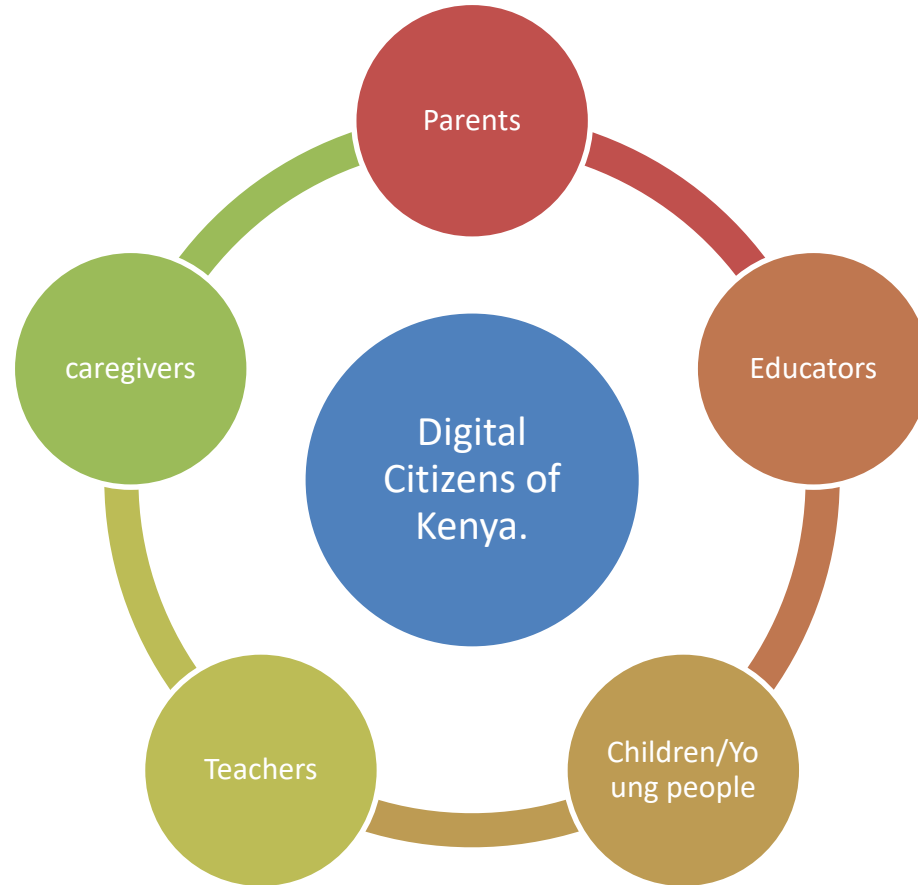




The Educator as the Community Facilitators.
#COP4Africa



The partnership for Digital Citizenship



The partnership for Digital Citizenship

- The partnership should hold the understanding that digital citizenship does not just affect one child's personal safety, but applies to the digital environment of all technology users alike. For example, a student may understand how to protect their own privacy and personal information online, but they must learn to extend those protections and respect to other students as well.
- True digital citizenship means that all users of technology—internet, social media, online games and more—can enjoy the benefits and opportunities of their online activities, without causing undue risk to their own welfare and safety and to that of others.



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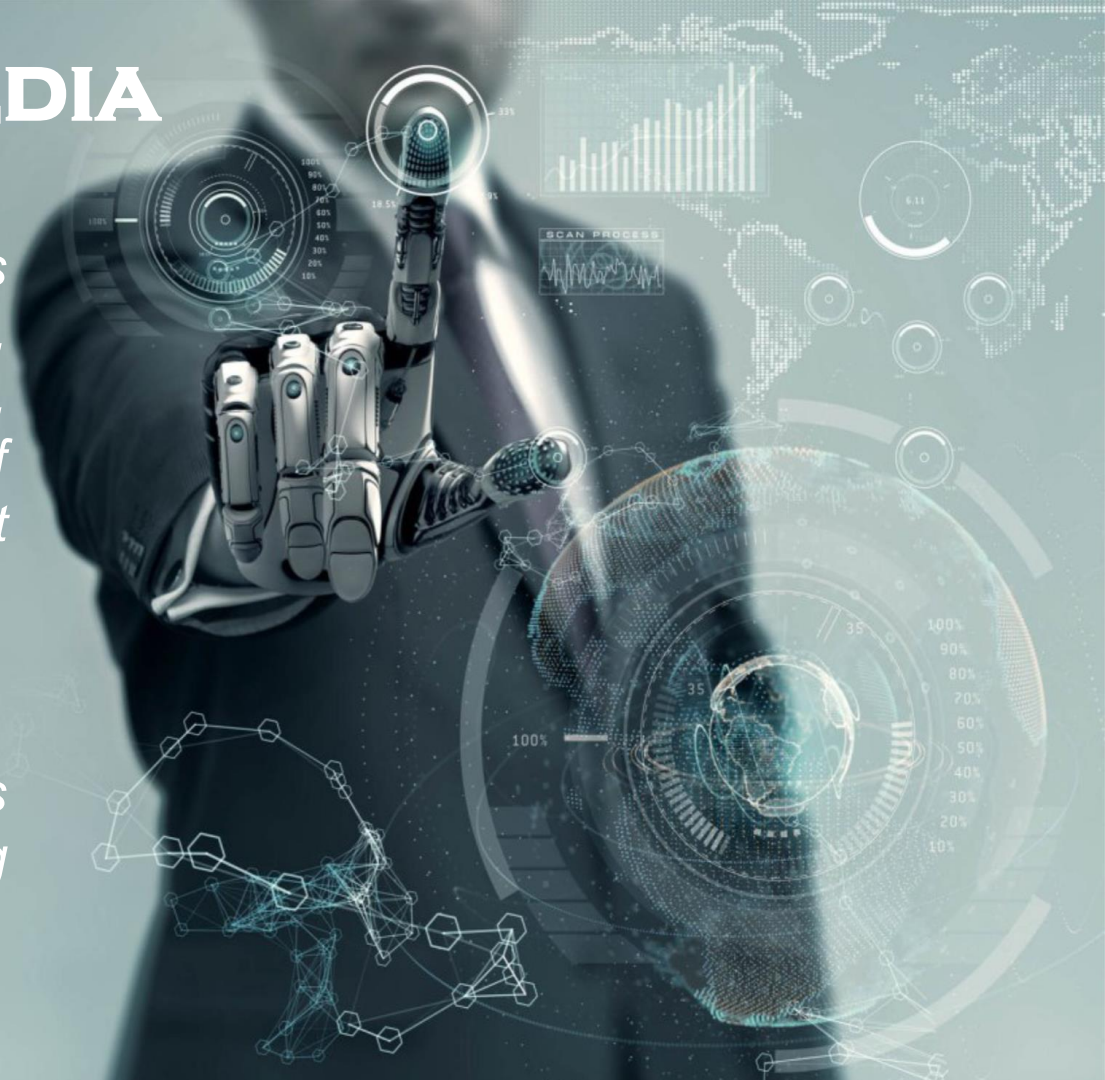


- ✓ Children and teenagers are using mobile technology and the internet more than ever before.
- ✓ The COVID-19 has compelled most parents get smartphones and other devices for children. The benefits this technology brings are great.
- ✓ Young people can use this technology to socialize, play and learn online. While we talk about the better we cannot lose sight of the fact that greater access to the internet also brings increased exposure to online threats such as cyber bullying and inappropriate content.

EDUCATOR & MEDIA LITERACY

In an era where there is almost an information overload, a person's ability to access, evaluate the amount of information available is a great asset.

A student's appreciation of this makes life a lot more meaning for all.



Why do we need media literacy in the school environment?



The purpose of media literacy education is to help individuals of all ages develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators and active citizens in today's world.

Core principles of media Literacy education

- ❑ Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.
- ❑ Media Literacy Education expands the concept of literacy (i.e., reading and writing) to include all forms of media.
- ❑ Media Literacy Education builds and reinforces skills for learners of all ages. Like print literacy, those skills necessitate integrated, interactive, and repeated practice.
- ❑ Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society.
- ❑ Media Literacy Education recognizes that media are a part of culture and function as agents of socialization.
- ❑ Media Literacy Education affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.

What about an ethical frame for the Educator?

An educator should consider the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

- The professional educator uses technology in a responsible manner.
- The professional educator ensures students' safety and well-being when using technology.
- The professional educator maintains confidentiality in the use of technology.
- The professional educator promotes the appropriate use of technology in educational settings.
- Helps students connect Digital Citizenship and Character Education.

The ideal school board in a digital era

For any school to thrive well in the world today, there has to be a lot of adjustment and re-tuning. This will lead to some critical steps taken in ensuring the school system is conducive for both the authorities, the community and the child.

There is the need for an agenda item like:

- ❖ Teachers and their core ethics clearly defined.
- ❖ A crash course for the school board on children and their behaviour.
- ❖ Basics of character education.
- ❖ Digital Literacy
- ❖ The role of ICT.

Ideas for Educators and Teachers in the school

1. Treat every online learning community as a special situation.
2. Remember that parents and caregivers can be a great source of support, and they are your first partner in raising a digital citizen.
3. During parent-teacher meetings, introduce digital citizenship and let caregivers know that this is a priority for your school.
4. Share resources on digital citizenship, including online safety and responsible use of social media and online gaming, in your regular communications with families. Repurpose from site.
5. Ask students to share the lessons learned on digital citizenship at home with their families and report back in the style of their choice.
6. Adapt your lesson to the children's online activities and let the children become the instructors.
7. Blend media to personalize space.
8. Request for collaboration when appropriate.
9. Tell stories

Discussing ethical issues with students?

The educator may choose to discuss ethical issues in the school community through the lens of safety and protection. Andrew Churché's approach to digital citizenship is instructive in this regard.

It is made of the following six tenets of citizenship:

1. Respect yourself
2. Protect yourself
3. Respect others
4. Protect others
5. Don't steal
6. Honour intellectual property

The golden rule: Do unto other as you have them do unto you.

Mental health (5 signs you need a break)

We are getting strong socially with our connections which hitherto wasn't the case but inasmuch as we do it is important we pay attention to our wellbeing.

1st thing in the morning and last thing before bed.

You know details of somebody's life without talking to him/her.

Over reliance of social media likes as against one-on-one interaction.

You use social media to sneak on people and have small conversation about them rather than you focusing on issues or concern in your real life.

Your social media is something else from your real life.

Task To Practice with children

The rules about how to behave properly online are together called “network etiquette”, or just “netiquette”. Some of these rules are meant to protect children’s rights, privacy and personal data. I want you to colour the boxes of this type of rule in blue. Other rules are about our well-being, and the well-being of others. Colour these in green. Some aren’t rules at all, just the opposite! Colour these in red.

Netiquettes

I shouldn't share my personal information with everyone.

I should use a strong password.

I should always be polite online.

When I send emails to several people at once, if they don't know each other I hide their addresses.

When I receive an unfriendly message, I answer back.

Whenever I post things online, I think about my reputation.

Emojis can be used to help show feelings.

I ask for permission before posting photos of others.

If strangers try to connect with me I block them.

I think before I post, and check if my post could be taken the wrong way.

Cont'

I don't forward junk mail or spam.

I should watch the time I spend online.

My digital footprint will stay with me through my whole life.

I can say what I like online because I'm anonymous.

It's not a problem to share personal information.

I treat others with respect online.

I check the copyright notice before downloading music.

I avoid making jokes that could be misunderstood.

When I see someone being bullied I step in to stop it.

I use appropriate language.

I don't share information online unless it's trustworthy

Some of the things we need to remember to stay healthy and master our digital footprint

- Being online is more fun for all when we are kind and watch out for each other.
- Emojis help show feelings online, but not everyone understands them in the same way.
- Equality, empathy and ethics – these 3E's are the keys to well-being online.
- Keep track of the time you spend online, and balance it with offline and outside activities.
- Digital footprints are too easy to create and almost impossible to delete.

A meeting with Afrikavi

Chioma, Koffi and Kobia love going camping. They have heard that there is a small cave not far from DigiTown, and they would like to explore it. They pack their sleeping bags, along with some snacks and drinks, and set off together to walk through the forest. They soon come across the cave. Koffi leads the way inside, switching on his headlamp to light the way. They have taken just a few steps when the path forks sharply to the right. They can go no further because an odd, closet-like machine is blocking the way.

Chioma pulls back, but Koffi grabs her arm. “Come on, Kobia,” he says. “Don’t be scared!” Rob reaches out and taps on something that looks a bit like a door. Suddenly the closet starts to rumble and everything starts to shake. Lights flash. Rob’s headlamp makes a pinging noise, then everything goes dark. They blink, open their eyes wide, and it seems like they are in a different world. It is a sort of open marketplace, and people all around are wearing white robes and sandals. Koffi walks up to one of them and asks, “Excuse me sir, can you tell us what is happening?” It doesn’t take long to understand that these people are too busy to answer their questions. They all seem to be very actively discussing a matter of great concern to them. They are listening to an old man who, from time to time, invites people to stand up and voice their opinion. Looking around again, Chioma suddenly says, “Look, I think we have time-travelled into Ancient Ethiopia!”

Next thing a very tall, strong looking man with light brown hair approaches them: “Greetings, visitors,” he says. “I am Afrikavi, the son of Haille Sellasie, the warrior king. You are lucky to be here today, because you will see how our town people are deciding together where the new city road will be built!”

Koffi, is really excited to be part of this. He is about to respond when suddenly he sees a huge rock rolling down a hill towards them.

He grabs Chioma’s arm and they stare in shock, speechless. Afrikavi rushes forward, grabs the rock, lifts it onto his shoulders and calmly carries it to the bottom of the hill.

In a flash, they are back at the mouth of the cave, happy to see that their world has returned to normal. What an adventure! As they walk back through the forest, Chioma turns to Koffi and Kobia, “Hey, what we saw there shows just what our parents said a couple of days ago. About how important it is to be active citizens, and not to be scared to stand up and have our say on matters that affect us.”

“We have to be ready to step in and help each other, too, wherever we are,” Kobia adds. “The only way we can help shape our environment is by being responsible and caring citizens. And that goes for the internet as well!”

Now answer these questions.

- Where did Chioma, Koffi and Kobia meet Afrikavi?
- What did they notice most about him?
- How did Afrikavi save them?
- Why is it important to have our say about things that affect our life?
- Which age category will you consider this to be appropriate for?



Understanding the digital world: LEVEL 1

Let's find out what you already know about the digital world with this short quiz.

Read each sentence and choose if you think it is TRUE or FALSE.

1. It is a good idea to share your password with other people.

TRUE

FALSE

2. It is ok to share a funny picture of your friend on social media.

TRUE

FALSE

3. If someone sends you nasty messages online, you should let a trusted adult know.

TRUE

FALSE

4. Not all websites are safe and not all images and stories online are true.

TRUE

FALSE

5. If someone you don't know sends you messages, it is rude to ignore them.

TRUE

FALSE



Understanding the digital world: LEVEL 2

Let's find out what you already know with this multiple-choice quiz.

1. Which of these should you be careful about sharing online if you want to protect your privacy?

- A.** Your full name and date of birth.
- B.** Your pet's favourite food.
- C.** The fact that you love football.
- D.** Your favourite book.

2. What should you do if someone sends you abusive messages online?

- A.** Show a friend who will find it funny.
- B.** Send them abusive messages back.
- C.** Report the messages to the service provider, block the user and tell a trusted adult.
- D.** Delete the messages but don't report them to anyone.

3. What is the best thing to do when choosing a password for online accounts?

- A.** Think of an easy one so you don't forget it and make sure you share it with your friend.
- B.** Use the same password for all online accounts so that you don't get confused.
- C.** Use a different password for each account and keep it a secret.
- D.** Write it down somewhere obvious so you know where to find it.

4. Why doesn't Facebook charge people to sign up?

- A.** It is a charity and can afford to offer a free service.
- B.** It is a very rich company, so it doesn't need to make any more money.
- C.** It does charge people once they are 16.
- D.** It makes money from charging advertisers that want to target you.

5. Which of these is a sign that a website may be unreliable?

- A.** There is an image next to the story.
- B.** The web address (URL) looks strange.
- C.** There are no pop-up adverts.
- D.** There are lots of colours on the website.

Discussion

- 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 organization that you know of that you can go to for help? How did you hear about it?
- There is something for everyone in the new COP Guidelines.
(Children/Young people/Youth)

**# KNOW YOUR
RIGHTS ONLINE**

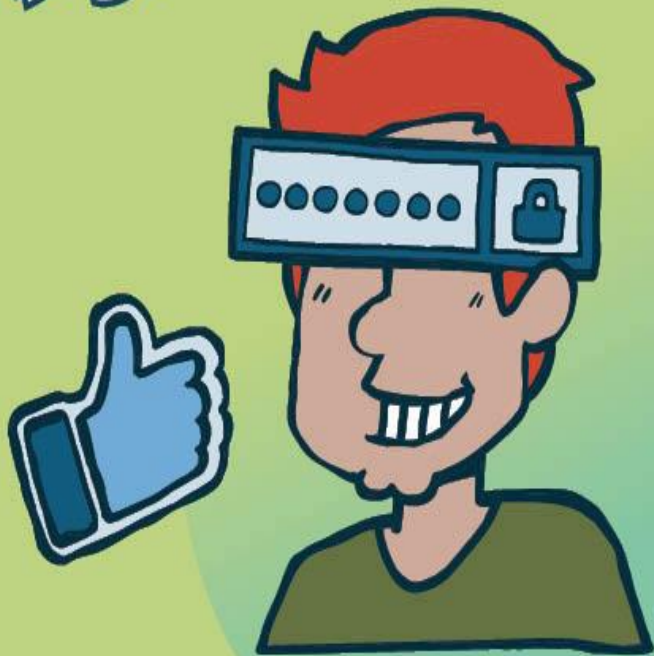


**YOU HAVE
RIGHTS
ONLINE!**

Whenever you're online using your phone, laptop, tablet or game console, you are protected by legal rights.



#BEPRIVATE



YOU HAVE THE RIGHT
TO PRIVACY
ONLINE!

This means you have the right to keep your personal information private and protect your identity (who you are).



#BEKIND



**NO CHILD SHOULD BE
TREATED
UNFAIRLY
ONLINE FOR ANY REASON**



**#BEWARE
OF TROLLS**



**YOU HAVE THE RIGHT TO
BE PROTECTED
FROM UPSETTING
AND OFFENSIVE
THINGS**



**# HAVE
BOUNDAIRES**



**YOU HAVE THE RIGHT TO
BE PROTECT FROM
SEXUAL
EXPLOITATION
AND SEXUAL ABUSE
ONLINE**



#BALANCE



**GET
CONTROL OF
YOUR SCREEN
TIME**





YOU HAVE THE RIGHT TO ACCESS INFORMATION

BUT NOT EVERYTHING YOU SEE
AND READ ONLINE IS TRUE!



CHECK THE FACTS



FAKE NEWS AND CATFISHING ARE USED TO UPSET OR SCAM PEOPLE ONLINE.

What seems to be a fact, might not be real at all. So it's important to learn how to question and check what you see and read online - to find out if it's real or fake. The best way to do this is to check what you see or read online with another trusted site, your parent, guardian, friend or a teacher.



CHALLENGE LEVEL 1

Think about some ways you could check whether what you saw or read online is real or fake?

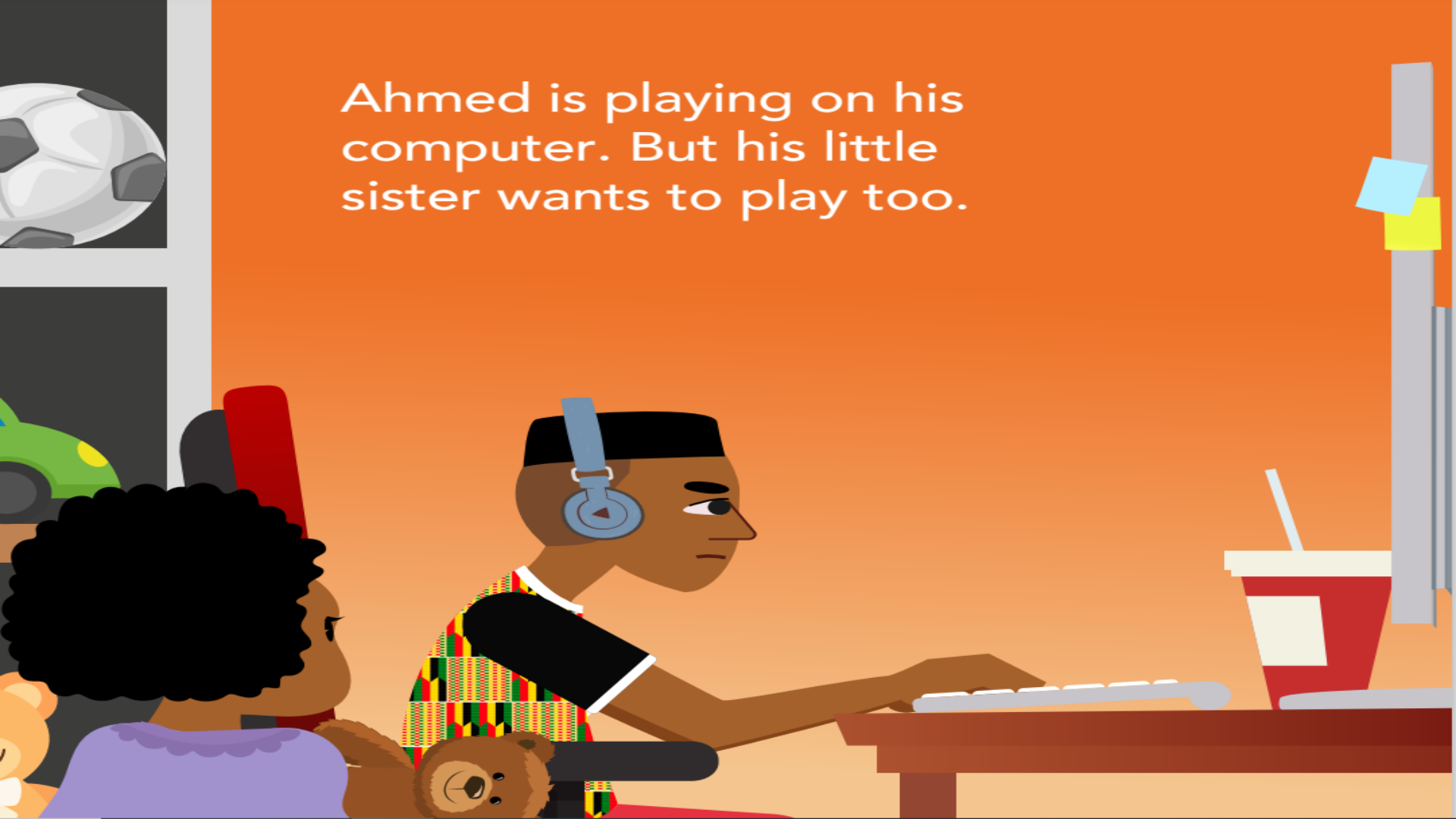


CHALLENGE LEVEL 2

Look up things you could do to spot a scam or fake news



Ahmed is playing on his computer. But his little sister wants to play too.



What should Ahmed do ?



A

Tell his little sister "no way"

B

Let his little sister play too, it's fun for everyone to play

Final Perspective

The state of being able to navigate the digital environment safely and responsibly is sometimes called “digital citizenship,” and rather than attribute this educational task to caregivers only or educators only, it will be good to treat the challenge of raising and educating digital citizens as a joint partnership between caregivers and educators.



Decision on Mascot

Mango

Rafiki

Sayari

Simba/Wakanda

Enat

Afrikavi

Agent COP

Mwana

Shujaa

Captain COP

Africa Safer Internet Day 2021

❖ Global Theme: Together For a Better Internet.



❖ Sub-Theme: Positioning for Child Online Protection?

❖ Cyber Hygiene?





5

**Thanks
for your
Attention**

