Cybersmart Access

Lower Secondary

Pic your friends
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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

Many students spend hours socialising with online friends, and have little if any distinction between their online and offline social lives. Online socialising has many benefits, however, it is important that children understand how to identify who true online friends are, and to restrict the information they share with people who aren’t trusted friends.

Students can practice using responding safely online with the Pic your friends game and other supporting activities. Pic your friends provides a social networking simulation where students receive communications from people claiming to be their friends. They are prompted to ask appropriate questions to identify whether the person is really a friend or a bully in disguise.

Unit overview and objectives

This unit aims to help students understand:

1. people can pretend to be someone else online;
2. what personal information is and how to protect it when online;
3. how to seek help when worried about something that has happened online.

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

1. identify safe and unsafe user names and passwords;
2. list safe strategies for making friends online;
3. understand when to get help from trusted adult; and
4. describe ways to keep their identity private online

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. If teachers wish to consolidate the learning further they may choose some of the extension activities listed.

Required resources

- Cybersafety Traffic Lights Poster: Attachment A
• Cyber Snakes and Ladders game: Attachment B
• Privacy Settings Original: Attachment C
• Privacy Settings Circled: Attachment D

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
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: Protecting your personal information

What you will need:

- Paper
- Pens
- Butchers Paper or whiteboard
- Interactive whiteboard
- Computer access for Pic your Friends game. One computer per two to three students.

Warm up activity

Ask students to write down on a piece of paper “Yes” or “No” their answer to the following questions, or to stand up or sit down in response to the questions:

1. Do you have a social networking account?
2. Do you use a chat program to talk to people online?
3. Do you play online games that allow you to chat at the same time?
4. Do they have any online friends they have never met? Where do they chat/play with them online?

Draw up a graph on butchers’ paper or whiteboard (or you could use polling tools on the interactive whiteboard or web) to show the differences between real friends and those they only know online without using names. Focus on numbers of online friends they haven’t met and ask students to brainstorm why it might be risky to have an online ‘friend’ they haven’t met.

**Teacher notes**

Prompt students to consider:

- the risk that online ‘friends’ might be pretending to be someone else, might actually be mean, bully, seeking children for bad reasons including for sex (if appropriate for your group), seeking information about their home or parents to steal money

Ask students to brainstorm ways they can keep safe when talking to online ‘friends’ they haven’t met.

Prompt students to consider:

- Keeping personal information private. Personal information is information that identifies people and where they live including, school name, address, full name, sports clubs, parents’ and siblings’ full names.

Reiterate that we can be safe when talking to online friends if we protect our personal information and never agree to meet an online friend without taking a parent or carer along.
Pic Your Friends game
Introduce the online game Pic Your Friends. On the Interactive White Board, show students a few basic features such as there are two windows, one is the Chat Window where the conversation appears and the window below contains the questions you should ask the people to ascertain their identity and where you decide whether they are telling the truth or a lie. Point out to students that they need to listen to or read both windows and then make a decision.

Give students a chance to explore the game in pairs or trios. High needs students may require targeted digital literacy support at times.

After the game exploration
Brainstorm and consolidate what students know about how to identify someone online:

- discuss how children can check they are really chatting to a friend
- find out from students how easy or difficult it was to find a bully.
- revise what they have learned about online safety from the videos.
- ask students one thing they can each do to protect their personal information.
Activity 2: Who R U?

What you will need:

- Cybersafety Traffic Lights Sheet: Attachment A. A large printout for class wall or individual printouts for each student
- Celebrity Heads Cards: Attachment B

Celebrity Heads Game

Practise identifying known entertainers, singers, teachers in the school, etc by playing a game of Celebrity Heads. Encourage the use of lots of questions to identify who they are. Explain they can use lots of questions to check who people really are. Remind students they can only answer, "yes" or "no".

High support needs students may need some assistance with reading the cards and formulating questions to ask.
Write down questions that helped identify who people were.
Summarise the game by discussing with students the questions asked and whether these could be used to find out who somebody really is online.

Teacher notes

Prompt consideration of the following:

- How can we tell who we are really talking to online?
- Why is it hard to tell if someone is lying online?
- What are some of the tricks people can use when pretending to be your friend online?
- Why might people pretend to be friendly online? (e.g., bad adults, bullies, mean kids)

Who R U? Game

Introduce students to the Cyber Traffic Lights principles.

Revise lessons learnt from Activity 1:

5. don’t share personal information with online ‘friends’ you haven’t met
6. never ever, meet anyone in real life that you only know online
7. always talk to a trusted adult if someone from online has asked to meet up in real life
8. always check with a trusted adult if someone online asks about something that makes you worried or makes you feel uncomfortable.

Brainstorm and consolidate what students know about how to identify someone online, prompting with the following:

- how can children check they are really chatting to a friend
- ask children to put their hand up if they will use questions to check online ‘friends’ are really who they say they are.
Activity 3: Privacy Settings

What you will need:

- Privacy Settings: Attachment C
- Privacy Settings Circled: Attachment D

Activity preparation

Discuss with students the importance of not using full names or sexy usernames and not sharing rude photos. Discuss how to ensure information that might give away where you live or go to school is kept private. Brainstorm what other things might put students at risk and why.

Teacher notes

- This discussion should be focused on the positive uses of technology and social networking websites that students are happy and confident using. Ask students to consider their own online profiles, the information they share and what that might say to someone who doesn’t really know them.
- Prompt them to consider that publicly stating where they are going, where they live or go to school can put them at risk of stalkers. Real friends already know where they live and go to school. Remind them that sexy user names and flirty photos can attract the wrong kinds of people—creepy people.
- Tell students it is important to check what information they are making public for everyone to see on their social networking sites. They need to check their ‘Privacy Settings’ and make personal information and photos Private or viewable by Friends Only not Public.

Identifying privacy problems

Print out Privacy Settings Original at Attachment C, providing one per pair or trio of students.

Tell students the profile they have is of a student named Josie from another school. Josie loves spending time on her social networking page. Her privacy settings are set to public access which means everyone can see her information.

Ask students to read the information Josie has posted on her page and find ten things she can do with her profile to:

1. keep her personal information private
2. help her avoid unwanted contact from creepy people or bullies
3. protect her digital reputation, or how others see her
4. show she is kind and nice online.

Students should circle ‘problems’ they find that might mean Josie could be found by strangers or that she isn’t sounding nice online.
Print out Privacy Settings Circled at Attachment D and hand to students. Discuss in class or in groups the ten items Josie needs to change. Use the following hints to guide the discussion. Don’t make your personal contact details such as email address and mobile phone number public.

1. Keep the list of your friends safe and manageable—only accept people you know in person.
2. Ask a friend’s permission before you post photographs of them or other personal information.
4. Be respectful of other people in the community—if you wouldn’t say it in person, don’t say it online!
5. Don’t reveal patterns or habits—this makes it easy for people to know where you will be and what you’ll be doing.
6. Take care with posting full photographs of yourself—especially when you have other identifying information on your page.
7. You don’t have to use your full name. Keep as much identifying information to yourself as you can.
8. The more details you give about where people can find information about you, the less protected you are.
9. Some information can invite contact you may not want for example, relationship status.
10. Be careful not to tell people your whereabouts.

Teacher Notes
Encourage students to check their own social networking profiles that night and to make sure their profiles are set to ‘Private’ and that they aren’t putting themselves at risk.
Activity 4: Who’s ya buddy?

What you will need:

- Online comic making and sharing program or paper and textas
- Cyber Traffic Lights Poster: Attachment A
- If online comic making is used computer access with one computer per two to three students.

Ask students to create an online or traditional comic in pairs or threes.

The comic should have three frames, one with a picture of a friend, one of a favourite character from a book/movie or game and one of a trusted adult.

The three people should be giving advice from their point of view about how to protect private information and how people behave safely online.

Students can use the Cyber Traffic Lights Poster (Attachment A) to help think of ways to keep safe online.

Students should use speech bubbles to identify the different advice each one would give.

Ask students to share their comics and safety messages with another group or the class.

Extension activities

1. Cyber Snakes and Ladders game (Attachment B) to gain an understanding of making safe choices online.
2. Revisit Pic Your Friends game to improve selection performances.
Attachment A: Cybersafety Traffic Lights Poster

Protect it

- 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.

Stop it

- 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
    - sports clubs or dance groups
    - telephone numbers
    - places you like to spend time
  - This is your special stuff – it is yours to keep.

Show it

- 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.

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 can get into big trouble.

- 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.

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 mean

- If someone you know is being nasty to someone online, tell a parent or teacher. Don’t be mean back or you will get in trouble.
Attachment B: Cyber Snakes and Ladders
Cyber Snakes and Ladders Game Rules:
Number of players = 2 to 6

Each player takes a turn to throw the dice.

Players must move their avatar counter along the board by the number shown on the die.

The game follows the usual Snakes and Ladders rules except there are cards to accompany snake slides and ladder climbs.

If a player lands on a snake:
that player must take a card from the Snakes pack and read aloud what went wrong in cyberspace. They must then slide down the snake. When the player has completed his/her move, the player must put the card on the bottom of the Snakes pack.

If a player lands on a ladder:
that player must take a card from the Ladders pack and read aloud what appropriate behaviour occurred in cyberspace. They must then climb up the ladder. When the player has completed his/her move, the player must put the card on the bottom of the Ladders pack.

The winner is the player who reaches 100 first.

Print the avatar counters below, cut out and stick onto card.

Snakes Cards

You clicked on this pop up advertisement
“$$$ You are a Winner $$$”

You accepted a random friend request

You received a mean text about someone at your school and you sent it to some of your friends.
Ladders Cards
Attachment C: Privacy Settings Original
Attachment D: Privacy Settings Circled