

Activity Guide for Teachers of Secondary School Students

Module: Social Media

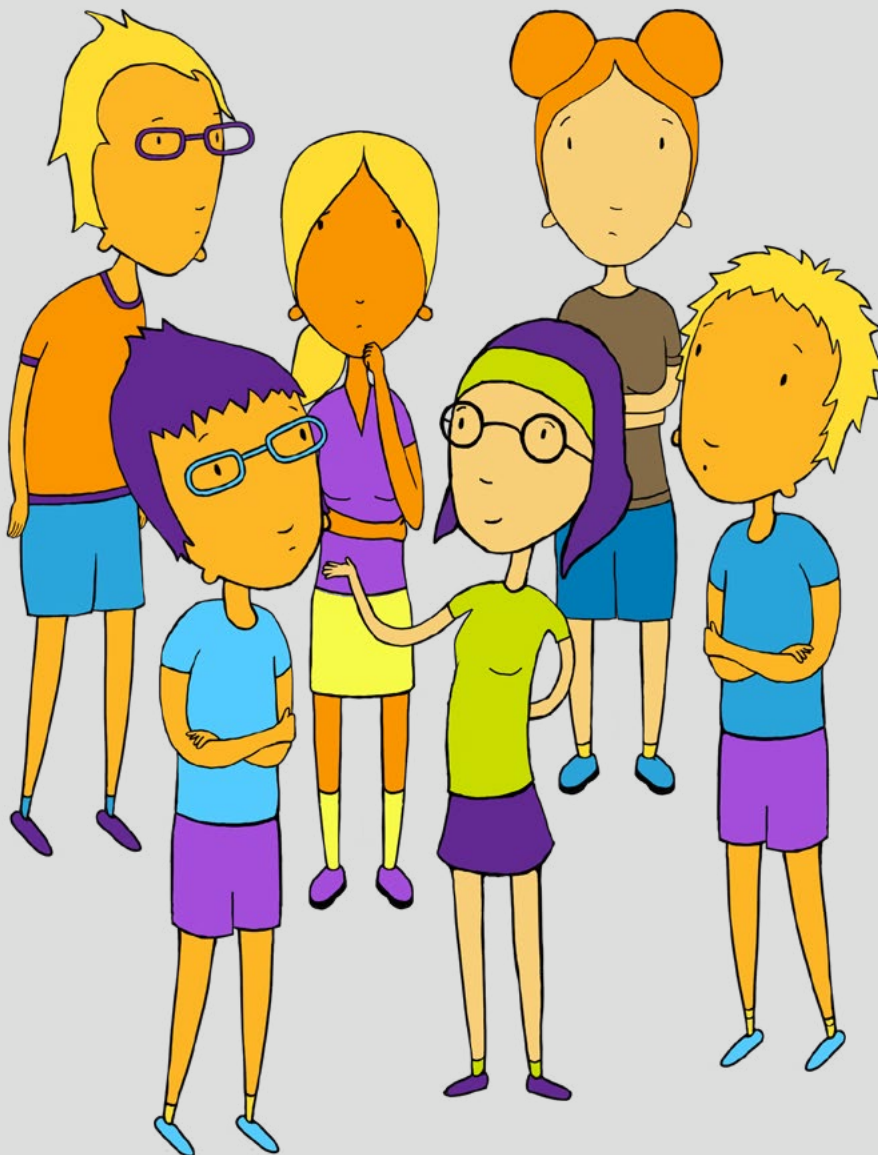


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About this Module

Who is this module for?

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

The six scenarios

Alex - It's Just a Remix

Beth - It's Private

Li - Digital Tattoo

Philippa - Real Friends

Shane - Worth the Risk?

Tracey - Pressure Pix

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

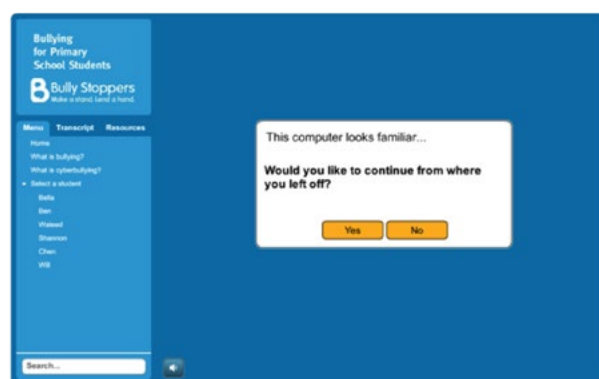
Within the online module, students are given the opportunity to write their advice for the key character in each scenario, after having considered possible outcomes and having discussed the issue with their peers. This advice represents the students' considered view and can be saved and/or printed for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

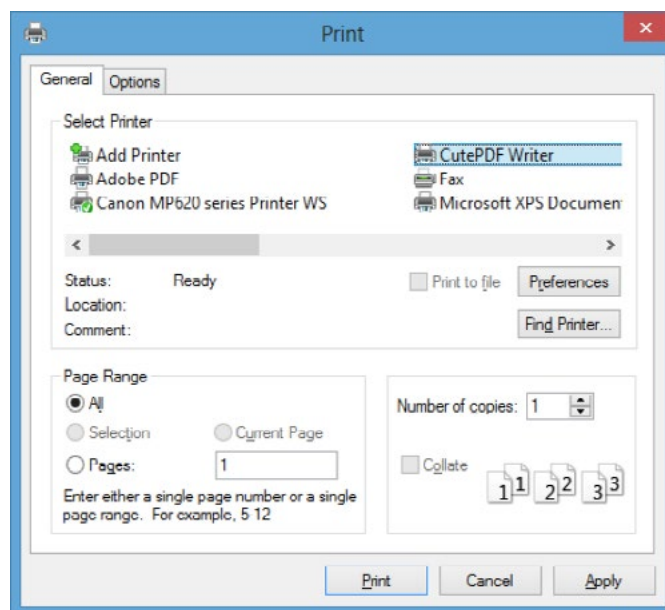
Students may print their 'email' onto paper using a printer connected to their computer. This will allow them to submit their work to you on paper.

Saving emails to PDF

All DEECD 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 8 AusVELS Standards

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

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.

Level 8 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.

Level 8 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.

Level 8 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.

Level 8 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.

Level 8 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.

Level 8 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.



Scenario: Alex - It's Just a Remix

“I need to get over 70 per cent this term to be considered for a subject that I want to do next year... and I haven't got anywhere near that mark all year! This assignment is huge but I've found a website where you can actually pay someone to write the assignment for you. It's not like you buy something that was written twenty years ago by somebody on the other side of the world. I'm going to try and get Mum and Dad to give me some money to go to these revision classes that are on next weekend. And with that money, and what's in my account, I reckon I can afford to get the assignment written for me. It's pretty cool.”

Before students explore Alex's scenario:

- Listen to Alex's scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Alex'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 Alex'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 Alex'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 also provided in the **Activity Sheet, 'Activity: Alex - It's Just a Remix'**.

Scenario: Alex - It's Just a Remix

Positive consequences	Negative consequences

- 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 Alex. Then allow them 10 - 15 minutes to type an 'email' to Alex 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 'Alex' 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 's scenario:

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

Optional extension activity

Students can design their own poster for other students in their 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.

Students may also participate in a debate about why/why not you should pay for someone else to write your assignment.



Scenario: Beth - It's Private

The scenario

“David and I have been together for four months. We talk about everything and we spend as much time together as possible... Sometimes it’s tricky though, ‘cause he has more homework than me - ‘cause he’s in year 10 and, well, I’m only in year 8. The other day, he said I should give him the password to my email and Facebook, ‘cause he wants to keep up with the stuff in my life and figure out when we can and can’t see each other. He didn’t get it when I said “No”. He seemed pretty hurt. He said that we have to share everything and that I don’t trust him. But... I don’t want anyone to read my emails and now I’m worried that he’ll ditch me because he doesn’t think I love him enough to trust him with my password.”

Before students explore Beth’s scenario:

- Listen to Beth’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Beth’s scenario to your students using the above transcript.
- Ask students to write a 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 Facebook memes page about issues associated with online privacy. Facebook memes are little icons which can be used on Facebook chat or private messages, similar to emoticons: www.facebookmemes.net.

While students explore Beth’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 Beth’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 next page). This table is provided in the **Activity Sheet, ‘Activity: Beth - It’s Private’**.

Scenario: Beth - It's Private

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- 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 Beth. Then allow them 10 - 15 minutes to type an 'email' to Beth 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 'Beth' 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 's scenario:

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

Optional extension activity

Watch the 'Where are you?' video: <http://whatsyourstory.trendmicro.com/internet-safety/pg/winners-2011>), and then create your own rap/song/poem/slogan about respecting other people's privacy.



Scenario: Li - Digital Tattoo

“I have been hanging out to get a part time job. I finally got an interview at a café close to home. And... I thought I’d done really well... but it turns out I didn’t get the job. I found out that while the manager was interviewing me, he was looking at my Facebook page on his laptop. I thought it was all OK, but my mate had just tagged me in some photos from a party on the weekend, and I was totally wasted. He thought it was hysterical - in one I’m just staggering but some of the others show me being helped up out of bushes. I didn’t even know he’d taken them, I was so out of it.”

Before students explore Li’s scenario:

- Listen to Li’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Li’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 Li’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 Li’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: Li - Digital Tattoo’**.

Scenario: Li - Digital Tattoo

Person	I used to think...	...but now I think

- 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 Li. Then allow them 10 - 15 minutes to type an 'email' to Li 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 'Li' 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 Li's scenario:

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

Optional extension activity

Ask students to create a mash-up of images and other media that represents who they are. Like a tattoo, this could be public and permanent. This could be done using an online site like Glogster: www.glogster.com.



Scenario: Philippa - Real Friends

“Whenever I get on Facebook I notice that Jasmine is always online too. I mentioned this to her and how amazing it was that we were always online at the same time! She said that she’s always on Facebook ‘cause she’s worried that she’ll miss out on something that’s going on with her friends. She’s even got alerts on all the time and she gets up through the night to check on them. No wonder she’s always falling asleep in class!”

Before students explore Philippa’s scenario:

- Listen to Philippa’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Philippa’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: Philippa - Real Friends

While students explore Philippa'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 Philippa's scenario, ask them to think about how Rachel feels, how Philippa's friendship and relationships will be affected and how Philippa will feel. Ask them to record their responses. These questions are provided in the **Activity Sheet, 'Activity: Philippa - 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 Philippa. Then allow them 10 - 15 minutes to type an 'email' to Philippa 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 'Philippa' 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 Philippa's scenario:

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

Optional extension activity

Ask students to write a script in which a group of friends are discussing the idea of what makes a real friend. Groups could then perform these for the rest of the class.

Alternatively, they may find poetry a relevant form for expression of ideas around this topic.

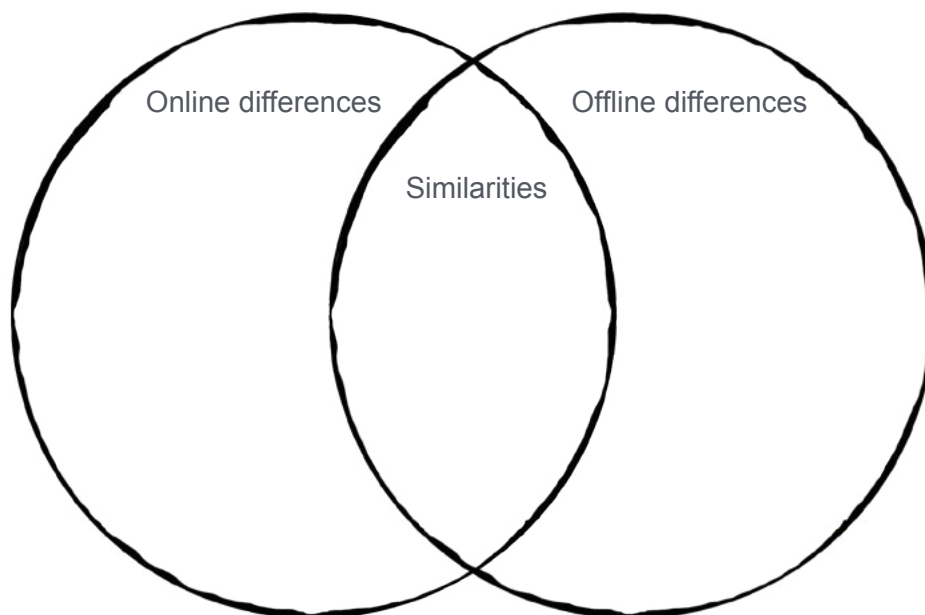


Scenario: Shane - Worth the Risk?

“I like to play multiplayer online games. My favourite is Galaxawars. While you play, you can chat with the other players, and it’s great to know that these people are from all over the world. One player, killmatt4, often chats with me. He’s got some amazing scores and is always willing to share strategies. Last time, he said he would send me lots of tips but he needs my address to send the info because the files are too big.”

Before students explore Shane’s scenario:

- Listen to Shane’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Shane’s scenario to your students using the above transcript.
- Ask 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: Shane - 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 Shane'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 Shane'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: Shane - Worth the Risk?'**.

What I know	What I don't know

- 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 Shane. Then allow them 10 - 15 minutes to type an 'email' to Shane 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 'Shane' 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 Shane's scenario:

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

Optional extension activity

Explain to students that they've been asked to give a talk to other students about the guidelines they use in making decisions in risky online situations. Ask them to write their speech and deliver it.



Scenario: Tracey - Pressure Pix

“I was at Tammi’s party on the weekend. It all got a bit crazy... I’d had a few too many drinks and I started pretending to strip. Then, it kind of got out of hand, and for a minute I stopped pretending and I just kind of slipped off my shirt. My boyfriend Ollie didn’t mind - in fact, he took out his phone and took heaps of photos... and he sent them to his mates. I only found out when I got to school on Monday and all the guys were saying crap about it to me.”

Before students explore Tracey’s scenario:

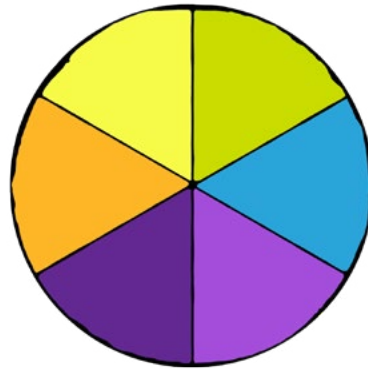
- Listen to Tracey’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Tracey’s scenario to your students using the above transcript.
- Ask the students to work with a partner to write down on Post-It notes or flashcards the feelings that they think Tracey has in this scenario (ask them to write in big letters so that everyone can read them). Put the words on a wall to see the range of responses.
- Discuss positive, negative and neutral emotions, and revisit the responses to see whether the students thought that Tracey’s feelings were positive, negative or neutral.
- Ask the students to work in pairs to write a question they would like to ask Tracey.
- 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?

While students explore Tracey’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 Tracey’s scenario, ask them to think about how the situation makes them feel. Ask them to look at the colour wheel (See next 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: Tracey - Pressure Pix’**.

Scenario: Tracey - 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 Tracey. Then allow them 10 - 15 minutes to type an 'email' to Tracey 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 'Tracey' 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 Tracey's scenario:

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

★ Optional extension activity

Ask students to construct a table with two columns, one headed PRIVATE, the other headed PUBLIC. Ask them to fill this table with information about themselves according to which column they think it belongs to, for example, the size jeans they wear or their birth date. When finished, ask the group to discuss what sorts of things are private or public (remind them not to talk in specifics—i.e. encourage them to protect their personal private information).



Activity: Alex - It's Just a Remix

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

1. "Mum and Dad won't pay for me to go to the revision class."

Positive consequences	Negative consequences

2. "I decide to speak to my teachers about the things I'm finding hard in this subject."

Positive consequences	Negative consequences

3. "I get the money from Mum and Dad and pay to get the assignment done."

Positive consequences	Negative consequences



Activity: Beth - It's Private

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

1. "I feel like I have to give David my password."

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2. "I tell David how I really feel."

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3. "I decide to talk with a friend of the family."

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?	
!	



Activity: Li - Digital Tattoo

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

1. "I am so angry with my mate that I set him up at the next party."

Person	I used to think...	...but now I think

2. "I decide to confront my mate about posting those pics."

Person	I used to think...	...but now I think

3. "I speak with another friend about what has happened."

Person	I used to think...	...but now I think



Activity: Philippa - Real Friends

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

1. "Jasmine asks me to help her when she misses stuff in class."

a) How will Jasmine feel about what Philippa says and does?

b) What impact do you think this will have on their friendship?

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

2. "I speak to my home-room teachers about Jasmine."

a) How will Jasmine feel about what Philippa says and does?

b) What impact do you think this will have on their friendship?

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

Activity: Philippa - Real Friends

3. "I speak to Jasmine's Mum about what she's doing."

a) How will Jasmine feel about what Philippa says and does?

b) What impact do you think this will have on their friendship?

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



Activity: Shane - Worth the Risk?

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

1. "I send my address to killmatt4 and get some weird mail."

What I know	What I don't know

2. "I send my address to killmatt4 and get a surprise visitor."

What I know	What I don't know

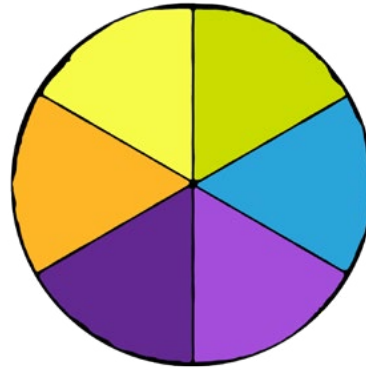
3. "I talk to my mum and dad about what I should do."

What I know	What I don't know



Activity: Tracey - Pressure Pix

As you listen to each outcome in Tracey'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 _____

To:

Subject:

Message:



Send

Advice Sheets

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

Advice: It's Just a Remix

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

Advice: It's Private

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

Advice: Digital Tattoo

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

Advice: Real Friends

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

Advice: Worth the Risk?

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

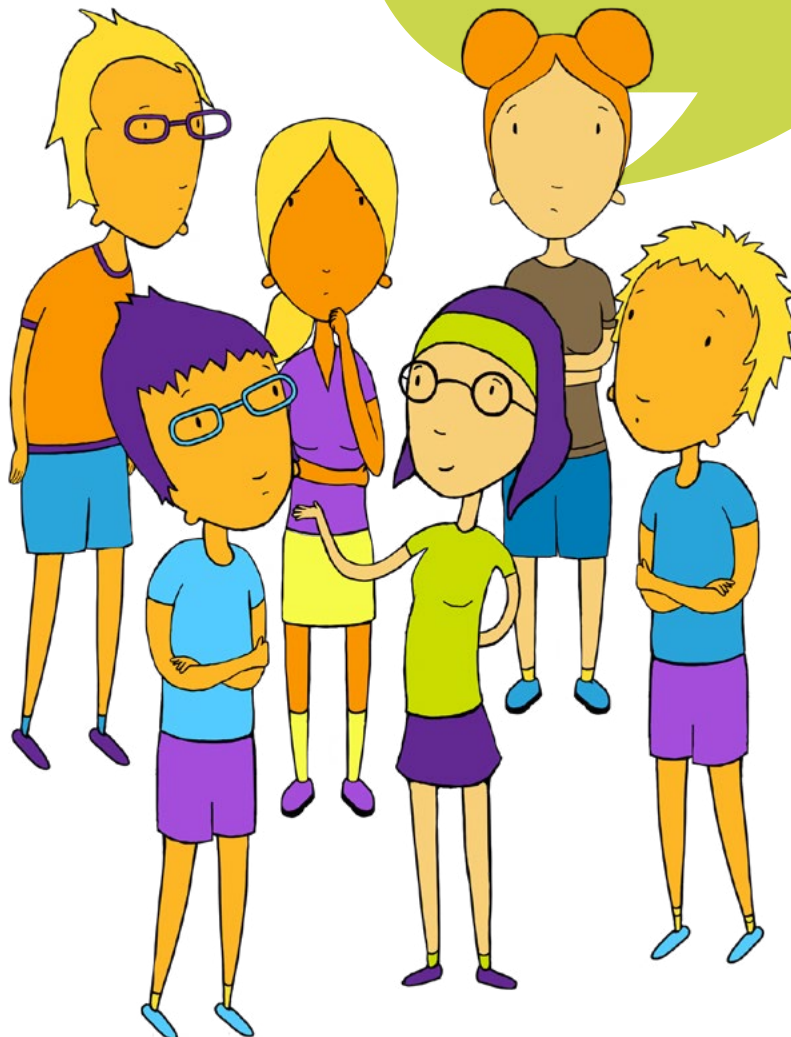
Advice: Pressure Pix

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

Certificate of Completion

This is to certify that

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



Signed: -----

Date: -----