WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS

GENERATION DIGITAL

SURF SMART 2.0

SURF SMART 2.0

'It took radio broadcasters 38 years to reach an audience of 50 million, television 13 years, and the internet just 4.'

This curriculum has been made possible in part by a grant from the NotonLifeLock Inc. is a global leader in consumer Cyber Safety. They are dedicated to helping secure the devices, identities, online privacy, and home and family needs of nearly 50 million consumers, providing them with a trusted ally in a complex digital world.

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SURF SMART 2.0

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SURF SMART 2.0

As of June 2020, almost **4.8 billion** people were active internet users, encompassing more than **60%** of the global population[1]. On average, they spent two and a half hours each day online[2]. Today, a world without the internet is unimaginable. We use it to connect with friends, learn about new things and enjoy our spare time. Bringing together billions of people worldwide, the internet is a core pillar of the modern information society.

Amidst the COVID–19 pandemic the use of the internet and online interactions has increased fast, providing an invaluable way for people to remain connected and to continue learning and working during lockdowns. You also might be one of the millions that experienced the effects of spending more time online and have wondered:
Am I using this time efficiently? Am I using it positively?

Surf Smart 2.0 takes you on a digital adventure during which you will:

- Find out about the tools that will help you stay safe and make thoughtful and balanced decisions when you're connected.
- Explore how to get more out of your time online and connect positively with local and global communities.
- Look into ways you can actively participate in digital communities and practice being a digital citizen responsibly.

By the end of the journey you will have earned your Surf Smart 2.0 badge

GENERATION DIGITAL

Girl Guides and Girl Scouts enables you to develop your fullest potential as responsible citizen of the world. But when such a big part of our world today is lived online, what does it mean to be a responsible citizen in online spaces? How can we navigate the online world safely and responsibly, making the most of the opportunities it offers to learn and create? And how can we use online spaces to raise our voices and participate in social change, to make the world, both online and offline, a better place?

Through Surf Smart 2.0 you will explore how you can use the internet as member of Generation Digital; not only to communicate, learn and play but also to get involved with society.

Active and responsible digital citizens:

- **ENGAGE** competently and safely with digital technologies
- **INFORM** others about the benefits and the risks one may encounter online
- **ACTIVELY** participate in digital communities with the appropriate skills, attitudes and knowledge.
- **CONDUCT** themselves positively in digital environments and respect others' feelings and opinions
- **CONFRONT** harassment and bullying online by reporting and blocking
- **SPEAK OUT** for equal digital rights and access for all
- **AVOID** posting anything online that might be harmful to themselves or others and protect personal information
- **THINK** carefully when being approached by strangers online

[1]Global digital population as of July 2020 (in billions), statista.com
[2]Daily time spent with the internet per capita worldwide, statista.com

THE INTERNET AFTER THE COVID–19 GLOBAL PANDEMIC

The pandemic has increased the use of our devices for school, work, play and connecting.

While practicing social distancing, people have been seeking out new ways to connect, mostly through video chat, social media and video games.

This has led to online safety concerns and the deepening of digital gaps[3]:

- As humankind has been trying to understand more about the virus, fake news and conspiracy theories have found fertile soil, making it hard to know what is real and what is not.
- Domestic and online abuse and violence towards women and children increased.
- In some places where girls and women have always had less access to the internet than their male counterparts, the pandemic has been even more challenging.
- Online opportunities have traditionally been difficult to reach by the poorest and most disadvantaged children and young people.
- Children and young people that do not have the appropriate devices, or lack digital skills, or have poor access to the internet, or speak minsority languages may only get a second-best online experience.
- Increased and unstructured time online has exposed children to potentially harmful and violent content as well as higher rates of cyberbullying.

[3]'The shadow pandemic: Violence against women and girls and COVID–19', UN Women
'Online and ICT–facilitated violence against women and girls during COVID–19', UN Women
'Child Sex Abuse Livestreams Increase During Coronavirus Lockdowns', April 8, 2020, Michael Sullivan, NPR
'CHR condemns rising online sexual harassment vs. women amid COVID–19 pandemic', April 21, 2020, LLANESCA T. PANTI GMA News
'Op–ed: We cannot allow COVID–19 to reinforce the digital gender divide', May 6, 2020, UN Women Executive Director Phumzile Mlambo–Ngcuka and Plan international CEO Anne–Birgitte Albrectsen, UN Women
'Women face internet access challenge during the COVID–19 pandemic in Uganda', June 23, 2020, Peace Oliver Amuge and Sandra Aceng, Association for Progressive Communication
'Digital Divide in the Time of COVID–19', April 15, 2020, Don Rodney Junio, United Nations University, Instirute in Macau
'L1ght Releases Groundbreaking Report On Corona–Related Hate Speech And Online Toxicity', April 14, 2020, L1ght

HOW TO MAKE THE MOST OF SURF SMART 2.0

GIRL GUIDES AND GIRL SCOUTS IN CHARGE

Surf Smart 2.0 Generation Digital has been developed for worldwide use for girl-only or co-educational groups from the ages of 5 to 25 years. It provides a wide variety of activities that can be selected to respond to different contexts, learning needs and objectives.

The Girl Guide and Girl Scout educational method encourages members of all ages to take the lead and make choices about what they do. That is why Surf Smart 2.0 invites you to select the most relevant and suitable activities for you and/or your group.

Here's how you can facilitate in this process:

1. **Think about these key factors:**

- The size of the group – how many members do you have? Are you working in groups or individually?
- The age of the group
- The experience of the group – has your group worked on other packs and badges before?

2. **Support participants in creating their own path:**

- **Set the context:** Make sure that the group understands what Surf Smart 2.0 is all about. Once you do that, support them in figuring out their needs regarding internet safety. The Getting Started activities can help you with this step.
- **Set up the space:** Will the program be delivered indoors or outdoors? Is the space large enough for your group? How can you make it more inviting and functional to deliver the activities?
- **Facilitate choice:** Find ways to involve members in the decisions according to their age. For example, if the participants are still learning to read or write, you could use pictures or sounds to help them select subjects, while older members could select the activities themselves.
- **Support planning:** Older participants can plan when to do the activities and how often, for example one activity each week, several sessions or a one off event.
- **Encourage delivery:** Older and/or more experienced participants could deliver some or all of the activities to the group.
- **If you are a leader**, we invite you to support a Girl Guide/Girl Scout-led approach by using the above steps. For practical or age-related reasons, a leader-led or a combined approach might be necessary. Visit the Prepared to Learn, Prepared to Lead resource to learn more!

3. **Use the Activity Guide** on pages 11-17 of this pack. It provides a quick glance to the activities, showing the type, the suggested age, the suggested space, use of the internet, the leadership mindset. You can use it to create the best path for you and your group.

TIP!

Once you have chosen the activities that you will do, then you can proceed to print those only, instead of the whole pack!

SURF SMART 2.0

EARNING THE BADGE

GETTING STARTED ACTIVITIES

This section of the pack provides introductory activities to **Surf Smart 2.0** Generation Digital. They will help you establish a safe space for participation. They will also provide ways to reflect on how you use the internet and in which subjects you would like to deepen your knowledge and understanding. Although they are not mandatory to getting your badge, we recommend taking the time to do them prior to starting the pack.

PRESS ENTER

This part invites you to develop new digital skills and awareness. There are five activity sections. Within each of the five sections there are a number of optional activities which you can choose to do with your group. You should complete one activity in every section to earn the badge.

TO EARN YOUR SURF SMART 2.0 BADGE YOU NEED TO COMPLETE AT LEAST:

1 ACTIVITY FROM EACH PRESS ENTER SECTION (5 IN TOTAL)

+

ALL THE #BETHECHANGEONLINE STEPS

THE FIVE SECTIONS ARE:

DISCOVER... internet wonders: Discover and use the positive aspects of the internet

CONNECT... positively online: Learn how to use social media and other platforms in ways that connect us with others positively and safely

PROTECT... yourself from online risks: Learn how to navigate the web safely

RESPECT... your digital rights and footprint: Explore digital rights, learn about safe digital footprints and discover how to look at information critically.

IMAGINE... a better internet: Use the internet in a positive way to spark creativity and make it more enjoyable for others.

+

#BeTheChangeOnline: In this final section, you will explore how to make change happen and take up your own project to bring social change. You will also take your Generation Digital Promise of contributing to a safer and positive internet experience for you and everyone around you.

PRACTICAL ADVICE

Under each activity, you will find the learning outcome and the preparation and materials that you need before you begin. Then depending on the activity you will find the following:

ACTIVITY TYPE:

We have created different types of activities in this pack. We recommend you try and combine them in order to provide a holistic and quality experience to participants. There are three types of activities:

EXPLORE: participants reflect, discuss, communicate and exchange views and ideas

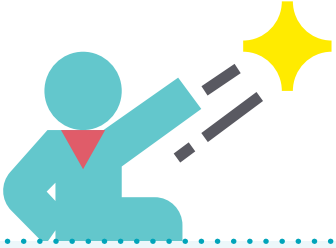
HANDS-ON: a practical activity that invites participants to create or produce something

ACTIVE: activities using engaging, fun and meaningful games to learn

TIME:

The suggested times for each activity are a guide to help you with your planning. They depend on the size of your group and how much you are adapting the activities. You can spend more or less time on each activity if you wish or need to.

Don't forget you are free to choose if you will run the activities consecutively in a one-off event. Or you can run them over seven weeks or more, breaking them up with other Girl Guiding and Girl Scouting activities. You can also run them during a camp or another Girl Guiding and Girl Scouting event.



IF YOU ARE A LEADER:

Please make use of the adult internet safety guidelines you will find at the end of the pack. We also encourage you to inform parents and carers before getting started with the pack, by using the parental consent form on page 130.

If participants are using the Internet at a GG/GS event leaders should check the parental controls are set up on the devices.

APPROPRIATE AGE:

5+

The activities in this pack have been marked as more suitable for older or younger members, but please use your own judgement when selecting activities for your group.

The online links we've chosen are considered appropriate for a youth audience but we advise you to check them in advance to be sure you are happy sharing them with your group.

We recommend that activities concerning **social media** *be restricted to members of 13 years and older, especially those requiring use of social platforms. This is because some commonly used online services such as Facebook, Instagram and YouTube are not intended for children under 13. However, you may consider some activities appropriate for your group, for example those that concern learning about social media or if you are aware that members already own an online profile.*

SUGGESTED SPACE:

INDOORS **OUTDOORS**

The icons work as a suggestion on the space you may use to do the activity. Keep in mind that almost all activities can be done both indoors and outdoors by making appropriate adjustments.

INTERNET:

INTERNET FREE **INTERNET REQUIRED**

Although it is important for our members to be aware of how to stay safe in any online situation, Surf Smart encourages, but does not push members to go online and can mostly be used in environments without internet access.

Some activities may suggest you watch a video to learn more about a specific subject, but if the activity is marked as internet free you are welcome to skip the video and share the information you will find in this pack or through your own research.

SURF SMART 2.0

DID YOU KNOW?

More than **175,000 children** go online for the first time every day – a new child every half second. – UNICEF, 2018

NUMBER OF PEOPLE:

GROUP **INDIVIDUAL**

Although some activities may suggest that they are more suitable for a number of people, keep in minsd that by making some adjustments, any activity can be done by both groups and individually.

SEARCH RESULTS:

A section that provides further information about the topic and areas to consider. This can be helpful to participants in order to complete the activity. It can also be used by facilitators when setting up the activity or during the discussion part.

TOOL:

A section that provides templates and material that you will need to deliver the activity.

'TAKE IT FURTHER':

A number of activities provide a 'Take it further' option which gives you the opportunity to learn more about a subject, if you are interested in it. Some of the 'Take it further' activities are intended for older members. Others might suggest that you combine the main activity with an activity from the same or another section. In all cases, although not mandatory, we encourage you to do them as they will provide you with a wider perspective on each subject.

DID YOU KNOW?

The WAGGGS leadership model uses a system of six mindsets to make leadership practice conscious.

- **LEADING YOURSELF** Reflective minsdset
- **LEADING RELATIONSHIPS** Collaborative minsdset
- **LEADING FOR INNOVATION** Creative & critical thinking minsdset,
- **LEADING FOR GIRLS' EMPOWERMENT** Gender equality minsdset,
- **LEADING IN CONTEXT** Worldly minsdset,
- **LEADING FOR IMPACT** Responsible action minsdset

By drawing meaning from our experiences, we can 'internalise' leadership behaviours until they become part of who we are as leaders.

You can see which mindsets are being practiced with each activity in Surf Smart 2.0, in the Activities Guide on page 11.

Check the Girl Guide and Girl Scout leadership model summary to learn more!

ACTIVITY FORMAT

ACTIVITY TYPE: There are three types of activities:Explore, Hands-on and Active

AGE: Appropriate age for activity

SUGGESTED SPACE: Indoors or outdoors

TIME: Suggested time for each activity.

OUTCOME: What participant will learn.

MATERIALS: Equipment and resources needed.

WHAT HAPPENS: Instructions/outline of the activity

NUMBER OF PEOPLE: Group or Indivldual

INTERNET: Internet free or Internet required

DID YOU KNOW: Useful facts

SEARCH RESULTS: Information about the topic and areas to consider.

TAKE IF FURTHER: Learn more about a subject.

PRESS ENTER

DISCOVER... INTERNET WONDERS

2. BEST OF THE WEB

20 min

OUTCOME:
Share online experiences

MATERIALS:
paper, pencil, coloured pencils for all participants. Nice to have: device with internet access

WHAT HAPPENS:

There are so many great websites out there, you can't try them all. Instead, sharing knowledge with our friends about things that we do online is how we can promote the best of the web.

In groups, talk about your favourite sites, what they do and why you like them.

Think of those things that can make a website or an application great. Is it the easy-to-use design, the type of information you can get, the positive online community, the fun games you play, how safe it makes you feel? These criteria are possible to help you find more interesting and useful websites in the future as well.

When you have listed everything, try and create a visual map of the great websites your group recommends. Try to arrange your recommendations by use, for example social networking, listening to music, learning about an outdoor activity or playing games. Depending on the age of your group and your access to the internet you could create a mind map or a presentation either by hand or by using online tools.

How do you think this list could help someone looking for new sites or going online for the first time?

DID YOU KNOW?

A mind map is a type of graphic organizer that uses a diagram to visually organize ideas and concepts.

SEARCH RESULTS!

There are online tools you can use for this activity. Some examples include: Canva & MindMup for mind mapping, Google slides, Prezi.

TAKE IT FURTHER

SHARE THE KNOWLEDGE

20 mins

MATERIALS:
Digital device

WHAT HAPPENS:

Is there anything you know how to do online that someone from an older generation might not? Talk to an adult you trust and find out what they would most like to know how to do online, then teach them how to do it. You can also use the list of interesting websites you created in the above activity as a reference and for examples.

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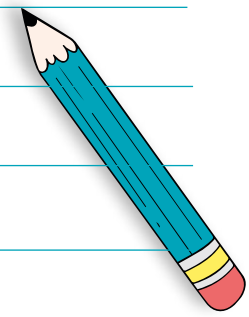
GETTING STARTED ACTIVITIES

ACTIVITY	OUTCOME	ACTIVITY TYPE	TIME	AGE	LEADERSHIP MINSDSET	SUGGESTED SPACE	INTERNET ACCESS REQUIRED	NUMBER OF PEOPLE	
Welcome to Surf Smart 2.0	Introduce Surf Smart 2.0 to your group	Explorative	10 mins	5+	Reflective	Outdoors	No	Group	
#bravespace	Create a safe space for conversations and exchange of internet experiences	Explorative	10 mins	5+	Collaborative, Wordly	Outdoors	No	Group	
Is there someone who...	Reflect on internet use and the subjects you want to work on during the Surf Smart 2.0 journey	Active	10 mins	5+	Reflective, Collaborative	Outdoors	No	Group	



PRESS ENTER

DISCOVER... INTERNET WONDERS

ACTIVITY	OUTCOME	ACTIVITY TYPE	TIME	AGE	LEADERSHIP MINSDSET	SUGGESTED SPACE	INTERNET ACCESS REQUIRED	NUMBER OF PEOPLE	
What it means for me	Explore different perspectives and experiences other people have in using the internet	Explorative	30 mins & more for preparation	5+	Wordly	Outdoors	No	Individual	
TAKE IT FURTHER: Go big!		Hands-on	1 hour & more for preparation	11+	Wordly, Creative & critical thinking, Gender equality	Indoors	Yes	Individual	
Best of the web	Share online experiences	Explorative	20 mins	5+	Collaborative, Wordly	Indoors	No	Group	
TAKE IT FURTHER: Pass the knowldge		Hands-on	20 mins	5+	Collaborative, Wordly	Indoors	Yes	Individual	
Online adventure	Learn to browse the internet safely	Explorative	20 mins	7+	Reflective, Creative & critical thinking	Indoors	No	Group	
TAKE IT FURTHER: Research and plan		Hands-on	20 mins	13+	Creative & critical thinking	Indoors	Yes	Individual	
Treasure hunt	Create fun Girl Guiding and Girl Scouting games for your group	Active	1 hour & time for preparation	7+	Creative & critical thinking	Outdoors	Yes	Group	
Short or long?	Practice getting your point across in a tweet	Hands-on	15 mins	13+	Creative & critical thinking	Outdoors	No	Individual	
TAKE IT FURTHER: Share it!		Hands-on	10 mins	13+	Creative & critical thinking	Indoors	Yes	Individual	
Citizen science	Contribute to science using technology and the internet.	Active	20 mins flexible	5+	Wordly, Creative & critical thinking	Outdoors	Yes	Individual	
Let's go e-shopping	Learn how to shop online safely and ethically	Hands-on	20 mins	15+	Reflective, Collaborative	Indoors	No	Group	
TAKE IT FURTHER: Ethical shopping		Explorative	20 mins	15+	Wordly	Indoors	Yes	Individual	

PRESS ENTER

CONNECT... POSITIVELY ONLINE

ACTIVITY	OUTCOME	ACTIVITY TYPE	TIME	AGE	LEADERSHIP MINSDSET	SUGGESTED SPACE	INTERNET ACCESS REQUIRED	NUMBER OF PEOPLE	
What's the message	Explore how information and posts online can change when shared	Active	20 mins	7+	Creative & critical thinking, Responsible action	Outdoors	No	Group	
Super spread	Explore how fast information spreads online	Active	30 mins	7+	Reflective, Creative & critical thinking, Worldly, Responsible action	Outdoors	No	Group	
Get video connected	Experience the connection & learn to keep safe during live video conferences	Hands-on	20 mins & time for preparation	7+	Wordly, Creative & critical thinking	Indoors	Yes	Individual	
Go live!	Learn more about the ways you can live stream and how to keep safe.	Hands-on	40 mins	13+	Wordly, Creative & critical thinking	Outdoors	No	Group	
Getting the best out of social media	Explore social media's impact on our lives and well-being	Reflective	30 mins	13+	Reflective, Creative & critical thinking	Outdoors	No	Group	
Intergalactic battle	Explore the positive and negative aspects of online video games	Active	45 mins	5+	Collaborative, Reflective, Creative & critical thinking	Outdoors	No	Group	
Time online	Learn what 'screens' are and how to handle screen time	Reflective	30 mins flexible	5+	Reflective, Collaborative, Creative & critical thinking	Outdoors	Yes	Group	
TAKE IT FURTHER: A challenge		Hands-on	30 mins & 1 week logging	11+	Reflective, Creative & critical thinking	Indoors	Yes	Individual	

PRESS ENTER

PROTECT... YOURSELF FROM ONLINE RISKS

ACTIVITY	OUTCOME	ACTIVITY TYPE	TIME	AGE	LEADERSHIP MINSDSET	SUGGESTED SPACE	INTERNET ACCESS REQUIRED	NUMBER OF PEOPLE	
Perfect password	Learn how to create strong passwords	Hands-on	20 mins	7+	Reflective, Collaborative, Creative & critical thinking	Outdoors	No	Individual	
TAKE IT FURTHER: Build the strongest		Active	20 mins	7+	Reflective, Collaborative, Creative & critical thinking	Indoors	Yes	Group	
Someone to guide me	Understand how an updated security software protects the user	Active	15 mins	11+	Reflective, Collaborative, Creative & critical thinking	Outdoors	No	Individual	
Spamcast	Learn to recognize scam strategies that are used to access private information	Hands-on	2 hours (flexible)	13+	Reflective, Creative & critical thinking, Responsible action	Indoors	No	Individual	
Share it or keep it?	Know what information is safe to share online	Reflective	30 mins	5+	Reflective, Collaborative, Creative & critical thinking	Outdoors	No	Group	
Who is it?	Understand that anyone can be hiding behind an online account and they don't always want to be our friend	Active	20 mins	5+	Reflective, Collaborative, Creative & critical thinking	Outdoors	No	Group	
TAKE IT FURTHER: Would you text back?		Reflective	30 mins	11+	Reflective, Collaborative, Creative & critical thinking	Outdoors	No	Group	
Cyberbully	Learn what cyberbullying is and how to tackle it	Hands-on	1 hour & time for preparation	7+	Reflective, Creative & critical thinking, Gender equality, Responsible action	Indoors	No	Group	
Stand up to sexual harassment	Define sexual harassment, how it happens online and understand ways to protect yourself	Reflective	40 mins	11+	Reflective, Gender equality, Wordly	Indoors	No	Individual	
Spot the ad	Understand how ads try to sell us products	Active	20 mins	7+	Reflective, Collaborative, Creative & critical thinking	Outdoors	No	Group	
TAKE IT FURTHER: Influencers		Hands-on	20 mins	7+	Reflective, Collaborative, Creative & critical thinking	Indoors	Yes	Individual	

PRESS ENTER

RESPECT... YOUR DIGITAL RIGHTS AND FOOTPRINT

ACTIVITY	OUTCOME	ACTIVITY TYPE	TIME	AGE	LEADERSHIP MINSDSET	SUGGESTED SPACE	INTERNET ACCESS REQUIRED	NUMBER OF PEOPLE	
Digital divides	Understand gender-based digital divides and rights restrictions	Reflective	40 mins	5+	Reflective, Creative & critical thinking, Gender equality, Worldly	Outdoors	No	Individual	
Fact or opinion?	Learn to tell facts from opinions as a way to fight misinformation	Active	20 mins	5+	Reflective, Creative & critical thinking, Worldly	Outdoors	No	Group	
Real or fake?	Learn to spot misleading content and fake information	Hands-on	30 mins	11+	Reflective, Creative & critical thinking	outdoors	No	Group	
Build a theory	Learn to identify conspiracy theories	Reflective	40 mins	13+	Reflective, Collaborative, Creative & critical thinking	Outdoors	No	Group	
What do you see?	Understand what a digital footprint & a digital impression is and how to keep it safe	Hands-on	1 hour	13+	Reflective, Creative & critical thinking	Indoors	Yes	Individual	
The perfect selfie	Understand that the image we see online sometimes is not real	Reflective	40 mins	7+	Reflective, Collaborative, Creative & critical thinking, Gender equality, Worldly, Responsible action	Indoors	Yes	Group	
Have some cookies	Learn how cookies work to show us ads and sponsored posts	Hands-on	1 week	11+	Reflective, Creative & critical thinking	Indoors	Yes	Individual	

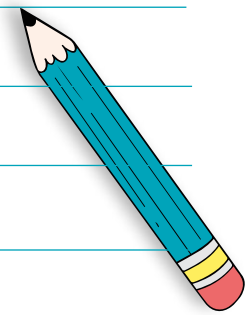
PRESS ENTER

IMAGINE... A BETTER INTERNET

ACTIVITY	OUTCOME	ACTIVITY TYPE	TIME	AGE	LEADERSHIP MINSDSET	SUGGESTED SPACE	INTERNET ACCESS REQUIRED	NUMBER OF PEOPLE	
Helping hand	Learn where to turn to for help when encountering an online problem	Active	20 mins	5+	Reflective, Creative & critical thinking	Outdoors	No	Group	
Social media manager	Learn how to use social media for positive promotion	Hands-on	20 mins	13+	Reflective, Creative & critical thinking, Worldly, Responsible action	Indoors	Yes	Individual	
A positive online community	Make oneself a source of positivity on social media	Hands-on	20 mins	13+	Reflective, Creative & critical thinking, Worldly, Responsible action, Gender equality	Indoors	Yes	Individual	
Better together	Create a safer internet experience by bringing together the Girl Guides or Girls Scouts and their carers	Active	Flexible	5+	Reflective, Collaborative minsdset, Creative & critical thinking, Worldly, Responsible action	Outdoors	No	Group	
Create	Imagine a useful application	Hands-on	1 hour	5+	Reflective, Creative & critical thinking, Worldly, Responsible action	Outdoors	No	Group	
Internet of Things (IoT)	Learn what the internet of things is and how it affects our lives	Active	30 mins	13+	Reflective, Creative & critical thinking, Worldly, Responsible action, Gender equality	Outdoors	No	Group	
Positive relationships	Learn about the impact of pornography on relationships	Explorative	1 hour	13+	Reflective, Collaborative minsdset, Creative & critical thinking, Worldly, Gender equality	Indoors	No	Group	

#BeThechangeonline

ACTIVITY	OUTCOME	ACTIVITY TYPE	TIME	AGE	LEADERSHIP MINSDSET	SUGGESTED SPACE	INTERNET ACCESS REQUIRED	NUMBER OF PEOPLE	
STEP 1: Bringing change the WAGGGS way	Understand what a changemaker does and explore the Girl Guiding and Girl Scouting routes to social change	Explorative	40 mins	5+	Reflective, Collaborative minsdset, Creative & critical thinking, Worldly, Responsible action	Outdoors	No	Group	
STEP 2: #BeThe Change Online project	Choose and do a project to bring change in your community	Hands-on	10 mins & additional time to do the project	5+	Reflective, Collaborative minsdset, Creative & critical thinking, Worldly, Responsible action, gender		Yes	Individual	
STEP 3: My Generation Digital Promise	Create and take a digital citizen promise	Explorative	10 mins	5+	Responsible action	Indoors	No	Individual	



GETTING STARTED ACTIVITIES

AIM OF THIS SECTION: Create a safe space for the group and reflect on the ways they use the internet and where they would like to deepen their knowledge and understanding.

1. WELCOME TO SURF SMART 2.0

10 mins

OUTCOME:
Introduce Surf Smart 2.0 to your group.

MATERIALS:
Large paper, pen

EXPLAIN THAT:
We all use the internet almost daily in different ways that make our life easier or fun.

WHAT HAPPENS:

Bring everyone together into a circle, and introduce Surf Smart 2.0 to your group. Use the large paper and pen to write down the main points for participants to see.

For the next session(s) you're going to learn ways you can use the internet to have fun, learn and make a difference, while keeping yourselves and your friends safe.

You will also come up with your own ideas about how you can have a safer and more enjoyable online experience, and how to help others do the same.

You will become a member of Generation Digital, a generation of Digital Citizens. These are the people that use the internet not only to communicate, learn and play but also to get involved with society.

Responsible and active digital citizens:

- Treat others with kindness online and take into consideration their feelings and opinions
- Confront cyberbullying by reporting and blocking
- Do not share private information online
- Think carefully when being approached by strangers online
- Inform others about the benefits and the risks one may encounter online
- Use the internet safely to create, play, communicate, learn and share
- Speak out for equal digital rights and access for all
- Contribute positively to digital communities

By completing the activities and taking action to bring change online you'll earn the Surf Smart 2.0 badge.

GETTING STARTED ACTIVITIES

2. #BRAVESPACE

10 mins

OUTCOME:
Create a safe space for conversations and exchange of internet experiences

MATERIALS:
Large paper fixed to the wall or on the ground, pencil/marker

WHAT HAPPENS:

Once you have introduced Surf Smart 2.0, explain that you are going to look at ways that you can explore the internet in a safe way to make the experience as fun as possible for everyone.

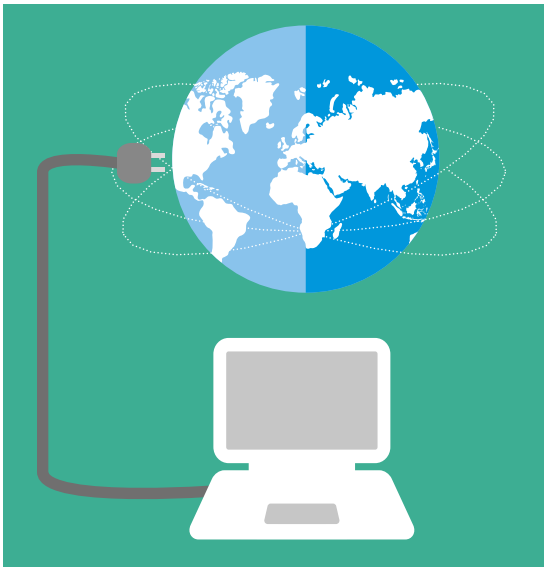
During this journey everyone should feel comfortable to learn, share and grow.

It is important that we create a safe space to feel supported and comfortable to talk about our concerns, our rights, about our experiences and opinions.

This will also be a brave space where everyone can rise to the challenge of speaking openly about diversity and social justice.

In small groups, take a couple of minutes to think about what makes you feel brave:

- How can we ensure that everyone participates in the sessions?
- What can other people do that makes it easier for you to feel brave, when you are part of a team?
- Can you think of some guidelines that would make everyone comfortable to share and exchange ideas?
- If there are boys in the group – how can we make sure that this place is safe and constructive for boys and girls?
- If there are different ages and abilities in the group, how can we make sure that we can all keep up and not feel left behind or left out?



- In many societies joking can be used to cover embarrassment and fear or it can be experienced as bullying. An appropriate joke can also release tension and deepen trusting relationships.
- How will we make sure that our jokes don't hurt one another?

When all teams are finished, write #bravespace at the top of your paper and use it to display the guidelines you will agree on. Ask all groups to share their ideas. Everyone, including leaders should suggest and come up with rules together. Once everyone is happy with the guidelines, display them in your meeting place. For younger members, remember that you can always use pictures to show the messages.

2. #BRAVESPACE (CONTINUED)

TOOL ★

Here are some examples of guidelines that the group might generate for this activity:

1. We will try to join in every activity
2. We will express our opinions freely
3. We will listen to each other and our leaders
4. We will be kind and respect other people
5. We will give everyone the chance to speak
6. We will do our best during each activity
7. We will ask if we aren't sure what to do
8. We will keep other's stories to ourselves
9. We will share what we learn with others outside the group
10. We will ask a leader for help if we are worried about anything

Activity tip!

- This is a great chance to practice your leadership skills by negotiating with each other. Encourage everyone to participate in the conversation.
- If you do more than one session, make sure to remind the group about the guidelines every time.
- If you already have group guidelines you want to use, take the time to discuss them to see if anything needs updating or adding. If you don't have group guidelines, they can be a helpful tool during other Girl Guide and Girl Scout programmes too.

GETTING STARTED ACTIVITIES

3. IS THERE SOMEONE WHO...

10 mins

OUTCOME:
Reflect on internet use and the subjects you want to work on during the Surf Smart 2.0 journey.

MATERIALS:
List with questions, copy of the Activities Guide on pages 11-17

BE PREPARED: Create a list of questions related to possible ways your group uses the internet, or problems they might encounter. The questions should start with the phrase 'Is there someone who...' and they should be possible to answer by yes or no. For example, 'Is there someone who uses the internet for homework research?' (See Suggested list of questions in Tool below)

WHAT HAPPENS:

1. Let participants know that you will explore the ways each member of the group uses the internet and reflect on what they would be interested to learn from Surf Smart.
2. In a large space, designate a place in the room participants will run to if their answer is 'yes' and one more for 'no'. Depending on the space and your group you could find other ways for them to answer (eg. touch their heads, jump high, take a step forward)..
3. Explain to the group that you will ask some questions to which they should answer honestly with yes or no by running to the corresponding point (or any other action you have decided).
4. Play!

When finished, take a minute or two with your group to sum up what you have noticed to be the main internet safety interests or concerns of the group.

In small groups go through the Activities Guide and note down which activities you would be most interested to check out. Take a minute to explain to the group how the pack works and to come up with the path you are going to work on, based on the guidelines on page 7.

Activity tip!

Keep track of the answers. They will help you ask deeper questions and eventually get a better understanding of what your group and specific members might need to focus on when earning their badge. This is crucial for building your own sessions!

3. IS THERE SOMEONE WHO...

(CONTINUED)

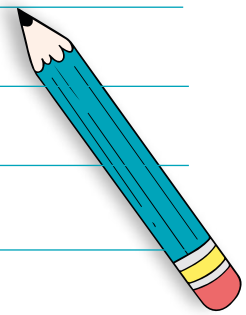
TOOL ★

Suggested list of questions for this activity

[We recommend reviewing the questions and extending or adjusting them according to the age and experiences of your own group. We also encourage facilitators to make a note of the responses given by the group.]

IS THERE SOMEONE WHO...

- Uses a computer?
- Likes to play video games online?
- Owns a mobile phone or a tablet?
- Texts messages on a mobile phone through an app?
- Has access online from their mobile or tablet?
- Has shared something about themselves online?
- Has shared news stories online without first checking if they are true?
- Plays massively multiplayer online (MMO) games, such as Minecraft or World of Warcraft, or other video games where they play with strangers?
- Uses the internet for homework?
- Has a profile on social media (Facebook, Instagram, TikTok or other)
- Has published someone else's photo on social media without asking for their permission?
- Has talked to someone privately online that they don't know IRL (in real life)?
- Likes to watch videos online?
- Likes to browse the internet?
- Uses the camera in applications or platforms to connect with someone?
- Has felt uncomfortable with something they saw online?
- Has questions about how to use the internet or applications (apps)?
- Can think of a grown-up they trust enough to turn to if they need help online?
- Uses screens more than 1 hour per day?
- Uploads content such as photos, posts or videos, more than twice a day?
- Has experienced bullying or harassment online?



PRESS ENTER

DISCOVER... INTERNET WONDERS

AIM OF THIS SECTION: Discover and use the positive aspects of the internet

1. WHAT IT MEANS FOR ME

30 mins and more for preparation

OUTCOME:
Explore different perspectives and experiences other people have in using the internet

MATERIALS:
Paper, pencil, other material depending on chosen display method

WHAT HAPPENS:

The World Wide Web became widely available just a few decades ago, during the 1990s. Since then it has become such an important part of our lives.

Make a list of the different things you use it for and try to come up with negatives and positives in each case. Some things include access to information, socializing, travelling, technology, music, movies etc.

For those who grew up with it, a world without the internet is inconceivable. But for people of previous generations, who maybe grew up without the internet, entering the digital era has been challenging. Not only that, but the way they use it and the things they do with it can be different as well. Asking them about it can bring you closer but also help them learn something new.

Ask people you know from a different generation, such as parents and grandparents, how they use the internet in their daily lives. How are their answers different to yours?

Create a display of the answers using posters, leaflets, posts, videos or memes.

TAKE IT FURTHER
GO BIG!

1 hour & more for preparation & presentation

MATERIALS:
Digital device

Activity tip!

You can do an international survey about online habits, through U-Report. Contact the U-Report Manager to learn how!

WHAT HAPPENS:

Create a more extensive survey for students at your school. Try to explore if girls and boys use the internet differently. Then use an online chart maker tool to show the statistics of the answers per age, gender and/or per type of use.

For example: https://www.canva.com/graphs/ or https://live.amcharts.com/. Present your findings to your Girl Guiding and Girl Scouting group or to the school.

2. BEST OF THE WEB

20 mins

OUTCOME:
Share online experiences

MATERIALS:
Paper, pencil, coloured pencils for all participants. Nice to have: device with internet access

WHAT HAPPENS:

There are so many great websites out there, you can't try them all. Instead, sharing knowledge with our friends about things that we do online is how we can promote the best of the web.

In groups, talk about your favourite sites, what they do and why you like them.

Think of those things that can make a website or an application great. Is it the easy-to-use design, the type of information you can get, the positive online community, the fun games you play, how safe it makes you feel? These criteria are possible to help you find more interesting and useful websites in the future as well.

When you have listed everything, try and create a visual map of the great websites your group recommends. Try to arrange your recommendations by use, for example social networking, listening to music, learning about an outdoor activity or playing games. Depending on the age of your group and your access to the internet you could create a mind map or a presentation either by hand or by using online tools.

How do you think this list could help someone looking for new sites or going online for the first time?

DID YOU KNOW?

A mind map is a type of graphic organizer that uses a diagram to visually organize ideas and concepts.

SEARCH RESULTS!

There are online tools you can use for this activity. Some examples include: Canva & MindMup for mind mapping, Google slides, Prezi.

TAKE IT FURTHER

SHARE THE KNOWLEDGE

20 mins

MATERIALS:
Digital device

WHAT HAPPENS:

Is there anything you know how to do online that someone from an older generation might not? Talk to an adult you trust and find out what they would most like to know how to do online, then teach them how to do it. You can also use the list of interesting websites you created in the above activity as a reference and for examples.

3. ONLINE ADVENTURE

20 mins

OUTCOME:
Learn to browse the internet safely

MATERIALS:
Digital device

WHAT HAPPENS:

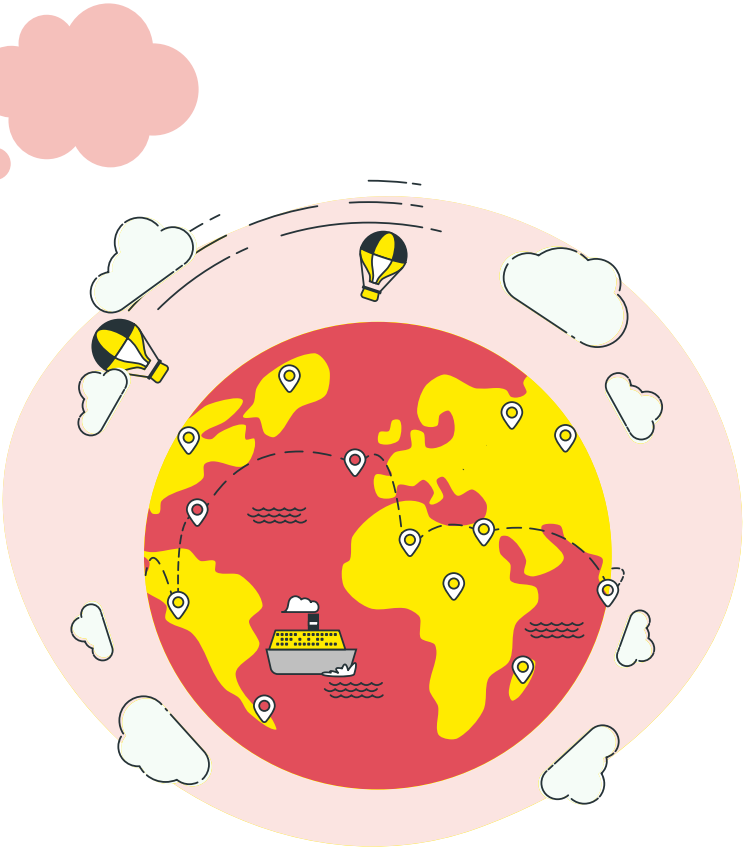
One of the greatest things about the internet is that it puts opportunities you didn't even know existed right on your screen. It is the biggest library you'll ever find, and anyone can contribute to it. However, that means that not everything you'll find online is reliable. Content doesn't have to be written by experts, and people can have lots of different opinions that affect the way they write about something. So how can you be sure your web search gives you reliable information?

THINK ABOUT what your ultimate adventure would be.

Perhaps a trip to a country you've never heard of before or a visit to one of the WAGGGS World Centres? Imagine your perfect adventure and learn how to safely browse online.

Then use the internet to put together a virtual scrapbook about the adventure you would go on. Categorize the information and media you find online: where to go, what to do, who you'll meet, what activities, where you'd stay, important things to know, what to eat etc.

You can make a video or use Google slides, Prezi, Powerpoint or any other tool you like to prepare a presentation and share your adventure with your group.



3. ONLINE ADVENTURE (CONTINUED)

SEARCH RESULTS

To browse safely online:

- Use the search box of the browser as safely and effectively as possible.
- Use more than one word to describe what you're looking for. For example, if you want to know more about the musical culture of Brazil, searching for 'Brazil dancing music culture' will give you more specific information than just 'Brazil'.
- Verify your information. Not everything you find online can be trusted so check at least three sites to verify the information. Don't forget to look in books or talk to people who might know.
- Your search will give you 2 types of results: Automated search results and sponsored listings. Search providers usually separate and label these two types of search results, but it is important that you can differentiate them in the results.
- There are specialized search engines that filter out inappropriate material from search results, for example Fact Monster and Kids Search. Many adult search engines, including Google, offer filtering features. To activate this feature, you should look for a link to 'Settings' or 'Preferences'.
- Want to go back to a site you've already visited? Bookmark your favourite websites.
- Check your spelling! A small typing mistake in your search can bring up results you don't want.

[Adapted from https://www.childnet.com/ufiles/searchGuide1.pdf]

TAKE IT FURTHER

RESEARCH AND PLAN

13+

20 mins

MATERIALS:
Digital device

TIP!

When searching online, use more than one word to describe what you're looking for.

WHAT HAPPENS:

For your next Girl Guiding and Girl Scouting trip or outdoors group meeting, discuss with your leader and decide what responsibility you can take up that involves research and planning. With their support, use your skills to plan the perfect itinerary, get insider information or track down the best deals. Visit some of the internet safety websites listed in the back of the pack.

TIP!

SEARCHING ONLINE? Look for the 'sponsored' label to distinguish any sponsored results from the rest.

4. TREASURE HUNT

1 hour & preparation time

OUTCOME:
Create fun Girl Guiding and Girl Scouting games for your group

MATERIALS:
Smart devices, list with plant names

BE PREPARED:

- Pick a location: it can be your local park, woodland or beach.
- Research online and prepare a list with the Latin names of at least 10 plants, trees or flowers that grow locally to you.
- Find an identification app for plants, preferably one that can be used without internet access. Some ideas include LeafSnap, Google Lens and Plant Net. Make sure the plants you have listed can be identified with the app you have chosen.
- Ask the members of your group to download the app prior to the meeting.
- If the application you chose requires internet access, split the activity: collect photos outdoors and do the identification when you get internet access.
- Make sure you keep a balance between the use of the applications (aaps) and the interaction and knowledge sharing within your group. The first is a tool, while the second is the purpose.

WHAT HAPPENS:

There are so many wonderful applications (apps) that can help us connect with nature and enrich our guiding experience. How about a one of a kind nature treasure hunt for your group?

1. Split the group into teams of max. 6, depending on the size of your group.
2. Each group should have one smart device with the app on it and a list of the plants you have selected.
3. The groups have 30 minutes to 'hunt' for the plants, using the app on their device.
4. Make sure to leave the plants intact and collect only pictures.
5. Do the groups know the native names of the plants? You can provide the answers, but how about they try to find them themselves online?

Activity tip!

Use this idea to create a treasure hunt about anything that interests your group, for example fauna, animal tracks, knots, the night sky etc.

4. TREASURE HUNT (CONTINUED)

SEARCH RESULTS!

Using applications (apps) safely

Applications (apps) on our phone make our lives easier and more fun. Here are a few tips to keep us safe too.

- Install applications (apps) from recognized app stores.
- Consider content ratings. They will help you check the quality, the content and intensity of themes such as violence, offensive language etc. Ratings will differ from app store to app store.
- In order to protect your personal information, carefully read permission requests and make sure you are comfortable with the information you are authorizing the app to use.
- Think of your phone as your wallet. Log out of banking apps; download from official app stores; do not change the factory security settings; password protect your phone.
- Be aware of costs. Use online monitoring tools or applications (apps) to make sure you don't go over your data allowance. Also, make sure to make any app purchases after consulting with your parents or carers.
- Regularly clear out the applications (apps) you don't use as they take up space or constantly run in the background and can slow down your device and drain your battery.
- If you decide to donate, resell or recycle an old device, make sure you erase all data and apps first.

[Adapted from Ofcom.org.uk]

5. SHORT OR LONG?

15 mins

OUTCOME:
Practice getting your point across in a tweet

MATERIALS:
Paper, pencil, one or more well–known stories

WHAT HAPPENS:

Give everyone a well–known story to read and ask them to try and re–write it in a tweet of maximum 280 characters. Share the stories. Which group found it easiest to tell a good story?

Was it easy to include everything in only 280 characters?

This activity works nicely in small groups as well.

SEARCH RESULTS!

Twitter is a social media platform where users create posts of up to 280 characters. It is an up–to–the–moment track of everything that's happening. Whatever you want to know, wherever that may be, you can find it here.

According to data, the ideal length of a tweet is 71–100 characters which can be challenging, but being concise and clear is important to catch your audience's attention.

TAKE IT FURTHER
SHARE IT!

10 mins

MATERIALS:
Digital device

WHAT HAPPENS:

Using your group account try sharing your story in different ways by using different social media such as Facebook, Twitter, TikTok, Instagram etc.

DISCUSS:

What kind of messages do you think work well on social networks? Short social network posts can make it hard to get your message across. What are some things to consider when doing so?

5. SHORT OR LONG? (CONTINUED)

SEARCH RESULTS!

Creating for the internet

- Whether it's Twitter, Facebook or YouTube, a blogging site or a cloud service like Google Photos, by uploading your content you're agreeing to the 'Terms of Service' or 'Terms of Use' of that site – the rules of the online service provider.
- When you create original content, you automatically have content ownership rights. Original content is anything which was 100 percent created by you – a recording of you singing a song you wrote, for example, not singing a song written by someone else. However, there are lots of ways that online services can still use your content, even though it remains your property, without taking your ownership rights.
- They can share it with others all over the world for as long as they want, change it as they want, publish it in any form, and give it or sell it to other companies to do the same. These terms don't just apply to videos and photos and can also apply to posts and tweets on social media sites. The only way to be sure you're happy with how a web service uses your content is to check their Terms of Use for yourself.

6. CITIZEN SCIENCE

20 mins flexible

OUTCOME:
Contribute to science using technology and the internet

MATERIALS:
Digital device, other material depending on the project undertaken

WHAT HAPPENS:

Are you a science enthusiast and would like to be a part of the scientific community? You can become a citizen scientist: you can observe, share and contribute to science data monitoring and collection programs using technology.

Then research ones that suit you or ask your leader if they know of any happening locally or globally. Find out how you can safely participate individually or in groups and take part at least once.

SEARCH RESULTS!

Citizen science is for everyone

- Citizen science is scientific work undertaken by regular citizens, in collaboration with professional scientists and scientific institutions.
- Anyone can be a citizen scientist! Modern technology allows us to contribute to scientific research whether we are Brownies in our backyards or members of science clubs for amateur astronomers with sophisticated home equipment.
- Projects may include wildlife–monitoring programs, online databases, visualization and sharing technologies, or other community efforts.
- Citizen science projects can be global or local and are easily found through online research.
- You can take part both individually or in groups.
- Benefits may include the publication of research outputs, learning opportunities, personal enjoyment, social benefits, satisfaction of contributing to scientific evidence e.g. to address local, national and international issues, and through that, the potential to influence policy making.
- Citizen science is considered a research approach like any other, with limitations and biases that should be considered and controlled for.

Fun examples of global citizen science programs you can use:

- Questa Game: A mobile game that takes you outdoors to discover, map and ultimately help protect life on our planet by sharing your sightings.
- Zooniverse: With these projects, you'll be able to study authentic objects of interest gathered by researchers, like images of faraway galaxies, historical records and diaries, or videos of animals in their natural habitats.
- Every flower counts: In July, count the flowers on your lawn and get your Personal Nectar Score to discover how many bees it can feed.
- Big Garden Birdwatch: Every January you can take part in the world's largest wildlife survey. Just choose an hour any time over the three days it happens and enjoy time with nature counting birds.
- **A fairly long list of projects** and further information is mentioned on the National Geographic's website
- **You can also look for active projects on** https://scistarter.org/ or try searching online for 'citizen science projects' along with the name of your city or country and see what comes up! (Remember your safe searching skills!)

7. LET'S GO E—SHOPPING

20 mins

OUTCOME:
Learn how to shop online safely and ethically

MATERIALS:
Mock online shop handouts (See Tool below)

Activity tip!

You can also do the activity offline, by creating a couple of mock online shops by using all the 'wrong' things. You can find an example in the Tools section. Once you have them, you hand out the mock online shops. In groups, ask participants to look at the handouts and review for security and safety and answering the questions mentioned in the activity.

WHAT HAPPENS:

Think about online shopping. Food, clothes, digital devices or medicine can be bought online. What are some things you or your family usually buy? Although using your computer or mobile phone for purchases is easy and fast, there are some things to consider to keep safe.

Think of your favorite online shops. They can be international or local. Pick one and visit it. You will now begin to review it for security and safety: browse the site, compare items, and add an item to their electric cart. Continue the steps to purchase the product, but stop before entering any personal or payment information.

While on the e-shop, try and evaluate it by answering these basic questions:

- Does the web address in the browser start with https rather than http?
- Does the site display any contact information?
- Does the site have a returns policy?
- Are you staying on the same website or are you being redirected?
- What type of information is it asking from customers?
- Does it look genuine based on what you read and see?

Round up the answers to create a list of safety rules when shopping online. You can find valuable information further below.

SEARCH RESULTS!

When shopping online, smart digital citizens always ask:

- Where am I shopping? Make sure you are not being redirected to another site that might get your personal information.
- Is the e-shop secure? Does the URL of the website show 'https'? That 's' at the end or a yellow lock icon in the lower right-hand corner means the site includes encryption and is really secure.
- How does it look? If the url has awful grammar or graphics, it is a sign it is not safe.
- What am I sharing? Account numbers, social security numbers or passwords are private information, not to be shared.
- Am I in public? If you are e-shopping in school or on a public computer, there is a risk of someone getting your information afterwards.
- What is the final price? Before confirming the purchase, check for additional charges for shipping, enrollment fees, special offers or rewards programs.
- What is that box? Sometimes e-shops ask you to tick or untick a box to give them permission to contact you by email – make sure to consent only to things you want.
- Am I respectful? If you are using someone else's device, you should ask them before making any purchase.

7. LET'S GO E–SHOPPING (CONTINUED)

- Who can help me? If the website you shopped from was hiding information or was providing incorrect information and tricked you, then you've been victim of fraud. Talk to an adult and then report it to your local consumer protection agency.
- Where can I get advice? Reviews can help but only if there are actually lots of them. It is best to look for reliable product feedback on social media. Remember to add your voice!

[Adapted from https://georgia4h.org/wp-content/uploads/Grab-Go-Online-Shopping-Being-Safe-While-Shopping-Online-Lesson.pdf]

TOOL ★

SAMPLE OF A MOCK ONLINE SHOP

1. Technology website

URL of the website: www.techmeup.com

Message 'Redirecting to: www.cheapmobiles.com

TAKE IT FURTHER

ETHICAL SHOPPING

20 mins

MATERIALS:
Digital device

DID YOU KNOW?

NEARLY 60%
of the global population uses the internet.
Internet World Stats

WHAT HAPPENS:

Every time we shop we're giving a positive review with our wallet. When we chose brands that have a positive impact we are taking a stand for a better world. This type of shopping is called ethical shopping and can also be done when shopping online.

- How can we use e-shopping to do good?
- What type of products can we choose to buy online to bring positive impact?

Visit your favorite online shops and find out about their ethical credentials.

SEARCH RESULTS!

Digital citizens shop ethically online

By carefully choosing where we spend our money and looking behind the brands, we can choose products that have a positive impact on people, the planet and animals. Here are a few positive choices you can make when shopping online:

1. For the environment: We can help reduce the use of pesticides that can damage ecosystems by buying organic products.
2. For local and global society: Many of the products we buy have been produced by companies that do not pay their workers a living wage. We can choose products that carry the Fairtrade or other accreditation marks. These marks signpost us towards companies that are paying fair wages to their workers and are supporting communities.
3. For animal welfare: Consuming ethically can help improve conditions for animals in a number of ways. For example, many cosmetics companies still test on animals, but you can buy from brands that refuse to test on animals. You can also consider choosing products where companies have protected welfare in your animal products..
4. Balance your shopping: Do you really need that new pair of shoes or clothes? Is it really necessary to upgrade your smartphone again? Reducing consumption can help save money and the planet.
5. Re-use: Fixing, up-cycling, reusing and buying second hand is a great way to reduce waste.
6. Shop from local, independent retailers: it is a great way to boost the local economy and help small businesses thrive.

[Adapted from https://www.ethicalconsumer.org/how-to-shop-ethically]

TIP!

Is someone acting out of order on an instant messenger, chat room or online game? If you are on your phone screenshot it using the side buttons. On a computer, use the Print Screen button to take a screenshot of the messages, then open a paint programme, paste the screenshot and save it as evidence.

PRESS ENTER

CONNECT... POSITIVELY ONLINE

AIM OF THIS SECTION: Learn how to use social media and other platforms in ways that connect us with others positively and safely

1. WHAT'S THE MESSAGE

20 mins

OUTCOME:
Explore how information and posts online can change when shared

MATERIALS:
Paper, pencil

WHAT HAPPENS:

Everyone gets a slip of paper and sits in a circle. The first person whispers a word to their neighbor, who draws a picture of what they hear and passes it to the third person, who whispers what they see to the next person and so on with the message alternating between words and pictures. Is the message the same when it gets back to the beginning?

Start with simple objects or phrases then make the message more complex.

Play again. This time secretly select someone in the circle who will change one word of the message. Can anyone work out where it changed?

DISCUSS: How can messages change online? When you've shared information digitally, how much control do you have over it? Have you ever read something and found out that some part of the information was missing or was untrue? How did that make you feel? Is there a way to avoid or control the damage done? What can you do to avoid having your posts or messages altered?

Once something is online we have no control over it, especially when done in public digital spaces.

Messages and photos can be photoshopped, videos cropped, articles edited to serve a purpose different than intended.

When personal information, data, photos etc are taken out of context or altered it can make us feel powerless and violated.

There are some things you can do if this happens:

- *If you know who changed something you posted, ask them to take it off the internet.*
- *Use the report button that websites provide to report the altered message/photo/video etc.*
- *Remember it is not your fault. Try to always think twice before posting anything online, especially personal information.*

2. SUPER SPREAD

30 mins

OUTCOME:
Explore how fast information spreads online

MATERIALS:
Small pieces of paper and pencils, enough for all participants

BE PREPARED:
Differentiate one of the papers from all the others by marking it with a symbol on the back – eg. a flower.

WHAT HAPPENS:

1. Give each participant a small piece of paper and a pencil.
2. Ask all the participants to pretend that the pieces of paper are their smartphones. Although they are connected to the internet, they still have no contacts on them.
3. They should now go around and get 2 other participants to write their names on their 'smartphone', making sure that they have written their own name on at least 1 other 'smartphone'. When finished, each participant should have 2 names on their 'smartphone'.
4. Once they are again seated, ask participants to turn over their 'smartphones'. The person that has the flower on the back has decided to send a snapshot, a photo or an article to the two contacts on their 'device'. Feel free to make the content more specific depending on what you think is more appropriate for the members of your group. The participant reads their names and they stand up to show they have received the snapshot. .
5. Then they have to send it to their two contacts, so those people should stand up. After all, someone you know sends it to you, so it must be OK to forward!
6. Continue the process until almost everyone in the group is standing up. If the names are repeated, it just goes to show how content can be sent more than once.

2. SUPER SPREAD (CONTINUED)

DISCUSS:

- What are some ways and digital platforms you can spread information with?
- Messages, images and any type of information can spread very quickly online. Do you think this is a good thing or can it have a negative impact?
- How can you be sure that what you share is true? And if it is not, are there any negative consequences?
- Is there anything wrong with having images or photos public for everyone online to see? What if someone didn't like what you posted?
- Is it possible to spot the person responsible for starting a rumor or sending a message online?
- Are there ways to stop the spread of inappropriate, fake or misleading content?

Information, messages, photos and any type of digital content can spread very quickly online.

That can mean that important content can reach almost every part of the globe fast.

But misleading content can spread in the same way giving false information to people.

If your own content is available for everyone to see, anyone can take it and share it online, just as it is or altered.

You can help stop the spread by not sharing inappropriate, fake or misleading content and by reporting it as such. Any reaction, comment or share, boosts the spread of the content.

TAKE IT FURTHER

Learn more about fake news and how to stop spreading it, through the activity **'Real or Fake'** from section **Respect... your digital rights and footprint.**

3. GET VIDEO CONNECTED

7+ (with adult support)

Depending

OUTCOME:
Experience the connection & learn to keep safe during live video conferences

MATERIALS:
Digital device with microphone and camera, paper, pencil, any other material necessary

DID YOU KNOW?

The Girl Guiding and Girl Scouting Movement brings together young people from 152 countries.

WHAT HAPPENS:

Live streaming gives us a chance to be a creator, a presenter and to be seen and heard.

From a birthday message to loved ones, to a quizz or a talent showcase, there are endless opportunities to connect for fun, important, or exciting moments.

All you need is a device with internet, like a smartphone or tablet, and a platform (such as a website or app) to live stream from.

Some live streams can be private. For example, video conferencing, like Skype or Zoom, uses live streaming technology to allow you to talk to people you have invited.

Think of the different ways of getting in touch online: email, online phone, video calling, social media, online messaging. With the help of your leaders get in touch with a group in a different part of your country or in another country. Invite them to an online video conference for both groups. Before you connect:

1. Come up with a simple timeline for your video call and/or any fun activities you can incorporate. You can also put together a list of things you would like to know to find out what you have in common. For example your favourite activities' camping trips, uniform, the Promise, or any other things you can think of.
2. Think and research about how to keep safe when joining an online video call and make sure you set safety rules in place. You can find information below. Make sure both groups are aware of them before you connect.

Are you planning virtual meetings?
Girlguiding UK have created a handy guide of available platforms, while the Catholic Guides of Ireland have released a set of tips about hosting an online meeting.

3. GET VIDEO CONNECTED (CONTINUED)

SEARCH RESULTS

Before connecting online you need to consider how to be safe! When video chatting remember:

1. Keep the same dress code as in person, no matter if you are home, or outside. If you are connecting as a Girl Guide or Girl Scout, you could consider wearing your uniform..
2. Use devices in public spaces. Video chatting should not take place in a private space, like the bedroom or bathroom.
3. Everything can be recorded and shared – often without the other person knowing. Never say or do anything on video that you wouldn't be comfortable with others seeing. Live videos can also be recorded by others to be kept.
4. Everything can be recorded and shared – often without the other person knowing. Never say or do anything on video that you wouldn't be comfortable with others seeing. Live videos can also be recorded by others to be kept.
5. Don't accept requests to chat in private from people you don't know. Be wary of people you meet online who want to chat away from other people.
6. Don't fall into a false sense of safety with familiar people. If you would like to chat with adults (such as family, teachers, coaches and facilitators) make sure your parents or carers are aware.
7. Check the camera and microphone settings in advance. They may be on by default when you join a video conference, so learn how to mute yourself or turn off your camera if you need to.
8. Leave personal details out of video chat profiles and consider using video apps designed for kids and teens such as Facebook Messenger Kids or JusTalk Kids Video Chat App.
9. Use passwords and/or unique ID numbers for each meeting. These shouldn't be shared with people you don't know. Other tools may be available to limit access to your video conference, like the ability to approve each participant before joining.

PRESS ENTER

CONNECT... POSITIVELY ONLINE

4. GO LIVE

13+ (with adult support)

40 mins

OUTCOME:
Learn more about the ways you can live stream and how to keep safe.

MATERIALS:
Cardboard screen frame, live broadcast scenarios (See Tool below), other material to be used for the presentations

BE PREPARED:
Create a big screen frame from cardboard (for example a simple mobile phone screen or an Instagram, TikTok, YouTube or Facebook screen.

WHAT HAPPENS:

Live streaming gives us a chance to be a creator, a presenter and to be seen and heard.

In groups discuss:

- What makes live broadcasting fun? Why do you think people like to do and to watch live videos?
- Can you name any platforms where you can do live videos?
- What is the difference between a private live stream and a public live stream?
- What are some things that could pose a safety risk?

From a birthday message to loved ones, to a quizz or a talent showcase, there are endless opportunities to broadcast fun, important, or exciting moments live. All you need to be able to live stream is a device with internet, like a smartphone or tablet, and a platform (such as a website or app) to live stream from.

*Some live streams are **public**. For example Instagram, TikTok, YouTube and Facebook allow you to go live and your broadcast might be watched by hundreds or even thousands of people.*

There are some simple tips to follow in order to remain safe that have to do mostly with the privacy settings you can set.

Each group gets one of the scenarios and gets 5 minutes to prepare. Then the groups take turns acting out a 2–minute live video stream, while on the screen frame. The rest of the group acts as the audience and tries to identify the rules that the broadcasters are demonstrating. Are there any other rules you might consider to keep yourself safe?

DID YOU KNOW?

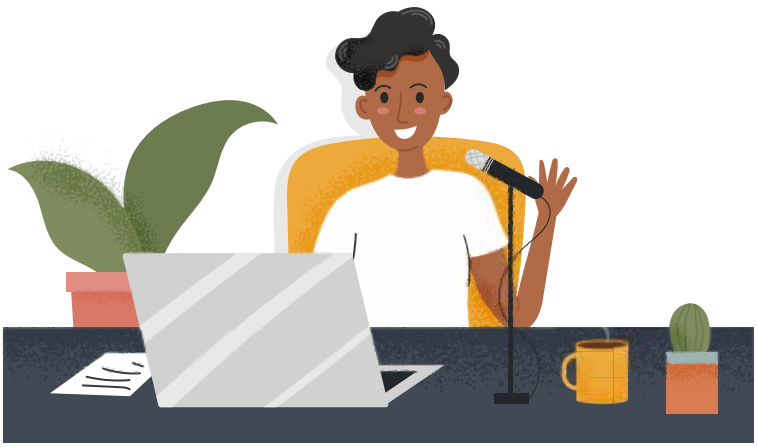
More than 500 participants connected online through video and other tools for the Juliette Low Seminar that took place from 14 – 20 November 2019 making it the largest digital gathering in our Movement's history!

4. GO LIVE (CONTINUED)

SEARCH RESULTS

Before going live you need to consider how to be safe! When live streaming remember:

1. Keep the same dress code as in person, no matter if you are home, or outside. If you are going live for Girls Guiding/Girl Scouting purposes think about wearing your uniform.
2. Use devices in public spaces. Live streaming should not take place in a private space, like the bedroom or bathroom.
3. Everything can be recorded and shared – often without the other person knowing. Never say or do anything on video that you wouldn't be comfortable with others seeing. Live videos can also be recorded by others to be kept.
4. Be respectful of others' wishes & privacy. Who is in the video? Make sure to ask permission to include others in a live stream as some people, young or old, may not want to talk or be shown on video. Never push friends to do something they don't want to on video.
5. Don't accept requests to chat in private from people you don't know. Be wary of people you meet online who want to chat away from other people.
6. Check privacy and safety settings. Go through the privacy and safety settings with the help of a grown-up you trust. If possible, ask trusted friends and family you know offline to view your online profiles and videos.
7. Protect your personal information: Live broadcasts can't be edited; you can't erase what people have already seen. Things said during the stream, things shown on camera or even in the background can give out personal information.
8. Who will see your live video? We recommend using a friends-only setting to ensure you know who is watching.
9. Practice and prepare. Before you go live, practice what you will say. This will minimise the risk of errors, or off-script activity.
10. Support and reporting. You can report anything that makes you uncomfortable through the reporting tool. You can also report and block senders of abusive comments. And you can always speak to an adult you trust if you need support.
11. Most streaming services require users to be over the age of 13 to live steam. Check the age restrictions of each provider before going live. If you are under the appropriate age, make sure you tell an adult.



4. GO LIVE (CONTINUED)

TOOLS ★

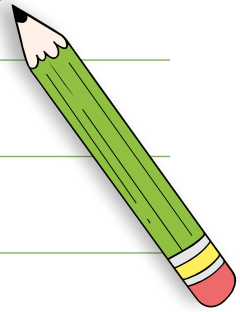
Live broadcasting scenarios:

1. Do a live broadcast to talk about your favorite video game. You will broadcast from your bedroom making sure you mention or show in some way the name of the game and your name. Also call a friend who will not be aware they are on live broadcast.
2. Pretend you are on a trip and live stream your visit to a tourist attraction. You are using the friends–only setting, but you are actually broadcasting your guide and other bystanders.
3. While in class you take out your phone and start publicly live broadcasting a fight between classmates.
4. You own a public profile which is fashion related. You live broadcast your visit to a local shop to buy a dress and go in the dressing room to change. After the broadcast is over you get a request for chatting in private which you immediately ignore.
5. You own a public profile which is fitness related. While returning home from your daily run, you decide to go live and inform your followers about it. In the background it is clearly visible the name of your street and the facade of your house.
6. You are part of your school's music band. You are about to go on stage and decide to go live and say a couple of words to your followers. Someone sends you a really offensive comment that upsets you. You immediately reply back.

TIP!

Before live broadcasting remember to practice and check your privacy settings.

Notes



5. GETTING THE BEST OUT OF SOCIAL MEDIA

30 mins

OUTCOME:
Explore social media's impact in our lives and well–being.

MATERIALS:
Paper, pencil, depending on the type of presentation

BE PREPARED:
To facilitate discussion, check the Search Results below, about the positive and negative aspects of social media.

WHAT HAPPENS:

Social networks have always been part of human life. Our first ever social network is our family, friends and our school community.

There are other networks to which you might belong: It can be your Girls Guiding or Girl Scouting community, your musical team, your neighborhood etc. Every network affects you differently and shapes your beliefs, activities, worldviews, likes and dislikes.

Look at social media and you will see that you also have a social network there made of the people you know, which extends to the people your contacts are connected to. There are also the pages, groups and products you might follow. Social media is also a network and just as every other, it affects our lives, beliefs and well–being.

Although there are important risks using social media, we can also acknowledge that they can be used in positive ways to benefit our lives.

To be able to get the best out of them, we need to reflect on how we use them, what aspects of our lives are affected and how we can avoid negative impact or turn it into a positive outcome.

In groups, discuss how using social media touches and affects your life. Create a table with the following topics (you can add more if you like):

- Skills and learning barriers or opportunities
- Support & mental well–being
- Relationships
- Social issues & active citizenship
- Personal image & self–esteem
- Other risks or opportunities

Next to each topic try to think about any risks or negative effects of keeping a social media account. Write them down.

Then discuss and write in another column any benefits there are, as well as ways you could get the best out of your social media use. What do you have to do to make sure that it stays a positive and beneficial experience?

Narrow down your positives list to the 'Top 5 ways to make social media positive' to share with your group, your family or your school. You can create something by hand or with an online or computer tool.

5. GETTING THE BEST OUT OF SOCIAL MEDIA (CONTINUED)

SEARCH RESULTS

Here are a few points to facilitate discussion during this activity:

Topic	Risks/Negative effects of social media	Benefits/Positive use of social media
Skills & learning	Can hinder life skills such as interpersonal and communication skills, assertiveness and empathy, which can be refined and mastered through real life interactions, trial and error. Can lead to a decline in the ability to develop, grow, and succeed in important social arenas (work life, intimate relationships, and friendships).	Exploring and experimenting on social media can help you build digital knowledge and skills to enjoy online activities and avoid online risks. It can be a collaborative tool to share educational content, either informally or in formal school settings. Also, it is a means to find trainers and train in different skills (glass painting, plumbing, cooking, dress designing, carpentry etc.). You can learn about world events and current affairs outside of your immediate environment. You get in touch with different perspectives and worldviews, broaden connection and understanding of the world.
Support & mental well-being	Studies have found a strong link between heavy social media use and an increased risk of depression, anxiety, loneliness, self-harm, and even suicidal thoughts. A study at the University of Pennsylvania found that high usage of Facebook, Snapchat, and Instagram increases feelings of loneliness.	Social media can provide a place to seek support when we are going through something that we cannot talk to those close to us about. Support networks that you could turn to may be based on shared interests – for example, for people with a disability or medical conditions, who are same-sex attracted, or from particular cultural backgrounds.
Relationships	Real relationships need one-on-one time: extended use of social media can make us reduce real world interactions and connections with people and natural environments.	Social media removes boundaries to develop connections: bonds with family and friends can grow stronger thanks to social media, especially when apart for long periods of time.
Social change & active citizenship	Social media has been accused of creating 'slacktivists': people desensitized to the social issues of our times who tend to be more informed and 'like' the causes, but never take action to make change happen.	By connecting with others on social media, you could be better equipped to be an active citizen in society. You can use it to campaign for social good and raise awareness of a particular cause that is important to your local or global community. It can be a great first step before calling to action in real life.

5. GETTING THE BEST OUT OF SOCIAL MEDIA (CONTINUED)

SEARCH RESULTS

Topic	Risks/Negative effects of social media	Benefits/Positive use of social media
Personal image & self-esteem	Being constantly exposed to unattainable beauty standards & the image myth, damages self-esteem and gives us a twisted perspective of how we 'should' look.	Taking part in local and global online communities can help you explore your identity, give you a sense of connection and belonging and can make you feel represented and heard.
Other risks/ Opportunities	Inappropriate, upsetting or distressing content. Can leave you open to online harassment, like cyberbullying. Risk of sharing personal information with strangers – for example location. Sometimes data or personal images are being used without our knowledge by organizations or other people.	Can be used as an extension of our offline and face-to-face interactions. Removes the boundaries of meeting and staying in touch with people and forming bonds beyond borders.

TIP!

Age restrictions online are there to stop you seeing something you really don't want to see. If a page says '13+' or '18+', log off and tell your parent/carers.

TIP!

Don't like what someone is saying? Hit block!

6. INTERGALACTIC BATTLE

45 mins

OUTCOME:
Explore the positive and negative aspects of online video games.

MATERIALS:
For each group newspapers or a mat, 4 cups or cones or bowling pins, 4 small balls.

BE PREPARED:
To facilitate discussion, check the Search Results below, about the effects of gaming online.

WHAT HAPPENS:

There is an intergalactic battle happening! All astronauts get ready for action!

1. Participants form groups of maximum 5 astronauts and get a 'spaceship' which can be made out of newspapers or a mat. The space ships are placed in a circle.
2. Each group gets 4 cups or any other object that can be knocked over. The cups are placed at the 4 corners of the spaceships. These represent the spaceships turbines.
3. All the astronauts except one stand inside the spaceship. They are not allowed to step out of the spaceship into 'space' as there is no oxygen. They are holding one ball each. They have 5 minutes to knock over as many of the other spaceships' cups with the balls as they can.
4. One astronaut of each team stands outside the spaceship. These astronauts move in 'space' collecting the balls to give back to their group, but they are not allowed to throw balls at their opponents. If a team loses all their cups before the time is out, they leave the game by sitting down on their spaceship.
5. The team left with the most cups at the end of the 5 minutes, wins.

DISCUSS: Did the team collaborate and what did each individual member do in order to aim better at their target? Would you like to have played longer?

Video games and especially massively multiplayer online (MMO) games sometimes resemble these types of collaborative, target games. They are fun and sometimes we want to play non–stop. Has that happened to anyone?

Everything we do affects us in different ways. More than this, any activity that dominates our life, may have a negative effect on our life. However if we are able to use it in a balanced way, it has a positive impact.

Video games can also affect us in a positive or negative way, depending on their genre and the time we spend with them.

Some actions taken while playing video games can be associated with positive or negative effects in our everyday life, our personality, our skills etc. There can be skills that you gain but also things that you miss.

TIP!
Set time limits when gaming online and use an alarm.

6. INTERGALACTIC BATTLE (CONTINUED)

In small groups or individually, think and create a list of things you do while playing video games and how they affect your skills and your body. Try to include the name of the games you usually play, the things you do to advance in the game (aiming, talking to others, solving riddles etc), the benefits and the negatives these things can have in your life, personality, body, skills etc.

For example: You might enjoy playing *Minecraft*. That means that you probably *Build with blocks* which *increases creativity*. Or you might collect resources with others, which on the plus side helps you *build collaborative skills*, but can potentially *leave you open to bullying through the chat when not enough resources are collected.*

How many have you found? Present your list to your group or your family to spark a discussion on the subject.

> *"By now, many dozens of studies have examined psychological correlates of and consequences of video gaming, and, taken as a whole, the results overwhelmingly support the idea that video gaming produces many of the same kinds of benefits as other forms of play."*
>
> Peter Grey, Benefits of Play Revealed in Research on Video Gaming, 2018

SEARCH RESULTS

Massively multiplayer online games (MMO) are online games with large numbers of players, often hundreds or thousands, on the same server. They include a variety of gameplay types some of which are: Role–playing, First–person shooter, Strategy, Simulations of sports or racing or others, Music etc.

Here are some of the effects that video games can possibly have on our skills and our body. Remember that the amount of time spent on video games is of importance to which effects the games could have on us.

Type of effects	Positive	Negative
Cognitive	• perception, • top–down attention, • spatial cognition, • multitasking • cognitive flexibility	• declines in verbal memory performance • detrimental school performance (as video game usage increases, engagement with schoolwork decreases)
Emotional	• emotion regulation (dealing with fear and anger), • stress management	• increase in emotional disorder symptoms
Social	• interaction online and in life, • teamwork, • group management skills	• behavioral disorder symptoms • family interaction problems • exposure to cyberbullying, sexism and gender–based harassment
Physical	• increased visual sharpness & cognition • accelerated acquisition of some motor skills	• body ache or discomfort • reduced amounts of slow–wave (REM) sleep • modifications in visual selective attention
Creative	• creative thinking, • flexibility, • problem solving	
Motivational	• persistence	

[Adjusted from the Addiction Blog and Psychology Today]

7. TIME ONLINE

30 mins

OUTCOME:
Learn what 'screens' are and how to handle screen time.

MATERIALS:
List of activities & tokens (See Tool below), pencils for each team .

WHAT HAPPENS:

Any time spent watching television, using the computer or internet, texting using a cell phone, playing handheld games, and other electronic devices and generally surfing the internet, is considered screen time.

Examples: cell phones, televisions, movie screens, screens in arcades, handheld games, computers, and screens in cars.

Split into small groups. Each group gets the opportunity to plan how they want to spend their ideal afternoon.

1. Choose the activities to do from a list.
2. You can 'buy' the activities from the 'shop' with tokens. Each token represents a 30–minute activity and each team gets 5 tokens to use.
3. Take 5 minute with your group to study the list and decide what you want to buy. One representative from each team visits the 'shop' to 'buy' the activities.
4. The facilitator sets up 'shop' and exchanges the activity pictures for tokens. Make sure to stock the 'shop' with lots of screen time activities and fewer of the others, without the groups knowing about it. This way when the final groups come up, only screen time activities are left to buy.

Once everyone has finished 'shopping', discuss what screen time is and try to name any screens you might have at home. Then make a point that the groups were given the opportunity to choose between 'screen' and 'non–screen' activities. Go around in groups and share the activities you have chosen and why.

- Did everyone choose some screen time? What do they enjoy about it?
- What about non–screen activities? What is it that makes those enjoyable?
- How did the groups who could not buy many non–screen time activities feel? Would they have preferred a more balanced day?

Studies suggest that too much screen time can have health consequences, and impact the quality of life including:

- *Making it hard to sleep*
- *Raising risks of attention problems, anxiety and depression*
- *Raising risks of gaining weight*
- *Leaving less time for active, creative play and communication*

7. TIME ONLINE (CONTINUED)

TOOLS

List of activities

You can enrich or change them to match your group's interests. Make sure to stock the leaders' 'shop' with lots of screen time activities and fewer of the others.

6. Read a book

1. Play board games with family or friend(s)

7. Listen to music

8. Use a new application

2. Go to the park

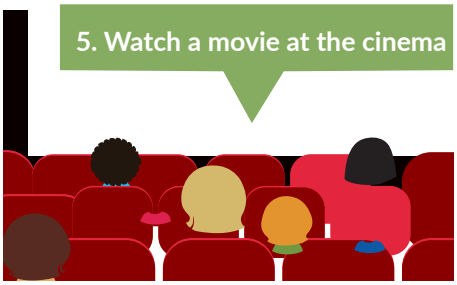
9. Go to a sports game

10. Watch a video on YouTube

4. Watch a movie on a streaming service

3. Go to the beach

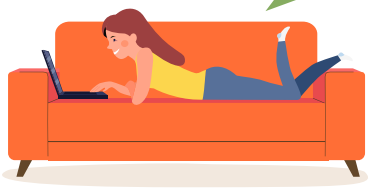
5. Watch a movie at the cinema



11. Shop online

7. TIME ONLINE (CONTINUED)

TOOLS ★



12. Browse your favourite social media platform

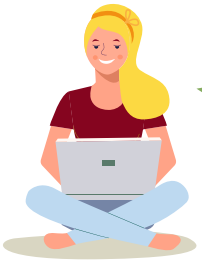
13. Create content to your favourite social media platform

14. Plant flowers

15. Play your favourite sport

16. Play video games with friends

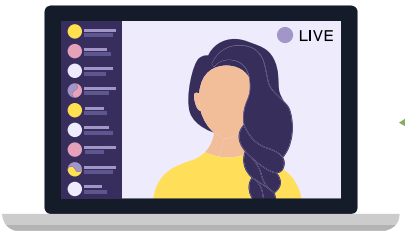
17. Watch your favourite TV series



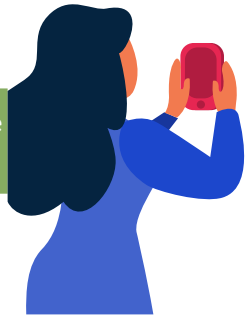
18. Read news/ gossip online

19. Play games on a mobile phone

20. Chat with friends or family on messaging applications (apps)



21. Live stream the ideal afternoon you have planned



22. Take photos of one of the activities you have bought

7. TIME ONLINE (CONTINUED)

TOKENS

Print and cut out 5 tokens for each team.

30 minute activity token

30 minute activity token

30 minute activity token

30 minute activity token

30 minute activity token

30 minute activity token

30 minute activity token

30 minute activity token

30 minute activity token

30 minute activity token

7. TIME ONLINE (CONTINUED)

TAKE IT FURTHER
A CHALLENGE

30 mins for the activity, 1 week for logging

MATERIALS:
Tokens and log book (see Tool below), digital device.

DID YOU KNOW?

We spend approximately 6 hours and 43 minutes online each day. If we allow roughly 8 hours a day for sleep, that means we currently spend more than 40 percent of our waking lives using the internet. – Digital 2020: Global Digital Overview, Data Reportal

WHAT HAPPENS:

Are you up to the challenge? For the next week try to spend no more than 2 hours a day in front of a TV, computer, smartphone, tablet, or video game screen – except for homework.

You get 3 tokens per day, each one representing 30 minutes of screen time. Every time you use a token, make sure you write on it what day it was used and what for. Put the used tokens aside. That way you will create a record.

At the end of the week discuss with your group whether it was hard to keep the limit. What did you learn? What did you do instead of screen time? Would you have coped with less screen time?

TOOLS ★

TOKENS

Print and cut out the screen time tokens

This 30 minute screen time activity token was used to ...	*This 30 minute screen time activity token was used to ...*
This 30 minute screen time activity token was used to ...	*This 30 minute screen time activity token was used to ...*
This 30 minute screen time activity token was used to ...	*This 30 minute screen time activity token was used to ...*
This 30 minute screen time activity token was used to ...	*This 30 minute screen time activity token was used to ...*

7. TIME ONLINE (CONTINUED)

SCREEN TIME LOG BOOK

Print or recreate the screen time log book.

SCREEN TIME LOG BOOK			
For the next week log each day how you have spent each of your 30 minute screen time tokens, by gluing them to the respective squares.			
Day	Token 1	Token 2	Token 3
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

TIP!

Use an alarm when playing video games or using screens to remind you to take a break!

AIM OF THIS SECTION: Learn how to navigate the web safely

1. PERFECT PASSWORD

20 mins

OUTCOME:
Learn how to create strong passwords

MATERIALS:
Paper, pencils, enough for all participants.

WHAT HAPPENS:

A good password uses a mixture of letters, numbers and symbols. It should be hard for someone to guess but easy for you to remember.

Take turns choosing a memorable object or a favourite phrase or saying, such as a line from your favourite book or film. Each person then thinks how to turn this phrase into a hard-to-guess but easy-to remember password with at least eight characters, using a mixture of letters, numbers and symbols. To help, draw a grid with two rows and as many columns as there are different letters in your password. If using a phrase, use the first letter of each word. Write the letters in the top row and a corresponding symbol or number below it.

For example, here the easy-to-guess word 'butterfly' becomes 'B@++3rf1Y', which is a much better password.

B	U	T	T	E	R	F	L	Y
B	@	+	+	3	r	f	1	Y

Write a few passwords using this code, then give your passwords to a friend and see if they can decipher them.

DISCUSS: Can you think of any other ways to make a complicated password easy to remember? Where should you keep your passwords?

SEARCH RESULTS

The key to a good password is finding a balance between something you can remember and something nobody else can guess. To be sure you've got a good password:

DO...

- Keep your password at least eight characters long.
- Use a mixture of upper and lower case letters, numbers and symbols.
- Use a different password for each account. Keep unique passwords for really important accounts like your email and social network.
- Log out when you have finished with an online service.

1. PERFECT PASSWORD (CONTINUED)

- Add a two factor authentication to your online accounts for an extra layer of security! That means that apart from entering your password, you receive a randomly-generated code to your mobile phone, which you have to provide to enter your account.
- Check your password strength by using tools such as The Password Meter, Kapersky Password Checker and All things Secured Password Checker

DON'T...

- Only use words you can find in a dictionary.
- Include personal information such as your name or birthday.
- Use something obvious like '12345678', 'letmein' or 'password'.
- Enter your password into online forms or send it in emails. If you get an email from a website you use asking for your password, it's probably a phishing attempt and isn't really from that website. You can learn more about phishing and other security threats on page 58.
- Share your passwords with your friends. It doesn't mean you don't trust them, it's just good practice.
- Keep your passwords on display. If you need to write them down, keep them somewhere safe and out of sight, such as giving them to your parents. Don't keep them stored on your computer.

TAKE IT FURTHER

BUILD THE STRONGEST

7+

20 mins

MATERIALS:
Paper & pencils for each team, signs or marks, digital device

TIP!
Keep your password to yourself, and change it often.

WHAT HAPPENS:

Form small teams. Each team makes up their own password and the opposing teams try to guess its strength. For example, the first team says 'bubble2007' and the other team guesses whether it's very weak, weak, good, strong or very strong, by running to respective signs or marks on a line along the ground.

You can then confirm the strength of the password using tools such as The Password Meter, Kapersky Password Checker and All things Secured Password Checker. You can play as many rounds as you like. The team that comes closer to guessing the strength of the most passwords, wins!

2. SOMEONE TO GUIDE ME

15 mins

OUTCOME:
Understand how an updated security software protects the user.

MATERIALS:
Blindfold, objects for obstacles.

BE PREPARED:
Set up an obstacle course using things like logs, stones, chairs, boxes, hoops, ropes etc.

WHAT HAPPENS:

Two team members are blindfolded and have to walk from one end of the obstacle course to the other. Each member has a 'guide' walking with them but the guide can only help with their voice. How easy is it to navigate the course without touching the obstacles?

Repeat the game one more time, but now ask the guide in secret to guide the team member half of the time, while they give false directions the rest of the time.
What happens then?

This game is a bit like going online; the blindfolded person is like someone using the internet who can't always see the security risks around them. The guide represents security software that can help the user navigate the web safely. However, security software cannot do everything on its own. The blindfolded person has to cooperate and be careful, using their other senses and not running ahead. Even if the user has every sense heightened and is extra careful they need an updated trusted security software, to avoid things they don't know are potential risks. When the security software is not updated, you might be careful, but you are left navigating the web alone. Therefore, when using the internet, you need to be as smart and careful as you can be. That, combined with good security software, will help keep you safe online.

3. SPAMCAST

2 hours (flexible)

OUTCOME:
Learn to recognize scam strategies that are used to access private information.

MATERIALS:
Voice recording device

WHAT HAPPENS:

Split into smaller groups and research an internet security threat – malware, phishing, scam emails or illegal downloading. You can use the information provided below under Search Results.

Then each group plans and records one or a series of short podcasts informing people about these threats and what to do about them by using different ways to make the topic interesting and entertaining (mock interviews, top tips and news stories). Once finished, present podcasts to the rest of the group.

If possible, watch this fun video 'This is what happens when you reply to spam email' talking about internet scams, and then discuss your thoughts about what happened in the video. While the video is having a bit of fun with scams, note that they are very serious and we have to try and avoid getting caught up in them.

TIP!

Never click on a pop up, even if it says 'close' or 'cancel'. Always use the red cross to get rid of it.

SEARCH RESULTS

Cybercrime

Cybercrime is the name given to the actions criminals take online.

Types of cybercrime include:

- Damaging your computer by deleting information or damaging software.
- Stealing private information from your computer or home network, such as your email address or bank details.
- Persuading you to send money, often using false stories about investment opportunities, winning prizes or someone you know being in trouble overseas and needing money.
- Confirming your email address is real so more spam mail can be sent to you.
- Using your email account (often without your knowledge) to forward spam in order to find out the email addresses of your friends and family.
- Identifying you – with enough personal information cybercriminals can take advantage of you in real life, such as by approaching you at a place they know you visit, or can pretend to be you online.
- Deliberately upsetting or frightening someone.

REMEMBER, cybercrime is as illegal as offline crime. If you come across something you don't think can be trusted don't respond – block it and tell an adult you trust.

3. SPAMCAST (CONTINUED)

Phishing and email scams

Email scams are messages that try to talk you into giving out information or sending money to someone you don't know. They generally tell a tempting or dramatic story and try to get you to react emotionally so you follow their instructions without thinking.

Phishing is the name given to a scam that is trying to steal information from you by pretending to be a message from an organization you trust. It often happens by email, but you can also get phishing phone calls and text messages. The messages may be trying to get you to do something harmful such as opening an attachment that contains a virus, going to a risky website, or giving out personal information.

To protect yourself from scam emails and phishing attempts, look out for:

- Emails from people you don't know or you're not expecting.
- Emails from someone in your address book but written in a way that doesn't sound like your friend, or giving you instructions that seem strange, like 'I've found this great offer' or 'click here to see the video'.
- Messages that aren't addressed personally to you, such as calling you 'Dear Customer' instead of using your name.
- Messages that use dramatic language or tell unlikely stories.
- Any email that tells you to enter your password or other personal information, verify your account or click on a link.
- Attachments you weren't expecting, or with strange names and programme file types, such as file names ending with '.exe'.

It can be quite hard to spot a phishing attempt, so to be safe try following these basic rules:

- Never click on links in emails. Instead, type the link address directly into your browser.
- If you suspect an email might not be genuine, don't react or reply to it. If it says it comes from a friend, contact them directly by some other means and check if they sent the email.
- If in doubt, hit delete!

Malware

Malware is the name given to the tools cybercriminals use that can damage the information on your devices, trick you into taking actions you don't want to take, and steal your private information. To learn more about some common types of malware look up spyware, computer virus, trojan horse and computer worm in the glossary.

How can you protect your computer from malware?

- Check that your security software is switched on and updates automatically.
- Keep a firewall turned on as well as your antivirus software.
- Watch out for spam email and suspicious websites.
- If you don't trust it, don't click it.
- Check with a parent/carer before downloading anything. Downloads can contain malware that could mess up your computer.

3. SPAMCAST (CONTINUED)

OK to download?

Streaming and downloading media like movies and music is a big part of online activity, and there are lots of websites that give you easy access to great new material. Unfortunately, it's not always legal. It's all about copyright. If you create something original, you own it and have the right to control who can use it, change it or copy it. Artists make their living through royalties, which is the money they are paid every time someone buys a copy of their work – whether it's a CD/DVD, tickets to a concert or movie showing, or a digital version. If you download something illegally, you're taking a copy without the owner's permission. So you have to make a choice. Where do you get your media, and what will that decision mean for you?

Some thinking points:

- The risk of getting malware on your computer is much higher if you download illegal files.
- It's true that companies that manage artists, such as record labels, often earn a lot more than the artists themselves. However, these are agreements between the artists and the companies, and have nothing to do with our decisions around paying for the content we want, or trying to get it for free.
- Lots of artists are very unhappy to think that what they worked hard to create can be picked up for nothing. When people download pirate copies of an artist's work, they don't consider how the creator feels about it.
- If you use illegal services, you are breaking the law. You might think the chance of getting caught is really small but if you are one of those who gets caught and charged, the consequences can be really big: huge fines, internet bans, a criminsal record, even jail time. It could really affect your future.
- Some people say that copying something isn't the same as stealing it because they haven't actually taken it away from someone. But that's like saying that a song or film isn't a product to be bought. If that were true, there wouldn't be new songs or films anymore, because artists, and the industries that surround them, wouldn't be able to make a living.
- Pirate copies are often much lower quality than what you get if you purchase it legally.

4. SHARE IT OR KEEP IT?

30 mins

OUTCOME:
Knowing what information is safe to share online.

MATERIALS:
One large piece of paper, a marker, a long rope or a chalk

WHAT HAPPENS:

There are a lot of things that describe you and can tell someone who you are. Most people enjoy sharing personal information. It is a fun way to connect with others by exploring the things we have in common.

As a group, think and come up with information that you think is personal. Write all ideas on a large piece of paper.

Personal information creates your identity: Your name, face, age, family, favorite color, address, the school you go to, hobbies, personal beliefs, athletic teams, favorite movie character, scouting/guiding group, the route you walk to go home, your favorite online game, phone number, your parents' or carers' workplace, password, salary or allowance etc.

Think about whether all personal information is OK to share.

Some of your personal information can be used to identify you personally. This is called private information and should be kept to yourself.

Private information is anything that is unique to you and that you do not have in common with many people. Your school, scouting/guiding group, the route you walk to go home, phone number, password, parents' or carers' workplace, password, salary or allowance.

TIP!
Split younger participants into smaller teams to facilitate discussion

If possible, watch the video 'Private and Personal Information' to learn more.

How can you tell which information is private though? Here is a simple question you can ask yourself: 'Are there a lot of other people that can give out the same information as me?'

For example: Are there lots of other people living on '5, Western Road, Apartment 9'? Is the character Elsa from the movie Frozen famous and loved by other kids? It is clear that I can talk about the Ice Queen online, while it is safer to keep my address to myself!

Play the following game to bring home the idea:

1. The group stands up and forms a line.
2. Using the rope or a chalk create a straight line from the beginning to the end of the group line.
3. Read out-loud each item on the list created. Each time something which you consider private come up, the participants should stand on the left of the line, while when something is safe to share, they should stand on the right side. Remind the participants to ask themselves the question 'Are there a lot of other people that can give out the same information as me?'.
4. Every time you come across an item which is private information, circle it to make it stand out.

4. SHARE IT OR KEEP IT? (CONTINUED)

AFTERWARDS DISCUSS:

- Were any items harder to distinguish as personal or private?
- Could a picture we share online mention private information and in what ways?
- What are some of the dangers of sharing private information online?

Pictures and videos you share online might give away private information, through location tagging or signs in the background. Check carefully before posting.

Sharing private information online means that anyone can see it, especially if you are sharing in public. There are people who might want to take advantage of you, such as scammers or groomers, so make sure you keep private.

If you are over 13 years old. and use social media, you might have experienced that sharing interests with other people can make us feel included and part of a wider community. But what makes the social media community different to groups you share things in real life, for example to your Girl Guiding/Girl Scouting group? What are some things that can be used against you when shared on social media?

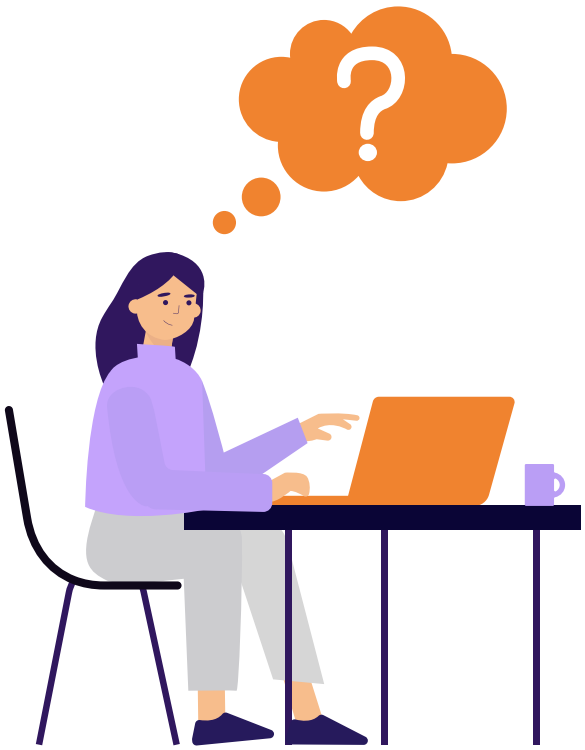
If possible watch the video 'Think before you share | UNICEF'.

TAKE IT FURTHER

Do activity **'Who is it?'** that you will find in this section and its Take it further option, to see who could be hiding behind the screen.

THINK TWICE

before hitting 'post'. What you post can be used against you. For example, letting the world know that you're off on vacation or posting your home address gives would–be robbers a chance to strike. You should avoid posting specific locations of parties or events, as well as phone numbers.



5. WHO IS IT?

20 mins

OUTCOME:
Understand that anyone can be hiding behind an online account and they don't always want to be our friend.

MATERIALS:
A large non–transparent sheet (e.g an old bed sheet)

BE PREPARED:
Make a hole on the sheet at face level, large enough for the nose to come through, and hang it.

WHAT HAPPENS:

Can you guess who is behind the sheet?

1. Split into 2 teams.
2. Have the first team go behind the sheet. The team now decides silently which of its members will put their nose through the hole.
3. The team on the other side tries to work out whose nose it is and the team playing should give an answer. Then the opposite group has a go.
4. Continue with an eye, an ear, a cheek, forehead, you can even do the same with hands and feet if you feel comfortable, by creating a second bigger hole on the sheet. Try doing also a couple of rounds without confirming who is hiding behind the curtain.

DISCUSS:

- How easy was it to guess who was hiding behind the sheet each time?
- The sheet is like the computer screen and the internet – anyone can be hiding behind it showing us or giving us any information they want about themselves. This is called a fake profile. Can you think of any reason someone would want to lie about their identity?
- Can you think of any online places where someone might approach you with a fake profile?
- What should you do if someone you don't know talks to you online?

TIP!

Always use a nickname online instead of your real name, and don't give out your real name if someone asks.

5. WHO IS IT? (CONTINUED)

Most of us talk to people online – it's a great way to stay connected. It can even be a good way of making new friends sometimes. But it's really important to understand the dangers of talking to someone you don't know.

Online texting is convenient and easy, but there is some danger to it, especially if you are chatting with people you don't know in real life.

The person on the other end of the conversation might not be who they claim to be. They could even claim they are friends of friends to convince you to respond..

These people might approach you seeking to take advantage of you, regardless of your age, your gender, or any other personal features.

Every online platform that can be used to text or message someone, can be used to approach you: gaming, social media, instant messaging applications (apps) etc.

If someone you don't know talks to you online, don't respond. If they insist you can either block them or talk to an adult you trust.

TAKE IT FURTHER

WOULD YOU TEXT BACK?

30 mins

MATERIALS:
Papers, pencils, grooming scenarios (see Tool below). Nice to have: digital device to watch video.

BE PREPARED:
Confirm with a leader beforehand which of the suggested scenarios are more appropriate for the group or seek their help to create your own.

WHAT HAPPENS:

It is difficult to know who is behind each online profile and sadly not everyone is your friend. There are people who will try to 'groom' you.

Online grooming is when someone builds an online relationship with a young person and tricks them or pressures them into doing something sexual. Anyone can groom another person. They might be old, or young. And they can be male or female.

Online groomers are really good at lying about who they are. It can be difficult to know if someone is an online friend, or if they're trying to get you to send them sexual images or videos.

The 'groomer' makes an emotional connection with you to try and make you do things like:

- *have sexual conversations online or by text messages*
- *send naked images of yourself, which is sometimes called sexting*
- *send sexual videos of yourself*
- *do something sexual live on webcam*
- *meet up with them in person.*

5. WHO IS IT? (CONTINUED)

Think about all the different online platforms where you can chat with people online. Write them down on a list for everyone to see. Some answers include your favourite social media platforms, texting apps, or online games. Sometimes strangers will try to talk to you on these platforms, aiming to build an online relationship with you and trick you or pressure you into doing something sexual.

If possible watch the video '#BeInCtrl – A Short Film on Online Grooming' before proceeding.

Next you are going to explore some scenarios of online grooming. Form groups of 2–4 people. Give each group a scenario. They have 5 minutes to discuss it while walking around the meeting area.

DISCUSS your scenarios as well as the following:

- What should you do if someone you don't know approaches you online?
- What are some red flags you can detect from strangers?
- What strategies might you use in case you encounter this type of approach?

TIP!

Meeting up with an online friend can be risky. If you really want to meet, speak to an adult and be sure they go with you.

SEARCH RESULTS

Signs of grooming

Groomers often will:

- Find things in common with you
- Make you feel special (flirting language)
- Offer gifts, favours, money and/or game credit
- Ask to meet face to face
- Send you lots of messages in lots of different ways, for example through Facebook, text messaging and chat rooms.
- Ask you to keep your conversations secret
- Try to find out more, for example which room your computer is in, to find out if they could get caught by your parents or carers
- Start sending you subtle sexual messages. They could start to say nice things about your appearance or your body or ask things like. 'Have you ever been kissed?'
- Get you to share personal information, such as secrets about yourself or where you live or go to school.
- They might try to persuade you to send sexual images of yourself by saying they'll be hurt or upset if you don't. If you've sent images of yourself already, they could threaten to post your images online or show them to people you know if you don't send them more.

If you think you are being groomed, here is how to respond!

- *Understand what is happening*
  Groomers can approach you on any usual online texting app: Social video games and/or social media such as Messenger, Viber, Twitter, TikTok etc. Remember: if you don't know them in real life then they are a stranger. But groomers might also move offline, so if someone you already know, makes you feel uncomfortable it is still not OK.
- *Ask them to stop or ignore*
  If you want to try and deal with the situation yourself first, you could start by asking the person to stop – tell them you don't feel comfortable. If that doesn't work remember, you don't have to answer – just leave

5. WHO IS IT? (CONTINUED)

the platform or ignore them. Don't accept free gifts, favours, or game credits. They might use them to pressure you into doing something you don't want to do. Leave the conversation.

- *Tell an adult you trust*
  If they keep talking to you, it may be best to tell an adult you trust or report them. Telling someone can seem really scary and you might feel like you'll get in trouble. It could also feel embarrassing. But telling someone can really help you start to get out of a bad or uncomfortable situation. You can talk to a parent, carer, or someone else in your family; friend's parent or carer, or a neighbor; teacher, Girl Guide/Girls Scout leader, sports coach or a member of staff at your school; doctor, school nurse or a school counsellor; religious leader, for example a priest, imam or rabbi.
- *Report it*
  Most social platforms have a 'report' button. With the help of a parent or carer you can also report to the police if an adult or stranger sent you a sexual message, asked you to send them a sexual message, sent anything that makes you feel uncomfortable or asked you to meet up with them. Finally, if you're under 18 and someone posts an explicit or nude image online you can also report them to the Internet Watch Foundation (IWF). They can contact the website to try and remove it without getting anyone involved.
- *Self care*
  Nobody should blackmail or pressure you into doing something sexual online. If someone is doing this, you're not alone and you haven't done anything wrong. Even if you have responded, it's OK to make mistakes. We all do – just be sure to get help if you feel worried or upset about anything online. You might feel scared, violated or upset. Talk to an adult you trust or speak to designated national hotlines or programs.

TOOL ★

Grooming scenarios

We suggest you decide beforehand which of the suggested scenarios you find appropriate for your group. You are free to create your own depending on the needs of your group.

- ★ Mary has been talking online to a girl named Carla for a few days now. Mary has told Carla where she lives, how old she is, where she goes to school, and what she looks like.
- ★ Julie asks Cindy what school she goes to. Is it OK for Cindy to tell her? (What else shouldn't Cindy tell Julie?)
- ★ Muhammed is online talking to his friend from school, Ahmad. They are working on their homework together and studying for a test. Muhammed says they should meet before class to review for the test. Is this OK? (Should Muhammed also ask a parent just to make sure?)
- ★ Jennifer has just received a message online from someone named Lisa saying 'Hey, I know your friend Shawn! You are really pretty!' They have been exchanging messages for the last hour and Lisa is showering her with compliments and making her feel very special. Should Jennifer continue the discussion? (What should she do?)
- ★ Peter is talking to a friend online who he met on the internet. The friend offers to help him with his homework and asks for Peter' s phone number. Is it OK for Peter to give it to him, since it has to do with homework? (What should Peter do?)
- ★ Jeanette met Aisha on the internet and has been talking to her online for several months. Aisha says she is the same age as Jeanette and lives nearby. Aisha wants to meet Jeanette in the mall to go shopping. Should Jeanette go meet her? (What should she do?)

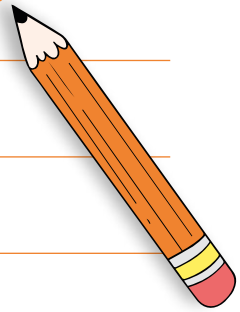
5. WHO IS IT? (CONTINUED)

TOOL ★

Grooming scenarios

- Mary met Jeff online a few weeks ago. They seemed to have the best communication, they fell in love and he helped her by giving her game credit for her favourite online game. After that he asked for a video in her underwear in return for the favour and she sent it. Now he wants more and is threatening to post the video online. She thought she could trust him. Should she send more? (What should she do?)
- Sandra gets an online message from a man who says his name is Mr. Phillips and he tells Sandra that he is a physics teacher. Mr. Phillips wants to know what school Sandra goes to and what her teacher's name is. Should Sandra tell him? (What should Sandra do?)
- Paul met Anna online, she told him they are the same age and they have been talking for several months now. They have also confessed their love for each other a few days ago. Today Anna asked for Paul to send her a naked picture, since they are so in love. What should he do?
- Mark gets a message saying he won a free Xbox! He just needs to send in his address and phone number so it can be mailed to him. Should he give the information? (What should he do?)

Notes



6. CYBERBULLY

Flexible

OUTCOME:
Learn what cyberbullying is and how to tackle it.

MATERIALS:
Depends on the type of survey and reporting you chose to do.

DISCUSS with your group:

- Why do you think people might be unkind to each other online?
- Have you ever read any mean comments online about you or others? Would that ever happen in real life?

How does it happen, and what could you do to stop it?

Explore what cyberbullying is like and how to stop it. You can find some information below. You may also find with the help of your group's leader some videos to watch on the subject.

Then conduct a survey about cyberbullying in your school or community group to gather the opinions and experiences of your peers. You can ask questions such as:

- Have they experienced cyberbullying?
- How did they handle it? Did they ask for help and from whom?
- Which do they think the most effective ways to tackle it are?
- Anything else you can think of.

Make sure to ask separately the experiences of girls and boys and compare them. How are they different?

Turn your findings into a poster or infographic and try to get your report published by your school and/or local community, either online, offline or both in order to raise awareness about cyberbullying.

TIP!

If someone harasses you or bullies you online: screenshot – block – report! Here are 2 handy guides you can use offered by websites such as Internet Matters and SaferInternet.org

YOUNG PEOPLE TOLD US ... One in three young people in 30 countries said they have been a victim of online bullying, with one in five reporting having skipped school due to cyberbullying and violence. U-Report / UNICEF, 2019

6. CYBERBULLY (CONTINUED)

SEARCH RESULTS

What is cyberbullying?

When someone uses technology to deliberately and repeatedly be cruel to someone else, it's called cyberbullying. Often, it's not meant badly – it might just be someone passing around a joke. But if it hurts someone, it's wrong. It can happen to anyone, and leaves people feeling alone and unsafe. It can include:

- Excluding people from online conversations.
- Tagging images inappropriately.
- Sending mean text messages, comments or emails.
- Putting unkind images or messages on social networking sites.
- Imitating other people online.

Nobody likes to be treated unkindly, whether face to face or online. Cyberbullying can be particularly upsetting because it can happen at any time or place – it reaches its target whenever and wherever they access the internet. If it takes place in a public space, like a social network, lots of people can be involved, and the person who starts it can feel anonymous – and safe – because it can be very difficult to know where an unkind action started..

What if it happens to me?

- Don't respond. Change your privacy settings and block the person responsible.
- Save copies of the emails, texts and conversations.
- If there is a 'report abuse' button, click it.
- Find someone you trust, such as a good friend or family member, and talk to them about it.
- Don't assume nothing can be done. Cyberbullying is a crime in many countries, and a bully can often be prosecuted by law.
- If the person being mean to you goes to your school or is sharing cruel messages with classmates, speak to a teacher you trust for advice. The school may have a policy and tools to help you.

What if I witness someone being cyberbullied?

- Whether it is a friend or not, if you are aware that someone is being cyberbullied, you can help.
- Don't take part. Forwarding unkind messages or pictures makes you part of the act even if you didn't start it.
- Talk to the person being cyberbullied and make sure they know you support them and that they aren't alone.
- Speak out to a trusted adult and report what is going on.

7. STAND UP TO SEXUAL HARASSMENT[4]

40 mins

OUTCOME:
Define sexual harassment, how it happens online and understand ways to protect yourself.

MATERIALS:
Statements on sexual harassment offline and online (See Tool below)

BE PREPARED:

- **Make sure you read through the activity to assess if it is appropriate for your culture, contexts and your group.**
- **Revisit your #bravespace agreements before you begin so that everyone feels comfortable to actively take part.**
- **Some of the participants might feel uncomfortable during the activity. Let them know they can take a break.**

WHAT HAPPENS:

Explain to the group that this session is about sexual harassment which is a form of violence against girls and young women.

1. First you are going to explore what sexual harassment is.

- Ask everyone to stand up.
- Label one side of the space 'always' and the other side of the room 'never' and the middle 'sometimes'.
- The group should listen to the statements that you read out, and consider whether they are examples of sexual harassment.
- Move to the side that represents their answer. Ask participants why they have chosen that position and encourage people to move if they hear and agree with a different point of view.

Participants might congregate in the middle as they think that there are different scenarios when it is sometimes acceptable and sometimes not. Explain that all of the statements are a form of sexual harassment. Many people do not notice or they think it is 'just a normal part of life', but it does hurt people and it should not be considered normal.

Try as a group to give a general definition of what sexual harassment is.

Sexual harassment is unwanted and unwelcome sexual behaviour which interferes with your life. Sexual harassment is behaviours that you do not like or want. For example when you are:

- Seated in a bus next to a man and he starts touching and caressing you.
- Passing by a group of men or boys who make inappropriate sexual comments.
- In a long queue and the boy or man next to you starts caressing your bottom.

[4]This activity has been adapted from the WAGGGS Voices Against Violence Middle Years Leader's Handbook.

7. STAND UP TO SEXUAL HARASSMENT (CONTINUED)

2. Ask the group if they think that sexual harassment can happen online. What type of behaviors might you encounter and in which platforms? Do you think it affects boys or girls more?

Then spread the statements on online sexual harassment around the room.

Have participants go around and read them. They should rate each of the statements from 0 to 3 depending on how serious they think the harassment is. Discuss any thoughts.

Explain that all of the statements are a form of online sexual harassment and it is always very serious. Online sexual harassment can make you feel threatened, exploited, coerced, humiliated, upset, sexualised or discriminated against, just as when it happens offline. Any of the actions can be really hurtful and impactful on the person experiencing them. Although it can happen to anyone, it affects girls and women more.

Try as a group to give a general definition of what online sexual harassment is.

Online sexual harassment is any unwanted sexual conduct on any digital platform.

It is recognised as a form of sexual violence and includes a wide range of behaviours that use digital content (images, videos, posts, messages, pages) on a variety of different platforms (private or public). (Source UK Safer Internet Centre)

For example when someone:

- Makes sexualised comments (e.g., on photos) or 'jokes' of a sexual nature
- Sends you sexual content (images, emojis, messages) without your permission
- Shares sexual images/videos of you taken without permission
- Harasses or pressures you online to share sexual images or engage in sexual behaviour or threatens you sexually online (e.g., rape threats)
- Bullies you because of your gender and/or sexual orientation
- Posts online gossip, rumours or lies about sexual behaviour naming you directly or indirectly

DISCUSS:

- How can I stop online sexual harassment? Are there any tools provided by platforms?
- Are there any actions I should take before reporting?
- Who can I talk to about it?
- Are there any laws against online sexual harassment?

7. STAND UP TO SEXUAL HARASSMENT (CONTINUED)

SEARCH RESULTS

What can you do if you have experienced online sexual harassment?

1. Talk to an adult you trust: You are not alone. Speaking to someone in your family, your Guiding or Scouting group or your school will provide comfort and can help you deal with the situation.
2. Document: With the help of a parent or carer save emails, voicemails, and texts. Take screenshots and copy direct links whenever possible.
3. Block-Mute-Report: You can block accounts and you can sometimes mute accounts or even specific posts or words. You can report to the platform any abuse that violates terms of service to try to get a post taken down or an account suspended.
4. Law enforcement: Depending on the extend of the harassment, your parents or carers might consider reporting to law enforcement.
5. Secure your accounts: make accounts private, change passwords, check what personal information you have made public online.
6. Practice self-care: Remember, this is not your fault. Online sexual harassment can make you feel afraid or ashamed. It is exhausting and demoralizing. It can have an impact to your mental, emotional, and physical health. Ask for support to deal with your feelings.

[Adapted from https://hbr.org/2020/06/youre-not-powerless-in-the-face-of-online-harassment]

TOOLS ★

Sexual harassment statements:

Is this sexual harassment?

- Making inappropriate comments of a sexual nature
- Spreading sexy images of someone online or via a mobile
- Pinging someone's bra strap
- Groping a boy's bottom
- Groping or touching a girl's body without her permission
- Pinching someone's bottom
- Lifting up someone's skirts as they walk past
- Staring at someone suggestively or in an intimidating and sexual manner
- Whistling at someone in the street
- Shouting out something about a girl's looks as she walks by, in a way that makes her uncomfortable

Online sexual harassment statements

Rate the following actions from 0–3 based on how serious you think they are:

- Recording sexy videos of someone with their permission and sharing them online.
- Asking a girl for a money for not posting sexy images online
- Spreading rumours online about a boy's sexual activity
- Commenting on a photo of someone in their bathing suit in way that makes them uncomfortable
- Sharing online a boy's profile and calling others to sexually harass him
- Revealing publicly online someone's gender or sexual orientation
- Creating an online poll to rate how attractive the girls in your class are
- Sexually commenting on your photos online
- Taking a photo under a girl's skirt without permission and sharing it online
- Asking someone repeatedly to send explicit photos or videos

8. SPOT THE AD

20 mins

OUTCOME:
Understand how ads try to sell us products.

MATERIALS:
Advertisements and sponsored articles (See Tool below)

BE PREPARED:
Hide all the ads, sponsored articles and news articles around the meeting area.

WHAT HAPPENS:

Advertisement comes in many forms: on TV, YouTube, applications (apps), radio, billboards, magazines, newspapers, movies, the internet, advergames, text messages, social media and more. Advertisements are always trying to make you buy something. They are trying to influence the way you think or to change your mind about something. And they always aim to make their products look good, perhaps even better than they really are.

With this activity you will explore advertisement online.

If possible first watch the video 'How ads on the internet work: What does the ad say?'

Then 'Spot the ad'!

1. Split into smaller teams.
2. In a designated area, teams look for pieces of information. You can include as many as you like.
3. But beware: there a lot of adverts and misinformation hiding too! Can the teams tell which is which?
4. The team that identifies the most facts wins.

DISCUSS:

Do the ads and misinformation bits make it harder or more frustrating to find the real pieces of information?

- How did the ads/misinformation make you feel? What is implied by the ads?
- How are girls and women being portrayed in advertisement? How might that affect how they look at themselves?
- Except for articles and web pages are there any other places that advertisement can be hiding (movies, videos, music)?

Sometimes advertisements target our insecurities to sell us products. When looking at advertisements we might sometimes feel inadequate or that we are missing something, or that we need to be or have something we don't. For example, they might imply that women should be thin, pretty, or obedient. Men should be aggressive, strong or smart.

8. SPOT THE AD (CONTINUED)

It is interesting to look at advertisements and try to understand what type of messages they convey about:

- *Beauty & body shape*
- *What we eat*
- *Lifestyle*
- *Gender*
- *Families*
- *Cultural diversity*
- *Prosperity & fairness*

They can hide in plain sight or be carefully placed in articles, posts, music videos, movies etc. Or these products themselves can act as advertisement. For example, when a new movie is released it is often accompanied by a marketing campaign involving toys, fast food or clothing.

SEARCH RESULTS

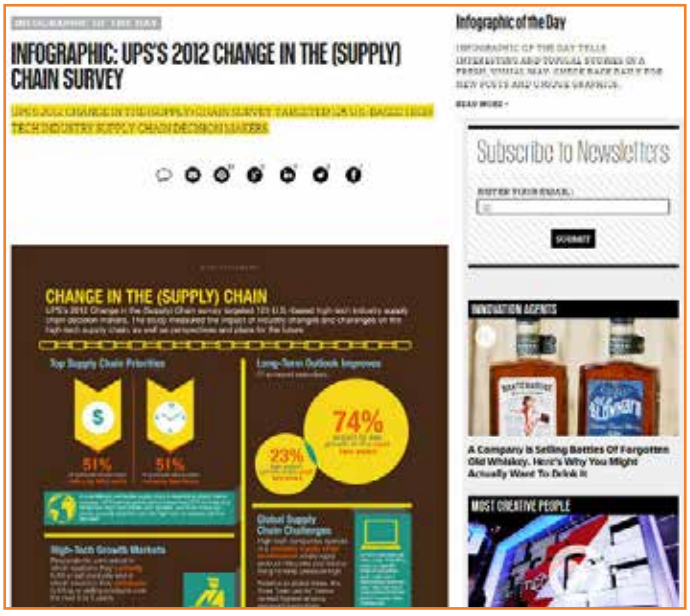
Types of ads online:

- **Social media advertisement:** Facebook, Instagram, Pinterest, TikTok, Twitter, Snapchat, YouTube, they all include sponsored content. On these platforms you can also find what we call influencer marketing. 'Influencers' are popular celebrities or users with numerous followers that sometimes get paid to promote products through their platforms. These posts should be clearly marked as 'sponsored'.
- **Native advertising:** Brands will pay online news websites and publishers to craft posts and videos so that they go viral. They also pay them to distribute this sponsored content to their massive audience through social media and their website.
- **Display advertising:** Banners and pop–ads often aim to trick internet users into clicking misleading ads while on a website or platform.

TOOLS ★

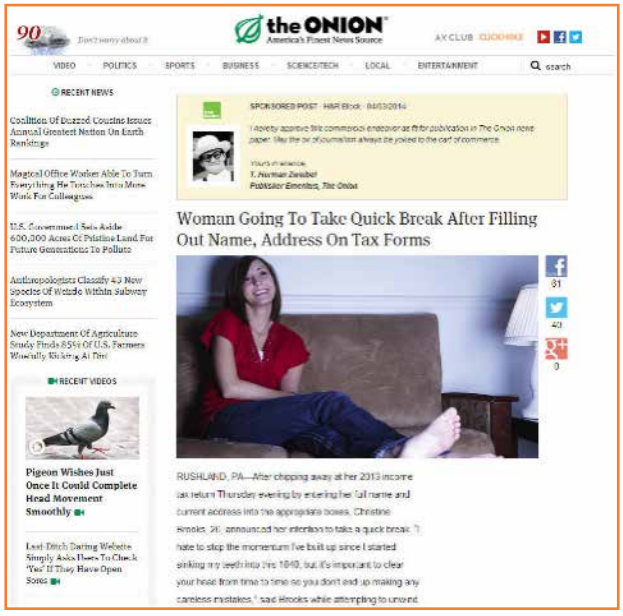
Advertisements and sponsored articles

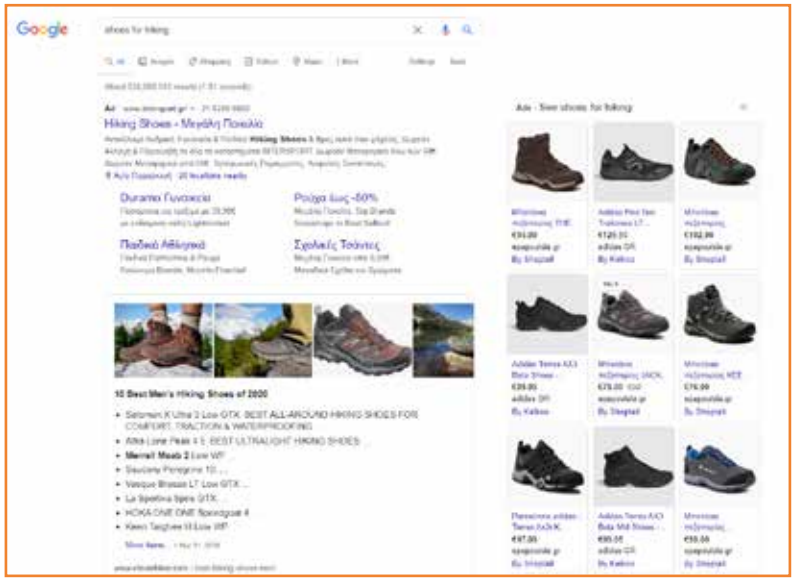
You can use the material provided here or you can use examples in your own language by searching online 'examples of online ads', examples of native ads', 'examples of influencer marketing' or browsing through online local media outlets. Use snipper to cut the photo.

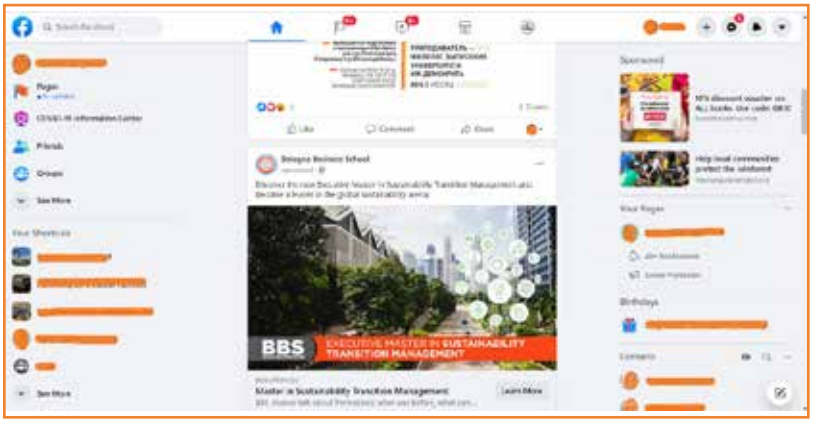


8. SPOT THE AD (CONTINUED)

TOOLS ★

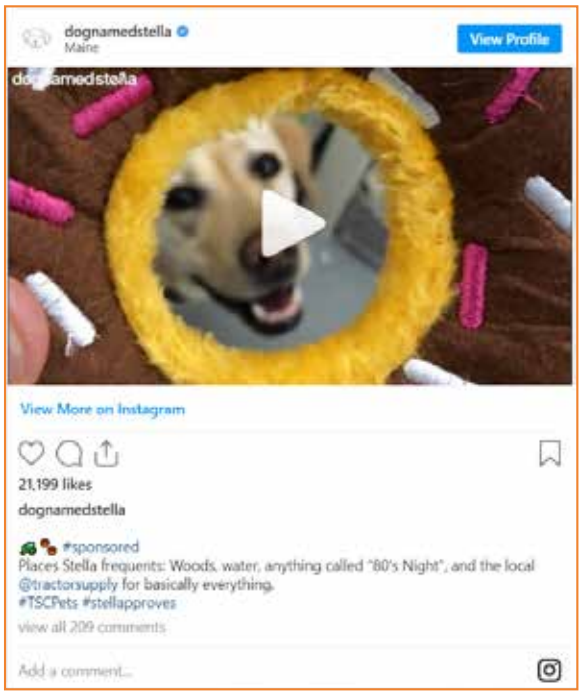


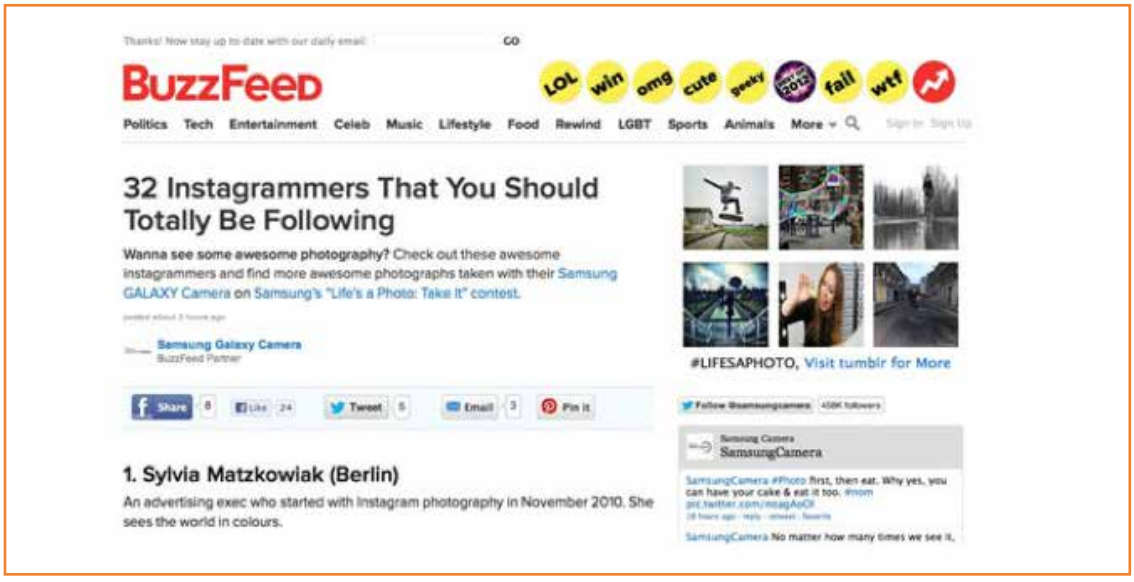




8. SPOT THE AD (CONTINUED)

TOOLS ★





8. SPOT THE AD (CONTINUED)

TAKE IT FURTHER

INFLUENCERS

7+

20 mins

MATERIALS:
Digital device

DID YOU KNOW?

When you go on a website or an app, sometimes online advertisements are so blended in, that we cannot tell them apart from the rest of the page we are browsing.

To find them, look out for small words such as 'Advertisement', 'Sponsored', 'Paid by', or the name of brands included in the articles.

WHAT HAPPENS:

Visit the YouTube channels of celebrities you like. If you are over 13 years old and own a social media account, you can visit the profiles of your favourite public figures instead. In the marketing world people that have numerous followers online are called 'influencers' and they sometimes get paid to advertise products.

Browse their posts and point out anything that is an advertisement. Look for hashtags that indicate a sponsored post, such as #ad, #sponsored and try to identify some of their sponsored content. Is it easy? Did you know that if you are promoting a product on social media, you have to mention it clearly?

Watch the video 'Social Star – Ads in Disguise' to learn more about the way influencers advertise products.

Exposure of children to digital marketing, Source: Children and Digital Marketing: Rights, risks and responsibilities Discussion Paper, UNICEF, 2018

PRESS ENTER

RESPECT...YOUR DIGITAL RIGHTS AND FOOTPRINT

AIM OF THIS SECTION: Explore digital rights, learn about safe digital footprints and discover how to look at information critically.

1. DIGITAL DIVIDES

40 mins

OUTCOME:
Learn what digital divides are and how they can affect the lives of children – and girls in particular.

MATERIALS:
Sweets/biscuits or stickers, information bubbles about digital divides (see Tool below), flipchart or board, pens or markers.

BE PREPARED:
Prepare and display the information bubbles around the meeting area. If participants are still learning to read, you can read them out loud.

WHAT HAPPENS:

1. Distribute to the participants a number of sweets/biscuits/stickers unevenly. Some should have a lot, some a few, some none. Come up with a reason regarding the way you distributed, such as based on birth month, colour of eyes, or height. This will immediately raise the 'this isn't fair' outcry.

When everyone is seated ask the question: 'Is this fair?' Encourage discussion. How do participants feel about the amount of sweets/biscuits/stickers they have? Should you redistribute the sweets/biscuits/stickers on a different basis? Maybe on the basis of equality?

DISCUSS a definition of inequality, such as 'the unfair situation in society when some people have more opportunities, money etc than others (source: Oxford Dictionary) and write it down.

2. Ask the participants to think about some of the areas where people may experience inequality. Some answers may include: wealth, treatment, responsibility, opportunity, gender, racial, ethnic, age, access to education, health and digital opportunities. Explain to the group that digital inequality and digital divides is what you are going to discuss during this activity.

For some of you, access to digital information and communication technology might seem a given. But this is not the case for everyone around the world or even in your own country. The gap between those that have access to the internet and the opportunities the digital world can offer and those who don't is called a 'digital divide'.

3. Ask participants to walk around the meeting area and explore the information bubbles about digital divides, which you have posted. The statements will help you guide the conversation around the subject.

1. DIGITAL DIVIDES (CONTINUED)

Then **DISCUSS**:

- Select a statement that surprised you and stand next to it. What is it that made the statement stand out to you?
- Just by reading the information bubbles, can you identify some of the reasons for which access to the internet might not be equal for everyone? Write your ideas next to each statement. Answers may include: ethnicity, gender, wealth, education, age, disabilities, urban–rural differences. Make sure you give the possibility for discussion.
- Put yourself in someone else's shoes: What if you couldn't access the internet and/or adequate digital devices? How might that affect your life, education, opportunities and other areas?
- In some countries, girls and women can be kept from using digital devices or the internet. Restricting their right to use it creates what we call 'gendered digital divides'. How can this restriction affect their life in terms of safety, education, job opportunities, information etc.

DID YOU KNOW?

According to UNICEF digital access is not equal for everyone:

- Children who rely on mobile phones rather than computers may get only a second–best online experience, and those who lack digital skills or speak minority languages often can't find relevant content online.
- The advantages of children from wealthier backgrounds are amplified, while opportunities are not reaching to the poorest and most disadvantaged children.
- Digital inequalities exist between rich and poor, cities and rural areas, those living with and without disabilities and between those with education and those without.
- Gender gap: in 2013, 11 per cent more men used the internet globally. This number grew to 12 per cent in 2016.

1. DIGITAL DIVIDES (CONTINUED)

SEARCH RESULTS

Gender equality refers to the enjoyment of equal rights, responsibilities and opportunities of girls, boys, men and women. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality is a human right.

In most societies there are differences and gender inequalities between women and men in responsibilities assigned, activities undertaken, decision–making opportunities, access to and control over resources. These inequalities prevent women and girls from enjoying their human rights.

Gender inequality can result in violence against girls and women. Here's how they are linked:

- Men and boys are less likely to respect women and girls if they are not encouraged to treat them as equals.
- Women and girls are less likely to realise that they are experiencing violence if they are used to being treated differently because they are female.

All around the world, more men than women use the internet and associated technologies[5]. The main reasons behind this divide are social norms, lack of access to education, lack of confidence, gender wage gap, financial dependency on spouses and male relatives, geographical isolation and poor technological infrastructure.

To be unconnected in a digital world is to be deprived of educational resources, employment and business opportunities, access to global information, online opportunities for learning and exploring new friendships. Inequality in digital access undermines girls' and women's human rights to freedom of expression, religion and association and public affairs[6].

Learn more about gender based violence, its cause and your rights through the 'Voices against Violence' curriculum.

[5]Source: Children in a Digital World, December 2017, UNICEF

[6]Sources: Children in a Digital World, December 2017, UNICEF and 'Report of the Office of the United Nations High Commissioner for Human Rights on ways to bridge the gender digital divide from a human rights perspective', 2017.

TOOLS ★

INFORMATION BUBBLES[7]

- 'If the world was just 10 people then 5 of them would not be using the internet'.
- 'If only 10 people used the internet, then just 1.5 of them would have access to high speed internet – meaning a connection that is always available, affordable and accessible on demand'
- 'If the world was just 10 people then 4.9 of them would be women. Only 2 of them would have access to mobile internet'
- 'Half of the women and girls living in South Asia do not have digital access'
- 'Girls in some rural areas may face restrictions on their use of digital devices solely because of their gender'
- 'Half of all the learners worldwide (826 million) do not own a computer at home, while 4 out of 10 learners worldwide (706 million) do not have internet at home'
- '1 out of 3 of the world's schoolchildren – 463 million children globally – were unable to access remote learning during the COVID–19 pandemic'
- 'All over the world, people who live in cities are more likely to use the internet, where incomes, educational levels, and digital access are highest. Rural areas are typically underserved.'
- 'In most countries, racial and ethnic minorities have less access and use of the internet than majority groups.'
- 'All across the world, young people are more likely to use the internet than are the elderly. But in many countries the elderly is experiencing the most rapid increases in rates of internet usage.'
- 'Less than 3 out of 10 people use the internet in Sub–Saharan Africa and Afghanistan. In countries such as North Korea, Chad, Niger, and Eritrea, less than 3 out of 100 people has Internet access'
- 'In India, only 3 out of 10 internet users are female. Globally, 12% more men than women access the internet'

For younger participants, consider using the following adjusted version of the information bubbles.

- 'If the world was just 10 people then 5 of them would not be using the internet'.
- 'All around the world, more boys than girls use the internet.'
- 'If the girls all around the world were only 10 girls, then 4 of them would not have internet on their mobile phone'
- 'Almost half of all the students around the world do not have a computer or even internet at home'
- 'All over the world, people who live in cities are more likely to use the internet, than those who live in rural areas'.
- 'All across the world, young people are more likely to use the internet than are the elderly.'
- 'In most countries, it is less likely to have access to the internet if you belong to a racial and ethnic minority.'
- In some countries, most of the people do not have access to the internet at all.

[7]Source: United Nations, World Bank, UNESCO, Research Gate, UNICEF publications and UNICEF press releases

2. FACT OR OPINION?

20 mins

OUTCOME:
Learn to tell facts from opinions as a way to fight misinformation.

MATERIALS:
Fact and Opinion statements (See Tool below), beach ball, permanent marker.

BE PREPARED:
Write 'Fact' and 'Opinion' all over the ball.

WHAT HAPPENS:

Let participants know that you will give out 2 statements and they should try and understand which statement is true and which one is opinion:

'Cats have fur and can purr.' – 'I believe that cats make the best pets.'

Let the group tell you what they think. How can they tell that the second statement is something that is just your opinion?

Some statements are a fact, which means they can be proven true or false, while others are an opinion, meaning that we might agree or disagree with them, but we cannot prove or disprove them; they are a person's or a group's belief, thought or feeling.

Play the following game with the ball to bring home the idea:

1. Participants form a circle. One girl stands in the centre and holds the ball.
2. Give out one of the statements. She listens to it and has to identify it as Fact or Opinion.
3. Then she calls out the name of another participant and throws the ball up in the air. The girl whose name has been called has to run in the middle and catch the ball before it falls to the ground.
4. Read out one more statement.
5. Continue until everyone has had a go.

DISCUSS with the group:
Sometimes, we may see online videos, news or pictures that convey messages by other people.

- Why is it important to tell which of these messages are facts and which are their opinions?
- What are some things that make fact and opinion different?

Although hearing or reading other people's opinions is important and can also be useful to helping you make up your mind, it's important to understand that it is opinion!

Being able to distinguish between fact and opinion develops our critical and analytical skills. Whether on the news, in advertising, or a history book, opinions can be used to mislead us.

Telling the difference is important to avoid being manipulated. We can then learn new things that are true and form our own opinions. It can be difficult sometimes to tell between the two, but taking a closer look at the language used is a good indicator (See below).

Play again but now each time a girl catches the ball, she looks which word – Fact or Opinion – is under (or closest to) her right thumb and has to come up with that type of a statement. Players are invited to identify if the statement was correct or not.

2. FACT OR OPINION? (CONTINUED)

SEARCH RESULTS

Signal words for Fact	Signal words for Opinion
Numbers	Believe, think, feel
Names	Best, worst
Evidence	Favorite
Dates	Probably
Times	Point of view

TOOL ★

Fact and opinion statements

Fact	Opinion
The sun is hot	Broccoli is yummy
The earth is round	I think tomorrow will be sunny
Sunday is the day before Monday	My favorite season is the summer
5 is a bigger number than 3	I believe that elephants are dangerous
The sea is made of water	Roses smell nicer than any other flower
Ice cream is cold	Math is the hardest subject
Today is ... (example: Monday)	Pizza is delicious
Lollipops are sweet	Dogs and cats cannot be friends

3. REAL OR FAKE?

30 mins

OUTCOME:
Learn to spot misleading content and fake information.

MATERIALS:
Fake articles and pictures (See Tool below). Nice to have: digital device for the video.

WHAT HAPPENS:

'Fake news' is news that is made up, presented as real. It's not news that you disagree with. It often has the aim of damaging the reputation of a person or entity, or making money through advertising revenue.

Split into smaller teams and give each one or more of the fake articles and pictures. Have the groups take a look: can they tell if they are real or fake?

Ask them to keep track of everything that doesn't look right or that looks credible. If you have access to the internet they can try to investigate if it is real or fake, or they can find their own examples of suspicious articles or pictures.

If possible watch the video 'Helping Students Identify Fake News with the Five C's of Critical Consuming' to learn more ways to identify fake news, or see below in Search Results.

DISCUSS:

- Does it matter if we can't tell the real from the fake news?
- What are some signs that tell us if something we encounter online is fake or clickbait?
- How can we make sure?
- What can wel do to stop it from spreading?

NOTE that although there are several ways to tell the difference between fake and real news, it's still possible to be tricked.

Fake news tries to tell you what to think. But you have the same ability as everyone to make up your own opinion as long as you are provided with the real facts. Real news can help make safe and good choices.

If you find out something is fake, there is one thing you can do to stop spreading it: Report it. Don't share, don't like, don't comment – even with an angry face. Any of those actions make the algorithm think that the news is important and will show it to more users.

SEARCH RESULTS

Misleading content is designed to trigger an emotional reaction, which is then easy to share on social networks. It can be in the form of:

- Satirical news
- The daily clickbait in our social media feeds
- News that shows a highly partisan bias
- Outright invented news

3. REAL OR FAKE? (CONTINUED)

Five signs for fake news/clickbait:

- **Low quality.** Extravagant titles, that include the words shock, terrible, awesome, incredible along with words in all caps, with grammatical errors, lots of exclamation points or outrageous content.
- **Author.** If the name of the author is not mentioned or if the 'About Us' section doesn't share information about who is behind the news website, then you have to wonder why they aren't being transparent. Look also for unusual URLs or site names, including those that end with '.co' –– these are not legitimate news sites.
- **Date of publication.** If it is not mentioned, while you see vague words such as yesterday, the day before yesterday, recently, then you might be looking at fake news.
- **Sources.** Does the story give facts? Or are the sources and evidence vague about who said what, when something happened, etc? These are all signs of made up news.
- **Clickbait signs.** They include excessive pop–ups, banner ads or requests to reproduce or buy products.
- **Intense emotions.** Clickbait and fake news aim for extreme reactions. If the news you're reading makes you angry or afraid, it could be a sign that it is constructed.

4 digital strategies to check if what you have read is true:

- **Find the original and verify the source.** A lot of stories are shared on social media. It's important to find the original source so you can decide how much you can trust it. Do an online search to see whether other people or groups think it can be trusted.
- **Check other sources.** Look for other credible, mainstream news outlets that are reporting the same news. If they're not, it doesn't mean it's not true, but it does mean you should dig deeper. Reliable news sources are an outlet that employs experienced journalists, makes an effort to verify information and is independent.
- **Check your biases.** Do your beliefs or concerns cloud your judgement?
- **Turn to places you trust:** Check with an expert, an authority in a certain topic, official sources, fact–checking websites like Snopes.com & FactCheck.org, reverse shocking images in engines such as Google.com and TinEye.com or just type the claim into a Google search and add the word 'hoax'.

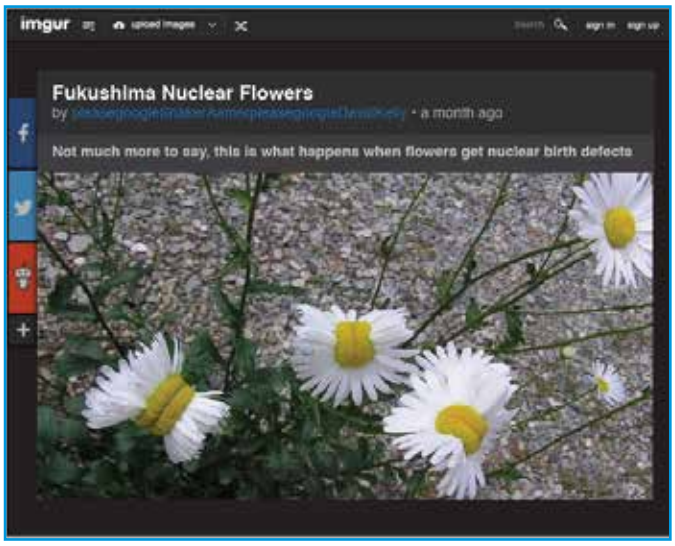
Is someone spreading misinformation? Here is what you can do:

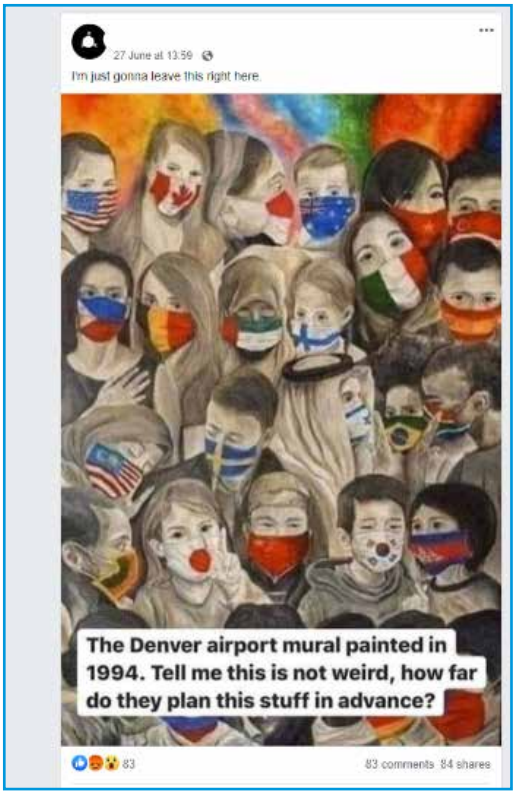
1. **Speak respectfully**. Don't accuse them of spreading misinformation. Instead point out to them that the story or advice they shared doesn't look like it came from a trustworthy source OR that it is not the most accurate.
2. **Go private.** You may want to approach them privately first – in person or via direct message. They are more likely to be receptive if they don't feel publicly embarrassed.
3. **Give an alternative.** Point them to reliable and trustworthy sources.
4. **Use questions** to help others probe their own argument and see if it stands up.
5. **Realize that some people don't want to change, no matter the facts.**
6. **If the discussion becomes heated** and you get angry **simply stop.**

3. REAL OR FAKE? (CONTINUED)

TOOL ★

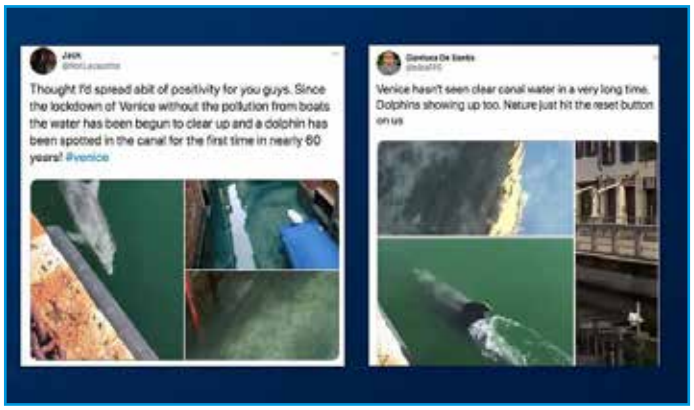
You can use the examples provided here or find fake news in your native language by searching online 'Fake news examples' or 'Screenshots of fake news' and searching in Images. Use snipper to cut the photo.





3. REAL OR FAKE? (CONTINUED)

TOOL ★



TAKE IT FURTHER

Understand how information can spread between users, through the activity 'Super Spread' from **Section Connect...Positively Online.**

4. BUILD A THEORY[8]

40 mins

OUTCOME:
Learn to identify conspiracy theories.

MATERIALS:
Conspiracy theory example, components of conspiracy theories & pieces of information (See Tool below), papers and pencils for the groups, 4 containers or bowls

BE PREPARED:
Select an example of conspiracy theory, that is interesting for your group. Have the theory and the components written for everyone to see.

Group the pieces of information separately and put them in the 4 containers.

WHAT HAPPENS:

1. Start by letting the group know that you have something important to tell them that not many people know. Use a low voice and a meaningful tone to share the example theory with them.

Ask the group what they think about it and then let them know that it is not true, it was a conspiracy theory. What do they know about conspiracy theories?

DISCUSS: What do you know about conspiracy theories? Why do you think conspiracy theories emerge?

When big events happen in our society, they might make the world seem uncertain, unsafe or chaotic. Often our human spontaneous response to these kinds of extraordinary situations is to assume there can only be extraordinary explanations.

For example it is hard to digest that a disaster was just an accident. Or that a deadly virus emerged naturally and became stronger through natural selection. We tend to think 'How can something so important be accidental or have such a simple explanation?'.

That is when conspiracy theories tend to arise: 'to explain an event or set of circumstances as the result of a secret plot by usually powerful conspirators' (Definition by the Merriam–Webster dictionary).

They are so appealing to us because they fundamentally proclaim: nothing happens by accident, nothing is as it seems, and everything is connected.

2. But how can we actually tell? Explain that usually conspiracy theories are formed by 4 components. They mention:

i. A group (maybe one that is different than 'ours' in terms of religion, ethnicity, culture, sexual orientation etc.), all governments in the world...

ii. Is acting in secret, *...have secretly agreed with big tech companies to put chips in medical masks...*

iii. Trying to change 'our' institutions/take the power/ hide the truth, *...which send subconscious messages for obedience...*

iv. At the expense of 'our' group, another group or the common good, *...to anyone who might have different political views.*

[8]Source: Adapted from Tower Hamlets' Secondary School Prevent resources, 'Conspiracy Theories Lesson'

4. BUILD A THEORY (CONTINUED)

3. Then split into smaller groups. Have each group choose 1 piece of information from each bowl of components: 1. a group, 2. a public figure or entity they are meeting in secret with, 3. what they are trying to do and 4. at whose expense?

With these 4 pieces of information and 10 minutes to prepare, the group that can come up with the most convincing theory, wins. They can add some evidence to back up their theory – maybe something they have heard about or if possible by searching online.

Present theories. Which one was the most convincing and what were some of its strengths and weaknesses?

DISCUSS: what are some risks from spreading conspiracy theories?

Conspiracy theories can promote feelings of helplessness, disillusionment, mistrust, suspicion, and fear leading to the destabilization of the whole of a society. Even among people who don't believe it, the conspiracy theory can damage trust to government services, institutions, organizations, groups of people etc.

TOOL ★

CONSPIRACY THEORY EXAMPLES

Select one of the following conspiracy theories to open this activity. You can use other conspiracy theories you know that resonate with your group:

1. 'Big bread' industry paid toaster manufacturers to put in a setting that is too high so that people would burn their toast, meaning that they sell more bread.
2. The recommended food pyramid, that is created by the Food & Drug Administration and shared in most parts of the world, is actually created by the food industry that funds them. So it is not based on a well–balanced diet but it is made in a way that it promotes the food industry's products and they get simple people to spend their money on them.
3. All government secretly experiments on the mentally insane because no one will believe someone with that kind of medical history. Experiments are mostly physical but also mental.
4. Scientists and NASA tell people the earth is a spinning sphere hanging in space, to make people feel small and helpless. But the truth is the earth is flat and immobile.
5. Smartphone batteries: Phones used to have removable batteries and now almost none of them does. This is because law enforcement agencies want to make you think that your phone is powered off when in reality it's just displaying a black screen. That way they can still track you, listen to your conversations and take pictures.

Pieces of information per component

We recommend reviewing these and making any necessary changes in order to include things and people that your group is familiar with.

1. a group: Google, a local or international news agency, the government, Amazon, the food industry, an international airline, teenagers
2. meeting in secret with a public figure/entity: Beyonce, Jacinda Arden, Robert Baden–Powell, pharma industry, Bill Gates, video game industry
3. trying to: get rich from..., take the power from..., hide something..., make use of something..., change..., make a group do something they wouldn't otherwise do.
4. at the expense of: children, businesses, vegans, family men, our nation, our religion/beliefs

5. WHAT DO YOU SEE?

1 hour

OUTCOME:
Understand what a digital footprint and a digital impression is and how to keep it safe.

MATERIALS:
Digital device, paper, pencil, Digital footprint & Log Book (See Tool below)

WHAT HAPPENS:

Every time you go online on a computer, phone, tablet, 'smart' TV, game system, or other device that stream or share content you leave traces of your online information, data and actions: that is your digital footprint.

If you use the internet you are certain to have a digital footprint.

Can you think of any activities or actions that you do using the internet? Write them down on the Footprint template to create your own digital footprint. How many can you think of?

Why do you think it is important to be aware of and take care of our digital footprint?

Your **digital footprint** *follows you everywhere you go on the internet. Every time you sign up for something, create a new account, comment/like/dislike other people's photos, comments or videos, upload a photo or join a social media network, browse a website, share your location, e-shop, you are adding one more thing to your footprint. Anything you share online might stay there for a really long time, unless you, or someone else, deletes it, and even then, it is not sure it will disappear completely. Learn what information is safe to share online in activity 'Share it or keep it' on page 60.*

If your profile on social media or online games is set to 'public' – it means that anyone can see it. And that can be unsafe as it leaves you open to whomever might want to take advantage of you. For example, tagging your location in public posts can inform someone you don't know about where you are.

For the next part of the activity you can pair with someone you trust – a friend, a sibling, a caregiver. Each one goes online and searches the other one's name to see what comes up on a web search and on specific social media. Make sure you are signed out of your personal account on all social media sites.

To make your search more effective, you can add some information next to your name, like the city you live in. Look for content including achievements, hobbies, language in comments (slang, formal language typos, swear words, offensive language), photos, any controversial or illegal activity, and your personal information (address, phone number, location etc). Every time you find something note it down on your Log Book.

5. WHAT DO YOU SEE? (CONTINUED)

When you are done, think about the following:

- Think about how you can keep your digital footprint safe.
- What does your footprint say about you? Does this represent who you really are face to face?
- Is there something you saw that you would like to delete or any app settings that you can change to make your account more secure? Make the necessary changes.
- What could you do differently from now on, in order to create a positive digital impression and keep your profile as safe as possible? Think about 5 key actions.

DID YOU KNOW?

Anything you post on a social media account can be visible by other people, even those you don't know, unless your sharing settings are set to private.

Visit https://www.net-aware.org.uk/ to find out how to keep everything private on specific applications (apps).

Share your experiences with your group.

Your **digital impression** is what others think of you through how you act online, and unlike something you might say out loud, the internet doesn't forget the things you post. How do you want people to view you? You are in control of that.

SEARCH RESULTS

You can keep your digital footprint safe and your digital impression in control. Here is how:

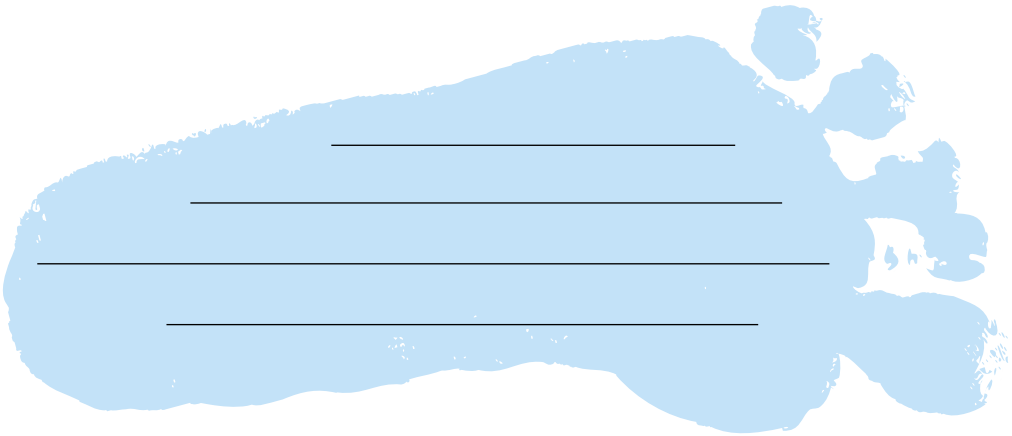
- When setting up a social network profile, don't use your full name.
- Check your privacy settings before posting. If your posts can be accessed by everyone you know, don't post anything that you wouldn't want everyone you know to see.
- Remove any personal information from your profile or the posts that could be used to identify you, such as full names, ages, locations, phone numbers, or the name of your school.
- Remember that once something is posted online, it cannot be taken back. Even if you delete a post, its content could have been copied. Individuals who want to know more about you can learn a lot by searching for you on the internet – so be careful how much you share!
- If anything makes you feel uncomfortable, such as others making comments you don't like, speak to an adult you trust.
- Be positive, avoid the negative. Consider what someone you respect might think if they saw your post or uploaded photo.
- Make sure you think twice before tagging your location – it can show strangers where you are.
- If a photo or video, or a tag of you has been posted online and you feel uncomfortable, it is your right to ask the person who posted it to take it down.
- You should always ask for permission before posting a photo or video of someone else on social media.
- Ask a trusted adult to follow your profile and keep an eye on what is posted there.
- If you are worried about something you have put on the internet, talk to someone face to face. If you do mess up, act fast to set things straight. Information travels so quickly that if you want to limit the consequences of that nasty post or embarrassing photo, delete it as quickly as you can. Do you owe someone an apology? It looks a lot better if you take responsibility for your mistakes.
- Create safe and positive content about yourself online, so you can encourage positive search results.

5. WHAT DO YOU SEE? (CONTINUED)

TOOL ★
DIGITAL FOOTPRINT

LOG BOOK

Activity found	Where did I find it?	What was it exactly	Positive footprint	Negative footprint	Do I need to change something?
Example: Post congratulating friends	Facebook	Public post	yes		Set posts to private on privacy settings
Example: Photo of birthday celebration	Twitter	Tagging location		Yes	Turn off location information



TIP!
Setting up your profile on a social network or chat room? Create an avatar or an emoji instead of using your photo. There several free tools to use, some of which are Bitmoji or Avatar Maker

TIP!
Check the privacy settings of sites where you post information.

6. THE PERFECT SELFIE

40 mins

OUTCOME:
Understand that the image we see online sometimes is not real.

MATERIALS:
Paper & pencils for each participant, tape, digital device

WHAT HAPPENS:

1. Each participant gets a piece of paper, a pencil and a piece of tape to hang the paper on the wall.
2. Ask the person next to you to draw the outline of your head and shoulders. Think and write around your 'selfie' some of the things (characteristics and qualities) that make you who you are. For example: loves pizza, ballet dancer, experienced camper, cracks jokes, hates bugs etc.
3. When finished everyone presents their 'selfies'. If you come across any qualities written negatively, try as a team to find a positive way to re-write them. Eg 'terrible singer' could change to 'loves music'.

YOUNG PEOPLE TOLD US
... According to a U-Report poll, the biggest body image problems for girls were unattainable body standards and pressure from social media, with 27% U-Reporters mentioning the first and 24% choosing the second. Take a look at the report to know more.

DISCUSS: Did anyone write exactly the same things on their selfies? How would it be if we were all exactly the same? Why is it important to embrace how each one of us is unique?

Magazines and advertisements often use airbrushing to create a 'perfect looking' image of models and celebrities, an 'image myth'.

The Image Myth is the society's idea of what the 'perfect' girl or boy should look like. This is a myth (i.e. a false, made-up concept) because it's impossible for anyone to achieve, and of course it's not true that there is only one way to look beautiful.

Even celebrities, film stars and pop stars don't always actually look like the pictures you see of them. This is because of computer airbrushing.

Airbrushing is when we digitally alter or conceal a photograph or a detail in one, by using digital tools.

On the same note, social media influencers often use filters in the pictures or videos they upload on Instagram, YouTube or TikTok. Have you heard about that?

In social media some people use filters to reshape and refine their features and body, not only in pictures but also in live or pre-recorded videos they post. This isn't what they really look like.

6. THE PERFECT SELFIE (CONTINUED)

Brainstorm with the group different ways that this image editing is used. For example, for promoting products/ advertisement, for getting likes/followers, to feel good about ourselves etc.

Then watch any or all of the following videos:

- 'Dove evolution' demonstrates how an image can change through editing.
- 'Should we edit our selfies?' shows how those perfect photos we see online aren't always what they seem.
- 'Selfie Harm' by @rankinarchives of teenagers editing & filtering their images until they felt the image was 'social media ready'.

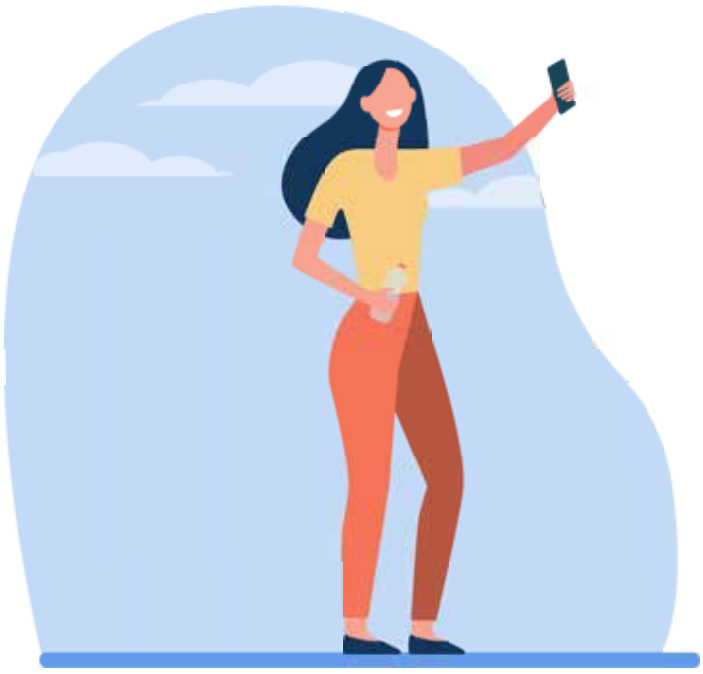
DISCUSS:

- What did you think about what you saw in the videos?
- How realistic or unrealistic is the outcome of these techniques? Is the outcome achievable?
- Are girls and women affected by this 'perfect looking' image that the media and celebrities create?
- Going back to the 'selfies' activity, reflect if this 'perfect looking' image contributes to celebrating our differences.

By having one look that gets put forward as being beautiful, it leaves everyone feeling left out because nobody really looks exactly like fairy tale princesses in real life. The picture-perfect images and lives portrayed on social media are having a worrying impact on our self-esteem and mental health as it is impossible to achieve them.

TIP!

Want to learn more about self-esteem and body confidence? Why not download WAGGGS' educational resource Free Being Me?



7. HAVE SOME COOKIES

1 week

OUTCOME:
Learn how cookies work to show us ads and sponsored posts.

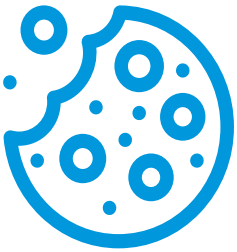
MATERIALS:
Digital device, notebook, pencil, notepad (See Tool: Example of Notepad below)

WHAT HAPPENS:

Computer cookies are small pieces of data that help websites keep track of your visits and activity. They also give advertisers insight into how you use the web. For example: when you click a link on Facebook or Instagram or search for a product on Google, these sites analyze your behavior — even after you've left those sites and are several clicks along on your internet journey. Marketers use this information to get their content and products in front of you and other people that could be interested.

Try this to understand how they work:

1. Select one or more of your social accounts. Go through your feed looking for advertisements. Note them down: what kind of products come up? Which brands?
2. Then, consult with your leader to think of something that you need to buy for your meeting place or a place you might want to visit with your group.
3. Conduct an online search on Google or any other search engine for it. Make sure you click on more than 5 results that come up and once again note the brands that you looked at, names/types of products etc.
4. For the next week notice and write down what type of ads come up on your social feed after this research. Have the ads changed since the first time? Are the ads appearing related to the online research you did?
5. Is there a way to delete cookies? Try to find out how.



Watch the video 'Cookies and Your Online Privacy' to learn more about the way Cookies work.

DISCUSS with the group your thoughts and how you felt about any changes in the ads that appeared.

The computer cookie helps the website keep track of your visits and activity. This isn't always a bad thing. For example, when you shop online cookies keep track of what you put in your shopping cart. Cookies are also used to record login information or online web history. But sometimes cookies can hide security concerns, which is why a setting that controls or limits tracking them can help protect your privacy setting while still making it possible to carry on with your activities.

To manage your cookies open your browser and find where cookies are stored. Every browser gives you a range of options for enabling or deleting cookies. You can find more information for each browser here.

7. HAVE SOME COOKIES (CONTINUED)

TOOL ★

Example of Notepad to keep track of your findings:

Date/action	Social account	Products	Brands	Thoughts/feelings
1/3/2021 – My feed	Instagram	Electric guitars	A, B, C	...
	TikTok	...	...	...
4/3/2021 – Research				

TAKE IT FURTHER

Learn more about advertisement online, through the activity **'Spot the ad'** in section Protect... yourself from online risks.

AIM OF THIS SECTION: Use the internet in a positive way to spark creativity and make it more enjoyable for others.

1. HELPING HAND

20 mins

OUTCOME:
Learn where to turn to for help when encountering an online problem.

MATERIALS:
Papers, pencils and scissors for each participant, pictures of places you can turn to for help (See Tool below)

BE PREPARED:
Do some research to find out national hotlines, expert organisations, support groups or any other places young people can turn to for support on internet issues

WHAT HAPPENS:

The internet can be a great tool to use in our everyday lives: we can find information, listen to music, watch movies and videos, learn new recipes, connect with friends and family, explore science etc. Sometimes things we read or see online, technical problems, mean comments, or an online argument can leave us feeling insecure, overwhelmed or scared.

Can you think about a time when you felt like that? If you are comfortable, share your experience with the group.

When things like that happen and you need help handling the issue, there are people and places to turn to. Play this game to find out where you can go for advice!

1. Split into small groups of around 5.
2. Each member of the group draws around their own hand on a piece of paper and they cut it out.
3. The groups then lines up for a relay race, each member holding their 'helping hand'.
4. At the opposite end of the meeting space, lay out the pictures mentioning the key people or places you can go to about an online problem and pencils.
5. On signal the first person from each team runs up, reads one and writes it on one of their 'helping hands' fingers. Then they run back, grab the second player by their hand and run up together. They should now both write one thing on their 'helping hands', while still holding hands. Then they go back, get the third person and so on until everyone has completed their own 'helping hands'.
6. The winning team is the one that has filled up everyone's 'helping hands' first. In any case make sure that everyone gets a chance to learn where to turn to!

Complete the activity by discussing and specifying each of the key people or places you can turn to; who is a person that you trust? or what is the number of a national hotline? Each participant can write it on their 'helping hand' and keep it for future reference.

Activity tip!

For participants who are still learning to read and write: print out the pictures provided in Tool section as many times as the participants. Have them clip them on their 'helping hands' fingers.

1. HELPING HAND (CONTINUED)

SEARCH RESULTS

Here are some examples for each of the places you can turn to:

- People you trust and feel safe with – It could feel embarrassing, but talking will make it easier for them to help you. They can support you to get out of a bad or uncomfortable situation. They can also make sure that your phone, tablet and computer have the appropriate parental controls on them to block things that might make you uneasy or upset.
- You can talk to a parent, carer, or someone else in your family; friend's parent or carer, or a neighbor; teacher, Girl Guide/Girls Scout leader, sports coach or a member of staff at your school; doctor, school nurse or a school counsellor; religious leader, for example a priest, imam or rabbi.
- A national helpline/hotline – They could be provided by official government services, or an association. Commonly you can call, but sometimes you can also chat online with an expert. To find them do a web search by typing in the search box 'helpline internet [& the name of your country]'.
- An expert association or a community support group – They can provide regular support if you feel that you need this. To find them do a web search by typing in the search box 'support group internet [& the name of your country]'.
- Report/block button – If you see an image or a video online that upsets you or if you are experiencing bullying, sexual harassment, hate speech or any other type of harassment online you can always use the report or block button.
- Professionals such as doctors, nurses or social workers might be trained to help you with online problems such as addiction. Visit your local health center or hospital for directions.

TOOL ★

People and places you can turn for help

People you trust and feel safe with – family or friends

A national helpline

An expert association or a community support group

Report/block button

Professionals – doctors, nurses, social workers

2. SOCIAL MEDIA MANAGER

Depending

OUTCOME:
Learn how to use social media for positive promotion

MATERIALS:
Digital device (s), paper, pencil

WHAT HAPPENS:

If you enjoy social media, then you might want to try becoming a social media manager! Check with your leader if your group or local troop has an online presence on social media and offer to 'take over' the account, with their help and guidance to put together posts about your surf smart adventures or about the activities your group does that could be interesting for people your age.

Before you get started, make sure to:

- Ask for guidance if you are unfamiliar with how the platform works.
- Think about the ways a personal social media account differs from a professional one.
- Plan how your contribution to the account will be a positive source of information online.
- Create a plan of the posts you will be putting online. You can even specify what the text will be, the photo/infographic/video, the date of posting etc.

Keep in mind the safeguarding and child protection guidelines for your group and make sure you have everyone's consent to use their image.

Keep notes of the progress, the difficulties and successes and share them with your group afterwards. Is there anything you would have done differently?

SEARCH RESULTS

Your personal social media profile is what you use for your personal needs, such as talking to friends and following brands, products or celebrities.

Activity tip!

To learn how to use social media for a cause, check the 'Online Tools to support your #BeTheChangeOnline project' list on page.... of this pack.

Your group or local troop probably has an online presence on social media as well. This profile is created so that they can have a presence on social media and promote Girl Guides and Girl Scouts.

Social media can be a powerful tool to help you promote your cause, get your voice heard far and wide and take more people with you. Through the use of hashtags for example, social media serves as a powerful tool for people and movements to share their stories.

Here are some quick tips:

- Create a plan with the content of your posts. You can of course decide to post something in the moment, but having a plan ready will help you be more efficient.
- Make posts visually interesting. People like pictures, so pair everything with a photo or graphic that shares or links to relevant information in the caption.
- You can share other people's or pages content as long as you ask for permission and mention the creator.
- Watch your tone. Your posts represent Girl Guiding and Girl Scouting so they should be associated with it.
- Post regularly. You might decide to post once a day or once a week depending on what you want to achieve. If you're too busy to post, you can even schedule posts to be automatically published, with the help of various applications (apps).

3. A POSITIVE ONLINE COMMUNITY

20 mins (flexible)

OUTCOME:
Become a source of positivity on social media.

MATERIALS:
Digital device

Activity tip!

Think about those online accounts that make you feel happy. Is it only their content, or is it also the community's comments and reactions that contribute to the atmosphere? Get an idea of a positive online community by visiting the Humans Of New York social media accounts.

WHAT HAPPENS:

Your Guiding/Scouting Promise does not stop at the physical world. It extends into the online world too. You can make it a better place by contributing positively through your social platforms!

Instagram, TikTok, Facebook, Twitter, WhatsApp; digital communities are communities that rely on digital technologies to communicate, network and disseminate information. Thinkabout the following questions:

- What is it that makes them positive?
- How you can contribute with your attitudes and actions to creating a positive online space?

In recent years, UN Women has witnessed the compromise of women's and girls' safety and the rise of gender-based violence in online spaces. It is important to empower any and every girl to practice leadership, so they can feel and act like leaders in their lives and their communities.

WAGGGS' Positivity Patrol invites us to combat negativity with the following challenge: Think about girls or women around you whose leadership is inspiring you, why they're inspiring you and how they can inspire others. Post a shout out on your social media with #PositivityPatrol and #LeaderLikeYou, so their leadership can inspire girls all around the world. Please remember to ask for consent if you want to post a picture of them.

Keep track of your actions, interactions and outcome. Present to your group your findings and discuss how it worked out.

[9] 'Online and ICT-facilitated violence against women and girls during COVID-19', UN Women.

3. A POSITIVE ONLINE COMMUNITY (CONTINUED)

SEARCH RESULTS

To create positive content, consider the following guidelines when posting or commenting online:

- Will I feel good or different about it later?

  Don't post when you are angry. Take some time to calm down and check what you are about to post twice.

- Why am I posting?

  Is this something you really want to post, does it really reflect your personality and values? Don't follow the crowd or post just to gain attention, as you might not like the response you get back.

- Would I say this in person?

  If the answer is no, then don't post it online. Behind every social media account there is a real person with feelings.

- Can this be interpreted differently?

  What we write sometimes does not reflect exactly what we want to say. Sarcasm and irony do not often transfer well into writing. Think about how others may read it; could it be seen as offensive?

- Am I being kind?

  Treat others with the respect that you would like to receive yourself.

- Is it really private?

  People often excuse inappropriate posts based on the idea that the conversation is private, as it is on a private account. Consider how many connections you have, are all these people very close friends? Can you trust that each one of them won't share or talk about your post with others? Facebook statistics suggest that the average young user has up to 300 online friends. This private profile suddenly doesn't seem so private at all.

- Do I have permission?

  Be respectful of other people's privacy; don't share photos or information that will embarrass or humiliate someone.

- Would I like me?

  If most of your posts are in some way critical, unkind, offensive or negative, how do you think others may perceive you?

- Is it legal?

  In the eyes of the law, posting online is not the same as having an informal chat with your friends. Posting is publishing. Harassment, hate speech, threats of violence, ruining someone's reputation and pictures or comments suggesting illegal activity can all be used against you.

[Adapted from Kidscape.org.uk]

TAKE IT FURTHER

Want to see how positive content can affect your digital impression? Do activity **'What do you see?'** which you will find in **Section Respect**... your digital rights and footprint.

4. BETTER TOGETHER

Flexible/depending on activity

OUTCOME:
Create a safer internet experience by bringing together the Girl Guides or Girls Scouts and their carers.

MATERIALS:
Depends on the activity (/ies) chosen, paper and pencils for all participants

WHAT HAPPENS:

Chances are that you have been using the internet since you were born, while your parents or carers might have experienced life without a smartphone and wi-fi.

Sometimes that might feel like a huge gap in communication and create conflict between you about the use of the internet or your devices. But being together on your digital adventures really is the safe and pro-active choice in case any of you need support.

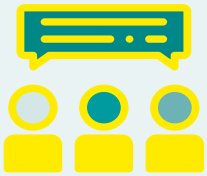
Your parents can empower you to become a smart digital citizen in an increasingly connected world and you can show them all the cool things you can do online. Use Surf Smart 2.0 to get the family conversation started!

Invite a parent or carer to join your group for a Family Surf Smart evening.

You could organize it in 3 parts:

PART 1 – LEARN: Do one or more activities from this pack. You can do activities you have already done, or you can use this opportunity to do new ones.

PART 2 – DISCUSS: Everyone contributes with suggestions about what would be useful to agree in your home in regards to internet use and keep notes. Split into smaller groups if necessary. Some areas of interest could be online safety, privacy, texting/messaging, video chatting, social media, downloading, posting online. Everyone can have a say by adding something that would make them feel safer and/or more responsible.



YOUNG PEOPLE TOLD US ...When we asked young people who they think is most likely to learn about internet safety, the majority of U-Reporters answered their parents (37%). Take a look at the report to know more.

A family agreement is a great way to start a conversation about how you all use the internet, and to discuss together positive behaviours when online.

It can help reduce tension around the use of the internet and of screens, can provide better understanding and can be the start of knowledge exchange.

PART 3 – PLEDGE: Ask everyone to pledge to create their own detailed agreements at home, based on the discussion. They can create their own from scratch or use thesmarttalk.org to help them out.

TIP!
Ask your parents/carers to join you in one of your internet activities. You can create a video or a post together to have fun and put it online. It will help you start the conversation.

PRESS ENTER

IMAGINE...A BETTER INTERNET

5. CREATE

1 hour or more depending on the project

OUTCOME:
Imagine a useful application.

MATERIALS:
Depends on activity chosen

WHAT HAPPENS:

The internet and smartphones give us the opportunity to use tools and applications (apps) which can make our everyday life better or easier. Is there something you can think of that would make life better for girls in your community? Imagine an online tool, website or application that would be useful for that. It could answer to specific needs in categories such as the arts, school or nature.

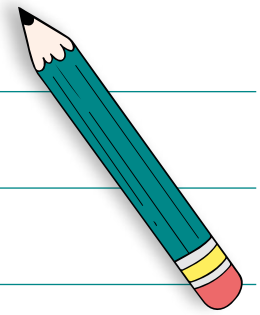
Prepare a short presentation for your group. It can be a video, a presentation on Powerpoint, Google slides or Prezi, or even a handmade presentation. Try to include things like:

- What the tool you imagined would actually do.
- How would it work?
- What would you need to actually build it?

TIP!

A successful application tries to answer the following question:
what is it that the app does that is important to the needs of the consumer?

Notes



6. INTERNET OF THINGS (IOT)

30 mins

OUTCOME:
Learn what the internet of things is and how it affects our lives.

MATERIALS:
Paper and pencils

BE PREPARED:
You might need to provide some examples for each topic to participants.
See Tool below.

WHAT HAPPENS:

The Internet of Things (IoT) refers to electronic devices that are able to connect to the internet and share data with other internet enabled devices without human intervention.

Connected devices include laptops, smartphones, and computers, but it could be anything from a person's blood pressure monitor, a Bluetooth connected door lock, to a garage door opener that has an IP address and can communicate over a network.

Try this to recreate how IoT works:

1. Split into groups of around five.
2. Each person in the group names a smart device that can collect/share data in the home environment (thus creating a connectivity web of IoT at home). For example: smartphone, smart fridge, smart locks etc.
3. Each group thinks how their devices connect and tries to recreate their connectivity web for the rest of the group without using words. For example, one member may be acting as the mobile user, another might respond as the fridge and another can make a locking sound.
4. The other groups try to understand what the objects represented are.

Can you think of any other areas where the IoT can be used? Some examples include: transportation, cities, environment, agriculture, fashion, healthcare, retail, everyday gadgets.

FINALLY DISCUSS:

- How can IoT improve our everyday lives? What are some things that are simplified?
- Are there any security or privacy concerns with IoT? What might be done with data that is collected and/or shared through these connected devices?
- How can IoT contribute to or take away from people's safety, including gender-based violence, domestic violence, or abuse against vulnerable people.

6. INTERNET OF THINGS (IOT) (CONTINUED)

SEARCH RESULTS

Here are a few points to facilitate discussion during this activity:

POTENTIAL ADVANTAGES OF IOT:	POTENTIAL DISADVANTAGES OF IOT:
• **Access to information:** You can easily access data and information from far away, in real time. This happens because of the network of devices. Information about science, biodiversity, animals, the environment etc, can be used to bring positive change for society and our planet. • **Better communication:** over a network of interconnected devices communication becomes more efficient. In cases where machines have to communicate with each other, the results are faster and better. • **Cost-effective:** Better and easier communication between devices helps people in daily tasks and can save time and money. • **Automation**: managing everyday tasks without human intervention helps businesses enhance the quality of services and reduce the level of human intervention.	• **Privacy & security**: Each and every device that we use are connected via the internet. The risk of sharing data we might not want to becomes higher. Sharing confidential information could be hacked by third parties easily. • **Fewer jobs**: Automation reduces the need for human labour. • **Dependability**: Technology is dominating our lifestyle, and making us more dependable to it. If the system collapses, there are high risks involved. Trying to disconnect from the IoT in the future will be increasingly difficult for those who will want to. • **Digital divides**: The gap between those who have access to the technology and those who do not will deepen

IoT can have an impact on gender-based domestic violence and abuse: 'smart' meters, locks, and cameras could foster domestic violence and increase victims' risk further. It is important for IoT developers to consider the potential misuse of their services and devices, while guidance and help for victims from shelters or police should be made available.

6. INTERNET OF THINGS (IOT) (CONTINUED)

TOOL ★

Here are some examples of connected devices in the home environment. These are to be used as prompts in case the groups are unable to come up with their own:

TOPIC	EXAMPLES OF CONNECTED DEVICES
HOMES	• smartphone • smart fridge • water heater/boiler • door/window locks • lighting system • windows • air conditioning system • heating system • washing machine • smart TV • pet feeder • smart vacuum • sprinklers/watering system • CCTV cameras • doorbell • sensors measuring elements like air or water quality inside the house or in garden

7. POSITIVE RELATIONSHIPS

1 hour

OUTCOME:
Learn about how what we see online may affect our relationships, including sexual relationships.

MATERIALS:
Statement cards with perceptions about pornography (See Tool below), Characteristics of a positive sexual relationship split into half (See Tool below), Agree–Disagree–Unsure/Undecided signs, tape, paper, pencil.

BE PREPARED:
This activity covers the topics of sexual relationships and of pornography. Members of your group or their family members may consider these topics inappropriate for the group to explore together. If that is the case you should consider choosing any alternative activity from this section.

Make sure you read through the activity to assess if it is appropriate for your culture, contexts and your group. Adapt if necessary.

If you think that members of your group may feel uncomfortable with this activity you should discuss it before deciding whether or not to go ahead.

We suggest that prior to doing the activity you read the Search Results section of this activity and if possible do your own research on the subject by visiting NSPCC website, or other organisations that might be active in your community. This will help you be prepared for the discussion.

There is no expectation that participants watch pornography to do this activity. Instead it is enough to explore commonly held perceptions and overheard comments from peers, TV or social media content.

Revisit your #bravespace agreements before you begin so that everyone feels comfortable to actively take part. Some of the participants might feel uncomfortable during the activity. Let them know they can take a break.

Split the positive relationships characteristics statements into half and tape each half under chairs or hide them around your meeting area before participants arrive.

7. POSITIVE RELATIONSHIPS (CONTINUED)

WHAT HAPPENS:

While browsing the internet you might come across sexualized content by chance or on purpose. It is only natural to be curious. It is also important to know what is real and what is not, online. During this session, we are going to discuss online pornography. We will think about whether the messages portrayed in it are realistic and what their impact is on expectations of sexual relationships. We will also try to define what positive sexual relationships look like.

1. Begin by defining online pornography. Allow participants to contribute with their own thoughts or you may use the following definition.

Pornography is the depiction of sexual organs or activity in pictures or videos intended to cause sexual excitement. (Merriam-Webster dictionary). Online pornography is when porn content is available online in different digital formats such as images, video files, video games and streaming video.

2. Next you are going to reflect on some of the perceptions people have about pornography.

- Identify a space where participants can stand in a line or a U-shape. Place Agree and Disagree signs at opposite ends of a continuum in the space and an Unsure/Undecided sign somewhere in the middle.
- Explain to participants that you will read some statements which show some of the perceptions people might have about pornography. Read each statement, allowing participants a few minutes to reflect.
- If participants agree with the statement, ask them to move to one side. If participants disagree with the statement, instruct them to move to the other side. If they are undecided or unsure they should stand near the middle.
- Ask participants to explain why they are standing where they are standing. Encourage them to share their views and refer to examples when defending their position. After about three or four points of view are heard, ask if anyone wishes to move. Encourage participants to keep an open mind; they are allowed to move if someone presents an argument that alters where they want to stand on the line.

DID YOU KNOW?

According to TopTenreviews.com the average age of first Internet porn exposure is 11 years old.

3. Use the last statement ('Porn affects the way we behave or we treat our partner') to spark a discussion on how porn might have an impact on the way we see sexual relationships and relationships in general. What do participants think makes a good relationship?

Then go on to focus on what makes a healthy, consensual and positive sexual relationship using the next game:

- Invite participants to look under their chair. They will find there a characteristic of a positive sexual relationship.
- Explain that although there are six sentences in total, these are split in half. They should go around the room and find the person that holds the other half and complete their sentence.
- Have each pair read their sentence out loud and pin them on the wall. You can also add anything you might come up with. Discuss which one you think is most important and why.

7. POSITIVE RELATIONSHIPS (CONTINUED)

• Not everyone watches pornography. Either because they don't enjoy it, don't find it interesting or think it is not appropriate. That is perfectly acceptable and they shouldn't be pressured to do so.

- Though pornography shows people having real sex, these are actors paid to perform a role and scenario in front of a camera. They agree to do things which often aren't what most people would agree to do when having sex with their partner. They are often not portrayed as real people with real personalities and feelings.
- Sex in pornography is often different to how people have sex in real life. It is mainly about giving men pleasure and women doing things to instantly turn men on. In reality each person's pleasure is equally important.
- Pornography does not clearly define consent, pleasure and violence as we would in real life.
- Consent means to give permission to someone to touch or do something to your body.
- Pornography is often violent, especially towards women and often shows women enjoying this. However, this is a performance. For most people, being hurt, threatened or humiliated is a really bad experience.
- Healthy relationships are built on trust & emotional intimacy. These can make a person feel valued, cherished, loved, cared for, listened to and appreciated. Positive relationships also value consent and both parties' experiences.
- Actors in pornography might look different than what people in real life do. In reality each person's face, body parts, body hair, genitals etc. is unique.
- The internet can be the gateway to all kinds of information. That is why people find it easier to turn to it and online pornography when they want to learn more about sex and explore their own sexuality. There are plenty other places to turn to for realistic answers, advice, support or information on the subject of sex: the sexual health education counsellor or teacher at school, friends or family, a school counsellor or nurse, or other external sexual health organisations and charities in your own country, even appropriate books and movies which you can research with the help of an adult you trust.

7. POSITIVE RELATIONSHIPS (CONTINUED)

TOOL ★

Statements you might have heard or come across about pornography

- Watching pornography is OK. Everyone does it.
- What you see in pornography is what happens in real life as well.
- Pornography can help you explore your sexuality and learn about sex.
- Bodies in real life are different than those that we might see in pornography.
- Women and men in pornography are shown as equals.
- Pornography affects the way that people behave and/or treat their partners.

Characteristics of a positive relationship

Partners respect each other	1	and want the same things.
Partners want to have sex	2	and are happy with what they are doing
Partners find each other attractive	3	in lots of different ways, not just in appearance
It isn't only about sex. People feel good	4	about themselves and comfortable with their partner.
Partners can talk openly and honestly about what they like	5	and don't like and you listen to each other.
Accepting that 'No means no'	6	and only 'Yes means yes!'.

[Adapted from NSPCC's 'Making Sense of Relationships']

#BeTheChangeOnline

AIM OF THIS SECTION: Become a Girl Guides and Girl Scouts' digital changemaker.

Now that you have explored ways to make the most out of your online experiences in a safe and balanced way, it is time to reflect and take action for the online world.

This last section of the pack invites you to take action towards change on online issues that concern you or your group and make a positive impact on a community, a society, or the wider world.

Whether you are concerned about the impact of social media on self-esteem, or the rise of fake news, you can #BeTheChangeOnline and have an impact.

Take the following steps to complete this section:

1. Bringing change, the WAGGGS way: Explore what is a changemaker and find out the ways Girl Guides and Girl Scouts make change happen.
2. Choose your #BeTheChangeOnline project: Take up and complete a project to bring change in the digital sphere.
3. Take your Digital Citizen Promise to complete the badge.

STEP 1: BRINGING CHANGE THE WAGGGS WAY

40 mins

OUTCOME:
Understand what a changemaker does and explore the Girl Guiding and Scouting routes to social change.

MATERIALS:
Changemaker stories, signs with the meaning and examples of Raising Awareness, Taking action in your community and Speaking out (See Tool below), rope or sticky tape

BE PREPARED:
Put up the signs prior to doing the activity. You can hang them on trees, poles or if you are indoors put them up on the walls.

STEP 1: BRINGING CHANGE THE WAGGGS WAY (CONTINUED)

WHAT HAPPENS:

What is a changemaker?

Explain to the group that you will now explore what a changemaker is and does. You will share some stories that have contributed positively to the online world and brought change to society.

1. Split into small teams and hand out one changemaker story to each one.
2. Teams have 5 minutes to read and prepare to present their story in a 2–minute interview that will be taken by the rest of the group. For younger participants you can select 1 or 2 stories that you find appropriate and read them out to the whole group.

DISCUSS: What are some things that stood out in the stories you heard? What were some online methods that brought change in a society, a law, in practices or in biases? How would you describe social change based on what you have heard?

Social change is about making a positive impact on a community, a society, or the wider world by taking action to tackle one or several issues that you care about. for example, you could choose to protect the environment, end violence against women, ensure young people's voices are heard or improve laws about cyber crime.

How do Girl Guides and Girl Scouts make change happen? For more than a century Girl Guides and Girl Scouts have been taking action to successfully make change happen in small or large communities.

There are 3 routes to do so:

- **Raising Awareness**
- **Taking Action in your Community**
- **Speaking Out**

Show the group the signs you have put up (you will find them below under Tool) and take a minute to go through them providing an example for each one if necessary.

Split into small groups. Give each group at least a couple of different examples of actions that can bring change. They should try to pair each action with the related route to change.

THINK AND DISCUSS:

- Can you define what a community is?
- What makes Community Action and Speaking Out different from Raising Awareness?

When we are working for social change, we don't want people to just know about an issue, we want them to understand it, and then to go on to take action, either by changing their own behaviour or by asking decision makers for change in structures, services, laws and practices. Awareness raising is very important as the first step to social change. If you want to make more of an impact and see real change happen, combine Raising Awareness with either Speaking Out or Taking Action in the Community.

TIP!

You can learn more about how to create your own social change campaigns and projects. Use the 'Speak Out for Her World' toolkit or the 'Be the Change 2030' pack!

STEP 1: BRINGING CHANGE THE WAGGGS WAY (CONTINUED)

SEARCH RESULTS

Some more things you might want to know:

- **Community** Your project directly tackles an issue that matters to you, in a community you are part of and care about. A community is a group of people you identify with or care about. Communities in your local area could be; your village, town or city, or a group of people who you spend time with for a certain reason, such as your school, workplace, university, Girl Guide/Girl Scout group, place of worship, or other group/society. It could even be a group you aren't part of, as long as you care about what the group does; a club for children from immigrant backgrounds in your area, or a health centre for older people.
- **A project** is an activity planned to meet specific aims. This means you'll set a start date and regular deadlines with intermediate objectives, you'll work out what your aim is (what you're trying to change in the world and who will benefit from your project) and then you'll plan out how to make this happen.
- **Influencer** This is a person or group of people who have influence on the decisions other people or groups of people make. For example, a group of pupils could have an influence over the decisions a school principal makes. Or a blogger could have influence on the behaviour of the people who follow her blog.
- **Decision-maker** This is a person or group of people who has the power to make decisions that affect other people. This could be someone with national or global power like a President or Prime Minister, all the way to someone with power in a local community like the editor of a local newspaper, or even a parent in a family setting. We could also call them 'Power People' – i.e. people who have decision-making power over something and have the power to make change happen.

TOOL ★

CHANGEMAKER STORIES

Feel free to include online changemaker stories that you know in your community.

★ The ALS Ice Bucket Challenge[10]

The Ice Bucket Challenge, was a challenge to promote awareness of the disease amyotrophic lateral sclerosis (ALS, also known as motor neuron disease and as Lou Gehrig's disease) which went viral in 2014. It encouraged nominated participants to be filmed having a bucket of ice water poured on their heads and then nominating others to do the same. The purpose was to prompt people to donate to research.

The Ice Bucket Challenge combined competitiveness and fun. In using social media as its platform, it accessed many people worldwide; in having its participants individually identify potential candidates – calling them out by 'tagging' them – it felt personal.

It was overall a greatly successful campaign:

- It raised over $220M worldwide
- There were more than 2.4 million tagged videos circulating Facebook

Despite its success, critics suggested that the challenge did not increase awareness of what the disease actually does and who it is so harmful to.

In 2015, the Ice Bucket Challenge was re-introduced, but it failed to raise the same viral attention as the 2014 event.

[10] Ice Bucket Challenge, Wikipedia

STEP 1: BRINGING CHANGE THE WAGGGS WAY (CONTINUED)

TOOL ★

★ The #MeToo movement[11]

The #MeToo movement is a movement against sexual harassment and sexual abuse where people publicize allegations of sex crimes committed by powerful and/or prominent men.

Sexual harassment survivor Tarana Burke was the first to use the phrase 'Me Too' on Myspace in 2006. In 2017 accusations against Harvey Weinstein, American former film producer, surfaced. Actress Alyssa Milano wrote on her blog: 'If you've been sexually harassed or assaulted write 'me too' as a reply to this tweet', to attempt to draw attention to sexual assault and harassment.

The response to the hashtag was huge – the phrase or # 'Me too:

- had been used more than 200,000 times by the end of the day,
- was used by more than 4.7 million people in 12 million posts on Facebook during the first 24 hours.
- was tweeted more than 500,000 times in 24 hours.
- trended in at least 85 countries and translated in several of them.

Tens of thousands of people, men and women, including hundreds of celebrities, replied with #MeToo stories. In addition to Hollywood, 'Me Too' declarations elicited discussion of sexual harassment and abuse in the music industry, sciences, academia, church, sports, tech, military, astronomy and politics. The campaign prompted survivors from around the world to share their stories, and name their perpetrators. It sparked conversations and raised awareness around sexual harassment and violence, often being the force behind new laws protecting against them.

★ Cecil the lion[12]

Cecil was a lion who lived in the Hwange National Park in Matabeleland North, Zimbabwe. He was being studied and tracked by a research team of the University of Oxford as part of a long–term study.

In 2015, Cecil was wounded with an arrow by an American recreational hunter, then tracked and killed with a bow and arrow, almost 12 hours later. Cecil was 13 years old when killed. The hunter had a permit and was not charged with any crime.

The killing resulted in international media attention, caused outrage among animal conservationists, criticism by politicians and celebrities and a strong negative response against the hunter resulting even in death threats.

Some of the reactions to the attention include:

- Late–night talk–show host Jimmy Kimmel, helped raise US$150,000 in less than 24 hours for Oxford's Wildlife Conservation Research Unit.
- SumOfUs.org, an online group that advocates for human rights and economic issues, responded by starting an online petition to pressure airlines to change their policies and ban the transportation of endangered animals. International airlines complied marking this as an empowering policy change.
- Five months after the killing of Cecil, the U.S. Fish and Wildlife Service added lions in India and West and Central Africa to the endangered species list, making it more difficult for United States citizens to legally kill lions.

Many were opposed to the backlash as trophy hunting provides 'African countries and local tourist economies of irreplaceable revenue that currently funds multifaceted and successful wildlife conservation programs.'

[11] Me Too Movement, Wikipedia
[12] Killing of Cecil the Lion, Wikipedia and 'Social Good from Social Media', Andrew Selepak, University of Florida

STEP 1: BRINGING CHANGE THE WAGGGS WAY (CONTINUED)

TOOL ★

★ Guide dogs

Ioanna–Maria Gertsou is a Greek scientist with studies in experimental psychology and cognitive science, as well as one among the very few visually impaired / disabled researchers around the world and the only one employed in Greece. She was the first person to enter with her guide dog (and a dog in general), into the Hellenic Parliament and the European Parliament.

She is mostly known as a representative of the guide dog movement, through 'Lara Guide–Dog School Hellas' a non-profit organisation that she co–founded in 2008. She is an activist, promoting diversity, guide dog access, physical and electronic accessibility and animal rights.

In 2009, she protested online because her guide dog was denied access in two restaurants. She wrote a letter which went viral and wrote articles featured in major local newspapers, both online and offline, causing awareness raising on the lack of accessibility of visually impaired people in Greece and stirring serious discussions in the Greek community.

One year later a Spanish tourist was not permitted into the new Acropolis Museum with her guide dog. As a result of local and international outcry regarding issues of guide dog access in Greece in August 2010, Ioanna contributed to the voting of the first national law, which allowed guide, assistance and therapy dogs practically everywhere in Greece.

★ Environmental emergency[13]

Greta Thunberg is a Swedish environmental activist. She is known for her straightforward speaking manner, both in public and to political leaders and assemblies, in which she criticises world leaders for their failure to take sufficient action to address the climate crisis.

Her activism started after convincing her parents to adopt lifestyle choices that reduce their own carbon footprint. At age 15, she started spending her school days outside the Swedish parliament to call for stronger action on climate change by holding up a sign reading 'School strike for climate'. Thunberg posted a photo of her first strike day on Instagram and Twitter, with other social media accounts quickly taking up her cause.

High–profile youth activists amplified her Instagram post, and on the second day she was joined by other activists. Local reporters wrote about the strike and their stories earned international coverage in little more than a week. Soon, other students engaged in similar protests in their own communities and together organised a school climate strike movement under the name Fridays for Future, largely reported on social media by the participants themselves.

Since then Thunberg has addressed the United Nations Climate Change Conference and other international assemblies, sparking multiple coordinated protests and student strikes all around the world.

[13] Greta Thunberg, Wikipedia

STEP 1: BRINGING CHANGE THE WAGGGS WAY (CONTINUED)

TOOL ★

★ Humans of New York (HONY)[14]

Humans of New York started in 2010 as a photoblog and book of street portraits and interviews collected on the streets of New York City by photographer Brandon Stanton. HONY is so popular that as of August 2020, it has more than 20 million followers on social media. .

But mostly the HONY community has proven to be inspiring, positive and active when asked to support fellow humans. Stanton has collected portraits from cities around the world visiting more than nearly 20 different countries while launching a number of highly successful charitable efforts.

Here are a few of the HONY community achievements:

- In 2012, through an Indiegogo fundraiser and partnership with Tumblr, Stanton and the community raised a total of $318,530 in 2012 for the victims of Hurricane Sandy in New York. Initial goal was US$100,000.
- In 2013, HONY raised $83,000 through an Indiegogo campaign to help news cameraman Duane Watkins and his wife adopt a child from Ethiopia.
- In 2015 HONY
  - *raised over $1,419,509 in donations on Indiegogo to provide Mott Hall students in Brooklyn opportunities such as college campus visits, summer programs, and a scholarship fund.*
  - *covered the European migrant crisis in partnership with the United Nations High Commissioner for Refugees (UNHCR) to capture and share the emotional experience of refugees in Europe fleeing wars in the Middle East.*
  - *visited Pakistan where he highlighted Syeda Ghulam Fatima, the leader of the Bonded Labour Liberation Front, an organisation that works to free bonded labourers that were victims of predatory lending practices. The Indiegogo fundraiser raised over US$2.3 million for the organisation.*
- In 2016, Stanton shared a series of interviews with pediatric cancer patients at the Memorial Sloan Kettering Cancer Center in New York City. The Indiegogo campaign to support pediatric cancer research as well as psychological and social support services for patients and their families raised over $3.8 million from more than 100,000 people in just 3 weeks.
- In 2018 Stanton visited Rwanda. He focused on the stories of people who took a moral stand during the genocide. These are members of the Hutu majority who risked their lives to shield and protect Tutsis. Stanton hosted a GoFundMe campaign to benefit the Gisimba Orphanage in Rwanda which reached its goal of US$200,000 in 18 hours.

[14] Humans of New York, Wikipedia

STEP 1: BRINGING CHANGE THE WAGGGS WAY (CONTINUED)

Signs with the meaning and examples of ways to make change happen

Use the information in columns 1 and 2 to prepare signs and hang them for participants to see. Column 3 includes examples of actions/projects that can be taken in each case. Give these to the participants and have them pair them with the 3 ways to bring change.

1. Ways to make change happen	2. What it means	3. Actions
Raise awareness	Raising awareness is when we want as many people as possible to know about an issue. This empowers people with knowledge and understanding of the issue, and also of how they can take action.	• Creating posters or videos regarding the the lack of help for children and young people using gaming websites. • Talking to your friends about the dangers of talking to strangers online. • Educating your family about which information is safe to share online. • Organizing an Internet Safety Day, inviting professionals to talk about ways we can keep safe online.
Taking action in your community	Taking action in your community includes any activity that aims to make changes within a community. The project directly tackles an issue that matters to you by taking action to develop a local solution, in a community you care about.	• Running a school assembly explaining to other children and young people how to access help if they need it for online concerns. • Educating your classmates about how to tell the difference between sponsored posts and real news. • Posting tips online on ways to tackle cyberbullying.
Speak out	Speaking out for change means that: • we influence (persuade) people – by speaking, doing and educating • to take decisions – for example on policies/ rules, actions, attitudes, funding, support etc. • that will improve our life and the lives of others – aiming towards the result we are trying to achieve • You may also have heard it called advocacy	• Creating an online campaign to collect girls' and boys' voices through a petition and then lobbying to your local government to create laws that regulate online marketing to children and youth. • Asking for a children's game site to include a 'help' button. • Convincing your school board to buy more computers for students' use • Campaigning for the law enforcement of online harassment.

STEP 2: #BETHECHANGEONLINE PROJECT

Now that you have familiarized yourself with the concepts, it is time to choose your project to #BeTheChangeOnline. Here is some practical advice:

- To help you and your Girl Guiding or Girl Scouting group narrow down the topic that interests you, you are invited to do the activity you will find in this section. Make sure that the topic is relevant to your community, before finalising the project you will take up.
- The list of activities to choose from have been developed around issues of global concern. You are invited to adapt them to suit your groups size, age, experience and needs. You are also welcome to custom design your own #BeTheChangeOnline activity by using your knowledge, creativity and passion.
- You can work on the projects individually or in groups.
- The projects work better when Girl Guides and Girl Scouts make the decisions and take responsibility at every step of the way. The more ownership you take in developing and implementing your project, the more you will develop your leadership, teamwork, and decision making skills.
- However, make sure you have leader support. Take time at the beginning of the project to explore the project and agree how to work together. You should also feel free to turn to your leaders at any step of the way. .
- At the end of this section you will find an extensive guide of online tools you can use for your #BeTheChangeOnline project or any other social change project you might take up in the future.

ADVICE TO LEADERS

The level of challenge in setting up a social change project will vary greatly depending on:

- The age and experience of the group members
- The size of the group
- The realities of their local community
- The issue they choose to address

Girl Guides and Girl Scouts should decide how much support they need from adult leaders to make their project a success.

#BeTheChangeOnline

#BETHECHANGEONLINE

10 mins

OUTCOME:
Choose your project to bring change in your community.

MATERIALS:
List with the issues and goals of the suggested projects (see below)

BE PREPARED:
Decide if you will work on the projects individually, in small groups or as a Girl Guiding/Girl Scouting Group.

WHAT HAPPENS:

Split into small groups. Give each group a list with all the suggested topics along with the description of the issue (e.g. Internet Safety – The issue: Learning how to use the internet safely is important so that girls can make the best out of their online experience). The groups are welcome to add any other issues they might think of.

List the issues from the least concerning one to the most concerning one. To decide, reflect as a group on the following:

- What do you think the future online experience will be like for yourself, the people you love and your community? Is this the future you'd want?
- What are some things that you believe need improvement when it comes to the internet?
- What is there to be done to make it safer and better?

Once all groups are done, each small team gets to present the topic they have decided is more concerning. Then vote as a Girl Guiding/Girl Scouting group on the top concern and on the project your group will work on. If your group is large, then have each small group decide and work on the project of their concern as decided.

Remember that you can also come up with your own project.

You are now ready to discuss, plan, prepare and make your #BeTheChangeOnline project happen!

#BeTheChangeOnline

SUGGESTED #BETHECHANGEONLINE PROJECTS

INTERNET SAFETY

THE ISSUE: Learning how to use the internet safely is important so that girls can get the best out of their online experience.

You can:

Raise Awareness: Using what you have learned until now and the info in this guide, come up with 10 recommendations of safe internet use for girls your age or under in your community. Find a way to get the message across; you can create videos, memes, graphics, infographics, digital comics, posters, songs or activities depending on the target group. Try to include ways you can involve girls to 'spread the word' in order to reach as many people as you can in your community.

Take action in your community: Each community has different online safety concerns. Put together and give out a simple survey to find out the most important online safety concerns young people have in your community. Using the results of your survey, choose the issue of biggest concern. Find ways to address the issue directly with the community. For example: Are the girls experiencing a rise in online harassment? Invite them to a Surf Smart session to learn how to protect themselves and their loved ones.

Speak out: Take a survey as above. What kind of changes could happen that would help with the issue? Find the appropriate decision-makers to tell your concerns and speak out for the change you want to see. For example, are students at your school concerned about online privacy? Ask the principal to put together a policy requiring consent to post students' pictures on the school's social media or website.

YOUNG PEOPLE TOLD US that the most important action that others could take to make them safe online, was 'Better laws and policies'. See the full results of this U-Report here.

IDEA!

Safer Internet Day (SID) is celebrated around the world in February of each year, with Safer Internet Centres, SID Committees and other supporters in each of the countries coming together to plan and organise events. You can check if your country is already part of these events on https://www.saferinternetday.org/web/sid/country. You could run your project over this time to use the extra publicity on the subject – or perhaps create your own Safer Internet Day for your community.

ONLINE HARASSMENT

THE ISSUE: Sexual harassment and bullying online impact women and children worldwide.

You can:

Choose an action from the list below, or use them as inspiration for your own idea. Some suggestions are based on UNICEF's suggested ways to tackle cyberbullying among children and teens.

Raise awareness: Inform your community online or offline about what cyber bullying is, how it affects girls' lives in your local community and how to tackle it.

Take action in your community: Organize an event for young people in your community to prevent and stop cyberbullying. You can include team building exercises, discussions on how cyber bullying affects society and people, discussions on reporting and laws, interesting facts (such as statistics, factors, experiences, gender differentiations), best practices and call-to-action.

Speak out: Persuade the headteacher of your school or the Minister of Education to provide training for teachers and parents about ways to prevent and respond to cyberbullying and sexual harassment.

YOUNG PEOPLE TOLD US...
Cyberbullying was the online experience that U-Reporters think has increased the most during the COVID-19 pandemic. 24% of young people who participated in our U-Report poll mentioned cyberbullying as the most pressuring challenge they face online, followed by inappropriate content (22%) and hate speech (18%).

#BeTheChangeOnline

DIGITAL ACCESSIBILITY

THE ISSUE: The existence of inequalities in accessing digital literacy and the internet.

You can:

Raise awareness. Read Unicef's report The state of the world's children 2017 about digital accessibility. What did you learn about your country? Have there been any changes since 2017? Share your reflections online.

Take action in your community. Organize an open day for people in your community who would like to learn more about using the internet but lack the access and financial resources to do so. Contact IT and internet professionals to ask them to collaborate and share their resources and their knowledge for your cause. They can help you plan, by thinking about some important technical skills they can teach about. Make sure you include a session for keeping safe online. You can use social media to advertise your open day and help spread the word to as many people as possible.

Can you think of a way that more people in your community could get access to the internet and education on how to use it?

Speak out. Digital literacy is an important skill for girls' futures. Girls should have equal access to computers with internet connection and quality IT education in their schools. Research whether schools in your community offer adequate internet access and are offering quality IT education to students.

You could contact and ask about it:

- the Ministry of Education
- the schools' headteacher
- the girls themselves

Think of the internet tools you can use to make the research easier. For example: emails, websites, online surveys, social media.

According to what you find out, create an online petition to advocate, if necessary, for the improvement of opportunities for girls' internet access and IT education. Learn more about how to make a successful online petition: visit the 'Online tools to support your #BeTheChangeOnline project' on page 122.

FAKE NEWS

THE ISSUE: It is difficult to tell the fake and misleading online content from the real news, which is giving people the wrong information about what is going on in the world.

You can:

Raise awareness: In the course of one week, try to spot any fake or misleading online news. Write a post about what you have found out and suggest 5 ways to spot and cross check fake or misleading news online. Make sure not to share the links of the news, just their screenshot.

Take action in your community: First raise awareness as suggested above. Then create a hashtag and create an online challenge for your friends and online community to share and use the 5 ways to spot and stop fake news.

Speak out: Persuade the headmaster of your school or the Ministry of Education or other education decision makers to include how to spot fake news in IT education.

#BeTheChangeOnline

ONLINE GROOMING

THE ISSUE: Online groomers fake their online identity to take advantage of children and young people.

You can:

Raise awareness. Create a video with your group about red flags that signal online grooming. Share on your groups social media.

Speak out. Contact a child rights organization, or an online safety organization in your country to find out how the law protects minors from online grooming. They can inform you about things that might still be missing. Are they taking any actions to influence decision makers and strengthen the law in your country? Join their cause with your Girl Guide or Girls Scouts group.

GETTING HELP

THE ISSUE: Children and young people can encounter a variety of problems when going online (for example seeing something online that upsets them, hate speech, technical problems, or an online fallout with friends) and need to be able to access help and support

You can:

Raise awareness. Run the 'Helping Hand' activity from the Surf Smart Version 2.0 with your friends, family or classmates to identify people and places they can seek help.

Speak out. Persuade a decision maker in your community (local police, mayor, community leader, headmaster) to allocate funds and create a helpline for girls and young people to reach out when they face problems online. It can be a hotline, peer-to-peer help, expert help, a counsellor or anything else you can think of.

#BeTheChangeOnline

ONLINE TOOLS TO SUPPORT YOUR #BETHECHANGEONLINE PROJECT

Partnerships and allies

There is strength in numbers. Look for organisations and people who believe in the values behind your project or are working on a related issue. You won't have to convince them your project is worth doing, only your capacity to make it happen.

The support your allies could offer varies.

They could have high expertise and knowledge, or are able to influence an important network. They might help you financially, materially or even technically, for example by helping you with social media. Are they celebrities or have a large audience? They might want to endorse and speak out for your cause.

People and organisations which already know and trust you are more likely to support you again. Even if you've never organised a project before, as a Girl Guide or Girl Scout you may be able to leverage a partnership your Association already has. Contact your Association locally and nationally to gather recommendations.

Make sure to have a solid plan at hand when contacting them about how this partnership can bring social change.

Social media

Social media can be a powerful tool to help you promote your cause, get your voice heard far and wide and take more people with you to the road to social change.

You already know that social media can increase awareness and bring attention to issues and causes in ways that the traditional media cannot. They provide access to stories and first–hand insight into the biggest issues that affect communities. They have often driven activism, political protests and raised donations.

But as the saying goes 'Likes don't save lives'. It is important to remember that social media is only a means in raising awareness. And that awareness is only a tool used for social change, not the main goal.

Through the use of hashtags for example, social media serves as a powerful tool for people and movements to share their stories, reaching new audiences across the globe. But posting a hashtag is a way to join a conversation and inform others about an issue. For social change to happen there needs to be a call to action in real life.

So when using social media for your cause, make sure to have a measurable and quantifiable goal for people. Otherwise we are left asking 'what's next?'.

General rules for using social media for a cause:

- Create a social media account designated to your cause that people can follow to get informed, join the conversation and take action. The most popular platforms include Facebook, Instagram, Twitter, TikTok. There are differences in how to use each one. Take the time to go through the Terms of Use and make sure you are eligible for an account. If not, discuss with your leaders, or parents/carers.
- Be thoughtful. Try to create content that is relevant and authentic by being mindful of the trending topics and conversations, otherwise you may appear insensitive.
- Storytelling: Use social media to tell a story. This makes it easier for your supporters to learn more about your cause and warm them up to the task.
- Celebrate milestones. Every step is a success, even the smallest. Make sure you give it the attention it deserves.
- Give thanks. Always remember to thank your supporters and your allies for being involved.
- Call to action: Now that they are informed and support your cause, what is it that they can help do to promote it? Should people send a letter to the local authorities? Sign an online petition? Join a protest? Ask people to participate in your campaign. It gives them a sense of purpose. You can ask your online supporters to share their stories with a #, give them micro tasks relating to your project, like 'do something kind online', or even ask them how they think they can help support your campaign. Tag and pass the message: People trust information from those within

ONLINE TOOLS TO SUPPORT YOUR #BETHECHANGEONLINE PROJECT (CONTINUED)

their networks. They are more likely to donate to a cause, attend a virtual event, or volunteer when they are invited by people they know and trust. This is also why campaigns that involve tagging friends and encouraging them to pass on the message are effective.

A few tips to make the most out of social media:

- Create a plan with the content of your posts. You can of course decide to post something in the moment, but having a plan ready will help you be more efficient.
- Keep it short: No matter the social media platform, people tend to browse their feed quickly. They stop for clear messages. So, make sure your posts are short, that they get their message across and if you need to convey more info it is either by link or in an eye–catching way.
- Make posts visually interesting. People like pictures, so pair everything with a photo or graphic that shares or links to relevant information in the caption.
- You can share other people's or pages' content as long as you ask for permission and mention the creator.
- Watch your tone. Your posts represent Girl Guiding and Girl Scouting so they should be associated with it.
- Post regularly. You might decide to post once a day or once a week depending on what you want to achieve. If you're too busy to post, you can even schedule posts to be automatically published, with the help of various apps.

Tools you can use when creating content:

- Hashtags: Try to find a hashtag that is relevant to your cause. They are a great way for people to share their own stories and to reach a wider audience, while searching with a hashtag can be really easy.
- Videos: Create short videos that convey important messages for your audience.
- Live broadcasting and stories: You can create stories or do live videos on platforms such as Facebook and Instagram to keep your followers up to date on your cause, but also to give out interesting information, interview experts on the subject and give them a sense of what their community is all about. Make sure to save them to your highlights so that anyone can go back and view them. Keep safe by following the tips on page 39.
- Take advantage of any Cause Awareness Days or Months. Promote your cause by creating a series of posts leading up to a relevant Awareness Day.
- Challenges: Online challenges have proven to be a fun and easy way to gain attention for a cause. You can create your own fun challenge to raise awareness: it could be a dance, a song, a photo, a story. Make sure it is creative, but mostly that it is safe!
- Graphics: Try to create catchy graphics and photography that are relevant to your cause.
- Memes: What is the latest meme–trend? You could remix photos and respond to it in a way that is relevant to your cause and use it for social good. Make sure it is appropriate for all audiences.

HASHTAG BASICS

Don't put too many words together with a single hashtag – this makes it difficult to read and to find.

If you use a hashtag on a public account, anyone who does a search for that hashtag can find your post.

Don't #spam #with #hashtags. Avoid adding them to every word.

Use hashtags only on posts relevant to the topic.

ONLINE TOOLS TO SUPPORT YOUR #BETHECHANGEONLINE PROJECT (CONTINUED)

Catchy graphics

Anything that your supporters can share, use as their profile picture or show to others, can make an impact.

Information, infographics, ribbons, badges, gifs, save the date, memes, profile pictures, taglines, quotes, statistics, goals, facts, inspirational quotes.

Just make sure it is true, respectful, relevant and... eye-catching!

You can use various online tools or find useful elements for free or a small fee on websites such as canvas.com, giphy.com, vecteeze.com, pablo.buffer.com/

TIP!

Check-out a list of free or low-cost online tools and resources on this article by Nonprofit Tech for Good.

Video content

Just like graphics, videos are another online tool that seems to be attention grabbing. Statistics show that if someone is online, they are probably watching a video![15]

All you need is your phone or a video camera, a laptop/computer/tablet, a scenario, something important to say and your creativity. Make sure you have consent from everyone appearing on your videos!

Try to keep them short and if possible embed subtitles, so that people can also watch them on mute.

Types of video you can do:

1. Live video: good for announcements, behind-the-scenes, information videos, progress of project, 'happening now' content, events.
2. Informational videos: they can cover any topic you think is important. But make sure they are interesting. You can create scenarios and turn them into a video with the help of your friends, but apart from shooting people, there are other techniques you can use:
   - Stop motion: objects are physically moved in small increments and captured one frame at a time so that when played back, it gives the illusion of motion. Some ideas include moving or animating objects, clay, people, paper/2D material, puppets, silhouette (backlighting cutouts).
   - Animated text videos: you can make them by hand on paper and take pictures or video or you can use online tools such as biteable.com and motionden.com.
3. Interviews: whether you invite experts to share their knowledge and opinion on a topic, or everyday people to share their experiences on an issue, interviews can give your cause the depth and meaning necessary. Just remember to plan and discuss your questions beforehand with your interviewee and to keep it short and sweet.
4. Behind-the-scenes: how do you go about on your social change project? Show what you do, how you prepare, who is hiding behind your project. By this you can build trust and make people feel part of your vision.
5. User-generated content: ask your audience to create their own videos by giving them a task. This is an easy way to engage them. Make sure to praise good content, share everything, and give attribution to everyone that participates.

[15] Digital trends 2019: Every single stat you need to know about the internet', Jan 31, 2019, Simon Kemp, TNW

ONLINE TOOLS TO SUPPORT YOUR #BETHECHANGEONLINE PROJECT (CONTINUED)

Some tips if you want to look more professional:

- Most videos are watched from a phone, so think if you want to film vertically or horizontally.
- Use a tripod or a surface that gives your camera steadiness.
- Prepare a list of the shots you are going to capture. Short takes are the easiest to do.
- Set up the shot. That means the frame, the position, the space, anything that is going on the video.
- Make sure there is appropriate lighting. Natural lighting is the best.
- Edit. It's good to have some idea of how you want to edit your video while shooting.

Put your videos on your social media pages and invite people to join you on your cause!

Podcasts

Podcasts are a great way to raise awareness for a subject that matters to you.

A podcast is a digital audio file available to download or listen to a computer or mobile device. It is typically available as a series.

At first podcasts were an independent way for individuals to get their message out there and build a community. That still exists, but today there are podcasts from individuals, companies, radio networks, TV networks, comedians, storytellers and more.

Podcasts can be of any subject, length, format, style, they can be daily, weekly or monthly. Some provide an associated website or social media profile with links or show notes, transcript, resources, commentary or forum.

Podcasts are easy and inexpensive to produce on your own. All you will need is a computer, a fairly good microphone (it could be embedded in your computer) and recording/editing software (you can find some for free online).

Online petitions

Online petitions can help build a broader campaign for your cause by serving a number of purposes:[16]

- They can send a signal of public opinion to a decision maker.
- They tell the media there is enough public attention to do a story.
- They build a list of people who are interested in an issue.
- They can spur additional action and raise money.

Make sure that your petition has a specific target, for example a person, or a government or a company and that it asks its target to take specific actions. If for example your school is about to restrict internet access, then an online petition signed by the students and the parents could ask the principal to reconsider and give equal unlimited access to all students.

DID YOU KNOW?

Through U-Report, WAGGGS amplifies the voices of the world's girls by inviting them to engage directly on questions relating to their lived experiences, as well as their hopes and visions for a better future for girls and all young people.

DO YOU HAVE AN IDEA for an international survey? Contact the U-Report Manager!

[16] Sign Here to Save the World: Online Petitions Explained', September 21, 2016, Gail Ablow, Moyers on Democracy.

ONLINE TOOLS TO SUPPORT YOUR #BETHECHANGEONLINE PROJECT (CONTINUED)

No petition alone can make much difference. It is what you do with those who sign, how you make them part of your vision, how you hand the petition to your target, how you highlight stories that promote social change.

Remember to keep your signers up to date with any developments about the cause they signed for. This creates trust and builds a long lasting relationship which you can use in your next campaign.

Some of the most known online petition platforms include Change.org and Avaaz.org. You can also use a simple Google Doc form, while some governments, parliaments and officials offer their own e-petition system.

Online surveys

An online survey is a questionnaire that people complete over the internet and its replies can be used to make sure your cause is heading in the right direction or to check with your supporters what they would like to change in a specific matter.

To create an online survey, make sure that you know:

- What your aim is, what your questions are
- Who will answer it and how you will reach them
- What software you will be using, for example Google Forms or SurveyMonkey
- How you will collect the data
- Who will analyze the data

Keep the questions simple so that they are not frustrating to the users and make sure they can answer them.

Website/blog

Sometimes a designated website is important to support your ideas and your cause. If for example your aim is to give out recommendations on how to safely use the internet, your website could host related videos, articles, photos etc. Your supporters can learn you have uploaded new content through posts on your social account.

There are easy to use platforms such as Wix.com and Wordpress.com where you can create your own website or blog for free. You can also partner with professionals who would like to help you promote your cause and be a part of your project.

Crowdsourcing/fundraising

Internet access at your school might be necessary, but are there enough official/governmental funds to support it?

For any social project that needs funding, you can always rely on private donations from people that support your cause.

Kickstarter and Go Fund Me are some of the platforms you can use to ask people to donate.

Before you start using them make sure you have a budget plan in place and you have checked with your local laws and MO guidelines.

STEP 3: MY GENERATION DIGITAL PROMISE

10 mins

This is your final activity to earn your badge!

You now have a good idea about how you can be a great responsible and active digital citizen. You can make the most out of the internet while staying safe!

Think about what you have learned; how can you use these ideas in your own life? How can you make the internet a better place for your friends and family? Imagine you are making a digital citizenship promise to yourself. What would you say?

For example...

'I will stop and think before I post information on the internet.'

'I will be respectful to others when online'

'I will talk to an adult I trust if something happens online that I'm not happy about.'

'I will be careful when opening emails or clicking on links and block anything I think looks unsafe'

Pick your top promises and write them in the template below. Print out the box and share it with your family. Display it near your computer to help you remember what you have learned.

MY GENERATION DIGITAL PROMISE

I am a responsible digital citizen. I want to stay safe online, take care of my friends and be able to enjoy using the internet.

To make this happen, I promise myself I will try to...

Signed .....

Date .....

Surf Smart is just the beginning

There are lots of other WAGGGS causes and opportunities you can promote online. You can find them all in the Resources page of our website.

Here is a short guide to help you find the one you care about!

FREE BEING ME Help empower girls to reach their full potential by strengthening their body confidence and self–esteem. We want girls everywhere to feel free to be themselves. 'Free Being Me', takes children and young people through a 'body confidence–boosting journey of discovery'. Challenge beauty myths, recognise that confidence and self–esteem come from valuing our bodies, and plan ways to take action to engage your peers and share what they have learned.

ACTION ON BODY CONFIDENCE Takes girls a step further from Free Being Me to advocate for a world free from the power of the Image Myth.

GIRL POWERED NUTRITION The GPN promotes girl–led change through education on the importance of a balanced, healthy lifestyle and enabling girls to be agents of change at local, national and global levels in the fight to stop malnutrition continuing from one generation to the next.

WORLD THINKING DAY World Thinking Day is celebrated by Girl Guides and Girl Scouts across the world on 22 February each year. It is a day of international friendship when our ten million members across 150 countries come together with one voice. Arguably it is the most important day in the Girl Guiding calendar. Each year a theme is chosen that encourages Girl Guides and Girl Scouts to think about the big issues affecting them, their community and the world, for example poverty, gender inequality, environmental sustainability and access to education.

YUNGA CHALLENGE BADGES Developed in collaboration with United Nations agencies, civil society and other organisations, YUNGA Challenge Badges aim to raise awareness, educate and motivate you to change your behaviour and become an active agent of change in your local community. The resources are focused on: Biodiversity, Food Security & Climate Change, Climate Change, Ending Hunger, Forests, Nutrition, The Ocean, Soils, Water, Plastic.

RED PRIDE – Menstrual Hygiene Management (MHM) education Menstruation is a normal biological part of a young woman's life – PERIOD. But for millions of girls around the world, managing their monthly menstrual cycle and society's rules is a major barrier to them making the most out of their life. At WAGGGS we are working with Girl Guides and Girl Scouts through education and advocacy campaigns to empower girls and to find solutions.

OLYMPIA BADGE The Olympia Badge was launched by the Greek Girl Guides in 2004 to coincide with the first modern Olympic Games in the country for 108 years. The badge is now adapted and rolled out worldwide by the Games, host country and the World Association of Girl Guides and Girl Scouts (WAGGGS) to coincide with the Olympics. Through physical, mental and spiritual activities Girl Guides and Girl Scouts of all ages are engaged in sport and culture, and encouraged to reflect upon the values and ethos of The Olympic– a truly universal celebration of peace and international friendship.

Surf Smart is just the beginning

SUSTAINABLE DEVELOPMENT GOALS (SDGs) All our global programmes tackle issues identified by the SDGs as challenges that girls face in the world today – from body confidence and well–being, gender-based violence, environmental sustainability and being able to access a healthy, nutritious diet – we educate and inspire girls to make a positive difference at a local, national and international level.

Each programme is embedded with the Girl Guiding and Girl Scouting methodology of Learn, Lead, Speak Out and Volunteer – which enables girls to better understand their rights on a range of issues and then gives them a voice and platform to change attitudes in wider society.

STOP THE VIOLENCE As the largest voluntary organisation for girls with a network of 10 million Girl Guides and Girl Scouts in 150 countries we recognised the unique role we had to reach and inspire girls to be the voice of change. All the work of STV comes under five components, designed to ensure the campaign has a direct impact on girls' lives, as well enabling them to influence policy, and change societal attitudes at a local, national and global level: awareness campaigns, education programmes, research and policy, lobbying, national and community campaigns.

PARTNERSHIP WITH THE UPS foundation At WAGGGS we believe every and any girl should have a chance to be part of the movement and all the opportunities it has to offer. Since 2003 through our partnership with the UPS Foundation we have been supporting our Member Organisations to engage girls in underrepresented, harder to reach communities, and improve the quality of opportunities and Guiding experience in our Member Organisations around the world. The partnership provides funding for capacity building work with Member Organisations so they can train and retain leaders; empower girls and young women to advocate in their community; support MOs to increase and diversify membership.

WAGGGS WORLD CENTRES The World Association of Girl Guides and Girl Scouts runs five World Centres; Our Cabana, Mexico; Our Chalet, Switzerland; Pax Lodge, UK; Sangam, India; and Kusafiri which pops up around the Africa Region. These World Centres offer Girl Guides and Girl Scouts the opportunity of a lifetime – an international adventure where they can make new friends and go on their own journey of personal discovery.

THE YESS GIRLS MOVEMENT The Youth Exchange South to South (YESS) Girls Movement is our international exchange programme, funded by the Norwegian Agency For Exchange Cooperation (NOREC), a Norwegian Government Agency. It gives Girl Guides and Girl Scouts from different Member Organisations across Africa and the Asia–Pacific region the once in a lifetime opportunity to live and work in another country for six months.

INTERNATIONAL EXPERIENCES The international experiences on offer to girls when they become a Girl Guide or Girl Scout is one of the key drivers for girls joining the Movement. From attending our flagship leadership seminars to enabling girls to speak on a global platform, our ambition at WAGGGS is to reach ever more girls with the promise of adventure, diversity and new friendships.

Consent for for participating in the Surf Smart 2.0 program

Dear parents/carers,

The Mission of WAGGGS is to enable its members to develop their fullest potential as responsible citizens of the world. The internet world is an exciting place to explore, with unprecedented opportunities for learning, creating and making a difference. However, there are dangers online that we all need to be aware of and prepared for.

For this reason, WAGGGS has created the curriculum 'Surf Smart 2.0 – Generation Digital' for its members, encouraging them to explore and learn ways they can use the internet safely and wisely.

The curriculum consists of the following sections:

- Discover... internet wonders: Discover and use the positive aspects of the internet.
- Connect... positively online: Learn how to use social media and other platforms in ways that connect us with others positively and safely.
- Protect... yourself from online risks: Learn how to navigate the web safely.
- Respect... your digital rights and footprint: Explore digital rights, learn about safe digital footprints and discover how to look at information critically.
- Imagine... a better internet: Use the internet in a positive way to spark creativity and make it more enjoyable for others.
- #BeTheChangeOnline: Create a project that will bring change in the community.

By completing the necessary activities, our members will become responsible digital citizens and earn the Surf Smart 2.0 badge.

As part of this pack, children may use the internet. They will have the support of leaders at all times during sessions, and we ask that if they are using the internet at home, you provide similar supervision.

I.....hereby confirm that I allow my child.....

to use the internet for the purpose of the Surf Smart activity pack, and will provide supervision for Surf Smart activities at home where necessary.

Resources

Internet safety

Childnet International online game: www.kidsmart.org.uk

Childnet International website: www.childnet-int.org

Childline: https://www.childline.org.uk/

EU Kids Online report: www2.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx

Canada's Center for Digital and Media Literacy: https://mediasmarts.ca/

Internet Matters: https://www.internetmatters.org/

NetSmartz Workshop: www.netsmartz.org

Own Your Space – eBook for teenagers http://www.microsoft.com/download/en/details.aspx?id=1522

Safety Centre by Google: www.google.co.uk/goodtoknow

Safer Internet Day, an initiative of the EU SafeBorders project: www.saferinternetday.org

Think You know: www.thinkuknow.co.uk

Videos showing you how to check some key privacy and safety settings: www.kidsmart.org.uk/skills-school/

UK Safer Internet Centre: https://www.saferinternet.org.uk

Social platforms' privacy information and settings

Facebook
Instagram
TikTok
YouTube
Skype
Zoom
Twitter
WhatsApp

Learning and opportunities

WAGGGS website: www.wagggs.org

The YESS Girls Movement

Network of youth organizations in Europe: www.eurodesk.org.uk

Council of Europe: www.coe.int/t/dg4/youth/default_en.asp

Inspiring talks on various topics: www.ted.com

Educational videos for curious kids of all ages: thekidshouldseethis.com/

Discover how different things work: www.howstuffworks.com

Google cultural institute: www.googleartproject.com

UN agency focused on gender issues: www.unwomen.org

European Youth in action: www.youthforum.org

Coding and programming for children and young people: www.code.org/frozen

Self-Organized Learning Environment: www.theschoolinthecloud.org

Interested in coding? Try http://studio.code.org/

Social Media Strategy for Beginners

Adult internet safety guidelines

'Digital Natives: Our students today are all 'native speakers' of the digital language of computers, video games and the Internet. So what does that make the rest of us? Those of us who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology are, and always will be compared to them, Digital Immigrants.'

- Digital Natives, Digital Immigrants By Marc Prensky, 2001

There is a contrast between how children and adults typically use and understand technology. However, it is important to remember that, while children may be fearless when it comes to technology, they are still children and lack the cognitive ability to appreciate risk. Adults should not confuse a child's apparent 'confidence' with an innate 'capability'. It's important for parents/carers to find ways to build trust with their child, so that they feel safe to turn to an adult if they are in trouble or need help.

These guidelines are aimed at parents, guardians and Guide/ Scout leaders and are intended to help you understand how you can best protect the safety and privacy of young people in your care. Certain points will be legal requirements in some countries but not others, though they can be regarded as best practice even if not legally binding.

Consider the ways you protect children in the real world. You take care to keep them from dangerous physical situations. You monitor where they are, who they are with, what they view, and how they behave. Now apply those same criteria to their internet and digital interactions and think of ways you can minimize harm and ensure that children are protected and safe. As a youth leader you should take care to self–regulate your online activities and prevent your private and public worlds from overlapping.

Email policy

We recommend following your MOs email policy at all times. If there is not one in place, here is an example of email policy you can implement.

- Create an email system for your group. Select an adult volunteer to be responsible for adding, editing and removing email addresses from the system. Set up mailing lists for parents/carers and group leaders.
- Use the 'blind carbon copy' (bcc) function when emailing groups to protect everyone's contact details and avoid spam.
- Maintain the list for Guide/ Scout group communication only. Do not forward chain emails. Only share the list with other group leaders.
- Avoid direct private communication with children. Members below 13 years old should be contacted through their parents/carers and when emailing members over 13, their parents/carers should always be copied. Copy another adult into any message you send to a member under 18.
- Should a child directly contact you or another adult leader, discuss with other adult volunteers how to best handle this, depending on the nature of the communication. Your response may vary according to the child's age: an older Guide/ Scout group member may interact with the group leaders although parents/ carers should be informed of this when the child joins the group. Follow your MO's safeguarding policy if the message concerns you about their safety/wellbeing.
- Consider the content of your message, checking that language and images are appropriate for the age group, and check where the links lead.

Adult internet safety guidelines

Social network policy

- If creating a social network will benefit your group, ensure that the group you create is private.
- Invite group members of an appropriate age, and their parents, to join the group's social network page or site. Be aware that social networks have different age policies, for example, members under 13 years should not have a Facebook account or use YouTube. Use strict privacy settings to prevent posts and photos from being seen by non–members of your group. When a member leaves, assign an adult volunteer the responsibility of removing the member and parents/ carers from the group.
- Follow your MO's policy, concerning whether or not adults and youth members can accept each other as friends on social networks. Seek parental consent before you accept a child's online 'friendship'.
- Define your responsibility and the appropriate actions to take should you observe a youth member posting with bad language, inappropriate images or links to inappropriate content.

Photo and video policy

- Follow your MO's policy concerning whether or not you will take photos of group activities, and obtain the signed consent of parent/carers before taking any photos of their child.
- Check whether or not your MO's policy allows sharing photos with the group members and their parents. While most parents will like having these keepsake photos and videos, some may object to having their child's photo taken and/or shared for religious, privacy or other reasons. Should parents opt out of photo sharing, be mindful when taking photos and videos that their children not be photographed.
- If you set up photo and video sharing pages online, they should be private and preferably password protected. Obtain consent from anyone depicted in the photos/videos before uploading them.
- Stop and think before sharing any photos or videos of young people online or naming people in images through 'tagging'. If you do want to share this content, check you have written permission from their parent/ carers before doing so.

General security online

- Secure your own computer and other devices: Make sure your personal computer and other internet – enabled devices are secured from viruses and malware by using internet security software and be vigilant about scanning for malware. In this way, you can prevent malware from spreading to other group members or gaining unauthorized access to the private member data and financial information stored on your computer or other devices.
- Use passwords to protect your devices: Children may ask to borrow or use an adult volunteer's phone, digital camera, tablet or computer. You can prevent them from accessing specific files or programmes on these by using passwords where possible. Be sure there is no objectionable material stored on your device – if there is, you can be sure a child will find it. A password can also prevent a child from purchasing music or apps without your permission.
- Online banking: Your group's treasurer should be required to secure their computer with internet security software and to carefully monitor who can access the group bank account, either physically or online. Avoid conducting group financial transactions on public computers or on public wireless networks that could have less secure settings than your personal network. Check the account online at least once a week to verify that transactions are all authorized. Report any strange activity to your bank immediately to minimize losses to the account.

Adult internet safety guidelines

- Storage of member registrations: Who retains the private registration forms for your group? If these include names, phone numbers, email and home addresses, health insurance data and database links, they could be valuable to an identity thief. Follow your MO's policy about how the physical and digitized copies of these forms are stored and protected.

Protecting group members

- If a young person confides that they plan to meet up with someone they've met online, make sure their parent/carers know this. Recommend that if the parent/carers allow the meeting they should accompany their child and make sure it happens in a public place. While many people make genuine new friends online, there are justified concerns for meeting someone without first being able to establish that they are who they say they are.

If you find out that children under your supervision are involved in potentially dangerous online activities such as visiting adult or other inappropriate sites, using illegal file–sharing devices, or joining social network groups that promote anti–social behavior, act according to your MO's policy regarding your responsibilities towards the children, their parent/carers and the community and act accordingly. Discuss the best course of action with other leaders, to agree a policy together – if one is not in place – checking with local/national Girl Guiding/ Girl Scouting guidance.

Glossary

Airbrushing – to alter (an image, especially a photograph) using photo–editing software or other techniques in order to increase its attractiveness or conceal an unwanted part.

Antivirus – software that is designed to detect and destroy computer viruses.

Avatar – graphical images used to represent users in online spaces; they may or may not be authentic representations of the people using them.

Bandwidth – the maximum amount of information that can be transmitted along a channel, such as an internet connection.

Blogging – sharing your opinions and experiences in the form of an online journal where readers may comment on posts.

Cloud storage – a service that allows customers to save data by transferring it over the internet to an offsite storage system maintained by a third party.

Computer virus – a programme that can copy itself and spread from one computer to another, damaging the data stored on the computer and stopping it from working properly.

Computer worm – a type of virus that can travel from computer to computer on its own. It can copy itself and send out hundreds of thousands of copies, for example, to everyone listed in your email address book. Worms can be designed to give cybercriminals access to control your computer remotely, but more commonly they just use up the system memory or network bandwidth, crashing computers and internet servers.

Cookies – a small piece of data stored on the user's computer by the web browser while browsing a website.

Cyberbullying – the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

Cybercrime – any crime that involves a computer and a network.

Digital footprint – the sum of the information trail people leave online.

Digital reputation – what people think of you based on the information visible about you online.

Digital watermark – a pattern inserted into a digital image, audio or video file containing the file's copyright information such as author and rights.

Downloading – transferring a file or programme from a remote system to a local computer or mobile device.

Facebook – the largest social network on the internet. It enables users to create personal profiles and make connections with their friends.

Geo data – digital data that represent a geographical location.

GPS (Global Positioning System) – a navigational system using satellites and computers to calculate the location of a receiver device. Many mobile phones contain GPS receivers. If your phone has a GPS receiver, it can receive signals from satellites orbiting the earth. The satellites send out signals and the GPS uses the distance between the satellites and the receiver (your phone) to calculate where you are.

GSM (Global System for Mobiles) – a standard for mobile communications used by most mobile phone services in the world. It can also be used to identify the location of a mobile device in relation to the mobile phone masts transmitting to that device.

Instagram – a social networking app for sharing photos and videos and interacting with other users by following them, being followed by them, commenting, liking, tagging, and private messaging.

Internet piracy – illegally uploading or downloading copyrighted material over the internet.

Location services – a service that provides the location of a device in the offline world, whether moving or fixed.

Glossary

Malware – software intended to damage or disable computers and computer systems. Malware includes spyware, viruses, trojan horses and computer worms.

Mind map – mind mapping is a technique that helps us visualise connections between many related ideas or pieces of information. The layout resembles a web: the central idea is placed in the center and then related ideas are added to it in a radial fashion.

MOS – a mobile operating system (or mobile OS) is an operating system for smartphones, tablets, PDAs, or other mobile devices. The operation system manages the device hardware and software resources and provides common services for computer programs. (Source Wikipedia). Please visit https://goo.gl/UqG35c for more information about MOS safety.

Online sexual harassment – unwanted sexual behaviour on any digital platform which can make a person feel threatened, exploited, coerced, humiliated, upset, sexualised or discriminated against. (Source UK Safer Internet Center).

Phishing – trying to acquire personal information, such as user names, passwords and credit card details, by sending a message, either online or over the phone, that pretends to be from a legitimate organization.

Podcast – a series of digital media files, either audio or video, which are released in episodes and downloaded or listened to online.

QR code – a mobile barcode readable by mobile devices, with a camera that directs the user to a website when scanned.

Security software – software that protects a computer from a range of threats.

Spyware – a type of malicious software that installs itself on your computer and collects information without your knowledge. It can be hard to find out if spyware is installed on your computer, so it's important to have good security software to protect against it.

Streaming – a way of sending data over a computer network as a steady continuous stream, allowing content to be played back while the rest of the data is being received.

TikTok – a free social media app that lets you watch, create, and share videos, often to a soundtrack of the top hits in music, right from your phone.

Twitter – a social networking service that enables its users to send and read other users' messages, or tweets, of up to 280 characters in length.

Tagging – identifying someone appearing in a photo or video online by attaching a virtual name label, or 'tag'.

Trojan horse – a bit like a virus except it is designed to pretend it will do something you want it to do, then secretly take an unwanted action such as copying itself, giving someone access to your computer or stealing information. An example might be a free game or screensaver. You download the file without realising it has a hidden piece of malware inside.

Video conferencing platforms – computer or mobile phone programs and platforms that enable users to set up profiles, make free phone calls, chat, video chat and share files through their computer or mobile device from any point around the world. The most popular platforms include: Skype, Zoom, WhatsApp.

World Association of Girl Guides and Girl Scouts
Surf Smart Evaluation Survey (Pre- and Post-): 5 – 10 years old

Before we start, please tell us about yourself!

Country	
Age	
Sex	

PART 1. Please circle your answer to the questions:

1. **What have you used the internet for in the last month (select all that apply)**
   a) Chat/interact with friends
   b) Visit channels
   c) Shopping
   d) Search for news and information
   e) Play games
   f) Post in social media
   g) Others: please specify.

2. What positive thing(s) can you do on the internet?
   a) Doing online games
   b) Having an online community
   c) Searching for information
   d) All of the above

3. How much time have you spent playing online games and/or social media **yesterday**?
   a) None
   b) less than one hour
   c) 1–3 hours
   d) 4–7 hours
   e) 8 hours and more

4. What can you do to limit your time when gaming online?
   a) Uninstall the game afterwards
   b) Set an alarm
   c) Ask friends to stop playing
   d) All of the above

5. When did you last change your password in any of your accounts?
   a) Last week
   b) Last month
   c) Last year
   d) Haven't updated my password

6. What can help you navigate the web safely?
   a) Install a security software
   b) Respond to anyone
   c) Turn on location sharing
   d) All of the above

7. Which of the following information is safe to share online? (select all that apply)
   a) Avatar photo
   b) Home address
   c) Athletic teams I support
   d) Social media password
   e) Girl Guiding/Girl Scouting group I go to
   f) Favourite movie
   g) Picture of a board game I enjoy playing

8. Which of the following is a sign of fake news?
   a) Unknown author
   b) Low quality posts
   c) Includes clickbait signs
   d) All of the above

9. What did you do first when you spotted a fake news online in the last month?
   a) Find the original source
   b) Verify the source
   c) Check other sources
   d) Check your biases
   e) Turn to places you trust
   f) Others: please specify

10. Have you asked any of these people for help when you encountered online problem(s) in the last month (select the **most recent**)?
   a) Family
   b) Friends
   c) Teachers/School
   d) National hotline
   e) Expert association/community support group
   f) Health professionals (doctors and nurses)
   g) Social workers, Police/Law officers
   h) Others
   i) Did not encounter any online problem

11. Which one can you **most** rely on when you encounter a problem online?
   a) Family member/an adult you trust
   b) Virtual friends
   c) Any netizen
   d) All of the above

12. Which of the following issues did you focus on your #Bethechangeonline activity?
   a) Internet safety
   b) Cyberbullying
   c) Digital accessibility
   d) Online marketing/ digital advertising
   e) Fake news, online grooming
   f) Getting help
   g) Screen time
   h) Did not do it
   i) Others, please specify

Can you explain why you chose the topic?

World Association of Girl Guides and Girl Scouts – Surf Smart Evaluation Survey (Pre- and Post-): 5 – 10 years old

PART 2. Rate the statements from 1 (strongly disagree) to 5 (strongly agree). Draw the emoji that reflects your answer.

1	2	3	4	5

Statement	Emoji
The internet is bad for me.	
Online video games are useful in my life.	
I feel safe and protected when I go onto the internet.	
I can recognise fake information online.	
I think carefully before I share anything online.	
I am confident sharing messages with my friends about online safety.	
I am confident sharing messages with my family about online safety.	
I feel more confident in using the internet safely to take action towards social change.	
I enjoy learning about internet safety through Surf Smart.	

PART 3. Rank the activities according to how much you enjoy them from each section

Activity	Rank
Best of the web	
Time online	
Who is it?	
Digital divides	
Helping hand	
#BeTheChangeOnline project	

PART 4. Answer the following questions as briefly as possible.

1. Top 3 things you would tell a friend who is about to start using the internet

a)
b)
c)

2. Top 3 things you are doing differently now after completing the Surf Smart badge

a)
b)
c)

3. Any other comments

World Association of Girl Guides and Girl Scouts
Surf Smart Evaluation Survey (Pre- and Post-): 11+ years old

Before we start, please tell us about yourself!

Country	
Age	
Sex	

PART 1. Please circle your answer to the questions

1. What have you used the Internet for in the last month (select all that apply)
   a) Chat/interact with friends
   b) Visit channels
   c) Shopping
   d) Search for news and information
   e) Play games
   f) Post in social media
   g) Others: please specify

2. What positive thing(s) can you do in the internet?
   a) Doing online games
   b) Having an online community
   c) Searching for information
   d) All of the above

3. How much time have you spent playing online games and/or social media yesterday?
   a) None
   b) less than one hour
   c) 1–3 hours
   d) 4–7 hours
   e) 8 hours and more

4. What can you do when someone you don't know contacts you online?
   a) Ignore them
   b) Don't tell your family/friends
   c) Engage to know more the person
   d) All of the above

5. When did you last change your password in any of your accounts?
   a) Last week
   b) Last month
   c) Last year
   d) Haven't updated my password

6. Which of the following is the strongest password?
   a) BuTtErFly
   b) B@+TerF1y
   c) BUTTERfly01
   d) bU++ErFLy

7. Which of the following information is safe to share online? (choose more than one)
   a) Avatar photo
   b) Home address
   c) Athletic teams I support
   d) Social media password
   e) Girl Guiding/Girl Scouting group I go to
   f) Favourite movie
   g) Picture of a board game I enjoy playing

World Association of Girl Guides and Girl Scouts – Surf Smart Evaluation Survey (Pre- and Post-): 11+ years old

8. Which is an example of cyberbullying?
   a) Excluding people from conversations
   b) Tagging images inappropriately
   c) Imitating other people online
   d) All of the above

9. What did you do first when you spotted a fake news online in the last month?
   a) Find the original source
   b) Verify the source
   c) Check other sources
   d) Check your biases
   e) Turn to places you trust
   f) Others please specify

10. Have you asked any of these people for help when you encountered online problem(s) in the last month (select the most recent)?
   a) Family
   b) Friends
   c) Teachers/school
   d) National hotline
   e) Expert association/community support group
   f) Health professionals (doctors and nurses)
   g) Social workers, police/law officers
   h) Others
   i) Did not encounter any online problem

11. Which one can you most rely on when you encounter a problem online?
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   e) Fake news, online grooming
   f) Getting help
   g) Screen time
   h) Did not do it
   i) Others, please specify

Can you explain why you chose the topic?

World Association of Girl Guides and Girl Scouts – Surf Smart Evaluation Survey (Pre- and Post-): 11+ years old

PART 2. Rate the statements from 1 (strongly disagree) to 5 (strongly agree). Draw the emoji that reflects your answer.

1	2	3	4	5

Statement	Emoji
The internet is bad for me.	
Social media are useful in my life	
I feel safe and protected when I go onto the internet.	
I can recognise fake information online.	
I think carefully before I share anything online.	
I am confident sharing messages with my friends about online safety.	
I am confident sharing messages with my family about online safety.	
I feel more confident in using the internet safely to take action towards social change.	
I enjoy learning about internet safety through Surf Smart.	

PART 3. Rank the activities according to how much you enjoy them from each section

Activity	Rank
Online Adventure	
Cyberbully	
Real or fake?	
Positive relationships	
#BeTheChangeOnline project	

PART 4. Answer the following questions as briefly as possible.

1. Top 3 things you would tell a friend who is about to start using the internet

a)
b)
c)

2. Top 3 things you are doing differently now after completing the Surf Smart badge

a)
b)
c)

3. Any other comments