

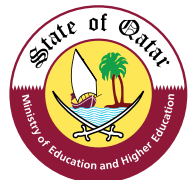


سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



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



Workshop Components

Note:

This document is inclusive only of the Workshop Guide. All other components for this workshop are listed below for the trainer's reference and can be found in the Teachers & Technical Staff Workshop file.

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Teacher and Technical Staff Workshop PowerPoint](#)
- [Workshop Practical Activities](#)
- [Additional Practical Activities for Optional Use](#)
- [Workshop Notes](#)
- [Workshop Learner Feedback](#)



Guiding Students On The Cyber Safety Workshop

Target Audience:

Teachers & Technical Staff

Workshop Duration:

7 hours

Workshop Components:

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Teacher and Technical Staff Workshop PowerPoint](#)
- [Workshop Practical Activities](#)
- [Additional Practical Activities for Optional Use](#)
- [Workshop Notes](#)
- [Workshop Learner Feedback](#)

Workshop Overview:

The Guiding Students on Cyber Safety Workshop aims to deliver a holistic overview of cyber safety while equipping both teachers and technical staff with the correct information, tools, and knowhow in order to raise awareness and direct their students on this timely topic. To help teacher and technical staff understand the concepts of cyber safety and ensure they are able to explain them to students, teachers will engage in 10 Practical Activities that give them the opportunity to practice what they're learning in workshop first hand.



Introduction To: Guiding Students On The Cyber Safety Workshop

Notes for the trainer:

Turn the presentation on and guide the participants through it. Each activity corresponds to slides. Read instructions under slides carefully – they will help you with the Practical Activities. It's just a short introduction so only get into details if needed. If discussion arises- encourage it and try to model positive attitudes. During the presentation remember to stress the importance of cyber safety. Your aim is to introduce the topics that will be covered – do not extend this activity too much.

Read the presentation carefully before going to the workshop. Slides have comments on how to talk about them.

Variations:

If you notice that the issues you are talking about in this presentation are completely new and trigger interest of the group you can decide to extend it a bit but be conscious of the timing and of the fact that you need to resign of one of the next Practical Activities if you extend this one.

Sometimes there are participants who keep asking questions just to be noticed. If you find one of them among your participants – do not panic. Ask the group politely to write down all their questions during the presentation and ask them after, when you provide time for

discussion. Normally it should help but some extreme situations happen when it evokes conflict – participants feel insulted that you don't let them ask questions on the go. In such a case stay calm and say: "I am so sorry I upset you but please understand how hard it is for me to stand in front of a group of professionals like you and present. It is even harder when you ask questions because I cannot focus properly and I would really like to make the workshop as good as possible. As teachers you probably know that sometimes when you teach, small things can distract you and make you feel confused."

After you refer to their professional experience and show them connection between you being a trainer and them – teachers there is a good chance they will understand.



Workshop Guide

Guiding Students on Cyber Safety Workshop

Duration:

Around 7:30 hrs, lunch break and small coffee breaks.

Requirements:

- Projector
- Wi-Fi for the trainer
- regular room
- preferably round tables
- handouts
- folders

Number of participants:

Max. 25

Purpose:

To provide teachers with the skills and knowledge necessary for guiding students through cyber world safely. They will have the opportunity to experience the situations of cyber bullying, the temptation of discovering the forbidden and the urge to explore the unknown.

Materials to be used:

- Flipcharts
- Markers
- Manual
- PPT
- Projector

Objectives:

Participants will:

1. Understand **what** cyber safety is.
2. Understand **why** it is important to keep children safe on the internet.
3. Understand **who** cyber safety involves.
4. Understand **where** students are at risk (locations and devices).
5. Understand **when** students are at risk (possible situations).
6. Be familiar with the terminology: online reputation, digital finger print, cyber bullying, hacking, addiction, inappropriate content, social networking...etc.
7. Learn a number of ways of ensuring children remain safe in the ICT environment.
8. Have opportunity to raise particular issues and seek advice.



Action	Trainer	Participants	Materials	Timing
ACT.1 ICEBREAKERS- Getting to know each other	Chooses icebreaker from the list and conducts it according to description.	According to description of the icebreaker.	Icebreakers list	5-10 min
Introduction to Workshop – Slide 1-7	Asks participants to divide into groups and using vocabulary handouts present what cyber safety is, summarizes and elaborates on the basis of the materials for trainers.	Draw mind maps, tables or write their ideas.	PPT, vocabulary handouts, materials for trainers, flipcharts, markers	30 min
ACT 2. Pros and cons of the use of technology – Slide 8-9	Asks participants to think of one example from their practice of a positive and negative outcome of the use of technology. After that the trainer asks participants to present the positive stories and their ideas how to avoid the negative stories in future.	Present their stories and ways of avoiding the negative stories in future.	PPT, flipcharts, markers	15 min
ACT 3. Threat of Technology (Role play) – Slide 10-12	Asks participants to work in groups of 4 – 6 and discuss some of the difficult situations connected to cyber safety they remember from their professional experience. Asks them to prepare a role play on a chosen situation they would like to discuss with the whole group. Gives each group a scenario they can use as an example or as the base for a role play in case they don't have their own real story.	Discuss and prepare a roleplay. Present the roleplay to the whole group and evoke discussion on different solutions.	PPT, flipcharts, markers	1 hour

Action	Trainer	Participants	Materials	Timing
<p>ACT 4. Rules against desires and curiosity (Group work) – Slide 13</p>	<p>Divides participants into two groups (“adults” and “children”) and asks them to write down what can be the reasons of the things they do (they go to work to earn money, they comb their hair not to look bad etc., they are nice to people because... etc.)</p> <p>Summarizes the outcomes and highlights that adults are driven more by the rules and regulations in life, whilst children often base on primary drives, so very often they do things automatically and they are not in full control of what they do. They do things because they want to or because they feel like doing them.</p>	<p>Write down their ideas, discuss.</p>	<p>Paper, markers</p>	<p>50 mins</p>
<p>ACT 5. How to make sure students are safe online? (group work) – Slide 14</p>	<p>Asks participants to divide in two groups to define:</p> <ol style="list-style-type: none"> 1. Trust and understanding 2. Restrictions and expectations. <p>Encourages participants to discuss the right proportion between those approaches so that we still are able to influence our students and also ensure their safety online.</p>	<p>Define the approaches and write ideas on sticky notes and stick to flipcharts; discuss.</p>	<p>Flipcharts, markers, sticky notes</p>	<p>45 min</p>
<p>BREAK TIME (30 minutes)</p>				



Action	Trainer	Participants	Materials	Timing
ACT 6. Ideal cyber safety lesson(Group work) – Slide 15	Evokes discussion. Encourages the group to make a model considering people who should be involved in ensuring safety, programs, devices and other issues. Asks participants to fill the table and then present their view to the group.	Discuss, draw a model.	Flipcharts, markers	30 mins
ACT 7. How to properly prepare a cyber safety lesson? (Role Play) – Slide 16	Divides participants into four groups and asks them to prepare a presentation on 2 topics from the vocabulary handouts. Each group gets different topics.	Prepare and present, discuss.	PPT	50 mins
ACT 8. Different cyber safety issues in action-Case Study(Role Play) – Slide 17	Gives away case study descriptions with different situations and asks for a role play in group.	Prepare and present. Discuss.	Case study descriptions	50 mins
ACT 9. Terms and Conditions of Computer use in a Classroom – Slide 18	Asks participants to work individually and write rules they implemented in their classrooms. Then asks them to work in groups and compare the rules. In the end the whole group creates a list of rules that can be used in classrooms to help the teacher and to guide the student.	Discuss the rules and try to find a set that they could use.	Paper, markers	45 mins
ACT 10. Conclusions & Feedback – Slide 19–20	Summarizes the outcomes and the main thoughts of the workshop highlighting linkages between real life and cyber space. Reminds the participants that they have to accept that the world is changing and the only solution is to learn and find ways of dealing with problems but not fighting with the changes themselves. Asks participants to fill in the survey giving feedback on the workshop.	Listen and add to it if they want. Give feedback.	Parents' hints, Surveys	30 mins

Required Workshop Material 1: Vocabulary Handout

Note: The document is part of the materials needed by the trainer to carry out the workshop.

- **Digital fingerprint** – a mark you leave on the Internet each time you use it.
- **Online reputation** – the opinion about yourself you build online.
- **Cyber bullying** – insulting or being mean to other people on the Internet or via mobile phone.
- **Privacy settings** – settings that allow you to manage personal information you put online.
- **Parental controls** – settings that enable parents to restrict what their children see or use online.



Required Workshop Material 2: Hints for Safe Online Journey for Students



I communicate only with people I know.



I put online only the information I want to stay there forever.



I think before I put something online, write a message or make a call.



I do not give my passwords to anybody but my parents.



I don't put anything online I don't own (pictures, music etc.).



I always remember to log out after I finish online Practical Activities.



I don't hurt people and I protect them from being hurt.



I use all the devices in a way I don't feel worried or ashamed.



I stay away from the websites and conversations I don't feel comfortable with.



If I feel something's wrong or I am not sure if it is wrong I TELL MY PARENTS.

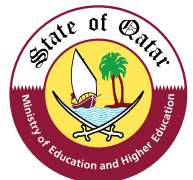


سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



**TEACHERS & TECHNICAL STAFF'S
WORKSHOP ACTIVITY 1**
GUIDING STUDENTS ON CYBER
SAFETY



ACT 1.

Icebreakers

Note:

If needed, use icebreaker activity during general introduction based on audience type.

Objective covered:

Icebreakers help you manage group energy and change the atmosphere if you need it. They are also useful when you want participants to get to know each other.

Time:

5–10 minutes

Resources:

Icebreakers' list – Activity 1

Notes for the trainer:

You can choose one of the icebreakers or pick an icebreaker you've previously done in your training practice. You don't have to do the icebreakers and usually with teachers you should choose those not requiring too much energy and moving around – a short conversation or a story from life is better than "hide and seek" or other activities of this kind. Just observe the group and think what they need – do they need more energy or less energy or do they just want you to go on with activities.

The icebreakers are described separately.

Only use icebreakers if you feel they will help you in the workshop. They are not the core of your content – do not fill the workshop just with icebreakers.

Brief description of icebreakers you will find in teacher's materials.

Variations:

Treat the list of icebreakers as inspiration. These kind of micro-activities are something each trainer collects and modifies all the time and uses it when appropriate. If you have a group of teachers from the same school who do not use icebreakers which are supposed to help the participants memorize each other's names as it is irrelevant, if the group of participants consists of older and experienced teachers – do not try to make them run around and sing as they will probably refuse. If you feel you have a micro-activity you prefer to use – use it.



1. Names

Participants sit in circle and one by one pronounce their names repeating also all the names of people talking before them. The first one has an extra round repeating all names in the end.

2. Names

Participants sit in circle and one by one pronounce their names saying e.g. Ann – artist – finding words describing them best and starting with the same letter as their names.

3. Names

Participants just pronounce their names one by one.

4. Hobbies

Participants stand on chairs in a circle and given a category – walk on chairs to put themselves in a given order (e.g. size of shoe).

5. Hobbies

All participants draw what is their favorite hobby. Then 4 chosen participants stand in corners of the room and not speaking but just watching the drawings the other participants try to guess with whom they share hobbies. They find place next to the drawing they find describing similar hobby to theirs. **Still no talking!** After completing the task the group sits together and discuss the outcomes – how the façade can be misleading ☺.

6. Pure fun

Participants are divided into groups of at least 3 and get a task to build “a machine for...”. Depending on a level of participants’ ability of abstract thinking they either build specific machines i.e. for grass mowing or can build for example a machine for making sun shine.

7. Pure fun

One of participants sits on a chair and four other participants try to lift him/her with their fingers.

8. Pure fun

Guessing characters – participants have sticky notes on their backs with names of characters (from cartoons or from politics or movies etc.). Their task is to guess who they are. They can ask others questions but only can expect a yes or no answer.

9. Feedback

Cigarette – participants write feedback and fold the sheet of paper one by one to form a cigarette at the end. Trainer can decide on the kind of feedback he/she wants.

10. Feedback

Participants draw their hand on paper – just a sketch. Then they write their name on it. Then they are asked to count how many positive features they have and write the number down. Then they are asked to add 2 to the number they’ve written down and this is the number of their features they are asked to name and write down.

11. Feedback

The trainer puts a bowl in an exposed place and asks the participants to put their feedback to it on sticky notes each time they feel they want to.

12. Miscellaneous

Participants get in pairs and speak about each other for one minute, the other taking notes. The task is then to draw all the things heard and show to the group and let them guess what is drawn.

13. Anti – stress

What makes you angry in... (school, work etc.)? Write it down individually. We’ll not read it. It’s for you to realize. Now tear the papers into as small pieces as you can. And imagine some funny creature. Now stick the pieces on paper to form the creature you thought of ☺.

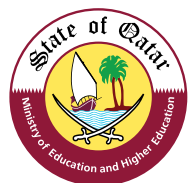


سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



**TEACHERS & TECHNICAL STAFF'S
WORKSHOP ACTIVITY 2**
GUIDING STUDENTS ON CYBER
SAFETY



ACT 2.

Pros and cons of the use of Technology

Objective covered:

1. Understand **what** is cyber safety.
2. Understand **why** it is important to keep children safe on the internet.
3. Understand **when** students are at risk (possible situations).
4. Learn a number of ways of ensuring children remain safe in the ICT environment.
5. Have opportunity to raise particular issues and seek advice.

Time:

15 minutes

Resources:

Flipcharts, markers – Activity 2

Notes for the trainer:

Ask participants to think of one example from their practice of a positive and negative outcome of the use of technology. After that ask participants to present the positive stories and their ideas how to avoid the negative stories in future.

Remember not to focus on the negative stories. We want participant to realize there are some negative aspects but they should concentrate on the benefits. Ask participants to keep the negative stories for the next activity.

Examples of stories you can give to participants:

Positive:

1. When a child plays a lot of logical games and his or her results at school improve.
2. When children from different countries can communicate and learn each other's languages.
3. When teacher can ask his/her students to submit their homework via email.

Negative:

1. Cyberbullying on chat.
2. Wasting time browsing internet instead of studying.
3. Sight diseases.



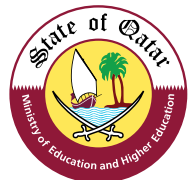


سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



**TEACHERS & TECHNICAL STAFF'S
WORKSHOP ACTIVITY 3**
GUIDING STUDENTS ON CYBER
SAFETY



ACT 3. (Role Play)

Threats Of Technology

Objectives Covered:

1. Understand **when** students are at risk (possible situations).
2. Learn a number of ways of ensuring children remain safe in the ICT environment.
3. Have opportunity to raise particular issues and seek advice.

Time:

15 minutes

Resources:

Flipcharts, markers – Activity 3

Notes for the trainer:

Ask participants to work in groups of 4 – 6 and discuss some of the difficult situations connected to cyber safety they remember from their professional experience. Give them a hint to use the ones from the previous activity. Ask them to prepare a role play on a chosen situation they would like to discuss with the whole group. Give each group a scenario they can use as an example or as the base for a role play in case they don't have their own real story.

Sample scenarios you will find in this manual.

Remember to first choose the situations the participants describe. Only if they can't think of any then you can give them the scenarios. Their own examples make this activity much more personal.

Variations:

If the group consist of teachers not wanting to take part in a role play – don't make them. Encourage discussion and allow the participants to talk about the scenarios instead of performing them.

If you think some of the situations are too complex or too difficult to be discussed as they will be too time consuming or the participant's knowledge is not sufficient yet – tell the authors they are welcome to talk to you after the workshop, and you can tell them where to look for answers to their questions.

Scenarios

Threats of Technology

Note:

This needs to be copied and cut for the participants before the workshop.

Tell the participants that the actors in each scenario can change. This is just a suggestion but they can modify it to be more similar to their experience.

Scenario 1:

Actors – Ann, Maggie, parents of both girls, teacher.

Ann reported to her teacher that she experienced cyberbullying from Maggie. Maggie was insulting Ann online in her status on Facebook and encouraging others to do it too. The teacher decided to call the parents of both girls.

Imagine you are to solve this situation. What would you do?

Scenario 2:

Actors – John, Paul, Peter, parents of all three students, teacher.

John wrote an email to Paul pretending to be Peter and told him he hated him and thought he was a loser. Paul and Peter had a fight.

Imagine you are to solve this situation. What would you do?



Scenario 3:

Actors – parents of Mary, teacher, Mary’s best friend Cathy (watching the scene and doing something with her phone).

Parents of Mary came to school to talk to the teacher. The girl refuses to go to school and starts crying when they try to talk to her. She checks her phone for messages very often but doesn’t want to say what message she’s waiting for.

What do you think happened? How would you solve this situation?

Scenario 4:

Actors – Ralph, Josh, teacher, IT person, parents.

Ralph came to school one day together with his parents. They came straight to the teacher. Parents told the teacher the boy is receiving messages from a school email saying bad things about him. It seems someone broke the password for the school email. Suddenly Josh – Ralph’s classmate comes and confesses he saw the secretary typing the password and he thought this will be his revenge for Ralph not wanting to do the homework together anymore.

How would you solve this situation?



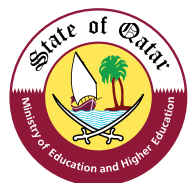


سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



**TEACHERS & TECHNICAL STAFF'S
WORKSHOP ACTIVITY 4**
GUIDING STUDENTS ON CYBER
SAFETY



ACT 4. (Group Work)

Rules against the desires and curiosity

Objective covered:

1. Understand **why** it is important to keep children safe on the internet.
2. Understand **who** cyber safety involves.
3. Understand **where** students are at risk (locations and devices).
4. Understand **when** students are at risk (possible situations).
5. Learn a number of ways of ensuring children remain safe in the ICT environment.
6. Have opportunity to raise particular issues and seek advice.

Time: 30 minutes

Resources:

Flipcharts, markers – Activity 4

Notes for the trainer:

Divides participants into two groups (“adults” and “children”) and asks them to write down what can be the reasons of the things they do (they go to work to earn money, they comb their hair not to look bad, they are nice to people because... etc.)

Summarize the outcomes and highlight that adults are driven more by the rules and regulations in life, whilst children often base on primary drives, so very often they do things automatically and they are not in full control of what they do. They do things because they want to or because they feel like doing them.

Explain to the participants that rules are the factor influencing some of our behaviours and

therefore it is important to set clear rules to help the children make right choices.

Rules can be general but we can also set specific rules for particular situations. Knowing that most of the human behaviours have some reasons we should set rules to give them reason to behave in a certain way. Ask participants to work in their groups and create a set of rules they think can be useful to protect and guide their students online and in regular school environment.

Example of a set of rules useful for online and offline school activities:

1. We don't lie.
2. We respect others.
3. We are reliable.
4. We obey parents and teachers.
5. We report any behaviour we think is not right and discuss it with parents or teachers.

You can also use Parents' Hints and Students' Hints to help you.

Variations:

You might find that the participants are very authoritarian and strict – remind them that the stricter we are the higher possibility of the students' disobedience. We should set rules and draw consequences but we need to have a right balance between being demanding and being annoying. The next activity will help you to look for the balance.

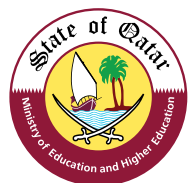


سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



**TEACHERS & TECHNICAL STAFF'S
WORKSHOP ACTIVITY 5**
GUIDING STUDENTS ON CYBER
SAFETY



ACT 5. (Group Work)

How to make sure students are safe online?

Objectives covered:

1. Understand **why** it is important to keep children safe on the internet.
2. Understand **who** cyber safety involves.
3. Learn a number of ways of ensuring children remain safe in the ICT environment.
4. Have opportunity to raise particular issues and seek advice.

Time:

30 minutes

Resources:

Flipcharts, markers – Activity 5

Notes for the trainer:

Explain to the participants that the term parental approach refers to the attitude of the adult to the child in the process of upbringing/ education.

Divide participants in two groups and ask them to try to define:

1. Trust and understanding.
2. Restrictions and expectations. (1. Being very friendly, giving a lot of freedom, analysing bad behaviour without judgement, being very forgiving and accepting towards children 2. Being strict, demanding, judging, punishing, setting many rules).

Use the hints in the brackets to support the groups but do not reveal the hints in the beginning.

Divide participants in two groups and ask to describe those two parental approaches. Give

each group a flipchart with a huge circle drawn on it and ask them to use sticky notes to write the examples and stick them inside the circle.

Groups present the outcomes sticking sticky notes on a flipchart with a circle on it. Then they join the flipcharts and decide which sticky notes are common for both groups.

After they prepare their circle, ask the participants to work as one group and find from all the examples those that are similar to both groups or close to each other. Put both flipcharts together in a way that the circles would overlap and put the common descriptions in the common part.

Concluding the participants discuss the ways of keeping the right balance between restrictions and trust needed in upbringing and education.

Start discussion about the need to find the right balance between the two parental approaches to communicate effectively with students and to be able to teach them in a friendly and consistent way.

Variations:

If a group liked the role-play – let the participants present samples of behaviours in a form of role-play. For example ask one group to present first approach and the other group to present second approach and then choose two participants from each group to prepare a role-play with balanced approach and present it to the group.

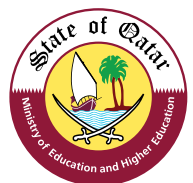


سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



**TEACHERS & TECHNICAL STAFF'S
WORKSHOP ACTIVITY 6**
GUIDING STUDENTS ON CYBER
SAFETY



ACT 6. (Group Work)

Ideal Cyber Safety lesson

Objectives covered:

1. Understand **what** cyber safety is.
2. Understand **why** it is important to keep children safe on the internet.
3. Be familiar with the terminology: online reputation, digital finger print, cyber bullying, hacking, addiction, inappropriate content, social networking...etc.

Time:

20 minutes

Resources:

Flipcharts, markers – Activity 6

Notes for the trainer:

Divide participants into two groups – “teachers” and “students”. Ask them to draw and write on a flipchart a model of what an ideal cyber safety lesson should consist of from the perspective of a teacher or student respectively.

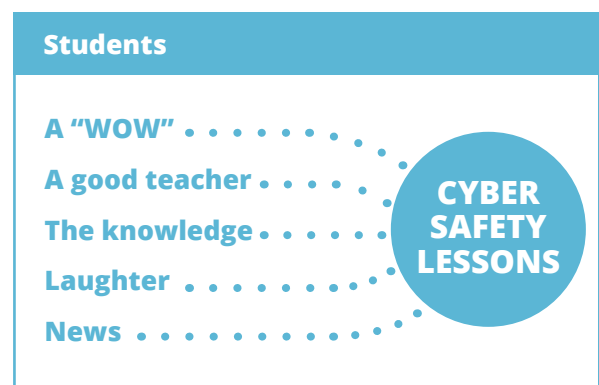
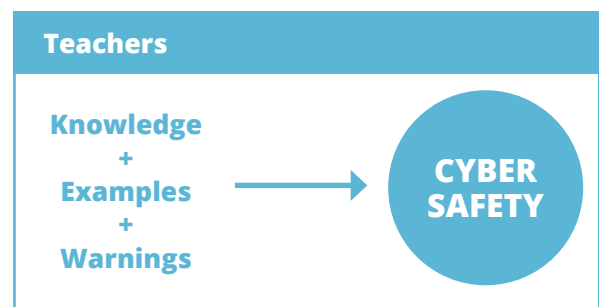
After they prepare their models ask the participants to compare them and discuss what are the common points and how can they adjust the points that are not common to be acceptable for both students and teachers.

Example:

Let’s say “students” said they want to have a lot of fun. Of course, this is not the main objective of a lesson from teachers’ perspective but ask the participants what they would do to introduce more “fun” in teaching cyber safety.

Let’s say “teachers” said they want to make students responsible online. Ask the participants how we can teach responsibility without being moralizing and patronizing.

Sample models:



Variations:

Sometimes the group consists of older teachers who refuse to work in groups or prepare role-plays. You can read the case studies to the whole group then and allow discussion. Try to lead the participants in the discussion to conclude that both sides – teachers and students need to make an effort to introduce cyber safety in school and teachers should think of ways that would facilitate this process.

Encourage teachers to use their own examples also in this case – this makes the discussion more energetic and it is easier for the participants to identify with the outcomes.



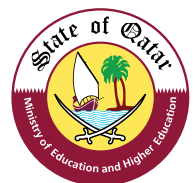


سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



**TEACHERS & TECHNICAL STAFF'S
WORKSHOP ACTIVITY 7**
GUIDING STUDENTS ON CYBER
SAFETY



ACT 7. (Group Work)

How To Properly Prepare A Cyber Safety Lesson?

Objectives covered:

1. Be familiar with the terminology: online reputation, digital finger print, cyber bullying, hacking, addiction, inappropriate content, social networking...etc.
2. Learn a number of ways of ensuring children remain safe in the ICT environment.
3. Have opportunity to raise particular issues and seek advice.

Time:

30 minutes

Resources:

Flipcharts, markers, vocabulary hand-outs – Activity 7

Notes for the trainer:

Ask the participants to divide into 4 groups. Give each group two hand-outs with vocabulary and ask them to recall the previous activity and use the models to create their own mini-lesson. Ask them to prepare a presentation for the two topics to teach the rest of the group.

Assist the participants and use the models you have in the manual to help them.

Variations:

If you do not have enough time ask the participants to prepare just one topic or to write a lesson plan without performing it.

If you notice some participants are more active than the others try to “distribute them evenly” among the groups to ensure the involvement in the task.

Remind participants what they learned about parental approaches and setting rules – they should try and use all that knowledge to prepare their presentation.



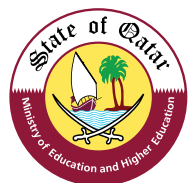


سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



**TEACHERS & TECHNICAL STAFF'S
WORKSHOP ACTIVITY 8**
GUIDING STUDENTS ON CYBER
SAFETY



ACT 8. Case Study & Role Play

Different Cyber Safety Issues In Action

Objectives covered:

1. Understand **what** cyber safety is.
2. Understand **why** it is important to keep children safe on the internet.
3. Understand **who** does cyber safety involve.
4. Understand **where** students are at risk (locations and devices).
5. Understand **when** students are at risk (possible situations).
6. Be familiar with the terminology: online reputation, digital finger print, cyber bullying, hacking, addiction, inappropriate content, social networking...etc.
7. Learn a number of ways of ensuring children remain safe in the ICT environment.
8. Have opportunity to raise particular issues and seek advice.

Time: 50 minutes

Resources:

Case study descriptions – Activity 8

Notes for the trainer:

The case studies describe situations connected to different issues from the presentation. Participants should prepare a role play showing what they would do. During each role play the rest of the group discusses what can be done differently and how they would react.

Give the participants chance to talk about their experience. Remember about positive feedback and modifying their solutions if they are very much based on banning, punishing and criticism. Try to reshape them into constructive hints.

Example:

If a participant says that he/she would punish a cyberbully and tell the kids not to talk to him/her you can advise them to talk to the cyberbully and find out why he/she behaves like this and make them reflect on what their victims feel and if they would like to feel the same. Talking about emotions and consequences often helps cyberbullies realize their mistake. Teachers' aim is not to punish but to teach! Advise teachers to work with cyberbullies and try to modify their behaviour.

Variations:

If the group is very active and creative and uses a lot of own experience examples – ask them to give their examples for the role play instead of the provided ones. This will make the exercise more relevant to what they actually experience and therefore they will find it more useful and remember it for a longer time.

If the group claims they don't know how to deal with a given situation you can ask others but be careful not to insult the ones who didn't find the solution. You can also try giving hints saying for example: How about solving it this way? Or What if we did that?



Case Study Descriptions

Activity 8

Note:

This needs to be copied and cut for the participants before the workshop.

Case Study 1:

Your student has deleted his photos from Facebook after you asked him to do so. After two weeks he came from school being really upset. Someone send his pictures photoshopped to all his facebook friends. He shows you the pictures crying "It wasn't me! I wasn't dressed like this! This is horrible!" You look at the pictures and find out he is wearing girls' dress and makeup on some of them. There is also a comment added – "I am the prettiest girl in our school".

What is the cyber safety issue you need to discuss with your students? Prepare a role play and present it to the group.

Case Study 2:

Your student tells you she made a mistake and put her pictures online to impress her friends but she swears she was fully covered. You look at the pictures and you discover they show your student's face and she doesn't even wear sheila... You trust your student. So what happened? Someone must have changed the pictures...

What is the cyber safety issue you need to discuss with your students? Prepare a role play and present it to the group.

Case Study 3:

Your student put a movie on YouTube where he is laughing at another boy being smaller and weaker than himself.

What is the cyber safety issue you need to discuss with your student? Prepare a role play and present it to the group.

Case Study 4:

Your student puts a movie on YouTube where she is dancing with other girls and wearing her mother's high heels. She comes to you crying as her other teacher found it on YouTube and told her off for that.

What is the cyber safety issue you need to discuss with your student? Prepare a role play and present it to the group.

Case Study 5:

Parents of your student asked you if they should allow their child to have a facebook account. You advised them to let the child have the account but they had doubts concerning safety and the limitations in facebook use for their child - they wanted him to stay safe and not to reveal too much personal data.

What is the cyber safety issue you need to discuss with the parents? Prepare a role play and present it to the group.

Case Study 6:

Parents of your student asked you if they should allow their daughter to have a facebook account. You advised them to let her have the account but they had doubts concerning safety and the limitations in facebook use for their daughter - they wanted her to stay safe and not to reveal too much personal data and also stay modest as a girl should be.

What is the cyber safety issue you need to discuss with the parents? Prepare a role play and present it to the group.

Case Study 7:

Your students keep trying to browse different websites during your lesson. You are fed up with telling them not to. They are crossing the line! You decide to do something to stop them.

What is the cyber safety issue you need to discuss with the students? Prepare a role play and present it to the group.



سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



**TEACHERS & TECHNICAL STAFF'S
WORKSHOP ACTIVITY 9**
GUIDING STUDENTS ON CYBER
SAFETY



ACT 7. (Group Work)

Terms & conditions of computer use in the classroom

Objectives covered:

1. Understand **what** cyber safety is.
2. Understand **why** it is important to keep children safe on the internet.
3. Understand **who** does cyber safety involve.
4. Understand **where** students are at risk. (locations and devices)
5. Understand **when** students are at risk. (possible situations)

Time:

45 minutes

Resources:

Flipcharts, markers – Activity 9

Notes for the trainer:

Participants name different rules from different areas in life – family, school, religion etc.

Have a list of sample rules. Here is an example to help you:

Family	School	Religion
Respect each other	Don't use bad words	Be modest
Listen to parents	Listen to adults	Don't steal other's belongings
Put family before friends	Put study before leisure	Put God before everything
...

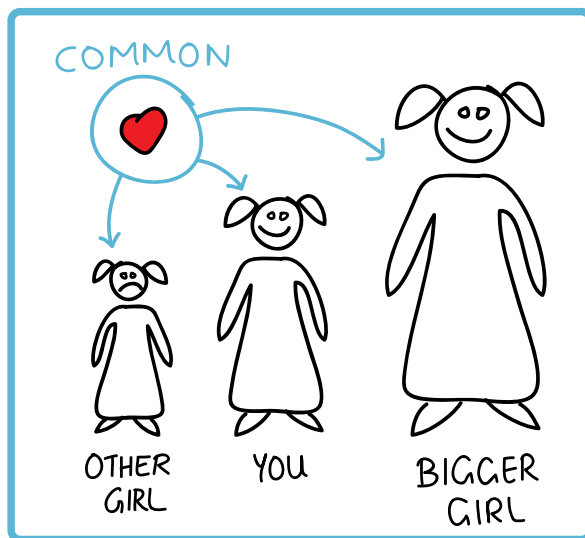
Ask the participants to work together and find more rules. Write all on flipchart visible to the whole group.

Participants prioritize the rules and choose the ones applicable to school life. Ask the whole group to prioritize the rules. Give numbers to all rules listed. Participants try to find linkages between rules in reality and in cyber space. Ask participants if the rules listed are also valid for cyber space. E.g. Do we have to respect each other online? Can we bully people online? Is this the same or different in reality and cyber space?

Give the participants the example they can use speaking to children. Is it ok to bully people? Some children would say "yes".

Here is a picture you should draw gradually explaining what it is. First draw one girl. And say "this is you". You think a person deserves to be bullied so you start doing it. Draw second girl. You think she is disgusting and you need to teach her a lesson. What do you feel? (They would say e.g. angry, I want to take revenge, I hate her etc.). Is it ok in terms of religion? And other principles and rules? Why? And what will happen if there is another bigger girl who comes and starts bullying both of you?

What would you feel? (sad, upset, afraid etc.). Do you think the girl you wanted to bully feels the same? (- yes she does). Why? Because we have one thing in common. What do you think it is? (...) It's heart. Draw a heart with arrows to all three girls.



Because we all have heart we have to ask it often what's good and what's bad. What does your heart tell you about bullying? Does your heart go to sleep when you go online? No! So you have to ask it also when you are online. And when your heart hesitates who shall you ask? Parents or teachers, of course.

Knowing and understanding that there are rules to be followed in all areas of our life, tell the participants to think of a set of rules that is applicable for classroom use of technology. Ask participants to work in groups of 4-5 and write down a set of rules they would like to enforce in their classrooms. Remind the participants to use the knowledge they already have from this workshop and write the rules using positive language (avoiding "no" and "don't").

Example:

In our classroom we:

1. Follow teachers' instructions.
2. Keep the desk clean.
3. Ask the teacher if we have technical problems.
4. Focus on the lesson topic etc.

Variations:

This activity requires certain level of energy in the group. If you feel the group is not keen on cooperating - try to support them with more questions like: Is it allowed to fight at school? Is it allowed to use bad language? Is it allowed to take others' belongings without asking them?

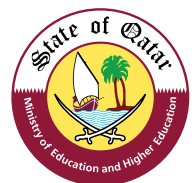


سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



**TEACHERS & TECHNICAL STAFF'S
WORKSHOP ACTIVITY 10**
GUIDING STUDENTS ON CYBER
SAFETY



ACT 10.

Conclusion & Feedback

Objectives covered:

1. Understand **what** cyber safety is.
2. Understand **why** it is important to keep children safe on the internet.
3. Understand **who** does cyber safety involve.
4. Understand **where** students are at risk (locations and devices).
5. Understand **when** students are at risk (possible situations).
6. Learn a number of ways of ensuring children remain safe in the ICT environment.
7. Have opportunity to raise particular issues and seek advice.

Time:

30 minutes

Resources:

Flipcharts, markers – Activity 10

Notes for the trainer:

The trainer summarizes the workshop, encourages discussion, asks for feedback. Give the participants a lot of positive feedback. Tell them you appreciate that they are so involved in improving their children's cyber safety. Try to answer questions they might ask you or promise to stay in touch and find solutions for them.

Remind participants we also have another workshops if they want to participate. Give them the survey and ask to fill it on the spot and give it back to you. Summarize the outcomes and the main thoughts of the workshop highlighting linkages between real life and cyber space. Remind the participants that they have to accept that the world is changing and the only solution is to learn and find ways of dealing with problems but not fighting with the changes themselves.

Asks participants to fill in the survey giving feedback on the workshop. Assist participants in filling the survey making sure they don't leave empty spaces.

Variations:

If a group is very active – leave summary to them – encourage discussion and participate in it. If a group seems to be tired or just is in a hurry to finish for some reason- cut the summary to the minimum. But remember about the survey! This is very important.



Additional ACT 1. Cyber Bullying

Notes for the trainers:

Select one of the videos about cyber bullying below. If you have enough time, you can choose to show all three videos to the participants. Ask participants what are the feelings connected to cyber bullying (fear, shame, guilt etc.). Ask participants to make a poster depicting the harm cyber bullying has on people. Ask them to work in three groups and ask each group to add one aspect to the poster. First group will add symbols of harm caused by cyber bully to person, second group will add symbols of harm made to the cyber bully, third group will add the symbols of harm made to other people (family, friends, bystanders, classmates etc.). REMEMBER it has to be one poster. Just the groups focus on different aspects adding their part.

Allow presentation of the outcomes and discussion.

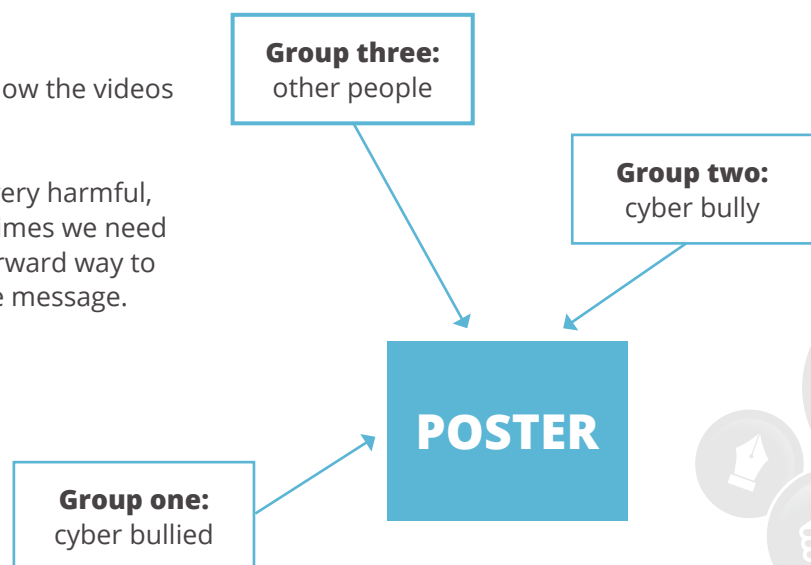
Ask participants if they would show the videos to their students and why.

Conclude that cyber bullying is very harmful, it should be stopped and sometimes we need videos showing it in a straightforward way to reach the audience and pass the message.

Cyber bullying Videos

The three links presented below are a set from which you can choose.

- <http://youtu.be/jBumlmnZE1s>
- <http://youtu.be/vT7-dKrc0jg>
- <http://youtu.be/Hy-wXUeoj0w>



Additional ACT 2. WebQuest

Notes for the trainers:

To introduce the term “webquest” to participants you will need to have some basic knowledge and we decided to provide it in video form:

- What is a webquest?
– <http://youtu.be/o4rel5qOPvU>
- How to make a webquest?
– <http://youtu.be/Cyht-ehIAWY>
- What is quest garden?
– <http://youtu.be/VrljNfEnSk0>
- Process designing
– <http://youtu.be/IHZOh-KoEF4>
- Adapting and enhancing existing webquests
– <http://webquest.sdsu.edu/adapting/index.html>

Visit the links before you decide to do the activity. If you find it useful you might also decide to show the videos or give the links to participants.

Once you’ve done “your homework” it’s time to present the activity to the participants. This activity will let you show the participants the usefulness of webquests in education. Below is an example of a webquest on cyber bullying, accompanied by PDF versions of lesson plans.

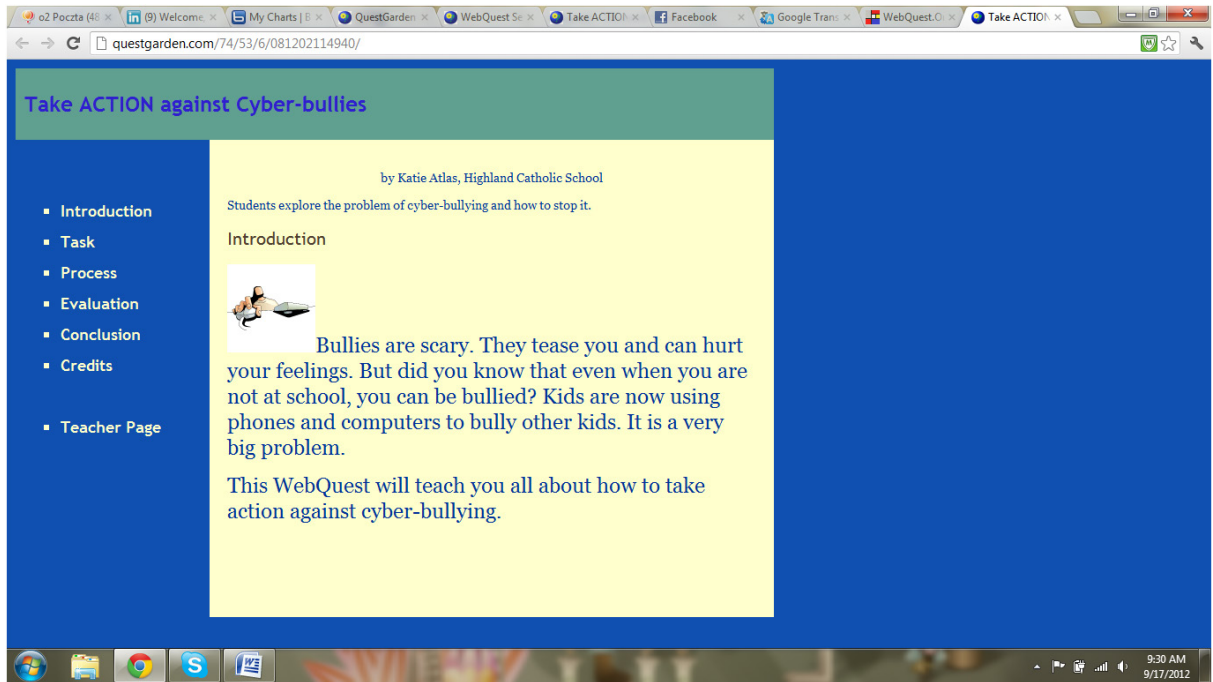
Ask participants to work in groups and explore the link:
<http://questgarden.com/74/53/6/081202114940/>

Allow 10 – 15 minutes and ask participants to write down any questions they might have.

After the provided time ask participants to follow your instructions watching the projected images.

1. Open the link:

This is a very important part as it gives your students the introduction to the topic.




The screenshot shows a web browser window with the URL questgarden.com/74/53/6/081202114940/. The page title is "Take ACTION against Cyber-bullies". The content is by Katie Atlas, Highland Catholic School. It includes an introduction to the problem of cyber-bullying and a task for students to explore the problem and how to stop it. The page also features a navigation menu on the left with options like Introduction, Task, Process, Evaluation, Conclusion, Credits, and Teacher Page.

Take ACTION against Cyber-bullies

by Katie Atlas, Highland Catholic School

Students explore the problem of cyber-bullying and how to stop it.

Introduction

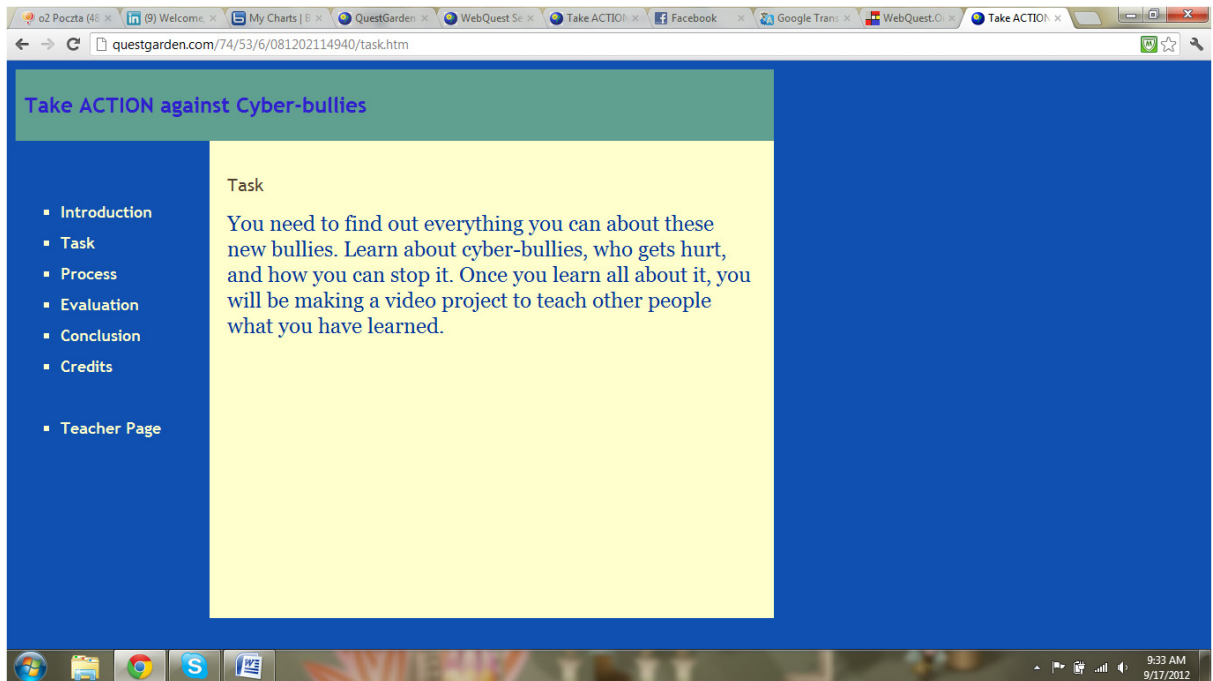


Bullies are scary. They tease you and can hurt your feelings. But did you know that even when you are not at school, you can be bullied? Kids are now using phones and computers to bully other kids. It is a very big problem.

This WebQuest will teach you all about how to take action against cyber-bullying.

2. Go to task:

A part where the objectives are set and the expected outcome (video project) is revealed.



The screenshot shows a web browser window with the URL questgarden.com/74/53/6/081202114940/task.htm. The page title is "Take ACTION against Cyber-bullies". On the left side, there is a navigation menu with the following items:

- Introduction
- Task
- Process
- Evaluation
- Conclusion
- Credits
- Teacher Page

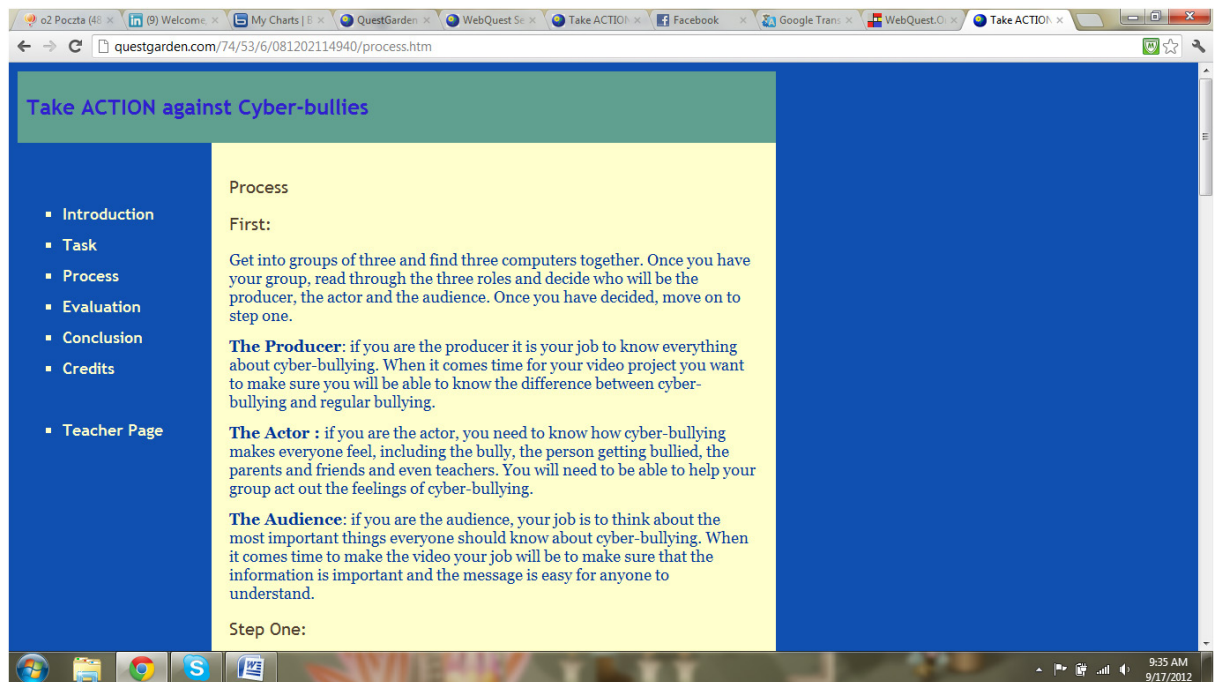
The main content area is titled "Task" and contains the following text:

You need to find out everything you can about these new bullies. Learn about cyber-bullies, who gets hurt, and how you can stop it. Once you learn all about it, you will be making a video project to teach other people what you have learned.

3. Go to process:

Divide participants into 3 groups. Assign roles to groups – A) producer, B) actor, C) audience. Ask them to read “their” texts carefully and go through the materials. The author of this webquest suggests using particular program to record the video but of course we can use another one.

Ask participants to try and work in groups to complete the webquest according to the instructions.



questgarden.com/74/53/6/081202114940/process.htm

Take ACTION against Cyber-bullies

- Introduction
- Task
- Process
- Evaluation
- Conclusion
- Credits
- Teacher Page

Process

First:

Get into groups of three and find three computers together. Once you have your group, read through the three roles and decide who will be the producer, the actor and the audience. Once you have decided, move on to step one.

The Producer: if you are the producer it is your job to know everything about cyber-bullying. When it comes time for your video project you want to make sure you will be able to know the difference between cyber-bullying and regular bullying.

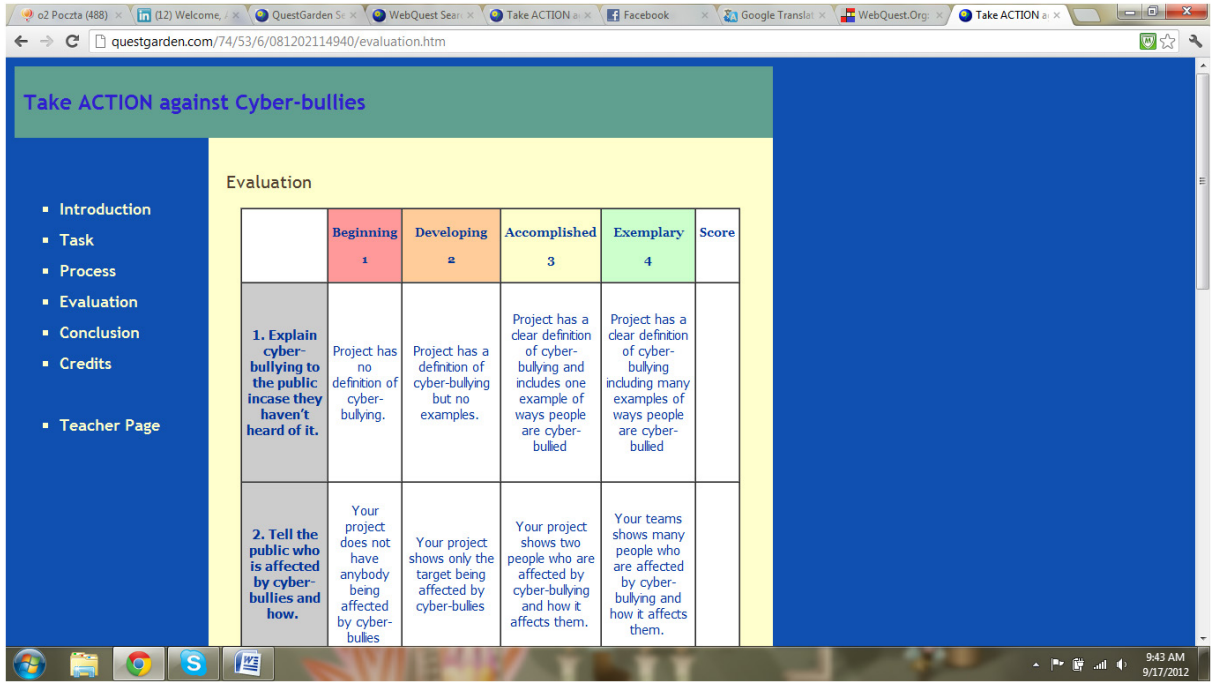
The Actor : if you are the actor, you need to know how cyber-bullying makes everyone feel, including the bully, the person getting bullied, the parents and friends and even teachers. You will need to be able to help your group act out the feelings of cyber-bullying.

The Audience: if you are the audience, your job is to think about the most important things everyone should know about cyber-bullying. When it comes time to make the video your job will be to make sure that the information is important and the message is easy for anyone to understand.

Step One:

4. Go to evaluation:

Explain to the participants that they have to prepare evaluation criteria in the form of a table and assess the quest's completion according to them.



The screenshot shows a web browser window with the URL questgarden.com/74/53/6/081202114940/evaluation.htm. The page title is "Take ACTION against Cyber-bullies". On the left, there is a navigation menu with the following items: Introduction, Task, Process, Evaluation, Conclusion, Credits, and Teacher Page. The main content area is titled "Evaluation" and contains a table with the following structure:

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
1. Explain cyber-bullying to the public in case they haven't heard of it.	Project has no definition of cyber-bullying.	Project has a definition of cyber-bullying but no examples.	Project has a clear definition of cyber-bullying and includes one example of ways people are cyber-bullied	Project has a clear definition of cyber-bullying including many examples of ways people are cyber-bullied	
2. Tell the public who is affected by cyber-bullies and how.	Your project does not have anybody being affected by cyber-bullies	Your project shows only the target being affected by cyber-bullies	Your project shows two people who are affected by cyber-bullying and how it affects them.	Your teams shows many people who are affected by cyber-bullying and how it affects them.	

5. Go to conclusion:

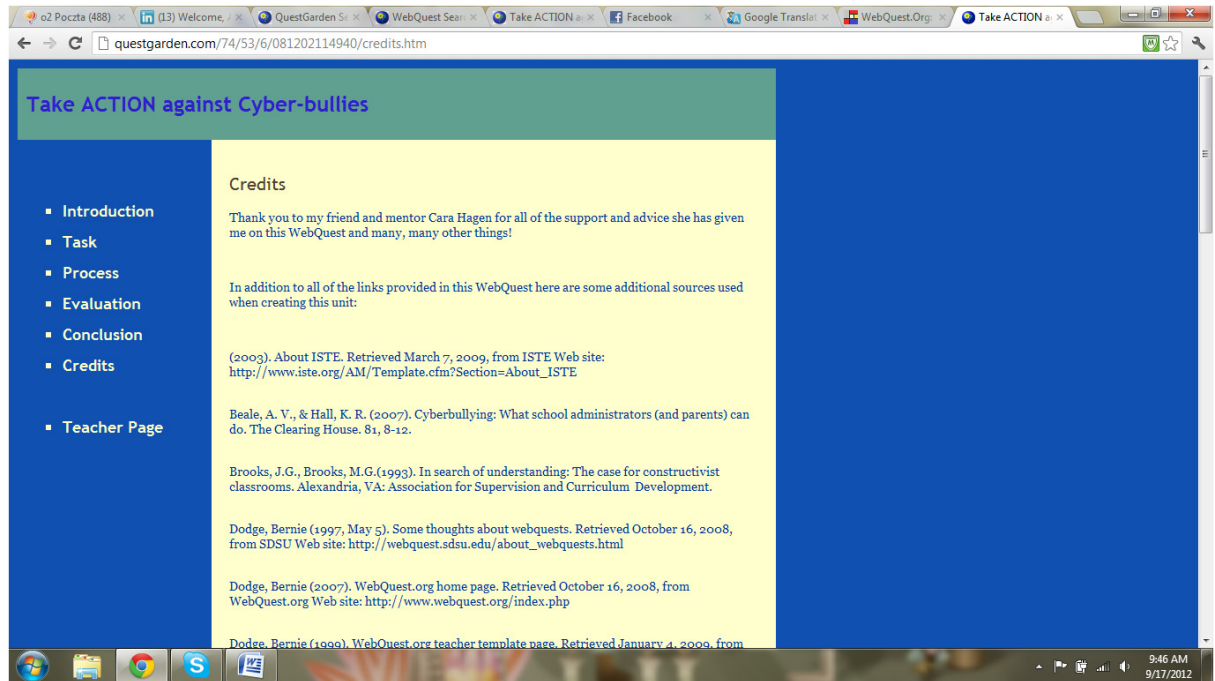
This is a place where you can write a short summary and also leave the feedback for authors.



The screenshot shows a web browser window with the URL questgarden.com/74/53/6/081202114940/conclusion.htm. The page title is "Take ACTION against Cyber-bullies". On the left side, there is a navigation menu with the following items: Introduction, Task, Process, Evaluation, Conclusion (which is highlighted), Credits, and Teacher Page. The main content area is titled "Conclusion" and contains the text: "Congratulations! You are now able to take action against cyber-bullies! Don't forget to share all of the things you have learned with your friends and family!". Below this text, there is a link that says "Click here to give feedback to the author". The browser's taskbar at the bottom shows the time as 9:45 AM on 9/17/2012.

6. Go to credits:

This is a place where an author of a webquest has chance to give credit to people who helped with creating the webquest or authors of materials used.



The screenshot shows a web browser window with the URL questgarden.com/74/53/6/081202114940/credits.htm. The page title is "Take ACTION against Cyber-bullies". On the left side, there is a navigation menu with the following items: Introduction, Task, Process, Evaluation, Conclusion, Credits, and Teacher Page. The "Credits" section is highlighted in yellow and contains the following text:

Credits

Thank you to my friend and mentor Cara Hagen for all of the support and advice she has given me on this WebQuest and many, many other things!

In addition to all of the links provided in this WebQuest here are some additional sources used when creating this unit:

(2003). About ISTE. Retrieved March 7, 2009, from ISTE Web site: http://www.iste.org/AM/Template.cfm?Section=About_ISTE

Beale, A. V., & Hall, K. R. (2007). Cyberbullying: What school administrators (and parents) can do. *The Clearing House*, 81, 8-12.

Brooks, J.G., Brooks, M.G.(1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

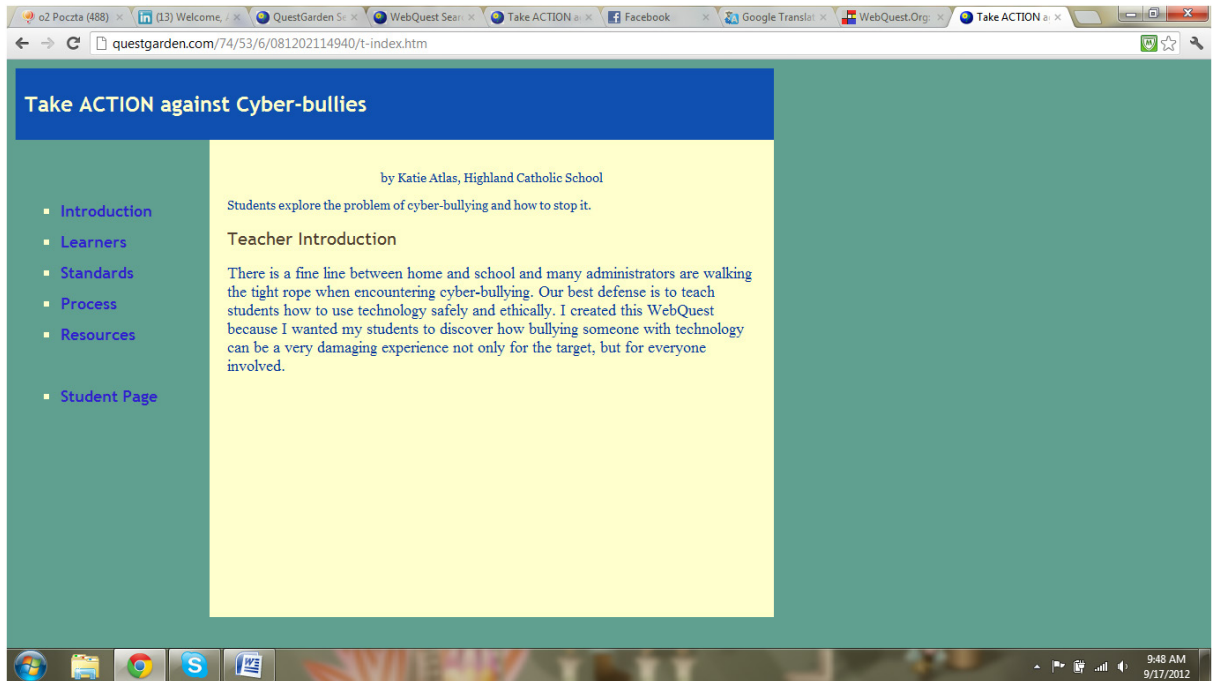
Dodge, Bernie (1997, May 5). Some thoughts about webquests. Retrieved October 16, 2008, from SDSU Web site: http://webquest.sdsu.edu/about_webquests.html

Dodge, Bernie (2007). WebQuest.org home page. Retrieved October 16, 2008, from WebQuest.org Web site: <http://www.webquest.org/index.php>

Dodge, Bernie (1999). WebQuest.org teacher template page. Retrieved January 4, 2009, from

7. Go to teacher's page:

This is a part for teacher – all the stages of the webquest and technical issues are described on meta-level. This is a source of additional information and hints for the teachers.

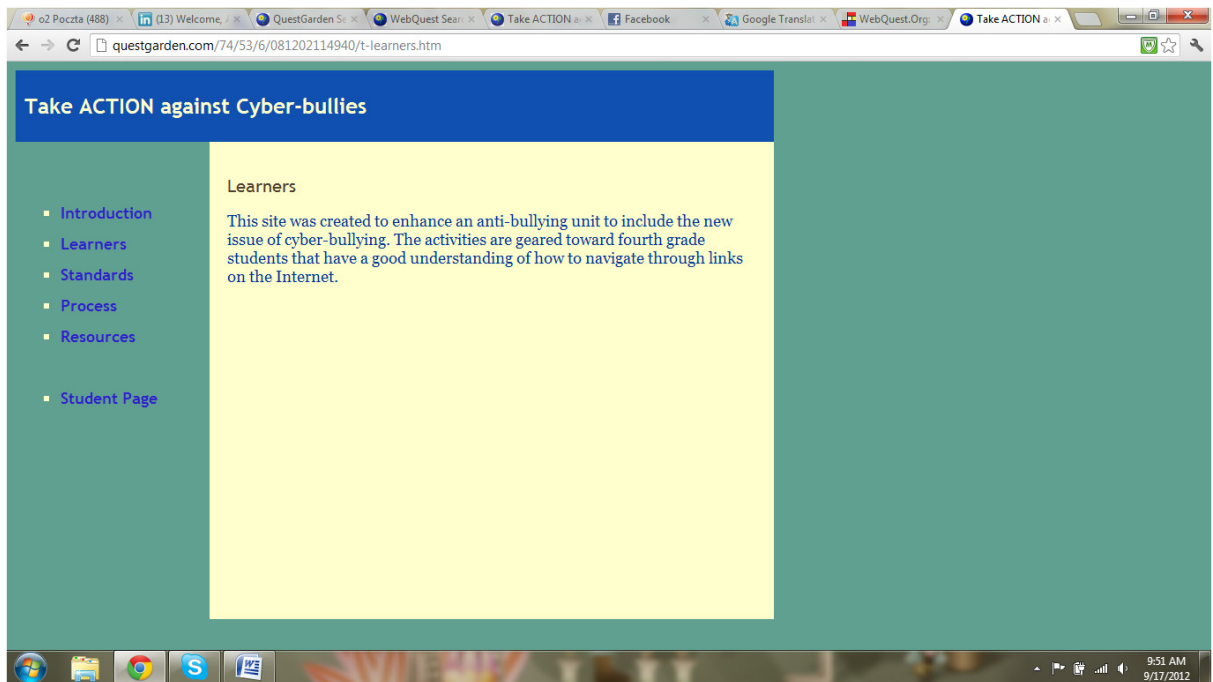


The screenshot shows a web browser window with the following content:

- Browser Tabs:** o2 Poczta (488), (13) Welcome, QuestGarden Sr, WebQuest Search, Take ACTION a, Facebook, Google Translat, WebQuest.Org, Take ACTION a.
- Address Bar:** questgarden.com/74/53/6/081202114940/t-index.htm
- Page Title:** Take ACTION against Cyber-bullies
- Author:** by Katie Atlas, Highland Catholic School
- Text:** Students explore the problem of cyber-bullying and how to stop it.
- Section Header:** Teacher Introduction
- Text:** There is a fine line between home and school and many administrators are walking the tight rope when encountering cyber-bullying. Our best defense is to teach students how to use technology safely and ethically. I created this WebQuest because I wanted my students to discover how bullying someone with technology can be a very damaging experience not only for the target, but for everyone involved.
- Table of Contents (Left Sidebar):**
 - Introduction
 - Learners
 - Standards
 - Process
 - Resources
 - Student Page
- System Tray (Bottom Right):** 9:48 AM, 9/17/2012

8. Go to learners:

This is a place where the target group for the webquest is described.



The screenshot shows a web browser window with the following details:

- Address bar: questgarden.com/74/53/6/081202114940/t-learners.htm
- Page Title: Take ACTION against Cyber-bullies
- Navigation Menu (left sidebar):
 - Introduction
 - Learners (selected)
 - Standards
 - Process
 - Resources
 - Student Page
- Main Content Area (yellow background):

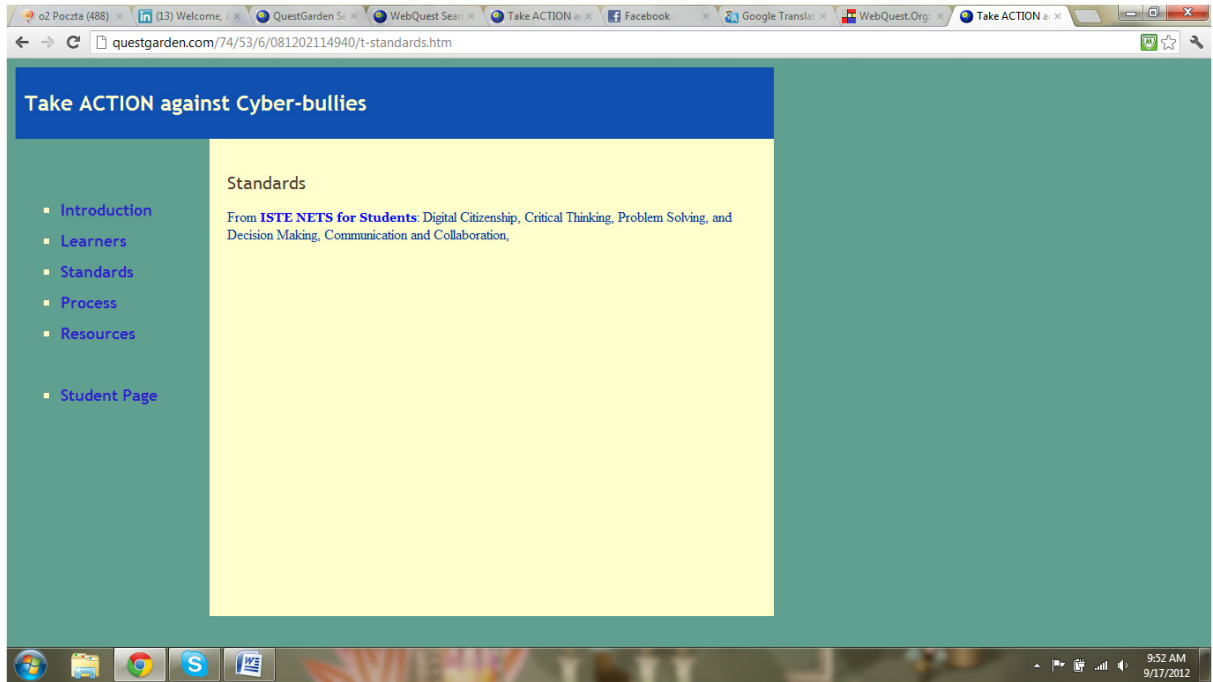
Learners

This site was created to enhance an anti-bullying unit to include the new issue of cyber-bullying. The activities are geared toward fourth grade students that have a good understanding of how to navigate through links on the Internet.
- Taskbar (bottom): Shows icons for Windows, File Explorer, Chrome, and other applications. System tray shows the time as 9:51 AM on 9/17/2012.



9. Go to standards:

This is a place where the followed standards are described. It helps us match the used webquest with the curriculum and with the standards our school follows.



The screenshot shows a web browser window with the following details:

- Browser Tabs:** o2 Poczta (488), (13) Welcome, QuestGarden Sr, WebQuest Search, Take ACTION a, Facebook, Google Translat, WebQuest.Org, Take ACTION a.
- Address Bar:** questgarden.com/74/53/6/081202114940/t-standards.htm
- Page Title:** Take ACTION against Cyber-bullies
- Navigation Menu (Left):**
 - Introduction
 - Learners
 - Standards
 - Process
 - Resources
 - Student Page
- Main Content Area (Yellow Background):**

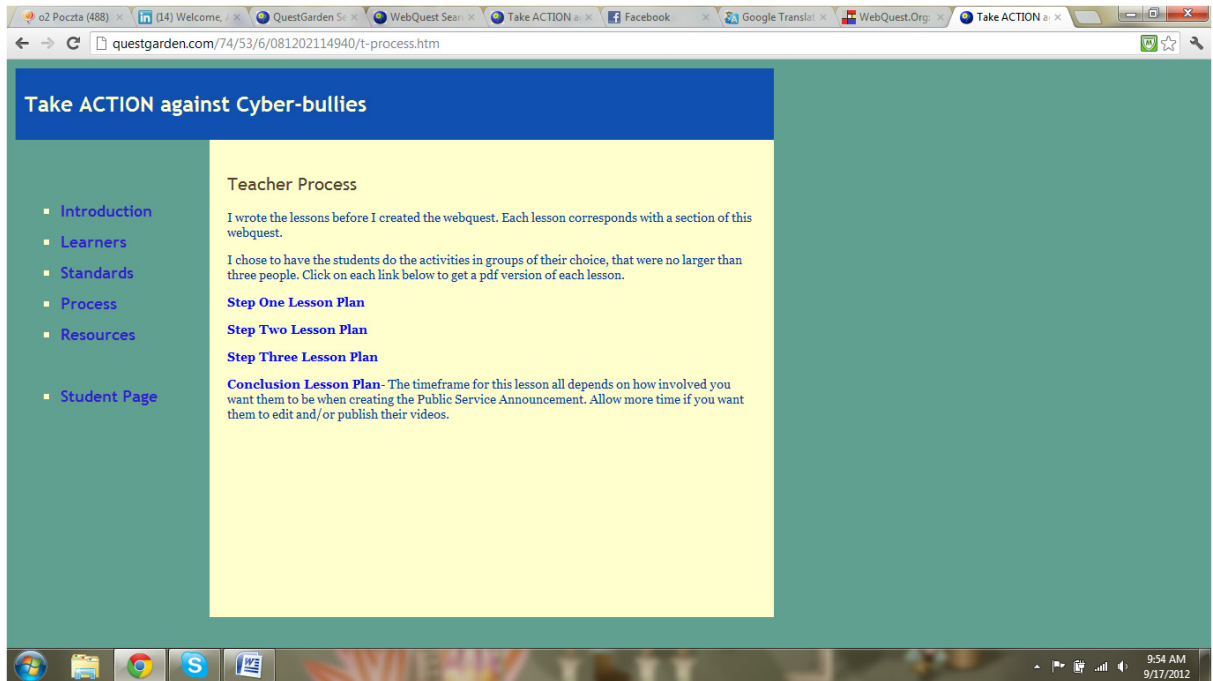
Standards

From **ISTE NETS for Students**: Digital Citizenship, Critical Thinking, Problem Solving, and Decision Making, Communication and Collaboration,
- Taskbar (Bottom):** Shows icons for Internet Explorer, Google Chrome, and Skype. The system tray on the right shows the time as 9:52 AM on 9/17/2012.



10. Go to process:

This is a place where again the webquest is being discussed on meta-level. The lesson plans, the technical hints or other useful information meant for teachers only can be provided here.



The screenshot shows a web browser window with the URL questgarden.com/74/53/6/081202114940/t-process.htm. The page title is "Take ACTION against Cyber-bullies". On the left, there is a navigation menu with the following items: Introduction, Learners, Standards, Process, Resources, and Student Page. The main content area is titled "Teacher Process" and contains the following text:

I wrote the lessons before I created the webquest. Each lesson corresponds with a section of this webquest.

I chose to have the students do the activities in groups of their choice, that were no larger than three people. Click on each link below to get a pdf version of each lesson.

Step One Lesson Plan

Step Two Lesson Plan

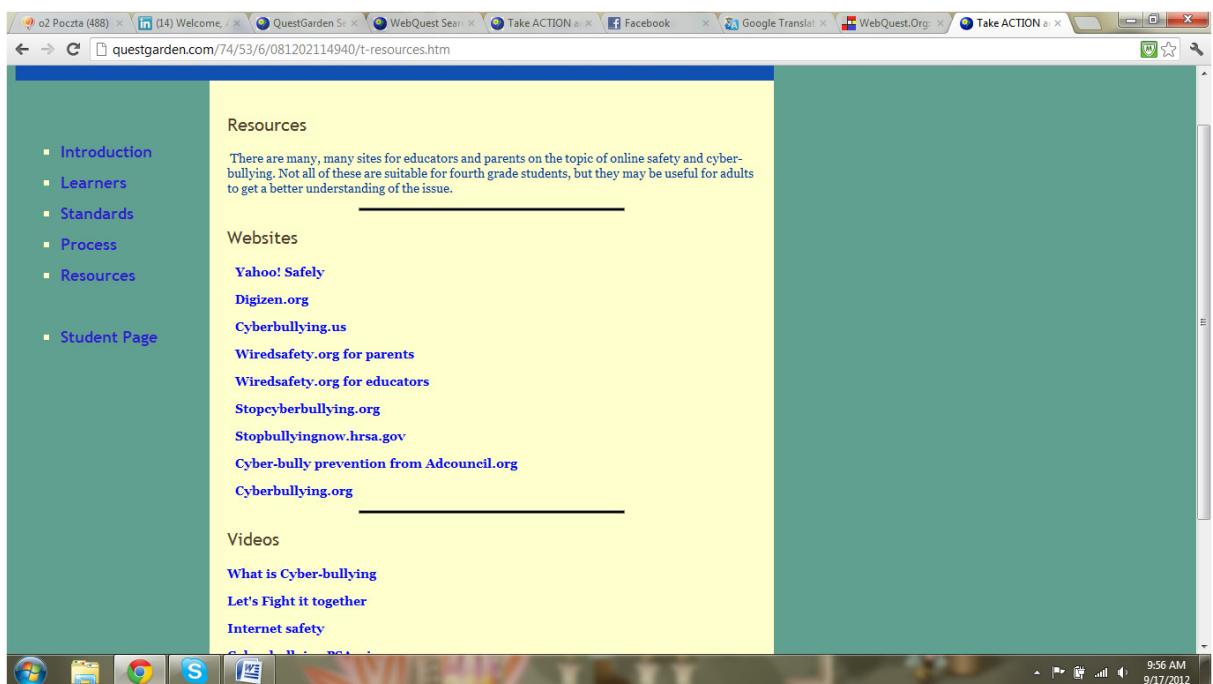
Step Three Lesson Plan

Conclusion Lesson Plan: The timeframe for this lesson all depends on how involved you want them to be when creating the Public Service Announcement. Allow more time if you want them to edit and/or publish their videos.

11. Go to resources:

This is a place where additional resources can be provided to help the teacher use the webquest with students.

Important! Your goal in this activity is **not** to make the participants complete the webquest. Your goal is to give the webquest to them and show how to use it. You can decide to do some parts but your main focus should be on exploring the construction of this webquest and a concept of webquests in general.



The screenshot shows a web browser window with the following content:

- Resources**

There are many, many sites for educators and parents on the topic of online safety and cyberbullying. Not all of these are suitable for fourth grade students, but they may be useful for adults to get a better understanding of the issue.
- Websites**
 - [Yahoo! Safely](#)
 - [Digizen.org](#)
 - [Cyberbullying.us](#)
 - [Wiredsafety.org for parents](#)
 - [Wiredsafety.org for educators](#)
 - [Stopcyberbullying.org](#)
 - [Stopbullyingnow.hrsa.gov](#)
 - [Cyber-bully prevention from Adcouncil.org](#)
 - [Cyberbullying.org](#)
- Videos**
 - [What is Cyber-bullying](#)
 - [Let's Fight it together](#)
 - [Internet safety](#)

The browser's address bar shows the URL: questgarden.com/74/53/6/081202114940/t-resources.htm. The taskbar at the bottom shows the date and time as 9:56 AM on 9/17/2012.



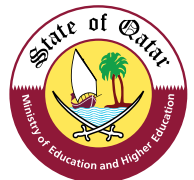


سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



**TEACHERS & TECHNICAL STAFF'S
WORKSHOP READING FOR TRAINERS
GUIDING STUDENTS ON CYBER SAFETY**



Workshop Notes

Note:

The objective of the background reading is to provide trainers with detailed content regarding the topics they will be explaining and sharing with the audience.



Cyber Safety For Trainers

Cyber safety – safe and responsible use of Information and Communication Technology (interacting with people with use of digital devices).

Teachers have to remember that teaching cyber safety rules doesn't need to be boring and scary. We should avoid patronizing and listing dangers.

Try to highlight the benefits, show positive examples, teach ways of protection and only mention the threats.

Do not diminish the importance of the threats but just the time spent on discussing it. For example: There is a threat that when we put data online someone will steal it from us BUT we can always use privacy settings to limit others' access to that data, we can always format the data in a way that it is useless for random users. (passwords etc.)

Now that the IT world is changing so quickly, the school community has to accept that cyber safety issues have to be incorporated in the teaching process. Whether it will be through separate curriculum or through introducing cyber safety in regular school activities, one thing is certain – cyber safety has to have its place in school structure.

To give the teachers general idea of what cyber safety is and what topics it tackles it is worth to show them "Hints for Parents" and "Hints for Students" handouts. Those are comprehensive sets of rules for the safe IT use that should be applied in everyday life to protect yourself from different online threats.

Important note: Cyber Safety rules never contradicts with regular offline everyday rules. They are just extension of them or they focus specifically on online activity. For example there is a rule that we have to respect each other. Online it means we cannot tell lies about each other or ridicule each other in front of others i.e. through chatrooms.

How to explain the name "cyber safety"? It consists of two words – "cyber" and "safety". "Cyber" is anything digital, so all devices we use for communications with others. "Safety" is a state of being protected, free of harm, comfortable and peaceful.



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](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 Trainers

Cyber bullying is interacting with others online with intention of hurting or upsetting them.

Cyber bullying may seriously harm your children if they are victims but may also harm them if they are the offenders – they learn bad habits and are more likely to break rules and disrespect people in future. Remember to explain and talk before you decide to judge or punish. Sometimes the children do not realize how bad it is to cyber bully others. As teachers we have to teach them and guide them. It is also very important to build atmosphere of trust. So – sit and talk with your students as often as possible to avoid cyber bullying.

Hints for talking to students:

What does a cyber bullied person feel?

Scared, ashamed, tired, wants to cry, wants to hide, wants to run away, sometimes they feel guilty, angry, useless etc.

What can we do as bystanders (when we notice cyberbullying around us)?

Report cyber bullying, support the victim, isolate victim from the offender (e.g. take the victim with you to go report cyber bullying; **Important – no violence!!! It's better to take the victim away than to argue with the offender**), explain the victim it's not their fault.

What can we do when someone is cyber-bullying us?

Save messages with cyberbullying and report to teachers or parents. Do not respond! It makes things worse. You can also block the person or unfriend him/her but it's better to wait for the teacher with this as you might need proof of cyber bullying.

What makes the cyber bullies be cyber bullies?

They often are scared, shy, weak and vulnerable and they cyber bully others to prove themselves. Try to convince them they don't have to. They are valuable but the choices they make are wrong. They should start being part of the group instead of being against everyone and everything.

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 rules of social 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 we can make cyber bullies stop being mean to others.

And what if it happens anyway?

Contact the parents of the children involved – together you will find a solution. Remember that children are not adults and sometimes their judgment is not mature enough to think about the consequences of their deeds. Try to protect the victim and encourage parents to find a good solution.

What message do we want to give to students who have experienced cyber bullying?

1. That it is not their fault – sometimes the bully tries to convince the victim that he/she is treated in a bad way because he/she did something wrong. We need to make it clear that no one deserves cyber bullying.

2. That we will support him/her in this situation.
3. That it is good that he/she or someone from their environment reported cyber bullying.
4. That cyber bully will be faced with consequences.

What message do we want to give to cyber bullies?

1. That their behaviour was bad.
2. That they need to apologize and try to make it up for the victim.
3. That they can also become victims one day.
4. That they are not bad themselves but their behaviour is unacceptable and therefore they have to change it.

What message do we want to give to the rest of the students that were witnessing cyber bullying?

1. That it was good they reacted (or optionally that they should have reacted if they didn't).
2. That cyber bullying is bad.
3. That if we do not fight cyber bullying in our school we might be next to be cyber bullied.
4. That cyber bullying is a shame on the bully, not the victim.

Useful links:

- <http://www.netismartz.org/reallifestories/> – stories from life
- http://www.stopcyberbullying.org/what_is_cyberbullying_exactly.html – cyber bullying information
- <http://kidshealth.org/parent/positive/talk/cyberbullying.html> – more information on cyber bullying



Digital Fingerprint For Trainers

Digital Fingerprint is a mark you leave when you go online.

There is no way of erasing your digital fingerprint from cyber space. You can only minimize the chance of your information being found. But it doesn't disappear. Best solution – to think before you do whatever online.

Example for the kids that say it's possible to erase everything:

Do you have an email? What happens when you delete an email? (it goes to the bin) So can you completely erase it? (they usually say “yes, you empty the bin”) OK, but they can still be retrieved by an IT person... (this is when the children start to be frightened ☹) Making it simple – they go to “a bigger trash can” each time you erase them from a smaller one. Thousands of erased pictures, emails, files and applications “hanging” somewhere in cyber space... Would you like your funny picture to be hanging there waiting for some strangers to use it?

How is digital fingerprint useful for us, teachers?

For example if you discover some inappropriate content on the school computer you can also find out when and from where was it downloaded – was it from a website? Or a mobile? Your IT staff will be able to check the identification number of the mobile and find the student who downloaded it.

Someone changed marks in you register? What time? From which device? Who was using that device at that time? You can check all that with help of IT support and school schedule.

Anonymous – a very important word when talking of digital fingerprint; most of the IT users break different rules online because they think they are anonymous in cyber space. Our job is to make them realize they are not! The identification number of their device is like their online nametag. Also when they post information from services where they earlier register everyone can identify them.

When we talk in chatrooms or send messages using a nickname instead of our real name we might think we are being clever and that no one can recognise us. To some extent it is true – at first people will think it is a random person. But if we say something really bad or send inappropriate content someone can decide to report us. Then the IP number of a computer can be identified. Having the IP number we can check the owner of the device or for example the lab the device belongs to. After that we only need to check the school schedule to find out who was in that lab on that specific day using that device and... GOTCHA!



Online Reputation For Trainers

Online reputation – opinion about yourself you build online.

Rules to follow:

1. Don't lie. (you use multiple services and once someone compares it this will show).
2. Think before you post something – people judge you by that.
3. Follow basic rules of real life when you use internet.

What can improve your online reputation(examples):

1. Sharing articles from your area of interest.
2. Joining professional groups or discussion.
3. Hiding private information on your profiles.
4. Avoiding unknown websites or strange people.

What can destroy your online reputation (examples):

1. Using bad language in your posts.
2. Blogging about embarrassing stories from your real life.
3. Contacting with people who misbehave online – we can end up being blamed as well.
4. Breaking online rules.

How to convince students that online reputation is so important?

Use example – let's imagine you plan to write a very rude message to your classmate. You decide he/she deserves it! You call him/her some bad names. And by some coincidence you send it to your aunt. What would she think of you? /bad things/ And what would she do? /Tell your parents, complain to uncle, tell grandparents etc./

So, as you can see bad reputation makes people upset and also spreads very quickly. Sometimes we do one thing that we regret and people keep reminding us of it for a long time.

What is the important message for the students?

Be conscious that with everything you do you build your online reputation. Don't post, blog, link, like or subscribe anything if you are not 100% sure it doesn't destroy your reputation.

How can we protect our online reputation as teachers?

As teachers we are often public persons in our community. So we need to be very sensitive about the messages we pass. And also there is a danger of some people trying for some reason to destroy our reputation. For example sometimes students try to break teachers' passwords to email accounts etc. We have to be prepared and careful. We should never leave a notebook unguarded in the classroom if we have private information in it, we should never tell students our nickname online, and preferably we should limit strangers access to our FB or other accounts so that students cannot access it or even worse – post comments.

We have to remember that despite all those precautions students can come across some of the pictures or posts we put online just by pure coincidence – so be careful and do not post your party pictures if you are a teacher!

Protect your reputation!

Google your own name from time to time to see what's out there. This way you will easily find out if someone was trying to undermine your reputation. Report any misuses of your accounts or information you post. Expect from your friends to ask you whenever they want to tag you on pictures posted online, if they don't respect it – request untagging or even block them. If you do not want your private pictures or documents to be used unauthorised – do not put them online. (it is plagiarism when

someone uses i.e. your lesson plan without permission but we have to accept it just happens and therefore best way of protecting our intellectual property is to keep it offline.)

Message for you and your students:

Don't panic! Your reputation will be fine if you are just conscious of certain rules and aware of the fact that you need to monitor it.

Useful links:

- <http://www.datesafeproject.org/2012/protecting-your-teens-online-reputation/> – protecting your reputation hints
- <http://www.safetyweb.com/online-reputation-management> – more tips on reputation protection
- <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



Privacy Settings For Trainers

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

Some services want you to put a lot of personal data inside. You might choose not to register with them at all but sometimes you really want it and have no choice but to provide the data. In such cases make sure there is a possibility of hiding some of it.

Explanation – next to for example birth date there should be a tick box saying “hide your birthdate”.

This will minimize the risk of strangers getting to know your age.

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.

Privacy settings should not be set once and forever. Using social networking or any other services people should open the privacy settings once in a while and check if the adjustments are still satisfactory for them. Together with different updates new options of privacy settings can also be introduced and we should stay up-to-date with the possibilities we get.

Privacy settings are just one of the ways of protection – we shouldn’t forget about antiviruses, strong passwords and simply being 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!

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 Controls For Trainers

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

Remind the teachers that parental controls can also be used by them on school computers to stay in control of the way the school computers are used.

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.

Where?

Usually somewhere in a visible place but each service places them a bit different so we should look for them on our own or write to the service's support asking for hints.

How?

Adjusting the parental controls is usually very simple. Once you open the right tab of parental controls you will see tick boxes and questions to be answered. When you place

the mouse cursor over the question and wait you will usually get another hint (do not click – just wait and read). Unfortunately there is no right or wrong answer as long as the actual settings are considered – you have to decide for you and your child what is best in your case. Consider your child's age, maturity level, extend to which your child will be using computer unaccompanied etc.

Why?

Because we want to be sure our children and students are safe online, they are not exposed to inappropriate content, they do not spend too much time in front of computer and that they have another life separate to the one in cyber space.

Important! Even very young children use mobiles and PC's. Sometimes we are quite 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 the biggest mistake ever! 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.

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 – 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



Netiquette For Trainers

Netiquette is a relatively new word used to describe the etiquette for the network use. So basically it refers to the set of rules of the cyber space.

The rules of the internet are similar to the rules of regular social interactions in real world. There are some specific additional rules to be applied in specific online settings. All internet users should be aware of the way they share and interact with other IT users.

One of the examples is the use of different abbreviations when writing messages. There are a lot of specific expressions and the list is getting longer every day. Some of the examples are: LOL, C U, ASAP meaning Lots of Laugh, See you and As soon as possible, respectively.

Another important part of the Netiquette code is the way people share content. It is vital to know that we can only share the content we own or we got permission for sharing. Another thing is – we always have to give credit to the owner/author – so we have to write the source of the information.

What can happen if we violate the Netiquette?

1. We can annoy other users.
2. We can experience ostracism from other users.
3. We can be reported by other internet users.

4. We can get blocked by other users or administrator.
5. We can face legal consequences.

Not knowing the Netiquette is not an excuse!

Remind the participants that accessing the cyber world they agree to follow the rules. Even if you don't know that you shouldn't steal – if you steal you face the consequences. It's the same in cyber space.

Each blog, social network or website might have some additional rules to be followed by their users. Remember to read carefully the Terms & Conditions part not to violate the rules of the community you visit.

It is also very important to observe the experienced users and try to learn the basics from them. Usually it is also appreciated when you ask for hints and advices.



A decorative graphic consisting of several parallel diagonal lines in a light grey color, located to the left of the section header.

And what if I notice someone violating the rules?

1. You can try to tell the person that the behaviour is inappropriate.
2. You can write to the administrator.
3. Usually there is a button that you can use to block or report such behaviour.

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

Internet Addiction For Trainers

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.

Remember to tell the participants that there is no 100% certainty if they don't consult a specialist. Before directing them to a psychologist - suggest parents to talk to their child and try to find out what is going on. Tell them to listen to their child and also observe him or her carefully. The symptoms are just for the adults to see there might be a problem. Being teachers you can suggest to the parents they should take such a possibility into consideration but you **cannot** make them agree with you. It is the parents' responsibility and they are the only ones who can decide to bring their child to a psychologist. However, if you observe the situation continuing sometime after you have spoken to the parents, you should consider talking to social worker or AVP of the school.

Remind the participants addictions are a serious threat and shouldn't be ignored. Children are vulnerable as they are in the stage of development and their judgements, habits, way of solving problems and other abilities are just now forming to determine their future deeds and to support or destroy their future lives.

Remind the participants that they shouldn't scare the parents when talking to them. Our aim is to make them aware and be able to protect their children and not to make them frightened and avoid IT in general.

If we are not careful when teaching parents we can build a false picture of IT as a source of all problems and diseases. It is possible to get addicted but it is also possible to prevent addiction from IT use.

Teachers, as well as parents themselves, have to remember that setting rules and involving themselves in online activities of children can protect them from most of the threats connected to internet use.



Useful links:

- http://www.netaddiction.com/index.php?option=com_bfquiz&view=onepage&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 – more information about addictions



Internet Games For Trainers

Internet games are all games people play via internet.

Talking about internet games to teachers or parents we have to remind them that playing and having fun is a vital component of child development.

We have to make sure we protect them in the best possible way but we shouldn't stop them from playing games. We can influence the choice of games or join our children playing to be able to intervene in case of any threats but banning gaming as such is not the right solution.

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 to misuse them.

When we teach our students rules and principles we show them examples and justify our judgements. We do not refer only to one particular situation. We want them to

know this is the way we want them to be or to behave. **This includes** technology, school, shopping mall and everything else.

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 if in 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.facebook.com> – you can find games here too
- <http://www.clubpenguin.com/> – an online game for young children



Inappropriate Content For Trainers

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

Inappropriate content means something else for an adult and something else for a child. Adults' tolerance of morally ambiguous content is a bit higher than that of children. Inappropriate content for children can also mean for example cartoons meant for a bit older group age (what's harmless for a 15 year old can be scary for a 4 year old).

Inappropriate does not necessarily mean illegal. Sometimes it is based on our as adults judgement of what we think is good for us or for our families.

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).

Useful links:

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

Sometimes even after we check the content and talk to our children about what content they browse online we discover that our children become more nervous or seem to be more anxious or seem to have some secrets. We can suspect this might be because of the inappropriate content they came across while browsing the internet.

Do not act impulsively! 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.

Plagiarism For Trainers

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

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense.

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 her 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. 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.

