

## Upper primary unit

### Cybersafety



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### Before you start

This unit is designed for students aged 10–11 years.

Before you start this unit it is important that you are aware of what your students, and others in this age group, are doing online and how they use online technologies. For some general information visit the 'What are students doing online?' section at [www.cybersmart.gov.au/schools.aspx](http://www.cybersmart.gov.au/schools.aspx).

This section provides information on children and technology, including cybercitizen profiles, videos of students discussing their online activities and links to ACMA research regarding online behaviour.

### Teacher background information

Online activities can be fun and educational, but they can also present risks for children. Seemingly harmless activities, such as registering for access to websites, emailing, chatting, and playing online games all have risks associated with them. It is therefore essential that children are taught about the risks they can face and, more importantly, how to manage the results.

This unit will explore the issues of cybersafety with regard to several online activities. Teachers should note that some content may be upsetting or inappropriate for some students and will need to exercise judgement in assessing the suitability of some aspects of this unit of work.

### Unit overview and objectives

This unit aims to help students to:

- understand that online activities can have associated risks
- think critically about how they might protect themselves, their families and their computer while engaging in online activities
- understand that online identities, such as avatars, can protect them, but may be used by others to pretend to be something they are not.

By the end of this unit, students will be able to:

- identify risky online behaviours
- list strategies to keep themselves safe online.

### Unit duration

The time allocated to this unit will depend upon the prior knowledge and skill levels of your students. It comprises eight activities, each designed to take approximately one or two 45 minute lessons.

### Required resources

- Worksheets 1–2
- 'Quiz—How cybersmart am I?' at [www.cybersmart.gov.au](http://www.cybersmart.gov.au)
- Interactive whiteboard (or several computers) with Internet access
- A3 paper
- Small pieces of card and paper
- 'Cyberquoll' animation at [www.cybersmart.gov.au/cyberquoll](http://www.cybersmart.gov.au/cyberquoll)
- Examples of various 'safe' and 'unsafe' photos
- 'People I chat with online' cards (located with worksheets)
- Poster paper
- A4 pieces of card
- Laminating equipment
- 'Who's your friend on the Internet?' game at [www.netsmartzkids.org](http://www.netsmartzkids.org)
- 'Noah and Saskia' video at [www.australianscreen.com.au](http://www.australianscreen.com.au)

### Further information

For more information, contact:

Australian Communications and Media Authority  
Cybersafety Contact Centre

Tel: 1800 880 176

Email: [cybersafety@acma.gov.au](mailto:cybersafety@acma.gov.au)

[www.cybersmart.gov.au](http://www.cybersmart.gov.au)

### Activity 1: How we use the Internet

What you will need:

- Worksheet 1: Cybersafety
- 'Quiz—How cybersmart am I?' at [www.cybersmart.gov.au](http://www.cybersmart.gov.au)
- Interactive whiteboard (or several computers) with Internet access

Students to discuss with a partner all the different ways in which they use the Internet (e.g. playing games, chatting, emailing, shopping, searching for information etc.).

Share with the class.

Students to estimate the amount of time they spend on these activities each week.

Create a class graph of the activities, showing how much time the class collectively spends on each activity.

Write 'cybersafety' on the board. Ask students to write down (on worksheet 1) what they think of when they hear this term. Share their responses with the class. What do students currently do to keep themselves safe online?

Explain that many of the most popular things to do on the Internet have risks associated with them, but that there are tools and behaviours students can learn to keep themselves, their families and their computers safe.

Students to find out how cybersmart they already are by completing the 'How cybersmart am I?' quiz.

This can be found at [www.cybersmart.gov.au](http://www.cybersmart.gov.au) > Kids > Fun things to do > How cybersmart am I? > Start the Cybersafety quiz.

Students should work through the whole quiz without using the 'Try again' function. They will have an opportunity to complete the quiz again at the end of the unit to see if they can improve their score.

### Activity 2: Sharing personal information

What you will need:

- A3 paper
- Small pieces of paper

One of the best ways for students to protect themselves in various online forums is to avoid posting personal details online. In this lesson students will be encouraged to think about the pieces of information they post online and the forums that request them.

Students to draw a self-portrait in the middle of an A3 sheet of paper. Around the picture they write information that they have recently posted online (ask students to only provide information that they feel comfortable about sharing with the class). It would be useful to mention that if students feel uncomfortable about sharing any of this information with their peers they should also feel uncomfortable about posting it online.

Display the portraits around the classroom with a small blank piece of paper stuck next to each one. Students to walk around and view each portrait, writing which member of the class they think it is on the blank pieces of paper.

The teacher should view the portraits before displaying them to ensure that the information provided is suitable to be shared with the rest of the class.

Discuss which pieces of information allowed easy identification of the student (e.g. full name, picture, phone number, email address) and which did not.

To conclude the lesson, brainstorm and record the various online forums that might request information.

For a complete unit of work about keeping personal information private see the Upper Primary Unit—Sharing personal information.

### Activity 3: Photos online

What you will need:

- 'Cyberquoll' animation at [www.cybersmart.gov.au/cyberquoll](http://www.cybersmart.gov.au/cyberquoll)
- Interactive whiteboard (or several computers) with Internet access
- Examples of various 'safe' and 'unsafe' photos

Reflect on activity 2. If posting photos does not come up in the discussion, introduce it. Explain that students must be cautious when posting photos online as they can convey personal information, such as where they live, the school they attend, who their close friends are and what places/venues they attend regularly.

Explain to students that they will be watching an episode of 'Cyberquoll' in which two cousins who are new to using the Internet will be learning about what should or should not be posted online and why. This video can be viewed as a whole class on an interactive whiteboard, or students can view it in pairs on a computer.

Some of the online video requires interaction from the students (e.g. answering questions using drag and drop etc.). The video features issues such as uploading photos and providing information online.

Watch Episode 4- 'Putt'n Stuff Up'.

You will find this at [www.cybersmart.gov.au/cyberquoll](http://www.cybersmart.gov.au/cyberquoll) > For students > Start > Episode 4: 'Putt'n Stuff Up'.

Discuss the following:

- What does being 'famous' online mean?
- Once the cousins uploaded their photos on to the Internet, who could view them? Could they control who looked at the photos?
- How were the photos used against the cousins?
- What does the Internet is a 'public place' mean?
- What were the 'Golden rules' about uploading photos to the Internet?

Ask students to share some examples of 'safe' and 'unsafe' photos with the class, paying particular attention to the unsafe photos (what characteristics make them unsafe to post online?).



### Activity 4: The four 'W's

What you will need:

- 'Cyberquoll' animation at [www.cybersmart.gov.au/cyberquoll](http://www.cybersmart.gov.au/cyberquoll)
- Interactive whiteboard (or several computers) with Internet access

Explain to students that they will be watching another episode of 'Cyberquoll'. Reflect on Episode 4 (viewed in activity 3).

Some of the online video requires interaction from the students (e.g. answering questions using drag and drop etc.). The video features issues such as Internet hoaxes/scams, providing information online, unreliable websites, pop-ups and spam.

Watch Episode 5-'Trying It On'.

You will find this at [www.cybersmart.gov.au/cyberquoll](http://www.cybersmart.gov.au/cyberquoll) > For students > Start > Episode 5: 'Trying It On'.

Discuss the following:

- What types of information should not be posted online?
- What were some of the 'Golden rules' about using the Internet?
- What are the four Ws?
- Why do you think people place dishonest content or ads on the Internet?
- What are some of the dishonest ways people can use your personal information?
- What solutions or strategies for keeping safe were suggested in the video?

You might need to watch the video several times.

The following terms are used in the video and are important for students to understand:

- scam
- pop-ups
- spyware
- banners

**Scams** are deceptions designed to obtain money through gaining people's personal information online.

**Pop-ups** are small windows that appear in the foreground of an Internet browser. Pop-ups can be integrated into some websites for practical purposes, but they are often used to display advertising or pornography on the screen.

**Spyware** is a computer program that can be installed on personal computers, usually without the permission of the owner. It collects information and sends it back to another source.

**Banners** are a common form of advertising on the Internet.

Separate students into pairs or small groups and give each group one term from the list above. Groups to research what the term is, its function, and how it might pose a risk to personal safety or computer security.

Groups to share their research with the class.



### Activity 5: Friends online

What you will need:

- Small pieces of card
- 'People I chat with online' cards (located with worksheets)
- Poster paper
- Copies of worksheet 1 from activity 1

Reflect on what students have learnt (from activities 2, 3 and 4) about posting personal information online.

Ask students how many of them use the Internet for 'chatting'. This can include instant messaging, wall posts on social networking sites, interacting in games and emails.

Students to write down the names of all the people they 'chat' with online (this includes people they have emailed and people they have engaged with on social networking or chat sites). Each name should be written on a separate piece of card.

Students to separate the name cards into the following categories on a poster, using the 'People I chat with online' template (located with the worksheets):

- I am very close to this person (close friend or family member)
- This person is a friend
- This is a family member, but we are not close
- This person is an acquaintance (someone I know, but not that well)
- I don't know this person

Discuss the results of this activity. Are students surprised by the results? Do the results worry them? What sorts of personal information do the people know, or have access to, about the students? How do the students feel about this?

Ask students what they currently do to keep themselves safe in online chat environments. List these additional ideas on worksheet 1.

### Activity 6: Online chat (assessment opportunity)

What you will need:

- 'Cyberquoll' animation at [www.cybersmart.gov.au](http://www.cybersmart.gov.au)
- Interactive whiteboard (or several computers) with Internet access
- A4 pieces of card
- Laminating equipment

Explain to students that they will be watching another episode of 'Cyberquoll'. In this episode the cousins are learning how to keep themselves safe while chatting online. The video will need to be paused at various points for discussion (see below).

Watch Episode 3—'Making Waves'.

You will find this at [www.cybersmart.gov.au/cyberquoll](http://www.cybersmart.gov.au/cyberquoll) > For students > Start > Episode 3: 'Making Waves'.

Pause the video after the 'Hi! I'm Cindy, I could be your special friend' message and ask the following questions:

- What do we know about Cindy?
- Who could Cindy be?
- What should he do with this message?

Pause the video after the female cousin creates her online profile and ask the following questions:

- Which pieces of information was it ok to post?
- Which pieces of information could be used to identify her?
- She lied about her age. Do you think you should give correct details, lie about them, or not post them at all?

After watching the entire video, discuss the following:

- What were the tips given for chatting, but ensuring you cannot be identified?
- What is a 'handle'?
- Why do you think some people say or do things online that they would not say or do in real life?
- How is an online environment different to real life?

Students work independently to devise a list of 'Golden rules for using the Internet'. Students write this information on a piece of card and then decorate and laminate it to create a 'cybersafety' mouse mat. This can be used each time they work on a computer as a reminder of how to keep themselves safe.



### Activity 7: Online identity

What you will need:

- ‘Who’s your friend on the Internet?’ game at [www.netsmartzkids.org](http://www.netsmartzkids.org)
- Noah and Saskia clips at [www.australianscreen.com.au](http://www.australianscreen.com.au)
- Worksheets 2: Noah and Saskia

Visit [www.netsmartzkids.org](http://www.netsmartzkids.org) and play ‘Who’s Your Friend on the Internet?’

You will find this at [www.netsmartzkids.org/activities](http://www.netsmartzkids.org/activities) > Who’s Your Friend on the Internet?

This game demonstrates that students cannot be 100 per cent sure who they are talking to online (if they do not know the person in real life).

Creating an online identity, such as an avatar, is an excellent way for students to keep themselves safe when chatting or creating online profiles, but they need to be aware that many people create online identities to reflect who they would like to be, not who they really are.

Students to watch ‘Noah and Saskia’ (all three clips) to see how people use avatars to hide their true identity, and observe what the outcomes of this behaviour might be. Answer the questions on worksheet 2.

You will find the clips at [www.australianscreen.com.au](http://www.australianscreen.com.au) > titles > N > Noah and Saskia – Tomorrow Never Knows.

Background information: This is the final episode of the ‘Noah and Saskia’ series. This episode begins with Saskia blackmailing a younger student into logging her in to a chat room called ‘Webweave’. She is looking for an online identity called Max Hammer. In a previous episode Max ‘stole’ some music that Saskia had uploaded and now she is angry and wants revenge. For more information about this series, see the ‘Curator’s notes’ and ‘Education notes’ provided with the episode.

To explore the concept of avatars in more detail, see Upper Primary Unit—Online symbols.



### Activity 8: How cybersmart are you now? (assessment opportunity)

What you will need:

- 'Quiz—How cybersmart am I?' at [www.cybersmart.gov.au](http://www.cybersmart.gov.au)

Students to complete the 'How cybersmart am I?' quiz for a second time to see if they can improve their score after working through this unit.

The quiz can be found at [www.cybersmart.gov.au](http://www.cybersmart.gov.au) > kids > Fun things to do > Quiz—How cybersmart am I? > Start the Cybersafety quiz.

Discuss the results of the quiz.



### Worksheet 1: Cybersafety

Name: \_\_\_\_\_

Inside the computer screen, write down what you think of when you hear the term 'cybersafety'. Add examples of what it means to be 'cybersafe'.





### Worksheet 2: Noah and Saskia

#### Questions for clip 1: 'You don't track boys down, you lure them!'

Name: \_\_\_\_\_

1. What is the 'real' Saskia like?

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2. Why do you think Saskia selected a paper bag as her avatar and how much information does it give about her identity to others online?

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3. How should Saskia have conducted herself in the chat room?

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4. Can someone really remove someone else from a chat room?

Yes  No

5. What can you do if you encounter inappropriate content while chatting?

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6. What do you think Renee means by 'luring'?

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### Worksheet 2: Noah and Saskia Questions for clip 2: 'Make your avatar—meet Indy'

Name: \_\_\_\_\_

1. Why did Saskia change her avatar? What was she hoping to achieve?

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2. Is chatting to someone online the same as talking to someone in real life? Why or why not?

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3. Do you think Max Hammer was looking for Saskia?

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4. What is the difference between lying and imagining?

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5. Is lying on the Internet ok?

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### Worksheet 2: Noah and Saskia Questions for clip 3: 'He's not real ... he's typing!'

Name: \_\_\_\_\_

1. What do you think the 'real' Max Hammer is like?

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2. Is Max Hammer real or is he an 'idea'?

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3. Why do you think Saskia is so sure that she knows who Max is?

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4. Were you surprised by the 'real' Max Hammer?

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### Template: People I chat with online

I am very close to  
this person (close friend  
or family member)

This person is a friend

This is a family member,  
but we are not close

This person is  
an acquaintance (someone I  
know, but not that well)

I don't know this person