

Teacher Resource Pack

TRENDING



**CONSTABLE
CARE**
FOUNDATION

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Teacher Information and In-Class Activity Pack

Performance Type: Two Actor Play

Topic: Cyber bullying and respectful social media behaviour

Duration: 45 minutes (including Q&A time)

Audience Size: Maximum of 120 students

Synopsis

Taylor was so looking forward to these holidays, hanging out with friends doing awesome stuff... but when some kid decided it would be fun to take some embarrassing pics and post them online, turning Taylor into the latest 'Weird Kid' meme, the holidays didn't turn out to be so much fun after all... For anyone! This show uses two short scenarios to explore the potential dangers of social media for young people. Helping them to understand the importance of online respect and consent, as well as the consequences of trolling, online abuse and sending private pictures. Through the interactive playbacks and discussions, students are able to practice prosocial skills and collaborate to solve challenging predicaments facing young people today.

Concepts Addressed

- Cyberbullying and Trolling
- Social Media protocols
- Cybersafety and the Law
- Conflict Resolution
- Sending and Posting Personal/Intimate photos
- Respect, Empathy and Consent in all online activities

Curriculum Links

Trending and the related activities in this resource pack respond to two key elements of the Western Australian Syllabus and Australian National Curriculum. The themes of inclusion, respect, empathy, digital literacy and online safety are core components of the Year 4 to 6 curriculum. This excursion and the related activities explore the many themes and issues that the syllabus covers, from empathy and respect for others, resilience, personal,

social and community health. The performance and the activities in this resource pack are designed to engage students in vigorous discussion about complex and confronting issues. Through participating in these processes, students will be exploring and developing a myriad of skills outlined in the National Curriculum's 'General Capabilities' section.

The 'General Capabilities' section of the new curriculum emerged from the Melbourne Declaration of Educational Goal's for Young Australians (2008) as a high priority for Australian schools. Our program supports teachers and students in addressing and skill building in the 'Personal and Social Capabilities', 'Ethical Understanding', 'Critical and Creative Thinking' and 'Information and Communication Technology (ICT) Capability' branches of these General Capabilities. For more detailed information regarding curriculum links, please see the table on Curriculum Links at the back of this resource pack.

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 Trending. 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

Taylor was so looking forward to these holidays, hanging out with friends doing awesome stuff... but when some kid decided it would be fun to take some embarrassing pics and post them online, turning Taylor into the latest 'Weird Kid' meme, the holidays didn't turn out to be so much fun after all... For anyone! This show uses two short scenarios to explore the potential dangers of social media for young people. Helping them to understand the importance of online respect and consent, as well as the consequences of trolling, online abuse and sending private pictures. Through the interactive playbacks and discussions, students are able to practice prosocial skills and collaborate to solve challenging predicaments facing young people today.

In the days leading up to the performance we suggest you talk to students about what they are going to see on performance day. Introducing students to the key concepts of the show through one or more of the in-class activities in this section will also help to enhance their understanding and engagement when taking part in the performance itself.

Some of the key concepts explored in the performance of *Trending* are as follows:

Empathy

The ability to feel with someone else. Through the ability to understand how someone else is feeling and connect personally with those emotions, you can develop a compassionate helping behaviour. The ability to practice empathy within an online context can be more challenging with so many cues we read when face to face with someone being removed.

Respect

Within an online community, students must develop an understanding of how to show respect to the many different people they may interact with. Through seeing online platforms as spaces designed for everyone, students need to develop respectful behaviours and the capacity to recognise disrespectful actions.

Online Safety

The digital world provides so many wonderful opportunities for students, but just like the physical world, contains some risks. Through analysing and understanding these potential risks, students can develop a toolkit of strategies to mitigate and avoid these potential dangers.

Social Media

The digital world provides so many wonderful opportunities for students, but just like the physical world, contains some risks. Through analysing and understanding these potential risks, students can develop a toolkit of strategies to mitigate and avoid these potential dangers.

Information Spreading Online

Central to Trending is the risk that exists for photos, videos and personal information to spread online very quickly. It is essential for students to develop a clear understanding of the risk that exists each time they share information online.

02

Before the Show

Activity One: Group Discussion

Learning Objectives

Students will:

- engage with and reflect on their own, peer and social understandings of bullying in contemporary society;
- explore the prevalence and severity of bullying in their schooling environment and the impact it can have on their lives; and
- develop an understanding of the key ideas around developing safe strategies for using the internet and social media.

Instructions

Working with your class, support them to engage in discussion centred around the questions below. This should be seen as a diagnostic activity, developing a clear understanding of students' current perspectives and assumptions on the topics.

1. How many people use the internet across the world?
2. What are the benefits of social media?
3. What are the risks?
4. How much of your personal information is up on the internet?
5. Is that a bad thing? Why/why not?
6. How do you know who you are talking to online?
7. Do you have control over a photo of yourself once it goes online?
8. What can you do if you want a photo of yourself taken off the internet?
9. What is cyber-bullying? What is involved and how does it affect people?
10. How can you stop cyber-bullying if it is happening to you?
11. What could you do if it was happening to a friend?
12. What rights do you have online?
13. What responsibilities do you have online?

The above focus questions can be approached in a variety of ways, catering to the needs and learning styles of the class.

Example options include:

Think pair share – discussion

1. Students are presented with one question at a time.
2. They are given 1 minute to think individually about the question and make notes.
3. Students pair up and discuss their thoughts, adding to their notes.
4. Pairs are called upon to share their thoughts with the group.

Dot point response – written

1. Students are given the list of questions and asked to create three key dot point ideas in response to each one.
2. A focus on individual work and time for thought should be given to allow students to reflect honestly on their own personal experiences.
3. Students are asked to share some of their ideas for each question.

Expert groups – written and discussion

1. Students are split into small groups (3 – 5) and the questions are divided up between groups.
2. Groups are then given time to research their questions in detail and prepare specific and factual responses to each question.

The groups then share their findings for the whole class, demonstrating for the larger group their new expert knowledge. Their answers should be recorded and collected by the teacher, to be used in a follow up activity after watching the performance.

Activity Two: Group Discussion

Learning Objectives

Students will:

- develop an understanding of how much they and their peers use social media;
- extend their knowledge of the prevalence of social media within our daily lives and the risks that exist within it;
- be able to position their understanding of their own community and the risks that are present when engaging with the upcoming incursion.

Resources

This activity is built with Microsoft Forms. Use the below link to copy the template and create your own.

FORM: HOW MUCH DO YOU USE SOCIAL MEDIA

To share with your students:

1. Click the link above to access the form
2. Click on the **Duplicate** button at the top of the form

3. To share with students, click the **Share** button on the top right of the form
4. A menu will slide out. Change the first drop down menu from **Only people in my organisation can respond** to **Anyone with a link can respond**
5. Create the link and email it to your students. They will be able to fill out the form and the Forms program will collate the data for you in an Excel spreadsheet. To access the data, click on the **Responses** tab at the top of your form
6. Select the **Open in Excel** button at the top of your responses and it will generate and then open a spreadsheet with your data.

Activity Three: Fake News

Learning Objectives

Students will:

- develop an understanding of the myriad of unreliable sources that exist on the internet;
- begin to create an understanding of how to discern factual and believable information from fake news; and
- continue to grow their ability to accurately develop informed opinions about current affairs or content on social media.

Resources

Ask students to read the three articles linked below:

This activity is built with Microsoft Forms. Use the below link to copy the template and create your own.

FORM: HOW MUCH DO YOU USE SOCIAL MEDIA

To share with your students:

1. Click the link above to access the form
2. Click on the **Duplicate** button at the top of the form
3. To share with students, click the **Share** button on the top right of the form
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6. Select the **Open in Excel** button at the top of your responses and it will generate and then open a spreadsheet with your data.

Activity Four: I Became A Meme

Learning Objectives

Students will:

- develop a clear understanding of meme culture and its relevance in contemporary Australia; and
- explore how real people are involved in these images and how little control they have over the use of the image

Instructions

1. Lead group discussion about meme culture
 - a. What are they?
 - b. How did they start?
 - c. What is the first meme?
 - d. Why are they so popular?
 - e. How can you explain memes to older people who may not have seen one before?
 - f. Are memes a good thing?
 - g. How do they get created?

2. Have a discussion with the class about these four articles:

Hide the Pain Harold

Ermahgerd Girl – Bad Luck Brian

First World Problems Lady – Disaster Girl

Blinking White Guy

- a. Are they believable?
 - b. How do you know they are factual?
3. Once students have explored the sources, bring them back together to reflect.
 - a. How would you feel if you became a meme?
 - b. Is it okay that people become memes without their permission?
 - c. Could becoming a meme affect your life?
 - d. What if you were embarrassed by the meme?
 - e. Is there a way to take down a meme of yourself?

Before the show, you should go through the following documents and recap the key concepts to best scaffold the students to engage effectively with the performance.

Forum Theatre FAQ

What is Forum Theatre?

Students will:

- engage with and reflect on their own, peer and social understandings of bullying in contemporary society;
- explore the prevalence and severity of bullying in their schooling environment and the impact it can have on their lives; and
- develop an understanding of the key ideas around developing safe strategies for using the internet and social media.

Forum Theatre is a style of theatre developed in Brazil by Augusto Boal through his form of Theatre of the Oppressed. It began as a social revolutionary movement to empower the citizens in Brazil and South America to rise up against their oppressive governments. The objective of Forum Theatre is to empower the disempowered by breaking down experiences of oppression and generating options for change.

The style of theatre is interactive and revolves around the audience participating in discussion about the choices the characters make and providing new options to create alternate outcomes. It is a tool to create social change and deconstruct power relations in a hope to make positive differences in people's daily lives.

How Does Forum Theatre Work?

Forum Theatre performances are hosted by a person called the 'Joker'. This person facilitates the discussion between the stage and the audience. The company of actors present a short play of scenes that end in a crisis point, where change is desperately needed for the characters. It is here that the 'Joker' will turn to the audience for help, generating discussion and canvassing options for change that exist in the immediacy of the scenes. The Joker will engage the audience in a variety of probing questions and dialogue in order to develop their ideas into action on stage. The audience will influence and re-direct the course of action for the play, generating new endings for scenes. Members of the audience will also have a chance to play their ideas out on stage and discuss the success or failure of each option.

What is Forum Theatre Aiming To Do?

The objective of Forum Theatre is to develop ideas and skills to enact social change in the real world. Forum Theatre acts as a catalyst to generate new conflict resolution ideas and as a medium to practice implementing those ideas. Forum Theatre aims to combat oppression in a community, whatever form that may take.

Forum Theatre does NOT aim to give answers and solutions; rather it creates a platform for the community engaged in the show to build solutions. Forum Theatre is driven by the needs and demands of its audience, being a flexible and ever changing show that reflects the responses of the people who engage with it. Forum Theatre rests on a 'need for change' existing in the audience - if there is no desire to change the ending of the crisis point, no solutions can be created.

How Does Forum Theatre Work?

Forum Theatre performances are hosted by a person called the 'Joker'. This person facilitates the discussion between the stage and the audience. The company of actors present a short play of scenes that end in a crisis point, where change is desperately needed for the characters. It is here that the 'Joker' will turn to the audience for help, generating discussion and canvassing options for change that exist in the immediacy of the scenes. The Joker will engage the audience in a variety of probing questions and dialogue in order to develop their ideas into action on stage. The audience will influence and re-direct the course of action for the play, generating new endings for scenes. Members of the audience will also have a chance to play their ideas out on stage and discuss the success or failure of each option.

The session is broken into two parts, with two different scenes presented. For each of the sections, the actors will start by presenting a short scene that tells a story driven by a central conflict. Once the scene ends, the actors will lead a discussion with the students, reflecting on the scene. The actors will create the chance for the audience to get up on stage, engage in debate and explore their ideas related to online respect and cyber safety.

At the end of the session the actors will summarise the key concepts identified in this resource pack and encourage students to seek appropriate professional help if they are struggling with any issues related to the performance.

04

After the Show

Activity Five: Building Empathy

Learning Objectives

Students will:

- engage with and reflect on their own, peer and social understandings of bullying in contemporary society;
- explore the prevalence and severity of bullying in their schooling environment and the impact it can have on their lives; and
- develop an understanding of the key ideas around developing safe strategies for using the internet and social media.

Instructions

1. As a group, ask students to recap the key events of each scene. Perhaps create a visual representation of this for students to refer back to. Focus in on what happened to the main characters and how they felt as a result.
2. Once students have a clear picture of the scenes, ask them to complete the Empathy Building worksheet (Appendix A).
3. Students should work individually and focus on connecting to the experiences the characters went through.
4. Once the worksheet is complete, ask students to come back together to discuss their answers.

Activity Six: Alternate Ending

Learning Objectives

Students will:

- Explore the role of decision making and the power they have to make change through the choices they engage in
- Extend their understanding of the characters in 'Trending' and the key choices these characters made
- Develop their understanding of safe and responsible decision making in regard to the topic social media and online safety

Set Up

- Blank storyboard template (Appendix B)

Instructions

1. Working in small groups, students should reflect on the performance remembering the key moments. Then, using the blank templates, storyboard the key scenes.
2. Once the film has been storyboarded, the students are tasked with planning alternative endings to the scenes, responding to the following prompts.
 - a. Create an ending that represents a mature response to using social media respectfully and solving conflict in an empathetic way.
 - b. With the potential endings, ensure that no harm comes to any of the characters in the scenes.
3. Now that the scenes from 'Trending', has been explored, the students should turn their focus on their own experiences of social media and online activity. Working in small groups, the students should share some of their experiences with the challenges that using online platforms creates. Once the group identifies an interesting (but appropriate) story, they should storyboard the key events of the scenario.
4. The students should focus on storyboarding up to a crisis point (climax, a point where the characters are in a risky situation) and then plan how the characters could handle the situation to create a positive outcome.
5. The group should prepare two alternate endings of their story, both reflecting how a character could have made a different choice to reduce the risk the characters were in.

EXTENSION

6. Once the storyboards have been completed, groups should select their most interesting story and begin work turning it into a short film.
7. Working from the storyboards, groups should begin creating short written scripts for each of the scenes in the storyboard.
8. Once the dialogue has been created, students should identify locations, props and costume required for each scene in the storyboard.
9. From here, students should begin the process of filming their scenes. This can be done in a variety of ways, depending on what is available to you, for example:
 - a. Connect with the media department and work with their students to film the scenes.
 - b. Connect with the drama department to use their students as the actors.
 - c. Work within the class and film using cameras available at the school.
 - d. Work within the class and use iPhones or iPads to film the scenes.
 - e. The final task is to complete the editing phase of production. This can be done using simple software such as iMovie, or could be done with more complex software such as Adobe Premier Pro or Final Cut Pro.

Activity Seven: Setting Boundaries

Learning Objectives

Students will:

- Explore what is appropriate and inappropriate behaviour when online;
- Develop an understanding of what their personal boundaries are for online activity; and
- Prepare a safety strategy for using the internet in a productive and safe way.

Instructions

1. As a class, have a discussion surrounding what could be examples of appropriate and inappropriate online behaviour.
2. Create a list of examples of boundaries as a class that relate to social media use. Ask students to consider the things that they are comfortable with and the things that make them feel uncomfortable.
3. We suggest you consider reviewing protective behaviours education within this task. Two excellent resources are WA Child Safety Services and Growing and Developing Healthy Relationships
4. Using Appendix C, create a 'My Social Media Boundaries' sheet which explores
 - a. Things I am happy for online
 - b. Things I am not happy for online
 - c. What I do when my boundaries are crossed?
 - d. Who can I ask for support?
5. Once the students have completed the worksheet, bring the group back together to share their responses. This gives students an opportunity to hear different boundaries and strategies that they may wish to include in their plan.

Appendix A

How was Taylor feeling?



How do you know this?



Why do you think Taylor is feeling this way?



If you were Taylor, how would you feel?



Why does Morgan share the photos of Taylor?



What would an empathic response be from Morgan in this situation?

How was Morgan feeling?



How do you know this?



Why do you think Morgan is feeling this way?



If you were Morgan, how would you feel?



How was Sam feeling?



How do you know this?



Why do you think Sam is feeling this way?



If you were Sam, how would you feel?



Why does Frank share the photos with Becky?



What would an empathic response be from Frank be when Becky asks him to share the photos?

How was Frank feeling?



How do you know this?



Why do you think Frank is feeling this way?

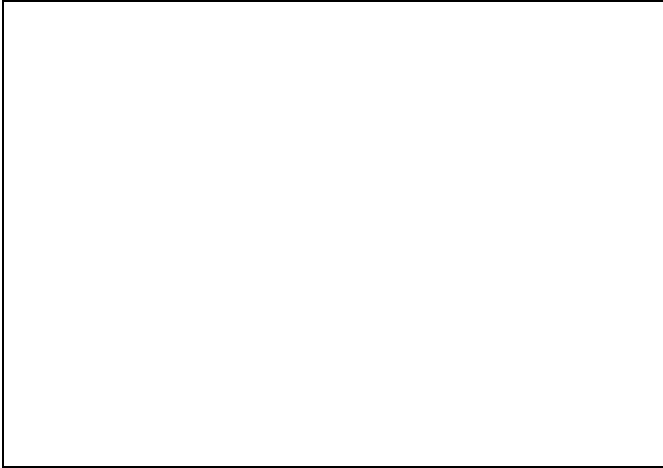


If you were Frank, how would you feel?

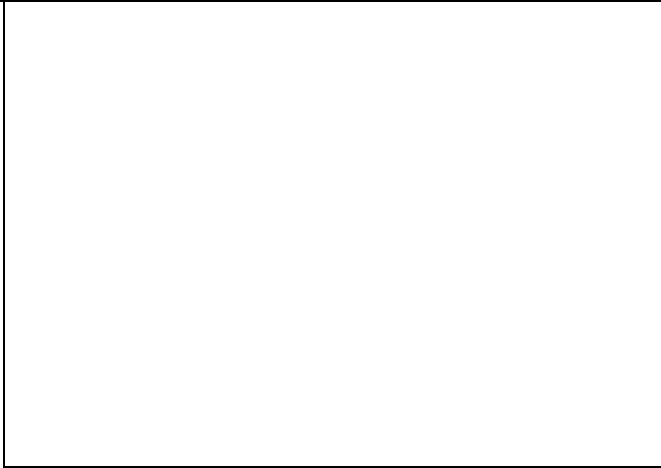


Appendix B

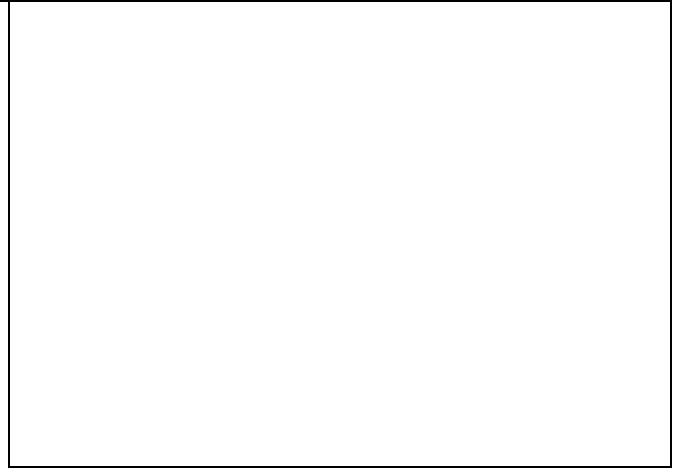
Scene 1



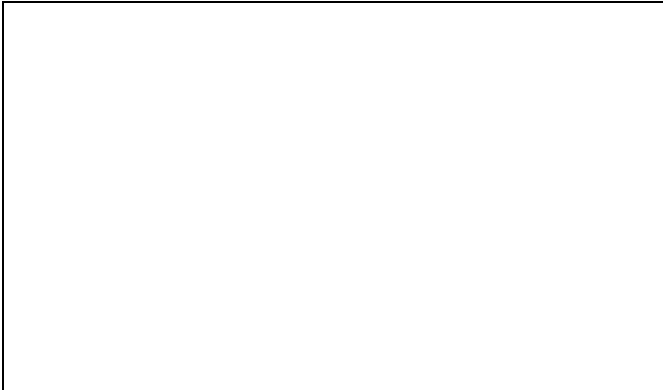
Scene 2



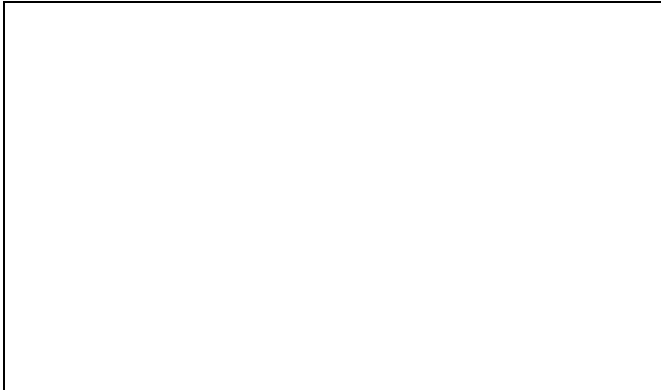
Scene 3



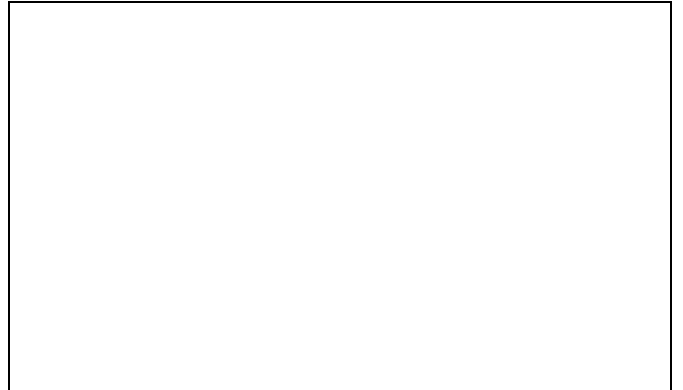
Scene 4



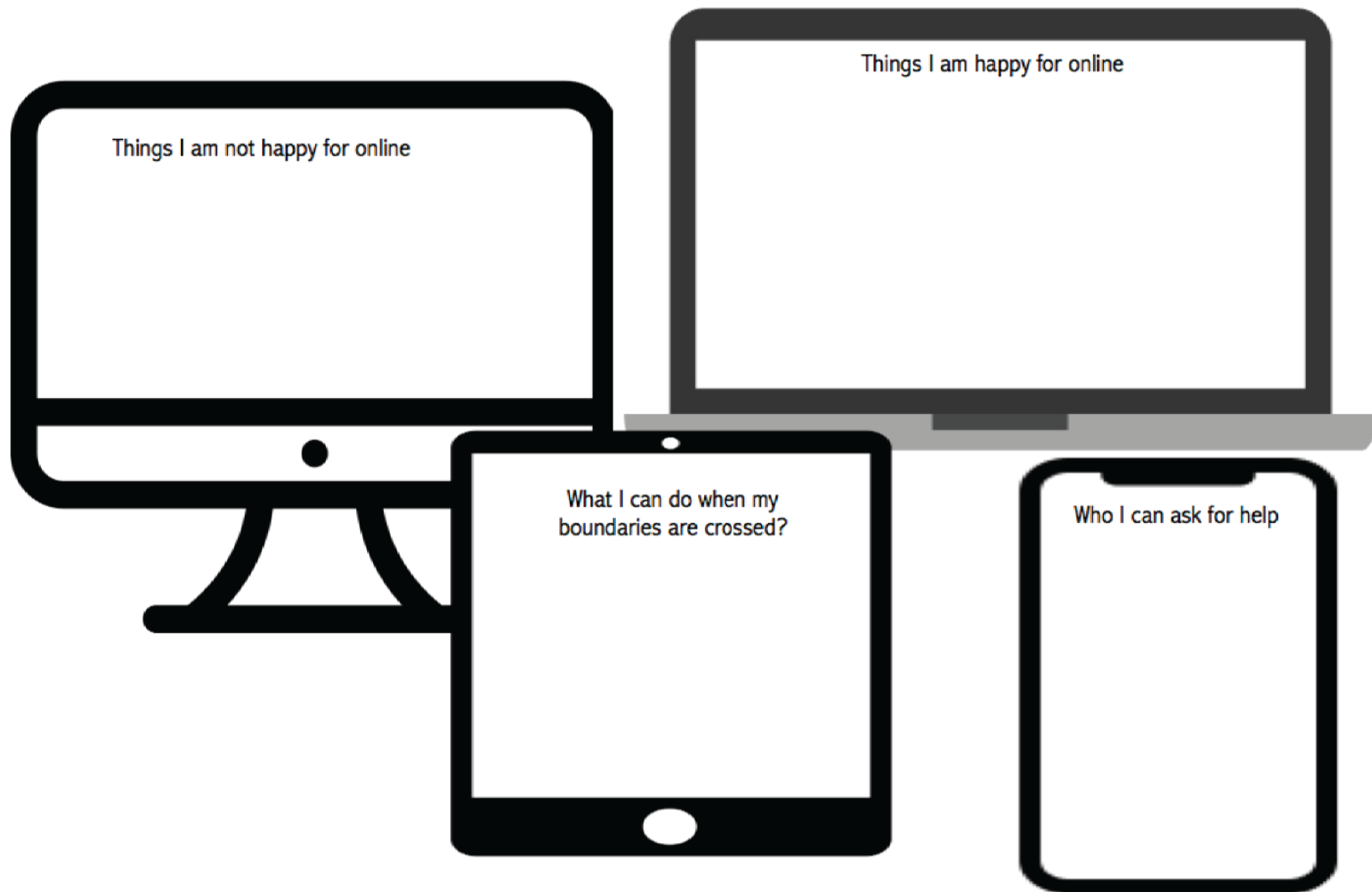
Scene 5



Scene 6



Appendix C



Curriculum Links

The curriculum links for Trending relate to the Year 5 and 6 curriculum learning areas of the National Curriculum. The National Curriculum provides a detailed overview of the connectivity between online safety learning and subject specific outcomes:

<https://www.australiancurriculum.edu.au/resources/curriculum-connections/portfolios/online-safety/>

Subject	Outcome	Activities
Digital Technologies	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	1, 4, 6, 7
	Explain how student solutions and existing information systems are sustainable and meet current and future local community needs (ACTDIP021)	5, 6, 7
Health and Physical Education	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	1, 2, 4, 5, 6, 7
	Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	1, 2, 3, 4
HASS	Work in groups to generate responses to issues and challenges (ACHASSI102)	5, 6, 7
	How people with shared beliefs and values work together to achieve a civic goal	1, 2, 5, 6, 7
	Locate and collect relevant information and data from primary sources and secondary sources	2, 3, 4
	Examine primary sources and secondary sources to determine their origin and purpose	2, 3, 4
	Present ideas, findings, viewpoints and conclusions in a range of texts and modes	1, 3, 5, 6, 7
English	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	2, 3, 4, 5, 6, 7
	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)	5, 6, 7
Media	Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)	6

Support Resources

eSafety Commissioner

The world's only government agency dedicated to online safety. Their purpose is to help safeguard Australians at risk from online harms and to promote safer, more positive online experiences.

<https://www.esafety.gov.au/>

Cyber Smart Challenge

Teacher-led activities using animated videos to introduce primary school students to key online safety issues including cyberbullying, protecting personal information and sharing images.

<https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge>

Hector's World

Engaging animated videos supported by lesson plans and worksheets, offering children practical guidance on staying safe and managing risks online.

<https://www.esafety.gov.au/educators/classroom-resources/hectors-world>

The Lost Summer

A role-playing video game designed for 11 to 14-year-olds to build digital intelligence skills and encourage safe online experiences.

<https://www.esafety.gov.au/educators/classroom-resources/lost-summer>

Making Good Choices Online

The presentation explores three different scenarios asking students to place themselves in the shoes of Tom's character and decide what he should do in each online situation using the think, evaluate, choose (TEC) model.

<https://www.esafety.gov.au/educators/classroom-resources/making-good-choices-online>

Common Sense Education

A series of developmentally catered online lessons exploring online safety

<https://www.commonsense.org/education/articles/23-great-lesson-plans-for-internet-safety>

Think You Know

UK based series of education programs for young people

<https://www.thinkuknow.co.uk/>

Lifeline

A national number who can help put you in contact with a crisis service in your State

13 11 14 (24 hours) www.lifeline.org.au

Kids Help Line

Telephone counselling for children and young people

Freecall: 1800 55 1800

E-mail and web counselling www.kidshelp.com.au

Headspace

The National Youth Mental Health Foundation providing early intervention mental health services to 12-25 years.

Many branches in local areas.

www.headspace.org.au

Friendly Schools

Friendly Schools is the first Social and Emotional Wellbeing and Anti-bullying Initiative for schools developed through extensive research with Australian children and adolescents.

<https://www.telethonkids.org.au/our-research/brain-and-behaviour/development-and-education/health-promotion-and-education/friendly-schools/>



**CONSTABLE
CARE**
FOUNDATION

***48 Sixth Avenue
Maylands WA 6051***

(08) 9272 0000

