

Teacher Resource Pack

SCREEN NAME



**CONSTABLE
CARE**
FOUNDATION

Contents

| | |
|---|----|
| <i>Overview</i> | 3 |
| <i>01 Introducing Key Concepts</i> | 5 |
| <i>02 Delivering Key Messages</i> | 6 |
| <i>03 Reinforcing Outcomes</i> | 7 |
| <i>04 Recognition & Parent Engagement</i> | 9 |
| <i>Activity Pack</i> | 10 |
| <i>Certificate</i> | 12 |

Teacher Information and In-Class Activity Pack

Performance Type: Two actor play

Topic: Online protective behaviours

Duration: 45 minutes (including Q&A time)

Audience Size: Maximum of 120 students

Age Group: Years 4 to 6

Synopsis

Laura and Max aren't just ordinary school students. Online they become PixieGal_13 and Maxatak, a rogue and a barbarian, battling creatures in a role playing game.

Laura meets Sk8erDan in a chatroom who tells her he is a boy her age from a neighbouring school. Upon meeting him, she discovers he is far older than he let on. He makes advances on her and she is uncomfortable and afraid. Laura realises she has given him too much information about herself and where she lives. Max helps Laura realise she must speak to a trusted adult to resolve the situation.

Screen Name teaches young people about the more serious dangers of the cyber world and how to make safe decisions online.

Concepts Addressed

- Protective behaviours online
- Online grooming and cyber predators
- Safety of personal information online
- Bystander intervention
- Control of online friend networks
- Online posting considerations
- Dangers of online and offline meetings

HOW TO USE THIS RESOURCE

Section 1 should be used prior to the performance. These activities are designed to introduce students to the concepts explored in the play to support their engagement with the performance.

Section 2 is to be used on the day of the performance, reminding students of key topics and giving them an outline of how the performance will run, focusing them for the interaction with the performers.

Section 3 is designed as a set of activities to extend the learning after watching the performance of Frenemies. These activities support the learning generated in the performance and solidify student's understanding of the topics.

PLEASE NOTE

Constable Care Child Safety Foundation invites schools to participate in pre- and post surveys to determine the impact that our incursion has had on students' knowledge, attitude and behavioural intent. If you would like to participate in this simple, completely anonymous in-class evaluation process, please contact us at education@constablecare.com.au and we will send you the materials.

01

Introducing Key Concepts

In the days leading up to the performance we suggest you talk to students about the performance they will see (described in Section 2). Introduce students to the key messages in the play through some, or all, of the in-class activities in this section.

Key concepts for this performance

- Not everyone we meet online is honest about their true identity
- There are safe actions we can take to protect ourselves online
- Always tell someone you trust (preferably an adult) if you are concerned about something you experienced online that made you feel unsafe
- Ensure your personal information is protected online
- There are real risks involved in meeting an online contact face to face, as you can never be sure they are who they say they are

In class activity: Online Names

This activity is designed to develop students' awareness of online names and the image that can be created by those names.

1. Explain to students they are going to take part in a class activity to identify the relationship between the names of popular animated characters and their personality or characteristics. For example Superman = strong and superhuman; Penelope Pitstop = a racing car driver; SpongeBob SquarePants = a sponge and cube-shaped; Wile E. Coyote = cunning and hungry animal.
2. Explain to students the importance of choosing online names that protect your identity (i.e. that do not include age, name, location or gender) and simultaneously portray characteristics of yourself that are safe to share.
3. Ask students to share characteristics of themselves that they would consider using in their screen name. For example sporty, musical, funny.

Share with students the following introduction to the performance "Screen Name". Explain that this fun performance is about staying safe online.

"Thirteen year old Laura, whose screen name is "PixieGal_13", meets "Sk8terDan" in an online chatroom and he offers to teach her to skateboard. Thinking he is her age and from a nearby school, she arranges to meet him at the local skate park but discovers he has not been telling her the truth and is much older."

02

Delivering Key Messages

On the day of the performance students will view the puppet play and then participate in an actor-led Question & Answer session at the end that is designed to reinforce the key messages from the performance itself. This session usually takes the form of a "game show" and is interactive in nature, with students being invited up on stage to answer questions and then being awarded small merit prizes. The sessions are facilitated and managed by the Constable Care actors so that all children involved are able to successfully provide the right answers for the group.

Curriculum Links

Health and Physical Education: Wellness

Resilience – taking action

- Solving problems
- Where to get help
- Protective behaviours

In class Activity: The Constable Care Challenge

Once back in class after taking part in the performance, have students complete the “Constable Care Challenge” which is included for your use in this resource pack. We are happy for you to photocopy as many of these as you need for your class and Constable Care waives all royalty reporting requirements and payments in relation to copying of works for these sheets and the take-home Certificate. The six tasks in the Challenge are designed to reinforce the key learning outcomes from the performance. It isn’t meant to be a test – it is simply a revision and reinforcement exercise and students don’t need to give the “right” answers. Once the class has completed the challenge have individual students share some of their answers to selected questions.

In class Activity: Creating Our Own Screen Names

This activity is designed to reinforce safe actions students can take when creating a screen name and recall the tips for creating screen names from the performance.

1. Have students discuss as a group what makes a screen name or “username” safe to use.
2. Invite students to think about and write down three suitable usernames.
3. Place students in pairs and invite them to share their usernames with their partner, explaining why these are suitable for use. Taking into account feedback from their partner, ask each student to choose their favourite one of the three.
4. Invite students to share with the class their favourite username. Record examples and ask students to vote on the most suitable and safe usernames.

Teacher Note

Encourage students to reflect on their choice of screen name by asking; does it keep the identity of the user private and is it suitable and respectful? Reinforce that screen names should not communicate gender, age, name, or location.

Curriculum Links

General Capabilities

- Personal and Social Capability
- Responsible Decision Making

Optional Extension Activities

If you wanted to extend the focus on this topic further, you could consider additional activities such as:

1. Take home activity for 8-12 year olds: Ask students to volunteer sites they frequent that require registration. Instruct students to check their profiles and make changes that may be needed in line with recommendations to protect their identity. For example changing their screen name or deleting their gender information.
2. Participate in Cybersmart Networking, an online Australian Government activity suitable for 12-14 year olds. For further information on this initiative visit www.cybersmart.gov.au/Schools/Teacherresources/Upperprimary/Cybersmartchallenge/Cybersmartnetworking

04

Recognition & Parent Engagement

The final page of this resource kit is a "Constable Care Certificate of Participation" that recognises the student's attendance at the performance and also contains the key messages from the content. We encourage you to copy this and give one to each member of the class to take home at the end of your post-performance in-class activities. Constable Care waives all royalty reporting requirements and payments in relation to copying of this Certificate.

The Certificate of Participation serves a dual purpose in reinforcing the performance outcomes:

- Firstly, it provides tangible recognition for students having taken part in the performance and in-class activities and recognises that they have demonstrated their learning in the performance Q&A and the "Constable Care Challenge" in-class activity.
- Secondly, the Certificate can be useful for parents to engage their children in conversation regarding their day at school and what they have learnt. This is beneficial for parent-child communication and also assists us in making sure that parents understand and reinforce the same key concepts that their child has taken away from the performance.



THE CONSTABLE CARE ONLINE SAFETY CHALLENGE!

Task 1

The screen names we create shouldn't include personal or identifying information. **List your top two screen names** which best represent you while protecting your identity.

1.

2.

Remember:
Think about what
impression you are
creating of yourself
with this name!

Task 2

True or False

Place **T** (true) or **F** (false) in the box beside each statement

Never tell anyone online things about where you live

People always tell the truth about themselves online

Never send a picture of yourself on the Internet to anyone you don't know

Task 3

If one of your friends is talking to someone they met online and you or they are worried, you can...
Tick the correct boxes.

Advise them to talk to their parents

Ignore them, they shouldn't have started talking to someone online anyway

Go with them to talk to their parents so they won't be so scared

Make sure they keep safe as it is the most important thing

Encourage them to meet up with the person

THE CONSTABLE CARE ONLINE SAFETY CHALLENGE!

Task 4

If someone is hassling you online or wants to meet you and you find out they're not who they said they are, you can....

Task 5

Write down three types of personal information you shouldn't include in your screen name online.

1.

2.

3.

Task 6

Fill in the missing letters.

We all have a right to feel

S _ _ _

when we're online!

CERTIFICATE OF PARTICIPATION



**CONSTABLE
CARE**
FOUNDATION

At school today I watched a
Constable Care performance called

“SCREEN NAME”

and successfully completed the

**CONSTABLE CARE
ONLINE SAFETY CHALLENGE!**

I had fun with Constable Care learning about
how we can all make our homes,
neighbourhoods and local communities
safer places to live and play.

CONSTABLE CARE'S TOP TIPS FOR STAYING SAFE ONLINE!

1. Not everyone we meet online is honest about their true identity.
2. There are safe actions we can take to protect ourselves online.
3. Always tell someone you trust (preferably an adult) if you are concerned about something you experienced online that made you feel unsafe.
4. Ensure your personal information is protected online.
5. There are real risks involved when meeting an online contact face to face, as you can never be sure they are who they say they are.



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