# Bamboo Theatre

growing ideas together

# 'Cybershorts'
# Teachers Pack
# 2017

# PLAY ONE 'Social Not-working'

Tonight is Mark's party and Lily has planned every single inch of her outfit. When she fails to show up at the party, her friend Beth gets worried and goes to her house. What she finds is a disheveled, emotional, exhausted Lily. Worried her outfit didn't work, Lily spent hours on Snapchat, AskFM, Twitter, KIK, Facebook, Tumblr and Instagram trying to get everyone's opinion and was left far too exhausted to attend the party.

**Year 7 and 8 Health and Physical Education curriculum descriptions:**

| Communicating and Interacting for health and wellbeing | |
|---|---|
| ACPPS075 | **Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sympathy** |
| | • Investigate personal and social factors that influence the way individuals respond emotionally to different situations |
| | • Exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for others |

## Post -show activities:

Questions for discussion;
1. Lily has an account to every social networking site known to man! Ask the students to create a class questionnaire about what social media they use. The results of which should show what site is the most popular and how many followers or friends they have on each site.
2. Ask the students how often they think they go on social media in a day. Use this guesstimation to calculate their weekly/ monthly/ yearly habit. Then over the space of a week, get them to create a social media 'diary'. Get them to record how often they went on each app throughout each day and how long they were on it for, even if it was just a minute or two. Using this information, create a class chart that shows their social media behavior. Get them to individually compare their guesstimation with the actual facts from their week.
   - How does this information make them feel about their online behavior?
   - Do they think they are on there too much? Why?
   - What do they think they could achieve in a week instead of the time they spent online?
   - What personal goals do they want to set regarding their online time?

PDHPE- create a poster
At the end of the show, the actors spoke about each app and their pitfalls. Using this Government site, https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/social-media-services-safety-

put the students into groups of 3-4 and have each group chose a social media site, app or game they use and create a poster that details the safety and reporting tips for that particular site. Have them present their findings to the class.

**Resources:**

Australian Government: Office of the Children's esaftey Commissioner. *Social media safety centres.* Retrieved from
https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/social-media-services-safety-centres

# PLAY TWO 'Generation Text'

In love for the first time, Brit's choices are coming back to haunt her. Photos that she has taken of herself and Snapchatted to her boyfriend have resurfaced after he screenshotted them and sent them out. The play picks up when Brit and her boyfriend have broken up, and she discovers he has made those photos public property.

**Year 7 and 8 Health and Physical Education curriculum descriptions:**

| Communicating and Interacting for health and wellbeing | |
|---|---|
| ACPPS074 | **Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing** |
| | • Understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognizing and responding to inappropriate online content |
| | • Recognising the impact bullying and harassment can have on relationships, including online relationships |


| Communicating and Interacting for health and wellbeing | |
|---|---|
| ACPPS075 | **Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sympathy** |
| | • Recognising and interpreting emotional responses to stressful situations and proposing strategies for managing |

| | these responses |
|---|---|
| | • Exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for others |

Cross-curricular opportunities
Drama
ACADRM041- Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions

English
ACELY1736- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices

**Resources;**
Lawstuff: Know your rights. Sexting: New voices new laws. Retrieved from: www.lawstuff.org.au/nsw_law/topics/Sexting

# **Post-show activities:**

Character breakdown (and possibilities) from the show;
- BRIT- The young lady who has taken naked photos of herself and sent them to her boyfriend
- JESS- Brit's best friend, she has also taken naked photos of herself, however she is still in a relationship with her boyfriend. Jess gets sent Brit's naked photos via Snapchat.
- ELI- Brits ex boyfriend who Snapchatted the naked photos of Brit to everyone
- OLI_ Jess's boyfriend. He has naked photos of Jess on his phone.
- BRIT'S MUM- She has found out that her daughter has taken naked photos of herself
- TEACHER- Brit's Teacher finds out about the photos and has to deal with them

DRAMA- Hot seating
Hot seating is where a character is questioned by the group about his or her background, behavior and motivation. One student sits in a chair in front of the class and plays a character from the play 'in role'. The other students ask the 'character' questions about themselves and their lives. The student playing the character answers as if they are the character. Some suggested questions are:
- What is their name?
- How old are they?

- How do they feel about what has happened?
- Why did they act the way they did?
- If they could do it over, what would they do differently?

VISUAL ART- Create a poster
Using information remembered from the show, create a poster of the legal ramifications of sexting in NSW. Use the article 'New voices, new laws' (provided on page 9-12 of this document) to aid in their application of the laws ([www.lawstuff.org.au/nsw_law/topics/Sexting](www.lawstuff.org.au/nsw_law/topics/Sexting))

ENGLISH/ DRAMA- Letter writing exercise
Get the students to imagine they were either Brit or Eli from the play (see character breakdown above).
Get the students to write a letter to the other character and explain how the situation over these photos made them feel and why they behaved the way they did. Encourage the students to empathise with their chosen characters and not judge them for their choices.

# PLAY THREE 'Fakebook'

Georgia has just met the guy of her dreams, without actually meeting him. He added her on Instagram, they had some mutual friends, so she said yes. After chatting online she thinks he may be the boyfriend she has been looking for. Little does she know, that this boy Callan, is actually her former best friend Zara who s playing a prank by creating a character who will eventually break Georgia's heart. She thinks it's funny, a little harmless fun, until Georgia stops coming to school.

Forum Theatre (after performance)
After the play, the students get to decide what could have happened differently to create a positive outcome, the actors then replay the chosen scene with the changes in it. A Q&A session will be integrated into this section to encourage the students to think about the moral implications of these actions.

**Year 7 and 8 Health and Physical Education curriculum descriptions:**

| Communicating and Interacting for health and wellbeing | |
|---|---|
| ACPPS072 | Practise and apply strategies to seek help for themselves or |

| | **others** |
|---|---|
| | • Examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes |

| **Communicating and Interacting for health and wellbeing** | |
|---|---|
| **ACPPS074** | **Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing** |
| | • Understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognizing and responding to inappropriate online content |
| | • Recognising the impact bullying and harassment can have on relationships, including online relationships |
| | • Examining how individuals, family and peer groups influence people's behaviours, decisions and actions |
| | • Exploring skills and strategies needed to communicate and engage in relationships in respectful ways |

| **Communicating and Interacting for health and wellbeing** | |
|---|---|
| **ACPPS075** | **Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sympathy** |
| | • Recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses |
| | • Exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for others |

Cross-curricular opportunities
English
ACELY1736- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices

Drama
ACADRM040- Combine the elements of drama to explore and develop issues, ideas and themes
ACADRM041- Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions
ACADRM042- Plan, structure and rehearse drama. Exploring ways to communicate and refine dramatic meaning for theatrical effect

**Resources:**
Bullying No Way. *Cybersafety for students*. Retrieved from;
https://bullyingnoway.gov.au/Resources/FactSheets/Documents/bnw-info-sheet-cybersafety.pdf)


# Post-show activities


Character breakdown;
ZARA- the girl who creates the fake Instagram account
GEORGIA_ Zara's best friend who is set up with the fake boy on Instagram after flirting with Zara's boyfriend
MEL- She is friends with both Zara and Georgia. Zara tells her she has created the fake account, Mel disagrees but does nothing about it.
JOSH- Zara's boyfriend who flirted with Georgia at the party

Questions for discussion;
- Mind map the terms 'victim' 'perpetrator' and 'bystander'
- Nominate which character played which role in this play
- Did any of the character's fall into more than one category? Why?

FORUM THEATRE
At the end of the performance, the actors used Augusto Boal's Forum Theatre to get the students to nominate a character that could have made a better choice and changed the final outcome of the show to a more positive one. The options for this section could have been;
- Zara could have told Georgia that she had created Callan before they went to the movies and Georgia was publicly humiliated. This could have happened in the opening scene, the laptops or actually at the movies
- Georgia could have offered Zara a more genuine apology at the start of the play for flirting with Zara's boyfriend
- Mel could have stood up to Zara and told her she would tell an adult or Georgia about the fake account

Questions/ Activities related to Forum Theatre;
- Q&A
- What option did they choose in the show?
- Do they think this was a good option? Why?
- What option do they think would have had a better impact on the final outcome?
- Was the option chosen realistic? Why?

DRAMA- script writing
Have the student's chose one of the Forum Theatre options (see above). Have them write a scene that plays out the choice. Get them to cast their scene and direct their actors (boys can easily step into these roles, just change their names). Perform their scenes to the class.

ENGLISH- writing exercise
Mel is the bystander in this play as she is put into a position of knowledge about what Zara is doing. In the play she does not agree with Zara's behavior but does nothing about this information. Have the student's write a first-person account of what happened from Mel's perspective. Get them to think about what choices she had in that story and why she didn't take them, and if she could do it again what would she do differently.

PDHPE- Create a cyberbullying poster
Using the information from the website 'Bullying no way!' (provided on pages 13-14 of this document)
(https://bullyingnoway.gov.au/Resources/FactSheets/Documents/bnw-info-sheet-cybersafety.pdf) get the students into groups of 2-3 and create their own cybersafety poster. They can choose to focus on one of these topics;
- Definition of cyber bullying
- How to protect yourself on social media
- How to report cyber bullying
- What to do if you are being cyber bullied

# New Voices / New Laws

In partnership with Children's Legal Services of Legal Aid NSW, we launched a project to give young people meaningful information about the laws that can apply to sexting and cyber bullying and to survey their opinions on the fairness of these laws. To see what young people had to say, see our **report** and our **prezi**.

To learn more about what the law says, see our prezis:

- **Putting the 'ex' in sexy text**
- **Putting the 'post' in imposter**

### What you need to know:

Sexting can be a **crime**.
The **penalties** can include jail sentences and sex offender registration.
If your pic has been shared - or if you're nervous that it might be - there are **things you can do** to stop these pictures being sent around.

# What is sexting?

Sexting is using the internet or your phone to share nude/sexy pictures.

# Is sexting a crime?

Sexting is a crime when it involves **people under 18**. It's also a crime when it involves **harassing people of any age**.

## Why 18?

In NSW, the law says **you can consent to both sex and sexting at age 16**. But NSW state law is not the only law that applies. When you use the internet or a mobile phone, the national law of Australia also applies, even though you are in NSW. This national law bans sexting for anyone under 18.

## When sexting involves someone under 18…

When sexting involves someone under 18, it can be 'child pornography' or an 'indecent act'.

## What is child pornography?

Child pornography is a picture of a young person who is:

- showing their private parts (genitals, anus or breasts);
- posing in a sexual way;
- doing a sexual act; or
- in the presence of someone who is doing a sexual act or pose.

Child pornography can include real pictures, photo-shopped pictures, videos and cartoons. But a picture is only child pornography if it is offensive to the average person. That's why a picture of a naked baby in a bath generally isn't child pornography, but a picture of a naked teenager in a bed could be in some circumstances.

## What is illegal about it?

Child pornography pictures are illegal if they are:

- asked for;

- taken;
- received and kept; or
- sent, posted or passed around.

These actions are crimes even if the picture is only of you, your boyfriend/girlfriend or someone else who says it's ok. Remember, the national law says a person under 18 can't agree to sexting.

It can also be a crime to share a nude/sexy picture of someone who looks like they are under 18, even if they are actually over 18 when the picture was taken.

Even if a picture is not child pornography, asking for or sending a nude/sexy photo can be an indecent act and this is a crime. An indecent act is usually a sexual act that the average person finds offensive.

## What are the penalties?

The maximum penalties for child pornography can be up to 15 years in jail and being placed on the **sex offender register**. The maximum penalty for an act of indecency is 2 years in jail if the person in the picture is under 16. If the person is over 16, the maximum penalty is 18 months in jail.

These penalties are high because the laws were meant to stop adults from sexually abusing children. When the laws were passed, nobody realised that they might also be used against young people who took pictures of themselves or other people of their own age.

In some sexting cases, instead of using child pornography laws, the police might decide to:

- charge you with a less serious crime (like posting an indecent picture, which has a maximum penalty of 12 months in jail);
- send you to youth justice conferencing;
- give you a warning or caution; or
- let your parents or school decide your punishment.

When sexting involves harassment and threats, it's much more likely that police will press serious charges that could lead to sex offender registration.

If the person is under 18 when they commit the child pornography crime, the police must get the Attorney General's permission before they can make child pornography charges under the national law. The police do not need to get this permission before making charges under the NSW law.

## What is the child sex offender register?

You may be placed on the sex offender register if you are found guilty of a child pornography or indecency crime. People on this register have to give their contact details to the police and inform them of any changes (like moving houses or switching jobs). They are not allowed to work or volunteer in places involving children. For example, they are not allowed to coach junior sports teams or become a surf lifesaver.

If you are under 18, you can't be placed on the register for committing just one child pornography or indecency crime. But when sexted pictures show more than one person or are sent on multiple days, this can be more than one crime. This means if you are under 18 but are involved in sexting with more than one person or on more than one day, you could still be placed on the register.

## What should you do?

If you receive nude/sexy pictures or videos on the internet or on your mobile, you can avoid getting into trouble by:

- deleting the pictures/videos immediately and

- letting the sender know that you don't want to receive any more of these pictures/videos.

You should NEVER forward these images onto other people because this is a crime.

## When sexting involves harassment…

Sexting can also be a form of harassment. For example, someone might keep bothering you with requests for a naked picture. Or they might send you a naked picture that you don't want. Or they might threaten to send a naked picture of you to other people without your permission.

Sexting that involves harassment can be an indecent act or stalking, even if everyone is over 18. It can also be considered a menacing, harassing or offensive use of the internet or a mobile phone.

## What is menacing, harassing or offensive use of the internet or a mobile?

It is a crime to use your mobile phone or the internet in an offensive way or to harass somebody. Something could be offensive or harassing if it makes a person feel disgusted, humiliated or threatened. When sexting is used to threaten or bother someone, it is against the law. The maximum penalty is 3 years in jail.

## What if you didn't know or agree to your picture or video being taken in the first place?

It is a crime for someone to take a picture or video of your private parts or private actions if you didn't know or didn't agree.

Private parts include a person's genitals or anus, even when they are covered by underwear.

Private actions include:

- Undressing;
- Using the toilet;
- Taking a shower or a bath; or
- Having sex or doing a sexual act.

The maximum penalty is 5 years in jail if the person being filmed is under 16. If the person being filmed is over 16, the maximum penalty is 2 years in jail or a fine. Remember, it is still a crime if the person being filmed is over 18.

# Other laws that can apply to sexting…

When sexting involves a person who is under 16 and a person who is over 18, the person who is over 18 could be committing some other very serious crimes.

When sexting is unwanted and happens at work or school, it could also be a form of **sexual harassment**.

# What can I do to stop people sending images of me around the internet or through mobiles?

There are a number of things you can do to stop these pictures being sent around:

- If a picture is on a social networking site like Facebook, you may be able to report the picture and have it taken off the site.

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  o You can report something on Facebook **here**.
  o For images of children under 13, parents can fill out a **form** to have that photo removed.

- ○ Set privacy settings to allow you to review photo tags before they appear on your profile and your friends' newsfeeds.
- You can also make a report to your mobile phone company if you are receiving unwanted pictures or requests for pictures. Call your mobile phone company or go to their website for details.
- Apply for a protection order to stop a person from contacting you or sending out images to harass you.
- Send us a *Lawmail*. We can tell you what your options are, help you make a complaint, or write a letter to the person who is threatening to share your picture.
- Tell someone you trust – a parent, friend, school counsellor or teacher.
  - ○ You may also wish to speak to someone from the **Kids Helpline** on 1800 55 1800.
  - ○ **Be aware** that your teacher may feel that they have to report the incident to the police.
- Contact the police if the images are being spread without your consent, or if you feel unsafe or threatened.
  - ○ **Be aware** that you may be charged if you took and sent the picture. But the police have discretion not to charge victims of unwanted sexting.

# What should I do if I have a picture or text I am unsure about?

It's important to protect yourself by deleting any pictures you are uncomfortable with straight away. **NEVER forward these images on to anyone else**. If you're worried you may have committed a crime, you can send us a *Lawmail* or call or call the *Youth Hotline* on 1800 10 18 10.

If you decide to do any of these things, you should also have a look at our **fact sheet on self-incrimination**.

*This information was last updated 26 June 2015.*

*\*\*\*This Lawstuff page is brought to you by a grant from the Telstra Foundation and the hard work and support of NCYLC's volunteers, including volunteers from King & Wood Mallesons.\*\*\**

(https://bullyingnoway.gov.au/Resources/FactSheets/Documents/bnw-info-sheet-cybersafety.pdf)

# Cybersafety for students

## How to behave online

Staying safe online is partly up to how you behave. Think about:

- How am I portraying myself to others and why?
- Do I treat others respectfully? Do I treat others as I would like to be treated?
- How do I make decisions about my behaviour when online?
- What message am I giving the world with my photos online?
- What is the impact on me? My family and friends?
- How would I feel if my information or images were seen by others?
- Have I kept my personal details private?
- Who knows my passwords and my numbers?
- How do I respond to inappropriate behaviour from others?

### Bullying online (cyberbullying)

Bullying online (sometimes called cyberbullying) is using technology to deliberately and repeatedly bully someone else. It can happen to anyone, anytime, and can leave you feeling unsafe and alone.

Bullying online can include:

- abusive texts and emails
- posting unkind messages or images
- imitating others online
- excluding others online
- inappropriate image tagging.

Bullying online can be offensive and upsetting and you don't have to put up with it.

### If you are being bullied, stay CALM and THINK clearly:

- Do not respond to the message when you're angry or upset.
- Tell someone: a parent or carer, relative, adult friend or teacher.
- Ask your teacher if your school has a policy in place to deal with bullying if it happens online.
- You can speak to someone online at Kids Helpline http://www.kidshelp.com.au/ or call them (free) on 1800 55 1800.

## Protect yourself on the phone

- Give your phone number to friends only.
- Keep your mobile phone away from those who shouldn't have your phone

number.

- Use ID blocking on your phone to hide your number when you call others.
- Think about whether it is appropriate to send your messages or make a call.
- Regularly check privacy settings on your mobile phone
- For help use the privacy features on your phone call your mobile company's customer care number.

## Protect yourself on social networking sites

- Regularly check and re-set the privacy settings on your social networking profiles
- Most social networking profiles start with minimum privacy; make sure you select the settings you need to share your personal information only with those you want to.
- Don't share your passwords, even with friends.
- Think about whether you would want other people to see your images; some

  images should not be posted in public places.

## Report it

- Keep records of calls or messages that are offensive or hurtful.
- Click the Report Abuse button on the site or visit the Office of the Children's eSafety Commissioner's Report Cyberbullying section at https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/iwant-to-report-cyberbullying for advice about reporting and direct links to social network and online gaming websites reporting pages.
- If you are physically threatened call the police in your state or territory.
- Report serious online bullying to https://www.esafety.gov.au/complaints-and-reporting