THE INTERNET IS OURS!

Stop and think: how many of your daily activities take place on the internet? Or at least with the help of the worldwide network? Life is increasingly online and this makes many things easier: studying, working, knowing what's going on around you and in the world, shopping, interacting with people.

But many people still don't know how to use networks safely and consciously. And that is an even bigger problem among younger people. The truth is that there is an abyss between digital inclusion and digital education.

THAT'S WHERE YOU CAN HELP!

We need to think about new ways to communicate and raise awareness among children and adolescents on topics such as privacy, security, well-being and checking

information on the internet. That's why we created this guide. We want to inspire young people like you to contribute to building a more welcoming and positive internet for everyone.

LET'S GO TOGETHER IN THIS MISSION?
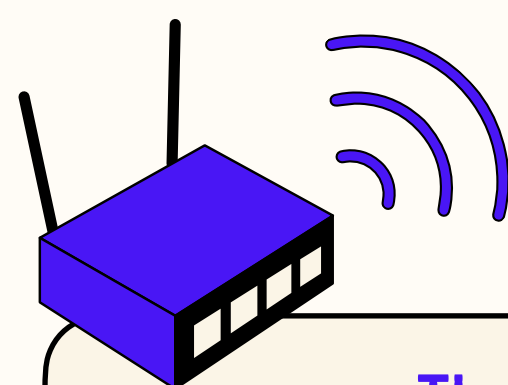
Source: TIC Kids Online 2018, CETIC.br

The squad is connected...   ✕

86%

of Brazilians between **9 and 17 years old** have access to the internet

There are more than

25

MILLION

children and teenagers online across the country
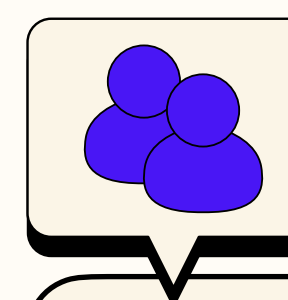
... but is not wise up.   ✕

ONLY

38%

of children and adolescents say they have received some kind of guidance on what to do in dangerous situations in the digital environment.

THIS MEANS THAT

62%

of them may not know how to react to cyberbullying, hate speech and false content, for example.

HOWEVER

69%

of adolescents aged **11 to 17** know how to check if an information on the internet is correct.

ABOUT THIS GUIDE

This guide is part of the Digital Citizen program, created by SaferNet Brasil in partnership with Facebook. It was produced together with Énois, a diverse and representative journalism laboratory, to support the young ambassadors of the initiative.

WE WANT:

Increase the reach of guidelines and information on the critical, safe and positive use of networks.

AND FOR THAT…

… we mobilize young people to inspire new generations of internet users in Brazil.

Here you will find suggestions for action strategies within three themes:
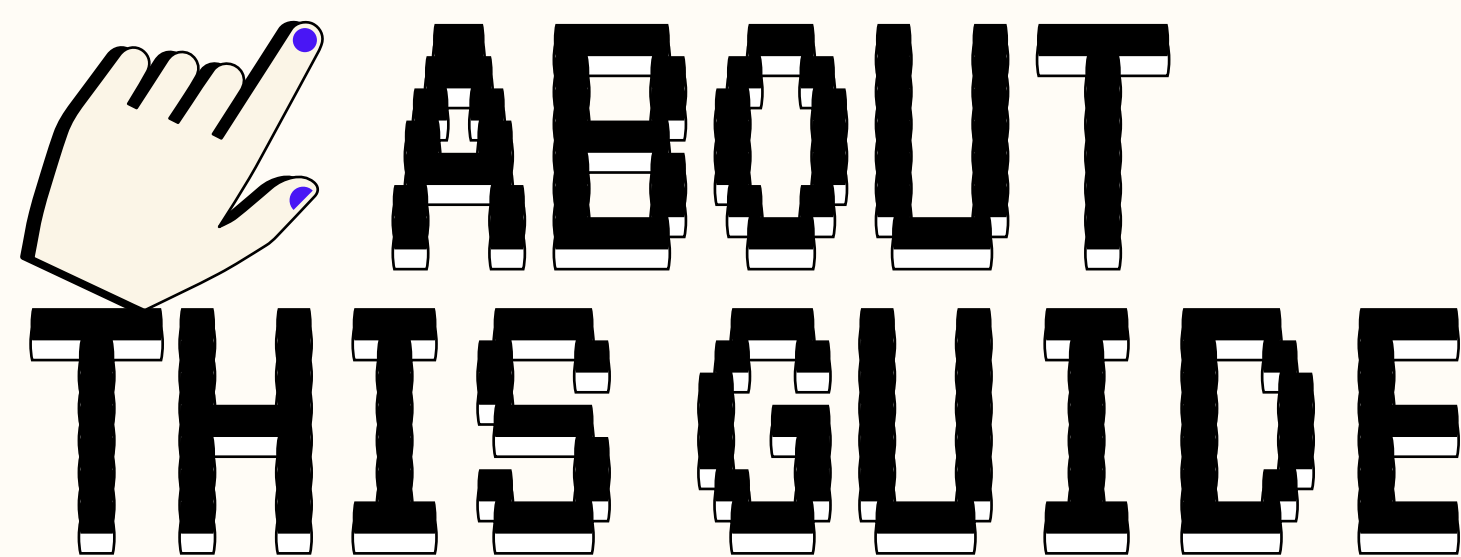
PRIVACY AND REPUTATION

POSITIVE BEHAVIOR
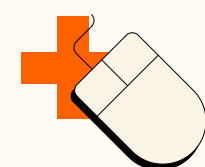
SELF-CARE AND HEALTH IN NETWORKS

There are also notions of producing and checking information, complementary content and a series of supporting materials that help to put together an action plan.

The 14 young ambassadors of the Digital Citizen program participated in a selection process in two stages. They received online training and mentoring from experts in digital education to develop activities with students aged 13 to 17 during 2020.

THIS IS LAW! ✕

Enabling children and adolescents to use the internet safely, consciously and responsibly is in Art. 26 of the Marco Civil da Internet in Brazil, which regulates the use of the Internet in the country.

WARNING ✕

Are you an educator or social mobilizer in your region? Then this material is also for you!

All activities are aligned to the **BNCC (National Common Curricular Base)**, which guides the curriculum and pedagogical plans of all schools in the country. This is one more argument to defend the formations that this guide suggests. Look for the BNCC codes for each activity and show it to the school's board and teachers.

✕

To learn more about the Digital Citizenship program and meet the ambassadors visit the <u>website</u>.

GO THERE!
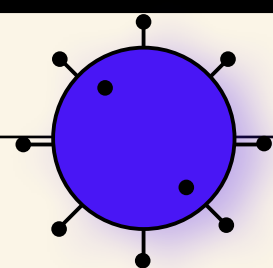
Life has changed. And the internet too.

We must tell you that when the Digital Citizen program was conceived, at the end of 2019, the new coronavirus was not yet a global threat. In Brazil, the first case was confirmed at the end of February 2020, and soon the risk of collapse in the health system caused local governments to encourage social detachment. The suspension of school activities was one of the first measures in this direction.

Suddenly, children and teenagers who went to school daily were at home. At the same time, the recommendation of the health agencies became to avoid going out as much as possible and, mainly, not to meet people without real need. The online presence, which was already

intense, was even greater with the temporary remote education initiatives and the increase in online interaction with friends and family.

In times of uncertainty like this, education and awareness for the use and production of information become even more necessary and urgent. Therefore, we decided to continue with the Digital Citizen program and make some adaptations, in order to respect the limitations imposed by the pandemic. Instead of face-to-face training, the 10 young ambassadors participated in remote actions, through webinars and mentoring.

We also reinforced the suggestions for digital mobilization activities, not least because we still don't know when it will be safe to resume face-to-face social interactions.

There are many new challenges, and others will come. This guide, along with the program, is our way of helping new generations to be more prepared to exercise their digital citizenship now and in the future.
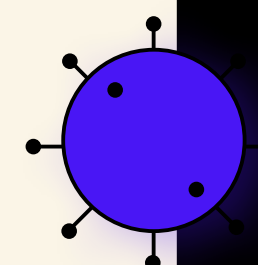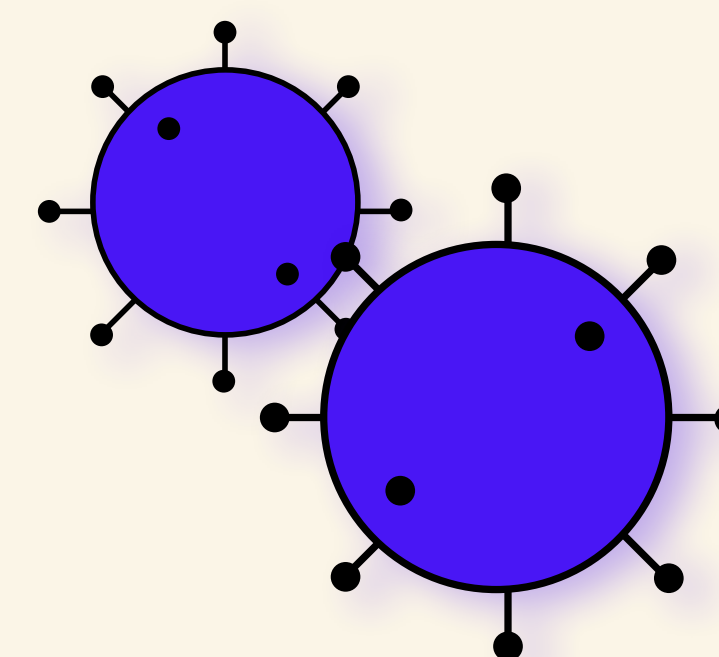
01

HOW TO USE THIS GUIDE

a. 5 STEPS TO YOUR ACTIVITY RUN SMOOTHLY   ✕   +   b. HEADS UP!   ✕

a. 05 STEPS TO YOUR ACTIVITY RUN SMOOTHLY

1. BUILD AN ACTION PLAN

2. CONNECT TO REALITY

3. DO ACTIVITIES WITH ADOLESCENTS FROM PUBLIC SCHOOLS

4. EXPLORE ALL THE FEATURES OF THIS GUIDE

5. REGISTER YOUR ACTIONS ON THE DIGITAL CITIZEN MAP

6. SUPPORT THE CREATION OF NEW ACTIONS

1

BUILD AN ACTION PLAN

The first task is to gather all the information about the strategies you want to use and how they can be applied. Your action plan must have the action formats (see our suggestions at 📋 ACTION STRATEGIES), the characteristics of the group and the school you want to impact (understand what we are talking about in 🔍 HEADS UP!)and other important data for the production and accomplishment of its activities.

×

💾 THERE IS A MODEL OF ACTION PLAN IN THE SUPPORT MATERIAL SECTION

2

CONNECT TO REALITY

Being connected to what is happening nearby and in the network of whom you are going to train is an important point to attract participants and enhance learning. What are people talking about at school? What's going on in their networks? And on the websites and news channels, what's hot? Keep this in mind and, if possible, include these issues in group discussions and exercises.

3
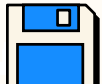
DO ACTIVITIES WITH ADOLESCENTS FROM PUBLIC SCHOOLS

Within each theme, you will find detailed roadmaps for taking actions with different tools, formats and audiences. In the 📎 TEMPLATES section, ten checklists help to organize and review what is needed for each activity, and even a meeting minute model to record your initiatives.

4

EXPLORE ALL THE FEATURES OF THIS GUIDE

In addition to information on action strategies and suggested activities on different topics, the guide has a lot of extra content in the 💾 SUPPORTING CONTENT. São vídeos, slides e campanhas produzidos pela SaferNet Brasil para outros projetos, e que podem se encaixar nas suas atividades.

5

REGISTER YOUR ACTIONS ON THE DIGITAL CITIZEN MAP

The website of the Digital Citizen project has a panel where ambassadors can post data on the activities carried out, whether online or in person. The coolest experiences will be presented at regional events on SaferNet Brasil and Facebook.

6

SUPPORT THE CREATION OF NEW ACTIONS

After doing the activities with the students, how about encouraging those who want to do their own actions on digital citizenship? They can also mobilize to replicate school activities.

LEARN HOW IN BONUS EDUCATHON
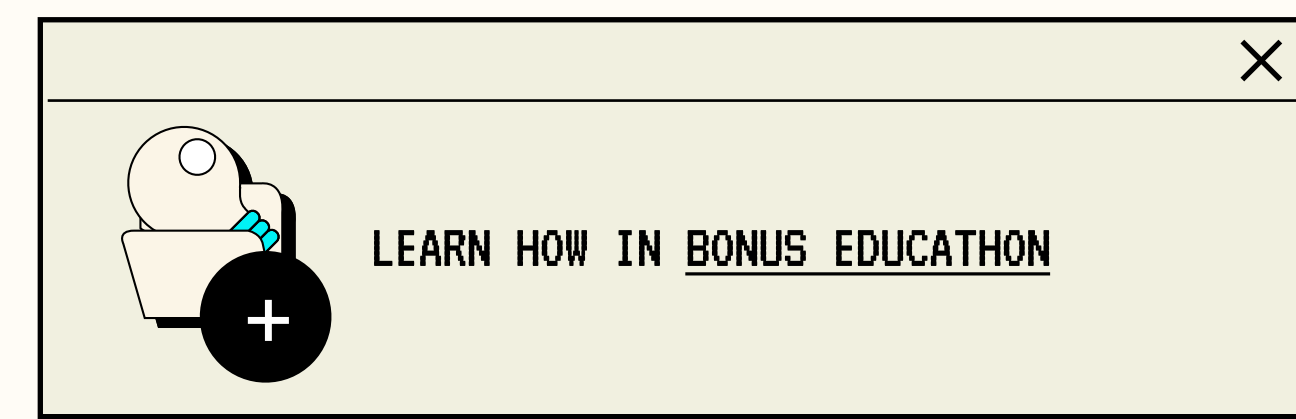
b. HEADS UP!

Before doing any activity, it is important to create an **ACTION PLAN** that considers a series of issues that can affect the development of each initiative. To start, we list four very important ones:

1. SCHOOL UNIVERSE

2. EXPERIENCE OF STUDENTS

3. ENGAGEMENT THERMOMETER

4. TRIGGER MAPPING

! USE THESE CONSIDERATIONS TO SET UP YOUR ACTION PLAN
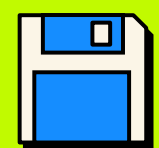
VIEW THE MODEL IN THE SUPPORT MATERIAL SECTION

/// 1 ///

SCHOOL UNIVERSE

Understand the resources that the school has and can offer for your activities.

_Are there projects or actions on digital citizenship at school? Which ones?

_Do teachers use technology in class? How?

_Do you have cases of problems related to the Internet? Which ones?

_What is the school's policy for the use of devices connected to the internet?

+ CONDUCT AN INTERVIEW: SCHEDULE A CONVERSATION WITH THE SCHOOL'S DIRECTION OR INSTITUTION THAT WILL RECEIVE THE ACTIVITY TO GET TO KNOW THE STUDENTS' CONTEXT BETTER.

/// 2 ///
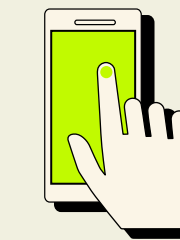
STUDENTS' EXPERIENCE

Find out which activities and themes may be of most interest to the audience.

_ Most students have cell phones with internet?

_ How do they use the internet? For what?

_ Are there students with disabilities and learning difficulties?

_ Does the school have a student union? And newspaper or media project?

_ Do students usually get involved with projects at school? Which ones?

+ EVERY LIFE STORY IS UNIQUE, AND THIS ALSO INVOLVES THE USE EVERY PERSON MAKES ON THE INTERNET. WITH THAT IN MIND, ALWAYS EXPLAIN THE EXAMPLES GIVEN AND AVOID GENERALIZING.

/// 3 ///

🌡 ENGAGEMENT THERMOMETER

Create parameters to measure the success of your activities. Find out:

_ What resources can be used to increase interest during the activity?

_ What is happening in the lives of these students? What are the subjects spoken on social networks, at school, in the neighborhood?

_ What are the tools available to measure the group's attention?

_ How to collect criticisms and suggestions from students and use them to improve actions?

+ INTERACTIVE ACTIVITIES HELP TO MAINTAIN ENGAGEMENT. USE QUIZZES, DYNAMICS, GAMES AND CREATE MOMENTS TO LISTEN TO QUESTIONS AND STUDENT REPORTS.
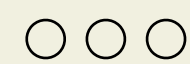
/// 4 ///
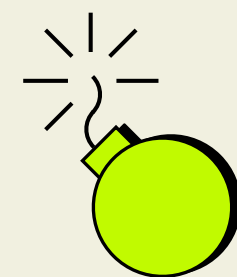
💣 TRIGGER MAPPING

Think of sensitive topics that may arise during the activity, such as reports of traumatic or violent experiences that students have seen or lived through. This is important to anticipate your response.

_ What sensitive issues can be raised in each action?

_ How should I react when an issue like this is raised?

_ How can I encourage the group's respect and solidarity in the face of a report that involves sensitive topics?

+ TRIGGER ALERT!

Someone talked about a sensitive topic during or after the activity, what now?

DURING ACTIVITY

_ Tell other people in the group that this is a serious issue that needs to be heard with respect and attention.

_ Say that you are available to talk about it as soon as the activity is over.

_ Explain that everyone can seek support online at **canaldeajuda.org.br**, SaferNet Brasil's website that offers guidance on crimes and violations of rights on the internet. Explain that this site is an anonymous and secure channel.

AFTER ACTIVITY

_ Listen without judging.

_Indicate **canaldeajuda.org.br**

_ Encourage the person to seek help and support from a trusted adult, at school or in the family.

_ If she does not have a support network, or is in a more serious situation, indicate the Guardian Council.

_ In urgent cases, inform the school board and suggest calling the police (dial 190).

02 ACTION STRATEGIES

It has many different ways of providing information about the critical, safe and conscientious use of the internet. Here we list and explain four types of possible activities:

TIP! ✕

THE MORE STRATEGIES IN YOUR ACTION PLAN, THE MORE DIVERSIFIED WILL BE YOUR ACTIVITIES. AND THIS INCREASES THE CHANCE TO BRING STUDENTS TO BUILD ACTIVITY WITH YOU.

✕

CHECK THE STEP BY STEP FOR EACH ACTION STRATEGY AND USE THE MODEL AT THE END TO SET YOURS UP.

a. AWARENESS LECTURE ✕

b. GROUP ACTIVITY ✕

c. ONLINE MOBILIZATION ✕

d. EDUCATHON ✕
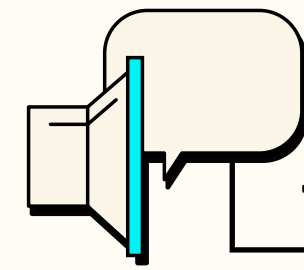
a. AWARENESS LECTURE ✕

OBJECTIVE AND THEME

Inform and raise awareness

TARGET AUDIENCE

Large Groups
(+ 50 students)

IT IS NOT ADVISABLE TO JOIN STUDENTS WITH VERY DIFFERENT AGES. IF NECESSARY, MAKE TWO LECTURES, ONE FOR HIGH SCHOOL CLASSES AND ONE FOR 9TH GRADE OF HIGH SCHOOL. ✕

EXPECTED TIME

Up to 55 minutes

BOOK 40 MINUTES OF PRESENTATION AND 10-15 MINUTES FOR QUESTIONS AND ANSWERS.

TIP: IF YOU ONLY HAVE A LITTLE TIME AVAILABLE, MAKE BLOCKS OF 3 QUESTIONS AT A TIME ✕

CONTENT

Impressive slide show with dynamic content in different formats (images, videos, gifs, memes). The less text the better! And the storytelling must be ready and memorized.
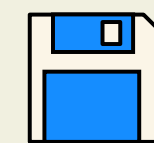
IN THE SUPPORT MATERIAL SECTION YOU WILL FIND READY-TO-USE PRESENTATIONS. YOU CAN ALSO BE INSPIRED BY THEM TO BUILD YOURS. ✕

SITE

Where the lecture will take place

VISIT THE SITE BEFORE THE ACTIVITY, TEST THE EQUIPMENT AND REVIEW THE SLIDES. THE CHECKLIST OF THE SUPPORT MATERIAL SECTION CAN HELP ✕

YOU SAID IT! ✕

To make your talk more natural, avoid reading the text or the notes on the slides. The contents should only be a guide to support your presentation.

Practice at home and be prepared to answer questions about the topic of the lecture. Making a list of possible questions and answer options can help.

If someone asks you a question you didn't anticipate, don't be afraid to say that you don't know the answer. And it can suggest that a person send the question to **canaldeajuda.org.br**.

b. GROUP ACTIVITY ✕

OBJECTIVE AND THEME

Inform, raise awareness and engage.

EXPECTED TIME

1 to 2 hours

> ✕
>
> CALCULATE HOW MUCH TIME WILL BE NECESSARY TO ORGANIZE THE ROOM AND EACH OF THE ACTIONS OF THE ACTIVITY.

SITE

Visit the room in advance and think about how to organize the space, the chairs and the tools available. One suggestion is to arrange the chairs in a circle or semicircle, so everyone can see each other.

TARGET AUDIENCE

Small groups
(up to 40 students)

> ✕
>
> IF THE CLASS HAS MORE THAN 40 STUDENTS, ASK AN EDUCATOR AT THE SCHOOL TO HELP WITH THE ACTIVITY.

CONTENT

Create a welcoming environment and build a powerful narrative with the proposed theme. This will help keep students' attention on the activity.

> CONSULT THIS GUIDE! ✕
>
> HERE YOU WILL FIND ICEBREAKER ACTIVITIES AND SUGGESTED ACTIVITY GUIDES TO USE IN ADDRESSING EACH OF THE THEMES.
>
> SEE THE CHECKLIST IN THE SUPPORT MATERIAL SECTION.

c. ONLINE MOBILIZATION ✕

OBJECTIVE AND THEME

Raise awareness and engage on the internet.

TARGET AUDIENCE

There is no limit to the number of participants, but you need to know the profile of the audience you want to reach. This is important to define how to speak and which channels to use.

APROVEITE AS REDES PARA INTERAGIR E MANTER O ENGAJAMENTO DO GRUPO. ✕

EXPECTED TIME

From 7 days on

CONTENT

The advantage of doing an online activity is that the materials can be shared with all professionals and students at the school. It is also worth thinking about how to involve parents and guardians.

CONSULT THIS GUIDE! ✕

YOU CAN REMOTELY ACCESS SUGGESTIONS AND EXAMPLES OF AWARENESS CAMPAIGN IDEAS IN THIS GUIDE, AS WELL AS SUPPORT MATERIAL TO PUT THEM INTO PRACTICE.

SITE

Make a mapping of digital channels of the school, such as profiles in social networks and groups of fathers and mothers, the student union or class leaders. You can ask administrators to help you publicize your activity.

○ ○ ○ ＋ ✕

LEARN MORE IN THE BONUS SECTION 'DIGITAL MOBILIZATION'.
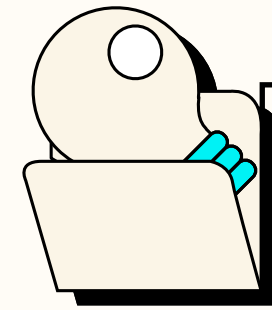
d. EDUCATHON ✕

OBJECTIVE AND THEME

Engage and create.
Form and encourage groups of students to develop and implement new activities.

TARGET AUDIENCE

Small groups
(3 to 5 students).

EXPECTED TIME

1 month
(from planning to results).

CONTENT

Challenges to encourage students to impact other students, whether in the school, family or online environment. Its mission is to encourage engagement and make available materials and action strategies to inspire the development of new actions that make the internet a more positive environment. Count on the Safernet team for this!

SITE

When the school receives lectures and group activities and some students are interested in creating their own actions we have a match. You can offer support to these groups, with the authorization of the direction.

LEARN MORE IN THE BONUS SECTION 'EDUCATHON'.

USE THIS SHEET TO DO THE STEP BY STEP OF YOUR ACTIVITY!

OBJECTIVE AND THEME

EXPECTED TIME

SITE

CONTENT

TARGET AUDIENCE

NOTES

03 'REAL TALK

There is no silence when the conversation is about safe and conscious use of the internet. So we chose three central themes to explore:

PRIVACY AND REPUTATION   ✕

POSITIVE BEHAVIORS   ✕
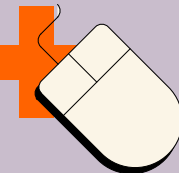
SELF-CARE AND HEALTH IN NETWORKS   ✕

TIP!   ✕

AFTER APPLYING THE SUGGESTED ACTIVITIES, HOW ABOUT GETTING INSPIRED TO CREATE NEW SCRIPTS?

BONUS
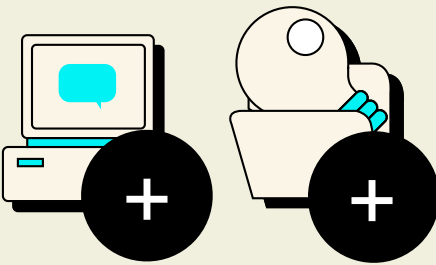
CHECK THE DIGITAL MOBILIZATION E EDUCATHON BONUS SECTIONS TO THINK ABOUT OTHER STRATEGIES

CENTRAL THEME 1

PRIVACY AND REPUTATION
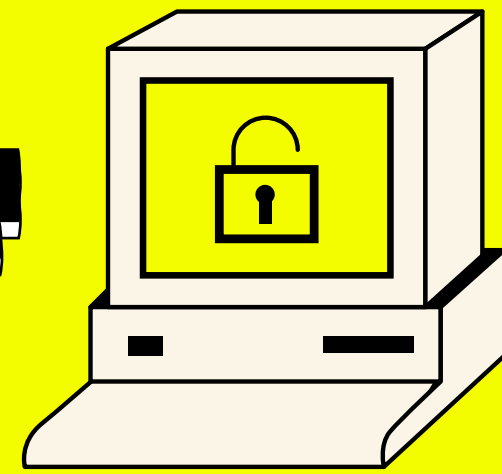
Everything we do on the Internet is transformed into data. Each publication, each new follower, each content enjoyed or shared generates information about who you are on the web. That is why it is important to discuss PRIVACY and REPUTATION in the digital environment.

Our conversation is about how privacy and security tools can help you have more control over your online presence.

Once again: the squad is connected...

93%
of children and adolescents use the Internet via cell phones

82%
have a profile in social networks

GLOSSARY ✕

PRIVACY

is the individual right to control information, matters and personal relationships. Each person can (and should!) make their own choices about what to share, how, when and with whom.

REPUTATION

It comes from the Latin reputatio, from the verb reputare, which means to think, reflect, calculate the value of something. In Portuguese, reputation also has to do with the evaluation of someone's moral value.

...mas pouco ligada. ✕

37%
of teens between 11 and 17 years old don't know how to change the privacy settings of social networking sites or accounts in applications.

31%
of them have no ability to check whether an information on the internet is true.
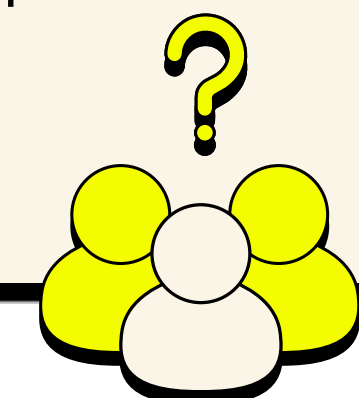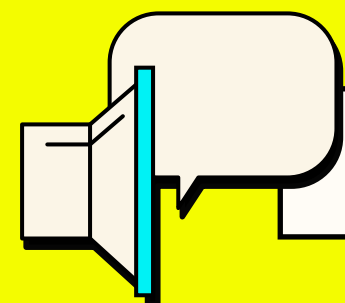
a. AWARENESS LECTURE ✕

ONLINE PRESENCE

🕐 **45 min to 1 hour**

ABSTRACT

THEME

PRIVACY AND REPUTATION

AUDIENCE

13 to 17 years old (9th grade Junior High School to 3rd grade High School)

OBJECTIVES

To think about the importance of taking care of privacy. Critically evaluate digital tracks and online reputation. Learn how to configure the basic privacy control options of digital social networks.

MATERIALS AND EQUIPMENT

- Slides, videos, attendance list.
- Computer, projector, sound box, two microphones (one for the speaker and one for the audience)

BNCC COMPETENCES

CG05, EF09HI24, EM13CHS403

REAL TALK

This is your chance to tell who you are and why you are doing this activity. Context data is welcome (there are several examples in this guide!). Don't forget to mention that you were selected by the Digital Citizen project and to explain the program. But make it quick, ok? Be objective! **(5 min)**

LET IT ROLL

1. tart with an icebreaker, like **Tell a Secret**
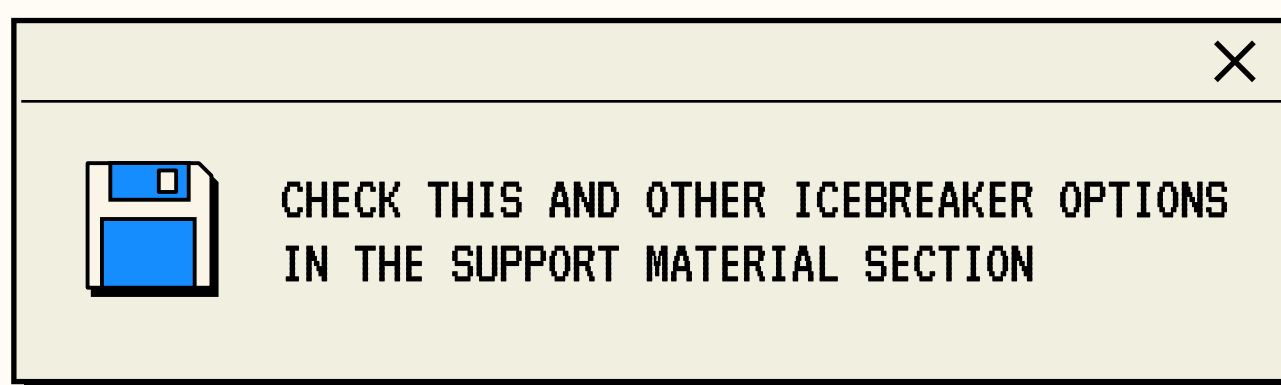
> ✕
>
> 💾 CHECK THIS AND OTHER ICEBREAKER OPTIONS IN THE SUPPORT MATERIAL SECTION

2. After the warm-up, start by asking what sites, applications and content people enjoy most on the Internet. While they're talking, keep listing the most common ones. Then ask them to speak the first thing that comes to mind when they think about "privacy". **(5 min)**

3. Take the opportunity to present the slides on Privacy and Security, with tips on passwords, privacy and reputation. **(15 min)**

4. Quiz time: invite your audience to answer questions about privacy. If you have internet access, use our Kahoot quiz. Otherwise, just ask each one to think of the right alternative and then show the correct answers. **(7 min)**

5. Your presentation is over, so it's cool to make a final summary of the main subjects discussed. **(3 min)**

6. Let's talk? Use the slide's trigger question to open a round of questions. **(10 min)**

7. Now let's go to the final reminders:

a. STAND BY SUPPORT
Let them know that you will stay there for 10 minutes to answer questions individually.

a. AWARENESS LECTURE ✕

ONLINE PRESENCE

🕐 **45 min to 1 hour**

NOTES

b. EDUCATHON

Tell them that you are available to support projects that they want to implement at school.

✕

LEARN MORE IN THE BONUS
SECTION EDUCATHON

8. Before you start answering questions, invite the group to make a selfie.

9. When you are done with their doubts, take the opportunity to register your impressions in the action plan: What really worked? What didn't work? Did the students enjoy it?

LINKS OF THIS ACTIVITY

PRIVACY AND REPUTATION SLIDES

PRIVACY QUIZ

b. GROUP ACTIVITY 1 ✕

WHO ARE YOU IN THE NETWORKS?

⌚ **60 min**

ABSTRACT

THEME

PRIVACY AND REPUTATION

AUDIENCE

13 to 17 years old (9th grade Junior High School to 3rd grade High School)

OBJECTIVES

To think about the importance of privacy, information sharing and interaction on social networks. To understand the advantages of privacy control on networks. Explore online privacy settings in practice.

MATERIALS AND EQUIPMENT

- Printed script, 2 cards, supporting slides or prints
- Computer and projector, if you want to show the questions

BNCC COMPETENCES

CG05, EF09HI24, EM13CHS403

REAL TALK

This is your chance to tell who you are and why you are doing this activity. Context data is welcome (there are several examples in this guide!). Don't forget to mention that you were selected by the Digital Citizen project and to explain the program. But make it quick, ok? Be objective! **(5 min)**

LET IT ROLL

1. Start with an icebreaker, as **Secret Friend with dice.**

✕
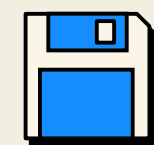
💾 CHECK THIS AND OTHER ICEBREAKER OPTIONS IN THE SUPPORT MATERIAL SECTION

---

2. Begin by asking which social networks they use and know the most. Then, let them know that you will propose two activities about their behavior on these networks. **(5 min)**

3. While fixing the "AGREE" and "DISAGREE" posters on opposite sides of the room, explain that you will read some

statements about how they use these social networks they have quoted. Say that everyone should go to the side of the room that expresses their opinion, and that the undecided can stay in the middle. **(5 min)**

---

4. Between one statement and another, encourage people to explain their answers and talk about it. **(5 min – each discussion)**

💬 **_My profile in social networks is closed only for friends and people I know.**

To discuss: Why did you make this decision? Would you publish different things if everyone could see? Which ones?

💬 **_I have a friend / follower in social network that I never met in real life.**

To discuss: Why did you connect with these people? How would you describe this relationship? What is the good and bad side of interacting only online?

💬 **_I have already excluded friends / followers / connections**

To discuss: Why did you make this decision? If you never excluded, have you ever felt like it? And why didn't you do it?
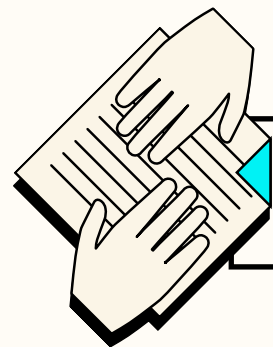
b. GROUP ACTIVITY 1   ✕

WHO ARE YOU IN THE NETWORKS?   ⌚ 60 min

CONTINUATION >>>>

💬 **_ I have friendship/connection with parents, responsible or teachers.**

To discuss: Does it change the way you publish and interact on networks? Do these people comment on your publications? How do you deal with it?

5. Now you will chat about how to manage your online privacy from the following questions: **(5min)**

💬 **_ Does it make sense to have different privacy settings for each type of content?**

To discuss: You can share a selfie, a tweet about your political or religious beliefs or a funny video story with different audiences.

💬 **What about having different privacy settings for each person?**

To discuss: You may not want your family to see or comment on your posts and want only your friends to react.

6. If you have computers or cell phones with internet access, show how the privacy settings of some networks work. **(5 min)**

7. How about a quick evaluation to finish? Ask them if they liked the activity and if they think everyone does this conscious control over the publications.
(5 min)

8. Now let's go to the final reminders:

a. STAND-BY SUPPORT
Let them know that you will stay there for 10 minutes to answer questions individually.

b. EDUCATHON
Tell them that you are available to support projects that they want to implement at school.

> ✕
> LEARN MORE IN THE BONUS
> SECTION EDUCATHON

9. Before you start answering questions, invite the group to make a selfie.

10. When you are done with their doubts, take the opportunity to register your impressions in the action plan: What really worked? What didn't work? Did the students enjoy it?

LINKS OF THIS ACTIVITY

NETWORKING AND SHARING (FULL SCRIPT)

POSTER (AGREE / DISAGREE)

*Content adapted from Berkman Klein Center for Internet & Society's Youth and Media project. The full original is available here.

b. GROUP ACTIVITY 2 ✕

DO YOU KNOW WHAT THE INTERNET KNOWS ABOUT YOU?

⌚ 75 min

ABSTRACT

THEME

PRIVACY AND REPUTATION

AUDIENCE

13 to 17 years old (9th grade Junior High School to 3rd grade High School)

OBJECTIVES

Understand what information about you is available on the internet. Think about how these contents can be interpreted by different audiences. Reflect on what we share on the networks.

MATERIALS AND EQUIPMENT

- Printed script, papers and pens
- Computers or cell phones with internet access (if possible)

BNCC COMPETENCES

CG05, EF09HI24, EM13CHS403

REAL TALK

This is your chance to tell who you are and why you are doing this activity. Context data is welcome (there are several examples in this guide!). Don't forget to mention that you were selected by the Digital Citizen project and to explain the program. But make it quick, ok? Be objective! **(5 min)**

LET IT ROLL

1. Start with an icebreaker, as **Action in frames**.
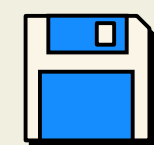
✕

💾 CHECK THIS AND OTHER ICEBREAKER OPTIONS IN THE SUPPORT MATERIAL SECTION

2. Start by asking if someone has ever entered their own name in a search service, like Google, or on social networks. If so, what did they find? If not, what do they imagine would appear in the results? **(5 min)**

3. Organize the participants in pairs. Tell each one to think of three pieces of information they would like to see in the search results by their name on the internet. Ask them to discuss what the chances are that these results will actually appear in the search. **(10 min)**

4. Ask some students to share what they thought and discussed about the subject. **(5 min)**

5. If you have computers or cell phones with internet access, suggest that they search their names and answer three questions **(10 min)**:

○○○ PERSONAL RESEARCH ✕

_ **What are the first results of the research about your name?**

_ **Are you comfortable with this information?**

_ **What do the other results suggest about you? Like a student? As an employee (if the interviewer of a job position researches about you, for example)?**

b. GROUP ACTIVITY 2 ✕

DO YOU KNOW WHAT THE INTERNET KNOWS ABOUT YOU?

🕐 75 min

NOTES

CONTINUATION >>>>

6. Propose a group discussion: Looking at these results, what would someone who doesn't know think about you? What impression would that person have?
(5 min)

7. Based on the previous debate, propose that they produce a publication on the topic of digital reputation on social networks. It can be in the form of text, video, image, whatever they want. Allow 10 minutes for this.
(10 min)

8. Ask a volunteer to share the result and open for questions. Take the opportunity to ask what they thought of the activity, if they were surprised and if they are thinking of changing the way they publish content on the Internet after the activity. **(10 min)**

9. Now let's go to the final reminders:

a. STAND-BY SUPPORT
Let them know that you will stay there for 10 minutes to answer questions individually.

b. EDUCATHON
Tell them that you are available to support projects that they want to implement at school.

> ✕
>
> LEARN MORE IN THE BONUS SECTION EDUCATHON

10. Before you start answering questions, invite the group to make a selfie.

11. When you are done with their doubts, take the opportunity to register your impressions in the action plan: What really worked? What didn't work? Did the students enjoy it?

LINKS OF THIS ACTIVITY

NETWORKING AND SHARING (FULL SCRIPT)

YOUR DATA: ON FACEBOOK

YOUR DATA: ON GOOGLE

CENTRAL THEME 2

POSITIVE BEHAVIOR

a.

RESPECT AND EMPATHY

Source: TIC Kids Online 2018, CETIC.br

Talking about cyberbullying may seem boring and even old-fashioned, but unfortunately there's still a lot of violence in the networks. Not everything is a joke! If everyone does their part and is careful with each other, the internet can be a healthier and more friendly place for everyone.

The idea is to encourage positive behavior to fight discrimination in the digital environment.

GLOSSARY ✕

EVERYONE KNOWS WHAT RESPECT IS, BUT WHAT ABOUT EMPATHY?

EMPATHY
Ability to identify and understand other people's emotions, to imagine what someone may be thinking or feeling.

≠

SIMPATHY
To feel for the other instead of feeling with him, or to feel and think in a similar way, to have affinity with someone.

Tá tendo treta!

43%
of children and adolescents between 9 and 17 years old say they have seen discrimination online
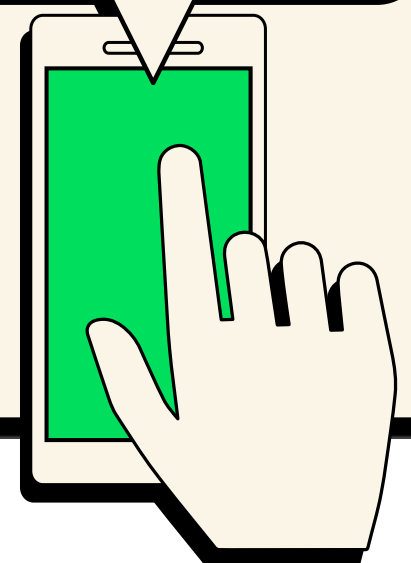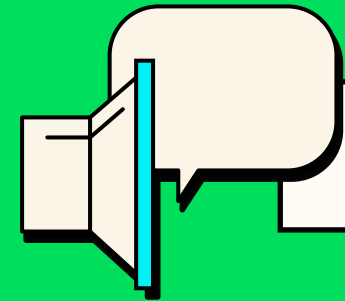
16%
admit to having already offended someone

26%
was treated offensively

a. AWARENESS LECTURE ✕

#IDOCARE

⌚ 60 min

ABSTRACT

THEME

RESPECT AND EMPATHY

AUDIENCE

13 to 15 years old (7th to 9th grade Junior High School to 1st grade High School)

OBJECTIVES

Think about empathy and respect for diversity on the Internet. Discuss the different ways of expressing emotions on the internet. Identify positive behaviors to face violence online. Recognize strategies to prevent and combat cyberbullying situations.

MATERIALS AND EQUIPMENT

- Slides, videos, attendance list.
- Computer, projector, sound box, two microphones (one for the speaker and one for the audience)

BNCC COMPETENCES

CG09, CG10, EF05HI04, EF01ER04, EM13CHS502, EM13LGG102, EF69LP01

REAL TALK

This is your chance to tell who you are and why you are doing this activity. Context data is welcome (there are several examples in this guide!). Don't forget to mention that you were selected by the Digital Citizen project and to explain the program. But make it quick, ok? Be objective! **(5 min)**

LET IT ROLL

1. Start with an icebreaker, like **Cordless phone with gestures. (15 min)**
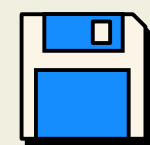
✕

💾 CHECK THIS AND OTHER ICEBREAKER OPTIONS IN THE SUPPORT MATERIAL SECTION

2. After the warm-up, ask what "empathy" means to them. Let them speak and keep the most common answers (it can be mentally, on the blackboard or on a piece of paper). Then ask them to speak the first thing that comes to mind when they think of 'empathy on social networks'. **(5 min)**

3. Present the slides and tips about Empathy and Respect on the internet. **(15 min)**

4. Quiz time: invite your audience to answer questions about Respect and Empathy. If you have internet access, use our **quiz**. Otherwise, just ask each one to think of the right alternative and then show the correct answers. **(7 min)**

5. Your presentation is over, so it's cool to make a final summary of the main subjects discussed. **(3 min)**

6. Let's talk? Use the slide's trigger question to open a round of questions. **(10 min)**

7. Now let's go to the final reminders:

a. STAND-BY SUPPORT
Let them know that you will stay there for 10 minutes to answer questions individually.

a. AWARENESS LECTURE ✕

#IDOCARE

⌚ 60 min

LINKS OF THIS ACTIVITY

CONTINUATION >>>>

b. EDUCATHON
Tell them that you are available to support projects that they want to implement at school.

LEARN MORE IN THE BONUS
SECTION EDUCATHON ✕

8. Before you start answering questions, invite the group to make a selfie.

9. When you are done with their doubts, take the opportunity to register your impressions in the action plan: What really worked? What didn't work? Did the students enjoy it?

RESPECT AND EMPATHY SLIDES (#IDOCARE)

QUIZ EMPATHY

VIDEO EMPATHY

NOTES

b. GROUP ACTIVITY 1 ✕

I DID, I NEVER, I WILL

⏱ 40 min

ABSTRACT

THEME
RESPECT AND EMPATHY

AUDIENCE
13 to 15 years old (7th to 9th grade Junior High School to 1st grade High School)

OBJECTIVES
Think about empathy and respect for diversity on the internet. Evaluate your online behaviors. Identify ways to prevent cyberbullying and encourage more inclusive coexistence on social networks.

MATERIALS AND EQUIPMENT
- Slides, cards of the game "I did, I never, I will" printed, attendance list.
- Computer, projector.

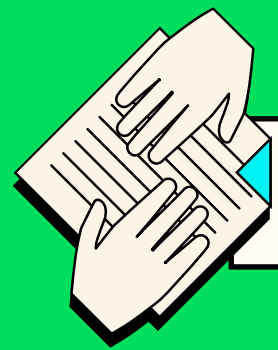### BNCC COMPETENCES
CG09, CG10, EF05HI04, EF01ER04, EM13CHS502, EM13LGG102

REAL TALK

This is your chance to tell who you are and why you are doing this activity. Context data is welcome (there are several examples in this guide!). Don't forget to mention that you were selected by the Digital Citizen project and to explain the program. But make it quick, ok? Be objective! **(5 min)**

LET IT ROLL

1. Start with an icebreaker, like **Wheel with knot. (15 min)**
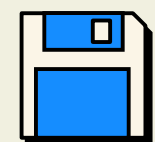
> ✕
> 💾 CHECK THIS AND OTHER ICEBREAKER OPTIONS IN THE SUPPORT MATERIAL SECTION

2. Organize people in a circle, if possible. **(5 min)**

3. You can follow the script of the supporting slides and start by asking what "empathy" means to each one. Listen to the answers and then explain the difference between "empathy" and "sympathy". You can quickly discuss the examples. **(5 min)**

4. Distribute the printed sheets with the activity "I Did, I Never, I Will". Explain that the idea is to create messages that stimulate respect and empathy in social networks. Based on the cartel model, each one should make its message thinking on how already acted and would like to act in the future. If possible, show the videos of the #IdoCare campaign for inspiration. **(15 min)**

5. Ask for volunteers to share the messages they have created. Make comments about each one. **(5 min)**

6. To finish the activity, propose a debate based on the following questions: **(10 min)**

💬 _ **Is there a difference between empathy in social networks and outside them? Which ones?**

b. GROUP ACTIVITY 1 ✕

I DID, I NEVER, I WILL

⌚ 60 min

NOTES

CONTINUATION >>>>

💬 **_ What can stimulate people to have more empathy online?**

💬 **_ What makes you feel more accepted in online conversations?**

💬 **_ How can we stimulate more people at school to think about empathy online?**

💬 **_ What could the school itself do? And how could the students help? (10 min)**

---

7. Finish the activity by opening for questions. If nobody speaks, ask what they think about the activity. Did they rethink their own behavior and the behavior of others? Do they intend to change the way they act from now on? How? **(5 min)**

---

8. Now let's go to the final reminders:

a. STAND-BY SUPPORT
Let them know that you will stay there for 10 minutes to answer questions individually.

b. EDUCATHON
Tell them that you are available to support projects that they want to implement at school.

✕

LEARN MORE IN THE BONUS SECTION <u>EDUCATHON</u>

8. Before you start answering questions, invite the group to make a selfie.

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9. When you are done with their doubts, take the opportunity to register your impressions in the action plan: What really worked? What didn't work? Did the students enjoy it?

LINKS DESTA ATIVIDADE

RESPECT AND EMPATHY (COMPLETE SCRIPT)

"I DID, I NEVER, I WILL" CARD

b. GROUP ACTIVITY 2   ✕

CHECKING STEREOTYPES

⏱ 70 min

ABSTRACT

THEME

RESPECT AND EMPATHY

AUDIENCE

13 to 17 years old (Junior High School and High School)

OBJECTIVES

Learn to look for contradictions in statements. Think about stereotypes shared on the internet. Understand the verifying information process used in journalism.

MATERIALS AND EQUIPMENT

- Paper and pen.
- Cell phones with internet access, computer (optional).

BNCC COMPETENCES

CG09, CG10, EF05HI04, EF01ER04, EM13CHS502, EM13LGG102, EF69LP01

REAL TALK

This is your chance to tell who you are and why you are doing this activity. Context data is welcome (there are several examples in this guide!). Don't forget to mention that you were selected by the Digital Citizen project and to explain the program. But make it quick, ok? Be objective! **(5 min)**

LET IT ROLL

1. Start with an icebreaker, like **Drawing on the body**.
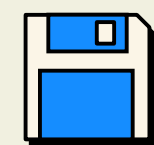
💾 CHECK THIS AND OTHER ICEBREAKER OPTIONS IN THE SUPPORT MATERIAL SECTION ✕

2. Start by saying that we often share stereotypes on social networks and that they generally do not reflect the total reality about something or someone. Then show a list of 4 or 5 stereotypes for the group. You can write on the blackboard or just speak aloud.

Think about stereotypes that make sense to you and the group. Some examples: **(5 min)**

💬 _ **The ghetto has no internet access**

💬 _ **Who plays a lot online has no friends**

💬 _ **Everybody wants to "had a hit" on the internet**

💬 _ **Who uses social networks little wants to be excluded**

○ ○ ○   !   ✕

STEREOTYPE: CONCEPT OR IMAGE PRECONCEIVED, STANDARDIZED AND GENERALIZED ESTABLISHED BY COMMON SENSE, WITHOUT DEEP KNOWLEDGE, ABOUT SOMETHING OR SOMEONE.

SOURCE: ONLINE PORTUGUESE DICTIONARY

4. Form groups of up to 4 people and distribute the stereotypes among them. Then ask each group to find out if that idea is true or not. **(15 min)**

CONTINUE >>>>

b. GROUP ACTIVITY 2 ✕

CHECKING STEREOTYPES

⏱ 70 min

CONTINUATION >>>>

The goal is to get them to search and retrieve this information using search engines, but let them think on their own about how to do it. In case of doubt, you can suggest alternatives. Give them 10 minutes to do this research. **(15 min)**

5. When the time is up, ask about the experience they had. You can also ask some questions, like: **(10 min)**
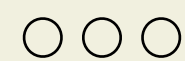
HOW TO CHECK STEREOTYPES ✕

_ **What were the ways of verification and research?**

_ **What are the sources of stereotypes? Where do they come from?**

_ **What are the sources to prove or deny each idea?**

_ **Was it difficult to prove or deny any of the sentences? The result may be inconclusive!**

_ **Have you discovered new things? Did you start thinking differently about these stereotypes?**

6. Then, ask each group to produce a publication for the social networks about the researched stereotype. It can be text, image, audio, video (in the case of audiovisual publications, ask them to describe or even draw as they would be). **(10 min)**

7. To finish the activity, explain the process of research and information gathering with the help of the videos "What is verification?", "What is it like to be an explorer of the world?" and/or "How to become an explorer in practice? **(5-10 min)**

8. Open a round of discussion and questions, asking for volunteers to share the result. **(10 min)**
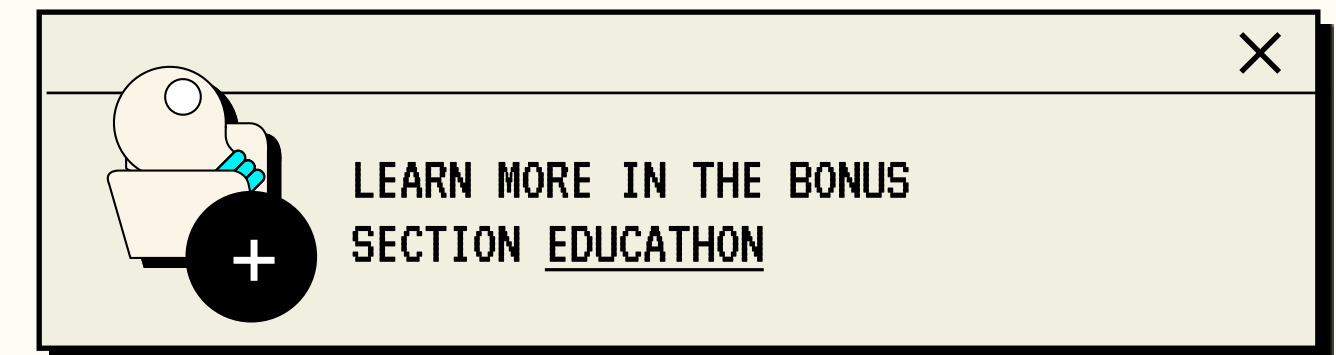
9. Now let's go to the final reminders:

a. STAND-BY SUPPORT
Let them know that you will stay there for 10 minutes to answer questions individually.

b. EDUCATHON
Tell them that you are available to support projects that they want to implement at school.

LEARN MORE IN THE BONUS SECTION EDUCATHON ✕

10. Before you start answering questions, invite the group to make a selfie.

11. When you are done with their doubts, take the opportunity to register your impressions in the action plan: What really worked? What didn't work? Did the students enjoy it?
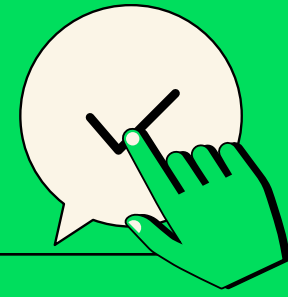
LINKS OF THIS ACTIVITY

CARD: HOW TO CHECK STEREOTYPES
VIDEO: WHAT IS VERIFICATION?
VIDEO: WHAT IS BEING AN EXPLORER OF THE WORLD?
VIDEO: HOW TO BECOME AN EXPLORER IN PRACTICE?

CENTRAL THEME 2

POSITIVE BEHAVIOR

b.

HEALTHY ONLINE RELATIONSHIPS

It is very easy and quiet to chat on the internet, but it is difficult to know the real intention of the person on the other side of the screen. There are people who use freedom and the lack of filter of social networks to deceive and mistreat others, so we have to get smart.

The idea is to prevent and combat problems like RABUSIVE ONLINE RELATIONSHIO and SEXTORTION.

Source: TIC Kids Online 2018, CETIC.br

WISE UP!   ✕

ABUSIVE RELATIONSHIPS
It happens when someone you relate to does things against your will, invades your privacy, and behaves aggressively or abusively, which can be physical or psychological. It can happen in dating, friendships, family and professional relationships.

SEXTORTIONS
It is a kind of blackmail made with intimate photos. It happens when someone threatens to release nudes of a person to force them to do something.
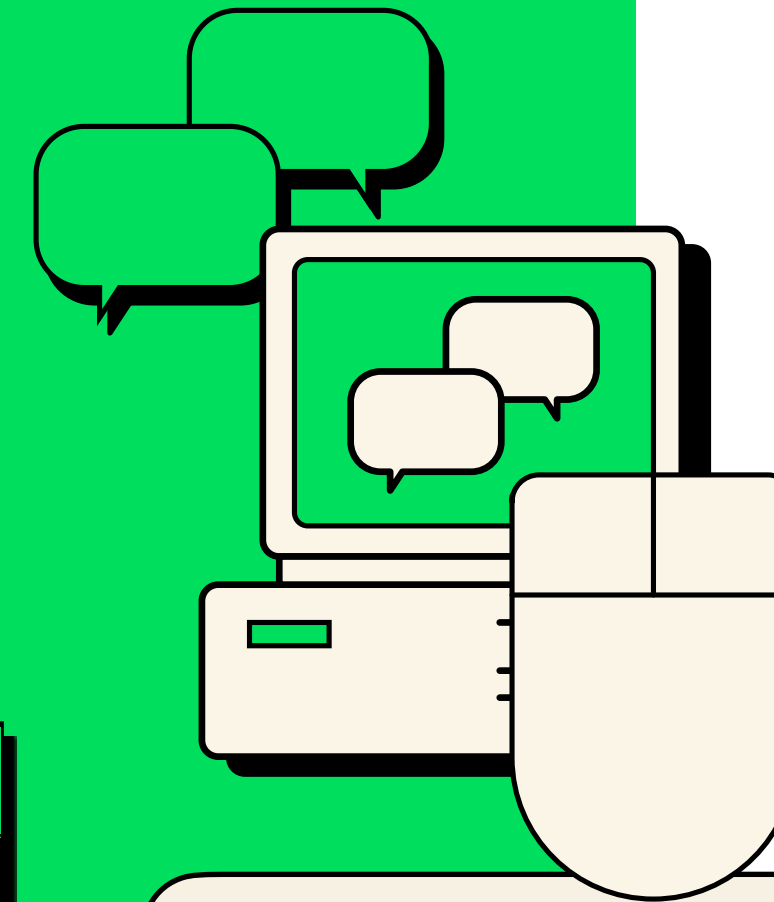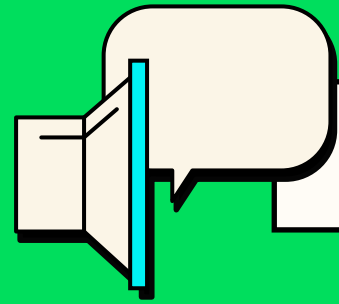
Virtual Flirt!

64%
of teenagers between 15 and 17 years of age have met new people through the internet.

36%
of them have already gone out to meet personally with people they only knew online

a. AWARENESS LECTURE ✕

WITHOUT CONSENT, NO!

⏱ 55 to 60 min

ABSTRACT

THEME

HEALTHY ONLINE RELATIONSHIPS

AUDIENCE

15 to 17 years old (High School)

OBJECTIVES

Think about respect for intimacy and care with online overexposure. Identify forms of sexual violence on the internet to know how to prevent and report it. Stimulate mutual help and empathy behaviors on social networks.

MATERIALS AND EQUIPMENT

- Slides, videos, attendance list.
- Computer, projector, sound box, two microphones (one for the speaker and one for the audience)

BNCC COMPETENCES

CG09, CG10, EM13LGG202, EM13CHS502

REAL TALK

This is your chance to tell who you are and why you are doing this activity. Context data is welcome (there are several examples in this guide!). Don't forget to mention that you were selected by the Digital Citizen project and to explain the program. But make it quick, ok? Be objective! **(5 min)**

LET IT ROLL

1. Start with an icebreaker, like S**ynchronized clapping.**
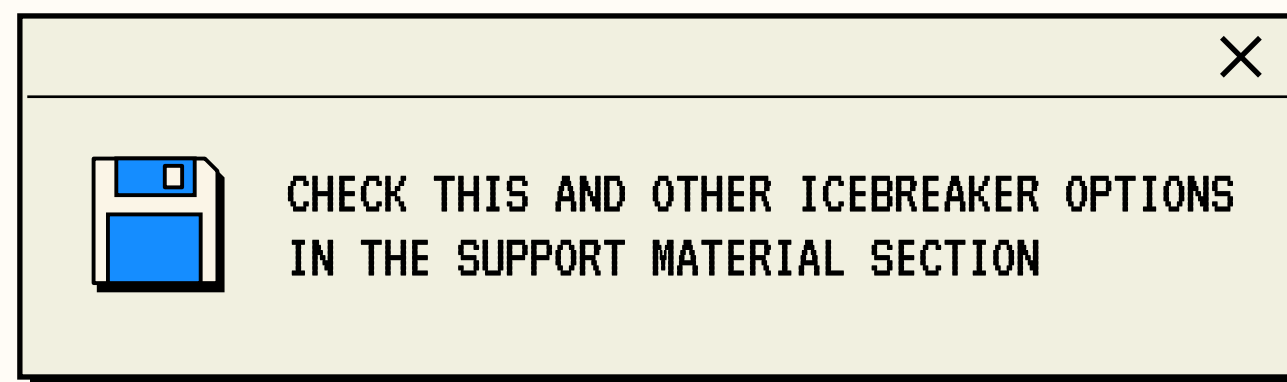
CHECK THIS AND OTHER ICEBREAKER OPTIONS IN THE SUPPORT MATERIAL SECTION ✕

2. After the warm-up, you can start talking about the pros and cons of the online relationship. It is also worth asking people: What are the risks of this type of interaction? What do they think can go wrong? **(5 min)**

3. Show the sequence of slides on sextortion and give tips on how to take care of personal data on the internet, especially the intimate photos, the famous nudes. If it's possible and the audience is over 15 years old, pass the campaign video as well. **(15 min)**

4. Quiz time: invite your audience to answer questions about healthy relationships online. If you have internet access, use our **quiz**. Otherwise, just ask each one to think of the right alternative and then show the correct answers. **(7 min)**

5. Your presentation is over, so it's cool to make a final summary of the main subjects discussed. **(3 min)**
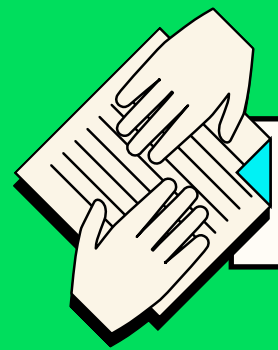
6. Let's talk? Use the slide's trigger question to open a round of questions. **(10 min)**

a. AWARENESS LECTURE ✕

WITHOUT CONSENT, NO!

🕑 **55 to 60 min**

TRIGGER ALERT!

NOTES

CONTINUATION >>>>

7. Now let's go to the final reminders:

a. STAND-BY SUPPORT
Let them know that you will stay there for 10 minutes to answer questions individually.

b. EDUCATHON
Tell them that you are available to support projects that they want to implement at school.

✕

LEARN MORE IN THE BONUS
SECTION EDUCATHON

8. Before you start answering questions, invite the group to make a selfie.

9. When you are done with their doubts, take the opportunity to register your impressions in the action plan: What really worked? What didn't work? Did the students enjoy it?

THIS ACTIVITY CAN BE A TRIGGER FOR THOSE WHO HAVE BEEN VICTIMS OF SEXTORTION OR SOMETHING SIMILAR. REMEMBER THE TRIGGER MAPPING TIPS IN THE HEADS UP! SECTION.

LINKS OF THIS ACTIVITY

SLIDES: NO SEXTORTION!

VIDEO: #SEXTORTION (FROM 15 YEARS OLD)

DIGITAL CITIZEN VIDEO:
"LEAK OF INTIMATE IMAGES"

b. GROUP ACTIVITY 1 ✕

RELATIONSHIP VOCABULARY

⌚ 65 min

ABSTRACT

THEME

HEALTHY ONLINE RELATIONSHIPS

AUDIENCE

14 to 17 years old (9th grade Junior High School to 3rd grade High School)

OBJECTIVES

Think about what a healthy relationship is. Identify positive and negative behaviors in online interactions.

MATERIALS AND EQUIPMENT

- Slides, post-it with phrases, attendance list
- Computer, projector

BNCC COMPETENCES

CG09, CG10, EM13LGG202, EM13CHS502

REAL TALK

This is your chance to tell who you are and why you are doing this activity. Context data is welcome (there are several examples in this guide!). Don't forget to mention that you were selected by the Digital Citizen project and to explain the program. But make it quick, ok? Be objective! **(5 min)**

LET IT ROLL

1. How about starting with an icebreaker, like the **String net**?
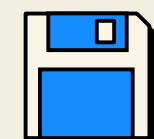
```
                                        ✕
 💾   CHECK THIS AND OTHER ICEBREAKER OPTIONS
      IN THE SUPPORT MATERIAL SECTION
```

2. Organize people in a circle and explain the purpose of the activity: to understand how our online attitudes affect relationships with friends, schoolmates, girlfriends, boyfriends and others. The first step is to define what a healthy relationship is, with the Relationship Vocabulary game. **(3 min)**

3. Encourage people to walk around the room while each says a word about healthy relationships. You can start by completing the following sentence: I think in a healthy relationship we find... (support, affection, kindness, etc.). Keep writing down the words on the blackboard or on a piece of paper. **(7 min)**

4. hank the suggestions and show what you wrote down. Check if everyone agrees with this list and if they would put any more words. Then ask if anyone can define in a sentence what a healthy relationship is. Help the group to create some definitions on the subject. **(10 min)**

5. Now let's talk about positive and negative behavior in a relationship. First, explain that you will distribute post-its with examples of situations that happen in relationships. Then divide the room into two sides: one for healthier attitudes and one for less healthy attitudes. Say that each one should read the post-it and go to the side of the room that expresses your opinion about that behavior. **(5 min)**

b. GROUP ACTIVITY 1 ✕
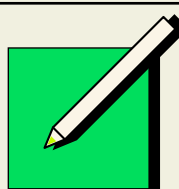
RELATIONSHIP VOCABULARY

🕐 65 min

CONTINUATION >>>>

PREPARE THE POST-ITS BEFORE THE ACTIVITY STARTS!

Some suggestions of situations:

💬 _ Send messages to girlfriend, boyfriend or crush 24 hours a day, all week long

💬 _ Share with girlfriend, boyfriend or crush the password of profiles on each other's social networks

💬 _ Read private messages from friends without their permission

💬 _ Talk on social networks with people you don't know or know little about

💬 _ Write aggressive comments when publishing someone on social networks

💬 _ Send "good evening" or "good morning" messages (maybe every day) to someone you like

6. Deliver the post-its and follow the movement of people. Meanwhile, ask each one why they made that choice. Let them know that they can change their mind if they find it necessary. When everyone is in the right place, ask them to stick the post-its on the wall and stand back to see the result. **(15 min)**

7. To finish the activity, propose a discussion about the experience. You can ask some questions too, like: **(10 min)**

💬 _ Is there any unhealthy behavior missing from this list?

💬 _ What about healthy behaviors, did they include others?

💬 _ Is there only one way to judge these situations? Why?

💬 _ Can an attitude considered positive become negative at some point? What about the opposite? (You can choose a specific example to discuss)

8. Make your considerations about the activity and go to the final reminders:

  a. STAND-BY SUPPORT: Let them know that you will stay there for 10 minutes to answer questions individually.
 **b. EDUCATHON:** Tell them that you are available to support projects that they want to implement at school.
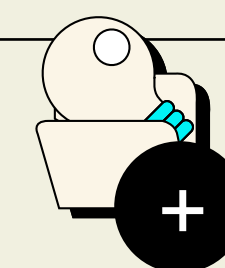
LEARN MORE IN THE BONUS SECTION EDUCATHON

9. Before you start answering questions, invite the group to make a selfie.

10. When you are done with their doubts, take the opportunity to register your impressions in the action plan: What really worked? What didn't work? Did the students enjoy it?

LINKS OF THIS ACTIVITY

HEALTHY RELATIONSHIPS (COMPLETE SCRIPT)
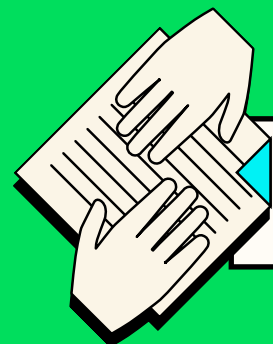
b. AGROUP ACTIVITY 2 ✕

SHARE WITH RESPECT

⏱ 75 min

ABSTRACT

THEME

HEALTHY ONLINE RELATIONSHIPS

AUDIENCE

13 to 17 years old (Junior High School to High School)

OBJECTIVES

Identify hate speech in shared publications on social networks. Think about the negative effects of this type of content. Exercise healthy sharing, without aggressiveness and violence.

MATERIALS AND EQUIPMENT

- Paper and pen
- Cell phones with internet access

BNCC COMPETENCES

CG09, CG10, EM13LGG202, EM13CHS502

REAL TALK

This is your chance to tell who you are and why you are doing this activity. Context data is welcome (there are several examples in this guide!). Don't forget to mention that you were selected by the Digital Citizen project and to explain the program. But make it quick, ok? Be objective! **(5 min)**

LET IT ROLL

1. How about starting with an icebreaker to warm up? **Hand massage** is a good option.
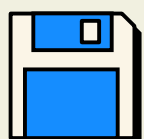
> ✕
>
> 💾 CHECK THIS AND OTHER ICEBREAKER OPTIONS IN THE SUPPORT MATERIAL SECTION

2. Start by asking who has seen or even shared offensive and aggressive publications on social networks. It can be content badmouthing other people or even making criticisms or giving opinions in a violent way. Ask for some examples. **(5 min)**

3. Next, explain what hate speech is: manifestations that attack and encourage hatred against certain social groups based on race, ethnicity, gender, sexual orientation, religion or nationality. Use Saferlab's "What is Hate Discourse?" page to show information and context data on the subject, such as: **(5 min)**

> SaferNet Brazil has received **2,263,060** hate crime-related reports since 2006;
> **_28%** of the denunciations are related to racism;
> **_68%** of the victims seeking help on the Helpline channel are women.

4. Now propose that everyone search their social networks for publications of this kind. Tell them that they have 10 minutes to do this and that they should observe the following criteria: **(15 min)**

> ○ ○ ○ HOW TO IDENTIFY HATE SPEECH | CHECK IF THE PUBLICATION USES SOME OF THESE STRATEGIES: ✕
>
> _ Offenses and dirty words
>
> _ Personal attack, that is, criticizing the person and not arguments and ideas
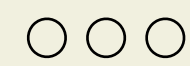
CONTINUE >>>>

b. AGROUP ACTIVITY 2 ✕

SHARE WITH RESPECT

⌚ 75 min

CONTINUATION >>>>

HOW TO IDENTIFY HATE SPEECH | CHECK IF THE PUBLICATION USES SOME OF THESE STRATEGIES: ✕

_ Sentences, prejudices and stereotypes that reduce people to negative characteristics (for example: teachers are "militants disguised as educators")

_ Words invented to attack (for example: petralha, coxinha, feminazi)

_ False dilemma, which is to show two opposite options as the only ones possible (there are almost always others)

_ Appealing to the past, which is the idea that everything was going well until the "enemy" ("unstructured" families) or a threat to tradition appeared

Inversion of values, which is the exchange of the sense of violence (for example, "with the demarcation, the Indians will take our lands")

*List inspired by 13 STRATEGIES FOR IDENTIFYING THE HATE SPEECH, by the Nova Escola NGO

---

5. Ask what they found with the research: did they find many posts with hate speech? Ask them to shar

---

examples. Then ask what they felt as they read these posts, and keep noting the feelings awakened.
(10 min)

---

6. Read the list of feelings for them and talk about the importance of not reproducing aggressive and offensive content on social networks. You can show the infographic **"THE MESSAGE HAS OFFENED YOU?"** to reinforce how to identify and react to hate speech. **(5 min)**

---

7. To finish this activity, ask each one to choose a publication with hate speech to rewrite it. They should leave only the information and exclude the aggressive and violent part. Allow 7 minutes for the task.
(10 min)

---

8. When the time is up, ask how the experience went and invite some to share the rewritten publications. Then make your final comments and allow them to ask questions. **(10 min)**
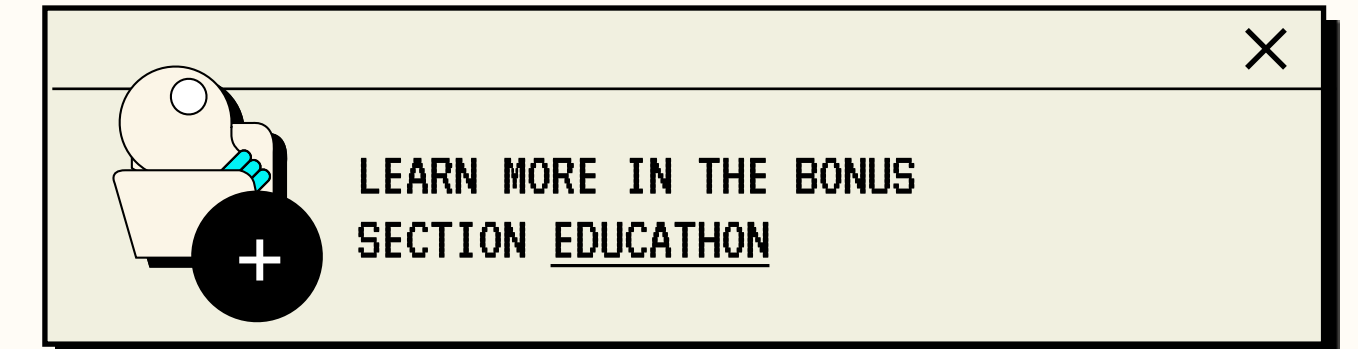
---

9. Now let's go to the final reminders:

---

a. STAND-BY SUPPORT
Let them know that you will stay there for 10 minutes to answer questions individually.
b. EDUCATHON
Tell them that you are available to support projects that they want to implement at school.

✕

LEARN MORE IN THE BONUS SECTION EDUCATHON

---

10. Before you start answering questions, invite the group to make a selfie.

---

11. When you are done with their doubts, take the opportunity to register your impressions in the action plan: What really worked? What didn't work? Did the students enjoy it?

LINKS OF THIS ACTIVITY

CARDBOARD: HOW TO IDENTIFY HATE SPEECH

COUNTER NARRATIVE GUIDE

13 STRATEGIES TO IDENTIFY HATE SPEECH

INFOGRAPHIC: DID THE MESSAGE OFFEND YOU?

CENTRAL THEME 3

SELF-CARE AND HEALTH IN SOCIAL MEDIA

Source: TIC Kids Online 2018, CETIC.br

Have you noticed that the Internet has direct effects on your mood and well-being? Checking and updating social networks all the time, for example, can make you more tired and insecure. Just like offline life, you need to take care of your mental health online.

The idea is to create more positive and healthy routines on social networks.
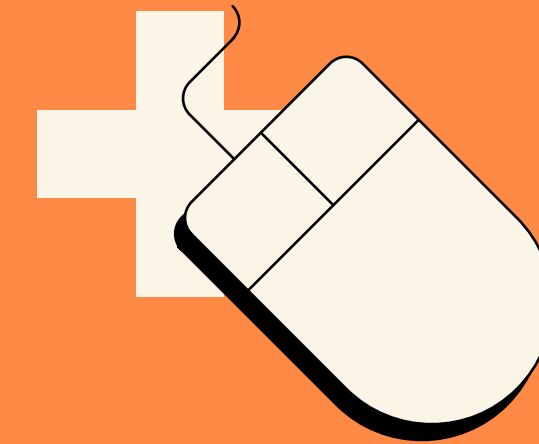
WISE UP!

Following other people's lives on social networks can be very interesting and even inspiring, but you have to have a balance there. Often there is an exaggerated comparison, which is accompanied by anguish, sadness and a bad feeling about our own life.

Under Social Pressure   ✕

21%

of children and young people from 11 to 17 years old admit that they have stopped eating or sleeping because of the internet.
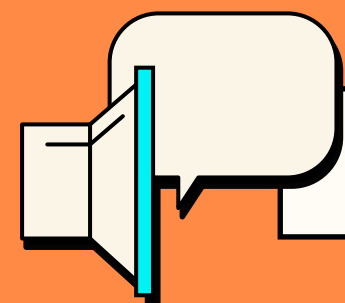
26%

felt bad for not being able to be on the social network.

26%

admit that they tried but could not decrease the time spent online.
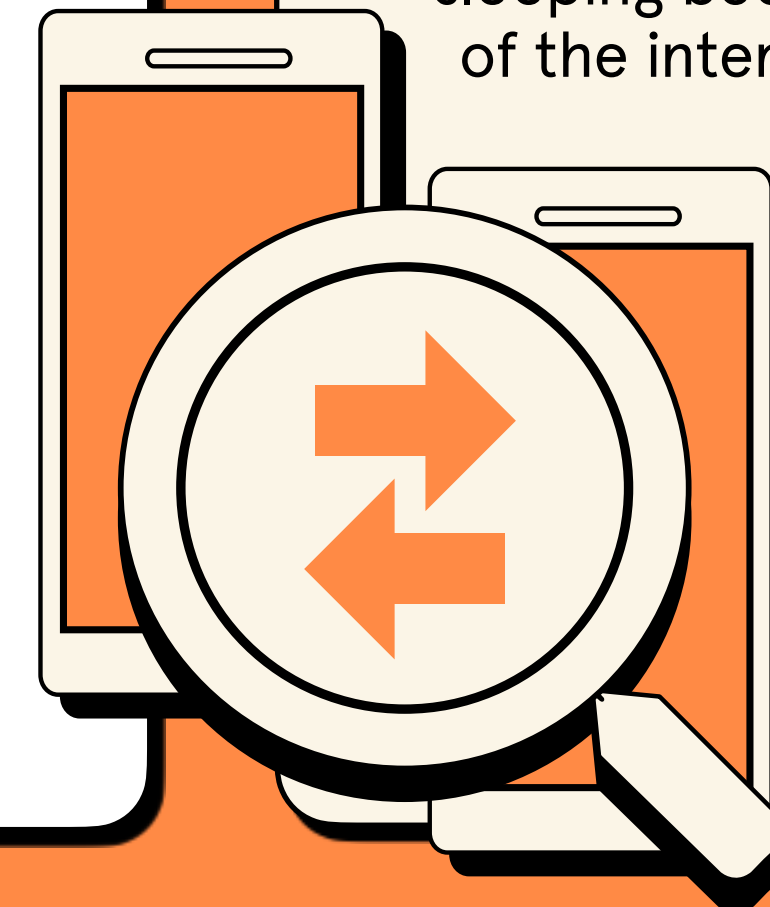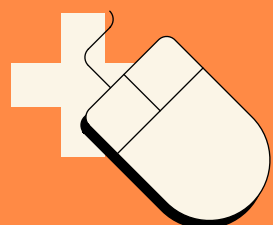
a. AWARENESS LECTURE   ✕

#DIGITALWITHOUTPRESSURE

⏱ 45 to 60 min

ABSTRACT

THEME

SELF-CARE AND HEALTH IN SOCIAL MEDIA

AUDIENCE

13 to 17 years old
(Junior High School to High School)

OBJECTIVES

Examine our use of social networks and understand how this affects mental health. Identify strategies to improve the online experience for everyone. Encourage positive and inspiring actions.

MATERIALS AND EQUIPMENT

- Slides, videos, attendance list.
- Computer, projector, sound box, two microphones (one for the speaker and one for the audience)

BNCC COMPETENCES

CG09, CG10, EF08ER04,EM13CHS403, EF69LP01, EM13LGG102

REAL TALK

This is your chance to tell who you are and why you are doing this activity. Context data is welcome (there are several examples in this guide!). Don't forget to mention that you were selected by the Digital Citizen project and to explain the program. But make it quick, ok? Be objective! **(5 min)**

LET IT ROLL

1. Start with an icebreaker, like **How I see myself**.

✕

💾 CHECK THIS AND OTHER ICEBREAKER OPTIONS IN THE SUPPORT MATERIAL SECTION
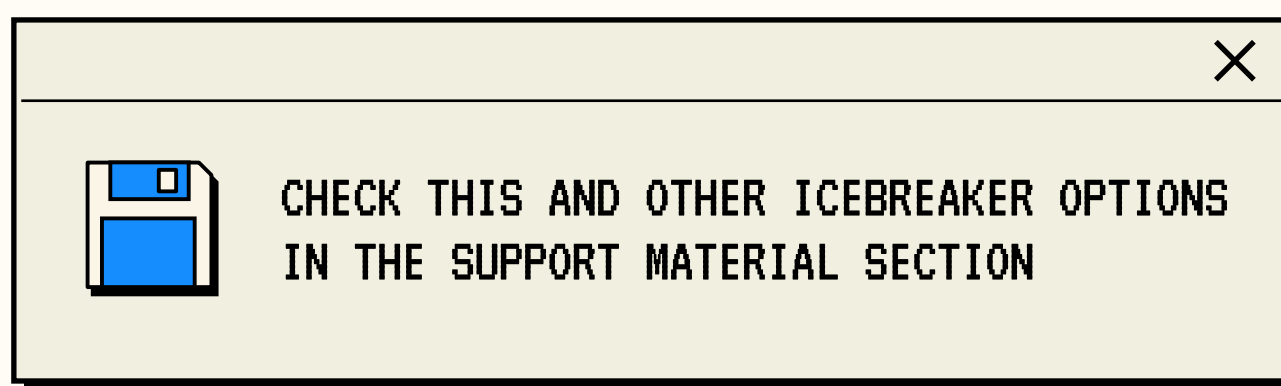
2. After the warm-up, explain that the topic of the conversation is how to use social networks in a critical and conscious way. You can talk a little bit about the challenges of these platforms and the importance of taking care of mental health online. **(5 min)**

3. Show the slide sequence and give tips on configuring social networks. Focus on the idea that, with small actions, we can make the internet a more inspiring and positive space. **(15 min)**

4. Quiz time: invite your audience to answer questions about using social networks. If you have Internet access, use our quiz on the Kahoot platform. Otherwise, just ask each one to think of the right alternative and then show the correct answers. **(7 min)**

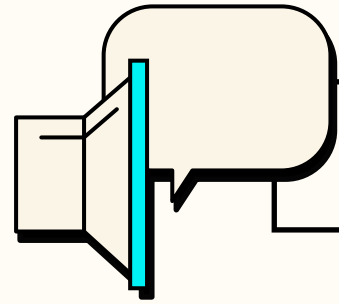**5.** Your presentation is over, so it's cool to make a final summary of the main subjects discussed. **(3 min)**

6. Let's talk? Use the slide's trigger question to open a round of questions. **(10 min)**

7. Now let's go to the final reminders:

a. STAND-BY SUPPORT
Let them know that you will stay there for 10 minutes to answer questions individually.

a. AWARENESS LECTURE ✕

#DIGITALWITHOUTPRESSURE

⌚ **45 to 60 min**

b. EDUCATHON
Tell them that you are available to support projects that they want to implement at school.

✕

LEARN MORE IN THE BONUS SECTION EDUCATHON

8. Before you start answering questions, invite the group to make a selfie.

9. When you are done with their doubts, take the opportunity to register your impressions in the action plan: What really worked? What didn't work? Did the students enjoy it?

LINKS OF THIS ACTIVITY

SUPPORT SLIDES - #DIGITALWITHOUTPRESSURE

QUIZ SHARE WITH SENSITIVITY

QUIZ COMPARE LESS

NOTES

b. GROUP ACTIVITY 1

MY ONLINE IDENTITY

⌚ 60 min

ABSTRACT

THEME
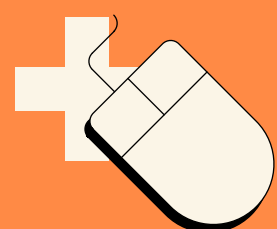
SELF-CARE AND HEALTH IN SOCIAL MEDIA

AUDIENCE

13 to 15 years old
(Junior High School to 1st grade High School)

OBJECTIVES

Analyze how your internet identities relate to your goals (e.g. professional, academic, personal). Understand how to create and manage an online personality considering the quality of content, connection time and critical eye for social comparison.

MATERIALS AND EQUIPMENT

- "My Online Identity" printed flyers, attendance list
- Sheets of paper and pens

BNCC COMPETENCES

CG09, CG10, EF05HI04, EF01ER04, EM13CHS502, EM13LGG102

REAL TALK

This is your chance to tell who you are and why you are doing this activity. Context data is welcome (there are several examples in this guide!). Don't forget to mention that you were selected by the Digital Citizen project and to explain the program. But make it quick, ok? Be objective! **(5 min)**

LET IT ROLL

1. 1. How about starting with an icebreaker, like the **Lighting the flame**?
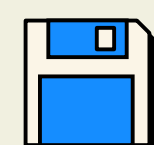
> ✕
>
> 💾 CHECK THIS AND OTHER ICEBREAKER OPTIONS IN THE SUPPORT MATERIAL SECTION

2. Organize people in a circle and explain the purpose of the activity: think about how your use of the social networks inspires or pressures you, and how we can have more than one identity on the internet, just like in offline life. **(5 min)**

3. Divide the participants into pairs and allow 7 minutes for each to discuss the following questions, which can be written on the blackboard or printed if possible: **(7 min - each discussion)**

💬 What kind of content do you create and/or share online today (e.g. videos, music, remixes, blogs, illustrations, animations)?

💬 _ What inspires you on social networks?

💬 _ What do you enjoy publishing?

💬 _ What kind of content is associated with your real name and image?

💬 _ How much time do you spend each day on social networks, on average?

💬 _ Have you ever felt bad comparing yourself to others on social networks? Have you ever felt that your life is not as cool as others'?

💬 _ Why do you think people focus more on posting good and happy things?
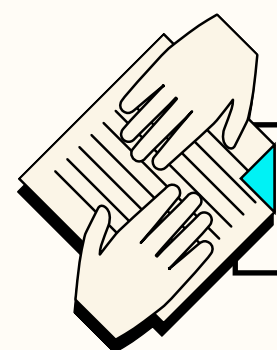
b. GROUP ACTIVITY 1   ✕

MY ONLINE IDENTITY

🕐 60 min

CONTINUATION >>>>

4. Ask some people to share what happened in the conversations, what conclusions they reached. **(5 min)**

5. Distribute the brochures "My Digital Identity" and explain that each one should fill out his or her own. Say the idea is to think about what inspires the way you present yourself online, and how this can give tips about your interests and passions. **(10 min)**

6. Open a circle for people to share and discuss responses and thoughts in groups. **(5 min)**

7. Propose a final activity based on what you have already discussed. The idea now is to invent a new online identity, with a more positive and healthy posture. Ask everyone to write a paragraph about this new presence on social networks from the following topics: **(8 min)**

💬 _Type of account and platform (e.g. personal or professional account, on which social networks, blog or website)

💬 Type of content (e.g. photos, videos, texts)

💬 What would you put in the "Presentation/Overview" section?

💬 What kind of images would you use?

💬 _ What would be your criteria to choose the profiles and contents you would share?

💬 _ What kind of content would you avoid in order not to stimulate social comparison and other bad feelings?

💬 _ How often would you use and post?

💬 _ What would you do to try to inspire and help your friends who follow you?

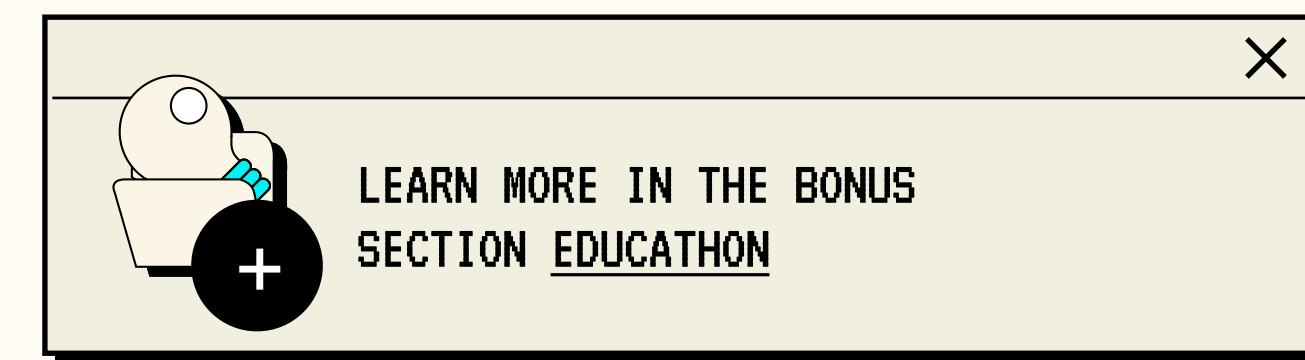**8.** Open a circle and ask people to share their creations. **(5 min)**

9. Now let's go to the final reminders:

a. STAND-BY SUPPORT
Let them know that you will stay there for 10 minutes to answer questions individually.
b. EDUCATHON
Tell them that you are available to support projects that they want to implement at school.

✕
LEARN MORE IN THE BONUS SECTION EDUCATHON

10. Before you start answering questions, invite the group to make a selfie.

11. When you are done with their doubts, take the opportunity to register your impressions in the action plan: What really worked? What didn't work? Did the students enjoy it?

LINKS OF THIS ACTIVITY

MY ONLINE IDENTITY (FULL SCRIPT)
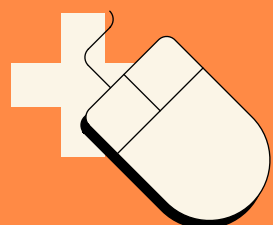"MY DIGITAL IDENTITY" BROCHURE

b. GROUP ACTIVITY 2 ✕

IS IT ALL TRUE?

⌚ 60 min

ABSTRACT

THEME

SELF-CARE AND HEALTH IN SOCIAL MEDIA

AUDIENCE

13 to 17 years old (Junior High School to High School)

OBJECTIVES

Learn to identify news and false information. Exercise and understand the process of checking information in the health context.

MATERIALS AND EQUIPMENT

- List of fake news and true news
- Cell phones with internet access

BNCC COMPETENCES

CG09, CG10, EF08ER04,EM13CHS403, EF69LP01, EM13LGG102

REAL TALK

This is your chance to tell who you are and why you are doing this activity. Context data is welcome (there are several examples in this guide!). Don't forget to mention that you were selected by the Digital Citizen project and to explain the program. But make it quick, ok? Be objective! **(5 min)**

LET IT ROLL

1. How about an icebreaker to warm up? **Convincing dynamics** is a good option.
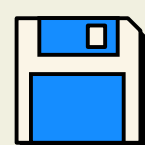
💾 CHECK THIS AND OTHER ICEBREAKER OPTIONS IN THE SUPPORT MATERIAL SECTION ✕

2. Start by asking if anyone in the group has ever received fake news. Has anyone ever believed and forwarded that kind of message? Ask what the subject was and what the impact was for each one. **(5 min)**

3. Then, propose an information check with focus on health. Divide the room into groups of 4 to 5 people and distribute at least one true and one false news for each group. They should use the internet to find out what is true and what is not. Allow 10 minutes for this task. **(15 min)**

○ ○ ○   EXAMPLES OF NEWS ABOUT COVID-19:   ✕

FALSE

Images of empty coffins show no fraud in the number of Covid-19 cases

Ridiculous', 'can kill'; experts refute disinfectant injections suggested by Trump

We checked: WhatsApp message that promises 'gas aid' from the Ministry of Citizenship is false

TRUE

Studies indicate that obesity is a risk factor for Covid-19

Men die more from Covid-19 than women

A dog was quarantined in Hong Kong after testing positive for the new coronavirus (in Spanish)

b. GROUP ACTIVITY 2   ✕

IS IT ALL TRUE?

⌚ 60 min

CONTINUATION ⟩⟩⟩⟩

✕

BEFORE STARTING THE ACTIVITY, SELECT FROM 5 TO 10 FAKE AND TRUE NEWS THAT CIRCULATE ON THE INTERNET. CHOOSE CURRENT TOPICS THAT ARE LINKED TO THE STUDENTS' REALITY. THE FOLLOWING IS A LIST OF CHANNELS THAT CAN HELP IN THIS SEARCH:

AGÊNCIA LUPA | AOS FATOS | TRUCO | BOATOS.ORG | E-FARSAS | SAÚDE SEM FAKE NEWS

4. When the time is up, ask what the experience was like: what did they discover and in what way? What was the method used to check the information? On which sites did they search and where did they find answers? Encourage everyone to share what they did and what was most difficult. **(10 min)**

5. Now, talk about the importance of checking information before believing it (and also before sharing content). Play the video "How not to believe in fake news" and reinforce the step-by-step of this check. **(5 min)**

○ ○ ○   HOW NOT TO FALL IN FAKE NEWS   ✕

_Read the full text before sharing

_Check the reputation of the person and the website

_Pay attention to the website address (URL)

_Be wary of strange layouts

_Check if it's an opinion or a report

_ Doubt audios

_Search online

6. To conclude, explain that fake news can have very dangerous effects, even more when the subject is health. One example is parents who stopped vaccinating their children against measles because they believed in shared rumors on the Internet. The result was that cases of the disease have increased throughout Brazil (you can show the report on the subject). In other words: fake news can influence people's behavior. That's why it is so important to be suspicious and always check. **(10 min)**

7. Now let's go to the final reminders:

a. STAND-BY SUPPORT
Let them know that you will stay there for 10 minutes to answer questions individually.

b. EDUCATHON
Tell them that you are available to support projects that they want to implement at school.

✕

LEARN MORE IN THE BONUS SECTION EDUCATHON

10. Before you start answering questions, invite the group to make a selfie.

11. When you are done with their doubts, take the opportunity to register your impressions in the action plan: What really worked? What didn't work? Did the students enjoy it?
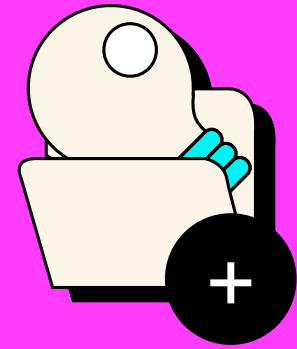
LINKS DESTA ATIVIDADE

CARDBOARD: FAKE NEWS AND TRUE NEWS

VIDEO: HOW NOT TO BE FOOLED BY FAKE NEWS?

BONUS

DIGITAL MOBILIZATION ACTIVITY ✕ **+** EDUCATHON ACTIVITY ✕

BONUS

c. DIGITAL MOBILIZATION ACTIVITY ✕

Mobilization actions on the Internet have the potential to impact more people in more places. This is also an important strategy when it is not possible to be physically present. Use the support materials in this guide to create remote activities through social networks.

LET IT ROLL

1. The first step is to map the school's digital communication channels. Search for pages and communities on social networks, message groups and whatever else goes on.

2. Choose one of the three themes explored in this guide to develop your action plan. You will find a template later in this section.

3. Search for support materials on the chosen subject, such as posts, videos and infographics. The information available on each subject can also be used as reference.

4. Create a content publication schedule thinking about how long your action will last. Seven days is a good time to start. If you prefer to make a newsletter or video series, choose a fixed periodicity, like once a week.

5. For each publication, create a caption that explains the theme in a simple way and also encourages people's participation. The more people interact with the publications, the more reach and relevance your action will achieve.

6. Use the hashtags of the awareness campaigns indicated in the Support Material section. For example: #IdoCare, #InternetMorePositive, #DigitalWithoutPressure. If you want to create a new one, think of something that makes sense to your audience.

7. Reserve a moment of the day to encourage people to interact and post. It can be every Monday at 1pm, for example. This planning helps to keep the group organized and engaged.

8. When the mobilization is over, make a record of the results of the action. Consider the numbers of engagement (likes, shares, etc) and analyze the quality of interactions.

You can do this in a sequence of stories in Instagram, for example. ✕

Make the script: think about what you want to talk about and how you intend to do it.

The language should be simple: choose attractive images and write short texts. It is also worth recording videos in selfie format telling the experience.

Use gifs, visual elements and other platform features to make everything more fun and dynamic.

After posting, evaluate the number of views and interactions. If you think it could be better, try a new strategy, changing language and format.

BONUS

d. EDUCATHON ACTIVITY ✕

As important as making a lecture, group activity or online mobilization is to **stimulate the audience to create new actions.** Your digital education activities will have an even greater reach if people replicate and reinvent the content you send. So let's encourage these people to get their hands dirty too!

○ ○ ○   !   ✕

IF YOU ARE PART OF THE DIGITAL CITIZEN PROGRAM, KEEP IN MIND THAT THE BEST EDUCATHON INITIATIVES WILL BE PRESENTED AT OUR REGIONAL EVENTS AS WELL AS ON SECURE INTERNET DAY 2021.

LET IT ROLL

1. Ask for the school's students' contacts and invite everyone to participate in this activity. This approach may go better after having already done face-to-face actions with this audience, but this is not a rule!

2. Form a group of 3 to 5 people per school, with people who are really motivated and willing to volunteer.

3. Show this guide and explain how it works. The idea is that they use this content as inspiration and starting point.

4. Ask the group to choose one of the themes of the guide: Privacy and Reputation, Positive or Self-Care Behavior and Health in Networks. This decision should consider which subject has more to do with their school environment.

5. Encourage participants to study the guide materials and select the most relevant information and guidelines to create the project.

6. **Time to get your hands dirty!** The first step is to define and write all the details of this new action.Use the canvas template (in the Support Material section, page 48) to get started.

7. Once the project is defined, set up a schedule with weekly meetings and delivery days for each task. Dividing the stages by week will facilitate the organization and development of the project, which should last at least 1 month.

8. Follow each step of the initiative and create a dynamic of attendance with the group, to clarify doubts and give suggestions. You can count on SaferNet, of course! Our team will also be open to help.

9. Once the project is finished and the contents are developed, it's time to spread the message! Use the tips of the Digital Mobilization Activities to help spread the word.

SUPPORT MATERIALS

Here you will find a series of extra resources to create and apply your activities.

04
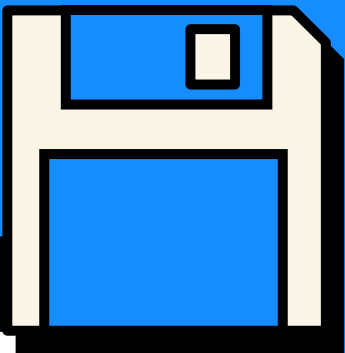
| ICEBREAKERS ✕ | CONTENT ✕ | TEMPLATES ✕ |
| SLIDES ✕ | ONLINE TOOLS ✕ | ONLINE TRAINING ✕ |

ICEBREAKERS

To help warm up and animate the audience of lectures and group activities.

TELL A SECRET

Each participant must say his or her name, age and a secret that he or she has never told anyone, or something they have never shared in public.
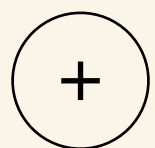
(+) *sugested as a LECTURE on PRIVACY AND REPUTATION THEME

SECRET FRIEND WITH DICE

Each one summarizes its story in 5 facts and writes them in a post-it.

These post-its will be raffled off and distributed among the participants so that they can tell that story and guess whose it is.
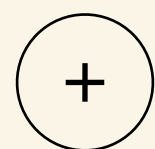
(+) *sugerido as GROUP ACTIVITY 1 on PRIVACY AND REPUTATION THEME

ACTION IN FRAMES

Ask someone to volunteer to be in the middle of a circle. This person will do an action with clear and wide gestures (take something out of his pocket, find something on the ground, get scared, etc.) in a comical and theatrical atmosphere.

People in the circle remain with their eyes closed and can open it only 3 times quickly, registering the image they see as a movie frame.

Joining the sound with the images they were able to see, another volunteer tries to recreate the scene.

Sharing the experience:

_ What helped you most to mimic the action of the other: sound or image?
_ What happens when we put the 3 images together in more spaced out or shorter times?
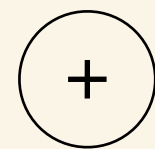
(+) *sugested as GROUP ACTIVITY 2 on PRIVACY AND REPUTATION THEME

CORDLESS PHONE WITH GESTURES

In a circle, the participants lean shoulder to shoulder and close their eyes.

A person is chosen to pass a message with the body. It can be a caress, a hug, a touch with one's hand on the other's elbow, etc.

Like on a cordless phone, the person passes the received message to the one next to them, and so on.

When the first person to pass on the message arrives, the group opens their eyes and checks if the message that came out is the same one that came back. It almost always isn't!
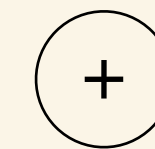
(+) *sugested as a LECTURE on RESPECT AN EMPATHY THEME

ICEBREAKERS

To help warm up and animate the audience of lectures and group activities.

WHEEL WITH KNOT

In a circle, everyone holds hands (right hand with palm down, left hand with palm up). Each person should memorize who is on his right and who is on his left.

Then, everyone releases their hands and walk around the room shuffling.

After 20 seconds walking, everyone stops, remembers who was on each side and, moving as little as possible, must give the same hands to the same people. So we have a nice knot of people!

Without letting go of their hands, just moving and talking, everyone returns to the original circle.
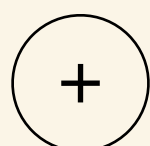
(+) *sugested as **GROUP ACTIVITY 1** on **RESPECT AND EMPATHY THEME**

DRAWING ON THE BODY

Gather the following materials: kraft paper rolls, colored pens, gouache dyes, white glue, cotton, sawdust or any rough waste and brushes.

In pairs, one is revealed to draw the silhouette of the other's body on craft paper.

Then, individually, each one chooses the materials to create any intervention in their own silhouette with the following theme: How do I feel about the theme of the activity? Allow some time for the interventions.

Place each silhouette on the wall, one next to the other, as if it were an exhibition.

Finally, those who wish can share insights about each other, the group, and the group's relationships.
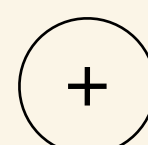
(+) *sugested as **GROUP ACTIVITY 2** on **RESPECT AND EMPATHY THEME**

SYNCHRONIZED CLAPPING

The participants form a circle. If it is not possible, they stand in front of the chair.

A chosen person begins. This person looks at the person next to him/her and both clap their hands at the same time, while maintaining eye contact.

The second person then does the same with the person next to them, and so on.

The group should try to pass the clapping faster and in a synchronized way.

Challenge: When the group has mastered the activity, you can introduce the double clapping. When one of the pairs beats the double palms, the direction of the palms is inverted, that is, it goes to the other side.
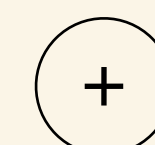
(+) *sugested as **LECTURE** on **HEALTHY RELATIONSHIPS THEME**

ICEBREAKERS

To help warm up and animate the audience of lectures and group activities.

STRING NET

In a circle, one person at a time takes the roll of string and passes it to someone while speaking a sentence of recognition. This may have to do with the purpose of the next activity, for example:

· To thank the person to whom you give the string for something you have learned from him/her.

· Ask a strange question about the person to whom you give the string.

· Ask the person to whom you give the string about his or her relationship with people on the Internet.

· After a few interactions (at least one per person), the wheel will have produced a string net.
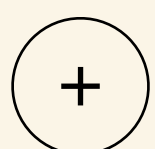
(+)   *sugested as **GROUP ACTIVITY 1** on **HEALTHY RELATIONSHIPS THEME**

HAND MASSAGE

In a circle, everyone holds hands. With the RIGHT hand, one gives the other a massage. Thus, everyone receives a massage in the LEFT hand.

Each one must pay attention to the hand of the colleague in which they are giving massage: skin texture, volumes, bones, muscles, temperature.

Ask: when we focus on the massage we are doing, what happens to the sensation in the hand that is receiving the massage? (It will be weak or even unconscious).

Then, each one should pay attention to his left hand, which is receiving the massage: skin texture, volumes, bones, muscles, temperature..

Ask: when we focus on the massage we are receiving, what happens to the sensation in the hand that is doing the massage?(It will be weak or even unconscious).

Now, everyone should pay attention to both hands and do with the RIGHT hand the same massage you are receiving in the LEFT hand.

Ask: now who is giving the massage? Are the two massages the same? Is it a single massage that circulates or is it one per person? Are they separate or connected?

Finally, you can share impressions: what happens to the perception of the body and our attention in each case? At the end of the third round, "from where" - from what perspective - do we see two opposing functions (give and take) in integration? What impression does this experience give us about structure/system/communication?
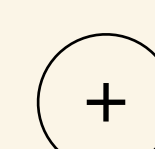
(+)   *sugeested as **GROUP ACTIVITY 2** on **HEALTHY RELATIOSHIPS THEME**

ICEBREAKERS

To help warm up and animate the audience of lectures and group activities.

HOW I SEE MYSELF

Gather the following materials: blank papers and pens.

Each one writes on different pieces of paper: what I like the most about me, what I like the least, what worries me the most.

Shuffle the papers of each question separately and redistribute them among people .

Each participant comments on the answers they have written and those they have drawn. You can summarize the characteristics and anxieties of the group.
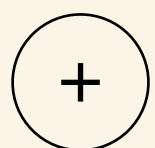
(+) *sugested as LECTURE on SELF-CARE AND HEALTH IN THE NETWORKS THEME

LIGHTING THE FLAME

You will need a new matchbox, preferably with long sticks.

Each one should scratch a match and talk a little about himself while the toothpick is lit. The presentation may include name, age, interests and other information related to the activity.

When the flame goes out, the person stops talking and passes the box to the person next to them .

In the end, you can discuss how each one used the time, which information was prioritized, what strategies were used to maintain or extinguish the flame. It is also worth making room for anyone who wants to add something to their presentation or ask someone something.
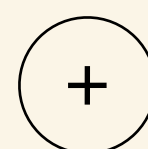
(+) *sugested as GROUP ACTIVITY 1 on SELF-CARE AND HEALTH IN THE NETWORKS

CONVINCING DYNAMICS

In pairs, one person faces the other. While one speaks repeatedly the phrase "it's for your own good", the other answers "but I don't want to". It is like a mantra, in which the meaning of the sentences changes in repetition.

After one minute, the sentences are inverted and the process is repeated for another minute .

Then, the sentences change to "I need it so much" and "but I'm sorry".

After one minute, the sentences are inverted and the process is repeated for another minute .

In the end, you can discuss how the dynamic conditions can make us change our minds.
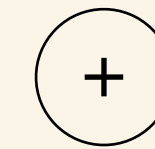
(+) *sugested as GROUP ACTIVITY 2 on SELF-CARE AND HEALTH IN THE NETWORKS

SLIDES

Check here all the slide shows produced for the Digital Citizen program. They are available for download. To use them in activities, you just need to update your name, date and place of activity.

PRIVACY AND
REPUTATION

POSITIVE BEHAVIOR

RESPECT
AND EMPATHY

POSITIVE BEHAVIOR

HEALTHY ONLINE
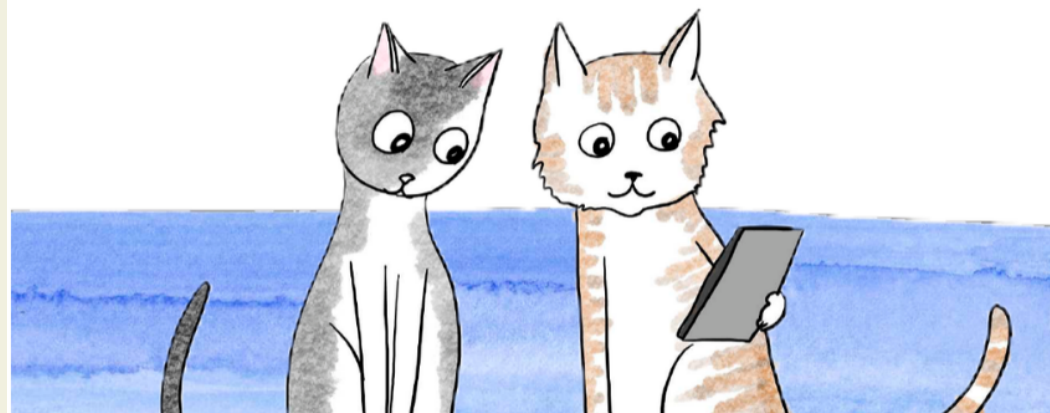RELATIONSHIPS

SELF-CARE
AND HEALTH
IN SOCIAL
NETWORKS
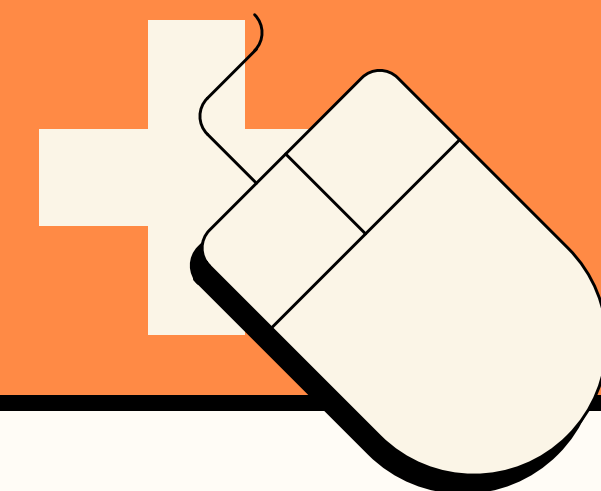
CONTENT

Here, you will find all the contents that are reference for the activities proposed in this guide.

SEXTORTION ✕

O QUE É SEXTORSÃO?

CAMPAIGN VIDEO

BACKSTAGE

INFOGRAPHIC

SLIDES

Meninas em Rede

GIRLS CONNECTED

I DO CARE ✕

ACABAR COM O BULLYING #ÉDAMINHACONTA
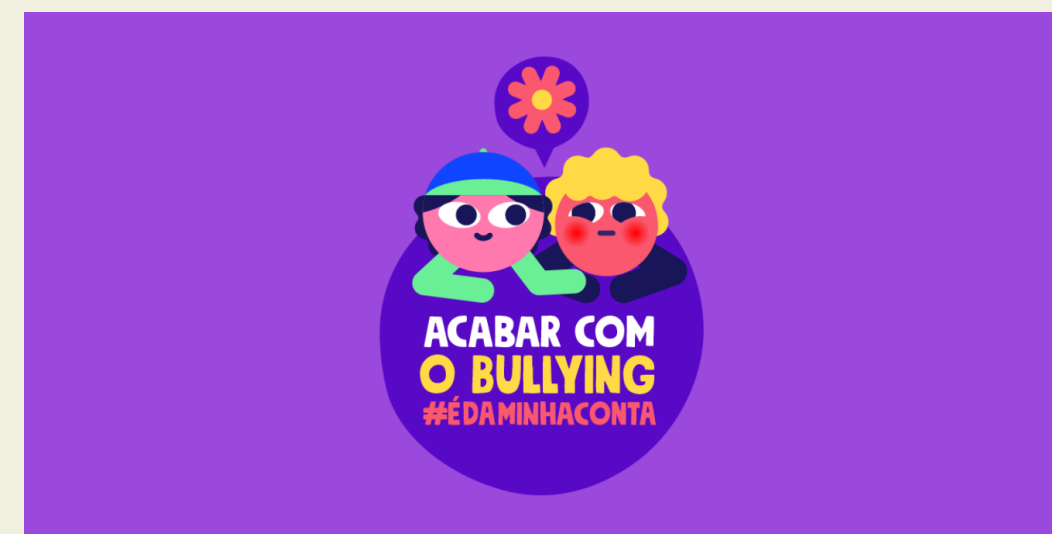
STORIES

CARDS

WEBSERIES

E01 E02 E03 E04 E05 E06

SAFERNET HELPLINE ✕

helpline

VIDEO

HOTLINE ✕
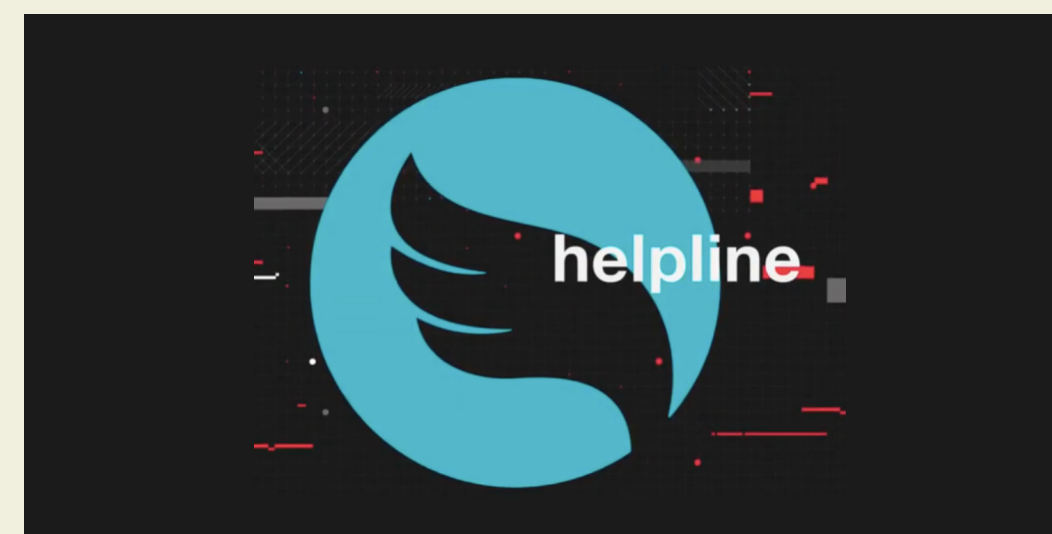
INTERNATIONAL ASSOCIATION OF INTERNET HOTLINES
INHOPE

VIDEO

DIGITAL WITHOUT PRESSURE ✕

#digital sempressão
UM GUIA PARA TE AJUDAR A TER UMA EXPERIÊNCIA POSITIVA, INSPIRADORA E EQUILIBRADA NO INSTAGRAM

STORIES

CARDS

WEBSERIES

E01 E02 E03 E04 E05 E06

YELLOW SEPTEMBER ✕

FESTIVAL AMARELO

EVENT VIDEO

INSTAPOETRY

E01 E02 E03 E04
E05 E06 E07 E08

SAFER INTERNET DAY ✕

Dia da Internet Segura 2020
www.diadainternetsegura.org.br

EVENT HUB

CONTENT

Here, you will find all the contents that are reference
for the activities proposed in this guide.

ONLINE SAFETY ✕
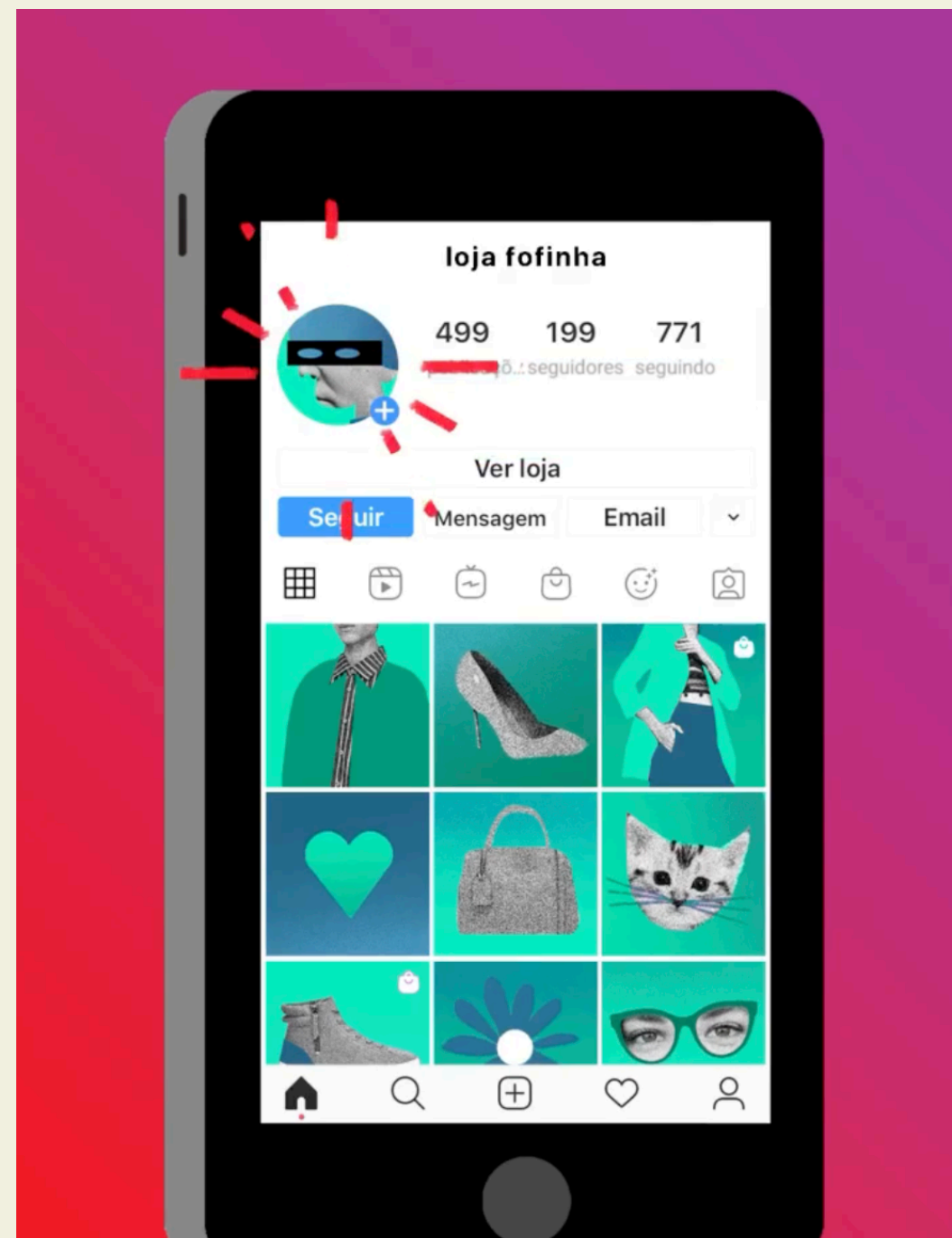
HOW TO AVOID INSTAGRAM SCAMS

TWO-FACTOR AUTHENTICATION

HOW DOES INSTAGRAM COMMUNICATE WITH YOU?

DIGITAL CITIZEN SERIES ✕
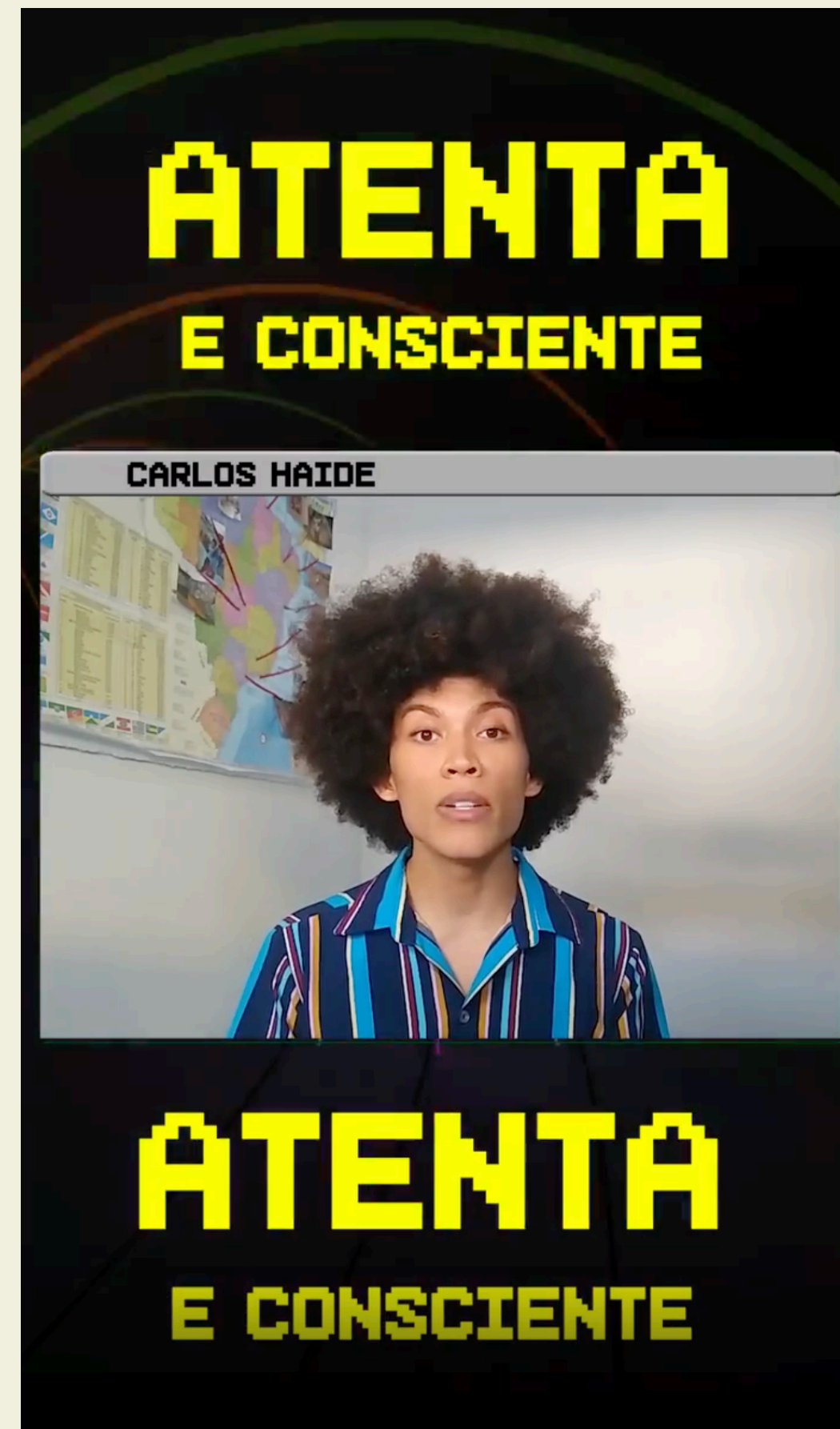
PRIVACY AND REPUTATION

LEAK OF INTIMATE IMAGES
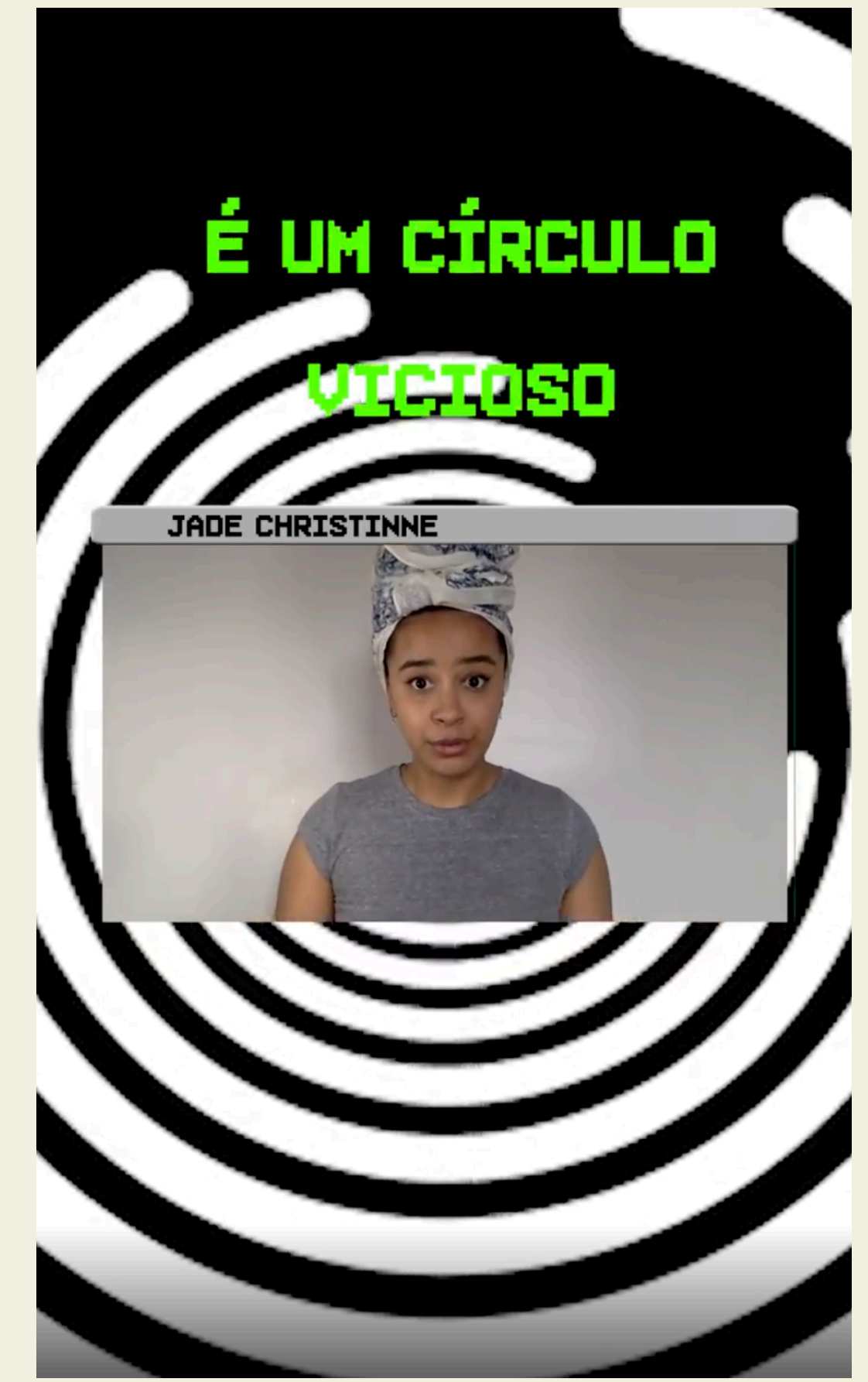
CYBERBULLYING

ONLINE TOOLS

Besides exploring the guide's contents, you can also make your own presentations and materials for activities with the help of free tools.

TO ENGAGE
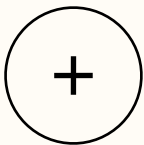
+ CREATE PRESENTATIONS AND INTERACTIVE FEATURES TO KEEP THE AUDIENCE ENGAGED

MENTIMETER (www.mentimeter.com)

GOCONQR (www.goconqr.com/pt-BR)

PADLET (www.padlet.com)

QUIZIZZ (www.quizizz.com)

PICKLERS (https://get.plickers.com/)

PARA PRODUZIR

CANVA (www.canva.com)
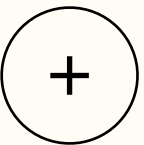
+ TO CREATE DIFFERENT TYPES OF CONTENT WITH TEMPLATES, PHOTOS AND ILLUSTRATIONS

STORYFORM (www.storyform.co/)
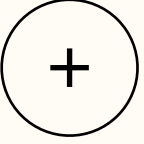
+ TO RECORD STORIES IN TEXT, VIDEO AND PHOTOS IN RESPONSIVE FORMAT

EASEL.LY (https://easel.ly)

PIKTOCHART (www.piktochart.com)
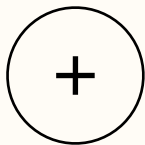
+ TO CREATE INFOGRAPHICS

POWTOON (www.powtoon.com)

UNFOLD (www.unfold.com)

RIPL (www.ripl.com)

MOJO (https://mojo.video/)
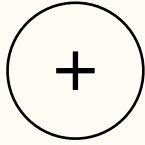
+ TO MAKE MEMES, FIGURINES, GIFS AND OTHER SHAREABLE CONTENT

IMG FLIP (imgflip.com/)

STICKER.LY (sticker.ly/)
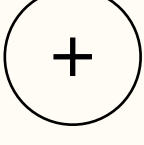
+ APPS FOR QUICK IMAGE EDITING

MAGIC ERASER

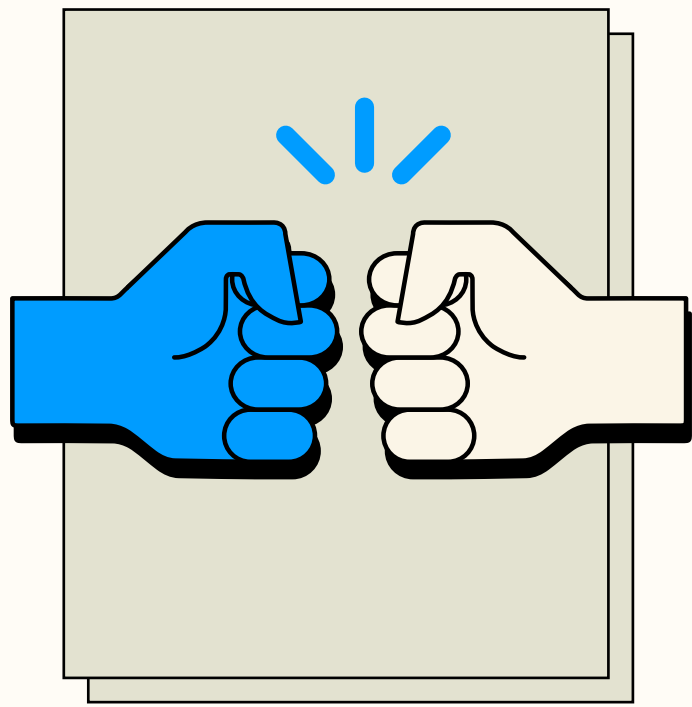PICSART
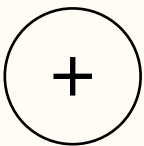
+ BUSCAR IMAGENS GRATUITAS

FREEPIK (https://freepik.com)

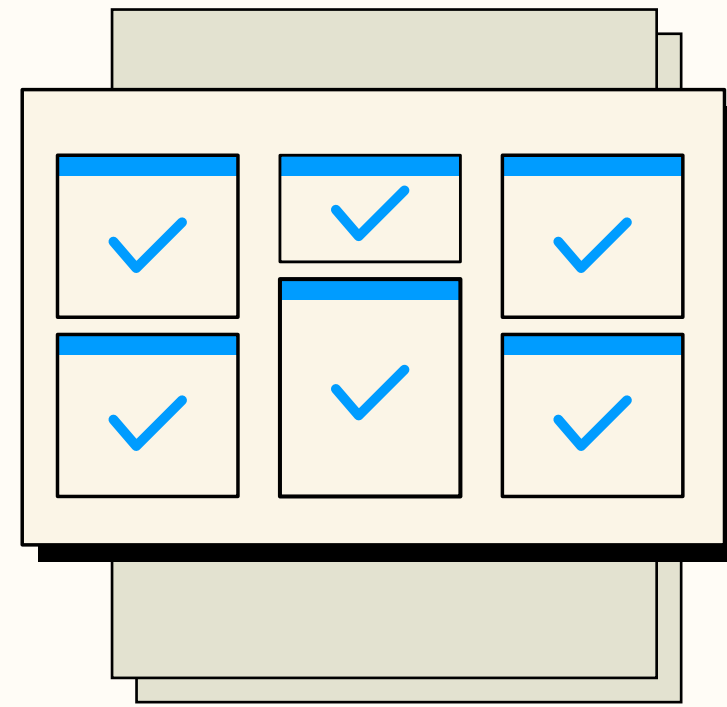PIXABAY (https://pixabay.com)

UNDRAW (undraw.co)

TEMPLATES
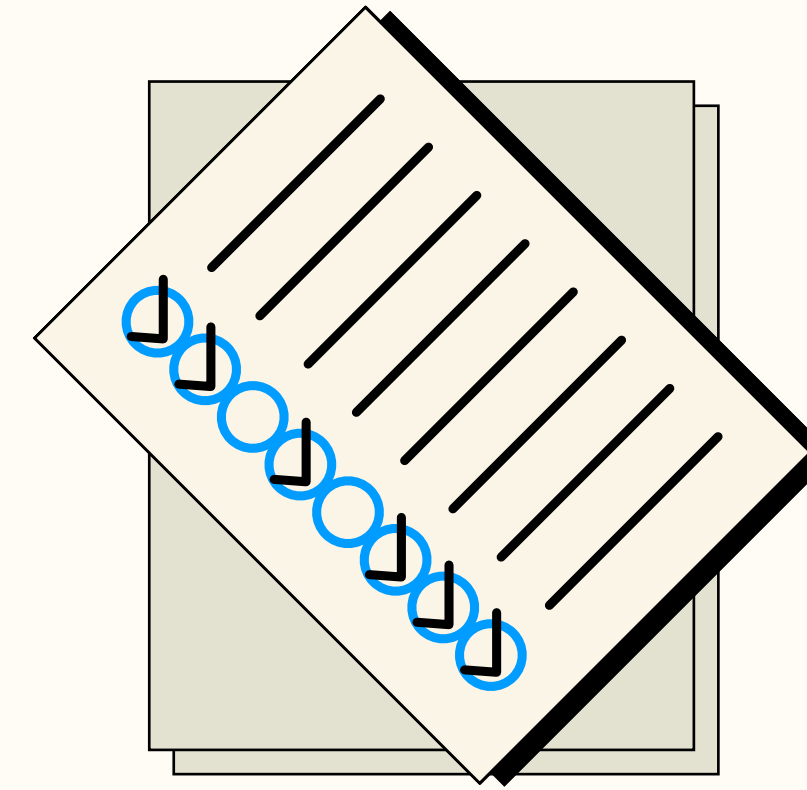
PRESENTATION LETTER

CREATE PRESENTATIONS
AND INTERACTIVE FEATURES
TO KEEP THE AUDIENCE
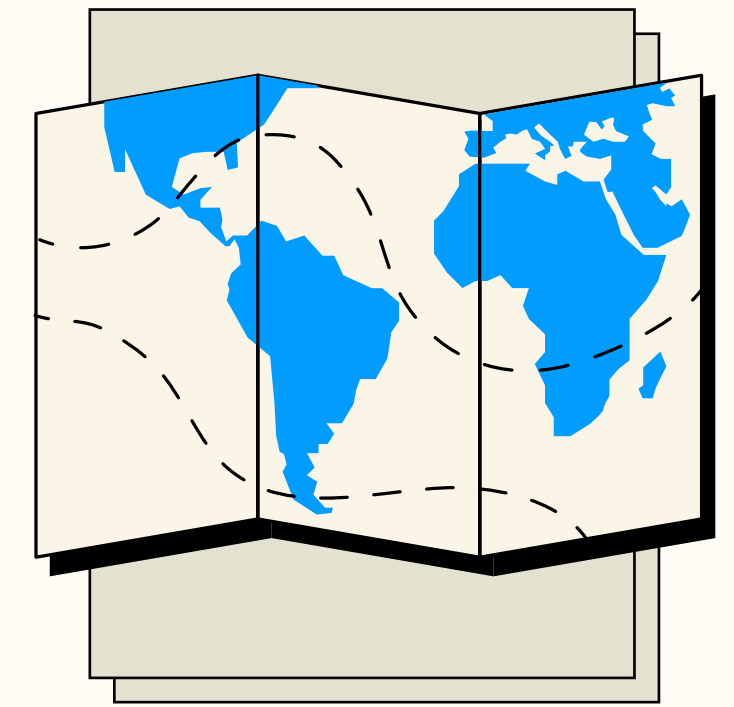ENGAGED

ACTION PLAN

TO HELP YOU DESIGN
YOUR ACTIVITY

CHECKLIST

TO REMEMBER
EVERY DETAIL BEFORE
THE ACTIVITY

MAP UPDATING

TO REGISTER YOUR
ACTIVITY ON THE
PROGRAM'S WEBSITE