

Online safety activity book

WORK WITH SANGO



CONTENTS



EXERCISE 1: RIGHTS VS WANTS

3



EXERCISE 2: TOP 3

8



EXERCISE 3: SHARING

9



EXERCISE 4: ADVICE

10



EXERCISE 5: TRUST

12



EXERCISE 6: MESSAGES

15



EXERCISE 7: BLOCKED

16



EXERCISE 8: RESPONSE

18



EXERCISE 9: SUPPORT

19



EXERCISE 10: WARNING

20



EXERCISE 11: PROTECTION

22



EXERCISE 12: SHIELDS

26



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
NON-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
REALISING RIGHTS
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 AND COMMUNITIES
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
SEPARATED FAMILIES
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
HEARD FOR 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 THOUGHTS FREELY
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 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
SETTING UP OR JOINING GROUPS
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



 <p>22 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.</p>	 <p>23 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.</p>	 <p>24 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.</p>
 <p>25 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.</p>	 <p>26 Governments should provide money or other support to help children from poor families.</p>	 <p>27 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.</p>
 <p>28 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.</p>	 <p>29 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.</p>	
 <p>30 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.</p>	 <p>31 Every child has the right to rest, relax, play and to take part in cultural and creative activities.</p>	 <p>32 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.</p>
 <p>33 Governments must protect children from taking, making, carrying or selling harmful drugs.</p>	 <p>34 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.</p>	 <p>35 Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).</p>
 <p>36 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.</p>	 <p>37 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.</p>	
 <p>38 Children have the right to be protected during war. No child under 15 can join the army or take part in war.</p>	 <p>39 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.</p>	 <p>40 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.</p>
 <p>41 If the laws of a country protect children's rights better than this Convention, then those laws should be used.</p>	 <p>42 Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.</p>	 <p>43-54 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.</p>

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

• 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

 <input data-bbox="644 266 751 297" type="text"/>  <p>"I'm really worried about hackers who can break into data storage systems and use my data"</p> <p>☆☆☆☆</p>  <p>.....</p>	 <input data-bbox="1011 266 1118 297" type="text"/>  <p>"I have all my privacy and security settings on so I'm not really worried about my data"</p> <p>☆☆☆☆</p>  <p>.....</p>	 <input data-bbox="1378 266 1485 297" type="text"/>  <p>"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..."</p> <p>☆☆☆☆</p>  <p>.....</p>
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● 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?



● Your name ●

EXERCISE 5

Trust

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



THE BETOOTA ADVOCATE

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?



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.....

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.....

.....



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



Why?/Why not?



.....

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.....

.....

.....

.....

.....



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



Why?/Why not?



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.....

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● 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?



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

Why?/Why not?



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.....

.....



.....

.....


.....



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

Why?/Why not?



.....

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• 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

Your name

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?



Who do you know that you can turn to for help if something goes wrong online? what can these people do to help you?

What websites or organisations can you go to for help? what can they do?



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*



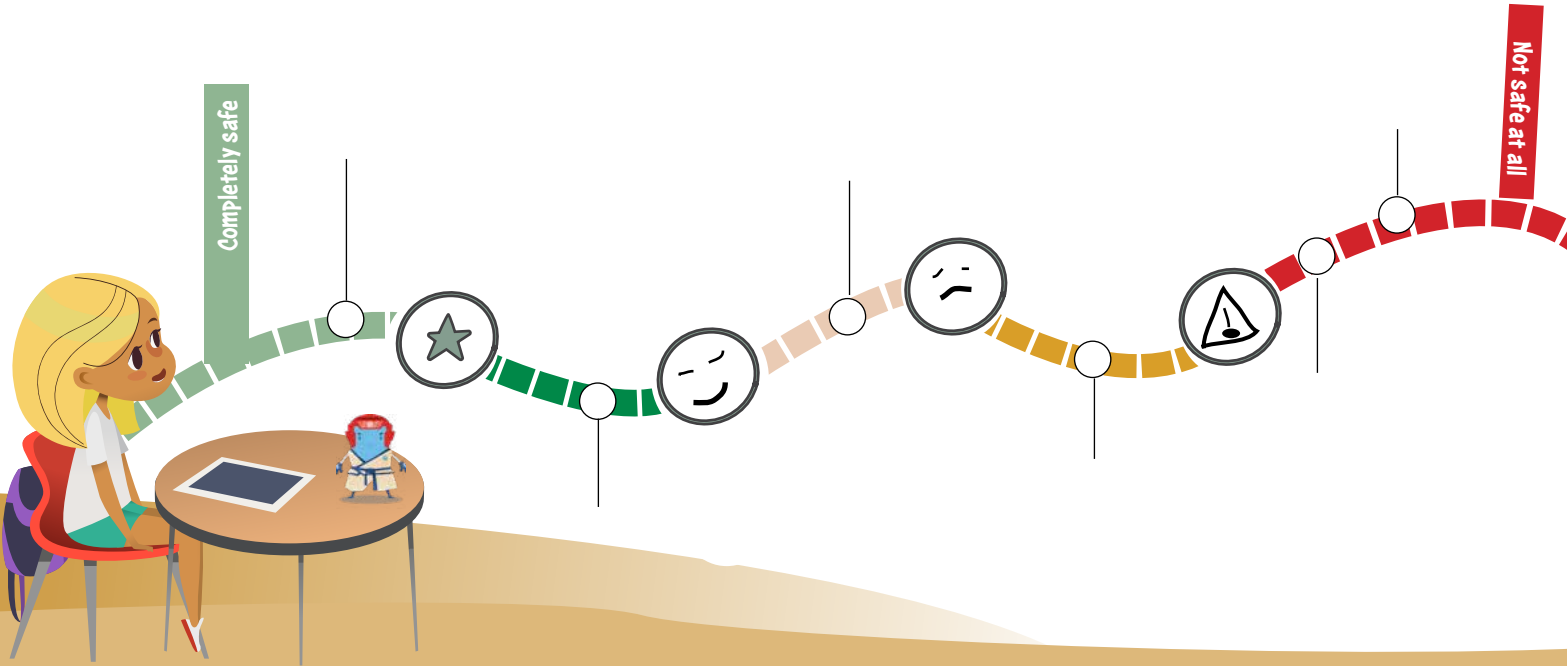
- 1 Sharing personal information (e.g. home address)
- 2 Meeting up with someone you met online
- 3 Chatting to a stranger
- 4 Sending a private photo to a friend
- 5 Accepting friend requests from someone you don't know
- 6 Using google to do research for school work

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!



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

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?



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

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?



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

Zahra accepts a new friend request on Facebook from an older man she doesn't know. She starts chatting with him and realises they have a lot in common.

Zahra feels like she can't talk to her parents about some of her experiences at school, but her new friend seems to understand and she feels comfortable confiding in him.

One day, he asks if she wants to meet face to face. Zahra is unsure whether to go and meet her new friend.



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

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

In the photo, Max 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 Max doesn't feel comfortable with it being online.



Would you feel prepared to deal with this risk?



What could you do to protect yourself?



EXERCISE 12

SHIELDS

Viruses and malware can be bad for your computer - they can make it slow down or crash, or they can delete files or even put your privacy or security at risk. Do you do anything to keep your computer safe from viruses?



Write some
of the things that you use
to protect your computer.

A series of 12 horizontal dotted lines for writing.

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