Jack Changes the Game

Teacher's toolkit

YEARS 1-3 (AGES 5-8)

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Australian Centre to Counter Child Exploitation

WELCOME

This Teacher's Toolkit and associated Student Activity Pack have been designed to be used in conjunction with the children's book, *Jack Changes the Game*.

The children's picture book should be read by the educator with the students prior to undertaking the Teacher's Toolkit and Student Activity Pack.

Contact us

thinkuknow.org.au/about/contact-us

f **ThinkUKnow Australia**

🐦 **ThinkUKnow_Aus**

▶ **ThinkUKnowAUS**

ABOUT THIS TOOLKIT:

This Toolkit and the associated Student Activity Pack have been designed for all learning formats.

The information and activities can be delivered in a variety of settings including; in the classroom and remotely.

Both the Teacher's Toolkit and Student Activity Pack contain all the information needed to work through the learning activities and assessments.

This Toolkit is divided into three separate activities designed to cater to the varying learning needs of students from Years 1 – 3.

The purpose of these lessons is to prepare students with the knowledge and critical thinking skills to establish basic online safety, including:

- Identifying trusted adults;
- Exploring the difference between in-person friends and online friends; and
- Thinking about online privacy and choosing smart usernames.
- Notes for the teacher are included in this resource.

⚠ Instructions for students included in the Student Activity Pack are shown in **green**.

Trigger Warning

This content includes topics discussing online child sexual exploitation. The lesson plans are age appropriate, however some areas discussed may cause concern for some students.

Teachers/educators should ensure the topic of these lesson plans does not directly involve or affect students in the audience. For these reasons, extra consideration of their needs and/or involvement may be required.

Consider advising students in advance that the content being discussed is serious. 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 case school staff members are to follow their child protection reporting requirements.

ABOUT THIS TOOLKIT:

Teaching and Learning Goals

To provide students with practical skills to ensure the safety of themselves and others by encouraging critical thinking when interacting online and reinforce the importance of identifying trusted adults when help is needed.

Outcomes:

- Students can identify trusted adults to seek help from when they feel unsure or unsafe online
- Students will have the ability to differentiate an in-person friend and an online friend
- Students will develop an understanding of basic privacy measures that can help to avoid inappropriate contact, including how to create a smart username

Time

Lesson plans vary in duration depending on student engagement.

Approximately 40 minutes recommended for each activity.

Location / Setting

This Teacher's Toolkit has been developed to suit various learning settings.

Materials

Students require pencils and spare paper.

Accompanying resources

- Children's picture book: *Jack Changes the Game*
- Student Activity Pack

Links to Australian Curriculum

Learning areas

- Health and Physical Education: ACPPS017; ACPPS020; ACPPS036
- 007Digital Technologies: ACTDIP005; ACTDIP006; ACTDIK007

General Capabilities

- Critical and Creative Thinking
- Personal and Social Capability
- Information and Communication Technology (ICT) Capability Learning

RECOMMENDED LESSON PLANS

	Year 1 and 2	Year 2 and 3	Year 3
Introduction	✓	✓	✓
Class discussion	✓	✓	✓
ThinkUKnow tips	✓	✓	✓
Knowing who to report to – Safe five	✓		
What is a smart username and avatar?		✓	
In-person and online friends?			✓
Think, Pair, Share summary discussion	✓	✓	✓

INTRO, CLASS DISCUSSION & TOP TIPS

ALL AGES

Before getting started, initiate an open class discussion to determine any prior knowledge students may already have on this topic.

Suggested answers have been included. These can also be used as a guide to help prompt students if they are unsure how to answer. There are no right or wrong answers, the purpose is to help students think about their online safety.

Class discussion

To get students thinking about the online environment, start a discussion on connected devices; for example a phone, gaming console, computer and tablet, and how they can provide fun and productive opportunities. Ask students: *Who uses a connected device and what does this device do?*

Q1. What is a connected device? Circle the correct answers.

Q2. Where do you use your device? What do you do with your device? Do you share your device with anyone?

A: *[Example answer] I use my tablet (iPad) in the classroom when I am doing my school work. I sometimes use my Mum's phone to take 'selfies'. I use my Xbox to play games. I use my Dad's laptop at home to watch movies.*

> (!) This section is not intended to be communicated with students. It is context for educators only.

When we talk about connected devices, we talk about being online.

Being online provides many different opportunities for people to connect, create and communicate. While being online can provide an array of different uses, it can expose children to challenges such as inappropriate contact and online grooming.

Research suggests that it is important for young children to first establish an understanding of the internet and networked technology, in understanding concepts of online safety[1].

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1 Australian Centre to Counter Child Exploitation. (2020). *Understanding online child sexual exploitation awareness, perceptions, attitudes and preventative behaviours*. Australian Federal Police. **www.accce.gov.au/resources/research-and-statistics/understanding-community-research**.

INTRO, CLASS DISCUSSION & TOP TIPS

ALL AGES

Discussion points with students and educators

- *Using our devices can be lots of fun, we can watch videos, play games and talk to our family and friends. But we need to know how to do these things safely.*

- *Just like Jack, we need to look out for signs that something isn't quite right, or signs that a situation might be unsafe*

- *It is important that we know we can always get help from an adult that we trust*

During this time, discuss with students that while using our connected devices to chat with online friends can be fun, it also means we have to learn how to be safe. Sometimes not everyone online is who they say they are.

- *Some movies or video games are made for older children or adults only. Like we play with our friends at school or on the playground, we can also play with people online*

- *Like Jack found out in, 'Jack Changes the Game', not everyone online is who they say they are*

- *Think about a trusted adult when you start to feel unsure or unsafe online.*

ThinkUKnow tips:

1

Ask an adult first before you use a connected device (phone, iPad, tablet)

2

Use a smart username and avatar when creating an online account. Remember, a smart username can make it harder for someone to find out who you are

3

Have five trusted people you can go to for help when you start to feel unsure or unsafe while using the internet


Did you know?

(!) This section is not intended to be communicated with students. It is context for educators only.

The frequency of children and young people using the internet and interacting with online platforms continue to rise. Online safety is becoming an increasing concern around the world.

In 2020, the Australian Centre to Counter Child Exploitation (ACCCE) published market research into the current awareness, perception and online attitudes in online child exploitation in Australia.

The research[2] shows:

87%
aged 4–7 years use the internet
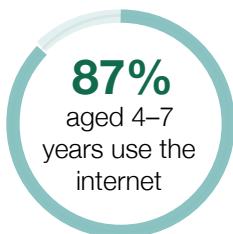
16% of these use the internet without adult supervision.

Additionally, by the age of 12, a number of children were seen to be participating in online activities that presents **some vulnerability in relation to online child sexual exploitation.**

This includes the use of instant messaging apps, social media and interactive online games.

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2   Australian Centre to Counter Child Exploitation. (2020). *Understanding online child sexual exploitation awareness, perceptions, attitudes and preventative behaviours*. Australian Federal Police. **www.accce.gov.au/resources/research-and-statistics/understanding-community-research**.

This activity is intended to encourage students to seek help from a trusted adult when they feel unsafe or unsure online.

Class discussion

- *Just like we read in the book, Jack Changes the Game, Jack was using his tablet to play games and chat to people online. When Jack started to chat to someone he didn't know, he realised that his online 'friend' was making him feel unsafe. When Jack needed help, he spoke to Izzy and Aisha, who helped him tell his Mum and Dad.*

- *At school, when you are feeling unsure or upset there are adults you can speak to for help. Such as your teacher or your school principal. These people are trusted adults.*

- *It is important to understand who is a trusted adult. A trusted adult is someone you can talk to when you need help, when you feel unsure or even when you feel happy. Sometimes things we may see or read online might make you feel unsafe or worried. It is important to know who your trusted adults are. That way, if something has made you feel worried or even scared, you can go to your trusted adult for help.*

Q1. When you are at school, who can you talk to if you are upset?

A: *[Example answer]: Teacher, coach, police officer.*

Q2. Question: How might you ask your parents or carers if you needed help?

A: *[Example answer] Ask a sibling for help, talk to another trusted adult who can help you.*

The **Safe Five worksheet** is designed for students to solidify their understanding of what role a trusted adult plays in their life.

The worksheet can appeal to visual learners or student who require additional needs, as using a recognisable feature such as a hand, creates a genuine connection to a child's understanding.

See resource Student Activity Pack.

Note to educator: When completing this activity have page 7 of *Jack Changes the Game* open so that children can compare their worksheet to the illustration from the book.

Follow this worksheet with a discussion highlighting how there are different kinds of trusted adults that we can report to, such as the police.

At this early stage, it is important to understand the role of police when it comes to online child safety.

We can talk to Mum, Dad or an adult we trust if anyone scares us or asks us to do something we're not sure about.

7

Class discussion

- *Sometimes when we are online, we might receive a message from someone who we think is our friend. Like Jack found out, not everyone online is who they say they are. Sometimes people pretend to be someone else and might ask you questions that make you feel unsure or unsafe.*

- *Do you know that the police can also help if you feel unsafe?*

- *We can always report to the police whenever we start to feel unsafe.*

Q1. What does a police officer do? What is their job?

A: *[Example answer] A police officer is someone who can help you when you really need it. They help protect us and make us feel safe.*

Scaffold the conversation so that students begin to discuss how police are there to help protect the community from harm.

It is important for children to establish an understanding about the important role police can play to help protect children from harm.

- *It is important to know that as well as our safe five trusted adults, we can also go to the police whenever we are feeling unsure or unsafe.*

- *The police are able to assist you whenever you need help. Just like Jack in our story, if someone online starts to ask you questions that make you feel upset, the police can help you.*

- *After Jack had a conversation with his Mum and Dad, they were not mad. They told Jack he did the right thing by telling them what happened online. Jack's parents went on the computer and made a report to the police.*

- *The police help keep children safe, and remind us how to be safe online.*

ACTIVITY 2b

POLICE CAN HELP

See resource Student Activity Pack.

ThinkUKnow provides online child safety presentations, tailored to the topical issues each age group might face online.

If you would like to book a ThinkUKnow presentation at your school, submit an **expression of interest form** or, visit **thinkuknow.org.au**.

Please note: subject to availability of ThinkUKnow presenters in your location.

WHAT IS A SMART USERNAME AND AVATAR?

YEAR 2 AND 3

A **username** is a name you create for yourself when you are playing games online on your tablet or computer. It is usually a made up name and can have letters or numbers. Sometimes a username can also be known as a 'nickname' or a 'handle'. A username should not have any personal information about you so that it makes it harder for other people to guess your real name or age.

An **avatar** is a cartoon character or picture that you choose to 'be' before playing a game.

> ⓘ This section is not intended to be communicated with students. It is context for educators only.
>
> While being connected online rapidly increases, so does the potential exposure to online child sexual exploitation. At a young age, it is important to teach children about taking the initial steps in practicing online safety. A good way to practice online safety is teaching children about 'smart usernames' and avatars.[3]

Class discussion

Referring to *Jack Changes the Game*, talk about how Jack plays online games that connect him with other people. Make note of the illustration on page 9 that shows images of usernames and avatars.

- *We need to use online safety to protect ourselves online. This is really important especially if we are playing with other people that we don't know in-person.*

- *Sometimes when we sign up to online apps or create a gaming profile, we might be asked to enter in our age or even choose a photo of ourselves.*

- *Remember, we need to practice online safety. So, when asked to create an online profile, we can use a smart username and an avatar.*

  - *Can anyone explain what a smart user name/ avatar is?*

  - *Who has had to create a username or avatar for online app or game?*

  - *Can you describe what your avatar looks like?*

  - *Does your username sound and look like your real name?*

  - *Does your avatar look similar or different to you?*

The reason we use a smart username and avatar is so we can keep our personal information (such as our real name, age and address) private. Using a smart username makes it harder for someone online to guess information about who we really are.

When we join an online game, we can create an avatar to show who we are in a game without giving away what we really look like. This can be a fun way of using your imagination to create a character.

Personal information like your full name, age, address or profile photo, should be kept private. Remember, not everyone online is who they say they are. And they don't need to know your personal information. Always talk to a trusted adult before creating an online profile or joining any games.

ThinkUKnow tips:

1

Not everyone online is who they say they are. Keep your personal information private.

2

You have the right to feel safe at all times, including feeling safe when using a connected device.

3

Always ask a trusted adult for help.

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3   Australian Centre to Counter Child Exploitation. (2020). *Understanding online child sexual exploitation awareness, perceptions, attitudes and preventative behaviours*. Australian Federal Police. **www.accce.gov.au/resources/research-and-statistics/understanding-community-research**.

ACTIVITY 3

SMART USERNAME & AVATAR

YEAR 2 & 3

See resource Student Activity Pack.

ACTIVITY 3

WHAT IS A SMART USERNAME AND AVATAR?

YEAR 2 AND 3

Sometimes when we sign up to online apps or create a gaming profile, you might need to enter in your age or upload a photo of yourself.

Remember, we need to practice online safety. So, when asked to create an online profile, we need to use a smart username and avatar.

1. Write down your favourite thing
2. Combine three of your favourite things
3. Create your smart username

⚠ Do not include your real age or name.

My favourite colour is:
_____

My favourite animal is:
_____

My favourite season is:
_____

My favourite number is:
_____

This is my smart username:

[ ]

I use my smart username and avatar on:

[ ]

My avatar looks like this:

[ ]

The following definitions can be discussed with students to ensure they are familiar with concepts.

In-person friends can be our classmates we see at school; a friend you play sport with or a friend you visit on the weekend. We know their real names, what they really look like and we can talk to them in-person.

Online friends also have usernames and avatars to show who they are when playing games online. Sometimes online friends are people we have not met in-person. We might only talk to them through messages using connected devices like a computer, tablet or laptop.

Class discussion

- *How can we tell the difference with our in-person friends to our online friends? Where do we see them or play with them? Do we know their real names or age, or what they really look like? Have we played with our friend on a computer/tablet, or at the park?*

Explain to students that online friends are people you have not met in-person. Online friends are usually people we have only played with or talked to on a connected device such as a tablet or phone.

Using *Jack Changes the Game*, as a reference, reiterate the difference is between in-person friends and online friends.

- *If we play with friends we already know in-person, we know their user names and their real names.*

- *If someone new joins our game, we only know their username. We call them online friends.*

- *If someone new joins in your online game, and you don't recognise their username, are they an online or in-person friend?*

- *Why do you think it is important to know who are our in-person friends and who are our online friends?*

- *Are Izzy, Aisha and Jack in-person or online friends? Why?*

- *Is 'Footy boy' an in-person or an online friend? Why?*

- *We can use our connected devices like our phones, tablets or gaming consoles to do really exciting things, including playing games with different people. But not everyone online is who they say they are.*

- *Like it says in 'Jack Changes the Game', "It's like playing with a mask on, you don't know who it is".*

- *It is important to practice being safe online. If we know our friends real name, if we have played with them at school or on the weekend, they are our in-person friend.*

- *If we are online and only know someone's username, we have not met them in-person, they are on online friend.*

Q1. Who are some of your in-person friends?

A: *[Example answer] Classmate, friend from sport, cousin.*

Q2. If someone new joins your online game, and you don't know their username or avatar, are they an in-person friend?

A: *[Example answer] If we do not know their real name and cannot recognise their username, they are an online friend.*

Q3. Why do you think it is important to know who our friends in-person and online are?

A: *[Example answer] We need to know who are our online and in-person friends are because someone could be pretending to be someone they are not.*

Q4. What kind of things do we share with in-person friends that you should never share with an online friend?

A: *[Example answer] We may share our name, age or where we live with our in-person friends, but should never share this with online friends. We never share information about ourselves with online friends because we need to keep ourselves safe and can't be sure if who we are talking to online is someone we should trust. They may be pretending to be someone they are not.*

ACTIVITY 4

IN-PERSON & ONLINE FRIENDS

YEAR 2 & 3

See resource Student Activity Pack.

Students walk around the classroom with their worksheet and compile a list of their classmates' names, and record their smart usernames alongside. They can take this list home so they can have a record of their in-person friend's names along with their usernames.

ACTIVITY 4

IN-PERSON FRIENDS AND SMART USERNAMES WORKSHEET
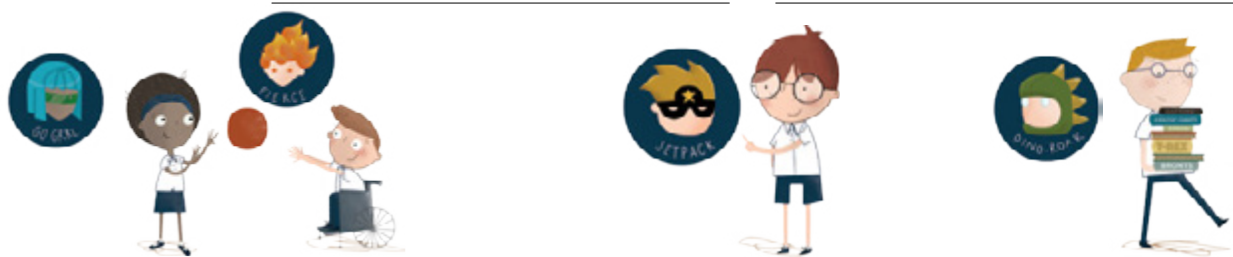
Name: _____   Class: _____

Walk around the classroom with your worksheet and make a list of your classmates' names, and find out their username.

You can take this list home so that you have a record of your in-person friends and their smart usernames.

In-person friends name: _____

Online smart username: _____

_____

_____

_____

_____

_____

_____

During this time, ask students to think to themselves something new they have learnt about online safety and something they wish to learn more about. Next, have them pair with another student to discuss their findings.

After some time, ask some students if they wish to share some of their insights to the rest of the class.

Having a concluding discussion with students will provide them with the opportunity to reflect on what they have learnt about online safety and encourages them to report to their trusted adult or the police whenever they feel unsafe or unsure online.

See Student Activity Pack: Questions and answers.

Q1. What is something new I learnt today?

A: *[Example answers]*

I learnt how to tell the difference between an in-person friend and an online friend

I learnt who I should talk to when I feel unsure about something online].

Q2. What is something I want to learn more about?

A: *[Example answers]*

I would like to learn more about smart usernames

I would like to learn more about reporting to the police

HELP AND SUPPORT

Online child sexual exploitation, including online grooming, can be reported to the Australian Centre to Counter Child Exploitation. To report visit **www.accce.gov.au/report**.

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**.