DIGITAL नागरिक

Level 2

Welcome to Digital Nagrik

Student Handbook

CONTENTS

Lesson 1

Welcome to Digital Citizenship Level 2

01. OVERVIEW

Welcome to Digital Citizenship Level 2. In this Level, you will continue to learn along the seven main aspects of digital citizenship introduced in Level 1. We will be going deeper into each topic as we move forward on your journey towards becoming responsible digital citizens.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:

- Recall the basic aspects of digital citizenship
- Give examples of good netiquette
- Evaluate how big your digital footprint is and how much control you have over it
- Understand the basics of cybersecurity

1.2. PRIOR KNOWLEDGE

You should already know:

- Topics covered in Digital Citizenship Level 1

02. LESSON PLAN

2.1. RECAP

ACTIVITY
DIGITAL CITIZENSHIP

Let's refresh our memory with a short video on what digital citizenship is.

❓ KEY QUESTIONS

Write down your own definition of each of the topics we covered in Level 1 of the Digital Citizenship syllabus. Try to recall what you have already learned.

Welcome to the Digital World

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Digital Etiquette

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Digital Well-being

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Digital Footprint

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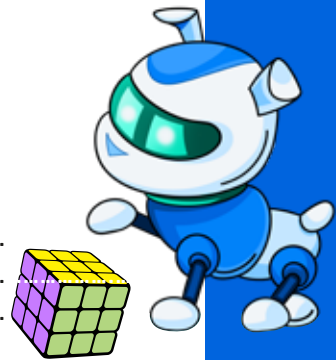
Cybersecurity

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Information Literacy

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Cyber Exploiters

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Digital Citizen

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Now, let's brush up on our knowledge.

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ACTIVITY
DIGITAL ETIQUETTE

What do you remember about good netiquette?

Let's find out by watching this video on 10 examples of good netiquette.

❓ KEY QUESTION

Write down some of the 10 examples shown in the video.

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How will these tips keep you safe online?

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Do you act differently online as compared to when you are offline? How? What makes you want to act differently?

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ACTIVITY
DIGITAL FOOTPRINT

Do you remember what was discussed about your digital footprint in Level 1?

Let's recap the key points with this refresher video.

Now, let's take a fun quiz to estimate how big your digital footprint is and whether you are in control of it.

ACTIVITY
CYBERSECURITY

What do you remember about cybersecurity?

Let's take a cue from this video on cybersecurity training for children.

Here are some simple tips to keep you safe online:

- Trust your feelings. If something doesn't feel right when you are online, stop what you are doing.
- Think before you click. Don't open emails or download attachments from strangers.
- Talk to a parent, teacher, or trusted adult if something makes you feel uncomfortable.
- Keep your personal information private. Avoid sharing your name, address, telephone number, and the name of your school when using the internet or apps.
- Just like in real life, treat others the way you wanted to be treated online. Do not bully or say or post things online that could hurt others' feelings or get you in trouble.
- Remember to protect your mobile phone or tablet. Use a PIN or a password to lock your devices.

These tips apply regardless of which device you use to access the internet—be it your smartphone or your game console.

Fill in the blanks.

• A strong password should contain at least one ………………………………………………………………… letter.

• …………….…………………………………………… is the practice of sending an email which pretends to be from a company but is really trying to gather your personal information.

• A …..………………………………………….. is a person who tries to steal your personal information online.

• A fraudulent email is called …..………………………………………… .

• One clue that you should not open the email is that it sounds …..………………………………………… .

• Your school network has a …..………………………………………… to keep it secure.

• A weak password is one that contains …………..……………………………………………………………. information.

• Someone who meets you online and then would like to meet you in person might be a …..……………………………………… .

NOTES

03. ADDITIONAL RESOURCES

1. Blog | "Teaching Children About Digital Footprints and Online Reputations (With Student Poster)", Kathleen Morris, www.kathleenamorris.com, 1 June, 2020

2. Video | "A Digital Story on Digital Citizenship", Allison Kostiuk, 12 November, 2016

3. Video | "Online Safety Basics", National Cybersecurity Alliance

Lesson 2

Accessing Safe and Secure Websites

01. OVERVIEW

At times, when we are surfing the internet, we may not be paying close attention to the websites we visit and whether or not they are safe. Especially when running an internet search, we tend to click the very first search result. However, some websites are safer and more secure than others. There are also websites which might not be appropriate to click on at all. Let's learn how to spot fake or inappropriate websites so that we can have a safe and fun online experience.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:

• Distinguish between safe and unsafe website domain names
• Check whether a website is trustworthy
• Identify websites which are age-appropriate
• Articulate why cookies should be deleted periodically
• Manage your cookies in a web browser

1.2. PRIOR KNOWLEDGE

You should already know:

• The meaning of the terms 'digital footprint' and 'cookies'
• The basics of navigating an internet browser such as Google Chrome or Microsoft Edge

02. LESSON PLAN

2.1. DECODING DOMAIN EXTENSIONS

ACTIVITY
UNDERSTAND THE URL OF A WEBSITE

Have you heard the term 'domain extension' before?

Domain Extension

The notation at the end of a web address that specifies an internet category or a country code.

? KEY QUESTION

Based on the definition above, can you name some common domain extensions?

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WHAT DO THESE EXTENSIONS MEAN?

Test your knowledge by matching the extension with its meaning.

DOMAIN EXTENSION	ITS MEANING
.org	Official domain extension of India
.com	A Government of India website
.net	A business or commercial website
.edu	For banks, registered companies and trademarks in India
.gov.in	An advocacy website, such as a not-for-profit organization
.in	A site affiliated with a higher education institution
.co.in	The website of a network organizer or internet service provider

There are also some sponsored extensions which may not follow the standard naming conventions. For example, the extension ".post" is one that post offices can apply to use. If you see something unusual, you should confirm it before clicking, because it could be a spam account.

Top Most Abused Domain Names as of February 2022

.cn

.surf

.gq

.ga

.casa

If you see a domain extension like this in your email inbox, it is best to flag the email as spam and block the sender. Do not click on the email or on any link in the body of the email.
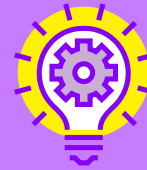
2.2. WEBSITE SAFETY

ACTIVITY

HOW TO DETERMINE WHETHER A WEBSITE IS SAFE

You are likely to spend a good deal of time on the internet. How can you make sure the websites you are visiting are trustworthy?

Let's learn <u>five signs that can help you tell whether a website is safe or not</u>.

Reading the 5 Signs of Website Safety

1. Look for "https"
2. Check for the website's privacy policy
3. Find their contact information
4. Verify the website's trust seal
5. Learn the signs of website malware
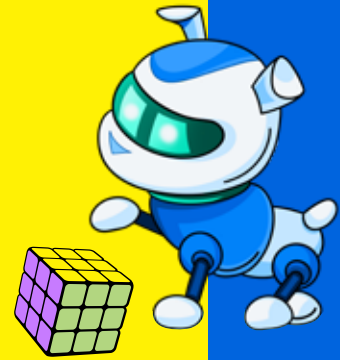
TRY IT FOR YOURSELF!

Let's do a test by checking the website of the popular news daily The Times of India:

Step 1: In your internet search bar, type: *Times of India.*

Step 2: You should get a search result in which you can clearly see the "https" portion of the URL.

https://timesofindia.indiatimes.com   ⋮

Times of India: News - Latest News, Breaking News ...

Top News in India: Read Latest News on Sports, Business, Entertainment, Blogs and Opinions from leading columnists. **Times** of India brings the Breaking News ...

Step 3: Click on the website. We will now check for the website privacy policy and their contact information.

THE TIMES OF INDIA
Powered by **TIMES INTERNET**

About us   Newsletter

Create Your Own Ad   Feedback

Terms of Use and Grievance   ePaper
Redressal Policy
                                      Sitemap
Privacy policy
                                      Archives
Advertise with us

RSS

FOLLOW US ON

(f) (🐦) (🔊) (▶)

Step 4: Now, let's verify the trust seal. You can find this by clicking on the padlock symbol next to the web address in the browser.

🔒 timesofindia.indiatimes.com
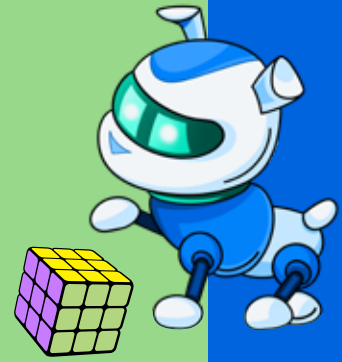
Step 5: You will get a pop-up. Click on "Connection is secure" and you will get a second pop-up. Click on "Certificate is valid". You will be able to see the details of the trust certificate.
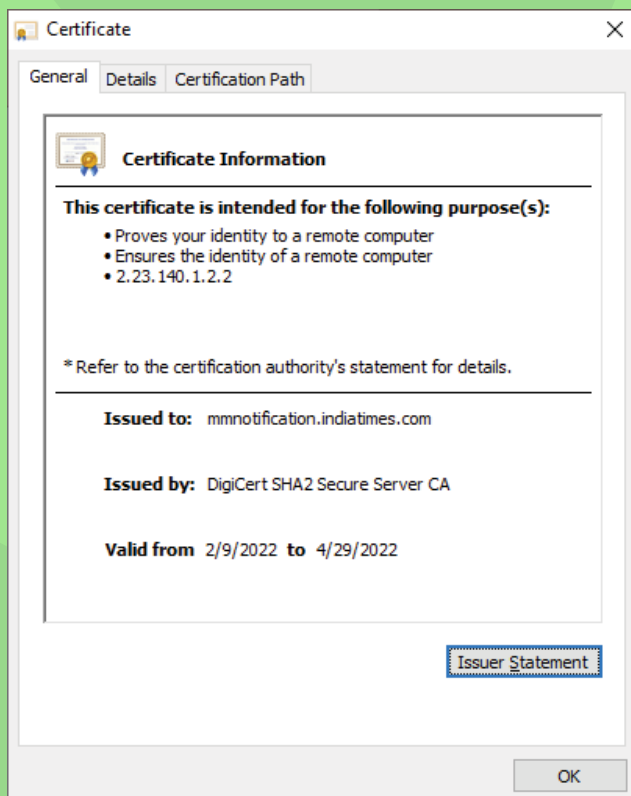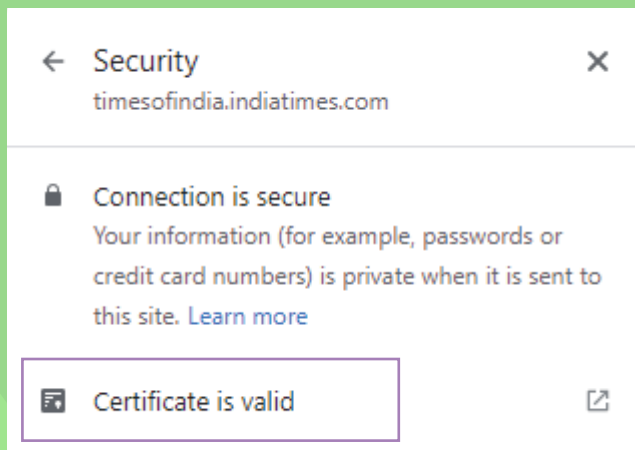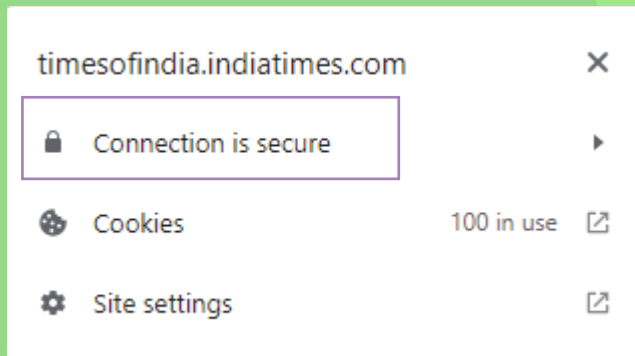
This is a valid website!

Step 6: The padlock symbol is used for secure websites. If the website is not deemed secure by the web browser, you might see a different symbol.

2. To check a site's security, to the left of the web address, look at the security status:
- 🔒 Secure
- ⓘ Info or Not secure
- ⚠️ Not secure or Dangerous

Pop-up

A graphical display area, usually a small window, that suddenly appears or pops-up on top of a webpage.

For example, in the above exercise, when you clicked on the padlock, you saw a small box popping up. That was a pop-up!

Pop-ups may be used to show you ads or to ask you if you would like to allow notifications from the website (click on "block")

Look for the small "X" in the corner of the pop-up window to close the window.

Did You Know?

You can block pop-ups.

To learn more, this evening read this blog article on pop-up blockers.

Let's see how to detect whether a business is legit or a scam.

ACTIVITY

ACTIVITY
WHICH ARE THE RIGHT WEBSITES FOR YOU?

Did You Know?

There are approximately 118 crore websites worldwide!
Of these, it is estimated that only 20 crore are operational.

There are almost 2,52,000 websites created every day.
Can you believe it?

There are different kinds of websites for different audiences. Some websites are for children or students, some are for adults, and some are just not good for anyone.

KEY QUESTIONS

What websites do you think are good for you to visit?

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What websites do you think you should not visit?

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Let's categorise websites into a "traffic light" system of "Red", "Yellow" and "Green".

Write down the characteristics of each type of website as your teacher reads them out.

A "green" website is:

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A "yellow" website is:

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A "red" website is:

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While a website will not advertise itself as red, yellow, or green, you can now use your own judgement to understand which websites are right for you.

If you are using a search engine to search for something, there are clues which can help you.

ACTIVITY
GET HANDS-ON!

Let's try it. In your search bar, type: *Fun games to play with friends.*

What results did you get?

? KEY QUESTIONS

What are some of the clues as to which results might be appropriate for people your age?

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List down at least two websites that you would like to visit and that you believe are safe.

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Luckily for us, most "red" websites will usually not be shown on the first few pages of search results.

Tip

Read the description in the search results and check the name of the website for clues before you click the link. If it does not look like a safe site or a reliable search result, you should not click.

Ask an adult for help if you are unsure.

2.3. DIGITAL FOOTPRINT RECAP

What do you remember about digital footprints from the Level 1 course?

Digital Footprints are the trails of data that you leave behind when you are on the internet as a result of your online activity. This can include your emails, your social media posts, or your search history.

Now, let's think back to what we learned about cookies. A cookie is a small text file that a website downloads to a user's device in order to track their behaviour on the website and remember their preferences.

Now, let's watch a video to learn more about cookies.

Have you ever thought about how many websites you have visited?
Think: *Are those cookies still out there? Should I be doing something about them?*

There are many good reasons to delete your cookies. Let's understand more:

- **Cookies can pose a security threat.** Especially if you are using cookies to remember your password for a website, there is a risk that the website could be hacked and your password stolen.
- **Cookies store personal information.** Cookies remember the websites that you visit and your preferences on those pages. Companies can use this information to build a profile of you.

Note

If you use a public or shared compruter, you should delete the cookies at the end of each session.

ACTIVITY
MANAGING COOKIES

These resources contain helpful information we can use to manage our cookies.

Google Account Help | Clear Cache and Cookies

Microsoft Edge Support | Delete Cookies in Microsoft Edge
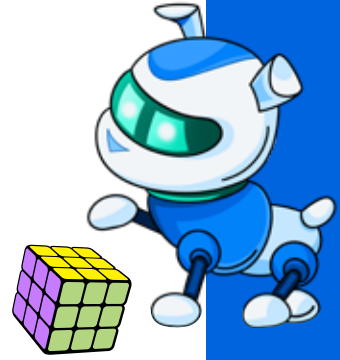
SPOT THE FAKE URLS

Tick the relevant box to indicate whether you think the URL is real or fake.
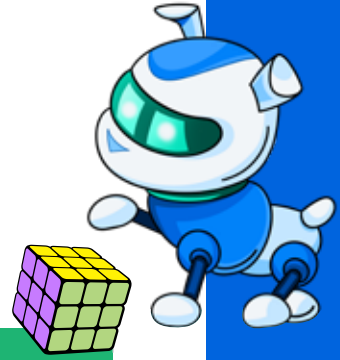
DOMAIN NAME	REAL	FAKE
Timesofindia.indiantime.com		
NDTV.com		
Bigbasket.com.co		
Amazon.in		
Pr1mev1deo.com.in		
Myntra.com		
Nykaa.com		
Flipcart.flip.com		
BBC1.site/business-news		
Timesofindia.indiatimes.com		
espncricinfo.com		
Amazon.go.com.co		
primevideo.com		
Myntra1.site/shopping		

TAKE-HOME ACTIVITY

Check the cookie settings on your parent's Android or iOS devices and clear the cookies using this guide from Google Chrome Help.

ACTIVITY

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NOTES

03. ADDITIONAL RESOURCES

1. Article | "What URL Domain Extensions Stand For and Why Are They Needed", Gavin Phillips, Make Use Of, 31 July, 2017

2. Article | "Online Safety for Teens", www.kidshealth.org

3. Article | "Staying Safe Online", www.kidshelpline.com.au

4. Article | "How to Control and Delete Cookies on Your Browser", Eric Griffith, Chandra Steele, www.pcmag.com, 19 August, 2020

5. Article | "Why It's a Good Idea to Clear Cookies on Your Browser", MetaCompliance Marketing Team, 25 March, 2019

Lesson 3
How Long is Forever?

01. OVERVIEW

As you grow and start to participate more frequently in the online world, your digital footprint will grow alongside you. You may even forget what you had posted in the past. Who cares about last year when you are caught up in the present?

The internet, however, does not forget what you did in the past. In fact, the internet is storing all of your online activity from your social media accounts, your emails, and your online searches. This digital footprint will be with you for many years to come. Hence, it is important to think about how your online actions today will reflect upon you in five or even ten years. You might not think that anyone will care, but increasingly, companies and universities are seeking out this digital footprint before they hire you or grant you admission to their school.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:

- Identify ways in which your digital footprints create your online persona
- Analyze how your digital footprint can influence others to draw both positive and negative conclusions about you
- Differentiate between visible and invisible audiences online
- Understand that digital footprints are persistent and permanent

1.2. PRIOR KNOWLEDGE

You should already know:

- The definition of 'digital footprint'
- The implications of your digital footprint

02. LESSON PLAN

2.1. THE IMPACT OF YOUR DIGITAL FOOTPRINT

ACTIVITY
FOREVER FOOTPRINT!

Read the case study given below.

Prateek's University Admissions

Prateek has applied for admission to a prestigious university. He has good grades and has cleared the entrance exams and interviews. One day he receives an email from the university saying that he will not receive admission to the school due to the university's zero-tolerance policy on bullying.

Prateek is surprised as he has not bullied anyone since he got into high school.
He decides to go to the admissions counsellor to find out the exact reason for the rejection of his application.

The admissions counsellor shows him an objectionable and abusive writeup he had posted around 6 years ago about a classmate. The university had seen this online and reconsidered Prateek's application in a new light.

? KEY QUESTIONS

When you post something on a social media account, how long do you think your post will last? What if you post it to Snapchat with disappearing messages?

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Do you think it is realistic that a message Prateek posted six years ago could affect his university admissions today?

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ACTIVITY
ANALYZE THIS

Share some examples of comments, photos, and articles that you have posted in the past. Then, write one positive and one negative version of each.

Some examples include a comment on a friend's social media profile that they weren't happy about, sharing your vacation pictures, a controversial article or information from an unreliable source or website, etc.

ACTIVITY	POSITIVE	NEGATIVE
A comment on a friend's vacation photo	*It looks like fun! I wish I could be there too. :-)*	*Gross! Why did you go to such a dirty place for vacation!*

Tip

Not everything needs to be commented upon, and this goes for social media as well.

Remember the age-old saying: *If you don't have anything nice to say, don't say anything at all!*

ACTIVITY

❓ KEY QUESTIONS

Think of all the people who see your posts, comments, and other online activities. How many people do you think see your posts? How many people see your comments? Make a list below of the average audience for each kind of online activity.

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Did you factor in the 'invisible audience'? Who are they? Share a few examples

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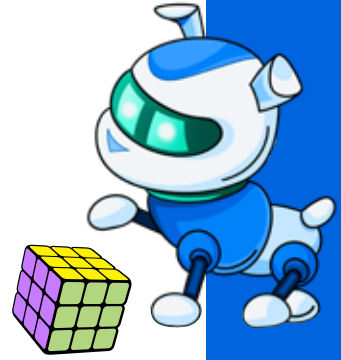
Did You Know?

A Stanford-Facebook joint research project studied the perceived versus actual audience sizes of 2,20,000 Facebook users. Each user was asked what they believed to be the size of their audience. Then, the research team compared this perceived size with the actual size, using server logs to gauge the true scope of a post's audience.

The study found that your actual audience size is four times larger per post than what you think. Remember this when you next post or comment on the internet or social media.

ACTIVITY
BE SAFE AND RESPONSIBLE

Let's learn about the importance of <u>social media data awareness</u>.

ACTIVITY
POSTER MAKING

Create a poster in which you document different examples of who might be a part of your online audience.

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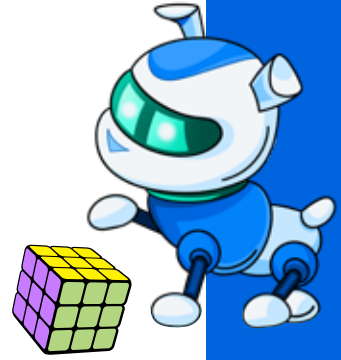
03. ADDITIONAL RESOURCES

1. Poster | "Digital Media are Shareable and Persistent", Mediasmarts

2. Poster | "Digital Media Have Unexpected Audiences", Mediasmarts

3. Article | "Students' Hateful Speech Results in Rescinded Acceptance", Greta Anderson, Insidehighered, 5 June, 2020

4. Article | " How Social Media Can Help (or Hurt) Your Job Search", Jacquelyn Smith, Forbes, 16 April, 2013

Lesson 4
What is Your Online Persona?

01. OVERVIEW

Just as we have a public persona in real life, we also have an online persona in the digital world. All our activities and the content that we post or engage with goes into building our public image. It is important to conduct ourselves with integrity not just for our own safety but also as a mark of consideration towards others (friends, family, colleagues, and acquaintances).

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:

- Understand the definition of 'online identity' or 'persona'
- Explore the likely impact of creating a fake online persona
- Understand how your online personality influences your real-life identity
- Understand how to create a true-to-real-life persona
- Understand how you create negative and positive impressions based on what you share online

1.2. PRIOR KNOWLEDGE

You should already know:

- What active and passive digital footprints are
- The implications of digital footprints
- The basics of social media platforms and how they work

02. LESSON PLAN

2.1. YOUR ONLINE PERSONA

ACTIVITY
RHEA'S STORY

Listen to the case study that your teacher will share about Rhea's online persona. Make some notes in the space given below to discuss with your classmates.

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❓ KEY QUESTIONS

What could Rhea have done differently?

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Is it OK that Rhea has created a fake profile to be able to go online?

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Now that a student has raised a complaint, Rhea's fake profile will be discovered by the school and is likely to be shared with her parents. How do you think they will react to this information?

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If you had to create a social media profile, name two things you would do to keep it real and authentic. What would be the one thing that you would avoid or not do at all?

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Tip

What's not OK:

- Uploading or sharing inappropriate messages, images, and videos
- Saying or doing something online that you wouldn't say or do face-to-face
- Posting images of others without their consent

THINK: The Golden Rule to Remember Before Posting

Is what you are about to post...

True?

Helpful?

Inspiring?
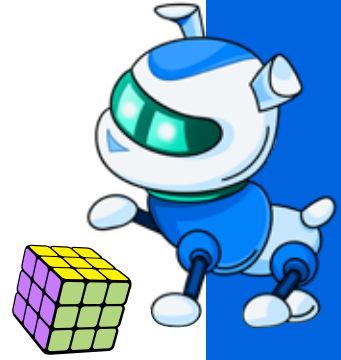
Necessary?

Kind?

Definitions You Should Know

Persona
The aspect of someone's character that is presented to or perceived by others.

Reputation
Beliefs or opinions that are generally held about someone or something.

ACTIVITY
REFLECTION

? ## KEY QUESTIONS

Name two celebrities or influencers that you follow in the news or on social media. What qualities do you admire about them?

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In what ways do they conduct themselves responsibly on social media?

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ACTIVITY
POSITIVE AND NEGATIVE IMPRESSIONS

Everyone has good and bad days.
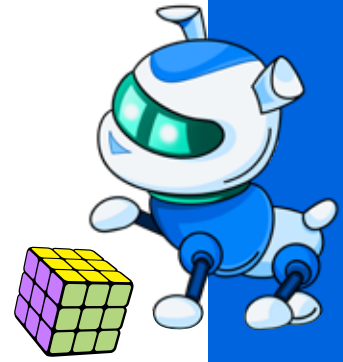
Positive days are usually great ones. You feel happy and maybe you want to share your cheerful mood with others. You might share a walk in the park or an icecream, laugh together and have a good time. You take pictures of the sun, the icecream, some flowers, and each other. These can leave a positive footprint on your social media account.

But, when you think about the negative days—the days which are going badly—how do you express yourself? Do you vent your anger by shouting at someone or treating them rudely? Maybe you did badly on your exam for which you studied so hard. What if you vent your thoughts on social media? How does this reflect on your digital footprint?

In the table below, share examples of activities that could contribute towards building a positive or negative digital footprint. Some examples are provided already.

POSITIVE FOOTPRINT	NEGATIVE FOOTPRINT
Posting pictures of my artwork or photos of wild flowers	Posting mean comments about my teacher who gave me low marks
Writing about my daily walks	Posting selfies of all my shopping sprees (flaunting my possessions)

ACTIVITY

ACTIVITY
WHO IS THE REAL YOU?

Let's watch this video on distinguishing between the online and offline self.

KEY QUESTION

Mention below two practices that you would like to follow henceforth to create an authentic profile for yourself.

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TAKE-HOME ACTIVITY
BLOG

Write a blog entry on one of the following:

1. Use of filters and photo manipulation on social media platforms
2. The "real me" versus the "social media me"

NOTES

03. ADDITIONAL RESOURCES

1. Video | "Teen Voices: Oversharing and Your Digital Footprint", Common Sense Education

2. Article | "Are Influencers Having a Positive or Negative Effect on Teenagers?", Donald Liebenson, Newfolks, 20 September, 2021

Lesson 5

Introduction to Cyberbullying and Ethical Behaviour

01. OVERVIEW

Today, it is easier than ever to stay connected through the online world of the internet. But there are times when this ability is misused, as in the case of cyberbullying. This lesson will help you understand what cyberbullying is, how you can recognize it, and how you can help those who are victims of cyberbullying.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:
- Define 'cyberbullying'
- Explain the similarities and differences between physical bullying and cyberbullying
- Recognize who might become a victim
- Identify instances of cyberbullying

1.2. PRIOR KNOWLEDGE

You should already know:
- The meaning and implication of the word 'bullying'
- The distinction between joking, being mean or rude, and bullying

02. LESSON PLAN

2.1. BULLYING AND CYBERBULLYING

ACTIVITY
INTERPRET THE IMAGE

Let's examine this scene and try to understand what is happening.

KEY QUESTIONS

What do you think is happening in this picture?

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Is this a case of cyberbullying?

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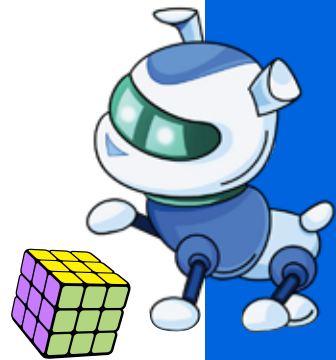
ACTIVITY
LET'S DEFINE CYBERBULLYING

Let's begin with an introductory video on cyberbullying.

? KEY QUESTIONS

What is bullying?

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What is cyberbullying?

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How is cyberbullying different from bullying?

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What would you do if you witnessed someone falling prey to cyberbullying?

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Definitions You Should Know

Bullying
When a person seeks to harm, intimidate, or coerce someone who is perceived as vulnerable.

Cyberbullying
The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

How is Cyberbullying Different from Bullying?

Bullying is done face to face, can be physical or verbal, and may only be witnessed by a small number of onlookers, if any. The bully can be identified and the victim may be able to leave the bully behind and find a safe space.

Cyberbullying can take place at any time (24x7) and at any place as there are no geographical boundaries to it. It usually takes the form of written communication and may have a large audience which can grow larger if the bully's message is shared or forwarded. The bully can remain anonymous and the victim may not be able to find a safe space unless they completely leave the online environment.

ACTIVITY
MAKING STRONG CHOICES

Pair up with another student in the class.

Read through Amal's story on pages 22-23 of this e-guide.

This story will take you through a series of incidents in the life of Amal, a young person who faces bullying.

KEY QUESTIONS

What would you do if you were Amal?

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What can you do to stop bullying?

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Write your ideas on what Amal could do to get support.

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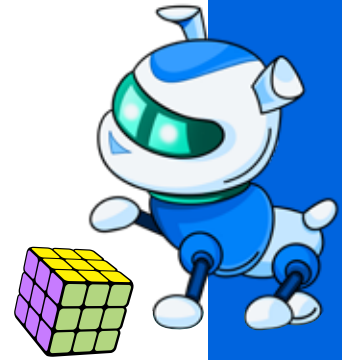
Write your thoughts on what more can be done.

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Write your thoughts on what more can be done.

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What can you do to stop cyberbullying now?

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2.2. VICTIMS OF CYBERBULLYING

Often, victims of cyberbullying are:
- Those who are seen as "different". It could be their clothing, their looks, their physical limitations, their family situations, etc.
- Those who are seen as weak or unable to defend themselves
- Those who have low self-esteem
- Those who have few friends or are unpopular
- Those who are seen as annoying or seeking attention from others

What should you do if you are the victim?
- Block all communication from the cyberbully
- Do not respond to or even read the messages
- Ask a friend or family member to print out the messages as evidence
- Report the problem to an adult like a parent or a teacher
- Do not pass along the cyberbully's messages
- Enlist the help of your friends by asking them to not pass along the messages and to help you stand up to the bully

What shouldn't you do if you are a victim of cyberbullying?
- Seek revenge on the bully
- Avoid your friends or activities
- Cyberbully them back or cyberbully someone else

Remember: The cyberbully is the one who is doing something wrong, not you!

ACTIVITY
CASE STUDIES

Form groups and pick one of the below scenarios to work on.
Discuss the scenario in your group and answer the questions that follow.
Get ready to discuss your opinions with the class.
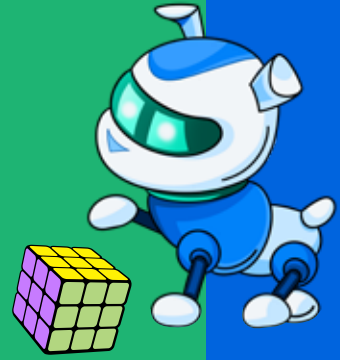
Scenario 1

Madhu was bored on a Saturday afternoon so she took a screenshot of her classmate Sudha's photo from social media. She then used an app to make Sudha look like a monster in the photo and added some insulting words. She thought it was funny and decided to share it online.

After sharing it in a group text, some classmates replied with hurtful, mean comments about Sudha. Others laughed and shared it further. Eventually, it was forwarded to Sudha who was upset and hurt to see it and hear that Madhu was behind it.

- Do you think this behaviour qualifies as cyberbullying?
- What do you think motivated Madhu to hurt Sudha?
- Do you think that Madhu meant to hurt Sudha and does that matter?
- What can Sudha do?

Scenario 2

Dev plays multiplayer video games online with people he only knows through gaming. A few of them have added him on their social media. One player, Aarav, would chat with him a lot while playing, asking a bunch of personal questions. Dev would answer without thinking too much about it. One day, Aarav posted all kinds of personal information about Dev on social media mixed in with lies and comments about his ethnicity and his gaming skills.

- Is this a case of cyberbullying?
- How was Aarav trying to harm Dev and his reputation?
- What can Dev do?

Scenario 3

Ajay and his friend Dolly were playing around after school. Ajay took some photos and posted them online. One photo showed Dolly making a weird face, which they both found funny. But other kids who saw it started posting mean comments about Dolly's face in the photo. Dolly was upset by the photo and comments.

- Do you think that this is a case of cyberbullying if Ajay didn't mean any harm and if he is willing to delete the photo?
- What if Ajay does not delete the photo after seeing the negative comments being posted about his friend Dolly?
- What can Dolly do?

TAKE-HOME ACTIVITY

Solve this <u>word maze</u> to find terms related to cyberbullying.

Fill in the <u>bubble map</u> about cyberbullying.

ACTIVITY

NOTES

NOTES

03. ADDITIONAL RESOURCES

1. Article | "<u>What Kids Can Do</u>",
www.stopbullying.gov

2. Article | "<u>Cyberbullying:
What Is It and How to Stop It</u>",
Common Sense Education

3. Blog | "<u>Traditional Bullying vs.
Cyberbullying</u>", Haley Zapal, The
Bark Blog, 16 September, 2021

Lesson 6

What are the Different Forms of Cyberbullying?

01. OVERVIEW

Cyberbullying is a broad term that covers many different kinds of behaviour. It is important that you know all the different forms that cyberbullying can take, so that you can easily identify when you or someone you know become a victim of cyberbullying.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:

- Identify the different forms of cyberbullying
- Examine different scenarios from the point of view of both the bully and the victim
- Name the do's and don'ts of online communications

1.2. PRIOR KNOWLEDGE

You should already know:

- The meaning of cyberbullying
- How to identify instances of cyberbullying

02. LESSON PLAN

2.1. RECAP

Let's begin by recalling some key definitions from the last lesson.

Bullying
When a person seeks to harm, intimidate, or coerce someone who is perceived as vulnerable.

Cyberbullying
The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

ACTIVITY
QUIZ

Which of these statements are true and which are false?

- It's OK to say mean things about other people online because no one can find out it was you.

- If someone you know is being bullied online, you should stay out of it. It's none of your business.

- Cyberbullies can face serious consequences such as being kicked off sports teams or suspended from school. Some even face legal punishments.

- Technology like social media sites can only be used to hurt people.

- You should ignore a mean or threatening message.

- Cyberbullying may take many forms including text messages, screenshots, photos, etc.

2.2. THE DIFFERENT FORMS OF CYBERBULLYING

ACTIVITY
VIDEO DISCUSSION

Let's learn about the <u>various forms of cyberbullying</u>.

? KEY QUESTIONS

How many forms of cyberbullying are there and what are they?

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Do you think cyberbullying can affect someone mentally as well as socially? How?

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ACTIVITY

Now, let's look at the definitions for different forms of cyberbullying.

Definitions You Should Know

Exclusion
The deliberate act of leaving someone out, especially from online conversations or tagging in social media posts.

Harassment
Sustained, constant, and intentional form of bullying comprising abusive or threatening messages sent to an individual or a group.

Outing
The deliberate act of embarrassing or publicly humiliating a person or group through the online posting of sensitive, private, or embarrassing information without consent.

Cyberstalking
Persistent and unwanted contact from someone online. This can include adults using the internet to contact and attempt to meet young people.

Fraping
When a person logs into someone's social media account, pretends to be them and posts inappropriate content.

Fake Profile
A social media account created to hide a person's true identity with the intention of cyberbullying.

Dissing
The act of sending or posting cruel information about someone online, with the intention of damaging their reputation or friendship with others.

Trickery
The act of befriending and gaining the trust of a person with the intention of learning secrets or embarrassing information that can be shared publicly.

Trolling
The deliberate act of provoking a response through the use of insults or bad language on online forums and social networking sites.

Catfishing
When one person steals another's online identity, usually their photo, and recreates social networking profiles for deceptive purposes.

ACTIVITY
CROSSWORD PUZZLE

Solve this crossword puzzle on different forms of cyberbullying.
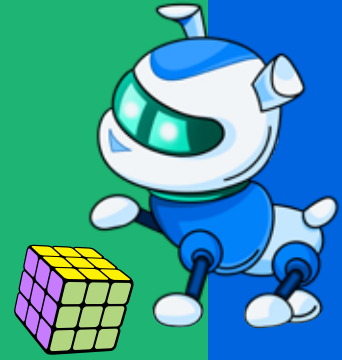
2.3. BULLIES AND VICTIMS

ACTIVITY
ROLE PLAY

Read the scenarios below. Each scenario shows you the same incident from the viewpoint of the bully as well as that of the victim.

Scenario 1

Nakul and Nikita, 13

I'm Nakul and I have a twin sister, Nikita. Before dinner, Nikita looked at her phone and saw she had received a photo of herself. When I asked to see it, she told me she could no longer access it. I asked her about the photo but she would not discuss it and she seemed quite uncomfortable. I'm worried about her. How can I help her?

Discuss:

- Is Nakul a bully or a victim?
- What might be the long-term consequences for Nakul and Nikita?

Tanya, 14

They call me "paparazzi" because I'm always taking photos. I just discovered Snapchat. I love the idea of publishing photos online that disappear after a few seconds—it's much more exciting than photos that sleep online forever. The other day, I took a photo of my friend while she was putting on her makeup and sent it to her anonymously on Snapchat. Hilarious! Anyway, I found a fun thing to do without anyone knowing it's me. Watch out everyone, I'm Tanya Paparazzi.

Discuss:

- Is Tanya a bully or a victim?
- What might be the long-term consequences for Tanya?
- What should Nakul, Nikita, and Tanya do?

Scenario 2

Ananya, 17

Hi, I'd like to tell you about my friend. She sends me everything online—texts, e-mails, direct messages. She is everywhere at all times! After a while it just gets annoying. To make her stop, I decided to post a photo she sent me privately. Apparently, many people are interested in it because it's now gone a little viral.

Discussion:

- Is Ananya a victim or a bully?
- What might be the long-term consequences for Ananya?

Diya, 16

I live online, I love posting! I pay a lot of attention to what and where I post. My parents have drilled it into me that there can be disastrous consequences if the wrong people have access to my personal information. On the other hand, one of my best friends posted a picture of me without my permission and since then, everyone's commenting on it. These comments are really hurtful and now I find it hard to sleep. I'm thinking about it so much.

Discussion:

- Is Diya a victim or a bully?
- What might be the long-term consequences for Diya?
- What should Ananya and Diya do?
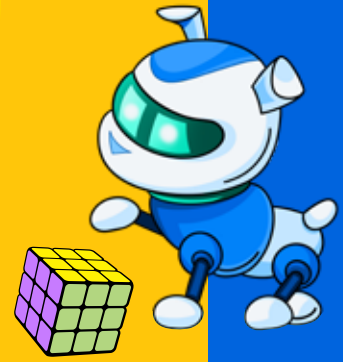
SORT THE CYBERBULLYING DO'S AND DON'TS

Read each tip below and determine whether it is a 'Do' or a 'Don't'.
Place a tick mark in the correct column

| TIP	DO	DON'T
Post only positive comments.		
Accept a friend request from a stranger.		
Think before you post.		
Post private information.		
Respond to an angry message with anger.		
Report the person you blocked.		
Reach out to a parent, teacher, or other trusted adult.		
Post whatever you like and think of in the moment.		
Believe what the bully says about you.		
Save any evidence of cyberbullying.		
Block the person who is saying bad things about you.		
Reply to the message you received from a stranger.		

TAKE-HOME ACTIVITY
WORD WALL

Form pairs with your classmates. Each pair will be assigned one of the vocabulary words below.

Together with your partner, create a poster explaining the term you've been assigned. All the posters designed by your class can be collected and displayed to create a Word Wall or Jam Board in the classroom or school.

Cyberbullying Vocabulary
- Bullying
- Cyberbullying
- Exclusion
- Harassment
- Outing
- Cyberstalking
- Fraping
- Fake Profiles
- Dissing
- Trickery
- Trolling
- Catfishing

NOTES
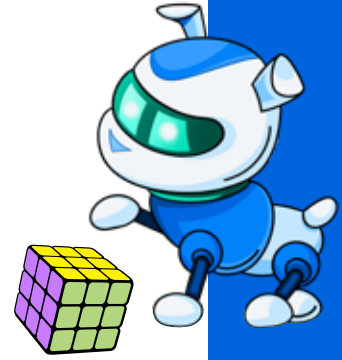
03. ADDITIONAL RESOURCES

1. Article | "What To Do If You're a Victim", Delete Cyberbullying

2. Article | "11 Facts About Cyberbullying", Do Something.org

Lesson 7

How to Be an Ally to a Cyberbullying Victim

01. OVERVIEW

While everyone knows that bullying is wrong, sometimes it is hard to know what to do when you see someone being bullied. If you speak out, will you be bullied as well? What if the bully has many friends who might gang up on you if you try to help the victim? Cyberbullying can be even worse than bullying. So, what can you do in that case? In this lesson, you will learn ways in which you can help the victim by being an upstander.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:
- Define the terms 'bystander' and 'upstander'
- Understand four ways to be an upstander in a bullying situation
- Choose to be an upstander rather than a bystander

1.2. PRIOR KNOWLEDGE

You should already know:
- What cyberbullying is
- The different forms of cyberbullying
- How to identify the occurrence of cyberbullying

02. LESSON PLAN

2.1. BYSTANDERS AND UPSTANDERS

ACTIVITY
WHO IS WHO?

Let's learn <u>who is a bystander and who is an upstander</u>.

? KEY QUESTIONS

Who is a bystander?

……..

Why do you think that someone is a bystander in many bullying situations?

……..

Who is an upstander?

……..

What are the four ways to be an upstander as mentioned in the video?

……..

Now, let's hear about
[Demi Lovato's experiences
with cyberbullying](#).
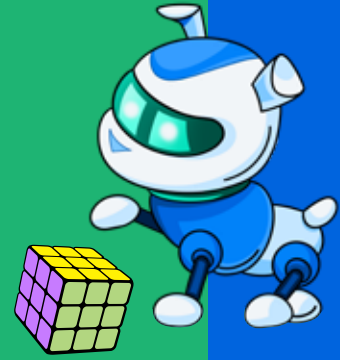
Remember

When bullying or other mean behaviour takes place,
most of the time there are four types of people involved.

- There's the aggressor. This is the person or persons
  doing the bullying.
- There's the person being bullied. This is the victim.
- There are witnesses to what's going on, usually
  called bystanders.
- There are witnesses to what's going on who try to
  positively intervene. These are the upstanders.

ACTIVITY
SCENARIOS

**Below, you will find some scenarios with attached worksheets. Read each
scenario and then determine if the reactions given in the worksheet are
those of an upstander or a bystander.**

Scenario 1

There's an online game that you and your friends play regularly. Usually,
there is a lot of game chat amongst the players, mostly talking about the
game. There is occasionally some friendly rivalry and teasing about who
is playing well and who is making mistakes. One day, one of the players
starts being nasty to your friend Samir, and they just won't stop.
It's beyond teasing. The next day, the same thing happens. You …

REACTION	UPSTANDER	BYSTANDER
Call Samir and tell him you don't like this any more than he does and ask him what he thinks you two should do.		
With Samir's agreement, call all the other players and get everyone's agreement that it's time to call out the nastiness.		
Decide to wait and see if the bully stops, then maybe do something.		
Walk away from the game for a while.		
Look up the game's community rules and if bullying isn't allowed, report the nasty behaviour using the game's reporting system.		

Use the space below to add any additional comments or insights on this scenario.

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Scenario 2

Ria, a friend of yours, dropped her phone by the drinking fountain near the school football field. Someone found it and, using Ria's phone, sent mean messages about Anushka to the other members of the football team. After doing this, they put the phone back near the drinking fountain. Anushka confronted Ria and told her that she was a terrible person for sending such mean messages. Ria tried to tell Anushka that she was not the one who sent the messages but Anushka didn't believe her. No one knows who really sent the mean messages. You …

REACTION	UPSTANDER	BYSTANDER
Feel sad for Ria but do nothing because no one knows who sent the mean messages.		
Go find Anushka and ask her how she feels and whether you can help.		
Spread the drama by sharing the mean messages with other friends.		
Help Ria to get everybody on the football team to post compliments about Anushka.		
Report the incident to your principal, inquire if she can help and ask her to ensure that all students learn about good phone security and locking their phones.		

Use the space below to add any additional comments or insights on this scenario.

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ACTIVITY
BOARD GAME

Form small groups and get ready to play a board game that will teach us about cyberbullying and digital safety.

Rules:
- You need a minimum of two players.
- Use a coin or other marker for gameplay.
- Using one dice, each player rolls to see who begins the game.
- The person with the highest roll starts the game, play will move to that person's left.
- Each player rolls one dice and moves ahead the number of squares shown on the dice.
- The player will read out loud the message on the square and take the action indicated.
- If a player lands on a square with no message, their turn ends and the next player takes their turn.
- Play proceeds until a player reaches the WINNER square (you do not need to reach by exact count).

It is important that you take time to discuss each milestone written in the box you land on, so that you understand what it means to you and to your friends.

START

I have a responsibility not to hurt others.

(Move ahead 1 space)

I tell my parents if I receive any inappropriate or offensive messages or attachments.

(Roll again)

I sometimes bully others on the internet and humiliate them for fun.

(Go back 3 spaces)

Using my email address, I register on websites without my parent's knowledge.

(Lose your next turn)

When I am angry with someone, I vent my anger by posting on social media.

(Go back 2 spaces)

I act when someone bullies, ridicules, hurts or is mean to a person just because they are different.

(Move ahead 2 spaces)

I actively learn about online safety and share it with my peers and family members.

(Roll again)

I have harmed or bullied another child.

(Go back 3 spaces)

I know that I can talk to my parents or an adult I trust about things that may be difficult.

(Roll again)

I know my rights and responsibilities as a digital citizen.

(Move ahead 1 space)

WINNER!!!
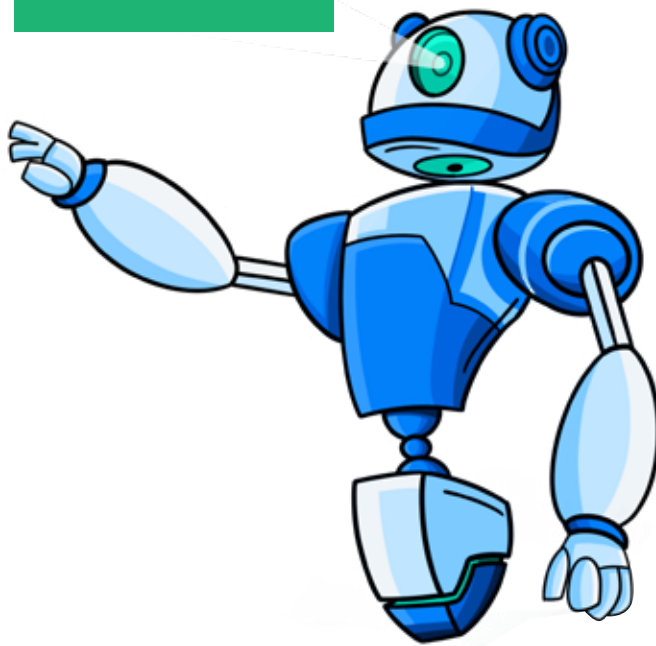
I have a fake social media account so that I can pretend to be older than I really am.

(Go back 1 space)

I share information about the safe use of mobile phones so that I and others remain safe.

(Roll again)

I do not care about my online protection.

(Lose your next turn)

I never respond to messages from people I do not know.

(Move ahead one space)

ACTIVITY
MY PROTECTION POSTER

An important part of staying safe is knowing whom to turn to when you need help. Let's fill in the Protection poster to ensure that you have the names and numbers of the people who can help you if you need help. This can include parents, other family members, teachers, friends, and authorities.

Develop your poster by filling in the contact information of friends and adults that you can trust. It is not necessary to fill every box but, think about the people who would support you.

Keep this list current by updating it from time to time.

Keep this information handy with you in your desk, bag, or other safe location. It is better to write down the names and contact information in case your phone is ever lost or stolen.

My Name:...

When I am trouble, I will call or message:

Name:...

Phone Number:...

Name:...

Phone Number:...

Name:...

Phone Number:...

Name:...

Phone Number:...

Name:...

Phone Number:...

Name:...

Phone Number:...

TAKE-HOME ACTIVITY
POSTER MAKING

It's time to reflect on the lessons learnt in the past few sessions.
Add your message to the phrase: *I want to prevent cyberbullying because…*

Design a poster to showcase your message.

Decorate it with drawings, stickers, or other creative touches to reflect your personality.

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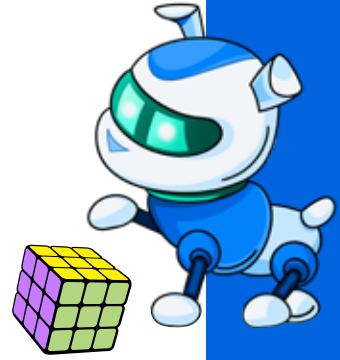...
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03. ADDITIONAL RESOURCES

1. Article | "Cyberbullying | How to Protect Yourself and Get Support", Kidshelpline

2. Article | "The Roles Kids Play in Bullying", stopbullying.gov

Lesson 8

Threats to and Rules for Digital Well-being

01. OVERVIEW

Digital well-being refers to our relationship with technology and digital services. It comprises physical, emotional and mental aspects and refers to an awareness of the positive and negative impact of engaging with digital devices. It is important that while we benefit from the positive aspects of digital connectivity, we also manage a healthy balance and take care not to miss out on real-life physical activities, interests, in-person interactions and the relationships that define and drive us.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:
- Name some threats to digital wellness and ways to overcome them to enhance your digital well-being
- Reflect on your own digital wellness and where you can improve
- List five ways to ensure digital well-being
- Understand the digital wellness wheel and how it can be used to highlight your actions in each of the five categories of well-being

1.2. PRIOR KNOWLEDGE

You should already know:
- The definition of 'digital well-being'
- Basics of managing your screen time
- What screen habits are
- How to track habits (both offline and online) effectively

02. LESSON PLAN

2.1. MANAGING SCREEN TIME

You already know all about screen time, tracking it for yourself and balancing it with offline activities.

Now, let's look at some useful tips for healthier screen time.
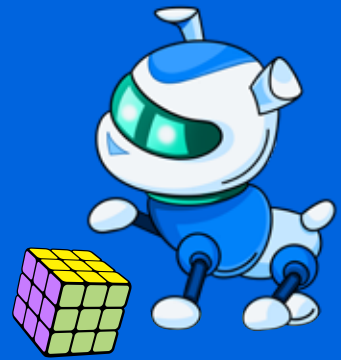
? KEY QUESTIONS

What are some of the unhealthy screen habits that you sometimes practice? Share two habits and explain how they are harming you.

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Mention two things that you would like to change regarding your screen usage.

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ACTIVITY
REFLECTION

Identify five threats to your digital well-being and then identify a solution that will help you change your habits. Use the table below to write down threats and their corresponding solutions. An example has been provided for you.

THREAT	SOLUTION
I scroll through my social media at night and then I cannot sleep properly.	I will not use my device in bed before I go to sleep.

Did You Know?

A 2019 study of more than 6,500 young people between the ages of 12 and 15 in the USA found that those who spent more than three hours a day using social media might be at heightened risk for mental health problems.
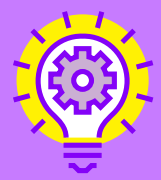
ACTIVITY
ENSURING DIGITAL WELL-BEING

Let's learn five ways to improve our digital well-being.
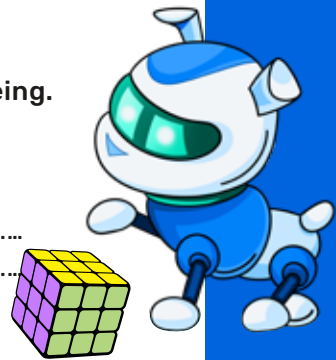
Write down two examples of activities for each of the five categories of well-being. Be ready to share your examples with your classmates.

- **Be mindful (Take notice)**

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- **Social/Emotional (Connect with others)**

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- **Intellectual (Be creative, keep learning)**

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- **Be generous (Give or be empathetic)**

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- **Physical (Be active)**

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ACTIVITY
DIGITAL WELLNESS WHEEL

A digital wellness wheel is a visual reminder of the five categories of well-being. You can use the wheel to identify the activities that you do in each of these categories as well as areas where you can improve.

Let's learn more about the wheel of well-being.

Now that you have watched the video, draw a digital wellness wheel for yourself in the space below. Start by making a circle divided into 5 equal parts.

Each section of the wheel represents a 'wellness area' that we discussed above - Be Mindful, Social/Emotional, Intellectual, Be Generous, and Physical.

Place your regular activities under the relevant category.

Is there any segment that remains blank? For example, although you are pretty active in the physical, intellectual, and social segments, you may find that mindfulness and empathy are areas where you need to improve.

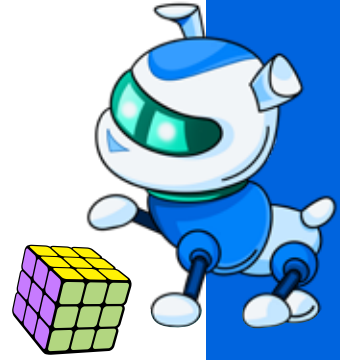Write down the types of activities that you would like to start to enable a more balanced life.
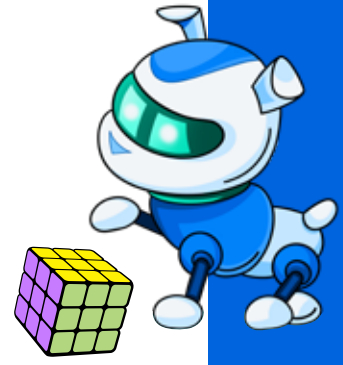
ACTIVITY

GET CREATIVE!

Make a Movie: You can create and model screen-free times and zones to help all family members manage their screen time during the course of their day (while sleeping, studying, working or at the dinner table). You can use any online tool or app for this.

OR

Make a poster: Use any creative tool to make a poster based on the digital wellness wheel you've created. You could do this by hand (using paints, colour pencils, markers, crayons etc.) or digitally (using any app or online drawing tool). Once it's done, display it in your room as a reminder to lead a digitally balanced life!

ACTIVITY

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03. ADDITIONAL RESOURCES

1. Article | "Teens and Social Media Use: What's the Impact", Mayo Clinic

2. Video | "What is Digital Wellness and Why Is It Important", Citrix, 25 September, 2020

Lesson 9

Let's Scrutinise Your Screen Time

01. OVERVIEW

Our digital well-being is an important aspect of staying healthy, especially since our screen time has been increasing. How much time are we actually spending online? Sometimes it is hard to know, and most people have a tough time estimating it. Additionally, not all screen time is equal. Sometimes we are online to attend a class while other times we are simply scrolling through social media. As our mental and physical well-being is important, we should take a closer look at some of these issues.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:

• Analyse your screen time and its impact on your quality of life

• Differentiate between active and passive screen time

• Estimate the amount of time you spend online

• Identify passive activities you wish to stop in order to create a better quality of life

1.2. PRIOR KNOWLEDGE

You should already know:

• The basics of social media

• The concept of screen time

02. LESSON PLAN

2.1. WHAT IS YOUR SCREEN TIME?

Let's see how digital media tries to hook you, and what can you do about it.

? KEY QUESTIONS

What do you estimate your average screen time is? How about your friends' screen time?

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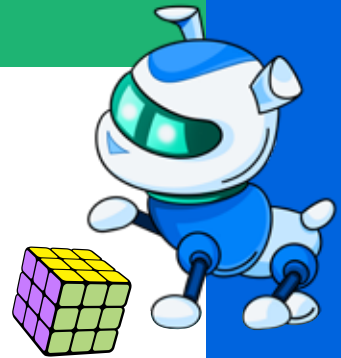
Did You Know?

The screen time for children and adolescents in the age group of 5-15 years in India shot up by 100% in the wake of the COVID-19 pandemic.

On average, children in the age group of 8-12 years in the USA spend 4-6 hours a day watching or using screens, and teens spend up to 9 hours.
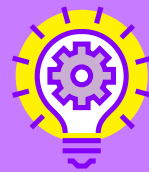
ACTIVITY

SCREEN TIME MAPPING

In the table below fill in your estimated screen time (on all devices including TV) over the course of 2 days (Friday and Saturday) in any given week and share the average number of hours. Two rows have been filled in as an example.
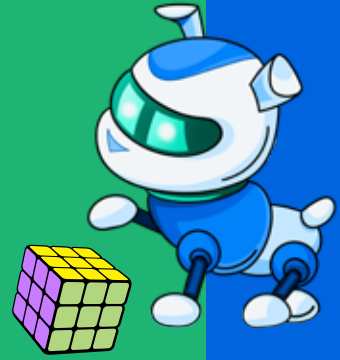
	FRIDAY			
Count	Activity	Device	Number of Hours	Active or Passive
1	Online Class	Laptop	4	Active
2	Watching a movie	TV	2.5	Passive
3				
4				
5				
6				
7				

	SATURDAY			
Count	Activity	Device	Number of Hours	Active or Passive
1				
2				
3				
4				
5				
6				
7				

ACTIVITY
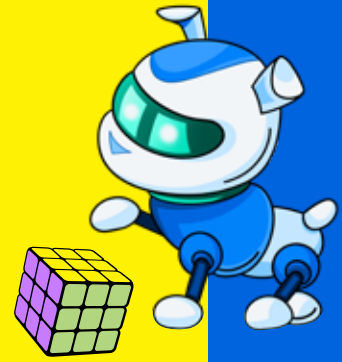
2.2. ACTIVE AND PASSIVE SCREEN TIME

Do you know the difference between active and passive screen time? Can you give some examples of each?

Now, that you know the difference, let's identify which of the following fall under active screen time and which under passive screen time. The first one has already been done for you.

ACTIVITIES	ACTIVE	PASSIVE
Watching my favourite artiste's video on YouTube		
Scrolling my Instagram feed		
Playing tennis on my Xbox		
Watching cat videos on social media		
Making a video to upload on Snapchat		
Taking a Chemistry lesson online		
Watching a movie on TV		
Reading an article on my favourite football team's chances in an upcoming game		
Playing Fortnite with friends		
Binge-watching my favourite show on Netflix		

Now, go back to your list of your Friday and Saturday activities. Categorise each of your activities as either active or passive. Calculate the amount of active versus passive screen time that you are currently engaged in on a typical Friday and Saturday.
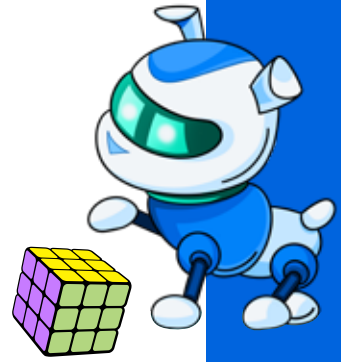
ACTIVITY
HOW MUCH IS TOO MUCH?

To answer this question, let's watch a helpful video on <u>how much screen time is healthy for us</u>.

? KEY QUESTIONS

Identify the main activity that contributes to your passive screen time and that you would like to change.

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Write below two steps that you can take to reduce your overall passive screen time.

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Have you ever experienced any negative physical effects due to excess screen time? How did you feel? What would you do differently?

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Did You Know?

Signs of too much screen time include:
- You feel sleep deprived or have trouble falling asleep
- Your back or neck hurts from being hunched over a phone, laptop or tablet all day
- You feel anxious if you are not 'connected'

TRUE OR FALSE?

Next to each of the following statements, write whether you think it is true or false.

- Since passive screen time takes less energy, I should do it for longer.

- More research is needed to fully understand the impact of excess screen time.

- Scrolling on social media is a good example of active screen time.

- People tend to underestimate how much time they spend online.

- Eye strain or a sore neck could be symptoms of excess screen time.

- Watching YouTube in bed right before sleeping is a great way to get a good night's sleep.

NOTES
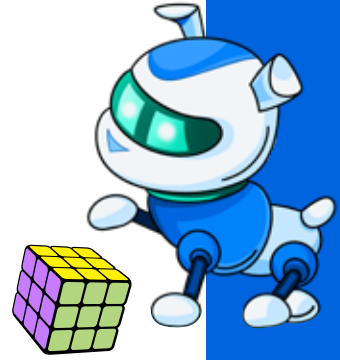
03. ADDITIONAL RESOURCES

1. Article | "COVID-19 Impact: Screen Time Up By 100% for Children", Prachi Verma, Economic Times, 15 June, 2020

2. Article | "Active vs. Passive Screen Time: Educate Children in Healthy Device Use", Yaroslava Kalko, Kidslox, 15 February, 2022

Lesson 10

Appropriate Body Image

01. OVERVIEW

The term 'body image' refers to how you think and feel about your body. It isn't as simple as what you see in the mirror; our beliefs and upbringing also contribute to it. Society, media, and popular culture also influence body image significantly. While celebrities, sports stars, and models look "perfect" on social media or in advertisements, it is important to remember these images are likely digitally altered. Eventually, a positive body image will help you feel good about yourself, which in turn impacts your mental health.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:
- Define the terms 'body image', 'body shaming', and 'body-positivity'
- Explain the role of social media in the development of your self-image
- Understand the role that digitally altered images play in influencing what is considered beautiful, desirable, or "ideal"
- Understand that body shaming can happen to both girls and boys
- Learn ways to create a more positive image which is not based on appearance

1.2. PRIOR KNOWLEDGE

You should already know:
- About social media and celebrity culture

02. LESSON PLAN

2.1. INTRODUCTION TO BODY SHAMING

You may have heard the terms 'body image' and 'body shaming'.
Now, let's talk about them.

? KEY QUESTIONS

Explain briefly what you understand of the term 'body image'.

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What is an appropriate body image?

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How does social media play a role in increasing pressure on us to have the "ideal body type"?

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Body image has four aspects:
- **Perceptual body image:** How you see your body
- **Affective body image:** How you feel about your body
- **Cognitive (mental) body image:** How you think about your body
- **Behavioural body image:** The way you behave as a result of your perceptual, affective, and mental body image

Definitions You Should Know

Body Shaming
The act of criticising or mocking a person's physical appearance for supposed bodily faults or imperfections. Body shaming can take on many different aspects.

Photoshopping
To digitally alter an image using an image editing software such as Adobe Photoshop, especially in a way that distorts reality.

Airbrushing
Any retouching done to a photo that changes the reality of the photo. This may include removing people or images, erasing acne or scars on skin, altering body shapes, etc.

Body-positivity
The idea that people should feel happy with and proud of their bodies, whatever shape or size they may be.

ACTIVITY
REFLECTION

? KEY QUESTIONS

How real are the images that we see in TV or print advertisements and social media?

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What do companies gain from altering and 'touching up' these images?

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Name two celebrities who have openly spoken against photo editing and airbrushing of their pictures.

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Global sensation Priyanka Chopra has been motivating a lot of people with her positivity and view of life. She once spoke about body-shaming and said, 'There is such a false perception about what women should look like and what our bodies should look like. Especially when you are in the (film) business, you put on a couple of pounds and people are like..body shaming you. It happens. Christmas happens to all of us. I am an Indian. I have Holi, I have Diwali, I have hundred holidays and my body fluctuates and you know what… I am fine with it.'

ACTIVITY
HARSHITA'S STORY

Let's watch this video about <u>how body shaming left a teenager in trauma</u>.

? KEY QUESTIONS

What is that one physical attribute that you have always felt self-conscious about?

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Does it affect your self-confidence? What can you do to address it?

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Remember

Having a positive body image means knowing that your sense of self-worth is not dependent on your appearance! We are more than our skin colour or the size of our body.
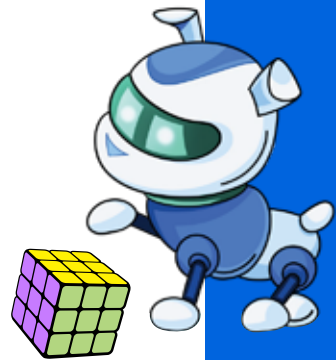
ACTIVITY
BODY SHAMING IN BOYS

Do boys face body shaming too? Think about it.

? KEY QUESTION

Share three examples of common ways in which boys experience body shaming.

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Arjun Kapoor opens up on his struggle with weight, body shaming in India

ACTIVITY
REFLECTION

? KEY QUESTION

Write down three things that you like about yourself (it should have nothing to do with your physical attributes).

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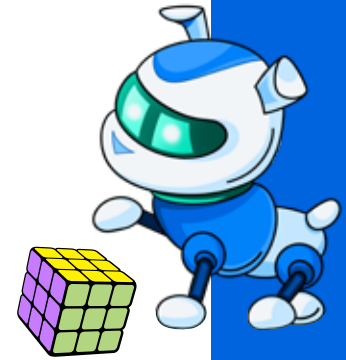
ACTIVITY
TAKING THE POWER BACK!

Begin by watching this video on <u>body image and how you can take the power back</u>.

Next, fill in the blanks below.

- The next time I catch an advertisement on TV or social media or a magazine, I will remember that …………………………..………

- When I hear someone talk negatively about themselves, I will …………………..………………………………
…………………………..……..…………………………………………………

- Instead of worrying about my body or certain body parts, I can inculcate a new habit or hobby like …………………………..………………………………………………………………………………..………………………………………………… that will make me feel good about myself.

TAKE-HOME ACTIVITY

Examine the media and social media feeds that you regularly follow. Identify which of these may contribute to negative feelings about your body or make you feel stressed because you are not like the "ideal" body type.

- Change your media consumption to remove these negative images. This may involve unfollowing certain accounts or people and reducing your consumption of specific kinds of videos.

- Find new people or accounts to follow which spread a more body-positive message and make you feel happier and less stressed.

NOTES

03. ADDITIONAL RESOURCES

1. Video | "Self-esteem Tips: Dealing with Body Image Issues", Watchwellcast, 19 April, 2013

2. Video | "Watch 5 Boys Open Up About Being Body Shamed", Barbie Ferreira, Teen Vogue, 17 October, 2016

3. Article | "What is Body Image?", Yvette Brazier, Medical News Today, 11 October, 2020

4. Article | "The Little Known Case of Male Body Shaming", Nupur Amarnath, The Times of India, 4 August, 2019

5. Article | "A Perceptual Metric for Photo Retouching", Eric Kee, Hany Farid, NCBI, 13 December, 2011

Lesson 11
Self-image, Social Media, and Self-Esteem

01. OVERVIEW

On most social media platforms, there are many ways that you can curate your self-image. You can add filters to your photos, you can easily select the most flattering photos to share, or you can choose not to post any images at all. This ability to portray yourself in a certain light extends to films, advertisements, and the social media pages of famous people. Most of these images are highly altered and curated. This can negatively impact your self-esteem. Let's explore the ways in which social media and the pressure to look "perfect" or "ideal" can affect your self-esteem, and let's discuss what you can do about it.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:

- Explain the link between a negative self-image and self-esteem issues
- Explain the role of social media in the development of your self-image
- Explain where you stand regarding your own self-esteem
- Reflect on things that you can do differently to improve your self-esteem

1.2. PRIOR KNOWLEDGE

You should already know:

- The terms 'body image' and 'body-positivity'
- The role social media plays in the creation of our body image

2.1. FILTERS ON SOCIAL MEDIA

ACTIVITY

? KEY QUESTIONS

Make a list of the most popular filters on social media (Instagram, Snapchat, or any other platform that you are on). Which of these filters do you use?

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Which of these filters help in altering a person's looks (the shape of their face, eyes, or hair)? Why do you think everyone likes to use these?

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……

Did You Know?

A Daily Mail survey in the U.K. asked 2,069 respondents how they felt about filters on social media.

- Around 20% said they now no longer post photos on social media without using editing tools that get rid of wrinkles, spots, and stretch marks.
- 37% Say they prefer their filtered face to their real face!
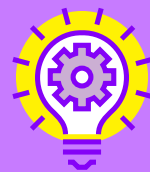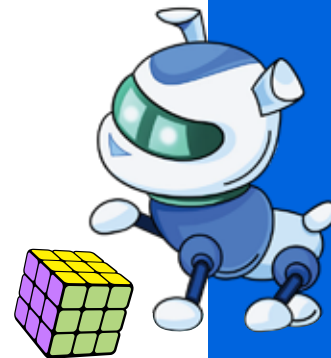
ACTIVITY
TARA'S STORY

Tara is 13 years old and is one of the popular girls at school. She is outgoing, loves sports, and is fairly good at studies. She pleads with her parents and manages to convince them to gift her a phone for her birthday. With their permission she creates Instagram and Snapchat accounts. Tara soon creates an active social life with many followers. She follows all the cool students in grades above her and becomes friends with some of them. She has a lot of fun posting pictures, memes, selfies, and other fun stuff on social media.

She learns how to use different face-enhancing filters that make the pictures so much better. She enjoys all the appreciation that she gets and she starts to experiment with different kinds of clothes and makeup too. From posting pictures on the weekend, she graduates to posting pictures almost every day. While she enjoys the positive comments, when a picture doesn't get enough likes, it affects her immensely. If someone posts a negative comment, she feels angry and/or dejected. All the time she spends on social media impacts her school work and friendships too. She becomes quiet and withdrawn. She also starts to dislike herself without make-up and feels she looks ugly. She sometimes wishes that she could just wear a permanent filter in real life too.

? KEY QUESTIONS

How do you think Tara changed as a person due to this experience?

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Can social media influence how or what we think and feel about ourselves? Explain with an example.

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What are the core reasons behind body-shaming tradition in India?

? KEY QUESTIONS

How does the media influence the way we see ourselves and others? Explain with an example.

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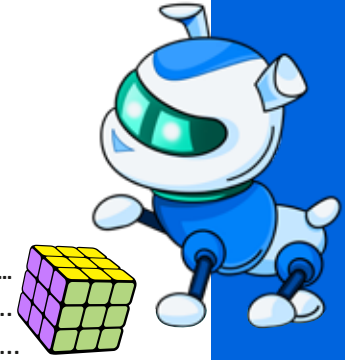
What are some of the negative things that we sometimes tell ourselves about our bodies?

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Do we judge others and their bodies too? How? Explain with an example.

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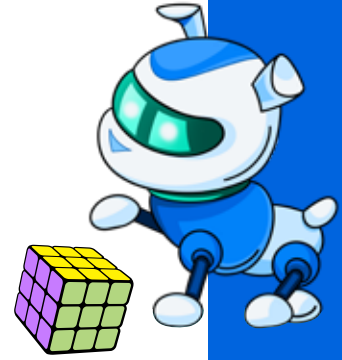
ACTIVITY
SELF-ASSESS YOUR SELF-ESTEEM

Take the test below. The higher your score out of a total of 30, the stronger your self-esteem.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
On the whole, I am satisfied with myself.	3 pt	2 pt	1 pt	0 pt
At times, I think I am no good at all.	0 pt	1 pt	2 pt	3 pt
I feel that I have a number of good qualities.	3 pt	2 pt	1 pt	0 pt
I am able to do most things as well as most other people.	3 pt	2 pt	1 pt	0 pt
I feel I do not have much to be proud of.	0 pt	1 pt	2 pt	3 pt
I certainly feel useless at times.	0 pt	1 pt	2 pt	3 pt
I feel that I'm a person of worth, at least on an equal plane with others.	3 pt	2 pt	1 pt	0 pt
I wish I could have more respect for myself.	0 pt	1 pt	2 pt	3 pt
All in all, I tend to feel that I am a failure.	0 pt	1 pt	2 pt	3 pt
I take a positive attitude towards myself.	3 pt	2 pt	1 pt	0 pt

Now, watch this short video on <u>social media and teenage self-esteem</u>.

❓ KEY QUESTIONS

Share two things that we can do to ensure that our presence and activities on social media do not impact our self-esteem.

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TAKE–HOME ACTIVITY
POSTER MAKING

Reflect on the impact that social media or other influences are having on your self-esteem. If you are happy with the way that you are right now, that is excellent, and keep doing what you are doing.

If you would like to make changes, think about the changes you might make to improve your self-confidence and increase your happiness. Think about ways you can help your friends who would also like to make a change. It all starts with a kind word and a show of support.

NOTES

NOTES

03. ADDITIONAL RESOURCES

1. Video | "Body Image ft. Photographer & Instagrammer Tobi Shinobi", Rise Above, 21 October, 2016

2. Article | "Instagram Photo Filters Targeted by Model's #Filterdrop Campaign", Emma Hallett, BBC News, 7 September, 2020

3. Video | "3 Tips to Boost Your Confidence" TED-Ed, 6 October, 2015

Lesson 12

Protecting Your Personal Data

01. OVERVIEW

As a young person, it is important for you to learn how to navigate the cyber world independently and safely. In today's age, most of us toggle between search engines, websites, digital platforms, and apps without giving it a second thought. Our multiple online identities (email IDs, social media pages, user IDs for different sites, etc.) help us to work, study, play, and shop. However, it is critical to remain aware of dangers like identity theft and phishing scams and know how to avoid them.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:

• Explain identity theft and phishing
• Identify unsolicited and fraudulent online requests for information
• Enumerate potential threats posed by scams and phishing attacks
• Explain simple ways to avoid such scams and phishing attacks

1.2. PRIOR KNOWLEDGE

You should already know:

• What the terms 'spam' and 'phishing' mean
• Why you should not share personal information online

02. LESSON PLAN

2.1. PERSONAL DATA

ACTIVITY
DISCUSSION

? ## KEY QUESTIONS

Of all the online activities that you engage in during your leisure time as well as study time, which one is your favourite? Why?

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When you visit a new website or join a new online activity, what kind of personal information sharing requests have you seen?

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Was there any request that you found particularly suspicious? What did you do in that case? Write about it and write what you did.

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Did You Know?

According to a survey reported in the New York Times in June 2021, young adults lose money to scams much more often than older people. 44% Of those who lost money were between 20-29 years of age as compared to 20% of people in the age group of 70-79 years.

Let's see <u>what might happen when too much of our personal information is given out online</u>.

SPOT THE SCAM

Match the below situations with the corresponding type of scam. One has already been done for you.

SITUATION

An email asking you to change your password for updating your account by clicking on a link

A text message on your phone informing you that you have won a big sum of money

An email asking you to download a card from a secret admirer

A pop-up in your online game offering 100 free game coins if you follow the link and watch a 2-minute video

A message telling you that security has been breached on your messaging app and that you need to click on a link to reset your password

A pop-up on your screen asking you to donate to those affected by recent floods

WHAT IS IT?

Greeting card scam

Gaming scam

Charity scam

Email fraud

Lottery scam

Messaging fraud

ACTIVITY

HOW TO CATCH A PHISH

Let's learn from Mehak's experience of phishing

Now, let's see how to catch a phish.

❓ KEY QUESTION

Now that you know how to spot suspicious messages or emails, share three strategies to avoid phishing or other types of online scams.

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Remember

When in doubt, throw it out!

Links in emails, social media posts, and online advertising are the routes that hackers take to access your personal information. Even if you think you know the source, it's best to delete it.

ACTIVITY

MIND MAP

Create a mind map that covers the concepts of personal security and phishing attacks. Make sure it reflects what you have learned today.

ACTIVITY

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NOTES

03. ADDITIONAL RESOURCES

1. Article | "Cybersecurity in Education: What Teachers, Parents and Students Should Know", Berkeley Extension

2. Article | "The Young Fall for Scams More Than Seniors Do. Time for a Warning", Ron Lieber, NY Times, 25 June, 2021

3. Article | "Privacy Tips for Teens", National Cybersecurity Alliance

Lesson 13

How to Identify and Mitigate Cyber Threats

01. OVERVIEW

The average student's exposure to the digital world has increased substantially over the past two years. We are now conducting many aspects of our lives online and that is unlikely to change. At the same time, the number of cyber criminals is also on the rise as they see an opportunity to scam people who are new to the online environment. It is important to understand the fundamentals of attacks that you might see from these criminals. Understanding malware and computer viruses while also learning how to defend against these threats is one of the best ways to keep you, your data, and your devices safe.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:

- Explain cybersecurity, malware, and different kinds of common cyber threats
- Explain the impact of malware and viruses on hardware and society
- Enumerate ways to mitigate cyber threats

1.2. PRIOR KNOWLEDGE

You should already know:

- The basics about various threats like computer viruses, phishing attacks, identity theft
- How to identify fraudulent online requests that may be scams

02. LESSON PLAN

2.1. VIRUS IN THE REAL WORLD AND THE VIRTUAL WORLD

? KEY QUESTIONS

What is your understanding of the term 'malware'?

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How do you think that malware or computer viruses are the same or different from a virus which might make you unwell?

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Do you think it is possible to avoid malware completely? Can we ensure that our computers never have to deal with a malware attack? Explain.

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Definitions You Should Know

Malware
Software that is specifically designed to disrupt, damage, or gain unauthorised access to a computer system. Malware is a catch-all term for any type of malicious software.

Computer Virus
A computer program that, when executed, can modify computer programs and insert different instructions which might be used to steal, modify or destroy data. A computer virus is a specific type of malware that self-replicates by inserting its code into other programs.

Did You Know?

According to the UN, cybercrime (theft, embezzlement, data hacking, general destruction of sites and devices) has risen by 600% due to the COVID-19 pandemic. Cybercrime will cost companies worldwide an estimated USD 10.5 Trillion annually by 2025 (up from USD 3 Trillion in 2015).
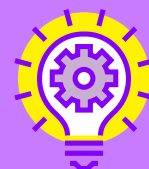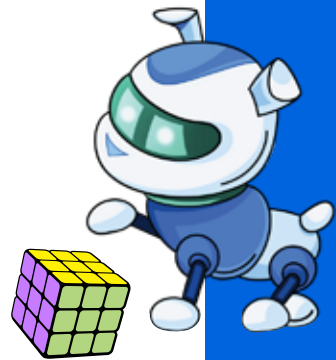
ACTIVITY
THINK-PAIR-SHARE

Let's watch a video to learn more about the malware bug.

Next, let's look at different types of malware.

? KEY QUESTIONS

Write the number of ways in which a virus can enter your computer.

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What are the different kinds of viruses named in the video? Can you recall some names?

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Name two practices that can help you minimise your exposure to malware.

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Imagine that you are a cybersecurity expert hired by a big company to neutralise cyber threats to the company's sensitive data. Which of the strategies from the activity would you use and how?

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RECAP

Let's see a few of the impacts from the "malware named worms"

ACTIVITY
MALWARE DEFINITION MATCH

Take a look at this activity sheet and match the words with their definitions.

ACTIVITY
DEFEND AND ATTACK

Now we are going to play a game called 'defend and attack'. Your teacher will explain the rules of the game, followed by a set of questions.

? KEY QUESTIONS

Which team were you on? What were your key strategies and how did you arrive at them?

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Imagine that you are a cybersecurity expert hired by a big company to neutralise cyber threats to the company's sensitive data. Which of the strategies from the activity would you use and how?

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TAKE-HOME ACTIVITY
REFLECT

Write down how cyberattacks impact…

Individuals

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Society

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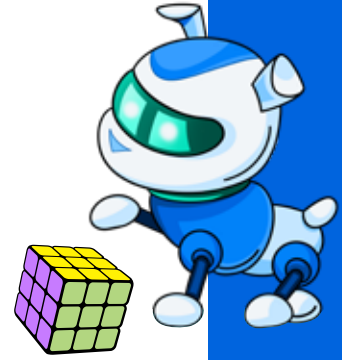
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Lesson 14
How Can I Conduct Smart Research?

01. OVERVIEW

You will often need to use the internet to research topics for schoolwork. Are you doing your research in the most effective manner? How can you organise your topic before beginning research?

There are also some tricks that you can use in the Google search bar which can help you hone your research to be more efficient. You also need to remember to cite all your sources. These skills will help you the next time you have to research a topic for homework.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:

- Know how to plan your research topic before getting on the internet
- Maximise your use of Google search
- Research a topic to test your newly acquired knowledge

1.2. PRIOR KNOWLEDGE

You should already know:

- How to use Google to search for answers on the internet
- How to cite your sources

02. LESSON PLAN

2.1. CONDUCTING EFFECTIVE INTERNET RESEARCH
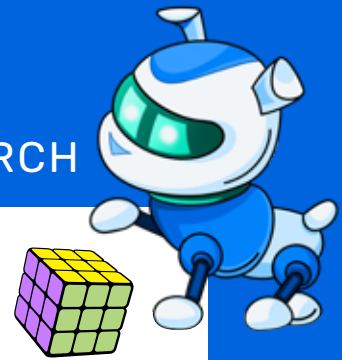
ACTIVITY
TRY IT FOR YOURSELF!

Most of you will have used the internet to research a topic for your schoolwork. Do you know how to optimise your search to get more information faster? Let's examine the first steps in conducting research to ensure the best results.

Step 1: Plan

Plan ahead before you begin your research. One way to do this is with the help of a graphic organiser such as a KWL template. Ask yourself:

- *What do I know?* (K)
- *What do I want to know?* (W)
- *What have I learned?* (L)

By identifying what you want to know, you can narrow the focus for your research. For example, if you want to research about cats, you might fill in the KWL as below:

WHAT I KNOW (K)	WHAT I WANT TO KNOW (W)	WHAT I HAVE LEARNED (L)
Cats are 4 legged mammals.	• What is the scientific name for cats? • Are they related to any other animals?	
There are big cats such as lions and tigers.	• Where in the world do big cats live? • How many kinds of big cats are there?	

Once you have done your research, you will be able to fill in the third column about what you have learned. This can help you narrow your research question.

Step 2: Conduct Your Research

Once you have narrowed down your specific area of focus, you can begin to conduct your research.

Start by typing into the Google search bar: *What is the scientific name for cats.*

What results do you see?

Can you think of a better way to search for information about cats? What keywords or phrases will return a broad range of websites and information?

Let's learn a few Google search tricks to optimise your research.

ACTIVITY
RECAP

SYMBOL OR WORD	WHAT IT DOES	EXAMPLE
" "	Search for exact words in a specific order	"Big cats"
OR	Search two different terms for the same topic	lions African OR Indian
- (minus)	Exclude terms from your search	Cats -musical
Site:	Search a specific source or domain extension	Site: nationalgeographic. com lions

Don't forget that as a good digital citizen, you will need to cite your sources. You can use a template like the ones provided below.
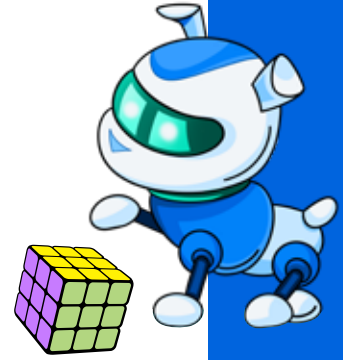
Research Paper Source Organizer – Book

Book Title: _____
Author 1: _____
Author 2: _____
Author 3: _____
Place published- City: _____ State:_____ Country:_____
Publisher Company: _____
Publication Date- Month: _____ Day: _____ Year: _____

Information found in this source:

Fact/Detail 1: _____
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Research Paper Source Organizer – Website

Article Title: _____
Author 1: _____
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Publication Date- Month: _____ Day: _____ Year: _____ Time: _____

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ACTIVITY

ACTIVITY
CREATE A RESEARCH PLAN

Now, let's create a plan for your research. Choose a category of animal that you like and fill out the KWL template below to identify what you want to learn about your chosen animal or category of animal.

WHAT I KNOW (K)	WHAT I WANT TO KNOW (W)	WHAT I HAVE LEARNED (L)

Next, perform a Google search on at least one of the items from column W. Note down what you learned in column L.

TAKE-HOME ACTIVITY

Complete your KWL template by finishing the research based on your questions in column W.

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03. ADDITIONAL RESOURCES

1. Video | "Research Skills for High School Students", Inspire Life Productions, 27 February, 2018

2. Video | "What is Research?", Randall Meyer, 26 August, 2015

3. Article | "5 Ways to Make Online Research Easier", www.kidshealth.org

Lesson 15

Spot the Fake News - Internet Investigator

01. OVERVIEW

We hear the term 'fake news' used increasingly often these days. What is fake news and how can we spot it? It is important that you learn to spot fake news and think about the motivations of the source of that fake news. There are also times when a news article may be reported differently depending on the news source and the motivations of that news source. You should be able to understand that the point of view of a news source impacts the reporting that they do.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:

• Define 'fake news' and the different types of fake news
• Evaluate different news sources for their different viewpoints on the same event
• Analyse a news article for clues to whether or not it is fake news

1.2. PRIOR KNOWLEDGE

You should already know:

• What clickbait is
• How clickbait uses the curiosity gap to drive clicks

02. LESSON PLAN

2.1. WHAT IS FAKE NEWS?

Have you heard the term 'fake news' before? Are you clear on what it means?

Let's find out by
watching this <u>video</u>.

Fake News

False or misleading content presented as news and communicated in formats spanning spoken, written, printed, electronic, and digital communication.

Fake news can be categorized into three categories:

- **False stories:** They usually look like actual news, but they are completely made up. False stories may be invented to sell a product, get a reader to go to a website, or simply to mislead people.
- **Half-truths:** These are stories which contain some truth mixed with lies or misrepresentations. Half-truths may be hard to dispute because there is likely some amount of truth in the statement or story.
- **Clickbait:** An attention-grabbing headline that only exists to drive internet traffic to a website. Clickbait is easier to spot because it leverages the curiosity gap and sensational claims to achieve its aims.

Let's look at some examples.

In October 2021, Indian Prime Minister Narendra Modi travelled to Italy to attend the G20 summit.

A photo was posted on social media showing the Prime Minister getting out of a car with a "Taxi" sign along with a message stating that the PM was humiliated as he was forced to take a taxi.

This photo was a false story as the picture used was altered to add the "Taxi" sign atop the car.

Half-truths are like rumours. The rumour sounds like it could be true even if it is not. Websites that focus on celebrities often have stories relying on half-truths about things like dating relationships, divorces, pregnancies, plastic surgeries, fighting on film sets, etc.

? KEY QUESTIONS

Why do you think a news website would publish a false story or a half-truth?

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Can you think of any instance where someone would want a false story to be published?

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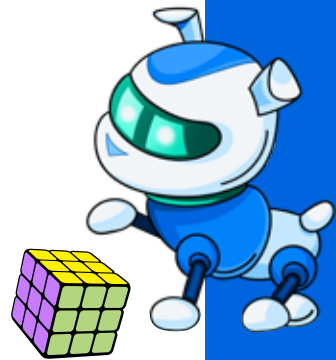
FAKE NEWS OR DIFFERENT INTERPRETATIONS?

Let's examine a high-profile event and how different news sources reported it.

In February 2020, the then President of the USA, Donald Trump, travelled to India. He gave some speeches, met dignitaries, and visited the Taj Mahal.

Please read the below-listed articles from news outlets across the world reporting the visit. Note down what aspects are common to all the articles and what aspects are unique to each article. Work in pairs or in small groups.

News Reports of Donald Trump's Visit to the Taj Mahal

BBC (UK) | Taj Mahal: US President Donald Trump visits India's 'monument of love'

Times of India (India) | US President Donald Trump visits Taj Mahal, says America loves India

Deutsche Welle (Germany) | Taj Mahal's tombs cleaned for first time in 300 years for Donald Trump

CNN (USA) | Trumps cherish an iconic moment - touring the Taj Mahal

❓ KEY QUESTIONS

Which news article was the most positive? Which was the most negative? Can you think why?

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Name at least one item from each article which was not mentioned in any other article. Why do you think they chose to highlight this fact?

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Do you think that any of these articles are false stories? Why or why not?

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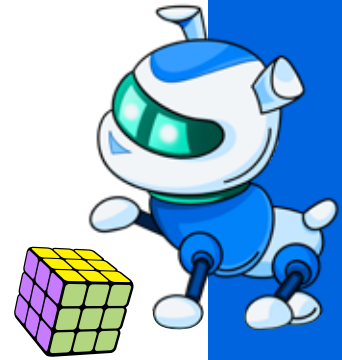
ACTIVITY
TIPS FOR ANALYSING THE NEWS

How can you check whether a news story is true or not?

- Think. Does the news story make sense when you stop and think about it? If no, then it is likely not true.

- Gut check. If reading the headline or the story makes you angry, it might be because someone wants you to be angry.

- Check other news sources. Are all major websites or newspapers reporting the same story?

- Does the website's URL look suspicious? Fake websites often add ".co" to the name of a proper website to make it seem real. Example: "abc.com.co" (fake) as compared to "abc.com".

- If you land on an unknown website, check the "about" page or section. Then Google the information to see what you can find.

- Check the date. Sometimes old stories will be forwarded to make it seem like they are new or recent.

- Check the website and the article. Does it look sloppy? Are there a lot of errors in spelling and grammar?

- If the website has a lot of pop-ups, then it might be a clickbait site.

- ALL CAPS is a good sign of clickbait.

ACTIVITY
QUIZ

Identify whether you think each headline is a false Story, a half-truth, or clickbait

HEADLINE	TYPE OF NEWS
Is she or isn't she? Is that a baby bump?	
Prime Minister of Sweden flees country, says she's moving to a warmer country	
Divorce scandal! Marriage on the rocks.	
FREE! FREE! FREE!	
US President living in Alaskan igloo to experience global warming first-hand.	
What does Anushka Sharma eat in a day? Find out here!	

GET CREATIVE
Write your own fake news headline.
Decorate it to make it seem as real as possible.

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03. ADDITIONAL RESOURCES

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4. Video | "How do I Spot Fake
News? - BBC What's New", BBC
What's New, 26 June, 2018

Lesson 16
**Group
Project**

01. OVERVIEW

This course is almost complete. The final 3 class periods will be used for you to work on and complete your group project. Your group project will count for 20 points in the final evaluation for this course. But before we begin on the project, let's do a quick knowledge check to see how much you remember about the topics covered in this Skills course.

1.1. LEARNING OBJECTIVES

By the end of this lesson, you should be able to:

• Explain the different aspects of digital citizenship to others

1.2. PRIOR KNOWLEDGE

You should already know:

• All the topics covered in Levels 1 and 2 of this Skills course
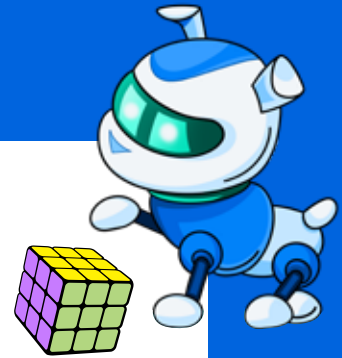
ACTIVITY

KNOWLEDGE CHECK

We have covered a number of digital citizenship topics over 15 lessons of this Skills course.

Take this knowledge check quiz on Quizzizz and let's find out how much you can recall of what you've learned.

ACTIVITY

GROUP PROJECT

In groups, create an e-newspaper, a radio interview program, or a video interview program. Your project can cover any of the aspects of digital citizenship which have been covered in Levels 1 or 2.

The format and the style can be decided by the group but, each group must have at least one interview in their final project. The interviewee can be someone in the class or someone outside the class.

Be creative and informative at the same time!

Your final project will be presented in the last period of this course.

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Level 2
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6. Resource | "Grades K-8 Student Tip Card", cisa.gov

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7. How-to Guide | "Clear Cache and Cookies, Computer", Google Help

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2. Article | "Why Your Social Media Posts Are More Popular Than You Think: Inside the Invisible Audience", Kevan Lee, Buffer, 25 July, 2014

3. Video | "Social Media Data Privacy Awareness", Technology Services at Illinois, 1 April, 2016

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2. Dictionary | "Persona", Oxford Languages

3. Dictionary | "Reputation", Oxford Languages

4. Video | "Online vs. Offline Self: Who Is the Real You? | New Age Creators", Participant, 13 June, 2016

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2. Video | "What's Cyberbullying", Common Sense Education, 7 November, 2018

3. Article | "Difference Between Bullying and Cyberbullying", Askanydifference.com

4. E-book | "Together for Protection", United Nations Girls Education Initiative

5. Worksheet | "Cyberbullying", Liveworksheets.com

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Meta

Digital Nagrik | Student Handbook

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