GUIDE FOR STUDENTS
ENDING

ICT & Early School Leaving. Developing a New Methodology to Empower Children in Digital WellbeIng and Critical ThiNkinG

ENDING
PROJECT

SUMMARY

1. THE PROJECT

For years, early school dropout has been one of the major problems facing the education systems in EU countries. Among the factors that currently have the greatest impact on school dropout rates are those related to the misuse of new technologies and the risks associated with exposure to a digital environment to which young people, like you, are exposed from an increasingly early age.

The mission of the ENDING project is to understand and overcome the risks involved in connected technologies with the help of your active participation, as finishing high school and knowing how to properly navigate the digital world is fundamental for your future. But who is behind ENDING? ENDING is run by five organizations from three Member States of the European Union: Fundación MAPFRE, Policía Nacional and PantallasAmigas from Spain, CEI ISCAP (Politécnico do Porto) from Portugal and Stiftung Digitale Chancen from Germany.

Digital devices are part of our lives, helping us in our daily routines and in our interpersonal relationships. H However, this doesn't mean that they are used in a safe and responsible way, nor that we are aware of the consequences of their harmful use for young people (like you

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and your friends). In fact, if you think about it, you probably know people in your class or in your environment who spend time on the Internet (social media, video games, etc.) when they should be studying, sleeping or doing other non-digital leisure activities. And, surely, some of them don't see this situation as a problem, do they? Well, let us be very clear: it really is. If this behavior continues, they could suffer a decrease in their academic performance and it could be a risk factor for their healthy development. In these situations, information is key.

That is why, through the ENDING project and with the help of committed teachers, families and students who are aware of this problem, we have created this guide for you. The ENDING *Student Guide* aims to respond to your interest and your willingness to learn more about the use of connected technologies and how to support your classmates. Can you imagine this kind of content going viral? Sign up! Become a *rolending*. From that moment on, you will have an important role in your school. Learn more about this and how to use the guide here below.

2. BECOMING A "ROLENDING"

As we just mentioned, thanks to the work you will be doing with this guide, you will play a key role in the implementation of ENDING in your school. That is why we have called your figure 'rolending'. With this play on words, we refer to the students who will have a prominent role in ENDING, acting as role models.

What does it mean?

The Cambridge Dictonary defines 'role model' as a person who some-one admires and whose behavior they try to copy (Source: 🌐 https://dictionary.cambridge.org/de/worterbuch/englisch/role-model). Based on this definition, being a role model (or rolending) at school comes with great responsibility. You should keep this in mind while interacting with your peers, teachers and other people at your school. Here's an example: the following skills are usually associated with people who act as role models:

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- Being an empathetic person or showing empathy
- Being open-minded
- Being critical
- Being curious, showing interest and having positive concerns.
- Being willing to take responsibility
- Being able to speak in public

The main tasks you will have to perform to develop good communication skills are:

- Paying attention to questions asked by younger students and/or your own team.
- Being able to share your experiences and give advice.
- Learning to know yourself better.
- Being able to ask for help and support from a trusted adult.
- Being able to work in a team.

How do you feel about it so far? Do you feel up to it? Check if you are ready to take on this challenge:

- ☐ Can you work in a team?
- ☐ Are you ready to promote a responsible and healthy use of digital media in your school?
- ☐ Are you curious to learn how to deliver a workshop?
- ☐ Are you ready to learn more?
- ☐ Are you ready to become a role model in your school?
- ☐ Do you feel you can be an influencer?

Have you checked at least **one box?**

Well done! You are about to become a *rolending*

3. HOW TO USE THAT GUIDE

In the following parts of that guide, you will get interesting background information in five different topics, so-called 'modules'. This will help you to promote a good, responsible and healthy media usage in your school. You will get to know about 'Abuse of ICTs. Health and well-being', 'Cyberbullying & Security', 'Misuse of ICT´s', 'Disinformation and critical thinking' and 'Children rights in the digital environment'.

Every module have the same structure:

1. A short introductory part with background information.
2. A timeline for a workshop, which contain suggestions for material, you can use.
3. Sources for your further research and links to the material in the Annex.

Students from Spanish and Portuguese schools, which receive a training for that work, created the content of the module. Experts from ENDING project checked every module. We invite you to use the modules as suggestion for working on the content, issued in that module, at your school. We tried to make the balance in preparing you with the

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most important aspects of the topic you need to prepare and deliver a workshop but not to overwhelm you with too much information. Feel free to do further research and go deeper in the different topics. There is, for sure, a lot more to explore and to know. The students from Spanish and Portuguese schools prepared for every module a PowerPoint presentation and different materials. You are free to use it or create your own, inspired by them.

To use the prepared material go on the projects website: [insert link] and download them.

4. HOW TO DELIVER A WORKSHOP

To deliver a workshop there are several thinks keeping in mind. The best think to becoming a better in delivering a workshop is practicing. Don´t be afraid: try yourself out! We help you with your first steps! Moreover, one general **--→ tip** : you don´t have to do thinks on your own. Ask other students, teachers, social workers or psychologists at your school for support.

A helpful resource for a good delivering of a workshop is to structure yourself. The following suggestion shows a possible structure to organize a workshop.

There are 3 stages for a workshop:

- Preparation of the Workshop (containing the definition of learning aims, topics and issues and which materials will be used)
- Delivering of the workshop (how to present yourself, how is the structure of the workshop)
- Follow-up of the workshop (evaluation of feedback, learnings for the next workshop)

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1. Preparation of a workshop

The important information for the preparation of a workshop are **for whom** the workshop will be, **what** is the mission or what are the learning aim(s) and **how** you can reach it. Use the checklist in the ⚙ **Annex 4.1** to prepare yourself.

For whom?

In our case, the learning group are younger students from your school. You have the order to teach them in using digital media in a responsible way. The specific topic can be chosen out of that guide. The varying information will be the time you have for your workshop: it could be a school lesson, a double lesson or maybe more time because you have a project week in your school. If the conditions for the workshop are clear, you can go further in planning your workshop.

What?

In the next step, you have to decide what will be the aim of your workshop. It´s a good advice to coordinate that issue with other role model (rolending) students and your teacher. In the modules of that guide, you will find learning aims you can reach if you are perform your workshop in the suggested way. You can use it, especially if you deliver a workshop the first time.

How?

After the definition of the learning aim, have a look at your learning group and start thinking about the right methods (e.g. working in groups or individual, making a discussion in class, performing your workshop like a game,…) and materials (e.g. using videos, presentations,

worksheets,...). It is advisable to add videos, diagrams, pictures and real cases to make the topic more interesting. PowerPoint Presentation helps you to structure your workshop. The modules in that guide will help you with that and give you examples.

If you made a decision about methods and materials, you can start in creating and developing them, e.g. creating a presentation in Power-Point or designing a worksheet. A good **--> tip** is to make some research as a first step, because in the internet you will find a lot of nice material someone have already prepared and you can use. However, be careful with that! Not every picture, video or presentation you find in the internet is free of charge. Look for so-called 'Open educational resources'. More information about that issue you find in the ⚙ **Annex 4.2.** If you prepare a presentation, adhere to the standard values you find in the ⚙ **Annex 4.3**

2. Delivering a workshop

At the day of the workshop, you should have all necessary material with you. It is advisable if you use digital content (presentation, videos and so on) to make a backup from the original. Be already in your workshop room some time before the start. 30 minutes before is a good time. This is your preparation time: checking the technique, hang up posters, hand out worksheets and so on.

During your workshop, you can use a presentation. This supports a clear structure of the workshop and makes students easier to follow you. For you it could be helpful to prepare some notes and have a timeline next to a watch laying on the desk. If you are unsure about time issues nominate one student as a timekeeper. More tips to perform well, you find in the ⚙ **Annex 4.4.**

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It is okay to be nervous, but you do not have to worry. You have everything well prepared. Sometimes it´s helpful not being on your own but to have support by another rolending student. In addition, keep in mind, that you are not a teacher. You are a student and it is your right to make mistakes and learn from them!

At the end of the workshop, give your students the possibility to offer you a feedback. For that, you can use different questions and methods. Don´t be afraid about the feedback part. We offer you in ⚙ **Annex 4.5** some examples to ask for feedback and it will help you to becoming better.

3. Follow-up of the workshop

Look with your teacher and other role model students at the feedback given by the students. Reflect your own performance. For that, the answers of the following questions can be helpful:

- How satisfied you are with your performance?
- What you want to keep for the next workshop?
- What you want to skip for the next workshop?
- What you want to try out in the next workshop?

Use your experience and the feedback to edit your workshop material if necessary for the next use.

5. ABUSE OF ICTS. HEALTH AND WELL-BEING

Created with support by 2 B ESO. Colegio Santa Maria la Nueva y San José Artesano. Burgos

Introduction

Are you aware of how technology can affect your physical and mental well-being? The prolonged or inappropriate use of information and communication technologies (so called ICTs), can lead to various health hazards such as repetitive strain injuries, digital eyestrain, premature deafness, obesity, and cold hand syndrome. Along with these physical hazards, the misuse of ICTs can also lead to negative consequences such as cyberbullying, addiction, and sleep disorders. However, it is not all bad news. By understanding the potential risks and taking steps to use technology in a healthy way, you can take control of your online experience and maintain a positive balance between the benefits and downsides of ICTs. Let us explore this important topic together and learn how to make the most of technology while protecting our health and well-being.

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Although the use of ICTs offers numerous benefits, we should not forget that they could accompanied by health hazards, which you should be aware of, so that you can prevent them. Health means, in context of using ICT, the physical and the mental parts.

Here are some examples listed for healthy symptoms:

'Player's thumb' Caused by repeated movements of the thumb leading to inflammation and pain in the tendons that attach to it.

Digital Flexor Tendinitis The finger is stuck in its flexion movement due to chronic inflammation of the tendons.

'Tennis elbow" Painful inflammation of the tendon located at the outer elbow caused by misuse of the mouse by not resting the wrists on the table and keeping the arms away from the body, or by the use of a console and game controllers that simulate sporting movements.

Neck pain Pain in the neck is usually caused by forced postures with the use of a posture that brings the neck forward over the shoulders or bending the neck anteriorly to use a mobile phone, tablet or laptop at the level of the legs, etc.

Phantom vibration syndrome This is a sensory disturbance in which the device is felt to vibrate when it is not. It is typically experienced by those who continually use their mobile phone in vibration mode (Tusqet al.,2011).

Urinary and fecal incontinence This disorder is due to prolonged inhibition of the reflex to urinate or defecate to avoid disconnecting from the video game.

'Digital eye strain' Consists of the appearance of visual problems that increase according to the time of exposure to digital screens, e.g. itching, stinging, a sensation of grit and dryness in the eye accompanied by blurred vision, even double vision, due to fatigue in focusing, photophobia, dizziness, and headache, especially in the orbital or parietal area of the head.

Premature deafness Caused by the use of earphones and headphones that maintain an excessive and constant sound level with frequent peaks of sound intensity.

Obesity Due to two fundamental causes, the lack of physical activity by replacing time spent on sporting activities with sedentary screen-based activities and, secondly, the tendency to eat more, and worse quality food, in front of screens while playing. The food consumed tends to be fast food, industrial, highly processed, high-calorie food, often accompanied by sugary or alcoholic soft drinks (Kenney and Gortmaker, 2017).

Cold hand syndrome Due to compression of the wrist on the edge of a table or other surface.

Although the usage of ICT is diverse, we distinguish three broad categories according to the type of relationship that each person establishes with them. This division helps us to differentiate between appropriate and inappropriate use, and their possible negative consequences.

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These categories are:

- **Use**: it is one activity among others, so that, if it is interrupted, it does not cause the person any discomfort, nor does it affect the normal development of his or her life.
- **Abuse**: Abuse or inappropriate use can understand as the form of relationship with technologies, whether by amount of time, frequency or type of use, can manifest negative consequences for the user and his or her environment.
- **Addiction**: when this activity is prioritized over others, it affects other areas of the person's life. The fact of not being connected generates a high degree of discomfort.

The misuse of ICTs can cause changes in behavior, mood and relationship with the outside world, especially if it becomes an addiction; cause aggressiveness, social and family isolation; decrease academic or work performance; postpone necessary biological activities; encourage criminal or antisocial behavior; lead to pathological gambling or substance abuse; and produce misinformation, manipulation, harassment or loss of privacy (Buiza, 2018).

This are reasons why it is important to talk about those issues and to sensitize you and your peers.

2. Workshop

Learning aim

This workshop addresses younger students. The main goal is to provide people with important information about use, abuse and misuse of ICT so they know:

- How to act, if they recognize unhealthy symptoms and how they act on them.
- How they can help if someone experience healthy troubles.
- Whom they can ask if they need help.

The workshop address the potential harm of students by using ICT. With an appealing video and some interesting quizzes, the students will be inspired to think about their own media usage. At the end of the workshop, they are able to judge if they use, abuse or misuse ICT.

Material

- Timeline for workshop
- Power Point Presentation
- Laptop or PC
- Beamer or screen
- Questions for Check-In
- Quiz
- Sticky Note for every student
- Feedback method

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Timeline

Welcome 5 Minutes

Content/Learning aim

Introduction of workshop leader, overview about topic and schedule

Description what happens

Students sitting in the class. Introduce yourself, name the topic and present agenda

Material

Beamer or Screen, PC or Laptop, PPT (⚙ **Annex 5.1**) (slide 1 & 2)

Check-In 5 Minutes

Content/Learning aim

Ask students the following question to focus their mind on the topic.

Description what happens

Workshop leader ask several questions, one after the other. If students agree, they stand up from their chairs. If the disagree, they sit down. Let them look around after each question and give a second to become aware of the atmosphere in the class.

1. I use digital media in the free time.
2. I use digital media more than 1 hour a day.
3. My parents says I use digital media too often.
4. Sometimes it feels like I have dry eyes after looking at a screen or smartphone for a long time.
5. Sometimes I feel pain in my neck.

Note: You can formulate different questions, which related to content. But not more than 5.

Material

Notes with questions to ask

Background Knowledge: Information about Abuse of ICT 20 Minutes

Content/Learning aim

The students learn what causes harm in using the internet and will be sensitized how to prevent health and mental damage.

Description what happens

Teach students along Power Point presentation. Give at the end possibility to ask question.

Material

Ppt (slide 3 – 14)

ENDING

Practice: Quiz
20 Minutes

Content/Learning aim

Quiz to consolidate knowledge

Description what happens

Prepare the students that the quiz isn´t a test. It´s more a self-evaluation and should help to practice the heard information. The most important thing: they should have fun and maybe challenge a little bit each other. You mention the question with the different answers and students can write down the right answer at a paper. At the end, every student hand out there paper with answers to their neighbor and together you check the results. The students with the most right answers win.

Note: If you have the possibility to use the internet, prepare a digital quiz with help of different tools, for example https://kahoot.com, https://www.slido.com/, https://quizlet.com

Material

PPT (slide 15), Quiz (**Annex 5.2**)

Take your learnings
5 Minutes

Content/Learning aim

Learning and Changing Behavior

Description what happens

Every student think about her/his main learning today and write down one media usage behavior he or she want to change. The sticky note will be pinned at a place in the classroom where the students can see it the next weeks.

Material

Sticky Note for every student

Feedback
10 Minutes

Content/Learning aim

Getting a feedback by students how they evaluate the workshop.

Description what happens

Look in the **Annex 4.5** with the feedback methods and choose one

Material

PPT (slide 16) Look in the description for the feedback method and organize the material

Closing

Content/Learning aim

Close the workshop

Description what happens

Thank the students for their interest, for their good work and invite them to use their digital devices in a critical and responsible way.

6. CYBERBULLYING & SECURITY

Created with support by 9º grado. Agrupamento de Escolas Eugenio de Andrade. Porto.

Introduction

Are you tired of feeling scared or upset because of something that happens on your phone or computer? You are not alone. Next to all the possibilities the internet offers us, there some situations or experiences, which are not nice and sometimes affects us negatively long lasting like cyberbullying, grooming or Identity Theft. This are serious problems that affects many young people, but there are strategies to deal with it.

This Chapter have the focus on cyberbullying. How to spot the signs and what you can do to protect yourself and others. So let us stand against cyberbullying and make the internet a safer place for everyone!

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To understand the phenomenon of cyberbullying we should first start to define it.

Bullying is a repeated and continuous mistreatment or harassment over time by a minor or a group of minors towards another minor, with the purpose of harming him/her in a clearly intentional manner.

Cyberbullying is defined as bullying by using computers, smartphones, social networks, or video game.

In addition to the characteristics it shares with bullying, cyberbullying has characteristics of its own that make it even more dangerous.

- The main difference is that it takes place in a virtual space where there is no direct contact between the bully and the victim.
- Anonymity: The cyberbully can create a false profile from which to harass.
- Extension: The same message can sent to different people with just one click. The audience, which receive the message, is difficult to control. Moreover, what is published is difficult to control and even if it is deleted, there is always the fear that it will appear in the internet once again.
- The emotional damage suffered by the victim is higher, because the bullying does not stop when the bully leaves the school. It lasts permanently 24 hours a day, 365 days a year.

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You see, cyberbullying is a real problem, which can be harm young people and cause long existing psychological damage. Therefore, we have to take it seriously and fight against it.

What can we do to **prevent cyberbullying** or to minimize possibilities?

- Remove from your social networks people who may be harassing you
- Configure the security and privacy settings correctly. Ask your parents or teachers for help!
- Do not share your passwords with anyone.
- You never give out personal information, locations, photos, or other material that could provide stalkers with personal information.
- Inform yourself where there is an option to report the publication of content on social networks.
- Inform yourself where you can report at a website that harassers are breaching certain rules.
- Inform yourself about rules of netiquette and always act in a respectful and polite manner.
- You never accept the friendship of people you do not know in real life and be very careful with whom you interact in online games.

What you can do, if a situation of cyberbullying occurs:

- If you get messages from a harasser, do not reply. If necessary, file the corresponding complaint.
- Change your passwords of your social media profiles
- You can block the bully.
- Contact an adult trusted person.

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Workshop

Learning aim

The workshop address specifics of cyberbullying. The students get to know:

- How to recognize it
- How to prevent cyberbullying
- What students can do, if someone is affected

The main aim will be to develop a classroom strategy.

Material

- Timeline for workshop
- Power Point Presentation
- Laptop or PC
- Beamer or screen
- Loudspeaker
- Video about Cyberbullying
- Printed speech bubbles or digital device with comic-app
- Feedback method

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Timeline

Welcome   5 Minutes

Content/Learning aim

Introduction of workshop leader, overview about topic and schedule

Description what happens

Students sitting in the class. Introduce yourself, name the topic and present agenda

Material

Beamer or Screen, PC or Laptop PPT (⚙ **Annex 6.1**) (Slide 1 & 2)

Check-In   10 Minutes

Content/Learning aim

Focus students on the topic, create an emotional access

Description what happens

Chose a video and show it class. Afterwards ask students what they have seen, if they know such situations shown in the video, how they feel,...

🌐 https://www.youtube.com/watch?v=dubA2vhIlrg (Stop at minute 05:06 to not show the solving of the problem)

Material

Videolink or downloaded video, Beamer or Screen, PC or Laptop, loudspeaker

Background Knowledge: What's Cyberbullying about?   15 Minutes

Content/Learning aim

The students learn how to define Cyberbullying, how it works and what it causes in people

Description what happens

Teach students along Power Point Presentation about phenomena of Cyberbullying.

Note: Don't tell them solutions about preventing or intervening Cyberbullying.

Material
PPT (Slide 3-7)

ENDING

Practice I: How to prevent Cyberbullying   90 Minutes

Content/Learning aim

Brainstorming of ideas how to prevent and intervene Cyberbullying

Description what happens

Divide the class into small groups with 3-4 members. To make groups, have a look in the ⚙ **Annex 6.2** for different methods. (5 Minutes)

The groups write down ideas how they could prevent or intervene cyberbullying or what they can do, if cyberbullying occurs. (10 Minutes)

Us the slides 8 and 9 in the presentation to compare it with the ideas of students. (10 Minutes)

The groups choose a creative way of presenting their ideas. They can choose to create a short role-play, like in ⚙ **Annex 6.3** or, if you have digital devices to create a digital comic with the tool 🌐 https://www.storyboardthat.com.

Afterwards the groups present their results in the classroom and get big applause.

Material

Role-Play: printed speech bubbles (⚙ **Annex 6.4**) or material that students can create own bubbles

Digital Comic: digital device and internet for digital comic

Practice II: How to prevent Cyberbullying   20 Minutes

Content/Learning aim

Strategies how to prevent & intervene Cyberbullying

Description what happens

Find agreements in the class, how the whole class can stand against Cyberbullying. Create a poster with main statements. Slide 10 of the PPT can help you.

Note: maybe not every idea the students mentioned are in the presentation. If the idea is good, it is also valid. Be open-minded. If you are unsure about the correctness of an idea, ask a teacher.

Material

A2 or A1 paper

Note: you can put 2 A3 paper together to have a bigger format

Background Knowledge: Other Risks
15 Minutes

Content/Learning aim
The students get to know other risks, which they could face in the digital world.

Description what happens
Teach students along Power Point Presentation about "grooming" and identity impersonation.

Note: These two risks could be occur in context of cyberbullying, too.

Material
PPT (slide 11-12)

Feedback
10 Minutes

Content/Learning aim
Getting a feedback by students how they evaluate the workshop.

Description what happens
Look in the **Annex 4.5** with the feedback methods and choose one.

Material
PPT (slide 14) Look in the description for the feedback method and organize the material

Closing

Content/Learning aim
Close the workshop

Description what happens
Thank the students for their interest, for their good work and invite them to use their digital devices in a critical and responsible way.

7. MISUSE OF CONNECTED DIGITAL TECHNOLOGIES

Created with support by 2º D. Colegio Aquila, Parla. Madrid

Introduction

Information and communication technologies (ICTs) have become an integral part of our daily lives. From smartphones and laptops to social media and the internet, these tools have made it easier than ever to connect with others and access information. However, with the many benefits of ICTs come potential danger, such as Cyberbullying (see in the chapter before), online harassment, and the spread of misinformation (see in the chapter afterward). As a growing up, it is important to be aware of these issues and learn how to use ICTs in a responsible way. Misuse of ICTs can have serious consequences, not only for ourselves but also for others.

In this chapter, we will explore the different ways in which ICTs can be misused and learn how to protect others and ourselves from these harms.

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If you use ICTs, there are basic rules to follow, to get no troubles and to have a good time online:

- You don´t have to be afraid of using the internet but being cautious when using it.
- If you talk to others in the internet, orally or in a written way, always be kind and imagine how the other person you talk to would react if you have a chat in person.
- There are lot of possibilities in the internet but not everything is allowed! For example, the pictures and videos you find in the internet have an ownership and you cannot use it in any way although it is technically possible. Law enforcement is also possible on the Internet. For that issue look in ⚙ **Annex 4.2.**
- Think twice before posting a harassing message or blaming picture especially if you are in anger with a schoolmate or you best friend. Once published it is hard to delete a message, sometime it is impossible and you can destroy someone's life with such a rash and impulsive action.
- Do not support Hate Speech! Hate Speech disseminate racial hatred, sexism, xenophobia, anti-Semitism or other forms of hatred. It base on intolerance, aggressive nationalism and ethnocentrism,

AREN'T YOU TOO OLD TO TRUST SOCK PUPPETS?!

discrimination and hostility towards minorities, migrants and people with a migrant background. Hate speech on the Internet is a serious problem because of the speed with which it can amplify and multiply. However, the most important thing is, it really harm affected people.

- Do not publish excessive personal information on social networks in the Internet. This leads to an immediate loss of privacy and makes you vulnerable.

Let us point out some examples for security issues, which occurs out of the misuse of the internet:

Computer virus are small programs that attach themselves to files and destroy your digital device. You can infect your digital device if you receive e-mails or message, which include web links or attachments. If you get such messages especially from unknown sender always be careful. They can contain viruses. Therefore, you should not open them if you don´t know and trust the sender. Furthermore, do not install software of dubious origin. To prevent viruses from being transmitted, there are virus search programs. These should always be installed in the latest version to avert possible damage. Furthermore, use pop-up blocker and privacy settings in your browser and clean your internet cache and browser history regular to protect yourself. Enable User Account Control. Ask your teachers or parents about that. However, there are no security guarantees here.

Cyberbullying can be defined as bullying by using computers, smartphones, social networks, or video game. For more information how it works, how serious it should be taken and what we can do to prevent it, look in Chapter 6.

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Grooming describes the initiation of sexual contact with minors on the Internet. The English word "to groom" stands metaphorically for the subtle approach of perpetrators to children and young people. Cyber grooming is characterized by certain perpetrator strategies that are often similar. They are all based on exploiting your cluelessness, trustfulness and lack of risk awareness. The perpetrators often try to establish a relationship of trust or dependence in order to manipulate and control you. So be always alert if something of the following happen to you or friends of you

– asked out by adults online or people you don´t know from real life
– promise something by older people and people you do not know if you send pictures or videos of yourselves.
– if you are asked for intimate content, e.g. to undress in front of a webcam or turn on your cell phone camera
– if you get nude pictures unintentionally. Receiving intimate images does not commit you to having to send them yourself.

Cyber grooming can take place anywhere there are contact opportunities. Especially services that are known to be used by children and young people are interesting for perpetrators, e.g.: YouTube, Twitch, TikTok, Instagram and Facebook. Also online games and gaming platforms such as Fortnite or Steam are interesting for them. To circumvent the security precautions of these platforms, the perpetrators often try to switch to more private communication channels after the initial contact.

If this happen to your or a friend it is always important to talk to trustful adult person.

Cat-Fish means to impersonate someone else. The "catfishing" procedure can be found in all platforms on the Internet, where there are no systems to confirm one's own identity. Users may think they are chatting with someone of the same age, but someone completely different is sitting behind the screen. The term "catfish" is also used on the video platform TikTok, where primarily young women post how they transform themselves into other people through the means of makeup and hairstyling and, without makeup, bear little resemblance to their made-up personalities.

Identity theft is the misuse of personal data with the intention of doing harm. To use different internet services it is necessary to deposit personal data: an email address, your phone number, your name and so on. That is your digital identity. The problem is criminals can use sour digital identities to commit fraud, e.g.

– they hack into account of a social network and beg for money from contact persons
– they take on another person's identity in social networks to torment the real person or to damage their reputation: they write love and hate mails or post embarrassing photos on the on the Internet. For that the profiles do not have to be hacked, they can also be falsified

The criminals get the personal data through security gaps at your digital device (read above the point of 'virus'), via open wireless access, if you use unsecure passwords (e.g.: real words, your birthday,...)

To protect yourself it is important:

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– to use secure passwords
– using two-factor authentication
– Keeping devices and systems up to date
– Use WLAN and other devices with caution
– Use your personal data sparingly

Workshop

Learning aim

The workshop address specifics of Misuse of ICT, how to it appears and how to deal with difficulties. The main objective is to develop campaign with the whole class to prevent misuse of ICT and to use ICT in a responsible way.

Material

- Timeline for workshop

- Power Point Presentation

- Laptop or PC

- Beamer or screen

- Prepared Statements for the Check-In

- For working with digital material: 5 Laptops/Tablets or working offline: blank or colored paper Sheets, color pens, Scissors and glue,...

- Example for a campaign

- Example for a flyer

- Feedback method

Timeline

Welcome   5 Minutes

Content/Learning aim

Introduction of workshop leader, overview about topic and schedule

Description what happens

Students sitting in the class. Introduce yourself, name the topic and present agenda

Material

Beamer or Screen, PC or Laptop PPT (⚙ **Annex 7.1**) (Slide 1 & 2)

Check-In: Agree or not agree   5 Minutes

Content/Learning aim

Focus students on the topic, create an emotional access

Description what happens

Name a statement/situation with regard to online behavior or online experiences. If students know the situation, have experiences with that or agree, they raise their hand. Let them look around who else raise his or her hand.

Examples for statements:

1. I 'am anonymous in the internet. No one knows who I am.
2. Everything is possible in the internet but not everything is allowed.
3. On the Internet, some people are not themselves.
4. No one can protect me on the Internet.

Note: You can find different statements, which belong to the main topic. However, use the 4th statement as finisher. This helps you to connect the check-in part with the next part of presenting the PowerPoint Presentation. You can use words like: "There are possibilities to protect yourself. One is, to learn about the internet, how it works and what you have to be aware of. This will be the issue of today..."

Background Knowledge: About Misues of ICT   15 Minutes

Content/Learning aim

The students learn about their behavior and what kind of security issues it could forces by misusing the internet

Description what happens

Teach students along PowerPoint Presentation about the different examples of misusing the internet.

Material

PPT (Slide 3-10)

ENDING

Practice: Class Campaign "Protect yourself"   100 Minutes

Content/Learning aim

Students deal with protecting themselves against misuse of the internet in a creative way.

The class creates together a campaign under the headline "protect yourself". With that work, the students take responsibility for their peers.

Description what happens

Divide the class into 5 groups. To make groups, have a look in the ⚙ **Annex 6.2** for different methods.

Every group should choose one issue of misuse of ICT from presentation (virus, grooming, Cyber-bullying, cat-fish, identity-theft) or you assign each group a topic.

The groups have three tasks

1. For the assigned/ chosen issue the groups think about how they can protect themselves. They draft one or two strong and tough statements.
2. With that statement they create a digital Poster, e.g. with PowerPoint Program or 🌐 https://www.canva.com
3. At the end, the poster of each group will be shown and commented with a big applause.

Note: The groups should use features they know from catchy advertisement: big letters, colorful, emotional pictures, funny memes, symbols, emojis puns, ...

You can show examples, see ⚙ **Annex 7.2**

Note: If you have not the possibility to work with digital devices, you can also create offline poster or flyer, like ⚙ **Annex 7.3**

Note: If the class is proud of their campaign and you took all copyright and personal right issues in to account you can publish the campaign for example on the website of your school. If you had create paper posters you can make a gallery in your school

Note: this part is very long. It is advisable to give the learners a short break (5-10 Minutes) in between.

Material

Laptops or Tablets for each group with presentation program, Examples for campaign, see ⚙ **Annex 7.2** and ⚙ **Annex 7.3**

Feedback

10 Minutes

Content/Learning aim
Getting a feedback by students how they evaluate the workshop.

Description what happens
Look in the ⚙ **Annex 4.5** with the feedback methods and choose one.

Material
PPT (slide 12) Look in the description for the feedback method and organize the material

Closing

Content/Learning aim
Close the workshop

Description what happens
Thank the students for their interest, for their good work and invite them to use their digital devices in a critical and responsible way.
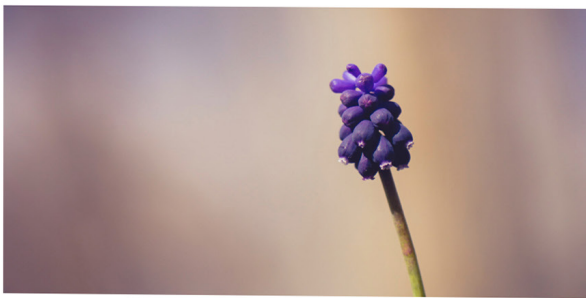
8. DISINFORMATION AND CRITICAL THINKING

Created with support by Escola Secundária da Boa Nova, Leça da Palmeira. Matosinhos

Introduction

Disinformation is false or misleading information that is spread deliberately to deceive people. It's a growing problem in today's world, where information is readily available at our fingertips. The internet and social media have made it easy for bad actors to spread false information and influence people's opinions. That's why it's more important than ever for you to develop your critical thinking skills so you can spot disinformation and make informed decisions. With critical thinking, you'll be able to evaluate the credibility of sources, identify biases, and separate fact from fiction. This valuable skill will help you navigate the digital landscape and make sense of the information that's available to you. So, if you want to be a save consumer of information and protect yourself from disinformation, start sharpening your critical thinking skills!

To develop necessary skills it´s important to know the issues. Firstly, let´s define:

ENDING

- Misinformation is false information that has not been created with the intention of causing harm.
- Disinformation is false information that has been deliberately created to cause harm in a person, a social group, an organisation or a country. Often the phrase "fake news" is used to describe disinformation.

There are different forms of disinformation, which are sometimes not easy to identify:

- Satire and parody.
- Headlines designed as clickbait headlines.
- Propaganda.
- Conspiracy Narratives.
- Hoax.

Some strategies can help you to distinguish between disinformation and true information:

Check the source

Where does the information come from, a single person or a trustworthy webpage?

Check the facts

Is it an opinion or a fact? Are there sources for the facts? Are there other source which issue the fact and in which way?

Check the look

Are the headlines lurid or scandalous? Is the language very emotional? Does pictures and text fits to each other? Are there many spelling and grammar mistakes?

Ask Experts!

If you are unsure if you deal with an information or disinformation ask people who can support you: your parents, teachers and specialized webpages.

Even if you follow all the tips, it is not impossible that disinformation gets you. For example, some psychological mechanism influence how we recognize our environment.

- The '**Confirmation bias**' leads you overvaluing information that fits with your own beliefs (values, ideologies, prejudices) or, failing that what is not coincide or is contrary. For example: You are convinced that it is good to give up meat, so you will mainly read the texts or watch videos that confirm you in your opinion.
- The '**social interaction validation bias**' leads you to do what others do, to have the feeling of belonging to the group. If your friends for example participate in a TikTok-challenge you probability will join it, too.
- The '**visual superiority effect**' is because our brain processes an image faster than text. Content accompanied by images you consume and share much more than content without images. However, not every time pictures tell the truth. So pay attention which content you share.

ENDING

Workshop

Learning aim

The workshop address specifics of Disinformation and critical thinking. The students learn:

- where disinformation comes from
- to know different types of disinformation
- how to behave if they become aware of disinformation

The main objective is to develop strategies to identify disinformation.

Material

- Timeline for workshop
- Power Point Presentation
- Laptop or PC
- Beamer or screen
- Digital devices and internet connection for students group work
- Quiz or alphabet soup in number of students
- Feedback method

Timeline

Welcome   5 Minutes

Content/Learning aim

Introduction of workshop leader, overview about topic and schedule

Description what happens

Students sitting in the class. Introduce yourself, name the topic and present agenda

Material

Beamer or Screen, PC or Laptop PPT (⚙ **Annex 8.1**) (Slide 1 & 2)

Check-In: Fake or Reality   5 Minutes

Content/Learning aim

Focus students on the topic

Description what happens

Show the two examples of online news and ask student if it´s a real information or a disinformation. The solution they will find out later during workshop on their own.

Note: You can create or find your own examples that are more current or near to students.

Material

PPT (slide 3-4)

Background Knowledge: Definition   15 Minutes

Content/Learning aim

Students learn to distinguish between mis- and disinformation and Fake News. They get to know "clickbaiting" and advertisement as special forms

Description what happens

Teach students along PowerPoint Presentation about the different examples of disinformation.

Note: the part have a lot of information. Maybe it´s too much. In that case, you can shorten it and skip the parts of "clickbating" and/or "advertisement".

Material

PPT (Slide 5-14)

ENDING

Practice I: Fighting against disinformation   60 Minutes

Content/Learning aim
The students get to know strategies to identify disinformation

Description what happens
Teach students along Power Point Presentation about the strategies to identify disinformation. (15 Minutes)

Afterwards create groups of 3-4 students (methods for group building look in ⚙ **Annex 6.2**)

Every group have the task to check the fact from the beginning of the workshop, try to getting out, if this are fake news or not. Hand out the Checklist for Fake News and let the groups start their work. (20 Minutes)

Ask the groups who want to present their experiences. After presentation ask, if other groups have different solutions or experiences which they want to share with the class. (30 Minutes)

Note: Not every group have to present their solution. After the first group have presented, it is only a benefit to present other groups if the used different ways of checking or made different experiences. If you have additional time, you can add the activity to create a poster with the most important steps to check information. This poster could be added ot class rules, netiquette,...

Material
PPT (slide 15-23)

Examples for Disinformation (e.g. from PPT, slides 3 and 4) Digital Device with internet connection for every group

Practice II: Quiz or alphabet soup   15 Minutes

Content/Learning aim
The students practice their knowledge

Description what happens
Chose one practical task: the quiz or the alphabet soup. Maybe you prepare both and with regard to the remaining time you chose one.

Note: If you have the possibility to use the internet, prepare a digital quiz with help of different tools, for example https://kahoot.com, https://www.slido.com/, https://quizlet.com

Note: the alphabet soup is more a fun part of the workshop. If you do not have enough time, the students can do it as a homework.

Material
Quiz:

PPT (slide 24), quiz for every student printed out from ⚙ **Annex 8.2** or alphabet soup PPT (slide 25 & 26) from ⚙ **Annex 8.3** for every student printed out

Feedback   10 Minutes

Content/Learning aim
Getting a feedback by students how they evaluate the workshop.

Description what happens
Look in the ⚙ **Annex 4.5** with the feedback methods and choose one.

Material
PPT (slide 27) Look in the description for the feedback method and organize the material

Closing

Content/Learning aim
Close the workshop

Description what happens
Thank the students for their interest, for their good work and invite them to use their digital devices in a critical and responsible way.

9. CONTENTS ON CHILDREN RIGHTS IN THE DIGITAL ENVIRONMENT

Created with support by group 2º A Colegio Aquila, Parla. Madrid

Introduction

Do you know that there is an international law, which guarantee your rights? Yes! There is the UN Convention on the Rights of the Child (UNCRC), which was adopted in New York in 1989 and ratified by every member of the United Nations, except for the USA. According to the UN Convention, a child means any person under the age of 18 years. The UN Convention should ensure children's well-being and protection them from injustice and exploitation. There are 41 articles, which can be summarized in three groups: Rights to Protection, Rights to Provision and Rights to Participation.

- Rights to Protection: The protection of children from physical and mental violence, abuse, neglect, economic exploitation and drugs. Furthermore the special protection for children at war, e.g. from kidnapping and child trafficking.

ENDING

- Rights to Provision: These rights include the rights to health care, education and adequate living conditions, and the right of a personal identity and a nationality.
- Rights to Participation: These rights include, for example, the right to freedom of expression and hearing of the child's opinion, the right to free access to information and media. The right of leisure time and participation in cultural and artistic events and activities.

A whole overview about children´s rights you can find here: 🌐 https://www.unicef.org/child-rights-convention/convention-text-childrens-version

This rights have to take in account by your country, your teachers, parents all the other people around you. In addition, they are valid in the digital world, too. In 2021, 709 children from 70 countries comment the validity of the children's right in the digital world. They talking a lot about chances which goes along with digitization (get to know new people, get information from all over the world, entertainment ...) but also difficulties (Cost-Traps, not understandable language, no safe space only for children,...). Maybe you know some of the examples. You are interested what young people are saying, than look here: written text: 🌐 https://5rights-foundation.com/our-work/childrens-rights/in-our-own-words---translated-reports.html

Video: 🌐 https://vimeo.com/529340928 (Subtitles are available by clicking on the CC symbol at the bottom of the video)

Many children are not aware of their rights, especially not on the Internet. Nevertheless, they are valid in that environment, too. Help that children to know their rights and together you make your point clear to adults.

The workshop address the UN Convention of the right of the child. The main objective is that younger children know their rights and are able to communicate them.

Workshop

Learning aim

The workshop inform about the Rights of a child. The students learn:

- About history of Rights of the child and where it comes from
- Single, important rights to know
- To draw a personal link to childrens rights

The main objective is to get to know, that childrens rights are human rights and that every children in the world is protected under that rights.

Material

- Timeline for workshop
- Power Point Presentation
- Laptop or PC
- Beamer or screen
- Notes for workshop leader
- Bingo sheets for every student
- Feedback method

ENDING

Timeline

Welcome   5 Minutes

Content/Learning aim

Introduction of workshop leader, overview about topic and schedule

Description what happens

Students sitting in the class. Introduce yourself, name the topic and present schedule

Material

Beamer or Screen, PC or Laptop PPT (⚙ **Annex 9.1**) (Slide 1 & 2)

Check-In   10 Minutes

Content/Learning aim

Focus students on the topic

Description what happens

Arrange the different objects on different tables in the classroom or at the teachers desk

Explain to the students that after the experiences of the two great world wars of the last century, almost all the countries of the world have come together to create peace in the world and to support each other. At regular meetings of heads of state and government, they have often spoken of children and young people in particular and their need for protection. They have therefore established rights for children that should always and everywhere apply to all children in the world, so that they do not have to suffer the wars of adults.

Ask the students if they have any ideas about how the objects on the tables might relate to these rights.

Note: he solution will be made by you in the next step during presenting the childrens rights with help of power point presentation.

Material

Different objects:

- Slice of bread
- Band-aid or first aid kit
- School book
- Identity card (or picture of it)
- Ball
- Bottle of water

Background Knowledge: Children's Rights · 15 Minutes

Content/Learning aim

Students learn to know the different Rights of a child

Description what happens

Teach students along Power Point Presentation. Relate the first five mentioned children´s rights to the different objects from 'Check-In'.

Note: Solution for the different objects are:

- Identity card: to have a name, to know when you were born and who your parents are = Right to Identity
- Slice of bread: always have food, do not be hungry = Right to food
- Water bottle = have drinking water/not having to die of thirst = Right to food
- Band-aid: help in case of need and in case of injury or illness = Right to health
- Ball: to be able to play/have places to play = Right to play and have free time
- Textbook: to learn to read, write and calculate = Right of Education

Material
Ppt (Slide 3-12)

Practice · 20 Minutes

Content/Learning aim

The students practice their knowledge about children's rights

Description what happens

Hand out every student one bingo sheet (**Annex 9.2**)

Read out the riddles and give every riddle a code relating to the bingo sheet, e.g. 1A for "I must have a name of my own and the world must know me."

The students have to put the "child's right" that they think is correct in the 1A blank box.

Who wins?

The first person to complete the bingo and say 'BINGO!' out loud. Check each answer. They must correspond to the box code. If player miss any right or use a wrong square, he or she lose.

The game will continue until someone else completes it and says 'BINGO!' out loud again.

Note: Think on some rewards for winning student.

Material
PPT (slide 13-20)

Annex 9.2

- Note for workshopleader
- Printed bingo sheets

ENDING

Feedback

Content/Learning aim

Getting a feedback by students how they evaluate the workshop.

Description what happens

Look in the ⚙ **Annex 4.5** with the feedback methods and choose one.

Material

Ppt (slide 21) Look in the description for the feedback method and organize the material

Closing

Content/Learning aim

Close the workshop

Description what happens

Thank the students for their interest, for their good work and invite them to use their digital devices in a critical and responsible way.

You have **made it!**

You are a real rolending

Congratulations!

ENDING
PROJECT