



Network security

Scenario 4 for 4 clock hours

Internet: unlimited communication, unlimited isolation

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TIC TAC – Network security
Scenario 4 for 4 clock hours

I GENERAL INFORMATION

- Duration of classes
- Recipients of the classes
- Number of participants
- Working methods
- Materials needed for the meeting
- Purpose of the workshop

II INTRODUCTION

- Introduction to the topic of classes
- Introduction of the trainer/trainer
- Ice breaker: Group integration
- Establishing group rules

III MERITS

IV WORKSHOP END

V ANNEXES

VI EVALUATION SURVEY / CERTIFICATE EXAMPLE

I. INTRODUCTION

Duration:

4 hours

Workshop recipient

The recipients of the workshops are groups of young people (girls and boys) aged 13 to 18 who are pupils of care and educational institutions, youth educational centres, foster families, educational centres, schools. The scenario can be used by all other people interested in the topic of group relationships.

Number of participants

Workshop group for 12 people of both sexes. You can also conduct a workshop in a smaller group of at least 8 people depending on the housing conditions.

Proposed working methods

- Active ways of conducting classes: group work
- Active ways of conducting classes: working in pairs
- Individual work
- Brainstorming
- TIC-TAC imaging techniques
- Psychoeducation
- Mini lecture

Example materials needed for the workshop

- Work cards,
- Colour paper
- Crayons
- Markers
- Sticky notes,
- Flipchart,
- Pens,
- Printed work cards and information cards for participants
- Certificates
- Evaluation survey

Coursework

Presentation of the meeting programme (10 min)

The purpose of the workshop:

The main objective is to strengthen the competence to acquire competence in areas related to network security, making choices and awareness of consequences. At the same time, acquiring knowledge about the impact of building relationships in the network, conducting conversations on topics related to expectations. During the workshop, special emphasis will be placed on working with building an assertive attitude, youth attitudes, acceptance and self-acceptance. Knowledge of threats in the digital environment, conscious decision making about the form of using the network, acquisition of knowledge about legal possibilities of acting in connection with abuse in the network.

The following results are planned for the participants:

- Making participants aware of the value of building relationships based on social contact outside the virtual one.
- Ability to respond to attempts to use the network
- To make the negative and positive impact of social media on building self-esteem and peer relations visible
- Increased self-confidence
- Increased self-esteem
- Improving direct relationships with peers
- Acquisition of communication skills, assertive attitudes according to the TIC -TAC method

This script will help you to expand your competence in network security.

A young person, an Internet user, will acquire basic knowledge about safe and conscious use of network resources. They will learn the basic principles of "Digital IAM".

They learn how to effectively identify crimes committed with the use of modern information and communication technologies. Let us remember that Cyberbullying is: harassment, intimidation, bullying and mockery using the Internet and electronic tools. Cyber-bullying takes various forms, including sending embarrassing materials (e.g. photos and videos), hacking into email and instant messenger accounts to send private or false information, creating ridiculous or discrediting websites, memos, fake blogs and profiles on social networking sites. Cyberbullying is characterized by the high anonymity of the perpetrator and "considerable force of gravity". It is particularly dangerous when directed against children and young people. Moreover, it does not only directly affect the victim, but also affects the entire group in which the person subjected to cyber-bullying functions. Peer maltreatment of colleagues is becoming more and more frequent, but thanks to new technologies, attackers have a much easier task, and it causes much more problems for victims. That is why the role of an educator, educator, parent, adult is extremely important in the fight against cyberbullying, and they should provide significant support to young people. It is essential that in the case of a cyberbullying experience, the young person knows who to turn to for help.

The teacher/teachers move. Welcome - (5 min)

- First name, last name,
- Education,
- Professional experience
- Interests

Group rules - (10 min)

The trainer distributes colourful sticky notes to participants and asks the question: "To feel good and safe together, I need ...". It gives participants about 3 minutes.

Example:

"To feel good and safe together, I expect that..."
<ul style="list-style-type: none">• Respect from others• Silence when I say• No criticism• Favorites• Decide whether I want to take part or speak

The leader collects the cards, reads them aloud, asks if everyone agrees with the rules, if he sticks them on the flipchart acrylic. After reading all the cards, the presenter asks if there is any rule that should be on the card (if participants still have a proposal we write it on the card and stick it on).

Questions about what we expect from the program. Verification of expectations - (10 min)

The trainer distributes one adhesive card to participants and asks them to write down their expectations from the TIC TAC program. He gives participants 3 minutes to do so. Then he collects the cards, reads the questions / statements and discusses them.

Garage - (5 min)

The instructor takes out a previously prepared A4 card /flipchart with the inscription "GARAGE" and a marker and informs the participants what a garage is: "garage - during the breaks in the garage each of you can write down your question about the content and course of the workshop. We will answer them after the break.

Meritories

Mini-circulation - Network security (15 min)

The digital world offers you unlimited opportunities for learning and communication, as well as challenges of real concern. It is the responsibility of adults to take all measures to promote and protect your rights so that you can enjoy the digital environment and prepare you for new digital innovations. What is a digital environment? Young people use terms such as network, net. Maybe you use other substitutes? If so, what are they?

One of the last definitions created by ENOC, the International Organization of Ombudspersons for Children, is:
“ Digital environments are an area covering information and communication technologies (ICT), including the internet, mobile and related technologies and devices, as well as digital networks, databases, content and services. Your life is dominated by a digital environment that is complex, rapidly evolving and inevitably shapes daily life between online and offline, and is deeply interconnected;

Recognising that each of you has the right to access, learn, play and develop in the digital environment and that it is incumbent on adults to improve existing rules and measures to promote and protect the rights of children in the digital environment. The digital environment has enabled children to communicate and network, play and learn, discover and innovate. It is clear that technology has brought about fundamental changes in the lives of children and young people. The last few years have seen an explosion of creative, entertaining and child-friendly tools, devices and platforms that allow children to create, learn, be interesting and experiment in the digital environment through games, social networks, video creation and other media.. Older children and adolescents around the world use technology to communicate their messages about resonating problems - such as climate change, anti-terrorism, migration, weapons law and more. As a result, children and adolescents realise that they have a voice in the digital environment and can make good use of the Internet, technology and social media.

However, while you use social media, you are often the people who influence and challenge social media. Those of you who abuse the network may have to deal with parents and adults who will want to change your behaviour in different ways. You may be dealing with classmates who use bullying, hey, sexting. Potential risks of abuse and exploitation can also arise when people deliberately use technology for their own evil purposes. Regardless of the challenges and threats identified in the digital environment, you will continue to grow up with technology and the internet in your life. The conditions of your growing up and traveling to adulthood will be full of challenges, threats and opportunities, so protecting and empowering digital rights is a key objective of this programme. This programme is designed to address every aspect of your life, their survival and well-being, their development and participation in society.

It is important to ensure that you are able to raise anonymous concerns about exploitation and other risks on the Internet and to provide high-quality, objective information and tools that allow effective protection.

A PLATFORM FOR REPORTING ABUSE.
<https://dyzurnet.pl/>

TASK 1 Icebreaker 1 (5 min)

The instructor asks the participants to get up from their chairs. Then he asks participants to give one favourite colour and introduce themselves. For example..: "My name is Anna and I like colors: red. Each next person moves, gives a colour and then repeats what is the name of the person or persons who have already spoken.

The trainer closes the exercise with a question: which colours were most often repeated? Which colour only appeared once? Thus, activating the group, he goes to task 1.

Task 2 Children’s views of the digital environment (network) - Group work (15 min)

The instructor distributes cards and pens to workshop participants. Then he says: Your task is to write the beliefs of adults, i.e. how adults perceive the web, and the beliefs of young people, and then defend or overturn them by writing the truth or falsehood about it.

Work Card No. 1 (10 min)

ADULT BELIEFS	TRUTH OR FALSE	MINDSET OF YOUNG PEOPLE	TRUE OR FALSE
There are only paedophiles online		I'm anonymous on the web	

Then groups in the middle present their work (5 min)



Task 3 Threats in the network (15 min)

The trainer divides the participants into groups and distributes to them the previously prepared possible scenarios of danger in the network.

The task of each group is to work out a scenario and indicate what to do in such a situation and who to ask for help. The groups present their methods in the forum.

SITUATION 1: Kasia had an argument with Anna. She is increasingly giving negative comments in social media to her former colleague, ridiculing her and giving negative emoticons for sharing information.

TIP:

SITUATION 2: Janek's having trouble making contact with girls. On the web he often talks to girls on dating sites, but he doesn't know any of them personally.

TIP:

SITUATION 3: Natalia has a boyfriend who asks her to send intimate pictures and threatens to break up with her if she doesn't get them. The girl was afraid that she would lose her boyfriend and sent him some photos without underwear. The next day at school she found out that her photos have her boyfriend's friends. She's afraid they're going to publish them online.

TIP:

SITUATION 4: Charles doesn't let go of the phone. All day long he presents his life on the web by publishing his posed photos on an instagram, facebook or snapchat. Before he publishes a photo, he spends a lot of time taking it and processing it. He is never completely satisfied with the effect until he gets some positive comments and laughter.

TIP:

SITUATION 5: Jacek, Piotrek and Mateusz set up a fanpage about racist in-laws on facebook. They distribute offensive texts and photos about Jews and Muslims. Their profile is popular. They encourage their friends from school to demonstrate racially.

TIP:

.....
.....

Participants share their observations, conclusions in the group

Task 4 Network security

The trainer divides the participants into four groups and distributes the previously prepared tasks to them.

The task of each group is to work out a scenario and indicate what to do in such a situation and who to ask for help. The groups present the developed methods in the forum.

GROUP 1

Your friend's aunt set up an e-mail. As a login she gave her name and surname and the password is her address (street and house number). She also has the same password for her bank account. Recently she started to suspect that someone is logging into her account. What would you advise to change in her login and password to make it safe? How to create web passwords so that they are difficult to guess for others? Write your advice on a piece of paper.

GROUP 2

Your friend loves to spend her free time on the internet forum. When you log on, she uses her name, town name and age (Ania17_Kraków). In the forum posts she writes about her interests. Recently she also gave the name of the street where she lives and boasted that in two weeks' time she is going to the seaside with her parents. Do you think that the information given by a friend can be dangerous for her or her relatives? What information can't be given on internet forums? Write your advice on a piece of paper.

GROUP 3

Your friend loves to download applications to his smartphone. When he downloads another fantastic game on your break, a message appears on the screen: "Do you want your friends to get to know this game too? If so, share your contacts with them". A friend doesn't even read it, he agrees immediately. Another time, when he achieves a really good game score, he gets asked if he wants to save it. And he does it under his name. What advice would you give him on the security of downloading? Write it down.

GROUP 4

Your colleague is excited. She has just received an e-mail with happy information: if she gives her name, address and phone number, the company "We make dreams come true" will send her a record of her favourite band by mail. Do you think she should give the company this information about herself? How can the company use this information? Write your answers on a piece of paper.

Participants share additional insights, conclusions in the group (5 min)

Task 5 Imaginary training (10 min)

The presenter asks the participants to sit comfortably on chairs and says:

Just as plants and animals have evaluated in order to survive better in their surroundings, technology has evaluated. One of its effects is that it is becoming increasingly addictive. With the popularity of smartphones, you've gained the ability to use it right after waking up to sleep. Even when you wake up in the middle of the night, you may want to check Facebook or browse the Internet.

Video games, as you know, can also be addictive. There are people who spend hours at nothing. If what you're hearing so far at least half of the time refers to you, you have a few tips below to follow.

- Imagine doing a digital detox once a week, lasting one day. - give your brain a rest.
- Imagine you keep your phone away from bed. Try to do that a few nights a week. Your bedroom might be free of digital technology.
- Imagine you're cultural. You have your phone turned off during meals, or when you are in a meeting. Think if you can overcome the desire to check your phone at the table, even if someone else is doing it.
- Imagine going for a walk without a phone. You may feel weird at first and then you may feel amazingly refreshing. Do it more and more often. Walking is resting.
- Imagine you check your phone 100 times a day. Think about why and find something nice to take your time.
- Imagine you're surfing the web. See the feeling in your body. Can you surf on his wave. Feel that you're playing. The brain does not distinguish between thought and action. When you feel the same way you are acting, you can feel relieved. Use the network when you want, not when you have to.

Participants share additional insights, conclusions in the group (5 min)

Completion (20 min.)

Task 6

The trainer asks the participants to sit in a circle and everyone answers the question:

- What are you going out with? What's your plan?
- What are you grateful for today?
- The graduation ceremony
- Evaluation questionnaires
-

EVALUATION QUESTIONNAIRE

„TIC TAC” „Network security”

Dear participant,

We hope that the workshop was interesting for you and you could learn many interesting things. We want to receive feedback from you, so we will be very grateful for your time in completing the following survey.

The survey is anonymous.

1. Did the workshop allow you to get answers to the questions that appeared during the workshop?

Definitely yes yes no Definitely no

2. Did the workshop provide you with useful information on how to deal with online threats?

Definitely yes yes no Definitely no

3. Did the workshop provide you with useful tips that can be helpful in overcoming your fear and dealing with stress in setting boundaries or asserting your rights ?

Definitely yes yes no Definitely no

4. Which part of the workshop did you like the most and why ?

.....

5. Where the topics discussed interesting?

YES NO

6. If you answered YES, then please write down the topics which were interesting.

.....

7. Additional comments

.....

Thank you for completing the questionnaire!





Competences and framework for social system youth workers.

CERTIFICATE

This is to certify that

(Full name of the participant)

Has participated in the workshops titled:
„The best way to get to know the world”
TIC TAC Program

GROW IT UP - COMPETENCES AND FRAMEWORK
FOR SOCIAL SYSTEM YOUTH WORKERS
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Date:

Place:

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