INDUCTION TRAINING PROGRAMME

FOR PARENTS

We created this document in order to fight against the influence of radicalisation among vulnerable teenagers and youth.

Have you heard the term of radicalisation and do you understand what it really means?

Radicals are individuals that support and endorse extreme political, social, or religious ideas. Nowadays people of all ages carry a smart phone and have access to tablets or laptops and, therefore, have constant online access.

Social media platforms are easy to use, free and fast, enabling individuals and organisations to reach into every home and to target their messages to millions.

Radical individuals can now find or create other radicals online rather than debate with their immediate peers or family, enabling hate speech to circulate freely in certain circles.

This virtual cosmos provides unlimited opportunities for sexual predators, political and quasi-religious fanatics, and internet trolls intent on grooming young people who are most often the primary target audience.

Radicalisation is a process by which a young individual, or group of people comes to adopt increasingly extreme political, social, or religious ideas which are now easily available and spread online.

WHAT IS THIS DOCUMENT ABOUT?

The Induction training programme for parents is intended to provide support for parents of teenage children. As virtual classroom training, this programme was created to build parent's knowledge and understanding of the social and political phenomenon of radicalisation.

In order to address the threat of radicalisation and raise awareness, we need to support parents and front-line educators so that they might become an additional line of defence and aid in preventive action against the radicalisation process.

WHAT WILL YOU FIND IN THIS DOCUMENT?

This handbook and worksheet aim to be a basic informative guide for parents with the purpose of integrating relevant topics and problems that could be difficult to understand through self-directed learning.

The handbook is rich with links leading to additional content where you can find more information about specific programs, videos and web pages with a lot of tips for parents. These are secure online places that contain online educational games and quizzes for checking knowledge. Each topic is a separate lesson with specific activity for building parents' skills and knowledge.

LESSON 1: Internet usage - what is important to know?

WHAT WE WANT TO ACHIEVE IN THIS LESSON?

We want to provide support to teenage children parents in using Internet and social media services.

AFTER COMPLETING THIS LESSON, YOU WILL BE ABLE TO:

1) recognise the advantages and disadvantages of the Internet
2) understand the risky behaviours and potentially dangerous situations that children can encounter using the Internet
3) get acquainted with the language (abbreviations, outlines) and concepts specific to the Internet
4) raise awareness regarding family responsibility for the on-line activity of teenage children
5) become familiar with technical support and critical thinking in providing child protection from radicalisation processes on the Internet.

LESSON OUTLINE:

Activities:	Description:	Resources:	Required equipment	Required time:
Advantages and disadvantages of the Internet	Through a check list parents can recall their experience and thoughts about advantages and disadvantages of using the Internet.	Appendix 1 " My check list - advantages and disadvantages of using the Internet"	Laptop Paper Pencil Marker	10'
Risky behaviours and potentially dangerous situations on the Internet	Using the check list about risky behaviours of their children parents can think about potentially dangerous situations on the Internet.	Appendix 2 " My check list of teenage children risky behaviours in the online environment"	Laptop Paper Pencil Marker	10'
Family responsibility and Internet literacy	Internet platform logos, purpose of each and its potential risk and Internet slang.	Online video example Appendix 3 Appendix 4 Appendix 5	Laptop Internet network Paper Pencil Marker	40'

ACTIVITY 1: Advantages and disadvantages of the Internet

Try to recall the advantages and disadvantages of using the Internet and make your check list.
See **Appendix 1.**

ACTIVITY 2: Risky behaviours and potentially dangerous situations on the Internet

The Internet is a fundamental part of young people's lives today but it also can lead into potentially dangerous situations and risky behaviours. Try to think about all risky behaviours that can occur in teenage years and the signs which could show that your child could be vulnerable to extremism. See **Appendix 2.**

ACTIVITY 3: Family responsibility and Internet literacy

Family Internet literacy levels and an incomplete understanding of responsibility can affect the behaviour of your teenage child. If you want to protect and support your families resilience you should talk to your child and find time to understand and control what children are doing on different devices.

Don't worry about privacy issues. Encourage your family to have agreed guidelines to open communications which can help prevent issues becoming problems.

Watch the video about the ways of how to give boundaries with playing online games: https://www.youtube.com/watch?v=CHMwmKEx93g&list=PLZ8Jrp8cAdjRSGO8jctQHDOA-GoFuXG4v

Many parents, because of their ignorance and inexperience in the electronic domain, feel insecure and helpless, so they do not even talk to their children about it. They feel pretty helpless because they do not know what to do. Parents need to talk to their kids about online ethics, agree on behavioural policies on the Internet, and most importantly define the consequences of violating these rules. Think about your family culture using the Internet. **See Appendix 3.**

The role of parents in creating a safe environment is extremely important. Therefore, might be necessary to protect the computer in your home and restrict access to a certain network locations. If you have not currently have restricted access, you could consider this. Read tips and recommendations in articles:

Google Security Tools https://www.google.com/intl/ko_NG/about/appsecurity/tools/

Family Safety Tools https://www.google.com.au/intl/en/safetycenter/families/start/basics/

Education, talking and monitoring children are invaluable in developing appropriate behaviours. As a parent you should know how to recognise Internet platform logos so you know what sites and social media your teenage child usually visit. **See Appendix 4.**

There are many online platforms which your teenage child can use:

- **Facebook:** ISIS affiliates use Facebook to share content, such as news and videos from YouTube, among their groups.
- **Twitter:** Twitter is another popular social media platform for pro ISIS accounts and those who share ISIS propaganda. It's easy to make an account, stay relatively anonymous and share material with a large number of people.
- **Instagram:** Instagram used fighters and ISIS members to share photos often produced by various ISIS media organizations. ISIS members also use Instagram to share pictures of their life in Syria, often depicting landscapes and images that suggest living a full and happy life.
- **YouTube:** YouTube is also used for videos, both official ISIS outputs and videos created by self-users. Numerous accounts are set so that when videos are removed, they can return as fast as they can. Users publish YouTube links on their social media platforms to expand their content, especially Twitter and Facebook.
- **Ask.fm:** People who think about traveling to Syria or Iraq sometimes use Ask.fm to look for British jihadists and female ISIS supporters and seek information on travel, living standards, recruitment, struggle and widespread ideologies. Responses to ISIS supporters are encouraging. They say that all their difficulties will be solved if they arrive in their region.
- **Tumblr:** Tumblr is popular among ISIL supporters who have written blogs about girls' concerns about traveling to the region, such as leaving their families and living standards in Syria.
- **Private Messages:** In social media, ISIS supporters often encourage others to report on closed networks, especially when sensitive data is required such as traveling to the region, packing and contacting when they arrive. Popular applications for private messages include WhatsApp, Kik, Sure Spot, and Viber.

Each platform can be a potential risk for your teenage child. You should take responsibility by building up knowledge about the purpose of these platforms. Try to write down the purpose of each and its potential risk. **See Appendix 5.**

If you want to find out if your child is a potential victim of Internet violent behaviour you should:

- try to detect the identity of the offender so that appropriate measures can be taken

- teach a child not to respond to violent, threatening, or suspicious messages. Don't delete them because they can serve as evidence

- give a support to your child

How can parents protect their child from dangerous situations on the Internet? Here are some tips:

- Try to be Internet literate. Learn more about the Internet so you can support your child's learning in the online environment.
- Limit the time spent on the computer. Find time for your child.
- Keep track of pages which your child often visits. If you have allowed your child to access to social services networks (Facebook, Myspace, Twitter etc.) set privacy of their profiles and follow their activities on their profile.
- If it is possible, put a computer in a place where everyone has access.

- Talk to your teenage child about their activity on the Internet
- Point them in the direction of examples of which sites they can trust
- Talk to your child about the dangers of the Internet.
- Explain to your child why it is not good to provide personal information or photographs or arrange meetings with unknown people.
- Get to know who they are befriending online

Teenagers often use slang phrases and abbreviations in their online communication. Get to know with the popular ones:

DM (Direct message)	**Usually on a Twitter. Direct message for private communication.**
RT (Retweet)	When someone share your tweet with his followers.
AMA **(Ask me anything)**	Person who answers on questions posted by the community. Usually on a Twitter.
ELI5 (Explain like I'm 5)	Usually on a Reddit.
IIRC (If I recall correctly)	Usually on a Reddit.
TIL (Today I learned)	Usually on a Reddit.
Bump	On forums. When someone want to push a topic back to the top of the list.
Troll	People who post or respond to comments in a way that will annoy or anger the most people possible.
Facepalm	A gesture where you put the palm of your hand on your face.
FAQ (Frequently Asked Questions)	Many websites have an FAQ section. It's a place where they answer frequently asked questions, or questions which are asked a lot.
Pwned	"owned" - someone got defeated or humiliated
Lag	Lag is when a computer application is slow to respond.
Noob	A beginner in something.
TBH	to be honest
IMHO	in my humble opinion
IMO	in my opinion

You can create a family game by writing the above phrases on pieces of paper. These are then put in a box and drawn out one at a time. The person picking one should explain what it means.

LESSON 2: What is hate speech in the on-line environment?

WHAT WE WANT TO ACHIEVE IN THIS LESSON?

We want you to know how to recognise hate speech the on-line.

AFTER COMPLETING THIS LESSON, YOU WILL BE ABLE TO:

1) gain a better understanding, expand and build knowledge about hate speech (recognise possible elements of hate speech in a teenage age) on the Internet

2) to recognise hate speech and the dangers of extremism, radicalism and calling for violence in digital environment

3) learn to recognise hate speech in videos

4) learn techniques which will prevent adoption of hate speech in a teenager

5) strengthen parental skills for using assertive speech and critical thinking

LESSON OUTLINE:

Activities:	Description:	Resources:	Required equipment	Required time:
About the online hate speech	Elements of online hate speech. Introduction to extremism, radicalism and violence in digital environment.	Online video example Appendix 6 Appendix 7	Internet Laptop Pens and note taking material	30'
Parental skills for using assertive speech and critical thinking	Techniques for prevention hate speech. Techniques for developing critical thinking.	Simulation video *Critical Spirit*	Internet Laptop Pens and note taking material	30'

ACTIVITY 1 - About the online hate speech

Hate speech is a radical form of unacceptable speech that openly invokes violence against a particular social group. There are more useful definitions of hate speech - one of them is an addition to Council of Europe Council Recommendation R (97) 20: "Hate speech implies all forms of expression that spread, hatred based on intolerance, including intolerance expressed in the form of aggressive nationalism and ethnocentrism, and discrimination and hostility towards minorities, migrants and persons of immigrant origin". In a narrow sense, hate speech is a radical form of unacceptable public speaking, one that directly invokes or encourages hate or violence towards a particular social group or its members. Its purpose is not to offend or humiliate a particular social group and its members because of their biological, historical or socially conditioned group identity, but to silence, intimidate, segregate, ghettoise and move away from other members of the wider community, deny them the right to equality and equality. In short, to create a social environment suitable for different forms and practices of their discrimination and even violence.

Online hate speech takes place predominantly in social networks (Facebook, Twitter etc.) and is related to offline hate speech. It has only one purpose: to attack a person or a group based on attributes like: race, religion, gender or disability.

Watch the short video samples about the hate speech and online hate speech on a link: https://www.coe.int/en/web/no-hate-campaign/videos1 and then see **Appendix 6.**

To see examples of hate speech, see **Appendix 7** and try to recall your experience of hate speech in your environment.

Regulating content on the internet is one of todays most complex issues because of its impact on an individual's rights to freedom of expression. Too many rules could result in peoples voices not being heard, too few creates an uncontrollable 'free for all'.

This issue has been raised after the wave of volunteers who decided to join the so-called Islamic State (ISIL) from all over the world. Some individuals have been radicalised or drawn into circles of violent extremists through social networks.

While it is clear that the internet plays a key role in this process, there is also individual responsibility.

ACTIVITY 2 - **Parental skills for using assertive speech and critical thinking**

Parents can be role models in developing behaviour and raising awareness which can then be put into practice.

In this case attention should be paid to the development of communication skills active listening, verbal and non-verbal communication and speech including non-violent communication techniques.

To help understand this a **Simulation Video** *"Critical Spirit"* is available and downloadable from the **HEADS-UP** e-learning platform: www.heads-up.online .

Teach children to ask themselves these questions to develop critical thinking:

Who?	Why?
• Who benefits from this? • Who could this harm? • Who decides on this? • Who does it directly affect? • Who else have you heard about this? • Who would be the best to talk about this? • Who are the key people here? • Who deserves recognition for it?	• Why is this a problem / challenge? • Why is this important to me / others? • Why is this the best / worst scenario? • Why does it affect people? • Why should people know this? • Why is this so long? • Why did we let this happen? • Why is this necessary today?
What?	**How?**
• What are the strengths here and what weaknesses are there? • What is a different viewpoint? • What is the alternative? • What is the opposite argument? • Which is the worst / worst outcome? • What is the most important / least important? • What can we do to make a positive change? • What's on our way to our work?	• What is the similarity between this and ......? • How can this disrupt things? • How do we know the truth about this? • How can we safely approach it? • What good does this bring to us / others? • How does this damage us / others? • How will this look in the future? • How can we change it for our well-being?
Where?	**When?**
• Where could we see this in real life? • Where can we find similar concepts or situations? • Where is this most needed? • Where would this be a problem in the world? • Where can we get more information? • Where can we ask for help about it?	• When is this acceptable/unacceptable? • Could our society have benefit from it? • When will we know that we have succeeded? • When did this have an important role in our history? • When can we expect this to change? • When should we look for help with this?
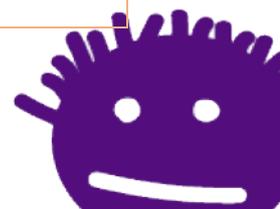
For those who want to learn more see other online resources:

- Education, a key to cope with online extremism and radicalisation

    https://www.betterinternetforkids.eu/web/portal/practice/helplines/detail?articleId=581090

    - "Hate speech and abuse on the Internet - A guide for parents and other adults caring for children"

https://statensmedierad.se/download/18.275f963e155a2eef518c0be/1467374629944/No-hate-broschure-Hate-speech-parent-english-webb.pdf

    - "Hate speech and radicalisation."

https://www.betterinternetforkids.eu/web/portal/practice/awareness/detail?articleId=1863969

    - Messages of hate can take many forms. Extremist groups use them to recruit young people. Here you will find Q&A and resources to help you protect your child.

https://educateagainsthate.com/parents/?filter=extremism-and-radicalisation-parents

LESSON 3: Radicalisation on social media and the on-line habits of teenage children

WHAT WE WANT TO ACHIEVE IN THIS LESSON?

We want you to identify radicalisation on social media and on-line habits of teenagers.

AFTER COMLETING THIS LESSON YOU WILL BE ABLE TO:

1) recognise differences between stereotypes, attitudes and prejudice
2) identify radicalism in social media and the digital environment by analysing samples of social media inputs
3) Learn how to recognise signals of radicalised behaviour in a teenage age (supporting violence on social networks, playing violent video games, searching for extremist groups, developing attitudes of hate for some groups, planning violent actions etc.)
4) raise awareness about violent behaviour conditioned by radical movements in the on-line environment

LESSON OUTLINE:

Activities:	Description:	Resources:	Required equipment	Required time:
Differences between stereotypes, attitudes and prejudice	Quiz about stereotypes, attitudes and prejudices.	Online quiz Appendix 8 Appendix 9	Laptop Internet Pen and note-taking materials	20'
Radicalisation is around us	Watching a video about phenomenon of radicalisation will help to become aware that radicalisation is not "something which is far from us".	Online video examples - Radicalisation and violent extremism **Simulation Resource** One Day in a Life	Laptop Internet network Pen and note-taking materials	20'
On-line habits of teenagers and radicalised behaviour in a teenage age	Elements of radicalised behaviour in a teenage age	Online video example **Simulation Resources** *Jasmine Story / Kyle Story* Appendix 10	Pen and note-taking materials	20'

ACTIVITY 1 – Differences between stereotypes, attitudes and prejudice

Stereotypes: These are the opinions that groups have about themselves or other groups.

Attitude: a relatively long-term relationship toward something or someone which manifests itself as a tendency to think, feel and behave in a certain way.

Prejudices: These are emotion-filled opinions about social groups (often minorities) or certain people (often from minority groups) and vice versa.

First, you can try to recognise do you have particular prejudices and stereotypes towards specific society groups. Take a quiz about stereotypes, attitudes and prejudices on the link bellow: https://mypages.valdosta.edu/mwhatley/3710/Prejudice.htm and then see **Appendix 8** and **Appendix 9.**

ACTIVITY 2 – Radicalisation is around us

We have recently seen young people, including under 18's, being influenced to travel and get involved in different types of radicalisation.

This regularly followed by the shock of parents who have hardly noticed the changes in their own children, immediately blame *social networks and the Internet as the cause*. Radicalisation and violent extremism that lead to terrorism present a challenge to all societies and each of us has a role to play in preventing it.

Open Simulation Video **One Day in a Life** available and downloadable from the HEADS-UP e-learning platform: www.heads-up.online

For those who want to learn more see also the video *Questions about violent extremism: WHO? WHEN?* on the link https://www.osce.org/secretariat/362111 which is part of "OSCE United in Countering Violent Extremism (#UnitedCVE)" campaign. After that, take the quiz about extremism attitudes on the link: https://www.indy100.com/article/are-you-an-extremist-take-the-quiz--bJx45Fgkomx

ACTIVITY 3 – On-line habits of teenagers and radicalised behaviour in a teenage age

How many hours of screen-time does your child have each day? This video takes a look into the digital lives of two teenagers from the USA. What do you think about their digital lives?

http://learnenglishteens.britishcouncil.org/study-break/video-zone/day-digital-life-teenager

Elements of radicalised behaviour in a teenager can be insignificant, troubling, worrisome and alarming. See **Appendix 10** and try to recall behaviours of your child so that you could recognise levels of radicalised behaviour.[1]

Open **Simulation Videos** *Jasmine Story / Kyle Story* available and downloadable from the **HEADS-UP** e-learning platform: www.heads-up.online and make notes according to see how radicalisation can happen to people to teenage children. Try to identify the triggers to radicalisation in the stories.

You can also see a video: Sara Khan Meets the Muslim Women #MakingAStand Against Extremism in Wandsworth on the followed link: https://www.youtube.com/watch?v=KhHtZhsznIo

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[1] For more information visit https://www.salto-youth.net/downloads/4-17-3477/SALTO%20extremism%20pack.pdf

LESSON 4: Xenophobia in the on-line environment

WHAT WE WANT TO ACHIEVE IN THIS LESSON?

We want you to recognise xenophobia in the on-line environment

AFTER COMLETING THIS LESSON YOU WILL BE ABLE TO:

1) identify elements of xenophobia towards minority groups

2) Recognise xenophobia in digital environment (social networks etc.)

3) identify xenophobia in social media by analysing samples of social media inputs

4) learn how to prevent xenophobia in the on-line environment

5) raise awareness about the dehumanization of certain victims of minority groups based on intolerance, hate and negation of human dignity

LESSON OUTLINE:

Activities:	Description:	Resources:	Required equipment	Required time:
About xenophobia in the on-line environment	Description of the term. Typical xenophobic behaviour	Appendix 11 Online video example **Simulation Resource** Barbershop	Laptop Internet network Pens and note taking material	30'
Techniques for preventing xenophobia	Description of the techniques for preventing xenophobia.		Laptop Internet network Pens and note taking material	30'

ACTIVITY 1: About xenophobia in the on-line environment

Did you know that the word "xenophobia" was the word of the year in 2016?

Xenophobia is the fear or dislike of strangers, unknown things and fear of differences between people. For example, politics is not kept away from the migration crisis but is exploited for electoral purposes by mobilizing xenophobic and racist discourse pushing European politics towards the extreme right. The rhetoric of hate about migrants who, with tacit approval of the media, are constantly associated with terrorism and criminal acts such as sexual aggression, looting or violence, a 'savage' population who in turn accepts the drastic cuts of rights and freedoms, not only for migrants, but for all of us. Racism and xenophobia, which are rooted in Europe because of the migration crisis and terrorist attacks, allow the rise of the hatred of guided political rhetoric to the extent that it becomes commonplace in the public sphere. Today, racism is based not only on skin colour, but on cultural and economic differences, which form the basis for rejection and stigmatisation. Although skin colour serves to identify a certain group, attitudes based on it tend to become diluted when the economic component is lacking.

Try to think about next issues and write your opinions and see **Appendix 11.**

Symptoms of xenophobia[2]

- Being afraid to be near people that are not similar.
- Being angry and volatile near others that are different, even if it is just the culture and not the person.
- Jumping to conclusions and stereotypes about others seen as different
- Inability to trust or create relationships with others that are different.
- Gaining pleasure from the maltreatment of others that are different.
- Avoidance of areas where dissimilar people congregate in large groups.

Online xenophobia

Acting decisively against discrimination and xenophobia is not possible without strengthening the capacity of those who lead this fight. Therefore, the Council of Europe prepared the first free online course within the HELP in the 28 Programme, entitled "Fight against racism, xenophobia, homophobia / transphobia", for the training of judges, prosecutors and human rights attorneys. This form of education is motivated by the growth of the problems of racism and xenophobia faced by Europe in the face of a refugee crisis. At the same time, LGBT people and vulnerable groups of society continue to be exposed to discrimination and violence and are often excluded from society. The first course provides an interactive way of reviewing the European Anti-Discrimination Legislation and a large number of cases of the European Court of Human Rights and the EC Court and reviewing the decisions of the Committee on Social Rights (ECSR). Four modules - key concepts, legislative

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[2] Adopted from https://study.com/academy/lesson/xenophobia-definition-examples.html

framework, racism / xenophobia, homophobia / transphobia - cover issues such as discrimination in the areas of labour and employment, health, hate crime, hate speech, harassment and others. You can access the online course on this link: http://help.elearning.ext.coe.int/login/index.php

See examples of the online xenophobia games on the link bellow:
http://www.kongregate.com/games/sampullman/xenophobia

ACTIVITY 2: Methods for preventing xenophobia

The easiest way to prevent xenophobia is to nurture the true values of human dignity. These are the two most important methods and further steps on how to defeat xenophobia in pictures you can see on the link: https://www.wikihow.com/Defeat-Xenophobia

1. Fighting the Good Fight (Personal Solutions to Everyday Xenophobia)
2. Getting Help (Socio-political Solutions)

LESSON 5: How to prevent possible radicalism in your family?

WHAT WE WANT TO ACHIEVE IN THIS LESSON?

We want you to know how to prevent possible radicalism in the family.

AFTER COMPLETING THIS LESSON, YOU WILL BE ABLE TO:

1) identify necessary parental skills for develop critical thinking in a teenager

2) learn how to prevent risky behaviour of teenagers using on-line digital tools

3) learn techniques of resistance to propaganda of on-line radical groups

4) underline necessary support that provides security in filtering the content that children are exposed on the Internet

5) raise awareness about using ICT for prevention, establishment and dissemination of positive social engagement as a (new) family value

LESSON OUTLINE:

Activities:	Description:	Resources:	Required equipment	Required time:
Parental skills for develop critical thinking in a teenage age	Tips for developing critical thinking in a teenage age.	Online video example	Pens and note taking material Laptop	30'
Providing security on line support for your teenage child	Security tips for parents.	Online video example **Simulation Resource:** Vulnerability	Laptop Internet network Pens and note taking material	30'

ACTIVITY 1: Parental skills for developing critical thinking in a teenage age

Two dimensions of parenthood are especially important for a teenager's development. First is parental warmth which is the extent of support, love and encouragement provided. This is as opposed to hostility   and rejection. Second is parental supervision which means monitoring your child habits. Optimal parenthood includes supervision with some measures. You don't have to be authoritarian or indulgent or indifferent. You can be authoritative but warm and, in each moment, give your child love and provide security in a way that your child understands. This can provide a good grounding for their future development.

Remember the activity which you've done before about critical thinking?

Here are some tips for developing critical thinking in a teenage age:

- provide time and opportunity to practice critical thinking,
- allow your teenager to perceive and theorise
- allow him/her to accept various ideas and opinions
- promote active involvement in the learning process
- express a belief in the ability of your child to make critical judgments
- appreciate critical thinking

See a video example:

- Critical Thinking and the Internet on the link
  https://www.youtube.com/watch?v=uC6uxNrcPI4
- Critical Thinking Project: Internet & Technology Harms Society on the link
  https://www.youtube.com/watch?v=MdnYSWSC7GE

ACTIVITY 2: Providing security on line support for your teenage child

Teenagers are often perceived as a vulnerable social group which can provide fertile ground for radicalisation.

Open **Simulation resource Vulnerability** from the **HEADS-UP** e-learning platform: www.heads-up.online
Do you know what your kids are doing online? Do you know how to control them without losing their trust, what do you give them, and at what age? What can parents do, and what do teachers do? These are some of the questions that we often ask and which we cannot always fully answer. Fortunately, you are not alone, there are also people who deal with these problems professionally: teachers, volunteers, friends etc. Useful manuals and brochures with content related to the safe use of the internet for children can be found on the web pages.
See a video Cyber safety for parents on the link https://www.youtube.com/watch?v=WY19TzN5KbQ

For those who want to learn more see other online resources:

https://thebestvpn.com/protect-kids-online/

https://www.yourlocalsecurity.com/blog/2017/05/15/7-awesome-tech-tools-to-keep-kids-safe-online/

https://www.microsoft.com/en-us/digital-skills/online-safety-resources
https://www.pandasecurity.com/mediacenter/family-safety/10-questions-to-test-how-safe-your-teen-is-online/

My check list – advantages and disadvantages of using the Internet

ADVANTAGES

Examples:

o   I can easily communicate and share information with other parents

o   I can follow "trendy" stuff

o   Educative, enriches and facilitates learning

o   _____

o   _____

o   _____

o   _____

o   _____

o   _____

DISADVANTAGES

Examples:

o   Information on the Internet are not trustworthy

o   Exposure to the risk of hackers

o   Online shopping – kids can spend money without parental permission

o   _____

o   _____

o   _____

o   _____

o   _____

o   _____

Please write down your results and thoughts. Do you have some worries about Internet and modern technology?

_____

My check list of teenage children risky behaviours in the online environment

Examples:

- o illegal substance use
- o illegal activities like trespassing or vandalism
- o fighting
- o disapproval of other cultures
- o hatred towards minority
- o low self-esteem
- o victim of bullying or discrimination
- o _____
- o _____
- o _____
- o _____
- o _____
- o _____
- o _____
- o _____

Please write down your thoughts about your child's behaviour? Have you recognised signs which are showing that your child could be vulnerable to far-right extremism?

_____
_____
_____
_____
_____

Answer these questions:

1. Does your family have a computer with Internet access?
   _____

2. How is the Internet present in your family?
   _____
   _____

3. Who uses the Internet in your home?
   _____
   _____

4. Do you talk to children about how they use the Internet and for what purpose?
   _____
   _____
   _____

5. Are there any rules and restrictions on using the Internet and computers? Who sets them up?
   _____
   _____

6. What is the terminology you heard related to the Internet and the modern technology?
   _____
   _____

7. What terms do your children use when they talk about the Internet?
   _____
   _____

8. How much do you understand of these terms? Which ones confuse you the most?
   _____
   _____

Connect the name of each Internet logo platforms

Skype

Bit coin

Instant anonymous messenger

Dating app

Ask FM

YouTube

Pinterest

What's app

Snap chat

Write down the purpose of each platform and potential risk for teenage children

		Purpose	Potential risk
YouTube			
Pinterest			
WhatsApp			
Bitcoin			
Skype			
Facebook			
a			
Snapchat			
Spotify			

Try to recall your school days and answer on these questions:

1. Have you ever been a victim of mockery, violence or abuse in a family, school or playground?

   _____

   _____

2. If yes, how did you handle this situation?

   _____

   _____

3. Did you ask someone for help?

   _____

   _____

4. What do you think are the most common features of children who are abusers and bullies?

   _____

   _____

   _____

Examples of hate speech:

Example

A Muslim family moves into a house in a town populated mostly by Christian families. A neighbour smashes the windows of the family's new home. Asked by a passer-by why he is doing this, the perpetrator says he needs to stop "more of them arriving and taking over the town."

In this example, the crime of property damage has occurred, and the perpetrator has demonstrated a bias motivation through his communication with the passer-by. He may be prosecuted for committing property damage as a "hate crime", and receive a higher sentence to reflect the bias motivation. However, his communication to the passer-by is only relevant as evidence of his motivation for that crime; his speech wouldn't be the basis for any separate criminal offence.

Adapted from https://www.article19.org/data/files/medialibrary/38231/%27Hate-Speech%27-Explained---A-Toolkit-%282015-Edition%29.pdf

Example

A teenage boy, with a small number of followers on Twitter, tweets an offensive and sexist joke that trivialises the disappearance and likely murder of a local schoolgirl. It provokes a strong critical response against the boy online, and he eventually deletes the tweet.

Though the communication is offensive and reflects a broader problem of misogyny in society, he did not intend to incite any harmful conduct against a particular group, and in any case he does not have this kind of influence over his followers. This kind of 'hate speech' may justify soft intervention from local actors in positions of authority, such as teachers in his school or other community leaders, but it does not justify the State imposing sanctions or other restrictions.

Adapted from https://www.article19.org/data/files/medialibrary/38231/%27Hate-Speech%27-Explained---A-Toolkit-%282015-Edition%29.pdf

Read a story and try to pick three people you would prefer to travel with and the three people you would least like to travel with?

EUROPEAN RAILWAY "a la carte"

You are on your way from Lisbon to Moscow by the "Deer Valley Express" train, which lasts for a week. You travel in sleeping couches you need to share with 3 more people. Which of these passengers would you prefer to share the coupons with?

1. a Serbian soldier from Bosnia
2. a fat Swiss financial conglomerate
3. rich Italian D.J.
4. African women
5. a young artist who is HIV positive
6. Gypsy from Hungary just released from prison
7. Basque nationalist on an official trip to Russia
8. a German rapper
9. a blind pianist from Austria
10. a Ukrainian student who wants to go home
11. middle-aged Romanian without a visa, with a one-year-old baby in his arms
12. soup up and feminist-styled Dutch woman
13. a Polish prostitute from Berlin
14. A Kurdish refugee living in Germany and returning home from Libya

Think about your decisions:
*   Are those products of your attitudes, prejudices or stereotypes?
*   Write down your thoughts:_____
    _____
    _____
    _____
    _____
    _____
    _____

Read the text and then consider who should go to the shelter and who should stay out.

Nuclear danger

Imagine that you are a member of the National Committee for the Defence of Nuclear Hazards. You've been notified that there was a major accident at several nuclear power plants. The only surviving survivors are a group of 15 people on the Arctic in the research base. In the next 20 minutes, they should be put into a research lab, which is also an atomic shelter. Otherwise, he will not survive. They are most likely to be the only surviving people and will continue the human race. They must remain in the shelter for a month, after which the danger will end. In the shelter there is enough food, water and air for a month for only 10 people, 5 people must stay out. You need to decide who goes to the shelter and who stays outside?

1. 35 year old scientist, gay
2. Russian pianist, father of two children
3. 15 year old teenager is the recipient of an important literary prize
4. Ambassador working for UN
5. armed soldier returning with leave
6. Head of Office for Human Rights with Physical Disability
7. a gypsy who just came out of prison
8. a young mother who broke her leg
9. a baker, a Muslim to whom it is important to pray regularly
10. businesswoman
11. HIV positive student of medicine
12. nun
13. a successful young computer scientist who occasionally consumes milder drugs
14. a young teacher, volunteers in animal care organizations
15. an old woman, a widow who travels to her native country with her savings to see her son again

Try to think about the following issues:
Why did you just pick that person?
_____
_____
Can you recognise the particular prejudices and stereotypes you have toward specific social groups?
_____
_____
_____

Do you recognise levels of radicalised behaviour of your teenager? Circle behaviour which is most relevant for you.

INSIGNIFICANT BEHAVIOURS

- Argue to defend their convictions
- Adopt visible signs (traditional clothes, beard, shaved head, religious symbols, specific tattoos, etc.) to express their identity
- Active on social media
- Take a stand and campaign peacefully for a cause related to a community, a group or an individual
- Take a keen interest in national and international current affairs.
- Covert or adopt new religious, ideological or political beliefs
- Express a need for excitement or adventure and desire to correct social injustices.

TROUBLING BEHAVIOURS

- Express polarising views of absolute truth, paranoia or extreme mistrust.
- Adopt behaviour which creates a rupture with family practices.
- Begin to isolate themselves from family and/or friends
- Suddenly change their habits.
- Feel a sense of victimisation and rejection.
- Refuse to take part in group activities or come into contact with certain individuals due to the religions, race, skin, colour, gender or sexual orientation.
- Express a need to dominate or control others.

WORRISOME BEHAVIOURS

- Cut of ties with family members and/or close friends in order to keep exclusive company with a new circle of acquaintances or friends.
- Legitimise the use of violence to defend a cause or an ideology.
- Hide a new lifestyle, allegiance or belief system from family members and/or close friends (either online or in real life).
- Become closer to individuals or groups known to be violent extremists.
- Become suddenly uninterested in professional or school activities.
- Display symbols of affiliation or support associated with recognised violent extremist groups.
- Become obsessed with the end of the world or with messianic views.
- Express hateful views towards other individuals or groups.

ALARMING BEHAVIOURS

- Take part in violent extremist group activities by any means whatsoever (material, financial or psychical)
- Recruit individuals for a violent extremist cause
- In contact with a group or a network of individuals known to be violent radicals, either online or face-to-face
- Reinforce own beliefs through regular consolation of violent extremist internet forums and websites
- Plan violent or hateful acts inspired by ideological motives or a violent extremist cause.

RESULTS

Please take a look at your result.

INSIGNIFICANT BEHAVIOURS - this level includes a series of behaviours associated with diverse forms of political, religious or community engagement which are peaceful actions and democratic means and expressions.

TROUBLING BEHAVIOURS – this level includes behaviours with the evidence of self-identification with ideology. It can lead to significantly behaviour changes.

WORRISOME BEHAVIOURS – behaviours which can be associated with a beginning of individual engagement in radical actions.

ALARMING BEHAVIOURS – evidence of extremist behaviour.

Try to think about the following issues and write your opinions:

➢ xenophobia towards minority groups

_____
_____
_____
_____
_____
_____
_____
_____
_____

➢ xenophobia in digital environment

_____
_____
_____
_____
_____
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➢ ways for preventing xenophobia

_____
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