Internet security practices

Methodology handbook

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**Marketplace of Knowledge
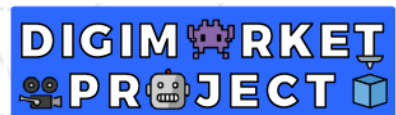for Digital Education Methodology**

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Introduction

For the generation now growing up, being online is a completely natural thing. Educators need to help them to access quality content and experiences appropriate for their age group, to be able to recognise risky situations and to ask for help and assistance. In line with the concept of digital literacy, the sessions will help them to acquire the social, emotional and cognitive skills that are essential for a digital life. Knowledge, skills and abilities to perceive, adapt the feelings of others or regulate the behaviour of others in order to cope with the challenges and needs of the digital space. The sessions are designed to be delivered in a self-delivered face-to-face and/or online presence. The descriptions are designed to help teachers to be able to deliver digital media literacy sessions independently.

Activity plans, Lesson plans

1. Cyberbullying tutorial – An introduction to the world of online bullying (cyberbullying)

The aim of the session: to familiarise students with the world of online bullying (basic concepts, types) and to sensitise them.

Exercises

Exercise 1 (5')

Ask our students to name their 3 favourite internet activities by writing them on a post-it (in person) or using Menti.com (online).

Look at the post-its, word cloud, highlight terms that occur more than once, ask for words you don't understand or suspect not to be known by everyone!

Exercise 2 (10')

Put your students in pairs and ask them to talk for 4 to 4 minutes about what online bullying means to them (concepts, types, personal experience)

On wrapping paper (in person), on Jamboard (online), pairs share the main points of their discussion!

Exercise 3 (15')

Teacher presentation on the different forms of online bullying (Cyberbullying handout) Appendix 1

Exercise 4 (10')

Divide the class into groups of 3-5 and watch the short film Poche Parole (video clip). Ask the students to give each scene a title and associate an adjective with it. After watching the short film, listen to the groups' reports. Ask them to listen to each other and to share only the new scenes and/or adjectives.

Example

Fighting - aggressive

Filter - lonely

Exercise 5 (5')

To conclude the session, another post-it (personal presence) is saved on menti.com (online presence) where we ask students to name the word of the day.

Resources

- Post-it
- Wrapping paper
- Menti.com - https://www.youtube.com/watch?v=MbsjP1seAtc (tutorial video)
- Jamboard - https://www.youtube.com/watch?v=8ikEojc9_wI&t=360s (tutorial video)
- Poche parole short film (video tutorial)
- Teacher presentation Annex 1
- Teacher background material for exercise 3

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Background information - Teacher background material for exercise 3

Types of cyberbullying (online bullying)

Harassment: *Sending a series of offensive, abusive, upsetting messages.*

Harassment - spreading a bad reputation: *spreading untrue rumours that shame or discredit another person (e.g. spreading fake photos).*

Flaming: *online "war", attack, quarreling: angry, offensive, obscene posts in public forums (often online political, religious, ideological debate).*

Identity theft: *hacking into a victim's email address or social networking site with the intention of sending abusive, unpleasant messages to others on their behalf.*

Exclusion: *The exclusion of a member of an online community from the group.*

Exposing: *Sharing secrets, disclosing personal information, sending.*

Deception: *Deceiving another, eliciting and then sharing uncomfortable or intimate information.*

Cyber Stalking: *Sending threatening, intimidating messages, monitoring another's online habits and using them to create fear, so that the other person feels their safety is at risk.*

Sexting: *Taking and forwarding sexually provocative photos or videos.*

Bash boarding: *Malicious postings on Internet message boards of the intended victim.*

Dissing: *Spreading rumours or misinformation about a targeted victim in order to destroy the victim's reputation or deter friends.*

Revenge porn: *Sharing of intimate photos or videos online without the permission of the person(s) in them, most often motivated by revenge or shaming.*

Grooming (online grooming): *An adult perpetrator lavishes a child or adolescent with compliments, gifts, praise in order to gain their trust and gain intimate, personal information, sexual content or services.*

Catfishing: *A dating process that most often targets children or vulnerable, vulnerable people and seeks to exploit them emotionally or in any other way.*

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Sextortion: In blackmail letters, scammers inform users that they have exploited various vulnerabilities to gain access to their computer equipment, which has been infected with spyware. A further key element of the blackmail, which involves psychological pressure, is that, thanks to the spyware installed, the victims' webcams are recorded watching pornographic content and, if they are not paid, the compromising footage is sent to their acquaintances.

Additional preparation content:

- https://www.betterinternetforkids.eu/

2. No Hate - Online hate speech and protection of privacy

The aim of the session: to learn about the theoretical background of hate speech. To raise students' awareness of human rights, the importance of human dignity and respect for each other.

Exercises

Exercise 1 (15')

Human rights. Display and hand out the summary list of the Universal Declaration of Human Rights. First ask everyone to choose the three most important rights for themselves, then form pairs and together choose the three most important rights they both agree on, then form larger groups (5-6 people) and have the larger group choose the three most important ones. To conclude the exercise, select representatives from each group and ask them to come together for a final round to select the single most important human right.

Background material for the exercise and for the whole topic: browser manual - https://www.coe.int/en/web/no-hate-campaign/bookmarks-connexions
For an extract from the Universal Declaration of Human Rights, see page 200 of the same publication.

Exercise 2 (15')

Divide the participants into groups of 3-5 and ask them to summarise on a piece of wrapping paper or jamboard the most important facts about personal data and privacy rights in the online space. The groups should present the information they have gathered to each other. After the group presentations, the facilitator summarises what has been said and adds any necessary information.

Exercise 3 (10')

Present the No Hate campaign to the participants using the short film No Hate ninja (https://www.youtube.com/watch?v=kp7ww3KvccE). Using post-its or menti.com, have the young people write down the words and phrases from the film that are important to them.

Exercise 4 (5') printed postcard or jamboard
Finish the sentence : 'I am taking action against hate speech because...'

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Resources

- Post-it
- Wrapping paper
- Menti.com - https://www.youtube.com/watch?v=MbsjP1seAtc (tutorial video)
- Jamboard - https://www.youtube.com/watch?v=8ikEojc9_wI&t=360s (tutorial video)
  - https://www.coe.int/en/web/no-hate-campaign/no-hate-speech-movement
- No Hate ninja short film https://www.youtube.com/watch?v=kp7ww3KvccE
- Browser manual - https://www.coe.int/en/web/no-hate-campaign/bookmarks-connexions

3. Will you send me a picture like that? - Online sexual abuse - sexting

The aim of the session: to prevent the most common form of online abuse, to recognise the signs and to help without stigma. This is a very sensitive topic and the audience may include people who have been affected. The facilitator should be aware of this beforehand or, if it comes to light during the lesson, should react as an active facilitator.

Exercises

Exercise 1 (8')

Who has what experience of making friends and meeting people online. Free discussion or a mini poll with a few questions using Kahoot.

Exercise 2 (20-25')

Watch together the short film Flash or not to flash?
(https://www.youtube.com/watch?v=t56c6fWDk24&t=79s). Stop the film at 1:15 and have the participants vote on what will happen in the sequel. To vote, we can use the poll created on kahoot.it or simply have participants write in a free-word form what will happen. After voting, ask people if they have encountered this situation or know someone who has. After the breakout discussion, show the second part of the film. Ask them further, in free discussion or anonymously or in small groups, if they know what they call the phenomenon depicted in the film, what they would do in a similar situation, how else could it happen, how can it be prevented, beyond the film?

Exercise 3 (15-20')

The session leader introduces the concept of sexting and legal information through a teacher presentation. At the end of the session, provide information on the relevant help sites.

Resources:

- Kahoot.it – https://www.youtube.com/watch?v=zBkVp8-CDeo (tutorial video)
- Flash or not to flash? short film https://www.youtube.com/watch?v=t56c6fWDk24&t=79s
- Teacher presentation Annex 2

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Additional preparation content:

- https://www.betterinternetforkids.eu/

4. And would you share it - Online sexual abuse - revenge porn

Aim of the session: to raise students' awareness of what happens when intimate content is unleashed online. How and what help they can ask for and get, how not to be prejudiced about the situation. This is a very sensitive topic and the audience may be concerned. The facilitator should be aware of this beforehand or, if it comes to light during the lesson, should actively help to address the situation.

Exercises

Exercise 1 (5')

As a warm-up, ask about their picture sharing habits. On what surfaces and at what density do they share content? Have you ever had a bad experience with image sharing?

Exercise 2 (15-20')

Divide the participants into two groups. If possible, they should be homogeneous groups of girls and boys. Depending on the number of participants, several smaller homogeneous groups can be formed. Watch the short film "Without consent" (https://www.youtube.com/watch?v=L_IkJRiy-xk&t=6s), stop at 2:00 and show the end of the film at the end of the session. Ask the girls to answer the question what they would do in a similar situation. The boys answer the same question from the boy's point of view. The ideas collected in small groups are shared with each other using wrapping paper (face-to-face), jamboard (online).

Exercise 3 (15')

The session leader introduces the concepts of sexting and revenge porn. Outline the difference between the two and highlight the legal implications. Watch the end of the film and introduce the other facilitators through a teacher presentation. Annex 3.

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Exercise 5 (5')

At the end of the session, ask the students to write down on a post-it note or Jamboard a word or a sentence about the most important message of today's lesson or session.

Resources

- Wrapping paper
- Post-it
- Jamboard - https://www.youtube.com/watch?v=8ikEojc9_wI&t=360s (tutorial video)
- Kahoot.it - https://www.youtube.com/watch?v=zBkVp8-CDeo (tutorial video)
- Without consent short film https://www.youtube.com/watch?v=L_IkJRiy-xk&t=6s
- Teacher presentation Annex 3

Additional preparation content:

- *https://www.betterinternetforkids.eu/*

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5. Cyberbullying - Recognising and dealing with cyberbullying - Cybercrimes and their legal consequences

The aim of the session: to learn about and prevent cyberbullying, the most popular form of online abuse. To sensitise students to the consequences of any abuse in the online space.

Exercises

Exercise 1 (15-20')

Divide the participants into three groups and show each of them a short film about cyberbullying. Ask the group members to process what they have seen within the group and make a poster-like presentation of their own film on wrapping paper (face-to-face) or Canva (online).

- Are you a Bully? You can be in serious trouble. https://www.youtube.com/watch?v=EUpSxaE8CGQ
- Stand up for others! Don't be a bystander. https://www.youtube.com/watch?v=n19KJYoaPCk
- Ask for help! No one deserves to be hurt. https://www.youtube.com/watch?v=wDWqOiv7m3A

Exercise 2 (15-20')

Let the students show each other the short films. The teacher leading the session should follow the order in which the films are presented: Are you a Bully? You can be in serious trouble.; Stand up for others! Don't be a bystander.; Ask for help! No one deserves to be hurt.) and always ask the other two groups what they thought of what they heard, new and surprising information they came across during the short films! Feel free to allow space for sharing personal stories too!

Exercise 3 (15-20')

Teachers' summary: clarification of the legal framework and presentation of the help desks operating in the country with the help of a teacher presentation. Annex 4.

Resources

- Wrapping paper
- Canva https://www.youtube.com/watch?v=C0xPHo_cJI0 (tutorial video)Are you a Bully? You can be in serious trouble. https://www.youtube.com/watch?v=EUpSxaE8CGQ
- Stand up for others! Don't be a bystander. https://www.youtube.com/watch?v=n19KJYoaPCk
- Ask for help! No one deserves to be hurt. https://www.youtube.com/watch?v=wDWqOiv7m3A
- Teacher presentation Annex 4

Additional preparation content:

- https://www.betterinternetforkids.eu/

6. App hunting - what apps are on my gadgets and how can I use them safely e.g. TikTok, Snapchat, Instagram and others

The aim of the session: to learn and develop safe, responsible and aware app use.

Exercises

Exercise 1 (3-5')

Enter a number in the chat or in Menti (online presence) or show your hand how many apps you have on your phone!
With the student writing the highest and lowest number, list the apps they use by name!

Exercise 2 (5-8')

Menti.com name your top three favourite apps! Form groups of 3 to 5 people according to the number of apps named!

Exercise 3 (15')

Give each of the groups formed an app and ask them to prepare short, small guides, presentations on wrapping paper (in person), Canva (online), and how old they are (age of use), according to the following criteria;
- main features;
- advantages;
- risks;
- good advice for safe use.

Exercise 4 (15')

Let the groups introduce AppKeys to each other! Ask the other groups, and as session leaders, make any necessary additions.

Resources:

- Wrapping paper
- Canva https://www.youtube.com/watch?v=C0xPHo_cJI0 (tutorial video)
- Mentimeter - https://www.youtube.com/watch?v=MbsjP1seAtc (tutorial video)

Additional preparation content:

- *https://www.betterinternetforkids.eu/apps-guide*

7. Which group are you a member of? - safe and responsible communication in online spaces e.g. Messenger, Viber, WhatsApp, responsible use of

Exercises

Exercise 1 (10')

What apps do you use to chat? What are the pros and cons of each chat app? How many groups are you in? Do you think there is a difference between online and offline communication? What is your favourite form of communication (e.g. online slang, stickers, emojis, gifs)?
Individual voiceovers using wrapping paper (in person presence), jamboard (online presence).

Exercise 2 (15')

Break the session participants into groups of 3-5 and ask them to collect examples of bullying, deception, ostracism, defamation or any bad experiences during online chats and share them with others on wrapping paper (in person), jamboard (online).

Exercise 3 (15')

Break participants into smaller groups again, then ask them to create their own chat rules according to the following criteria, and then share the requests with each other. Sample printed chat rules (in person, on the next page), Canva (online).

Exercise 4 (5')

The facilitator should highlight common points and confirm to the participants that the rules of communication in online and offline spaces are not different.

Resources:

- Wrapping paper
- Jamboard - https://www.youtube.com/watch?v=8ikEojc9_wI&t=360s (tutorial video)
  Canva https://www.youtube.com/watch?v=C0xPHo_cJI0 (tutorial video)

8. Don't believe your eyes! Deepfake - fake images and videos in the online space

The aim of the session: to learn about the new generation of image and video counterfeiting. To raise students' awareness of the risks of misuse of visual content.

Exercises

Exercise 1 (5')

How much can we influence? Handing out a number (in person) On Menti.com (online presence), choose the scaling option to have participants vote on a scale of 0-10 or simply have students type in a number.

Exercise 2 (10')

Take a look at two short films. The task is for the participants to decide whether what they see is true or false. Put the people who are of the same opinion in a group and give them 1-2 minutes to collect 3-5 arguments for the truth of their own camp on wrapping paper (in person), jamboard (online). After the arguments are given, ask if anyone changes their opinion or if they think of another point to make to prove their own truth. Then, as a session leader, debunk the reality of the films.

- Pingvins - *https://www.youtube.com/watch?v=ouTY9vDHGWE* (fake)
- Aligators - *https://www.youtube.com/watch?v=RXn1g0xtUMk* (true)

Exercise 2 (10')

Let's watch together the short film Imagine https://www.youtube.com/watch?v=ko9QLXLlndw . Let us say from the beginning that we are watching a fake film. Ask the participants if they know what technology was used to make the film (CGI, deepfake), if they have seen this before, if they think it is a problem when such footage is made.

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Exercise 3 (20')

Divide the participants into groups of 5-6 and ask them to summarise in 5 points the most important things they know about safe image and video shooting. The exercise can be done on wrapping paper, Canva, Jamboard. In conclusion, the groups should share the main rules and the leader should summarise the lesson.

Resources

- Wrapping paper
- Mentimeter - https://www.youtube.com/watch?v=MbsjP1seAtc (tutorial video)
- Jamboard - https://www.youtube.com/watch?v=8ikEojc9_wI&t=360s (tutorial video)
- Canva https://www.youtube.com/watch?v=C0xPHo_cJI0 (tutorial video)

Additional preparation content:

- https://www.betterinternetforkids.eu/