Digital Wellness Programme

A proposed toolkit to support the promotion of Information Ethics in schools and communities across Africa

**ACTIVITY BOOK FOR
PARENTS OF
PRIMARY SCHOOL LEARNERS**

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The *Digital Wellness Toolkit* is dedicated as a tribute to the work in the field of Information Ethics by our Brother, colleague and friend

Chief Michael Anyiam-Osigwe
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Digital Wellness Programme - ACTIVITY BOOK FOR PRIMARY SCHOOL PARENTS AND LEARNERS

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FOREWORD

All of us today have a parallel existence: we live in two worlds – a physical and a virtual one - simultaneously. We have both a physical and online identity, the latter reflected in our engagement with others on social media sites, online discussions forums, personal blogs and websites. Whether we like it or not, this dual existence is inevitable in a world where the utilization of digital technology has become a necessity rather than an option. Not only do we need it for work purposes but also for social and personal purposes.

To children this virtual world may seem natural and normal: for many adults, especially the older generation, it might seem frightening and unfamiliar. All of us, the older and younger generation alike, need to be aware of both the opportunities and the risks associated with this dual existence. In other words, we need to know how the things we do in each of these two worlds impact on our lives and reputations in the other. We need to utilize the opportunities available to us in the digital world to enhance our lives in the physical one. We also need to know which risks we run by utilizing these opportunities and what we could do to protect ourselves against these.

As parents we need to know what our children use their digital devices for, whom they are connecting with, whether the things they do and say on the Internet are above board, and whether or not they are in any way exposing themselves to danger by what they are doing. In short, while we should encourage our children to utilize the opportunities offered by this brave new world, we should also do everything in our power to keep them safe while they are doing so.

This is basically what this booklet is about. Written for parents of primary school children, the booklet serves two purposes. At the most basic level its purpose is to create in them an awareness of the opportunities as well as the risks associated with the use of information communications

technology (computers and smart phones). At a slightly more advanced level the booklet suggests to parents what they could do to protect their children against the risks associated with the use of technologies like these.

The booklet is divided into 4 parts.

- The *first* part talks to parents about the ***pros and cons*** of using technological devices to share information, feelings and experiences with people all over the world.

- The *second* part describes some of the things they could do to help protect the *digital devices* used by their children against viruses, hackers, and other Internet threats.

- The *third* part focuses on the things that parents could do to protect their *children* against other Internet users who might try to bully, intimidate or harass them.

- The *fourth*, and final, part of the booklet focuses on what parents could teach their children about acceptable and unacceptable ***Internet behaviour***.

We believe that, until parents are convinced that their children are committed to the safe and responsible use of information communications technology (ICT), they should keep a close eye on their children's Internet activities. In other words, they should monitor the amount of time their children spend on the Internet, the sites that they visit, and the people with whom they connect and/or interact. By this we do not mean that parents should act as Internet Police. In fact, if they try to control their children's Internet life in a bossy, or authoritative, they might alienate their children. What could then happen is that the children do everything in their power to stop their parents from finding out what they do on the Internet and it is then that they are most at risks.

What this booklet is trying to do is to suggest to parents ways in which they could guide their children towards the safe, responsible and ethical use of ICT. In other words, rather than advising parents to "look over their children's shoulders" while they are on the Internet, the booklet suggest that parents sit with their children, show that they are interested in their children's Internet activities, ask their children to 'teach' them how to surf the net, play internet games with them, and so forth. In other words, the booklet advises parents to do whatever they can to make their children trust them and then live up to that trust.

We trust that you will find this booklet helpful and that you and your children will enjoy doing the activities included in it. If your child's teacher has been trained in digital wellness and information ethics, she or he might be teaching your child many of the things that we have included in the Parents' Booklet. The methods they use would be different from the ones suggested in the Parent's Booklet as would the amount of time they spend on it. Also, because you will be doing it in your family home, as and when it seems appropriate, the mood / atmosphere in which your children will learn proper Internet behaviour will be more relaxed. Because of this, learning should be more enjoyable and more effective.

We trust that you will find this booklet useful and that, once you and your children have worked through it, you will have the knowledge and courage to fearlessly surf the virtual Internet world.

Prof Theo Bothma
Department of Information Science
University of Pretoria
October 2015

PART 1: WELCOME TO THE DIGITAL WORLD

Can you still remember the time when people sent each other telegrams, handwritten letters, and Christmas or birthday cards? If you do, you are definitely one of us – part of a generation that grew up without digital technology. The current generation, our children and grand-children, know very little or nothing about those days. When they want to communicate with other people they simply switch on their computers or smart phones. In fact, a group of researchers, attached to the Kaiser Foundation[1] in the USA, found that 31% of American children between the ages of 8 and 10, and 69% of those between 11 and 13 owned cell phones. They also found that, on average these children spent ***over half an hour each day talking*** on the phone and that they send ***more than 100 text messages*** **EVERY DAY!!** To them a world without cell phones would be unthinkable and unimaginable.

Adults also use these devices - some more than others - and many, like the children in the research mentioned above, are unable to function without their laptops and/or smart phones. Others might find it more difficult but, whether we like it or not, we are all part of the new, digital world and should therefore learn how to use it to our advantage. As digital citizens we are allowed to make use of the opportunities created by digital technology – we can talk to people all over the world without leaving our houses or places of work; we can look for information on just about anything without having to go to the library; we can send and receive money without having to stand in bank queues for ever; we can apply for jobs anywhere in the world by simply clicking on a link or web-site.

There is a darker side to this seemingly wonderful world, though. By doing all these things, we are not only tapping into all these amazing opportunities; we are also exposing ourselves to a whole range of dangers

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[1] Generation M2 Report, Kaiser Foundation, October 2010, cited by Microsoft in their tips for teaching kids Mobile Phone Safety,

/ threats. Somebody might infect our computers with a virus, steal our money or identity, and harass or bully us. We might even inflict harm on ourselves. Spending too much time on a computer or phone could result in physical, emotional and even financial problems. We could become obese from sitting in front of the computer all day. Worse, we could get addicted to gaming or gambling, or we could simply become completely anti-social because we prefer our Internet friends to those with whom we can talk face-to-face.

Perhaps you are one of the adults who know these things. If you are, you would also know what to teach your children, and might therefore not need this booklet. If you are not, this booklet is meant for you. In writing it we assumed that, unless parents are aware of these dangers, they won't know which steps to take to protect themselves and their children against possible threats/risks. More specifically, the booklet stresses the importance of parents establishing a relationship of trust with their children because that is the kind of relationship that will help to keep them safe.

Techno-savvy parenting

The *first* thing you have to do if you want to keep your children safe from dangers in the digital world is to make sure that you are ***techno-literate*** – that is, that you know what you are talking about. If you sound unsure of yourself when talking to your children about the things dealt with in this booklet they might not take what you say seriously. You therefore have to make sure that you should at least know:

- The technical language people use when they talk about technological devices and the things they do on them
- What one may and may not do when operating a smart phone or computer
- How to operate a smart phone or computer

- What the advantages are of having access to a smart phone or computer
- What the terms and conditions are for using specific Internet sites
- What the risks are of using a smart phone or computer
- Which things one should avoid doing on one's smart phone of computer
- What one could do to protect one's devices and oneself against these risks

We suggest that you work through this booklet before you start talking to your child about the issues highlighted in the Foreword. Using what you find in the Booklet as basis, you could then look for more information on the Internet, or you could ask some of your more techno-literate friends of family to teach you more about technological matters that seem important.

The **second**, and most important, thing that you, as a parent, should do if you want to keep your children safe from Internet dangers / risks is to establish a **relationship of trust** between you and them. This means that you must make sure that they feel free to talk to you about anything, especially about the things they do in the 'digital world' of cell phones and computers. They must know that you respect their privacy, that you will not secretly "check" their phones or computers to see whom they are talking to, or what they are talking about. They must also know that you will protect them against other children – or even adults – who send them threatening or inappropriate digital messages, pictures or photos. Most importantly, they must know that you will not judge or punish them for something silly *they* might have done their phones or computers before you have heard their side of the story. Instead, they must know that you will do everything in your power to help them 'fix' the problem/ caused by their behaviour.

How do you do this?

There are many things you could do to create this kind of relationship. The list that follows describes some of the things we think you could do but, because you know your own children much better than we do, you will be able to think of many other things.

(a) Listen to your children

Ask them to talk to you about their lives. Sit with them children while they play and explore things online. Regularly ask them to show you around – what websites they visit, where they hang out, whom they hang out with, and how they talk to each other.

(b) Talk to your children

Talk to your children about digital technology, its uses, the way it has changed the world and the way people relate to one another. You could, for example, ask them to imagine what it was like before people had mobile phones and computers. Ask them how they think smart phones and computers changed the way people live and interact with one another and whether they think these changes are good or bad. If their grandparents are still alive you might want to ask your children to ask grandma or grandpa to tell them what it was like in the past.

Also talk to them about their Internet experiences – positive as well as negative – without judging or criticizing. Use these talks as a springboard for talking about ways in which they could increase the positive and limit the negative experiences.

(c) Do things with your children

Ask your children to help you create **collages** on the ways in which digital technology has changed the world. In deciding on the pictures you want to use and where you want to paste them will open up opportunities for chatting about the changes mentioned.

Compare the things for which you and your children use your devices. You could show them some of the things that you do on your cell phone or computer and then ask them to show you some of the things they do. You could even ask them to teach you how to do some of the things they do. Not only will this make them feel 'smart' but it will also give you the opportunity to do something together, as a family. Moreover, you will know whether or not they are putting themselves in danger by what they are doing.

(d) Warn your children against digital dangers

If you are uncomfortable with some of the things your children are doing, *ask them whether they have taken steps to protect themselves*. If not, tell or show them *what* they ought to be doing and *why*. The last bit, the why, is very important, otherwise they might just think that you are trying to stop them from having fun. One of the ways in which you could explain the *why* is to talk to them about things people do to protect themselves from danger in the real world.

Ask them, for example whether they feel safe in your home. If they say 'yes' ask them what it is that makes it safe. If they say no, ask them what it is that makes them feel unsafe. Some of the answers you might get are that houses are protected / safeguarded by means of burglar bars, alarms, and/or the use of security services (like Chubb or ADT), CCTV cameras) or community policing. *(Once again the use of pictures / drawings / photos of houses with different kinds of security features could serve as a stimulus for discussion.)*

Warn them never to meet any of their online friends in person and never to express emotions or share secrets with strangers online. Point out that there are also thieves, burglars and other types of criminals in cyber space and that all of us should therefore make the effort of protecting our mobile phones, our computers, and ourselves against these 'attackers'. To prove your point you might want to share with them newspaper reports or magazine articles on people that have been endangered on the Internet. Alternatively, you could tell them about people you know who have had such nasty experiences on the Internet.

Gradually make them understand that, just as we take steps to protect our physical spaces we should be taking steps to protect our devices and ourselves in the virtual spaces we visit on the Internet. If they said they feel safe when the doors are locked because this keeps burglars out, ask them how they can 'lock' their phones and computers to keep cyber criminals out. If they say the walls or fences around your home makes them feel safe because these keep strangers away, ask them what they could do to keep strangers away from their e-mail and/or favourite social media sites.

(e) Act to protect your children and their devices

Be wary of providing identifiable information in your child's profile and use GPS cautiously. If you are using a family location service to monitor your children's whereabouts, make sure others cannot locate them. Otherwise consider disabling the location feature on your child's phone or, at least, turn it off in the phone's camera.

Establish Internet rules. In other words, be absolutely clear about what your children may and may not do on their phones and computers. If your children blog, make sure they do not reveal too much. If necessary, screen what your children plan to post before they post it, evaluate the blogging service, and save or review the web address of your child's blog. Also, ensure that they abide by age limits and restrictions and, if necessary,

block them from certain sites, restrict their calls to approved numbers only, and/or limit their talk time on their phones or computer.

Take the necessary steps to protect your child's digital devices against harm. These steps could include the installation of anti-virus software, using pin locks and/or ensuring that your children use strong passwords to restrict access to their computers or phones.

This brings us to the second part of this booklet, which deals with the steps that you and your children could take to keep your devices safe and secure. Let's look at these in more detail now.

PART 2: DIGITAL SECURITY

Once you have established a trusting relationship with your children and they know that whatever you do is aimed at keeping them safe, you could actually start taking steps to protect them and their devices from harm.

In *this part* of the booklet we focus on things you could do to help them keep their *devices* safe. What you could do to keep your *children* safe is dealt with in the *next part* of the booklet.

Step 1: Install security software

One of the first things you could do to keep your children's devices safe is to *install security software* on their phones and a reputable anti-virus program on their computers. These should safeguard them against malware attacks. Show them how to update the programme and make sure that they do it on a regular basis.

Step 2: Talk to your children about safety and security

Bearing in mind what you and your children said about the things that make them feel safe at home, ask them whether they think it is safe to:

- Talk or text on one's phone while walking in the Mall? Why / Why not?
- Give your cell phone number to strangers? Why /Why not?
- Post your cell phone number on a social network page? Why /Why not?
- Let other people use your cell phone? Why / Why not?
- Click on links in advertisements, contests or text messages offering free prizes? Why /Why not?
- Download apps from the Internet onto their phones of computers? Why / Why not?
- Use the free Wi-Fi in public places to shop or access e-mails?

Don't ask all the questions at once. Do them one by one, giving them time to think about the questions and perhaps discuss it amongst themselves. Listen carefully to what they say, especially to the reasons they give. Then, if you think that it is necessary, take part in the conversation. The information in Table 1 below might give you some idea of the things you could tell them if they have not already shown you that they know these things.

Table 1: Protecting digital devices

WHAT YOU MAY DO	WHAT YOU SHOULD NOT DO	WHY / WHY NOT?
Lock your phone with a pattern lock or a *secret* pin code	Do not share these with anybody, not even your best friends. You could share it with your parents if you want to.	If other people have your pin code they could access it and read things that you would like to keep private. They could also misuse it to hack into your computer and/or send viruses to the device..
Close anything that pops up on our device unexpectedly without even reading it.	Never click on links in advertisements, contests, text messages offering free prizes or offers of money	They could contain viruses that could damage your device, or result in identity theft if you provide them with any personal details.
Check the reputation of the sites hosting an app before downloading it.	Do not download apps without checking the reputation of the stores or sites hosting them.	They could infect the device with malware or give someone access to information you do not want them to have.

Use free Wi-Fi in public place *only if* what you are doing something that will not lead to someone identifying you or accessing personal information about you.	Do not use free Wi-Fi in public place to shop or access e-mails.	You could be giving hackers easy access to your device.
Immediately delete e-mails dropped into your SPAM folder	Do not open e-mails dropped into your SPAM folder	They often contain viruses or other malware that could infect your device and could give hackers access to your device.

Step 3: Play with your children

Once you are sure that your children realize the importance of using their phones and computers responsibly, engage them in fun activities that will help consolidate or internalize the things you have been talking about. Below are some ideas on activities that you could do. Please feel free, however, to design your own if you feel these are not suitable for your children.

Activity 1: Mix and Match

In this game the *terms/concepts* related to digital security have to be matched with their *definitions.*

a) The usual, straightforward way of playing the game would be to list the terms in the left hand column and the pictures, definitions or examples in the right hand one, but in a different order to the terms in the left hand column. Learners then have to match what is in the right hand column with the correct terms in the left hand column *(see Example below).*

Firewall	A virus that sends copies of your files to other computers without your knowledge or permission
Virus	Annoying online advertising
Pop-ups	An imaginary wall which protects your cell phone or computer by screening information before allowing it through to your device
Worm	A secret word that you use to get into your computer or cell phone
Password	A computer file that *infects* the files on your computer

Note:
If your children cannot read yet, you could paste pictures instead of words in each of the columns and ask them to let them match the ones that belong together.

b) A different, more tactile way of playing this game is to write/paste the terms, definitions, or pictures on flash cards. Shuffle the flash cards. Your children first have to separate the terms and their definitions and then match the correct ones with each other.

c) An even more exciting way is to write the terms, definitions or pictures on smaller cards, and use them to play SNAP. A *'dealer'* (this could be the parent or a child), must first *shuffle* and 'deal the cards' to the 'players'. Each player gets a chance to put a card face up in the centre of the table. Each time that the card that is put down corresponds *(either in picture or word form)* to the one put down by the previous player the one whose card it is, shouts **SNAP**. He or she then takes all the cards in the centre as his/her winnings. The winner of the card game would be the one that eventually holds all the cards.

Activity 2: Word Search

In a *word search* game the player/s must search for hidden words by reading a block of letters horizontally, vertically and diagonally. The person who first finds all the words is the winner. The **McAfee ONLINE SAFETY FOR KIDS** *activity book* attached to your booklet has an example of a word search activity. You could use it as is or as basis for creating your own word searches.

Activity 3: Word completion game

 In this activity children have to do one of three things, namely:

- Fill in the missing word / term in a sentence, e.g. *A phone with Internet access is called a ----- phone.*
- Complete the word by filling in the missing consonants, e.g*. Never share your p- n code or*
        p- ss w-rd with anyone, not even your b- st fr—nd.
- Complete a definition, e.g *We call someone a* **hacker** *if he or she ------- ----------------------------*

Activity 4: Scrambling

Write scrambled letters on a sheet of paper or on separate cards and ask your children to see who can unscramble them them the fastest.

> *Examples*:   *ivurs = virus*   *morw = worm*

Activity 5: Crossword puzzles

In this activity children have to use their knowledge of terms and concepts to complete a crossword. See the **McAfee ONLINE SAFETY FOR KIDS** *activity book* for an example of a crossword*.*

Activity 6: Spying

- When next the children go somewhere together, ask them to imagine that they are detectives or secret agents and that they have to collect information on the number of people who::
    - Use free public Wi–Fi in public places (shopping malls, taxi ranks, parks, coffee shops, etc)
    - Talk on their phones while driving or walking around in public places
    - Use their cell phones or computers for suspicious purposes

- Let each child choose a different activity from the list above. They must then decide whether they want to record their observations in words (in a paper notebook or in their phone's memo application) or as photos (taken with their smart phones).

  Whichever option they choose, they must remember that they are working undercover so nobody must be aware of what they are doing.

- When you get back home, your children could report their findings in a number of ways. They could, for example, depending on their age:
    - Share their observations orally - while you are unpacking the groceries, having supper or sitting around the table chatting
    - Prepare a visual report by printing their photos and arranging these in a collage – with labels that indicate what each section of the collage represents
    - Write a report in which each 'detective' or 'agent' shares his/her information with the other 'detectives' / 'agents.

Activity 7: Story telling

(a) Have a story competition. Each child has to make up a story about someone whose:
- Cell phone was stolen
- Cell phone or computer was infected by viruses
- Files were deleted or hacked

Their story must say how this happened and what the consequences were.

(b) Let the children vote which story was the best and reward the winner with a prize, something like the following:
- allowing him/her to spend a little more time than usual on his / her device
- releasing him / her from doing one or more chores around the house, or
- giving him /her a sweet, ice cream or chocolate

By this time both you and your children should have a pretty good idea of how to keep digital devices safe. What could you, and they, now do to keep the children themselves safe from harm? This is what the next part of the booklet is about.

PART 3: DIGITAL ABUSE

A child who has a computer or a smart phone automatically has a great deal more freedom and power that a child without such a device.

Why do we say this? Is it true?

A child who has access to a computer or smart phone has the opportunity to live in two worlds at the same time – the **real world** AND the **virtual / Internet world**. In the real world people are limited to doing what is possible within the restraints of time, space, passports, and commodities. In the virtual, Internet world they are free to travel wherever and whenever they want to: they can "visit different countries, download books, music , games or videos from any site of their choice, talk to people they have never met, and access information on things they have never even heard of. Unless they do so responsibly, they could, just as in the real world, be exposing themselves to all kinds of danger. It is these dangers, and how to help your children keep themselves safe, which are dealt with in this part of the booklet.

What are the dangers and how could you and your children make sure that they are protected against them?

There are essentially two types of danger that you and your children should be aware of, namely (a) danger to their person, and (b) danger to their reputation. They are, however, so closely linked that we discuss them together

A person who uses the Internet – via a smart phone or a computer - could put himself or herself in danger by what he / she shares with other Internet users. Whether we like it or not, there as many people who wish to do others harm in the Internet world as there are in the real world. As we already mentioned in the first section some Internet users want to steal other Internet users' identities, money, or information. Others might

have more evil intentions: they might want to abuse, kidnap or harass other, seemingly vulnerable, users of the Net.

Activity 1: Internet abusers

(a) Read the descriptions of three types of people who use the internet to harm others.

i. **Cyber Bullies** use digital technology to harass or intimidate someone by sending him/her mean, threatening or intimidating e-mails, posting malicious comments or embarrassing photographs of them social networking sites, inappropriately tagging image of this person, or creating fake profiles or web sites designed to hurt them. Cyber bullying has serious emotional consequences: victims could become depressed, anxious, or even suicidal because all these actions are meant to lower their self-esteem.

ii. **Cyber Predators** are adults who use Internet communication tools such as mobile phones, chat rooms, social networking sites or e-mails to exploit children. In communicating with young people they pretend to be attentive, affectionate, kind and/or sympathetic in order to manipulate their potential victims into believing that they care about them. In this way they build a relationship of trust with the youngster concerned. Once trust is established and the youngster has shared sensitive information with the adult concerned, he or she arranges a personal meeting with the youngster. What happens after the meeting is unpredictable: the abuse could be physical, emotional, or sexual. It could even end in a kidnapping. What is predictable is that the abused person will always be left feeling emotionally or physically abused.

iii. **Identity thieves** access someone else's name and personal information – passwords, usernames, home addresses and so forth to commit theft or other crimes. They usually obtain this information through a data breach, virus or other scam but they

could also get it if someone posts information like this on a social network or pop-up link.

b) Ask your children whether they know what each of these is and whether they or any of their friends have ever had a nasty encounter with any of these types of people on the Internet.

c) Give them the opportunity of sharing their knowledge and experience in this regard with you, then ask them what they think one could do to protect oneself against people like these.

d) Read the scenarios in the text boxes below to your children and ask them which of these three threats each illustrates. Also ask them how they would have handled a situation like this and why? If necessary, share with them what you think one should do in a situation like this (see text boxes for suggestions).

Scenario 1
Farouk, a ten-year old boy, created a web site, posted mean comments on it and uploaded embarrassing pictures of Anant on it after they had had a big fight. The web site invites other learners to state why they do not like Anant

Type of threat
Cyber bullying

Prevention strategies
Keep screenshots of content posted as evidence of harassment and report the incident to a parent or person of authority
Register an official complaint

These are only three of the most common dangers that are lurking on the Internet at present. As technology develops, so the dangers increase. Once again, you need to TALK to your children about the threats to their safety on the Internet. You could use some of the methods you used earlier but you need to go a little further if you really want them to be safe. Be careful, though, that you do not make them so afraid of all the bad things that could happen to them on the Internet that you turn them into timid, frightened human beings who are too afraid to use their phones or computers. Rather than harping on WHAT MIGHT HAPPEN to them, focus on HOW THEY COULD PREVENT these things from happening to them.

Table 2 contains some safety tips that you might want to share with your children.

Table 2: Keeping yourself safe

WHAT YOU MAY DO	WHAT YOU SHOULD **NOT** DO	WHY / WHY NOT?
Share your phone number with your family and close friends only	Do NOT put it on a social network page, use it to enter contests, or give it to just anyone who asks for it.	It might help cyber predators or criminals to steal your identity or access other information on your device without your permission or knowledge
Make sure that the GPS on your phone has been disabled before you let anyone else use if for social networking applications.	Do not let other persons use your cell phone for social networking applications unless you or your parents have disabled your GPS.	Your location could be tracked, increasing the chances of someone kidnapping or following you home.
Use strong passwords to restrict access to our computer. A strong password should be a mix of letters, numbers and symbols.	Do not use your name, phone number of date of birth as passwords. Do not share your passwords with anybody, not even your best friends. You could share it with your parents if you want to.	If other people have your pass code they could hack into your device. Then they could use things that you would like to keep private to harass you or ruin your reputation.
Post only personal information that could not be used against you or your family.	Do not post your ID, password, pin numbers, home address, contact details, or photos of yourself, your family or your home on the Internet or social networks.	You are making it easy for hackers, predators, identity thieves and cyber bullies to use these in ways that could harm you or your family.

Include only people you know in your Friends' List.	Do not make friends with strangers online.	A stranger might not be a friend you do not know – he / she might be a predator, thief or other type of cyber criminal.
Listen to your instincts. If you receive such messages on a "chat room", *immediately* leave the chat room. If you receive it by any other means, ignore the message, block the sender or change your social media account Tell a trusted adult about your concern or when you think someone is targeting or trying to harass you	Do not respond to any message that makes you uncomfortable, afraid or even angry	Apart from the fact that messages like these could harm your self-esteem, they could also be fore-runners to someone's intention to harm you in other ways.
Keep only photos or pictures that create a good impression of you.	Do not keep *any* pictures pictures or photos which you don't want others to see on your phone	They are bad for your reputation and might give other users the wrong idea about you.

Share personal problems or secrets only with people you know well and trust.	Do not confide any secrets, hang-ups, or other personal problems to someone on a social network, no matter how sympathetic they may seem.	You might be talking to a cyber predator and s/he will use this information to manipulate into doing something that you don't want to. Once it has been posted it can never be removed from the Internet, even if you remove it from your files. What is posted goes round and round and round, forever!

Activity 2.   Personal safety activities

A good way to create awareness of the need to be alert to possible Internet risks are to share imaginary or real incidents or scenarios with your children and ask them to decide whether the person involved behaved responsibly or not.

We have included two imaginary scenarios below. You could read or tell them to your children in your own words. Alternatively, you could let the children read and discuss the scenarios amongst themselves, whatever you regard as the most appropriate. In the end, though, they must share their views with you as well so that you know they are on the right track. To help you decide we have included possible answers in the text boxes following each scenario.

Scenario 3

Susan, a Grade 5 learner at a primary school, regularly receives cruel e-mails and instant messages from a couple of other kids at school. Usually a confident, outgoing child, Susan is now scared to go to school because she is afraid that these kids are going to tease or bully her about her appearance and personality. She doesn't know what to do about the situation so she often bunks school without her parents' knowledge.

a) *What would you advise her to do?*
b) *Is there anything her parents or teachers could do to help her become her old self again? What, for example?*
c) *What could Susan do to avoid being cyber-bullied by other users in future?*

Possible answers

She should not respond to any of the mean messages – that will only make matters worse because bullies like these thrive on attention. She should, however:

- Print the messages out as evidence
- Show the messages to her parents or some other trusted adult. They can help!
- Block the bullies' e-mails
- Remove the bullies' names from her Friends List.

Scenario 4

Fiona, a Grade 7 learner at a posh private school has recently opened a Skype account. Her best friend, Annemarie, who attends a public school, doesn't have one but would like to connect with Fiona on Skype. She asks Fiona for her username and password.

a) *Should Fiona give it to her or should she not? Give reasons for your answer.*
b) *Do you think it was responsible of her parents to allow her to open her own Skype account? Give reasons for your answer.*
c) *Why would the two girls want to connect via Skype? Could they not rather use another social media network? Give reasons for your answer.*

Possible **answe**rs

- User names and passwords are private information.
- The only people that should have access to your ***Skype, Facebook, E-mail, Instagram*** or other accounts are you, your parents and/or other care-givers.

Whether or not you think your children's responses to the preceding scenarios showed an awareness of the risks you can never be too careful. We would, therefore, suggest that you ensure that they will always, as in real life, THINK BEFORE THEY ACT while on the Internet. In other words, stress the fact that they SHOULD NEVER RUSH when they use the Internet. A fun way to make them remember this si to teach them the INTEL SLOGAN:

STOP $\Longrightarrow$ **THINK** $\Longrightarrow$ **CONNECT**

In other words, teach them never to respond to any Internet communication, access a particular site or post something themselves before they have CONSIDERED:

a. Which dangers/***risks*** they might run into if they did so ***(i.e. to* STOP**);
b. The impact that their actions might have on their and others' safety **(i.e. to THINK)**, and
c. Whether the risks they run if they connect are minimal or non-existent (i.e. **CONNECT**)

Activity 3.   Safety Awareness Activities

Let your children practice doing this by asking them how they would use this slogan (STOP, THINK, CONNECT), before engaging in any of the online activities described in Table 3. Possible responses with regard to each online activity are given in the (STOP, THINK, CONNECT) columns below the activity. Your children's responses might, however, be somewhat different. Be guided by our common sense in judging whether or not their responses indicate a commitment to the slogan. If it does, accept their response; if not, share the response in the Table with them.

Table 3: Safe Online Behaviour

Planned online activity	Online Activity 1 Posting personal information (name of school, phone number of physical address) on media sites		
Safety measures	STOP	THINK	CONNECT
Questions to ask yourself	What are the risks?	How could this affect my safety or that of my family?	Should I go ahead and do this?
Possible answers	People other than friends and family could find out where I live and study.	It could lead to criminal acts such as theft or burglary at my house.	I will not post personal information on social media sites.

Planned online activity	Online Activity 2 Clicking on a link in your e-mail, or a Facebook post or smart phone message that announces a funny video of you.		
Safety measures	STOP	THINK	CONNECT
Questions to ask yourself	What are the risks?	How could this affect my safety or that of my family?	Should I go ahead and do this?
Possible answers	My computer might be infected by malware	Is this link connected to a trusted source or is it suspicious?	Only if I am sure it is a trusted source, e.g. if there are no grammatical or spelling errors, akward messages or grand announce-ments of huge wins or inheritances on it.

Planned online activity	Online Activity 3: Downloading songs and movies from popular file sharing sites		
Safety measures	STOP	THINK	CONNECT
Questions to ask yourself	What are the risks?	How could this affect my safety or that of my family?	Should I go ahead and do this?
Possible answers	My device may be infected with malware.	No risk to people but possibly to my computer or phone	Not unless I am sure it is a reputable one

Planned online activity	Online Activity 4: Researching various web sites on environment protection for a school project or assignment		
Safety measures	STOP	THINK	CONNECT
Questions to ask yourself	What are the risks?	How could this affect my safety or that of my family?	Should I go ahead and do this?
Possible answers	My computer / phone might be infected by malware	None that I can think of	If I have a good anti-virus program this might be a good idea since there is much valuable information on the Internet.

Planned online activity	Online Activity 5: Uploading revealing selfies on Twitter that you think make you look attractive		
Safety measures	STOP	THINK	CONNECT
Questions to ask yourself	What are the risks?	How could this affect my safety or that of my family?	Should I go ahead and do this?
Possible answers	It could draw unwanted attention from people I don't know	Unwanted attention to me and my family could become dangerous if the people who see the selfies are dangerous or want to harm us	Under no circumstances. It is too dangerous.

Planned online activity	Online Activity 6: Accepting friend requests from people you do not know		
Safety measures	STOP	THINK	CONNECT
Questions to ask yourself	What are the risks?	How could this affect my safety or that of my family?	Should I go ahead and do this?
Possible answers	The people may be criminals, sex offenders or other deviants.	My family and I could be emotionally and physically harmed if the people are criminals, sex offenders or other deviants.	Under no circumstances

Activity 4.   More Family fun activities

a) Create COLLAGES which visually depict some of the Internet risks

b) Compose a jingle, slogan or song which focuses on the STOP – THINK - CONNECT maxim

c) Let each of your children represent the STOP – THINK – CONNECT maxim symbolically as three separate **road signs** and have them post these against the wall of the room where they most use their computers or cell phones.

PART 4:   DIGITAL ETIQUETTE

Remember the research we referred to at the beginning of this booklet. There is one of the things the researchers found during their survey that we have not shared with you yet. What disturbed the researchers more than anything was that relatively few of the children surveyed have established rules around mobile phone use, suggesting that they may not be aware of the health, emotional and psychological risks associated with *cell phone addiction*.

What this research finding indicates is that children should not only be taught to keep their devices and themselves safe against other Internet users, but that there should also be rules which control their own Internet behaviour. Children don't like rules – we all know this. The problem is that, without rules, there is no guarantee that your child will be safe, well-behaved and disciplined. This is as true for the Internet world as it is for the real world. That is what this part of the booklet is about.

Internet rules

As has been the case throughout this booklet, the emphasis in this part remains on parent-child communication – talking, sharing ideas, and doing things together. What follows are some of the things we have found useful in teaching children about responsible Internet behaviour. You could use our ideas as they are, change them to suit your particular circumstances, or replace them with discussions and activities that you think will work better on your children.

Activity 1: Family rules

Approach the issue of Internet rules by talking about good manners, or consideration for others, of kindness, or whatever will lay a solid basis for the negotiation of rules and the consequences of breaking them.

Link this general conversation to the need for Internet rules by alerting your children to the fact that it is not always other Internet users who could harm them. Suggest that they could themselves do things that are bad for their health, state of mind, relationships with other people, and so forth. They might even use the Internet in such a way that people they connect with feel hurt by or angry about something your child has said or posted about them, simply because they forgot their manners.

Create an opportunity where you, as a family, can talk about the way you operate as a family and whether or not this is a good thing. Some of the questions you could explore are listed below but you would know best what to ask and when because you know your children and your circumstances, something we do not know.

- Does your family eat together? If so, how often does this happen – every evening/morning, every Sunday, etc.?
- Do you think it is important for the family to eat together? Why?
- Who washes the dishes after supper? Why?
- Do the children in your family have to do certain chores? If so, what are they and why are you expected to do them?
- Should parents, limit the time that their children spend in front of the television/ computer/on the phone? Why / Why not?
- Are there any rules in your house on how people should behave? If so, what are these rules?
- Should parents punish their children when they break these rules? If so, how should they do this? If not, why not?

Activity 2: Internet rules

Negotiate a set of Internet rules with our children, reminding them of all the issues relating to their safety, the safety of their devices, and the need for ethical Internet behaviour. In doing so, emphasize the reasons for each rule in terms of the issues discussed up to now. It is also important that

the consequences of breaking the rule should be spelt out clearly and should be accepted by parents and children alike. What, for example, would you and your children regard as a reasonable consequence / punishment / sanction if the rules in the text box below were broken?

> *Rule 1: Saying texting or posting anything that could hurt or embarrass another person.*
>
> *Rule 2: Cyber bullying is an absolute NO-NO!*
>
> *Rule 3: Time limits which you set on cell phone talk, playing of Internet games, Twitter and Facebook?*

Activity 3: Internet etiquette

a) Use your children's reaction / responses to the preceding activities as basis for a discussion on the need for rules and regulations in life, and the values *(respect, caring, sharing, compassion, honesty, diligence, etc)* informing the rules.

b) You could perhaps ask them to tell you about people they admire or want to be like (pop stars, film stars, sport heroes, historical figures, etc.) why they admire them. Try to get them thinking about the person not only in terms of what s/he looks like but also in terms of how s/he behaves.

c) You could then ask them to think of people whom they dislike or of whom they are afraid. Let them talk about their reasons for disliking / fearing the persons concerned but, once again guide them towards an assessment of the person's actions rather than his/her appearance.

d) Relate what they told you about their heroes and the people they are afraid of to a conversation about good manners (what we call

etiquette) in general. Gradually introduce terms like values, morals, and ethical behaviour into the conversation. Guide them towards a realization that it is not obedience to rules that makes one moral but rather, obedience to a set of values. Point out that people who do the right thing because they fear punishment are not necessarily moral / ethical, whereas people who base their actions on what they believe – that is, their values – are.

Point out that moral people usually treat other people as they themselves would like to be treated - with respect, caring and compassion. Moral people do not bully, harm or steal from others. Neither do they spread malicious gossip, tell lies or try to embarrass others.

Activity 4: Story time

Once again, the use of stories is a very effective way to teach morals / values. Use stories that reflect your culture and values, or use stories about animals, like the one below. You could read or tell it to your children. The more dramatically you do it, the more effective it will be. Here is your chance to pretend that you are an actor!!!

The Scorpion and the Frog
One summer afternoon there was a heavy storm over the Bushveld. The first sign was the deep rumbling of thunder. Very soon there were flashes of lightning all over. And then, so suddenly that there was no time to hide, the rain came down – not in tiny drops, but in streams, as if the dam walls of heaven had literally burst.

As small streams began to gather everywhere, a female scorpion found herself stranded on a rock. As she saw the water rising she realized that she might drown in the raging waters she started panicking.

At that moment a frog swam past, exhilarated that the long drought had eventually broken.

"Mr Frog," the scorpion shouted, "would you be so kind as to allow me on your back and take me to higher ground, because I fear I might drown in the flood. You know, we scorpions cannot swim.'

The frog paused a moment and looked at the frightened scorpion on the rock. Then he shook his head. "No can do. You know scorpions have a lethal sting and if you were to sting me as we cross the stream, I would surely die."

"Hey listen, Mr Frog. Why would I do that? You can see that I'm scared stiff of the flood and would not do a thing like that. I know that it would mean the end of both of us."

The frog thought for a moment. What the scorpion said made perfect sense. He looked at the water rising and at the scorpion clinging to the rock. Hesitantly he moved closer and allowed the scorpion to get on his back.

Slowly he swam across the stream to safer ground. When they were about halfway he suddenly felt a sting in his back as the scorpion stung him.

"Now why did you do that, Scorpion? Can't you see that I will now die and both of us will drown in the water?"

"Well," replied the scorpion, shrugging her shoulders, "that is what scorpions do".

Once you have read / told the story, ask your children some or all of the questions that follow. Allow them to discuss these – either with you or amongst themselves. Because there is no right or wrong answer here, no answers are provided. The idea is that the story, and the questions, should make them think about how they should behave towards other people, both in the real and the Internet world.

Possible questions
1. Would you say the frog was kind and caring? Why do you think so?
2. Do you think the frog trusted the scorpion? Give reasons for your answer.
3. Do you think that he would trust a scorpion again if he were to survive this experience? Give reasons for your answer.
4. Has anybody ever betrayed your trust? How did it make you feel?
5. Do you think the scorpion was honest or not? Why do you think so?
6. Have you ever behaved like the scorpion? When? Why? How did it make you feel?
7. Do you think that the scorpion would have stung the frog if there was a law against scorpions stinging frogs? Give reasons for your answer.
8. Who would you rather be in the story – the scorpion or the frog? Why?

Relate the behaviour of the scorpion and the frog to people's behaviour on the Internet. Is there anything in the story that links to the digital opportunities and risks that you and your children have already talked about?

For example:

a) Would the frog have believed the scorpion if he had applied the STOP, THINK, CONNECT, slogan before he agreed to let the scorpion ride on his back? Let them give reasons for their answers.
b) Could one, for example, compare the scorpion to a cyber predator? Let them give reasons for their answers.

c) Do they know of Internet incidents that could be equated with the kind of thing that happened to the frog – deceit, manipulation, back-stabbing, etc.? Have them share these with one another and with you. Make sure that the sharing results in some kind of conclusions about what the injured party could have done to avoid being hurt.

An important point to make if you think your children are emotionally ready for this is to alert them to the existence of Catch 22 situations. Explain that a person who is caught in a situation like this is forced to make a choice between two things that have an equally strong pull on him or her. S/he might have been told something in secret which could, if not revealed, cause someone great harm However, if s/he tells, s/he is breaking the confidence of the person who told her/him the secret. What should s/he do – tell or keep quiet? We call these ethical dilemmas because the choice a person makes will be determined by his/her views on what is right and/or wrong, and these views are influenced by his/her values.

If you think your children are ready for discussions like these you could use the scenarios below, or you could write your own, based on newspaper articles or real incidents. It is important to note, though, that there is no right or wrong answer to any of the questions following the dilemmas. The point of ethical dilemma discussions are that people who might have different value systems will debate the the issues raised and, in the process become more aware of the importance of value systems and/or the need for moral/ethical behaviour – in life and on the Internet.

Activity 5: Information ethics scenarios

The procedure to follow in discussing these scenarios is the same throughout, namely:

a) Each person who is going to take part in the discussion has to read the scenario quietly to him/herself.
b) Once s/he has read the scenario s/he must answer the questions in writing, without discussing it with anybody else first.
c) Once each individual has answered the question in terms of her/his perspective, everybody shares and discusses their answers. The idea is that the discussion will result in a debate about the values that inform the participants' judgements.

Information ethics scenario 1

Sipho is a Grade 7 learner in a public school. The school encourages learners to use the Internet when doing research for assignments or when they talk to each other about personal and learning matters. One of Sipho's friends sent him a message with a link to a website on which one can post anonymous comments on and pictures of one's classmates. Almost all of the postings and pictures already displayed on the site are either mean of embarrassing. Sipho's friend wants him to help start a rumour about another classmate whom the friend does not like.

Questions
1. *What is the dilemma? In other words between what and what does Sipho have to choose?*
2. *What do you think the consequences would be if Sipho does what his friend asks?*
3. *What do you think the consequences would be if he decided to refuse his friend's offer?*
4. *What would you have done if you were in his shoes and why?*

Information ethics scenario 2

Dick and Tracy have been friends for a long time and regularly communicate with each other on Twitter and Facebook. They recently discovered a file-sharing web-site that allows them to share music and games with their other friends. The site would enable them to download the latest music and coolest games for free. Another friend of them, Alexander, who is very fond of movies, has also sent them a message with a link to a website where they can download movies that have not yet been released on video for free. Since neither of them receives a great deal of pocket money they are very tempted to download all their freebies. Both of them are quite religious, though, and are not sure whether the Church they belong to would regard this as stealing. Could you help them make a decision?

Questions

1. What is the dilemma? In other words, between what and what do Dick and Tracy have to choose?
2. What do you think the consequences would be if Dick and Tracy decided to download the freebies?
3. What do you think the consequences would be if decided against downloading the freebies?
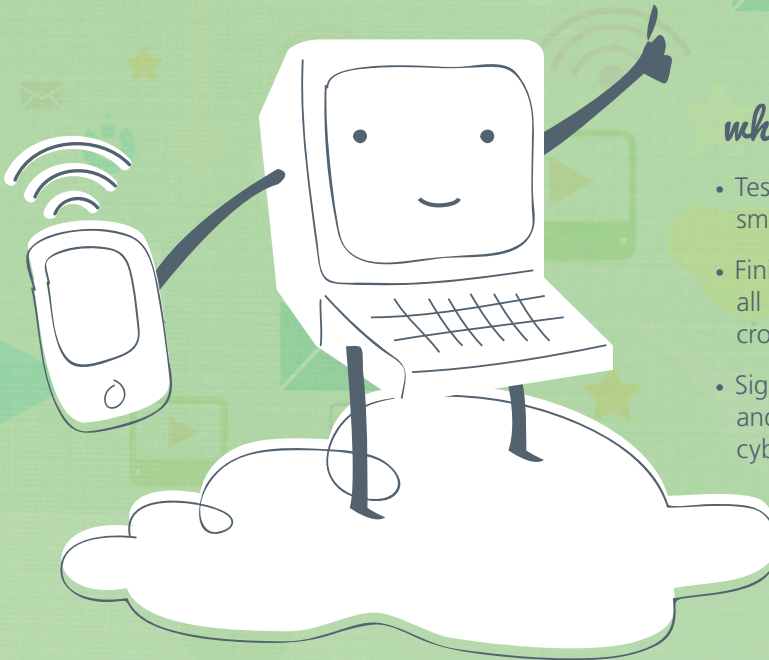4. What would you have done if you were in their shoes and why?

ONLINE SAFETY
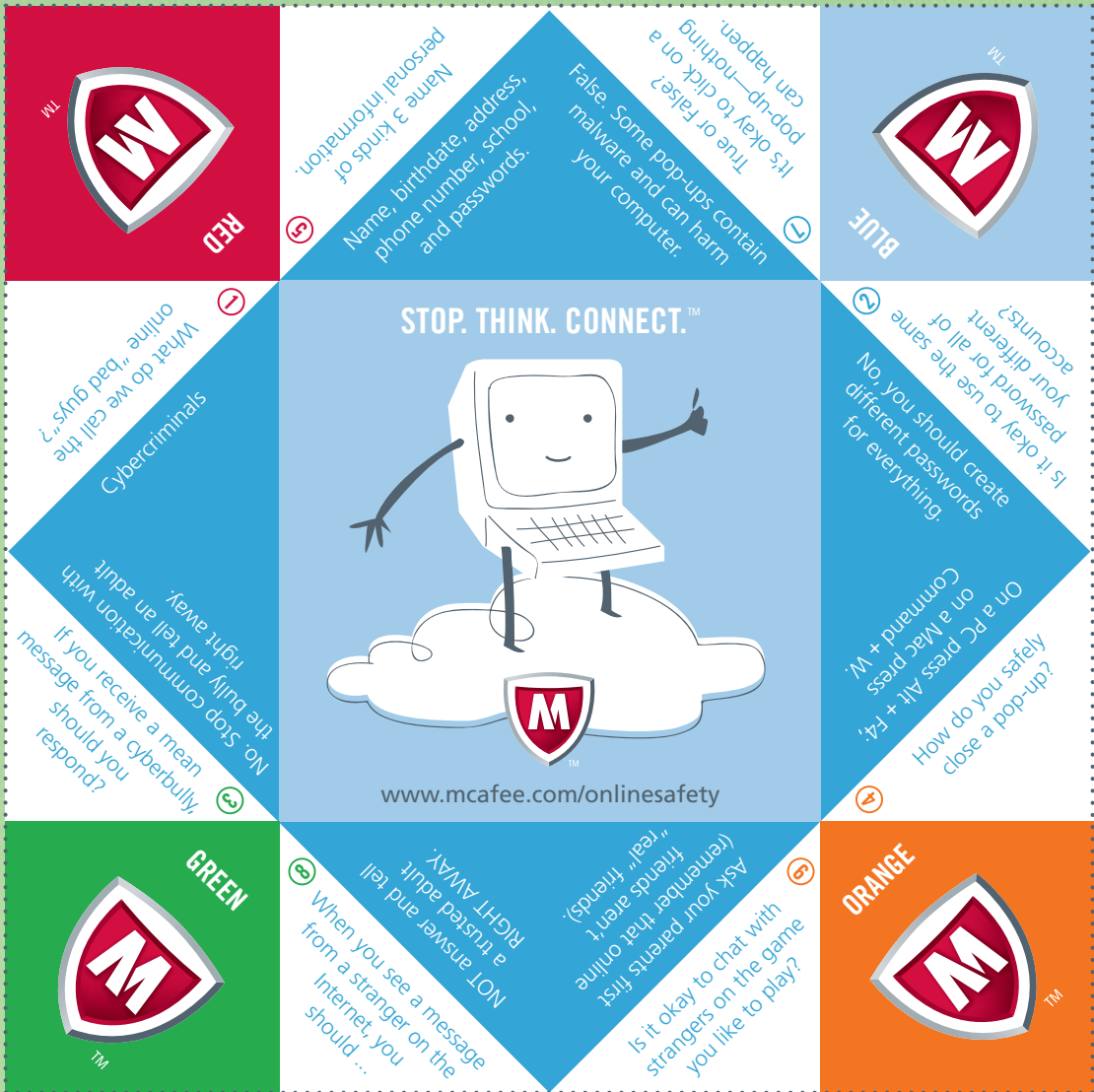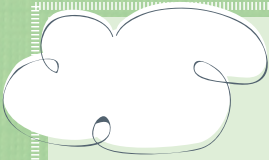
FOR KIDS
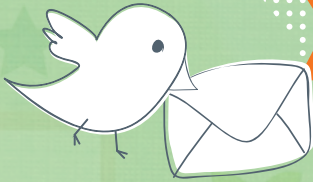
activity book

what's inside

- Test your Internet safety smarts with our origami quiz.

- Finish the word search to get all of the answers for our tricky crossword puzzle.

- Sign the Internet Safety Pledge and promise to be a responsible cyber citizen.

FORTUNE-TELLER QUIZ

1. Cut around outside of fortune-teller along the dotted lines.
2. Fold the top right corner over to reach the bottom left corner and crease. Open it back up.
3. Repeat the fold with the other two corners and crease. Open it back up.
4. With the wrong side up, fold all 4 corners towards the center so they meet evenly and then crease.
5. Turn it over and fold all four corners toward the center again (it's smaller now).
6. Slide your thumbs and index fingers inside the 4 flaps and pinch them together. Now take the quiz!

RED

(5) Name 3 kinds of personal information.
Name, birthdate, address, phone number, school, and passwords.

(1) True or false? It's okay to click on a pop-up—nothing can happen.
False. Some pop-ups contain malware and can harm your computer.

BLUE

(1) What do we call the online "bad guys"?
Cybercriminals

(2) Is it okay to use the same password for all of your different accounts?
No, you should create different passwords for everything.

STOP. THINK. CONNECT.™

www.mcafee.com/onlinesafety

(3) If you receive a mean message from a cyberbully, should you respond?
No. Stop communication with the bully and tell an adult right away.

(4) On a PC press Alt + F4; on a Mac press Command + W. How do you safely close a pop-up?

GREEN

(8) When you see a message from a stranger on the Internet, you should ...
NOT answer and tell a trusted adult RIGHT AWAY.

(6) Is it okay to chat with strangers on the game you like to play?
Ask your parents first (remember that online friends aren't "real" friends).

ORANGE

WORD SEARCH

```
E R A W Y P S E P A Y J P Y G
N A Z Y O C E O T M A C S R N
E Z M P I F R V F A Q C S G I
F J U C V X A E E J V C G I Y
I P I H T O W K B M I I Q M L
S T S C P V L W P H V C R A L
C E L L U L A R T P I D K P U
Q I D W F G M E N A R X S S B
J D C O A G R O E S U N N H R
P D H T W E U M P S S N Y O E
W P O A B N A J P W Q X T R B
W E A Y C I L C K O N Z B N Y
G L C O L K H O A R T L D F C
O N L I N E E W A D Q S V N V
G M E C T K P R Q D Y Q X E O
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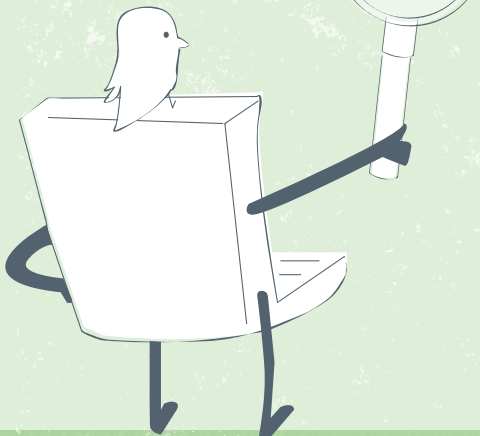
CELLULAR
DOWNLOAD
HACKER
PASSWORD
SCAM
STOP
CYBERBULLYING
EMAIL
MALWARE
POP-UPS
SPAM
VIRUS
CYBERETHICS
GEOTAG
ONLINE
PRIVATE
SPYWARE

HINT:
TO COMPLETE, USE WORDS FROM THE WORD SEARCH

across

3. Software that is used to collect personal information without your permission
5. Don't share this with anyone other than your parents
8. Software designed to damage a computer or device
13. Treating others online the way you want to be treated
16. An electronic mail used for communicating with another person
17. Involving a cell phone
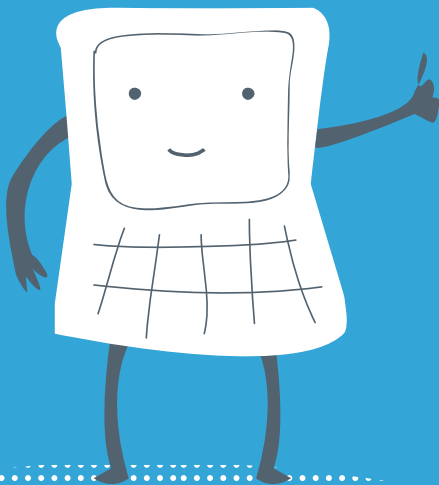
down

1. Don't be fooled into clicking on these (hyphenated word)
2. It allows others to know where you have taken a picture
4. Personal information should always be kept _____
6. Being connected to the Internet
7. The act of repeatedly harassing someone over the Internet
9. Someone who can gain unauthorized access to other computers or devices
10. Whenever you receive information from the Internet, you _____ it to your computer
11. _____ .THINK.CONNECT.
12. A program that can make your computer sick
14. Junk email
15. An online offer for a free Apple iPad is usually a _____

HELP CHIP GET HIS EMAIL

Start
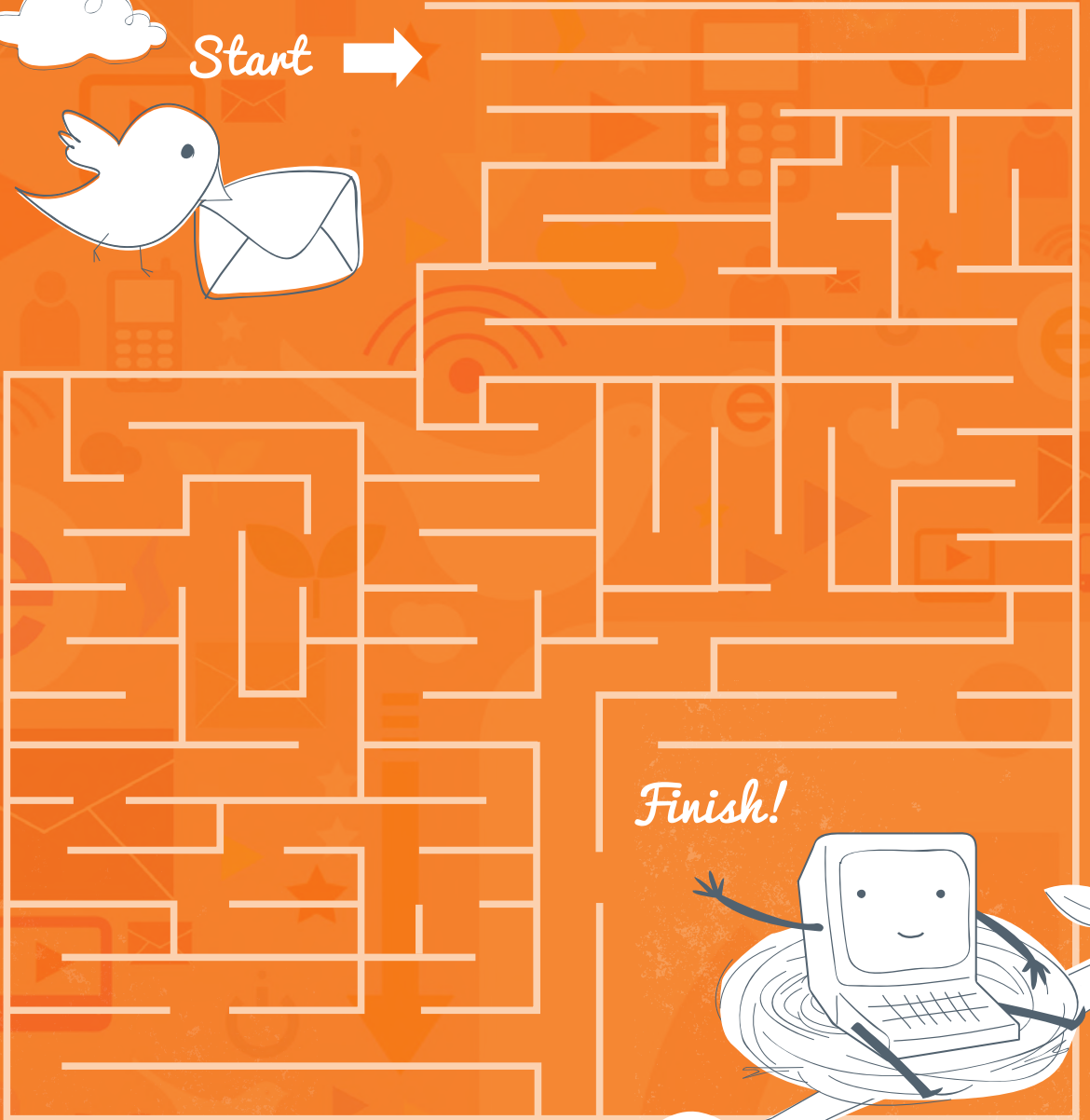
Finish!
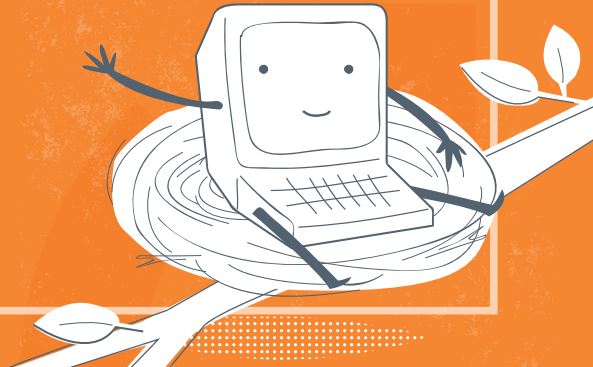
INTERNET HUNT

CIRCLE EVERYTHING YOU SEE THAT CONNECTS
TO THE INTERNET, AND THEN COLOR FOR FUN.

McAfee®
An Intel Company

INTERNET SAFETY PLEDGE

BECAUSE USING THE COMPUTER AND THE INTERNET IS A PRIVILEGE THAT I DON'T WANT TO LOSE...

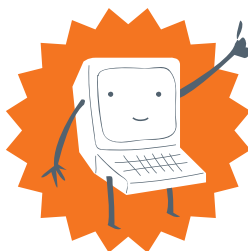I will not reveal my name, phone number, address, or passwords with online "friends".

I will never meet in person with people I met online.

I will always treat others online as I would like to be treated.

If an online situation makes me feel unsafe or uncomfortable, I promise to let a trusted adult know.

_____
CHILD'S SIGNATURE

_____
PARENT'S SIGNATURE

_____
DATE

_____
DATE

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Jersey: Prentice Hall.

BULLYING

First, what is bullying?

Simply put, bullying occurs when one or more persons deliberately and repeatedly tease, demean, intimidate, harass or physically hurt another person or persons. With the exception of physical bullying, all other kinds of bullying could take place on line. In this kind of bullying, known as online or *cyber bullying,* the bullies could hurt their victims in a number of ways, some of which are briefly described below.

- Bullies could send hurtful or threatening messages to their victims' cell-phones, spread unfounded rumours, or distribute embarrassing or altered photos or videos of the victim on social media. These kinds of rumours would be very harmful to the victim's self-esteem and could in the long run result in a number of psychological disturbances, like depression, bulimia, agoraphobia, et cetera.

- Bullies could choose to disclose secrets or private information about their victim by, for example, forwarding a confidential text message to others. The victim would then become afraid of ever sharing secrets or confidential information with everyone, resulting in extreme loneliness. Such loneliness could eventually lead to depression, bulimia or even suicide.

- Bullies would take steps to deliberately exclude their victims/s from a group in a game, virtual worlds or social media sites without giving any explanation for doing so. The victim might then start believing that s/he is ugly, stupid, or not acceptable to other people.

- Bullies could break into someone's phone of social media account with a view to impersonating this person. They would then impersonate the target and then 'share' hateful comments or malicious gossip about the victim's friends as if it came from the person they impersonated. The victims, thinking that the messages came from the person being impersonated, would then quarrel with the victim and/or refuse to be friends with him/her any longer. The victim is then isolated from his/her social network and could feel very lonely.

- Bullies would pretend to befriend someone, gain his/her trust, and then do something to deliberately betray the trust. The victim then becomes afraid of ever again trusting someone else. In the end, not having someone with whom they can share their deepest thoughts and feelings the victim could either become so over-burdened that s/he considers 'ending it all' or so angry at society that s/he decides to take revenge, as is often the case in unexpected school shootings and/or attacks on teachers, parents or other learners.

Second, why bully?

There are many reasons why children start bullying. Perhaps these children are being bullied at home – by their older brothers, sisters, or parents. Perhaps they feel 'invisible' because they do not get enough attention at home or at school. Perhaps nobody wants to be 'their' friend and, by bullying, they are not only expressing their frustration and anger but are simultaneously attracting the attention and/or admiration of other children who feel like them, hence they no longer feel alone, hurt, or deprived of attention.

Another reason why people become bullies could be that they choose the wrong role models. If they themselves feel weak or vulnerable they might

look up to someone who appears to be strong and powerful – a bigger brother or sister, a father or mother, an uncle or aunt, a movie star, or a political figure. If the person they admire solves his/her problems by attacking others – verbally or physically – and seems always to be victorious, the child who feels weak or vulnerable might start imitating his/her role model's behaviour by bullying those of whom s/he is most afraid. And if it works, the bullying escalates to other areas of this child's life.

Bullying is not always intentional, though. Sometimes the 'bullies' are simply bored, or trying to be funny and, as others respond to their 'jokes', embarrassing photos, or untrue bits of gossip on a social media site, the whole thing escalates until they are no longer in control of what is being said and, because they started it, it is extremely difficult for them to 'escape' from the situation they created in the first place.

What we have not explored is why certain people are targeted as victims by the bullies, so let's look at that for a moment.

Third, why submit to bullying?

Just as there are many reasons why someone becomes a bully, so there are many reasons why someone is targeted as a potential bullying victim. Some of the reasons that have emerged from research on bullying are listed below.

The most obvious person targeted as a potential victim by bullies is the person who is 'different from the bullies themselves in terms of image, language, ability, size, dress, behaviour, et cetera. Think, for example, of the typical 'nerd' who prefers to spend his/her time in a library or in front of a computer rather than taking part competitive or physical activities like sport. This child is an obvious target for the more 'butch' sector of school society and, unless his/her self-esteem is particularly good, and/or s/he

knows how to defend him/herself chances are that they will be targeted for bullying.

Other people who might stand out from the group are those who are academically inclined in a school which places a high value on sport, those who speak with a different accent, those who belong to a different religion than the majority of school children, or those who, in a poor school, comes to school with his/her own lunch or lunch money, thus signaling that s/he is 'richer' than the others and must therefore be deprived of his/her riches – the lunch or the lunch money.

Physically small or weak children are also targeted by bullies who might make them 'pay' for 'protection' o who might simply use them as a metaphorical 'punch bag' on which they can rid themselves of their own anger or frustration.

While these reasons are more applicable to physical bullying, a child's online image or profile might create the impression that they are weak, vulnerable or 'different', hence they could be potential victims of online bullying. It is, of course, also possible that, because the bullies do not have the opportunity of harming them in the actual world – at school or on the playground because there are adults around, they resort to doing so on line.

Fourth, how does one identify bullies and their victims?

Identifying bullies and/or the victims of bullying is not as easy as it sounds, especially if bullying happens on line. There are, however, a few general guidelines that could assist adults – parents and teachers in particular – in picking up signs that a child is involved in online bullying, either as the perpetrator or as the victim. Some of these signs, or signals, are briefly described below but there might be other warning signs particular to specific contexts, situations and adult-child relationships. Watch out for

these and, if you suspect bullying take the necessary steps to stop it in its tracks.

i. **Establish a relationship of trust** between you, the adult, and the child or children for whom you are responsible. This is possible if you listen - **really listen** - to the kids. Ask them to talk about themselves, their interests, their dreams, their fears, their lives and/or life situations. Do not judge, do not preach, and do not give advice on what to do – unless specifically asked to. Even then it is better to *lead* the child towards finding his/her own solution rather than to *give* it to him/her on a platter.

ii. **Get them to invite you into their world** – the virtual, cyber sites where they feel comfortable. You could, for example, ask older kids to 'take you on a tour' of the websites they visit and/or the chat rooms where they 'hang out'. You could even ask them to allow you to play a cyber game with them explore different sites or while they play games. This will be easy if you have already established a relationship of trust with them but impossible if you have not done so. Be very careful not to breach this trust – by secretly or furtively going onto their sites or the chat rooms they visit when they are not around because you want to find out 'what they are up to'. If you do, they will never trust you again.

iii. **Watch for signs of online cruelty** – on the sites or in the chat rooms to which you are invited but also in the behaviour of the kids themselves. Do they look upset while texting or playing a game? Are they suddenly reluctant to go to school, to play or work with other kids in their class or neighbourhood? Have they suddenly 'lost interest' in using their mobile phone or computer? Any or all of these could be signs that the child or children concerned are being bullied online.

iv. ***Ask kids to report bullying to you or to another trusted adult*** - Promise unconditional support. Reassure them that you will not put restrictions on their phone, gaming or use of the computer because of other they are being victimized. Also assure them that their identities or the exact nature of bullying will at no stage be divulged to the bully or bullies concerned. Then keep your word. Perhaps ask if you could pretend to be the person victimized in order to 'talk' the online bully out of bullying you, the supposed victim, in future, Allow the victim to sit with you while you do so and do not post anything that makes the victim uncomfortable or fearful. This too, will only be possible if the child already trusts you implicitly. Otherwise, do not even ask!!!

Fifth, how does one deal with bullying?

There is no single answer to this question: the appropriate answer will be determined by context, situation and adult-child relationship concerned. However, the general guidelines that follow could serve as basis for the development of an anti-bullying plan of action – at home, at school, or in the community.

i. First of all, ***get the full story*** – that is, the *what*, *how*, *when*, *where* and *why* of the situation, from ***both*** the bully and the one/s being bullied. Listen carefully, take it seriously and, if you feel that this is necessary, take notes for future reference.

ii. ***Work out a plan of action*** - not on your own, but with the cooperation of both parties - the bully and the bullied.
- ***Don't blame*** either party for the incident. Rather try to understand the reasons *(not excuses)* and/or source of the bullying behaviour.

- *Be supportive* – that is, do not give the impression that you reject, condemn or disapprove of the child: focus on that behaviour instead.

- **Ask** the parties concerned how *they* think the conflict could be solved so that neither party gets hurt. You could, for example talk about how the bully could make amends, how the victim could protect him/herself from being bullied again, etc.

- *Report* the bullying incident/s to the website or company where it occurred, without divulging the children's names. Microsoft could, for example, be contacted on *www.microsoft.com/reportabuse*.

- If necessary, **contact counselors** or other experts who have been trained in dealing with bullies and their victims and ask them for advice or help in resolving situations like these.

- Having dealt with a specific situation, **shift your focus**: from individuals to groups, and from reaction to prevention. You could, for example, prepare a lesson, run a workshop, or write a feature for your school or local newspaper on the ethical dimensions of online behaviour *(refer to the unit in your Workbook that deals with information ethics for ideas in this regard)*.

- Convince you community – school, church, local – of the need for **empathy training**. Training could focus, for example, on social and emotional issues – self-esteem, social responsibility, healthy/strong relationships,

emotional intelligence, personal and social boundaries, etc. *(for a list of well-tested programmes, go to **aka.ms/EffectivePrograms**)*

- Run a ***kindness campaign*** in your community – school, church, local – in which people are encouraged to do one kind thing for someone else each day. The recipient of this 'kindness' could be a friend, a family member, a teacher, or even a stranger. Involve your local newspaper or radio station, have a march, organize a 'Be kind' competition. Be creative - do whatever will work in your particular community or context – and or surf the net for ideas (*schoolclimate.or/bullybust/resources/key_resources*, for example).

Digital Wellness Programme

Intel Education and ACEIE collaborated to provide critical cyber wellness content to all citizens (students) of Africa to prepare them on the basics of safe and ethical online presence for today's digitally immersed world.

The Intel® Education Digital Wellness Programme is a free initiative that utilizes resources from Intel Security as well as Intel Education to train Communities, Parents, Educators and school aged children on ways to stay safe and secure and maintain good ethics in their online behavior.

Localization was done by ACEIE based at the University of Pretoria in consultation with the Departments of Post and Telecommunication services and Basic Education, as well as the Information for All Programme of the UNESCO office.

For more information with regards to Cybersafety, please review: **www.mcafee.com/onlinesafety**

www.up.ac.za/aceie

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