



ySafe
by Qoria

ySafe's Safer Internet Day Playbook

Our **free resource kit** helps keep students safe online.



ysafe.com.au

In this playbook you will find the following resources.

Responding to Online Incidents



Although online incidents may occur outside of school hours and off-premises, the responsibility still falls on schools to report and manage negative online experiences that impact student wellbeing.

The following tool provides an 'IDEAL' model for attending to the distinct dynamics of online incidents. It should act as an addendum to a school's usual disciplinary and behavioural management practices.

The IDEAL Model

- I** **Investigate the incident**
Determine any immediate risks to safety and wellbeing. Gather information, including any facts, severity of conduct, student involvement, and impact.
- D** **Develop a plan**
Follow acceptable behaviour policies, legislation, and online safety best practice to formulate appropriate action points.
- E** **Execute the response**
Engage in action points. Provide support to all involved parties. Undertake ongoing monitoring and communications.
- A** **Analyse impact and feedback**
Set a date to review the impact and outcomes of the school's interventions. Include reviews of incident management, record keeping, and communication strategies.
- L** **Learn from the incident**
Use findings to improve incident response and management, and to create tailored learning and prevention programs.

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The Great AI Debate



Exploring AI topics through discussion and debate fosters critical thinking by encouraging students to research, form arguments, and engage with the complex ethical implications of AI from different perspectives.

How to use this resource

1. Print and cut out the three pages of discussion cards.
2. Divide students into pairs or small groups, or allow them to work individually if preferred.
3. Have each person or group choose a discussion card of interest.
4. Students can discuss initial thoughts on the topic before researching to find evidence to support both sides of the argument.
5. As students research, have them fill in the **recording evidence** worksheet with their points and evidence.
6. Once everyone has had a chance to research and record their points, ask each person or group to share their findings and opinions on the topic.

Tip: Have students sharpen their persuasive skills by assigning them an AI topic to debate, either for or against.

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How to Spot FAKE News Online

Infographic: Fake Online News

Here are some tips and tricks to help you think critically and spot misinformation and disinformation online.

- CONSIDER THE SOURCE**
Click away from the story to investigate the site. Is it a reputable website? Are they biased?
- READ BEYOND THE HEADLINE**
Headlines can be misleading in an effort to get clicks. What's the whole story?
- CHECK THE AUTHOR**
Do a quick search of the author.
 - Are they credible? Are they real?
 - Are they qualified to write on the topic?
- IS IT A JOKE?**
If it is too outlandish, it might be satire. Research the site and author to be sure.
- CHECK THE DATE**
Reposting old news stories doesn't mean they're relevant to current events. Check if the information is outdated.
- CHECK YOUR BIASES**
Consider if your own beliefs or opinions could influence how you see the information.
- ASK THE EXPERTS**
Ask a librarian or another trusted adult or consult a fact-checking site.

What if someone is sharing fake news on my feed?
Call it out! Let them know that what they have shared is untrue. Screenshot, report, and block on the platform.

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How to Spot a Scam

Identifying a scam

- Too good to be true**
Be cautious of unbelievable offers, such as free gifts, easy money, cheat codes, or exclusive deals.
- Inconsistencies**
Look for spelling and grammatical errors in the written content, email address, or provided links.
- Suspicious links**
Never click on links or attachments from unknown sources. They might contain viruses or lead to fake sites.
- Unusual payment**
Be wary of requests for unusual payment methods like wire transfers or payment via gift cards.
- Personal information**
Legitimate businesses will never ask for your personal information, unless you have initiated contact.
- Sense of urgency**
Scammers often try to pressure you to act quickly with threats or requests for urgent action.



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The following tool provides an 'IDEAL' model for attending to the distinct dynamics of online incidents. It should act as an addendum to a school's usual disciplinary and behavioural management practices.

The IDEAL Model

I

Investigate the incident

Determine any immediate risks to safety and wellbeing. Gather information, including key facts, severity of conduct, student involvement, and impact.

D

Develop a plan

Follow acceptable behaviour policies, legislation, and online safety best practice to formulate appropriate action points.

E

Execute the response

Engage in action points. Provide support to all involved parties. Undertake ongoing monitoring and communications.

A

Analyse impact and feedback

Set a date to review the impact and outcomes of the school's interventions. Include reviews of incident management, record keeping, and communication strategies.

L

Learn from the incident

Use findings to improve incident response and management, and to create tailored learning and prevention programs.

Investigate the Incident

Ensure the immediate safety of the individuals involved; then investigate the online incident to determine its precise nature, impact, and severity.

Important considerations

Record interventions using an incident log; however, do not retain any material that may be illegal to view, possess, or share. Contact the relevant authorities to obtain advice regarding this material.

Maintain student confidentiality and consent in line with school policy.

Hot tip!

Do not access the personal accounts or search the personal devices of those involved in the incident.

☐

Find out who is directly and indirectly involved. Ensure their safety and any need for wellbeing support.

☐

Talk to the students and staff directly or indirectly involved to discern contextual factors surrounding the incident.

☐

Create a timeline of events to illustrate when and where the incident occurred and any actions taken so far.

☐

Determine if there is any potentially unlawful conduct. Seek advice from the authorities as necessary.

☐

Ascertain if there was intent for the content or behaviour to harm or offend by discerning whether the online conduct was intentional and targeted or incidental, for example, sharing content as a bystander to alert friends.

Develop a Plan

Take time to plan an appropriate response to the incident. Cross-check the proposed plan against school policies, regulations, and student/parent agreements to ensure compliance.

Hot tip!

Consider empowering affected students to be part of the solution, for instance, asking them how they would like to deal with the matter.

☐

Seek advice from wellbeing staff regarding the most appropriate student welfare interventions.

☐

Engage relevant personnel to provide support. Clearly identify 'lead' staff for reporting and communications.

☐

Determine whether objectionable content can be reported, removed, or deleted, providing it does not obstruct any investigation by authorities.

☐

Create a communications strategy that includes staff, parents, students, and any key stakeholders as necessary.

Execute the Response

Move forward individually or as part of an incident management team to provide support.

Important considerations

Remember that **all involved personnel** should engage in detailed and appropriate record-keeping. This includes:

- Records of the plan to resolve the incident and responsible personnel
- Accounts of conversations, including screenshots or emails
- Interview notes
- Attempts to remove content
- Accounts of any mediations between involved parties
- Dated descriptions of any observable or measurable impact or behavioural change

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Engage in parent/guardian meetings as appropriate and with due regard to student confidentiality and consent policies.

☐

Implement support and wellbeing measures with the assistance of appropriate personnel. This may include behavioural support plans, ongoing monitoring, or targeted classroom strategies.

☐

Refer to external supports as necessary.

☐

Undertake broader school-wide education programs as necessary concerning the incident.

☐

Carry out a communications strategy. Ensure all staff are aware of school policy regarding information sharing and confidentiality.

Analyse Impact and Feedback

Set a time to review the observable and measurable impact of the interventions. Discuss the action points undertaken with the staff and personnel involved in the incident management process.

Important considerations

Feedback can be requested via a range of formats, including verbal, written, or survey from the following groups:

- All involved parties
- Parent and carer committees
- Student council or cohorts
- Staff and support personnel

☐

Discuss whether the frequency and severity of negative behaviours have diminished or if the issue has been resolved.

☐

Provide an opportunity for the staff, students, parents/carers, and wider community, as appropriate, to express their feedback and concerns.

☐

Ascertain whether support measures have been effective or whether further interventions, such as referrals to external agencies, should be undertaken.

Learn

Use data and feedback regarding online incident management, the frequency and severity of incidents, and the type of negative online behaviours to propose educational initiatives and procedural changes.

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Identify trends in behavioural changes and online incidents over time.

☐

Feed online incident trends into learning opportunities for both staff and students.

☐

Determine whether areas of policy and procedure can be streamlined or made more effective.

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AI and **learning**

Print this page, then cut it into individual cards to distribute to your students.

Does AI help or hinder learning?



AI and **learning**

Should schools ban the use of AI tools for homework?



AI and **learning**

Can AI in schools make education fairer for everyone?



AI and **learning**

Can AI effectively replace teachers?



AI and **learning**

Should the use of AI be limited to specific school subjects?



AI and **learning**

Will AI make traditional schooling obsolete?



AI and **learning**

AI and **creativity**

Print this page, then cut it into individual cards to distribute to your students.

Can AI truly replicate human creativity?



AI and **creativity**

Should AI-generated content be protected by copyright laws?



AI and **creativity**

Is AI in creative fields exciting for the future of art or harmful to human expression?



AI and **creativity**

Is art made by AI actually creative?



AI and **creativity**

Does AI enhance or stifle human creativity?



AI and **creativity**

Is it ethical to sell AI-generated art, music, or writing for profit?



AI and **creativity**

AI and **connection**

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Should AI companions be allowed to provide therapy or psychology services?



AI and **connection**

Should there be an age limit for using AI chatbots as friends or for emotional support?



AI and **connection**

Are AI friendships just as good as real-life friendships?



AI and **connection**

Are AI companions a threat to human relationships?



AI and **connection**

Are AI chatbots a positive development for mental health?



AI and **connection**

Do chatbot companions pose privacy risks that outweigh their benefits?



AI and **connection**

Topic:

	Reasons for: (including supporting evidence)	Reasons against: (including supporting evidence)
Point 1		
Point 2		
Point 3		

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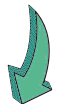


CONSIDER THE SOURCE

Click away from the story to investigate the site. Is it a reputable website? Are they biased?



READ BEYOND THE HEADLINE Headlines can be misleading in an effort to get clicks. What's the whole story?



SUPPORTING SOURCES?

Click on those links.
Do they lead to reliable sources?
Determine if the information given actually supports the story.



CHECK THE AUTHOR

Do a quick search of the author.

- Are they credible? Are they real?
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Personal information

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Sense of urgency

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ySafe's award-winning team of cyber safety experts have provided online safety education to more than 1 million students across Australia. Visit our website or get in touch with our team of experts.

Web: www.ysafe.com.au

Qoria

ySafe is part of Qoria, a global technology company, dedicated to keeping children safe and well in their digital lives. We harness the power of connection to close the gaps that children fall through, and to seamlessly support them on all sides - at school, at home and everywhere in between.

Find out more
www.qoria.com