

e-CITIZENSHIP

An e-Book for Teachers
about **Cyber Wellness**
and **Digital Citizenship**





Mobile Technology for Teachers (MT4T)

***A Teacher Resource Kit Using Mobile Technology
for 21st Century Learning in Southeast Asia***

e-Citizenship:


**An e-Book for Teachers about
Cyber Wellness and Digital Citizenship**



This publication is licensed under Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0). (<https://creativecommons.org/licenses/by-nc-sa/4.0/>)

Published by Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)
Commonwealth Avenue, Diliman, Quezon City 1101, Philippines
info@seameo-innotech.org

First e-book edition 2018
ISBN: 978-621-421-037-4 (ePub)
ISBN: 978-621-421-046-6 (PDF)

For more resources on Mobile Technology for Teachers, please visit our website at <https://www.seameo-innotech.org/mt4t> or download the  SEAMEO INNOTECH Reader from your Apple, Android, or Windows device's application store.

Disclaimer

The linked websites in this resource are not under the control of SEAMEO INNOTECH. While the links may be active as of the time of publication, third party sites may undergo changes in terms of names and server location, contents, and even deletion of web pages without warning, thus causing broken links and missing files. Moreover, SEAMEO INNOTECH cannot be held liable for any harm done to any computer system accessing linked websites in this material. If you encounter such cases, please inform SEAMEO INNOTECH by sending an email to info@seameo-innotech.org.

Table of Contents

[Cover](#)

[Title Page](#)

[Edition Notice](#)

[Acknowledgements](#)

[Introduction](#)

[e-Citizenship](#)

[What is this e-book for? Who will use it?](#)

[Why e-Citizenship?](#)

[Are there e-Citizenship materials that teachers can directly use in the classroom?](#)

[How is this e-book structured?](#)

[**Chapter 1. Today's Cyberscape**](#)

[What are the worldwide digital trends?](#)

[What are the digital trends in Southeast Asia?](#)

[**Chapter 2. Digital Opportunities and Risks**](#)

[What are some of the digital opportunities?](#)

[Being mobile](#)

[Making friends and new contacts](#)

[Maintaining connections](#)

[Participating in professional learning networks](#)

[Facilitating learning](#)

[Collaboration and cooperation](#)

[Doing research](#)

[Playing games and relaxing](#)

[Promoting creativity](#)

[Seeking health information](#)

[Enhancing public participation and engagement](#)

[Engaging in commerce and entrepreneurship](#)

What are some of the digital risks and threats?

Cyberbullying

Cyberstalking

Trolling

Cybergrooming and exploitation

Exposure to inappropriate content

Damage to online reputation

Excessive use of ICT

Physical health problems

Sales fraud

Identity theft

Misinformation

Plagiarism

Chapter 3. Frameworks of Cyber Wellness and Digital Citizenship

EU Kids Online frameworks on cyber risks and opportunities

Types of cyber risks and opportunities

Contextual factors of online risks and opportunities

Microsoft's framework on Digital Civility

Singapore's Cyber Wellness Framework

iKeepSafe Pillars of Digital Citizenship

Park's frameworks on Digital Intelligence

Ribble's Nine Elements of Digital Citizenship

MediaSmarts' Use, Understand, and Create Framework

Asia-Pacific Regional Digital Citizenship Competency Framework

Chapter 4. Technical (Regulatory) Approaches to Digital Safety

Filtering and usage restriction tools

Age verification systems

Content labels and ratings

Film

Television

Video games

Music

Social networking controls

Safety centers and child-friendly zones

Hotlines and other reporting services

Technical tips for schools, teachers, and parents

Chapter 5. Empowering Individuals towards Digital Wellness and Citizenship

Who are digital citizens?

What is a digitally intelligent citizen?

What are resilient digital citizens?

Helpful web resources on digital citizenship and digital literacy

Summary

Chapter 6. Socio-Emotional Intelligence and Digital Citizenship

Socio-emotional intelligence...what is it?

The 5 key social-emotional skills

Why are social-emotional skills needed for the digital world?

How can the education system promote social-emotional skills?

Helpful web resources on socio-emotional intelligence and learning

Summary

Chapter 7. Digital Rights & Responsibilities

What are the digital rights of young people?

What are digital responsibilities?

What is the relationship between rights and responsibilities?

Activity ideas for the classroom

Helpful web resources on digital rights and responsibilities

Summary

Chapter 8. Being Intelligent about CYBERBULLYING

What is cyberbullying?

Who is involved in cyberbullying?

What should a teacher do if a student is being cyberbullied?

What can teachers do in the classroom to help prevent cyberbullying?

Improving classroom dynamics

Integrating SEL in subjects to foster antipathy to bullying

Being straight about cyberbullying

Being strict about cyberbullying

How to limit cyberbullying on social media?

How can schools prevent cyberbullying?

Activity ideas for the classroom

Helpful web resources on cyberbullying

Summary

Chapter 9. Being Intelligent about PRIVACY and SECURITY

What is privacy?

What can teachers do to help students be wiser about privacy?

What are the 5 Ps?

What are the SMART rules?

Activity idea for the classroom

How can students be trained to spot “red flags”?

What is self-censorship? Why is it important?

More activity ideas for the classroom

Helpful web resources on digital privacy and security

Summary

Chapter 10. Being Intelligent about DIGITAL IDENTITY and FOOTPRINT

What is your digital identity?

How should we manage our digital footprint?

Can digital identity evolve?

Activity idea for the classroom

Should we compare ourselves to others?

More activity ideas for the classroom

Helpful web resources on digital identity and footprint

Summary

Chapter 11. Being Intelligent about MISINFORMATION online

How can we identify fakes and hoaxes?

What is the difference between a fact and an opinion?

How is the public sometimes manipulated?

What is herd mentality and how can it be resisted?

Activity ideas for the classroom

Helpful web resources on misinformation online

Summary

Chapter 12. Being Intelligent about USING online material

What is piracy?

How can digital media be accessed and used legally?

What can teachers do to boost critical thinking about piracy?

What is plagiarism?

Why do some people plagiarize?

Why is plagiarism a problem?

How should teachers deal with plagiarism?

Activity ideas for the classroom

Helpful web resources on piracy and plagiarism

Summary

Chapter 13. Being a RESPECTFUL Member of the DIGITAL COMMUNITY

What does it mean to be a respectful digital citizen?

What is oversharing? How can we avoid it?

What is online hate and how should we respond to it?

Activity ideas for the classroom

Helpful web resources on respectful digital communities

Summary

Chapter 14. Being Intelligent about TIME SPENT in Cyberspace

When is too much, too much?

What can be done to moderate ICT use?

Activity ideas for the classroom

Helpful web resources on ICT use and time spent online

Summary

Conclusion

Risks

Activity idea for the classroom

Opportunities

Mediation

Final tips for teachers

Activity ideas for the classroom to wrap-up and integrate digital citizenship concepts

Parting words

Bibliography

Annex A. List of curricula & educational frameworks on digital literacy, digital citizenship, and cyber wellness

Annex B. List of organizations related to cyber wellness and digital citizenship

Back Cover

Acknowledgements

SEAMEO INNOTECH would like to recognize the following for their contributions to the e-Citizenship project, which resulted in this e-book and accompanying learning packets:

- The Ministries of Education in Southeast Asia, for sharing their visions of cyber wellness and digital citizenship, and programs related thereto;
- Maria Melizza D. Tan, Ma. Lourdes Arellano-Carandang, Yuhyun Park, Nymia P. Simbulan, Geronimo L. Sy, and Elizabeth R. Ventura, for serving as resource persons during the regional forum and workshop which jumpstarted this project;
- Shahrizal HJ Emran, Daniel D. Noorhaizamdin, Tak Kean, Hermanto Hermanto, Fatimah Hashim, Htay Htay Khaing, Marilette R. Almayda, and Oumboon Singussawin, for submitting and presenting country reports at the said forum/workshop;
- UNESCO Bangkok, for organizing several workshops on digital citizenship that were rich sources of knowledge and ideas for this project;
- The Ministry of Education of Malaysia, the Ministry of Education of Indonesia, and the Department of Education of the Philippines for hosting validation activities;
- The numerous organizations referenced in this e-book that have made helpful resources on digital literacy, digital citizenship, and cyber safety.
- Ramon C. Bacani, for approving the project and offering continual support and leadership as Director of SEAMEO INNOTECH;
- Firth M. McEachern, for coordinating the e-Citizenship project and writing this e-book;
- Debbie P. Lacuesta, for helping to conceptualize the project and monitor its progress;
- Yolanda C. De Las Alas, for continuing to monitor the project and ensure its completion;
- Philip J. Purnell, for providing valuable guidance at each stage of the project, including reviewing, editing, and approving the e-book;
- Alejandra Sainz Dela Rica, Diego R. M. Apacible, and Camille H. A. Ugarte, for assisting in the manuscript's preparation;

- Karl I. Basiga, for making many of the e-book's graphics;
- Nicole M. Asedillo, for designing the cover;
- Justin E. G. Modesto, for copy-editing the e-book manuscript;
- Vibe Technologies, for converting the manuscript into e-book form;
- Aury A. Santos, for her collaboration in integrating the knowledge products of e-Citizenship into the Mobile Technology for Teachers (MT4T) resource kit;
- Cynthia G. Diaz, Rachel A. Declaro, Ma. A. Christine Dequilla, Dena S. Culaba, Shirley L. Ayao-ao, Elenita N. Que, Anna C. Ramos, and Bernadette Caraig, for writing the learning packets that accompany this e-book;
- Cynthia G. Diaz, for editing and improving the learning packets;
- James P. Trinidad, for doing the lay-out and design of the learning packets;
- Benedict Tavera Santos, for coordinating requirements for the project, and assisting in the finalization of the e-Citizenship e-book and learning packets;
- Leah Starr B. Servania, for helping with project logistics;
- Katherine P. Torralba, for coordinating the regional forum and workshop; and
- SEAMEO INNOTECH's Knowledge Management and Networking Office, for disseminating the e-Citizenship resources.

Introduction

Welcome to Mobile Technology for Teachers (MT4T), a web-based resource kit developed by SEAMEO INNOTECH for Southeast Asian educational settings (www.seameo-innotech.org/mt4t). It contains several electronic guidebooks on how teachers can make the most of mobile technologies. The books provide basic, intermediate, advanced, and expert instructions on using mobile devices and applications like Facebook, Twitter, Edmodo, and blogs. The MT4T aims to support teachers' personal and professional development appropriate to 21st century teaching and learning. Another objective is to bridge the digital divide between teachers and learners, because many learners today are more familiar with cyber technology than their own teachers.

The e-Citizenship book is one of the e-books of the MT4T resource kit. While the other e-books deal with the technical aspects of using ICT for teaching purposes, e-Citizenship addresses the concepts of digital safety, citizenship, and values—which are relevant to all forms of ICT usage and to all people who use them. As with the existing resources on the website, the e-Citizenship e-book can be downloaded as a pdf or can also be read as an ePub file using SEAMEO INNOTECH's interactive e-reader application. The SEAMEO INNOTECH Reader was designed to work consistently across mobile platforms (e.g. iOS, Android, Microsoft Windows), and accords users with additional features like creating bookmarks, highlighting important phrases, and even creating drawings or doodles on the e-book pages. You can find out more about the other components of the MT4T resource kit from the e-book on "An Introduction to Mobile Technology for Teachers (MT4T)."

Other e-books in the MT4T resource kit include:

- An Introduction to Mobile Technology for Teachers
- An Introduction to Teachers' Personal and Professional Learning Networks for 21st Century Learning
- Uses and Functionalities of Mobile Devices for Teachers
- Facebook for Teachers
- Twitter for Teachers
- Blogging for Teachers
- Edmodo for Teachers
- LinkedIn for Teachers
- Annotated Resources for Teachers

Unique to the MT4T resource kit are discussions on using mobile technology to promote higher-order thinking skills (HOTS) and values among both students and teachers. Links to teaching and learning resources that promote HOTS have been provided in each e-book. Issues related to twenty-first century learning such as proper etiquette and digital citizenship are also discussed in several of the e-books.

e-Citizenship

Young people today use technology—particularly computers, mobile devices, applications, and the Internet—more than ever before, and often more than their own parents. This opens the door to a world of numerous opportunities and risks, which can lead to both negative and positive experiences. Teachers can play a powerful, positive role in helping young people use these technologies safely and considerately. They can impart knowledge, raise awareness, boost critical thinking, cultivate social-emotional intelligence, and set good examples for learners. Teachers' potential influence, however, depends on a thorough understanding of the complexities of the digital world and how young people interface with it. SEAMEO INNOTECH recognizes that there is a gap between many teachers (who are digital migrants), and students, who are digital natives. SEAMEO INNOTECH hence created the Mobile Technology for Teachers (MT4T) website, which hosts a number of resources to help close this gap. This e-Citizenship e-book is one of these resources, focusing on cyber wellness and digital citizenship.

What is this e-book for? Who will use it?

This e-book is a tool for teachers, primarily in Southeast Asia, to become acquainted with key themes on cyber wellness and digital citizenship, and ultimately serve as positive role models for their students. The book contains:

- a brief background on the rapidly changing cyberscape of the region and the world, particularly the widespread use of internet and mobile devices by young people;
- common risks and opportunities of using mobile/internet technologies;
- a range of strategies in minimizing these risks and maximizing opportunities, including technical and psychological strategies;
- conceptual frameworks of digital citizenship and cyber wellness;
- suggested classroom discussions and activities to empower learners to be proactive, responsible, and intelligent users of ICT;

- links to existing curricula and other resources on cyber wellness and digital citizenship; and
- lists of supporting organizations, policies, and programs related to internet/mobile security and safety, child protection, cyberbullying, and others.

The e-book aims to update teachers on the ins-and-outs of information communication technology, particularly mobile devices and the internet, so they can adequately highlight aspects of digital safety, security, and privacy in their lessons. The e-book also aims to provide teachers with a repertoire of tips and strategies for young people to be safe, healthy and responsible users of ICT.

The information in this book is general and covers multiple age groups, so teachers of both elementary and secondary will find relevant information here. As digital technology is part of so many aspects of our lives, the lessons learned here can be integrated into a range of school subjects, such as IT or computer science, values education, social studies, media studies, communication, and others.

This infographic illustrates the framework of the e-Citizenship book:

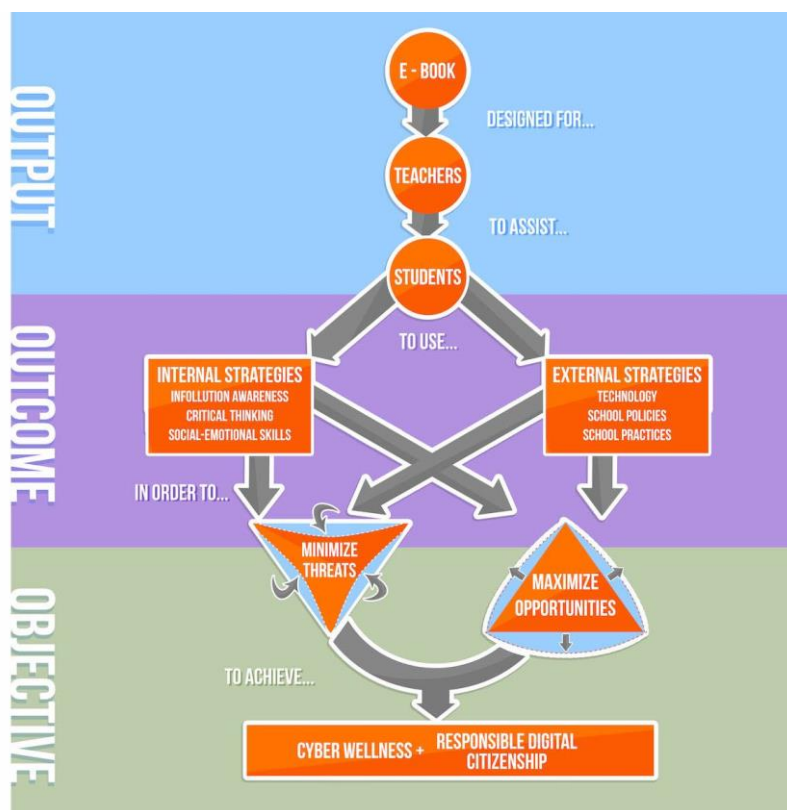


Figure 1. Framework for the e-Citizenship e-book

Why e-Citizenship?

Why is this book titled “e-Citizenship?”

The “e” in “e-Citizenship” stands for many things. First, it stands for “electronic”. Just as “e-book” pertains to digital books and “e-mail” pertains to internet mail, “e-citizenship” pertains to our citizenship as manifested online. As we spend more and more time on mobile/internet devices—particularly children—we must recognize that the online world is an extension of the real world, and our online selves are extensions of our fundamental personhood. Therefore, whatever principles of responsible citizenship that we espouse in our ordinary lives should also apply in the digital world.

The “e” in e-Citizenship also stands for education. Education plays a vital role in raising awareness on the responsible, safe, and ethical use of information communication technology (ICT). While there are many great opportunities associated with ICT use, there are concomitant risks. Ministries of Education in Southeast Asia are aware that youth today are engaging in ICT more than ever before, potentially exposing themselves to danger. In April 2014, a Regional Policy Forum on Infollution and Consultative Workshop on the Development of a Mobile Technology Toolkit on Cyber Safety and Emotional Intelligence was held at SEAMEO INNOTECH. Key officials from the Ministries of Education of seven Southeast Asian countries—Brunei Darussalam, Cambodia, Indonesia, Malaysia, Myanmar, Philippines, and Thailand—came together to discuss current policies and programs related to “infollution”, and what else could be done about the problem. This e-book is an educational response to that call for action.

Lastly, “e” stands for “emotional intelligence”. While this book touches upon some external strategies in reducing risks online, such as parental controls, application settings, and school internet restrictions, it focuses more on internal strategies available to individuals. Internal strategies are ways someone can better avoid the damaging effects of infollution on a personal level by cultivating a set of fortifying attitudes and behaviors. In the forum hosted by SEAMEO INNOTECH and attended by representatives from across the Southeast Asian region, it was emphasized by psychologists that emotional intelligence can help people manage and regulate their online behavior in safe and responsible ways.


Are there e-Citizenship materials that teachers can directly use in the classroom?

Yes. Teachers will find classroom activity ideas scattered throughout this book. Furthermore, SEAMEO INNOTECH has developed a number of learning packets on digital citizenship that can be downloaded from the MT4T website (www.seameo-mt4t.org).

innotech.org/mt4t). The learning packets are activity-based lesson plans that teachers can integrate in any relevant subject. Through experiential learning, students will internalize digital citizenship concepts better, develop values related to ICT use, and exhibit safe, healthy online behaviors.

The learning packets address both positive and negative aspects of ICT, covering topics such as:

- Being mobile
- Cybergrooming and online exploitation
- Plagiarism and misinformation
- Teenpreneurship
- Trolling
- Cyberstalking
- Internet addiction
- Herd mentality online
- Exposure to inappropriate content
- Cyberbullying

Click on this icon:  **which you will find throughout the e-book, to access suggested resources on the web.**

Each learning packet includes a teacher's guide, with a learning plan, which starts with a student activity. The teacher's guide explains the mechanics of the activity, the resources needed, and how to process what students have learned after the activity is finished. Each learning packet also includes a ready-to-use slide presentation to help the teacher actually execute the learning plan outlined in the teacher's guide. Some learning packets have extra materials to download that the students may need to perform the activities.

The activities found in the learning packets are designed to help students develop their awareness, critical thinking, and socio-emotional intelligence to navigate the digital world safely and responsibly.

How is this e-book structured?

This e-Citizenship e-book comprises two main parts:

Part one gives an overview of digital citizenship and cyber wellness. This includes a presentation of the world's rapidly changing digital trends, and the trends within Southeast Asia in particular. It outlines the many opportunities and risks associated with using information communication technology (ICT), and introduces several conceptual frameworks to help us understand cyber wellness and digital citizenship.

Considering these frameworks, the e-book explores two ways to achieve cyber wellness: through external and internal approaches. External approaches are technological solutions, like privacy settings and filtering software, which place restrictions on how ICT is used, and what kind of information is exchanged. Internal approaches are thinking and behavioral strategies that a person can use to be a better, smarter, and more responsible digital citizen. Knowing what digital citizenship is, and understanding the rights and responsibilities thereof, is a step in the right direction, while developing social and emotional skills is essential for mastering these internal strategies in the long-term.

Part two delves into specific topics related to digital citizenship, such as cyberbullying, privacy, security, identity, misinformation, piracy, plagiarism, ethics, respect for diversity, and ICT addiction. The e-book elaborates on these topics and how they are relevant to digital citizenship. Activity ideas are offered for teachers to enhance the awareness, critical thinking, and social-emotional skills of their students so they can use ICT more responsibly. Also listed are numerous online resources on cyber wellness and digital citizenship that teachers can access for more information.

PART 1:

OVERVIEW OF DIGITAL CITIZENSHIP AND CYBER WELLNESS

Part one introduces the key concepts of digital citizenship and cyber wellness. It discusses how these concepts have been framed by scholars and organizations in various countries. It also explains the growing importance of digital citizenship and cyber wellness to society, especially for youth. Part one provides some general approaches for people (including teachers and students) to enhance their cyber wellness and become better digital citizens, before delving into greater detail in [part two](#). Part one consists of the following chapters:

[Chapter 1](#): Today's Cyberscape

[Chapter 2](#): Digital Opportunities and Risks

[Chapter 3](#): Frameworks of Cyber Wellness and Digital Citizenship

[Chapter 4](#): Technical (Regulatory) Approaches to Digital Safety

[Chapter 5](#): Empowering Individuals towards Digital Wellness and Citizenship

[Chapter 6](#): Socio-Emotional Intelligence and Digital Citizenship

[Chapter 7](#): Digital Rights & Responsibilities

Chapter 1

Today's Cyberscape

What are the worldwide digital trends?

Around the world, more and more people have access to the internet and other mobile technologies. In the year 2000, there were approximately 400 million internet users, whereas in 2015 this number has ballooned to 3.2 billion (ITU, 2015). This means that internet penetration has climbed from 6.5% to 43% of the global population.

Ninety-five percent of the world's population can access a 2G¹ mobile network (or better) in 2015, compared to only 58% in 2001. There are more than 7 billion mobile subscriptions globally, up from 738 million in 2000, corresponding to a current penetration rate of 97% (ITU, 2015).



The most astonishing change is the rate of people accessing the internet through mobile phone. At the turn of the century, hardly anyone could access the internet with their phones. Even in 2007, less than 5% did. By 2015, almost half of the world's inhabitants had mobile broadband subscriptions. Decreasing prices has facilitated this surge in use. According to the Broadband Commission, the price of a basic broadband plan (mobile or fixed) is now considered affordable in 111 countries (ITU, 2015).

¹ 2G is an abbreviation for second-generation. It is a system for mobile phones, characterized by digital technology, internet access, and a short-message service (Collins, n.d.).

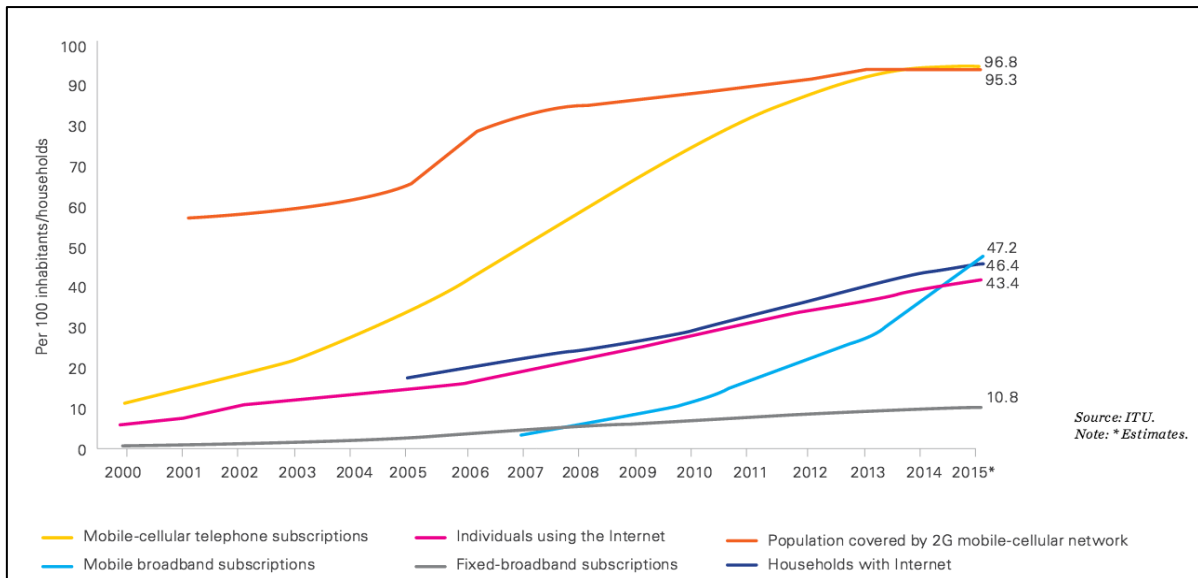


Figure 2. Worldwide growth in mobile and internet users from Year 2000-2015 (ITU, 2015)

Throughout the last decade, the number of active mobile phone, internet, and social media users grew on a year-on-year rate much faster than the global population. In one year (January 2016-2017), the number of mobile, internet, and social media users



grew at a rate of 5%, 10%, and 21%, respectively, whereas the global population only grew 1.1%. In fact, the number of mobile connections surpassed the total world population in December 2015 (We Are Social, 2015). Interestingly, the way people engage with these technologies is also changing. More and more people, for example, are accessing the internet through a mobile phone instead of computer, as can be seen in Figure 3. Related to this is the big increase in the number of people using social media via a mobile phone. This category of users is

growing at an annual rate of 30% as of January 2017, which is faster than the growth in mobile, internet, and social media users as a whole.

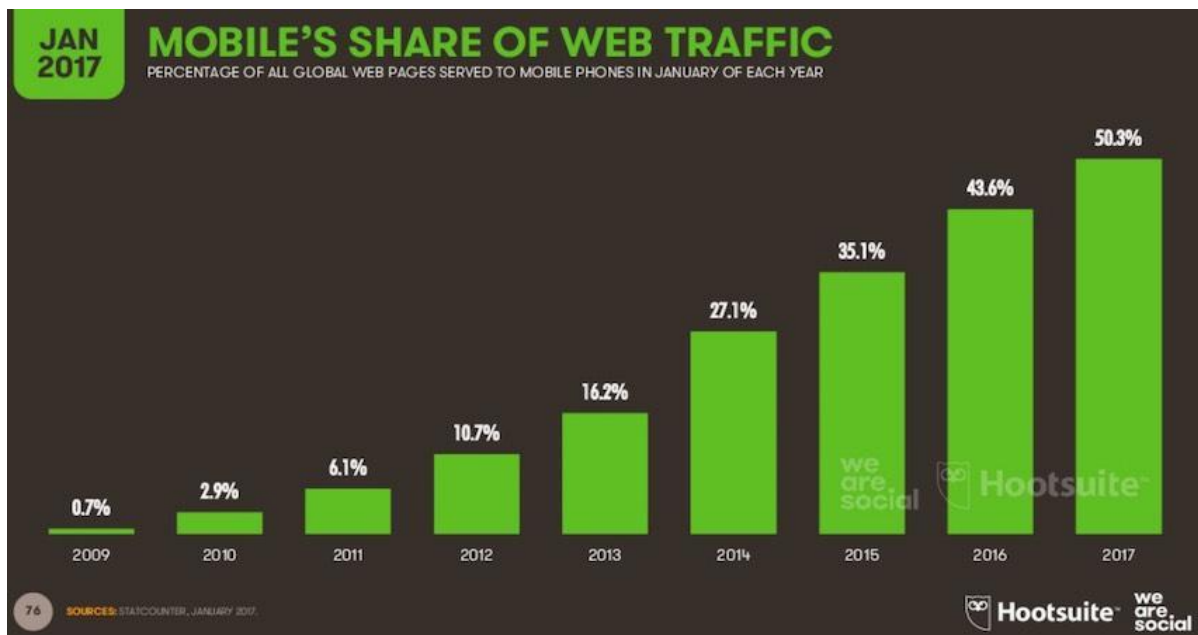


Figure 3. The year 2017 marked the first year in history when more web pages were being accessed from mobile phones than from computers and other devices. This is related to the boom in internet-capable smart phones (Hootsuite and We Are Social, 2017).

[ITU](#) notes that youth all over the world are the most active users of ICT, representing a larger proportion of the world's internet users as compared to the percentage of youth in the general population. In the Asia-Pacific region, for example, 15-24 year olds make up 18% of the population, but comprise a whopping 30% of internet users (UNESCO, 2014). In most countries where data is available, a higher percentage of youth use the internet and mobile phones than people over the age of 24 (ITU, 2008). Furthermore, children are exposed to mobile devices and the internet at an increasingly young age (UNICEF IRC, 2012). They grew up from a young age using ICT, and can therefore be considered "digital natives". Troublingly, parents do not often realize how much time their children spend online, as a survey found that parents tend to underestimate their children's ICT use (Symantec, 2009 cited in UNICEF IRC, 2012).

What are the digital trends in Southeast Asia?

By the start of 2017, there were over 339 million active internet users in Southeast Asia, 305.9 users of social media, and a whopping 854 million mobile connections, which is more than the region's population of 644 million.² This compares with 250 million active internet users in 2015, 232 million users of social media, and 776 million mobile connections (We Are Social, 2015). An interesting statistic of 2017 is that 272.6 million people are accessing social media through their phones, which is a majority of all social media users. Roughly half of the Southeast Asian population is using the Internet and social media.



Figure 4. By the numbers: users of internet, mobile, and social media in Southeast Asia (Hootsuite and We Are Social, 2017)

All these uses of technology are increasing in Southeast Asia. In only one year (January 2016 to January 2017), the number of active internet, social media, and mobile users went up 31%, 31%, and 8%, respectively. Meanwhile, the number of people using social media through their phones increased 34%, the biggest growth of any category.

² Kemp, Simon (Feb 15, 2017). *Digital in 2017: Southeast Asian Regional Review*, We Are Social blog. <https://wearesocial.com/sg/blog/2017/02/digital-southeast-asia-2017>

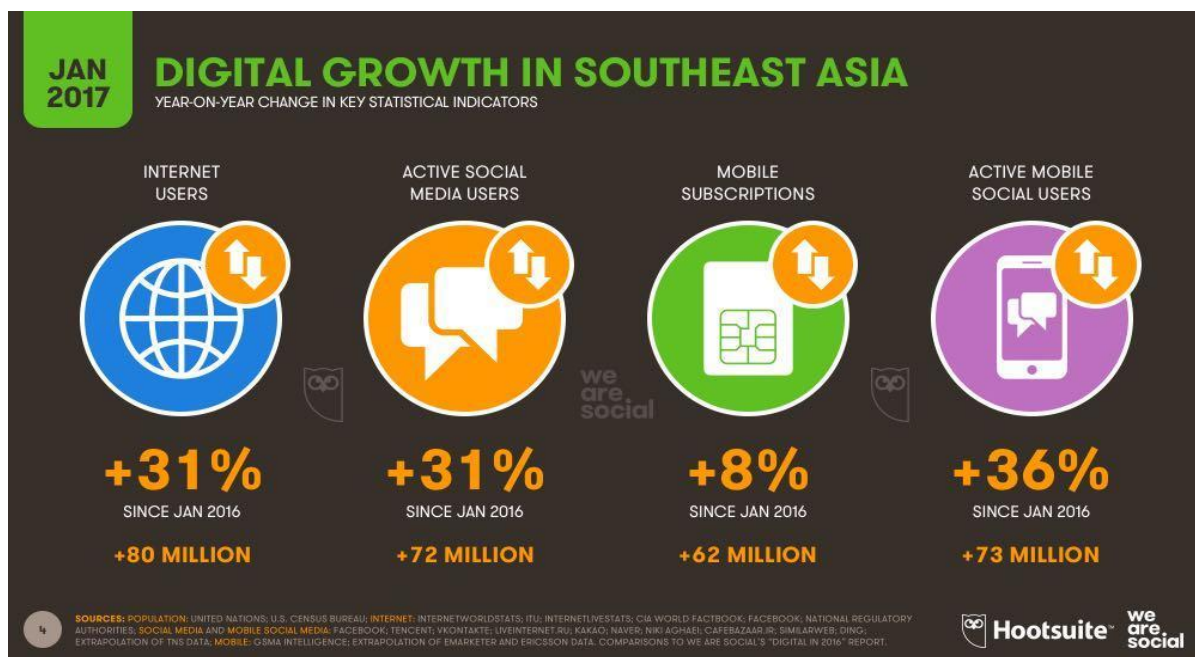


Figure 5. Increasing use of internet, mobiles, and social media in Southeast Asia (Hootsuite and We Are Social, 2017)

By January 2017, the number of mobile phone connections in Southeast Asia exceeded the regional population by 133%, which is higher than the global average. All but two countries in Southeast Asia reached mobile penetrations of more than 100%. Cambodia had the highest mobile connectivity, at 173% (up from 155% in 2015), meaning there was an average of 1.73 active mobile connections for every Cambodian.³

³ Kemp, Simon (Feb 15, 2017). *Digital in 2017: Southeast Asian Regional Review*, We Are Social blog. <https://wearesocial.com/sg/blog/2017/02/digital-southeast-asia-2017>

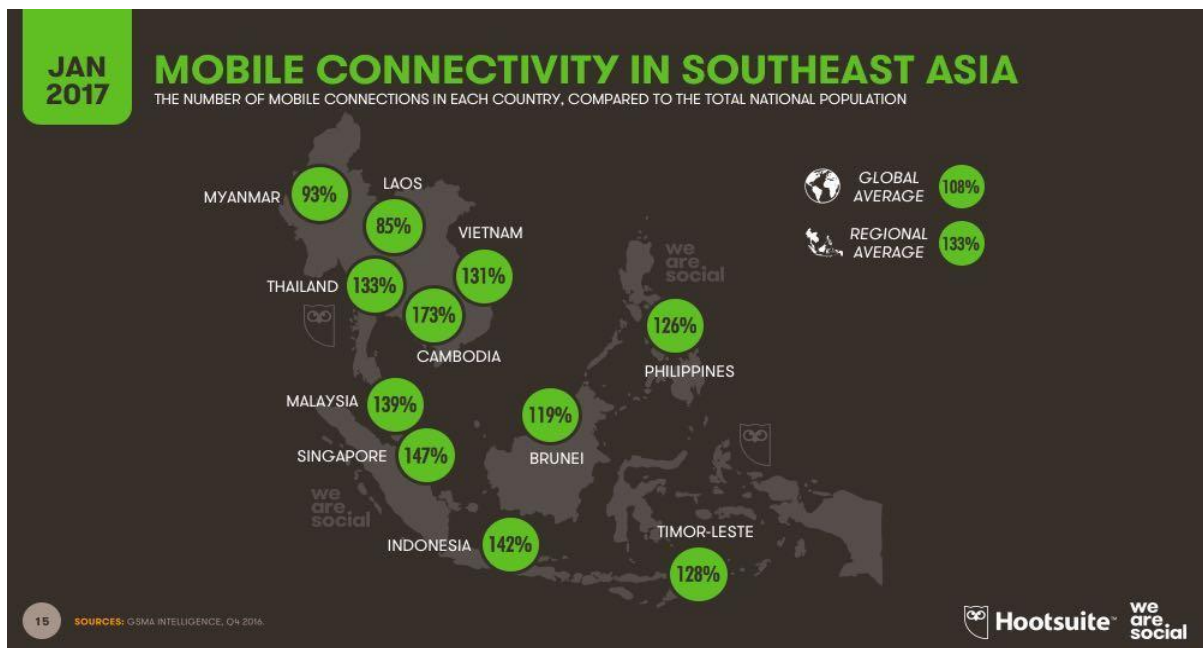


Figure 6. Number of mobile connections within each country in Southeast Asia, as a percentage of the country's population (Hootsuite and We Are Social, 2017).

Most Southeast Asian countries also exceed the global rate of social media use, which was 37% as of January 2017 (the region stands at 47%). Social media use is most prevalent in Brunei, at 86%. The country with the lowest percentage of social media users is Myanmar, at 26%. However, since the unblocking of Facebook in Myanmar, the number of social media users is skyrocketing, increasing by 84% from 2016 to 2017.

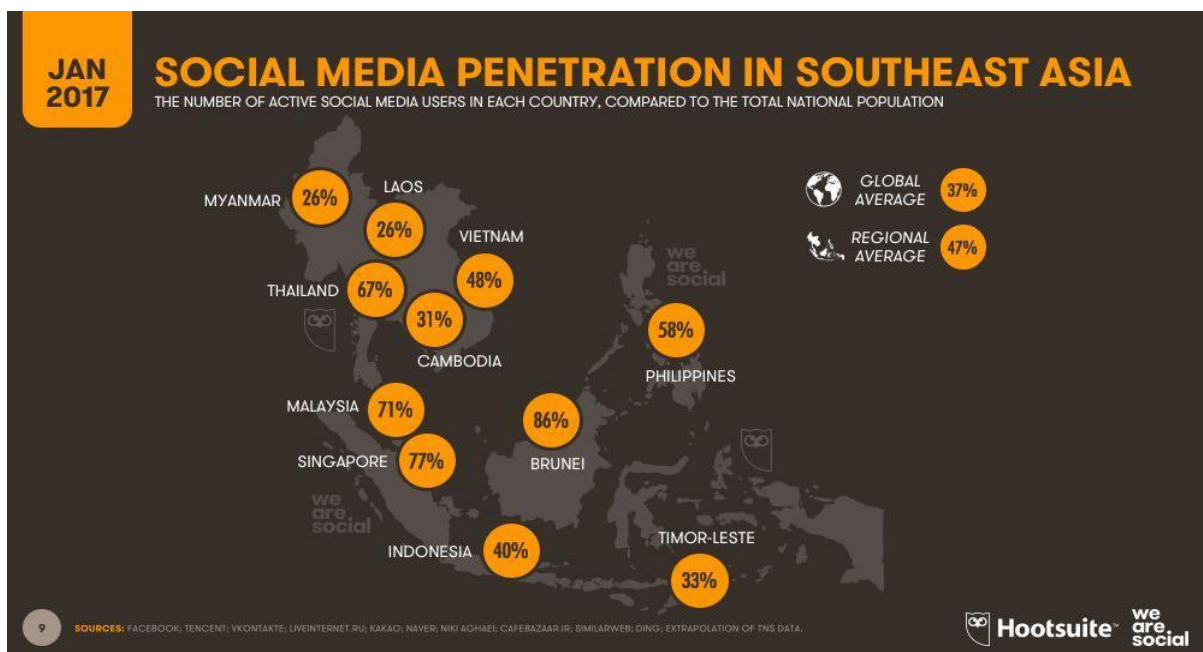


Figure 7. Number of active social media users within each country in Southeast Asia, as a percentage of the country's population (Hootsuite and We Are Social, 2017).

Like mobile connectivity and social media use, internet penetration is higher in Southeast Asia than the global average. Fifty three percent of the regional population uses the internet as of 2017, compared to the global average of 50%. Seven of the eleven countries in Southeast Asia exceed the global benchmark: Brunei (86%), Singapore (82%), Malaysia (71%), Thailand (67%), Philippines (58%), Vietnam (53%), and Indonesia (51%).

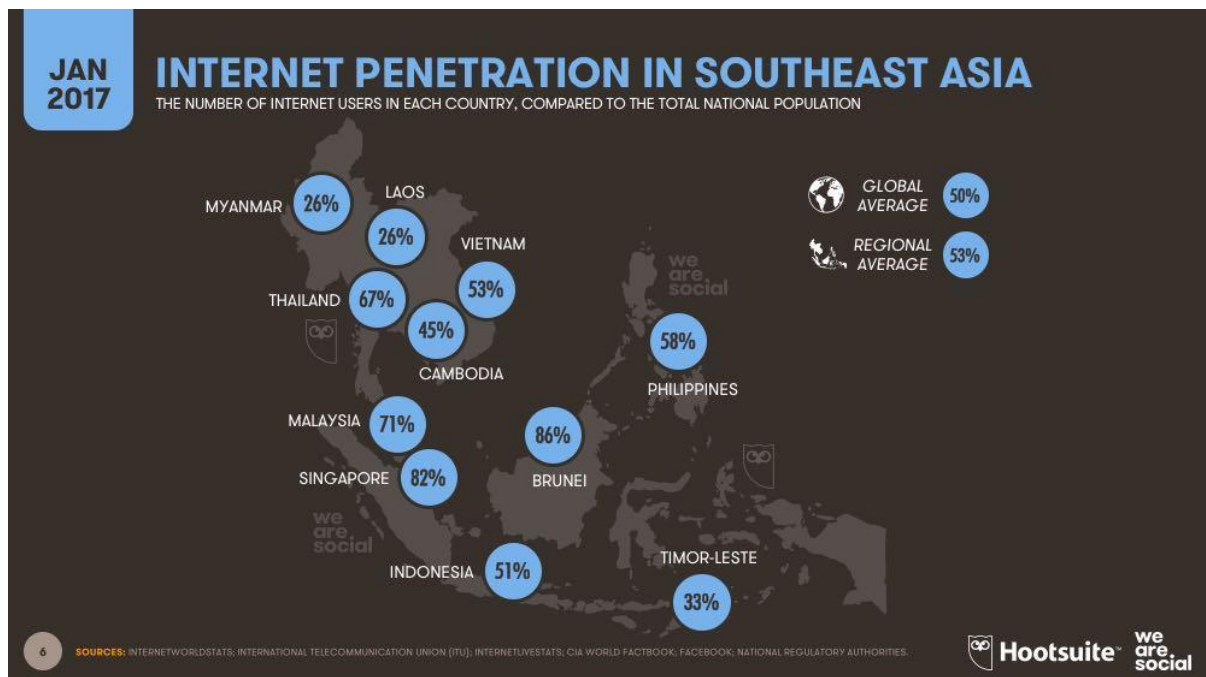


Figure 8. Number of internet users in each country within Southeast Asia, as a percentage of the country's population (Hootsuite and We Are Social, 2017).



By far the most widely used social media application in Southeast Asia is Facebook, with more than 230 million registered accounts as of 2015. This is almost equal to the number of active internet users in the region. The majority of these Facebook accounts, or 164 million, are handled by youth under the age of 30. Of these, about 64 million are under 20 years old. The Philippines, Thailand, and Malaysia are among the top 15 countries in the world with the highest Facebook penetration (comScore, 2013). Other popular social media applications used are WhatsApp, Twitter, and Instagram (CRC, 2014).

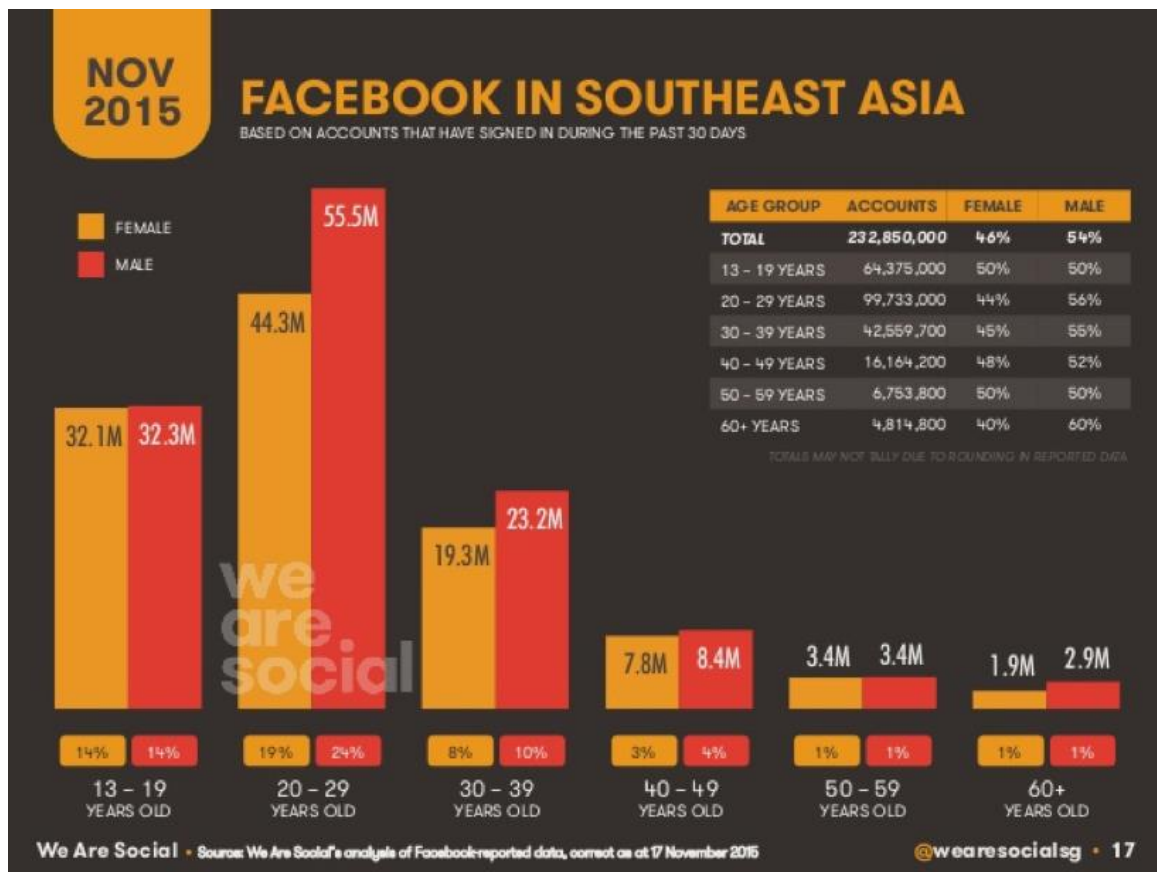


Figure 9. Users of Facebook in Southeast Asia per age group (Hootsuite and We Are Social, 2015)

In all Southeast Asian countries, under 35 year olds make up more than 50% of the online population (comScore, 2013). In countries such as Vietnam, Thailand, Philippines, and Indonesia, this age group make up more than 70% of the online population. Furthermore, this young age group spends more time on the internet in almost every Southeast Asian country (comScore, 2013). In some countries, such as Vietnam and Thailand, youth spend an average of almost 30 hours online each week. Social networking consumes the largest percentage of internet users' time in Southeast Asia.

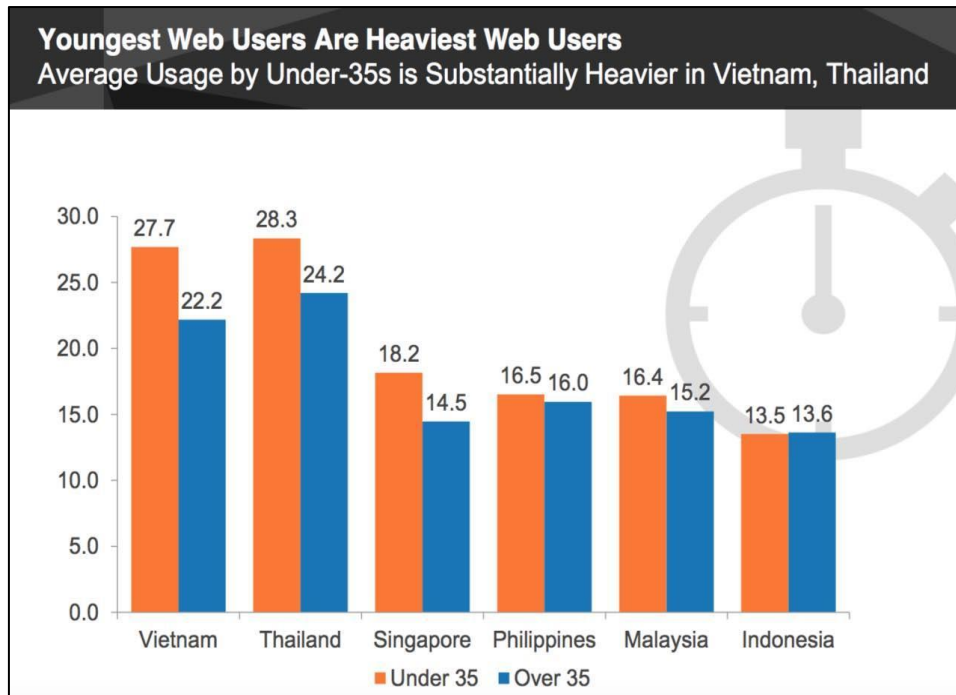


Figure 10. Average number of hours spent online by under-35 and over-35 year olds in select Southeast Asian countries (comScore, 2013)

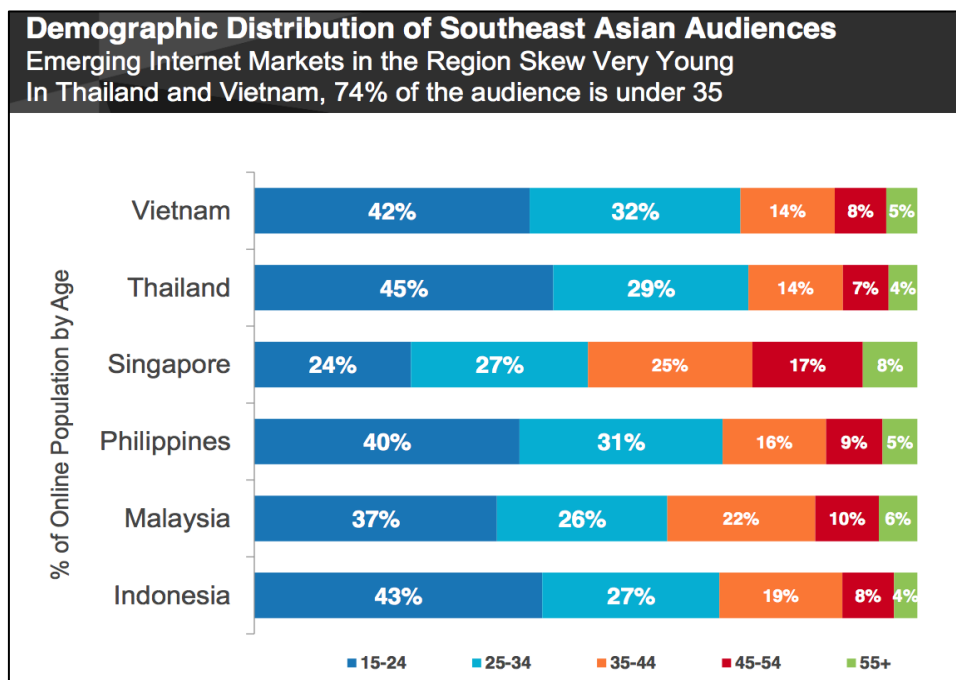


Figure 11. Ages of internet users in selected Southeast Asian countries (comScore, 2013)

The rapid digital growth in Southeast Asia means that more people, particularly youth, are using devices like computers, tablets, and phones; more are connecting to the internet; and more are using web-based applications like Facebook. They are using digital media to conduct internet searches, watch television, video clips and movies, listen to music, take pictures, play games, and communicate with friends and families. The popularity of these technologies and applications is a testament to their tremendous accompanying benefits, but it also means that people are potentially more exposed to a growing range of cyber threats.

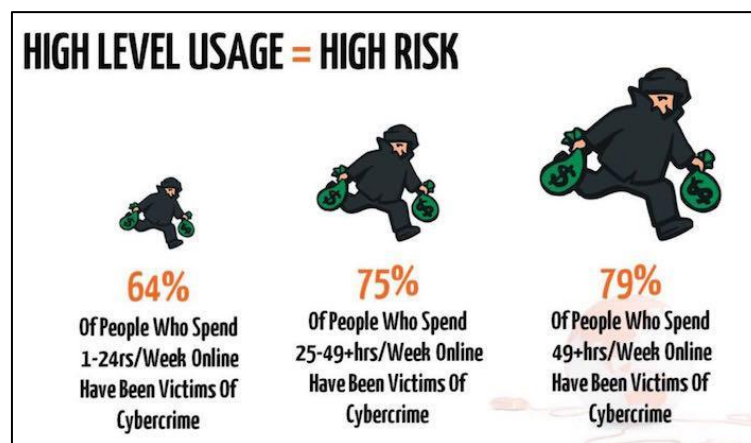


Figure 12. Data collected by CyberSecurity Malaysia has found that the more time people spend online, the more likely they are to be victims of cybercrime (CyberSecurity Malaysia, 2010)

The risks facing young people are not only putting a strain on individuals, but also families and communities. Even seemingly innocuous activities online have hidden dangers, which may challenge core societal values in Southeast Asia. The following section highlights key risks and opportunities posed by the digital world.

Chapter 2

Digital Opportunities and Risks

Because adults are often not as adapted to the internet and mobile technologies as youth, parents and teachers may have difficulty in providing effective training and support so that the children under their care stay safe online. Even those adults who are adept at using the internet and mobile phones might not use these technologies in the same way that children do, contributing to a digital gap between the generations. Thirdly, it is often not obvious what ICT activities can lead to benefits and what lead to risks; some activities might incur both simultaneously (Lobe et al, cited in UNICEF, 2012). For example, the longer someone reads online forums, the more information he/she could learn, but at the same time the higher the chance of encountering something offensive.

A further complication is that activities that pose some risk don't necessarily lead to harm. A European-wide study under the [EU Kids Online](#) initiative found that 41% of 9-16 year olds had encountered one or more risks online, but only 12% reported being upset or bothered by the encounter (Livingstone et al., 2011).



Finally, different groups of children face different risks. In a series of workshops conducted by the [Young and Well Cooperative Research Centre](#) (Third et al., 2014) involving 17 organizations and 16 countries, it was found that young children (aged 7-12) favored digital media for playing games and watching television, whereas older children (aged 12-18) invested more time in communication. Livingstone et al. (2011) report that risk increases with age: 14% of 9-10 year olds had encountered one or more described risks, raising to 63% for 15-16 year olds. The risk and opportunity profile of a cyber user also depends on other factors, like gender. Boys are more likely to be exposed to sexual images online, whereas girls report receiving hurtful messages

more often (Livingstone et al., 2011). The preferences of girls and boys in their online activities appear to be the primary cause of the gender differences in their risk profiles. Specifically, boys are more likely to seek out violent and sexual content on the Internet. The same study finds that a higher percentage of girls compared to boys report being negatively affected by the risks they encounter.

Given the social, psychological and technological complexities of ICT use today, and the diversity profile of young people using ICT, it is essential that teachers are aware of both the associated benefits and risks involved.

What are some of the digital opportunities?

While there are many potential risks of using ICT like mobiles, computers, and the internet, there are indeed plenty of opportunities. Teachers have busy and complex lives, constantly dealing with a diverse set of people, and doing a range of tasks like teaching, supervising, mentoring, organizing events, joining meetings, attending conferences, and supporting their families. ICT can make life easier for teachers and their students. Below we describe some digital opportunities.

Being mobile

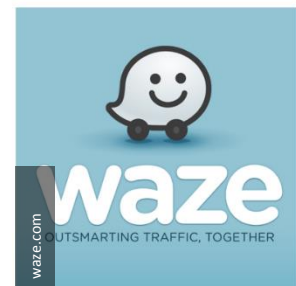
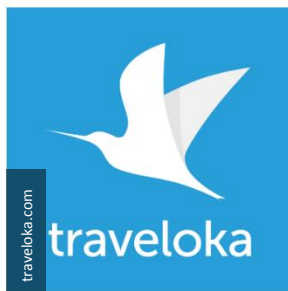
According to Vincent (2015), the number of children who go online when “out and about” has doubled in most countries within the last 5 years. Children access the worldwide web at their friends’ houses, thru wi-fi spots in public places, or using the data network on their own phones. Mobile phones and tablet computers allow people to conduct many activities that they once would have had to do in a fixed location. People can call or text, video chat, make an appointment, respond to an email, play games, listen to music, seek information, or even do work online. Mobile technologies can be used inside or outside, stationary or moving, alone or with others. The mobility aspect is actually a huge safety advantage since we can be connected and seek help almost anywhere in times of distress.

Since smartphones include many other functions besides phone calling, such as a camera lens, it’s not necessary to carry many other items (like cameras, calendars, notebooks, computers, etc.) to perform the tasks you want. If you see a beautiful scene, just pull your phone out of your pocket and take a picture!



Teachers can answer work emails on their way to school, document classroom activities, with pictures, take videos of student performances at a public celebration, type notes of a meeting at the district office, and call a parent on the way home all on one device.

Being mobile is not just limited to being outside; you can even “be mobile” at home. The convenience of a handheld device can allow you to multitask and roam around from couch, to kitchen, to bedroom while staying connected.



The proliferation of travel-related apps has brought another dimension of mobility to our lives. Online navigation apps like [Waze](#), [Bing Maps](#), [Google Maps](#), and [Apple Maps](#) have made it easier to go from one point to another, providing us with addresses, directions, travel time estimates, and some also have real-time traffic updates. Websites like [Wego](#), [Agoda](#), [TripAdvisor](#), [Trivago](#), [Traveloka](#), [Kayak](#), [Cheapoair](#), [Ctrip](#), [AsiaWeb Direct](#), and [Booking.com](#) have made it easier to browse possible travel destinations, and find thousands of options for flights, accommodation, car rentals, and more. The competition in this sector has brought prices down, meaning that more people can afford to travel now.

Teachers can capitalize on these tech tools for organizing field trips to get your students out of the classroom once in a while.



Check out the MT4T e-book:

[Uses and Functionalities of Mobile Devices for Teachers](#)



Check out the learning packet on [Being Mobile](#) here! It contains a teacher's guide and presentation slides to conduct a learning activity for the classroom.

Making friends and new contacts

The digital revolution has allowed us to meet new people who share our interests and people whom we might not be able to easily meet in "real" life. Since the internet is global, one is not limited to making friends with people in their immediate surroundings—theoretically, someone can befriend a person on the other side of the world, and communicate instantaneously at very low cost. Digital communication tools can allow us to learn about other people's cultures and traditions.

A lot of social networking sites also allow us to find out who are the friends of our friends. When we make contact with someone new, we can discover that we have more in common than first realized, possibly even sharing the same friends!

Teachers can use digital communication tools to get in touch with teachers in other parts of the world, hear their stories, and appreciate their similarities and differences. Students can do the same with students from other parts of the world. The practice of "pen pals", long a tradition of the education sector, can be made easier and more frequent through social media.



Check out the MT4T e-book:

[Facebook for Teachers](#)

Maintaining connections

Internet and mobile-enabled communication also makes it easier to maintain existing relationships. Literally at the touch of a button, we can ask how our friends are doing, plan meet-ups, share pictures of our recent trip, or engage in chitchat to relieve boredom. For families who are geographically separated for work or vacation, children, parents, grandparents, and other relatives can easily stay in touch with each other. And thanks to certain ICT innovations, you can have a conversation with multiple people at the same time, as if you are in a group setting.

Digitally enabled communication is not just about maximizing frequency or quantity of interactions either—it can also improve the quality of interaction. Some people feel more comfortable and confident to express themselves online, as it removes some of the worry or embarrassment they may feel during face-to-face interactions. This is very important for the adolescent period, when teenagers want to break free from their regular safety net and peer support becomes essential.

Through digital communication tools, teachers can stay in touch with administrators and fellow teachers to easily update each other on school activities, and they can maintain connections with colleagues from their past.

Participating in professional learning networks

It has become easier to reach out to people for academic, business, or vocational reasons through e-networking, establishing and sustaining contacts that could help us achieve our professional goals. Networking is no less important to teachers than it is to other professions—perhaps even more so—given the diverse demands of the teaching job. Teachers are resource mobilizers, mentors, cheerleaders, negotiators, assessors, designers, and even learners. They need to maintain regular communication with other teachers, parents, learners, administrators, and other stakeholders. Their network is key to staying up-to-date with the latest teaching strategies, instructional material-making methods, assessments, classroom arrangements, and a variety of other ideas for growth.

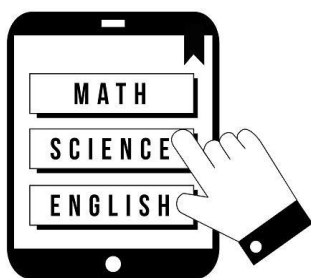
However, teachers should be careful not to let their professional life overwhelm their personal life. Teachers and learners should be able to disconnect sometimes; they both need spare time. They also have the right to keep their school life and personal life separate, although it is understandable that there will be some overlap.



Check out the MT4T e-book:

[Teachers' Personal and Professional Learning Networks for 21st Century](#)

Facilitating learning



Students can quickly ask their peers for help, ask each other questions about homework, and trade notes online. Even people who are not in school, like adults and out-of-school youth, can continue learning via the internet. Millions of people around the world learn about a vast array of subjects by reading articles, blogs, and forums, watching clips, and listening to podcasts online. Many people join online classes and receive education even if they live in a remote place or lack the means to travel. In the past, in-depth reading material was found mostly in libraries, which many people did not have access to. Now, the

internet acts as a global library, with much more information that people can access at an affordable price, and in far shorter time. It opens us to a world of new learning opportunities.

There are a variety of well-established modes of learning using ICT. In the 1980s and 1990s, ICT-mediated learning mainly involved the use of desktop computers without internet, radios, floppy disks, and CD-ROMs. In the new millennium, however, the internet—accessed through laptops, tablet computers, and cellphones—has become the most popular medium for e-learning. E-learning can vary in formality, ranging from short nuggets of information for the casual visitor to fully-developed courses for the degree-seeking student. An increasing number of educational institutions offer online courses and podcasts. Podcasts are digital audio files that can be downloaded from the internet and played on a computer or portable media player, like an iPod. Online courses and podcasts may be intended for a specific audience or for the wider public. Some require payment while others are free of charge. SEAMEO INNOTECH offers online courses designed for both teachers (e.g. Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21st century, or GURO 21) and school principals (e.g. Excellence in School Leadership for Southeast Asia). Visit SEAMEO INNOTECH's [website](#) for more details.

e-Learning can be text driven, or highly interactive with pictures, charts, diagrams, animations, movies, and even augmented reality. e-Learning can be autodidactic, whereby a person learns alone, or it can be done 1-on-1 with an instructor. One-on-one interaction is a popular arrangement for the growing online English learning industry in Asia. Groups are also possible, either with attention mainly on one instructor (lecture-style), or with more equal participation (seminar-style).

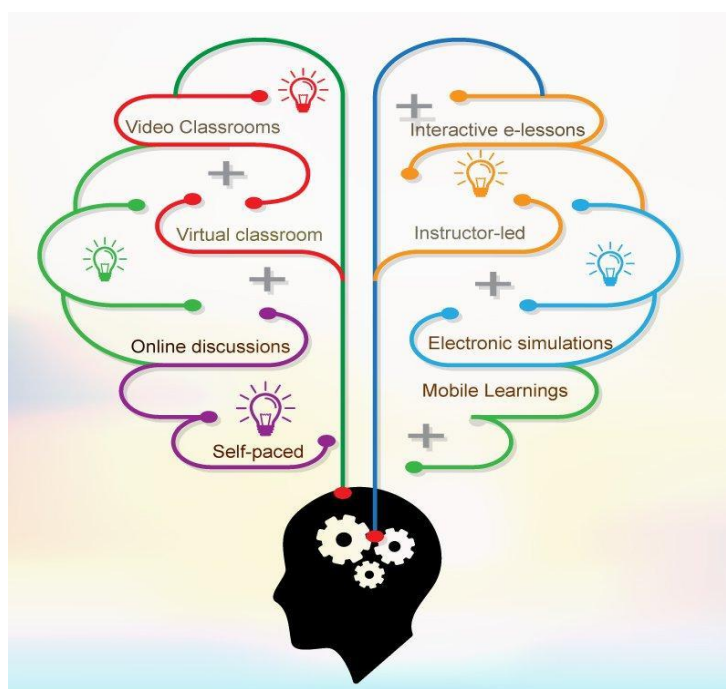


Figure 13. Methods of e-learning (Soni Amit K)

Even teachers that are not officially teaching an online course can take advantage of the growing number of online learning management platforms, such as [Edmodo](#) or [Coursera](#), to help them manage their regular classes. A teacher can post class announcements, lectures, videos, and assessments to such sites, while students can submit their assignments, ask questions, download resources, and join in discussions. Many learning management platforms also automatically tabulate assessment results and help teachers track student performance.



Check out the MT4T e-book:

[**Edmodo for Teachers**](#)

Collaboration and cooperation

There are many tools online that can facilitate instant collaboration. There are applications for project management that allow multiple people to track tasks, resources, and people.

Applications for Collaboration and Cooperation	
Project management	Trello , Asana , and OmniPlan
Communication	Skype and Google Hangouts
Cloud storage	Dropbox , Microsoft OneDrive , Google Drive and Apple iCloud

Many communication applications have features allowing for group communication via chat, call and video. Cloud storage applications enable people to save files to an offsite server that can be accessed by others, if the owner permits. These services allow people to share all sorts of files, such as documents, spreadsheets, pictures and more, which they can view, edit, and return. Some of these applications also enable collaboration in real-time. People with whom a document has been shared on Google Drive, for example, can be identified as “editors” and can simultaneously edit the document online. Many other online, live cooperative applications have been developed for specific purposes, such as creating designs, making photo albums, scheduling meetings, carpooling, and planning events like birthdays, weddings, and more.

Teachers can use these collaborative tools for school projects, such as organizing an event (e.g. ASEAN Day), drafting a grant application, or making preparations for a new facility (e.g. a new auditorium), which would usually involve multiple people.



Check out the MT4T e-book:

[**Uses and Functionalities of Mobile Devices for Teachers**](#)

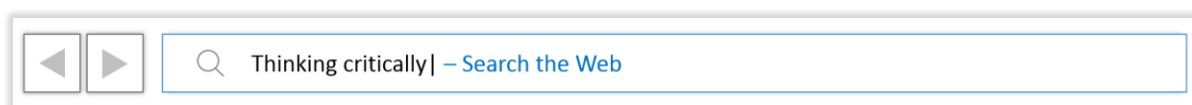
Doing research

The web is a popular tool for research. One reason why is because of powerful search engines. Search engines are software programs that search for content across the Internet based on keywords or phrases of the user's choice. They give access to myriad sources, and moreover, can provide an index of sources incredibly fast. Search engines like [Yahoo](#), [Google](#), [Ask](#), [Bing](#), and [Baidu](#) have become household names. Teachers can use search engines to find content for their lessons, check their facts, and access videos or images that they might want to show their class. Students can use search engines to find out more about a particular topic, seek answers to their questions, and collect sources for an essay.



How to use search engines effectively

It is important that teachers and students know how to choose the right search terms—specific and relevant—such that the results better match their desired inquiry. Once the engine displays the list of sources, you should check the number of options returned. If there are too many, you can add keywords to narrow the search. Every search engine uses a different algorithm, so it also helps to try multiple search engines to find new resources. Despite the ample information that can be garnered from the web, it is important that people critically evaluate the sources that appear. Consider several factors before deciding to use an online source, for example: is the source relevant, reliable, and accurate? Is it written by an authority of the topic? Does the author have any affiliations that might lead to bias? For whom is the information intended? Is the content up-to-date? Is the information verifiable, including the identity of the author?



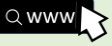
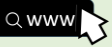
These kinds of questions are especially important to ask when gathering information from social media or personal blogs. A lot of information posted to social media is misinformation: inaccurate or false. Teachers and students should be careful when using them for research. See [Chapter 11](#) for more guidance on tackling misinformation on the web.

Accessing and disseminating research

The internet also facilitates the dissemination of research. In the past, academic journals only published in print. Now, most people access academic journals online. The vast majority of journals have an online presence, and many have cancelled their printed editions. This is true for both international, regional, and country-level academic journals.

The advantage of online publications is that they can be downloaded instantly, some of their content can be previewed before purchasing, they do not suffer from wear and tear, and they have dynamic features. For example, graphs can be enlarged, diagrams can reveal additional content with the hovering of a mouse, and citations have live links that can take you to other publications.

Despite having an online presence, most traditional research publishers charge monthly subscriptions to access their journals, or charge fees for every article downloaded. However, there is a growing market of open access journals that are free of charge, which is great news for educators-cum-researchers in less developed regions. There are also hybrid journals, which charge for some articles and offer others for free. Regardless of whether a journal is free or not, users should make sure that it is legitimate and credible. Some publishers are fake, run money making scams, or simply incompetent. Avoid journals that do not have a proper peer review process, or those with dubious “experts” on their editorial board. You can check lists of these so-called predatory journals and publishers at the following websites:

Stop Predatory Journals	
archive.today	

Besides academic journals, teachers can make use of general repositories of research and knowledge products such as [Academia.edu](https://www.academia.edu/) and [ResearchGate](https://www.researchgate.net/) wherein they can discover other people’s work, share their own, and even connect with other researchers.

Playing games and relaxing

ICT—particularly smartphones, computers, and the internet—provide many opportunities for entertainment. A large number of games can be downloaded from the internet or played directly online. In the past, computer games were bought and sold in retail stores at a high price, and one would have to worry about whether the software was compatible with one’s operating system. Now that the internet has become a repository and a marketplace for games, there are many more games to choose from, they are cheap (or even free), quickly obtainable, and versatile. The internet is also a platform for other forms of entertainment, such as music, e-books, audio books, podcasts, television shows, and movies, giving people plenty of exciting, relaxing, and/or interesting options to spend their free time.

Teachers can combine playing with learning by searching for educational games that their students can play. There are games to improve language skills, math skills, and critical thinking. There are games for drawing and making music. There are also games through which students can learn subject content, like history and geography.



A note of warning: do not forget that spending time disconnected, being present in the moment, and taking care of ourselves is necessary for our wellbeing. Using ICT can be fun, but we should resist the urge to constantly be stimulated thru electronic means.

Promoting creativity

The internet can be like a magical wonderland, in which one can encounter all sorts of strange, exciting, surprising, thought-provoking, and hilarious things. Mobile phones, computers, and tablets, are springboards into this wonderful world. Once you enter this world, there are videos to inspire, games to stretch your imagination, pictures to upload and playfully edit, and myriad applications to expose oneself to other people's creativity or foster your own. Online, you can get ideas about cooking, gardening, or building something, and you can also share your own innovations. You can watch very talented people model activities that you are interested in, such as dance, singing, acting, and others. You can see where friends have gone on holiday, inspiring you to plan your own vacation.



Online, teachers can get ideas for creative activities or lesson plans to conduct in their classrooms. They can find thought-provoking quotes, inspirational stories, unusual pictures, fun songs, and interesting videos. They can look for websites or mobile applications with which students can make things, like collages, drawings, or models. There are also applications that allow users to record their voices, sing with others, play on electronic instruments, and mix music. Teachers can also make more exciting lectures, using software like [Prezi](#) that uses motion, zoom, and spatial relationships that will grab the attention of their students.

The internet can expose you to things that you would otherwise never have encountered, fostering fresh ideas and unexpected directions in life. Inspiration and motivation in life are very important for mental health, such as satisfaction and happiness. The online world also gives people the chance to discover different facets of their personality and to interact in novel ways.

Seeking health information

In many parts of the developing world it can be hard to access a doctor. Most countries in Southeast Asia have fewer than one doctor per 1000 people (World Bank, n.d.). With so few doctors, accessing health information and care is a challenge. Another challenge is confidentiality—in small communities, youth may be reluctant to see a doctor because they suspect friends and families will find out about it, provoking gossip, alarm, or stigma (McCarthy, 2015). The internet can be a valuable source—sometime the only source—for information about health issues. Furthermore, the Internet offers a space for finding peer support: interacting with others who have the same health problems. [Disclaimer: information online is not always accurate. Acting on health information without proper knowledge or guidance can be risky, so be sure to use reliable, trustworthy websites, and to consult a doctor when possible].

Meanwhile, mobile phones and other technologies are being increasingly used to mediate care, such as reminding patients to take their medicine, informing them that a medical result is ready for pick-up, and sending warnings or important advisories. ICT can help people get connected to a health professional, opening the possibility for instant communication of symptoms and access to medical records.

Teachers, guidance counselors, and school nurses can explain to their teenage students the applications of ICT to health. They can show them some of the sites where students can find reliable information about both physical and mental health issues, particularly those commonly experienced by young people. They should be encouraged to find out as much information as possible about sexual health, for example, so that they can make responsible decisions in future. And if they think they might have a problem, they can proactively seek professional guidance. They can also be introduced to online safe spaces for open conversation about health problems.

Enhancing public participation and engagement



The ease of communication and information sharing online makes it easier for people to stay informed about current issues affecting their schools, communities, provinces, countries, or even the world. Online, they can quickly plan meetings, forums, protests, seminars, and conferences to engage with important topics, in online or offline venues, tackling problems together rather than in

isolation. In areas where free speech is limited, sometimes the internet is the only avenue through which sensitive subjects can be discussed. This is one of the advantages of anonymity that the online world can offer.

A great example of public participation thru ICT is in times of calamity. Even though roads are impassable and buildings are damaged, sometimes school communities still have access to electricity or a mobile signal. In such cases, people in the community (e.g. teachers, students, parents) can find out about evacuations, the weather, the extent of destruction, and deliveries of relief goods (e.g. food, clothes, medical supplies). Teachers can reach out to families to know the status of their students, and update them on the resumption of classes. Principals and teachers can organize interventions like psychosocial trainings, alternative learning activities, and fundraisers via social media.



Check out the MT4T e-book:

[Twitter for Teachers](#)



Check out the MT4T e-book:

[Blogging for Teachers](#)

Engaging in commerce and entrepreneurship

The internet has been used by millions of people to supplement their regular income, make a living, or in some cases become very rich. People have started all sorts of businesses online. Tech savvy individuals who have good ideas for mobile and web applications can develop their apps and upload them to online app stores. They can also do web design for those who want to create their own websites but cannot do it themselves. Some people make money by providing remote technical support for everything from computer repairs to software issues to even gaming.

People with niche business interests like pet food, rare wine, and handicrafts can set up websites to promote and sell their products using e-commerce software. Budding authors and artists who don't have connections with established publishers and record companies, respectively, can upload and sell their content online. Skilled workers and professionals can promote their expertise online and market their services, such as cover letter writing, encoding, language learning, training, coaching, task managing, and consulting. [Note: some online businesses are scams...critical thinking is necessary to be able to recognize false advertising, illegitimate claims, and other attempts to swindle.]

Those who are adept at using social media can become social media marketers, helping businesses get more attention through strategic postings of text, images, and videos. Individuals with large followings on any platform, such as Facebook, Instagram, Twitter, or blog sites, may also be tapped by businesses to be brand advocates for them. As affiliate marketers, they have the opportunity to earn "smart passive income."

If a teacher has time to tutor second language English learners online, why not? If you have a skill and there is demand for that skill, you can supplement your income on weekends through the internet.

Even teachers who have no plans for an online business can benefit from the digital economy. The web has opened buyers to new markets. Many online companies make deliveries all over the world. Teachers (or their schools) can order books from other countries, in different languages and for various levels. Teachers can buy educational materials like posters, charts, games, and maps online. They can purchase educational assessment tools, or research



Check out the learning packet on [Teenpreneurship](#) here! It contains a teacher's guide and presentation slides to conduct a learning activity for the classroom.

instruments in case they are conducting a study. Teachers are no longer limited to the materials given to them by their government, or those found in local stores.

So far, we have discussed all the positive sides of ICT. In the next section, we will explore some of the downsides.

What are some of the digital risks and threats?

The following sections describe some of the risks and threats associated with the use of mobile, computer, and internet technologies. While students and teachers can greatly benefit from ICT, they can also have negative experiences. A Microsoft survey of 14 countries revealed that 65% of adults and youth aged 13-17 have been exposed to an online risk, averaging 2.2 risks per person.⁴ The commonest negative experiences were unwanted contact (43%), being the target of mean behavior (22%), unwanted sexting (24%), trolling (21%), harassment (17%), hate speech (16%), sexual solicitation (15%), and doxing⁵ (12%). Two out of three people said that risk exposure had consequences in their life, such as losing trust in people online (40%), losing trust in people offline (30%), increased stress (23%), reduced sleep (23%), reduced participation in blogs and forums (21%), depression (15%), and others.



Figure 14. Microsoft survey data showing the significant types of online risk exposure in identified categories (Microsoft, 2017)

⁴ Beauchere, J. (2017, February 7). Microsoft releases Digital Civility Index, challenges people to be more empathetic online. [Blog post]. Retrieved from <https://blogs.microsoft.com/on-the-issues/2017/02/07/microsoft-releases-digital-civility-index-challenges-people-empathetic-online/>

⁵ Doxing is “to publicly identify or publish private information about (someone) especially as a form of punishment or revenge” (Merriam-Webster Dictionary)

It is important that educators and students are aware of what could go wrong in cyberspace, so that they can recognize a risky situation when it happens. In the remaining part of this chapter, we provide a preview of these cyber problems, and in the following chapters, we present techniques on how to deal with them.

Cyberbullying

Cyberbullying is the use of electronic communication to bully a person. Examples of cyberbullying include calling someone mean names online, writing improper, abusive, or hurtful messages, or posting inappropriate photos of someone that might cause their shame, sadness, embarrassment or anger. Online behaviors of flaming (deliberately aggressive exchange), impersonation (usurping an identity to damage someone's reputation), trolling (baiting others with immature, mean comments), cyber stalking (repetitive, unwanted contact), and outing (revealing someone's personal/private information) can be forms of cyberbullying.

Cyberbullying is happening around the world, but rates vary. In a Malaysia nationwide survey, one in four school children said they experienced online bullying (UNICEF Malaysia, 2015). In a UK study, 70% of people aged 13-22 experienced cyberbullying (ibid.). A series of Europe-wide surveys found that cyberbullying is rising.



The percentage of children aged 11-16 who reported receiving hurtful messages online rose from 8% to 12% from 2010 to 2014, respectively.

Sometimes, perpetrators of cyberbullying do not realize that what they are saying or doing constitutes cyberbullying, while victims likewise don't always realize that they are being cyberbullied. Online bullies of young people are most often young people as well. Youth belonging to ethnic, religious, and sexual minorities, or who are otherwise perceived as different (e.g. overweight, disabled, etc.), are at greater risk of being cyberbullied (Keith & Martin, 2005).

Teachers should realize that cyberbullying could be happening between the students in their class, or between their students and other young people. It is probable that at least one of your students is being cyberbullied, and it is invisible to you.

Even teachers can be cyberbullied—by other teachers, their principal, parents, or even their own students!

In [Chapter 8](#), we will discuss actions that you can take to help prevent and respond to cyberbullying.



Check out the learning packet on [Cyberbullying](#) here! It contains a teacher's guide and presentation slides to conduct a learning activity for the classroom.

Cyberstalking

Cyberstalking is characterized by the repeated or continual following of someone through online channels, and often accompanied by harassment. A cyberstalker might obsessively track a person's online activities, including their posts of comments, pictures, and videos, and attempt to make unwanted contact with the victim or interfere with the victim's social life. He or she may also annoy, taunt, or scare the victim by posting strange and malicious material for the victim to see. Sometimes a cyberstalker passively follows every online move of an individual, without making contact with the person.



A cyberstalker takes advantage of the anonymity of the web to pursue or harass an individual, thinking that he/she would not be held accountable for his anti-social behavior. Cyberstalking can be considered a form of cyberbullying.

Cyberstalking can occasionally happen in a school setting. A student who is sexually or romantically attracted to another might, in rare cases, cyberstalk their love interest. The student could be afraid of face-to-face rejection, or may have already been rejected. He then resorts to pursuing the individual online in hope that the person's feelings may change. The student's crush tells the stalker to stop bothering her, but he doesn't take no for an answer. In revenge, he tries to disrupt her life by posting nasty things on social media.

Trolling

Trolling is also closely related to cyberbullying. Online trolls taunt and insult their targets, which could result in someone feeling depressed, angry, or low in self-esteem. The difference between a troll and other kinds of cyberbullies is that a troll typically does not have a deeper goal for harassing someone except to provoke a reaction. Trolls delight in discovering that they have had a negative effect on someone. Trolls are often less discriminating than other cyberbullies when it comes to choosing whom to bother: they may even do it randomly to strangers.

If teachers and students read news articles or forums online, they will probably encounter trolls in the comments section below. Trolls can also be found in the comments section of YouTube videos or pretty much any public website that allows for commenting and discussion. How do you spot a troll? Anyone who says mean, hateful things directed to anyone is probably a troll. Their statements are often illogical and repetitive. And if you try to reason with them, they normally resort to ad hominem attacks, and are completely unwilling to change their views. The best thing that teachers and students can do when they encounter trolls online: ignore them.



Check out the learning packets on [Trolling](#) and [Cyberstalking](#) here! It contains a teacher's guide and presentation slides to conduct a learning activity for the classroom.

Cybergrooming and exploitation

Cybergrooming is a process of befriending (online) a person to gain his/her trust in hopes of exploiting the person. For example, a criminal may pose as somebody he/she is not, slowly build a relationship with a child through seemingly innocuous messaging, and eventually cajole the child to either meet the criminal or commit lewd acts on camera/video. Provided with the right incentive, the child might not know he/she is a victim and that the images could be shared with a wider audience. It is estimated that millions of pornographic pictures of children exist online, representing tens of thousands of children, and more pictures are being uploaded with the advent of easy-to-use, cheap, digital cameras (UNICEF IRC, 2012).

In the worst cases, meeting up with cybergroomers face-to-face could lead to the child's abduction, direct physical exploitation (such as through pornography, prostitution, rape), sale, slavery, and other forms of grave harm. These crimes, however, are rare.

Teachers in Southeast Asia should keep their eye out on students who could be vulnerable to cybergrooming. Young people without a strong support network, such as those whose parents or siblings are not around, could be enticed to meet strangers with the promise of "protection," materials goods, or money. Teachers should also remind their students to be careful about whom they communicate with online, as not everyone is who they seem to be. Furthermore, they should never feel compelled to share sexual images of themselves, to anyone. Once a picture like that is in someone else's computer, they have no control over it.



Check out the learning packet on [Cybergrooming and Online Exploitation](#) here! It contains a teacher's guide and presentation slides to conduct a learning activity for the classroom.

Exposure to inappropriate content

With a few clicks, almost any internet user in the world can access sexual, violent, or other controversial material. Safety features of websites and web browsers are easy to circumvent and disclaimers provide little deterrent to would-be visitors. Content that depicts or promotes drugs, alcohol use, sex, gore, violence, hatred, and intolerance can disturb or influence children. Professionals are concerned of growing addiction to pornography, for example, and pressure on girls to conform to the behavior and appearance of women in pornographic videos (UNICEF IRC, 2012).

Children themselves can become complicit in spreading inappropriate content, particularly through social media. Applications like [Facebook](#), [Twitter](#), [WhatsApp](#), [Instagram](#), and [Snapchat](#) allow easy sharing of pictures and videos. A teen, in a moment of narcissism, boredom, or low self-esteem, could post a compromising picture that he/she may regret after it spreads throughout his/her network of friends.

Teachers should keep in mind that their students have probably seen things on digital media that are inappropriate for their age. Even the movies shown on public transportation are often disturbing. "Sanitizing" classroom discussions—avoiding talk of violence and sexuality—is not the solution, because that means the students are potentially being exposed to such content in their private lives without the chance to talk about it. Teachers can carefully bring up such topics and ask the students how they feel about it. They can also discuss what disturbing content says about the industries that make such content, and society as a whole. Students should be made to feel that they are in control. They can take proactive steps to avoid such content, and speak out against the people responsible for promoting violence and degrading sexual material. Through empowerment and critical thinking activities like the ones in upcoming chapters of this e-book, teachers can also dissuade their students from emulating the negative behaviors they encounter in digital media.



Check out the learning packet on [Exposure to Inappropriate Content](#) here! It contains a teacher's guide and presentation slides to conduct a learning activity for the classroom.

Damage to online reputation

It's easy for information to be put up online, but it is hard to take it down. In this day and age, mistakes someone has committed can be revealed online and stay there indefinitely. In previous generations, indiscretions of youth were left to fade in people's memory, but now people can be reminded of embarrassing moments over and over again. Information that we would prefer to be kept private can become wide public knowledge. Our online reputation is also called our "digital tattoo", and it can be elevated and destroyed quickly. A damaged digital tattoo can



affect someone's education, social life, and work. In the United States, for example, a Microsoft study found that a whopping 70% of employers have rejected applicants based on their online reputation (Cross Tab, 2010).

As teachers, there is a need to educate our students in understanding their emotions and online behaviors: why they do what they do, why they share what they share. If we train them to recognize, interpret, and evaluate their own emotions, then they will be less likely to impair their digital footprint with irresponsible behavior. [Chapter 10](#) offers some guidance on how teachers can do this.

Excessive use of ICT

Children can become "addicted" to surfing the web and playing games online. It is debated by scholars how comparable computers, mobiles, and the internet are to conventional drugs, but there is growing consensus that excessive use of ICT is a problem, even though it might not be classified as a formal addiction (Livingstone et al., 2011). Excessive use is less about the amount of time spent but rather the extent to which ICT use negatively impacts upon other aspects of one's life. For example, if a child skips meals or sleep to be online, feels bothered by temporary lack of access, surfs the internet even when he/she is not interested, sacrifices interactive family and friend time to play computer games, neglects homework, or unsuccessfully tries to reduce his/her ICT use, these are all signs of excessive ICT use. In European countries, indicators for excessive use are on the rise, and one in four children occasionally experiences going without sleep or eating due to the internet, and (Livingstone et al., 2011). However, trends vary significantly from country to country. Data in Southeast Asian countries is limited.

Consequently, teachers need to model and promote having a balance between online and offline life, underlining the importance of mindfulness, being present in the moment, and occasionally disconnecting from ICT. A groundbreaking Harvard study, which tracked the lives of hundreds of people starting in 1938 and continuing to the present, found that the healthiest and happiest people were those who maintained close, interdependent relationships with family and friends. Their relationships mattered more than wealth, fame, and career.

The lessons of this adult development study: good relationships keep us healthier and happier. Loneliness and isolation make us less happy, health deteriorates earlier, and brain declines sooner. Happiness is not about the number of friends you have; it is about the quality of your close relationships.

The study's current director, Dr. Waldinger, recommends that one of the actions we can take to improve our happiness is "something as simple as replacing screen time with people time."⁶ If students make positive changes to their habits now, it will have a long term impact on their lives.

⁶ https://well.blogs.nytimes.com/2016/03/23/the-secrets-to-a-happy-life-from-a-harvard-study/?_r=0



Check out the learning packet on [Internet Addiction](#) here! It contains a teacher's guide and presentation slides to conduct a learning activity for the classroom.

Physical health problems

Use of computers and mobile technology can lead to several bodily ailments, such as back, arm, and neck pains and worsening posture. If the computer use involves prolonged sitting, it can cause hip rotation, thereby forcing a change of walking gait. A more serious possible outcome is deep vein thrombosis, although this normally impacts middle aged and elderly people who have limited physical activity for long periods.

Staring at a screen for a long time can strain the eyes due to glare, resulting in dry, watery, itchy, burning, or other uncomfortable eye states (Cashin-Garbutt, 2012). An incorrectly positioned computer screen can also cause eye strain. If the screen is too high or too low, your stare will be forced to deviate from the natural direction (which is straight out in front, and slightly down), leading to eye muscle fatigue. People can also forget to blink their eyes when staring at a screen, causing dry eyes due to lack of tears.

The unnatural light of the screens also affects our sleeping patterns. Our brain does not perceive it is night time, so the hormone serotonin in our body does not convert into melatonin, which is what we need to feel sleepy. Without sufficient melatonin, we may experience insomnia (the inability to fall asleep). Insufficient sleep can have many consequences on our health, including a weakened immune system.

Mobile phones can be dangerously distracting in some situations, such as walking on the street or driving in a car. If someone is browsing and/or typing on the phone while walking on the street, he/she may not notice hazards like oncoming vehicles. Similarly, if someone is attempting to ride a car, motorcycle, or bicycle while talking on the phone, it is more difficult to monitor one's environment and the person may not react fast enough when confronted



with a hazard. Vehicular mobile phone use has been linked to road accidents, and therefore banned in many countries. A person is approximately four times more likely to get in a car accident when using a mobile phone than without (NHS, 2014).

Teachers should raise awareness about the physical dangers of ICT use. They should warn their students not use their mobile phones while walking on the street or driving any kind of contraption (including bicycles)! Teachers should also explain—and even better, exhibit—the importance of good posture, reducing screen time (thereby avoiding long periods of sitting and strain on their eyes), and healthy sleep habits.

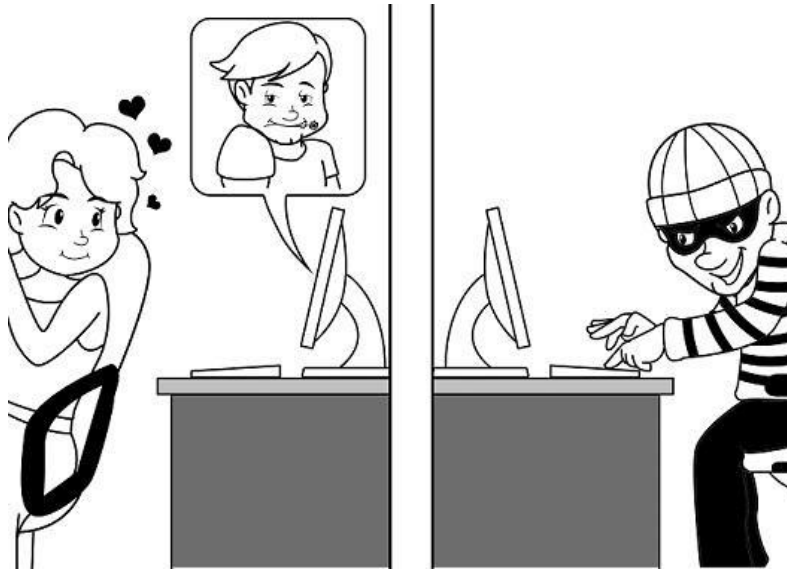
Sales fraud

Sales fraud is when products or services are offered online but turn out to not exist, do not match the stated specifications or quality, or the payment for such products/services is not processed correctly or fairly. Some examples include fake raffles, claims of winning money, fake holiday trips, invitations to ghost events, websites that purport to sell original products but are in fact selling imposter brands, and many others. In some cases, a website might offer a genuine product, but the payment terms are misleading. For example, the billed amount is not the same as the price advertised, or the buyer is locked into a regular subscription when he/she thought that it was only a one-time payment. The objective of most people engaged in sales fraud is to make money from their victims.

Educators can be victims of sales fraud. Temporary websites crop up from time to time inviting teachers to education conferences, when in fact the conferences are imaginary. The teacher, for instance, submits an abstract to present the results of her latest action research. The conference website looks glamorous, and claims a number of credible sponsors with their logos splashed on the page. A week later, the teacher receives a reply from the “conference organizers” that her abstract has been accepted. After the teacher has paid the conference registration fee online, the organizers no longer answer her emails. Another week later, the conference website can no longer be found. It has been removed, and the teacher does not get her money back.

Identity theft

Identify theft is when personal information is stolen and used by other people pretending to be the victim. An individual could attempt to steal one’s personal information by coaxing the person to reveal it, or it could be automated through a website, application, or computer virus. The thief could use the person’s name, bank information, email address, house address, and other information. There are also scams by which the thief presents himself as a person in an emergency, temporarily needing cash or the use of someone’s bank account, but the money is never returned. As with sales fraud, the objective of most people engaged in identity theft and related scams is to make money, but in rare cases identity theft could be used to get communication access to other people in the victim’s network or to acquire certain privileges. The act of acquiring someone’s personal information (especially financial information) by posing as a legitimate company or trustworthy person is known as *phishing*.



For school age children, identity theft most often happens in the context of social media. A student might create a fake account and pose as someone else. The motivation varies: some do it for humor, others for courtship, and others for intimidating someone else. In countries such as the Philippines, it is not uncommon for teenagers to have multiple Facebook accounts...one for their parents' and girlfriend's eyes, and an alternative account for conducting communications that they don't want their parents or significant other to know about. While having multiple social media accounts is not automatically bad (youth should be able to experiment with different sides of their personality, and have a potential escape from overly controlling loved ones), teachers can ask them to reflect on their actions. The line between experimentation and dishonesty is fine. Secondly, while someone could assume a fictitious identity, it is not acceptable to steal another person's identity, because the person never gave you permission to do so.

Misinformation

There is a lot of information available online—but it is not always correct. Because the internet is an open community (in most places), people are free to upload almost anything they want, even if it is not true. This characteristic is not like traditional sources of information: most libraries, for example, collect books with a certain standard of quality in mind, because they have an educational mandate to the public. Reputable academic journals, meanwhile, publish articles that are rigorously vetted by experts. The internet does not have such controls. Even a five year-old could upload material to the internet, completely make-believe (if he/she is technically savvy enough to do so, that is). Sometimes, information is uploaded as a joke or prank, pretending to be real when in fact it was just a hoax. These factors have led to a proliferation of fake news, which has become a hot topic among politicians, media outlets, and the general public. Fake news can have negative consequences, because people might act upon the information on the assumption that it is real, potentially harming themselves or others. People could form false opinions, views, convictions, and stigmas, and spread the misinformation to others.

Plagiarism

In other cases, the information found online is correct, but the purported author is not who he says he is. This is called plagiarism. Plagiarism is the act of taking someone's work or ideas and pretending it is yours. A person might dishonestly claim a whole work is his own creation, or take pieces of it and incorporate into his own work without crediting the original source. Both are forms of plagiarism and are generally illegal.

Plagiarism is harmful because it takes away someone's chance to be recognized and benefit from his/her creations. It can also harm the person who plagiarized: if he is exposed, his reputation, job, and future career could be destroyed.

In [Chapter 11](#), we elaborate on the issues of misinformation and plagiarism, respectively. We also provide teachers with tips and activity ideas to encourage students to think about why these are problems. Hopefully, by thinking critically, they will value the integrity of information, both in terms of accuracy and authorship.



Check out the learning packet on [Plagiarism and Misinformation](#) here! It contains a teacher's guide and presentation slides to conduct a learning activity for the classroom.

Chapter 3

Frameworks of Cyber Wellness and Digital Citizenship

Cyber safety, wellness, and digital citizenship have been defined, analyzed, and presented in a number of ways by different organizations. [EU Kids Online](#) has tried to categorize the different kinds of risks and opportunities that children encounter online, and what factors influence these risks and opportunities. This is a starting point to understand the digital world and what users can get out of it. Other organizations, meanwhile, have devised frameworks to describe ideal uses (and users) of this digital world. Most recently, UNESCO Bangkok developed a competency framework on “digital citizenship” for school-age children specific to the diverse context of the Asia-Pacific region. The organization [MediaSmart](#) focuses on the concept of “digital literacy”, while others focus on “digital intelligence” (e.g., [DQ Institute](#)), “digital citizenship skills” ([DQ World](#)), or “digital civility” ([Microsoft](#)). It should be noted that these terms have considerable overlap.

These frameworks are helpful for illustrating the ways ICT should be used, and the responsibilities that come with it. By reviewing these frameworks, educators can gain an appreciation of the different dimensions of responsible, safe, and positive digital use. By having a mental picture of what digital citizenship is, a teacher will know what attitudes, skills, and behaviors to promote in their classes. Some key conceptual frameworks are presented below.

EU Kids Online frameworks on cyber risks and opportunities

A multinational research network called EU Kids Online is one of the world’s leading research organizations about children’s online opportunities, risks, and safety. They have come up with multiple frameworks shedding light on the nature of risks and opportunities online, and how children’s activities relate to them.

Types of cyber risks and opportunities

One of their frameworks summarizes different types of cyber risks and opportunities, and identifies the possible roles of the child for each type of risk/opportunity (Livingstone & Haddon, 2009).

A child (or any person, for that matter) can be involved in cyber risks and opportunities in multiple ways. A child can be exposed to content of a positive or negative nature, which EU Kids Online classifies as an example of “child as recipient”. If contact is made with someone and the child is either a beneficiary (in the case of a positive encounter) or victim (in the case of a negative encounter), this is categorized as “child as participant”. If, on the other hand, the child is the cause of the outcome (whether positive or negative), the child is engaging in cyber opportunities and risks “as an actor”.

EU Kids Online subdivides cyber opportunities into several types:

- *Education, learning, and digital literacy.* This includes those aspects of the digital world that facilitate learning and are often used in educational contexts.
- *Participation and civic engagement.* This refers to the way the internet can help people get involved in activities for a cause, and to effect meaningful change.
- *Creativity and expression.* This type of opportunity refers to the ease with which diverse opinions can be spread, ideas shared, and things created by using ICT.
- *Identity and social connections.* This type includes opportunities related to enhancing one's social network and personal development.

The EU Kids Online framework divides cyber risks into several types too:

- *Commercial.* Risks related to money and business are classified as commercial.
- *Aggressive.* Risks involving violence, bullying, or harassment fall under the aggressive type.
- *Sexual.* Risks involving sexual content, desire, intentions, or interactions are grouped under this type.
- *Values.* Refers to the risks associated with bias, bigotry, extremism, misinformation, and others.

		Content: Child as recipient	Contact: Child as participant	Conduct: Child as actor
OPPORTUNITIES	Education learning and digital literacy	Educational resources	Contact with others who share one's interests	Self-initiated or collaborative learning
	Participation and civic engagement	Global information	Exchange among interest groups	Concrete forms of civic engagement
	Creativity and self-expression	Diversity of resources	Being invited/ inspired to create or participate	User-generated content creation
	Identity and social connection	Advice (personal/ health/ sexual etc)	Social networking, shared experiences with others	Expression of identity
RISKS	Commercial	Advertising, spam, sponsorship	Tracking/ harvesting personal information	Gambling, illegal downloads, hacking
	Aggressive	Violent/ gruesome/ hateful content	Being bullied, harassed or stalked	Bullying or harassing another
	Sexual	Pornographic/harmful sexual content	Meeting strangers, being groomed	Creating/ uploading pornographic material
	Values	Racist, biased info/ advice (eg, drugs)	Self-harm, unwelcome persuasion	Providing advice eg, suicide/ pro-anorexia

Figure 15. A classification of online opportunities and risks (EU Kids Online, 2009)

Contextual factors of online risks and opportunities

EU Kids Online has come up with two other frameworks about cyber risks and opportunities. The following analytic frameworks are what the collaborators used to guide their research.

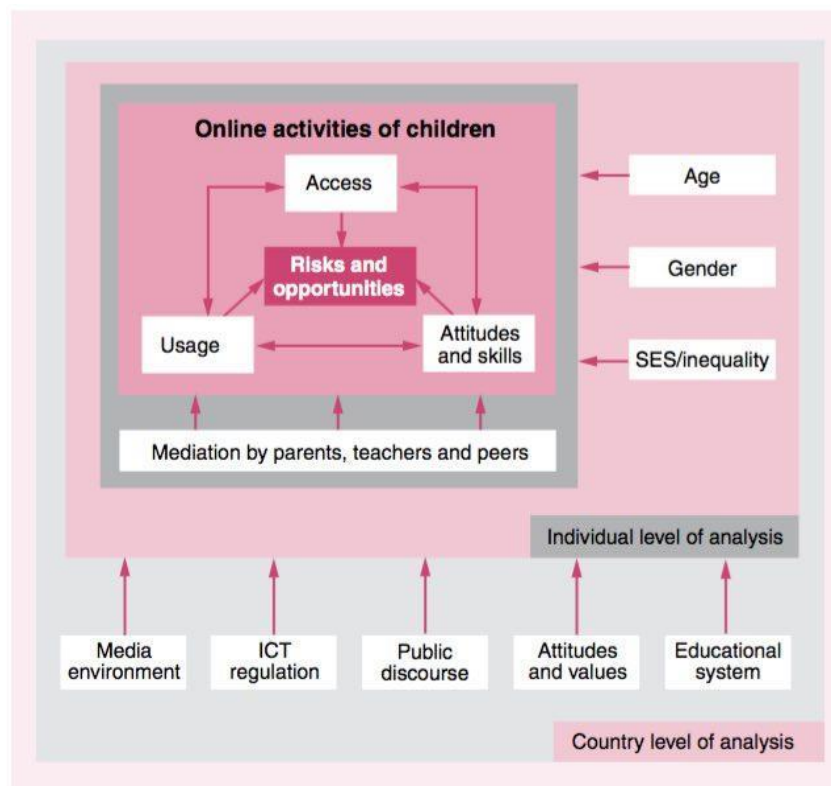


Figure 16. Analytic framework of risks and opportunities (EU Kids Online)

It describes risks and opportunities resulting from a nested set of factors. The most immediate factors are whether the child has access to the internet, how much he/she uses it, and what attitudes and skills he/she has. These three immediate factors are mediated by parents, teachers and peers who exert some control on the child's internet use. Less immediate factors affecting cyber risk and opportunity, but important nonetheless, is the profile of the child in terms of age, gender, socio-economic status, and others. Beyond these personal factors lie the community and society at large. Media, laws and regulations, public debates, community values, and the education system all influence the nature and amount of risk and opportunity that a child may encounter online, and even the way he/she may respond to them.

The framework below is similar to the analytic one above. Rather than distinguishing personal vs. societal-level factors, it represents various factors as simultaneous and equally important "contexts". These contexts influence the type, level, and frequency of risks and opportunities that children encounter online, and how they perceive or respond to them.

Four main contexts are identified:

- *Culture, family and peer context.* This is the most personal context. Culture, family and friends shape a child's values, the online interactions he/she will have, and his/her likely attitudes and behaviors online.

- *Education and school context.* A child can learn about the risks and opportunities of the digital world from instruction, projects, and activities at school.
- *Political and legal context.* Policies can affect the content that gets uploaded online and how accessible it is to children. They also determine what activities are legal and not.
- *Market context.* Commerce has a big influence over web content generation, application development, and the structure, speed, usability of the Internet.

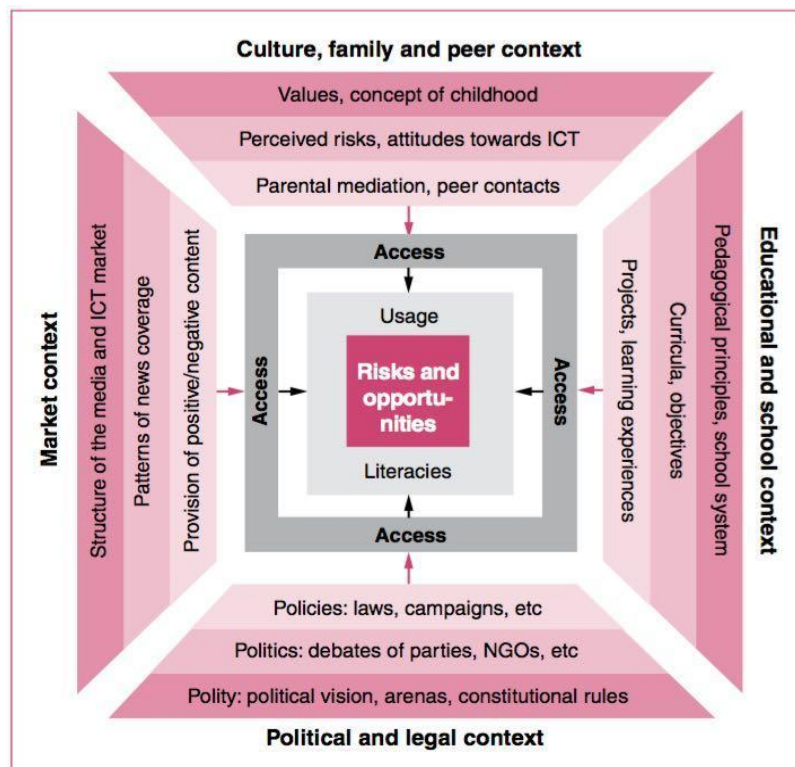


Figure 17. Contextual framework of children's internet use (EU Kids Online)

Further information about EU Kids Online research and its relevance to educators can be found at their [website](#).

Microsoft's framework on Digital Civility

As part of an international study, Microsoft has developed a "Digital Civility Index" (DCI), which measures consumers' lifetime exposure to online risks.⁷ The DCI is the percentage of people who have been exposed to at least one of 17 online risks, at least once in their lifetime. The 17 risks are clustered into four categories: *Intrusive*, *Behavioral*, *Sexual*, and *Reputational*.

⁷ Beauchere, J. (2017, February 7). Microsoft releases Digital Civility Index, challenges people to be more empathetic online. [Blog post]. Retrieved from <https://blogs.microsoft.com/on-the-issues/2017/02/07/microsoft-releases-digital-civility-index-challenges-people-empathetic-online/>

The higher the DCI score, the more exposure to online risks, which equates with a low level of **digital civility** in a population. A low DCI score means less exposure to online risks, which equates with higher digital civility.

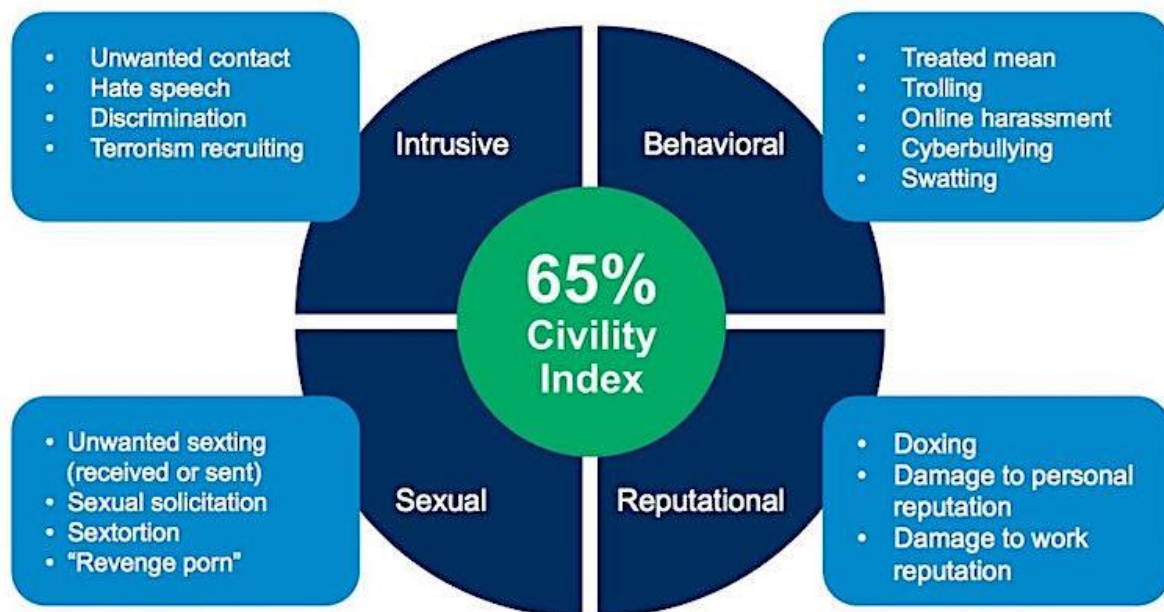


Figure 18. Microsoft's Digital Civility Index (DCI) framework. The DCI categorizes online risks into four types: intrusive, behavioral, sexual, and reputational. In an international study, the average DCI score was 65%, which means that 65% of people were exposed to at least one online risk at some point in their lives.

Microsoft used this framework to measure the frequency of exposure to online risks in 14 countries. The results were published in 2017 and can be downloaded from Microsoft's Digital Civility [webpage](#).

The Digital Civility framework could be adapted for any population—whether a region, a country, or a school—to characterize online risk exposure. The percentage of people who have been exposed to a risk, the types of risks, and the frequency of exposure give some indication of the level of civility/maturity of a digital community.

Singapore's Cyber Wellness Framework

The Ministry of Education in Singapore has defined a cyber wellness framework that comprises two principles and three behavioral modes online.

The three principles which are fundamental for cyber wellness are:

- Respect for self and others
- Safe and responsible use
- Positive peer influence

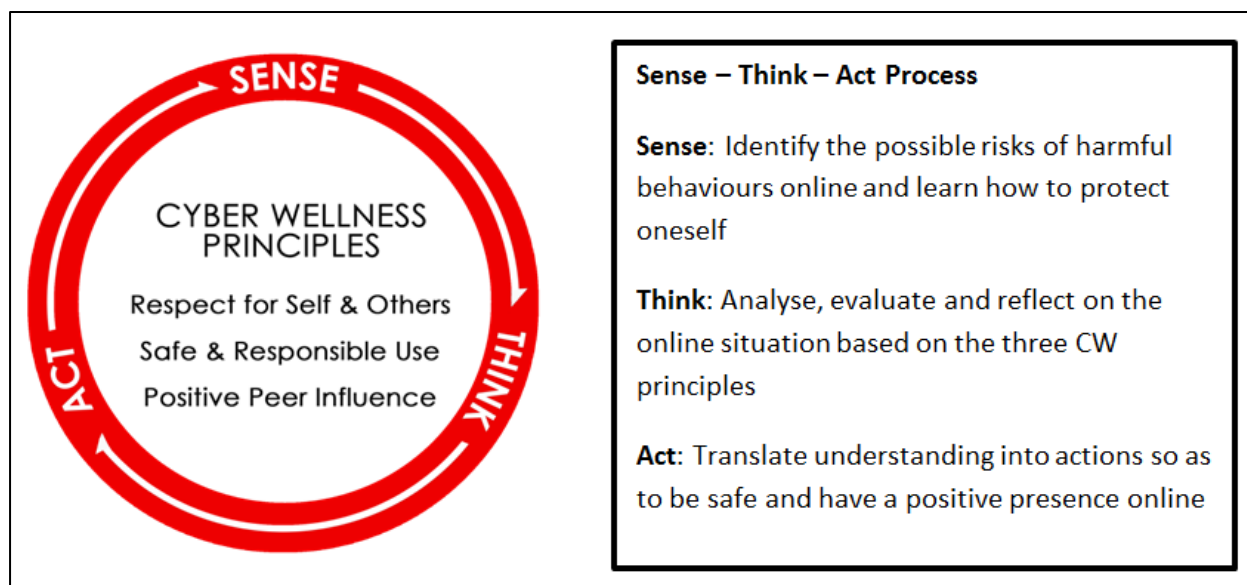


Figure 19. Principles of Singapore's cyber wellness framework.

The three necessary behavioral modes, which in the context of formal education could be denoted as “performance standards”, are:

- **Sense.** One should be able to sense risks when encountered or anticipate them beforehand.
- **Think.** One should be able to evaluate and reflect upon online situations (both good and bad). Awareness and critical thinking are necessary to evaluate and reflect.
- **Act.** One should be able to take action to avoid or minimize risks online, to ensure safer and healthier digital use.

The above framework guides a more detailed curricular framework for the integration of cyber wellness in Singapore's curriculum, particularly in the Teacher Guidance Period and Character and Citizenship Education (CCE) subject (UNESCO, 2014).

The curricular framework contains 3 big ideas, 4 themes, and 8 topics. It guides schools in how to plan, customize, and implement digital safety and citizenship in their learning activities and programs.

Singapore Cyber Wellness Curriculum			
2 Principles	3 Big Ideas	4 Themes	8 Topics
Respect for Others & Safe and Responsible Use	Identity	<ul style="list-style-type: none"> • Cyber Identity (healthy self-identity) • Cyber Use (balanced life and balanced use) 	<ul style="list-style-type: none"> • Online identity and expression • Balanced use of ICT
	Relationships	<ul style="list-style-type: none"> • Cyber Relationships (safe and meaningful) 	<ul style="list-style-type: none"> • Netiquette • Cyber bullying

Singapore Cyber Wellness Curriculum			
2 Principles	3 Big Ideas	4 Themes	8 Topics
			<ul style="list-style-type: none"> Online relationships
	Choices	<ul style="list-style-type: none"> Cyber Citizenship (positive presence) 	<ul style="list-style-type: none"> About the cyber world Handling online content and behavior Cyber contacts

Figure 20. Singapore's Cyber Wellness framework for integration in the Singapore basic education curriculum

For more information on the Government of Singapore's cyber wellness initiatives, visit their [website](#).

iKeepSafe Pillars of Digital Citizenship

The [Internet Keep Safe Coalition](#) (iKeepSafe) is a nonprofit international alliance that tracks global trends about digital technology and their effect on children. Its membership includes more than one hundred policy makers, educators, law enforcers, technology experts, public health experts and other advocates. It is most interested in protecting the privacy of children.

The coalition advocates six core pillars (iKeepSafe, 2015):

1. **Balance.** A person's online life should not dominate his offline life. They should be in healthy balance.
2. **Ethical Use.** One should know how to be considerate of others and to act ethically. Being online is not a free ticket to behave worse than when you are offline.
3. **Privacy.** People should protect their own and others' private information.
4. **Relationships.** One's relationships online should be safe and constructive.
5. **Reputation.** Build a positive, responsible, and honest image online.
6. **Security.** Know the technicalities, both hardware and software-related, to protect yourself online.



Park's frameworks on Digital Intelligence

Dr. Yuhyun Park co-founded InfollutionZERO, a non-profit organization in East and Southeast Asia focusing on raising public awareness of infollution (information pollution), providing digital citizenship training for youth, and shaping public policy on internet governance and safety.

Park has developed a value-based model of "digital intelligence", made up of seven components, founded upon seven core human values:

1. **Digital Literacy.** This aspect of digital intelligence is guided by the value of *Knowledge*.
2. **Digital Use.** This aspect of digital intelligence is guided by the value of *Discipline*.
3. **Digital Communication.** This aspect of digital intelligence is guided by the value of *Humility*.
4. **Digital Security.** This aspect of digital intelligence is guided by the value of *Resilience*.
5. **Digital Culture.** This aspect of digital intelligence is guided by the value of *Courage*.
6. **Digital Identity.** This aspect of digital intelligence is guided by the value of *Integrity*.
7. **Digital Safety.** This aspect of digital intelligence is guided by the value of *Wisdom*.

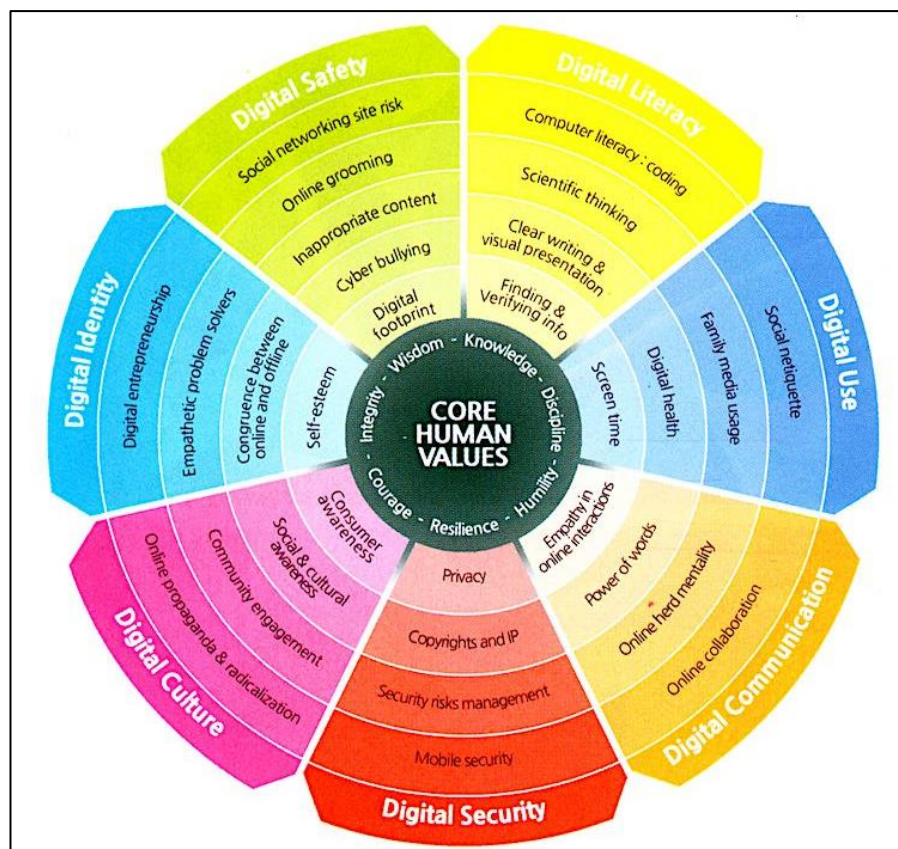


Figure 21. Value-based framework for digital intelligence (Park, 2015)

Park has made another framework called “Digital Intelligence Quotient”. This modified version has eight components, instead of seven, consisting of the following:

1. Critical Thinking,
2. Screen time management,
3. Digital Footprints,
4. Cyber Security Management,
5. Digital Empathy,
6. Digital Citizen Identity,
7. Privacy Management,
8. Cyberbullying Management.

It is not really a replacement of the first framework because the first framework focuses on the values underlying the thematic areas of digital intelligence, whereas the second framework deals with the specific skills and behaviors necessary for digital intelligence.



Figure 22. Digital Intelligence Quotient (Park, 2017)

To learn more about DQ and sign up to the educational game, DQ World, check out the following websites:

DQ Institute	www.dqinstitute.org
DQ World	www.dqworld.org

Ribble's Nine Elements of Digital Citizenship

Dr. Mike S. Ribble works as the instructional services coordinator for the College of Education at Kansas State University in the United States. He is the author of several books on digital citizenship and raising children in the digital world. Since the meaning of the term "digital citizenship" is not obvious or transparent, he has come up with a set of nine elements that help define it:

1. **Digital Etiquette.** This refers to standards of conduct online. Digital citizenship requires having basic etiquette.
2. **Digital Communication.** Digital citizenship involves communication between people online.
3. **Digital Education.** To achieve digital citizenship, we need to be educated about technology and its use.
4. **Digital Access.** Ideally, there should be full and equitable access to information-communication technology (ICT).
5. **Digital Commerce.** People can buy and sell goods online.
6. **Digital Responsibility.** Digital citizenship involves taking responsibility for your actions online.
7. **Digital Rights.** Digital citizenship entails freedoms that should be extended to everyone in the online world.
8. **Digital Safety.** Using ICT should not damage someone's wellbeing.
9. **Digital Security.** Electronic precautions are a must to ensure digital safety.

The nine elements reflect the complexity of digital citizenship and the potential ways to use, misuse, and abuse technology. The elements do not have all the same relevance for varying tech companies, governments, schools, teachers, parents, and learners.

MediaSmarts' Use, Understand, and Create Framework

[MediaSmart](#), Canada's most prominent center for digital and media literacy, developed a research-based digital literacy framework anchored on three principles: use, understand, and create. The framework offers a road map for K-12 schools to teach youth about privacy, ethics, safety, and critical judgment of information while using digital media. It aims to protect youth and at the same time prepare them to be smart, active, and engaged digital citizens.

The Use, Understand, and Create framework identifies six key aspects of digital literacy:

- Ethics and Empathy
 - mostly relates to *understanding*;
- Privacy and Security
 - relates to *understanding* and *using* (i.e. doing);

- Community Engagement
 - o relates to *understanding, using, and creating*;
- Digital Health
 - o mostly relates to *understanding and using*;
- Consumer Awareness
 - o mostly relates to *understanding*;
- Finding and Verifying
 - o mostly relates to *using*;
- Making and Remixing
 - o mostly relates to *creating*.

Below are the detailed definitions of each of the six categories in *Use, Understand, and Create* framework:

Ethics and Empathy 	<p>This category addresses students' social-emotional skills and empathy towards others as well as their ability to make ethical decisions in digital environments when dealing with issues such as cyberbullying, sharing other people's content and accessing music and video.</p>
Privacy and Security 	<p>This includes essential skills for managing students' privacy, reputation and security online such as making good decisions about sharing their own content, understanding data collection techniques, protecting themselves from malware and other software threats, and being aware of their digital footprint.</p>
Community Engagement 	<p>Resources in this category teach students about their rights as citizens and consumers and empower them to influence positive social norms in online spaces and to speak out as active, engaged citizens.</p>
Digital Health 	<p>Digital health skills include managing screen time and balancing students' online and offline lives; managing online identity issues; dealing with issues relating to digital media, body image and sexuality; and understanding the differences between healthy and unhealthy online relationships.</p>




Consumer Awareness 	<p>These skills allow students to navigate highly commercialized online environments. They include recognizing and interpreting advertising, branding and consumerism; reading and understanding the implications of website Terms of Service and privacy policies; and being savvy consumers online.</p>
Finding and Verifying 	<p>Students need the skills to effectively search the Internet for information they need for personal and school purposes, and then evaluate and authenticate the sources and information they find.</p>
Making and Remixing 	<p>Making and Remixing skills enable students to create digital content and use existing content for their own purposes in ways that respect legal and ethical considerations and to use digital platforms to collaborate with others.</p>

Figure 23. MediaSmarts' framework for digital literacy designed for schools.

MediaSmart also identifies connection and overlap between media and digital literacy, which can be seen in the following graphic:

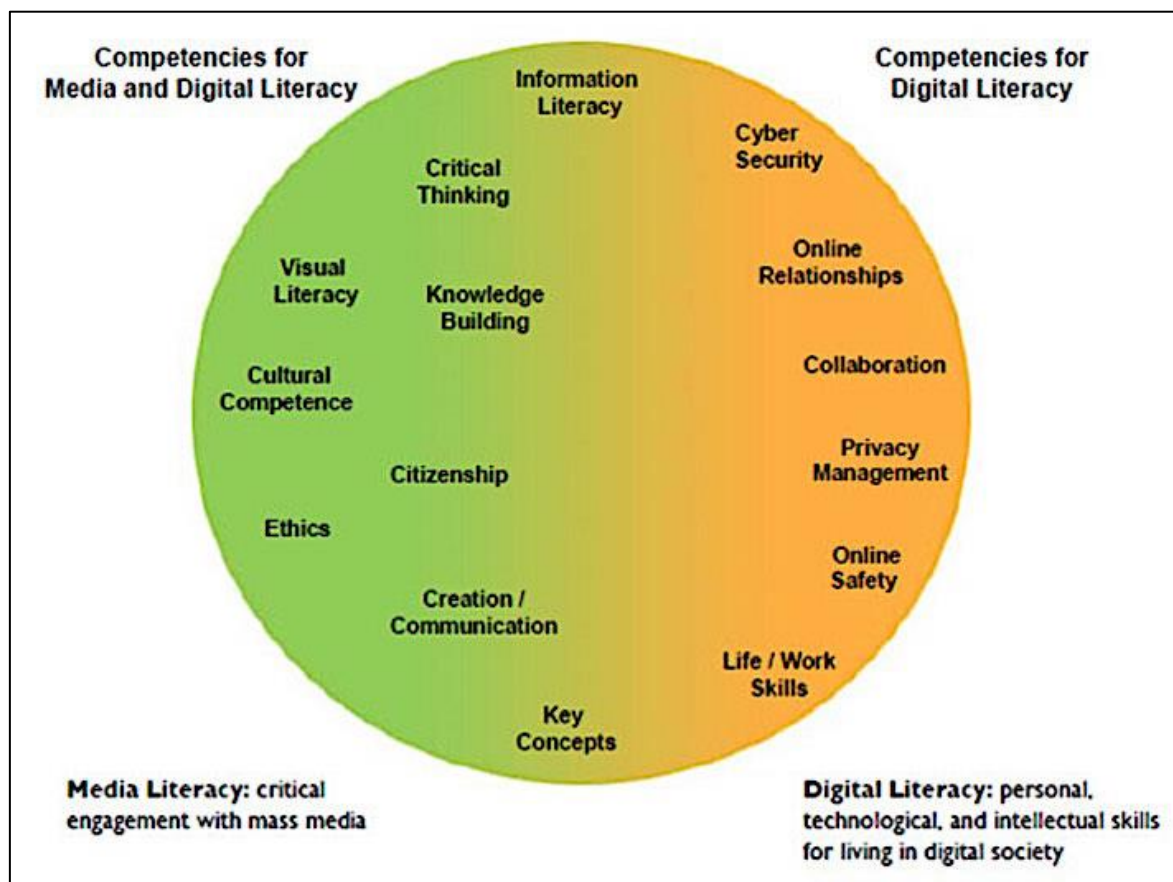


Figure 24. The connection between digital literacy and media literacy (MediaSmarts)

Many of the competencies that someone needs to critically engage with mass media are the same as the competencies that one needs to critically engage with content in digital space, and vice-versa. This is reflected by the gradual blend of colors from green to orange in the infographic, showing the close relationship between media and digital literacy. For example, it is important to be aware that some news is fake, just as it is important to know that not everything that is posted online is true. It requires similar competencies to detect such instances of deception, whether the content is in a newspaper, on TV, or on a blog.

For more resources on digital and media literacy by MediaSmarts, check out their [website](#).

Asia-Pacific Regional Digital Citizenship Competency Framework

UNESCO Bangkok has developed and validated a competency framework on digital citizenship for school-age children specific to the context of the Asia-Pacific region. It is anchored on the principles of children's rights, ethical conduct, and inclusivity.

The framework explicates a rights-based, child-centered approach that identifies the prerequisite of "equity in quality of access to ICT". It presents five domains of digital citizenship and competencies associated with each domain. The five domains are digital literacy, digital safety and resilience, digital participation and agency, digital emotional intelligence and digital creativity and innovation. A comprehensive set of competencies under each domain was identified and defined by a group of international experts. These are the competencies that children would need to become holistic, effective, safe, and responsible digital citizens.

The framework was the basis for the creation of a survey tool and research package that Ministries of Education can use to measure students' digital citizenship competencies. The tool was statistically validated with 5,129 15-year old children across four countries—Bangladesh, Fiji, South Korea, and Vietnam. Teachers might also be able to adapt the framework to better understand children's digital citizenship competencies at the classroom level. The framework and research report will be finalized and launched in the first quarter of 2019 and will be available on the [UNESCO Bangkok website](#).

Chapter 4

Technical (Regulatory) Approaches to Digital Safety

Cyber safety is like road safety. Adults have a responsibility to teach children about road safety by holding their hands when crossing streets, reminding them to look left and right, pointing out preferred places to cross, and understanding signals like traffic lights. Through observation, interaction, and experience, a child will internalize principles of road safety. However, being “street smart” is not a guarantee for road safety. Intelligent use of the road also assumes there is a set of rules which people follow. Cars need to move predictably, traffic lights need to work, and crosswalks need to be properly marked in order for children to exercise their safety knowledge effectively.

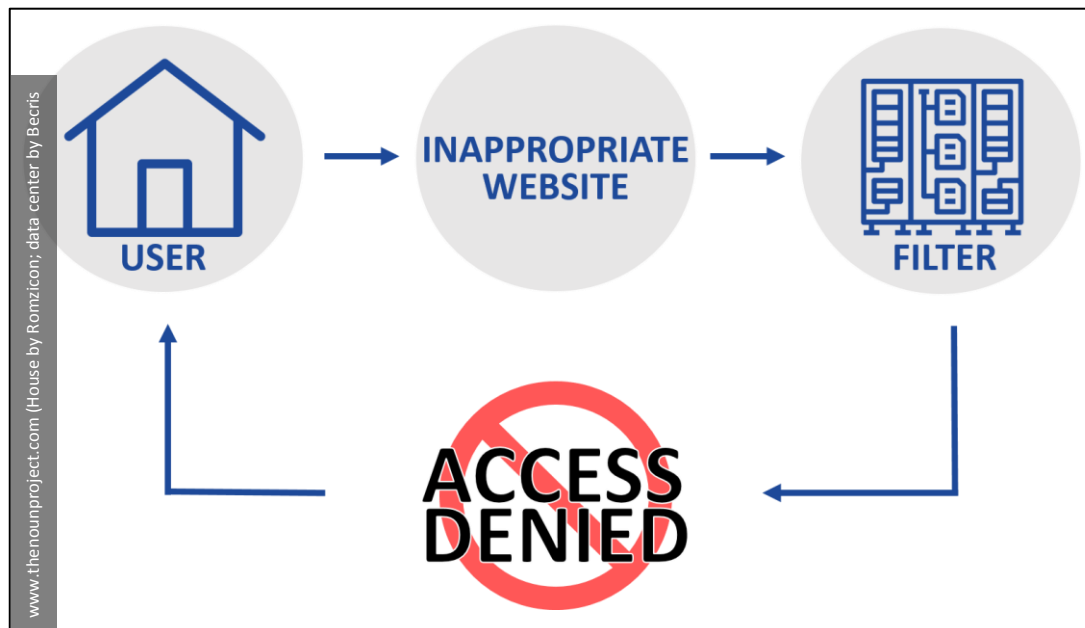
Like the transportation system, information and communication technology (ICT), particularly the Internet, also needs rules that people can rely on. Even well-oriented, responsible children can be put in risky situations that can be avoided with some basic regulations. Thus, there is some value in leveling external controls to protect children, and not just relying on self-guidance. The external controls, i.e. technical approaches, discussed in this chapter are:

- Filtering and usage restriction tools
- Age verification systems
- Content labels and age-related ratings
- Social networking controls, such as privacy settings
- Safety centers
- Hotlines and reporting mechanisms

Filtering and usage restriction tools

Filtering tools allow some online content to be “filtered”—i.e. removed or blocked—so that children are less likely to encounter inappropriate material. Filtering tools are offered through various means:

- Internet service providers (ISPs).
- Operating systems, such as Windows or Mac OS.
- Web browsers, such as Firefox, Internet Explorer, etc.
- Websites, such as Yahoo Search or Bing.
- Security/safety-related software applications (like internet plug-ins or device apps). [Kaspersky](#), [Norton](#) by Symantec, [Avast](#), [AVG](#), [McAfee](#), and [CM Security](#) are popular examples. Some are free, others must be purchased.



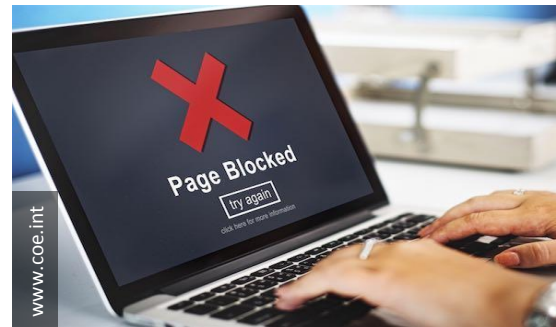
Schools and households can make use of filtering services to try to limit young people's exposure to harmful content. Restrictions can also be put in place to simply reduce the amount of time youth spend online, or to block potential distractions like games and socializing. Most filtering tools are customizable, allowing for different types of content to be blocked (e.g. sexual, violent, social networks, etc.) and for different age groups. Note that some filtering tools can be deployed across an entire network, on a single device, or even for a particular account on a device. Adults should test tools and settings first before adopting them; this involves intentionally going to inappropriate websites and seeing if they are screened or not.

Filters can be opt-in, opt-out, or mandatory. Opt-in means that the filter will be turned on if requested by a user. If he or she doesn't turn it on, no content will be blocked. Opt-out means that the filter is turned on by default, and the user must intentionally turn it off if he/she does not want any restrictions. Mandatory filters give the user no option—certain content will automatically be blocked and cannot be turned off. Filters like these are commonly used in schools, offices, and sometimes throughout entire countries, if laws against certain kinds of content are enforced unilaterally through internet service providers.

Filtering tools need to be occasionally updated to ensure that new features are executed, problems with incorrect filtering can be fixed, and the level of filtering adapted to the changing age and skills of the target population. It should also be checked that the tools are in fact still being used and haven't been disabled or removed. A child could uninstall and reinstall a web browser to remove the filtering settings you have set, or simply turn the settings off in some cases. He could also install another web browser and use that one instead.

Filtering tools generally do not perform equally well for all types of inappropriate content (Safer Internet Programme, 2014). Most tools filter out sexual content more reliably than violent, racist, drug-related, or self-harm content. Personal, real-time content, such as chat messages and pictures exchanged on communication apps, are the hardest to filter/block, and very few tools offer this.

When a regular webpage is blocked, some internet control applications have the option of sending a message to an authority figure to unblock the page, at the request of the person who originally tried to access the page. This is a useful feature for instances when the person believes the page to be incorrectly or unfairly blocked.



Some tools allow an administrator to monitor the activities of the user in a great detail, for example: what sites they visited, how long they spent at each site, what words were typed, etc. Note that this level of detail could violate the person's privacy rights. Children have privacy rights too.

Some examples of filtering and internet restriction tools are: [Safe Search Kids](#), Google SafeSearch, and [Net Nanny](#). Operating systems like Windows Vista and Mac OS X also have filtering/restriction tools that come with the system. The aforementioned programs do more than just filtering. They provide a range of sophisticated features, such as options to set time limits for computer/internet use, adjustable levels of application/website blocking, and usage logging.

Whenever a school or parent decides to implement mechanisms for controlling children's use of the Internet and web-based applications, they should discuss their motivations and the pertinent issues, rather than implement them secretly.



Figure 25. Schools can limit what children are likely to encounter online with technological solutions (schoolcare.co.uk)

Age verification systems

Some websites and web-based services have age verification services to limit people of a certain age to enter the website or avail of the service. The simplest form of age verification is a tick-box whereby the person confirms or denies that he is above a certain age (usually 18, as that is the legal age of an adult in most countries). If he confirms, he is allowed to proceed. If he denies, then he is routed away from the site/service. A slightly more reliable age verification method is when the user is asked to input his actual birthdate. As with the tick-box

option, the user could lie, however. One example is Facebook: while the minimum age to create an account is 12 years old, many underage children create Facebook accounts by simply putting a fake birthdate.

A more sophisticated age verification approach is when the website or application scans online public databases, such as telephone directories, electoral roles, driving license registries, credit histories, and other lists. If the person is found on any of these adult databases, then his status as an adult is verified. If not, the person is denied access. This has some limitations because some countries do not have ample data sets available online. Secondly, there may be some adults who cannot be found in these data sets, because they have not registered to vote, do not have a credit history, do not own a car, or are undocumented immigrants.

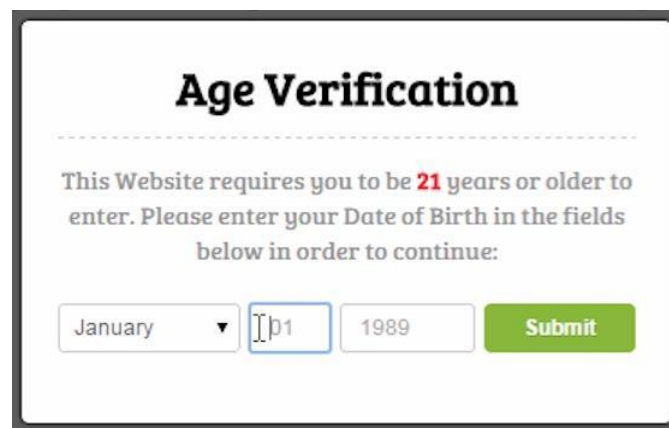
A screenshot of an "Age Verification" dialog box. The title "Age Verification" is centered at the top in a bold, black font. Below the title, a dashed line separates it from the instructions: "This Website requires you to be 21 years or older to enter. Please enter your Date of Birth in the fields below in order to continue:". The instructions are in a smaller, gray font. Below the text, there are three input fields: a dropdown menu showing "January", a text box containing "1", and a text box containing "1989". To the right of these fields is a green "Submit" button.

Figure 26. Example age dialog box (michaelsoriano.com)

Most age verification systems exist to distinguish between adult and child. Age verification becomes much more difficult when trying to distinguish different age groups within the range of childhood, as would be helpful for media with specific target age ranges.

One existing option is to require the legal guardian of a child (usually a parent), to vouch for the child's age. This step comes after the guardian has submitted information about him/herself and has been vetted by the provider as real, cross-checked with existing public records.

There are other emerging ideas for age verification, such as using OpenID. OpenID is an open-source standard that allows internet users to be authenticated by various cooperating sites. If a user creates an account with one of the cooperating sites, his basic information, including age, is saved and can be used to sign on to other participating sites.

Content labels and ratings

Content labeling and rating schemes provide information about the appropriateness of media content and which age groups should be allowed to view or use it. A number of content ratings exist for different types of media, such as film, video/computer games, and music. Schools and families should check content labels/ratings of media before they purchase or show them, online or offline.

Film



For film, countries usually have their own content rating schemes managed by their own national agencies. Many rating schemes are adaptations of the American system, because of Hollywood's longevity and global reach. The American rating system for films is controlled by the Motion Picture Association of American (MPAA). The MPAA recognizes 5 main ratings, from the most child-friendly content to the least: G, PG, PG-13, R, and NC-17.

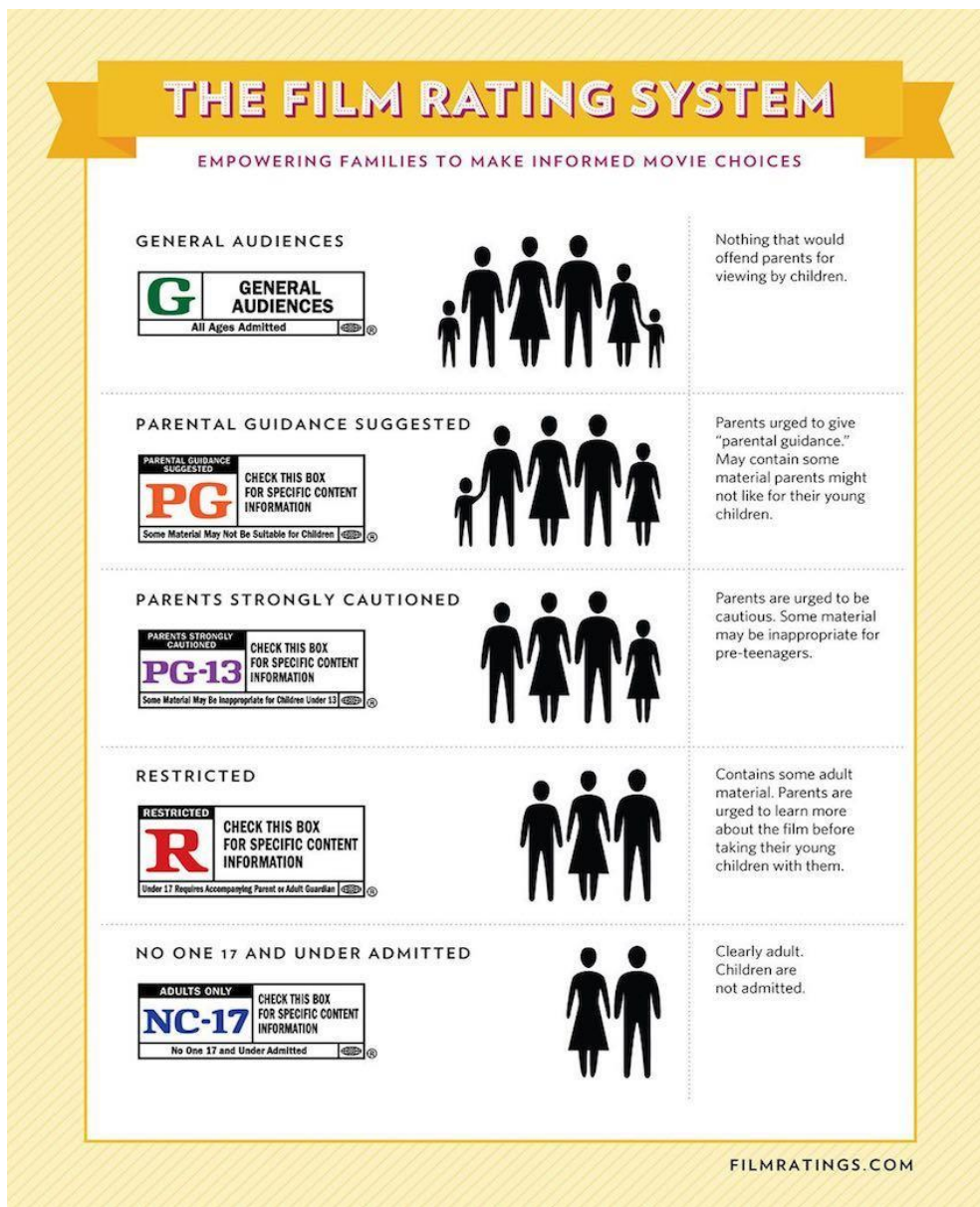


Figure 27. MPAA Rating System for films

Television

For U.S. television programs (e.g. television series, shows, and made-for-TV films), a different scheme is used. The rating categories are, roughly in order from most child-friendly to least child-friendly: Y, Y7, Y7-FV, G, PG, 14, and MA. The rating category appears in the upper corner of the television screen when the program begins. Keep in mind that other countries may have a different number of categories, age divisions, and descriptors. Some countries follow the same rating scheme for both films and television programs.



THE TV PARENTAL GUIDELINES

THE RATINGS

Audience: indicates the audience for which a television program is appropriate. —→

Content Label: indicates a show may contain higher levels of violence, sex, adult language, or suggestive dialogue. —→



The Content Labels

TV Parental Guidelines may have one or more letters added to the basic rating to let parents know when a show may contain violence, sex, adult language or suggestive dialogue.

D – suggestive dialogue (usually means talks about sex)

L – coarse or crude language

S – sexual situations

V – violence

FV – fantasy violence (children's programming only)



All Children

This program is designed to be appropriate for all children. Whether animated or live-action, the themes and elements in this program are specifically designed for a very young audience, including children from ages 2-6. This program is not expected to frighten younger children.



Directed to Older Children

This program is designed for children age 7 and above. It may be more appropriate for children who have acquired the developmental skills needed to distinguish between make-believe and reality. Themes and elements in this program may include mild fantasy violence or comedic violence, or may frighten children under the age of 7. Therefore, parents may wish to consider the suitability of this program for their very young children.



Directed to Older Children – Fantasy Violence

For those programs where fantasy violence may be more intense or more combative than other programs in this category, such programs will be designated TV-Y7-FV.



General Audience

Most parents would find this program suitable for all ages. Although this rating does not signify a program designed specifically for children, most parents may let younger children watch this program unattended. It contains little or no violence, no strong language and little or no sexual dialogue or situations.



Parental Guidance Suggested

This program contains material that parents may find unsuitable for younger children. Many parents may want to watch it with their younger children. The theme itself may call for parental guidance and/or the program may contain one or more of the following: some suggestive dialogue (D), infrequent coarse language (L), some sexual situations (S), or moderate violence (V).



Parents Strongly Cautioned

This program contains some material that many parents would find unsuitable for children under 14 years of age. Parents are strongly urged to exercise greater care in monitoring this program and are cautioned against letting children under the age of 14 watch unattended. This program may contain one or more of the following: intensely suggestive dialogue (D), strong coarse language (L), intense sexual situations (S), or intense violence (V).



Mature Audience Only

This program is specifically designed to be viewed by adults and therefore may be unsuitable for children under 17. This program may contain one or more of the following: crude indecent language (L), explicit sexual activity (S), or graphic violence (V).

Figure 28. TV content rating system for TV programs shown in the US and US-based programs online (tvguidelines.org)

Some television sets now have built-in devices called “V-chips”. The v-chip technology can block programs of a certain rating from being shown. They are customizable, allowing the owner of the television set to select what kinds of programs are viewable and what are not. If you are thinking about buying a TV, ask if it comes with a v-chip, and what countries’ rating system it is compatible with.

Video games



Figure 29. Sample video games (from left to right: Minecraft by Mojang, Final Fantasy XV by Square Enix, Grand Theft Auto V by Rockstar Games)

The most prevalent content rating scheme for video games is managed by the [Entertainment Software Rating Board](#) (ESRB). It rates video games using 6 main rating categories: Early Childhood, Everyone, Everyone 10+, Teen, Mature 17+, and Adults Only. Each video game is given one rating category, visible as a logo on the package (in the case of store-bought games) or on the download page of a game (in the case of online apps). The rating category of the game tells what age group the game is suitable for. Alongside the rating category, the ESRB also often has content descriptors, describing the reason for the rating, for example "Blood", "Crude Humor", "Drug Reference", "Sexual Themes", "Strong Language", and more.








RATING CATEGORIES	
	EARLY CHILDHOOD Content is intended for young children.
	EVERYONE Content is generally suitable for all ages. May contain minimal cartoon, fantasy or mild violence and/or infrequent use of mild language.
	EVERYONE 10+ Content is generally suitable for ages 10 and up. May contain more cartoon, fantasy or mild violence, mild language and/or minimal suggestive themes.
	TEEN Content is generally suitable for ages 13 and up. May contain violence, suggestive themes, crude humor, minimal blood, simulated gambling and/or infrequent use of strong language.
	MATURE Content is generally suitable for ages 17 and up. May contain intense violence, blood and gore, sexual content and/or strong language.
	ADULTS ONLY Content suitable only for adults ages 18 and up. May include prolonged scenes of intense violence, graphic sexual content and/or gambling with real currency.
	RATING PENDING Not yet assigned a final ESRB rating. Appears only in advertising, marketing and promotional materials related to a "boxed" video game that is expected to carry an ESRB rating, and should be replaced by a game's rating once it has been assigned.

Figure 30. Entertainment Software Ratings Board (ESRB) Rating Categories for video games.

Music

For music, the most common form of content rating is the Parental Advisory label, first introduced by the U.S.-based [Recording Industry Association of America](#) (RIAA), and has subsequently been adopted by many nations around the world. It is placed on audio recordings as a way to alert potential buyers of inappropriate content such as explicit language or offensive references. The labeling of music, including the Parental Advisory logo, is often voluntary and decided by individual record companies and artists.⁸



Figure 31. Parental Advisory label for music

While content ratings can be a helpful indicator for the level of appropriateness of a media product (film, video, etc.), they are not to be fully relied on. The same film, for example, can be given different ratings in different territories depending on the leniency of the local classification board. Secondly, there is a level of arbitrariness in classifying appropriateness. A non-violent, non-sexual film might obtain the same rating as a very gruesome film simply because more than one expletive was used in the dialogue. Thus, it is best if adults watch, listen or play unknown media first before sharing it with children, or find out more about the media from friends and reviews, in order to determine its suitability.

Social networking controls

A **social networking service** (also social networking site or social media) is “an online platform which people use to build social networks or social relations with other people who share similar personal or career interests, activities, backgrounds or real-life connections.” (Wikipedia). Examples include [Facebook](#), [Twitter](#), [Whatsapp](#), [Wechat](#), [Viber](#), [Line](#), [LinkedIn](#), [Academia.edu](#), and [Baidu Tieba](#).

Social networking sites have various safety and privacy features. First of all, a legitimate social networking site should only ask basic information about you when you sign up, such as name, age, email address, and sometimes country of residence and mobile number. It should not ask for very personal information. Each user should have a unique account name and password combination so nobody else can access his/her account. Social applications should also have a minimum age limit.


⁸ Recording Industry Association of America (www.riaa.com)

Once you've established an account, the social networking site/app should offer a number of safety features, such as the ability to block someone (e.g. stalkers), block other applications (e.g. pop ups), or block certain web pages (e.g. offensive ones). You should also be able to flag other people's content as inappropriate, or flag the users themselves. If a piece of content or a user gets flagged enough times, the content may be removed and the user sanctioned.

Privacy features of social networking platforms may include the ability to control who sees the content that you post, who can contact you or interact with you on your page, a way to track who has tagged you in a post, and testing what your profile may look like from someone else's perspective.

Safety centers and child-friendly zones

A number of well-known software giants have a "Safety Center" (or "Help Center"), which is typically a page on a company's website or application providing information about how to use their applications safely, and to report abuse. [Facebook](#), [Google](#), [Twitter](#), [YouTube](#), [Snapchat](#), [Instagram](#), and [WhatsApp](#) all have such information hubs. It is necessary to teach students and even ourselves the importance of reading the provided safety information and also the terms and conditions of use. We should know what we are agreeing to, such as the information and rights that we might be giving up, when we sign up to a particular service.

In the following table, links to policies and help centers of select social media platforms are available. Simply click on the icon:  to access a webpage using your browser.

Social Media Safety		
	Community Standards	Help Center
<i>Facebook</i>		
<i>Google</i>		
<i>Twitter</i>		
<i>YouTube</i>		
<i>Snapchat</i>		
<i>Instagram</i>		
<i>WhatsApp</i>		

Some online sites and applications even provide child-friendly versions of their regular services, such as YouTube, BBC, and Disney. Child-friendly versions curate content so that any videos, games, and stories a child encounters is screened for age-appropriateness before they are uploaded. Child-friendly versions should not only be appropriate for children, but moreover, maximize benefit by providing content catered to their interests and developmental needs.

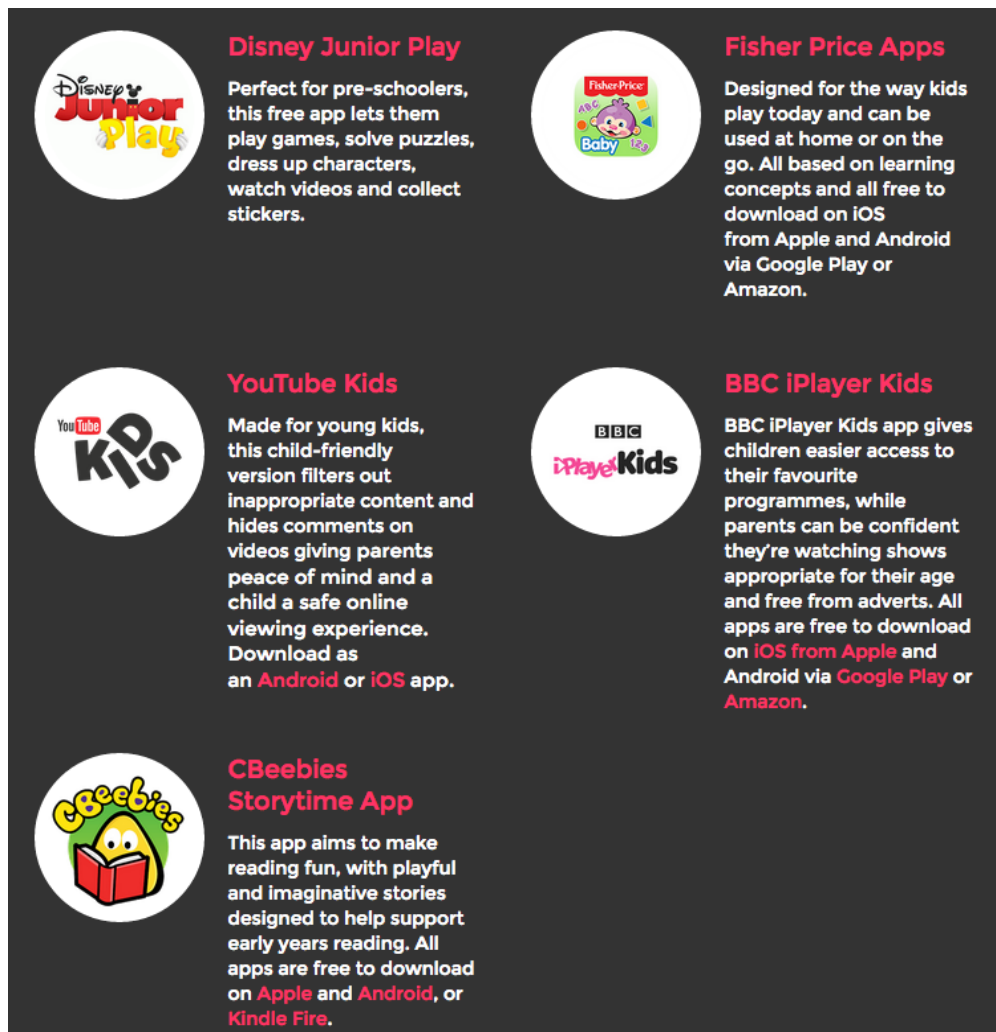


Figure 32. Some examples of child-friendly websites and applications (internetmatters.co.uk)

Hotlines and other reporting services

Hotlines or helplines are communication services that allow someone to directly contact security authorities, experts, or counselors about a particular problem, usually by dialing a number on the telephone. Other quick reporting services are provided through email or instant messenger. Reporting services are provided by governments, NGOs, and companies.

Cyber safety and security hotlines can serve local, national, or international populations. Australia has a helpline for kids through the [Office of the Children's eSafety Commissioner](#). In the UK there is [Get Safe Online](#) and the [Child Exploitation and Online Protection Center](#) (CEOP).

In Ireland there is the [Irish Internet Hotline](#). In the United States there is [CyberBullyHotline.com](#), the government's [CyberTipline](#), and the [Internet Crime Complaint Center](#). Across the European Union, there are Safer Internet Centres that give advice to children, parents and teachers, and host hotline services that accept reports on online illegal content.



In Singapore there is [ScamAlert](#), allowing people to report internet scams. There is also [SingCERT](#) managed by the Cyber Security Agency of Singapore. For Malaysia there is [Cyber999 Help Center](#), which is a service provided for Internet users to report or escalate computer security incidents. For Thailand there is [Childline1387](#) and [ThaiHotLine](#). Myanmar has the [Myanmar Computer Emergency Response Team](#) (mmCERT). The [Cambodian NGO APLE](#), meanwhile, has an Internet Hotline for reporting of child abuse and exploitation, including online.

The [Internet Watch Foundation](#), the [International Association of Internet Hotlines](#) (INHOPE), and [Childnet International](#) accept cyber safety-related reports worldwide.

When you use a reporting service, or advise your students to use it, make sure it is legitimate and duly registered.

Technical tips for schools, teachers, and parents:

Technical strategies for protecting children from negative digital experiences are important. Since technical solutions are fairly easy to circumvent, it is recommended to combine several strategies. The following recommendations are from the [ThinkUKnow](#) site of the Child Exploitation and Online Protection Centre (UK), with additional recommendations appended:

1. Make use of internet restriction controls at home and at school by installing filtering software, like UTM Web Protection.
2. Set controls on search engines; encourage children to always use child-friendly search engines, and activate and lock the safe search settings on the browsers and platforms they use.
3. Make sure every device that children may use at school or at home is protected with controls. This includes computers, laptops, mobile phones, tablets, and games consoles.
4. Use privacy settings. Activate the safety measures offered by different sites, particularly search sites like Google, Yahoo, and Bing.
5. Teach children how to turn on privacy settings on social networking sites like Facebook. Privacy settings help prevent children from seeing unsuitable advertising or sharing too much with other people.
6. Block pop-ups. Blocking pop-ups can avoid children accessing inappropriate advertisements and exploitative sites that attempt to steal private information.

7. Review and introduce children to suitable sites to visit and apps to use, ideally with easy-to-understand privacy policies.
8. Manage the quantity of ICT use among youth.
9. Understand and disseminate content rating classifications, and consider such ratings when acquiring or showing media for young people.
10. Explain the purpose of online age verification and why they should be filled out honestly.
11. Provide ways for young people to report negative experiences online, and open channels of communication for guidance and support.

Technical, regulatory solutions are a worthwhile first-line of defense for reducing risks online, particularly exposure to violent and sexual content. However, they are not fail-proof and many of the technologies still need to be developed further. Secondly, Internet Service Providers (ISPs), software developers, and web-companies do not always provide adequate information to their clients (schools and families) about online safety, and what can be done about it.

Schools should understand that there are trade-offs to technical approaches to digital safety. The more restrictive the controls are, the less freedom users will have to use digital technology, potentially limiting opportunities. Thus, it is important that schools also have other means of promoting cyber safety by developing digital awareness, literacy, critical thinking, and social-emotional intelligence among their students—that is, “soft skills” or internal strategies. Internal, self-regulatory strategies are indispensable to digital safety and citizenship. These are emphasized throughout the rest of this book.

Chapter 5

Empowering Individuals towards Digital Wellness and Citizenship

Technical approaches to cyber safety can only do so much. Experts increasingly recognize that cyber safety cannot be fully achieved with just hardware, security applications, warning labels, and privacy settings. What is even more important is that individuals become wiser, more aware, more thoughtful, more reflective, and more responsible about their use of ICT. In schools, teachers can help young people think about the effects their online activities have on themselves and other people. With the right guidance, students can learn to think critically about the way people use ICT, and how we are all part of a wider community of netizens. This awareness is a prerequisite for “digital citizenship”.

Who are digital citizens?

As the chapter on cyber safety and digital frameworks showed, there are many definitions of digital citizenship. But there is one thing that they all have in common: digital citizenship is positive, and we should all strive to be good digital citizens. The better the digital citizens we are, the more empowered we are to maximize opportunities and minimize risks online. As young people are among the biggest users of ICT, it is wise for teachers to bring up concepts of digital citizenship early on as their online interaction with the world precedes romantic relationships, graduation, and job hunting.

What is a good digital citizen? A good digital citizen has a variety of knowledge, skills, and values that help them be responsible users of ICT, particularly the internet and mobile technologies.



Figure 33. Profile of a digital citizen (MediaSmarts)

We can also get an understanding of what it means to be a good digital citizen by studying the [International Society for Technology in Education \(ISTE\) Standards](#). The ISTE has created standards about technology in education for students, teachers, administrators, and computer science educators. As you can see in the following figure, “Digital Citizenship” is a standard for Students, Teachers, Administrators, and Coaches; this means that education curricula should address the issue of digital citizenship and develop competencies towards it. If you take a look at the graphic, you will notice that “digital citizenship” is one of the few standards common to students, teachers, coaches, and administrators. This reflects how important digital citizenship is to the whole education community.

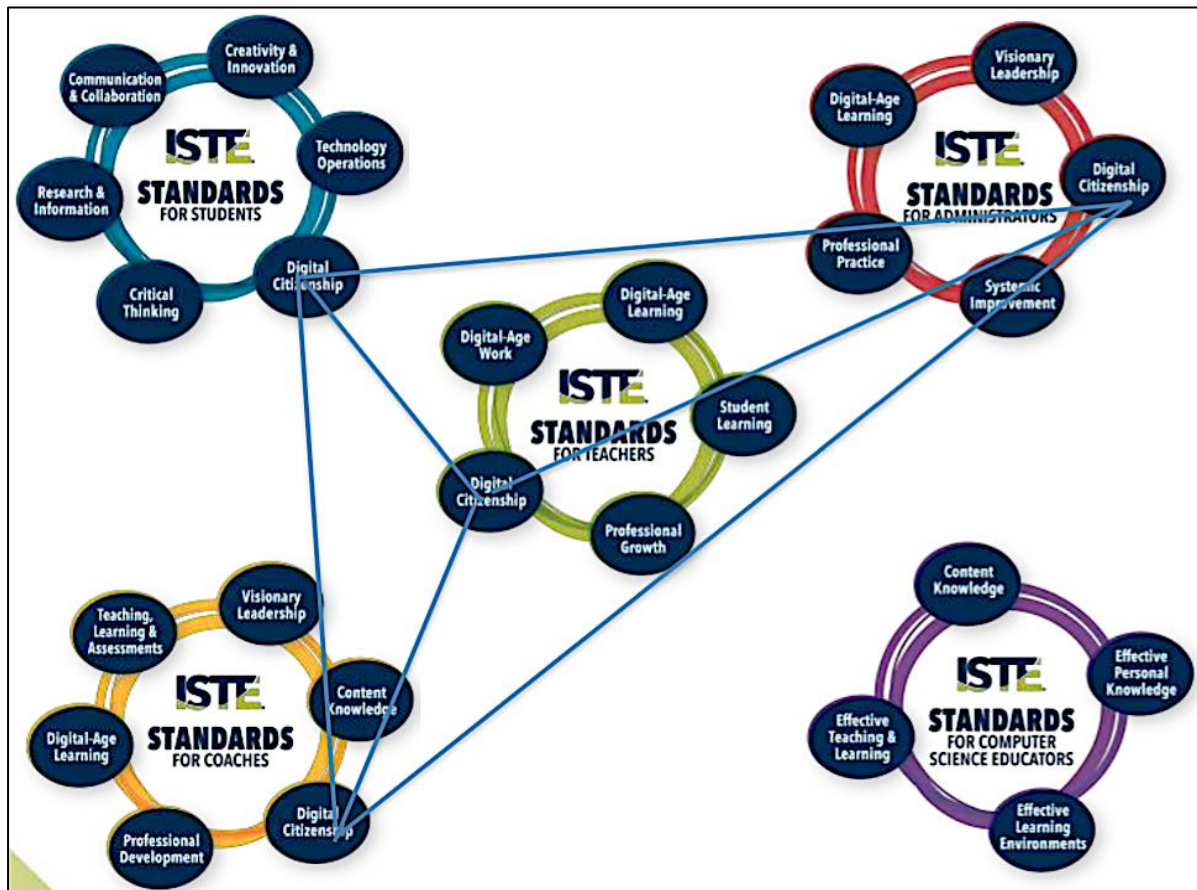


Figure 34. International Society for Technology Education Standards (Brandenburg, 2017)⁹

According to the ISTE, what does it mean for a student to be a digital citizen? It means they can “recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.”

⁹ Brandenburg, T. (2015). ISTE and Digital Citizenship. [Presentation]. Presented at the *UNESCO-UNICEF Regional Workshop on Safe, Responsible, and Effective Use of ICT*. Bangkok, Thailand

Specifically, students who are digital citizens:

- a) "cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world;
- b) engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices;
- c) demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property; and
- d) manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online." (ISTE Standards 2016 for Students)

Teachers, meanwhile, should promote and model digital citizenship for their students. This means, according to ISTE, that teachers should "understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices." Specifically, they should:

- a) "[advocate], model, and teach safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources;
- b) [address] the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources;
- c) [promote] and model digital etiquette and responsible social interactions related to the use of technology and information;
- d) [develop] and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools." (ISTE Standards for Teachers)

What is a digitally intelligent citizen?

A good digital citizen can also be regarded as someone with a high "digital intelligence quotient", or DQ, a concept developed by Yuhyun Park of the [DQ Institute](#) founded in Singapore. According to the concept, DQ is a combination of how well a person can manage their privacy, security, digital identity, digital footprint (the marks we leave in the cyberworld), and how much critical thinking and empathy they have. These eight skills are the pillars of DQ. The 2016 Singapore DQ found that these skills are positively correlated with higher empathy and global citizenship; social, emotional and physical well-being; better academic

performance; safe and responsible online behavior; balanced screen time; better understanding of online presence; enhanced media and information literacy; and active mediation by parents and schools (Park, 2017).¹⁰

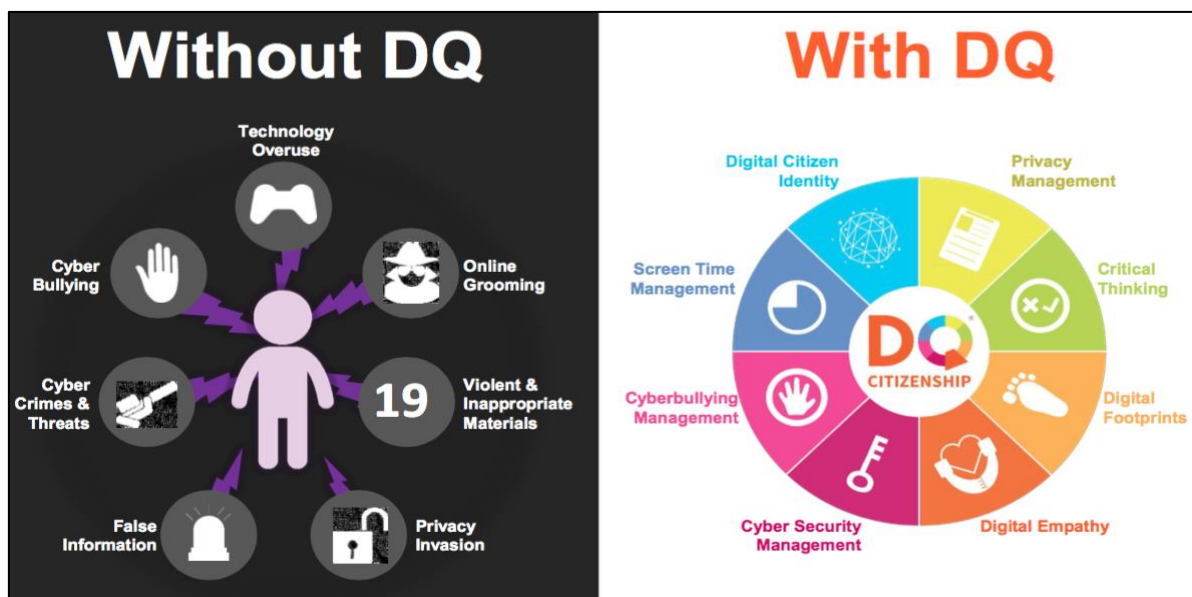


Figure 35. The components of Digital Intelligence Quotient, and the consequences of not having it (Park, 2017)

A person with low DQ, meanwhile, is susceptible to a range of threats, such as cyberbullying, grooming, cybercrime, invasion of privacy, overuse of technology, and exposure to inappropriate or false material.

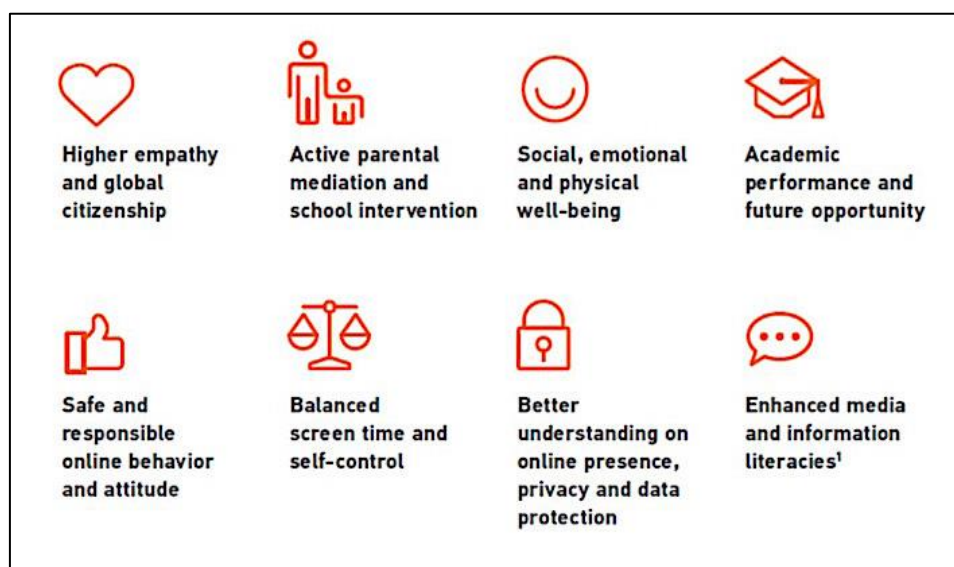
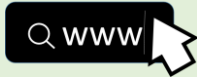
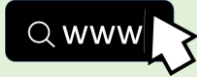


Figure 36. DQ skills are correlated with these psychological and behavioral strengths (Park, 2017)

¹⁰ Park, Y. (2017). IQ, EQ, DQ. [Presentation]. Presented at the *Conference on Digital Citizenship Education in Asia-Pacific*. Bangkok, Thailand

Video Resources	
Video Introducing DQ - Digital Intelligence Quotient (DQ,Institute, 2017)	
Super Digital Citizen (Common Sense Education, 2015)	

What are resilient digital citizens?

An added dimension to digital citizenship is digital resilience. [ThinkYoung](#), an NGO dedicated to improving the world for young people, conducted a study on digital resilience in the Asia-Pacific region, entitled “Digital Resilience: Empowering Youth Online – Phase 1”. They wanted to find out how aware youth are of online risks, and what strategies youth use to prevent and respond to these risks. Through the study, they were able to define the ideal characteristics of a digitally resilient person. A digitally resilient person is aware of online risks, and uses a combination of strategies—instrumental, cognitive, and communicative—to prevent and respond to these risks (Gerosa, 2017). *Instrumental strategies* are technical in nature, like changing one’s privacy settings. *Cognitive strategies* involve thinking critically about the content one sees online, and the activities one engages in. This helps a person predict, judge, assess, and react to situations better. *Communicative strategies*, meanwhile, are ways to reach out to others for advice and support.

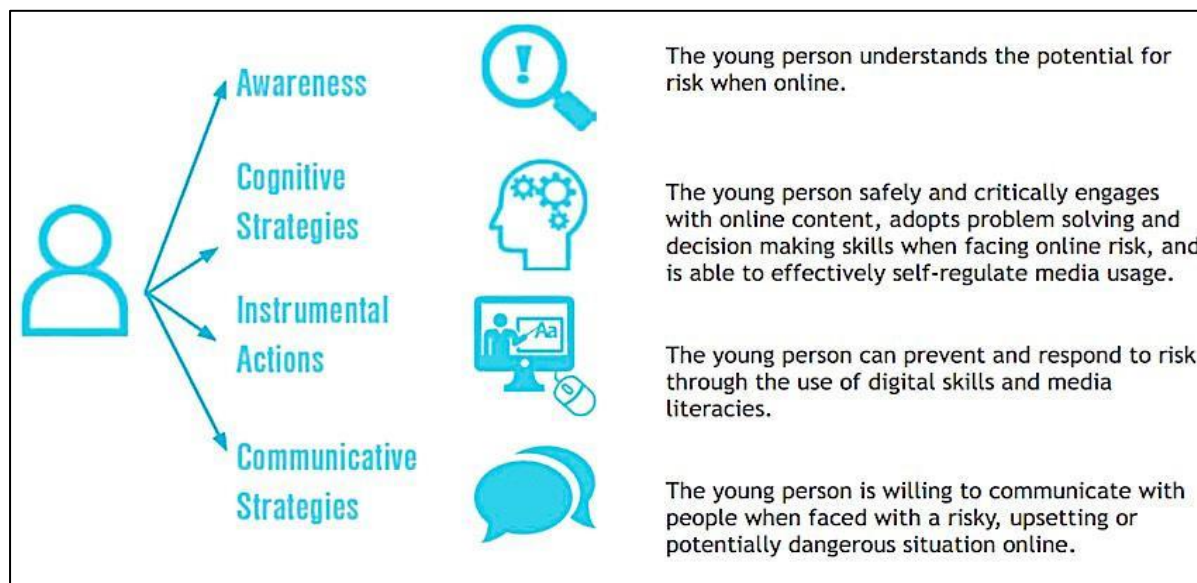


Figure 37. Profile of a digitally resilient young person (Gerosa, 2017)

A digitally resilient person, therefore, is someone who has a medley of tools that he/she can select and use to protect him/herself, as appropriate to the situation.

ThinkYoung recognizes two types of digital resilience: **preventative** and **reactive**:

- *Preventative resilience* is the “ability to understand and be aware of potential harm as well as being able to effectively self-regulate media usage.”
- *Reactive resilience* is the “ability to deal with negative experiences online, tackle adverse situations and experiences in a problem-focused manner, and turn negative emotions into positive (or neutral) feelings” (Gerosa, 2017).

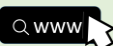
ThinkYoung’s Digital Resilience study came up with four recommendations to promote digital resilience in the APAC region:

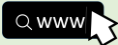
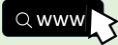
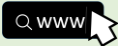

- 1) Include digital literacy and safety in school curricula;
- 2) Foster responsible and respectful internet use in extra-curricular activities;
- 3) Improve hotline support services;
- 4) Minimize excessive content filters that undermine a child’s access to online information and services, and that make it more difficult for the child to engage and learn from his online experiences.

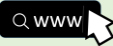
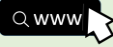
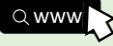
These recommendations are relevant to teachers, particularly the first two points.

A third possible form of digital resilience, which is not addressed by the ThinkYoung study, is *transformative resilience*. While it is valuable to be able to turn negative experiences into neutral or positive feelings, youth should be able to get more out of such experiences. Teachers can play a role in cultivating transformative resilience by helping children cull lessons from those negative experiences, develop their values, pursue their interests, critically analyze society, and discuss ways they can influence the future for the better.

Helpful web resources on digital citizenship and digital literacy

Name of resource	Description & URL	Types of resource	Helpful for...
DQ World	 www Online self-learning program designed to improve children’s digital intelligence quotient through the mastery of 8 digital skills, including digital citizen identity.	Game-based education program online	Schools, educators, parents, and children
Digital Resilience Study	 www	Research reports including regional overviews and	Educators and policy makers

Name of resource	Description & URL	Types of resource	Helpful for...
	Results of study conducted by ThinkYoung, called "Digital Resilience: Empowering Youth Online"	country-specific reports.	
Internet Literacy Handbook (Council of Europe)	 <p>The Internet Literacy Handbook explains how to get the most out of the Internet and how to protect privacy on websites and social networks.</p>	Fact sheets	Teachers, parents and students
Global digital literacy resources	 <p>A library of downloadable materials on critical thinking and global/digital citizenship, for teachers to purchase and use in the classroom.</p>	Teacher's companions and guides, factsheets, posters, questions, media tools	Teachers
B4USurf	 <p>B4USurf is a web educational and awareness initiative of the Business Software Alliance (BSA) aimed at highlighting the many dangers and security threats faced by children and the youth in general on the Internet. It offers a cyber wellness curriculum framework with suggested topics, sample lesson plans, and tips appropriate for students aged 11 to 19. While it has not been updated since 2012, much of its resources and topics covered are still relevant and applicable today.</p>	Articles, quizzes, games, links	Educators, Parents, Youth
Te Kete Inpurangi:			Teachers

Name of resource	Description & URL	Types of resource	Helpful for...
Enabling e-Learning Digital Citizenship modules	A set of modules focused on digital citizenship, ICT use, and implications for teaching, cyber safety in the classroom, and school policies. Each module explains what teachers should do and provides web links and activities related to the main topics.	Modules, activities, web resources	
Character Lab	 <p>They work with professionals to develop, and refine measures and tools that can help children build character.</p>	Guides, media tools, and measurement tools	Teachers
Edutopia	 <p>Online community that collaborates and shares resources for the improvement of education.</p>	Articles	Teachers, parents and students
Microsoft Digital Civility	 <p>Microsoft promotes digital civility as part of its corporate social responsibility efforts. This webpage presents research about digital civility, including the Digital Civility Index they devised, and also challenges people to take the "Digital Civility Challenge", a pledge to be civil online by following four tenets: 1) Live by the Golden Rule; 2) Respect differences; 3) Pause before replying; 4) Stand up for myself and others.</p>	Pledge, best practices, commentary from leading organizations, and research reports	Teens, young people, and adults

Summary

There is no single definition of digital citizenship, as various organizations and scholars have defined it in slightly different ways. Nevertheless, the definitions agree that digital citizenship is about satisfactory awareness, knowledge, skills, and behaviors with regard to information communication technology (ICT). It is about recognizing the potential ICT has to enhance our lives, while at the same time knowing its limitations. It is about using ICT responsibly and constructively to benefit ourselves, the people we interact with, and even the wider community. It is also about resilience—the ability to cope with, respond to, and overcome setbacks encountered in cyberspace.

A person who embodies digital citizenship is a good “digital citizen”. The rights, values, and responsibilities that we hold dear as global citizens also extend to the digital world. Ethics and morality do not get suspended when we go online. Digital citizenship is therefore a part of global citizenship.

Chapter 6

Socio-Emotional Intelligence and Digital Citizenship

Socio-emotional intelligence...what is it?

Socio-emotional intelligence and emotional intelligence are used interchangeably.¹¹ *Psychology Today* defines emotional intelligence as one's ability to identify and manage one's own emotions and the emotions of others.¹² While the scientific community argues about the validity and nature of socio-emotional intelligence—such as whether it is a trait, an ability, or should even be associated with intelligence—it is still fair to say that being able to identify and manage our emotions is very important in our everyday lives. Someone with high socio-emotional intelligence is able to accurately perceive the emotions of others, understand the meanings behind those emotions, and is also able to react to those emotions appropriately (Mayer, 2009). In today's digital age, where we can connect and interact with anyone from anywhere, at any time, it is especially important to develop our socio-emotional intelligence.

The 5 key social-emotional skills

Associated with the concept of socio-emotional intelligence are social and emotional skills. Durlak et al. (2011) have described five key social-emotional skills: **Self-management** (i.e. self-regulation), **self-awareness**, **social awareness**, **relationship skills**, and **responsible decision-making**. Community, family, school, and the classrooms can all play a role in developing these five skills, as illustrated in the following graphic.

¹¹ Emotional Intelligence (EI or EQ) is a term invented by two researchers, Peter Salavoy and John Mayer, and popularized by Dan Goleman in his book titled *Emotional Intelligence* (1996).

¹² Retrieved from <https://www.psychologytoday.com/basics/emotional-intelligence>



Figure 38. Five key social-emotional skills: self-management (i.e. self-regulation), self-awareness, social awareness, relationship skills, and responsible decision-making. A child's family, community, school, and class can all influence the development of these skills. (CASEL)

Let's discuss one of the most relevant social-emotional skills for ICT use: self-regulation, also known as self-management. As children grow up, they learn what appropriate and inappropriate behaviors are from the people around them. They eventually develop their own notion of what is and what isn't acceptable, and then choose their actions accordingly (Ormrod, 2012). This is self-regulation. And proper self-regulation entails five elements, namely: setting standards and goals, self-observation, self-evaluation, self-reaction, and self-reflection (Ormrod, 2012). To better illustrate these elements, imagine that you are trying to develop better study habits. The next time you study for an upcoming test, you tell yourself to finish reading three chapters of the textbook within the day (*setting goals and standards*). Then, you take note of how much you are studying and how much of the text you actually understand (*self-observation*). After which, you ask yourself, "Am I studying as well as I want to?" (*self-evaluation*). You then either reward yourself (e.g., you give yourself a pat on the back, or a treat) for reaching your standards, or punish yourself (e.g., feel ashamed, deny yourself a treat) for not doing so (*self-reaction*). Finally, you reflect on that study session, and adjust your behaviors, expectations, and goals for the next one (*self-reflection*). As you can see, self-regulation is less of a skill, and more of a process you go through when developing certain behaviors.

While self-regulation is valuable in the context of learning, it is also crucial to the socio-emotional development of children. In the early childhood stage of development, self-regulation of emotion plays a big role in determining successful peer relations among children (Santrock, 2013). In middle to late childhood, children have an increased capacity for self-regulation, and thus are better at managing their behaviors, emotions, and thoughts. And when these children enter adolescence, they become more susceptible to peer pressure, and become preoccupied with romantic relationships (Santrock, 2013). Proper self-regulation helps adolescents manage their emotions, think before they act, and become positive influences on their peers. We're always interacting with other people, so knowing how we can affect their emotions, and vice-versa, is necessary for regulating our words and actions. Self-regulation is essential in day-to-day life, whether as a son/daughter, brother/sister, friend, or as a user of digital technology.

Why are social-emotional skills needed for the digital world?

As a digital citizen, technology has made it easier for us to stay connected to people around the globe. Whether we are using social media applications, joining online forums, or playing online video games, we will inevitably interact with others. While this aspect of the digital world has many positive qualities, it can also pose challenges. We often forget that behind every computer, phone, or tablet screen, there is a real person with real feelings, emotions, goals, and values. The anonymity of the internet can sometimes make us careless and insensitive when posting something online, commenting on an article, or even chatting with our friends. It is difficult to know if you've made someone upset, and easier to ignore the consequences, when you aren't speaking with them face-to-face. And it's equally difficult to convey how you really feel; while emoticons (emojis) can help, they are simplifications of complex emotional states. This impersonal nature of ICT makes it a challenge to identify, express, and manage emotions.

We know by experience that emotions affect our interactions and relationship with the people around us. This is why it is essential to learn how to identify and manage our own emotions, as well as the emotions of others. In cyberspace, we need to be extra aware of each other's emotions to overcome some of the limitations of technology. For example, even if the emotional cues might be more subtle online, we should ideally be able to pick up on how a friend is feeling, and respond appropriately.

Socio-emotional skills have many more applications in the digital world. Self-management, for example, comes in handy when playing computer games or watching movies. If you have this skill, you will more successfully regulate the number of hours you spend doing your hobbies. You will avoid consuming too much time, and strive for balance between online and offline activities. You will also avoid, challenge, or overcome offensive and inappropriate content. This may come in the form of violence, sex, drugs, bigotry, discrimination, or hate.

Self-awareness is needed to reflect upon your own actions. If you are doing something that you feel is not right, it probably is not. This skill can therefore reduce risky behavior online, like posting scandalous photos, signing up to a gambling site, buying something on credit that you can't afford, or accepting a request from a suspicious individual.

Social awareness and relationship skills are helpful in predicting and detecting how others might feel about our words, and the words of others. These can help you avoid saying hurtful things, and participating in anti-social behavior like cyberbullying, trolling, cyberstalking, and sexual harassment. They can also help you notice when others are being mean to someone else, and guide you in taking action. Socially aware people have empathy—that is, they know how to “put themselves in other people’s shoes”. Empathic people are less likely to do harm to others, as they can imagine what that person might feel. Likewise, they can also understand why someone might be happy about something. Empathic people can relate to the thoughts and feelings of others, even if they are quite unlike.

Social awareness and relationship skills are vital for respecting other people online (and offline). They are needed for acknowledging, tolerating, and appreciating differences. They are needed for getting along with others despite their differences, and for finding common ground. They are also needed for understanding community codes of conduct, and knowing how and when to follow them. Relationship skills are also very important for communication, listening, and learning.

The four social-emotional skills of self-awareness, self-management, social awareness, and relationship skills all contribute to the fifth skill: responsible decision-making. When we use ICT, we are constantly faced with choices. For example, we select our privacy settings, what websites to visit, what applications to download, whom we interact with, how we interact with them, and how long we spend. With responsible decision-making, we are more likely to make beneficial choices.

How can the education system promote social-emotional skills?

According to Durlak et al. (2010, 2011), a successful program on social and emotional learning (SEL) should involve four main strategies, encapsulated in the SAFE acronym:

1. **Sequenced:** provide connected and coordinated sets of activities to foster skills development
2. **Active:** provide active forms of learning to help students master new skills
3. **Focused:** emphasize developing personal and social skills
4. **Explicit:** target specific social and emotional skills

What about at the classroom level? An article posted on [Edutopia.org](https://www.edutopia.org) explains that teachers should **teach** about social-emotional skills, as well as **model** them. They then need to provide

learners with the chance to **practice** these skills. And thirdly, learners should have the opportunity to **apply** these skills in various situations.¹³

The article provides other recommendations to teachers for fostering social and emotional learning:

Teachers can also naturally foster skills in students through their interpersonal and student-centered instructional interactions throughout the school day. Adult-student interactions support SEL when they result in positive student-teacher relationships, enable teachers to model social-emotional competencies for students, and promote student engagement (Williford & Sanger Wolcott, 2015). Teacher practices that provide students with emotional support and create opportunities for students' voice, autonomy, and mastery experiences promote student engagement in the educational process.¹⁴

Social-emotional skills can be taught explicitly, with dedicated SEL lessons, or they can be integrated into subject areas such as language, literature, social studies, and even math and science.¹⁵ Social and emotional learning can involve any age group, from preschool to high school and beyond. Social-emotional skills are valuable for any social context, whether online or offline.

The [Collaborative for Academic, Social, and Emotional Learning](#) has done extensive research on social and emotional learning, including the elements that make SEL programs work. They have produced very helpful publications for both elementary and secondary school levels on SEL. These publications provide best-practice guidelines for districts and schools on how to select and implement SEL programs. They can be accessed [here](#).

Social-emotional learning episodes can be contextualized for the digital context through examples, discussions, and activities involving ICT, but even general SEL lessons can empower children to be better digital citizens. The social-emotional skills that they will learn have universal applicability.

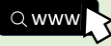
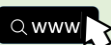
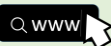
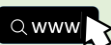
[Part two](#) of this e-book explores in more detail how social emotional learning strategies can help develop intelligent digital citizens.

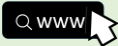
¹³ Weissberg, R., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2016, February). Why Social and Emotional Learning Is Essential for Students. *Edutopia*. Retrieved from <https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>

¹⁴ Weissberg, R., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2016, February)

¹⁵ Jones & Bouffard (2012); Merrell & Gueldner (2010); Yoder (2013); Zins et al. (2004)

Helpful web resources on socio-emotional intelligence and learning

Name of resource	Description & URL	Types of resource	Helpful for...
Knowledge Base (6 Seconds)	 <p>Six Seconds' Knowledge Base is a website where you can get help and tips for your work as an EQ Practitioner.</p>	Tools, how-to articles, resources, assessments.	EQ Practitioners
Thoughtful Learning Resources for Social-Emotional Learning	 <p>Taken from their website, Thoughtful Learning is a team of teachers, writers, and designers committed to bringing you high-quality teaching materials. They provide a curriculum for K-8 as well as other resources to help teach the topic of social-emotional intelligence.</p>	Curriculum, lessons	Teachers
Social-Emotional Learning Mini Lessons	 <p>Aside from their K-8 curriculum on social-emotional intelligence, Thoughtful Learning also provides several "mini-lessons" that teach students how to develop their social-emotional intelligence in different ways.</p>	Lessons	Teachers, students
Psychology Today	 <p>Psychology Today is a website that features articles and news on the various topics related to psychology. Their web page on emotional intelligence provides a brief overview on what emotional intelligence is, as well as links to articles written by experts on the topic.</p>	Articles, links	Everyone

Name of resource	Description & URL	Types of resource	Helpful for...
CASEL	 <p>CASEL's resources on social and emotional learning are drawn from the world of scholarly research, on-the-ground practice, and cutting-edge policy.</p>	Practical guides, program reviews, videos, webinars, books, articles, and position papers	School districts, admin, policy makers, and teachers

Summary

The Edutopia.org article, "Why Social and Emotional Learning Is Essential for Students",¹⁶ outlines many benefits that social and emotional skills have on people, such as:

- Being able to know and manage themselves
- Understanding the perspectives of others and relating effectively with them
- Making wise personal and social decisions
- Exhibiting positive attitudes toward themselves and others
- Enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- More positive social behaviors and relationships with peers and adults
- Reduced misconduct and risk-taking behavior
- Decreased emotional distress
- And even improved test scores, grades, and attendance!

These attributes do not only benefit people in "ordinary" life, but also in the digital sphere as well. They can bring their social and emotional skills to cyberspace, allowing them to understand the perspective of others online, make wise decisions online, exhibit positive attitudes and behaviors online, be less stressed online, and so on. The more socio-emotional skills we have as ICT users, the more inclusive, safe, productive, and educational the digital community will be. The remainder of this e-book will provide many exercises and tips to help foster these skills in learners, and promote this kind of digital community.

¹⁶ Weissberg, R., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2016, February). Why Social and Emotional Learning Is Essential for Students. *Edutopia*. Retrieved from <https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>

Chapter 7

Digital Rights & Responsibilities

The majority of young people, even those at an early age, are already using Information Communication Technology (ICT) regardless of their country, language or background. They actually see access to digital media as a fundamental right; without this access they feel deprived from the wider world (Third et al., 2014).

However, increased access does not guarantee responsible use of ICT. As the saying goes, with rights come responsibilities. If people would like to access web/mobile technologies, they should also know how to use them responsibly.

To be great digital citizens, people need to understand both their rights and responsibilities in using ICT. Teachers should be familiar with these rights and responsibilities, both for own good and also to raise awareness among their students.

What are the digital rights of young people?

What are young people's rights when it comes to ICT? There are several ways to look at this question.



The [United Nations Convention on the Rights of the Child](#) is the most famous international legally binding document about the rights of children, and it is also the most signed of any UN convention. It has been ratified by all countries in Southeast Asia, and indeed the world, except the United States. The Convention was written before the internet boom, so no provision relates directly to digital rights. However, many of the provisions are general and apply to children in any context, online or offline. For example, provisions about care and protection (Article 3), identity (Article 8), the right to express views freely (Article 12), the right to information (Article 13), and the right to privacy (Article 16) are just as relevant to the online sphere as offline.

A prominent international commitment related to ICT rights is found in the [Sustainable Development Goals](#) (SDGs), which were adopted by the United Nations in 2015. Goal 9, which relates to infrastructure, contains a target specifically about ICT: "Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020." This means that governments worldwide recognize that access to ICT, including affordable internet services, is extremely important, and they have promised to increase it. As SDGs apply to all people, children should also have access to ICT.



Figure 39. The Sustainable Development Goals of the United Nations: a global development agenda until 2030

Other relevant rights can be found in countries' Constitutions and national laws. Some countries have enacted laws that specifically address the digital rights of children. See the World Bank report, "Legislative Responses in Asia to Fight Child Pornography, Online Grooming, and Cyberbullying" for some examples. You can also check out the UNESCO report, "[A Policy Review: Building Digital Citizenship in Asia-Pacific through Safe, Effective, and Responsible Use of ICT](#)" for a discussion on governments' attempts to secure children's rights for access, use, and safely benefit from ICT.

The third way to understand children's rights is to ask them directly. A project of the Digital Connected Network involved 140 young people from 16 countries around the world, to hear their perspectives on their digital rights. The beliefs, desires, and demands the participants shared were condensed into ten main messages (Third et al., 2014):

1. *Right of access.* Young people see access to digital media as a fundamental right.
2. *Common purposes.* Young people use digital media for many of the same reasons: social connectedness, accessing information, education, self-expression, creativity, and entertainment. These uses are common across countries and languages.
3. *Literacy is fundamental.* Digital, social, and media literacy are necessary for exercising their digital rights, such as access, competent use, and participation. Without these basic literacies, they may not have the capacity to take full advantage of what the Internet has to offer.
4. *Risk narrative predominant.* Young people find it easier to state the risks that they might face online, rather than the benefits. Perhaps this reflects an imbalance in the narratives of adults, who issue warnings but do not discuss the positive aspects as much.
5. *No online/offline binary.* Young people view their online activities as being another setting of their lives. It is not a separate life.

6. *Balancing risk and opportunity.* Safety is important, but human agency is necessary for effective and resilient use of digital media. The report explains that children “must be allowed opportunities to think critically and develop their own language, views, strategies, associations and interests as users of connected digital media.”
7. *Self-actualization.* In their eyes, digital media helps young people develop their skills, build relationships, and be part of the community.
8. *Child-centered definitions.* Children have different views of opportunities and risks; they are not necessarily what adults think. We need child-derived definitions and classifications of digital risks and opportunities. One risk for them, for example, is having their access taken away from them by their parents.
9. *Acknowledgement.* Young people want to be trusted to use digital media wisely. They are generally aware that their digital rights come with responsibilities, such as understanding the potential consequences of their online actions. They want adults to know how and why they use ICT.
10. *Ongoing conversation.* Young people want to be involved in conversations with policy makers and practitioners about digital media.

What are digital responsibilities?

Being digitally responsible is being accountable for your actions online as stated by Ribble’s Nine Elements of Digital Citizenship discussed in [chapter 3](#). To easily understand our responsibilities, Dr. Ribble came up with the acronym REP, which stands for *respect*, *educate* and *protect*. In each element of REP, the person is responsible for their own use of technology and for the other users’ internet experience as well. While digital rights talk about how we are entitled to use the internet, we cannot disregard the fact that as digital citizens we are expected to use technology in an appropriate manner. Respecting the ownership of images we get online is an example. Although we can access the images, we usually should not use it without the owner’s approval.

There are no official written rules regarding digital responsibility. However, the Global Trust Center and Metanoya released *A Proposal for Rights and Responsibilities for Citizens in the Digital World* (2008). It states the following digital responsibilities:

- Treat other interacting parties with respect, regardless of income, ethnicity, gender, physical location or disability;
- Protect their digital identity from unauthorized use;
- Be responsible for all actions taken with their digital identity;
- Take appropriate action as soon as possible after discovering or suspecting that their digital identity has been compromised;

- Take appropriate action as soon as possible after discovering that systems that they control are being used for the storage and/or transmission of unlawful material;
- Comply with the relevant legislation, regulations, codes of conduct, and best practice where they are digitally interacting.



Children are increasingly using ICT, and as with other people, they have digital responsibilities. When communicating online children are expected to be polite and respectful, much like what is expected of them in the real world. They should use ICT in positive ways, not use it to hurt others. They must try to understand the applications they use, so they can use them properly and safely. They should know something about the risks and opportunities of using ICT, and what to do when something doesn't seem right. They must also know their own limitations, so that they can seek help from others when needed.

In other words, both children and adults have digital responsibilities. The only difference is that the specific responsibilities vary depending on the children's level of maturity; as they get older, wiser, and more experienced, children should take on more responsibility¹⁷. Being digitally responsible offers an avenue for personal growth and digital intelligence. The sense of responsibility for their own decisions and actions is likewise applicable to their offline lives. As they learn, imbibe, and apply their responsibilities, they can become better at managing their own wellbeing as well as being empathetic of others.

What is the relationship between rights and responsibilities?

In conclusion, children and teenagers should be informed of their rights as well as their responsibilities, online and offline. The right of freedom of speech needs to be balanced with someone else's right to dignity. Hate speech, for example, is not an acceptable exercise of freedom of speech because it crushes someone's dignity and may even incite violence. Similarly, there is a balance between the right to privacy (anonymity) and the right to security (which requires some information-sharing and monitoring). Teachers can talk about these conflicting rights, and emphasize that our society's morals do not get suspended the moment we log on.

Activity ideas for the classroom

This set of activities deals with the relationship between digital rights and responsibilities. The first activity will ask your students to recall a famous quote from Spiderman about power and responsibility. The second will have them read up on their rights by checking their country's

¹⁷ United Nations Children's Human Rights Convention, Article 12

Constitution and the UN Convention of Children's Rights. And the third will have them think about times their rights may have been compromised. The target groups for these activities range from upper elementary to secondary school.

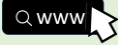

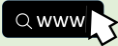
1. Spiderman	<p>Ask your students to think about Spiderman's famous quote, "With great power comes great responsibility," in the context of ICT use.</p> <p>Then get them to make a comic strip about an imaginary superhero who sees an example of bad online behavior, and tries to fix the problem.¹⁸</p> <p>Target group: upper elementary school or middle school.</p>
2. What rights? What responsibilities?	<p>Ask your students to find out what rights they have that are applicable to their digital lives. They can check the UN Convention on the Rights of the Child, their country's Constitution and other national laws, or propose their own.</p> <p>After listing down some rights, ask them to list responsibilities that go with each of the rights. More than one responsibility can be written for each right.</p> <p>For example:</p> <div data-bbox="547 1077 1337 1357" data-label="Image"> <p>The image shows two computer monitors. The left monitor has a title bar with three colored dots (red, yellow, green) and the text 'Rights' followed by a bulleted list: '• Freedom of expression'. The right monitor has a similar title bar and the text 'Responsibilities' followed by a bulleted list: '• Respect for others'.</p> </div> <p>Alternatively, the output can be written as a bubble cloud: rights can be written in the middle of big sheets of paper (one right per paper), and the students can write down the responsibilities that are associated with each right in bubbles surrounding the right.</p> <p>Target age group: secondary school¹⁹</p>
3. Are our rights not being honored?	<p>After either identifying their digital rights or being provided with a list, students can be asked to identify examples when their rights may have been undermined (i.e. infringed, disrespected, broken). Allow them to present their examples and ask the class what their</p>

¹⁸ Adapted from SWGfL Digital Literacy Curriculum, Year 6 (<http://www.digital-literacy.org.uk>)

¹⁹ Adapted from the The Web We Want: Young and Online (2013) and The Web We Want Handbook for Educators (2015), both published by European Schoolnet

	<p>feelings are and how they would deal with that situation in the future.</p> <p>If they can't think of personal examples, you can provide a theoretical/news example of an Internet scam. Ask the students, "What rights have been undermined for the victim, if any?"</p> <p>Target age group: secondary school.</p>
--	---

Helpful web resources on digital rights and responsibilities

Name of resource	Description & URL	Types of resource	Helpful for...
UNESCO ICT in Education	 <p>This website includes several important publications about responsible use of ICT, such as "Fostering Digital Citizenship through Safe and Responsible Use of ICT: A review of current status in Asia and the Pacific as of December 2014", and, "A Policy Review: Building Digital Citizenship in Asia-Pacific through Safe, Effective and Responsible Use of ICT" (2016). The website also features news about digital citizenship and proceedings of past digital citizenship conferences.</p>	Technical reports, conference proceedings	Governments, international organizations, civil society, and the private sector
Web We Want resources	 <p>The 'Web We Want' offers educational handbooks exploring the rights and responsibilities of using online technologies and social media. The site also has an array of lesson plans with activities to encourage young people to develop creative and critical thinking skills.</p>	Handbooks, Lesson plans	For educators and teens
Internet Freedom		News, policy updates,	For policy makers,

Name of resource	Description & URL	Types of resource	Helpful for...
(Freedom House)	Freedom House conducts research and produces analysis on levels of internet freedom, conducts advocacy domestically and internationally to protect internet freedom, and conducts an array of programs designed to assist human rights and democracy activists safely use the internet for mobilizing their constituents and communicating their ideas.	research, and reports	activists, educators
Online ethics resources (MediaSmarts)	 Contains articles and other resources about online ethics, empathy, laws, morality, etc.	Articles, blog posts, tip sheets, lesson plans, guides	Parents and teachers

Summary

All humans have rights. Human rights are universal across all countries and societies. Children, as a special class of people, have additional rights because of their vulnerability and special needs. In the modern day, technology has become such an important part of our lives that it has now entered the conversation about human rights. Access to information communication technology, like the internet and mobile phones, is increasingly being seen as a right for all people, including children. Most governments are working on improving ICT access, awareness, and skills for their populations as part of global development goals.

While people have digital rights, they also have responsibilities. People, including youth, must know what these responsibilities are so that they can use ICT constructively, without harming themselves or others. They have a responsibility, for example, to make wise choices about what they do online—such as what they write and whom they communicate with. Teachers can help their students think critically about their digital rights and responsibilities through activities like the ones described in this section.

Now that we are familiar with digital citizenship and cyber wellness, let's take a look at the different issues faced by digital citizens, and how to deal with them. While the previous chapters focused on the external aspects of digital citizenship, the succeeding chapters focus on developing and nurturing the internal values every intelligent digital citizen should have. Each chapter will also contain helpful activities and resources to aid in classroom instruction.

PART 2:

DEVELOPING INTELLIGENT DIGITAL CITIZENSHIP

Part two of the e-Citizenship e-book explores specific concepts related to digital citizenship, such as cyberbullying, privacy, security, identity, misinformation, piracy, plagiarism, community norms, and ICT addiction. The e-book defines these concepts, and discusses why they are relevant to digital citizenship and cyber wellness. Furthermore, many activities are presented that encourage students to critically think about and discuss these concepts. Beyond thinking and discussing, the activities give students a chance to develop and apply socio-emotional skills that are fundamental to becoming responsible digital citizens. After each set of activities, helpful online resources are listed for teachers to visit and potentially use for their teaching. Part two consists of the following chapters:

[Chapter 8](#): Being Intelligent about CYBERBULLYING

[Chapter 9](#): Being Intelligent about PRIVACY and SECURITY

[Chapter 10](#): Being Intelligent about DIGITAL IDENTITY and FOOTPRINT

[Chapter 11](#): Being Intelligent about MISINFORMATION online

[Chapter 12](#): Being Intelligent about USING online material

[Chapter 13](#): Being a RESPECTFUL Member of the DIGITAL COMMUNITY

[Chapter 14](#): Being Intelligent about TIME SPENT in Cyberspace

Chapter 8

Being Intelligent about CYBERBULLYING

What is cyberbullying?

Cyberbullying is “the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else” ([ChildNet International](#)).²⁰

Cyberbullying can take many forms, such as harassment, stalking, rumor spreading, outing, excluding, defaming, belittling, mocking, trolling, masquerading, or impersonating. It can happen through email, online games, chat rooms, text messages, or social networking apps.

As young people start to have more online interactions, they may become more exposed to online bullying. Bullying does not just happen in the school corridors nowadays—it happens online where adult control does not easily reach. Cyberbullying is a growing problem worldwide. The Cyberbullying Research Center reviewed ten different studies on cyberbullying, involving thousands of secondary students, and found that an average of 27.9% respondents reported being victims of cyberbullying at least once during their lifetime.²¹ Sixteen percent admitted that they have cyberbullied others. The Cyberbullying Research Center also discovered the following:²²

- cyberbullying affects all races, ethnicities, genders, and religions
- girls are just as likely to be cyberbullies as boys
- victims of cyberbullying are more likely to have low self-esteem and are more at risk of considering suicide

Added to this are the alarming facts that 88% of teens that use social media have witnessed bullying of others online, and a whopping 95% of them have seen others ignoring the abuse.²³ Furthermore, more than half of young people surveyed say that they have not told their parents or an adult about something mean or hurtful that happened to them online.²⁴

In a survey done by the McAfee security company, 72% of victims say that they are cyberbullied because of their appearance, 26% because of their race or religion, and 22% because of their sexuality.²⁵ Of all countries, United States has the highest rates of

²⁰ *Cyberbullying – Safe to learn: embedding anti-bullying work in schools*. A guidebook prepared by ChildNet International for the UK Department for Children, Schools, and Families.

²¹ Summary of our cyberbullying research (2004-2016). (2016, November 26). Cyberbullying Research Center. Retrieved from <https://cyberbullying.org/summary-of-our-cyberbullying-research>

²² Findings of Cyberbullying Research Center as cited by Bullying Statistics. Retrieved from <http://www.bullyingstatistics.org/content/cyber-bullying-statistics.html>

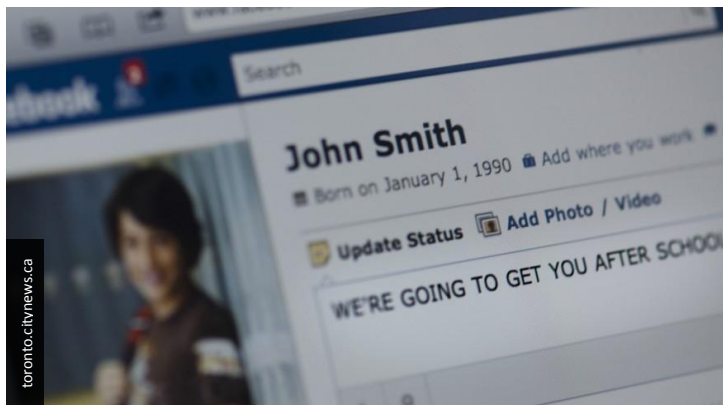
²³ Lenhart, A., Madden, M., Smith, A., Purcell, K., Zickuhr, K., & Rainie, L. (2011, November 9). Teens, kindness, and cruelty on social networking sites. Pew Research Center. Retrieved from <http://www.pewinternet.org/2011/11/09/teens-kindness-and-cruelty-on-social-network-sites/>

²⁴ Cyberbullying: statistics and tips. (n.d.). i-SAFE Inc. Retrieved from https://www.isafe.org/outreach/media/media_cyber_bullying

²⁵ Cyberbullying Triples According to New McAfee "2014 Teens and the Screen study". (2014, June 3). McAfee. Retrieved from <https://www.mcafee.com/us/about/news/2014/q2/20140603-01.aspx>

cyberbullying, followed by China and Singapore.²⁶ In a Microsoft survey of 25 countries, the Asian countries of China, Singapore, and India had the highest rates of online bullying: 70%, 58%, and 53% of all surveyed children, respectively (UNESCO, 2014). Thirty-three percent of Malaysian children said they had been subjected to online bullying.

While the Philippines was not included in the Microsoft survey, there are indications that it has very high rates of cyberbullying, perhaps even higher than the three countries mentioned. According to local reports, the Philippines ranks fourth in the world with respect to internet searches about cyberbullying,²⁷ and 80% of Filipino teenagers have reported being bullied on social media.²⁸



The Internet offers anonymity, which makes it a great platform to express oneself freely, but it also can bring out the worst in people. People may feel that they can say whatever they want, and that they do not need to be kind or polite. They may also think that because it's online, it can't do real harm. Let's reflect on this perception. When Vin

is bullying somebody else online, and no one knows it is Vin, does it mean that he is free of blame? Does it mean that his actions are not serious? A socially and emotionally intelligent person would realize that cyberbullying can be just as harmful as real face-to-face bullying—he would refrain from doing it himself and, if possible, try to stand up against those who do it too. Part of having social-emotional intelligence is also being proactive. Proactivity can enable us to address a problem better compared with just responding to it afterwards. The same principle applies online.

Cyberbullying is one example of a breakdown in digital citizenship. In other words, if someone is being a cyberbully, they are not behaving like honorable citizens. Cyberbullying spreads negativity through cyberspace and its psychological and social effects can spill over into the offline world. It is a complex problem, because it can involve several parties in different ways.

²⁶ Singapore 2nd Worldwide in Cyberbullying searches on Google. (2017, May 20). Retrieved from <https://nobullying.com/singapore-2nd-worldwide-in-cyberbullying-searches-on-google/>

²⁷ Adel, R. (2016, November 22). How to take action if you are harassed online. *The Philippine Star*. Retrieved from <http://www.philstar.com/news-feature/2016/11/22/1646312/fight-online-harassment-bullying>

²⁸ Bigtas, J. A. (2016, March 30). 80% of teens in PHL experience cyberbullying—survey. *GMA News Online*. Retrieved from <http://www.gmanetwork.com/news/lifestyle/parenting/560886/80-of-young-teens-in-phl-experience-cyberbullying-survey/story/>

Who is involved in cyberbullying?

When cyberbullying occurs, there are four ways people can be involved: as a perpetrator (the bully), as a victim (target), as a bystander, and as an upstander.

The perpetrator does the bullying, which can come in different forms. For example, deceiving someone, harassing someone, or flaming someone. Flaming means to direct an abusive or inflammatory online message at someone. Cyberbullying is mean and can be very hurtful. The perpetrator usually intends it.

The victim, or target, of the cyberbullying is the person to whom the deception, harassment, or painful remarks are directed. Anyone can be a target of cyberbullying, boy or girl, young or old. Even teachers can be cyberbullied.

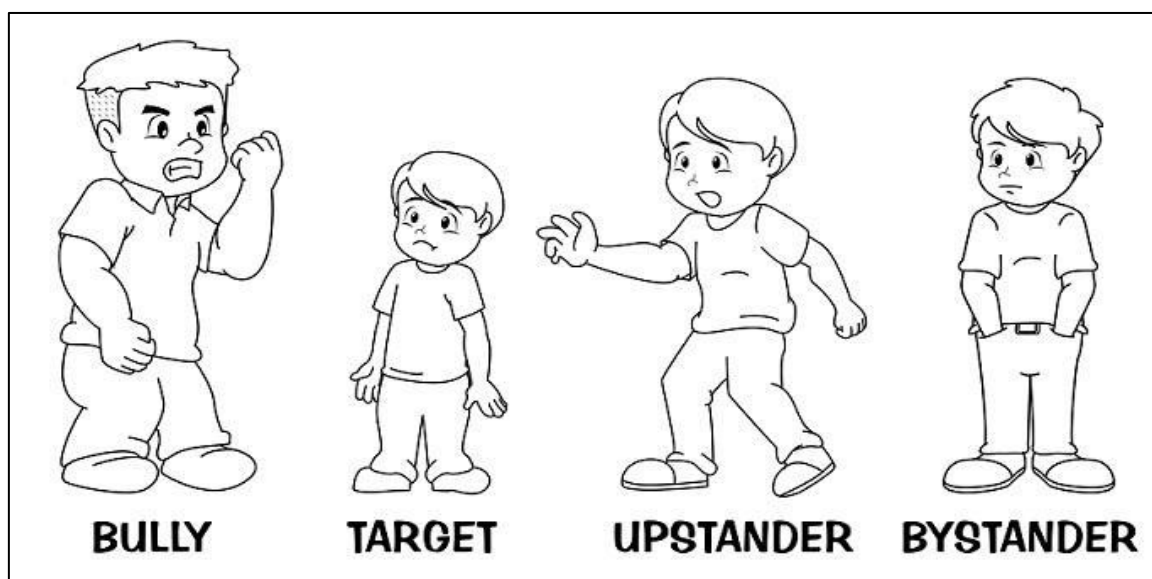


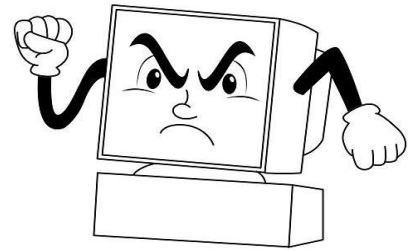
Figure 40. Bully: a person who repeatedly harasses, intimidates, or excludes someone. Target: the person being bullied, usually perceived to be weaker or less influential. Upstander: a person who takes action in support of the target. Bystander: a person who knows the bullying is happening, but doesn't do anything.

An upstander is someone who notices that someone is being cyberbullied, and tries to do something about it. An upstander might comfort the victim, or ask the cyberbully to stop. An upstander does not make things worse by copying the cyberbully or spreading rumors about the victim. An upstander could also encourage the victim to seek help.

A bystander notices that someone is being cyberbullied, but he doesn't doing anything about it. He either ignores it, or feels helpless to act.

These four categories—bully, target, bystander, and upstander—can exist for both cyberbullying and regular bullying. In many ways, cyberbullying and bullying offline are the same. They both can cause harm, and the reasons why people are targeted are often similar—the target is somehow different, the target is vulnerable, or the target has caused anger or bitterness in the past, whether intentionally or unintentionally. But there are also differences. Online, a bully might use more extreme language, because he doesn't have to say it to the person's face. And unlike in offline bullying, the height and size of the people involved do not

matter, while the harm is more emotional than physical. Furthermore, cyberbullying can happen anytime and anyplace, as long as the bully has access to a device. Cyberbullying can be more public because many more people might see what is being said, and the words can be permanently visible unless somehow deleted. Lastly, cyberbullying can be anonymous.



We as teachers can encourage our students to be more aware of the things being said online, and know how to handle cyberbullying situations. Help them:

- Define and recognize what cyberbullying is, and its different forms;
- Discuss what effects cyberbullying can have;
- Watch out for instances of harassment, deception, and flaming;
- Consider the things they say to others, because they might be hurtful;
- Consider the feels of others, because they might not think the same way as we do;
- Act when they encounter cyberbullying. Be upstanders, not bystanders!

What should a teacher do if a student is being cyberbullied?

What should we do when we learn of a particular instance of cyberbullying against one of our students? [Later, we will discuss actions we can take to discourage cyberbullying from happening in the first place].

Facebook has come up with a useful step-by-step guide on what teachers should do when a cyberbullying target comes for help, paraphrased below²⁹:

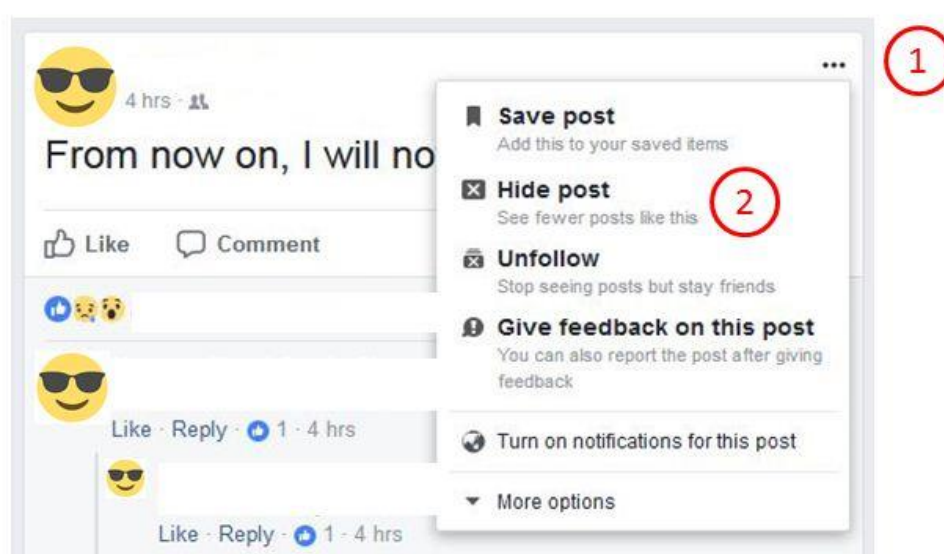
1. Prepare to have a successful conversation with your student
 - a. Listen to what your student has to say. Take her/him seriously.
 - b. Decide, with the student, the best time and place to have a private and safe conversation with her/him.
 - c. Before you talk to your student, monitor your own feelings first. You should be mentally and emotionally ready.
2. Have the conversation with the student. Talk to her/him about the problem.
 - a. Be supportive: listen carefully, and use calm and steady voice (remember, you are a role model). Do not judge the student. Don't encourage the student to fight back, and avoid making promises you cannot keep.
 - b. Gently explore the case, and be empathetic. Is it a minor case (for example, a single instance of rudeness and meanness)? Or is it major (such as chronic

²⁹ Facebook (2013). *Empower Educators*.

bullying)? If it is a major case, a counselor or other expert needs to be involved. Use probing, non-threatening questions to learn more.

- c. While investigating the incident, abide by school and government policy regarding bullying/cyberbullying.
3. Formulate an action plan with your student. The plan should be aligned with school and government policy and should preferentially be made in consultation with the school principal or counselor.
 - a. Based on what you learned from your investigation, decide on the next appropriate steps to take. If there is any possibility that the student is in danger, report the incident immediately to higher authorities.
 - b. If you, your student, and existing policy agree that the incident is not too serious and does not need to be reported, you can brainstorm ways to help prevent the incident again, or ways to respond to it next time.
 - c. If the bullying continues online, such as on Facebook, you can let the student know about technological features that might be available, such as flagging posts, reporting users, or blocking (a step-by-step guide for Facebook can be found below). The student can be advised to save evidence of any future bullying incidents, or share them with a trusted friend or adult for advice. Evidence may be in the form of screenshots of conversations or interactions on the Internet. The student may even consider contacting the perpetrator directly, if he/she is courageous enough and feels safe.

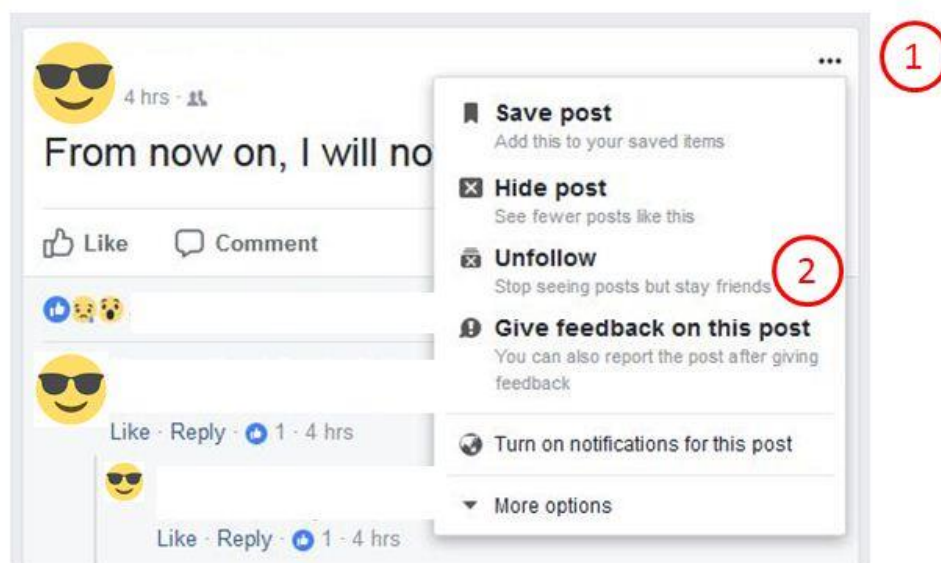
Hiding a Facebook Post



Steps:

1. Click on the three dots found at the top right-hand corner of any Facebook post
2. Click "hide post" to remove a post from your Facebook newsfeed

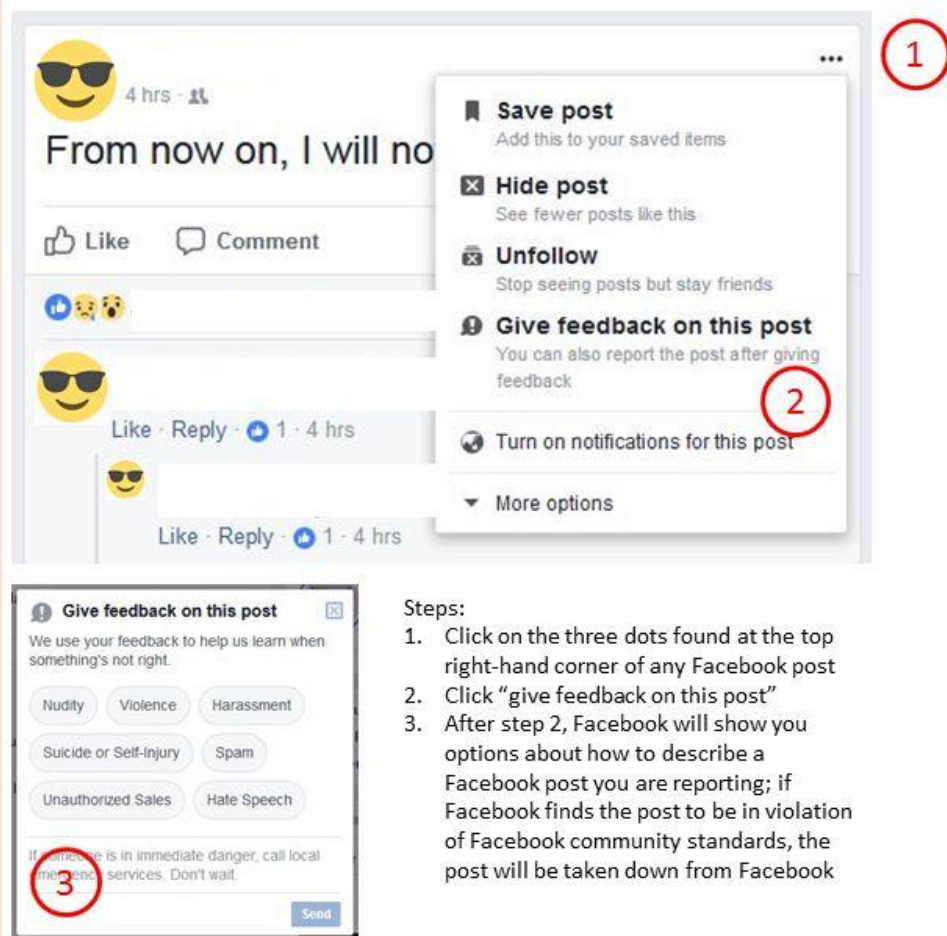
Unfollowing a Facebook User



Steps:

1. Click on the three dots found at the top right-hand corner of any Facebook post
2. Click "unfollow" to stop seeing post from a Facebook user

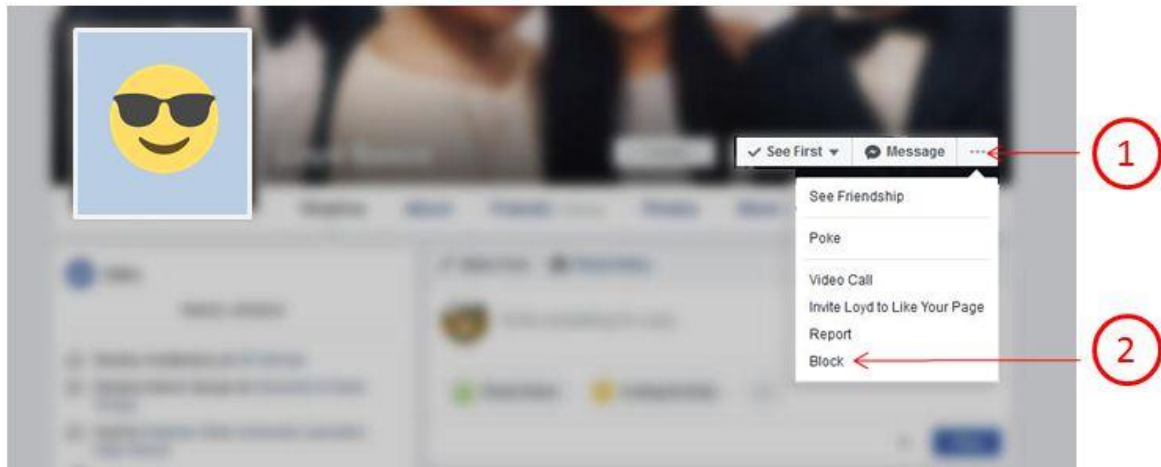
Reporting a Facebook Post



Steps:

1. Click on the three dots found at the top right-hand corner of any Facebook post
2. Click "give feedback on this post"
3. After step 2, Facebook will show you options about how to describe a Facebook post you are reporting; if Facebook finds the post to be in violation of Facebook community standards, the post will be taken down from Facebook

Blocking a Facebook User



Steps:

1. Click on the three dots found at the bottom right-hand corner of a cover photo on a Facebook user's timeline
2. Click "block" to keep a user from viewing your profile and sending you messages

4. Follow-up with your student at a later date to ensure he/she feels physically and emotionally safe.
 - a. Find out if the problem has been resolved and if the student feels comfortable and safe at school. Does the student have a support network of friends and family? Help the child reach out to others. If the problem has not been fixed, review the action plan and decide on next steps together. You may need to speak with the parents of the students involved.
 - b. If you are unable to handle the situation effectively, seek expert help.

It is not only the target who needs help, but also the bully. What should you do if one of your students is the bully? Facebook's recommendations for dealing with the student are similar to the steps taken for victims:

1. Prepare to have a successful conversation with your student
 - a. Listen to what your student has to say. Take him/her seriously.
 - b. Decide, with the student, the best time and place to have a private and safe conversation with him/her.
 - c. Before you talk to your student, monitor your own feelings first. You should be mentally and emotionally ready.
2. Have the conversation with the student. Talk to him/her about the problem.
 - a. Be supportive: listen carefully, and use a calm and steady voice.

- b. Find out what happened.
 - c. Communicate your school's values and policies (or government policies, if applicable).
 - d. Thoroughly investigate the incident.
3. Formulate an action plan with your student. The plan should be aligned with school and government policy and should preferentially be made in consultation with the school principal or counselor.
 - a. Determine if the incident requires reporting or not. If it is a minor case, then it doesn't require reporting. If it is more serious, it should be reported.
 - b. If the incident does not require reporting, discuss with the student on the best way to improve the situation. For example, he/she can apologize, delete the offending post, and hopefully commit to not doing it again. You might consider holding a mediation session between the students involved.
 - c. If incident requires reporting, ensure all parties are safe. Involve families according to school or government policy.
 - d. Be clear to the student about the consequences of his/her actions, and follow through. If the consequences do not happen, the student will think he/she can commit the same thing and get away with it.
4. Follow-up with your student at a later date to ensure he/she feels physically and emotionally safe, and do the same with the targeted student.
 - a. Find out if the problem has been resolved. Check if the student who acted like a bully has received adequate education and support. Determine if anyone is in need of mental health services. If the problem hasn't been fixed, review the action plan and decide on next steps. You may need to speak with the parents of the students involved.
 - b. If you are unable to handle the situation effectively, seek expert help.

When speaking with parents, it's important to have clear communication and follow-up. State that the goal is to have a positive outcome for everyone.

1. For the parents of the target, the teacher can:
 - a. Contact them regularly (e.g. once a week or so) for a couple months to share observations about the student and how he is managing since the conflict.
 - b. Agree to proactively discuss, in school and at home, the problem of bullying. Both teachers and parents must emphasize that it is unacceptable.
 - c. If necessary, suggest professional help for the student.
2. For the parents of the perpetrator, the teacher can:

- a. Contact them regularly (e.g. once a week or so) for a couple months to share observations about the student and how he is managing since the conflict.
 - b. Agree to proactively discuss, in school and at home, the problem of bullying. Both teachers and parents must emphasize that it is unacceptable.
 - c. Think of a plan with the parents to help the student be more empathetic, considerate, and responsible, which will benefit the whole community.
 - d. If necessary, suggest professional help for the student.
3. For the parents of the target, the teacher can:
 - a. Contact them regularly (e.g. once a week or so) for a couple months to share observations about the student and how he is managing since the conflict.
 - b. Agree to proactively discuss, in school and at home, the problem of bullying. Both teachers and parents must emphasize that it is unacceptable.
 - c. If necessary, suggest professional help for the student.
4. For the parents of the perpetrator, the teacher can:
 - a. Contact them regularly (e.g. once a week or so) for a couple months to share observations about the student and how he is managing since the conflict.
 - b. Agree to proactively discuss, in school and at home, the problem of bullying. Both teachers and parents must emphasize that it is unacceptable.
 - c. Think of a plan with the parents to help the student be more empathetic, considerate, and responsible, which will benefit the whole community.
 - d. If necessary, suggest professional help for the student.

Overwhelmed? Below is a quick summary of how a teacher can deal with the different parties involved in cyberbullying, whether directly or indirectly.

Target Offer support Provide solutions to help Stand up for them Prevent future incidents	Bully Acknowledge the problem Understand their feelings Enact consequences Get help if needed
Bystander Thank them for sharing Encourage action Keep communication open	Upstander Commend their good choices Encourage community

Figure 41. How to approach students involved in cyberbullying (CommonSense Media)

What can teachers do in the classroom to help prevent cyberbullying?

While it is valuable to know how to handle individual cases of cyberbullying, teachers should also know how they can promote social-emotional intelligence as a preventative measure against cyberbullying.

Improving classroom dynamics

Do your students feel comfortable in your classroom? Is there constant tension and conflict? If so, the conflict needs to be addressed. If it is not, it could affect the well-being of your students, their academic performance, and your own stress levels.

Consider having mediation sessions with your class, in consultation with an expert (e.g. guidance counselor, psychologist, etc.). You should also develop norms about acceptable behavior. Be a role model: practice these norms, and make sure the students do too. Promote positive relationships in your classroom, and respect for diversity. Make cooperation and consideration a habit, such as opening doors for each other, saying morning greetings, complementing one another, asking each other about well-being, and listening to each other's problems.

Integrating SEL in subjects to foster antipathy to bullying

Think of ways you can directly integrate lessons on social-emotional learning into your teaching. Try to use curriculum material as springboards to talk about issues like conflict resolution, anti-social behavior, discrimination, and the effect of emotions on our actions, and vice versa. For example:

- When talking about the Internet or social media in a *Computer Science* or *IT* class, explain that anonymity and distance should not be used as excuses to treat others less respectfully. The maxim, “treat others as you would want others to treat you” applies in cyberspace too. We must remind ourselves that behind the screen is a person with emotions.
- In a *Social Studies* class, we could talk about how conflicts often start when communication breaks down. This is true for world diplomacy and also between two ordinary people. Since online communication is often fragmented, spontaneous, and can leave permanent traces, it is especially important to be careful with our words. Have the class experiment with different ways of saying the same message, and have the students debate which ways are most effective.
- When teaching *Psychology*, we could explore the human tendency to take sides, and even gang up on someone vulnerable. Students can be encouraged to analyze conflicts rationally and with compassion, so that they are more likely to be an upstander rather than a bystander. We could also study real examples of cyberbullying, and what psychological effects they had on the people involved. Ask the students to guess how the involved people felt in each case.
- In *History*, review examples of discrimination in society and how some forms of discrimination persist to the present. The internet, unfortunately, has given a stronger voice to bigots. Remind your class that discrimination is fuelled by ignorance and intolerance, and arbitrary members of a group do not deserve to be pilloried for the perceived faults of the whole group. We should try to understand others better, rather than attack them. The students can try to define discrimination, and identify forms of discrimination they have witnessed in their lives.
- In an *Ethics* or *Values* class, we can discuss the moral issues of bullying in general and cyberbullying in particular. We can compare the two and brainstorm ethical ways of confronting bullies/cyberbullies. How should cyberbullies be dealt with? Should they be punished? What causes them to be cyberbullies and what will reduce the chances of them cyberbullying again?
- The list of integration options is potentially endless; it is up to the teacher to spot these opportunities based on the required curriculum and the context of her learners.

Being straight about cyberbullying

Do not sanitize or whitewash the issue of cyberbullying. Be upfront about it. Students should be made aware of how bullying behavior affects others. Cyberbullying (and other forms of bullying) can make someone’s life a living hell, full of depression, anxiety, hatred and fear. Gullible people will believe what is being said about someone, and perhaps join in, while meek

people may not have the confidence to stand up in defense of the innocent (including themselves). The victim might thus feel ganged up on, with little or no support. He might not be able to concentrate on his academics, and may struggle to lead a normal social life. He might withdraw from sports and other activities. In a worst case, victims might even end their own life. Suicides from cyberbullying have been reported in many countries, including Philippines, Vietnam, and other Southeast Asian countries. Does anyone want to be responsible for a tragedy like that? Would any student want that to hang on their conscience? Students must realize that cyberbullying is not cool, and it does not make someone strong or tough. There is nothing to be proud about it. In the words of Charles Frederickson, writing in Thailand-based *The Nation*, cyberbullying is "faceless, gutless, soulless cowardice in its purest form."³⁰ If teachers use similarly strong language, there will be no doubt among their students how severe the issue is. Students should also be informed that many countries have enacted cyberbullying legislation. Cyberbullying is a crime punishable by the full force of the law.

Being strict about cyberbullying

Lastly, have a zero tolerance policy toward discrimination and abuse. Those who engage in unacceptable behavior (i.e. bullying) should not be left off the hook; they should face consequences as a way to internalize, remember, and reflect upon their behavior (in line with school policies on disciplinary action, of course). Pay extra attention to the students who might be targets for their ability, nationality, ethnicity, religion, sexual orientation, gender, or other reason. These minorities may be targeted more frequently, and the abuse might be rather concealed. Be aware of the dynamics between at-risk individuals and the rest of the class, and take responsible action if you suspect bullying to be occurring.

How to limit cyberbullying on social media?

Social media has become the new schoolyard for bullies. According to the Pew Research Center, 88% of teens that use social media have witnessed cruel behavior on social networking sites.³¹ Two thirds of these teens have witnessed other people joining in. A majority of teens say that their own reaction is to ignore the mean behavior, as passive bystanders.

The Tyler Clementi Foundation, which fights against online and offline bullying, has a "Keep It Cool" campaign that promotes the "**3C's of Social Media**" to discourage social media users from engaging in mean behavior online:

1. **Conduct.** Remember that you are communicating with real people. Do not type something that you wouldn't say to their face.
2. **Content.** Think about what you are about to share. If it will humiliate or hurt someone, you should probably not share it.

³⁰ Frederickson, C. (2014, December 15). Cyber-bullying is a crime and should be treated as one. *The Nation (Thailand Portal)*. Retrieved from http://www.nationmultimedia.com/detail/your_say/30249813

³¹ Lenhart, A., Madden, M., Smith, A., Purcell, K., Zickuhr, K., & Rainie, L. (2011, November 9). Teens, kindness, and cruelty on social networking sites. Pew Research Center. Retrieved from <http://www.pewinternet.org/2011/11/09/teens-kindness-and-cruelty-on-social-network-sites/>

3. **Caring.** Try to put yourself in other people's shoes. If you were the person you are communicating with, or the subject of a post, how would you feel? Consider people's feelings on social media.



Figure 42. The 3 C's to reduce cyberbullying on social networking sites (Tyler Clementi Foundation)

The 3 C's are a helpful mnemonic for people to stay calm on social media, be less reactionary, and be more considerate of others. This is a valuable message for everyone, because sometimes we partake in cyberbullying behavior and don't even realize it. Educators can introduce this mnemonic to their students, and bring it up multiple times, until the students internalize it.

How can schools prevent cyberbullying?

[ChildNet](#) offers several recommendations for schools to prevent cyberbullying:³²

1. Identify a person from the school's senior management who shall lead anti-cyberbullying activities. Others should be identified to help her/him, with specific roles and responsibilities.
2. Raise awareness and understanding about cyberbullying thru several means, such as: parent-teacher assemblies, staff development programs, and thru the curriculum itself. In such venues, cyberbullying and its differences with regular bullying can be discussed.
3. Review and update existing relevant school policies on anti-bullying, behavior, discipline, and child protection and care in order to include cyberbullying. Make sure the school community is aware of the procedures to be followed if cyberbullying happens.

³² Childnet International, & DCSF. (2007). *Cyberbullying: safe to learn: embedding anti-bullying work in schools*. UK Department for Children, Schools and Families.

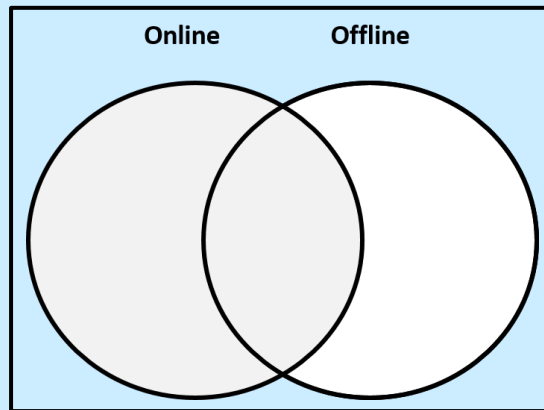
4. Establish (or update) Terms of Use of ICT (e.g. computer networks, Internet, mobile phones) within the school. Check, and if necessary improve, the school's capacity to monitor the acceptable use of ICT.
5. Record and monitor incidences of cyberbullying, as with other types of bullying.
6. Publicize ways to report instances of cyberbullying. People should also be encouraged to report an incident early before it gets more serious.
7. Upgrade the ICT skills of teachers so they can better understand the online situations that students might face.
8. Help students respond confidently and constructively to any problems that arise, by providing meaningful opportunities for discussion about responsible use of ICT.
9. Stay up-to-date with cyberbullying prevention and response strategies. Incorporate new information, tools and techniques into school policies and practices as warranted.
10. Publicize anti-cyberbullying initiatives and successes to the whole school's community.

Activity ideas for the classroom

This set of activities deals with cyberbullying and its effects. The first activity will have your students compare and contrast characteristics of cyberbullying and regular bullying. The second activity will have them read different stories and identify which ones contain acts of cyberbullying, and then reflect on how the characters of the story were affected by it. The third activity will ask them to think about what it means to be courageous, and reflect on times they were bystanders and upstanders. And the fourth activity will help your students draw the line between friendly teasing and downright bullying. The target groups for these activities range from upper elementary to secondary school.

1. Cyberbullying vs. bullying	Ask your students to draw a Venn diagram of cyberbullying and regular bullying, showing the differences and similarities between them. The characteristic particular to cyber bullying should be on the online side, while the characteristics particular to offline bullying should be on the offline side. Common characteristics should be in the middle. ³³
-------------------------------	--

³³ Activities 1 and 2 are adapted from SWGfL Digital Literacy Curriculum, Year 6; Activity 3 from Year 7; and Activity 4 from Year 9 (<http://www.digital-literacy.org.uk>).



Target group: upper elementary school, middle school, or lower secondary school.

2. Who is who?

Read a story about a cyberbullying incident, or have the students read different stories. Ask the students if they believe the incident is an example of cyberbullying, and to justify their answer. If yes, ask them to identify who the cyberbully (or cyberbullies) is/are, who the target(s) is/are, and whether there are bystanders and upstanders.

There's also the option to watch a video clip about cyberbullying or interviews of cyberbullying victims. Afterwards, ask students for their reactions. Sample videos are provided below.

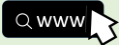
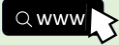
Video Resources	
Cyber Bullying (Google Africa, 2012)	
Cyberbully: YouTuber ClearlyChloe's Story (StoryBooth, 2015)	
Cyber Bullies Drove My Daughter to Commit Suicide (This Morning, 2017)	

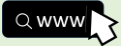
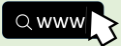
For processing, you can ask how the people involved felt, and ask them to speculate on reasons why the bullies said what they did. What advice would the students give to the target?

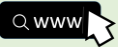
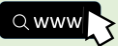
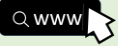
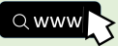
Target group: Upper elementary, lower secondary.

3. Bystander vs. upstander	<p>Ask students to reflect about what it means to be courageous. Ask them to provide adjectives that are synonymous with courage. Make them list down examples of courage, offline and online. Instruct them to write a personal reflection about a time they were either a bystander or upstander, how they felt, and what they would do next time if they are in a similar situation.</p> <p>Target group: Lower secondary.</p>
4. When is it too much?	<p>Start a discussion about the difference between friendly teasing and cyberbullying. Ask the students about how their close friends tease and make fun of each other: is this cyberbullying or not? Why or why not? How do you know if it is acceptable or not? Instruct the students to make a chart, listing the characteristics of acceptable teasing and unacceptable cyberbullying.</p> <p>Alternative: ask your students to read a story or watch a documentary about a person who experienced harassment which started innocently then got worse and worse. Ask the students to identify when the perpetrators "crossed the line", how the situation may have unfolded differently if the interactions were offline.</p> <p>Target group: Secondary level.</p>

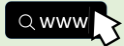

Helpful web resources on cyberbullying

Name of resource	Description & URL	Types of resource	Helpful for...
Be Bold. Stop Bullying	 <p>A Facebook initiative with several countries to raise awareness of the simple, yet powerful actions that parents, young people, and educators can take to prevent bullying.</p>	Facebook pages (videos, articles, discussion)	Young people, parents, and educators
Stick And Stones Teacher's Guide: Defeating the	 <p>In Sticks and Stones, Emily Bazelon has created a text rich for classroom use and</p>	Book with case studies	Teachers, guidance counsellors, and students

Name of resource	Description & URL	Types of resource	Helpful for...
Culture of Bullying and Rediscovering the Power of Character and Empathy	youth groups. The book's nuanced exploration of the many issues of bullying also engages students in complex moral questions—about the actions of teens who bully, bystanders, and upstanders, and about the actions of parents and schools.		
eSmart	 <p>eSmart, an initiative of the Alannah & Madeline Foundation, uses a cultural change approach to improve cyber safety and reduce cyber bullying.</p> <p>The eSmart initiative includes three programs - eSmart Schools, eSmart Libraries and the eSmart Digital License.</p>	<p><u>eSmart Schools</u> and <u>eSmart Libraries</u>: prevention and risk management framework for schools and libraries.</p> <p>eSmart Digital Licence: online challenge that uses quizzes, videos and games to teach school age children how to play, learn and socialise online in a smart, safe and responsible way.</p>	Schools, libraries, parents
A Thin Line	 <p>A campaign of MTV that aims to fight bullying, abuse and discrimination in the digital age.</p>	Facts, personal stories, blog	Youth

Name of resource	Description & URL	Types of resource	Helpful for...
	The campaign encourages youth to share relevant content as well as post their stories, thoughts, and actions to stop digital abuse (sexting, textual harassment, cyberbullying etc.) and to “draw their own line” between what is innocent and inappropriate.		
Cyberbullying (Common Sense Education)	 <p>This section of Common Sense Media site has dozens of resources about cyberbullying.</p>	Videos, articles, forums, research links	Parents and schools
SWGfL Online Safety resources	 <p>The website provides comprehensive information and innovative tools for e-safety, as well as links to partner organizations and training events.</p>	A variety of resources: checklists, policy templates, movies and instructional materials on e-safety	Teachers, educators and schools
4NetSafety	 <p>In this website you will find lots of free resources related to online safety topics such as cyber bullying, online predators, privacy, sexting, social networking, and Web cams.</p>	Information, videos, games and quizzes	Everyone
Cyberbullying resources (Australia)		Articles, tools, videos, hotlines	Schools, teachers,

Name of resource	Description & URL	Types of resource	Helpful for...
eSafety Commissioner)	Provides introduction, information, advice, and reporting mechanism related to cyberbullying.		parents, and communities
Anti Bullying Alliance (UK) resources	 <p>Provides tools and information about bullying and cyberbullying, including free online trainings, ways to make a complaint, and advice.</p>	Information, advice, training, complaint service	Young people, parents, schools, and teachers
Cyberbullying resources (MediaSmarts)	 <p>Has articles about how, why, and who cyberbullies, strategies for fighting cyberbullying, and the role of witnesses. It also discusses legal implications and offers resources like posters.</p>	Articles, guides, tutorials, posters	Parents and teachers
KiVa school	 <p>KiVa is a research-based antibullying program that has been developed in the University of Turku, Finland, with funding from the Ministry of Education and Culture. The effectiveness of KiVa has been shown in a large randomized controlled trial and is considered a best practice.</p>	Information about the KiVa approach, how to implement it, FAQs, news.	Schools and interested partners
DQ World	 <p>Online self-learning program designed to improve children's digital intelligence quotient through the mastery of 8 digital skills, including cyberbullying management.</p>	Game-based education program online	Schools, educators, parents, and children

Name of resource	Description & URL	Types of resource	Helpful for...
Tyler Clementi resources	 <p>Tyler Clementi Foundation aims to end online and offline bullying in schools, workplaces and faith communities, particularly for vulnerable populations like LGBT youth. They have amassed advocacy resources curated for different levels of education: elementary, middle school, high school, and university.</p>	Statistics, stories, infographics, presentations, news	Schools, colleges, educators, parents, students of different levels
Cyberbullying Research Center	 <p>The Cyberbullying Research Center is dedicated to providing up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents. The Center also explores other adolescent behaviors online including sexting, problematic social networking practices, and a variety of issues related to digital citizenship. This website serves as a clearinghouse of information concerning the ways adolescents use and misuse technology.</p>	Research data, laws, reference materials, multimedia, presentations, stories, inspirational images, reporting tool	Educators, parents, teens, adult victims, counselors, law enforcement officers

Summary

As young people are increasingly connected to smartphones, the Internet, and social media, this means that more of their social lives are conducted online. Naturally, this has led to more interactions in cyberspace, both positive and negative. Negative interactions, if characterized by intention to harass or upset someone, are examples of cyberbullying. The cyberbully is purposefully mean to the victim by saying hurtful things about him/her online, either directly at the victim or to others. Sometimes other people might know that the cyberbullying is going on, but they don't do anything about it. These are bystanders. Other people might try to help the victim: these are upstanders.

Cyberbullying has many similarities to regular bullying, but also has some important differences. Teachers should be upfront with their classrooms about the reality of

cyberbullying, and be intolerant to it in any form. They can foster greater social emotional intelligence about cyberbullying through meaningful dialogue, offering opportunities for students to share real life experiences, identify reasons for why it happens, and ideas to respond to future instances of cyberbullying. The number of incidences and potential harm of cyberbullying would decrease with greater social emotional intelligence among youth. Potential cyberbullies would know how to manage their anger or hatred better in order to avoid victimizing someone. Targets would know how to ignore, resist, and report cyberbullying better. While everyone else would know how to stand up against cyberbullying as upstanding digital citizens should.



Check out the learning packet on [Cyberbullying](#) here! It contains a teacher's guide and presentation slides to conduct a learning activity for the classroom.

Chapter 9

Being Intelligent about PRIVACY and SECURITY

People, especially youth, are sharing more and more information online about themselves, their friends, their family, and even their school or job. We post pictures about the activities we have done, the places we've been, the people we've met, our favorite things, and the things we don't like. Some people might even take pictures of the inside of their homes, their schools, or their offices. While we enjoy receiving comments, likes, and thumbs up from the things we post online, we often forget to think about what information we are giving away, and how others are using it.

What is privacy?

Privacy is the right to keep information about yourself secret. It is one of our digital rights. You don't have to give away everything about yourself online. Since we have this right, we can withhold certain information from others if we want to. Information like our name, image (picture), telephone numbers, place of residence, and email address are called personal data. Information about our religious beliefs, sexuality, health (physical or mental), financial status, and political leanings are examples of sensitive personal data.

How much privacy you can expect/demand depends on the type of information and the situation. Obviously, you should act more privately with a stranger than a close friend.

It is important that we as teachers understand how to approach our privacy online in a safe and responsible way. We must also empower our students to do the same.



What can teachers do to help students be wiser about privacy?

As a conversation starter, ask your students the following questions:

- How many websites are you signed up to? Can you count? Try to list them. If you can't remember, try to estimate.
- What kind of information have you given away already?
- Who can see the information that you have given?
- What kind of information do you think is okay to share about yourself? What kind of information is not okay to share? [everyone may have different answers]
- Is there any information about you online that you wish were deleted?
- Do you know the websites' privacy policies and features?
- Have you ever changed your privacy settings?

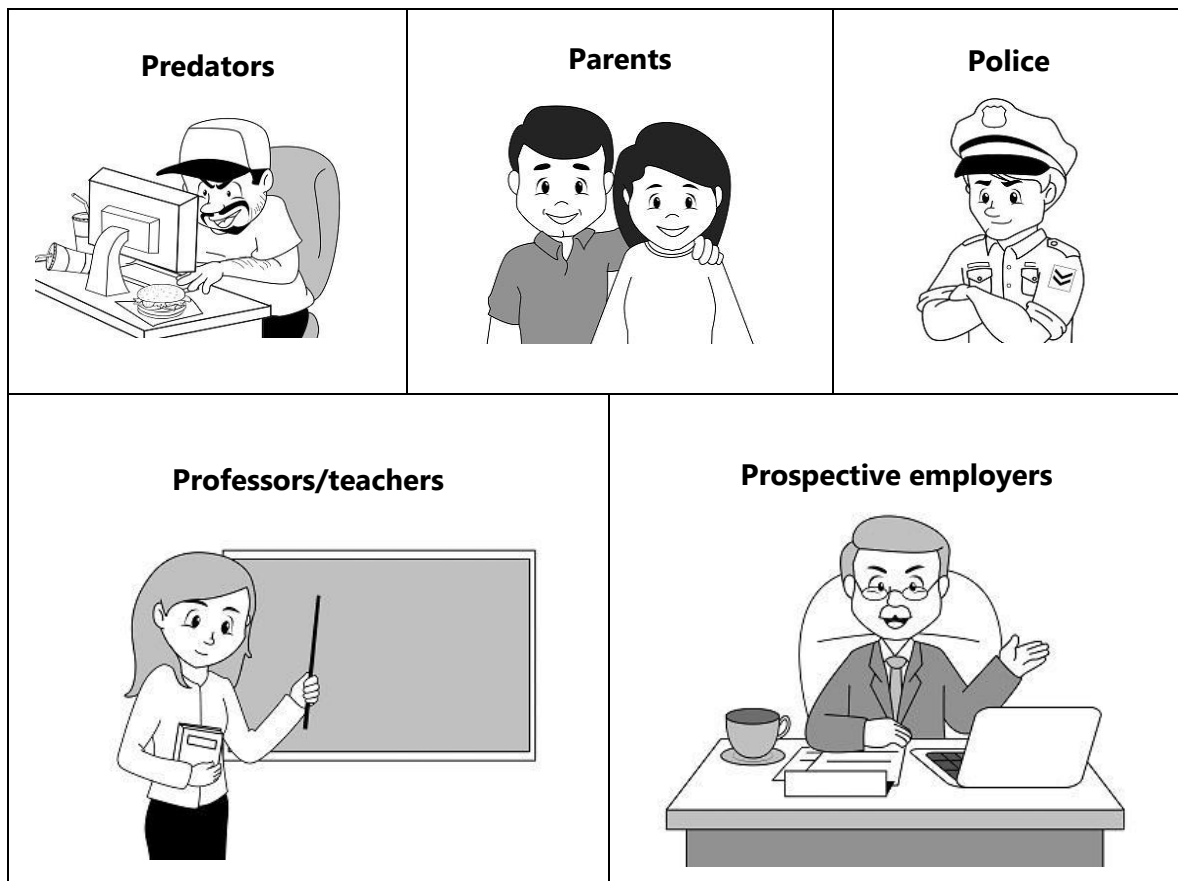
These kinds of questions could be an eye-opener to the students, because our decisions to sign up to a new website are often spontaneous and we don't think deeply about how much information we are giving the owners of the website, and whether it is risky to our security. Even more spontaneous is the act of posting a comment, update, or picture online. It might take us only a few seconds to post something, then we might move on to the next online activity without remembering what exactly we posted that day, and how much information we might have given away that could be used against us.

[The Safer Internet Centre](#) (UK) recommends several strategies for students and teachers to be more careful about the information they post online, which are elaborated below:

- *Think before you post.* Do not post something rashly, in a high emotional state, or you might regret it later. If you post when you are very angry, you might say something that you didn't mean, and cause more hurt than you intended. If you post when you are too excited, you might reveal something embarrassing or scandalous about yourself.
- *Understand your digital footprint.* What you post online is often permanent. It leaves a mark in cyberspace that other people can see in future. It's not always possible to delete what we have posted, and it can be passed around from person to person. If someone, like a future employer or partner, searches your name online, they might find things about you that you wish were forgotten.
- *Use appropriate language and behavior.* Inappropriate language/behavior could hurt someone, or be used against you later.
- *Protect your passwords.* Do not disclose your password to anyone, even people you consider close (like your friends). Furthermore, be sure to use passwords that are not easy to guess.
- *Test your privacy.* Check the privacy settings of the websites and applications you are signed up to. On applications like Facebook, you can see what your profile looks like to other people. If you think it shows too much about you, you might consider enhancing your privacy settings to be more restrictive.
- *Discuss expectations with friends.* Talk to your friends about what you feel is okay for them to post about you. If there is something that bothers you, untag yourself or ask the uploader to delete the post.
- *Familiarize yourself with your school's policies.* Know what your school, and government (particularly the Ministry/Department of Education), expects of you. If you want to post something, like pictures inside the classroom, and pictures of students, check to make sure it doesn't violate existing policies.
- *Know how to report a problem.* Find out whom to report privacy/safety issues to, and how. If you believe your privacy has been breached, or your safety is compromised, you already know what to do.

What are the 5 Ps?

To remind young people about who could potentially see or use the information they put online, an organization called [MediaSmarts](#) has come up with a helpful mnemonic called the "5 Ps".³⁴ The 5 Ps are: Predators, Parents, Police, Professors/teachers, and Prospective employers. Teachers can describe the 5 Ps with their students and brainstorm examples of both good and bad things that could happen when the 5 types of people get information about you. For example, knowing more about a student, such as the progress of her homework and the difficulties she is having, can help a teacher provide assistance to the student. On the other hand, if the teacher finds a post by the student that is insulting to the teacher, or exposes naughty behavior such as truancy, then there will likely be negative consequences for the student. Similarly, a prospective employer might search a graduating student's profiles and be impressed with her activism, community service, or thoughtfulness. On the other hand, the prospective employer could find information that paints the student as irresponsible, mean, or shallow, thereby reducing her chances of being hired.



³⁴ Cavoukian (2011). "What students need to know about freedom of info and privacy"

What are the SMART rules?

While we must be wise about sharing information with anyone, we must be extra careful with what we share with strangers. To minimize the chances of being a victim of predators (the first P of the 5 Ps), the SMART rules apply³⁵:



Figure 43. SMART rules for online safety (ChildNet)

The SMART rules are general rules for privacy protection and internet safety, but they are especially useful to guide young people in their interactions with people they don't know so well. Strangers could be potential friends, sources of knowledge, advice, or even doorways to future careers, but they could also have ulterior motives. So we must be careful not to give them sensitive information, we must be very hesitant to meet them in person without a guarantee for our physical safety, we must be cautious about what we accept from them, we must remind ourselves that they might not be authentic or honest, and lastly we should tell someone if something seems wrong.

³⁵ Childnet International developed the SMART rules, and feature them on many of their online resources. Browse: www.childnet.com/resources

Activity idea for the classroom

SMART song	<p>Have your students create a song or poem about the SMART rules. If it is a song, it can use an original tune or follow the tune of an existing song.³⁶ The song/poem should explain what each of the rules are, preferably using rhymes.</p> <p>Activity can be done in groups and each group can perform their creation in front of the class. Alternatively, each group can be responsible for presenting a different letter of S.M.A.R.T., explaining the corresponding rule.</p> <p>Target group: lower and upper elementary school</p>
------------	---

How can students be trained to spot “red flags”?

How does someone know if something seems wrong? Teachers can encourage their students to trust their mind and their gut feelings when interacting with a new person online. They can ask themselves critical questions, like³⁷:

- Has this person requested me to keep any information secret?
- Has this person flirted with me, or asked me about anything sexual?
- Has this person asked me about anything private?
- Have I felt pressured by this person to do anything?
- Do I feel untrue to myself when I talk to this person? Do I feel my values are being broken?



If the answer is yes to any of these questions, that should be considered a “red flag”. The student should be wary of interacting with the person further. If there are multiple red flags, the student should stop immediately and consider telling a trusted person about the incident.

When we are interacting with institutions, such as commercial enterprises, questions to ask ourselves could be:

- Why do they want/need this information?
- What will they do with it?
- Will the information be used for money-making purposes?

³⁶ Adapted from Childnet International’s lesson plan, “Create a SMART Rules Groove”, as part of their *Only a Game* resources kit.)

³⁷ Internet safety tips in SWGfL Digital Literacy Curriculum, Year 8 (<http://www.digital-literacy.org.uk>).

- Will the information be used for good?
- What will be the benefits of sharing this information? What are the potential disadvantages?

What is self-censorship? Why is it important?

Asking these types of questions will help us develop the key skill of self-censorship. Censorship is the practice of examining books, movies, and other materials in order to remove unacceptable parts. Governments of certain countries censor materials because certain content might offend society, might jar with their values, or potentially harm certain groups. Self-censorship, on the other hand, is the practice of an individual to avoid saying or doing certain things, so that the public will not find out. The point of this is to prevent sensitive information from getting into the wrong hands. The other reason is to prevent yourself from saying something that could misrepresent yourself, damage your reputation, or subvert your own values.

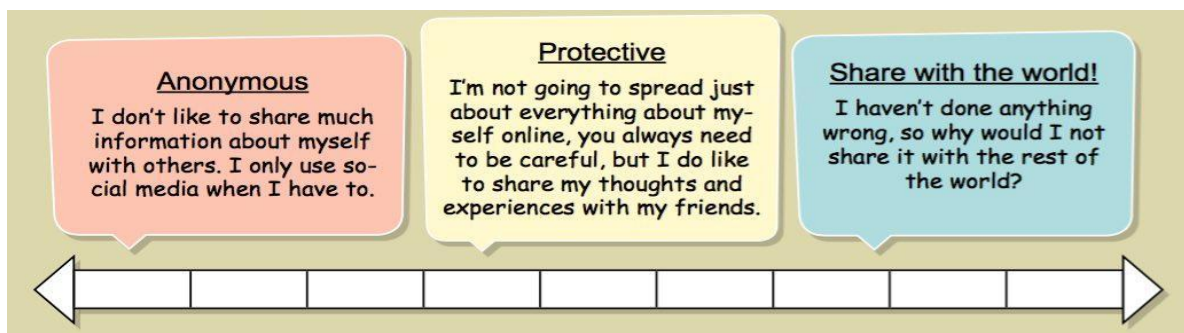


Figure 44. Scale representing different levels of self-censorship (the Web We Want)

In state censorship, what content is censored varies from country to country. Some authorities are very strict, while in other countries almost no content is censored before it reaches the public. The same can be said for self-censorship. Some people filter out a lot of information online. They share very little to the public about themselves. Other people are liberal with the information they share online. Their privacy settings are not strict, and they like others to know what they are feeling, what they are doing, where they are, what their plans are, etc. They are like open books. A socially and emotionally intelligent digital citizen knows how to strike the balance between sharing and self-censorship. She knows herself, her values, and what info she feels comfortable to share publicly and what information she would rather keep private.

More activity ideas for the classroom

This set of activities deals with the different privacy and security issues we face online, and how to address them. The first and second activities will have your students think about ways personal information is collected about us when we use the internet or other forms of ICT. The third activity will have them reflect on the repercussions of sharing too much online by designing t-shirts with personal information on them. In the fourth activity, your students will be asked to write a script for a promotional video on online safety. The fifth activity will help

your students distinguish between different online interactions which could be either appropriate or inappropriate for sharing personal information. And the sixth activity will help your students learn of censorship in the different Southeast Asian countries as well as think about self-censorship. The target groups for these activities range from lower elementary to secondary school.

1. Private eye	<p>Ask your students to work in groups. They should brainstorm examples of how personal information is collected/discovered about us online (e.g. account registration, picture sharing, search entries, etc.). Then brainstorm examples of how this personal information can be used. (e.g. ads posted according to your supposed interests as reflected by your search entries). Discussion: in what instances do you feel privacy has been infringed?³⁸</p> <p>Target group: lower and upper secondary school</p>
2. Big Brother	<p>This is similar to the first activity, but the scope, mechanics, and outputs are slightly different. First, provide your students with a list of ways information could be collected about someone while using ICT, for example:</p> <ul style="list-style-type: none"> • When you call someone, the person/company could be recording the call • Scammers and telemarketers can scan the web and databases to acquire your email address and send you spam • When you visit a website, the website is saved in the history and a "cookie" tracking file is saved. • When you log onto a network, your IP/ethernet address can be known by someone else. • When you subscribe to a service online, the company collects a variety of personal information from you. • When someone sends you a message on certain social media applications, they can see if you have received and read it. • People can view pictures and messages of you on many social media applications. <p>The students can then form groups and expand the list. Then they can make a collage illustrating the different ways information can be obtained from us in our digital lives.</p> <p>Target group: lower secondary school</p>

³⁸ Adapted from The Web We Want: Young and Online (2013) <http://www.webwewant.eu/get-the-www>

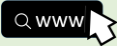
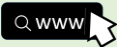
3. Advertising yourself	<p>Have your students design a t-shirt (with computer or by hand) with personal information printed on the front. Then discuss whether they would feel comfortable wearing it around the community. How about at school? With friends? At a formal event? Or on a date? Why would it be more uncomfortable in some contexts and not others? Which pieces of information would they find most uncomfortable to wear?³⁹</p> <p>Target group: upper elementary, lower secondary</p>
4. Online safety video	<p>The students will create a script for a promotional video about how to stay safe online. If there is time, the activity can be extended into a longer term project whereby they actually make the video.</p> <p>Target group: upper elementary. If video is made, secondary school is more appropriate.</p>
5. Traffic light	<p>Read scenarios of different kinds of interactions between two people online. For example, a stranger asks for your number, or a pop-up appears saying that you've won a prize, or a friend is wondering where you will eat dinner. The students have to decide whether it's a green light (proceed), a yellow light (proceed with caution), or red light (stop, do not proceed!). They can each have cut-outs of the colored lights and lift the one they want for each of the teacher's scenarios.</p> <p>Target group: lower or upper elementary school.</p>
6. Censorship vs. self-censorship	<p>First part: Divide your classroom into groups. Ask each group to draw a quick map of Southeast Asia, showing the outlines of the countries. Assign each group a category of media content, such as "violence", "sexuality", "religion", "state". Each group will shade countries that censor content related to the given categories. They will need to do some preliminary research before shading. [Note: censorship about "state", is when the content is deemed offensive to the country, to politicians, to royalty, etc.]. When they have completed their maps, each group can present, then you can prompt a discussion with the following questions: "What countries censor the most things? What countries censor the least? Why do some countries censor more than others? Do you agree with censorship? Why or why not? If you agree, what kind of content do you think is the highest priority for censorship? The lowest? Why?"</p>

³⁹ Activity 2 is adapted from SWGfL Digital Literacy Curriculum, Year 4; Activity 3 from Year 6; Activity 4 from Year 8; (<http://www.digital-literacy.org.uk>).

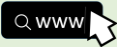
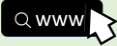
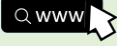

	<p>Second part: As individuals, have your students list down examples of things they self-censor about. What kind of information (about themselves and about others) do they choose not to share with particular people? Below their list, the students will write down at least two similarities and two differences between government censorship and self-censorship. Then lead a class discussion, writing all the similarities and differences on the board.</p> <p>Target group: upper secondary school.</p>
--	--

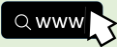
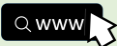
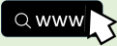
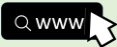
Helpful web resources on digital privacy and security

Name of resource	Description & URL	Type of resource	Helpful for...
Privacy resources (Common Sense Media)	 <p>Offers a collection of evaluations of education apps for their level of safety, privacy, compliance and security. Also has a list of questions to help people understand companies' privacy terms.</p>	Product evaluations and questions to ask	Educators
Easy Guide to Socialising Online (Australia)	 <p>The Easy Guide to Socialising Online provides cybersafety information for 26 social networking sites, search engines and online games, and gives step-by-step instructions on how to report cyberbullying, abuse and inappropriate content on sites. It also provides clear information for parents, educators and young people on how to adjust privacy settings on these sites as well as tips on how to stay safe when using any social media site.</p>	Information, tips, web site and application guides	Parents, educators, and young people
Safer Social Networking		Guidelines	Telecommunications

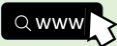
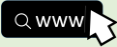
Name of resource	Description & URL	Type of resource	Helpful for...
Principles for the EU	<p>In February 2009, the European Commission facilitated the creation of these principles, which was launched with the largest SNS companies in Europe.</p> <p>It is a set of guidelines for companies on the use of social networks by youngsters, to be adopted voluntarily by the European industry. Privacy settings are a major focus of the principles, but there are also important provisions in relation to education and awareness-raising activities and reporting abuse.</p>		and social networking providers.
Childnet International resources	 <p>Childnet offers a tremendous array of educational resources for children, parents and teachers about a range of topics, including cyberbullying, sexting, copyright, and grooming. These are available for free online or to order from the online shop.</p>	Information and educational materials	Young people, school officials, teachers, professionals, parents, guardians, and local authorities
Clicker 5 SMART adventure	 <p>These e-safety resources are for teachers and professionals working with special educational needs (SEN) pupils. Childnet has teamed up with cricksoft.com to create a version of The Adventures of Kara, Winston and the Smart Crew in Clicker 5. The animation covers Childnet's 5 SMART rules, which have been proven to be effective in helping younger children understand the importance of keeping safe online.</p>	Animation	Teachers and professionals working with SEN pupils

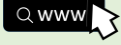
Name of resource	Description & URL	Type of resource	Helpful for...
SWGfL Online Safety resources	 <p>The website provides comprehensive information and innovative tools for e-safety, as well as links to partner organizations and training events.</p>	A variety of resources: checklists, policy templates, movies and instructional materials on digital literacy	Teachers, educators and schools
4NetSafety	 <p>In this website you will find lots of free resources related to online safety topics such as cyber bullying, online predators, privacy, sexting, social networking, and Web cams.</p>	Information, videos, games and quizzes	Everyone
Google: Safety Center	 <p>Learn about Google safety tools designed to help you manage the security and privacy of your personal data.</p>	Safety tools and information	Everyone
Privacy resources (MediaSmarts)	 <p>Has articles about the internet, surveillance, privacy issues, advertising, marketing, and legislation. It also features resources for parents and teachers.</p>	Articles, guides, tutorials, posters	Parents and teachers

Name of resource	Description & URL	Type of resource	Helpful for...
Security resources (MediaSmarts)	 <p>Contains articles about software threats, spam, scams, fraud, identity theft, and legislation</p>	Articles, guides, tutorials, posters	Parents and teachers
Privacy Pirates: An Interactive Unit on Online Privacy	 <p>This tutorial introduces children, ages 7-9, to the concept of online privacy and teaches them to distinguish between information that is appropriate to give out and information better kept private – and to recognize how this may change in different contexts.</p>	Game / tutorial / interactive unit	Children (7-9 years old)
Privacy Playground: The First Adventure of the Three CyberPigs	 <p>In this game, designed for ages 8-10, the CyberPigs play on their favourite website and encounter marketing ploys, spam and a close encounter with a not-too-friendly wolf.</p>	Game / tutorial / interactive unit	Children (Ages 8-10)
Top Secret!	 <p>This interactive narrated tutorial teaches students about the benefits and drawbacks of sharing information online. Students give their opinion about what the characters in the story should do about their privacy dilemmas, from posting photos to buying music online, and they receive feedback on their responses as the story unfolds.</p>	Game / tutorial / interactive unit	Children (6-8 years old)

Name of resource	Description & URL	Type of resource	Helpful for...
Click if You Agree	 <p>Click if You Agree is an educational game that helps young people between the ages of 12 and 14 develop the skills and confidence to read privacy policies and terms of use instead of blindly clicking on the "I agree" button.</p>	Game	Students (Grades 7-9)
MyWorld: A digital literacy tutorial for secondary students	 <p>This tutorial aims to teach students essential digital literacy skills through simulating their favorite online experiences. The tutorial is divided into four chapters, each of which focuses on a particular aspect of digital literacy: researching and authenticating online information, managing privacy and reputation, dealing with online relationships and using digital media in an ethical manner.</p>	Game/ Interactive tutorial	Students
Passport to the Internet: Student tutorial for Internet literacy	 <p>This interactive tutorial teaches students the critical thinking skills they need to apply to their online experiences, including online safety, protecting their privacy, managing online relationships and dealing with cyberbullying.</p>	Game / Interactive tutorial	Students (Grades 4-8)
Netbank Security and Privacy	 <p>Simple steps you can take to protect yourself every day, wherever you are online.</p>	Tips	Adults

Name of resource	Description & URL	Type of resource	Helpful for...
Budd:e	 www <p>Budd:e Primary—Budd:e for primary schools offers fun and engaging games and activities to build unique robots, while introducing basic practices that will equip children to stay safe and secure online. Topics include privacy, password creation, protecting personal details, virus scanning, secure websites and scams.</p> <p>Budd:e Secondary—Budd:e for secondary schools explores advanced online safety and security topics, including: creating content, file sharing, pop-ups, privacy, sharing, scams, spam, spyware, malware, phishing, online transactions and computer viruses.</p>	Games	Children (primary and secondary level)
Privacy resources (Australia eSafety Commissioner)	 www <p>Provides introduction to privacy, information, advice, and reporting mechanisms.</p>	Articles, tools, videos, hotlines	Schools, teachers, parents, and communities
Security resources (Australia eSafety Commissioner)	 www <p>Provides introduction to e-security, information, advice, and reporting mechanisms.</p>	Articles, tools, videos, hotlines	Schools, teachers, parents, and communities
Thai Hotline	 www <p>From their website, Thai Hotline is an attempt by Internet users and service</p>	News, safety tips, videos, harmful/	Anyone in Thailand

Name of resource	Description & URL	Type of resource	Helpful for...
	<p>providers to reduce illegal and harmful content by obstructing the appearance of this type of content on the Internet. Thai Hotline seeks to develop a mechanism to facilitate the cooperation of responsible stakeholders, such as the Ministry of Information and Communication Technology, law-enforcement agencies, Internet service providers, web hosting services, child protection organizations and others for an effective procedure to prevent and resolve related problems in order to make the Internet a safer place for every user.</p>	illegal content reporting services	
Myanmar Computer Emergency Response Team (mmCERT)	 <p>As taken from their website, mmCERT, is a non-profit organization for dealing with cyber security incidents. Besides doing incident handling mmCERT also works to increase public awareness in security and provide cyber security advice to Myanmar Internet users,</p>	Articles, security alerts, incident handling	Anyone in Myanmar
CyberSecurity Malaysia's Cyber999	 <p>Cyber999 is a service provided for Internet users in Malaysia to report or escalate computer security incidents, via email, telephone, fax, SMS, online form, and web app.</p>	Hotline	Anyone in Malaysia
CyberSecurity Malaysia's CyberSAFE	 <p>CyberSAFE: increases awareness of online safety and security issues among Malaysians while harnessing the benefits</p>	Educational posters, tips, videos, games,	Kids, youth, parents, organizations, and schools

Name of resource	Description & URL	Type of resource	Helpful for...
	of cyberspace.	quizzes, newsletters	
DQ World	 <p>Online self-learning program designed to improve children's digital intelligence quotient through the mastery of 8 digital skills, including cyber security management and privacy management.</p>	Game-based education program online	Schools, educators, parents, and children

Summary

The Internet is a fun place. It is a place to find out information, to shop, and a place to interact and even meet other people. It is also a place to become active in a group with like-minded individuals, and to support a cause you believe in.

Still, we must be wary about giving away too much information about ourselves. There are some who use the Internet as an avenue for crime: to unlawfully acquire people's bank information, to cheat people out of their money, or to steal their identity. There are others who use the Internet to find people for sexual exploitation and trafficking. And of course there are average people, even friends, who might use your private information or photos irresponsibly. Thus, we must be selective with what information we share, with whom, and how we share it. Teachers can help students be smarter about their privacy and security thru mnemonics like the 5P's: Parents, Professors/teachers, Prospective employers, Police, and Predators—sharing the wrong kinds of information could get us into trouble with any of these audiences. Another useful mnemonic is S.M.A.R.T: Safe, Meeting, Accepting, Reliable, and Tell. In other words, keep your personal information safe, be cautious about meeting someone you have only interacted with online (always inform someone before doing so), do not accept suspicious emails, messages, pop-ups, etc., do not assume that all information you encounter online is reliable, and tell someone if you have a problem.

Teachers can help raise their students' social-emotional intelligence about their online privacy and security by conducting activities like the ones suggested in this chapter. Let your students analyze how personal information is acquired and used by businesses and government; let them analyze various online scenarios, and judge whether they are risky or not; and let them debate the pros and cons of censorship, including self-censorship. Let them practice different degrees of holding back.



Check out the learning packets on [Trolling](#) and [Cyberstalking](#) here! It contains a teacher's guide and presentation slides to conduct a learning activity for the classroom.



Check out the learning packet on [Cybergrooming and Online Exploitation](#) here! It contains a teacher's guide and presentation slides to conduct a learning activity for the classroom.

Chapter 10

Being Intelligent about DIGITAL IDENTITY and FOOTPRINT

Your identity is who you are—your characteristics, habits, aspirations, and interests. It is what you think of yourself and the image of yourself that you project to others. Your identity will inevitably influence how others view and treat you. Likewise, how others view and treat you can also influence your identity.

Everyone has an identity. Some people's identity is stable; it stays the same for years or changes very slowly. Other people's identity may change more rapidly.

What is your digital identity?

Anyone who uses the internet or mobile networks has an online identity too. One's online identity is reflected by the way you behave online: that is, the things you spend most of your time doing, the sites you visit, the way you interact with others, and the things you choose to highlight about yourself. It's part of your *personal brand*.

While a post can be made in a matter of seconds, it can leave a footprint for the future. The damage caused in the moment can repeat itself many times over, even when you might have thought the issue had already died.

A good digital citizen knows how to manage their online identity in a way that does not damage their reputation, endanger themselves. If they don't brand themselves wisely, others may view them in a negative light that could affect their relationships, education, and career options.

How should we manage our digital footprint?

Being aware of how our online actions can influence the future is something teachers can emphasize. In the 20th century, children and adolescents did not have to worry about having their mistakes and adventures exposed to thousands, if not millions of people, because of the limited the potential for details of their offline lives to become popular knowledge. Today, it is limitless.

An internet safety education program in the United Kingdom and Australia, called [ThinkUKnow](#), proposes the following five questions to ask yourself before you post something online:

1. What do I look like? (That is, how would I seem to someone who doesn't know me?)
2. Is this ink permanent? (How long will this post last?)



3. Am I giving away too much about myself? (Is it even necessary for others to know this?)
4. Would I want this shared about me? (How would it make me feel?)
5. Does it pass the Billboard test? (If this information were put on a billboard for all to see, would I still be okay with it?)

These questions are designed to make you think carefully about how your digital “footprint” can affect people’s perceptions of you, how long it can last, and how it could affect your own emotions. Other helpful reminders to prevent us from hurting ourselves online:⁴⁰

- If you’re in an emotional state (e.g. angry, sad, excited, frustrated), try to calm down first before you post. You might regret it if you react too fast.
- Ask yourself, “Could somebody use this to hurt me in the future? What’s the worst thing that could happen?”
- Remind yourself: an image or text can last forever. Even if an application automatically deletes a post after a certain time period, someone may have captured and saved the post to his personal files.
- If someone asks you to share something that you aren’t comfortable with, you can say no....even if the person is older, better looking, or more powerful than you.
- Don’t mix up celebrity with reputation! Your post might get a lot of attention...it might make you famous...but if you are famous for the wrong reasons, it won’t be good for your reputation.

What are types of information you should probably not post online? Get your students to write a list of examples, and reasons why such information should not be posted:’

Example	Why is not a good idea to post it?

⁴⁰ Adapted from MediaSmarts’ Workshop Guide, [The Parent Network: Social Media and Your Kids](#) (2015).

Can digital identity evolve?

Some people's online identities are very similar to their offline identities. The way they act online is almost the same as the way they act in real life. How they view themselves, and how others view them, do not depend much on the medium of communication. However, other people have digital identities that are quite distinct from their face-to-face selves. When they are using social media, they might appear to have a different personality from the one their family or friends are used to.

Ask your students what identity means to them. You can start a debate with them about whether identity should be stable and permanent, or whether it should be changeable. There is no right answer. Ask them to describe their own identity, and if it makes a difference whether they are using ICT or not. Present the following scenario: if someone met you online without knowing you first in person, what impression would they have of you? What adjectives would they use to describe you? Would they likely say the same adjectives if they met you in person first? Would it be a problem if they are not the same? Why or why not?

We must be aware that people can use ICT to shape and present their identities in various ways. Expressing ourselves in a different manner in online contexts is one way of exploring different parts of our personality. We can experiment with different personas, perhaps to test our comfort zones, to see what kind of reaction we elicit from people, or to discover a side of ourselves that has previously been suppressed. It is our right to express ourselves freely and creatively, and perhaps adopt different personas as suitable to the context: we are not doomed to act and behave the same way for our entire life. For example, the way you interact with her parents might be different from the way you interact with your friends. Similarly, you might consider yourself "funnier" with one group of friends than with another. And you would likely behave more formally with an authority figure than with someone you have known for a long time. These patterns can exist online and offline.

As intelligent digital citizens, however, we need to be able to distinguish between good and bad forms of identity change. Representing yourself in a new way could be harmless or even beneficial, but it could potentially be damaging. Here are some examples of how people might change the way they behave or represent themselves online:

- Shy boys acting confident or aggressive while gaming
- A person choosing not to put pictures of themselves socializing or partying on their LinkedIn profile (LinkedIn is a professional network for job hunting)
- A young teenager lying about her age to open a Facebook account
- An employee of a hotel making a fake profile to put a positive review of the hotel on a travel website.
- A Star Wars fan adopting the persona of his favorite Star Wars character when chatting with fellow fans online;
- A young person is worried about disclosing something to her parents (e.g. physical, mental, sexual). She creates a secret profile to join an online support group.

Activity idea for the classroom

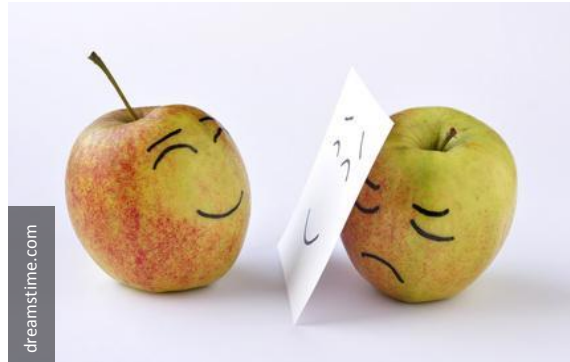
Can your students think of more examples of identity change? Ask them to fill out a table like the following, describing their opinions on each of the examples and adding some of their own:

<i>Example of Identity Manipulation/Change⁴¹</i>	<i>Do you think this is Acceptable, Not Acceptable, or Depends?</i>	<i>Reason for your judgment</i>
Shy boys acting confidently or aggressively while gaming		
A person choosing not to put pictures of themselves socializing or partying on their LinkedIn profile		
A young teenager lying about her age to open a Facebook account		
An employee of a hotel making a fake profile to put a positive review of the hotel on a travel website		
A Star Wars fan adopting the persona of his favorite Star Wars character when chatting with fellow fans online		
A young person is worried about disclosing something to her parents (e.g. physical, mental, sexual). She creates a secret profile to join an online support group		
Other example:		
Other example:		

⁴¹ Examples adapted from The Web We Want: Young and Online (2013)

Should we compare ourselves to others?

Whether intentionally or not, people often transmit to online audiences how wonderful and exciting their life is, while not mentioning the negative or mediocre aspects of life. Rarely do they share their low or embarrassing moments. This self-filtering may distort reality, giving people the impression that everyone else's life is more interesting and more successful than their own. This can hurt someone's self-esteem and confidence.



Adolescence is a period in which we build our identity. During this time, we seek connections with others for a sense of belonging, but we also experience what Eriksonian Theory calls role confusion (Sokol, 2009). Teenagers struggle between trying to be themselves and being the person others—such as parents or friends—want them to be. It is common for teens to compare themselves with others, and somehow feel inadequate.

As educators, we should explain that people's online presence is often a distortion of reality. We should discuss the reasons for this distortion with our students, and the psychological and emotional implications. If we believe the rose tinted view of other's lives, and compare ourselves too seriously with them, this can have a negative impact on our self-image. We might think we are not successful enough, not smart enough, or not good looking enough. A low self-esteem can lead to associated problems like anxiety, depression and eating disorders. The problem is not that we are failures; the problem is that we are judging ourselves according to an unattainably perfect benchmark.

Fortunately, there are campaigns on online platforms like Instagram trying to fight this problem. For example, one trend involves the posting of pictures showing how the same person can look very different depending on the camera angle, one shot being flattering while the other being unflattering. This shows how deceptive photos can be. A similar trend presents pictures of the same person at different weights, whereby the healthier, fitter, and better-looking picture turns out to be the heavier one, while the less attractive photo is actually the person at a lighter weight. This shows that weighing less does not necessarily mean healthier and more beautiful. Such campaigns can make a difference, as they raise awareness about common misconceptions of body image perpetuated online, to which youth are most vulnerable.

A socially-emotionally intelligent user of ICT understands that people express themselves in different ways. She tries to express herself in ways that do not compromise her reputation or her safety. She understands that people's online personas sometimes deviate considerably from their offline personas. She can intelligently judge what deviations are beneficial, neutral, or potentially harmful. And she tries not to always compare herself with others, particularly because people's attributes can be exaggerated in the digital world.

More activity ideas for the classroom

This set of activities deals with understanding one's digital identity and footprint. The first activity will have your students participate in a debate, taking one of two sides: identity should change, or identity should not. The second activity takes on a debate format as well, but this time, on the topic of one's online and offline personalities. In the third activity, your students will design and describe a video game character representing themselves. In the fourth activity, your students will create a comic highlighting how their character stays safe online and protects their reputation. The fifth activity will help illustrate how we have different first impressions for different people, and how these can be wrong. In the sixth activity, your students will reflect on the different personas they have based on the different people they are with and social situations they are in. And the seventh activity highlights how we have limited control over how long information stays online, and the importance of being careful with our digital footprints. The target groups for these activities range from elementary to secondary school.

1. Stable vs. Changing identities	<p>Students are divided into two groups. Each group will represent a different perspective. The first perspective is "Identity should not change". The second perspective is that "Identity should change." Each person will have to defend the assigned perspective to a person in the other group in a debate style. The other person will then defend the opposite perspective. They should be given time to organize their thoughts before they start the debate.⁴²</p> <p>Target group: upper secondary school</p>
2. Online and offline personality: Same vs. Different?	<p>Should your online personality be the same as your offline personality? Organize a debate with the same format as the first activity, with one group defending the argument that "Online personality should be the same as offline personality", while another group defends the argument that "It's okay for online personality to be different from one's offline personality."</p> <p>Target group: upper secondary school</p>
3. Game self	<p>Have your students design a game character that represents themselves. They should design an avatar (image) of themselves, select a name, and a tagline. The avatar can be hand drawn/painted, or made on computer. They should also add a few sentences about the character, describing the character's attributes.⁴³</p>

⁴² Adapted from [The Web We Want Handbook for Educators](#) (2015)

⁴³ Adapted from SWGfL Digital Literacy Curriculum, Year 5; (<http://www.digital-literacy.org.uk>).

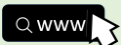
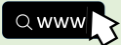
	<p>Alternative activity: if they were a Pokémon character, who would they be and why?</p> <p>Target group: elementary and lower secondary.</p>
4. Comic self	<p>Students make a comic character representing themselves, then they will make a short comic strip of four panels. First panel: the character should describe their reputation (personal brand). Second panel: their favorite online activities. Third panel: how they stay safe. Fourth panel: how they protect their reputation.</p> <p>For the first panel, students can ask their peers how they perceive each other as individuals, and then compare with how they described themselves.</p> <p>Target group: upper elementary school.</p>
5. First impressions	<p>Show your students stock pictures of different kinds of people, for example: a man in a business suit, a man with dreadlocks, a female rock climber, a girl reading a book, an old lady smiling, an indigenous person wearing a skirt made of natural materials, etc. One picture can be given per group, and the group shall write adjectives about the person as quickly as possible (whatever pops into their heads). The groups will exchange pictures until the groups have seen all the pictures. Display the adjectives of all groups beside each picture. Discuss the similar adjectives brainstormed by the groups, and the differences. Then ask which group correctly describes the personality of each person [of course, the answer is nobody, because there is no way to know the character of a person from appearances alone]. Launch into a discussion about whether first impressions are correct.⁴⁴</p> <p>Target group: upper elementary school, lower secondary.</p>
6. Persona profiles	<p>Students work individually. They write down, using adjectives or sentences, the characteristics of themselves when they are in different contexts, such as:⁴⁵</p> <ul style="list-style-type: none"> • With parents • With siblings • In the classroom • With friends

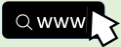
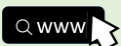
⁴⁴ Adapted from The Web We Want Handbook for Educators (2015)

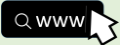

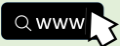
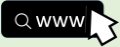
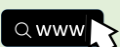
⁴⁵ Adapted from [The Web We Want: Young and Online](#) (2013)

	<ul style="list-style-type: none"> • At formal events • On social media (e.g. Facebook, Twitter) <p>Afterwards, the teacher can randomly select a few students to present their outputs to the class. If the students are shy to present their outputs, the students can be randomly paired and share each other's persona profiles. Then the teacher can facilitate a discussion about the reasons for variation in persona depending on context.</p> <p>As a take-home activity, this can be turned into a video project where students speak about themselves to create their persona profiles.</p> <p>Target group: lower and upper secondary school.</p>
--	---

Helpful web resources on digital identity and footprint

Name of resource	Description & URL	Type of resource	Helpful for...
Better Internet for Kids	 <p>Hub for internet safety, containing links to Safer Internet Centres across the EU, important policies, information on best practices, research, news bulletin, and educational videos.</p>	Policies, research reports, videos, hotlines	Policy makers, educators, young people
Through the Wild Web Woods	 <p>This is the Council of Europe's internet safety game for children between 7 and 10. "Through the Wild Web Woods" uses familiar fairy tales to guide children through a maze of potential dangers on the way to the fabulous e-city Kometa. Along the way, the game teaches children to protect their identity and personal data, participate safely in chat rooms, and recognize sites and online games containing dangerous or harmful content.</p>	Game	Children between 7 and 10

Name of resource	Description & URL	Type of resource	Helpful for...
NetSmartz Workshop	 <p>The site offers safety information related to a variety of issues and technologies, such as: cell phones, children as victims, cyberbullying, email, IM & chat rooms, file sharing, gaming, identity theft, inappropriate content, sexual solicitation, sexting, and social media. The site is offered in English and in Spanish.</p>	Information, guides, classroom presentations, videos, games and quizzes.	Parents, guardians, educators, teens, tweens, and kids
MediaAwareness	 <p>The YouTube channel of the NGO, MediaSmarts, which contains videos about being web aware, the social and political implications of media, media commercialism, privacy, online identity, and other topics.</p>	Videos	Teachers, parents, students
ThinkUKnow youth resources	 <p>A number of videos on topics such as online bullying, making online friends, posting pictures and videos, sexual abuse, managing one's digital footprint, online deception, etc. Videos are clustered according to age group.</p>	Videos	Young people (5-7; 8-10; 11-13; 14+)
Web We Want resources	 <p>The 'Web We Want' offers educational handbooks exploring the rights and responsibilities of using online technologies and social media. The handbooks touch on numerous topics,</p>	Handbooks, Lesson plans	For educators and teens

Name of resource	Description & URL	Type of resource	Helpful for...
	including identity change and first impressions.		
Body image resources (MediaSmarts)	 <p>Contains articles and other resources about female body image, male body image, and how these are represented in digital media.</p>	Articles, blog posts, tip sheets, lesson plans	Parents and teachers
Gender representation resources (MediaSmarts)	 <p>Contains articles and other resources about femininity, masculinity, and gender stereotypes.</p>	Articles, blog posts, tip sheets, lesson plans	Parents and teachers
Digital reputation resources (Australia eSafety Commissioner)	 <p>Provides introduction to digital reputation, information, advice, and reporting mechanisms.</p>	Articles, tools, videos, hotlines	Schools, teachers, parents, and communities
DQ World	 <p>Online self-learning program designed to improve children's digital intelligence quotient through the mastery of 8 digital skills, including the management of digital footprints.</p>	Game-based education program online	Schools, educators, parents, and children
Microsoft Youthspark Resources	 <p>As part of Microsoft's corporate social responsibility, it offers a wealth of resources on internet safety and online</p>	Videos, PowerPoint presentations, articles, tips	Teachers, students, parents, and any individuals

Name of resource	Description & URL	Type of resource	Helpful for...
	reputation management, including how to defend your devices, protecting yourself from scams, doing safe transactions, and information about cyberbullying, sexting, risky behaviors, grooming, misinformation, and more.	sheets, and research results.	

Summary

Teachers can help students manage their “personal brand” by enhancing understanding of identity. Get them to critically think about identity by asking them incisive questions. What is identity? Where does it come from? Why it is important? How might it change? Is change good or bad? Should online identity and offline identity be the same? Why or why not? If they have already processed these questions in the classroom, they will think with more clarity and conviction as they present themselves to others in cyberspace. They will be more confident to be whom they want to be—a real extension of their personality—even if they do not feel completely comfortable to show that side of themselves in face-to-face interactions. They will also be savvier about how others present themselves on social media, and to not be easily deceived by or envious of other’s social media personas. People’s digital identities can be complex, and most have some element of illusion.

Chapter 11

Being Intelligent about MISINFORMATION online

There are many other examples of inaccurate, misleading, and false information found on the Web. The cyber world has lots of fake organizations, fake services, fake products, fake news, and fake people. They exist to steal money, exploit, or play pranks on people. Another form of misinformation is propaganda: which is biased or misleading information intended to promote a particular belief, sway public opinion, or recruit people to join a cause. In many cases, misinformation is spread inadvertently by people who don't realize that the information is incorrect or biased.

Part of being a responsible, emotionally intelligent digital citizen is to be able to recognize fake, slanted, and misleading information and refrain from spreading it.

How can we identify fakes and hoaxes?



Figure 45. This photo was circulated as “news” of a giant tortoise discovery, but it is actually a still image from a 2006 Japanese film called *Gamera the Brave* (<http://www.imediaethics.org>)

Here are some tips to spot fake pictures:

- Zoom in on the photo. Does it look fake? Are there parts that are fuzzy, disjointed, unrealistic, out-of-place, or otherwise appear to be doctored?
- Find similar photos online. You can drag the photo into Google Images and see related pictures. You might find the original pic and notice that changes have indeed been made to it.
- Use websites like tinymce.com to find where a photo originally came from, when it first appeared, and where else it is posted on the net.

- Look for specific news or posts about the photo announcing if it is fake or not. Check the twitter accounts [HoaxofFame](#) or [PicPedant](#) to see if the photo is catalogued as a forgery.

With a video, it is a bit harder to identify if it is a fake or not, but if it looks fake, it usually is. You can also check hoax websites to see videos tagged there.



With news, we must also be careful. Do not believe everything you read! Here are some tips to follow to avoid being duped by fake news:⁴⁶

- Read more than just the headline. A title can be misleading, and it is necessary to read the actual article to judge whether it is false or not.
- Check to make sure that the news comes from a legitimate website.
- Check the contact information of the website. If there is no address or very little contact information, then the website is probably phoney.
- Check the date of the news item. Is it obsolete? It might have been true at some point, but no longer accurate.
- Investigate the author of the news. Does the name sound real? Does the biography make sense, or is it far-fetched and contradictory? If you search the person online and can't find a consistent or clear profile about him/her, it's probably not a real person.
- Study the article carefully. The article is probably illegitimate if there are:
 - o Unbelievable or exaggerated claims
 - o Basic errors
 - o Odd formatting or unprofessional layout

⁴⁶ Tips compiled from HuffPost article, "7 Tips To Help You Tell Real News From Fake" by Spencer Critchley (Feb 16, 2017); FactCheck.org article "How to Spot Fake News" by Eugene Kiely and Lori Robertson (Nov 18, 2016); and "Tips to Spot False News" on Facebook's Help Center (Apr, 2017)

- o Few, if any, sources (i.e. weak evidence)
 - o Questionable photos (photos that look manipulated)
 - o Quotes from mysterious, unconfirmed, or irrelevant sources
 - o Illogical statements and conclusions
 - o Too many ads, or suspicious ads
- Consider your own biases. Information sounds more believable if it repeats something that you already thought was true. Similarly, you are more likely to discount something that disagrees with your preconceptions. To prevent confirmation bias, it is very important to remain skeptical and to fact-check, particularly when an article tugs at our emotions.
 - Consult experts. Ask someone who is knowledgeable about the subject being reported if the news article is true or not.
 - Check websites that catalogue false information found on the web. The news story might be listed there.

Snopes	
Real or Satire?	
HOAX-SLAYER	
TruthOrFiction.com	
FactCheck.org	
AllSides	
POLITIFACT	
Washington Post Fact Checker	
Factually	
Sebenarnya	
VERA Files	



Figure 46. How to spot fake news from the International Federation of Library Associations and Institutions (via Wikimedia Commons)

What is the difference between a fact and an opinion?

When deciding on whether information is reliable or not, it is also important to know what kind of information you are looking at. Is it hard news? A feature story? An opinion piece? Satire? Some types of reporting have more facts, others have more opinion. And some (like satire and joke sites) are deliberately false.

So how can we recognize the difference between a fact and an opinion, and to cite them appropriately? If people don't know the difference, misguided opinions can be spread around social media as fact. Here is some guidance for teachers and students:

- If a piece of information is common knowledge and accurate, it is a fact and does not need to be substantiated. One does not need to cite an expert, for example, to prove that the United Nations exists, because it is a commonly known fact.
- If information is not common knowledge but is true, then it is also a fact but needs to be supported with evidence. For example, if a community's population is 12,400, and you make reference to that figure, then you should state a legitimate source from where you retrieved that information.
- If information is neither common knowledge nor confirmed to be accurate, then it is an opinion!

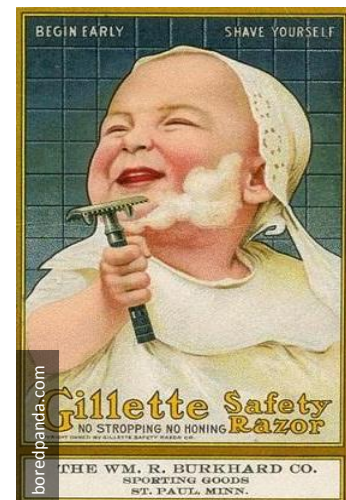
To critically judge the veracity of a statement, you should consider the implications/consequences of the statement, and whether it jives with your life experiences. Your own experiences may disagree with the claim. You can also try to think of exceptions or counterexamples that can debunk it. In addition, remember to look for relevant research that may support or undermine the statement. When you combine these lines of evidence, you can more confidently accept the statement as fact, or reject the statement as a misguided opinion or even downright false.

How is the public sometimes manipulated?

Lastly, we must be vigilant about the different ways media, businesses, and government can manipulate the public. Some examples of manipulation are biased reporting, dishonest appeals to emotion, stacking the deck (giving two sides a voice but not giving one side as fair a chance as the other side), suppressing dissent, and repetition. Students can be empowered to resist these forms of manipulation by⁴⁷:

1. **Being prepared.** That is, they should *expect* to encounter manipulation when engaging in digital (and print) media, so that they stay alert.
2. **Asking questions.** This will allow students to drill deeper into controversial issues, expose underlying assumptions, preconceptions, and motivations, and clarify facts.
3. **Being imaginative.** By imagining scenarios or alternative viewpoints, students can gain a more nuanced appreciation of a particular issue, and not be sucked into a simplistic black and white, either-or argument.
4. **Checking sources.** When they find a surprising clip or piece of information, they should check to see whether it is real before deciding what to do with it.

One notorious industry of manipulation is marketing. Commercials, which are found in print, TV, and increasingly on the Web, use many techniques of propaganda to persuade the public to buy products. Some of these techniques are explained below⁴⁸:



Propaganda technique	Explanation	Example
Bandwagon effect	The advertisement gives the impression that everyone is buying the product, and you are missing out if you don't follow.	"Supply is running out, buy now!"

⁴⁷ Steps to resist manipulation from Ruggiero (2009). *Becoming a Critical Thinker*, 6th Ed. Stamford CT: Cengage Learning

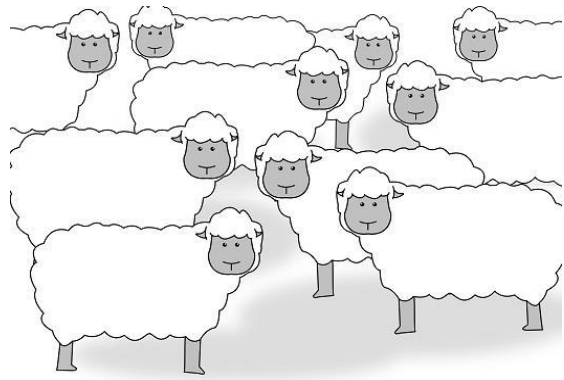
⁴⁸ Adapted from Ruggiero (2009). *Becoming a Critical Thinker*, 8th Ed. Stamford CT: Cengage Learning

Propaganda technique	Explanation	Example
Glittering generality	The advertisement implies excellence by using superlative adjectives and hyperbole.	"Unheard-of smoothness", "New breakthrough product", "Amazing discovery"
Empty comparison	The advertisement uses comparative statements without indicating a baseline to compare with.	"5 times straighter hair!"
Meaningless slogan	The statement sounds good but it doesn't make sense, or its meaning is unclear.	"Fly the friendly skies!"
Testimonial	Praise about the product is presented as if they are legitimate opinions of real users.	"After I tried X toothpaste, I knew I wouldn't go back to the old one."
Emotional transfer	Symbols or statements are used to associate the product to something else that people value.	"Locally made!", "All-American product", "The family's preferred choice", "Kid-friendly"
Stacking the deck	Two products or outcomes are unfairly compared.	In promoting a diet regime, the "Before" picture has poor lighting and features a person with a negative expression, while the "After" picture is brighter, cleaner, and features a more positive expression.
Misleading statement	Statement is expressed in an ambiguous way to encourage the public to make more	"Up to 80% savings!" (when in fact only one out of a hundred available

Propaganda technique	Explanation	Example
	favorable (albeit erroneous) conclusions about the product.	products have such a high price cut)

What is herd mentality and how can it be resisted?

Unfortunately, the public is sometimes duped by misleading, manipulative information campaigns. And when lots of people subscribe to an idea, it becomes harder to disagree with the idea, even if it is not true. The more people believe in something, the more correct it seems, so others tend to join the mainstream opinion in a runaway effect. One way to resist this "herd mentality" is to develop individuality. How does one develop individuality? Ruggiero recommends to be humble, beware of first impressions, be honest with yourself, fight confusion, acknowledge complexity, look for connections among subjects/topics, consider other viewpoints, be willing to change your mind, base your judgments on evidence, generate many ideas, and as much as possible, use your own ideas and own words.



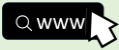
Activity ideas for the classroom

This set of activities deals with the various forms of misinformation we come across online. The first activity will have your students look for fake images online, then think about the problems caused by such pictures. The second activity will test your students' ability to distinguish fake pictures from real ones. The third activity will highlight how captions that accompany pictures can influence the kind of image we see, by having your students come up with their own captions for ambiguous pictures. And the fourth activity will tackle stereotyping found on websites, particularly regarding products for men and women. The target groups for these activities range from upper elementary to lower secondary school.

1. Picture Imperfect	<p>Ask students to find examples of fake images online. Students will then present the pictures to the class and explain what is fake about it (what has been changed) and conjecture reasons why someone doctored the image. Then have them draw a hierarchical cause and effect diagram showing what series of problems could lead from the posting of a fake picture.</p> <p>Target group: lower secondary school.</p>
----------------------	---

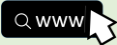
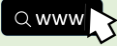
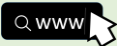
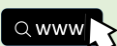
2. Fake vs. Real?	<p>Give half of your students examples of real pictures and half of your students examples of fake pictures. Do not tell the students who has a real pic and who has a fake pic. For homework, they must identify whether each pic is real or fake. When the class meets again, they will share their verdicts, explain how they reached their verdicts, and then see whether they were correct or not.</p> <p>Target group: upper elementary school.</p>
3. Picture bending	<p>Give the same picture to the whole class. It doesn't matter if it's real or fake, but it should be somewhat unclear what it is about. Ask them to each create a caption explaining what the picture is about. Have them paste the picture and their caption on the wall. Allow the students to roam around the classroom to see the other captions. Then facilitate a discussion about how a picture's meaning can be manipulated just by the text that appears beneath it.⁴⁹</p> <p>Target group: upper elementary school and lower secondary school.</p>
4. Stereotyping ⁵⁰	<p>The students shall investigate commercial websites selling products for women/girls and men/boys. The students will need to spot the differences between the products being marketed to females and males, such as color, style, size, description, purpose, etc. Then the students shall create a table listing the stereotypes that are subconsciously being perpetuated by the website. Facilitate a discussion afterwards about how online companies and media can influence stereotypes, and what effects they have on the community.</p> <p>Note: students can select or be assigned different websites.</p> <p>Target group: Lower secondary school.</p>

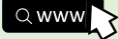
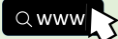

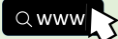
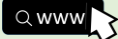
Helpful web resources on misinformation online

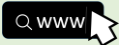
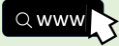
Name of resource	Description & URL	Type of Resource	Helpful for...
Snopes		News and fake news	

⁴⁹ Adapted from The Web We Want Handbook for Educators (2015)

⁵⁰ Adapted from SWGfL Digital Literacy Curriculum, Year 7 (<http://www.digital-literacy.org.uk>).

Name of resource	Description & URL	Type of Resource	Helpful for...
	One of the oldest and largest fact-checking sites on the Internet.		Journalists, students, laypersons
RealOrSatire	 <p>You can paste the URL of an article in their searchable database and the tool will tell you if it is real.</p>	Search and identification tool	Anyone
HOAX-SLAYER	 <p>Hoax-Slayer debunks email and social media hoaxes, thwarts Internet scammers, combats spam, and educates web users about email, social media, and Internet security issues.</p>	Articles by category of different kinds of scam, with extensive archive	Anyone
TruthorFiction	 <p>Tracks e-rumors. It rates rumors as being fiction, true, or somewhere in between.</p>	Articles, alerts, and search	Anyone
AllSides	 <p>Displays news coverage from "left", "right", and "center" sources. Use with caution as the categories are generated by users and reflect public perceptions of each news source rather than any actual bias in the individual articles displayed.</p>	Articles	Anyone
POLITIFACT		Articles and search	Anyone

Name of resource	Description & URL	Type of Resource	Helpful for...
	The Pulitzer Prize-winning POLITIFACT researches the claims of politicians and checks their accuracy.		
Sebenarnya	 <p>Sebenarnya is a fact-checking site available in Bahasa Melayu.</p>	News, articles and search	Anyone
VERA Files	 <p>VERA Files tracks the false claims, flip-flops, misleading statements of public officials and figures, and debunks them with factual evidence. Guided by the code of principles of the International Fact-Checking Network at Poynter, a global alliance of fact-checkers committed to advance accountability journalism.</p>	News, articles and search	Anyone
Factually	 <p>The Singaporean Government created this site where authenticity of news can be verified.</p>	News, articles and search	Anyone
8 Ways to Spot an Urban Legend	 <p>Provides tips on how to identify a fake story.</p>	Article	Anyone
7 Actively Engaging Ways of Developing	 <p>This useful article addresses the questions on many teachers' minds: How can we start developing our learners' critical</p>	Article	Educators

Name of resource	Description & URL	Type of Resource	Helpful for...
Critical Thinking Skills	thinking skills rather than teaching to the test? What strategies will bring out the critical thinkers inside all our learners?		
Web We Want resources	 <p>The 'Web We Want' offers educational handbooks exploring the rights and responsibilities of using online technologies and social media. The handbooks touch on numerous topics, including deception and fakery on the internet.</p>	Handbooks, Lesson activities	Educators and teens
How to Spot Fake News	 <p>The article gives tips on how to tell reliable news from false or misleading ones. It also provides a one-minute informational video about the topic.</p>	Article	Anyone

Summary

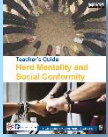
Not all information that we see online is real or worthwhile. Some information is inaccurate, other information is misleading. Sometimes, fake information is spread on purpose (as in the case of a scam), while other times it is spread by unwitting people who don't know that the information is fake.

Teachers can teach their students techniques to spot untrue stories, fake videos, and fake pictures. Websites that debunk hoaxes can help, but students also need to be able to detect fake, inaccurate, or misleading information themselves. This section has shared several ways students can improve this skill, such as learning the differences between fact and opinion, and understanding the motivations why some entities twist the truth. MediaSmarts recommends people ask 5 questions to enhance their critical thinking about false content online:

- WHAT kinds of false content should I watch out for?
- WHY is it being spread around?

- WHO is spreading it? Do they have a good track record for accuracy?
- WHEN did it start spreading?
- WHERE else can I find out if something is real?

Teachers can give students practice answering these questions for real life examples, whether for homework or in the classroom.



Check out the learning packet on [Herd Mentality and Social Conformity](#) here! It contains a teacher's guide and presentation slides to conduct a learning activity for the classroom.

Chapter 12

Being Intelligent about USING online material

What is piracy

When we think of pirates, we usually think of people attacking and robbing ships at sea. But there is another meaning of piracy. In the digital sense, piracy is the unauthorized use or reproduction of another's work. This applies especially to copyrighted material. If something is copyrighted, then the owner of the work has the exclusive right to publish, perform, film, record, and reproduce the work. If someone else copies and shares digital media without the copyright owner's permission, this is digital piracy.

Piracy is a big problem among young people today. Youth download music, movies, and television shows without paying for them and without the permission of the creators. After downloading, they often share the media with their friends, again without the permission of the creators. Even teachers are guilty of these acts.



Figure 47. A "digital pirate" downloading copyrighted material without paying for it, or without the permission of the creator (paperhi.com)

Why is this a problem? When you pirate material from a website, it can have the following consequences on the people who created the material:

- They are not given the chance to control the spread of their own work
- They are not receiving compensation for their work

- It undervalues the effort and time that the creators spent to produce it
- It could discourage them from creating in the future

There are also potential consequences to the person who pirates:

- The pirate could be fined
- The pirate could be imprisoned
- In the case of a school community, the pirate could be disciplined by the school

In many countries, people do not realize that piracy of online media is against the law. They think that because the content is online, it can be used and distributed freely. However, even though it is accessible online does not necessarily mean you can do whatever you want with it. If the material is copyrighted, then any unauthorized download and use of the material is considered piracy.

How can digital media be accessed and used legally?

Fortunately, there are ways to engage with digital media without committing the crime of piracy. The infographic below features some acceptable cases:

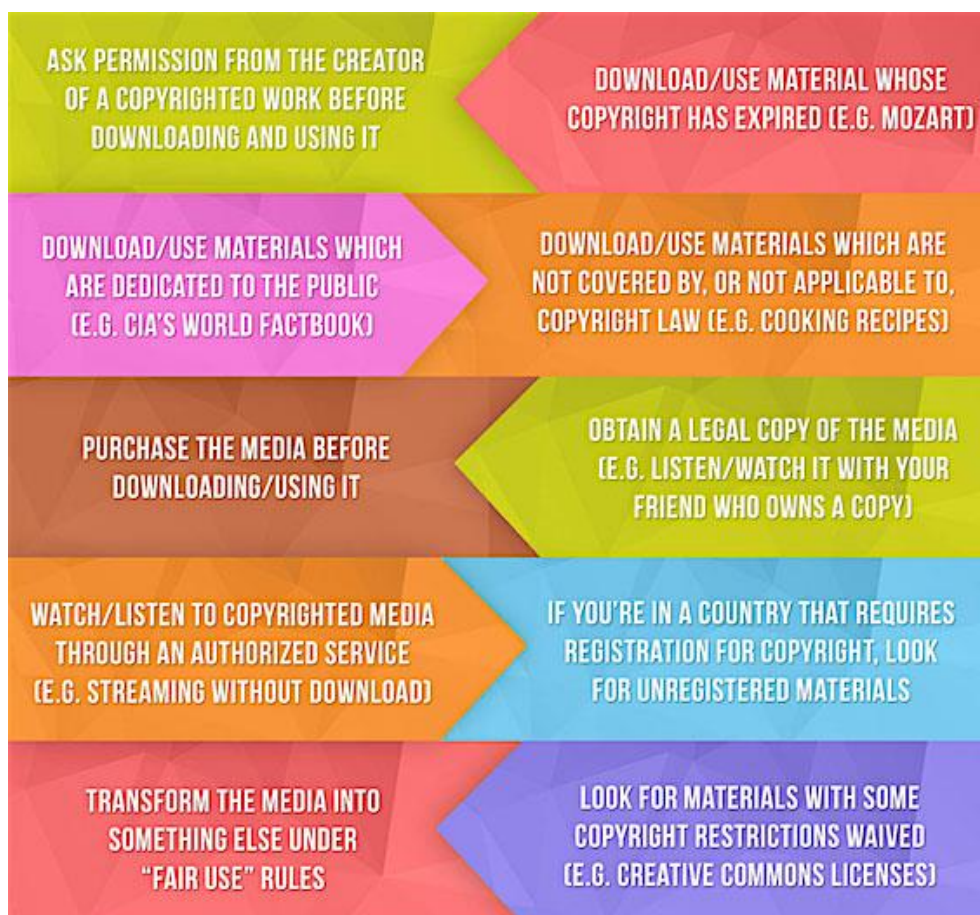
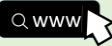
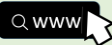
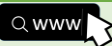

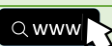
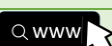


Figure 48. These are some of the ways that digital media can be accessed without breaking copyright laws

Here are some example sites that you and your students can explore to download free, public media:

MUSOPEN (<i>Music</i>)	
JAMENDO MUSIC (<i>Music</i>)	
Project Gutenberg (<i>e-Books</i>)	
Flickr – The Commons (<i>Images</i>)	
Pixabay (<i>Images</i>)	
Wikimedia Commons (<i>Images, sounds, videos</i>)	

What can teachers do to boost critical thinking about piracy?

Before engaging with digital media, teachers and students should be aware of what piracy is, particularly as defined by the laws of the country they live in (copyright law is mostly country-specific).

Moreover, teachers can facilitate thought-provoking discussions about media and piracy with their students. Try these conversation starters:

- What is creativity? Why should it be valued? How should it be valued?
- What would you consider creative works?
- Who are your favorite musicians? Favorite actors? Favorite painters/illustrators/sculptors? Why are they your favorite? Do you think they deserve to be paid for what they create?
- If you were an artist, how would you feel if people downloaded and shared your work without paying you? What if it took you a really long time to make it?
- Do you think not paying for art discourages the creators from making more? Why or why not? Have you considered this possibility when you download something for free?
- Some organizations and governments support greater sharing, while others campaign for stronger protection of copyright. Which perspective do you support? If you become an artist someday, do you think you'd have the same perspective?

By asking questions like these, teachers tap into the social-emotional intelligence of students as they engage with digital media online. They will think more critically the next time they download, share and use such material.

Furthermore, teachers should emphasize that the Internet is not only a place to obtain material, but also a place to create and donate material! Do your students know that they can:

- upload their own videos to the Internet, as on sites like [YouTube](https://www.youtube.com)?
- upload their scholastic works to sites like [Academia.edu](https://www.academia.edu)?

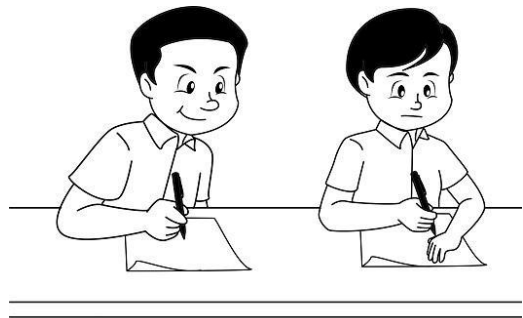
- share presentations on [SlideShare](#)?
- upload their own pictures to [Flickr](#), [Tumblr](#), and [Instagram](#)?
- write, edit, and add various content to free encyclopedias like [Wikipedia](#)?
- contribute information to travel sites based on their own experiences?
- write reviews for products like books, games, clothes on sites like [Amazon](#)?
- create and share music on sites like [Splice](#) and [Smule](#)?

What is plagiarism?

Plagiarism is the practice of “using another person’s words or ideas without giving credit to that person.” (Merriam-Webster). The Oxford English dictionary meanwhile defines plagiarism as “the practice of taking someone else’s work or ideas and passing them off as one’s own”. In other words, it is when you copy someone without admitting that you are copying.

Plagiarism is similar to piracy in that you are using someone’s work without their permission. But it is more than just using. It is actually pretending that you made the work!

Plagiarism has always been a problem. Students (and teachers) in the past plagiarized by copying from books and pretending that the words were theirs. With the creation and spread of the Internet,

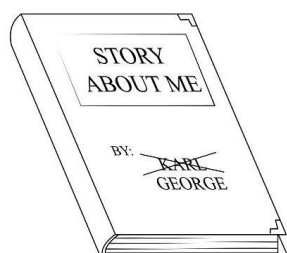


however, plagiarism has become much easier. There is now a vast supply of information available—text, photos, videos, and other content—that is publicly accessible online, and which can effortlessly be copied. Furthermore, a lot of online material does not clearly state the author, which might give people the impression that it does not belong to anyone. If someone takes this content and pretends they invented it, that’s still plagiarism.

Plagiarism is a big problem in many schools in Southeast Asia. Students frequently submit work that is not theirs. They can copy text from blogs, articles, and online encyclopedias to answer homework questions. They can stitch pieces of text to make an essay. They can download PowerPoint presentations and present them as their own. Even teachers sometimes plagiarize: they might use an instructional material from the web without stating where it originally came from.

Why do some people plagiarize?

Plagiarism is attractive to some people because it is easier to copy something than create something from scratch. There are a lot of great resources online that we might think are



perfect for a particular purpose, and we might doubt that we could create something as good. Plagiarism is especially enticing to second language learners. Because second language learners might have limited proficiency in the target language, the task of putting their thoughts into words can be quite daunting. If they struggle to form sentences and paragraphs, they will have a harder time composing a longer piece of text, like a story. Instead, they turn to

copying existing material from cyberspace.

In some cases plagiarism is the result of sloppy habits. We might copy some text from the Internet for our notes, then later use it without remembering that it was actually taken from someone else. Or we might forget where we got information, and do not know how to retrieve the source. Or we may think that we have properly cited something, when in fact we have not. Not knowing how to properly cite sources leads to plagiarism.







Why is plagiarism a problem?









Whether intentional or not, the consequences of plagiarism can be severe:

- It can destroy a student, academic, or professional's reputation
- It can lead to disciplinary action like the suspension or expulsion of the student or faculty member
- If the original author takes legal action, it can lead to financial penalties or even imprisonment.
- If research is plagiarized, it can lead to misleading, non-replicable, and erroneous results. Bad research can have myriad consequences to society, such as harmful medical practices, poor policy making, inaccurate instruction, etc.
- People who have a habit of plagiarizing may not develop the patience or skills to produce their own work. They will be dependent on others' intellectual property, and they will not improve.

How should teachers deal with plagiarism?

There are web-based tools that teachers can use to detect plagiarized content, for example:

iThenticate	 www 
Small SEO Tools – Plagiarism Checker	 www 
quetext	 www 

URKUND	 www 
Viper Plagiarism Checker	 www 
plagiarisme	 www 
COPYLEAKS	 www 

The tools to spot plagiarism are helpful, but not enough. They are not 100% effective, as they may sometimes fail to detect plagiarized material, or conversely, may claim something is plagiarized when in fact it is not. Secondly, many plagiarism tools only work in one language. Thirdly, the more powerful plagiarism tools are proprietary, and schools do not have subscriptions to them. This often means the teacher is left to make an educated guess if a student's work is original or not.

This is why it is preferable for students (and teachers) to use online material responsibly so that even without technical tools, instances of plagiarism are minimized.

The [Harvard Guide to Using Sources](#), an online resource for writers, outlines several examples of plagiarism that instructors and students should be aware of:

- *Verbatim plagiarism*. This is when you copy someone else's words exactly and do not mention (i.e. cite) the original author's name.
- *Mosaic plagiarism*. This is when you copy bits and pieces of text from one or more authors and mix them with your words, without clearly showing which ideas are yours and which ideas come from others.
- *Uncited paraphrase*. This is when you rephrase someone else's words without mentioning the idea actually came from him/her.
- *Uncited quotations*. This is when you quote someone directly, using quotations, without actually mentioning the person who said it.
- *Inadequate paraphrase*. This is when you copy someone else's text, change only a few words here or there, then cite the author as if it is a paraphrase. In such cases, it's safer just to quote the author directly instead of pretending to paraphrase.

In addition to defining plagiarism, teachers can help students regulate their own online behavior to avoid plagiarism by:

- Reviewing the different forms of plagiarism with their students
- Showing examples of plagiarism and asking the students to determine why they are considered plagiarism
- Discussing the negative consequences of plagiarism
- Not accepting plagiarized work
- Reducing the scores/grades/ratings of plagiarized work

- Asking students to find online accounts of plagiarism and find out what happened to the people involved
- Asking students how they would feel if their work was stolen by someone else.
- Providing tips to avoid plagiarism, such as⁵¹:
 - a. When they are researching a topic, they should keep their sources' ideas separate from their own. They should keep a record of every source of information they look up, especially the title of the source, the author name, and date.
 - b. As they browse each source, they should note the ideas that they would like to refer to. They should decide whether to paraphrase or quote the ideas. If they want to quote something, quotations are required.
 - c. As they compose their own work (e.g. report, presentation, etc.), they must identify quotations and paraphrases with citations, to show that the ideas were taken from someone else. For example: (Chan, 2017).

Teachers can encourage their students to think about what kind of user of web content they are. One fun way to do this is to ask students to take The Web We Want's short "Are You a Pirate?" quiz (see below). The questions are actually about both piracy and plagiarism. For every question they answer "Yes" to, they move up the scale by one point, towards a maximum piracy score of 10.

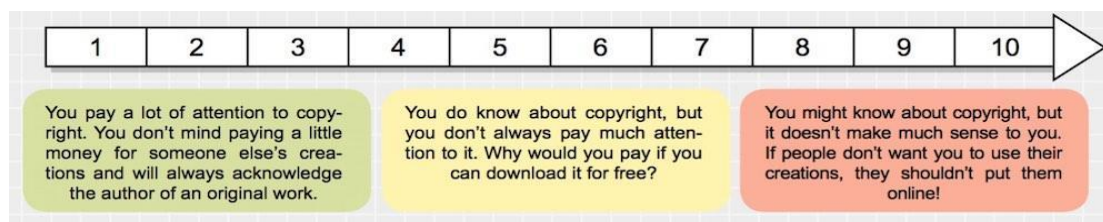


Figure 49. Take the quiz below. Count the number of times you answered "Yes / I agree" to the 10 questions. The number will tell you where along this scale you lie. If you scored a 1, then you do not have the behavior of an online pirate/plagiarist. If you scored a 10, then you are a big online pirate/plagiarist! (The Web We Want)

⁵¹ Ruggiero, Vincent R. (2015). *Becoming a Critical Thinker* (8th ed.). Stamford: Cengage Learning

1. I have downloaded copyright-protected music without paying for it.
☐ I agree/YES ☐ I don't agree/NO
2. I have recorded concerts of my favourite band and have put the pictures on my social networking page.
☐ I agree/YES ☐ I don't agree/NO
3. I don't always ask the permission of my friends/family when I post photos of them online.
☐ I agree/YES ☐ I don't agree/NO
4. I have made copies for my friends from a DVD I bought in a store.
☐ I agree/YES ☐ I don't agree/NO
5. I have cut and pasted text from a website for a school project, without referencing the original author.
☐ I agree/YES ☐ I don't agree/NO
6. When using images I find online, I don't really check if they are copyright protected.
☐ I agree/YES ☐ I don't agree/NO
7. It doesn't really bother me when people re-post text from my blog/website without indicating that I am the author.
☐ I agree/YES ☐ I don't agree/NO
8. I have published parts of someone else's website on my own page, without the proper referral.
☐ I agree/YES ☐ I don't agree/NO
9. Illegal downloading is not really breaking the law, as people are almost never punished for it.
☐ I agree/YES ☐ I don't agree/NO
10. Content put online should always be free for everyone to use.
☐ I agree/YES ☐ I don't agree/NO

Figure 50. Quiz from the Web We Want guide for youth, published by European SchoolNet (2013)

Activity ideas for the classroom

This set of activities deals with piracy and plagiarism, and their consequences. The first activity will have your students reflect on how much information they take from the internet versus how much information they give. The second activity will have your students explore the legal concept of Fair Use and its limits, looking at various examples of transformed original content. In the third activity, your students will create and record a song about a Southeast Asian country, and post it online using a Creative Commons license. And for the fourth activity, the students will answer an online quiz on laws regarding the sharing and use of information. The target groups for these activities range from lower to upper secondary school.

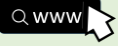
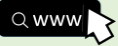
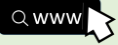
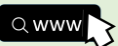
1. Take it or leave it	<p>Students shall record the material they take from the internet, and what material they leave. After, they shall write a paragraph or two about whether they are more a "taker" or a "giver", and to reflect on whether this is good, bad, or neutral. They should also write what they would like other people to be (takers or givers).⁵²</p> <p>Target group: lower and upper secondary school.</p>
------------------------	---

⁵² Adapted from The Web We Want: Young and Online (2013)


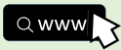
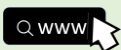
2. Fair use ⁵³	<p>It is allowed to use a copyrighted creative work by transforming it into something else in certain cases called "Fair Use". Ask your students to do research about what qualifies as "Fair Use" and what does not. In class, watch examples of how people have transformed existing media (e.g. youtube videos of music mashups, music covers, video splices, parodies, etc.) and ask the class which ones are probably Fair Use and which ones are examples of copyright infringement. For those that are likely to be infringing on copyright, the students can offer ideas of what changes could be made to make it Fair Use.</p> <p>Target group: lower and upper secondary school.</p>
3. Creators' rights to share	<p>In groups, the students shall create a song about any country in Southeast Asia besides their own (can be an extended homework). Once they have polished and recorded their song, they shall choose a Creative Commons license for it, then pick a site to upload it to!</p> <p>Target group: upper secondary school.</p>
4. Breaking the law	<p>When it comes to use of online information, someone might be breaking the law without even knowing about it. Ask your students to take the Accidental Outlaw Test created by Nominet, which can be accessed on the knowthenet website.</p> <p>While the quiz is intended for UK audiences, similar laws exist in most countries. For homework, ask them to do research to see if they can find laws of their own country that correspond to the issues brought up in the short quiz. Based on their country's laws, would the results of the quiz still be the same? What answers, if any, would be different?</p> <p>Target group: upper secondary school.</p>

⁵³ Adapted from SWGfL Digital Literacy Curriculum, Year 9 (<http://www.digital-literacy.org.uk>).

Helpful web resources on piracy and plagiarism

Name of resource	Description & URL	Type of Resource	Helpful for...
Childnet International resources	 <p>Childnet offers a tremendous array of educational resources for children, parents and teachers about a range of topics, including cyberbullying, sexting, copyright, and grooming. These are available for free online or to order from the online shop.</p>	Information and educational materials	Young people, school officials, teachers, professionals, parents, guardians, and local authorities
Harvard Guide to Using Sources	 <p>Web guide for students and writers in general that explains about citations, references, and plagiarism.</p>	Guide	Any writers (education, media, research, business)
Fair Use, Free Speech & Intellectual Property (CMSI)	 <p>The Center for Media & Social Impact of American University (Washington) has worked with teachers, filmmakers, journalists, visual arts professionals, librarians, and archivists to develop a large set of resources to guide the public on how and when it is okay to use copyrighted materials without permission or pay.</p>	Codes of best practices, Videos, Frequently asked questions	Anyone who plans to use media
Free Online Plagiarism Checkers	 <p>Here is a review of some of the popular free plagiarism checkers for teachers and educators.</p>	Review article with pros and cons	Educators

Name of resource	Description & URL	Type of Resource	Helpful for...
Web We Want resources	 <p>The 'Web We Want' offers educational handbooks exploring the rights and responsibilities of using online technologies and social media. The site also has an array of lesson activities, including ones on making content and stealing online content.</p>	Handbooks, Lesson plans, activities	For educators and teens
Wikimedia Commons	 <p>Wikimedia Commons is a media file repository making available public domain and freely-licensed educational media content (images, sound and video clips) to everyone, in many different languages.</p>	Images, sound files, video clips	Everyone
MusOpen	 <p>MusOpen is a non-profit focused on increasing access to music by creating free resources and educational materials. It provides to the public for free, without copyright restrictions.</p>	Recordings, sheet music, and music textbooks	Music teachers, learners
Jamendo	 <p>A place to download, stream, and upload free music, with many independent artists</p>	Music	Anyone
Project Gutenberg		Books (mostly in public domain)	Anyone

Name of resource	Description & URL	Type of Resource	Helpful for...
	<p>Project Gutenberg is a volunteer effort to digitize and archive cultural works, to "encourage the creation and distribution of eBooks". You can choose among free epub books, free kindle books, download them or read them online.</p>		
Flickr Commons	 <p>The key goal of The Commons is to share hidden treasures from the world's public photography archives. The Commons, with the help of participating institutions, catalogs the world's public photo archives. Flickr also gives users the chance to upload pictures with Creative Commons licenses.</p>	Free photographs and images	Anyone
Pixabay	 <p>A huge collection of images and videos free of copyrights under Creative Commons CC0. You may download, modify, distribute, and use them royalty-free for anything you like, even in commercial applications. Attribution is not required.</p>	Images and videos	Anyone
Intellectual property resources (MediaSmarts)	 <p>Contains articles and other resources about intellectual property and using creative works ethically.</p>	Articles, blog posts, tip sheets, lesson plans	Parents and teachers

Summary

There is a profusion of information and cool creations online. However, just because something is online does not mean we can do whatever we want with it. There are rules about the ethical use of material that is not one's own. Teachers can orient students about the issues of piracy and plagiarism that have become rampant in the digital age. Piracy is the unauthorized copying of creative works (e.g. music, movies, literature, etc.). It is an example of copyright infringement, and is illegal. Plagiarism, meanwhile, is using someone else's work without crediting them as the original creators, intentionally or not. For example, if a student turns in an essay that he just copied from the internet—that is plagiarism. Plagiarism is intellectual property theft.

Teachers can raise students' awareness about the risks of piracy and plagiarism, and how it impacts the original creators. Students can be encouraged to explore the web, and read, watch, and listen to whatever they find, but they should also develop a mental set of red flags: like claiming something is their creation when it is not, or downloading massive amounts of media without ever considering to pay for it. These mental red flags can be developed by prompting students to debate the ethical complexities of using creative material found online.



Check out the learning packet on [**Plagiarism and Misinformation**](#) here! It contains a teacher's guide and presentation slides to conduct a learning activity for the classroom.

Chapter 13

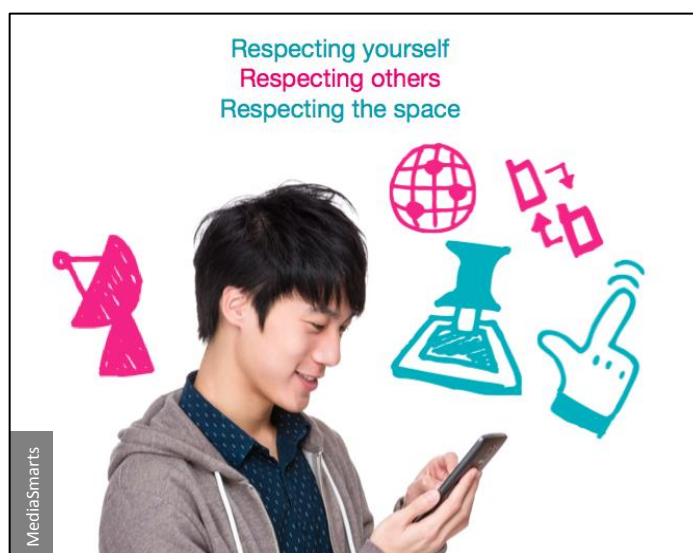
Being a RESPECTFUL Member of the DIGITAL COMMUNITY

Users of telecommunications like the Internet and mobile networks need to be aware of the risks involved. They need strategies to minimize these risks, and strategies to mitigate the harm that such risks may cause. For example, we need to protect ourselves against cyberbullying, protect our privacy, and protect our reputations as discussed in previous sections.

In addition, we must understand that we are part of a larger community of digital citizens. We need to understand our digital rights (like having access to the Internet, being able to communicate, expressing ourselves, and staying safe), and take advantage of them. But it is our responsibility to also think about others. Other people's wellbeing matters as much as our own. Others should be given the chance to make the most out of their ICT experiences, as much as we would like for ourselves. As digital citizens, we should uphold and promote community values online.

What does it mean to be a respectful digital citizen?

The unwritten rules of interacting online, such as social networking, mostly have to do with respect: respecting ourselves, respecting others, and respecting the community space (MediaSmarts, 2015).⁵⁴



⁵⁴ MediaSmarts (2015). *Respecting yourself and others online: a workshop about social networking for youth ages 12 to 15 workshop guide*.

Since community rules of internet use are indeed usually *unwritten*, [MediaSmarts](#) offers some specific rules to guide us.⁵⁵ These are paraphrased and expanded below:

Rules for respecting yourself

- Stay positive.
- Do not post more than one selfie a day.
 - o Try not to be obsessed with your appearance. There are more important aspects about you.
- Do not post anything you may regret in the future.
 - o It could damage your reputation and self-confidence. Ask yourself:
 - o Is this how I want people to see me?
 - o Could somebody use this to hurt me?
 - o Would I be upset if they shared it with others?
 - o What's the worst thing that could happen if I shared this?
- Do not like everything you see.
 - o A balanced individual has a variety of opinions and preferences. There is no need to always agree with others. Stand up for your values.
- Do not tag your exact location on statuses or in photos.
 - o In some cases, tagging your exact location is low risk, such as in public places where many people have been before. But tagging the location of places important in your life, such as your home, school, or office, is more sensitive because strangers would know where you are on a daily basis.
- Be savvy about the technicalities of privacy protection on the websites, applications and devices you use.
 - o Read terms and agreements / privacy policies.
 - o Check your privacy settings.
 - o Use ad blocking and privacy software.
 - o Do not fill out suspicious surveys.
- Keep your posts private (at least some of them).
 - o Not all your posts need to be shared with the whole world. Some of your reflections and actions are best kept to yourself, to a particular individual, or to a closed group.

⁵⁵ MediaSmarts (2015). *Respecting yourself and others online: a workshop about social networking for youth ages 12 to 15 workshop guide*.

Rules for respecting yourself

- Always lock your accounts.
 - o Someone could access your accounts if you leave them open all the time. They could find out a lot of personal information about you. You would have no control over what they did with that information.
- Know what a healthy relationship is. It's not okay for someone to:
 - o always monitor your online actions;
 - o tell you whom you can and cannot communicate with; and
 - o demand that you share something that you do not feel comfortable to share.
- If someone is bullying you, know what to do.
 - o Do not fight back.
 - o Save a record of what was said.
 - o Seek advice from someone.
- Do not post pictures of others without their permission.
 - o Picture-taking and uploading are now an integral part of Southeast Asian cultures, so this rule cannot be realistically applied across the board. Treat each picture on a case-by-case basis and decide whether you need to seek permission first. If the picture is innocent and involves people who you know would be comfortable with the picture (for example, friends or family with whom you have taken many pictures before), then permission is probably not needed. However, if the nature of the picture is somewhat sensitive, and you aren't sure if the person would be comfortable for it to be public, then it's best to ask their permission first.

What is oversharing? How can we avoid it?

Some of the rules described above have to do with oversharing, the practice of sharing too much information online. The rules to not post too many selfies, to keep personal issues off of social media, to not always tag your location, and to not say something you would regret later are guidelines to help stop us from giving away too much information. [Common Sense](#) provides us with ten tips to prevent oversharing, in order to respect ourselves and the people around us:

1. *Remember the golden rule.* "Do unto others as you would have them do unto you." In other words, treat others the way you would want them to treat you.
2. *Don't brag.* No one likes an arrogant person.
3. *Avoid TMI.* Do not share Too Much Information about something personal unless you really need/want to.

4. *Think about the reader.* How will the reader feel or react if she sees your post?
5. *Keep relationship details to yourself.* Your relationships are with individual people, not the whole world.
6. *Don't be cryptic.* Do not post something to purposefully confuse just to seem mysterious. People might get the wrong idea and spread something that's not true.
7. *Quit complaining.* The internet becomes a very depressing place if it becomes everyone's public complaints board.
8. *Curate your photos.* Do not upload all your photos en masse to social media. Some of them may be inappropriate, embarrassing, irrelevant, boring, or simply low quality.
9. *Change your settings.* Adjust your settings so that your posts are not visible to everyone. People you know better can access more information about you, while those you don't know so well should not know everything about you, just like in real life.
10. *Post smart.* As much as possible, try to post about meaningful, thought provoking things. Is it really necessary to clutter people's social media about what your cat had for lunch?



Figure 51. Poster by Common Sense and Flocabulary (2014)

What is online hate and how should we respond to it?

There is a lot of hateful content online. People say mean things to their opponents when playing multiplayer games, people post offensive comments or pictures to social media profiles, and people write angry articles on blogs and forums. Hate doesn't just come from individuals—we can also encounter it from groups, movies, company websites, etc.

The difference between regular criticism and hate is that the latter is persistent, often not factually accurate, and targets individuals



because of their association with a particular group even if the individuals did nothing wrong personally.

How do we deal with this hateful content? This question is especially important for youth, who are liable to have intolerant views, be more vocal about their opinions, and also be more sensitive to what people say.

The first thing to do is recognize hate for what it is. One can become better at recognizing hate by looking out for characteristic language of online hate groups ⁵⁶, such as:

- *Negative portrayals of the "other"*. This is when a person or group talks negatively about another group in a collective way, like "all Chinese are greedy" or "boys that cry are sissies".
- *Talk about the "glorious past"*. This is when a person or group frequently claims that the past was better, like, "Our school was superior before they allowed immigrants to attend" or "Girls ruined the sport of soccer".
- *Victimhood*. This is when a person or group presents itself as victims as an excuse to treat others badly. For example, "They steal our jobs so they have no right to live in this country. Let's push them out" or "So what if they get punched? They're so annoying."

Once we recognize instances of online hate, what else can we do?

A good digital citizen can confront the hate with sincerity and rationality. She can discourage the person or group from making blanket judgments and rude or hurtful comments. She can appeal to the person's logic and ethics to encourage a change in attitude. If she is the owner of a website or blog, then she can even delete the offending comments and suspend the user for breaking her site's community rules.

The good digital citizen will not use hateful language to combat hate. If the person cannot be censured, his posts cannot be removed, or his attitude does not change, bring up the incident with someone else. Teachers can encourage their students to share instances of online hate in the classroom so they can be discussed and analyzed. Teachers should create an anti-hate atmosphere within the classroom, allowing freedom of expression as long as it does not attack or discriminate. And if someone is a victim of online hate, provide the student with options to report the case and seek help, such as counselling.

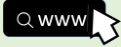
Activity ideas for the classroom

These activities deal with being a respectful member of an online community. The first activity will have your class develop a code of conduct when using digital media. The second activity will have them come up with a web of people that could act as their support group when encountering problems online. In the third activity, students will sign up to Microsoft's "Digital Civility Challenge". Any age group may participate in the first activity, because the students will create a code of conduct suitable for their age group. The second activity is suitable for elementary level and lower secondary. The third activity is suitable for junior high school.

⁵⁶ Media Awareness Network (2012). *Responding to Online Hate*.

1. Class communication code of conduct	<p>The class shall develop a class communication code of conduct stating the rules to show each other respect when using digital media. The class must discuss and agree on at least five rules.</p> <p>Target group: any age.</p>
2. Web of support	<p>Ask the students to draw a web of the people in their lives that they can turn for support if they ever have a problem that originated online.⁵⁷ For each person that could help, they should write down what kind of problem the person could help with. The web could be made digitally or manually.</p> <p>Follow-up activity: the students draw another web of whom <i>they</i> could help.</p> <p>Target group: lower elementary to lower secondary school.</p>
3. Civility pledge	<p>Microsoft has come up with a “Digital Civility Challenge”, inviting teens to commit to four ideals of civility online. Have your students visit the Digital Civility webpage of Microsoft and read what the challenge is about.</p> <p>The students shall accept the challenge for a week, and post on social media at least once daily about their progress of upholding the four ideals.</p> <p>Target group: lower secondary school.</p>

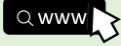
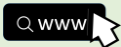
Helpful web resources on respectful digital communities

Name of resource	Description & URL	Type of Resource	Helpful for...
Digital Citizenship videos (Common Sense Media)	 <p>It has a dozens of videos of different topics on digital citizenship for different ages.</p>	Videos	Children, teens

⁵⁷ Adapted from SWGfL Digital Literacy Curriculum, Year 3 (<http://www.digital-literacy.org.uk>).

Name of resource	Description & URL	Type of Resource	Helpful for...
Web We Want resources	 <p>The 'Web We Want' offers educational handbooks exploring the rights and responsibilities of using online technologies and social media. The handbooks touch on numerous topics, including deception and fakery on the internet.</p>	Handbooks, Lesson activities	Educators and teens
Respecting Yourself and Others Online Workshop	 <p>The Respecting Yourself and Others Online workshop was created to provide tweens and young teens with strategies and knowledge that will help them respect themselves, respect others and respect the space when using social media.</p>	Slideshow and guide	Educators, tweens, and teens
Online hate (MediaSmarts)	 <p>Contains articles and other resources about online hate, free speech, legal issues, impact of online hate, and solutions.</p>	Articles, blog posts, tip sheets, lesson plans, games, guides	Parents and teachers
Staying Safe Online (Stonewall)	 <p>This guide, Staying Safe Online, aims to provide parents and teachers with the resources to prepare young people, particularly LGBT young people, to deal with online risks.</p>	Guidebook	Parents and teachers

Name of resource	Description & URL	Type of Resource	Helpful for...
Social networking resources (Australia eSafety Commissioner)	 <p>Provides introduction to social networking, information, advice, and reporting mechanisms.</p>	Articles, tools, videos, hotlines	Schools, teachers, parents, and communities
Photos, videos, and social media (Australia eSafety Commissioner)	 <p>Provides information about uploading and sharing of photos and videos, and provides tips, advice, and reporting mechanisms.</p>	Articles, tools, videos, hotlines	Schools, teachers, parents, and communities
Digital Passport	 <p>Web-based games and videos engage upper elementary students in independent learning. The modules zero in on critical skills related to digital safety, respect, and community. Collaborative classroom activities reinforce online lessons, and teachers can get robust reports to demonstrate student success.</p>	Web and mobile-based games and videos	Educators, students
Singapore Ministry of Education's Cyber Wellness website	 <p>The Cyber Wellness website is an avenue for parents, students, and educators to learn more about online behaviors and ways to protect themselves online. Its various resources help promote positive wellbeing as internet users. The website provides guides, tips, and resources from Singapore's Ministry of Education and other agencies on all things related to Cyber Wellness.</p>	Guides, tips, links, articles	Parents, students, educators

Name of resource	Description & URL	Type of Resource	Helpful for...
DQ World	 <p>Online self-learning program designed to improve children's digital intelligence quotient through the mastery of 8 digital skills, including digital empathy.</p>	Game-based education program online	Schools, educators, parents, and children
Microsoft Digital Civility	 <p>Microsoft promotes digital civility as part of its corporate social responsibility efforts. This webpage presents research about digital civility, including the Digital Civility Index they devised, and also challenges people to take the "Digital Civility Challenge", a pledge to be civil online by following four tenets: 1) Live by the Golden Rule; 2) Respect differences; 3) Pause before replying; 4) Stand up for myself and others.</p>	Pledge, best practices, commentary from leading organizations, and research reports	Teens, young people, and adults

Summary

Respect is an important attitude and behavior to guide us in the digital world. Respect is having due regard for the feelings, wishes, rights, and cultures of others. Respect is about not hating on someone for their nationality, religion, sexuality, gender, body type, ability, race and ethnicity. Respect is about finding commonalities with others while also appreciating the differences. Respect is about treating others the way you would like to be treated.

Teachers should create a classroom environment in which respect is a habit. This environment can be achieved by modeling respectful behavior, talking about the importance of respect, and insisting that students treat each other with respect. Teachers should point out that a cultural of respectfulness also applies to the digital world. When we interact with others on social media, we are interacting with real individuals, not robots (for the most part). Behind the avatars and taglines and handles and nicknames are actual people with emotions, personal problems, hopes, likes, dislikes, and needs. Therefore, we should use the same care and sensitivity when talking with people online and offline.

Self-respect is also important when we go online. We must not forget who we are and what values we stand for. What we write, say, and post in cyberspace is still somehow a reflection of who we are, so we should avoid saying offensive things or posting pictures that might undermine our dignity.

Your students can strengthen the digital community if they agree to adhere to these principles.

Chapter 14

Being Intelligent about TIME SPENT in Cyberspace

Children are using gadgets like phones and tablet computers at younger and younger ages. Along with this, there has been a dramatic increase of internet use by young children in the last five years. Even babies and toddlers, with their poor motor skills, are now able to participate more readily because of touchscreen and swipe technologies (Holloway & Green, 2015).

When is too much, too much?

Parents allow children to use ICT for entertainment, relaxation, and learning, but gadgets are unfortunately often used as substitute nannies and endless distractions. Kaufman (2013) notes that children can use mobile gadgets to watch educational videos, create art, and have conversations with family members, but they can also misuse ICT: for example, by playing games that are not appropriate for their age, and by wasting many hours watching videos with little to no educational value. They could also accidentally be exposed to violent and sexual content.

Teenagers, meanwhile, can experience ICT addiction, such as game addiction. Vietnam, South Korea, and the Philippines, for example, have taken legislative action to tackle the problem, by restricting online gaming, use of Internet cafes by students during school hours, and providing counseling for youth. Another ICT-mediated activity that can have addictive characteristics is seeking pornography online. Youth who seek pornographic content online are more likely to report delinquent behavior and substance use than those who do not. Furthermore, they are more likely to show features associated with clinical depression, and lower levels of emotional bonding with their caregiver.⁵⁸



There are other problems associated with excessive internet use. If someone spends most of their time online, there is the risk that their online life will begin to eclipse their offline life. When someone has more online friends than real connections, and communicates readily online but struggles in face-to-face situations, there is cause for concern. They may use cyberspace as an escape. They might feel isolated and depressed but rather than dealing with their psychological problems, they escape to virtual reality.

⁵⁸ Ybarra, M. L. & Mitchell K. J. (2005). Exposure to internet pornography among children and adolescents. *Cyberpsychological Behavior*. 8(5): 473-86.

A small number of people reach a point where they cannot easily distinguish between what is real and what is not anymore. For example, there have been cases when a youth has committed a crime (such as an act of violence) because they thought they were enacting a scene in a computer game or movie. Their tangible and digital worlds have become blurred.

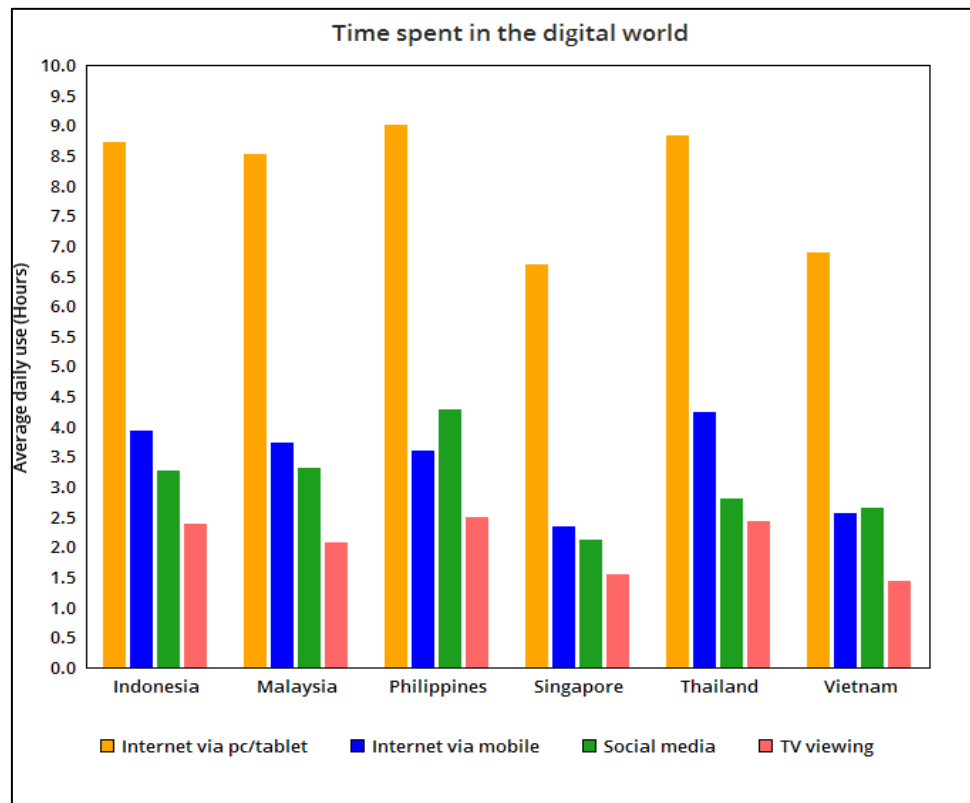


Figure 52. Time spent using various digital media in selected countries in Southeast Asia. Data obtained from We Are Social (Jan 2017)

Aside from the severe examples above, we must all be vigilant about how much time we spend using ICT. There are many fun, educational, and social activities we can do on a mobile phone and a computer, but we can easily waste many minutes and hours doing unnecessary things. How many times have we caught ourselves checking our text messages just a minute after we have already checked it? How many times have we caught ourselves skimming through post after post of someone's social media timeline? How many times have we jumped from news article to news article only to forget what we've read? How many times have we searched for something then got diverted to other searches?

People can overuse ICT simply out of boredom or procrastination. But there are insidious things that happen in our mind when we get into certain ICT habits. Have you ever been disappointed at having not received a new text message? Have you ever randomly spammed your friends just to get a response? And do you feel a slight boost when you receive a reply? Simon Sinek explains that this behavior is biochemically influenced, similar to drug addiction.⁵⁹ When we receive a 'like' on Facebook, a comment, or a reply, our brain produces dopamine;

⁵⁹ Crossman, D. (2016, Oct 29). "Simon Sinek on Millennials in the Workplace". [Youtube]. *Inside Quest*. Retrieved from <https://www.youtube.com/watch?v=hER0Qp6QJNU/>

the increase in dopamine leads to a feeling of reward, or a *dopamine high*. Since we feel good, we want to experience it again. For this reason we can become essentially “addicted” to social media, cellphones and other electronic devices.

What can be done to moderate ICT use?

To address this challenge, we need self-control. We need to be aware of how much time we spend using ICT. We need to ask ourselves if our use is normal, or excessive. We need to consciously avoid ICT sometimes in order to strike an online-offline balance. And we should not crave constant communication with and affirmation by others.

Teachers (and parents) can bring up the idea that ICT use should have limitations, and that they should take the initiative to regulate themselves. These limitations can be framed around ‘W’ questions, like:⁶⁰

When?	What/why/how?
<ul style="list-style-type: none">• There are certain times of the day and week that digital media use is fine.• Sometimes (e.g. meals, trips, sleep, work, studying, quality face-to-face time with friends and family) should <i>not</i> be associated with digital media use.• Discuss reasonable periods of time (when is enough, enough?).	<ul style="list-style-type: none">• Digital media use is only one of many things one can do during the day. There’s also physical exercise.• Digital media can be used with others, not only alone.• With friends and family, ICT technologies should be shared. Do not hog!• Use digital media for a good reason.• It’s not essential to always have the latest technology

⁶⁰ Holloway, D. & Green, L. (2015). Effective and Responsible use of ICTs for 0 to 8 year-olds. [Presentation]. Presented at the *UNESCO-UNICEF Regional Workshop on Safe, Responsible, and Effective Use of ICT*. Bangkok, Thailand

Whom?	Where?
<ul style="list-style-type: none"> • Digital media is often used to stay in touch with family or friends • Not all your friends and family need to be contacted through ICT • Face to face interactions have advantages that online interactions do not • In most cases, online communication with strangers should not take up a lot of your time, if any. 	<ul style="list-style-type: none"> • There are places where some devices are not appropriate or allowed. Respect those places (libraries, spiritual places, airplanes, inside the classroom, exam halls, dinner table, banks, security areas, etc.) • Digital media can be used in public places or in private, but there is a time and place for both. What may be appropriate in privacy might not be appropriate in public, for example.

When we are with other people, we must remember the importance of being physically and mentally present. Be mindful of what is going on around you, who is talking, and what they are talking about. Do not always resort to your phone or tablet for distraction. Nothing is a bigger conversation killer than someone who is constantly staring into his phone. Concentrate on the people around you and your role in the group. Listening fully and looking into people's eyes can make a remarkable difference, deepening the connection between human beings. It tells the person that you care about what he/she is saying or doing, and encourages further conversation from which both people can learn. Establishing these connections is part of building a network of meaningful, trustworthy relationships that you can tap for enhanced learning, safety, and support.



Social-emotional skills are relevant to this discussion of excessive ICT use. In [Chapter 6](#), we learned of five key social-emotional skills: self-management (i.e. self-regulation), self-awareness, social awareness, relationship skills, and responsible decision making. We need **self-awareness** to identify and admit if we have an addiction, for example. We need **Social awareness** to realize that getting distracted by technology can offend people in certain situations. **Self-management** is needed to control our urges, and delay gratification. While we might have the urge to browse our friends' photos again and again, or post another selfie, or play another game, we should resist the temptation when we need to be doing something else. Filipino child psychologist, Dr. Ma. Lourdes Carandang, recommends closing your eyes, waiting for something, meditating, and paying

undivided attention to what is presently going on in order to practice delaying gratification.⁶¹ Fourthly, we need **responsible decision making** to implement personal reforms, like not leaving our phone next to our bed (which would disrupt sleep), not bringing our phone to the dinner table (which would disrupt conversation), not fiddling on tablets in the classroom (which might disrupt learning), and limiting gaming, messaging, and television watching time. Finally, we need **relationship skills** to give people the attention and respect they deserve, and have meaningful interactions with regardless of the medium of communication.

Activity ideas for the classroom

This set of activities deals with time spent using ICT and mindfulness exercises. The first will have your students make a map, graph, or chart, illustrating ICT use data of your country and various Southeast Asian countries, and then have them reflect on their own ICT use. For the second activity, students will make a daily log of an ICT-related activity they do, then present their findings. The third activity will have them read a quote related to mindfulness, and will have them reflect on what it means to them. In the fourth activity, they will practice using all their senses to pay attention to their surroundings, highlighting how we forget to notice the things around us due to excessive ICT use. And the fifth activity will illustrate how scrambled our minds can get when we focus on too many things, and how pausing and relaxing can help settle our minds. In the sixth activity, students will watch a video about the relationship between ICT use, addiction, and the personalities of millennials. For the last activity, students will read a news article about research comparing internet use to junk food, and then will write a reaction piece. The target groups for these activities range from lower elementary to upper secondary.

1. Calculating ICT use	<p>Using data from the web or other source, ask students to make one or more of the following:</p> <ul style="list-style-type: none"> • bar graph presenting local data on the amount of time spent online by users, categorized by age group and sex • map of the Southeast Asian countries, color shaded according to percentage of people who use the internet in each country • map of the Southeast Asian countries, color shaded according to percentage of people who have a mobile phone in each country
------------------------	---

⁶¹ Presented at the *Regional Policy Forum on Infollution and Consultative Workshop on the Development of a Mobile Technology Toolkit on Cyber Safety and Emotional Intelligence*, 1-4 April 2014, SEAMEO INNOTECH, Quezon City, Philippines

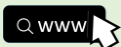

	<ul style="list-style-type: none"> • bar graph comparing the average amount of time spent online by people from various Southeast Asian countries • pie chart showing the age breakdown of internet users in a particular Southeast Asian country (or several) • bar graph comparing the average amount of time spent online by people of different ages (from a particular Southeast Asian country, or several side-by-side) • maps, pie charts and bar graphs like the ones above, with regards to Facebook use • bar graph comparing the average amount of time spent online by people from one's own country and the Southeast Asian region <p>After they have made and presented their charts, ask processing questions such as: who uses the internet and mobiles the most? How often do you use them? More or less than the average statistics? Why do you think you use them more/less? What activities take the most amount of your online time? Do you wish you spent less time in front of a screen? Why or why not? How do you feel when you spend a long time on your mobile or computer?</p> <p>Target group: upper elementary and lower secondary.</p>
2. Time log	<p>Each student shall choose an activity to track and do a daily time log of how much he/she does that activity for a week. Some example activities to track:</p> <ul style="list-style-type: none"> • Using a computer or tablet device • Using a phone • Accessing the internet (any device) • Using social media (any device) • Playing games (any device) <p>At the end of the week, the students can share their findings and feelings about their ICT use. Were any surprised by the findings? Did logging the time change their thinking about logging on?</p> <p>Target group: upper elementary, lower secondary, upper secondary.</p>
3. Mindfulness 1	<p><i>"In today's rush, we all think too much — seek too much — want too much — and forget about the joy of just being"</i> (Eckhart Tolle).</p>

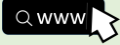
	<p>Introduce this quote to your students. Ask them to write a reflection about what this quote means to them and how it applies to their life.</p> <p>Target group: lower and upper secondary.</p>
4. Mindfulness 2	<p>Tell your young learners to turn on their "Spiderman senses", the super-focused senses of smelling, seeing, hearing, tasting, and touching that Spiderman uses to monitor the world around him. This will encourage them to focus their attention on themselves and their place in their surroundings. Point out that when we are using digital media, we are only using some of our senses, and we might even lose track of the things happening around us.⁶²</p> <p>Target group: lower elementary.</p>
5. Mindfulness 3	<p>Fill a clear jar or bottle with glitter or other material that will momentarily suspend in the water. Shake the jar so the glitter swirls around. Explain that the jar is a metaphor for our minds. When we are emotional, like angry, sad, jealous, or stressed, our mind is swirling with thoughts and it is cloudy and confusing. The same can happen when we try to do too many things online, jumping around from one online activity to the next until we have information overload. But if we try to pause, relax, and rest, our mind can settle and we can see clearly again (just as the glitter falls when the jar is still).</p> <div data-bbox="753 1258 1046 1565" data-label="Image"> </div> <p>Target group: elementary school.</p>
6. ICT Intrusion	<p>Show the interview clip, "Simon Sinek on Millennials in the Workplace" posted on YouTube by Inside Quest.</p> <p>Let the students discuss the interview after watching it. Do the stories of Simon Sinek sound familiar to them? Do they catch themselves using</p>

⁶² Mindfulness 2 and 3 examples are adapted from: <https://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/>

	<p>ICT at inappropriate times? The students should then draw a mind map (could be in groups) of all the ways ICT can negatively intrude on people's lives. Their examples should highlight effects on relationships, emotions, and mental health. Finally, have the students propose five recommendations per group on how to resist addictive ICT behaviors described by Simon Sinek.</p> <p>Target group: upper secondary school.</p>
7. Online junk	<p>Have your students read the article about the similarities between online time consumption and junk food consumption on the BBC website.</p> <p>Each student will write an opinion piece about the claim that young people are consuming social media and the internet like junk food. Each student can either agree or disagree with the claim, and provide reasons to support his/her argument.</p> <p>Target group: lower and upper secondary school.</p>

Helpful web resources on ICT use and time spent online

Name of Resource	Description & URL	Type of Resource	Helpful for
Internet and Technology Abuse Addiction Tests	 <p>Offers several tests for individuals to find out if they might have a problem of excessive ICT use. There are tests on smartphone abuse, virtual addiction, internet abuse, cyber sexual addiction, digital distractions, and more.</p>	Tests and analysis	General Public
Internet and Technology Abuse Materials	 <p>These Internet addiction resources include articles and videos on a variety of topics such as Internet and digital addiction, cyber sexual abuse, email, and more.</p>	Articles, stories, FAQs, videos, links	General public

Name of Resource	Description & URL	Type of Resource	Helpful for
Balancing time online (Australia eSafety Commissioner)	 <p>Provides information about managing screen time, including advice and answers to frequently asked questions.</p>	Articles, videos, FAQs	Schools, teachers, parents, and communities
Excessive internet use (MediaSmarts)	 <p>Contains articles and other resources about excessive internet use and how to respond to it.</p>	Articles, tutorials, blogs, tip sheets	Parents and teachers
Mindfulness resources	 <p>Site offers personal stories, news, practical advice, and insights about mindfulness for health, more caring relationships, and a compassionate society. You can also subscribe to the Mindful magazine through this website.</p>	Articles, stories, videos, surveys, infographics, newsletter, magazine	Adults
DQ World	 <p>Online self-learning program designed to improve children's digital intelligence quotient through the mastery of 8 digital skills, including screentime management.</p>	Game-based education program online	Schools, educators, parents, and children

Summary

The famous author Henry David Thoreau once said, "The price of anything is the amount of *life* you exchange for it." By spending huge amounts of time on our gadgets, we are paying a big price. Many hours a day adds up to thousands of hours per year. If you spend 5 hours

a day on your computer, tablet, or phone, that will add up to 15 years of screen time over an average lifespan. That's a lot of "life" we are trading away.

The next time you find yourself reaching for your phone, or flipping through social media feeds, ask yourself if it is really necessary. Ask yourself if there is something more productive or worthwhile that you could be doing. Use ICT with purpose, when you need it. Use ICT to improve some aspect of your life or the lives of others around you. Of course, ICT can be used for entertainment, but preferably not as a habitual distraction. If we fall into the habit of distracting ourselves thru ICT, which often leads us to low-level activities, we might not leave enough time in our day for learning, honing our skills, exercising our bodies, and having meaningful interactions with others.

Teachers can present the mental and physical problems of excessive ICT use in class, or let their students do their own research. Teachers should invite students to enumerate the ways they use ICT, and reflect on how much screen time they spend. They can also look back in the past and compare how much screen time they spent at different ages. Has it increased or decreased? Why? Today, how much of their screen time, in their opinion, is spent on meaningful activity? How much time is "wasted" on less valuable activity? If they could recover that wasted time, what are some offline activities that they might choose to do instead?

In order to empower learners to be wiser about the amount of time they spend in digital space, teachers can also introduce the concept of mindfulness. Mindfulness is the state of being aware of one's surroundings and actions. A mindful student would not idly browse her cellphone while someone else is trying to tell her something important. A mindful student would not keep playing a computer game after 2am when he is already feeling tired and has school the next day. Mindfulness is a skill that anyone can practice through a number of techniques suggested in this section as well as numerous sources online.



Check out the learning packet on [Internet Addiction](#) here! It contains a teacher's guide and slide presentation to conduct a learning activity for the classroom.

Conclusion

Data suggests that over the last five years, rates of use of internet and social networking sites (SNS) have increased among young people. This coincides with an increase in internet access both at school, at home, and outside (EU Kids Online, 2014).

As young people use the internet more, they are exposed to more risk. Comparing past studies with more recent ones (like the EU Kids Online study in 2009 and 2014), there has been a moderate increase in some negative phenomena, such as:

- Hate speech, pro-anorexic, or self-harm content;
- The proportion of children who reported being upset by something they saw online, particularly among girls and teenagers.
- Exposure to pornography and violent content
- Cyberbullying, especially among girls.

Is the internet the problem? As the [Global Kids Online](#) study points out, the “Internet itself is not a main cause of anything.”⁶³ In other words, the Internet is not the reason for any harm that could be caused by using it, but rather the associated risks depend on who and what people do with it. The same applies for all information communication technology. Context, the study finds, is what matters most. For example:

- The individual who is using the technology. Different ages use the internet in distinct ways, and are exposed to different types of risk. Plus, each individual reacts uniquely to online circumstances depending on their personality and background.
- The level of connectivity and access. How easy it is to get online depends on the connectivity of where you live. And how much content you can understand online depends on what language you speak. So people with low connectivity and underrepresented languages will have exposure to risk, but also fewer opportunities too.
- The level of support that social networks and families provide to help minimize risk, mitigate harm, and maximize opportunity.
- The social norms expected of the user, according to gender, religion, etc.
- The political and legal environment, which influences what websites and activities are allowed/encouraged, which ones are not, and what options someone has to address problems through legal channels.

Another important idea that Global Kids Online study brings up is the relationship between risk and opportunity. It suggests that there is a “false dichotomy” between the two. In the past,

⁶³ Kardefelt, (2017). A holistic approach to empowering young users online. [Presentation]. Presented at the *Conference on Digital Citizenship Education in Asia-Pacific*, 2-3 March 2017, Dusit Thani Hotel, Bangkok, Thailand.

risks and opportunities were seen as two separate things, like black and white. In reality, however, risks and opportunities are wrapped up with each other. Many of our ICT activities actually combine the two. For example, meeting new people online presents both risks and opportunities simultaneously—thus meeting people is a “risky opportunity”.

Risks

There are risks to using ICT. [Chapter 2](#) outlines many of these. The risks, as mentioned, are contextual. For example, a teenager who uses social media to chat with online strangers has a higher chance of being groomed by a sexual predator than a 60 year old who only uses her computer to send emails to her family.

Secondly, even if someone is exposed to a risk, it doesn’t necessarily lead to harm. A pedophile might send a series of messages to a teenager, but if the teenager ignores the messages, or blocks the person, then harm has been avoided. Another example: if a toddler uses a tablet and a pop-up appears asking for bank information to collect a 1 million dollar prize, the toddler has been exposed to the risk of online theft, but since he doesn’t have a credit card nor does he even understand the pop-up, no harm will occur.

An international study lead by Microsoft delved into the nature and frequency of online risk exposure for adults and youth aged 13-17 years old. The study results shed light on the relationship between risks and consequences. They also illuminate the contextual aspect of these variables, showing variations across genders, ages, and nationalities. These are the key findings:⁶⁴

- 65% of people had been a victim of at least one online risk
- 50% of people said they were very or extremely concerned about online risks
- There was a wide range of consequences from online risk exposure, such as losing trust in people online (40%), losing trust in people offline (30%), increased stress (23%), reduced sleep (23%), reduced participation in blogs and forums (21%), depression (15%), and others.
- Most people do not know where or how to seek assistance about online risks.
- Females generally had higher concerns about online risks than males, even though males reported higher exposure.
- Females were more likely to lose trust, lose sleep, and get stressed from risk exposure.
- Males were more likely to retaliate against perpetrators, whereas females were more likely to strengthen their privacy settings and withhold information.
- Compared to adults, youth had:

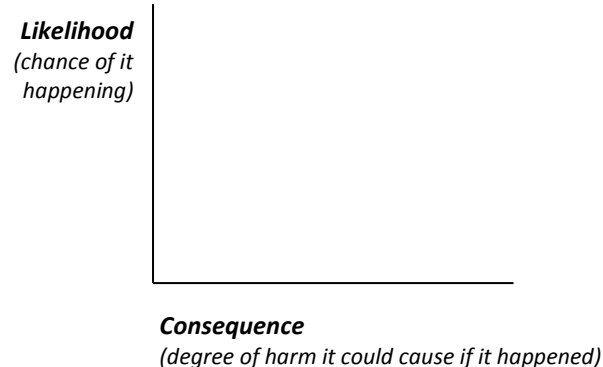
⁶⁴ Beauchere, J. (2017, February 7). Microsoft releases Digital Civility Index, challenges people to be more empathetic online. [Blog post]. Retrieved from <https://blogs.microsoft.com/on-the-issues/2017/02/07/microsoft-releases-digital-civility-index-challenges-people-empathetic-online/>

- More online interactions
- More recent and frequent exposure to online risk
- Greater exposure to trolling and cyberbullying
- More concern about future risks
- Greater academic and social consequences from online risk exposure
- Higher chance of confronting or retaliating against an offender; unlikely to disclose negative incidents to parents
- Lower confidence about where to seek help in dealing with online risks
- Countries representing mature online markets reported lower incidence of online risks and consequences. People were also less concerned about online risks in these countries.
- Collectivist cultures, like many Asian societies, reported higher incidence of online risks and consequences. People from these cultures were more concerned about online risks.

These findings demonstrate that while the majority of people have been (and will be) exposed to online risks in their lifetime, risks vary from group to group, and the way groups deal with those risks vary too. Teachers and schools must therefore “do their homework” to understand their community better before implementing any risk reduction initiatives, to create effective messages and to maximize chances of succeeding.

Activity idea for the classroom

Whether a risk leads to harm depends on the likelihood of the event happening. To help students understand this, teachers can ask them to plot different risks according to the harm that they could potentially cause and the likelihood of them actually happening. Some risks have a low chance of occurring, but high in the harm that they could cause (e.g. cyber grooming and sexual exploitation). Other risks have a higher chance of happening (e.g. exposure to inappropriate material), but a lower level of harm if exposed. Take a look at the risks listed in [chapter 2](#) (e.g. identify theft, sales fraud, cyberbullying, trolling, grooming, ICT addiction, etc.), then have your students plot each one on the following graph according to the likelihood of it occurring to them and the potential harm it could have.



Considering likelihood and consequence, what risks are the students most worried about?

Since likelihood and consequence change over time, what risks do they think they will be most worried about in 5 years? 10 years? 20 years? 50 years?

Opportunities

While increased use of internet and mobile technology correlates with increased risk, it also correlates with increased opportunity. EU Kids Online introduced the notion of a *"ladder of opportunities"* to reflect this phenomenon. Their studies revealed that the commonest online activities of young people (age 11-16 years) were simple things like visiting a social networking site, watching video clips, or instant messaging. More complex activities like using file sharing sites or visiting virtual worlds were done by fewer people.

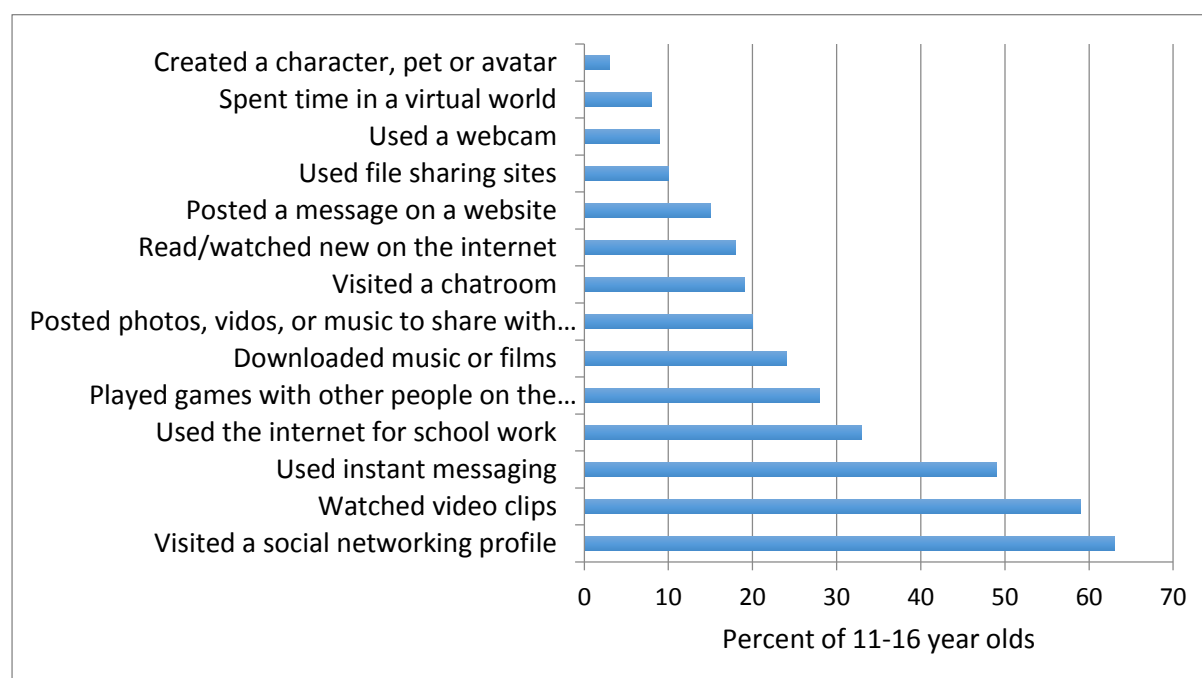


Figure 53. The ladder of opportunity starts from the simplest online activities, which the most number of people partake in, and climbs to the most sophisticated activities which fewer people do (EU Kids Online, 2014)

Those who used the internet more, and were older, tended to show a greater diversity of online activities. This demonstrates that as children get older, they can acquire more digital skills, climb the “ladder of opportunities” and take fuller advantage of what the digital world has to offer.

Another study has shown psychological benefits of ICT use. Researchers in the UK collected self-reported data from 120,000 15-year-olds and found that a few hours of using ICT devices such as computers, smartphones, video games, and TV actually boosted mental wellbeing.⁶⁵ The researchers discovered a “goldilocks effect”, whereby an increase in use had a positive effect on wellbeing, but beyond a certain threshold of time, more use had a negative impact on wellbeing. For smartphones, this threshold was found to be about 2 hours per day.

So what are the implications of these studies? Adults (teachers and parents) should not be overzealous in trying to prevent kids from exploring the digital world, lest they deprive them of a diverse array of opportunities. However, increased use comes with increased risk. Therefore, some moderation is necessary to achieve a balance.

Mediation

So how much control is enough? Should we let young people explore digital technology as much as they want, with no boundaries? Should we restrict their activities? Or simply monitor?

The type of involvement we have with young people’s ICT activities can be summarized in four styles: *Restrictive*, *Selective*, *Laissez Faire*, and *Promotive*.⁶⁶

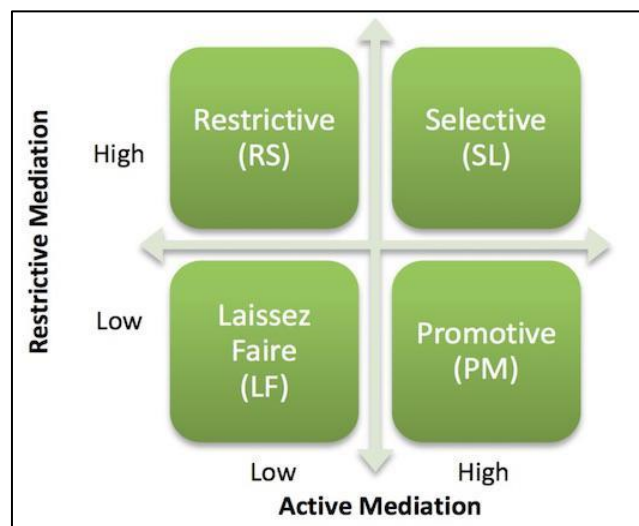


Figure 54. Involvement types: Restrictive, Selective, Laissez Faire, and Promotive (Lwin et al., 2008).

⁶⁵ Baraniuk, C. (2017, January 13). Moderate screenuse ‘boosts teen wellbeing’. *BBC News*. Retrieved from <http://www.bbc.com/news/technology-38611006>

⁶⁶ St. Peters et al. 1991; Truglio et al. 1996; Wright, St. Peters, and Huston 1990 as cited in Liu, C., Ang, R. P., & Lwin, M. O. (2013). Cognitive, personality, and social factors associated with adolescents' online personal information disclosure. *Journal of Adolescence*, 36(4), 629-638.

These four styles represent different combinations of restrictive and active mediation. Restrictive mediation tries to control and limit a child's online behavior by placing restrictions on the child's use. Active mediation is when adults try to explain the advantages and disadvantages of using ICT and teach them how to respond to risky situations. If you mediate by imposing restrictions AND by guiding, then this is the *Selective* style. If you have few restrictions and likewise do not spend time guiding, this is the *Laissez Faire* style of mediation.

When it comes to protecting children from revealing sensitive information, a study found that *active mediation* was more effective than *restrictive mediation*.⁶⁷ Secondly, while technological safeguards were somewhat helpful to protect children who received minimal mediation from adults (active or restrictive), they were not necessary for children who had received mediation, particularly the active kind. Thirdly, safeguards were less effective for older youth. Therefore, technological solutions can be seen as stopgap measures for online safety, but active mediation—which raises a child's awareness, critical thinking, and social-emotional intelligence—is paramount.

Final tips for teachers

Teachers—help your students be responsible digital citizens! Involve them in discussions that illuminate these nuances:

- What happens to them online depends on many factors, but it's not the Internet's fault.
- There is no clear divide between risk and opportunity.
- Harm and risk are not the same. There is a chance that a risky activity could cause harm, but not definitely.
- The more digitally savvy they get, the more they can take advantage of opportunities.
- They can regulate their own ICT experiences to be safe and rewarding more effectively than technology, parents, or their teachers.

And here are some general reminders to make your teaching of digital citizenship more engaging and memorable:⁶⁸

- Give students a chance to create, not just analyze
- Give students a chance to present their creations
- Value questions just as much as, if not more than, answers
- Start and end with key concepts
- Recognize that young people enjoy computers, mobile phones, the internet, media, and a variety of applications

⁶⁷ Lwin, M. O., Stanaland, A. J., & Miyazaki, A. D. (2008). Protecting children's privacy online: how parental mediation strategies affect website safeguard effectiveness. *Journal of Retailing*, 84(2), 205-217.


⁶⁸ Paraphrase of MediaSmarts' Tips for integrating media literacy in the classroom, which are just as relevant to digital citizenship. Retrieved from: <http://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/media-literacy-fundamentals>

- Teach *using* ICT and teach *about* ICT
- Resist apathy in the classroom
- Stay up-to-date with digital trends.

Activity ideas for the classroom to wrap-up and integrate digital citizenship concepts

This final set of activities is a culmination of lessons learned in this ebook. The first activity presents four values important to digital literacy, identified by MediaSmarts, and your students will be asked to think of any other values they deem just as important in being a digital citizen. The second activity asks your students to agree on and compose a Digital Citizen's Pledge, which contains rules and behaviors the entire class should abide by. In the third activity, your students will think of their favorite digital service, and come up with a guide on how users can use such service responsibly. And finally, the fourth activity will emphasize the complexity of digital ethics and variability of moral judgments.

1. Values	<p>The award-winning NGO MediaSmarts identifies four values that underpin its education efforts about media and digital literacy: Empathy, Responsibility, Respect, and Integrity. As empathic digital citizens, we should treat others the way we would like to be treated. As responsible digital citizens, we should understand that every action has a consequence, so we must think about what we post. As respectful digital citizens, we should respect differences between people. As digital citizens with integrity, we should do know the difference between what is right and wrong. Practice and defend what is right, avoid and resist what is wrong.</p> <p>Can your students think of any other values? Which do they think are the most important? Is there a need to include more, or are the stated four comprehensive to describe the values of digital citizenship?</p> <p>Target group: upper elementary school, lower secondary, upper secondary.</p>
2. Citizen's Pledge	<p>Organize your students to draft, agree on, and publish a Digital Citizen's Pledge. The pledge should state the digital behaviors that the class collectively agrees to abide to. It should be posted in visible places. An example "Pledge" poster of CommonSense is shown here.</p>

	 <p>Target group: all ages.</p>
3. Guides	<p>Have each of your students identify their favorite digital service (e.g. game, online story, social media site, etc.) that they use. Then they shall make a quick guide for non-experts about how to use the service responsibly (i.e. minimizing risk/harm and maximizing opportunity).</p> <p>Target: upper elementary to upper secondary</p>
4. Using our moral compass ⁶⁹	<p>Put the following signs up in different direction along the walls of the classroom:</p> <ul style="list-style-type: none"> • Right

⁶⁹ Adapted from Mike Ribble as cited in a lesson plan by ChildNet, “Developing a 21st century moral compass” as part of their *Know IT All Secondary Toolkit*. Retrieved from <http://www.childnet.com/resources/know-it-all-secondary-toolkits/know-it-all-upper-secondary-toolkit/advanced-project>

	<ul style="list-style-type: none"> • I'm not sure • It's an individual's choice • What's the big deal? • Wrong • As long as I don't get caught • Depends on the situation <p>Once these moral judgments are posted on the walls, read a series of scenarios to the class. Students will move to the part of the wall that best describes their opinion about the scenario. Example scenarios:</p> <ol style="list-style-type: none"> 1. Forwarding indecent or humiliating images of a fellow student 2. Photoshopping a pic of your teacher to make her look like an animal 3. Creating a blog featuring students and teachers 4. Using your phone at the dinner table 5. Using Facebook for hours during exam revision time 6. Joining a service that allows you to leave anonymous messages 7. Unfriending someone on social media 8. Sharing private information that was given to you online 9. Etc. <p>This exercise will demonstrate that people do not all react the same way to online situations, and the ethical problems we face are often not black or white.</p> <p>Target group: secondary level.</p>
--	---

Parting words

We are now approaching the end of this e-book for Southeast Asian teachers called *e-Citizenship*. We hope it has reinforced some of your prior knowledge about cyber wellness and digital citizenship, and introduced some new information that you can use to develop your own e-citizenship competencies as well as those of your students.

We have explored global and regional ICT trends, digital risks and opportunities, conceptual frameworks of cyber safety and digital citizenship, digital rights and responsibilities, and several approaches to protect oneself (and others) online. We have presented numerous activity ideas for teachers to try in the classroom, which will hopefully help students acquire, practice, and apply socio-emotional skills as they use ICT.

Nevertheless, the digital world is constantly in flux. As a teacher, it is important that you continue your personal and professional development within this context. We therefore encourage you to follow the latest changes affecting the online community, such as emerging technologies, policies, and social trends. Be aware of the evolving nature of the World Wide Web, social media platforms, and mobile applications. Understand their positive and negative aspects. Try to model their effective use as springboards for teaching and learning.

You can also participate in discussion about these issues on SEAMEO INNOTECH's [MT4T web forum](#) or other online community sites, to deepen your understanding, encounter different perspectives, and exchange teaching tips with other educators. You might even consider starting your own blog about cyber wellness (check out the e-book on *Blogging for Teachers* at the [MT4T website: http://www.seameo-innotech.org/mt4t/](http://www.seameo-innotech.org/mt4t/)).

Good luck on your personal journey to become a more responsible digital citizen. Likewise, embrace the opportunity to guide your students in enhancing their digital citizenship skills.

Bibliography

- Carandang, M. L. (2014, April). *Contextualizing EQ in the Digital Age*. Presentation. Presented at the Regional Policy Forum on Infollution and Consultative Workshop on the Development of a Mobile Technology Toolkit on Cyber Safety and Emotional Intelligence, SEAMEO INNOTECH, Quezon City, Philippines.
- Cavoukian, A. (2001). *What Students Need to Know about Freedom of Information and Protection of Privacy. A Resource Guide for Grade 11/12 Teachers*. Information and Privacy Commissioner of Ontario, Canada. Retrieved from https://www.ipc.on.ca/wp-content/uploads/Resources/Grade_11-12_Resource_Guide.pdf
- Childnet International. (2017, July 11). Only a game. Retrieved July 11, 2017, from <http://www.childnet.com/resources/only-a-game>
- Childnet International. (n.d.-a). Advanced Project. Retrieved July 13, 2017, from <http://www.childnet.com/resources/know-it-all-secondary-toolkits/know-it-all-upper-secondary-toolkit/advanced-project>
- Childnet International. (n.d.-b). Lesson 4 Create a SMART Rules Groove. Retrieved from <http://kidsmart.org.uk/downloads/SMART%20Rules%20Groove%20Lesson%20Plan%204.pdf>
- Childnet International. (n.d.-c). Resources. Retrieved July 12, 2017, from <http://www.childnet.com/resources>
- Childnet International. (n.d.-d). *Safe to Learn*. Department for Children, Schools and Families (last). Retrieved from http://www.schools-out.org.uk/policy/docs/DCSF_Homophobic_Bullying/Summary_Safe_to_Learn.pdf
- Childnet International, & DCSF. (2007). *Cyberbullying: safe to learn: embedding anti-bullying work in schools*. UK Department for Children, Schools and Families.
- Choices, N. H. S. (2016, November 28). Mobile phone safety - Risks - NHS Choices. Retrieved July 13, 2017, from <http://www.nhs.uk/Conditions/Mobile-phone-safety/Pages/Risks.aspx>
- Common Sense Education. (2014, January 26). Anti-Cyberbullying Toolkit. Retrieved July 11, 2017, from <https://www.commonsense.org/education/cyberbullying-toolkit>
- CommonSense Media. (n.d.). Oversharing: Think Before You Post. Retrieved July 13, 2017, from <https://www.commonsensemedia.org/videos/oversharing-think-before-you-post>
- comScore, Inc. (2013, July). *2013 Southeast Asia Digital Future in Focus*. Retrieved from <https://www.slideshare.net/anhlebks/comscore-2013-southeastasiadigitalfuturein focus>

- Cong, L., Rebecca, A., & Lwin, M. (2013). Cognitive, personality, and social factors associated with adolescents' online personal information disclosure - ScienceDirect, 36(4). Retrieved from <http://www.sciencedirect.com/science/article/pii/S0140197113000535>
- Critchley, S. (2017, February 16). 7 Tips To Help You Tell Real News From Fake. Retrieved from http://www.huffingtonpost.com/entry/use-these-7-tips-to-tell-real-news-from-fake_us_58a4dbf8e4b0b0e1e0e2064b
- Cross-Tab Marketing Services. (2010). *Online Reputation in a Connected World*. Cross-Tab Marketing Services. Retrieved from <https://www.job-hunt.org/guides/DPD-Online-Reputation-Research-overview.pdf>
- Definition of PLAGIARISM. (n.d.). *Merriam-Webster Dictionary*. Retrieved from <https://www.merriam-webster.com/dictionary/plagiarism>
- Drouet, M., Vasilescu, I., Kupíliková, M., Kontopidi, E., Buddie, D., Fernandes, M., Louvris, A. (2015). *The Web We Want Handbook for Educators*. Web We Want. Retrieved from <http://www.webwewant.eu/documents/10180/23883/FINAL+HANDBOOK+FOR+EDUCATORS.pdf/a728fc8c-bf86-4ea9-a0ba-10f25c9d0949>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3–4), 294–309. <https://doi.org/10.1007/s10464-010-9300-6>
- EU Kids Online. (2014). EU Kids Online. The London School of Economics and Political Science. Retrieved from <http://eprints.lse.ac.uk/60512/1/EU%20Kids%20online%20III%20.pdf>
- Facebook. (2013). Empower Educators. Retrieved July 6, 2017, from https://d1afx9quaogywf.cloudfront.net/cdn/farfuture/NWinvMZ1OY8hx768xHm7CQZo9oFoTJBzGQFEZIW1g/mtime:1474380479/sites/default/files/Resources/Facebook-Bullying-Guide-for-Educators_0.pdf
- Facebook. (2017, April). Tips to Spot False News. Retrieved July 11, 2017, from <https://www.facebook.com/help/188118808357379>
- Gerosa, A. (2017, March). *Digital Resilience: Empowering Youth Online*. Presentation presented at the Conference on Digital Citizenship Education in Asia-Pacific, Bangkok, Thailand. Retrieved from http://www.unescobkk.org/fileadmin/user_upload/ict/SRU-ICT/DC-EinAP-Mar17/AndreaGerosa-ThinkYoung.pdf
- GTC, & Metanoya. (2008). A Proposal for Rights and Responsibilities for Citizens in the Digital World. Retrieved from <http://www.eurim.org.uk/activities/ig/GTC-Metanoya-Proposal.pdf>

- Holloway, D., & Green, L. (2015). *Effective and Responsible use of ICTs for 0 to 8 year-olds*. Presentation presented at the UNESCO-UNICEF Regional Workshop on Safe, Responsible, and Effective Use of ICT., Bangkok, Thailand.
- Holloway, D. J., Green, L., & Stevenson, K. (2015). Digitods: toddlers, touch screens and Australian family life. *M/C Journal*, 18(5). Retrieved from <http://journal.media-culture.org.au/index.php/mcjournal/article/view/1024>
- Huston, A. C., Wright, J. C., Rice, M. L., Kerkman, D., & St. Peters, M. (1990). Development of television viewing patterns in early childhood: A longitudinal investigation. *Developmental Psychology*, 26(3), 409–420. <https://doi.org/10.1037/0012-1649.26.3.409>
- ICT Data and Statistics Division. (2015, May). ICT Facts and Figures 2015. International Telecommunication Union. Retrieved from <https://www.itu.int/en/ITU-D/Statistics/Documents/facts/ICTFactsFigures2015.pdf>
- Internet Keep Safe Coalition. (2015). BEaPRO Digital Citizenship Toolkit. Internet Keep Safe Coalition. Retrieved from http://www.unescobkk.org/fileadmin/user_upload/ict/SRU-ICT/DCEinAP-Mar17/AndreaGerosa-ThinkYoung.pdf
- ISTE. (2014). *ISTE Standards for Teachers*. Retrieved from https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf
- ISTE. (2016). *ISTE Standards for Students*. ISTE. Retrieved from http://www.iste.org/docs/Standards-Resources/iste-standards_students-2016_one-sheet_final.pdf?sfvrsn=0.23432948779836327
- ITU. (2008). *Use of Information Communication Technology by the World's Children and Youth*. ITU. Retrieved from http://www.itu.int/ITU-D/ict/material/Youth_2008.pdf
- Janice Kim Song. (2015). *Legislative Responses in Asia to Fight Child Pornography, Online Grooming, and Cyberbullying*. International Bank for Reconstruction and Development/The World Bank.
- Jones, S., & Bouffard, S. (2012). Social and emotional learning in schools: From programs to strategies. *Social Policy Report*, 26(4), 1–33.
- Kardefelt, D. (2017, March). *A Holistic Approach to Empowering Young Users Online*. Presented at the Presented at the Conference on Digital Citizenship Education in Asia-Pacific, Dusit Thani Hotel, Bangkok, Thailand.
- Kaufman, D. J. (2013, April 24). Touch-screen Technology And Children. Retrieved July 7, 2017, from <http://www.childmags.com.au/child/development/5453-touch-screen-technology-and-children>
- Keith, S., & Martin, M. E. (2005). Cyber-bullying: Creating a culture of respect in a cyber world. *Reclaiming Children and Youth*, 13(4). Retrieved from <http://search.proquest.com/openview/b2c7ccb1ffef391fa65b850973adbbfd/1?pqorigsite=gscholar&cbl=33810>

- Kemp, S. (2015a, January 21). Digital, Social & Mobile Worldwide in 2015. Retrieved July 6, 2017, from <https://wearesocial.com/uk/special-reports/digital-social-mobile-worldwide-2015>
- Kemp, S. (2015b, November). *Southeast Asia Digital in 2015*. Presentation. Retrieved from https://www.slideshare.net/wearesocialsg/digital-social-mobile-in-southeast-asia-in-2015/9-wearesocialsg_9We_Are_SocialGSMATELLIGENCE
- Kemp, S. (2017, January 24). Digital in 2017: Global Overview. Retrieved July 6, 2017, from <https://wearesocial.com/special-reports/digital-in-2017-global-overview>
- Kenneth Merrell, & Barbara Gueldner. (2010). *Social and Emotional Learning in the Classroom: Promoting Mental Health and Academic Success*. New York: Guilford Press. Retrieved from <https://www.guilford.com/books/Social-and-Emotional-Learning-in-the-Classroom/Merrell-Gueldner/9781606235508>
- Kiely, E., & Robertson, L. (2016, November 18). How to Spot Fake News. Retrieved July 11, 2017, from <http://www.factcheck.org/2016/11/how-to-spot-fake-news/>
- Livingstone, S., & Haddon, L. (2009). *EU Kids Online: Final Report*. London: London school of economics and political science.
- Livingstone, S., Haddon, L., Görzig, A., & Ólafsson, K. (2011). *Risks and safety on the internet: The perspective of European children. Full Findings*. LSE, London: EU Kids Online. Retrieved from [http://eprints.lse.ac.uk/33731/1/Risks%20and%20safety%20on%20the%20internet\(lsero\).pdf](http://eprints.lse.ac.uk/33731/1/Risks%20and%20safety%20on%20the%20internet(lsero).pdf)
- Lwin, M., Stanaland, A., & Miyazaki, A. (2008). Protecting children's privacy online: How parental mediation strategies affect website safeguard effectiveness. *Journal of Retailing*, 84(2), 205–217. <https://doi.org/10.1016/j.jretai.2008.04.004>
- Mayer, J. (2017, July 12). What Emotional Intelligence Is and Is Not. Retrieved July 12, 2017, from <http://www.psychologytoday.com/blog/the-personality-analyst/200909/what-emotional-intelligence-is-and-is-not>
- McCarthy, C. (2015). Health and the Digital Space. In S. C. Cortesi & U. Gasser, *Digitally Connected: Global perspectives on youth and digital media* (pp. 32–33). Retrieved from <https://dash.harvard.edu/handle/1/16145970>
- MediaSmarts. (2015). *Respecting Yourself and Others Online*. Retrieved from <http://mediasmarts.ca/sites/mediasmarts/files/guides/respect-online-workshop-guide.pdf>
- MediaSmarts. (2016). *The Parent Network: Social Media and Your Kid*. Retrieved from https://mediasmarts.ca/sites/mediasmarts/files/guides/parent_network_guide.pdf
- MediaSmarts. (n.d.-a). How to recognize false content online - the new 5 Ws. Retrieved July 12, 2017, from <http://mediasmarts.ca/teacher-resources/how-recognize-false-content-online-new-5-ws>

- MediaSmarts. (n.d.-b). Media Literacy Fundamentals. Retrieved July 7, 2017, from <http://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/media-literacy-fundamentals#tips>
- MediaSmarts. (n.d.-c). *Responding to Online Hate*. Retrieved from [https://mediasmarts.ca/sites/default/files/pdfs/Responding Online Hate Guide.pdf](https://mediasmarts.ca/sites/default/files/pdfs/Responding%20Online%20Hate%20Guide.pdf)
- Norton. (2009). *Norton Online Living Report 09*. Symantec Corporation. Retrieved from [https://us.norton.com/content/en/us/home_homeoffice/media/pdf/nofr/NOLR Report 09.pdf](https://us.norton.com/content/en/us/home_homeoffice/media/pdf/nofr/NOLR_Report_09.pdf)
- O'Connor, A. (2016, March 23). The Secrets to a Happy Life, From a Harvard Study. Retrieved July 13, 2017, from <https://well.blogs.nytimes.com/2016/03/23/the-secrets-to-a-happy-life-from-a-harvard-study/>
- Ormrod, J. (2012). *Human Learning* (6th ed.). Pearson.
- Park, Y. (2017). *IQ, EQ, DQ*. Presentation presented at the Conference on Digital Citizenship Education in Asia-Pacific, Bangkok, Thailand.
- Plagiarism - definition of plagiarism in English | Oxford Dictionaries. (n.d.). *Oxford Dictionaries*. Retrieved from <https://en.oxforddictionaries.com/definition/plagiarism>
- Positive Psychology Program. (2017, February 3). Mindfulness Activities for Children and Teens: 25 Fun Exercises For Kids. Retrieved July 11, 2017, from <https://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/>
- Psychology Today. (2017, July 12). Emotional Intelligence. Retrieved July 12, 2017, from <https://www.psychologytoday.com/basics/emotional-intelligence>
- Recording Industry Association of America. (n.d.). Retrieved July 13, 2017, from <https://www.riaa.com/>
- Ribble, Mark. (2017, July 12). Nine Elements of Digital Citizenship. Retrieved July 12, 2017, from [http://digitalcitizenship.net/Nine Elements.html](http://digitalcitizenship.net/Nine_Elements.html)
- Ribble, Mike, & Bailey, G. (2005). Developing Ethical Direction. In *Leading and Learning with Technology* (Vol. 32, pp. 36–38). ISTE. Retrieved from <http://www.digitalcitizenship.net/uploads/ISTECompass.pdf>
- Ruggiero, V. R. (2009). *Becoming a critical thinker*. Boston: Houghton Mifflin.
- Safer Internet Centre UK. (n.d.). What can I do? Retrieved July 7, 2017, from <https://www.saferinternet.org.uk/advice-centre/teachers-and-professionals/professional-reputation/what-can-i-do>
- Safer Internet Programme. (2014). *Benchmarking of Parental Control Tools for the Online Protection of Children. Assessment results and methodology: 2nd cycle*.
- Santrock, J. (2013). *Life-Span Development* (4th ed.). McGraw Hill.

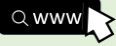
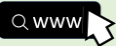

- Sokol, J. T. (2009). Identity development throughout the lifetime: An examination of Eriksonian theory. *Graduate Journal of Counseling Psychology*, 1(2). Retrieved from <http://epublications.marquette.edu/cgi/viewcontent.cgi?article=1030&context=gjcp>
- St. Peters, M., Fitch, M., Huston, A. C., Wright, J. C., & Eakins, D. J. (1991). Television and Families: What Do Young Children Watch with Their Parents? *Child Development*, 62(6), 1409–1423. <https://doi.org/10.1111/j.1467-8624.1991.tb01614.x>
- Sustainable Development Goals. (n.d.). #Envision2030 Goal 9: Industry, Innovation and Infrastructure | United Nations Enable. Retrieved July 7, 2017, from <https://www.un.org/development/desa/disabilities/envision2030-goal9.html>
- SWGfL. (2017, July 11). SWGfL Digital Literacy - Home. Retrieved July 11, 2017, from <http://www.digital-literacy.org.uk/Home.aspx>
- Telenor Group, Digi, & UNICEF. (2015, October). A Parent's Guide: How to Talk to your Children About the Internet. Telenor Group. Retrieved from [https://www.unicef.org/malaysia/A Guide - Talk to your children about the internet.PDF](https://www.unicef.org/malaysia/A%20Guide%20-%20Talk%20to%20your%20children%20about%20the%20internet.PDF)
- Thinkuknow UK. (2017, July 7). Following digital footprints. Retrieved July 7, 2017, from https://www.thinkuknow.co.uk/11_13/need-advice/digital-footprint/
- Third, A., Bellerose, D., Dawkins, U., Keltie, E., & Pihl, K. (2014). Children's rights in the digital age: A download from children around the world. Retrieved from http://www.uws.edu.au/_data/assets/pdf_file/0003/753447/Childrens-rights-in-the-digital-age.pdf
- Tony Brandenburg. (2015). *ISTE and Digital Citizenship*. Presentation presented at the UNESCO-UNICEF Regional Workshop on Safe, Responsible, and Effective Use of ICT, Bangkok, Thailand.
- Truglio, R. T., Murphy, K. C., Oppenheimer, S., Huston, A. C., & Wright, J. C. (1996). Predictors of children's entertainment television viewing: Why are they tuning in? *Journal of Applied Developmental Psychology*, 17(4), 475–493. [https://doi.org/10.1016/S0193-3973\(96\)90012-X](https://doi.org/10.1016/S0193-3973(96)90012-X)
- UN. (2016). *Building Digital Citizenship in Asia-Pacific through Safe, Effective and Responsible Use of ICT*. United Nations Educational, Scientific and Cultural Organization 7. Retrieved from <http://unesdoc.unesco.org/images/0024/002468/246813e.pdf>
- UN Committee on the Rights of the Child. (2014). 2014 Day of General Discussion: Digital and Media Children's Rights Participation for Children and Teens. UN Committee on the Rights of a Child. Retrieved from <http://www.ohchr.org/Documents/HRBodies/CRC/Discussions/2014/ChildParticipationInDGD2014.pdf>
- UN Committee on the Rights of the Child. (n.d.). OHCHR | Convention on the Rights of the Child. Retrieved July 12, 2017, from <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>





- UNESCO Asia-Pacific Regional Bureau of Education. (2014, December). Fostering Digital Citizenship through Safe and Responsible Use of ICT. UNESCO Asia-Pacific Regional Bureau of Education. Retrieved from http://www.unescobkk.org/fileadmin/user_upload/ict/SRU-ICT/SRU-ICT_mapping_report_2014.pdf
- UNICEF Innocenti Research Centre. (2012). *Child Safety Online: Global challenges and strategies; technical report*. UNICEF IRC. Retrieved from https://www.unicef-irc.org/publications/pdf/ict_techreport3_eng.pdf
- Vincent, J. (2015). Mobile opportunities: Exploring positive mobile opportunities for European children. Retrieved from http://eprints.lse.ac.uk/61015/1/_lse.ac.uk_storage_LIBRARY%20Secondary_libfile_shared_repository_Content_POLIS_Vincent_Mobile-Opportunities_%202015.pdf
- Vincent Ruggiero. (2015). *Becoming a Critical Thinker* (8th ed.). Stamford: Cengage Learning.
- We Are Social, & Hootsuite. (2017). *Digital in 2017 Global Overview*. Retrieved from <https://www.slideshare.net/wearesocialsg/digital-in-2017-global-overview?ref=https://wearesocial.com/special-reports/digital-in-2017-global-overview>
- Web We Want. (2013). *The Web We Want: Young and Online*. Retrieved from https://www.uninett.no/webfm_send/724
- Weissberg, R. (2016, February 15). Why Social and Emotional Learning Is Essential for Students. Retrieved July 13, 2017, from <https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>
- What Constitutes Plagiarism? (n.d.). Retrieved July 7, 2017, from <https://usingsources.fas.harvard.edu/what-constitutes-plagiarism>
- Why DQ? (2017, July 6). Retrieved July 6, 2017, from <https://www.dqinstitute.org/why-dq/>
- Willford, A., & Wollcot, C. (2016). SEL and Student-Teacher Relationships. In J. A. Durlak, C. Domitrovich, R. Weissberg, & T. Gullotta (Eds.), *Handbook of Social and Emotional Learning: Research and Practice*. Retrieved from <https://www.guilford.com/books/Handbook-of-Social-and-Emotional-Learning/Durlak-Domitrovich-Weissberg-Gullotta/9781462527915>
- World Bank. (2017, July 6). Physicians (per 1,000 people) | Data. Retrieved July 6, 2017, from <http://data.worldbank.org/indicator/SH.MED.PHYS.ZS?locations=Z4>
- Ybarra, M. L., & Mitchell, K. J. (2005). Exposure to Internet Pornography among Children and Adolescents: A National Survey. *CyberPsychology & Behavior*, 8(5), 473–486. <https://doi.org/10.1089/cpb.2005.8.473>
- Yoder, N. (2014). *Teaching the whole child: Instructional practices that support social and emotional learning in three teacher evaluation frameworks*. Washington, DC: American Institutes for Research Center on Great Teachers and Leaders.

Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* New York: Teachers College Press.

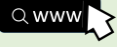
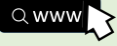
Annex A

List of curricula & educational frameworks on digital literacy, digital citizenship, and cyber wellness

Name of framework/ curriculum	Description & URL	Lead Organization/ Institution
Digital Literacy and Citizenship Classroom Curriculum for K-12	 www The Digital Literacy and Citizenship Classroom Curriculum for K-12 covers topics like Internet Safety, Privacy & Security, Digital Footprint & Reputation, Cyberbullying, Creative Credit & Copyright, among others.	CommonSense Media
Digital Literacy Curriculum	 www Microsoft develops and makes available online a pool of online security and privacy resources through its Digital Literacy Curriculum. The "Computer Security and Privacy" course, in particular, discusses various threats and corresponding safety protocols as well as ethical and legal issues related to Internet usage. The "Digital Lifestyles" course, on the other hand, orients users on the opportunities and potential benefits that digital technologies offer.	Microsoft
Digital Intelligence Quotient (DQ)	 www The primary focus of the DQ Curriculum is developing Digital Citizenship in children. Digital Citizenship comprises of 8 aspects, namely: digital citizenship identity, screen time management, digital footprint management,	DQ Institute

Name of framework/ curriculum	Description & URL	Lead Organization/ Institution
	cyber bullying management, digital empathy, critical thinking, privacy management, and cyber security management.	
DigComp 2.0	 www <p>DigComp 2.0 is a framework on digital competence. It focuses on developing competency in 5 areas, namely: information and data literacy, communication and collaboration, digital content creation, safety, and problem solving.</p>	European Commission's Joint Research Centre (JRC)
Digital Technologies Curriculum	 www <p>The Digital Technologies Curriculum consists of five bands, starting from Foundation and ending at Year 10. It focuses on developing computational thinking skills and creating digital solutions to solve problems. Each band is designed to be developmentally appropriate to the learner.</p>  www <p>3-level curriculum sample.</p>	Australian Curriculum, Assessment and Reporting Authority (ACARA)
ISTE Standards for Students	 www <p>The ISTE Standards for Students are designed to empower students and ensure that learning is a student-driven process (taken from the ISTE website). It focuses on 7 dimensions, namely: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, and Global</p>	International Society for Technology in Education (ISTE)

Name of framework/ curriculum	Description & URL	Lead Organization/ Institution
	Collaborator. The Standards for Students e-book is available for download on their website.	
Global Citizenship Education: Topics and learning objectives	 <p>As the foreword describes, it is a publication that provides guidance in integrating global citizenship education in education systems. It presents suggestions for translating global citizenship education concepts into practical and age-specific topics and learning objectives in a way for adaptation to local contexts. It is intended as a resource for all education stakeholders, working both in formal and non-formal settings.</p>	United Nations Educational, Scientific, and Cultural Organization (UNESCO)
Media and Information Literacy Curriculum for Teachers	 <p>As taken from the UNESCO website, this publication is divided into two parts. Part 1 provides the MIL Curriculum and Competency Framework, which gives an overview of the curriculum rationale, design and main themes. Part 2 includes the detailed Core and Non-Core Modules of the curriculum.</p>	United Nations Educational, Scientific, and Cultural Organization (UNESCO)
RULER	 <p>It is a program supported by Yale Center for Emotional Intelligence. RULER is an acronym for Recognizing, Understanding, Labeling, Expressing and Regulating emotions. Those involved go through three phases. It uses an evidence-based approach to integrate social and emotional learning.</p>	Yale Center for Emotional Intelligence

Name of framework/ curriculum	Description & URL	Lead Organization/ Institution
Media and Information Literacy (MIL) indicators	 www <p>As taken from its description, the variables/indicators measure individual competencies among librarians, teacher-trainers, teachers in training and in service, and students.</p> <p>The variables/indicators are intended to be adapted to local realities before use. They may also be adapted across countries and regions to measure competencies at the primary, secondary and/or tertiary (university) level within a nation's formal education system.</p>	United Nations Educational, Scientific, and Cultural Organization (UNESCO)
Cyber Wellness Curriculum	 www <p>According to the website, the goal of the CW curriculum's lessons is to equip students with life-long social-emotional competencies and sound values so that they can become safe, respectful and responsible users of Information Communications Technology (ICT). The curriculum is guided by three principles, namely: respect for self & others, safe & responsible use, and positive peer influence.</p>	Ministry of Education Singapore

Annex B

List of organizations related to cyber wellness and digital citizenship

Name of organization	Purpose and/or relevant activities	Contact information
ISTE	The International Society for Technology in Education (ISTE®) is the premier non-profit organization serving educators and education leaders committed to empower learners to flourish in a connected world by cultivating a passionate professional learning community, linking educators and partners, leveraging knowledge and expertise, advocating teaching. It provides resources on the importance and application of digital citizenship, especially in the school setting, for strategic policies, and continually improving learning and	Web: https://www.iste.org/ Email: iste@iste.org Telephone: +1.800.336.5191 +1.541.302.3777 Fax: +1.541.302.3778 Address: 180 West 8th Ave, Suite 300 Eugene, OR 97401-2916 USA
DQ Institute	The DQ Institute was founded by Dr Yuhyun Park, and was developed in collaboration with researchers from Stanford University, Iowa State University, Yonsei University and Singapore's National Institute of Education and Nanyang Technological University, among others. The DQ Institute has developed an online education program for children to improve their "digital intelligence quotient". The DQ Institute also coordinates a global network of partners who are committed to improving the digital environment for future generations.	Web: https://www.dqinstitute.org/ Email: contact@DQInstitute.org Address (Singapore): #02-230B, Innovation Centre Block 2, 18 Nanyang Drive Singapore 637723 Address (US): 129 Churchill Ave Studio B, Palo Alto Drive, CA 94301

ThinkYoung	ThinkYoung is the first think tank dedicated to young people. It is a not-for-profit organisation with the aim of making the world a better place for young people, by involving them in the decision making process and by providing decision makers with high quality research on youth conditions. ThinkYoung produces research papers on digital citizenship, as well as surveys, documentary movies, and education programs.	<p>Web: http://www.thinkyoung.eu/</p> <p>Address (Brussels):</p> <p>ThinkYoung AISBL</p> <p>Place du Luxembourg 6</p> <p>1050 – Bruxelles</p> <p>Belgium</p> <p>Tel: +32.2.608.82.10</p> <p>info@thinkyoung.eu</p> <p>Address (Hong Kong):</p> <p>Yu Chau Street 135</p> <p>Kowloon</p> <p>Hong Kong</p> <p>asia@thinkyoung.eu</p>
Global Digital Citizen Foundation	The Global Digital Citizen Foundation is a non-profit organization creating exceptional resources for educators and dedicated to cultivating responsible, ethical, global citizens for a digital world. It provides several articles on digital citizenship, as well as links to more resources on the topic.	<p>Web: https://globaldigitalcitizen.org/</p>
Family Online Safety Institute	FOSI organizes conferences and events such as 'Trust & Civility in a Challenging World'. The events hope to enlighten the public, provide products, and helps with digital parenting. Hence their three P's, Policy, Product and Parenting. FOSI also provides resources on the topic of digital citizenship.	<p>Web: https://www.fosi.org/</p> <p>Email: press@fosi.org</p> <p>Telephone: (202) 775-0158</p> <p>Address:</p> <p>North America</p> <p>400 7th Street NW, Suite 506</p> <p>Washington, DC 20004</p>

		<p>United States of America</p> <p>Europe:</p> <p>69 Old Broad Street</p> <p>7th Floor Dashwood House</p> <p>London EC2M 1QS</p>
United World College of Southeast Asia - East Campus Libraries	It is the online library of United World College of Southeast Asia – East Campus, where students, parents, and teachers can access a vast collection of resources all about digital citizenship.	<p>Web:</p> <p>http://research.uwcsea.edu.sg/DigitalCitizenship/</p> <p>Address:</p> <p>Dover Campus: 1207 Dover Road, Singapore 139654</p> <p>East Campus: 1 Tampines Street 73, Singapore 528704</p>
Yale Center for Emotional Intelligence	Their website states the following: The Yale Center for Emotional Intelligence uses the power of emotions to create a more effective and compassionate society. The Center conducts research and teaches people of all ages how to develop their emotional intelligence. The website provides publications and a link to RULER.	<p>Web:</p> <p>http://ei.yale.edu/</p> <p>Address:</p> <p>340 Edwards Street P.O. Box 207900 New Haven, CT 06520-7900</p>
Six Seconds	According to their website, Six Seconds had scientifically proven that emotional intelligence (EQ) is essential for change. Their organization shares current studies about the brain and emotions.	<p>Web:</p> <p>www.6seconds.org/</p> <p>Telephone: +1 831 763-1800</p>
CASEL (Collaborative for Academic, Social, and Emotional Learning)	CASEL, the Collaborative for Academic, Social, and Emotional Learning. According to their website, their mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. CASEL and their broad network of collaborators are working together to turn momentum for SEL	<p>Web: http://www.casel.org/</p> <p>Telephone: 312-226-3770</p> <p>Fax: 312-226-3777</p>

	into a national movement.	Address: 815 W. Van Buren St. Ste. 210 Chicago, IL 60607-3567 United States of America
UNESCO Bangkok	<p>UNESCO Bangkok provides strategic expertise, advisory, monitoring, and evaluation functions to Member States, other UNESCO Field Offices, and UN Country Teams in the area of Education.</p> <p>One of UNESCO Bangkok's flagship programmes is called ICT in Education, thru which it assists Member States in the Asia-Pacific Region to harness the potential of ICT in achieving quality education for all. Under this programme, UNESCO Bangkok has organized several conferences, research studies, and policy reviews on the responsible use of ICT.</p>	Web: http://bangkok.unesco.org/ Email: bangkok@unesco.org Telephone: +66-2-3910577 Fax: +66-2-3910866 Address: UNESCO Bangkok Asia-Pacific Regional Bureau for Education, Mom Luang Pin Malakul Centenary Building, 920 Sukhumvit Road, Prakanong, Klongtoei Bangkok 10110 Thailand
World Wide Web Foundation	The World Wide Web Foundation was established in 2009 by Web inventor Sir Tim Berners-Lee to advance the open Web as a public good and a basic right.	Web: http://webfoundation.org/ Email: contact@webfoundation.org Email (Indonesia): jakarta@webfoundation.org Address (headquarters): 1110 Vermont Ave NW, Suite 500 Washington DC 20005

		Tel: +1 202-595-2892
CommonSense Media	Common Sense Media (CSM) is a non-profit organization that provides education and advocacy to families to promote safe technology and media for children. It provides resources and tools that help parents and their children address cyberbullying issues safely and effectively. It also provides resources on the topics of dealing with online hate, how to conduct oneself on social media, technology addiction, and other important lessons one must learn to become a responsible and respectful member of the digital community.	Web: https://www.common sense media.org/ Telephone: +1 (415) 863-0600 Fax: +1 (415) 863-0601 Address (Headquarters): 650 Townsend, Suite 435, San Francisco, CA 94103
Childnet International	Childnet aims to "help make the Internet a great and safe place for children", and is also committed to highlighting some of the most positive uses of the Internet. It provides resources on cyberbullying, as well as guidance for schools on handling cyberbullying incidents.	Web: http://www.childnet.com/ Email: info@childnet.com Telephone: +44 (0)20 7639 6967 Address: Studio 14, Brockley Cross Business Centre 96 Endwell Road London SE4 2PD
Alannah and Madeline Foundation (Australia)	The Alannah and Madeline Foundation is a charity protecting children from violence and its devastating impact. It runs programs that prevent violence and advocate for children's safety and wellbeing. The Foundation has several programs related to cyber safety in the home, libraries, and in schools.	Web: https://www.amf.org.au/ Telephone: 03 9697 0666 Fax: 03 9690 5644 Mail Address:

		<p>Alannah and Madeline Foundation</p> <p>PO Box 5192</p> <p>South Melbourne VIC 3205</p> <p>Australia</p> <p>Street address:</p> <p>Level 1, 256 Clarendon Street</p> <p>South Melbourne VIC 3205</p> <p>Australia</p>
NoBullying.com	Nobullying.com is an online forum. They target parents, children, teenagers and educators to help cope with cyberbullying and online safety.	<p>Web: https://nobullying.com</p> <p>Email: info@nobullying.com</p> <p>Address:</p> <p>Pearl Assurance House, 2</p> <p>Donegall Square East, Belfast, BT1 5HB</p> <p>Northern Ireland</p>
MediaSmarts	MediaSmarts is a not-for-profit charitable organization for digital and media literacy. Their vision is that children and youth have the critical thinking skills to engage with media as active and informed digital citizens. MediaSmarts has been developing digital and media literacy programs and resources for Canadian homes, schools and communities since 1996. It provides myriad articles, as well as resources for teachers and parents to help address and reduce the occurrence of privacy and security issues. It has entire sections on its website about excessive internet use and responding to it, and on the topic of online hate and other digital issues, as well as resources for parents to help address these issues. It also provides resources on topics	<p>Web: http://mediasmarts.ca/</p> <p>Email: info@mediasmarts.ca</p> <p>Telephone: +1 613-224-7721</p> <p>Fax: 613-761-9024</p> <p>Address:</p> <p>205 Catherine Street</p> <p>Suite 100</p> <p>Ottawa, Ontario, K2P 1C3</p>

	related to digital identity, such as body image, gender representation, and diversity in media.	Canada
Internet Watch Foundation	IWF operates globally through a network of international Members, hotline partnerships, and law enforcement agencies. They also provide international portals for people to report criminal content all over the world. Their self-regulatory model is recognised as the best practice for combating online child sexual abuse content. They share unique research into patterns and trends in online behaviour of criminal content. They work closely with the technology and internet industry.	Web: www.iwf.org.uk/ Email: media@iwf.org.uk Telephone: +44 (0)1223 20 30 30 Address: Discovery House, Vision Park, Chivers Way Histon, Cambridge, CB24 9ZR United Kingdom
ECPAT International	Based in Thailand, ECPAT (End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes) is a non-governmental organisation and a global network of civil society organisations exclusively dedicated to ending the commercial sexual exploitation of children (CSEC), including child pornography.	Web: http://www.ecpat.org/ Email: info@ecpat.org Telephone: +662 215 3388 Fax: +662 215 8272 Address: ECPAT International 328 Phayathai Road, Rachathewi, Bangkok, Thailand 10400
Stairway Foundation Inc.	In partnership with the Philippines' Department of Education, Stairway created the CyberSafe project, whose aim is to promote online safety and address cyberbullying. It provides project manuals for grade 5, 6 and junior high school students, which are accessible on their website.	Web: http://www.stairwayfoundation.org/ http://www.cybersafe.asia/ Address:

		<p>Barangay Aninuan, Puerto Galera Oriental Mindoro, Philippines 5203</p> <p>Telephone: +63 917 843-1922</p>
CyberSecurity Malaysia	<p>Provides cyber security information, best practices, training and awareness programmes to empower people (and organizations) to predict, prevent, and act sooner against cyber threats.</p> <p>They have several programs, with their own webpages, such as:</p> <p>Cyber999: Provides response and management of cyber security incidents for all types of internet users.</p> <p>CyberSAFE: Increases awareness of online safety and security issues among Malaysians while harnessing the benefits of cyberspace.</p> <p>Cyberguru: Comprehensive, robust, and cost-effective information security programmes for professional development.</p> <p>MyCyberSecurity Clinic: cyber security consulting and support services, such as how to protect your digital devices.</p>	<p>Web: http://www.cybersecurity.my/en/</p> <p>Email: Cybersafe@cybersecurity.my</p> <p>Telephone: 1-300-88-2999</p> <p>Fax: +603-8945-3205</p> <p>Address: CyberSecurity Malaysia, Level 8, Block A Mines Waterfront Business Park, No 3 Jalan Tasik, The Mines Resort City 43300 Seri Kembangan, Selangor Darul Ehsan Malaysia</p>
Cyber Safe India	<p>According to their website, it is an NGO that aims to spread awareness programs in India about the different crimes and frauds brought about by technology.</p>	<p>Web: http://cybersafeindia.org/</p> <p>Email: info@cybersafeindia.org</p> <p>Telephone:</p>

		<p>+91 (020) 20251477</p> <p>Mobile: +91 86000 00084</p> <p>Address: A-02/C, 'Cassiopeia Classic' Near Pancard Club Baner, Pune - 411045 (MAH), India</p>
Privacy Commissioner for Personal Data (Hong Kong)	<p>Based in Hong Kong, they created the project Children Privacy.</p> <p>"A one-stop portal for children to learn and understand personal data privacy, and for teachers and parents to help those under their care in how to protect their personal data."</p> <p>The main goal of the organization is to protect the privacy of individuals.</p>	<p>Web: https://www.pcpd.org.hk/index.html</p> <p>Email: Enquiry@pcpd.org.hk</p> <p>Telephone: 2827 2827</p> <p>Fax: 2877 7026</p> <p>Address: 12/F, Sunlight Tower, 248 Queen's Road East, Wanchai, Hong Kong</p>
SWGfL (South West Grid for Learning)	<p>SWGfL is a not-for-profit charitable trust, providing a wide range of products, services and solutions designed specifically for education. One of its thrusts is to support schools and other organisations in safeguarding children online. Their website offers innovation, expertise and multi-award winning tools about cyber safety. It also provides checklists for various social media websites, to help users minimize their digital footprint. It also contains articles that touch on topics such as extremism online and misrepresentation on social media, as well as</p>	<p>Web: http://swgfl.org.uk/</p> <p>Email: enquiries@swgfl.org.uk</p> <p>Telephone: +44 0345 601 3203</p> <p>Address: SWGfL Head Office, Belvedere House,</p>

	articles on the topic of being a responsible user online and member of the digital community.	Woodwater Park, Pynes Hill, Exeter, EX2 5WS United Kingdom
iMediaEthics	iMediaEthics is a not-for-profit, non-partisan news site that publishes the latest media ethics news and investigations into ethical lapses. It points out when the media does/reports something wrong, but also when it is right.	Web: http://www.imediaethics.org/ Email : info@imediaethics.org Telephone : +1 (212) 925-8812 Fax : +1 (212) 925-0459
FirstDraft	A non-profit working on solutions to the challenges associated with trust & truth in the digital age. It offers best-practice advice for producing & consuming news.	Web: https://firstdraftnews.com// https://medium.com/1st-draft/ Email: aimee@firstdraftnews.com
Creative Commons	Creative Commons is a global non-profit organization that enables sharing and reuse of creativity and knowledge through the provision of free legal tools, such as more flexible copyright licenses.	Web: https://creativecommons.org/ Email: info@creativecommons.org Telephone: +1 415-429-6753 Address: Creative Commons PO Box 1866 Mountain View, California 94042 USA

TOUCH Cyber Wellness	TCW is a division of TOUCH Community Services of Singapore, which focuses on cyber wellness. From their website, their programmes are based on educating the community in the responsible use of technology, interventions that promote positive change, and counselling on issues with cyber wellness.	Web: http://touchcyberwellness.org/ Telephone: General Enquiries – 6730 9520 Centre Programmes – 6343 6925 TOUCHline (Counselling) – 1 800 377 2252 Address: TOUCH Cyber Wellness 5 Stadium Walk, #04-02 Leisure Park Kallang Singapore 397693
CyberSmart! Education	CyberSmart! is a digital learning company which launched the very first digital literacy curriculum in 2002. According to its website, it offers online workshops that give educators a hands-on experience in 21 st century skills, to meet the learning needs of today's students.	Web: https://www.cybersmart.org/ Telephone: 1-908-221-1516
EU Kids Online	EU Kids Online is a thematic network of 33 countries that aims to enhance knowledge of European children's online opportunities, risks and safety. From 2009- 2011 it conducted a 25-country survey of children and parents across Europe, examining their online activities, skills, risks and safety. It has also developed a European Evidence Database of 1,500+ studies, a Research Toolkit for researchers, and a body of qualitative research to inform and interpret the survey findings.	Web: www.eukidsonline.net/ Email: info@eukidsonline.de Telephone: +44 (0)20 7405 7686 Address: London School of Economics and Political Science Houghton Street, London WC2A 2AE United Kingdom
Aarambh India	Aarambh India is a joint initiative of Mumbai-based NGO Prerana and the international 'Break the Silence' campaign of the Hong	Web: http://aarambhindia.org/

	<p>Kong-based ADM Capital Foundation. They facilitate rehabilitation of child victims of sexual offences, lead trainings on child protection, and conduct research and advocacy. They host an online resource portal on child sexual abuse and exploitation, and the first Internet hotline in India for reporting online child sexual abuse material. Aarambh India also issues a monthly newsletter on child safety and the internet.</p>	<p>Email: info@aarambhindia.org</p> <p>Telephone: +91 9892210066</p> <p>Address: 401, 4th Floor AC Market Tardeo, Mumbai 400 034 India</p>
<p>Tyler Clementi Foundation</p>	<p>The Tyler Clementi Foundation's mission is to end online and offline bullying in schools, workplaces, and faith communities. The Foundation was born out of the urgent need to address these bullying challenges facing vulnerable populations, especially LGBT and other victims of hostile social environments. Their website has many resources on bullying specific for elementary, middle, and high schools, colleges/universities, work environments, and religious establishments.</p>	<p>Web: https://tylerclementi.org/</p> <p>Email: outreach@tylerclementi.org</p> <p>Telephone: +1 (646) 598-8204</p> <p>Address: 104 West 29th St., 11th Floor New York City, NY 10001 USA</p>

This e-book is a tool for teachers, primarily in Southeast Asia, to become acquainted with key themes on cyber wellness and digital citizenship, and ultimately serve as positive role models for their students. The book contains:

- a brief background on the rapidly changing cyberscape of the region and the world, particularly the widespread use of internet and mobile devices by young people;
- common risks and opportunities of using mobile/internet technologies;
- a range of strategies in minimizing these risks and maximizing opportunities, including technical and psychological strategies;
- conceptual frameworks of digital citizenship and cyber wellness
- suggested classroom discussions and activities to empower learners to be proactive, responsible, and intelligent users of ICT.
- links to existing curricula and other resources on cyber wellness and digital citizenship;
- lists of supporting organizations, policies, and programs related to internet/mobile security and safety, child protection, cyberbullying, and others.

The e-book aims to update teachers on the ins-and-outs of information communication technology, particularly mobile devices and the internet, so they can adequately highlight aspects of digital safety, security, and privacy in their lessons. The e-book also provides teachers with a repertoire of tips and strategies for young people to be safe, healthy and responsible users of ICT.

SEAMEO INNOTECH invites you to take part in our initiative to equip teachers like yourself with skills and knowledge on technology relevant to education in the 21st century. You may contribute by sending in new resource related to digital citizenship and cyber wellness, which you find useful online through our MT4T live web forum at www.seameo-innotech.org/mt4t. Your support will help ensure that this FREE e-book on **e-Citizenship** will continue to grow and expand.



Mobile Technology for Teachers (MT4T) is a project of the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology. Learn more about the project, access its FREE resources, and stay up-to-date through the following:

[http: www.seameo-innotech.org/mt4t](http://www.seameo-innotech.org/mt4t)
SEAMEO INNOTECH Reader Mobile app
<http://www.facebook.com/mt4tproject>