

# Teacher Resource Pack

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## 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

Subject	Outcome	Activities
Digital Technologies	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	1, 2, 3
	Explain how student solutions and existing information systems are sustainable and meet current and future local community needs (ACTDIP021)	1
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
	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
	Self-awareness of their own emotional states, needs and perspectives.	1, 2, 3
	Social awareness: recognising others' feelings and knowing how and when to assist others.	1, 2, 3
	Social Management: interacting effectively and respectfully with a range of adults and peers.	1, 2, 3
General Capabilities: Ethical Understanding	Understanding ethical concepts and issues	1, 2, 3
	Exploring values, rights and responsibilities	1, 2, 3
	Reasoning in decision-making and actions	1, 2, 3
General Capabilities: Critical & Creative Thinking	Reflecting on thinking and processes	1, 2, 3
	Inquiring – identifying, exploring and organising information and ideas	1, 2, 3
	Generating ideas, possibilities and actions	1, 2, 3
	Analysing, synthesising and evaluating reasoning and procedures	1, 2, 3

## 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](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*

#### *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 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 bullying;
- explore the differences between healthy and unhealthy relationships and develop strategies to identify and manage them in their own relationships; and
- 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.

**Activity Two: 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.

**Set Up**

You will need a whiteboard and markers, as well as a print out of Appendix A.

**Instructions**

1. As a class, have a discussion surrounding what could be examples of appropriate and inappropriate online behaviour.
1. Create a list of examples of boundaries that relate to social media use on the white board. Ask students to consider the things that they are comfortable with and the things that make them feel uncomfortable.
2. Using Appendix A, 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?
2. 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.

**Discussion**

How do you know what your boundaries are? What are someone else's?

## **Activity Three: Creating Screen Names**

### ***Learning Objectives***

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***

Divide students into small groups, with pens/markers and a large piece of paper on the table/between each group.

### ***Instructions***

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 for their group. This will require them to think of the characteristics of their group, and how they want to portray themselves.
3. Get them to share their screen names and have the rest of the class guess the group’s character from the name.
4. 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.
5. Ask students to vote on the most suitable and safe screen name.

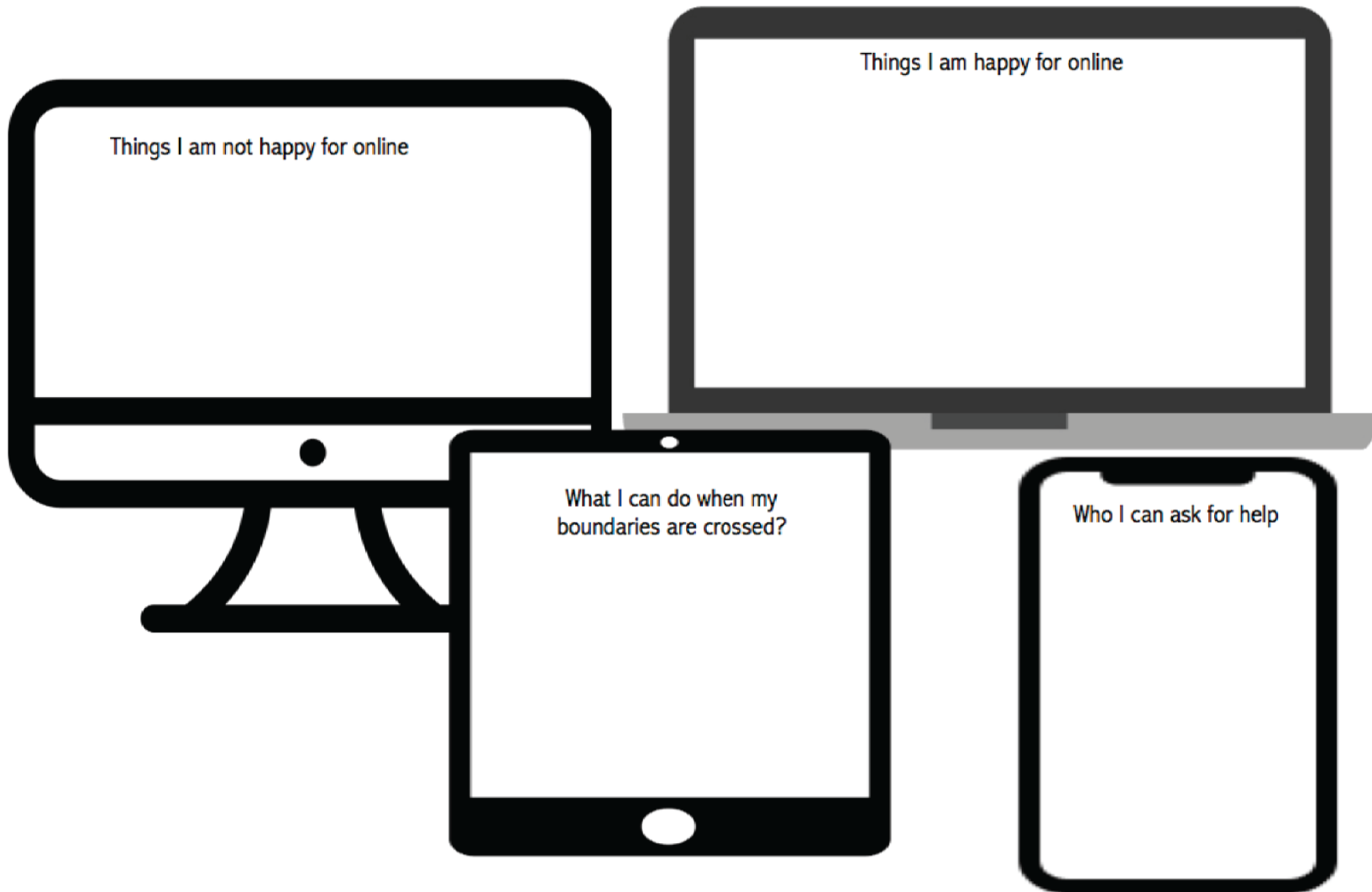
### ***Discussion***

Encourage students to reflect on their choice of screen name by asking:

- Does it keep the identity of the user private?
- Is it suitable and respectful?

Reinforce that screen names should not communicate gender, age, name, or location.

# Appendix A



# 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](http://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](http://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](http://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/>



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