



# CYBERSAFE

**Online Safety lesson plans for teachers  
Grades 5-6**



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Design and Layout: Magnus Peterson

Stairway Foundation, Inc.

Brgy Aninuan, Puerto Galera, Oriental Mindoro, Philippines

+63 917 8431922

[www.stairwayfoundation.org](http://www.stairwayfoundation.org)



## **Message from the Department of Education**

My congratulations and appreciation on the launch of this worthy initiative by the Department of Education (DepEd) and Stairway Foundation Inc.

The Cybersafe Online Safety Modules is a significant step in several other efforts we can all take in ensuring our children's safety online. Consistent with the DepEd's vision of zero tolerance against all forms of abuse, exploitation, discrimination, bullying, and other forms of violence against children—these modules aim to educate parents, teachers, and students themselves on the potential risks of web presence and use.

We live in a world and time when technology and humanity constantly interface. Technology has, in fact, reshaped the way we interact and manage relationships. It has likewise offered a world of benefits to our youth, who are possibly the major beneficiaries of the relational, educational, and creative possibilities of technology.

However, as much as technology empowers our children like their predecessors have not been, it has also rendered them vulnerable to online intrusion and exploitation. We can educate and empower our children so that they are able to recognize, avoid, and prevent abuse and harm.

Online abuse is a social concern, which requires an urgent social response. Let the Cybersafe Online Safety Modules be our tool in empowering our children with knowledge not only of their rights, but also of how the dynamics in cyberspace have changed.

Let it be our shared responsibility to protect our children and make sure that nothing gets in the way of their being amazed, engaged, and learned.



BR. ARMIN A. LUISTRO FSC  
Secretary,  
Department of Education

## **Message from UNICEF Philippines**

Children make up one-third of all internet users globally. With the rapid expansion of communication technologies, protecting children online is an urgent global priority. In the Philippines, almost half of the population is now online. In 2014, the number of Internet users was estimated at 38 million out of a population of 100 million with about two-thirds aged below 30 years. (GMA News Sept. 2014)

We know that online exploitation and abuse of children happens in schools, communities and homes in the Philippines. We can only stop this exploitation through the coordinated actions of our key partners in health, justice, education and social welfare, as part of a broader and more comprehensive campaign to end all forms of violence against children.

Children are also a critical part of the solution in addressing online exploitation. As more and more young people around the world connect online they must be empowered to take advantage of the incredible opportunities the digital world offers, but also have the information and guidance to protect themselves from harm.

This Cybersafe module reaches out to children and their parents, and provides information on internet safety, noting that improved knowledge and skills can minimize protection threats and risks, and prevent online exploitation and abuse of children. We hope that through this cybersafe module, children and parents will learn about the protection threats posed by the internet, and how to prevent them through safer practices and behavior online.



LOTTA SYLWANDER  
Representative,  
UNICEF Philippines

## **Message from the Department of Education**

The Department of Education, in partnership with Stairway Foundation Inc., with support from the United Nations Children's Fund (UNICEF), launches the Cybersafe Lesson Plans to promote children's online safety.

The advent of technology, such as the internet, has drastically changed the way we live. Aside from making it easier to exchange information, it has also changed the way we interact and relate to other people. The internet and social media are avenues for children to practice self-expression and engage with a wider audience. With the growing use of the internet and the little information parents, teachers and guardians have of the children's online activities, it is inevitable for children to be vulnerable to risks such as pornography, cybersex and cyber-bullying.

These Cybersafe Lesson Plans aim to educate learners and develop their capacities to stay safe from online harm. These modules contain easy-to-follow steps for teachers in conducting lessons to prevent and address the common risky online situations children may be exposed to.

These modules are part of the Department's continuing efforts to protect its learners against all forms of violence. As teachers, we must play an active role in protecting our children while making sure that they thrive in all avenues of self-expression and socialization, whether offline or online.



ATTY. ALBERTO T. MUYOT  
Undersecretary,  
Department of Education

## **Message from Stairway Foundation Inc.**

Children's inherent curiosity and lack of intimidation towards new technology tend to drive them miles ahead of older generations in exploration of the relatively new world of the internet. They enter into a bright space full of opportunities for stimulation, inspiration, learning and entertainment. However, cyber space also presents a largely unregulated life full of traps and dangers, fueled by the unaccountability of anonymity.

We, teachers, parents and other caregivers, have traditionally been aware of the need for us to teach our children dos and don'ts and how to navigate in between the dangers in life, at least those that we are aware of. It is imperative that we also apply this tradition to their ventures into cyber space, so we can empower them with the necessary awareness to make sound choices and not take anything for face value. Cyber space is full of "cyber friends", who given the opportunity may transition into real life threats!

This manual is a result of collaboration between DepEd, CEOP (UK) and Stairway Foundation, supported by UNICEF. It provides excellent guidance to teachers, parents and other caregivers on how to empower children to protect themselves in cyber space. It also dwells on the potential amplification of real life behavior once uploaded to the internet, where a really bad joke about a peer can turn into a massive and uncontrolled exposure of devastating proportions. We have already heard about too many tragedies amongst children and youth caused by bullying, as the harmful effect is further amplified by the infinite spread and permanence on the internet.

What is not addressed on the following pages is a less imminent threat posed by this brave new world. Parental or adult guidance should not be limited to how our children fare in cyber space, but also stress how much of their time should be invested behind electronic devices. It is a proven fact that excessive indulging negatively affects a child's ability to be present in real life and can seriously impede development of social interaction skills.

It is our hope that this manual and our collaborative efforts will help protect and guide our children through cyber space and beyond!



LARS C. JORGENSEN  
Executive Director,  
Stairway Foundation Inc.

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The CyberSafe pool of writers:

- Mina Gracia L. Acosta
  - Officer-in-charge, Office of the Assistant Schools Division Superintendent, Division of Bulacan
- Jennifer P. Ande
  - Education Program Supervisor, Curriculum & Learning Management Division, DepEd, CAR, Wangal, La Trinidad, Benguet
- Edgar Marshall M. Brinas
  - OIC- Education Program Supervisor, SGOD Education Program Specialist II- Human Resource Development, DEPED Division of Tanauan City
- Daryl C. Correa
  - Teacher II / Guidance Teacher, Carlos P. Garcia High School Cubao, Quezon City, (DepEd Division of Quezon City)
- Nanette Mendoza Macaguiwa
  - Education Program Supervisor, DepED, Calapan City
- Leah Patricia M. Galgo
  - Senior Education Program Specialist, National Educators Academy of the Philippines (NEAP) Department of Education
- Ysrael Colorado Diloy
  - Senior Advocacy Officer, Stairway Foundation





## **CyberSafe Lesson Plan for Grade 5-6**

Thank you for taking interest and time to study these CyberSafe Lesson Plans. They are made in a Philippine context, and by taking part in this initiative you are helping to make the Internet a safer place for Filipino children.

The lessons aim to create an impact on children by helping them to realize that they can use and enjoy the Internet safely. As a teacher you will be creating an open space to discuss the different issues that children face on the Internet. There will be sensitive topics, so it is important to ensure that your students know and feel that they are in a safe environment for discussion.

Online safety may be taught without necessarily going online. Although you will be talking about technology, you do not need technology to run the lessons.

The Lessons have been primarily designed for Grades Five and Six, however, they can also be used for Grades One to Four. You only need to adjust the methodologies by considering the learning points indicated in each lesson.

At the end of this manual you will get information on where to report incidences of online child abuse. Please remember to follow the reporting protocol as stipulated under your school child protection policy.

We wish you all the best in your CyberSafe Lessons!



## Account Privacy

### Learning Objectives

- To distinguish between public and private online accounts;
- To identify the risks of unmanaged online accounts;
- To demonstrate the use of online account Privacy Settings, and
- To realize the importance of the responsible and safe use of social networking sites.

### Time frame

One (1) hour

### Materials

- Two (2) boxes (one red and one green)
- Two (2) sets of colored paper strips (red and green)
- Steel bucket or trash can

### Activity Description

#### Vault of Secrets

1. Give each student a green and red paper strip. Ask the students to write something about themselves which they would like to share with their friends on the green paper strip. On the red strip, ask the students to write something about an embarrassing experience which they would rather keep as a secret.
2. Ask the students to place the red strips in the red box. After all red strips have been dropped in the red box, let the students share what they wrote on the green strips. After reading the green strips, the students should place the green paper strips in the green box.
3. Shred the contents of the red box and empty its contents in the steel bucket or trash can.

### Activity Guide Questions

- How did you feel about the activity?
- How did you feel when you were writing something which you did not want others to know?
- If there are people with whom you want to share your secrets with, who would they be and why?

- What if somebody you do not know reads something which you did not want to share, like what you have written in the red strips? What will you do and how will you feel about it?
- If a friend who is not really close to you manages to know one of your secrets, what will you do?

### Relating the activity to online experiences

- Do we also share “green strips” and “red strips” information online? Give examples of each.
- How do we make sure that our “red strips” are not accessed by people whom we do not know?
- Have you experienced having strangers comment, like or share your online posts? What did they say? How did you feel about what they said?
- In real life, it is manageable to talk to people we know if they accidentally know about our secrets. But what if it happens online and the person is a stranger, would the situation be as manageable?
- If you accidentally posted or shared something embarrassing online, what would you do? How could you remove it?



## Learning Points

- Emphasize the idea of “stranger danger”. Focus on the point that letting online strangers access our personal profiles or accounts online can cause us harm.
- Online strangers may say nasty things about our posts and they can also cyberbully us. These are just some of the harm online strangers can cause us if we are not careful with our posts and personal online accounts.
- Share posts and things online only with people you personally know and trust. This can be done by managing the Privacy Settings of your online accounts.
- Emphasize that it is all right to express ourselves online for as long as we share it with the right people – people we know, feel comfortable with and trust.

## Here are some ways to manage your online account’s Privacy Settings:

- Click the Settings icon in your Facebook Profile or Account page. There are several options available for managing your account’s Privacy Settings.
- Go to your Friends List and click the Friend button. Options will appear and you may classify your friends as Close Friends, Acquaintances or you may choose to put them in the Restricted Friends list. Ask your parents or a trusted adult to help you manage your social media Privacy Settings.
- There are also privacy settings that apply to online posts. You may share your posts only with the Friends you choose to share them with. The step by step procedures on how to set your account’s privacy settings can be learned online. Also check out the CyberSafe website!

## Optional Closing Activity

- Using screenshots of the Facebook Settings page, ask the students to demonstrate how they manage the Privacy Settings of their Facebook accounts, how they categorize their Friends in their Friends list and how they manage the Privacy Settings of their posts. If internet access is available, actual demonstration may be done through the Facebook website.
- Emphasize the importance of managing the students’ online account privacy.
- As an assignment, ask the students to make a poster campaigning for social media account privacy and ask them to post it on their social media accounts.

**Additional Notes to the Teacher**

- Note that not all students will have the courage to write on the red paper strip or share what they have written on the green paper strip. Do not force them.
- Since this lesson involves technical terms and processes, you may ask your school's Information and Communications Technology (ICT) teacher for assistance.





## Cyberbullying

### Learning Objectives

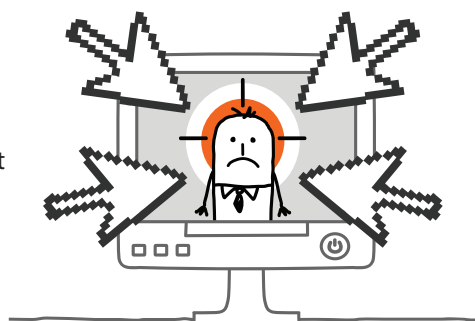
- To define what cyberbullying is;
- To identify cyberbullying in social media via online comments/posts;
- To recognize the harmful effects of cyberbullying, and
- To realize the value and importance of empathy to victims of cyberbullying.

### Time frame

One (1) hour

### Materials

- Paper bag puppet (medium – sized)
- Cut – out ‘comments’ about the puppet
- Scissors
- Glue/paste
- Colored paper
- Pentel pen



### Activity Description

#### Activity A

1. Introduce the puppet to the class through a monologue.
2. After introducing the puppet, distribute the cut – out comments describing or directed to the puppet. Cut-out comments show both positive and negative comments (e.g you are beautiful, you are ugly, I like you, I hate you, etc)
3. Ask the students to paste the cut – out comments on the puppet.
4. Once posted, ask the students to show the thumbs-up or thumbs-down sign if they like or dislike the comments posted on the puppet as you read each comment one by one. After each comment, ask the students why they approve or disapprove of the comments.

#### Activity B

1. Divide the class into several groups and distribute the case scenarios provided in the Annex.
2. Ask the students to present the possible effects of cyberbullying in the case scenarios through role playing, reporting, talk show or via any other plenary presentation.



## Activity Guide Questions

### For Activity A:

- What can you say about the comments posted on the puppet? Were the comments fair? Why or why not?
- Have you experienced getting comments similar to those received by the puppet? How did you feel when you received such comments?
- Discuss what bullying is and its different forms. Refer to the Learning Points section.

### For Activity B:

- What did you notice about the effects of cyberbullying?
- Where there any positive effects? Cite and explain each. How about the negative effects? Cite each and explain why they are considered negative.
- If you were in the same situation as the victims in the case scenarios, what will you do? Why?

## Learning Points

### What is cyberbullying?

- Mean, vulgar or threatening messages or images;
- Posted rumors, gossip or false information with the intention of humiliating a person;
- Posted sensitive or private information about other people;
- Pretending to be someone else with the intention of making the person look bad;
- Intentionally excluding someone from joining an online group.

### Where does cyberbullying occur?

- E-mails or instant messages (IMs)
- Text messages or digital images sent via mobile phones or gadgets
- Webpages or blogs
- Chat rooms
- Social network sites such as Facebook, Twitter etc

## What to do?

**Private** - The student's social media account should be set to private and students should be assisted in managing their accounts' Privacy Settings.

**Ignore** - The student should understand why he/she should not reply to the cyberbully.

**Block** - The student should block/report the person/s who cyberbully/cyberbullies him/her if the bullying continues.

**Screenshot** - Take screenshots of the cyberbullying incident to serve as future evidence or reference for reporting and case management.

**Talk** - to a trusted adult about any cyberbullying incident.

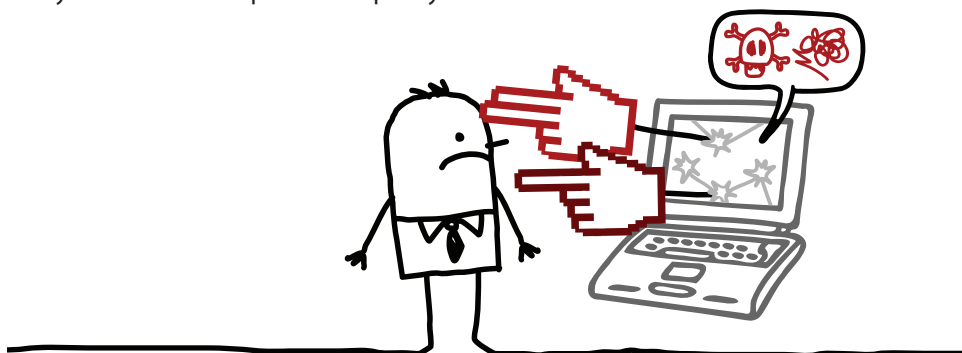
## Optional closing Activity

### For Activity A

- Present the comment – clad puppet in class and emphasize that despite differences and disagreements, we should always respect each other.
- Give the students time to reflect and instruct them to write positive comments about the puppet.
- Ask the students to remove the negative comments posted on the puppet and replace them with the positive ones they have just written.
- Have the puppet thank the whole class for their kindness. Give the impression that the puppet is happier because of the positive comments it has received from the class.

## Additional Notes to the Teacher

- You may use other story telling schemes to elicit the students' association with the puppets.
- You should exercise prudence in citing examples of the comments you will use for the puppet.
- If any of your students disclose cyberbullying, follow the reporting procedures of your school child protection policy.



## Annex

### Case Scenarios

#### Case 1:

You log in to your Facebook account and open your notifications page. You were tagged in one photo but when you opened the photo, you found out that one of your classmates edited a copy of your profile photo and merged it with a photo of a monkey. Your other classmates and some other people you do not know have already commented on the edited photo. What will you do?

#### Case 2:

Your teacher asks your class president to create a Facebook group so he can post additional assignments for the class. You wait for the class president to add you to the group but no invitation came. You sent a request to be added on the group but the class president blocked your request. What will you do?

#### Case 3:

A student from another school keeps sending you private messages threatening to hurt you because he/she hates the way you look. You do not know the student but you are familiar with the school. What will you do?





## Online Gaming Privacy

### Learning Objectives

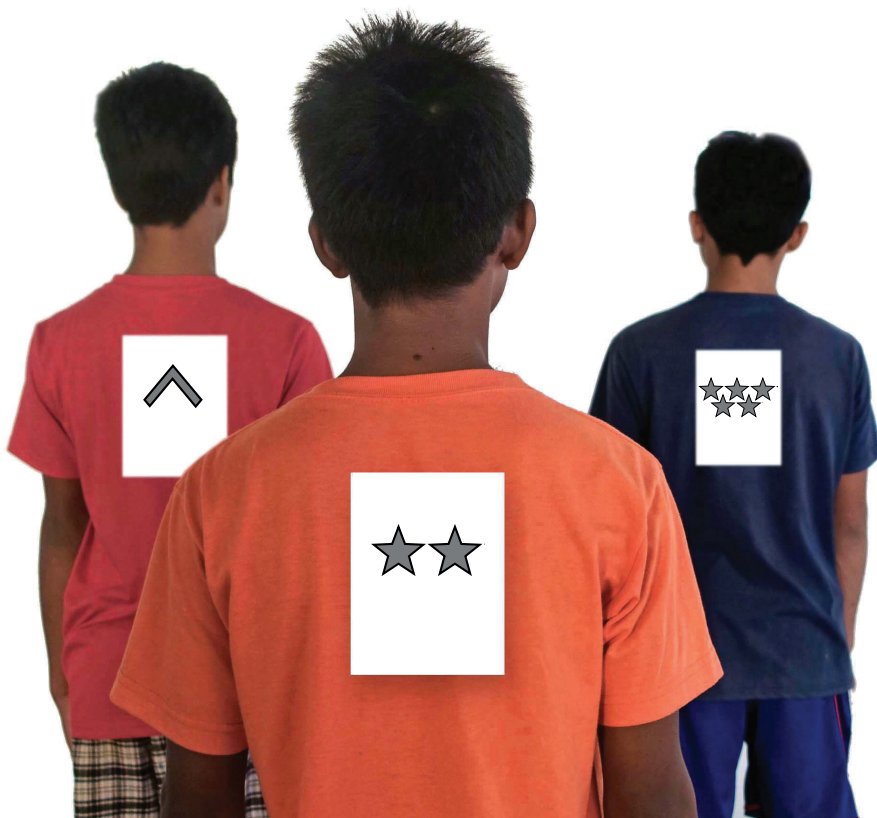
- To identify the risks of not practicing privacy while playing online games;
- To demonstrate the use of Privacy Settings while playing online games, and
- To value safe and responsible online gaming.

### Time frame

One (1) hour

### Materials

- White and blue – colored paper with symbols used in the Game of the Generals
- Game area



## Activity Description

### Game of the Generals

Introduce the game prior to the session and give the rules of the game as clearly as possible. Please refer to the legend for the symbols used in the game. The number of pieces/symbols may be modified to fit your class size. The venue for this activity is also crucial. A wide space is needed for the game area. To better understand the game, try watching sample videos on YouTube.

1. Divide the class into two (2) teams: white team and blue team.
2. Let the two teams select their respective Commanders and have the Commanders name their respective teams.
3. Each team member shall be assigned a symbol which will be posted on his/her back. Note that the students should not know what symbol is posted behind them. Have the Commander arrange their team members in accordance with the rules of the game. Once arranged, the team members shall be positioned facing the opposing team.
4. The rule of the game is simple: eliminate the players of the opposing team or bring the opposing team's Flag Bearer to the opposing side. The Commanders shall direct the movements of their team members - forward, right or left. If a team member comes face to face with the opposing team's member, the teacher (umpire) shall decide which character will be eliminated. See the attached annex for the legend of the symbols to be used for this game.

### Game notes:

- If both team members' symbols are of equal rank, both will be eliminated.
- Adjust the number of "privates" depending on the available players.
- For further instructions on how to play the game, please follow this link: <https://www.youtube.com/watch?v=6gfdZyLIXks> or search "Games of the generals mechanics" on YouTube.

## Activity Guide Questions

- How did you find the activity?
- For the team members, how did you feel when you got to move against the other team without knowing what symbol you had?
- For the commanders, what were the strategies you used in the game?
- What if the mechanics of the game were changed and you were allowed to hide behind the symbols, will the strategy work? Why or why not?

### Relating the activity to online experiences

- When playing online games, it is easy to hide our real identities. You may not really know the people you play online games with.
- It is possible that you are playing online games with complete strangers. Are you comfortable playing with strangers? What instances will make you feel uncomfortable playing with them?
- When is it all right to play online games with strangers? Why?
- What can you do to continue playing online games but stay safe at the same time?

### Learning Points

- Reiterate the idea of “stranger danger”. Online strangers are people we do not know and who can potentially harm us. The people we encounter online are not always who we think they are. It is important to be cautious and stay safe.
- It is advisable to keep your identity secret when playing online games.
- Avoid doing meet – ups or “eyeballs”. If you decide to have a meet-up, ask a trusted adult to accompany you.
- When someone is harassing, bullying or making you uncomfortable while playing online games, block that person and tell a trusted adult about it.

### Ways to manage your privacy while playing online games:

- Just like superheroes, your identity in the online gaming world should be kept secret. Like the commanders in our game, choose a name that will not easily identify you. Do not upload your picture and make it your profile picture in your online gaming account. This obviously gives out your identity
- As much as possible, do not talk to strangers. If you decide to do so, here are some points to consider in talking with online strangers during gaming:

OK	NOT OK
When they play nice.	When they trash talk.
When they talk purely about gaming.	When they ask for private information about you like where you live, where you go to school, where you are playing right now? When they are asking for your social media account.
When it doesn't involve betting or you excessively spending for the game (ex. You do not buy merienda or lunch in order to save for gaming).	When they are asking you or forcing you to do eyeball without an adult.

## Closing Activity

### My Superhero Name

- Ask the class to create superhero names that will hide their true identities.
- Give them tips in creating their superhero names, such as not using their birthday, the place where they are from or their nickname (e.g. real name: Darryl; safe superhero name: supahcybersafe; unsafe superhero name: SuperDarrylQC23).
- Ask the students to post their superhero names on the board. You may also let the class guess who own the superhero names on the board.

### Additional Notes to the Teacher




- It will be helpful to teachers to familiarize themselves with the terms and how to play online games, but is not essential. This lesson focuses on keeping them safe through the privacy settings.
- You can have more time in the sharing and processing the things they share, so that the learning will really be in line with real-life experiences.





## Annex

Legend in playing “Game of the Generals”

Character	No.	Nature of power and elimination
General of the Army 	1	Eliminates any lower-ranking officer, the Private, and the Flag.
General 	4	Eliminates any lower-ranking officer, the Private, and the Flag.
Sergeant 	2	Eliminates the Private, and the Flag.
Private 	10	Eliminates the Spy, and the Flag.
Spy 	2	Eliminates all officers from the rank of Sergeant up to 5-Star General and the Flag.
Flag 	1	Eliminates the opposing Flag as long as it takes the aggressive action against the enemy Flag.



## Image and Content Sharing

### Learning Objectives

- To identify the things to be considered when creating an online profile;
- To identify which personal information is safe to include in an online profile;
- To identify which information may be shared online and which information should be kept private;
- To identify the possible consequences of sharing personal information online, and
- To value the importance of responsible image and content sharing.

### Time frame

One (1) hour

### Materials

- Colored paper
- Manila paper
- Glue



### Activity Description

#### Share and Like

1. Ask the students to draw and cut their own handprints using the colored paper.
2. Have the students write five personal things they would like to share. Do not give examples of information in order to check the students' understanding of 'personal information.'
3. Give the students time to go around and exchange their handprints with their classmates. Do this for five rounds until the students cannot locate who have their own handprints.
4. On the last round, ask the students to retrieve their respective handprints.
5. Let the students paste their handprints on the Manila paper posted on the board. Based on the number of students, prepare 3-5 pcs of Manila paper.

### Activity Guide Questions

- How did you feel during the activity?
- What information did you share with others? Why?
- What information did you not share with others? Why?
- Do you share the same kind of information online? Why or why not?
- Can you easily retrieve the information you share online? Why or why not?

## Learning Points

- Explain that it is all right to share information online but there are some personal information which should not be shared for safety purposes.
- Facebook is one of the leading social networking sites with 300 million active users worldwide. By the end of March 2010, there were 10.5 million Facebook users in the Philippines and according to the 2012 Stairway Foundation survey, 86% of children aged 10-17 years had Facebook accounts. The survey results also showed that the need or want of popularity is the primary reason why children maintain social media accounts.
- It is alright to share information online but if strangers use the information we shared, what should we do?
- Going online is like going out on a costume party. Everyone's identity is hidden in costumes and unless you know your friend's costume, you do not know who you are talking to. Any stranger can pretend to be a friend and you have no way of telling who they really are.
- What personal information are we not supposed to give out? Examples:

Name	Address	Phone Number
Birthdate	Parent's name	School

- What information can you safely give out or share?
- Be careful in choosing your online names – do not give too much information (TMI) when creating your online name.

## Assessment Activity

This can be done through a plenary discussion:

- Which of the following personal information is safe to share online? Why?

Last name	School's name	Teacher's name
Parents' name	Birthday	Height
Weight	Favorite TV show	Address

- An online friend asks for your telephone number. You and your online friend have a number of mutual friends. Is it safe to share with him/her your phone number?

## Closing Activity

- Ask the students to detach their handprints from the Manila paper.
- Ask a volunteer to share his/her realizations on the activity.

### Additional Notes to the Teacher

- For subjects having one hour/day contact time, the whole process should be done. For subjects with only less than an hour/day contact time, the first session should cover the Activity and Analysis part. The remaining parts of the process should be done during the second session.





## Online Friends

### Learning Objectives:

- To differentiate online friends from real-life friends;
- To identify the opportunities and risks of online friending;
- To demonstrate safety in interacting with online friends, and
- To value responsible and safe online friending.

### Time frame

One (1) hour

### Materials

- Masks
- Costumes (Optional)
- Meta cards

### Activity Description

#### Name My Masked Friend

Prior to this session, ask the students to bring masks that cover the whole face. Tell the students not to show their masks to anybody when they get to school.

1. Ask students to form a line outside the room, bringing with them their masks but keeping them unseen by their classmates. Shuffle the students' seating arrangement and ask the students to wear their masks once you give them their designated seat inside the room.
2. Pick three (3) students who will be "it". Each of the three (3) students will have his/her turn in identifying as many students as they can inside the room. Once a student is correctly identified, the student should take off his/her mask. Only those incorrectly identified shall continue wearing their masks.
3. The "it" should be kept outside the room and should not see the process until it is already his/her turn to identify his/her classmates. The student who correctly identifies the most number of classmates wins.

### Activity Guide Questions

- How did you feel about the activity?
- For the "it", how were you able to correctly identify your classmates?
- For the students correctly identified, how did you feel when your classmate identified you?

- For those not identified, how did you feel? Why do you think you were not identified?
- What would you rather have, friends you know or friends hiding behind “masks”?
- Relate the activity to online experiences
- Do you have friends on the internet? If you do, how many of them do you think are wearing online masks? How can you tell?
- Whom do you consider as an online friend and a real-life friend? Do you also consider your online friends as real friends? Why or why not?
- Do you treat your online friends the same way you treat your real – life friends? Why or why not?
- If you have an online friend whom you thought was of the same age as you and you later discovered that he/she was just pretending, how will you feel about it? What will you do? Will you continue to be his/her online friend? Why or why not?



## Learning Points

- It is good to have friends. For children, they get to have playmates and people they can talk to and share things with. Friends can be made offline and online. Thus, children now have real-life friends and online friends.
- Emphasize that online *friending* is a great way to interact with our real-life friends and probably to make new friends too. But as much as it is fun, it should be treated with responsibility and caution.
- “Stranger danger” also applies online. Some people we meet online are not who they seem to be. The online world is full of people hiding behind the masks of their computers. We may personally know some of them but there are also those who pretend to be our friends even if we do not personally know them. Online strangers may put us in danger if we do not know how to deal with them.



**Here are some tips to keep us safe in online friending:**

- Consult a trusted adult (like your parents) if a stranger asks to be friends with you online.
- Classify your Friends online. Accept friends that you personally know and put those whom you do not personally know in a modified Friends list (like the restricted group) If you do not know how to do this, ask a trusted adult for assistance.
- Avoid chatting or arranging meet – ups with online friends you do not personally know. If you decide to do a meet – up, ask a trusted adult to accompany you. A trusted adult does not include your classmates.
- Ask a trusted adult to help you if an online friend starts to make you feel uncomfortable.
- Do not open online messages from strangers and tell an adult about it if you accidentally open one.

**Closing Activity**

- Post the following scenarios on different parts of the classroom:
  - When a stranger sends you a friend request, what do you do?
  - When someone you do not know sends you a message or comments on your posts on Facebook, what do you do?
  - Who do you consider as online friends and real friends?
  - If someone online makes you feel confused or uncomfortable, to whom should you go?
- Group the students and make them go around the room to answer the scenarios, one group at a time. A scribe shall be assigned by the group to write down the group's responses.
- After going through all the scenarios, ask one member from each group to present the group's answers.
- As an assignment, ask the students to make posters that campaign for online safety tips and have them post it online.



**Additional Notes to the Teacher**

- During the Name My Masked Friend activity, you may ask the students to use Manila paper or newspapers as robes. The idea is to obscure the students' identity to make identification more challenging.
- Process the students' answers especially if personal experiences are shared. Emphasize the difference between real-life friends and online friends.
- If there is any disclosure of online child abuse, please follow the protocols of your school child protection policy.





## Online Pornography

### Learning Objectives

- To identify inappropriate online content (pornography);
- To identify situations where students are exposed to inappropriate online content;
- To know what to do if students encounter inappropriate online content, and
- To appreciate the value of caution in browsing online content.

### Time frame

30 minutes to one (1) hour

### Materials

- Copies of the Gingerbread Man worksheet

### Activity Description

1. Before the session, prepare a story which will elicit different feelings (e.g. fear, sadness, happiness etc) from the students. The story should be situational and fictional.
2. Distribute copies of the Gingerbread Man (see annex)
3. Read the story aloud and ask the students to close their eyes while they listen to the story.
4. As you get to the point in the story that elicits a particular feeling, ask your students to write their emotions and their physical reactions on the worksheets. Repeat the process until you finish the whole story.

### Activity Guide Questions

- What emotions did you feel while listening to the story?
- How did your body react when you felt (insert emotions)? Give instances in the story when you felt that way.

### Relating the activity to online experiences

- Have you seen something online which made you feel excited, curious, scared or uncomfortable? Give examples.
- Have you seen online materials (pictures/videos) which you wanted to keep from your parents?
- Have you accidentally seen naked pictures or videos of people online?

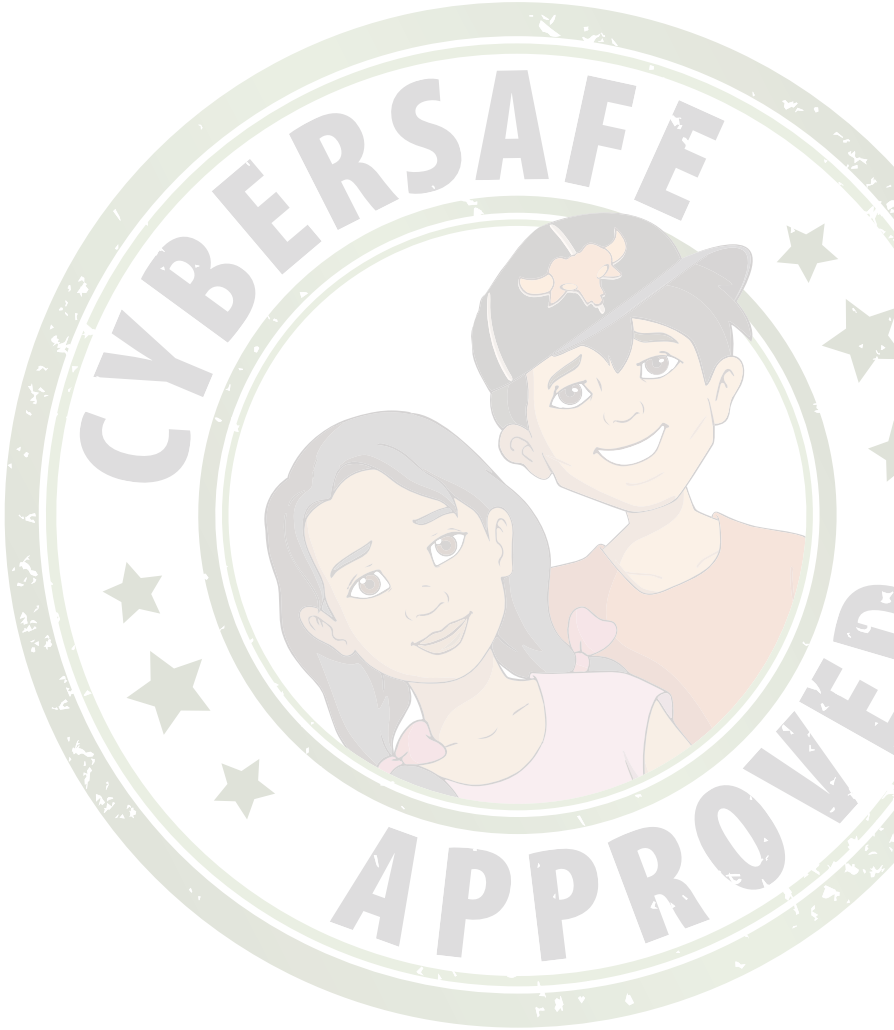
- What did you do when you accidentally saw those images? What did you feel during/afterwards?
- What should we do when we are exposed to such online materials?
- What are the possible effects if children continuously view pornography?

### **Learning Points**

- Online pornography consists of online images/videos of people getting naked or those who perform sexual acts.
- Most of the time, when we encounter online pornography, we do not tell our parents about it for fear that they will get mad at us.
- Pornography is inappropriate for children because it might influence them to do the same thing.
- When children imitate the sexual behaviors they see online, they are exposed to certain dangers such as porn addiction, child sexual abuse, sexually transmitted diseases, and early or unplanned pregnancies, etc.
- If you encounter online pornography, do the following:
  - Immediately close the website.
  - Talk to your parents about it. Tell them what happened and how you felt about it. If you are uncomfortable talking to your parents, you can talk to your teacher or a trusted adult.
  - If someone introduces online pornography to you, tell a trusted adult about it. Do not keep it a secret!

### **Additional Notes to the Teacher**

- Before discussing the topic, make sure that you have settled your biases and prejudices on sexuality/pornography.
- Getting high reactions from the students is normal because this topic is usually not discussed. Act in a very calm manner to make the children realize that you can be a trusted adult.
- Students might get excited while discussing this topic. Do not get mad or over-react. Your own reaction is as important as the learning to be generated by and from the students. Your own reaction, if inappropriate, might discourage the students from openly discussing this matter with you.



**Annex**

## Gingerbread man worksheet







## Selfies

### Learning Objectives

- To identify unsafe selfies;
- To determine what to do when an unsafe selfie goes online, and
- To value the importance of exercising caution in taking and uploading selfies.

### Time frame

One (1) hour

### Materials

- Photos illustrating safe and unsafe selfies
- Manila paper
- Pentel pens

### Activity Description

#### Safe and Unsafe Selfies

1. If you have a smart phone, take a selfie in front of the class and ask the students what they noticed when you took the selfie.
2. Ask the students who among them are familiar with selfies and who can explain what a selfie is.
3. Divide the class into groups. Give each group a set of photos illustrating safe and unsafe selfies.
4. Distribute the Manila paper with the headers “safe selfies” and “unsafe selfies.” Ask each group to classify the photos you distributed.

SAFE SELFIES	UNSAFE SELFIES

5. Once done, ask the groups to post their outputs on the board and compare their answers with the other groups’ answers.
6. If you find it difficult to get sample photos of safe/unsafe selfies, as an alternative, write statements in meta-cards describing different selfies (groufies, photos with friends or family members, photos doing day to day activities, sexy poses, revealing clothes, nude, etc)

## Activity Guide Questions

- Which photos did you classify as safe? Unsafe?
- How can you tell if a selfie is “unsafe”?
- Are there differences in your group’s answer and the other groups’ answers? To the teacher: Guide the students to the proper classification of the pictures.
- Is it all right to take unsafe selfies? Why or why not?
- What if these unsafe selfies are yours and someone else shares them, how would you feel? What will you do?



## Learning Points

- Explain the definition of a selfie.
- Discuss the opportunities and risks of uploading safe and unsafe selfies.
- Ask the students why they upload their selfies online.
- Be careful of the pictures you upload online.

### When taking selfies, remember the following:

- Will I be comfortable if my selfie is seen by my parents or other adults? If not, it might not be a safe selfie.
- Selfies which show private body parts are always unsafe.
- Selfies which might tarnish your reputation are unsafe (e.g a selfie showing you drunk or smoking)
- Even if private body parts are not shown, it can still be unsafe (e.g. a cleafie – selfie showing cleavage, or selfies showing gang - or fraternity – associated hand signals).
- What you post or share online cannot easily be taken back even if you delete it. It is so easy for others to copy, save, and forward it to other people.
- Adjust your Privacy Settings
  - The information you share online can be used against you.
  - If it is something you do not want the world to see or know, do not post it.

## **Closing Activity**

### **Reframing: To Post or Not to Post**

1. Distribute Manila papers and pentel pens to each student in class. Ask each one to draw two (2) selfies: one safe and the other unsafe.
2. The class will decide whether the pictures are either “good to post” or “not good to post”
3. After the activity, check the students’ output and ensure that learning about the potential risks of posting selfies online has been attained.

**As an assignment, ask the students to review their social media account by doing the following:**

- Decide if each of the pictures they keep online are worth keeping or deleting.
- Count the number of pictures kept and those deleted.
- For the checking of assignment, you may call on some students to share their answers to the class.

### **Additional Notes to the Teacher**

For subjects having one hour/day contact time, the whole process should be executed. For subjects with only 30minutes/day contact time, the first session should cover the Activity and Analysis part. The remaining parts of the process should be done on the second session.





## Texting

### Learning Objectives

- To define texting and enumerate its purposes;
- To recognize the ways when the text messages we send might be misunderstood by their receivers;
- To learn texting etiquette for children, and
- To value the importance responsible text messaging.

### Time frame

One (1) hour

2G2BT

### Materials

- Colored paper
- Ballpen
- A small box containing rolled paper strips for each group.

### Activity Description

#### Pass the Message

1. Divide the class equally and ask each group to fall in line.
2. Place the small box containing the pieces of rolled paper strips in front of each group.
3. On your signal, the first student in line should pick a piece of paper from the box, look at the word and face the student behind him/her. The first student shall let the second student guess the word using hand symbols or gestures. Once the word is guessed correctly, the student next in line will follow suit until all the pieces of paper are taken from the box.
4. The group members should put together the words to figure out the message.
5. When the groups have figured out the message, they will write the message on the board and read it aloud as a group. The first group to finish the relay with the correct message shall be declared the winner.

### Activity Guide Questions

- What helped you in guessing the word and figuring out the message? How did it help you?
- What did not help? Why?
- Does the activity have similarities in text messaging? Give examples.
- What are the advantages of sending text messages?

- What will happen if our friends misunderstand our text messages?
- What can we do so our text messages will not be misunderstood or misinterpreted?
- If our text messages are misunderstood, what should we do to clarify what we mean?
- If we receive a text message which we do not fully understand, what should we do?
- Do you have any experience of receiving an unwanted text message?  
Share the experience.
- How did you feel upon receiving such message and why?
- What should you do if you receive unwanted text messages?

## Learning Points

- Texting is one of the best technological innovations of our time. It has made communication easier and faster.
- Before you press send, review your text message and answer these questions:
  - Is my message understandable?
  - Does my text message convey what I really mean?
  - If I receive the same message, how would I feel?

If the answer to any of the questions is NO, think twice before sending it.

- If you receive a confusing text message, do the following before replying:
  - Try to read the message several times. You might have misunderstood the message the first time you read it.
  - Do not hesitate to clarify if you do not understand the message. Ask the sender to explain what he/she really means.
  - If after asking, you still do not understand and know what to reply, ask a trusted adult what to do.

## Additional Notes to the Teacher

- You may choose the message for the game. Messages which are appropriate to the age level of the students or those related to texting habits are preferred.





## Disclosures

### Responding to disclosures of online abuse/concerns

There will be instances when you will encounter disclosures from your students arising from the discussion of the topics here. It is very important that you handle these disclosures very seriously and professionally. Your students will disclose to you for a reason – because you are a trusted adult – and you should safeguard the trust given to you by your students!

If any of your students begin disclosing **during** your CyberSafe session, make sure that you do protective interrupting. Protective interrupting means preventing the child from disclosing in front of other children, but at the same time, making sure that you give him/her the assurance that you will talk to him/her after your session. You can do this by gently redirecting the disclosure by saying things like “maybe we can talk about this after class”.

If any of your students discloses **after** your session, make sure to follow these basic guidelines:

- Listen
- Believe the child
- Stay calm
- Let the child know he/she is not alone
- Let the child know what is going to happen (that in order to help him/her, you have to tell this to the school child protection committee)
- Report immediately to the school child protection committee

As a teacher, you are legally mandated to report to your school child protection committee, which handles all child protection concerns under DepEd order no. 40, series of 2012 (the DepEd child protection policy) and the anti-bullying law.

As guidance for the school child protection committee, the following are the different reporting channels for cybercrime concerns:

Philippine National Police (PNP) Anti CyberCrime website: <http://pnpacg.ph/main/>

The Inter-Agency Council Against Child Pornography: [www.iacacp.gov.ph](http://www.iacacp.gov.ph)

Stairway Foundation, Inc.: email us at [report@stairwayfoundation.org](mailto:report@stairwayfoundation.org)



CALL OR TEXT:

Philippine National Police (PNP) Patrol 117

Philippine National Police - Anti Cybercrime Group (PNP-ACG) - Project Angelnet:  
Tel. No. (02) 723-0401, local 5354 Fax. No. (02) 414-1560

National Bureau of Investigation (NBI): (02) 523-8231 to 38 local 3454 to 3455

Department of Justice - Office of Cybercrime (DOJ-OCC): Tel. No. (02) 526-2747

Department of Social Welfare and Development (DSWD):

Text DSWD <space> URL Address and send to 2327

Text blockchildporn <space> URL Address and send to 0918-9122813



# break the silence

Stop child sexual abuse and exploitation

Main Office  
Stairway Foundation, Inc  
Barangay Aninuan, Puerto Galera  
Oriental Mindoro 5203  
Philippines  
Telephone: +63 917 8431922

Manila Office  
Ground Floor, Building 1, Emilio Aguinaldo College  
1113-1117 San Marcelino St., Ermita, Manila 1000  
Telephone: +63 2 516 3625

email: [info@stairwayfoundation.org](mailto:info@stairwayfoundation.org)

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