

Cyber Safety in Action – Teacher’s resource



These scenarios help to create conversation starters during class after Internet Safe Education has presented.

Key Messages

- The internet is PUBLIC and PERMANENT
- My identity is paramount
- Online contacts remain strangers
- Online rules and laws are real
- I take action when things go wrong online

1 – Lisa is on Insta and posts regularly. She has 100’s of followers and doesn’t know who most of them are. She is always checking to see how many likes she has and responds immediately to comments. She gets upset when posts don’t get a response or when people are mean to her in the comments. Why does Lisa care?

- Issues to consider
 - Getting self-esteem from external attention and likes rather than real friendships. Addicted to likes. Opens her up to online bullying or trolling.
 - Taking comments personally. Only focusing on the negative comments because that’s how our brains work – they focus on the negative so that we can protect ourselves, when actually it causes us harm when we discount the positive and dwell on the negative.
 - Losing site of the physical/real world. Can impact their friendships, school work, and co-curricular success.
- Points to make
 - You may know intellectually that it doesn’t matter and that you don’t really know all of these people. But hurtful words hurt. You may know that you don’t really ‘connect’ with these people but you’re focused on quantity over quality.
 - Focus on people in the physical world and building strong bonds.

2 – Tori is playing a game. This is a multiplayer game that allocates players. Tori uses the same name on the game and Insta. One of the players finds and follows Tori on Insta. They chat there over the next 2 months. They share stories about school, friends, and family stuff. What should Tori consider?

- Issues to consider
 - Tori hasn’t met the person in the physical world. Male/female. Older/younger.
 - This is a method of building trust. Sharing stories, getting to know each other, and demonstrating ‘I’m like you’ and ‘I get you’. The intent can be to harm Tori or to embarrass her (another child from school who doesn’t like her). Or it could also be a friendship. It’s best to act protectively.

- **Think about your physical world friends and the messages you send each other online. Could any of the things you video, photograph, or write be used to embarrass or used against you?**
 - Probably. We do silly things with our friends because we feel safe.
 - Tori **should not** trust a **stranger** with this sort of content. All online content is permanent because it can be recorded, stored, and shared.
- **Would you be less concerned if Tori was a boy? Would the concerns be different if a boy was talking to a mystery girl online?**
 - It shouldn't matter in either case. Gender is not an issue. You have no idea who the other person is or their intention.
- Safe options –
 - Talk online with cameras on, at least once, to establish each other's identity.
 - Don't share in writing or images anything you wouldn't want to see again in 5 years or wouldn't like to be shared in your parent's social media feed.

3 – Tom uses his Google id to sign into most of his social media accounts but uses different names in each account. Is this protective or potentially dangerous?

- Preferred responses
 - It is protective to use different names on each platform and to not use your actual name in social media.
 - It is potentially dangerous to use your google account to sign in as this can provide a link between accounts. A person who wants to learn about you from afar can jump from one app to another and build your profile for their own purposes. They may want to know where you go to school, live, work, play sport etc in order to find times when you are likely to be alone.

4 – Terry and Grace have been dating for a couple of weeks. Terry sends Grace an inappropriate picture and asks Grace to do the same. What should Grace do?

- Preferred responses
 - Remember that images are for ever and today's relationships are tomorrow's potential problem. Images are permanent and people can use images to extort further action or embarrass or shame in the future.
 - Grace is the **ONLY** one who can decide to say no. Any further pressure indicates Terry's lack of respect and care.
 - Grace did not **consent** to **receiving** an inappropriate image. Sending the image is disrespectful and possibly causes harm, distress and/or fear.
 - **Research indicates about 1/3 of girls who are asked eventually send the picture, and most instantly regret it. Don't be one of the 1/3.**¹
- **What does the law say about taking inappropriate pictures of children that may be considered child exploitation materials?**
 - It is against the law to take, store or share them. The age of 'child' differs between states, but it always applies to year 7 and 8 students.

This may feel uncomfortable to teach however it is happening and it's best to get in front of the conversation. Give them the tools to say no or stop doing it. It's impact on mental health is great.

¹ Biddulph, S. 2017 '10 Things Girls Need Most' Simon & Schuster, London. p.138

