

LESSON PLAN: CASE STUDY 4

Stalking Sarah – Cyberstalking**Duration:** 60 mins**Aims:**

1. Students will explore the need to be cautious when meeting people online through reflecting on the case study.
2. Students will evaluate the amount of personal information they have placed online.
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. identify some of the potential impacts of cyberstalking.
2. evaluate how much personal information they have online.
3. apply strategies to help protect themselves online.

Resources needed:

- *Wise Up to IT DVD – Stalking Sarah*
- DVD player or DVD compatible computer drive
- student handout (optional).

Overview:

People may be vulnerable if they post personal information on the internet. The focus of this lesson is cyberstalking using the case study of 'Sarah'.

Sarah meets a guy online and at first they get along really well. However, he soon starts to ask really personal questions and sends Sarah offensive messages and photos. As the situation escalates, Sarah realises that she must tell her parents and they report the problem to the police. The police discovered that Sarah had posted bits and pieces of information about herself on the internet and that her stalker had found her mobile number.

It might 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.

LESSON PLAN: CASE STUDY 4

Introduction: (10 minutes)

Introduce the topic by asking the students if they know what cyberstalking is.

Some questions you may wish to use are

- What is cyberstalking?
- What different technologies might be involved in cyberstalking?
- Is cyberstalking any different to offline stalking? Do you think it is worse or just different?
- Do the people involved in cyberstalking have to know each other?

Viewing: (3.17 minutes)**Stalking Sarah****Debriefing:** (15 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: (10 minutes)**Personal reflection**

Ask students to spend a few minutes in reflection. They might write down their thoughts or consider them quietly:

- If someone was looking for information about you online what would they find?
- Do you think it would be easy for them to contact you?
- Is there any information you might wish to change or remove?

Teacher note: You may wish to list some points for reflection. For example, students should think about how they have named internet sites or messaging accounts, the photos they may have posted (those showing uniforms or identifiable places) and any contact details they might have provided.

Activity: (20 minutes)**Safety tips**

Consider what you have heard while viewing this case study. What safety tips would you provide to a friend or a younger family member just starting out online? List at least five.

LESSON PLAN: CASE STUDY 4

ADDITIONAL RESOURCES:**Websites**

ACMA provides information on different aspects of cybersafety.

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

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 and cyberstalking 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.