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Digital Impact
Digital Resource Pack

Introduction

This document contains the teacher resources, top tips and take home sheet that support the Digital Impact workshop, which is part of the **Optus Digital Thumbprint** program.

The two lesson plans are to be used by teachers in providing students with an interesting and engaging lesson around digital security and privacy. Each section of the lesson plan contains: the overall aim of the section, an approximate timing for the section, the interaction between teachers and students, as well as a description of the material and suggestions of how it should be delivered for maximum impact.

Lesson Plans:

These lesson plans are organised by section, interaction type, and description. The section contains important information about the purpose of each phase as well as an estimated time allocation. The interaction describes the ideal flow of information between teachers (T) and students (S). For example, interactions that flow T-S-S are about teachers giving instructions, or guidance followed by two lots of student communication with teachers. Interactions with only 'S' in them are student-led parts of the session. And the description explains the actions and questions or concepts that are communicated throughout the lesson. Teachers will use this information as a 'run sheet' for the session to ensure it runs smoothly.

Student Top Tips:

The top tips include some of the most important points students will have learnt in the Digital Impact workshop, the lessons they have had with their teachers and the topics they may have talked about with their parents. These tips will help students to ensure their information is kept safe and help them to become better digital citizens.

Parent Take Home:

The take home sheet is a resource for parents that allows them to have a structured conversation with their children about difficult topics. Parents are provided with example sentences and answers which can help them navigate a conversation about digital security and privacy with their child.

Digital Impact Lesson Plan 1

Section	Interaction	Description
Intro Lead-in to set the context  3min	T-S-S	<p>Ask the students: "Do you know anyone who has been cyberbullied?"</p> <p>In pairs, ask the students to discuss cyberbullying incidents they've heard of. Ask the students what kind of impact they think the cyberbullying had upon the students who were cyberbullied.</p> <p>Do they think the victims overreacted in any way? Do they think there was an easy way for them to stop the cyberbullying by themselves?</p> <p>Tell the students that next they will look at the impact of cyberbullying.</p>
Knowledge To give students understanding of consequences of their actions  25 min	S	<p>Tell the students that sometimes cyberbullying is about more than a single nasty comment.</p> <p>Show the students meme picture 1: Star Wars Kid Each student gets one slip of paper and they write down two comments they might make if they saw this picture on their social media account.</p> <p>Show the students meme picture 2: Mosh Girl Each student gets one slip of paper and they write down two comments they might make if they saw this was a picture of their friend on her social media account.</p> <p>Note: Meme pictures can be found in the handout section of this booklet.</p>

Section	Interaction	Description
Knowledge continued...	S-S-T	<p>Collect the slips of paper with the comments.</p> <p>Tell the students "when you logged on to your account today, you received a large number of comments about your picture."</p> <p>Put students in pairs. Give each pair 4 random slips of paper with comments on them. Ask the students to discuss how it would make them feel if the comments on the sheet were made about them.</p> <p>Ask the students how they would feel if:</p> <ol style="list-style-type: none"> 1. Only their friends saw the comments. 2. The whole class saw the comments. 3. The whole school saw the comments. 4. The whole world saw the comments. <p>Open the discussion up to the class, talking about how they would feel in these circumstances. What would they do in these circumstances?</p> <p>Tell the students the video of the "Star Wars kid" was viewed almost 900 million times.</p> <p>Do they think it would be practical to respond in the way suggested earlier if nearly 900 million people had said those types of comments about them?</p> <p>Tell the students that the "Star Wars kid" received so much bullying from a video of him (which he didn't know was being filmed) that he had to leave school and go into a psychiatric ward.</p> <p>Similarly, "mosh girl" had her image photoshopped hundreds of times and the pictures were distributed all over the Internet. In an interview, the girl stated "... Some of the pictures that were photoshopped were amazing; some were pretty malicious and cruel... You can't help but realise that you are being humiliated across the country..." Furthermore, people figured out details like her date of birth and her real name based on the photo... (i.e. All from photo she didn't know had been taken).</p> <p>Do the students think that "mosh girl" has any responsibility for her cyberbullying?</p>

Self-efficacy To allow students to identify what steps they can personally take to become a better digital citizen 🕒 10 min	T S-S S-T	<p>Tell the students that the boy in picture 1 is your best friend. Tell the students that the girl in picture 2 is your sister.</p> <p>Put the students in pairs. Students discuss what they should do to help their friend/sibling.</p> <p>As a class, have the students discuss what they think the best method for helping their friend/sibling is.</p> <p>Steps for helping a friend/sibling that is being cyberbullied should include:</p> <ul style="list-style-type: none"> • Making sure that they don't comment on posts, images or videos. • Don't involve themselves in any groups that are sharing posts, images and videos. • Report the bullying to people who can help such as parents or teachers. • Support their friend/sibling online and off-line. • Report inappropriate material to the appropriate reporting area on the social media service (https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/social-media-services-safety-centres). • Help their friend/sibling record evidence (i.e. screenshots, etc.). • Help their friend/sibling change privacy settings if they don't know how.
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Section	Interaction	Description
<p>Conclusion</p> <p>Ensures students have understood the knowledge given and are prepared to become a digital citizen.</p> <p>🕒 5 min</p>	<p>T-S-T</p>	<p>Students are given a verbal true-false test about cyberbullying.</p> <p>"Cyberbullying is easy to escape. Hands up if you think this is true?"</p> <p>False.</p> <p>As the story of the "Star Wars kid" shows, cyberbullying can quickly get out of hand.</p> <p>"Cyberbullying is the same as bullying in person. Hands up if you think this is true?"</p> <p>False.</p> <p>While there are many similarities, cyberbullying can take many more frightening forms and can often rapidly spread beyond people who know the victim.</p> <p>Teacher asks students if today's lesson will change how they will act online.</p>

Meme Pictures:



Digital Impact Lesson Plan 2

Section	Interaction	Description
<p>Intro</p> <p>Lead-in to set the context</p> <p> 2min</p>	<p>T-S-T</p>	<p>Ask students to put their hands up if they agree with this statement:</p> <p>“Being bullied on the internet is the same as being bullied in person.”</p> <p>Tell the students that today we are going to examine what cyberbullying has in common with “real world” or “in person” bullying as well as what makes it different.</p>
<p>Knowledge</p> <p>To give students understanding of consequences of their actions</p> <p> 15min</p>	<p>S-S</p> <p>S-S</p>	<p>Split class into groups.</p> <p>Each group receives the two part interaction sheets. Each sheet contains a Facebook/chat log that show two people chatting with each other.</p> <p>Write the following 3 questions on the board for students to discuss:</p> <ol style="list-style-type: none"> 1. Did “cyberbullying” occur in the exchange? [Yes] 2. Which person is the victim and which is the bully? [Person 2] 3. What type of bullying occurred? [One of the following: harassment, exclusion, flaming, cyberstalking, putting someone down, impersonation, outing] <p>Note to teachers: definitions of different types of cyberbullying are as follows:</p> <p>Harassment Repeatedly sending offensive messages.</p> <p>Exclusion Intentionally excluding someone from an online group.</p> <p>Flaming Sending angry, rude, vulgar messages.</p> <p>Cyberstalking Repeatedly sending threats of harm or highly intimidating messages/interactions.</p> <p>Putting someone down Posting untrue or cruel messages.</p> <p>Impersonation Pretending to be someone else to make that person look bad or put them in danger.</p> <p>Outing Publicly posting material that is sensitive and private or tricking people into giving embarrassing information that is then made public.</p> <p>As a class, discuss the answers to the questions. Encourage students to talk about how they would feel if they were the victim in this scenario.</p>
<p>Self-efficacy</p> <p>To allow students to identify what steps they can personally take to become a better digital citizen</p> <p> 10min</p>	<p>S-S</p> <p>S-S-T</p>	<p>Put students into pairs and have them discuss the following questions:</p> <ol style="list-style-type: none"> 1. Have you ever had a conversation like the ones in the interaction sheets? 2. What things can you think of so that you don’t become like the bully in the examples? <p>As a class, encourage students to share any interesting answers they may have discussed about the questions.</p>

Section	Interaction	Description
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Self-efficacy continued...

T-S-T

Ask the students:
 "Did anyone who was being a bully ever provide excuses for the behaviour?"
 (eg. "I was only joking, why do they have to take it so seriously?", "I just wanted to help them understand that they shouldn't post the photo because it didn't look cool", etc.).

S-S

As a class, discuss why the excuses are not valid.

Conclusion

T-S-T

Students are given a verbal true-false test about cyberbullying:

Ensures students have understood the knowledge given and are prepared to become a digital citizen.

"Cyberbullying is the same as in person bullying. Hands up if you think this is true?"

False.

While there are many similarities, cyberbullying can take many more frightening forms and can often rapidly spread beyond people who know the victim.

"Once cyberbullying starts, the only thing you can do is wait for the bullies to get bored. Hands up if you think this is true?"

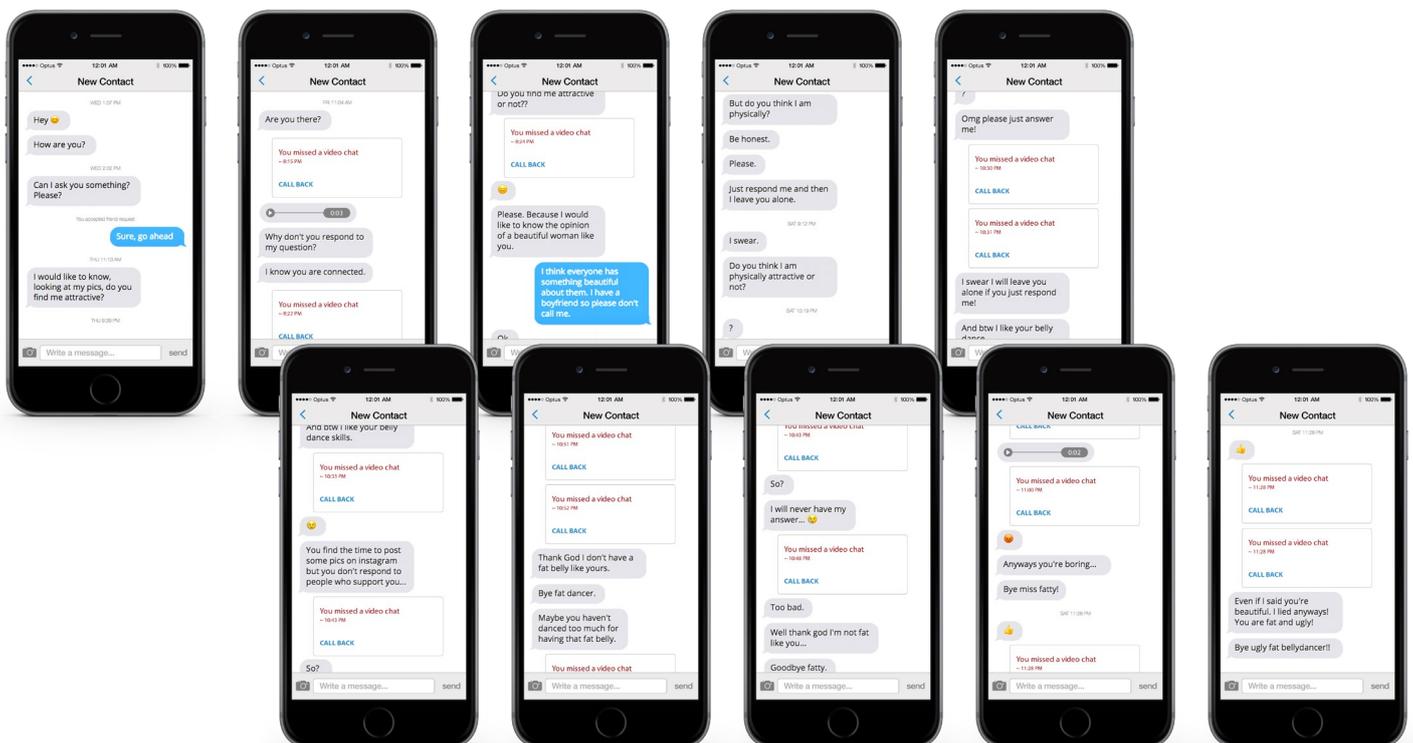
False.

As we've discussed in today's lesson, there are a number of practical steps you can do if you were being cyberbullied and to help other people who are being cyberbullied.

Teacher asks students if today's lesson will change how they will act online.

🕒 5 min

Knowledge activity interactions:



Handouts

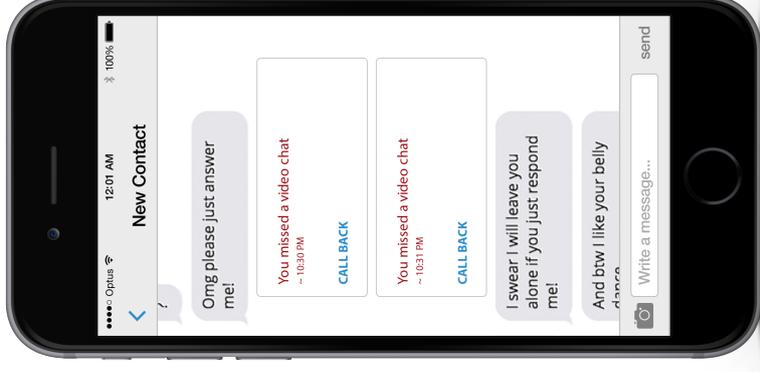
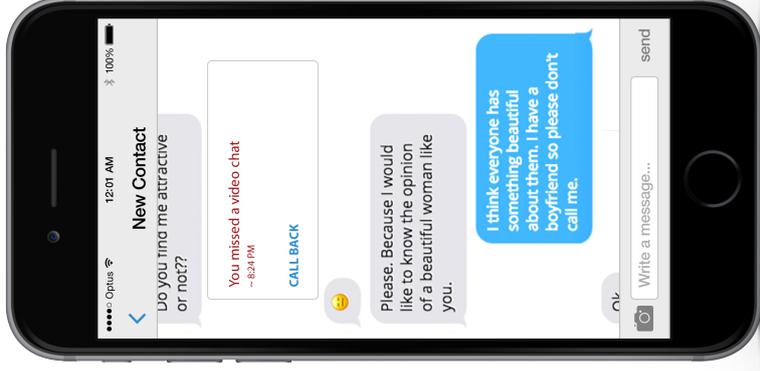
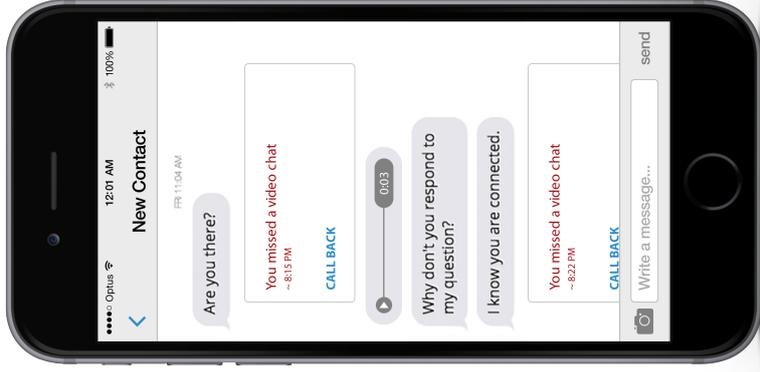
Meme picture 1: Star Wars kid



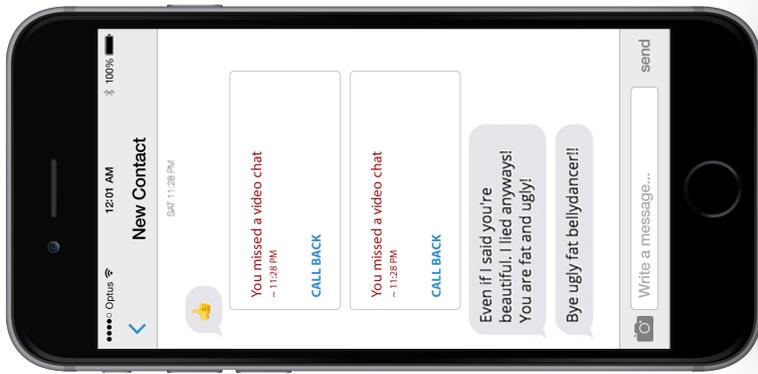
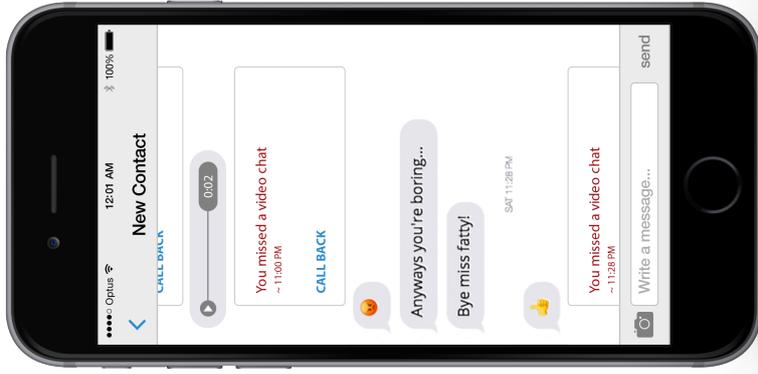
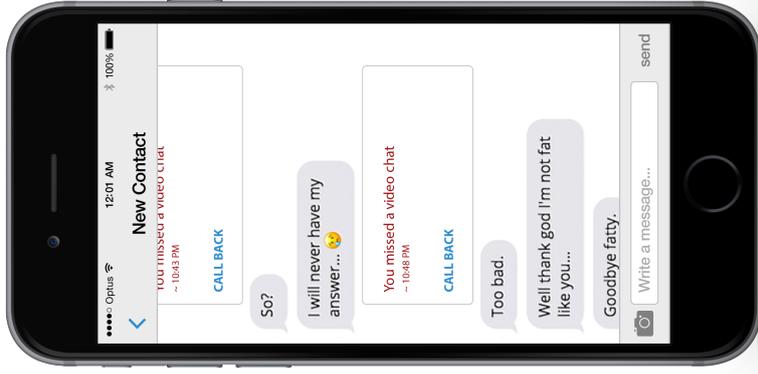
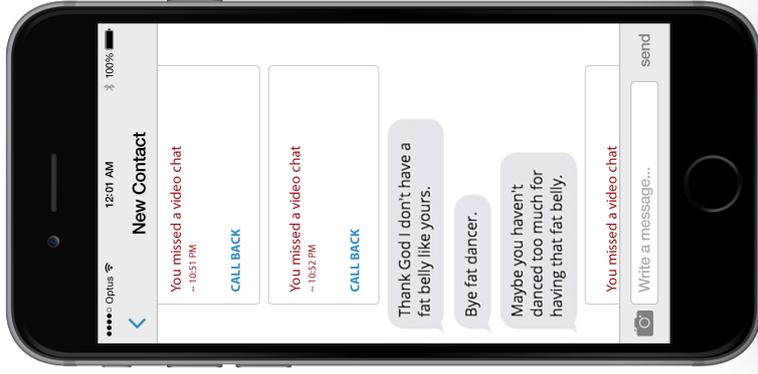
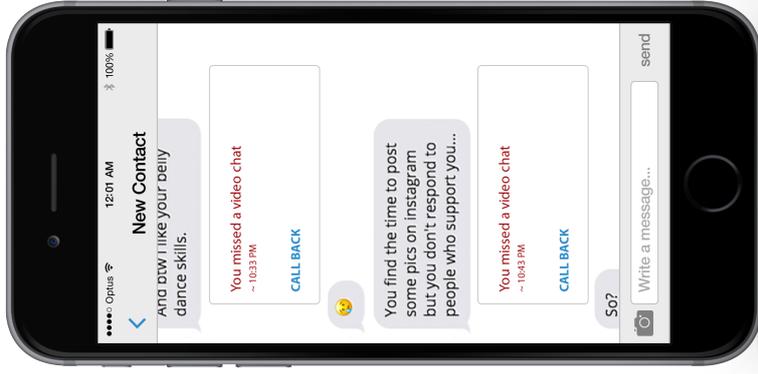
Meme picture 2: Mosh Girl



Interaction pt 1



Interaction pt 2



Digital Impact Student Top Tips

The following tips are a list of actions you can take if you are either being cyberbullied or see someone else being cyberbullied. They include some of the most important points you will have learnt in your Digital Insight workshop, the lessons you had with your teachers and the topics you may have talked about with your parents. These top tips will help to keep you safer online and to become a better digital citizen. Try to commit these tips to memory.

Think about how you might feel if you received the comment you're about to make. ✓

Think about what might happen if everyone could see the picture you're about to post. ✓

Offer your support to those you know who are being bullied. ✓

There's never a good excuse to be a bully. ✓

If you see cyberbullying happening again, report it again. ✓

If you see cyberbullying, report it to parents, teachers or the appropriate area on the relevant social media service. ✓

<https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/social-media-services-safety-centres>

**If you need more help or information contact Kids Helpline on:
Or visit Kids Helpline at:** ✓
<https://kidshelpline.com.au/>

OPTUS PARTNERSHIPS





Digital Impact Parent Discussion Guide

This sheet is intended to help you have a discussion with your child about cyberbullying and online interaction. Below, we have suggested topics you can discuss with your child. The following discussion points are important and often difficult topics to broach. The intention is to show both bullying and its solutions can happen in the school environment and the adult world. Each topic below should be discussed by both your child AND yourself.



Talk about bullying that you have seen at your school/ your workplace (past or present).
(e.g. Bring up an example you have seen or heard about at your workplace in order to show that bullying can happen to anyone, no matter their age or gender.)



Both describe what you think an inappropriate picture is. Are there any differences?



How could you respond if someone you knew (at school/work) was being bullied?
(e.g. Report bullying if you see it, offer your support for those who are being bullied, etc.)



Take one post or comment from both of you on social media. Compare the two. Ask if they would post the same messages to a teacher, parent or someone they knew well. Would they say the same thing if they were face to face with someone? Why/Why not?



Why might someone post pictures of themselves (school-age/adult)?
(i.e. To please friends or partners, to get approval from friends and strangers, to make friends and strangers jealous of their lifestyle, to share what is happening in their life with friends, etc.)



What do you (student) think could go wrong if someone asked you to send a provocative picture? What are your options? Can you prevent or minimise what could go wrong?
(e.g. It might get passed on to people it was not intended for (friends, parents, teachers and strangers), there might be legal implications, you could choose not to send the picture, or discuss some rules with your partner, etc.)



What would you do to help someone who is being bullied at school/work?
(e.g. Report it, talk to the person being bullied, talk to the bully, etc.)



What would you do if someone was cyberbullying you (at school/work)?
(If possible, bring up how bullying is handled at your workplace (with reference to the HR department) to show that there are often official processes and procedures to handle bullying.)



What do you (student and parent) think you can do to be a better digital citizen?
(e.g. Report bullying if you see it, offer your support for those who are being bullied, think about how other people might feel about the comments you make, think about what might happen if your comment went viral, etc.)



If you are unsure about any of the information contained in this document or want to know more, check the resources section of the **Optus Digital Thumbprint** website:
<http://www.digitalthumbprint.com.au/resources/>

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If you need more help or information contact Kids Helpline.

 **1800 55 1800**
 kidshelpline.com.au



Office of the
eSafety Commissioner

The Optus Digital Thumbprint program is certified by the Office of the eSafety Commissioner.

 esafety.gov.au

DQWorld™



If you also have younger children, DQ World is designed for ages 8 - 12 and teaches 8 digital citizenship skills.

 dqworld.net