

Digital Wellbeing for Families Workshops

Activity Block: Ensuring Online Safety

Tracing our Digital Footprint

Time needed: 10 minutes

Age suitable: All ages

Objective: *Learners will be able to identify the digital traces they leave online.*

Method:

1. The trainer explains that a digital identity is how we present ourselves online, while a digital footprint includes everything we leave behind—profiles on social media, likes, comments, search history, online shopping, user accounts, and more.
2. To make the concept more engaging, the trainer conducts a physical demonstration and shows printed images or icons representing online actions (e.g. a like button, a shopping cart, a comment bubble, a profile photo). Participants guess what each image represents.
3. Then, the trainer places the images on the floor to form a path or "trail" across the room. The trainer invites participants to walk along the trail and compares it to the Hansel and Gretel story—just like the breadcrumbs in the fairy-tale, everything we do online leaves a trail behind us, which others can follow.

The activity highlights the importance of being aware of our digital actions to better protect our online safety and privacy.

Facilitator tips: As a facilitator you may need to bring the following materials: Printed images of social media icons available in additional resources.

What (not) to post? – Sorting game for online safety

Time needed: 15 minutes

Age suitable: 7-16-year olds

Objective: *Learners will be able to identify what types of online information are safe or risky to share.*

Method:

1. The trainer prepares 20 printable cards, each with an example of something that could be posted on social media or shared online. The examples are a mix of safe and potentially risky content, but the cards are not pre-labelled and the participants must decide for themselves.
2. The trainer divides participants into small mixed-age groups or pairs (parent and child) and gives each group a shuffled set of 20 cards. He asks them to sort the cards into two categories: 'OK to post online' & 'Better not to post online'.

3. After sorting, the groups gather for a conversation facilitated by the trainer. These questions can guide the discussion:
 - Why might some content be risky to share online?
 - Could some of this content reveal too much personal information?
 - How might others feel if something about them is posted without their permission?
4. Parents and children are encouraged to think about their own non-negotiable and flexible boundaries, and how these may change over time as children grow.

Facilitator tips: As a facilitator you may need to bring the following materials: Print the cards available in the additional resources under the title of 'Sorting game'.

Additional Supports: Optionally, prepare a third category: "It depends," to spark deeper discussion.

What does your digital trail look like?

Time needed: 15 minutes

Age suitable: 7-16-year olds

Objective: *Learners will be able to understand that online actions leave a digital trail.*

Method:

1. Each participant creates a spider diagram (mind map) on a piece of paper showing how they use the internet over the course of a typical 24 hours or 7 days.
2. In the center, they write "ME ONLINE" and draw branches for different categories such as messaging or social media (e.g. WhatsApp, Instagram), watching videos or streaming, gaming, searching for information, online shopping, school/work activities, apps used frequently.
3. Participants write individual online activities from their spider diagram onto separate post-it notes. Participants stick the post-it's on their backs, symbolizing the digital trail they leave behind.
4. The trainer explains that just like these post-it's are visible to others, our online actions can also be visible, stored, or tracked—even if we forget about them.
5. Then, participants walk around and silently reflect.
6. The trainer asks them to remove the post-it notes that they wouldn't want to leave behind or wouldn't want others to see.

Facilitator tips: As a facilitator you may need to bring the following materials: worksheet titled as 'My online footprint' available in additional resources And Post-it notes.

Create your family digital safety shield

Time needed: 20 minutes

Age suitable: All ages

Objective: *Learners will be able to apply family-agreed safety rules to everyday online activities.*

Method:

1. Each family receives a blank template in the shape of a shield (or they can draw their own). On this "digital safety shield," they work together to write or draw their agreed safety rules, tips, and support strategies for responsible internet use.
2. The trainer encourages families to include the following elements:
 - What we don't post online (e.g. private information, embarrassing photos of others)
 - How we choose strong passwords (e.g. long, unique, not shared with others)
 - Who we turn to for help if something unpleasant happens online (e.g. parents, teacher, trusted adult)
 - How often we clean our digital footprint (e.g. deleting old apps, reviewing privacy settings, removing unused accounts)

Facilitator tips: As a facilitator you may need to bring the following materials: Provide shield-shaped paper or printable, coloured markers, and stickers. 'Family digital shield' worksheet available in the additional resources

Additional Supports: Additional suggestions available for the shield, titled as 'Digital Safety Shield – Suggestions'.