Growing Up Digital

In the series of videos, students from Haileybury College discuss their personal views of what it's like 'growing up digital'. Each video focuses on a specific topic, including digital dramas, privacy and gender issues. Within the commentary, students discuss both the positives and the negatives of growing up digital and provide advice to support their peers to use the space safely and responsibly.

The series can be found at: https://fuse.education.vic.gov.au/pages/View.aspx?id=125dbbc4-7120-4757-835c-6d9cc00276b4&Source=%252fpages%252fMyDesk.aspx

Lesson 1.1 – Introducing the Topic

Learning intention – Students will begin to develop their own personal view of social media and how and why young people use it. They will listen and respond to how their peers view issues relating to social media and begin to analyse the potential impacts that social media use can have on young people.

Introduction – 10 - 15 minutes

Create a class concept map about the phrase *'Growing Up Digital'*

Ask the students;

- What do we mean by digital?
- What do we mean by growing up?
- What is like to 'grow up digital'?
- Who is included in this?
- Who is excluded in this?

Record all answers – there are no right or wrong answers

Take a photograph of the concept map for later use

Main Lesson – 50 minutes

Tell the students you are going to watch a film titled, '*Growing Up Digital'* (FUSE Learning Resource ID – 9ZFY8Q).

Watch the film without taking notes or stopping to discuss, simply allow students to watch and listen.

When the film is finished give students 'Thinking Hats – Growing Up Digital' handout.

Watch the film again and ask students to take notes whilst watching, on the handout.

Stop for a few minutes at the end of each segment and allow students time to write notes and confer with the person near them.

Conclusion – 15 - 20 minutes

To finish, ask students what they thought the most important segment for them was and why.

	White hat What were some important pieces of factual information you found out about social media and young people, from the film?	
	Red hat How did you feel when watching? Why?	
	Yellow hat What were some positive issues surrounding social media and young people that the film raised?	
	Black hat What were some negative issue surrounding social media and young people that the film raised?	
	Green hat What would you change about the film – add in or take out?	
	Blue hat What do you think the main purpose of this film is? What is goal do you think the makers of the film were aiming for?	
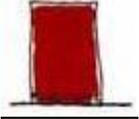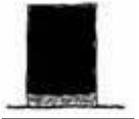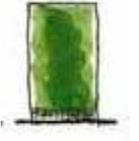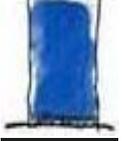
Lesson 1.2 – Introducing the Topic

Learning intention – Students will begin to develop their own personal view of social media and how and why young people use it. They will listen and respond to how their peers view issues relating to social media and begin to analyse the potential impacts that social media use can have on young people.

Introduction – 15 – 20 minutes

Ask students to create a concept map of their own using the topic – Growing Up Digital (10 – 15 mins).

Compare this to the original class concept map and discuss the new things students added, since watching the film (5-10 mins).

Main Lesson – Part 1 – 30 minutes

Divide students in groups of approximately four. You could divide the students in different ways such as mixed gender, single gender or students who use online tools frequently versus infrequently, students who see online tools as positive or negative, etc.

Give students the 'Visual Ranking' cards, one large sheet of poster paper and a pack of post it notes – one colour per group.

Ask students to rank the segments in the film in order of most to least important, sticking them on large sheets of poster paper in order.

Using post it notes, students write reasons for why they chose their item to be the most important and the item they chose to be the least important and stick this next to their item.

Display these around the room.

Main Lesson – Part 2 – 30 minutes

Allow students time to review each group's posters.

Give each student two post it notes – they stick one note next to ranked item they agree with and one they disagree with – with reasons for each. Each student must write his or her name on the note.

Conclusion – 15 minutes

Briefly discuss the similarities and/or differences.

Create a class definition of Growing up Digital.

If time permits, ask students to generate a question they would like to investigate later in the unit.

Visual Ranking Cards

Lesson 2 .1 - Privacy

Learning intention - Students will learn about issues relating to online privacy including:

- The types of privacy settings on various commonly used social media websites
- How to apply these privacy settings to keep their information private and secure
- The benefits of implementing such settings

Introduction – 20 minutes

Watch the *Growing Up Digital – Privacy Segment* clip (FUSE Learning Resource ID – YDGLC5)

Discuss the term 'over sharing' is used in the clip.

- What does the student early in the clip mean by 'oversharing'?

Privacy
Pressure
Digital Footprint
Digital Dramas
Gender
Advice

- Can you overshare?
- What sorts of things would we consider over sharing in relation to privacy?
- What are the implications of over sharing?

One of the students states that her parents say "If you're not happy with your Grandparents seeing it, don't post it".

- Is this a reasonable adage to adhere to?
- Why/why not?

Another student is shocked that students in Primary school are on Facebook.

- Do you find this shocking?
- Why or why not?
- Why could it be problematic for very young people to be using sites such as Facebook?
- What could be the reasons why people under 13 years of age are using these sites?

Main Lesson – 40 minutes

In pairs ask students to create a step-by-step set of instructions on how to set privacy settings on a well-known social networking tool or site:

- Facebook
- Instagram
- Twitter
- Ask for other suggestions

Ask students to add tips, as well as the formal instructions, on how to keep their profile private.

Conclusion – 20 minutes

Ask students to share their best 'tip' for keeping their information private.

Lesson 2.2 – Privacy

Learning intention - Students will learn about issues relating to online privacy including;

- The various ways in which information is shared online
- How sharing information can pose certain risks
- Understanding how to minimize these risks when using online tools and social media sites

Introduction – 10 minutes:

Watch again the *Growing Up Digital – Privacy Segment* (FUSE Learning Resource ID – YDGLC5)

Briefly discuss the comments students made about posting pictures that gave away too much information and the ones about posting where you go to school.

Main Lesson – 35 minutes:

Ask students to get into groups of three.

Assign each student a role – Team Facilitator, Team Recorder and Team Reporter.

TEAM FACILITOR -

The Facilitator is responsible for leading his/her group through a timely discussion of the assigned scenario. They will read the scenario out loud and make sure the group is timely in discussing and answering. The Facilitator will also work with the recorder to make sure that he/she gathers all responses on the reporting form so that the Team Reporter can reference them when reporting out to the class.

TEAM RECORDER -

The Recorder is responsible for working closely with the Facilitator to write down the team's collective responses to each scenario. They are the only one who writes on the group's reporting form.

Tip: Write neatly because the Reporter will need to reference this information.

TEAM REPORTER -

The Reporter will share your group's responses to the Scenario with the entire class.

Tip: Speak clearly and slowly when reporting so that all of your audience can listen and understand.

Assign each group one of the following four Cyber Safety Scenarios;

Scenario 1: "Allison Accidentally Reveals Too Much"

Allison is a high school sophomore who happens to be a star player on the junior varsity girl's soccer team. She has a MySpace account that her parents know about and regularly posts pictures of her soccer team and their big wins on her profile page. The pictures typically show the girls in their team uniforms with captions that make reference to their upcoming game date and time, and who they plan to play and beat next.

Unfortunately, one day after school Allison receives a scary message from an unknown person asking details about when and where the next game is to be held. At first Allison ignores the person, but this only makes them more persistent. She blocks them and immediately tells her parents what happened.

Once her parents see her profile page, they are more concerned because, without intending to, Allison has posted pictures and details that reveal a lot of personal information, including what school she goes to, when the girls practice, and who they plan to play next.

Scenario 2 - "Jake Gets Caught Taking The Bait"

Jake was using the Internet on his family's home computer to email with some classmates about a really tough homework assignment they had in Geometry class. After finishing his homework, Jake decides to check his family's general email account before logging off his computer. In his "Inbox" Jake sees several messages from his cousins on the East Coast, and another message from: internalrevenueservice@.dc.com with a subject line that reads "You Have A Tax Credit".

Jake skips his cousin's email and opens the email message from the "Internal Revenue Service". The message is directed to his parents and says that they have overpaid their taxes and are eligible for a $250.00 credit. It looks like a legitimate message, so Jake begins to provide the detailed personal information they are requiring, including his parent's address, date of birth and the name of the bank they use. When he tells his parents what he did, they are really alarmed, and explain to him that this sounds like a scam and no legitimate bank or federal agency would ever ask a customer to provide personal financial information over the Internet.

Scenario 3: "Julie"s Bad Breakup Becomes Dangerous"

Kim and Julie's parents are very cyber-savvy and keep the family computer in the kitchen where they can easily monitor what the girls are doing while online. Kim and Julie's parents had a long talk with the girls about expectations for behavior on the Internet and the importance of open communication if something happens online that makes either of them feel uncomfortable.

The girls each have their own Facebook profile, and have signed a contract for acceptable use of all social networking sites at home and on friend's computers. Usually the girls follow their parent's rules very well, but Julie just broke up with her boyfriend and is really bummed. She talks about it pretty

openly with friends while socializing online.

While online one evening, Julie receives a friend request from someone she doesn't recognize. The personal message says, "I know how you feel. I'm bummed too. My boyfriend and I broke up two weeks ago, right before homecoming! Feel free to email me if you want to talk to someone who really understands."

Use your knowledge of the C3 Concepts and WWW Decision Tool to answer the questions on your team's reporting form and help Julie understand the serious risks she is taking if she begins communicating with this "friend".

Scenario #3: "Emily Gets Tricked"

Eighth grade students Emily and Romanita have been good friends since the third grade and have lived in the same neighborhood for just as long. Unfortunately, Romanita's family recently moved to Boston so her mom could pursue a new job as "Distinguished Professor of Cyber Security" at Harvard University. Now the only way these girls can communicate is through email and a social networking site that both sets of parents have approved of them using.

While on the social networking site one afternoon, Emily receives a message to her profile from someone asking to be her "friend". The message reads, "Send me a pic and we'll be friendz too!" Emily is very cyber-savvy, but sees that the unknown contact's email address reads – bostongirl12@gmail.com. She quickly assumes that this unknown person is a new friend of Romanita's and accepts the friend request, eager to share in a little of Romanita's new Boston life.

Now that Emily is "friends" with this online stranger, he/she begins to ask her personal information including her address and what school she attends. Emily starts to feel uncomfortable and doesn't respond.

Ask the group to analyse the scenario using the **SWOT** analysis tool;

Strengths – what are the strengths in the behavior displayed by the young person?

Weaknesses – what are the weaknesses in the behavior displayed by the young person?

Opportunities – what learning opportunities are there for this young person, from this experience?

Threats – what serious threats are there or could there have been for this young person?

Conclusion – 15 minutes:

Ask each student Reporter to report on their scenario – approximately 3 – 4 minutes per group.

** The scenarios in this lesson and the student role types are taken from a lesson featured on http://www.staysafeonline.org/teach-online-safety/middle-and-high-school/.

Lesson 3.1 – Picture Pressure

Learning intention - Students will learn about issues relating to posting photos online, including:

- Considering the possible risks of sharing information online
- Recognizing the importance of context in posting or viewing online images.
- Understanding what choices they need to make to protect the privacy of themselves and others online

Introduction: 15 minutes

Watch the *Picture Pressure Segment* clip from *Growing Up Digital* (FUSE Learning Resource ID – 9JHN5B)

Write on the board – "Self Brand – who you are online"

Ask the students;

- What they think this might mean?
- What kinds of images might be good for your reputation in the future if they are posted online now?
- What kinds of images might be harmful?
- Are these things different for boys versus girls?

Main Lesson: 40 minutes

Arrange students in groups of 4 or 5

Give students a copy of the article **'College Sued Over "Drunken Pirate" Sanctions'** and allow time to read.

In groups, ask the students to discuss;

- Do you think the university was justified in disqualifying Stacy from her course? Why or why not?
- How would the situation be different if the context of the photo were taken into account? For instance, what if the caption of the photo was not "Drunken Pirate," but "Happy Halloween" or "My friend forced me to wear this pirate hat"?
- What if a post accompanying the photo said that it had been taken at a child's birthday party?
- Do you ever post things online about your friends? Do you comment on or tag their posts or photos? How do you decide what is okay?
- Do you have a responsibility to ask others, or do they have a responsibility to ask you, before posting photos?

Now ask students to brainstorm a list of questions they could ask themselves before posting a photo or

video of themselves or others. Some examples might be;

- What am I posting?
- Who am I posting about?
- Who might see it?
- Do I have the necessary permission?
- How might I feel or others feel after this is posted?

Still in their groups and the using the brainstormed questions, ask students to create a **Decision Tree.** This is essentially a flow chart of questions young people could or should ask before finally posting content of themselves or others online.

Students start the tree with the very first question they would ask themselves before posting. If the answer to the first question is Yes, this would mean 'Do Not Post'. If the answer is No or Not Sure, this would mean 'Go to the Next Question' or potentially take some other action before continuing.

For example;

Do I need to ask permission to post this photo?

Yes – Do Not Post or ask permission first

No or Not Sure - Go to the Next Question

Could what I am about to post be harmful to my/others reputation?

Yes – Do Not Post

No or Not Sure - Go to the Next Question

Could people be offended by this photo?

Yes – Do Not Post

No or Not Sure - Go to the Next Question

An example of a decision tree can be seen on the following page.

Example Decision Tree from Common Sense Media

Conclusion: 10 minutes

Discuss the following questions;

- How can people's reputations be affected by the photos they post or others post about them online?
- What should you ask yourself before you post a photo, video or other information about yourself or another person online?
- How can you take responsibility for protecting your privacy and reputation and that of others online?

**Lesson adapted from "Private Today; Public Tomorrow" - http://www.commonsensemedia.org/educators/lesson/private-today-public-tomorrow-9-12

Lesson 3.2 – Picture Pressure

Learning Intention - Students will learn about issues relating to posting photos online, including;

- Considering why people might edit their photos before posting them online
- The potential positives and negatives of editing photos before posting them
- Develop an understanding of the ways in which the media can influence what photos young people post online

Introduction – 10 minutes

Re watch the main video segment of and the individual *Picture Pressure Segment* clips from *Growing Up Digital* – (FUSE Learning Resource ID – 9JHN5B)

Tell students they are going to create a human Values Line. At one end are people who disagree with a statement and at the other end are those who disagree, with those who are unsure in the middle. Ensure that students are aware that they need to be able to state why they have placed themselves in a particular place on the line.

Discuss all or some of the following statements, asking the students to place themselves on the values line:

- There is a lot of pressure on young people, boys and girls, to post photos of themselves looking 'good' online.
- The boys in the main video segment note a difference between the type of images girls post and boys post. Girls post photos of themselves looking good while boys post photos of things that look cool. Agree or disagree.
- One of the students in the individual clip states "You can't airbrush your personality". Agree or disagree.
- A male student in the clip believes you can see who posts comments or photos for themselves or for others. Agree or disagree.
- It is states in regards to girls "A lot of popularity is built on have you got the guys instead of just are you a nice person, it's more about am I attractive". Agree or disagree.

Main Lesson: 40 minutes

Ask students to think about two quotes –

"A lot of popularity is built on 'have you got the guys' instead of just are you a nice person, it's more about am I attractive"

"You can't airbrush personality".

Tell the students that a lot of young people are influenced by the way the media portrays 'attractive' or 'cool' people and that this can put pressure on young people when deciding what photos to post online

and how they represent themselves visually, online.

Show the students the clip 'Photoshop by Adobe' and/or the *Ted Talks* Cameron Russell segment –

https://www.youtube.com/watch?v=Re53vgaVFvI - Ted Talks – Cameron Russell

https://www.youtube.com/watch?v=S_vVUIYOmJM - Photoshop by Adobe

**Please ensure you watch both clips before showing your students, as some content may not be appropriate for all age levels

After watching ask students to individually respond to the clip using 'Reading Powers'. Encourage students to think about the issues raised in relation to the Picture Pressure segment watched earlier in the lesson.

Using Reading Powers:

Connect – Students make connections between the clip and their own life, another clip, or another current issue happening in the world

Question – Students ask open-ended questions about the clip

Visualise – Students draw the mental images they have/had when viewing this clip or thinking about this clip now

Infer – Students make inferences about the clip – the things they understood from the clip that were not directly or literally stated

Transform – what matters most about the clip and how have the students or their thinking changed as a result of watching

** The Reading Powers strategy is adapted from "Reading Power – Teaching students to Think While They Read", Adrienenne Gear, 2006.

Conclusion: 10 minutes

As a class or individually reflect on the learning and students thoughts from the session using a Reflection Pyramid;

1 Important thing to remember

2 Things you want to know more about

3 Things you already knew

4 Things you learned or found interesting

** Resource downloadable from
http://www.fortheteachers.org/Printables/Reflection_Pyramid.pdf
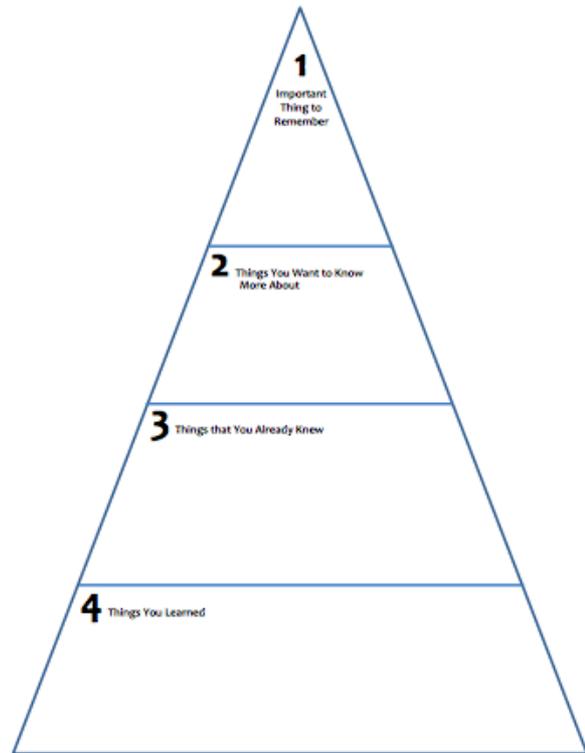
Lesson 4.1 – Digital Footprint

Learning Intention - Students will learn about issues relating to their digital footprint, including;

- Learning they have a digital footprint and that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent.
- Recognizing that people's online information can be helpful or harmful to their reputation and image.
- Considering their own digital footprints and what they want those footprints to be like in the future.

Introduction – 15 minutes

Ask students –

- Do you or how often do you post comments online?
- Do you have a profile on a social networking site and if so, which sites do you use?
- Have you used a photo sharing app? Which one/s?
- Have you ever Googled your own name? What were the search results, if any?

Watch the *Digital Footprint Segment* from *Growing Up Digital* (FUSE Learning Resource ID – QTR7LK). Discuss the students' thoughts of the following two quotes;

- "You only get one first impression and sometimes on social media people can be mislead" (2:10)
- "I think that's the worst part about social media is having your footprint stay out there forever" (2:16)

Explain that pretty much everything you do online leaves a trail, a digital footprint. Highlight the fact that this trail can be located on your digital device, other people's devices and devices and servers all over the world, meaning that anyone has access to information about you. Also mention that this information cannot ever be entirely removed.

Main Lesson – 35 minutes

Divide students into groups of 4 – 5 and give each group a copy of the 'Choose a Host' from the Common Sense Media website student handout.

Explain to them that the TV show Trillion Dollar Footprint is looking for a new host, that they are the producers of the show and need to decide on who the new host is going to be.

Students will need to;

1. Working in groups, look carefully through the profiles of both candidates.

2. Highlight the information they think is most important, given they are looking for someone who works well with others and is honest.
3. Fill out the Feedback Form on the last page of the handout and reach an agreement as a group about who should be the host.
4. Be prepared to present their selection to the rest of the class, along with specific supporting evidence.

Conclusion: 15 minutes

Ask each group to share their chosen host and give reasons for their choice. Allow 3 – 4 minutes per group.

**Lesson adapted from Common Sense Media lesson "Trillion Dollar Footprint" - http://www.commonsensemedia.org/educators/lesson/trillion-dollar-footprint-6-8

Lesson 4.2 – Digital Footprint

Learning Intention - Students will learn about issues relating to their digital footprint, including;

- Learning they have a digital footprint and that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent.
- Recognizing that people's online information can be helpful or harmful to their reputation and image.
- Considering their own digital footprints and what they want those footprints to be like in the future.

Introduction – 10 minutes

Play the Digital Footprint video located at - http://www.commonsensemedia.org/video/modal/4241346

Ask students to take notice of the simple imagery used in the video. Give a common example such as a light bulb is a well known image indicating a new idea and makes us think of creativity.

After watching discuss the purpose of the imagery used;

- **Lighthouse**: Search engines and social network sites can reveal a lot about people. It's easy to discover information about people using the Internet.
- **Copies and Whispering in Ear**: Information online can be forwarded to many others, sometimes after having been altered first.
- **Stadium**: Anything can be publicly broadcast online for all to see.
- **Permanent Marker**: Once information is online, it is very difficult to take it down because others can copy and distribute it.

Remind students about the two quotes from the 'Digital Footprint' clip watched yesterday.

***Lesson introduction adapted from Common Sense Media lesson "Trillion Dollar Footprint" -
http://www.commonsensemedia.org/educators/lesson/trillion-dollar-footprint-6-8*

Main Lesson – 40 minutes:

Brainstorm as a class the types photos people upload, the types of comments they post, things they 'Like' and items they share online.

Ask the students to create a Mind Map about the things they would be happy to have shared, copied, broadcast or found via a search engine about themselves online and that they would be comfortable with being permanent. Students can use the class brainstorm to assist.

Ensure students adhere to the criteria of a mind map;

- There is one key concept, in the center of the Mind Map
- From the key concept or image extend out branches, which contain main ideas which, linked to the key concept

- Attached to these main branches are smaller branches which represent less important supporting detail
- Keywords and short sentences are used
- Graphics and images are used to support the main ideas and supporting detail
- Arrows can be used to show links between ideas

*** Criteria adapted from **Mind Maps** -*
*http://www.emeraldgrouppublishing.com/learning/study_skills/skills/mind_maps.htm*

This activity can be completed digitally, using software or online tools. This task can also take longer that the indicated time frame. You may wish to display the Mind Maps around the room, meaning more time required for students to complete a finished product.

Below are some examples of Mind Maps to show your students.

http://www.learningfundamentals.com.au/wp-content/uploads/energy-audit-mindmap.jpg

http://www.mindmapart.com/wp-content/uploads/2009/04/chemistry-mind-map-jane-genovese.jpg

http://destech.files.wordpress.com/2008/11/mindmap-001.jpg
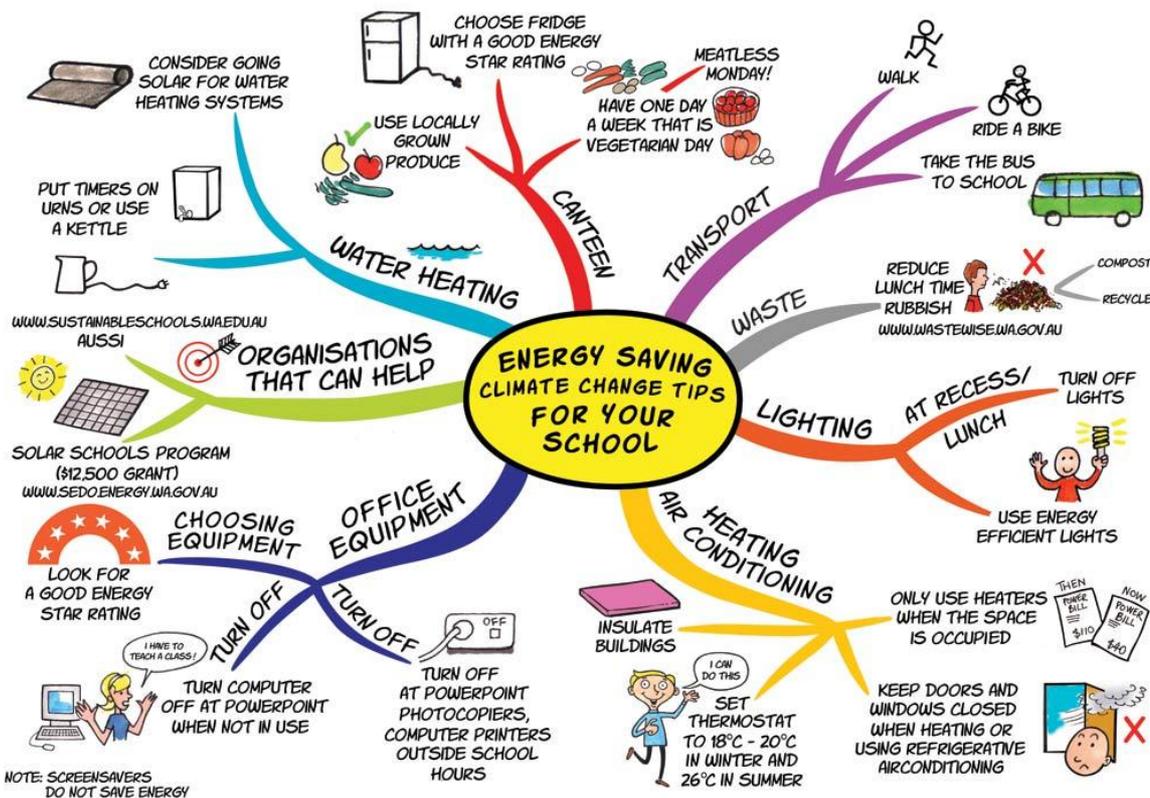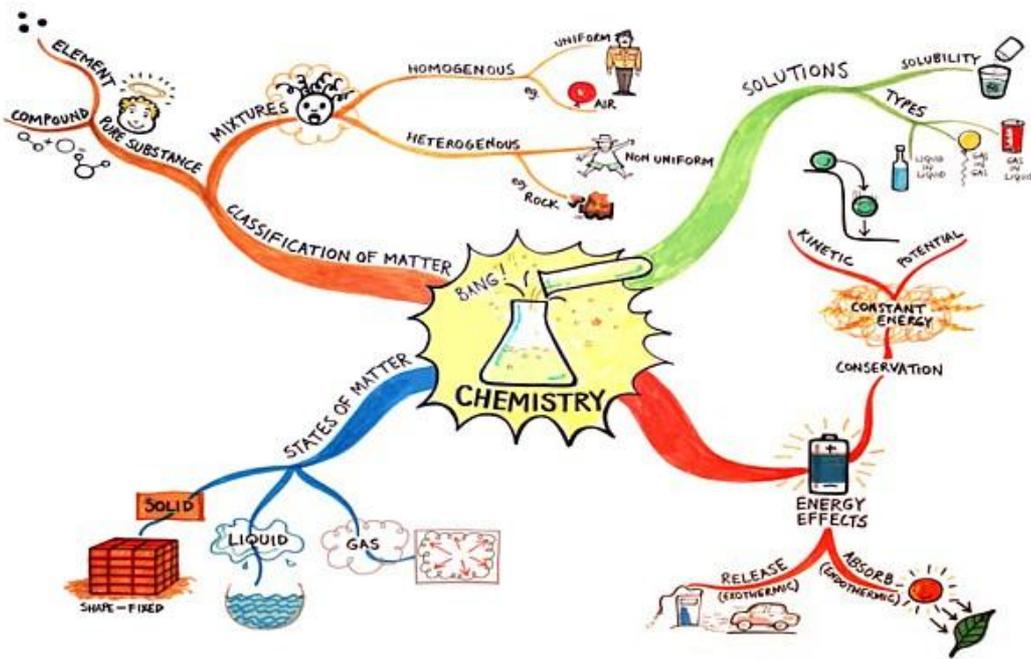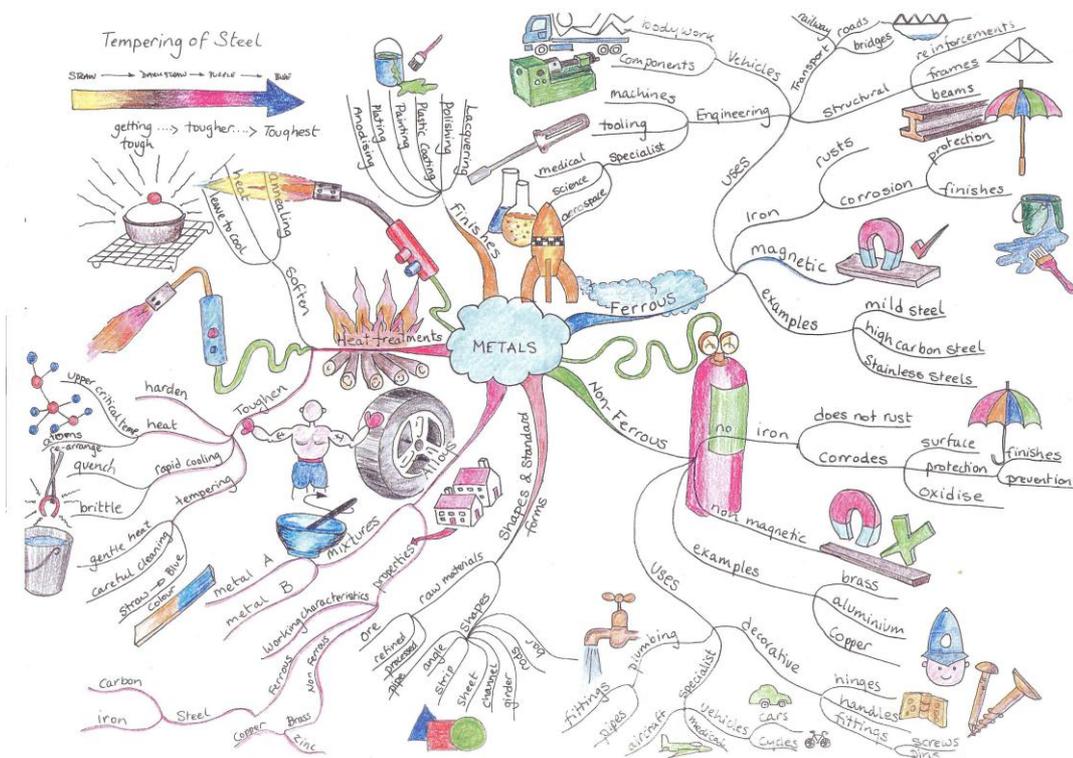
Conclusion – 10 minutes:

Ask students to write a statement about the digital footprint they want to have.

Use the sentence starter 'I want my digital footprint to…' or 'I want to make sure my digital footprint…'

Examples might be:

- I want my digital footprint to represent a positive, confident person with integrity
- I want my digital footprint to show my real self, not a made up version of myself
- I want to make sure my digital footprint doesn't stop me from getting my dream job

Lesson 5.1 – Digital Dramas

Learning Intention - Students will learn about issues relating to cyber bullying. Students will discuss and clarify their own values and ethical positions in relation to their presence and participation in the online world. Students will identify positive actions to take to ensure they have a positive presence online. Other issues include:

- Bystander behaviour
- Lying and pretending
- Self-respect and respect for others
- Acceptance of difference.

IMPORTANT: Before your implement these lessons you will need to view the Bully Stoppers module on Bullying and Cyber Bullying. When you have done this you will need to choose two of the scenarios you think are most appropriate for your students.

The links to these are:

http://www.education.vic.gov.au/about/programs/bullystoppers/Documents/res6/res6.html - Primary School students

http://www.education.vic.gov.au/about/programs/bullystoppers/Documents/res8/res8.html - Secondary School students

When you have decided on the scenario/s you are ready to implement the lesson.

Introduction - 10 minutes

Write the words 'Digital Dramas' on the board and brainstorm a list of words students associate with this topic.

Watch the *Digital Dramas Segment* section of *Growing Up Digital* (FUSE Learning Resource ID – 2QCTTF)

One student states – "You have to be careful about what you say because some people can interpret things in a different way". Write this on the board.

Ask students what some examples they have seen or experienced of this might be? Does it only happen online?
Can it happen in face-to-face communication?

Ask students to help you create a class list of 'tips' on people can try to ensure that their comments are interpreted in a positive way.

Highlight two key points;

- When writing something online you can never be 100% certain it will be interpreted the way you want it to
- If you wouldn't say it in person, don't say it online

Main Lesson – 40 minutes

Watch as a whole class the Bullying and Cyber Bullying introduction on the Bully Stoppers website. Tell students that 'Digital Dramas' can be a part of cyber bullying and can leave people feeling sad, alone, scared and helpless. Tell students they are going to take a deeper at look at some examples of cyber bullying.

The next part of this lesson can be completed in two ways –

If you have access to 1:1 or a bank of digital devices pairs of students or groups of no more than three can use, ask students to work through the online module you have chosen.

OR

If you **do not** have access to 1:1 technology or a bank of devices you can complete the chosen scenario as a class.

Depending on the chosen scenario, follow the appropriate lesson guide.

Bully Stoppers Online Modules can be found at;

http://www.education.vic.gov.au/about/programs/bullystoppers/Documents/res6/res6.html *- Primary School students*

http://www.education.vic.gov.au/about/programs/bullystoppers/Documents/res8/res8.html *- Secondary School students*

Activity Guides can be found at;

http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/studentmodule.aspx

Conclusion – 10 minutes

Opportunities for sharing and reflection are listed at the end of each scenario and will differ depending on the scenario chosen.

Lesson 5.2 – Digital Dramas

Learning Intention - Students will learn about issues relating to cyber bullying. Students will discuss and clarify their own values and ethical positions in relation to their presence and participation in the online world. Students will identify positive actions to take to ensure they have a positive presence online. Issues include:

- Bystander behaviour
- Lying and pretending
- Self-respect and respect for others
- Acceptance of difference.

Introduction – 10 minutes

Ask the students what they now think 'Digital Dramas' means, after completing yesterdays scenario.

Give each student a copy of or complete as a whole class using an interactive whiteboard the following multiple-choice questions about Cyberbullying;

1. Cyberbullying is:
    a. Using online technology to deliberately and repeatedly bully someone.
    b. Using online technology to make someone feel insecure and miserable.
    c. Using online technology to make someone feel isolated and friendless.
    d. All of the above.

2. The types of people who are cyberbullied are:
    a. Trouble makers.
    b. Popular and outgoing.
    c. Shy and sensitive.
    d. Anyone can be cyberbullied.

3. Cyberbullying is considered to be:
    a. Not that serious – everyone gets bullied at school.
    b. Very serious – it makes people feel unsafe at home as well as at school.
    c. Fairly serious – but only because there is always evidence.
    d. Who wants to be serious? I only go online for fun.

4. If I am being bullied on a social networking site I can:
    a. Ask my friends to help me retaliate.
    b. Try to forget its happening.
    c. Use that site's report function.
    d. Never go online again.

5. A cyberbully is usually:
    a. Big, mean, and obviously a bully.
    b. Sneaky, anonymous, and will never be found out.
    c. A particular kind of extremely bad person.
    d. Anyone, including my friends or I, if we aren't careful about how we treat others online

6. Ways to prevent cyberbullying include:
    a. Not replying to hurtful messages or posts.
    b. Using the block, report and privacy settings on the sites where cyberbullying behaviour is occurring.
    c. Collecting evidence of cyberbullying behaviour, such as nasty texts and reporting it to a trusted adult, like a parent or teacher.
    d. All of the above.

7. Talking to a trusted adult about cyberbullying is:
    a. A good idea. There's no reason to suffer alone.
    b. Not worth it because it will make the person who is doing the bullying angrier.
    c. Never a good idea, it can only make things worse.
    d. A waste of time because they don't understand.

8. In a cyberbullying situation, a positive bystander is a person who:
    a. Does not ignore what they see happening to someone else.
    b. Asks the person who is the target of the bullying behaviour if they are OK.
    c. Reports the behaviour to someone who can help, like a trusted adult.
    d. All of the above.

    **Multiple Choice Questions found at:
    http://www.cybersmart.gov.au/Schools/Teacher%20resources/Lower%20secondary.aspx#new *Cyberbullying – Lesson Plan Download*

Discuss the students' responses. Challenge any misconceptions students have.

Main Lesson – 40 minutes

Using individual devices, small groups sharing an individual device or as a whole class, work through the second scenario you have chosen form the Bully Stoppers website.

Online Modules can be found at;

http://www.education.vic.gov.au/about/programs/bullystoppers/Documents/res6/res6.html *- Primary School students*

http://www.education.vic.gov.au/about/programs/bullystoppers/Documents/res8/res8.html *- Secondary School students*

Activity Guides can be found at;

http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/studentmodule.aspx

Conclusion – 10 minutes

Opportunities for sharing and reflection are listed at the end of each scenario and will differ depending on the scenario chosen.

Lesson 6.1 – Gender

Learning Intention - Students will learn about various issues related to gender, both in online environments and in the media, including;

- Exploring whether or not "gender codes"– expectations about boys' and girls' roles – shape how people act online, including expectations from the media
- Reflect on unspoken rules, or "codes," that influence the way boys and girls act, both offline and online
- Analyse messages and photos on social network sites and in the media, from multiple perspectives
- Consider the extent to which gender codes allow people to be true to themselves or force them to behave in particular ways

Introduction – 15 minutes

Split the class into two groups – one boys group and one girls group. If you are a single gender schools or class, divide them into two equal groups. Assign one group 'Boys and social media' and the other group 'Girls and social media'.

Ask each group to brainstorm a list of ways they think their assigned gender use social media and the purposes for this use and write these on a large piece of paper. Ensure they write their ideas in one colour.

Now ask the groups to swap assigned genders and add their ideas to the paper in another colour.

When finished, discuss any differences or similarities. This activity will work especially well to see the differences between male and female opinions of how and why the opposite gender use social media.

Watch *Growing Up Digital – Gender Segment* (FUSE Learning Resource ID – WXH2LL)

Discuss any differences or similarities the clip presented.

Main Lesson – 30 minutes

Tell students they are now going to explore the various 'codes' that boys vs girls employ when using social media.

Briefly discuss and define as a class what is meant by the term 'code' in this context.

Divide the class into four groups. Try to arrange it so you have two groups of girls and two groups of boys. If not, still divide your class into four groups – but put girls with girls and boys with boys.

Give each boy in the class a copy of *Cracking the Code Student Handout (A)* and each girl a copy of *Cracking the Code Student Handout (B).*

Using the Think, Pair, Share strategy, ask all students to complete the mock social network profile individually to begin with.

Tell the boys are going to complete a profile for a girl whilst the girls will complete a profile for a boy.

Ask the groups to combine their profiles to create one profile – using the best and most appropriate ideas and responses.

Conclusion – 15 minutes

Ask each group to share their profiles

Ask the girls groups the following questions;

- How did your group decide what Ty likes, watches, and listens to?
- What personality did you give him, and why?
- What kinds of language, symbols, and/or emoticons did you use when filling out the posts for Ty and his friends? Why?
- Do you think that teen boys tend to act certain ways online? If so, how?

Ask the boys groups the same questions, but using Ashley's profile instead.

During the discussion, encourage the boys and girls to the opposite gender's depictions of girls/boys on social network sites. How accurate do they think they are? What aspects do they identify with? Are there things they do not identify with?

Tell the students they have begun to analyse the ways girls and boys use social media sites differently and have begun to challenge their personal views of how and why the opposite gender use social media sites.

**Lesson adapted from Cracking the Code: Gender -http://www.commonsensemedia.org/educators/lesson/cracking-the-gender-code-6-8

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- Consider the extent to which gender codes allow people to be true to themselves or force them to behave in particular ways

Introduction – 15 minutes

Ask students to reflect on yesterday's lesson about gender codes. What did they discover about the opposite gender? Did they think that the profiles created by the opposite gender accurately reflected their own gender?

Display the profile picture of Ashley.

Ask students;
- What do you think about the photo on Ashley's profile that shows girls taking a picture of themselves?
- Do all girls take these kinds of photos?
- Do guys take these kinds of photos, too?
- Do you think that guys post pictures of themselves with their friends as much as girls do?
- Why or why not?

Highlight to students that people post photos, comments, and information on their profiles with a certain understanding that – or even an intention for – other people to see it. Ask students what they think about this. Do we act certain ways online knowing that there's an audience?

**Introduction adapted from Cracking the Code: Gender -http://www.commonsensemedia.org/educators/lesson/cracking-the-gender-code-6-8

Main Lesson – 40 minutes

For this activity you will need multiple copies of the Gender Stereotypes page and enlarged copies of the '*What it is, is beautiful'* OR '*Are you man enough?'* advertisements, cut up into about six pieces.

Tell students that yesterday they investigated some fictional profile pages and that they, potentially, created some gender stereotypes when completing the profile pages. Explain to them the media have a big influence on the way we view gender and that this influences how we behave online and how we view the opposite gender online.

Tell the students they are going to analyse some items from the media in regard to gender stereotypes.

Divide students into mixed gender groups of four or five.

Display on the board the following list of gender stereotypes and ask students to read through them;

Women

- Women are supposed to have "clean jobs" such as secretaries, teachers, and librarians
- Women are nurses, not doctors
- Women are not as strong as men
- Women are supposed to make less money than men
- The best women are stay at home moms
- Women don't need to go to college
- Women don't play sports
- Women are not politicians
- Women are quieter than men and not meant to speak out
- Women are supposed to be submissive and do as they are told
- Women are supposed to cook and do housework
- Women are responsible for raising children
- Women do not have technical skills and are not good at "hands on" projects such as car repairs
- Women are meant to be the damsel in distress; never the hero
- Women are supposed to look pretty and be looked at
- Women love to sing and dance
- Women do not play video games
- Women are flirts
- Women are never in charge

Men

- All men enjoy working on cars
- Men are not nurses, they are doctors
- Men do "dirty jobs" such as construction and mechanics; they are not secretaries, teachers, or cosmetologists
- Men do not do housework and they are not responsible for taking care of children
- Men play video games
- Men play sports
- Men enjoy outdoor activities such as camping, fishing, and hiking
- Men are in charge; they are always at the top
- As husbands, men tell their wives what to do
- Men are lazy and/or messy
- Men are good at math
- It is always men who work in science, engineering, and other technical fields
- Men do not cook, sew, or do crafts

**List found at http://www.healthguidance.org/entry/15910/1/List-of-Gender-Stereotypes.html

You may like to create or use your own, but this is a good basis.

Give each group a copy of the gender stereotype images and ask them to write down a list of stereotypes the advertisements are portraying. Students could use the list on the board to help.

When students are finished, ask them to share their suggestions. Ask students if they think these sorts of images and ideas are supported or challenged on social media?

Now distribute a different piece of the 'Are you man enough?' advertisement to each group. Don't tell them yet each section it is part of the same picture.

Give students five minutes to discuss what they see and write down one sentence that says what the advertisement is about. Ask each group to read out their statement and ask them why they think that? Prompt them to suggest who the advertisement might be aimed and why.

Continue in this way until the picture is revealed. When revealed, display the full picture for the whole class to view.

Ask the students;

- What gender stereotypes has the advertisement challenged?
- How did your idea of what the advertisement was about change as you saw more of it?
- How did your ideas of who the advertisement was aimed change as you saw more of it?
- What other examples in the media have you seen of gender stereotypes being challenged?
- Do you think there should be more advertisements like this? Why?
- Do you challenge or uphold gender stereotypes in your online profile and behaviours?

Conclusion – 5 minutes

In pairs or groups of three, ask students to tell a person/s from the opposite gender one thing they have learnt about gender codes or behaviours online and one thing they would like people of the opposite gender to change about their online behaviour.

**This lesson is in part adapted from the 'Reading the Holes' strategy, by Robyn English.

Gender Stereotype Images

Victoria State Government

B Bully Stoppers.™
Make a stand. Lend a hand.
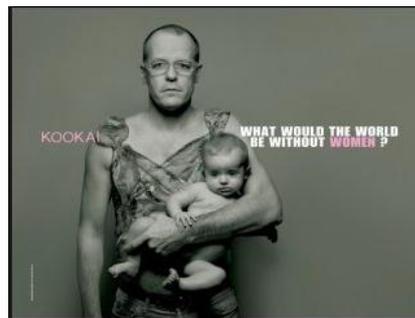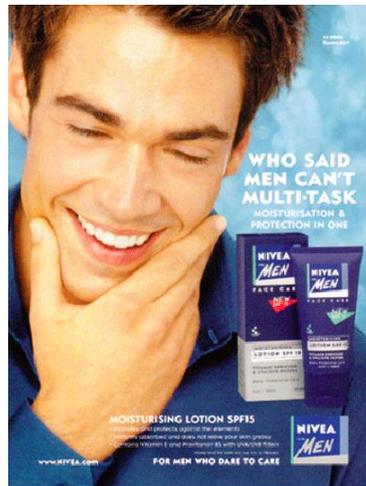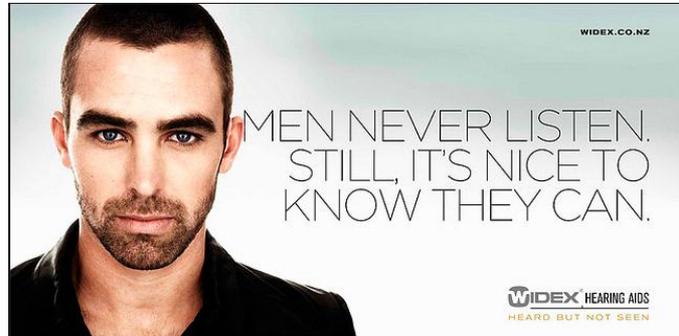
What it is is beautiful.

Have you ever seen anything like it? Not just what she's made, but how proud it's made her. It's a look you'll see whenever children build something all by themselves. No matter what they've created.

Younger children build for fun. LEGO Universal Building Sets for children ages 3 to 7 have colorful bricks, wheels, and friendly LEGO people for lots and lots of fun.

Older children build for realism. LEGO Universal Building Sets for children 7–12 have more detailed pieces, like gears, rotors, and treaded tires for more realistic building. One set even has a motor.

LEGO Universal Building Sets will help your children discover something very, very special: themselves.

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Universal Building Sets

744

3-7 years old

7-12 years old

LEGO

Victoria State Government

Bully Stoppers.
Make a stand. Lend a hand.

Lesson 7.1 – Advice

Learning Intention - Students will develop advice for young people surrounding how to use social media by reflecting on their own use, both positive and negative, of social media

For best results ensure you allocate either a double session or two 50 – 60 minute sessions

Introduction – 15-20 minutes

Ask students to imagine they are 8 years old.

Ask them to brainstorm a list of advice they would give to their 8 year old self, in relation to social media and online usage, in light of their personal experiences.

Watch the *Growing Up Digital – Advice Segment* (FUSE Learning resource ID – DL98WC).

Ask students to share their lists.

Create a class acrostic poem of the word advice – for example;

A- Always be yourself online

D - Don't follow the crowd when using social media

V - Very smart people stand up for others online

I - In uncomfortable situations, ask an adult of friend for support

C - Comment in a friendly and calm way

E - Ensure you remember your digital footprint

You may create more than one. Display these around the room to act as reminders about how to behave online.

Main Lesson – 50-60 minutes

Divide students into groups of four or five.

Tell them they are going to create a segment of a current affairs or news program about social media use. Their segment should run for no more than 3 – 5 minutes

Ask each group to allocate roles of;

News presenter 1
Social media expert
Teenager 1
Teenager 2
Parent

Explain to the students they will need to;

1. Decide on a social media problem that *Teenager 1* needs help with
2. Brainstorm a list of strategies and advice that each of the *Social Media Expert*, *Teenager 2* and *Parent* can give to the *Teenager 1*
3. Write a script
4. Practice the segment
5. Present to the class

Conclusion: 20-30 minutes

Ask each group to present their segment.

Allow time at the end of each group segment to discuss the social media issue and the types of advice given.

Ask members from other groups to suggest other forms of advice.

AusVELS Links:

Level 6:

Communication: Listening, viewing and responding

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.

Communication: Presenting

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.

Thinking Processes: Reasoning, processing and inquiry

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.

Thinking Processes: Creativity

Students use creative thinking strategies to generate imaginative solutions. 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.

Information and Communications Technology: ICT for visualising thinking

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.

Information and Communications Technology: ICT for creating

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.

Interpersonal Development: Building social relationships

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.

Interpersonal Development: Working in teams

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.

Health and Physical Education: Health Knowledge and Promotion

Students identify and discuss the validity of the ways in which people define their own and other people's identity. They describe the actions they can take if they feel unsafe at home, school and in the community. They describe a range of health services, products and information that can be accessed to help meet health needs and concerns.

Level 8

Communication: Listening, viewing and responding

Students modify their verbal and non-verbal responses to suit particular audiences. They interpret complex information and evaluate the effectiveness of its presentation. When responding, they use specialised language and symbols as appropriate to the contexts in which they are working. They consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.

ICT for Creating

They apply criteria to evaluate the extent to which their information products meet user needs and comply with intellectual property laws. They use ICT in a safe, efficient and effective manner.

Interpersonal Development: Building Social Relationships

Students demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals. They recognise and describe peer influence on their behaviour. Students select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes.

Personal learning: The individual learner

Students seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding.

Thinking processes: Reasoning, processing and inquiry

Students use a range of question types, and locate and select relevant information from varied sources when undertaking investigations. When identifying and synthesising relevant information, they use a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others' points of view. They complete activities focusing on problem solving and decision making which involve an increasing number of variables and solutions.

Thinking processes: Creativity

Students apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions. They demonstrate creativity, in the ways they engage with and explore ideas in a range of contexts.

Thinking processes: Reflection, evaluation and metacognition

Students explain the purpose of a range of thinking tools and use them in appropriate contexts. They use specific language to describe their thinking and reflect on their thinking processes during their investigations. They modify and evaluate their thinking strategies. They describe and explain changes that may occur in their ideas and beliefs over time.

Health and Physical Education: Health Knowledge and Promotion

Students describe the effect of family and community expectations on the development of personal identity and values. They identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies. They identify the health concerns of young people and the strategies that are designed to improve their health. They describe the health resources, products and services available for young people and consider how they could be used to improve health.

**For more information please refer to http://ausvels.vcaa.vic.edu.au.