

*Online safety activity book*  
**WORK WITH AGENT COP**



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● Your name ●

## EXERCISE 1

# Rights vs Wants

What's the difference between a right and a want?  
Write whether they are a "right" or  
a "want" underneath.



01  
Your own bedroom

R | | W

02  
Fast Food

R | | W

03  
Protection from  
discrimination

R | | W

04  
Money to spend as  
you like

R | | W

05  
Education

R | | W

06  
Holidays trips

R | | W

07  
Play

R | | W

08  
Sending message  
on a mobile Phone

R | | W

09  
Freedom to practice your own  
culture, language and beliefs

R | | W

10  
A decent shelter

R | | W

\_\_\_\_\_  
Your name

## EXERCISE 1

# Rights vs Wants

What's the difference between a right and a want?  
Write whether they are a "right" or  
a "want" underneath.



11

The latest fashion

R | \_\_\_\_\_ | W

12

Using a laptop  
computer

R | \_\_\_\_\_ | W

13

Clean air

R | \_\_\_\_\_ | W

14

Nutritious food

R | \_\_\_\_\_ | W

15

Protection from  
abuse and neglect

R | \_\_\_\_\_ | W

16

Watching  
television

R | \_\_\_\_\_ | W

17

Medical care when  
you need it

R | \_\_\_\_\_ | W

18

The opportunity to express your  
opinion and be listened to

R | \_\_\_\_\_ | W

Your name

# Convention on the rights of the child



1 DEFINITION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY
8 IDENTITY	9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION
15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY	17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED
22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT	25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING, A SAFE HOME	28 ACCESS TO EDUCATION
29 AIMS OF EDUCATION	30 MINORITY CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK	33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING
36 PROTECTION FROM EXPLOITATION	37 CHILDREN IN DETENTION	38 PROTECTION IN WAR	39 RECOVERY AND REINTEGRATION	40 CHILDREN WHO BREAK THE LAW	41 BEST LAW FOR CHILDREN APPLIES	42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54 HOW THE CONVENTION WORKS	<b>CONVENTION ON THE RIGHTS OF THE CHILD</b>					

\_\_\_\_\_  
 Your name

# Convention on the rights of the child



<p>1 DEFINITION OF A CHILD</p>	<p>2 NO DISCRIMINATION</p>	<p>All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.</p>	<p>3 BEST INTERESTS OF THE CHILD</p>	<p>When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.</p>	
<p>4 MAKING RIGHTS REAL</p>	<p>Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.</p>	<p>5 FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.</p>	<p>6 LIFE SURVIVAL AND DEVELOPMENT</p>	<p>Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.</p>
<p>7 NAME AND NATIONALITY</p>	<p>Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.</p>	<p>8 IDENTITY</p>	<p>Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.</p>		
<p>9 KEEPING FAMILIES TOGETHER</p>	<p>Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.</p>	<p>10 CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.</p>	<p>11 PROTECTION FROM KIDNAPPING</p>	<p>Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.</p>
<p>12 RESPECT FOR CHILDREN'S VIEWS</p>	<p>Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.</p>	<p>13 SHARING THOUGHTS FREELY</p>	<p>Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.</p>	<p>14 FREEDOM OF THOUGHT AND RELIGION</p>	<p>Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.</p>
<p>15 GETTING ON OR JOINING GROUPS</p>	<p>Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.</p>	<p>16 PROTECTION OF PRIVACY</p>	<p>Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.</p>	<p>17 ACCESS TO INFORMATION</p>	<p>Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.</p>
<p>18 RESPONSIBILITY OF PARENTS</p>	<p>Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.</p>	<p>19 PROTECTION FROM VIOLENCE</p>	<p>Governments must protect children from violence, abuse and being neglected by anyone who looks after them.</p>	<p>20 CHILDREN WITHOUT FAMILIES</p>	<p>Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.</p>
<p>21 CHILDREN WHO ARE ADOPTED</p>	<p>When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.</p>				

Your name

# Convention on the rights of the child



	<p><b>22</b> Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.</p>		<p><b>23</b> Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.</p>		<p><b>24</b> Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.</p>
	<p><b>25</b> Every child who has been placed somewhere away from home – for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.</p>		<p><b>26</b> Governments should provide money or other support to help children from poor families.</p>		<p><b>27</b> Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.</p>
	<p><b>28</b> Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.</p>		<p><b>29</b> Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.</p>		
	<p><b>30</b> Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.</p>		<p><b>31</b> Every child has the right to rest, relax, play and to take part in cultural and creative activities.</p>		<p><b>32</b> Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.</p>
	<p><b>33</b> Governments must protect children from taking, making, carrying or selling harmful drugs.</p>		<p><b>34</b> The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.</p>		<p><b>35</b> Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).</p>
	<p><b>36</b> Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.</p>		<p><b>37</b> Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.</p>		
	<p><b>38</b> Children have the right to be protected during war. No child under 15 can join the army or take part in war.</p>		<p><b>39</b> Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.</p>		<p><b>40</b> Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.</p>
	<p><b>41</b> If the laws of a country protect children's rights better than this Convention, then those laws should be used.</p>		<p><b>42</b> Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.</p>		<p><b>43-54</b> These articles explain how governments, the United Nations – including the Committee on the Rights of the Child and UNICEF – and other organisations work to make sure all children enjoy all their rights.</p>

Your name

## EXERCISE 2

# TOP 3

What are the top three rights you need when you go online?



Right 01

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Right 02

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Right 03

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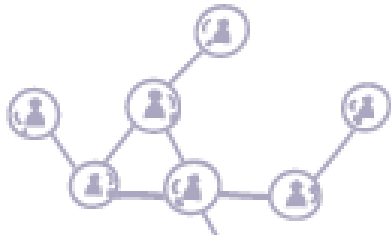


Your name

### EXERCISE 3

# Sharing

Circle the people who you think can see the things you say, do and post online.



**01**  
My social media posts

Friends

Tech companies

Family

Strangers

Government

Businesses

**Other**

.....

**Why?**

.....

.....



**02**  
My personal information (e.g. address, name)

Friends

Tech companies

Family

Strangers

Government

Businesses

**Other**

.....

**Why?**

.....

.....



**03**  
My physical location

Friends

Tech companies

Family

Strangers

Government

Businesses

**Other**

.....

**Why?**

.....

.....



**04**  
My search history

Friends

Tech companies

Family

Strangers

Government

Businesses

**Other**

.....

**Why?**

.....

.....

Your name

## EXERCISE 4

# Advice

Read what other young people have to say about their online safety and privacy. Do you agree with these statements? Why/why not? Write your answers in the boxes below.



Shade the stars to show how much you agree with the sentences below:

- ☆☆☆☆: I totally agree
- ☆☆☆☆: I agree
- ☆☆: I'm not sure
- ☆: No I do not agree

Profile icon [ ]

"I'm really worried about hackers who can break into data storage systems and use my data"

☆☆☆☆

[ ]

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Profile icon [ ]

"I have all my privacy and security settings on so I'm not really worried about my data"

☆☆☆☆

[ ]

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Profile icon [ ]

"One of my online friends who I haven't met in real life asked me if I wanted to meet up in person. I don't think I'll go..."

☆☆☆☆

[ ]

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Your name

## EXERCISE 5

# Trust

Look at the screenshot below and think about whether you would trust information from this website.



**UNICEF**

What type of website is this? Do you think this website is trustworthy? Why/why not?



What type of website is this? Do you think this website is trustworthy? Why/why not?

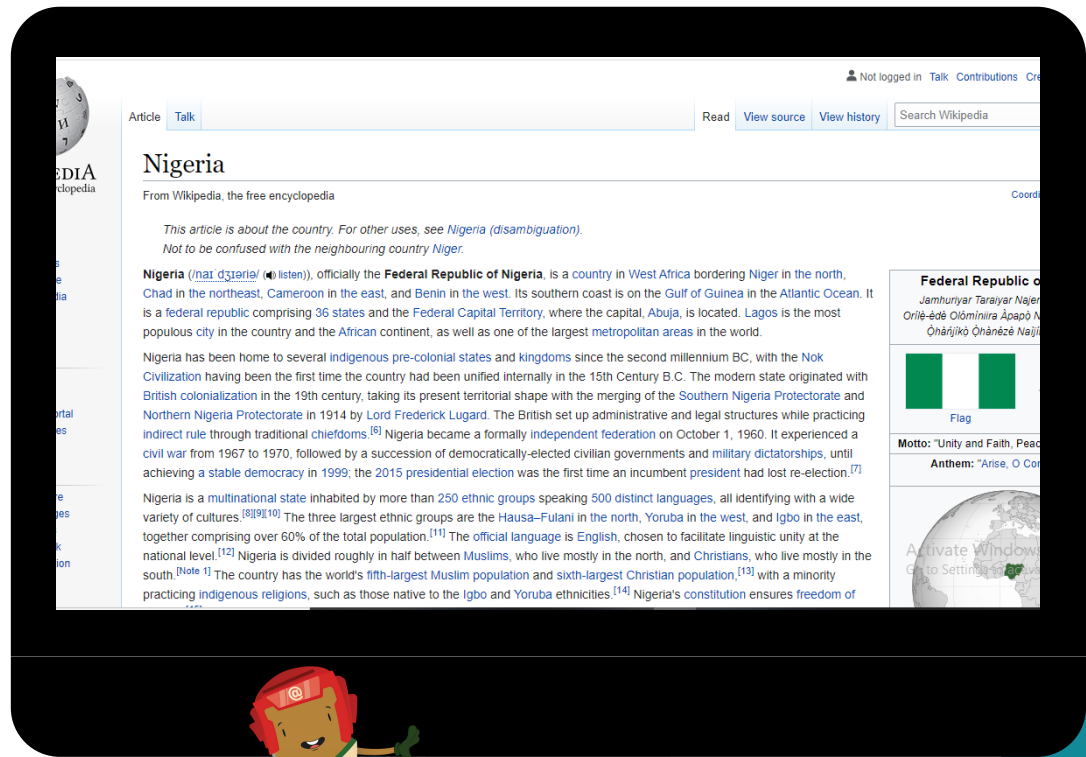
Handwritten-style dashed lines for taking notes.

Your name

EXERCISE 5

Trust

Look at the screenshot below and think about whether you would trust information from this website.



Your name

## EXERCISE 5

# Trust

Look at the screenshot below and think about whether you would trust information from this website.



## Nairaland Forum

What type of website is this? Do you think this website is trustworthy? Why/why not?

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Your name

## EXERCISE 5

# Trust

Look at the screenshot below and think about whether you would trust information from this website.



## Health Connect 24x7

What type of website is this? Do you think this website is trustworthy? Why/why not?

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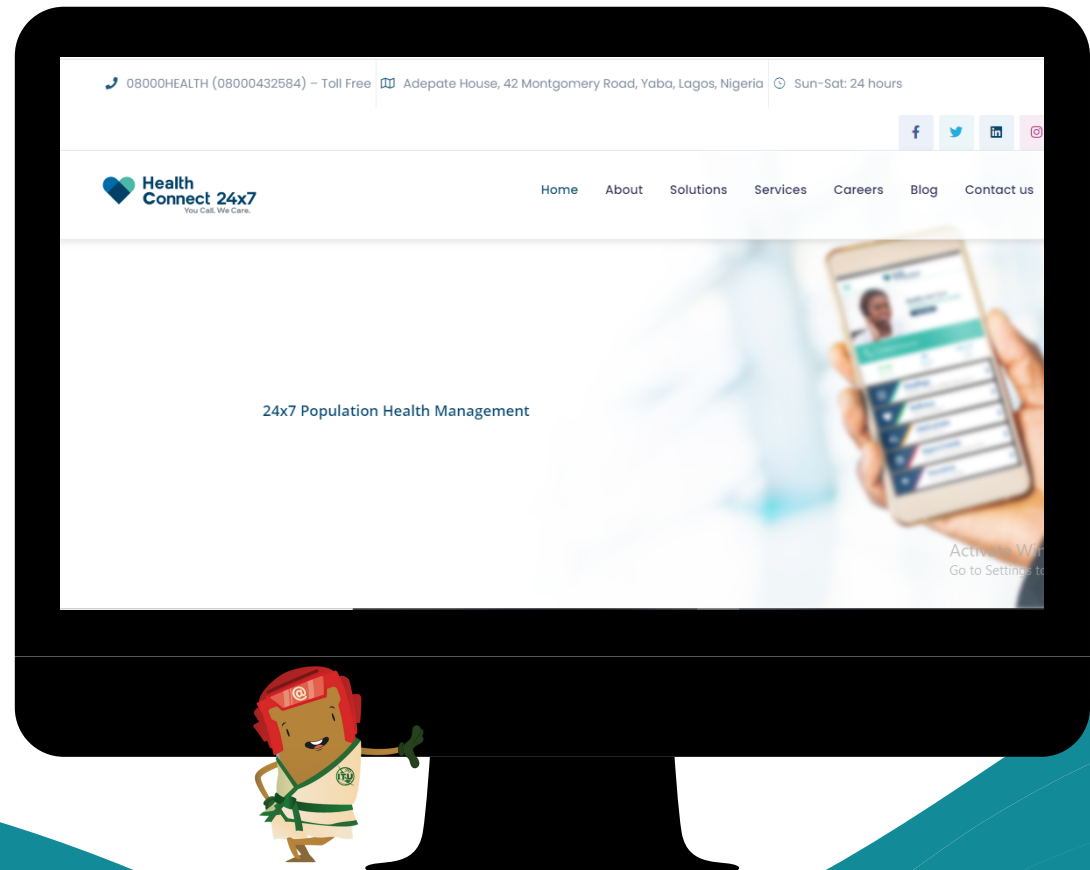
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Your name


## EXERCISE 6


# Messages


Write a text message to a friend giving them advice about how young people should treat each other when they go online



Ways they should behave 

Things they should never do 

Ways they should behave 

Things they should never do 

Your name

## EXERCISE 7

# Blocked

Have you ever blocked someone online? What did they do to make you block them? Read the stories and decide if you would block this person.



One of your classmates has been sending you mean text messages every day for the last three weeks.



Why?/Why not?



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Your best friend makes a rude comment about you in a group chat. They're usually nice to you online.



Why?/Why not?



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A Stranger sends you a friend request on Facebook. You don't recognise their picture



Why?/Why not?



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Circle the lock padlock to indicate if you would block the person or not



Your name

## EXERCISE 7

# Blocked

Have you ever blocked someone online? What did they do to make you block them? Read the stories and decide if you would block this person.





Your mum adds you as a friend and tags you in some baby photos. You don't want your friends to see them



Why?/Why not?



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Someone you've been chatting to online asks you to send them a nude photo. You don't feel comfortable.



Why?/Why not?



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Someone from your school sends you a video that shows some graphic violence.



Why?/Why not?



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Circle the lock padlock to indicate if you would block the person or not

Your name

## EXERCISE 8

# Response

If someone is being bullied, we have a responsibility to do something about it. What do you think each of these people should do to stop cyberbullying or help the person being bullied?



The person being bullied

Friends (the bully's friends or the friends of the person being bullied)

Other bystanders

Your name

## EXERCISE 9

# Support

Do you know what resources are available in your country to help young people if something upsets them or worries them online? For example, is there a person, a website or an organisation that you can go to for help? How did you hear about them?



Who can you turn to for help if something goes wrong online?  
what can these people do to help you?

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



It's okay if nothing comes to mind! Try doing a quick internet search and tell us what information you find!

● Your name ●

## EXERCISE 10

# Warning

There are lots of different kinds of people, activities or experiences that you can encounter on the internet. You might think some of these things are less safe, or more safe, than others. How do you rate some of these activities (e.g. meeting someone face-to-face that you met online)?

*Cut out sentences and stick them to the line on the next page*



1 Sharing personal information (e.g. home address)

2 Meeting up with someone you met online

3 Chatting to a stranger

4 Sending a private photo to a friend

5 Accepting friend requests from someone you don't know

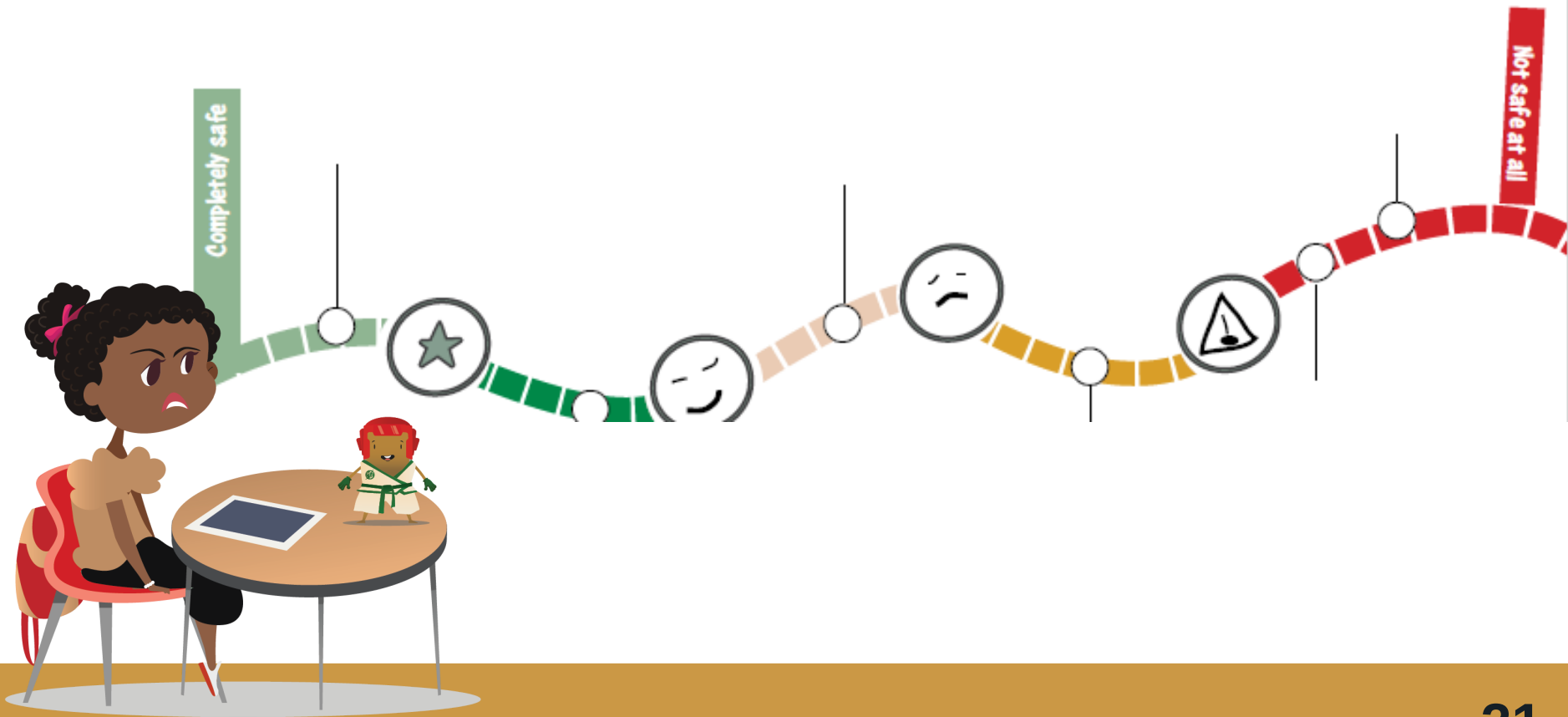
6 Using google to do research for school work

Your name

# EXERCISE 10

## Warning

Green is completely safe,  
and red is not safe at all.  
if there's something missing  
from the list, write it on!



Your name

## EXERCISE 11

# Protection



What is happening to her?

You



Who could they ask for help or talk to about the problem?

You



Fatima is in year 8 at school. For the last month, she has been receiving anonymous messages which say mean things about her clothes and hairstyle

One day, one of her friends tells her that a fake Instagram account with her name has been set up and is sending people rude pictures.

Fatima is scared to go to school in case she is teased about it.



Would you feel prepared to deal with this risk?

You



What could you do to protect yourself?


You



Your name


## EXERCISE 11

# Protection

 What is happening to her?

You



 Who could they ask for help or talk to about the problem?


You



Zillah is 15 years old. She loves playing online games and will often play late into the night.


Each day, she spends at least 10 hours playing on the computer. At first it was just for fun, but Eni has started skipping school to play games and doesn't want to take part in activities with her friends or family any more.

She is becoming more socially isolated and her family is worried about her mental health.

 Would you feel prepared to deal with this risk?

You



 What could you do to protect yourself?

You



Your name

## EXERCISE 11

# Protection



What is happening to her?

You



Who could they ask for help or talk to about the problem?

You



SOCIAL MEDIA



FRIEND



FRIEND



FRIEND



FRIEND

Eniola accepts a new friend request on Facebook from an older man she doesn't know. She starts chatting with him and realises they have a lot in common.

Eniola feels like she can't talk to her parents about some of her experiences at school, but her new friend seems to understand and she feels comfortable confiding in him. One day, he asks if she wants to meet face to face. Eniola is unsure whether to go and meet her new friend.



Would you feel prepared to deal with this risk?

You



What could you do to protect yourself?

You







Your name

## EXERCISE 11

# Protection

 What is happening to her?

You 


 Who could they ask for help or talk to about the problem?


You 





Kebe is 16 years old. Her mother posts a photo on her social media account of Kebe when she was 3 without his permission.

In the photo, Kebe is playing naked on the beach with some friends. Her mother loves the photo and wants to share it with her friends and family who she is connected with on Facebook, but Kebe doesn't feel comfortable with it being online.

 Would you feel prepared to deal with this risk?

You 

 What could you do to protect yourself?

You 





NCC Toll Free Line: 622  
Cece Yara Foundation: 08008008001  
07007007001

**This book is not for sale**

