Online safety activity book

TEACHER'S GUIDE

OVERVIEW

Thank you for using these online safety classroom exercises!

This manual contains the instructions and resources for completing these online safety exercises in a classroom setting with 9-12 year olds. The aim of the activities is to inspire students and teachers to have conversations about online safety issues and how to handle them.

You should feel free to adapt these activities to meet the needs of the children you are working with.

If you wish, we invite you to provide feedback on the exercises via the teacher's feedback form at the end of the manual.

We hope you enjoy using these materials!

CONTENTS

EXERCISES AT A GLANCE

MODULE	EXERCISES	THEME	MATERIAL	TIME
Know Your Rights	Rights vs Wants Top 3	• Children's rights and digital technology	• Workbook print-out • Child-friendly UNCRC (in workbook) • Pens and pencils	1 hr
Private Eye	Sharing Advice	• Online privacy • Sharing pesonal information	• Workbook printout • Pens and pencils	1 hr 15 mins
Truth or Lie?	Trust	• Identifying trustworthy sources online	• Workbook printout • Website screenshots (in workbook) • Pens and pencils	40 mins
Be Nice	Messages Blocked	• Good behaviors online • Blocking innappropriate behavior	• Workbook printout • Pens and pencils	1 hr 15 mins
Help!	Response Support	• Responding to cyberbullying • Support for dealing with risks online	• Workbook printout • Pens and pencils	1 hr 15 mins
Danger	Warning Protection	• Risks and dangers online	• Workbook printout • Pens and pencils, scissors, glue	1 hr 30 mins
Anti-virus	Shields	• Protecting computers/mobile devices from viruses	• Workbook printout • Pens and pencils	30 mins

KNOW YOUR RIGHT - INSTRUCTIONS

TOTAL TIME: 1 HR

AIMS: By the end of this activity, children will be able to:
- Distinguish between rights and wants
- Think about their rights in relation to the digital environment
- Identify rights that are impacted by digital technology

INTRODUCTION

TIME: 5 MINUTES

Introduce the Convention on the Rights of the Child to the group. Explain some of the history of the CRC, why rights are important, and how digital technology can impact children's rights.

EXERCISE 1: RIGHTS VS WANTS

TIME: 20 MINUTES

TYPE: INDIVIDUAL

WORKSHEET: RIGHTS VS WANTS

MATERIALS: PENS/PENCILS

Instructions (15 min)

Ask children to:
- Write their names at the top of their worksheets
- Look at the pictures and read the labels under each picture
- Under each picture, write down whether they think each one is a right or a want

Discussion Questions (5 min)

After they have completed the worksheets, hold a discussion with the group about their answers.
You may wish to ask them the following questions:
- What's the difference between a right and a want?
- Is using digital technology a right or a want?
- Can you think of at least two rights you have online?

EXERCISE 1: TOP 3

TIME: 35 MINUTES

TYPE: INDIVIDUAL

WORKSHEET: TOP 3

MATERIALS: CHILD-FRIENDLY CHILDREN'S RIGHTS CHARTER, PENS/PENCILS

Instructions (25 min)

Ask children to:
- Write their names at the top of their worksheets
- Read the list of rights in the Convention on the Rights of the Child
- Write down which three rights they think are most important in a digital age

Discussion Questions (10 min)

After they have completed the worksheets, hold a discussion with the group about their answers.
You may wish to ask them the following questions:
- Which rights do you think are most important in a world with lots of digital technology?
- Which rights do digital technology have the most impact on?
- Is digital technology good or bad for our rights?

KNOW YOUR RIGHTS - SOLUTIONS

EXERCISE 1: TOP 3

Rights:

- Protection from discrimination - Article 2: All children have the rights set out in the United Nations Convention on the Rights of the Child, no matter their race,gender, language, religion, ethnicity or disability.
- Education - Articles 28 & 29: Every child has the right to education, and it should help develop every child's personality, talents and mental and physical abilities.
- Play - Article 31: Every child has the right to relax, play and take part in cultural and artistic activities.
- A decent shelter - Article 27: Every child has the right to a decent standard ofliving to enable them to grow and develop.
- Freedom to practise your own culture, language and beliefs - Article 30: a childfrom a minority group has the right to enjoy their culture, religion and language.
- Using a laptop computer to search for information** – Article 13: Every child has the right to find out information and express their ideas.
- Clean air – Article 24: Every child has the right to the best possible health and health care, including nutritious food, clean water and a clean environment.
- Nutritious food – Article 24: Every child has the right to the best possible health and healthcare, including nutritious food, clean water and a clean environment.
- Protection from abuse and neglect – Article 19: The state must do all it can toprotect children from violence, abuse, neglect, bad treatment or exploitation.
- Watching television to relax** – Article 31: Every child has the right to relax, play and take part in cultural and artistic activities.
- Medical care when you need it - Article 24 & 25: Every child has the right to the best possible health and healthcare, and children living away from home have the right to regular reviews of their treatment.
- The opportunity to express your opinion and be listened to – Article 12: Everychild has the right to express their views on matters that affect them, and forthose views to be taken into consideration.

Wants:

- Your own bedroom – While all children have a right to an adequate standard of living, the UNCRC does not include a child having their own bedroom as a right. Many children share bedrooms with their siblings, parents or other family members. As long as that bedroom is safe, clean and enables them to grow and develop, it is considered adequate.
- Fast food – While many children enjoy fast food, it is often not considered nutritious and does not fall under the right to health (Article 24).
- Money to spend as you like – Children and families must have enough money to meet their basic needs, but having money to spend on whatever you like is a want, not a right.
- Holiday trips – Although children have the right to relax and play (Article 31), holiday trips are not considered a basic need and therefore are not a right.
- The latest fashion – Children have the right to clothing under Article 27 (the right to an adequate standard of living). But despite this, fashionable clothes are not considered a basic need and therefore are a want, rather than a right.

Right or Want::

- Sending messages on a mobile phone** - This depends on the purpose of sending messages. The person may be sending messages to exercise their rights, such as accessing information or expressing their opinions. However, if they are sending messages for other purposes, such as bullying other people, it is not considered a right.

***While owning or using digital technology itself is not considered a 'right', children and young people are increasingly using these devices to exercise their rights. For example, they may use it to obtain an education, search for information, relax and play, or express their views. Digital technologies can therefore be considered a way for children to access their rights.

EXERCISE 2: TOP 3

There are no correct answers to this activity. Children should consider what things they think they should be free to do online (for example, express their opinions, or take part in educational activities) and what they feel they need to be protected from online (for example, invasions of privacy, abuse, discrimination, etc.).

PRIVATE EYE - INSTRUCTIONS

TOTAL TIME: 1 HR 15 MIN

AIMS: By the end of this activity, children will:

- Develop an awareness of online privacy issues
- Decide what personal information is safe to share, and with who
- Understand some of the consequences of sharing personal information online

INTRODUCTION

TIME: 5 MINUTES

Hold a brief discussion about what privacy means to the group, and explain some of the issues with privacy online.

EXERCISE 3: SHARING

TIME: 30 MINUTES
TYPE: INDIVIDUAL

WORKSHEET: SHARING
MATERIALS: PENS/PENCILS

Instructions (20 min)

- Write their names at the top of their worksheets
- Circle who you think can see your information – social media posts, personal information, location, search history – online.
- If there is anyone missing, write it in the space provided.

Discussion Questions (5 min)

After they have completed the worksheets, hold a discussion with the group about their answers.
You may wish to ask them the following questions:

- Who can see what you say, do and post online? Just your friends or strangers too?
- Do you use privacy settings online to control who sees your information?
- When you sign up to a website, do you know what sees the information that you give?

EXERCISE 3: SHARING

TIME: 40 MINUTES

TYPE: SMALL GROUPS

WORKSHEET: ADVICE

MATERIALS: PENS/PENCILS

Instructions (30 min)

Ask children to:
- Write their names at the top of their worksheets
- Read the things other young people have said about their online safety and privacy
- In the boxes, write whether you agree with these statements, and why or why not
- Shade the stars to show how much you agree with this statement. 1 star is not much, and 4 stars is a lot.

Discussion Questions (10 min)

After they have completed the worksheets, hold a discussion with the group about their answers.
You may wish to ask them the following questions:
- Is it safe to share personal things about you online (like your full name, address, phone number or photos)?
- Who would you check with about whether it's safe to share these things?

PRIVATE EYE - SOLUTIONS

EXERCISE 3: SHARING

In this activity, children should think about whether each of the types of data could be considered sensitive and what this information potentially reveals about us or our identity. Remind them that once information has been shared online, it can be difficult to change or remove.

For each of the people they can share their information with, encourage the children to think about how each person might use that information and what they could do with it. In particular, children should think carefully about whether strangers, tech companies, governments and businesses should be able to access the types of data listed here.

EXERCISE 4: ADVICE

"I have all my privacy and security settings on so I'm not really worried about my data"
Knowing how to set privacy and security settings is an important digital literacy skill. However, these settings are not always 100% effective in protecting data, so children shouldn't rely only on these things to keep them safe. Encourage children to think about whether it's possible for data to be accessed in other ways (e.g. by companies, or through websites they sign up to), and how that data might be used (e.g. for advertising).

"I'm really worried about hackers who can break into data storage systems and use my data"
Sometimes hackers access data storage systems and can expose personal information that is stored there. While the chances of it happening to you might be relatively small, it is important to be aware that any information you share with websites or companies online may not always stay secure.

"I don't mind sharing my real name and address when I sign up to a website. They can't do anything with it, anyway"
Names and addresses are sensitive personal information. We don't always know how websites will use our personal information or who it will be shared with. It's important to read the terms and conditions to find out that website's data policies. There is also a chance that the website's security could be breached and your personal information exposed.

TRUTH OR LIE? - INSTRUCTIONS

TOTAL TIME: 40 MINUTES

AIMS: By the end of this activity, children will:

- Be aware that not all information online can be trusted
- Have an understanding of ways to check if information online is true or fake

INTRODUCTION

TIME: 5 MINUTES

Not everything that you read online can be trusted. In this activity, think about how we know if we can trust information from different websites. Are there things that you can look for that tell you whether information or a website is trustworthy or not?

EXERCISE 5: TRUST

TIME: 35 MINUTES

TYPE: SMALL GROUPS

WORKSHEET: TRUST

MATERIALS: WEBSITE HANDOUTS PENS/PENCILS

Instructions (25 min)

Ask children to:
- Write their names at the top of their worksheets
- Look at the screenshots of the four websites and talk in your group about whether you think information from this site is trustworthy
- In the table, write down what type of website is it (it might be a university or news website, or for entertainment)
- Next to it, write down if you think the website is trustworthy, and why or why not

Discussion Questions (10 min)

After they have completed the worksheet, hold a discussion with the group about their answers.
You may wish to ask them the following questions:
- If you thought information from some of these websites is trustworthy, how did you know? What things told you that you could trust it?
- If you thought the information wasn't trustworthy – how did you know that?
- How can you check if information you find online is true or not true?

TRUTH OR LIE? - SOLUTIONS

EXERCISE 5: TRUST

It is important here to encourage children to think critically about the websites that they see online, and understand that not all content on the internet is what it says it is – even if it does include an official logo.

UNICEF: This is the website of a global organisation (UNICEF).
This website may appear trustworthy because it includes an official logo, and the organisation may be familiar to some children. The headings such as 'Donate', 'Appeals', 'Our Work', etc. are characteristic of a charity organisation.

Wikipedia: This is an online encyclopaedia website. Wikipedia is well known for being open source, and allowing internet users to edit entries.
Many people trust and rely on the information provided on Wikipedia. However, because it is open source and users can write and edit entries, it is worthwhile being critical about the information you read on this website.

The Betoota Advocate: This is a satirical news website.
This website does not communicate trustworthy information, as its intention is to be entertaining. The headline "Man who collects soggy leaves finally gets a pool" is intended to be humorous and suggests that this website is not a serious news site.

WebMD: This is a health information website.
This website may appear trustworthy as it is a popular health website. However, information from these websites are not always reliable and it is not recommended that users use the information to diagnose their own health problems.

BE NICE - INSTRUCTIONS

TOTAL TIME: 1 HR 15 MIN

AIMS: By the end of this activity, children will:

- Develop an awareness of good behaviour online
- Understand when it can be appropriate to block bad behaviour online

INTRODUCTION

TIME: 5 MINUTES

Ask the group for some examples about how we should treat other people. Do people sometimes treat each other badly online? What do you do if someone says or does something bad to you online?

EXERCISE 6: MESSAGES

TIME: 30 MINUTES

TYPE: INDIVIDUAL

WORKSHEET: MESSAGES

MATERIALS: PENS/PENCILS

Instructions (25 min)

Ask children to:
- Write their names at the top of their worksheets
- In the space provided, write a text message to a friend telling them how young people should treat each other online.In the table, write down what type of website is it (it might be a university or news website, or for entertainment)
- Think about some of the ways they should behave, and some of the things they should never do to each other

Discussion Questions (5 min)

After they have completed the worksheet, hold a discussion with the group about their answers.
You may wish to ask them the following questions:
- How should young people treat each other online?
- Should we treat people the same online as we do offline? Or are there differences?
- Does being anonymous or not knowing the people we are speaking to online, sometimes mean that we behave differently towards others online?

EXERCISE 7: BLOCKED

TIME: 40 MINUTES

TYPE: SMALL GROUPS

WORKSHEET: BLOCKED

MATERIALS: PENS/PENCILS

Instructions (30 min)

Ask children to:
- Write their names at the top of their worksheets
- Read each of the stories about what these people did online. Would you block these people?
- Circle the padlocks under the stories if you would block that person
- If you wouldn't block that person, leave the circle blank
- Underneath, write down why you would choose to block them, or why not

Discussion Questions (10 min)

After they have completed the worksheets, hold a discussion with the group about their answers.
You may wish to ask them the following questions:
- Have you ever blocked someone online before? If so, why did you block them?
- If you didn't know whether you should block someone or not, who would you ask?
- When is it a good idea to block someone? Can you think of other situations or things that would make you block someone?

BE NICE – SOLUTIONS

EXERCISE 6: MESSAGES

There are no correct answers to this activity. Encourage children to think about how we should treat each other offline, and whether those same rules apply to the internet as well. Ask them to consider what kinds of behaviours are acceptable and how they would like to be treated themselves. Some examples could include – respecting other people's opinions, avoiding using discriminatory or abusive language, and not bullying other people.

EXERCISE 7: BLOCKED

Your classmate:
Blocking this person will stop them sending mean messages to you. You should also consider talking to a teacher or parent about what has been happening as they might be able to help you resolve the issue offline, or reporting it to the social media website.

Your best friend:
Your best friend may not have been deliberately trying to hurt your feelings, especially if it's the first time they have said something mean about you online. Instead of blocking them, you could have a private chat with them online or talk to them in person about how it made you feel.

A stranger:
Accepting friend requests from strangers can be dangerous. Before accepting their request, you should check if you know them first. If you don't, you should block them.

Your mum:
Your mum wants the best for you. Rather than block her, try to have a conversation with her, express that you don't feel comfortable having your baby photos online and ask her to take them down.

Someone you've been chatting to:
Inappropriate photo requests should be treated with caution, particularly if the request comes from someone you don't know very well or trust. If you don't know the person, you should block them. If you do know them, you could tell them that you feel uncomfortable and do not want to share those kinds of photos. It is recommended that children seek the help of a trusted adult to help them handle the situation.

Someone from your school:
If the person is someone you know and trust, you can tell them that you don't want them to send you violent videos. If they sent you the video to intimidate, scare or bully you, you should block them.

HELP! – INSTRUCTIONS
TOTAL TIME: 1 HR 15 MIN

AIMS: By the end of this activity, children will:
- Think about how different people should respond to cyberbullying
- Identify people and organisations who can offer support if something bad happens online

INTRODUCTION

TIME: 5 MINUTES

Sometimes we might see other people being bullied on the internet. Sometimes, bad things might even happen to us when we are online. How would we respond to these situations? Are there people or places we could go to for help if something bad did happen?

EXERCISE 8: RESPONSE

TIME: 40 MINUTES

TYPE: SMALL GROUPS

WORKSHEET: RESPONSE

MATERIALS: PENS/PENCILS

Instructions (30 min)

Ask children to:
- Write their names at the top of their worksheets
- Imagine someone is being bullied online. In your group, talk about how you would react if you were being bullied online, or if you saw someone else being bullied
- In each of the boxes, write down what those people should do to deal with the situation

Discussion Questions (10 min)

After they have completed the worksheet, hold a discussion with the group about their answers.
You may wish to ask them the following questions:
- Have you ever been bullied online? Or have you ever seen someone else being bullied online? What did you do about it?
- Do different people have different responsibilities to stop the bullying?

EXERCISE 9: SUPPORT

TIME: 30 MINUTES

TYPE: INDIVIDUAL

WORKSHEET: SUPPORT

MATERIALS: PENS/PENCILS

Instructions (20 min)

Ask children to:
- Write their names at the top of their worksheets
- If something bad happens when you're online, who could you go to for help?
- On the left hand side, write down any people you know who you can turn to if something goes wrong online. Write down how that person can help you as well.
- On the right hand side, think about and write down any websites or organisations you know of that you can get help from. How can they help you?
- It's okay if you can't think of any! Just write down that you don't know.

Discussion Questions (10 min)

After they have completed the worksheets, hold a discussion with the group about their answers.
You may wish to ask them the following questions:
- If something happens online that upsets or worries you, who could you ask for help?
- If you see something rude or scary online, who could you talk to about it?

HELP! - SOLUTIONS

EXERCISE 8: RESPONSE

The person being bullied:

The person who is being bullied might do the following things to deal with the bully:
- Tell a trusted adult, such as a parent or teacher;
- Stop replying to messages;
- Block the person;
- Report the person using the social media platforms' reporting mechanisms, or to other cybersafety organisations such as Commissions;
- Take screenshots of the messages so that they have evidence;
- Contact a helpline for support.

Friends:

Friends have a responsibility to support their friends. Some ways they can help include:
- Ask if their friend is okay and if they need help;
- Help them to block, delete or report the bully to the social media platform, or another reporting mechanism;
- Tell the bully to stop and let them know that it's not okay;
- Help take screenshots of the messages;
- Get help from a trusted adult or give the friend the contact details of a helpline.

Other bystanders:

Bystanders have an important role to play in enabling – or preventing - bullying behaviour online. Some ways they can help include:
- Post words of support for the person being bullied;
- Tell the bully to stop and let them know that bullying is not okay;
- Report the bullying to the social media platform;
- Help them to take screenshots of the messages;

EXERCISE 9: SUPPORT

Who do you know that you can ask for help if something goes wrong online? What can these people do to help you?

Children will have different people who they trust and feel comfortable asking for help if they need it. Some examples of people they could reach out to include parents, teachers, school principals, friends and family friends.

Depending on the person, they might be able to help by listening to their problem, finding an appropriate place to report the issue, giving advice, assisting in blocking or setting privacy/security settings, or intervening offline.

What websites or organisations can you go to for help? What can they do?

Many countries have websites and organisations where children can report a problem. Social media platforms and other websites usually have a function that allow users to report offensive or abusive behaviour anonymously. They can help to remove content from their websites or block perpetrators.

Cybersafety commissions, local helplines, youth support services, or police may also be able to offer help, including providing online reporting mechanisms, mental or emotional support, guidance and advice on managing the issue, or investigating a cybercrime.

DANGER? - INSTRUCTIONS
TOTAL TIME: 1 HR 30 MIN

AIMS: By the end of this activity, children will:
- Understand some of the risks of being online
- Identify who they can ask for help if something happens to them online
- Think about how they can protect themselves online

INTRODUCTION

TIME: 5 MINUTES

Some things we do online are safe – but sometimes something might happen, or we might do something, that is unsafe for us. Ask the group to give some examples of things that are safe on the internet, and things that are unsafe on the internet.

EXERCISE 10: WARNING

TIME: 35 MINUTES

TYPE: SMALL GROUPS

WORKSHEET: WARNING

MATERIALS: PENS/PENCILS, SCISSORS, GLUE

Instructions (25 min)

Ask children to:
- Write their names at the top of their worksheets
- Read and cut-out the sentences on the first worksheet and stick them to the warning scale. Stick the things you think are very safe on the left, and the things you think are very unsafe on the right.
- You can add anything that's missing from your discussion at the start of the activity or that you think should be there. Write these on to the scale according to how safe or unsafe you think they are.

Discussion Questions (10 min)

After they have completed the worksheet, hold a discussion with the group about their answers.
You may wish to ask them the following questions:
- Are the things you think are safe online, the same things your parents think are safe?
- Do your parents, or other adults, think some things are unsafe that you think are safe?
- Is it safe to meet someone face-to-face that you meet online?

EXERCISE 11: PROTECTION

TIME: 50 MINUTES

TYPE: SMALL GROUPS

WORKSHEET: PROTECTION

MATERIALS: PENS/PENCILS

Instructions (40 min)

Ask children to:
- Write their names at the top of their worksheets
- Read the stories about the children and what happens to them online
- For each of the stories, write down your answers to the questions:

   What is happening to the young person in this story?
   Who could they ask for help or talk to about it?
   Do you feel like you could deal with this situation if it happened to you?
   How could you protect yourself from something like this happening to you?

Discussion Questions (10 min)

After they have completed the worksheets, hold a discussion with the group about their answers.
You may wish to ask them the following questions:
- If you decide to meet someone face-to-face that you met online, what could you do to keep yourself safe?
- If someone online wants to talk to you about rude things, or asks you to send photos of yourself, what should you do?
- Who can you talk to or ask for help if something happens to you online that makes you feel uncomfortable or unsafe?

DANGER? - SOLUTIONS

EXERCISE 10: WARNING

This activity is designed to gather children's perceptions about online risks in order to stimulate discussion. There are many possible answers, however the below provides some suggestions:

SAFE:
- Chatting to friends and family
- Using Google to research for school work
- Sharing a post on social media (as long as it doesn't contain any personal information or images that are inappropriate)
- Creating music, videos or other digital content

UNSAFE:
- Sharing sensitive personal information (including home address, school, etc.)
- Chatting with a stranger
- Accepting friend requests from someone you don't know
- Meeting up with someone you met online in real life

EXERCISE 11: PROTECTION

Suggested responses for each scenario include:

Jamila:
1. Jamila is being cyberbullied.
2. She should tell a trusted adult, friend, or contact a helpline.
3. n/a
4. Block or report the person; stop replying to messages; take screenshots of texts.

Gino:

1. Gino is addicted to games.
2. He could talk to his parents, friends, another trusted adult, or contact a helpline.
3. n/a
4. Set daily time limits on game play; keep devices out of the bedroom; spend time doing other activities such as sports or spending time with friends.

Zahra:

1. Zahra is talking to a stranger online who wants to meet up with her in real life. This could lead to kidnapping or other violence.
2. She could talk to her parents, friends, or contact a helpline for support.
3. n/a
4. Don't accept friend requests from strangers; talk to an adult before you decide to meet with someone in real life.

Max:

1. Max's mother shared a photo of him without his consent which could be used by others to bully him, embarrassment or potentially impact his future.
2. Max should speak with his mother and ask her to take the photos down.
3. n/a
4. Make sure that you and others have sought consent before posting a photo online; don't share personal information or sensitive images online.

ANTI-VIRUS - INSTRUCTIONS

TOTAL TIME: 30 MIN

AIMS: By the end of this activity, children will:

- Understand some of the things they can do to keep their computer or device safe from viruses

INTRODUCTION

TIME: 5 MINUTES

Ask the group if they've ever had a virus on their computer or phone before. How did your computer get the virus? What happened to your computer when it got the virus?

EXERCISE 12: SHIELDS

TIME: 25 MINUTES

TYPE: SMALL GROUPS

WORKSHEET: SHIELDS

MATERIALS: PENS/PENCILS, SCISSORS, GLUE

Instructions (20 min)

Ask children to:
- Write their names at the top of their worksheets
- Write down up to five things that you can do to protect your computer from viruses
- Put a tick next to the things that you know how to do yourself

Colour in the smiley face that shows how well you think this works to stop viruses:

Smiley face – works very well

Neutral face – not sure how well it works

Sad face – doesn't work well

Discussion Questions (5 min)

After they have completed the worksheet, hold a discussion with the group about their answers.
You may wish to ask them the following questions:
- What can you do to keep your computer free from viruses?
- Have you ever done something to try to protect your computer from viruses?

ANTI-VIRUS – SOLUTIONS

EXERCISE 12: SHIELDS

There are lots of ways to protect your computer from viruses. These include:

- Install anti-virus or anti-malware software – This software scans and protects your computer from viruses, spyware or malware that could damage your computer or access your emails or files.
- Keep anti-virus software up to date – Keeping your software updated is important because new threats can appear every day.
- Use firewalls – Firewalls will stop viruses downloading dangerous programs to your computer, and let you know if something suspicious tries to access your computer.
- Use strong passwords – Strong passwords should include a mix of letters, numbers and symbols. The more complex it is, the harder it is for others to work out.
- Avoid opening suspicious emails – If you don't recognise the sender of an email, you shouldn't open it.
- Don't open links or attachments in emails from people you don't know – Links and attachments in emails can sometimes contain viruses, so it's best not to open them – especially if you don't know the sender.
- Don't download content from websites that you don't trust – Downloading music and movies files online can sometimes also download dangerous files to your computer.
- Block pop-ups – Pop-ups can sometimes contain dangerous links or information. You can download a pop-up blocker to stop these appearing on your screen.
- Back up your computer – It's important to back up your computer in case it does get a virus, you can restore it to a recent setting.

It's important to use a combination of these things. Talk to the children about how effective they think these strategies are, and why. There are no correct answers.

TEACHER'S FEEDBACK

To help us further refine these materials, we invite you to share your observations on your experience of delivering each of the activities, including time estimates, clarity of instructions (for children and teachers), and worksheet design and layout. Should you choose to do this, your observations can be emailed to cop@itu.int

ACTIVITY NAME	OBSERVATIONS
Rights vs Wants	
Top 3	
Sharing	
Advice	

Trust	
Messages	
Blocked	
Response	
Support	
Warning	

Protection	
Shields	

2. With whom did you use these activities (age group, gender, country)?

3. Did children engage well with these activities?

4. Were the activities appropriate for the age group?

5. Did you feel equipped to teach these materials and respond to any questions the children had?

6. How effective were the resources in opening conversations in the classroom? (Please circle)

Not effective at all   Somewhat effective   Very effective   Neutral

Please explain your answer:

7. Would you use these resources in the future? Why/why not?

NCC
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