

RESPECT MATTERS

2018

A better internet starts with you



Digital Intelligence

Sometimes being online can be unpredictable and scary. It can be especially difficult for young people who have a different opinion or who might suffer discrimination offline. Building Digital Intelligence in all young people can help them manage relationships and respect differences. Digital Intelligence includes skills such as critical thinking, responsibility, respect, empathy and resilience.

It takes time and practice to identify and develop the range of skills that help us act with respect.

We need to appreciate diverse perspectives, communicate with empathy, negotiate with people who are different to us and develop leadership skills.

This presentation provides students with opportunities to see these skills in action and consider how they can improve their Digital Intelligence. The presentation and activities can be used in isolation to start an informal student-led conversation or used as a package to build student skills.

Further information and resources

esafety.gov.au/esafety-information/esafety-issues/cyber-abuse

esafety.gov.au/youngandesafe/empathy

esafety.gov.au/about-the-office/newsroom/blog/future-leaders-standing-up-to-online-abuse

esafety.gov.au/education-resources/iparent/online-hate-infographic

V2.18



Summary

This presentation provides students with an opportunity to consider their contribution to a safe and respectful internet.

Slide 1

ABOUT

This deck is designed to provide you with resources and ideas for discussing the topic of respect — helping to build capacity in students to act respectfully both offline and online.

KEY ELEMENTS INCLUDE

- Identifying role models from the sporting arena that have a positive social media presence.
- Looking at students' current capacity to show respect online.
- Identifying an area that students can work on in the next 24hrs and beyond to make the internet a better place.

Outcomes

Share the outcomes of the lesson including;

- identifying the benefits of being online,
- investigating role models from the sporting arena that have a positive social media presence,
- analysing students current capacity to show respect online, and
- selecting an area that students can work on in the next 24hrs and beyond to make the internet a better place.

Slide 2

Prior knowledge

Discuss students' current knowledge of respectful online relationships and communication. Additional questions:

- How respectful do students feel they are?
- Do they feel they have good skills in communicating respectfully? What might be the gaps in their skills?
- Why might some students act disrespectfully online?

Slide 3

WHY PARTICIPATE?

PROS	CONS
Making friends	Getting hurt
_____	_____
_____	_____
_____	_____

Group discussion
What are the pros and cons of participating in sport?

Group Discussion

Pros and cons of participating in sport. Sport is a social activity that provides psychological as well as physical benefits.

Pros

- Making/hanging out with friends
- Being part of a team
- Physical enjoyment
- Sharing achievements

Cons

- Getting hurt
- Being left out
- Rather be doing other activities

You may also wish to discuss individual differences, opinions and likes/dislikes in sports participation.

Slide 4

WHY PARTICIPATE?

Group discussion
What are the pros and cons of being online?

PROS	CONS
Hanging out with friends	Drama
_____	_____
_____	_____

Slide 5

Group Discussion

Pros and cons of being online. Compare going online to participating in sport e.g. it can provide psychological benefits such as a feeling of belonging.

Pros

- Hanging out with like-minded friends
- A fun way to fill in time
- Being part of a community
- Sharing ideas

Cons

- Drama
- Feeling left out

Discuss individual differences, opinions and likes/dislikes in online participation. Emphasise that generally the pros outweigh the cons and so it's important that everyone feels able to participate. Also discuss that it's important to be aware and manage the negative aspects.

10 MIN RESPECT WORKOUT

Learning to respond respectfully takes practice but you can build your skills just like training builds your muscle memory.



Slide 6

Group/pairs discussion

The following activities enable students to think more deeply about communicating respectfully online. Reinforce that all students have the capacity to build their sense of empathy and communication skills so that their actions promote the safety and wellbeing of others online.

SHOWING RESPECT?

Click here to play video

Activity
Click the link above to play the video and use the questions provided to analyse the characters' feelings and actions.

What behaviours do you see in the video that might make someone feel upset or hurt?

Do you think the boy's actions showed respect? Why / why not?



Slide 7

Young and eSafe video – I respect differences

Reinforce that respect online isn't a fixed idea and that we all make mistakes. The important thing is to try to build awareness of how our actions affect others and how we can become better decision makers in our online world.

Watch the video ([esafety.gov.au/youngandesafe/respect](https://www.esafety.gov.au/youngandesafe/respect)) and discuss the feelings and actions of the characters in the video. Further questions:

- How would you have acted if you were the boy in the video?
- Would you consider the boy in the video an upstander? Why?
- How would you handle the situation if you were the girl in the video?

What is an upstander?

Someone who takes safe action to help the target of cyberbullying behaviour.

ATHLETE SCENARIOS

The following scenarios profile the social media interactions of athletes. Even for athletes, it's not always easy to know how to act respectfully but having the right skills and attitudes can help make the right decisions.

ACTIVITY

- 1 Read the text to find out about the athlete and their social media profile.
- 2 Analyse the post provided and determine whether the post is respectful (NAILED IT!) or not as respectful (NICE TRY).
- 3 Discuss the questions and try to think about how you would act in the same situation.

Slide 8

Class activity: Athlete scenarios

Slides 9-13 profile the social media posts of five athletes. Even for athletes, it's not always easy to know how to act respectfully, but having the right skills and attitudes can help them make the right decisions.

Choose 2-3 athletes and complete the following actions:

1. Read the text to find out about the athlete and their social media profile.
2. Analyse the post provided and determine whether the post is respectful (NAILED IT!) or not as respectful (NICE TRY).
3. Discuss the questions and try to think about how you would act in the same situation.

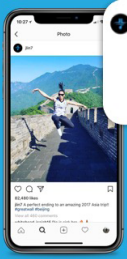
More information and follow-up questions are provided for each of the slides.

1

JEREMY LIN
AMERICAN BASKETBALL PLAYER

Jeremy often posts pictures of his hair. He also often receives brutal feedback about it.

This post is an example of how he deals with the haters.



2

3

QUESTIONS

What's the best way to respond to negative comments?

Is honesty always the best policy online?

Slide 9

Jeremy Lin (Nailed It!)

American professional basketball player for the Brooklyn Nets in the NBA.


Jeremy is able to turn the negative he receives into a positive. He is also able to engage in respectful debate on his choices and appreciate differences of opinion. However it's important to recognise when negative comments go too far and may cause harm to mental health. If you're experiencing extreme online negativity, cyber-abuse or serious cyber-bullying block the person and report the issue.

1

MONIQUE MURPHY
AUSTRALIAN PARALYMPIC SWIMMER

She often posts about swimming, motivational thoughts and shows off her prosthetic leg.

In this post Monique shows her support for Share the Dignity a charity that assists homeless women.



2

3

QUESTIONS

Do you use your profile to help others?

How do you feel when you support others online?

Slide 10

Monique Murphy (Nailed It!)

Australian Paralympic swimmer, she won silver at the 2016 Rio Paralympics.


Monique is positive and active on social media in the face of her own challenges, including body image struggles, challenging perceptions of disability and staying motivated about her sport. She is also able to empathise with others who are struggling and uses her profile to show support.

1

ANDY MURRAY & NICK KYRGIOS
TENNIS CHAMPIONS

These two tennis players are in fierce competition on the court but their social media relationship is tight. They engage in silly banter and can even joke about their losses.

This post is an example of Nick joking about their on court rivalry.



2

3

QUESTIONS

How can you tell if an online joke is respectful?

Can competition and respect co-exist?

Slide 11

Nick Kyrgios and Andy Murray (Nice Try/Nailed It!)

Nick Kyrgios, Australian professional tennis player.

Andy Murray, British professional tennis player from Scotland.

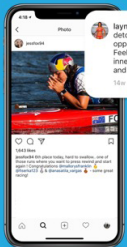
Nick Kyrgios has had some media attention for his lack of ability to manage his emotions. These issues can be exacerbated by being on social media. He and Andy Murray have developed a good relationship on social media with Andy joking about Nick being 'still in nappies'. These tennis pros know when it's ok to joke around but context is everything and it's always better to be cautious. Sexist, racist and defamatory jokes are never ok.

1

JESSICA FOX & LAYNE BEACHLEY
CANOE SLALOM & SURFING

Both women know the highs and lows of competing at the highest level of sport.

In this post Layne shares a message of support to Jessica after a disappointment.



2

3

QUESTIONS

How can you tell a friend needs support offline or online?

How do you know what's the best way to show your support?

Slide 12

Jessica Fox & Layne Beachley (Nailed It!)

Jessica Fox, Australian world champion and Olympic medal winning slalom canoeist.

Layne Beachley, retired professional surfer, she won the World Championship seven times.

Both women know the highs and lows of competing at the highest level of sport. Both women use their social media profile to post inspirational messages, express gratitude to others who share their passion and support others who are trying to make a difference.


The post shown demonstrates Layne using her profile to publicly support and encourage Jessica after a disappointment.

1

KOBE BYRANT
AMERICAN BASKETBALL PLAYER

Kobe often posts words of encouragement to young players and those facing challenges.

In this post Ronda Rousey (Ultimate Fighting Champion) was being slammed on social media. Kobe stepped in and posted a message standing up to the haters.



2

3

QUESTIONS

Is showing support publicly always a good thing?

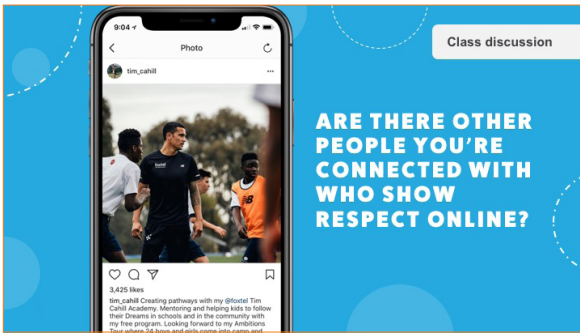
Will others always agree with you?

Slide 13

Kobe Bryant (Nailed It!)

American retired professional basketball player and businessman.

Kobe has 1.8 million followers on Instagram, is aware of influence in sport and tries to use his power for good. He focusses on the positives and is often supporting and encouraging of younger athletes. In the post shown he shows empathy for Ronda Rousey and is able to translate that empathy into action - standing up to online abusers and trolls. In this situation Kobe's actions are those of an upstander.



Slide 14

Class discussion

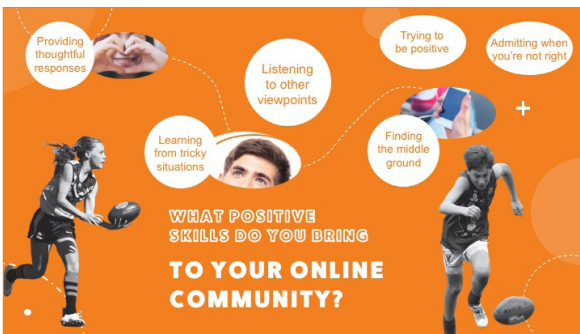
This is an opportunity for students to share examples of profiles and posts that they feel show respect. Students may wish to collect these examples in a digital library or create their own presentation to share with a wider audience.



Slide 15

Individual thinking time

Ask students to privately consider the skills they bring to their online community. Some students may have experience being an upstander, some may have well developed empathy skills and some may be great at providing support to those who have been bullied. Everyone can use their skills to contribute to building a positive online community.



Slide 16

Group discussion

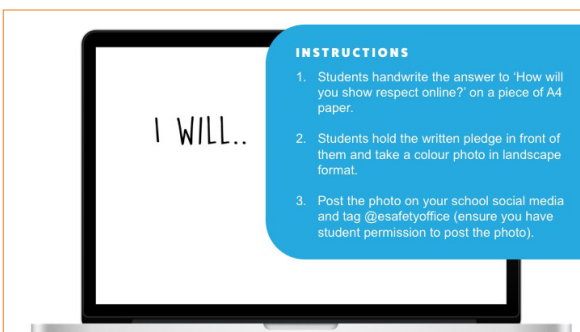
Discuss which skills might be most effective in addressing any online issues specific to your school/classroom context. Ask students to identify one skill they would like to focus on building in the future. Share resources they can use to build their skills e.g. the Young and eSafe website [esafety.gov.au/youngandesafe](https://www.esafety.gov.au/youngandesafe).



Slide 17

Group discussion

Students may wish to pick a skill or develop a positive behaviour to focus on. Use the athlete profiles and individual skills reflection to help students think about the skills they feel are most important. Students will then pledge to use this skills to show respect online.

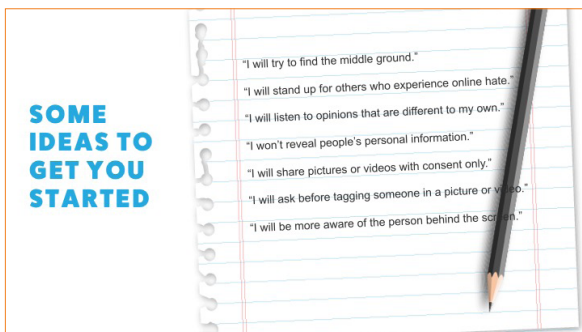


Slide 18

Pledge

Ask students to publicly pledge to act more respectfully online. Complete the pledge activity using the instructions provided.

1. Students handwrite the answer to 'How will you show respect online?' on a piece of A4 paper.
2. Students hold the written pledge in front of them and take a colour photo in landscape format.
3. Post the photo on your school social media and tag @esafetyoffice (ensure you have student permission to post the photo).



Slide 19

Suggested pledges

- “I will try to find the middle ground.”
- “I will stand up for others who experience online hate.”
- “I will listen to opinions that are different to my own.”
- “I won’t reveal people’s personal information.”
- “I will share pictures or videos with consent only.”
- “I will ask before tagging someone in a picture or video.”
- “I will be more aware of the person behind the screen.”

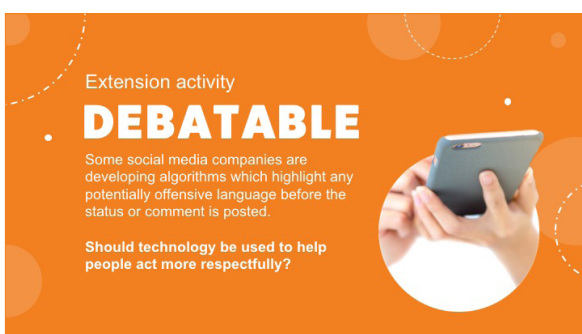


Slide 20

Optional extension activity

Debatable: Are you born knowing how to be respectful or is it a skill you develop?

Split the class into two groups. One team will focus on the place of genetics, personality and temperament on a person’s ability to act respectfully. The other team will focus on the place of a nurturing environment, role models and personal development on a person’s ability to act respectfully.



Slide 21

Optional extension activity

Debatable: Should technology be used to help people act more respectfully?

Split the class into two groups. One team ‘Yes’ will focus on the role of technologically mediated solutions to social problems e.g. online hate, the fast pace of technological advancement and the responsibilities of technology providers. The other team ‘No’ will focus on individual responsibility, issues with relying on algorithms and the limitations of technology in social and emotional areas.

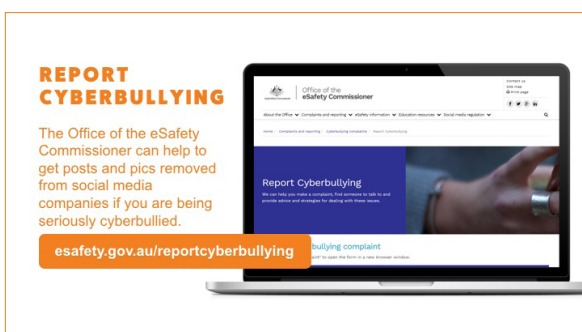


Slide 22

Optional extension activity

Research: Sports people on Instagram

Students complete research on inspiring sports people’s use of social media. Ask students to find examples on each profile that shows respect. Students may like to research a sports person they have identified as a positive online role model.



Slide 23

Report cyberbullying

The Office of the eSafety Commissioner plays an important role in helping to assist young people affected by cyberbullying. The latest statistics show that one in five of young people have been the targets of bullying or hurtful comments online.

The Office of the eSafety Commissioner works with social media companies to remove cyberbullying material. Young people can make a complaint on the eSafety website esafety.gov.au/reportcyberbullying. The site also contains advice, links to support services and teaching resources.



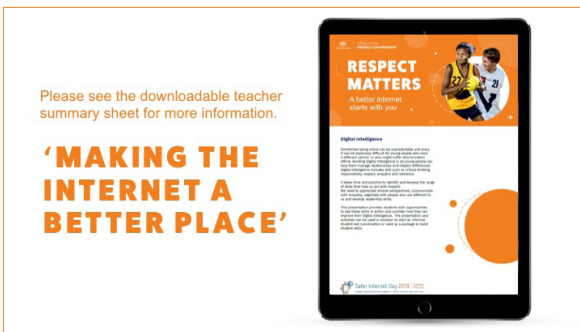
Places to get help

Online issues like online hate, cyberbullying and abuse can cause serious distress and harm. Put these URLs somewhere visible in your classroom so that students know where to go for help when they have issues.

Kids Helpline is Australia's only free, private and confidential 24/7 phone and online counselling service for young people aged 5 to 25. kidshelpline.com.au

eheadspace online and telephone service supports young people and their families going through a tough time. eheadspace.org.au

Slide 24



Teacher Notes

This teacher summary sheet provides further information and activities to support the use of the presentation in your classroom. Please use the activities, questions and resources that are most appropriate for your students.

Slide 25