



STUDENT ACTIVITY PACK

**Getting help: What to do next
Years 7–10**

Content Warning: The content in this lesson plan discusses topics relating to online abuse. If you feel the information is distressing in any way, please let your teacher know. Some of the content may be confronting, so talk with your teacher about support or report options.



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.

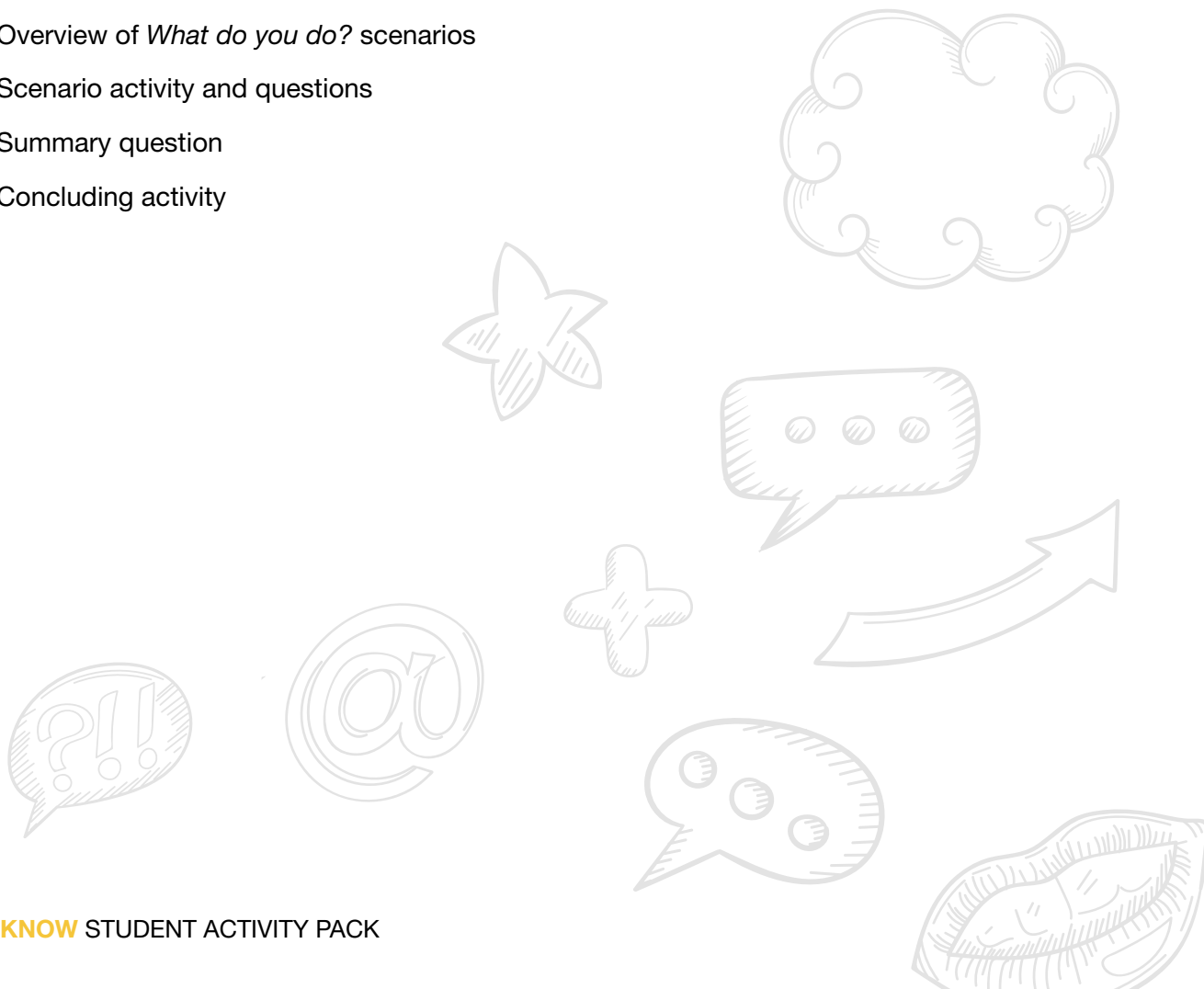
- 1 Students have awareness regarding their online safety and how it links to their day to day life and is applied to their online interactions.
- 2 Students distinguish the difference between a consensual and respectful exchange and one that involves coercion or threats and act accordingly.
- 3 Students 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

Approximately 40 minutes

LESSON PLAN SEQUENCE

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





1. INTRODUCTION

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.

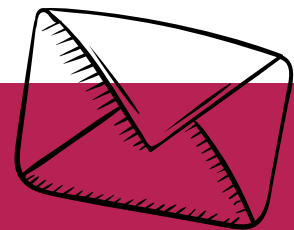
Be aware that once you send or post something online, you can easily lose all control over where that image or message will end up. You can always get help if this occurs, so it is important you know where and how to find it.

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?

Note: You aren't required to share these answers with the class, these questions are just to get you thinking.

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, you can find these in our supporting/reporting handout below.



DID YOU KNOW?

A recent literature review¹ found that children and young people engage in a number of higher risk behaviours online. 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

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

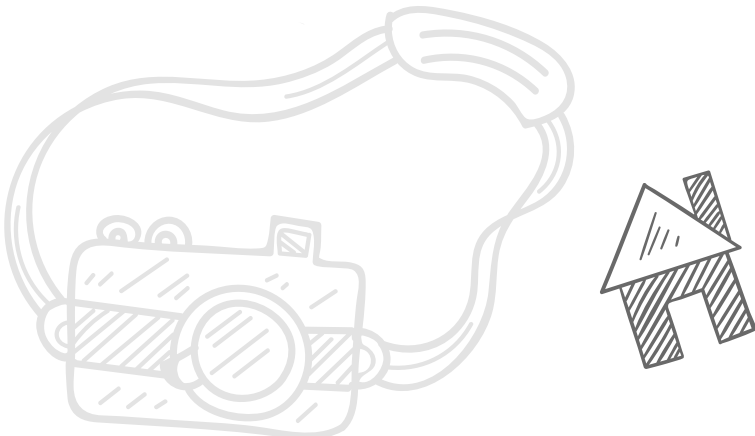
A friend has sent someone they like a revealing photo. That person has then sent it around to a few more people and now it has gone viral. You are worried about your friend and the impact it is having on their wellbeing.

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



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?

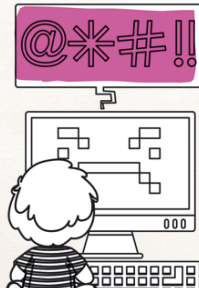
Answer

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



4. SUMMARY QUESTION

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

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?

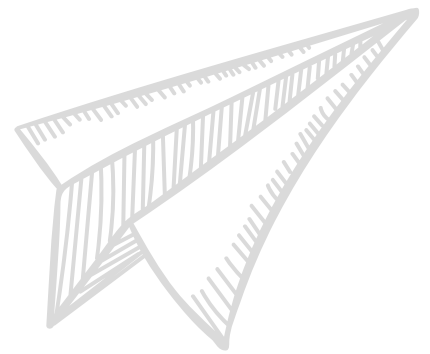
Can you identify who you may be able to talk to, if you come across any of the challenges identified in the lesson (for example: parents, friends, teachers etc)?

Note: You do not have to share these answers with your class or teacher, this is just to get you thinking.

Assessment

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.

If you are uncomfortable sending any of your answers, discuss this with your teacher.



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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