

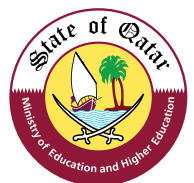


سيف سبيس  
Safe Space

# DIGITAL LITERACY CURRICULUM



**TEACHERS & TECHNICAL STAFF'S  
WORKSHOP NOTES**  
GUIDING STUDENTS ON CYBER  
SAFETY



# Workshop Notes

**Note:**

The purpose of these Workshop Notes is to recap and summarize the different concepts that were delivered throughout the workshop. The Workshop Notes can be utilized as a reference in the future by serving as a reminder of the key concepts and as a document to share with family and friends.



# Cyber Safety For Teachers & Technical Staff

**Cyber safety** is the safe and responsible use of Information and Communication Technology.

**When teaching cyber safety remember:**

1. Do not scare students.
2. Give examples for situations you discuss – it makes them more real.
3. Talk about the benefits of IT and add some hints about the threats – remember not to reverse the proportions.
4. In your teaching practice mention cyber safety issues from time to time to give students a chance to get familiar with them
5. Use “Hints for parents” and “Hints for students” Workshop Notes – they have been created to assist cyber safety teaching.

**Ask yourself these questions:**

1. What can happen to students when they chat with strangers?
2. What kinds of pictures can get our students into trouble? Why?
3. Who uses the internet? Do only decent people have access to internet?
4. Can our students tell right from wrong with 100% certainty?
5. What can I do about that? How can I influence my student’s cyber space experience?

Before you start talking to the students about cyber safety you have to be convinced that it is really important and really worth talking about.

**Useful links:**

- <http://www.safespace.qa/en/home.aspx> – MOTC’s website devoted to cyber safety
- <http://www.fosi.org/> – Family Online Safety Institute’s website – useful hints and current events
- <http://www.ictqatar.qa/enMOTC's website> – useful contacts, current events, news from IT world
- <http://www.stopcyberbullying.org/index2.html> – anti-cyberbullying website, resources, tips and news
- <http://www.connectsafely.org/> – resources, tips, forums

# Cyber Bullying For Teachers & Technical Staff

**Cyber bullying** is writing, posting and popularizing in the cyberspace different data with the intention of causing harm to another person or group of people. This term is used for the phenomenon including children or youth. For the adults there is another term – cyber harassment. It has very negative influence on our mood and our sense of safety and any case of cyber bullying should be reported and should not be tolerated.

**Cyber bullying** is very bad and no one has right to cyber bully others. Fortunately, all cyber bullies leave marks online and they can be easily tracked. The only thing you need to do is to report them – tell your teachers or parents or any adults that you trust.

#### **What does a cyber bullied person feel?**

All the bad feelings. It is different for different people but the common thing is they do not feel safe.

#### **What can we do as bystanders?**

Report cyber bullying, support the victim, isolate the victim from the offender (e.g. take the victim with you to go report cyber bullying), explain to the victim it's not their fault, talk to the parents of the other student involved. Stay calm and supportive. Look for solutions not revenge or punishment.

#### **What makes the cyber bullies be cyber bullies?**

Different things. Sometimes they are weak and they want to hide it. Sometimes they have some trouble and they want to take revenge on the whole world.

#### **Examples:**

1. Writing bad messages.
2. Sending bad pictures.
3. Posting untrue information about others
4. Using bad language talking to people online.

#### **Who can be a cyber bully?**

Weak people who want to defend their position through being mean to others. People who don't know or don't want to obey the social rules of life.

#### **Who can be cyber bullied?**

Everyone. There are different reasons for cyber bullying but each of us can face it one day. That's why it's so important to give support to a person being cyber bullied. We might also need it one day.

#### **Who can fight cyber bullying?**

All of us. And we are all obliged to react. Only this way can we make cyber bullies stop being mean to others.

### What do we do as teachers?

1. Talk to students BEFORE we discover cyberbullying. Prevention is better than cure.
2. Have our eyes wide open to notice cyberbullying as early as possible.
3. Separate the victim from the offender.
4. Talk to the victim and to the offender.
5. Inform parents and talk to them in person (even if we think the problem is gone, we inform the parents – they have right to know and also it decreases the possibility of reoccurrence of cyberbullying).
6. Monitor the behaviour of the involved parties very carefully.
7. Keep talking about cyberbullying to all students.

### Talking to a bully:

1. What if someone bullied you – what would you feel?
2. What will your parents say about what happened? Why would they say so?
3. What rules of school life have you broken (even if the bully thinks there was nothing wrong with his/her behaviour – show him the rules he/she has broken).
4. Who did you hurt with your behaviour? Who will be disappointed or angry because of what you did? (The victim, parents, principal, teacher, other students etc.)
5. What can you do in future to avoid disappointing and hurting others? (Discuss, ask teacher for help, talk to parents etc.)



# Digital Fingerprint For Teachers & Technical Staff

**Digital fingerprint** is “a mark” you leave online each time you use internet. All devices have their specific encoded “ID’s” (e.g. IP number for computers) and therefore all actions taken with use of them can be traced.

Once information, files or any content goes online, there is no way of erasing it completely. For regular people it might be difficult, but for trained specialists working on internet protection it is not a problem to find out who and when and from where is, for example, sending upsetting emails to a person.

## **How much time does it take for the deleted data to disappear from the cyber space?**

Forever. It never disappears. Imagine your email. When you delete an email it goes to recycle bin. And stays there. You can delete it. Where does it go? To the main server. You can say it goes to a bigger bin each time you delete it from the smaller one. It’s the same with all information online. You can move it to “a bigger bin”. Yes, it makes it more difficult to get them back. But it is not impossible. So – THINK before you put anything online. And try to predict if you will still be happy those things being available online in ten years from now.

## **Examples:**

1. If you put your picture online it stays there even when you are an adult.
2. Anyone can change the things you put online and blame you (e.g. draw something on your picture to make you look silly).
3. Your digital fingerprints are part of your online reputation – if you put inappropriate movies online everyone can see you put it and people will start thinking badly of you.

Make the students realize they can be traced and they are not anonymous whenever they do something online.

Make students realize that the rules in the cyber space are just the same as in real world – they are adjusted but they are not different rules – what is prohibited offline is also prohibited online.

# Online Reputation For Teachers & Technical Staff

**Online Reputation** is the opinion about yourself you build online through posting data, interacting with people, sending messages, signing in to different websites etc.

**Online reputation** is very important for several reasons:

1. This will influence the way people will receive us in private life.
2. This will also be searchable to future employers and will affect their judgment.
3. Once we are adult and experienced, our children or employees can also see it and make judgments.
4. For ourselves, we usually prefer to see ourselves as decent people doing the right things in life. Doing something that destroys our online reputation is in opposition to that goal and in a further perspective is usually to be regretted.

### **How much time does it take to build an online reputation? When is it ready?**

Forever. It is never "ready". Building an online reputation is a process that never stops as long as you keep using your computer, mobile phone or other devices with internet connection.

### **Examples:**

1. If you post scientific papers people can think of you as a scientist.
2. If you post party pictures of yourself people might think you are not modest enough.
3. If you post animal pictures people will think you like animals.

4. If you post music people will know you like music but they will probably also pay attention what kind of music you listen to.

**And what if** I find out my students are trying to destroy online reputation of their classmates?

Contact school IT staff and ask for support. Contact the parents of the students involved – they have right to know and they are also in a position to take steps. There is always a procedure for reporting misuse of a website.

Ok, but **it's** already there! I want it to disappear!!

We're sorry to inform you that the information you put online usually stays online. The professionals can do their best to hide it and protect it from the view of other people but there is never 100% guarantee.

So again, the best advice to take good care of your online reputation is: **Think before you click!** Your students should always be aware of the fact that anything they put online stays there and therefore they should also be careful with whom they share pictures or any other information as people can sometimes use it against them.

**Talking to students about online reputation** do not start from warnings and rules. Ask them to imagine themselves for example being thought of as irresponsible and unreliable. Ask them to imagine themselves making a funny face in front of a large audience. Describe a couple of similar situations and allow your students to imagine what they would feel. Let them feel it really strongly.

Only when you see they seem to be concerned – tell them that this is why we need to protect our online reputation. If we don't do it we can post our pictures showing us walking on a roof

**Useful links:**

- <http://www.datesafeproject.org/2012/protecting-your-teens-online-reputation/> – protecting your reputation hints.
- <http://www.parentinghelpme.com/parenting-help/how-to-protect-your-family-online-reputation/> – different parenting tips.
- <http://blog.schoollibraryjournal.com/neverendingsearch/2011/11/08/protecting-your-reputation-online-4-things-you-need-to-know/> – reputation tips for teachers.
- <http://www.safetyweb.com/blog/social-networking-should-teachers-friend-students-online/> – reputation tips for teachers' own use.

top – which would make us look irresponsible. We could also post a picture of ourselves making a funny face during birthday party. But do we really want it to be seen by all viewers of our account? We have to decide and manage our online reputation according to that decision.





# Privacy Settings For Teachers & Technical Staff

**Privacy settings** are the parameters of your account in different services which determine others access to your account.

Use privacy settings to limit others access to your data.

Privacy settings depend on what you want to reveal. Do not rely on what “everyone says”. Use your own judgement and sense of modesty. Remember your profile is your “online territory” and you set the rules.

If there are no such icons and we cannot find the privacy settings – we can try contacting the service provider.

The process of adjusting the settings is quite simple – just follow the hints and read carefully the descriptions of different functions. Privacy settings are just one of the ways of protection – we shouldn’t forget about antiviruses, strong passwords and being simply careful with whatever we do online. Privacy settings protect us from the external influence or access but they do not decide for us what to do or what not to do!

Having any problems with adjusting privacy settings – ask the school IT staff for assistance. You can also look for some tips online.

**Looking for privacy settings of any service you should be looking for icons similar to those presented below:**



#### Useful links:

- <http://www.facebook.com/help/privacy> – Facebook privacy settings help.
- <https://www.privacyrights.org/fs/fs18-cyb.htm> – general hints on privacy settings.
- <https://www.eff.org/wp/effs-top-12-ways-protect-your-online-privacy> – defending your rights in digital world - hints.
- <http://www.edutopia.org/online-school-security-privacy> – some additional resources on youth and IT.

# Parental Control For Teachers & Technical Staff

**Parental control** are the settings parents can adjust to manage the way their children use computers and services.

The name “Parental controls” can be misleading as those settings are equally useful for teachers. So do not avoid this tab just because it suggests parents as the primary users.

The sample icons for parental controls panel are:



As teachers we should explore cyber space and look for news for ourselves but we should also keep in mind that parents and students often count on us as mentors, facilitators and advisers. Therefore it is very important that we know where to find parental controls, how to adjust them and why we need them at all.

**Important!** Even very young children use mobiles and PC's. Sometimes we are quite

#### Useful links:

- <http://support.mozilla.org/en-US/kb/block-and-unblock-websites-with-parental-controls> – useful hints for Firefox.
- [http://www.nintendo.com/consumer/systems/wii/en\\_na/ht\\_settings.jsp](http://www.nintendo.com/consumer/systems/wii/en_na/ht_settings.jsp) – Wii parental controls.
- <http://www.hightechdad.com/2011/08/05/10-ideas-for-facebook-parental-controls-and-what-you-can-do-until-they-are-there/> – some more hints (not only) for fathers.

confident they wouldn't be able to use it without our help so we do not set passwords, we do not adjust parental controls and in general – we do not even switch off the devices when leaving them unattended... This is a serious mistake! One day we might discover we underestimated our child's abilities and come across our offspring playing with our smartphone or laptop. To avoid such situation it's much better to protect the devices and only allow as much access as we want.

**Talk to parents!** Make them aware how important this is to use parental controls. Explore the adjustments on your own and then teach parents how to use it. They count on you. Remind parents that they need to manage their children's time and limit the time they spend online. They also need to decide what is and what is not allowed online for the children in their family. This is their right and their obligation! And your right and obligation as a teacher is to support them.

# Netiquette For Teachers & Technical Staff

**Netiquette** is derived from two words – network and etiquette – this is a new word describing the set of rules of cyber space.

The netiquette is a specific code similar to everyday etiquette but has some additional components. For example some expressions that are allowed in online environment might be considered to colloquial when used offline.

**There are a lot of different unique Netiquette rules. Here are some of them:**

1. Capital letters = screaming (and therefore not really polite).
2. Abbreviation allowed and welcome (LOL, C U, ASAP).
3. When copying someone's message on Twitter – put RT before the message to give credit.
4. No bad language.
5. Sending the same thing multiple times is spamming. It's annoying and forbidden in cyber space.

**How to get to know more about Netiquette?**

1. Browse the useful links below and extend your search by browsing similar terms (online rules, rules of chatting, dos and don'ts of the internet etc.)
2. Listen to your children/students – they are

**Useful links:**

- <http://www.studygs.net/netiquette.htm> – Netiquette rules.
- <http://www.albion.com/netiquette/corerules.html> – more Netiquette rules.
- <http://www.internetslang.com/> – internet slang.

3. Observe other users and ask questions.
4. Analyse rules of regular life – most of netiquette rules come from there.

**What to do when I think someone is breaking the Netiquette and I want to do something with?**

You can ask more experienced users of the particular website or internet community, you can block the person from your contacts, you can report the person, and you can write to support or contact the admin.

**What if I feel I have broken the Netiquette?**

First, do not do it again. Second, apologize to other users affected. Third, if it was really serious – try to contact the admin and ask for assistance in i.e. erasing data.

**Remember** Netiquette is changing every day as the online environment is very lively and fluctuating. Do your best to stay up-to-date so that your students or children can rely on you as facilitator and be able to explore the cyber space together with you.

# Internet Addiction For Teachers & Technical Staff

**Internet addiction** is a term describing a condition when a person uses internet extensively and the use of IT devices affects normal life in a destructive way.

## Symptoms that should alert us:

1. A child talks a lot about his/her online friends and activities.
2. A child stops seeing his/her friends in real life.
3. A child fails to do homework.
4. A child forgets to change clothes, doesn't care about hygiene anymore.
5. A child reacts with aggression when we try to interrupt online activities.

## What can I do as a teacher?

Talk to parents. Suggest talking to the child. Monitor the situation together with the parents. If the symptoms don't start fading – suggest consulting a psychologist.

**Remember** to tell the parents this is good they want to help their child and that they shouldn't be nervous or ashamed of going to a specialist, as this only shows how devoted parents they are.

IT is not source of all problems and diseases! It is possible to get addicted but it is also possible

## Useful links:

- [http://www.netaddiction.com/index.php?option=com\\_bfquiz&view=onpage&catid=46&Itemid=106](http://www.netaddiction.com/index.php?option=com_bfquiz&view=onpage&catid=46&Itemid=106) – internet addiction test and other resources.
- <http://www.apa.org/monitor/apr00/addiction.aspx/> – article on internet addiction.
- [http://www.helpguide.org/mental/internet\\_cybersex\\_addiction.htm](http://www.helpguide.org/mental/internet_cybersex_addiction.htm) – more information about addictions.

to prevent addiction from IT use. Everything we do can be harmful when used in a wrong way.

## Set rules in your classroom! ask parents to set them at home!

Students won't tell you they want you to do it but sometimes they really need rules. It helps them focus, it helps them find answers to their questions.

Internet addiction occurs when a person spends a lot of time in front of a PC or mobile – so manage your students' time.

Internet addiction occurs when a person fails to follow normal routines and fulfil duties because of spending time online – so arrange the environment so that you are watching the student at school and parents – at home not to start online activity before doing homework or other everyday obligations.

# Internet Games For Teachers & Technical Staff

**Internet games** are all games people play via internet.

As teachers we have to remember that games are a really important component of children's life. Our students learn and get to know the world through playing games. We, as adults, should help children choose the right games and join them playing to make sure they are safe but we shouldn't even think of banning games.

World is changing and so are the games. They are getting more and more complex and realistic and therefore sometimes even scary. We have to make sure our students can tell the difference between games they play and reality. How to do it? Talk to them. Ask them what they think is right and what's wrong about their character's behaviour.

There are different types of games and each of them has some benefits for the players. There are logical games and adventure. There are also flight simulators or online gaming communities like YoVille. All kinds of different tasks and challenges waiting for the players online.

Of course there are some threats. Some of the games involve players to the extent where they start losing connection with the real life. Some of the games enable real time interaction with other players and therefore potentially can

be a source of threats too. Such games allow talking, sending files or other interactions which can encourage potential offenders to misuse them.

We have to constantly remind the students that their morality and their principles are their pride and they should never forget about it.

As teachers we can use games to teach our students. We can use games to make the students cooperate. We can use games to inspire the students to develop their hobbies. Some games teach responsibility (all real time animal breeding games), some of them teach maths (Sudoku type of games), and some of them even teach medical terms (most of hospital simulation games).

Even the games we don't expect to teach anything useful – they also usually teach something. For example all car racing games teach students how to face failure. They also help to concentrate and overcome stress.

**Games are fun! Games are trendy! Games are a source of information! Games develop creativity! Games help to relax! Games help to make friends! Games are awesome!!!**

#### Useful links:

- <http://www.crazymonkeygames.com/> – free games.
- <http://www.clubpenguin.com/> – an online game for young children.



# Inappropriate Content For Teachers & Technical Staff

**Inappropriate content** is that which breaches norms or standards on social, religious, cultural or other grounds.

This is a very subjective term as it means one thing for an adult and something else for a child. Adults' tolerance of morally ambiguous content is higher than that of children.

Inappropriate content for children can also mean for example cartoons meant for an older age group (what's harmless for a 15 year old can be scary for a 4 year old).

Inappropriate does not necessarily mean illegal. It is important for us being teachers, as it leaves a lot of the responsibility on us. For example browsing the internet during a lesson we can have all possible privacy settings and parental controls adjusted but still our students can come across content that is not appropriate in Muslim culture. This is not illegal but this is also not something we would like our students to see. And definitely we wouldn't like to be forced to explain it to the student's parents...

To tell what is appropriate for our children or students we should first think if it's generally appropriate (so, if it meets the criteria of complying with the norms and standards of our social, religious and cultural life). If not

– we know for sure that it's inappropriate for our children. But if it is generally appropriate we have to consider additional issues – would it scare me if I was my child's age? Could it be misunderstood by a child and therefore for example encouraging risky behaviour? (For example hurting others in games).

**Do not** act impulsively if you suspect the content your student or child is watching is inappropriate! Talk to your child/student. Try to get to know what is happening. Try to check browsing history for some hints. Ask your child what he/she watched on YouTube recently and watch the reaction. As teacher or parent you will probably be able to sense that there is something wrong. Tell your child/student you are worried and you do not want him/her to be scared or nervous. Share your feelings and try to build an atmosphere of trust. Try to convince the child to tell you what happened.

If you won't succeed – observe your child/student and try to figure out yourself. You can also ask the IT staff of your school for assistance in finding some clues.

#### Useful links:

- <http://www.cybersmart.gov.au> – different cyber safety issues.
- <http://www.netSMART.org/InappropriateContent> – protect your child from inappropriate content.
- <http://www.google.com/goodtoknow/familysafety/abuse/> – reporting inappropriate content.

# Plagiarism For Teachers & Technical Staff

**Plagiarism** is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- To steal and pass off (the ideas or words of another) as one's own.
- To use (another's production) without crediting the source.
- To commit literary theft.
- To present as new and original an idea or product derived from an existing source.

What to do if we discover our child copied his classmate's homework and submitted as his own?

What to do if our student has rewritten a big part of Wikipedia and submitted it as his assignment?

What to do if our students keep copying content from each other and from online sources and find it normal and even funny?

Talk to them! Make them realize this is bad. Make them realize it's actually a crime. Stay calm but state your opinion clearly. If you are a teacher – talk to the parents.

#### Useful links:

- <http://kidshealth.org/kid/feeling/school/plagiarism.html/> – explanation of plagiarism for children.
- <https://www.indiana.edu/~istd/examples.html/> – how to recognize plagiarism?

**Important!** Give the children chance to improve. There is a possibility they didn't know how wrong their behaviour was. Ask them to never do it again and be really observant to check if they understood your message and obey the rules. If not – draw consequences.

Make the students understand that plagiarism is not a regular school activity. It's a crime and it harms other people and therefore should be punished if done on purpose and definitely **will be** punished if happens in your classroom.

Be very serious when talking to students about plagiarism. They often get messages from home or from the internet that there is nothing wrong in "borrowing" parts of somebody else's work to improve your own. There is nothing wrong in borrowing indeed! But borrowing includes asking for permission...

Any act of taking something that is not our without asking the owner should be called theft. Plagiarism is an act of taking pieces of somebody's work and presenting them as your own (without asking, of course).

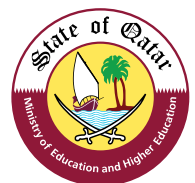


سيف سبيس  
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# DIGITAL LITERACY CURRICULUM



**TEACHERS & TECHNICAL STAFF 'S  
WORKSHOP LEARNER'S FEEDBACK**  
GUIDING STUDENTS ON CYBER  
SAFETY





# Learner's Feedback

Dear Teacher/Technical Staff Member,

You have just participated in one of MOTC Cyber Safety workshops. To help us improve the training we would like your opinion.

Thank you for your cooperation,  
Cyber Safety Team

**Name of school:** \_\_\_\_\_

**Your name:** \_\_\_\_\_

**Email / Phone Number:** \_\_\_\_\_

**Subject you teach:** \_\_\_\_\_

**Grades you teach:** \_\_\_\_\_

<b>YOUR OVERALL SATISFACTION WITH:</b>	(Lowest)			(Highest)
<b>WORKSHOP</b>	①	②	③	④
<b>TRAINER'S PERFORMANCE</b>	①	②	③	④



**1. TO WHAT EXTENT DID YOU ENJOY THIS WORKSHOP?**

(Didn't enjoy)

(Enjoyed very much)

①

②

③

④

**2. TO WHAT EXTENT WAS THE INFORMATION PROVIDED NEW TO YOU?**

(Not new)

(New)

①

②

③

④

**3. TO WHAT EXTENT DID THE WORKSHOP GIVE YOU OPPORTUNITY TO ASK QUESTIONS YOU WANTED TO ASK?**

(I didn't get opportunity to ask questions)

(I asked all questions I wanted)

①

②

③

④

**4. WHAT ACTIVITY FROM THE WORKSHOP DID YOU REMEMBER BEST? WHY?**

Your comment:

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**5. WHAT ACTIVITY SURPRISED YOU? WHY?**

Your comment:

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**6. WAS THERE AN ACTIVITY YOU FOUND UNNECESSARY?**

YES

NO

Your comment:

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**7. WAS THERE ANY TOPIC THAT WAS COMPLETELY NEW FOR YOU COVERED IN THE WORKSHOP?**

YES  NO

Which?

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**8. PLEASE COMMENT ON THOSE ISSUES CONNECTED TO THE WORKSHOP PRESENTED:**

Length:

Good  Too long  Too short

Your comment:

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Appropriateness:

(Inappropriate)

(Appropriate)

1  2  3  4

Your comment:

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New Ideas:

(No new ideas)

(A lot of them)

1  2  3  4

Reason behind your answer:

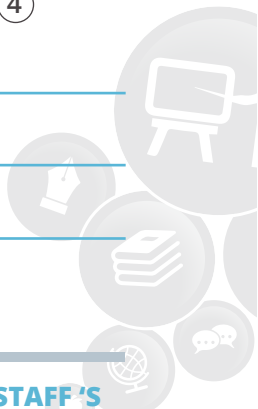
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Inspiration

(Not inspiring)

(Inspiring)

①

②

③

④

Reason behind your answer:

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Usefulness

(Not useful)

(Useful)

①

②

③

④

Reason behind your answer:

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**9. PLEASE USE THE SPACE BELOW TO WRITE ANY SUGGESTIONS YOU WOULD LIKE US TO CONSIDER WHEN IMPROVING THIS CYBER SAFETY WORKSHOP.**

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