

DIGITAL LITERACY CURRICULUM



PARENT'S WORKSHOP GUIDE
HELP YOUR CHILD STAY
SAFE ONLINE

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 Parent's Introductory Workshop file.

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Parent's Introductory Workshop PowerPoint](#)
- [Workshop Practical Activities](#)
- [Additional Practical Activities for Optional Use](#)
- [Workshop Notes](#)
- [Learner Feedback](#)



Introduction to: Help Your Child Stay Safe Online

Target Audience: Parents

Workshop Components:

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Parent's Introductory Workshop PowerPoint](#)
- [Workshop Practical Activities](#)
- [Additional Practical Activities for Optional Use](#)
- [Workshop Notes](#)
- [Learner Feedback](#)

Workshop Duration: 2 hours

Overview:

The Help your Child Stay Safe Online workshop aims to deliver a holistic overview of what cyber safety is all about from a parental perspective. From explaining to parents what dangers can be found in the online world to discussing the tactics to practice and implement to remain safe and ensure children stay safe online, this workshop is comprehensive and insightful. To help parents understand the concepts of cyber safety they will engage in seven Practical Activities that give them the opportunity to practice what they're learning in workshop first hand.



Workshop Introduction

Notes For The Trainer:

Turn the presentation on and guide the participants through it. It is just a short introduction so only get into details if needed. Otherwise, try to highlight main ideas. Remember to use cyber safety language and highlight dangers of cyber bullying and benefits of spreading a positive attitude towards technology. If discussion arises - encourage it and try to model positive attitudes. Doing the presentation remember to stress the importance of cyber safety. Your aim is to introduce the topics – do not extend this activity too much.

Read the presentation carefully before going to the workshop. Slides have comments on how to talk about them. Read the notes in the presentation itself – you will find more details there.

Variations:

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

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



Workshop Guide

Help Your Child Stay Safe Online

Duration:

Around 120 minutes

Requirements:

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

Number of participants: Max. 25

Purpose:

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

Materials to be used:

- Flipcharts
- Markers
- Workshop Guide, and
- PPT

Objectives:

1. Participants will be able to give a couple of reasons for the importance of keeping children safe on the internet
2. Participants will be familiar with the terminology: online reputation, digital fingerprint, cyber bullying, privacy settings, parental controls etc.
3. Participants will know a number of ways of ensuring children remain safe in the ICT environment.
4. Participants will be able to give examples of possible reactions to difficult situations connected to cyber safety.
5. Participants will have opportunity to raise particular issues and seek advice.



Activity	Action	Trainer	Participants	Materials	Timing
1	ICEBREAKER S – Getting to know each other	Chooses an icebreaker from the list and conducts it according to description	According to description of the icebreaker	Icebreaker list	5 min
2	Setting Objectives – What do I expect from this workshop as a parent?	Asks parents to work individually or in pairs and find ideas of what they would like to talk about in terms of cyber safety; gives hints – e.g. what to do if a child spends too much time online, what to do if a child is upset after being online etc.	Find ideas, write them down and in the end – present and discuss	Paper, markers	10–15 min
	Parent's Introductory workshop PowerPoint – General Introduction/ Mini lecture on purpose of workshop, basic language and concepts	Gives a lecture making it interactive using examples from life and asking questions or encouraging to ask questions	Listen and try to get involved in discussion	Parent's Introductory workshop PowerPoint	10–15 min
3	Case Study – Different Cyber Safety Issues (Role Play)	Presents case study descriptions and asks for a role play in groups	Prepare and present	Case study descriptions	20 min



Activity	Action	Trainer	Participants	Materials	Timing
4	My kid has a laptop (Group work)	Evokes discussion on pros and cons of involving technology in children upbringing. Gives examples where needed (good for memory training, creativity, bad for sight, content might be inappropriate); Writes bullet points on flipchart	Give their own examples, discuss, try to find answers to questions and decide on what is right	Flipchart, markers	10-15 min
5	How to make sure children are safe online? (Group work)	Asks participants divided in two groups to define: 1. Trust and understanding 2. Restrictions and expectations. Encourages participants to discuss the right proportion between those approaches so that we still are able to influence our children and also ensure their safety online	Define the approaches and write ideas on sticky notes and stick to flipcharts; discuss	Flipcharts, markers, sticky notes	10 min



Activity	Action	Trainer	Participants	Materials	Timing
6	Rules & regulations in family life	Asks an open question: What rules do we have at home? What rules are there at school? What are the rules defined to us by Islam? – writes down ideas on flipchart	Give ideas	Flipcharts, markers	20–30 min
		Asks participants to prioritize the rules	Give ideas, come to conclusion – list of rules		
		Asks participants to find ideas of linkage between those rules and technology – which rules are likely to be broken through use of technology, which rules can be taught through technology, which rules are different for technology than in reality	Write ideas		



Activity	Action	Trainer	Participants	Materials	Timing
7	Conclusions & feedback	Summarizes the outcomes and the main thoughts of the workshop highlighting linkages between real life and cyber space. Reminds the participants that they have to accept that the world is changing and the only solution is to learn and find ways of dealing with problems but not fighting with the changes themselves. Asks participants to fill in the survey giving feedback on the workshop	Listen and add to it if they want; Give feedback	Handouts Surveys	10 min



Required Workshop Material1: Vocabulary Handout

Note:

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

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



Required Workshop Material2: Hints for Successful Parenting of a 'Cyber Child'



Be friendly, but stay a parent.



Be patient, but stay consistent.



Avoid banning, but don't hesitate to guide



Avoid saying 'no' and 'don't'- give positive commands instead.



Make the children realize that the same rules that apply in the real world apply online.



Show children that they are not anonymous in cyber space.



Join your children in exploring the cyber space.



Find a balance between trust & understanding and restrictions and expectations approach.



Make sure all members of your family feel safe and are allowed to express themselves and explore the world.



Make a list of people and institutions you can contact to solve different problems connected to ICT.

DIGITAL LITERACY CURRICULUM



PARENT'S WORKSHOP ACT 1. ICEBREAKER

HELP YOUR CHILD STAY
SAFE ONLINE

ACT 1.

ICEBREAKER

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

Objective covered:

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

Time:

5-10 minutes

Resources:

Ice breakers' list – Activity 1

Notes for the trainer:

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

The icebreakers are described separately. Only use icebreakers if you feel they will help you in the workshop. They are not the core of your content – do not fill the workshop just with icebreakers. Brief description of icebreakers you will find in teacher's materials.

Variations:

Treat the list of icebreakers as inspiration. 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 themselves 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 their favourite 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 a place next to the drawing they find describes a similar hobby to theirs. **Still no talking!** After completing the task the group sits together and discusses the outcomes – how appearances 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 the 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 sunshine.

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. The 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 into 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



PARENT'S WORKSHOP ACT 2.
SETTING OBJECTIVES
HELP YOUR CHILD STAY SAFE
ONLINE

ACT 2.

Setting Objectives

Objectives Covered:

1. Participants will be able to give a couple of reasons for the importance staying safe.
2. Participants will have opportunity to raise particular issues and seek advice.

Time:

10-15 minutes

Resources:

Paper, Markers – Activity 2

Notes for the trainer:

Participants reflect on their own expectations towards this workshop.

Divide participants into groups of 3-4. Give them flipcharts and markers. Ask if there anything specific they would like to talk about in terms of cyber safety – e.g. cyber bullying or how to convince children not to do certain things online or where to find safe websites for the kids.

Group Discussion:

Ask participants to pick one person from the group to present the outcomes. Encourage the group to discuss. If you feel confident enough – explain the doubts. If not – tell the participants where to find answers or note

the questions and tell the participants you'd get back to them after the workshop. Ask participants what they would like to discuss in this workshop. Remember that when they work in groups you have to walk around the room checking the progress – if a group seems not to have ideas or not to work as quickly as the others – support them.

Examples you can give to groups who need support:

- How to protect children when they go online?
- What to do if our children misbehave online?
- Should I allow my children to go online anytime they want?
- Who can assist me in protecting my computer?

In case you have any doubts about the content – try to explore it more on your own, ask the school IT support and if needed – contact the Cyber Safety Team.



Variations:

Some participants may not even know what the topic of this workshop means and therefore not be able to tell you what they would like to talk about. Try to suggest possible areas of interest – what should we know about Facebook use? How to limit the time children spend in front of the computer? Is using the computer and mobile good for children?

Some parents do not seem to care much how much time their children spend online or what they actually do. This is probably due to the fact that they do not realize how powerful the internet is. So, make them realize! Tell them a story of cyber-bullying and that it sometimes can even lead to suicide; tell them a story of the inappropriate content you can find online. They will probably be surprised and terrified...

But do not leave them like this – highlight the fact that those examples were for them to realize what dangers might be connected with internet use but there are also positive aspects and we should focus on those. Assure parents that if they make an effort to guide their children and monitor their online activities, the children will surely benefit from the internet as it gives them the opportunity of finding information quickly, exchanging thoughts, developing creativity, developing the ability of moral judgment and many other skills. They just need to be watched after just like in real life as they are just kids and therefore sometimes make wrong choices.



DIGITAL LITERACY CURRICULUM



PARENT'S WORKSHOP
ACT 3. CASE STUDY & ROLE PLAY
HELP YOUR CHILD STAY
SAFE ONLINE

ACT 3. Case Study & Role Play

Different cyber safety issues in action

Objectives Covered:

1. Participants will be able to give a couple of reasons for the importance of keeping children safe on the internet
2. Participants will be familiar with the terminology: online reputation, digital finger print, cyber bullying, privacy settings, parental controls etc.
3. Participants will know a number of ways of ensuring children remain safe in the ICT environment
4. Participants will be able to give examples of possible reactions to difficult situations connected to cyber safety
5. Participants will have the opportunity to raise particular issues and seek advice.

Time:

20 minutes

Resources:

Case study descriptions - Activity 3

Notes for the trainer:

Participants prepare role plays based on the issues given in the presentation and given case study descriptions.

You have a paper with different situations described. Cut it into strips and give one to each pair of participants. Ask them to read it carefully. Each paper describes a situation involving at least one of the issues from the vocabulary list from the presentation. Ask the participants to try and match the descriptions

with the situations. Then ask them to prepare a short role play and present it to the group showing solutions. Let the group discuss the alternative ways of solving the problems. Give the participants the hints list for parents. Give the participants the chance to talk about their experience. Remember about positive feedback and modifying their solutions if they are very much based on banning, punishing and criticism. Try to reshape them into constructive hints.

Example:

If a participant says that he/she would shout at the cyber bully and punish him/her you can advise them to talk to the cyber bully and find out why he/she behaves like this and make them reflect on what their victims feel and if they would like to feel the same. Talking about about emotions and consequences often helps cyber bullies realize their mistake. Our aim is to guide and modify the bad behavior and not to punish! Advise parents to work together with other parents in the community and with the teachers to set example, teach, modify behavior.



Variations:

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

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



Case Study Descriptions

Activity 3

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

Case Study 1

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

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

Case Study 2

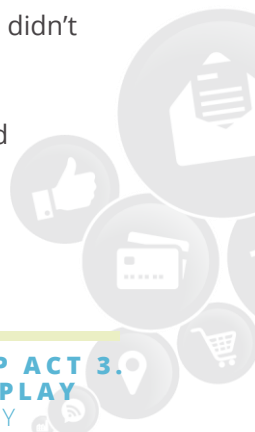
Your daughter tells you she made a mistake and put her pictures online to impress her friends but she swears she was fully covered. You look at the pictures and you discover they show your daughter's face and she doesn't even wear shayla... You trust your daughter. So what happened? Someone must have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

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

Case Study 3

Your son put a movie on YouTube where he is laughing at another boy being smaller and weaker than himself. His teacher calls you saying he needs to talk to you. He tells you he didn't expect your son to be so irresponsible and so mean to his friends.

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



Case Study 4

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

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

Case Study 5

Your son asks you if you would allow him to have a facebook account. You agree but you want him to stay safe and not to reveal too much personal data.

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

Your daughter wants to have a facebook account. You agree but want her to stay safe and not to reveal too much personal data and also stay modest as a girl should be.

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

Case Study 6

Your child wants to use Internet. You agree but under some conditions. Of course you want to know the passwords and also you want to limit the content of the Internet your child is permitted to use.

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



DIGITAL LITERACY CURRICULUM



PARENT'S WORKSHOP ACT 4.
MY KID HAS A LAPTOP
HELP YOUR CHILD STAY SAFE
ONLINE

ACT 4. Group Work

My Kid Has A Laptop

Objectives Covered:

1. Participants will be able to give a couple of reasons for the importance of keeping children safe on the internet
2. Participants will be familiar with the terminology: online reputation, digital finger print, cyber bullying, privacy settings, parental controls etc.
3. Participants will have opportunity to raise particular issues and seek advice.

Time:

20 minutes

Resources:

Flipcharts, markers, "Parents hints"
– Activity 4

Notes for the trainer:

Participants discuss the pros and cons of technology in raising children.

Ask participants to work in two big groups – one group finding pros and one finding cons of technology. Highlight the fact that they should come up with ideas from their category (pros or cons) regardless of their actual beliefs.

Let the participants present their work and try to show them on the go how to prevent the negative outcomes (that they can set parental controls, they can talk to children to teach them and to warn them, that they

can get involved in activities with children to know what they are doing).

Tell parents clearly that most of the unwanted situations children are involved in online result from the fact they think they are anonymous. Explain what this word means and give examples to prove that we are not anonymous online (we leave digital fingerprint, we add personal details, we put pictures online, our IP can be identified, our passwords are often not secure enough and can be broken).

Variations:

Sometimes the group consists of older parents who refuse to work in groups or be more active. You can encourage them but do not force them! Respect their right to make their choices. Talk to the group and try to make the conversation attractive enough for them to join it in their own time. Try to lead the participants in the discussion to conclude that cyber safety issues are very important and we need to make an effort and talk to our children to make sure they are safe.

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

DIGITAL LITERACY CURRICULUM



PARENT'S WORKSHOP
ACT 5. GROUP WORK
HELP YOUR CHILD STAY
SAFE ONLINE

ACT 5. Group Work

How To Make Sure Children Are Safe Online?

Objectives Covered:

1. Participants will be able to give a couple of reasons for the importance of keeping children safe on the internet .
2. Participants will know a number of ways of ensuring children remain safe in the ICT environment.
3. Participants will be able to give examples of possible reactions to difficult situations connected to cyber safety.
4. Participants will have opportunity to raise particular issues and seek advice

Time:

10 minutes

Resources:

Flipcharts, markers, sticky notes
– Activity 5

Notes for the trainer:

Participants in two groups try to define:

1. Trust and understanding
2. Restrictions and expectations

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

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

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

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

Concluding the participants discuss the ways of keeping the right balance between restrictions and trust needed in upbringing Start a discussion about the need to find the right balance between the two parental approaches to communicate effectively with children and to be able to teach them in a friendly and consistent way

Variations:

If the participants are willing to cooperate you can ask them to make short role plays showing how bad it is to be too restrictive and ban everything and how bad it is to be too liberal and not to ask any questions or monitor any activities of our children.

If the group consists mostly of parents of young children you can try encouraging them to talk about the restrictions they implement in their houses and let them exchange experience so that they can make sure the restrictions are age appropriate. For example you can ask: "Would you let your 7 year old child use youtube?", "Would you let your 10 year old child post pictures online?" etc.



DIGITAL LITERACY CURRICULUM



**PARENT'S WORKSHOP ACT 6.
RULES AND REGULATIONS**
HELP YOUR CHILD
STAY SAFE ONLINE

ACT 6.

Rules And Regulations In Family Life

Objectives Covered:

1. Participants will be able to give a couple of reasons for the importance of keeping children safe on the internet.
2. Participants will know a number of ways of ensuring children remain safe in the ICT environment.
3. Participants will be able to give examples of possible reactions to difficult situations connected to cyber safety.
4. Participants will have the opportunity to raise particular issues and seek advice.

Time:

20-30 minutes

Resources:

Flipcharts, markers – Activity 6

Notes for the trainer:

Participants name different rules from different areas in life – family, school, religion etc. Have a list of sample rules. Here is an example to help you:

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

Participants prioritize the rules

Ask the whole group to prioritize the rules. Give numbers to all rules listed.

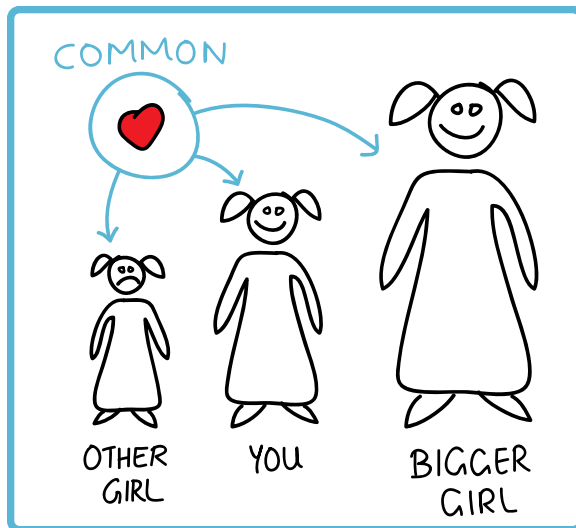
Participants try to find linkages between rules in reality and in cyber space

Ask participants if the rules listed are also valid for cyber space. E.g. Do we have to respect each other online? Can we bully people online? Is this the same or different in reality and cyber space?

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

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

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



What would you feel? (sad, upset, afraid etc.). Do you think the girl you wanted to bully feels the same? (- yes she does). Why? Because we have one thing in common. What do you think it is? (...) It's heart. Draw a heart with arrows to all three girls. Because we all have heart we have to ask it often what's good and what's bad. What does your heart tell you about bullying? Does your heart go to sleep when you go online? No! So you have to ask it also when you are online. And when your heart hesitates who shall you ask? Parents, of course.

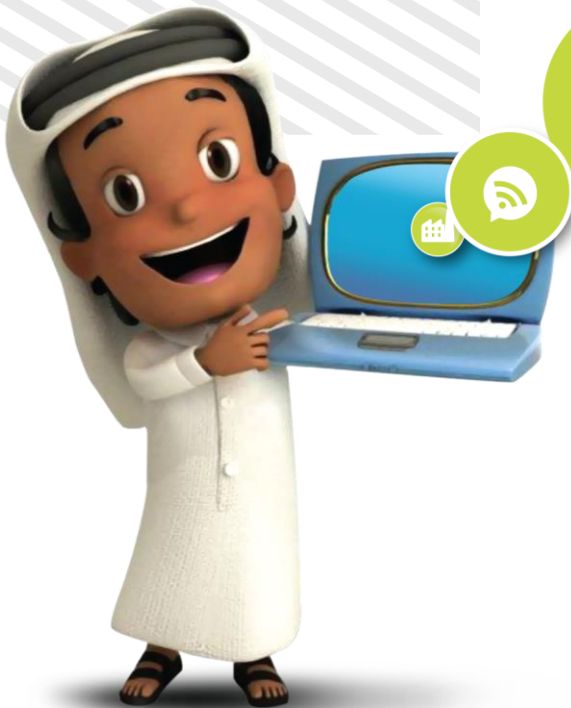
Variations:

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

You might find a group that has a very strict view towards rules and regulations. Try to show them that all people make mistakes and children are more likely to make mistakes as they constantly learn and explore and therefore parents have to assist them and guide but try not to criticize or punish when it is not absolutely necessary. The first thing should be always conversation and trying to make children realize the mistake.



DIGITAL LITERACY CURRICULUM



**PARENT'S WORKSHOP ACT 7.
CONCLUSION & FEEDBACK**
HELP YOUR CHILD STAY
SAFE ONLINE

ACT 7.

Conclusion & Feedback

Objectives Covered:

1. During the workshop, the participants will have time to raise particular issues and seek advice.
2. Participants will have the opportunity to raise particular issues and seek advice.

Time:

15 minutes

Resources:

Flipcharts, markers – Activity 7

Notes for the trainer:

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

Remind participants we also have another workshop for parents if they want to participate. Give them the survey and ask them to complete it on the spot and give it back to you. Assist participants in filling out the survey making sure they do not 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 the only solution is to learn and find ways of dealing with problems but not fighting with the changes themselves.

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.

However, remember the survey! This is very important.



Additional ACT 1.

GOOGLE IT!

Note for the trainer:

Ask participants to look for different rules of cyber safety for children and adults. Allow time for searching individually or in pairs (10 min.). Ask participants to sit in groups of 5-6 and compare their findings.

After a short discussion in groups ask groups to prepare a set of 10 main rules for family use that they would find helpful for future use. Ask them to make a poster and present it to the other groups.

Time: 20 min

Additional ACT 2.

ONLINE REPUTATION

Note for the trainer:

Ask the participants to work in groups and draw a profile on a social network.

NOTE: Ask them to literally draw a profile – take paper and markers and try and draw it by hand. Ask them to add descriptions and comments if they want. Ask them to make it as inappropriate as possible – the owner of this account is not caring for his online reputation. Allow 10min.

After each group has finished – ask the groups to exchange their papers. Ask participants to improve the profile they got from another group to improve the online reputation of the owner. Ask them to add some content or remove some if needed. Allow 10 min.

Ask groups to present the outcomes and encourage discussion.

Total time: approx. 30 min.



DIGITAL LITERACY CURRICULUM



**PARENT'S WORKSHOP
READING FOR TRAINER**
HELP YOUR CHILD STAY
SAFE ONLINE

Background Readings For The Trainers

Note: The objective of the background reading is to provide trainers will 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).

Parents have to remember that cyber safety is one of the most important issues that need to be considered when buying a computer or a mobile phone for their children. They have to make sure their children are safe from the first day they go online. To be able to ensure safety the parents need to know some basic rules and mechanisms. Some rules are included in “Hints for successful parenting of a cyber child” so refer them to this handout.

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

Do not diminish 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.)

It is very important not to over-exaggerate the threats as it might result in parents being terrified and just deciding to keep their children away from it through banning any online activities. This will probably work with small children but in a bigger perspective the children will probably start looking for the ways to disobey their parents out of curiosity.

Now that the IT world is changing so quickly the parents, as well as the school community have to accept that cyber safety issues have to be incorporated in all areas of everyday life. If we don’t do it – it will happen automatically anyway but in this case will be out of our control.

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



Important Note: Cyber Safety rules never 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 that we have to respect each other. Online it means we cannot tell lies about each other or ridicule each in front of others i.e. through chat-rooms.

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-cyber bullying website, resources, tips and news
- <http://www.connectsafely.org/> — resources, tips, forums

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.



Cyber Bullying For The Trainers

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

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

And what if it happens anyway?

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

Examples of cyber bullying:

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

Hints for talking to cyber bullied children:

1. Listen to the whole story
2. Tell him/her that it is good that he/she or someone from their environment reported cyber bullying
3. Assure your child you will support him/her and won't let anyone hurt him/her
4. Assure your child it's not his/her fault - sometimes the bully tries to convince the victim that he/she is treated in a bad way because he/she did something wrong. We need to make it clear that no one deserves cyber bullying.
5. Show your child you care
6. Show your child you are able to take actions (and take actions to prove it! – talk to teacher and to cyber bully parents)
7. Respect your child's feelings – do not say things like "Oh, just ignore it. After all it's not a big deal...". This is a big deal for your child so treat it as such.



Hints for talking to children that have cyber bullied others:

1. Listen to what your child has to say
2. State clearly that you disapprove of such a behavior
3. Assure your child you love him/her and will always support him/her but will not tolerate this kind of behavior
4. Explain why the behavior is bad
5. Ask if the child can see any solutions to what happened
6. Suggest your solutions
7. Talk to the bullied child's parents, discuss solutions and announce them to your child
8. Tell the child he/she needs to apologize and try to make it up for the victim
9. Remember to talk about the behavior not the child him/herself – it is the behavior that is bad and needs to be changed and not the child

Useful Links:

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



Digital Fingerprint For 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 strangers to use it?

How is digital fingerprint useful for us, parents?

For example browsing the browser archives we can discover which websites our child has visited, we can also Google our child's name from time to time to see their activity online.

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

When we talk in 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

Rules to follow:

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

What can improve your online reputation (examples):

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

What can destroy your online reputation (examples):

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

How to convince children that online reputation is so important?

Use examples – Imagine your mom or dad posting their pictures making silly faces online. The next day some of your classmates bring the pictures to the classroom and shows everyone. What would you feel?

/embarrassed, ashamed, angry etc./ Why would you care? /because it's my family, because this is silly, because my parents shouldn't have put those pictures online etc./.
COMMENT THIS DISCUSSION TO YOUR CHILDREN – Yes, and also that's why we care about your reputation. We are family and love each other so we cannot embarrass each other. We have to take care of our online reputation also out of respect to our family.

What is the important message for the children?

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. If you do not want your private pictures or documents to be used unauthorized – do not put them online.

Message for you and your children:

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

Useful Links:

- <http://www.datesafeproject.org/2012/protecting-your-teens-online-reputation/> — protecting your reputation hints
- <http://www.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. For example, next to the birth date there should be a tick box saying "hide your birthdate". This will minimize the risk of strangers getting to know your age.

Privacy settings depend on what you want to reveal. Do not rely on what "everyone says". Use your own judgment and sense of modesty. Remember your profile is your "online territory" and you set the rules.

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

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

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



Parents should take care of the privacy settings of the services their children use to be able to protect them. If the child is a teenager it could be an option to sit together and adjust the settings, discussing it if

needed. For younger children we just adjust the services and from time to time check whether the settings are still the same (children are very creative and learn quickly).

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.

The sample icons for parental controls panel are:



As parents we should explore cyber space and look for news to stay up-to-date with what our children are exposed to and to be able to join them in their online activities. One of the first thing parents should localize in any service their children use is the parental control tab.

Where?

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

How?

Adjusting the parental controls is usually very simple. Once you open the right tab of parental controls you will see tick boxes and questions to be answered. When you place the mouse cursor over the question and wait you will usually get another hint (do not click – just wait and read). Unfortunately there is no right or wrong answer as long as the actual settings are considered – you have to decide for you and your child what is best in your case. Consider your child's age, maturity level, extend to which your child will be using computer unaccompanied etc.

Why?

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



Important!

Even very young children use mobiles and PC's. Sometimes we are quite confident they wouldn't be able to use it without our help so we do not set passwords, we do not adjust parental controls and in general – we do not even switch off the devices when leaving them unattended... This is the biggest mistake ever!

One day we might discover we underestimated our child's abilities and come across our offspring playing with our smart-phone or laptop. To avoid such situation it's much better to protect the devices and only allow as much access as we want.

Useful Links:

- <http://support.mozilla.org/en-US/kb/block-and-unblock-websites-with-parental-controls> — useful hints for Firefox
- http://www.nintendo.com/consumer/systems/wii/en_na/ht_settings.jsp — Wii parental controls
- <http://www.hightechdad.com/2011/08/05/10-ideas-for-facebook-parental-controls-and-what-you-can-do-until-they-are-there/> — some more hints (not only) for fathers

