



## Session 6 “Stay Safe! Digital security” (90 min)

### INTRODUCTION (10 MIN)

#### Positioning along a line Evaluating Facebook-Profiles

<b>Activity</b>	<ul style="list-style-type: none"> <li>Positioning along a line in the classroom</li> </ul>	<b>10</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>Students are sensitized to potentially insecure behavior on social media</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>1” Welcome the students, introduce the session. Use sticky tape to mark a line across the room. The line should be seen as a scale, with one end as completely safe, and the other as completely unsafe. Explain the game</li> <li>9” Confront the students with screenshots from different Facebook-profiles: one profile which is totally insecure (e.g., freely accessible by anyone, a lot of personal information in the ‘about’ section, racy or scary pictures), one which is totally secure (not accessible from outside, except for profile and header pictures, which are ok), and one that is medium safe (a mix). Ask them to evaluate how secure they think the profile is and position themselves on the scale accordingly. Ask them to explain what makes the profile secure or insecure – and how we as outsiders imagine this person to be, just by interpreting what they publish online</li> </ul>	
<b>Material</b>		
<b>Notes</b>		



## BODY PART (55 MIN)

### Trainer Centered: Guided input Setting privacy and security

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Demonstration of techniques to adapt privacy and security settings</li> </ul>	<b>15</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Demonstrate technical functions to set privacy and security</li> <li>• Defend safety of social media accounts</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• 10” Presentation on where to find the privacy and security settings on social media. Show how to adapt the settings (security &amp; login; privacy, timeline, tagging, location, blocking, face recognition)</li> <li>• 5” Q &amp; A session</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li>• WiFi and live demonstration of privacy settings / prepared PPT- Presentation with screenshots (in Khmer or in dual languages if necessary)</li> <li>• Flip charts, markers, PC, projector, internet, sticky tape, cards...</li> </ul>	
<b>Notes</b>		



## Trainee Centered: Station work Privacy and security settings on Facebook

<b>Activity</b>	<ul style="list-style-type: none"> <li>Group work at three stations</li> </ul>	<b>50</b>
<b>Objective</b>	<ul style="list-style-type: none"> <li>Students adapt their privacy and security settings on social media</li> </ul>	”
<b>Steps</b>	<ul style="list-style-type: none"> <li>5” Divide the students into three groups and explain the station work. Prepare the stations (Station marker, printed station questions/worksheet)</li> <li>45” Let the students rotate clockwise between the stations, giving them 15 minutes at each station. Station 1: Nickname and profile pictures, rights to your own image. Station 2: Security: Two step login and strong password. Station 3: Privacy settings, tagging, timeline. Support the students at the stations, if needed.</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li>Station-Markers and Station-Worksheets (in Khmer)</li> </ul>	
<b>Notes</b>		

### 3. CONCLUSION (15 MIN)



## Quiz: Privacy and security – Facebook expert!

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Quiz: Privacy and security – Facebook expert (DW Akademie MIL Guidebook, English edition page 178 / upper half)</li> </ul>	<b>15</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students are sensitized to their potentially risky behavior on social media</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• 3” Ask the students to stay in the groups they just worked with and tell them that these groups will now compete against each other. Have a flipchart prepared to count the points for the three groups. Give each group the worksheet and ask them to silently fill in in their names. They should not discuss the questions yet</li> <li>• 10” Give them one minute to answer why aspect 1 (security setting) on the worksheet is important. The groups should quickly discuss and write one sentence as their answer. Then have the groups read out their arguments. You can give them 1 to 3 points for the quality of their answer. Repeat this procedure for the other 4 aspects (privacy settings and tools, timeline and tagging, block, report)</li> <li>• 2” Add up the points and determine the winning group. Give them a big cheer and a round of applause. Ask the students what they take home from this session and sum it up</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li>• Worksheet “Facebook expert “for writing the aspects and counting the points of the 3 groups (DW Akademie MIL Guidebook, English version p. 178 – use only the top part of the worksheet dealing</li> </ul>	



# MEDIA AND INFORMATION LITERACY

	<p>with “Settings”). All of these must be extracted from the Khmer Version of the MIL Guidebook</p> <ul style="list-style-type: none"><li>• Flipchart “Quiz Facebook Expert”</li></ul>
<b>Notes</b>	