Cybersmart Access

Lower secondary Drop Box
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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/australian-teens-and-kids-online.

Teacher background information

This unit explores private and personal spaces and the types of information that should be kept private online. It introduces the concept of online and offline friends.

There is an interactive online game to help students practice deciding whether a message is safe or there is a good reason to pass it on and to consider who can be trusted to share messages with online.

Students can practice their skills with the Drop Box game and other supporting activities. Drop Box requires students to choose what to do with messages to stay safe. Real looking messages are received via SMS, email and social networking with prompts for students to identify an associated response to each message as either ‘Bin’ ‘Discuss with Adult’ or ‘Safe’.

Unit overview and objectives

This unit aims to help students learn:

- that personal information can be used to identify or locate them
- that what they post online impacts their digital reputation
- how the clues they leave online can leave them open to cyberstalking

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

- understand how to manage their digital reputation
- understand actions they can take to ensure they are cybersafe
- implement strategies to protect them against cyberstalking

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 45-minute lessons.

Required resources

- Drop Box Game Cybersmart Access: https://www.esafety.gov.au/access/games_index.html
  - This half-hour, interactive multimedia class activity is built around an animation that asks the students to step into the shoes of a Cybersmart Detective. By using a ‘real world’ example, the story explores what may happen if someone reveals too much information online and it ends up in the wrong hands.
- Cybersafety Traffic Lights Poster: Attachment A
- Worksheet 1: Our Online Messaging T chart: Attachment B
- Worksheet 2: Drop Box Make a Message: Attachment C
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. You may need to seek the permission of a parent/guardian before viewing them.

Further information

If students are worried or upset by something that has happened online they can contact Kids Helpline which provides free, confidential online and phone 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: Sorting Online Messages

What you will need:

- Three small containers or bins-coloured and labelled. Prepare a green, blue and red label. Write Safe on the Green label, Discuss with an adult on the Blue label, and Bin on the Red label.
- Cybersafety Traffic Lights Poster: Attachment A
- Worksheet 1: Our Online Messaging T chart: Attachment B
- Support Sheet 1-Online Game Messages: Attachment D
- Access to the Online Drop Box game: https://www.esafety.gov.au/access/games_index.html
- Interactive whiteboard
- Computer and internet access: one per two to three students

Activity preparation

As a class, brainstorm the kinds of digital messages we send and receive daily. Prompt students to think about good messages and annoying ones, such as scams and ads. Ask them to name as many messages as they can think of – from email, any messaging apps they use, gaming apps, any social media they use, direct messages from mum or dad. Using student responses fill in the Our Online Messaging T chart (Attachment B) on a poster, whiteboard or the interactive whiteboard. If this is too hard for students you can show them examples of messages you get.

- Ask students to brainstorm which they should do with different types of messages: how do they know a message is Safe, when should they Bin a message and when should they Discuss with an adult.
- Print off and read the Seal it, Stop it, Show it icons in the Cybersafety Traffic Lights Poster at Attachment A. Talk about the rules in the poster and what they think about them. Change or add some rules if needed.
- Print and cut out the game messages at Attachment D or create your own.

Managing messages safely

Set up some small containers (bins) with green, blue and red lids. Label the green-Safe the blue-Discuss with an adult and the red-Bin. Model reading and binning a safe and an unsafe message in the appropriate bins. Ask students to take turns putting messages into the correct bin talking through reasons for binning.

Once you are comfortable that students understand why they put different messages into different bins you may like to introduce the online game Drop Box on the interactive whiteboard or in pairs. Show students a few basic features i.e. There are three levels and there is a timing listening option.

Give students a chance to explore the game—in pairs or trios, or do it as a class if needed.

To finish the lesson ask students what they should with various types of messages.

- they get a mean or rude message? (Bin and Tell and Adult)
- they get a reminder about a TV program or a sporting activity? (Safe)
- they have a photo showing your school? (Bin it)
- they receive violent photos or videos? (Bin and Tell Adult. Report it. Tell sender to stop and Block them if necessary)
- they receive a link to a rude photo of someone at school? (Bin and Tell Adult. Tell sender to stop and Block them if necessary)
Activity 2: Managing cybersafety

What you will need:

- Cybersafety Traffic Lights Poster: Attachment A
- Mind Map: Attachment E
- Worksheet 3: The Community Speaks: Attachment F

Activity preparation

- Brainstorm as a class the good things students use the web for: e.g. research for school, games, socialising, watching videos.
- Ask students if they know of any bad things that can happen online? You can start the conversation by talking about things you have heard…spending too much time online…or seeing yucky stuff online.
- Prompt students to think about what could be done with bad messages…and do some brainstorming on the board.
- Use the Mind Map (Attachment E) to see what could happen with messages. Show this on the board. Walk students through how easily information can be shared with the wrong people, and how easily the students can protect it. Fill in the boxes with the group.
- Prompt students with some scenarios
  - What might happen if …
    - Simon stops or blocks the rude picture
    - Jesse speaks to a trusted adult about the rude picture. What good things can happen?
    - The person in the rude pic finds out Brad has posted the picture online. What might happen to Brad?

Students work in pairs to show what might happen. Students can show how unsafe behaviour could be stopped or blocked. Compare the different student scenarios.

Student pairs or the whole class could then track what impact a message has on the community by thinking about what different people in the community might say about the message.

Use Worksheet 3: Online messages: The Community Speaks (Attachment F) to prompt student thinking.
Activity 3: Sharing Cybersafe Practices

What you will need:

- Access to the Online Drop Box game: https://www.esafety.gov.au/access/games_index.html
- Cybersafety Traffic Lights Poster: Attachment A

Put students into pairs or trios and ask them to think about how they can help their friends, school and family to stay safe on mobiles and computers?

How can they teach younger students to stay safe on mobiles and computers?

Pairs and trios should develop their own Cybersafety posters for younger students covering three main messages. Students can choose messages from the Cybersafety traffic Lights sheet at Attachment A or make up their own.

Students should check their three messages with you prior to designing their poster.

Students can share posters with other groups or post them up in the classroom.

Students could also share and collaborate on their digital efforts in an online wiki gallery. Students display their cybersafety posters around the school and in school newsletters. They could also use the posters to coach younger students in helpful cyber hints.
Activity 4: Online stalking

What you will need:


This half-hour, interactive multimedia class activity is built around an animation that asks the students to step into the shoes of a Cybersmart Detective. By using a 'real world' example, the story explores what may happen if someone reveals too much information online and it ends up in the wrong hands. Students are asked to follow clues throughout the exercise and use their powers of deduction to make predictions, draw conclusions and answer questions along the way.

Cybersmart Detectives is easy to facilitate through Vimeo and provides an excellent opportunity to address some of the 'Personal, Social and Community Health' content in the Health and Physical Education curriculum. This activity reinforces messages about personal safety and protective measures for dealing with strangers online.

The activity is self-contained, but you may need to modify the questions and explain parts of the story for children with lower language abilities.
Protect your private information. Treat it like a toothbrush and don’t share it. Remember that people online may not be who they say they are. Online ‘friends’ are still strangers even if you have been talking to them for a long time.

Don’t post this stuff

Personal information includes:
- your full name
- rude or mean photos
- photos that show where you live, go to school or do sport
- addresses
- school information

Get help if people are mean to you

Stop or block people who send you nasty messages. Show a parent or teacher you like and they can help you block the person and report them online.

If they keep being mean they can get into big trouble with the Government as it is not okay to be mean online. Get a parent or teacher you like to look at this page: https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/i-want-to-report-cyberbullying.

Don’t be mean to other people

You don’t want to hurt anybody’s feelings. Even if everybody else is being mean...it is better to stay out of it.

People can see what you don online and you

Get help if you feel sad or scared

If you see anything that makes you sad, scared or worried online show it to your parent or a teacher you like.

Check if somebody wants your photo

If somebody asks you for photos or asks you too much about yourself tell a –parent or teacher.

Check if somebody wants to meet you

If somebody asks to meet you in real life check with a parent or teacher.

Get help if something makes you feel yuck

If anything makes you feel yucky online show it to a parent or teacher. They can help.

Tell somebody if you see people being
• sports clubs or dance groups
• telephone numbers
• places you like to spend time

This is your special stuff – it is yours to keep.

**Use settings**

Get an adult to help you set Privacy Settings to Private so only your online Friends can see your stuff.

**Use a nickname**

When you use chat rooms in games or instant messenger, use a nickname instead of your real name.

**Don’t share your passwords with any friends**

Always keep your passwords secret. You can share them with your parents but that is all. Your parents can help you make a good password that is hard to guess.

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**cyber(Smart:)**

- Don’t open attachments or click on links from people you don’t know in real life. They might have viruses in them or be trying to trick you.

- Don’t be mean back or you will get in trouble.

If someone you know is being nasty to someone online, tell a parent or teacher.

mean
Attachment B: Worksheet 1: Our online messaging

Name:_____________________________________

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<thead>
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<th>Forms of Messaging</th>
<th>Action</th>
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Attachment C: Worksheet 2: Drop Box Make a Message

We have met online. Why don’t you meet me at the shops tonight.
cyber(Smart:)

Going through your Twitter timeline and posting a message:

Dad wrote at 3:30pm today:

Coming to the footy, son? from Dad

Wall to Wall - Write on My Wall - Delete

The Birthday Party Video
cyber(Smart:)

1. To: You
   From: Mardi
   Subject: Hate
   Message:
   I hate you!
   from Mardi

2. 1 new message!
   Pizza from
   Sam's was gr8
You have won $10 million!
Send us your bank details and password
cyber(Smart:)
cyber(Smart:)
cyber(Smart:)
Attachment D: Support Sheet 1: Online Game Messages
cyber(Smart:)

1 new message!

U R a fat pig!
cyber(Smart:)

To: You
From: Mardi
Subject: Hate
Message: I hate you! from Mardi

Coming to Nat's party on Sat?

1 new message!
Pizza from Sam's was gr8
You have won $10 million!
Send us your bank details and password.

1 new message!
Justin Bieber on TV tonight!
Attachment E: Cyberincident Mind map

Cyber Incident
Brad sends a rude pic to a few friends

Jesse
messages 3 others

Simon
messages 3 others

Adam
messages 3 others

Jake
messages 3 others
Attachment F: The community speaks

Write what each person might say about the message that was shared

Police

Parent

Principal
cyber(Smart:)

Teacher

Simon

Jesse

Brad
Target

cyber(Smart:)

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