

Be an eSafe kid:

Be safe, be supportive



Topics and key words:

Consent, permission, boundaries, choice, refusal skills, respect, personal information.

Think about your students' level of understanding and tailor the discussions accordingly. Be aware that students may disclose personal welfare issues.

Target age group:

Upper primary

Lesson duration:

Webinar 45 minutes

Post-webinar activities 30-minute class discussion and extension activities (these have varying time frames listed below)

Activity purpose:

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

- describe what it means to be safe online
- identify personal online safety boundaries
- recognise strategies to support others
- recall protective behaviours, reporting skills and help-seeking strategies
- share their learning with their parents and carers.



This activity will address Australian curriculum outcomes including:

Health and Physical Education

[AC9HP6P08](#) — analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations.

Digital Technologies

[AC9TDI4P08](#) — access their school account using a memorised password and explain why it should be easy to remember but hard for others to guess.

[AC9TDI6P09](#) — access multiple personal accounts using unique passphrases and explain the risks of password re-use.

English

[AC9E3LE02](#) — discuss connections between personal experiences and character experiences in literary texts and share personal preferences.

Instructions:

1. Watch the webinar (see [teacher notes](#) for how to connect) and ask your class to complete the [student worksheet](#).
2. **Post-webinar activities**
 - a. Discuss the three most important points made in the webinar.
 - b. Support students to complete the ‘making a strong password’ activity on the student worksheet.
 - c. Encourage students to take their worksheet home and share their knowledge.
3. **Follow-up activities**

These activities can be used in the days or weeks following the webinar to continue the discussion:

 - a. Encourage students to practise saying ‘no’ using the [eSafety scenarios](#).
 - b. Use the [‘I feel comfortable’ resource](#) to guide discussions about who students interact with online and what kinds of things they feel comfortable sharing.
 - c. Look at the eSafety Kids page about [sharing photos and personal information online](#). Discuss what can be shared and what should be kept private. Explore why students feel this way. Ask students to develop an advertising campaign about ‘Top tips for keeping personal information private’.
 - d. Encourage students to explore the information on the eSafety Kids page about [unwanted contact](#). Ask them what they would do if someone contacts them and they want to say ‘no’. This activity allows students to rehearse assertive and protective behaviours and develop communication skills.
 - e. Complete the [Cybersmart Challenge Cybersmart Forever](#) activity to explore how to safely share content and images online and look at ways to protect content and images.