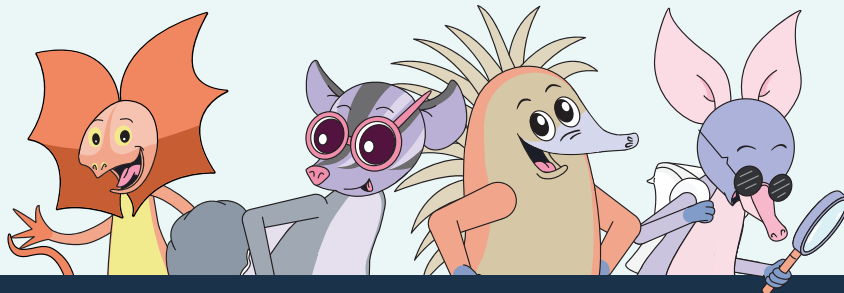


Mighty Heroes

Educator notes



About this resource

The Mighty Heroes suite includes four short animated video chapters. Each one features a hero and their online safety superpower.

These educator notes are designed to support discussions with students about the key online safety messages in each chapter.

Related resources

You can use these animated videos with the following classroom resources to further explore the key messages and encourage students to continue the conversation with their parent or carer at home.

- [Online safety classroom posters](#) – four fun character posters to start online safety discussions.
- [How our class stays safe online](#) – a poster to prompt creating a classroom tech agreement.
- [Family tech agreement](#) – a take-home activity for families to create their own home tech agreement.

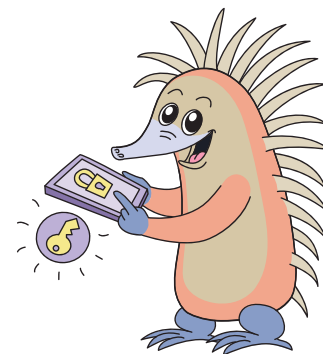
About eSafety

It's important to explain to students that eSafety helps Australians to prevent and deal with online harm. We can help to remove serious online abuse (such as cyberbullying) or illegal and restricted online content, and provide help and support.

Trusted adults, including educators, can help make a report to eSafety if a child or young person is experiencing serious online harm. Visit the eSafety website to learn how to report abuse or content to eSafety.

Wanda the echidna's superpower is 'Responsibility'

I am responsible — I protect my personal information.



Aim: To help students use technology responsibly and understand personal information and how it can be protected.

Instructions

Play Wanda's video chapter. At the end of the chapter, ask students to recall what happens in the story and the lessons that Wanda teaches Dusty.

You can ask students:

- Do you think it's a good idea for Dusty to share his password with Jedda?
- What do you think might happen if Dusty shares his password?

Key themes and questions for discussion

Sharing

Explore some of the boundaries around sharing.

- Who can you share your password with safely? This might include a teacher at school, a parent or another trusted adult.
- Why is sharing encouraged sometimes, like when sharing toys, but not at other times?

What to keep private and why

Explore examples of personal information and situations where students might be asked to share personal information.

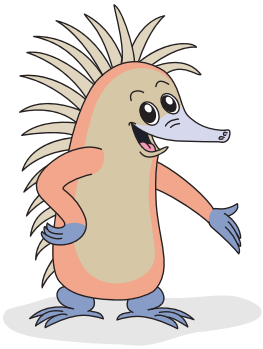
- What else should you keep private online? For example, information about where you live, your age or the name of your school.
- Why is it important to keep some of your information private?
- Sometimes we are asked to enter personal information when signing up for online accounts or apps. Who can you ask for help if you are not sure about what information you can share with others online?

Responsibility

Explore what it means to be responsible offline and online, at school and at home.

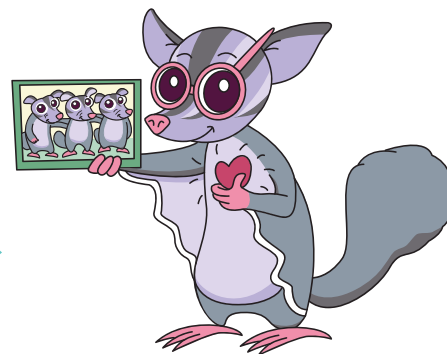
- What does being responsible mean?
- How can you be responsible online? This might include looking after devices at school, not sharing passwords with friends and keeping personal information private.
- Do you have any rules at home about being responsible while using a device? What are they? This might include asking permission before downloading a game or sending an email to a friend, asking for help and permission before filling in any personal information online, and looking after any devices that you use.

We all have the power to be responsible. Protect your personal information. And if you're still not sure, ask an adult you trust for help.



River the sugar glider's superpower is 'Respect'

I show respect – I am kind and caring to others.



Aim: To teach students how to be kind and respectful to others when they are online.

Instructions

Play River's video chapter. At the end of the chapter, ask students to recall what happens in the story and the lessons that River teaches Billie and their friends.

You can ask students:

- Why do you think Billie received mean messages from his friends and others?
- What did River do to support Billie and encourage him to come back online? Did this have an effect on the other players too? What was the effect on Billie?

Some students may not be playing games online yet. However, this lesson will likely become relevant as they get older. This point can be discussed with students if they are not currently gaming.

Key themes and questions for discussion

Respect

Explore what it means to show respect to others online.

- Can you think of ways to show respect for others? What does showing respect online look like? This might include being kind and respectful when chatting online and accepting that everyone has different skills and interests.
- What does it mean to be a good friend when you're online?
- How do you think it might feel to be left out of games or activities online? Why is it important to include others?
- What can we do to help make the online world a kind and respectful place?

Asking for help

Explore examples of when students might need support.

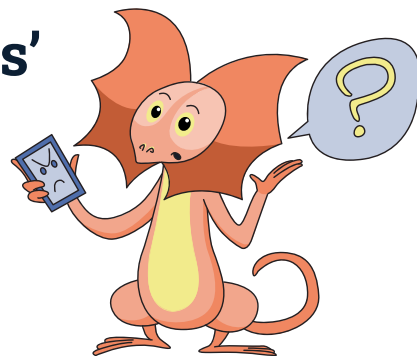
- What can you do to help someone who is receiving mean messages online? Who could you tell if you saw someone being mean to another student online?
- How do you know when you need to ask for help? Are there ever times when you feel unsure about asking someone? Why? (This could be because they feel like they might get into trouble if they tell an adult that something has happened, or if they have made a mistake).
- Imagine yourself being in Billie's situation. What would you do?

Remember, everyone has feelings. Be kind and respect people online.



Dusty the frilled neck lizard's superpower is 'Trusting your feelings'

I trust my feelings – I ask for help when something doesn't feel right.



Aim: To teach students how to recognise an unsafe situation and to ask a trusted adult for help if they are having issues using digital technologies.

Instructions

Play Dusty's video chapter. At the end of the chapter, ask students to recall what happens in the story and the lessons that Dusty teaches River.

You can ask students:

- Why do you think River was feeling a little uneasy when talking to her friend online? What kind of things were making her uncomfortable?
- Why do you think Dusty had a funny feeling in his tummy too?

Key themes and questions for discussion

Listening to body clues

Explore the concept of body clues and what purpose they serve.

- What are some signs your body gives you that something doesn't feel right, or you feel a bit upset or scared? (It is important to teach students how to recognise body clues, body reactions or early warning signs. For example, rapid heartbeat, funny feeling in your tummy, sweaty palms or dry throat).
- Why do you think your body reacts this way? It's your body's warning system to alert you to potential danger and encourage you to seek safety, including asking for help from a trusted adult.
- Can you think of a time when something didn't feel right to you? What did you do?

At 5 to 8 years of age, children are exploring more on digital devices and they may receive unwanted or unsafe contact or come across inappropriate content by accident. It's important to reinforce that this is not their fault, and they won't get in trouble. If they see or experience something that makes them feel scared or uncomfortable, they should tell a trusted adult. It's an adult's job to protect children and their safety and to listen to children's needs about what makes them feel safe.

Connecting with others online

Explore online communication.

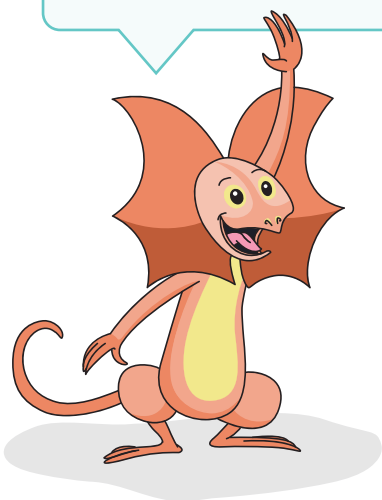
- What are some ways you might communicate with family and friends online? This might include playing games together, emails, video chat or social media (although this is usually for older students).
- Can you think of a time when you made a new friend? Was it in real life or was it online?
- How is making friends online different to making friends in real life? Could an online friend make things up about themselves? Why would they do this?

Asking for help

Explore how to recognise unsafe situations and encourage help-seeking behaviour.

- If someone you don't know wants to 'friend' you online, in a game for example, what would you do? This may involve asking a trusted adult for permission or ignoring the request.
- Who are five helpers – adults you trust – who you could go to for help if you notice these body clues and something doesn't feel right?
- Where else could you go for help if something was worrying you or making you feel sad or scared? You could go to [Kids Helpline](#), or an adult you trust like a teacher. If it's a serious online issue such as cyberbullying, you can get an adult to help you to report it in the app or game platform, or to eSafety directly.
- What does 'unfriending' someone mean? What does blocking someone online mean and why would you want to do this? There are several ways to block or unfriend someone depending on what platform or app you are using. If possible, explore this learning together as a class. You can refer to [The eSafety Guide](#) for more guidance.

Listen to clues in your body when something online doesn't feel right. You have the power to ask a trusted adult for help!



Billie the bilby's superpower is 'Investigation'

I investigate – I question what I see, hear and do online.



Aim: To help students think about what they watch online and how to ask a trusted adult for help.

Instructions

Play Billie's video chapter. At the end of the chapter, ask students to recall what happens in the story and the lessons that Billie teaches Wanda.

You can ask students:

- Why was Wanda so worried and scared about the post she saw?
- What were the clues Billie discovered to help find out the truth for Wanda?

Key themes and questions for discussion

Critical thinking

Support children to think critically about what they are watching, listening to and doing online.

- What does it mean to use the power of investigation to find the truth online? It is important to ask questions to find the truth. For example, Who posted the information? Why did they post it? Where is it posted? You may not find all the answers.
- Think about what Billie said to Wanda: 'Just because it's online, doesn't mean it's true.' What does this mean? Can you think of an example of when you saw something online that you knew wasn't true? How did you know it wasn't true? For example, a fake news story or a picture that has been edited to make something unusual look real.
- How do you know what to believe online? What questions would you ask to find out if something online was true?
- How do you identify a trusted source of information? For example, a trusted news site, like ABC or SBS, versus a YouTube clip of someone explaining their opinion of an event or fact.
- Why do people post content online? This might be to entertain, to sell something, or to encourage others to watch and follow their content.

Asking for help

Explore what students can do when they come across unwanted content.

- Have you ever felt worried about things you've come across while searching, watching, playing or listening online? What did you do? How did you feel?
- How do you think your trusted adult would react if you told them about something online that made you feel worried. What kind of reaction would you like them to have?

Ask questions and follow the clues. You have the power to investigate and search for the truth.



Best Practice Framework for Online Safety Education

The [Best Practice Framework for Online Safety Education](#) establishes a consistent national approach that supports educators across Australia to deliver high quality programs with five clearly defined elements and effective practices.

This resource aligns with the following elements of the framework:



Element 1 Students' rights and responsibilities



Element 2 Resilience and risk



Element 4 Integrated and specific curriculum

Australian curriculum links

This resource aligns with the following [Australian curriculum](#) learning areas and general capabilities:

Health and Physical Education: Personal, social and community health.

Digital Technologies: Knowledge and understanding.

Humanities and Social Sciences: Knowledge and understanding, Skills.

English: Language, Literature, Literacy.

The Arts: Exploring and responding.

General capabilities: Personal and Social capability, Ethical Understanding, Digital Literacy, Critical and Creative Thinking.



More ideas and educator support

Classroom resources

Explore eSafety's education resources based on topics relevant to young people and designed for different education levels.

Training for professionals

eSafety offers a range of online safety training programs designed for educators and others working with children and young people.

Toolkit for Schools

These resources are developed to support schools to create safer online environments and are categorised into four sections: Prepare, Engage, Educate and Respond.



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