

LESSON PLAN: CASE STUDY 3

**Jeremy's Friend – Grooming and Luring**

Duration: 60 mins

Aims:

1. Students will observe some techniques used by online predators to groom and lure others.
2. Students will consider the dangers of meeting online friends without a supervising adult.
3. Students will be introduced to strategies to keep themselves safe online and offline and be encouraged to apply these in the future.

Outcomes:

On the completion of this activity students will be able to:

1. recognise some of the techniques used by online predators to groom and lure others.
2. identify the dangers of meeting online friends and recognise the need to only meet them with a supervising adult.
3. apply strategies to help protect themselves from online predators.

Resources needed:

- *Wise Up to IT DVD – Jeremy's Friend*
- DVD player or DVD compatible computer drive
- student handout
- Information sheets, 'Safety tips for kids and teenagers' and 'Paedophiles and online grooming' available at: www.netalert.gov.au

Overview:

Jeremy feels that there is a lot of 'crap' going on in his life and he escapes into online gaming.

He makes an online friend who lives interstate and shares the same interests. They exchange email addresses and mobile numbers and over time develop an intense relationship where Jeremy shares his problems. However, Jeremy misses the warning signs that his 'friend' is not all he seems. Even worse, Jeremy decides to pack his bag and fly interstate to meet his friend, who turns out to be a 40 year old man!

This is a confronting case study, which examines the issues of how difficult it is to establish someone's true identity online. ACMA advises that children should never meet an online friend without their parents and advise that these meetings should be in a public place.

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This subject may be sensitive for some students, particularly if they have already been subjected to grooming or luring. It may be advisable to contact your school's welfare coordinator before beginning the activity if you believe the case study is too close to home for some students.

The **Additional resources** section below lists websites and video clips that you can refer students to.

Teacher note: Use the lesson plan as a guide and adapt it to suit your class.

Introduction: (10 minutes)

Introduce the topic by asking the students if they know what the terms 'grooming' or 'luring' mean. You may wish to deal with this sensitive topic by breaking the class into smaller groups of three to four students rather than conduct a whole class discussion. The groups could then collectively share their thoughts.

Some questions you may wish to use are:

- Can you ever really tell if someone online is who they say they are—if you don't know them offline?
- Online predators sometimes try to pose as other children/teenagers. How might they do this?
- What can you do if someone makes you feel uncomfortable online?

Viewing: (3.12 minutes)**Jeremy's Friend****Debriefing:** (20 minutes)

Teacher note: Use the student handout and ask the students to complete it individually or in pairs. You may wish to use the handout as a basis for debriefing the class.

Activity: (20 minutes)**Guidelines for online friends**

The internet, especially activities like online games and social networking, allows us to meet people from all over Australia and the world, which can be very exciting. But people online can easily hide their true identity and their motives might be to harm others.

What online safety guidelines would you provide for people your age and younger? Draw up a list.

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Teacher note: This activity could be developed as a class or you could divide students up into pairs or small groups. To make sure that the guidelines are comprehensive, they need to cover:

- Protect personal details online, such as full name, address, age, mobile number and email address, and anything that might locate a student, such as school or sporting club—this should extend to photos, which can enable identification.
- Avoid using online account names that are ‘flirty’, because these may attract unwanted attention.
- Report any contact where a person asks personal or uncomfortable questions.
- Tips on how to handle unwanted contact.
- Conduct communication with online friends in open forums—do not agree to communicate with them in private.
- Never agree to meet someone you have met online in the offline world without the permission and guidance of a responsible adult, who should attend any planned meetings, preferably in a public place.
- If a child is in immediate danger- or appears to have been the subject of grooming, the police should be contacted on 000.

Additional resources:**Websites**

ACMA provides information on different aspects of cybersafety.

<http://www.acma.gov.au>

ChildNet International is a not-for-profit organisation that works in partnership with others around the world to help make the internet a safe place for children. The Chatdanger website informs children about how to keep safe while chatting.

<http://www.chatdanger.com/>

Kids Help Line provides free, confidential and anonymous telephone and online counselling.

<http://www.kidshelp.com.au>

Video clips

Video clips dealing with online predators have been developed by government agencies including the Child Exploitation and Online Protection Centre (CEOP) of the United Kingdom. You might like to vet these and assess their suitability for your students. Videos can be accessed and you can download them from YouTube at www.youtube.com. Use search term CEOP.

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**Extension activities:**

Teacher note: *If you wish to explore this topic further, you could consider showing one or more of the videos produced by CEOP.*