

Cyber Safety in Action – Teacher’s resource

These scenarios and activities are designed to reinforce Internet Safe Education’s key messages. Gender neutral names are used in the scenarios. Please assign pronouns if that works better for your students. (Provision made for single gender schools).

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 – Take a piece of paper and trace your foot. On the foot, write down all the places you currently connect or share information with other people online. Games, social media including Instagram, WhatsApp, Discord, X, Reddit, LinkedIn, etc.

- Discussion points
 - This will result in a physical world demonstration of their online world locations. Their identity online is as real as their physical world identity – they are creating it, one interaction at a time.
 - They are old enough to be on most social media sites, according to the company rules.

What you have on your foot is your digital footprint. Unlike a footprint in the sand, what you have in this footprint now will never go away. You will add to this over time. Your digital footprint will be there for future employers, potential future partners, and even your children. What will they learn about you from your digital footprint?

Think about how you saw the world 5 years ago. How do you think your 25 year old self would view your current online footprint?

- The internet is a sort of time capsule.
- A good question to ask yourself is ‘How will I feel about this when I’m 20?’ or ‘How will this look to someone who gets to decide whether I get an interview for that job I really want?’
- Settings can be used to secure an account and improve privacy settings however there are things an individual can’t control. For example, where they are tagged by someone else or whether their comments appear on someone else’s posts. Often people use settings well in one app but poorly in others. Poor behaviour will often present online in one way or another.

2 – Activity – Employment Screening Checklist

You are employing a new shop assistant. They will work the register and stockroom. Think about the sorts of things you would want to know about a person you were going to trust to handle money and stock. They will need to work well with all the other staff.

You are going to create a screening checklist of things to look for in their online presence. In order to complete the checklist, you could look for the candidate in a Google search, social media, their school or sports page and any other hints provided in their resume. (Large group discussion to create a list)

- Discussion points
 - Encourage them to think about integrity issues – what might flag as a risk to an employer? Obvious things will be poor behaviour for their age like drinking alcohol.
 - Perhaps less obvious but critically important – Racism. Extremism. Sexist language. Over sharing. Hate speak. Bullying. Complaining about people/places all the time. Aggression. Slander. Discuss examples as they are raised.
 - Talk about an employer’s level of tolerance for these things. The answer is zero tolerance. There are plenty of teens who need retail jobs so an employer is wise to choose a low risk hire. Any of these things is a red flag and will mean they are likely omitted from consideration.
 - Australian employers have an obligation to the health and safety of their staff under Australian law. Expression of sexist, racist, or extremist comments in a workplace may lead to harm of co-workers who feel offended or threatened.
 - Discriminatory behaviour is unlawful, and an employer will not risk the new hire becoming a workplace problem.
 - Increasingly, employees are assessing ‘cultural fit’ or the degree to which the employee will ‘fit’ with other staff and the organisation. For example, someone who has a sullen demeanour, doesn’t like children and swears online is likely to be seen as a poor fit for a Disney store.
 - **Freedom to share views versus future job prospects and online reputation.**
- Encourage them to go home and do the exercise on themselves or someone else they know.

3 – Rory is really grumpy all the time. They are picking fights and falling asleep in class. They’ve stopped washing their hair and are a bit smelly. They’re not doing as well in school and have dropped soccer which they have previously enjoyed. Rory is not engaging with their friends and is looking very unwell. What could be happening in Rory’s life? (Please change the name if there is a Rory in the class.)

- Discussion points
 - Content concerns for teens is a growing problem. Hate sites, radicalised content, conspiracies, harmful user-generated content such as drugs, violence, pornography, self-harm and suicide. All of this can normalise extreme behaviour, cause mental distress and lead to poor outcomes for the teen. It impacts mental health.
 - Rory may be getting bullied, radicalised, or becoming addicted to gaming or pornography. Rory may be experiencing mental health problems and avoiding people.

After a few questions it becomes clear that Rory is playing games online all night. What protective actions could Rory’s friends take?

- Offer Rory support. Encourage Rory to seek assistance. Tell someone who is able to help.
- Tell an adult you trust. You are not betraying a trust, you are seeking help for both of you. You will need assistance to help Rory too. Anxiety, depression, and addiction are complex issues. It is likely to take a cooperative effort to support someone through to recovery.

4 – Terry receives a nude image from someone they don't know particularly well. The nude was sent via a message on social media. Terry feels the image is creepy and disgusting. There was no warning this was where the conversation was going. What should Terry do?

- Discussion points
 - This example does not indicate any existing relationship, however 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.
 - A nude sent without consent is sexual harassment under QLD law. Sending the image is disrespectful and possibly causes harm, distress and/or fear. It is equivalent to indecent exposure.
- Actions –
 - Immediately collate evidence –
 - screenshot identifying information – who, date, time, where.
 - Write some note about
 - when (date and time),
 - where (bus number and rough location) + platform used (eg Instagram), and
 - what (just the actual things that happened. Write it like you observed it. Try to avoid emotions or adding details like 'perve'. Stick with the facts.)

This will be helpful later and it will give Terry something to focus on and feel like they're in control of the situation.

- Do NOT save the image. Keeping a copy of the image in itself may be an offence.
- Seek support, even though that can feel uncomfortable – you don't need to feel any shame or embarrassment – you didn't send the image. The sender is at fault.
- Report to the platform on which you received the image. You may also report to eSafety and/or police.
- Remove contact point – block, delete, hide. Update your privacy settings.

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 not do it or stop doing it. Seeing the parallel to the physical world example can shock and refocus the perception of 'everyone is doing it' and what 'it' really is. When it's digital, it is potentially accessible everywhere... Forever.

5 - What do you do if something upsets you or makes you uncomfortable online?

- Preferred responses – (encouraging strong self-regulation practices. Online problems are the same as physical world problems. Get offline to feel better.)
 - Same as when anything else upsets you, regardless of whether it is online.
 - Think of 3 things that make you feel lighter or happier or more peaceful. Do one of those.
 - Talk to someone you trust. Cuddle your pet. Listen to music and dance and sing. Colour in. Shoot some hoops. Go for a ride or a swim. Read a book you love. Do

something that makes you feel happier or lighter. You can change your day when you change your mood.

- Play Tetris or poyo poyo = therapeutic impact on trauma¹
- Deliberately choose to do things that make you feel better and ask for a hug from someone in your family when you need one.
- Everything is easier when you feel better and there is help – you just need to ask.



¹ <https://pmc.ncbi.nlm.nih.gov/articles/PMC7828932/> 2020 Journal of Psychiatry and Neuroscience