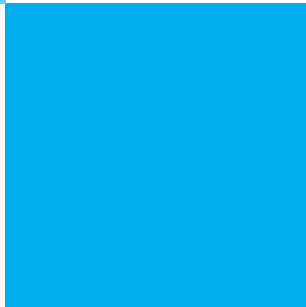
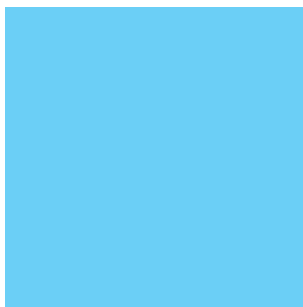




# CYBERSAFE

**Online Safety lesson plans for teachers  
Junior High**



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and the Department of Education, Philippines

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## **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

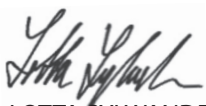
## **Message from UNICEF Philippines**

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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## **CyberSafe Lesson Plan for Junior High School**

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.

At the end of this manual you will get information on where to report for 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 identify the things which make a social media account unsafe, and
- To realize the importance and benefits of maintaining private online social media accounts

### Time Frame

One (1) hour

### Materials

- Meta cards:  
showing public and private information
- Manila paper
- Scotch/Masking tape



### Activity Description

1. Divide the class into several groups and give each group a set of meta cards and two (2) pieces of Manila paper. Make sure these words are written in the meta cards and distributed between the 2 groups:

Full name	Birthday
Address	Hobbies
School	The places you go to
Phone number	Feelings
Who your crush is	Popstar idols
Selfies	Pictures of yourself where you hangout
Family photos	Barkada photos

2. Ask each group to classify the meta cards into 'public' and 'private' information.
3. Once the groups are done, ask them to post their answers on the board and have each group report their answers in front of the class.

### Activity Guide Questions

- What information was classified as 'public'? Why?
- What information was classified as 'private'? Why?

- What do you think will happen if private information is made 'public'?
- What are the potential risks involved in having a public online social media account?
- How do we manage an online social media account?

## Learning Points

- Present the step-by-step procedure on managing online social media accounts. If you are not familiar with this, you may ask your students if anybody is familiar with the setting up of an online social media account (e.g. Facebook, Twitter, etc).
- A public social media profile is a social media account with no level of privacy. Any random internet user may access the details of a public social media profile.
- The different social media sites have several features which may be used to manage the user's online accounts. Such features include the following:
  - General Privacy Settings
  - Friends List
  - Individual Status Privacy
  - Blocking and Reporting

## Additional Notes to the Teachers

It is understandable if you are not fully familiar with the technicalities of setting up social media accounts in the different social media sites. It is recommended that you seek the assistance of the students or the school's Information and Communications Technology (ICT) teacher. You may also consider watching YouTube videos on how to set up an account in the different social media sites (e.g. Facebook, Twitter, etc).

Since majority of the students are visual learners, you may use screenshots of the different features of the social media websites where the Privacy Settings of the user accounts may be managed.





## Cyberbullying

### Learning Objectives

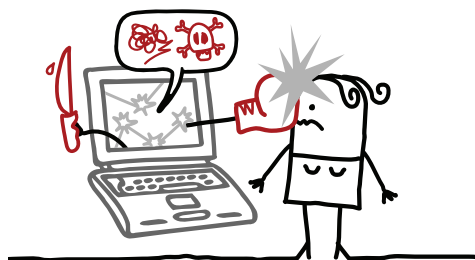
- To identify what cyberbullying is and its potential risks;
- To recognize when cyberbullying occurs, and
- To realize the importance of empathy towards victims of cyberbullying.

### Time Frame

30-45 minutes

### Materials

- Pictures and other visual aids
- Scotch tape



### Activity Description

#### Activity A

1. Ask the students their idea about this statement:

**“Do not do unto others what you do not want others to do unto you.”**

2. Ask the students how they feel when someone is teasing them.
3. Explain the importance of the statement in Step 1.

#### Activity B

1. Divide the class into several groups.
2. Ask each group to list down the difference between Offline Bullying and Cyberbullying in terms of the following:
  - People involved (bullies, victims and bystanders)
  - Reach and coverage
  - Time element

**Activity C**

1. Ask for 10 volunteers. Let the volunteers step aside while you give the rest of the class further instructions.
2. Direct the rest of the class to form two (2) lines facing each other. The two lines will serve as the “human tunnel.”
3. Two (2) out of the 10 volunteers will be assigned to walk through the human tunnel while the rest of the volunteers will be assigned as “bystanders” who will stay outside the human tunnel and observe.
4. Instruct the human tunnel to comment ‘mean things’ while the two (2) volunteers walk through the tunnel. Remind the human tunnel that nothing personal should be said against the two (2) volunteers.
5. After the walk- through, ask the two (2) volunteers how they felt while going through the tunnel. Address the same question to the human tunnel and the bystanders.

**Activity Guide Questions**

- Do you think everyone should be treated equally and fairly? Why or why not?
- Why do you think some people are being picked-on? Is that fair?
- Can picking on someone also happen online? How?
- When people are cyberbullied, how do you think it makes them feel? How do you think does it affect them?
- Who do the people outside the tunnel represent in the online world?
- What do you think is the right thing to do if you see someone being cyberbullied? You may now introduce the concept of ‘bystanders’ at this point.
- When is someone considered a bystander?

**Relating the activity to online experiences:**

Ask the students if they have ever been cyberbullied or if they know someone who has been cyberbullied.

- How do the students feel when they are being cyberbullied?
- As a good netizen, what are the students supposed to do to avoid, prevent and block cyberbullying?
- How can the students apply these lessons in their daily online activities?



## 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 that 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
- Web pages 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 assistance should be extended to the students in managing their account's 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 for future evidence or reference for reporting and case management.

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

### Cyberbullying can cause:

- Depression
- Isolation
- Low self-esteem
- Drug or alcohol use and abuse
- School avoidance
- Self-harm or suicide

**Targets feel helpless because:**

- Cyberbullying can occur anytime and anywhere
- Cyberbullies are usually anonymous

**Be a responsible netizen:**

- Protect your privacy and respect the privacy of others
- Do not give out your personal information
- Stay true to yourself and do not send anonymous personal messages
- Stay true to your values and never write something that you cannot tell someone face to face
- Do not spread rumors or post others' pictures without getting their permission
- If you are angry, sleep on it
- Do not be a troll (i.e. someone who posts controversial messages with the intention of starting arguments.)

**Optional Closing Activity****Be aware of self-harm or suicidal tendencies.**

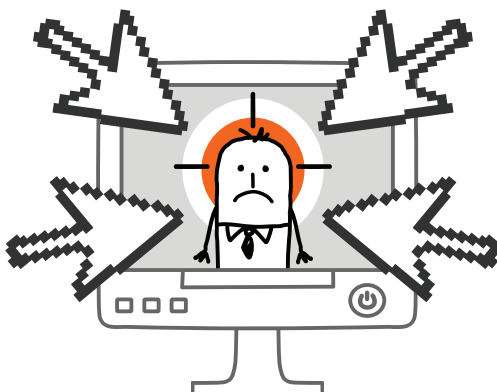
A 13-year-old girl at Guevarra High School in Quezon City made this image on a school computer. She told her teacher that someone kept texting her and sending her violent images calling her “emo” (“emo” is a slang term for the word “emotional”).



Explain to the students that Cyberbullying might sometimes lead to physical harm as seen in the case study. Students should realize that Cyberbullying has lasting impacts to children, both online and offline.

## Additional Notes to the Teacher

- Explain that any discussion during the sessions should stay within the confines of the classroom. This will encourage the class to feel secure in sharing their ideas and questions.
- Any personal experience shared with the class should not include actual names.
- The students should be encouraged to use specific terms, such as 'genitals' and 'sexual act'.
- Remind the students to maintain respect for each other during the session. The sharing of ideas should be done in a mature and positive way.
- Do not include ongoing or known school issues in the discussions to minimize the possibility of bullying vulnerable students.
- If there are students who display negative thoughts or manifest aggressive behavior, refer the student to the Guidance Counselor as soon as possible for further interview and counseling.
- If a student discloses being cyberbullied, teachers are required to report these cases to the school child protection committee.



## Image and Content Sharing

### Learning Objectives

- To identify the unsafe or risky content shared online;
- To recognize the effects of unsafe content sharing to oneself and others; and
- To value the importance of being responsible and cautious in sharing images and content online.

### Time frame

One (1) hour

### Materials

- Brown envelope
- Manila paper
- Pentel pen
- Pictures seen online

### Activity Description

#### Activity A: Pass the Picture

Prior to the activity, ask the students to bring pictures of themselves when they were toddlers.

1. Ask the students to pass their pictures to their seatmate at each count you make. Count from one to twenty. Give 2-3 second pauses in between counts so that the students can look at the photos.
2. At each count you make, ensure that the students pass their pictures to their seatmates.
3. After 20 counts, ask the students to retrieve their respective pictures.

#### Activity B: Image and Content – Sharing

1. Divide the class into several groups and give each group a piece of Manila paper and a set of cards.
2. Ask the groups to list down all of the things they see online, and write these in the cards provided.
3. Ask the group to sort and post the cards on the Manila paper using the matrix provided:

Safe content	Risky content	Unsafe Content

4. Ask for a volunteer from each group to present the group's answers to the class.

### Activity Guide Questions

#### Activity A: Pass the Picture

- How did it feel when your picture was being passed around?
- Was it easy to take your picture back? Why or why not?
- Do you also share your pictures online? How?
- Is taking down a picture you posted online as easy as taking back your picture offline? Why or why not?

#### Activity B: Image and Content-Sharing:

- What are the things you see online? Why do you think are they shared online?
- What are the things you usually share online and why do you share them?
- When do you think is something 'safe to share' and when is it 'risky to share'?
- What are the things you need to consider before sharing images and other content over the internet?



## Learning Points

- There are certain images and content shared online that students should recognize as safe, risky or unsafe.
- Safe content are those things which will not pose any threat or danger to you or your loved ones.
- Risky content are questionable content which might not be apparently dangerous, but might put you at risk if used inappropriately (e.g., a sexy selfie).
- Unsafe content are those which threaten and pose dangers to you and your family's safety (e.g., a naked selfie).
- The internet is a place and space where you do not have absolute control over the content you share.
- It is all right to share things online but you have to be responsible in doing so.
- If things get out of control, get help from a trusted adult.

## Optional Closing Activity

Ask the students to think of a hashtag that will highlight the learnings of this lesson. The hashtag should be about taking control and being responsible in sharing images and content online. Ask the students to share their hashtags in class or promote their hashtags online.





## Instant Messaging (IM)

### Learning Objectives

- To identify the advantages of instant messaging;
- To identify and classify inappropriate instant messages;
- To generate safety measures in instant messaging, and
- To realize the importance of responsible instant messaging.

### Time frame

One (1) hour

### Materials

- Pieces of paper
- Pencils and pens



### Activity Description

#### Activity A: Pass the Message

1. Give each student a piece of paper and ask him/her to write messages on it (any message will do).
2. Once the messages are written, ask the students to pass the messages around.

#### Activity B: Communication: Now and Then

1. Divide the class into several groups.
2. Ask each group to present the different modes of communication during a particular time period (50s, 60s, 70s, 80s, 2000s).
3. Presentations can be through direct reporting, role play, or any other method they can think of.
4. Let the groups present their output in class.

### Activity Guide Questions

#### Activity A: Pass the Message

- How did you feel when you received messages from your classmates? What was your immediate reaction?
- How often do you send instant messages? What applications do you use?
- What kinds of messages do you usually send your friends and family?
- How can you tell if an instant message is inappropriate?
- What do you do if you receive inappropriate messages?



**Activity B: Communication: Now and Then**

- How do you feel about the modes of communications today?
- What are the benefits of using the different modes of communication?
- Are there also disadvantages of using the different modes of communication?  
Give examples.
- Considering that mobile phones and the internet are the fastest means of communication today, how can you use them wisely?

**Learning Points**

- To date, the internet and mobile phones are the fastest means to send and receive messages.
- Instant Messaging (IM) is made accessible by having internet connection. You may send messages, pictures, videos and other files using Instant Messenger applications, such as Facebook Messenger, Viber, WeChat, WhatsApp etc.
- Since various information can be sent via instant messengers, the messages we receive range from informative to mundane, from encouraging to disturbing.
- If the instant messages you receive are inappropriate (those containing harmful, hateful, explicit or pornographic images or information), the sender, website or content should be reported to a trusted adult or to the proper authorities, if needed.





## Online Friends

### Learning Objectives

- To define 'friending strangers online';
- To identify the potential risks of friending strangers online, and
- To develop healthy online friending behavior.

### Time Frame

One (1) hour

### Materials

- Paper
- Pen
- Scotch/masking tape

### Activity Description

#### Let's Be Friends

1. Ask each student to create three (3) characters and to give their characters identification (name, age, gender, etc). The characters' information profile should be written on one side of the paper. Once done, ask the students to fold the paper to hide the character's personal information.
2. Direct the students to post the folded papers anywhere inside the classroom. Once all papers have been posted, ask the students to collect as many papers as they can as if they are collecting friends.
3. Ask the students to list down the information they gathered from the papers they have collected.
4. Request for volunteers to share their output in front of the class.

### Activity Guide Questions

- How many friends have you gathered?
- Did you enjoy collecting 'new friends'? Why or why not?
- How do you choose your friends in real life? Do you readily accept strangers as your friends? Why or why not?
- Do you confirm all friend requests you receive online? Which requests do you approve or disapprove? Why?
- What are the potential risks of *friending* strangers online?

## Learning Points

- Facebook, one of the leading social networking sites, has over 300 million active users worldwide. Stairway Foundation Inc.'s 2012 survey shows that 86% of children aged 10-17 years old have Facebook accounts. One pressing concern is the apparent inappropriate use of social media.
- At an age where popularity is considered important, most teenagers use social networking sites as a medium for gaining popularity or publicity.
- **Friending Strangers Online:** involves adding people whom you do not personally know to your social media circle or Friends list.
- Potential risks of friending strangers online:
  - Not all people you add as friends are really who you think they are.
  - Online strangers may access your account and use your information without your consent.
  - Online strangers might also initiate grooming for sexual purposes.

## Additional Notes to the Teacher

- You should prepare at least 10 secret characters with secret identities (e.g., one character can be that of a 14-year-old girl, but is actually a 45-year-old man interested in teenagers, or a 13-year-old boy who is actually a 50-year-old man.)
- Consider the students who collected the doubtful characters in choosing the volunteers who will share their output in front of the class.
- Relate the students' behaviors in choosing friends (real – life vs. online)
- Remind the students that the online world is a world of anonymity. You really have no way of telling if someone is really the person you think he/she is.

## Optional Closing Activity

You may share a story from a newspaper or online article illustrating the risks of *friending* strangers online (e.g., a real story of a girl who was raped by an online friend after an eyeball).





## Online Gambling

### Learning Objectives

- To determine when online gambling happens;
- To be aware of the risks related to online gambling; and
- To value the importance of saying NO to online gambling.

### Time Frame

30-45 minutes

### Materials

- Visual aides
- Paper
- Cartolina
- Pens

### Activity Description

#### Word Association

Ask the students to write words that they can associate with “Pustahang Online Games”.



## Activity Guide Questions

- Have you ever encountered groups of people doing online gambling in the computer shop? What have you noticed about those people?
- Has anybody tried to engage in online gambling? Share your experience in class.

## Relating the activity to online experiences

- What is online gambling or “Pustahang Online Games” and how is it done?
- Are there benefits of joining “Pustahang Online Games”? Cite examples, if any.
- What are the effects or consequences of online gambling? How does it affect your relationship with your family, your schooling and your community?

## Learning Points

- Gambling is not new in the Philippines. Even before the Spaniards came to the Philippines, people were already betting on the outcome of uncertain events.
- ‘Online gambling’ or ‘Internet gambling’ entails the use of any digital or electronic means of gambling, such as computers and gadgets.
- The main draw of online gaming is the fun of the experience, however, once money is involved and addictive behavior progresses, online gaming turns into online gambling.

## Issues related to online gambling:

- Financial loss
  - There is always the risk of students using their school allowance to fund their online gambling. Instead of using their allowance for food and other school needs, they save it for their online gambling habits.
- Impact on health and welfare
  - Negative effects of addictive online gambling habits include lack of sleep and unnecessary physical stress due to lengthy hours spent online.

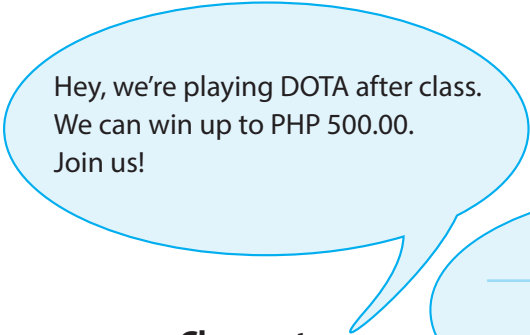




### Optional Closing Activity

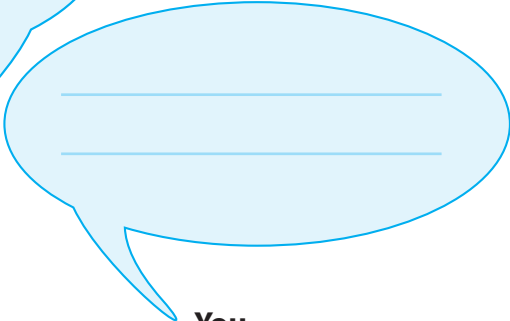
Present this scenario:

One of your classmates invited you to join him/her in an online “DOTA Pustahan Game” after class. After learning the previous lesson, how will you respond?



Hey, we're playing DOTA after class.  
We can win up to PHP 500.00.  
Join us!

**Classmate**



\_\_\_\_\_  
\_\_\_\_\_

**You**



## Online Gaming

### Learning Objectives

- To determine the effects of online gaming;
- To identify addiction as one of the risks of online gaming;
- To suggest ways to discipline oneself while gaming online, and
- To value the importance of responsibility and discipline in online gaming.

### Time frame

One (1) hour

### Materials

- Cut-out pictures of characters (provided in the module)
- Books, notebooks, pens and pencils
- Cartolina or Manila paper

### Activity Description

#### Power Me Up

1. Divide the class into four (4) groups. Introduce four (4) characters and let each group select the character it would like to 'buy'. Each character is worth 20 points.
2. Using the books, notebooks, pens and pencils, each group will buy the character from you. The equivalent points for each item shall be as follows:
  - Book: 2 points
  - Notebook: 1 point
  - Pen/pencil: 5 point
  - Only items found inside the classroom shall be used.
3. The rule of the game is simple: the groups should accumulate as many points as they can to buy their selected characters. Once the group is able to buy the character, the group should focus on 'powering – up' the group's character.
4. The group should stack all the items used as points. The group with the most number of points wins.

## Activity Guide Questions

- How did you find the activity?
- How much and what did you contribute to your group?
- What do you think helped the winning group succeed?

## Relating the activity to online experiences

- Do you have favorite online games? How often do you play them?
- How much time, money and effort do you usually spend powering – up your online characters?
- What was the challenge in powering – up your group’s character? Is it the same in online gaming?
- What do you think are the risks or consequences of playing online games too much?
- When is the playing of online games considered ‘enough’ or ‘too much’?
- What do you think are the effects of online gaming addiction to online gamers?
- What are the signs that a gamer is already addicted to online gaming?
- If you are a gamer, will you still be aware if you are already gaming too much? Why or why not?

## Additional Notes to the Teacher

Maximize the interaction and focus on the students’ ideas. The object of the activity is to bring the online games to reality. It is important that the students relate the activity to online gaming or identify similarities to it.

## Learning Points

- Emphasize that anything and everything that is abused is dangerous and the same goes with online gaming. One of the great risks in online gaming is the addiction of its gamers to the game.
- Online addiction happens when a child gets too caught up with playing the online games that it becomes the only thing the child wants to do most of the time. Signs of addiction may include spending too much time or money, preferring to play games instead of eating or sleeping, etc.
- When children get addicted to online games, they tend to sacrifice the more important things such as their school allowance, academics, health, relationships etc.

## Closing Activity

### Tip Table

1. Divide the class into several groups.
2. Ask the groups to fill in the table below with tips which can help online gamers to be more responsible and disciplined in playing online games.

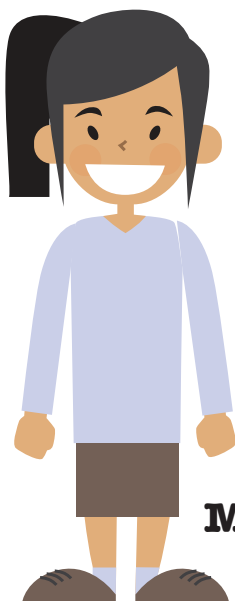
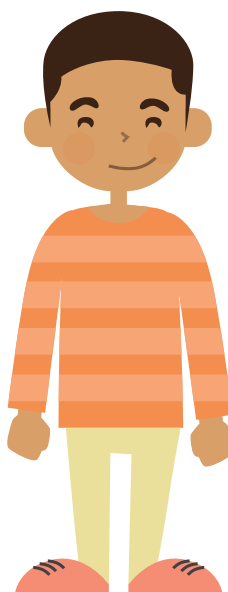
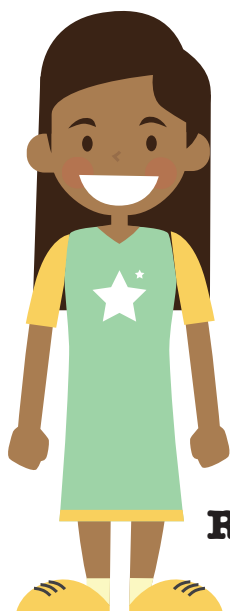
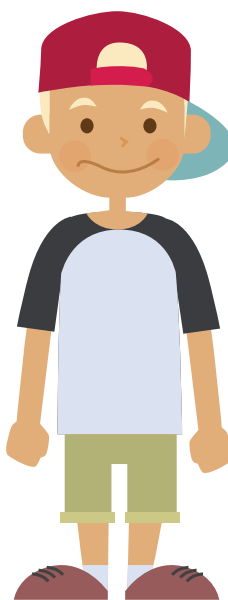
Money	Balancing Academic Responsibilities	Health	Suggested Category by students

3. Once done, ask the groups to present their outputs in class.
4. Maximize interaction with the students and capitalize on their responses.



**Annex**

## Sample Characters

**MIKA****RAJA****REN****BRET**



## Online Boyfriends/Girlfriends

### Learning Objectives

- To be aware of the risks involved in romantic online relationships, and
- To realize the role and importance of self – respect in online boyfriend/girlfriend relationships.

### Time Frame

30-45 minutes

### Materials

- Visual aids
- Cartolina
- Pentel pens
- Pieces of paper

### Activity Description

#### What will you do?

Present the following scenario and ask the students how will they handle it.

**Scenario:** You have been online friends with this person for several months already. You have a few mutual friends but you have not met in person yet. You enjoy chatting with each other and have been continuously and consistently doing so for months. Last night, you had a chat with this online friend. What would your replies be to the following messages?

"Hey, we've been friends for some time now, and you know what, I really like you."

"Do you believe that even if two persons have not seen each other yet in person, they can already be meant for each other?"

"I feel I'm in love with you already, can we be boyfriend/girlfriend?"

"Since we're already in a relationship, can you send me a photo?  
Something very personal, something only people in a relationship share."

"I think we should already meet each other personally."



## Activity Guide Questions

- Can we always control the situation when we are engaged in a romantic online relationship? Why or why not?
- What are some examples of uncomfortable interactions between strangers online?
- How do you know if a romantic online relationship is already risky?
- Do you think it is worth engaging in romantic online relationships? Why or why not?

## Learning Points

General principles to follow to avoid risky romantic online relationships:

- Change topic. If something in the relationship starts to feel risky, it probably is. If you are unsure where the conversation is leading, change the topic and try to talk about something else. If there is still persistence and pressure, you might need to take further action.
- Log off or quit. You can stop anytime – stop chatting, log off and quit. You may also block or report the user or create a new account to avoid contact with the person.
- Talk to a friend or a trusted adult. Do not be afraid to open up or reach out if you need help. Even if you feel like you can manage and handle the situation, it is always better to have someone watch over and support you.

## Optional Closing Activity

Encourage the students to create an acronym on how to practice self-respect when dating online.





## Selfies and Sexting

### Learning Objectives

- To identify what sexting is;
- To be aware of the potential risks and consequences of unsafe selfies and sexting, and
- To determine the value of self – respect in taking selfies and sexting.

### Time Frame

30-45 minutes

### Materials

- Visual aids
- Pieces of paper
- Pens
- Cartolina



## Activity Description

### 1, 2, 3 Smile!

1. Ask the students to pair up.
2. Post the story of Tim and Ann on the board.
3. Ask the students to read the story and discuss the Guide Questions with their partners.

Tim and Ann have been together as a couple for a while. Tim asks Ann to send him a sexy photo of herself. Ann agreed provided that Tim sends his sexy photo first. Tim agrees and sends Ann a funny photo of himself wearing his underwear only. Ann responds by sending Tim a funny naked photo of her wearing a hat only. However, Tim forwards Ann's photo to his best friend, Dave. Tim tells Dave not to share it with anyone else, but Dave sends it to one of his friends who also sends it to other people via a group message. The following day, Ann's photo has already been shared 2,000 times online.

## Activity Guide Questions

- Why do you think did Ann share her nude photo to Tim?
- Why do you think did Tim forward the picture to Dave?
- How do you think did Ann feel when she found out that her photo was passed around?
- Do you think the story also happens in real life?
- What could Ann have done to avoid the risks of having her photo sent to others?
- Is there still anything Ann can do about her shared photo?

## Relating the activity to online experiences

- Why do you think people like taking selfies?
- Is sexting still an issue nowadays? What are the risks involved in sexting?
- What is the effect of sexting on the reputation of the person whose naked photo was shared?
- What would you think or how would you feel if you saw a naked photo of your friend or younger relative online? Would it change the way you look at them? Would you think less of them? What if the person in the photo is you? How would you feel?

- Is it all right to share naked or sexual images of yourself with the person you are in a relationship with? Why or why not?
- How can you help a friend who has been asked to send an explicit photo or video of himself/herself, or has already sent one?

## Learning Points

- What is a selfie?
  - A selfie is a photograph which one has taken of oneself, typically taken with a smartphone or webcam and uploaded to a social media website.
- What is sexting?
  - Sexting is the sending of provocative or sexual images or messages using a mobile phone. Sexting causes serious social and legal consequences for students. Some teenagers do it for fun while others do it because of peer pressure. Others may be involved in romantic relationships, and are pressured to do it.

### 4 major tips in taking and uploading selfies:

1. Be careful in uploading pictures online. Always keep your personal information private.
2. Select selfies which will create a positive impression of yourself.
3. Post wisely. Once you post something online, there is a possibility that it can no longer be permanently removed.
4. Do not be afraid to seek help from a trusted adult.

## Social Consequences of Sexting:

- Invisible viewership – sexts may be forwarded to anyone, anytime and anywhere.
- If the explicit images are posted online, it may be impossible to remove or control access to these images.
- Images are usually used for bullying and/or harassment.
- Sexts can cause permanent damage to your digital reputation and identity.

## What To Do:

- If you regret sending an image to someone, ask him/her to delete it and not forward it to others.
- If the post has already been forwarded or shared, ask a trusted adult to help you.
- If a sext or explicit photo is sent to you, delete it immediately.

- Never forward a sext. It only makes the problem worse and negatively impacts your relationships and reputation.
- Tell the person to stop sending you sexts or you will have to block him/her and report the matter to the proper authorities.
- You do not need to send a nude photo of yourself to your partner to prove that you love him/her.

**Help is available:**

- Support friends – let them know if there are images of them being shared online and help them stop the sharing.
- Seek advice from the school – you may approach your teacher or guidance counselor.

**Optional Closing Activity****To Post or Not To Post**

1. Divide the class into several groups and distribute pieces of Manila paper and pentel pens to each group.
2. Instruct the group to trace the upper half of one of the group members' body on the Manila paper.
3. Give each group a set of pictures. Ask the group to classify the pictures as 'safe selfies' or 'unsafe selfies'.
4. The safe selfies should be posted on the left side of the traced body while the unsafe selfies should be posted on the other side.

**Additional Notes to the Teacher**

- Remind the students that any discussion during the lessons on sexting should stay within the confines of the classroom. This will help encourage the students to openly share their ideas and ask their questions.
- Any personal stories should not include actual names and the characters should not be identifiable to the others.
- Students should be encouraged to use neutral terms such as 'genitals' and 'sexual acts.'
- Remind the students to maintain respect for each other during the lessons. They should share their ideas in a mature and positive manner.
- If there are ongoing issues within the school, do not include those in the discussion. This will minimize the potential for the bullying of vulnerable students.



## Text Clans

### Learning Objectives

- To identify and describe what text clans are;
- To identify the risks involved in joining text clans, and
- To develop awareness on how to stay safe when joining text clans.

### Time Frame

One (1) hour

### Materials

- Paper
- Pen
- Case scenarios



### Activity Description

#### Activity A: Group Yourselfs

You may use this activity as a warm – up exercise. Ask the students to group themselves according to the number you give them.

#### Activity B: I Belong

The activity focuses on how students identify themselves in groups or barkadas.

1. Ask the students to group themselves.
2. Observe how the students group themselves according to different criteria.

#### Activity C: Case Scenarios

1. Divide the class into several groups.
2. Provide open ended stories/cases involving text clans (Please refer to Annex).
3. Ask the groups to supply the missing story endings and present their outputs in class through a role play.

### Activity Guide Questions

#### Activity B: “I Belong”:

- What attributes are common to all members of the group?
- Do you want to recruit more members in your group?



- Why did you choose to be part of that particular group?
- What benefits can you get from being part of that group?
- Is your group similar to a text clan? Why or why not?

### **Activity C: Case Scenarios**

- What made you decide to give that ending to the story?
- What are the risks in joining text clans?
- If you were in the same situation, what will you do?
- How can you prevent such incidents from happening?

### **Learning Points**

- Text Clans are organized by a person or a group of persons for the purpose of forming a “text group”. They recruit members depending on the criteria of their text clan. Some clans accept group members based on their interests, while some are based on location, but majority are based on age bracket. All text clans are also based on network coverage.
- Based on Stairway Foundation’s 2012 survey, 22% of the total number of respondents said they were members of a text clan, 30% said that their text clans had adult members, 24% attended text clan eyeballs (EBs) and 7% said that their text clan EBs usually include drinking sprees.
- Do not engage in EBs or meeting with strangers. If you decide to do so, ask a trusted adult to accompany you.

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

- Provide the students with cases involving text clans engaged in eyeballs, sexting, child sexual abuse, etc. (please refer to Annex).
- Be mindful of the students’ reactions on the different endings they give to the stories. You should be able to explain the stories carefully and provide closure in every case.

## **Annex**

### **Cases involving text clans**

1. Joy and Alice have been very good friends since elementary school. Even if the girls are very good friends, they have different personalities. Joy is outgoing and enjoys being with a lot of friends while Alice is a homebody. Joy and Alice seldom see each other because Joy got involved with a group known as 'OTG'. Joy has become so busy with her friends and misses some of her classes because of them. Joy and her friends from OTG contact each other through text and meet at night to have drinking sessions. One day, Joy invited Alice to one of their meetings and tried to recruit her to the group. Joy convinced Alice by telling her 'What are friends for if you'll not go with me?' What do you think will happen next?
2. Mr. and Mrs. De Lara are both working parents. They have a son named Gelo who is in Grade 9. Gelo is an average student with attention problems. He always seeks attention and often causes trouble in school. He confides to the guidance counselor that his parents neglect him because they are so pre-occupied with their jobs. One day, Gelo got into trouble with a Grade 10 student because he courted a girl who was already the girlfriend of the 10th grader. The 10th Grader confronted Gelo but Gelo fought back. Angry, the 10th Grader reported the incident to his clan. What do you think will happen?
3. Rene, a 23-year old pedicab driver, is the leader of a text clan who, with malicious intent, recruits female high school students as members. Rene has secretly molested a number of the female members of the clan as part of the initiation rites. The female members did not complain for fear of being kicked – out of the clan. Rene became interested in a beautiful Grade 10 student named Abby who happens to be a friend of one of the members of the clan. He requested the clan member to recruit Abby to the group. What do you think will happen to Abby?

4. It is a common practice in text clans that members pass group messages to one another. There are also cases where male members become textmates with the female members and engage in eyeball meet – ups. Some members would not reveal their true identity during the texting period and their true identities will only be found out during the meet – up. Jasmine, a member of a clan, has a text-mate named Brian who happens to be 45-year-old drug addict pretending to be an 18-year-old college student. Jasmine and Brian have been textmates for almost two months and Brian already expressed his feelings for Jasmine. Brian requested to see Jasmine in person and Jasmine agreed. Jasmine and Brian agreed to meet one afternoon at Luneta Park. What do you think will happen next?





## 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

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