

# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP GUIDE**  
INAPPROPRIATE CONTENT

# 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 Inappropriate Content Workshop File.

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Background Reading for Student](#)
- [Inappropriate Content PowerPoint](#)
- [Workshop Practical Activities](#)
- [Workshop Notes](#)
- [Workshop Learner's Feedback](#)



# Introduction To Inappropriate Content Workshop

**Target Audience:** Students

**Workshop Duration:** 3 hours

**Workshop Components:**

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Background Reading for Student](#)
- [Inappropriate Content PowerPoint](#)
- [Workshop Practical Activities](#)
- [Workshop Notes](#)
- [Workshop Learner's Feedback](#)

**Workshop Overview:**

The Inappropriate Content workshop aims to educate and raise the awareness of Inappropriate Content over the internet. The workshop targets students between the ages of 13 and 18. The workshop duration is about 3 hours with a maximum of 25 students. The workshop will define the meaning of Inappropriate Content and explore places where someone could run into it. During the workshop the students will discuss how to react when exposed to inappropriate images or sites. The workshop will highlight how harmful Inappropriate Content can be or the effect it can have on someone's life and the different factors on which we base our judgments. To make sure that students understand the concepts of Inappropriate Content, they will engage in 5 different Practical Activities that give them the opportunity to practice what they're learning in the workshop.



# Workshop Guide

## Inappropriate Content

**Duration:** Around 180 minutes

**Requirements:**

- Projector
- WIFI for the trainer
- regular room
- preferably round tables
- hand-outs
- folders

**Materials to be used:**

- Flip-charts
- Markers
- Workshop Guide
- PPT

**Number of participants:**

Maximum 25 students

**Purpose:**

To educate and raise the awareness on how to deal with Inappropriate Content.

**Objectives:**

1. Introduce the topic.
2. Explore places where someone could run into inappropriate content online.
3. Open up a discussion on how someone would react when exposed to inappropriate images or sites.
4. Highlight how harmful it can be or the effect it can have on someone's life.
5. Highlight the different factors on which we base our judgments.
6. Clarify the difference between inappropriate and illegal.
7. Ask them to list different kinds of inappropriate content.
8. Define ways of dealing with the situation.
9. Wrap Up.



Action	Trainer	Participants	Materials	Timing
<b>General Introduction to the program and today's topic</b> – Slide 1	This is an opening slide. Introduces himself/herself and the program and today's topic DIGITAL LITERACY CURRICULUM If needed – asks participants to introduce themselves If you think an icebreaker is needed – the trainer does it now.	Listen and introduce themselves.	PPT, Icebreakers ACT 1.	15 min
<b>How to be Safe in Reality</b> – Slide 2	You may want to talk here about safety from health, traffic, and life perspective and after that go ahead and ask the participants how different is the online world from the real world and if it is important to be safe in the online world as well as being safe in the real world.	Listen and discuss why is Safety online is big concern as Safety in the real world.	PPT	10 min
<b>What is Cyber Safety</b> – Slide 3	First encourage participants to define what could be a cyber-safety definition. Ask them what they think before you show them the scientific definition.	Listen and discuss.	PPT	10 min
<b>Is Cyber Safety Important? – List Online Threats (Group Work)</b> – Slide 4	Asks students to divide into groups of 5 and pass on a flip chart sheet and encourage them to write down why would they think we need to be safe online and based on their answers, say YES, that means there are threats and accordingly ask them to list at least 8 online threats.	Get split in groups of 5. Write down why they think it is important to be safe online. List at least 8 online threats.	PPT, Flip chart, markers, ACT 2 – List Online Threats (Group Work)	20 min
<b>Workshop Objectives</b> – Slide 5	Define the objectives of today's topic. You may want to give a very brief introduction to Inappropriate Content but not much.	Listen.	PPT	5 min

Action	Trainer	Participants	Materials	Timing
<b>Inappropriate Content – definition</b> – Slide 6—7	Here the instructor is required to introduce Inappropriate Content and highlight that it doesn't necessarily mean illegal. Also, to mention the different forms of content in general to show how big is the risk of getting exposed.	Listen.	PPT	10 min
<b>(Group Work) – List Different Kinds of Inappropriate Content</b> – Slide 8	Here the instructor is required to ask the students to list all the different kinds of inappropriate content that they may get exposed to online.	Listen and participate in the activity as instructed.	PPT, ACT 3, Flip-chart, pen or marker.	20 min
<b>Without seeking it, how could someone run into inappropriate content online?</b> – Slide 9	Define the different areas where a person could run into inappropriate content online.	Listen.	PPT.	10 min
<b>How Harmful Can it Be!</b> – Slide 10	Highlight the importance of not being exposed to inappropriate content and the danger and risk a person could put him/herself in when exposed to such content online.	Listen.	PPT.	5 min

Action	Trainer	Participants	Materials	Timing
<b>(Class Discussion)</b> – What would you do if you came across “Inappropriate content” – Slide 11	Open a discussion with the class and let them answer what would they do and how this action could affect their lives in either positive or negative.	Listen and participate in the activity as instructed.	PPT, Flip Chart, markers, ACT 4.	10 min
<b>Different Factors in which we Base Our Judgment</b> – Slide 12	Tell the participants what factors we came up with but also highlight that there can be different other factors as well.	Listen.	PPT.	10 min
<b>Is it inappropriate or illegal for All?</b> – Slide 13	Highlight the fact that a content that is illegal or inappropriate to some is not for ALL.	Listen.	PPT.	5 min
<b>So, What's Our Problem?</b> – Slide 14	Highlight the fact that tons of sites are becoming live every single day and that there is no way of taking this backwards or preventing it from happening. Highlight some other facts if any.	Listen.	PPT.	5 min
<b>What we Can Do?</b> – Slide 15	Define a list of things we can do to avoid or prevent it happening.	Listen and participate with some useful ideas to add to what is being said.	PPT.	10 min

Action	Trainer	Participants	Materials	Timing
<b>Brain Storm Inappropriate Content (Mind Mapping)</b> – Slide 16	Encourage students to participate in the mind mapping game to wrap up all that was covered and they have learned.	Participate the mind mapping game. Ask questions at the end if any.	PPT, ACT 5.	25 min
<b>Any Questions?</b> – Slide 17	Encourage participants to ask questions on the topic or even related to safety in general. Pass on Learner feedbacks as well as an article for them to read when they get back home.	Ask questions if any.	PPT, LEARNER FEEDBACK.	10 min



# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP**  
**ACT 1. ICEBREAKERS**  
INAPPROPRIATE CONTENT

# ACT 1

## Icebreakers

### 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-activities 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 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. ☺

# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP**  
**ACT 2. GROUP WORK**  
INAPPROPRIATE CONTENT

# ACT 2 – (Group Discussions)

## List Online Threats

### Topic:

ACT 2 – List Online Threats

### Title:

List Online Threats – Group Work

### Objectives covered:

1. Participants will be able to explain why would they need to be safe online.
2. Participants will be able to list a couple of online threats.

### Time:

20 minutes

### Resources

PPT, Flip chart, Pen/marker for each group  
– Slide 4.

### Notes for the trainer:

Divide students into groups of 5. Pass on a flip chart and a pen to each group. Encourage them to write down why safety is so important and why they would need to be safe online. After that, ask each group to list 8 online threats and to describe each of the threats in a brief sentence. You should not expect them to write exact terms, but mostly the things they face online that could hurt them or their family and to categorise them in a list of things.

### Variations:

If a group seems to be willing to complete the task but you notice they didn't understand it – assist them. Write for them one of the threats and encourage them to write and explain the

rest. Let them think of what could happen or happened to them bad before and ask them to categorise that as one of the threats.

If the group is small, ask participants to shout out the reason of why it is important to be safe online and a number of online threats while you write them on a flipchart and then walk them through the list.

If computers are available and we have enough time, divide them into groups of five and ask them to look online for online threats and a definition of online safety in five minutes and then present the outcome to the rest of the group in three minutes.

If the session is being conducted in a library, divide them into groups of five and ask them to look for books on safety and pick any number of online threats and a definition on online safety in five minutes and then present the outcome to the rest of the group in three minutes.

### Expectations:

Why is it important to stay safe online? In the same way you learn about safety when you leave the house, it is important to learn how to stay safe online. These are skills that will stay with you for life.

# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP**  
**ACT 3. GROUP WORK**  
INAPPROPRIATE CONTENT

# ACT 3 – (Group Work)

## List Different Kinds of Inappropriate Content

**Topic:**

ACT 3 – List Different Kinds of Inappropriate Content.

**Title:**

List Different Kinds of Inappropriate Content.

**Objectives covered:**

Participants will get to know the different kinds of the inappropriate content available online.

**Time:**

20 minutes

**Resources**

PPT, Flip chart, Pen/marker for each group  
– Slide 8.

**Notes for the trainer:**

Divide participants in groups of five. Pass on flipchart and a pen or marker to each group. Ask them to define and list the different kinds of inappropriate content they may get exposed to online. Give them five minutes to sort out the answers. Ask them to pick one of the group to present the outcome in three minutes.

**Variations:**

If it's a small group, then open a discussion and let them shout out the answers while you write them all on a flipchart and discuss them all at the end.

If you're in a computer lab, ask them to dig for more ideas online.

**Expectations:**

Inappropriate Content as follows:

- Misleading political and religious views posted on social networking sites.
- Pornography images and sites.
- Gambling sites.
- Aggressive behaviour shown in a video or an image.
- Inappropriate reaction presented in an online movie or a short film.

# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP ACT 4.**  
**CLASS DISCUSSION**  
INAPPROPRIATE CONTENT

# ACT 4 – (Class Discussion ) Discussion Starter

**Topic:**

ACT 4 – Discussion Starter.

**Title:**

What would you do if you came across a hate website regarding a specific religion? – Group Work.

**Objectives covered:**

Participants will get more critical in thinking about the content they may get exposed to and the right behaviour to be taken.

**Time:**

10 minutes

**Resources**

PPT, Flip chart, Pen marker – Slide 11.

**Notes for the trainer:**

Present the question to the group and ask them to think how they would react to such situations. Try to brain storm with them all possible solutions and their impact.

**Variations:**

If you find the group having difficulty finding answers or ways out, try to help them by triggering the answers to come directly from them.

**Expectations:**

- Close the popup.
- Block popup messages.
- Exit the site.
- Talk to parents.
- Talk to an elder person.



# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP**  
**ACT 5. MIND MAPPING**  
INAPPROPRIATE CONTENT

# ACT 5 – (Mind Mapping)

## Brain Storm Inappropriate Content

**Topic:**

ACT 5 – Brain Storm Inappropriate Content

**Title:**

Brain Storm Inappropriate Content – Mind Mapping

**Objectives covered:**

Participants will be able to identify and do the following:

1. What is meant by Inappropriate Content.
2. The different forms of content available online.
3. How to be critical about content online and how to react properly and safely.
4. How harmful can it be.
5. The different factors on which we base our judgments.
6. What is the problem.
7. Get to know the different kinds of inappropriate content.
8. What we can do.

**Time:**

25 minutes

**Resources:**

PPT, Flip-chart, marker – Slide 16.

**Notes for the trainer:**

The trainer starts the mind mapping with Inappropriate Content at the centre and starts asking questions from the list above and gets all the answers and fills in the gaps on the mind map on a flip chart /or board and by that the trainer makes sure everyone has understood the lecture and are ready to apply it in the online world.

Let the students shout out the answers while you write them on a flip chart.

An example of a mind map to get you started:

<http://www.mindmeister.com/23295208/idle-thoughts>

**Variations:**

If you see them struggle to find an answer try reminding them with what was already covered during the day by mentioning titles and an answer or two as a teaser and expect the rest from them. If they weren't helpful enough to remember then do it yourself as a wrap up of what was covered.

You may leave the mind map all blank with Inappropriate content at the centre or fill in some and encourage the students to fill in the rest.

If there is a computer system, let them bring all the answers they learned from the lesson and ask them to dig for more online.

You may want to create the mind map on an online platform using the following information:

Username: safespaceqa2013@gmail.com

Password: safespaceqa2013safespaceqa2013

<http://www.mindomo.com/mindmap>

# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP  
READING FOR TRAINERS  
INAPPROPRIATE CONTENT**

# 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.



# Inappropriate Content For Trainers

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

Inappropriate content means one thing 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 an 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 judgment 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 behavior? (for example hurting others in games).

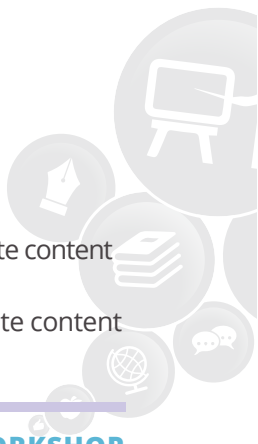
Sometimes even after we check the content and talk to our children about what content they browse online we discover that our children become more nervous or seem to be more anxious or seem to have some secrets. We can suspect this might be because of the inappropriate content they came across while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

## Useful links:

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



# Offensive Or Illegal Content For Trainers

Students may inadvertently access content while undertaking online searches or they may seek it out or be referred content by others.

## What is offensive or illegal content?

This is content that:

- Includes footage of real or simulated violence, criminal activity or accidents, from video clips, games or films.
- Is sexually explicit and can include illegal images of child sexual abuse.
- Promotes extreme political views, potentially used in the radicalization of vulnerable members of the community.
- Promotes hatred towards individuals or groups, on the basis of race, religion, sexual preference or other social/cultural factors.
- Instructs or promotes crime, violence or unsafe behaviour, like bomb or weapon making, drug use, gaining unauthorized access to computers, fraud or terrorist activities.
- Online advertising which promotes adult content.

## What are the risks?

Children may inadvertently access content while undertaking online searches or they may seek it out or be referred content by others. Students with smartphones might discover content that may be blocked by home and school internet filters.

Inappropriate content can expose children to concepts that they are not ready to manage and that may breach social and cultural norms. Some content can be distressing for children. They may not report it to parents or teachers, as they may be ashamed of what they have seen particularly if they sought it out.

## Managing the risks?

There are a number of actions schools can take to address offensive and illegal content. These include:

- Seeking guidance from local education authorities about the use of content filters or other technological tools to limit access to inappropriate content.
- Helping students manage the risks associated with offensive content by implementing a cyber-safety curriculum, such as DIGITAL LITERACY CURRICULUM.
- Referring students who are identified as being exposed to content that they find disturbing to student support services.
- Integrating the DIGITAL LITERACY CURRICULUM teacher resources into the school curriculum to equip students with practical cyber safety skills and knowledge.

# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP  
READING FOR STUDENTS  
IN APPROPRIATE CONTENT**

# Background Reading For Students

**Note:**

Make sure the students read the background before coming to the workshop or prior to kicking off the workshop session.



# Inappropriate Content

## Offensive or Illegal Content

### What is offensive or illegal content?

This is content that is:

- Extremely violent.
- Sexually explicit.
- Racist.
- Promoting unsafe behaviour.
- Promoting criminal activity.

### How do I deal with it?

If you come across websites or other material that is offensive, obscene or illegal, there are some easy ways to handle it:

- Know how to 'escape' – hit control-alt-delete if the site will not allow you to exit.
- If you think the content might be illegal you can report to the MOI hotline: 44714222 Fax: 44365255 email: [ccc@moi.gov.qa](mailto:ccc@moi.gov.qa).
- Use a filter to block offensive or adult material.
- Report it to the site you're on.
- Talk to someone you trust, like your mum, dad or another adult who can help.
- If there is a warning page for under 18's, leave the site.

**How do I report it?** If you have found material on the internet or your mobile phone that is offensive or you believe may be prohibited you can report it to the MOI.

