Google

Smart
Alert
Strong
Kind
Brave

The Cyber Heroes.

Digital Safety and
Citizenship Curriculum

Welcome into the Cyber Heroes Curriculum, the result of a joint effort bringing together Libraries Without Borders, Test Achats, Child Focus and Google. This resource is part of the Cybersimple.be intitiative, and designed more specifically to teach children how to be safer online.

This curriculum gives parents useful tips and tools, so they can help their children navigate the online world safely and become responsible digital citizens. The activities and games it contains are best suited to children aged 8 to 14.

The 5 pillars of the Cyber Heroes curriculum are:

- **Share with Care (Be Cyber Smart)**
- **Don't Fall for Fake (Be Cyber Alert)**
- **Keep Your Secrets Safe (Be Cyber Strong)**
- **It's Cool to Be Kind (Be Cyber Kind)**
- **When in Doubt, Talk It Out (Be Cyber Brave)**

These 5 pilars are also explored in Interland, a browser-based game which can be accessed through Cybersimple.be.

Both Interland and this curriculum aim at guiding children so they can:

- Be smarter about sharing information online: what, when and with whom.
- Learn to think critically and to evaluate online situations better.
- Learn to protect themselves from online risks.
- Be kind and respectful towards other people and their privacy.
- Dare to ask for help from a responsible adult in tricky situations.

Now let's get started. And don't forget: together we can be Cyber Heroes!

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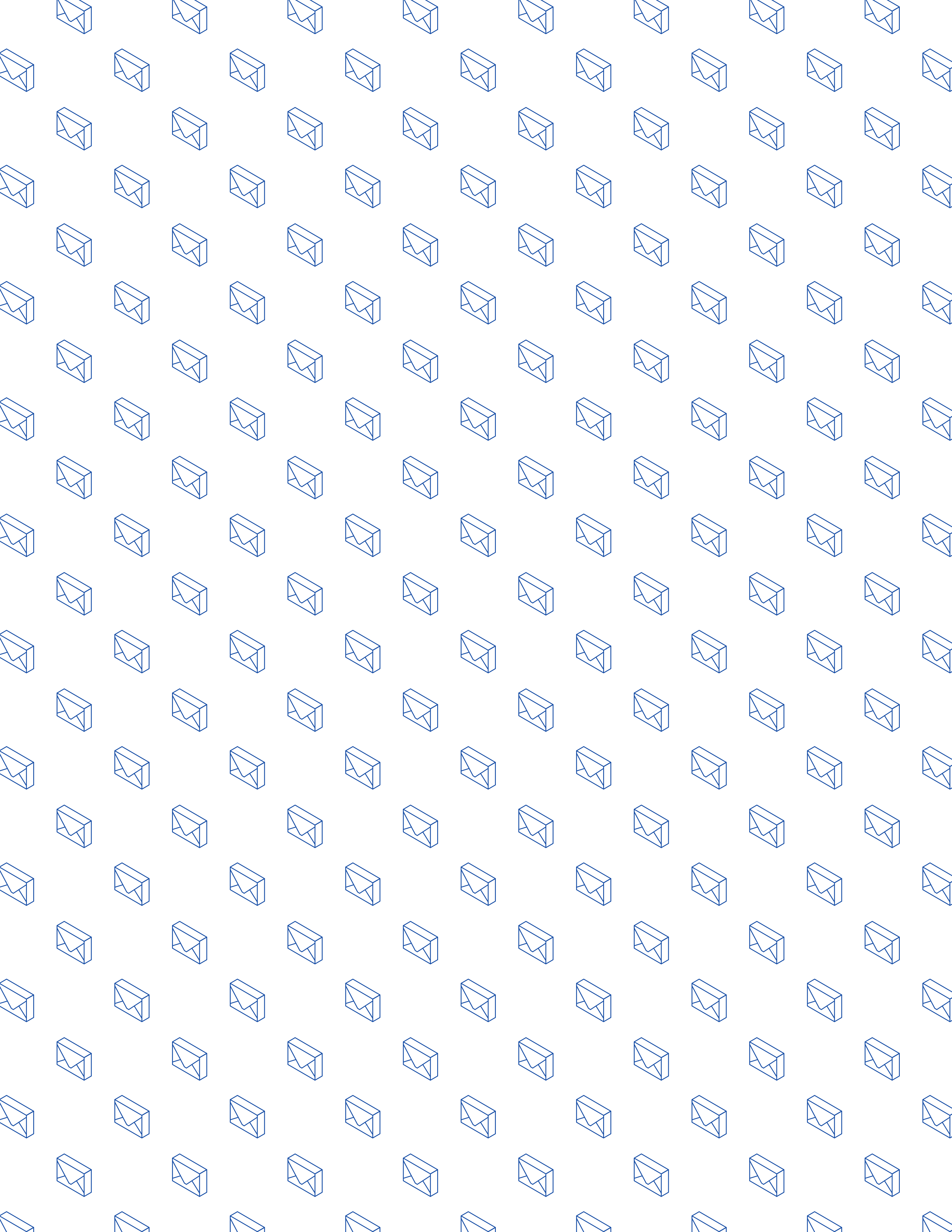


Thematic 01: Be Cyber Smart

Share with Care

Protecting yourself and your online reputation

Thematic overview

Activity 1: **When not to share**
Activity 2: **Keeping it private**
Activity 3: **Interland: Mindful Mountain**

Introduction

Parents understand how early digital mistakes can do lasting damage to someone's reputation. But it can be harder to convince pre-teens that a seemingly harmless post today could be misunderstood or viewed by people the post wasn't intended for. Now and in the future.

The activities below use practical examples to teach children how to maintain a positive online reputation by maintaining their privacy and managing their personal information themselves.

Goals for children

✓ **Create and maintain** a positive reputation online.
✓ **Respect** the privacy boundaries of others.
✓ **Understand and manage** your 'digital footprint'.
✓ **Dare** to ask a person you trust to help deal with sticky situations.

Share with Care
Vocabulary

Online privacy: A broad term that usually means the ability to control what information you share about yourself online and who can see and share it.

Digital footprint (or digital presence): Your digital footprint is all the information about you that appears online. This can mean anything from photos, audio, videos, and texts to “likes” and comments you post on friends’ profiles. Just as your footsteps leave prints on the ground while you walk, what you post online leaves a trail as well.

Reputation: The ideas, opinions, impressions, or beliefs that other people have about you; something that you can’t be totally sure about but that you usually want to be positive or good.

Personal information: Information that identifies a specific person – for example, your name, street address, phone number, Social Security number, email address, etc. – is called personal (or sensitive) info. Really think carefully before sharing this kind of information online.

Oversharing: Sharing too much online – usually this is about sharing too much personal information or just too much about yourself in a certain situation or conversation online.

Settings: This is the area in any digital product, app, website, etc., where you can define or adjust what you share and how your account is handled – including your privacy settings.

Share with Care: Activity 1

When not to share

Compare pretend secrets with your children to start thinking about zones of privacy.

Goals for children

✓ **Understand** what kinds of personal information should be kept private.
✓ **Remember** that everyone deserves to have their privacy decisions respected.
✓ **Identify** other types of personal information that can be found online.

Let's talk

A few things to tell your children...

Your digital footprint is what represents you online. This could mean photos, audio, videos, texts, "likes," and comments you post on friends' profiles. Just like it's important to be a positive presence offline (like at school), it's important to keep it positive online too.

The Internet makes it easy to communicate with family, friends, and people who love the same things that you do. We send messages, share photos, and join conversations on social networks – sometimes without thinking about who else can see them too. A picture or post you think is funny and harmless today could be seen and misunderstood by people you never thought would see it – now or way off in the future. Once something's out there, it's hard to take it back. Remember:

- Like everything else on the Internet, your digital footprint could be seen by people you've never met.
- Once something by or about you is online, it could be there forever. Think of this like you'd think about a permanent marker: The marks it makes can never be erased, even if you realize you meant to write something else.

That's why your privacy matters. You can protect it by sharing only things that you're sure you want to share – in other words, by being careful about what you post and share online. Why else might privacy be important?

It's also good to know when to post nothing at all – not to react to somebody's post, photo, or comment or not to share something that isn't true. Everybody's heard "think before you post," and that's because it's really good advice.

The way to respect your own and other people's privacy is to think about what's okay to post, who might see your post, what effect it could have on you and others, and when not to post anything at all. Some questions for further discussion :

- When is it okay to share a photo or video of someone else?
- Why are secrets so hard to keep?
- Is it ever okay to tell someone else's secret?
- What about if they're someone you care about and they're posting something that makes you feel they're in danger? If you think you should share that secret, should you tell them you're thinking about that before doing anything? Should they know you're worried?

Activity

1. Together with your children, invent a character around their age ask your children to draw or write the character's name in the middle of a piece of paper, and around the outside, draw or write 'personal' information about this person.

2. Now look at each piece of 'personal' information and identify whether it's OK to share that information online or not. What effect might sharing have on the character's online reputation?

Takeaway

Secrets are just one type of personal information that we might want to keep private or share only with trusted family or friends. Once you've shared a secret, you're no longer fully in control of where it can go. What other kinds of information should we be careful to protect?

- Your home address and phone number
- Your email
- Your passwords
- Your usernames
- Your schoolwork and other documents you create

Share with Care: Activity 2

Keeping it private

Review one or several of the following scenarios with your children, then discuss what might be the best privacy solution for each one.

Goals for children

✓ **Study** how to see privacy concerns from different people's points of view.

✓ **Understand** how different scenarios call for different levels of privacy.

Let's talk

Here are a few scenarios to review with your children:

Scenario 1: A kid you know at school gets bitten by a weird insect that causes an ugly multicolored rash on her stomach. She doesn't want other people to know.

- Do other people have a right to know?
- Should you be the one to tell them?

Scenario 2: Someone writes in their personal journal. Another person copies what they wrote and posts it online.

- Was the other person wrong to post the journal entry?
- How would you feel if someone did this with something you intended to keep private?

Scenario 3: Someone posts, "Have a good vacation," on a friend's social media page.

- Had the friend announced publicly that they were going away? Did they want everybody to know?
- Are there more private ways to communicate this message – such as sending a direct message or text?

Scenario 4: You know a student made a fake social media account impersonating another student in a negative way and includes their personal information.

- Does the student have a right to know?
- Should someone tell a teacher or other trusted adult? How? What could happen if nobody does?
- It's not obvious who made it, but you know who did it. Should you give this information to a trusted adult?

Activity

Review four scenarios with your children and discuss how each one might have a different privacy solution.

Takeaway

Different situations call for different responses online and offline. It's always important to respect other people's privacy choices, even if they aren't the choices you'd make yourself.

Share with Care: Activity 3

Interland: Mindful Mountain

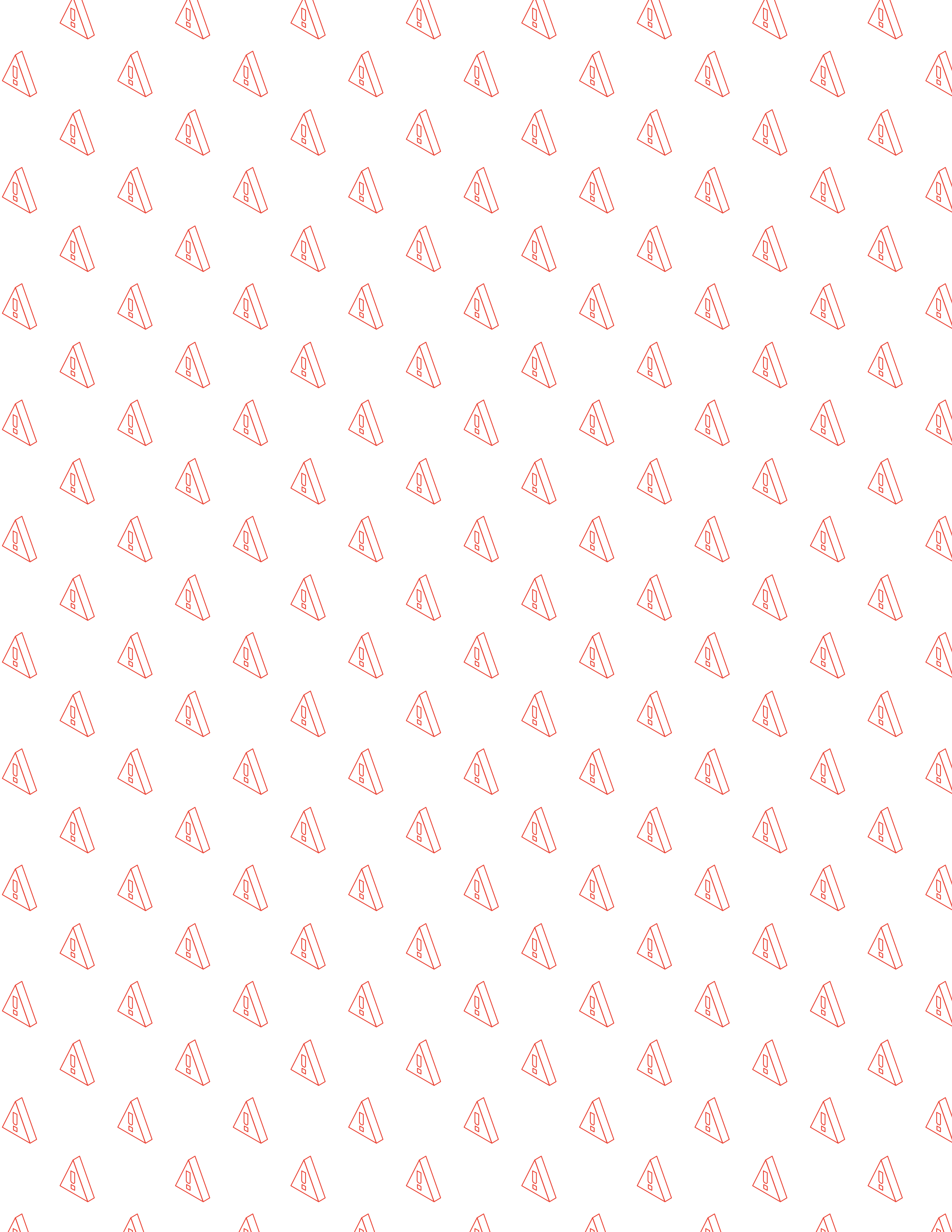
The mountainous town center of Interland is a place where everyone mingles and crosses paths. But you must be very intentional about what you share and with whom. Information travels at the speed of light, and there's an oversharer among the Internauts you know.

Open a web browser on your desktop or mobile device (e.g., tablet), and visit cybersimple.be/interland.
Start the game and access the Mindful Mountain.

Discussion topics

After children have explored Mindful Mountain, these questions will encourage discussion of the game's themes.

- Of all the posts you shared in the game, which type do you think you would share most often in real life? Why?
- Describe a time when you may have accidentally shared something that you shouldn't have.
- Why do you think the character in Mindful Mountain is called an oversharer?
- Describe the oversharer's character and how their actions affect the game.
- Did playing Mindful Mountain change the way you'll think about sharing with others online in the future?
- Name one thing you'll do differently after joining in these thematics and playing the game.
- What is one example of a possible negative consequence from sharing something with the public instead of just your friends?
- What steps can you take if you accidentally share something personal? What about if someone accidentally shares something too personal with you?



Thematic 02: Be Cyber Alert

Don’t Fall for Fake

Staying away from phishing and scams

Thematic overview

Activity 1: **Don’t bite that phishing hook!**
Activity 2: **Who are you, really?**
Activity 3: **About those bots**
Activity 4: **Interland: Reality River**

Themes

It’s important for kids to understand that the content they find online isn’t necessarily true or reliable, and that some websites might try to steal their information. Phishing and other online scams encourage Internet users of all ages to respond to mysterious messages from people they don’t know or from people pretending to be someone they do know.

Goals for children

- ✓ **Understand** that just because something is online doesn’t mean it’s true.
- ✓ **Learn** how phishing works and why it’s a threat.
- ✓ **Recognize** fake offers, prizes, and other online scams.

Don’t Fall for Fake
Vocabulary

Bot: Also called a “chatbot” or “virtual assistant,” this is a piece of software that operates online or on a network to automatically answer questions, follow commands (like giving directions to your new friend’s house), or do simple tasks (like play a song).

Phishing: An attempt to scam you or trick you into sharing login information or other personal information online. Phishing is usually done through email, ads, or sites that look similar to ones you’re already used to.

Spearphishing: A phishing scam where an attacker targets you more precisely by using pieces of your own personal information.

Scam: A dishonest attempt to make money or gain something else of value by tricking people.

Trustworthy: Able to be relied on to do what is right or what is needed.

Authentic: Real, genuine, true, or accurate; not fake or copied.

Verifiable: Something that can be proven or shown to be true or correct.

Deceptive: False; an action or message designed to fool, trick, or mislead someone.

Manipulation: Someone controlling or influencing another person or situation unfairly, dishonestly, or under threat. Alternatively, things you find online may be manipulated, such as a photo that has been edited to make you believe something that isn’t true.

Fraudulent: Tricking someone in order to get something valuable from them.

Firewall: A program that shields your computer from most scams and tricks.

Malicious: Words or actions intended to be cruel or hurtful. Can also refer to harmful software intended to do damage to a person’s device, account, or personal information.

Catfishing: Creating a fake identity or account on a social networking service to trick people into sharing their personal information or into believing they’re talking to a real person behind a legitimate account, profile, or page.

Clickbait: Manipulative online content, posts, or ads designed to capture people’s attention and get them to click on a link or webpage, often to grow views or site traffic in order to make money.

Don’t Fall for Fake: Activity 1

Don’t bite that phishing hook!

Children play a game where they study various emails and texts and try to decide which messages are legit and which are phishing scams.

Goals for children

- ✓ **Learn** techniques people use to steal identities.
- ✓ **Review** ways to prevent identity theft.
- ✓ **Know** to talk to a trusted adult if they think they’re a victim of identity theft.
- ✓ **Recognize** the signs of phishing attempts.
- ✓ **Be careful** about how and with whom they share personal info.

Let’s talk

A few things to tell your children...

Phishing is when someone tries to steal information like your login or account details by pretending to be someone you trust in an email, text, or other online communication. Phishing emails – and the unsafe sites they try to send you to or the attachments they try to get you to open – can also put viruses on your computer. Some viruses use your contacts list to target your friends and family with the same, or a more personalized, phishing attack. Other types of scams might try to trick you into downloading malware or unwanted software by telling you that there’s something wrong with your device. Remember: a website or ad can’t tell if there’s anything wrong with the equipment you’re using!

Some phishing attacks are easy to spot. Others can be sneaky and really convincing – like when a scammer sends you a message that includes some of your personal information. That’s called spearphishing, and it can be very difficult to spot because using your info can make it seem like they know you.

Before you click on a link or enter your password in a site you haven’t been to before, it’s a good idea to ask yourself some questions about that email or webpage. Here are some questions you could ask:

- Does it look professional like other websites you know and trust, with the product’s or company’s usual logo and with text that is free of spelling errors?
- Does the site’s URL match the product’s or company’s name and information you’re looking for? Are there misspellings?
- Are there any spammy pop-ups?
- Does the URL start with https://with a little green padlock to the left of it? (That means the connection is secure.)
- What’s in the fine print? (That’s often where they put sneaky stuff.)
- Is the email or site offering something that sounds too good to be true, like

a chance to make a lot of money? (It’s almost always too good to be true.)
- Does the message sound just a little bit weird? Like they might know you, but you’re not completely sure?

And what if you do fall for a scam? Start with this: Don’t panic!
- Tell your parent, teacher, or other trusted adult right away. The longer you wait, the worse things could get.
- Change your passwords for online accounts.
- If you do get tricked by a scam, let your friends and people in your contacts know right away, because they could be targeted next.
- Use settings to report the message as spam, if possible.

Activity

You’ll need:

- Handout: “Phishing examples” worksheet

Answers to “Phishing examples” worksheet:

1. **Real.** The email asks the user to go to the company’s website and sign into their account on their own, rather than providing a link in the email or asking them to email their password (links can send users to malicious websites).
2. **Fake.** Suspicious and not secure URL
3. **Real.** Note the https:// in the URL.
4. **Fake.** Suspicious offer in exchange for bank details
5. **Fake.** Not secure and suspicious URL

1. Study examples

Let’s make your children study these examples of messages and websites.

2. Indicate choices

Select “Real’ or “Fake” for each example, and say why below.

3. Discuss choices

Which examples appeared trustworthy and which seemed suspicious?
Did any of the answers surprise you?

4. Further discussion

Here are some more questions to ask yourself when assessing messages and sites you find online:

- **Does this message look right?**
  What’s your first impression? Do any aspects strike you as being untrustworthy?

- **Is the email offering you something for free?**
  Free offers usually aren’t really free (even if there are).

- **Is the message asking for your personal information?**
  Some websites ask for personal info so they can send you more scams.
  For example, a “personality test” in which you disclose personal information that can be used to make it easy to guess your password or other secret information.
  Most genuine businesses will never ask for personal information by email.

- **Is it a chain email or post on social media?**
  Emails and posts that ask you to forward it to everyone you know can put you and others at risk. Don’t do it unless you’re sure of the source and sure the message is safe to pass on.

- **Read the fine print**
  At the bottom of most documents you'll find the fine print. This text is tiny, and often contains the stuff they want you to miss. For example, a headline at the top might say you've won a free phone, but in the fine print you'll read that you actually have to pay that company $200 per month.

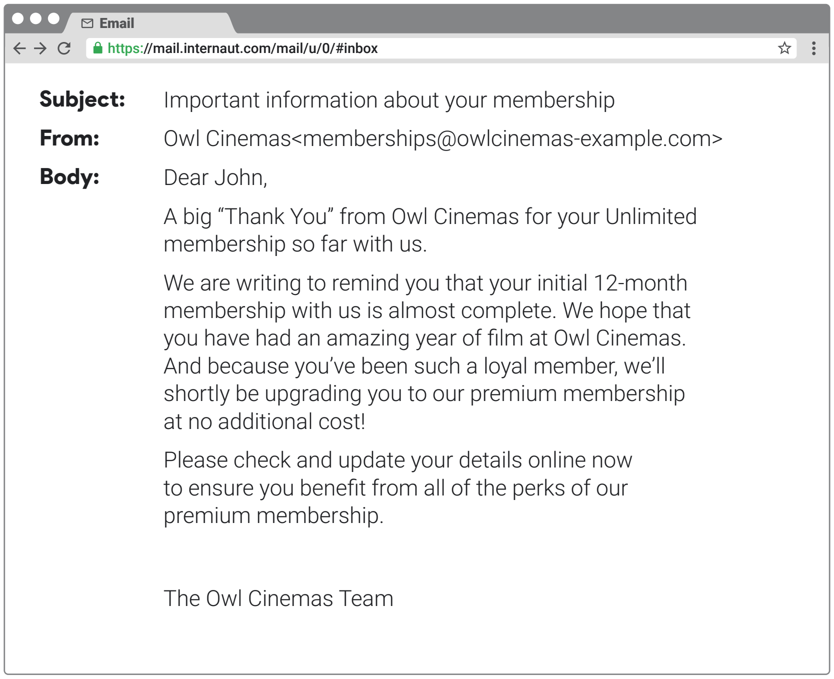
Note: For the purposes of this exercise, assume that 'Internaut Mail' is a real, trusted service."

Takeaway

When you're online, always be on the lookout for phishing attacks in emails, texts, and posted messages—and make sure you tell the right people about it if you do get fooled.

Worksheet: Activity 1

Phishing examples



Subject: Important information about your membership

From: Owl Cinemas<memberships@owlcinemas-example.com>

Body: Dear John,

A big “Thank You” from Owl Cinemas for your Unlimited membership so far with us.

We are writing to remind you that your initial 12-month membership with us is almost complete. We hope that you have had an amazing year of film at Owl Cinemas. And because you’ve been such a loyal member, we’ll shortly be upgrading you to our premium membership at no additional cost!

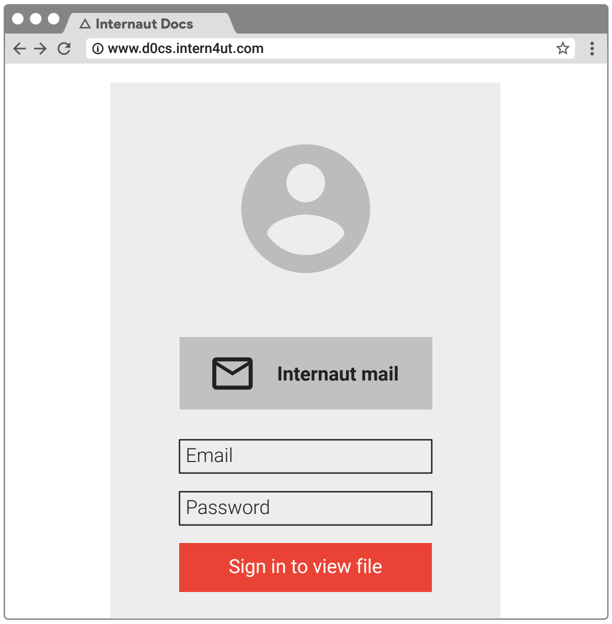
Please check and update your details online now to ensure you benefit from all of the perks of our premium membership.

The Owl Cinemas Team

1. Is this real or fake?

________________ ________________

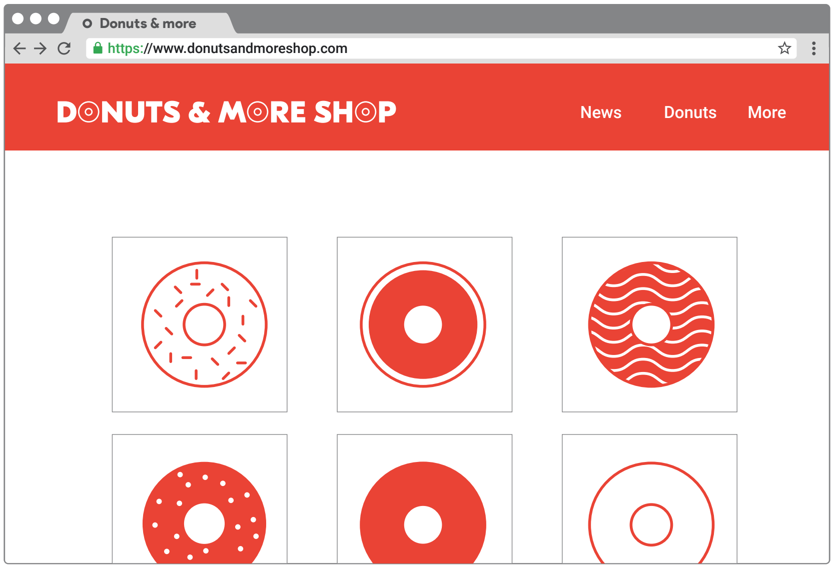
Real Fake



2. Is this real or fake?

________________ ________________

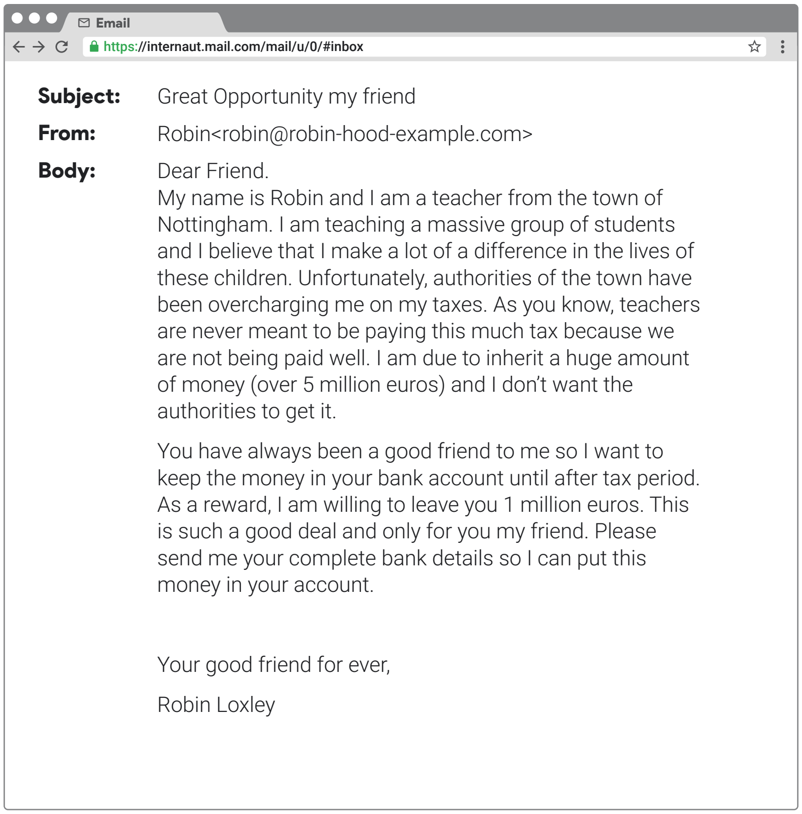
Real Fake



3. Is this real or fake?

________________ Real

________________ Fake



Subject: Great Opportunity my friend

From: Robin<robin@robin-hood-example.com>

Body: Dear Friend.
My name is Robin and I am a teacher from the town of Nottingham. I am teaching a massive group of students and I believe that I make a lot of a difference in the lives of these children. Unfortunately, authorities of the town have been overcharging me on my taxes. As you know, teachers are never meant to be paying this much tax because we are not being paid well. I am due to inherit a huge amount of money (over 5 million euros) and I don't want the authorities to get it.

You have always been a good friend to me so I want to keep the money in your bank account until after tax period. As a reward, I am willing to leave you 1 million euros. This is such a good deal and only for you my friend. Please send me your complete bank details so I can put this money in your account.

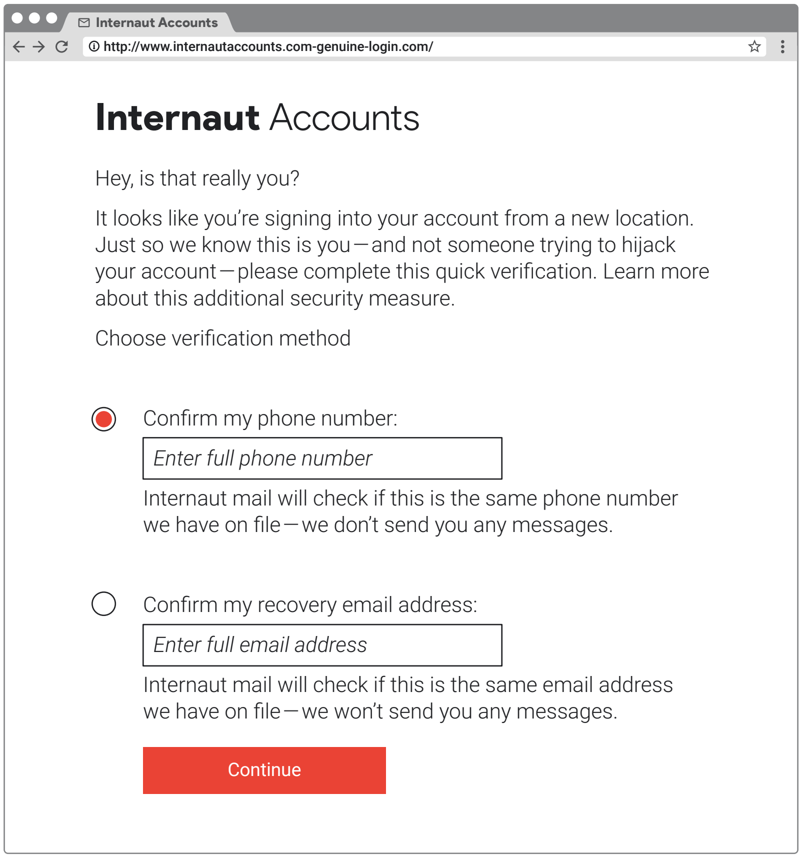
Your good friend for ever,

Robin Loxley

4. Is this real or fake?

________________ Real

________________ Fake



Internaut Accounts

Hey, is that really you?

It looks like you're signing into your account from a new location. Just so we know this is you—and not someone trying to hijack your account—please complete this quick verification. Learn more about this additional security measure.

Choose verification method

● Confirm my phone number:

Enter full phone number

Internaut mail will check if this is the same phone number we have on file—we don't send you any messages.

○ Confirm my recovery email address:

Enter full email address

Internaut mail will check if this is the same email address we have on file—we won't send you any messages.

5. Is this real or fake?

________________ Real

________________ Fake

Don’t Fall for Fake: Activity 2

Who are you, really?

In this activity, your children can practice their anti-phishing skills by acting out – and discussing possible responses to – suspicious online texts, posts, friend requests, pictures, and email.

Goals for children

- ✓ **Recognize** that their online audience might be bigger than they think.
- ✓ **Confirm** that they really know the identity of the people they talk with online.
- ✓ **Stop** and think before they “friend” or connect with someone online.
- ✓ **Be careful** about whom they give personal information to and what kinds of things they share.
- ✓ **Ask** questions and/or seek help from an adult if they aren’t sure.
- ✓ **Tell** an adult if someone tries to discuss something online that makes them uncomfortable.
- ✓ **Act** with honesty in all their online interactions.

Let’s talk

A few things to tell your children...

When you’re on the phone with your friend, you can tell it’s them by the sound of their voice, even though you can’t see them. The online world is a little different, though. Sometimes it’s harder to be sure someone is who they say they are. In apps and games, people sometimes pretend to be someone else as a joke, or to mess with them in a mean way. Other times, they impersonate people to steal personal information. When you’re on the Internet, people you don’t know could ask to connect with you. The safest thing to do is not to respond or to tell a parent or adult you trust that you don’t know the person trying to connect with you. But if you decide it’s okay to respond, it’s a really good idea to see what you can find out about them first. Check their profile, see who their friends are, or search for other information that confirms they’re who they say they are.

There are multiple ways to verify someone’s identity online. Here are a few examples to get us started.

Educator note

You might consider leading a family brainstorm on the question “How do we verify a person’s identity online?” first; then continue the conversation with these thought starters.

- **Is their profile photo suspicious?**
  Is their profile photo blurry or hard to see? Or is there no photo at all, like a bitmoji or cartoon character's face? Bad photos, bitmojis, photos of pets, etc., make it easy for a person to hide their identity in social media. It's also common for scammers to steal photos from a real person in order to set up a fake profile and pretend to be them. Can you find more photos of the person with the same name associated?

- **Does their username contain their real name?**
  On social media, for instance, does their screen name match a real name? (For example, Jane Doe's profile has a URL like SocialMedia.com/jane_doe.)

- **Do they have a profile bio?**
  If so, does it sound like it was written by a real person? Fake accounts might not have much "About Me" information or might have a bunch of information copied or pulled together randomly to create a fake profile. Is there anything in their bio that you can confirm by searching for it?

- **How long has the account been active? Does the activity you see line up with your expectations?**
  Does the activity you see line up with your expectations? Is the profile new or does it show a lot of activity? Does the person have mutual friends with you like you would expect? Fake accounts usually don't have much content or signs of people posting, commenting, and socializing in them.

Activity

Pick one or several scenario from this container and talk with your children about how you should respond to this situation. If there's 3 or more of you, you can start by acting out a scenario (one person narrating, a second performing the "message", a third responding, a fourth explaining the reasoning...), then discuss while checking the cheat sheet. Feel free to imagine more messages that you think would be even trickier.

Materials needed:

- A copy of the "Who are you, really?" worksheet. Phishing cheat sheet

Takeaway

You control whom you talk to online. Make sure the people you connect with are who they say they are!

Phishing cheat sheet: Activity 2

Who are you, really?

Here are five scenarios of messages anyone could get online or on their phone. Each has a list of ways you could respond, some great and others not so much. See if they make sense to you – or if you think of other responses. If one of these scenarios really happens to you and you're not sure what to do, the easiest response is no response. You can always ignore or block them. It also never hurts to talk with a parent or teacher about it.

Scenario 1

You get this message from someone you don't recognize: "Hey! You seem like a fun person to hang out with. Let's have some fun together! Can you add me to your friends list? —Stan." What do you do?

- **Ignore Stan.** If you don't know him, you can just decide not to talk to him, period.
- **"Hi, Stan. Do I know you?"** If you aren't sure, ask first.
- **Block Stan.** If you've checked who he is and decide to block him, you won't get any more messages from him. On most social media platforms, he won't even know you blocked him.
- **Check Stan's profile.** Be careful – fake profiles are easy to make! Check this guy's friends list and see whom he's connected to. His circle of friends can be another way to tell whether or not he's real – especially if you don't know anyone he knows! If not much is going on on his page, that's another hint that he isn't for real.
- **Add Stan to your friends list.** IF he seems okay. This isn't recommended, unless you've verified who he is and checked with an adult you trust.
- **Give him personal info.** Never give personal information to people you don't know.

Scenario 2

You get a text message on your cell phone from someone you don't recognize. "Hey, this is Corey! Remember me from last summer?" What do you do?

- **Block Corey.** This would feel rude if you actually know her. But if you're sure you didn't meet anyone named Corey last summer or she's sending you too many texts and oversharing about herself, it would be fine to block her.
- **Ignore Corey.** If you don't know this person, you can just not respond.
- **"Hi, Corey. Do I know you?"** This is a safe option if you aren't sure whether you met her and want to figure out if you did by finding out a little more. But don't tell Corey where you were last summer!
- **"I don't remember you but we can still meet sometime."** Really not a good idea; you should never offer to meet with anyone you don't know.

Scenario 3

You get a direct message from @soccergirl12, someone you don't follow. "Hey! Love your posts, you are SO funny! Give me your phone number and we can talk more!" What do you do?

- **Ignore @soccergirl12.** You don't have to respond if you don't want to.

- **Block @soccergirl12.** If you find this person strange and block them, you'll never hear from them again – unless they start a new fake profile and contact you as a different fake person.

- **"Hi, do I know you?"** If you aren't sure, be sure to ask questions before giving out personal information like your phone number.

- **"Okay, my number is…"** Nope! Even if you've verified who this person is, it isn't a good idea to give out personal information over social media. Find another way to get in touch, whether it's through parents, teachers, or some other trusted person.

Scenario 4

You get a chat from someone you don't know. "I saw you in the hall today. U R CUTE! What is your address? I can come over 2 hang out." What do you do?

- **Ignore.** Probably a good choice.

- **Block this person.** Don't hesitate if you get a bad feeling about someone.

- **"Who are you?"** Probably not. If the message sounds sketchy, it might be better not to answer – or just block them.

- **"Is that you Lizi? U R CUTE too! I live in 240 Circle Ct."** This isn't a good idea, even if you think you know who it is. Before you give someone new your address or any other personal information, check them out, even if you think you know them. Never meet someone in person that you know only from online interactions.

Scenario 5

You receive this message: "Hey, I just met your friend Sam! She told me about you, would love to meet you. What's your address?" What do you do?

- **Ignore.** If you don't know this person but you do have a friend named Sam, the best thing to do is check with Sam first before responding to this message.

- **Block.** If you don't know this person and you don't have a friend named Sam, it's probably best to use your settings to block this person from contacting you further.

- **"Who are you?"** Probably not a great idea. If you don't know the person, it's better not to answer, at least until you've heard back from Sam.

Don’t Fall for Fake: Activity 3

About those bots

Children are interacting with more and more nonhuman “voices” coming out of devices, apps, and sites these days – mostly at home, but perhaps increasingly at school. Sometimes they’re called “chatbots,” sometimes “virtual assistants,” often just “bots.” This is a simple Q&A activity designed to get children to think out loud together (or simply with you) about interacting with bots.

Note: Try to keep the discussion open-ended; this activity is designed to engage critical thinking, not deliver any conclusions.

Goals for children

✓ **Learn** about this interactive technology showing up in more and more places in children’s lives.

✓ **Identify** experiences with bots of various kinds.

✓ **Analyze** the impact these technologies can have on daily life – both positive and negative.

Let’s talk

A few things to tell your children...

More and more people use bots these days. Have you heard that word used? Some people call them “chatbots” or “virtual assistants.” They’re used for a gazillion things: playing games, checking the weather, answering questions, getting directions, notifying you when time’s up, etc. Sometimes they have a human name, other times their names just describe what they do, such as Dog A Day, a bot that sends a photo of a dog every day. Bots can be on mobile devices, online, in cars, or they can be special devices people keep in different rooms of their home.

Let’s chat about what experiences your children have had with bots and get our thinking about them rolling. Here are some questions for us to consider:

- Do you know what a bot is?
- How many of you have talked to a bot? On what kind of device?
- Who wants to tell us what that’s like?
- What do you think bots work best for (examples to get people thinking: ask for the weather report, get the news, play a game, ask for information)?
- Bots use what’s called AI, or artificial intelligence. In a way, AI learns from what you ask so it can get better at helping you. To do this, bots sometimes “remember,” or record, what you ask and say. Does that make you think about what you’d tell a bot? If so, what would you tell it and what kind of information would you keep to yourself?
- Do you think it’s like talking to a human being? How is it and how is it not like that?
- How do people you know treat or talk to their bots?

- How would you talk to it? Would you be kind, or would you sometimes yell at it?
- Is it okay for people to yell at bots? Why or why not? (Is it like practicing a certain kind of interaction?)
- Sometimes really little kids think bots are humans. What would you tell a little sister, brother, or cousin to help them understand what they're chatting with?
- If bots can learn from us humans, can you think of something we shouldn't say because you wouldn't want your bot to learn it? (Hint: Think back to the activities in "Share with Care" and talk about how they relate to this.)
- Is it possible to classify information as "good or bad" or "real or fake"? How can we try to answer these questions?

Activity

After the discussion, on your home devices, search for images of bots and information (including news coverage) about them. Search terms might include "bots," "chatbots," "digital assistants," or "virtual assistants." Decide as a family if the information is good and write a one-paragraph summary about.

Takeaway

Critical thinking is one of the best, most long-lasting "tools" we have for keeping our tech use positive – and the great thing is that it's a tool that gets better every time we use it. Thinking out loud together is a powerful, fun way to use and improve that tool.

Don’t Fall for Fake: Activity 4

Interland: Reality River

The river that runs through Interland flows with fact and fiction. But things are not always as they seem. To cross the rapids, use your best judgment – and don’t fall for the antics of the phisher lurking in these waters.

Open a web browser on your desktop or mobile device (e.g., tablet), and visit cybersimple.be/interland.
Start the game and access the Reality River.

Discussion topics

Have your children play Reality River and use the questions below to prompt further discussion about the thematics learned in the game.

- Describe a time when you had to decide if something was real or fake online. What signs did you notice?
- What is a phisher? Describe its behaviors and how it affects the game.
- Did playing Reality River change the way you’ll evaluate things and people online in the future? If so, how?
- What’s one thing that you think you’ll do differently after joining in these thematics and playing the game?
- What are some clues that could signal that something is “off” or creepy about a certain situation online?
- How does it feel when you come across something questionable online?
- If you really aren’t sure whether something is real, what should you do?

Thematic 03: Be Cyber Strong

Secure Your Secrets

Getting real about privacy and security

Thematic overview

Activity 1: **How to build a great password**
Activity 2: **Keep it to yourself**
Activity 3: **Interland: Tower of Treasure**

Themes

Online privacy and security issues don't always have clear right and wrong solutions. Protecting your personal and private information – all the stuff that makes you *you* – means asking the right questions and finding your own educated answers.

Goals for children

✓ **Learn** why privacy matters, and how it relates to online security.
✓ **Practice** how to create strong passwords.
✓ **Review** the tools and settings that protect against hackers and other threats.

Secure Your Secrets
Vocabulary

Privacy: Protecting people's data and personal information (also called sensitive information).

Security: Protecting people's devices and the software on them.

Two-step verification (also called two-factor verification and two-step authentication): A security process where logging in to a service requires two separate steps or two "factors," such as a password and a one-time code. For example, you may have to enter your password and then enter a code that was texted to your phone or a code from an app.

Password or passcode: A secret combination used to access something. It may take different forms; for example, you may have a four-digit number-only code that you use for your phone lock and a much more complex password for your email account. In general, you should make your passwords as long and complex as you can while still being able to remember them.

Encryption: The process of converting information or data into a code that makes it unreadable and inaccessible.

Complexity: The goal when creating a secure password. For example, a password is complex when it has a mix of numbers, special characters (like "$" or "&"), and both lowercase and uppercase letters.

Hacker: A person who uses computers to gain unauthorized access to other people's or organizations' devices and data.

Secure Your Secrets: Activity 1

How to build a great password

Children learn how to create a strong password – and make sure it stays private after they create it.

Goals for children

- ✓ **Recognize** the importance of never sharing passwords, except with parents or guardians.
- ✓ **Understand** the importance of screen locks that protect devices.
- ✓ **Know** how to create passwords that are hard to guess, yet easy to remember.
- ✓ **Choose** the right security for their login settings, including two-factor verification.

Let's talk

A few things to tell your children...

Digital technology makes it easy for us to communicate with friends, classmates, teachers, and relatives. We can connect with them in so many ways: via email, text, and instant messages; in words, pics, and videos; using phones, tablets, and laptops. How do you connect with your friends?

But the same tools that make it easy for us to share information also make it easier for hackers and scammers to steal that information and use it to damage our devices, our relationships, and our reputations.

Protecting ourselves, our info, and our devices means doing simple, smart things like using screen locks on phones, being careful about putting personal info on unlocked devices that can be lost or stolen, and, above all, building strong passwords.

Can you guess what the two most commonly used passwords are?
(Answer: "1 2 3 4 5 6" and "password.")

Let's brainstorm some other bad passwords and what specifically makes them bad.
(Examples: your full name, your phone number, the word "chocolate.")

Who thinks these passwords are good? **;)**

Activity

Let’s practice our new skills by playing the password game with your children.

Here’s an idea for creating an extra-secure password:

- Think of a fun phrase that you can remember. It could be your favorite song lyric, book title, movie catchphrase, etc.
- Choose the first letter or first couple letters from each word in the phrase.
- Change some letters to symbols or numbers.
- Make some letters uppercase and some lowercase.
- Let’s practice our new skills by playing the password game.

1. Create passwords
Each one of the family will have 60 seconds to create a password.

2. Compare passwords
Write both passwords on a paper.

3. Vote!
Vote for the best password and discuss whose is stronger.

Takeaway

It’s important and fun to create strong passwords.

Guidelines for creating strong passwords

Here are some tips for creating passwords to keep your information safe.

Strong passwords are based on a descriptive phrase or sentence that's easy for you to remember and difficult for someone else to guess – like the first letters in words that make up a favorite title or song, the first letters of words in a sentence about something you did – and include a combination of letters, numbers, and symbols. For example, "I went to Western Elementary School for grade 3" could be used to build a password like: Iw2We$t4g3.

Moderate passwords are passwords that are strong and not easy for malicious software to guess but could be guessed by someone who knows you (for example, IwenttoWestern).

Weak passwords commonly use personal information like a pet's name, are easy to crack, and can be guessed by someone who knows you (for example, "IloveBuddy" or "Ilikechocolate").

DOs

- Use a different password for each of your important accounts.
- Use at least eight characters. The longer the better (as long as you can remember it!).
- Use combinations of letters (uppercase and lowercase), numbers, and symbols.
- Make your passwords memorable so you don't need to write them down, which would be risky.
- Immediately change your password if you know or believe it may be known by someone other than a trusted adult.
- Always use strong screen locks on your devices. Set your devices to automatically lock in case they end up in the wrong hands.
- Consider using a password manager, such as one built into your browser, to remember your passwords. This way you can use a unique password for each of your accounts and not have to remember them all.

DON'Ts

- Don't use personal information (name, address, email, phone number, Social Security number, mother's maiden name, birth dates, etc.), or common words in your password.
- Don't use a password that's easy to guess, like your nickname, just the name of your school, favorite baseball team, a string of numbers (like 123456), etc. And definitely don't use the word "password"!
- Don't share your password with anyone other than your parents or guardian.
- Never write passwords down where someone can find them.

Secure Your Secrets: Activity 2

Keep it to yourself

With this activity, you ue a home device to demonstrate where to look, and what to look for, when customizing privacy settings.

Goals for children

- ✓ **Customize** privacy settings for the online services they use.
- ✓ **Make decisions** about information sharing on the sites and services they use.
- ✓ **Understand** what two-factor and two-step verifications mean and when to use them.

Let’s talk

A few things to tell your children...

Online privacy and online security go hand in hand. Most apps and software offer ways to control what information we’re sharing and how.

When you’re using an app or website, look for an option like “My Account” or “Settings.” That’s where you’ll find the privacy and security settings that let you decide:

- What information is visible in your profile
- Who can view your posts, photos, videos, or other content that you share

Learning to use these settings to protect your privacy, and remembering to keep them updated, will help you manage your privacy, security, and safety. It’s important to know that your parents or guardian should always be making these decisions with you.

Activity

Materials needed:

- One home device allowing to display an example account deemed appropriate for child demonstration (e.g. your own email account ot your children’s)

1. Review options

I have my laptop or tablet on, logged into an online account or app. Let’s navigate to the settings page of this app. We can see that our options include:

- Changing your password
- Getting alerts if someone tries to log in to your account from an unknown device
- Making your online profile – including photos and videos – only visible to your chosen circles of family and friends
- Enabling two-factor authentication or two-step verification

2. Additional verification options

Let’s talk about two-step and two-factor verification:

- Two-step verification: When you log into your account, it will require two steps. For example, it may ask you to enter your password AND text you a code that has to be entered within 10 minutes before it expires.
- Two-factor verification: The system will require two types of information to log you in. For example, it may ask for your normal password and your fingerprint.

Which privacy and security settings are right for you is something for children to discuss with their parent(s) or guardian. But remember, the most important security setting is in your brain – *you* make the key decisions about how much of your personal info to share, when, and with whom.

Takeaway

Choosing a strong, unique password for each of your important accounts is a good first step. Now you need to remember them and also keep them safe.

Writing down your passwords isn’t necessarily a bad idea. But if you do this, don’t leave a page with your passwords in plain sight, such as on your computer or desk. Safeguard your list, and protect yourself by hiding it somewhere safe.

Secure Your Secrets: Activity 3

Interland: Tower of Treasure

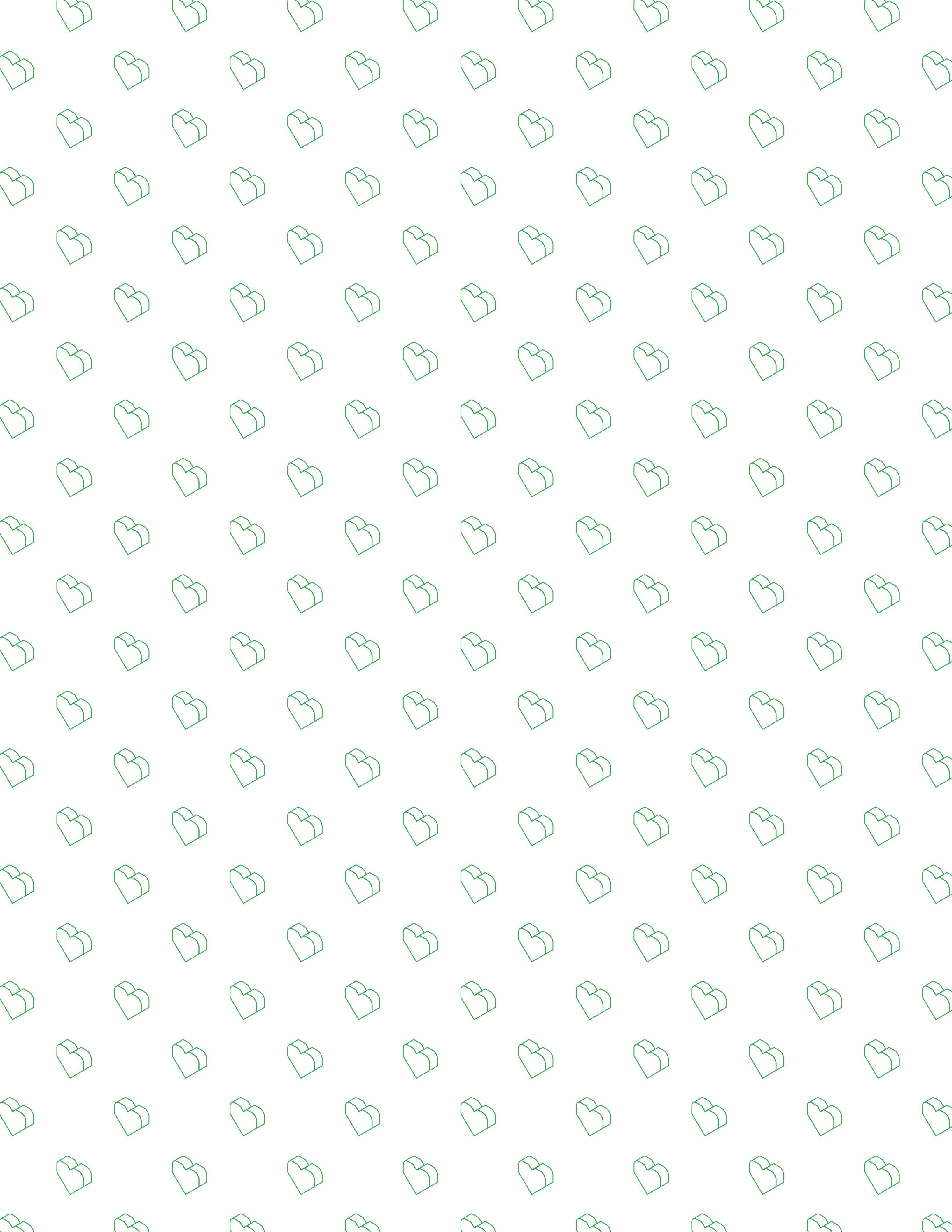
Mayday! The Tower of Treasure is unlocked, leaving the Internaut's valuables like contact info and private messages at high risk. Outrun the hacker and build a fortress with strong passwords to secure your secrets once and for all.

Open a web browser on your desktop or mobile device (e.g., tablet), and visit cybersimple.be/interland. Start the game and access the Tower of Treasure.

Discussion topics

Have your children play Tower of Treasure and use the questions below to prompt further discussion about the thematics learned in the game.

- What are the elements of a super strong password?
- When is it important to create strong passwords in real life? What tips have you learned on how to do so?
- What's a hacker? Describe this character's behaviors and how they affect the game.
- Did playing Tower of Treasure change the way you plan to protect your information in the future?
- Name one thing you'll do differently after learning these thematics and playing the game.
- Craft three practice passwords that pass the "super strong" test.
- What are some examples of sensitive information that should be protected?



Thematic 04: Be Cyber Kind

It's Cool to Be Kind

The power of online positivity

Thematic overview

Activity 1: **From bystanders to upstanders**
Activity 2: **Mind your tone**
Activity 3: **Walking the walk**
Activity 4: **Interland: Kind Kingdom**

Themes

The digital world creates new challenges and opportunities for social interaction, for kids and all the rest of us. Social cues can be harder to read online, constant connecting can bring both comfort and anxiety, and anonymity can fuel crushes and compliments as well as harm to self and others.

It's complicated, but we know that the Internet can amplify kindness as well as negativity. Learning to express kindness and empathy – and how to respond to negativity and harassment – is essential for building healthy relationships and reducing feelings of isolation that sometimes lead to bullying, depression, academic struggles, and other problems.

Research shows that rather than simply telling kids not to be negative online, effective bullying prevention addresses the underlying causes of negative behaviors. These activities encourage students to interact positively from the start and teach them how to deal with negativity when it arises.

Goals for children

✓ **Define** what being positive means and looks like online and offline.
✓ **Lead** with positivity in online communications.
✓ **Identify** situations in which a trusted adult should be consulted.

It’s Cool to Be Kind
Vocabulary

Bullying: Purposefully mean behavior that is usually repeated. The person being targeted often has a hard time defending themselves.

Cyberbullying: Bullying that happens online or through using digital devices.

Harassment: A more general term than bullying that can take many forms – pestering, annoying, intimidating, humiliating, etc. – and can happen online too.

Conflict: An argument or disagreement that isn’t necessarily repeated.

Aggressor: The person doing the harassing or bullying; though sometimes called the “bully,” bullying prevention experts advise never to label people as such.

Target: The person being bullied or victimized.

Bystander: A witness to harassment or bullying who recognizes the situation but chooses not to intervene.

Upstander: A witness to harassment or bullying who supports the target privately or publicly, sometimes including trying to stop and/or report the incident they witnessed.

Amplify: To increase or widen participation or impact.

Exclusion: A form of harassment or bullying used online and offline; often referred to as “social exclusion”.

Block: A way to end all interaction with another person online, preventing them from accessing your profile, sending you messages, seeing your posts, etc., without notifying them (not always ideal in bullying situations where the target wants to know what the aggressor is saying or when the bullying has stopped).

Mute: Less final than blocking, muting is a way to stop seeing another person’s posts, comments, etc., in your social media feed when that communication gets annoying – without notifying that person or being muted from their feed (not helpful in bullying).

Anonymous: An unnamed or unknown person – someone online whose name or identity you don’t know.

Trolling: Posting or commenting online in a way that is deliberately cruel, offensive, or provocative.

Report abuse: Using a social media service’s online tools or system to report harassment, bullying, threats, and other harmful content that typically violates the service’s terms of service or community standards.

It’s Cool to Be Kind: Activity 1

From bystanders to upstanders

Children practice identifying the four roles of a bullying encounter (the person who bullies, the target of the bullying, the bystander, and the upstander) and what to do if they’re a bystander or a target of bullying.

Goals for children

✓ **Identify** situations of harassment or bullying online.
✓ **Evaluate** what it means to be a bystander or upstander online.
✓ **Learn** specific ways to respond to bullying when you see it.
✓ **Know** how to behave if you experience harassment.

Let’s talk

A few things to tell your children...

It’s important to remind ourselves that behind every username and avatar there’s a real person with real feelings, and we should treat them as we would want to be treated. When bullying or other mean behavior happens, most of the time there are four types of people involved.

- There’s the aggressor, or person(s) doing the bullying.
- There’s also someone being bullied – the target.
- There are witnesses to what’s going on, usually called bystanders.
- There are witnesses to what’s going on who try to positively intervene, often called upstanders.

If you find yourself the target of bullying or other bad behavior online, here are some things you can do:

If I’m the target, I can…

- Not respond.
- Block the person.
- Report them – tell my parent, teacher, sibling, or someone else I trust, and use the reporting tools in the app or service to report the harassing post, comment, or photo.

If you find yourself a bystander when harassment or bullying happens, you have the power to intervene and report cruel behavior. Sometimes bystanders don’t try to stop the bullying or help the target, but when they do, they’re being an upstander. You can choose to be an upstander by deciding not to support mean behavior and standing up for kindness and positivity. A little positivity can go a long way online. It can keep negativity from spreading and turning into cruelty and harm.

If I'm the bystander, I can be an upstander by…

- Finding a way to be kind to or support the person being targeted.
- Calling out the mean behavior in a comment or reply (remember to call out the behavior, not the person), if you feel comfortable with that and think it's safe to do so.
- Deciding not to help the aggressor by spreading the bullying or making it worse by sharing the mean post or comment online.
- Getting a bunch of friends to create a "pile-on of kindness" – post lots of kind comments about the person being targeted (but nothing mean about the aggressor, because you're setting an example, not retaliating) .
- Reporting the harassment. Tell someone who can help, like a parent, teacher, or school counselor.

Activity

Materials needed:

- Handout: "From bystanders to upstanders" worksheet

1. Read scenarios and categorize responses

After discussing the roles, pass out the worksheet and give your children some time (10-15 minutes) to read the three scenarios and categorize each response.

2. Discuss the answers

Before or at the end of the discussion, ask them if they can tell you why it can be nice to have upstanders around at school and online.

3. Discuss those that were hard to categorize

Ask your children if any of the responses were hard to categorize and why. Have a discussion about that.

Answers to "From bystanders to upstanders" worksheet:

Scenario 1: B, U, B (because not helping the situation), U, U

Scenario 2: U, B, U, U

Scenario 3: U, U, B, B, U

Scenario 4: The answers are all yours!

Takeaway

Whether standing up for others, reporting something hurtful, or ignoring something to keep it from being amplified even more, you have a variety of strategies to choose from depending on the situation. With a little kindness, anyone can make a huge difference in turning bad situations around.

Worksheet: Activity 1

From bystanders to upstanders

So now you know that a bystander can use their powers for good and be an upstander by helping someone out who's being bullied. Below are three scenarios that are examples of online bullying or harassment. If you want, create a fourth scenario that happened with people you know, and come up with responses that include both upstanding and basic bystanding. Each of the three scenarios already created has a list of responses. Read each response and decide whether it's what a bystander would do or what an upstander would do, then put a "B" for "bystander" or a "U" for "upstander" in the blank next to the response.

Scenario 1

A friend of yours dropped her phone by the drinking fountain near the school soccer field. Someone found it and sent a really mean message about another student to a bunch of people on her soccer team, then put the phone back by the drinking fountain. The student who was targeted told your friend she was a terrible person for sending that message, even though she wasn't the one who sent it. No one knows who sent the mean message. You…

□ Feel sad for your friend but do nothing because no one knows who did that mean thing to her.

□ Go find the person targeted and ask them how they feel and whether you can help.

□ Spread the drama by sharing the mean message with other friends.

□ And your friend get everybody on the soccer team to post compliments about the person who was targeted.

□ And your friend anonymously report the incident to your principal, letting them know that everybody needs to talk about good phone security and locking their phones.

Scenario 2

Your teacher created a class blog for language arts, giving the class the ability to write, edit, and post comments. The next day she's out sick and the substitute doesn't notice that things are going south in the class blog – someone is posting seriously mean comments about one of the students in the class. You…

□ Comment on the comments by saying things like, "This is so not cool" and "I am ______________'s friend, and this is not true."

□ Ignore it until your teacher gets back.

□ Get other students to post nice comments and compliments about the student being targeted.

□ Tell the substitute that mean behavior is happening in the class blog, and they might want to let the teacher know.

Scenario 3

There's an online game that a bunch of your friends play a lot. Usually game chat is mostly about what's actually happening in the game. Sometimes it gets a little nasty, though that's usually more like friendly rivalry than anything really bad. But this one time, one player starts saying really nasty stuff about one of your friends who's playing, and they just won't stop. They even keep it up the next day. You…

□ Call up your friend and tell them you don't like this any more than they do and ask them what they think you two should do.

□ Call everybody you know who plays with you guys (making sure your friend knows you're doing this) to see if you can get everybody's agreement that it's time to call out the nastiness.

□ Decide to wait and see if the kid stops, then maybe do something.

□ Walk away from the game for a while.

□ Look for the game's community rules and if bullying isn't allowed, report the nasty behavior using the game's reporting system.

Scenario 4

Create a real-life scenario with your parents/brothers/sisters based on a situation one of you has heard about, then come up with both bystander and upstander responses to show you definitely know what we're talking about now!

Ages 8 - 14

It’s Cool to Be Kind: Activity 2

Mind your tone

Children interpret the emotions behind text messages to practice thinking critically and avoiding misinterpretation and conflict in online exchanges.

Goals for children

- ✓ **Make** the right decisions when choosing how and what to communicate.
- ✓ **Identify** situations in which waiting until you are face-to-face with someone is a better way to communicate than sending a text or message that may be taken the wrong way.

Let’s talk

It’s easy to misunderstand

Young people use different types of communication for different kinds of interaction, but messages sent via chat and text can be interpreted differently than they would in person or over the phone.

Ask your children:
Have you ever been misunderstood in text? For example, have you ever texted a joke and your friend thought you were being serious – or even mean?

Have you ever misunderstood someone else in a text or chat? What did you do to help clarify the communication? What could you do differently?

Activity

Materials needed:

- Sample text messages written or on one of your home devices

1. Review messages

Let’s take a look at these sample text messages on the board. Your children probably have great examples too, so let’s write some more to discuss.

- “That’s so cool”.
- “Whatever”.
- “I’m so mad at you”.
- “CALL ME NOW”.
- “Kk fine”.

2. Read messages out loud

For each message, you and your children read it aloud in a specific tone of voice (e.g., 😟 🙃 😃). What do you notice? How might these come across to other people? How might each “message sender” better communicate what they really mean?

Takeaway

It can be hard to understand how someone is really feeling when you’re reading a text. Be sure you choose the right tool for your next communication – and that you don’t read too much into things that people say to you online. If you are unsure what the other person meant, find out by talking with them in person or on the phone.

It’s Cool to Be Kind: Activity 3

Walking the walk

Children discuss how kids can model behavior for adults, too.

Goals for children

✓ **Reflect** on the online behavior of adults.

✓ **Consider** how the way adults act can model behavior for younger generations.

Let’s talk

A few things to tell your children...

Adults can teach kids - and kids can teach adults! It’s important to teach kindness. But it’s just as important to model the thematics of kindness that we teach. There are plenty of examples of how bullying and harassment aren’t just issues for kids. Just look at how adults sometimes treat each other online, in the news media, or in traffic jams.

We’ve been talking about how important it is to be kind to your classmates and friends online and off. Have you ever seen adults act meanly toward each other, in your everyday life or in the media? Have you seen adults bullying each other?

Do you think your generation can build an Internet that’s kinder and more positive than the environments some adults have created for themselves? (A lot of adults think you’ll probably be better at this too.)

Do you think some kids start bullying or making unkind comments because they see adults around them or in the news doing these things? Yes to all the above? Please give examples. What would YOU do instead – how would you be a better role model for adults?

Takeaway

How you and your friends treat each other online will have a big impact on the digital world your generation builds – not to mention the offline world too.

Continued on the next page ⟶

From 8

It’s Cool to Be Kind: Activity 4

Interland: Kind Kingdom

Vibes of all kinds are contagious, for better or for worse. In the sunniest corner of town, aggressors are running amok, spreading negativity everywhere. Block and report the aggressors to stop their takeover and be kind to other Internauts to restore the peaceful nature of this land.

Open a web browser on your desktop or mobile device (e.g., tablet), and visit cybersimple.be/interland.
Start the game and access the Kind Kingdom.

Discussion topics

Have your children play Kind Kingdom and use the questions below to prompt further discussion about the thematics learned in the game.

- What scenario in Kind Kingdom do you relate to most and why?
- Describe a time when you’ve taken action to spread kindness to others online.
- In what situation would it be appropriate to block someone online?
- In what situation would it be appropriate to report someone’s behavior?
- Why do you think the character in Kind Kingdom is called an aggressor? Describe this character’s qualities and how their actions affect the game.
- Did playing Kind Kingdom change the way you plan to behave toward others? If so, how?

Thematic 05: Be Cyber Brave

When in Doubt, Talk It Out

Defining and encouraging true Cyber Hero behaviour

Thematic overview

Activity 1: **When to get help**
Activity 2: **Report it online, too**

Themes

It's important that kids understand they're not on their own when they see content online that makes them feel uncomfortable – especially if it looks like they or someone else could get hurt. They should never hesitate to get help from someone they trust. It's also good for them to know there are different ways to be brave and take action, from talking things out offline to using reporting tools online.

Goals for children

✓ **Understand** what types of situations call for getting help or talking things out with a trusted adult.

✓ **Consider** what options there are for being brave and why bringing adults into the conversation is important.

When in Doubt, Talk It Out
Vocabulary

Courageous: Brave; not necessarily fearless, though, because people are especially brave when they're scared or nervous but take positive action anyway.

Compromised account: An online account that has been taken over by someone else so that you no longer have complete control of it.

Student agency: A step beyond a student using their voice to speak up, student agency is the capacity to act or make change; including protecting or standing up for oneself and others; often seen as a necessary part of citizenship.

Trust: Strong belief that something or someone is reliable, truthful, or able.

When in Doubt, Talk It Out: Activity 1

When to get help

One piece of advice that appears consistently throughout these thematics is: if children come across something that makes them feel uncomfortable or worse, encourage them to report it – be brave and talk to someone they trust who can help, including you, the principal, or a parent. Children should pick this up from any one of the thematics, but just to be sure, here's a family discussion focused specifically on the "when in doubt, talk it out" principle. Below, you'll find a list of situations in which talking it out can really help.

Important notes

1. *Children have been taught or conditioned not to "tattle" for so many generations that it has become a social norm, and bullying prevention experts have been working hard to help children understand the difference between "telling" and getting help. Help your children see that seeking support when hurtful things happen online is not "tattling" or "snitching"; it's about getting help for themselves or peers when people are getting hurt.*

2. *Foster open communication and remind children you're always there for backup support and appropriate reporting.*

3. *In the discussion below, any time children share about times they sought adult help, be sure the tone of the conversation is one that makes them feel proud and brave to have taken action, especially if they're speaking up in front of peers.*

Goals for children

✓ **Recognize** that seeking help for oneself or others is a sign of strength.

✓ **Think out loud together** about situations where talking it out can really help.

Discussion topics

Below is a list of situations which your children might encounter online.

1. **Ask your children** to read the list. As they do (or once they are done reading everything), ask them whether any of these situations happened to them or some of their friends, whther they wanted to ask for help and if they did or not.

   - You had this feeling that your account may have been compromised. (Discussion opportunity: What can you do to make your account security even stronger?)
   - You needed help remembering a password.
   - You were unsure whether something was a scam or thought you might have fallen for one. (Discussion opportunity: What are the warning signs?)
   - Someone tried to discuss something online with you that made you uncomfortable.
   - You received a creepy message or comment from a stranger. (Discussion opportunity: What makes something creepy?)
   - You wanted to discuss something someone said online that was really nice OR really mean.
   - You were concerned you may have shared something online you shouldn't have. Only tell us what it was if you feel comfortable sharing that, but even if you don't, tell us what you did about it.
   - You saw a peer being hurtful to another student online.
   - You saw someone threatening to start a fight or harm someone.
   - Someone posted a fake profile about another student.
   - You were concerned about another student because of something they posted or texted. (Discussion opportunity: Sometimes it's difficult to risk upsetting your friend, but isn't their safety and well-being more important?)

2. **Ask your children** to tell what they did (or didn't do) and why.

3. **Let's discuss** those situations.

Takeaway

It may not always seem like it, but being able to ask for help when you're not sure what to do is a brave thing to do. If it's to help you or someone heal something hurtful or stop harm from happening, it's both smart and courageous.

In Belgium, the helpline of Child Focus is available for all children or adults that wish to report a situation where a young person is at risk. If possible, keep this number visible at home and remind children that they can call the number 118 000 if something serious happens and they feel too incomfortable discussing the situation with you, a teacher or another adult.

Ages 9 - 14

When in Doubt, Talk It Out: Activity 2

Report it online, too

Using a home device to demonstrate where to go to report inappropriate content and behavior in apps, you and your children consider various types of content, decide whether to report it, and talk about why or why not.

Goals for children

- ✓ **Be aware** of online tools for reporting abuse.
- ✓ **Consider** when to use them.
- ✓ **Talk about** why and when to report the abuse.

Let's talk

When meanness and other inappropriate content turn up online, people have options for taking action. In the last activity we talked about the most important one: talking it out with someone you trust. Another option is to report it to the app or service where you found it, which can help get the content deleted. It's important to get used to using online reporting tools.

Children should get in the habit of taking a screenshot of conversations or activity that's harmful or suspicious before using blocking and reporting tools (which could make a record of the activity inaccessible). This ensures that trusted adults can see what happened and help resolve this situation.

Activity

Materials needed:

- Handout: "Report it online, too!" worksheet

1. Figure out how to report a problem

Grab as many devices as your home has access to. Together, find the tools in at least three home-related accounts for reporting inappropriate content or behavior.

2. Go through the scenarios

Go through the seven situations on the worksheet.

3. Would you report it?

Ask children to say if they would report the content; then ask them to say if they wouldn't report it.

4. If so, why?

There is not just one right answer or approach. Make sure children know this before discussion begins.

Takeaway

Most apps and services have tools for reporting and/or blocking inappropriate content, and it can help the people involved, their community, and the platforms themselves if we use those tools. Before blocking or reporting inappropriate content, it's always wise to take a screenshot so that you have a record of the situation.

Worksheet: Activity 2

Report it online, too

Make your children read each scenario below and ask them if they would report it in the app or service where they found it. Let them express why they would or wouldn't report it and explain why they chose that option, then discuss those choices.

Note: there is not one right choice to make, which is why discussion is helpful.
No one should feel bad about what they chose to do. Even adults don't always know when or how to report.

Situation 1

A student posts a group photo in a public account, and you hate the way you look in it. Would you report that photo or not? How can you respond?

Situation 2

Someone creates an account of a student you know using their name and photo. They turned the photo into a meme and drew a moustache and other weird facial features on it, turning the photo into a joke. Would you report the account or not?

Situation 3

Someone posts lots of mean comments about a student in your school without using their name, but you have a feeling you know who it is. Would you report those comments or not?

Situation 4

A student creates an account with your school's name in the screen name and posts students' photos with comments that everybody hears about. Some of the comments are mean to students; some are compliments. Do you report the mean comments, the whole account, or both?

Situation 5

One night, you notice that a student has made a comment online saying they're going to fight with another student in the lunchroom the next day. Do you report that comment online or not? Do you report it to a teacher or principal the next morning or not? Or both?

Situation 6

You're watching a cartoon video and all of a sudden there's some weird content in it that's definitely not appropriate for kids and makes you feel uncomfortable. Do you report it or not?

Situation 7

You're playing an online game with friends and someone none of the players know starts chatting with you. They're not being mean or anything, but you don't know them. Do you ignore them or report them?