

## Lesson Focus 5: Cybersmart Detectives

### This focus will enable students to:

- identify what personal information is safe to put online
- describe and use strategies in situations where they feel uncomfortable or unsafe online
- recognise that people they meet online may pretend to be someone else
- seek assistance if things go wrong online



45 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

### WA TECHNOLOGIES – DIGITAL TECHNOLOGIES SYLLABUS:

#### Collaborating and managing

- Work independently, or collaboratively when required, to plan, safely create and communicate ideas and information for solutions.

### PREPARATION AND MATERIALS

- Projector to show media clip as a class
- Pens
- Activity Sheet: Being safe online

### CONTENT

#### Discussion: Cybersmart Detectives

(ACPPS035) (ACPPS036)

 20 minutes



**Social  
Awareness  
Online**



**Decision  
Making  
Online**

#### Introduction to key messages

**Explain:** We have been talking about emotions and about feeling pressure online. Today we are going to be talking about making good decisions online to stay safe. Our feelings can help us to know when something is not right or is not safe. Sometimes we get a feeling that makes us feel uncomfortable or unsafe and when we feel this way we should stop and check and if we are still not sure get some help.

We will now watch a video to help students learn basic online safety skills, including why it is essential to Ask, Check and Think before acting in the online world.

#### Show the video Act eSafe:

<https://www.esafety.gov.au/educators/classroom-resources/be-secure/student-home>

#### Next ask students to complete the online **Be Secure quiz**:

<https://www.esafety.gov.au/educators/classroom-resources/be-secure/quiz>

**Teacher's Tip:** You might like to download and print the quiz certificate and allow students to add each of their four badges as they complete each section of the quiz:

- Device Safety
- Privacy Online
- Money Online
- Get Help

Provide students with the **Activity Sheet: Beingsafeonline** and discuss the important messages about being safe online once they have completed the quiz.

### Activity: Social Networking Profile

(ACPPS035) (ACPPS036) (ACTDIP013)

 15 minutes



**Decision  
Making  
Online**

#### My Profile

Students create a personal profile, suitable for posting online. Discuss what information they should include and exclude.

**Teacher's Tip:** The following activity can be run in a variety of different ways. You can choose the option that works best for you and your class:



#### Unplugged:

- Create a 'personal' profile on the board with input from the whole class.
- In pairs, students discuss what a suitable profile looks like and what advice they would give someone who has not previously set up a profile.
- Students develop their own profile and hand them to the teacher. Read aloud some of the profiles and see if the rest of the class can guess who it is. If it's easy to guess who it is, discuss what information should be removed from the profile.



#### Plugged:

- Students could use a picture collage application such as Book Creator ([www.bookcreator.com](http://www.bookcreator.com)) to create profile pages. The app allows for the inclusion of text, images, audio and video.

#### Safe profiles could include:

- \* First name only, nickname or pseudonym
- \* Hobbies, interests with no specific details such as club name
- \* Maybe photos and only if specific details can't be identified such as school or sports uniform, location, time, or other people
- \* Likes and dislikes such as movies or food

#### Safe profiles should not include:

- \* Full name
- \* Full name of friends or family
- \* Birth date
- \* Name of school or clubs/team
- \* Photos that can easily identify you e.g. school uniform
- \* Home address, phone number

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## Activity: My Support Networks

(ACPPS035) (ACPPS036)

 10 minutes



**Social  
Awareness  
Online**



**Decision  
Making  
Online**



**Relationship  
Skills  
Online**

Students compile and design their own list of trusted people they would contact if themselves or someone they know, was concerned about being harassed online or if they were being cyberbullied, etc.

**Teacher's Tip:** This activity provides an opportunity to show students specific support services available in their school community, such as the school's counsellor, counselling programs, or direct them to external support networks such as Kids Helpline for free support with their online or other issues, e.g.: Police, or the eSafety Commissioner.

## Connection with home

*Teachers may like to share the following information with parents:*

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

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- recognise that people they meet online may pretend to be someone else
- seek assistance if things go wrong online

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](https://cyberfriendlyprimary.telethonkids.org.au)

## Additional resources

Website	Explanation
<a href="https://www.esafety.gov.au/educators/classroom-resources/be-secure/student-home">https://www.esafety.gov.au/educators/classroom-resources/be-secure/student-home</a>	Act eSafe (05:40 – video)



# LESSON FOCUS 5: Teacher Reflection

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## Lesson 5 – Teacher Reflection

Syllabus content	Australian curriculum	Digital SEL skills lesson content	Assessment examples
<b>Being healthy, safe and active</b>			
<p>Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as:</p> <ul style="list-style-type: none"> <li>• Being alert and cautious when people you don't know face to face contact you online</li> </ul>	<p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)</p>	<p>Social Awareness Online:</p> <ul style="list-style-type: none"> <li>• Respecting others online, understanding positive and negative relationships online</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion: Cybersmart Detectives</li> <li>• Activity: Social Networking Profile</li> <li>• Activity: My Support Networks</li> </ul>
		<p>Decision Making Online:</p> <ul style="list-style-type: none"> <li>• Making responsible choices and seeking help online</li> </ul>	
<p>Strategies to ensure safety and wellbeing at home and at school, such as:</p> <ul style="list-style-type: none"> <li>• Following safety guidelines when online</li> </ul>	<p>Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)</p>	<p>Decision Making Online:</p> <ul style="list-style-type: none"> <li>• Making responsible choices and seeking help online</li> </ul>	
		<p>Relationship Skills Online:</p> <ul style="list-style-type: none"> <li>• Communicating and interacting respectfully with others online</li> </ul>	
<b>Collaborating and managing</b>			
<p>Work independently, or collaboratively when required, to plan, safely create and communicate ideas and information for solutions.</p>	<p>Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)</p>	<p>Decision Making Online:</p> <ul style="list-style-type: none"> <li>• Making responsible choices and seeking help online</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Social Networking Profile</li> </ul>