



TEACHER'S TOOLKIT

Getting help: What to do next
Years 7–10

ABOUT THIS TOOLKIT

This Toolkit and the associated Student Activity Pack have been designed for all learning formats. The information and included activities can be delivered in a variety of settings including; in the classroom and independently from a remote location. Both the Teachers Toolkit and Student Activity Pack contain all the information needed to work through the learning activities and assessments.

This Teacher's Toolkit, incorporating lesson plan 'Do you need help?', is designed for students in Years 7 - 10 and discusses when to seek help and how to do so.

The purpose of the lesson is to equip students with the knowledge and skills to be able to take actionable steps to maintain their safety at all times, and be aware of the expectations both ethically and legally that are on themselves and those they interact with. The lesson also aims to reinforce help seeking behaviours and the importance of an established support network for managing online issues.

This toolkit has been designed to be delivered as a follow up lesson once the other toolkits in the collection have been delivered as a conclusion to the suite of resources.

Content Warning: The content in this lesson plan discusses topics relating to online child sexual exploitation. The lesson plan is age appropriate, however the information is sensitive and may cause concern for some participants.



Teachers/educators should ensure the topic of this lesson plan does not directly involve or affect students in the audience. Some students, due to various reasons, may find the information distressing or it may make them uncomfortable. For these reasons, extra consideration of their needs and/or involvement may be required.

Consider advising students in advance that the content may be confronting. Talk with your students about help and support options. Always follow up with students, particularly if they show signs of worry, sadness, distress or display changes in their behaviour.

Teachers/educators should also be aware that the following topic could lead to students disclosing personal experiences and information in which school staff members are to follow their child protection reporting requirements.

TEACHING AND LEARNING GOALS

To empower students by providing practical skills to proactively seek solutions to online issues as well as reinforcing the importance of help seeking behaviour.

Outcomes:

- 1 Students have awareness regarding their online safety and how it links to their day to day life and is applied to their online interactions.
- 2 Students distinguish the difference between a consensual and respectful exchange and one that involves coercion or threats and act accordingly.
- 3 Students apply what they have learned from previous toolkits on reporting processes and where to seek support services to situations where they feel their privacy and/or safety is at risk.

TIME

This lesson plan is approximately 40 minutes in duration, and can be adapted by the teacher as required.

LOCATION/SETTING

This Teacher's Toolkit has been developed to suit various learning settings. The activity has been designed for online and offline formats.

MATERIALS

Students require two sheets of lined paper (or printer access) and a pen.

RESOURCES

Included in this Teacher's Toolkit:

- **Resource one:** Teacher's Toolkit
- **Resource two:** Student Activity Pack

LINKS TO AUSTRALIAN CURRICULUM

Learning areas:

- Health and Physical education: ACPPS090; ACPPS093; ACPPS070; ACPPS072.

General capabilities:

- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- Ethical Understanding
- Personal and Social Capability.

LESSON PLAN SEQUENCE

- 1 Introduction, ThinkUKnow tips and Did you know?
- 2 Overview of *What do you do?* Scenario
- 3 Scenario activity and questions
- 4 Summary question
- 5 Concluding activity

NOTE TO TEACHER

Notes for the teacher are included below, the instructions for students which will be included in their Student Activity Pack (learning resource two) will be in italics.



1. INTRODUCTION (10 minutes)

BACKGROUND READING FOR TEACHER AND INFORMATION TO SHARE WITH CLASS

Before getting started, determine what experience students may already have with this topic. The below definitions can be discussed with students to ensure they are familiar with concepts.



To determine what experience students have with this topic:

- Introduce the topic of getting help
- Explain concepts and definitions if required

Going viral refers to an image, video, link or content that spreads rapidly through a population by being frequently shared with a number of individuals.

This can happen with any kind of content, and highlights how easily control of an image or video can be lost.

Revealing pictures including selfies, naked selfies and sexually suggestive pictures may be used to coerce, manipulate and bribe the sender for more content or even money. Sometimes online offenders may try to get a young person to send them a picture and promise them something like money or modelling offers in return.

Be aware that **once you send or post something online, you can easily lose all control** over where that image or message will end up. **You can always get help** if this occurs, so it is important you know where and how to find it.

During this time, encourage students to think about some of the things that can ‘go wrong’ online, whether through their interactions or content they are sharing with others.

Think about some of the times you have seen things get out of control online, whether that be inappropriate content being posted or someone accidentally sending something they didn’t mean to. How do you think the person who on-sent the image feels in these situations? How do you think the person in the picture may feel? How would you feel if it happened to you?

Students aren’t required to share their answers with the class as it may be something they aren’t comfortable sharing openly. If they feel they want to talk to someone about it further you can assist them in finding the appropriate person.

THINKUKNOW'S TIPS



- 1 Identify trusted adults in your life you can go to if you need help.
- 2 If things get difficult, speak up and surround yourself with support. You are never alone.
- 3 There is nothing so bad you can't tell someone about.
- 4 Learn how to report and block on all apps and sites you use.
- 5 Learn about different support services that are available to help you, just in case. Some suggested services are available at the end of this Toolkit.

DID YOU KNOW?



Research¹ suggests that children and young people engage in a number of higher risk behaviours online which could comprise their online safety and increase their vulnerability to online child sexual exploitation. These activities included:

- Sexting – among young people aged 14-17 years, nearly one in three reported having some experience with sexting².
- Privacy – 31 percent of young people who used social media had not managed their social presence (privacy settings) at all³.
- Talking to strangers – 38 percent of young people aged 8-17 had talked to strangers online. Contact was nearly twice as high for those aged 13-17 years⁴.

1 https://www.accce.gov.au/_data/assets/pdf_file/0018/60246/ACCCE_Research-Report_OCE.pdf

2 <https://www.esafety.gov.au/sites/default/files/2019-07/Young%20people%20and%20sexting-netsafe-UK%20Safer%20Internet%20Centre-Plymouth%20University-eSafety%20Commissioner.pdf>

3 <https://www.esafety.gov.au/sites/default/files/2019-10/State%20of%20Play%20-%20Youth%20kids%20and%20digital%20dangers.pdf>

4 Ibid



2. OVERVIEW OF WHAT DO YOU DO? SCENARIO (20 minutes)

LESSON PLAN FOR STUDENTS

This is an opportunity for students to understand how to approach any challenges and issues they may come across online. The activity is scenario-based and offers the opportunity for students to make decisions, based on their learnings.

In the next section, students are asked to consider three scenarios that can happen online and draw on prior knowledge to outline how they would go about addressing the issues raised. Students are asked to consider the type of behaviour taking place in the scenario, implications and next steps for getting help.

The recommended responses have been included in the next section, and you may like to prompt students or add additional questions to come up with the answers. This will also assist you in identifying where students may need additional support and guidance.

In these scenarios it is important that students understand when they need to take action and that there are many options for help.

If you, or a friend, are experiencing online issues, it can be hard to know when and how to get help, especially when it comes to getting the police involved. Sometimes things don't just resolve themselves so you need to know how to take action. Remember, you don't have to manage these issues alone, and it is important to surround yourself with a network of trusted adults and support services.

3. SCENARIO ACTIVITY AND QUESTIONS

SCENARIO ONE

DO YOU NEED HELP? SCENARIO ONE

1

A friend has sent someone they like a revealing photo. That person has then sent it around to a few more people and now it has gone viral. You are worried about your friend and the impact it is having on their wellbeing.

WHAT DO YOU DO?



Question: What kind of behaviour has taken place here? What are some of the things you need to think about in approaching this situation? Who has done the wrong thing in this scenario? How could you help your friend?

[Answer: The image has been sent around without the friend's consent, which means it may be considered image-based abuse; the person who on-sent the image is the one at fault; it is not the friend's fault that someone sent it on to others; you should talk to your friend about it, remind them it is not their fault, there is help and support available and see how they want to proceed with the situation. You should also look after your own wellbeing and make sure you surround yourself with a support network –you don't need to manage this situation alone].

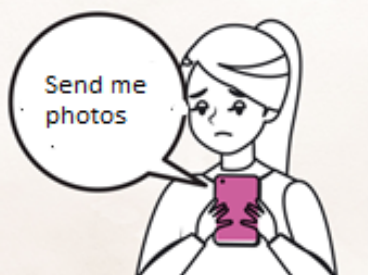
SCENARIO TWO

DO YOU NEED HELP? SCENARIO TWO

2

Someone online has asked you to send revealing pictures. You explained you aren't comfortable with the idea, but now they won't leave you alone.

WHAT DO YOU DO?



Question: What kind of behaviour has taken place here? What are some of the ways things could escalate? What actions can you take? Who could help?

[Answer: This is an example of being approached for personal sexual content. Depending on your age, this can be a criminal offence and can be considered online child sexual exploitation; the photo could be shared and you don't know where it could end up, someone could threaten to share it with others; reinforce to the person they need to leave you alone and stand your ground; you should block this person and report them to the platform (use the 'get help' or 'report' account); seek help from your support network and a trusted adult; consider making a report to police].

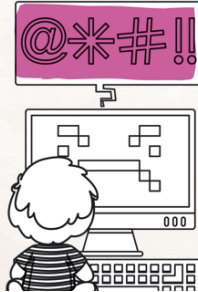
SCENARIO THREE

DO YOU NEED HELP? SCENARIO THREE

3

A younger sibling needs your advice. Your sibling was playing a game when another user they don't know asked some personal questions. Your sibling told them some information but is now worried they said too much.

WHAT DO YOU DO?



Question: What does personal information mean? Why might someone try and get that personal information? What can you do to help your sibling? Who could you get help from?

[Answer: Personal information means your full name, age, location or where you live or where you go to school; the sibling could have been approached by someone who may have worked out they were a child and was trying to deliberately chat with them; the unknown user may try to contact your sibling again; if something doesn't feel right it probably isn't; report and block the user on the platform and get a trusted adult involved who can help you].

4. SUMMARY QUESTION (5 minutes)



This has been included to give students the opportunity to write down their understanding of why it is important to always seek help for online situations in their own words to put their understanding to practice.

After you have completed the scenario activities, write a paragraph on the importance of taking action when situations arise that might make you feel uncomfortable or unsafe online, and some of the ways that you can do this.



5. CONCLUDING ACTIVITY (5 minutes)



This activity is to give students an opportunity to reflect on their own actions and empower them to make decisions relating to their online experiences.

Think about who is following your online accounts and remove people you don't know and trust with your information.

Do you know how to block and report users on the apps, games and websites you use?

Can you identify who you may be able to talk to, if you come across any of the challenges identified in the lesson (for example: parents, friends, teachers etc)?

(Note: Students do not have to share this list with others, as some students may not have simple/similar support structures in place at home that they are comfortable sharing).

Assessment (Optional)

This is an optional assessment for students as a way to measure their learning and ensure they have completed the above activity.

Send your scenario activity 'What do you do?' answers back to your teacher. They just want to make sure you are aware of how to get help for online situations can offer further advice if you need it.

HELP AND SUPPORT



Online child sexual exploitation, including grooming and extortion, can be reported to the **Australian Centre to Counter Child Exploitation**.

The **ThinkUKnow** website has information and resources to prevent online child sexual exploitation as well as how to report and get help.

If you become aware of explicit content that has been posted online, including child sexual abuse material, report the site to the **eSafety Commissioner**. They have a range of powers to take action to have content removed.

Kids Helpline is a free, confidential telephone and online counselling service for young people between 5 and 25 years old.

If a child is in immediate danger, call 000.

CONTACT US



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