

Unwanted contact and grooming teaching scenarios

The following scenarios are designed for use with students to start skill-building conversations and with teachers for professional learning.

Integration across learning areas

Target Audience

- Level – middle primary, upper primary, lower secondary, middle secondary
- Keywords – online safety practices, emotional awareness and regulation, critical thinking, privacy awareness, using technology safety, emotional awareness and regulation, critical thinking, the law, understanding sexual harassment, understanding gendered violence, critical thinking.
- Type of resource – factsheet and scenarios

Australian Curriculum

- Key learning areas – Digital Technologies, Health and Physical Education, Humanities and Social Science
- General Capabilities – ICT Capability, Personal and Social Capabilities
- Curriculum Connections – [Online Safety](#)

Prevent and respond to unwanted contact and grooming

Build student skills to prevent and respond to unwanted contact and grooming risks.

From Early Years to Year 2 – students should build skills in:

- recognising emotional reactions to different online interactions
- categorising safe and unsafe behaviours online, for example showing private body parts
- learning how to set up apps and games in different ways to prevent unwanted contact
- recalling help seeking strategies such as telling an adult.



Years 3 to 6 – students should:

- identify warning signs that an online friend might be unsafe to talk to
- recognise situations that might increase their exposure to inappropriate contact from adults, for example switching from a public conversation in an online forum to chatting privately
- analyse the benefits and risks of different privacy settings and adjusting them in specific ways, for example having a public YouTube channel compared to your contact being listed publicly on WhatsApp
- practice strategies for refusing to engage in unsafe behaviours online such as requests for nude images or sexual advances
- describe how to report grooming offences on social media
- understand the value of online support services to help them understand and process instances of sexual contact online.

Years 7 to 10 – students should:

- understand the nature and legislation relating to grooming and sexual harassment online
- recognise their own emotional responses to grooming and sexual harassment situations online
- regularly review and update their privacy settings and adjust them in specific ways, for example having a public YouTube channel compared to your contact being listed publicly on WhatsApp
- locate a variety of sources of support if they experience grooming or sexual harassment online.

How to use the scenarios

Use the scenarios with students or with teachers for professional learning.

The scenarios include questions and discussions about online safety incidents. As with child protection training, this material is important for you to know about. You are encouraged to take care of yourself and others and reach out to school and/or sector support services as needed.

Using the scenarios in professional learning

- Discuss the individual scenarios using the questions as a basis for discussion.
- Work in groups and identify where in the curriculum students can be taught skills to protect them from risk.
- Use the scenarios for parent information evenings to build parent skills and knowledge.

Using the scenarios with students

- Provide students with the scenarios to read, either in groups or individually.
- Students look at the scenario from the character's perspective and answer the questions provided.
- Once the students have read the scenario, ask them to reflect on their own skills in managing this type of online risk.

Scenarios

1. Let's play (primary)

Name: Mandy | Age: 7

Mandy has started playing an online game that includes chatting with people she doesn't know outside of the game. It's fun and her big brothers do it all the time, so she thinks it must be safe. The game has an age recommendation of 7+.

Is it safe for Mandy to chat with people she doesn't know in the game? When should she stop playing?

Possible responses:

- According to the game rules it is OK for Mandy to play because it is available for players over 7.
- Mandy should not be chatting to strangers because the game rules say that under 13s should not participate in open chatting.
- Mandy could change the game settings so she can chat in a private group or 'party of friends' and she should only accept friend requests from people she knows offline.
- Mandy should stop playing if anyone in the game behaves in a way that is inappropriate for her age.

Teachers can help Mandy and other students be prepared for this online risk by:

- discussing social media and gaming age restrictions and the [benefits and risks of being](#) online.
- showing students how they can develop skills for being online and for games that have chat/messaging, including making sure only real friends can chat with them
- letting students know that if they feel uncomfortable in any way they should stop playing and tell a trusted adult
- organising opportunities to play in safe, moderated, age-appropriate spaces – for example, gaming or online activities in class
- demonstrating how to collect evidence, report, and block users online.

2. Karaoke (secondary)

Name: Raffi | Age: 13

Raffi has been sharing singing videos on a Karaoke app and has been invited to make a duet with a stranger. They love the same singer. Raffi's duet partner then invites her to sing a song with very adult themes. She loves the song but is embarrassed and thinks she would get in trouble if anyone in her family was sent the link to view it.

What things should Raffi consider before accepting the invitation?

Possible responses:

- Raffi should stop and listen to her feelings. If she feels uncomfortable, she should problem-solve with a trusted adult about the situation.
- Raffi should think about what she knows about the person. Who are they? How does she know them? How old are they? Can she be sure the information they have given about themselves is not fake?
- Raffi should think about how she would feel if her family saw her singing this song.

Teachers can help Raffi and other students be prepared for this online risk by:

- explicitly including online safety in child protection/personal safety lessons
- helping students recognise [grooming behaviours](#) so they can better protect themselves online
- showing students how to [set up their device](#) for safety, including controlling who can see information they post.

3. We match (secondary)

Name: Andy | Age: 18

Andy is in year 12 and has been finding it hard to find someone to date. No one seems interested in him at his school and he is quite shy. His friend suggests using a dating app. He is surprised to find a match on his first day.

What protective measures should Andy think about before he gets involved?

Possible responses:

- Andy needs to think about whether he is comfortable talking to someone he has never met.
- Andy needs to consider what he could share that will not compromise his safety.
- Andy needs to know if he can verify who the other person is.
- Andy needs to seek out a support network who can help him.
- Andy should not meet this person without considering the best ways to keep himself safe.

Teachers can help Andy and other students be prepared for this online risk by:

- explicitly including online safety examples in [respectful relationships](#)/child protection/personal safety lessons
- helping students recognise issues such as [catfishing](#) if [online dating](#), so they can better protect themselves online
- creating a safe and respectful classroom environment so students feel comfortable discussing these types of issues
- investigating wellbeing and [support services](#) for young people as part of teaching and learning activities
- supporting students' [digital literacy](#) and sharing eSafety's [Young People webpages](#)
- explaining that how we present ourselves online carries benefits and risks
- discussing the laws that govern online behaviour and how they inform us about what is acceptable or legal (for example, sending nudes or sexting, trolling, harassment and stalking).