Safe Space to Learn
Digital Literacy and Inclusion for Women and Girls in Humanitarian Settings
Acknowledgements

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Some content has been adapted from existing curricula and guidance, including:

- Accelerating Digital Literacy: Empowering women to use the mobile internet, GSMA (2015)
- Digital Inclusion, GSMA (2014)
- Empowering Adolescent Girls in Humanitarian Settings, IRC
- Digital Citizenship Curriculum, Common Sense Education

Translation Note for Readers: We are actively looking for funding to translate this curriculum. If you want to aid in that effort, please reach out to Kristy at kristy.crabtree@rescue.org

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Terminology

**Alt-text**: a brief summary of what is in an image, written by you.

**Assistive Technologies**: Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible.

**Backups**: “Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible.... For example, people with limited hand function may use a keyboard with large keys or a special mouse to operate a computer, people who are blind may use software that reads text on the screen in a computer-generated voice, people with low vision may use software that enlarges screen content, people who are deaf may use a TTY (text telephone), or people with speech impairments may use a device that speaks out loud as they enter text via a keyboard.”¹

**Cloud**: virtual servers that can be accessed from any device as long as it is connected to the Internet.² Examples include Google Drive, Dropbox, and OneDrive

**Cyberbullying**: when people use technology and/or digital devices and/or online spaces to intimidate, bully, harm or threaten someone

**Digital Accounts**: online accounts that are used to allow you to access a website or application. These can be used both personally and professionally. Typically, each platform, each digital space -- be it email, Facebook, or WhatsApp, etc. -- requires one.

**Digital Citizen**: “Someone who uses technology responsibly to learn, create, and participate.”³

**Digital Dilemma**: a situation in digital life where it’s not always clear what’s best to do.

**Digital Literacy**: “includes both the skills to functionally use the Internet and digital technologies, as well as the knowledge of how to do so safely, securely, and with trusted information and data protection.”⁴

**Email**: Email, or electronic mail, can be used to instantly send digital messages from your device, along with various types of files (documents, photos, etc.), to colleagues, friends, and family all over the globe.

**Encryption**: a way of scrambling data so that only authorized parties can understand the information. Encryption is like locking a file so only you can open it. One suggested tool that can be used for encryption is VeraCrypt.

**Factory-reset**: this deletes all your data on your phone so that it is how it was when it came out of the factory.

**Gender-Based Violence**: women and girls face and experience social isolation; denial of resources, education and opportunities; as well as exploitation and discrimination based on their sex. This violence is rooted in systemic gender inequality and patriarchy, and it translates into a lack a meaningful accessibility to the community and freedom to pursue their potential.

**Google**: an online search engine you can use to search for information on the internet.

**Hashtag**: a hashtag can be used on various social media platforms and is made up of a “#” followed by a word or words – for example #SocialDistancing. Hashtags also allow you to draw a connection between your

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² SafeSister Digital Safety Trainer’s Assistant, page 27.
³ Digital Literacy and Citizenship, Common Sense Education.
⁴ The Gender Digital Divide Primer, USAID, p.4.
post and other posts that share the same hashtag, increasing your posts potential for exposure, and it is often included at the end of the post or accompanying a picture.

**Hate speech:** an attack using any form of communication targeting a person or people because of a group they belong to -- race, gender, religion, ability, sexual orientation, etc. It can occur in many ways, but one common way is on the internet or over social media. Often when it is online, it is also anonymous, which means it is without a name or other information that identifies a person.

**Hotspot:** “A hotspot is a physical location where people can access the Internet, typically using Wi-Fi, via a wireless local area network (WLAN) with a router connected to an Internet service provider.”

**Information and Communications Technologies (ICT):** Refer to “all communication technologies, including the internet, wireless networks, cell phones, computers, software, middleware, video-conferencing, social networking, and other media applications and services enabling users to access, retrieve, store, transmit, and manipulate information in a digital form.”

**Internet:** a network of computer networks around the world. You can connect to the internet on your phone either by connecting to a local Wi-Fi network or by using internet data (often called data). Through the internet, people can share information and communicate from anywhere with an internet connection. Internet connections can come from a telecommunications company (insert local name of one), or from an internet connection that’s based in a physical space like a home or an office. Because we’re talking about how mobile phones connect to the internet, we call this wireless internet connection, WiFi.

**Internet data:** what you use to connect to the internet using your mobile connection.

**Keywords:** “the most important words related to a subject, which you type into a search engine to find the information you want.”

**Malware:** malicious software that harms your device and can put your data at risk. A virus is an example of malware that meddles with software on your computer.

**Plain Language:** “The definition of plain language is text that can be understood by all readers from the first read. This means using shorter sentences and more common words.”

**Phishing:** when you receive emails that you did not sign up for that try to get you to provide information about yourself. For example, you could receive an email that pretends to come from a bank and ask you to open a link to enter your account passwords and information. Alternatively, a phishing email can make you download a malicious software that will put your personal data at risk. Phishing attacks can happen through text, calls, or, more commonly, emails.

**Screen reading:** an accessibility setting for digital applications that reads out loud the text, images, and buttons on your screen.

**Sexting:** digital sharing of intimate images or videos with another person.

**Smartphones:** devices you can use to make calls and send messages as you would on a normal mobile phone, but with additional functions that allow you to make use of the internet and other features. They are made by many different companies, including Samsung, LG, and Apple.

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9 Digital Literacy and Citizenship, Common Sense Education, The Key to Keywords, p.1. [https://www.lancsd.org/cms/lib/CA01802504/Centricity/Domain/55/3-5-unit1-thekeytokywords.pdf](https://www.lancsd.org/cms/lib/CA01802504/Centricity/Domain/55/3-5-unit1-thekeytokywords.pdf)
**Social Media:** websites and applications that enable users to create online communities and share information, content, ideas, messages or to generally participate in social networking.

**Spyware:** a malicious software that gathers data about you without your consent and allows other to monitor your actions on your device

**Two-Step Verification or Two Factor Authentication:** a setting to further protect your digital accounts. With this setting on, when you want to log into your account, you will be asked to enter your password and then will be asked for extra confirmation, such as a code sent through text or a phone call or using the mobile app.

**Web Browser:** an application that you can use to access websites from all over the world wide web (which is a network of computers around the world).

**Websites:** collections of web pages under a certain name (similar to how a textbook is a collection of related chapters).

**Wi-Fi:** a wireless technology that is used to connect devices to the internet.

**Women and Girls Safe Spaces:** “a structured place where women’s and adolescent girls’ physical and emotional safety is respected and where women and adolescent girls are supported through processes of empowerment to seek, share, and obtain information, access services, express themselves, enhance psychosocial well-being, and more fully realize their rights.”

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Introduction

Women and girls as a group are the most at risk of violence, from interpersonal to societal, in a humanitarian settings. Gender based violence, with its roots in systemic gender inequality and patriarchy, means women and girls face and experience social isolation; denial of resources, education and opportunities; as well as exploitation and discrimination based on their sex. This violence translates into a lack a meaningful accessibility to the community and freedom to pursue their potential.

The introduction of digital literacy can have benefits for women and girls and introduce a new avenue for pursuing their potential. This includes empowerment, access to information, job opportunities, and broadly, gender equality. Information and communications technologies (ICT) provide a platform for women and girls to actualize and share their talents. These platforms impact their choices, power, and security by providing tools that can break existing constraints on movement, social contact, and agency.

Though these opportunities exist for women and girls to use technology to their advantage to the advantage of women and girls, evidence suggests a gender-sensitive approach. Research conducted in Lebanon and Uganda found technology has a gendered imbalance. For women and girls, access and usage are negatively influenced by socio-economic and cultural barriers. This includes prohibitive cost of devices, negative attitudes toward their use of digital technology, and weakened digital literacy. This can be traced back to social norms about the role of women and acceptable behaviors. Often restricted from public spaces, this limits their exposure to technology and weakens digital literacy. Thus, debilitating their technical confidence, access to opportunities and negatively affecting their desire to use ICTs.

As access to digital technology and the internet becomes an increasingly vital part of our existence and a crucial space for vulnerable populations to raise their voices, women and girls’ lack of exposure to, experience with, and access to these technologies will only widen the gender digital divide. By focusing on the most marginalized populations, with a gender-sensitive, trauma-informed and safety-prioritizing approach, we can promote women and girls’ ability to exercise their human rights and extend their access to information.

That is the aim of the Safe Space to Learn curriculum – to strengthen women and adolescent girls’ digital literacy with a curriculum for each population that can be grafted onto one of two core interventions, Women and Girls’ Safe Space or the Girl Shine curriculum.

Note for Trainers: How to Use this Curriculum

Safe Space to Learn is a curriculum that seeks to improve the digital literacy of women and adolescent girls in humanitarian settings. By design, this training has a special focus on the unique safety concerns that access to mobile devices and the internet can pose to women and girls in these contexts. Which is why it’s designed to be used in Women and Girls’ Safe Spaces. To most effectively use this curriculum, talk with your organizational focal point for WGSS about how to use this curriculum in those spaces.

The curriculum has seven modules with instructions for trainers on how to conduct the sessions with women or girls, and directive content. The curriculum can be used in the sequential order presented or you can follow what the participants would like to learn. It is, however, important to note that some training will be required before you can advance further. For example, if women really want to learn about social media and how to be safe online, they will need to know, first, about smartphones and digital accounts. Take this into consideration when planning sessions.

In this curriculum, participants will learn:

- What is digital literacy and the internet
- How to use a smartphone
- What digital accounts are and why they’re important
- How to communicate with others using a mobile phone
- How to find information online
- How to stay safe online
- What is social media and how to use it
- What are digital skills for employment/education and why they’re important

Materials/Preparation Needed

In advance of the training, you will need to:

- Gather/procure mobile devices to be used in the training. These can be “gifted” or “loaned” to participants during the training or kept at the training space or by the facilitator. You will need to determine locally what is most appropriate.
- Ensure you have a WiFi connection in the training space or have data on the phones that will be used in the training.

How the Curriculum is Structured

This curriculum is structured according to sections going from basic mobile literacy to advanced mobile internet literacy. In each section, you will see the objective and detailed instructions.

**Say:** This is what the facilitator should say out loud to the participants. Usually, the facilitator is introducing a new topic, idea, providing information or sharing their own experience. This will help introduce the topic and provide the necessary information for the participants to build an understanding of the session content. The facilitator can re-word content, as appropriate in each setting.

**Explain:** This is detailed information that the facilitator is expected to explain to the participants. This builds upon the ‘SAY’ instruction to provide examples and in-depth information to ensure

13 Adapted from Empowering Adolescent Girls in Humanitarian Settings, Girl Shine, International Rescue Committee.
that the message and information is clear and that the participants understand.

**Ask:** These are guiding questions the facilitators will ask the participants to help get them thinking about the session topic. After asking a question, always allow time for the participants to answer. It is not necessary to ask every single question to the participants, for instance if you are running out of time.

**Do:** These are activities the facilitator will lead with the participants. Follow the instructions, as they will keep you organized.

**Note:** This means there is additional guidance for the facilitator.

### Facilitation Tips

In order to get the most out of this training, follow these tips:

- **Prepare, Prepare, Prepare.** Before starting a training session, read through the session guidance, and walk through the session on your own to familiarize yourself with the content.
- **Gather any needed materials in advance.**
- **Maintain the Safe Space.** Ensure that the space stays safe for women and girls during sessions. Because these sessions are held in Women and Girls Safe Spaces or in conjunction with Girl Shine, men and boys should not be in the training.
- **Take your time.** This is new material and there may be varying levels of comfort with learning technology. Be sure to monitor the pace of the group and offer additional assistance or slow the pacing as needed.
- **Walk and talk.** You will need to actively monitor if participants are following along or falling behind. For this reason, having participants seated in a circle so you can walk around and look over their shoulder will help you monitor if the pace is appropriate and if participants are following along.
Note for Trainers: Digital Inclusion and Accessibility

As information and communication technologies and the internet becomes increasingly present in the lives of individuals and communities, it is more critical than ever to ensure that digital spaces, tools, products, and the utilization of technology in general, is inclusive. However, digital tools are not inherently inclusive. Even with training on digital literacy, tools may remain difficult for some participants to meaningfully use because of barriers that affect people with disabilities. So, how can we ensure the tools we are training participants on are digitally inclusive?

Identify Accommodation Needs

First, it is recommended you prepare for the training identifying any needed accommodations for participants. To make a training inclusive to individuals with visible or known disabilities, as well as people with non-obvious disabilities and/or chronic health conditions, ask about accessibility. You can include this in the invitation as an opportunity for participants to share their needs or you can provide a checklist that participants can share back with specific requests. Please note – because the use of mobile devices or experience with the internet may be lacking, participants may not know all the specific accommodations they could request. It will be important to demonstrate what these could be or to continually check in throughout the training and offer accommodations.

Below are two sample ways you can ask about needed accommodations:

Sample Text

“We plan to host an inclusive, accessible training that enables all individuals, including people with disabilities, to engage and fully participate. To request an accommodation or for inquiries about accessibility, please contact [name, email, phone].”

OR

Attach a checklist to the training RSVP, for participants to reply with specific accommodation requests.

“I will need the following accommodations in order to participate:

- Assistive listening device
- Captioning
- Advance copy of slides to be shared
- Advance copy of documents to be shared in an accessible format”

Training Preparation

With the accommodation needs of participants identified, you can plan in the training to go over assistive technologies available for use by people with disabilities (e.g., screen readers for blind persons, screen enlargement applications, closed-captioning, simple keyboard shortcuts for users who may not use a mouse, computer-based and phone-based audio listening/speaking).

Here is a brief list of accessibility features available on different platforms that may be covered in this training:

- Supports screen readers: Zoom, Google Meet, Microsoft Teams, GoToMeetings, BlueJeans
- Supports sign language interpreters: Zoom, Google Meet, Microsoft Teams
- Can be used by sign language interpreters: Zoom, Google Meet, Microsoft Teams
- Sign language interpreter app: Google Hangouts
• Automatic closed-captioning: Microsoft Teams, Google Meet, Google Hangouts, BlueJeans
• Spoken Feedback Tools: Google Meet, Google Hangouts, Microsoft Teams
• Live transcription: Zoom
• Automatic transcription: BlueJeans
• Spoken feedback tools: Google Hangouts
• Has keyboard shortcuts: Zoom, Google Meet, Microsoft Teams, GoToMeetings, Google Hangouts, BlueJeans
• Provides high contrast mode: Zoom, GoToMeetings
• Has screen magnifiers and visual modifications: Google Hangouts, Zoom, Google Meets, GoToMeetings

Making the Training Documentation and Presentations Accessible

Documents

• Use plain language: “The definition of plain language is text that can be understood by all readers from the first read. This means using shorter sentences and more common words.”
• Keep it short. “Avoid using large blocks of text within your document.”
• Hyperlink accurately. “Whenever you add a hyperlink to your document, make sure that the label you assign the link accurately describes where it is going. Good example: Learn more about the Mayor’s Office for People with Disabilities.”
• Easy to see. Use accessible fonts (Verdana, Arial or Helvetica, in font size 18) and spacing
• Using high color contrast. Use a strong color contrast between the background and text. An acceptable color contrast ratio has to be a minimum of 4.5 to 1. To test this, you can plug the 6 character color HEX code into the Webaim Color Contrast Checker
• Describe images. Use alt-text, written by you, that describes what is in an image
• Save as a word document. Microsoft Word files are the best format for accessibility when sharing with wider audiences. If you are using Microsoft Word and prefer to have a PDF as your final product, do not “export” to PDF. Many of the accessibility features will not carry through into the final format. Instead go to File -> Save As and then in the File Format dropdown select “PDF”

Slidedecks

• Provide all materials and PowerPoint slides in an electronic format, share via email or the chat function, post on a website before the event, and create a short URL.
• Do not use all caps unless for acronyms.
• Use Verdana, Arial, Helvetica (san serif is key).
• Use a minimum font of 24 Pt
• Avoid using large blocks of text
• Use a strong color contrast between the background and text. An acceptable color contrast ratio has to be a minimum of 4.5 to 1 (Color Contrast Checker)
• In order for the images in your presentation to be recognized by a screen-reader, each image must be tagged with a written image description called alt-text. Alt-text is a brief summary of what is in your image written by you.
• Announce at the start of the event how to access copies of materials and share the link on the presentation’s first page and in the chat/Q&A function and read it aloud.

*Optional (if you create any videos to aid in instruction)

How to Add or Create Subtitles to a YouTube Video:

1. Sign in to YouTube Studio.
2. From the left menu, select Subtitles.
3. Click the video that you’d like to edit.
4. Click ADD LANGUAGE and select your language.
5. Under subtitles, click ADD.
6. To add subtitles you can either:
   - Upload a file – this allows you to upload a text document if you already have the transcript for the video
   - Auto-sync – this is only available for a video’s original language.
   - Type Manually – directly type the transcript as you watch the video
   - Auto-translate – after uploading the transcript with the video’s original language and publishing the video, you can use this option to automate subtitles in other languages. This option is unavailable for videos with auto-synced subtitles.
7. Select publish when you are done
8. Note: You can also add subtitles during the original upload process
Knowledge Assessment

Before training, you will need to complete a knowledge assessment with all participants to understand their existing knowledge and exposure to mobile devices and the internet. The assessment could take 10-30 minutes per participant.

The knowledge assessment will look at levels of literacy and numeracy and five key areas of digital literacy on a mobile device: 1) traditional literacy, 2) basic mobile literacy, 3) mobile technical literacy, 4) mobile internet literacy, and 5) advanced mobile internet literacy.\textsuperscript{15}

To complete the knowledge assessment:

- Schedule a time to speak with each participant individually and ask them to answer the questions below.
- Record participants responses to the knowledge assessment. This can be done on paper or using Excel or CommCare.
- If you are planning to compare their knowledge at the beginning of the training to their knowledge at the end of the training, you will need to document their answers for later comparison.
- Use their responses from the knowledge assessment to determine what sessions may be most useful for participants.

**Digital Literacy Knowledge Assessment Questions:**

1. Write a sentence about yourself.
   - Note for Facilitator: This question will help determine if the participant has the appropriate literacy level or if additional support is needed.

2. Write numbers 1-10.
   - Note for Facilitator: This question will help determine if the participant has the appropriate numeracy skills or if additional support is needed.

3. Have you heard of the internet?
   - If yes, do you know what the internet does? Can you explain it, briefly?

4. Can you use your voice to operate your phone?
   - Yes/No

5. Can you use the calendar or calculator or text on a mobile phone?
   - Yes/No

6. Can you set up internet access on a mobile phone (through data plan, pay-as-you-go or WiFi)?
   - If yes, how?

7. Can you install applications on a mobile phone?
   - If yes, how?

8. Do you know how to sign up for set up an account (such as email), on a mobile phone?
   - If yes, how?

9. Can you search for applications or information on a mobile phone?
   - If yes, how?

10. Can you discover new content on the mobile internet?

\textsuperscript{15} Adapted from GSMA’s Digital Inclusion (2014).
• If yes, how?

11. Can you create content for the internet from a mobile phone? (Can you post or share messages on social media?)
   • If yes, how?

12. Can you use the mobile internet for a business?
   • If yes, how?

13. Can you change the settings on a mobile phone?
   • Yes/No

14. Can you change the privacy settings on a mobile phone or through an application?
   • Yes/No
Module 1: Introduction to the Digital Space

Objective

- Learn about Safe Space to Learn and decide if they want to continue learning sessions
- Learn what digital literacy is and why it’s important
- Learn about smartphones
- Learn about basic functions on a smartphone, including: typing, connectivity, settings, camera

Materials

- Flipchart or paper
- Markers
- Mobile Phones
- Mobile Phone Chargers
- Internet or data for mobile phones

Note: This session can be broken into multiple sessions depending on the knowledge assessment scores and facilitator monitoring of participant’s levels of comfort. It is critical not to go too fast or express frustration with participants. Learning how the mobile internet and smartphones work can be difficult, especially for first-time learners.

Alternately, if your participants scored high on the knowledge assessment, this session can be used to verify everyone is at the same level.

Additionally, for the section on smartphones, no step-by-step written instructions are provided because every phone is different. The instructions indicate which skills the participants should learn, and it is recommended that instructors familiarize themselves with basic functions on several types of smartphones used in your local areas in order to be able to assist participants.
Introduce the Safe Space to Learn project to participants. Because this is the first session, have participants introduce themselves, then do an icebreaker to help the participants get to know each other.

**Say:** This is a safe learning place where we can learn about mobile phones and the internet, learn new skills, and try out those skills. The goal of our time together is really to just to learn about and get comfortable with mobile phones and the internet.

**Ask:** Why do you think it’s important for women and/or girls to learn about mobile phones and the internet?

**Explain:** Learning about mobile phones and the internet can have a lot of benefit for women/girls. It’s a new place to pursue your potential, can help you access information, job/learning opportunities, and it’s a place to share your talents, have a voice in choices that affect you, and to communicate with others.

As access to mobile phones or other mobile devices like tablets and the internet becomes an increasingly vital part of our existence and a crucial space for women and girls to raise their voices, women and girls’ lack of exposure to, experience with, and access to these technologies will only widen the gap between men and women. By having this dedicated space for women/girls to learn about mobile devices and the internet, we can learn in a safe space.

**Ask:** We know what mobile phones are (hold up a mobile phone). It just means it’s not connected to a wall; it’s wireless. But what is the internet?

**Explain:** The internet is a big network that connects computers all over the world. Through the internet, people can share information and communicate from anywhere with an internet connection. Internet connections can come from a telecommunications company (insert local name of one), or from an internet connection that’s based in a physical space like a home or an office. Because we’re talking about how mobile phones connect to the internet, we call this wireless internet connection, WiFi. We’ll talk more about that later.

**Say:** In this training, we’ll learn about:

- What is digital literacy and the internet
- How to use a smartphone
- What digital accounts are and why they’re important
- How to communicate with others using a mobile phone
- What is social media and how to use it
- How to find information online
- What are digital skills for employment and why they’re important

**Ask:** We talked a little bit about what the internet is already. What do you think digital literacy is?
**Explain:** Digital literacy is defined by as including “both the skills to functionally use the Internet and digital technologies, as well as the knowledge of how to do so safely, securely, and with trusted information and data protection.”

Having digital literacy skills allows you to access online services (including educational and financial services), engage with others online, stay in contact with family and friends who are also online, buy and sell products, and can even increase your opportunities for finding work. Nowadays, a lot of this happens on mobile phones, or more specifically, smartphones.

### Smartphones

**Ask:** What are smartphones?

**Explain:** Smartphones are devices you can use to make calls and send messages as you would on a normal mobile phone, but with additional functions that allow you to make use of the internet and other features. They are made by many different companies, including Samsung, LG, and Apple.

You may have heard of devices called computers. Computers are devices that are used to process, store, and show various kinds of information. Smartphones are phones that also function as small computers. To be able to use the phone functions, you have to have a plan from a cellphone provider. If this plan also includes a data bundle, then you will be able to access the internet without Wi-Fi (which will be discussed later in this course).

In the past, courses that focus on digital literacy primarily focused on using a desktop computer. However, as smartphones become more universally used, it is becoming increasingly important for people to learn digital literacy through the lens of smartphones. This session will orient you to using a smartphone by focusing on some features that are commonly used on smartphones. There are many features that are not discussed here (such as sending a text message, making a voice call, and saving contacts) because those are similar to features you would have encountered on a non-smartphone phone. If you have questions about these features, we can talk about those first.

**Do:** Walk the participants through turning on their devices by demonstrating how it is done on their type of smartphone. Show them how to move from screen to screen on their phone.

**Explain:** After you have turned on your smartphone, you will see various squares with labels. These are applications, also known as apps, which are types of software that have specific functions, such as telling time, opening settings, or making a phone call. There are some pre-installed apps on your phone when you first open it, and you will later learn how to download new apps. Do not feel like you have to use all the pre-installed apps on your phone.

**Do:** Demonstrate how to open an app (by tapping on it with your finger) and then show participants how to exit and return to the home screen on their phones and how to close apps.

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16  **The Gender Digital Divide Primer, USAID, p.4.**
17  **https://www.britannica.com/technology/computer**
**Explain:** While using a smartphone, you will often have to write words on your phone. This is done through typing. When you are using part of your phone that requires words, a keyboard (with buttons for different letters) appears, and you can type by tapping on the letters that you want to include in your word, in order. There is also a space button to make spaces between words.

**Do:** Participant Activity: Write a note introducing yourself

1. Find a notes app on your phone. Most phones have a pre-downloaded notes app. The facilitator should circle the room to ensure everyone is following along step by step.
2. Tap on the screen where you will be typing, and a keyboard will appear.
3. Type a message introducing yourself. Include your name and a few other pieces of information about yourself that you would like to share with your peers in the course.
4. After you are done, pair up with someone near you and share what you have written with each other.

**Explain:** Smartphones often have settings that make their use more accessible. This can be especially helpful to people with disabilities, but also many of these features can make you use the phone more enjoyable. To access these, open your phone’s list of settings.

**Do:** Show the participants how to open the settings. Show them how to navigate to the accessibility settings.

**Explain:** Some accessibility settings include:

- Text-to-speech settings (such as Samsung’s TalkBack feature) – these features turn text on your screen into speech that you can hear.
- Speech-to-text features – these features convert your speech to text so you do not have to type.
- Zoom features – these allow you to zoom in on your screen so you can better see images and text.
- Text size – you can set your phone’s features to have larger text that is easier to read
- Color settings – some phones allow you to alter the color settings on your phone to increase contrast or to decrease color intensity

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**Internet Connection**

**Say:** One of the greatest benefits of using a smartphone is its ability to connect to the internet, a network of computer networks around the world. You can connect to the internet on your phone either by connecting to a local Wi-Fi network or by using internet data (often called data).

Wi-Fi is a wireless technology that is used to connect devices to the internet.

Internet data is what you use to connect to the internet using your mobile connection.

It’s a recommended practice, if you are using data, to check how much data you have in your data plan so

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18 [https://www.rd.com/article/accessibility-settings/](https://www.rd.com/article/accessibility-settings/)
19 [https://www.merriam-webster.com/dictionary/Internet](https://www.merriam-webster.com/dictionary/Internet)
you know how much you can use. Data bundles are usually offered in bytes (which is a measure of data size), often gigabytes (GB), megabytes (MB), or kilobytes (KB).20

**Do:** Walk the participants through connecting to a local Wi-Fi network. If there is a Wi-Fi network where you are providing this training, show the participants how to connect to that Wi-Fi network. Otherwise, just show them how they would connect to Wi-Fi if there was a local network available.

**Explain:** Wi-Fi networks often have passwords to prevent people without the password from accessing the network. It is important to only connect to Wi-Fi networks of which you know the source to avoid putting your phone and the information on it at risk.

When you do not have a nearby Wi-Fi network that you can connect to, you can use data to connect to the internet.

**Do:** Show the participants how they can turn on their data and check that they are connected to the internet.

**Explain:** If you have data and your friend is trying to access the internet, you can share your data with them through a hotspot. A hotspot is a physical location where people can access the Internet, typically Wi-Fi, and usually from another device, like a phone. They will be able to connect to your hotspot as they would connect to a Wi-Fi network and would use your data to connect to the internet. You can connect to hotspot networks if the person who is sharing them tells you the name of the network and password, and if you are nearby enough to be within its range.

**Activities**

**Say:** A useful feature on smartphones is the ability to take and store pictures and videos. In this activity, you’ll get to practice taking pictures of items in your surroundings. It is important to keep in mind that storing pictures and videos on your phone takes up storage space. If your phone’s storage becomes full, you will need to delete some items from your phone, such as photos or apps.

**Do:** Participant Activity: Take a picture of one item.

For this activity, you can take the participants to a nearby park or garden or anywhere else that might have nice objects to take pictures of, or they can just do the activity indoors in the classroom if that is the safest option.

Before they begin the activity, demonstrate to them how they can take pictures and videos. On some cameras, they can hold down the center button to record a video, and on others, there is a separate video feature. Show them how to see a picture they have taken and decide if they want to keep it or delete it.

1. Find the camera app on your phone and tap to open it.
2. Play around with the different settings on the camera. See if you can figure out how to toggle -- or switch between -- the front and back cameras.
3. Find an item you want to take a picture of.

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4. Place it in the center of your view and take a picture. You may repeat this step a few times until you get the shot you like.
5. Now, find something that moves that you would like to take a video of, and take a video of it.
6. Show the picture and video you have taken to the facilitator.

**Say:** You might sometimes want to make a voice recording on your phone. This is useful for when you want to make a note to yourself but do not want to type or when you want to record something in your surroundings to listen to it again later. To do this, you can use the pre-downloaded voice recorder or voice note or voice memo app on your phone.

**Do:** Participant Activity: Record a journal entry in which you say what you learned in this session.

1. Open the recording app on your phone.
2. Tap on the center record button to start recording then tap again to stop recording.
   - On some phones, you can pause a recording and continue it. To actually end a recording, you will have to tap the “stop” button (●).
3. Name (or rename) the file so you know what it is later.
Objective

- Introduce digital accounts
- Learn why they’re important

Materials

- Flipchart or paper
- Markers
- Mobile Phones
- Mobile Phone Chargers
- A projector to show your phone as a facilitator (optional)
- Internet or data for mobile phones

Note: This session can be broken into multiple sessions depending on the knowledge assessment scores and facilitator monitoring of participant’s levels of comfort. It is critical not to go too fast or express frustration with participants. In order to do most other activities on smartphones, digital accounts will be required, so this session is an important step that facilitates the rest of the course.

As you go through this session, document new vocabulary on the flipchart and remember to review it as needed throughout, and to add to the list as participants are exposed to new words.
Welcome participants and do an icebreaker to help the participants get to know each other.

Digital Accounts

**Ask:** Can anyone describe a digital account? What you think “digital account” might mean?

**Explain:** Digital accounts are online accounts that are used to allow you to access a website or application. These can be used both personally and professionally. Typically, each platform, each digital space -- be it email, Facebook, or WhatsApp, etc. -- requires one. You can think about digital accounts kind of like a key. In that, with it, you can enter digital spaces.

You can access digital accounts, along with all the information they store, from any device, such as a laptop, tablet, or mobile phone, as long as you have an internet connection and the login credentials. In this section, we’ll discuss how to set up a digital account and how to stay safe online.

Here’s some good news. Many platforms now allow you to connect using the same digital account. For instance, you can use a Google account to log into your email, calendar, and many other online services.

Make an Email Account

**Explain:** One of the most important digital accounts is an email account. Email, or electronic mail, can be used to send digital messages from your device, along with various types of files (documents, photos, etc.), to colleagues, friends, and family all over the globe. You can think about this like sending a letter, but through the computer, and instead of waiting days or weeks or months or it to arrive, it arrives instantly.

Emails are important because they allow you to communicate with others, but also because they are often used as a login or username to create other digital accounts. We’ll come back to this point later.

There are various email providers available, some free and others not. For the purposes of this course, we will be using Gmail, which is a free email service offered by Google, which is an online search engine you can use to search for information on the internet. The email account you set up with Google will also serve as your Google account, which can be used for all other Google services you choose to use, including Google Calendar and Google Play Store, which will be discussed later.

**Do: Participant Activity: Set up an email account**

1. Make sure you are connected to Wi-Fi.
2. Either download the Gmail app from the Google Play Store or App Store (if you are already logged into it on your device) or open the browser on your phone.
   - If you are using your browser, type “Gmail” into the search bar and select search. Then, click on the link that says Gmail and tap on “Get Gmail”
   - If you are planning to download the app, tap “download” or “install”. Once the download is complete, it will prompt you to create a new account.
3. This takes you to a page that allows you to start your Gmail account. Plug in the requested information (First Name, Last Name, etc.). Then, you will be given the option to make an email

[21 https://support.google.com/accounts/answer/274417?hl=en]
account for yourself or for your business. Pick whichever is appropriate.

4. In the “Username” field, you can choose the name of your email. You can choose a combination of letters, numbers, and symbols. Your username is the first part of your email address. You can try: firstnamelastname or firstname.lastname or firstname_firstname_lastname, or you can choose not to include your name at all. Your username must be unique; if you choose a username that is already in use, you will be asked to choose a different one.

5. Use the password guidelines presented in the “How do I stay safe online?” chapter (p. 43–44) to come up with a password and confirm the password. Make sure to remember this password.

6. Tap on “Next.” You will now be shown some security and recovery questions, such as options to add a recovery phone number, for if you forget your log-in information.

7. You now have an email address!

Email Settings (for Gmail)22

Explain: With many digital accounts, you can change the way it looks or works to match your needs and interests. This happens in the “settings.” Settings is simply a way to customize an app or your device to fit your preferences. Together, we’ll go through some of email settings.

1. To open settings,
   - On an Android phone, tap the settings button at the top right of the screen.
   - On an iPhone, tap on the three lines (≡) at the top left of the screen of your inbox. Scroll to the bottom of the menu that appears and tap on settings (⚙️ Settings).

2. To set the language(s) of your preference, to find accessibility settings and to adjust security settings,
   - On an Android phone,
     - Select your profile picture in the top right corner.
     - Then select “Manage your Google Accounts” from the pop-up.
   - On an iPhone,
     - Tap on your email address in this list.
     - Then, tap on “Manage your Google Account”.
   - Go to the “Data & personalization” tab found at the top of the screen.
   - Scroll down the page to the “General preferences for the web” section.
   - Tap on “Language”
     - This section allows you to set your preferred language by clicking the pencil (or edit) icon and selecting the correct language. You can also add other languages you use by selecting the “Add another language” button and choosing the other language.
     - To return to the “Data & personalization,” select the back arrow.
   - Tap on “Accessibility” – this section sets accessibility settings for your Google account, such as making sure your Google account uses high contrasting colors to help with visual impairments.
     - This section allows you to turn on screen reading for Google documents and high-contrast colors (to help with visual impairments) for other Google applications.
     - Screen reading reads out loud the text, images, and buttons on your screen.

3. To change security settings, go to the “Security” tab at the top of the page in the “Manage your..."
Google Account” section
- You can see which devices your Google account is logged into as well as set a recovery email address and phone number.
- This section also allows you to turn on Two-Step Verification, which is a way to further protect your account. With this setting on, when you want to log into your account, you will be asked to enter your password and then will be asked for extra confirmation, such as a code sent through text or a phone call or using the mobile app.

How to Write and Send an Email

**Say:** The main purpose of email is to send and receive messages. We will learn how to do that now.

**Do:** Participant Activity: Write and Send an Email:

1. Using either Gmail on your browser or the Gmail app on your mobile device, create an email by tapping on the button that says “Compose.” This sometimes has a pencil icon (.Compose).

2. In the line that says “To”, type the email address (or addresses) that you want to message. The email address has to be written correctly or the email will not be sent to the right person. If you are emailing someone whom you have emailed before, their email address may appear as a suggestion as you begin typing. In that case, you can simply click on that email address when it appears.
   - Besides selecting the recipient, there are a few options you can use when sending emails. These include “Cc,” which stands for carbon copy, and “Bcc,” which stands for blind carbon copy.
     - Emails you put in the “Cc” line are included in your message and therefore are kept in the email chain, but the email is not directed to them. A person who is Cc’d is often someone who should know about the emails but does not necessarily need to reply to the email. The email appears in their inbox like it would if you had put them in the “To” field, and they would be able to see that they are Cc’d and therefore not the main recipient.
     - “Bcc” sends a “copy” of the email to the recipient without anyone else knowing they have received the email. People on the “Bcc” line are not visible to anyone but the sender.
     - To see and use the “Cc” and “Bcc” options, tap on the arrow at the right of the “To” field to see the drop-down menu.

3. The “From” field shows your email address. You do not change anything in this field.
4. The “Subject” field is where you can include a few words to describe the topic of your email. This gives the recipient an idea of what the email is about. The subject line is like a title for the email.
5. Begin writing your email in the area below the “Subject” line.
   - Emails are like letters. They often start with a greeting, like “Dear [Name]” or “Hello [Name].” Pick the appropriate greeting depending on whom you are emailing.
   - After writing your greeting, you can tap on the “Enter” or “Return” key (which sometimes has this icon) to make a new line, and you can write the rest of your email. People often tap the
“Return” key twice to leave a blank line before starting the body of their email.

- At the end of your email, you should end it with a sign-off, such as “Best,” “Thank you,” or “Regards,” followed by your name. Pick which one is most appropriate for the email you are sending.

6. In addition to text, you can include images and files in your email. To do this, tap on the attachment icon (_attach). Note: The first time you tap on this icon, your phone will request access to your images. You must agree to allowing the digital account to access your photos if you want to attach them in emails.

- If you include an image as an “in-line” image, it will appear in the body of the email. If you include it as an attachment, it will appear as a file that is attached to the email.

7. You can also include images by copying from a website or other file and pasting them into an email. To do so, if using a mobile device, tap and hold on the photo, select copy, and then tap and hold on the body of the email. If you are using a desktop or laptop, you can right-click using your mouse. A list of options will appear; select paste.

8. When you are done writing your email and adding any attachments, tap on the “send” icon (send) in the top right corner.

**Receiving and Responding to Emails**

**Say:** When you receive an email, it appears at the top of your inbox, and it stays there as an unread email until you open it. If you open an email, the message still stays in your inbox, but you can see that you have already read it. An email you receive, read or not, will stay in your inbox until you delete it.

- To open an email you receive, tap on it in your inbox.
- To reply to an email, open the email and tap on the reply button (reply). An email draft window will appear where you can write a response.
  - If you receive an email that was sent to you and to other people, or an email in which other people were Cc’d and you want to keep the other people in the thread included in your response, you can tap on the reply button and choose “Reply all”.
  - If you do not want to reply to everyone listed and only want to reply to the sender, choose “Reply” and the response you send will only be sent to the sender of the email.
  - When you are replying to an email and you think someone needs to be included in the email thread, you can add an email to the “To” or “Cc” or “Bcc” lines.
- You can share an email you receive to another email address by “forwarding” the email.
  1. To do this, open the email you want to forward and tap on the three horizontal dots next to the reply button. Then, choose “Forward.”
  2. This will open an email draft. Type in the email address of the person to whom you want to forward the email in the “To” line.
  3. You can also add text to the body of the email. This can be useful for providing context because you can add an explanation for why you are forwarding this email.
- Send the email after you have proofread it and ensured it looks like you want it to.
- To delete an email from your inbox, you can hold on it in your inbox or open the email and then tap on the waste bin icon (trash) on the top of your screen.

**Do:** Participant Activity: Send your Instructor an Email

**Note:** Write your email address on a flip chart or whiteboard for all the participants to see. Write down: “What is your favorite food? Please write me an email with an appropriate subject line, in which you tell me what your favorite food is, and attach a picture of that food.” You can pick a topic other than food based on the interests of the group.
**Say:** In this activity, you will answer the question on the board. Send me an email telling me what your favorite food is and include a picture of that food. Include an appropriate subject line. You have 15 minutes to complete this activity. If you have any questions, please ask.

**Note:** Check your email to confirm emails have been sent from all participants. Discuss any common mistakes with the group for shared learning. Do not “out” who made the mistake, but talk about it in general terms.

### Other Digital Accounts

#### Google

**Say:** In this session, you made a Gmail account and learned to send an email. Congrats!

Creating an email through Google is nice because that account serves as your Google account, which can be used on various apps that will be discussed later in this training, such as Google Docs and Google Slides. You can also use it to log into YouTube and other websites. We’ll talk more about that later, but what’s important to remember, is that now you have that digital account, that acts like a key and let’s you into other digital spaces.

#### Apple ID

**Note:** If participants are using iPhones, they will need to create an Apple ID to access the App Store, and to use their phone and its various functions. Typically, they will be prompted to create an Apple ID when they set up their phone. If they already have an Apple ID or are using an Android device, skip this section. This section will explain how to set up an Apple ID on the iPhone you are using.

1. Open the App store.
2. Tap on the sign-in button (🔗)
3. If you are not already signed into iCloud, you should be able to see a “Create New Apple ID” option. Tap on this option.
4. Follow the steps that appear and provide the needed information.
   - Your Apple ID will be the email address that you provide when prompted.
5. You can include your billing information and credit or debit card, but you can also choose “None.” If you include payment information, you will not be charged for anything until you make a purchase or start a subscription.
6. You can confirm your phone number, which will be used to help verify your identity and recover your account if needed. Tap the “Next” button.
7. Verify your email address by opening the verification email you received on the email address you provided and following the instructions in the email.
8. This Apple ID is now what you will use to sign into the App Store and other Apple services.

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Adapted from [https://support.apple.com/en-jo/HT204316](https://support.apple.com/en-jo/HT204316)
Applications (Apps)

**Explain:** Now that you have your essential digital account(s), we can talk about something really exciting, apps – which is short for applications, and can also be known as mobile apps, or phone apps. These are programs that you can use on your phone or other devices, including tablets. Apps have all kinds of uses.

**Note:** Start a list of different apps and what they can do. Keep adding to the list on the flipchart.

**Explain:**
- There are calendar apps that help you keep track of appointments;
- Social media apps that can be used to communicate with others;
- Map apps that help you navigate;
- Library apps that allow you to access books;
- Game apps for entertainment and learning;
- Apps that help you track menstruation or pregnancy; and many, many others.

App Store or Google Play Store

**Say:** The same way you go to a store in the marketplace to buy physical goods, such as food or books or clothes, you use an online store to get apps, including apps that are free or apps for which you have to pay. What’s nice about the online stores is that you can access them through your phone! If you are using an Android phone, you will be using the Google Play Store. If you are using an iPhone, you will be using the App Store. Let’s show you how to get to the app store and install an app!

**Do:** Participant Activity: Install an App

**Note:** If all the participants are using iPhones or all are using Android, you can skip the instructions on the app/play store that are not relevant to that type of smartphone.

**Say:** Downloading apps uses data, so make sure to download them when connected to Wi-Fi or when you are sure that you have sufficient data left.

Google Play Store

1. Tap on the Google Play Store app. This is automatically included on Android phones and will appear on your home screen.
2. Log into your Google account.
   - Look for and download apps!
   - **Note:** Your Google Play Store will follow the language settings you set on your Google Account. See Gmail settings section, p. 22.
3. Tap on the search icon to look for the app you want.
4. Browse the options.
   - It is important to assess the quality of apps before you download them. Not all apps available on the Play Store are safe or do what they claim that they do. Anyone can make apps and
upload them, so people can easily lie or create faulty apps. To check the validity of an app, there are a few things you can do:

i. Read the comments and reviews on each app before downloading. People will often leave reviews to share their experiences with an app, so these reviews will often be a good indicator of the validity of an app.

ii. Check who the app developer is and if they are a trusted source. For instance, if you are downloading the Facebook Messenger app, you want to check that the developer is Facebook, Inc., which is the developer you would expect for Messenger. Reading about the app developer online or asking someone with expertise in this field would be a good way to assess if an app developer is trusted.

5. Tap on “Install” or on the price of the app to download or purchase the app.
   - The app will begin downloading and you can open it once it is done.

App Store (iPhone)

1. Tap on the App Store app
2. If you followed the steps in the Apple ID section, you should already be logged in. Otherwise, go back to the Apple ID section and follow the steps to create and log into your account, p. 25.
   - You are now ready to look for and download apps!
3. Tap on the search icon to look for the app you want.
4. Look through the resulting options.
   - It is important to assess the quality of apps before you download them. Not all apps available on the App Store are safe or do what they claim that they do. Anyone can make apps and upload them, so people can easily lie or create faulty apps. To check the validity of an app, there are a few things you can do:
     i. Read the comments and reviews on each app before downloading. People will often leave reviews to share their experiences with an app, so these reviews will often be a good indicator of the validity of an app.
     ii. You can also check who the app developer is and check if they are a trusted source. For instance, if you are downloading the Messenger app, you want to check that the developer is Facebook, Inc., which is the developer you would expect for Messenger. Reading about the app developer online or asking someone with expertise in this field would be a good way to assess if an app developer is trusted.
5. Tap on “Get” or on the price of the app to obtain or purchase the app.
   - You will be asked to confirm that you want to download the app (by using your Face ID or by double clicking a button or by pressing the home button).
   - The app will begin downloading and you can open it once it is done downloading.

Explain: Online stores also categorize apps. For example, the online stores have categories such as “Education,” “Entertainment,” and “Productivity.” This allows you to explore apps based on your interests. You can tap on the category that you are interested in and scroll through the resulting options.
Updating Apps

**Explain:** After downloading apps, you should check periodically to see if they need to get updated. App updates are essential to make sure the apps run as smoothly as possible and to protect your data. Updates often address security issues that exist in previous versions of an app. To check for updates:

**Note:** If all the participants are using iPhones or all are using Android, you can skip the instructions on the updating that are not relevant to that type of smartphone.

**Android:**

Open the Google Play Store and tap on the profile icon in the top right corner.

- To manage individual’s apps updates, go to “Manage apps & device.” You can update any apps manually here or change the settings so only individual apps update automatically.
- To set auto-update settings, go to “Settings”, then “Network Preferences”, then “Auto-update apps”. You can now pick between two options: automatically updating apps on any network, regardless of whether it is Wi-Fi or data, or only updating apps when you are connected to Wi-Fi. It is recommended that you set your phone to ask you before downloading an app on cellular data so that you do not accidentally use up your data bundle.

**iPhone:**

- To manage individual app updates, open the App Store and tap on the circle in the top right corner of the app. This will show you details about your account. If you scroll down, you will see which apps have available updates. You can tap on “Update” to update the apps you want to update, or you can tap “Update All” to update all apps that have available updates.
- If you want to, you can also set your phone to automatically update apps in your settings. To do this, go to your phone’s settings, then tap “App Store.” You can then turn on or off automatic “App Updates.” Below the automatic downloads section, there is a section titled “Cellular Data,” which allows you to turn on or off automatic downloads on data.

**Say:** Updating apps also consumes a substantial amount of data, so make sure to update apps when you are connected to Wi-Fi.

**Do: Participant Activity: Download an app of your choice!**

1. Pick a functionality that you would like your phone to have.
2. Search for an app that has that functionality and download it.
3. Spend a few minutes exploring what can be done on that app.
4. Download the app.
5. At the end of the allotted time for the activity, you will have one or two minutes to briefly share with the rest of the group which app you chose to download and how you can use it.

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24 [https://support.google.com/googleplay/answer/113412?hl=en](https://support.google.com/googleplay/answer/113412?hl=en)
Note: Depending on the group’s culture and interests, provide them with relevant examples of apps they can consider. Some examples include map apps that help you find your way around, calendar apps that help you keep track of all your commitments, apps that can remind you of prayer times, compass apps that help you tell directions, timer apps that help you keep track of time-sensitive activities like cooking, and period tracking apps that can help you keep track of your menstrual cycle.

If you choose to discuss Google Maps in your section, explain that you can save maps to be used when you are not connected to Wi-Fi or do not want to consume data.

In some contexts, it is common for people to obtain apps through means other than the App Store or Google Play Store, such as through Bluetooth. This is sometimes done to avoid incurring the high costs of data usage. If this is the case in your context, share with the participants what these methods are and what options they have. It is also important to highlight the security considerations of obtaining their apps this way:

Apps that are out of date are often circulated through Bluetooth. This is a risk because these apps often have security threats and vulnerabilities that the updated versions do not have.
Module 3: Finding Information Online

Objective

- Understand how to find information online
- Learn about browsers
- Learn that keyword searching is an effective way to find information online.
- Learn how to choose keywords to produce the ideal search results.
- Learn some early signs of misinformation

Materials

- Flipchart or paper
- Markers
- Mobile Phones
- Mobile Phone Chargers
- A projector to show your phone as a facilitator (optional)
- Several small everyday objects (e.g. tape dispenser, pencil holder, fruit)
- Internet or data for mobile phones

Note: This session can be broken into multiple sessions depending on the knowledge assessment scores and facilitator monitoring of participant’s levels of comfort. It is critical not to go too fast or express frustration with participants.

As you go through this session, document new vocabulary on the flipchart and remember to review it as needed throughout, and to add to the list as participants are exposed to new words.
Welcome participants and do an icebreaker to help the participants get ready for the session.

**Browsers**

**Explain:** A web browser is an application that you can use to access websites from all over the world wide web (which is a network of computers around the world). Websites are collections of web pages under a certain name (similar to how a textbook is a collection of related chapters).

You write the “address” of a website – called a uniform resource locator or, more commonly, a URL – into a browser to access it. The structure of a URL starts with http or https (the s indicates the security of the website), followed by ://. Then, most websites have a www followed by a dot. These three letters refer to the world wide web. This is followed by the domain name, which is the name of the website, then another dot. What follows this dot can vary and indicate the type of website. For example, .com indicates that the website belongs to a commercial entity, whereas .edu indicates that it belongs to an educational institution. This is often all you need to type into a web browser to reach a website, and then you can navigate to whatever page you want.

Examples of commonly used web browsers are Google Chrome, Safari, and Mozilla Firefox.

**Do:** Give them an example of a website they might be familiar with.

**Do:** Participant Activity: Use a web browser to visit the example website. Navigate to that website and look through the different pages available on it.

**Optional: Note about Data Usage**

**Explain:** When you are not connected to Wi-Fi and you access a browser from your phone, you are using data. You can decrease the data your phone consumes while using a web browser by changing some settings. There are different ways to do this on Android and iPhone, so now we will discuss how to limit data consumption on your web browser for both types of systems.

**Android (or using Google Chrome on an iPhone):**

Google Chrome has a “Lite Mode” that saves a substantial amount of data, but does not include certain features (like Incognito Mode). To switch to Lite Mode: open Chrome’s settings and look for a line called “Lite Mode.” Make sure the toggle button is switched on.

**Using Safari on an iPhone:**

Navigate to your phone’s settings. Then, tap “Safari” in your settings list. On this list, switch off “Safari Engine Suggestions,” “Safari Suggestions,” and “Preload Top Hit.”
Using Google to Find Information Online

**Note:** In preparation for this section, create a list of trivia questions and fun questions to be used in the activity. These questions can be written on a paper or a flipchart or a in a powerpoint. Examples of questions include:

- Who is your favorite cartoon character? Please copy and paste an image in your document (if you are providing them with a document) or “show your instructor a picture of the character”
- How many continents are there?
- What is your favorite animal? Include a picture below.
- Where is the Pyramid of Giza?
- How many bones does an adult human body have?
- What is your favorite song? Include a link to it.
- Which planet is closest to the sun?

If possible, have some kind of candy or treat for people to take when they finish the activity. Also, have some extra questions for participants who finish earlier than others.

**Explain:** Google is a search engine, or a website that helps you navigate and find things online, that you can use to find information about almost any topic. You can get information about recipes, health, jobs, school, different countries, etc. Instead of having to look through several books in a library to find information on a certain topic, you can look it up immediately on your phone. You type what you are looking for, and it shows you related information from around the internet. There are other search engines, such as Yahoo and Bing, which all work in similar ways to Google.

**Do:** Share with participants how Google Search has been useful in your own life.

**Do:** Pick a topic that the participants are interested and show them how you can use Google to find more information on it. Make it interactive by asking them which questions they want to answer. Show them how to use image search as well.

**Explain:** One of the ways we find things online is by using keywords. Keywords are “the most important words related to a subject, which you type into a search engine to find the information you want.”

Before you do a search on your own, let’s practice with keywords.

**Do:** Place small items in a box on a table at the front of the room, so no one else in the room can see them. These can be everyday items like a pencil holder, a plant, a tape dispenser, a piece of fruit, etc.). Ask for a volunteer to come to the front, look at the items, and describe one of them to the class without using the item’s name. For example, if describing a pencil holder, they could not say “pencil” or “holder.” Repeat this activity several times with different volunteers.

**Explain:** The activity we just did is like searching for information on the internet. “A search engine uses computer programs to look for information on the Internet. However, users need to tell the...

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26 Adapted from Digital Literacy and Citizenship, Common Sense Education, The Key to Keywords. [https://www.lancsd.org/cms/lib/CA01802504/Centricity/Domain/SS/3-5-unit1-thekeytokeywords.pdf](https://www.lancsd.org/cms/lib/CA01802504/Centricity/Domain/SS/3-5-unit1-thekeytokeywords.pdf)
search engine what to look for. That’s what keywords are used for.” The keywords you choose to search with need to be specific and precise to get the best results.

Ask: What would you like to use Google to search for?

Do: Participant Activity: Find information online

1. Open the web browser that you use on your phone.
2. Type “google.com” in the address bar and then “return” or “enter” or “go”.
   - On some web browsers, you can type whatever topic you want to search directly in the address bar, and it takes you to a search engine (usually Google).
3. When the Google page loads, you will see a search bar in the center of the screen. You can type a word or words and then tap “search”
   - Depending on your phone’s settings, you might find a microphone icon in the search bar or on your keyboard that will allow you use voice to search instead of typing.
4. A screen will appear showing you a list of links related to the topic you are searching. Depending on the topic, this page will sometimes include an answer to your question pulled directly from one of these links. Google often sorts these by relevance and date. You can tap on these links to go to the websites and read more.
5. You will see near the top of your screen that there are tabs for “Images,” “Videos,” “Maps,” etc. You can use these to browse images, videos, etc., related to your search.
6. You can use Google in any language you want. If you type your search topic in a specific language, you will get results related to that language.
   - To change the language on Google, scroll to the bottom of the page after searching something and tap on the language you want or “More” to see other language options.
   - If you are on the Google homepage (before searching anything), the language options will appear under the search bar.
7. You can even use Google to translate between different languages. You can search “translate” and you will be taken to a page with translation boxes at the top. You can choose what language you are translating from (or choose “Detect language” if you are unsure) and which language you want to translate to (a language that you understand). You can type or copy and paste into the first box, and Google will translate it for you. Note that these translations are not perfect and often mistranslate phrases or words that are written in some dialects.
8. Search for something you’re interested in.
9. Then, share with the group what you searched for, and if you found the information you were looking for.

Searcher Beware!

Explain: Google and other browsers/search engines pull information/links from all over the internet. Like this one about corn.

Do: show this link on your screen or ask participants to go to this link: https://en.uncyclopedia.co/wiki/Corn

**Ask:** Did you all know this about corn?

**Note:** Allow participants to respond. Acknowledge that this information may not be true and ask: How could it be on a website, if it's not true?

After discussion, reveal that this information came from an imitation site and is meant to be a joke.

**Explain:** There are many situations where information that you find on the internet can look credible but actually may not be. Credible means something is “able to be believed, is trustworthy.” While search engines like Google that help us find information can be very useful, the results they share back will sometimes include inappropriate links and misinformation or non-credible news sources. It is important to assess the validity of any information you find online and evaluate it critically.

Here are some tips for checking the legitimacy of information online:

- When you see information or news online, one thing you can do to check its validity is to search the name of the organization or person who shared the information. This will help you figure out if the people who shared the information are well-known and considered to be a respected authority on the topic.\(^{28}\) Credible sources often include trusted news agencies, universities, and governments.
- Another way you can verify information is to check if you can find the same information shared by a credible source. Try to find 2-3 sources that are saying the same thing.
- Think about what bias could exist in the information you are consuming. One way to do this is to check if the information is balanced (presenting all sides of a story). Do this in addition to looking for at least two validated sources that agree with the information.\(^{29}\)
- Here are some tips on how to spot fake news:\(^{30}\)

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**HOW TO SPOT FAKE NEWS**

- **Consider the Source**
  - Click away from the story to investigate the site, its mission, and its contact info.

- **Read Beyond**
  - Headlines can be outrageous in an effort to get clicks. What's the whole story?

- **Check the Author**
  - Do a quick search on the author. Are they credible? Are they real?

- **Supporting Sources?**
  - Click on those links. Determine if the info given actually supports the story.

- **Check the Date**
  - Reporting old news stories doesn't mean they're relevant to current events.

- **Is it a Joke?**
  - If it is too outlandish, it might be satire. Research the site and author to be sure.

- **Check Your Biases**
  - Consider if your own beliefs could affect your judgement.

- **Ask the Experts**
  - Ask a librarian, or consult a fact-checking site.

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• You can also ask yourself these five questions:
  • “Who created this message?”
    • Are they trying to sell me something or make a profit? Are they trying to raise awareness about a certain topic?
  • “What techniques are being used to capture your attention?”
    • Is it using sensationalized language? Is it trying to create fear?
  • “How might different people interpret this message?”
    • Think about how people with a different perspective might view this message. Is the message inclusive of different perspectives?
  • “What is being left out of the message?”
    • Is the message balanced?
  • “Why is this message being sent?”
    • Who benefits from this message?

Do: Participant Activity: Google trivia answers

Answer the questions provided by your instructor using the help of Google. Tell your instructor when you are done.

Note: You can use the earlier created list of trivia questions in the activity. Examples of questions could include:

• Who is your favorite cartoon character? Please copy and paste an image in your document (if you are providing them with a document) or “show your instructor a picture of the character”
• How many continents are there?
• What is your favorite animal? Include a picture below.
• Where is the Pyramid of Giza?
• How many bones does an adult human body have?
• What is your favorite song? Include a link to it.
• Which planet is closest to the sun?

Participants can share their answers verbally.

YouTube

Note: If Wi-Fi availability is very limited and data is inaccessible, it might be best to skip the YouTube portion of the curriculum. Also, check if YouTube Go is available where you are teaching this course and explain that it is a way to watch YouTube that consumes less data and allows you to watch videos offline.

Ask: What apps or websites can you use to watch videos online?

Explain: YouTube is a platform that you can use to watch videos about all kinds of topics. You can use YouTube as an app or website to search for and watch videos. There are all kinds of topics covered in videos on YouTube – educational (learning languages and skills), sports and exercise, music and dance, food recipes, religion and spirituality, etc. – and people upload them in different

31 https://www.linkedin.com/learning/working-and-collaborating-online/develop-media-literacy
32 GSMA mobile internet, p. 16
languages. You can even create videos and share them on YouTube.

When using a phone, using the YouTube app is a smoother experience than using a browser to open YouTube. YouTube is not the only video platform, but it is widely used. Some other platforms include Vimeo and Daily Motion. In this session, we will learn how to use YouTube to find videos on topics we are interested in.

**Explain:** Watching YouTube videos consumes a lot of data, so it is not recommended to be used unless you are connected to Wi-Fi or have a large data bundle. If you log into YouTube, you can alleviate this issue by changing the settings so videos play using a lower bandwidth and consume less data.

**Do:** Demonstrate how to use YouTube is by picking a topic and then finding a video on it and playing it in front of them. Walk them through the features discussed below on your own screen.

**Do:** Participant Activity: Using YouTube on your phone

- Check if the YouTube app is downloaded on your phone (it is sometimes a predownloaded app). If it is not, download it from the App Store or Play Store.
- Tap on the app to open it. This will take you to your homepage, which often shows you recommended YouTube videos.
- You can use YouTube without logging in, but signing in allows you to personalize settings and provides you with personalized recommendations based on your watch history.
  - If you want to log in, tap on “Account” and then on “Sign in” and use your Google account to sign in.
- Tap on the search icon and type whatever topic you want to find videos on. If you know the exact title of a video or name of a person who uploads the videos you are looking for, you can type it in the search box. Tap “Search” when you are done typing.
  - The search box has a small microphone icon. This icon can be used to use search by speaking rather than typing. To use this option, tap on the microphone and say what you want to search, and the app will transcribe what you are saying and search when you stop.
- Scroll through the options that appear to find the video you want and tap on it. This opens the video and starts it.
  - The video should start playing automatically. If you want to pause it, tap on the center of the video, so the pause symbol (|) appears in the middle of the screen. Tap on the symbol before it fades away so you can pause the video.
    - To play the video again from where you paused it, tap on the play button that replaced the pause button in the center of the screen.
  - If you want to watch a video on full-screen, tap on the expand icon ( ) in the bottom right of the video. To minimize it, tap on the icon that has replaced the expand icon.
  - Below the video title, there is a line that tells you how many times a video has been viewed by people (which indicates its popularity) followed by when the video was uploaded.
  - If you want to share a video with someone, you can send them a link. To do this, tap on “Share” ( ) and choose the appropriate option. You can share videos directly to WhatsApp, Facebook Messenger, Gmail, or other platforms. Alternatively, you could choose “Copy link” and paste the link into whatever platform you choose.
- Depending on the rules in the country you are in and depending on the settings that the video creators chose for their video, you may be able to download some videos while you are connected to Wi-Fi or data to watch them later when you are not connected. To check if a video is available for download, see if the “Download” button (between the Share and Save buttons) is available for you to use. If yes, tap on it to download a video.
• **Note:** these downloads take up storage space on your phone.

• If you want to save a video so you can come back to it later (maybe because you liked it and want to rewatch it or because you want to watch it later), you can tap the “Save” button in the same row as the “Download” and “Share” buttons.

• When you choose to save a video, you are given the option to save it to a playlist. A playlist on YouTube is a collection, or list, of videos. Some playlists are automatically made, but you can make your own and you can choose if you want them to be private, public, or shareable with a link.
  
  • For example, I may make a list titled, “Recipes I want to try” and save any food videos that I want to access later to that list. If I want to be able to share it with friends who ask me for recipe suggestions, I will choose the appropriate settings that allow me to share a link of the playlist with whomever I choose.

• **Note:** saving a video does not download it on your phone.

• The page that uploads videos is called a “channel.” If there is a specific channel that uploads content that you like, you can subscribe to their channel so you can see when they upload new content, and so you can easily find the channel in your list of subscriptions. Subscribing to a channel is a way to show your support for the content creators.
  
  • To subscribe to a channel, you can search the name of the channel and tap on it to open it. You can tap on “Subscribe” to subscribe to the channel.
  
  • Alternatively, if you have a video open and you want to subscribe to the channel that uploaded the video, you can look under the video, next to the channel name, for a subscribe button. Next to the subscribe button, there is also a bell-shaped icon that allows you to choose if you want to receive notifications when this channel uploads new videos.

• While exploring YouTube, you will notice that advertisements often play at the beginning of videos or during your videos. You can often skip these advertisements after a few seconds. Although these advertisements can be inconvenient, they are important for the content creators to make money from the content they are sharing.

• Watching videos when you are not connected to WiFi takes up a substantial amount of data, but you can change the settings so you use less data. To change these settings, follow these steps:
  
  • Open the YouTube app and make sure you are logged in.
  
  • Tap on the circle in the top right. This circle will either have your initial(s) or whatever image you have chosen as a profile picture.
  
  • Tap on settings in the last section on the list that appears.
  
  • Tap on “Video quality preferences.” This will give you the option to change your default streaming when using mobile networks or Wi-Fi. To preserve phone data, we will tap “On mobile networks.”
    
    • You see that YouTube automatically recommends “Auto” so the app automatically chooses the best possible video quality depending on your connection. This option can be costly. To preserve data, we will choose “Data saver.” You can also choose this option for when your phone is connected to Wi-Fi. The disadvantage of using data-saving mode is that you get videos with lower picture quality.
  
    • Another way to limit data usage is to tap on “Autoplay” in the settings and switch it off, so other videos do not automatically play after you finish one video.

**Viewer Beware!**

**Explain:** As with everything on the internet, it is important to check the validity of information you come across on YouTube. As mentioned earlier, anyone can upload videos to YouTube, so you cannot assume that information you are seeing/hearing on YouTube is legitimate and is created by credible professionals. Here are some suggestions for how to check the validity of the content you come across on YouTube:
• When you see information or news online, one thing you can do to check its validity is to search the name of the organization or person running the channel who shared the information. This will help you figure out if the people who shared the information are well-known and considered to be a respected authority on the topic.\textsuperscript{33} Credible sources often include trusted news agencies, universities, and governments.
  • To learn more about a channel, you can go to the “About” tab on that channel and see what they have shared about themselves.
  • Another way you can verify information is to check if you can find the same information shared by a credible source. You can use Google to find this information, if you prefer.\textsuperscript{34}
  • Think about what bias could exist in the information you are consuming. One way to do this is to check if the information is balanced. Do this in addition to looking for at least two validated sources that agree with the information.\textsuperscript{35}

Reporting

If you see a video that shows offensive content that you do not think should be on YouTube, you can report it. To do so,
1. Tap on the three vertical dots in the top right of the video.
2. Tap on the “Report” button.
3. This takes you to a list of potential reasons you want to report a video. Choose the appropriate one and report the video.

This flags the video for YouTube to review. The account is not informed of who reported them, but they will be notified if YouTube decides to review the video that their video is under review. If an account posts multiple videos that are reported and confirmed to be inappropriate, the account might be deactivated.

Ask: What would you like to use YouTube to search for?

Do: Participant Activity: Learn on YouTube

1. Find a video under 5 minutes of someone explaining something you want to learn more about.
2. After picking a video, share with the group what the video is called and what it is about.

Wikipedia

Do: Show participants the Wikipedia logo and ask them, “Does anyone here know what Wikipedia is?”

Explain: Wikipedia will often be the first result you see when looking up a topic. It is a free online encyclopedia that covers a wide range of topics in almost 300 languages.\textsuperscript{36} Not all articles are available in all languages because they are written by people who speak the language. For example, the English Wikipedia has more than twice the number of articles than the French Wikipedia. It is also important to know that anyone can write these pages, so the information on

\textsuperscript{33} https://itstillworks.com/verify-source-credible-internet-8139507.html
\textsuperscript{34} https://itstillworks.com/verify-source-credible-internet-8139507.html
\textsuperscript{35} https://itstillworks.com/verify-source-credible-internet-8139507.html
\textsuperscript{36} GSMA Mobile Internet, p. 20
this website is not considered to be the most validated and you might come across misinformation. It is therefore important to fact-check anything you read on Wikipedia. Wikipedia is not generally assumed to be a valid source of information.

As mentioned previously, you can often get to the Wikipedia page on a specified topic by searching that topic on Google and following the Wikipedia link that appears. If the Wikipedia page does not immediately appear, you can search “wiki” followed by the topic you are looking into. Alternatively, you could go to wikipedia.com in your browser and searching the topic in the search bar that appears in the center of the page.

**Do:** Demonstrate this by looking up the Wikipedia page for a certain topic. Show them how to navigate the page.

**Explain:** Wikipedia pages show the title of the article at the top in a lager font. Below the title, you will often find a brief introduction to the topic. This is sometimes followed by a picture or pictures and sometimes a box with basic facts related to the topic. Below this section, you will find drop-down subheadings that you can tap on to read more. One of the last of these subsections is usually “References,” where the sources that were used to write this article are cited.

It is important to always fact-check information you see on Wikipedia. Anyone with an internet connection can edit Wikipedia pages, regardless of their credentials.

**Do:** Demonstrate this by showing participants where the edit icon is.

**Explain:** One way to check information is to check the source it is cited from. If you read something on Wikipedia of which you are unsure, look at the end of that sentence and see the blue number. This number links you to the citation that shows the source of the information. If you tap the number, it shows you the citation at the bottom of your screen. This citation might include a link to a website that you can follow or might reference a book or article. To check the information you read, you can go back to that source.

**Do:** Participant Activity: Read the Wikipedia page on a topic you are interested in.

1. Pick a topic you are interested in learning about and find the relevant Wikipedia page for that topic.
2. Read through the page and pick a fact you find interesting.
3. Check the citation and see if you can find the source of the fact, and see if the source matches the fact you read on the Wikipedia page.
4. When the allocated time for the activity is done, share your experience and the fact you found with the rest of the group.
Module 4: Staying Safe Online

Objective

- Learn how staying safe online is similar to staying safe in the real world
- Identify websites and apps that are appropriate and inappropriate for them
- Understand the concept of online privacy
- Understand the term “password” and its purpose.
- Understand “online meanness” and how it can make people feel
- Identify ways to respond to online meanness, using S-T-O-P
- Learn ways to respond to cyberbullying and online hate
- Address sexting and online relationships

Materials

- Flipchart or paper
- Markers
- Mobile Phones
- Mobile Phone Chargers
- A projector to show your phone as a facilitator (optional)
- Internet or data for mobile phones

Note: This session can be broken into multiple sessions depending on the knowledge assessment scores and facilitator monitoring of participant’s levels of comfort. It is critical not to go too fast or express frustration with participants.

As you go through this session, document new vocabulary on the flipchart and remember to review it as needed throughout, and to add to the list as participants are exposed to new words.
Welcome participants and do an icebreaker to help the participants get ready for the session.

Introduction to Staying Safe Online

Ask: What do you do to stay safe when you visit new places?

Note: Ask participants to respond. Note the similarities between those actions like: know where you’re going, know what to expect, talk to people you know, go places with a friend/adult.

Say: Just like you learn various safety rules when learning how to drive a car or ride a bike or when learning how to cook, there are safety rules associated with being online and using a smartphone that you should learn.

Do: As a group come up with three rules you could use to stay safe while online.

For adolescent girls, this could include: 1) Always ask your parent (or adult you trust) first, 2) Only talk to people you know, 3) Stick to places that are just right for you (appropriate for your age).

For adult women, this could include: 1) Limit the information you share about yourself, 2) Use a secure internet connection (beware of free WiFi), 3) Choose strong passwords.

These rules can and should be adjusted at the end of the session after they’ve learned more about being safe online.

Internet Traffic Light

Say: So, how do you stay safe online when it comes to which websites/app you choose to visit? Well, we have a system for that, it’s called the Internet Traffic Light. We can think about every website as being green, yellow or red, just like traffic lights. In this way, green means go; yellow means beware; and red means stop.

A green website/app is one that is appropriate for you, has fun and educational resources, and does not have inappropriate words.

A yellow website/app is one that you’re not sure if it’s “right/appropriate” for you. It might ask for too much information about you or ask you to fill out a form that makes you uncomfortable. On these sites/app, we should be cautious.

A red website/app is clearly not right for you. You may have gotten here by accident. It may have inappropriate language, images or audio, or may allow chatting between strangers. You should stop visiting this website.


Privacy Online

**Say:** Part of being safe online is protecting your privacy. Let’s think about that more. When we say privacy, we’re talking about information we want to keep private. We can think about “private” as “something that you should keep to yourself.”39 One way to think about that is – what kind of things would you NOT tell a stranger?

**Do:** Invite participants to share examples of information they would not tell a stranger. Listen to their responses, write them on a flipchart.

**Note:** This list should include:
- Birth date
- Address
- Identification numbers, such as a number on your ID
- Telephone number
- Passwords
- Credit card or bank account number

**Ask:** Why is it important to keep this information private?

**Explain:** Reinforce that it’s not safe to give out private information on websites/app you’re unfamiliar with or to people you don’t know since we don’t have any control over how they’ll use it. And it could put in an unsafe/uncomfortable situation.

This is particularly important when considering your privacy on your phone because phones contain a lot of your personal information. Therefore, we will first focus on your protecting your privacy on your phone.

Phone Security

**Explain:** There are many settings and features on your phone that are created to help keep your data safe. One particularly important one is setting a screen lock.

**Ask:** Why might locking your device be important?

**Explain:** There are different options for screen locks40:
- Pattern – you can set a pattern that can be used to unlock your phone. It is important to note that this method of locking can be guessed easily and that breaking this lock gets increasingly easier with time.
- Pin – a pin is a combination of numbers that can be used to unlock your phone. Do not use pins that are

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40 Adapted from SafeSisters
easy to guess, like birthdays or addresses or 1234 or 0000.

- Password or passphrase – a password (which is a combination of letters, numbers, and symbols) can often be the most secure locking option. A passphrase is longer than a password and can be made up of multiple words. For passwords and passphrases to be effective, you have to make sure to not choose easy-to-guess phrases or words. Do not use passwords that are easy to guess, like “password” or your name.
- Biometric – these include fingerprints and face IDs. These are the most difficult to get past, but people can be made to unlock them without their consent.

**Password Guidelines**

**Explain:** There are a few things to consider when choosing a password.

- Do not use passwords that are easy to guess. [Here is a list of top 10 passwords](#) to avoid:

<p>| | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>123456</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>123456789</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>qwerty</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>111111</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>password</td>
<td>10</td>
</tr>
</tbody>
</table>

Now, some useful tips for passwords:

- Use a mix of upper-case and lower-case letters, numbers, and symbols.
- Longer passwords are more secure than shorter passwords.
- Passwords are stronger when they are created in languages other than English or by mixing languages, even if you are using the English/Latin alphabet.
- It is recommended not to use the same password for different accounts and devices.
- You can come up with passwords that are both long and easy to remember.

**Do:** Come up with examples of how to make a strong password

You can pick a memorable line (a song, a prayer, a poem, etc.) and pick the first letter of each word and make that into a password, while incorporating numbers and symbols. Start by thinking of a song, prayer, poem, nursery rhyme, etc. that would be easy for you to remember. For example, “baa, baa, black sheep, have you any wool? Yes, sir, yes, sir, three bags full.”

This can become bbbshyawysysbf. To remember this password, you can think of the line of the song you took it from.

To make your password even stronger, you can replace letters with symbols, numbers, or special characters. For example, the above password could become 3Xbs#y@wysysbf.41

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41 [SafeSister](#) Digital Safety Trainer’s Assistant, page 17.
**Explain:** When you are using digital spaces, you will often need to use passwords for your digital accounts. For example, for email. This means you will need to remember these passwords.

Everyone tracks and stores information in different ways, but you need to make sure whatever way you choose is safe and secure. Typically, writing down passwords is a bad practice because it may be accessible by anyone who finds the paper. This is one reason memory tricks are a helpful way to remember your passwords, as the example above shows.

There are password management applications for secure password storage that can be used, such as Remembear, DashLane, or LastPass, but even with these tools you will need to remember the master password for this application.

**Do:** Participant Activity: Lock your phone screen

**To set a lock screen on your Android phone:**

1. Go to the settings of your device.
2. Find the “Security” or “Screen Lock” options.
3. Depending on your device, you will be able to choose from a list of different locking options.

**To set a lock screen passcode on your iPhone:**

If your iPhone has Touch ID or Face ID capabilities, you will often use those instead of a passcode. However, you will be prompted to use a passcode instead when doing certain activities (such as restarting your phone). To set a lock screen passcode,

1. Go to your phone’s settings, then “Face ID & Passcode” or “Touch ID & Passcode” – depending on which iPhone model you have
2. Tap “Turn Passcode On”
3. You can enter a 6-digit passcode or change the options so you can have any customized numeric or alphanumeric code or a 4-digit numeric code.
4. Confirm your password by entering it again.

**Explain: It is important to keep your passwords private!**

- On your device, your passcode is what a person can use to access your personal data.
- On digital accounts, passwords can be used to open your account from any device.

**Explain (Reminder):** Another safety consideration is that you must keep your apps up-to-date. Outdated apps can have safety issues that can put your data at risk. You should also ensure that your phone’s software is updated. When your phone starts to suddenly get stuck, it is usually because your phone needs updates.

Also, avoid connecting to Wi-Fi that is not secure, as that also puts your data at risk. Only connect to Wi-Fi when you know the source. Connecting to Wi-Fi that is not secure could put your personal information at risk of hacking.
When Sharing a Device

When sharing your device with others, there are some additional safety considerations you need to take.

- When using a browser, know that the people who use the device after you will be able to see what websites you viewed. In order to make sure that others cannot see what you viewed by deleting your browser history. To do this:
  - Check the settings on your browser and see if you can “clear” or “delete” your history. You can also use incognito or private mode, so your browser history is not saved. However, your internet provider will still know what websites you visit.
  - If any of the other users have installed spyware, which is a malicious software that gathers data about you without your consent, they will be able to monitor your actions on your device. This software could collect your passwords, credit card numbers, email addresses, or other information. It could even use your phone to track your location and access your images and call history. Recording spyware can record your voice or video and send it to others. There are often signs that your device has spyware on it, such as your battery getting depleted quickly, your data usage increasing without explanation, or files and folders you do not recognize, but it is difficult to ensure that it is spyware by looking at your phone.
  - If you want to save documents, make sure to save them to your Google Drive (which is associated with your personal Google account) rather than on the device, if you do not want others to be able to access them. Using Google Drive will be discussed in a later section (p.75).

Online Safety

Explain: Here, we will discuss the things you should know to navigate online spaces safely.

- Check privacy and security settings on all your online accounts on a regular basis. These settings sometimes change, so it is important to review them and check that you are satisfied with them.
- When entering your personal information on a website, make sure that the website begins with HTTPS rather than HTTP. An example of when you would need to check the security of the website you are on is when you are using online banking services. For example, you can tell the following example is secure because of the https:// before the name of the website.

  https://www.facebook.com

- Incognito or private mode does not stop your internet provider from seeing which websites you visit. This means that someone else using the device will not know which websites you visit if you close the incognito or private window after using it, but the internet provider will have record of it. The internet providers should keep this information private, but you can check by asking them to be sure.
- Some digital accounts will allow you to use two-factor authentication. Two-factor authentication allows you to use two ways to authenticate who you are before opening your account. For example, you could use your password and your phone. This is done so people cannot hack into your account by just having your password.
  - Two-factor authentication makes it so when you try to open your account, you get asked to confirm your identity using an additional method to inserting your password. This could be by sending you a text message on your phone with a code or by asking you to use your email to confirm your identity. That way, a hacker would need access to your phone or email in addition to your password to be able to access your account.
- If anyone harasses you to any extent online and makes you feel uncomfortable or unsafe, you should report them on whatever platform they are bothering you and block their accounts on all possible platforms that you have so they cannot reach you. Also, check the local laws related to online harassment, cybercrimes, and digital crimes to see if the local authorities can also help you.

**Personal Data Collection**

**Explain:** Websites often use advertisements to make money – similar to how you see advertisements in public spaces or commercials on TV. While browsing the internet, on social media or elsewhere, you may notice that advertisements reference products, services, or topics that are of interest to you. This is because websites collect data about what you search and view when you are using them and then use this data to create targeted advertisements.

**Phishing**

**Explain:** Phishing is when you receive emails that you did not sign up for that try to get you to provide information about yourself. For example, you could receive an email that pretends to come from a bank and ask you to open a link to enter your account passwords and information. Alternatively, a phishing email can make you download a malicious software that will put your personal data at risk. Phishing attacks can happen through text, calls, or, more commonly, emails. It is important to understand phishing and learn how to recognize it.

- Phishing emails appear to be coming from trustworthy sources, such as banks or educational institutions. Confirm the source of an email before engaging with it.
- Be careful when opening links and downloading attachments from emails if you are not 100% certain who the sender is.
- To minimize phishing attempts, do not give your email or password to websites other than your email provider or client (for example, Gmail).

**Avoiding Malware**

**Explain:** Malware is malicious software that harms your device and can put your data at risk. A virus is an example of malware that meddles with software on your computer. Smartphones, laptops, and desktops can all be affected by malware. Some signs that a phone has malware include apps crashing when you try to use them and excessive data consumption. There are some practices you can avoid to minimize your risk of getting a virus or other malware:

- Don’t open links or download attachments from emails that are not from a trusted source. (See the section on phishing). These actions could result in downloading and installing a virus on your device.
- You can install antivirus programs on computers to protect them from viruses. It is important to make sure that these programs are enabled and up to date. Also, it is best not to run multiple antivirus programs simultaneously to get maximum efficacy.
  - If you are using a Macbook, know that there are viruses that target Macs and that the

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idea that Macs don’t get viruses is a myth.

• You can also download antivirus software on your phone.
• To avoid downloading a virus on your device, do not access illegitimate websites. This includes websites that allow users to stream movies, books, and shows illegally at what appears to be no cost, but puts their device at risk of downloading malware. Some websites are infected with malware.44
• Malware is sometimes hiding in free software that you might download from the Internet.45 Make sure to only download software from reputable sources. You can check that a source is reputable by googling its name and reading about it to assess its validity.
• One can accidentally download malware by clicking on fake error messages or other types of automated messages (such as messages claiming that you have won a prize) that pop up on your screen when scrolling on a website.
• Only download apps created by reputable developers and read the reviews before downloading.
• Keep your phone’s operating system updated.
• Use secure Wi-Fi.

Safety Considerations Related to Connecting to Wi-Fi

**Explain:** You should only ever connect to Wi-Fi that you know is secure. Do not connect to random networks if you are unsure of their source. Doing so would put your data at risk. Be cautious of networks that may seem legitimate but are not.

**Do:** Demonstrate to participants how anyone with data can change their hotspot name and trap people by appearing to be a public network. To do this, open your phone’s settings and find the hotspot settings (under “Tethering & portable hotspot” which is under “Wireless & networks” for some Android phones and under “Personal Hotspot” for iPhones). You can turn your hotspot on or off from this section. You can also change the name of your device’s hotspot from this section in the Android phone and save it. To change the name of a device on an iPhone, go to your settings, then “General,” and “About.” Here, you can change the name of your device. If the participants in class check the Wi-Fi networks near them, they should be able to see the name you have chosen for your hotspot and try to connect to it.

Backups

**Explain:** You can create a replica of important files and save them somewhere else or in a separate form to keep them safe in case of viruses, stolen devices, or accidentally deleting them from your device, among other accidents. These replicas are known as “backups,” and it is recommended to back up your important documents.

This is like making photocopies of your important documents and saving them in a different part of your house in case they are taken or accidentally destroyed. You should determine which files should be backed up and ensure that your backups are organized in a way that you understand, so you know how to access them when needed. Not all your files need to be backed up, only important files.

There are some common different options that you can consider when backing up your files on a phone or computer46:

44 [https://support.google.com/google-ads/answer/2375413?hl=en](https://support.google.com/google-ads/answer/2375413?hl=en)
45 [https://support.google.com/google-ads/answer/2375413?hl=en](https://support.google.com/google-ads/answer/2375413?hl=en)
• The cloud - virtual servers that can be accessed from any device as long as it is connected to the Internet. Examples include Google Drive, Dropbox, and OneDrive. A later section will discuss Google Drive in more depth (p.75).
  • Pros:
    • Convenience (you can access your files from anywhere as long as you are connected to the internet)
  • Cons:
    • You cannot access the stored content without an internet connection
    • Content is stored with corporations that run the drive you are using, which may not be trustworthy
    • Limited storage capacity and may require payment for increased storage capacity
    • Consideration: Encrypting files before uploading them to the cloud will make them more secure. Encryption is like locking a file so only you can open it. One suggested tool that can be used for encryption is VeraCrypt.
  • USB Flash Drive – a small, portable storage device that can be plugged into most computers and laptops to access the files that are on it.
    • Pros:
      • Can be easily carried around
    • Cons:
      • Not very stable (especially if you add files to it and delete files from it repeatedly)
      • Can be easily lost
      • Limited storage capacity
  • CDs/DVDs – CDs and DVDs are circular discs that can be used to store data. You can write files to and access files from a CD or DVD on a computer or laptop if they have a CD-ROM drive.
    • Pros:
      • Low-cost
      • Easy to acquire
    • Cons:
      • Can easily be destroyed by scratching, so it is not good for long-term storage
      • Limited storage capacity
      • Modern computers and laptops are being manufactured without CD-ROM drives, making accessing the data on them difficult
  • External Hard Drive
    • Pros:
      • The most recommended backup method
    • Cons:
      • At risk of getting corrupted or getting viruses
      • Consideration: It is recommended that hard drives that are intended to be used as backups are only used for that purpose and not shared by multiple people.

**Reseting Your Phone**

**Explain:** If you are transferring ownership of your device to someone else, it is safest to delete all your data off of the device. Taking the time to delete everything manually would take up a lot of time, so phones give you the option to factory-reset. Factory-resetting your phone will delete all your data so that your phone is like how it was when it came out of the factory. This is important to do if you are giving your phone to someone else permanently or if you are selling it.

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47   SafeSister Digital Safety Trainer’s Assistant, page 27.
To ensure that you do not lose all your personal data when you reset a phone, back up your phone data. To reset your phone, go to your phone’s settings and tap on the reset option that exists. On Android phones, there is a backup and reset option in the settings. On iPhones, there is a reset button under “General” settings.

**Online Meanness**

If you are in a context in which a local government or other entity that conducts surveillance of people’s internet activity, discuss this with participants, so that they are aware that governments can see what they do or say online. Then discuss how participants can stay safe accordingly. There are various safety risks associated with government surveillance, so participants should be aware that it can be unsafe to voice their opinions on certain topics on social media or elsewhere online. Participants should be aware that their online activities may be monitored and act accordingly.

**Ask:** What does it mean when someone is acting in a mean way?

**Note:** Participant answers will vary, but could include: mocking how someone looks, spreading lies or rumors, or saying rude/hateful things.

**Explain:** We know mean behavior makes people feel bad, angry, upset, scared, fearful, nervous, anxious or hurt. Though the internet has a lot of amazing places to visit and things to learn, there are also people that can be mean. They may post negative messages about someone, tease them, make fun of or mock them, or even threaten them.

Sometimes we call this **cyberbullying**, when people use digital devices or online spaces to intimidate, bully, harm or threaten someone else. It can sometimes be worse than when someone is mean in person because people say or do meaner things online because they don’t have to see the person’s reaction face to face.

**Say:** Let’s talk about a scenario.

Tania visits a website where she can post updates about what is happening in her life. One day, she was using a neighbor’s phone and accidentally forgot to sign out before she left. The next day, Tania went to the site to add a new update, and found her profile had things she never wrote in it that were all making fun of her.

**Ask:** What would you do? What should Tania do?

**Note:** Write down participant response on a flipchart.
**Explain:** One thing she could do is S-T-O-P.\(^{48}\)

For children, this means:

- Step away.
- Tell a trusted adult.
- OK sites first.
- Pause and think online.

For adults, this means:

- Step away.
- Tell the authorities (if applicable), report the individual and/or block them from further interactions.
- OK sites first.
- Pause and think online.

**Explain:** Cyberbullying is never your fault. Nobody should be treated harshly, attacked, discriminated against, intimidated or threatened, under any circumstances. If this happens to you talk to a trusted loved one.

**Ask:** If you see someone being cyberbullied, what can you do?

**Note:** Participant answers will vary, but could include:\(^{49}\)

- (For adults) Defending or supporting the person being bullied
- Telling a trusted adult
- Addressing it directly with the bully

**Online Hate Speech\(^{50}\)**

**Say:** Today we are going to start class by analyzing a piece of art. The artwork is by an artist named James Joyce. (There is no affiliation to the Irish novelist James Joyce!) As you look at the image that I am about to show you, I’d like you to take note of your initial reaction and what you feel.

**Note:** Show the participants this artwork.

**Ask:** What do you see? What do you think about what you see? What does the artwork make you wonder?

**Note:** Participants can share their answers in plenary or with their partner.

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\(^{48}\) Digital Literacy and Citizenship, Common Sense Education.

\(^{49}\) Digital Literacy and Citizenship, Common Sense Education.

\(^{50}\) This section on online hate speech is from the Digital Literacy and Citizenship curriculum by Common Sense Education.
**Explain:** Although there are many things that could be interpreted from this artwork, what you’re going to talk about today is a specific scenario involving something called hate speech.

Hate speech is an attack using any form of communication targeting a person or people because of a group they belong to -- race, gender, religion, ability, sexual orientation, etc. It can occur in many ways, but one common way is on the internet or over social media. Often when it is online, it is also anonymous, which means it is without a name or other information that identifies a person.

There are many different ways to respond, and it’s not always possible or realistic to directly confront or say something to the perpetrator. Some actions you could take could be:

- (For adults) Confront the bully.
- (For adults) Defend the person being targeted.
- Reach out to the person being targeted to see how they’re feeling.
- Tell a trusted adult/the authorities about the situation. Report the person. Block the person.
- Raise general awareness about the issue at school or in your community.

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**Sexting**

**Note:** This lesson deals with sexting, a sensitive topic that can be difficult for both facilitators and participants to discuss. You may need to make modifications depending on your setting. Or you might have participants work individually rather than in groups. Or you might invite volunteers to share out rather than calling on participants.

**Ask:** Can you remember a time when you shared a secret or something really personal with someone else?

**Note:** Have students think to themselves and invite them to share out. Emphasize that they don’t need to say what or with whom they shared but just what the experience was like and how it made them feel.

**Explain:** Sharing private or personal thoughts and feelings with someone is called self-disclosure. Self-disclosure can bring people closer together, but it also can be risky.

One common type of self-disclosure is sexting, which is defined as digital sharing of intimate images or videos with another person.

(Optional) **Do:** Watch a video about teens talking about sexting.

**Ask:** Why might someone choose to “sext” someone else?

**Note:** Participant answers will vary, but could include: to get someone to like you, to show off your confidence, or peer pressure.

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51 This section on online hate speech is from the Digital Literacy and Citizenship curriculum by Common Sense Education.
Ask: What are the risks of “sexting” someone?

Note: Participant answers will vary, but could include: It could be shared with people you don’t want to see it, like family, people you don’t know, or friends. Or your relationship with the person could change, but the image doesn’t go away, and you might regret having sent it.

Explain: If someone asks you to send personal information or private pictures of yourself, it might make you feel uncomfortable, worried, sad, or anxious. This is a warning sign that something might be off. Or what we call a “red flag feeling.” A red flag feeling is when something happens online or with a device, and it causes you to feel uncomfortable, worried, sad, or anxious.

When you have a red flag feeling, it’s important to slow down, pause, and think about how you’re feeling, and think about your options. Imagine options for how the situation could be handled. Come up with as many ideas as possible. Which option might lead to the most positive outcome, where most people feel good or taken care of?

Remember! It is never OK to:

- PRESSURE SOMEONE into doing something they’re not comfortable with, like sexting.
- FEEL PRESSURED to sext by being harassed or even blackmailed. Block the contact, tell a trusted adult, or call your local law enforcement.
- SHARE OR FORWARD a sext that someone has sent to you. Your actions could embarrass, humiliate, and devastate someone.

Digital Citizens

Ask: What could we do as a community?

Do: Let’s make a Pledge as a group to be good “Digital Citizens.” We can agree on ways we want to act online. These will then be our “norms.” And that way, we’ll know we have shared goals.

Define – what is a digital citizen?

Note: Allow participants to offer their ideas. One possible definition is “Someone who uses technology responsibly to learn, create, and participate.”

Define – how will we act online?

Note: Allow participants to offer their ideas. Document this on a flipchart and keep posted for the remaining sessions.

(Optional) Do: Participant Activity: Make a poster of your digital citizen and include the norms you agreed on as a group

52 Digital Literacy and Citizenship, Common Sense Education.
Module 5: Social Media

Objective

- Learn about social media
- Understand the positive and negative effects social media use
- Learn about common platforms and how to use them
- Understand the importance of and how to act with empathy on social media

Materials

- Flipchart or paper
- Markers
- Mobile Phones
- Mobile Phone Chargers
- A projector to show your phone as a facilitator (optional)
- Internet or data for mobile phones

Note: This session can be broken into multiple sessions depending on the knowledge assessment scores and facilitator monitoring of participant’s levels of comfort. It is critical not to go too fast or express frustration with participants.

As you go through this session, document new vocabulary on the flipchart and remember to review it as needed throughout, and to add to the list as participants are exposed to new words.

This portion of the Safe Space to Learn training will discuss safety online, but if participants feel uncomfortable with any of the following social media platforms, they can opt out of these sessions or you can opt out of them as a group.
What is Social Media?

**Explain:** Social media accounts are types of digital accounts that you can use to communicate with others and share information, images, ideas, and other content. Social media can be a great way to connect with friends and family, both near and far. However, as with any platform that allows you to share information about yourself, there are risks. These risks include exposure to cyberbullying, breaches of private information, and identity theft. It is important that you are aware of the risks of social media and how to stay safe online before joining social media platforms, so you can make an informed decision about making an account.

Social media accounts, in most countries, are restricted for use to users that are thirteen years old. In some places, the minimum age is seventeen or eighteen.

**Do:** Show participants a few sample social media platforms like Instagram, Facebook, What’s App, as a demo of what social media looks like.

Positive and Negative Effects of Social Media

**Explain:** There are a lot of benefits and risks in using social media.

**Do:** Participant Activity: Talk with a partner about what you think some of the benefits and risks might be.

**Explain:** There are many benefits to social media. This can include connecting and communicating with friends, family, colleagues, and people with shared interests. You can share text, pictures, and updates.

However, there are also downsides. Some may feel pressured to join, pressured to share information of “content” about their lives, pressure to be on social media all the time. Some may struggle as a result of comparing themselves to others, which can make you sad or depressed.

**Ask:** What have you heard people say about social media?

**Note:** Participant answers will vary. They could include that social media makes you feel connected, entertained, inspired, informed. They could also share that social media can make you feel depressed, sad, stressed out, lesser than, jealous, tired, or unworthy.

**Explain:** It’s up to you if you choose to use social media, and if you choose to use a platform, it doesn’t mean you have to use all of them, all the time. Be thoughtful about what you decide to share, don’t overshare, consider how what you share will be received, and monitor your use. It’s always a good idea to pause and reflect on what you are getting out of it.

And remember what to do with “red flag feelings” – these are feelings that come up when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious. When you have a red flag feeling, it’s important to stop, slow, down, reflect on how you’re feeling and consider all your options.
Social Media Accounts

WhatsApp

**Do:** Show participants what the WhatsApp icon before starting this section.

**Ask:** Does anyone recognize this image and what do you use this for?

**Explain:** WhatsApp is a service you can use to send texts, photos, videos, and voice messages through the internet. You can also send messages to multiple people at once through groups. It is a little like SMS, but with more options. You can use it for a lot of different purposes, including contacting friends and family, no matter their physical location. It can also be used to connect with businesses, classmates, colleagues, and even customers if you are selling products.

Depending on the cost of SMS and data bundles, WhatsApp can be more a more affordable way to send messages, especially because the cost of sending messages does not change depending on the other person’s location and whether or not they are in the same country. Also, depending on where you are, you can use WhatsApp to call people.

**Do:** Share with the participants examples of how WhatsApp has been useful in your life. For example, if you use it to stay connected with friends, if you are in a family group chat, if you use it to buy or sell products, or if you inquire about businesses on WhatsApp.

**Ask:** How could WhatsApp be useful in your own life, and what would you like to learn about WhatsApp?

**Note:** The next activity will ask participants to install WhatsApp. This is not a requirement.

**Explain:** We never want to pressure participants to use social media. There are documented advantages and disadvantages to each platform. Our job to just present both the positives and negatives and leave it up to participants to decide how they want to progress. For some participants, they may want to know about the platforms, but not want to set up accounts or use the platforms themselves. That is absolutely okay. We will never pressure anyone to use social media.

**(Optional) Do:** Participant Activity: Set up WhatsApp on your phone

1. Make sure you are connected to Wi-Fi
2. Go to the Play Store or the App Store and type “WhatsApp” in the search section
3. Download WhatsApp

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53 GSMA mobile internet, p. 14
54 GSMA mobile internet, p. 14
55 GSMA mobile internet, p.14-15
56 https://www.whatsapp.com/coronavirus/get-started/?lang=en#text=Download%20and%20launch%20the%20app.Continue%20to%20accept%20the%20terms
4. Launch WhatsApp by tapping the WhatsApp icon that appears on your home screen after downloading is complete
5. Read the Terms of Service, then tap “Agree” to continue
6. Registration
   - Use the drop-down menu to tap on your country to add the appropriate country code
   - Enter your phone number
   - Tap on “Done” or “Next”
   - Tap “Ok” – you will now receive a 6-digit registration code on your phone either as an SMS or phone call
   - Enter this 6-digit code into WhatsApp.
7. You can now add your name and a profile picture.
8. If you choose to “allow access to contacts,” your contacts can be added to WhatsApp from your contact list on your phone. Allowing access to photos will give the app access your photos and videos in case you want to send any of them.
9. You’re done setting up WhatsApp!

WhatsApp Settings

Explain: Settings allow you to customize your phone and applications so they fit your preferences. There are many settings that you can change on WhatsApp to fit your preferences. In this activity, we will go through some of those settings. To begin, tap on settings button on your WhatsApp screen.

- By tapping on your name, you can change your profile picture, name, and “about” section
- If you tap on “Account” then “Privacy”
  - You can decide if “Everyone,” “My Contacts,” or “Nobody” can see when you were last active on WhatsApp (“Last Seen”), your profile photo (“Profile Photo”), or your “about” section (“About”).
  - You can also decide if “Everyone,” “My Contacts,” or “My Contacts Except...” can add you to groups
    - The “My Contacts Except...” section allows you to exclude some of your contacts from adding you to groups.
  - You can decide to disable “Read Receipts” if you want. Read receipts are what allow you to see if someone has read your message and allows others to see if you have seen messages they sent you. If you disable read receipts, then others will not be able to see if you saw their messages, but you will also not be able to see if they saw your messages. Read receipts cannot be disabled for group chats.
  - There is the option to require a Face ID – on phones that have that option – to unlock WhatsApp
- “Account” is also where you go to delete your account if you need to. This is sometimes found under “Settings”
- In the “Chats” section in the settings,
  - You can disable “Save to Camera Roll” to ensure that photos and videos sent to you are not automatically saved to your phone’s camera roll. This helps preserve space on your phone.
  - You can back up your chats so you do not lose them.
- The “Storage and Data” section is very important for preserving cost and storage space on your

WhatsApp uses end-to-end encryption, meaning that not even they as a company can read or listen to the messages that are sent between you and another user, but this does not mean that WhatsApp is not subject to surveillance by governments.
device. In this section, you can manage storage ("Manage Storage") and track your data usage ("Network Usage"). You can also choose to "Use Less Data for Calls," and change the auto-download settings for different media.

- For example, you could decide that audio, video, and documents only download automatically on Wi-Fi, whereas images download automatically regardless of whether your phone is using data or Wi-Fi. If you discover you are using too much data, you can then change the images to not automatically download on data either.

**Send a Message**

**Say:** Sending a message on WhatsApp starts a chat with a person or group. We will first learn about sending individual messages. To do this, pair up with someone else to send a message to your partner.

**Note:** Indicate what the chat icon for WhatsApp looks like on Android or iPhone (a poster or screen can be used).

**Do:** Participant Activity: Send a message

1. Add the number of the person you are partnered with to your contact list on your device.
2. Tap on the or icons.
3. Search for the contact in your list and select that contact to start a conversation.
4. Type "hello" or any message you want to send in the chat bar, then tap on the send icon ( ) or similar icon on the right end of the chat bar.
5. Wait until your partner responds, and then you can continue the conversation.
6. You can look at the check marks next to a message to know if the message has been delivered to the phone and if it has been read.
   - A single gray check means that the message has been sent
   - Two gray checks mean that the message has been delivered to the phone
   - Two blue checks mean that the message has been read
7. Send a voice message greeting to your partner in the chat. You can send a voice message by holding the microphone icon ( ) and speaking into the phone's microphone. Hold the icon until you are done speaking, then release it to send. If you want to delete the message, swipe to the left instead of releasing the microphone icon.
   - If the message is long, you can hold the icon and swipe upward to lock it in place so you can record your voice message without having to hold it down. You can then stop recording and send when ready.
   - Note: Voice messages use up more data than text messages do.
8. Take a selfie with your partner and send it to her.
   - First, tap on the camera icon. This allows you to take an image or video to send.
   - Take an image. You can delete and retake images until you are satisfied with the image.
   - You can add text to accompany the image. Write a message along the lines of "here is our picture" and send it.
   - Note: Sending pictures and videos consumes more data than sending text messages.
9. Alternatively, you can send images or videos from your gallery by tapping on the + sign on the right of the chat bar then choosing "Photo & Video Library" to choose the image or video you want to send.
   - Documents can be sent by choosing "Document" instead of "Photo & Video Library"

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Sharing Your Location

**Explain:** If your friend wants to come visit you and she does not know where to meet you, you can send your location so she knows where you are. If you are in a situation in which you are on the move, such as in a taxi, and you want your friend or family members to know where you are, you can share a “live location” that updates where you are as you move.

**Do:** Explain to participants the risks with sharing your location.

**Explain:** If you choose to do this, you need to allow WhatsApp to have location access from your settings before sending your location. Once you allow WhatsApp to access location, you do not have to do this step every time. This is done through your phone’s settings associated with WhatsApp and find the section that allows location access.

**(Optional) Do:** Participant Activity: Sharing your location

1. Tap on the + sign on the left. Tap on “Location.” This gives you the option to either “Share Live Location” or “Send Your Current Location.” If you choose to send a live location, you are given the choice between sharing your live location for 15 minutes, 1 hour, or 8 hours.

Group Messages

**Explain:** WhatsApp allows you to have a conversation with more than one person at a time. A conversation with more than two people in it is called a group chat or group messages.

**Do:** Introduce group chats by talking about some ways you might use group messaging in your life (a group for your family to send family-related updates or news, a group for your friends, a group for work colleagues, etc.)

**Ask:** Why is group messaging useful, or what would you use group chats for?

**Do:** Participant Activity: Sending group messages

Put participants into groups of 3-4. For this activity, one person will create a group chat. Every participant in the group should be involved in the process and be engaged so they can see the process step-by-step.

1. Make sure you have the contacts of your group members saved in your phone
2. On the WhatsApp application, tap on the or icons
3. Tap on the “New Group” option
4. Select the contacts that you want in the group
   - You can type their names in the search bar to find them faster
5. Add a group title, such as “Class Activity” – you can even add emojis to the title
6. You can add a group image that all the group members will see
7. Tap on “Create” when you are ready to create the group
8. You have now created a group chat! Each member of the group should now send a text, image, or voice message.
There are a few options related to group chats that are useful to know.

- If you want to direct a message to one person, you can use the @ symbol and then type their name.
- If you are in a group chat that is sending a lot of messages, and you do not want to receive a notification every time a message is sent unless it is directed to you, you can mute the conversation. This can be done by swiping left on the name of a chat before opening it and tapping on “More” then “Mute,” or by opening a chat, tapping on its name, then tapping on “Mute.” After tapping on Mute, you get the option to mute for 8 Hours, 1 Week, or Always.
- If you are in a group that you want to leave, you can follow the same steps above except instead of tapping on “Mute,” you can tap on “Exit Group.” You will no longer receive messages from this group unless someone in the group adds you back.

**Calling on WhatsApp**

Explain: WhatsApp can also be used to audio or video call a person or group using data or Wi-Fi. To do this:

1. Open the contact or group chat that you want to call
2. Tap on the phone icon to start an audio call or tap on the video icon to start a video call

**Safety on WhatsApp**

Explain: There are some safety-related considerations that must be discussed when it comes to using WhatsApp.

- You can block anyone on WhatsApp if you’d like. This makes it so the blocked number or person cannot message you or call you on WhatsApp anymore using the same number. If you are receiving messages from an unknown number, it is often safer to ignore such messages and block the contact without responding to them. You can unblock people after blocking them, if you choose to do so.
  - To block a contact on WhatsApp, you can tap on the chat with that contact and then tap on their name. You can then scroll down until you find “Block Contact” in red.
  - There is also the option to report a contact, found in red when you tap a contacts name from within a chat.
- It is important to keep your personal and private information, such as your address or your account passwords, to yourself and not share it with others through WhatsApp, especially if a unknown person or number messages you asking for private information.
- If anything on WhatsApp bothers you or makes you uncomfortable, tell someone you trust about it.

**Data Usage on WhatsApp**

Explain: It is important to keep track of your data usage while using WhatsApp to control your costs. Checking your data usage frequently allows you to monitor how much data WhatsApp is consuming. If you find that you are using up too much data, you can change settings to ensure that your phone does not use data to download pictures and videos.
**Facebook**

**Do:** Show participants the Facebook logo.

**Ask:** Does anyone recognize this? What is this used for?

**Explain:** Facebook can be used to connect with people all over the world. You can see what people on your friend list are up to, and what news or images they share. You can also “like” pages to follow news sources, sports teams, celebrities, movie studios, or even restaurants, cafes, and shops. Of course, you can also share your own thoughts, pictures, or other content you find interesting. Facebook can be used to raise awareness about issues people care about.

If someone wants to see what you are up to and wants to connect with you, they will send you a “Friend Request,” which you can accept or reject. You can also send friend requests to others. There are even ways to buy and sell products on Facebook, as well as fundraise for charities.

**Do:** Share with the participants examples of how you use Facebook in your life. For example, if you use it to stay connected with friends and family in other countries, if you follow news pages and get your news from them, if you have used it to buy or sell products, if you use it to share your opinions or advice on contemporary issues, or if you reach out to businesses to ask about their services.

**Explain:** We never want to pressure participants to use social media. There are documented advantages and disadvantages to each platform. Our job is to just present both the positives and negatives and leave it up to participants to decide how they want to progress. For some groups, they may want to know about the platforms, but not want to set up accounts or use them themselves. That is absolutely okay. We will never pressure anyone to use social media.

**Note:** Should participants want to proceed to the next step – setting up an account – they can. If not, you can share generally about Facebook to give them just an overview.

**Ask:** How could Facebook be useful in your own life? What would you like to learn about Facebook? What have you heard about Facebook?

**(Optional) Do:** Participant Activity: Set up a Facebook account

You can access Facebook on your phone through an app or web browser. If you are using a smartphone, the app is recommended, and if you are using a different device, you should use the web browser to access Facebook. We will now download the Facebook app and create an account.
Steps:

1. Make sure you are connected to Wi-Fi.
2. Go to the Play Store or the App Store and type “Facebook” in the search bar.
3. Download Facebook.
4. Launch Facebook by tapping the Facebook icon that appears on your home screen after downloading is complete.
5. Create a Facebook account \(^{59}\)
   - Enter your name
   - Select birthday
   - Enter your mobile number or email
   - Select your gender
   - Choose a password (remember the rules for a safe password in the “How do I stay safe online?” chapter, p. 43-44)
   - Receive a confirmation code (SMS, WhatsApp, or email)
   - Type in the confirmation code
   - Click “Ok” to login
   - You now have a Facebook account!

**Do:** Show participants the News Feed icon. Demonstrate the next step, as they will not see friends’ posts because they have not yet added friends.

1. Tap on the News Feed icon and see how your friends' posts appear

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**Settings**

**Explain:** There are various settings on Facebook that you can change. One of them is the decision to make your Facebook page public or private. Public means the page is viewable and searchable by anyone. Private means you approve who can see your page.

**Do:** Participant Activity: To make your Facebook page private:

1. Log in to your Facebook account.
2. Go to the “Settings and Privacy” section, and then you will see “Privacy Shortcuts.”
3. Click the button to customize your privacy options. Then, click “See more privacy settings.” There will be several options you can prefer; ‘Public,’ ‘Friends,’ ‘Friends Except’ (for one or more than one person), or ‘Only Me.’
4. Choose the best option that suits your needs. You can change who will be able to see your activities, including past and future posts.

**Explain:** This is an important consideration because “like everyone, you have a private life. When you make your Facebook private, you will be able to choose your followers and friends one by one, and you can create a social life privately on the platform.”\(^{60}\) This can help protect you from unwanted attention, help protect your identity, and provide you privacy in general.

**Explain:** In this section, we will focus on other important privacy settings that you should be aware of.

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\(^{59}\) GSMA page 111

\(^{60}\) [https://www.instafollowers.co/blog/how-to-make-facebook-private](https://www.instafollowers.co/blog/how-to-make-facebook-private)
1. Tap on the three horizontal lines on the bottom right of your Facebook screen.

2. Scroll until you find the “Settings & Privacy” section. Tap on it, then tap on the “Settings” option.
   - In the “Password and Security” section, you can check where your account is logged into to see if anyone other than you is using your account.
     - This is important because it allows you to ensure that your account is only logged into devices you know you are logged into. For example, if you had gone to an internet café and forgotten to log out of your Facebook account before leaving, this section will show you if you are still logged into Facebook on that device and will allow you to log out. Additionally, if you see that your account is logged into by an unknown device, you can log out and change your password to ensure that strangers do not continue to have access to your account.
   - In the “Password and Security” section, you can also find the option to “change password” when needed. When coming up with a new password, remember the rules for a strong password discussed in the safety online section.
     - This section also allows you to set some friends who can be contacted if you get locked out of your account and to set up alerts for “unrecognized logins,” which are logins to your account from devices that you have not logged into before from different locations.
   - Return to the Settings page, under “Preferences”
     - You can change preferences for language, notifications, and other settings.
     - You can set your phone on “Dark Mode” to conserve your battery. Dark mode turns the background for the app dark.
   - In the “Audience and Visibility” section
     - The “How People Find and Contact You” section allows you to limit who can send you friend requests, who can send you friend requests, who can look you up using your email or phone, and whether search engines can link to your profile.
     - In “Posts” and “Stories” you can choose who can see your posts. If you make your posts public, everyone can see them. If you make them private, you limit their visibility to only your friend list.
       - You can also set specific privacy settings for each post you share by tapping on the three dots (...) on the top right of your post and tapping on “Edit Privacy”
     - The “Blocking” section allows you to add people to your blocked list so they cannot reach you and see your content and so you cannot see their content. You can also see everyone you have blocked and edit that list as you find necessary.
     - “Active Status” refers to whether you will appear active or online or recently active or online to others on Facebook. If you want to turn off Active Status, make sure to also turn it off on the Messenger app if you have it downloaded on your phone. Messenger is a messaging and calling app that is associated with Facebook and will be further discussed later in this section.
   - In the “Permissions” section, you can edit your advertisement and location preferences, among other permissions related to access. Permissions ask for access to your data. It is preferred to limit permission when it is not needed.
Adding “Friends”

**Explain:** On Facebook, you can add friends so you can interact with each other’s shared content. The people on your friend list are the people who can see posts that you do not make “public” on your account.

**Do:** Participant Activity: Add Friends

1. Partner with the person to your left
2. You can search their name on the search bar
3. Tap on “Add Friend”
4. Wait for your partner to accept the friend request
5. You can now message each other and see what the other posts
6. Now partner with the person to your right
7. Wait for them to add you, and then accept their friend request

**Explain:** There are other ways to add friends on Facebook. Tap on the “Friends” icon. Facebook also suggests potential friends based on people and groups with which you are already connected.

You can also decline a friend request. Facebook will not notify the person if you decline their friend request. However, if they search your profile, they will see that the friend request is no longer there.

A restricted list allows you to limit a friend’s visibility of your posts. To do this, add them to the restricted list by tapping on the “Friends” button on someone’s profile, found next to the “Send Message” button. This allows you to “edit friend lists” to add people to a “restricted” list, so that they cannot see what you share on your profile unless you make it a “public” post.

Like Pages

**Explain:** On Facebook, you can like pages for news sources, sports teams, celebrities, movie studios, authors, restaurants, cafes, and shops, among other topics. If you like a page, the content that they share will appear on your newsfeed.

**Ask:** What pages are you interested in following?

**Note:** You may want to remind participants that just because there are pages on Facebook, it does not mean this information is credible.

**Do:** Participant Activity: Like a Page

1. Look up your favorite movie, show, magazine, artist, or news outlet.
2. Tap on the “Like” button.
3. You will now be able to see any updates uploaded by that page on your newsfeed.
4. Scroll through the page and see what they have posted recently.
5. To share something that they have posted, tap on the “Share” button.
6. If you change your mind, you can unlike the page.

All About Posts

**Explain:** People often use Facebook to share their thoughts or information about issues they care about or to advertise their businesses. To do this, you can post text, images, videos, or links to existing contents on websites. You can also share content created by other people or pages. Sharing information about injustices around the world can raise awareness and help bring about social change. People also sometimes share information related to public health advice during times of crisis, such as sharing reminders about how to avoid transmission of COVID-19 during the pandemic. In this section, you will learn how to create a post and how to share others’ posts.

In addition to creating content, you can interact with posts created by your friends or pages you like. In this activity, you will also learn how to “react” to posts, how to comment on posts, and how to tag people in comments.

It is important to keep in mind that misinformation can be and is shared on social media, so you should not believe everything you come across in people’s posts. It is also important to be constantly aware of who can see your posts when you make them.

**Ask:** What would you like to share on your profile?

**Do:** Participant Activity: Create a Post

1. To make a post, tap on the “What’s on your mind?” section at the top of the Facebook app (under the Facebook logo) when you launch the app.
2. You will be given the option to set the visibility of this post (“Public”, “Friends”, “Friends except…”, “Specific friends”, or “Only me”)
3. If you want to make a text post, tap on the “What’s on your mind?” section to begin typing
4. You can look through the various options at the bottom of the screen (adding images and videos, etc.)
   - The option to sell something through posts will be discussed in more detail in the Facebook Market section
5. Tap on “Post” to make your post live once you are satisfied and are done editing!
6. Your post can now be seen and interacted with by the audience you specified. You will receive a notification when anyone interacts with your post by reacting to it, commenting on it, or sharing it.

After you have each made a post, you can now use Facebook to interact with each other’s posts.

1. Find a peer’s post (either by looking at your newsfeed or by searching your peer’s name)
2. Read or watch the content they shared
3. React as you see appropriate to the post (like, love, care, haha, wow, sad, or angry) by holding the “like” button and swiping to choose the option you want
4. You can also leave a comment by tapping on “comment,” typing your comment, then selecting the send icon on the right
If you see a post that you would like to bring to your friend’s attention, you can tag them in a comment. This notifies them so they see the post. To tag someone, you use the @ sign, followed by their name. For example, Mariam might want to call something to her friend Sara’s attention, so she would type “@Sara” and tap on Sara’s account when it appears as an option. This tag is public, so mutual friends and people who have access to the post can see it.

**Ask:** What else do people use Facebook for?

**Facebook Messenger**

**Explain:** Another reason people have a Facebook account is to message and call people, similar to WhatsApp. On a phone, this is best done through the Facebook Messenger app.

**Do:** Show the participants the Messenger icon

On this app, you can chat with friends, create group chats, make audio and video calls, and reach out to businesses to inquire about their services. In this activity, you will learn how to use the Messenger app to communicate.

1. Make sure you are connected to Wi-Fi so you do not use up your data.
2. Open the Play Store or App Store and search “Messenger”
3. Download the app with the Messenger icon 🎨 Open the Messenger app
   - When you open the Messenger app after downloading it, it will ask you to log into Facebook (or, if you are already logged into the Facebook app on your phone, it will confirm if you want to log into Messenger using the same account). Log into Messenger using either method.
4. Now, you are logged in and can begin using Messenger
5. If you tap on the 📩 icon on the bottom to see all your Facebook chats. You can go to the search bar at the top to search the names of Facebook friends, regardless of whether or not you have already chatted with them. To chat with someone, tap on their name.
   - Alternatively, you can tap on the “new message” icon (✍️) in the top right, then search someone’s name to start a conversation
   - Pick either method to start a conversation with someone in your class.
6. You can create group chats by tapping the new message icon and searching more than one person’s name. When you are ready to start the group, you can begin typing in the group and send a message to form the group chat.
   - You can also tap on the top right to change the settings of the group, such as changing the group image and title and deciding if the group is “open” or “closed”, and to add more members or make other members “admins.” “Admins” are administrators with certain privileges, such as adding and removing people from the group.
7. When you have a chat open, you can send an image by tapping on the camera icon (to take a picture and send it) or the photo icon (to select and send a picture from your gallery)
   - The first time you use these Messenger functions, the app will ask you to allow access to your camera and/or gallery.
   - To send an image from your gallery, you tap on the photo icon then scroll until you find the picture you want to send, then tap on it to send it.
8. You can send a voice note on Messenger as well; however, Messenger voice notes cannot be longer than one minute. To send a voice note, hold the microphone (📢) button to record and release to send automatically.
9. You can also send GIFs (animated images), stickers (detailed illustrations of characters), or emojis
(visual representations of emotions) by tapping on the smiley face (😊) at the end of the text box.

10. In addition to messaging, you can make phone calls to individual people or groups. To make an audio call, tap on the phone icon in the top right of a chat, and to make a video call, tap on the video icon on the top right of the chat. These calls use Wi-Fi or data, so they do not use up your calling minutes.

Explain: You can change your Messenger settings so that your contacts cannot see when you are online. This will remove your ability to see when they are online as well. To adjust this setting, tap on your image on the top left, then tap on “Active Status.” If you do not want to appear active when you are online, then also be sure to switch off your Active Status on the Facebook app.

Explain: As with Facebook, you can report and/or block people on Messenger, so they are unable to reach you on Messenger anymore.

Facebook Marketplace

Note: At the time this curriculum was developed, Facebook Marketplace was not available in all countries. This section can be skipped if Marketplace is not available where you are working. If it is used where you are working, then the facilitator should create space for discussion and Q&A.

Explain: One Facebook feature that can be useful is Marketplace.

Do: Show participants the shop icon (🛒) that indicates the Marketplace

Marketplace allows users to buy and sell products within their local community. For example, if I want to sell my couch, I can take pictures of the couch, decide on a price, and post it on Facebook Marketplace so people in my area can message me if they are interested in buying it or asking questions about it. Alternatively, let’s say I move to a new city and realize that I need a bike to get around (or other culturally appropriate example). I can go to Facebook Marketplace to see if anyone near me is selling a bike for a reasonable price. In this section, you will learn how to use the Facebook Marketplace.

1. To open the Marketplace, tap on the shop icon at the bottom of your screen. This will open the Marketplace and begin to show you photos of items that are listed for sale by people who are near you.
   - You can also look at items in specific categories, such as “Electronics” or “Household”
   - You can also choose to look at items in a different location rather than items near you. To do this, use the location tool and change the region you are looking at by changing the radius in which it is searching.

2. If you find an item you are interested in, you can tap on the image to see what other details the seller shared and what area they are located in. You can save this item so you can look at it later.

3. If you decide you want to buy this item, you can send the seller a message using Marketplace to make an offer. You can now discuss details with the seller and decide how and where to pay, etc.
   - Note: payment and delivery do not occur through Facebook Marketplace. The buyer and seller must discuss these details.

4. You can also post products and items you want to sell. To do this:

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• Add an image of the item by taking a photo of it and uploading the picture from the camera roll
• Add a name, price, and description for the item
• Choose your location
• Select a category for the item
• Post the listing
• Now other people using the Marketplace feature can see the item and reach out to you to express interest.

**Instagram**

**Do:** Show participants the Instagram logo.

**Ask:** “Does anyone recognize this? What is this used for?”

**Explain:** Instagram is an increasingly popular social media platform that is used for various personal and professional purposes. The main types of media shared on Instagram are images and videos. You connect with people and pages by “following” them, and they can “follow” you back. You see content on your newsfeed from the people and pages you follow. Many people create Instagram pages for their businesses, and people can buy and sell products by reaching out to such pages or by advertising products on their pages.

Instagram is often used to take, edit, and share pictures and videos with your friends and family who are also on Instagram. You can share pictures and videos that people can come back to and look at whenever they want, or you can temporarily share images and videos that only last 24 hours (called “stories”) that others cannot revisit after the 24 hours are done. You can follow friends and family on Instagram, and they can follow you to see the content that you share. Instagram is also a place where you can follow news channels, activists, educators, and celebrities. Increasingly, Instagram has also become a platform for social change and raising awareness about important causes. Instagram also uses Wi-Fi or data.

There are risks associated with using Instagram as there are with other social media platforms, such as potential exposure to hackers, cyberbullying, and predators. Social media, including Instagram, can have negative impacts on users’ mental health and wellbeing. It is important to pay attention to how you are feeling when using these platforms and to distance yourself from them as you see fit.

**Note:** We never want to pressure participants to use social media. There are documented advantages and disadvantages to each platform. Our job is to just present both the positives and negatives and leave it up to participants to decide how they want to progress. For some groups, they may want to know about the platforms, but not want to set up accounts or use them themselves. That is absolutely okay. We will never pressure anyone to use social media.

**(Optional) Do:** Participant Activity: Set up Instagram

1. Make sure you are connected to Wi-Fi.
2. Open the Play Store or App Store and search “Instagram”
3. Download the app with the Instagram icon 📱

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62 [https://www.youtube.com/watch?v=ChnjKdMdQqA](https://www.youtube.com/watch?v=ChnjKdMdQqA)
63 [https://help.instagram.com/155940534568753](https://help.instagram.com/155940534568753)
4. Tap on the Instagram icon to open Instagram after it has downloaded
   5. If you are using an Android phone, tap on “Sign Up With Email or Phone Number.” If you are using an iPhone, tap on “Create New Account” or you can “Log in with Facebook” to use your Facebook account to set up your Instagram account
      • If you tap “Sign Up with Email or Phone Number” or “Create New Account,” you will be prompted to enter your email address or phone number, and will then receive a confirmation code. Next, create a username and password and fill out your profile information. Finally, tap “Next.”
      • If you tap “Log in with Facebook,” you might be prompted to log into your Facebook account if you are not signed in already.

6. Now you have an Instagram account!

**Change the Settings on Instagram**

**Explain:** There are many different settings that you can change on Instagram, but in this section, we will be focusing on changing the privacy settings on your profile to make it private. On Instagram, you can make your account public, meaning anyone can follow you and see your posts, regardless of you knowing them or not. Alternatively, you can make it private, so only people you allow to follow you will be able to see the content you post. Because having a private account allows you to control who can access your profile, it is often safer. However, if you are making a page for a business or to share information, having a public profile will allow you to reach more people.

1. With the Instagram app open, tap on the circle showing your profile picture to navigate to your profile
2. To reach the settings, now tap on the three horizontal lines on the top right of your screen (≡). Tap on the settings icon (⚙).
3. To change the privacy of your account, tap on the privacy icon and tap on the toggle button next to “Private Account”
   • A toggle button allows the user to switch between two states
4. You can change your “Activity Status” and who can see if you are currently active or have recently been active by toggling the “Show Activity Status” button.
5. You can also change your blocked and restricted accounts by tapping on “Restricted Accounts” and “Blocked Accounts”
   • Restricted accounts will not be told that they are restricted. They will not see when you are active or when you read messages that they have sent you. Only you and the person you have restricted will be able to see the comments they make on your posts.
   • Blocked accounts are not notified that they are blocked. When you block an account, they will not be able to message you, and you will not be able to message them. They will also not be able to mention or tag your account in posts or like and comment on your posts.
   • The difference between the two is that someone who is blocked cannot comment on or view your posts at all, whereas someone who is restricted can comment on your posts, but their comments will only be visible to them and not to anyone else.

**Ask:** What are you interested in learning how to do on Instagram? What would you like to use Instagram for?
**Do: Participant Activity: Learn How to Navigate Instagram**

- Tap on the Instagram icon to open the app
- Your app will open to your timeline (with the icon of a house 🏡), where you will see posts from pages you have followed and advertisements.
- You can like posts that you see by tapping on the heart icon (❤️) and you can comment by tapping on the comment icon (💬). You can save a post to access it later by tapping on the bookmark icon (_sched8).
- To search a page, person, or hashtag, tap on the magnifying glass icon (🔍).
  - This opens your “explore” page, which shows you content that the app thinks you would be interested in based on your viewing and engagement history on Instagram.
  - Tap on the search bar at the top to search for words (accounts, names, hashtags, etc.).
- To share an image or video:
  - Tap on the plus sign in a square (➕).
  - You can now pick one of the pictures in your phone’s camera gallery or tap on the camera icon to take a picture. Then, tap “Next.”
    - To take a picture, tap on the circle at the bottom center of your screen. To take a video, hold the circle so it starts recording, and release the button when you are done recording.
  - You can now edit the image or add a filter. Tap “Next” when you are done.
  - You can now add a caption, tag people, add a location, and decide if you want to share the image to other social media.
  - When you are ready to share the image, tap on “Share” and it will appear on your profile and can show up on the timelines of people who follow you.
  - The process for sharing a video is the same, except you choose a video rather than an image to share.

**Following a Page**

**Explain:** There are all kinds of pages to follow on Instagram. In this activity, you will follow a friend on Instagram and then look for a page for a business, trusted news source, or causes you care about and follow it. You will then send an Instagram friend a post from the page you followed.

**Do: Participant Activity: Follow a Page**

- Search for a friend or family member you know is on Instagram whom you want to connect with. Friends and family members will follow you back if they want to see the content you share as well.
- Search for a page and follow it.

**Note:** For example, I will follow the IRC Instagram. I will type “International Rescue Committee” – and the first option that comes up is “rescueorg”. The blue circle with a check mark in it means that this page is verified, which just means that Instagram has verified that this account really belongs to this public figure, organization, celebrity, or brand. I tap on rescueorg and then tap on follow.

- Now scroll through that page’s posts and choose one to send to your friend.
  - To send a post, tap on the 🗣️ icon. Then choose the friend or friends you want to send this post to and tap “Send.” This will send the post privately to your friend through a direct message so only you two can see that you sent it.
  - Alternatively, you could tap on the comment icon (💬) and tag your friend by using
Understanding Hashtags

**Explain:** Something you may see come up when discussing social media is hashtags. A hashtag is made up of a “#” followed by a word or words – for example #SocialDistancing, which was used during the COVID-19 pandemic to share content about distancing – and it is often included at the end of the post or accompanying a picture. Adding hashtags can help people find your post. Hashtags have been especially useful in recent years when promoting social movements and causes. Hashtags can be used on various social media platforms, including Facebook and Instagram.

Hashtags also allow you to draw a connection between your post and other posts that share the same hashtag, increasing your post’s potential for exposure. If you are advocating for a certain cause, hashtags can be especially useful. When people look for posts that have a social movement’s hashtag, they will be able to see your post.

**Do:** Participant Activity: Hashtags

1. Get into groups of 2 or 3
2. In your groups, choose a hashtag that has been used for a social or political cause
3. Search the hashtag online and come up with a summary of the cause that the hashtag represents
4. You have 10 minutes to research and 2 minutes to present your summary to the other participants

Be cautious of news or health advice you hear on social media

**Explain:** As we have discussed, social media is increasingly being used to share important information about the world. However, social media has allowed for the sharing of false or severely biased information as well, especially when it comes to misinformation about current events and health issues. It is important to learn how to recognize this false information and ensure that you do not share it with others. This is especially important when discussing controversial topics that have serious impacts on people’s wellbeing and safety. Much of what we will be discussing also applies to information you find online through a web browser, not only on social media sites. It is also important to note that this applies to pictures and videos, as modern technology has resulted in people being able to make realistic, fraudulent edits.

- When you see information or news online, one thing you can do to check its validity is to search the name of the organization or person who shared the information. This will help you figure out if the

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67 Adapted from Facebook Digital Literacy Library
people who shared the information are well-known and considered to be a respected authority on the topic. Credible sources often include trusted news agencies, and universities.

- One thing to keep in mind is that websites that end with “.gov” are government affiliated, those that end with “.edu” are affiliated with educational institutions, and those that end with “.org” are affiliated with an organization. There are also suffixes that indicate countries, such as “.ca” being Canada, “.mx” being Mexico, “.in” being India, and “.jo” being Jordan.
- Another way you can verify information is to check if you can find the same information shared by a credible source. Look for at least two validated sources that agree with the information.
- Think about what bias could exist in the information you are reading. One way to do this is to check if the information is balanced and multiple perspectives are shared.
- Follow this list of tips.

### HOW TO SPOT FAKE NEWS

#### CONSIDER THE SOURCE
Click away from the story to investigate the site, its mission, and its contact info.

#### READ BEYOND
Headlines can be outrageous in an effort to get clicks. What’s the whole story?

#### CHECK THE AUTHOR
Do a quick search on the author. Are they credible? Are they real?

#### SUPPORTING SOURCES?
Click on those links. Determine if the info given actually supports the story.

#### CHECK THE DATE
Repeating old news stories doesn’t mean they’re relevant to current events.

#### IS IT A JOKE?
If it is too outlandish, it might be satire. Research the site and author to be sure.

#### CHECK YOUR BIASES
Consider if your own beliefs could affect your judgement.

#### ASK THE EXPERTS
Ask a librarian, or consult a fact-checking site.

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**Ask:** Have you had experience reading something online that you found out was untrue? and from what we have learned, what are some sources that you believe would be trustworthy or untrustworthy?

**Cyberbullying**

**Explain:** Although this was covered in the Staying Safe Online module, remember that cyberbullying is when people use technology to bully others, and it can take place on social media. For some, being behind a screen and not seeing people face-to-face makes them forget that their words can cause real harm and hurt others, even if they cannot see the impact. The following is a compiled list of tips related to avoiding cyberbullying:

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• Making your accounts private will ensure that strangers have limited access to you online. Remember to check the privacy and security settings on your accounts.

• It is recommended that you are cautious when giving others your email, phone number, or social media account names.

• Make sure to keep your passwords safe. Do not share them or other personal information with people you do not trust.

• Before sharing something online, even to your private pages, think about if it is something you would mind being available to the public.

• If you are experiencing cyberbullying:
  - For younger participants: Tell a trusted adult about experiences of online harassment and bullying. This could be a parent, sibling, aunt or uncle, teacher, or staff.
  - Do not respond to threatening or disturbing emails.
  - Keep the messages that a cyberbully sent you as evidence.
  - Report and block the sender. Reporting an account or person could result in the suspension of the bully’s account and access to the website.
  - In some cases, the right person to report an incident to might be someone you know, such as a teacher or principal at school. Other times, you will reach out to website hosts or other online entities.
  - Remember to consider the potential effect of what you post online before sharing it and if it could hurt anyone who sees it.

Acting with Empathy on Social Media

**Say:** Imagine a good friend of yours posts a selfie on social media, and she’s got a brand-new haircut or outfit that you don’t like. How do you respond? Would you “like” the post anyway? Would you ignore it? Would you make fun of her?

**Do:** Invite participants to respond and explain what they would do and why. For those who say they’d ignore it, follow up by asking: What if she asked you your opinion directly? How honest would you be?

**Explain:** This is an example of a digital dilemma, which is a situation in digital life where it’s not always clear what’s best to do. Sometimes, these situations have the potential to cause someone’s feelings to be hurt. This type of situation is not uncommon online. And it can be tough to know what to do. How you respond can affect both someone else’s feelings and what people think about you.

Sometimes, even if you don’t intend to hurt someone’s feelings/embarrass them, it may happen

72 [https://www.nortonlife lockpartner.com/security-center/cyberbullying.html?_cf_chl_captcha.tk =2007a0b40316f34106dd8f635117e29e4bc15c-1625734523-0-AucBUI34vNWu8oXsADW-QN-hKD92gMW2TqZ_TU2ntqyKmV/HpI6J5NItAyhdCQowW0-KZly4DzjWZADuq19zkfH6sEX1KihocKLE8-PKTlK0xb01CgPht1BZ2t9S6_0WSOAx5LTHaRoRZI7EkoJo5pn71uMCheolr7mULS0bBv3HFBxO47dPxD0VZim mPoh8Ya1uSiiJx289mFMHdxE_8IAq52-3H4dXE4rXRXBqTOK2eOwfsfbs:QICM_3KrQ7sRFEKgJrXwHCVIDH36gor77JjnLJJC7MDMUn huXHqCZ1yQl3c4G_4GMrM8zyELs7ZbEnnnYuTyCp8hLL6BNS-8YSQoqDo2xVly95x3N3CXUKVQRQoCQovRw502ULK42orzG46zams20Noard 3ryG_3CI0mpQaA6t9AY-hvbNap2cagbY0EMxI9w2SESEx0Wx_lyf5S2X0z2Hwy9B3J-81733h7CRuNW41mCasuf71ouYeyBu8koPfplCIIIn9 e7S5a-Gvav7850MK5k5t-l18A89_qOhIlfDjw8xjGDrDpg-Rt _ZLuar-Ayq1K7SPECTY2s0QOi.1dKs5bNOJlclRIUY0_ CrnKzVhyh85jzea8yHKTQOkXwgdHFB1LQ53hL1Vwtk3opFueC37IUQ5z7ZyErYe8FyKVR63C94

because the things you do or say online can have unintended consequences. Comments and posts can hurt people’s feelings, and things can escalate quickly.

When you encounter a digital dilemma, you can practice the same steps as if you encounter a “red flag feeling.” Stop, pause, think about what others are feeling. Consider that might be difficult or challenging for them. Imagine what your options might be.

**Do:** Share a fake situation for discussion, and lead participants through some discussion questions. An example situation that can be adapted is below.

Mohammed recorded a video of Gloria and posted it on his story for everyone to see. Gloria thought the video was embarrassing. She asked Mohammed to please stop and take the video down. Mohammed didn’t listen. He thought the video was really funny -- plus, a lot of people were commenting and saying that Mohammed was hilarious for posting it. By the next day, it seemed like everyone had seen the video. Gloria tried to act like it didn’t bother her, but she was really embarrassed and went straight home after school instead of going out with all her friends as she had planned.

**Ask:** Who are the different people involved in the scenario? What dilemma or challenge are they facing?

**Ask:** What do you think each person in the dilemma is feeling? Why might the situation be hard or challenging for each of them?

**Ask:** What are the possible options for how Gloria could handle the situation. Generate as many ideas as possible. Think about “how” she might handle that situation too. Should it be in-person, through a direct message, through a call, email, text, or other mode?

**Say:** Sometimes situations can be more complicated than they first seem. When dealing with digital dilemmas, it is important to keep in mind any additional context and how that might change the right course of action.
Module 6: Employment and Education Skills

Objective

- Learn about common platforms that can aid in employment, education or other livelihoods or learning efforts that work on your phone or a computer

Materials

- Flipchart or paper
- Markers
- Mobile Phones
- Mobile Phone Chargers
- A projector to show your phone as a facilitator (optional)
- Internet or data for mobile phones

Note: This session can be broken into multiple sessions depending on the knowledge assessment scores and facilitator monitoring of participant’s levels of comfort. It is critical not to go too fast or express frustration with participants.

As you go through this session, document new vocabulary on the flipchart and remember to review it as needed throughout, and to add to the list as participants are exposed to new words.

The section below is divided into platforms you can access on a smartphone and those you can access via a computer. If participants have access to both, you can go over both. If they only have access to smartphones, you can skip the computer section or do a general overview only.
**Employment and Education Skills Via Phone**

**Google Drive**

**Explain:** Earlier in this course, we discussed that one method of storing information is the cloud, in which your data is stored online and can be accessed from any device that is connected to the internet, if you log into your account. One example of online storage that we will be discussing is Google Drive, which allows you to store various types of files online and is owned by Google. You can use your Gmail to log into your Google Drive.

**Do:** Participant Activity: Set up Google Drive on your phone,

1. Make sure you are connected to Wi-Fi
2. Go to the app store
3. Download the Google Drive app. As of 2021, this is the icon for the Google Drive app (Alchemy).
4. After it finishes downloading, open the app and log into your Gmail account.

While in your drive, you can make folders and files. Like physical folders, folders can hold various files. Folders can even hold subfolders. To create a folder,

1. Tap on the multi-color plus sign in a circle (Alchemy) in the bottom right corner.
2. Tap on “Folder.” This will present you with a list of options. Tap on “Folder” to make a new folder.
3. Name the folder and click on “Create”
4. This folder has now been created in your Drive.

You can open a folder by tapping on it. After opening a folder, you can create a subfolder while inside that folder by following the same steps as above. To create a file,

1. Go to the folder that you want to be your file’s destination
2. Click on the plus button and choose the type of file you want to create.
3. This creates the file, which you can name.

If you want to move a file,

1. Tap on the three dots at the right of the name
2. Scroll down to “Move” and tap on the destination you want to move the file to.

You might want to share a folder with someone who you think should have access to the contents of the folder, for example, someone who may be collaborating with you on items to the folder. To give someone access to a folder,

1. Tap on the three dots at the right of the name
2. Click on “Share” OR open the folder you want to share and tap on the three dots on the top right of the screen, then tap on “Share”
3. You can type the email address of someone you want to share this folder with and then choose if they will be “editors,” “viewers,” or “commenters”
   - Editors can edit files in the folder and can add or delete files and folders to the folder.
   - Viewers can view everything in the folder but cannot edit anything in the folder.
   - Commenters can make suggested edits.
4. Alternatively, you could share the folder with people using a link. You can tap on the circle at the bottom left of the sharing screen (Alchemy). Choose the link settings
• Tap on “Anyone with the link” to choose if you want the link to be editing, viewing, or commenting. Then, you can copy the link and send it to people however you would like (through a text message, an email, a message on social media, etc.)

5. You can do either step above to share with an individual or group.

You might want to download a file onto your device from the cloud so you have access to it without logging into your drive and without internet. To download a file from the drive,

• Tap on the three dots at the right of the name of a file, then tap on “Make available offline”

Reminder: if other people use your device, they will also be able to access this file through your Drive app.

Say: Now that you have learned how to use Google Drive, we will learn how to make Google documents, sheets, and slides that can be stored in this drive.

Google Documents

Say: There are many different types of software that you can use to create documents, including Microsoft Word and Pages. In this section, we will be discussing how to create documents that are stored on the cloud using Google Documents, also known as Google Docs, and can be accessed from and downloaded to any device that is connected to the internet.

Do: Participant Activity: Download the Google Docs app on your phone

1. Make sure you are connected to Wi-Fi
2. Go to the app store
3. Download the Google Docs app. As of 2021, this is the icon for the Google Docs app (Google Docs).
4. After it finishes downloading, open the app and log into your Gmail account.

You can create a Google Document by going to the location on your Google Drive where you would like to store this document and tapping on the plus button in the corner, then choose Google Docs. This will open a new document. You could also open the Google Docs app itself, tap on the plus button, and create a new document.

• You can name the document by typing a name where it says “Untitled document” then tap create
• Double-tap the document to begin writing your document.
  • To edit your writing, you should first select the text by double-tapping the first word and dragging the end of the highlighted word to the end of the part you want to select. The writing should be highlighted (should have a color shading it) for you to edit it. If you want to select a single word, you can double-click it.
  • You can change the alignment of the writing by tapping on this icon in the top bar, which will allow you to align the writing on the left, center, or right.
  • You can change the style and size of your text by tapping .
  • You can change the size of your writing by using the size dropdown
    • You can change the style of the writing by changing the font. You can do this by using the Font dropdown
• You can also change the style of the writing using the Bold (B), Italic (I), and Underline (U) toggle buttons in.
• You can undo or redo actions by using the Undo (asion) and Redo (asion) buttons.

You might want to make documents accessible on a device without needing an internet connection. To do so, use the “Available offline” setting.

Do: Participant Activity: Make a Resume or CV

Say: Programs, like Google Docs, that allow you to create and edit documents are useful for many reasons. One use for such programs is to create a resume or CV, which is a document that lists information about you and your experiences that you can use to apply for jobs. In this activity, we will make a draft CV. You can design this page however you like by changing the sizes and styles of different parts of the document.

• Write your name at the top of the page. Under your name, write your email and telephone number.
• You can split up the document into Work Experience, Education, Skills, and any other sections that you think would be appropriate.

Below is an example of a CV from StandOut CV²⁴

![CV Example](https://standout-cv.com/pages/google-docs-cv-template)
Say: The next program we will be discussing is Google Sheets, which can be used for organizing data into tables. This is especially useful when working with numbers, such as when keeping an inventory of items in a business or when keeping track of personal finances.

Do: Participant Activity: Download the Google Sheets app

1. Make sure you are connected to Wi-Fi
2. Go to the app store
3. Download the Google Sheets app. As of 2021, this is the icon for the Google Sheets app (●).
4. After it finishes downloading, open the app and log into your Gmail account.

Explain: You can create a Google Sheet by going to the location on your Google Drive where you would like to store this spreadsheet and tapping on the plus button in the corner, then on Google Sheets. This will open a new spreadsheet.

On the spreadsheet, you will see that there are letters on the top and numbers on the left-side of your screen. The letters title the columns and the numbers title the rows. At the intersection of a column and row is a cell. Cells are named after the letter of the column and the number of the row.

Do: Point to different cells on the screen and ask participants if they can name different cells. For example, cell A2 and cell F10.

- You can name the sheet by typing a name where it says “Untitled spreadsheet”
- At the bottom of the screen, you will see a tab that says “Sheet1.” You can add sheets that are like pages in a file. You can rename sheets by tapping on the name of the sheet and choosing “Rename,” then typing the new name.
- You can type words or numbers in the cells by double-tapping on the cell and starting to type, or by tapping once on a cell then tapping on the “Enter text or formula” bar.
- To edit the text or color of the cell, you can tap on the cell and then choose the settings from the bar near the bottom of the screen.

Note: The next section on Google Sheet calculation functionalities may be too advanced for some groups. Determine if this is of interest to the group before advancing.

Explain: One thing that makes Google Sheets particularly useful is its ability to do calculations on the contents of different cells. This is done using functions. To signal to Google Sheets that you want to use a function, you double-tap on a cell and begin with an equal sign (=). We will explore some important functions in this section.

- Addition
  - You can add the contents of two or more cells by
    - Typing “=” followed by the names of the cells with “+” in between the cell names. The names of the cells can be included by clicking on the cells or by typing them. Tap the check button when you are done.
    OR
• Typing “SUM()” and typing the cell names (with commas in between them) between the parentheses. If you want to sum up a range of cells, you can type the first and last cell names with a colon (“:”) in between the names. Tap the check button when you are done.

• Subtraction
  • You can subtract the contents of one cell from the other by typing “-” followed by the cell name “-“ the other cell name, with the second cell name being the cell you are subtracting from the first cell.

• Multiplication
  • To multiply the contents of two or more cells, you type “*” followed by the cell names you want to multiply with asterisks (“*”) between them.

• Division
  • To divide the contents of one cell by another, type “/” followed by the numerator cell name, then “/”, then the denominator cell name.

• Averaging
  • To take the average of cells, you can use the function AVERAGE by typing “=AVERAGE()” and including the range of cells you want to include.

In addition to using these functions by referencing specific cells, you could use functions to calculate numbers. For example, you can type “= 2 + 2” and get 4 as a result by tapping the check button.

Do: Participant Activity: Explore Functions on Sheets

Using Google or by experimenting on Google Sheets, try out two other mathematical functions.

Google Slides

Say: Google Slides allows you to create slides to present information in creative ways, incorporating pictures, text, and videos. You can create a slide-deck that allows you to show one slide after the other to tell a narrative or present information.

Do: Participant Activity: Download the Google Slides app

1. Make sure you are connected to Wi-Fi
2. Go to the app store
3. Download the Google Slides app. As of 2021, this is the icon for the Google Slides app (📸).
4. After it finishes downloading, open the app and log into your Gmail account.

Explain: You can create Google Slides by going to the location on your Google Drive where you would like to store this spreadsheet and tapping on the plus button in the corner, then on Google Slides. This will open a new slide deck.

• The slide deck is made up of slides that are in the order in which they will be presented
• You can rename the slide deck by clicking on “Untitled presentation” in the top of the list that appears when you tap on the “…“ in the top of your screen
The new slide deck will often have an empty title slide that looks similar to this:

Click to add title

Click to add subtitle

To change the layout of the slide,
  - On an Android phone, you can double-tap the slide you want to change, tap “More,” tap “Change layout,” then choose the layout.
  - To begin typing, you can double-tap on one of the existing text boxes and type.
    - Alternatively, you can add a textbox wherever you want by tapping the + sign in the top bar then choosing “Text”
    - The text can be highlighted and edited the same way it is in Google Docs or Sheets
  - To move an item on your slide, you tap on the item to select it, then tap again and hold and drag it to where you want it to be and release it.
  - To insert an image, you can tap the + sign in the top bar then choose image. You can choose to add an image from your photos or using the camera.
    - To resize an image, tap on it and drag the small boxes in the corners until the image is the size you want
    - To move an image, tap on the image to select it then tap on it again, drag it, and drop it where you want to move it to
  - To insert shapes, you can tap the + sign in the top bar then choose shape. Pick the shape that you want to include on your slide.
    - Shapes are resized and moved like images are.
    - Double-tapping on the shape will allow you type in it.
    - You can change the shape’s color by tapping the shape then the “Fill color” button (§). You can choose a color or gradient from the menu that pops up.
    - You can change the shape’s border color by tapping the shape then the “Border color” button (¶). You can choose the border color.
    - You can change the border style by tapping the shape then the “Border style” button (‖). You can choose the border weight and dash.
  - To add a line, tap on the + sign in the top bar then choose “Line.”
    - This will give you the option to choose a basic line, an elbow connector, or a curved connector
  - Sometimes you want to move one item on your slide in front of or behind another. To do so, tap on the item you want to move, then tap again to see a pop-up menu and choose “Move to front” or “Send to back”
  - To add a new slide, tap on the “Add slide” button (��)
  - When designing your slides, you can look at existing slide themes to choose from available options. To do so, tap on the button with three dots on the screen and choose “Change theme” then choose the appropriate theme.
  - Sometimes you may want to keep notes about your slides that do not show on the slides themselves. To do so, you can use the speaker notes section at the bottom of each slide. If you do not see a
section that says “Tap to add speaker notes,” that means you have to make it appear by tapping the button with three dots on your screen then toggling “Speaker notes” on.

- When you are done with your slide deck, you can present it to others in a way so the slides take up the whole screen and each tap moves you from one slide to the next. To do this, tap on the play button.

🌟 Do: Participant Activity: Make a Scrapbook

In this activity, you will use Google Slides to make a scrapbook. A scrapbook includes pictures, shapes, and some writing (usually in the form of captions or small notes). Make a new slide-deck and title it “[Your Name]’s Scrapbook” and fill it with pictures of things that represent you and are things you love. Add text wherever you think it is appropriate. The minimum number of slides for this assignment is 3 and the maximum is 10. You will present this slide deck to a small group of your peers and your instructor after you are done.

Feel free to use any colors, shapes, pictures, or text fonts. You should also feel free to explore other features on Google Slides that were not discussed here.

For more image editing specific programs, look at Canva and Google Drawings.

Employment and Education Skills Via Computer

Google Drive

💬 Say: Earlier in this course, we discussed that one method of storing information is the cloud, in which your data is stored online and can be accessed from any device that is connected to the internet, if you log into your account. One example of online file storage that we will be discussing is Google Drive, which allows you to store various types of files online and is owned by Google. You can use your Gmail to log into your Google Drive.

🌟 Do: Participant Activity: Set up Google Drive on your laptop or desktop computer,

1. Make sure you are connected to Wi-Fi
2. Open the web browser of your choice
3. Type drive.google.com and press enter
4. Click on “Go to Drive” – this will take you to a sign-in page. You can log in using your Gmail account
5. This takes you to your Google Drive

While in your drive, you can make folders and files. Like physical folders, folders can hold various files. Folders can even hold subfolders.

To create a folder,
1. Click on the “New” button on the top left of your screen. This will present you with a list of options. Click on “Folder” to make a new folder.
2. Name the folder and click on “Create”
3. This folder has now been created in your Drive.
You can open a folder by double-clicking on it. After opening a folder, you can create a subfolder while inside that folder by following the same steps as above.

To create a file,
1. Go to the folder that you want to be your file’s destination
2. Click on the “New” button and choose the type of file you want to create.
3. This creates the file, which you can name.

If you want to move a file,
- Right-click the file in your drive and choose “Move to,” which will give you a list of options of places you can move this file. Click on the destination you want.

You might want to share a folder with someone who you think should have access to the contents of the folder, for example, someone who may be collaborating with you on items to the folder. To give someone access to a folder,
- Right-click on a folder and click on “Share” OR open the folder you want to share and click on the name of the folder on the top of the screen, then click on “Share”
- You can type the email address of someone you want to share this folder with and then choose if they will be “editors,” “viewers,” or “commenters”
  - Editors can edit files in the folder and can add or delete files and folders to the folder.
  - Viewers can view everything in the folder, but cannot edit anything in the folder.
  - Commenters can make suggested edits.
- Alternatively, you could share the folder with people using a link. Click on “Anyone with the link” to choose if you want the link to be editing, viewing, or commenting. Then, you can copy the link and send it to people however you would like (through a text message, an email, a message on social media, etc.
- You can do either step above to share with an individual or group.

**Explain:** You might want to add a folder or file from your computer to the drive. To upload files or folder,

- You could open the File Explorer on your computer and drag and drop the folder or file that you want to the location you want on your drive. To do this, open the destination folder and have the file explorer open so you see the name of the file or folder that you want to upload to the drive. Select the file or folder that you want by single-clicking, then drag it by clicking and holding as you move the file or folder, and release it on the drive screen in your web browser.
- Alternatively, you can click on “New” then “File upload” or “Folder upload,” which will open your file explorer so you can choose the file or folder you want to upload.

On the other hand, you might want to download a folder onto your device from the cloud so you have access to it without logging into your drive and without internet. To download a folder or file from the drive,

1. Right click the folder or file and click on “download.” This will begin downloading the folder or file onto your device.

**Reminder:** log out of your drive so the person using the device after you does not have access to your drive.

Now that you have learned how to use Google Drive, we will learn how to make Google documents, sheets, and slides that can be stored in this drive.
Google Documents

Say: There are many different types of software that you can use to create documents, including Microsoft Word and Pages (Apple). In this section, we will be discussing how to create documents that are stored on the cloud using Google Documents and can be accessed from and downloaded to any device that is connected to the internet.

Do: Participant Activity: Create a Google Document

You can create a Google Document by going to the location on your Google Drive where you would like to store this document and clicking on “New,” then Google Docs. This will open a new document.

1. You can name the document by typing a name in the top left of the page where it says “Untitled document.”
2. Click on the top of the white sheet to begin writing your document.
3. You can format your writing in various ways
   • Before editing your writing, you should select the text by clicking at the start of the text and holding it as you drag the mouse to the end of the part you want to select. The writing should be highlighted (should have a color shading it) for you to edit it. If you want to select a single word, you can double-click it.
   • You can change the alignment of the writing by clicking on this icon in the top bar, which will allow you to align the writing on the left, center, or right.
   • You can change the size of your writing by clicking the minus (-) or plus (+) in the top bar.
   • You can change the style of the writing by changing the font. You can do this by clicking on the drop-down menu next to “Arial,” which is the default font.
   • You can also change the style of the writing using the Bold (B), Italic (I), and Underline (U) buttons in the top bar. You can toggle these buttons.
   • You can undo or redo actions by using the Undo (_undo) and Redo (redo) buttons in the bar at the top of your screen.

You might want to download documents to have them accessible on a device without having to login to your account and without needing an internet connection.

Downloaded documents can also be shared with others as attachments to emails rather than links to Google Documents. To download a document,

• Click on “File” under the title of the document, which will open up a list of options.
• Move your cursor down to “Download,” which will show you a list of download options, such as downloading as a PDF (which does not allow for editing the text) or a Microsoft Word Document (which opens in Microsoft Word, a program that can be used to create and edit documents). Click on the option you want to select.
• The document will begin downloading and can be found in your downloads folder when it is ready to be opened.

Do: Participant Activity: Make a Resume or CV

Programs like Google Docs that allow you to create and edit documents are useful for many reasons. One use for such programs is to create a resume or CV, which is a document that lists information about you and your experiences that you can use to apply for jobs. In this activity, we will make a draft CV. You can design
this page however you like by changing the sizes and styles of different parts of the document.

- Write your name at the top of the page. Under your name, write your email and telephone number.
- You can split up the document into Work Experience, Education, Skills, and any other sections that you think would be appropriate.

Below is an example of a CV from StandOut CV[75]

Google Sheets

**Say:** The next program we will be discussing is Google Sheets, which can be used for organizing data into tables. This is especially useful when working with numbers, such as when keeping an inventory of items in a business or when keeping track of personal finances.

You can create a Google Sheet by going to the location on your Google Drive where you would like to store this spreadsheet and clicking on “New,” then Google Sheets. This will open a new spreadsheet.

On the spreadsheet, you will see that there are letters on the top and numbers on the left-side of your screen. The letters title the columns and the numbers title the rows. At the intersection of a column and row is a cell. Cells are named after the letter of the column and the number of the row.

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75 [https://standout-cv.com/pages/google-docs-cv-template](https://standout-cv.com/pages/google-docs-cv-template)
**Do:** Point to different cells on the screen and ask participants if they can name different cells. For example, cell A2 and cell F10.

- You can name the sheet by typing a name in the top left of the page where it says “Untitled spreadsheet.”
- At the bottom of the screen, you will see a tab that says “Sheet1.” You can add sheets that are like pages in a file. You can rename sheets by double-clicking on the name of the sheet and writing a new name.
- You can write words or numbers in the cells by double-clicking on the cell and starting to type. When you are done, you can press “Enter” or click on another cell.
- To edit the text or color of the cell, you can single-click on the cell and then choose the settings from the bar near the top of the screen.

One thing that makes Google Sheets particularly useful is its ability to do calculations on the contents of different cells. This is done using functions. To signal to Google Sheets that you want to use a function, you double-click on a cell and begin with an equal sign (“=”). We will explore some important functions in this section.

- **Addition**
  - You can add the contents of two or more cells by
    - Typing “=” followed by the names of the cells with “+” in between the cell names. The names of the cells can be included by clicking on the cells or by typing them. OR
    - Typing “=SUM(“ and typing the cell names (with commas in between them) between the parentheses. If you want to sum up a range of cells, you can click on the first cell and drag until you reach the last cell you want to include, or you can write the first and last cell names with a colon (“;“) in between the names.
- **Subtraction**
  - You can subtract the contents of one cell from the other by typing “=” followed by the cell name “-” the other cell name, with the second cell name being the cell you are subtracting from the first cell.
- **Multiplication**
  - To multiply the contents of two or more cells, you type “=” followed by the cell names you want to multiply with asterisks (“*“) between them.
- **Division**
  - To divide the contents of one cell by another, type “=” followed by the numerator cell name, then “/”, then the denominator cell name.
- **Averaging**
  - To take the average of cells, you can use the function AVERAGE by typing “=AVERAGE(“ and including the range of cells you want to include.

In addition to using these functions by referencing specific cells, you could use functions to calculate numbers. For example, you can type “=2+2” and get 4 as a result by pressing enter.

**Do:** Participant Activity: Activity: Explore Functions on Sheets

Using Google or by experimenting on Google Sheets, try out two other mathematical functions.
Google Slides

**Say:** Google Slides allows you to create slides to present information in creative ways, incorporating pictures, text, videos, and movements. You can create a slide-deck that allows you to show one slide after the other to tell a narrative or present information.

You can create Google Slides by going to the location on your Google Drive where you would like to store this spreadsheet and clicking on “New,” then Google Slides. This will open a new slide deck.

- The slide deck is made up of slides that are in the order in which they will be presented
- You can rename the slide deck by clicking on “Untitled presentation” in the top left of the screen and typing a new name
- The new slide deck will often have an empty title slide that looks similar to this:

![Click to add title](image)

- To change the layout of the slide, you can go to “Slide” in the top bar, then to “Apply layout” and choose whichever layout you would like for your slide.
- To begin typing, you can click on one of the existing text boxes and type.
  - Alternatively, you can add a textbox wherever you want by using this function in the top bar:
    - The text can be highlighted and edited the same way it is in Google Docs or Sheets
- To move an item on your slide, you single-click on the item and click again and drag it to where you want it to be and release it.
- To change the background color, right click on the background of the slide and choose “Change background”
  - You can choose a color from the color drop-down menu.
  - You can choose an image as your background by clicking “Choose image”
- To insert an image, click on the “Insert image” icon (📷), which will give you various options, including uploading an image from your computer or searching the web for an image.
  - To resize an image, click on it and drag the small boxes in the corners until the image is the size you want
  - To move an image, click on the image, drag it, and drop it where you want to move it to
- To insert shapes, click on the Shape icon (.Shapes) and choose a shape to include.
  - Shapes are resized and moved like images are.
  - Double-clicking on the shape will allow you type in it.
  - The fill color, line color, line thickness, and whether the border is dashed can be changed using the following features (Fill color, Border color, Border weight, and Border dash), which are available in the top bar when you click on the shape:
• To add a line, click on the Line icon (\→\), which will give you various options for types of lines.
• Sometimes you want to move one item on your slide in front of or behind another. To do so, right-click on the item you want to move and go to “Order”
  • This gives you 4 options: “Bring to front,” “Bring forward,” “Send backward,” and “Send to back”
  • Click on the appropriate option
• You can add animations to different objects on the slide by right clicking each item and then clicking on “Animate.”
  • Go to the “Object Animations” section of the popup menu.
    • You can choose from a list of possible animations: “Appear,” “Disappear,” “Fade in,” “Fade out,” “Fly in from left,” “Fly in from right,” “Fly in from bottom,” “Fly in from top,” “Fly out to left,” “Fly out to right,” “Fly out to bottom,” “Fly out to top,” “Zoom in,” “Zoom out,” and “Spin”
    • You can also choose for the animation to start “On click,” “After previous,” or “With previous”
• To add a new slide, click on the plus sign (+) in the top left corner.
• When designing your slides, you can look at existing slide themes to choose from available options. To do so, click on “Theme” in the top bar and click on the option that you find best.
• You can add transitions between slides by right-clicking between the two slides and click on “Transition,” which will open up a list of transitions on the right. The drop-down menu allows you to choose between “None,” “Dissolve,” “Fade,” “Slide from right,” “Slide from left,” “Flip,” “Cube,” and “Gallery.” Choose the transition that you prefer.
• Sometimes you may want to keep notes about your slides that do not show on the slides themselves. To do so, you can use the “Notes” section at the bottom of each slide. If you do not see a section that says “Click to add speaker notes,” that means you have to make it appear by pulling up the three dots at the bottom to show the notes section.
• When you are done with your slide deck, you can present it to others in a way so the slides take up the whole screen and each click moves you from one slide to the next. To do this, go to “View” and choose “Present.”

Explain: Google Slides, like documents and sheets, can be downloaded onto your device by following the same steps. The Microsoft Office counterpart of Google Slides is PowerPoint. After downloading a slide-deck, you should check that the slides still look like you want them to because the formatting sometimes changes.

Do: Participant Activity: Make a Scrapbook

In this activity, you will use Google Slides to make a scrapbook. A scrapbook includes pictures, shapes, and some writing (usually in the form of captions or small notes). Make a new slide-deck and title it “[Your Name]’s Scrapbook” and fill it with pictures of things that represent you and are things you love. Add text wherever you think it is appropriate. The minimum number of slides for this assignment is 3 and the maximum is 10. You will present this slide deck to a small group of your peers and your instructor after you are done.

Feel free to use any colors, shapes, pictures, text fonts, or transitions. You should also feel free to explore other features on Google Slides that were not discussed here.

For more image editing specific programs, look at Canva and Google Drawings.
Module 7: Capstone Project

Objective

- Develop a plan for capstone projects
- Celebrate everything that’s been learned in this project

Materials

- Flipchart or paper
- Markers
- Mobile Phones
- Mobile Phone Chargers
- Read through the teambuilding activities to determine the needed materials
- Other materials as needed for your capstone project
- Internet or data for mobile phones

Note: This session can be broken into multiple sessions depending on the capstone project chosen.
Capstone Project

**Note:** In these final sessions, you will work with the group to plan a capstone project. This can be an event showcasing their learnings that can be done in the WGSS or publicly. That is a decision for the group to discuss, based on what is safe and preferred by the participants.

**Explain:** During these sessions, you have learned so much about digital spaces and gained many new skills. Throughout this course, we have learned about how different digital skills and platforms are used, many of which can be used to raise awareness and educate. It is now your turn to think of an issue impacting your community that you would like to raise awareness on or a certain cause you would like to advocate for and use your new digital skills to do so.

Get Ready to Brainstorm Ideas!

**Note:** Choose one activity to get the participants comfortable working with each other. If you know of other team-building activities, please feel free to use those.

**Say:** Before we decide on our idea for the capstone project, let’s get the creative, teamwork side of our brain working!

**Activity: Stacking Cups**

**Materials:** yarn or string; rubber bands; plastic cups

**Do** (in preparation; can be done in advance):

1. Tie 3 or 4 long pieces of yarn around a rubber band (so that pulling each of them pulls the rubber band apart). Make one for each group.
2. Put at least 5 plastic cups upside down next to each other on a table or the floor for each group.

**Say:** We’re going to do an activity called Stacking Cups. Here are the rules:

- The group will have 5 minutes to stack the cups in a pyramid by each holding one string and coordinating when each of them should pull or loosen the string to pick up the cups using the rubber band and then place it where they want to.

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Image from Science4Us
Do: Give them five minutes for the activity

Ask: What did you learn from this activity? What did you notice about the importance of communication when working with others toward a common goal?

Say: This activity highlights how important it is to communicate with your team members to succeed in reaching your common goal.

Brainstorming

Say: We are going to start thinking about our capstone project, brainstorming some ideas. But first, let’s talk about some rules for brainstorming:

- Be respectful of other group members and their thoughts.
- Say any idea that comes to mind that you want to explore, regardless of how feasible it is. It might help someone else come up with a related idea.
- No negative comments. Not even constructive criticism should be given during brainstorming. All critiques should be reserved until after the brainstorming phase.
- Build on the ideas that others have put out.
- When a person speaks, everyone else in the group should listen.
- Quantity is more important than quality at this phase. Try to get as many different ideas out there as you can, regardless of how thought-out they are.
- Encourage others’ creative ideas.
- Make sure to stay on topic. If you feel the conversation is getting off-topic, we can bring it back to the topic at hand.
- Someone on the team should be in charge of keeping time to ensure that the team is on schedule.
- Everyone should contribute as equally as possible. When assigning roles, ask group members what part of the project they would prefer to take on.
- Be open to other people’s ideas and working with them on their ideas, even if this means making some compromises on your ideas.
- When giving feedback, ensure that it is constructive. Do not just tell people that their idea will not work or that you do not like it. Instead, give them possible alternatives.

Say: For our capstone project, we have one leading question -- How can you use your knowledge and new experience with digital spaces and platforms to make a positive impact on your community? Essentially, the purpose of the capstone project is to think about ways you can showcase what you’ve learned AND make a positive impact.

To give you some starting points, this could fall into three areas, and it could be something completely different. For inspiration those areas of action could be:

- Dive Deep. Think about a problem you’re interested in solving and how solving it might align with your own passions and skills. Do research on this topic and some ways you could potentially solve

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77 Adapted from Digital Literacy and Citizenship, Common Sense Education, [https://docs.google.com/presentation/d/143qrOX9V21MyXAnFG8S1L7Fs0nYG6YP66dJGqkV90M/edit#slide=id.g514134340e_1_0](https://docs.google.com/presentation/d/143qrOX9V21MyXAnFG8S1L7Fs0nYG6YP66dJGqkV90M/edit#slide=id.g514134340e_1_0)
it (or a portion of the problem). The solution could be related to digital spaces or platforms or not related to digital tools at all, just the research for it could be done digitally.

- Connect with Others. Use social media or another platform to join with others who are also interested in solving the problem. Raise awareness or make a call to action.
- Start a Campaign. Use an app or website or email to start a petition and campaign around solving the problem you have identified.

**Say:** Now that we’re mentally prepped to start brainstorming, we know the rules and we know a little bit more about our capstone project, let’s talk about a way to brainstorm.

**Activity Option 2: Sticky Notes**

**Materials:** sticky notes or smaller pieces of paper; pens, pencils, and/or markers (preferably in multiple colors)

**Do:**

- Hand out the papers or sticky notes to the participants (so each participant has at least 5 sticky notes/papers)
- Hand out the pens, pencils, or markers, so every participant has at least one writing utensil

**Say:** We’re going to do an activity called Sticky Notes. You each have sticky notes and something to write with. You will get at least 5 minutes to jot down or draw any ideas they have related to the topic of discussion. Review the rules of brainstorming above before starting this activity.

After the allotted time is done, participants should put their sticky notes/papers on a large table or up on a wall for everyone to see.

Each of the papers should be discussed. Participants can comment their thoughts on their ideas and the ideas of others.

**Ask:** What was one idea that was not your own that you thought was really interesting and why?

**Capstone Project Preparation**

**Note:** Needed preparation for the capstone project chosen by the group will vary depending on what they choose to focus on.

If they decide to research an issue and possible solutions. Here are some activities they could do:

- Create shared Google document and add information about it. Make sure to include links that show where each fact is from.
- Make sure to only include validated information.
- **Optional Activity:** Each group should be given poster paper and markers (as well as any other art supplies). After conducting background research, each group should make a poster explaining the topic they are addressing to the rest of the participants. This can be a take-home activity if
participants can easily coordinate a time to meet. Otherwise, time should be made when participants are in the WGSS location.

If they decide to raise awareness about an issue/challenge, here are some activities they could do:

- Think about what issues are affecting your community that you care about and would like to address. Make sure to hear from everyone and try to group people into groups of 2-4 based on their shared interests.
- Examples of topic areas (depending on local culture): Social media safety; Preventing the spread of COVID-19 (or another disease); Handwashing; Healthy eating; Preserving the environment; Harmful effects of smoking; Child marriage; Female genital mutilation (FGM)
- Optional Activity: Consider creating a social media campaign on Instagram that highlights a social issue and uses social media to raise awareness about the issue.

Do: Participant Activity: Complete Your Capstone Project!

Follow the plan you and your team have set to complete your project. If you have any questions throughout the process, reach out to the facilitator. When you are done with your project, you will meet with the facilitator for a final check-off.

(Optional) Do: Participant Activity

Ask: Can you share with the group share with the group one thing you are taking with you from the sessions?
Additional Resources

Additional Resources for Groups that Choose an Online Advocacy Project:

- Facebook’s Activism Using Hashtags Lesson
- Facebook’s Raising Awareness Through Media Lesson
- Facebook’s Building Your Activist Network Lesson
- Google for Education’s Plan Your Community Service Project Class (Provides a step-by-step guide on how to use Google sheets to plan your project and maintain organization)

Examples of Online Campaigns

- The Johns Hopkins School of Public Health Instagram page (@johnshopkinssph) creates different graphics to raise awareness about public health issues. Here are some examples:

![World AIDS Day Campaign](image1)

![Honor the Past Campaign](image2)

![Hey, Guess What? Campaign](image3)

- Red Nose Day, which is a campaign that focuses on ending child poverty, uses social media to raise funds for programs that address the needs of children experiencing poverty. Here are some of the social media posts they made:

![For Millions of Americans](image4)

![Red Nose Day](image5)

Note: Whatever the group chooses, be sure that you have consent to use any photos taken. Also, images of children should not be included without explicit consent from parents/guardians, unless the images are not identifying.