

## 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

- I protect my personal details online
- People I only know on the internet are strangers
- We all have rules on the internet and computers
- I talk to a trusted adult if I have an online problem



**1 – Georgie is on a laptop looking for information to help with their assignment. Google suggests a video that looks useful. The video is upsetting and cruel. What could Georgie do?**

- Preferred responses
  - Close the laptop straight away. If they are on another device (like a tablet or iPad), press the minus sign in the corner and put the window away. This way your parent can look to see the video (helps so they can answer any questions or reassure). Don’t show another child.
  - Talk to a trusted adult about what happened. Seek support.

**Did Georgie break any rules?**

- This is meant to highlight that rules are in place to keep us safe however even with the best family friendly or school software, things online can feel frightening or upsetting. People with poor intentions may deliberately make something look innocent when it is cruel or not appropriate for a young person.
- Don’t worry that you’ll get in trouble when you’re working within the rules. This is a little reminder to work inside the rules and to be suspicious about some links and sites. If you have any doubts – ask a trusted adult.
- ALWAYS when you are upset about something that you see or experience online – tell a trusted adult. They can help or just give you some support. (Do this even if you were doing something you had been told not to do.)

**What rules do your family have in place to keep you safe in the physical world? Do you have to be with an adult to cross the road? Do you have to wear a seat belt? Do you have to tell someone when you go to the park or to a friend’s house?**

- The idea is to tie the physical/real world rules to the more abstract online world and to reinforce that rules keep us safe and show us what is expected of us. Choosing to do something outside of the rules often has a negative consequence.

## 2 – Activity – Is the internet good or bad?

There are many ways to use the internet. You might have a laptop or a tablet at home, mobile phone, Xbox or PlayStation. What are some other things that use the internet – at home or here at school? (Large group or break into small groups and feedback)

- Create a list of devices. Encourage them to understand that any device that has Bluetooth or wireless connection has the potential to connect to the internet. Home security cameras, smart TVs, 'Alexa', some voice activated toys and drones can connect to the internet. Netflix, Disney, YouTube etc are streamed from the internet.
- You could encourage them to look at home later for other devices.

What are some of the most fun things about being able to use internet connected devices?

What some things that make you worry about the internet?

- Encourage them to share the words/stories they've heard. This is an opportunity to clarify misunderstandings where necessary, while maintaining a safe discussion.
- Talk about protective behaviours where possible
  - That might happen – how can we make that less likely?
  - e.g. Someone might try to trick or hurt me. I can choose to talk online only with people I know in the physical world.
  - e.g. Use methods that make the content more kid friendly - Use YouTube for Kids and ABC Kids and have a special Disney login for kids (so they can't access Star). Use a laptop with family safe protection turned on.

What is your biggest worry about crossing the road?

- Getting hit by a car or falling and hurting myself or something similar. The point is, to acknowledge that there are things that CAN go wrong, but if you make clever choices, like using a crossing or traffic lights or only crossing with an adult – they are far less likely to get hurt.

**Key point** – internet isn't necessarily good or bad, safe or dangerous. Your choices help to determine your experience. You can understand the risks and make clever choices so that the internet is a fun place to play, learn and connect. Rules help you make clever choices, just like the rules when we cross the road.

**3 – Drew is playing online when a message pops up on her screen 'Hey, I'm Andie and I live in England. I'm 9 years old and want to learn about other countries and what it's like where you live. Click here to send me an email so we can get to know about each other.' What are some of the possible dangers with this request?**

- Andie may not really be a child. It may be an adult who is hoping Drew will share too much information that will allow them to steal from the family by using their identity online.
- 'Click here' can be a scam or a trick that downloads a virus or spyware to collect your family's private information so they can steal from or harm your family, such as where you live and how old you are. Their intentions may not be kind.



### Would you give someone you met at the park your home address?

- This is the physical world example of what they would be doing. It's a great idea to find a physical world example to anchor the more abstract online world example. In the physical world they are more likely to think 'why do they need to know that?'. They are more likely to think 'that doesn't feel right'. Unfortunately, the same protective instincts don't appear to kick in online. In the age of deep fakes and AI, take all opportunities to encourage them to think critically and ask themselves – 'Does this feel safe?'. Where else can I look to see if this real? Ask an adult.

### What could Drew do?

Preferred responses

- Ignore. Keep playing the game. Tell your parent.
- Acknowledge
  - It would be fun to make a friend in another country
  - People online are strangers
  - It's unwise to move to another platform to share information with a stranger
  - It's unwise to share personal information with a stranger anywhere

### 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.
  - Talk to someone you trust. Cuddle your pet. Listen to music and dance and sing. Colour in. Play outside. 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 trauma<sup>1</sup>
  - 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.



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