

Teacher Resource Pack

SCREEN NAME



**CONSTABLE
CARE**
FOUNDATION

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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

Leslie loves online gaming. Whether it's battling fantasy creatures or alien robots, Leslie always plays as LegendaryLeslie_12 in all of their online multiplayer games. A new user, Sk8erSam, offers to gift Leslie in game currency to help them level up, and Leslie is excited to get cool gear and make a new online friend who is the same age. Leslie agrees to chat to Sk8erSam on a private messenger app and adds Sam to their social media account. At school Leslie confides to their friend Max that they agreed to a video chat with Sk8erSam, only to discover that Sam is far older than they let on, and made them feel uncomfortable and afraid. Leslie realises they have given too much personal information about themselves, including where they live, and they don't know what to do. Max advises Leslie to definitely not tell their parents, as they will probably get in big trouble and get their devices confiscated.

Through the interactive playbacks and discussions, students are able to learn how to make safer decisions online and practice supportive and help seeking behaviours.

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, or in video chat, 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 Leslie, whose screen name is "legendaryLeslieL_13", meets "Sk8terSam" in a multiplayer online game and offers to be their friend by giving them credits. Thinking Sam is their age and from a nearby school, Leslie agrees to meet in a video chat but discovers that Sam has not been telling the truth and is in fact much older."

02

Delivering Key Messages

On the day of the performance students will view the play and then participate in interactive replays of key scenes, to brainstorm ways of averting the crisis. This action-oriented educational approach uses “forum theatre” techniques to transform students from passive spectators into active participants. They will be invited to freeze the action on stage to suggest alternative behaviours and decisions that the characters could make. They are also given the option to join the actors on stage to role play their own ideas.

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 the eSafety Commissioners' "Be Secure" activities for middle and upper primary school students. It has five topic-based activities that explore critical thinking, device safety, protecting privacy, spending money online and getting help and support.

For further information on this initiative visit: <https://www.esafety.gov.au/educators/classroom-resources/be-secure>

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.

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>

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>

Online Friends and Strangers

A slide-show presentation supported by lesson plans is for Years 3 to 6. It follows the story of a young student called Abigail who makes a friend online and starts to question their unusual behaviour. Students are encouraged to examine and discuss what to do when an online friendship becomes unsafe or worrying.

<https://www.esafety.gov.au/educators/classroom-resources/online-friends-and-strangers>



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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