Role-play respect online
Respectful relationships

About this resource

Target year level: Year 1 to 2
Adaptations are provided at the end of the document to help you differentiate the activity based on the students in your class.

Aim: To help students identify what communicating respectfully and fairly looks like online by role-playing in a range of scenarios.

Related resources

You can use this activity with the following resources to further explore the key messages and encourage students to continue the conversation with their families at home:

- **Mighty Heroes video series**, including River the sugar glider's video about being kind and respecting people online.

- **Online safety classroom posters**, featuring the Mighty Heroes.

- **How our class stays safe online** – a classroom tech agreement poster to help start a conversation about online behaviour.

- **Family tech agreement** – a take-home activity for families to create their own tech agreement.

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

Opening questions

Ask students these opening questions to introduce the concept of respect.

You can play students this short **eSafety audio clip** of children talking about why it's important to be kind and respectful online.

> Remember, talking about online safety can cause emotional distress for some children. It's important to let parents and carers know about this activity in advance. Ask students how they are feeling during a classroom discussion and remind them they can ask questions or ask for help if it brings up issues or worries.

- **What does it mean to show respect and be kind? How can we show respect to others?**
  You can link the concept of respect to expectations and rules about behaviour and values at school. Create a list of positive and respectful behaviours with your class that you can refer to later.

- **Why is it important to show respect online when we are chatting with friends or playing a game together?**
  You can make the comparison that if it's not OK to say or do something face-to-face, it's not OK online either. Ask students what it means to be a good friend, and talk about how others might feel in different situations to help build empathy.
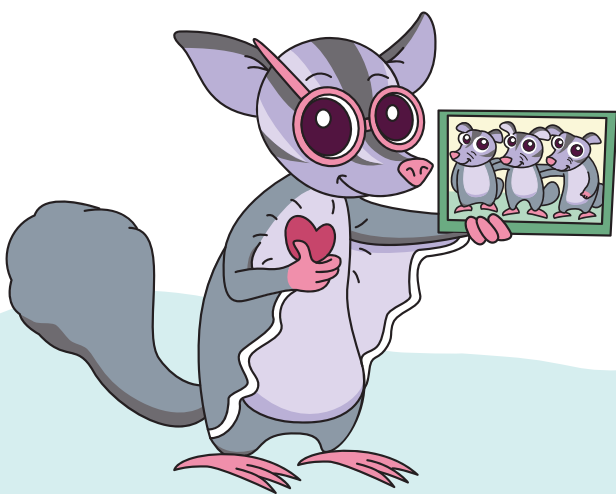
Activities

Choose one or more scenario to help students explore how different situations can create different emotional responses, and practise how to communicate respectfully. This could include giving or denying permission, disagreeing respectfully, communicating their own emotional response and respecting another person's response.

> Students may need to be reminded of what it means to take part in a role-play and given support to explore how they feel, how others feel, and how this impacts their responses and emotional reactions.

Scenario 1: Playing a game

You will need:
- blocks or other props to represent objects in an online game world
- space to set up two game worlds.

Instructions

1. Set up your blocks or props to represent an online game world in two separate areas of the classroom.
2. Explain that in one area 'Student A' has carefully built their special game world. Then 'Student B' decides to leave their own world in the other area and comes into Student A's world to destroy it.
3. Choose two students to play Student A and Student B and ask them to act out what they would do next in this scenario.

Discussion

Follow up the activity by exploring these questions.

- Why do you think a person might act this way? How does this make you feel?
- What do you need to think about when you feel that way?
- If you were Student A, what would be the best thing for you to do in this situation? Why?

> Some students may not be familiar with playing online games, so you may need to explain they take place in an imaginary (or 'virtual') world which has been created on the internet (or 'online'). In a virtual game world people can connect and play together. If this scenario doesn't match your students' everyday experiences, you may like to choose a different scenario.

Scenario 2: Adding comments to pictures or photos

You will need:
- pictures or photos (cut out of magazines or printed from online)
- a wall or digital space
- blank paper for comments (if using a wall).

Instructions

1. Lay out the pictures or photos with a piece of paper underneath each one for comments. If using a digital space, leave room under the picture or photo for comments.
2. Explain to students that they can add their own comments and responses to the pictures or photos and the people who posted them can see the comments as if it's on a website. Ask students to think about how to comment in a respectful way.
3. Discuss with students what they have written. Ask why they think a comment is showing respect and what might not be respectful. Talk about how comments on the internet can be public and anyone could read them.

Discussion

Follow up the activity by exploring these questions.

- Why might people make unkind comments online, including to people they don't know? What might the person receiving these comments be feeling? What could you do to help them feel better? For example, add a message of kindness and support underneath the picture.
- Why is it important to always show respect when we make comments online?
- What can we do to make the online world a kinder and more respectful place?

Scenario 3: Responding with emojis

You will need:
- sheets of paper or mini whiteboards
- paper emojis (see **Supporting resources**).

Instructions

1. Print and cut out emojis. Lay them out for students to use.
2. On a sheet of paper or whiteboard, write a comment or message as if on a website or in a game and show the class. The comment or message should be about something the class can relate to. (Ask your students for an idea or use a real example from the school environment, making sure any **personally identifiable information** has been removed.)
3. Ask students to use the emojis to respond to the message. Encourage students to share why they chose that emoji and what it means to them.
4. Discuss how different people can react differently to messages they see online.

Discussion

Follow up the activity by exploring these questions.

- Why do you think people sometimes understand emojis in different ways?
- What can we do to show respect when we use emojis?

Scenario 4: Respectfully saying 'no'

Instructions

1. Discuss with students what kinds of activities and content they enjoy online. For example, they may have a favourite television show, or a favourite YouTuber or YouTube Kids channel.

2. Use the following conversation starter with students: 'Your friend loves a new [insert TV show, YouTube Kids channel or YouTuber] and you don't like it. Your friend really wants you to watch it. How do you tell your friend that you don't want to watch what they are watching and at the same time show respect?'

3. Ask students to act out what they would say to their friend in this scenario.

Discussion

Follow up the activity by exploring these questions.

• Why do you think it's important to say 'no' to your friend if they ask you to watch something you don't like? Why is it important to show respect when you say 'no'?

• Are there some things that your friend shouldn't show you or ask you to watch with them? For example, content that is not meant for someone your age or that you know your family would not allow you to watch at home. How can you say 'no' and show respect in this situation? For example, letting your friend know that families can have different rules and it's important to respect these rules.

• Who could you talk to for advice if you really don't know how to respond to your friend and you feel pressured to watch something you don't want to watch? For example, an adult you trust, like a parent or your classroom teacher.

Adaptations

For students with lower literacy

Students with lower literacy can participate in discussions about language where writing is not required. For example, in Scenario 1 they could use emojis or spoken words to respond to the pictures or photos instead of written comments.

For all students

Ask students to come up with their own scenarios throughout the term and create a wall to document the kind and respectful behaviour shown by students. These could be examples from both online and offline situations. This is a great way of practising respectful language and reinforcing prosocial behaviours in the classroom.

Ideas for sharing learning at home

You can share the **eSafety family tech agreement** with students to take home to continue the conversation with their families. The agreement includes conversation starters that reinforce the importance of showing kindness and respect to others online.

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.

Students learn to:

- identify and explore skills and strategies to develop respectful relationships (**AC9HP2P02**)
- identify how different situations influence emotional responses (**AC9HP2P03**)
- practice strategies they can use when they need to seek, give or deny permission respectfully (**AC9HP2P04**).

General capabilities: Personal and social capability: **Self awareness**, **Self-management**, **Social awareness**, **Social management**; Digital literacy: **Practising digital safety and wellbeing**; Ethical understanding: **Understanding ethical concepts and perspectives, Responding to ethical issues**.

More ideas and educator support

Classroom resources
Explore eSafety's education resources based on topics relevant to children and young people and designed for different education levels. These include more Mighty Heroes classroom activities for Foundation to Year 3.
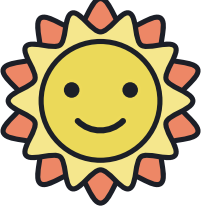
Professional learning program for teachers
eSafety offers a range of online safety professional learning programs designed for educators and others working with children and young people. This includes short self-paced online modules for lower primary teachers.

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.

Supporting resources

Add your own emojis