Kete

Digital Harms (One:Many)
Yr 9-11 Activities

Theme – Think critically about online behaviours and ways to respond to one:many digital harms like shipping, ship or dip, confessions pages, and mugging.

Target age group – Years 9-11

Lesson duration – 30 minutes (flexible)

Resources - Printed or electronic copies of the Netsafe handout The Harmful Digital Communications Act https://netsafe.org.nz/our-work/helpline-services/the-harmful-digital-communications-act#quick-guide

Outcomes

Students will:

- Analyse how group behaviour can escalate harm.
- Compare and contrast responses to online harm incidents.
- Practise digital citizenship skills in authentic, student-led contexts.

Preparation before you deliver

Review your school's digital safety policies. If students disclose they are directly experiencing online harm, follow your school's pastoral care and safeguarding procedures. You can also contact Netsafe for advice.

Read through Netsafe's guidance on one:many digital harms your students may have experienced (e.g. shipping, ship or dip, confessions pages, mugging, intimate image abuse, cyberbullying).

Define one-to-many digital harm for your students: when one person shares something online that hurts someone, and it quickly spreads to lots of other people. Because it reaches a big group, the harm can grow faster and feel worse for the person targeted.

Prepare a safe classroom environment – set ground rules at the start (e.g. listen respectfully, don't name or shame others, focus on learning).

When teaching about one-to-many digital harms, keep the focus on general behaviours and patterns rather than personal experiences to ensure students feel safe. Frame activities with fictional or anonymised scenarios so learners can explore ideas without needing to share their own stories.

If a student does begin disclosing a personal incident, listen respectfully, thank them for sharing, and gently redirect the discussion back to the scenario or task. Follow up with the student per your school's digital safety, pastoral care and safeguarding policies.

Activities (select one or more activities to build a session)

1. **Principles of safe and respectful digital communication.** Introduce New Zealand's legislation for online harm. In small groups, students are given a HDCA handout and a scenario(s). Students have to decide if their scenario breaks a principle of the HDCA and report back to the class describing each scenario and explaining their decisions. Scenarios could include:
   - Sharing a funny dance video of yourself with your friends.
   - Making a class slideshow of pets and sharing it with your classmates.
   - Posting an embarrassing photo of a classmate in a school chat.
   - Sharing a rumour on social media that lots of people then comment on.
   - Recording someone failing at a sport and posting it for others to laugh at.
   - Sharing a group selfie where one person didn't want to be included.
   - Posting a joke about a classmate that some people think is funny, but others feel is mean.
   - Sharing a screenshot of a group chat argument with friends outside the chat.

   Tip: Embed the learning with clarifying questions like: What changes the situation from okay to harmful? What should you do if you're not sure? What behaviour do you expect from yourself and your classmates?

2. **Influence Audit.** Discuss in small groups if liking, commenting, or sharing a post can be harmful - to you, and to others. What if 30 classmates liked a post that made fun of your friend?

   Four corners: Read out a number of 'what would you do' dilemmas: You see a cruel meme about a classmate in your group chat. Someone you know is excluded from an online gaming group. A friend tells you they're upset about nasty anonymous comments. You get sent a screenshot that could embarrass someone else.

   Students move to different corners of the room labelled with possible responses: Do nothing, Speak up online, Support the person targeted, Report in-app and to Netsafe.

   Discuss: Why did they choose that option? How effective would it be? Does it reflect their personal values and the HDCA? What's the risk to them and others? What other options are there? Students may move to another corner if persuaded by peers' reasoning.

   Tip: Stress the idea of digital bystanders - people who don't create the harm, but contribute to its impact.

3. **Where's the line?** In small groups, students discuss a scenario in which HDCA principles are being broken and map possible responses, first from a bystander point of view and then from a targeted person's point of view. Use a 'traffic light' chart (harmful/neutral/helpful) and consider response effectiveness, values-alignment, and both short- and long-term implications. Report back to the class. Possible scenarios include:
   - A TikTok video mocking a student's accent goes viral in the school.
   - A classmate is tagged in a meme comparing them to an animal.
   - Someone posts 'jokes' about a peer's heritage online.
   - A rumour is spread about a teacher.

4. **Build a 'Digital Survival Guide' or online safety campaign**. In small groups or as individuals, design one section of a survival guide/campaign for peers. Students can choose the format (article, slide, video etc.) Topics could include: how to block/report on Instagram, what to do if your friend is targeted, a 'check-in' message template, a templated respectful request to remove harmful content, when to call Netsafe, etc.

5. **The future headlines.** In small groups, students outline the actions that could contribute to one of two mock news headlines: School XYZ praised for handling online harm well/ School XYZ criticised after shipping trend causes harm. Ask students to include individual actions, student body responses, and school responses in their flow chart/article/discussion. Report back to the rest of the class and discuss similarities and differences in outputs for each headline.

6. **Exit ticket.** Ask students to respond anonymously to the prompt: What is one thing you will start, stop, or continue doing online to reduce harm and show respect for others? How will this choice help you and others?

   Students write their answers on a sticky note or a digital form - they can tick a box if they'd like their idea shared anonymously with the class.

   Share a few anonymised examples with the class to help build peer influence, demonstrating that positive change is a group movement and not just individual.

   Sum up: Small choices make a big difference. Every time you post, share, like, or comment, you shape how safe and respectful our digital spaces are.

Optional extensions

Assign one or more Netsafe student microlearns for independent study (20-30 minutes):

- Protect your brand - thinking critically to protect the digital footprint of 'future you' https://education.netsafe.org.nz/resources/protect-your-brand

- Block the bullies - how to spot bullying online and what to do about it http://education.netsafe.org.nz/resources/block-the-bullies