

Do you really know your online friends?

#doiknowu



Out of the Dark – #doiknowu Resource for teachers

Background

The Queensland Family and Child Commission (QFCC) plays an important role in promoting and advocating for the safety and wellbeing of children and young people and giving expert advice to relevant agencies about laws, policies, practices and services.¹

The QFCC's Out of the Dark #doiknowu campaign seeks to build awareness and promote behaviours that prevent, recognise and respond to online grooming. The campaign is targeted at young people (aged 12–14 years as the primary audience), parents/carers and educators.

Data shows young people are being increasingly exposed to risks in the online environment. Predators often pose as a young person and use a range of tactics (traps) to build relationships with young people to encourage them to share personal information and sexual images of themselves.²

Approximately 25% of young people have been contacted online by a stranger or someone they did not know.³ Queensland Police Service's Taskforce Argos has identified increasing reports of 'self-produced child exploitation material', which young people are either willing or are coerced into sharing online.

The QFCC's research with young people has found they are aware of 'online predators' but do not perceive them to be a threat. They accept there are online 'randoms' and 'weirdos' but think they either live far away or are low risk loners. Young people told us their parents are unlikely to know about their online world and that they are more likely to talk to their friends if they are concerned about something online.

Young people aged 12–14 years were the age group most receptive to learning information about online sexual exploitation. Younger age groups told us they know they are not allowed to share personal information online but do not know why. Older groups said they feel confident in their ability to protect themselves but often demonstrated misconceptions about how to stay safe online. There is an increasing number of young people of all ages being trapped by online predators.

The #doiknowu video aims to highlight the tactics online predators use to trap young people, why they use these tactics and what young people can do to avoid the traps. The video shows a text conversation between two teenagers—a girl and a boy. The boy is a predator posing as a teenager and he uses tactics to trap the girl into sharing a sexual image of herself. The video is based on real life transcripts between predators and victims provided by the Queensland Police Service and was co-created with young people. There are two versions of the video: one for young people and one for adults. They are both available at: www.qfcc.qld.gov.au/doiknowu

¹ *Family and Child Commission Act 2014* (Qld), s.9.

² *Queensland Organised Crime Commission of Inquiry* (2015) p.5

³ www.esafety.gov.au/about-the-office/research-library, last accessed 16 September 2019

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Lesson Plan for Out of the Dark – #doiknowu

Lesson duration: 40–50 Minutes

Years: 7–10

Unit Outcomes/Essential learning linkages to the Australian Curriculum

Being healthy, safe and active:

- Investigate the impact of transition and change on identities (ACPPS070)
 - Examining online profiles and identities and developing strategies to promote safety in online environments
- Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)
 - Developing and evaluating strategies on use of social media, phones and internet to remain safe and protect and respect the privacy of self and others
- Practise and apply strategies to seek help for themselves or others (ACPPS072)
 - Exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation.

Communicating and interacting for health and wellbeing:

- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)
 - Understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to inappropriate online content.

Hints and Tips

- The lesson can be student-led (e.g. engage student leaders or nominate a young person in the same year level or an older year level as an 'ambassador' or 'champion' to deliver the content).
- Break the video down and discuss it in segments to facilitate student-led discussion.
- This lesson could be used as one component of existing education on healthy relationships.
- Include information about upcoming lessons in the school newsletters with a link to the parent's video to encourage discussion about the topic at home.

Learning Objectives

At the end of this lesson, students will understand the importance of knowing:

- who their online friends are
- the traps predators use
- the hacks to avoid predators' traps
- where young people and their friends can go for help.

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Resources

- #doiknowu video
- Traps and Hacks poster
- Computer
- Projector/TV/Smartboard

Lesson Procedure

Introduction: (5 minutes)

Open with the following questions to introduce the topic and facilitate initial discussions with regards to how young people define the topic and to obtain an understanding of their knowledge regarding the impacts:

1. What is 'online grooming'?
2. Who does it impact?

Content

Activity 1: #doiknowu video (5 minutes)

Students watch the #doiknowu video.

Activity 2: General discussion (20–30 minutes)

As a group, students discuss the content of the video including how it made them feel.

Some key questions to prompt discussion could include:

- Do young people talk to each other like that online?
- Could you tell the victim was being groomed?
- What are the possible consequences of sharing a sexual image with someone you don't know in real life?
- Is it risky to share a sexual image with someone you know in real life?

The video is played for a second time and paused at key intervals to:

- Identify the tactic the predator used in the video to groom the young person
- Explore reasons the predator used this tactic
- Consider strategies to avoid this type of trap.

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| | Predator's trap | Examples in the video (time in video) | What are some other things predators might say or do to lay this trap? | How can you and your friends avoid the trap? |
|---|---|---|---|--|
| 1 | <p>Predators study your online profiles to:</p> <ul style="list-style-type: none"> • pretend they know you or your friends • seem legit • build fake trust • find out things they can pretend to have in common with you. | <ul style="list-style-type: none"> • You're Tom's friend right? (00:22) • Heyyy do you have Instagram? (00:48) | <ul style="list-style-type: none"> • Do you play Fortnite? • I play soccer too • I was at Anna's party | <p>Make sure you and your friends know someone in real life before accepting their friend request.</p> <p>Not letting strangers into your network will also help protect your friends too because the predator can't pretend you're a mutual friend.</p> |
| 2 | <p>Predators ask questions about your life, your friends, what you're into and use this information to find or blackmail you.</p> | <ul style="list-style-type: none"> • Hey wyd? (00:14) • Wyd now? (00:26) | <ul style="list-style-type: none"> • Are you into gaming? • Have you had a boyfriend? • What's the worst thing you've ever done? | <p>Limit how much personal information you share online.</p> |
| 3 | <p>Predators shower you with compliments and make you feel special.</p> <p>They want you to like them and want you to believe they like you.</p> | <ul style="list-style-type: none"> • You're so pretty! (00:56) • Are you a model? (01:31) • You're hot (01:35) • I wanna see you so bad | <ul style="list-style-type: none"> • You understand me like no one else does • I'll always be here for you • You're the smartest person I know | <p>Trust your gut instinct. Tell them to slow down or block and delete if you feel uncomfortable.</p> |

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| 4 | <p>Predators talk about sexual activities and may request or send sexual images.</p> <p>Sending sexual images of themselves can be a way of making you feel obligated to share one of yourself.</p> <p>Their image could be fake.</p> | <ul style="list-style-type: none"> • Need to see more of you (01:45) • Just took this thinking about u (01:52) • Pleeeeee send a hot pic of you (01:59) | <ul style="list-style-type: none"> • Have you kissed anyone before? • What's the sexiest thing you've ever done? • I want to touch you so bad | <p>It's illegal to create, send, or have sexual images of someone (including yourself) who looks under 18 years.</p> <p>This includes pics where someone is:</p> <ul style="list-style-type: none"> • involved in a sexual activity • in a sexual pose • acting in a sexual way • showing their sexual parts. <p>You can be charged by police if you're aged 10 years or over.</p> |
| 5 | <p>Predators tell you to keep the relationship secret because it's special.</p> <p>They don't want to get caught so don't want you to tell anyone about your relationship.</p> | <ul style="list-style-type: none"> • Promise it's just for me (2:11) • Baby you can trust me (2:19) | <ul style="list-style-type: none"> • This is just between you and me • Don't tell anyone | <p>Tell someone you trust about your online world. Starting a conversation will help them understand how to help you if you need it.</p> |

Questions to facilitate further discussion

1. What should you do if you receive a sexual photo or video?

Prompts:

- Delete it as soon as possible
- Tell the sender you don't want any more
- Talk to someone you trust about it
- Report it to an adult or the police.

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2. What if I've shared a sexual image of myself with someone?

Prompts:

- Ask the person to delete the image. Explain that you're under 18.
- It's important not to feel alone or ashamed. Talk to someone you trust:
 - friend
 - family member
 - teacher
 - Kids Helpline (www.kidshelpline.com.au/teens/issues/sexting)
 - Eheadsace.
- Report it to someone who can help you :
 - Police
 - eSafety (you can do this anonymously) (www.esafety.gov.au)
 - Bravehearts Join the Dots (you can do this anonymously) (www.bravehearts.org.au/join-the-dots)
- If it's been posted online, try to get the image removed (go to the eSafety Commissioner's eSafety Guide: www.esafety.gov.au/esafety-information/games-apps-and-social-networking)

3. What about sexting requests from peers and friends?

Prompts:

- It's still illegal to share sexual images
- Friendships and relationships can break down
- Most people know of situations where someone has been negatively affected by sharing a sexual image of themselves.

4. Does cropping a photo make it any safer?

Prompts:

- Predators can search metadata in the photo to find out who and where you are
- Reverse image searches can find the whole photo.

5. How long does it take predators to lay their traps?

Prompts:

- Sometimes quickly, sometimes slowly
- When a predator moves slowly, they can be difficult to detect because they build up more of a relationship and may have more things to blackmail you with.

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6. Do predators target boys or girls more often?

Prompts:

- Queensland Police Service says it's about equal
- Predators usually target boys on gaming platforms and girls on social media.

7. When someone falls into a predator's trap, is it their fault?

Prompts:

- Victim blaming isn't helpful or fair
- Predators can be very cunning
- It can happen to anyone
- Use the ideas we've raised today to stay safe online.

8. Where could you go for help?

Prompts:

- friend
- family member
- teacher or guidance officer
- Kids Helpline (www.kidshelpline.com.au)
- eheadspace (www.headspace.org.au/eheadspace)
- Police
- eSafety (you can do this anonymously) (www.esafety.gov.au)
- Bravehearts Join the Dots (you can do this anonymously) (www.bravehearts.org.au/join-the-dots)

Activity 3: Reflection (10 minutes)

Display the TRAPS and HACKS poster on the smartboard/TV and identify any traps and hacks not raised in the discussion.

Reflect on the key issues of:

- Knowing who your online friends are
- Being safe online
- Where to go for help.

For more information please visit www.qfcc.qld.gov.au/doiknowu

Proposal for extended learning

Students are asked to discuss the content of the poster and to develop a framework for a school-specific solution to addressing the issues of online safety.