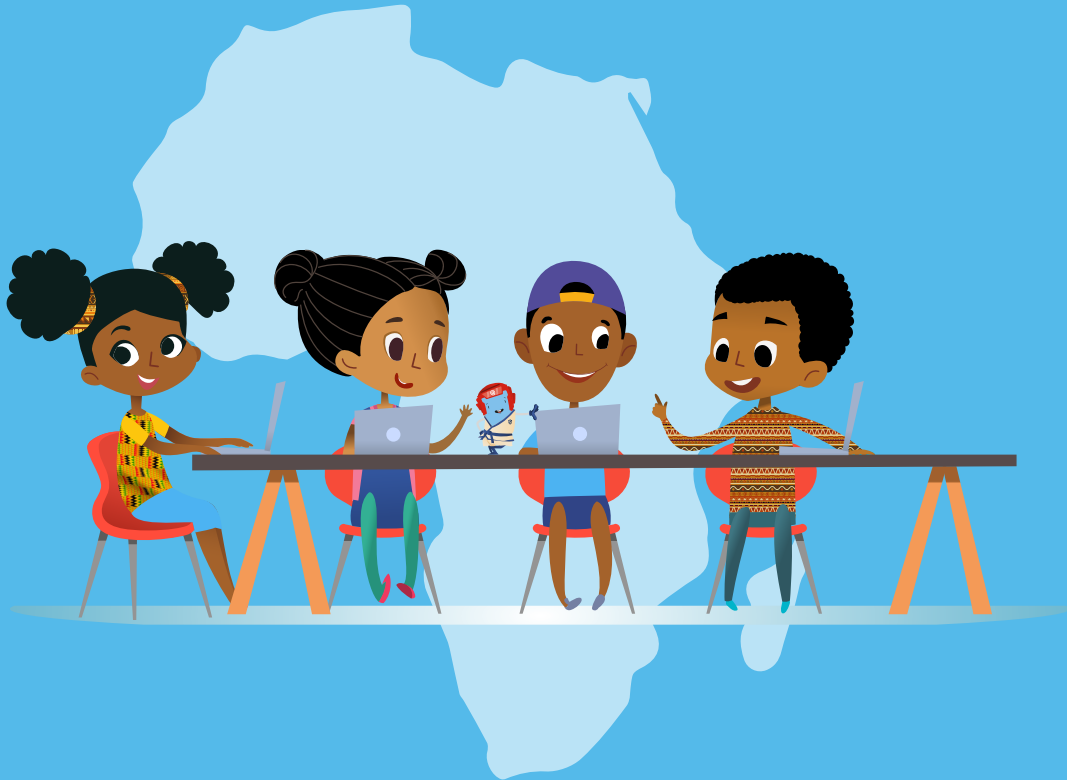


Online safety activity book

WORK WITH SANGO





contents

**Exercise 1: Rights vs
Wants**

3



Exercise 2: top 3

8



Exercise 3: Sharing

19



exercise 4: Advice

20



exercise 5: Trust

21



Exercise 6: Messages

25



Exercise 7: Blocked

26



Exercise 8: response

28



Exercise 9: Support

29



Exercise 10: Warning

30



Exercise 11: Protection

32



Exercise 12: SHIELDS

36



Your name

Exercise 1

Rights vs Wants

What's the difference between a right and a want? Write whether they are a "right" or a "want" underneath.



01

Your own bedroom

R | | W

03

Protection from discrimination

R | | W

05

Education

R | | W

07

Play

R | | W

09

Freedom to practise your own culture, language and beliefs

R | | W

02

Fast Food

R | | W

04

Money to spend as you like

R | | W

06

Holiday trips

R | | W

08

Sending messages on a mobile phone

R | | W

10

A decent shelter

R | | W

Your name

Exercise 1

Rights vs Wants

What's the difference between a right and a want? Write whether they are a "right" or a "want" underneath.



11

The latest fashion

R | | W

13

Clean air

R | | W

15

Protection from abuse
and neglect

R | | W

17

Medical care when
you need it

R | | W

12

Using a laptop
computer

R | | W

14

Nutritious food

R | | W

16

Watching
television

R | | W

18

The opportunity to express
your opinion and be listened to

R | | W

● Your name ●

Convention on the rights of the child



 1 DEFINITION OF A CHILD	 2 NO DISCRIMINATION	 3 BEST INTERESTS OF THE CHILD	 4 MAKING RIGHTS REAL	 5 FAMILY GUIDANCE AS CHILDREN DEVELOP	 6 LIFE, SURVIVAL AND DEVELOPMENT	 7 NAME AND NATIONALITY
 8 IDENTITY	 9 KEEPING FAMILIES TOGETHER	 10 CONTACT WITH PARENTS ACROSS COUNTRIES	 11 PROTECTION FROM KIDNAPPING	 12 RESPECT FOR CHILDREN'S VIEWS	 13 SHARING THOUGHTS FREELY	 14 FREEDOM OF THOUGHT AND RELIGION
 15 SETTING UP OR JOINING GROUPS	 16 PROTECTION OF PRIVACY	 17 ACCESS TO INFORMATION	 18 RESPONSIBILITY OF PARENTS	 19 PROTECTION FROM VIOLENCE	 20 CHILDREN WITHOUT FAMILIES	 21 CHILDREN WHO ARE ADOPTED
 22 REFUGEE CHILDREN	 23 CHILDREN WITH DISABILITIES	 24 HEALTH, WATER, FOOD, ENVIRONMENT	 25 REVIEW OF A CHILD'S PLACEMENT	 26 SOCIAL AND ECONOMIC HELP	 27 FOOD, CLOTHING, A SAFE HOME	 28 ACCESS TO EDUCATION
 29 AIMS OF EDUCATION	 30 MINORITY CULTURE, LANGUAGE AND RELIGION	 31 REST, PLAY, CULTURE, ARTS	 32 PROTECTION FROM HARMFUL WORK	 33 PROTECTION FROM HARMFUL DRUGS	 34 PROTECTION FROM SEXUAL ABUSE	 35 PREVENTION OF SALE AND TRAFFICKING
 36 PROTECTION FROM EXPLOITATION	 37 CHILDREN IN DETENTION	 38 PROTECTION IN WAR	 39 RECOVERY AND REINTEGRATION	 40 CHILDREN WHO BREAK THE LAW	 41 BEST LAW FOR CHILDREN APPLIES	 42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
 43-54 HOW THE CONVENTION WORKS	CONVENTION ON THE RIGHTS OF THE CHILD					

Your name

Convention on the rights of the child



1
DEFINITION OF A CHILD
A child is any person under the age of 18.



2
NO DISCRIMINATION
All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



3
BEST INTERESTS OF THE CHILD
When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



4
MAKING RIGHTS REAL
Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



5
FAMILY GUIDANCE FOR CHILDREN DEVELOPMENT
Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



6
SURVIVAL AND DEVELOPMENT
Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



7
NAME AND NATIONALITY
Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



8
IDENTITY
Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



9
PARENTS TOGETHER
Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



10
CONTACT WITH PARENTS
If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



11
PROTECTION FROM KIDNAPPING
Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.



12
CHILDREN'S VIEWS
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



13
CHILDREN'S THOUGHTS
Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



14
FREEDOM OF THOUGHT AND RELIGION
Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.



15
SAFETY OF CHILDREN
Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



16
PROTECTION OF PRIVACY
Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.



17
ACCESS TO INFORMATION
Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



18
RESPONSIBILITY OF PARENTS
Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



19
PROTECTION FROM VIOLENCE
Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



20
CHILDREN WITHOUT FAMILIES
Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



21
CHILDREN WHO ARE ADOPTED
When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.

Your name

Convention on the rights of the child



Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.



Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.



Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.



Every child who has been placed somewhere away from home - for their care, protection or health - should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.



Governments should provide money or other support to help children from poor families.



Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.



Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.



Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.



Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.



Every child has the right to rest, relax, play and to take part in cultural and creative activities.



Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.



Governments must protect children from taking, making, carrying or selling harmful drugs.



The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.



Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).



Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.



Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.



Children have the right to be protected during war. No child under 15 can join the army or take part in war.



Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.



Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.



If the laws of a country protect children's rights better than this Convention, then those laws should be used.



Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.



These articles explain how governments, the United Nations - including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.

Your name

Exercise 2

top 3

What are the top three rights you need when you go online?



Find more on children rights at
<https://www.unicef.org/media/56661/file>



Right 01

Right 02

Right 03

The African Charter on the Rights and Welfare of the Child

PART 1: RIGHTS AND DUTIES



Article 1: Member States of the Organization of African Unity Parties will recognize the rights, freedoms and duties in this Charter and will adopt laws these rights. Any custom, tradition, cultural or religious practice that is inconsistent with these rights are discouraged.

Article 2: A child means every human being below the age of 18 years.

Article 3: Every child should be allowed to enjoy the rights and freedoms in this Charter, regardless of his or her race, ethnic group, colour, sex, language, religion, political or other opinion, national and social origin, fortune, birth or other status.

Article 4: If children can voice their opinions, then those opinions should be heard and taken into consideration during legal and administrative proceedings.

Article 5: Every child has a right to live.

Article 6: Every child has the right to be named and registered at birth.

Article 7: Every child who is capable of communicating his or her own views should be allowed to express his or her opinions freely.

Article 8: Every child has the right to free association and freedom of peaceful assembly, in conformity with the law.

Article 9: Every child has the right to freedom of thought, conscience and religion.

Article 10: Children have a right to privacy.

Article 11: Every child has the right to an education, to develop his or her personality, talents and mental and physical abilities to their fullest potential. This education also includes the preservation and strengthening of positive African morals, traditional values and cultures. Governments should also take special measures in respect of female, gifted and disadvantaged children, to ensure equal access to education for all sections of the community.

Article 12: Children have a right to play and to participate fully in cultural and artistic life.

Article 13: Every child who is mentally or physically disabled has the right to special protection to ensure his or her dignity, promote his self-reliance and active participation in the community.

Article 14: Every child shall have the right to enjoy the best attainable state of physical, mental and spiritual health. This includes the provision of nutritious food and safe drinking water, as well as adequate health care.

Article 15: Children should be protected from all forms of economic exploitation and from performing any work that is likely to be hazardous or to interfere with their physical, mental, spiritual, moral, or social development.

Article 16: Children should be protected from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse.

Article 17: Every child accused or found guilty of having broken the law should receive special treatment, and no child who is imprisoned or should be tortured or otherwise mistreated.

Article 18: Families are the natural unit and basis for society, and should enjoy special protection.

Article 19: Children should, whenever possible, have the right to live with their parents. No child should be separated from his or her parents against his or her will, except when authorities believe it would be in the child's best interest.

Article 20: Parents or other persons responsible for the child should always act in the best interest of the child.

Article 21: Governments should do what they can to stop harmful social and cultural practices, such as child marriage, that affect the welfare and dignity of children.

Article 20: Parents or other persons responsible for the child should always act in the best interest of the child.

Article 21: Governments should do what they can to stop harmful social and cultural practices, such as child marriage, that affect the welfare and dignity of children.

Article 22: Children should not be recruited as soldiers, nor should they take a direct part in fighting wars.

Article 23: Refugee Children should receive appropriate protection and humanitarian assistance.

Article 24: Children who are separated from their parents should get special protection and should be provided with alternative family care. States should also take all possible steps to trace and re-unite children with parents.

Article 25: States should address the special needs of children living under regimes practicing racial, ethnic, religious or other forms of discrimination.

Article 26: Children should be protected from all forms of sexual exploitation and sexual abuse.

Article 27: Children should be protected from the use of narcotics and illicit use of psychotropic substances.

Article 28: Governments should take appropriate measures to prevent the abduction, the sale of, or traffic of children for any purpose.

Article 29: States should provide special treatment to expectant mothers and to mothers of infants and young children who have been accused or found guilty of breaking the law.

Article 30: Children have responsibilities towards their families and societies, to respect their parents, superiors and elders, to preserve and strengthen African cultural values in their relation with other members of their communities.



Article 31: The Committee

An African Committee of Experts on the Rights and Welfare of the Child hereinafter called 'the Committee' shall be established within the Organization of African Unity to promote and protect the rights and welfare of the child.

Article 32: Composition

1. The Committee shall consist of 11 members of high moral standing, integrity, impartiality and competence in matters of the rights and welfare of the child.
2. The members of the Committee shall serve in their personal capacity.
3. The Committee shall not include more than one national of the same State.

Article 33: Election

As soon as this Charter shall enter into force the members of the Committee shall be elected by secret ballot by the Assembly of Heads of State and Government from a list of persons nominated by the States Parties to the present Charter.

Article 34: Candidates

Each State Party to the present Charter may nominate not more than two candidates. The candidates must have one of the nationalities of the States Parties to the present Charter. When two candidates are nominated by a State, one of them shall not be a national of that State.

Article 35

1. The Secretary-General of the Organization of African Unity shall invite States Parties to the present Charter to nominate candidates at least six months before the elections.
2. The Secretary-General of the Organization of African Unity shall draw up in alphabetical order, a list of persons nominated and communicate it to the Heads of State and Government at least two months before the elections.

Article 36: Term of Office

1. The members of the Committee shall be elected for a term of five years and may not be re-elected, however. The term of four of the members elected at the first election shall expire after two years and the term of six others, after four years.
2. Immediately after the first election, the Chairman of the Assembly of Heads of State and Government of the Organization of African Unity shall draw lots to

determine the names of those members referred to in sub-paragraph 1 of this Article.

3. The Secretary-General of the Organization of African Unity shall convene the first meeting of Committee at the Headquarters of the Organization within six months of the election of the members of the Committee, and thereafter the Committee shall be convened by its Chairman whenever necessary, at least once a year.

Article 37: Bureau

1. The Committee shall establish its own Rules of Procedure.
2. The Committee shall elect its officers for a period of two years.
3. Seven Committee members shall form the quorum.
4. In case of an equality of votes, the Chairman shall have a casting vote.
5. The working languages of the Committee shall be the official languages of the OAU.

Article 38: Vacancy

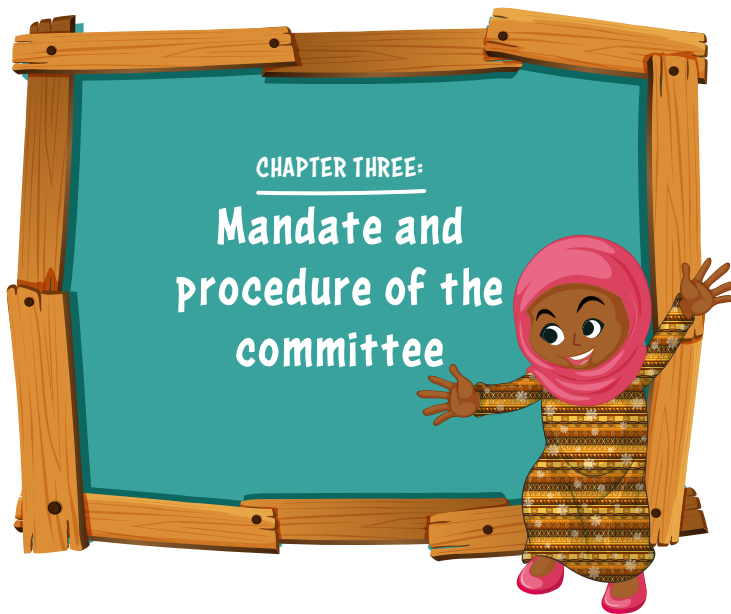
If a member of the Committee vacates his office for any reason other than the normal expiration of a term, the State which nominated that member shall appoint another member from among its nationals to serve for the remainder of the term - subject to the approval of the Assembly.

Article 39: Secretariat

The Secretary-General of the Organization of African Unity shall appoint a Secretary for the Committee.

Article 40: Privileges and Immunities

In discharging their duties, members of the Committee shall enjoy the privileges and immunities provided for in the General Convention on the Privileges and Immunities of the Organization of African Unity.



Article 42: Mandate

The functions of the Committee shall be:

- a) To promote and protect the rights enshrined in this Charter and in particular to:
 - (i) collect and document information, commission inter-disciplinary assessment of situations on African problems in the fields of the rights and welfare of the child, organize meetings, encourage national and local institutions concerned with the rights and welfare of the child, and where necessary give its views and make recommendations to Governments;
 - (ii) formulate and lay down principles and rules aimed at protecting the rights and welfare of children in Africa;
 - (iii) cooperate with other African, international and regional Institutions and organizations concerned with the promotion and protection of the rights and welfare of the child.
- b) To monitor the implementation and ensure protection of the rights enshrined in this Charter.
- c) To interpret the provisions of the present Charter at the request of a State Party, an Institution of the Organization of African Unity or any other person or Institution recognized by the Organization of African Unity, or any State Party.

d) Perform such other task as may be entrusted to it by the Assembly of Heads of State and Government, Secretary-General of the OAU and any other organs of the OAU or the United Nations.

Article 43: Reporting Procedure

1. Every State Party to the present Charter shall undertake to submit to the Committee through the Secretary-General of the Organization of African Unity, reports on the measures they have adopted which give effect to the provisions of this Charter and on the progress made in the enjoyment of these rights:

- a. within two years of the entry into force of the Charter for the State Party concerned; and
- b. and thereafter, every three years.

2. Every report made under this Article shall:

- a. contains sufficient information on the implementation of the present Charter to provide the Committee with comprehensive understanding of the implementation of the Charter in the relevant country; and
- b. shall indicate factors and difficulties, if any, affecting the fulfillment of the obligations contained in the Charter.

3. A State Party which has submitted a comprehensive first report to the Committee need not, in its subsequent

reports submitted in accordance with paragraph 1 (a) of this Article, repeat the basic information previously provided.

Article 44: Communications

1. The Committee may receive communication, from any person, group or nongovernmental organization recognized by the Organization of African Unity, by a Member State, or the United Nations relating to any matter covered by this Charter.

2. Every communication to the Committee shall contain the name and address of the author and shall be treated in confidence.

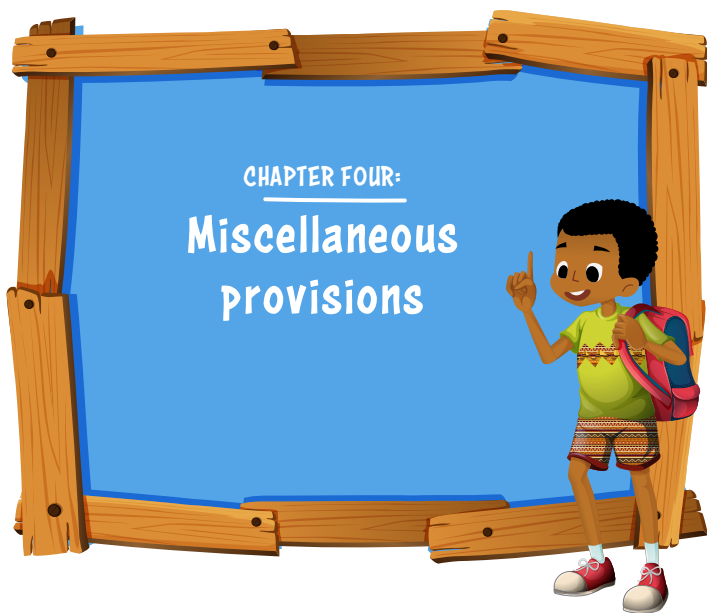
Article 45: Investigations by the Committee

1. The Committee may, resort to any appropriate method of investigating any matter falling within the ambit of the present Charter, request from the States Parties any information relevant to the implementation of the Charter and may also resort to any appropriate method of investigating the measures the State Party has adopted to implement the Charter.

2. The Committee shall submit to each Ordinary Session of the Assembly of Heads of State and Government every two years, a report on its activities and on any communication made under Article [44] of this Charter.

3. The Committee shall publish its report after it has been considered by the Assembly of Heads of State and Government.

4. States Parties shall make the Committee's reports widely available to the public in their own countries.



Article 46: Sources of Inspiration

The Committee shall draw inspiration from International Law on Human Rights, particularly from the provisions of the African Charter on Human and Peoples' Rights, the Charter of the Organization of African Unity, the Universal Declaration on Human Rights, the International Convention on the Rights of the Child, and other instruments adopted by the United Nations and by African countries in the field of human rights, and from African values and traditions.

Article 47: Signature, Ratification or Adherence

1. The present Charter shall be open to signature by all the Member States of the Organization of African Unity.

2. The present Charter shall be subject to ratification or adherence by Member States of the Organization of African Unity. The instruments of ratification or adherence to the present Charter shall be deposited with the Secretary-General of the Organization of African Unity.

3. The present Charter shall come into force 30 days after the reception by the Secretary General of the Organization of African Unity of the instruments of ratification or adherence of 15 Member States of the Organization of African Unity.

Article 48: Amendment and Revision of the Charter

1. The present Charter may be amended or revised if any State Party makes a written request to that effect to the Secretary-General of the Organization of African Unity, provided that the proposed amendment is not submitted to the Assembly of Heads of State and Government for consideration until all the States Parties have been duly notified of it and the Committee has given its opinion on the amendment.

2. An amendment shall be approved by a simple majority of the States Parties.

Agenda 2040 lists these ten aspirations as Africa's Agenda for children: Fostering an Africa Fit for Children

- **Aspiration 1:** The African Children's Charter, as supervised by the African Children's Committee, provides an effective continental framework for advancing children's rights.

- **Aspiration 2:** An effective child-friendly national legislative, policy and institutional framework is in place in all member States.

- **Aspiration 3:** Every child's birth and other vital statistics are registered.

- **Aspiration 4:** Every child survives and has a healthy childhood.

- **Aspiration 5:** Every child grows up well-nourished and with access to the basic necessities of life.

- **Aspiration 6:** Every child benefits fully from quality education.

- **Aspiration 7:** Every child is protected against violence, exploitation, neglect and abuse.

- **Aspiration 8:** Children benefit from a child-sensitive criminal justice system.

- **Aspiration 9:** Every child is free from the impact of armed conflicts and other disasters or emergency situations.

- **Aspiration 10:** African children's views matter.

● Your name ●

Exercise 3

Sharing

Circle the people who you think can see the things you say, do and post online.



01 My social media posts

- Friends _____
- Tech companies _____
- Family _____
- Strangers _____
- Government _____
- Businesses _____

Other :
.....

Why?:
.....
.....



02 My personal information (e.g. address, name)

- Friends _____
- Tech companies _____
- Family _____
- Strangers _____
- Government _____
- Businesses _____

Other :
.....

Why?:
.....
.....



03 My physical location

- Friends _____
- Tech companies _____
- Family _____
- Strangers _____
- Government _____
- Businesses _____

Other :
.....

Why?:
.....
.....



04 My search history

- Friends _____
- Tech companies _____
- Family _____
- Strangers _____
- Government _____
- Businesses _____

Other :
.....

Why?:
.....
.....



Your name


exercise 4

Advice

Read what other young people had to say about their online safety and privacy. Do you agree with these statements? Why/why not? Write your answers in the boxes below.


Shade the stars to show how much you agree with the sentence





"I'm really worried about hackers who can break into data storage systems and use my data"

☆☆☆☆



.....


.....

.....

.....


.....

.....



"I have all my privacy and security settings on so I'm not really worried about my data"

☆☆☆☆



.....


.....

.....

.....


.....

.....



"One of my online friends who I haven't met in real life asked me if I wanted to meet up in person. I don't think I'll go..."

☆☆☆☆



.....

.....

.....

.....

.....

.....

Your name

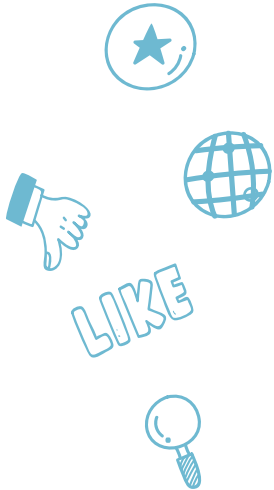
exercise 5

Trust

Look at the screenshots on the handout and think about whether you would trust information from these websites.

Unicef

What type of website is this ? Do you think this website is trustworthy? Why/why not?



Your name

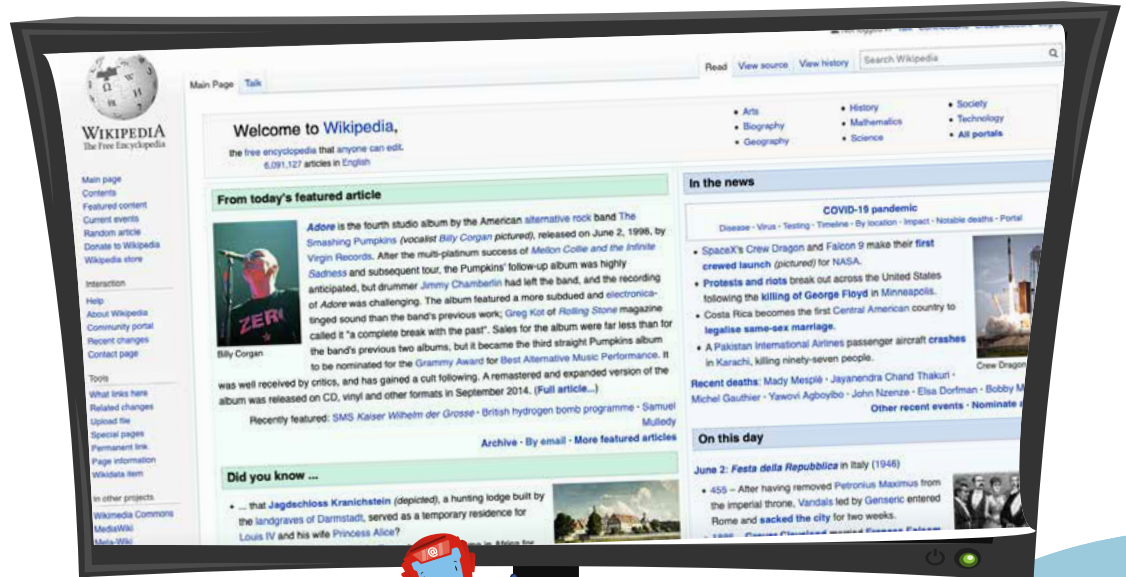
exercise 5

Trust

Look at the screenshots on the handout and think about whether you would trust information from these websites.

Wikipedia

What type of website is this ? Do you think this website is trustworthy? Why/why not?



LIKE



Your name

the betoota advocate

exercise 5

Trust

Look at the screenshots on the handout and think about whether you would trust information from these websites.

What type of website is this ? Do you think this website is trustworthy? Why/why not?



● Your name ●

exercise 5

Trust

Look at the screenshots on the handout and think about whether you would trust information from these websites.



Web md

What type of website is this ? Do you think this website is trustworthy? Why/why not?



Your name

Exercise 6

Messages

Write a text message to a friend giving them advice about how young people should treat each other when they go online.



Ways they should behave



Things they should never do



Ways they should behave



Things they should never do





● Your name ●

Exercise 7



Blocked

Have you ever blocked someone online? What did they do to make you block them? Read the stories and decide if you would block this person.




One of your classmates has been sending you mean text messages every day for the last three weeks.

Why?/Why not?



.....

.....

.....



.....

.....



.....

.....


.....

Your best friend makes a rude comment about you in a group chat. They're usually nice to you online.

Why?/Why not?



.....

.....

.....



.....

.....



.....

.....


.....

A stranger sends you a friend request Facebook. You don't recognise their picture.

Why?/Why not?



.....

.....

.....

.....

.....

.....

.....

.....


Your name

Exercise 7


Blocked

Have you ever blocked someone online? What did they do to make you block them? Read the stories and decide if you would block this person.






Your mum adds you as a friend and tags you in some baby photos. You don't want your friends to see them



Why?/Why not?



.....

.....

.....


.....

.....


.....

.....


.....



Someone you've been chatting to online asks you to send them a nude photo. You don't feel comfortable.



Why?/Why not?



.....

.....

.....


.....

.....


.....

.....


.....



Someone from your school sends you a video that shows some graphic violence.



Why?/Why not?



.....

.....

.....

.....

.....

.....

.....

.....

Your name

Exercise 8

Response

If someone is being bullied online, we have a responsibility to do something about it. What do you think each of these people should do to stop cyberbullying or help the person being bullied?



The person being bullied

Friends (the bully's friends or the friends of the person being bullied)"

Other bystanders

Exercise 9

Support

Do you know what resources are available in your country to help young people if something upsets you or worries you online? For example, is there a person, a website or an organisation that you know of that you can go to for help? How did you hear about them?



It's okay if nothing comes to mind! Try doing a quick internet search and tell us what information you find!

Exercise 10

Warning

There are lots of different kinds of people, activities or experiences that you can encounter on the internet. You might think some of these things are less safe, or more safe, than others. How do you rate some of these activities (e.g. meeting someone face-to-face that you met online)?

*Cut out sentences and
stick them to the line
on the next page*



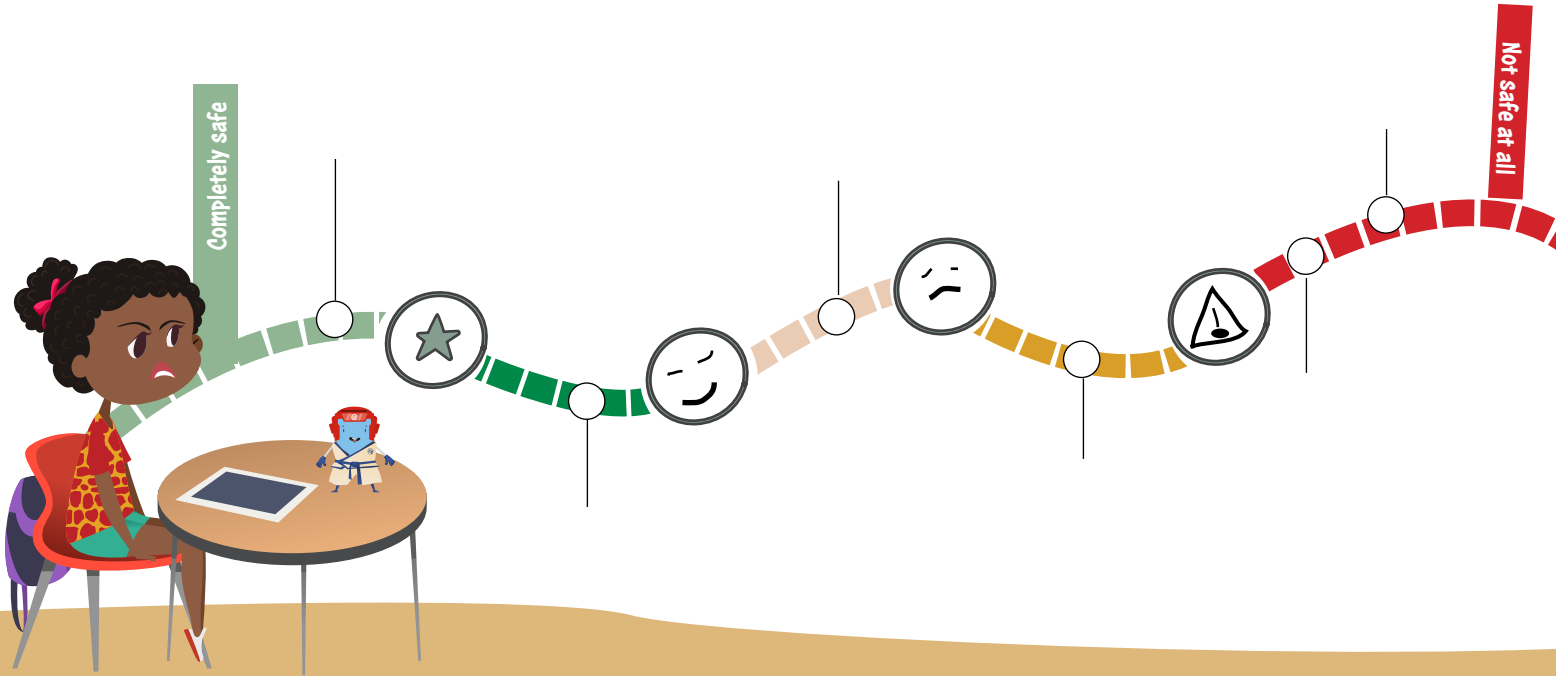
- 1 Sharing personal information (e.g. home address)
- 2 Meeting up with someone you met online
- 3 Chatting to a stranger
- 4 Sending a private photo to a friend
- 5 Accepting friend requests from someone you don't know
- 6 Using google to do research for school work

Your name

Exercise 10

Warning

Green is completely safe,
and red is not safe at all.
if there's something missing
from the list, write it on!




Exercise 11

Protection

 What is happening to her?

You



 Who could they ask for help or talk to about the problem?

You



Social media



Friend



Friend



Friend



Friend

Jamila is in year 8 at school. For the last month, she has been receiving anonymous messages which say mean things about her clothes and hairstyle

One day, one of her friends tells her that a fake Instagram account with her name has been set up and is sending people rude pictures.

Jamila is scared to go to school in case she is teased about it.



Would you feel prepared to deal with this risk?



What could you do to protect yourself?




Exercise 11

Protection

 What is happening to her?

You



 Who could they ask for help or talk to about the problem?

You



Social media



Friend



Friend



Friend



Friend

Gino is 15 years old. He loves playing online games and will often play late into the night.

Each day, he spends at least 10 hours playing on the computer. At first it was just for fun, but Gino has started skipping school to play games and doesn't want to take part in activities with his friends or family any more.

He is becoming more socially isolated and his family are worried about his mental health.



Would you feel prepared to deal with this risk?



What could you do to protect yourself?



Your name

Exercise 11

Protection

What is happening to her?

You



Who could they ask for help or talk to about the problem?

You



Social media



Friend



Friend



Friend



Friend

Kofi is 16 years old. His mother posts a photo on her social media account of Kofi when he was 3 without his permission.

In the photo, Kofi is playing naked on the beach with some friends. His mother loves the photo and wants to share it with her friends and family who she is connected with on Facebook, but Kofi doesn't feel comfortable with it being online.



Would you feel prepared to deal with this risk?



What could you do to protect yourself?



Your name


Exercise 11

Protection

 What is happening to her?

You



 Who could they ask for help or talk to about the problem?

You



Social media



Friend



Friend



Friend



Friend

Kofi is 16 years old. His mother posts a photo on her social media account of Kofi when he was 3 without his permission.

In the photo, Kofi is playing naked on the beach with some friends. His mother loves the photo and wants to share it with her friends and family who she is connected with on Facebook, but Kofi doesn't feel comfortable with it being online.



Would you feel prepared to deal with this risk?



What could you do to protect yourself?



This activity book has been developed by the International Telecommunication Union (ITU) and a working group of contributing authors from leading institutions in the sector of child rights and child protection in the digital environment.

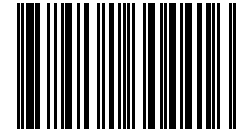
The activities are based on those developed by the Young and Resilient Research Centre at Western Sydney University, with support from the 5Rights Foundation, to inform the drafting of the UNCRC General Comment on Children's Rights in the Digital Environment.

This work would not have been possible without the time, enthusiasm and dedication of the contributing authors and ITU graphic team.

ITU is grateful to all of the following partners, who have created this resource for children by contributing their valuable time and insights: Amy Jones and Olivia Solari Yrigoyen (Child Rights Connect), John Carr (ECPAT International) as well as Amanda Third and Lilly Moody (Western Sydney University)

www.itu.int/cop

ISBN: 978-92-61-30441-6



9 789261 304416