

What Happened Next?

Safe Years 11-13

Connect	Begin by showing students slides of different risky activities (paragliding, driving above the speed limit, falling in love). Lead the class in a discussion highlighting that many activities we engage in on a daily basis – from crossing the road to online banking – carry with them an inherent risk yet as people, we are typically very good at assessing and managing that risk to our advantage.	Resources Images from a stock photo website (such as www.sxc.hu) of people engaging in risky activities Whiteboard
Activate	Ask students for some examples of online risk that they are aware of. Write these on a whiteboard for later referral. In groups, ask students to work through an online risk scenario (one per group), bringing the story to a positive conclusion.	NetSafe's <i>Online Risk Scenarios</i>
Demonstrate	Ask each group to read their completed scenarios to the rest of the class. If time allows, after each story is read ask the rest of the class to reflect on other possible outcomes to the story, After all of the groups have shared their story, ask the class: <ul style="list-style-type: none"> • What different online risks were identified in the scenarios? • What were some of the strategies that were used to manage these risks? • Who were some of the people/organisations that helped bring the scenarios to a positive resolution? • What were some of the solutions given that may help prevent these risks happening again in the future? 	Assessment Whiteboard Pamphlets/information sheets from different support organisations in the local area. NetSafe pamphlets can be ordered at
Consolidate	In each of the stories, students were asked to reflect on some of the feelings that their main character may have experienced as a result of being exposed to online risk. Ask students to come and write some of these feelings (positive or negative) on the whiteboard.	www.netsafe.org.nz

What Happened Next?

Safe Years 11-13

	<p>With reference to the different feelings expressed, discuss with students the types of support that are available to them for dealing with any problems they encounter online. This may include the school counselling or pastoral care team, student leaders within the school, and organisations such as Lifeline and NetSafe.</p> <p>Optional activity: If time allows, students can construct a circle of support that illustrates the different people/agencies they have in their life that they can rely upon for help when faced with a problem.</p>	<p>Optional activity: A4 sheets of paper and felt tip markers</p>
--	--	--

Carl, a Year 12 student, has been being bullied by a group of boys at his school all year. They do all the usual things – tag his locker, call him names, trip him up when he runs past them during PE. The school is aware of it and the boys have been spoken to several times by the Year 10 dean.

Just recently, Carl has been thinking about creating a Bebo page. He's never had one before, but all his mates do and he seems to be missing out on a lot of stuff by not having one.

Carl goes onto Bebo when he gets home one afternoon and logs on through his school's page. When it loads, he's a bit surprised to recognise his name on it. It seems someone has started a 'Kill Carl' group on the school's Bebo page, and there are already 5 members. Carl can't look at the actual content of the groups' page without joining the group, which he doesn't want to do! Carl feels sick to his stomach and doesn't know what he should do.

What happened next?

What do you think is the likely solution to Carl's problem? Complete the scenario so that Carl's issue is resolved in a positive way. Consider in your story:

- The inherent benefits *and* risks of the online activity that Carl was involved with
- How Carl might be feeling about what happened
- What advice and support is available to Carl (and from whom)
- What can be done in the future to prevent this from happening again.

Rachel met James online about six months ago, and they IM each other pretty much on a daily basis. They're both in Year 13, and have heaps of stuff in common; they like the same music, the same tv programmes and even the same kinds of books. They've exchanged photos, and Rachel thinks James is pretty cute.

Their online relationship has progressed pretty quickly, and James knows all sorts of things about Rachel that she's only ever told her best friend. Sometimes he can get a bit insistent about finding personal stuff out about Rachel – like how many boyfriends she's had and what she's done with them – but she figures he's just a little possessive.

Just recently, James has been asking Rachel if she wants to meet up in person. He lives in Oamaru, while Rachel lives in Wellington, but he says he's going to be up in Wellington in a few weeks time for a cousin's 21st birthday party. He's suggesting that they meet up on the afternoon of the party, and then Rachel can come to the party if she wants to. Rachel is really eager to meet him but is a bit nervous about the whole thing; what if he's not anything like she imagines him to be?

What happened next?

What do you think is the likely solution to Rachel's problem? Complete the scenario so that Rachel's issue is resolved in a positive way. Consider in your story:

- The inherent benefits *and* risks of the online activity that Rachel was involved with
- How Rachel might be feeling about what happened
- What advice and support is available to Rachel (and from whom)
- What can be done in the future to prevent this from happening again.

Kelly's mobile phone is like part of her body; she can't imagine being without it. It's the main way she keeps in contact with all her friends, and she's even made a few new ones through people contacting her after seeing her number on her Bebo page. Giving up her mobile would be social death.

Because so many people have gotten hold of Kelly's number, she sometimes gets texts from numbers she doesn't recognise. She always texts back to ask who the person is, then if she's met them on- and off-line before she adds them to her address book. She responded to a text from someone saying, "Hi Kelly, what u doing?" a few days ago, and since then she's got about 20 texts from the same person. The sender hasn't yet told her who they are. The texts have gone from quite friendly to not so nice; whoever it is has started to call her some pretty gross names and telling her to watch her back at school. Kelly has shown the number to all her friends but none of them recognise it. It's gotten to the point now where she's getting about 5 texts a day from this person, and she's kind of scared to turn her phone on after school.

What happened next?

What do you think is the likely solution to Kelly's problem? Complete the scenario so that Kelly's issue is resolved in a positive way. Consider in your story:

- The inherent benefits *and* risks of the online activity that Kelly was involved with
- How Kelly might be feeling about what happened
- What advice and support is available to Kelly (and from whom)
- What can be done in the future to prevent this from happening again.

Ethan and his mates went to a party over the weekend with some girls from their sister school. It was a full-on night, and Ethan lost count of the number of beers he had and how many people he met. He doesn't remember the end of the party but knows he must have had a pretty good time as his head was pounding when he woke up on Sunday morning and he'd practically lost his voice from talking so much.

When Ethan boards the bus for school on Monday morning he gets some weird looks from some of the Year 13's in the front seats. He makes his way to his mates at the back, prepared for a bit of ribbing for how drunk he got on Saturday night. He sits down next to Mike who immediately thrusts his phone in Ethan's face and asks, "Have you seen this?". It takes a while for Ethan to realize he's looking at a photo of himself lying in the curb with his pants and boxers round his knees, and what looks like an empty bottle of vodka next to him. Ethan doesn't remember the photo – or even the incident! – but it must have been taken on Saturday night.

As the bus pulls into school, Ethan contemplates not getting off. Mike's been telling him that the photo's been doing the rounds and has even spread to the girls school, where the girls they went to the party with go. Ethan is hoping that not too many people at his school have seen it, especially the teachers as he's hoping to be made sports captain when he's in Year 13 next year.

<p>What happened next?</p>

What do you think is the likely solution to Ethan's problem? Complete the scenario so that Ethan's issue is resolved in a positive way. Consider in your story:

- The inherent benefits *and* risks of the online activity that Ethan was involved with
- How Ethan might be feeling about what happened
- What advice and support is available to Ethan (and from whom)
- What can be done in the future to prevent this from happening again.

Jessica's Year 12 Media Studies class is working in the computer lab, looking up info for their latest class debate. They're critiquing the role that celebrities play in influencing teenage culture, with half of the class arguing each side of the debate. It's not often they get unrestricted access to the internet, but Mr. Beach has asked for the school's filtering programme to be turned off just for this class so they can look at all the entertainment sites that are normally blocked.

Jessica is on the team that's arguing that media coverage of celebrities influences what teens think is cool. She's been assigned with the task of putting together a slideshow of photos of celebs to show during the debate. She's jumping from site to site, following links and saving as many photos as she can to her memory stick.

Somehow, from following a link on what looked to be an 'official' celebrity site, Jessica has ended up on a website that has photos of celebrities that look to be taken by the paparazzi; they're quite grainy and in some of them, the celebs look really drunk. There are also some banners on the page advertising sites where you can see nude photos of Britney Spears and Keira Knightley. Jessica decides to close the page rather than save any photos from it as none of them are really suitable to show in front of the class. She tries to close the browser window but more pages keep popping up; the more she closes, the more appear. Finally, the screen goes blank and then a message appears: 'Fatal error. System corrupted.' Jessica looks round at the screens of her classmates and sees that everyone else has that message on their screen as well. Jessica raises her hand for Mr. Beach's help, hoping she doesn't get into trouble for crashing the network; it's not like she meant to do it!

What happened next?

What do you think is the likely solution to Jessica's problem? Complete the scenario so that Jessica's issue is resolved in a positive way. Consider in your story:

- The inherent benefits *and* risks of the online activity that Jessica was involved with
- How Jessica might be feeling about what happened
- What advice and support is available to Jessica (and from whom)
- What can be done in the future to prevent this from happening again.

Hayden is a member of a few different online mountain biking clubs. He loves the sport and has learnt a lot of tips from chatting to people in different forums and chat rooms. His online screen name, 'KiwiBMXfreak', often gets the ball rolling when he enters a chat as it seems everyone wants to speak to 'the Kiwi' and find out more about mountain biking in New Zealand.

Hayden's been up North with his family for a few weeks and hasn't been online. He couldn't believe that the bach they were renting didn't have any cellphone coverage or a computer! He can't wait to get back online to see what's been happening in the mountain biking community.

He logs into 'Mountain Bike Mania', one of his favourite chat rooms. 'Bike Devil' greets him almost immediately and asks how his holiday was. He also comments that it was great that KiwiBMXfreak managed to stay online despite being away, and asks if he likes the 'Biker Heaven' website more than this one now. That's weird, thinks Hayden, as he hasn't been online at all over the past few weeks and he's never even heard of the website Bike Devil is asking him about. He googles Biker Heaven, and follows the link to what looks like a really active message board. He's surprised to see someone using *his* name on the board – everyone knows he's always used KiwiBMXfreak as his online persona! He starts reading some of the posts from KiwiBMXfreak and is surprised to see this person is trying to make it sound like they're actually Hayden. They're talking about the school that Hayden goes to and the mountain biking club he belongs to in Hokitika. He knows no one else from his school is into mountain biking, so what's going on?!

<p>What happened next?</p>

What do you think is the likely solution to Hayden's problem? Complete the scenario so that Hayden's issue is resolved in a positive way. Consider in your story:

- The inherent benefits *and* risks of the online activity that Hayden was involved with
- How Hayden might be feeling about what happened
- What advice and support is available to Hayden (and from whom)
- What can be done in the future to prevent this from happening again.

