Cyber Strong Schools

cyber leaders' student handbook

child health
Promotion Research Centre
Research for the Future

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Acknowledgements

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Being a Cyber Leader increased my confidence for public speaking and my leadership skills. It was challenging sometimes but I really enjoyed it. "

Welcome to your support guide to help you as a Student Cyber Leader. This resource will assist you with the role of leading the school community in the safe use of technology.

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Forming a Student Leadership Group

1. Keep your group small; 4-8 working members will allow you to share the tasks effectively.
2. Establish and maintain regular meeting times early.
3. Consider having one extended meeting time when your group is first formed. During this meeting:
   a. Allocate sub-groups
   b. Decide on the actions your groups would like to implement
   c. Break these actions into Terms, so you know which actions you are doing in which term
   d. Set times for regular meetings – fortnightly works best
   e. Arrange a venue for your meetings – classroom, library etc…

" We do quite a bit of peer mentoring, with the older students helping out the younger students so assigning different roles within the group and sharing the workload was really helpful. "

understanding yourself as a leader

The following fun activities are for you, and your cyber leadership team. Leaders benefit from understanding what they personally value and where their strengths and weaknesses lie. This information will help you become more effective leaders in your school.

What do YOU value?

From the list select five, which represent those values that seem really important to you right now, add others if you wish. Once your team members have selected their values discuss these with each other so you have an understanding of which actions may meet what your group values.

Adventure	Being famous	Cleanliness	Power	Teamwork
Determination	Money	Involvement	Stability	Development
Courage	Security	Perfection	Competence	Hard work
Reputation	Calm	Discipline	Intellect	Innovation
Achievement	Peace	Freedom	Positive attitude	Trust
Leadership	Love	Personal growth	Status	Cooperation
Physical strength	Romance	Sport	Competition	Harmony
Self-giving	Responsibility	Commitment	Gratitude	Purity
Confidence	Self-respect	Friendships	Practicality	Tolerance
Excellence	Environment	Recognition	Helpfulness	Creativity
Respect	Family	Spirituality	Concern for others	Honesty
Independence	Openness	Communication	Having a family	Beauty
Affection	Wisdom	Fun	Progress	Tradition
Excitement	Change	Pleasure	Success	
Truth	Loyalty	Strength	Contentment	
Work	Democracy	Community	Integrity	
Equality	Simplicity	Authority	Privacy	

What are your strengths and interests?

Individually, and as a team it is important to understand who has skills in which areas and where you and your team members' interests lie. This does not mean you are limited to only actions related to your strengths, but it may help with planning the types of activities you undertake, and how you go about accomplishing them.

Instructions: Look at the activity listed, tick if this is a strength of yours or if you are interested in it (or both). Share your list with your team members to decide who will do which activities or which parts of your chosen activities.

Activity	This is a strength of mine	I am interested in this
Finding information (research)		
Sorting and organising information		
Writing (newsletters etc)		
Speaking / Presenting		
Creating (posters etc)		
Leading others		
Motivating others		
Solving problems		
Creating graphics / presentations		

selecting actions to help your school

Listed on the next few pages are some action ideas you could use in your school. These actions are grouped according to your target audience, for example School, Family and Community to help you get started. Most can be used in a number of settings. Be creative, but most importantly have fun.

Ideas for presenting your School actions

School ideas involving presenting

- Present regular assembly items
- Ask to have a speaking opportunity at your school's orientation day
- Develop a multimedia presentation
- Arrange a teacher/student debate
- Create a song, play or dance
- Present to class groups
- Make regular PA announcements
- Speak to your school's P&C committee
- Invite guest speakers
- Address the next teaching staff meeting
- Organise a student activity day
- Make a documentary (keep it solution focused)
- Make stopping cyberbullying the focus for the school musical
- Film a mini movie
- Create a cartoon/comic presentation
- Arrange a Skype conference call with student leaders from other schools to share ideas
- Create a power point presentation
- Conduct a parent education session
- Script and act out a puppet show

" Hearing real stories from other young leaders on the activities they did in their school helped us spark ideas for different activities in our schools. "

School ideas involving writing

- Write information for your school's orientation/ induction day materials
- Create a mural
- Create a list of phrases using text talk and put them on posters around the school
- Create an online survey about cyber bullying
- Write regular articles in your school newsletter and local newspaper
- Design a cyber safety webpage
- Create a list of top tips to help students deal with an online issue
- Design a suggestion box for your school
- Encourage students to write suggestions
- Write stories, poems or short stories to help campaign the 'no cyberbullying' message
- Create quizzes for students, parents and staff
- Create posters, pamphlets or brochures
- Assist with the rewriting and enhancing awareness of schools' cybersafety policy
- Write information pamphlets for parents
- Write a radio commercial and lobby your local radio station to record and play it (keep it positive)

Ideas for families and communities

Ideas involving presenting

- Conduct a parent education evening
- Organise an education forum for families
- Present a multimedia presentation to parents
- Organise a quiz night
- Create a song for students to play at home
- Create a play or dance and invite families
- Upload positive messages onto YouTube
- Make a documentary
- Give advice to your family, especially siblings, about what to do if they are to keep themselves cybersafe
- Film a mini movie
- Create a TV advertisement
- Create a cartoon/comic presentation and email this to parents
- Create a TV show to be played at home
- Host a community gathering to promote your message (invite your family)
- Plan and promote a cyber friendly day (or week) at your school and invite families

Ideas involving writing

- Create a mural which is visible to families as they enter the school
- Write an article for your local community newspaper
- Write regular articles in your newsletter
- Design a webpage for families
- Create quizzes for students to take home to families, maybe offer prizes
- Create posters, pamphlets or brochures that can be taken home for parents on cybersafety or different technologies
- Organise an education forum for the community
- Invite guest speaker/s from your local community
- Create a play or dance and warmly welcome the whole community
- Create a mural in your local shopping centre
- Write an article for your local community newspaper
- Write stories, poems or short stories and have them published in your local newspaper
- Write a positive cybersafety radio message and lobby your local station to record and play it (keep it positive)
- Work with your local primary school/s (or the primary students in your school) to help raise awareness of cybersafety actions to remain safe online
- Plan a rally promoting 'cybersafety'
- Conduct a quiz night to raise awareness and funds to support cybersafety education programs for the community
- Invite community leaders to be educated on a cybersafety issue such as your local doctors, police officers, counsellors, librarians etc. They will all be interested in hearing what you have to share on the topic
- Meet with your local Member of Parliament to discuss the issue of cybersatefy for young people

"We presented at assembly over two days to educate students in our school on the definitions of cyber bullying and about internet and privacy settings. We also created a PowerPoint with the help of teachers."

Making change happen in your school

Sometimes your planning may experience some challenges. Below is a list of some of the challenges experienced by other student leaders. By being aware of these you may be able to consider them in your planning so you are better prepared, should they become challenges for you as well.

1. **Planning time** – some student leaders had some difficulties completing activities due to a lack of planning time. The most successful leaders met regularly, usually fortnightly during lunchtime to achieve their leadership goals.

2. **Procrastination** – taking the first step can often be the hardest part when planning actions. Once you have decided on your action start planning it straight away. Give yourself time lines to work within and meet with your group members regularly to ensure you are on schedule.

3. **Blocked websites** – some students found the sites they wanted to use were blocked (for example on YouTube). It may be possible in your school to work with your teachers and provide a list of sites you wish to use, and explain your purpose for using these sites to unblock these for a period of time.

4. **Public Speaking** – speaking confidently in public, especially in front of your peers, can be challenging. Be well prepared, limit the number of points you are covering and most importantly be confident, 'own' the space in which you are presenting. Have a look at this website for some tips on presenting: *http://www.lifehack.org/articles/communication/18-tips-for-killer-presentations.html*.

5. **Attend to your audience** – when planning your actions try to make the first one you and your other leaders do your best one. Think about what your audience will be most interested in and do that first. This will encourage other students to take notice and support your cause. Focus on skill building in your first presentation so students leave with something practical that they can try.

> " We use a card reward system in our school – you are acknowledged for being kind, caring and responsible and receive a certificate at assembly when you receive a target number of cards. It is a positive incentive to be caring and supportive of others. "

Activity starters

Here is a list of the most popular activities students from other schools have tried. Below is an explanation of how your leadership team may plan and implement this activity. These are just ideas, every school and student leaders are different so have fun with your activities and make them your own.

- Newsletter items
- Daily Bulletin / portal ideas
- Media productions / mini movie / drama productions
- Assembly presentations
- Parent nights
- Presentation to staff
- Training younger students or peers
- Reporting strategies in your school

Newsletter Items

1. Work out how often you want to include information in your school newsletter or on your school portal.
2. Think of topics to write about for each newsletter – it may help to select from the list of topics that are covered in this website.
3. Frame your article so that for each piece of information, you also have a skill building activity. For example:
   Knowledge: Geotagging is a function on most Smartphones that records the GPS location of where photos are taken.
   Skill: Recommend to Smartphone users that they turn off geotagging on their phone when they are not using it. For most phones this is located under Settings and then Location Services. For some phones this setting is located in the Camera Settings Menu.
4. Try to write as many 'news' articles as possible in the one meeting to have some prepared in advance.

" We performed role plays for students to try and develop their own solutions to scenarios of someone having problems online, like cyberbullying. "

Daily Bulletin / Portal ideas

1. Decide on which day of the week you want to include a tip in the Daily Bulletin. You may decide to do this every second Wednesday for example. If you are preparing newsletter items try to use the same theme in the daily bulletin information to ensure consistent messages.
2. Decide on the issues you want to address in each term.
3. There is usually much information in each daily bulletin so try to make your item brief, with an action as a part of the information. Questions work well to encourage action. Some examples are below:
    a. **Facebook** – How long has it been since you updated your friends' list? Friends of friends cause more cyber harm than any other online group. Make tonight the night to update your friends' list, checking your grouping.
    b. **Sexting** – Do you have any photos of yourself in your phone or on one of your profiles you wouldn't want your teachers to see? If you are under 18 and have naked or semi-naked photos of yourself on your profile you have broken the law. Not only that but it could be embarrassing if someone got a hold of them. Delete these photos tonight.
    c. **YouTube** – Do you load clips onto YouTube? Did you know you could load clips so the number of people who see them is restricted? Remember once you post a clip on a website in most cases the website owns the clip. Next time you load a clip try out the restricted options.

Media / Movies and Drama

1. Decide on the type of theatre you would like to have as your activity. The 'bigger' you make this show/video, the more time and energy you will need to invest in it, for example, if you are going to encourage the school to do a drama production about a cybersafety issue you will need support from the whole school.
2. You may need to ask your school if they could fund a prize for the winning entrant/s.
3. Think carefully about what you are hoping to accomplish by creating this show/video or competition. The most effective pieces of media are those that include strategies and are focused on solutions rather than only problems.
4. Here are the links to two clips which might give you some ideas:
    a. **Caught in the Crowd by Dandenong High School:**
        http://www.youtube.com/watch?v=XPMDX-ViVDs
    b. **Anti-bullying clip:**
        http://www.youtube.com/watch?v=EA5C-1N_r1w
5. You may decide to give some guidance to entrants, for example limiting its duration to no more than 3 minutes long, or, a series of photographs that showcase supportive online strategies to reduce cyberbullying.
6. Ask for an opportunity to present the winner/s during the school term.

Assembly Presentations

1. For most school assemblies the maximum amount of time you will have to present is around 10 minutes.
2. Select the issues you feel are most important and then focus on these issues throughout the year.
3. Use your time well, here is an example of a possible structure:
   a. Be confident and excited. Practice what you are going to say. These three simple steps will help you deliver your information in a way that other people can relate to.
   b. Introduce your topic with one or two statistics and why you feel it is important.
   c. A short relevant clip (no more than around 3 minutes long).
   d. Information regarding the ACTION you are wanting students to take.
   e. A short reminder of why this action is important (linked to your introductory statistics).
   f. Where they could find out more information if they were interested.
4. Many schools plan how their assemblies will be structured and the issues to be addressed a term ahead. If you want to speak make an appointment to see the person who manages this time as soon as you can to request a slot.

Parent Nights

1. Give some thought to what you feel parents need to know about the issues you've selected. Brainstorm these ideas and then make a list of the issues you want to cover.
2. Feel confident. Parents enjoy listening to young people speak; remember if they turned up to listen to you, then they really want to hear what you have to say.
3. Showcase the positive uses of technology.
4. Show parents how they can support their child's safe online travels.
5. Explain to parents the sites you feel really are dangerous and why, help them understand how to set clear boundaries for their children.
6. Discuss strategies parents could use when setting up their child's mobile phones – help them through this process.
7. Parents also like the use of audiovisual clips, you can use these to assist you when trying to get your point across.

" School schedules can make it difficult to organise events with school camps and exams so we concentrated on a target number of events each term. "

Presentation to school staff

Your life has been surrounded by technology; it is integrated into everything you do. While some school staff are very competent and avid users of technology, for others keeping up to date with social media and other forms of online communication can be a challenge. Here is a list of popular issues you may wish to address if you are presenting to staff:

- Facebook settings
- Popular websites for teenagers
- Online reporting avenues
- Creating and promoting school online help systems
- Strategies to save information (print screen etc)
- Information on spam
- Viral nature of the net
- Information about Smartphones

1. Plan ahead. Staff meeting times are usually booked a term in advance with most meetings already having clear topics to be addressed.
2. On average you will have around 20 minutes to present. As a rule of thumb most people use around half the number of slides as they have time, so if you speak for 30 minutes you might use 15 slides.
3. Spend time thinking about what you want to get across, why it matters and how you can pass this message on in an interesting way.
4. Another way you could run the session is as a show and tell. Staff really enjoy seeing how you are using technology. You could spend the first half of the time showcasing apps you are using on your mobile phone and the second half showcasing websites you are using. Ensure to explain the benefits of these apps and websites.

Training younger students or peers

1. The most valuable thing you can give younger students is your time. Consider focusing on a year group and each of you, as student leaders, mentor a tutor/home/form group in that year group.
2. Show students how to use technology appropriately. Having a goal to cover at least four topics in a term.
3. If you are presenting to your peers you could structure your presentations in the following way:
   a. Talk about the issue at hand (e.g., inappropriate profile pictures)
   b. Show a clip which highlights the challenges
   c. Talk about solutions
   d. Ideally sit with students and assist them to apply the suggestions you have demonstrated (this is where the most effective learning will take place)
   e. Give the group 'homework', asking them to apply the learning.

Reporting strategies in your school

1. Review how students at your school currently report bullying and/or cyberbullying. You may consider asking other students to comment on the effectiveness of reporting strategies and what, if anything, they feel needs changing or improving.

2. Consider starting with simple strategies like ensuring that every student in your school knows where the offices for the Heads of Year are, or the School Counsellor or to whom in your school students are encouraged to report problems.

3. You might wish to try some of the following reporting strategies being used by other schools:

    a. 'Real' drop box in an area that is easily accessible but not in a highly visible place.

    b. Email address or school number that goes to a staff member to read e.g. report@myschool.edu.au (ensure students know which staff member will read their email)

    c. ACMA's 'Cybersafety Help Button' button being downloaded onto all school computers and laptops. *http://www.dbcde.gov.au/online_safety_and_security/cybersafetyhelpbutton_download*

> " Reporting bullying is something that is embedded in our pastoral welfare so it's a part of our whole policy, it's what we do at our school. "

Building your Knowledge

One of the best ways to help the members of your school community to use their technology more safely and effectively is to give them both information and suggestions about what they can do to keep themselves safe. Here is a very brief overview of some different features of technology, this section may provide you with some ideas as you plan your activities. More information on some of these issues can be found in the 'Developing Personal Knowledge' module on *http://www.friendlyschools.com.au/ cyberstrong* and other related/linked websites.

Warranties

Every company has a slightly different warranty agreement. It is good to have an understanding of what your warranty does and does not cover, just in case you need to use it.

Things that could void my warranty

- Buying your mobile phone or computer second hand.
- Picking off the IMEI sticker (usually this is under the battery).
- Having your device repaired anywhere other than at a registered repairer.
- Getting your device wet, even if the fluid is sweat!
- Write down you IMEI number, find this by pressing *#06# on your mobile phone.

Passwords

Passwords not only protect your information, but also the information you have on your phones and computers about your friends and family.

What should I do?

- Learn how to password protect all your devices.
- Make passwords easy for you to remember but tough for someone else to work out – here is an example: 'Mary had a little lamb' – could make the password M1H2A3L2L1.
- Log out of everything properly, rather than just closing things down.
- Log out of Facebook externally if you have accidentally left yourself logged in.

Bluetooth

When Bluetooth is turned on; it operates a bit like a walkie-talkie. It has a short range and can be intercepted; however, it does have some useful applications.

What should I do?

- Turn bluetooth off when you are not using it.
- Be careful who you are pairing with.
- Change the name of your mobile devices (laptop and phone) to something that does not give away your identity.

Geotagging

Geotagging is a technical term that identifies the location where photos are taken and this information is recorded as a part of the information about the photo. This is a feature of many expensive and inexpensive cameras and mobile phones.

What should I do?

- Turn off Geotagging on all your devices (except if you are going on holidays and want to use this feature to record where images were taken) Check to make sure the photos you have loaded from your mobile phone onto your social networking sites, like Facebook, do not reveal too much information about you.
- Show your friends and family how to disable their geotagging function on their mobile phones.
- Remove any photos from your social networking sites (like Facebook) that you think might have geotagging.

Support Numbers

Who would you call if you were being followed and your family members didn't answer their phone? List the places you spend time and write down some people you could call if you got stuck at one of these places.

What should I do?

Enter the following help numbers into your phone:
- Local Police Station (Australia Wide) 131 444
- Taxi Services (Australia Wide) 131 008
- Kids Helpline 1800 55 1800
- Life Line 13 11 14
- Always leave enough credit on your phone to make at least one emergency call.

Helpful Websites

Most of the time we ask our family and friends for advice when we are having a tough time or are unsure about something. There may be times however, when you want to find out information for yourself that you know is accurate and easy to understand.

What should I do?

Check out the following websites and save them into your bookmarks in case you need them in the future.
- *www.reachout.com*
- *www.youthbeyondblue.com*
- *www.kidshelpline.com.au*
- *www.headspace.org.au*
- *www.tuneinnotout.com*

Saving Evidence

Everything you do online is being tracked or logged somewhere. If you haven't saved the evidence about a situation you are in that's okay, find someone to talk to who can offer you the support you need.

What should I do?

- Do not forward messages if you are trying to save them, as you will lose the information about who sent it to you.
- Take a photograph of the information using the camera in another phone.
- Photocopy the information, or take a screen shot of it. Connect your phone to your computer and download the information.
- Take a screen shot of the page where the messages appear, on your Mac press Command+Shift+4, on Windows press Print Screen. Save the screen shot.

If you can find a way to save the evidence, then delete it off your phone, or computer, as you might be tempted to keep re-reading it, which could make you feel worse.

Texting and Emailing

Just as there are rules and expectations around how we communicate with others offline, there are also expectations around our online communication.

What should I do?

- Check you are sending the message to the right person before you press send.
- Get into the habit of doing something for a few seconds or minutes (like getting a drink of water) BEFORE responding to messages that are upsetting or confronting.
- Keep messages more formal rather than less formal, especially to people you don't know very well.
- Keep your messaging professional when you are contacting people you work with.
- Remember everything you text or email is being stored and could be accessed in the future.

Copyright

If you copied someone's work at school you could get into trouble. Similarly, you could also get into trouble if you copied someone's material (online or offline) without paying for it or asking for permission to use it.

What should I do?

- Many file-sharing sites allow you to share files (often music and videos) illegally.
- When you file share you may be accidentally sharing all the files on your computer, not only your music files.
- Set yourself a budget to buy music through a legitimate site and try to stick to it.

YouTube

Do YOU like YouTube? Most of us do, that's why it's so popular. The attractiveness of YouTube means that millions of people could view your clips.

What should I do?

- Ask for permission before you load clips featuring your friends and family.
- Load your clips as Private or Unlisted, so you have more control over who views them.
- Once you load a clip onto YouTube, you are giving the company the right to use your clip however and whenever they want.

Trolling

Trolling is doing something online to try to get a reaction from someone or a group of people. Some people think trolling is funny. While there is nothing wrong with joking around with your friends, if the joke targets someone then it's more likely to be 'flaming' which is upsetting rather than funny. You could get into trouble with the law if you post things that are offensive, menacing or harassing.

What should I do?

- Support your friends if someone engaging in trolling is targeting them.
- Send a message back to the person telling him or her that what he/she is doing is not funny.
- Send a message to the person being targeted, showing them your support.
- If the trolling is very offensive, mean or harassing report it to the Police.

Thinking Time

When we are upset, angry or hurt we are more likely to overreact, or misunderstand situations. Most of the time this doesn't make things better for anyone.

What should I do?

- Try waiting 24hrs before you respond, you may be feeling better about it by then.
- Get into the habit of doing something before you respond, like going to get a drink of water, and then responding.
- Perhaps write the response and save it to drafts, rather than sending it. You can decide later on if you really want to send it.
- Ask a friend or family member for advice before you respond.
- If the temptation to respond is too great, see if you can download an app that will block the number for a period of time, so you can't access it.
- Give the other person a call and discuss the situation.

> " We were told never to put up anything online you wouldn't want a grandparent to see! "

Laptops and Back Injury

As personal computers in the form of laptops become more popular many of us are spending more time using these devices. You can reduce soreness in your back, neck and upper arms by following a few simple steps.

What should I do?

- If you are using your laptop at home for school work, set it up as a workstation with an external keyboard and mouse.
- Take regular breaks.
- Fidget while you are working, to keep your body moving.
- If possible, minimise the time you are in front of the screen to two hours per day or less.

Wi-Fi Connecting

When connecting through a known, secure network, like at home the risks of being hacked or downloading a virus are minimised. Risk of this and other related issues are increased when you connect through free public networks, like at an airport or a café.

What should I do?

- Update your settings so your device only connects automatically with known networks.
- Double check the name of the network you are connecting with before you pair with it.
- Update your operating system; this will keep your security software current.
- Make your passwords difficult and change them at least every three months.

Sexting

Sexting is the creation, possession, distribution or publishing of material (this could be any sort of material) involving anyone who is or appears to be under the age of 18 in a sexual context.

What should I do?

• If someone sends you material like this, delete it and tell him or her you don't want that type of material being sent to you.
• Don't send potentially embarrassing images of yourself or other people, you don't have any control over who could see them.
• If your boyfriend/girlfriend sends you images like this, delete them. This way if your relationship ends you won't be tempted to share them in ways that could get you into trouble.
• If the images are distressing or you want to take further action, contact the Australian Federal Police (*www.afp.org.au*) or your Local Police Station (131 444).

" I often go to my friends if I want more information about something but I also search online, I found the Cybersmart website helpful. "

connecting online

Social Networking

- Blog
- Micro-blog
- Online Journal
- Social Bookmarking
- Photo Sharing
- Video Hosting
- Virtual World
- Location Based Networks
- Meeting Strangers Networks
- Online Dating Sites
- Music Sharing
- Learning Community
- Online Games

There are many other types of sites established to support online connections. You may wish to discuss with your school community the risks and rewards of using these types of sites. Here are a few different types of social networking:

Social Networks

Social networking sites like Facebook allow existing friendships to be made and in some cases provide opportunities for new friendships. These sites allow people to share their opinions, and be creative. Think of practical tips you can share with your school community to assist in the positive use of social networks.

Blog

A website made up of entries, also known as 'posts'. Blog entries are typically made by an individual user and are often in the form of a commentary which is text based but may include videos, graphics, and pictures. Blogs are commonly used as an online diary or to comment on areas of interest. The entries are displayed in reverse-chronological order.

Microblog

Micro-blogging sites allow users to post short updates to be viewed by their listed friends or public to anyone as defined by the user. The updates may be in the form of typed text, pictures, videos, photos, or links. The term micro is used to differentiate this form of blogging, which uses a limited amount of text for each update compared to a blog, which may have an unlimited amount of space for a post. Micro-blogs function as a social networking site by allowing users to make a post and read posting by others. A popular micro-blogging site is Twitter.

Online Journal / Diary

Online diary sites are similar to blogs, they allow users to share their daily experiences, links, photos, clips and other information that inspires them or they are interested in. In most of these sites you can follow users if you find their diary of particular interest.

Social Bookmarking

Social bookmarking sites allow users to add, edit, share and change web documents or bookmarks. These sites are different in that they do not house the resource but merely the link to the resource. Users can organise bookmarks into categories. Education institutions are beginning to use bookmarking as an effective learning tool.

Photo Sharing

Photo sharing sites allow users to share images of interest to them with other users. Most sites allow for user profiles to be developed or for interest groups to develop. Likes, comments and tagging are popular features of most of these sites.

Video Hosting

Video hosting sites have boomed in popularity and are used now for both entertainment and education. Most video hosting sites have options for clips to be loaded via mobile phones and for profiles to be created where users can promote their business (for example Music Artists).

Professional Network

These sites have been established for users to promote themselves in a professional context. Many follow a similar format and allow users to create profiles according to their area of profession.

Virtual World

Virtual worlds are online worlds that in some or many ways copy the real world. You can create an avatar or online persona in an online world and meet other people, purchase items and attend lectures. Most things you can do in the real world have been simulated in virtual worlds.

Location based Social Network

These social networks have been established to share with others your whereabouts. They are based on mobile versions of a website and allow you to show others where you are or invite others to join you, for example, if you were at the beach. Sharing your location in an online environment may risk your personal safety.

Music Sharing

Some music sharing sites allow music to be purchased, others breach copyright regulations and allow you to download music for free. If you use the second option your downloads are logged in the history of your computer through your internet provider and could result in prosecution.

Learning Community

Learning communities bring people together who are like minded in many cases to have meaningful peer to peer conversations or to share knowledge towards achieving a learning outcome.

More information on social networking sites can be found by visiting the *Types of Social Networking Sites* page on *www.friendlyschools.com.au/cyberstrong*

Facebook Tips

Facebook Places is a feature of Facebook that allows you to let your Facebook friends know where you are (for example at the Café). Checking into Places in Facebook has its benefits; however, it could put you at risk of being harmed if you use it carelessly.

What should I do?

- Limit who sees the places you check into.
- Ask friends for permission BEFORE you check them into a place.
- Turn on your notifications, so you know if someone is trying to check you into a place or has tagged you in a place.
- Only check in from safe locations where there are lots of people around.

Facebook Features

Facebook, when used responsibly, is a great way to make connections and keep in touch with your friends and family. Here are some security features for you to try out.

What should I do?

- Check how others view you on Facebook – Click on your Name – Click on the down arrow under your cover image – View As. This will show you what the Public – anyone – can see when they look at your profile. By clicking on 'View as a Specific Person' you can then type in the name of someone and look at what they can see when they access your profile.
- Check your contact details are set to private, in particular check your mobile phone number is not viewable by anyone – Update Info – Contact Info (Edit)
- Log off from your 'Active Sessions' if you have accidentally left yourself logged on (for example, if you logged on at a friend's house, and forgot to log off). You can log out of this session from your home – Account Settings – Security – Active Sessions
- Ensure public searching of your timeline is more difficult (meaning when you type your name into your browser your Facebook profile will be less likely to show) – Privacy Settings – 'Do you want other search engines to link to your timeline?' – Turn this off
- Group your friends and allocate different groups different viewing rights.

Team building games

You may decide to work with a younger group of students as one of your activities. Here are three team-building activities you could use as icebreakers with your groups.

Ping pong ball flick

What you need:

1. An empty water bottle with the lid off
2. At least 5 ping pong balls
3. A table to put these items on – clear space for your audience to walk past the table
4. Music to get your group going – this music works well *http://www.youtube.com/watch?v=k4BcuP7DbXs*

How to set up the game:

1. Place the empty bottle close to the long edge of the table.
2. Place a ping-ping ball on top of the bottle.
3. Have your spare ping-pong balls close by so you can replace it when it is flicked off.

Rules of the game:

- Participants must walk past the table (at walking pace) and try to flick the ping-pong ball off the bottle without the bottle falling over.
- They must not slow down or have a second flick at the ping-pong ball.
- Keep the line moving through.
- Encourage the crowd to cheer loudly for the participants.

Lessons learnt from this game:

1. Never assume: most people will have thought flicking off the ball would be easy and will be surprised to find they did not do this on their first attempt.
2. Practice makes perfect: if you were to allow participants to do this a number of times they would learn the tricks. It is the same with most things in life, the more we practice the better we become – even at making friends.
3. Support matters: amazingly, the more supportive your audience is, the more likely it is that participants will flick the ping-pong off. If we all support one another we become more confident and this confidence allows us to focus more clearly on our tasks.

Speed Dating

What you need:

1. A large enough space so that all your participants can stand in two lines facing each other.
2. A list of three things you would like participants to discuss with their partner:
    a. How many social networking services they use
    b. What they ate for dinner last night
    c. Where they were born
3. Music! Not too loud though as they won't be able to hear one another.

How to set up the game:

1. Ask participants to form two even lines facing each other.
2. Explain the person they are looking at is their first partner.
3. Explain they will be given approximately 30 seconds to answer the questions with their partner before moving to the next partner.
4. One of the lines will need to move down, while the other line stays still. Explain that the person at the end of the moving line will need to jog all the way to the other end of the two lines to find their new partner.
5. You may not have time for every student to chat with everyone else in the line, that's okay, the idea is to stimulate conversation.

Lessons Learnt:

1. People are friendly! They enjoy talking. Encourage participants to be courageous enough to start a conversation with someone from their school they don't already know well.

> " Really interesting videos and even television programmes can be a great way to introduce a topic and start the conversation. "

Knowing me; knowing you

What you need:

1. A photocopy of the activity sheet for each person. Your activity sheet can have any questions you like in there. Below is an example of an activity sheet. It is easiest to create this using a table in Word.

Has a sister	Owns a pet	Is born in January
Is wearing pink or orange	**Knowing me Knowing you**	Owns a pushbike
Is the oldest in their family		Has 'K' in their name
First or last name is 6 letters long	Plays a musical instrument	Does NOT own an iPhone

2. A large enough space for everyone to move around at once finding people to fill in their sheet.
3. Music to play as people move around.

How to play the game:

1. Explain that each person will receive an activity sheet.
2. Students will need to find a different person for each box of their activity sheet. They will need to write down the name of the person they have found for each box.
3. They are not allowed to list the same person twice on their sheet.
4. If you are working with a large group sitting on tables or in rows give each table or row a number and ask them to write their number at the top of the page – now explain they are not allowed to have anyone from their table or row written on their sheet.
5. Give participants a time frame – usually six minutes works well as they feel a sense of pressure.
6. You may wish to explain the winning table or row (according to how many squares they filled) will win a prize (be the first group to leave etc…).

Extension activity:

You may decide later in the day to ask students to find the person on their sheet who 'owns a pet' for example. This may be difficult for some participants to remember who the person is whose name appears on their sheet.

Links to useful clips

YouTube can be a fantastic place to source clips that help explain a point you are trying to make. When using clips think about the following things before you use them as a part of your work:

1. Why have you selected this clip? What is the key message from the clip?
2. Does the clip show a solution – or just a problem? (If only a problem is showcased ensure your presentation talks about solutions!)
3. Will your core message be lost because of the design of the clip? (Some clips are quite graphic and can be confronting, if this is the case take some time to explain the clip so the 'take home message' you are trying to get through is clear).

Facebook

Facebook Fever: *http://www.youtube.com/watch?v=KV4PNwpqsCc*

Thinking about where you travel online

Where's Klaus: *http://www.youtube.com/watch?v=-lOOn2wR8bU*

Sexting

Megan's Story: *http://www.youtube.com/watch?v=DwKgg35YbC4&feature=related*

Stranger Danger

Virtual Global Taskforce: *http://www.youtube.com/watch?v=TG6-LbdSj5s&feature=relmfu*
Matt thought he knew: *http://www.youtube.com/watch?v=nDBDUX7KPT0&feature=relmfu*
Noticeboard: *http://www.youtube.com/watch?v=nOUu1fldBbI&feature=related*
Everyone knows your name: *http://www.youtube.com/watch?v=XPMDX-ViVDs*

How technology uses your information

Google: *http://www.youtube.com/watch?v=R7yfV6RzE30*

Bystanders

The Bystander Effect: *http://www.youtube.com/watch?v=pMfNGG-pTzc&feature=fvst*
Passive bystander support: *http://www.youtube.com/watch?v=nWJut7KQhI4&feature=related*
Caught in the Crowd by Dandenong High School: *http://www.youtube.com/watch?v=XPMDX-ViVDs*

Cyberbullying

Words hurt: *http://www.youtube.com/watch?v=amueaVHIZ6A*
Illuminate cyber bullying: *http://www.youtube.com/watch?v=l2Sg2CbrI34&feature=related*
Let's fight it together: *http://www.youtube.com/watch?v=nbGlwCJK7FM&feature=related*
Boys rating girls: *http://www.youtube.com/watch?v=sFh05lHfL_I*
Tweeting spread: *http://www.youtube.com/watch?v=4-4Pi2kiVOM*

Bullying

Anti-bullying clip: *http://www.youtube.com/watch?v=EA5C-1N_r1w*

" Keeping a record of useful links in your favourites online is a good idea- we used different videos in presentations for students, staff and parents. "
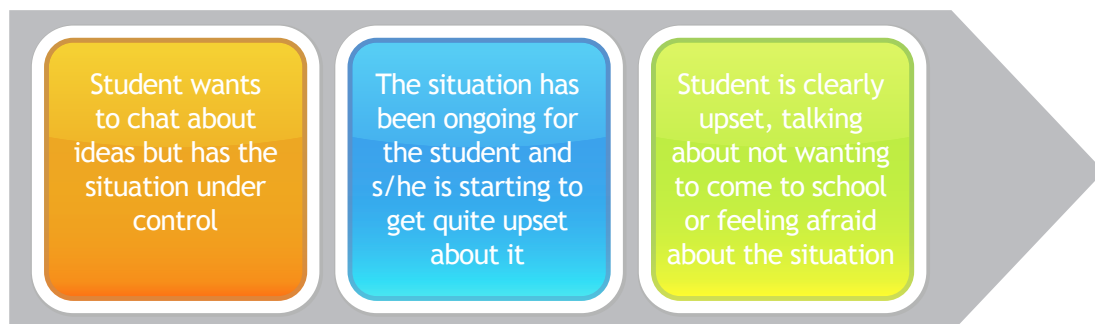
supporting fellow students

Now that you are in a leadership position you may find other students want to talk to you about their problems. It is VERY important for you to recognise that your role is about supporting other students, not counseling them. If someone comes to see you and you feel they are pretty upset, go with them to find an adult who can support the student. You may like to use the diagram below to help you work out when you should access adult help.

If you think the student is BLUE or GREEN, find an adult who can assist you.

Student wants to chat about ideas but has the situation under control	The situation has been ongoing for the student and s/he is starting to get quite upset about it	Student is clearly upset, talking about not wanting to come to school or feeling afraid about the situation

If you are wanting to access information for yourself or to pass it onto a friend here are a list of support agencies you may like to consider. These are fantastic to use as a part of your presentations to peers, the more support information you can share with other students the better skilled they will be if they need to access support in the future.

Phone support, email/online chat support

Lifeline: (*www.lifeline.org.au*) 13 11 14 (cost of a local call). Provides 24 hour counselling services over the phone and email as well as chat services from 8pm to midnight 7 days a week.

Kidshelpline: (*www.kidshelpline.com.au*) 1800 55 1800 (free call from a land line). Provides counselling services for young people aged 5-25 years. Counselling is available by phone and email 24 hours a day and by web chat from 2pm to 8pm Monday-Friday and 9am to 7pm Sat and Sun.

NSW Mental Health Information Service: (*www.mentalhealth.asn.au*) 1 300 794 991 (cost of a local call). Hotline open from 9-5 weekdays (EST) that provides information (including evidence based practices) and support to people affected by mental illness. The information service may also be accessed via email contact.

Itsallright: (*http://www.itsallright.org*) Youth section of the SANE organisation (*www.sane.org*), helping young people who have or have friends or relatives with mental illness: 1800 18SANE (1 800 18 7263; cost of a local call). Helpline phone open from 9-5 weekdays (EST) to provide information and support for anyone concerned about mental illness. Enquiries may also be made online and are usually answered within 3 working days.

Youth beyondblue: (*www.youthbeyondblue.org.au*) 1300 22 4636 (cost of a local call). Youth services for beyondblue (*www.beyondblue.org.au*). Provides fact sheets and information on mental health and additional challenges faced by teenagers. Available referral services are also listed.

Web-based information

ReachOut! (*http://au.reachout.com*) Web-based service that aims to inspire young people to help themselves through tough times.

Headspace: (*www.headspace.org.au*) Offers a comprehensive website and one-stop-shop services that are youth-specific.

CyberSmart: (*www.cybersmart.gov.au*) Provides resources to help parents, teens and kids safely navigate the Internet.

NetSafe: (*www.netsafe.org.nz*) Provides resources for safe and responsible Internet use.

Thinkuknow (*www.thinkuknow.org.au*) Provides resources for trainers, teachers, parents, and young people about how to have fun and be safe on the internet, potential problems and means for reporting issues.

Orygen Youth Health: (*www.oyh.org.au*) Ensures that young people can access high-quality mental health, and drug and alcohol services.

The Inspire Foundation: (*www.inspire.org.au*) Online programs that prevent youth suicide and improve young people's mental health and wellbeing.

Bullying NoWay! (*www.bullyingnoway.com.au*) Resources for parents, students, and teachers. Includes information about what to do if a child is a bully or has been bullied, and how to respond to bullying behaviour.

Face-to-face support

Headspace: (*www.headspace.org.au*) Intervention services to young people aged 12 to 25 years.

YouthLink and YouthReachSouth: (*www.youthlink.perthwa.net*) Free counselling service for young people aged 13 to 24 years. Counselling available in person at 223 James Street, Northbridge (ph: 9227 4300) or Level 2/25 Wentworth Parade, Success (ph: 9499 4274).

Your local doctor

Counsellors, psychologists and psychiatrists: For information on practitioners in your local area, call the beyondblue info line, on 1300 22 4636.

" Knowing that we could actually assist was really encouraging and motivating for us a young leaders. "