Year 9 – 14 Year Olds

Classroom Resources

Activity sheet - Unit 1: Engaging in cyberspace – the four Cs

Name:_____

Engaging in cyberspace

Content	Conduct	Confidentiality	Contacts
Rewards	Rewards	Rewards	Rewards
Risks	Risks	Risks	Risks

Activity sheet - Unit 1: Engaging in cyberspace – the four Cs

Name:_____

Mapping associated harms

Level of harm	Likelihood of occurrence			
	Very likely: Could happen any time	Likely: Could happen some time	Unlikely: Could happen but very rarely	Very unlikely: Could happen but probably never will
High level harm	1	1	2	3
Moderate harm	1	2	3	4
Low level harm	2	3	4	5

Heading	Risk – List three potential risks for each of the headings and rate these using the harm scale above. Think about how you and your friends use technology and use these as examples.	Harm rating
Content		
Conduct		
Confidentiality		
Contacts		

Activity sheet - Unit 1: Engaging in cyberspace – the four Cs

Name:_____

Reducing the risk, increasing the reward - contact

Contact risk:

Group one strategy	
Group two strategy	
Group three strategy	
Group four strategy	

Contact reward:

Group one strategy	
Group two strategy	
Group three strategy	
Group four strategy	

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Name:_____

Reducing the risk, increasing the reward - content

Content risk:

Group one strategy	
Group two strategy	
Group three strategy	
Group four strategy	

Content reward:

Group one strategy	
Group two strategy	
Group three strategy	
Group four strategy	

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Name:_____

Reducing the risk, increasing the reward -
confidentiality

Confidentiality risk:

Group one strategy	
Group two strategy	
Group three strategy	
Group four strategy	

Confidentiality reward:

Group one strategy	
Group two strategy	
Group three strategy	
Group four strategy	

Activity sheet - Unit 1: Engaging in cyberspace – the four Cs

Name:_____

Reducing the risk, increasing the reward - conduct

Conduct risk:

Group one strategy	
Group two strategy	
Group three strategy	
Group four strategy	

Conduct reward:

Group one strategy	
Group two strategy	
Group three strategy	
Group four strategy	

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Mind mapping (a)

**Background information for teachers:**

The mind maps that students are going to create can be used in a variety of different ways. They will be used again in Unit 2 when students are asked to colour certain areas of their maps according to cyber risk. Therefore it important that the students complete their initial mind maps in **black and white**.

It is advisable to photocopy each student's mind map so they have access to multiple copies for future use in the program.
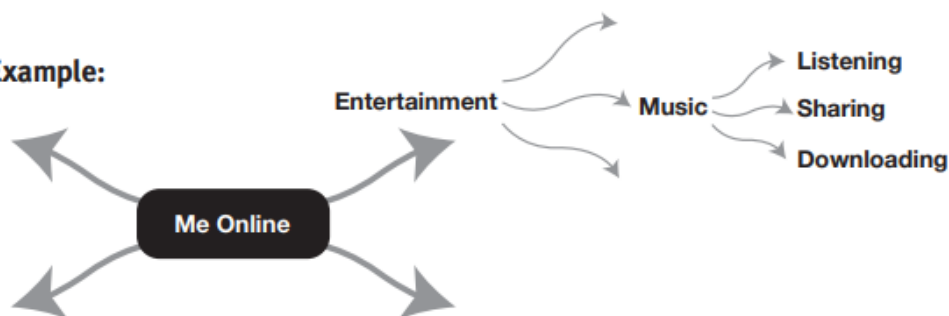
Steps to mind mapping

Draft mind map

- Students use a pencil and draft an outline of their initial design.
- They should begin by writing a title (main idea) in the centre of their page and using the basic tree model to organise their thoughts
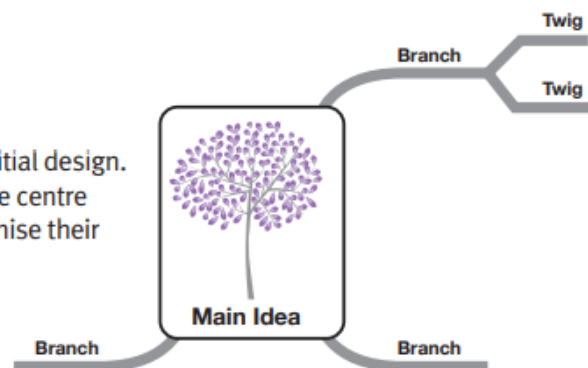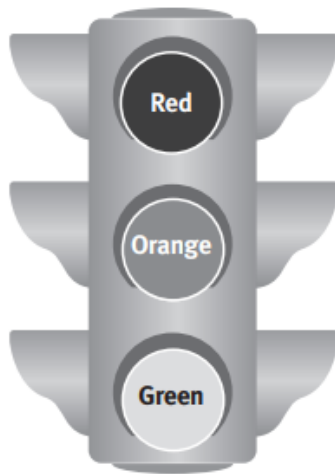
Example:

Final mind map

Using information on their draft tree model, students then plan how to organise it for their mind map.

- *Students use an image or picture for their central idea.* A central image is more interesting and keeps students focused.
- *Look for relationships.* Students use lines, arrows, branches or some other way of showing connections between the ideas generated on their mind map.
- *Label each connection.* Encourage students to try to use one or two key words to describe each connection.

Teacher resource - Unit 2: Mapping my life online

Mind mapping (b)

Image: Kate Erceg

Activity sheet - Unit 3: Traffic lights

Name:_____

Traffic light tool

HIGH RISK – Stop and assess the situation

POSSIBLE RISK – Proceed with caution

LOW RISK – Go ahead

Record examples of what you would consider as high, possible and low risk situations:

HIGH RISK

POSSIBLE RISK

LOW RISK

Activity sheet - Unit 3: Traffic lights

Name:_____

Traffic light tool and cyber risk

Have you ever thought about online risks? By completing the following questionnaire, you will think about your cyber use and whether you could be at risk of getting into some cyber trouble.

Access	Yes	No
Do you have a mobile phone?		
Do you use email?		
Do you use instant messaging? For example, *MSN Messenger*		
Do you use social network sites? For example, *MySpace, Facebook*		
Do you use blogs, weblogs or online diaries?		
Do you visit chat rooms?		

Safety	Yes	No
Does someone else know your password (other than your parents)?		
Have you used something as a password that someone you know in real life might be able to guess? For example, *your pet's name, your date of birth*		
In online chat rooms do you talk to people you don't know?		
Do you always believe people are who they say they are when you meet them online?		
Do you keep personal information about yourself or your friends somewhere online?		
Do you have a blog that allows comments?		
Have you shared a photo with someone you met online?		
Have you put a profile of yourself online?		
Is your phone number on any of your signatures or on any of your websites?		
Have you told any secrets to someone online?		

Bullying someone Have you ever...	Yes	No	Thought about it
not told someone who you are online; telling them to guess who you are?			
passed on someone's email address without asking them first?			
sent rude or scary things to someone, even if you were only joking?			
used information found online to tease or embarrass or harass someone?			
signed someone else up for something online without their permission?			
pretended you were someone else online?			
signed on with someone else's screen name to gather information?			
forwarded a private conversation or email to someone else without the original sender's permission?			
posted pictures or information about someone else on a website without their permission?			

Activity sheet - Unit 3: Traffic lights

Name:_____

Red light: Tricky situations

Bullying is not just a problem between the person bullying and the person being bullied—it is a problem that unfolds in a peer group. Students who witness bullying may feel uncomfortable but not know what to do. They may be drawn into the event and into bullying themselves. Students who "aren't doing anything" (for example, just watching) may be letting the person bullying think they approve of this behaviour, when really they don't.

What would you do if you were caught in a tricky situation with a friend? Sometimes friends put pressure on you without really thinking about your feelings. These situations can be very difficult to deal with. Look at the situations below. How could you address these problems and still try to maintain a friendship with these people?

1. Your friend starts behaving towards others in a way that bothers you by harassing one of the other students in your group and trying to get you to do the same.

_____
_____
_____
_____

2. You find out your friend has been spreading stories about you online that aren't true but are based on things you told your friend in confidence.

_____
_____
_____
_____

3. One of your friends wants to spend more time with you than you are comfortable with. You like this person, but you want to be able to spend time with other people too.

_____
_____
_____
_____

4. Two friends of yours are having problems with each other. They are putting you in a difficult position by trying to make you choose a side. You don't want to lose either as a friend.

_____
_____
_____
_____

Cyberbullying and the law

In Australia we have Federal laws and each state also has its own set of laws. These laws are similar with some slight differences. For more information on laws, the National Library of Australia website has good information in an easy to follow format. Link to: *www.chprc.ecu.edu.au* to access this website.

Note: Google 'cyberbullying and the law' to obtain current information regarding cyberbullying and the law in your particular state or country.

There are a number of laws which may be applicable to cyberbullying, including:

- stalking and harassment
- assault, e.g. threatening messages
- accessory to a crime, e.g. happy slapping
- unauthorised access or modification of restricted computer data (included under computer offences)
- pornography, e.g. sexting
- copyright
- misuse of telecommunications service
- torture
- breach/invasion of privacy
- criminal and civil defamation
- intentional infliction of mental harm

Information you need to know and discuss with those you care about:

- *In all states and territories of Australia a child is considered to have "criminal responsibility" from 10 years of age.*
- *The maximum age for appearance in child, juvenile or youth court is 17 years of age in all states and territories with the exception of Queensland, where it is 16 years of age.*
- *A child may, however, be tried in adult court if the offence is classed as a "serious children's indictable offence".*

Australian Communication Media Authority (ACMA)

If you receive a series of nasty or inappropriate communications you can lodge a complaint with your telecommunications company, e.g. *Telstra, Vodafone, Optus*. A pattern of communication must be evident and consist of one of the following:

- Three or more unwelcome communications over a 48- to 120-hour period.
- Unwelcome communication made at consistent and/or regular intervals, e.g. *2am every Wednesday*.
- If the unwelcome communication has occurred only within a 24-hour period then the recipient must have received ten or more unwelcome communications within that 24-hour period.
- the communication does not have to be opened or accepted (for example, answering the unwelcome call) for it to be considered as evidence.

Activity sheet - Unit 4: The law's claw

Name:_____

Cube of knowledge

On each of the six sides of your cube write the following:

1. Which law are you focusing on?

2. Give an example of how you think this law might be applied in cyberspace.

3. How might you explain this law (as it applies to cyberbullying) to a friend?

4. How could you learn more about this topic? (List three ideas)

5. Have you seen or heard of someone behaving like this? Give an example or create one if you do not have a real life example.

6. How could you let other people at your school know this law exists?
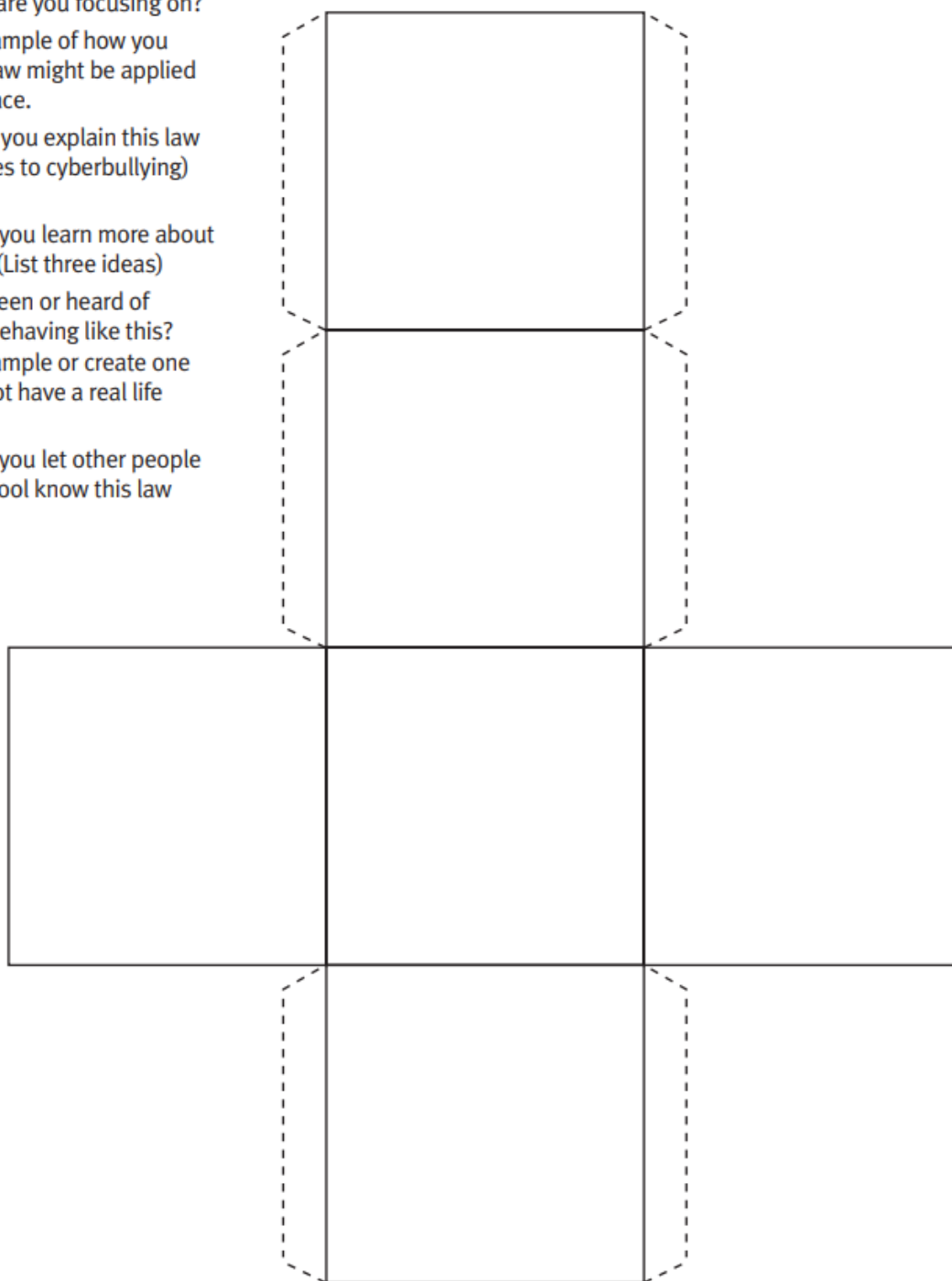
Communication technology and bullying

While most young people use the Internet for friendly interactions, some are using these communication tools to antagonise, terrorise and intimidate others.

This behaviour is called cyberbullying.

"Cyberbullying is when an individual or group uses computers, mobile phones or other communication technology to intentionally inflict pain, discomfort on another person or group of people."

Cyberbullying can include:

- sending harassing, offensive or abusive online and phone messages or images
- spreading rumours online or via phone and text messages
- posting insulting images or messages on the Internet

Why do people bully? Some reasons:
(Adapted from Friendly Schools and Families, 2004)

- to get what they want
- to be popular and admired
- afraid of being the one left out
- jealous of others
- it seems like fun or because of boredom
- it has worked for them before
- they enjoy the power
- they see it as their role
- people around them bully others.

Do you think people use cyberbullying for the same reasons?

"Most young people use the Internet and cyber technology appropriately. It is usually only a few people who do most of the damage."

Cyberspace social interaction

You can't see me...

When people use the Internet they do not get much feedback from the person at the other end because they're not face-to-face.

Young people who cyberbully are more likely to do or say things online that they normally wouldn't do face-to-face.

Name:_____

Tagging

Show us your knowledge on TAGGING!

Explain in detail what this function is (pretend you are explaining it to your grandmother)	
List 2 situations where it is *appropriate* to use this function	
List 2 situations where it is *inappropriate* to use this function	
List the *positives* about this feature	
List the challenges or possible ways in which this feature could be *misused*	
Explain the *process* you go through to change this setting	

Activity sheet - Unit 6: Knowledge is power!

Name:_____

Places

Show us your knowledge on PLACES!

Explain in detail what this function is (pretend you are explaining it to your grandmother)	
List 2 situations where it is *appropriate* to use this function	
List 2 situations where it is *inappropriate* to use this function	
List the *positives* about this feature	
List the challenges or possible ways in which this feature could be *misused*	
Explain the *process* you go through to change this setting	

Activity sheet - Unit 6: Knowledge is power!

Name:_____

Status updates

Show us your knowledge on STATUS UPDATES!

Explain in detail what this function is (pretend you are explaining it to your grandmother)	
List 2 situations where it is *appropriate* to use this function	
List 2 situations where it is *inappropriate* to use this function	
List the *positives* about this feature	
List the challenges or possible ways in which this feature could be *misused*	
Explain the *process* you go through to change this setting	

Activity sheet - Unit 6: Knowledge is power!

Name:_____

Video

Show us your knowledge on THE VIDEO RECORDING FUNCTION OF YOUR MOBILE PHONE!

Explain in detail what this function is (pretend you are explaining it to your grandmother)	
List 2 situations where it is *appropriate* to use this function	
List 2 situations where it is *inappropriate* to use this function	
List the *positives* about this feature	
List the challenges or possible ways in which this feature could be *misused*	
Explain the *process* you go through to change this setting	

Name:_____

Geotagging

Show us your knowledge on GEOTAGGING!

Explain in detail what this function is (pretend you are explaining it to your grandmother)	
List 2 situations where it is *appropriate* to use this function	
List 2 situations where it is *inappropriate* to use this function	
List the *positives* about this feature	
List the challenges or possible ways in which this feature could be *misused*	
Explain the *process* you go through to change this setting	

Tagging

Tagging is where names of people are "tagged" or attached to images posted in Facebook (see image below). Think of it like writing someone's name on a photograph and then showing it to everyone.

If your notifications are set correctly in your privacy settings you will be asked for your permission before friends are able to tag you in an image. If your privacy settings are not set correctly you can be tagged without being notified.

Once your image has been tagged, depending upon the person who is tagging you, it may be visible (with your name and profile picture) to everyone on Facebook.

Recently tagging has become semi-automated, with Facebook using digital facial recognition technology to assist users in making the tagging process more straightforward.

It is beneficial for young people to check their own privacy settings to ensure they are asked before their images are tagged and publicly visible.

If an image of you is tagged and you are unhappy with it, you need to contact the person whose profile the image has been loaded onto to either ask them to remove the image or the tag.
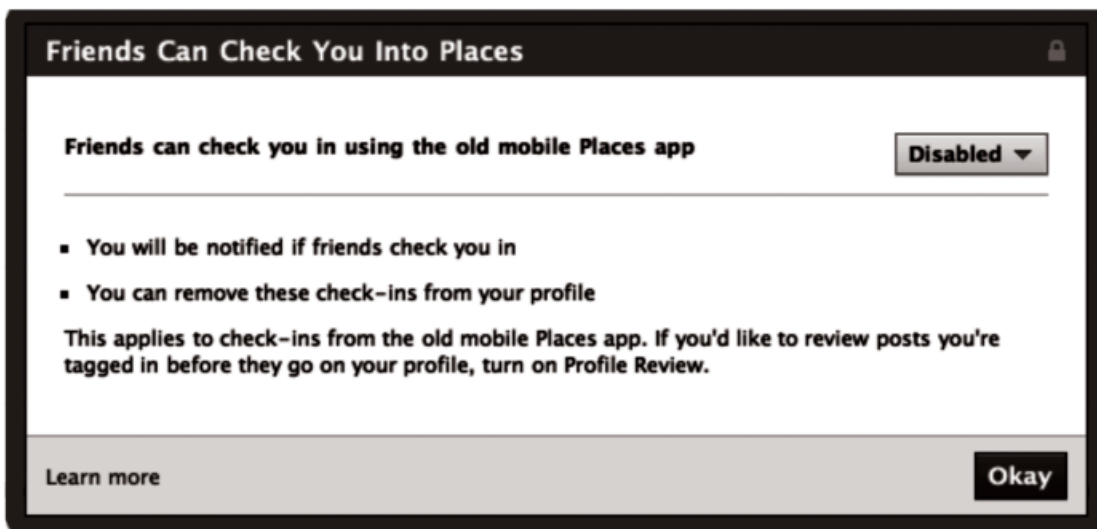
Places

"Places" in Facebook allows you to let your friends or "friends of friends" know where you are. For example, if you were at school watching the annual drama play you could use your mobile phone to let everyone know you were there. If there was a group of you, you could also check in everyone else in the group (if they had their privacy settings set in such a way that allowed you to do that).

This feature has its benefits, for example, if you are a university student and your timetable varies you could use this feature to let your friends know you were at the café if they wanted to join you.

Tagging into places also allows you to write comments. If for example a young person tagged themselves into a "place" like the local train station at 9.00 p.m. or tagged themselves with a comment like "Home alone and loving it", you can see the inherent dangers in this feature.

The privacy settings in Facebook (see image below) allow you to disable this function altogether, or to send you notifications first, before you are tagged at a location, so you can make the decision if you want to be tagged there or not. You also have the option to turn off your location.

Friends Can Check You Into Places

Friends can check you in using the old mobile Places app   Disabled ▼

- You will be notified if friends check you in
- You can remove these check-ins from your profile

This applies to check-ins from the old mobile Places app. If you'd like to review posts you're tagged in before they go on your profile, turn on Profile Review.

Learn more   Okay

Status updates

Status updates (see image below) are where you can let your Facebook friends know "what's on your mind". While status updates on the whole are a mechanism for keeping friends informed, they may also be used to incite arguments.

📝 **Update Status**   🖼 **Add Photo / Video**

What's on your mind?
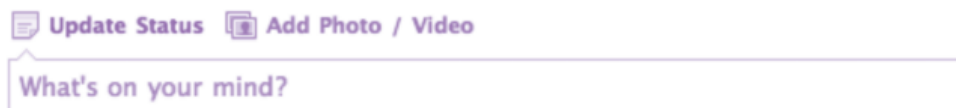
Qualitatively, young people say inflammatory or negative status updates are one of the most common reasons for online arguments beginning on Facebook.

While most young people use status updates sensibly, some may suffer from what *The Urban Dictionary* calls "Status Update Syndrome". See below:

"People who update their status too much on Facebook, hogging up the news feed and talking insignificant rubbish, or pretty much revealing their personal lives bit by bit just to get attention."

" I woke up" 7.00am

"I'm brushing my teeth, LOL" 7.01am

"Thinking should I have semi skimmed or full fat" 7.03am

"Since I got no reply, I will use full fat LMAO" 7.04am

"Why isn't nobody responding?" 7.05am

"I think I got Status Update Syndrome :'("

www.urbandictionary.com/define.php?term=Status%20Update%20Syndrome

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Whenever anyone updates their status, it appears in the news feed of all of their friends. This is useful if they are used sensibly and with digression, but can become annoying if abused or overused.
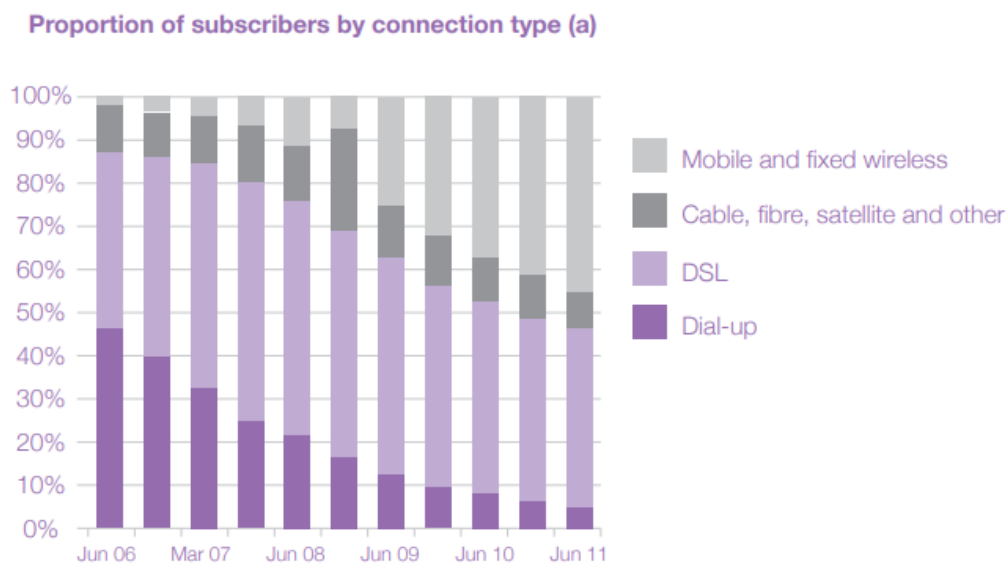
Student resource sheet - Unit 6: Knowledge is power!

Video recording on your mobile phone

As mobile phones have become more sophisticated and the uptake of these devices by young people has blossomed, so too have the opportunities to use mobile phones in ways which may cause harm to other, albeit intentional or unintentional.

The blue on the graph below represents the proportionate increase in the uptake of mobile devices connecting to the Internet, comparative to other forms of Internet connection. The dominance in the market place of mobile devices is very evident.

Many smartphones are now fully integrated with websites such as YouTube and Facebook—allowing users to upload video footage with one or two taps on their phone. Young people need to be made aware of the risks they place themselves at, particularly with regard to possible legal action, from loading footage onto websites without the permission of the parties captured in the footage. Charges may be civil or criminal and could range from defamation to child exploitation depending upon the nature of the content.

Proportion of subscribers by connection type (a)

Legend:
- Mobile and fixed wireless
- Cable, fibre, satellite and other
- DSL
- Dial-up

Geotagging

Geotagging means attaching (tagging) your geographic location to images (and other data) when you are using a device that has the ability to track your location. If you have a mobile phone with any form of navigation system on it, the chances are it has the ability to "geotag" data.

With a few clicks you can see a Google map of where, geographically, images have been taken.

Quiz questions and answers

QUIZ ROUND 1 (correct answers in bold)

1. From where do most social networking harms for young people come?

   A. strangers
   B. friends of friends
   C. friends

2. If you are under 18, is it illegal to post a picture of yourself naked online or using your mobile phone?

   A. yes
   B. no
   C. it depends

3. Rate the following behaviours from the most offensive to the least offensive to display on your social networking profile, according to responses from prospective employees?

   A. poor communication **(4)**
   B. provocative or inappropriate photos or information **(1)**
   C. badmouthing others **(3)**
   D. drinking or drug taking **(2)**

Note: All were found to be detrimental to future employment opportunities.

4. What percentage of young people, who reported they had been bullied covertly, also reported never or only sometimes feeling safe at school?

   1. 55%
   2. 19%
   3. 68%
   4. 88%

5. Which of the following strategies would you use if you were being cyberbullied?
   (you may have multiple answers)

   a) start saving the evidence
   b) block the person who is bullying you
   c) not respond (ignoring what is happening)
   d) check your social networking settings settings are set correctly

Focus questions

1. *What, if any, consequence should happen at SCHOOL if a student is being nasty to another student in a variety of technology spaces (Facebook, MSN, gaming site, mobile phone) and this behaviour went on for a month?*

2. *What, if any, consequence should happen at HOME as a result of your parents finding out you were cyberbullying another student through a variety of technology spaces for a month?*

3. *What are the arguments for and against students being allowed access to social networking sites, such as Facebook, at school?*

Quiz questions and answers

QUIZ ROUND 2

1. What percentage of 14–15 year olds report either NOT having their social network settings set to private or NOT knowing how to do this?

   A. 54%
   B. 86%
   C. 32%

2. Who could you contact if you wanted something illegal or defamatory removed from Facebook?

   A. Australian Federal Police
   B. Facebook (via the report button)
   C. Australian Communication Media Authority (ACMA)
   D. all of the above

3. What are the hours of operation for the Kids Helpline telephone counselling service?

   A. 9am–5pm Monday to Friday
   B. 24 hours a day Monday to Friday, then 9am–5pm Saturday and Sunday
   C. 24 hours a day, 7 days a week

4. If you were determined to meet someone in real life who you only know through online contact, which of these actions could help you to remain safe?

   A. take a friend with you
   B. ensure your mobile phone has credit
   C. leave a note in a place which will be found by your family
   D. tell a family member
   E. all of the above

5. Which group of students has reported the highest rates of cyberbullying through receiving nasty text messages?

   A. Year 7s in secondary school
   B. Year 9
   C. Year 7s in primary school
   D. Year 8

Focus questions

1. What sorts of images are okay to be sent via mobile phone to your boyfriend or girlfriend?

2. How would you improve student access to counselling or pastoral care support from staff at your school?

3. One of your friends is bullying another one of your friends and trying to remain anonymous. You know who it is. What do you do?

Quiz questions and answers

QUIZ ROUND 3

1. From the list below select the *three actions* young people said helped them the most when a friend gave them support about a bullying situation. (3 answers only)

   A. ignored what was going on
   B. listened to me
   C. confronted the other person
   D. called me
   E. spent time with me

2. How many young people who report being bullied through technology also report being bullied in other ways?

   A. 26%
   B. 97%
   C. 54%
   D. 88%

3. What was the top concern young people reported they had about being cyberbullied?

   a) being bullied
   b) not knowing who was doing the bullying
   c) parents finding out about it
   d) public humiliation

4. Are you ever totally anonymous online?

   A. yes, if you really want to be
   B. on your mobile phone yes, but not on your computer
   C. no, never. The police can track your online behaviour
   D. yes, on your computer, but not on your mobile phone

5. As a part of evidence in a court case, can the judge request to know the identity of someone who has broken the law (for example, if a person threatened another person) while social networking?

   e) yes
   f) maybe
   g) no

Focus questions

1. You become aware one of your friends is sending nasty messages through a variety of platforms (gaming, mobile phone, Facebook, MSN) to another one of your friends. What do you do?

2. Talk about a situation where someone you know (not using their name) may have broken the law but might not have known this. What would you say to that person now to stop them from getting into too much trouble?

3. How do you think you could let others know about the laws which may apply to cyberbullying?

Activity sheet – Unit 7: Savvy networking

Name:_____

Facebook grouping
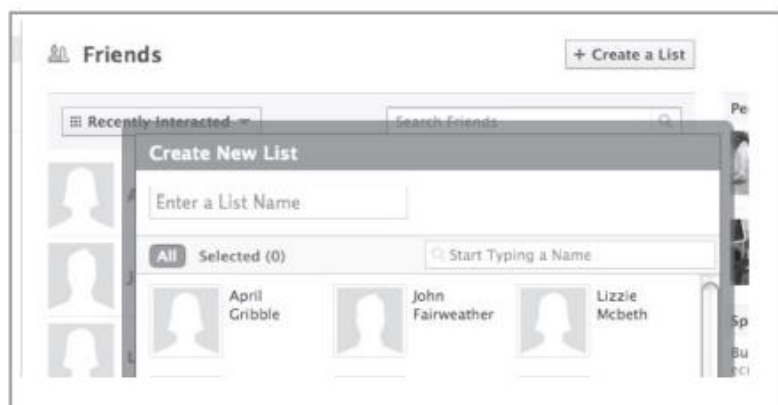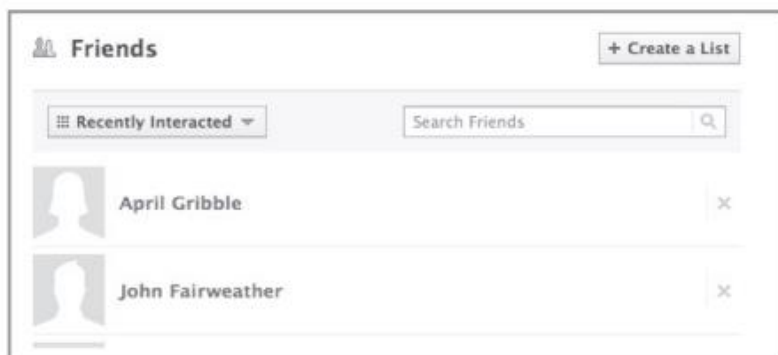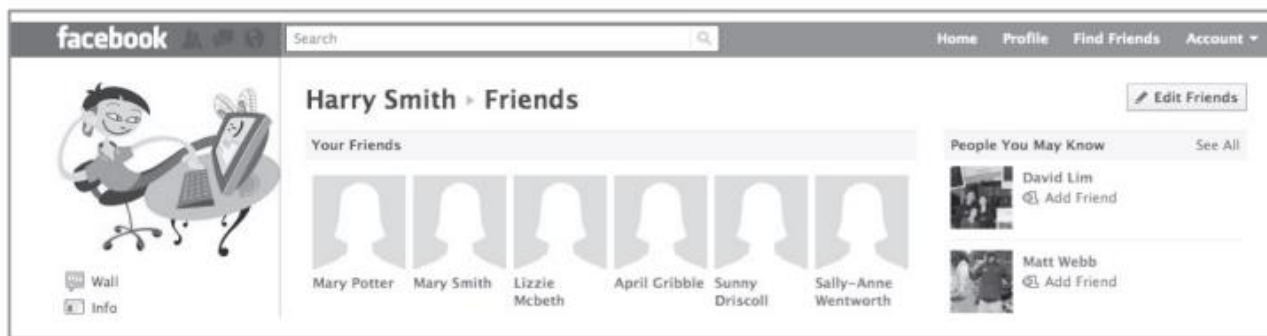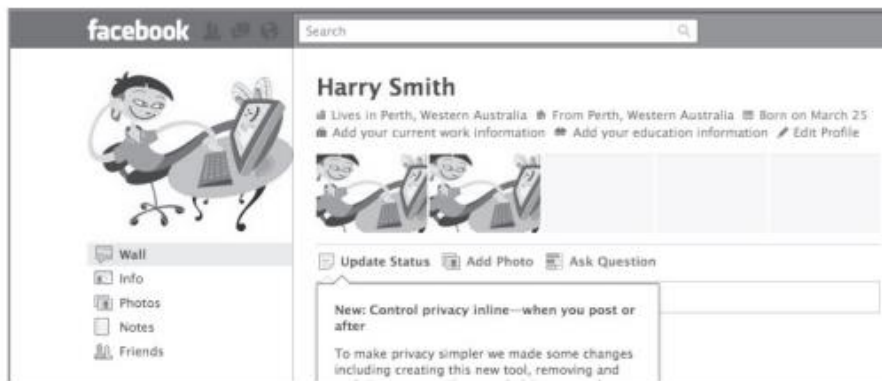
Activity sheet – Unit 8: Respect, respond, reconcile (part 1)

Name:_____

Three card shuffle

Scenario development – three card shuffle

Mobile phone texting	Mobile phone image sharing	Facebook	YouTube
Mobile phone texting	Mobile phone texting	Mobile phone texting	Mobile phone texting
Mobile phone texting	Mobile phone texting	Mobile phone texting	Mobile phone texting
Mobile phone texting	Mobile phone image sharing	Facebook	YouTube

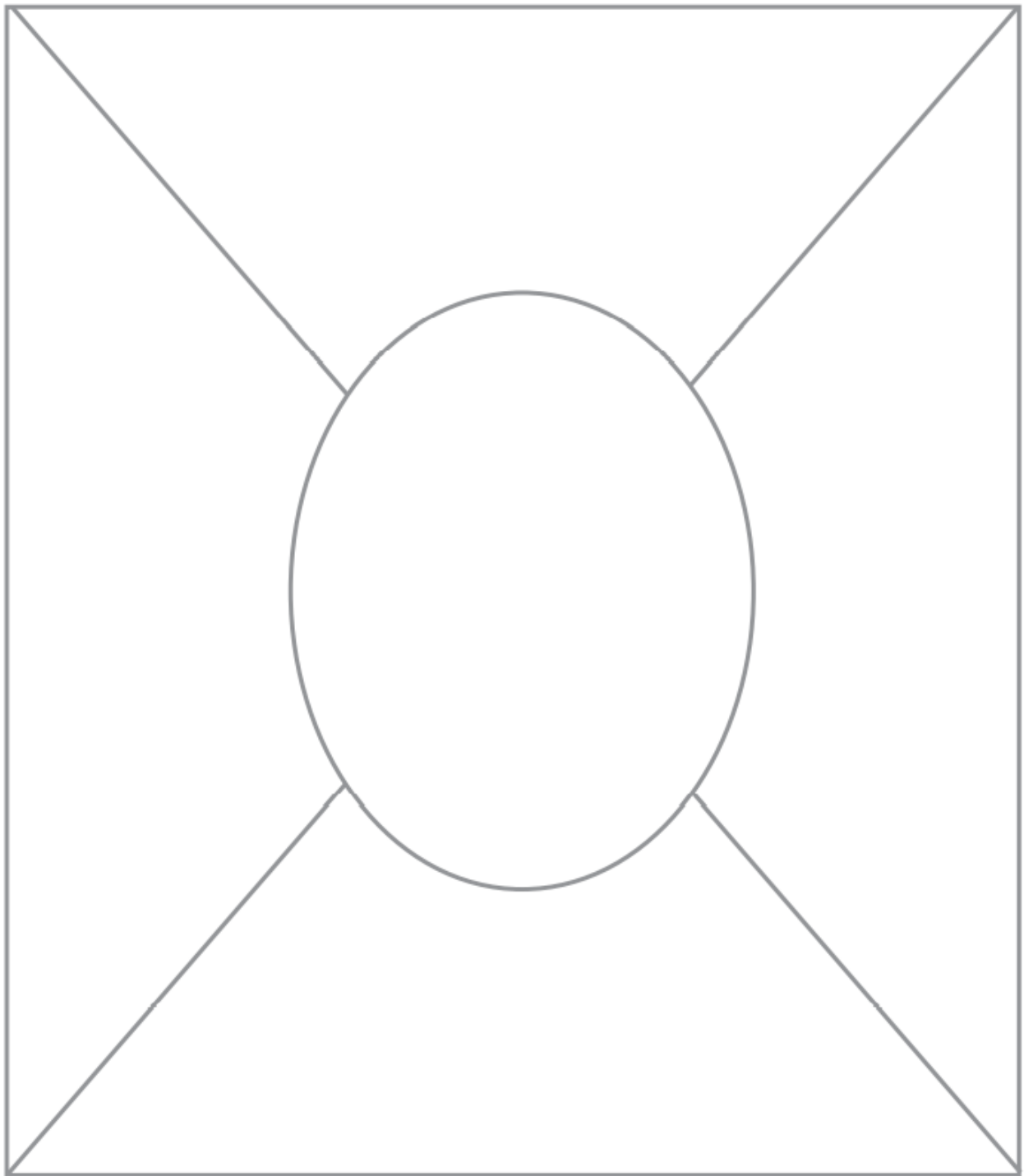|			
At school during break time	At home	At a friend's house	In the city, shopping, sport
At school during break time	At home	At a friend's house	In the city, shopping, sport
At school during break time	At home	At a friend's house	In the city, shopping, sport
At school during break time	At home	At a friend's house	In the city, shopping, sport

No-one else	Person being bullied is a friend of yours	Person engaging in the bullying is a friend	Bystanders who are not friends with either person
No-one else	Person being bullied is a friend of yours	Person engaging in the bullying is a friend	Bystanders who are not friends with either person
No-one else	Person being bullied is a friend of yours	Person engaging in the bullying is a friend	Bystanders who are not friends with either person
No-one else	Person being bullied is a friend of yours	Person engaging in the bullying is a friend	Bystanders who are not friends with either person

Name:_____

Envoy activity
Group problem solving – envoy activity

Bystanders

Bystanders – what the research tells us

What is a bystander?

A bystander is:

❝a person who does not become actively involved in a
   situation where someone else requires help❞ *(Clarkson, 1996, p. 6)*.

Bystander research

- Canadian researchers, including Craig and Pepler (1997) and O'Connell, Pepler and Craig (1999) conducted a series of studies on the role of peers in bullying. They observed that peers were involved in 85 per cent of playground bullying episodes.
- This led to the important conclusion that bullying extends to the peer group, the school yard setting, and the school environment (O'Connell et al., 1999, p. 438).
- A bystander is often described as a "passive" observer; somebody who watches on the sidelines and doesn't intervene or get help, even if someone needs it. However, recent research suggests that bystanders to bullying are not passive, and in fact, play different roles in the bullying episode and contribute significantly to what takes place (Ball, 2006).
- Salmivalli (1996 and 1999) observed in Finland that student bystanders tend to adopt particular roles which influence what happens. These roles include:

  - assistants – join in and assist the bully
  - reinforcers – do not actively attack the person engaging in the bullying but provide positive feedback by laughing and other gestures to encourage the behaviour
  - outsiders – offer "silent approval" by allowing the bullying to continue, not taking sides or becoming involved
  - supporters – comfort the person who is being bullied, take sides with them and try to stop the bullying.

- Salmivalli (1999) noted that the "power of the peer group" could be used more positively in schools to prevent and or stop bullying.
- Both the Canadian and Finnish research found that while most children's attitudes were against bullying, they often acted in ways that maintained and encouraged bullying (Ball, 2006).
- Craig and Pepler (1997) found that bystanders didn't intervene for reasons including fear of being the next person bullied, not having the skills to know what to do and not understanding the process of bullying or how to intervene.
- Other more recent Australian research found that students aged 10–13 reported feelings of conflict, guilt, sadness and anger but also reported lack of knowledge about what to do (Lodge and Frydenberg, 2005).
- Peer bystanders can be part of the problem or part of the solution. Hawkins, Pepler and Craig, (2001) found that when bystanders do object to bullying, bullying was found to stop within 10 seconds in more than half of the episodes.

Name:_____

Envoy activity
Group problem solving – envoy activity