WEB RANGERS

Learner **Toolkit**

This Toolkit belongs to:

Name

....

School

....

Year

....

ACKNOWLEDGEMENTS

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Special thank you to our supporters and friends...
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Disclaimer
Every care has been taken to see that this document is free of error and/or omission at the time of publication. Media Monitoring Africa are solely responsible for any errors that may be found this book.

WELCOME

We are delighted to welcome YOU into Web Rangers Programme.

You are joining an international team that prides itself on promoting safe and responsible internet usage among your peers. From today, you will be called a Web Ranger!

The Web Rangers Programme will equip you with critical skills and knowledge around online safety. As an ambassador you will inspire others within your school or community to use the internet to pursue passions, hone talents and develop skills or learn new things that matter.

We are here to help you level up on your digital literacy and digital citizenship and be awesome!

Work hard, have fun and inspire others to stay safe online...

From,

Phakamile Khumalo
Programme Coordinator, Web Rangers
Media Monitoring Africa

William Bird
Director
Media Monitoring Africa

INTRODUCTION TO THE WEB RANGERS PROGRAMME

Who is Media Monitoring Africa (MMA)?
Media Monitoring Africa (formerly Media Monitoring Project) is a non-profit organisation that promotes democracy and a culture where media and the powerful respect human rights and encourage a just and fair society. MMA acts in a watchdog role to promote ethical and fair journalism that supports human rights.

Vision
MMA's vision is a responsible, quality media that enables an engaged and informed citizenry in Africa and across the world.

Mission
MMA aims to promote the development of a free, fair, ethical and critical media culture in South rest of the continent. To achieve MMA's vision, the three key areas that MMA seeks to address th rights-based approach are:

> **Media Ethics**   **Media Quality**   **Media Freedom**

Values

- **Transparent**
  Being open and fair about our standards, values and methodologies.
- **Credible**
  Consistently providing quality research and informed opinion based on best-practice.
- **Innovative**
  Demonstrating leadership, creativity and progressive approaches to meet the changing needs of the media environment.
- **Informed**
  In-touch with current media issues impacting on human rights and democracy, and anticipating future trends.
- **Respect for Human Rights**
  Ensuring that equality, dignity and participation inform all our work practices and methodologies.

What is Web Rangers?
Web Rangers South Africa is an awesome digital citizenship programme run by Media Monitoring Africa in South Africa. It is part of an international programme that brings together young people from all over the world to be active agents who make the online communities safer for others.

The Web Rangers Programme empowers young people with critical skills and knowledge around online safety. They use these skills to create innovative campaigns that promote safe internet usage and champion their rights in the digital world.

The Web Rangers Programme offers selected South African schools a unique opportunity to become champions of critical digital literacy skills necessary to navigate the complex and dynamic life of the 21St century.

Mission:

To create digital citizens who know how to use the internet responsibly and encourage their peers to do the same!

Who is involved?
In South Africa, MMA is responsible for the implementation of the Web Rangers Programme across South Africa with the generous help of various partners. The partners include Google SA, Facebook, the Film and Publication Board (FPB), the Department of Telecommunications and Postal Services (DTPS), MTN and Digital You. MMA partners with schools across South Africa to run the Web Rangers Programme.

What makes the Web Rangers Programme so cool?
The Web Rangers' Programme puts the spotlight on young people and recognises them as key players in their safety in the digital world. This makes it an exciting and unique project led by young people for young people. It is an initiative that closes the gap between access to the internet and digital literacy, through a coordinated strategy to increase youth awareness and their capabilities when it comes to online safety and digital literacy.

How the Web Rangers Programme Works

- The programme is 9-month project, which kick-starts in February/March.
- MMA together with partners select schools to participate in the project.
- From each school, learners , aged between 12 and 17 years, are selected to represent their school in the project.
- The selected Web Rangers take part in a series of activities and workshops aimed at teaching them how to safely and confidently use the internet throughout the year.
- As part of the project, Web Rangers are expected to design a campaign that will promote safe, savvy, and ethical use of social media and the internet for other young people.
- At the end of the project, MMA together with the partners select the best campaigns and award prizes accordingly.
- MMA and partners provide support to all participating schools in the form of school visits and further training workshops throughout the programme cycle.

Using the Toolkit
The Web Rangers Toolkit South Africa is designed to help you understand and engage with all of these 9 elements in different ways. Through information and activities, the Toolkit will help you build your digital citizenship to make you the best Web Ranger you can be.

Important Contact Info

- The Web Rangers South Africa site is live www.webrangers.co.za
- Please like the Facebook page – facebook.com/webrangersSA
- If you want to submit content for the website or social media, or just want to chat to the project coordinator – please email webrangersSA@gmail.com
- You can also visit http://hashplay.co.za/info/ to empower yourself with information about online safety. Don't forget to participate in the Hashplay game http://hashplay.co.za/game/
- Social Media Agony Aunt – When you feel like you need someone to talk to or share all your social media networking frustrations, social media agony aunt, otherwise known as Auntienet, is here to listen and help you. Invite http://hashplay.co.za/info/social-media-agony-aunt/ to start chatting to her!

The Web Rangers Declaration

MY COMMITMENT TO THE WEB RANGERS PROGRAMME

As Web Rangers we are dedicated to teaching our peers about the power of the internet. We are here to promote digital literacy so that everyone can use the internet to pursue passions, hone talents and develop skills or learn new things that matter.

As a Web Ranger, I _____ (full name) promise to:

- Show commitment to this Programme.
- Work hard and attend all workshops
- Be a responsible and supportive member of my team
- Ask for clarity if I don't understand in order to fully contribute to the success of this project
- Arrive punctually for all meetings and contribute to discussions around the campaign
- Respect all programme partners, team mates, facilitating teacher and fellow Web Rangers
- Be a Web Ranger ambassador and encourage and promote online safety in my school and community

Signed: _____

Date: _____

MODULE 1:
UNDERSTANDING THE INTERNET

This module is focused on building the foundation of what it means to be a digital citizen. It will cover the basics of the internet, what it is, how it works and how people use it for good and bad. Some things you will already know; other things may be new – maybe not to you but to your fellow Web Rangers.

This module has 4 main objectives:

- To understand what it means to be a digital citizen
- To help you understand the internet
- To help you know how the internet and world wide web work
- To identify good and bad uses of the internet

Lesson 1.1: The Basics

LESSON 1.1.1: IMPORTANT TERMS/DEFINITIONS

As a Web Ranger, it is important that we start with the basics and get to know some important terms that we will use throughout the Programme, in this Toolkit and that you will use later in your campaigns.

Some are terms that we see and use every day. But, sometimes others may have a different understanding of what they are. It's important that we as Web Rangers know the true meaning of these terms so that we can empower others and ourselves.

What is a Computer?

A computer is an electronic device that manipulates information, or data. It has the ability to store, retrieve, and process data.

Usually we think of computers as desktop or laptop machines (like the pictures on the left)... those are what are known as Personal Computers.

But computers come in many shapes and sizes, and they perform many different functions in our daily lives. When you withdraw cash from an ATM, scan groceries at the store, or use a calculator, you're using a type of computer. Even our phones are computers!

The first computers used to take up whole rooms but as digital technology has advanced, computers have become smaller and smaller.

What does Digital mean?

Digital is information that is stored using a series of ones and zeros. It is how computers see and process information.

Unlike computers, humans understand and process information (or "data") in analog, Everything we see and hear is a continuous transmission of information to our senses. There is limited information that can be stored using analog – think about it, how much can you remember about every-thing that you see every day?

So, digital digital technology was developed so that data (information) could be processed much faster, stored in smaller spaces.

So when we talk about DIGITAL it is about how we understand computers, the data (or information) processed and stored and how we use that in our every day lives.

What is the Internet?

The Internet is a global network of computers. It is millions of computers around the world, all connected.

People often think of the internet as a cloud in space or some some big computer somewhere. In reality, every computer in the "inter-network", or internet, is connected by actual wires –– Eth-ernet cables, phone lines,and fiber optic wiring on the ocean floor!

We access and use the internet every day. In-stant Messaging, Mxit, Facebook, Twitter, What-sapp, eWallet, Online Games – these are all the internet!

DID YOU KNOW?!

COMPUTERS TALK TO EACH OTHER OVER THE INTERNET

For the Internet to work, all of the computers need to be able to talk to each other. The Internet works by using a language like English or isiZulu. If your computer understands this language, your computer can be part of the Internet.

The Internet language is called TCP/IP (Transmission Control Protocol/Internet Protocol) and all your computer needs to speak this language with other computers is a modem, which sends out the radio waves to the rest of the world. The cables and wiring make sure that the computers are able to talk to each other. Wi-Fi is a wireless networking technology that allows computers and other devices to communicate over a wireless signal in a specific network.

What is Digital Literacy?

Digital Literacy is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet. It involves a working knowledge of technology, and an understanding of how it can be used.

Digital technology allows people to interact and communicate with family and friends on a regular basis due to the "busy constraints" of today's world.

Digital literacy is one component of being a digital citizen – a person who is responsible for h`ow they utilize technology to interact with the world around them.

What is Digital Citizenship?

"digital citizenship" is made up of two words "digital" and "citizenship".

Citizenship means being a member of and supporting one's community and country.

Digital citizenship is using the internet, social media and other digital tools in a responsible and ethical way. To be a good digital citizens means having online social skills that allow you to use the internet and technology in a fun, safe, responsible and respectful way. It is more than knowing your way around the web; it's about connecting and collaborating in ways you didn't even know were possible.

9 Elements of Digital Citizenship

Digital Health & Wellness
Making sure that everyone's physical and mental health is taken care of in the digital space.

Digital Commerce
Understanding that there is a huge digital economic market and learning how to be effective consumers in that economy.

Digital Communication
The ability to communicate electronically with anyone, anywhere, in many different modes.

Digital Etiquette
Conducting ourselves appropriately online and teaching others about being responsible digital citizens.

Digital Law
Being held accountable for our actions and activities online.

Digital Rights & Responsibilities
Exercising the rights and freedoms given to every digital citizen and doing so responsibly.

Digital Literacy
The process of teaching and learning about technology and the use of technology.

Digital Access
Being mindful of our own privilege and ensuring that no-one is denied digital access.

Digital Security
Taking the necessary electronic precautions to guarantee safety and security of your personal information.

DID YOU KNOW?!

Digital Divide

The Digital Divide is the difference between people who have easy access to the Internet and those who do not. The Internet is a huge base of knowledge and not having access can be a big disadvantage. In South Africa, a big reason for the digital divide is cost – such as how expensive it is to have a phone that connecs to the internet and then also the cost of data to access the internet.

Your fellow Web Rangers may be affected by the digital divide – some are starting with more information and experience than others about these topics. So, if you don't know something about the Internet, don't be afraid to ask – we are here to grow our knowledge. Also, on the flip side, if someone doesn't know something about the Internet, or know how to access something, you must not laugh or get frustrated. It is important to be aware that the digital divide exists and work together reduce it. There is a lot of work being done to close the digital divide. Web Rangers is an example of that work because it empowers YOU with digital literacy and then you can empower others.

Now that you know these basics, the next step is learning how to use these important tools – like the Internet.

Lesson 1.2: Mastering the Internet

As we discussed in Lesson 1.1, the Internet is huge. It is a tool. To be good digital citizens we need to know how it works and how to use it effectively. This section is all about building your digital literacy – how we use the internet, how to search and how to read and decide what is good information from this very powerful tool.

LESSON 1.2.1: THE WORLD WIDE WEB
People often use the words "the internet" and "the web" interchangeably. But there is a difference.

The World Wide Web is the system that we use to access the Internet. The World Wide Web is just one part of the internet. The Web isn't the only system out there, but it's the most popular and widely used.

The World Wide Web makes use of hypertext to access the various forms of information available on the world's different networks. Hypertext is text that links to other information. By clicking on a link in a hypertext document, a user can quickly jump to different content. This allows people all over the world to share knowledge and opinions.

Many people use the World Wide Web to access news, weather and sports reports, to plan and book holidays and to pursue their personal interests. People use chat, messaging and email to make and stay in touch with friends worldwide, sometimes in the same way as some previously had pen pals.

Social networking websites such as Facebook, Twitter, and Whatsapp have created new ways to socialize and interact. Users of these sites are able to add a wide variety of information to pages, to pursue common interests, and to connect with others.

Who's in charge of the Internet?
No one is, but everyone is.

Unlike a telephone network, which for years in most countries was run by a single company (like Telkom), the global Internet is made up of tens of thousands of interconnected networks run by many different service providers, individual companies, universities, governments, and others.

There are several groups of people who work to keep everything standardized and running smoothly across the Internet and the World Wide Web. If you want to learn more about what it takes to keep systems compatible, a good place to start is the **World Wide Web Consortium (W3C)**. W3C's aim is to help develop standards and guidelines for the Web. Also, the **Internet Society** was founded in 1992 to provide leadership in many aspects of Internet-related information, initiatives and activities.

DID YOU KNOW?!

History of the Internet

"Have you ever thought about the Internet? How big is it? How much information you have access to at the click of a button? Where is all this information coming from? Most people think the Internet is some big computer in some secret cave guarded by the military... but it's not. Here's the real story of the history of the Internet.

The invention of the Internet began in the 1960s when the Russians launched a satellite called Sputnik. It scared the USA. They were losing the race of technology. So the Americans took a different approach to learning faster. They connected all the major universities together through computers so they could share their information, experiments, and innovations.

In 1972, the first e-mail program was developed by Ray Tomlinson from the American institution called the Advanced Research Projects Agency (ARPA). A few months later, the NCP (Network Control Protocol) was introduced, in order for computers to communicate with each other. 4 years later, the Ethernet is developed by Robert Metcalfe. In March, 1976, the Queen of England sends the first e-mail in history, from the Royal Signals and Radar Establishment in Malvern, England.

In 1981 a revolution is produced. The USA's National Science Foundation releases a program called CSNET 56, which allowed computers to network without government interfering. After two years, the TCP/IP becomes the standard for Internet Protocol.

One year later, there were more than 1000 hosts. Three years later, the number exceeds 10,000. In 1989, the number skyrockets to over 100 000, and ARPANET ceases to exist and makes way for ANS, the Advanced Network & Services.

In 1991, one year after the first search engine was created the Government gives the green light for commercial activities to take place over the internet. This meant that the structure of sharing information and communication was launched for everyone in the world who owned a computer... the Internet was born.

In 1991, the World Wide Web is released, invented by Tim Berners-Lee. By 1992, the US had more than 1 million users of the World Wide Web. In 1996, Nokia releases the first cell phone with access to internet. In 1999, the Wi-Fi is standardized.

In 2001, Blackberry releases the first cell phone that could access the Internet EVER. In the same year, peer 2 peer (P2P) file sharing bursts, with people all over the world downloading music, movies and other files.

By 2002, 200 universities and 60 corporations around the world have internet access.

In 2006, over 90 million websites are estimated to exist.

In 2008, Google's index has more than 1.000.000.000.000 (quadrillion) links. A few months later, NASA successfully tests the first deep space communications network modeled on the Internet; dozens of space images are transmitted to and from a NASA science spacecraft located about more than 32 million kilometers from Earth.

LESSON 1.2.2: USING THE WORLD WIDE WEB

Remember that in Lesson 1.1. we discovered that there are many ways to access the Internet.

The main way that most of us access the Internet is through the World Wide Web. In this lesson is all about understanding how to use the World Wide Web.

Web Browsers

We typically access the Web through browsers. Browsers are a computer program that enables internet users to access, navigate, and search World Wide Web sites. By using browsers like these, you can visit various Web sites and view other online content. Below are examples of the most popular web browsers and who owns them:

Chrome
Google Inc. (USA)
Has to be downloaded and installed

Safari
Apple Inc. (USA)
Pre-installed on Apple computers, iPads and iPods

Firefox
Mozilla Foundation (USA)
Has to be downloaded and installed

Internet Explorer
Microsoft Corporation (USA)
Available only for the Windows operating system & comes pre-installed

Opera
Opera Software ASA (Norway)
Has to be downloaded and installed

Websites and Webpages

A **website** is a collection of webpages that belong to one domain or owner. A **webpage** is a single document (which can include images, videos etc.) viewable through a web browser.

For example, www.webrangers.co.za is a website for the Web Rangers Programme. "About" is one webpage on the website.

Web Domain

A domain name is a unique name that identifies a website. For example, the domain name of the Web Rangers Programme is "webrangers.co.za."

Each website has a domain name that serves as an address, which is used to access the website. This is the same as having your home address- it helps other people easily find your home.

Whenever you visit a website, the domain name appears in the address bar of the web browser. Sometimes before each domain name is "www" (which is not part of the domain name), while others don't use "www".

There are many different types of domains. The end part is called the "domain suffix" and it helps you identify the type of website the domain name represents.

For example, ".com" domain names are typically used by commercial website, while ".org" websites are often used by non-profit organizations. Some domain names end with a country code, such as ".co.za" (South Africa) or ".se" (Sweden), which helps identify the location and audience of the website.

Here is a list of some different types of domains:

> .com – commerce
> .edu – education (usually american)
> .ac.za – education (South Africa)
> .org – organistion/NGO/non-profit
> .gov – government
> .co.za – commerce South African
> .us – customised domain for American companies
>
> .net – usually network
> .fr – France
> .biz – business
> .info – information
> and many many more (new ones coming e.g. .capetown, .durban).

For a large list of domain types and what they mean you can visit – http://en.wikipedia.org/wiki/List_of_Internet_top-level_domains
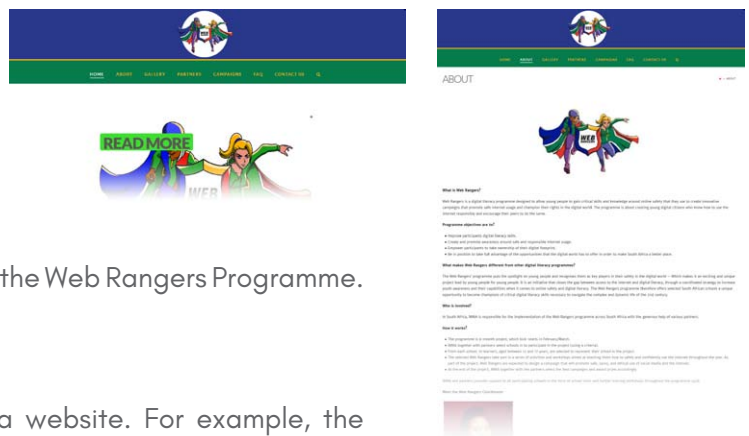
DID YOU KNOW?!

DOMAINS & IP ADDRESSES

When you access a website, the domain name is actually translated to an IP address. IP stands for Internet Protocol, which is a standard set of rules for sending and receiving data over the Internet. It allows devices running on different platforms to communicate with each other as long as they are connected to the Internet.

An IP Address is a unique address that identifies a device on the Internet or a local network. It allows a system to be recognized by other systems connected via the Internet protocol. Through an IP Address other people can track where the website is located and where you accessed it from.

A domain name is a unique name that identifies a website. Just like eveything else, a domain name has to be registered. The good news is that anyone can register a domain name, so you can purchase a unique domain name for your blog or website. The bad news is that nearly all domain names with common words have already been registered. So, if you want to register a custom domain name, you may need to think of a creative variation. Once you decide on a domain name and register it, the name is yours until you stop renewing it. When the renewal period expires, the domain name becomes available for others to purchase.

Domains are managed by the Internet Corporation for Assigned Names and Numbers (ICANN). The ICANN is an non-profit corporation that is responsible for allocating IP addresses and managing the domain name system. the ICANN allocates blocks of IP addresses to companies, educational institutions, and Internet service providers. These organizations then allocate IP addresses to computers that use their Internet connections.

While the ICANN is a US-based organization, it is also a global Internet community. According to ICANN's website, the organization is "dedicated to preserving the operational stability of the Internet; to promoting competition; to achieving broad representation of global Internet communities; and to developing policy appropriate to its mission through bottom-up, consensus-based processes" (icann.org).

From wwww.techterms.com

What is a Web Address?

A web address is the identifying address for a file, or webpage, on the internet. Typing a web address into the browser bar, or address bar, allows you to access this file on the internet.
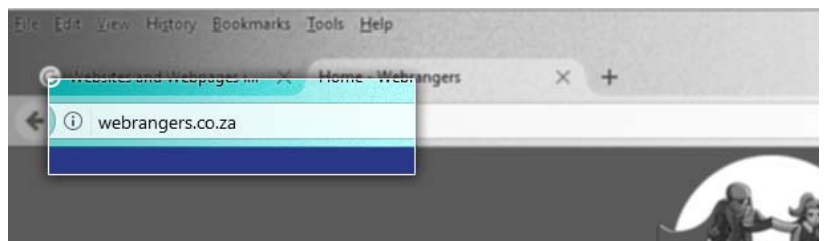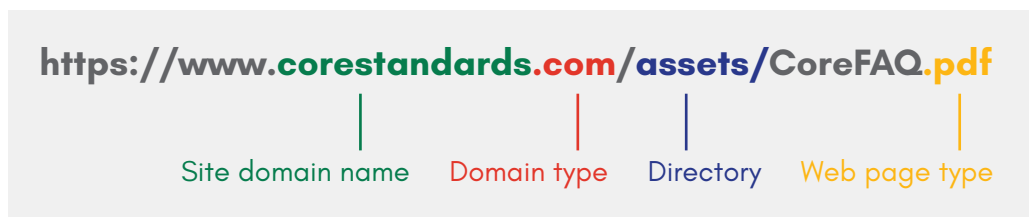
- The Web Rangers website's address is: http://www.webrangers.co.za
- The "About" page has this address: http://webrangers.co.za/about/

Another name for "web address" is URL which means Uniform Resource Locator. Every Web page has a URL, a series of characters that begins with "http://". (Pronounce each letter, "U-R-L" — no one says "url.")

How to Read a Web Address
A web address is made up of a few different parts – the name, the domain type, the directory (page), and the page type. These are the things that you need to look out for to make sure you're in the right place and accessing the right information.

https://www.**corestandards**.**com**/**assets**/CoreFAQ.**pdf**

Site domain name   Domain type   Directory   Web page type

The first step is to be aware of what site you're on. Look at the web address in the web browser. Then look at the name. Here are a few examples and an activity to see if you can identify the website.

Example:

* http://www.sowetanlive.co.za/news/   sowetanlive.co.za
* http://www.jhbzoo.org.za/animals.asp   jhbzoo.org.za
* https://www.khanacademy.org/math/early-math   www.khanacademy.org

Activity: Identify the Website

Web Address

http://www.mediamonitoringafrica.org/

http://hashplay.co.za/info/

https://en.wikipedia.org/wiki/Digital_citizen

Below write the name of the Website:

....

....

....

LESSON 1.2.3: KNOWING HOW TO JUDGE A WEBSITE

Now that you know what a Website is and have the basics of how to access them, the next step is being able to assess a good or bad website. Being aware of what to look out for ensures that you're safe and secure on the internet and that is a big part of being digitally literate! Just like being able to read a book and understand the words to make sure you're getting the right information, you need to be able to know what to look for on the Web.

USING SECURE WEBSITES
Compare these web addresses:

http://www.google.com   and   https://docs.google.com/

Do you see the difference? Yes! You're right one says **"http"** and the other says **"httpS"**

HTTP stands for "Hypertext Transfer Protocol." HTTP is the protocol (rules and instructions) used to transfer data over the web. It is part of the Internet protocol suite and defines commands and services used for transmitting webpage data.

The "S" in "HTTPS" stands for "Secure". This means that it is a secure page and there is an extra level of security to protect your information.

It is very important that you look to make sure a web address is "HTTPS" before you enter personal information like passwords or payment information. Without the "S" it means that it's possible someone else to access your information.

LESSON 1.2.4: SEARCHING THE WEB

The good news about the Internet and its most visible component, the World Wide Web, is that there are hundreds of millions of pages available, waiting to present information on an amazing variety of topics. The bad news about the Internet is that there are hundreds of millions of pages available, most of them are titled according to the what the author feels like and almost all of them are sitting on servers with weird or mysterious names.

When you need to know about a particular subject, how do you know which pages to read? If you're like most people, you will visit an Internet search engine.

Internet search engines are special sites on the Web that are designed to help people find information stored on other sites. There are differences in the ways various search engines work, but they all perform three basic tasks:

- They search the Internet – or select pieces of the Internet – based on important words.
- They keep an list of the words they find, and where they find them.
- They allow users to look for words or combinations of words found in that list.

Early search engines held a list of a few hundred thousand pages and documents, and received maybe one or two thousand inquiries each day. Today, a top search engine will have hundreds of millions of pages, and respond to tens of millions of queries per day.

DID YOU KNOW?!

Search Engine History

Before search engines, the Internet was a collection of File Transfer Protocol (FTP) sites in which users would navigate to find specific shared files. As the central list of web servers joining the Internet grew, and the World Wide Web became the interface of choice for accessing the Internet, the need for finding and organizing the distributed data files on FTP web servers grew. Search engines began due to this need to more easily navigate the web servers and files on the Internet.

The first search engine was developed as a school project by Alan Emtage, a student at McGill University in Montreal. Back in 1990, Alan created Archie, an index (or archives) of computer files stored on anonymous FTP web sites in a given network of computers ("Archie" rather than "Archives" fit name length parameters – thus it became the name of the first search engine). In 1991, Mark McCahill, a student at the University of Minnesota, effectively used a hypertext paradigm to create Gopher, which also searched for plain text references in files.

Archie and Gopher's searchable database of websites did not have natural language keyword capabilities used in modern search engines.

major search engines were developed between 1993 and 1998. Google, the most popular and best known search engine, was started in 1996.

From http://www.thehistoryofseo.com

Tips to Become a Google Search Guru

Google is one of the best known online search engines. This section includes some important tips about how to use Google and how to get the best out of it!

To start, enter into the web browser: www.google.co.za and the image below will come up. Google is a massive global company and every country therefore has its own Google platform. By using the one linked to your country, the results that come up are often more relevant and useful than those from somewhere else like Google Thailand or Google France, for example.


Tip 1: Start with the Basics

1. What is it I'm looking for? (think about common keywords)
2. Choose words that you think will appear on the page
3. How would someone else talk about it? (what words would they use? how would THEY describe it?)

No matter what you're looking for, start with a simple search like [where's the closest bakery?] You can always add a few descriptive words, if necessary.

If you're looking for a place or product in a specific location, add the location. For example, [bakery braamfontein].
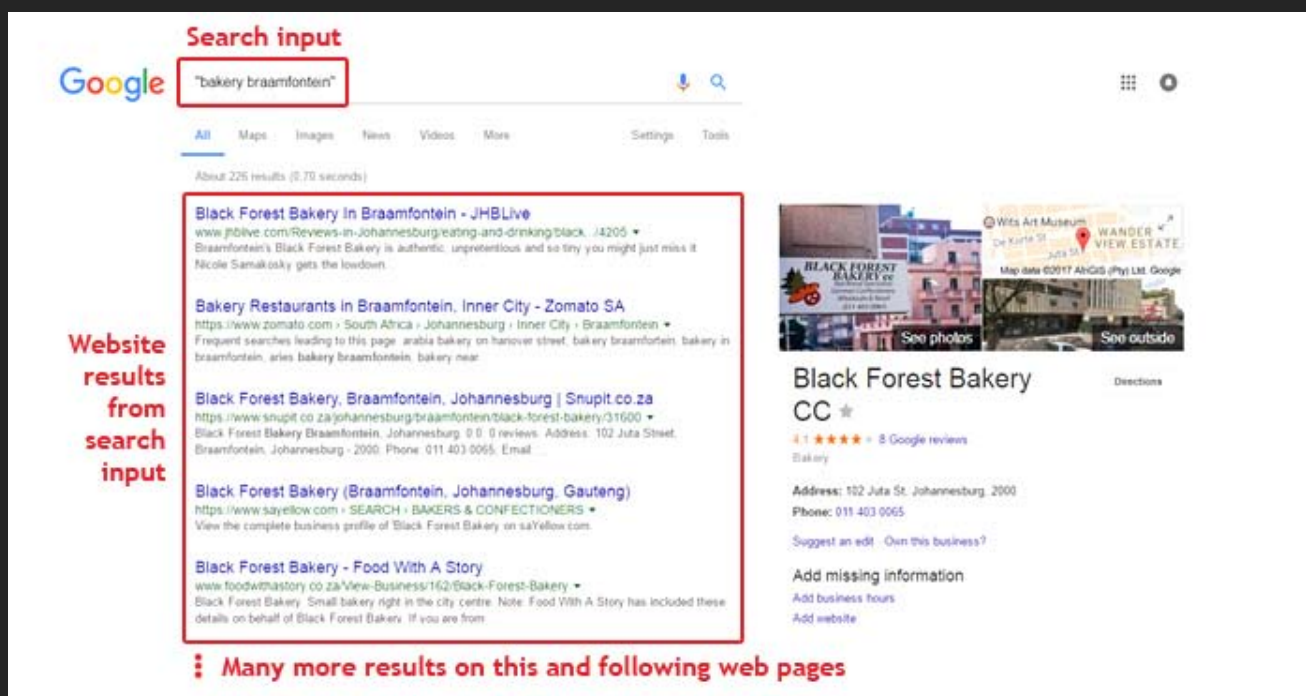
And then you just click on one of these websites and then boom! **Your search is done!**

Tip 2: Choose words carefully

When you're deciding what words to put in the search box, try to choose words that are likely to appear on the site you're looking for.

For example, instead of saying **[my head hurts]**, say **[headache]**, because that's the word a medical site would use.

Tip 3: Don't worry about the little things

Spelling: Google's spell checker automatically uses the most common spelling of a given word, whether or not you spell it correctly.

Capitalisation: A search for **[mail and guardian]** is the same as a search for **[Mail & Guardian]**.

Tip 4: Find Quick Answers

For many searches, Google will do the work for you and show an answer to your question in the search results. Some features, like information about sports teams, aren't available in all regions.

Weather: Search weather to see the weather in your location or add a city name, like weather Mafikeng, to find weather for a certain place.

Dictionary: Put define in front of any word to see its definition.

Calculations: Enter a math equation like 3*9123, or solve complex graphing equations.

**Unit conversions**: Enter any conversion, like 3 dollars in euros.

Sports: Search for the name of your team to see a schedule, game scores and more.

Quick facts: Search for the name of a celebrity, location, movie, or song to find related information.

Tip 5: Some Useful Operators

You can use search operators and other punctuation marks to get more specific search results. Except for the examples below, Google Search usually ignores punctuation marks.

- **Hashtag #**: Find popular hashtags for trending topics. Example: #gautengonline
- **Dash/Minus Sign** - : When you use a dash before a word or site, it excludes sites with that info from your results. This is useful for words with multiple meanings, like Jaguar the car brand and jaguar the animal. Examples: jaguar speed -car
- **Quotes "**: When you put a word or phrase in quotes, the results will only include pages with the same words in the same order as the ones inside the quotes. Example: "imagine all the people"
- **Site**: Get results from certain sites or domains. Examples: olympics site:sabc.com and olympics site:.gov
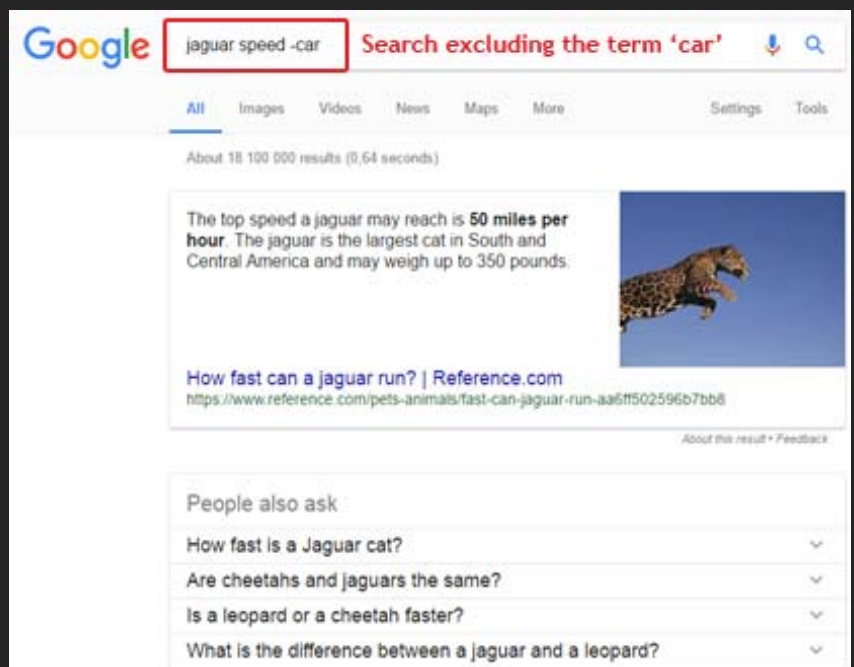
Tip 6: Reverse Image Search

If you want to look for images, pictures or graphics, you can use Google Images. Just click on the tab "images" underneath the main Google search box.
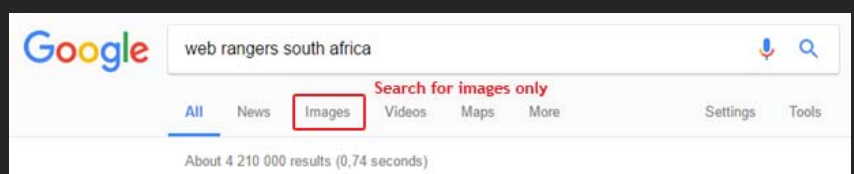
When you search using an image, your search results may include:

- Similar images   - Sites that include the image   - Other sizes of the image you searched for

When looking for an image, pictures that are found elsewhere on the web are more likely to come up in your search. So you'll get more results for famous landmarks than you will for personal images like your latest family photo.
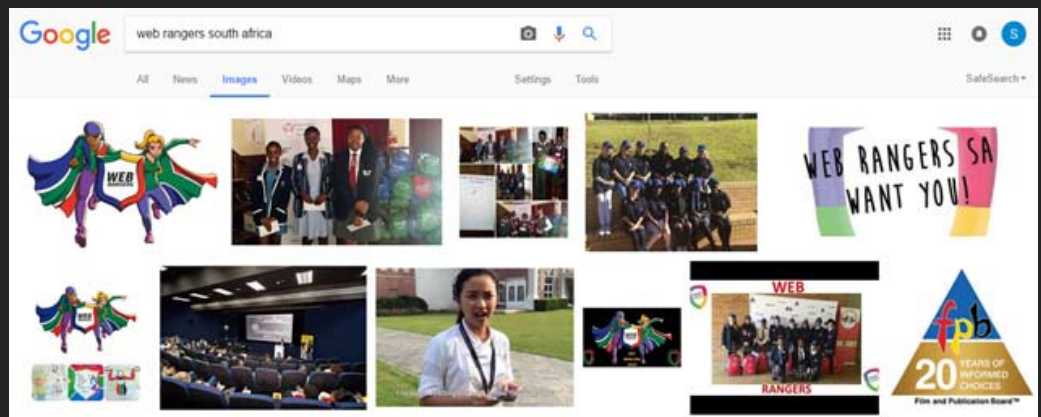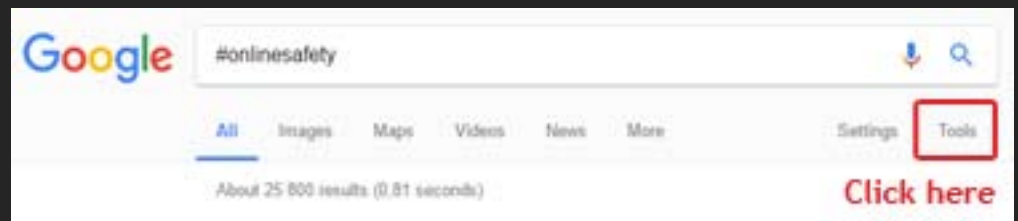

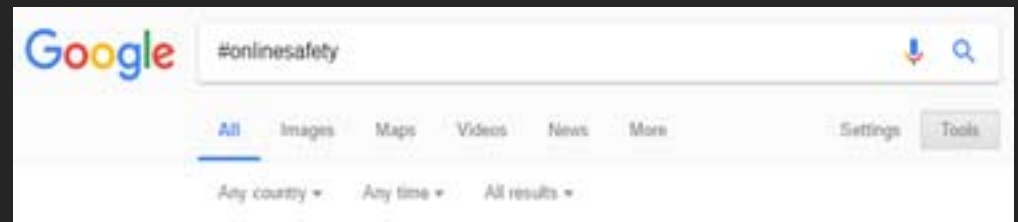**Tip 7: Filter Your Search Results**

You can filter your search results to find exactly what you want.

For example, you can find sites updated within the last 24 hours, or photos of a certain colour.

All you need to do is click on the "Tools" icon to the bottom right of the search bar.

Then three drop-down menus will appear.

Click on these to filter your search and make it your own.
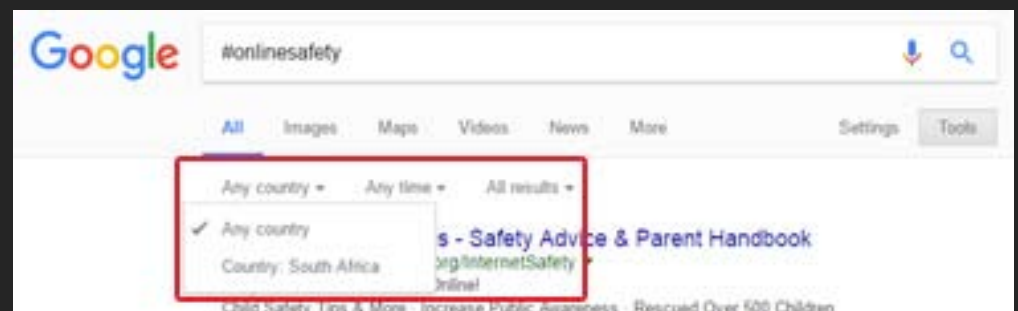
Tip 8: Search using your voice

Tired of typing? Say "Ok Google" or choose the microphone icon to search using your voice. Don't forget to speak clearly and loudly into your microphone and choose your keywords just as you would when you type into Google.

LESSON 1.2.5: UNDERSTANDING WHAT'S REAL/FAKE ON THE INTERNET

Not everything you see online is true. That's why it's so important to screen websites before you use them to help with homework, or for information in a school report. Here is a list of points to consider when you are trying to judge the reliability of information you find on the Internet:

Who is the author or sponsor of the page? If you can easily identify the sponsor it means that you can trust the website. Sometimes the website address/URL itself may help you to identify the author or the sponsor. For example:

- .gov identifies a government agency
- .edu identifies an educational institution
- .org identifies professional organisations(e.g., scientific or research societies, advocacy groups)
- .com identifies commercial websites (e.g., businesses, pharmaceutical companies, sometimes hospitals)

It's always a good idea to check the Domain Extension and see if it matches the content. Let's looking at the following:

http://www.whitehouse.gov – The official website for the White House.
http://www.whitehouse.org – A satirical website about the White House.
http://www.whitehouse.net – A hoax website.

Is it easy to navigate? A reliable website will make it easy to find what you need.

Is contact information provided? If there isn't any contact information provided on the site, be suspicious of the page's reliability.

Is the purpose of the page clear? A website should clearly communicate its mission and vision.

Is the page well maintained or updated? Check the date of the latest post ? Does it provide current information? Remember: older information isn't useless. Many websites provide older articles so readers can get a historical view of the information.

Check if it is not satirical site. Look out or the fine prints or alternatively you can submit the URL of the site to http://realorsatire.com/ to check if the site is real or satirical.

Does the website have too many pop up adverts, typos, spelling or grammatical errors? Some pop up adverts could be a result of a website that is not well maintained. a site with grammatical errors indicates lack of reliability. Don't click or open messages or attachments in links and instant messages unless you are expecting them and you know where they are coming from. They could contain a virus or direct you to a website that has malicious content.

Never download, install, copy or share any copyright information from the internet without proper permission from the site and your parents. This will help you to not be sued for copyright infringement.

Never subscribe to anything on the Internet or on your cell phone or other mobile device that costs money without first asking permission from my parents. You could be charged on a monthly basis for the subscription and not be able to afford it.

Activity: True or False?

Here's an exercise to get you thinking about trustworthy and reliable online content:

- If I can find it online, it must be true.
- There is an email address listed in the website, so it must be a legitimate source!
- There is a logo of the White House at the top of the page, so I can definitely trust this website.
- The website looks really official. The information it offers must be true.
- There are a lot of graphs and charts on the site. With all this information it must be true.
- It is clear who wrote the content because there is contact information and the information seems current and error-free. I can safely use this information for my homework assignment.
- I should always compare the information I find online with at least 2 other sources.
- I should always be a skeptic when it comes to information that I find online.
- I should always think about what's missing from a website.
- I should always review the sources (or author) of the website.

How to test if the content of the Website is Good?
You can assess if a website is good or bad by using the CRAP Test:

C   **Currency**
- How recent is the information?
- How recently has the website been updated?

R   **Reliability**
- Does the creator provide references/ sources for data/quotations?
- Is content of the resource primarily opinion? Is it balanced?

A   **Authority**
- Who is the creator or author?
- What is their knowledge and experience on the topic?
- Are they trustworthy?Are they respected by others?
- Are there advertisements on the website?

P   **Purpose/Point of View**
- Is this fact or opinion? Is it biased?
- Is the creator/author trying to sell you something?

Source: Google Images
(https://discoverinformationresearch.files.wordpress.com)
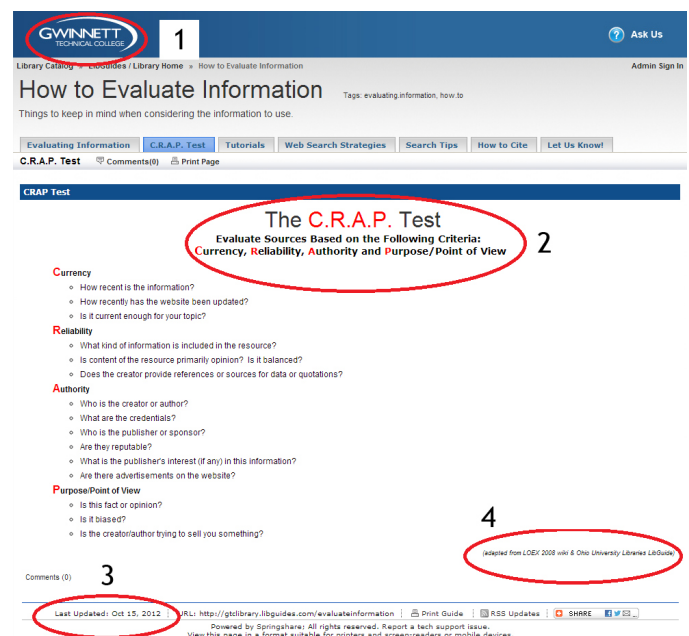
Lesson 1.3: The Positive Power of the Internet

Remember that all the things we have talked about – the Internet, the World Wide Web, Websites, and Web Searches – are just tools.

- The first step in digital literacy is to understand **what the tools are and how they work**. Everything we have covered so far has done just that.
- The second step is to understand **how best to use these tools**.

Like all tools, you can use the Internet, to do good or to cause harm to yourself and those around you!

Being a Web Ranger is all about knowing how to use the tools for good and helping to increase awareness around online safety so that others aren't harmed.

When talking about safety on the Internet, a lot of people focus on how it can be a big bad place for children. But Web Rangers believe that when young people are equipped with the correct knowledge and skills around online safety, they are able to use the internet to create opportunities for themselves and their peers! They are also able to use these opportunities to make South Africa a better place for all!

Here are some ways that the internet can be used for good.

Making Information Accessible to More People

Remember, in the beginning we discussed the history of the Internet? The main reason why the Internet was created was to make it easier and faster for information to be shared and for technology to be developed and improved quicker.

Before the Internet, all information was in books or printed in hard copy. The people who had the books were the ones who had the knowledge. But now, anyone who has access to a computer, laptop or tablet with an internet connection can access any information that they want, such as the history of the Facebook or how smartphones were invented. How cool is that?

It is also important to remember that it used to cost a lot of money to share information because printing and sending the books was expensive. So instead of sending a letter in the post to someone on the other side of the world that would take days, the internet means that that same information can now be sent in hours or even minutes.

So the internet means that sharing information and building knowledge is now much more accessible and less expensive. It is also available 24/7!

Good for Communication

Communication is the most important part of the Internet, and digital technology makes it faster and more reliable. Today, communicating with someone from miles away happens without much effort. We just spend a fraction of a second to communicate with our friends and family through awesome apps like Facebook, Mxit, WhatsApp, Snapchat and e-mail.

This shows how big a role the internet has come to play in our lives – It has given society the ability to go beyond the limitations set through time and space. It has allowed people to build a global community and share each other's culture in a way that has never been done before! It also has created various platforms that enable young people to showcase and share their talents – Think about YouTube, Instagram and Facebook for example.

Thousands of young people have posted inspiring and wonderful things (songs, art, movies etc.) that would have never be seen or recognised if the platform didn't existed!

Great Access to Learning & Education

You can find almost any subject that you are looking for using the Internet.

One of the most valuable things the Internet has brought us is a new and improved access to education. Students of all ages and abilities do not need conventional classrooms to learn anymore and it has made education more accessible to a lot more people. For example, the Internet is a good way for you and your friends to gain knowledge. You can get extra help by learning with Skype tutors or getting a review session with an online video tutorial. You can also use the internet to do research for projects or homework.

Distance Learning

Have you ever thought about studying overseas after finishing high school but finances or leaving your family made it impossible for you? Well think again!

Through the Internet, various higher education institutions now have an option to study online! Imagine, all you need to do is have a computer that can access the Internet and you be a part of a global community of scholars from the comfort of your home!

A website like Coursera offers a whole range of online courses where you can learn all about IT programming or even the history of South African music. Some of the courses are even free!
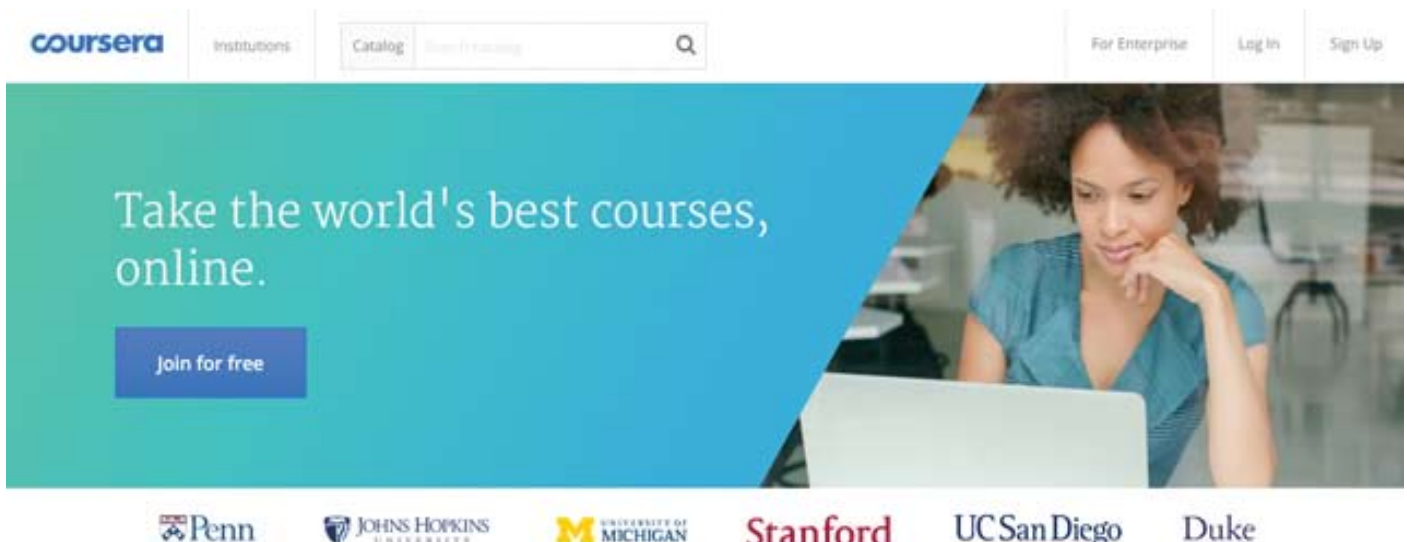
Maybe you wanted to go Harvard, no worries, they have you covered – The possibilities are endless!

Check out these websites we've given you here, but if there isn't a course that suits you, you can use your new Google search skills to find your own!

Digital Careers & Job Opportunities
Now that you understand that the internet is a place where people socialize, take part in interactive communities, and watch their favorite TV shows, have you ever thought about the "behind the scenes person" who makes it all happen?

As the internet expands its reach and efficiency, it requires a lot of work from employees who work for these Web sites to make sure that you can download apps, watch movies etc. These employees are programmers, designers, network engineers, and customer service and technical assistance personnel.

But this is just the tip of the iceberg. There are many more Internet-related jobs that you can explore!

Here are just a few of those jobs that you can find today:

- App designer
- Art director, Web
- Associate editor
- Blogger
- Business/Web analyst
- Community director
- Computer software engineer
- Content engineer
- Creative director

- Designer, Web
- Interface designer
- Line producer
- Managing editor
- Network engineer
- Producer
- Production artist
- Social media manager
- Software developers

- Technical producer
- Web assistance supervisor
- Webmaster
- Web product manager
- Web product management director
- Web technical assistance

The unique aspect of Internet careers is that there is a job for just about everyone, whether you are a creative person like a writer, editor, or designer, or if you are analytical and computer savvy.

MODULE 2:
PROTECTING YOURSELF & OTHERS ONLINE

As mentioned in Module 1 and will be discussed more in Module 3, you can do a lot of good on the Internet. But, just as with any other tool, you can also do a lot of harm with it. This section of the curriculum unpacks some of the harmful ways the Internet can be used.

This module has the following objectives:

- Understanding Cyber Ills – the Bad Stuff that can happen on the Internet
- Learning how to protect yourself and others from these Cyber Ills
- Understanding aspects of digital law

Lesson 2.1: The Dark Side of the Internet

As mentioned in Lesson 1 and further discussed in Lesson 3, you can do a lot of good on the Internet. But, just as with any other tool, you can also do a lot of harm with it. This section of the curriculum unpacks some of the harmful ways the internet can be used.

As you read this section, you might discover that you have done some of these things or have had these things done to you without even knowing that they were bad. If you realise that these things have happened to you or to a friend, this is the opportunity to equip yourself with the knowledge to fight back, or stop and change negative behaviour!

As a Web Ranger you are empowered to make sure these harmful things don't happen, as well as teach and protect others to prevent bad stuff happening to them. We must not let the harm overshadow the good. As a Web Ranger, part of your role is to use the good of the Internet to fight/prevent the bad.

LESSON 2.1.1: THE MYTH OF ANONYMITY
Did you know that what you post or tweet on Social Media has consequences in the real world?

You may feel that if you post something on Social media, no-one can see you or you can hide behind your computer and because you may not be saying something directly to a person, you will not get into trouble for it.

You are not anonymous on the internet and what you do online has consequences in the real world. In the next section we're going to first discuss Digital/Cyber Ills that have a really negative impact on people and communities. Then we will touch on how these can have legal consequences.

LESSON 2.1.2: DIGITAL/CYBER ILLS
Unfortunately, there are many nasty things that can happen on the Internet – we could write a whole book just on all of them. There are a few common ones that impact young people, which we will focus on. The techniques you use to combat these can also be used with other Cyber Ills. Here is what is covered here:

Cyber Bullying/Harassment | Cyber Stalking | Online Grooming | Sexting | Catfishing

Each of the above is discussed in detail below with a description of what it is, examples, what to do and how to deal with the different situations. This is about building your knowledge on these things that are bad for people and communities so you can do something about them. Knowledge is power!

Cyber Bullying/Harassment
Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, embarrassing pictures, videos, websites, or fake profiles.

Like other forms of bullying such as verbal abuse, social exclusion and physical aggression, cyber bullying may result in the targeted person developing social, psychological and educational issues.

While cyber bullying is similar to 'real life' bullying it also differs in some ways:

- It can occur 24/7 and a child can be targeted at home
- It can involve harmful material being widely and rapidly sent to a large audience. For example, rumours and images can be posted on public forums
- It can provide the bully with a sense of relative **anonymity*** and distance from the target, so there is a lack of immediate feedback or consequences.

> **an-o-nym-i-ty** *noun*
>
> - The condition of being anonymous.
> - Lack of outstanding, individual, or unusual features; impersonality
> - The situation in which someone's name is not given or known.

Kids who are cyberbullied are more likely to:

- Use alcohol and drugs
- Bunk school
- Experience face-to-face bullying
- Be unwilling to attend school
- Receive poor grades
- Have lower self-esteem
- Have more health problems

How can I deal with it?
Here are some basic steps to help you deal with cyber bullying"

- **Don't Respond.** Don't respond to the bully. If they don't get a response they may get bored and go away. Don't get revenge - bullies must not turn you into a bully.
- **Report it.** Report the person to the social media platform you are on.
- **Block the person.** You can block their number on your cell phone and this will stop you seeing messages or texts from that particular person. If they are bullying you on a platform like Facebook, you can unfriend them or even block them completely (see Module 3 for more details on how to block them).
- **Tell someone.** Tell an adult you can trust. You may want to talk to your mum, dad, brother, sister or teacher. You can also call **Childline on 08000 55555**. Childline provides free, confidential counselling to children and you can phone them anytime (day or night) to help you with any concern or issue you have
- **Keep the evidence.** This can be useful in tracking the bully down. Save texts, emails, online conversations or voicemails as evidence.

Report it to:

- Your school—especially if it involves your fellow learner. Your school should have rules in place about bullying and cyberbullying. If not, this is the time to help them create ways to deal with cyberbullying.
- Your Internet Service Provider and/or phone provider (e.g. MTN, Telkom), or the website administrator. They can help you block cellphone numbers, if you need to.
- The police—if there is a threat to your safety the police will help. **Call 10111.** The **protection of Harassment Act 2011** is a law that can protect you against cyberbullying. The purpose of this law is to protect those who are victimised or harassed both offline and online. According to the Act, any child, or person on behalf of a child, may apply to the court for a protection order and this means that the person won't be able to do it again.
- The Protection from Harassment Act is effective legislation that can protect you against cyberbullying. The purpose of this act is to provide protection to those who are victimised or harassed both offline and online. You can go to court and get a protection order under this law, even if you don't know who the person is. If the court is satisfied that you are being harassed it may issue a directive directing the South African police to investigate the matter and identify the perpetrator. If you are being harassed by a person who is using electronic communications such as email, text or telephone or harmful content is being posted on a website, the court may direct the electronic communications service provider concerned to provide details of the perpetrator.

Cyber Stalking
Cyber stalking is just like stalking in real life - it is when someone watches your actions on social media, they will see where you are going or find your location, they will follow all your activities on social media, they may even create a fake profile to become your friend or contact on social media.

A cyber stalker harasses his or her victims online and makes them feel scared. Online stalkers or cyber stalkers continuously use the internet or other forms of electronic communication to make other people afraid or uncomfortable. Online stalking is a serious offense and should be referred directly to the police. Cyberstalking can be made worse by the sometimes anonymous nature of internet communications. This means that very often we may not know who the person is, who is stalking us may be.

Cyberstalking can occur through many convenient online platforms such as email, sexting (see page 29), Facebook, Twitter, Snapchat, Linkedin and many other social sites. It is incredibly easy to track a person's location and personal life on these platforms. If you check in to various places on Facebook, a cyberstalker will know exactly where you are. It is very dangerous to check in on social media platforms, do not use this function for safety reasons.

Why has cyberstalking become such a problem?
When you are connected to the internet, you are not just connected to the friends you know from school or to your family who live in another place, but you are connected to a big world that includes some untrustworthy strangers.

Remember the following 3 Ws:

Who?

Who is asking for this information?
Do you know who it could be?
Do we really know them or could they be pretending to be someone else?

What?

What are they asking for?
Are they trying to get important information of people that you know?
STOP if it is your personal information.

Why?

Why do they need it?
Most people don't NEED to know your personal information. You should always tell your parents if someone is asking for it. They will know whether or not you should give it out.

ACTIVITY

SCENARIO: James is frustrated and saddened by the comments his high school peers are making about his sexuality. It also appears that a group of male students has created an imposter account to impersonate him on an online dating site.

Posing as James and using his contact information, they start sending out very sexually bold and indecent messages to other guys on the site. When James starts receiving e-mails from members of this site in his inbox, he is devastated and upset.

Activity: In your group, make up a song to answer the following:

• If you were a school guidance counsellor or administrator within the school, what would you do if James approached you with the problem?
• What can James do to deal with the embarrassment?
• What would be some incorrect and unacceptable ways that James might try to deal with this problem?
• What are the legal implications of cyber bullying?

DID YOU KNOW?!

Examples of the Law Working to Stop Cyber Bullies

In Springs, Gauteng, a mother of a 16-year-old girl obtained a peace order against another 16-year-old girl at her daughter's school. This happened after the other girl apparently regularly humiliated the woman's daughter on MXit. The daughter's name also appeared on a MXit 'slut list', which contained the names of girls from various schools in Springs, including their addresses, telephone numbers and schools.

Another well-know case of cyberbullying includes that of Keeley Houghton. In August 2009, in the UK, Keeley Houghton (18) was sentenced to three months' imprisonment after pleading guilty to harassment. She cyber bullied another 18-year-old girl for four years and threatened to kill her. Keeley was the first person in Britain to be sent to prison for cyber bullying.

Online Grooming

What is it?
Online grooming is the act of adult forming a relationship with a child or younger person with the intent of later having sexual contact or committing other crimes. This can take place in chat rooms, instant messaging, and social networking sites. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know – for example a family member, friend or professional.

Groomers may be male or female. They could be any age. If a predator is already communicating with a child, he or she can piece together clues from what the child mentions while online, including parents' names, where the child goes to school, and how far away the child lives from a certain landmark, store, or other location. It's easy for groomers to hide their identity online – they may pretend to be a child and then chat and become 'friends' with children they are targeting.

Grooming happens both online and in person. Groomers will hide their true intentions and may spend a long time gaining a child's trust. Groomers may try to gain the trust of a whole family to allow them to be left alone with a child and if they work with children they may use similar tactics with their colleagues.

Remember: The ultimate goal of the "groomer" is to arrange an in-person meeting to engage in sexual relations with the child or teen!

Groomers do this by:

- Pretending to be someone they are not, for example saying they are the same age online
- Offering advice or understanding
- Buying gifts
- Giving the child attention
- Using their professional position or reputation
- Taking them on trips, outings or holidays.

The signs of grooming aren't always obvious and groomers will often go to great lengths not to be identified.

How to know that Online Grooming is happening:
If a child is being groomed they may:

- Be very secretive, including about what they are doing online
- Have older boyfriends or girlfriends
- Go to unusual places to meet friends
- Have new things such as clothes or mobile phones that they can't or won't explain
- Have access to drugs and alcohol.

How can I deal with online grooming?
It is very important to:

- Report suspicious behaviour to your local police or call **Childline on 08000 55555.**
- Tell your parents or trusted adult immediately
- Block the person. Don't give in to their advances.
- Avoid chatting with strangers on chat rooms

ACTIVITY

SCENARIO: This is Sindi's story

"I started talking to this guy who ended up 'online grooming' me and it left me feeling really scared. But I went back on to the website which was probably a mistake and I started talking to this boy. He sends me cute pictures and we chat and flirt a lot and he seems so cute. I'm just worried that I'm doing the wrong thing and also that he might be a paedo.Do you think it's ok to keep talking to him as long as I don't give away any personal information?

Activity: In your group:
Draw a poster that will help Sindi understand the dangerous of online grooming and what she should do to seek help. Highlight the legal implications of online grooming.

SEXTING

Sexting is the act of sending sexually explicit images, text messages and videos of either yourself or other individuals. While there is no law that deals specifically with sexting, the the Films and Publications Act 1996 regards this as a serious sexual offence or child pornography. Anything to do with child pornography is considered a crime. Child Pornography includes: "Any image, however created, or any description of a person, real or simulated, who is, or who is depicted, made to appear, look like, represented or described as being under the age of 18 years".

Why people sext?

- **Curiosity:** When you're young, you are still trying to figure out who you are, what excites you and that leads to a lot of exploration and experimentation – especially with other teens.
- **Peer pressure:** Being pressured by friends to participate in sex could be another reason young people might succumb to sending racy pics of themselves. Think about it: If you're a guy and your friends all have sexual photos of girls on their phones, you may feel pressured to do the same; especially if your "guy" friends single you out if you don't. On the flip side, if you're a girl and other girls are boasting about sending pictures to their boyfriends you may feel you need to do the same; especially if you feel like "everyone else is doing it."
- **Love & Connection:** To the love-stricken teen it's easy to cave to the pressure when you think "this is the one." You believe with all of your heart this is the person you're destined to be with for eternity. To you this person is trustworthy and you would do anything, and I mean anything, for them. To the teen who's in need of this type of attention or in need of love and acceptance, he/she may give in and do something he'll/she'll later regret.
- **Impulsiveness:** There's a special part of the brain called the prefrontal cortex (aka the CEO of the brain) that is responsible for problem solving, impulse control, and weighing out options. Unfortunately for teens, this area of the brain is not fully developed. In fact, it doesn't fully mature until the early to mid-twenties. So, while we expect our teens to know better, the fact is there are some physiological reasons teens may be convinced they are making the right decisions when they are not.

SO IF YOU HAVE SENT NUDE PICS? NOW WHAT?

Try having an honest conversation with the person you sent the image to. Ask them to delete it. The quicker you're able to do this the better. You can't control what someone will do with an image, but having an honest conversation can help to make sure they won't pass it on.

Getting Help

The sooner you talk to somebody about the situation the better. This could be your mum, dad, carer or a school teacher. Your school should have ways of dealing with these sorts of problems and can confiscate mobiles if they believe they have sexual images on them.

If you know that an indecent or nude pic of you or a friend has been posted online, you can contact the website, such as Facebook or YouTube, to have it removed.

ACTIVITY

SCENARIO: James and Bec who are both 17, have been together for 18 months and have been intimate. They are committed to each other. James is overseas with his folks for six weeks and is keen for Bec to send him a sexy photo of herself to 'get him through'. Bec is not sure if this is what she wants to do. She confides in her friend Sarah.

Activity: In your group make up a play to answer the following:
Brainstorm the scenario with a focus on how Bec should respond to James, considering the view of all people involved.

Consider the following:

- Is sexting wrong between people in a relationship if it remains private?
- Is it right for James to ask Bec to provide him with a sexy photo considering he hasn't seen her for a long time?
- Should Bec be flattered?
- What might happen to this photo if James and Bec break up?
- What are the legal implications of sexting between people who are under 18 years of age?
- What advice should Sarah give Bec?
- How should Bec respond to James?
- If Bec refuses to send the photo how might James react?

CATFISHING

What is it?
CATFISH is "Individual Who Creates a False Online Identity"

Catfishing is common on social networking and online dating sites. Sometimes a catfish's sole purpose is to engage in a fantasy. Sometimes, however, the catfish's intent is to defraud a victim, seek revenge or commit identity theft.

So before falling hard for an online-only acquaintance, here are a few tips to detect fraudulent profiles on social networking and dating sites.

- The perfect person is not a real person. A supermodel or retouched profile photo should raise the first red flag.
- Be wary if the profile describes a personality that complements your own or is too good to be true. Often, imposters will create interests and activities that mirror your own in order to start a conversation.
- Check how many friends and followers are listed in the person's network. The average Facebook user has 130 friends. An imposter will often have significantly fewer.
- Determine whether any of your "mutual friends" have actually met your newest online acquaintance in person.

- Use search engines to do a quick background check on the name and basic information used in a profile. If the profile claims the person attended UCT, currently works as a director at an international company or runs marathons, you should be able to find mentions of these achievements on alumni, company or running sites, respectively. Schulman admitted that Googling Megan earlier in their relationship could have saved him a great deal of embarrassment and heartbreak.
- Peruse posted pictures and albums carefully. A real person will often have pictures with friends and family, who will have tagged and commented on photos. By contrast, imposters will often use modeling photos featuring only glamorous shots of the individual rather than group photos.
- Don't be tricked if your friend has multiple people who vouch for him or her online. One person can easily make multiple accounts to make it appear as if there is a support network of family and friends.
- Imposters will often try to interact with your own friends and family members to create a broader sense of familiarity and build up a broader network of trust.
- Finally, if you've been harmed by someone who posted a fake profile, report it to site monitors and authorities. Although it may be humiliating to be duped online, authorities will be able to identify imposters and close their accounts more quickly than you working independently.

ACTIVITY

SCENARIO: When I was in high school my younger sister heard of this girl through her friends on YouTube. Her name was Kairi and was seven years old and lived in Ireland. She had a terminal illness. We added her on Facebook and she had several pictures. We would Skype her (but she never had video on because the camera was broken) and she would tell us stories of things she did and talk about her siblings and soon after she would post pictures to Facebook and everything seemed to match up.

She had several people who appeared to know her in person and even family members commenting on the posts. She seemed 100% legit and my sisters and I dedicated our lives to raising awareness for this little girl. My sister and her Youtube friends constantly dedicated videos to her, and I spent hours Facebook messaging and on the phone with her thinking I was keeping her company while she was sitting in the hospital.

Before long, something started to feel fishy. My sisters friends launched a full on investigation and ended up finding out that it was a teenage girl using pictures from the Facebook of a girl named Megan who actually did have cancer. **"Kairi" made up this story to get donations and gifts from people around the world.** We couldn't believe how elaborate the story was, as she had created an entire extended family and network of friends on Facebook to go with this Kairi story. It was truly crazy.

Lesson 2.2: Digital Law - Protecting Yourself & Others Online

Although there are no separate cyberspace laws or social media laws, there are ways to make sure that people are held liable for their actions and sometimes these have serious legal consequences.

Some people think that because they are young, they won't get in trouble with the law. That's not the case. Children can also get in trouble with the law! Also, it's not just you that is affected, your actions can also affect your parents/guardians.

- In South Africa, as a child you can be sued in civil proceedings (by someone else). But this depends on your age and level of maturity.
- A child under the age of seven may be sued, but in the name of the child's parent or a guardian/curator appointed by the court to look after the child.
- A child between the ages of 7-18 years old may be sued in their own name, with assistance of parent or guardian
- Children from the ages of 11 – 18 years old are deemed legally liable for their actions and can be sued for defamation civilly and for assault or crimen injuria criminally.
- Children from 11 – 14 years old are considered to have criminal capacity.
- Children above 14 years of age have criminal capacity unless otherwise proven by the accused child.
- Once you are over 18, you have full capacity to sue and be sued in your own name.

So remember, doing bad things online is a crime and you can get into serious trouble.

LESSON 2.2.1: PROTECTION FROM HARASSMENT ACT

The Protection from Harrassment Act 2011 ("the Act"), defines Harassment as any conduct (whether it be direct or indirect) that the perpetrator knows or ought to know will cause mental, psychological, physical or economic harm or inspires the reasonable belief on the part of the victim and that harm will be caused to a person (referred to in the Act as the "complainant") or any member of the family or household of the complainant or any other person in a close relationship with the complainant. The Act refers to any member of the family, household of the complainant or any person in a close relationship with the complainant as a "related person".

The Act states that Harassment can include:

- Unreasonably following, watching, pursuing or accosting a person (or related person) or loitering outside of or near a building or place where a person (or related person) resides, works, carries on business, studies or simply happens to be
- Unreasonable verbal, electronic or other communication (regardless of whether or not conversation ensues)
- Unreasonable sending or delivery of letters, telegrams, packages, faxes, email to a person (or related person)
- Sexual harassment
- Bullying (including cyber bullying) is a form of harassment covered by the Act.

This means that Cyber Bullying/Harassment/Stalking is a crime that can be reported to the Police!

LESSON 2.2.2: DEFAMATION

Defamation takes place when someone intentionally spreads false and malicious information about another person, which either is not true or causes harm to that person's reputation.

Malicious information about individuals can be very harmful to their reputations; they have the potential to damage one's reputation, or can make others think less of them. If you intentionally post information that could possibly harm someone, you are likely to be found liable of defamation.

Defamation can include spreading false rumours about someone, like in this example: John tells the teacher that Jenny cheated on the maths test. John is upset with Jenny because she did not want to date him. Jenny did not cheat on the maths test. Jenny gets into trouble with the principal and gets a reputation as being a cheater and dishonest.

You can be sued or found liable or guilty of defamation for sharing or "retweeting" defamatory material even if you did not post it.

Do not share or retweet posts without knowing if the content is true or not. Do not share or retweet posts that could harm another person's reputation or dignity.

Even though you were not the person who put up the post or the author of the defamatory material, you can still be held legally liable for defamation. One of the elements of the crime of defamation is that the defamatory content is published on a public platform. If you repost or retweet it, you are responsible for publishing it on a public platform.

What do I do if someone accuses me of defamation?

- Take down the post and apologise immediately.
- Hopefully the person will accept your apology.
- If you are guilty of defamation and the person takes action, there is not much you can do, so think before you post!
- If you wouldn't shout it out on a loud speaker, don't post it!

DID YOU KNOW?!

Example of Defamation

In February/March 2006, three high school boys aged 15 – 17 years old were charged with crimen injuria after publishing an alleged defamatory image of the deputy principal of their school. One of the boys created the defamatory image electronically by attaching the heads and faces of the principal and deputy principal on to a picture of two naked men sitting next to each other in a sexually suggestive and intimate manner. The boy took the school badge from the school website and used it to obscure the men's genitals. He then sent the image to a friend's mobile phone, who forwarded it to other learners at the school. One of the accused printed the image and placed it on the school's notice board. The deputy principal sued for defamation and issued summons against the three school boys to claim for damages for injury to his dignity, good name and reputation. The North Gauteng High Court found in favour of the deputy principal and awarded R45 000 in damages. The boys appealed to the Supreme Court of Appeal, but their appeal was dismissed.

LESSON 2.2.3: COPYRIGHT

News spreads fast, funny videos turn "viral," incredible photos circulate, we learn useful tips and information – and we can collaborate on, create, and share content and experiences with friends, family, colleagues, and the world in seconds. With the "share" button located so conveniently next to photographs, articles, songs on Spotify, videos on YouTube; the "retweet" button on Twitter; and the "repin" button on Pinterest, we each share and reshare information and media dozens of times a day; sometimes we ourselves are inspired to share; in other cases, creators want us to share their content for various reasons (awareness, social media presence, or even sales). So it's no surprise that from time to time, copyright infringement occurs, something gets shared that wasn't meant to be shared (or gets shared without proper citation), or someone passes off someone else's creation as their own.

Copyright simply means that particular content/ material such as music, films, pictures, exclusively belong to the person who is responsible for creating such content/material and that no one should use, copy, and distribute it without the consent of the owner. Copyright does not protect the facts or ideas that preceded your creation; it only protects your original creative expression of that idea. Facts and ideas are considered within the public domain. Copyright provides the author/creator with control over their work to: reproduce and make copies, distribute, sell, make new work based on the original work, and perform their work. The author/ creator may also sell/transfer the ownership of copyrighted material to someone else. If an idea becomes an actual tangible object, the creator can get a patent. While a copyright protects an idea, a patent protects an actual invention, process, device or method.

But, there are also times where even as creators, we may want to share or need to use someone else's work to inform our own (i.e., to inspire us, or to help us make our own work better or more comprehensive). For example, we may need to use someone else's research or something we found on the Internet in a school project; or, we may want to use someone else's photos or video in a presentation, share parts of someone's book in a report, or incorporate our favorite music in a video we are creating. Or, in some cases, content creators may want us to share, to increase awareness of their content or drive others to their site/products or services.

Here are some important terms to know regarding Copyright and using other people's creative work (Sourced from www.ciconline.org/InCtrl):

- **Creative Work/Intellectual Property:** An original idea or artistic creation in any media that is recorded in some form. Intellectual property is owned by the creator, who can give permission to use it or share it; but as with any item that is owned by someone else, it shouldn't be shared or used without permission of the owner.
- **Copyright:** Legal protection for a creative work (i.e. photography, visual art, music, writing, poetry, article, website, lm, etc.) that gives the author/creator (or the producer/ purchaser of the work/agent of the creator) control over the work.
- **Public Domain:** Ideas, facts, common knowledge, or U.S. government documents are considered public domain, or belonging to everyone. Other items in the public domain are those for which the copyright has expired.
- **Fair Use:** Ways to use copyrighted works, in limited ways, without needing permission.
- **Creative Commons License:** A license is an authorization or permission that is granted. Creative Commons is an organization that provides legal licenses that makes it easier for people to copy, share, and build on your creative work, as long as they give you credit for it.
- **Piracy:** Stealing copyrighted work by copying or downloading it in order to keep, sell or give it away without paying for it or permission.
- **Citing Sources:** A way of giving credit to a source or author, in order to avoid plagiarism.
- **Plagiarism:** "Copying and pasting" or using someone else's work and words as your own. A way to avoid plagiarism is to properly cite the source, or where you found the information.

You will see that at the end of the workbook we have a reference list which has a list of resources from which we got some of the content to build this Toolkit (after asking permission or following Creative Commons guidelines).

You have probably breached someone's copyright licence without knowing. But now that you know it is illegal to copy, use and share content that is copyrighted without a licence to do so, it is time to change your habits. You can get into serious trouble. Here are some tips to make sure that you don't make that mistake:

- **Give credit.** Check who made or created whatever you find. Give credit to the author or source. If you can't find an author's name, you should note the organization's name and location and include a web link, where applicable, to show where and when the information was accessed.
- **Take good notes.** Take notes on the website or wherever you find what you want to use or cite as a reference (i.e., book, photo, video, article, music, design, etc.). You should make note of the date and write down as much information about the author or creator as you can find.
- **Organize.** Bookmark each site you use and want to reference. You should save information in your notebook, or even better, a Word document. You can then organize it by type of information or alphabetize it by author.

- **Ask permission.** In some cases, you will need to ask for permission to use something. Remember to look carefully for reprint or permission information for the material you want to use. You might need to find an email or contact and send the author or organization a request explaining what you want to use, why you want to use it, how you will use their creation, and for how long.
- **Buy it.** Sometimes you are going to have to spend money to use something. For example: a stock image or graphic, or a song. But just because you may buy a song, you still do not have the right to use it (other than to listen to) without still giving credit to the creator. A great resource for Creative Commons images and graphics is Pixabay (www.pixabay.com).
- **Use It Fairly.** It's best to use things that exist within the public domain, or to do research into how to use non-public domain materials fairly. Some content can be used without restriction (that which is in the public domain), some can be used if you cite/reference it properly, and some can't be used without permission of the creator.
- **Be Original.** There are still plenty of good ideas that haven't been created yet! Create your own original works and maybe one day you will be contact for someone else to use.

Online Safety CROSSWORD

Can you solve this crossword about Online Safety?
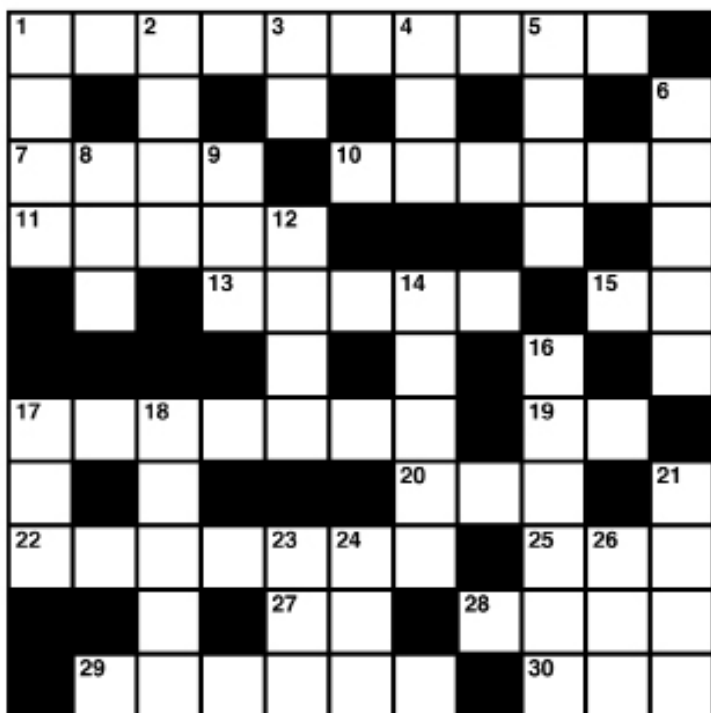
Across Clues

1 Someone who hurts or embarrasses others online
7 Friend who will stand by you
10 Place to learn new things: don't post your ____ info online!
11 "Grimm's Fairy ____"
13 Don't post this number on the internet!
15 Messaging format
17 Your home information (don't post online for parties)
19 ____ demand
20 It is, old way
22 Settings on Facebook to let only friends see your personal info
25 Cyberbullying can make you feel ____ (depressed)
27 Leave
28 Awful
29 What to do with an e-mail with an attachment from someone you don't know
30 Stew vegetable

Down Clues

1 Place to talk on the internet, ____ room
2 It's part of many sports
3 Relating to
4 California University nicknamed the Trojans
5 Gawk
6 Rude text message
8 ____ top
9 Sure!
12 Loafer or sneaker
14 Malicious
16 Bad talk about others- don't post it online
17 Angry Birds is one
18 Steer a car
21 Thought
23 Grown-ups often say "act your ____!"
24 Camping bed
26 Exist

Find clues & more crosswords at www.kidzworld.com

Crossword by Myles Mellor

MODULE 3:
MANAGING YOUR DIGITAL FOOTPRINT

Now that you have clear understanding of what the internet is, how it works and how you can use it for good; you are now empowered to take charge of your digital footprint and avoid the dangers of the internet!

Simply put, a digital footprint is the record or trail left by the things you do online. Your social media activity, the info on your personal website, your browsing history, your online subscriptions, any photo galleries and videos you've uploaded – essentially, anything on the Internet with your name on it.

This module has the following objectives:

- Get to know your digital footprint, what it means and how to manage it
- Understanding social media and the different major social networks
- Tips on how to manage the different social networks and your digital footprint

Lesson 3.1: Your Digital Footprint

Your digital footprint is the mark that you leave behind when using the internet and can shape your online reputation. It is the record or trail left by the things you do online. Your social media activity, the info on your personal website, your browsing history, your online subscriptions, any photo galleries and videos you've uploaded — essentially, anything on the Internet with your name on it.

Your digital footprint can often be permanent.

In a digital world and information-sharing age, it can sometimes be hard to understand where privacy ends and what the real risks are. Everyone cares about their reputation, but it's important to remember that what you do online can impact your digital footprint, permanently.

> In the future, your digital footprint will carry more weight than anything you might include on a resume.
> Chris Betcher, Education Technologist

In this section, you will continue learning about the rights and responsibilities you have as a digital citizen, and gain awareness of steps you can take to be safe and secure, and be empowered to make smart choices and stay in control of your digital reputation!

LESSON 3.1.1: YOUR PERSONAL INFORMATION & PRIVACY ONLINE

Personal Information can be any of the following information:

- Race
- Gender (Whether you are a boy or a girl)
- Identity Number
- The School you attend.
- Where you live
- Even simple things like your interests, hobbies and your opinions can be personal information.

The information you share with your online contacts allows you to keep in touch and up to date without much effort. But who else is looking at that information? And how are they going to use it?

Through social media, we are able to build connections and relationships with others on the Internet. Social networking can be used to keep in touch with friends, make new contacts and find people with similar interests and ideas.

However, many people besides friends and acquaintances are interested in the information people post on social networks. Identity thieves, scam artists, debt collectors, stalkers, and corporations looking for a market advantage are using social networks to gather information about consumers. Companies that operate social networks collect information about their users, both to personalize the services to you and also to sell to advertisers.

So it is very important to be aware and know how to protect yourself online.

LESSON 3.1.2: PROTECTING YOUR PERSONAL INFORMATION

Don't Overshare
Perhaps the best tip for helping you maintain privacy is to not overshare. As much of an alien concept as it may be to students these days, the only sure-fire way to avoid digital footprint trouble is for them to keep quiet about anything they wouldn't want to share with everyone in town. This includes usernames, aliases, passwords, last names, full-names-as-usernames, pictures, addresses, and other important information.

AM I OVERSHARING?
☐ YES   ☐ NO

Password Protect Yourself
Guidelines for creating strong passwords

DOs:

- Use at least five characters.
- Use combinations of letters (upper case and lower case), numbers, and symbols.
- Use a different password for **every** account you have online.
- Try to change your password regularly -- recommended every six months.

DON'Ts:

- Don't use any private identity information (name, address, email, phone number, ID number, mother's maiden name, birthdates, etc.).
- Don't use a password that is easy to guess, like your pet's name, your nickname, name of your school, baseball team, etc.
- Don't share your password with anyone other than your parents or a trusted adult.

Idea to Create Memorable but Strong Passwords

- Think and create a fun sentence you can remember. You can pick your favorite song title, book title, movie title, sports team, etc. (Example: Monica Greem loves to ski and hike at Lake Tahoe).
- Choose first letters or first two letters.
- Change some letters to symbols.
- Make some letters upper case and some lower case

Use A Password Keeper
This is more of a security thing, but the worst kind of footprint is the one you didn't make that contains all of your sensitive information. It's too much work to remember 50 different passwords, and every site has their own unique rules. Until someone solves this problem, the best solution is likely a password keeper.

Manage your friend list
Don't accept friend requests if you're not sure about the person. Managing your friend list will help you restrict the number of people who can access your information.

Remember, not everyone you meet online is who they say they are, and therefore you cannot detect a disguised predator or cyber-bully.

Stranger danger is as real online as it is offline. Remember how your parents and teachers like to tell you not to talk to strangers? Well that rule should apply on social networking sites. Yes, social networking sites are about meeting friends and connecting with different individuals. However, you need to be cautious. A person can pretend to be someone they are not.

Here are some tips to stay safe:

- Never arrange or agree to any face-to-face meeting with any person you met online unless you are with your parent, guardian or trusted adult; always meet in a public place, preferably during the day.
- Never believe everything that may be said by people online as the truth. People online are not always who they pretend to be and paedophiles have mastered the skill of pretence, don't fall for it.
- Some people online may try to befriend you in order to harm you.

Treat people the way you want to be treated

- Always try to think about the consequences of your actions on others. Don't forget that on the other side of your computer or mobile phone is a person with feelings just like you. Stand up for yourself, but try not to hurt people's feelings.
- If someone writes something rude, scary or something you don't like, tell your parents or another adult you trust. They will be the best people to give you guidance on what you should do.
- Never send threatening or mean messages, nor respond to any such messages that are sent to you. There are no "take-backs" online.
- Do not do anything online that could hurt or anger others. Imagine how you would feel if you were in the other person's shoes.

Always log out!

Log Out After Each Session: After using a social networking site always log-out. This is important to do because someone can use the same computer as you used, see that your account is still open and post malicious messages using your account and could even change your password, preventing you from accessing your own account.

Turn your Bluetooth off when not using it: This is really important to do because your Bluetooth could land you into a lot of problems if left unattended. When left unattended, hackers can see your mobile phone and access your personal information as well as send you messages/ spam; this act is called Blue-jacking. Be aware of your surroundings when connecting using Bluetooth; make sure that the environment is private.

Turn GPS off when not using it: Just like your Bluetooth, your GPS can be used by others to harm you. For example, if left unattended your GPS can help random people see where you or your phone is located. Turn off GPS when not using it.

Be careful when using free public WiFi: When connecting to the internet using public WiFi you have to be extra careful. Strangers can easily access your social network conversations. So make sure you turn off sharing and tweak your settings so that the device you are using prompts you to manually connect to a Wi-fi network and does not do so automatically.

More Tips on Protecting Your Personal Information

Google Yourself: You may be surprised what you find.

Monitor Linking Accounts: When you link your Facebook or Twitter account to that new site (whatever site that might be), you may not realize-or care at the moment-what you're giving it access to. It's usually safest to use a secondary email address to sign-up for new sites rather than granting this kind of access.

Use A Secondary Email: Whether you're communicating with someone new, or signing up for a new social media platform, it can be useful to have a secondary email address.

Remember that Sending Is Like Publishing–Forever: Every time you send a message, or post a picture, you're publishing it the same way SABC does a news story. And the internet never forgets. You should be really careful about how you portray yourself online because there are no "do- overs". So you have to watch what you do and say. Yes, use your network connections to express yourself freely and boldly. But the freedom to express yourself comes with responsibility. – *potential future employees*

Understand That Searches Are Social: There's another side to your digital footprint, too — it's not always information that you choose to make public. Remember: Privacy controls or no privacy controls, Facebook still records and uses every scrap of information it gets to better understand what their users like and what will sell to them. Google pulls the same trick with search and browsing habits. If a student is logged into their Google account, the service tracks every keyword they search, every Web page they visit and every time they visit Youtube. There are ways, however, to control the bits of deep data that we leave laying around. First of all, even though Google is practically an official synonym for "Web search," it isn't actually the only search engine in town. Less profit-motivated search engines like DuckDuckGo.com and Ixquick.com may take a little getting used to, but they do make a clear policy of protecting users' browsing privacy.

DID YOU KNOW?!

Beware of Phishing!

Phishing is a con game that scammers use to collect personal information from unsuspecting users. The false e-mails often look surprisingly legitimate, and even the Web pages where you are asked to enter your information may look real. However, the URL in the address field can tell you if the page you have been directed to is valid or not.

Phishers send out messages that look like they are coming from legitimate websites like Facebook, PayPal, or banks. Phishing messages say that your information needs to be updated or validated and ask that you enter your username and password, after clicking a link included in the e-mail. Some will ask that you enter even more information, such as your full name, address, phone number, or ID number. However, even if you visit the false website and just enter your username and password, the phisher may be able to gain access to more information by just logging into your account on the real website.

If you receive an e-mail, DM or SMS that asks that you update or verify your information or password, don't click the link in the email. Go to the website by typing the URL in your browser's address field instead of clicking or copying the link in the message. For example, type in "https://www.paypal.com" instead of clicking the link in an e-mail that appears to come from PayPal. If you are asked to update your information after you have manually typed in the Web address and logged in, then the e-mail was probably legitimate. However, if you are not asked to update any information, then the e-mail was most likely a spoof sent by a phisher.

Remember, most legitimate messages will address you by your full name at the beginning of the message. If there is any doubt that the e-mail is legitimate, be smart and don't enter your information. Even if you believe the message is valid, following the guidelines above will prevent you from giving phishers your personal information.

Adults are often highly vulnerable to Phishers, so make sure to share this information with your parents/guardians!

LESSON 3.1.3: MANAGING YOUR DIGITAL FOOTPRINT

It is important to remember that we are never totally anonymous when we are online. This can be a problem when we put our safety at risk by not protecting our privacy on the Web, or when we behave in an inappropriate or foolish manner online and such behaviour comes back to haunt us.

These days we are encouraged to add lots of information about ourselves onto the internet...
Photos, art, poetry, videos, blogs, personal profiles ... there are lots of opportunities to be creative and develop good skills. Aside from the fun stuff, always remember that the internet is an open environment. Personal information is routinely collected and kept for years and years by companies wanting to sell you stuff and viewed by individuals looking for information about you.

Lots of universities and employers now use the internet to check up on you!
So, keep safe and don't put too much information about yourself online and focus on doing positive things. It would be rubbish if you missed out on something because of bad content you posted online.

What information about you can be tracked?

- The websites you visit
- What time of day
- The search and key words you use
- Your location while browsing
- Your IP address (unique online identity)
- What you said
- Who you interact with
- What you search for
- What is said about you

How To Manage Your Digital Footprint?

- What you say in your email, texts, social media posts
- What you "like" or "share" on social media and online
- Before you post, think about what information to share, where to share it, and how to share it (i.e., what platform, what medium, what format, what tone?)
- Consider using avatars and non-indentifiable usernames to protect your identity (though it's important to consider and evaluate when it is appropriate to be transparent and public)
- Use strong passwords and vary them on different sites. Change your passwords often
- Password-protect all electronic devices mobile phones, tablets and computers
- Read the fine print (privacy policies, terms) before clicking "agree" or "accept"
- Regularly check the privacy settings of your online accounts (social media sites like Facebook and Instagram change their privacy settings frequently)
- Be aware of photographs being taken of you and photos of you that someone else "tags"
- Don't share passwords (except with parents)
- Consider who you share your contact information with
- Conduct financial transactions/buy stuff only over a secure wi-fi connection that requires a password
- Respect other's privacy, property, space
- Be nice to people online and offline
- Use security/virus protection software
- Back up your data
- Remember that not everything you see, read, or hear about online is true. People and websites may pretend to be something they are not.

How is it collected?

- Through search words
- Browsers
- Cookies on websites
- Forms or surveys you fill in
- Information you post on social media (private/ public)

What is it used for?

- Marketing
- Social influence
- Digital reputation
- Behavioral economics
- Recommendation for ads you see in the future

DID YOU KNOW?!

Cookies Track You

Cookies are a piece of information sent from a website and stored in your web browser. Often Cookies are essential for the website to work. But sometimes a cookie can track user behavior and the information can then be sold to someone else for advertising or other malicious purposes.

Almost all websites use cookies in some way:

- Cookies remember you, and prevent you from having to sign in on every page you visit.
- Cookies can optimize how information is delivered to you by knowing the type of computer or device you are using, operating system, browser you are on, etc.
- They can also track what you look or search for when visiting an online store (such as Amazon or Etsy) and serve up suggestions for similar items on other sites or in advertisements (on Gmail or Facebook).

If you don't want to be tracked, you can set up your Web Browser to delete Cookies every time you close it. Also, you can add apps or extensions to your Browser to limit cookies and websites getting your personal information with you knowing. Disconnect (Disconnect.me), DoNotTrackMe (Abine.com) and Ghostery (Ghostery.com) are examples of extensions that block tracking cookies and give you control over site scripts.

Lesson 3.2: Social Media Safety

Social media should be fun and exciting, but there are people who go out of their way to make it less pleasant than it is supposed to be. It is very important that you watch out for these party poopers.

You need to protect yourself from harm or even the risk of harm that these people might pose. Think of the Internet as a foreign country that you would like to visit but for you to visit or travel to that place you need to learn about how things work at that place, what sort of language is spoken, what is allowed and what is not allowed.

So, before you use a particular social media-networking site, you need to learn about it as much as you can, learn about how it works, the security features and all that will make your experience fun and exciting!

Are there still some things that you would like to know regarding social media so that you are confident, knowledgeable and secure? Well, this section is definitely for you. It will give you the tips and tricks you need to make your journey on social networking sites a smooth and comfortable one.

LESSON 3.2.1: IMPORTANT TERMS TO KNOW WHEN ON SOCIAL MEDIA

Most websites use the same terms and words to describe their measures to keep you safe online. Below are some of them, which you can then go and check out on the stuff you're signed up to.

Key terms and basics that you need to know to keep yourself safe on social networks.

Privacy Settings
Privacy Settings are the part of a social networking website, Internet browser, piece of software, that allows you to control who sees information about you.

Privacy Policy
A privacy policy is a document that explains how an organization handles any customer, client or employee information gathered in its operations. A privacy page should specify any personally identifiable information that is gathered, such as name, address, as well as other things like order history, browsing habits, uploads and downloads. The policy should also explain if data would be left on a user's computer, such as cookies. According to best practices, the policy should tell you if data may be shared with or sold to other companies (third parties) and if so, what the purpose is.

Terms of Service/Use:
Terms of service (also known as terms of use and terms and conditions, commonly abbreviated as ToS or TOS and TOU) are rules that everyone who signs up to a service has to agree to use that service. Everything we sign up for has terms of service or terms of use.

Usually it's just a button that we have to check to finish signing up for something so we don't really think about it – like this:

Think about it, have you ever taken time to read the ToS before you click "Sign Up" or "Create Account"?

Often we don't read the ToS – they are really long and have a lot of complicated legal words. Usually we just click "Yes" or "Accept" just so that we can get signed up. It's really important that we read these so we know exactly what we're agreeing to.

A terms of service agreement typically has sections that cover one or more of the following topics:

- Definition of key words and phrases that are used on the website or social network
- User rights and responsibilities
  - Proper or expected usage; potential misuse
  - Accountability for online actions, behavior, and conduct
  - Privacy policy outlining the use personal data
  - Payment details such as membership or subscription fees, etc.
  - Opt-out policy describing procedure for account termination, if available
- Use of personal information – how the site uses what you post, who owns it
- Disclaimer/Limitation of Liability clarifying the site's legal liability for damages incurred by users
- How they will let you know when the ToS changes

For example, did you know that until about 2012, every post (pictures, writing etc.) made on Facebook belonged to Facebook and by signing the ToS you agreed to give up these rights to your information. So, back then, even if you deleted your account, the social network could still keep and use your information indefinitely! Facebook has come a long way to change that and give some ownership back. Now it is possible to delete your account, your posts, your pictures from the site. In the "Becoming a Facebook Privacy Pro" section at the end of this Module, you'll have a chance to learn more about how you can protect your information and stay safe.

There is also a very big push to make ToS much more simple and easy to understand, with Google leading the way to explain how they use your information, how you can control your information.

Community Standards/Guidelines
Community standards are norms set by a community about what is acceptable behaviour and conduct. Remember, that when we're on social media or in a social network we are part of a community! So a lot of social media will have a Community Standards/Guidelines that say what the collective values should be on the site and guidleines for participation – what's acceptable behaviour, what will get you removed, why those actions could be taken if people violate the guidelines. Basically, what's allowed and what's not allowed. Every social media website has different community standards, just like every community has different accepted behaviour. It's really important that you read and understand these before you post, or report others on the site.

Flagging and Reporting
Just like in any community, each individual is responsible for keeping others accountable to the Community Standards and Guidelines. For a lot of online social networks there are billions of users and it's not easy for the people who run the social media websites to know what everyone is doing or if they are keeping to the Community Standards and Guidelines. Flagging and Reporting are methods that social networks have created to monitor and track that people are following the Community Standards and Guidelines. In social media, we are the referees.

Flagging is usually used when you see something inappropriate, but you're not sure if it really is. When you flag a post, it let's the people running the social media website know that it is something they need to check and see if it is inappropriate. You can think of Flagging as raising a yellow card – what happened is a concern and the website needs to let the other person know that it's bad and probably shouldn't happen again.

Reporting is more serious. It's when you're definitely sure that something is inappropriate and is violating the Community Standards and Guidelines that everyone has signed up to. It let's the people running the website know that it is something serious that should probably be taken down. You can think of Reporting as a raising a Red Card.

Blocking
Blocking effectively prevents people who can potentially harm you – by commenting on your activities on social networking sites – from doing so. It is more targeted and about your own personal preference and needs. Maybe what the person is doing isn't necessarily against the Community Standards and Guidelines, but their posts are something that you find personally inappropriate and you don't want them having access to you or seeing their posts. Blocking gives you power to do that.

When you block someone, they are no longer able to see your profile, post on your timeline/page/posts, or contact you. Sometimes blocking is seen in a negative light and you can feel bad about taking such an extreme measure. But it's ok to Block, just like it's ok to protect yourself.

It's important to remember that Blocking is personal to you, it doesn't let the social media website know that what the person is doing is inappropriate or harmful. So, if you feel the need to block someone, consider Flagging or Reporting their behaviour to you as well.

LESSON 3.2.2: SAFETY ON SOCIAL MEDIA/NETWORKS
Most social networking sites require their users to be a certain age in order to use their services. Thirteen is the minimum user age required by for example, Facebook, Instagram, Youtube, Tumblr and Twitter.

Here we have compiled a list of information about the safety features of the different social networking sites.

Remember! Everything on the Internet and World Wide Web is connected. If you imagine the Internet as a big tree; the World Wide Web is the trunk of the tree and everything branches out from that.

So just because it has happened in the social network, doesn't mean it won't appear or be used by other people on other social networks or somewhere else. This is why it's very important to think before you post and manage your digital footprint.

Twitter

Twitter is a free social networking microblogging service that allows registered members to broadcast short posts called tweets, which are limited to 140 characters. Twitter members can broadcast tweets and follow other users' tweets by using multiple platforms and devices. Tweets and replies to tweets can be sent by cell phone text message, desktop client or by posting at the Twitter.com website.

Who can use it?

Twitter is intended for people over the age of 13. Twitter states that they do not knowingly collect personal information from children under 13, and if they become aware that a child under 13 has provided personal information, they take steps to remove such information and terminate the child's account. If a parent becomes aware that their child has provided Twitter with personal information without their consent, the parent may contact Twitter at **privacy@twitter.com**.

How can I protect my information and privacy?

By default, Twitter's privacy settings are set so most of your information can be seen by everyone. Twitter allows you to adjust your privacy settings to control what information you share, and who you share it with.

Adjust your privacy settings

You can adjust your privacy settings to select a protected account, which puts the following restrictions in place:

- People will have to request to follow you and each follow request requires approval
- Your profile and tweets will only be visible to users you've approved
- Protected profile tweets will not appear in Twitter search
- @replies sent to people who aren't following you will not be seen
- Your static page's URL cannot be shared with non-followers.

To access these settings, you can:

- Log into your account
- Select settings in the drop down menu located in the top right hand corner of the page
- Under Privacy and safety, select the protect my tweets box
- Click Save.

More information on public and protected accounts is available at Twitter's Public and Protected Accounts page.

How can I report cyberbullying and abuse?

You can file a report that someone is posting abusive messages by going to Twitter's forms page.

More information on Twitter's policy on abusive behavior is available at the **How to Report Abusive Behavior page**.

Reporting Violations

Twitter's Rules and Terms of Service outline guidelines people must follow when using Twitter. If you believe there has been a breach of these rules or guidelines, you can report a violation under one of the following categories:

- Brand and trademark complaints
- Breach of privacy
- Child pornography
- Copyright complaints
- Harassment and violent threats policy
- Impersonation
- Name squatting
- Pornography
- Reposting others' content without attribution

To report a violation, you can visit Twitter's Support page. More information on reporting a violation is available at Twitter's How to report a violation page.

Blocking a user

Twitter allows you to block other Twitter users. If you block someone, they will be unable to:

- Add your Twitter account to their lists
- Have their @replies or mentions show in the your mentions tab (although these tweets may still appear in a search)
- Follow you
- See your profile picture on their profile page or in their timeline.

To block someone, you can:

- Log into your account
- Select the profile you wish to block
- Click the silhouette icon and select block from the drop down menu.

Where can I find more information?

Twitter's Help Center (www.support.twitter.com) provides general support information.

How to Flag or Report a Tweet on Twitter

Instagram

Instagram, or IG, is a visual social media platform. The site, launched on October 6, 2010, has more than 400 million active users and is owned by Facebook. Many of its users use it to post information about travel, fashion, food, art and similar subjects. The platform is also distinguished by its unique filters together with video and photo editing features. Almost 95 percent of Instagram users also use Facebook.

Who Can Use it

Instagram is intended for people over the age of 13. It is not possible to sign up for an Instagram account on the website. You need to sign up for an account within the Apple or Android app.

By creating an account, you agree to comply with Instagram's Terms of Service.

How can I protect my information and privacy?

By default, anyone can view your profile on Instagram or the Instagram.com website. If you do not wish to share your profile, you can set your photos to private and your photos will be visible only to those users you've allowed to follow you. Some profile information is not visible to anyone but you. This includes your email address, phone number, sex and birthday.

Adjust your privacy settings

To make your profile private, you can:

- Tap the far right address card icon to go to your profile
- Tap the settings icon in the upper right icon
- **Apple device** – scroll to "Private Account" and toggle the switch to ON to turn on privacy.
- **Android device** – scroll to "Private Account" and then tap the box to turn ON privacy.

Once you turn on Privacy, anyone who wants to see your photos, or followers and following lists, will have to send you a follow request that will appear in your news feed, which you can then approve or ignore.

To approve or deny a request, you can:

- Tap the username that appears in the request
- Tap the approve (tick icon) or ignore (cross icon) button.

More information is available at the Controlling Your Visibility page.

How do I report cyberbullying and abuse?

You can report inappropriate photos, comments, or users that are in violation of Instagram's Community Guidelines or Terms of Use directly in Instagram with the built-in flagging feature. Below are examples of how to report an inappropriate photo on Instagram.

Flag a Photo

In order to flag a photo, you can tap the ... icon below the photo you would like to report and then tap Report Inappropriate.

Flag a Comment

To flag a comment on an **Apple device**:

- Tap the comment button below the photo
- Swipe your finger to the right over the comment you'd like to flag to reveal a trash can and a reply icon
- Tap the trash icon and select Delete & Report Abuse (Apple 3.0 users can flag any violating comment on Instagram).

To flag a comment on an **Android device**:

- Tap the comment button below your photo
- Tap the pencil icon in the upper right
- Tap the X icon next to the comment and
- Select Delete & Report Abuse (Android 3.0 users can only flag violating comments left on their own images at this time).

Flag a User

In order to flag a user, you can:

- Navigate to their profile page
- Tap the button in the top right corner of the screen
- Tap Report for Spam.

Flagging inappropriate content on Instagram is totally anonymous; no information about the flagger is sent to the user whose content is being flagged.

More information is available at the Abuse and Spam page (http://help.instagram.com/165828726894770) .

Blocking a User

When you block a user, the user cannot view your photos or search for your Instagram account. The blocked user is not notified when they are blocked.

To block a user, you can:

- Navigate to their profile page (tap explore then search for the account by their name or username, then tap on their username)
- Tap the button in the top right corner of the screen and tap Block user.

More information is available at the Blocking a User page (http://help.instagram.com/426700567389543/).

Where can I find more information?

- Instagram's Help Centre provides general information and help about Instagram (https://help.instagram.com/).
- Instagram's Tips for Parents has safety information for parents.
- Instagram's Privacy Policy outlines its privacy guidelines (http://instagram.com/about/legal/privacy/).

How to Flag or Report a Comment on Instagram
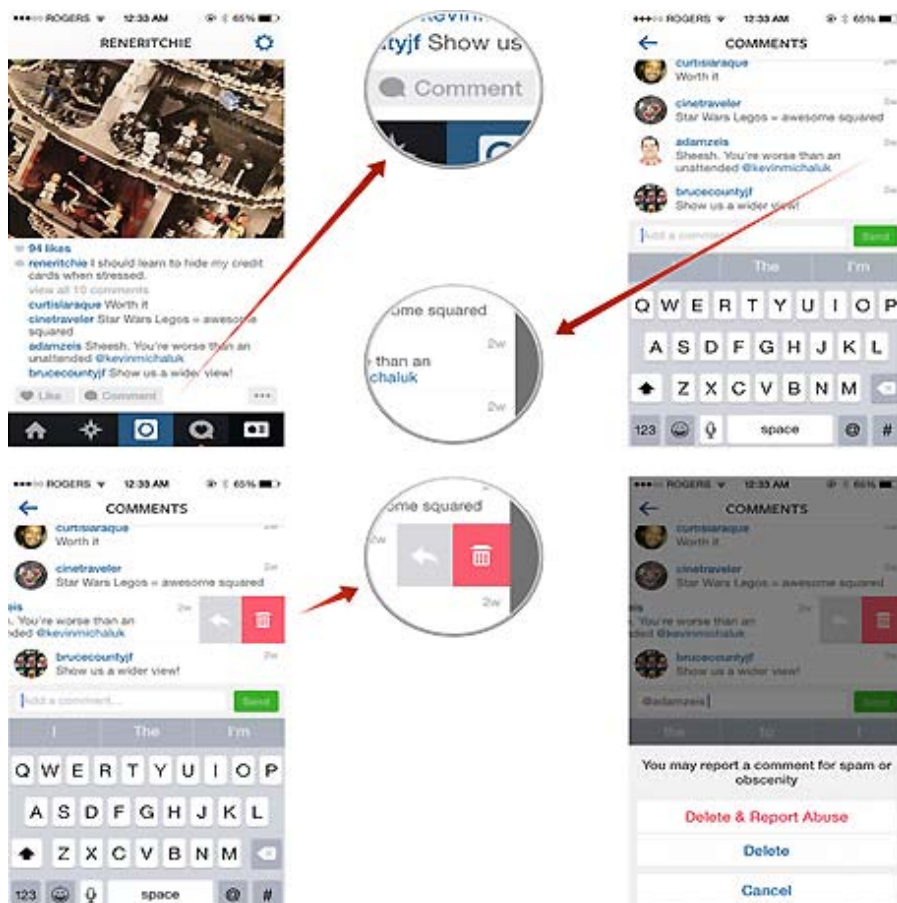
YouTube

YouTube the largest and most popular video-based social media website — was founded on February 14, 2005, by three former PayPal employees. YouTube has over 1 billion website visitors per month and is the second most popular search engine behind Google.

Who can use it?

YouTube is not intended for children under the age of 13 and accounts are only available to people above the age of 13. If a YouTube account is created, you then have access to additional functions including uploading and commenting on videos.

YouTube will not create account for anyone that lists their age as under 13. All users of YouTube agree to comply with its Terms of Service and Community Guidelines.

How can I protect my information and privacy?

- Default privacy settings for users aged 13 +
- By default, videos that you upload can be seen by anyone. If you upload a video, YouTube allows you to limit the exposure of that video by making it private.

Adjust your privacy settings

If a video is set to private, only the uploader and invited YouTube users can view the video. If a video is set to unlisted, then only users that have the link to the video will able to see it. Private and unlisted videos will not appear in search results.

You can visit YouTube's Private Videos page to learn how to make your video private.

YouTube Safety mode

Safety Mode on YouTube is an opt-in setting that can help screen out potentially objectionable content. YouTube uses community flagging and other content signals to filter out inappropriate content. By default, Safety Mode is switched off. To switch on Safety Mode, you can:

- Click on Restricted Mode located at the bottom of the YouTube page
- Select On and click on Save.
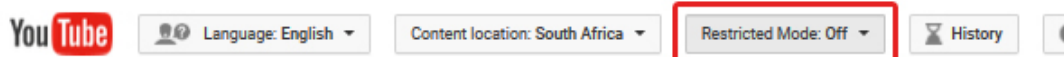
Comments

You can control which comments appear on your videos. YouTube offers the following three options:

- You can approve each comment before it is posted publicly
- All comments can be posted without approval (default setting)
- Comments can be turned off all together.

To access this setting, you can:

- Log into your account
- Click on the drop down menu located in the top right-hand corner and select Video Manager
- Click on Edit next to the video you would like to adjust your settings for
- Click on Advanced settings and select one of the three options.
- Click Save Changes located in the top right-hand corner.

More information on controlling your comments is available at YouTube's Control Commenting on my Videos page.

How can I report abuse or cyberbullying and abuse?
You can report content that violates YouTube's Community Guidelines by flagging it. Flagging videos does not take them down straight away, but sends a report back to YouTube staff to review the flagged video.

To flag a video, you can:

- Log into your account
- Navigate to the page the video is hosted on
- Click the flag button located under the video player
- Select a reason from the drop down menu and then click flag this video.
- Click Submit.

More information on flagging videos is available at YouTube's Community Guidelines Violations page.
To report a case of harassment, privacy or bully ing, you can visit YouTube's Help and Safety Tool page.

Where can I find more information?
YouTube's Policy and Safety Hub provides a central resource to access YouTube's policies, safety practices and reporting tools.

How to Flag or Report a Video on YouTube

MySpace

Originally founded as a venue for aspiring musicians and bands to share music and concert dates, MySpace has grown into a complex site where users can create profiles, including photographs, blogs, music or movie preferences. Other features of the site include chat rooms, forums, classified ads, newsgroups and a venue for sharing videos or music. Each user can choose to invite friends to create profiles or link to existing ones, creating a social network that can be exponentially expanded as users with similar tastes, interests or shared friends are discovered and added.

Who can use it?

Myspace is available to people over 13 years of age. Myspace will not create an account for anyone who lists their age as under 13.

How can I protect my information and privacy?

Default privacy settings for users aged 13-17

By default, if you are aged 13-17 your account is set so only accepted friends can view your profile. If you are over 18, most of your information can be seen by everyone. Myspace allows you to adjust your privacy settings to control what information you share, and who you share it with.

Default privacy settings for users aged 18+

By default, if you are aged 18 or over, most of your information can be seen by everyone.

Adjust your privacy settings

If you are over 18, you can make your account private. This means that only you and people you've added and approved as friends can see the details of your profile, including blogs, photos, interests and more.

To set a profile to private you can:

- Log into your account
- Click on the My Stuff drop down menu located in the top toolbar
- Select Privacy Settings
- Select My Friends Only located next to Profile Viewable By
- Scroll to the bottom of the page and click Save Changes.

Pre-approve comments

The default setting for comments on Myspace profiles does not require comments to be approved prior to appearing on your profile.

To change your settings to be able to pre-approve comments you can:

- Log into your account
- Click on the My Stuff drop down menu located in the top tool bar
- Select Account Settings
- In the left-hand navigation bar select Comments then Require approval before comments are posted
- Scroll to the bottom of the page and click Save Changes.

Appear offline

Myspace offers the option of turning off the online now status icon so other people can't see when you're on the site.

To conceal your status you can:

- Log into your account
- Click on the My Stuff drop down menu located in the top toolbar
- Select Privacy Settings
- Next to Online Now un-select Show People When I'm Online
- Scroll to the bottom of the page and click Save Changes.

How can I report cyberyullying and abuse?
You can report a violation of Myspace's Terms of Use by visiting the File an Abuse Report page.

Blocking a user
Myspace allows you to block interaction with another user.
You can block a user by visiting their page, and clicking on the Block User link under their profile picture.

Where can I find more information?

- Myspace's Safety page provides additional safety information and resources for Myspace.
- Myspace's Privacy Policy outlines its privacy guidelines.

How to Report/Block Someone on MySpace
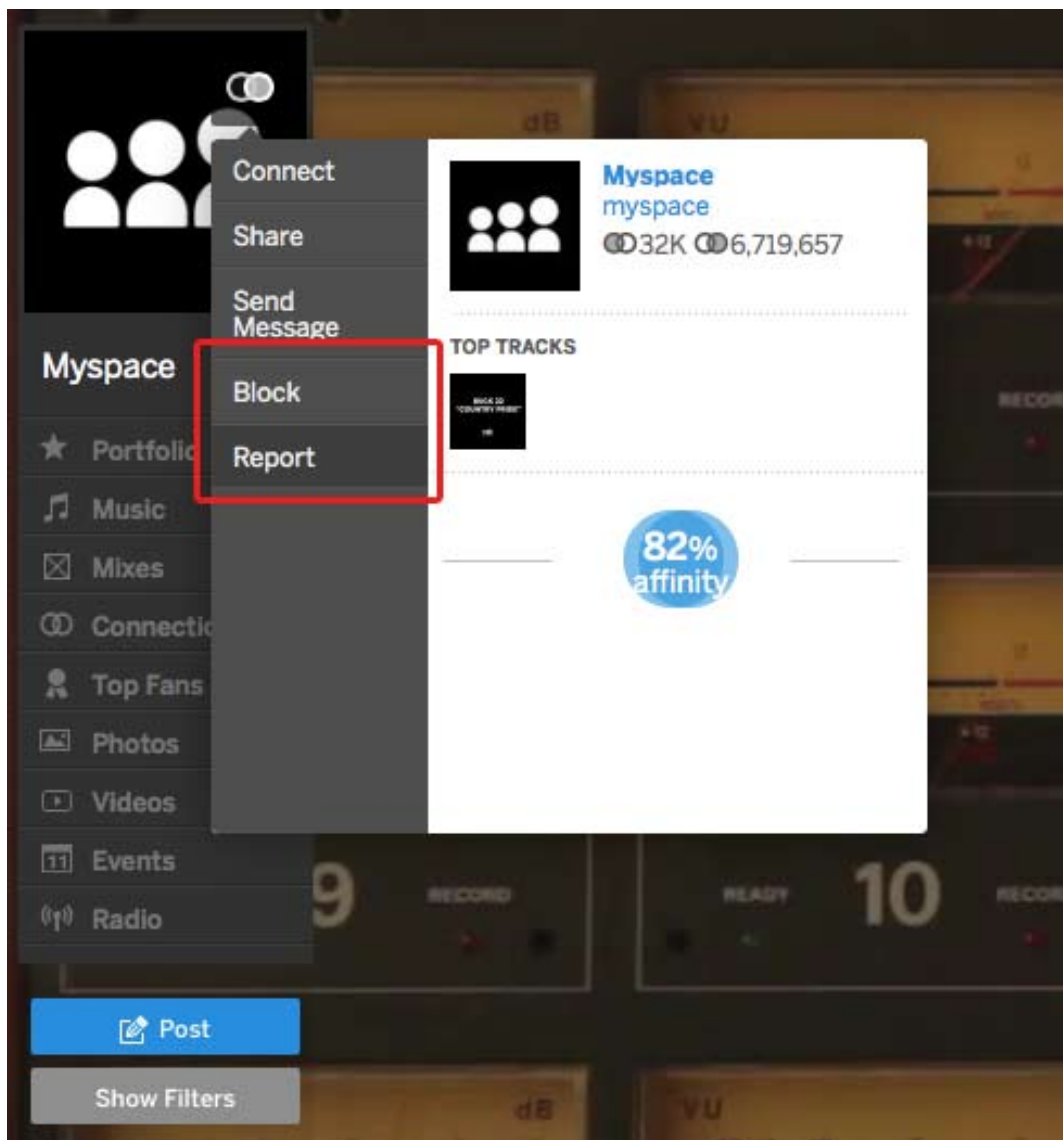
SnapChat

Snapchat is a mobile app that allows users to send and receive "self-destructing" photos and videos. Photos and videos taken with the app are called Snaps. Each Snap appears for 24 hours, and the user's friends can view them an unlimited number of times before they expire.

Who can use it?

Snapchat is intended for people over the age of 13. If you are aged 13-17 years old, you should seek permission from a parent or legal guardian before using Snapchat.

Protecting Yourself on Snap Chat

Default privacy settings for users 13+

By default, anyone who knows your username can send you a message.

In order to message someone on Snapchat, you need to know their username and add them to your My Friends list.

Adjusting your privacy settings

You can configure your Snapchat profile to only receive messages from users on your My Friends list. To adjust this setting, you can:

- Open the Snapchat application
- Tap the square button on the bottom right corner of the screen
- Select Settings
- Select Who Can Send me Snaps
- Select My Friends.

Saving Snapchat messages

Prior to transmitting a message, the sender is able to save a copy of the image they have composed. After sending a message, the sender can no longer view it through the Snapchat application.

Although the ability to save received messages is not part of the Snapchat application, it may be possible for recipients to use built-in features of the Android and Apple iOS operating systems to take a screenshot or screen-capture. It is also possible to use a second device to take a picture of the message as it displays on the screen.

Snapchat attempts to detect if a recipient takes a screenshot or screen-capture and sends a notification to the sender when possible.

How can I report cyberbullying and abuse?

If you receive an unwanted, sexually explicit message or are the subject of harassment you can report it by sending an email to **support@snapchat.com**. Please be sure to include:

- Recipients username (you)
- Sender's username
- Ages of the users involved (if known)
- Time and Date of message(s)
- Nature of the Message(s)

For more information on reporting abuse and safety issues, you can visit Snapchat Support and select your issue from the menu.

Blocking and Deleting a User

Snapchat allows you to block contact and/or delete a user. To block and/or delete a user, you can:

- Open the Snapchat application
- Tap the square button on the bottom right corner of the screen
- Select My Friends
- Locate their name in the list and swipe across their name (or in Android, long-press the name)
- Tap edit and then block
- Tap delete if you would like to delete a friend from your contacts.

Where can I find more information?

- Snapchat's Guide for Parents provides information on how to handle safety issues and concerns that may arise.
- Snapchat's FAQ and support page provides general assistance about the application.
- Snapchat's Privacy Policy outlines its privacy guidelines.

How to Report a Profile on SnapChat
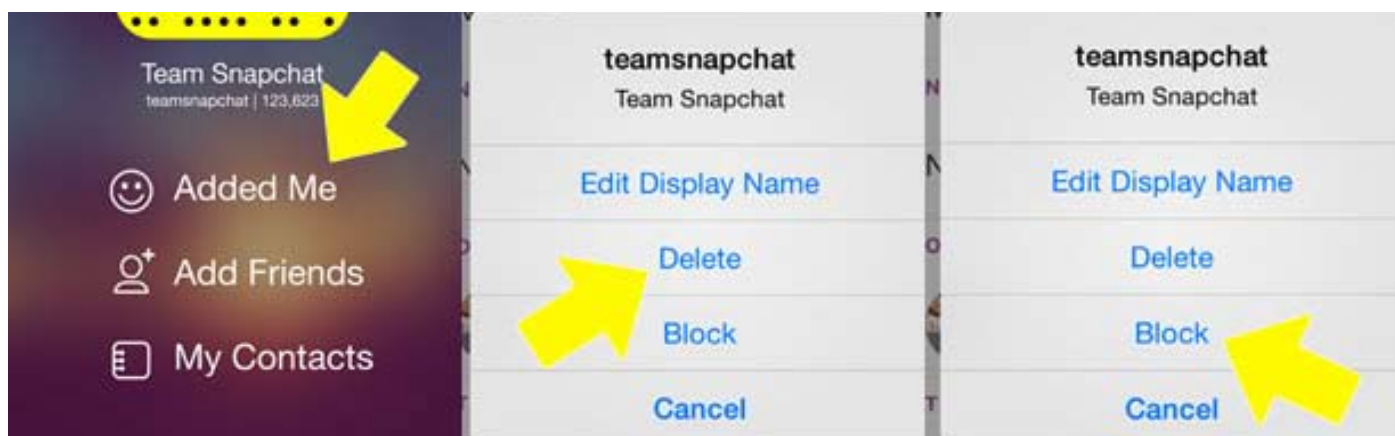
WhatsApp

WhatsApp Messenger is a cross-platform instant messaging application that allows iPhone, BlackBerry, Android, Windows Phone and Nokia smartphone users to exchange text, image, video and audio messages for free. Whatsapp is owned by Facebook.

Who can use it?
Whatsapp is available for children over the age of 16. It clearly states that service is not intended for children under 16. If you are under 16 years of age, you are not permitted to use the WhatsApp Service.
By using the service, you acknowledge and agree to these terms of service, and whatsapp's privacy policy, which can be found at **http://www.whatsapp.com/legal/#privacy**

How can I protect my information and privacy?
By default, WhatsApp will automatically set your Privacy Settings to allow any WhatsApp user to view your last seen, profile photo and status. If you don't share your last seen, you won't be able to see other people's last seen. Please note there is no way to hide your online status.

To change these settings, simply go to **WhatsApp** > **Menu Button** > **Settings** > **Account** > **Privacy**.

You can set the following options separately for last seen, profile photo and/or status:

- **Everyone** –Your last seen, profile photo and/or status will be available to all WhatsApp users.
- **My Contacts** – Your last seen, profile photo and/or status will be available to your contacts from your address book only.
- **Nobody** – Your last seen, profile photo and/or status will not be available to anyone.

How can I report cyberbullying or abuse?
Bullying or abuse can be reported by sending an email to: **support@whatsapp.com.**

Blocking a User
WhatsApp allows you to block/ end your interaction with another user.

When you block people on WhatsApp, you will no longer receive WhatsApp messages from them.

In more detail, here is what happens when you block someone:

- WhatsApp messages sent by a blocked contact will not show up on your phone and will never be delivered to you. Learn how to block/unblock a contact on your mobile phone
- Your last seen and online information will no longer be visible to contacts you have blocked.
- Your status message updates will not be visible to any blocked contacts.
- Any changes made to your profile picture will no longer be visible to contacts you have blocked.
- You will not be able to send messages to a blocked contact until you unblock them.

**However, there is one important feature blocking does not change**
Blocking someone will not remove this contact from your WhatsApp list, nor will it remove you from the list on this contact's phone. To delete a contact in WhatsApp, you must delete the contact from your phone's address book.

If you unblock a contact, you will not receive any messages that person sent you during the time they were blocked.

Where can I find more information?
You can read more about Whatsapp's functions (**http://www.whatsapp.com/faq/en/general**), and terms of service (**http://www.whatsapp.com/legal/#TOS**).

How to Find a Privacy Settings on Whatsapp
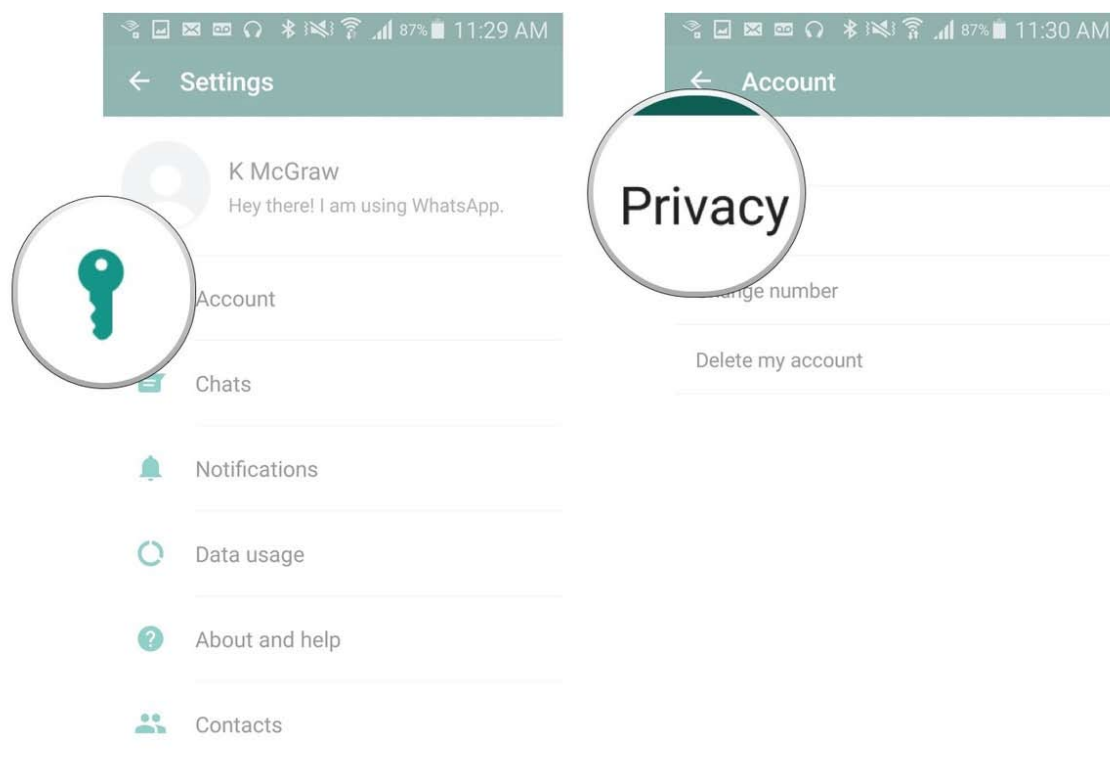
Facebook

Facebook is the biggest social media network on the Internet. Through Facebook, people are able to create profiles, upload photos and videos, send messages and keep in touch with friends, family and colleagues. Founded in 2004, Facebook has more than 1.59 billion monthly active users.

Who can use it?
Facebook is available to people over the age of 13 and will not create an account for a person who lists their age as under 13.

By creating an account, you agree to comply with Facebook's Statement of Rights and Responsibilities. For a succinct explanation of what can and cannot be posted to Facebook, check out the Community Standards page.

How can I protect my information and privacy?

Default privacy settings for users aged 13–17
Basic information you choose to share via the site (such as your name, profile picture and gender) is publicly available. However, by default, you can only share what you post with a maximum audience of the friends of your friends. Even if you change your privacy settings to Public, your information will only be shared with Friends and Friends of Friends. This is different from adults, who can choose to share publicly.
Some things, like your school, address, hometown or birthday may only be visible to your friends, friends of your friends, and/or other minors.

You can choose to limit the audience with whom you share to only your friends, or just some of those friends. The Custom privacy settings allow you to specify who is able and not able to view the content you share. You can choose to share with or exclude specific networks, friends and friend lists. You can also limit some of the information you post on Facebook to Only Me.

Public search listings are also unavailable for people aged 13–17. Unlike people aged 18 or over, the details of a person aged 13-17 will not appear in public search engine results. For Graph Search (search within Facebook), like adults, people aged 13–17 can appear in search results. Some information, such as your school, current city, hometown or birthday may only be visible to your friends, or friends of your friends who are also minors.
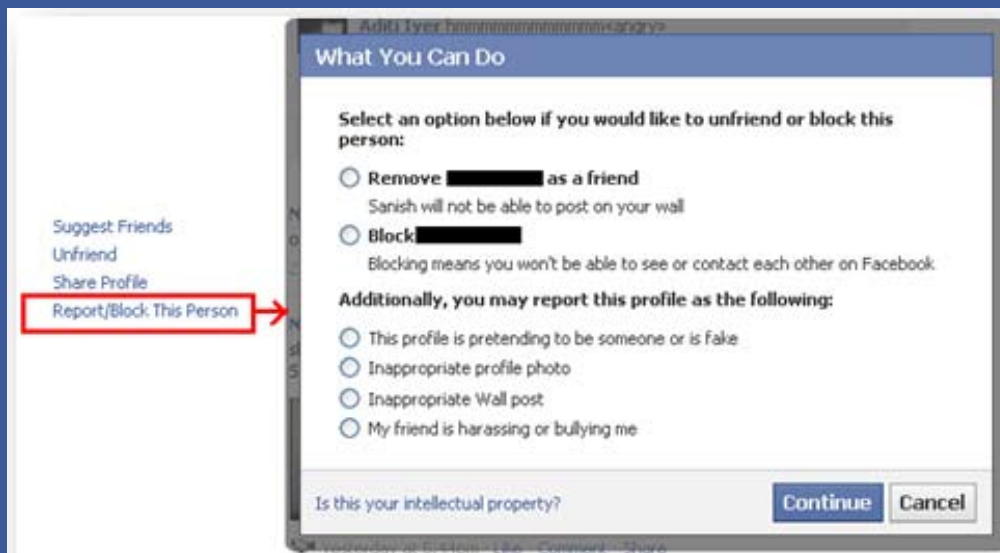
Default privacy settings for users aged 18+
If you create an account aged 18 or over, Facebook's key privacy settings are Public, Friends, Only Me and Custom.

By default, some of your privacy settings are set to Public including your name, profile picture, gender, status updates and photos you post to your profile. Other privacy settings are set to Friends by default including contact information and places you check in to. You can control who can see what you choose to share on Facebook by using the privacy settings.

You can also use Facebook's Custom privacy settings to specify who is able and not able to view the content you share. You can choose to share with or exclude specific networks, friends and friend lists. You can also limit some of the information you post on Facebook to "Only Me".
An overview of the differences between privacy settings and sharing options for people aged 13–17 and 18+ is available at Facebook's Minors & Privacy page.

How to Report/Block Someone on Facebook

### Adjusting your default privacy settings for all ages

You can adjust your default privacy settings for the following sections:

- Control Privacy When You Post – you can manage the privacy of your status updates, photos and information through your inline audience selector settings.
- How You Connect – manage how you connect with people you know.
- Timeline and Tagging – what happens when friends tag you or your content, or post on your timeline.
- Ads, Apps and Websites – the information you are willing to share with applications, games and websites.
- Limit the Audience for Past Posts – you can manage past post visibility.
- Blocked People and Apps – manage the people and apps you've blocked.

Your Privacy Settings on Facebook

Privacy shortcuts for key settings on Facebook are available in the toolbar when you log in to your account. To access these privacy settings, you can:

- Log into your Facebook account
- Click the drop down menu with the lock on it in your toolbar
- Access the key settings to manage Who can see my stuff?, Who can contact me? and How do I stop someone from bothering me?. You can also access Help Center content from the privacy shortcuts.
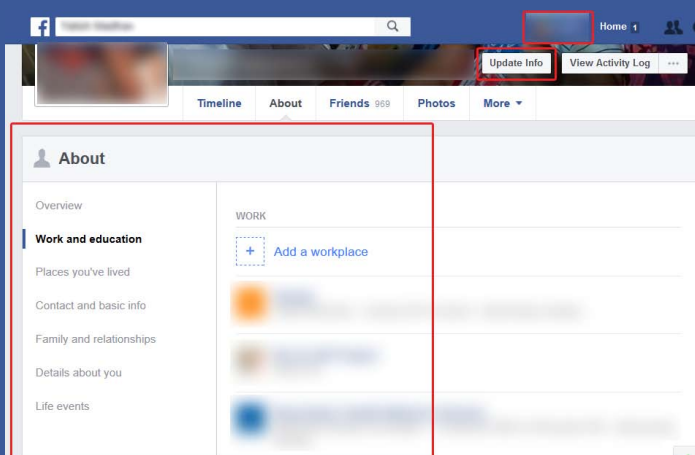
For more information, you can go to Facebook's Privacy Guide (Data Use Policy) and the Privacy Page.

Profile information settings

Facebook allows you to edit your profile information and control what groups of people (public, friends, only me or custom) can view this information. Your profile information includes basic information (for example, location, date of birth, about me) and contact information.

On the left is an example of where to edit your profile information. To access and adjust these settings, you can:

- Log into your Facebook account and click on your name located in the top right hand corner
- Click on Update Info located underneath your cover photo
- Edit your information and/or adjust who can see it by selecting public, friends, only me or custom from the drop down menu located next to the relevant information.

Controlling Privacy When You Post
When posting on Facebook you can choose who sees your status updates, photos and information using Facebook's inline audience selector.

Below is an example of Facebook's inline audience selector. The drop down menu (highlighted by the circle) shows you where you can select who can see your posts. The drop down menu will provide you a list of options that includes making the post viewable to the public, friends only, a list of friends you have already created or you can create a new customised list.

To learn more about the inline audience selector visit Facebook's sharing page. On the left is an example of Facebook's inline audience selector.

Lists
On the right is an example of Lists on Facebook.

Lists give you an optional way to share a post with a custom audience, or exclude some friends from a post based on how well you know them.

You can choose to share or hide content from one or more of your lists using the inline audience selector. For example, you can use Facebook's default lists, including close friends or acquaintances, or you can create custom lists, for family members, work colleagues or team mates.

You can also add people to your Restricted list. When you add someone to your Restricted list, they will only be able to see your public content or your posts that you've tagged them in.

To do this you can:

- Log into your Facebook account
- Click on Home located in the top right hand corner
- Find the list you want to edit in the left hand column, or click the More link next to friends.
- Select the list you want to edit or click Create a List
- Search for your friends in the search bar at the top of the page, or add people from the List Suggestions on the right.
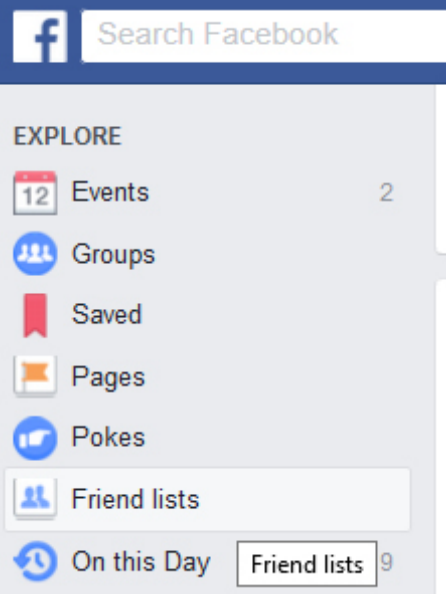
Timeline and Activity Log
Timeline is your collection of the photos, stories, and experiences that tell your story on Facebook. You control who can see what's on your Timeline. For more information about how to do this, check out Facebook's Timeline Privacy page.

You can also see what your timeline looks like to other people by using the View As tool.

- Go to your timeline and click on the right, below your cover photo
- Click View As... from the dropdown menu
- You'll see what your profile looks to the public. To preview how your profile appears to a specific person, like a friend or coworker, type their name into the open field and press enter.

Keep in mind, posts and photos you've hidden on your timeline are still visible to the audience they're shared with other places on Facebook, like in news feed and search. If you want to manage photos or posts that other people post to Facebook about you, please use the Remove/Request tool in Activity Log (discussed below).

At the top of your Timeline, you have a link to view activity in your private Activity Log. It is a list of everything you've done or posted on Facebook and is only visible to you.

For an overview of all of your posts and activity on Facebook, use Activity Log. Activity Log lets you easily review your own activity on Facebook, such as your likes and comments, photos of you and posts you've been tagged in. You can also sort information in your Activity Log to quickly see public photos you're tagged in and have hidden from your timeline, but which still appear in other places on Facebook. Only you can see your Activity Log.

You can access your activity log by clicking the Activity Log button on your timeline, under your cover photo.

Adjusting your account security settings
You can adjust your browsing and login security to select browsing via a secure connection (https) whenever possible, or receive a notification when an unrecognised computer tries to access your account.

To adjust your security settings, you can:

- Log into your Facebook account
- Click on Settings from the drop-down menu located in the top right hand corner
- Click on Security.

Removing a wall post or story
On the right is an example of how to remove a wall post or story on Facebook. You can remove anything that you have posted on your Facebook Timeline or anything you have posted on Facebook.

To remove a post, you can:

- Hover over the post in question and click the symbol that appears in the top right hand corner of the post
- Select Report/Delete from the drop down menu.
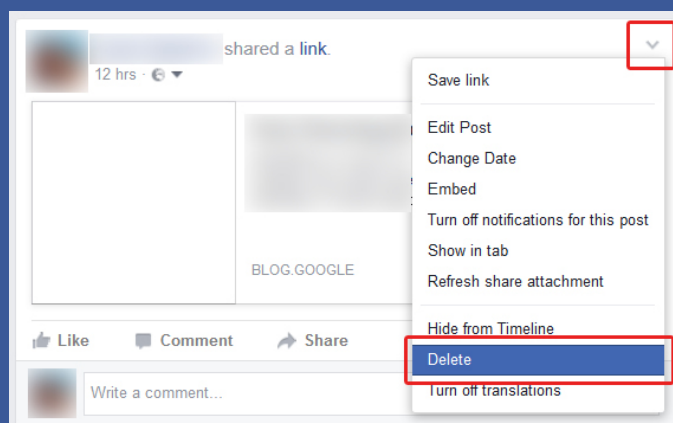
In Activity Log, you also have a Request and Removal tool for taking action on multiple photos you're tagged in. In Activity Log, go to the Photos of You tab, select multiple photos, and either untag yourself or ask friends to take down the shots you don't like – you can even include a message about why this is important to you. The tool also lets you untag multiple photos at once, keeping in mind that while untagged photos don't appear on your timeline, they can still appear in other places on Facebook, such as search, news feed, or your friends' timelines.

How can I report cyberbullying and abuse?
On the right is an example of how to report cyberbullying or abuse on Facebook.

Social Reporting Tool
If you want to report content you don't like, but it doesn't violate the Facebook Terms, you can use the report links to send a message to the person who posted it instead of reporting it to Facebook. You can also use this feature if you don't want to report the person directly, but would like to ask them to remove the content.
For example, if you are reporting a photo of yourself, you can easily send the person who posted it a message letting them know you don't like it.

To report to a person directly, you can:

- Click the Report story or spam link locked in the top right hand corner of the post in question
- Click file a report and select "**I don't like this post**" then click Continue
- You can then select to send a message to the person to remove the post,then click Continue.
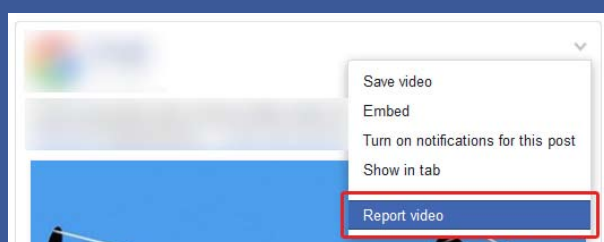
In cases of bullying or harassment, where you don't feel comfortable reaching out to the person directly, you can use social reporting to get help from a parent, teacher or trusted friend. You can share that piece of content and a message about the situation with someone you trust.

To report to someone you trust, you can:

- Click the Report story or spam link locked in the top right hand corner of the post in question
- Click file a report
- Select It's harassing me or It's harassing a friend then click Continue
- You may then select Block the person, Get Help from an authority figure or trusted friend and Report to Facebook and click Continue
- Complete who you would like to send the message too and the message you would like to send to that person then click Continue
- Your trusted person will receive an email with a copy of the content you are reporting, along with your message. You also have the option to block the person.

Blocking a user
A block prevents specific people from viewing your profile, and you will not appear in their search results or friend lists. Blocking is mutual, so they will also become invisible to you as well.
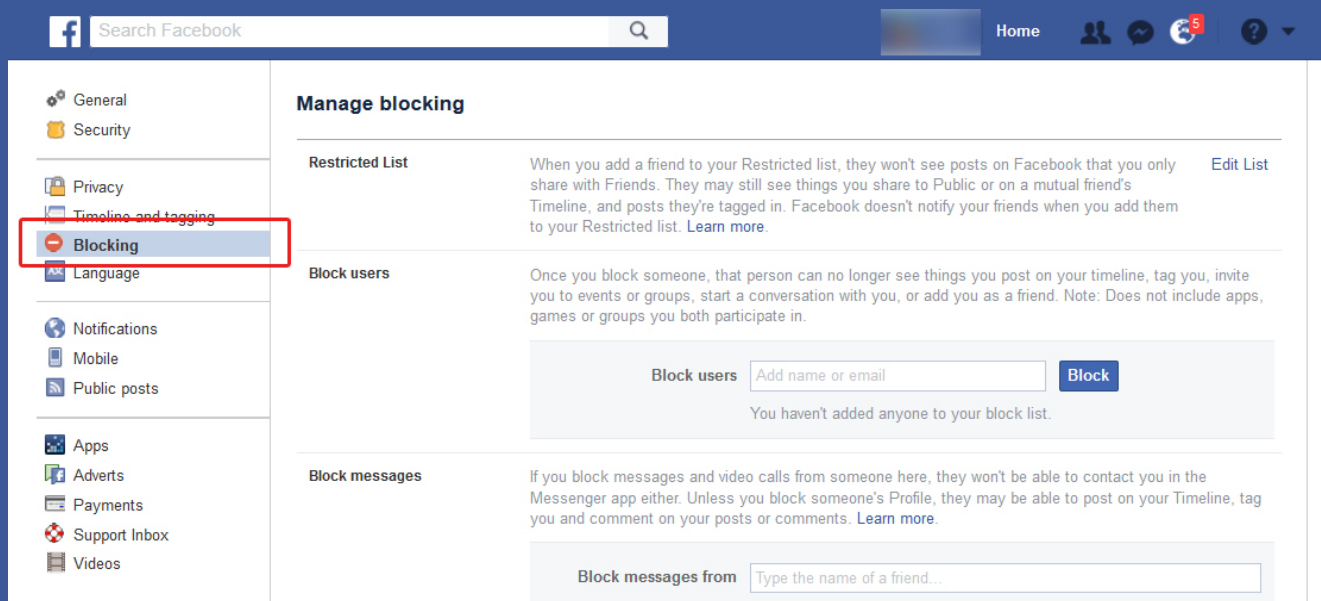
To block a user, you can:

- Click the arrow in the top right corner and select Settings and then Blocking on the left
- Find the Block users section
- Enter the name or email address of the person you want to block and click Block. People will not be notified when you block them.

For more information visit Facebook's Blocking People page.

Where can I find more information?

- Facebook's Privacy and Safety Centre provides privacy and safety information.
- Facebook Basics provides general information about Facebook.

MODULE 4:
"KNOW MY DIGITAL WORLD" CAMPAIGN

Congratulations! You are now fully trained as a Web Ranger – you are empowered with exciting skills and knowl-edge that you can use to maximise opportunities and make SA a better place!

As part of the programme, YOU are expected to design a campaign that will promote safe, savvy, and ethical use of social media and the internet. At the end of the project, MMA together with partners will select the best campaigns and award prizes to the winning teams... This module provides tips on how to create a high impact Web Rangers Campaign about knowing your digital world. **Who knows....it might even go viral!**

This module will cover the following:

- What is a campaign & why is it important
- How to build and work together as a team
- How to start an online campaign
- How to shoot a video for your campaign
- How to market your campaign in order to get a larger social impact

Lesson 4.1: The Web Rangers Campaign

The "**Know My Digital World Campaign**" is a unique and exciting opportunity for you and your fellow Web Rangers to build a more digitally conscious society through your campaigns! These campaigns should reflect your concerns, areas of interest and most importantly, why digital literacy matters TO YOU!

LESSON 4.1.1: WHAT IS THE "KNOW MY DIGITAL WORLD CAMPAIGN"?

We believe that as Web Rangers, you are perfectly positioned to influence the country's policy makers on issues of online safety and increase support and knowledge about how to be a responsible online citizen!
Your young vibrant and energetic spirits are able to challenge negative perceptions about young people – making you powerful leaders within your school and community that can change the conversation and can champion your rights in the digital world.

You will be given **4 months** to create a campaign that spreads the message around how other young people can:

- Identify illegal or negative online behaviour that might cause harm to them.
- Know what to do if things get out of hand e.g. blocking people on FaceBook or reporting online crimes to parents, teachers and even the police.
- Take full advantage of the awesome and wonderful opportunities that the internet provides when used responsibly!

How the Web Rangers Campaign Works.
The "**Know My Digital World Campaign**" is about creating a campaign in your school to raise awareness and to empower others with information to be safe on the Internet. Here is a breakdown of all the key activities for the campaign:

Step 1 – Attending Workshops & Learning: Everything starts with increasing your digital literacy and building your digital citizenship skills. This will happen by attending the workshops, reading the toolkit, and discussing these topics with your friends and family. Once you're equipped, you will have the power to equip others through campaigns.
Step 2 – Building Your Campaign Teams: Campaigns will be conducted in each school group – so you will work as a team with other Web Rangers from your school. You can always recruit other members from your school that didn't attend the workshop, but only those who are officially registered and part of the Web Rangers Program are eligible to win individual prizes if your school wins.
Step 3 – Design Your Campaign: Together with your team you will design a campaign to promote awareness and empowerment around Internet safety for your peers and other learners at your school. Remember that you don't have to do just one thing – your campaign can be many activities and actions that you run over the 4 months.
Step 4 – Run Your Campaign: Once you have designed your campaign, you will have to run it. As mentioned, you can run as many activities or events that you would like as part of the campaign. You should record everything that you do during the campaign – every event, every activity, all the people involved, all the skills you've learned and all the work that you put in. Don't forget that your campaign will be judged on what has been run, its quality and its impact, and you will have to showcase and present your campaign online for the competition and for the public.
Step 5 – **Turning what you have done into an online campaign: Now that you have completed and recorded all your campaign activities, it's time to put it all together in a video to go online...** You have to work very hard to promote your online campaign on the various social media platforms you have learnt about. Try and get as many people to see, share and like it!
Step 6 – Submit to the Competition: Ultimately the campaigns will be part of a competition. At the end of the 4 months, you will submit your presentation (via video) to a panel of judges who will select the best campaigns to win prizes. The winning campaigns will be announced at an Awards Ceremony at the end of the 4 months.

Modules 1–3 have all been about the first part – Attending Workshops & Learning. Now, the rest of the Toolkit has resources and information to guide you on each of the steps above.

LESSON 4.1.2.WHAT IS A CAMPAIGN?

A campaign is any series of actions or events that are meant to achieve a particular result.

There are many different types of campaigns.Below, we have given examples of the three most common campaigns that we are exposed to:

- **Commercial/Advertising Campaigns:** The purpose of a commercial campaign is to get people to buy a specific product or service. You probably have been exposed to campaigns run by big businesses like MTN and Nike. Traditionally, advertising campaigns have been about getting people to know how useful products are, why they are a good buy or better than everyone else. Recently, commercial campaigns have become more creative– for example they may show famous/influential people using their product(like Caster Semenya for Nike), or they may even create video stories that go viral on social media.

- **Political Campaigns:** The purpose of a political campaign is an organized effort to influence the decision making process within a specific group. In democracies, political campaigns often refer to electoral campaigns, where they are trying to get someone elected to a position or get the country to decide on a particular action (referendum).

- **Awareness/Education Campaigns:** The purpose of an awareness campaign is to increase people's knowledge about a specific subject, improve understanding and skills, or influence behaviour – usually something that has to do with improving society or people's lives.
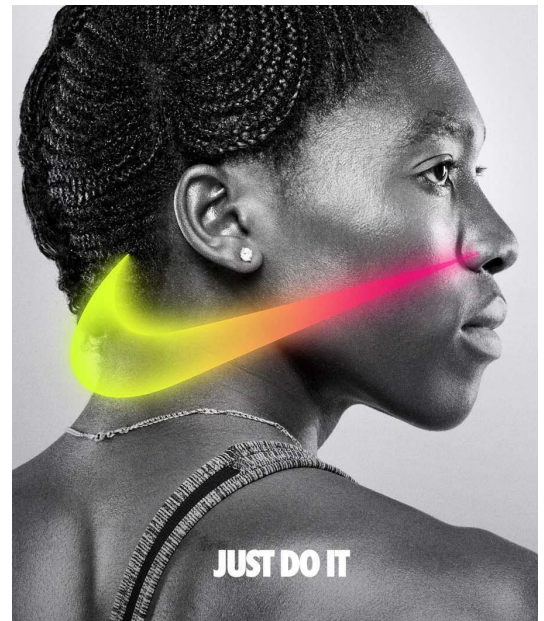
As you can see from the above, all campaigns use the same methods and techniques such as videos, flash mobs, events, posters, websites, Facebook pages, newspaper articles, films, and many more. The most important thing to keep in mind is the end result of that campaign.

There are 3 main components of campaigns:

- **A Clear Message:** campaigns are about saying or doing something to get a result from people. You need to have a clear idea of what you want to get out of your campaign and how you want people to respond. E.g do you want them to buy your product or for them to vote for your party?

- **A Clear Plan of Attack:** Once you know what your message is, you need to have a clear plan of how best to get that message across– what activities are included? When they will happen? How they will happen etc? Luckily the Web Rangers Campaign is for just 4 months, so you already know the timeline you are working with. It also means that you have to be realistic about what can be accomplished in that time. Use a calendar to plot out the important dates and actions.

- **A Clear Call-To-Action:** You want to make sure your campaign has a clear call-to-action. A call-to-action encourages people to take a next step with you. Your call-to-action can be anything from "talk to 3 people about internet safety" to "join us in a flash mob." No matter what it is, make it as clear and easy to act on as possible.

ACTIVITY

In your group. List some of the campaigns you've seen either on TV, radio or the internet. What did you like about them? What didn't work so well? What tips and tricks can you use to apply to your own digital literacy campaign?

Getting Started- Pick Your Campaign Issue

As a Web Ranger, you will be running an Awareness and Education Campaign. Your aim for is to increase awareness around internet safety, educate your peers on how they can use the internet for good, and promote positive online behaviour in your school and community. You can choose to focus on one topic discussed in Modules 1-3, or to highlight multiple topics that you think are most important for your fellow learners.

ACTIVITY

This activity is designed to help you start thinking about the Topic or Message of your Campaign. It won't get you the final message/topic of your campaign, but it will get you started with ideas of what the campaign might be.

In your group. List some of the topics you've learned in Module 1-3 of the Toolkit.Have each person in the group write down at least one topic they have learned that:

1. Surprised them   2. Made them angry   3. They think few people in their school know about

Look to see if there are some common topics and collectively decide which one you would like to focus on.

Remember, this activity is just to help get you started. Your selected topic might change as you do more research, or as you look at the skills in the team. You can always add to this first idea or change it to be a better fit.

Lesson 4.2.: Your Campaign Team

Campaigns will be conducted in each school group – so you will work as a team with other Web Rangers from your school as well as other students who might not be part of the programme.

LESSON 4.2.1: BUILDING YOUR CAMPAIGN TEAM

Your campaign team will be made up of fellow Web Rangers and maybe even others in your school. To build your campaign team you need to know the strengths and skills that each individual brings to the team and that can be used to make an awesome campaign. Some people will be really great at speaking to people and sourcing campaign equipment. Some will be good at drawing, others will have experience using YouTube, while others may be very good at holding the team together and making sure work gets done. Whether you're the loudest person or the quietest person on the team, everyone has something that they can give to the campaign.

It's very important that you understand what everyone's skills and strengths are because everyone should have an opportunity to contribute to the campaign.

Identifying Skills and Strengths

ACTIVITY: Identifying Team Skills and Strengths

Discuss the strengths and skills within their team. This is a list of strengths and services that various team members can contribute towards their Web Rangers campaign.

Skills are the practical things you are good at doing and have experience in. For example, taking photos, writing a document, making a presentation, communicating ideas clearly.

Strengths are characteristics (behaviour, attitude) you have that are beneficial. For example, being patient, being sensitive to others, being confident, being able to work well with others, understanding the Web Rangers information well etc. Have each person in the group list their **skills and strengths** as related to the Web Rangers Programme and Campaign.

Setting Team Expectations & Commitments

It is importantwhen working in a team that everyone is on the same page as to how they need to act or behave towards each other in the team. Having basic rules that guide how the team works will help build common ground and will point the team in the right direction when things don't go so well. Taking time to clearly state your expectations and commitment is an important step to making sure that your team stays on the right track.

ACTIVITY: Setting Team Expectations & Commitments

You will need 2 blank sheets of paper for this activity to build your team's community standards and guidelines. This will help to make sure that everyone is on the same page with what's expected.

Step 1 : Brainstorm answers to the question: What do we expect of ourselves and each other?
Think of the type of behaviour, language, attitude or goals you would like to see as you work together

Step 2: From the Brainstorm answers, select up to 10 Core Commitments and write them on a separate piece of paper headed:

Our Core Commitments
Our team agrees to the following core commitments to ourselves, to each other, to our schools and to the Web Rangers Program. If at any point someone on our team feels that we are not upholding these commitments, it is necessary that the team member take action by bringing it to the attention of other members of the team.

LESSON 4.2.2: SETTING ROLES & RESPONSIBILITIES

Once your team has listed their strengths and skills, it becomes easier for the team to decide on who will handle the different aspects of the project. So every member gets to decide on the part of the project that they are most comfortable working on. Knowing the strengths and weaknesses of yourself and those around you is a key part of your ability to lead a group. The most efficient teams are those in which a balance is achieved between the strengths and weaknesses of each individual, and where each individual knows their role towards the larger, collective aim.

For example, if you try to do someone else's responsibility, take on too much yourself or don't do enough, the team won't work and the campaign will fail. Think of sports teams and how every member of the team has their specific role. It's important that everyone knows their role and is able to fulfill it – this requires good communication and an understanding of your own and others' abilities. If you understand everyone's skills then you can use them to the advantage of the team.

Sometimes roles are assigned to different individuals (like different jobs in a company), other times the members of a group might select a person for a certain role (like a voted class prefect) or other times a person might gradually move into a certain role naturally, without it being assigned to them.

Selecting a Campaign Team Lead

You can select a leader for each phase of your campaign so that everyone gets a chance to lead. For example, during your researching phase, you can appoint two leaders to ensure that everyone plays their part and everyone has a shared responsibility!

People in groups work better if they understand the role they are expected to play, and when they accept that role. It is the job of the leader to ensure that everyone understands their role, that everyone is in the right role for them, and that everyone is motivated and understands why their effort is important to the achievement of the group objective. Don't forget communication is key!
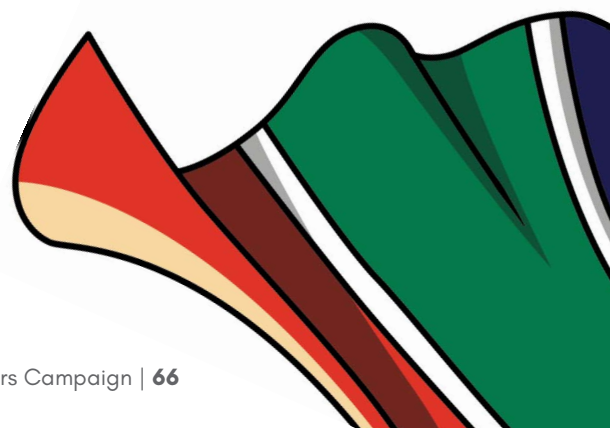
It's also important to know when to step back and let members do the tasks you've assigned them. If you don't trust them to do the job, they will feel undermined (micro-managed) and untrusted, and will be less motivated. Being a leader does not mean that you throw your weight around and get things done your way. It means that you serve as a link between team members when you notice that there is some kind of communication gap among members or when you find that an individual is not giving his or her best. The best kinds of leaders are those that are willing to help anyone in need as well as those that are completely honest with the members of the team.

LESSON 4.2.3: UNDERSTANDING GROUP/TEAM DYNAMICS

When teams and groups join together, they take on a life of their own, each forming a unique personality and energy level. One common factor in groups is the developmental stages they experience, comparable to stages of individual growth: infancy, childhood, adolescence, and adulthood. Each stage has its own characteristics and requirements; each stage builds on the previous ones.

Often we give very little thought to team development and instead jump right into the details of the project we are working on. Building teams that work together successfully, however, takes intentional thought and action. A team's process can often go backwards and forwards between. Bruce Tuckman identifed 5 Stages of Group Development. The five stages are:

Forming - **Storming** - **Norming** - **Performing** - **Adjourning**

It's important to remember like everything else, the stages of group development is a tool and like all tools, it doesn't necessarily apply to all situations all the time.

Note that the stages of group development don't always follow such a straight step-by- step process. Not all teams and situations will behave in this way, however many will. Use this approach, where applicable, and make sure that your team members don't use knowledge of the "storming" stage as permission for bad behavior.
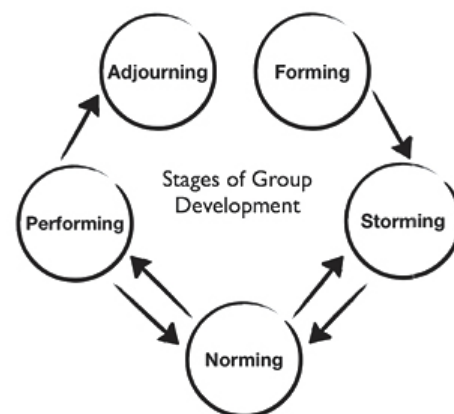
CHARACTERISTICS WITHIN GROUP

TIPS FOR DEALING WITH THIS PHASE

Forming

"Trying to find my place"
Group begins to experience:

- Feelings of excitement, anticipation, and optimism; also feelings of suspicion, fear, and anxiety about the job ahead
- Identification of its reason for existence
- Self-orientation
- Identification of the task to be accomplished
- Exploration and discovery of how to interact with one another as a group

As the group forms and matures, natural leaders will emerge. The members in these roles will change several times during this phase of group development.

Observe, Involve
Observe your group so you can help move the energy within it toward building a strong team; you can't control it, but you can make sure it stays positive.

- Involve yourself; involve others
- Be a positive force
- Smile, smile, smile...and laugh as often as you need to
- Be informed; read everything you can about the program and about the subject or population with whom you will be working
- Be open-minded; be professional; be yourself
- Voice your thoughts
- Commit to having a good experience

CHARACTERISTICS WITHIN GROUP	TIPS FOR DEALING WITH THIS PHASE

Storming

"Hey! I've got something to say here!"
Some group behaviors and attitudes:

- Negativity
- Dissatisfaction
- Hostility
- Crisis mode
- Adjustment anxiety

Differences and suppressed tension begin to surface and team members further define the energy level they dedicate to the task or project at hand; questions arise during this period:

- Do I feel passionate about the purpose of this program?
- Do I like how they are planning to meet the needs?
- What am I going to do or say that will get my opinion heard?

Build, Bridge, Understand

- Be a motivator! Someone is always in need of some building up
- Be a positive force; maintain a sense of humor – it truly is good medicine
- Accept and be open-minded – no one is perfect, and a closed-mind doesn't accomplish anything
- Know the issues before expressing your opinions, and then voice your thoughts clearly
- Think about your motivation – it's easy to cross the line to anger
- Write in a journal – it's a good place to vent
- Be aware of others' feelings, listen to others, and leave the personality clashes at home
- Think about and prepare for your future
- Commit to letting nothing ruin your experience!

Norming

"We're all in this together!"
Some group behaviors:

- Cohesion around shared goals
- Resolution of conflict
- More acceptance of diversity in the group
- Reconciliation; show of affection
- Re-evaluation

Team members have seen the coming together (forming), the semi-separation (storming), and now they have reconciled themselves to working together (norming) despite their differences with a new definition of purpose.

Motivate, Collaborate, Create

- See Stage 2 – be a motivator and watch your own motivation; maintain your sense of humor and be a positive force
- Be a leader – if you're called to the role, try it out and use it to get things done
- Be yourself
- Voice your thoughts
- Collaborate – assist each other to complete a goal or solve a problem
- Think creatively

Performing

"Getting Things Done"
Some group behaviors:

- Cohesiveness
- Teamwork
- Leadership
- Performance

The group is starting to utilize its newly found "norms of trust," and can begin focusing on work; there should be enough drive, creativity, and cohesiveness to take on most tasks.

Focus, Produce

- Involve yourself and others
- Be a positive force
- Enjoy the laughter!
- Read about the subject or population with whom you are working
- Be professional
- Continue thinking about what you will do as an Presenter and beyond

CHARACTERISTICS WITHIN GROUP	TIPS FOR DEALING WITH THIS PHASE

Adjourning

"Now What?"
Possible group feelings or reactions:

- Negativity
- Dissatisfaction
- Hostility
- Purging
- Crisis

The group is realizing the end of the program is near; it has been a time of sharing and growing with each other and the team is going to separate. For many, the group has been a safety net and truly has become their community.

Prepare, Think, Dedicate

- Continue to think about and prepare for your future
- Build bridges – goodbye doesn't have to mean forever
- Enjoy the laughter, and don't be afraid to cry
- Voice your thoughts and feelings
- Give suggestions on how things could be done even better next year
- Continue being a person of service!

The above model shows the importance of communication and establishing shared expectations within the team. Having open communication and setting expectations and revisiting those expectations allows members of the team to feel engaged and motivated. Open communication and creating an open team culture is the best way to prevent both conflict within the team as well as keeping everyone on the team honest.

LESSON 4.2.4: TIPS FOR RUNNING TEAM MEETINGS

Once you've built your team, it's time to hold a meeting. Start by choosing a date, time and place for everyone to get together. Remember that successful meetings need to follow an agenda and have a goal.

Planning the meeting
It can be hard to please everyone. But you need to make it as easy and convenient for people to come to your meeting. Ask around to find out if there's a time when most people will be available.
If the meeting is hosted at school, you could look for an empty classroom. Make sure you get permission from a teacher.

Check the venue has all the equipment you need and enough room for everyone to fit. Think about what you need, for example:

- Overhead projector
- Computer
- Internet connection

- Chairs and tables
- Whiteboard/Blackboard

Be clear about your focus
Meetings can go off track very easily. Before you start, you need to decide why you're meeting. It could be a regular group catch up or a meeting with a specific purpose. Either way, you need to keep your focus.

Let people know in time
As soon as you've nailed the time and place, contact everyone who'll be coming to your meeting. You can do this via email, telephone or class announcement. If you're not going to meet for a long time, make sure to remind people.

Write an agenda
An agenda is a list of topics that will be discussed at a meeting. A good agenda will make sure you stay on track and discuss everything that's needed.

- Make sure the agenda is clear and short, stating every topic for discussion
- Include an approximate time frame for each item
- Include some time for an open discussion
- Give the agenda out to everyone in advance by email or in hard copy so everyone prepares their contribution

Agree on a decision-making process
If you haven't already done this in your Core Commitments, make sure that you come up with a process for making decisions that is clear, logical and well understood. The most obvious way of doing this is a democratic vote where the majority wins.

At the meeting

Introduce people
If it's your first time meeting as a group, you may need to break the ice with some casual chat or some games to introduce yourselves. People will feel then more relaxed going into the meeting and will be more likely to participate. Even at later meetings, you should always welcome and introduce any new members, and congratulate or show your appreciation for members who have done great work.

Take minutes/notes
Appoint someone in advance as secretary or note taker at the meeting. The secretary should write down the main points in the discussion, highlighting any actions that need to happen, who is responsible for which action and when they need to be completed. Minutes mean that everyone in the group can look back at why and how a decision was made.

Follow the agenda
It's so easy to go off track, especially when you are meeting up with friends. But try your best to stick to the agenda as much as possible. Otherwise, you'll have a really long meeting or a meeting that doesn't go anywhere.

Facilitate wisely
The job of the meeting leader can be tough. But there are some tips to help keep the meeting under control:

- Listen to people when they're giving input and respond positively to this. For example 'that's a good idea' or 'that's an interesting point'
- Don't interrupt rudely – although you may need to politely wind up a long rant or calm down an angry reaction, it's best to let people say their piece
- Keep things moving – part of your job is to keep an eye on the agenda and remind people of what needs to be decided
- Ask the right questions – make sure they're clear and concise
- Don't preach – it's a conversation, so try to avoid lecturing any of the group members about their behaviour in relation to a task or project
- If you feel you need to raise a sensitive issue, think about saving it for a one-on-one conversation.

Remind everyone of the next meeting
At the end of every meeting, let everyone know when your next meeting will be held.

After the meeting

Reflect on what happened
It's really important to sit down and assess your meetings. This will help you to make changes to your next meeting so it runs even more smoothly.

Ask members of the group for feedback on what they think worked and what they think didn't work. Some people will be able to tell you straight away, while others may take a while to report back. One way to get structured feedback is to get people to fill out a survey or a questionnaire.

Circulate the minutes
You should let all the members of your group know what happened in the meeting, even the ones who couldn't come along. The meeting minutes give people a snapshot of what was discussed and what needs to be done before the next meeting. It also gives everyone a chance to say if something was incorrectly presented or recorded in the minutes, and for that to be changed accordingly.

Remind people of the action items

If there were tasks assigned during the meeting, these should be included in the minutes. However the people who were supposed to do those tasks may need a friendly reminder from the group leader about what they've volunteered to do, and when it needs to be completed.

Tips for Conducting a Meeting

- Keep it fun! Incorporate games and make sure everyone leaves excited about their roles.
- Have snacks and drinks. Keeping the energy high will help your team stay focused.
- Make sure all team members know their responsibilities and what needs to come next.
- At the end of the meeting, make sure to set a date, time and venue for the next meeting.
- Follow up if needed. Call or e-mail your team members after the meetings to make sure their tasks are coming along or if they need any help.

Lesson 4.3: Designing -Your Campaign

Here are some key questions to consider when you start designing your campaign:

- **Who is your audience?** You need to know who you're talking to. Before you start drafting your message, you need to know the people you want to talk to! You need to know who they are, what they like and dislike, where they like to hang out and what they think of your campaign topic – this will help you know how to frame your message so they listen!
- **What are your goals?** What do you want to get out of your campaign? What is the end goal? What will prove to you that you have succeeded in creating a digital literacy campaign?
- **What will be your key message?** Think about any campaigns that your school mates have started and the kind of messages they sent out to attract people. You may want to select issues based the current issues at your school in order to stay relevant.
- **What will be your content?** It's also important to think about the content of your campaign. Don't try to cover everything but stick to key issues so you have a simple, attractive, easy-to-understand and current message – old information will only put people off.

The best way to answer these questions and properly design your campaign is to go out there and investigate and learn. The Activity Below is to help you do just that.

ACTIVITY – Investigate and Learn

This activity is designed to help you build on your first idea on the Topic or Message of your Campaign, and get you the final message/topic for your campaign. It will help answer some of the key questions of design that have been discussed and structure them in a way that helps you come up with a great campaign. For part of this you will have to go out and gather information from your fellow learners in the school so that you make sure that you are speaking to the target audience in the most effective way possible.

In your group answer the questions below:

What issue or topic do you think is more important to tackle for your school? Discuss the areas of concern you have identified for your specific school. For example, Sexting may be more prevalent than Bullying at your school.

What does your group currently know about the issue related to your chosen topic? What facts and images come to mind when you think about the issue?

Tick off at least 4 ways you will learn more about the issue.

- ☐ Reading about the issue in the Web Rangers Toolkit
- ☐ Talking to Learners outside of Web Rangers about what they know
- ☐ Researching the issue online

- ☐ Choose your own method ....
- ☐ Choose your own method ....
- ☐ Choose your own method ....

Write down at least three new things you have learned about your issue.

Setting Goals: What is the goal of your campaign?

Why is this goal important to your group?

How many people would you like to positively impact through your campaign? Why?

Reflection: How has your understanding of the issue changed since you started researching it? How can you use this new understanding to improve your campaign?

Lesson 4.4: Run Your Campaign

LESSON 4.4.1: CREATE A CAMPAIGN ACTION PLAN
Now that you've answered these important questions, it's time to put everything together into an action plan.

ACTIVITY – Campaign Action Plan

This activity is designed to help you create an action plan so that you can start running your campaign. It is important to make sure each group member can explain the details of your campaign before speaking to other learners about it. Review the Investigate and Learn Activity you filled out and practice explaining the campaign to each other. Take turns asking each other questions and answering basic questions about your campaign:

- What is Web Rangers?
- Why are you doing this campaign?
- What is your goal?

- When is this campaign happening?
- How can others get involved?

Next, discuss how the group can spread awareness about your Web Rangers Campaign. Tick off at least three ways you will tell others about your campaign.

- ☐ School Announcements
- ☐ Putting up campaign posters or design posters
- ☐ Social Media
- ☐ Visit each class to speak about the campaign
- ☐ Create and share a Facebook Page about the Campaign

- ☐ School Newsletters
- ☐ Choose your own method ....
- ....
- ☐ Choose your own method ....
- ....

Make a list of the tasks you think are necessary for promoting, planning and completing your campaign. Then as a group, discuss who would like to be responsible for each task. Tasks might include: look up facts and other information about the issue, do assembly announcements, put up posters, speak to the different grades about the campaign etc. Return to this page and tickoff each task as it is finished. Add more lines as needed.

No.	Task	Name of person responsible

Sit down as a group and list potential obstacles you could run into in implementing your campaign

Reflection: What obstacles and challenges have you run into so far? How did you solve them? How can you help each other overcome obstacles?

Remember to make sure your Action Plan is SMART:

S	M	A	R	T
Specific: Plan your action down to the last detail.	**Measurable:** How will you measure your success?	**Achievable:** Is your action plan realistic and achievable?	**Relevant:** Is it linked to the issue/topic your team wants to address?	**Timeline:** Is it achievable within the 5 months of the Web Rangers Programme?

LESSON 4.4.2: PRESENTING YOUR CAMPAIGN

One of the first things you will need to do is present your campaign to other people. Presentations at school assemblies or in classes are a good way to raise awareness about what you're doing and also get people to support you.

Whether you are telling a story or rapping as part of your campaign, there are some general presentation skills that will ensure that you are as prepared as you can be!

This step is totally up to you so go wild and be creative in the execution of your campaign!

Below are some questions that will help you create a great presentation:

Content of the Presentation

- Does your introduction grab participants' attention and explain your objectives?
- Do you follow this by clearly defining the points of the presentation?
- Are these main points in logical sequence?
- Does this flow well?
- Does your closing summarize the presentation clearly?
- Is the conclusion strong?
- Have your tied the conclusion to the introduction?

Delivery of the Presentation

- Are you knowledgeable about the topic covered in your presentation?
- Do you have your notes in order?

Appearance of the Group

- Make sure you are dressed appropriately and in keeping with the audience's expectations.
- Practice your speech standing (or sitting, if applicable), paying close attention to your body language, even your posture, both of which will be assessed by the audience.
- There is no one way of presenting your campaign to your audience, the trick is to be creative and think outside of the box!

The important thing to note is that once you have confirmed a style of presentation, you have to take a video of your campaign and upload it on any social media platform so others can learn from your campaign. You have to do this all before the campaign submission deadline.

ACTIVITY – Practising Presentation

This activity is designed to help you practice presenting your campaign to your school. The presentation you will be giving in this instance is on Web Rangers and what you've learned. You can then apply the same approach and thinking when you create your presentation on your campaign.

Activity: Present everything you learnt under Module 1,2 & 3 at your school assembly: The aim is to raise awareness by sharing all the information you learnt and to start preparing you for your online safety campaigns.

Presentation Content:

- What is Web Rangers?
- What is the purpose of the Programme?
- What activities have you done in the Programme?
- What are the top 5 things you have learned from being a Web Ranger?
- What do we want people to walk away knowing about Web Rangers?

Presentation Delivery:

- Who do we need to talk to (teacher/principal) to get permission to make the presentation?
- How long do we have to give the presentation?
- Who in the team will make the presentation?
- How do we want the presentation to run?
- Do we need any materials/props etc.?

Reflection: What was the reaction you received from fellow learners and teachers on your presentation? What did people react positively to? What did people react negatively to? What would you do differently in your next presentation?

LESSON 4.4.3. MARKETING YOUR CAMPAIGN

To increase awareness around your campaign, here are a few ideas on how to market it and get as many people talking about your awesome campaign:

- **Talk about your campaign** to anyone who will listen – tell them the campaign name "Know my digital world" in order to build recognition and awareness.
- Show off the **Web Rangers logo** that will create interest, buzz, and awareness.
- Print pamphlets, posters or inexpensive **promotion items** with to help generate recognition and interest. Soon everyone will be asking you to join in the campaign!
- Create a unique **presentation** with your logo and branding and ask the principal if you can present at your school assembly. Use the presentation guide provided in this curriculum to prepare for your talk.
- Ask to be featured in your school or **community newsletter**.
- **Create a blog** using WordPress, Wix or a Facebook page so that your mates can keep up to date with all your campaign activities! Team members can **contribute content** or you can invite others in as guest writers.
- Do **"talks"** where you visit nearby schools to discuss the Web Rangers programme and its benefits. This helps to build awareness, interest and excitement about your campaign

Remember when doing any of the above, always direct people to your YouTube or Facebook campaign post so that they can watch the video, also encourage them to share the video so that more people see and benefit from your work!

Lesson 4.5: The Campaign Competition

LESSON 4.5.1: THE COMPETITION

As you know, there is a competition at the end of the Web Rangers Programme. The competition will award prizes to the creators of the most creative and impactful digital citizenship and Internet safety campaign. Winners will be announced in September each year. Each Web Ranger Team will be required to submit a short video (maximum 5 minutes) that showcases their work to create online and offline campaigns to promote Internet safety, digital literacy and digital citizenship in their schools.

The Campaigns will be judged on the following criteria and ratings:

	6 Outstanding	5 Strong	4 Competent	3 Limited	2 Poor	1 Incompetent
1. Content						
The message highlights clear campaign objectives and is easy to understand	☐	☐	☐	☐	☐	☐
Clear target audience	☐	☐	☐	☐	☐	☐
Appropriate, engaging and memorable	☐	☐	☐	☐	☐	☐
2. Creativity						
The use of digital technology in the making of the campaign	☐	☐	☐	☐	☐	☐
Innovation design thinking in the campaign execution	☐	☐	☐	☐	☐	☐
Evident team work	☐	☐	☐	☐	☐	☐
3. Social impact						
Adds value to the conversation around staying safe online	☐	☐	☐	☐	☐	☐
The campaign touchs on tips on how to stay safe online	☐	☐	☐	☐	☐	☐
It highlights how young people can create a better digital world by being tech savvy	☐	☐	☐	☐	☐	☐

To enter the competition you have to submit your completed campaign to MMA by emailing **webrangerssa@ gmail.com** with a link to your Campaign Video. Please list all Web Rangers team members and school name on the email.

LESSON 4.5.2: RECORDING YOUR CAMPAIGN

As you can see from the competition criteria, it is important that you are able to show how you have met the requirements of each of the categories – Content, Creativity and Social Impact.

To be able to do show this, it is essential that you record your campaign to show the work that you have done, the goals you have achieved and how you have had a positive impact on your school as Web Rangers.

Here are key things you must record for your campaign:

- **Capture All Your Activities:** It is important that you have a visual record of all the activities that you do for the Web Rangers Campaign. This must be put into your campaign video for the competition. Here are some things to make sure you take pictures/videos of:
    - **All posters or other material** that you develop for your campaign
    - **All meetings** – make sure you take pictures of your Web Rangers Team Meetings, meetings with teachers, principal or other students
    - **All work in progress** – take pictures of each stage of your campaign implementation, how you refined your work etc.
- **Collect Testimonials:** Make sure to record the views of other learners and teachers that have been part of the Campaign. Ask them to briefly talk about what they think of the campaign and how it may have been good for the school.
- **Share Your Learning:** Record the views of some of the Web Rangers Team members and what they have learned from the workshops, Toolkit, and also running the Campaign.

All of the above must then be put into a Campaign Video (maximum 5 minutes) which is what you submit for judging at the end of the Programme.

How to Create & Post Your Campaign Video: At the end of this module there is a step by step breakdown of how to shoot your Campaign Video!

SHOOTING YOUR CAMPAIGN VIDEO: IT'S ALL IN THE SKILL

PLANNING YOUR VIDEO
Before you press the "Record" button, know the following things about the video you want to shoot:

- The subject of the video
- The purpose of the video
- Your target audience
- Your script

You should also decide on settings, props, and camera angles before shooting the video. These are all essential to include if you want to create a well polished video. Adding different elements into your video make them more exciting and separate them from the thousands of videos of a single individual talking in front of a white coloured wall. Brainstorming with your team and creating a story board serve well in deciding what direction the video will take. All team members can understand the flow of the video, and there is no confusion when filming.

SELECTING YOUR EQUIPMENT
Start by gathering a few pieces of equipment--namely, a camera, a dedicated microphone, and lighting hardware. If you don't have any of the above, don't worry there's always alternatives!

CONSIDER YOUR CAMERA OPTIONS
Depending on the types of videos you want to shoot, you can use anything from a simple built-in webcam to a film-grade DSLR camera. Some of your simpler options include the following types of camera:

- **Smartphone** - If you have a smartphone, you'll be able to record fairly high-quality videos with the touch of a button. Smartphones are also easier to transport than larger, bulkier cameras, meaning you can record on-the-go if you like. The largest drawback to using a smartphone is the lack of available audio input--you'll either need to record audio separately on another device and then synchronize your video and audio later, or you'll need to settle for the in-camera microphone.
- **Camcorder** - A camcorder is a perfect balance between a smartphone's portability and a DSLR's high-quality shooting capabilities.
- **DSLR Camera** - Digital Single-Lens Reflex (DSLR) cameras include a wide array of devices, but generally entail a high standard of quality. You'll want to tend toward high-profile brands like Canon or Nikon if purchasing a DSLR, but remember to ensure that your selected camera includes video recording as an option. Also keep in mind that DSLR cameras require a higher level of skill and patience to operate effectively. If you aren't already well-versed in DSLR camera operation, consider using a cheaper alternative.

THINK ABOUT THE SOUND - GET A MICROPHONE
Even if your footage is beautiful, poor audio will severely detract from the overall appeal of your video. Think of it this way: you want your audio's quality to match--if not exceed--your film quality, and using your camera's built-in microphone will make it difficult to achieve this task. You'll want to look into the type of microphone your camera supports (e.g., USB) if you want to record both at the same time. Using a dedicated microphone can also minimize the amount of echoing and background noise in your video since your microphone usually sits much closer to your mouth than your camera.

GET SOME LIGHTING
This can be anything from a desk lamp or two to a professional-grade lighting kit. For best results, you'll need to use lighting in a static location (such as a room in your house).
When setting up your lighting for a room shot, you should have three separate sources: one behind the camera (facing you), one placed 45 degrees to your left or right (facing you and the wall behind you), and one on the opposite side of the second source strictly facing the wall.
You can also use natural light (e.g., a window) to illuminate your face from behind the camera, though you'll need to shoot consistently during the daytime.

SHOOTING YOUR FOOTAGE
Choose your background. If you'd prefer to have a blank background, for example, you should shoot with your back to a blank wall. You can also put up a sheet of paper or something similar.

Your background will eventually become a key aspect of your videos if you use the same one enough. Keep this in mind when choosing your background.

Place your camera. Naturally, you'll want it to face the area in which you (or your subject) will sit.

If you're using a tripod, this is a relatively easy step. Otherwise, set up a pile of books or a small shelf for your camera to rest on.

You'll also want to situate your microphone during this time. You may have to play around with your camera's zoom level and your microphone's location in order to keep the microphone out of your shot.

If you're filming with a smartphone, camcorder, or webcam, refrain from zooming in. Doing so constitutes using a "digital zoom" (as opposed to the optical zoom used by DSLR cameras) that distorts the video quality.

Place your lights. Remember, you'll want three lights in different locations--one behind the camera, one to your left, and one to your right--for optimal visuals.

While this is a good guideline, every room is going to mandate different lighting. You'll need to experiment a bit before you find the sweet spot.

Most smartphones have a camera-related option that displays a three-by-three grid of lines on the screen while filming.

Make sure your shooting location is quiet before filming. Background noise is a huge detractor from the quality of your content.

EDIT YOUR VIDEO
Depending on your preferences, this process will vary. Once you've completed your shooting and editing, you're ready to upload your video to YouTube!

If you're trying to produce dynamic (e.g., quick and engaging) content, consider cutting out any awkward silences or pauses in conversation.

FREQUENTLY ASKED QUESTIONS
Still not sure? No problem, here are some Frequently Asked Questions to help.

How can I make a video without showing my face?
It depends on what type of videos you want to make. If you want to make DIY videos and tutorials, then it's easy. Just use voice-overs, and film what you are doing with your hands. You also can make travelling videos easily without having to show your face.

How do I get attention from viewers?
Be very active, set a schedule for uploading videos and stick to it, post regularly on social media, read the negative comments on other people's pages so you know what to avoid.
How can I get better sound quality without a microphone?
You could get a voice recording app and save it as an MP3 and add it later on your video.

Can you recommend good editing software for Windows?
Try Movie Maker from Microsoft. It's free and can do everything that you need it to do.

What if I can't afford to buy all these items? What do I do?
You can create a video with everything, if you have a smartphone with a good front or back megapixel camera. You can record good quality video with good audio. If you have a windows computer or laptop, you can download free editing software. And if you have a Mac, you have iMovie, which is a good starting software for editing.

Is shooting a video on a sunny day good or bad?
Typically, it is better to shoot on overcast days or in the shade. Direct sunlight can be too harsh and wash out your subjects.

What else could I use instead of a tripod?
You can use anything that is stable enough to support your camera, such as a bookshelf, a table, or even a stack of books.

How do I edit and upload videos?
Use apps on your video. When you're done, just go to your YouTube account and go to your files to find the video you edited. Hit Upload and then you need to wait until the bar is done and it will be on.

About how long will it take to make a good quality video?
Some professional YouTubers can take up to 2 hours to film and a few hours editing and cutting it down to a reasonable time. It just depends on how much effort you want to put into it.

Further Tips

- Make sure your camera has an external microphone input port, USB or otherwise, before purchasing the relevant microphone.
- Perspective distortion--something that occurs when a DSLR camera is zoomed too far out--can cause viewers to feel uneasy or nauseated. Zooming your camera in to around the 50 milli meters mark will solve this issue.
- While you don't need a tripod to create great videos, it is a piece of equipment that can lend a subtle edge of quality to your videos.
- If you're recording your audio with an external microphone that isn't hooked up to your camera, clap your hands once right after you begin filming. That way, you'll be able to manually synchronize your video with your audio later.

One last tip before you start those awesome campaign videos

DARE TO BE DIFFERENT! Creativity is key. You see so many boring videos of one speaker in front of a white wall. Mix it up a little, add some unique animations or change the scenery of your video on a shot by shot basis. If it makes sense and will make your video different from the rest, go ahead and do it. Just make sure it applies to what you are trying to deliver or portray.

ENJOY AND HAVE A BLAST!

Uploading Your Video to YouTube
Uploading videos to YouTube is a quick process from either your mobile device or from your computer. Follow this guide have your video online and attracting viewers in just a few minutes.

UPLOADING FROM A COMPUTER (STEP BY STEP)

**Copy the video from your camera to your computer.**
Before you upload the video to YouTube, make any edits that you would like, and then make sure that it is converted into a proper format. There are a wide variety of programs and websites that can convert video for free.

YouTube accepts the following formats:

- .AVI (Audio Video Interleaved)
- .3GPP (3rd Generation Partnership Project)
- .MOV (QuickTime Movie)
- .MP4 (Motion Picture Experts Group Part 14)
- .MPEG or .MPG (Motion Picture Experts Group)
- .FLV (Adobe Flash)
- .M4V (h.264)
- .WMV (Windows Media Video)
- .WEBM (HTML5)

Log in to your YouTube account. Each account has its own channel attached to it. Sign in to the account that is associated with the channel that you want to upload the video to.
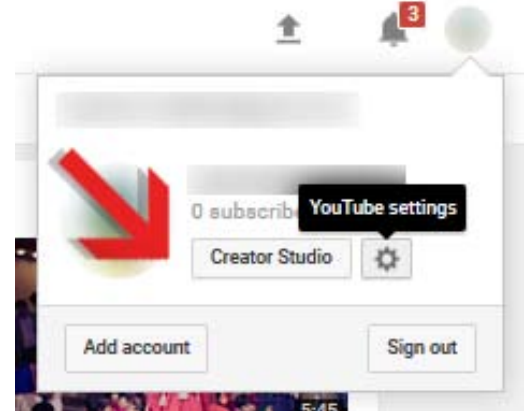
Click the Upload button on the top of the homepage. The Upload button is located to the right of the Search bar.

Choose a video file. Click the "Select files to upload" button to open a file browser. Find the file or files that you want to add. You can also drag and drop videos into the square in the web browser window.
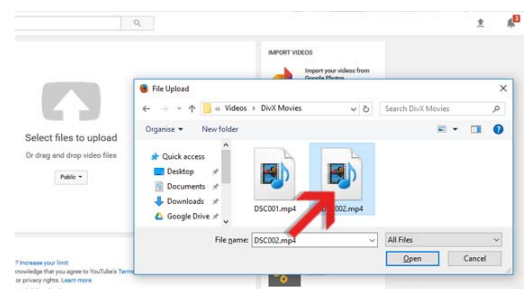
Click the Open button. If your account is unverified, you are limited to 15 minute uploads. You can upload longer videos by verifying your account via text message. You can find the verification link in the Upload page.
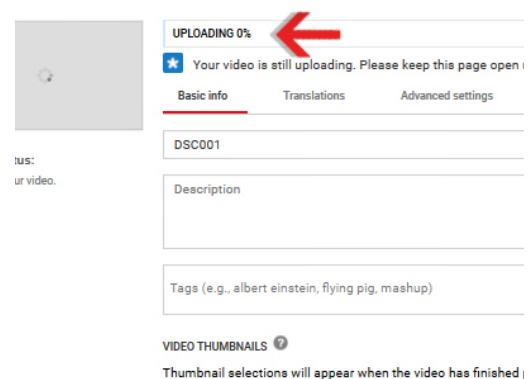
- You can upload directly from your webcam instead of uploading a pre-existing video. You can **preview** the recording before you upload.
- Once you open the file, the video will begin **uploading automatically**. You will be taken to a page where you can enter the information for the video.

Enter the details. Required information includes the title of the video, the description of the video, and any tags that you want to add.

- Adding a **description** to your video will allow for others to learn more information about it, which will display at the bottom of the video. To help your video stand out, add a unique description and don't just copy the title into the description box.
- **Tags** allow other YouTube users to see your video by linking common words associated with your video (e.g. Dancing Elephants has a tag of "elephants," "dancing and "funny"). Other videos with similar tags will often be seen together in the "Recommended videos" sidebar.
- **Annotations** allow you to add notes or pauses to the video that you may have forgotten to put in. These can allow the viewer to see additional information about your channel, for example, without having to read the description.
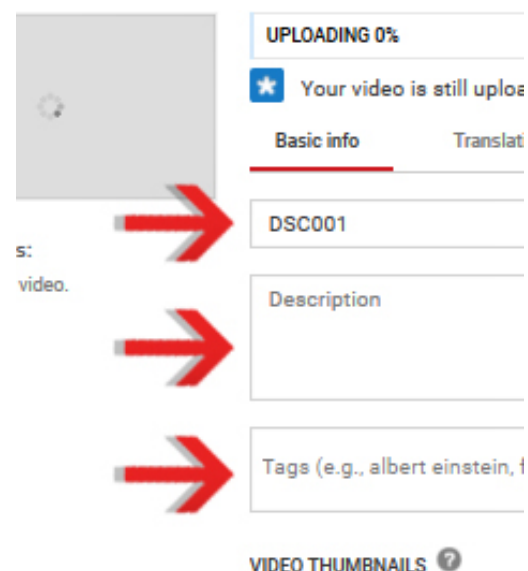
Choose Privacy settings. Public videos can be searched for and viewed by anyone. Unlisted videos are only accessible to people who know the video link. Private videos are unlisted and can only be viewed by viewers that you designate. These users need to have a Google account to access the video.

Share your video if you want. You can share your video through Google+, Facebook or Twitter, or you could send your friends the video link. Check the box next to each service that you want to share with.

Choose to monetize your video. Click the Monetization tab if it is available to you and check the Monetize box to place ads on your video.

Adjust any advanced settings. Click the Advanced tab and review the options. You can choose to disable the comments, disable video responses, change rights ownership, choose to notify your subscribers, and more.

Hit Save. Your title, description, etc. will be saved when your video has completed uploading. When the bar fills, you have posted a video on YouTube.

- Once your video has been uploaded, you can embed it on your website or share it online.

UPLOADING TO YOUTUBE FROM MOBILE PHONE

Open your video. Use your device's Video Player to open the video that you want to upload. You can either upload a video that is already on your phone, or you can upload a video immediately after recording it.

Press the Share button. The Share feature is located in different places depending on the type of phone that you use:

- In iOS 7, the Share button is located in the bottom-left corner of the video player. It looks like a box with an arrow coming out of the top.
- On Android devices, the Share button may be visible in the video player, or you may have to press the Menu button for it to pop up.

Select YouTube from the Share menu. There will be a variety of sharing options when you press the Share button. Tap YouTube to upload the file directly to YouTube. You may have to scroll through the list to find it.

- Sign in if necessary. Depending on your login preferences, you may be asked for your YouTube account name and password.

Give it a title. If you took the video with your phone's camera, the video most likely has a title with just the date and some numbers. Enter a title that is descriptive and attention-grabbing.

Describe the video. Add a description to the video that viewers can read while they watch it. Explain anything that may be going on in the video. Provide an accurate description to make sure that YouTube keeps the video in relevant searches.
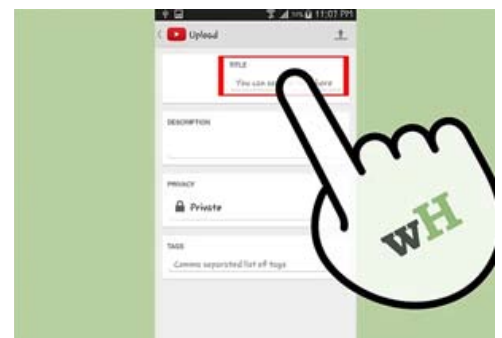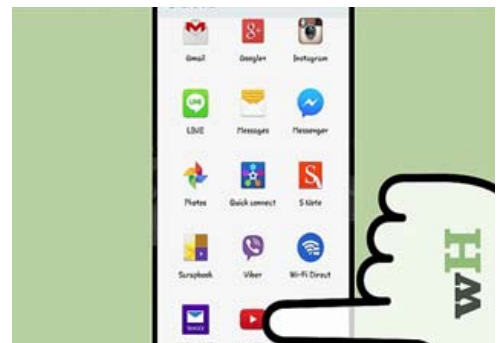
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- Part of module 2 adapted from "**SOCIAL MEDIA DANGERS AND LEGAL CONSEQUENCES OFINFRINGEMENTS**" by D. Schwarz (18 April 2017)
- Part of module 3 adapted from "**Safety at Facebook**" booklet.
- Part of Module 4 adapted from **enke: Make Your Mark Trailblazer Program Curriculum**
- Additional places for helpful information:
    - Cable Impact's InCtrl – www.teachinctrl.org
    - CommonSense.Org
    - Childnet.com
    - DigitalCitizenship.net
    - NetSmartz.org

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