

Friendship Requested

EXERCISE-IN-A-BOX LESSON PLAN (13-15 years old)

OVERVIEW

This lesson teaches students about online groomers, inappropriate behaviour, and red flags signalling potential danger, emphasising vigilance and seeking help in uncomfortable situations. By recognising these tactics, students can protect themselves and their peers in the online world.

LEARNING OBJECTIVES

Students will be able to:

- Recognise the tactics and methods used by groomers to target and manipulate young people.
 - Understand the importance of reporting suspicious behaviour and seeking support from trusted adults.
 - Identify red flags in online interactions that may indicate potential risks or inappropriate behaviour.
 - Define inappropriate online behaviour and understand its potential consequences for individuals and online relationships
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DURATION

60 minutes

KEYWORDS

- **Online Groomer:** An online groomer or predator is a person who builds a relationship with a young person online, with the intention of exploiting or abusing them. Groomers often use tricks and manipulative tactics to gain a young person's trust and establish a relationship with them.
 - **Inappropriate Behaviour:** Inappropriate behaviours refer to actions or communications that violate someone's online boundaries or make them feel uncomfortable or unsafe.
 - **Red Flags:** Red flags refer to warning signs or indicators that something may be wrong or potentially unsafe. In the context of online safety, red flags can be behaviours, communications, or situations that make someone feel uncomfortable, scared, or threatened.
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INTERNET INDEPENDENT FRAMEWORK

The learning objectives in this workshop are aligned with the **Online Relationships** pillar of the Internet Independent Framework. Visit cyberlite.org for more information.

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WARM-UP 5 MINUTES

Slide 1

Say: Today, we will be learning about the kinds of online relationships we may form with people we meet online.

Slide 2

Ask: Have you ever talked to someone online that you didn't know in real life? How did you meet them?

It is important to establish an open, non-judgmental space when bringing up this question. Statistically, students at this age have chatted to people online that they didn't know in real life, usually through social media or games. It is a good opportunity for teachers to understand what your students' experiences are through an open discussion.



DEFINE THE KEYWORDS 15 MINUTES

Slide 3

Ask: Does anyone know what online groomers, inappropriate behaviours, or red flags mean?

Allow students to guess or extrapolate meanings. Guide them to think about it in the lesson's context of online relationships and friendships.

Slide 4

Read the contents of the slide aloud.

Discuss: How can young people protect themselves from online groomers?

Students can protect themselves by being cautious of sharing personal information with people they don't know online, and understanding that the people they chat to online may not be who they claim to be.

Slide 5

Read the contents of the slide aloud.

Discuss: What actions can be taken if someone experiences or witnesses inappropriate online behaviour?

If you see inappropriate online behaviour, you can report the user to the app or website, take screenshots of the behaviour, and block the individual. You can also choose to seek support from a trusted adult.

Slide 6

Read the contents of the slide aloud.

Discuss: What are some red flags in online interactions that might indicate potential danger or inappropriate behaviour?

Some red flags might include overly friendly messages from strangers, asking for personal information, or pressuring to meet in person. All of these behaviours cross safe online boundaries and should raise a red flag.



INVESTIGATE THE SCENARIO

30 MINUTES

Slide 7

Say: In this next section, we will explore a scenario about Theo's experience with an anonymous online user. Remember to keep the keywords we've just learned in mind. I will be showing you five pieces of evidence which we'll investigate together. Think critically about the information we're examining and consider the discussion questions.

(Optional) Select five students to read as these characters: Theo, Froster2008, Mum, Dad, and NapChat app. Commenters: Woo-Jin, Andrew, Gary, and Shelly.

Slide 8

Read this live stream chat.

Discuss the following questions:

1. What's different about Froster2008's tone of voice compared to the other commenters?

roster2008's tone of voice in the chat differs from the other commenters in that it appears more focused on the streamer's personal attributes and establishing a private connection. While the other commenters discuss the game and the streamer's skills, Froster2008 compliments the streamer's looks and personality, and then proceeds to suggest direct messaging to share secret hacks.

2. Why is it a bad idea to accept a stranger's friend request or direct message?

Accepting a stranger's friend request or direct message can be a bad idea because it can expose an individual to potential risks, such as online grooming, scams, or other inappropriate behaviours.

Slide 9

Read this private conversation between Theo and Froster2008.

Discuss the following questions:

1. What manipulation tactics has Froster2008 used to get Theo to be his friend?

Froster2008 uses several manipulation tactics to build a rapport with Theo and establish a friendship. First, he excessively compliments Theo's gameplay and personality to flatter Theo. Then he claims to have many shared interests with

Theo, such as playing Call of Aliens and playing musical instruments to establish trust and making Theo feel more connected and comfortable.

2. What is Froster2008 trying to achieve by moving to a different platform (Napchat)?

Froster2008 might want to move to a different platform to gain access to more of Theo's personal information, or to make him feel like they're establishing a friendship with a more private and personal connection. These are manipulative tactics groomers use to gain more access to someone.

Slide 10

Read this NapChat conversation between Theo and Froster2008.

Discuss the following questions:

1. When does Froster2008 cross the line and display inappropriate behaviour?

Froster2008 has displayed inappropriate behaviours at several parts of this conversation. This includes:

- *Checking if Theo is online without his knowledge which feels intrusive*
- *Starts asking Theo's personal questions like where he lives*
- *Asking and offering to provide R-rated movies despite Theo expressing discomfort is crossing the line*
- *Encourages Theo to keep their interaction a secret from his parents is extremely dangerous and manipulative*

2. How do you think this conversation makes Theo feel?

Theo is likely to feel uncomfortable and pressured by Froster2008's intrusive questions and inappropriate behaviours. He may also feel scared because Froster2008 has suggested meeting up in secret.

3. Identify the red alert words or sentences in this conversation and describe why it's dangerous or harmful.

Red alert words or sentences in this conversation include:

- *"Have you ever watched an R-rated movie before?"*
- *"I can download some movies on a USB drive and give it to you in person"*
- *"It'll be our little secret - your parents won't find out I promise"*

These are red alert statements because they display inappropriate behaviour that could lead to potential danger, as there is no way for Theo to know Froster2008's true intentions of wanting to meet up and showing Theo inappropriate explicit materials.

Slide 11

Read this group chat between Theo and his mum and dad.

Discuss the following questions:

1. Do you think Theo did the right thing by telling his mum and dad that he feels weird about his conversation with Froster2008?

Yes, Theo did the right thing by telling his mum and dad that he feels weird about his conversation with Froster2008. It's important for young people to share their concerns with trusted adults, especially when they encounter uncomfortable or potentially dangerous situations online. Parents, caretakers, or teachers can provide guidance, support, and help to navigate and resolve the issue.

2. If you ever encounter red flags or red flag feelings, what should you do?

You should always trust your instincts and listen to your gut feeling when something doesn't feel right. You should immediately stop talking to the person that's making you uncomfortable, take screenshots for evidence, and block the person. You should also share this experience with a trusted adult who can provide guidance and support.

Slide 12

Read notification from NapChat.

Discuss the following questions:

1. Why is it important to report users like Froster2008 for inappropriate behaviours to apps, games, and social media platforms?

It is important to report users like Froster2008 for inappropriate behaviours to apps, games, and social media platforms because it helps protect the safety and well-being of the online community. Reporting such users allows the platform to take action against those who violate community guidelines, deter similar behaviour from others, and create a safer environment for all users.

2. Does it matter if Froster2008 was offended that Theo reported him?

It does not matter if Froster2008 was offended that Theo reported him. Theo's safety and well-being should be the top priority, and it is essential to prioritise personal safety over the potential of offending someone else. Reporting inappropriate behaviours is not about pleasing others; it's about ensuring a safe online environment for oneself and others.



KEY TAKEAWAYS
10 MINUTES

Slide 13

Say: Here are some things we've learned from this lesson.

1. Online groomers and predators exist in all corners of the internet, so be alert when you're online and never befriend people you don't know in real life. You can never be sure of who you're talking to online.
2. Always listen to your gut and look out for red flags and red flag feelings.
3. If you encounter someone online that's making you feel anxious, worried, or uncomfortable, tell a trusted adult like your parents, caretakers, teachers, or older sibling.

4. Reporting inappropriate behaviour won't get you in trouble. By doing so, you are helping to protect yourself and others.

Ask: What are some key takeaways you've learned from this lesson?
Call on volunteers to share what they've learned.