

**Swipe Safe**  
developed by ChildFund

# Swipe Safe App

## Facilitator Guide

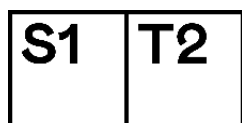


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## Acknowledgements

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STORY 1<sup>ST</sup>  
TECHNOLOGY 2<sup>ND</sup>

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# Introduction

Swipe Safe is an innovative training course focused on improving children and young people’s online safety and digital literacy. It was developed by child protection experts in collaboration with children and young people across the Asia-Pacific region. There are different tailored Swipe Safe training sessions for young people and their parents/ caregivers, as well as training for professionals who may support young people to respond to or protect from online harms – people like teachers, social workers, legal professionals, and police.

The Swipe Safe **educational app**, aimed at children and young people, covers the full Swipe Safe curriculum and is designed for **self-directed** or **semi-facilitated learning** - useful for reaching more children and young people particularly in locations where there are no qualified Swipe Safe trainers available to deliver the face-to-face program or facilitators with extensive online safety knowledge and skills.

Swipe Safe fundamentally supports learning, literacy and life skills development. It builds capabilities in technology and digital literacy, social and emotional learning, and critical thinking. These 21st century skills align well with national education curriculums. The Swipe Safe educational app builds knowledge and skills across different curriculum areas and can be used within various school subject areas such as computer/ICT, health and wellbeing, life skills and civic education.

The app curriculum will guide users to reflect on prior knowledge and experience of the online world to develop their understanding of key internet concepts and how these relate to their online engagement. They will identify and assess online risks to their safety and be guided to engage responsibly and safely online including how to implement safety strategies to protect themselves from serious online issues. This curriculum embeds critical and creative thinking skills and provides children and young people opportunities to increase their knowledge of online safety as well as develop and apply online skills to engage responsibly and protect themselves and others from online risks. More information can be found at [swipesafe.org](http://swipesafe.org)

## Learning Outcomes

<b>Knowledge</b>	1. Young people understand internet key concepts
	2. Young people have a detailed understanding of online behaviours that can have positive and harmful consequences
<b>Skills</b>	3. Young people can apply internet key concepts to assess the impact of their own actions and the actions of others when engaging online
	4. Young people can identify online situations that might be harmful
	5. Young people can apply protective online strategies to keep themselves and others safe
<b>Attitudes</b>	6. Young people are confident in how to interact safely and responsibly online
	7. Young people are confident to make decisions about how they interact and engage online

## Assessing Learning Outcomes

1. *Pre and post survey*: measures change in knowledge, skills and attitudes by comparing results from before starting Swipe Safe to the results at the end of the last session. See [Annex 3](#) for the tool.
2. *Data from the app*: App administrators can provide disaggregated on: average score for chapter activity, chapter completion and repetition rates as well as user feedback data: “How would you rate your experience so far?” and “Would you recommend this app to your friends?”.

## About this Guide

This guide offers support for facilitators and teachers in using the app to achieve learning outcomes. It includes recommendations for maintaining a safe online learning environment. While the app is designed for self-directed learning, a semi-facilitated approach is suggested. The guide provides background content for facilitators, along with optional group discussion questions and offline activities to enhance the app learning experience. It also includes activities for those who complete the app chapter early.

These icons are used in the guide:



App based learning activity



Expected answers from participants



Directly teach this section to participants



Group discussion/activity



Ask this question to stimulate thinking/ discussion



Individual activity - useful for early finishers



**High risk content:** Cyberbullying may be disclosed during this session. Look out for signs of any distress also. Speak privately after class following the principles in the [child safeguarding section](#). Be aware of the child safeguarding reporting processes, who the focal point is as well as available support services

## Who should use this guide?

This guide is for people such as teachers, youth and community leaders, police, social workers and program staff supporting children and young people to use the Swipe Safe app. Even with limited online safety knowledge and skills, this manual and app can be used to facilitate online safety education. If you are a qualified Swipe Safe facilitator, you would usually be delivering the face-to-face Swipe Safe program using another manual with a variety of activities.

## Child Safeguarding

Swipe Safe covers some sensitive and challenging topics. Some young people might disclose to the facilitator or their peers, that they have been abused or bullied online. If you have serious concerns about an individual or about a situation that is ongoing, you should:

- Immediately report the concern to your organisation or school child safeguarding or child protection focal point who will advise on the necessary steps. See *Who can you contact?* below for more information.
- If this is a ChildFund-led activity report to the relevant ChildFund focal point. You may also directly email the concern to [childsafeguarding@childfund.org.au](mailto:childsafeguarding@childfund.org.au)

## Getting Help for Child Online Protection Concerns

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- Listen**
- Simply listen with care to what the young person has to say.
  - Believe what they tell you.
  - Keep yourself calm and keep your emotional reactions as limited as possible.
  - Let them share as much or as little as they want. If they choose not to say some things, don't push them, even if you don't understand. This will likely be an ongoing conversation beyond this first time.
  - Try not to ask many questions.
  - Try not to present any solutions.
  - Ensure that you don't judge what has happened as 'good' or 'bad' as this can feel like blaming. Be neutral in your responses.
  - Don't blame them and reassure explicitly that this is not their fault.
- 

- Protect**
- Specifically and directly tell them that you will do all you can to keep them safe.
  - Tell them that you appreciate them trusting you and that you intend to live up to that trust.
  - It can be useful to indicate that you don't know exactly what to do, but reassure you will find out – together if they want to.
  - Be careful not to promise things that you personally cannot deliver.
- 

- Connect**
- Identify trusted people they can rely on for care.
  - Remember that they do not have to disclose any concerns or talk about abuse in order to be cared for by those around them.
  - Tell them about any support services you are aware of.
  - Offer to explore further for them, or with them, for other supports.
  - Offer to be physically present with them as they connect to any supports.
- 

- Know Who Can You Contact?**
- Urgent criminal matters should be reported to the police.
  - Child Helplines can be contacted by adults or young people for advice or referrals.
  - Social support organisations can be contacted for support about online concerns.
  - If the concern relates to ChildFund people, you may confidentially raise concerns by emailing [wpo@childfund.org.au](mailto:wpo@childfund.org.au)

ChildFund's Child Safeguarding Policy and Prevention of Sexual Exploitation, Abuse and Harassment Policy can be found at [www.childfund.org.au](http://www.childfund.org.au)

# About the Swipe Safe App

## Facilitating Sessions Using the Swipe Safe App

### Equipment

Every participant will need access to a device (tablet, smart phone or computer) with the Swipe Safe App accessible.

### Participants

Participant groups should be:

- Aged between 12 and 17, but preferably groups of same-aged peers.
- Support should be offered to accommodate young people with disabilities to participate (such as additional facilitators to individually support some participants).

### Facilitators

Although the educational app can be facilitated by anyone, and there is content embedded within this manual to support this, it is useful for a facilitator to have:

- Basic understanding of the internet and different social media/messaging apps;
- Practical knowledge of mobile phones and computers; and
- Basic knowledge of devices' safety and security features.

A lead facilitator who can support others may be helpful.

The facilitator's role during the sessions is to support young people to think about what they're engaging with, supervise, answer questions and guide discussions, and troubleshoot when required.

The facilitator should complete the app prior to facilitating with young people.

### Suggested delivery structure

The delivery structure is designed to be flexible. There are 12 sessions plus one preparation session if email accounts need to be set up. It is not recommended to complete all chapters in the app in one session.

13 Session Option		3 Session Option	
40 – 50 minute sessions	1 app chapter <i>plus</i> <u>optional</u> individual and group activities a facilitator can deliver after the chapter	1.5 – 2 hour sessions	4 app chapters per session

### Swipe Safe App as Homework

Setting the Swipe Safe app as homework requires careful consideration:

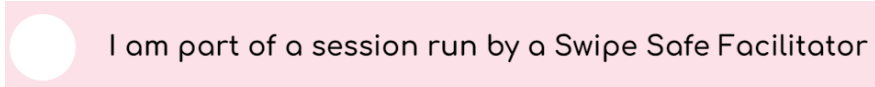
- How will the risks of being online be mitigated?
- Do all children have equitable access to devices?
- Do all children have equitable access to internet data?
- Is there any parental concerns of screen time and cost of data?
- What are the societal views of girls using devices/going online?
- How is the sensitive topics navigated while ensuring age-appropriate learning?

## Getting Access to the Swipe Safe App

### Swipe Safe App Account

Each user is required to set up a Swipe Safe account using an email address using the following steps:

1. Your ChildFund Administrator will provide a web-link for the account creation page. Each user must go to this link to create an account.
2. Fill in information to create your account.
3. If you are taking part in a Swipe Safe training facilitated by a Swipe Safe facilitator, tick the box as shown below:



\*This is **not** referring to a schoolteacher who is using the app in class.

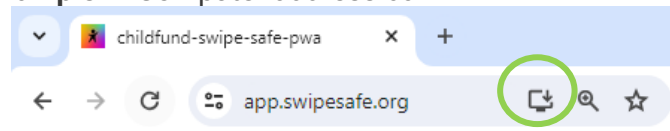
4. Receive welcome email from [no-reply@swipesafe.org](mailto:no-reply@swipesafe.org) with the temporary password. Log in using temporary password at [app.swipesafe.org](http://app.swipesafe.org) within 30 days of receiving it – you will be prompted to change your password to something you can remember. Now you have access!

**Facilitator Tip: Asking children to set up email accounts requires careful consideration. See [Annex 1](#) for more information**

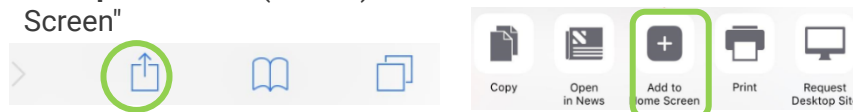
### Accessing the Swipe Safe App

1. **Logging in (Requires Internet):**
  - Visit [app.swipesafe.org](http://app.swipesafe.org).
  - Select your preferred language/country.
  - Log in to your account. Internet is required for this step.
2. **Using the App Offline:**
  - After logging in to the downloaded app, you can use the app offline. Videos cannot be viewed offline. Internet is also required to log out of your account safely.
3. **Downloading the App:**
  - Download the app onto your device when you have a good internet connection.
  - This is not a typical app store download. Instead, you need to install or add it to your home screen. The process varies by device:

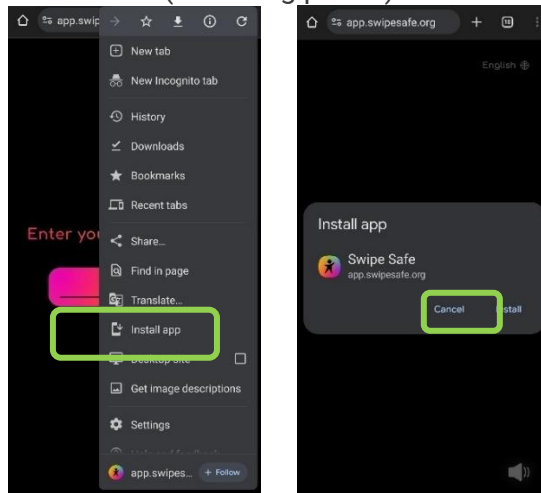
- **Example 1: Computer address bar**



- **Example 2: Safari (iPhone) - Use the share button and select "Add to Home Screen"**

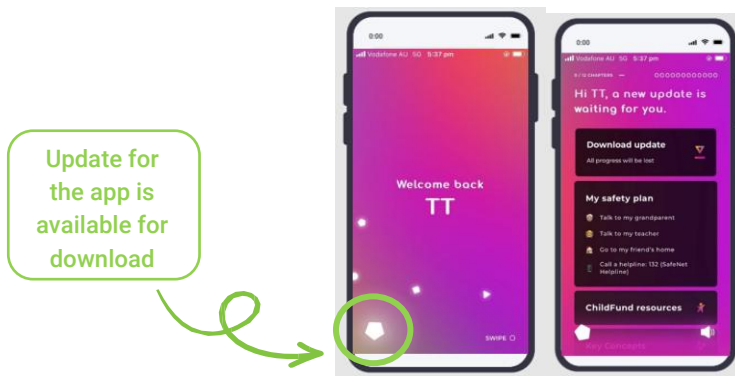


- **Example 3: Chrome (Samsung phone)**



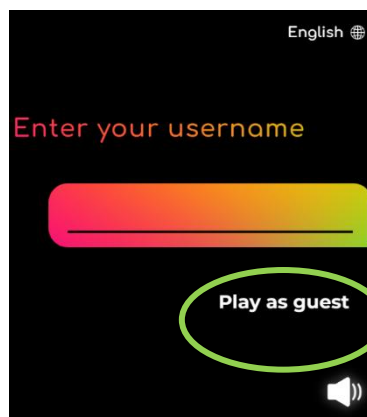
### Swipe Safe App Updates

When an update for the app is available the menu icon (pentagon) will be flashing. Click and download update. Any saved progress will be lost when the app refreshes.



### Play As Guest Function

Your administrator can provide a 'play as guest' weblink that does not require an account (or email). However, this is NOT the recommended access as this function does not have the ability to save progress or save personalised experiences such as name, safety plan and chapter scores. Each time the user will need to do the introduction section again, however, they will have all 12 chapters immediately available.



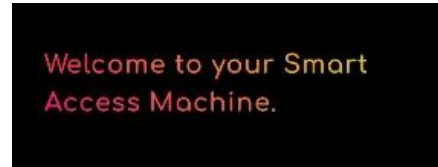
Clicking 'play-as-guest' will allow log-in without an account

## Swipe Safe App Structure

The Swipe Safe educational app is a unique, self-directed learning tool. The structure is as follows:

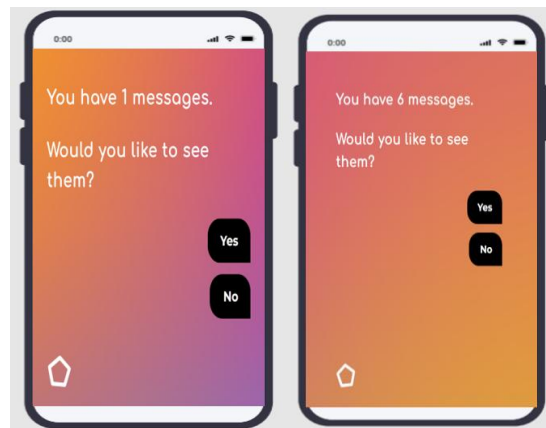
### Smart Access Machine (S.A.M)

S.A.M is the narrator in the app – the digital AI companion teaching the user about the internet. S.A.M provides instant feedback and advice to the user throughout their journey. S.A.M welcomes the user to the app.



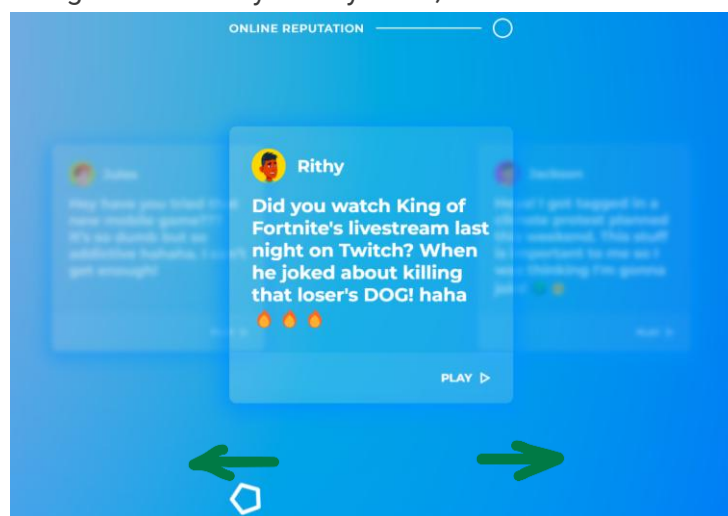
### Start-Up / Message Inbox

After logging in there is an introductory sequence and then the first chapter is released via a 'message' in your app inbox. Chapters get released in a cascade format as shown on page 10. This structure helps to manage user experience and start with more generalised topics initially. If the guest login is being used, all chapters will be available to select in any order however it is recommended to do in sequence.



### Navigating Between Chapters

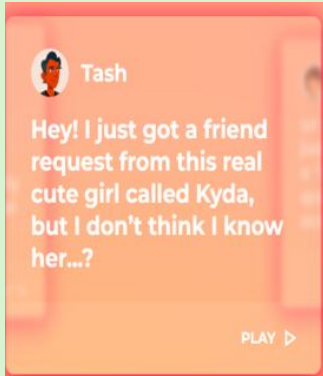
Swipe, or click the left or right arrows on your keyboard, to move between chapters.



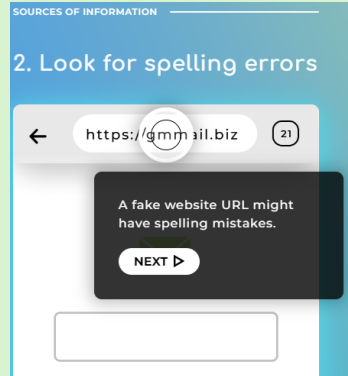
#### Facilitator Tip:

If you are delivering one chapter per session, remind students not to move onto the next chapter and instead provide early finishers an additional activity as per suggestions for that session.

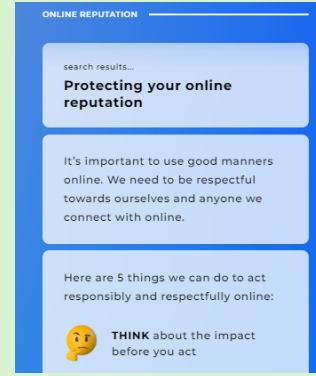
Each chapter starts with a “friend’s” situation and the user choosing how they would respond.



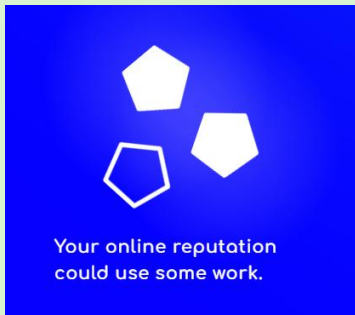
The second activity in each chapter is the testing of knowledge and skills.



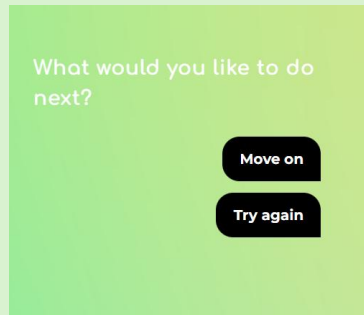
Interspersed throughout is core informative content on the topic.



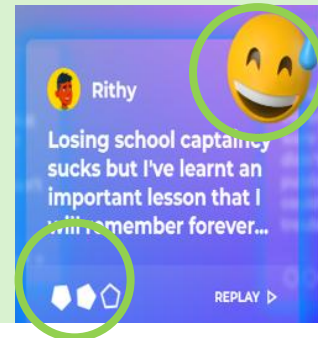
At the end of the chapter, there is a score out of 3 based on responses to the second activity.



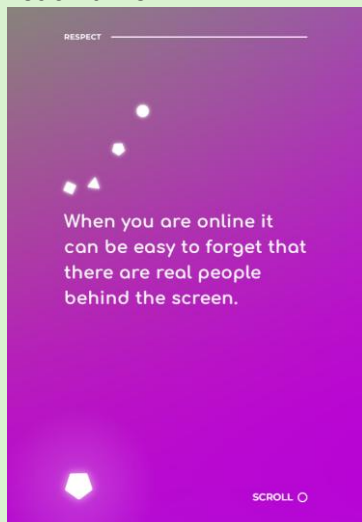
Users can try again at any time or move on to other chapters. Users who score at 1 may be encouraged to reattempt the chapter.



A chapter shows it is completed when it looks like this.



One of the 6 Key Concepts of the Internet (*Public, Permanent, Sources of Information, Connection, Anonymity and Respect*) will be covered when user logs back in each time.



*Time passing before friend's next message to you*



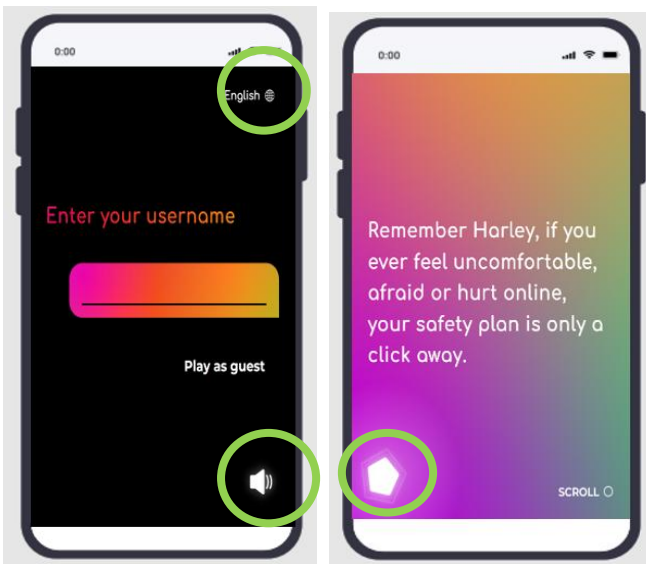
## Key Functionalities

### Facilitator Tips:

Ensure brightness on phone is turned up

Have app ready on devices for start of class

- **Swiping Up (or Up Arrow Key):** This action moves you to another screen for most of the app. **Warning:** if you click the phone 'back' button, it will shut down the app and you need to start again
- **Swiping Left/Right (or Left/Right Arrow Keys):** Used to move to other chapters and navigate some activities.
- **Clicking:** For choosing preferred answers or confirming after entering information (like your name).
- **Sound:** At the start there is an option to turn sound off. Sound can also be controlled on the device at any time.
- **Language:** At the start there is an option to change the language and/or country.



### Main Menu Access

Access the safety plan, key concepts, resources, updates and log out at any time by clicking this pentagon shape in the bottom left.

### Safety Plan

The personalized safety plan developed at the start of the app will appear as a reminder during modules covering sensitive topics. Please note that if using the Play as Guest feature, the safety plan may not be personalized.

# Learning with the Swipe Safe App

This is an overview of the curriculum and the session learning outcomes. On the following pages there are 13 suggested session plans to achieve these outcomes, with the core learning content coming from the app itself.

Menu
Access at all times to:
- Personalised Safety Plan
- 6 Key Concepts of the Internet
- ChildFund Resources
Users are also directed to information on the 6 Key Concepts if they are offered access to a new Module and choose not to view it

KEY CONCEPTS OF THE INTERNET

0. Preparation	
Understand secure password protection	Understand the ChildFund child safeguarding requirements

Session	1. Introduction, 6 Key Concepts of the Internet, and Online Reputation		
Learning Outcomes	Understand the 6 Key Concepts of the internet and how they relate to online interactions	Understand that actions online impact our reputation	Use manners and strategies to protect our online reputation
Message	Understanding the 6 Key Concepts of the internet and knowing how you can react to difficult situations will help you make the most of your time online		
Features	Animated Video	Safety Plan	Multiple Choice

2. Being Responsible Online		3. Sources of Information	
Understand why it is important to act responsibly online	Think critically before posting, uploading or downloading online	Understand that not all information online comes from a trustworthy source	Think critically and analyse sources of information online
You need to make sure you consider the consequences of what you post online		You need to think about where online information comes from and if it can be trusted before sharing	
Branching Case Study	Multiple Choice	Branching Case Study	Interactive Interfaces

4. Oversharing	
Understand why sharing too much personal information is dangerous	Know how to actively prevent sharing too much personal information online
You need to be careful what personal information you share online	
Branching Case Study	Interactive Interfaces

5. Cyberbullying	
Understand what cyberbullying is	Use strategies to recognise and respond to cyberbullying
There are things you can do to stop cyberbullying from hurting you and others	
Branching Case Study	Multiple Choice

6. Online Grooming	
Understand what online grooming is	Be able to recognise signs of online grooming and know how to leave the situation
Some people may pretend to be your friend online in order to hurt you	
Branching Case Study	Multiple Choice

7. Who Am I Talking To Online	
Understand that not everyone online has good intentions or are who they seem to be	Be able to investigate signs of deception online and use strategies to deal with it
You need to be careful who you talk to online as people may not be who they seem	
Branching Case Study	Interactive Interfaces

8. Scams and Hacking	
Understand the motives of scammers / hackers and recognise what these look like online	Use strategies to prevent from becoming a victim of scamming and hacking online
Not everyone uses the internet for good reasons, so you need to be careful what you do	
Branching Case Study	Multiple Choice

9. Harmful and Offensive Content	
Understand that there are offensive things online and be able to identify this content	Use strategies to respond and report offensive or harmful content online
There are things on the internet that are unsafe for young people to see	
Branching Case Study	Interactive Interfaces

10. Spending Too Much Time Online	
Understand the potential harm of spending too much time online	Identify the signs of spending too much time online and know ways to respond
You need to make sure that being online does not take over your whole life	
Branching Case Study	Multiple Choice

11. Opportunities Online	
Understand the potential benefits and opportunities offered by the internet	Be able to identify and take advantage of opportunities online
The internet is full of opportunities for personal development when used safely and thoughtfully	
Branching Case Study	Multiple Choice

12. Online Gaming	
Understand the risks of playing games online	Describe ways to stay safe while playing games online
Playing games online is fun, but you need to stay safe while doing it	
Branching Case Study	Multiple Choice

## Session 0: Preparation

<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>○ Understand secure password protection</li> <li>○ Know how to report online concerns</li> </ul>
<b>Facilitator Preparation/ Background Knowledge</b>	<ul style="list-style-type: none"> <li>○ Watch the video: <a href="#">VIDEO 1 – Introduction to ChildFund Swipe Safe</a>.</li> <li>○ Read <a href="#">Annex 1</a>: Recommendations for Safe and Secure Online Access for Children</li> <li>○ Prepare printed copies of pre-survey (<a href="#">Annex 3</a>)</li> <li>○ Obtain parental consent for email creation.</li> <li>○ Consider if it will be useful to record all emails/usernames - you may need to email them the weblink for the app. Keep these personal details in a secure location and destroy when the course has finished.</li> <li>○ Be aware of the child safeguarding reporting processes for your organisation or school and who the focal point is as well as available support services.</li> </ul>
<b>Setting Up Email Accounts</b> <b>20 MIN</b>	<ul style="list-style-type: none"> <li>○ Identify if young people have their own email account and support with set-up if they do not.</li> <li>○ Advise them to use a sensible email - this will also be their username for the app. Provide an overview of password protection:             <ul style="list-style-type: none"> <li>▪ Choose a password that will be hard for someone else to guess. “123456” or “password” are not good.</li> <li>▪ Change your passwords regularly (every 6 months).</li> <li>▪ Use different passwords for your different accounts so if one is hacked, they don’t access them all.</li> <li>▪ Never give your password out to anyone or write it down. If you have to, write it on a note/notebook and keep it secured. Do not store your passwords on any Note application on your phone.</li> </ul> </li> <li>○ For the app, we have a minimum password requirement of 6 characters             <ul style="list-style-type: none"> <li>○ Remind them not to forget their email (app username) and password.</li> </ul> </li> </ul>
<b>Child Safeguarding</b> <b>5 MIN</b>	<p>Explain to participants that Swipe Safe covers some sensitive and challenging topics, like cyberbullying and online abuse. Remind them that they can speak with a trusted adult, like a teacher or parent, for advice and help if they, or someone they know, is experiencing serious online abuse.</p> <p>Explain the reporting process and contact methods for children to seek help and report abuse within your organisation or school. Tell them about available support services.</p>
<b>Pre-Survey (Optional)</b> <b>10 MIN</b>	<p>All participants complete the pre-survey for learning outcome assessment.</p>

### Facilitator Tips:





#### Before the sessions

- Do all devices have either the app downloaded or have internet connection?
- Are all phones/tablets fully charged?
- Are there any updates for the app pending?
- Does everyone have their app account and remember their password?



#### After the sessions

- Did everyone log out of the app and any other personal accounts?
- Remind everyone to remember their password and account for the next session.
- Are all devices collected?




## Session 1: Introduction, 6 Key Concepts of the Internet, & Online Reputation

<p><b>Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>○ Understand the 6 Key Concepts of the internet and how they relate to online interactions</li> <li>○ Understand that actions online impact our reputation</li> <li>○ Use manners and strategies to protect our online reputation</li> </ul>
<p><b>Facilitator Preparation</b></p>	<p>It is advised that the facilitator</p> <ul style="list-style-type: none"> <li>○ has completed Swipe Safe App Chapter 1 before facilitating this session.</li> <li>○ reviewed the course overview, rules, structure and assessment process and feel confident explaining these to the class.</li> <li>○ ensures smooth login process by emailing the web-link for the app account creation to all just before the class, alternatively request a QR code from the Administrator if using phones or tablets.</li> </ul>
<p> <b>Course Overview</b> 10 MIN</p>	<p>Provide a course overview including</p> <ol style="list-style-type: none"> <li>1. Learning outcomes</li> <li>2. Structure of the app (introductory sequence and then chapters)</li> <li>3. Assessment process</li> </ol> <p>Explain that this course uses devices and that there are rules:</p> <ul style="list-style-type: none"> <li>○ When devices are not being used, please place them on the floor under their seat (so they aren't distracted).</li> <li>○ Ask them to use the technology responsibly. Explain that you have assigned one device to each participant to track problems or if people have used the devices inappropriately. But emphasize that you trust them to behave responsibly and don't expect any of these problems as devices have been set up with safety features as per Annex 1.</li> <li>○ Participants will be asked to log in to the app, they may also be required to verify their app account via their personal email. Remind them how important it is to log out again of both.</li> </ul> <p>Explain <a href="#">how data is used</a> and who has access to personal information.</p>
<p> <b>App</b> 25 MIN</p>	<ol style="list-style-type: none"> <li>1. Go to the weblink provided for account creation and fill in the details. Access your email to obtain the temporary password.</li> <li>2. Ask participants to log in at <a href="http://app.swipesafe.org">app.swipesafe.org</a> or on downloaded version.</li> <li>3. Inform participants of the key functionality of using the app including not to press back button on phones (or it will have to start again), how to turn sound up or down. Advise them they need to read all the content and watch the videos.</li> <li>4. Complete the app <b>Introduction</b> which includes safety plan and an overview of the key concepts of the internet including a video.</li> <li>5. Complete <b>Chapter 1: Online reputation</b>.</li> </ol> <p>Walk around and supervise, answer questions and troubleshoot when required.</p> <ol style="list-style-type: none"> <li>6. Once all participants have completed the chapter, ask participants to log out of the app if this is the final session of the day.</li> </ol>
<p> <b>Benefits and Risks</b> 5-10 MIN</p>	<p> Ask participants:</p> <ul style="list-style-type: none"> <li>○ What do you think are the benefits and risks when using the internet?</li> <li>○ What could you do to get help for these risks?</li> <li>○ What are the six key concepts that help to understand the internet better?</li> </ul>



## Session 2: Being Responsible Online

<p><b>Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>○ Understand why it is important to act responsibly online.</li> <li>○ Think critically before posting, uploading or downloading.</li> </ul>
<p><b>Facilitator Preparation</b></p>	<p>It is advised that the facilitator has completed Swipe Safe App Chapter 2 before facilitating this session.</p>
<p> <b>App</b> <b>20 MIN</b></p>	<ol style="list-style-type: none"> <li>1. Share the expected learning outcomes with participants.</li> <li>2. Remind participants about rules of device use.</li> <li>3. Ask participants to log in at <a href="http://app.swipesafe.org">app.swipesafe.org</a> or the downloaded app.</li> <li>4. Complete <b>Chapter 2: Being Responsible Online</b>.</li> </ol> <p>Walk around and supervise, answer questions and troubleshoot when required.</p> <ol style="list-style-type: none"> <li>5. Once all participants have completed the chapter, ask participants to log out of the app if this is the final session of the day.</li> </ol>
<p><b>Optional Extra Activity:</b></p> <p> <b>Rewrite the Post</b> <b>10 MIN</b></p>	<p>Show an example of an inappropriate post such as:</p> <ul style="list-style-type: none"> <li>● What the hell? I can't believe you did that!</li> <li>● That is so dumb</li> <li>● You're so weird</li> <li>● I hate you</li> </ul> <p>Have participants:</p> <ul style="list-style-type: none"> <li>○ look at the inappropriate post and think about how it could be changed or made clearer. For example, they might use emoji or different word to clarify the meaning.</li> <li>○ write a different version of the post. It can still be content that is critical or negative, but it should be written in a way that is not mean or personal.</li> <li>○ share their versions, provide advice as needed.</li> </ul>

## Session 3: Sources of Information




<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>○ Understand that not all online information can be trusted.</li> <li>○ Think critically and analyse sources of information online.</li> </ul>
<b>Facilitator Preparation</b>	<p>It is advised that the facilitator has completed Swipe Safe App Chapter 3 before facilitating this session.</p>
 <p><b>App</b> 20 MIN</p>	<ol style="list-style-type: none"> <li>1. Share the expected learning outcomes with participants.</li> <li>2. Remind participants about rules of device use.</li> <li>3. Ask participants to login at <a href="http://app.swipesafe.org">app.swipesafe.org</a> or the downloaded app.</li> <li>4. Complete <b>Chapter 3: Sources of Information</b>.</li> </ol> <p>Walk around and supervise, answer questions and troubleshoot when required.</p> <ol style="list-style-type: none"> <li>5. Once all participants have completed the chapter, ask participants to log out of the app if this is the final session of the day.</li> </ol>
<p><b>Optional Extra Activity:</b></p>  <p><b>Trusted Sources</b> 5 MIN</p>	<p>Have participant go online to where they usually find news and information and look for signs that it can be trusted.</p>
 <p><b>Fake News</b> 15 MIN</p>	<p>🔍 Ask participants: have you ever heard about or thought something might have been fake, like a photo or news? What tips do you have for checking if something is fake?</p> <ul style="list-style-type: none"> <li>Ⓐ Web addresses are long and complicated</li> <li>Ⓐ No author name or information about who published it (usually seen at the bottom of reliable websites).</li> <li>Ⓐ A quick Google search for stories to check if it has been proved fake.</li> <li>Ⓐ Lots of irrelevant advertising on a page (e.g. for gambling or pornography) can suggest a site is not reliable.</li> <li>Ⓐ A website that has “https” at the start is more secure and more likely to be trustworthy</li> </ul> <p>However, remind participants that fakes are becoming more convincing. It is important to use critical thinking skills to assess the information, not to accept it too quickly. Think carefully about something before you share it with other people. If you share something and it turns out to be fake, you might look silly.</p>

## Session 4: Oversharing

<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>○ Understand why sharing too much information is dangerous.</li> <li>○ Know how to prevent sharing too much information online.</li> </ul>
<b>Facilitator Preparation</b>	<p>It is advised that the facilitator has completed Swipe Safe App Chapter 4 before facilitating this session.</p>
 <p><b>App</b> 20 MIN</p>	<ol style="list-style-type: none"> <li>1. Share the expected learning outcomes with participants.</li> <li>2. Remind participants about rules of device use.</li> <li>3. Ask participants to log in at <a href="http://app.swipesafe.org">app.swipesafe.org</a> or the downloaded app.</li> <li>4. Complete <b>Chapter 4: Oversharing</b>. Walk around and supervise, answer questions and troubleshoot when required.</li> <li>5. Once all participants have completed the chapter, ask participants to log out of the app if this is the final session of the day.</li> </ol>
<p><b>Optional Extra Activity:</b></p>  <p><b>Risk Map – Sharing Things Online</b> 15 MIN</p>	<p>Provide the participants with the following two scenarios which include behaviours that could get them into trouble online:</p> <p><b>Scenario A:</b> A person sends a sexy picture via Messenger to their boyfriend/girlfriend who is under 18.</p> <p><b>Scenario B:</b> A person shares a video clip in a private chat that shows some friends breaking into a building site and damaging property.</p> <p>Split the participants into groups and provide flipchart paper. Assign each group one scenario. Ask the groups to:</p> <ul style="list-style-type: none"> <li>○ Write down all the possible consequences that could occur.</li> <li>○ Identify which of the 6 Key Concepts may be related to this situation.</li> </ul> <p>Allow 10 minutes then summarise the responses. Expected responses are:</p> <p><b>Scenario A – Consequences:</b></p> <ul style="list-style-type: none"> <li>Ⓐ If it is shared publicly, this may destroy your online (and offline) reputation.</li> <li>Ⓐ The police could charge you with creating and circulating child sexual abuse materials.</li> </ul> <p><b>6 Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Ⓐ <b>Public</b> – this image can become public if others share it.</li> <li>Ⓐ <b>Permanent</b> – whatever we share online can remain online forever.</li> <li>Ⓐ <b>Connections</b> – this image may be shared around the world within a few clicks.</li> <li>Ⓐ <b>Anonymity</b> – Offenders can abuse you using sexual extortion.</li> <li>Ⓐ <b>Respect</b> – this image may have a negative effect on how people see you.</li> </ul> <p><b>Scenario B – Consequences:</b></p> <ul style="list-style-type: none"> <li>Ⓐ The video could be used as evidence to identify people for legal action.</li> <li>Ⓐ Your online and offline reputation could be impacted.</li> <li>Ⓐ Posting it could get you banned from the site. Others might copy your actions without realizing the consequences</li> </ul> <p><b>6 Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Ⓐ <b>Public</b> – this image can become public if others share it.</li> <li>Ⓐ <b>Permanent</b> – whatever we share online can remain online forever.</li> <li>Ⓐ <b>Consequences</b> – this image may be shared with others, including the police.</li> <li><b>Respect</b> – this image may have a negative effect on your friends and family</li> </ul>





## Session 5: Cyberbullying



<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>○ Understand what cyberbullying is.</li> <li>○ Use strategies to recognise and respond to cyberbullying.</li> </ul>
<b>Facilitator Preparation</b>	<ul style="list-style-type: none"> <li>○ It is advised that the facilitator has completed Swipe Safe App Chapter 5 before facilitating this session. The facilitator should feel confident explaining how to block individuals. This is covered in chapter 7.</li> </ul>
 <p><b>App</b> 20 MIN</p>	<ol style="list-style-type: none"> <li>1. Share the expected learning outcomes with participants.</li> <li>2. Remind participants about rules of device use.</li> <li>3. Remind participants to be careful with the things that they discuss in this session. They should not identify people if they share examples. Remind participants that they can also step out of the class for a while if they do not want to hear such stories.</li> <li>4. Ask participants to log in at <a href="http://app.swipesafe.org">app.swipesafe.org</a> or the downloaded app.</li> <li>5. Complete <b>Chapter 5: Cyberbullying</b>.  Walk around and supervise, answer questions and troubleshoot when required.</li> <li>6. Once all participants have completed the chapter, ask participants to log out of the app if this is the final session of the day.</li> </ol>
<p><b>Optional Extra Activity:</b></p>  <p><b>Defining Cyberbullying</b> 10 MIN</p>	<p>🔍 Ask the group to share examples of what cyberbullying looks like.</p> <ul style="list-style-type: none"> <li>📌 Spreading lies about or posting embarrassing photos of someone.</li> <li>📌 Sending hurtful messages or threats via messaging platforms.</li> <li>📌 Using someone's name to set up a fake account and make fun of them.</li> <li>📌 Deliberately excluding someone from an online group</li> </ul> <ul style="list-style-type: none"> <li>○ Summarise again that cyberbullying is mean behaviours that are usually a repeated pattern. It involves technology and often takes place via social media and chat platforms and games.</li> <li>○ Explain that: <ul style="list-style-type: none"> <li>○ cyberbullying is usually done by people who know each other (for example friends or school peers).</li> <li>○ Unlike real-life bullying, cyberbullying can be seen or joined by many, such as when a nasty message is posted on Facebook. People may feel comfortable to join in once bullying starts, feeling there are no consequences.</li> <li>○ Face-to-face bullying and cyberbullying can often happen at the same time. But cyberbullying leaves a permanent digital record that can be used as evidence and may harm the bully's reputation</li> </ul> </li> </ul>
 <p><b>Responding to Cyberbullying or Abuse</b> 5 MIN</p>	<p>Remind participants that for these serious concerns, the response is simple. When something goes wrong, they must seek help:</p> <ul style="list-style-type: none"> <li>• TELL: Reach out to a trusted adult for help or advice.</li> <li>• RECORD: Save and screenshot messages and details of people that make you uncomfortable.</li> <li>• BLOCK: Don't hesitate to block people or accounts that make you uncomfortable.</li> </ul>

## Session 6: Online Grooming



<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>○ Understand what online grooming is.</li> <li>○ Recognise signs of online grooming and know how to leave.</li> </ul>
<b>Facilitator Preparation</b>	<ul style="list-style-type: none"> <li>○ Facilitator should complete App Chapter 6 before facilitating this session.</li> <li>○ The facilitator should feel confident explaining how to set privacy settings, block and report individuals to the platform.</li> </ul>
 <b>App</b> <b>20 MIN</b>	<ol style="list-style-type: none"> <li>1. Share the expected learning outcomes with participants.</li> <li>2. Remind participants about rules of device use.</li> <li>3. Remind participants to be careful with the things they discuss in this session. They should not identify people if they share examples. Remind participants that they can also step out of the class for a while if they do not want to hear such stories.</li> <li>4. Ask participants to log in at <a href="http://app.swipesafe.org">app.swipesafe.org</a> or the downloaded app.</li> <li>5. Complete <b>Chapter 6: Online Grooming</b>. Walk around and supervise, answer questions and troubleshoot when required.</li> <li>6. Once all participants have completed the chapter, ask participants to log out of the app if this is the final session of the day.</li> </ol>
<b>Optional Extra Activity:</b>  <b>Privacy Check</b> <b>5 MIN</b>	<ul style="list-style-type: none"> <li>○ Encourage participant to check their privacy settings for their online accounts. Are they strong enough to prevent unwanted contact from strangers?</li> <li>○ Remind to log out of their accounts when finished.</li> </ul>
 <b>Online Child Sexual Abuse and Exploitation</b> <b>5 MIN</b>	<p>Explain that there are different forms of online child sexual exploitation and abuse. It commonly includes:</p> <ul style="list-style-type: none"> <li>○ <b>Grooming:</b> Building a relationship with someone with the goal of exploiting them for sexual activities or to get sexual pictures or videos.</li> <li>○ <b>Child sexual abuse material:</b> Making, sharing or viewing pictures or videos of child sexual abuse or a child's sexual body parts.</li> <li>○ <b>Sexual extortion:</b> Getting sexual pictures or videos from people, often by tricking them, or by threatening to share pictures they already have with the person's family and friends or the public if either money or more pictures are not provided. The threat might be real or a bluff.</li> <li>○ <b>Live streaming of child sexual abuse:</b> When child sexual abuse is conducted and viewed in real-time via video tools in chat or other platforms.</li> </ul>
 <b>Tips to Avoid Online Offenders</b> <b>10 MIN</b>	<p>In a large group discussion, ask the participants what they can do to avoid offenders taking advantage of them. Ask participants to list some dos and don'ts. Ensure the following points are covered and mention if not:</p> <p>Things you can do:</p> <ul style="list-style-type: none"> <li>Ⓐ Set your privacy settings to 'friends only' or 'private' for posts</li> <li>Ⓐ Stop and think before you share any personal information.</li> <li>Ⓐ Check new contacts by searching them or checking their mutual contacts.</li> <li>Ⓐ Use a fake family name on your accounts instead of your real name.</li> <li>Ⓐ Respect the right to privacy of others.</li> <li>Ⓐ Always ask other people before you post pictures, tag them or share their information.</li> </ul>

**Things you should avoid:**

- Ⓐ Don't use your full name.
- Ⓐ Never put your phone number or email publicly online.
- Ⓐ Don't include your birthday on your public profiles.
- Ⓐ Don't use the 'check-in' features or tag locations in your pictures.
- Ⓐ Check that your pictures don't include easily identified locations or details (e.g. the name of your school on your uniform).
- Ⓐ Don't use your name or date/year of birth in your username.
- Ⓐ Never share your home address.
- Ⓐ Never give anyone, even people you know, your sensitive pictures or videos.

**Remind participants that if they ever suspect someone, they can:**

- TELL: Reach out to a trusted adult for help or advice.
- COLLECT: Save/screenshot messages and details of people that make you uncomfortable.
- REPORT: Inform platforms or the police directly about serious concerns.

### **Facilitator Information: Privacy Settings**

The easiest thing that we can do to reduce the freely available information about us online is to change our online accounts from public to private settings.

By default, accounts are usually public, because tech companies prefer them to be open so more people interact with them (and they can make more money). Always set new accounts to private for better protection.

Safety features help but don't fully protect us. Information can still be shared unexpectedly, like through screenshots. Even if platforms disable screenshots, someone can still use another device to take a picture of the screen.

### **Facilitator Information: Warning Signs of Online Child Sexual Abuse**











Online grooming can start in public on social media or games, then move to private chats. Offenders use the same platforms as young people and often pretend to have similar interests. They may use fake accounts and pictures to seem the same age.

Young people might feel flattered by the attention, gifts, or support. Offenders gain trust and then ask for personal information or to keep secrets. Trust your instincts if someone makes you uncomfortable.

Offenders use gathered information to trick, scare, and control. They may isolate victims from friends and family. Offenders can be men or women and can target both boys and girls.












## Session 7: Who Am I Talking to Online






<p><b>Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>○ Understand that not everyone online has good intentions.</li> <li>○ Be able to investigate and use strategies against deception.</li> </ul>
<p><b>Facilitator Preparation</b></p>	<ul style="list-style-type: none"> <li>○ Facilitator should complete Swipe Safe App Chapter 7 before facilitating this session. The facilitator should feel confident explaining how to block and report individuals to the platform – this is covered in this chapter.</li> </ul>
<p> <b>App</b> <b>20 MIN</b></p>	<ol style="list-style-type: none"> <li>1. Share the expected learning outcomes with participants.</li> <li>2. Remind participants about rules of device use.</li> <li>3. Remind participants to be careful with the things they discuss in this session. They should not identify people if they share examples. Remind participants that they can also step out of the class for a while if they do not want to hear such stories</li> <li>4. Ask participants to log in at <a href="http://app.swipesafe.org">app.swipesafe.org</a> or the downloaded app.</li> <li>5. Complete <b>Chapter 7: Who am I Talking to Online</b>. Walk around and supervise, answer questions and troubleshoot when required.</li> <li>6. Once all participants have completed the chapter, ask participants to log out of the app if this is the final session of the day.</li> </ol>
<p><b>Optional Extra Activity:</b></p> <p> <b>Connections</b> <b>10 MIN</b></p>	<p>Tell participant to have a look at the people they connect with on social media. Is there anyone there they don't know in real life and should think about removing? Remind to log out when finished.</p>
<p> <b>Anonymity</b> <b>5 MIN</b></p>	<p> Ask participants what internet key concept this session relates to?</p> <ul style="list-style-type: none"> <li> Anonymity</li> </ul> <p> What are some tips to consider how much to trust someone online?</p> <ul style="list-style-type: none"> <li> Does the language they use seem right for someone your age or is it strange?</li> <li> Do you know them in real life or only online?</li> <li> Do they have recent content featuring themselves in their profiles?</li> <li> Is the person making you uncomfortable or putting pressure on you?</li> </ul> <p>Remind participants to listen to their instincts. Often if something feels wrong, it might be. But even if they do feel comfortable, remind them that they can never be 100% sure who they talk to online.</p>

Guidance on reporting online child sexual exploitation and abuse and other inappropriate online behaviour and content within 100+ platforms can be found at <https://cyberbullying.org/report>

## Session 8: Scams and Hacks

<p><b>Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>○ Understand and recognise the motives of scammers/hackers.</li> <li>○ Use strategies to prevent becoming a victim online.</li> </ul>
<p><b>Facilitator Preparation</b></p>	<p>It is advised that the facilitator has completed Swipe Safe App Chapter 8 before facilitating this session.</p>
<p> <b>App</b> <b>20 MIN</b></p>	<ol style="list-style-type: none"> <li>1. Share the expected learning outcomes with participants.</li> <li>2. Remind participants about rules of device use.</li> <li>3. Ask participants to log in at <a href="http://app.swipesafe.org">app.swipesafe.org</a> or the downloaded app.</li> <li>4. Complete <b>Chapter 8: Scams and Hacks</b>.</li> </ol> <p>Walk around and supervise, answer questions and troubleshoot when required.</p> <ol style="list-style-type: none"> <li>5. Once all participants have completed the chapter, ask participants to log out of the app if this is the final session of the day.</li> </ol>
<p><b>Optional Extra Activity:</b></p> <p> <b>Scammers and Hackers</b> <b>10 MIN</b></p>	<p> Ask what is the difference between scammers and hackers?</p> <ul style="list-style-type: none"> <li> <b>Scammers</b> try to trick people into providing access to their social media, bank accounts, or other personal information.</li> <li> <b>Hackers</b> use the internet to break through security and get access to our accounts, our content, or other personal information without permission.</li> </ul> <p> What would you do if you got scammed or hacked?</p> <ul style="list-style-type: none"> <li> Save and screenshot messages and details of the scam.</li> <li> Report to the platform, police, bank or child protection services.</li> <li> Log out of all your accounts (especially if you have some passwords the same).</li> <li> Change all your passwords.</li> <li> Tell an adult and ask for help</li> </ul>





## Session 9: Harmful and Offensive Content

<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>○ Understand and be able to identify offensive things online.</li> <li>○ Use strategies to respond to and report offensive/harmful content.</li> </ul>
<b>Facilitator Preparation</b>	<ul style="list-style-type: none"> <li>○ It is advised that the facilitator has completed Swipe Safe App Chapter 9 before facilitating this session.</li> <li>○ The facilitator should feel confident explaining how to report offensive content to the platform – this is covered in this chapter.</li> </ul>
 <b>App</b> <b>20 MIN</b>	<ol style="list-style-type: none"> <li>1. Share the expected learning outcomes with participants.</li> <li>2. Remind participants about rules of device use.</li> <li>3. Ask participants to log in at <a href="http://app.swipesafe.org">app.swipesafe.org</a> or the downloaded app.</li> <li>4. Complete <b>Chapter 9: Harmful and Offensive Content</b>.</li> </ol> <p>Walk around and supervise, answer questions and troubleshoot when required.</p> <ol style="list-style-type: none"> <li>5. Once all participants have completed the chapter, ask participants to log out of the app if this is the final session of the day.</li> </ol>
<b>Optional Extra Activity:</b>  <b>Safe Searching</b> <b>5 MIN</b>	<p>Ask participant to set up safe searching on their device/s on Google (see Annex 1) and YouTube.</p>
 <b>Speaking Up Against Hate</b> <b>5 MIN</b>	<p>Have a discussion with the group on how and when to speak up against inequality, hate speech, and cyberbullying online.</p>



### Speaking up online against abuse

- This should be done respectfully and only if you feel safe
- It can simply be a post or meme that says 'this is not ok' or letting the person know privately that what they're posting is not ok
- Show support to those targeted
- If you feel threatened, get help, check privacy settings, report to the platform and block the person from contacting you online.












## Session 10: Spending Too Much Time Online

<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>○ Understand the possible harm of spending too much time online.</li> <li>○ Identify and respond to the signs of spending too much time online.</li> </ul>
<b>Facilitator Preparation</b>	<p>It is advised that the facilitator has completed Swipe Safe App Chapter 10 before facilitating this session.</p>
 <p><b>App</b> 20 MIN</p>	<ol style="list-style-type: none"> <li>1. Share the expected learning outcomes with participants.</li> <li>2. Remind participants about rules of device use.</li> <li>3. Ask participants to log in at <a href="http://app.swipesafe.org">app.swipesafe.org</a> or the downloaded app.</li> <li>4. Complete <b>Chapter 10: Spending Too Much Time Online</b>.</li> </ol> <p>Walk around and supervise, answer questions and troubleshoot when required.</p> <ol style="list-style-type: none"> <li>5. Once all participants have completed the chapter, ask participants to log out of the app if this is the final session of the day.</li> </ol>
<p><b>Optional Extra Activity:</b></p>  <p><b>How Much Time Do You Spend Online?</b> 10 MIN</p>	<p>Ask participant to calculate how many hours they spend online and compare to how many hours they spend doing other things they enjoy (and the things they should do, like chores and homework!)</p> <p>If they have their own personal phone, ask them to check their actual daily screen time.</p> <p><b>Android:</b></p> <ol style="list-style-type: none"> <li>1. Open Settings.</li> <li>2. Find 'Screen Time' or 'Digital Wellbeing'.</li> <li>3. See your usage and set app timers if needed.</li> </ol> <p><b>iPhone:</b></p> <ol style="list-style-type: none"> <li>1. Open Settings.</li> <li>2. Select 'Screen Time'.</li> <li>3. See your usage and set app timers if needed.</li> </ol>
 <p><b>Online Time</b> 10 MIN</p>	<p> Have a group discussion asking participants:</p> <ul style="list-style-type: none"> <li>○ Which app or gaming platform do you spend the most time on?</li> <li>○ Is it too much?</li> <li>○ Do you want to limit your screen time?</li> </ul>

## Session 11: Opportunities Online



<p><b>Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>○ Understand the benefits and opportunities of the internet.</li> <li>○ Identify and take advantage of opportunities online.</li> </ul>
<p><b>Facilitator Preparation</b></p>	<p>It is advised that the facilitator has completed Swipe Safe App Chapter 11 before facilitating this session.</p>
<p> <b>App</b> <b>20 MIN</b></p>	<ol style="list-style-type: none"> <li>1. Share the expected learning outcomes with participants.</li> <li>2. Remind participants about rules of device use.</li> <li>3. Ask participants to log in at <a href="http://app.swipesafe.org">app.swipesafe.org</a> or the downloaded app.</li> <li>4. Complete <b>Chapter 11: Opportunities Online</b></li> </ol> <p>Walk around and supervise, answer questions and troubleshoot when required.</p> <ol style="list-style-type: none"> <li>5. Once all participants have completed the chapter, ask participants to log out of the app if this is the final session of the day.</li> </ol>
<p><b>Optional Extra Activity:</b></p> <p> <b>Opportunities Online</b> <b>15 MIN</b></p>	<p>Ask participant to imagine what opportunities they could have online. Draw a picture of what this could look like, write a letter to your parents or make a step-by-step plan to achieve online goals.</p>

## Session 12: Online Gaming and Conclusion

<p><b>Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>○ Understand the risks of playing games online.</li> <li>○ Describe ways to stay safe while playing games online.</li> </ul>
<p><b>Facilitator Preparation</b></p>	<ul style="list-style-type: none"> <li>○ Facilitator should complete Swipe Safe App Chapter 12 before facilitating this session.</li> <li>○ Review the topics that have been covered over the course.</li> <li>○ Prepare printed copies of post-survey (<a href="#">Annex 3</a>).</li> </ul>
<p> <b>App</b> 20 MIN</p>	<ol style="list-style-type: none"> <li>1. Share the expected learning outcomes with participants.</li> <li>2. Remind participants about rules of device use.</li> <li>3. Ask participants to log in at <a href="http://app.swipesafe.org">app.swipesafe.org</a> or the downloaded app.</li> <li>4. Complete <b>Chapter 12: Online Gaming</b>.</li> </ol> <p>Walk around and supervise, answer questions and troubleshoot when required.</p> <ol style="list-style-type: none"> <li>5. Once all participants have completed the chapter, ask participants to log out of the app.</li> </ol>
<p><b>Optional Extra Activity:</b></p> <p> <b>Risk Map</b> 10 MIN</p>	<p>Have participant map out the good things about gaming and the risks. It may be a picture or a list.</p>
<p> <b>Key Concepts and Gaming</b> 10 MIN</p>	<p> How do the 6 Key Concepts apply to online gaming?</p> <ul style="list-style-type: none"> <li> <b>Public</b> – Anyone who plays the game online can view our actions, our chat or our game profiles. Make sure you are not saying or doing things that might affect your online reputation.</li> <li> <b>Permanent</b> – Servers store all information about our gaming and this information cannot be deleted, even if we delete it from public records. You need to also be mindful about what information you provide when registering an account to play games. For example, you should not provide your real name in your avatar or provide personal details like your address, or bank details to other gamers.</li> <li> <b>Connections</b> – The internet allows us to connect and play with anyone in the world. However, not everyone we are playing with is trustworthy or a nice person. You need to remain aware when interacting with other players and make sure that you are not vulnerable to scams.</li> <li> <b>Anonymity</b> – You may not know who you are truly playing with online. People can hide their identity in games. This has good impacts - for your privacy. But it can also be abused - some people might be hiding bad intentions.</li> <li> <b>Sources of Information</b> – You might be told false information while playing games such as how to get past a certain level or how to cheat. You should be careful when following any instructions. Think why are they telling me this?</li> <li> <b>Respect</b> – We need to be mindful of how we speak to other online gamers and be aware of hate speech like racism, sexism, homophobia or ableism.</li> </ul> <p> Explain to the participants that although it is fun to play games online, there are some risks to keep in mind. Ask them for suggestions. Cover the following points if they are not raised:</p>

	<ul style="list-style-type: none"> <li>Ⓐ You might be spending too much time online if it interferes with other parts of your life.</li> <li>Ⓐ You can experience violence, bad language, hate speech or other things that make you feel uncomfortable when playing games online (both in the games and from communicating with other players).</li> <li>Ⓐ Other players could ask for your personal details when playing games online.</li> <li>Ⓐ Other players can act badly (by using bad language or being rude) or make you feel uncomfortable.</li> <li>Ⓐ Games can ask you to pay money to access more levels or other features.</li> </ul>
<p><b>Conclusion</b> <b>15 MIN</b></p>	<p>Summarise key learnings across the 13 sessions.</p> <p>(Optional) Ask all participants to complete the post-survey for learning outcome assessment.</p>

# Troubleshooting

FAQ	Response
How do I access the Swipe Safe App?	<p><b>1. If you have an email account:</b> your Administrator will send a <a href="#">login web-link</a> that will direct you to a sign-up page. The same weblink can be used by all participants in your group as everyone will sign in separately. Log in at <a href="http://app.swipesafe.org">app.swipesafe.org</a></p> <p><b>2. If you cannot have an email:</b> your Administrator will send you a guest access web-link. But this access is not recommended as it does not save user's progress.</p>
I didn't receive my welcome email with the temporary password	<p>Check your junk/spam folder.</p> <p>If the email isn't in your junk folder, this might be due to your firewall or network security – make sure the following domain <a href="http://swipesafe.org">swipesafe.org</a> and address <a href="mailto:no-reply@swipesafe.org">no-reply@swipesafe.org</a> are allowed through your spam filter. This can be done by adding to <i>safe senders</i> settings in your email account.</p>
I forgot my username	If you have created a personal Swipe Safe App account, your username will be your email address. If you have signed in as a guest, you don't need a username.
I forgot my password	After adding your username at <a href="http://app.swipesafe.org">app.swipesafe.org</a> scroll down and click forgot password. You will receive an email notification to the email account you signed up with along with a temporary password.
I cannot see the guest access option	The guess option will only appear with the special web-link provided by your administrator as it is not the recommended way to access.
I have downloaded the app but it is saying internet connection is needed	<b>Internet is required initially to log in.</b>
There isn't internet available and I want to play the App	The downloaded app can be played offline if logged in. Please note that videos cannot be viewed when used offline.
My App closed down unexpectedly.	This may happen if you press the back button on your device. You will need to start the app again.
I can't go backwards in the App.	The App does not have functionality to go backwards. However, at the end of each activity, you will be given the option to try again or move on.
The app is not loading or working properly	Contact technical support as listed in the contacts section below, providing screen shots and details of what device you are using.
The app has someone else's name in it	Log out of the app and log back in with your account.
How do I find my personal safety plan?	To find your personal safety plan at any time when using the app, click the  symbol in the bottom left-hand corner. Note: that if using the Play as Guest function, it may not be personalised.
There is no log out button	Click the  in the bottom left-hand corner.
I require assisted technology like a screen reader	The initial version of the app has not been tested for accessibility technology. Future iterations will be more inclusive in its design.
There has been an update to the Swipe Safe App, but I	To ensure you are accessing the most up-to-date version of the Swipe Safe App, and for the best user experience, make sure that you

am still seeing the old version.	connect to the internet and download update from the main menu. Remember, that you will lose any saved progress.
I logged in as a guest, will the App save my progress?	No, if you log in as a guest, you can't create a personal account. This means that you won't be able to save your progress.
My scores have disappeared	Occasionally, an app update might reset your progress. We're working on a solution to prevent this in the future. Thank you for your patience!
Does data get collected for 'guest' users?	If you login as a guest, the app will collect learning data only.
I'm a Principal, how do I access the Swipe Safe data for my school?	Contact your Swipe Safe administrator for disaggregated data.
Where does my personal information go?	<p>ChildFund Australia is responsible for the data in the app.</p> <ul style="list-style-type: none"> <li>○ <i>What individual data is available:</i> the information provided during account creation (name*, email, age, and country) and data from the app such as activity scores and completion rates. *not mandatory</li> <li>○ <i>How data is used:</i> to assess the effectiveness of the Swipe Safe app for program improvements and reporting.</li> <li>○ <i>Who has access to it:</i> Administrators from the implementing organisation, ChildFund Australia and the app developer. The number of people able to access children and young people's data is kept to a minimum, and all are compliant with ChildFund Australia's Child Safeguarding Policy and Procedures.</li> <li>○ <i>How data is shared:</i> All organisations need to comply with ChildFund Australia policies, including <a href="#">Child Safeguarding Policy and Procedures</a>, <a href="#">Consent Policy</a>, <a href="#">Privacy Policy</a>, and <a href="#">Communications Policy</a>. Additionally, ChildFund emphasizes that any data shared for reporting or program improvement purposes will be de-identified and aggregated wherever possible to protect sensitive information. This approach upholds our commitment to safeguarding children's privacy while ensuring the effective implementation of the app.</li> <li>○ <i>How long is it stored for:</i> Reports and other written documents using data from the Swipe Safe app and user account data is stored indefinitely for the purposes of account management and password recovery.</li> <li>○ <i>How it is kept secure:</i> The application has been built with security in mind. Rules are applied to users to restrict input and output of data while also including monitoring and access control to secure data. More information can be found in the <a href="#">ChildFund Australia Privacy Policy</a></li> </ul>

## Contacts


Technical issues	Country office contact details
Programming support	Country office contact details
Child Safeguarding	Add contact

## Annex 1: Recommendations for Safe and Secure Online Access for Children

### 1. Turn on safe search setting and filters for harmful/offensive content

- Google
  - o Go to [www.google.com/safesearch](http://www.google.com/safesearch)
  - o Click 'filter'
  - o Build this function into the public Wi-Fi network for your school or organisation
- Youtube
  - o Open the YouTube app or go to YouTube in a web browser.
  - o Click on your profile picture or account icon in the top right corner.
  - o Choose "Settings" from the menu.
  - o Look for "Restricted Mode" in the settings.
  - o Toggle the button next to "Restricted Mode" to turn it on.

### 2. Turn off location settings

- Open the 'settings' function of your device. The settings usually looks like a cog  in most devices.
- Find 'location' settings.
- Find where app permissions are in the menu.
- Choose the most limited option such as 'Never', 'Don't Allow', 'Off'.

### 3. Block unsuitable websites and apps across your system. Any use of online platforms should comply with platform terms, country-specific legal age, and consent requirements.

### 4. Set devices to 'public' and have automatic log outs so log ins details are not saved

### 5. Ensure the most recent systems updates are installed

- Go to "Settings".
- Select "Software update" from the menu.
- Select "Download and Install". If there are software updates available they will appear here.
- Select "Download".
- Note: updating software may use a large amount of data. Try to make updates when connected to Wi-Fi.

### 6. Check devices regularly ensuring to delete unused files, photos and downloads

### 7. Set up safe email accounts

Before asking participants to set up email accounts ensure the following:

- o Children and parents have been informed of the risks. These could include email scams, unwanted or inappropriate email contact, sharing of inappropriate content, spam and advertising, risk of personal information being online and greater access to other apps and platforms that require an email account for set-up.
- o Parental consent has been sought and provided.
- o Personal email accounts can be accessed on school devices (if using the app at school).
- o Students have been provided with education on how to set up safe and secure email accounts as per the [Preparation session](#).
- o Risks of students having an email account have been mitigated at home and school (email account can be managed by a family account, with parental controls or with built-in safety features to make them more appropriate for children; privacy settings and spam filters within the email settings have been reviewed).

## Annex 2: Sample of School Guidelines for Safe, Responsible and Respectful Use of Information Communication Technology

**Purpose of Document:** Schools should use this as a template or guidance for development of own *School Guidelines for Safe use Information Communication Technology*. Guideline development should be participatory and should include School management, children’s councils, girl’s councils, parents and caregivers, and education department where possible. **This document is to provide a sample/ example and core areas that should be included to support schools to develop their own contextualised guidelines.**

<b>Document Section and Instructions</b>	<b>Examples</b>
<p><b>Document Title:</b> Each school to develop their own title for this document</p>	<p><i>School Guidelines for safe use of Information and Communication Technology</i> <i>School Guidelines for Safe, Responsible and Respectful use of digital devices and online services</i></p>
<p><b>Annexes:</b> Each school to consider the relevant annexes to support guideline use</p>	<p><i>Procedures sheet for school management</i> <i>Code of Conduct</i></p>
<p><b>Technology Use and Access within [insert name of school] school:</b> This section should outline what access to ICT is provided within their school and to who</p>	<p><i>[school name] will provide access to PC computers and tablets for all students as part of timetabled ICT and library classes as well as occasional use for other subject areas. Students will have access to the internet and will be guided by teaching staff in their use of the internet. Specific educational websites, apps and platforms will be used however, students will have access to other applications and have broader access to the internet.</i></p>
<p><b>Brief introduction and rationale/ purpose/ context/ guiding principles</b> This section should outline why these guidelines are important</p>	<p><i>Digital devices and online services are growing in importance for everyday life and for education and learning. At [school name] we are committed to ensuring that students have access to ICT to support their learning and to equip their skills as digital citizens. We acknowledge that whilst there are many benefits for students when accessing the internet and using digital technologies there are also significant risks and dangers. Digital devices and online services may cause harm if used inappropriately or if protective measures aren’t in place. We are committed to taking measures to protect students online. We also acknowledge that children have access to the internet and digital devices outside of school and that schools should work with parents and caregivers to equip students with the skills to be safe online. These guidelines will outline the roles and responsibilities of school management, teachers, parents and students. It will also provide guidance on how to provide feedback or report misconduct.</i></p>
<p><b>How these guidelines will be used</b></p>	<p><i>These guidelines will be used by school management to apply specific protective measures. These guidelines will be shared with teachers, parents and students at the beginning of each school year and to new teachers, parents and students on arrival at the school. All stakeholders will be aware of their roles and responsibilities as well as the roles and responsibilities of other stakeholders. All guidelines will</i></p>

	<i>be explained verbally to students and provided in writing to teachers, parents and students [consider whether parents and students should sign to demonstrate understanding and agreement with the guidelines]. These guidelines will be shared in SMC or parent committee meetings and Children Council meetings and feedback provided to the school.</i>
<b>School Values and Principles that underpin these guidelines</b> Schools should consider and include all relevant principles and values	<i>Respect  Child Rights  Inclusion and access for all</i>
<b>Roles and Responsibilities/ commitments</b>	<i>Below are the roles and responsibilities for all school stakeholders. Stakeholders have been included in the development of these roles and responsibilities.</i>
<b>School Management Responsibilities and Delegations</b>	<b><i>School Management/ Principal is responsible for:</i></b> <i>At a minimum this should include the following:</i> <ul style="list-style-type: none"> <li>- <i>Ensuring privacy settings are implemented on the school internet network and on all devices</i></li> <li>- <i>Inform staff, including new and casual staff, parents/caregivers and students about safety procedures/ guidelines outlined in this document and supporting documents</i></li> <li>- <i>Ensure informed consent from parents/caregivers before children go online as part of their learning</i></li> <li>- <i>Model appropriate use of digital devices and online services</i></li> <li>- <i>Not use school digital devices or online services for personal use or uses that do not pertain to educational needs of students</i></li> <li>- <i>Not use digital devices to access or engage in harmful or criminal activity</i></li> <li>- <i>Not share information about teachers, students or community members</i></li> <li>- <i>Monitor and periodically review safety procedures</i></li> <li>- <i>Ensure reporting procedures are understood by all stakeholders and followed</i></li> <li>- <i>Provide staff with relevant professional development to uphold safe practices</i></li> <li>- <i>Take appropriate actions to ensure all reports of inappropriate use are dealt with and risk of harm is minimised</i></li> <li>- <i>Provide official email addresses and accounts for staff to use (personal accounts should not be used).</i></li> </ul>
<b>Teacher Roles and Responsibilities</b> Whilst this should outline the roles and responsibilities of all teachers it may be appropriate to highlight some specific responsibilities of lead teachers or admin staff etc	<b><i>At a minimum these should include:</i></b> <ul style="list-style-type: none"> <li>- <i>Model appropriate use of digital devices and online services</i></li> <li>- <i>Not use school digital devices or online services for personal use or uses that do not pertain to educational needs of students</i></li> <li>- <i>Not use digital devices to access or engage in harmful or criminal activity</i></li> <li>- <i>Not share information about teachers, students or community members</i></li> <li>- <i>Support students to use devices appropriately</i></li> </ul>

	<ul style="list-style-type: none"> <li>- <i>Create a safe and respectful environment where students feel comfortable asking for help or reporting</i></li> <li><i>Don't use personal social media accounts or emails and never share with students</i></li> </ul>
<p><b>Student responsibilities</b></p> <p>Consider the use of child friendly and age appropriate language.</p>	<p><b>To keep myself and others safe I will:</b></p> <ul style="list-style-type: none"> <li>- <i>use school devices only when given permission by my teacher</i></li> <li>- <i>follow the instructions that my teacher gives me and ask for help when I'm not sure what do online</i></li> <li>- <i>be respectful of myself, the school and others when using the school devices and the internet</i></li> <li>- <i>tell my teacher or parent when I come across something inappropriate or that makes me uncomfortable online</i></li> <li>- <i>ask for help when something doesn't feel right</i></li> <li>- <i>tell my teacher or parent/ caregiver if I see other students behaving inappropriately online</i></li> <li>- <i>question what I see, hear and do online</i></li> <li>- <i>treat school devices with care (clean hands, gentle use)</i></li> </ul> <p><i>I will not:</i></p> <ul style="list-style-type: none"> <li>- <i>use school devices (or any devices) to insult, bully or say unkind things about others</i></li> <li>- <i>share my passwords with other students</i></li> <li>- <i>share personal information about myself or anyone else</i></li> <li>- <i>take or share photos or videos of myself or others without permission</i></li> <li>- <i>share any inappropriate content</i></li> <li>- <i>search for inappropriate materials online</i></li> <li>- <i>use online platforms that have not be approved by my teacher and or parent/ caregiver</i></li> <li>- <i>eat or drink when near devices</i></li> </ul>
<p><b>Reporting Unsafe Use</b></p> <p>This section should outline how any stakeholder can report unsafe use or any breach of these guidelines and to whom.</p> <p>Ensure there is child-friendly information on reporting for children to use.</p>	
<p><b>Responding to reports</b></p> <p>This section should outline how any reports will be dealt with by the school.</p>	
<p><b>Guideline review</b></p> <p>This section should outline how and when the guidelines will be reviewed.</p>	<p><i>Guidelines will be reviewed annually by the SMC with participation of all stakeholders including children.</i></p>

## **Annex 3: Swipe Safe Pre and Post Survey**

### **About the tool**

This tool is used to provide evidence of stronger online protective behaviours and improved digital literacy.

### **What the tool will measure**

The pre- and post-training surveys measure change in digital literacy and online safety knowledge, skills and attitudes by comparing results from before starting Swipe Safe to the results after completion.

### **Who will use the tool**

Facilitators or a teacher will use the tool, ensuring that the participants they are training fill out the survey before and after training.

### **When will the tool be used**

The tool will be administered with each training group to measure immediate change however, it can also be used for a baseline, midline or endline data collection point for longer term change. The pre-assessment will be completed before the first training session (or app) starts, and the post-assessment will be completed immediately after the last training session (or final app chapter), and ideally again more than one month after the training.

### **How to use the tool**

Participants are asked to read each question and select the answers from the multiple choice. This may be done on paper or integrating in an online survey tool- this make collation of large sets of data much more efficient.



