Keep Safe

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Keep Safe

Hello and welcome to the Keep Safe resource pack. We hope you find it useful and learn something new!

The idea for this resource came from wanting to raise awareness of the internet, particularly amongst our young members, but the resource can be used with any section. We knew we wanted to focus on the positives, yet cover how to be safe, and the precautions which can be taken to ensure our members are using the internet appropriately. We also wanted to address the use of new smart technologies and how these can connect to the internet through data services, including how we may not realise when we are connected.

Have fun using the pack but most importantly, Keep Safe online.

Girlguiding London and South East England Champions

This resource has been created and put together by the Girlguiding LaSER Champions, but who are we?

The Girlguiding LaSER Champions are the campaigning arm of Girlguiding LaSER and the voice of The Senior Section. They are members of The Senior Section, age 14 – 26 who meet each term to plan their campaigns and receive training on topics such as campaigning, advocacy and media.

Girlguiding LaSER Champions attend events on behalf of Girlguiding LaSER, host VIPs at events, and are positive about Girlguiding and all that it offers. We are role models and inspirational individuals who want to grow Guiding and be the voice of young women today.

Safer Internet Day

When coming up with the idea for the campaign we came across Safer Internet Day, a day which helps to promote 'safe, responsible and positive use of digital technology for children and young people.'

Safer Internet Day happens annually in early February. This year it was held on Tuesday 9th February 2016 and we promoted keeping safe online, whilst live-tweeting and celebrating the day with the UK Safer Internet Centre.

We would like to maintain a link with Safer Internet Day and with the UK Safer Internet Centre by including their hashtags when using social media to talk about our resource 'Keep Safe' as the main aim of our campaign is to promote the positives of the World Wide Web, whilst ensuring our young members know how to protect themselves online. This is very similar to the message that the UK Safer Internet Centre is promoting.

To get updates from the UK Safer Internet Centre:

- Follow and tweet @UK_SIC using #SID2016 #shareaheart
- Follow on Instagram @UK_SIC
- Like on Facebook to stay up to date with the latest SID news
- Share or embed the films on their YouTube channel
- Join Safer Internet Day's LinkedIn group

More information can be found at:
http://www.saferinternet.org.uk/safer-internet-day/2016

Join the Conversation & Get involved

- Tweet us @Guiding_LaSER with pictures
- Facebook: Girlguiding LaSER
- Hash tags: #GirlguidingLaSERChampions #SID2016 #shareaheart
- Email RaspberryRipple@girlguidinglaser.org.uk with pictures and articles for Raspberry Ripple Newsletter

- Email info@girlguidinglaser.org.uk with comments, queries etc

Keep Safe Badge

How much does the badge cost?
The badges cost £1.00 each excluding P&P.

Postage & Packaging
P&P as follows will cost
- 1 to 20 badges £1.50
- 21 to 50 badges £2.00

How to order the badge

'Keep Safe' badges are available from Girlguiding LaSER between April - December 2016.

Please fill in the form at the end of this pack and send a cheque payable to 'Girlguiding London and South East England Region' ensuring that you add postage on top of the price of the badges. Make sure you state your membership number; the name of the unit; address to which the badges should be sent; plus the number of badges you require.

How to use this Pack:

Beginning (Compulsory)
10-15 minutes

We'd like you to start with a group activity. Firstly get your unit into small groups of 5-6 girls, ask them to think about the following questions and discuss within their groups:

- How do you access the internet?
- Where do you use the internet?
- What are your favourite things to do on the internet?

After discussing in their groups, gather your unit into a seated circle. Ask each group to stand up and share their answers. Note when there are similarities and allow questions to arise.

Middle
60 minutes – Free choice of activities

This section should take 60 minutes to complete. You can pick and choose from any activities your unit would like to try in small groups, large groups and individually alongside discussions. However we encourage 60 minutes of activities to complete the resource.

We are happy for you to complete this section of the resource in one session or over several.

End (Compulsory)
20 minutes

At the end of your final session we would like you to get your unit into pairs. Within their pairs with pencils and paper, draw round each other's hand. Ask them to think about five positive uses of the internet they've learnt from your sessions. This should take pairs about 10 minutes.

Once completed, in a circle, ask pairs to share their five good uses of the internet with your unit.

5 mins – End Filler/ Take Home activity

We have created a Chatterbox/ Fortune Teller template for the girls to either complete at the end of the badge or to take home to make and share with family and friends. The purpose of this activity is to reinforce the positive messages from the sessions: how to keep safe online. The template and instructions can be found on pages 30-31.

Explain to your group they are going to use their Fortune Tellers to teach their friends and family about internet safety. They will need to fill in the middle 8 triangles with facts they have learnt about staying safe online and the positive uses of the internet. Try to encourage them to cover the following topics: phishing, what is obviously online and what is not so obvious (such as: games on smart devices), positive uses of the internet, viruses and where to go for help.

Check that everyone knows how to fold the template.

How to play:

1. Person A picks a number from 1-8;
2. Person B opens and closes the fortune teller that many times alternating the direction which they open it;
3. Once Person B has finished counting, person A choses a word from the inside.
4. Person B opens the flap matching the chosen word and reads out the information to Person A.

Activities

Activity Title	Match the Websites
Timing	10 – 15 minutes
Optional or Compulsory	Optional
Group Size	Small group
Resource Page Number	18 & 19
Activity Topic	Websites; Type of Websites; Website Categories; Social Media; Clouds; TV; Music; Radio; Games; Retail; Auction; Search Engine; News.
Activity Explanation	Using the cards provided divide the girls into groups of a maximum of four, and give them the two piles of cards, ask them to categorise the names of websites under type of website.
Further Discussion	After the activity have a large group discussion and talk about the answers. • How did you find the activity? • Was it easy to work out which website matched up to which category? • Did you find anything surprising? • Was it helpful for you to learn about what different websites are used for?
Signposting for more information	Henry, A. *Five Best Sites to Sell Your Stuff*. http://lifehacker.com/five-best-sites-to-sell-your-stuff-1667433140 Pocket-lint. *Which is the Best Music Streaming Service in the UK?* http://www.pocket-lint.com/news/126892-which-is-the-best-music-streaming-service-in-the-uk-apple-music-vs-spotify-vs-tidal-and-more Ponsford, D. *Top 40 UK News Websites*. http://www.pressgazette.co.uk/node/47827 Top Tens, The. *Top Ten Best Game Sites*. http://www.thetoptens.com/best-games-sites/ If any concerns have arisen from this activity please refer to pages 32 & 33 for information on 'A Safe Space' and 'A Safe Cyberspace'.

Activity Title	Make a poster
Timing	Up to 30 minutes
Optional or Compulsory	Optional
Group Size	Small group/ Pair/ Individual
Resource Page Number	N/A
Activity Topic	WWW; Internet; Use; Protection; Streaming; Research; Games; Downloads; Uploads; Social Media; Education.
Activity Explanation	It is recommended, if you decide to do this activity, for it to follow on from the starting discussion. Use the information discussed to create a

	poster on 'How to Use the World Wide Web safely'. It is up to you whether you would like your unit to work in small groups (I.e. sixes), pairs or individually, to create a poster on how to use the world wide web (internet) safely. Some suggestions on what to include: what information about yourself should / should not be given out; encourage sharing of how they use the internet with parents / guardians; images, as well as text; make the poster interesting with colour.
Further Discussion	Decide on whether to display in meeting place, or allow the girls to take them home. It may be an idea to encourage parents to look at what the girls have come up with, and get them talking about how they use the internet and how they think their children use it.
Signposting for more information	BBC Webwise. *What is internet Security?* http://www.bbc.co.uk/webwise/0/22717881 Computer's Impact on Society, The. *The Positive and Negative Effects of the Internet*. http://thecomputersimpact.weebly.com/the-positive-and-negative-effects-of-the-internet.html Computer's Impact on Society, The. *The Advances of the Internet*. http://thecomputersimpact.weebly.com/the-advances-of-the-internet.html Google. *Get off to a Safe Start*. https://www.google.com/safetycenter/everyone/start/ Lemouse, M. *Why the Positive Effects of Internet Use Outweigh the Bad*. http://www.healthguidance.org/entry/11625/1/Why-the-Positive-Effects-of-Internet-Use-Outweigh-the-Bad.html If any concerns have arisen from this activity please refer to pages 32 & 33 for information on 'A Safe Space' and 'A Safe Cyberspace'.

Activity Title	Leader Role play
Timing	10 – 20 minutes
Optional or Compulsory	Optional
Group Size	Large group
Resource Page Number	N/A
Activity Topic	WWW; Internet; Personal Details; Interacting with different people; Photo Sharing; Cyber Bullying
Activity Explanation	Opportunities for the Leaders/ Helpers to get involved. Choose from one of the scenarios below and play it out to your unit. It does not need to be a full length play, about 5-10 minutes long should do. At the end of the roleplay, get your unit to discuss that happened and whether the characters made sensible or wrong decisions in the given scenario. You are free to alter the scenarios to suit your unit, or to come up

	with your own. **Scenario 1:** Two people are chatting – 'Person A' comments about this guy they have been talking to online. They also mention that he suggested that they meet up and 'Person A' thinks it is a great idea as he is seems to be a really nice guy. 'Person A's' friend knows it is not a good idea and tries to talk 'Person A' out of it. 'Person A' eventually agrees it is a bad idea and does not meet up with him but they do continue to message him. **Scenario 2:** 'Person A' is always posting pictures of herself and friends on the internet. They are all decent photos however one day 'Person A' takes a 'selfie' of herself in their school uniform with the school logo clearly visible. 'Person A' thinks nothing of this until she get a message from an older person asking to meet as they live near the school. Scared, 'Person A' deletes the photo but they are still worried. 'Person A' talks to a leader/teacher. **Scenario 3:** 'Person A' is playing an online game, when 'Person A' gets a message asking their name and age. 'Person A' ignores this and continues to play. 'Person A' talks to a friend who thinks it would be ok to reply. They go to 'Person A's' house and start to play the game and soon after get a message asking 'Person A's' name and age. 'Person A' replies and receives another message asking what their location is. 'Person A' continues to reply. **Scenario 4**: 'Person A' does not like 'Person B' from school very much. They think it will be funny to get a picture of 'Person B' and edit it so that 'Person B' is mixed up with an animal. 'Person A' then sends it to everyone they know. 'Person B' received the photo and questions 'Person A'. 'Person A' still thinks it is funny and edits more photos of 'Person B'. 'Person B' can either send the photo on and join in or tell an adult that they trust.
Further Discussion	Ask your girls whether they would like to have a go at producing their own 5 minute roleplay based on any of the activity topics above. Encourage them to play them out in front of each other, with a short discussion after each one.
Signposting for more information	Bullying UK. *Cyber Bullying*. http://www.bullying.co.uk/cyberbullying/ CEOP. *Who Are You Really Talking to Online?* https://www.youtube.com/watch?v=Yzy4G1aCggs NSPCC. *Online Abuse*. https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/ If any concerns have arisen from this activity please refer to pages 32 & 33 for information on 'A Safe Space' and 'A Safe Cyberspace'.

Activity Title	Yes/No
Timing	10 – 15 minutes
Optional or Compulsory	Optional
Group Size	Large group

Resource Page Number	N/A
Activity Topic	Internet etiquette; Do's and Don'ts; Using social media networking sites; Emails; Trolls; Confidential Information.
Activity Explanation	Ask your unit to stand in a line in the middle of your meeting place. At either end of the space there should be a 'Yes' sign and a 'No' sign. The following statements are read out and girls run to either the 'Yes' or 'No' side on whether they think the statement are Yes or No. • Should you post confidential information online? (No) • Should you ignore trolls? (Yes) • Should you be on social media if you're 12 and under? (No) • If you give out personal details such as bank information or addresses on websites with a green padlock sign, are the websites secure and your information protected? (Yes) • You should 'check-in' on social media everywhere you go (No) • Do deleted posts on social networking sites really disappear without a trace? (No) • Should you seek help if you or a friend is a victim of cyber bullying? (Yes) • If you're upset you should post about who and why made you upset on social media? (No) • If sending an email to more than one person should you use BCC (Blind-Carbon-Copy) to hide and protect your recipients email addresses? (Yes) • Should you be careful when posting photos of yourself on social media sites? (Yes) • If you've had a bad day at school you should post about it on social media sites? (No) • Should you adhere to the same standards of behavior online that you follow in real life? (Yes) • Never tell an adult when you're using the internet (No) • Is it ok to follow the pages/pins of hobbies you like? (Yes) You are more than welcome to add some of your own, just be sure to check that you know the answer and that you are sharing the right information to your unit.
Further Discussion	Discuss the answers of each question asked, especially those which had mixed / wrong answers. Use the signposting below to help you with leading the discussion.
Signposting for more information	Bea, F. *Turns out 'Delete' Doesn't Quite Mean the Same Thing to Facebook as it Does to You.* http://www.digitaltrends.com/social-media/deleting-facebook-posts-fail/ BullyingUK. *Cyber Bullying.* http://www.bullying.co.uk/cyberbullying/ California Santa Cruz, University of. *Protect Information when Using the Internet and Email.* http://its.ucsc.edu/security/internet.html Cheng, J. *Are "Deleted" Photos Really Gone from Facebook? Not Always.* http://arstechnica.com/business/2009/07/are-those-photos-really-

	deleted-from-facebook-think-twice/ Facebook. *What Happens to Content (Post, Pictures) that I Delete from Facebook?* https://www.facebook.com/help/356107851084108 Grace, M.P. *Social Media Do's and Don'ts for Parents and Teenagers.* www.parenthood.com/article/social_media_dos_and_donts_for_parents_and_teenagers.html#.VqyruUxfWnM Shea, V. Net Etiquette: *Table of Contents.* http://www.albion.com/netiquette/book/index.html Shea, V. *Rule 2: Adhere to the Same Standards of Behavior Online that you Follow in Real Life.* http://www.albion.com/netiquette/rule2.html Twitter. *Deleting a Tweet.* https://support.twitter.com/articles/18906?lang=en Webster, S. *4 Tips to Help Keep your Children Safe Online.* http://www.independent.co.uk/voices/comment/what-is-trolling-and-why-do-we-behave-so-differently-online-9799655.html#gallery Webster, S. *What is Trolling, and Why do we Behave so Differently Online?* http://www.independent.co.uk/voices/comment/what-is-trolling-and-why-do-we-behave-so-differently-online-9799655.html If any concerns have arisen from this activity please refer to pages 32 & 33 for information on 'A Safe Space' and 'A Safe Cyberspace'.

Activity Title	Worms and Walls
Timing	10 minutes
Optional or Compulsory	Optional
Group Size	Large group
Resource Page Number	N/A
Activity Topic	Malware; Worms; Anti-Virus; Computers; Malicious Attacks
Activity Explanation	A group member is designated the computer user. Six others join hands and form a circle around the PC user. They form the security software that protects the computer. Four members become malware trying to access the computer. When the leader says "Go" the malware try to touch the computer user while the security software tries to keep them away. Next, take away three or four of the security software, telling the group that the computer user hasn't been keeping their software up to date. Play the game again. (World Association of Girl Guides and Girl Scouts. *Smart Surf: Staying Safe Online*, 2012:6)
Further Discussion	Think about these questions and discuss: • Is it easier for the malware to reach the computer user? • Why is it important to keep your security software running and

	up-to-date? • What else can you do to protect your computer and the information stored on it? • Do you think you can get attacked on your smart phones and tablets?
Signposting for more information	BBC Bitesize. *What are Viruses and Malware?* http://www.bbc.co.uk/guides/zcmbgk7 Lookout. *Mobile Antivirus Protection.* https://www.lookout.com/mobile-antivirus-software If any concerns have arisen from this activity please refer to pages 32 & 33 for information on 'A Safe Space' and 'A Safe Cyberspace'.

Activity Title	Chinese Whispers
Timing	10 – 15 minutes
Optional or Compulsory	Optional
Group Size	Small group
Resource Page Number	N/A
Activity Topic	How images and information online and in emails can get misunderstood, interpreted differently and distorted as it gets circulated.
Activity Explanation	This activity is very similar to the traditional Chinese Whispers game, but instead of just whispering the message around the circle it involves a mixture of spoken word, text and picture. Get your unit to sit in a circle on the floor, go around the circle clockwise and give every second and third person a piece of paper and a pen/pencil. Now explain that everyone without a piece of paper will whisper the message along, whilst the second person along from the whisperer will have to write what they have just heard. The third person receives the written message and must now draw the message as a picture. The third person passes the picture to the next person along, who has to interpret the picture, to whisper it to the next person. This process repeats until the message has reached the person who started the original message. Do this a few times so the girls really understand how easily information can be changed.
Further Discussion	Ask the girls what they noticed. Do they have any examples of when they've told someone something which has then changed when someone else heard it? Discuss how things they read and see on the internet, or in emails might be different to the original story or the facts may have changed. How does this make them feel? Should they be careful when reading information or sharing information on the internet? What should they do if they read something which they think is wrong? When should they

	tell an adult?
Signposting for more information	Christiansen, B. *Don't Take is Personally. How Emails Get Misinterpreted in the Workplace.* http://www.mycareertopia.com/emails-get-misinterpreted-workplace-infographic/ Geek. *Study Confirms People Misinterpret Emails.* http://www.geek.com/news/study-confirms-people-misinterpret-e-mails-562125/ Jaffe, E. *Why it's so Hard to Detect Emotion in Emails and Texts.* http://www.fastcodesign.com/3036748/evidence/why-its-so-hard-to-detect-emotion-in-emails-and-texts Jessen, W. *How to Destroy your Relationships via Text.* http://familyshare.com/growth/how-to-destroy-your-relationships-via-text If any concerns have arisen from this activity please refer to pages 32 & 33 for information on 'A Safe Space' and 'A Safe Cyberspace'.

Activity Title	Lemon Juice Footprints
Timing	5-10 minutes
Optional or Compulsory	Optional
Group Size	Individual
Resource Page Number	N/A
Activity Topic	Uploading; status'; Tweets; Photos; Blogs; Clouds; deleting evidence; Always there; digital footprints; trails; traces.
Activity Explanation	'On the Internet a digital footprint is the word used to describe the trail, traces or "footprints" that people leave online.' Explain to the girls what 'Digital Footprints' are, and how once we visit a website we leave a trace that we have been there. Regardless of whether you have entered any information or not. The main part of this activity is to draw with lemon juice on paper, it can be anything they want, and once it dries it cannot be seen unless it is heated up or put over a lightbulb or candle. This represents the traces we leave, even though to ourselves it seems invisible. Also explain that a person had the right tools, they could reveal what you wrote/posted and show it to everybody. Even when you think it has disappeared.
Further Discussion	It is suggested to use the websites below to help with this activity and to perhaps to pass onto the girls/ parents & guardians to take home. For them to all properly understand our own Digital Footprints and how we can manage them.
Signposting for more information	Bean, S. & Brenoel, A. *Your Digital Footprint.* http://digitalfootprintimu.weebly.com/measure-your-footprint.html Internet Society. *Your Digital Footprint Matters.*

	http://www.internetsociety.org/your-digital-footprint-matters Kidsmart. *Digital Footprints.* http://www.kidsmart.org.uk/digitalfootprints/ Think U know. *Following Digital Footprints.* http://www.thinkuknow.co.uk/11_13/need-advice/digital-footprint/ If any concerns have arisen from this activity please refer to pages 32 & 33 for information on 'A Safe Space' and 'A Safe Cyberspace'.

Activity Title	Keep Safe
Timing	10 – 15 minutes
Optional or Compulsory	Optional
Group Size	Small group
Resource Page Number	N/A
Activity Topic	Keeping safe online by only giving out appropriate information to trusted people you know.
Activity Explanation	This activity is a discussion about keeping safe online and what information you should and should not be giving out to other people. Split your unit into 4 groups and divide the four key elements between them. The four key elements are: Don't Give Out, Keep Safe, Social Media and Cookies, and below is the sort of answers they should be coming up with. We suggest that the groups write up the discussion as a Mind Map, using the key element as the central topic to branch suggestions/ideas from. Don't Give Out: • Your real name • Your home or school address • Your e-mail address • Your phone number • Photos of yourself • Bank/credit card details Keep Safe: • Don't meet people you've met online without an adult • Only open emails and attachments from people you know and trust • Only speak to people you know online Social Media: • You must be 13 to be on social media sites • Tell your parents about your activity on social media • Only accept friend requests from people you know Cookies: • Explain what cookies are – storing log in information on websites • Don't use cookies on public computers

	• Cookies influence adverts/search engine options etc.
Further Discussion	We suggest at the end of the activity to bring the four Mind Maps together, lay them out and get the whole group to look and discuss each of the four key elements of Keeping Safe online.
Signposting for more information	BBC News round. *Advice and tips for staying safe online.* www.bbc.co.uk/newsround/13910067 BBC Webwise. *What are Cookies?* http://www.bbc.co.uk/webwise/guides/about-cookies ICO. *Online Safety.* www.ico.org.uk/for-the-public/online/social-networking/ NI Direct. *Keeping Children Safe Online.* http://www.nidirect.gov.uk/keeping-children-safe-online If any concerns have arisen from this activity please refer to pages 32 & 33 for information on 'A Safe Space' and 'A Safe Cyberspace'.

Activity Title	Locked padlock / Blank Page
Timing	5 - 10 minutes
Optional or Compulsory	Optional
Group Size	Large group
Resource Page Number	20
Activity Topic	Secure connection; Privacy; Payments; Downloading; Uploading; Blank page sign; Green Padlock; Red Padlock; Yellow Exclamation Mark
Activity Explanation	The aim of the game is to find out who knows what the green locked padlock in the address bar means and whether websites you trust are safe to reveal address / payment details to. To begin the game the whole group stands spread apart from each other in the room. The leader stands at the front of the group holding a 'locked padlock' sign and a 'blank page sign'. The leader will ask the group if they think for example the 'Girlguiding website' has a 'locked padlock' or a 'blank page' at the beginning of the web address. To represent the answers, the girls can sit down for 'locked padlock' and stay standing for a 'blank page'. This game can be played by saying those who are wrong are out, this is up to you. But doing it this way may illustrate how much your group does know.
Further Discussion	Once the game is over, it is recommended to follow up with some pair work and a discussion. Pair work – In pairs get the girls to discuss the symbols used in the web address bar, exploring all the symbols. Group Discussion – bring the group together to discuss their pair work, and what they have learnt.

Signposting for more information	CCM. *Google Chrome - What Does the Padlock Icon in the Address Bar Stands For?* http://ccm.net/faq/42390-google-chrome-what-does-the-padlock-icon-in-the-address-bar-stands-for Google. *Check Chrome's connection to a site.* https://support.google.com/chrome/answer/95617?hl=en-GB If any concerns have arisen from this activity please refer to pages 32 & 33 for information on 'A Safe Space' and 'A Safe Cyberspace'.

Activity Title	Fan the Phish
Timing	5 - 10 minutes
Optional or Compulsory	Optional
Group Size	Large group
Resource Page Number	21-29
Activity Topic	Communication; Scams; Phishing; Trust; legitimate/Illegitimate; Emails; Websites
Activity Explanation	Print out the fish from resource pages 24 to 29. Split the following tasks amongst your unit: - Cutting the fish out - Making paper fans. Once everything is prepared the game can begin. Shuffle the fish face-up in the middle of the floor, and dedicated one end of your room as 'Real'/ 'Legitimate' and the other end as 'Fake'/ 'Scams'. The aim of the game is for your unit to fan the phish to either end of the room, depending on whether they think the URL is Real or Fake. Once all the fish have made it to either end of the room, gather up the fake fish in one pile and all of the real phish into another pile. Sit in a circle to go through the answers. Discussing why a website which may appear legitimate is actually illegitimate. Use the websites below to help you to identify which parts of the URL make it fake.
Further Discussion	Use the two email examples provided in the resource section to identify why they are phishing emails. This can be done in two groups or as one large group.
Signposting for more information	Action Fraud. *Scam Emails.* http://www.actionfraud.police.uk/scam-emails Citizen's Advice. *Phishing - spam emails and fake websites.* https://www.citizensadvice.org.uk/consumer/scams/scams/common-scams/computer-and-online-scams/phishing-spam-emails-and-fake-websites/ OnGuardOnline.gov. *Phishing.*

	https://www.onguardonline.gov/articles/0003-phishing TechWeek Europe. *How to Explain Phishing to a Five-Year-Old.* www.techweekeurope.co.uk/e-marketing/phishing-explanation-162842 If any concerns have arisen from this activity please refer to pages 32 & 33 for information on 'A Safe Space' and 'A Safe Cyberspace'.

Activity Title	Different Tech
Timing	5 - 10 minutes
Optional or Compulsory	Optional
Group Size	Small Groups
Resource Page Number	N/A
Activity Topic	How new technologies connect to the internet; Data Services; LTE; 2G; E; H/ H+; 3G;4G; Wi-Fi; Mobile hotspots; Bluetooth; Infrared; NFC; Hard-wired.
Activity Explanation	Divide your unit into small groups and ask them to discuss the different devices you can use to browse the internet. For example: • Tablet/iPad • Computer • Laptop • Smartphone inc. games, maps, messaging and WhatsApp • Camera • Watch Also ask each group to discuss where you can find the internet. E.g. schools; libraries; cafes etc. Questions you could put to the groups include: • Do you think the internet is useful? • How do you get onto the internet? • Where do you use the internet? • How much time do you spend on the internet? • Did you know a lot of applications/ games on smart phones and tablets access the internet to be able to download new content/ updates? • Who owns/ uses a smart phone? Do you know what 3G or 4G are? Make sure there is an adult or Young Leader with each group. Use the links below to find out the different types of wireless connections, found on a variety of devices.
Further Discussion	Ask all the groups to come together to form a large circle and share three points from their group discussion. Did they learn anything new? Or find anything surprising?
Signposting for more information	BBC Webwise. *What is Bluetooth.* http://www.bbc.co.uk/webwise/guides/about-bluetooth

	BBC Webwise. *How can I Access the Internet in Public Spaces?* http://www.bbc.co.uk/webwise/guides/about-bluetooth GiffGaff. *G, H+, E, 3G and LTE: Making Sense of Cell Network Alphabet Soup.* https://community.giffgaff.com/t5/Blog/G-H-E-3G-and-LTE-Making-sense-of-cell-network-alphabet-soup/ba-p/10735263 Guiding Tech. *How to connect your IPad to the internet without Wi-Fi.* http://www.guidingtech.com/43949/ipad-internet-without-wi-fi/ Jary, S. *What is the Difference Between 3G, 4G, GPRS, E and Wi-fi: Mobile Connectivity Explained.* http://www.pcadvisor.co.uk/feature/network-wifi/what-is-difference-between-3g-4g-gprs-e-wi-fi-3509254/ RapidNFC. *What is NFC – A Beginners Guide.* http://rapidnfc.com/what_is_nfc Teach-ICT. *2. Infrared Communication (IR).* http://www.teach-ict.com/as_a2_ict_new/ocr/A2_G063/333_networks_coms/optical_wireless/miniweb/pg2.htm What's a G. *How to use a Phone as a Mobile Hotspot.* http://www.whatsag.com/G/Phone_Hotspot.php What's a G. *What is a Mobile Hotspot?* http://www.whatsag.com/G/What_is_a_Mobile_Hotspot.php If any concerns have arisen from this activity please refer to pages 32 & 33 for information on 'A Safe Space' and 'A Safe Cyberspace'.

Activity Title	Me Too
Timing	10 - 15 minutes
Optional or Compulsory	Optional
Group Size	Large group
Resource Page Number	N/A
Activity Topic	Internet Exploration; How we use it.
Activity Explanation	To be played with a parachute or ball. Ask the girls to get into a circle, if playing the parachute version; get each person to hold an edge of the parachute. Ask everyone to think of one way they use the internet e.g. research for homework; chatting to friends; watch TV; play games etc. Go around the circle asking each girl to shout out how she uses the internet (Pass the ball along, if playing the ball version). If other girls also use the internet in this particular way they shout out **Me too!** Parachute: Everyone who shouted 'Me Too' should run under the parachute to swap places with someone else. Ball: The girl holding the ball must now throw the ball to someone

	who shouted 'Me Too'. Continue around, until everyone has had one go/ held the ball.
Further Discussion	Discuss all the good reasons for using the internet, was it surprising how many different ways there are to use the internet?
Signposting for more information	Internet Society. *Children and the Internet.* http://www.internetsociety.org/sites/default/files/bp-childrenandtheinternet-20129017-en.pdf NSPCC. *Online Safety.* https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/ Telefonica. *Good use of the Internet by children.* http://annualreport2014.telefonica.com/en/sustainability-report/digital-trust/good-use-internet-children.html If any concerns have arisen from this activity please refer to pages 32 & 33 for information on 'A Safe Space' and 'A Safe Cyberspace'.

Activity Title	Internet Refresh
Timing	10 - 15 minutes
Optional or Compulsory	Optional
Group Size	Large Group
Resource Page Number	N/A
Activity Topic	General Internet Use; websites; F5; Refresh; Shortcuts
Activity Explanation	Form a circle of chairs facing inwards that is one chair less than the total number of girls. Nominate a player to be 'in' – this player stands in the centre of the circle. Divide the girls into 3 groups by going around the circle and giving them a website name. E.g. Google; Twitter; Instagram; BBC; YouTube; Pinterest etc. The player who is 'in' calls out one of the groups. For example, if she calls out 'Google!' everyone who is in that group must get up and change places. Everyone else remains seated. Once a group has been called the player who is 'in' tries to sit in one of the empty chairs. If she succeeds the girl who is left without a seat becomes the new 'in'. The 'in' person can call out 'Refresh!' and everyone must get up and switch seats.
Further Discussion	Ask if anyone knows the shortcut for 'Refreshing a page'; Do they know of any other shortcuts on a keyboard; How often they may visit any of the websites used in the game;
Signposting for more information	How to Geek. *47 Keyboard Shortcuts that Work in all Web Browsers.* http://www.howtogeek.com/114518/47-keyboard-shortcuts-that-work-in-all-web-browsers/ If any concerns have arisen from this activity please refer to pages 32 & 33 for information on 'A Safe Space' and 'A Safe Cyberspace'.

Resources

Activity Title	Match the websites
Further Resource information	**Answers** Social Media: Facebook; Twitter; Instagram; Pinterest Search Engine: Google; Bing; Yahoo; AskJeeves Retail/ Auction: Gumtree; E-bay; Amazon; Etsy Gaming: GirlsGoGames; Mini-Clip; Friv2; Kongregate Clouds: Google Drive; iCloud; Dropbox; OneDrive Television Streams: BBC iPlayer; All 4; Netflix; Amazon Prime TV Radio: RadioPlayer; TuneIn; Mixcloud; Shuffler.fm News: BBC News; First News; Newsround; Huffington Post Music Streams: Spotify; Tidal; SoundCloud; Deezer

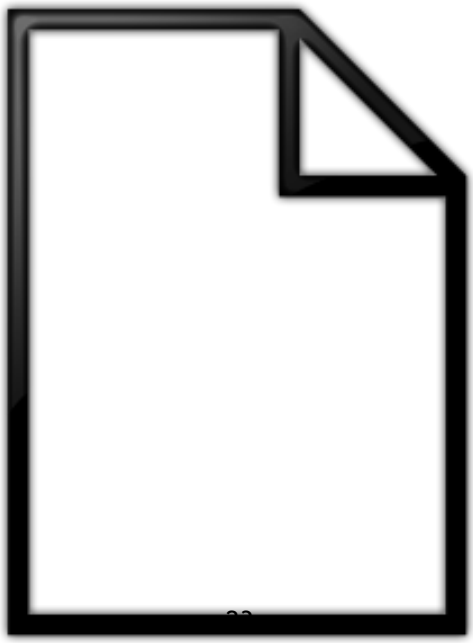
Social Media	**Search Engine**	**Retail/ Auction**
Gaming	**Clouds**	**Television Streams**

Radio	**News**	**Music Streams**

Facebook	Twitter	Instagram	Pinterest
Google	Bing	Yahoo	AskJeeves
Gumtree	E-bay	Amazon	Etsy
GirlsGoGames	Miniclip	Friv2	Kongregate
Google Drive	Dropbox	iCloud	OneDrive
BBC iPlayer	All4	Netflix	Amazon Prime TV
RadioPlayer	TuneIn	MixCloud	Shuffler.fm
BBC News	Newsround	First News	Huffington Post

Spotify	**Deezer**	**SoundCloud**	**Tidal**

Activity Title	Locked Padlock/ Blank Page
Further Resource information	Website Examples: Blank Page – Girlguiding/ Girlguiding LaSER; BBC; Ebay; Channel 4; Amazon; Natwest Homepage Locked Padlock – Youtube; Facebook; Pinterest; Gmail (All Email services); Google; Paypal; HSBC; NatWest Login;



Activity Title	Fan the Phish
Further Resource information	**The answers are as follows:** **Legitimate** – http://www.nationwide.co.uk/default.htm – www.smile.co.uk/ – http://www.halifax.co.uk/aboutonline/home.asp – www.ebay-security.com – https://ibank.barclays.co.uk/ – https://www.linkedin.com/messaging/thread/6097941031544725504 **Scams** – http://147.46.236.55/PayPal/login.html – www.paypal.com – www.argos.co.uk.myshop.com – http://www.msn-verify.com/ – www.online.ll0ydstsb.co.uk/ – https://www.linkedin.com/do?action=viewNotification[/string]&postID=65657 We have included two phishing email examples to aid the further discussion.

UGG

Open Contact

Personal: vip@mindy.dx37.cc

ply Reply all Forward Delete Set flag Mark as read

UGG australia

WOMENS MENS INFANS ACCESSORIES

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PINK

UGG Bailey Button 5991

UGG Tall Classic 5815

UGG Short Classic 5899

CESTNUT

UGG Short Classic 5854
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UGG Bailey Bow 1002954
$79.99

UGG Jimmy Choo 3044
$99.99

BLUE

UGG Short Classic 5825
$59.99

UGG Bailey Button 1873
$69.99

http://qcwpz4oka-4nhm.vrw.trade/index/380.php?M=7256127!N=302!L=380!F=H
Click or tap to follow link.

UGG Bailey Bling 3349
$79.99

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← Reply ≪ Reply all → Forward Delete Set flag Mark as unread ...

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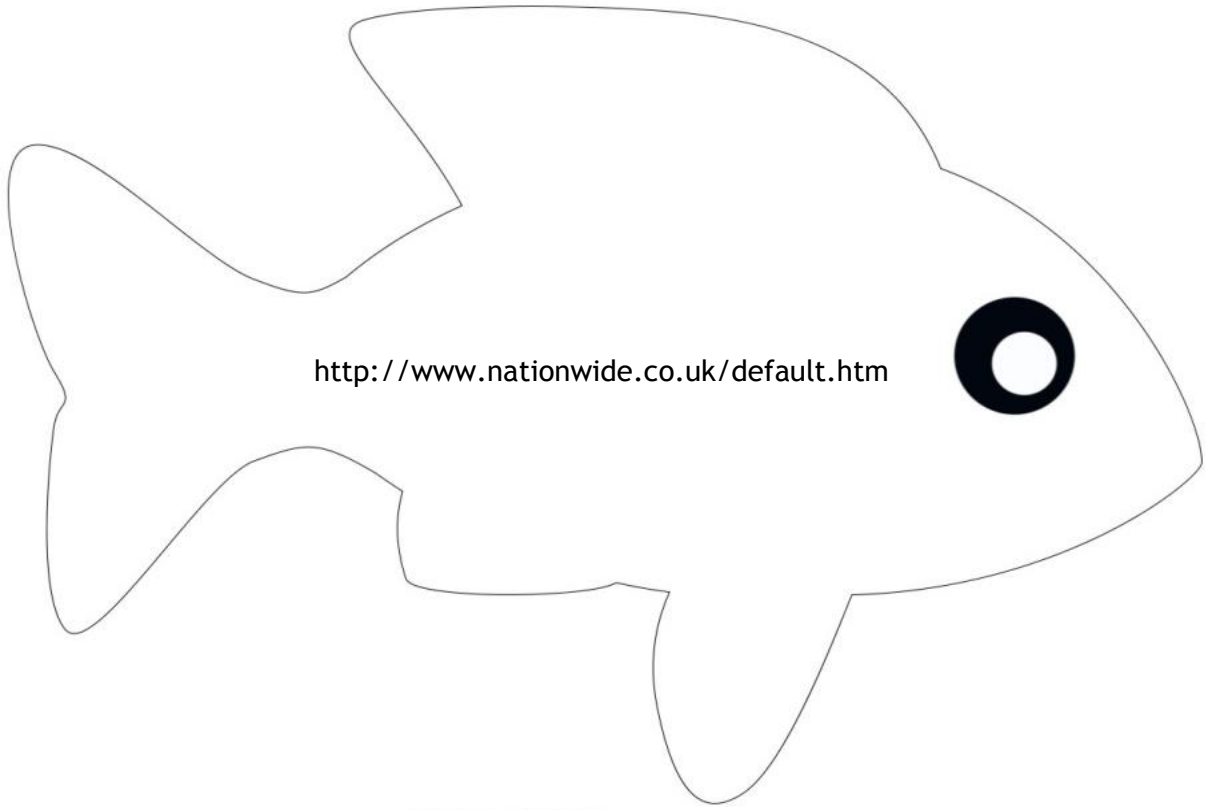
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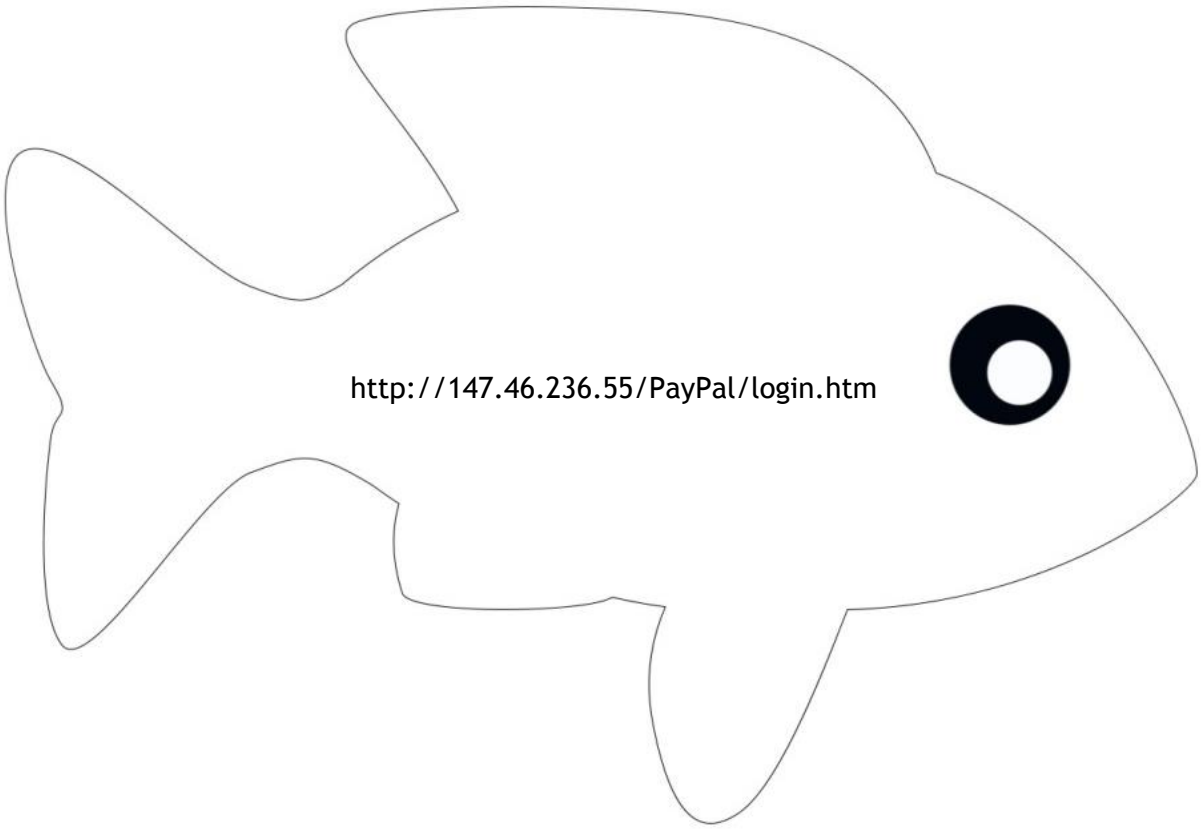
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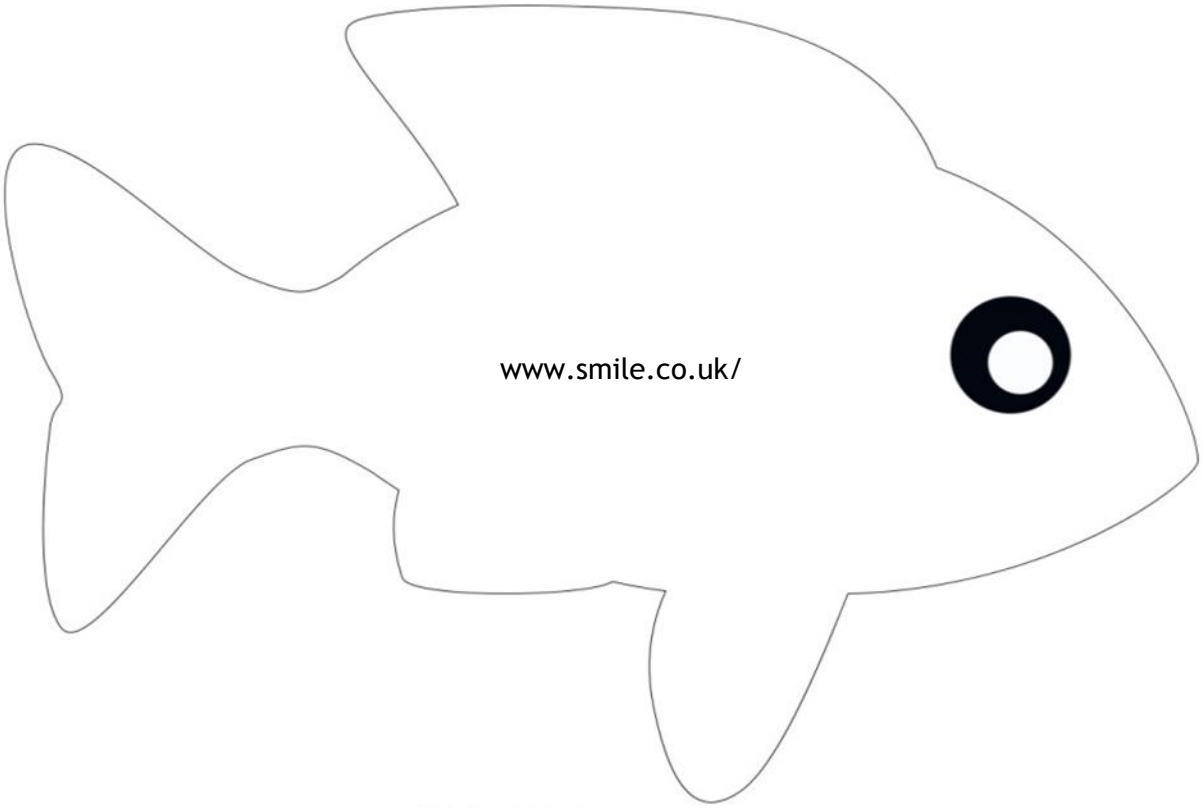
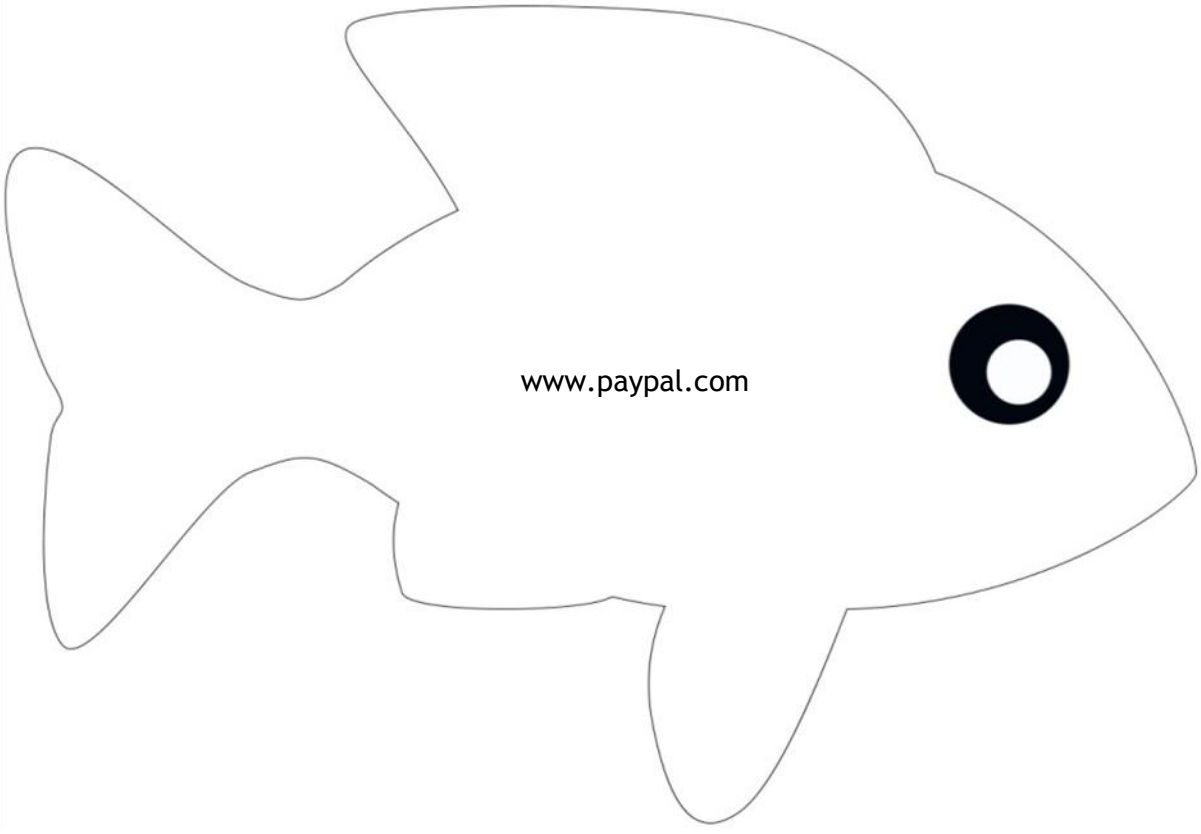
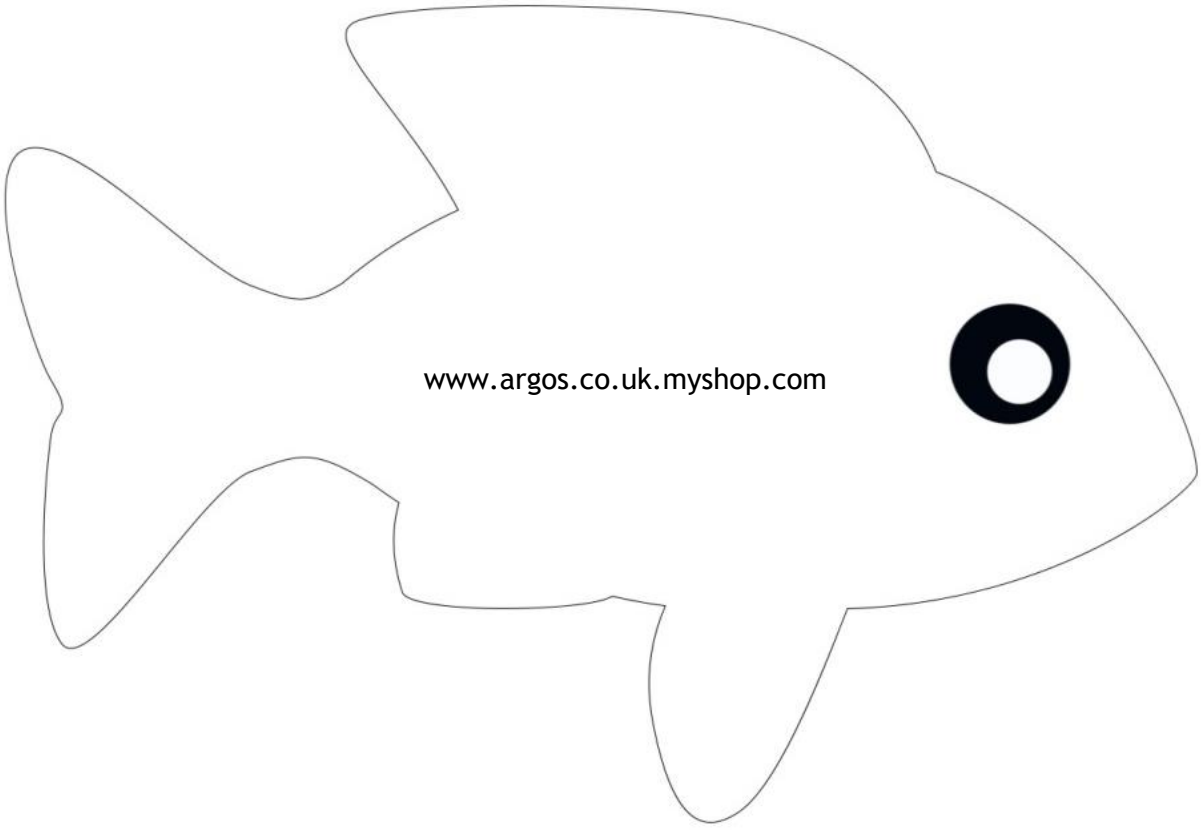


www.smile.co.uk/



www.paypal.com

http://www.halifax.co.uk/aboutonline/home.asp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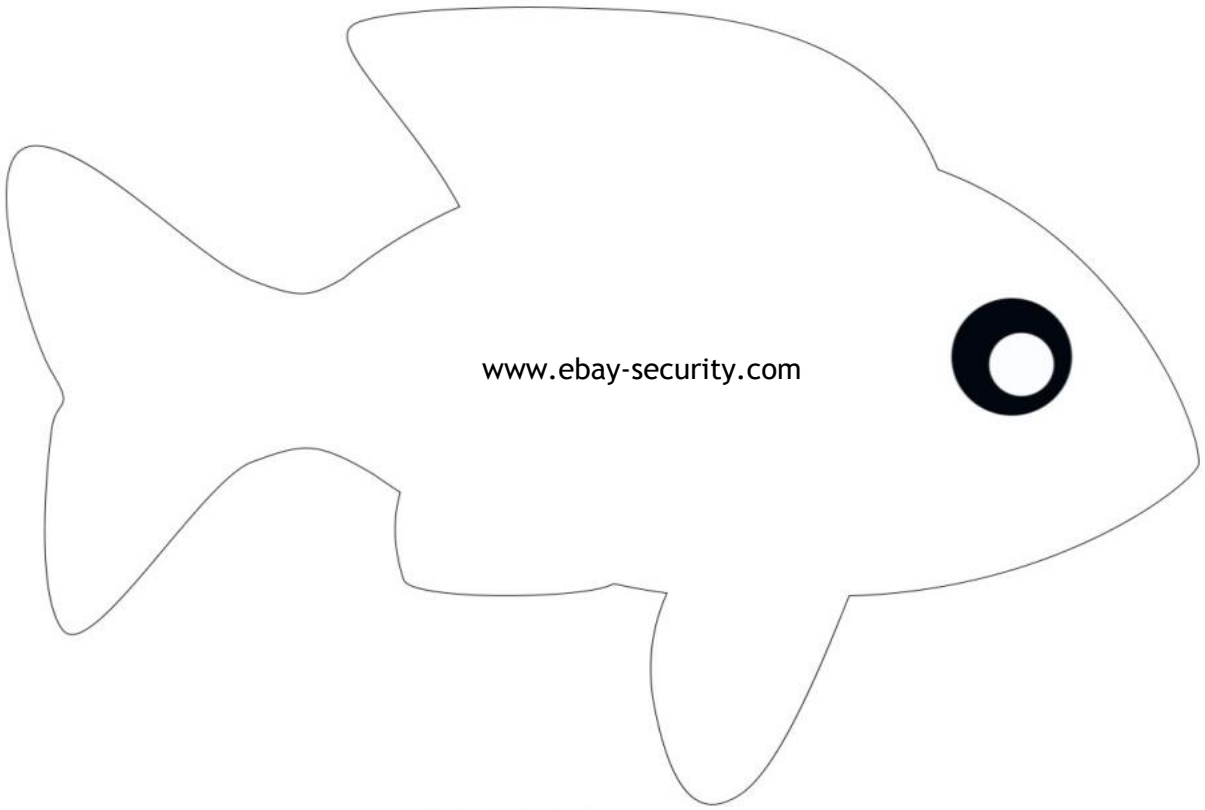
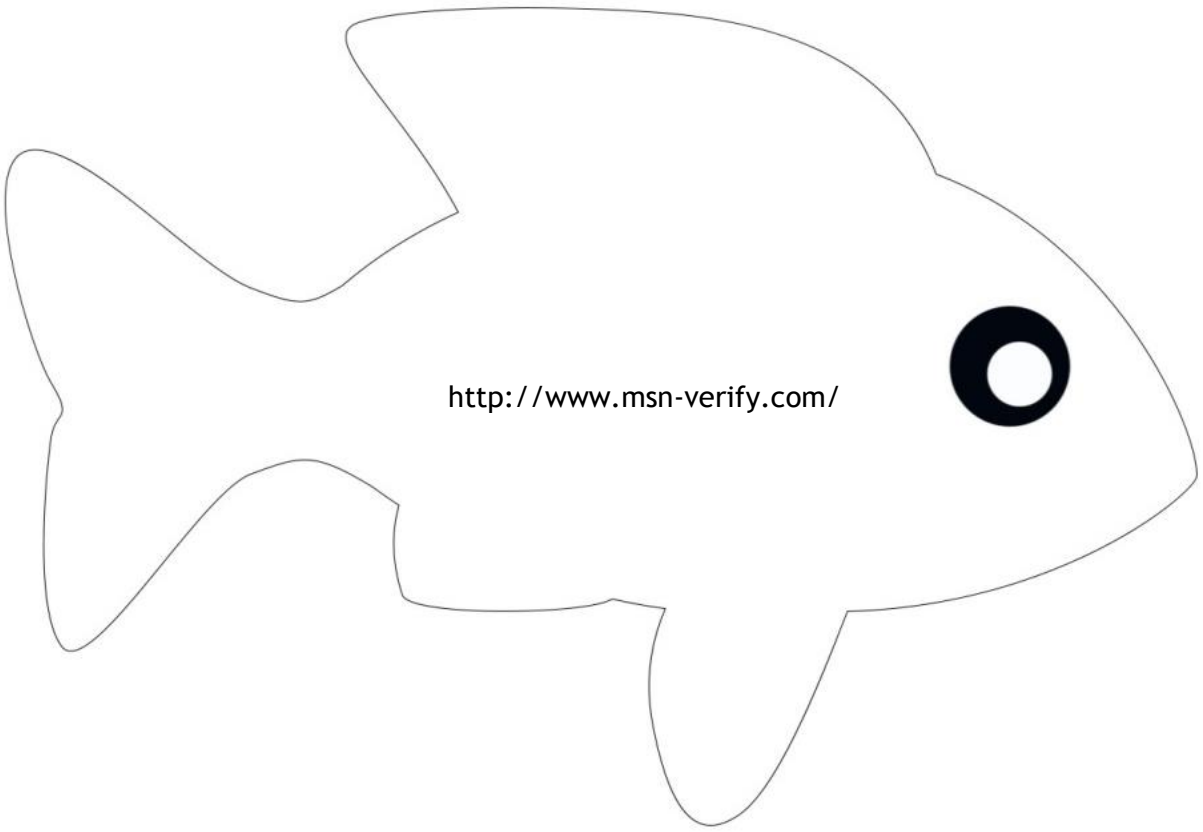
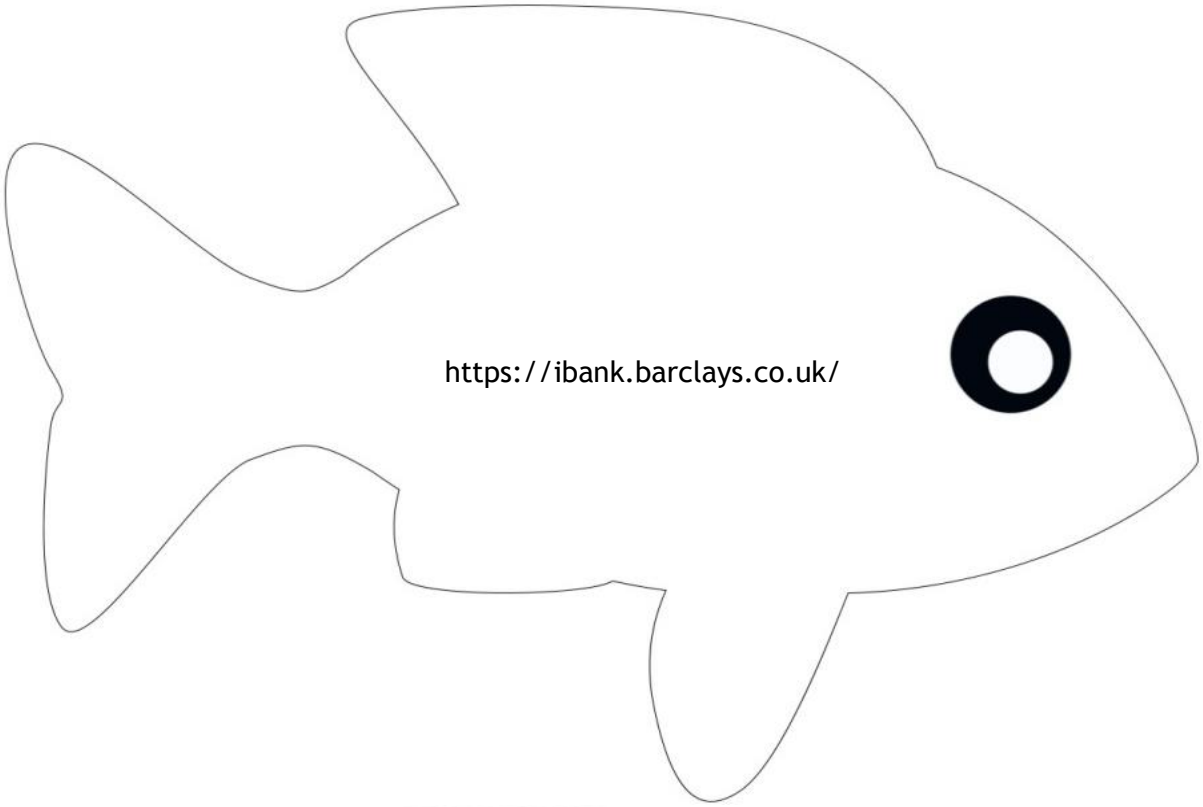

www.ebay-security.com


http://www.msn-verify.com/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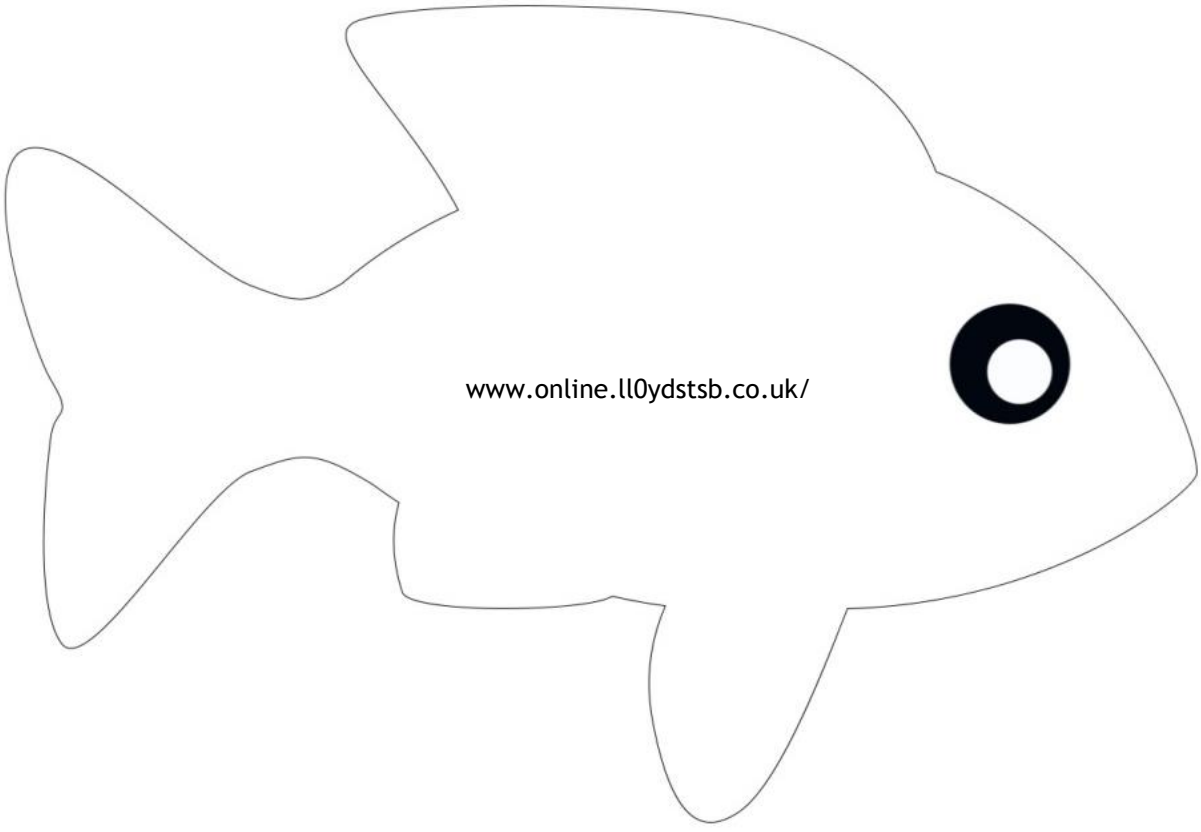
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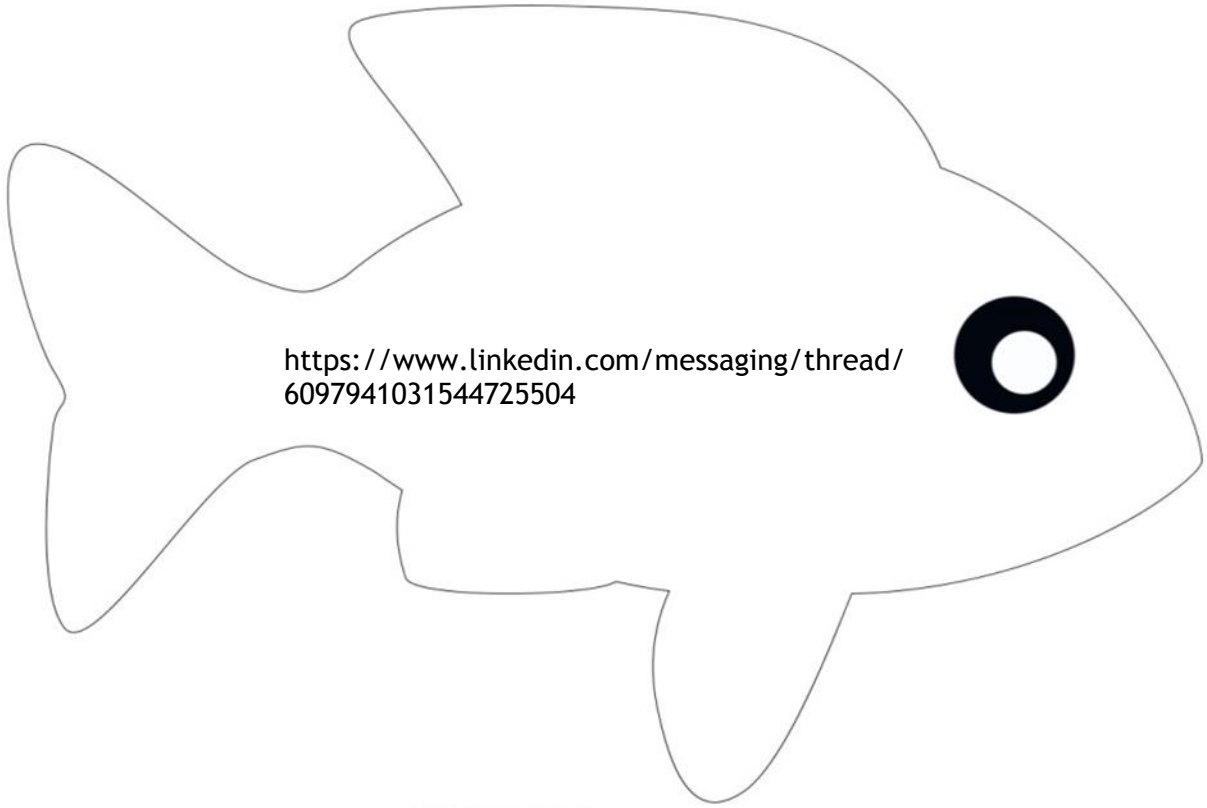
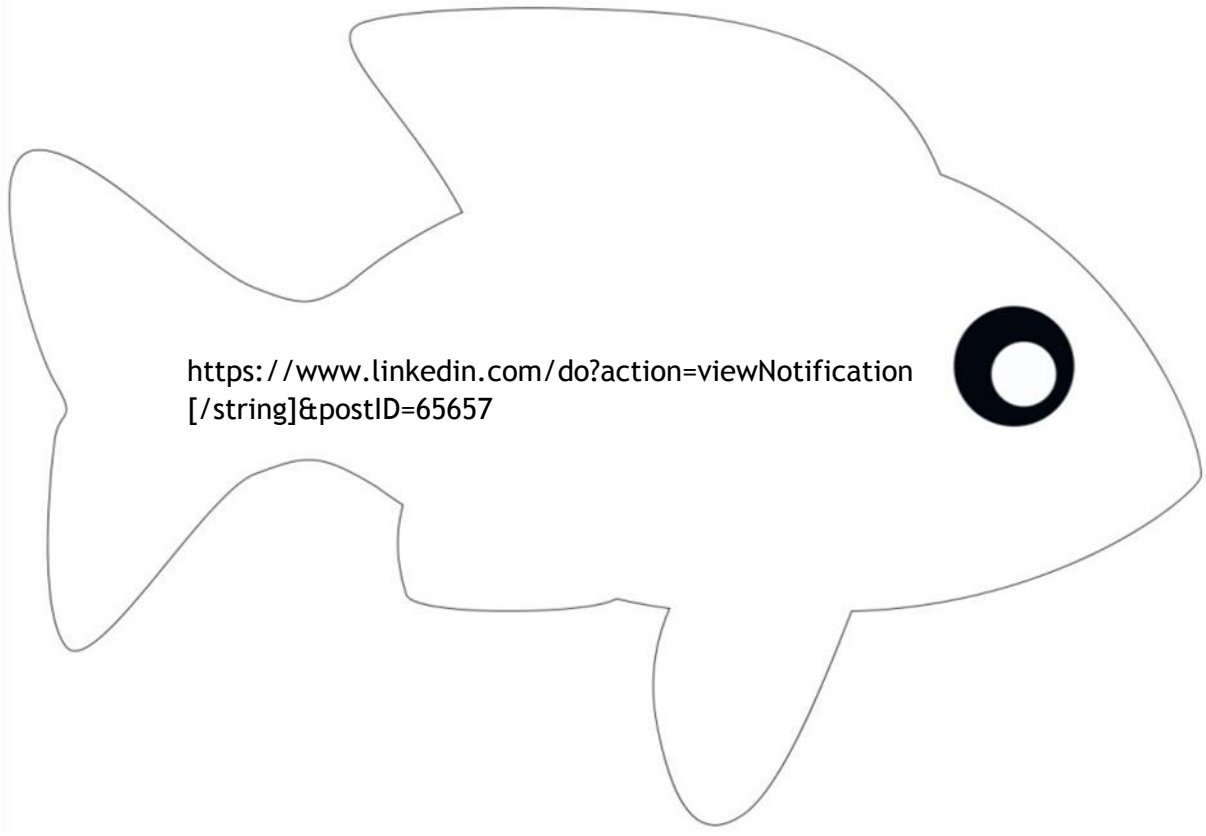


https://www.linkedin.com/messaging/thread/6097941031544725504



https://www.linkedin.com/do?action=viewNotification[/string]&postID=65657

Activity Title	Chatter Box/ Fortune Teller
Further Resource information	**Folding Instructions** 1. Cut out the chatter box template; 2. Fold along the Red line to form a triangle, ensuring to crease the fold, and then unfold. 3. Repeat instruction 2, to end up with 2 creased lines. 4. Fold along the Green line to form a rectangle, ensuring to crease the fold, and then unfold. 5. Repeat instruction 4, to end up with 2 creased lines. 6. Flip template over – The blank side should be facing up. 7. Take a corner and fold it into the centre, creasing along the Blue line. 8. Repeat instruction 7, 3 more times. You should end up with a smaller square, with text/ numbers on top. 9. Flip template over again. 10. Take a corner and fold into the centre, creasing along the Yellow line. 11. Repeat instruction 10, 3 more times. You should end up with a much smaller square, with text on top. 12. Fold in half - does not matter which side. 13. Now lift up flaps to hold chatterbox with right thumb and index finger. 14. Repeat instruction 13, to hold with left hand. 15. The chatter box is now ready to use.

1
2
Search Engine - Google
Apps
3
4
Games
Internet
Cookies
Smart phone
8
7
Tablet
Browser
6
5

Further Information

If any concerns have arisen from working on this badge please see below for information on 'A Safe Space' and 'A Safe Cyberspace'.

The following excerpts have been taken from the 'A Safe Space' document produced by Girlguiding. For further detail about 'A safe Space 'please follow the link below:
https://www.girlguiding.org.uk/pdf/A%20Safe%20Space1.pdf

A Safe Space

Internet and email

Young people have taken to technological advances very quickly, taking advantage of the opportunities they provide to socialise, communicate and learn. However, new technologies bring new risks that guiding volunteers need to be aware of and manage in order to safeguard the welfare of members.

Digital Communication

Digital communication, such as by email or through social networking sites, with parents and young members can be carried out only by members of the Leadership Team, for example the Unit Leader or Assistant Leader. Before a Leader contacts young people by digital methods she should ensure the following.

- If the young person is under 16 her parents or carers must have given written permission for the appropriate adult volunteer to communicate directly with the young person through the chosen method.
- Use appropriate language when communicating with a young member; try not to include any words or phrases that could be misinterpreted or misconstrued.
- Ensure any images being sent are appropriate.
- Any external hyperlinks included in a message must not lead to inappropriate content.
- Another adult must always be copied into any message sent to a young member.

Sharing information online

Avoid mentioning the specific time and place of meetings on any website or forums. Provide some way for people to contact the unit if they would like this information, such as a mobile number or email belonging to the unit, District or Division.

Sharing photos and/or videos

- Ensure there is written parental permission before sharing photos or videos of young members on websites, general social networking sites or specialist media-sharing sites such as YouTube.
- Avoid mentioning members' full names or including other information that could inadvertently reveal their identities.
- Make sure girls are aware that they should not share photos or videos of their friends online without permission from the parents or carers.

Dealing with a young member who has a concern

A young member may speak to you about personal things that concern her, and there are appropriate ways to support her, depending on the nature of the conversation. General matters can be dealt with by listening and using common sense, but if the matter is more serious observe the following.

- Listen carefully to what she tells you and trust what is being said is correct.
- Offer immediate support, understanding and reassurance, explaining that you cannot keep it a secret and that you must inform the local Children's Services, the NSPCC or the police.
- Do not interrogate her.
- Record all the details, sign and date the record and keep it safe.

If the situation merits immediate action, then contact the NSPCC, the local Children's Services or the police and inform the local Commissioner of the action you have taken. Depending on the young person's particular concern it may be more appropriate to advise her to contact people or organisations such as Relate, Childline, the NSPCC/Children First or the Children's Legal Centre.

You may also wish to contact these organisations if you have concerns about a young member, but speak to another adult Leader or your Commissioner first to ensure you have support with the action you may take.

The following excerpt has been taken from the 'A Safe Cyberspace' document produced by Girlguiding. For further information about 'A Safe Cyberspace' please follow the link below:
https://www.girlguiding.org.uk/pdf/7039_SafeCyberSpace_2014.pdf

A Safe Cyberspace

Reporting a Concern

Websites such as Twitter, Facebook, YouTube, Tumblr and Skype have their own policies and rules about what is deemed appropriate content. Each website has its own reporting methods, and you should contact the service provider directly to report your concerns.

If someone online has acted inappropriately towards you, a young member or someone you know, you can also report it directly to the Child Exploitation and Online Protection Centre (CEOP) through its online reporting form. Visit http://ceop.police.uk/safety-centre for more information.

What advice and support is available?

- The Child Exploitation and Online Protection Centre (CEOP) command is part of the National Crime Agency dedicated to eradicating the sexual abuse and exploitation of children. CEOP provides an online reporting facility for inappropriate content and images in relation to children and young people at http://ceop.police.uk/safety-centre They also provide educational resources at www.thinkuknow.co.uk
- Childnet International aims to help make the internet a great and safe place for children and young people by providing resources, support and education about services available online. Find the latest information on the sites and services that you like to use, plus information about mobiles, gaming, downloading and social networking at www.childnet-int.org
- ChildLine provides great direct support for young people. It is a free, confidential helpline and you can call 24 hours a day on 0800 1111 to talk about a range of issues from bullying to relationships. Alternatively, you can visit www.childline.org.uk
- Kidscape offers support for young people to tackle bullying. Find out more at www.kidscape.org.uk
- Girlguiding youth section web safe codes provide age-appropriate online safety guidelines for our young members.
    - Rainbow web safe code – www.girlguiding.org.uk/rainbows > Web Safe Code.
    - Brownie web safe code – www.girlguiding.org.uk/brownies > Web Safe Code.
    - Guide web safe code – www.girlguiding.org.uk/guides > News and events > Guide web safe code.
    - The Senior Section web safe code – www.girlguiding.org.uk/theseniorsection > Resources > Web safe code.

Signposts

The following websites are designed to help guide you and your units after you have finished with the resource to help keep the conversation open about being safe online.

Better Internet for Kids

Bullying UK

CEOP

Childline

NSPCC

Safety Net Kids

Think U Know

UK Safer Internet Centre

Programme links

Brownie Computer badge

Guide Communicator badge

Thank You Message

Thank you for taking part in the Keep Safe activity pack. We hope your unit have enjoyed taking part and have learnt about keeping safe while using the internet. We hope it opened the discussion about using the internet so that you can now talk openly about how your girls use it and how to use it safely.

Don't forget to share your experiences of using the pack with us on Twitter at @Guiding_LaSER or email us at info@girlguidinglaser.org.uk.

Badges Order Form

Region/ County .....
Name .....
Membership Number .....
E-mail Address .....
Address .....
.....
.....

Thank you for ordering Girlguiding LaSER Champions 'Keep Safe' badge.
Please state in the box how many badges you would like.

How much does the badge cost?
The badges cost £1.00 each excluding P&P.

Postage & Packaging
P&P as follows will cost

- 1 to 20 badges £1.50
- 21 to 50 badges £2.00

Sum enclosed (£1.00 per badge + either £1.50 or £2.00 postage)
.....

Cheques payable to **Girlguiding LaSER**

Return to: Badges
Girlguiding LaSER
3 Jaggard Way
Wandsworth Common
London
SW12 8SG

For office use: Received: Posted: Initials: