

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– You are going to the shops with your parent. What are some of the rules that you and your parents follow during this trip? I’ll give you some hints - You will drive there in a car. Park in a car park. Cross the road. Pay for the groceries. (Separate these out if that works best with your students – the point is that there are many rules in a simple activity like this.)

- Preferred responses
 - Wear a seat belt. Your parent must drive on the left hand side, indicate to turn and stop at red lights etc. You all look before you cross the road. Use the crossing. Have enough money to pay for the groceries. Pay for the groceries / don’t steal.
 - This is an opportunity to talk through the idea that the rules are there to keep everyone safe and to make sure everyone knows exactly what is expected of them. They know and follow the same rules as everyone else.

At school, what are some of the rules that we follow?

- Attend on time. Follow instructions. Show kindness and respectful behaviour. (Use your school rules.)

What are some rules we have at school about mobile phones, iPads, email, and computers?

- This will depend on your school’s rules, but it might include the use of a password or that they can only use the apps the school loads on devices. The idea is to tie the physical 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 – Pros / Cons – making clever choices online

Alex is playing online with someone they have played with often. This player has asked for Alex’s mobile number or Instagram name so they can text offline later.

- What might be a benefit of contact outside of the game?
- What are some possible concerns with this situation?

Large group pros/cons discussion. People with poor intentions can play the long game. Just because Alex has played with this person for some time does not increase the chances that this person is who they say they are or of a similar age. Alex does NOT really know this person. Are these benefits to Alex or the other person? A pros and cons table allows students to consider who benefits and demonstrates a useful critical thinking method. People you do not know in the physical world are strangers – even though they may feel like friends.

- People you do not know in the physical world are strangers.
- It is unwise to allow online connections to cross platforms. This allows them too much access to your information and some apps allow scammers too much access to other information.

3– Activity - Online identity.

There are plenty of ways to interact with people online and it is unwise to use your real name. Why might that be an issue?

- Preferred responses
 - Protect your identity. What you put online today will still be there for your kids to read and for anyone else to use against you at some time in the future.
 - You want to protect yourself. Your identity leads back to you personally. If you share enough information someone you don't know will know your name, school, sport, schedule and other pieces of the identity puzzle to be able to locate you in the physical world or to steal your identity so they can commit fraud such as create other accounts in your name and purchase things or do illegal things. When you use your real name on multiple platforms, people online can track you across platforms and collect even more information and images.

What are some things you would want to avoid when creating an online identity?

- Your real name, birth year, street name, street number, pets name. All of these are pieces of your identity puzzle and we don't want to make it easy for people with poor intentions.

So now we're going to play with some safer options. (Teacher – you can do this too)

1. **Take out pen and paper and answer these questions.** Don't worry if you don't really have a favourite anything. Just choose one of each that you like.
 - What is your favourite animal?
 - What is your favourite food?
 - What is your favourite character in a show or game?
 - What is your favourite colour?
2. **Find a funny way to combine two or more of these into possible names.** You might even be able to combine all four. For example, my answer might be bear, ice cream, mutant turtles and purple. My identity could be ICpurpleBear (you can make up an example that works for your answers. You can get them to share their responses.)
3. **Now think about an avatar that looks a bit like this.** Use an avatar/cartoon character instead of your image ALWAYS.

How will your friends in the physical world know your online name and avatar?

- Hopefully they will realise that they will only know if they share their identity with their friends. Online friends are strangers UNLESS you know them in the physical world.

4 – Activity – Digital Footprint

(Each student will need a piece of paper they can put their foot on and trace around. Shoes on or off – do what works with your students.) **Please take a piece of paper and put it on the floor. Use a pencil to trace around your foot/shoe. You now have an outline of your foot. You are going to write on the foot all the places you play or connect with people online. Maybe you use a game like Minecraft or Mario Brothers, text on a phone, or use social media.**

- Teacher guidance – Use this part to discuss issue such as -
 - Social media - ask them to write specifics if they have used them eg Instagram, Snapchat, TikTok, YouTube, WhatsApp, Messenger, Discord. After they have filled in their foot, it would be useful to ask about the age restrictions for each of the platforms and ask how they got access to an account where they are not legally old enough (eg lied about their age or have a ‘kid’ version for example YouTube or their parents helped them – this is often the case.) This is not about shaming them. It is always about giving them additional information to make informed clever choices. If they are on these apps, maybe people online think they are older and therefore say or send inappropriate things to them.
 - Games – some allow multiplayer mode, chat, and have age limits. It may be useful to unpack what they currently access and how they interact using it. Games that are not online multiplayer are not part of their digital footprint.

What you have written on your foot is your digital footprint. What you have there now will never go away. You will add to this as you get older. Your digital footprint will be there for future employers and even your children. What will they learn about you from your digital footprint?

- Encourage them to reflect to the online identity activity. Perhaps now they can see another benefit of not using the proper name online.
- Everything online is permanent and available to everyone else online.

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.
 - 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 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