

Activity Guide for Teachers of Primary School Students

Module: Social Media

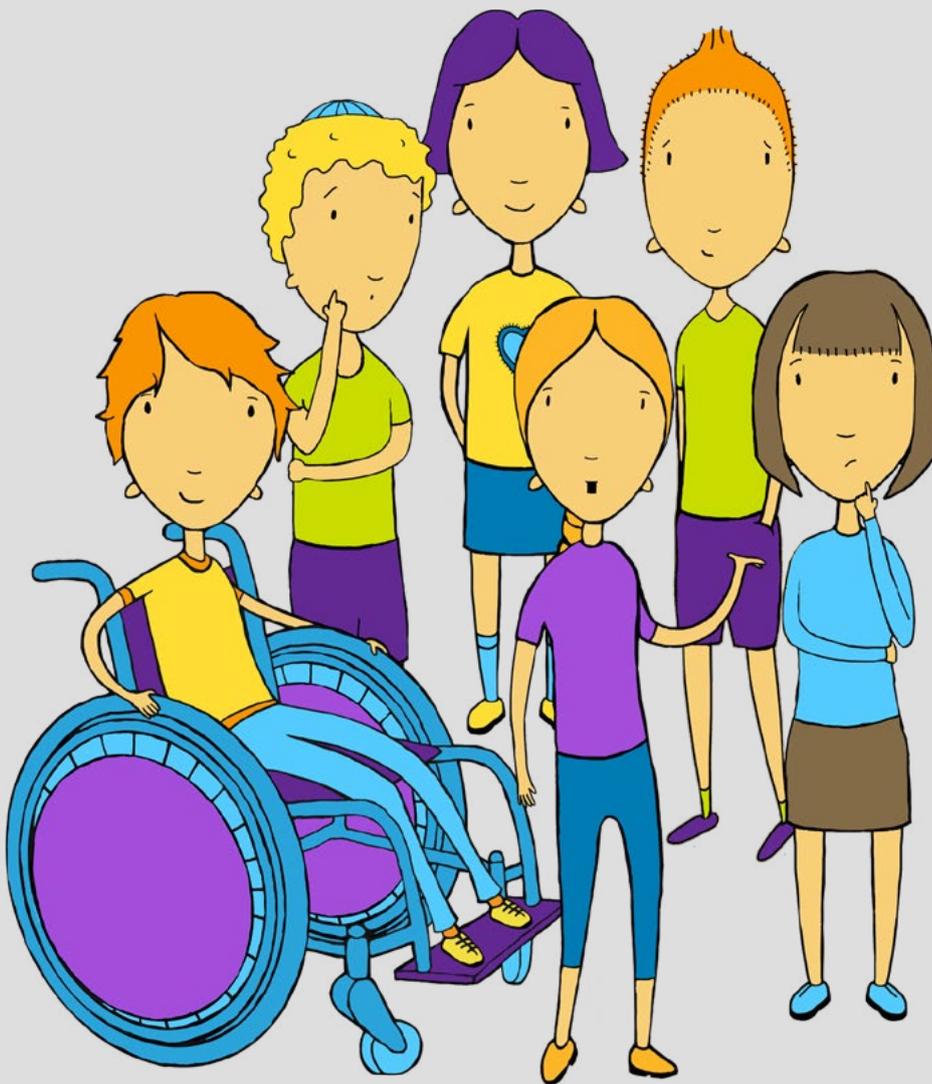


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About This Module

Who is this module for?

This module is for primary school students. Students will work through six scenarios that deal with social media.

The six scenarios

Caitlin - It's Private

Luciana - Digital Tattoo

Amit - Pressure Pix

Eli - It's Just a Remix

Malachi - Worth the Risk?

Madi - Real Friends

Learning objectives

Students will learn about issues in the field of digital citizenship including:

- Internet safety
- Privacy and security
- Digital footprint and reputation
- Responsibilities and rights as creators in the online spaces where they consume, create, and share information.

Students will have the opportunity to discuss and clarify their own values and ethical positions in relation to their presence and participation in the online world.

Associated documents

In this document you will see references to other associated documents, including one **Activity Sheet** and one **Advice Sheet** for each of the six scenarios.

- **Activity Sheets** can be downloaded within the modules. They are also available on pages 19 - 25 of this document.
- **Advice Sheets** can be accessed on the Bully Stoppers website: www.education.vic.gov.au/bullystoppers. A detailed list of links is provided on page 27 of this document.

Completing the activities

Decide how you would like your students to complete the activities in the module. There are three options available:

1. Allow students to individually download the text versions of the **Activity Sheets** and complete the activity using Microsoft Word or another word processing application on their own device.
2. Print out the **Activity Sheets** and make enough copies for each student.
3. Refer to the **Activity Sheets** and guide students through constructing and completing the activities in their own workbooks.

About This Module

Suggested teaching approaches

- View the module introduction as a class.
- Ask students if they have any questions about what bullying is or what cyberbullying is.
- Progress to the 'Select a student' screen in the module. The scenarios may be explored in any order. You may wish to select a scenario yourself based on the topics covered or ask your students to select a scenario at random.

Assessment

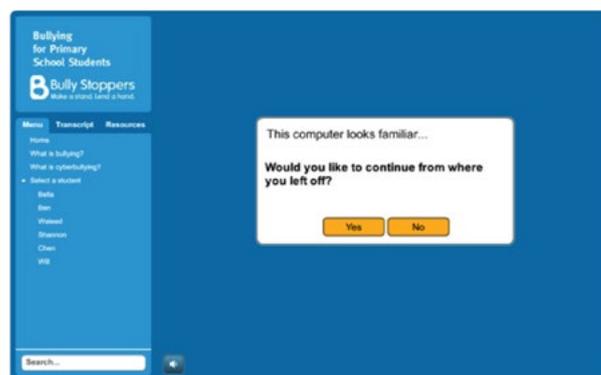
Within the online module, students are given the opportunity to write their advice for the key character in each scenario, after having considered possible outcomes and having discussed the issue with their peers. This advice represents the students' considered view and can be saved and/or printed for assessment purposes. The optional extension activities can also be used for assessment purposes.

Certificate of Completion

Once students have completed the activities in the module, they will submit their work to you for review. Once you are satisfied that students have met the learning objectives and addressed the AusVELS standards (See page 6), you can issue each student with a **Certificate of Completion**, (See page 28). Print this document and write your students' names and your signature by hand.

Accessing the module

Students can complete the module one scenario at a time. This may be done over several lessons. When revisiting the module on the same computer, students will be prompted with a screen saying 'This computer looks familiar...' (See below).



If your students are using their own laptops, they may select 'Yes' and the module will load their most recent work. If they are using shared devices, they should select 'No' so that the module will reset to its initial state. Your students will be able to save their work at the end of each scenario by saving or printing their work (See next page).

During the module, students will be prompted to download the 'email' message that they typed for each character. If the 'email' does not appear on the screen, look for the yellow information bar at the bottom of the screen informing you that a pop-up has been blocked. If this appears, simply select 'Options for this site' and click 'Always allow'.

The module will reload and prompt the student as to whether they were the last person to access the module on that computer. Students may select 'Yes' and the module will then return to where they left off and allow them to retry downloading their 'email' message.

If issues with blocked pop-ups persist, please consult your ICT Coordinator or Technician.

About This Module

Saving and submitting emails

In the module, students can click the 'Download email' button and email messages they have written to each character will open in their internet browser. A pop-up window will appear to prompt students to print their 'email' messages.

Printing emails to paper

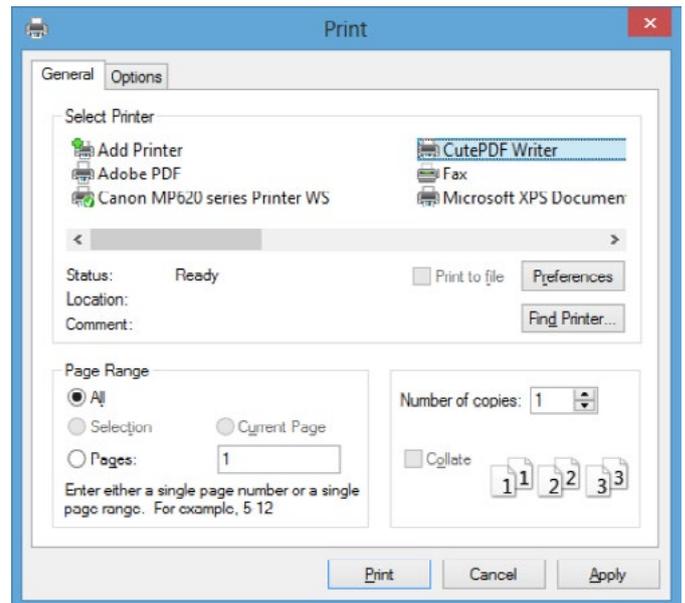
Students may print their 'email' onto paper using a printer connected to their computer. This will allow them to submit their work to you on paper.

Saving emails to PDF

All DET devices using the EduSTAR standard platform, will have software installed for saving to PDF called 'CutePDF'. Simply select 'CutePDF Writer' from the list of available printers (See screenshot).

If you do not have this option on your computer, please consult with your school's ICT Coordinator or Technician.

Once students have saved their 'email' message as a PDF, they may submit it to you electronically via email, a shared network folder or via the Ultranet.



Level 6 AusVELS Standards

The work undertaken by students in completing the module addresses the following AusVELS standards:

(Note: At Level 5, students are working toward the Level 6 standards).

Level 6 Communication: Listening, viewing and responding

At Level 6, students ask clarifying questions about ideas and information they listen to and view. They develop interpretations of the content and provide reasons for them. They explain why peers may develop alternative interpretations.

Level 6 Communication: Presenting

At Level 6, students summarise and organise ideas and information, logically and clearly in a range of presentations. They identify the features of an effective presentation and adapt elements of their own presentations to reflect them.

Level 6 Thinking Processes: Reasoning, processing and inquiry

At Level 6, students distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making. They develop reasoned arguments using supporting evidence.

Level 6 Thinking Processes: Creativity

At Level 6, students use creative thinking strategies to generate imaginative solutions when solving problems. They demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others.

Level 6 Information and Communications Technology: ICT for visualising thinking

At Level 6, students apply ICT tools and techniques to represent and explore processes, patterns and cause-and-effect relationships. Students use ICT tools and techniques that support the organisation and analysis of concepts, issues and ideas and that allow relationships to be identified and inferences drawn from them.

Level 6 Information and Communications Technology: ICT for creating

At Level 6, students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences. Students select relevant techniques for minimising the time taken to process data, and apply conventions and techniques that improve the appearance of the finished product.

Level 6 Interpersonal Development: Building social relationships

At Level 6, students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups. Students describe the impact of bullying. They accept and display empathy for the points of view and feelings of their peers and others.

Level 6 Interpersonal Development: Working in teams

At Level 6, students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. They work cooperatively to allocate tasks. Students accept responsibility for their role and tasks.



Scenario: Caitlin - It's Private

“Rachel’s sleepover on the weekend was great! We all put makeup on our faces so we looked like our favourite singer and then mucked around doing karaoke in our PJs. Sarah took all these photos on her phone and sent them to Madi because she was sick. I’ve just found out that Madi’s brother Paul got hold of her phone and has sent some of the worst pictures to all of his friends. It’s so embarrassing!”

Before students explore Caitlin’s scenario:

- Listen to Caitlin’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Caitlin’s scenario to your students using the above transcript.
- Present students with recent news story headlines. Ask them what they think the article would be about.
- Discuss the scenario and ask students to write a news story headline for this scenario that captures the most important aspect of it. Display the headlines so that everyone can view them.
- Invite the students to look through the headlines. Ask them if they can see any patterns and to group the headlines that look at similar aspects of the scenario.
- Using the groups of headlines, ask students to create a concept map about issues associated with online privacy using bubbl.us or a similar online tool. Popplet.com is great online or if you are using an iPad or phone.

While students explore Caitlin’s scenario:

- Ask students to explore the scenario again individually in the module and then explore the three possible outcomes based on the scenario.
- As students listen to each outcome in Caitlin’s scenario, ask them to think about two questions and two exclamations about what happens. Ask them to record their notes in the table (See below). This table is provided in the **Activity Sheet, ‘Activity: Caitlin - It’s Private’**.

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Scenario: Caitlin - It's Private

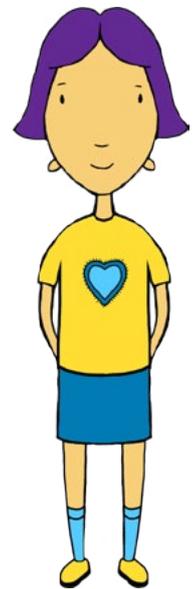
- Invite students to share their responses in small groups. Have a class discussion about any similarities or differences of opinion.
- Ask students to think about what advice they would give to Caitlin. Then allow them 10 - 15 minutes to type an 'email' to Caitlin offering their advice. While they do this, encourage them to replay the scenario in the module and consult their notes. When students click the 'Send' button on the 'email' screen, their message will be stored and can be downloaded at the end of the 'Caitlin' section of the module. Students may print their 'email' within the module, or write their 'email' on a printed handout or in their workbooks (See pages 5 and 26).
- Encourage students to read the **Advice Sheet, 'Advice: It's Private'**.

After students explore Caitlin's scenario:

- Invite students to share with their peers the advice they have written to Caitlin. This can be done in small groups or as a whole class.

Optional extension activity

Watch the video and then create your own rap about respecting other people's privacy. The students might use Sound Infusion for this: <http://fuse.education.vic.gov.au/pages/view.aspx?pin=SNCWN7>, and <http://whatsyourstory.trendmicro.com>.



Scenario: Luciana - Digital Tattoo

“I really like fooling around on the web and it’s even better now because I can use my phone to add things on Twitter. I also use Instagram to send photos of stuff all the time. I send really hilarious photos and sometimes I just add smart comments and stuff. My friends know it’s all a joke and we kind of try to outdo each other with how gross or funny we can be. My parents would freak if they saw some of it!”

Before students explore Luciana’s scenario:

- Listen to Luciana’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Luciana’s scenario to your students using the above transcript.
- Ask students to think about one of their friends. Ask them: What it is about this friend that they like you knowing about? For example, they might be a fantastic muso. What are some of the things that they probably wish you didn’t know? For example, last year they stole some money from their mother’s purse.
- Then ask students what are the things about themselves that they like people noticing and commenting on? Why? Ask them if there are any things that they would rather people didn’t notice or talk about? Why not?
- Give each group a large piece of paper with a unisex outline of a person on it. Ask the students to imagine the things that most people would be happy to share with others on the outside of the figure, and the things that are more sensitive and private on the inside.

While students explore Luciana’s scenario:

- Ask students to explore the scenario again individually in the module and then explore the three possible outcomes based on the scenario.
- As students listen to each outcome in Luciana’s scenario, ask them to think about how the ideas of each person involved might change. Ask them to record their notes in the table (See next page). This table is provided in the **Activity Sheet, ‘Activity: Luciana - Digital Tattoo’**.

Scenario: Luciana - Digital Tattoo

| Person | I used to think... | ...but now I think |
|--------|--------------------|--------------------|
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- Invite students to share their responses in small groups. Have a class discussion about any similarities or differences in opinions.
- Ask students to think about what advice they would give to Luciana. Then allow them 10 - 15 minutes to type an 'email' to Luciana offering their advice. While they do this, encourage them to replay the scenario in the module and consult their notes. When students click the 'Send' button on the 'email' screen, their message will be stored and can be downloaded at the end of the 'Luciana' section of the module. Students may print their 'email' within the module, or write their 'email' on a printed handout or in their workbooks (See pages 5 and 26).
- Encourage students to read the **Advice Sheet, 'Advice: Digital Tattoo'**.

After students explore Luciana's scenario:

- Invite students to share with their peers the advice they have written to Luciana. This can be done in small groups or as a whole class.

Optional extension activity

Create a mash-up of images and other media that represents who you are. Like a tattoo, this could be public and permanent. This could be done using an online site such as Glogster: www.edu.glogster.com.

Scenario: Amit - Pressure Pix



“I really like Shannon from school and we’ve been talking online and sending texts and stuff. We don’t talk too much at school because we tend to stick with our friends. Yesterday, Shannon asked me to send her a picture of me ‘kissing’ the phone... so I did, just for fun, but now she’s sent it to all her friends and everyone seems to know about it.”

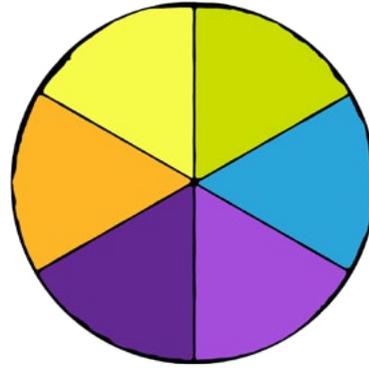
Before students explore Amit’s scenario:

- Listen to Amit’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Amit’s scenario to your students using the above transcript.
- Cover a box in different coloured card (bright to dull, light to dark) and explain that this is the ‘feelings chest’. Ask the students to work individually or with a partner to write down on Post-It notes or flashcards the ‘feelings’ that they think Amit would have experienced in this scenario (ask them to write in big letters so that when they are drawn from the feeling chest, everyone can read them). Have everyone place their cards in the chest. Remove them one-by-one, place each one on a wall to see the range of responses. Include duplicates alongside to demonstrate which feeling would be experienced the most.
- Discuss positive, negative and neutral emotions, and revisit the responses to see whether the students thought that Amit’s feelings were positive, negative or neutral.
- Ask the students to work in pairs to write a question they would like to ask Amit. Ask them to consider which feelings these may elicit from Amit if these questions were asked. Is this how they would like Amit to feel? Why or why not?
- Ask them to share their responses with the other pairs / groups.
- Ask them what new ideas they have about this situation that they didn’t have before? What new questions do they have?

Scenario: Amit - Pressure Pix

While students explore Amit's scenario:

- Ask students to explore the scenario again individually in the module and then explore the three possible outcomes based on the scenario.
- As students listen to each outcome in Amit's scenario, ask them to think about how the situation makes them feel. Ask them to look at the colour wheel (on this page) and think about which colours best represent their feelings for each outcome and why. Ask them to record their notes in the lines provided below the colour wheel. This colour wheel is provided in the **Activity Sheet, 'Activity: Amit - Pressure Pix'**.
- In small groups, invite students to discuss their feelings and colour choices. Have a class discussion about any similarities or differences in opinions.
- Ask students to think about what advice they would give to Amit. Then allow them 10 - 15 minutes to type an 'email' to Amit offering their advice. Encourage them to replay the scenario in the module and consult their notes. When students click the 'Send' button on the 'email' screen, their message will be stored and can be downloaded at the end of the 'Amit' section of the module. Students may print their 'email' within the module, or write their 'email' on a printed handout or in their workbooks (See pages 5 and 26).
- Encourage students to read the **Advice Sheet, 'Advice: Pressure Pix'**.



After students explore Amit's scenario:

- Invite students to share with their peers the advice they have written to Amit. This can be done in small groups or as a whole class.

★ Optional extension activity

Construct a table with two columns, one headed PRIVATE, the other headed PUBLIC. Fill this with information about yourself according to which column you think it belongs to, for example, the size jeans you wear or your birthdate. Without giving private information away, discuss with a group what sorts of things are private or public.

Scenario: Eli - It's Just a Remix

"I've been working on this project for school and it's so awesome. I got some really cool music and pictures off the web and I found some sites that had the exact information I needed. You have to be over 18 to register on some of these so I used my brother's birth date. I didn't really understand all of the stuff I put in my project, but that's alright. It's pretty much all done! I think my teacher, Ms Maher, is gonna be pretty impressed!"



Before students explore Eli's scenario:

- Listen to Eli's scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Eli's scenario to your students using the above transcript.
- Make a mind-map of all the people who are involved in this situation—you might like to brainstorm this as a class.
- Ask students in pairs, or small groups, to step into the perspective of one of the participants they have listed. Ask them:
 - to describe the situation from the character's point of view
 - what questions they would want to ask about this situation.
- Share responses with the other pairs / groups. Ask students:
 - what new ideas they have about this situation that they didn't have before
 - what new questions they have.

While students explore Eli's scenario:

- Ask students to explore the scenario again individually in the module and then explore the three possible outcomes based on the scenario.
- As students listen to each outcome in Eli's scenario, ask them to think what the positive and negative consequences might be in the short and long term. Ask them to record their notes in the table (See next page). This table is provided in the **Activity Sheet, 'Activity: Eli - It's Just a Remix'**.

Scenario: Eli - It's Just a Remix

| Positive consequences | Negative consequences |
|-----------------------|-----------------------|
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- In small groups, invite students to discuss their responses. Have a class discussion about any similarities or differences in opinions.
- Ask students to think about what advice they would give to Eli. Then allow them 10 - 15 minutes to type an 'email' to Eli offering their advice. While they do this, encourage them to replay the scenario in the module and consult their notes. When students click the 'Send' button on the 'email' screen, their message will be stored and can be downloaded at the end of the 'Eli' section of the module. Students may print their 'email' within the module, or write their 'email' on a printed handout or in their workbooks (See pages 5 and 26).
- Encourage students to read the **Advice Sheet, 'Advice: It's Just a Remix'**.

After students explore Eli's scenario:

- Invite students to share with their peers the advice they have written to Eli. This can be done in small groups or as a whole class.

Optional extension activity

When is it important to be an 'Upstander' rather than a Bystander?

Design your own poster for other students in your year level to provide advice about the best ways to work ethically with digital resources. You might like to explore presenting these posters as digital media.

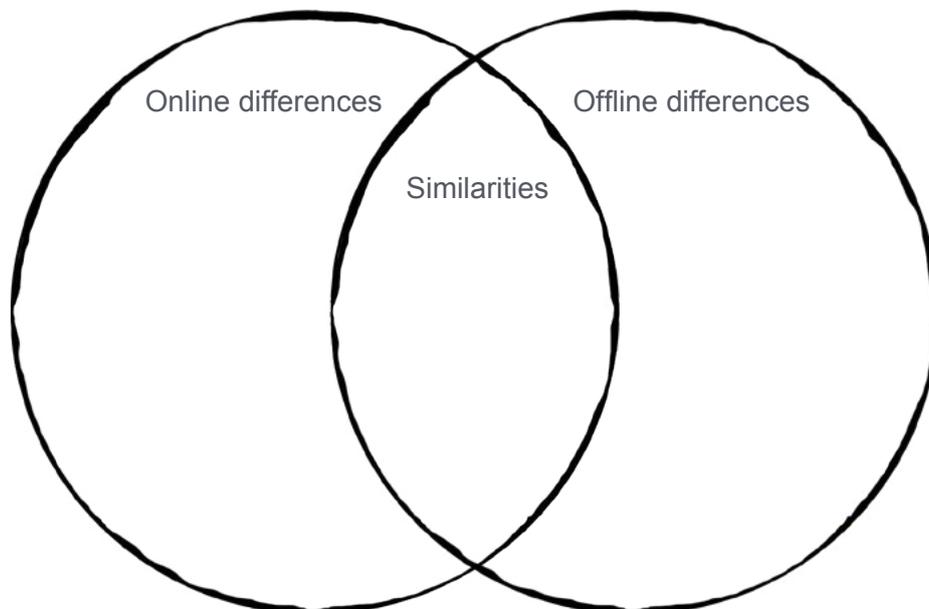


Scenario: Malachi - Worth the Risk?

“My friend Tyson is always talking online to this guy he met on a gaming forum. He reckons this guy’s really cool because he knows lots of cheats. He says that if Tyson wants to catch up with him he’ll give him some free software and maybe show him how to tweak his settings so his computer will run faster.”

Before students explore Malachi’s scenario:

- Listen to Malachi’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Malachi’s scenario to your students using the above transcript.
- Ask the students to think about the similarities and differences between online friendship and offline friendship.
- Use the venn diagram template (See below) to ask the students to represent their thinking. They can use different coloured pens to represent similarities and differences.



Scenario: Malachi - Worth the Risk?

Invite the students to discuss the following questions in groups:

- How do you know someone is your friend?
- How do you know when someone is telling the truth or lying to you?
- What helps you to trust people who say they are your friends?
- What should you do if you're not sure?

While students explore Malachi's scenario:

- Ask students to explore the scenario again individually in the module and then explore the three possible outcomes based on the scenario.
- As students listen to each outcome in Malachi's scenario, ask them to think about what they know and what they don't know about the situation. Ask them to record their notes in the table (See below). This table is provided in the **Activity Sheet, 'Activity: Malachi - Worth the Risk?'**. In small groups, invite students to discuss their responses. Have a class discussion about any similarities or differences in opinions.

| What I know | What I don't know |
|-------------|-------------------|
| | |
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- Ask students to think about what advice they would give to Malachi. Then allow them 10 - 15 minutes to type an 'email' to Malachi offering their advice. While they do this, encourage them to replay the scenario in the module and consult their notes. When students click the 'Send' button on the 'email' screen, their message will be stored and can be downloaded at the end of the 'Malachi' section of the module. Students may print their 'email' within the module, or write their 'email' on a printed handout or in their workbooks (See pages 5 and 26).
- Encourage students to read the **Advice Sheet, 'Advice: Worth the Risk?'**.

After students explore Malachi's scenario:

- Invite students to share with their peers the advice they have written to Malachi. This can be done in small groups or as a whole class.

Optional extension activity

Give a talk to students in another class or year group about the guidelines you use in making decisions in risky online situations.



Scenario: Madi - Real Friends

“All my friends have Facebook and it’s really annoying when I get to school and they have all been talking online and I don’t know what’s been happening. Then, last weekend, Rachel organised a trip to the movies and I didn’t hear about it until it was too late to go! Mum and Dad keep saying I’m too young to have an account, but Rachel says she’ll help me set one up when I’m over at her place this week.”

Before students explore Madi’s scenario:

- Listen to Madi’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Madi’s scenario to your students using the above transcript.
- Ask students to brainstorm a list of at least 12 questions about the scenario. Use the following question stems to help students get started:
 - Why...?
 - How would it be different if...?
 - What are the reasons...?
 - Suppose that...?
 - What if...?
 - What if we knew...?
 - What is the purpose of...?
 - What would change if...?
- Review the brainstormed list and ask students to highlight the questions that seem most interesting. Take a couple of these questions and discuss them with the class for a few minutes.
- Make sure you keep a record of the questions so that you can return to them after students have considered the options for responding to the scenario.

Scenario: Madi - Real Friends

While students explore Madi's scenario:

- Ask students to explore the scenario again individually in the module and then explore the three possible outcomes based on the scenario.
- As students listen to each outcome in Madi's scenario, ask them to think about how Rachel feels, how Madi's friendship and relationships will be affected and how Madi will feel. Ask them to record their responses. These questions are provided in the **Activity Sheet, 'Activity: Madi - Real Friends'**.
- In small groups, invite students to discuss their responses. Have a class discussion about any similarities or differences in opinions.
- Ask students to think about what advice they would give to Madi. Then allow them 10 - 15 minutes to type an 'email' to Madi offering their advice. While they do this, encourage them to replay the scenario in the module and consult their notes. When students click the 'Send' button on the 'email' screen, their message will be stored and can be downloaded at the end of the 'Madi' section of the module. Students may print their 'email' within the module, or write their 'email' on a printed handout or in their workbooks (See pages 5 and 26).
- Encourage students to read the **Advice Sheet, 'Advice: Real Friends'**.

After students explore Madi's scenario:

- Invite students to share with their peers the advice they have written to Madi. This can be done in small groups or as a whole class.

Optional extension activity

In small groups, create a script for two or three young people who are having a discussion about what friendship is.



Activity: Caitlin - It's Private

As you listen to each outcome in Caitlin's scenario, note down two questions and two exclamations about what happens.

1. "We find out that what Paul's done could get him in trouble with the police."

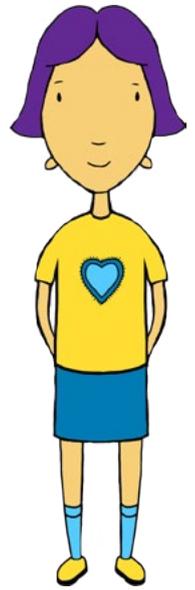
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2. "Everyone's parents are angry at Paul for sending the photos around."

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3. "People who have seen the photos start teasing us at school."

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Activity: Luciana - Digital Tattoo

As you listen to each outcome in Luciana’s scenario, note down how the ideas of each person involved might change.

1. “The stuff everyone’s been posting becomes too over the top, even for me!”

| Person | I used to think... | ...but now I think |
|---------|--------------------|--------------------|
| Luciana | | |
| | | |

2. “Mum and Dad see a stupid photo I upload and are furious!”

| Person | I used to think... | ...but now I think |
|-------------------|--------------------|--------------------|
| Luciana | | |
| | | |
| Gran | | |
| | | |
| Mum and Dad | | |
| | | |
| Luciana’s friends | | |
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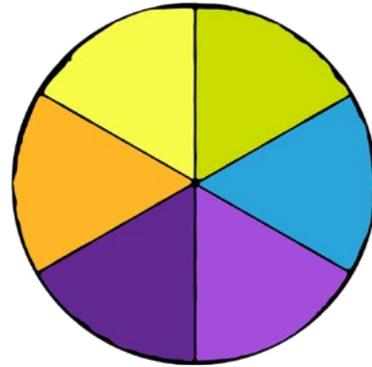
3. “Some people are offended by the photos and comments I upload.”

| Person | I used to think... | ...but now I think |
|-----------|--------------------|--------------------|
| Luciana | | |
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| Principal | | |
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Activity: Amit - Pressure Pix



As you listen to each outcome in Amit's scenario, think about how the situation makes you feel. Look at the colour wheel (on this page) and think about which colours best represent your feelings for each outcome and why.



1. "Shannon doesn't get how much she's embarrassed me."

I chose _____ because _____

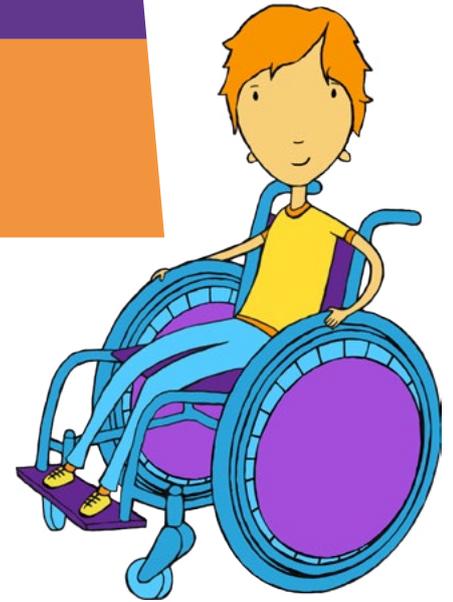
2. "I decide to get Shannon back and post an embarrassing photo of her online."

I chose _____ because _____

3. "Shannon apologises for sending the picture on."

I chose _____ because _____

Activity: Eli - It's Just a Remix



As you listen to each outcome in Eli's scenario, note down what the positive and negative consequences might be in the short and long term.

1. "I hand my project in but I don't really understand all the information that's in it."

| Positive consequences | Negative consequences |
|-----------------------|-----------------------|
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2. "I hand my work in without acknowledging the websites I've used."

| Positive consequences | Negative consequences |
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3. "Ms Maher is so happy with my project that she rings my parents about it."

| Positive consequences | Negative consequences |
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Activity: Malachi - Worth the Risk?

As you listen to each outcome in Malachi's scenario, note down what you know and don't know and don't know about the situation.

1. "I talk it over with my older brother."

| What I know | What I don't know |
|-------------|-------------------|
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2. "I can't convince Tyson that this is a bad idea."

| What I know | What I don't know |
|-------------|-------------------|
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3. "Tyson decides not to give his address to the online gaming guy."

| What I know | What I don't know |
|-------------|-------------------|
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Activity: Madi - Real Friends

As you listen to each outcome in Madi's scenario, think about how Rachel feels, how Madi's friendships and relationships will be affected and how Madi will feel.

1. "Rachel creates a Facebook account for me and puts up a lot of fake information."

a) How do you think Rachel feels about what is happening?

b) What impact do you think this will have on Madi and her relationships with her family and/or friends?

c) How will Madi feel at the end of the day?

2. "I decide not to go through with setting up a fake account"

a) How do you think Rachel feels about what is happening?

b) What impact do you think this will have on Madi and her relationships with her family and/or friends?

c) How will Madi feel at the end of the day?

Activity: Madi - Real Friends

3. Rachel and I set up the account and my parents find out.”

a) How do you think Rachel feels about what is happening?

b) What impact do you think this will have on Madi and her relationships with her family and/or friends?

c) How will Madi feel at the end of the day?

Email Template

To:

Subject:

Message:

Advice Sheets

This page contains links to the printable **Advice Sheets** for primary students on the topics covered in this module:

Advice: It's Private

www.education.vic.gov.au/Documents/about/programs/bullystoppers/rtpprivate.pdf

Advice: Digital Tattoo

www.education.vic.gov.au/Documents/about/programs/bullystoppers/rtpdigitaltattoo.pdf

Advice: Pressure Pix

www.education.vic.gov.au/Documents/about/programs/bullystoppers/rtppix.pdf

Advice: It's Just a Remix

www.education.vic.gov.au/Documents/about/programs/bullystoppers/rtpremix.pdf

Advice: Worth the Risk?

www.education.vic.gov.au/Documents/about/programs/bullystoppers/rtpworthrisk.pdf

Advice: Real Friends

www.education.vic.gov.au/Documents/about/programs/bullystoppers/rtprealfriends.pdf

Certificate of Completion

This is to certify that

has completed the
interactive learning
module 'Social Media'
for Primary Students!



Signed: -----

Date: -----