Cybersmart Access

Lower Secondary
Crowd surfing
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Before you start

This unit is designed for students with special education needs aged around 12-13 years-old. This unit may also be suitable for mainstream students aged 12-13 or slightly younger.

For some general information about what young Australians are doing online visit the ‘Aussie teens online snapshot’ section at https://esafety.gov.au/about-the-office/research-library/aussie-teens-and-kids-online.

Teacher background information

Mean and hateful online behaviour can impact significantly on a student’s wellbeing. Such behaviour includes online grooming, stalking and cyberbullying. This unit focuses on the need for students to take responsibility for their own online behaviour and actions, and to identify and act on the potentially malicious behaviour of others by reporting behaviour to trusted adults.

Students can practice their skills with the Drop Box game and other supporting activities. Crowd Surfing requires students to first select whether a message is safe or appropriate to pass on and to consider who can be trusted to share messages with online.

Unit overview and objectives

This unit aims to help students understand:

1. personal information can be used to identify or locate them
2. personal information must only be shared appropriately and safely
3. they are responsible for behaving appropriately online
4. how to identify and respond to cyberbullying to protect themselves and others

By the end of this unit, students will be able to:

5. recognise the difference between public and private online spaces
6. discuss what type of information should and should not be shared online
7. describe what they should do if they are pressured into giving out rude or personal information
8. describe what they will do if they or a friend are the target of cyberbullying.

Unit duration

The time allocated to this unit will depend upon the prior knowledge and skill levels of your students.

It comprises four activities, each designed to take approximately one or two x 45-minute lessons.

Required resources

- Rules for Cyber Binning: Attachment A
cyber(Smart:)

- Jigsaw [https://www.youtube.com/watch?v=_o8auwnJtqE](https://www.youtube.com/watch?v=_o8auwnJtqE) or Consequences [https://www.youtube.com/watch?v=hK5OeGeudBM](https://www.youtube.com/watch?v=hK5OeGeudBM) (more serious and sexual themes)
  - Videos from the Child Exploitation and Online Protection Centre in the UK. Explores themes around grooming and online stalking. The videos look at online grooming. Teachers should view and consider whether the content is appropriate for their class before showing it to students.
- Megan’s Story: [http://www.youtube.com/watch?v=DwKgg35YbC4&feature=related](http://www.youtube.com/watch?v=DwKgg35YbC4&feature=related)
  - Video from Think U Know Australia. Explores the potential consequences of sexting.
- Claire Thought She Knew: [http://www.youtube.com/watch?v=KdegbHEbQDc&NR=1](http://www.youtube.com/watch?v=KdegbHEbQDc&NR=1)
  - Video from the Child Exploitation and Online Protection Centre in the UK. Explores themes around grooming and online stalking. This video looks at online grooming. Teachers should view and consider whether the content is appropriate for their class before showing it to students.
- Large sheet of poster paper
- Coloured' Post-it' note pads
- Textas
- Online noticeboard maker

**Important**
The videos used in this unit of work contain themes that may be disturbing or unsuitable for some students. Please review all resources before showing them to students. It may be necessary to seek the permission of a parent/ guardian before viewing them.

**Further information**
Note to teachers: when showing the Consequences and Claire Thought She Knew video clips, it is important to point out to your students that the CEOP Report button is UK only.

If students are worried or upset by something that has happened online they can contact Kids Helpline which provides free, confidential online counselling for children and young people, 24 hours a day, 7 days a week.

For more information, contact:
Office of the Children’s eSafety Commissioner
Tel: 1800 880 176
Email: enquiries@esafety.gov.au
**Activity 1: Chinese Whispers**

**What you will need:**

- Whiteboard or butchers paper to record student responses
- The Rules for Cyber Binning: Attachment A

**Warm up activity**

1. Ask students to stand in a line behind you.
2. Whisper a message to the first student, like “[teacher’s name]” likes to sing songs in the bath.” Try to use a message that could be misheard and perhaps reinvented so it may cause mild embarrassment.
3. Each student must whisper the message to the next until it reaches the last student.
4. The last student calls out the final message.
5. Compare the first and final message.

**Ask the class to consider the following:**

1. Were the first and final messages different?
2. Was the final message a little funny or potentially embarrassing?
3. Why did the message change?
4. Was this message what the teacher might want everyone to know?
5. How does this compare to email, texting and sharing messages online?
6. Should we always pass on digital messages? Why or why not?

**Teacher notes**

Prompt students to consider:

- People can easily change messages and images and pass them on online including using mobiles. This includes text and images.
- Once an online message is sent or a photo or video is posted you.
- People can use images for bullying so only images that students would be happy for everyone in their class to see should be online.
- There is a need to take extra care with online messages because there aren’t any other cues such as voice or body language to explain the meaning of the message.

**The Rules for Cyber Binning**

Introduce students to the Rules for Cyber Binning: Attachment A.

Have a general brainstorm and jot down notes about students’ thoughts on the rules including whether more rules are required. Do the rules cover all aspects of cybersafety using computers and mobiles?

Redesign the rules to fit the class feedback and print and post on the wall.

Students can suggest poster themes and decorate their own version of the posters individually or in pairs.
Activity 2: Identifying Public and Private Spaces

What you will need:

- Individual computer and internet access. Alternatively an Interactive whiteboard.
- Crowd Surfing game from Cybersmart Access
- Whiteboard
- Projector
- Rules for Cyber Binning: Attachment A

Public v Private Interactive Activity

This is a pre-cursor to playing the Crowd Surfing game. It is important that students understand the difference between public and private spaces and the behaviours that are associated with each. Students should begin to understand that some information/behaviours should be kept private and not shared.

1. Students will need computers to play this online activity. Alternatively, this could be done on the Interactive whiteboard as a whole class activity.
2. Students will need help to log onto Budd:e. They will need to create a username and password. Budd:e provides students with a robot avatar that they can build on and personalise after they complete specific cybersafety games. You will need to allow around 20 minutes to explain Budd:e to students and for students to log-in, choose a name for their robot and choose a body and colour for their robot.
3. To access the Public vs. Private activity ask students to click on their Budd:e and click on the ‘face’ to ‘unlock the face’. This will start the Public vs Private game.
4. Students will sort and identify public and private spaces both offline and online.
5. At the end of the activity, students will be given a score and this can act as an assessment of prior knowledge.
6. This activity can be played more than once to improve the score.
7. Students can save their robot to return to out of class, or you might choose to pursue more Budd:e activities within the class.
8. Discuss student’s choices as they work through the game, including what is impotent to keep private, e.g. personal information and private photos and videos.

Crowd Surfing game

It is advised that the teacher runs through the game with the students to explain the main features and how to play.

1. The game requires students to select whether a message should be ‘Passed on’ ‘Reported to an adult’ or ‘Binned’ depending on the content. If a message is safe to
be passed on students must then decide which online ‘friends’ they can safely share the information with.

2. Stress to students the importance of understanding which messages should be passed on and which should not be.

3. Messages that are rude or mean or include inappropriate content should not be passed on. Messages that share too much personal information should not be passed on.

4. Stress to students the importance of considering who they share information with. Messages should only be shared with people they trust to pass them on correctly.

The game can be played multiple times to improve the score and also to test the consequences of choices.
Activity 3: Consequences of your online actions

What you will need:

- Jigsaw [https://www.youtube.com/watch?v=_o8auwnJtqE](https://www.youtube.com/watch?v=_o8auwnJtqE) or Consequences [https://www.youtube.com/watch?v=hK5OeGeudBM](https://www.youtube.com/watch?v=hK5OeGeudBM) (more serious and sexual themes)
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  - Video from Think U Know Australia. Explores the potential consequences of sexting.
- Different coloured packs of ‘Post-it notes’ and markers.

Important

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Online grooming

1. Show students the Consequences video all the way through. Play the video again. This time pause strategically to check student understanding and reflect on misunderstandings.
2. It is important to point out that there will not be a CEOP Report button on websites in Australia that this is called the Cybersafety Help Button. Show this button and discuss with students how to report an incident: [https://esafety.gov.au/complaints-and-reporting/cybersafety-help-button](https://esafety.gov.au/complaints-and-reporting/cybersafety-help-button).
3. Put students into pairs and ask them to write tips to help other kids their age or younger kids be safer online on post it notes. Pairs should post their ideas on the whiteboard for discussion at the end.

Teacher notes

Prompt students to consider:

1. It is easier for people to pretend to be someone else online.
2. Some adults and older teens seek children out for sexual purposes (if appropriate for your class). This is abuse, and any sexual language and abuse should be reported to a trusted adult.
3. People you trust, including best friends, boyfriends and girlfriends can pass on your information, so make sure you don’t share anything online that you wouldn’t want the whole class seeing. Remember online information may be permanent.
4. Bullies can misuse information so keep personal information and images private.
5. Don’t share sexy images online, including on mobiles as these can be passed on very easily and these images can be illegal.
6. You can get in trouble for sharing sexual and naked images even if the person in the image or video wanted the image or video to be shared. If the person is underage, this is illegal.

7. Delete any naked or sexual images others send to you. Ask the person sending the images to stop. Report the images to a trusted adult. If somebody is harassing you report it to the police.

8. Online activities can be tracked by police.

9. If someone is mean or rude online you can get help by telling a trusted adult.

10. If someone threatens you online report it to you can tell the police.

11. Always tell a trusted adult if someone from online asks to meet offline. If the adult agrees you must meet with your adult present in daylight in a busy location.

12. Even if someone seems very nice online remember you don’t know them so don’t share too much with them.

13. Always tell a trusted adult if someone wants you to send photos or use your web cam.

Passing on private or hurtful information to others
Students often don’t see the consequences of posting hurtful or embarrassing information about others online or by mobile phone.

- Show students Megan’s Story
  [http://www.youtube.com/watch?v=DwKgg35YbC4&feature=related](http://www.youtube.com/watch?v=DwKgg35YbC4&feature=related) on the Interactive whiteboard or with students at computers in pairs or trios.

- Question students about what they think happened, what should Megan have done differently and who they think is responsible for this type of bullying.

Teacher notes
Prompt students to consider:

1. Don’t share any photos you wouldn’t want your mum, dad or teacher to see…because the person you share them with might pass them on.

2. Look out for friends—don’t pass on pictures or comments that will get others into trouble. Think about how you would feel if it happened to you and tell a trusted adult so they can help.

3. Tell a trusted adult if you made a mistake and shared a rude, sexual or mean photo, video or message. You can get help.

4. You can get into trouble for making and passing on nude or sexy photos, even if they are only of you because you are not an adult.
Activity 4  Cyberbullying Post-it Wall Chart

What you will need

- Computers with internet access. One per pair or trio of students, or an Interactive Whiteboard.
- School bullying and cyberbullying policy, including steps students can take to seek help.
- Rules for Cyber Binning: Attachment A
- Online noticeboard maker or large poster paper and three different coloured packs of ‘Post-it notes’

Cyberbullying background information

Cyberbullying is the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically.

In Australia lots of young people are bullied every day but by reporting it, talking about it and supporting each other we can stop it.

Talk about the difference between friends not agreeing with each other or having arguments online and offline and bullying. Arguments happen in most friendships and friends can forgive and move on. With cyberbullying the person doing the bullying is meaning to hurt the other person’s feelings and keeps doing things to make them feel really, really bad.

Examples of cyberbullying are:

- hurtful messages,
- abusive texts and emails
- hurtful messages, images or videos
- imitating others online
- excluding others online
- humiliating others online
- nasty online gossip and chat

Explain that people who cyberbully are not allowed to make other people feel bad online…so it is important to keep a copy of their mean behaviour and show a trusted adult.

Explain that targets of cyberbullying can feel very bad and will need support…so a trusted adult should be told. Explain that the target of cyberbullying never deserves it…it is never their fault.

Explain that people who see cyberbullying can help by telling a trusted adult and supporting the person being bullied with kind comments or sticking up for them.
Explain to students that bullying and cyberbullying are not accepted in the school and present any policies the school has. Focus specifically on the steps students can take to seek help if they are bullied or know of someone who is being bullied.

Explain that if cyberbullying is very bad… the person doing the bullying can get into trouble. Teachers can report serious cyberbullying to the Office https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/i-want-to-report-cyberbullying

**Extension activities**

1. Revisit Crowd Surfing game to improve selection performances.
2. Watch Claire Thought She Knew:  
   http://www.youtube.com/watch?v=KdeqbHEbQDc&NR=1
3. This video looks at online grooming. Teachers should view and consider whether the content is appropriate for their class before showing it to students.
4. If necessary have students assist with redeveloping the school’s bullying policy to incorporate cyberbullying.
Attachment A: Rules for Cyber Binning

Rules for Cyber binning

C - Do I feel **comfortable**?

H - Could it **hurt** me or someone else?

E - Am I embarrassed?

S - Is it **safe**?

S - Am I **sure** it’s legal and secure?
<table>
<thead>
<tr>
<th>C</th>
<th>Do I feel <strong>comfortable?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>Could it <strong>hurt</strong> me or someone else?</td>
</tr>
<tr>
<td>E</td>
<td>Am I embarrassed?</td>
</tr>
<tr>
<td>S</td>
<td>Is it <strong>safe</strong>?</td>
</tr>
<tr>
<td>S</td>
<td>Am I <strong>sure</strong> it’s legal and secure?</td>
</tr>
</tbody>
</table>