



Engaging Young People In the Safe and Creative Use of ICT

The Child Protection Partnership's ICT Child Safe Curriculum for Thailand (Working Draft in English) 2011



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Partners and Executing Agencies



Plan Thailand has been supporting communities in the northeast and north of Thailand for 30 years. Plan is a child-centred community development organization working with children, their families, communities, organizations and local governments to bring about positive change. In addition, Plan supports the protection and promotion of child rights and believes that children can take an active role in their own development. Plan Thailand's four program areas – Protection, Education for Economic Security, HIV/AIDS Risk Reduction and Prevention and Civil Society Development for Sustainability – are designed to eliminate the causes of the violation of rights of the most at risk populations of children. To learn more, visit: (<http://plan-international.org/where-we-work/asia/thailand>)



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The Child Protection Partnership (CPP), executed by IICRD, is an inter-sectoral international program funded by the Canadian International Development Agency

(CIDA). CPP's goal is to reduce, and where possible eliminate, the sexual exploitation of children enabled by information and communication technology (ICT). CPP does this by taking a child-rights based approach that:

- Strengthens the capacity of law enforcement and related public bodies to enact and enforce law and policy,
- Works with children, families and communities to raise awareness and link them to services that protect them, and
- Encourages a coordinated, inter-sector systems approach to advance child protection and prevention against ICT enabled child sexual exploitation.

This curriculum is the result of contributions by CPP partners. To learn more, visit: www.childprotectionpartnership.org.

Many Thanks!

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Table of Contents

Key Concept and Terms

- I. Introduction
- II. Curriculum Overview
- III. Current Context of ICT: Globally and in Thailand
- IV. Modules
 - a. Pre-test for Young People
 - b. Module 1: Building Trust and Understanding with Young People**
 - 1.1 Developing Strong Facilitation Skills
 - 1.2 The Right Context for Working with Young
 - 1.3 Child Rights, Thai Laws and ICT
 - Activities:**
Activity 1: Pass the Rock
Activity 2: Exploring Young People’s Use of ICT
 - c. Module 2: Exploring ICT Risks and Building Protective Strategies**
 - 2.1 Online Risks
 - 2.1.1 Sex, Sexuality and the Internet
 - 2.1.2 Online Interpersonal Communication
 - 2.1.3 Personal Information and the Right to Privacy
 - 2.1.4 Legal Risks
 - 2.1.5 Technical Risks
 - 2.2 Mobile Phone Risks
 - 2.3 Gaming Risks
 - 2.4 General Protective Strategies for Educators
 - 2.5 Cyber Bullying
 - Activities:**
Activity 3: Red Light, Yellow Light, Green Light, GO!
Activity 4: Making Sure Your ‘Friends’ Are Really Your Friends
Activity 5: Cyber Bullying
Activity 6: Building a Safety Plan
 - d. Module 3: Exploring Opportunities for Creativity and Positive Social Change through ICT**
 - 3.1 New Opportunities through ICT: A Changing Global Landscape
 - 3.1.2 Supporting Young People’s Creativity through ICT
 - 3.2 Thai Young People Maximizing the Potential of ICT
 - Activities:**
Activity 7: Exploring Opportunities in ICT
Activity 8: Creating ICT Projects with Young People (Optional)
 - e. Post-test for Young People
- V. Appendices
 - Appendix 1: Basic Information about ICT

Appendix 2: How Does Internet Access and Technology Work?
Appendix 3: Internet and Computer Safety Guide
Appendix 4: Computer Game Appropriateness Rating Systems
Appendix 5: Game Addiction Test
Appendix 6: Tips for Buying a Cell Phone
Appendix 7: The safesurfingkids.com Online Agreement
Appendix 8: Project Form

VI. Additional Resources

Key Concepts and Terms

Cellular phone	Also known as cell phone or mobile phone, this wireless hand-held ICT device enables users to talk via satellite to anyone who has access to a telephone, either wireless or land-based. Smart phones are the next generation of cell phones, giving users access to the Internet, email, video conversations and more.
Child	According to Article 1 of the United Nations Convention on the Rights of the Child (CRC), a child is defined as any person below the age of 18, unless the age of majority is attained earlier under the national laws that apply to the child.
Child Protection	UNICEF defines child protection as “strengthening of country environments, capacities and responses to prevent and protect children from violence, exploitation, abuse, neglect and the effects of conflict” (UNICEF, 2005). Adults are primarily responsible for protecting children, yet the role children can play in self-protection and in the protection of their peers must not be ignored.
Email	<p>Also known as electronic mail, this is an electronic message sent via an ICT device to another person. Email is commonly sent via computer and smart phone, and can include text, photos, audio and websites. Messages are sent within a few seconds and wait in an electronic mailbox. When the recipient opens his/her mailbox, he/she can read that message and reply easily and quickly. Both the sender and recipient need to have an account or email address to contact others.</p> <p>An email address contains a username, the symbol “@” and the address on the Internet, usually a computer name or domain name.</p> <p>Email service providers inform customers about the details of email service usage, including the procedure for creating an account, size of mailbox, junk email filtering, account cancelation and a help center to answer any questions. Internet users can sign up for free email from several sites such as www.hotmail.com or www.thaimail.com.</p>

Facebook



A social networking service on the Internet that allows you to connect with others, make “friends”, communicate, share photos and events, play games, chat and join activities. Due to its widespread use, many people use Facebook to connect with old friends, make new friends and explore social opportunities.
www.facebook.com

Hi5

An online social entertainment and gaming destination where users can connect with other users to share information, videos, photos, music and more. Young people use this website to express themselves and also to play games. www.hi5.com



ICT

Information and communication technology (ICT) is an umbrella term that includes any communications device or application, including radio, television, mobile phones, computer and network hardware and software and satellite systems as well as the various services and applications associated with them, such as videoconferencing, online chatting and distance learning.

Image Sharing Websites

Websites and web boards that enable you to share small or large photos and images. Users apply for membership and are then able

	to upload and share photos with other users. For example, www.multiply.com and www.flickr.com .
Internet	The interconnection of computers and computer networks that enable users to share information. Billions of users worldwide, including individuals, companies, schools, governments and organizations are all linked together wirelessly.
Instant Messaging (IM)	<p>Text-based communication in real-time between two or more people with access to computers or mobile devices. The benefit of IM is the immediacy of the communication. You can connect with others who are online or leave a message for them.</p> <p>Popular IM programs in Thailand are MSM Messenger, Gtalk, Skype and Yahoo Messenger. Selecting an IM service depends on what group of people you want to talk to and what IM they are using. Only people using the same IM service can connect within that particular network.</p>
Skype	A free software application that allows users to make voice and video calls over the Internet. Users can also make calls to mobile phones and landlines for a fee. www.skype.com .
Social Network	<p>A group of people who are connected together for a common purpose or interest. ICT offers the opportunity to connect with people from all over the world. Popular social networking websites include Hi5, Facebook and Twitter. Social networks commonly enable the user to build a network of “friends” and share messages, photos, videos and events. You can reach out to new people, re-connect with old friends and join groups and activities.</p> <p>Social networks are popular amongst young people because they can express themselves freely. People are connected and share information and experiences without ever actually meeting. The user needs to register and provides personal information such as name, address, age and email address.</p>
Twitter	A social networking site that focuses on instant updates from friends, celebrities, experts, organizations and companies. Registered users can keep track of or “follow” what their contacts are doing. People “tweet” 140 character messages to their networks. Users can also sign up to follow your tweets.
Usenet or News group	An online service that enables members to access information from a particular interest group that talks, questions, and shares ideas and interests around a topic. Some members send messages or post

	issues to the group and other members will discuss or reply. News groups are useful ways to keep track of data, share views and get feedback from others. A popular program is Netscape News.
Voice over Internet Protocol (VoIP)	The transmission of a voice signal over the Internet. The recipient may be a basic home phone or Internet phone. Benefits of VoIP service include lower cost than basic home phone and no charge for calls between Internet users.
Web board	An Internet forum or message board for communicating, sharing information, making announcements and sharing ideas among members. Topics are separated into forums. Social groups build between members exchanging ideas. Users can upload photos, audio or video clips on the forum. Some web boards require users to apply for membership before posting comments. Popular web-boards include www.pantip.com and www.dek-d.com .
Web browser	To view or search for websites requires a program called a "web browser" that is often available for free online and can be downloaded onto your computer. Popular web browsers include: IE-Internet Explorer, Mozilla FireFox and Opera.
Website	A group of web pages containing text, video, audio and photos accessible via the Internet. It is common for organizations, companies, interest groups or even individuals to have their own websites to share information, sell services or products, and collect feedback from the public. The first page users can access in a website is called the "Home page".
World Wide Web (www)	Also known as "the Web". A system of interlinked documents accessible through the Internet. This service allows you to browse multimedia data including text, images, sound and video. The information is provided in pages called "Web pages".
Youth	The United Nations defines "youth" as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States.

I. Introduction

This curriculum is intended to help educators and other caring adults engage young people in Thailand so they can maximize opportunities for positive and creative use of ICT, while mitigating and minimizing risks.

Information and communication technology (ICT) continues to expand and evolve in the world and our daily lives. ICT refers to the broad spectrum of communication technologies that have revolutionized the way people communicate, play, live and learn. ICT includes the Internet, computers, telephones, audio-visual systems and other communication devices people use on a daily basis.

The advantages of ICT are numerous, and its promise is great. ICT increases the efficiency of communication, reduces costs and enhances people's professional potential. It is a driving force economically, socially, culturally and increasingly, within education systems.

The global rise of ICT has affected how young people communicate in even the most remote places around the world.¹ Thai children and youth have access to a world of information that no other generation before them has experienced, and the number of young people accessing ICT is increasing rapidly.² ICT is becoming especially important as a social networking tool for young people who are using platforms such as Facebook, Hi5 and Twitter to develop and maintain friendships in the community, throughout the country and around the world.

Focus on Digital Inclusion

Certain leading countries of the Association of South East Asian Nations (ASEAN) have invested heavily in ICT infrastructure. Singapore, for example, has invested in high-speed Internet in schools all over the country to support children's learning. South Korea is spending 34 trillion won to set 1,000 Mbps Internet broadband as their standard by 2012. Singaporean and Korean children now have 24-hour online access, and teachers can support learning with communication tools that help children to develop their knowledge and skills enthusiastically. Digital inclusion remains a priority of countries worldwide.

As a youthful region with a rapidly emerging "wired", information-based interconnected economies and societies, ASEAN will see multiple opportunities and challenges affecting children, youth and their communities. The following graphs (see Figure 1 and 2)³ show the youthful profile of the region and the relative rates of Internet use.

¹ ICT expansion is tracked by such organizations as the International Telecommunications Union that uses the Internet Development Index.

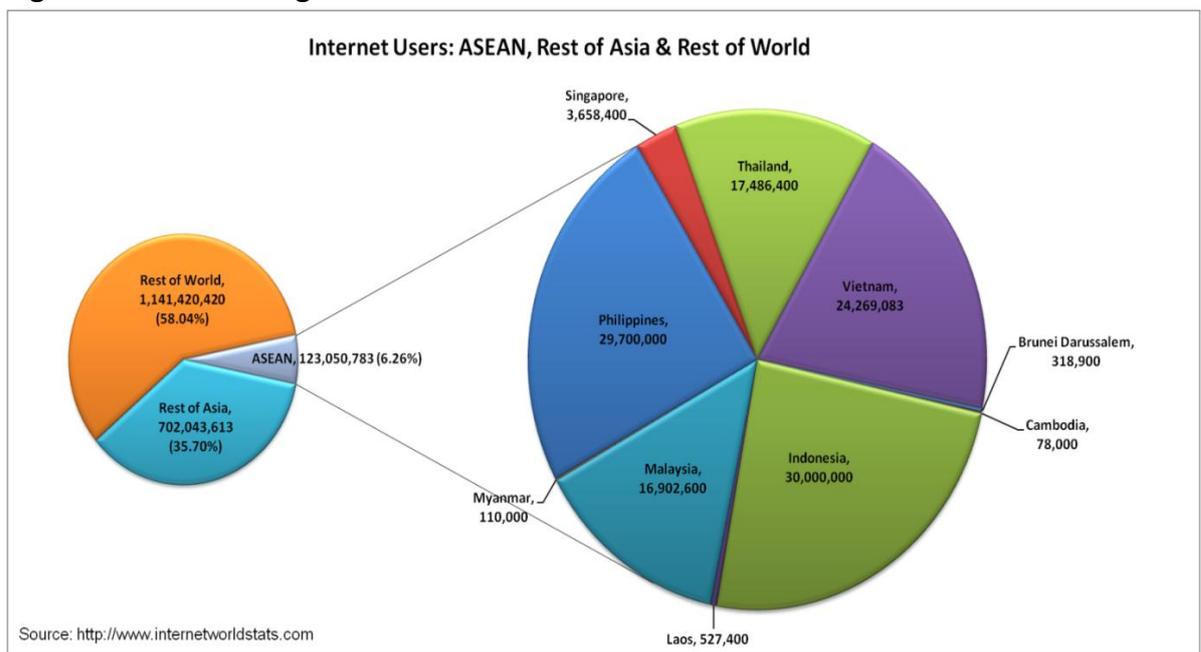
² According to the report *'Utilizing the Digital 4th Way as a Platform for Building a People-Centred ASEAN'*, between 2000 and 2010 the growth of users on the Internet in Thailand was 660.28%.

³ From Lane, P. and Ramer, J. (2011). *Utilizing the Digital 4th Way as a Platform for Building a People-Centred ASEAN*. Four Worlds International Institute, Four Directions International and The Interra Project.

Figure 1: Youthful Population

Country	Median Age	Population Under 14
Cambodia	22.1	32.40%
Laos	19.3	40.80%
Indonesia	27.6	28.10%
Philippines	22.5	35.40%
Thailand	33.3	20.80%
Timor Leste	21.8	34.70%
Vietnam	27.4	24.90%
Canada	40.4	16.10%

Figure 2: Internet Usage



Managing Risk

The rise in ICT use also brings about some risks that must be assessed and managed to ensure technology's potential as a positive force for young people and for society as a whole.

While child protection services and systems of support for vulnerable children grow in Thailand and other ASEAN countries, the issue of ICT and child protection will become a key focus. This opens the door for new and creative partnerships among many stakeholders including social welfare ministries, education, health care, the police and law enforcement, and above all, children and youth.

There is a critical role for educators to play, in Thailand and elsewhere, so young people are empowered to recognize and navigate ICT risks safely and develop responsible, safe and creative ICT use.

II. Curriculum Overview

(Call-out or pull quote?)

This curriculum seeks to enhance the quality of education in Thailand by helping educators engage young people to raise awareness of ICT risks and leverage the benefits of ICT to contribute to healthy child protection and development.

Objective of the Curriculum

The objective of the *Engaging Young People in the Safe and Creative Use of ICT Curriculum* is to enable children and youth to use ICT safely and creatively in support of their personal development and the positive development of their communities.

Audience

The curriculum is intended for educators in Thailand who are eager to support young people in using ICT safely and creatively. Educators include: teachers, non-formal educators, youth leaders, community leaders, parents, guardians, local policy makers and local NGO staff.

Approach

Experiential learning refers to learning by doing. By participating in activities, practicing new techniques and reflecting as a group, learners go deeper in their experience. This differs from traditional teaching methods that focus on lectures, note-taking and practice at the end of course completion. Experiential learning methods encourage and open opportunities for learners to analyze and learn from their experiences and to experiment with assistance from teachers and peers.

This curriculum includes small group discussion, brainstorming, presentations, role-play and project development.

Learning Outcomes

For young people:

- 1) Ability to identify the risks and opportunities of ICT.
- 2) Ability to understand child rights related to ICT as well as relevant laws and regulations.
- 3) Ability to identify ICT risks and apply self-protective strategies.
- 4) Ability to leverage the safe and creative uses of ICT for positive personal and community development.

For educators:

- 1) Ability to identify the risks and opportunities of ICT for young people.
- 2) Ability to understand child rights related to ICT as well as relevant laws and regulations.
- 3) Acquire new skills in providing a creative and safe ICT learning environment for young people.
- 4) Ability to advocate for children and promote the safe and creative use of ICT.
- 5) Ability to implement activities promoting young people's participation in their own protection.

Curriculum

The curriculum is divided in six sections:

Section I introduces the curriculum and provides an overview of the document.

Section II provides an overview of the curriculum, defining its scope, objectives and intended audience.

Section III discusses the current context of ICT in Thailand. It explains the recent increase in ICT use within broader governmental strategies and educational trends. It provides information on recent trends and general patterns of ICT use among the Thai population and highlights some of the ways young people in particular have been using ICT.

Section IV contains the Curriculum Modules, as well as a Pre-test and Post-test.

- **Module 1** gives educators tips, tools and strategies for facilitating and working with young people in a manner that builds their trust, fosters understanding and encourages inclusive participation. This approach is crucial to the success of any strategy that seeks to empower children and young people as they engage with ICT. The module also covers children's rights and Thai laws related to ICT. Module 1 contains two activities that build trust and understanding with young people and explore how they are using ICT in their daily lives.
- **Module 2** provides an overview of the risks associated with ICT, in particular with the Internet, mobile phones and games. For each risk, a series of preventive, protective and risk management strategies is outlined. Educators are also presented with a list of general guidelines to employ when working with young people around the risks of ICT. Cyber bullying and available prevention strategies are also discussed. Module 2 contains four activities that encourage young people to explore risky and safe places online, learn skills to prevent online abuse and bullying, and build a safety plan.
- **Module 3** presents exciting and creative new ways that young people are engaging with ICT to create a better world and explains how educators can support young people to develop and apply their skills. Module 3 contains two activities that encourage young people to explore some of the new opportunities opening up through ICT and work together to develop a project to address ICT challenges or build on opportunities together.

Section V includes Appendices with additional information covering ICT use, Safety Guide, Game rating systems, Safety Agreements with young people and forms for educators.

Section VI includes additional resources for further exploration.

III. Current Context of ICT: Globally and in Thailand

(Call-out or pull quote)

The *Engaging Young People in the Safe and Creative Use of ICT Curriculum* is a tool to help implement a number of multinational ICT child rights commitments and guidelines.

International ICT Child Rights and Protection

As ICT use continues to expand and evolve, nations around the world are pressured to keep pace with upholding the rights and protection of children and young people in this global context.

Children have a right to seek out, receive and impart information in a safe way through ICT. The UN Convention on the Rights of the Child (CRC) that outlines the human rights of children and was ratified by Thailand in 1992 makes provision for this in Article 17. In addition, the CRC's Optional Protocol on the sale of children, child prostitution and child pornography protects children from online child sexual exploitation and includes provision for countries to raise awareness and provide education to children and young people that prevents harm (Article 9(2)).

International efforts such as those advanced by the Rio Declaration and the Adolescent Declaration at the 2008 Third World Congress Against the Sexual Exploitation of Children and Adolescents made further calls for action to protect the rights of children from the risks of ICT such things as: "... increased development of children's, teachers', parents' and family manuals which address the threats of the Internet in addition to providing supplemental information about Sexual Exploitation of Children." (Adolescents Declaration, 2008).

Nations such as Thailand that attended the World Summit on the Information Society (WSIS) made strong commitments in Geneva in 2003 and in Tunisia in 2005 to protect children in cyberspace. The *Geneva Declaration of Principles* stated "We are also committed to ensuring that the development of ICT applications and operation of services respects the rights of children as well as their protection and well-being." (ITU, 2005) Paragraph 24 of the *Tunis Commitment* (ITU, 2005) recognized "... the role of ICTs in the protection of children and in enhancing the development of children." The commitment continued "We will strengthen action to protect children from abuse and defend their rights in the context of ICTs. In that context, we emphasize that the best interests of the child are a primary consideration."

Subsequently, the International Telecommunications Union (ITU) launched the Child Online Protection Initiative (www.itu.int/cop) in 2008. This specialized programme within the ITU Global Cyber Security Agenda to address legal, technical, organizational and procedural issues relevant to protecting children online was presented to the ITU Council in 2008 and endorsed by the UN Secretary-General, Heads of State, Ministers and heads of international organizations from around the world. In 2009, the ITU initiative produced four sets of guidelines: for children; parents, guardians and educators; industry; and policy

makers. In 2010, it added a Child Online Protection Statistical Framework and Indicators manual.

ICT and Education in Thailand

The National Education Act BE. 2542 (1999) has been key to reforming the Thai education system. It outlines significant principles related to equity, quality standards, personnel development and curriculum building. One of its stated goals is to invest in education and educational technology, including ICT. The Ministry of Education has responded to this policy by encouraging children and youth to develop ICT skills, by promoting the interconnected networks between educational institutions and by developing teachers' ICT capabilities.

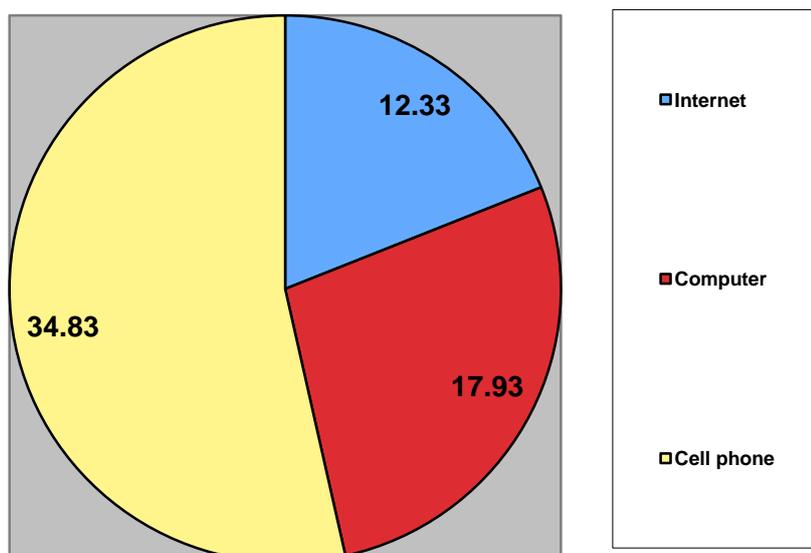
As a result, young people in Thailand now have increased access, exposure and familiarity with an ever-expanding network of ICT infrastructure.

Now in its second decade (2009-2018), the educational reform is shaping a generation of young Thai people who are creative and eager to learn the analytical, communication and problem-solving skills necessary to succeed in the 21st century. ICT is an increasing force in young people's development and is central to their learning, both inside and outside of the classroom. As such, there is a need for young people to cultivate a sense of responsibility about the use of ICT.

ICT Use in Thailand

The National Statistical Office's annual survey looks at ICT use in Thai households, including computer, Internet and mobile phone use and behaviour (see Figure 3).

Figure 3. Number of mobile phones, computer and Internet users (in millions) over six years of age (2009)



Source: Survey results on ICT usage in Thai households of 2009 by National Statistical Office

The report also finds that:

- Between 2005 and 2009, the number of basic house phones decreased from 26.8 to 22.1 per 100 households, fax machines remained steady at 1.5, computers increased from 15.5 to 25.6 and Internet access rose from 6.2 to 9.5 per 100 households.
- In 2009, there were 17.9 million computer users (equivalent to 29.3% of the population), 12.3 million Internet users (20.1%) and 34.8 million mobile phone users (56.8%).
- More than any other region, 45.8% of Bangkok residents use computers, 38% use the Internet and 75.5% use mobile phones.
- People access the Internet in educational institutions (46.8%), at home (33.4%) and at work (29.0%).
- The most common activities on the Internet are: information searches (80.6%), game playing (23.8%) and email (18.6%).
- Issues people would like to see government agencies monitor and address include: online pornography (14.9%), mobile phone prices and devices (10.7%), unregulated and unmonitored Internet or game cafés (10.3%), penalties for computer crimes (9.9%) and protection against online slander (5.6%).

Other findings related to ICT use in Thailand include:

- There are approximately 10 million online game players.

- Over eight million people are members of online social networks. Among them, over four million use Facebook.⁴
- There are approximately 40 million mobile phone users, 12 million of whom use their phones to access the Internet.⁵
- In 2008, online blogs were gaining popularity for purposes of research (49.1%), journalism and writing (23.4%) and personal profiles (18.1%).
- The most popular websites in Thailand are Hi5 (36.7%), Wikipedia (14.4%), YouTube (12.6%) and Myspace (3.8%).
- People connect to social media three to four times per week on average.

Young People and ICT in Thailand

The previous section reveals that ICT use in Thailand is increasing each year, in part as a result of national plans that promote and support ICT use for economic and social development, capacity building and competitiveness. A key part of this transition is ensuring that increased ICT use also contribute to personal development, particularly for young people, in terms of innovation, creative production, sound judgment and increased awareness.

Young people are not only avid users of ICT, they are the first generation to depend on them. Children and youth are already at the forefront:

- Children aged 6-14 use computers more than any other age group (65.4%).
- People aged 15-24 use the Internet more than any other age group (47.3%).

Despite the great potential of ICT for young Thais, there are some challenges associated with its increased currency:

- A 2008 study⁶ found that 13.3% of children (approximately 200,000) are serious over-users of (or “addicted to”) online or other video games.
- Two-thirds of them are boys.
- These numbers are on the rise, with 14.4% identified as over-users in 2009.

Also:

⁴ From the Online Wellbeing Program, Thai Health Promotion Foundation.

⁵ From the National Telecommunication Commission.

⁶ Pornnoppadol, C. (2008). *A Study to Find Positive Factors for Game Addiction Prevention in Children and Youth*. National Research Committee.

- In an average week, young people spend at least eight hours using media, three to five hours on the Internet, 5.7 hours watching television and only 39 minutes reading offline.
- A 2007 survey⁷ found that over 80% of young people who use the Internet had had an online conversation with a stranger they had never met before.
- 60% of online encounters led to an in-person meeting.

These trends point to both the great potential and opportunity brought about by the rise of ICT in Thailand and the risks and challenges that come with it. Interestingly, in a recent study on ICT use by youth in Thailand conducted by IICRD, Plan Thailand and Chulalongkorn University, young people said that they would like more support from adults in making good choices in using ICT but also felt that most adults did not have the knowledge or skills in ICT to assist in this process⁸. This Curriculum uses this context as a starting point to explore how educators can work with young Thais to leverage the potential and opportunity while minimizing the risks associated with ICT.

⁷ Assumption University, 2007.

⁸ Heykoop, C., Cook, P., Williams, S., Anuntavorasakul, A., Vibulphol, J., & Charungkiattikul, S. (2011). *Exploring ICT Enabled Child Sexual Exploitation through the Lived Realities of Young People. CPP Thailand Circle of Rights Report*. Victoria, BC: International Institute for Child Rights and Development.

IV. Curriculum Modules

This section contains the Curriculum Modules as well as a Pre-test and a Post-test. The Pre-test is intended to be administered at the beginning of the curriculum, and serve as a benchmark for learning; the Post-test is the last activity, to be conducted at the very end of the curriculum in order to evaluate learning and changes in attitudes, skills, beliefs and behaviour.

The three modules introduce some background information, basic concepts and tips, tools and strategies for educators. The content in each module is designed to better equip educators to implement the Activities with young people.

Educators are responsible for learning the information provided in each module and teaching this to young people with the help of the Activities provided. When possible, you should implement the Modules and Activities in sequence, as many of the ideas and concepts build on material introduced in previous Activities.

The Curriculum will help you build relationships of trust with young people in order to openly explore the risks and opportunities of ICT.

Enjoy the experience!

Pre-test

Educators should administer the following test to young people in advance of the activities. This will help you discover what they understand about ICT. You will administer the same test at the end of the curriculum, to get a sense of what young people have learned.

Assure the young people not to worry if they do not score well on this Pre-test. It will not be counted against their grade. The Pre-test is a tool for educators to understand young people's level of knowledge and what subjects need to be concentrated on.

Please complete the following quiz to the best of your ability:

1. What does ICT stand for?
2. Name three benefits of cell phones.
3. Name three risks of using the Internet.
4. How can you protect your personal information on the Internet?
5. How can you make sure your online "friends" are really your friends?
6. What can you do to prevent cyber bullying?
7. How can parents and teachers help you to use ICT safely?
8. What are two ways you can use websites and cell phones to express your creativity?

Module 1: Building Trust and Understanding with Young People

Overview

In this module:

- Section 1.1 provides tips to help you develop the kind of strong facilitation skills and approach required to build trust and understanding with young people.
- Section 1.2 builds on this approach and provides guidelines to set the stage to do this work.
- Section 1.3 highlights global children’s rights and specific Thai laws related to ICT.

The objective of this module is to help educators build trust and understanding with young people in a manner that enables the eventual exploration of risk and protective factors with respect to ICT. It will help you think about young people as partners in this exploration and to open the conversation with them. You should recognize young people as experts in ICT and seek to understand how ICT impacts their daily lives – an important principle in this curriculum is “leading with children”.

The activities in this module seek to build an open and trusting group dynamic, enabling young people and educators to work well together. An exploration of how young people make use of ICT in their daily lives, builds the foundation for the work together.

Module 1: Building Trust and Understanding with Young People
Sections:
1.1. Developing Strong Facilitation Skills
1.2. The Right Context for Working with Young People
1.3 Child Rights, Thai Laws and ICT
Activities:
Activity 1: Pass the Rock
Activity 2: Exploring Young People’s Use of ICT

1.1 Developing Strong Facilitation Skills⁹

As an educator working with young people, it is important that you build trust and understanding with children and youth. Much of this trust and understanding comes through the way you communicate and facilitate dialogue with young people. The following are tips for strong facilitation, an integral part of establishing trusting relationships with young people.

As a facilitator:

Build Relationships

- **Use a positive approach:** Stay positive, energetic and focus on strengths.
- **Be a role model:** Support and guide participants, including children and youth, but do not to direct them or take over their process.
- **Build relationships:** Help participants feel valued and respected. Be sensitive and sincere.
- **Be patient and flexible:** Things don't always go as planned! If an activity goes off track, gently try to bring it back – don't forget your sense of humour.

Listen to and Speak with Young People

- **Listen carefully:** Take time and listen carefully to participants and their stories. Listen as much to what children and youth say, as to what they do not say. There is much information in their silence and body language.
- **Talk to children and youth on their level:** Sit with the children and youth while they are doing activities. Ask them questions and try to understand how they see their lives and their community. Don't hover or crowd them, but show interest.
- **Pay attention to body language:** Watch body language (for example: fidgeting, being noisy or aggressive or being very shy or quiet). Look for clues about how young people are feeling during activities.

Support the Group

- **Be inclusive:** Encourage all participants to participate, including those with physical or mental challenges, those who are isolated or those who have emotional factors to be considered. Never force someone to participate if they are not ready.
- **Reinforce that there is no right or wrong answer:** Encourage participants to express their opinions and feelings freely without judgment.
- **Hold people accountable:** Do not be afraid to hold people accountable for their behaviour and/or responsibilities if you feel it is inappropriate or unhelpful to the group. Be firm but respectful and create an opportunity outside the group to talk through any issues or duties people have to the group or common activities at hand.
- **Privacy is important:** Make it clear that you believe participants' privacy is extremely important. Be mindful that although the group may agree not to share the views expressed during activities with outside people, you as a facilitator cannot guarantee this.

⁹ Adapted from Currie, V. & Heykoop, C. (2011). *Circle of Rights: Intentional Planning for Social Change Manual*. Victoria, BC: International Institute for Child Rights and Development.

- **Be comfortable with being uncomfortable:** Change can often include feelings of discomfort and confusion. Recognize and pause during these moments. Resist returning to old behaviours.¹⁰
- **Identify external support:** Be prepared to identify other resources for people who may need help working through issues in more depth than you can provide in a group setting.

Move Towards Your Goals

- **Encourage critical thinking:** This is an opportunity for participants to think differently about their lives, raise questions and explore possibilities in a non-threatening way.
- **Create connections:** Encourage participants to connect with other young people, their peers, community members and others partners to share ideas and begin working together.

1.2 The Right Context for Working with Young People¹¹

The following are helpful hints and guidelines to help you facilitate activities in a way that builds trust and understanding. The focus is on adequately preparing for facilitation, implementing the work with young people and properly following up once the activities have concluded.

Getting Ready

- **Build Your Team:** As a facilitator, you will need to work closely with a note-taker or support person. Strategize beforehand about how you will support one another and split up roles and responsibilities.
- **Invite a maximum number of children and youth to an activity:** Have enough staff to provide attention and support. For every two staff people, there should be no more than 25 young people. If you need to reduce the numbers, select a specific group, such as an existing youth group. If this is not possible, hold more than one session so that everyone in the group can participate.
- **Contact participants beforehand:** Be sure to inform participants about the location, time and purpose of the activity well in advance so that they can prepare themselves and be available.
- **Seek Consent:** If appropriate, hold a meeting with the parents to seek their support and get permission for their children and youth to participate. No one should feel they must participate.
- **Select a suitable location:** Hold the activity in a quiet, comfortable and safe area with enough space for movement and breakout groups. A classroom or a school gymnasium would work well.
- **Identify a support person for the children and youth:** Identify someone who can provide emotional support to children and youth should they become upset during a

¹⁰ Blanchet-Cohen, N., Mack, E. and Cook, M. (2010). *Changing the Landscape: Involving Youth in Social Change: A Guidebook*. Victoria, BC: International Institute for Child Rights and Development.

¹¹ Currie, V. & Heykoop, C. (2011). *Circle of Rights: Intentional Planning for Social Change Manual*. Victoria, BC: International Institute for Child Rights and Development

session. This person may be a counselor at a school or a staff member at a local NGO, but they must not be directly involved in facilitating the activity.

Before Activities

- **Make a checklist:** Make a list of the materials you will need to bring and the things you will need to do before the activity. Collect and prepare these in advance.
- **Meet with your team beforehand:** Review the activity, discuss roles and responsibilities, decide on experiential activities to play and ensure that you have all the supplies you need.
- **Mentally prepare yourself:** Be emotionally present and available to engage with children and listen effectively.

During Activities

- **Arrive early:** Arrive before the participants so that you can organize the space and complete any last minute details.
- **Welcome everyone:** Thank everyone for coming. Introduce yourself and explain that you are there to work with children and their community to identify important issues for young people and work together to create positive change. Explain the specific activity you will be facilitating on that day.
- **Facilitate introductions:** If participants are meeting as a group for the first time, take time for introductions. Ask participants to find a partner and after a brief discussion, introduce that partner to the group. Facilitators and staff should also participate.
 - **Don't assume the participants were all at the last activity:** There may be some young people or community members in the group who were not at the last activity or are new. Make sure to explain everything, as if the participants have not seen it before.
- **Establish a Community Agreement:** Work with partners to develop their own agreement (see example below), setting guidelines for their behaviour. You may need to prompt and guide them. Be sure to write it down where everyone can see it, such as on a flipchart or blackboard.

A sample Community Agreement established by children:

- Listen to the person speaking
- Respect each other's opinions
- Do not distract the speaker by talking with others
- Get permission before going out for a break
- Keep the area clean
- No fighting
- Turn your phones on vibrate

The facilitator encouraged children to add:

- There is no right or wrong answer; everyone is allowed to have their own opinion
- Respect other people's privacy and don't share their stories outside the group

- **Be aware of the mood in the room.** Discussing challenges or becoming more aware of

various issues can be depressing and overwhelming.

- **Offer to meet one-on-one** with a young person after the activity if a sensitive issue arises that cannot be appropriately addressed in the group. You may not be able to help the girl or boy personally, but you can identify possible resource people for them to follow up with if need be.
- **Some young people will feel more comfortable expressing themselves than others.** Throughout various activities, keep reminding participants that everyone needs to participate and encourage them to call on those who are speaking less. As a facilitator, you are an advocate for children and youth and their key supporter.
- **Remind participants of the strengths and resources** they have and work with them to strategize about implementing their strategies.
- **Diversity and creativity are welcome here:** Working with people who have both similar and different views offers the opportunity to create more inclusive ideas and broader understanding.
- **Use experiential activities:** Experiential activities are fun and are important tools for reflection. Research shows that when you tell it, show it and do it (see below), you remember better. Experiential activities stimulate learning by doing and help participants to reflect critically.

Experiential activities have three parts:

- **Experience:** something you do or that happens to you
- **Reflection:** thinking and discussing about experiences and lessons learned
- **Integration:** applying these lessons to your daily life

- **Use spontaneity and energy:** It is a good idea to have traditional games you can turn to that go beyond those included in this workbook to energize the children and youth during long activities.
- **Collect feedback:** Find out what the children involved liked and what they thought did not work. Do this with other participants as well. Incorporate these suggestions into your next activity. This is your opportunity to learn from them.
- **Discuss next steps:** Inform participants of the next steps in the process, invite them to the next activity and thank them for coming.

And, always...

- **Take notes:** Try to capture ideas and strategies that emerge, in the words of the participants, throughout the activity.

After Activities

- **Review.** Meet with your team to review the activity.
- **Synthesize.** Discuss the common themes and interesting stories that emerged and make a list documenting them.
- **Analyze.** Discuss the strengths and challenges identified related to ICT and child protection and write them down.
 - Discuss the day's activities, making notes of the challenges for the team and the lessons you have learned.

- Identify whether there were specific children and youth who had difficulty during this activity and come up with a plan to provide additional support for these individuals.
- **Apply lessons learned.** Remember to review this information prior to the next session and use it to strengthen the next activity.

1.3 Child Rights, Thai Laws and ICT

What are Rights?¹²

Rights are the norms that help protect people and ensure that they have what they need to survive and develop. In 1948, the United Nations adopted the Universal Declaration of Human Rights that sets an international standard for human rights. These human rights are for all people, of every nationality, religion, race and age, including children.

What are Child Rights and what is the United Nations Convention on the Rights of the Child (CRC)?¹³

In 1989, world leaders determined that young people needed a specific set of rights, due to their special needs for care and protection. These fundamental rights are outlined in the United Nation’s Convention on the Rights of the Child (CRC). A “convention” is a document in international law; the CRC is the first legally binding agreement that specifically addresses the rights of children. The CRC is the most widely ratified international human rights treaty in history with every state, except for two, as signatories. Thailand ratified the convention in 1992.

The CRC sets out the minimum legal and ethical standards as well as aspirations for all state parties with respect to the rights of children. In essence, the Convention is a vision for children with legal standards. This wide-ranging treaty contains 41 articles defining the rights and duties of children.

Article 1-definition of child (under 18 years) Article 2-freedom from discrimination Article 3- best interests considered and protected Article 4-States must undertake measures to	Article 10-right to enter or leave a country for family reunification Article 11-protection from abduction abroad Article 12-right to be listened to and taken seriously Article 13-freedom of expression	Article 23-right of disabled children to dignity, self-reliance and the facilitation of their active participation in the community Article 24-right to health and health services Article 25-right of	Article 33-right to be protected from drug use, production and trafficking Article 34- right to protection from sexual exploitation and abuse Article 35-right to protection from abduction, sale, and trafficking of children
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¹² Bown, K. (2009) *Stand Up for Children’s Rights: A Teacher’s Guide for Exploration and Action with 11-16 year olds*. Geneva, Switzerland: UNICEF.

¹³ Currie, V. & Heykoop, C. (2011). *Circle of Rights: Intentional Planning for Social Change Manual*. Victoria, BC: International Institute for Child Rights and Development.

<p>implement the <i>CRC</i> to the “maximum extent of their available resources” Article 5-provision of parental guidance and direction in a manner consistent with the child’s evolving capacity Article 6-right to life and maximum survival and development Article 7-right to a name, nationality, and to know and be cared for by parents Article 8-preservation of identity, name, nationality, and family relations Article 9-right to not be separated from parents without having their views known</p>	<p>Article 14-freedom of thought, conscience, and religion Article 15- freedom of association Article 16-right to privacy Article 17-right to information and role of media to this end Article 18-parents joint responsibilities assisted by the State Article 19-right to protection from all forms of violence Article 20-right to special protection for children deprived of their family environment Article 21-right to have their best interests protected during adoption Article 22-right to protection and humanitarian assistance for refugee children</p>	<p>children in physical and mental health facilities to periodic review of their treatment Article 26-right to benefit from social security Article 27-right to an adequate standard of living Article 28-right to education and school discipline Article 29-right to education that develops respect for human rights, their identity and democracy Article 30-right of minority or indigenous children to their culture, language and religion Article 31-right to leisure and play Article 32- right to appropriate working conditions and freedom from hazardous work</p>	<p>Article 36-right to protection from all other forms of exploitation Article 37-right to protection from torture, degrading treatment, and deprivation of liberty Article 38-right to protection for children in armed conflict Article 39-right of recovery and reintegration for child victims Article 40-rights of children in the juvenile justice system Article 41-protects respect for existing human rights standards</p>
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The Convention on the Rights of the Child:

- Defines a child as a person below the age of 18 or below the age of legal majority if it occurs earlier than 18 (Article 1).
- Applies to all children without discrimination on any grounds (Article 2).
- Identifies children as requiring measures of special protection and support (Articles 19, 20, 21 and 32-39).
- Recognizes the importance of family, community and culture in the upbringing, protection and overall well-being of a child (Articles 7, 8, 9, 30).

- Outlines the duties and responsibilities of duty bearers to children (Articles 3, 4, 5, 18, 27).
- Promotes full healthy development and a developmental perspective that reflects the age, ability and evolving capacities of each child to ensure the child's physical, psychological, social and spiritual rights are met according to the child's developmental level (Articles 5, 14, 18, 29).
- Promotes a philosophy of dignity and respect for children, challenging traditional views of children as passive recipients of care and protection (Articles 5, 12 – 17).

The rights included in the Convention can be classified into three major categories:

1. Right to survival and development – food, shelter, basic health care, birth registration, security, formal education, recreation and cultural activities.
2. Right to protection – from harm, abuse, neglect, trafficking, exploitive labour and other forms of exploitation.
3. Right to participation – freedom to express opinions and to participate in decision making in matters affecting their social, economic, religious, cultural and political lives.

Underlying every child's rights are the CRC's four guiding principles:

1. **Non-discrimination:** All rights apply to all children without exception.
2. **Best Interests of the Child:** The best interests of the child are the primary considerations in making decisions about a child.
3. **Life, Survival and Development:** Recognition and support given to the holistic needs and rights of the child.
4. **Participation:** The child shall have a right to express his or her views and have them taken seriously when decisions are being made about a child, including in administrative and legal proceedings. The weight of his or her opinion will vary depending on his or her age, and maturity or evolving capacity.

To protect and support children, all interventions must be guided by these principles of CRC. These cross-cutting principles help to consider specific rights gaps and challenges for the child, and the roles and responsibilities of adults and children to support and protect the development and well-being of children.

Who is responsible for implementing the CRC?¹⁴

Governments have the primary responsibility for ensuring that child rights are realized; they must create the legislative and policy environment to support and implement child rights. However, many other actors also have responsibilities. Parents have the primary daily responsibility to uphold the rights of their own children. But communities, religious leaders, professionals (including teachers, health professionals, law enforcement and civil society organizations at local, national and international levels) also have a part to play. Ideally, these requirements are met by building on the inherent strengths of families, culture and community.

ICT and Children's Rights¹⁵

It is important to consider children's right to survival, development, protection and participation without discrimination with ICT. As agents of change and active participants in their own lives, young people's use of ICT is intimately linked with their rights. Young people are recipients, participants and actors on the Internet. These complex roles result in both opportunities and risks for young people.¹⁶

Opportunities:

- **Education and learning:** connecting with online learning resources, connecting with peers and adults interested in particular subject matter, sharing and debating ideas
- **Participation and civic engagement:** opportunity to participate and engage in various social and political activities online
- **Creativity:** inspiration and engagement through various information sites, art and game-based activities, and participation in forums
- **Identity and social connection:** social networking, shared experiences with others around common interests, building sense of identity and self-esteem

Risks:

- **Commercial:** advertisements, spam email, tracking of personal data by companies, gambling, illegal downloads
- **Sexual:** access to pornography, meeting sexual predators online, trafficking, uploading or sharing sexual content
- **Aggressive:** violent or graphic content, bullying and harassment
- **Values:** access to different values systems, including biased or racist content

Adults play an important role of working alongside young people to make use of the opportunities available on the Internet and develop strategies to prevent the risks, including both usage and approaches.

¹⁴ Currie, V. & Heykoop, C. (2011). *Circle of Rights: Intentional Planning for Social Change Manual*. Victoria, BC: International Institute for Child Rights and Development.

¹⁵ Currie, V. & Heykoop, C. (2011). *Circle of Rights: Intentional Planning for Social Change Manual*. Victoria, BC: International Institute for Child Rights and Development.

¹⁶ Categories from: Livingstone, S. and Haddon, L. (Ed) (2009) *Kids Online: Opportunities and Risks for Children*. Bristol, UK: The Policy Press.

Legal protection in Thailand

Thailand has a number of laws and policies to promote children's safety and protect them from harm and abuse while using ICT. Educators and young people should understand their basic rights, to help build skills around prevention and reporting. Thailand's important Acts are highlighted below, including the specific activities that are illegal.

Computer Crime Act of 2008, Ministry of ICT

- **Pornographic content:** any pornographic content, including that of children
- **Hacking:** illegal access to private computer data
- **Computer virus:** creating a process to damage someone's computer or information
- **False data:** sending data and hiding the source or forging computer data
- **Adapting photos:** changing or editing another person's online photos in a manner that causes harm to that individual

Child Protection Act of 2003, Ministry of Social Development and Human Security

- **Intentional harm:** sharing information on a child or the child's guardian, with the intention of causing harm

Family Violence Protection Act of 2008, Ministry of Social Development and Human Security

- **Privacy in domestic violence cases:** sharing information about a victim or offender in a domestic violence case

Prevention and Suppression of Prostitution Act of 1997

- **Prostitution:** prostitution, including children

Film and Video Act of 2008, The Office of National Culture, Ministry of Culture

- **Unsafe media and spaces:** protect children from unsafe places on the Internet as well as Internet and gaming cafés
- **Computer game rating:** computer games are classified by seven age ranges, highlighting games for players: (1) aged 3 and above (2) aged 6 and above (3) all ages (4) aged 13 and above (5) aged 15 and above (6) aged 18 and above (7) aged 20 and above (see Appendix 4 for more information).

Activity 1: Pass the Rock

Time: 15 minutes

Supplies: Five small rocks or other objects such as balls that can be held in the palm of your hand.

Objective: To raise awareness about working together as a team and the roles and responsibilities each of us play in building a safe and creative ICT environment.

Instructions

1. Ask participants to stand shoulder to shoulder in a tight circle.
2. Now ask everyone to cross their arms in front of themselves. Their palms should be touching their neighbours' palms.
3. Ask everyone to release their hands, clap, cross their arms and hold hands, clap, cross their arms and hold hands and so on. Continue this until everyone has the rhythm and is feeling comfortable.
4. Now introduce a rock into the rhythm. Explain to the participants that the rock is a young child from their community that they are all looking after. Have everyone watch as the rock is passed around the circle as people clap and release their hands.
5. After the rock has gone around the circle one full time without being dropped or the rhythm being interrupted, stop the game by holding onto the rock.
6. Allow participants some time to discuss and plan how to prevent the rock from falling down.
7. Start a second round and add one more rock, slowly increasing the number of rocks going around the circle.

Reflections

8. Discuss the activity with the group. Emphasize how they all worked together to support the rock (child). Ask them if there was anything they did to make it easier. If they counted or sang a song to help them keep the rhythm, relate this to communicating; if we all know what each other is doing, then we are better able to work together to support each other.
9. Building on what the participants learned from the activity, connect this to their day-to-day lives and the roles each person in a community plays to keep children safe and supported.

Key Learning Outcomes

- It takes time and practice to work well together, but when we listen, watch and support one another, we can achieve great things.
- Every member of the community has his/her own roles and responsibilities to play in supporting young people.
- When things go wrong (like dropping the rock), new plans need to be created and roles sometimes need to shift. It is important to be flexible and keep young people's best interests at the forefront.

Taking Action

- Ask participants to think about the roles they play in supporting younger children and their peers in their community around ICT. Write down five ways they can support younger children, their peers and themselves in using ICT safely.

Note: It is important that participants do not feel bad about dropping the rock or mixing up the rhythm. Be sure to be patient and supportive. Laugh with the group, especially when you mix things up.

Activity 2: Exploring Young People’s Use of ICT

Time: 1 hour

Supplies: Flip-chart, paper and markers

Objective: To understand how young people are using ICT at school, at home and in the community and identify possible benefits and risks.

Instructions

1. Invite young people to share how they use ICT. Ask them to share: *what type of ICT they use, where they use ICT, when they use ICT and for what purpose*. Ask them to share some of the feelings and emotions they have about ICT.
2. After the presentation, ask young people to name five of the most common ICT mediums they use. (For example: Internet, computer games, mobile phones, digital cameras, web cameras etc.)
3. Divide participants into five groups and assign each group one of the five different ICT mediums.
4. Provide each group with two pieces of paper. Ask them to write the name of the medium they are focusing on the top of both sheets of paper. On one paper under the medium, write “Benefits/Opportunities” and on the other piece of paper, under the medium, write “Risks”.
5. Give the group 5-10 minutes to brainstorm the benefits and risks for young people using this medium of ICT, writing these down on the two sheets of paper.
6. Then, ask the group to select a representative who will stay at their station with the papers. Ask everyone else to rotate to a new group. Participants are free to move to any group, but roughly the same number of people should be in each group.
7. Give 5-10 minutes and ask the groups to move again. Do this until everyone has visited all five groups. The representative from each group needs to stay at the station and should not rotate.
8. After everyone has had a chance to contribute to each group, ask each representative to give a short presentation on the benefits/opportunities and risks for their medium.
9. Using what you have learned in Section 1.3 Child Rights, Thai Laws and ICT, explain to young people about their rights according to the CRC and how this impacts their use of ICT.

Reflections

10. Ask the group if they learned anything new in the activity today.

Key Learning Outcomes

- Participants understand the many ICT mediums currently being used.
- Participants understand more about the benefits and risks of using these mediums and how this may impact their day-to-day lives.
- Participants learn about their rights, as they are related to ICT.

Taking Action

- Encourage young people to have discussions with their siblings, peers and parents about the Benefits, Opportunities and Risks of ICT, and young people's rights.

Module 2: Exploring ICT Risks and Building Protective Strategies

Overview

This module:

- Introduces some of the risks associated with ICT.
- Provides an overview of the risks and the protective strategies that young people can use to protect themselves and manage risk.
- Presents the risks associated with the Internet, with mobile phones and with games before moving to a discussion of general strategies for educators working with young people.
- Discusses the important issue of cyber bullying and preventative strategies.

This module seeks to equip you with tips, tools and guidelines for working with young people so that they can both recognize threats and know how to respond to them.

The activities in this module facilitate a deeper exploration of safe, risky and unsafe places on the Internet. Young people are asked to engage in role-play, developing skills to protect themselves against online predators and bullies. Young people then work with educators to build a safety plan they can implement in their daily lives.

Module 2: Exploring ICT Risks and Building Protective Strategies
Sections:
2.1 Online Risks
2.1.1 Sex, Sexuality and the Internet
2.1.2 Online Interpersonal Communication
2.1.3 Personal Information and the Right to Privacy
2.1.4 Legal Risks
2.1.5 Technical Risks
2.2 Mobile Phone Risks
2.3 Gaming Risks
2.4 General Protective Strategies for Educators
2.5 Cyber Bullying
Activities:
Activity 3: Red Light, Yellow Light, Green Light, GO!
Activity 4: Making Sure Your 'Friends' are Really Your Friends
Activity 5: Cyber Bullying
Activity 6: Building a Safety Plan

2.1 Online Risks

The Internet provides access to a wealth of information that can contribute to the development, education and creativity of children and youth. Yet there are risks associated with using this online space.

A risk that is consistent across any ICT is that of overuse and dependency. Educators should be mindful of the amount of time and energy that young people spend using ICT. Young people can be put at risk not only in engaging with existing online content but also when uploading their own content. Because there is no limit to the content that can be uploaded and no overseeing body to monitor what people do, it is crucial that you help young people develop discretion and sound judgment in the online environment.

Preventive, Protective and Risk Management Strategies

As an educator, you should strive to:

1. Work with young people to build an understanding that every Internet user is both a writer and a reader and that good judgment is required in doing both.
2. Ensure that children and youth are aware of the risks involved when posting information, comments, pictures or videos.
3. Monitor and make suggestions about proper and accurate sources of information online.
4. Keep a record of problems and event details (names of websites, chat room or email addresses, etc.).
5. Work with young people so that they understand that:
 - They have some (but not all) control in being exposed to inappropriate online content or behaviour.
 - They can and should stop doing whatever activity prompts a problem (close the browser, exit the chat room).

2.1.1 Sex, Sexuality and the Internet

Young people live in an increasingly sexualized world. Attitudes and behaviour around sex are shifting towards greater openness and increased expression of sexual desires and orientation. The Internet can be as a source of sound knowledge, useful resources and helpful information about sexuality – physical and emotional changes, changes in patterns of attraction, sexually transmitted diseases, birth control, etc. It can be a source of learning for young people about safe, responsible and healthy attitudes towards sexuality.

On the other hand, there is a lot of inappropriate sexual content that promotes negative, risky and even violent attitudes towards sexuality. A significant part of the online discussion around sexuality can be equally negative and unhealthy. Content that promotes prostitution or pornography, that degrades its subjects or that promotes sexual networks is not suitable for children and youth. It presents the risk of developing unrealistic, unhealthy, disrespectful and even violent attitudes towards sex and can further expose children and youth to inaccurate information and physical harm. Finally, some adults use the Internet to manipulate or coerce young people into engaging in unsafe sexual behaviour.

Educators play a key role in orienting young people towards creative, respectful and educational content dealing with sexuality. This knowledge better prepares children and youth to respond positively to risk in protecting themselves and their peers.

Preventive, Protective and Risk Management Strategies

As an educator, you should strive to:

1. Explain that risks around sexuality not only exist in real life, but that they are found online as well.
2. Understand children's and youth's reality and development.
3. Build trust with young people so they feel comfortable having important and meaningful conversations around sex and sexuality.
4. Explore not only feelings and sexuality, but also gender and sexual orientation.

Filtering and Blocking Websites

Installing software that filters or blocks certain websites from a computer is another means to mitigate online risk. Filtering software works by blacklisting web addresses (URLs) corresponding to websites deemed inappropriate. They are selected at the company's or consumer's (parent's) discretion. These programs can also filter websites by keywords, which can also apply to chat and email.

Given that no program can block or filter 100% of inappropriate content, and there is no guarantee that children and young people will only use an ICT device that has filtering software, it remains essential that children are encouraged and educated about how to use the Internet responsibly and safely.

2.1.2 Online Interpersonal Communication

The Internet is a powerful tool for interpersonal communication. It opens up many avenues for creative, educational and positive relationships. Yet there are risks involved when young people communicate online, particularly with people unknown to them. People's intentions are not always clear, and young people need to be empowered to recognize signs that an online conversation may be heading in a negative direction.

As an educator, you can work with children and youth so they can avoid being put at risk and react positively when they feel uneasy.

Preventive, Protective and Risk Management Strategies

As an educator, you should strive to:

1. Foster a sense of critical thinking in young people about the intentions of strangers online.
2. Promote understanding about the risk of trusting people online.
3. Work with young people to develop sound judgment in deciding whom to trust and engage with online.

4. Guide young people's optimism and curiosity towards cautious, positive and creative online communication.
5. Discuss the importance of:
 - Never providing personal information or contact information.
 - Never arranging to meet with strangers in person.
 - Stopping an online conversation as soon as it becomes uncomfortable.
 - Letting an adult they trust know about the conversation.

What is Spam?

Spam mail refers to random and unrequested emails generated through electronic systems. They are sent to large numbers of recipients. Most messages are of no use to the user. Besides being a nuisance, spam can also affect a recipient's privacy, particularly if the user responds to the email. Spam can be avoided or decreased by:

- Never responding to spam mail.
- Not leaving email addresses on public sites or chat rooms – if necessary, it is better to use the form: your name(at)hotmail(dot)com.
- Not posting other people's email addresses on websites.
- Using only reliable websites with adequate privacy protection.
- Reporting the ISP address of received spam mail so future spam can be blocked.

2.1.3. Personal Information and the Right to Privacy

Personal information refers to any information that can reveal a person's identity and/or confidential information. The more children and youth know about how to manage personal information, the better they can avoid risks associated with sensitive information. Personal information can be disseminated to online third parties through several means. A website may reveal or sell personal information, personal information may be hacked, it may be revealed in a chat or email conversation or it may be posted on public sites.

Every person has the freedom of expression and a right to privacy. While the Internet readily offers the freedom of personal expression, it can also compromise the right to privacy. Protecting one's privacy starts with taking precautions when handling personal information. A violation of someone's personal information amounts to a violation of his or her right to privacy.

Preventive, Protective and Risk Management Strategies

As an educator, you should strive to:

1. Work with young people to reach an understanding of what is private (vs. public) information and what kind of information is personal.
2. Promote the responsible use of their own personal information and understand the value of privacy.
3. Foster respect for other people's personal information and privacy.

2.1.4. Legal Risks

Some online uses and behaviour are illegal. Sometimes, a user is not even aware that a certain activity constitutes a crime. Some examples of potentially illegal uses include:

- Downloading or promoting copyrighted content (a simple download can violate copyright and intellectual property rights).
- Buying or selling certain products online.
- Posting libelous, slanderous or fraudulent content.
- Online computer hacking.
- *Phishing*: a form of fraud that occurs with online credit card transactions (often through emails or advertisements requesting information).
- Sharing sexual images of yourself or young people.

It is crucial for educators to be well informed about the legality of various online uses, and to channel this awareness to young people and mitigate the risk of becoming the perpetrators or victims of illegal offences online.

Preventive, Protective and Risk Management Strategies

As an educator, you should strive to:

1. Encourage young people to be mindful of the language they use online and whether it could be harmful to others.
2. Encourage young people to see the online world as a public space that requires the same level of responsible citizen engagement as other public spaces in their community.
3. Ensure that young people understand that, just as in real life, there are real consequences for disrespectful use.
4. Ensure that the websites young people are using are legitimate and secure.
5. Discourage the use of pirated products and downloads.
6. Foster recognition of and respect for copyrighted material.

2.1.5. Technical Risks

There are risks stemming from the technical system and the vast network of computers, programs and users that comprise the Internet. Many types of programs and software – referred to as “malware” (malicious software) – can have negative impacts on a computer system’s ability to function properly. Impacts range from slower operating speeds to complete system shutdown or “crash”.

Educators should have a solid grasp of the technological limitations and vulnerabilities of computer systems, particularly when connecting to the Internet. You can play an integral role in protecting young people (and the technology they use) from these risks.

Preventive, Protective and Risk Management Strategies

As an educator, you should strive to:

1. Train young people to recognize signs that a computer might be infected by malicious software. For example:
 - Long boot times for systems and programs
 - Changes (in size, date, toolbars, etc.) that occur automatically
 - Pop-up windows that appear without warning or cause
 - Problems with technical functions (sound, keyboard, etc.)
 - Disappearing data, files or programs
 - A computer starting or shutting down automatically.

2. Communicate the value of protecting a system with anti-virus software and anti-spyware.
3. Work with young people so they know how to protect computers from the malware (installing anti-virus, anti-spyware, firewall, etc.)
4. Foster a sense of responsibility and diligence among young people with respect to taking the following precautions:
 - Check the computer regularly for abnormal functioning.
 - Avoid using devices (discs, thumb drives) when it is unclear where they are from or to whom they belong.
 - Scan devices before use.
 - Back up files regularly.

More on Malware:

- **Virus:** a program that copies itself and can spread from one computer to another computer.
- **Worm:** a program that works independently without attaching itself to another program and that can replicate itself and spread through a network.
- **Trojan horse:** a program that performs normal functions as well as other (malicious) functions, hidden to the user.
- **Spyware:** programs that collect information about the user without the user's knowledge.
- **Adware:** a software program that automatically displays or downloads advertisements.

2.2. Mobile Phone Risks

Mobile phones are increasingly popular and come with risks that educators need to consider when working with children and youth. You can raise young people's awareness of risks and increase their understanding of how to protect themselves.

Preventive, Protective and Risk Management Strategies

As an educator, you should strive to:

1. Encourage young people to choose mobile phones and service packages together with parents or guardians.
2. Foster mindfulness about expected use and affordability.
3. Promote an understanding of the health risks associated with mobile phones (phones generate electromagnetic waves that can cause headaches, nausea, amnesia, insomnia, cancer, etc.)
4. Encourage young people to use mobile phones sparingly and only when necessary.
5. Ensure that young people avoid giving a phone number or talking on the phone to strangers.
6. Ensure that young people can recognize when they are being "groomed" or lured into an unsafe situation by someone.
7. Discuss the fact that there is no system for screening, filtering or censoring data transmitted through mobile phones and the implications of this.

8. Foster awareness that the same inappropriate information that is accessible online is also accessible on mobile phones.

2.3. Gaming Risks

As with the Internet and mobile phones, video and computer games carry the risk of drawing young people into patterns of excessive use and dependency, which can have negative physical, psychological and social consequences. Physical consequences may include disruptions in eating and sleeping patterns, headaches and visual impairments. Psychological consequences include obsession, dependency and mood instability. Social consequences can include a lack of interest in other activities or in people, and a stress on personal relationships and engagements.

The following can be symptoms of game overuse and/or dependency:

- Constant thinking or talking about games
- Feeling a constant desire to play games
- Frustration when asked to stop playing
- Playing games as a way to avoid problems
- Lying to friends and family about playing

Although computer games can support the development of creativity and cognitive skills, many games are based on content that have the opposite effect. Games that promote violence, misogyny, racism and competition have negative impacts on young people's development, opinions, attitudes and beliefs. You can help equip young people to make responsible decisions around which games to play and how often to play.

Preventive, Protective and Risk Management Strategies

As an educator, you should strive to:

1. Ensure that a game's content is age-appropriate (see Appendix 4).
2. Encourage young people to monitor their daily game playtime, aiming to play no more than one to two hours daily.
3. Raise awareness about game overuse and dependency and ensure young people understand and recognize the symptoms (see Appendix 5).
4. Work with young people and their networks to ensure that they are sufficiently busy with other creative outlets.
5. Support young people in their efforts to reduce or minimize the amount of game playtime by:
 - Understanding their situation (isolation, boredom, loneliness, peer pressure) and their reasons for playing
 - Invest in personal relationships with young people
 - Providing opportunity for sports and recreation offline
 - Providing positive reinforcements for achievements made offline

2.4. General Strategies for Working with Young People

The following is a list of general guidelines for you to keep in mind as an educator working to make young people resilient against online risks. These do not necessarily apply to a

specific type of risk; rather, they are broad strategies that contribute to a positive approach to working with young people and develop the skills to maximize opportunities and benefits from ICT.

Talking to young people

1. **Foster young people's trust**, so they are comfortable talking to guardians, teachers or parents if they feel uncomfortable or unsure about activity on ICT.
2. **Establish open communication lines** with children so that they feel free to come to you with questions or concerns. Foster open and honest conversations about what children can expect from ICT and how they can react.
3. **Listen to young people's opinions, ideas and attitudes**, and use the opportunity to clarify positive from negative attitudes, acceptable from unacceptable behaviour and healthy from unhealthy practices.
4. **Encourage online and offline communication** with family and friends, and monitor and limit communication with people children do not know.
5. **Talk with young people about appropriate posts online**: what information, video and audio clips are OK to share and those that might compromise themselves or others. Remind young people that the online environment is real and their actions have real impacts and consequences.

Learning with young people

6. **Learn what young people are doing online**. Talk with young people about their use of ICT, and take interest in what they spend their time doing. Who do they talk to? What are their favorite websites? What chat rooms do they visit? What games do they play?
7. **Ask to play a game with a child** so that you can see what they are doing. Monitor the time they spend on these games, and talk about benefits and risks.
8. **Learn from young people!** Children may have good information to teach you about how to use the Internet or other technology. Have fun learning and exploring.
9. **Emphasize education**. Encourage young people to spend time accessing educational websites or following positive interests that benefit their community.
10. **Emphasize community**. Build on young people's talents and capacities with ICT by engaging them in positive community development work, such as teaching ICT to adults and the elderly.
11. **Leverage curiosity**. Foster good judgment and creative strategies with young people about how they can use their curiosity safely and positively.

Working with young people

12. **Ensure offline activities**. Ensure that young people are enjoying and spending time in offline activities, unconnected from mobile phones and the Internet, such as sports, music or cultural activities.
13. **Reinforce offline activities**, pointing out the benefits of physical activity and socializing in person.
14. **Create an ICT budget**. Create a budget with young people and determine the costs per month that are acceptable for Internet, games, talk time etc. Discuss how these costs will be covered. Check in regularly to make sure everyone is on budget.

15. **Set guidelines together.** Agree on the amount of time it is ok to spend engaging in the activities they enjoy, such as gaming, mobile phone use and surfing the Internet.
16. **Encourage peer-to-peer support for positive ICT use.** Young people are often most influenced by their peers.
17. **Positive reinforcement.** Provide young people with supportive words and encouragement when they are following the plan or doing things well.

Setting the stage with young people

1. **Locate ICT in a common or family room.** If there is a computer or gaming devices at home, set up it up in a common room, rather than the bedroom, so that parents can monitor the child's activities online.
2. **Limit the amount of time spent online.** Limit the frequency and length of use to help prevent exposure to risk and the development of online dependency or overuse.
3. **Lead by example.**

2.5 Cyber Bullying

What is Cyber Bullying?

Cyber bullying is the use of ICT by a young person to harass, embarrass, threaten or torment another young person. Cyber bullying is rarely a one-time thing and is often done repeatedly. Young people can cyber bully:

- directly, by sending texts, emails or posting themselves,
- by conducting these acts anonymously or
- conducting these acts through someone else's account.

Young people can fluctuate between being victims to being bullies themselves, so it is important for young people to understand how to recognize inappropriate behaviour and make the necessary changes.

With young people's rising use of ICT, cyber bullying has become an increasing problem, and young people around the world are suffering. Cyber bullying is serious – the effects can range from feelings of low-self esteem, alienation and loneliness, to young people taking violent action or even taking their own life. It is very important for educators, parents and young people to work together to prevent this behaviour and take action when it occurs.

Tips for Preventing Cyber Bullying

To help prevent cyber bullying, encourage young people to follow these steps:

- Remember to be careful who you share your personal information with.
- Before responding to anything that makes you feel upset, take five deep breaths.
- Understand the consequences for other young people. Imagine what it would feel like to receive the message you are about to send. If you would not like to receive it, don't send it.

- Understand the consequences for yourself. Cyber bullying is illegal, and the police and other authorities can get involved if an issue is reported. Many websites monitor for cyber bullying.
- If someone sends you a hurtful message:
 - Do not reply to the message. This is what the bully wants.
 - Save the message(s).
 - Inform a trusted adult (parent, teacher, police).
- There are ways to block callers and “friends” on social networking sites. Contact the Internet service provider or cell phone company to find out how.
- If you see one of your friends cyber bullying another young person, tell them it is not ok!
- Talk with your peers about cyber bullying. It is very common, and young people should work together with parents and educators to monitor bullying and help put an end to it.

Educators need to reinforce that cyber bullying is not acceptable. You need to be firm and clear when speaking with young people that this behaviour will not be tolerated. Educators and parents need to set up clear lines of communication, notifying one another when bullying is occurring and working together with young people to end it.

Young people who are being bullied need to understand that there is NOTHING wrong with them. Bullies often need help to deal with their own problems. This can often be a sign of deeper troubles and attention should be given to help young people who are acting as bullies as well as to young people who are victims.

Activity 3: Red Light, Yellow Light, Green Light, GO!

Time: 1 hour

Supplies: Flip-chart, paper and coloured markers

Objective: To navigate the Internet safely and protect your personal information.

Instructions

1. The Internet is often called the information super-highway. Using this metaphor, ask young people to imagine that they are travelling down the Internet super-highway. They are moving fast and there are a lot of new opportunities opening up around them. There are no stop signs or warnings of danger on the Internet, so we need to develop our own ways to make sure we are driving safely!
2. Ask the young people to close their eyes and visualize the Internet as a super-highway, with themselves driving a car through all of the places they often go on the Internet. Think about the places they “drive to” or visit most often, the places where they go only sometimes and some of the places where they get lost.
3. Now ask them to imagine if there were traffic lights to tell them that:
 - **Green:** safe places
 - **Yellow:** places to be cautious
 - **Red:** risky/unsafe places

4. Ask them to open their eyes, and break into three groups: a group for green, yellow and red.
5. Hand out paper and markers and ask them to write their colour on the top of their sheet. Then ask them to write down the places on the Internet super-highway that match their colour and ask them to think about *why* they are writing it on their sheet.
6. Give the young people 15-20 minutes to talk through the places online that are green, yellow and red – and why.
7. Then prompt them with a few questions:
 - Social networks: what places are green, yellow or red?
 - Your personal information: what is green, yellow and red? (What is it safe to share and what needs to be protected?)
 - Online games: what places are green, yellow or red?
 - Emailing and texting: what places are green, yellow or red?
8. Ask each group to come up to the front and present their findings. When they are finished, ask if other participants have other ideas they would like to add.
9. Draw from your own learning in Module 2, making sure young people have highlighted all of the main themes covered in this module.

Reflections

10. Ask young people to think about what they learned today and how this will impact their behaviour on the Internet.

Key Learning Outcomes

- Young people collectively identify the safe places, potentially risky places and unsafe places online.
- Young people understand the major ICT risks and prevention strategies.

Taking Action

- In your classroom, work with young people to draw a large traffic light and right down some of the main points from your discussion around each colour. Keep it posted as a constant reminder to young people to drive the Internet super-highway safely.

Activity 4: Making sure your “Friends” are really your Friends

Time: 1 hour

Supplies: Print out the role-play scenarios to hand out to the young people (optional).

Objective: To develop strategies to assess risks associated with strangers on the Internet, and to prevent harm.

Instructions

1. Ask the group to split into pairs, one person playing the role of the child and one person playing the role of the online predator.

2. Explain the following case scenario to the group: a child joins a new social networking website and is sent a friend request from a person whose photo is a cartoon and whose name they don't know.
3. Give them the following information about their roles, and explain that they have 10 minutes for their role play:
 - **Child:** You are a trusting young person who does not have a lot of support at home, feels lonely and needs attention.
 - **Predator:** You are a savvy adult who understands what children's interests are and how to make young people feel special. You want to eventually have sexual chats with this young person, but you have patience to build the relationship.
4. Now, ask the participants to stay in the same group but change roles, so the predator is now the child and the child is now the predator. Explain the following:
 - **Child:** You have received information at school about online predators and you talk to your parents regularly about what you are doing online. You are weary of people you do not know online.
 - **Predator:** (Same as before) You are a savvy adult who understands what children's interests are and how to make young people feel special. You want to eventually have sexual chats with this young person, but you have patience to build the relationship.
5. After the group has had another 10 minutes for the second role play, ask everyone to come together for a group discussion.
6. Ask the participants who played children in the first round to explain what went wrong. Ask the participants who played children in the second group to explain what they did to protect themselves. Discuss.

Reflections

7. Discuss the strategies children can use to prevent and protect themselves from online abusers.
8. Ask participants to name specific personal information that young people should not share online and specific things young people can do. Provide additional information from Module 2.
9. Discuss strategies adults can use to help young people protect themselves from abuse.

Key Learning Outcomes

- Young people realize how easy it is for predators to connect with young people online.
- Young people learn prevention strategies when using the Internet.
- Young people learn protection strategies for adults working with young people.

Taking Action

- Talk with young people about strategies they use to protect themselves from online abusers. Start by asking them what they would do in the situation. Add to their thoughts with your own ideas of how they can protect themselves. Be supportive of their ideas, and arrange ways for them to get support from adults or older peers in their lives.

Activity 5: Cyber Bullying

Time: 1 hour

Supplies: Print out the role-play scenarios to hand out to the young people (optional).

Objective: To enable young people to recognize what cyber bullying and harassment looks like, and develop a skills to stop it.

Instructions

1. Explain to young people what cyber bullying is, referring to Section 2.5.
2. Divide the group into three small groups, giving each group one of the following scenarios¹⁷ to read and discuss:
 - a. Two female sixth graders, Katie and Sarah, are exchanging malicious instant messages back and forth because of a misunderstanding involving a boy named Jacob. The statements escalate in viciousness from trivial name calling to very cruel and inflammatory statements, including death threats.
 - b. Chester, a tall, skinny teenager who excels in math and science classes, feels embarrassed when he has to change into gym clothes in the boy's locker room at school because he lacks muscularity and size. Other, more athletic and well-built teens notice Chester's shyness and decide to exploit it. With their camera-enabled cellular phones, they covertly take pictures of Chester without his shirt on and in his underwear. These pictures are then circulated among the rest of the students via cell phone. Soon enough, boys and girls are pointing, snickering and laughing at Chester as he walks down the school hallways. He overhears comments such as "Chicken Legs" and "Stick Boy". These words cut him deeply, and the perception that his classmates have of him begins to affect his math and science grades.
 - c. Casey loves playing video games on his computer, especially those that allow you to link up to and compete with other players around the world through the Internet. He recently met one teenager in Russia named Boris while playing video games online, and they became fast friends because both enjoyed and excelled at one particular game. Together, they became almost unbeatable whenever they competed as a team against other teams online. At some point, though, Casey told Boris he had found a better gaming partner and didn't want to play with Boris anymore. Boris was outraged that he was being "dumped" as a gaming partner for someone else, and he began to tell other people on the gaming network that Casey "sucked" at all video games and that no one should ever be his partner unless they wanted to lose. Soon after these statements started circulating, Casey's new gaming partner dumped him, and everyone else on the network treated him like an outcast. Since the video game he loved so much could only be played with a partner, Casey was no longer able to play and felt totally rejected on the Internet (which had been a safe haven for

¹⁷ Adapted from: Hinduja, S. and Patchin, J. W. (2009). *Bullying Beyond the School Yard: Preventing and Responding to Cyber Bullying*. Cyber Bullying Research Centre.

him). When coupled with recollections of other instances of rejection in his life, this experience began to make Casey feel completely hopeless. He then started to express suicidal intentions to his sister.

3. Ask each group to discuss the following questions about their scenarios:
 - Is there cyber bullying in this story? If so, describe what it is.
 - What could the young person being bullied do to stop this from happening to them?
 - Who would they report cyber bullying to?
 - What could be done to help the bully change his/her behaviour?
4. Bring the large group back together, and encourage each group to share their story and what they discussed.

Reflections

5. Ask young people if they see cyber bullying happening around them.
6. If they do, ask them what they can do together to make sure everyone feels safe with ICT.

Key Learning Outcomes

- Young people understand what cyber bullying is.
- Young people understand how they can prevent cyber bullying.

Taking Action

- Encourage young people to develop strategies to support one another to prevent cyber bullying.
- If others in school are not aware of the issue, raise awareness about prevention.
- Ask young people to talk with their parents about cyber bullying and develop a plan, in case this situation ever happens to them or their peers.

Activity 6: Building a Safety Plan

Time: 1.5 hour

Supplies: Flip-chart, paper and markers

Objective: To develop a proactive safety plan for young people, considering the online environment, ICT devices and offline environment in Internet and gaming cafés.

Instructions:

1. Now that you have had a chance to explore some of the challenges and risks associated with ICT, it is time to develop a Safety Plan that young people can use at home, at school or in the community.
2. Post a flip-chart paper at the front of the room and ask young people to brainstorm about who are the people, resources, places or things that help them feel safe when they are using ICT. Write up the names of these people/things on the flip-chart and include **why** this person/thing helps young people feel safe. For example:
 - The man who runs the gaming café near school, because he makes sure that we are safe when we leave the café at night.

- The filtering program on the school computers, because it blocks out some of the bad websites.
 - My mom, because she always asks what I am doing online.
 - My friends, because we can talk to each other about problems.
 - Myself, because I know what “dangers” to look for on the Internet.
3. On a second flip-chart paper, ask young people what they will do to help themselves stay safe and write this down. For example:
 - I won't share my full name and personal contact details online.
 - I will not share my photos or my friends' photos with people we do not know.
 - I will tell a teacher or respected adult if someone I do not know approaches me online and makes me feel uncomfortable.
 4. Once you have a good list of who and what makes young people feel safe and why, ask young people if there are issues (refer to the yellow and red light issues) that are not being addressed by their support people or resources.
 5. On a third flip-chart paper, write down young people's responses. Are there ways that they feel unsafe, that they do not have a person or a resource to help them feel protected? For example:
 - There needs to be a designated teacher or counselor at school who we can report problems to about ICT issues.
 - I want to learn more skills about stopping cyber bullying.
 - My parents need to learn more about ICT, so they can help me stay protected.
 6. Brainstorm with young people ways that you can work together to address these gaps in protection. Are there people to talk to or things they can do to fill these gaps?
 7. Tell the young people that you will write up all of the information into a Safety Plan and present it back to them next time you meet.

Reflections

8. Ask young people if they learned anything new today and what they will take away from this activity.

Key Learning Outcomes

- Young people identify key resources that help protect young people, including other peers or adults, resources or places as well as their own behaviours.
- Young people identify gaps in their protection that need to be filled.

Taking Action

- After the activity, rewrite the first two flip-charts into a Safety Plan and post it in your classroom.
- Keep the third flip-chart, focusing on gaps. Present this at parent-teacher meetings or staff meetings, exploring ways to fill the gaps. You may want to refer to this again in Activity 8.

Module 3: Exploring Opportunities for Creativity and Positive Social Change through ICT

Overview

In this module:

- You will learn about exciting opportunities for young people in ICT including e-democracy and activism, social mobilization and communication, culture, youth entrepreneurship and economic development, and education.
- Innovative examples of young people's work in Thailand are shared to inspire.

The activities in this module encourage young people to explore the deeper opportunities that exist within ICT locally and globally for positive social change, and set them up to develop their own project to create the change they want to see.

Module 3: Exploring Opportunities for Creativity and Positive Social Change through ICT

Sections:

3.1 New Opportunities through ICT: A Changing Global Landscape

3.1.2 Supporting Young People's Creativity through ICT

3.2 Thai Young People Maximizing the Potential of ICT

Activities:

Activity 7: Exploring Opportunities in ICT

Activity 8: Creating ICT Projects with Young People (Optional)

3.1 New Opportunities through ICT: A Changing Global Landscape

Young people's energy and enthusiasm is leading to creative shifts in the world, as young people apply their skills and knowledge to complex issues. ICT is a crucial tool in young people's empowerment, enabling them to connect with one another, express themselves, build their skills through education and communication, and take action.¹⁸ Young people are finding power in meeting like-minded individuals all over the world, sharing their opinions and perspectives. This is changing the very fabric of social and political culture, and the world as we know it. Here are a few examples.

E-democracy, Community and Global Activism

Using ICT in political and governance processes has opened up a whole new way for a broader and more active group of people to be involved. These participatory processes facilitated by ICT are referred to as e-democracy. Young people are actively participating in community, national and international efforts to affect change politically and socially as well as with the environment and economic issues. Young people who are part of minority groups or special interest groups such as youth with disabilities or stateless youth are now able to connect with like-minded individuals around the world, learning from one another and working together for positive change.

Social Mobilization and Communication

ICT and social media have transformed traditional communication strategies, making communications interactive, up-to-date and borderless. Young people are using ICT as a means for social mobilization, engaging large groups of people in issues and in ways that they were not typically engaged. This ability to mobilize thousands of people on a moment's notice has political and social impacts. Young people are the architects of much of this change.

Culture

Music, dance, poetry, writing and stories, the traditional backbones of culture, were historically available only face-to-face or in books and videos. Now young people can participate, share and create culture in ways never before possible. Young people who are marginalized from their ethnic groups are able to learn language and culture online, and communicate with one another. Building music together, writing stories and poetry, young people are able to develop their own abilities while also sharing with a much broader audience.

Youth Entrepreneurship and Economic Development

Young people are key partners in eradicating poverty, reaching environmental sustainability and meeting local and global needs. ICT opens up new opportunities for young people to be creatively involved in entrepreneurship and sustainable economic development. Drawing from young people's unique skill sets and knowledge of their own interests and needs, young people are important partners in development and growth.

¹⁸ GIAD Committee of Youth Leaders, TakingIT Global and Youth Unit of Organisation Internationale de la Francophonie. (2009). *A Digital Shift: Youth and ICT for Development Best Practices*. New York, NY: United Nations.

Education

ICT opens up a world of educational opportunities on countless topics and through a variety of means, enabling young people to access information, build skills and connect with mentors in a manner not previously seen. Young people are taking control over their learning by researching areas of interest and joining active groups and networks. Young people in remote areas now have access to education like never before, increasing opportunities for these young people, and bridging rural and urban divides.

3.1.2 Supporting Young People's Creativity through ICT

Young people are partners in understanding and generating new and creative ways to use ICT to address real world issues. Adults and young people together can harness young people's enthusiasm and expertise in ICT and adults' experience and knowledge to find creative solutions to the world's problems.

Young people have an ease and level of comfort with ICT that far surpasses adults, shifting power dynamics and opening new opportunities for young people and adults to work in partnership.

Creative ICT use can have a positive impact on young people's development. For example:

- Development of creative capabilities, knowledge and skills
- Inspiration from peers using ICT creatively, information and tool sharing

According to the 2010 "Because I am a Girl" report, there are seven specific reasons why ICT is important for girls. Many of these reasons can also be seen as important for boys:

1. To keep in touch with others, which reduces their isolation
2. To further their education and acquire new skills
3. To take an active part in their communities and countries
4. To have the skills to find work
5. To build specific skills and knowledge on subjects they might otherwise not know about, such as HIV and AIDS
6. Because evidence has shown that learning to use these technologies can build self-esteem
7. In order to keep safe

3.2 Thai Young People Maximizing the Potential of ICT

Young people are engaged in some exciting activities across Thailand, making use of the potential of ICT to create positive change. Working together in teams, with the help of supportive adults, young people are building new skills as they change the world around them. Here are some exciting case studies from Thailand.

E-democracy, Community and Global Activism

As part of Plan Thailand's child protection program, film production training was offered in Santikeeree School in Chiangrai. One of the young participants, Amporn Saeliew, produced a movie with her friends called "Unreachable road." This short film tells the story of a mother from an ethnic minority group who has travelled very far from her home to a government office to contact for her daughter's document for higher education. The mother is treated very poorly by the official, ignored her the whole day without any assistance.

This film was shown in Plan's statelessness campaign and acknowledged by the Governor of Chiangrai province. The governor also showed the film to his staff and asked them to remove discrimination from public service. Inspired by the reception to her film, Amporn furthered her education at the Communication Faculty at Chiangmai University. She became a youth leader, educating people about statelessness and ethnic minorities. She has received provincial and national awards for being an outstanding youth.

Amporn's story shows the power of young people's ideas and enthusiasm. When Amporn was given training, support and ICT tools, she was able to create positive change for ethnic minorities in her community, province and across Thailand.

Social Mobilization and Communication

In 2007, 20 children from four schools in Patalung Province formed the Thalabua Press and named themselves "white media". With the support of the Thai Health Foundation and Ministry of Social Development and Human Security, the young people decided to focus a campaign on healthy living. They produce a monthly newsletter in their communities to encourage people to stop drinking, smoking and gambling. They have also developed a radio program for schools and for community radio stations.

The Thalabua Press group has also developed a child-led news site www.thalabua.com. In 2008, the Public Media Foundation and the Mirror Foundation supported an ICT skills development program focused on youth media. Calling themselves civil reporters, young people have used the website as a large classroom, linking teachers, parents, community members and the outside world. The children are reporting on natural and community resources and local wisdom to increase understanding on preservation of the environment.

Both examples highlight young people using ICT to report on issues important to them, raising awareness in the broader community and calling for behaviour change.

Culture

Youth groups from four regions in Thailand started a cultural website called *Seubsan*, meaning "to continue" (www.seubsan.net). Working together, young people posted local cultural information on the website as a platform for exchanging ideas and activities across regions. They worked together with the idea that "learning about our roots, knowing our community and designing our own way of life". Young people are learning about different local histories, cultures, wisdom, resources and traditional ways of life.

Youth groups in the four regions were profiled, informing young people of activities taking place in each area and inviting their participation. For example, a Buddhist monk in Chiangmai province promoted the traditional instruments and cultural dances in his region. Since 1994, the monk has worked with young people in his community, teaching traditional music and dance, and connecting various cultural groups in the area. By learning their culture, young people have gained self-confidence, become youth leaders, and are now teaching these skills to others. They practice their skills at the temple and perform in the community, keeping traditional dance and music alive. These 200 young people and their 50 youth leaders are also participating in exchanges with other ASEAN youth.

The *Seubsan* website is a fantastic example of showcasing offline activities online to build relationships and shared understanding across Thailand. Not only are young people benefiting from participating in their own culture in their daily lives, but they are also sharing this with thousands of other youth through ICT.

Youth Entrepreneurship and Economic Development

At the age of 16, Peerapat Nannararat, gathered a team of five boys to create a game for Thailand's national game development competition. Working over lunch and after class for six months in the school's computer lab, they developed a game to solve the global warming problem called "confuse way" game.

This is a three-dimensional game, where the player takes the role as a hero from the future who rescues the world by using a gun shooting at the "Carbon trooper". At a national competition, the team learned that the use of guns resulted in the game being classified as a violent game and they therefore lost points in the competition. Peerapat and his friends learnt from this experience, and now Peerapat is a leader for the ICT camp teaching young people about game development.

In this example, ICT was used as a way to educate young people about a key global issue. Young people learned valuable lessons through their experience and have gone on to develop their careers in this area.

Education

18 children from six schools in Chiangrai were selected to attend a month-long ICT training by Mirror Foundation and Plan International focused on using ICT for development. Children received training on child rights, development and ICT, and decided that for their own project they wanted to focus on the issue of statelessness. They brainstormed on a theme and a name for their website to promote understanding on the issue of statelessness, while bringing smiles and a sense of freedom and creativity to young people, regardless their ethnicity or culture. They developed www.dekyim.org (*dekyim* is the Thai word for "smile kid").

This was a fantastic month for these young people, and they gained many skills in development, children's rights and ICT. By educating this small group of young people, they were able to leverage ICT to educate thousands of their peers on the issues that were important to them. Unfortunately, now that they have returned to their homes they no

longer have regular access to computers and the Internet, so it is difficult for them to maintain the website. This highlights the challenge of access to ICT that exists for many young people in Thailand.

Activity 7: Exploring Opportunities in ICT

Time: 1 hour

Supplies: Flip-chart, paper and markers and printed copies of the case studies from Section 3.2.

Objective: To explore the roles of young people in the safe and creative use of ICT for personal and community development.

Instructions

1. Explore the case studies provided in Section 3.2 Thai Young People Maximizing the Use of ICT. Explain that these case studies are true stories about groups of children and adults working together to improve young people's safe and creative use of ICT. (Hand out printed copies of the case studies to the participants.)
2. Divide participants into five groups. Each group will be responsible for exploring one case study:
 - Group 1: E-democracy, Community and Global Activism
 - Group 2: Social Mobilization and Communication
 - Group 3: Culture
 - Group 4: Youth Entrepreneurship & Economic development
 - Group 5: Education
3. Ask participants to analyze what the young people, with support of helpful adults, were able to achieve.
4. Ask them to identify some of the potential benefits of the young people's projects. Ask a volunteer from each group to record the answers on a piece of paper.
5. Hand out a second piece of paper and ask the group to discuss some of the resources and support that might have been required in order for young people to be successful. Think about:
 - **Human resources-** children, teachers, parents and communities who may have played a role
 - **Space/location-** schools, game café, community IT centers, online spaces for presentations
 - **ICT resources-** computers, software, Internet connections
6. Ask each group to share their case study and then present their findings around the benefits and needs required for the young people to be successful in their ICT projects. Add in any points that might have been missed.

Reflections

7. Ask the group to discuss what role adults/teachers can play in supporting young people to take initiative.
8. Did they learn anything new today about ways to support young people with ICT?

Key Learning Outcomes

- Young people learn about peers taking positive steps for personal and community development with the help of ICT.
- Young people explore the benefits of these youth-led projects and the resources required to make them a reality.

Taking Action

- Ask young people to think of a project they could lead related to ICT and personal and community development.

Activity 8: Creating ICT Projects with Young People¹⁹ (Optional)

Time: 1.5 hours, as well as additional hours for implementing the project

Materials: Flipchart, paper and markers

Objective: To build child- and youth-led ICT projects, including identifying objectives, timelines, and roles and responsibilities.

Instructions

1. Explain to young people that the next step is to take everything you have explored and learned together and build a project. The project that young people develop should address an issue or challenge they have discussed or build on an opportunity or strength (or both!). This project will be led by young people, with the help of supportive adults.
2. Facilitate a discussion about what young people would like to focus their energy on. Encourage them to think about how they can make a positive contribution to their peers, family, community or even the world. Encourage young people to draw from their strengths and interests when deciding what “priority” to focus on. Remember the priority is either a challenge/issue with ICT that young people want to address or an opportunity/strength with ICT that young people want to build on.
3. Facilitate a discussion using the following key steps. Capture the discussion on flip-chart paper:
 - a. **Priority:** Write down what it is.
 - b. **What do young people want to do?** Clearly articulate what it is young people want to do.
 - c. **Why do young people want to do this?** State the purpose or main objective.
 - d. **Who** would this involve? List all of the people that would be involved - either in implementing, receiving or partnering in the project. These can be categories of people (for example: café owners, peers, parents) or organizations/companies. Think of groups or people you haven’t worked

¹⁹

Adapted from: Currie, V. & Heykoop, C. (2011). *Circle of Rights: Intentional Planning for Social Change Manual*. Victoria, BC: International Institute for Child Rights and Development.

with before.

- e. **What resources** will young people need? What are young people going to need to do this activity? (human, financial, other)
 - f. **Where and when** would the project be implemented?
 - g. What are the different **steps** involved in this project and what kind of **timeline** would it follow?
 - h. Are there any **obstacles** young people will face in unrolling this project – internal (Example: Lack of time to engage in the activity) or external (Example: lack of ICT tools).
4. Let the young people know that you will put this information down in the Project Form (see Appendix 8), and bring this back to them at the next meeting.
 5. Set up a time to meet with them to review the Project Form, confirm activities and start to implement activities.
 6. Following the meeting, be sure to work to incorporate all points into the Project Form'.

Is this project SMART?

- Is it **S**pecific?
- Is it **M**easurable?
- Is it **A**chievable?
- Is it **R**ealistic?
- Is it **T**imebound

Reflections:

9. Ask young people how they feel about their project. What are they most excited about?

Key Learning Outcomes

- Young people learn project planning, development and implementation skills.
- Young people learn teambuilding skills.
- Young people take their ideas and principles into the broader world and strive to create positive change, learning through challenge and success.

Taking Action

- Encourage young people to think on their own time about how they can draw from the current resources at their disposal to make the project a success.
- The implementation of the project takes time and energy! Schedule regular meetings with young people to make sure that you are working together as a team to ensure the project is a success!

Post-test

Administer the following test to young people after all of the activities are completed, to get an understanding of what they understand about ICT. If young people do not score well on the Post-test, re-examine the content in the curriculum and the method of delivery (reflecting on why the young people did not understand the lesson). Then design a follow up training to fill in the gaps.

Please complete the following quiz to the best of your ability:

9. What does ICT stand for?
10. Name three benefits of cell phones
11. Name three risks of using the Internet
12. How can you protect your personal information on the Internet?
13. How can you make sure your online “friends” are really your friends?
14. What can you do to prevent cyber bullying?
15. How can parents and teachers help you to use ICT safely?
16. What are two ways you can use websites and cell phones to express your creativity?

V. Appendices

Appendix 1: Basic Information about ICT

The Internet

The Internet facilitates data transmission and communication with few time and space limitations. It requires connecting to communication networks and then data can be shared in many forms: messages, images, motion pictures and sound.

Facts about the Internet

- Thai teenagers spend approximately 3.1 hours/week on a computer (less than the 5.7 hours/week watching television).
- Online activities include email, online chat, web boards, social networking (for example: Hi5, Facebook) playing games through social network sites.
- ICT use for learning purposes has increased but remains less popular than entertainment use. Reasons for this could be a lack of guidance or role modeling, and a lack of supportive systems and creative environments for ICT use. Adults can take an active role in organizing ICT learning and capability processes for children and youths.

Examples of popular ICT activities:

1. Taking digital photos to make photo albums, recording video clips on mobile phones and disseminating them through online social networks
2. Creating e-cards to send to friends
3. Playing games on cell phones or online.
4. Downloading songs in MP3 digital format, which can be played on a computer.
5. Sending emails to friends with jokes, funny video clips or bits of knowledge.
6. Using online services such as memberships to get services (e.g., applying for a volunteer position).
7. Creating and managing a website or weblog (blog).
8. Searching for new knowledge about online services, such as encyclopedias, digital libraries, virtual museums, articles, hobbies or crafts.
9. Exploring cyberspace by using search engines.

Computer Games

“Game” in this curriculum means computer games and online games. Computer games originated from video games, which have been around for at least 40 years. Games are classified into several categories: game machines (such as Playstation), portable games (such as Nintendo DS, PSP), computer games, online games, games on mobile phones, arcade games (such as coin-operated entertainment machine), etc. There are also several types of playing themes: action, adventure, planning and strategy, simulation and role-play games.

Games are developed to meet many basic human needs. Games can rely on trial and error (we can reset the game when it is over – as opposed to real life). Games also offer people acceptance and recognition (more scores when you win, bonuses when you pass the hard level). Games tap into players' curiosity (easy and difficult levels, hints, enter to play harder levels) and imagination (adventures in fantasy worlds, taking on roles and characters). Games also simulate situations that are not easily achieved in real life (tennis champions and warriors). Players can make friends with new people who share their mission, without social or political limitations.

Today's games are enjoyable and almost lifelike. Players' emotional response can feel real despite the virtual environment. Indeed, games have many benefits! They are relaxing and enjoyable and they can improve life skills, (typing, language) and technical skills (flight training game, surgery practice).

Yet games can cause harm and pose a threat to children *if* they are inappropriate, violent or immoral. Children gradually absorb these behaviours and spending too much time playing games causes game addiction, isolation, depression, antisocial tendencies and the neglect of school and other activities. Some players even commit crimes to gain money to play games. Parents should be aware and supervise children to ensure that they are not overplaying such games. They can encourage them to play appropriate ones and avoid games that are violent, sexual or that model illegal behaviour.

Facts about Computer Games

- Many children start playing games as young as 3 years old. Parents use games as rewards when children behave well.
- 70% of popular games played by children in Thailand are fighting games with medium to high levels of violence.
- A child who robbed a taxi testified that he imitated *Grand Theft Auto* (a game).
- In 2007, 13.3% of children seriously overuse games (two-thirds of these are boys). Approximately 200,000 children below the age of 15 overuse games in Thailand. By overuse or video game addiction we tend to mean the excessive or compulsive use of video games that interferes with daily life. Instances have been reported in which users play compulsively, isolating themselves from family and friends or from other forms of social contract and focus almost entirely on in-game achievements rather than other life events. When gaming consumes more than two hours per day, over time parents and educators should take notice and consider raising the issue with those persons affected.

Cell phones

Most children use cell phones and spending a lot of time talking, sending messages, playing games, taking photos, listening to music and receiving news. Various types of cell phones can connect to the Internet and access websites, Facebook, Hi5, Twitter and online chats.

Cell phones provide convenient communication, especially in critical and needy situations. They serve to gather information and they provide entertainment and facilitate relationships. On the other hand, the inappropriate use of cell phones can have negative

effects. Using a cell phone while driving can cause accidents, spending too much time talking on the phone decreases time for reading books, spending time with family and contributing to the household, and it costs money! Cell phones are also used for negative purposes, such as secretly taking pictures of friends, downloading pornographic clips, gambling, sending threats or committing other crimes.

Facts about Cell Phones

- In Thailand, youth typically receive their first cell phones from parents or guardians at 14 years of age.
- Youth spend between 1-5 hours daily on the phone.
- Youth use cell phones at their convenience, preferring to talk between 6:00 pm and 12:00 am.
- 83.2 % of children use pre-paid cell phones and pay approximately 355 baht/month.
- Children buy cheap pirate versions of iPhone or Blackberry (from Mae Sai, near Burmese border), using chat sims and chat with friends without using computers.
- There are advertisements in magazines persuading phone users to download pornographic images on their phone.
- In some areas, phone repair advisors download pornographic images onto customers' cell phones as an extra free service, and children forward those images to friends.
- Children use cell phone cameras to produce creative short films and to send short messages for help or warning.

How do children use their cell phone?

1. Talking or sending SMS to family, friends and boyfriend/girlfriend
2. Taking pictures and listening to music
3. Playing games
4. Downloading clips
5. Playing MSM or using the Internet

Appendix 2: How Does Internet Access and Technology Work?

Internet Access and Technology

The Internet has no official owner or monitoring system. Each Internet network manages itself freely and is responsible for expenses from installing systems and leasing communication circuits. So, we see that the Internet has a decentralized management structure. There is, however, one acting body on the Internet – the Internet Society (ISOC)²⁰, an international organization founded to coordinate cooperation among members.

Internet Access and Services

An Internet service provider (ISP) is a company that offers its customers access to the Internet.²¹ An ISP connects its customers (personal computers, office networks) with the global Internet network. Application for ISP membership is needed for people who want to access the Internet, and expenses vary for each ISP.

Popular Internet Access Services

1. Connection via telephone lines or dial up²² by using a modem provides data rates at approximately 56 Kbps. Each time a computer user dials up for an Internet connection, the computer sends a signal requesting a connection from the modem receiver of the Internet service provider. If the modem receiver is full, Internet access will be denied or disconnected. Current services are sold as “Internet packages” with different time limits, which can be purchased at convenience stores.

2. High-speed Internet connections use an Asymmetric Digital Subscriber Line (ADSL). ADSL is a form of digital subscriber line technology, a data communication technology that uses copper telephone lines to provide faster data transmission (ranging from 256 Kbps to 24 Mbps) than the conventional voice band modem. Actual data rates depend on a number of factors, such as the distance between the Internet protocol and the user, the computer’s capacity and the quality of phone lines and devices (used to separate phone signals from digital data before sending it through the modem). These connections can be enabled for 24-hour service. Problems related to busy lines do not occur with this type of service because data transmission is separate from the transmission of phone or fax signals.

3. Connecting to the Internet via cell phones’ SIM cards (NetSIM, GPRS, EDGE, CDMA, EV-DO) is another option, especially with emerging technologies like 3G.

²⁰ **The Internet Society** or **ISOC** is an international, non-profit organization founded during 1992 to provide direction in internet related standards, education, and policy. It states that its mission is "to assure the open development, evolution and use of the Internet for the benefit of all people throughout the world".

²¹ <http://en.wikipedia.org/wiki/Internet>

²² **Dial-up Internet access** is a form of Internet access that uses the facilities of the public switched telephone network (PTSN) to establish a dialed connection to an Internet service provider (ISP) via telephone lines. The user’s computer or router uses an attached modem to encode and decode Internet protocol packets and control information into and from analogue audio frequency signals, respectively.

- **GPRS** stands for General Packet Radio Service, a data transmission service for cell phones in the GSM network (Global System for Mobile Communication). The GPRS is often called 2.5G generation mobile phone, which is between 2G (2nd Generation) cell phone technology standard that converts sound signals into digital signals and separates data transmission from audio analogue signal and 3G (3rd Generation) cell phone technology that is focused on wireless data transmission through higher frequencies and wider channels. GPRS includes advanced services such as TV, video conferencing, downloading or listening to music over the Internet. Technically, GPRS uses channels from the GSM network to transmit data. Data rates can range up to 171 Kbps, but the actual data rates of GPRS is approximately 32-48 kbps.
- **EDGE** stands for Enhanced Data rates for GSM Evolution technology. Similar to GPRS, it is a technology for wireless Internet connections on cell phone networks, with higher data transmission rates – up to 384 kbps. In practice, the actual speed is about 100-200 kbps. In some areas that do not support EDGE connections, phones will automatically switch to GPRS.
- **CDMA** stands for Code Division Multiple Access technology, a system of communication technology that is classified in sub-categories such as CDMA2000 1x and CDMA2000 1xEV-DO. There are two service providers in Thailand (HUTCH and CAT Telecom). The maximum speed of data transmission of CDMA2000 1x is 153 kbps.
- **EV-DO** stands for Evolution Data Optimized technology, a technology for low-cost wireless data transmission with high-speed performance through the CDMA channel – up to 2.4 Mbps. The connection must be made through a network of service providers that support this technology only. CAT Telecom is the only provider in Thailand that does so. This technology is suitable for users who do not stay at the same place or often change location when connecting to the Internet. It can be used in moving vehicles in areas with mobile phone signals. Use is charged based on time or megabytes used via GPRS, EDGE, CDMA or EV-DO. Users should disconnect when finished or choose an unlimited package that does not limit the amount and time of use.

4. Wireless Internet (Wi-Fi) provides higher speed transmission (about 20-100 times faster than mobile phone connections). Computers or portable equipments must have devices that support a Wi-Fi connection, enabling users to connect to the Internet when they are in areas where service providers install access points – called hotspots. Currently, there are hotspots in public and business areas that attract a large number of Wi-Fi users (for example: department stores, hotels, main streets in Bangkok). This service is suitable for users who change locations often. There are monthly post-paid service and pre-paid service options. Pre-paid service charges are calculated from and limited to the number of hours that users purchase for use. Users should disconnect after use.

In order to design risk management and capacity-building activities for children and youth, it is not enough to just understand the technical aspects of ICT. Knowledge of child rights and basic rules for ICT are also essential to build on strengths and access the potential of ICT.

Appendix 3: Internet and Computer Safety Guide

To promote safe, responsible and creative use of the Internet, there are certain precautions and guidelines that children, youth, guardians and teachers can follow. These guidelines are presented below in six categories, as follows:

1. Technical Guidelines
2. Guidelines and Precautions Regarding Content on the Internet
3. Guidelines for Online Etiquette
4. Precautions for Personal Information
5. Chatting Guidelines
6. Blogging Guidelines

1. Technical Guidelines

A. Using the Computer

- Be conscious of your surroundings when using a computer, from the moment you turn it on.
- Lock the computer's screen so that it turns off when not in use and requires a password to regain access.
- When using the Internet, be mindful that privacy can be compromised fairly easily and without any warning.

B. Setting and Using Passwords

- While logging in to a computer, ensure that no one can see the password.
- Set passwords that are difficult to guess. Aim for passwords with at least eight characters, special characters and made-up words. Avoid words that reveal obvious things about yourself (For example: birthday, pet's name).
- Use different passwords in different places (email, websites, computer login).

C. Recognizing Signs of Viruses

- When turning on the computer, watch for unrequested pop-ups.
- If the computer is taking an abnormally long time to boot, it may be a sign that your computer has a virus.
- Install anti-virus software and run it regularly.

D. Keeping Programs Up-to-date

- Use copyrighted versions of programs.
- Verify and regularly update programs and software.
- Keep anti-virus and preventative software updated.

E. Installing Only What Is Required

- Avoid installing programs and software that you do not need to avoid overloading the computer.
- The following is what is typically required for general computer use:

- Web browser
- Email
- Word processing programs
- Image, sound and video viewing and editing software
- Anti virus program
- The following software present risks, can be illegal and should not be on a computer used for general purposes:
 - Program-cracking software
 - Hacked or pirated versions of software
 - Software used for hacking
 - Software used to conceal or protect identity (IP address²³)

2. Guidelines and Precautions Regarding Content on the Internet

A. Avoiding Risky Websites

- Avoid accessing websites that have questionable legal status or implications or that deal with matters that pose a risk to the user. “Risky” websites could include those that provide access to:
 - Pornography
 - Gambling
 - “Free” services
 - Free programs with attached files (.exe, .dll, .vbs)
 - Serial numbers, CD keys and other cracking tools
 - Hacking tools
 - Drugs
 - Names that are different from the link (pointing you somewhere you do not intend to go)
 - Many pop-ups
 - Long or confusing domain names that seem unrelated to the content (For example: <http://www.abc-xyz-xxx.com>)
 - Websites acting as a proxy, allowing users to be anonymous.

B. Understanding the Legal Side of Internet and Media Use

²³ When browsing the web, the computer connects to the target server by contacting the web page with the user's IP address and sharing other computer information, including the browser and operating system version. This information can be used to track the user. However, a certain degree of anonymity can be achieved by using a proxy server or a VPN server. The proxy server works by redirecting the communication through itself. The browser's IP address is then only shared with the proxy server while the target website only sees the proxy server's information.

Anonymous Web Servers work by placing a wall between the user and the website that he/she is visiting. These servers can be used to bypass restrictions and visit sites that might be blocked in a specific country, office or school. Some people only use these servers to protect their online identity.

Anonymous web browsing is generally useful to Internet users who want to ensure that their sessions can not be monitored. For instance, it is used to circumvent traffic monitoring by organizations which want to find out or control which web sites employees visit.

- Under the Computer Crime Act, the basic principle is to be mindful and empathetic towards other users. Always maintain respect when engaging in online conversation.

C. Remaining Critical

- Be critical of content that seems strange, out of place or from an unusual source. When in doubt, research the information source to ensure it is legitimate.

3. Guidelines for Online Etiquette (Netiquette)

Although there is no official governing body or legal framework around the Internet, norms have emerged to guide online behaviour and foster appropriate use. These are known as “Netiquette” and comprise the following:

A. Adhere to the same standards of behaviour online that you follow in real life:

Remember that other users are real persons. Maintain the same ethical standards online as you would in real life.

B. Know where you are in cyberspace: Certain behaviours might be acceptable in certain online locations and not in others. Observe and analyze the online environment to get a sense of what is acceptable in a given place.

C. Respect other user’s time and bandwidth: Avoid wasting people’s time by engaging in useful and honest communication.

D. Maintain a positive online image: Your online image is based on the quality of your online interactions (clarity of language, etc.)

E. Share knowledge: Be open and willing to share useful knowledge.

F. Keep your cool: Express opinions tactfully to avoid tension or conflict, especially if engaging in controversial discussion.

G. Respect others’ privacy: Do not seek to access other people’s personal information or accounts.

H. Accept that people make mistakes: Try to understand and forgive people, especially new users, when they make mistakes or show poor netiquette. Use the opportunity to share solution and teach them the proper way to do things online!

4. Precautions for Personal Information

A. Being Cautious about Sharing Personal Information

- Avoid revealing personal information online, particularly:
 - ID number
 - Personal phone number

- Credit card number
- Passport number
- Medical data
- Work history
- When sharing personal information is necessary, ensure that websites are trustworthy, legitimate and secure (and often well-known). This reduces the risk of data or identity theft.
- Use nicknames to help protect privacy.

5. Chatting Guidelines

A. Using Caution When Chatting Online

- Do not provide personal information in online chat rooms.
- Do not meet in person with people you meet on chat but do not know.
- Remember that information received while chatting might not be reliable or true.

B. Knowing When to Stop

- If you feel uneasy or uncomfortable while chatting, stop immediately.
- Ensure that communication channels are open and that children feel comfortable and safe to inform parents and teachers about unusual or uneasy experiences on chat.

6. Blogging Guidelines

A. Ensuring Safety While Blogging

- Do not post personal information on a blog.
- Avoid posting information that could compromise your reputation or integrity (today or in the future).

B. Knowing What to Do

- Learn in detail how to use a blog before you begin.

Appendix 4: Computer Game Appropriateness Rating Systems

Why Identify and Rate Computer Games for Appropriateness?

There are many kinds of computer games available to children and youth, ranging from games that enhance creativity, knowledge and problem-solving skills, to those that promote the use of violence, criminal activity and feature sexually explicit content. It is important, therefore, to identify computer games such that children, teachers and guardians can make educated and responsible choices and select games that have safe, educational and creative content.

Identification and rating systems should:

- Provide suggestions to players, parents or guardians about the level of appropriate for a given player's age.
 - An “**Age Range System**” uses criteria for type of behaviour, violent content, sexual content and the use of language, which is rated as appropriate for different age ranges (3+, 6+, all ages, 13+, 15+, 18+, and 20+).
- Support the creative development of computer games.
 - A “**Game Content Value System**” looks at criteria in five categories: developing systematic thinking skills, academic value, promotion of virtues and ethics, development of life skills, promotion of diversities in society and family.
- Develop and support social networks of players that lead to creative social development.
 - A “**Social Value System**” is one that focuses on building online social networks and developing activities that go beyond computer games.

What Are the Criteria for Age Range Systems?

Age range systems are based on the following criteria:

- Game content (images and sounds)
- The game's intentions or objectives
- The presentation (sound and image)
- The game plot
- The production's impact on a user's values and behaviour

Factors to consider include:

1. Behaviours and Violence

Certain images, sounds and content encourage inappropriate or violent behaviour and learning. For example, some games feature non-violent scenes that insinuate the use of violence; explicitly violent scenes; violent or non-violent illegal activities; the glorification of high risk or dangerous behaviour; or scenes that incite bias, hatred, racism, prejudice and discrimination or human rights violations.

2. Sexual Content

Certain images, sounds and content may be inappropriate because of the learned attitudes and behaviours they promote with respect to gender roles and sexual behaviour. For example, scenes featuring nudity or inappropriate dress; sexual

activity; or scenes that foster negative attitude towards sexuality or gender discrimination.

3. The Use of Language

Certain images, sounds and content may be inappropriate because the language used incites disrespect, aggressiveness, or violence. Some games also feature chat functions where players can talk to one another, which presents a risk of inappropriate use of language. This includes the use of aggressive and coarse language, or the manifestation of violence or sexual inappropriateness through language.

The table below summarizes age-appropriate content for seven age groups. Each criteria described above is rated on a four-point scale, based on whether the content in no way meets the criteria – “None (0)” – or has a “Low (1)”, “Medium (2)” or “High (3)” level of content. The appropriate maximum level is presented for each age group.

Table: Level of appropriate violence, sexual content and language use for different age groups.

Appropriate Age Group	Violent Behaviour	Sexual Content	Language Use
3+ years	None (0)	None (0)	None (0)
6+ years	Low (1)	None (0)	None (0)
General	Low (1)	Low (1)	Low (1)
13+ years	Medium (2)	Low (1)	Low (1)
15+ years	Medium (2)	Medium (2)	Medium (2)
18+ years	High (3)	High (3)	High (3)
20+ years	High (3)	High (3)	High (3)

What Are the Criteria for a Game Content Value System?

Game content value systems are based on criteria that focus on a game content’s impact on a user’s education and learning. Indicators are grouped in six categories, as follows:

1. The promotion of systematic and logical **thinking** and creative imagination
2. The promotion of **knowledge** (on particular subjects) and the ability to apply learned knowledge in daily life
3. The development of personal **virtue and ethics**
4. The promotion of **life skills** suitable for a given age range
5. The promotion of **values** such as: learning, acceptance, understanding, open-mindedness, respect for difference and diversity
6. The promotion of love, understanding and healthy **relationships**.

What Are the Criteria for Social Value Systems?

Computer games are increasingly entangled in social networks of users, both online and beyond. Social value rating systems use criteria focused on building productive, safe and creative networks. For example:

1. The development and creation of constructive **online social networks** of players (monitoring each other for creative use, proper etiquette and age-appropriate language)
2. The development of **offline social networks** that connect players in the real world to organize creative social activities.

Watch for the ratings system on games that children are playing, and discuss them together.

Appendix 5: Game Addiction Test²⁴

This is a test for parents to take to measure their children's behaviour around gaming. It cannot be assumed that parents will know exactly how their children are feeling and behaving, so this test should only be used as a starting point for conversation with young people.

How to Use the Test?

For each question, select one of four answers: "No", "Maybe not", "Maybe" and "Yes." Use the following criteria to select your answers:

- **No** – parents are 100% certain that their child **has never behaved** like this.
- **Probably not** – parents are more than 50% confident (and less than 100% confident) that their child **has never behaved** like this.
- **Maybe** – parents are more than 50% confident (but less than 100% confident) that their child **has behaved** like this.
- **Yes** – parents are 100% certain that their child **has behaved** like this.

Take the Test!

The test consists of a list of behaviours that a child or adolescent might display in relation to playing game. Please read each item carefully and answer by ticking the box that most closely corresponds to the player's actual behaviour in the past three months.

Question	No (0 pt.)	Probably not (1 pt.)	Maybe (2 pts.)	Yes (3 pts.)
Since the child began playing games, he or she:				
1. Is much less interested in other activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Often loses track of time while playing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Has deteriorating or worsening relationships with family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Stays up late playing games and can not get up to go to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Often plays games over the allowed time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Often upset when told to stop playing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Skips class to play games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Often talks to peers about games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Spends most of the time playing games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Is getting lower grades at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Has friends who also love to play games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

²⁴ Developed by Associate Professor Dr. Chanwit Pornnoppadol, M.D.

12. Cannot follow through when asked to spend less time playing games.	O	O	O	O
13. Spends most of his/her money on playing games.	O	O	O	O
14. Has mood swings or is easily bored, frustrated or annoyed.	O	O	O	O
15. Has changed his/her behaviour (more prone to disobey, to be irresponsible).	O	O	O	O
16. I think my child might be a game addict.	O	O	O	O
Total Scores		A.....	B.....	C.....

How to Calculate Scores?

Add up the score according to the following scale:

- **No** = 0 point
- **Probably not** = 1 point
- **Maybe** = 2 points
- **Yes** = 3 points

Sum up the total score in each column by (A, B and C) and add up the combined total score.

What Does my Score Mean?

Total Score	Type of behaviour	Level of addiction
Below 20	Normal	No problem with game playing
Between 20-29	High	Starting to have problems with game playing
Equal or greater than 30	Addicted	Has problems with game playing

Talk to your child after taking the test. He or she may have different ideas or answers to the ones you recorded. Use this test as a starting point for a conversation with your child, NOT as a means to accuse them of wrong behaviour.

Appendix 6: Tips for Buying a Cell Phone

- Buy your cell phone from a reliable shop (authorized dealers, department stores).
- Inquire about the warranty (on receipt or phone packaging).
- Compare prices before purchase. There are many brands and models with varying quality and rapidly changing prices.
- Ensure you are purchasing a new phone (verify packaging is well sealed).
- Ensure that all devices are included and in good condition (charger, data transmission wire, battery, memory card, manual and headphones).
- Ask the salesperson to try out all devices. Test the phone to make sure it functions properly.
- Buy the cell phone that matches your needs and price range. Functions to consider include:
 - Screen size
 - Camera and video recorder
 - Movie and music player
 - Internet connection
 - Navigator system
- Select the appropriate payment plan monthly (post-paid or pre-paid cards). Consider your frequency of use to get the appropriate plan.
- If Internet access is available on your phone, remember to check what kind of payment plan it has (monthly post-paid vs. bandwidth use). Remember to disconnect when not using the connection.

Appendix 7: The safesurfingkids.com Online Agreement ²⁵

Discuss and fill in the following agreement with your child.

I want to use the Internet. I am a smart and safe Internet user, and I know there are certain rules I should follow and precautions I should take when online. I agree to follow these rules, and my parents agree to help me follow these rules.

1. I will never give my personal information (or anyone else's) out to anyone on the Internet without getting approval from my parents first. This includes not sending photographs.
2. I will tell a parent immediately if I see anything on the Internet that is threatening, scary, or something I know I'm not supposed to see.
3. I will never tell anyone my password (even best friends) except for my parent(s).
4. I will never call or meet anyone in person that I've met online unless a parent approves and agrees to go with me.
5. I will never open emails from people I don't know, and I will never click on links unless I know where they came from and that the site they take me to is safe.
6. I will teach my parents about the Internet, and let them know exactly what I am doing when I am online.
7. I will never buy anything or sign up for anything unless a parent is with me and approves it.
8. I understand that many people online are not who they say they are. Many adults are online pretending to be kids. I will always tell my parents about people I meet online.
9. I will talk with my parents and help set up our own online rules. We will decide upon when and how long I can be online, and the areas and sites I am allowed to visit. I will not go to other areas or sites without their permission.
10. (Parent) I agree to help my child/teen follow these rules, and I agree to allow reasonable use of the Internet as long as these rules and other family rules are followed.

Signed (Young person) _____

²⁵Adapted from: Safe Surfing Kids. *The safesurfingkids.com Online Agreement*.

Signed (Parent) _____

Appendix 8: Project Form²⁶

Project Form	
Question	Fill in the Blanks
Name of your Project	
When will it Start?	
When will it Finish?	
What do you want to do?	
How will you do it?	
Who do you need to talk to for support?	
How will you know you did a good job?	

²⁶ Adapted from: Currie, V. & Heykoop, C. (2011). *Circle of Rights: Intentional Planning for Social Change Manual*. Victoria, BC: International Institute for Child Rights and Development.

How will it link with ICT?	
Other	

VI. Additional Resources

Some of the following resources have been sighted throughout the curriculum and are included here as resources for further research.

Thai Resources and Websites

Khun Srida Tanta-antipanit. (2008). *Teaching Set on Safe and Creative use of the Internet*.
<http://www.inetfoundation.or.th>

Pornnoppadol, C. (2008). *A Study to Find Positive Factors for Game Addiction Prevention in Children and Youth*. National Research Committee.

Preetiprasong, I. (2010). *Knowledge of Media Management for Children, Youth and Families*.
<http://gotoknow.org/blog/archangoh/430334>

The Telecommunications Consumer Protection Institute. (2009). *Knowledge set for Internet user protection and teaching set of activities on Internet user protection*.
<http://www.tci.or.th>

International Resources and Websites

Blanchet-Cohen, N., Mack, E. and Cook, M. (2010). *Changing the Landscape: Involving Youth in Social Change: A Guidebook*. Victoria, BC: International Institute for Child Rights and Development.

Bown, K. (2009) *Stand Up for Children's Rights: A Teacher's Guide for Exploration and Action with 11-16 year olds*. Geneva, Switzerland: UNICEF.

Canadian Centre for Child Protection. *The Door That's Not Locked*.
<http://www.thedoorthatsnotlocked.ca/app/en/>

Child Exploitation and Online Protection Centre (CEOP) UK. *Think U Know*.
www.thinkuknow.co.uk

Childnet International. *Internet Safety Programme*.
<http://www.kidsmart.org.uk>

Currie, V. & Heykoop, C. (2011). *Circle of Rights: Intentional Planning for Social Change Manual*. Victoria, BC: International Institute for Child Rights and Development.

The Department for Education and Skills (DfES) and British Educational Communications and Technology Agency (Becta). *Teaching e-safety at Key Stages 3 and 4*.
<http://www.education.gov.uk/publications/standard/publicationdetail/page1/BEC1-15489>

European Commission. *Safer Internet Programme: Empowering and Protecting Children Online*.
http://ec.europa.eu/information_society/activities/sip/index_en.htm

European Network of Awareness Centres. *Insafe*.
www.saferinternet.org

GIAD Committee of Youth Leaders, TakingIT Global and Youth Unit of Organisation Internationnale de la Francophonie. (2009). *A Digital Shift: Youth and ICT for Development Best Practices*. New York, NY: United Nations.
<http://unpan1.un.org/intradoc/groups/public/documents/gaid/unpan036084.pdf>

Heykoop, C., Cook, P., Williams, S., Anuntavorasakul, A., Vibulphol, J., & Charungkiattikul, S. (2011). *Exploring ICT Enabled Child Sexual Exploitation through the Lived Realities of Young People. CPP Thailand Circle of Rights Report*. Victoria, BC: International Institute for Child Rights and Development.

Hinduja, S. and Patchin, J. W. (2009). *Bullying Beyond the School Yard: Preventing and Responding to Cyber Bullying*. Cyber Bullying Research Centre.
http://www.cyberbullyingbook.com/Cyberbullying_Scenarios.pdf

International Telecommunications Union. *Child Online Protection Guidelines*.
www.itu.int/osg/csd/cybersecurity/gca/cop/

Lane, P. and Ramer, J. (2011). *Utilizing the Digital 4th Way as a Platform for Building a People-Centred ASEAN*. Four Worlds International Institute, Four Directions International and The Interra Project.

Livingstone, S. and Hadden, L. (Ed.) (2009). *Kids Online: Opportunities and Risks for Children*. Bristol, UK: The Policy Press.
<http://books.google.ca/books?hl=en&lr=&id=aPsXzcf9vMC&oi=fnd&pg=PA8&dq=Basic+risks+and+opportunities+of+ICT+for+children&ots=VamOld3iqI&sig=0tA3anubvPzxTUq14toEV3NzPtE#v=onepage&q=Basic%20risks%20and%20opportunities%20of%20ICT%20for%20children&f=true>

The National Center for Missing & Exploited Children (NCMEC) and Boys & Girls Clubs of America (BGCA). *NetSmartz Workshop : Keeping Kids and Teens Safer on the Internet*.
<http://www.netsmartz.org>

McAfee. (2009). *A Parents Guide to Social Networking Sites: Five Lessons to Keep Your Kids Safe When they Socialize Online*. Santa Clara, CA: McAfee Inc.
<http://us.mcafee.com/en-us/local/docs/SocialNetworking-guide.pdf>

Plan International. *Because I am a Girl 2010: Digital and Urban Frontiers*

www.plan-international.org/girls/resources/digital-and-urban-frontiers-2010.php

Safe Surfing Kids. *The safesurfingkids.com Online Agreement.*

http://www.safesurfingkids.com/online_rules.htm