



TEACHER'S TOOLKIT

Sharing content and being 'Share A.W.A.R.E'
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 and the associated lesson – Share A.W.A.R.E, is designed to build on students' critical thinking skills to prevent sharing content considered to be online child sexual exploitation material. It is intended for early high school students (Years 7-8) but can be adapted to suit an older audience. We anticipate this lesson will encourage students to consider a few key questions before sharing anything online to ensure the safety and wellbeing of not only themselves, but those they interact with online.

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 provide students with practical skills to ensure the safety of themselves and others by encouraging critical thinking when sharing personal content and interacting online to prevent online child sexual exploitation.

Outcomes:

- 1 Students expand their awareness regarding their online safety and how it links to their day to day life and apply this to their online interactions.
- 2 Students are able to carefully consider the content of messages to determine the legal and ethical implications prior to sending.
- 3 Students apply actionable steps to ensure their online safety and know where to go for help if something goes wrong.

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.

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: ACPPS070; ACPPS072; ACPPS093

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 'Share A.W.A.R.E' approach
- 3 Scenario Activity and Questions – Being Share A.W.A.R.E
- 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 lesson plan (learning resource two) will be in italics.

1. INTRODUCTION (10 minutes)



INTRODUCTORY INFORMATION

Developing and building on critical thinking skills and its application in an online context can be a factor to preventing online child sexual exploitation.

The aim of this lesson is to help students identify what kind of content is appropriate to share and why, and what should be kept private. This is an important learning experience as early high school is a key age group for starting to sign up for social media accounts, with the minimum age requirement for most social media platforms being 13 and above.

During this time, encourage students to think about a time where they may have been required to make a decision whether to share something online. They may have needed to weigh up the pros and cons of it before making their decision. How did they know it was the right thing to share or to keep private? What processes did they go through to make this decision?

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.

Think about a time you sent something you felt a little unsure or nervous about and the thinking process for your decision. Did anything happen after posting or sending? Would you do it again?

Note: there are no right or wrong answers, we just want you thinking about your actions online.



THINKUKNOW'S TIPS



- 1 Always think before you post
- 2 Make use of privacy settings to control who sees your information
- 3 Clean up your social media accounts and remove anything that gives away too much information.

It is not the end of the world if you have shared something you wish you hadn't. Take action to rectify the situation, such as deleting the content and seeking further help and support (refer to list at the end of this toolkit).

DID YOU KNOW?



In 2019, the Australian Centre to Counter Child Exploitation (ACCCE) commissioned market research into community attitudes and perceptions of online child sexual exploitation¹.

A literature review suggested that children and young people engage in a number of high risk behaviours online which could compromise their online safety and increase their vulnerability.

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 SHARE A.W.A.R.E APPROACH (20 minutes)

LESSON PLAN FOR STUDENTS

This activity is intended to break down the thinking process into some easy to remember steps for the students. If they are ever unsure about sending something, consider the below questions before making a decision. If they aren't comfortable with all five of their answers, then it is a sign not to share.

We all like sharing content online like messages, photos, videos etc. But just because we can share everything and anything, doesn't mean we always should. Certain things shouldn't be shared but sometimes it can be hard to work out what is and isn't ok.

One way to help with checking whether you should be sharing something online, is to be Share A.W.A.R.E.

This an acronym designed to help you work through a series of steps when thinking and deciding whether or to not post.

A PPROPRIATE:	<i>You need to consider if what you are about to share is APPROPRIATE. Is the content suitable to be shared online? Is it illegal?</i>
W HO:	<i>WHO could see what you share? Are you sharing it just to your real friends and family or could anyone see it?</i>
A CCURATE:	<i>Is what you are about to share ACCURATE? Is it real and true or is it a rumour, fake or pretend?</i>
R ESPECTFUL:	<i>Is your post RESPECTFUL? Will someone be hurt or upset by what you share?</i>
E NVIRONMENT:	<i>Think about the ENVIRONMENT of the post you are about to share. Is it a photo with a background that may indicate your location, or you school or home address? Is it from a confidential or private conversation?</i>



3. SCENARIO ACTIVITY AND QUESTIONS – BEING SHARE A.W.A.R.E

Consider this scenario:



Sophie and her friends have been making fun videos and sending them to each other over a new app. Sophie's videos are really popular and she has been gaining a lot of followers, some she knows and other she doesn't, her profile is public. Sophie came across a video circulating at school of another student that Sophie suspected was personal content and not meant for others to see. Sophie knew this person but thought the video was kind of funny and showed her friends and they all laughed about it. Sophie's friends are pressuring Sophie to share the video and Sophie seems to be going along with it - it might be funny to share the video with her followers even though she knows this video was probably not meant to be shared. Sharing the video might also help Sophie increase her followers.

What should Sophie do? Help Sophie decide by going through the Share A.W.A.R.E checklist.

For this activity, use the printable resource (A.W.A.R.E) or create your own by spelling out the acronym A.W.A.R.E. on a blank page starting a new line for each letter leaving a couple of lines between each. Apply the Share A.W.A.R.E questions above to Sophie's scenario. Write a short sentence answering each question - it needs to be more than a yes or no answer.

For example: A for APPROPRIATE: Help Sophie consider if what she is about to share is APPROPRIATE. Is the content suitable to be shared online? Is it illegal? Why or why not?

4. SUMMARY QUESTION (5 minutes)



This has been included to give students the opportunity to write down their understanding of the Share A.W.A.R.E process in their own words to put their understanding to practice.

After you have addressed each letter/question write down whether you think Sophie and her friends were being Share A.W.A.R.E.

5. CONCLUDING ACTIVITY (5 minutes)



Giving the students an opportunity to reflect on their own actions and encourage them to make positive changes.

Now that you have had some practice using the Share A.W.A.R.E thinking, think back to a time you shared something you weren't sure about at the start of the lesson. Do you still think you should have shared it? If yes, great news! If no, can you do something now to make it better? If it's an image you shared or posted of yourself or someone else, maybe take it down. If you messaged someone something that was inappropriate you could apologise and ask them to delete it? If someone isn't respecting your privacy or wishes you may need to ask someone for help or talk to a trusted adult, like your parents or teachers.

Assessment (optional)

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

Send your Share A.W.A.R.E questions and answers regarding Sophie and her friends back to your teacher. They just want to make sure you are thinking about these things before sharing anything online and 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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t twitter.com/ThinkUKnow_Aus

