The Playground Craze

CYBERKINDESS
A play by The Playground Craze

CYBER KINDNESS

About Us

The Playground Craze presents touring theatre in schools that students actually think is cool. We build rapport with them, as they see the performers the same way they see their favourite popstars or dance influencers. They respond enthusiastically, making it possible to share important messages about digital safety, cyberkindness and seeking help when things are difficult online.

Cool pop music, fun videos and live in-school performances engage students with important social-emotional skills, covering topics such as confidence, resilience, kindness, persistence, friendship and cooperation. The messages help students strengthen self-awareness and self-management of the personal and social skills encouraged in the curriculum.

Designed to support the curriculum and complement your school's existing cyber safety, anti bullying and student wellbeing programs, this live performance gets students excited and facilitates further conversations in the classroom. Teachers are fully supported to continue the learning with lessons plans, music and videos.

Follow us online to learn more

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CYBER KINDNESS

KEY THEMES

- Online safety
- Kindness and Resilience in the Digital World
- Making Good Decisions on the Web
- Seeking Help and Support

- Suitable for Prep/Foundation – Grade 6. Targeted at Grade 3 – 6
- 60 minutes including Question and Answer Session at the end
- Includes Teacher Resources, Lesson Plans, Music, Videos to use in the classroom

The Playground Craze uses trending hip hop dance and positive pop music to encourage confidence, resilience and kindness in kids.

What teachers have to say about Cyberkindness

Engaging and fun!

It *brings online world into context that students understand. Very creative, interactive and teaches students to make good choices online. Highlights consequences of social media, cyberbullying etc. I want to watch again*!
Aleesha, Coral Park Primary School

Very Entertaining

A clever use of music and songs to send a message about being yourself and being safe online. Students were engaged and very attentive during the role plays. Thanks for a very entertaining and informative performance.
Astrid, Serpell Primary School

Delivered Beautifully

Great messages. Really in line with what kids are up to online. Delivered beautifully, in a way they can totally relate to. Interactive dancing was spot on. I loved the "It's up to me and my parents" bit.
Excellent match with cyberbullying, PDH syllabus outcomes. Do it, it's great! 😊
Elke, Lindfield Public School

Entertaining!

Students appeared to really enjoy the songs & TikTok dances. Very interactive: encourages all students to participate. Explores online safely & behaviour, friendships & social media. Aptly targets Year 7s & their experiences with online friendships.
Candice, Killester College

SYNOPSIS

Click the buttons to hear the songs from the show.

Cyberkindess tells the story of three primary school children.

The performers begin the show with a series of fun-to-watch online dance trends that your students may recognise.

First, we meet Ava, a girl in Grade 6. Ava loves making videos. Her entire summer holidays have been spent creating, posting and watching videos. She makes all these different reels with dancing and using voiceovers and funny lines. She has a great sense of humour and is really creative.

She has a decision to make. should she film her next video with a filter or without a filter? The performers ask the audience to help her make the decision by giving a thumbs up or thumbs down. They discuss how not everything we see online is real, and things like filters can distort what we see.

Song: Rock This World

SYNOPSIS

Next, we meet Tom. He loves playing video games. He loves chatting to his friends and even kids he just met online while he plays. We watch while he plays an unnamed video game, which the audience may or may not recognise.

Finally, we meet James. He is Ava's cousin. James lives with his mum. He loves skateboarding and making crazy videos of online trends. Eating challenges, drinking challenges, physical challenges, jumping challenges. He is considering signing up for a social media account. Should he ask his mum is that is ok, or just do it without asking for permission? The audience helps him to make the decision with a thumbs up or thumbs down.

Ava receives a video call from her friend Christabelle, who is really popular at school. Christabelle doesn't want to hang out with another girl in their class Mia. She asks Ava to give her social media password, so that she can message Mia to tell her that they're not friends anymore. Ava has a decision to make, should she give Christabelle her password? The audience helps her to decide.

Ava visits her cousin James. She tells him how excited she is about her latest video - it got 918 views! But, wait a minute, someone has written a really nasty comment on it. Should Ava write something mean back or should she just ignore it? Again, the audience is involved in helping her to make a good decision.

Song: Bounce Back

SYNOPSIS

- The actors explain that there are three basic steps when dealing with unkind messages online. Copy, Block, Report.

  First COPY. Take a screen shot of the messages, take a picture, write it down. Then BLOCK. You could delete the comment, you could mute them, or you could ignore them. You could turn off your device and take a break from being online. You could even block them so they couldn't comment on your videos ever again or send you messages.

  Then, REPORT. If something doesn't feel right online or it makes you feel uncomfortable, you should always talk to someone about it. Maybe you could start with a friend,. And if it feels really bad, or the negative comments are continuing to happen, it's a good idea to tell an adult. Show the screenshots to your parents or a teacher or another adult you trust.

- We check in with Tom. He is STILL playing video games!

- Christbelle video calls Ava. she tells her how Mia fell over at school and you could see her underwear. And, there is a video of it. Christabelle wants to send it to Ava for her to post online. What should Ava do? The audience helps Ava to decide if she should post the embarrassing video.

Song: That's Not Cool

SYNOPSIS

The actors explain to the audience: "The words you say online are real. There are real people reading them on the other side. Words can be hurtful, they affect people. Behind the screen, we just do 'whatever' without really thinking about it.
You have the power to make a difference for yourself and in your school. Everything you say is important. Every interaction you have with someone else, especially online, has the power to make them feel good or to make them feel bad.

After you post something, it's easy to hit delete, but it isn't really gone. Nothing disappears off the internet. Every picture, every word leaves a digital footprint. Even if you delete it, it's still there, imprinted in the minds of everyone who has seen it. And they can easily take a screenshot!

If you ever find yourself about to post something mean or untrue online, pause and take a moment to make a different choice and do something kind, rather than hurtful and negative. Those few seconds when you decide whether or not you should hit post are so important. Pause before you Post"

The actors invite six students onstage to help them with a game. they hold up comments, messages and emoticons and the audience decides

SYNOPSIS

We check in with Tom again, he is STILL playing videos games. The actor asks him how he feels and if he wants to take a break.
The audience helps Tom to decide how much time he should spend online gaming each day. He decides to take a break and go visit his friend James.

Song: Be The Best You

Christbelle finds out that Ava told the principal that she shared the embarrassing video of Mia. Christabelle tells Ava in a video call that they are no longer friends and that she is going to be really mean to her at school tomorrow. She says she will continue to bully Ava through her phone.

Ava is feeling really upset about the video call with Christabelle. With help from the audience, she brainstorms some ideas of what she can do when something upsetting happens online. She decides to call Kids Help Line and she comes up with a strategy for dealing with the bullying at school.

James is posting a skateboarding video on his social media account. Suddenly he receives a message from someone he doesn't know. This stranger starts to chat with him and asks James to send a photo of himself. James asks the audience to help him decide what to do. Then, unexpectedly, this person sends him a photo that he doesn't want to see. (The photo and its content is not revealed to the audience). James is feeling scared. The audience comes up with ideas for what he could do next. He decides to go and talk to his mum about it straight away. She helps him to manage his emotions and sets his social media account to private so that he can't receive messages from people he doesn't know. They decide that he will only use his phone in the lounge room, where she can see him.

Ava is watching a video of Christabelle, who is showing her followers how to apply make up. Ava realises that watching this video is making her feel terrible about herself. She asks the audience to help her decide, should she watch the video or she she unfollow Christabelle? She decides not to look at things online that are not good for her self esteem.

She says "It's up to me to decide what I watch and what I don't watch online. It's up to me to decide who I let message me and who I don't. It's up to me to decide how much time I spend online and when I take breaks. It's up to me to tell the adults in my life about what I am doing online. It's my choice."

Song: Kindness is the New Playground Craze

THE PLAYGROUND CRAZE PRESENTS INCURSIONS IN SCHOOLS ALL OVER AUSTRALIA AND NEW ZEALAND.

ENQUIRE

www.ThePlayground Craze.com

YOUNG PEOPLE ONLINE

90%
of parents say their child benefits from being online.

38% of parents say they need information about online safety.
Info they want:
Dealing with negative online incidents.
Online Stranger Danger
Images going viral
Online Fraud

55% of parents can see both the benefits and risks of their child being online.

60%
of parents sat their child is exposed to risks from being online.

Parents see the risks as...

Accessing inappropriate content
Contact with strangers
Excessive Use
Reduced fitness
Sharing personal information
Being bullied online
Negative self image

27%
of parents sought or received information about children's online safety
63% of this was from their school.

CURRICULUM

Classroom Learning Activities

These activities are divided into the themes addressed by the Cyberkindess show by The Playground Craze and align with outcomes in the curriculum. Main themes are connection, perception, peer pressure, bullying, safety, and empowerment.

Duty of care

Whenever important and personal issues are discussed it is possible that students will feel vulnerable and confused about their feelings. It is important after each discussion to give students a clear indication of where they can get help if they are feeling concerned about anything that has come up.

Each school will have their internal processes and students need to feel that they are supported at school with anything related to their online world. It is also a great idea to have the information for Kids Helpline and other support systems displayed in classroom.

Victorian Curriculum Levels 5 & 6

Critical and Creative Thinking
Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations (VCCCTM030)

English (Literacy)
Interacting with others: Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337)

Ethical Capability
Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued (VCECU009)

Intercultural Capability
Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VCICCB009)

Health and Physical Education: Personal, Social and Community Health
Explore how identities are influenced by people and places (VCHPEP105)
Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107)
Practise skills to establish and manage relationships (VCHPEP109)
Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110)
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (VCHPEP111)

Personal and Social Capability
Explore the links between their emotions and their behaviour (VCPSCSE025)
Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (VCPSCSE027)
Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033)

NSW Curriculum Stage 3

Personal Development, Health and Physical Education (PDHPE) curriculum aims for students to:

Develop the knowledge, understanding, skills and attitudes needed to take action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts.

Explore Personal identity and strengths including building self-concept, self-confidence, self-esteem, self-evaluation and cultivating resilience, adaptability and perseverance.

Cultivate Self-Management where students consider their identity and the relationship between personal actions and wellbeing for themselves and other others in the community.

Develop skills to provide students with the ability to feel greater control over behaviour manage and cope with stressful situation and take personal responsibility for their actions including skills such as decision making, problem-solving and help-seeking, important for managing healthy, safe and active lives.

The performance and this resource will assist students in achieve these outcomes:

PD3-1 – Identifies and applies strengths and strategies to manage life changes and transitions

PD3-2 – Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others

PD3-3 – Evaluates the impact of empathy, inclusion and respect on themselves and others

PD3-9 – Applies and adapts self-management skills to respond to personal and group situations

PD3-10 – Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

English/Life Skills

The activities in this resource will assist students to achieve these outcomes:

EN3-OLC-01 – Communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

ENLS-COM-01 – Communicates in familiar or unfamiliar contexts

ENLS-EIP-02 – Composes texts using language conventions for specific purposes and audiences

Creative Arts (Dance, Drama and Music)

Through experiencing the performance students will have the opportunity to engage with and enjoy how expressive forms can communicate both ideas, and values.

Introduction to the Unit of Work

This unit is divided into different sections under themes that are associated with online safety.

Peer pressure and self-worth
Time spent on devices
Online persona
Trends and challenges
Sharing content: pause before posting
Cyberbullying versus cyberkindness
Unwanted contact, predators and trolls
Help seeking
Making positive choices

Each section has discussion questions, script excerpts for role playing and classroom activities for students. Some of the role playing activities will require simple props to be found or made. Following the discussion or the completion of the activities, students could write their own thoughts, journal style, either to keep or to be shared as appropriate. If this is done at a regular time each week they will have the chance to reflect upon their awareness of issues surrounding online safety and their roles and responsibilities as participants, observers or friends in that situation.

STAYING
connected to
REALITY

Friends v online 'friends'
- We use these words as if they are the same but are they really the same?
- A friend at school can be a friend online. Do they act the same in real-life as they do online?
- How can we tell is someone is a true friend?

Like v 'likes'
- Is it important that your activities or posts online receive 'likes'?
- How do you feel when someone 'likes' one of your posts online?
- What are the ways you can get the same feeling when you are offline?

Danger zone
- When you are online have you ever felt alone or isolated? Why? Why not?
- How does your body feel when you have been looking at a screen for a long time?
- Does technology ever make you feel anxious? What can you do about that?
- Is it important to take a technology break? How often should you take them?

ROLE PLAY

01 *Script Excerpts from Cyberkindess*

Ava: Woooooooo 918 views!

James: (startled) Ava!

(Ava: James!

James: You scared me!

 Ava: Whoah sorry! My video has like 918 views and I only posted it, like an hour ago.

James: That's cool. Show us?

(James watches the video, while Ava performs a dance trend or song)

James: Ava. that's really good. You are so good at making up songs. How long did that take you?

Ava: Oh ages! Was up on my phone until 3am! Yeah, I maybe got 2 hours sleep, but it's so worth it right? It got so many likes!

James: Ava, that's insane - aren't you tired?

Ava: Oh wait, someone wrote a mean comment under my video!
They said, 'This is a stupid story, why would you even share this?'

James: But most people commented really good things, why are you worrying about one person who said something mean?

Ava: Troll_67, who is that?

James: I don't know. But you know Ava, some people just like to write mean things on the internet. It makes them feel like they're really clever or important or something.

ROLE PLAY

Ava: Well, what should I write back, they have a pretty gross profile pic, I could say that they are really ugly.

James: (to audience) What do you guys think she should do? Write something mean back, or just ignore it?

Option 1:

Ava: I'm going to write something mean back. I'll say,
='Well, your profile picture is really ugly, why would you even bother to have an account if you look like potato! What a loser!
Should I send it?

(she hits the send button)

That doesn't make me feel any better, actually I feel worse. I don't even know the person that I am writing to! It's hard sometimes to remember that there is a person on the other side of every message.

Now they have written something even worse back to me. That is so nasty.

James: Let's try another option. Ava is not going to send a nasty message back and just ignore the mean comment.

Option 2:
Ava: What would happen if I don't respond? Especially since I don't even know this person. I guess in a way I feel sorry for them, they must be pretty miserable if they spend their time writing unkind comments on the internet. I'm not going to respond. I don't want to make a bad situation even worse. Delete.

Friendship and self-worth

Written task: Write a paragraph for each question using examples from your life to explain your point of view.

- How can you tell if someone is a true friend?
- What can you do to be a good friend?
- How do you feel if someone does something or says something to hurt you?
- What can you do to get past the hurtful behaviour?

Write your own mantra

A mantra is a statement you say, over and over again, to remind yourself of something. For example: if you are training for a sports match or if you are challenging yourself to tolerate something you don't like, your mantra might be something like 'I am getting stronger every day and I can do this!' Write a mantra to remind yourself that you are a good person and display it on an A4 poster that is designed in colours and patterns that reflect your true self.

Peer pressure

This is a whole group activity. Teacher draws this diagram on board.

This diagram represents a pressure metre. Students contribute examples of peer pressure that cause them concern and rate how much pressure they feel on the metre.

Student Reflection

Reflect on the discussion, the role play and the activities you have completed. How do you feel about what you discovered this week?

TIME SPENT ON DEVICES

Discussion

How much time should you spend on your device each day?

- How long a period of time should you spend on a device without an interruption?
- How long do your parents tell you is a good amount of time?
- How do you feel, both physically and mentally when you have been on a device for a long time?
- What do you miss out on when you spend a lot of time on a device?

How does it feel when other people are focussed on their devices?

-
- When do you notice people on their devices?
- Is there a time when you feel people should not be on devices? Why?
- Was there ever a time when someone was focused on their device instead of you? How did it feel?
- Think of a time when no one was focussed on their devices? How did that feel?

ROLE PLAY

01 TECHNOLOGY BREAK

Tom is playing a video game

Ava : Hey Tom!

Tom : (mumbles) yeah?

Ava : You've been playing for a really long time, like hours and hours. How do you feel?

Tom : I have a bit of a headache. My eyes kinda hurt. And my back is stiff. And I feel a bit…bored. But I really want to get to the next level.

Ava : I get it. Most of the time, playing video games is super fun. But doing anything for a very long time is not good for you. It's better to do lots of different things in your day. It helps the brain work better and your body feel healthy. What else do you like to do?

Tom : I like to go bike riding…hang out with my friends…I used to play basketball.

Ava : And how much of that stuff are you doing at the moment?

Tom : I haven't done anything but play my new video game for ages.

Ava : How much time do you think is ok to spend on a gaming device per day?

Tom : Probably an hour? Or two?

Ava : So do you want to take a break? What would you like to do instead?

Tom : I might ride my bike over to James' house

Ava : Awesome!

Classroom activities

Data collection and analysis

Students should chart their technology usage over a 24 hour period then transfer their data to a graph. The type of graph can be designated by the teacher. As a class students should graph technology usage for the whole class.

<u>Written task:</u> What does my graph tell me about my technology habits? What might the class graph tell me about general technology usage of students my age?
This task could lead to class discussion.

Presentation

In pairs or threes, students could prepare a presentation to share with other students at Assembly about the importance of Technology breaks. The presentation should include activities that students might like to do during these breaks.

Student Reflection

Reflect on the discussion, the role play and the activities you have completed. How do you feel about what you discovered this week?

_____

_____

_____

_____

ONLINE PERSONA

Discussion

The images and videos we see and post online

- Are all the photos and videos we see online representative of real life?

- Fun, fantasy or fake: What kinds of images have you seen online?

- Are the choices we make about which images we post online important? Why?

Reputation

Teacher to choose two high profile athletes or entertainers and write their name on board. If possible choose one with a good reputation and another who's online image is not so positive.

Discuss the concept of reputation and during the discussion students write up the qualities and character traits of the celebrities that lead to their reputation.

ROLE PLAY

1. Role-play

In groups of two or three students could act out a scene from C using one the script excerpts below. Their peers could offer feedback to class on the decisions the characters make and the subsequent consequences. Note, students will need to make a large pair of lips from cardboard (for the filter) to use in the scene.

Script Excerpts from Cyberkindess

01

FILTERS

Narrator #1 : Meet Ava! Ava loves making reels. She hasn't done much else for the past 6 weeks. Her entire summer holidays have been spent creating, posting and watching videos.

FNarrator #2 : Ava makes all these funny videos that use voiceovers and funny lines in completely different ways. She has a great sense of humour, and is really creative.

Narrator #1 : Look, she's filming a video now.

Ava is practising her dance moves.

Narrator #2 : Ava has a very important choice to make. Should she use a filter? Or should she film herself as she is.

Ava : I'm going to use a filter. (Ava dances with the over-sized lips)

Narrator #1 : Woah, that makes Ava look totally different! Her lips look…weird.

Narrator #2 : I think she looked great without the filter.

Ava : (looking at her phone) Only 126 views! Seriously, Christabelle got, like, over ten thousand or something for her version. I should just delete mine, I'm so pathetic. And someone has just commented that my lips look weird! I'm way too ugly to put videos online.

Classroom activities

Who am I?

Students will explore aspects of their identity. As a class define the following aspects of an identity: personality, beliefs, abilities, background (ie culture and family roles), best attributes, first impressions (appearance, noticeable qualities). Using these headings students then to complete an individual brainstorm describing specifics of their own identity. In groups of three, students share their brainstorm and ask their peers if they believe their assessment of themselves is true.

Reputation

Many times others see us a little differently than we see ourselves. This is the reputation we have – how we are perceived. Working in the same groups as the previous activity, students ask their peers to add other qualities and character traits to their brainstorm diagram or a new page. Students then complete this individual written task: *My peers believe me to be…* (Add word). *This makes me feel…'*

WHO AM I?

PERSONALITY

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BELIEFS

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ABILITIES

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-
-

BACKGROUND

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-

BEST ATTRIBUTES

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-
-
-

FIRST IMPRESSIONS

-
-
-
-

HOW DO OTHERS SEE ME?

PERSONALITY

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-
-

BELIEFS

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-

ABILITIES

-
-
-
-

BACKGROUND

-
-
-
-

BEST ATTRIBUTES

-
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-
-

FIRST IMPRESSIONS

-
-
-
-

Classroom activities

Resources needed: Old printed material (brochures, newspaper, and magazines) brought from home plus PVA glue and brushes.

Collage: Using the brainstorm diagram as a starting point students are to find a way of representing each word (that describes their identity or reputation) in a visual way. For example the word reliable might be represented as a strong tree trunk; the word creative might be represented in an intricate pattern.

Students choose images from the material provided remembering that the image does not have to be a real representation, just something that reminds them of the word.

Once they have made all their choices, they are to arrange the images on a background and paste them on. A final coat of PVA over the top of the work should make it durable.

There is no right or wrong way to do this and in the end, only the student will be able to de-code the meaning of this visual representation. The final piece will be a private reminder of who they are.

Reflection

Reflect on the discussion, the role play and the activities you have completed. How do you feel about what you discovered this week?

TRENDS & CHALLENGES

Discussion

- What type of online challenges or trends have you heard about?

For example 'How many chocolate frogs can you fit in your mouth without gagging?'

- Make a list as a class.

- If you heard about these challenges would you want to be involved? Why? Why not?

- Would being involved in these challenge help or hurt your reputation?

- What do you want to be known for?

Role Play

In pairs, students can devise a scene of two friends discussing whether to participate in an online challenge. See example below.

The friends should decide if they want to participate and then either show the trend or choose a different trend to film. See example below.

Jordan: Oh hey, there is a new video trend we should do. You run out in front of cars and see if you can get them to honk!

Laura: (to audience) What do you think we should do? Run out in front of cars or not run out in front of cars?

Yeah, that is so stupid. Just because it's a trend, doesn't mean you have to do it. It's so important to realise that everything you do online has consequences in the real world. Someone could get really hurt!

Jordan: Fine, I guess you're right. I don't know what I was thinking!

Laura: Hey, I know a different dance trend we can do instead!

They perform a dance trend together.

TRENDS & CHALLENGES

Do you follow trends?

Take the Quiz

How do you choose your sneakers?		Has your choice been influenced by others?	
How do you choose what type of birthday celebration you will have?		Has your choice been influenced by others?	
How do you choose what type of sport do you play?		Has your choice been influenced by others?	
What is your favourite colour?		Has your choice been influenced by others?	
How do you choose what clothes do you like to wear?		Has your choice been influenced by others?	

Peer to peer discussion or Written Task

Do you think you follow trends?

Do you think you like to be different?

What are the advantages of being a leader?

When is it better to be a follower? Why?

What role do you take? Do you take different roles at different times?

Reflection

Reflect on the discussion, the role play and the activities you have completed. How do you feel about what you discovered this week?

ESAFETY

01

Values activity
Students design informational posters to display in classroom to link ethical concepts with online behaviour (e.g. respect, honesty, courage). Who are these values relevant to their online world?

02

Writing and presenting to an audience
In groups of two or three, students prepare a presentation about eSafety to share with other Year 5 – 6 classes or for School Assembly if appropriate. If the presentation is for School Assembly students need to think about what information is appropriate for their particular audience.

03

Acknowledging emotions
Students create a Word Cloud using the words they associate with being in the 'danger zone' of becoming consumed by their online world. They then use colour (paint or similar) to draw the emotions and overlay the words so that the whole image is a strong representation of how they feel when they are deep into the technology zone.
Note: this could be followed by a similar process for how they feel after a technology break.

04

Writing a news article
Individually students write a news article or a blog about young people becoming too consumed with the online world or any of the discussion areas. Students could also publish their work on the school website or newsletter.

05

Journal exercise
Following the discussion or any of the activities, students write their own thoughts about their experiences online, journal style, either to keep or to be shared as appropriate. If this is done at a regular time each week they will have the chance to reflect upon the consequences of their choices online, positive and negative.

PEER TO PEER LEARNING: SOCIAL MEDIA

Views, Likes, Hashtags & Shares: What are they?

Filters: What are they and how do they work?

Comments. How can you be kind in the comment section?

SOCIAL MEDIA

What do we know about it?

Have a peer to peer discussion to share knowledge about social media.

Advertising & Influencers on Social Media. Who makes money from our attention?

Sign up rules for social media accounts. How old do you need to be?

What should you post about? What should you keep private?

Passwords: How to make them and keep them safe?

Sharing Photos and Videos: What is ok to share? What is not?

Encourage discussions about the safe use of social media. Even if students are not yet using these platforms, they will soon experience pressure to engage with them. Get a sense of what students know and understand and help them to make informed decisions by encouraging positive conversations with peers.

PAUSE BEFORE YOU POST

Group Activity

Prepare: Each students is to write examples of a post, comment or message that you might see online. They should represent both kind and unkind messages

Here are some examples:

- You played really well in footy today.
- Do you want to come to my place after school tomorrow?
- That looks really fun.
- That was a really creative video.
- Congratulations on being school captain.
- Love heart eyes.

- Did you get a haircut, I liked it better before.
- You're not coming to my birthday party.
- This is a stupid post.
- I wish you would move to a different school.
- You're a loser.
- Poo emoji

As a class or in smaller groups, read the comments aloud and then decide if they should be SENT or DELETED.

Role Play

Ava: Oh Christabelle is calling...

Christsbelle: Hi babes, it was so good to see you at school today! So, you know how I have sport class in the last session on Tuesdays? Ok so we were playing basketball ok, and like, you know that Mia is totally in my class, right? Anyway, she had on this weird like tennis dress. For PE class right, it looked so stupid. Anyway, she totally got hit in the head with the ball and she tripped over. OMG like, the whole class was laughing. But get this...when she stood up, her dress had totally shifted and it was around her waist, you could totally see her (makes face) and her underwear. It was soooo funny. Anyway. I thought that was the end of it, but then Ashton texted me tonight and said that he had filmed the whole thing!! You HAVE to see it!

Ava: Um, I don't...um...why did...um

Christabelle: Anyway, so like, you have way more connections to all our classmates online, cos you like went to this school since grade one and I only started last year, so I'm gonna send you the video for you to post ok?

Narrator: So, now, Ava has a choice to make.
Should she share the embarrassing video of Mia? Let's see what she decides.

Option 1: She posts the video online

Ava: Ok, um I guess, send it through.

Christbelle: You're the best, I'll DM it over to you right now. Make sure you tag everyone ok?

The phone call finishes.

SHARING CONTENT ONLINE

Role Play

Ava: This doesn't feel…right. I mean, I guess the video is funny? Everyone will give me heaps of likes and comments if I post it. Ok… Posted.

Her phone starts beeping with lots of notifications.

Ava: Woah my phone is going crazy!
Uh-oh, an email from the Principal. She's going to have a meeting with my parents about an 'incident online'. I think I'm in trouble.

Narrator: Uh oh, that didn't go well. Did you know that sharing some types of embarrassing videos of other people is actually illegal in Australia? Depending on the type of photo or video, you could get in a lot of trouble. And it's also just mean! Let's try that whole thing again, but this time she won't share a video that could embarrass someone. Let's try that again.

Option 2: She doesn't post the video online

Christabelle: So, I'm gonna send you the video for you to post ok?

Ava: Um, you know what, I don't want to do that.

Christbelle: What do you mean? Are you scared? Come on, it's just a funny video.

Ava: No Christabelle, I'm not going to post it. That is so unkind, I've been friends with Mia since kindergarten. And even if she wasn't my friend, it's still not a good idea to post videos of people without their permission.

SHARING CONTENT ONLINE

Classroom activities

View, Like, Share

In pairs discuss the following situation: Imagine that you view this post online. Imagine it is about one of the other students in your class.

Leo scores a goal for the wrong team and loses the match.

Consider what you might do:

- Do you 'like' it?

- Do you 'like' it and then share it?

- Do you comment on it? What would you write?

- At what point do you make a decision?

- Do you make more than one decision?

Report back to whole class:

Teacher to ask for show of hands for the questions above

Teacher to ask for individuals to contribute their responses to a conversation:

- Is there anything you need to consider before you act?

- What might happen next?

- Who is in control of this situation?

- Would you like it if this image was shared about you?

- How might it make you feel?

- What do you think when you see unkind messages or embarrassing images or videos online?
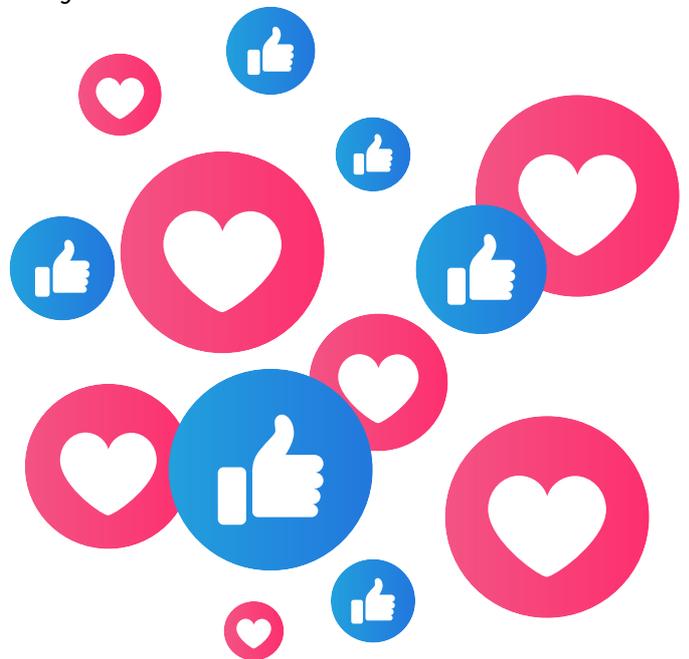
SHARING CONTENT ONLINE

Classroom activities

Explore the THINK Acronym

T - Is it True?
H - Is it Helpful?
I - Is it Inspiring?
N - Is it Necessary?
K - Is it Kind?

Students think of something that could be shared online that could be embarrassing or unkind.

Draw picture of what an unkind post could look like and write the caption and some comments underneath.

In pairs, ask your partner the questions from the THINK acronym
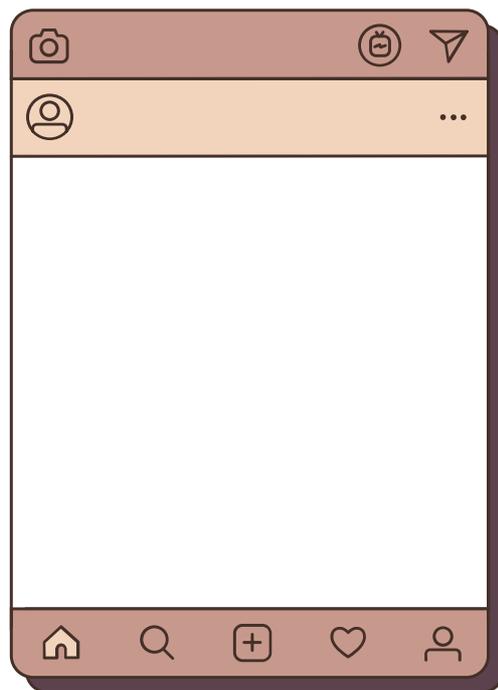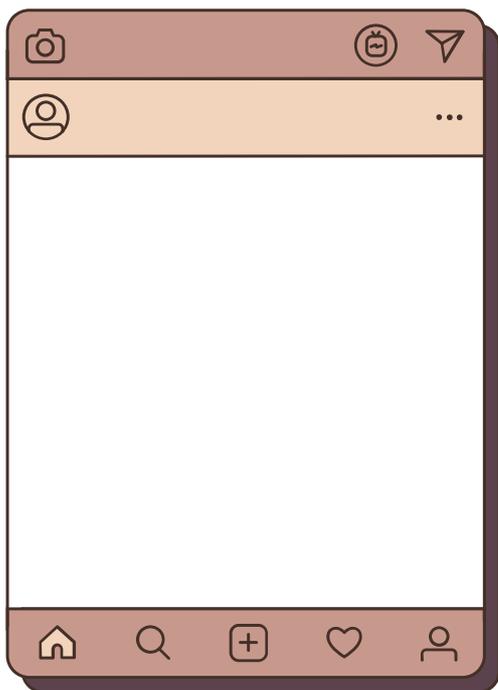
Finally, students come up with their own slogan to remind them to think before they act and create a poster. For example 'Pause before you Post', 'Kind Comments Only', 'Someone will read this', 'Everything you share matters'.

THE WORLD WIDE WEB

Students stand in an open space. Explain that one student will begin with an imaginary photo or post on the internet. Using a spool of string, they get to choose two other students to 'send' it to giving them a part of the thread to hold.

The second student is now handed another spool of thread. They get to choose two students to pass their threads to. Then each of those students receives a new spool of thread. The idea is that the string is passed from student to student, with more threads being added. Eventually the students will end up in a big tangled mess.

Then ask them to untangle themselves. Ask them to try to get all of the threads back to their original owners.

DISCUSSION

☐ Explain to the students that this is what can happen online. Data, images and videos are sent from one person to another. Once something is on the web, it is impossible to 'get it back'.

☐ What was their experience of the game? How did it make them feel?

☐ Explain to the students that, in the game, each person only had one spool of string to start with. on the web, there are billions of people and billions of 'threads'.

☐ Ask the students what kinds of information, photos and videos they would not like to have passed on in this way? How can they prevent their data being shared online?

☐ Further Learning. With supervision, google the laws about sharing images/videos in your location. What are the consequences of sharing without consent?

Social Media Map

On a large piece of butchers paper students (in pairs) draw a map of what might happen to a social media post. They need to track a fictional post of a fictional character.

To begin with, they should nominate 2 'friends' who might comment upon or share one of their character's posts and write their comments on the map. Then imagine who might comment upon or see the post and also who might share the post. Continue this with friends of 'friends'. Once they have finished (run out of room) they should add up how many people have commented upon or shared the original post.

All the maps should be left on the desks and students can walk around the room and take in how many people might engage with a single post.
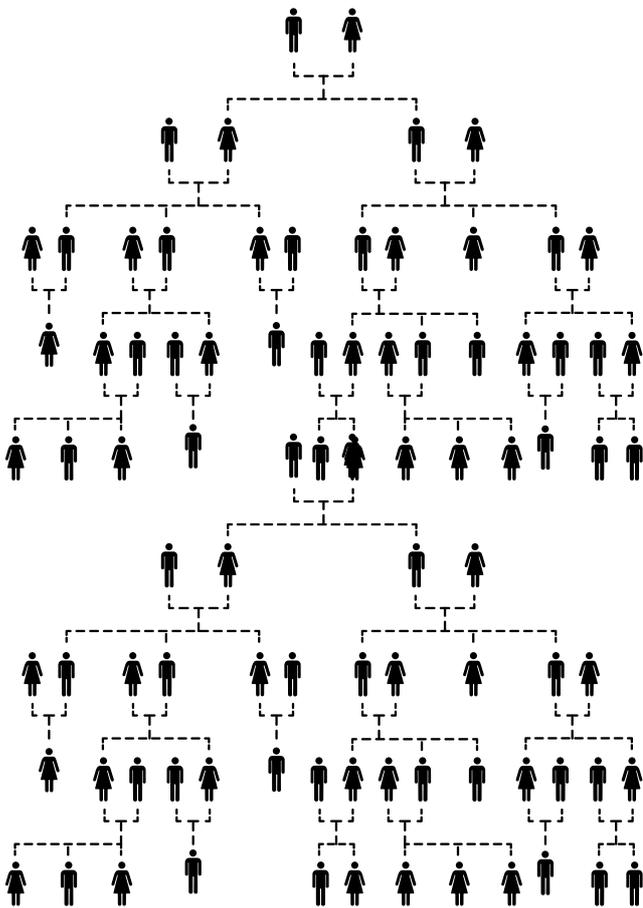
Discussion

Imagine you are in Year 10 and you are applying for your first job. Do you think the person who is conducting your interview will have 'googled' you? What might they find out about you? Can people find out what sort of person you are by what you share or comment upon online?

Are online posts permanent? What if your accounts are private? What is 'hacking' and can anyone be targeted?

Reflection

Reflect on the discussion and the activities you have completed. How do you feel about what you discovered?

AGE RESTRICTIONS, PRIVACY, PASSWORDS AND SECURITY

Discussion - Age Restrictions

Make a list of the online accounts that you know of, for example social media, gaming, messaging (Instagram, Discord, etc)

Do these account have age restrictions? How old do you need to be to use these programs?

Even if it doesn't have an age restriction you still may not be allowed to use it or you may decide yourself that you will wait until you are older.

Have your parents/guardians suggested how old you might need to be before you use these programs? Do different families have different rules?

Discussion - Passwords

What is a password?
What are passwords used for?

Do you have any passwords?
Would you ever share your password? Why or why not?

What is a safe way to remember your password?

Are there some people who are very close to you who might know your password, especially while you are still young?

Does your family have rules about privacy and security online?

What can you do if someone finds out your password or access your account?

AGE RESTRICTIONS, PRIVACY, PASSWORDS AND SECURITY

Role Play

In groups of two or three students could act out a scene from Cyberkindess using one the script excerpts below. Their peers could offer feedback to class on the decisions the characters make and the subsequent consequences. Note, students will need to make a large pair of lips from cardboard (for the filter) to use in the first scene. For the second scene students need something to represent a game controller.

Script Excerpts from C - Scene 1

01 Ava: Oh my phone's ringing, let me answer it…

Hey Christabelle, what's happening?!!

Christabelle: Hi Ava. OMG did you see Mia today? Like, what was she doing with her hair? It looked so stupid. I don't like, really want to be friends with her at school this Term, ok? So, like, tomorrow, when she comes over to us, we're just going to walk the other way ok?

Ava: um ok…

Christabelle: Actually, give me the password for your insta account, I'm going to send her a message and tell her how we feel.

Ava: (to the audience) What should I do?
Should I give Christabelle my password? Hands up if you think I should. Who thinks I shouldn't? She's only going to send a message, and she is my friend, she won't do anything bad with it.

(*Option 1: Give her the password.*)

Ok, It's my dog's name 'Chester7!'

Christabelle: Is that the same on all your social accounts? Cool I'll just log in and have a look.

ROLE PLAY

(Option 2: Don't give her the password)

Ava: That was a bad idea. Maybe I shouldn't have given Christabelle my password. Let me try that again.
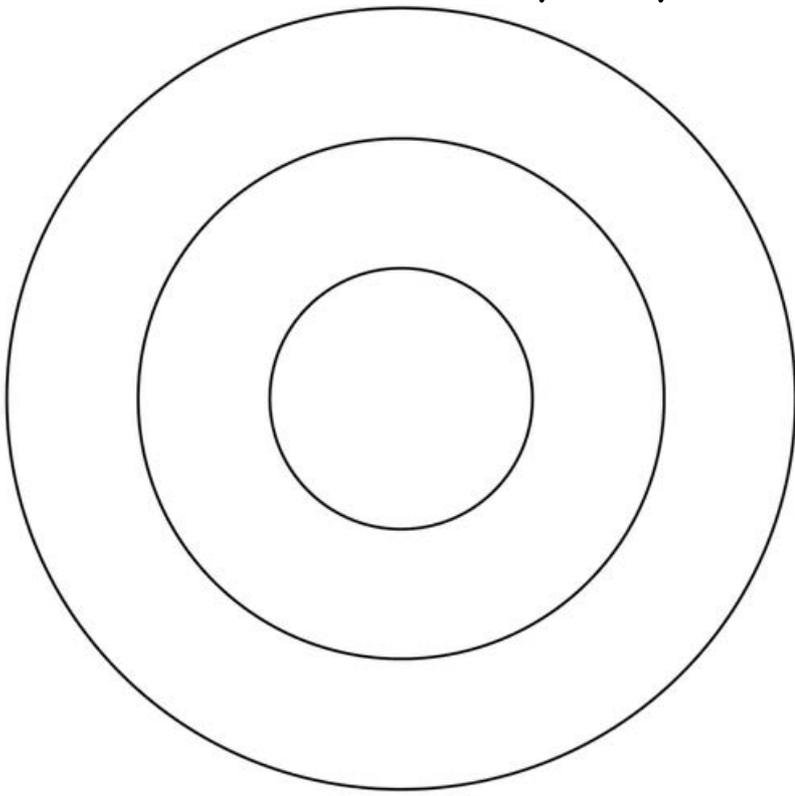
Christabelle: C'mon, what is it?

Ava: No! I'm not sharing my password! You should never share your passwords with anyone!!

Christabelle: Gurrrrl, you're such a nerd… I gotta go. ILLY, ILLY, love you.

Classroom activities

Sharing passwords

While you are underage, your parents or guardians might ask for you to share your passwords with them.

Complete the diagram to show:
- who you *will* share passwords with (inner circle)
- who you *might* share passwords with, after they have sought permission (middle circle)
- who you wouldn't share passwords with (outside circle)

Create a safe password

With input from your parents or guardians, create a safe passord that you could use. A strong password must be easy for you to remember but impossible for someone else to guess. Use these tips to create a safe password.
- Make your password longer & more memorable, perhaps you could use a song lyric or a quote from a movie.
- Try not to choose a password that could be easily guessed by someone else.
- Don't use personal information such as your nickname, your initials, your street or suburb name, the name of your pet or your phone number.
- Avoid creating passwords from info that others might know or could easily find out and patterns that are easy to guess such as 'abcd' or '1234' or simple words such as 'password'.

Reflection

Reflect on the discussion, the role play and the activities you have completed. How do you feel about what you discovered this week?

AGE RESTRICTIONS, PRIVACY, PASSWORDS AND SECURITY

Read this Scenario

George and Tam are friends at the same school. Tam is a popular athlete and was on both the basketball and athletics team. George enjoyed basketball and joined the team however he didn't always get a chance to play as the coach kept him on the bench.

Tam said that if George wanted to play more often all he needed to do was hang out with the other players. George knew he just needed to work harder to be a better player so he spent hours working on his shooting technique. He got so good that he could even shoot with his eyes closed!

George had his brother film this and he shared the video with Tam. Tam was impressed and said that the basketball team should see the video but George wasn't keen to share it. Tam convinced George to share his password with her and she posted the video from his account.

The next week George was looking at posts about the weekend game which they had lost. He was surprised to see the comment 'These guys are useless. Keep missing simple shots. Team needs real players.' He was horrified to see that the comment had come from his account. He knew Tam must have used his password to make the comment. When he confronted Tam she didn't deny it. She said that she 'had his back' and was just trying to tell the team to give him a chance. George was glad Tam was his friend but now he was in trouble.

Reflection

What do you think about the situation? Write a paragraph with some advice for George and for Tam.

This is a sample of Classroom Activities provided by The Playground Craze to accompany their educational theatre show 'Cyberkindness'.
For more information or to book a performance, visit www.ThePlaygroundCraze.com

ENQUIRE