

Cyber Safety in Action – Teacher’s resource

These scenarios and activities are designed to reinforce Internet Safe Education 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 – Jamie was using their laptop in class but stepped away from it for a couple of minutes. Jamie didn’t lock the screen. All of Jamie’s passwords are saved in the laptop and they use the laptop for email, social media and online purchasing. What are the risks in this situation?

- Discussion points – (all of this applies to a phone as well)
 - **Cyber safety** –
 - Access to send messages or make posts using Jamie’s identity. Possible issues might include a practical joke that can go badly (declaring love or saying something hurtful about another person while pretending to be Jamie).
 - Purchase items (as a joke or stealing for themselves).
 - Access to emails – possibly sensitive content. Can sent emails as Jamie.
 - Access to all photos, videos etc
 - Change passwords or lock them out of accounts
 - **Rules** – this is breaking the law - accessing someone else’s private accounts and representing them. It might seem like harmless fun but it is actually dishonest, deceptive and unethical behaviour = fraud. It misrepresents your identity. In a workplace, it could be a behaviour that results in a warning or dismissal.

How can Jamie protect themselves better?

- Lock their laptop (or phone) when they walk away.
- 2 step verification.
- Create long and complicated passwords or passphrases. Use different passwords for each app and don’t save them in your laptop or phone.
- DO NOT have bank app passwords saved on a device.

2 – Activity – ‘This is me’.

- Make a list of all the ways you’ve used online platforms in the past fortnight.**
- Draw a line through the methods that are one way information or media. For example, Netflix, Stan, Google etc**
- Of the remaining items, draw a line through the platforms where you did NOT write or post something that could be viewed, shared or screenshot.**

- d) **Now think of the ways you used the platforms where you did write or post. Consider how you've interacted on those platforms. If you went for a job right now and an employer looked at just those interactions – what would they learn about you?** (Could be hypothetical or expect an answer – depends on your students and how they are likely to share.)
- e) **Fast forward 5 years. You are further down your career path and looking for a new career. Assume an employer, with the right tools, could see everything you've ever posted online. What sorts of things would they be looking for and why?**
- Discussion points
 - Problematic content. Social media job screening checks are looking for evidence of toxic (poor self-regulation, hate speak, aggression), inappropriate, discrimination (race/gender/religion/sexuality), bad mouthing teachers or other employers, or inappropriate sharing of information (poor discretion). Illegal activity such as drug use, underage drinking, sexualised images, or links to pornography. Too frequent posting online. An individual's online identities are used to check more broadly on the internet for further evidence of beliefs and conduct.
 - Social media profiles are seen as tools to decide cultural fit. Australian employers have an obligation to the **health and safety** of their staff under Australian law. **Discriminatory behaviour** is unlawful. Expression of sexist, racist, sexual, or similar comments in a workplace may lead to harm of co-workers who feel offended or threatened. Any hint of any of these issues will make a prospective employee a risk not worth taking.

Do you think they would cut you some slack because you're currently a young person?

- Discussion points. Nature of the job (Defence/police versus retail). You'll never know. You just won't get an interview if it is a problem.

3 - John sends a nude picture to Veronica. They've been seeing each other for a while and John thinks this is a natural next step for them. Veronica is shocked and upset by the image.

Split the class up into gender groups and have them work in pairs or threes. Ask the students to take on the role of another gender. Each group is going to answer the questions from the point of view of a different group. Eg a group of boys take on the role of Veronica. **How would Veronica be feeling about this and what should she do?**

- Teaching suggestions –
 - Feedback to the class.
 - Then have each small group talk about how they would feel if they were the role most like them. They may like to respond to the issues raised in the first activity.

(Written to take into consideration that there may be students who do not identify as male or female. Single gender schools may need to hypothesise about the other role.)
- This is an exercise in empathy. Help them to see each other's interpretation of the event. There will be differences within and across the groups. That's what makes the exercise useful. Tease out the truthful responses rather than the safe ones or the one they think will bring praise or approval.

- Key messages - It's not ok to send nudes, sexual images or sexual messages to someone who didn't ask for them or **consent to receiving them**. You are under no obligation to reply or reciprocate. Sending a nude is often a pressure tactic with the old myth of 'everyone does it'. 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.
- An unexpected nude can be upsetting and creepy. It is also sexual harassment. It may be the sender's image or someone else's images. That's immaterial. It's not OK to send nudes to someone unexpectedly and without consent. Young women are more likely to receive an unexpected nude than a male, but either way, it's not ok.
- Myth buster – nudes aren't seductive or a turn-on – they are more likely to create fear, anxiety and disgust, or perhaps cause the receiver to ridicule the sender. They are not a normal part of dating or flirting – that's a pressure tool to normalise inappropriate and aggressive actions. A nude is likely to be accompanied by a request/plea/demand for a nude in return. This is coercive. You owe them nothing. An unexpected nude is disrespectful and demonstrates a lack of care for the receiver's feelings.
 - It is against the law to take, store or share inappropriate images of children. (The age of 'child' differs between states.)

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.

4 - 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