

Lesson Focus 2: Cybersmart Forever

This focus will enable students to:

- respect the opinions, feelings and rights of others when online
- identify safe sharing of content/images online
- describe and use strategies to protect their content/images online
- understand risks of friending strangers online
- recognise when to seek help with online dilemmas



55 minutes

WA HEALTH AND PHYSICAL EDUCATION SYLLABUS:

Being healthy, safe and active

- Strategies that help individuals to manage the impact of physical, social and emotional changes, such as:
 - Knowing who or where to go for help
- Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as:
 - Being alert and cautious when people you don't know face to face contact you online
- Strategies to ensure safety and wellbeing at home and at school, such as:
 - Following safety guidelines when online

Communicating and interacting for health and wellbeing

- The positive influence of respect, empathy and the valuing of differences in relationships
- Strategies to identify and manage emotions before reacting
- Strategies to cope with adverse situations and the demands of others

PREPARATION AND MATERIALS

- Projector to show media clips as a class
- Pens
- Activity Sheet: Cybersmart Forever Review

CONTENT

Discussion: Peer pressure (ACPPS037)



Social
Awareness
Online

Peer pressure – Positive and Negative

Introducing the Key Message

Peer pressure is feeling like you should do something because the other kids or your friends are doing it, or because they want you to do it. Peers are friends and people you know around your own age that you spend time with. They can be other kids from school, kids in your area or kids on your sports team. The more time that you spend with these peers, the more pressure you may feel to do what everyone else is doing.

Sometimes, peer pressure comes in the form of someone telling you that you should do something and sometimes, you might see what others are doing and want to be like them or just be part of the group and fit in.

Negative peer pressure

If you ever feel pressured to do something you feel uncomfortable about doing or to do something you know is wrong, then you need to stop and think carefully about your choices. This is called negative peer pressure because the pressure is encouraging you to do something that is not good for you. A good rule is if it makes you feel bad it is probably bad for you. If you are not sure, then check in with your parents or friends that you know really care about you for advice.

Think about it – Would someone who was a really good friend try to pressure you to do something you really don't want to do, don't feel comfortable with or they know is wrong? Choose your friends wisely.

Peer support

Peer pressure isn't always negative. It can be positive and even help you make good choices and decisions. When you have a good friend or core group of friends who look after each other and do the right thing, it can help keep you on track. When you are feeling unsure or struggling with a decision, you can talk to this friend or group for support. Positive peer support means having people who care about you, treat you with respect and encourage you to make the choices that are right for you.

Key points:

- You are in control of your choices.
- If you feel pressured to do something you don't feel comfortable with or unsure of, stop and seek support and advice from people who care about you.
- Positive peer support feels comfortable, cared for and helps you to make good choices.

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Discussion: Cybersmart Forever

(ACPPS034) (ACPPS035) (ACPPS036)

 20 minutes



Social
Awareness
Online



Decision
Making
Online



Relationship
Skills
Online

Introducing the Key Message

How would you feel?

Explain: We know that peer pressure can be good and bad for us and that we have to think carefully about our choices if we don't feel comfortable doing something. But what about if we are not sure. With all the new things developing all the time online, it can sometimes be tricky to know what we should or should not do online.

We are going to watch a video that shows a situation where young people go through a range of emotions and feelings of pressure. While you are watching – look out for when the characters are experiencing some of these different feelings:

- Feeling happy
- Feeling pressured
- Feeling unsure
- Feeling amused
- Feeling confused
- Feeling embarrassed
- Feeling angry
- Feeling sorry
- Feeling comfortable

Show the video **Cybersmart Forever:**

<https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-forever>

Teacher's Tip: Stop the video at the pause break (or whenever you feel necessary) to facilitate the class discussion as outlined below.

MID VIDEO – Discussion breaks

1. What do you think Taylor may have been feeling?

Feeling happy
Feeling pressured
Feeling unsure

2. Did you see any peer pressure or support?

Also Ask:

- If you were in Taylor’s shoes, how would you feel?
- If you were in Taylor’s shoes, what would you do?

This question encourages discussion about:

- * Peer pressure
- * Parent rules/telling the truth

**3. Do you know anyone who has added people to their accounts and who they didn’t know personally?
What happened?**

Also Ask:

- What do you think Taylor may have been feeling?
- Did you see any peer pressure or support?

This question encourages discussion about:

- * Dangers/risks of friending strangers online, including online gaming

4. When something is shared online, is there a way of deleting it?

Also Ask:

- What were the different emotions Taylor felt during this section?
- Did you see any peer pressure or support? (Jane showed peer support)

This question encourages discussion about:

- * Who owns our content once it is posted online?

END VIDEO – Discussion break

Some important messages about being safe online to discuss at the end of the video include:

- * If you ever need help, talk to someone you trust and keep talking until someone listens
- * Be careful who you friend online
- * Be careful what you share on the internet
- * Stay safe and have fun online

Activity: Cybersmart Forever Review

(ACPPS035) (ACPPS036)

 15 minutes



After watching Cybersmart Forever video give each student a copy of **Activity Sheet: Cybersmart Forever Review** and point out the 4 events on the sheet that took place in the video. Recap what happened in each of the events during the story to remind students.

Explain that each of the events had 'risks' or things that could go wrong. Ask students to write about what they think might have been risks or problems that could occur from that action. Then ask them to write advice as to what they could do to avoid these risks if they were in this situation.

Share and discuss.

Extension Activity: You're in the hot seat

(ACPPS034) (ACPPS035) (ACPPS036) (ACPPS038)

 15 minutes



Teacher's Tip: Encourage students to consider how to solve some of the ethical dilemmas posed in the scenario by taking on the perspective of different characters (Mitch, Taylor's Mum and Taylor).

1. Assign the characters to student volunteers.
2. Student volunteers take it in turns to be in the 'hot seat'.
3. Whilst the student gets into character, the remaining students work in pairs to identify questions to ask the character.
4. Students take turns asking the 'hot seat' character questions.

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Refer to the question ideas below to guide the class discussion.

Hot Seat Character	Sample Questions
Mitch	How did you feel when everyone in the school was teasing Taylor? Why did you decide to send that embarrassing image to everyone?
Taylor's mum	How did you feel when Taylor told you she downloaded the app without your permission? How did you feel when you heard what Mitch did?
Taylor	What could your Dad do to help you deal with the teasing? If you could do things differently next time, what would they be?

Connection with home

Teachers may like to share the following information with parents:

Today your child learnt about being **cybersmart forever** as part of the curriculum for the Cyber Friendly Primary Schools project run by the Telethon Kids Institute.

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- respect the opinions, feelings and rights of others when online
- identify safe sharing of content/images online
- describe and use strategies to protect their content/images online
- understand risks of friending strangers online
- recognise when to seek help with online dilemmas

Parents are encouraged to access the Cyber Friendly Primary Schools website which provides tips and strategies for families to help children develop positive online social and emotional learning skills:

cyberfriendlyprimary.telethonkids.org.au

Additional resources

Website	Explanation
https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-forever	Cybersmart Forever (05:00 – video)

LESSON FOCUS 2: Teacher Reflection

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Lesson 2 – Teacher Reflection

Syllabus content	Australian curriculum	Digital SEL skills lesson content	Assessment examples
Being healthy, safe and active			
Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: • Knowing who or where to go for help	Explore strategies to manage physical, social and emotional change (ACPPS034)	Social Awareness Online: • Respecting others online, understanding positive and negative relationships online Relationship Skills Online: • Communicating and interacting respectfully with others online	• Discussion: Cybersmart Forever • Extension Activity: You're in the hot seat
Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: • Being alert and cautious when people you don't know face to face contact you online	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	Social Awareness Online: • Respecting others online, understanding positive and negative relationships online Decision Making Online: • Making responsible choices and seeking help online	• Discussion: Cybersmart Forever • Activity: Cybersmart Forever Review • Extension Activity: You're in the hot seat
Strategies to ensure safety and wellbeing at home and at school, such as: • Following safety guidelines when online	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)	Decision Making Online: • Making responsible choices and seeking help online	• Discussion: Cybersmart Forever * Activity: Cybersmart Forever Review * Extension Activity: You're in the hot seat
Communicating and interacting for health and wellbeing			
The positive influence of respect, empathy and the valuing of differences in relationships	Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)	Social Awareness Online: • Respecting others online, understanding positive and negative relationships online Relationship Skills Online: • Communicating and interacting respectfully with others online	• Discussion: Peer pressure
Strategies to identify and manage emotions before reacting	Investigate how emotional responses vary in depth and strength (ACPPS038)	Self Awareness Online: • Understanding their own feelings, emotions and moods online	• Extension Activity: You're in the hot seat
Strategies to cope with adverse situations and the demands of others		Managing Ourselves Online: • Managing their feelings, emotions and moods and setting rules and limits online	