REPORT IT ONLINE TOO

SAFETY > 4.3 PROTECTING HEALTH AND WELL-BEING

TARGET GROUP	AGE GROUP	PROFICIENCY LEVEL	FORMAT	COPYRIGHT	LANGUAGE
School drop outs, Students (primary school), Students (secondary school)	Children, Teenagers	Level 1	Activity sheet	Creative Commons (BY-SA)	English, French

During this workshop, participants will learn where to go to report inappropriate content and behavior in apps, the class considers various types of content, decides whether to report it, and talks about why or not it is important to report. This resource forms part of the "Cyber Heros" learning programme designed for 8 to 14 year olds.

General Objective	Skillset building
Preparation time for facilitator	less than 1 hour
Competence area	4 - Safety
Time needed to complete activity (for learner)	0 - 1 hour
Resource originally created in	French

WORKSHOP DIRECTIONS

1 **Goals for students**

- Be aware of online tools for reporting abuse.
- Consider when to use them.
- Talk about why and when to report the abuse.

2 **Let's talk**

When meanness and other inappropriate content turn up online, people have options for taking action. In the last activity we talked about the most important one: talking it out with someone you trust. Another option is to report it to the app or service where you found it, which can help get the content deleted.

It's important to get used to using online reporting tools. Students should get in the habit of taking a screenshot of conversations or activity that's harmful or suspicious before using blocking and reporting tools (which could make a record of the activity inaccessible). This ensures that trusted adults can see what happened and help resolve this situation.

3 **Activity**

1. **Figure out how to report a problem.**

Grab as many devices as your class has access to. If there are several, divide the class into groups. Together, find the tools in at least three school-related accounts for reporting inappropriate content or behavior. (If there's only one device or computer in the room, have groups of students take turns at that screen.)

2. **Go through the scenarios**

As a class, go through the seven situations on the **worksheet**.

3. **Would you report it?**

Ask students to raise their hands if they would report the content; then ask them to raise their hands if they wouldn't report it.

4. **If so, why?**

Ask someone who would report it to tell the class why, and ask someone who wouldn't report it to do the same.

Note: there is not just one right answer or approach. Make sure the class knows this before class discussion begins.

4   Takeaway

Most apps and services have tools for reporting and/or blocking inappropriate content, and it can help the people involved, their community, and the platforms themselves if we use those tools. Before blocking or reporting inappropriate content, it's always wise to take a screenshot so that you have a record of the situation.