



Contribution by the United Arab Emirates

ONLINE CHILD PROTECTION IN THE CURRICULUM

Action required

This report is transmitted to the Council Working Group on Child Online Protection **for information.**



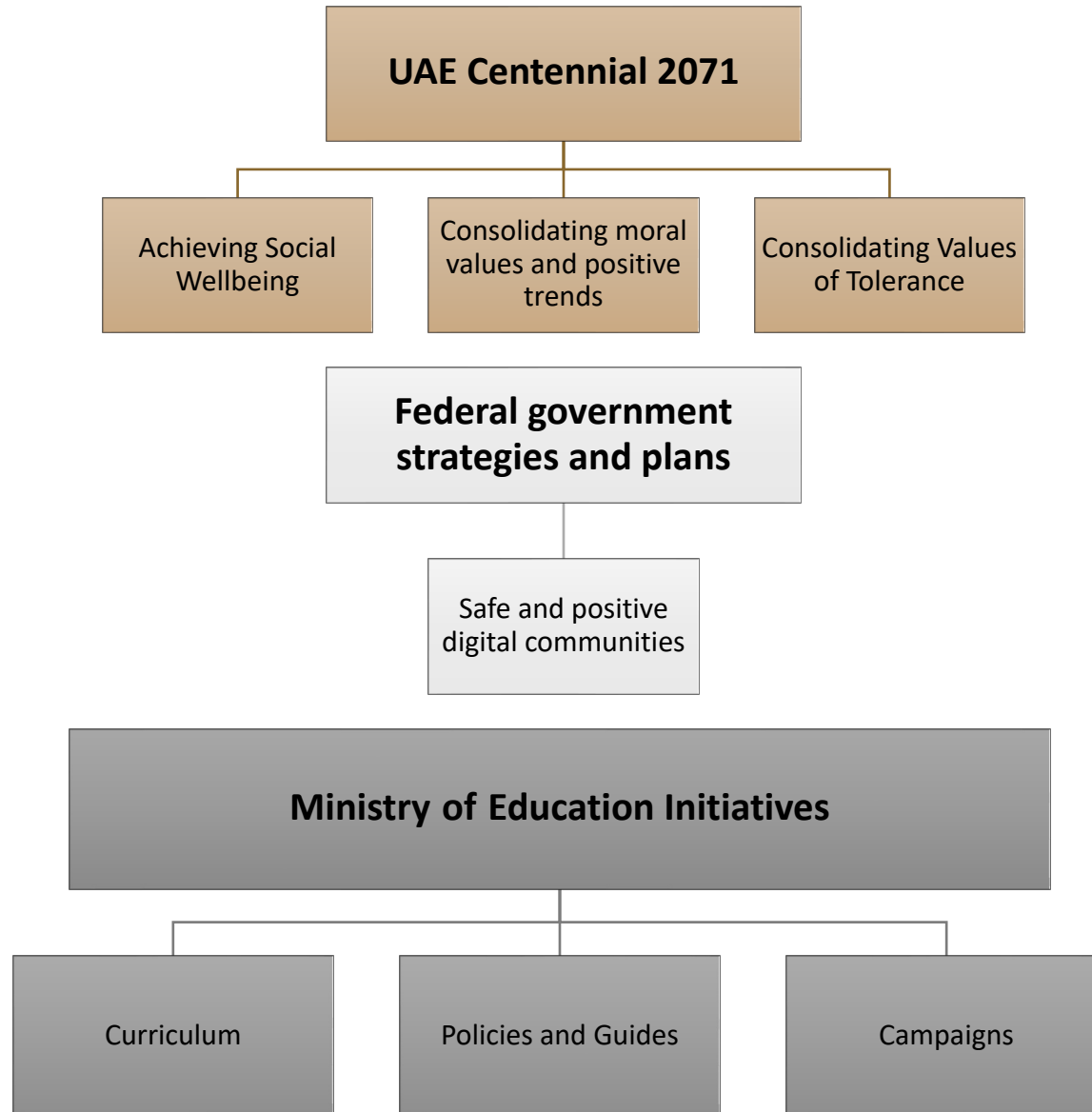
UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Online Child Protection in the Curriculum

Ministry of Education

January 2024

UAE Initiatives



Curriculum and Guides Overview

Digital Literacy Cross-curricular Framework

The purpose of the Digital Literacy Framework is to provide stakeholders with an outline of the importance of digital literacy and how its related concepts, skills, and values can be incorporated across all subject curricula. The framework provides a set of stage-appropriate goals aligned to national and international frameworks, which are informed by United Arab Emirates (UAE) national policies, the UAE Centennial 2071 pillars, and the Ministry of Education (MoE) Computing, Creative Design, and Innovation (CCDI) subject. The skills embedded within the Digital Literacy Framework act as indicators for academic readiness and build a strong foundation for entry into Higher Education institutions and future careers. Within the Digital Literacy Cross-curricular Framework, there is a domain that explicitly focusses on citizenship and protection.

Online Safety Curriculum Content

The UAE Ministry of Education strategically incorporates online safety lessons throughout various subjects, aligning with the Digital Literacy Framework's goals. This integration ensures students acquire crucial technology skills while fostering a deep understanding of responsible online practices. By drawing on national policies, the UAE Centennial 2071 pillars, and the Ministry's CCDI subject, the curriculum equips students to navigate the digital landscape competently and conscientiously. This approach not only prepares them for academic success but also instills the essential tools for thriving in our digitally interconnected world, aligning with the broader goals of the UAE's educational vision.

Safe Education and Anti-Cyberbullying Guide

A guide that includes practical steps taken by the student, guardian, and school to achieve a safe educational environment from cyberbullying including online gaming.

Digital Security Guide

A guide designed for academics, professionals, and social workers to promote awareness regarding digital protection, aiming to assess the skills students acquire for safeguarding themselves against virtual threats.

Awareness campaigns in the field of digital protection

- Awareness workshops for parents to educate them about the available digital prevention methods so that they can benefit from this knowledge to protect their children from any electronic danger.
- Celebrating World Cyberbullying Day by launching a guide to preventing cyberbullying and a video recording for training (workers in the field of social care, counselling, mental health, child protection, and special needs) to be used while working with students in the field of awareness, case studies, and treatment.
- A national campaign to raise awareness and prevent cyberbullying and its signs/its effects and the correct procedures followed to prevent, reduce, and treat its effects in a manner appropriate to different ages, in cooperation with the National Committee for the Prevention of Bullying in the School Environment ,
- An awareness cartoon series consisting of four episodes that addresses a number of dangers facing children in the digital world and introduces the appropriate ways of behaving .
- An awareness workshop targeting students in the second and third cycle to raise awareness about the risks facing children in the digital world and how to confront and prevent them. Through the workshop, students are also introduced to the relevant authorities to support and protect children.
- Training for parents to raise their awareness about child protection in all aspects, based on the national policy for child protection in educational institutions
- Electronic family consultations for parents in order to enhance family stability in building a student with psychological and social balance by providing family support to parents regarding the problems that hinder them from achieving family stability.

Digital prevention educational campaign

World Day for the Prevention of Cyberbullying

**National Bullying Prevention Week Campaign
(Cyberbullying)**

**The cartoon series “A Happy Student in the Digital
Environment”**

Awareness in digital protection

The role of the family in child protection

Family Counseling Initiative

Number of partners

32

Numbers of events

283

Numbers of beneficiaries

243,032



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Curriculum Examples

Digital Literacy Cross-curricular Framework

Example of the Citizen and Protection Domain

Citizenship and Protection

Table 4: Citizenship and Protection Level Progression

Citizenship and Protection				
<p>Digital citizenship refers to responsible positive engagement with digital technology and devices, and includes ensuring one’s own wellbeing, respecting the rights and dignity of other users, and being mindful of the effects of online actions on oneself and others. Digital protection complements digital citizenship by providing strategies for implementing security measures to protect devices, oneself, and other users from potential online risks. Students who are knowledgeable about their digital well-being, positive digital footprint and reputation, online privacy and security, and IPR ensure their health, happiness, and quality of life in relation to their use of technology and digital devices. Students who are information and AI literate can become more effective learners who are critical consumers of information and technology, empowered to make informed decisions and to participate effectively in a rapidly changing world. This domain and its strands permeate through all other domains.</p>				
Strand	Level	Knowledge	Skills	Attitude/Value
<p>Wellbeing</p> <p>By practicing good digital well-being habits, students can enjoy the benefits of technology while maintaining physical safety and good mental and emotional health. Students must develop the ability to manage their online presence with their physical and mental health in mind, understanding that cyber risks can have</p>	L1	<p>Mental: screen time, mindfulness and relaxation</p> <p>Physical: physical activity, posture</p> <p>Potential risks: Cyberbullying, addiction, eye strain, sleep disruption</p>	<p>Follow allocated screen timings and adhere to adult guidance when using technology.</p> <p>Recognize the potential impact of technology on personal well-being.</p> <p>Prioritize physical activity over online gaming.</p> <p>Identify instances of cyberbullying.</p>	<p>Respect allocated screen timings.</p> <p>Appreciate physical activity and its benefits.</p> <p>Acknowledge the significance of seeking assistance during periods of mental or physical strain.</p> <p>Encourage reporting of cyberbullying incidents.</p>
	L2	<p>Mental: digital distractions (links, pop-ups, ads, games, clickbait, nudging), mindfulness and relaxation</p> <p>Physical: lighting, positioning of devices, typing and clicking</p>	<p>Practice responsible digital behavior to avoid addiction and manage distractions.</p> <p>Prioritize mindfulness and relaxation techniques to maintain overall well-being.</p>	<p>Resist the urge to use technology.</p> <p>Appreciate that cyberbullying is a collective responsibility.</p>

Creative Computing, Design and Innovation Curriculum


Examples of lesson on **Online Safety** and **Ethics**

6th Student book

E-safety



Information ethics

Information ethics is a set of moral principles that control how to present, access, and use the information. One of the common issues of information ethics is violation of copyright issues. For example, duplicating copyrighted content without the author's approval, accessing personal information of others are some of the examples that violate ethical principles.



There are different steps to look for in information ethics:

- ⊙ We need to look for its **source**, who is creating the information, who is the author and where the information came from.
- ⊙ We need to look how the information is **presented**, if it is safe to use, and that nobody is going to misuse it.
- ⊙ While creating it, we need to **avoid bad language** that is not hurting anyone feelings or emotions. The information is not biased and providing one-sided view.
- ⊙ We need to make sure where we are **accessing** the information e.g., which platform is providing the information, is it a reliable website, social media platform etc.



Activity 1

89

6th Grade lesson on
Online Safety

E-safety

Digital addiction and captivation

Look at the following scenarios.

- ⊙ Ahmed got a new PlayStation on his birthday and now he plays games all the time on his PlayStation.
- ⊙ Fatima uses social media platforms a lot. She got easily distracted when a notification comes on her phone.
- ⊙ Abdulla likes to watch football matches and videos. Due to his interest in football, he constantly watches football videos and clips on his tablet.



The above scenarios show an addictive behaviour. When you do not have a control over using computing devices such as mobile phone, tablets, gaming consoles etc. and spending a lot of time on social media, playing games, using the internet, watching videos. It becomes an addiction.

Spending too much time on social media, playing games, using the internet is bad. It affects your health both mentally and physically, your social interaction with family, friends and it affects your studies.

131

6th Grade lesson on
Online Safety

Health Sciences Curriculum

Examples of lesson on Digital Health

Unit 9

Digital health

- 9.1 Social media
- 9.2 Negative effects of social media
- 9.3 Social media and healthcare
- 9.4 Online presence and digital footprint
- 9.5 Finding reliable online information

Introduction

Social media are websites and apps that let people connect with others. They are beneficial for sharing information and helping people to communicate, but they can have disadvantages too when they are used in the wrong way.

Most people use at least one type of social media every day, and they are also increasingly used in healthcare by patients and healthcare providers to find and share health information.

In this unit you will learn about what social media is and how it is used in healthcare. You will study some of the positive and negative points of social media and learn how to stay safe online. Finally, you will learn how to search for reliable online information.



11th Grade lesson on
Digital Health

9.4 Online Presence and digital footprint

Personal eSafety

As well as protecting your personal information, it is just as important to protect yourself and your online profile.



Discussion: Protecting yourself online

Can you think of any reasons why using the internet might not always be safe?

You have already learned that using the internet and social media can be a good way to share information and meet people. However, it can also be harmful because people can use the internet and social media to bully or hurt others. Your own personal use of the internet can harm your online profile too.



Digital safety services in the UAE

Computer Emergency Response Team (aeCERT)

The UAE has the Computer Emergency Response Team (aeCERT) which aims to improve information security in the UAE and protect the IT infrastructure from potential risks. aeCERT aims to ensure a safer cyberspace in the UAE. You can report cybersecurity concerns through aeCERT.



Salim

The UAE Computer Emergency Response Team (aeCERT) launched the initiative Salim, which is an online cybersecurity advisor, with the slogan "Towards a safe cyber culture".

The goal of this initiative is to spread knowledge about cyber safety to the community and have a generation that has knowledge about information security and is careful online.



Cyber C3

C3 is designed to produce digitally literate and responsible UAE citizens, who are able to benefit from online participation, while taking responsibility for their online behaviour. Cyber-citizenship is not only about safety and risk, it also encourages positive engagement in the online environment.



11th Grade lesson on
Online Presence and Digital
Footprint


English Curriculum

Examples of lesson on Online Safety and Cyberbullying

2 Digital communication

Lessons 5–6 Online safety

- Look at the picture. Which words do you know? What serious problem are they related to?
- Do you shop or bank online? How many social media sites do you use? Do you worry about security? How do you protect yourself?



Reading tip
Look for keywords in the headings in Activity 1 and their synonyms in the paragraphs.

1 Complete the following headings for online security with *do* or *don't*.

- _____ use the same password for several sites.
- _____ leave your phones and tablets unlocked.
- _____ be careful when using public Wi-Fi.
- _____ click on a link you had not expected to receive in an email.
- _____ think before you share information.
- _____ have more than one email account.
- _____ keep your credit card details on websites.

2 Match the *do* and *don't* headings in Activity 1 with the appropriate paragraph in the text below. Write the correct heading numbers in the boxes.

- It is a good idea to have one for shopping, one for banking and one for social media. An account which is compromised means you may lose everything.
- Identity theft is a serious crime. Thieves who have access to your personal details can take control of your life and use your identity for their own financial gain.
- Would you leave your front door open? The same applies to personal devices that hold a lot of personal information. It may be annoying to have to put in your password 20–30 times a day, but think of the alternative.
- Most public hotspots will not encrypt information, which means that any information leaving your device is susceptible to theft. Any malicious individual who is sitting nearby, with certain software, may have access to your encrypted data.
- With individuals having so many online accounts, it is tempting to re-use the same password. But remember, a person whose only password has been hacked could lose everything.
- Popular online stores and airlines often ask if you would like to save your payment details. Although data security breaches where personal financial information can be stolen are rare, it is better to be safe than sorry. Why take the risk?
- Phishing emails, which attempt to acquire personal information, are becoming more and more effective in targeting victims and persuading them to follow a link. Unless you are 100% certain, don't click!

Language Focus

3 Use *who* or *which* to combine and change the two sentences.

- We used the antivirus software. Fahad recommended it.

- Fatima is studying Computer Science at university. She is very intelligent.

- Can you remember ...
... a time when you made a big decision?

- ... a place where you met someone important to you?

- ... a person who has had a big influence on you?

- ... a person whose behaviour made you angry?

- ... a moment when you felt in danger?


- ... a job which you wanted to do when you were younger?

Use of English
Relative pronouns – We can use words such as *which*, *who*, *where*, *whose*, when to form relative clauses. Defining relative clauses defines or identifies the noun we are talking about. Non-defining relative clauses only provide additional information and not essential information about the noun we are talking about.
People who are careless online risk getting their devices hacked.
The technical magazine, which I bought yesterday, is very interesting.
In sentences which give essential information, that can be used instead of *which* or *who*.
An account which that is compromised means you may lose everything.
Any malicious person who that is sitting nearby may have access to your encrypted data.

Speaking

5 Look at the picture and discuss the questions.

- What is netiquette?
- Why is netiquette important?
- What *dos* and *don'ts* would you recommend for online behaviour?




12th Grade lesson on Online Safety

4 21st Century teenagers

Lessons 11–12 Cyberbullying

- What do you think cyberbullying means?
- How can someone be bullied online?




Reading

1 Discuss these questions with a partner.

- How might you know if someone you know is a victim of cyberbullying?
- What behaviour might they show? How might their behaviour change?

Now read the opening comment on a thread on a teenage chat forum and check your answers.




2 **ES** What advice would you give *asad123*?

Use of English
Read *Alia79*'s reply again in your Workbook.
Which words/expressions are used to give advice?
Which words/expressions are used to express obligation?
Can you think of any other words/expressions to give advice or express obligation?

Speaking

3 Look at the situations below. What advice could you give?

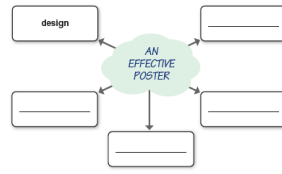
- Talk to other students and ask for their advice.
- Who gave the best advice?



Writing

4 What makes a good awareness raising poster? Put your ideas into the mind map below.

- Now imagine your school is taking part in an international campaign to promote safety online. You have been asked to design a poster to raise awareness of cyberbullying.
- In your groups, design a poster. Don't forget to use modals for obligation or advice, where appropriate.



12th Grade lesson on Cyberbullying

Arabic Curriculum

Examples of lesson on Cyberbullying

صُورُ التَّنَمُّرِ:

يُمْكِنُ أَنْ يَظْهَرَ التَّنَمُّرُ بَعْدَهُ صُورٌ:

- التَّنَمُّرُ الجَسَدِيّ: بِمِثْلِ الضَّرْبِ وَالدَّفْعِ وَالرَّكْلِ.
- التَّنَمُّرُ اللفظي: كالتَّهْمِ والتَّهْجِيمِ وَالتَّهْدِيدِ أَوْ اسْتِخْدَامِ أَسْمَاءِ الْفُرَادِ أَوْ الْقَابِيزِ اسْتِخْدَامًا يَلْمِ عَنِ الشَّعْرِيَّةِ وَالاسْتِهْزَاءِ.
- التَّنَمُّرُ الكِتَابِيّ: كَتَرْصُصِ مُلَصَّغَاتٍ مُسَيَّئَةٍ لِالْأَخْرِيصِ.
- اسْتِخْدَامُ المُتَنَفِّسِ، وَالتَّهْدِيدُ بِالْمُتَنَفِّسِ.
- التَّخَرُّصُ، وَهُوَ سُلُوكٌ مُفَرِّزٌ يُسَبِّبُ الخَوْفَ وَالْإِهَانَةَ لِلضَّحِيَّةِ، كَمَا يَتَسَبَّبُ فِي حُدُوثِ عَقْدِ نَفْسِيَّةٍ وَأَضْطِرَابَاتٍ سُلُوكِيَّةٍ لَا يُمْحَى أَنْزَهَا بِسَهُولَةٍ.

التَّنَمُّرُ الاجتماعيّ: وَيَعْنِي اسْتِخْدَامَ الصَّدَاقَاتِ لِلإِهْدَاءِ، وَذَلِكَ بِتَقْبَلِ الْأَكَاذِيبِ بَيْنَ الْأَصْدِقَاءِ وَنَشْرِ السَّائِعَاتِ، بِهَدَفِ إِفْسَادِ الْعِلَاقَةِ بَيْنَهُمْ.

التَّنَمُّرُ الإلكترونيّ، وَذَلِكَ بِاسْتِخْدَامِ الْهَاتِفِ، أَوْ مَوَاقِعِ التَّوَاصُلِ الاجتماعيّ، أَوْ الرِّسَالِ البريديَّةِ الإلكترونيَّةِ لِالتَّهْدِيدِ، أَوْ نَشْرِ سَوَادِثٍ مُؤْذِنَةٍ وَأَعْرَاقِيَّةٍ.

119

Moral, Social and Cultural Studies Curriculum

Examples of lesson on Cyberbullying

2 You have heard about and discussed three of the dangers that people face online. Now think about examples of each of these dangers.

Bullies have been around forever. We are all familiar with stories about the schoolyard bully. Modern technology has given bullies a whole new platform for their actions. Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person.

Most of the time cyberbullying is easy to spot – for example, a response to a status update on Facebook that is mean, or cruel. Other times it can be less obvious, posing personal information designed to hurt or embarrass another person. Cyberbullying also can happen accidentally. It is very hard to detect the sender's tone in a short text message. What one person thinks is a joke could hurt someone else's feelings.

Stalking is defined as harassing or threatening behaviour that is engaged in repeatedly. Such harassment can be either physical or virtual. People who have been physically stalked complain about someone following them or appearing at their home, school or place of business. Their stalker may make harassing phone calls, leave messages or objects, or sometimes even vandalize the person's property. Cyberstalking is similar to stalking, but instead the Internet or other electronic means are used to stalk or harass a person.

More dangerous than cyberbullying or stalking is online grooming. Online grooming happens when people form relationships with children online and pretend to be their friend. They do this by finding out information about their potential victim. They try to isolate the victim and may use flattery and promises of gifts or threats and intimidation in order to achieve some control over them.

Cyberbullying	Grooming	Stalking
.....
.....
.....

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Moral, Social and Cultural Studies | Grade 07 | Term 3


3 There is increasing awareness of the dangers of cyberbullying nowadays. Read your assigned story below. Then work in groups to answer the questions that follow.

Hessa

When she was in the 7th grade, Hessa met someone in an online chat room. This person forced her to share some personal information and then released it online. Hessa's personal information was released and went viral. Other kids at her school saw it and started to bully and tease her. She became really upset.

A year later, after she changed school, she found a new group of friends. However, her online stalker used her information to create a fake Facebook page. Most of her new friends started ignoring her, talking about her, and bullying her. She reveals her feelings in her video on YouTube, describing how she cried every night and how she lost all but one friend.

That one friend, Reem, realised what was going on. She did her best to comfort Hessa. When Hessa started missing school, Reem decided to take action. She could not go on seeing her friend being so sad and lonely. Reem confided in her teacher. She told her what had happened to Hessa and how she was the victim of cyberbullying. The teacher spoke with Hessa's parents who, in turn, contacted the police. Cyberbullying is a crime in the UAE. The police arrested the bully and he is now awaiting sentencing. Hessa is slowly returning to the happy, carefree person she once was.



a. How was social media used maliciously in this case?

b. What was it that affected the individual in the story?

c. How do you think that you would feel if you were in that person's shoes?

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7th Grade lesson on Electronic Abuse

Islamic Education Curriculum

Examples of lesson on Cyberbullying

اختيار الجليس

أثره خيراته:

- كانت مسجدة لتذكر توضح فيها كيفية استخدام مواقع التواصل الاجتماعي استخدامًا بائناً، ثم المرطها على زملائك في الصف.

أقيم ذاتي:

ما مدى التزامي بالقيم الواردة في الأثر؟

المرحلة	مستويات التزامي		
	ممتاز	جيد	موسم
1			
2			
3			
4			
5			
6			

اختيار الجليس

كيفية تصرفت في الموقف الآتي:

زميلك قد لم يمتدح كثيرًا بشغفك على الهروب من المدرسة فأراد أن الطردة لا تقبل.

شاهدت زميلك يُرسل رسالة مؤذيّة لزملة بالأكبر من هاتيه الأخرى.

وصفقت رسالة من أحد موقع التواصل الاجتماعي لتدعوك للانضمام لمجموعة غريبة مشهورة.

اشكر واستنتج:

أذكر الجمالته أهل السوء وفق الجنود الآتي:

من الجانب	الاراجانسة أهل السوء
الافسوس	
الافسوس	
الدين	
الافسوس	
الافسوس	

الدرس: الثالث

أجيب بقدرتي

اشكره كتاب

الحمل شروط اختيار الجليس الصالح.

ما المؤثرات التي تتركها من جليس ما؟

صنع موقع إلكتروني

بين الصفات الإيجابية الواجب توفرها في المواقع الإلكترونية.

قال رسول الله: الرجل على دين خليله فلينظر أحدكم من خليل - رواه أبو داود.

وقد قال الشاعر: عن العز لا تسأل وتسل عن فريبه
كل من بالمازني يفتدي.

وضح العلاقة بين هذا الحديث وبين الشعر.

ما وجهة رأيكما بحديث قرنا؟

الدرس: الثالث

أفهم حديث الرسول

الجليس الصالح

يزعم الرسول الكريم ﷺ في هذا الحديث بحسن اختيار الجليس الصالح، فقهه بحدائق السكينة والسكينة من أخص أروع الطب، فلهذا وعاء الحصول عليه، وكذلك الجليس الصالح، فالإنسان لا يتغير أن يمشي مشوارًا متمردًا عن أمره وتجنمه وتغيره، بل إن جملة الجليسي، وهذا تكلم شمولية أبناء أصدقائه، وإن تأثر الصاحب على صاحبه أكثر بكثير من تأثير الأب والأم والإخوة والعلماء المتعلمين.

والجليس الصالح يرفع الجليسي في كل أحواله، ولا يصف بكلمات الخير والثناء، ولا يحدك بتسليمه عارًا أو يسيء لخلق أهدافه من خلائك.

اشكر وأمل:

الجليس يفتني الباطن - أي ما يكون وجها لوجه مع الناس، ويغير الباطن - أي ما يتم عزز وسائق الأفعال.

Thank you



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