

Tagged



Student resource - middle secondary lesson plans

 **Topic:** Cyberbullying

 **Target age group:** Middle secondary school students (year 9-10).

 **Lesson duration:** 45 - 60 minutes

Lesson overview:

This section contains the teacher notes for lesson activities, as well as the student files to assist you when selecting, planning and delivering these activities.

There are a range of activities available. You should select the activities which you feel are best suited to your students, delivery scenario, or which address issues of particular relevance in your school currently. The activities can be delivered in any order you prefer, and in many cases there are a range of options for delivery.

Each activity is followed by a page (or more) that is not included in the student file. This page contains explanations of the activity, delivery options, response exemplars and further assistance to ensure that you have all the tools you need when running the activity.

Activity purpose:

- Define cyberbullying, sexting and digital reputation
- Demonstrate an understanding of how values shape ICT use personally and in the community
- Evaluate the social and legal implications of a range of online behaviours
- Demonstrate acquired knowledge of how to protect themselves and others from cyberbullying, privacy and digital reputation issues
- Analyse different ways in which damage to a digital reputation occurs and how long it may last
- Describe how to exercise self-control and responsibility in managing relationships online

Welcome

When a group of high-school friends post a rumour about a rival it sparks a chain reaction that leaves no one untouched. Cyberbullying, sexting, filmed fights and police action ensue – will these friends avoid being Tagged forever?

The following activities have been designed to use with the film Tagged. Tagged explores themes of personal and peer safety and responsibility that are crucial to maintaining positive online behaviour and digital reputation into your adulthood.

Definitions

Sexting

Sexting refers to the sending of provocative or sexual photos, messages, or videos, generally using a mobile phone. It can also include posting this type of material online.

While sharing sexually suggestive images or text messages may be seen as innocent flirting or amusement for young people, sexting can have serious personal, social and legal consequences.

Under current Australian law, young people may be committing a crime when taking, receiving or forwarding sexual images of themselves or friends who are minors. This applies even if all participants are willing. These acts can represent the production or distribution of child pornography.

Digital reputation

Digital reputation, like any other form of reputation, refers to the generalised view others take of a person's identity. The digital component refers to the evidence of a person's interactions, comments and behaviours online and how this combines to form a whole impression of an individual.

A digital reputation is as real, lasting and important as an individual's general reputation. It affects a person's image and how their identity and beliefs are understood.

Image-based abuse

Image-based abuse happens when someone shares, or threatens to share, an intimate, nude or sexual image or video, without the permission of the person in the image or video.

The images can be real photos, photos that have been changed or altered, or drawn pictures or videos.

Cyberbullying

Cyberbullying occurs when the internet, email or mobile phones are used to deliberately and repeatedly engage in hostile behaviour to harm or upset someone. Cyberbullying can result in those involved experiencing social, psychological and academic difficulties.

Cyberbullying behaviours include:

- sending abusive texts or emails
- posting unkind messages or inappropriate images on social networking sites
- tagging unflattering, private or offensive images with a person's name to discredit or hurt them
- impersonating others online
- excluding others online.

Included Activities

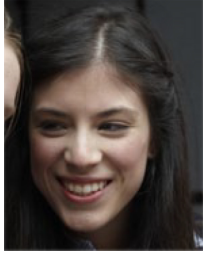
- Friend request
- Timeline
- The bystander
- What's the status?
- Profiles
- The startup

Activity 1 - Friend request

After the events of the film, some of the characters became un-friended. Three months later, Kate wants to reach out and become friends with the other characters again. Write her friend request to Jack, Raz and Em including a subject line and brief message to each.

Do you think they will accept her friend request? Why?

Send Raz a friend request?



Raz will have to confirm your request. Please only send this request if you know her personally.

Include a personal message...

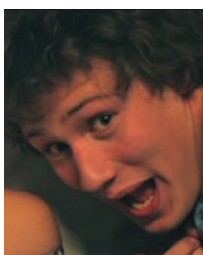
Send Em a friend request?



Em will have to confirm your request. Please only send this request if you know her personally.

Include a personal message...

Send Jack a friend request?



Jack will have to confirm your request. Please only send this request if you know her personally.

Include a personal message...

Activity 2 - Timeline

Develop a basic timeline of your lifetime, demonstrating how long things may last and showing the different stages in your life. Consider the good relationships that last, the petty issues that don't, and the far-reaching implications of a digital reputation through stages of adulthood.

It is important that you work to scale.

Feel free to colour-code, draw icons, rate for importance (graph), add categories, and other visual elements. Compare your timeline with other students, noting differences in their experiences and goals. How do your impressions of the last section of topics compare with your friends? Were you surprised by any differences in this section? Who is right? How do you know?

Examples of things you might include in your timeline

- Birth
- Your age now
- Sibling's birthdays
- Your own important birthdays
- Your time at different schools
- The Year 2000
- Your time at university, or in your first job
- Duration of important friendships
- Periods of music preference
- Sports played
- Musical instruments played
- Computers/ consoles / phones owned
- Your first trip overseas (even if it's in the future!)
- Your career, or time of retirement
- Having children
- Effect of bad gossip
- Duration of your digital reputation
- Hurt of losing a friend
- Time something stays online



Activity 3 - The bystander

‘All that is necessary for the triumph of evil is that good men do nothing.’

This has often been quoted by people when commenting on conflicts and human rights abuses around the world, as well as during periods of social change and upheaval such as during historic campaigns for equal rights for women or for indigenous Australians.

The nature of what is meant by ‘evil’ is hard to define, but for our purposes, let’s say it refers to negative, self-serving intentions and actions that may harm others. When a person or a group of people act this way, history shows they will usually continue until stopped.

Discuss:

So, what are the reasons ‘good people’ sometimes do nothing?

And what does it take for a ‘good person’ to finally act?

Another useful way of looking at the role of the bystander and at power in relationships is to consider the ancient proverb:

‘There is no Queen without her subjects.’

A Queen, or any person with power and influence, is a single person. They only have their powerful position due to the complicity of their ‘subjects’ – the great many individual people willing to support and empower that single person. Likewise, a celebrity’s power comes solely from their support from a great many individuals. If a celebrity suddenly loses their fans, that celebrity also loses their power and influence.

At a classroom and friendship group level, this same theory can be applied to the most powerful and influential person in a group. This person may enjoy group support because they are funny, likable and caring. But sometimes it is because they engender a fear of rejection. They bully people and make others too frightened of the negative social consequences of disagreeing with them.

Discuss:

But is this bullying person to blame? Or are the people who give them power to blame?

Write a 200 word discussion on the issues of power and group dynamics raised here. You may like to discuss the characters from the film in your response.

Activity 4 - What's the status?

Who wrote which status update? Match up the characters from **Tagged** with the statements you think they wrote. You can add a comment from another of the characters in reaction to the update.



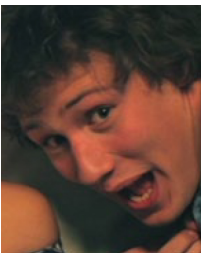
Em



Raz



Chloe



Jack



Kate



?????

Can't stop crying.

4 hours ago · Like · Comment



?????

Just got unfriended, yeah, thanks a lot. Really mature.

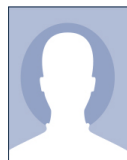
8 hours ago · Like · Comment



?????

cops. not the best day hey.

11 hours ago · Like · Comment



?????

To the person who called me a drama queen i didn't start this! sick of lies.

13 hours ago · Like · Comment



?????

can evryone stop asking about the blog??? Its not mine!!!

18 hours ago · Like · Comment



Activity 5 - Profile

Which of the following do you think are okay to answer when writing your online profile?
Are there different questions you would answer for different types of sites?

Your digital reputation is made up of the information you share online in different ways.
Consider why you would not share information on some sites.

What steps can you take to ensure that the information you share in a specific context is not shared in ways you do not approve of?

Who would you not be willing to share this information with?

	Social Sites	Job Sites	Music Fan Sites	Gaming Forums
First Name:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surname:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nickname:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interests:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political views:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hometown:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current Location:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Languages Spoken:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favorite Quotes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favorite Shows:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favorite Games:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports played:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teams supported:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IM contact:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Favorite websites:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity 6 - The startup

You and two friends have developed an idea for a new social networking service.

One of your team is working with the programmers to get the code ready for beta testing. Another is working on graphics, icons and interface design. You have been selected to write the End User Agreement (EUA) and Privacy Policy. Bummer.

Quickly write up a draft to present to your team at the next meeting. Make sure you cover some of these key questions your partners have already raised:

What different privacy settings should be allowed?

Who should get access to people's profiles (will we use a friend system)? Should I be able to see images and updates from friends of friends?

What kind of bio information should we collect and offer on the site (eg: gender, religion, height, weight, location, education, footy team)?

We could make some money by selling some personal data to other companies for targeted advertising... should we?

Should people be able to upload photos of anything they like?

What type of content should be restricted?

Should people be able to tag other people's photos?

On your own:

Investigate the privacy settings and user agreements you have signed up to with current social networking sites. Are there aspects you would like to change? Where can you get more information on your settings and privacy?