



That's Suss

eSafety Challenge

Educator guide

That's Suss: eSafety Challenge aims to provide children 8 to 12 years of age the skills they can use to recognise red flags, identify their body clues and learn how to report online grooming. Children will earn safety points by identifying suss behaviour and will develop the skills to stay safe online.

'That's Suss: eSafety Challenge' is suitable for children aged 8 to 12 years. It is designed to be played at school or at home. The resource can be used with whole class explicit teaching, as smaller guided groups, in pairs or individually.

That's Suss will teach children how to navigate suspicious situations online¹ in an engaging and age-appropriate way. Users are immersed in the narrative by choosing the character's next actions at key points throughout the story.

Each interactive pathway directs users to existing reporting mechanisms, including **eSafety** and Australian Centre to Counter Child Exploitation (**ACCCE**). Users will also be educated about available support systems, such as **Kids Helpline and Safety Networks**².

Key learning objectives

- To **understand** how to **recognise, react** and **report** suspicious situations online.
- To **practice** using online safety strategies.
- To **identify** help-seeking strategies including how to access support services.
- To **normalise** help-seeking when something happens online, particularly reporting online grooming and talking to a safety helper.

What is online grooming?

Online grooming is when someone builds an online relationship with someone to trick them or pressure them into doing something sexual. This abuse can happen in a physical meeting, but increasingly happens online when children or young people are tricked or persuaded into sexual activity on webcams or sending sexual images. A groomer might work on building a relationship with a child or may try to quickly deceive them. Most frequently, grooming occurs over a matter of hours/days rather than weeks/months.

For more information on the different types of grooming, visit: www.DanielMorcombe.com.au/safe-bedrooms.

Further information is also available on the eSafety Commissioner website: Child.grooming.and.unwanted.contact..1.eSafety.Commissioner.

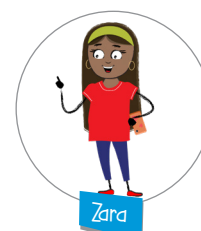
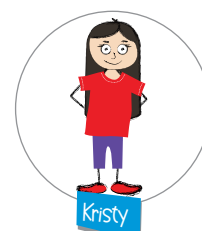
1. Suspicious behaviour online may include online grooming. The term 'grooming' is not used during the resource.
2. For more information on Safety Networks, visit <https://danielmorcombe.com.au/keeping-kids-safe-resources/>.

Reporting/Mandatory Reporting

Each state and territory has specific guidelines on how to report suspected child abuse and neglect³. Certain groups of people are required by law to report any suspicion of abuse or neglect. The CFCA Resource Sheet: [Mandatory Reporting of Child Abuse and Neglect](#) has further information and guidelines. Your school/organisation will have a Child Protection Policy with the steps that you need to take to report suspicions that a child has been harmed. This will be different in each Australian state or territory.

That's Suss: Who's Who?

Three interactive pathways follow Millsy, Charlotte and Jandamarra as they learn to navigate suspicious situations online. Their safety helpers Morky, Kristy and Zara teach them how to **recognise** red flags, **react** to their body clues and **report** what has happened.



How to use That's Suss

- Use **That's Suss as a whole class**. Go through the interactions and quizzes together. You could pause at key questions and ask students to use whiteboards to share what they think the character should do.
- Include **paired or individual** access to the resource. Have discussions to explore the choices made and answers given.
- Use on **multiple occasions** with your students to enable exploration of each pathway.
- Set it as a **homework task** (if there is access to devices at home). Encourage discussion with parents/carers.
- Use with a **guided group** or on a **1:1 basis** to support students you have identified are vulnerable online, or who may be experiencing similar situations online. Share with parents/carers and your Guidance Officer to support consistency of messaging.

Conversation Starters


The following conversation starters could be used to explore That's Suss with your students:




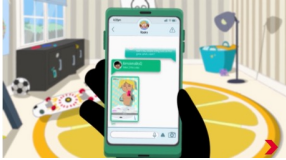


- Why do you think Millsy/Charlotte/Jandamarra...?
- Could Millsy/Charlotte/Jandamarra have done anything differently here?
- Have any of your friends had something similar happen?
- What might you do if this happened to you?

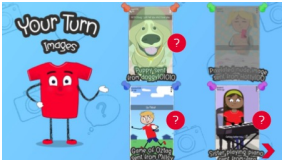



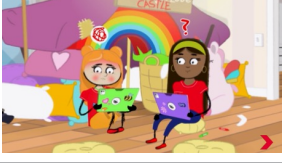
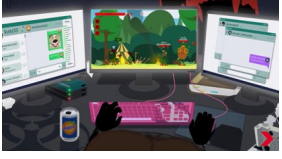
3. Further information can be found here: <https://aifs.gov.au/resources/resource-sheets/reporting-child-abuse-and-neglect>

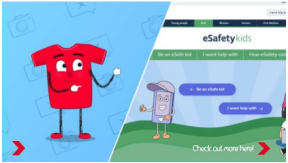
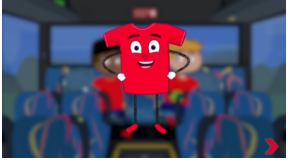
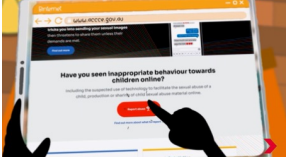
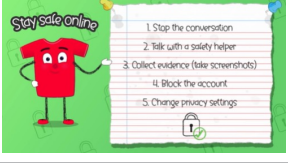

Key Learning Points within That's Suss

Each pathway covers areas that can support conversations about suspicious behaviour online and safety strategies. Key learning points include:

Key Learning Point	Where is it taught in That's Suss?	
<ul style="list-style-type: none"> • People online who are trying to trick children will use different tactics to get them to trust them: (RECOGNISE) • They may pretend to be someone they're not. • They may offer points or prizes to gain your trust. • They may try to isolate them from family and friends. 	<p>Millsy Pathway</p> <p>Rusty goes along with pretending to be Kyle (a friend from school) who Millsy assumes is the unknown player.</p> <p>Rusty is trying to offer Millsy compliments and a potion that will boost his game.</p> <p>Rusty is trying to isolate Millsy by keeping it a secret.</p>	
	<p>Jandamarra Pathway</p> <p>Jandamarra is chatting to an unknown user who is sending him inappropriate images and is asking for the same back. The unknown user turns out to be someone from the neighbourhood who has been approaching a number of kids in their network.</p>	
	<p>Charlotte Pathway</p> <p>Rusty plays on Millsy's assumption that he is their friend Kyle, and introduces himself to Charlotte as Kyle.</p> <p>Once he gets Charlotte to reciprocate an inappropriate photo he tries to isolate her by threatening to tell on her if she doesn't continue doing what he is saying.</p>	
<ul style="list-style-type: none"> • Body clues can help someone to notice that they are in an unsafe situation. (RECOGNISE) 	<p>Millsy Pathway</p> <p>The first interaction has the user identifying 10 possible body clues that Millsy may experience after his interaction with Rusty.</p>	

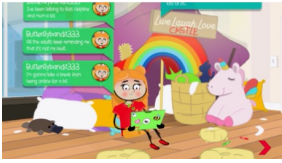

	<p>Jandamarra Pathway Upon reflection with Millsy about the situation, Jandamarra identifies some of his body clues and how the situation made him feel.</p>	
	<p>Charlotte Pathway We see Charlotte get body clues during her conversation with Rusty but she quickly ignores them and continues chatting and sending images to him. Her body clues heighten once she realises that Rusty's intentions are unsafe.</p>	
<ul style="list-style-type: none"> Never share personal information online. Either with strangers or with people they think they know in the offline world. (REACT) 	<p>Millsy Pathway Rusty is trying to get Millsy's personal details under the guise of needing the details to give him a prize to help his game.</p>	
	<p>Jandamarra Pathway Hotty100 has been sending Jandamarra inappropriate images in the hopes that he will share the same back to him.</p>	
	<p>Charlotte Pathway At the beginning of Charlottes path we see her provide Rusty with personal details of Millsy to someone she thought she knew. Charlotte then goes on to share pictures of herself with Rusty as he is promising to get her a modelling gig with his uncle.</p>	
<ul style="list-style-type: none"> Stop chatting to someone unknown and block their profile. (REACT) 	<p>Millsy Pathway Once Millsy has reached out to his Safety Helper, Kristy, they go through the steps to block and report the unknown user.</p>	

	<p>Jandamarra Pathway</p> <p>One interaction gets the user to identify a suspicious message which is an image of a dog but is from an unknown user. The image itself is not dangerous but is a way that groomers will try to gain trust of a child.</p>	
	<p>Charlotte Pathway</p> <p>Once Charlotte realised that Rusty didn't have good intentions, she reached out to her Safety Helper, Zara, for guidance on what to do and how to block the user.</p>	
<ul style="list-style-type: none"> Children should speak to a safety helper if they feel unsure about something. (REPORT) 	<p>Millsy Pathway</p> <p>When Rusty tells Millsy to keep it a secret, Millsy reaches out to Kristy, one of his Safety Helpers.</p>	
	<p>Jandamarra Pathway</p> <p>Zara, one of Jandamarra's Safety Helpers, approaches Jandamarra to talk about the situation and what they should / shouldn't do. Jandamarra also seeks additional support by talking to Kids Helpline.</p>	
	<p>Charlotte Pathway</p> <p>Once Charlotte realises that she may have done the wrong thing she reaches out to her Safety Helper, Zara, for guidance on what to do.</p>	
<ul style="list-style-type: none"> Often the same online groomer will target lots of children. They may pretend to be someone they are not. 	<p>All Pathways</p> <p>Rusty is the online creep who targets Millsy, Jandamarra and Charlotte. He uses a range of strategies to target each child.</p>	

<ul style="list-style-type: none"> Online grooming and unsafe situations can be reported to ACCCE and eSafety.⁴ (REPORT) 	<p>Millsy Pathway At various points Morky pops up and advises Millsy about the ways eSafety can assist in situations like this. Millsy's Safety Helper, Kristy, shows Millsy how they can report this unknown user to ACCCE.</p>	
	<p>Jandamarra Pathway Morky explains that eSafety can assist us if we have shared images online that we shouldn't have.</p>	
	<p>Charlotte Pathway Morky explains the ways that a Safety Helper, Kids Helpline and eSafety can assist Charlotte in this situation.</p>	
<ul style="list-style-type: none"> Make accounts private. Check the settings on accounts across all platforms.⁵ 	<p>Millsy Pathway Morky explains to the user during the animation that they should update their privacy settings.</p>	
	<p>Jandamarra Pathway Jandamarra looks at the ways he can update his settings and what he can do to help protect his privacy with Morky.</p>	

4. **Blocking:** Before you block someone or delete posts, make detailed notes about what has been shared. Copy the site URL's or the account address, user profiles, write down the date and time they contacted you. Further information can be found here: <https://www.esafety.gov.au/report-online-harm/summary-table-what-you-can-report-and-how>.

5. **Check privacy on accounts regularly** as new features can be added to games and apps etc. Do this together to start a discussion about privacy. Encourage them to take ownership of this.

	<p>Charlotte Pathway Charlotte looks at the ways she can update her settings and what she can do to help protect her privacy with Morfy. She also decides to take a break from being online.</p>	
<ul style="list-style-type: none"> There is nothing embarrassing about being tricked online and it is never too late to ask for help. 	<p>Each of the three pathways ends with a 'Remember' stage where Morfy explains to the user that there is nothing embarrassing about being tricked online.</p>	

Online Safety Tips

- Make time for covering key curriculum objectives.** There is a lot to cover in the curriculum and teaching about online safety can be 'squeezed out'. When planning your semester, term and week, find ways to link protective behaviours online to other curriculum areas. For example, when teaching digital technology weave through strategies about online safety.
- Teach students how to make their accounts private.** Model checking the settings on their accounts across all platforms. It's important to do this regularly as new features can be added to games and apps etc. Do this together to start a discussion about privacy.
- Open up conversations.** Let students know that they can come to you about anything that is troubling them online. You're there to help support them and keep them safe. A 'Communications Box' can be a useful way of supporting conversations from students.
- Teach students how to build a safety network.** Discuss who students could talk to if they ever felt unsafe. We recommend choosing five adults who will listen to the child, believe them and help them to be safe.

Accessibility: Closed Captions

Throughout That's Suss: eSafety Challenge users can add closed captions. To switch on the closed captions option, use the CC button next to the play and pause buttons on the bottom right of the player head.



Curriculum Links

The resource supports the teaching of key concepts in the **Version 9 Australian Curriculum (HPE)**: Personal and Community Health strand, sub strand Making Healthy and Safe Choices. AC9HP6P08: analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (Years 5-6). Content descriptors and elaborations covered include:

Year 4

Personal, social and community health

Making healthy and safe choices

AC9HP4P08

Describe and apply protective behaviours and help seeking strategies in a range of online and offline situations.

Elaborations (optional):

- Identifying a range of help seeking strategies to negotiate positive outcomes when challenging situations, such as reporting negative or harmful online behaviour by seeking help from trusted adults.
- Proposing strategies for managing online safety by recognising when they feel uncomfortable or unsafe, and identifying steps for reporting negative or harmful behaviour.
- Discussing different protective behaviours and help seeking strategies characters in texts use to keep themselves and others safe.

Year 5-6

Personal, social and community health

Making healthy and safe choices

AC9HP6P08

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

Elaborations (optional):

- Examining ways to normalise and de-stigmatise help seeking behaviour so all students feel more comfortable and confident to seek help when needed.
- Discussing strategies for maintaining online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour.
- Exploring actions they can take when they feel unsafe when online; for example, who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions.
- Proposing strategies they can use if they witness others in unsafe situations, such as accessing support networks or telling an adult they trust.

Teaching Scepticism

Remind children that not everyone on the internet is safe. It's best to be sceptical about people's intentions. Suspicious ('Suss') behaviour by someone online may include: asking to keep the conversation secret, asking if anyone else uses their device, asking for private information such as where they live, or where they go to school, giving lots of body compliments or asking questions about their body/using sexual language. It may also include asking for photos, offering presents, gift vouchers, or money for favours, offering them rare opportunities, like modelling, elite gaming teams or talking to their favourite celebrity.

That's Suss also covers learning areas outlined in state governments' Respectful Relationships programs. Including:

- Queensland Department of Education Respect program - Topic 3: Protective Behaviours, Theme B: Recognise, respond, report safety in online contexts. Key concept: Recognise and assess risk in online contexts and report concerns.

Topic 3: Protective behaviours ⁶	
Theme B: Years 5-6	Recognise, respond, report safety in online contexts.
Key Concepts:	Recognise and assess risk in online contexts and report concerns.
Learning Intent	<p>Students will:</p> <ul style="list-style-type: none"> • Understand how to recognise and assess, respond and report risky situations, in online contexts. • Identify preventative strategies for safety for self and others, in online contexts. • Identify help seeking strategies including how to access and communicate with support services in the school, local community and online services. • Practice responding to risky situations, including bullying, sexual harassment and assault online.

Related curriculum areas covered in the resource include:

- **NSW curriculum** - Years 5-6 (page 7). "Identify safe and unsafe behaviour."
- **VIC curriculum** - Topic 6: Help Seeking. "Students normalise help seeking behaviour, students identify strategies for peer support and peer referral, students identify sources of help for children experiencing a range of problems."
- **SA curriculum** - Years 3-5 (page 30). " Students learn strategies to remain safe in the digital and online world. They learn about media classifications or video media and computer games and explore the use of photographs and images. Explicitly covered are issues of someone taking photographs of children when it is not ok to do so, and the sending of rude pictures using the internet or a mobile phone."
- **SA curriculum** - Year 6 (page 32). "Students explore online abuse and abuse using mobile phones and consider how they can be positive digital citizens."
- **NT Respectful Relationships program** - <https://education.nt.gov.au/support-for-teachers/nt-social-and-emotional-learning>
- **TAS curriculum** - Years 3-4 Module 3.
- **WA curriculum** - Years 3-4 in focus area 3. "Children develop an understanding that while many secrets can be fun and exciting, some secrets are unsafe to keep. The difference between ok and not ok secrets, together with the concept of threats, are explicitly taught so that children can identify unsafe secrets, or secrets they are not sure about, and seek help from a trusted adult."

It is advised that this resource is used as part of a range of lessons to teach these important areas of learning. Further guidance can be found here: [Best Practice Framework for Online Safety Education | eSafety Commissioner](#).

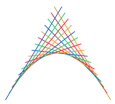
6. Taken from Queensland (Department of Education)2022. Respect: Respectful Relationships Education for Queensland Schools, Scope and Sequence – Learning Intentions

Recommended resources and further information



eSafety: the internet is an ever-changing world. eSafety have a comprehensive website with resources, lesson ideas and video. <https://www.esafety.gov.au>

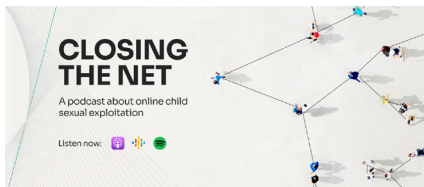
eSafety Commissioner can support with removing peer-shared images online. <https://www.esafety.gov.au/report>



Australian
Centre to Counter
Child Exploitation

Australian Centre to Counter Child Exploitation (ACCCE) is part of the Australian Federal Police (AFP). You can report inappropriate behaviour toward children online to them. <https://www.accce.gov.au/report>

They also have information about grooming as they are the lead government agency in dealing with child exploitation/grooming. <https://www.accce.gov.au/help-and-support/what-is-online-child-exploitation>



Closing the Net is a free podcast series for parents.



Jack Changes the Game deals with the topic of online grooming.



Kids Helpline provides a free, confidential support service online and over the phone. <https://kids helpline.com.au/kids> or **1800 55 1800**.



Daniel Morcombe Foundation provides free resources and factsheets with further information. <https://www.DanielMorcombe.com.au>
<https://danielmorcombe.com.au/fact-sheets/>

Creating a **Safety Network** and reporting to Safety Helpers are referenced throughout the resource. More information is available here: <https://danielmorcombe.com.au/keeping-kids-safe-resources/>

Each year, the Daniel Morcombe Foundation produce '**Australia's Biggest Child Safety Lesson (ABC SL)**'. 'ABC SL 2020 Upper Primary' teaches explicit strategies about online safety: <https://danielmorcombe.com.au/keeping-kids-safe/keeping-kids-safe/australias-biggest-child-safety-lesson/>



Youth Law Australia provide free confidential legal service for young people aged under 25. They have separate pages for each jurisdiction. <https://yla.org.au/qld/topics/health-love-and-sex/consent/>

Need support or more information?

- If you believe a child is in danger call **Police 000**
- Resources to teach child safety skills to children and young people are available from the **Daniel Morcombe Foundation website**.
- Responding to a disclosure of abuse.
- Report a scam

1300 326 435

DanielMorcombe.com.au