space so they can see one another. Explain that sitting in a circle for yarning like this is the way things are done in many Aboriginal communities.

If you are delivering the resources online, ask the students to imagine they are forming a circle. Check they are comfortable using online interactive white boards.

1.2 In your yarning circle, explain to the class that learning and communicating through pictures and images is an important part of Aboriginal and Torres Strait Islander culture. Ask students to watch the video and then look at the poster and identify what is being communicated. Encourage the class to draw or write their answers on the butchers paper or use the online interactive whiteboard.

1.3 Explain to the class that communicating without words is an important part of Aboriginal culture. Discuss how non-verbal communication includes body language, sign language and facial expressions. Ask them to look at the poster again and see what each character is communicating visually, without words.

1.4 In your yarning circle, discuss why the local community is important to Aboriginal people. Explain that in Aboriginal culture, new information is always assessed in relation to what is already known by the community. Link this to the significance of traditional story telling where stories were told, person to person. Consider the impact of technology and how it has changed the way stories are shared and told. Use the <u>Respect circle</u> video to explore this further.

1.5 Place paper on the wall next to the <u>Make good choices. Make your mob proud poster</u>. If you are teaching online, open the poster and split your screen and then ask the following questions:

• What does a negative digital footprint mean for me, my family, my friends and community?

• In what ways do we communicate in the same way as our Elders and other adults in the community? What is different?

• How can I use what I know about digital footprints to help me, my family, my friends and community?

2. Use eSafety's online resources to discuss the following questions

Direct students to these links on the eSafety website:

• <u>Your digital footprint</u>

• <u>Your digital reputation</u>

Answer these questions:

2.1 What can you do to manage <u>your own digital reputation</u>?

2.2. Do you need permission to share a photo or video of someone?

2.3 How does <u>social media</u> pressure us and what are the consequences for you, your friends, family and community?

3. Follow up personal reflection activity

Ask students to design and develop their own poster relating to digital footprints. They can show it to their family and community members.

Encourage students to explain what their poster is trying to say about the impact a negative digital reputation can have on them, and those around them.

Additional teaching notes

Understanding cultural protocol and yarning circles

Yarning and storytelling are important in Aboriginal culture.

Yarning is an informal conversation that is culturally friendly and recognised by Aboriginal people. It provides the opportunity to talk about something or someone. It also gives people the chance to provide and receive information.

Yarning circles are designed to allow all students to have their say in a safe space without judgement. Each student is encouraged to speak, one at a time, without interruption. This is a process that helps to develop deep listening skills. It is a way of sharing knowledge and establishing rules around respectful behaviour.

You can find more information about the protocols and processes associated with yarning circles on the <u>Queensland Curriculum and Assessment Authority website</u>.

How the eSafety Commissioner can help

Students may disclose personal welfare issues during these discussions and require professional support. eSafety can help in a number of ways.

eSafety provides a wide range of education resources to support student learning about online safety. We help Australians experiencing online bullying or abuse to take action or make a report.

Young people aged 18 years or under can make a complaint about cyberbullying directly to eSafety. If an intimate image has been shared, or someone has threatened to share it without consent, this can be reported to eSafety.

Illegal and harmful content is addressed by eSafety's Investigations team, which investigates complaints and can assist with removing offensive content.

Other places to get support

National Aboriginal Community Controlled Health Organisation (NACCHO)
NACCHO is the national authority on Aboriginal and Torres Strait Islander comprehensive primary health care. Support services can be found in each State and Territory.
naccho.org.au

Solid Kids
The Solid Kids website provides locally relevant and culturally secure bullying prevention, based on the 'Solid Kids, Solid Schools' project involving Yamaji communities in Western Australia.
solidkids.net.au

Kids Helpline 1800 55 1800
Kids Helpline is a free, private and confidential phone and online counselling service for young people aged 5 to 25 in Australia. It is available 24/7.
kidshelpline.com.au

Lifeline 13 11 14
Lifeline provides free, confidential 24/7 crisis support and suicide prevention services.
lifeline.org.au

Beyond Blue 1300 22 4636
Beyond Blue provides information and support to help everyone in Australia achieve the best possible mental health, whatever their age and wherever they live.
beyondblue.org.au

eheadspace 1800 650 890
eheadspace is a confidential, free, secure space where young people 12 to 25 or their family, can chat, email, or speak on the phone with a qualified youth mental health professional.
headspace.org.au/eheadspace

Bullying. No Way!

Bullying. No Way! provides information about how individuals, schools, and communities can work together to help schools create learning environments where every student and school community member is safe, supported, respected, and valued.

bullyingnoway.gov.au

Youth Law Australia

Youth Law Australia provides free, confidential legal information and help for young people under 25.

yla.org.au

Australian Human Rights Commission

The Australian Human Rights Commission is an independent third party which investigates complaints about discrimination and human rights breaches.

humanrights.gov.au

eSafety acknowledges the Traditional Custodians of Country throughout Australia and their continuing connection to land, waters and community. We pay our respects to Aboriginal and Torres Strait Islander cultures, and to Elders past, present and emerging.