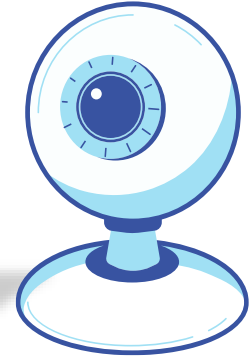


Cyber Safety in Action – Teacher’s resource

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 - Chris has been playing online and chatting to Frankie. Frankie asks Chris to turn on their webcam. What might be the person’s motivation to go to webcam?

- Answers might include – to see each other as they talk. To get to know each other better. To build a more ‘realistic’ friendship. Negatives are discussed below if they come up here.

Would it be OK for Chris to turn their camera on if Frankie turns theirs on too?

- You can’t be sure Frankie is who they say they are if you can’t see them.
- HOWEVER - with AI technology advances, you can’t be sure that the person you are talking to really looks or sounds like the image you’re seeing.

What are the potential risks of using your webcam if your device is in a public space in your home?

- Potentially problematic if things in the background show your location or other younger people, electrical devices, hints to your location, security measures like locks, windows, cameras etc. Theft. They find out when you’re going on holiday or when there’s no one home.

What is a potential risk of using a webcam if the device is in your bedroom?

- Webcams in bedrooms can be used to encourage or coerce inappropriate interactions as there is the false perception of privacy.
- Background items may show school name, sports club or key identifying information related to your location.

It is protective to cover webcams on laptops and other devices. Uncover them only when needed for school or when catching up with a friend you know in the physical world.

2 – Activity - Digital scavenger hunt

Criminals want your identity. They look for pieces of your identity puzzle. They find pieces of information in different places so that they can pretend to be you or sell your information to someone else. People give away way too much online, so we are going to create a scavenger hunt list. You will use the list to try to find details about someone.

(Assuming students can't access social media sites and that Google searches will be limited from a school computer – Discuss in class or assign the activity for homework. Use the list to find out as much information as possible about someone online.)

(Teacher – if you are confident your social media accounts are locked down, you could challenge them to find these things out about you online. It will increase their enthusiasm for the activity. PS They've already looked you up.) (Large group or small group with feedback to the large group.)

- List is likely to include -
 - Full name. Birthday. Maiden name. Mother's maiden name. Pet's names.
 - Family – partner's name, children's names, other interests like sport, hobbies. Where any children go to school/sport.
 - Phone number or email address. Home address or suburb. A photo of their house.
 - When or where they went on holiday or if they are planning a holiday.

You can decide whether you follow through with this as homework. The activity of building the list is sufficient to raise their understanding of what criminals look for to find them or put together their identity information. They could enlist a parent's help if they don't have social media. It might be an interesting activity to do with a parent to highlight how much information they are giving away.

3 – Activity – How safe does a phone make you?

The mobile phone is a vehicle for offences committed against children and young people. Name the ways a phone can be used for a criminal act.

- Discussion points –
 - Parents often give children a mobile to 'keep them safe' yet it comes with risks.
- Identity theft – capture your details to fraudulently create your identity.
- Access to people you don't know in the physical world. Strangers. Would you give your name, age, school, siblings names, sports club to a stranger who stops you at the shop? NO. Yet most children give this information and more to an undercover police officer within 1 minute online. Criminals know what questions to ask to get the information they need.
- Trackable. E.g. SnapChat location. Stalking or surveillance. Spyware. Abduction.
- Creation, distribution and storage of inappropriate images of a child
- Online abuse, harassment, sextortion, cyberbullying, grooming, slander.

How can you protect yourself when using a mobile?

- Follow family rules. Only connect with people you know in the physical world.
- Don't give out passwords. Don't click on links or buttons. Don't lie about your age to get access to games or apps where there may be inappropriate content and people.
- Don't overshare. Your identity is worth money. You become 'findable'.
- Use security settings. Turn OFF location.

- Be kind online. Everything you say online can be saved, shared and/or used against you now or in the future. Bullying of any kind is unacceptable. Text has no tone so consider how your words might be interpreted by the receiver. If in doubt, wait until you are calm and rethink.
- Take responsibility for your own actions. If in doubt, ask for advice from a trusted adult.
- Block, report, delete people you don't know who try to contact you on the device.

4 – Activity – Habit phrase and Challenge word

Some things that happen online can be distressing. It's useful to consider some situations and how we might respond before they happen.

In some situations, you will be asked to give information or images. You may be spoken to inappropriately. It's useful to have a habit sentence or phrase ready to use. Individually or in pairs, create a sentence or phrase that will fit a lot of situations and feels like something you would say and feel strong saying.

You get to decide how you respond and what is good and right for you. This your habit word. A habit is something you don't think about – it just happens.

- Some simple examples might be – “that's not OK”, “Do you think I'm an idiot?” “Go away” “Leave me alone” “My body, my rules”
- Research indicates about 1/3 of girls who are asked to send sexually inappropriate images eventually send the picture, and most instantly regret it. Don't be one of the 1/3.¹ It isn't 'everyone' doing it and today's 'relationship' is tomorrow's 'problem'.

It is against the law to take, store or share inappropriate images of children. The age of 'child' differs between states, but it always applies to year 7 and 8 students.

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 say no or stop doing it. It's impact on mental health is great.

In other situations, you may need a challenge word. For example, you receive a message from someone who says they're your mum, but they are using a friend's phone because theirs is flat. They need to know where you are right now.

With AI and deep fake technology, you can't even be sure if that it is your mum even when it sounds like your mum's voice in an audio message. It may be that someone is trying to find out where you are and if you're with an adult. More likely, this is reversed, and someone pretends to be you and tries to get your parent to send money to them.

You can confirm family identity through an agreed challenge word or phrase. What might be a good way to test that someone is your mum?

What about if you asked your pet's name? Is that a strong challenge question?

¹ Biddulph, S. 2017 '10 Things Girls Need Most' Simon & Schuster, London. p.138

- Answer – not usually because someone is likely to have mentioned the dog/cat/horse or whatever by name on socials. Criminals look for this sort of information.

It is better to have a particular word that wouldn't necessarily be used in conversation like robot or lightning. You could ask – what is our challenge word?

Or everyone in the family could have their own challenge word and duress word.

A duress word is the word you use when you want them to know you are in trouble or want help, but you don't want another person to know you are sending that message. The trouble may be that you're at a sleep over and want to come home but don't want your friends to know. Your parent hears this duress word and they know that they can make up an excuse to come get you.

Think about a challenge word and a duress word and discuss the ideas with your family and explain why they are useful with AI and deep fakes being used to steal money and identities.

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. 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 trauma²
 - 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.



² <https://pmc.ncbi.nlm.nih.gov/articles/PMC7828932/> 2020 Journal of Psychiatry and Neuroscience