How to be a team player online

eSmart DIGITAL LICENCE

Join us on the quest!

40 min ×2

This lesson can take up to 80 minutes. It is recommended to break it down into two shorter 40 minute lessons.

Ages 10-12

The lesson has been designed for learners aged 10-12. The "checkpoints" offer differentiation strategies to scale learning as required.

This lesson has been co-created with Dr. Chloe Gordon, Senior Lecturer at the Institute for Positive Psychology and Education, Australian Catholic University, a former primary school teacher who specialises in research and teaching on media literacy, wellbeing, and digital flourishing.

This lesson is part of the eSmart Digital Licence program

By completing just four engaging lessons, including this one, your class can earn their eSmart Digital Licences—signalling their understanding of safe and responsible online behaviour. Start now and guide your learners toward becoming confident and positive digital citizens.

Learn more about the program
be.esmart.org.au/digital-licence/overview

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About this lesson

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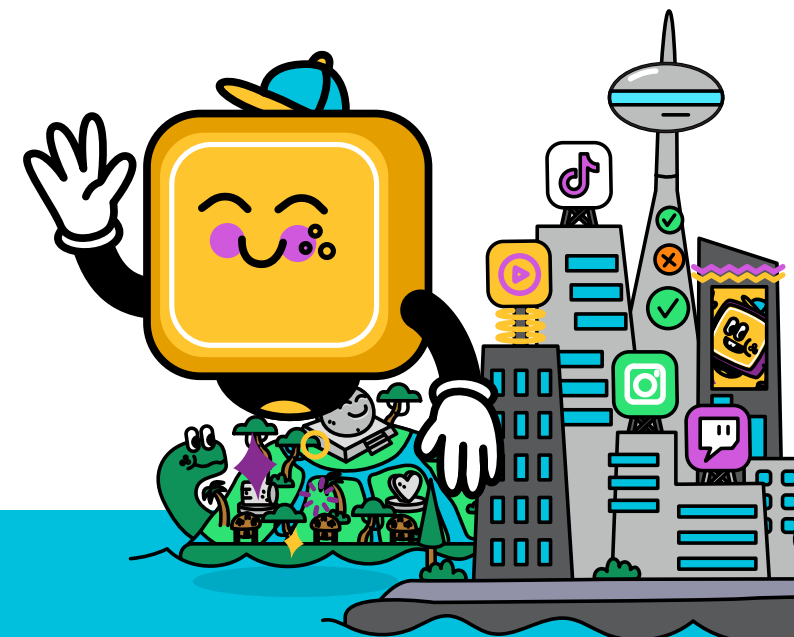
Overview

In this lesson, learners will explore the importance of positive behaviour in online spaces. They will learn how to identify and maintain good conduct, both in games and online activities, and understand what to do if someone breaks the team rules. Through group discussions and activities, learners will connect their actions to the values of respect, kindness, and fairness.

This lesson links directly to the United Nations Convention on the Rights of the Child (UNCRC) by helping students see how positive online behaviour protects their rights. Specifically, it connects to Article 12 (the right to express opinions freely), Article 16 (the right to privacy), and Article 31 (the right to play and enjoy safe activities). By understanding these rights, students will learn how treating others with respect and fairness online contributes to protecting everyone's rights.

Setup

- [ ] A place to record learner responses, i.e. whiteboard/interactive whiteboard, or a mind mapping tool.

- [ ] Project the lesson resources onto a central screen.

- [ ] (Optional) Provide a digital version of the slides for learners using assistive technology.

- [ ] (Optional) Pens, pencils, drawing tools, playdough or communication boards for those that require alternative means of expression.

Learning intentions & success criteria

Learners will:

- Learn why it's important to behave well online and what actions can be taken if team rules are not followed.
- Link positive online behaviours to the United Nations Convention on the Rights of the Child (UNCRC) and explain how these behaviours help protect children's rights in online spaces.

These intentions are evidenced when learners can:

- [ ] Identify at least one value that helps to create a positive online environment, and explain why.

- [ ] Identify at least one positive action they can take as individuals to create a positive online environment and explain how this links to the UNCRC.

Educators will:

- Help learners understand why positive behaviour online is important.
- Show learners how behaving well online helps protect children's rights, as stated in the UNCRC.

These intentions are evidenced when educators can:

- [ ] Make evidence-based suggestions for how to keep online spaces positive and safe.

- [ ] Lead discussions where learners can connect their online behaviour to team values and understand how it relates to their rights.

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Key messages

- Online conduct is similar to how we interact in real life. Respect, kindness, and honesty are essential for creating a safe and supportive digital environment.
- Being a good online peer means understanding how words and actions can affect others in virtual spaces, just like they do face-to-face.

General tips for playing online games cooperatively

- Tell others if there's any language or behaviour you don't like. If someone ignores your boundaries, you can leave the game or stop talking to them.

- Use the block or mute features to avoid negative or rude players.

- If someone is bullying or being rude, report them using the game's reporting tool. Reporting helps make the space safer for everyone.

- Don't share personal information like your address, phone number, or school with strangers. Change your privacy settings so only trusted people can contact you or see your profile.

- If you feel upset or stressed, take a break from the game. Stepping away will help you feel better and think more clearly.

- Talk to a parent, guardian, or trusted adult if someone is making you feel unsafe or uncomfortable.

- Take screenshots or save evidence of inappropriate behaviour. This can help if you need to make reports or get help; for instance, by making a report about online harm to the Office of the eSafety Commissioner.

What to do if someone is not being a good sport

- Stay calm and don't react right away: If someone is being rude, disrespectful, or disruptive, take a deep breath. Don't react quickly.

- Speak up in a calm and polite way: If you feel comfortable, say something like, "That's not a fair way to treat the team", or "Let's be respectful so we can all work together".

- Use "I" statements to explain how their actions make you feel, for example, "I feel upset when someone is not respectful during the game".

- Encourage good behaviour: Lead by example and show respect and positivity. You can also encourage others by saying something like, "Let's support each other, even when things are difficult."

- Offer help: If someone is struggling with the activity or task, offer help. You might say, "It seems like you're having trouble. Can I help?" Helping can change the situation into a more positive and cooperative one.

- Talk to a trusted adult or moderator to discuss the issue and a way forward.

- Use the platform's blocking and reporting features.

- If you know the person in real life, consider messaging them privately. Talking one-on-one can sometimes help clear up misunderstandings or fix problems without making the group situation worse.

Lesson instructions

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1 What makes a good online teammate?

Discussion: What are "values"?

"Values" are the beliefs and principles that guide how we behave and interact with others. They influence our decisions and show what we think is important in life.

Brainstorm: Connecting values to team sports and activities

Ask students to think about a team sport or activity they have been part of, whether at school, in a club, or with friends. Write their answers on the board to refer to later in the activity.

- What values are important in the sports or activities you do?
- What values make a good team player?
- Why are these values important?

Discussion: Link to online environments

Encourage learners to make links to certain online game rules or codes of conduct that they are already aware of.

- What if we treated the digital world (online games, social media, messaging, etc.) like a sports field? What team rules do you think should apply?
- From the values we've brainstormed, which ones help create a positive online environment? Put a star next to these values.

Slides 1 & 2

Slides 3 & 4

Slide 5

Roleplay: Create a dramatic skit (in small groups/pairs)

For learners who find roleplay challenging, consider using written scenarios, storyboards, or comic strips.

Each group chooses a value (from the previous discussion), a media type, and a possible solution from the slide provided. In their groups, learners create a skit based on these prompts. Groups should include principles of dramatic action such as situation, character, and performance.

While the skits are performed or discussed, the audience fills in the assessment rubric provided - including a reflection on what worked well and how the solution presented could be improved

Checkpoint: Make it work for everyone

Differentiate the lesson by assessing the discussion. Modify instruction as appropriate, based on whether learners can:

- Identify common values across online and offline environments.
- Identify and explain values that contribute to good teamwork and collaboration.
- Transfer values to a fictional scenario.

Options:

- Play a team-based game that requires cooperation, communication, and problem-solving. After, discuss how they worked together as a team to achieve their goals, and link the values demonstrated to this activity.
- Invite learners to reflect on why it is important to have a positive online environment.
- Offer starter scenarios, noted in the "discussion and answer key" supporting this pack.

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2

Child rights and positive online environments

Child rights and online conduct
Use the UNICEF Australia Child Rights poster provided to help guide this discussion.

Explain that children's rights are basic human rights that protect their health, happiness, and safety.

Think/pair/share: Which rights from the poster are connected to being a good teammate, both online and offline?

Discuss how being a good teammate and showing positive sportsmanship relate to the rights they have chosen. Are there any connections or overlap between the rights in each column?

Investigate codes of conduct or game rules
Using devices, direct learners to investigate the codes of conduct or rules for an age-appropriate team or cooperative game of their choosing. Direct them to find at least one rule that also supports the Convention on the Rights of the Child, in particular the articles identified in the previous discussion.
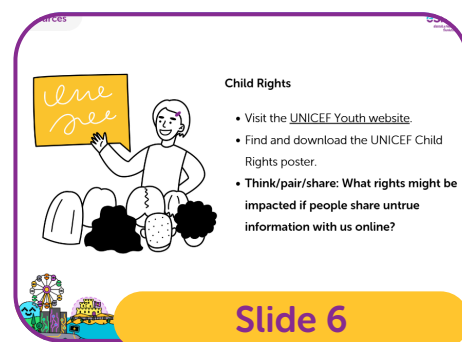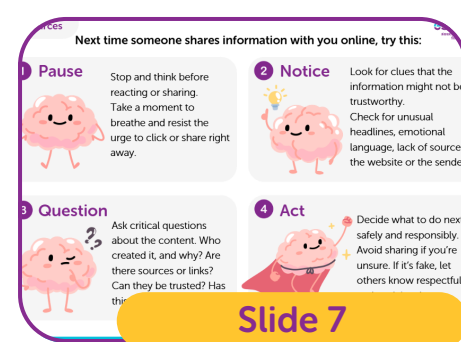
Create a list of team values (small groups/pairs)
It may be helpful to provide a copy of any school behaviour rules, pledges, or principles for groups to refer to or adjust.

Using the provided template, each group will list important "team values" that promote positive cooperative behaviour in online spaces. These could include values like respect, kindness, honesty, and cooperation.

For each value they list, learners should connect it to an article from the Convention on the Rights of the Child. They should explain how this value helps protect those rights in online spaces.

For each value, learners will also suggest what should happen if the rule is not followed. This could include actions like giving a warning, talking to a trusted adult, or reporting inappropriate behaviour.

Checkpoint: Check understanding

Observe activity participation. Modify instruction if learners struggle to:

- Understand the links between online conduct and child rights.
- Identify values or rules that apply to cooperative play in online spaces.

Options:
- Play the video "What are Child Rights?" by UNICEF Australia to help unpack the concept of child rights.
- Pre-select codes of conduct and/or game rules from chosen age-appropriate cooperative games or platforms. Ask learners to match these to pre-selected Articles from the United Nations Convention on the Rights of the Child.

Child Rights
- Visit the UNICEF Youth website.
- Find and download the UNICEF Child Rights poster.
- **Think/pair/share: What rights might be impacted if people share untrue information with us online?**

Slide 6

Next time someone shares information with you online, try this:

1 Pause Stop and think before reacting or sharing. Take a moment to breathe and resist the urge to click or share right away.

2 Notice Look for clues that the information might not be trustworthy. Check for unusual headlines, emotional language, lack of sources, the website or the sender.

3 Question Ask critical questions about the content. Who created it, and why? Are there sources or links? Can they be trusted? Has this...

4 Act Decide what to do next safely and responsibly. Avoid sharing if you're unsure. If it's fake, let others know respectfully...

Slide 7

3

Exit pass

In-class activity <u>or</u> set as homework.

What value stood out as something that is important in the online and offline spaces they interact in? Ask students to write 1-2 sentences describing how they would enact the value moving forward.

For instance, "In the game I'm playing, I would show respect by not cheating and by encouraging others to do their best".
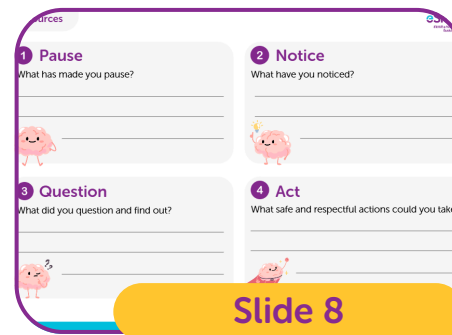
Slide 8

Checkpoint: Learning intentions & success criteria

Assess the "Exit pass" to ensure learners have met the following success criteria:

Identify at least one value that helps to create a positive online environment, and explain why.

Identify at least one positive action they can take as individuals to create a positive online environment and explain how this links to the UNCRC.

Next steps:

If some learners didn't meet the criteria, do the "Top-up" activity in the following section. Discussion about the lesson's themes can be continued at home, by setting the extension task as homework.
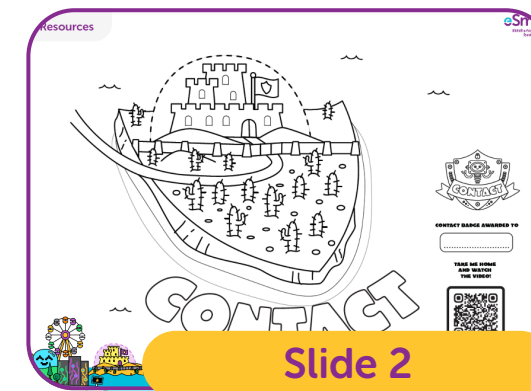
Important Note:

If this lesson is part of the eSmart Digital Licence, you'll need to ensure that all learners have met the success criteria before accessing the Digital Licences.

4

(Optional) Top-up or extend the lesson

Top-up the lesson

For learners who need more help meeting the learning intentions & success criteria.
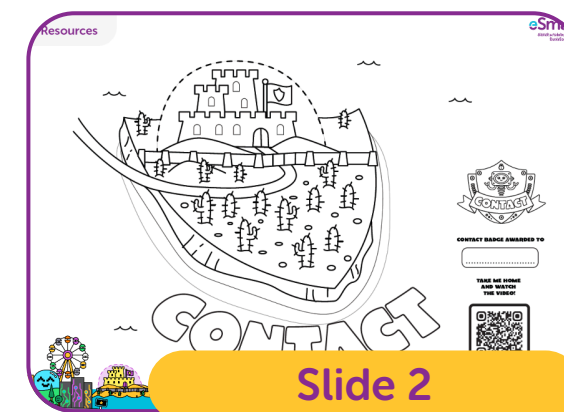
Slide 2

Find words related to this topic listed on the worksheet. Match each term to its correct definition from the options provided. Write a sentence for each term to show you understand its meaning in context.

This activity can be done throughout the lesson as new terms come up. Alternatively, it can be used as an additional activity after the lesson to reinforce understanding.

Extend the lesson

For learners who have met the learning intentions & success criteria and need a bit more of a challenge.

Slide 2

Ask learners to reflect on their own behaviour during sports or team activities.

- How did I contribute positively to the team today?
- Was there a moment where I could have been a better teammate?
- What values did I demonstrate during the activity?

Encourage learners to set personal goals for improvement in their teamwork and conduct.

VALUES

Clues

honest

SAFETY FIRST
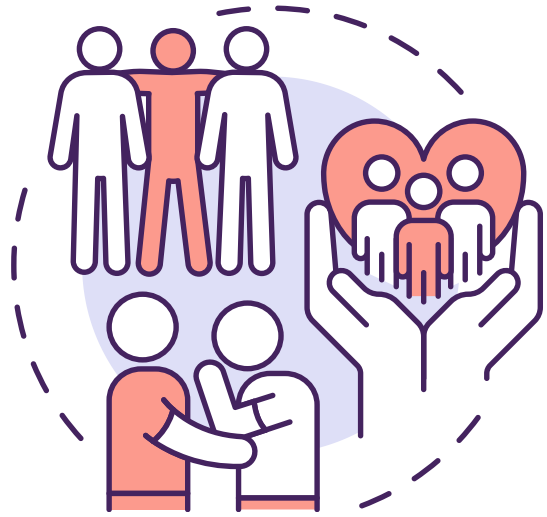
RULES
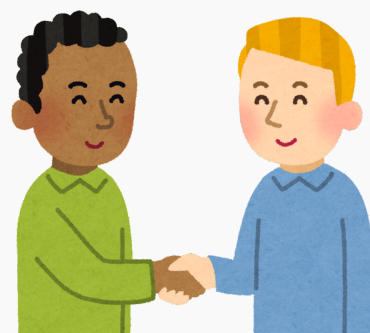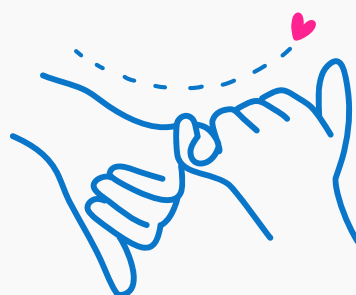
What values are important in the activities you like to do?

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Create a skit that shows the following:

A problem involving a co-op game or chat

+
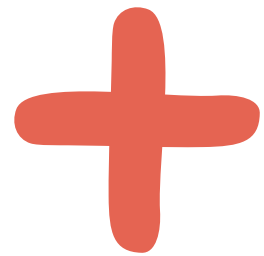
A value

+
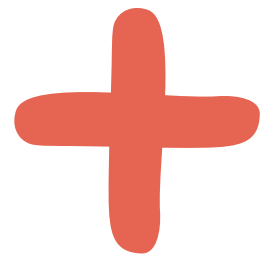
A solution

What else should we include?

A believable situation that includes technology.

Characters that we can clearly identify. They might have a backstory and show emotions.

Performances that use our voice, body, and facial expressions.

A solution to the conflict or problem in the story. It should have a clear ending.

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Group:

Situation: 😔 😐 😍   **Give one reason explaining your rating.**

Performance: 😔 😐 😍

_____

Character: 😔 😐 😍

_____

Solution: 😔 😐 😍

_____

How could the problem in the skit be resolved differently?

_____

_____

Ideas for how the situation could be resolved differently:

I feel...

REPORT

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The United Nations Convention on the Rights of the Child

Just like adults, children have rights too!
No matter who you are or where you live, these rights belong to every child in the world.

#1 Every child under the age of 18 has all of these rights

#2 You have the right to be treated fairly by everyone

#3 Adults should do what's best for you

#4 Governments should support these rights

#5 Your family will help you with your rights

#6 You have the right to live and grow

#7 You have the right to have a name, to belong to a country and know your family

#8 You have the right to have your own identity

#9 You have the right to live with your family unless it isn't safe

#10 You have the right to see your parents if they live in another country

#11 You have the right to be protected from kidnapping

#12-13 You have the right to share your ideas and be listened to on things that impact you

#14 You have the right to think for yourself

#15 You have the right to choose your friends

#16 You have the right to privacy

#17 You have the right to access safe and reliable information

#18 Your parents or guardians should always consider what is best for you

#19 You should be cared for and protected from harm

#20-21 You have the right to be cared for if you do not live with your parents

#22 You have the right to help and protection if you are a refugee

#23 You have the right to special help if you need it

#24 You have the right to care when you are sick and to live in a healthy environment

#25 If you can't live at home, where you live should be checked regularly to see if it's the best place to be

#26 Governments should provide support if you need it to keep you healthy and safe

#27 You have the right to food, clothes to wear and a safe place to live

#28 You have the right to go to school and to learn

#29 You have the right to learn to be the best you can

#30 You have the right to share your culture, language and religion

#31 You have the right to play and rest

#32 You have the right to not do unsafe work

#33 You have the right to be kept safe from dangerous things

#34 You have the right to never be hurt by others

#35 You can not be kidnapped or sold

#36 You have the right not to be exploited

#37 You have the right to be treated fairly, even if you break the law

#38 You have the right to be protected during war

#39 You have the right to special help if you are hurt by war

#40 If you break the law, you have the right to access legal help

#41 You should enjoy the protection of any Australian law that protects you better than these rights

#42 You have the right to know your rights

#43-54 Governments, the United Nations and organisations must work together to make sure your rights are protected

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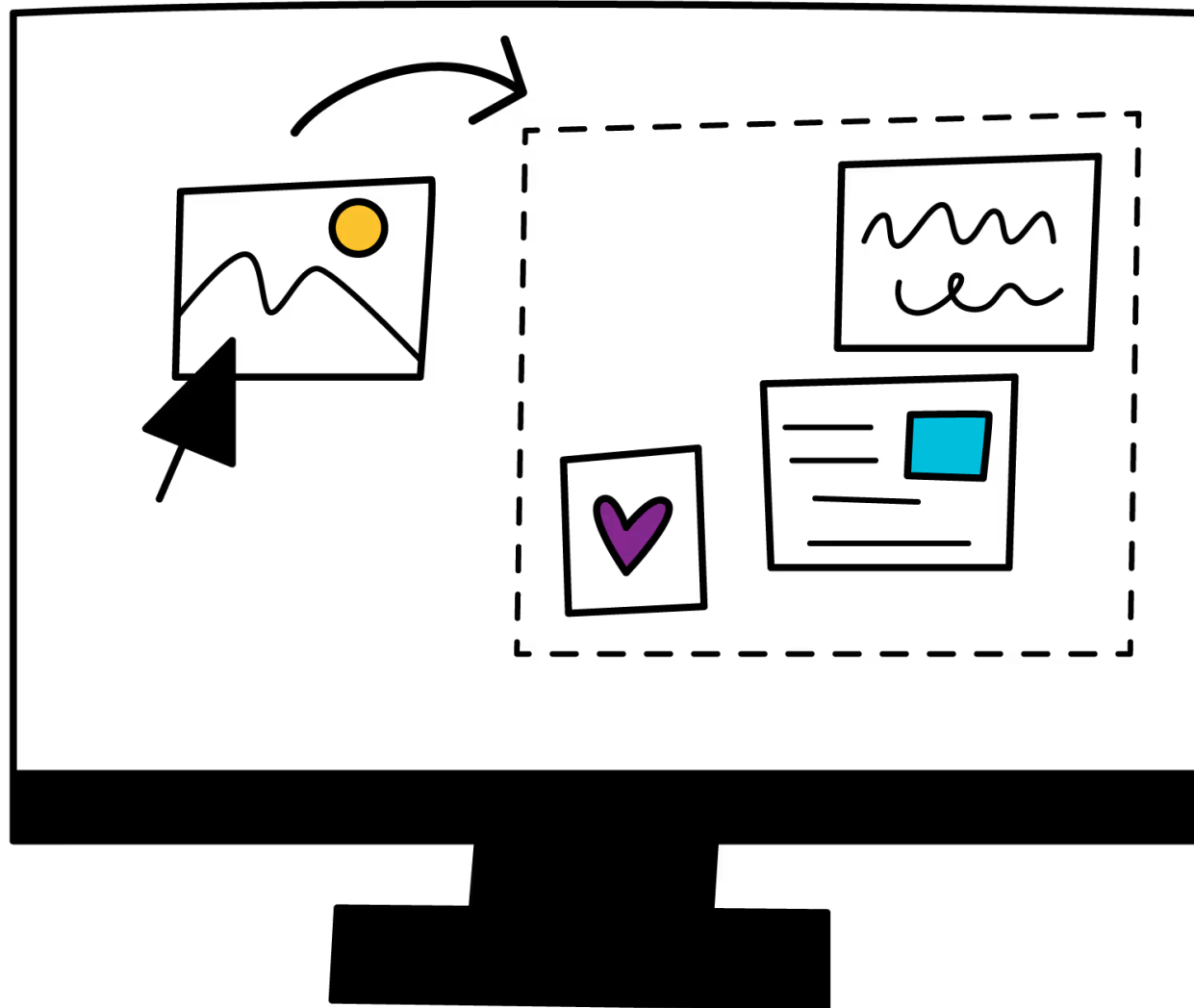## Which rights from the poster are connected to being a good teammate, online and offline?

Online

Offline

Download a copy of the poster from the Resources section of the lesson page, or visit <u>UNICEF Australia</u>

Investigate codes of conduct or game rules

1. Find a code of conduct or rules for a multiplayer game or platform.
2. Find <u>at least one</u> rule that supports the Convention on the Rights of the Child and explain why.

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The Team Values Pledge

We pledge to uphold the following values, online and offline:

Values	Rights	Consequences

Exit Pass

What value stood out as something that is important in the online spaces that you use?

Write 1-2 sentences describing how you will use this value moving forward.

For example, "In the game I play, I will show respect by...."
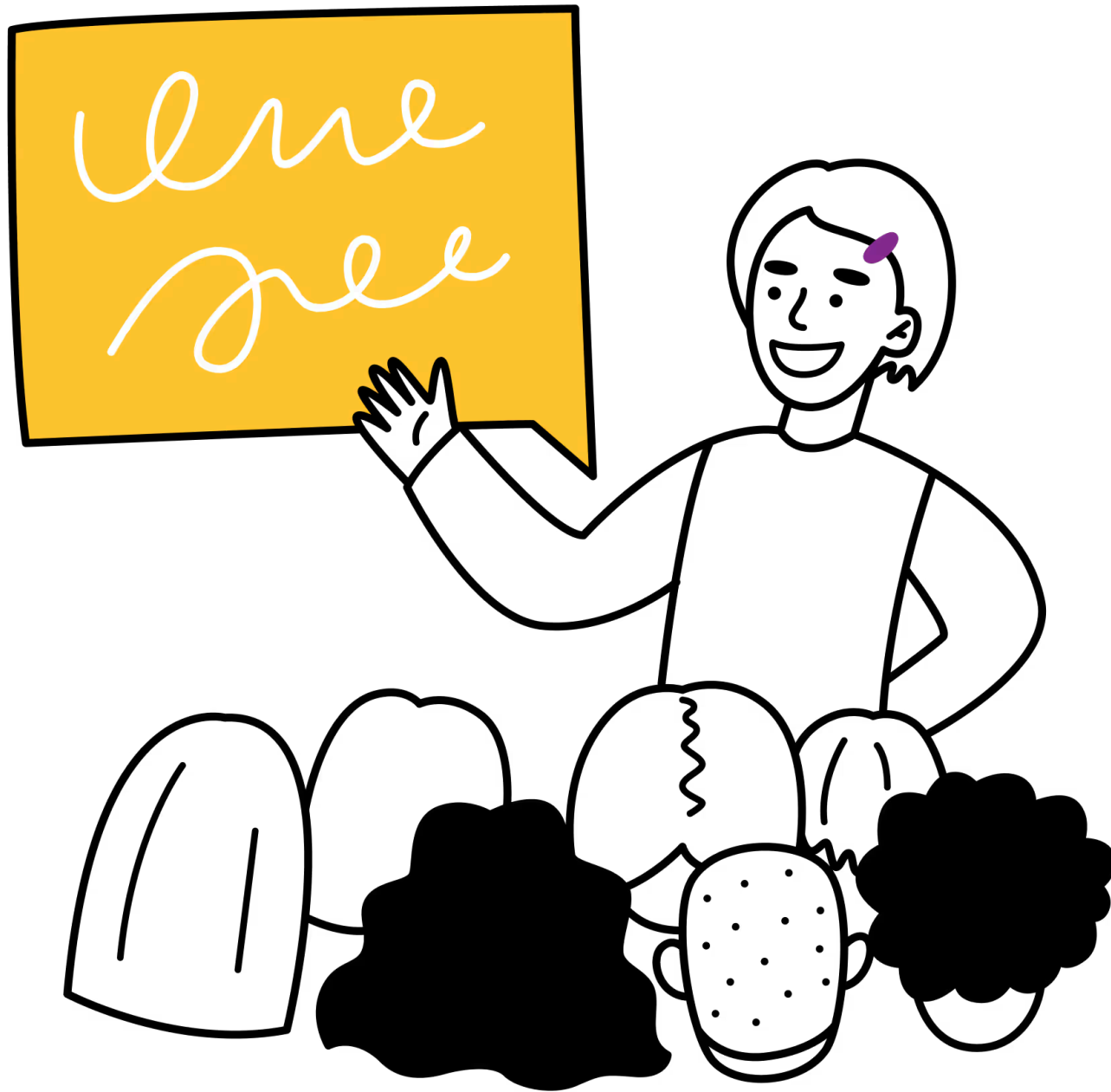
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X C O N D U C T Y C
T S O F F L I N E B
N O Q J V W W W R T
A J S R A F M B F W
O F A I R N E S S L
N C L N E W C X V Y
L B R V A L U E S W
I S V N R I G H T S
N B P D I X K W J Y
E S Y T R Q H J N S
```

Write the words under their correct definition.

The important beliefs or rules that guide how we behave and treat others. For example, being kind, honest, or respectful.

Things that everyone deserves to have or do, like the right to speak, to be safe, or to enjoy free time.

Being connected to the internet, like when you use a phone, computer, or game to talk to people or play.

When you're not connected to the internet, like when you're playing outside or talking face-to-face with someone.

The way we behave or act, especially how we treat others, whether online or in person.

Treating everyone equally, making sure everyone has the same chances and no one is left out.

Conduct   **Values**   **Offline**
Fairness   **Online**   **Rights**

Stretch activity: Use each word you have found in a sentence. Write your sentences and explain them to a helper or friend.

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Australian Curriculum (Version 9.0) ⧉

Years 5 & 6: Health and Physical Education

AC9HP6P06: Apply strategies to manage emotions and analyse how emotional responses influence interactions.

AC9HP6P08: Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations.

AC9HP6P10: Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.

AC9HP6M06: Propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives.

My Time, Our Place ⧉

Outcome 1: Children have a strong sense of identity.
Children develop confidence in their ability to interact positively with others in online spaces by understanding the values that underpin respectful and collaborative teamwork. This is evident when children:
- Reflect on how their behaviour in online spaces demonstrates their personal values and principles.

Outcome 2: Children are connected with and contribute to their world.
Children explore how positive online behaviour contributes to building respectful and cooperative digital communities. This is evident when children:
- Recognise the importance of rules and codes of conduct in creating safe and supportive digital spaces.

Outcome 5: Children are effective communicators.
Children use their knowledge of teamwork values and digital etiquette to communicate effectively and build positive relationships in online environments. This is evident when children:
- Use appropriate language and strategies to resolve conflicts and support others in online spaces.

CASEL Framework ⧉

Self-Awareness
The lesson helps learners reflect on their own values and how they influence behavior in online spaces.
This is evident when learners:
- Identify their personal strengths and values, such as respect, kindness, and fairness.
- Reflect on how their behaviour in digital spaces demonstrates these values.
- Recognise how their contributions to teamwork affect the overall dynamic of online interactions.

Bournemouth University Theory of Change ⧉

Capabilities

This is where we use our media literacy more actively for particular purposes in our lives, rather than as passive consumers of information and content. Media literacy capabilities range from access changes, the application of more critical or mindful decision making when receiving information, the use of fact-checking of information or sources, more informed attitudes to sharing content and information, or getting directly involved in the media ecosystem as creators of media content.

National Association of Media Literacy Education (NAMLE)

Core Principle 1
- 1.1: MLE encourages learners to ask critical questions about the media they engage with.
- 1.2: MLE intersects with other literacies, such as social and emotional literacy.

Core Principle 2
- 2.1: MLE encompasses digital, social, and interactive media.
- 2.3: MLE integrates emotional and physiological responses to media.

Core Principle 3.
- 3.1: MLE equips learners with transferable skills for analysing and creating positive online interactions.

Core Principle 4
- 4.1: MLE helps learners understand the social norms and values promoted through media.
- 4.3: MLE examines the role of media in shaping behaviour and expectations.

Core Principle 6
- 6.1: MLE promotes responsible and ethical behaviour in online interactions.
- 6.3: MLE encourages collaborative problem-solving and dialogue.