

Activity: Cyber dilemma role-plays

Theme

The decision making process that underpins student behaviour when using internet and mobile technologies.

Key learning/subject areas

Cross curricula and particularly suited to Language Arts, English, Social Studies, Drama, Personal Development and Health.

Duration

Two periods. This is dependent on how much time has been allocated to planning role-plays. If it is decided to make this a more significant event, this task could take up to five periods between the planning, presentations and class discussions.

Objectives

On completion of this activity students will be able to:

- understand terms such as cyberbullying, identity theft, trojans, netiquette and privacy
- understand and discuss the key aspects—such as positive and negative elements—in the decision making process which underlies student behaviour when using internet and mobile technologies
- explore, discuss and understand the implications of the choices made when interacting with technology.

The output will be:

- a number of engaging role-plays in class.

Resources/links/materials required

CyberNetrix CD-ROM

Object in the room	Activity
Magazines	Buzz on identity theft
Rubik's cube	Quiz 1—Danger, spam and scams Quiz 2—Don't diss me Quiz 3—Keeping it real online
Helmet	Staying cybersafe
Laptop	Chatting smart Chat smart information Chat room
Mobile phone	Mobile smart Who's bullying?
Box of discs	Keeping your computer secure

Material required at school

- Activity handout.

Introduction

Students will explore a range of 'cyber dilemmas' on issues such as cyberbullying, identity theft, scams, meeting someone they have met online. The students will role-play the dilemma and come up with a strategy or solution to the dilemma.

Prior learning

Students will need to have knowledge of:

- how to plan and act out a role-play
- how to write a script (optional)
- the safety issues and possible actions in response to different situations when using the internet and mobile technologies.

Activity description

1. Whole class activity

Introduce the role-play concept to the class, identifying the key themes for this activity: cyberbullying, identity theft, cyberstalking and meeting someone in real life who they have chatted with online. Students will focus on making decisions if faced with these issues.

Break students into role-play groups of four to five.

Each group should have:

- two 'actors' who will act out the scenario
- one 'director' who will help to structure the acting and move the role-play towards some resolution. The director will also introduce the role-play to the whole class and help field the questions which might arise afterwards
- one or two note takers who record the group's responses to the key questions for each role-play. If it is decided to ask students to develop a script for the role-play, the note takers will ultimately be responsible for the script, but will work cooperatively with the group in developing it.

2. Small group activity

Hand out one cyber dilemma scenario to each group.

Allow students to discuss, brainstorm and plan their role-plays.

Students may be asked to write a script, rehearse it and then perform it.

At the same time, the role-play groups will need to develop responses to the key questions for each cyber dilemma on the handouts provided.

3. Whole class activity

Each group's 'director' will introduce the role-play theme/issue to the class.

The group presents their response to the key questions for their cyber dilemma and class discussion follows.

Teacher notes

The amount of class time allocated to the role-plays will depend on whether or not it is decided to make this a more significant event in which each group is encouraged to develop a script.

It is advisable to keep in mind that the role-play scenarios in the attached handout may reflect situations that someone in the class has already experienced at some time. It might be useful to discuss this with the class, or with the school's welfare coordinator prior to beginning the role-plays if it is believed the scenarios are too close to home for some students. After the class has undertaken the role-plays, it may be decided to spend some time debriefing them and discussing who they can contact if they are feeling concerned, threatened or exploited.

Each dilemma suggests that the students refer to the resources and activities found on the CyberNetrix CD-ROM to assist in the development of their role-plays. Again, depending on the amount of class time and the availability of computers, it will need to be determined whether it is possible to allow them to do this within the allocated activity time. If there is not sufficient class time for students to view the CD-ROM as part of the preparation for their role-play, suggest that they review the CD-ROM afterwards. This will help to reinforce what they have learned and allow them to delve deeper into the issues that arose.

Handout: Cyber dilemma role-plays

Cyber dilemma: Meeting someone online

Your friend has been hanging around a chat room a lot recently and has met someone online called '2hot2handle'.

Your friend thinks '2hot' is very cool and says they get on really well and have had many private chats. They like the same music, watch the same TV shows, and have very similar interests. Your friend says that '2hot' really understands him/her more than most other people they know in person.

Last night, your friend was chatting with '2hot' and was asked for his/her phone number and home address. Your friend says that his/her Mum and Dad would kill him/her if they gave those details, but they want to get to know '2hot' better.

What should you do?

In your group:

- Draw up two columns, one headed 'Pros' (the positive aspects) and the second headed 'Cons' (the negative aspects). List the pros and cons of giving out this sort of information to someone you meet online.
- If you have a computer available, you might want to visit the chat room interactive activity on the CyberNetrix CD-ROM and see what happens when you make certain choices about meeting someone online as well as viewing the real life case studies.
- In point form, write down the advice you would give your friend and provide reasons.
- Role-play the conversation with your friend.

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Cyber dilemma: Cyberbullying

You and your best friend don't like a group of other kids at your school.

Last week you took some digital photos of the school play for the school magazine.

Your friend suggests that you copy some of the photos, change them a bit using an illustrator software program so that you make the students look ugly, fat or like a mutant and then send them to other kids at school either via email, posting them on the internet or via your mobile phone.

What should you do?

In your group:

- Develop a definition of cyberbullying with your group.
- Discuss with your group whether you think this is an instance of cyberbullying. List your reasons.
- If there is a computer available, you might want to view the mobile phone interactive activity on CyberNetrix and find out more about cyberbullying as well as viewing the real life case studies.
- Role-play your conversation with your friend.

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Cyber dilemma: Identity theft

You love shopping online. You frequently visit online trading and auction sites, music sites and clothes sites and use your parents' credit cards to make purchases.

One day, you receive an email that looks like it's from one of these sites—it has all the logos and a similar look and feel—asking you to confirm your account details just to make sure they have everything up-to-date.

What should you do?

In your group:

- Brainstorm the types of sites that young people like you and your friends visit and use.
- Discuss with your group what you think might happen if you choose to provide account details.
- If there is a computer available, you might want to read the newspaper article about identity theft in one of the hotspots found in the bedroom on the CyberNetrix CD-ROM as well as viewing the real life case study on identity theft.
- Develop your role-play with one student as the narrator, outlining the story and providing insights into what is happening and another as the person who is asked to provide their updated account details.