

# Teacher Resource Pack

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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

# Curriculum Links

Subject	Outcome	Activities
Digital Technologies	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIPO22)	1, 2, 3, 4
	Explain how student solutions and existing information systems are sustainable and meet current and future local community needs (ACTDIPO21)	1, 4
Health	Describe how respect, empathy, and valuing diversity can positively influence relationships (ACPPS037)	1, 2, 3
	Investigate how emotional responses vary in depth and strength (ACPPS038)	1, 2, 3
	Examine how identities are influenced by people and places (ACPPS051)	1, 2, 3
	Practise skills to establish and manage relationships (ACPPS055)	1, 2, 3
	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	1, 2, 3
	Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	1, 2, 3
HASS	Work in groups to generate responses to issues and challenges (ACHASSI102)	1, 2, 3
	Present ideas, findings, viewpoints and conclusions in a range of texts and modes	2,3
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)	1, 4
	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)	2, 3
General Capabilities: Personal & Social Capabilities	Self-management: developing the metacognitive skill of learning when and how to use particular strategies to manage themselves in a range of situations.	1, 2, 3, 4
	Self-awareness of their own emotional states, needs and perspectives.	1, 2, 3, 4
	Social awareness: recognising others' feelings and knowing how and when to assist others.	1, 2, 3, 4
	Social Management: interacting effectively and respectfully with a range of adults and peers.	1, 2, 3, 4
General Capabilities: Ethical Understanding	Understanding ethical concepts and issues	1, 2, 3, 4
	Exploring values, rights and responsibilities	1, 2, 3, 4
	Reasoning in decision-making and actions	1, 2, 3, 4
General Capabilities: Critical & Creative Thinking	Reflecting on thinking and processes	1, 2, 3, 4
	Inquiring – identifying, exploring and organising information and ideas	1, 2, 3, 4
	Generating ideas, possibilities and actions	1, 2, 3, 4
	Analysing, synthesising and evaluating reasoning and procedures	1, 2, 3, 4

## 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](mailto: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 the before the show in-class activity.

### *Key concepts for this performance*

Four main kinds of internet safety risks for children:

#### *Content risks*

Things that children might find upsetting, disgusting or otherwise uncomfortable. This might include sexual content in games or movies, pornography, images of cruelty to animals, and real or simulated violence.

#### *Contact risks*

These risks include children coming into contact with people they don't know or with adults posing as children online. For example, a child might be persuaded to share personal information with strangers, provide contact details after clicking on pop-up messages, or meet in person with someone they've met online.

#### *Conduct risks*

These risks include children acting in ways that might hurt others or being the victim of this kind of behaviour. For example, a child might destroy a game that a friend or sibling has created. Another conduct risk is accidentally making in-app purchases.

#### *Contract risks*

These risks include children signing up to contracts, membership agreements, or terms and conditions that they aren't aware of or don't understand. For example, children might click a button that allows a business to send them inappropriate marketing messages or collect their personal or family data. Or children might use a toy, app or device with weak internet security, which leaves them open to identity theft or fraud.

# 02

## Before the show

### Activity One: Group Discussion

#### Learning Objectives

Students will:

- engage with and reflect on their own, peer and social understandings of cyber safety;
- 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.



Before the show, 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 cyber safety;
- explore the differences between online and in real life identities
- develop an understanding of the key ideas around developing safe strategies for using the internet and social media.

Forum Theatre is an interactive style of theatre developed in Brazil by Augusto Boal. It revolves around the audience participating in discussion about the choices the characters make and providing new options to create alternate outcomes.

### *How Does Forum Theatre Work?*

The company of actors present a short play of scenes that end in a crisis point, where change is desperately needed for the characters.

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.

### *What is Forum Theatre Aiming To Do?*

Forum Theatre acts as a catalyst to generate new conflict resolution ideas and as a medium to practice implementing those ideas. It 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.

# 04

## After the show

### Activity Two: Online Characters

#### Learning Outcomes

Students will:

- understand the difference between online and real-life identities and safety around these
- develop students' awareness of online names and the image that can be created by those names

#### Set Up

Explain to the students the importance of choosing online names that protect your identity whilst also portraying characteristics of yourself that are safe to share. Have the following introduction to the performance "Screen Name" and the list of online name safety features projected or printed out:

#### "Screen Name"

*Thirteen-year-old Leslie, whose screen name is "legendaryLeslie\_13", meets "Sk8terSam" in a multiplayer online game and offers to be their friend by giving them credits.*

Safety features: online names need to protect your identity, so they cannot include:

- your age
- your name
- your location: school, home, city
- your gender

#### Instructions

1. Ask the students to think of some characters from tv shows, movies, etc., that they like. List them on the board. Now get them to identify the 'personality' of that character. E.g. features:
  - a. Superman is strong and has superhuman powers. This is represented by the change that happens when Clark Kent puts on the Superman bodysuit.
  - b. The name Wile. E. Coyote indicates that the character is cunning and crafty (wily).
  - c. SpongeBob SquarePants is an energetic and optimistic yellow sea sponge. These characteristics are evident in his image.
2. Read out the introduction to "Screen Name" and ask them what they know about "legendaryLeslie\_13" and "Sk8terSam"

#### Discussion

How does a character's name, image, the way they are performed, influence your understanding of who they are?

What are some important things to remember about screen names?

## Activity Three: Creating Screen Names

### Learning Outcomes

Students will:

- have safe actions that they can take when creating a screen name reinforced
- Remind them that screen names should not communicate gender, age, name, or location

### Set Up

Break them up into small groups, with felt tips and a large piece of paper on each table.

### Instructions

1. What are the benefits of social media?
2. Have students discuss as a group what makes a screen name or “username” safe to use.
3. Invite students to think about and write down three suitable usernames for their group. This will require them to think of the characteristics of their group, and how they want to portray themselves.
4. Get them to share their screen names and have the rest of the class guess the group’s character from the name.
5. You can then ask them to think of a few possible screen names for themselves. They can then share with their group, and pick their favourites.
6. Ask students to vote on the most suitable and safe screen name.

### Discussion

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.

## Activity Four: The Constable Care Challenge

### Learning Outcomes

Students will:

- Reinforce their understanding of cyber safety

### Set Up

Print out a copy of the “Constable Care Challenge” and “Certificate” for each student.

### Instructions

1. Have students complete the “Constable Care Challenge” which is included for your use in this resource pack. Constable Care waives all royalty reporting requirements and payments in relation to copying of works for these sheets and the take-home Certificate.
2. Remind them that the six tasks in the Challenge are not a test – it is simply a revision and reinforcement exercise – students don’t need to give the “right” answers.
3. Once the class has completed the challenge, have individual students share some of their answers to selected questions.

### Optional Extension Activities

1. Take home activity for children aged 8–12: 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>



## 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.

# 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>





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