



---

Level 2

# Welcome to Digital Nagrik

Teacher Handbook



# CONTENTS



01.

Welcome to Digital Citizenship Level 2

02.

Accessing Safe and Secure Websites

03.

How Long is Forever?

04.

What is Your Online Persona?

05.

Introduction to Cyberbullying and Ethical Behaviour

06.

What are the Different Forms of Cyberbullying?

07.

How to Be an Ally to a Cyberbullying Victim

08.

Threats to and Rules for Digital Well-being

09.

Let's Scrutinise Your Screen Time

10.

Appropriate Body Image

11.

Self-image, Social Media, and Self-Esteem

12.

Protecting Your Personal Data

13.

How to Identify and Mitigate Cyber Threats

14.

How Can I Conduct Smart Research?

15.

Spot the Fake News - Internet Investigator

16.

Group Project





Lesson 1

**Welcome  
to Digital  
Citizenship  
Level 2**

---

# 01. OVERVIEW

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

## 1.1. LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

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

## 1.2. PRIOR KNOWLEDGE

Students should already know:

- Topics covered in Digital Citizenship Level 1

# 02. LESSON PLAN

## 2.1. RECAP



### ACTIVITY: DIGITAL CITIZENSHIP

DURATION: 8 MIN

#### Slide 02



Play the video on [what digital citizenship is](#).



### KEY QUESTIONS

#### Slide 03

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.

If there are students who are new to digital citizenship (those who have not taken the Level 1 course), ask them to write down their definitions based on their understanding.

After giving the students a few minutes to fill in their answers, initiate a discussion on each of the below topics to gauge what they know.

#### **Welcome to the Digital World**

This topic is about understanding computer and internet basics including hardware, software, networks, and how the internet operates.

#### **Digital Etiquette**

This topic is about how to act with kindness and respect towards others while online.

#### **Digital Well-being**

This topic is about learning to balance online and offline activities in order to lead a healthy and active lifestyle.

#### **Digital Footprint**

This topic is about the trail that a person leaves behind every time that they go online. This may include internet searches, social media, placing orders online, reading news articles, watching TV shows or videos, etc.



### Cybersecurity

This topic is about how to stay safe online by learning about people who may attack you online (like hackers), learning how to keep your personal information safe online, and how to deal with things like spam and targeted advertising. Cybersecurity is also about learning to actively manage your system settings to reduce your risk.

### Information Literacy

This topic is about how to use the information and data that you find online. Students should know what data they can use, how to cite their data sources, and have a basic understanding of the laws which protect creators.

### Cyber Exploiters

This topic is about how companies or individuals may use digital footprints to their advantage through methods like targeted marketing schemes.

### Digital Citizen

A person who develops the skills and knowledge to effectively use the internet and other digital technology, especially in order to participate responsibly in social and civic activities.

**Teacher's Note:** Inform the students that in Level 2, the syllabus will follow the same topics as listed above but in greater depth.

Now, let's brush up our knowledge.

## ACTIVITY: DIGITAL ETIQUETTE

DURATION: 10 MIN

### Slide 04

What do you remember about good netiquette?



Play the video introducing [10 examples of good netiquette](#).

Ask the students if they remember the term 'netiquette' (interNET + etiquette) and what it means (being kind, respectful, and responsible online).





## KEY QUESTIONS

### Slide 05

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

Be yourself (be authentic), express yourself, allow others to express themselves too (but do not get into any arguments if you do not agree with one another), escape conflict (never post offensive materials on the internet), be respectful to others, avoid responding to negative comments with more negative comments, respect people's privacy, avoid sweeping generalizations (the thinking that all people of a certain category think the same or similarly), check and then click (do not post or forward something without first verifying it), keep in mind intellectual property rights (cite and/or acknowledge creators).

**How will these tips keep you safe online?**

By being kind and authentic online, students will have healthier relationships with the friends they are interacting with. Keeping comments positive and fact-based reduces the likelihood of fighting or rude behaviour. Respecting people's privacy helps keep data more secure. Asking friends for permission before posting about them helps to increase trust.

**Do you act differently online as compared to when you are offline? How?**

**What makes you want to act differently?**

**Teacher's Note:** Students should first reflect by writing down their thoughts and then share. A good example might be how they act when playing online games (do they get really worked up and start shouting at the other players?) or how they act in online school (do they pay attention or take notes like they would in offline school?). Do the students spend too much time on screens (maybe normally they like to go outside and play cricket or ride bikes but then they end up binge-watching all day)? What drives the students to act differently? Can they easily explain? If they would like to make a change in their behaviour, how can they think about doing that?

---

## ACTIVITY: DIGITAL FOOTPRINT

DURATION: 10 MIN

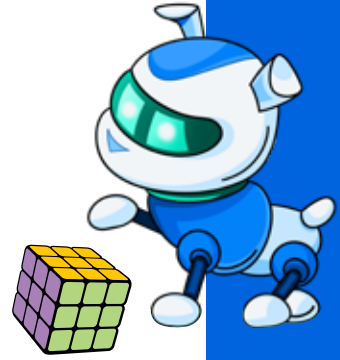
### Slide 06

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



Play this  
[refresher video.](#)

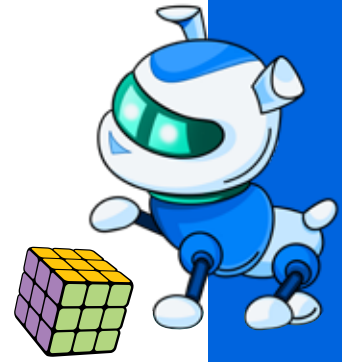
**Teacher's Note:** Ensure that students know what a digital footprint is before proceeding.



## Slide 07-08



Bring up this [Quizzizz poll](#) to help students understand all the ways that they are creating their footprint.



**Teacher's Note:** Given below are the questions asked in the Quizzizz poll. This is simply a poll to enable comparison of student choices in their usage of social media and what kind of digital footprint they are creating. Students should choose all applicable options for each question.

### Q1: How do you go online?

- I use Instagram, Snapchat or other social media
- I am on at least one Discord server or Whatsapp chat group
- I watch videos on YouTube
- I send emails
- I use streaming services like Amazon Prime or Hotstar to watch movies, sports, or shows

### Q2: Who else is shaping your digital footprint?

- My friends take photos of me and post them online
- My friends tag me in posts or stories
- I know all the people in my social media network in real life
- I have been featured online by a news outlet or other organization

### Q3: Are you in control of your digital footprint?

- I have searched my name online to see what is online under my name
- I was searching for something online and then started receiving online ads about the same
- My social media (or other) picture is a picture of me
- I include personal information about myself on my social media (like birthday, address, school name, etc)
- I have tagged or untagged photos of myself when I liked or didn't like what it said about me

### Discussion guide for the above poll:

#### Slide 09

**Q1: This question is to get the students to realize all the different ways they are going online and interacting with others.**

Ask the students if they realize all the different ways that they are interacting online. Are there other ways that they are engaging with others online? Are they aware that all of these are part of their digital footprint?



**Q2: This question is to help students realize that other people are also shaping their online narrative.**

Ask the students to assess how many different people might be impacting their image online. Do they know all of these people? Do they know what these people might say or do with their images online?

**Q3: This question is to gauge how proactively students are managing their digital footprint.**

If students are proactive about their profile, then they should regularly run an online search of their own names to see what is already online about them. They can untag themselves if they do not like the messages in which they have been tagged (and asking their friends not to do this in the future), take care not to include any personal information on social media, and present an authentic photo of themselves. The point about online searches leading to targeted ads is to get them to think about the cookies that they are leaving behind and whether they are actively managing cookies.

## ACTIVITY: CYBERSECURITY

DURATION: 10 MIN

### Slide 10

What do you remember about cybersecurity?



Play this video on [cybersecurity training for children](#).

**Teacher's Note:** Debrief the students on the video.

- Strong passwords are a must.
- Never share personal information online such as your name, address, phone number, or school name.
- Inform your parents of cyberbullying or inappropriate conversations or messages.
- Do not join video conferences without knowing the host organization.

**Here are some simple tips to keep you safe online:**

### Slide 11

- 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.

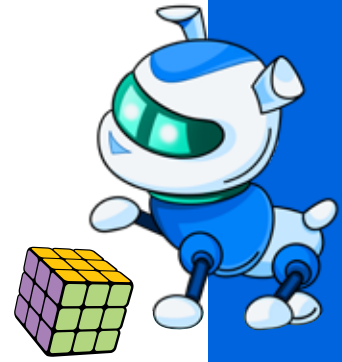
These tips apply regardless of which device you use to access the internet—be it your smartphone or your game console.

### Slide 12

#### Fill in the blanks.

**Teacher's Note:** Ask the students to work on the sheet individually and then review the answers together as a class.

- A strong password should contain at least one ...**capital**... letter.
- ...**Phishing**... is the practice of sending an email which pretends to be from a company but is really trying to gather your personal information.
- A ...**hacker**... is a person who tries to steal your personal information online.
- A fraudulent email is called ...**spam**... .
- One clue that you should not open the email is that it sounds ...**too good to be true**....
- Your school network has a ...**firewall**... to keep it secure.
- A weak password is one that contains ...**personal**... information.
- Someone who meets you online and then would like to meet you in person might be a ...**predator**... .



NOTES

Lined writing area consisting of multiple horizontal dashed lines.

---

## 03. ADDITIONAL RESOURCES



1. Blog | [“Teaching Children About Digital Footprints and Online Reputations \(With Student Poster\)”](#), Kathleen Morris, [www.kathleenamorris.com](http://www.kathleenamorris.com), 1 June, 2020



2. Video | [“A Digital Story on Digital Citizenship”](#), Allison Kostiuik, 12 November, 2016



3. Video | [“Online Safety Basics”](#), National Cybersecurity Alliance



# NOTES

A series of approximately 35 horizontal dotted lines providing a space for writing notes.







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. In this lesson, students will learn how to spot fake or inappropriate websites so that they can have a safe and fun online experience.

## 1.1. LEARNING OBJECTIVES

By the end of this lesson, students 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 their cookies in a web browser

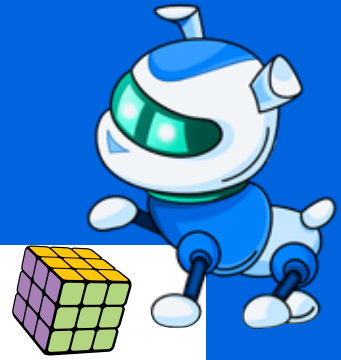
## 1.2. PRIOR KNOWLEDGE

Students 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

DURATION: 5 MIN

### Slide 02

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?**

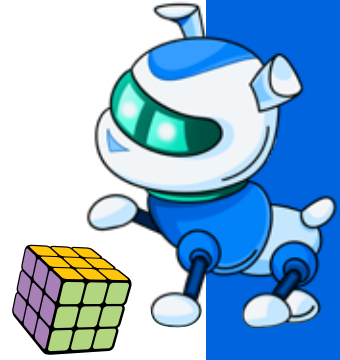
"Dot com" (.com) is the most common domain extension. "Com" stands for commerce.

ACTIVITY: WHAT DO THESE EXTENSIONS MEAN?

**Test your knowledge by matching the extension with its meaning.**

**Teacher's Note:** You can ask the students to first test their knowledge by attempting the matching worksheet alone. Once they have tried to complete it, you can go through the worksheet together with the class.

Slide 03



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

**Answer Key:**

.org = An advocacy website, such as a not-for-profit organization

.com = A business or commercial website

.net = The website of a network organizer or internet service provider

.edu = A site affiliated with a higher education institution

.gov.in = A Government of India website

.in = Official domain extension of India

.co.in = For banks, registered companies and trademarks in India

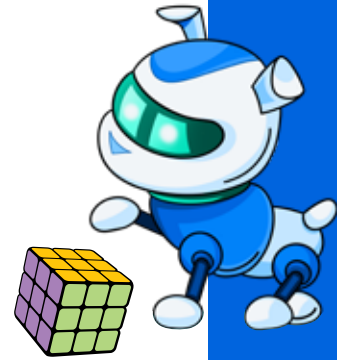
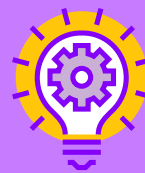
There are also some sponsored extensions which may not follow the standard naming conventions. For example, the extension “.post” is one that post offices can apply to use. If you see something unusual, you should confirm it before clicking, because it could be a spam account.

#### Slide 04

### 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

DURATION: 15 MIN

#### Slide 05

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?



Open the blog explaining [five signs that can help you tell whether a website is safe or not.](#)

**Teacher's Note:** Pick students to read aloud from the blog.

#### Slide 06

### 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



## ACTIVITY: TRY IT FOR YOURSELF!

### Slide 07

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

**Teacher's Note:** Project your screen as you follow the steps given below along with the students.

**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.

**Teacher's Note:** Scroll all the way to the bottom of the website. On the left-hand side, you will see something labelled "privacy policy". Ask the students to check it out.

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

About us

Create Your Own Ad

Terms of Use and Grievance  
Redressal Policy

Privacy policy

Advertise with us

RSS

Newsletter

Feedback

ePaper

Sitemap

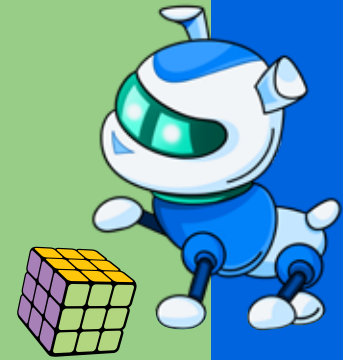
Archives

FOLLOW US ON

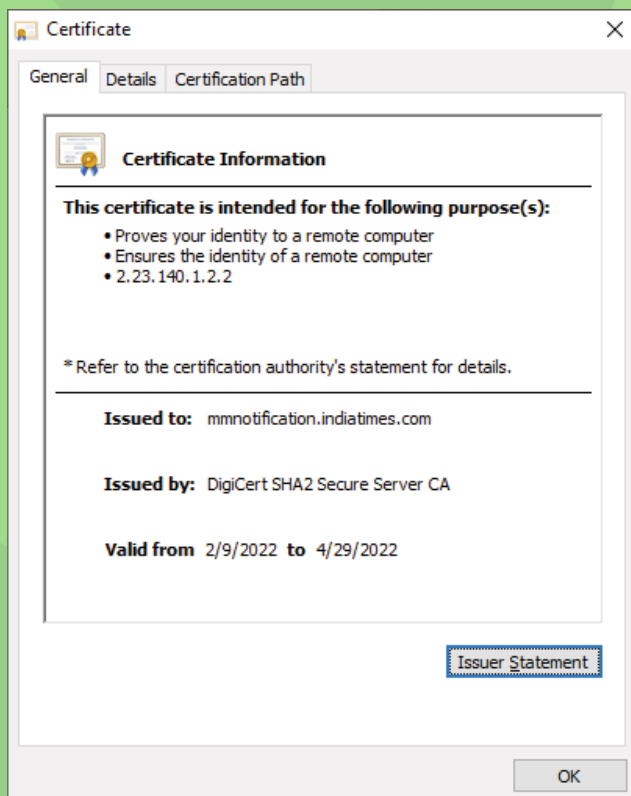
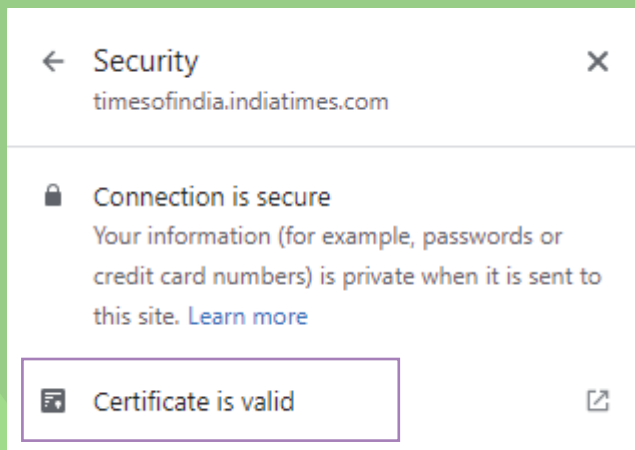
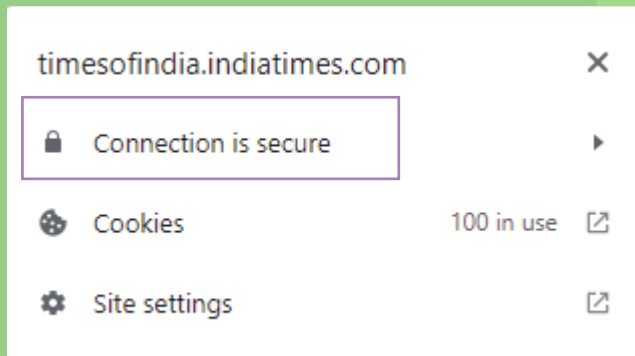


**Step 4:** Now, let's verify the trust seal. You can find this by clicking on the padlock symbol next to the web address in the browser.

 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



### Slide 08

#### 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.



**Teacher's Note:** Ask students to read this [blog article on pop-up blockers](#) in the evening.



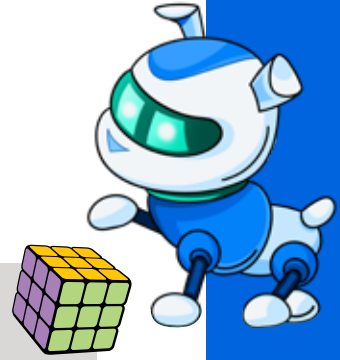
Play this short on how to detect whether a [business](#) is legit or a scam.



## ACTIVITY: WHICH ARE THE RIGHT WEBSITES FOR YOU?

DURATION: 8 MIN

**Teacher's Note:** Open the discussion with some statistics of websites from the box below. Ask the students if they think before they click on a website. How do they know that it is safe?



### Slide 09

#### 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?

Good websites will include age-appropriate content and will not ask you to sign up for anything or take your personal details. These websites should be able to provide you information for your school project in simple, easy-to-understand language.

#### What websites do you think you should not visit?

There are many websites that are inappropriate for most people. Any website which asks you for personal information is not good to visit. If it is a website which talks about doing something illegal, then you should not visit it.

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.

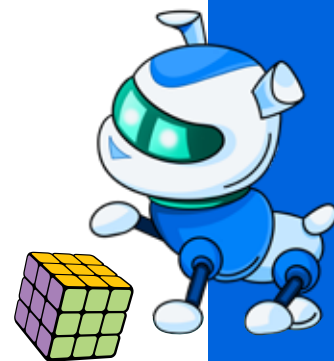
**Teacher's Note:** Read out the characteristics of the websites (listed below in blue) and ask the students to write them down in their handbooks.

#### A "green" website is:

- A good site for children your age to visit
- Fun, and filled with things for you to do and see
- One that uses appropriate language
- One that does not let you talk to people you don't know

#### A "yellow" website is:

- A site you are not sure is right for you
- One that asks for information such as who you are, where you live, your phone number or email
- A place where people are allowed to communicate freely with others, even those that they do not know



### A “red” website is:

- A site that is not right for you
- A website that encourages risky or illegal behaviour
- A place you might have gone by accident
- Filled with things that are meant for adults

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?

### Slide 10

**Teacher's Note:** Project your screen and conduct the search along with the students so that everyone can examine the results together. Use the below questions to drive the discussion.

## ? KEY QUESTIONS

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

**Teacher's Note:** Students should be able to see clearly that words like “kids’ activities”, “family friendly”, “for all ages” indicate “green” websites. Words like “for adults” or any search results with photos of adults playing games might indicate “yellow” websites.

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

Accept all answers.

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

DURATION: 10 MIN

### Slide 11

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

Encourage students to remember what they learned about digital footprints in Level 1 of this course. The main points are that digital footprints are left behind every time they go online, whether for school or for fun. These footprints can last for years so students should be careful about where they are going when they go online.

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.

### Slide 12



Play the video to explore more about [cookies](#).

After playing the video for the class, ask students if they have ever thought about how many cookies they may have on their computers or devices. Review the reasons why they should manage their cookies more carefully.

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:

### Slide 13

- **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

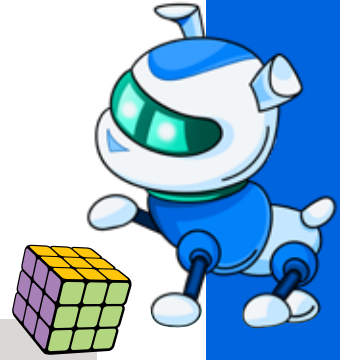
If you use a public or shared computer, you should delete the cookies at the end of each session.



## ACTIVITY: MANAGING COOKIES

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

**Teacher's Note:** Walk the students through the instructions in these links while they clear their cookies on their laptops. Please use the appropriate link depending on which browser the students use.



[Google Account Help | Clear Cache and Cookies](#)



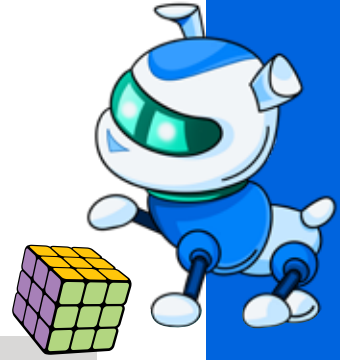
[Microsoft Edge Support | Delete Cookies in Microsoft Edge](#)

## ACTIVITY: SPOT THE FAKE URLS

### Slide 14

Tick the relevant box to indicate whether you think the URL is real or fake.

**Teacher's Note:** Ask students to work individually to spot the fake URLs. Once done, review each of the answers and explain how to examine the URL and find the clue as to whether the website is real or a 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		

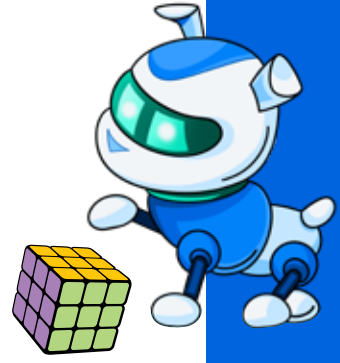
---

## TAKE-HOME ACTIVITY

### Slide 14



Ask the students to check the cookie settings on their parent's Android or iOS devices and clear the cookies using this guide from [Google Chrome Help](#).





# NOTES

A series of horizontal dotted lines for writing notes, spanning the width of the page.





---

## 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](http://www.kidshealth.org)



3. Article | [“Staying Safe Online”](#), [www.kidshelpline.com.au](http://www.kidshelpline.com.au)



4. Article | [“How to Control and Delete Cookies on Your Browser”](#), Eric Griffith, Chandra Steele, [www.pcmag.com](http://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 students grow and start to participate more frequently in the online world, their digital footprints will grow alongside them. Students may even forget what they had posted in the past. Who cares about last year when one is caught up in the present?

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

## 1.1. LEARNING OBJECTIVES

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

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

## 1.2. PRIOR KNOWLEDGE

Students should already know:

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

# 02. LESSON PLAN

## 2.1. THE IMPACT OF YOUR DIGITAL FOOTPRINT



ACTIVITY: FOREVER FOOTPRINT!

DURATION: 10 MIN

### Slide 02

**Teacher's Note:** Ask a student to read out the following case study.

#### **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

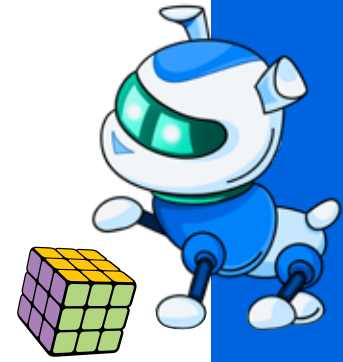
**When you post something on a social media account, how long do you think your post will last? What if you post it to Snapchat with disappearing messages?**

Posting on the internet can last forever. There are examples of items which people have posted years ago but which can still be found today. As for disappearing messages, it is still possible for someone to take a screenshot of your post and then keep it potentially for later use or to leverage against you. They could forward it on to others.

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

Yes, it is certainly possible. Many universities are now looking more closely at social media to understand something about student candidates. If they find something objectionable about you, you may run the risk of being in a similar situation to Prateek.

**Teacher's Note:** Reinforce the message that this can have real-world impacts. Inform students that there is a link in the additional resources where they can read about specific examples.



Tell the students that any posts which might be called into question such as anti-religious, caste-based, gender-biased content, etc., can be considered bullying. If there are any current examples in the news or examples which students will remember, please discuss these as well.

Remind them of the "grandmother test" when they post: *Would you be OK with your grandmother reading your post? If your answer is "no", then it is better not to post.*

**Slide 03**

**Did You Know?**

37% Of employers use social networks to screen potential job candidates. That means about two in five companies browse your social media profiles to evaluate your character and personality. Some even base their hiring decisions on what they find.



ACTIVITY: **ANALYZE THIS**

DURATION: 10 MINS

**Slide 04**

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.

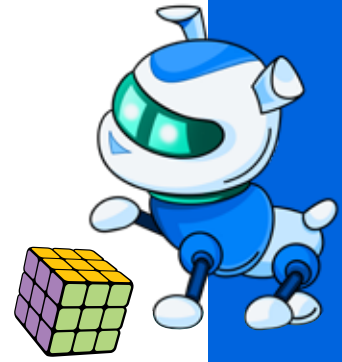
ACTIVITY	POSITIVE	NEGATIVE
A comment on a friend's vacation photo	<i>It looks like fun! I wish I could be there too. :-)</i>	<i>Gross! Why did you go to such a dirty place for vacation!</i>

### Slide 05

#### 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!*



## KEY QUESTIONS

### Slide 06

**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.**

Accept all answers.

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

### Slide 07

The invisible audience could be friends of friends, advertisers who search specific words, potential employers, or university admissions counselors. If you are posting on a public account (such as a celebrity account) then your comments can be seen by thousands or millions of people.

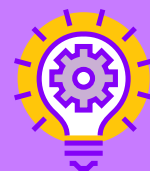
**Teacher's Note:** Ask a student to read the below factoid out loud.

### Slide 08

#### 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.



---

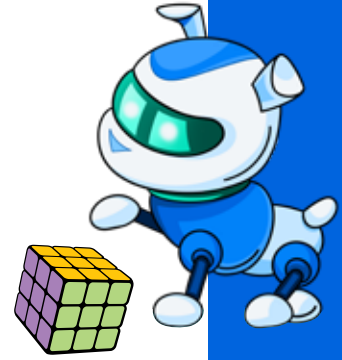
## ACTIVITY: BE SAFE AND RESPONSIBLE

DURATION: 5 MIN

### Slide 09



Play the video about [social media data awareness](#).



**Teacher's Note:** Recap the key points as follows.

Say: *Before you post to social media ask yourself three key questions.*

1. *Am I OK with this existing forever?*
2. *Am I OK with this being read by anyone?*
3. *Am I OK with this being used to profile who I am?*

Explain: *If the answer is yes, then go ahead and post your comment. If not, then it's better not to post.*

---

## ACTIVITY: POSTER MAKING

DURATION: 10 MIN

### Slide 10

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







# NOTES

Dotted lines for writing notes.

# 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, students should be able to:

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

## 1.2. PRIOR KNOWLEDGE

Students 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

DURATION: 10 MIN

#### Slide 02

**Teacher's Note:** Project the slide and select a student to read the case study aloud. This case study is not in the student handbook so, they will need the verbal and visual aids to understand the case study. Ask students to make some notes in their handbook in the space provided.

Rhea is a quiet and shy teenager who isn't old enough to have a public profile on social media sites. Her parents, too, are not comfortable with the idea of her being active on this site that's extremely popular with teenagers. But most of her friends are there and Rhea doesn't want to miss out on the online interaction and fun.

She creates a profile and goes by the name of Rheanna and shares all kinds of information about herself there, including photos and videos. She feels confident and is much more outgoing than she would be in real life. She tells her friends about her fake profile so they can become her friends online. She shares a lot of personal information and posts pictures frequently. She tries to choose pictures that make her look older and more grown-up.

She keeps it a secret from her family. On one occasion, Rhea participates in making fun of a new student as all her friends are doing it. They post disrespectful comments on the student's social media; the matter escalates as the student complains to the school authorities about online bullying.



### KEY QUESTIONS

#### Slide 03

#### What could Rhea have done differently?

Rhea should not have created a fake account as this can lead her to a lot of trouble. She also did not need to follow her friends in mocking a new student at the school.

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

It is not OK that she created this fake profile, especially as she is trying to make herself appear older, and that is not safe. She could receive unwanted attention from older people who think that she is someone she is not.

**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?**

Rhea's parents will be quite upset with her and are likely to take steps to limit or eliminate all her access to screens. If she has a phone or a tablet, it seems likely that her parents would take those away. She could also be in trouble with the school due to the bullying behaviour.

**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?**

Do not create an account without the permission of your parents. You can keep your profile real by posting only age-appropriate photos, comments, etc. Do not photoshop or overly filter your photos to make yourself look different than you regularly look.

Make sure that you keep your account setting as private, not public. Never put your date of birth details anywhere on your social media. This is not any information which is required. Your friends already know you. Do not try to manage two accounts (fake and real) because at some point that will turn into a bad situation if you post on the wrong account or if you are using the fake account for bad purposes.

#### Slide 04

#### 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.*



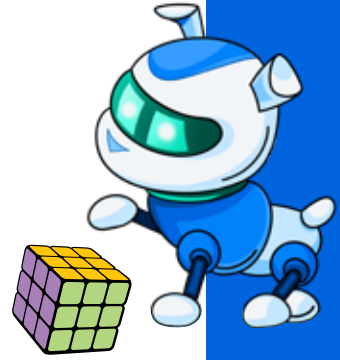


## ACTIVITY: REFLECTION

DURATION: 10 MIN

### Slide 05

Ask the students to reflect and fill in their answers to the questions. After they have had time to reflect, ask some of the students to share.



## KEY QUESTIONS

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

Accept all answers.

**Teacher's Note:** Identify a few common celebrities which many of the students like. See if most of the students have the same impression of the celebrity. Discuss how their positive impressions of the celebrity from their online persona leads them to support that person in other ways (watch their movies or their sport, read their books, etc.).

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

Accept all answers.

**Teacher's Note:** Ask the students if there are any controversial figures that they are aware of and what are the differences between a positive and a negative role model on social media. How does a negative persona on social media contribute to a negative perception of them in real life? Are there any examples where someone's social media actions cost them popularity or money? Pull from current news where possible.



## ACTIVITY: POSITIVE AND NEGATIVE IMPRESSIONS

DURATION: 10 MIN

### Slide 06

Select 1 or 2 students to read aloud the below paragraphs about positive and negative footprints. Ask the students to reflect on those items which can create a positive footprint. While we know that not every day is a positive one, not every action needs to be on social media.

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)

**Teacher's Note:** Ask a few of the students to share their lists and discuss as a class.

---

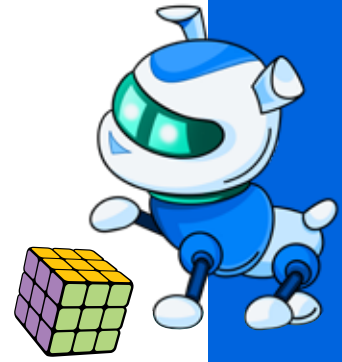
## ACTIVITY: WHO IS THE REAL YOU?

DURATION: 10 MIN

### Slide 07



Play this video on [distinguishing between the online and offline self.](#)



**Teacher's Note:** Ask the students to summarize the learnings from the video which are:

- Keep your online self as close to your real self as possible. A little embellishment is OK but it is more important to be authentic than to constantly try to impress others.
- Our self-worth is not determined by the number of our followers or the number of likes our posts get.



## KEY QUESTION

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

Accept all answers.

---

## TAKE-HOME ACTIVITY: BLOG

### Slide 08

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

A series of horizontal dotted lines for writing notes, spanning the width of the page.

# 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 students understand what cyberbullying is, how they can recognize it, and how they can help those who are victims of cyberbullying.

## 1.1. LEARNING OBJECTIVES

By the end of this lesson, students 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

Students 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.

Project the image for the class to see clearly.

#### Slide 02



### KEY QUESTIONS

What do you think is happening in this picture?

**Teacher's Note:** Seed these questions to prompt discussion.

- Are they joking with her?
- Are they being mean to her?
- How do you think the girl is feeling?

**Is this a case of cyberbullying?**

It clearly looks like a case of cyberbullying as the comments are being directed to the girl online from social media accounts. Based on her expression, she is upset by the comments that she is reading.

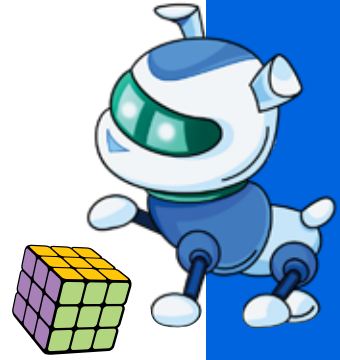
## ACTIVITY : LET'S DEFINE CYBERBULLYING

DURATION: 5 MIN

### Slide 03



Play this introductory video on [cyberbullying](#).



## KEY QUESTIONS

### What is bullying?

When someone uses their power repeatedly to hurt or upset someone. Bullying can be physical or can be name-calling or saying hurtful things. Bullying is usually done face-to-face which means that the victim may have a chance to run and hide (find a safe space). The number of onlookers may be limited, if any at all. Since bullying is done face-to-face in real life, the bully can be identified. The bully will be able to see the reaction of the victim which might make them act even more threateningly depending on the reaction.

### What is cyberbullying?

While similar to bullying, it happens online and there are some key differences.

### How is cyberbullying different from bullying?

Cyberbullying is different from offline bullying because it happens online. It can happen at any time (24x7), not only when the bully is physically near the victim. There are no geographical limitations and no safe spaces unless the victim leaves the online environment. Cyberbullying may be witnessed by a much larger group of people if it is happening on social media. It is easier for others to join in the bullying and to gang up. It is harder for the bully to empathise with the victim without face-to-face contact. The bully can easily remain anonymous.

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

Ideally, we should try to help the victim by being upstanders or allies for the victim (standing with them against the bully). However, sometimes the reality is that it is difficult to intervene or go against someone who might hold more power or social standing. I can report what I see to a teacher, parent, or a trusted adult.

### Slide 04

## Definitions You Should Know

### Bullying

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

### Cyberbullying

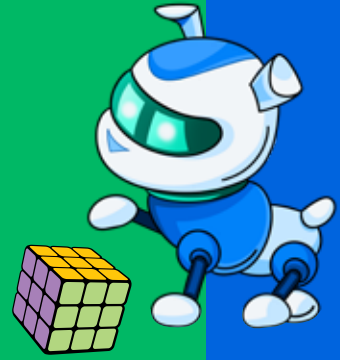
*The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.*



## 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

DURATION: 10 MIN

Pair up with another student in the class.

### Slide 05



Ask students to 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.

As you go through it, reflect on what is happening and discuss with your partner.

**Teacher's Note:** Ask students to follow the numbers in the worksheet and answer the questions in each of the bubbles. Students can then share their answers with the class.



## KEY QUESTIONS

### What would you do if you were Amal?

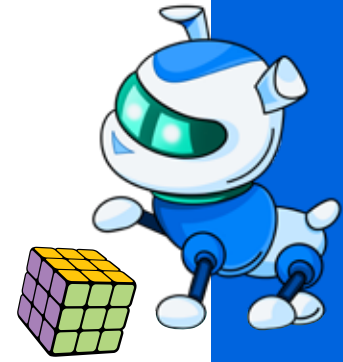
I would speak to a teacher or a parent, or enlist the help of another student who is my friend. I should realise that I must not take this kind of bullying.

### What can you do to stop bullying?

Speak up for others who are being victimised. Break the cycle of violence. Remember the axiom: *Silence breeds consent*. If you see someone being bullied, you can speak to a teacher or a parent. Ask your friends to stop if they are also engaged in bullying. If the chain is broken and the bully's power is weakened, then the bullying may stop.

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

Find some friends who can help. Make new friends. Ignore the bully.



**Write your thoughts on what more can be done.**

Be a good friend, listen and talk to Amal, be an active bystander, try to talk the bully down in private.

**What can you do to stop cyberbullying now?**

Accept all answers.

## 2.2. VICTIMS OF CYBERBULLYING

### Slide 06

Lead the discussion on those who might become victims of cyberbullying and why. The discussion should focus on helping children who feel that they are victimised to know that they are not alone and that they should speak up if the situation arises.

**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

### Slide 07

**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?**

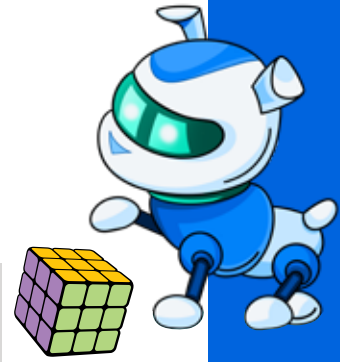
- Seek revenge on the bully
- Avoid your friends or activities
- Cyberbully them back or cyberbully someone else

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

## ACTIVITY : CASE STUDIES

DURATION: 15 MIN

**Teacher's Note:** Divide the class into groups. Give one scenario to each group. Let them discuss their responses to the given questions and present them to the class. Ask them to be ready to discuss their opinions with the class.



### Slide 08-10

#### 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?  
Yes, this qualifies as cyberbullying.
- What do you think motivated Madhu to hurt Sudha?  
It is not clear that she meant to hurt her friend. It seems that she was mainly motivated by boredom.
- Do you think that Madhu meant to hurt Sudha and does that matter?  
It should not matter whether or not Madhu meant to hurt her friend. The result is that she did in fact end up hurting her friend. She should consider not only herself when she is posting on social media but also how others might be impacted by what she shares.
- What can Sudha do?  
Sudha should ask Madhu to remove the photo wherever she has posted it. Sudha should also tell Madhu to ask the other students on the chat group not to forward the message and Madhu should send out a message that denounces the mean and hurtful messages.



### 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?  
Yes, this is a case of cyberbullying.
- How was Aarav trying to harm Dev and his reputation  
It seems that Aarav was purposefully asking questions to Dev to gather as much information as possible with malicious intent.
- What can Dev do?  
Dev can ask Aarav to remove the information from social media. He can also report Aarav through the social media app and request that the offender's account be removed.

### 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?  
This is not a case of cyberbullying although it does not say whether Ajay asked Dolly's permission to post the photos. You should always ask before posting someone else's photos online. Given the situation, Ajay should remove the photo from social media, and he should post a comment that he is not OK with the comments which other students are making about his friend.
- What if Ajay does not delete the photo after seeing the negative comments being posted about his friend Dolly?  
If Ajay does not delete the photo, even after seeing the comments and even after if Dolly asks him to take the photo down, then this action might enter the territory of cyberbullying. If he goes along with the crowd and does not stick up for his friend, this might come closer to being considered a case of cyberbullying.
- What can Dolly do?  
Dolly should ask Ajay to remove the photos and to post a comment telling the other kids that their comments are mean and not correct. He needs to stick up for his friend.

---

## TAKE-HOME ACTIVITY



Ask students to solve this [word maze](#) to find terms related to cyberbullying.



Ask students to fill in this [bubble map](#) about cyberbullying.





# 03. ADDITIONAL RESOURCES



1. Article | ["What Kids Can Do"](http://www.stopbullying.gov),  
[www.stopbullying.gov](http://www.stopbullying.gov)



2. Article | ["Cyberbullying:  
What Is It and How to Stop It"](#),  
Common Sense Education



3. Blog | ["Traditional Bullying vs.  
Cyberbullying"](#), 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 the student know all the different forms that cyberbullying can take, so that they can easily identify when they or someone they know becomes a victim of cyberbullying.

## 1.1. LEARNING OBJECTIVES

By the end of this lesson, students 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

Students 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

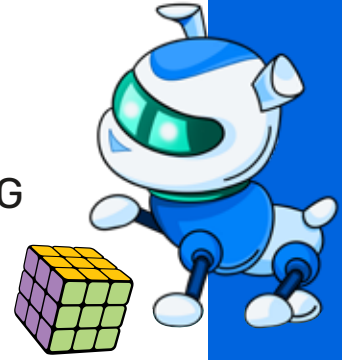
DURATION: 5 MIN

#### Slide 02

#### **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. **False**
- If someone you know is being bullied online, you should stay out of it. It's none of your business. **False**
- Cyberbullies can face serious consequences such as being kicked off sports teams or suspended from school. Some even face legal punishments. **True**
- Technology like social media sites can only be used to hurt people.
- You should ignore a mean or threatening message. **False**
- Cyberbullying may take many forms including text messages, screenshots, photos, etc. **True**

## 2.2. THE DIFFERENT FORMS OF CYBERBULLYING



ACTIVITY: VIDEO DISCUSSION

DURATION: 5 MIN

**Slide 03**



Play the video about the [various forms of cyberbullying](#).

**Teacher's Note:** Lead a class discussion about the forms of cyberbullying. Have any of the students ever seen or heard of these forms of bullying? Maybe they have heard about them in the news or from their friends.



### KEY QUESTIONS

**Slide 04**

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

There are 10 different forms of cyberbullying. These are exclusion, harassment, outing, cyberstalking, fraping, fake profiles, dissing, trickery, trolling, catfishing.

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

One of the main goals of cyberbullying is to make someone a social outcast. Cyberbullies do this by isolating the victim and making it difficult for other people to associate with or be friends with the victim for fear that they too may be cyberbullied. Mentally, this will have a big impact on the victim as they will feel alone without friends with whom to share their feelings. They may withdraw from social settings, making the isolation worse.

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

**Teacher's Note:** Pick various students to read aloud each definition.

## 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: VIDEO DISCUSSION

DURATION: 10 MIN

### Slide 05



Solve this crossword puzzle on different forms of cyberbullying.

Ask the students to solve the crossword puzzle by following the link. Ask them not to refer to the definitions in their handbook but rather to try it unaided.

Once all the students have had a chance to try, review each clue and provide the answer to each question. Ensure that they are clear on the answers and the different forms of cyberbullying.

The answer key can be accessed on the website by the dropdown menu next to the "Print" button.

## 2.3. BULLIES AND VICTIMS

### ACTIVITY: ROLE PLAY

DURATION: 15 MIN

#### Slide 06-07

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?

Nakul is neither the bully nor the victim. He is a witness to the situation. He wants to help Nikita because he is worried about her. He does not know exactly what happened but he knows that Nikita is upset by it.





- What might be the long-term consequences for Nakul and Nikita?  
Nakul might become stressed as he feels powerless to help his sister. On the other hand, he might also get upset with or even fight with his sister if she is unwilling to tell him exactly what happened, or if she refuses to take his help.

Nikita may feel isolated and depressed. She might wish that the whole thing would go away and fight with her brother if he continues to bring up the subject. She may also be further victimised by others who see that she has done nothing to stop the cyberbully.

### **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?  
Tanya is a bully. She is unaware of this fact as she thinks that what she did was funny. She is looking for amusement and to pass time. She does not realise how upset her friend is by this “funny” photo. However, she might have had some inkling that her friend might not like it because she posted anonymously.
- What might be the long-term consequences for Tanya?  
If she continues to bully people, Tanya might lose friends which could lead to isolation and depression. In the most extreme scenario, someone could bring a case against Tanya, and she might get into legal trouble or trouble from her school.
- What should Nakul, Nikita, and Tanya do?  
Nikita must discuss what happened with her brother. She should also speak to Tanya and let her know that what she did was not okay. Nikita needs to tell Tanya that she needs to ask for her permission before she posts her photos online.  
Nakul should support his sister. If she would like his support in speaking to Tanya, he can stand by and be there for her. He can help her determine what to say to Tanya. However, since the issue is between Tanya and Nikita, it will be better if they sort it out directly.  
Tanya needs to realise that she has done something to hurt her friend. Although she enjoys taking photos, that does not mean that she can just post anything at any time. She needs to stop posting anonymously and either create a standard account, or she can leave the social media platform.



## 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?  
Ananya is the bully. She is looking for revenge because her friend is annoying her. Instead of directly telling her friend to stop posting so often, she has taken the approach of becoming a bully. She has not thought about the consequences of her actions.
- What might be the long-term consequences for Ananya?  
Ananya might lose her friend over this incident. If she continues to act in this way, she might alienate many other friends as well. She should think about her behaviour and address her problems directly instead of resorting to bullying.

### 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:

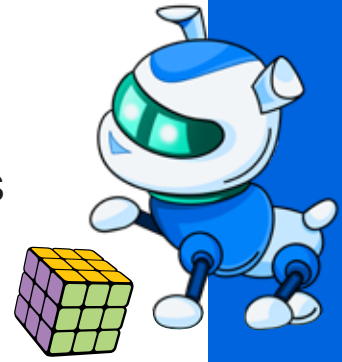
- Is Diya a victim or a bully?  
Diya is the victim in this case. She feels hurt by the actions of her friend and it is having a negative impact on her mental health.
- What might be the long-term consequences for Diya?  
Diya is already experiencing loss of sleep. If the issue continues, she might become increasingly withdrawn and fall into a depression.
- What should Ananya and Diya do?  
Diya should speak to Ananya and let her know that she does not want her to post photos of her without first asking her permission. If Ananya continues to post without taking her permission, Diya should consider getting a teacher or a parent involved in the discussion.

## ACTIVITY: SORT THE CYBERBULLYING DO'S AND DON'TS

DURATION: 10 MIN

### Slide 08

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.	XX	
Accept a friend request from a stranger.		XX
Think before you post.	XX	
Post private information.		XX
Respond to an angry message with anger.		XX
Report the person you blocked.	XX	
Reach out to a parent, teacher, or other trusted adult.	XX	
Post whatever you like and think of in the moment.		XX
Believe what the bully says about you.		XX
Save any evidence of cyberbullying.	XX	
Block the person who is saying bad things about you.	XX	
Reply to the message you received from a stranger.		XX

---

## TAKE-HOME ACTIVITY

### WORD WALL

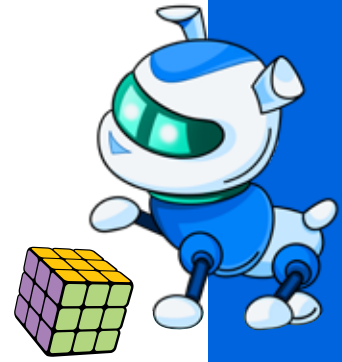
Form pairs with your classmates. Each pair will be assigned one of the vocabulary words below.

**Teacher's Note:** Once the students form pairs, assign out the below vocabulary words so that they can work to create a poster which can be displayed in the school.

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

Dotted lines for note-taking.

# 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 for students to know what to do when they see someone being bullied. If they speak out, will they be bullied as well? What if the bully has many friends who might gang up on the upstander for trying to help the victim? Cyberbullying can be even worse than bullying. So, what can we do in that case? In this lesson, students will learn ways in which they can help the victim by being an upstander.

## 1.1. LEARNING OBJECTIVES

By the end of this lesson, students 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

Students 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 : LEARNING THE DIFFERENCE

DURATION: 10 MIN

Ask students what actions they can take when they encounter cyberbullying.

Have they heard the terms 'upstander' or 'bystander' before? If yes, what is their understanding of these terms?

#### Slide 02



Play the video about [who is a bystander and who is an upstander.](#)

**Teacher's Note:** While this video is about bullying and not cyberbullying, the main ideas of being an upstander are still the same. Over the course of the discussion, translate the key points as applicable to cyberbullying.



## KEY QUESTIONS

### Slide 03

#### Who is a bystander?

A bystander is someone who sees an instance of bullying or cyberbullying but does not intervene in any way to stop it. They are "standing by" while someone else is being bullied.

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

People are usually bystanders because they are scared. They do not want to become the target of the bully. They may also justify it by saying things like: *That doesn't have anything to do with me. Or: I don't really know that person (the victim) very well anyhow.*

Bystanders often expect that someone else will interrupt the bully. Once someone else has interrupted or called out the actions as bullying, some bystanders may join in to say that the behaviour of the bully is wrong.



### Who is an upstander?

An upstander is someone who sees an instance of bullying or cyberbullying and openly tries to stop the bullying. They directly confront the bully or they seek help to stop the situation.

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

1. Be a buddy or friend
2. Interrupt
3. Speak out
4. Tell someone

#### Slide 04



Play the video about singer and actress [Demi Lovato's experiences with cyberbullying.](#)

#### Slide 05

Review the four different roles in a bullying situation, as defined below.

#### 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

DURATION: 15 MIN

**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.**

Discuss each of the roles to ensure that the students are clear. Ask students to read each scenario and categorise each response based on whether the student in the scenario is acting as an upstander or bystander. They can then place a tick mark in the appropriate column.

#### 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.		XXXXX
With Samir's agreement, call all the other players and get everyone's agreement that it's time to call out the nastiness.	XXXXX (Speak out)	
Decide to wait and see if the bully stops, then maybe do something.		XXXXX
Walk away from the game for a while.		XXXXX
Look up the game's community rules and if bullying isn't allowed, report the nasty behaviour using the game's reporting system.	XXXXX (Tell someone)	

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

**Teacher's Note:** For response #2, in which the students agree to call out the nastiness, it would be stronger if the students decide upfront who will speak out first and who will back that person up in the discussion. What would the students do in the second response if not everyone agrees that confronting the bully is a good idea? Do they have any other ideas about how to stop the bullying by being an upstander?

Slide 07

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.		XXXXX
Go find Anushka and ask her how she feels and whether you can help.	XXXXX (Be a buddy)	
Spread the drama by sharing the mean messages with other friends.		XXXXX (Bullying)
Help Ria to get everybody on the football team to post compliments about Anushka.	XXXXX (Be a buddy)	
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.	XXXXX (Tell someone)	

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

**Teacher's Note:** Ask if the students have any other ideas about how to stop the bullying by being an upstander.



## ACTIVITY : BOARD GAME

DURATION: 10 MIN

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

Break the class into groups of 3-4 students each. To play the game, they can use a coin, eraser, paper clip, etc. as their game markers.



Each team should have one dice (students can use a [virtual dice roller](#) set to one dice.)

**Teacher's Note:** All students should take one or more turns on the game. Each time a player lands on a square with a message, the students should discuss to ensure understanding (all positive messages are rewarded with an extra turn or ability to move ahead, all negative messages are penalised by moving the player back or losing a turn).

### Slide 08

#### 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)

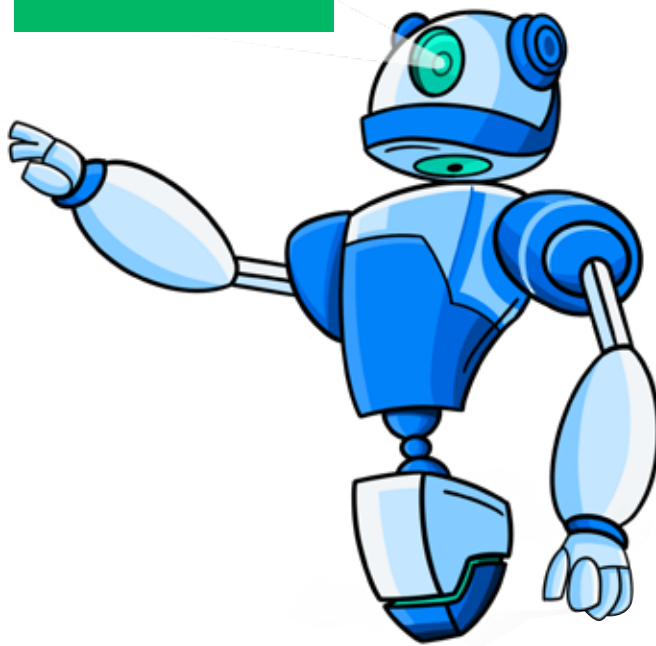
I know that I can talk to my parents or an adult I trust about things that may be difficult.

(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

DURATION: 5 MIN

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.


### Slide 09


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:.....

---

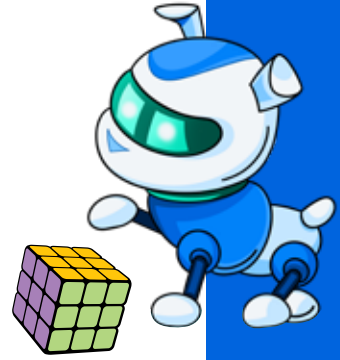
## TAKE-HOME ACTIVITY

### 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.





## NOTES

A series of horizontal dotted lines providing a space for notes.

# 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, students should be able to:

- Name some threats to digital wellness and ways to overcome them to enhance their digital well-being
- Reflect on their own digital wellness and where they can improve
- List five ways to ensure digital well-being
- Understand the digital wellness wheel and how it can be used to highlight their actions in each of the five categories of well-being

## 1.2. PRIOR KNOWLEDGE

Students should already know:

- The definition of 'digital well-being'
- Basics of managing their screen time
- What screen habits are
- How to track habits (both offline and online) effectively



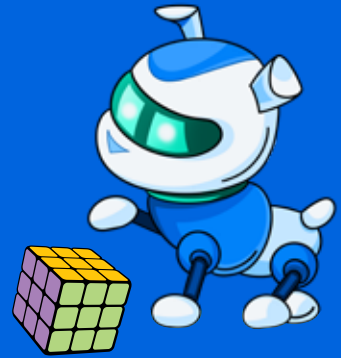
# 02. LESSON PLAN

## 2.1. MANAGING SCREEN TIME

DURATION: 5 MIN

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

Slide 02



Play this video explaining useful [tips for healthier screen time](#).



### KEY QUESTIONS

Slide 03

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

Accept all answers.

**Teacher's Note:** Encourage all the students to introspect and discuss their habits freely. Identify any common bad screen time habits that they have. Encourage the class to discuss how they might change these habits.

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

Accept all answers.

### ACTIVITY: REFLECTION

DURATION: 10 MIN

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.

**Teacher's Note:** This should be done as an individual activity.

Slide 04

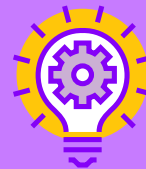


THREAT	SOLUTION
I scroll through my social media at night and then I cannot sleep properly.	I will not use my device in bed before I go to sleep.

ACTIVITY

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

DURATION: 10 MIN

Slide 05



Play this video to introduce [five ways to improve 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.

### Slide 06

- **Be mindful (Take notice)**  
Accept all answers as these are personal answers and there is no right or wrong.
- **Social/Emotional (Connect with others)**  
Accept all answers as these are personal answers and there is no right or wrong.
- **Intellectual (Be creative, keep learning)**  
Accept all answers as these are personal answers and there is no right or wrong.
- **Be generous (Give or be empathetic)**  
Accept all answers as these are personal answers and there is no right or wrong.
- **Physical (Be active)**  
Accept all answers as these are personal answers and there is no right or wrong.



## ACTIVITY: DIGITAL WELLNESS WHEEL

DURATION: 10 MIN

### Slide 07

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.



Play the video  
about the [wheel](#)  
of well-being.

**Teacher's Note:** Explain that the wellness wheel is another tool—like the habit tracker from Level 1—which can help the students visualise their habits or activities and identify gaps in the actions that they engage in daily.

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.

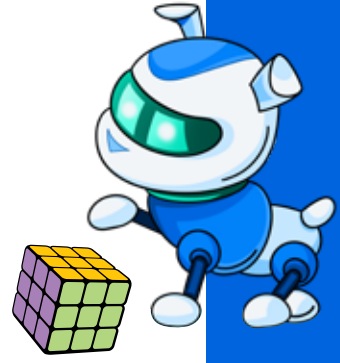
Place your regular activities under the relevant category.

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.

**Slide 08**

**Teacher's Note:** Instruct the students to work individually on their wellness wheel. They can add as many activities for each of the sections as they would like. The wheel of wellness video also mentions a sixth section of the wheel which is Planet: Care. This is optional for the students to include.



---

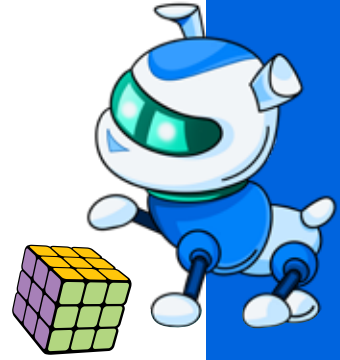
## TAKE-HOME ACTIVITY GET CREATIVE!

### Slide 09

**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!





## NOTES

A series of horizontal dotted lines for taking notes, filling most of the page.

---

## 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, students should be able to:

- Analyse their screen time and its impact on their quality of life
- Differentiate between active and passive screen time
- Estimate the amount of time they spend online
- Identify passive activities they wish to stop in order to create a better quality of life

## 1.2. PRIOR KNOWLEDGE

Students should already know:

- The basics of social media
- The concept of screen time

# 02. LESSON PLAN

## 2.1. WHAT IS YOUR SCREEN TIME?

DURATION: 5 MIN

### Slide 02



Play this video showing how [digital media tries to hook us](#), and what we can do about it.

### Slide 03



## KEY QUESTIONS

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

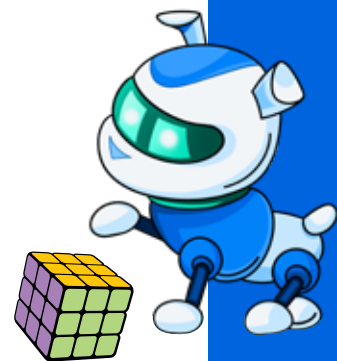
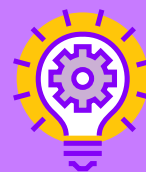
Accept all answers.

**Teacher's Note:** Ask the students to guess their screen time, keeping in mind that screen time includes all screens including computers, mobile phones, tablets, gaming devices, and TV. Ask them to be honest about whether they are using more than one screen at a time (such as texting on their phone while watching TV). Students might say that they are using chat to stay in touch with their friends. Remind them that while this is good, they should also be interacting with the people who are physically around them.

### 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

DURATION: 15 MIN

### Slide 04

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.

**Teacher's Note:** Inform the students that we will come back to the definitions of active and passive screen time. For their first pass at filling out the table, they can focus on the activity, device, and number of hours. This activity should be done individually.



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				

### Slide 05

**Teacher's Note:** Once done, ask a few students to share their results. Ask the students to share their average screen time and reflect on their data:

- Was it as they expected or were they surprised?
- Do they think it's too much? Why or why not?
- Which devices are they using the most?
- Are any of their screen time activities group activities? (For example, watching a movie with their family, playing video games with friends, etc.)
- How would they rate their time management?
- Do they consider themselves productive?



## 2.2. ACTIVE AND PASSIVE SCREEN TIME

### Slide 06

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.

Introduce the concepts of active and passive screen time.

- Passive screen time refers to the passive or non-interactive consumption of digital content. This is usually done with minimal thought, creativity, or interaction. Examples may include scrolling through a social media site, watching a film on TV, watching videos on YouTube, or playing a game that doesn't involve much thinking or physical activity.
- Active screen time refers to active or mentally or physically engaging screen time. This means that we are engaging actively, possibly learning, thinking, or interacting with someone through an activity. Examples may include video games like Nintendo or Xbox, video chatting, creative activities such as coding, drawing, making music or a video, taking and editing pictures.

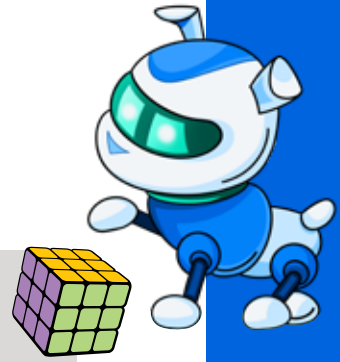
### Slide 07

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

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.

**Teacher's Note:** Ask students how much time of each category—both active and passive—they are spending. Enquire whether their estimates for these two days are typical of all the days of the week. If they feel that they spend less time on the weekdays due to school, they are welcome to relook at their numbers at home. Are there times when they spend more time or less time on screens? What causes them to spend more or less time? For example, do they spend more time on screens on the weekends or on vacation?

Ask students to reflect on their personal wheel of wellness created in the last session. Do they have opportunities to replace their passive screen time with different non-screen activities? How can they turn these ideas into habits? Can they enlist the help of their family or friends? For example, they may decide to take a walk in the evenings before dinner and they can ask their friend to join them each evening.



## ACTIVITY: HOW MUCH IS TOO MUCH?

DURATION: 10 MIN

### Slide 08



Play this video on [how much screen time is healthy for us](#).



## KEY QUESTIONS

### Slide 09

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

Accept all answers.

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

Accept all answers.

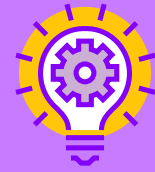
Have you ever experienced any negative physical effects due to excess screen time? How did you feel? What would you do differently?

Accept all answers.

### 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'



---

## ACTIVITY: TRUE OR FALSE?

DURATION: 5 MIN

### Slide 10

**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. **False**
- More research is needed to fully understand the impact of excess screen time. **True**
- Scrolling on social media is a good example of active screen time. **False**
- People tend to underestimate how much time they spend online. **True**
- Eye strain or a sore neck could be symptoms of excess screen time. **True**
- Watching YouTube in bed right before sleeping is a great way to get a good night's sleep. **False**



# NOTES

A series of horizontal dotted lines for writing notes, filling most of the page.



# 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 a student thinks and feels about their body. It isn't as simple as what they see in the mirror; their 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 the student feel good about themselves, which in turn impacts their mental health.

## 1.1. LEARNING OBJECTIVES

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

- Define the terms 'body image', 'body shaming', and 'body-positivity'
- Explain the role of social media in the development of their 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

Students should already know:

- About social media and celebrity culture

# 02. LESSON PLAN

## 2.1. INTRODUCTION TO BODY SHAMING

DURATION: 5 MIN

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

Call on a few students to check for understanding.



### KEY QUESTIONS

#### Slide 02

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

Accept all answers. Body image is the combined thoughts, feelings, and perceptions of one's own body.

**What is an appropriate body image?**

An appropriate body image includes seeing yourself as you are, accepting your body and feeling comfortable in it, even if it does not match society's definition. You should feel confident and happy about your looks even if you wish to change them in the future and be aware that no one is perfect. Keep the focus on positive aspects of how you look.

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

With social media, people take more photos of themselves and often post these photos online looking for validation. When students see their favourite celebrities talking about going to the gym, dieting, or wearing amazing new outfits which show off their flat stomachs, it is easy to think that this is the norm. It is easy to focus too much on these kinds of images and messages on social media. Based on which images you like on social media or which celebrities you follow, you will continue to see similar images, videos, and ads on your feed which can reinforce this messaging.

#### Slide 03

**Teacher's Note:** Discuss and explain each of the four aspects of body image to the class.

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

DURATION: 10 MIN

**Teacher's Note:** Ensure that the students understand that what is shown on social media, in film, or in the news is not always how celebrities look in real life.



## KEY QUESTIONS

### Slide 04

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

Most images used in advertisements or magazine covers have been altered. The alterations might be small like hiding a model's acne or making teeth look white, or it might be more substantial like altering body shape, skin tone, hair, etc. In films, stars may use a 'body double' in certain scenes to make themselves look good, or they may diet or gym excessively to attain a certain look.

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

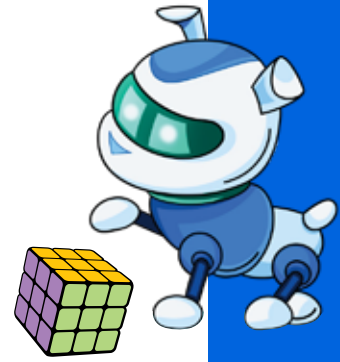
Many companies will defend altering photos because they are trying to sell not only a product but also an image of what someone who uses their product will look like. They may hire a model for photos and when the photos come out, the model does not look the way the advertising company thought he or she should and hence, they may digitally alter the image. There will also be celebrities who wish to maintain a certain image in the public eye, and they will do their own alterations of images. They wish to be seen in a certain way and they will create a certain look using photo alteration.

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

Celebrities who have spoken out about photo editing include Hollywood actors Lupita Nyong'o, Zendaya, Lady Gaga, Jameela Jamil, Dwayne Johnson, Jason Momoa, John Boyega, Jonah Hill, and Meghan Markle (Duchess of Sussex). Among Bollywood actors, Priyanka Chopra, Sonam Kapoor, Nandita Das, Kagana Ranaut and Sushmita Sen have been outspoken on the subject.

## Slide 05

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

DURATION: 5 MIN

### Slide 06



Let's watch this video about [how body shaming left a teenager in trauma](#).

**Teacher's Note:** Discuss the fact that the trauma of body shaming stayed with Harshita for a long time even beyond her teenage years. Even as an adult, she is still concerned with her weight and what others might say about her.



## KEY QUESTIONS

### Slide 07

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

Accept all answers.

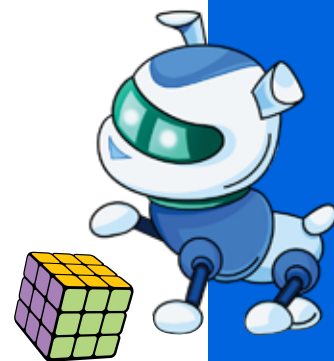
Does it affect your self-confidence? What can you do to address it?

Accept all answers.

**Teacher's Note:** Explore whether any student would be willing to share their thoughts. Share your personal thoughts or discuss any known celebrity who has highlighted issues that they have faced. Highlight that oftentimes people might feel very self-conscious about something that most others do not even realize is a "flaw".

### 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

DURATION: 8 MIN

### Slide 08

Do boys face body shaming too? Think about it.

It is important for the students to realize that girls are not the only ones who experience pressure to look a certain way. Body shaming for boys is on the rise and can lead to the same mental health concerns as experienced by girls.

## ? KEY QUESTION

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

Accept all answers from the students.

**Teacher's Note:** Discuss that boys also face body shaming. Boys feel pressure to have a certain body type and if they do not achieve this body type, they can have some of the same mental issues as girls. The pressure on boys might include the desire to have six pack abs and strong muscles, to be a certain height and have the "right" amount of body hair. Think about male movie stars and how they work out to achieve a certain look for films. Often these actions are applauded in the press. These images and feature stories give messages to boys that they should look like this also.

### Slide 09



[Arjun Kapoor opens up on his struggle with weight, body shaming in India](#)

---

## ACTIVITY: REFLECTION

DURATION: 5 MIN

## ? KEY QUESTION

### Slide 10

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

**Teacher's Note:** Ensure students focus less on physical attributes and more on things like what they are good at (their hobbies, their school interests, etc.). What are their hidden talents which make them feel good and happy about themselves?



---

## ACTIVITY: TAKING THE POWER BACK!

DURATION: 7 MIN

### Slide 11



Play this video on [body image and how one can take their power back](#).

### Slide 12

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 [most of the images that I am seeing have been altered and there is no such thing as the “perfect body”](#).
- When I hear someone talk negatively about themselves, I will [support my friend by being positive, not talking negatively about myself as well](#).
- Instead of worrying about my body or certain body parts, I can inculcate a new habit or hobby like [reading, dancing, singing, sports, art, music etc.](#) that will make me feel good about myself.

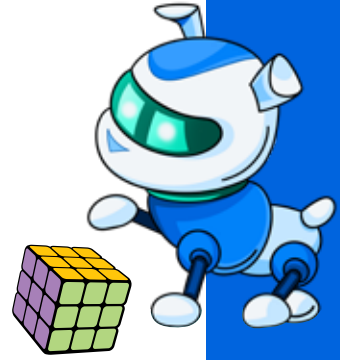
---

## TAKE-HOME ACTIVITY

### Slide 13

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.





# 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 we can curate our self-image. We can add filters to our photos, and we can easily select the most flattering photos to share, or we can choose not to post any images at all. This ability to portray ourselves 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 a person's self-esteem. Let's explore the ways in which social media and the pressure to look "perfect" or "ideal" can affect students' self-esteem, and let's discuss what they can do about it.

## 1.1. LEARNING OBJECTIVES

By the end of this lesson, students 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 their self-image
- Explain where they stand regarding their own self-esteem
- Reflect on things that they can do differently to improve their self-esteem

## 1.2. PRIOR KNOWLEDGE

Students should already know:

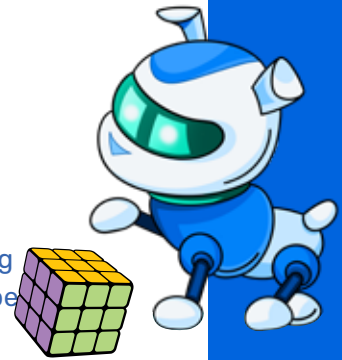
- The terms 'body image' and 'body-positivity'
- The role social media plays in the creation of our body image

# 02. LESSON PLAN

## 2.1. FILTERS ON SOCIAL MEDIA

DURATION: 5 MIN

Introduce a discussion on altering images on social media. Are the students doing this activity regularly? Why do they do it? Is it because they like it or because of peer pressure to look a certain way?



### KEY QUESTIONS

Slide 02

**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?**

Accept all answers.

**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?**

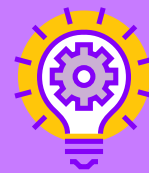
Accept all answers.

**Teacher's Note:** Ask: *Is it because of trends from the media? Is it because it changes some aspect of yourselves that you do not like? Is it to be funny or cute?*

### 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

DURATION: 20 MIN

### Slide 03

**Teacher's Note:** Ask a student to read aloud Tara's story. After reading the story, pair the students up to answer the questions. Ask the students to then share their answers.

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

### Slide 04

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

Accept all answers. It seems that Tara has changed as a person due to her desire to be popular and "cool". It is not uncommon that as they grow, teenagers will place greater importance on being perceived in a certain way. The question becomes whether they have control over it (for example, they want to improve their swimming skills so they practice each day), or it is solely dependent on the inputs of others (like the desire to be popular).

**Can social media influence how or what we think and feel about ourselves?**

**Explain with an example.**

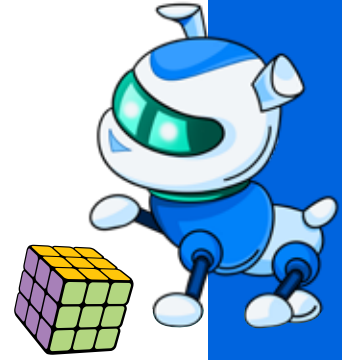
Accept all answers. Social media has a big influence on teenager culture. Whether it is funny memes, videos, or celebrity gossip, teens may turn to social media first before more traditional forms of media. Added to that, the reality that social media is constantly feeding new videos, ideas, and advertisements to the student; it is hard to believe that social media has no impact or influence on teenagers.

### Slide 05



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





Engage the students in a discussion with the below questions.



## KEY QUESTIONS

### Slide 06

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

**Teacher's Note:** Ask the students to reflect on the images they see in films, advertisements, etc. Ask them about the number of ads that they see for things like weight loss, fairness creams, long hair, acne creams, etc. Have they ever had an experience where they did not think about a certain attribute but then multiple advertisements made them aware?

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

**Teacher's Note:** Ask the students to share. They can give generic answers, not specific to themselves.

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

**Teacher's Note:** Ask the students to honestly assess whether they are guilty of judging others. It happens naturally as people tend to compare themselves to others. Explain that while it is okay to look at others and think that they look nice, it does not have to make them feel bad about themselves.

---

## ACTIVITY: SELF-ASSESS YOUR SELF-ESTEEM

DURATION: 15 MIN

### Slide 07

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

**Teacher's Note:** Ask students to reflect and take the below self-assessment to gauge how they feel about themselves. This is a private assessment, and the scores will not be discussed in the class. Ask the students to reflect on their answers and determine whether they would like to make some changes.



	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

Slide 08



Play the video on [social media and teenage self-esteem.](#)



## KEY QUESTIONS

### Slide 08

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

Possible answers include:

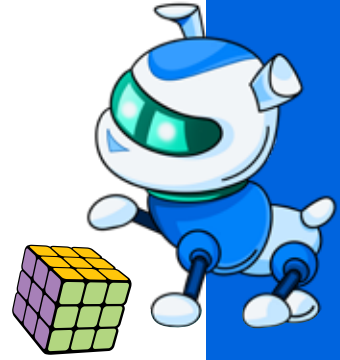
- Remember that your own opinion is more valuable than anyone else's.
- Be kind to yourself and remember that not everyone truly lives the life they portray online.
- Although it's human nature, limit comparisons and focus on your own accomplishments. Identify the things that you can be proud of.
- Instead of hiding behind a screen, get out there and start making more memories.
- It is OK to fail.
- It is normal to be dealing with things—other people are too.
- Pictures are edited and what we see are mostly highlights.



## 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

Ruled lines for notes, consisting of a solid top line and a dotted bottom line for each row.

# 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 young people, it is important for students 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, students 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

Students 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

DURATION: 15 MIN

This section is meant to activate student's prior knowledge. Lead the class discussion.

**Slide 02**



### 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?**

**Teacher's Note:** Gauge which activities are popular.

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

**Teacher's Note:** Prompt discussion. Were there any websites which asked for their personal details? Date of birth or phone number are likely the two most common requests. What do they do in that case? Of the most popular activities as mentioned in the first question, do any of these online activities ask for personal information? Are the students at greater risk because the popular sites or activities are all collecting personal information?

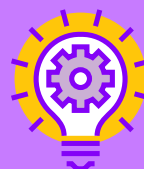
**Was there any request that you found particularly suspicious? What did you do in that case? Write about it and write what you did.**

**Teacher's Note:** Prompt discussion. Have they ever been asked to input their parents' credit card number "just in case" for a subscription that will start in one month? Or maybe the website just didn't look legitimate. What did they do? If there are no examples, you can discuss instances from personal experience or the news.

Ask a student to read out the factoid. How do the students react to it? Are they surprised or not? Why?

### Did You Know?

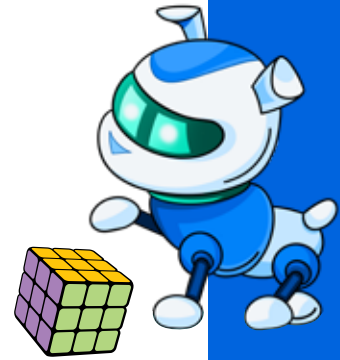
According to a survey reported in the New York Times in June 2021, young adults lose money to scams much more often than older people. 44% Of those who lost money were between 20-29 years of age as compared to 20% of people in the age group of 70-79 years.



### Slide 03



Play the video of [what might happen when too much of our personal information is given out online.](#)



### Slide 04

Ask the students if they have heard about identity theft. Reinforce the part of the video where a crime ring created their own version of Tim's identity to steal his money from the bank. The thieves had compiled Tim's data from different sources to create this new online version of Tim.

Additional questions to think about: Have the students ever thought about the photos that they are posting online and what information they are unknowingly giving away? What about photos that their friends or family post? Have they or anyone that they have known ever been a victim of any schemes such as shown in the video?

## ACTIVITY: SPOT THE SCAM

DURATION: 5 MIN

### Slide 05

Ask students to match the below situations with the different kinds of scams. Can they think of any others? Which of these messages are the students most likely to believe?

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

#### Answer Key:

- An email asking you to change your password for updating your account by clicking on a link - **Email fraud**
- A text message on your phone informing you that you have won a big sum of money - **Lottery fraud**
- An email asking you to download a card from a secret admirer - **Greeting card fraud**
- A pop-up in your online game offering 100 free game coins if you follow the link and watch a 2-minute video - **Gaming scam**
- 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 - **Messaging fraud**
- A pop-up on your screen asking you to donate to those affected by recent floods - **Charity scam**



## 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

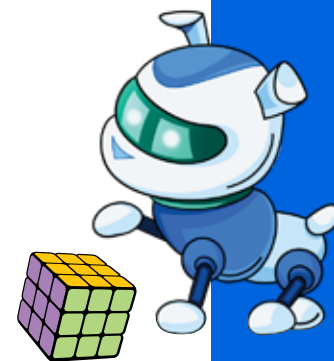
Gaming scam

Charity scam

Email fraud

Lottery scam

Messaging fraud



## ACTIVITY: HOW TO CATCH A PHISH

DURATION: 15 MIN

### Slide 06



Play the video where students can learn from [Mehak's experience of phishing](#).

**Teacher's Note:** Debrief the students on the key points in the video. Ensure that they note down the WhatsApp number and the website where they can report any suspicious emails or contact.

### Slide 07



Now, bring up this worksheet on [how to catch a phish](#).

**Teacher's Note:** Ask the students to read aloud the phishing clues and then they can work on the worksheet individually. Review each example with the class.



## KEY QUESTION

### Slide 08

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

**Teacher's Note:** Ask students to share their three tips for avoiding scams. Ideas can include using the "X" in the corner to close a pop-up window, not clicking on any suspicious links, not believing crazy exaggerated claims, logging out and logging back into an app, moving spam emails to the Spam folder.

### 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.



---

## TAKE-HOME ACTIVITY: MIND MAP

### Slide 09

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





# 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. They are now conducting many aspects of their 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 the student 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 themselves, their data, and their devices safe.

## 1.1. LEARNING OBJECTIVES

By the end of this lesson, students 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

Students 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

Ensure that by the end of this first section, students understand the terms 'malware' and 'computer viruses'.



### KEY QUESTIONS

#### Slide 02

**What is your understanding of the term 'malware'?**

Accept all answers and refer to the box below for the official definition.

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

Malware or viruses attack a computer's system while a physical virus attacks your body's systems. Both types of viruses can easily spread from one person or system to another. Both viruses weaken the system that they are attacking. Installing software to protect against computer viruses is like wearing a mask or taking a vaccine to protect against a physical virus.

**Teacher's Note:** Share the following pointers:

- No system is safe from attack.
- For your computer to be useful, it must have some way for information to go in and come out (whether it's connected to the internet or not), therefore, there is always the possibility that someone can send you something that will have malicious intent.
- It is impossible to think of and protect against every possible attack unless you completely stop using a computer or mobile.
- It is possible to take steps to be "vaccinated" against computer viruses.

**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.**

While it is possible to install antivirus software and be very careful not to click on suspicious links, hackers are always working to break into systems for nefarious purposes.

#### Slide 03

### 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

DURATION: 10 MIN

### Slide 04-05



Play the video of [the malware bug](#).



Next, play the video explaining [different types of malware](#).

**Teacher's Note:** Ask the students to reflect on the last time their computer or mobile was infected by malware. If this has not happened to them, ask if they know of any parents or friends who experienced a malware attack.

Tell them to create a list of the number of ways that a virus can enter their computer. Once this is done, ask some of them to share with the larger group.



## KEY QUESTIONS

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

Possible answers: Via an email attachment, internet downloads, through suspicious websites, removable drives (that might be infected).

**Teacher's Note:** Ask the students which of these they have seen before and what happened.

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

Trojans, worms, ransomware, spyware, viruses.

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

Keep your software up to date by downloading updates or patches, install an antivirus software on your computer.

**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?**

## RECAP



Let's see a few of the impacts from the "[malware named worms](#)"

---

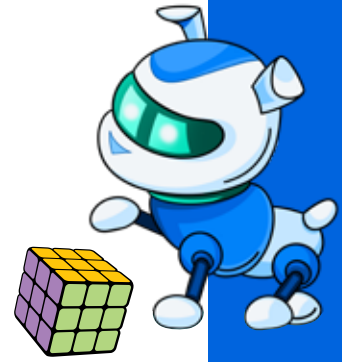
## ACTIVITY: MALWARE DEFINITION MATCH

DURATION: 2 MIN

### Slide 06



Ask students to attempt this [activity sheet](#) and match the words with their definitions.



**Teacher's Note:** Ensure that they understand the terms.

---

## ACTIVITY: DEFEND AND ATTACK

DURATION: 15 MIN

### Slide 07-10

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.

**Group activity overview:** In this activity, students get a taste of how cybersecurity involves thinking about possible attacks. At the same time, they will also experience the drawbacks of not using a structured approach to that thought process. The activity will take the form of scenario planning where each of the student groups will think about as many different solutions as possible.

**Running the activity:** Group students into teams of 3 to 4 each. Ensure that the total number of teams is even.

**What you will need:** Print or write out slips of paper with a "secret" written on each one. Print one secret for each blue team, for them to keep hidden from the red team.

Examples:

- [Teacher] *likes* [title of movie/book/etc.]
- [Rival school]'s *mascot is* [name]
- A random number
- An inspirational quote or a silly phrase

**Introduce the concept of a Red Team/Blue Team exercise:** Red Team/Blue Team exercises take their name from a military exercise. The idea is simple: One group of security pros—a Red Team—attacks something, and an opposing group—the Blue Team—defends it. In the physical world, these exercises are used by the military to test force-readiness. They are also used to test the physical security of sensitive sites like nuclear facilities and government labs that conduct top-secret research. In the 1990s, cybersecurity experts began using Red Team/Blue Team exercises to test the security of information systems.



1. Designate 50% of the teams as Red Teams and 50% as Blue Teams.
2. Give each Blue Team a slip of paper with their “secret” written on it.
3. Tell the Blue Teams that their task is to figure out plans for protecting the information on the paper.
4. Tell the Red Teams that their task is to figure out plans for finding out what is written on the paper.
5. The students will not be executing their plans, only documenting them. So, the plans can include items that they do not have with them in the classroom.  
**Note:** You may want to set a ground rule that plans can’t include harming people or animals.
6. Give the teams 3-5 minutes to discuss their ideas for protecting or obtaining the information.
7. After brainstorming, the teams will report back. Begin with one of the Red Teams. Ask them to share one idea that they had to obtain the secret information. After hearing a Red Team plan, ask if any of the Blue Teams has a plan to prevent that specific attack. (Repeat a few times.)

### Types of Plans You’re Likely to Hear:

- Red Team ideas will likely sort into two broad categories:
  - Direct attacks: Plans that rely on directly pursuing the secret or attempting brute force; or
  - Indirect attacks: Plans that rely on tricking the people involved into breaking protocol or exposing vulnerabilities.
- Blue Teams may attempt to reduce their risk of direct or indirect attacks. Concepts that may emerge include:
  - It’s difficult to cover every possible attack.
  - It’s easier to think of attacks than it is to think of protection measures.
  - Blue Team needs to brainstorm both attacks and protections, which may feel disorganised.
  - Both sides may have lots of open questions about what’s possible, or answers that begin with: *It depends.*

Wrap up the activity by comparing it to a real-world scenario that grapples with real cyberattacks on a regular basis. For example, a government database, a bank, an email service, etc. Share the concept that strategies to combat cyberattacks are very similar in concept to what the students just experienced.



## KEY QUESTIONS

### Slide 11

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

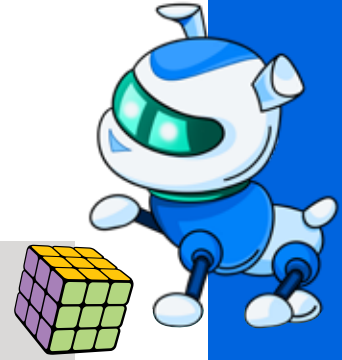
Accept all answers.

**Teacher’s Note:** Probe into how many different strategies they were able to define. Were the ideas from the other teams the same as or like those that their team had brainstormed? After the Red Teams heard from the Blue Teams, did they get new or different ideas? Was the opposite true as well?

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?

Accept all answers.

**Teacher's Note:** Pose these questions: *Are there ways to more proactively defend the data that you need to protect? What if several attacks happen at the same time? Then what would you do? If you are on the Blue Team (to defend) should you invite the Red Team to come and speak to you about ways that they might attack? Would that help you develop better responses? Is it possible or realistic to think of every possible cyberattack?*



## TAKE-HOME ACTIVITY: REFLECT

### Slide 12

Write down how cyberattacks impact...

#### Individuals

On an individual level, cyber threats can damage our systems or machines, compromise our personal and/or financial data, and can lead to identity theft.

#### Society

Societally, cyberattacks can compromise confidential data of companies, sensitive data of businesses and organisations, or even security and defence data of governments and countries. They can lead to system shutdowns, and impact public services such as transport, health, banking, power supply, etc. which are increasingly online and rely on complex, real-time data to function effectively.





# 03. ADDITIONAL RESOURCES



1. Website | ["Malware Facts for Kids", kids.kiddle.co](https://kids.kiddle.co)



2. Article | ["Gaming the Game", Jennifer Schlesinger, Josh Lipton, CNBC, 25 October, 2019](#)



3. Video | ["What is an Antivirus and How Does It Work in 2021", SafetyDetectives, 24 March, 2020](#)



4. Video | ["#CyberPeace Academy | Why you should not save passwords in your browser?! | Understanding RedLine Malware". CyberPeace TV, 19 January, 2022](#)





Lesson 14

**How Can  
I Conduct  
Smart  
Research?**

---

# 01. OVERVIEW

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

There are also some tricks they can use in the Google search bar to help hone their research to be more efficient. They will also need to remember to cite all their sources. These skills will help them the next time they have to research a topic for homework.

## 1.1. LEARNING OBJECTIVES

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

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

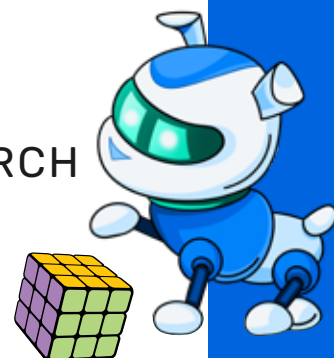
## 1.2. PRIOR KNOWLEDGE

Students should already know:

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

# 02. LESSON PLAN

## 2.1. CONDUCTING EFFECTIVE INTERNET RESEARCH



### ACTIVITY: TRY IT FOR YOURSELF!

DURATION: 20 MIN

#### Slide 02

**Teacher's Note:** Discuss with students how best to conduct their research online. There are several approaches which will be discussed below. We will not cover the entire process of writing a research project; we will focus on the online search part which can help them improve and streamline their results.

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:

#### Slide 03

WHAT I KNOW (K)	WHAT I WANT TO KNOW (W)	WHAT I HAVE LEARNED (L)
Cats are 4 legged mammals.	<ul style="list-style-type: none"><li>• What is the scientific name for cats?</li><li>• Are they related to any other animals?</li></ul>	
There are big cats such as lions and tigers.	<ul style="list-style-type: none"><li>• Where in the world do big cats live?</li><li>• How many kinds of big cats are there?</li></ul>	

**Teacher's Note:** Ask the students to help fill in the remaining 3 rows of the columns K and W on the topic of cats. Ask the students to fill in the column L by researching the first row's entry for column W, namely, the scientific name for cats and whether they are related to any other animals.

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

#### Slide 04

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?

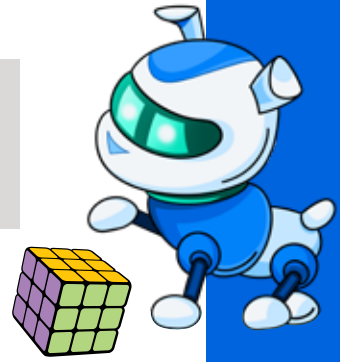
**Teacher's Note:** Ask the students to share what results they found when searching for the scientific name for cats. All the search results will be very narrow in scope and will only answer this one question. Explain that while this is good if you need to answer a very specific question, if you want to start the scope of your research more broadly, then a less specific question will be better.

Ask the students what they would recommend typing into the search instead. One example might be: *relatives of cats.* With this search phrase, they can get the scientific name and they can also get information about different kinds of cats, the origin of cats, a list of all 40 species of cats, etc.

#### Slide 05



Play the video sharing [Google search tricks to optimise research.](#)



## ACTIVITY: RECAP

DURATION: 5 MIN

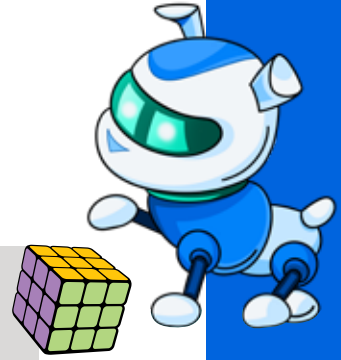
**Teacher's Note:** Project your screen while using these search tricks. Ask the students to type along with you so that they can practice.

### Slide 06

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.

**Teacher's Note:** Students can refer to their Level 1 student handbooks to recall the proper way to cite books or web articles. The main point is that they should not forget to start documenting their sources while doing research.



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: _____
<b>Information found in this source:</b>
Fact/Detail 1: _____
_____
Fact/Detail 2: _____
_____
Fact/Detail 3: _____
_____
Fact/Detail 4: _____
_____
Fact/Detail 5: _____
_____
Fact/Detail 6: _____
_____
Fact/Detail 7: _____
_____

Research Paper Source Organizer - Website
Article Title: _____
Author 1: _____
Author 2: _____
Website Title: _____
Publisher/ Sponsor: _____
Address: _____
Publication Date- Month: _____ Day: _____ Year: _____ Time: _____
<b>Information found in this source:</b>
Fact/Detail 1: _____
_____
Fact/Detail 2: _____
_____
Fact/Detail 3: _____
_____
Fact/Detail 4: _____
_____
Fact/Detail 5: _____
_____
Fact/Detail 6: _____
_____
Fact/Detail 7: _____
_____

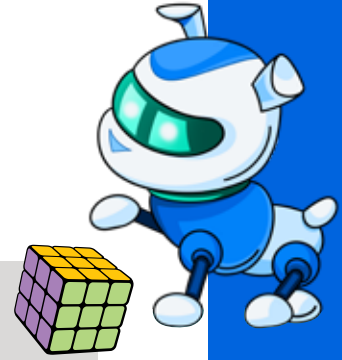


---

## ACTIVITY: CREATE A RESEARCH PLAN

DURATION: 20 MIN

**Teacher's Note:** Ask the students to work individually on an animal category like dogs, snakes, lizards, sharks, etc. Ask a few of the students to share what they found out from their Google search. Did anyone try to use the search optimization techniques above?



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.

### Slide 07

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.



# 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](http://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 students 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. Students 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, students 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

Students should already know:

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

# 02. LESSON PLAN

## 2.1. WHAT IS FAKE NEWS?

DURATION: 15 MIN

### Slide 02

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



Play this video to [explain the concept of fake news.](#)

### Fake News

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



Review each of the definitions to ensure student understanding.

### Slide 03

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.

### Slide 04

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?**

Certain websites are known for publishing fake news or half-truths. Many of these websites are driven either by the desire for money or because they have an agenda, and they want to influence readers to believe certain stories.

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

A false story or a half-truth can be used to sow distrust. This tactic can be popular with publishers who wish to support certain politicians or political parties. They may publish a false story to make the politician's opponent look bad.

**Teacher's Note:** Close this activity by asking students if they have heard any examples of false stories or half-truths in the news.



## ACTIVITY: FAKE NEWS OR DIFFERENT INTERPRETATIONS?

DURATION: 20 MIN

### Slide 05

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

**Teacher's Note:** Explain that sometimes one person or group of people can interpret the same situation very differently than another group of people. Think about situations where you and your friends saw the same things and had different experiences (such as liking a movie or not). This can also happen on a national or global scale when different countries report about the same event.

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.

**Teacher's Note:** Students can work in pairs or small groups for this activity.

### 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'](#)

**Highlights from the article:** During Trump's visit to Ahmedabad, people started leaving the stadium during Trump's speech which came after Modi's speech. Trump visited Sabarmati Ashram, tried his hand at spinning thread.



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

**Highlights from the article:** During Trump's visit to Agra, he was greeted with excitement. Trump tweeted in Hindi. Crowds cheered his motorcade and hoardings with greetings were placed along the route he took. Article compared his visit to visits of past US Presidents.



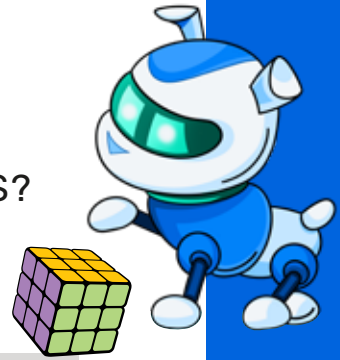
Deutsche Welle (Germany) | [Taj Mahal's tombs cleaned for first time in 300 years for Donald Trump](#)

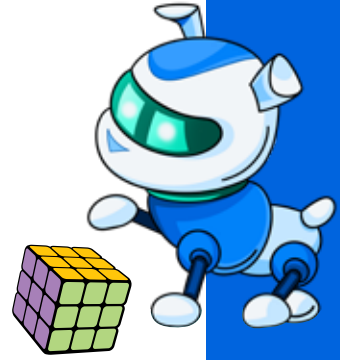
**Highlights from the article:** Taj Mahal graves were cleaned with a clay pack process similar to that of a clay facial mask. The Yamuna River was nearly dry but was filled with 17M litres of water for the visit.



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

**Highlights from the article:** Trump and his wife toured the Taj Mahal grounds for more than one hour holding hands and calling it *truly incredible*. Some beautification of the area was done for this trip. The article also mentions past US Presidents and first ladies who have visited the Taj Mahal.





## KEY QUESTIONS

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

The most positive was the TOI story, likely because the visit was in India and the newspaper wished to portray it in a positive light.

The most negative was the Deutsche Welle story. It is unclear what the motivation might have been for such a negative article but, it might stem from racial stereotypes of Indians.

**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?**

The BBC article mentions the Sabarmati Ashram because of the British connection to Gandhi.

The TOI article mentions Trump's tweet in Hindi as a source of pride.

The German article mentions use of clay packs in cleaning the tombs, perhaps to underscore the "natural" cleaning process.

The US article mentions Trump's comments to the photographers because Americans expect this kind of behaviour from Trump.

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

All the articles mentioned the same basic facts of Trump's trip but chose to focus on different aspects. None can be termed as fake news but, one can see the importance of confirming with more than one news site and understanding that different people or countries have different agendas when they report the news.

## ACTIVITY: TIPS FOR ANALYSING THE NEWS

DURATION: 2 MIN

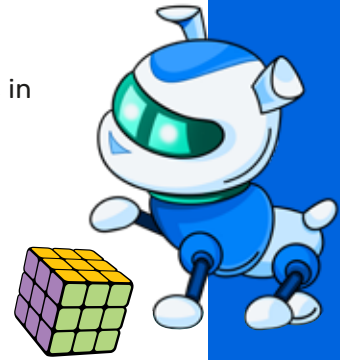
Review the below tips with students and check for understanding.

### Slide 07

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

DURATION: 3 MIN

### Slide 08

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?	Half-truth
Prime Minister of Sweden flees country, says she's moving to a warmer country	False story
Divorce scandal! Marriage on the rocks.	Half-truth
FREE! FREE! FREE!	Clickbait
US President living in Alaskan igloo to experience global warming first-hand.	False story
What does Anushka Sharma eat in a day? Find out here!	Clickbait

## TAKE-HOME ACTIVITY: GET CREATIVE

### Slide 09

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



# NOTES

A series of horizontal dotted lines for writing notes, spanning the width of the page below the header.

# 03. ADDITIONAL RESOURCES



1. Resource Repository |  
[“Fake News” Resources](#),  
teachingkidsnews.com



2. Resource Repository |  
[“Help Your Students Spot  
False News”](#), BBC



3. Article | [“How to Identify  
Fake News”](#), Kaspersky



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 students to work on and complete their group projects. The 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 the students remember about the topics covered in this Skills course.

## 1.1. LEARNING OBJECTIVES

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

- Explain the different aspects of digital citizenship to others

## 1.2. PRIOR KNOWLEDGE

Students should already know:

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



# 02. LESSON PLAN



## ACTIVITY KNOWLEDGE CHECK

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



Ask students to take this [knowledge check quiz on Quizzizz](#) to find out how much they can recall of what they've learned.

**Teacher's Note:** At the end of this lesson guide, you will find the complete content for the knowledge check quiz with correct answers indicated.

## ACTIVITY GROUP PROJECT

Divide the students into small groups of 4-6 each. Each group can choose any digital citizenship topic for their group project. Each group can decide which format they prefer to work on, whether video, audio podcast, or a play.

The next class session can be used as a working session for the students to develop their group project.

The last class session of the course can be used to screen each of the group projects.

### Slide 02

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.

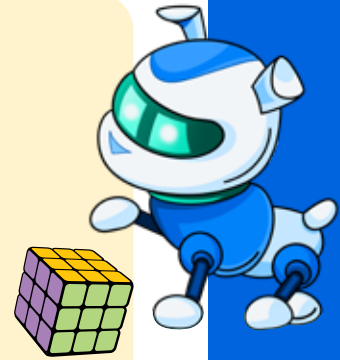
Be creative and informative at the same time!

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

Total points: **20**

## LEVEL 2 KNOWLEDGE CHECK

This revision quiz is designed to help you remember and check your learning from this Level 2 digital citizenship CBSE Skills class.



**Q1. What steps should you take to limit the tracking of your data?**

- A. Turn off cookies
- B. Adjust privacy settings
- C. Limit what you share
- D. Clear cache and cookies
- E. All of the above

**Q2. Which one of the following should you not do if you are a victim of cyberbullying?**

- A. Block communications from the bully
- B. Not respond to the messages
- C. Seek revenge on the bully
- D. Ask a family member for help

**Q3. What is the recommended minimum age to have a social media account?**

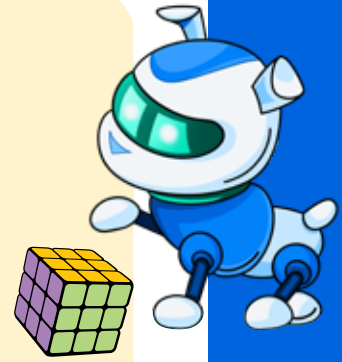
- A. 12
- B. 13
- C. 14
- D. 15

**Q4. \_\_\_\_\_ aims at specific groups or even particular individuals. Instead of vague messages being sent, criminals design them to target anything from a specific organization, to a department within that organization or even an individual in order to ensure the greatest chance that the email is read and the scam is a success.**

- A. Spam
- B. Ransomware
- C. Trojan
- D. Spear phishing
- E. Distributed Denial of Services

**Q5. Which of the below is a valid website address?**

- A. Flipkart.flip.co
- B. Amazon.go.com.co
- C. Myntra1.site/shopping
- D. Timesofindia.indiantime.com
- E. Nykaa.com



**Q6. Which of the following is an aspect of our body image?**

- A. Perceptual body image: How you see your body
- B. Affective body image: How you feel about your body
- C. Cognitive body image: How you think about your body
- D. Behavioural body image: How you behave as a result of your perceptual, affective, and mental body image
- E. All of the above

**Q7. Which of the following statements are true?**

- A. If someone you know is being bullied online, you should stay out of it. It's none of your business.
- B. Cyberbullies can face serious consequences such as being kicked off sports teams or suspended from school. Some even face legal punishments.
- C. Technology like social media sites can only be used to hurt people.
- D. Cyberbullying may include only text messages.
- E. It's OK to say mean stuff about other people online as long as they don't find out.

**Q8. Select any of the below that might leave a negative digital footprint.**

- A. Posting birthday wishes to your friend
- B. Posting selfies of your Rs. 15,000 shopping spree
- C. Posting a story about your school project
- D. Reposting hilarious memes about another person
- E. Reposting a story about the best ways to cheat on board exams

**Q9. Which of the following people or organizations are likely to check your digital profile?**

- A. A university
- B. Your parents
- C. A prospective employer
- D. Your teacher
- E. All of the above

**Q10. What are some reasons why different news sources might report the same event differently?**

- A. Differing cultural backgrounds
- B. Differing political points of view
- C. Differing audience expectations
- D. All of the above
- E. None of the above

**Q11. A good way to conduct research is...**

- A. To start by Googling a bunch of words related to my topic
- B. To plan out my research by identifying what I do and do not know about the topic
- C. Ensuring I make note of my sources to enable easier citations
- D. Asking my friends what they know about my topic so that I can write my paper quickly
- E. Options B and C

**Q12. People body shame others because...**

- A. They need to know how bad they look
- B. They want to encourage them to lose that extra weight
- C. They may be insecure themselves
- D. They want everyone to work towards the ideal look
- E. They know no one wants to see that online

**Q13. What are some clues to a fake news story?**

- A. The URL and site name look unusual
- B. You can't verify where the story comes from
- C. There are lots of spelling and grammar mistakes
- D. The image in the news looks photoshopped
- E. All of the above

**Q14. Which of the following helps you know that a website is safe?**

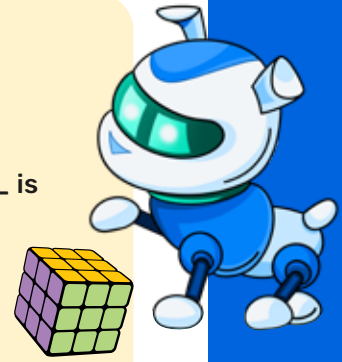
- A. It is shared by your parents
- B. It is shared by your friends
- C. You found it on social media
- D. It has an "https" link and a lock next to the URL
- E. It landed in your email

**Q15. In what ways can you ensure smartphone cybersecurity?**

- A. Turning off location services
- B. Not letting apps share data
- C. Enabling privacy settings on apps you download
- D. Being careful with social logins
- E. All of the above

**Q16. In a situation that involves cyberbullying, a \_\_\_\_\_ is someone who speaks out to aid the victim.**

- A. Upstander
- B. Bystander
- C. Sidestander
- D. Highstander
- E. Midstander



**Q17. A \_\_\_\_\_ is a social media account set up to hide a person's true identity with the intention of cyberbullying.**

- A. Bully profile
- B. Catfish account
- C. Fake profile
- D. Trick account

**Q18. Which of the following is least likely to ensure your digital well-being?**

- A. Connecting – wisely and safely
- B. Being active
- C. Being creative and keeping up learning
- D. Always being online to respond to others immediately
- E. Being empathetic and generous to others

**Q19. Which of the below can have a negative impact on self-esteem?**

- A. Following a lot of fitness trainers to get the perfect body
- B. Always posting that perfect selfie showing my posh lifestyle
- C. Re-reading the comments on my posts to make me feel great
- D. Comparing the number of likes I receive as compared to my friends.
- E. All of the above

**Q20. Cyber attackers would be interested in which of the below data?**

- A. Your phone number
- B. Your address
- C. Your password
- D. Your full name
- E. All of the above





Level 2

# **Bibliography**

---

## Lesson 1

1. Video | "What Is Digital Citizenship", Common Sense Education
2. Video | "10 Examples of Good Netiquette", Aries Albarico, 4 May, 2020
3. Video | "Live My Digital for Students: Digital Footprint", GDST, 1 July, 2016
4. Video | "Cybersecurity Training for Kids", Malwarebytes, 19 October, 2020
5. Resource | "Your Digital Footprint", Digitalfootprintimu.weebly.com
6. Resource | "Grades K-8 Student Tip Card", cisa.gov

## Lesson 2

1. Article | "The 10 Most Abused Top Level Domains", Spamhaus Project
2. Article | "How Can I Tell If a Website Is Safe? Look for These 5 Signs" Sitelock, 24 August, 2018
3. Resource | "How Many Websites Are There in the World?", Nick Huss, 3 March, 2022
4. Presentation | "Staying Safe Online", Melvin Walton
5. Video | "What Are Cookies? And What "Crumbs" Are You Leaving on the Internet?", Danielle The, 4 July, 2017
6. Blog | "Why It's a Good Idea to Clear Cookies on Your Browser", MetaCompliance Marketing Team, 25 March, 2019
7. How-to Guide | "Clear Cache and Cookies, Computer", Google Help
8. How-to Guide | "Clear, Enable, and Manage Cookies in Chrome, Android", Google Help
9. How-to Guide | "Delete Cookies in Microsoft Edge", Microsoft Help
10. How-to Guide | "Clear, Enable, and Manage Cookies in Chrome, iPhone & iPad", Google

## Lesson 3

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

## Lesson 4:

1. Article | "Teach Kids to Think when Communicating Online and in Person", Shannon Younger, Between Us Parents, 11 February, 2014
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



### Lesson 5:

1. Graphic | "Cyberbullying", Kids Helpline
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
6. Worksheet | "Cyberbullying Word Search", Liveworksheets.com

### Lesson 6:

1. Video | "Cyberbullying Facts - Top 10 Forms of Cyberbullying", Kaspersky, 2 June, 2016
2. Article | "10 Forms of Cyberbullying", Kids Safety by Kaspersky, 27 October, 2015
3. Dictionary | "Cyberbullying", Oxford Languages
4. Dictionary | "Bullying", Oxford Languages
5. Lesson Plans | "Offline Workshop - Role Play on Cyberbullying", Digital Travelers

### Lesson 7:

1. Video | "Be an Upstander - Prevent Bullying: A NED Short", The NED Show, 23 October, 2013
2. Video | "Bystander Revolution: Demi Lovato | Cyberbullying", Bystander Revolution, 23 April, 2014
3. Microsite | "Helping Kids Be Safe, Confident Explorers of the Online World", Be Internet Awesome - Google
4. Learning Materials | "Together for Protection", United Nations Girls Education Initiative

### Lesson 8:

1. Video | "Tips for Healthier Screen Time", ECDA Singapore, 8 July, 2016
2. Video | "What Are the 5 Ways to Wellbeing?", Rochdale Borough Council, 1 July, 2015
3. Video | "Wheel of Well-being", Wheel of Well-being
4. Article | "Teens and Social Media Use: What's the Impact?", Mayo Clinic Staff, Mayo Clinic, 26 February, 2022

### Lesson 9:

1. Video | "Teen Voices: The Pressure to Stay Connected", Common Sense Education, 12 January, 2019
2. Article | "COVID-19 Impact: Screen Time up by 100% for Children", Prachi Verma, Economic Times
3. Article | "Children and Watching TV", American Academy of Adolescent and Child Psychiatry
4. Video | "Screen Time: How Much Is Too Much?", Above the Noise, 27 June, 2019

### Lesson 10:

1. Fact Sheet | "Body Image", National Eating Disorders Collaboration
2. Dictionary | "Body Shaming", Merriam-Webster Dictionary
3. Dictionary | "Photoshop", Merriam-Webster Dictionary
4. Article | "What Is Airbrushing in Photography?", Liz Masoner, The Spruce Crafts, 12 October, 2019
5. Dictionary | "Body Positivity", Collins Dictionary
6. Article | "Blake Lively Interviews Gigi Hadid on Social Media, Self-Love, and Women Supporting Women", Harper's Bazaar, 11 April, 2018
7. Video | "Breanna's Story | Self-esteem", Kids Helpline, 9 December, 2020
8. Video | "Why Body Image Has Become Such a Problem for Boys", 5 News, 8 August, 2016
9. Video | "Body Image: Taking the Power Back", Project Rokit, 20 January, 2021

### Lesson 11:

1. Article | "Instagram Filters Have Made Us Forget What We Look Like: Almost a Quarter of Social Media Users Admit Photos of the Unedited Face Shock Them", MailOnline, Jim Norton and Shivali Best, 3 August, 2021
2. Video | "Teen Truth: An Inside Look at Body Image.mov", HumanRelationsMedia, 12 January, 2010
3. Video | "Social Media and Teenage Self-Esteem", Celeste Copini, 24 September, 2018

### Lesson 12:

1. Article | "The Young Fall for Scams More Than Seniors Do. Time for a Warning", Ron Lieber, NY Times, 25 June, 2021
2. Video | "A Cyber Privacy Parable", PBS Learning
3. Video | "What Is Phishing?", Investopedia
4. Worksheet | "How to Catch a Phish", Common Sense Education

### Lesson 13:

1. Article | "What Is the Difference Between Malware and a Virus?", McAfee
2. Video | "The Malware Bug: MediaPro Security Awareness Animation", MediaPRO, 8 June, 2016
3. Video | "Malware: Difference Between Computer Viruses, Worms, and Trojans", Kaspersky, 21 March, 2016
4. Worksheet | "Malware Definition Match", Panda Security, July 2019
5. Lesson Plan | "The Security Mindset: Cybersecurity Through Threat Modeling", Teaching Security

---

### **Lesson 14:**

1. Video | "Google Search Tricks for Research", Common Sense Education
2. Resource: "Research Project - Source Templates", Teachers Pay Teachers, Jennifer Warren

### **Lesson 15:**

1. Video | "What Is Fake News - Explained | CBC Kids News", CBC Kids News, 22 November, 2018
2. Lesson Plan | "How to Spot Fake News: Lessons and Activities for Students", Literacy Ideas, Shane Mac Donnchaidh
3. Article | "Taj Mahal: US President Donald Trump Visits India's 'Monument of Love'", BBC, 24 February, 2020
4. Article | "US President Donald Trump Visits Taj Mahal, Says America Loves India", The Times of India, 24 February, 2020
5. Article | "India: Taj Mahal's Tombs Cleaned for First Time in 300 Years for Donald Trump", Ankita Mukhopadhyay, Deutsche Welle, 24 February, 2020
6. Article | "Trump's Cherish an Iconic Moment -- Touring the Taj Mahal", Betsy Klien, CNN, 24 February, 2020
7. Article | "How to Spot Fake News (and Teach Kids to Be Media-Savvy)" Sierra Filucci, Common Sense Media, 5 March, 2021





# Acknowledgement

# ACKNOWLEDGEMENT

Thank you to the teachers and academic advisors who helped with the development of the curriculum.

Team	Name	School
Syllabus and Lesson Development Team	Achint Kaur Sandhu	Manav Rachna International School, Mohali
	Anjali Malik	Jaypee Public School, Noida
	Anni Kumar	Vikas Bharati Public School, Rohini, Delhi
	Avantika Yadav	Jaypee Public School, Noida
	Harmeet Kaur	K R Mangalam Global School, Delhi
	Naveen Gupta	St Marks Senior Secondary School
	Neeru Mittal	SR DAV Public School, Delhi
	Neha Sharma	GD Goenka Public School, Ghaziabad
	Nidhi Tiwari	Ridge Valley School, Gurugram
	Rani Kumari	DLF Public School, Ghaziabad
	Seema Jerath	DLF Public School, Ghaziabad
	Shelly Batra	Mt Carmel School, Dwarka
	Swati Sharma	Heritage Xperiential Learning School, Gurugram
	Vineeta Garg	SR DAV Public School, Delhi
Peer Review Team	Ramya Sriram	Meridian School, Kukatpally, Telangana
	Smitha Athreya	Delhi Public School, Rourkela
	Uzma Fathima	Delhi Public School, Bangalore North
	Bijit Paul	Vivekananda Kendra Vidyalaya, Arunachal Pradesh
	Ivan Dorjee Lepcha	Paljor Namgyal Girls' School, Sikkim
	Smita Sahu	Shakuntala Vidyalaya, Ramnagar, Chhattisgarh
	Ishwar Khakare	Oxford International School, Nanded, Maharashtra
	Gayatri Naidu	Delhi Public School, Chhindwara, Maharashtra
	Aparna Mathur	Nath Valley School, Aurangabad
	Goldy Banerjee	Delhi Public School, Duliajan, Assam
Curator	Azhar Uddin	Fatima Leyan Public School, Bareilly
	Roshni Sundrani	Dr. Cyrus Poonawalla English Medium School, Uruli Kanchan, Maharashtra
	Irene Manning	1M1B



# NOTES

A series of horizontal dotted lines spanning the width of the page, providing a template for writing notes.



## **Digital Nagrik** | Teacher Handbook

Digital Nagrik is a campaign led by teachers, managed by 1M1B, and supported by Meta Platforms Inc. The campaign is a part of Meta's Digital Suraksha initiative for a safer and inclusive internet.