

## Cyber Safety in Action – Teacher’s resource

These scenarios help to create conversation starters during class after Internet Safe Education has presented. 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
- 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 – Blair gets a friend request from someone they don’t know named Andie. Blair checks out the person a little bit and finds out they have a mutual friend named Dave.

Teacher prompt - Initially the discussion covers general questions about current online activities so that you can gauge where they are playing and connecting online. The intention is not to shame or call out poor choices specifically. It is to test their current practice and reasoning. Then move on to Blair’s situation.

#### Where might you receive a friend request online?

- Check which platforms they are using. Discuss age limits and why they are important. Eg exposure to upsetting, disturbing, inappropriate content and people.

#### How do you decide whether to accept a friend request?

- Check their logic, motivation, and process for deciding who to accept/reject. Family rules.

#### How do you interact with ‘online friends’?

- Do they just see their posts occasionally or do they interact with them one on one.
- Challenge the difference between a friend in person and a friend online. How much information do they feel comfortable sharing with online ‘friends’ versus physical world friends? Do they use their real name?

#### Who might Andie be?

- They have no idea who Andie is. Andie may be someone who thought Blair was someone else and it was all just an innocent misunderstanding. Or Blair was targeted by someone who goes by the name Andie.
- People online are real people and strangers. Think of them as adults in the street, because we are more likely to protect ourselves and our identity from an adult in the street than we are from an ‘online friend’. Our protections come down online.

#### How does Blair know the request has come from another child?

- They can’t regardless of the platform. Even if it is a game designed for children.

### **What gender do you think Andie is? Does it matter?**

- Answer is no, gender is irrelevant. There is no way to know whether the person online is male or female and it isn't relevant to the risk of interacting with a stranger. There may be a false belief that women pose less of a threat. You have no way of knowing the gender of the person online. They are a stranger, even if they send an image or share a video (deep fake technology requires us to be sceptical of all images, videos and sound bites).

***Additional information - Dave has more than 500 'friends' and only knows about 20 of them in the physical world.***

### **Why might someone accept a friend request from someone they don't know in the physical world?**

- They want a lot of online friends. They mistake this for being popular or liked.

### **Why is it unwise to accept friend requests from someone you don't know in the physical world?**

- They will likely think of bad things, such as bullying or abduction. It can be theft, that is, to identify when the house is empty to rob it, or to get pet's names and dates of birth etc for security questions to access their parent's accounts.
- It is not protective to think that because they have a common friend (Dave) that Andie is to be trusted.

### **What else should Blair find out about this person – become a detective.**

- See if there are photos of Andie online to check how their identity is displayed online. Raise the point that the images may not really be of Andie.
- Speak to parent about what has happened. They will help with what to do next.
- If in doubt, don't accept the request. **You are free to say no.**

### **2 - Some of Jesse's friends are talking about a new app they're on that lets them chat, share videos and play games. Jesse goes to create an account and finds out they're too young to get an account and it's against the family rules. What can Jesse do?**

- The students will give the 'right' answers. Don't download the app. The point of this scenario is to ask follow-up questions about rules, and why age restrictions are in place and what they may be exposed to if they are on the app or game.

### **We have rules at school and at home. Your parents follow rules when they drive a car, go to work, or buy things. You have rules when you play a sport or game. Why do we have rules?**

- Rules are designed to keep us safe and set a standard for how we behave. Rules help us to make choices.

### **What sorts of things might happen online if we don't follow our school or home rules?**

- Responses might include some of these – you know your students best – omit topics as you see fit
  - Inappropriate content – violence, sexually explicit, false or misleading information they are not yet equipped to make informed decisions about, extremism, hateful or offensive material, discussing upsetting news stories etc.

- Other people in the app will assume they are older. Other users speak inappropriately to them or in front of them. Swearing, abusive, racist, offensive.

**Jesse decides to continue, against the family rules, and starts to set up the account. There are a lot of questions and it wants a credit card number, expiry date and CVV.**

**How could this information be used by the online business?**

- Most apps are businesses. They are there to make money or they may exist to steal money or your identity. A teen or pre-teen's identity is high value because the offender is usually not discovered until the teen turns 18 and checks their credit rating. Be very careful and protective of your personal information.

**How likely is it that Jesse has a credit card at the age of 10?**

- Raise the issue that this implies Jesse is going to use the parent's card and probably without permission because the account is against the family rules. This has taken a poor decision and made it worse.
- Using a parent's credit card without permission is highly likely to be against the rules and is also fraudulent as it is representing yourself as someone else for personal gain .

**What might happen if Jesse uses an adult's credit card to access the app?**

- Data can be stolen. Credit card used by a thief who is probably overseas.
- Impact your parent's credit rating which is difficult to fix and will have consequences on your family's finances – now and for a long time.

### **3 – Activity - Online detective – You're not a kid!**

1. In pairs or small groups, make a list of the sorts of things that an adult might say or do that another child wouldn't. You might think of words children don't usually use with each other or phrases or punctuation. Maybe abbreviations, slang, emojis. (5 mins)
2. Share their list with the larger group.
3. In the same small group/pair,
  - a. What sort of things do children talk about online (game chat, messages etc)?
  - b. What questions would make you worry that the other person is actually an adult or older teen?
  - c. What would you do if you were worried that someone chatting online is actually not another child?
4. Share with the larger group.

Teacher information – look for how well they integrated their responses to the first question regarding adult words, expressions etc. Encourage them to think critically and be sceptical about contacts they don't know in the physical world. Stay alert and play detective to make informed choices and remember that everyone is like a 'stranger in the street' until they are proven otherwise.

#### 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.



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