

Kit and Arlo Find a Way



Lesson 12 activity

Protective safety

Learning intentions

Students will:

- understand it is typical for humans to be curious about images of bodies
- develop critical thinking about images and interactions they are exposed to online
- know strategies to avoid harmful images or interactions
- know they always need adult involvement for unsafe situations and how to ask for this when they suspect they may not be safe.

Time

50 minutes

Equipment

- 'Safety statements' poster
- 'Safety statements' cut up
- 3 hoops for older students
- 'Kids helpline' poster for classroom
- 'Access body' safety posters via online link in 'Tell or don't tell' activity

Teaching notes

- Prior to the lesson, watch the teacher videos on the *Kit and Arlo* website.
- Considerations for delivery of this sensitive content include:
 - classroom safety for everyone
 - setting the scene and group agreement
 - managing disclosures
 - ongoing support for students

Activity

'Safety statement' activity

1. Discuss the online safety categories and poster content with students as you place the poster on the classroom wall or board for their reference.
2. Write the online safety categories on the board in the 3 corresponding traffic light colours (green for 'safe', orange for 'less safe' and red for 'unsafe').

SAFE = continue without support and remember ...

LESS SAFE = be cautious, likely to need adult assistance

UNSAFE = stop immediately and get help, someone has broken the safety rules

3. Explain:

'Sometimes we can see things online that we don't like or that give us our 'early warning signs' or that make us feel uncomfortable. A bit like a scary movie, once we see it, it is then sometimes hard to get it out of our head and it does not make us feel good.' (Early warning signs are covered in Lesson 11.)

'Sometimes a person we are talking to or playing a game with online can make us feel unsafe'

4. For older students

Lay 3 hoops out on the floor like traffic lights. Put something red, orange or green in the hoops to remind the students which is which. Hand out one cut-out 'safety statement' per student. One at a time, have each student read out their statement. Decide which hoop to place it in. Discuss as a group which of the statements are red, orange, or green.

Refer to the 'Safety statements' poster on the classroom wall and discuss any that don't match the students' positioning choices and discuss.

For younger students

Hand out one cut-out 'safety statement' to each student. Have them arrange themselves in a line-up that matches the order of statements on the poster.

Take it in turns to read some of the statements out to the whole class.

5. Reinforce:

'We can think of these categories when we are online. There are always trusted adults to help if you are unsure about something you see, or if you ever feel uncomfortable.'

'When you go to tell an adult about any of the situations like those in the orange 'less safe' or red 'unsafe' categories, you should tell some in your 'safety network'.

Use the following paragraph to explain what a Safety Network is.

'Your safety network is made up of adults that you trust. This means you know that they will listen to you and believe you, no matter what you tell them. They are people that are over the age of 18 that you can talk to about anything. They make you feel safe. You should go to someone in your safety network if something or someone ever gives you your "early warning signs".' (Early warning signs are covered in 'Lesson 11').

Safety statements teacher reference

SAFE = continue without support and remember...

(Empowering kids with decisions they can make themselves)

- Trusted adults can make sure you are okay
- You can always talk to trusted adults about anything you ever see or anything that is happening online
- You can always talk to trusted adults about how being online makes you feel
- You always have the option to report. A trusted adult can help you report a game, app or website
- Not to worry about getting into trouble. It is more important to talk to a parent or carer or teacher
- It is normal to be curious of images of bodies, but some internet images do not represent real life
- It's not your fault if you see something you don't like or that makes you feel confused
- The important thing is to make sure you are OK and you are enjoying yourself
- You always have the option to switch off, close the browser or turn off the screen. If you ever feel uncomfortable, you don't have to look at anything that upsets you
- You can always get help and support from Kids Helpline

LESS SAFE = be cautious, likely to need adult assistance

- You feel that something is not right — trust your feelings
- You clicked on a link and saw something that was confusing or made you feel worried
- Perhaps someone sent you an image or video that made you feel yuck
- You saw something online that made you feel uncomfortable, unsafe or scared
- Collect evidence and block — before you block the abusive person, get your parent, carer or a trusted adult to help you take screenshots this needs adult help
- Report to the police — or make an anonymous report to Crime Stoppers
- Adults can help you to set up your device safety so you don't see something like this again
- Ask adults to help you check the security and privacy of your device

UNSAFE = stop immediately and get help, someone has broken the safety rules

- Things don't add up — the other person's online profile does not match what you see and hear when you talk or chat with them
- They tell you their webcam is broken — sometimes people who want to harm you pretend to be a boy or girl your own age and say their webcam is broken so you can't see them
- They contact you all the time and in different ways — you meet in an online game and they ask you to start texting them
- They ask you who else uses your computer or tablet — or even which room of your house you are in
- They ask you for favours and do things in return — people who want to harm you often use promises and favours to gain your trust
- They say nice things about the way you are dressed or your body — or ask things like 'have you ever been kissed'?
- They insist on meeting — they keep talking about meeting in person or try to make you feel bad if you say no
- They ask you to keep your friendship secret — people who want to harm you often try to keep the friendship private from the beginning
- You see images of private pictures or body parts that give you your early warning signs

‘Tell or don’t tell’ activity

1. Introduce the next activity: ‘Tell or don’t tell’.
2. Explain:

‘Telling a trusted adult is an important part of being an upstander (an upstander acts to prevent something bad from continuing). Use your safety network for this.’

‘There is a difference between secrets and surprises. Surprises are fun and positive things we keep hidden, for example, surprise parties and gifts. Secrets are things people ask you to keep hidden because they are not good. They might give you your ‘early warning signs.’

3. Go through the following scenarios and ask students:

‘I’m going to read out some different situations. After I’ve read out each one, think about whether you would tell or get help from a trusted adult. Answer with: “tell or don’t tell”.’

Also ask:

‘Do you think that situation is **safe**, **less safe** or **unsafe**?’

Scenarios

- Someone's mum is planning a party and books a restaurant for Nanna’s birthday. She asks the children not to tell Nanna about it. She wants it to be a surprise.
- A dad shops online and buys a present for his kids’ uncle. He asks the kids to keep it a secret until Christmas.
- A kid goes to their neighbour’s home after school and the neighbour shows them private videos of adults on the computer. It makes them feel uncomfortable and worried.
- Your friend tells you that their parents are having another baby soon and shows you a photo of the ultrasound. They ask you not to tell anyone as they have not announced it yet.
- In *Kit and Arlo*, Jacob shows private images to Arlo and Kit and says not to tell anyone.
- A child shows their friend a \$20 deposit in their bank account and says it was sent to them by a teenager they played with online. They say the teenager will give them both \$20 if they play games online tonight, but the teenager said not to tell anyone about the money gift.
- The children really like their teenage cousin a lot. One day, the cousin takes photos of them while they are in the change rooms at the pool. The cousin says the photos are just to remember some fun times.
- A friend tells you that their babysitter makes them feel uncomfortable and does embarrassing things to them. They tell you not to tell anyone, otherwise the babysitter will get sacked – then their mum won’t be able to go to work and she will lose her job.

4. Discuss:

‘What are some examples of good surprises and bad secrets?’ (e.g. the birthday surprise versus someone saying ‘don’t tell, this is just between us’)

‘How can you tell the difference between a surprise and a secret?’

Look for students mentioning their early warning signs. If they don’t mention them, remind them of their early warning signs.

This might include feeling ‘icky’ or ‘off’ about the situation.

5. Finish by saying

‘Adults keep us safe. To remind us, here are 2 posters: “My early warning signs” and “My body safety rules” for the classroom.’

<https://e2epublishing.info/posters#postersuk>

Resources

Common Sense Media (2012) ‘Staying safe online lesson plan’, Common Sense Media website.

<https://kpbsd.org/Workarea/DownloadAsset.aspx?id=33699>

Educate 2 Empower Publishing: <https://e2epublishing.info/posters#postersuk>

Safe on social (2019) ‘Safe on social youth & online pornography cheat sheet’, Safe on Social website.

https://richmondri-h.schools.nsw.gov.au/content/dam/doi/sws/schools/r/richmondri-h/safe-on-social/2019/SoS_Cheat_Sheet_Youth_Online_Pornography_2019.pdf

Sexual Health Victoria (2021) *Tell or don't tell, Teaching activities, Grade 3 & 4*, Sexual Health Victoria website. https://www.fpv.org.au/assets/resources/Grade_3and4_Tell-or-dont-tell.pdf

Resilience, rights and respectful relationships; Level 5–6 learning materials

Topic 8 Positive gender relations: Understanding power relations (p. 99)

Time: 30 minutes

Topic 8 Positive gender relations: What is sexual harassment and sexual assault (p. 103)

Time: 30 minutes

NOTE: The link within the coaching point in this lesson no longer works, but here are the updated corresponding links that will provide you with the intended information:

<https://yla.org.au/vic/topics/>

<https://yla.org.au/vic/topics/health-love-and-sex/>

<https://yla.org.au/vic/topics/health-love-and-sex/sexual-harassment/>

Topic 6 Help-seeking: I wonder if I need help with this? (p. 52)

Activity requires ‘Helping-seeking’ scenarios and ‘Help-seeking’ labels

Time: 30+ minutes

Department of Education and Training (2018) *Level 5–6 Resilience, rights and respectful relationships*, State of Victoria (Department of Education and Training), Fuse website.

<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=b74ae78a-995a-4a73-8361-3a200d448bd7>