

**FOR
TEACHERS IN
SECONDARY
SCHOOLS**

ACTIVITY OVERVIEW

You can use the conversation starters as part of a whole-class discussion or adapt them into an interactive, activity-based lesson.

The content provided in this guide aligns with Victorian Curriculum 2.0 Digital Literacy, within the element of Practicing Digital Safety and Wellbeing.

SUB-ELEMENT	LEVEL 7 AND 8	LEVEL 9 AND 10
Managing online safety	- Identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online tools - Recognise when to stop engaging in negative online social interactions	- Engage in safe, legal and ethical online behaviour and defuse negative online social interactions - Recognise the benefits and risks of anonymity online
Managing digital privacy and identity	- Recognise that their digital footprint is valuable and used by online tools for targeting, and that data shared online is no longer under their control - Consider who they trust with their data and review privacy policies before giving consent, and seek consent before sharing online	- Recognise that their actions contribute to their passive digital footprint - Manage their digital identity by controlling privacy, connections and group settings, and curating posts - Consent selectively to data collection after assessing the benefits and risks of an online tool privacy policy
Manage digital wellbeing	- Develop routines to support their balanced and constructive use of digital tools - Identify indicators of unhealthy usage	- Self-regulate the use of digital tools to purposefully enhance their wellbeing - Identify and analyse how tools are designed to capture their attention

CONVERSATION STARTERS

The below conversation starters can help prompt students to explore their own digital wellbeing. These can be used across year levels.

THEME Managing Online Safety	
DISCUSSION QUESTION ?	POTENTIAL DISCUSSION AREAS 
Have you ever seen a comment or post that made you uncomfortable? What are some ways to respond when you see something harmful online?	- Reporting the content - Talking to a trusted adult - Muting/blocking users - Supporting the person affected
Do you think people behave differently online compared to in person? How can we make online spaces safer?	- People may feel anonymous and say things they wouldn't in real life - Encouraging respectful behaviour - Creating or following group rules - Thinking before posting

THEME Managing Digital Privacy & Identity	
DISCUSSION QUESTION ?	POTENTIAL DISCUSSION AREAS 
What do you think your digital footprint says about you? How do you think future employers, schools, or friends might perceive you based on what you share?	- Accounts reflecting hobbies and in real life interests - Posting things that they may now be embarrassed of, or not want a future employer to see - Awareness of digital permanence
Have you ever thought about who has access to your data when you sign up for an app or social media website? What are some ways you can take control of your privacy?	- Social media algorithms - Reading privacy settings - Being selective with sharing data - Using private accounts - Noticing when apps ask for permissions

THEME Managing Digital Wellbeing	
DISCUSSION QUESTION ?	POTENTIAL DISCUSSION AREAS 
Have you ever felt like social media or screen time has affected your mood or energy? What helps you find balance?	- Feeling tired or low after scrolling - Turning off notifications - Using screen time limits - Doing offline hobbies like sport or art
How do apps and websites try to keep you online for longer? What are some ways to take back control of your time?	- Autoplay, endless scroll, reward notifications - Mindful usage, screen-time apps, digital detox breaks - Setting app timers - Healthy boundaries

CREATING A LESSON

Write each conversation starter on butchers paper and place them around the room. Have students move in small groups between the questions. At each station, prompt students to reflect and respond to the question on sticky notes or write directly onto the paper.

If required, the below questions can be used to prompt reflections:

- Why does this matter?
- What have I experienced?
- One thing we can do is...

After all groups have visited each station, come together for a whole-class debrief. Encourage open discussion, share key takeaways, and highlight any common ideas or surprising differences.

LESSON STRUCTURE

STAGE	TIMING	DESCRIPTION
1	5 mins	Introduce the learning activity and learning objectives. Acknowledge social media and being online is a big part of everyone's lives – with both positives and negatives. Remain balanced, non-judgmental and create safety for discussion. Remind students to also be non-judgmental of each other's experiences. Establish respect and care amongst students. Divide the class into groups of 2 – 5 students, assigning each group to a question paper. Explain that each group will rotate through the butchers paper and add to previous responses and reflections.
2	45 mins	Begin the activity and allow groups to reflect on conversation starter questions. If requiring support, use prompting questions to start thinking: • Why does this matter? • What have I experienced? • One thing we can do is... Allow 5 minutes on each station before rotating groups. NOTE: Students may share distressing experiences. It is important to acknowledge what they have shared but not discuss this in the classroom environment. You may want to prompt a further discussion with the student outside of the group setting. If you are concerned, you can connect the student with your school's wellbeing team.
3	10	Bring students back for reflections and key takeaways. Ask for 3-5 (what time permits) volunteers to share a key learning or discussion area from their group. End class.

MATERIALS REQUIRED

Student:

- Optional – pre-reading of [ScrollSafe for teens](#).

Teachers:

- Pre-reading of [ScrollSafe for teachers: Social media and youth mental health fact sheet](#)
- Butchers paper*
- Writing materials
- Optional – sticky notes

*Teacher required to prepare the butchers paper with questions before lesson. Arrange butchers paper around the classroom.

www.orygen.org.au/Training/Resources/digital-technology/ScrollSafe

LEARNING OBJECTIVE

Students will explore their real-life experiences of the online world to identify strategies to manage their online safety, digital privacy and identity, and digital wellbeing.

SUCCESS CRITERIA

- I can identify strategies to manage my online safety.
- I can describe my digital footprint and how to protect my privacy online.
- I can reflect on how spending time online impacts my wellbeing.



ORYGEN'S SCROLLSAFE GUIDE FOR STUDENTS

Download and print Orygen's ScrollSafe for teens!

ScrollSafe for teens takes young people through 10 tips, tricks, and advice to create safe social media environments that support their mental health and digital wellbeing.

ScrollSafe for teens can be printed and displayed in school wellbeing hubs, libraries, and other common areas.



[www.orygen.org.au/
Training/Resources/
digital-technology/
ScrollSafe](http://www.orygen.org.au/Training/Resources/digital-technology/ScrollSafe)



DEPARTMENT OF EDUCATION RESOURCES

Mental Health and Wellbeing Toolkit for schools
www.vic.gov.au/mental-health-and-wellbeing-toolkit

Policy and Advisory Library:
www2.education.vic.gov.au/pal

Digital learning Policy:
www2.education.vic.gov.au/pal/digital-learning/policy

Acceptable Use Agreement Template:
www2.education.vic.gov.au/pal/digital-learning/resources

Safe Socials:
www.vic.gov.au/safe-socials

RELATED ORYGEN RESOURCES

ScrollSafe for secondary school teachers.
[www.orygen.org.au/Training/Resources/
digital-technology/ScrollSafe](http://www.orygen.org.au/Training/Resources/digital-technology/ScrollSafe)

Social media & young people report:
[www.orygen.org.au/Orygen-Institute/Policy-Areas/Social-
and-environmental-factors/Social-Media-and-Young-People](http://www.orygen.org.au/Orygen-Institute/Policy-Areas/Social-and-environmental-factors/Social-Media-and-Young-People)

Chatsafe for educators: [www.orygen.org.au/chatsafe/
Resources/chatsafe-for-educators](http://www.orygen.org.au/chatsafe/Resources/chatsafe-for-educators)

OTHER INFORMATION

eSafety Commissioner:
www.esafety.gov.au

PROJECT ROCKIT In Real Life:
www.projectrockit.com.au/irl

Reach Out for schools:
<https://schools.au.reachout.com>

REFERENCES

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2. Dockery M, Duncan A, Mavisakalyan A, Sanchez Arenas V, Twomey C, Loan Vu L. Youth in focus: Navigating Wellbeing in a Changing World [Internet]. Perth, Western Australia: Bankwest Curtin Economics Centre; 2025 Mar [cited 2025 Mar 19] p. 1-168. (Focus on the States Series). Available from: <https://bcec.edu.au/assets/2025/03/BCEC-State-Report-Youth-in-Focus-2025-WEB.pdf>
3. Dumitrescu M, Dumitrescu N, Turliuc S. The Social Media Addiction: What Have We Learned So Far? – A Review. BRAIN. 2023 Mar 9;14(1):117–37.

AUTHOR

Zoe Nikakis, Project Coordinator, Social Media Education, Orygen

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Betty Do, Peer Work Trainer, Orygen RTO

Jemma Lee, Clinical Consultant Educator, Knowledge Translation, Orygen

Logan Liddell, Peer Work Trainer, Orygen RTO

Sophie Ratcliff, Clinical Consultant Educator, Knowledge Translation, Orygen

Stephanie Stewart, Clinical Consultant Educator, Knowledge Translation, Orygen

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IF YOU'D LIKE MORE
INFORMATION ABOUT
ORYGEN, PLEASE CALL
+61 3 9966 9100 OR
SEND AN EMAIL TO
INFO@ORYGEN.ORG.AU
ORYGEN.ORG.AU

ORYGEN LTD

35 POPLAR ROAD
PARKVILLE VIC 3052
AUSTRALIA

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