

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 - You overhear some conversations at school that have you worried. You check out the site they are talking about and find some of the students are rating other students in ways that are hurtful and sexually inappropriate. What are your options?

- Discussion points
 - Best case they show a trusted adult.
 - Likely honest discussions, they ignore it, share it or add to it.
 - Test their assumptions. There are no genders provided in the example.
 - **What story did you picture in your mind for this example?** (Likely to be boys rating girls or girls being unkind about other girls.)
 - **Do you think one version of this is worse than another?** If it was girls doing this to boys, would it be taken to be less of an issue? The answer should be no. It is inappropriate in all situations.
- **Social media posts are permanent.** Even if the privacy settings are strong, someone only needs to take a screenshot and the content is permanent and able to be shared.
- School code of conduct breach more than likely. Result, disciplinary action. This behaviour has resulted in expulsion from school in Australia.
- This is not a victimless crime. The words will become public.
- There is **no anonymity in an online group interaction**. Someone is likely to talk about it or share some of it.
- The comments can be used to extort the person who made them, in order to stay out of trouble.

2 – Ash goes to their friend’s house. Their friend’s older sister has been shopping online and Ash notices her debit card is loaded onto her iPad. Ash’s friend decides to start buying things online with their sister’s card. What are some of the rules being broken in this situation?

- Discussion points
 - This is stealing and fraud.
 - Credit Card Fraud – QLD Criminal Code – dishonestly uses property belonging to another person.

- They might see this as a sibling matter but it is an offence not a prank.
- Rules – family rules about honesty and use of technology. Societal laws about stealing (regardless of this being a family member). Of course the family is unlikely to involve police.

3 – Activity – Online presence audit for safety

You are going to do an audit of a friend’s online presence. You are going to see how much you can learn about that person just by investigating their digital footprint. Obviously, the detective work won’t happen here in class, but we can create a list of things to look for and prioritise the important or risky elements. (Large group activity to build a list and prioritise)

Let’s say that each piece of accurate personal information found online is a piece of your identity puzzle. What are the pieces likely to be? First of all, let’s do the most obvious and risky piece of our identity puzzle – using our real name online. **What are some other pieces of the identity puzzle?**

- Birthdate – correct online and people wishing them happy birthday with their age.
- Home address or suburb.
- School and/or sports team name (photos in uniform or similar clue)
- Other interests (these can be used by someone with poor intentions to relate to you or find ‘common ground’)
- Pet’s names – often used as passwords
- Names on other platforms – it’s really foolish to use the same name on different platforms because this helps someone find you in different places and put even more pieces of the puzzle together.
- Job information – where, when
- Photos of your face. Not a good idea. Use an avatar as your identifier and don’t post photos of yourself with your name.
- Photos of someone else’s face – can you see their friend’s or other people? (This is a discussion about permission to share other people’s images and how dangerous this can be. You may not be aware that a person in the photo has deliberately hidden their location online or safety reasons DFV.) This also relates to tagging other people without consent.
- See if you can access any additional information through their online accounts. For example, can you get their telephone number or email address? (This should lead to a conversation about security settings and how important it is to lock them down. Some apps need to be locked down from a laptop rather than a phone – Facebook.)

When you apply for a job, your employer will look at your online presence. What are some of the things they will look for? Add these to the list.

- Issues that will be unacceptable in the workplace like language that demonstrates sexism, racism, fanaticism, swearing
- Illegal activities - drugs, underage drinking, dangerous driving, inappropriate images

Teacher information –

- Prioritise the issues they feel are most important to a person’s online safety.
- Students may be asked to do the activity on a person for homework. You could include yourself in the activity if you’re confident your security settings are good. They’ve already looked you up online.

4 - Casey is on the bus going home after their part time job and someone on the bus AirDrops a nude to Casey's phone. Casey feels scared and sick in the stomach. Casey knows this person is likely still on the bus and is watching for a reaction. What are Casey's options in this situation?

- Immediately collate evidence –
 - screenshot identifying information – date, time, name.
 - Write some note about
 - when (date and time),
 - where (bus number and rough location), and
 - what (just the actual things that happened. Write it like you observed it. Try to avoid emotions or adding details like 'dirty old guy'. Stick with the facts.)

This will be helpful later and it will give Casey something to focus on and feel like they're in control of the situation.

- Remove the contact point. Check security and privacy settings in AirDrop or Nearby Share.
- Show no emotional response. Deep breaths to stay calm. Focus on the feeling of your toes in a shoe and wiggle your toes (Sounds weird but it helps to ground and bring awareness to something other than the situation. It gets you back into your body and out of your fear thoughts.) Text a trusted adult or friend who can meet Casey at the bus stop.
- Later – report to the online platform. Report to police. Seek assistance.

Is it a good idea to have a parent or friend on the phone while Casey walks home from the bus stop? Will that offer a level of protection?

- Not necessarily. Situational awareness is the ability to be aware of, understand and respond to all things in your environment. Attending to a person on a phone call **limits** your situational awareness. If something did happen, what will the person on the call need to do to get help to you? How long is that likely to take? Better to be completely alert to your surroundings if you are in a situation where you feel unsafe. Head up. Full attention.
- You could call a parent and put the phone in your pocket on speaker. This allows your parents to hear but you are free to listen in all directions. You can talk to your parents on speaker phone so that others around will hear you talking to someone.

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 respond from a place of power and confidence. The impact on mental health is great. This does NOT only happen to girls/women.

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.
 - 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