



سيف سبيس  
Safe Space

# DIGITAL LITERACY CURRICULUM



**TEACHER'S WORKSHOP GUIDE**  
CYBER SAFETY



# 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 Teacher's Introductory Workshop file.

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



# Introduction To Cyber Safety Workshop

**Target Audience:**

Teachers

**Workshop Duration:**

2 hours

**Workshop Components:**

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

**Workshop Overview:**

The Cyber Safety Workshop aims to deliver a holistic overview of what cyber safety is all about. From explaining to teachers what dangers can be found in the online world to discussing the tactics to practice and implement to remain safe, this workshop is comprehensive and insightful. To help teachers understand the concepts of cyber safety they will engage in 8 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's just a short introduction so only get into details if needed. Otherwise try to just highlight main ideas. Remember to use cyber safety language and highlight dangers of cyber bullying and benefits of spreading positive attitudes 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 that will be covered – 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 but be conscious of the timing and of the fact that you need to leave out of one of the next Practical Activities if you extend this one.

Sometimes there are participants who keep asking questions just to be noticed. 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. Normally it should help but some extreme situations happen when it evokes conflict – participants feel insulted that you don't let them ask questions on the go. In such a case stay calm and say: "I am so sorry I upset you but please understand how hard it is for me to stand in front of a group of professionals like you and present. It is even harder when you ask questions because I cannot focus properly and I would really like to make the workshop as good as possible. As teachers you probably know that sometimes when you teach small things can distract you and make you feel confused."

After you refer to their professional experience and show them the connection between you being a trainer and them being teachers there is a good chance they will understand.



# Workshop Guide

## Cyber Safety

**Duration:**

Around 120 minutes

**Requirements:**

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

**Number of participants:**

Max. 25

**Purpose:**

To provide teachers with the basic knowledge and skills related to major cyber safety issues, and to encourage teachers to explore the topics of cyber safety in future.

**Materials to be used:**

- Flipcharts
- Markers
- Handouts
- Manual
- Cyber Safety PowerPoint
- Vocabulary for trainer Markers

**Objectives:**

1. After the workshop participants will be able to justify why it is important to keep children safe online
2. After the workshop the participants will be familiar with the terminology: online reputation, digital finger print, cyber bullying, and able to explain.
3. After the workshop the participants will know at least 3 examples of safe behavior online
4. During the workshop the participants will be provided with time to raise particular issues and seek advice.



| Activity | Action  | Trainer  | Participants   | Materials               | Timing     |
|----------|---|--|--|-------------------------|------------|
| 1        | <b>Activity 1. Icebreakers</b> – Getting to know each other   | Chooses an icebreaker from the list and conducts it according to description.  | According to description of the icebreaker   | Icebreakers list        | 5 mins     |
| 2        | <b>ACTIVITY 2. What do I expect from this workshop as a participant?</b><br>(Individual Work)             | Asks participants 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 mins |
|          | <b>General Introduction &amp; Mini lecture</b> regarding purpose of workshop, basic language and concepts | Gives a lecture making it interactive using example from life and asking questions or encouraging to ask questions.  | Listen and try to get involved in discussion   | Cyber Safety PowerPoint | 10 mins    |
| 3        | <b>Activity 3. Case Study</b><br>(Role play)  | Gives away case study descriptions with different situations and asks for a role play in groups.   | Prepare and present  | Case study descriptions | 20 mins    |
| 4        | <b>Activity 4. Ideal Cyber Safety Lesson</b><br>(Group work)  | Divides participants into two groups – “students” and “teachers”. Evokes discussion.   | Each group makes a model what an ideal session should consist of from a) a teacher’s point of view and b) a student’s point of view. | Flipcharts, markers     | 15 mins    |

| Activity | Action   | Trainer   | Participants  | Materials                         | Timing  |
|----------|--|---|---|-----------------------------------|---------|
| 5        | <b>Activity 5. Pros and Cons of IT use among children</b> – (Discussion)   | 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                | 15 mins |
| 6        | <b>ACTIVITY 6. How to make sure students are safe online?</b> (Group work) | Asks participants to divide 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 students and also ensure their safety online. | Define the approaches and write ideas on sticky notes and stick to flipcharts; discuss.         | Flipcharts, markers, sticky notes | 15 mins |
| 7        | <b>ACTIVITY 7. Rules and regulations in school life</b> (Group work)       | Asks an open question: What rules do we have at home? What rules are there at school? What rules are put upon us according to Islam? – writes down ideas on flipchart.<br><br>Asks participants to prioritize the rules and chose the ones applicable to school life.                       | Give ideas<br><br>Give ideas, come to conclusion – list of rules.                               | Flipcharts, markers               | 20 mins |

| Activity     | Action   | Trainer   | Participants  | Materials  | Timing  |
|--------------|--|---|---|--|---------|
| 7<br>(cont.) |  | Asks participants to find linkages 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   |  |         |
| 8            | <b>ACTIVITY 8.</b><br>Conclusions<br>+feedback | Summarizes the outcomes and the main thoughts of the workshop highlighting linkages between real life and cyber space. Asks participants to fill in the survey giving feedback on the workshop  | Listen and add to it if they want;<br>Give feedback | Vocabulary handouts,<br>Surveys,<br>Parents' hints | 15 mins |





# Required Workshop Material 1: 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 Material 2: 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.





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**TEACHER'S WORKSHOP**  
**ACT 1. ICEBREAKERS**  
CYBER SAFETY



# ACT 1.

## Icebreakers

**Note:**

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

**Objectives Covered:**

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

**Time:**

5—10 minutes

**Resources:**

Icebreakers' list – Activity 1

**Notes for the trainers:**

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 favorite hobby. Then 4 chosen participants stand in corners of the room and not speaking but just watching the drawings the other participants try to guess with whom they share hobbies. They find 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. 😊





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**TEACHER'S WORKSHOP ACT 2.**  
**SETTING OBJECTIVES**  
CYBER SAFETY



# 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 trainers:

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.





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**TEACHER'S WORKSHOP ACT 3.**  
**CASE STUDY & ROLEPLAY**  
CYBER SAFETY



## 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 trainers:

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 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.

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### 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.

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### 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.





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**TEACHER'S WORKSHOP**  
**ACT 4. GROUP WORK**  
CYBER SAFETY



# ACT 4. Group Work

## Ideal Cyber Safety Lesson

### Objectives Covered:

1. After the workshop participants will be able to justify why it is important to keep children safe online.
2. After the workshop the participants will be familiar with the terminology: online reputation, digital finger print, cyber bullying, and able to explain.
3. During the workshop the participants will be provided with time to raise particular issues and seek advice.

### Time:

20 minutes

### Resources:

Flipcharts, markers – Activity 4

### Notes for the trainers:

Divide participants into two groups – “teachers” and “students”. Ask them to draw and write on a flipchart a model of what an ideal cyber safety lesson should consist of from the perspective of a teacher or student respectively.

After they prepare their models ask the participants to compare them and discuss what are the common points and how can they adjust the points that are not common to be acceptable for both students and teachers.

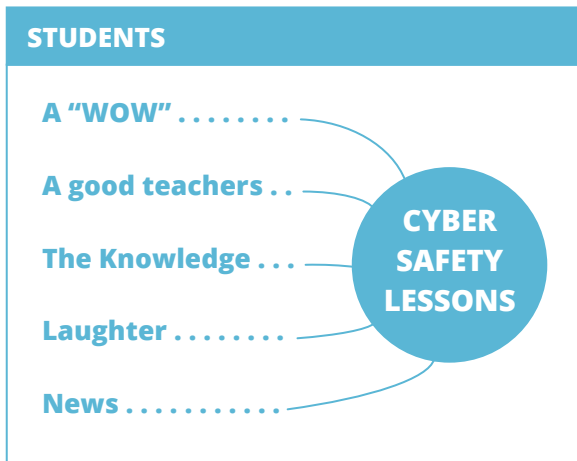
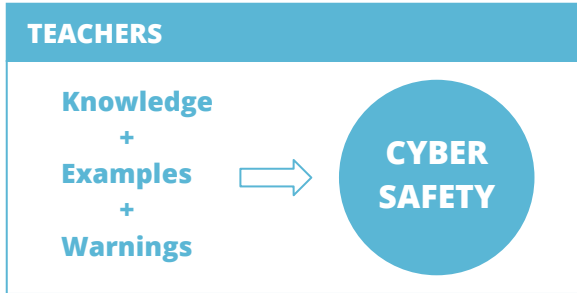
### Example:

Let’s say “students” said they want to have a lot of fun. Of course this is not the main objective of a lesson from the teachers’ perspective but ask the participants what they would do to introduce more “fun” in teaching cyber safety.

Let’s say “teachers” said they want to make students responsible online. Ask the participants how we can teach responsibility without being moralizing and patronizing.



**Sample Models:**



**Variations:**

Sometimes the group consists of older teachers who refuse to work in groups or prepare role plays. You can read the case studies to the whole group then and allow discussion. Try to lead the participants in the discussion to conclude that both sides – teachers and students need to make an effort to introduce cyber safety in school and teachers should think of ways that would facilitate this process.

Encourage teachers 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.







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**TEACHER'S WORKSHOP**  
**ACT 5. DISCUSSION**  
CYBER SAFETY



# ACT 5. Discussion

## Pros And Cons Of IT Use Among Children

### Objectives Covered:

1. After the workshop participants will be able to justify why it is important to keep children safe online.
2. After the workshop the participants will be familiar with the terminology: online reputation, digital finger print, cyber bullying, and able to explain.
3. After the workshop the participants will know at least 3 examples of safe behavior online.
4. During the workshop the participants will be provided with time to raise particular issues and seek advice.

**Time:** 15 minutes

**Resources:** Flipcharts, markers – Activity 5

### Notes for the trainers:

Participants in two groups try to define

1. Trust and understanding.
2. Restrictions and expectations.  
(1. Being very friendly, giving a lot of freedom, analyzing bad behavior without judgment, being very forgiving and accepting towards children.  
2. Being strict, demanding, judging, punishing, setting a lot of rules.)

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 and education.

Start discussion about the need to find the right balance between the two parental approaches to communicate effectively with students and to be able to teach them in a friendly and consistent way.

### Variations:

You might find out that the group works very quickly and is willing to work a bit more. Then you can ask them to give you solutions based on the case study handouts presenting the two approaches discussed – this will give them fluency in distinguishing which approach they present.

If a group liked the role plays – let them present samples of behaviors in a form of role play. Again, you can use case studies.



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**TEACHER'S WORKSHOP**  
**ACT 6. GROUP WORK**  
CYBER SAFETY



# ACT. 6 Group Work

## How to make sure students are safe online?

### Objectives Covered:

1. After the workshop participants will be able to justify why it is important to keep children safe online.
2. After the workshop the participants will be familiar with the terminology: online reputation, digital finger print, cyber bullying, and able to explain.
3. After the workshop the participants will know at least 3 examples of safe behavior online.
4. During the workshop the participants will be provided with time to raise particular issues and seek advice.

### Time:

15 minutes

### Resources:

Flipcharts, markers, sticky notes – Activity 6

### Notes for the trainers:

Participants reflect on their own expectations towards this workshop.

Divide participants into groups of 3-4. Give them flipcharts and markers. Ask if there is 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 down 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:

1. How to protect students when they go online?
2. What to do if students misbehave online?
3. Should I allow my students to go online at school?
4. Who can assist me in protecting my school 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 Ministry of Transport and Communications Cyber Safety Team.**

### Variations:

You might find a group that for some reason has to participate in this workshop and doesn't really want to. Such groups often refuse to cooperate. Do not insist on them being responsive – tell them a story that would draw their attention.

### Sample Story:

People often tend to say that they do not really need cyber safety. They have a password on their PC and that's enough. But working with children we have to realize that their "creativity" is really unbelievable. They can easily break passwords or even change them so that we cannot access our own computer. And as teachers we have a lot of important data on our computers and we cannot afford losing it.

If a group is keen on having fun and doing more active exercises try to make them show with gestures what their expectations are. The rest of group will be guessing what they mean by the gestures they show. But then allow only one expectation per person to be shown as otherwise you will exceed the time limit.





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**TEACHER'S WORKSHOP**  
**ACT 7. GROUP WORK**  
CYBER SAFETY



# ACT 7. Group Work

## Rules and regulations in school life

### Objectives Covered:

1. After the workshop participants will be able to justify why it is important to keep children safe online.
2. After the workshop the participants will be familiar with the terminology: online reputation, digital finger print, cyber bullying, and able to explain.
3. After the workshop the participants will know at least 3 examples of safe behavior online.
4. During the workshop the participants will be provided with time to raise particular issues and seek advice.

### Time:

15 minutes

### Resources:

Flipcharts, markers – Activity 7

### Notes for the trainers:

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:

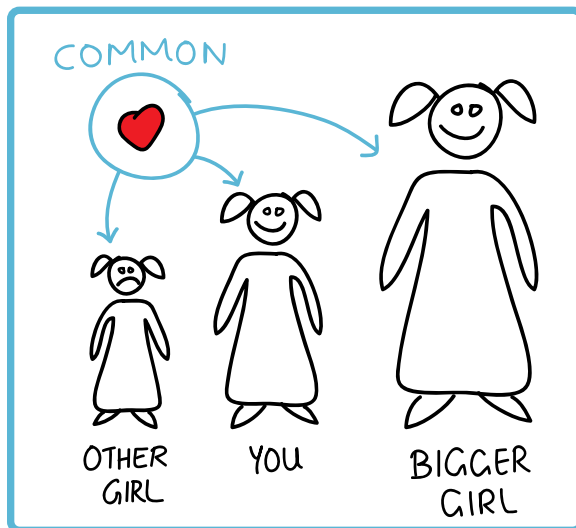
| Family                    | School                   | Religion                         |
|---------------------------|--------------------------|----------------------------------|
| Respect each other        | Don't use bad words      | Be Modest                        |
| Listen to parents     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

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

Participants prioritize the rules and choose the ones applicable to school life. 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 participants the example they can use speaking to children. Is it ok to bully people? Some children would say "yes".

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 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 a 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 or teachers, of course.

#### Variations:

This activity requires 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?





# Additional ACT 1.

## Limiting Online Activity

### Notes for the trainer:

Ask the participants to work in pairs and read the passage below.

This activity can be conducted as a discussion or as a role play. In the case of a role play – ask participants to show their examples in a role play. Allow discussion to conclude the activity.

Explain that due to the mistakes in communication both sides suffered unnecessarily. Mohamed wanted to be able to socialize, the parents probably just wanted him to stay safe. What did they achieve instead? Mohamed got upset and the parents insulted their child and made him sad ridiculing his idea and pointing out his weaknesses (math). Highlight the importance of focusing on the aim of interaction to avoid unnecessary confusion and distraction.

Ask the participants what they think this situation could look like to allow both sides reach a satisfactory consensus. Wait for different examples and only after that or if participants don't have examples at all – Show our example.

### Passage:

One day 10 year old Mohamed asked his parents: "Can I sign up for Facebook? Please. Please, please!" Here is what he heard from his parents:

"No way! You should learn math instead! You are too young! Facebook is for mature people and not for kids like you! Etc." The list was long.

Mohamed went to his room and wept in the pillow. Why do you think it was so?

What did Mohamed want? What did parents want? What did they get instead?

### Example of role play:

Mohamed asked his parents about Facebook and the parents asked him: "Why would you like to do it?" He replied: "...". (So he feels his opinion matters to parents and he has a chance to explain his views). Parents said: "We understand you would like that very much but you know we are worried so much that someone might hurt you..." (Mohamed again gets a message of love and care). "But mom! Dad!" (Of course Mohamed is not happy). "Listen son..." say the parents "Facebook is only allowed for users over 13yrs of age" (we are excused and Mohamed is not happy but will probably not discuss it with Facebook's CEO 😊). And now is the important moment – banning is not the end of this process. We have to offer something in exchange! "You know what son? I have seen this fabulous online game for users your age. And you know what? It also allows talking to friends! Shall we try it together?" (You can use clubpenguin.com example).

# Additional ACT 2. Cyber Bullying

## Notes for the trainer:

Some of the statements in the description are aimed at students as this activity is meant to be conducted for them. It's only for the training purposes that we conduct it on teachers.

This is an activity the participants can use when talking to cyber bullies or students who are not 100% convinced that cyber bullying is bad. We will do the activity in the group of teachers for training purposes but its real target group is students.

Ask participants to write down 10 things they ever did to other people and they think were not right (lied about someone, drew something on their pictures, convinced others to laugh at them etc.)

Assure the participants this is an exercise where they will not have to present the outcomes to the group. They only write it for their own information.

Allow 10 min. and encourage participants to write exactly 10 things. If they have more – ask them to choose 10 worse things.

What do they think those people felt? What did those people do? How did this affect those people?

How did this make us feel? If someone got to know what would they think about us? Did it improve our relationship with the people we hurt? Did it improve their opinion about us? Did it show the people we hurt how good people we are?

What does Islam say about being mean to people? What do our parents say about being mean to people? What if someone was mean to us? What would we feel?

Allow some time for reflection. Don't expect too many answers. Rather than that let the participants think and perhaps write some of the thoughts down.

After this activity – Give each group of 3-5 a flipchart and ask them to draw as many good things they did to people as possible. They can put comments in writing but there also have to be pictures and symbols. Ask them to make it colorful and filled with positive examples.

In the meantime ask them to put all their sheets of paper from the previous phase in a plastic bag (a bin). After the drawings are finished collect them and allow discussion.

Now show the bag and the pile of flipcharts to the group and ask them which of those they would rather be known for. (Would they rather be known as those who did something good or something bad to others?)

Most probably they will choose being known for being good but if this is not the case and they are teasing the teacher you can then announce: OK, so let's write it down. I would like to be known for good/bad things I do to people. After you've done this, please sign your paper.

Then take each paper and read it aloud. After that tell the students – OK, according to your wishes I will now give the respective part of your work to your parents and the principal to make your dream come true. By tomorrow you will be known for doing certain things to people and accordingly rewarded.

Most probably some of the students will panic. But just tell them this is what they actually wanted so you are glad to be able to support them.

Change the activity and only come back to this one later on. After you see the students are really concerned tell them – You see, this is how cyber bullying works. You lose control of your life because of someone else's decision. And then you know it's going to ruin your reputation but still you can't do much about it. How does it feel?

I hope now you understand what is so bad about cyber bullying. But in this school and in this classroom we don't do it. (Give all the papers back to students) And if we find out someone breaks the rules and tries to cyber bully or bully others we take steps to protect the victim and make the cyber bully realize his mistake.





سيف سبيس  
Safe Space

# DIGITAL LITERACY CURRICULUM



TEACHER'S WORKSHOP  
READING FOR TRAINERS  
CYBER SAFETY



# Background Reading For The Trainers

**Note:**

The objective of the background reading is to provide trainers with detailed content regarding the topics they will be explaining and sharing with the audience.



# Cyber Safety For The Trainers

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

Teachers have to remember that teaching cyber safety rules doesn't need to be boring and scary. We should avoid patronizing and listing dangers.

Try to highlight the benefits, show positive examples, teach ways of protection and only mention the threats.

**Do not** diminish the importance of the threats but just 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.)

Now that the IT world is changing so quickly, the school community has to accept that cyber safety issues have to be incorporated in the teaching process. Whether it will be through separate curriculum or through introducing cyber safety in regular school activities, one thing is certain – cyber safety has to have its place in school structure.

To give the teachers general idea of what cyber safety is and what topics it tackles it is worth to show them “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 contradicts with regular offline everyday rules. They are just 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 other in front of others i.e. through chat-rooms.**

### How to explain the name “cyber safety”?

It consists of two words – “cyber” and “safety”. “Cyber” is anything digital, so all devices we use for communications with others. “Safety” is a state of being protected, free of harm, comfortable and peaceful.

### Useful links:

- <http://www.safespace.qa/en/home.aspx> – MOTC’s website devoted to cyber safety
- <http://www.fosi.org/> – Family Online Safety Institute’s website – useful hints and current events
- <http://www.ictqatar.qa/en> – MOTC’s website – useful contacts, current events, news from IT world
- <http://www.stopcyberbullying.org/index2.html> – anti-cyberbullying website, resources, tips and news
- <http://www.connectsafely.org/> – resources, tips, forums



# Cyber Bullying For The Trainers

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

**Cyber bullying** may seriously harm 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 the children do not realize how bad it is to cyber bully others. As teachers we have to teach them and guide them. It is also very important to build atmosphere of trust. So – sit and talk with your students as often as possible to avoid cyber bullying.

## Hints for talking to students:

### What does a cyber-bullied person feel?

Scared, ashamed, tired, wants to cry, wants to hide, wants to run away, sometimes they feel guilty, angry, useless etc.

### What can we do as bystanders (when we notice cyber-bullying around us)?

Report cyber bullying, support the victim, isolate victim from the offender (e.g. take the victim with you to go report cyber bullying; **Important – no violence!!! It's better to take the victim away than to argue with the offender**), explain the victim it's not their fault.

### What can we do when someone is cyber-bullying us?

Save messages with cyber-bullying and report to teachers or parents. Do not respond! It makes things worse. You can also block the person or unfriend him/her but it's better to wait for the teacher with this as you might need proof of cyber bullying.

### What makes the cyber bullies be cyber bullies?

They often are scared, shy, weak and vulnerable and they cyber bully others to prove themselves. Try to convince them they don't have to. They are valuable but the choices they make are wrong. They should start being part of the group instead of being against everyone and everything.

### Who can be a cyber-bully?

Weak people who want to defend their position through being mean to others. People who don't know or don't want to obey the rules of social life.

### Who can be cyber bullied?

Everyone. There are different reasons for cyber bullying but each of us can face it one day. That's why it's so important to give support to a person being cyber bullied. We might also need it one day.



### **Who can fight cyber bullying?**

All of us. And we are all obliged to react. Only this way we can make cyber bullies stop being mean to others.

### **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 to think about the consequences of their deeds. Try to protect the victim and encourage parents to find a good solution.

### **What message do we want to give to students who have experienced cyber bullying?**

1. That it is not their 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.
2. That we will support him/her in this situation.
3. That it is good that he/she or someone from their environment reported cyber bullying.
4. That cyber bully will be faced with consequences.

### **Useful links:**

- <http://www.netsmartz.org/reallifestories/> – stories from life
- [http://www.stopcyberbullying.org/what\\_is\\_cyberbullying\\_exactly.html](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

### **What message do we want to give to cyber bullies?**

1. That their behavior was bad.
2. That they need to apologize and try to make it up for the victim.
3. That they can also become victims one day.
4. That they are not bad themselves but their behavior is unacceptable and therefore they have to change it.

### **What message do we want to give to the rest of the students that were witnessing cyber bullying?**

1. That it was good they reacted (or optionally that they should have reacted if they didn't).
2. That cyber bullying is bad.
3. That if we do not fight cyber bullying in our school we might be next to be cyber bullied.
4. That cyber bullying is a shame on the bully, not the victim.

# 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, teachers?**

For example if you discover some inappropriate content on the school computer you can also find out when and from where was it downloaded – was it from a website? Or a mobile? Your IT staff will be able to check the identification number of the mobile and find the student who downloaded it.

Someone changed marks in you register? What time? From which device? Who was using that device at that time? You can check all that with help of IT support and school schedule.

**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 that 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 or for example the lab the device belongs to. After that we only need to check the school schedule to find out who was in that lab on that specific day using that device and... GOTCHA!

# Online Reputation For The Trainers

**Online Reputation** – opinion about yourself you build online.

**Rules to follow:**

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

**What can improve your online reputation (examples):**

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

**What can destroy your online reputation (examples):**

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

**How to convince students that online reputation is so important?**

Use example – let's imagine you plan to write a very rude message to your classmate. You decide he/she deserves it! You call him/her some bad names. And by some coincidence you send it to your aunt. What would she think of you? / bad things / And what would she do? / Tell your parents, complain to uncle, tell grandparents etc.

So, as you can see bad reputation makes people upset and also spreads very quickly. Sometimes we do one thing that we regret and people keep reminding us of it for a long time.

**What is the important message for the students?**

Be conscious that with everything you do you build your online reputation. Don't post, blog, link, like or subscribe anything if you are not 100% sure it doesn't destroy your reputation.



### How can we protect our online reputation as teachers?

As teachers we are often public persons in our community. So we need to be very sensitive about the messages we pass. And also there is a danger of some people trying for some reason to destroy our reputation. For example sometimes students try to break teachers' passwords to email accounts etc. We have to be prepared and careful. We should never leave a notebook unguarded in the classroom if we have private information in it, we should never tell students our nickname online, and preferably we should limit strangers access to our FB or other accounts so that students cannot access it or even worse – post comments.

We have to remember that despite all those precautions students can come across some of the pictures or posts we put online just by pure coincidence – so be careful and do not post your party pictures if you are a teacher!

### 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-familys-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

### 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 (it is plagiarism when someone uses i.e. your lesson plan without permission but we have to accept it just happens and therefore best way of protecting our intellectual property is to keep it offline).

### Message for you and your students:

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.

# Privacy settings For The Trainers

**Privacy settings** are the parameters of your account in different services which determine others access to your account.

Some services want you to put a lot of personal data inside. You might choose not to register with them at all but sometimes you really want it and have no choice but to provide the data. In such cases make sure there is a possibility of hiding some of it.

**Explanation** – next to for example birth date there should be a tick box saying “hide your birthdate”.

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 simply being 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:**



#### 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.

Remind the teachers that parental controls can also be used by them on school computers to stay in control of the way the school computers are used.

## The sample icons for parental controls panel are:



As teachers we should explore cyber space and look for news for ourselves but we should also keep in mind that parents and students often count on us as mentors, facilitators and advisers. Therefore it is very important that we know where to find parental controls, how to adjust them and why we need them at all.

### 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 and that they have another life separate to 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 smartphone 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](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

