



سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



STUDENT'S WORKSHOP GUIDE
CYBER SAFETY AWARENESS



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 - Cyber Safety Awareness Workshop file.

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Cyber Safety Awareness PowerPoint](#)
- [Workshop Practical Activities](#)
- [Workshop Notes](#)
- [Workshop Learner Feedback](#)



Introduction To: Cyber Safety Awareness Workshop

Target Audience:

Students

Workshop Components:

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Cyber Safety Awareness PowerPoint](#)
- [Workshop Practical Activities](#)
- [Workshop Notes](#)
- [Workshop Learner Feedback](#)

Overview:

The Cyber Safety Awareness workshop aims to deliver a comprehensive overview of what Cyber Safety is all about. The workshop targets students between the ages of 13 and 18. The workshop duration is about 2 hours with a maximum of 25 students. In the

workshop, different basic principles will be explained, including Cyber bullying, Digital fingerprint, online reputation and privacy settings. Moreover, the workshop will discuss the threats the students may encounter while online, and it will show them how to protect themselves and talk to them about being safe and responsible. It will also emphasize to students that everything they post on the Internet is both public and permanent to make sure that they are not posting any photos or documents that are private. To help students understand the concepts of cyber safety they will engage in 7 Practical Activities that give them the opportunity to practice what they're learning in workshop.



Workshop Guide

Cyber Safety Awareness

Duration:

Around 120 minutes

Requirements:

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

Number of participants:

Max. 25

Purpose:

To provide students with the basic knowledge and understanding related to major cyber safety issues.

Objectives:

1. Participants will be able to explain what cyber safety is and list a couple of online threats
2. Participants will be able to give examples of appropriate behavior online and proper adjustment of privacy settings
3. Participants will know the meaning of the following terms: online reputation, digital finger print, cyber bullying, cyber safety, privacy settings, parental controls etc.
4. Participants will be provided with the opportunity to raise particular issues and seek advice.

Materials to be used:

- Flipcharts
- Markers
- Workshop Guide
- PPT

Notes for the Trainer:

Turn the presentation on. The whole workshop is based on this presentation so read carefully the descriptions under the slides. Introduce yourself and the Ministry of Transport and Communications. If needed – ask participants to introduce themselves too. Remember this is just a first slide and it's meant to be a background for the presentation of the trainer and the training program.

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

Variations:

Students may have a lot of questions. Try to explain to them that the space for questions will be provided later. You don't want to explain issues you will be discussing in the Practical Activities.



Activity	Action	Trainer	Participants	Materials	Timing
1	General Introduction - 1 st slide	This is an opening slide. Trainer introduces himself / herself and the program (Cyber Safety Training Suite) If needed - asks participants to introduce themselves If an icebreaker is needed - the trainer does it now.	Listen and introduce themselves	1.Cyber Safety Awareness PPT 2.vocabulary for trainer 3.icebreaker list	15 mins
2	Cyber Safety - my picture - 2nd slide (group work)	Asks students to divide into groups of four/five and write their ideas of what cyber safety is on flipcharts CONCLUDES the exercise - tells the students what the cyber safety is (beginning of slide 3).	Write the ideas and present them in the end	Flipcharts, markers, Cyber Safety Awareness PPT	15 mins
3	Ideal Cyber Safety Model - Slide 3 (group work)	Asks students to divide into two groups and present the ideal safety model for a school from the perspective of teachers (group A) and from the students' perspective (group B). After the work is finished - give students 2 extra minutes and ask them to add one or two examples specifically for cyber safety. The two posters are being compared and conclusions drawn - discussion.	Students are divided in two groups and make a big poster depicting ideal safety model from students or teachers' perspective	Flipchart, markers, Hints for students, Cyber Safety Awareness PPT	20 mins

Activity	Action	Trainer	Participants	Materials	Timing
4	<p>If I were a teacher... (ROLE PLAY - Individual / group work)</p> <p>- Slide 4 after explanation of vocabulary</p>	<p>Asks students to divide into groups of 3-4 and choose one of the terms from the vocabulary presented in the lecture from the presentation. Gives each group a letter (G or B) depicting their role (good or bad respectively). Asks students to prepare a short presentation of the term for students putting themselves in a role of teachers (good or bad). The whole class serves as students while the presenters pretend to be the teacher and do the presentation.</p>	<p>Prepare and present</p>	<p>vocabulary handouts, Cyber Safety Awareness PPT</p>	<p>20 mins</p>
5	<p>Difficult situations online (Role play) -</p> <p>Slide 5</p>	<p>Divide students into groups of 2-4. Ask them to think of a difficult situation that happened to them or their friends connected to cyber safety. Tell them to describe the problem in detail so that any other group can read it and know the problem. Ask students to give their description to another group. Ask all groups to prepare a role play with a solution to the problem. Discuss with the whole group.</p>	<p>Participants perform role plays and discuss situations described</p>	<p>Flipcharts, markers, sticky notes, Cyber Safety Awareness PPT</p>	<p>20 mins</p>



Activity	Action	Trainer	Participants	Materials	Timing
6	Matching pictures (pair work) – Slide 5	Gives students a paper with a set of pictures and asks them to write what terms of the previous slide they are connected to. Asks for justification.	Compete in filling the boxes	Paper with pictures (found in Activity 6) Cyber Safety Awareness PPT	10 mins
7	Conclusion and Feedback – Slide 6, 7	Summarizes the outcomes and the main thoughts of the workshop highlighting linkages between real life and cyber space. Evokes discussion – what is cyber safety? why do we need it? What other workshops do we offer? Asks participants to fill in the survey giving feedback on the workshop.	Listen and add to it if they want; discuss; Give feedback	Surveys, Flipchart, Markers, Cyber Safety Awareness PPT	20 mins



Useful Vocabulary

Cyber Safety Awareness

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.





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STUDENT'S WORKSHOP
ACT 1. ICE BREAKER
CYBER SAFETY AWARENESS



ACT 1. ICEBREAKERS

Note:

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

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. This kind of micro-activity is 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 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 the 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 😊





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STUDENT'S WORKSHOP
ACT 2. SETTING OBJECTIVES
CYBER SAFETY AWARENESS



ACT 2.

Setting Objectives

Slide title:

Cyber safety – my picture (group work).

Objectives covered:

1. Participants will be able to explain what cyber safety is and list a couple of online threats.
2. Participants will be able to give examples of appropriate behavior online and proper adjustment of privacy settings.
3. Participants will know the meaning of the following terms: online reputation, digital finger print, cyber bullying, cyber safety, privacy settings, parental controls etc.
4. Participants will be provided with the opportunity to raise particular issues and seek advice.

Time:

15 minutes

Resources:

Flipcharts, markers, PPT-Slide 2 – Activity 2

Notes for the trainer:

Students are asked to express their concept of cyber safety and write their ideas on a flipchart. Try to make the atmosphere fun and encouraging for brainstorming. Let the students write down even “crazy” ideas. This will give you the idea of the students’ real knowledge and will also give you the opportunity to explain all doubts in the conclusion.

Conclude the exercise appreciating students’ work and clarifying misunderstandings. Try to add to what was said but avoid criticism! It is very important not to discourage the students from participation in exercises.

Use the cyber safety vocabulary handouts to conclude the exercise and explain what cyber safety is.

Variations:

You might happen to find a group enjoying brainstorming and coming up with a lot of different very creative ideas. Appreciate it and allow expression – you can for example ask for public presentation or even encourage the students to make a video out of their work after the workshop. Discuss it with the teacher – maybe you can find a way of promoting cyber safety in the school community using the outcomes of your workshop.

There is also a chance your group will be less active or willing to cooperate. The reason might be they do not understand the concept of cyber safety. Try being supportive and assist the students in finding the answers to their questions in the handouts.



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STUDENT'S WORKSHOP
ACT 3. GROUP WORK
CYBER SAFETY AWARENESS



ACT 3. (Group Work)

Ideal Cyber Safety Model

Slide title:

Cyber Safety.

Objectives covered:

1. Participants will be able to explain what cyber safety is and list a couple of online threats .
2. Participants will be able to give examples of appropriate behavior online and proper adjustment of privacy settings .
3. Participants will know the meaning of the following terms: online reputation, digital finger print, cyber bullying, cyber safety, privacy settings, parental controls etc.
4. Participants will be provided with the opportunity to raise particular issues and seek advice.

Time:

20 minutes

Resources:

Flipchart, markers, Hints for Students – PPT
Slide 3 – Activity 3

Notes for the trainer:

Divide students into two groups and ask one group to be teachers and the other to be students. From now on they have to try and think as their assigned characters.

Ask both groups to draw an ideal cyber safety model – what has to be allowed, what should be forbidden, who should have access to what programs and devices at school? – of course they should discuss it in groups not forgetting about their assigned roles.

One delegate from each group presents and justifies the drawing.

The two posters are being compared and conclusions drawn – discussion.

Variations:

If the group is extremely big divide the students into four or six groups. But remember that the number of “teachers” has to be equal or very similar to the number of “students”.

If the group is very small you can decide to work with the whole group and just create a table with two columns – a/ teachers b/students and write down your ideas.





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STUDENT'S WORKSHOP
ACT 4. GROUP WORK
CYBER SAFETY AWARENESS



ACT 4. (Group Work)

If I Were A Teacher

Slide title: Useful Vocabulary.

Objectives covered:

1. Participants will be able to explain what cyber safety is and list a couple of online threats.
2. Participants will be able to give examples of appropriate behavior online and proper adjustment of privacy settings.
3. Participants will know the meaning of the following terms: online reputation, digital finger print, cyber bullying, cyber safety, privacy settings, parental controls etc.
4. Participants will be provided with the opportunity to raise particular issues and seek advice.

Time: 20 minutes

Resources:

Vocabulary handouts, PPT Slide 4 – Activity 4

Notes for the trainer:

Divide students into groups of 3-4. Ask them to choose one term from the list presented on PowerPoint. Assign roles of good and bad teachers. Each group is now a teacher (one teacher). They are supposed to prepare a presentation on their topic. The whole group has to be involved, come to the front and take part in the presentation. They have to become a good or bad teacher presenting the topic. If you have time – encourage discussion after each presentation. If not – watch all presentations and conclude yourself sharing your thoughts with students.

Example:

If a group is assigned to be a good teacher and they choose to present digital fingerprint they can start from telling the definition and asking students questions like: can you tell me some examples of digital fingerprint? When do we leave digital fingerprint? etc. Then they can give one or two more examples and encourage discussion on how to avoid leaving data online we don't want to leave there.

If a group is assigned to be the bad teacher and they choose the same topic they can start by asking for the definition and then they can get angry that the students don't know the exact definition. Then they can say something like: And you have to be careful because the digital fingerprint stays online forever. You better be careful! (No explanation, no examples. Just warnings, shouting and general statements).

Variations:

If the students are not really willing to prepare a role-play – do not force them. It is supposed to be fun. Ask them to write down examples how a good/bad teacher would present the chosen topic.

If the group seems to be willing to complete the task but you notice they didn't understand it – assist them. Give them ideas and examples.



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STUDENT'S WORKSHOP
ACT 5. ROLEPLAY
CYBER SAFETY AWARENESS



ACT 5. (Roleplay)

Difficult Situations Online

Slide title:

Did You Realize.

Objectives covered:

1. Participants will be able to explain what cyber safety is and list a couple of online threats.
2. Participants will be able to give examples of appropriate behaviour online and proper adjustment of privacy settings.
3. Participants will know the meaning of the following terms: online reputation, digital finger print, cyber bullying, cyber safety, privacy settings, parental controls etc.
4. Participants will be provided with the opportunity to raise particular issues and seek advice.

Time:

20 minutes

Resources:

Flipchart, markers, sticky notes, PPT Slide 5 – Activity 5

Notes for the trainer:

Ask students to work in pairs and describe a difficult situation online that happened to them or to their friends. Ask them to make the description according to the pattern:

- People involved:
- Home or School?
- Detailed description of situation:
- How was it solved?

Now ask them to exchange the descriptions with other groups. Give the students some time

to prepare role plays with solutions other than described. Discuss and compare solutions.

Students can use examples from their or their friends' experience. Stay alert! Some of them may be seeking support or advice in the problems they are experiencing. Report those cases to the teacher but be discreet and ask for discretion too. We want to help the students and not to break their trust.

Variations:

Some of the students might claim they do not experience difficult situations online. Ask them whether they have ever received a spam or whether someone has ever written an unpleasant note under their post. Most probably they will recall such situations but if not – ask them to make up a situation and describe it for the sake of the activity.

You can find out that most of the students describe the same or similar situation. For example they are all talking about an older student cyber bullying younger colleagues. This can be a sign of a problem being present in the school community. Let the students talk and show them you understand and you care. Show your opinion on cyber bullying or other issue reported. Do not turn into a detective! Listen and be supportive. When you notice the problem really exists and the students are ready to talk about it –report it to the teacher. IMPORTANT! Tell the students you want to report it and convince them the teacher is going to help them to solve the problem.



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STUDENT'S WORKSHOP
ACT 6. PAIR WORK
CYBER SAFETY AWARENESS



ACT 6. (Pair Work) Matching Pictures

Slide title:

Did You Realize?

Objectives covered:

1. Participants will be able to explain what cyber safety is and list a couple of online threats.
2. Participants will be able to give examples of appropriate behavior online and proper adjustment of privacy settings.
3. Participants will know the meaning of the following terms: online reputation, digital finger print, cyber bullying, cyber safety, privacy settings, parental controls etc.

Time: 20 minutes

Resources:

Papers with pictures, PPT Slide 5 - Activity 6

Notes for the trainer:

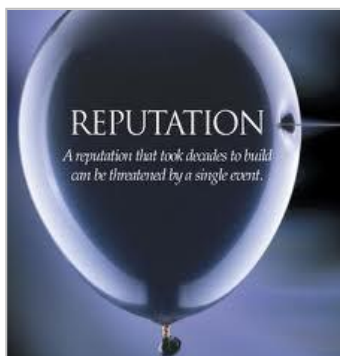
Ask students to work in pairs and under each picture write the cyber safety issue or issues they think it's connected to. Ask them to present the outcomes to the group. There is no right or wrong answer as long as the justification is logical.

Variations:

The group can be extremely large - then divide students into larger groups to save time.

If you observe the group is not really active in matching the pictures- assist them.

If you see the task is too difficult you may decide to do it yourself with the assistance of students.





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STUDENT'S WORKSHOP ACT 7.
CONCLUSION AND FEEDBACK
CYBER SAFETY AWARENESS



ACT 7.

Conclusion And Feedback

Slide title:

Hints for a Safe Online Journey & What Did We Learn.

Objectives covered:

1. Participants will be able to give examples of appropriate behavior online and proper adjustment of privacy settings .
2. Participants will be provided with the opportunity to raise particular issues and seek advice.

Time:

20 minutes

Resources:

Surveys, flipchart, markers, PPT 6,7 – Activity 7

Notes for the trainer:

The trainer with the help of the students summarizes the workshop by encouraging discussion, asking for feedback. Give the participants a lot of positive feedback. Tell them you appreciate they are so involved in improving cyber safety at school. Try to answer questions they might ask you or promise to stay in touch and find solutions for them.

Give participants the survey and ask them to fill it in on the spot and give it back to you. Assist participants in filling in the survey making sure they don't leave empty spaces.

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 therefore we all need to stay alerted and adjust ourselves to the new conditions. And this also means adjusting to the new rules and regulations in cyber world.

Variations:

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





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**STUDENT'S WORKSHOP READING
FOR TRAINERS**
CYBER SAFETY AWARENESS



Background Reading For Trainers

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 The Trainers

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

Students have to remember that cyber safety is one of the most important issues that need to be considered when talking about internet use. They have to make sure they know cyber safety rules before going online. They can find some of the rules in the hints for students, so refer them to the handout.

Try to highlight the benefits, show positive examples. Most of the students aren't aware of the dangers that might be faced online but they aren't also aware of the benefits.

Do not underestimate the importance of the threats but just limit 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.)

To give the students general idea of what cyber safety is and what topics it tackles it is worth showing them the "Hints for Students" handout. This is a comprehensive set 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 contradict regular offline everyday rules. They are just an extension of them or they focus specifically on online activity. For example there is a rule 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 chat-rooms.



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. Ask students for

some examples of devices and try with them to list as much as you can so they get the point. Also ask them about the meaning of harm before explaining.

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/en> – MOTC’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 The Trainers

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

Cyber bullying may seriously harm you or your friends. Remember to explain to the students that cyber bullying is bad and harmful and there is no one who “deserves it”. Some bullies try to convince the victim that he/she deserves being bullied. We have to make sure children know it’s not true. Sometimes the children do not realize how bad it is to cyber bully others. Show them examples and assure them cyber bullying should be reported and cannot be accepted in school community.

And what if it happens anyway?

Remind the students they should talk to their parents, a trusted teacher or other trusted adults if they experience anything that troubles them. And especially if it causes harm to them. Cyber bullying is an example of this and therefore they should immediately report it. Sometimes the cyber bullies threaten the victims that if they report, something bad will happen to them – we need to assure the students that they have to report and the cyber bully is the one who will face the consequences. This point is very important and need to be discussed with students deeply and get their feedback and comments. The trainer can ask them for some examples from their real life to make sure they get the point.

Examples of Cyber bullying:

- Sending rude messages.
- Telling lies about the bullied person online.
- Ridiculing the bullied person on chats and social networks.

What to do when you’re being cyber bullied?

1. Save the evidence (messages, pictures etc.
2. Block/report the person.
3. Tell your parents/teacher/ other adult you trust they might be afraid to tell someone, as that person might blame of punish them at the end. We have to convince them that get punish by parents or teacher is less harmful than not telling them at all.
4. Follow the instruction of the adults.



What to do when I feel I cyber bullied someone?

Sometimes you make jokes, laugh, make more jokes, laugh... and all of the sudden you notice that it's only you who is still laughing and the rest are crying or at least look upset. Sometimes you do it by coincidence not even wanting to hurt anyone. In this case you have to act quickly:

1. **Stop!** Whatever you are doing – stop it.
2. Ask the person if you upset him/her.
3. Even if not – stop because probably you were close to it.
4. Apologize and ask whether there is anything you can do to make it up for the person you hurt.
5. Avoid doing it in future.

Useful links:

- <http://www.netSMARTZ.org/reallifestories/> – stories from life
- http://www.stopcyberbullying.org/what_is_cyberbullying_exactly.html – cyber bullying information
- <http://www.ictqatar.qa/en> – MOTC's website – useful contacts, current events, news from IT world
- <http://kidshealth.org/parent/positive/talk/cyberbullying.html> – more information on cyber bullying



Digital Fingerprint For The 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 stranger to use it?

What does the digital finger print mean for us in regular life?

It means we have to be careful what we do online because someone can misuse it and blame us. It also means our parents can discover what we do online. It also means people can have access to things we've already forgotten or we have posted and use them against us long time after.

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. The truth is they are not! The identification number explains that each device has its unique number; show them real examples by using phones or computers in the lab and how their own 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 chat-rooms or send messages using a nickname instead of our real name we might think we are being clever and no one can recognize 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.



Online Reputation For The 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 discussions.
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.

Why is online reputation so important?

Because we live in a society and we have to obey certain rules. The rules are slightly different for example for people of different age. Children can do certain things the adults couldn't do (i.e. jumping in public pretending to be a frog). The trouble with internet is that the information we put there stays there. So the best solution is to think whether we will still be ok with this information being online in for example 10 years from now. Will it still be appropriate? Won't it make us ashamed?

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.



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 un-tagging or even block

them. Show them a real example in the Facebook how they can manage the tagging feature in the settings and accept only what they want to accept. If you do not want your private pictures or documents to be used unauthorized – do not put them online.

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



Privacy settings For The 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”. give them any other example than birthdate, They might argue with you why the birthdate is considered private.

Examples like ID number, phone number. 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 judgment and sense of modesty. Remember your profile is your “online territory” and you set the rules.

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



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 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!

Students should ask their parents or the IT Staff for assistance in adjusting privacy settings to best suit their needs. This would also be a great opportunity to discuss some doubts and concerns connected with IT use in general.

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 The Trainers

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

This is a functionality of different services developed to help parents manage and monitor their children's activity within services or on devices in general.



Explain to the students that parental controls are for the parents to help them support children in protecting their devices. Some of the students treat it as an attack on their autonomy so try to convince them that parental controls are not for limiting their freedom but more to help them stay safe. They should participate in adjusting the parental controls, discuss and have a say in what parents decide to adjust. Of course they have to listen to their parents and respect their opinions, but it is important to communicate and share thoughts in the family so that everyone feels accepted, respected and important.

Some of the students do not even want to hear about parental controls – do not make them! That's how it works – teenagers want to feel like grownups and hate it when anyone reminds them they are not. Our aim is to make them stay safe and know the cyber safety rules and not to make them realize they are underage... You do not need to even touch the topic of parental controls with students if you feel this will cause trouble.

Important! Do not discuss the parental controls too deeply as you might by coincidence teach the students how to disobey parents and change the parental settings themselves. This is not our goal!

Remember the parental controls are for parents! We only mention them to students to convince them they are not against them but we do not intend to instruct them on how to use them.

