HEY PUG!

Handbook for parents and teachers

saferkidsonline by ESET

Introduction

Opportunities and risks of online activities. Developing the competence to handle online threats

Today's children and teenagers have been born into an environment where the online and the offline are interconnected. That's why it's up to adults to teach children how to make the most of the benefits of online activities and prepare them to respond to the risks involved.

It's appropriate to begin this preparation at least one year before the given activity becomes relevant for the child. That's because we shouldn't be under the impression that if we don't see a child doing something, it means they are not doing it or won't encounter it, be it coincidentally or intentionally, when interacting with their peers.

However, risk doesn't equal harm; it is a challenge in which a child chooses to act in a certain way. The child needs to decide whether they will respond to a message from a stranger or not, send them anything, tell anyone about their new friend, or whether they will stand up for someone being harassed in a chat room, and many more. A child needs to be able to identify risky situations and know the best way to approach them. That's why a child should never start using new online tools, activities, applications, and websites before being educated about them by an adult or an older friend.

Collective learning, active guidance, and support

Apart from providing children with information, parents, and teachers who actively guide children through the opportunities and threats of the internet can accomplish another essential thing: building rapport and trust regarding their internet usage. In this way, adults do not suddenly find themselves in the role of "guards" patrolling the borders. It's important to oversee that rules are being followed. However, restrictions, especially if they are the parents' only approach, tend to lack effectiveness as they don't allow children to use the internet to their advantage or teach them resistance. We should strive to be the children's allies from the start, teaching them to develop their own competence.

Hey PUG! videos, the Hey PUG! workbook, and this handbook for parents and teachers are great resources to equip you with the necessary materials for learning with children between 6 and 11 years of age.

An optimal learning method for children during their early years is observing how others – adults or older children – resolve problems. Throughout this process, they still require an adult to help them decide, understand the issue and set up rules and boundaries with you. That's why ESET has created five Hey PUG! videos for the Safer Kids Online project. They portray the activities of three friends: Miki, Finn, Alex, and their fantastic supervisor, the dog PUG. Together, they encounter different online threats and proactively deal with them, following the recommended approach to resolve the online dilemma; no harm is done. This way, children can learn valuable lessons. The main characters are shown in situations that your children may encounter as well, and it's always better to educate them about these months or even years ahead of time.

With the help of these resources, we will learn how to handle online threats relevant for children between the ages of 6 and 11; grooming, FOMO (Fear of Missing Out), identity theft, hoaxes, and cyberbullying.
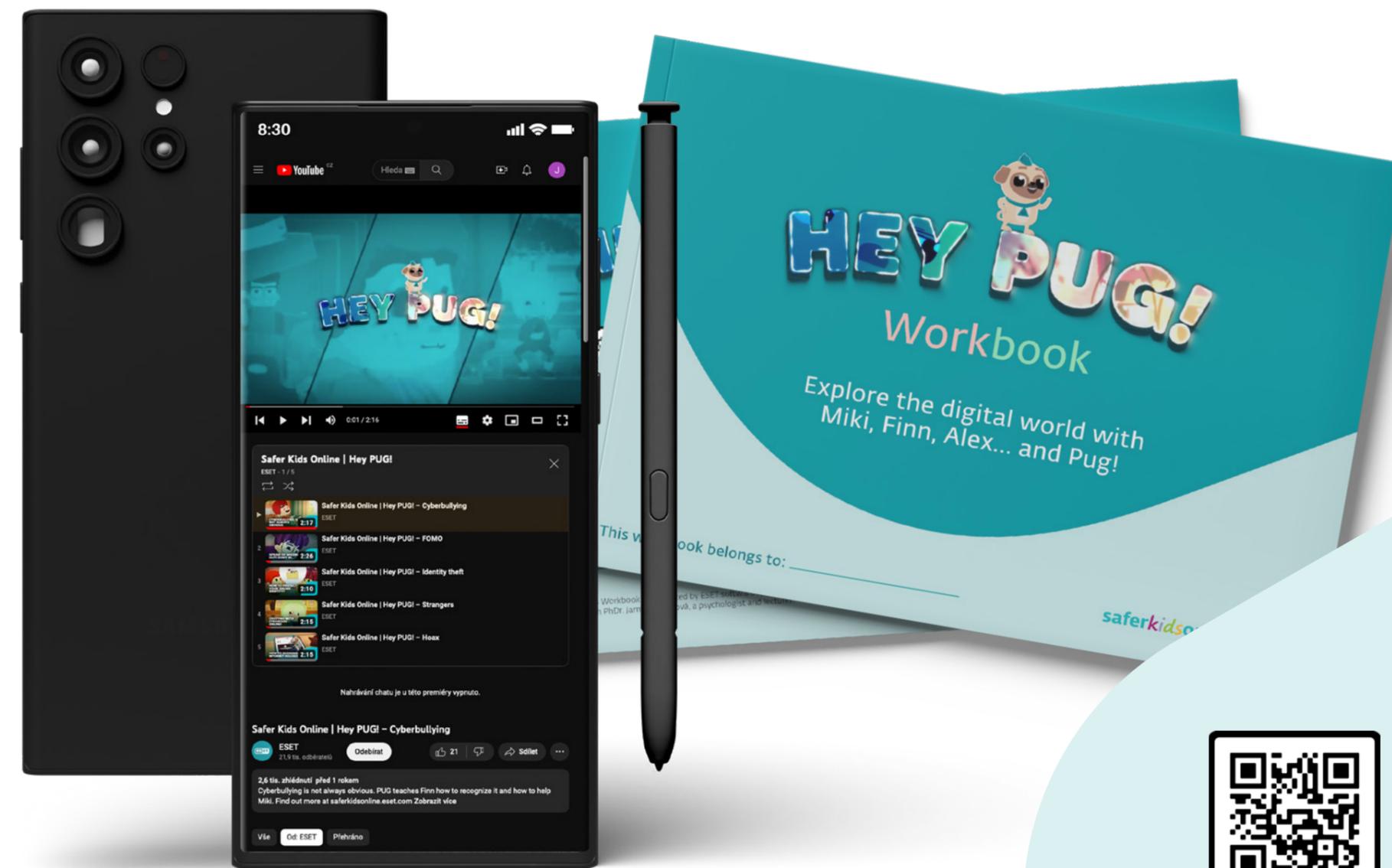
Let's tap into the mind of a younger child

A child between the ages of 6 and 11 is a considerably more vulnerable internet user. They need us – the adults! They are already interacting with technology, and they may even be very tech-savvy, but their life experiences as well as their way of thinking are far from sufficient to resolve complex dilemmas.

- ☑ At this age, the way of thinking is still **very specific and demonstrative**, which means that a child is trusting and makes decisions based on what they are seeing here and now.

- ☑ At this developmental stage, abstract thinking is not yet fully developed. Children can't comprehend the nature of information on their own if it's not obvious enough. They don't have doubts, they don't think of alternative scenarios and that's why it's **difficult for them to anticipate untruth and bad intention**s. This makes it all the more essential to teach children the difference in clear steps.

- ☑ Children at this age are **playful and curious** – eager to discover the world. This is good for parents and teachers!

- ☑ A child needs and wants **adults to show and teach them things**. Children love attention and care, and they see learning together as an expression of love. Apart from the learning itself, it deepens the mutual relationship significantly.

- ☑ Children between the ages of 6 and 11 are **keen to succeed at school**, so learning about anything, including online risks, at school is also an effective approach.

- ☑ At the early school age, children need to and want to follow the rules **and authority figures**. That's why they need meaningful rules they can understand. We try to help children by summarizing the learning material into short, clear steps they can follow.

- ☑ Small children have good **eidetic memory** – they remember an entire scene, sequences, reactions, and behavior. That's why they need **good examples and role models**, and we must prevent them from witnessing negative behavior in their family or the media. Consider what kind of a role model you want to be for your children.

Tips for teaching in a school setting

- ☑ **Rules**
The adult has rules worked out ahead of time concerning behavior during group activities. These can be written up on the board, a flipchart, or a poster. The adult reads them out to the children and keeps them in their field of vision for the entirety of the class. The adult explains why following the rules is important: "So that all students can feel comfortable throughout the activities and can learn as much as possible."

> An example of rules for group activities:
>
> - Only one speaks at a time. When someone is speaking, the others listen quietly;
>
> - When sharing examples from real life, the teacher and the students don't mention specific names – if anyone wishes to discuss discrete information, they can do so with the teacher after the class, or they can meet with the school counselor;
>
> - We don't laugh at anyone's responses or expressions of emotions;
>
> - It's OK if anyone's answer is not entirely correct. We are all just learning.

- ☑ **The class is not a place to complain or to tell on others**
The teacher deliberately guides the discussion to ensure that the focus stays on the given online threats topic and that the debate doesn't involve mentioning specific people participating in the class. The teacher ensures that the students don't tell on each other and that the group doesn't start complaining about current relationship issues within the class. If any issue arises, thank them for their openness and willingness to address it, agree to tackle it on another occasion, and return to the lesson's subject. In discussion and reflection, brief real-life examples are helpful, but at that moment, it's not the purpose of this class to resolve a class conflict.

Tips for guided learning with Hey PUG! videos and workbook

☑ **Always in interaction with adults or older children**
Even though the videos are nice and engaging for children, it's best for them to watch the materials together with an adult, followed by a conversation about the topic and applying it to the life of a particular child – their relationships with classmates and their online and offline experiences. An even more impactful approach is to have children complete related exercises in the Hey PUG! workbook after watching the corresponding video. This Hey PUG! handbook for adults is designed to help you engage in a meaningful dialogue.

☑ **At home and at school, individually and in a group**
The videos and the workbook are suitable for use with adults or older peers at your home as well as in a school setting. In both cases, it's possible to use them for individual lessons or to work with a group of children. In a home setting, group lessons may occur with family friends or a group of the child's friends who come over to your home for this occasion. Learning at school will usually take place during a class or as an after-school activity.

☑ **One risk = one lesson**
The recommended steps (initial discussion, video, video discussion + reflection, summary of the learned rules, workbook exercise, answer evaluation, and discussion, reflection + rule personalization) should ideally be followed for each video individually to ensure that each lesson is adequately addressed and that children can relate it to their own lives and specific skills. This is much more effective than watching three videos in a row and having one collective discussion at the end of the class. This approach would diminish the message conveyed by each video and replace the impressions with those of the last video watched.

☑ **It's not about the performance; it's about the process**
This is informal teaching, and as such, its main purpose is to acquire knowledge and a clear understanding. It's more important to be engaged in the thoughts and experience rather than succeeding. The children are going through the learning process and that's why it's alright if they don't know something. Instead of pointing out knowledge gaps, we collectively search for the right solutions throughout the activities.

☑ **Supporting questions**
As we work with younger children, we proceed with questions at a slower pace. We use the questions to give the children something to lean on as they turn partial insights into final knowledge. Simple supporting questions are beneficial in this process.

☑ **Appreciate engagement**
We appreciate the children each time they participate (even if their answer needs to be corrected) to encourage and support their thinking, interest, curiosity about the given topic and learning. "Thank you, I can see that you are really thinking about this. However, let's consider other options." While we express appreciation for their engagement, we clarify the consequences of each solution and why specific options are preferred over others. We avoid embarrassing the children in case their answer is incorrect.

Grooming

On the internet, only some people are who they seem to be. For example, a user named Helen321 adds me as a friend. She claims that she's 18 years old, and likes reading, snowboarding, and watching movies and TV shows. In reality, this profile was created by a 35-year-old man with no job, barely ever reads, and spends most of his time in front of his computer screen. In the offline world, such pretense would be revealed immediately, but on the internet, it's much more difficult to recognize it. The imposter may create a new profile with a picture stolen from the internet and list a fake name and hobbies. They may then use this fake profile for harmful or illegal activities. How can you verify someone's identity online? You can read about this in the Safer Kids Online handbook for teachers, for example.

The Goals of Grooming Prevention

For adults, however, it is important to remember that children aged 6-11 will not verify the identity of their new contacts in complex ways and, more importantly, that they are naturally trusting at that age, so it is important to teach them precaution – not to talk to strangers online as well as offline. In case the child encounters a stranger – and this will inevitably happen – they need to know what steps to take ahead of time. They may encounter strangers, for example, in the online gaming community or receive a friend request on a social media platform.

We can educate children on the concept of a good friendship from their early childhood. We should explain to them that a good friend is always welcome in their family and is usually also eager to meet their family or is at the very least open to meeting the adults when asked to do so. If someone pushes children into isolation from family and friends, requests to keep the relationship a secret, or tries to gain the child's sympathies through gifts in a way that's not common among peers, it's suspicious, and the children should tell someone about the situation. On the Safer Kids Online blog, you can read how to differentiate between friendships and fake, potentially harmful encounters and relationships.

Hey PUG! activities – Grooming

1/ Hey PUG! video – Strangers

Duration: 15-30 minutes

First, the adult watches the **Hey PUG! Video Strangers** together with the child or children. Next, they talk about the video and relate the lesson to their own lives in a brief discussion.

Introduction to video: Can we ever be sure that someone we met online is who they claim to be? When we meet someone online, we can only rely on the information they tell us. Based on a photo and a few sentences, we can be under the impression that we are talking to our peer, but what if it's somebody else hiding behind their computer screen or a smartphone? It may even be someone older than us who doesn't have good intentions. It's nice to trust people, but it can also be dangerous. In similar scenarios, this person is lying to us from the very beginning. Alex and Miki have both been faced with such deception, and they trusted the perpetrator. He wanted something that wasn't right. Let's watch the video and pay attention to how this could be handled.

Discussion

☑ What happened to Alex?

☑ How did it all start? And how did Alex realize that what's happening isn't right?

☑ How did Alex feel? Was the stranger's behavior OK for them?

☑ In the end, it wasn't Alex's peer but an older person. How is this possible?

☑ Was it a good thing that Miki and Finn talked to Alex? Do you think that Alex felt good once they confided in them? Was it a good thing that Alex told them?

☑ Would Alex be able to solve this whole situation on their own?

☑ Is it easy to tell your parents about such things? Could you do it? Why is it important?

☑ What would you like to say to Alex?

Reflection

☑ Miki told Alex that the same thing happened to her, too. It seems that it has happened to more children. Maybe even you or someone you know…?

☑ Do you have friends like Miki, Finn, and PUG, whom you can confide in when you struggle with something?

☑ Remember how it all started – a new friend just appeared in the chat and pretended to be a peer with similar interests. Do you think it's wise to immediately trust someone who starts talking to us?

☑ Is it a good thing to be chatting with strangers? Why or why not?

☑ How can we protect ourselves from such an impostor? What will you do to protect yourself?

2/ Hey PUG! workbook - Alex needs your help!

Duration: 15-30 minutes   I   Difficulty level: low   I   Topics: grooming

Goal: To teach children that we can't trust strangers online immediately. To explain to them why it's important not to add strangers to their contacts. To help children spot potential threats and minimize the harm done by contact with strangers. To assure children that it's always an excellent decision to confide in their parents and friends and peers.

Prior to the activity: First, the adult and the children watch the Hey PUG! Strangers video together and discuss it.

The children may read the assignment out of the workbook together out loud, or the adult can explain the assignment in similar words.

Group assignment: The children review and deepen their knowledge of the correct steps to take. Divide the children into three groups. Each group will discuss and prepare an answer to one of Alex's problems.

Tip: The children may formulate the solution as a message to Alex, put it on a small poster and add a small illustration as well. This could also be a message to younger children who have not yet heard about grooming.

The adult helps the children to present the answers of each group and moderates the supporting discussion.

Reflection

Similar to the video reflection (see above). If this activity follows the video (as recommended), we don't need to cover all points of the previous reflection, but we ask:

☑ What was new for you and what did you already know before?

☑ Do you think that you will be able to react when a stranger contacts you? Will you befriend them or not?

☑ When is it truly necessary to consult an adult? Who will you consult?

A tip for working with the workbook together with parents: If you are doing the exercise with children at home, individually or in a group, discuss each situation together and help the children realize the correct answers and why a different approach may be dangerous. At the end, summarize the steps that you as a family would like to follow, write the conclusion and other rules in the form of an agreement and display it in a visible place.

FOMO (Fear of Missing Out)

This is a fear of missing out on something "important and amazing" which is surely happening elsewhere. It's as if the FOMO syndrome was always whispering to people that somewhere out there, there is an ideal life, success, popularity, fun, important events – but they were not there or they weren't even told about it. FOMO is anxiety in a person, making them feel like they are missing out on opportunities and not living their life to the fullest. This anxiety forces them to seek information, follow social media, and be non-stop present in communications so they don't find themselves out of the loop. Meanwhile, they struggle with regret or guilt for seemingly making the wrong decisions about what they are currently doing – that they are not at the right place at the right time and therefore missing out on something better than they are presently experiencing.

These feelings and thoughts are not a motivating portrayal of what one is trying to achieve. It's more of a self-devaluating tendency.

In the beginning, it tends to be a feeling of one's unfulfilled needs and self-doubt. Fear of missing out is often found in people who have high expectations of themselves and feel they are not meeting these expectations. In times like these, there is a greater tendency to monitor what others are doing and to compare oneself to them or to be more sensitive to such comparisons. However, scrutinizing what others are doing, especially through social media, usually leads to conclusions that align with the initial depressive mood. This deepens the feelings of inadequacy and loneliness or depression even further. FOMO occurs significantly less frequently in people who are more content and have a higher self-esteem.

FOMO syndrome and social media. Social media doesn't inherently cause FOMO, but it does enable and amplify the FOMO syndrome. That's because social media posts and interactions can be accessed at any time, and nobody shares mundane everyday moments of their lives but exceptional experiences and events that tend to be exaggerated and edited.

How can adults help children resist FOMO?

Teachers and parents can guide children to get to know themselves and their real needs and preferences. Learning about FOMO will help to reduce its impact.

- ☑ **See through the phenomenon** – Learn more about it. We are less likely to be negatively affected by something if we are aware of its existence and can identify it.

- ☑ **It concerns all of us** - It's beneficial for children to hear their parents say that they are also negatively affected by seeing everyone on social media being so perfect. It's good to show the child that they are not alone in feeling upset by other people seemingly being better off.

- ☑ **Apply critical thinking to social media**.

- ☑ **Sensible digital lifestyle** - As part of digital hygiene, it's recommended to arrange specific time slots in which a child can use social media and to exclude technology during mealtimes or before bedtime. These recommendations are good to follow in general, not only in relation to the FOMO syndrome, and they can be beneficial to adults too.

- ☑ Focus on what children actually have, what they enjoy, what they are good at, what they are unique at, what they care about, what makes them happy, and **what enhances their happiness and feeling good in their own skin**.

You can read more about the symptoms of the FOMO syndrome, about who is most likely to be affected and how to protect oneself against it in an **interview with a child psychologist** on the **Safer Kids Online blog**.

Hey PUG! activities – FOMO

1/ Hey PUG! video – FOMO

Duration: 25-30 minutes

First, the adult watches the **Hey PUG! FOMO video** together with the child or children. Next, they talk about the video and relate the lesson to their own lives in a brief discussion.

Introduction to video: We can't be everywhere at once. We always decide what we are going to do and that's why we don't do something else. What we choose to do is important to us, maybe a responsibility, maybe something we enjoy, and what makes us feel good. We may sometimes try something out to see if we like it because we are still discovering activities. Each of us has our own smaller and bigger joys and experiences and many ordinary moments related to them. Social media only portrays a selection of these, and other people can't see everything we experience through social media. And that's alright! The challenge is to find a way to be happy with what we're doing without comparing ourselves to others. Social media attracts our attention and shows us the top experiences of our peers and influencers. That might be the pitfall of it. Miki has experienced this, too. What has social media nearly robbed her of? Watch the video to find out!

Discussion

- ☑ What happened in the video?
- ☑ How did Miki feel when she was anxiously looking at her phone? Did she feel good?
- ☑ How could we tell that Miki wasn't feeling okay? What change in her behavior did Finn notice that suggested she wasn't feeling okay?
- ☑ What pitfall of social media did Miki fall into? What did social media try to rob her of? Of contentment, good mood, experiences with Finn, friends, and family, or a barbecue on the terrace.
- ☑ What prevailed in the end? Speculating about what her peers are doing, how great they look, how happy they are, or experiences happening here and now (Finn, PUG, friendship and good relationships, daddy, rainbow, curiosity and craving for learning and knowledge…)?
- ☑ What did she realize?

Reflection

- ☑ Have you experienced something like Miki? Or have you witnessed someone else going through a similar thing?
- ☑ Would it have helped you to have someone like Finn and PUG by your side? How exactly?
- ☑ What advice would you give to Miki? And why that particular one?
- ☑ If Miki were to give advice based on what she's experienced and learnt, what would she tell other children?

2/ Hey PUG! workbook - What do you see?

Duration: 15-30 minutes | Difficulty level: low | Topics: FOMO, social media, digital well-being

Goal: To recognize the phenomenon, realize that there's beauty in ordinary things and that it's available to us all around. To be ready to take the appropriate steps to help. To improve the student's self-knowledge as prevention to internet addiction, FOMO, and pressure to perform.

Prior to the activity: First, the adult and the children watch the Hey PUG! FOMO video together and discuss it.

The children may read the assignment out of the workbook together out loud, or the adult can explain the assignment in similar words.

Individual assignment: The adult hands out worksheets or instructs the children to open the workbook on the corresponding page. The children shouldn't look at the worksheet while watching the video, but only right before this activity. The children then independently color the picture in.

Discussion and reflection

- ☑ What did you color in?
- ☑ Checking the answer sheet, we can add anything the children may have missed. The purpose is not to correct them but to show them how many nice little things there are.
- ☑ What is something you wouldn't want to forget or miss out on in your life?
- ☑ Do you think that when Miki was feeling down, she could notice the brightly colored little things?

- ☑ Can you remember what Miki was feeling sad about? Have you ever felt a similar sadness, or do you know someone who has?

- ☑ Out of the things that you reminded Miki of, what are you most excited about?

- ☑ What are some things Miki can do to help prevent social media from clouding her vision again? Do you do any of these things? Who and what helps you to do them?

3/ Hey PUG! workbook - What brings me joy?

Duration: 15-30 minutes   I   Difficulty level: low   I   Topics: FOMO, social media, digital well-being

Goal: To remind ourselves that there's beauty in ordinary things and that it's all around us.

Prior to the activity: First, the adult and the children watch the Hey PUG! FOMO video together and discuss it. They may also complete the first workbook activity on the topic of FOMO.

The children may read the assignment out of the workbook together out loud, or the adult can explain the assignment in similar words. The adult makes sure that children understand the assignment.

The children then individually complete the worksheet with the exercise.

Discussion and reflection

- ☑ What brings you joy?

- ☑ What is an activity that you felt happy to be reminded of in this exercise?

- ☑ Do you have enough things that bring you joy, or would you like to have more?

- ☑ Did anything in this exercise come as a surprise to you?

- ☑ Do we realize that these are cool things on a daily basis, or do we tend to forget about it?

- ☑ Are the joyful moments affected by online activities, social media, or video games? If yes, what effect do they have?

- ☑ Do you think that it can all fit into your day – online activities and offline experiences? Or do you need to limit some of them? What is an offline activity that you never want to be deprived of?

- ☑ We know that, at times, Miki can get completely sucked in by social media. What advice could you give her according to this activity?

Protecting your personal data

Children between the ages of 6 and 10 should learn what personal data is, what content is suitable to be shared online, and what isn't.
We need to teach children how to protect their accounts similarly. We teach children password-creation strategy in a playful way that's accessible to them. These deeply ingrained habits will be helpful to them for the rest of their lives.

What is personal data?

Personal data is any information related to an identified or identifiable person – an individual. It can also be information that can lead to identifying a person when combined.

An individual is considered "identified" or "identifiable" if it's possible to distinguish them from others. It's not necessary to know a person's name to identify them. It's sufficient to know given personal information, for example, a specific tattoo or a birthmark. The information which makes a person identifiable is called personal data.

The following data is considered personal: name, surname, date of birth, national identification number or social security number, photo, location data, etc. A standalone date of birth, an email address or an age is just a number. It's not personal data unless combined with, for example, a person's name. A national identification number or social security number is considered a universally applicable identifier that unambiguously distinguishes a person from other people.

Photos are also considered personal data. A photo taken at a festival can serve as an **example**:

The organizer of a concert publishes photos taken during the event on their website, and since they themselves are unable to identify the people in the images, they assume that they aren't personal data. However, the event participants, as well as their families, are able to identify them. Despite the people in the photos weren't identified by the organizer, they were identifiable. There is a probability that the participants and other people will view the organizer's website and therefore identify these people. This makes these photos personal data.

What is a password?

A password is a word, a collocation, a security phrase, a sentence, or a series of characters which should only be recognizable to the user and, especially in combination with a username, serve as their identification when accessing digital devices, systems, or services.

What requirements should a strong password meet?

- **It's confidential** – Only the user themselves know it.

- **It's unique** – Each service or device should be protected by a different password, so that in the case of a password breach, the culprit doesn't gain access to more accounts and devices at once. We can't use only one strong password for everything.

- **It's long** – It has at least 8 characters, ideally 16 and more. Security phrases are a good option here, which are described in one of the following points.

- **It's easy to remember** – Length is important, but your password or passphrase should also be easy for you to remember. So, while a random combination of letters, numbers and special characters may be digitally secure, it may not be the best choice. Alternatively, use a password manager that help you develop and securely store your passwords.

- **It contains numbers, both upper-case and lower-case letters, and special characters (@, #, $, %)**

- **It's hard to guess** – It shouldn't contain simple number series such as "123456", or simple words like "password". Attackers are also able to guess popular quotes from movies and books.

- **It's made up of a security phrase** – A sentence or a phrase (including spaces) that is easy to remember for the user, but at the same time long and complex enough to be impossible to guess.

- An example of a calculator for estimating a password's strength: Password Analyzing Service - estimate your password (lastbit.com).

Read more about passwords on the **Safer Kids Online blog**.

Hey PUG! activities –Protecting your personal data

1/ Hey PUG! video – Identity theft

> Duration: 15-30 minutes

First, the adult watches the **Hey PUG! Identity theft video** together with the child or children. Next, they talk about the video and relate the lesson to their own lives in a brief discussion.

Introduction to video: Finn wanted to make sure that his password is unique and that he will always remember it and, therefore, won't need to write it down. That's why he decided to use his most often used word as his password – for all of his devices. Luckily, PUG had a dream about what could happen when using such a password. They concluded that it's time to learn how to create a solid password – and this is the chance for us to learn it together with Finn, Miki, and PUG. The accompanying exercise is mouth-wateringly interesting!

Discussion
- ☑ Did Finn's password ("awesome") surprise you? Why?
- ☑ Do you think that Finn's password was a good one? Why? Why not?
- ☑ What could happen when using a very simple password? Remember PUG's scary dream.

Reflection
- ☑ Do you think that when it comes to passwords, you are doing better than Finn, or are you in a similar boat?
- ☑ What steps did you take when creating your password? Is it close to Finn's first one, or would PUG praise you for its strength?
- ☑ Do you only use one password? Or do you have different passwords for devices like your phone, tablet, gaming, and social media accounts?
- ☑ It's a lot to remember, so using our learning game for this purpose is good. Review it one more time.

Tip: A follow-up exercise right after the video – work in groups to create a cheat sheet with steps to create a strong password. You can then offer this to your younger friends, who are still newbies regarding passwords, so you will become a cool teacher-friend, just like PUG is to Finn.

2/ Hey PUG! workbook - Password pizzeria

> Duration: 30-45 minutes I Difficulty level: low I Topics: personal data, passwords

Goal: To teach children how to create a robust and secure password and how to use it.

Prior to the activity: First, the adult and the children watch the Hey PUG! Identity theft video together and discuss it.

The children may read the assignment out of the workbook together out loud, or the adult can explain the assignment in similar words.

The adult makes sure that the children have familiarized themselves with the password creation procedure as portrayed by the pizza analogy. If they understand the steps well, the adult asks the children to work on their own password pizza. First, they work individually for a while, after which the adult lets a few volunteers present their training password.

Tip: The adult can verify the password's strength with the following program: **Password Analyzing Service – estimate your password (lastbit.com)**.

After the individual assignment, which can be considered a warm-up, the adult or the teacher will let children compete in groups. The children should be divided into 2-4 groups, based on their number. Each group receives a copy of the Hey PUG! Workbook Password pizzeria worksheet. The adult asks the children to follow the steps and create a pizza – a password together, which will be stronger than that of the other groups.

When evaluating each group's password, the adult will once again use the program to verify its strength: **http://lastbit.com/pswcalc.asp**.

The group assignment can be treated as a competition and the adult may also prepare a small symbolic prize for the winners.

Discussion and reflection

- ☑ Do you think that the practice password from the worksheet is good to be used as an actual password? Why? (No – it's already written down, classmates know about it...)
- ☑ Do you think that you will remember the steps to take in password creation, or is it better to keep the Password pizzeria guide athand?
- ☑ What else have you learned today?
- ☑ Do you think that your peers know these steps and follow them?
- ☑ Who would you like to tell the most about how to create strong passwords?

3/ Hey PUG! workbook - Box for your treasures

Duration: 15-30 minutes   I   Difficulty level: low   I   Topics: personal data, passwords

Goal: To teach children what personal data is. To teach children what content they may publish online and what information shouldn't be shared.

Prior to the activity: First, the adult and the children watch the Hey PUG! Identity theft video together and discuss it. Optional: Complete the Password pizzeria exercise from the Hey PUG! workbook.

The children may read the assignment out of the workbook together out loud, or the adult can explain the assignment in similar words.

The children may complete the exercise individually or in a group.

As a group activity, the adult asks the children to discuss why a certain type of information belongs in an open box, a half-closed box, or a super-safe box. Use the solution at the end of the Hey PUG! workbook to help you to evaluate the answers. Group work evaluation should be followed by a discussion. The adult makes sure to help the children correctly distinguish between the different categories of private information and doesn't criticize them for not knowing the correct answers.

Discussion and reflection

- ☑ Why is it OK to share your name, but not the address of your school or home?
- ☑ Why is it dangerous to have more pieces of information combined somewhere, but it may be OK if it's only one standalone detail?
- ☑ Have you ever shared your personal information online that belong in the super-safe box?
- ☑ Can the level of security be adjusted on social media? How? (By setting the audience to public/friends only/friends of friends/only selected people.)
- ☑ Where else do we publish our personal data?
- ☑ What will you pay attention to from now on when publishing posts on social media or elsewhere on the internet?

Hoax

Children are naturally curious, so discovering the world and learning brings them joy. In the early years of schooling, they are keen on succeeding and eager to learn. They search for information online and come across other information by chance through social media and its algorithms. As small children are still naturally trusting, it's more difficult for them to recognize untruths and baseless information. Let's make use of their childlike enthusiasm for doing things right and succeeding. Teach them to see through hoaxes and help them become a pro at handling information.

What is a hoax?

A hoax is a message with deliberately deceptive, false, or otherwise incorrect content which is trying to trigger a negative emotion and manipulate the receiver into sharing the message further. The author often claims to be a trustworthy source (a well-known institution or group), or misuses their name: for example, "American scientists found out" or "based on the Interpol's findings". The author states facts that are not based on verifiable data, or they are deliberately interpreted in a fearmongering manner. The authors of hoax messages aim to induce fear, anxiety, and a sense of threat and manipulate the victim into acting without thinking. You can read more about hoaxes on the **Safer Kids Online blog**.

How can we identify a hoax?

Messages have specific characteristics that can help us realize that we're dealing with a hoax. These are often messages coming from sources of a questionable or controversial nature, or there is no source at all. On websites or profiles that spread fake news, contact information of the editorial staff is usually missing, and the content features grammatical and stylistic errors. If we are looking at a profile of a user spreading hoaxes, there may be personal information missing, they may have only a few connections, and/or the connections can be deemed untrustworthy at first glance. Often, this may be a troll who only created the account with the purpose of spreading hoaxes, there may not be any authentic personal posts at all, and the overview of their posts will suggest that they are all untrustworthy, conspiratorial, and comprising of many more hoaxes.

If a child wants to be sure that the messages are true, a reliable way to do so is by recognizing trustworthy media. These are usually standard media that carry out their work in a transparent way, verify facts, and follow a code of ethics. Some examples of reliable sources may be independent (international) organizations, universities, or research and scientific institutes in democratic countries. The adult can show the children an example of trustworthy media and their websites as well as an example of the untrustworthy ones. A recommendation, especially for the children, is that if anything appears to be very shocking and unbelievable, it's better not to believe it, not to share it, and to talk about this sensational story with an adult first.

It is important to realize that there can be impostors on the news, too, and it's our victory if we manage not to fall for their tricks. An adult is a child's best advisor here.

Read more about hoaxes on the **Safer Kids Online blog**.
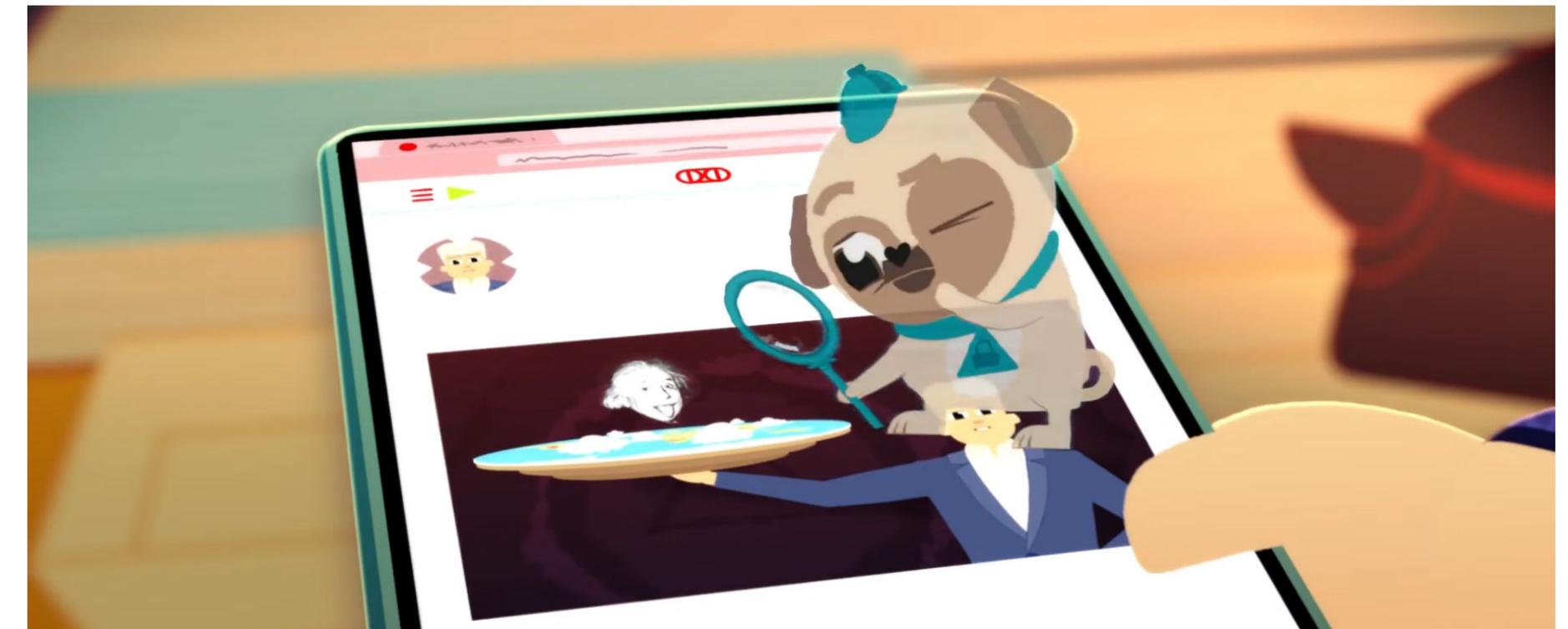
Hey PUG! activities – Hoax

1/ Hey PUG! video – Hoax

Duration: 15-30 minutes

First, the adult watches the **Hey PUG! Video Hoax** together with the child or children. Next, they talk about the video and relate the lesson to their own lives in a brief discussion.

Introduction to video: Children, what would you say – is the Earth round or flat? What to do when we are not sure? Yes, ask someone or look it up on the internet! After all, it's very interesting. But on the internet, there is countless information, articles, and videos, and some of them are trying to point us in the wrong direction. That is a fact. There are people, and there are many of them, who come up with and publish all sorts of nonsense on the internet and present it in such a way that we almost believe it. Miki's grandmother also nearly fell for such a lie. Would you fall for it, too? Grandma learned her lesson here, will you?

Discussion and reflection

- ☑ Have you ever thought that there may be made up and deliberately false information on the internet?

- ☑ Now you know, yes, there is a lot of it online, and we call such information hoaxes. Some people even create them for a living!

- ☑ Have you ever had a similar experience to that of Miki's grandmother? Have you ever seen information online which seemed strange and you didn't know whether it's true or not? What did you do?

- ☑ What could happen if we select information that is a hoax for a school project?

- ☑ Is it difficult to distinguish a hoax from true information?

- ☑ What can help us to do so?

Tip for an additional activity for a school setting: Work in groups to come up with short instructions for distinguishing true and false information on the internet. Make a nice and clear handout for your peers or for younger children. You can use the video we watched as it contains all the necessary information. We can watch it one more time.

2/ Hey PUG! workbook - Can you spot the hoax?

Duration: 15-30 minutes   I   Difficulty level: low   I   Topics: hoax, disinformation

Goal: To teach children that there is true and false information on the internet and that they can't believe everything they see online. To teach children to recognize a hoax and that it's good to reach out to an adult when they are unsure.

Prior to the activity: First, the adult and the children watch the Hey PUG! Hoax video together and discuss how PUG exposed the hoax and taught Miki's grandma a valuable lesson.

Introduction to video: Together with PUG, Miki, and her grandma, we learned that even a video or an article that appears to be trustworthy and scientific can be a hoax. Let's practice a little bit so that we learn not to fall for similar lies ourselves.

The adult and the children read both articles together and try to decide which one is true, and which one is a hoax.

Group assignment: After reading the articles, the adult asks the children to work in groups and guess which article is true and which isn't. Ask them to agree on a guess, or to each write down their individual guess. Next, ask them to follow the steps outlined in the workbook – highlight the warning signs right in the text. Count the highlights made in each article, see which one has more highlighted spots and agree which article is a hoax.

Apart from identifying the warning signs, the groups may discuss what was something in each article that particularly made them want to believe it.

Tip: Remind the children to work with the warning signs of a hoax as they are listed in the workbook. Additionally, you can have the list of the warning signs written up on the board or a flipchart.

The adult helps the groups present the results of their work and evaluate the answers.

Discussion

☑ After the first reading, was it obvious which article was true and which was false? Was your initial guess the same as your final guess once you have counted the warning signs?

☑ Did you have any disagreements within your group when deciding on the answers?

☑ Was it easy for you to spot the warning signs in the text?

☑ Did anything come as a surprise to you?

Reflection

☑ Will you be able to find the warning signs in a text or a video in the future? Is it easy?

☑ Who in your family or among your friends is likely to fall for a hoax, and who isn't?

☑ Who would you reach out to if you needed help deciding whether something is a hoax?

Tip for a school setting: If the children did not complete the additional group activity following the video (see above), they may complete it now after completing the workbook exercise.

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Cyberbullying

As early as in the first few years of their schooling, children realize that there are certain pitfalls in online communication that make it different from offline communication. They encounter them in chat rooms and, later on, on social media, be it school-related social media or free-time ones. Nasty comments, hating, cyberbullying. We need to teach children at an early age to recognize what online behaviors are actually considered bullying and what bullying leads to. And not only that. If peer interactions veer towards bullying, how can the children themselves influence what comes next, and how can they arrive at a good resolution and make amends? It's possible. However, it's necessary for adults to know the correct steps to take first to teach the children about it.

Cyberbullying is one of the forms of bullying, and we can't view these two phenomena separately. Face-to-face bullying and cyberbullying often happen simultaneously – the difference is that digital tools offer bullies even more opportunities. Cyberbullying often occurs as a consequence of face-to-face conflicts between children.

Bullying is a behavior of an individual or group, usually repeated, which intentionally causes physical and/or psychological harm to another person/group of people – it is obvious that the victim does not find these incidents amusing and suffers, yet the attacker(s) continue to hurt them. Cyberbullying comprises of using communication technologies for this purpose; particularly smartphones and the internet. The online environment enables several ways of deliberately hurting others: threats, intimidation, stalking, public embarrassment, insults, defamation, ignoration and social rejection, etc.

Just like physical or emotional abuse, cyberbullying is a violation of a child's rights and, therefore unacceptable. Despite this fact, it can be argued that approximately one in three children has experienced cyberbullying, and it's becoming more and more common. Cyberbullying occurs mainly on social media, chat rooms, and via direct messages.

Steps to take when a child encounters bullying

- **Save all communication indicating bullying** in text messages, chats, embarrassing photos, comments, print screens from online apps, etc. This is an important safety measure as the child may have a logical tendency to remove all harmful content and comments in order to stop them from spreading further.

- **Do not communicate** with the aggressor; remove them from the contact list and block them.

- **Confide in someone**. A child needs the help of someone who can support them and is competent to resolve the incident. Apart from providing the child with emotional support, offering a listening ear, and helping them express their feelings, the adult also needs to advise the child on the next steps.

How to intervene in cyberbullying?

It's important to create an emotional and physically safe space for the child – online and offline. Ideally, there is an adult who can support the child in all of these ways. However, **evidence shows** that children and young people will most often confide in a peer when bullied. It is they, in particular, who should be targeted by prevention programs. The victim mustn't be left alone with their suffering. Read the **Safer Kids Online blog** to learn what an adult can do if they find out that their child is the victim of bullying.

How can we recognize that a child is being bullied? **What do attackers do when cyberbullying**? These and more articles about online aggression and how to prevent and/or resolve it can be found on the **Safer Kids Online blog**. The complete version of the Digital Security Handbook for Teachers can be **downloaded here**.

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Hey PUG! activities – Cyberbullying

1/ Hey PUG! video – Cyberbullying

> Duration: 30 minutes

First, the adult watches the **Hey PUG! Cyberbullying video** together with the child or children. Next, they talk about the video and relate the lesson to their own lives in a brief discussion.

Goal: To teach children what bullying and cyberbullying is. To teach children what steps to take when they encounter cyberbullying. To develop children's social skills, support their self-reflection and empathy. To encourage children to readily help the victim. To assure children that confiding in someone is the right step to take.

Introduction to the video: When Miki defeated Alex in a game, he got upset and posted an embarrassing photo of Miki online as revenge. At first, Finn thought it was alright to laugh at her as everyone else was laughing, too. Soon enough, nasty comments started piling up and Miki was publicly made fun of by everyone. That really hurt her and made her very sad. When Finn found out, he decided to take action to make it better. Watch the video to find out what happened and how it all got resolved!

Discussion and reflection

- ☑ Describe what happened in the video.
- ☑ Do you think that Alex posting the picture of Miki covered in pizza was funny? Was it a good decision to post it on the internet? Why? Why not?
- ☑ Do you think that Alex asked Miki whether he could post the picture?
- ☑ What happened with the picture on the internet next?
- ☑ What exactly was it that hurt Miki? How did she feel?
- ☑ Was this bullying or not? How can we recognize it?

- ☑ What exactly did Finn do to resolve the situation?
- ☑ How would you act if you were in Finn's place? And in Miki's place? And Alex? Why?
- ☑ Have you ever experienced a situation similar to that of Miki, Finn, and Alex?
- ☑ What did you do in that situation, and what would you like to have happened then?
- ☑ What did you learn here from Finn and Miki? What will you make the most use of in interactions with your friends?

2/ Hey PUG! workbook - Can you make Miki smile again?

> Duration: 30-45 minutes | Difficulty level: medium | Topics: cyberbullying, bystander engagement

Goal: To teach children what bullying and cyberbullying is. To teach children what steps to take when they encounter cyberbullying. To develop children's social skills, support their self-reflection and empathy. To encourage children to readily help the victim. To assure children that confiding in someone is the right step to take.

Prior to the activity: First, the adult watches the Hey PUG! Cyberbullying video with the child or children and see how PUG taught Finn to recognize cyberbullying. Next, they talk about the video and relate the lesson to their own lives in a brief discussion.

The children may read the assignment out of the workbook together out loud, or the adult can explain the assignment in similar words.

First, enable the children read the options and **discuss** whether all of them are helpful. Which ones are helpful, and which ones are not? Why? Make sure that the children understand all the steps.

Group assignment: Let the children work in groups and sort the options into different categories: which ones are helpful, which ones do no harm, but are not very helpful, and which ones could make the situation even worse? Once they decide as a group, they should draw the right emoji next to each option.

Let them come up with additional steps which may help. They could be precise; for example, send Miki a direct message to assure her that it wasn't her fault, invite Miki to play a game together, or find another way to make her happy.

Afterward, the adult asks the children to discuss the best order of the steps to take in their groups and to note down the reasons for their decisions.

Exercise evaluation: We help the speaker of each group present their answers in front of the class and ask the others to share whether they agree or disagree with their answers and why. Hold a discussion.

Tip: During the evaluation, we appreciate the children thinking about the topic thoroughly, but we consistently highlight the best solutions to ensure that the lesson is clearly understood. The solutions found at the end of the Hey PUG! workbook can guide us.

Reflection

☑ Have you ever encountered a similar thing or heard about a similar situations?

☑ In groups, work out guidelines for your younger friends on what steps to follow if they find themselves in a role similar to Finn's (1st group) or Miki's (2nd group).

☑ Who can you turn to if what happened to Miki or Finn happens to you so you do not have to cope alone?

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HEY PUG!

The Hey PUG! Handbook has been prepared by **ESET** in cooperation with psychologist Jarmila Tomkova. More information as well as practical tips for parents and teachers can be found in articles on the **Safer Kids Online website**. A handbook with immersive learning activities for online risk prevention for older children is also **available**.

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