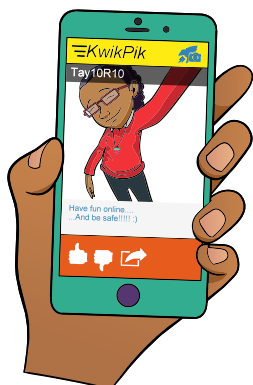




# Forever

## LESSON PLAN 1

## Internet safety and protecting personal information online



This lesson is a teaching resource to use with students following participation in the 'Forever Cybersmart' activity.

This activity supports learning in the following area of the Australian Curriculum:

- \* Health and Physical Education
- \* Technologies
- \* General Capabilities – Ethical Understanding.



**TARGET**  
Age group  
**Primary**



**LESSON**  
Duration  
**35-40 min**

### CLASS DISCUSSION – Should I post this?' (10-15 minutes)

Discuss the benefits and challenges of sharing content/images online.

Students may share personal experiences or ethical dilemmas they have thought about or experienced online.

For example:

QUESTION IDEAS	SAMPLE ANSWERS
What types of content have you posted online?	Selfies, food pictures, videos of their family, status updates
Why do kids like to share online?	Communicating with friends and family, it's fun, create an online identity
What types of content/images should you think twice before posting?	Nasty comments, an ugly picture of a family member, a video of your friend dancing without asking permission first
When should you get advice before posting content/images online?	Your first time posting, if you're unsure if a pic might be unsafe or disrespectful to post
How can you keep your location private as an extra security measure?	Check your settings in the app, turn off location tracking on your phone, keep identifying info (school crest etc.) out of the picture
Who should you share content/images with?	Friends, family, people you know
How do you control who sees what you share online?	adjust your privacy settings, let other people know how you feel about your images being shared with others
When should you share something that doesn't belong to you?	Only if you have their permission

## Critical thinking skills for sharing content/images online

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### ACTIVITY – ‘Share/post/delete?’ (10 minutes)

Students work in groups of 3 to decide what to share online. Teacher to print the ‘Share/post/delete?’ worksheet—one per group (page 4).

Students work through the sheet, voting on whether to post/share or delete the image by ticking the corresponding emoji/emoticon. There are no right or wrong answers but they should be able to justify why they chose a particular response.

Students should consider the following when making their decision:

- \* What would be the long-term effects of my action?
- \* Who might be hurt by my actions?
- \* What rights do I have in this situation?
- \* What responsibilities do I have in this situation?

Extension: Students use the blank image gallery (page 5) to create their own sharing scenarios

### ACTIVITY – You’re in the hot seat (15 minutes)

Encourage students to consider how to solve some of the ethical dilemmas posed in the scenario by taking on the perspective of different characters (Mitch, Taylor’s Mum and Taylor)

Steps:

1. Assign the characters to students volunteers
2. The students volunteers will then take it in turns to come up to the front of the class and be in the ‘hot seat’
3. Whilst the student gets into character, the remaining students work in pairs to come up with questions to ask the character
4. Students then take turns asking the character in the hot seat questions

HOT SEAT CHARACTER	SAMPLE QUESTION
Mitch	How did you feel when everyone in the school was teasing Taylor? Why did you decide to send that embarrassing image to everyone?
Taylor’s mum	How did you feel when Taylor told you that she downloaded the app without your permission? How did you feel when you heard what Mitch did?
Taylor	What could your Dad do to help you deal with the teasing? If you could do things differently next time, what would they be?

## Critical thinking skills for sharing content/images online

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### **ADDITIONAL ACTIVITY** – Instant respect design project

Students to complete the following activity to encourage a written response to the issue.

Design a visual product to encourage other students to be respectful when posting online. Encourage students to consider a range of communication methods, e.g. flyer, infographic, artwork, poster, postcard or image deck.

Designs should include:

- \* An engaging design concept
- \* A range of media, e.g. paint, pencil, text, graphic design
- \* “How to” tips:
  - protecting information and privacy
  - when to accept friend requests and who to invite to be friends
  - do’s and don’ts of sharing content/images online

Share the artworks around the school and/or promote them on the schools digital platforms.

See examples on page 4.

### **ADDITIONAL RESOURCES**

This activity is part of the Cybersmart Challenge series. The resources aim to educate and empower students about how to manage cybersafety issues in real life situations.



See our [website](#) to download more activities in the series.


### **SUPPORTING RESOURCES**


#### **Privacy settings**


Location settings- [Android](#), [iPad](#), [iPhone](#)  
[Photos, videos and social media](#)

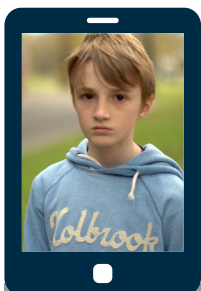
## SHARE/POST/DELETE?

Read the following scenarios and decide what to do with the image. Circle the emoji that best describes the action you should apply to the image.

 **POST** – This is a photo you would be happy for anyone to see

 **SHARE** – This is someone else's photo that you could share

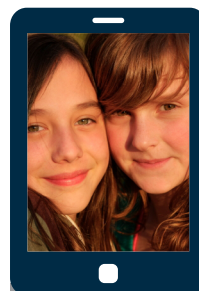
 **DELETE** – This is a photo that should go straight in the trash



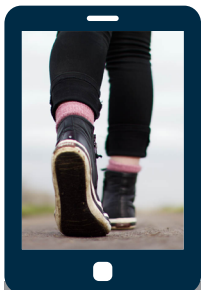
A classmate took this photo of one of your friends. He's looking grumpy!



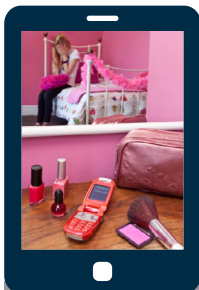
Your mum took this pic of you and your horse and sent it to you. You want to share it with your close friends.



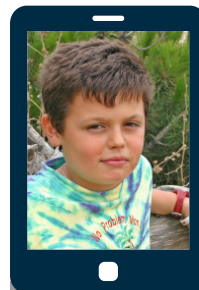
You took this selfie of you and your friend. It's so cute but her parents don't let her post pictures online.



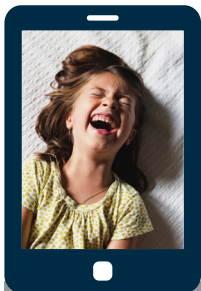
You took this pic of your mum running. It looks pretty artistic and posted it on her picstagram. She said it's ok to share.



You took this sneaky pic of your sister crying. You're having a fight and want to share it with your best friend.



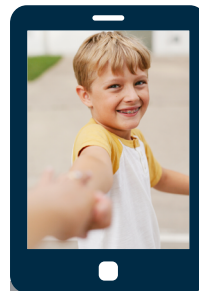
You took this picture of your friend when you were hanging out. He said you could post it and tag him.



Your mum took this picture when you were having a great time. You've checked with her and she agrees it's cute.



Your Dad took this picture of your family on holiday. You've been asked by your teacher to share holiday pictures with the class.



You took this picture of your friend. You ask him to share it and he agrees but looks really worried.

## EXTENSION - SHARE/POST/DELETE?

Create your own sharing scenarios and let your classmates decide what to do with the image. Circle the emoji that best describes the action you should apply to the image.



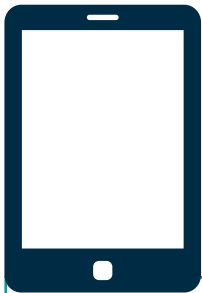
**POST** – This is a photo you would be happy for anyone to see



**SHARE** – This is someone else's photo that you could share



**DELETE** – This is a photo that should go straight in the trash



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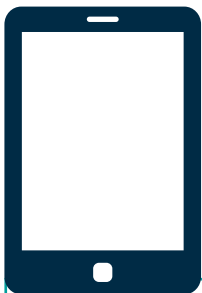
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**AN EXAMPLE POSTER FOR ADDITIONAL ACTIVITY** – Design project. E.g. below

Poster, Polaroid Image



# How to report cyberbullying material

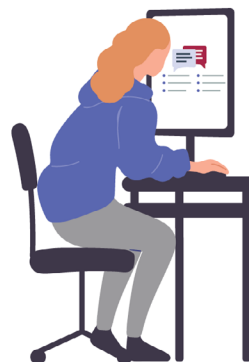
| 1

**Report**  
the cyberbullying  
material to the  
social media service



| 2

**Collect evidence**  
copy URLs or take  
screenshots of the material



If the content is not removed within 48 hours apply steps 3 and 4

| 3

**Report it**  
[esafety.gov.au/report](https://esafety.gov.au/report)



| 4

**Block**  
the person and  
talk to someone  
you trust



If you are in immediate danger, **call 000** (triple zero)

If you need to talk to someone, visit [kids helpline.com.au](https://kids helpline.com.au) or call them on  
**1800 55 1800**, 24 hours a day 7 days a week