Be Safe Online

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Peer to Peer Dialogue

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Introduction

Welcome to Be Safe Online Dialogue. This is a book about online child sexual exploitation and abuse, which we will continuously refer to as OCSEA throughout the book. OCSEA is the short form of online child sexual exploitation and abuse.

This book will allow us to learn more about online platforms such as social media platforms, online books, and online gaming. It will also give us as learners a better understanding of how we can stay safe online.

Be Safe Online is a very interactive and participatory book. A trained peer educator will help us understand the activities in this book. During the peer educator-led sessions, be as honest with yourself and others to help us understand better how we can stay safe online.

When we are not sure of the correctness of our classmate's contribution, or we come across anything that we may not understand, we should always ask our peer educator, teacher, or trusted adult to help us understand it better.

As we interact with others, remember that answers given by other pupils may be different from ours because we are all different given that we have gone through different experiences in life.

Finally, as we continue to learn and practice ways of saying NO to OCSEA, let us remember that it is important to report any form of online abuse and exploitation that may be happening to us and other and other students to an adult we trust.

Stay safe and have fun as you go through the Be Safe Online Dialogue Book!

Hello peers!

Session 1

Understanding children rights and their responsibilities in the digital space

By the end of the session, we should be able to:

1 Define who a child is

2 Discuss the rights and responsibilities of children in the digital space

3 Explore various forms of abuse that children are likely to face

4 Appreciate children have rights and responsibilities in the digital space.

Activity 1

In small groups, discuss who is a a child.

Remember!

The Children Act 2022 defines a child as an individual who has not attained the age of 18 years.

Activity 2

In small groups, discuss some of the children's rights that you know.

1. E.g. Right to education
2.
3.
4.
5.
6.
7.
8.

Remember!

Children's rights ensure that we get what we need for our healthy development. These include right to; survival, development, protection, and participation. For example right to food, shelter, safe water, education, health care, play, be online, and protection from harm.

You have a right to access information on the Internet!

As children we have the right to be protected by everyone in the society including in the digital space.

Activity 3

Do you remember when we talked about children rights?

Being responsible means making good choices and actions for us to fully enjoy our rights, we need to be responsible e.g for us to be able to enjoy our right of protection from Online Abuse, we need to use the Internet responsibly.

In small groups, discuss responsibilities that help us to remain safe on the internet.

1. Be cautious about sharing your personal information online.
2.
3.
4.
5.
6.
7.
8.

Remember!

From our discussions above some of the responsibilities that we have in the online space include:

Be cautious about sharing your personal information online.

Listen to parental guidance on which online sites to visit.

Report any suspicious activity while on the online space such as friend requests by strangers, request to give your personal information or to open links shared, requests for a physical meeting, and requests to send naked photos or money.

Report when you and your peers are abused online

Activity 4

In small groups, let us discuss the following questions:

1 Is the internet useful to children?

2 What do you understand by the term internet?

3 Why do you need to be on the internet?

4 What activities do you do while on the internet?

5 What do you learn when you are on the internet?

Remember!

The Internet can be super helpful if we use it safely. To get online, we need a device like a phone, computer, or tablet. Learners can have a lot of fun online, like learning new things, talking to friends, and playing games!

Activity 5

In this session, we will learn more on how children can be abused. Child abuse is any act done intentionally or unintentionally that can cause harm to the well-being of a child. Child abuse can happen both with and without internet.

In small groups, discuss the various forms of child abuse you know.

1 Child labor

2

3

4

5

6

Session Summary

Who is a child?

A **child** is an individual who has not attained the age of 18 years.

What are child rights?

Child rights are entitlements and freedoms that every child enjoys and claims for survival.

Child abuse

Child abuse is any act done intentionally or unintentionally that can cause harm to the well-being of a child. It includes physical, mental/psychological, sexual abuse, and neglect.

Online abuse

Online abuse is any type of abuse that happens on the internet, facilitated through technology such as computers, tablets, mobile phones, and other internet-enabled devices.

Our responsibility

For us to fully enjoy our rights, we need to be responsible e.g., to be able to enjoy our right to education, we need to attend school.

Digital rights

Children have a right to be protected while in the online space so that they're safeguarded against abuse such as cyberbullying, sexual exploitation, and abuse.

Session 2

Online Child Sexual Exploitation and Abuse (OCSEA)

At the end of this session, we should be able to:

1 Explain the meaning of online child sexual exploitation and abuse

2 Describe different challenges that we face today in the internet

3 Identify various online platforms where online child sexual exploitation and abuse can happen

4 Discuss different forms of online child sexual exploitation and abuse.

Activity 1

To understand what online child sexual exploitation and abuse is, we need to know the following terms:

In small groups, discuss the follwoing terms and give their meaning.

	Term	Meaning
1	Internet	
2	Child sexual abuse	
3	Child Sexual Exploitation	
4	Online abuse	
5	Online platform	
6	Online Child Sexual Exploitation and Abuse	

Remember!

Internet: a vast global network of interconnected computers and digital devices that allows for the transmission of data and information across the world.

Sexual abuse: is a form of abuse that happens when a child is engaged in any form of sexual activity.

Child Sexual Exploitation (CSE): is a form sexual abuse that involves a child perfoming sexual activities in exchange of promises, basic needs and money.

Online abuse: Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the internet like computers, tablets and mobile phones.

Online platform: is a digital space or infrastructure that facilitates interactions, transactions, or activities on the internet.

Online Child Sexual Exploitation and Abuse (OCSEA): refers to crimes committed by offenders using Information Communication Technology (ICT) and the internet to facilitate abuse and exploitation of children for sexual purposes.

Activity 2

In small groups, look at the diagram below and discuss the following questions:

1	What online platforms are commonly used by you and your peers?
2	How often do you use the online platforms?
3	What activities do you engage in online?
4	Do your parents and guardians guide you how to use online platforms?

Remember!

Social media platforms are websites or applications where people can create profiles and connect with others.

Online gaming platforms are applications or websites where you can play games with people from all around the world.

Online learning is a way of studying and learning using the internet and digital tools instead of going to a physical classroom.

Activity 3

We learnt in session one that the internet is a great tool, but it also has some risks.

In small groups:

1. **List different online activities you enjoy doing.**

2. **In each online activity mentioned above list some of the risks we might face. See an example in the table following shown:**

Remember!

While the internet offers many learning opportunities, it also presents multiple risks if you are not careful online. To use the internet positively, be mindful of the content and the people you engage with online.

If you encounter anything that makes you feel uncomfortable, report to a trusted adult immediately.

Online Activities	Potential Risks
1 Watching online videos	Coming across inappropriate content
2	
3	
4	
5	
6	
7	

Activity 4

In groups of three find and circle social media platforms on the puzzle below. An example has been done for you.

Social Media

```
I  N  S  T  A  G  R  A  M  C  D  F  Q  X
R  O  P  Z  W  Q  N  J  C  O  N  L  B  U
V  H  I  I  S  I  S  T  W  O  N  I  B  R
I  D  L  U  N  G  T  D  I  E  H  C  O  X
X  X  G  J  J  T  F  T  M  K  C  K  X  V
F  Q  H  G  Q  R  E  A  E  J  T  R  U  R
M  J  K  J  O  O  E  R  C  R  S  O  P  E
S  N  A  P  C  H  A  T  E  E  F  X  K  D
S  D  H  J  O  I  H  D  O  S  B  S  O  D
K  Y  N  Y  Q  K  G  O  J  U  T  O  V  I
J  J  V  H  U  Z  S  D  Q  P  W  S  O  T
I  V  H  W  T  H  W  J  P  Q  P  A  M  K
J  D  V  F  U  X  Y  O  U  T  U  B  E  A
E  W  H  A  T  S  A  P  P  P  H  H  A  A  Q
```

FACEBOOK
INSTAGRAM
SNAPCHAT
WHATSAPP
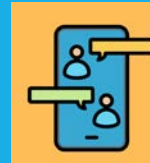TIKTOK
REDDIT
TWITTER
PINTEREST
YOUTUBE
FLICKR

Activity 5

In small groups, discuss your understanding of the following terms.

1. Online grooming
1. Sexual texting
1. Child sexual abuse material
1. Sexual extortion
1. Live streaming of child sexual abuse

Remember!

Children can be abused and exploited in different ways. Some of the ways include:

Online grooming:
This involves building trust or emotional connection with a child either personally or through electronic means with the aim to control the child. This relationship may be used to facilitate sexual contact or normalize sexual behavior with children.

Sexual texting:
Refers to sending sexual messages and sharing of naked or semi-naked images or videos of themselves or others. It also happens when a child is forced into creating or sending these types of messages or images.

Child sexual abuse material:
This is commonly known as child pornography. it involves knowingly displaying, showing, or possessing naked photos or videos of children through print, audiovisual or any other media to a child with the intention of encouraging or enabling a child to engage in sexual acts.

Live streaming of child sexual abuse:
Refers to the broadcasting of live video to an audience over the internet in real-time. It can also be one on one live video where the abusers ask children to perform sexual acts on a live camera.

Sexual extortion:
Refers to the blackmailing of a child with the help of obtained naked or semi-naked images or videos in order to extort sexual favors, money, or other benefits.
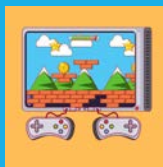
Remember!

There are other emerging trends of online abuse. These include:

Virtual Reality

These websites enable users to select their characters whether human or animated and engage with other users' characters in the virtual world.

Chatrooms:

These are free text chatrooms where users interact with each other over the internet without having to register.

Digital gaming:

Digital games give platforms for online grooming where children may be exposed to sexual content. Gamers can chat in app (text, voice or video chats) with fellow gamers and take advantage of children online.

Webcam child sex tourism:

This refers to when adults pay to directly view live streaming video footage of children in another country performing sexual acts in front of a webcam.

Anonymity and Encryption:

Anonymity is like wearing a disguise at a costume party to hide your real identity, while encryption is like turning your messages into secret codes that only you and your friends can understand keeping them safe from people who shouldn't see them.

The discussed above ways of child sexual abuse and exploitation are commonly referred to as forms of OCSEA.

Activity 6

Read the following story
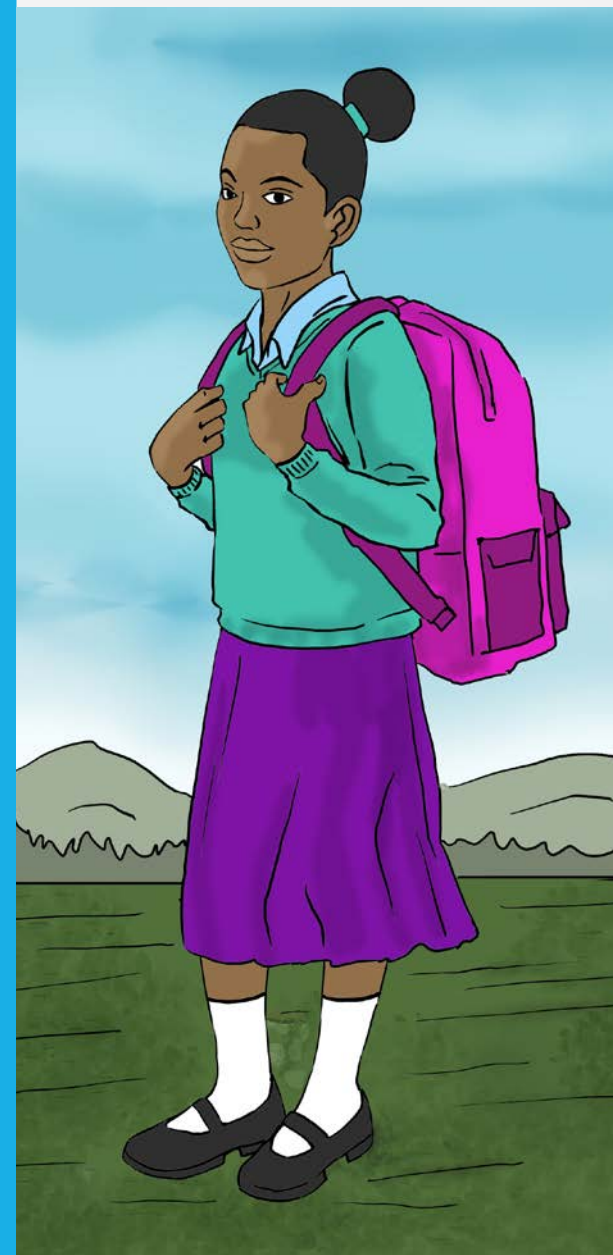
Zuri is a beautiful girl aged 12 years, she likes playing football and singing. Her favorite subject is mathematics, and her peers in class like her because she is good-hearted and helps everyone who doesn't understand mathematics. She lives with her parents and often she helps them with house chores. She respects people and she is loved by her peers. Zuri's school is far from her home and she always goes to school on foot because her poor parents cannot afford to pay for the school bus. She rarely has money for lunch but due to the love she has with her peers, they always share.

One day Zuri was visited by her aunt who lives abroad. She brought her many gifts including an expensive phone. She trained her on how to operate the phone and even bought her airtime for the internet. Zuri opened Facebook, Tiktok, and Instagram accounts using fake identification because she was still underage. She liked WhatsApp more than the others. She took photos of herself and posted them online. Sooner than later she started putting on makeup and pretending to be older than she was.

She got a friend one day while online who started chatting with and admiring her beauty. Zuri was pleased and lured by the praises. The friend started sending her suggestive texts asking her to be his friend and if she would give in, he would take her abroad. Zuri started trusting the friend and agreed that one day they would meet.

One day the man started sending Zuri naked photos and pornographic videos. Zuri was disturbed and scared of her friend. When she asked the friend to stop sharing such videos, the friend agreed but asked her to share her photos. She shared a few decent photos but the friend was not happy with the photos. The friend pleaded with her to share photos where she was naked or half-naked. Zuri was worried but she found herself sharing two naked photos

After a while, her mother realized that she had been spending too much time on her phone, sleeping late, and could not complete her homework on time, and her class performance dropped. Zuri's mother asked her what could be the reason for her poor performance considering she spent hours in their study area but Zuri could not give a decisive response. Zuri realized her mother was aware of what was happening and wanted to take the phone away.

Zuri disclosed the news to her friend but instead of supporting her, the friend started threatening her that he will share her photos with everyone online. Zuri was worried and shared what she was going through in her life skills dialogue group. Her peers advised her to share with her mother which she did. Her mother shared with Zuri's father who took the initiative to report to the police. The friend was arrested and charged. Zuri's mother took the phone from her and trained her on some skills to remain safe online.
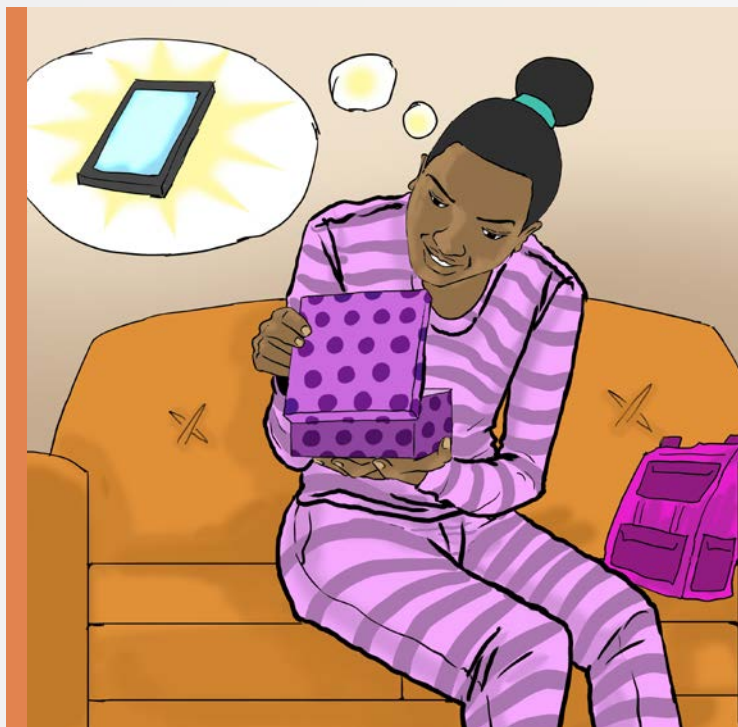
Questions

In small groups, discuss the following questions.

1) **What messages do you think this friend was sending to Zuri?**

2) **What could have happened to Zuri if she met this friend?**

3) **Why did the friend ask Zuri to send naked photos of herself?**

4) **What would you do if someone asked you to send naked photos of yourself?**

5) **Is it good to share a naked photo of yourself?**

6) **What would you do if someone sent you naked photos or videos of your friend?**

7) **How would you feel if someone shared your naked photos or videos on the internet?**

8) **What forms of OCSEA did Zuri go through?**

9) **What other forms of OCSEA do you know that are not mentioned in the story?**

Session 3

Signs and effects of Online Child Sexual Exploitation and Abuse

By the end of the session, we should be able to:

1 Identify signs of children affected by online child sexual exploitation and abuse

2 Explain the effects of online child sexual exploitation and abuse

3 Show concern for one another in case of online child sexual exploitation and abuse (OCSEA)

Activity 1

We are going to read the statements below and identify the one that is true about what makes children unsafe online. If you think the statement is true, say yes. If you think the statement is false, say no.

- ☐ **When I spend too much time online**
- ☐ **Accepting friend requests from strangers online**
- ☐ **Sharing personal information on online platforms (eg. Name, age, gender, contacts, school name, and location)**
- ☐ **Giving in to negative peer pressue**
- ☐ **Getting involved in bullying**
- ☐ **Creating strong passwords on digital devices**
- ☐ **Having low self–esteem**
- ☐ **Having respectful conversations online**
- ☐ **Chatting with strangers online**
- ☐ **Sharing naked photos or videos of yourself online**
- ☐ **Inadequate information on Internet Safety**

Signs and Symptoms of Online Child Sexual Exploitation and Abuse

As children, we are at risk of online abuse from people we know as well as strangers. A child who has gone through OCSEA can show the following signs and symptoms:

Activity 2

Discuss the signs in the pictures below and match the activity with the description.
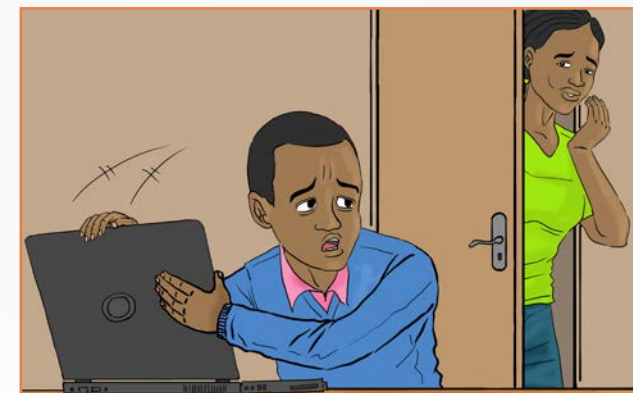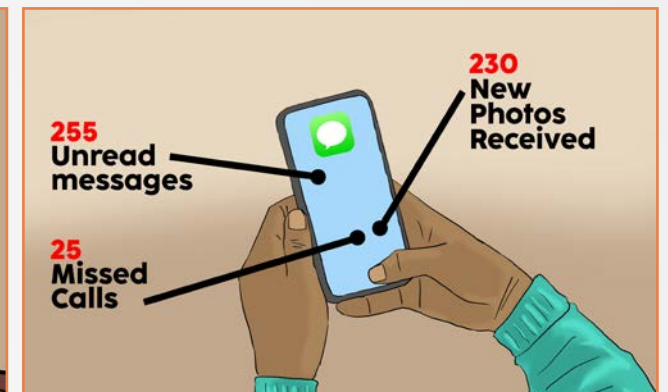
Staying up late while online, well into the night on their devices in a way that they had not in the past.

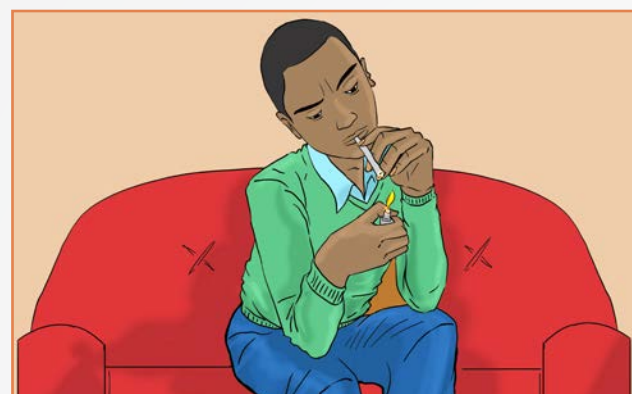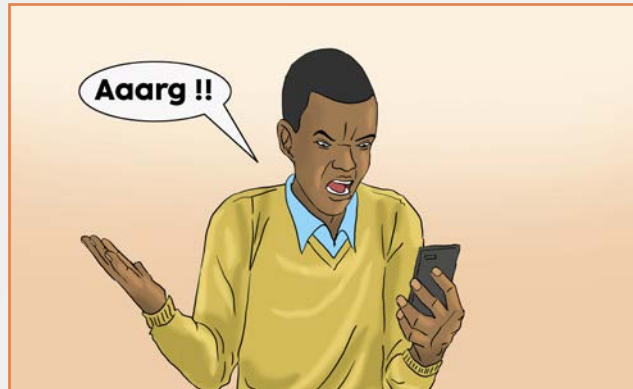Having a lot of conversations with strangers.

Withdrawn or upset after using the internet or texting.

Frequently shutting the door when using technology or hiding the screen when someone enters the room.

Spending too much time online texting, gaming, or using social media.

Being secretive about who we are talking to or what we are doing online.

Engaging in self-harming behaviors or other risky behavior, such as the use of drugs or alcohol which can all act as coping tools for emotional pain.

Receiving gifts such as jewelry, electronic devices, clothing, money or even digital currency but will not share where they got it from or who gave it to them.

Spending more time talking with this new 'friend' but doing so in a secretive way, different from how they might behave with other friends.

Become possessive over their phone or other devices and become agitated, concerned, or fearful if someone else picks it up or wants to look at

Talking vaguely about a 'new friend' and not offering any further information.

Outbursts of anger or irritation while using their cell phone.
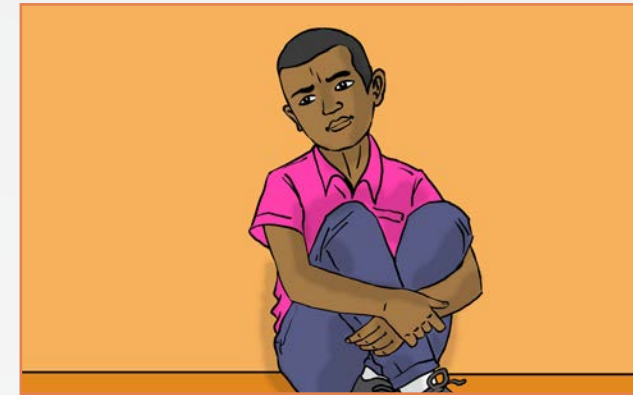
Spend more time talking with 'friends' through social media or the internet, and no longer hanging out with their larger friend group as frequently.

Unexplained absence from home with little to no explanation about where they are going.

Noticeable changes in eating or sleeping habits.

Unexplained sadness, fear or anxiety, and low self-esteem

Unexplained absence from school

Changes in behaviors like bed wetting, or sucking the thumb.

There are many factors that expose us to OCSEA. Some of these factors may include;

1 Accepting requests from strangers.

2 Sharing photos or videos of yourself without clothes

3 Accepting gifts from a stranger

4 Physically meeting a stranger whom you met online

5 Believing any information on online platforms

6 Ignoring safety measures to protect yourself online

Activity 3

Read the story below

Bano's story

Bano is a 15-year-old boy who is very active on social media. He makes new friends on social and exchanges his contacts with the people he meets online, regardless of whether he knows them personally or not. Five months ago, he connected with a female friend called Tamu who told him that she was 20 years old and had just cleared high school waiting to join university. She also shared with Bano that she lives in Abantu town.

They kept on communicating and their friendship grew. It reached a point where Tamu started sending love messages and promising gifts and taking him out for lunch dates. In the beginning, Bano did not have a problem with the type of conversation he was having with Tamu. Eventually, she started sending airtime and even buying him bundles so Bano could access social media. She also promised that she was going to send him money to buy clothes, shoes, and a phone.

Bano was hesitant at first and feared his parents' reaction to all the gifts and the suggested travel out-of-town dates. Tamu was however very persistent, and she kept on persuading him by promising to take him to a luxurious hotel with a swimming pool. With time, Bano gave in to the request and agreed to meet Tamu in a hotel in the capital city.

When Bano got there, he found out that Tamu was not 20 years old as she had indicated, and the woman ended up defiling her.

Bano felt guilty and could not even share with anyone what happened. He always looked lonely and isolated himself from other learners. His performance in school deteriorated as he could not concentrate. He was so stressed up to a point that he even thought of committing suicide.

The class teacher noted the behavior changes and called Bano's parents for a meeting. After a long discussion, Bano was able to narrate what had happened to him. The teacher encouraged him and his parents to report the incident to the Police Child Protection Unit and call "Child Help Line 116" to seek guidance and counseling and also to report.

Questions

Discuss the questions below:

1) **What forms of OCSEA did Bano go through?**

2) **From the story who is abusing Bano?**

3) **What are the effects of online abuse you have learnt from the story?**

4) **Who else do you think can abuse us?**

5) **Mention other effects of online abuse and exploitation that we know.**

6) **What else can we learn from the story?**

Remember!

Below are some of the signs that can help us identify when one of us is going through online sexual abuse and exploitation.

Spending too much time online.

Low self- esteem.

When our friends seem isolated, distant or angry after using the internet.

When we are secretive about who we are talking to and what we are doing online.

Both boys and girls are at risk of online dangers and should take care.

Mental Problems

Low Self Esteem

Online Addiction

Eating Disorders

Anxiety

Depression

Self Harm

Suicidal thoughts

Social Effects

Isolation from friends and family

Difficulty developing and maintaining relationships

Avoiding certain places and people

Trust issues

Physical Effects

General ill health

Weight loss/ weight gain

Self Harm

STIs

Pregnancy
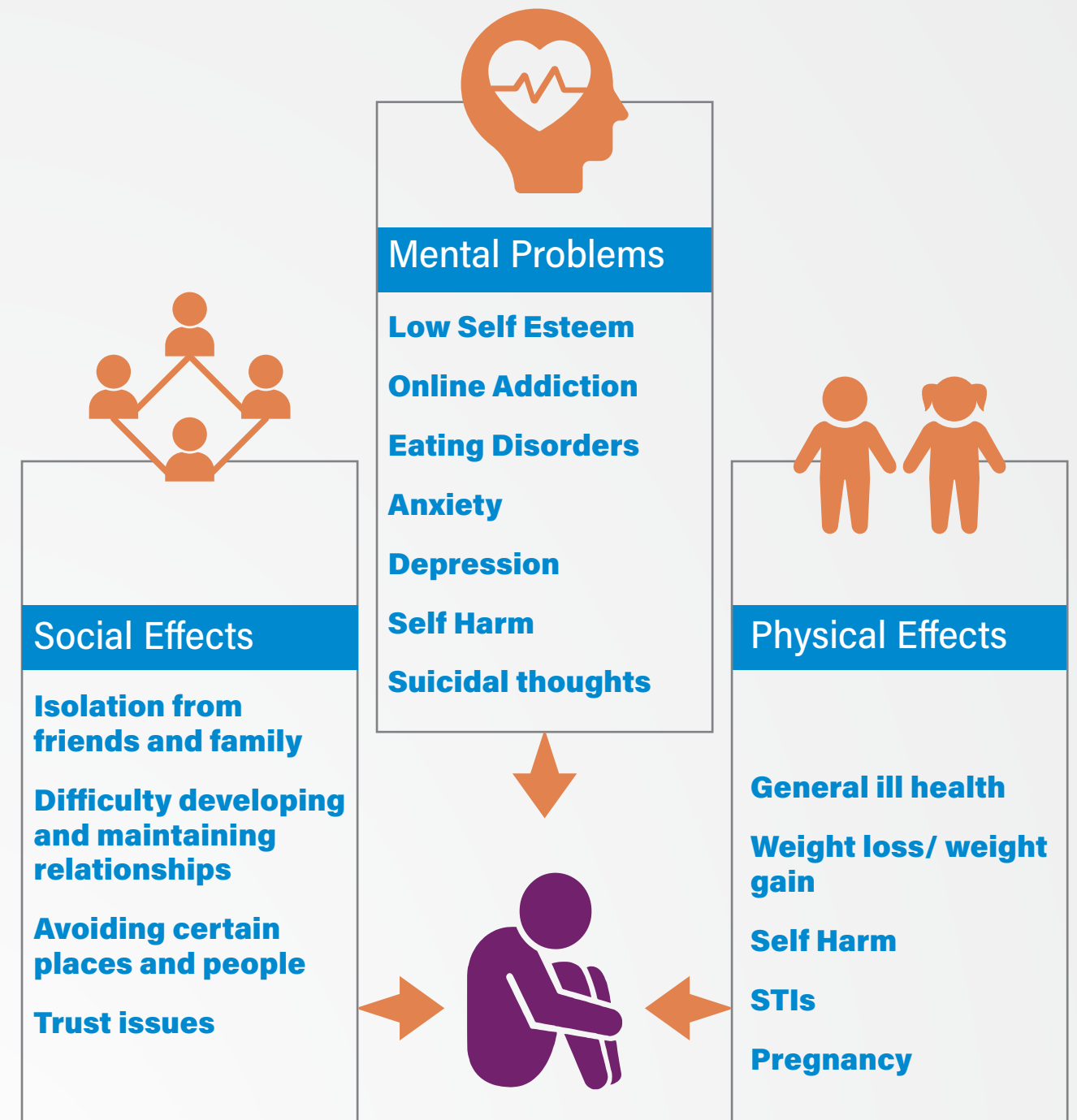
Session 4

What can we do to remain safe online?

By the end of this session, we should be able to:

1 Name the activities that we and our friends engage in online

2 Classify the activities identified in (1)above into (a) safe and (b) unsafe

3 List safety measures we can observe while using the internet.

Activity 1

In small groups, list some of the activities that you and your friends can do online and say whether they are safe or unsafe.

	Activity	Safe	Unsafe	Both
1	Playing games			
2				
3				
4				
5				
6				

Activity 2

Look at the following box to learn more about how to remain safe online

S	M	A	R	T
Stands for Safe	**Don't meet up**	**Accepting files**	**Reliable?**	**Tell someone**
Not all information on the internet is Safe.	Meeting someone you have only been in touch with online can be dangerous. First, check with an adult you trust.	Accepting emails, files, pictures or texts from people you don't know can cause problems.	Not all information online is true.	Tell either a trusted parent, guardian or teacher if someone or something makes you feel worried or uncomfortable.

S for safe

Keep your personal information safe. When chatting or posting online don't give away details like your full name, password or home address. Remember personal information can be exposed in images and videos you share too.

M is for meet

Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet physically, or give personal information, photos/videos of you tell a trusted adult immediately and report them.

A is for accepting

Do not accept something if you are unsure (e.g. links, adverts, friend requests, photos). Do not accept online material if you are unsure of who the person is or what they've sent you.

R is for reliable

Don't trust everything you read online as some of the information is not true. To find true information, read widely and share with a trusted adult.

T is for tell

Tell a trusted adult if something or someone makes you feel unhappy, worried or confused. There are a lot of people who will be able to help you like your parents, guardian, teachers or you can contact the **National Child Helpline 116.**

Remember to always be SMART, kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens to them online.

Remember!

It is my responsibility to remain safe online.

I should not accept online friend requests from strangers.

I should not accept gifts from strangers online or offline

I should not click, access adverts, links and popups.

I should not post images or videos of myself without clothes.

I should block strangers trying to reach me online

I should report anything that makes me uncomfortable online

I should create strong passwords for my accounts and not share them with anyone.

I should avoid connecting gadgets to public WiFi

Session 5

Life skills that help us to stay safe online

By the end of this session, we should be able to:

1 **Describe dreams of what we would want to become when we grow up.**

2 **Explain problems that we are likely to face that may prevent us from achieving our dreams.**

3 **Acquire lifeskills that can help us cope with these problems so that we can be able to achieve our dreams.**
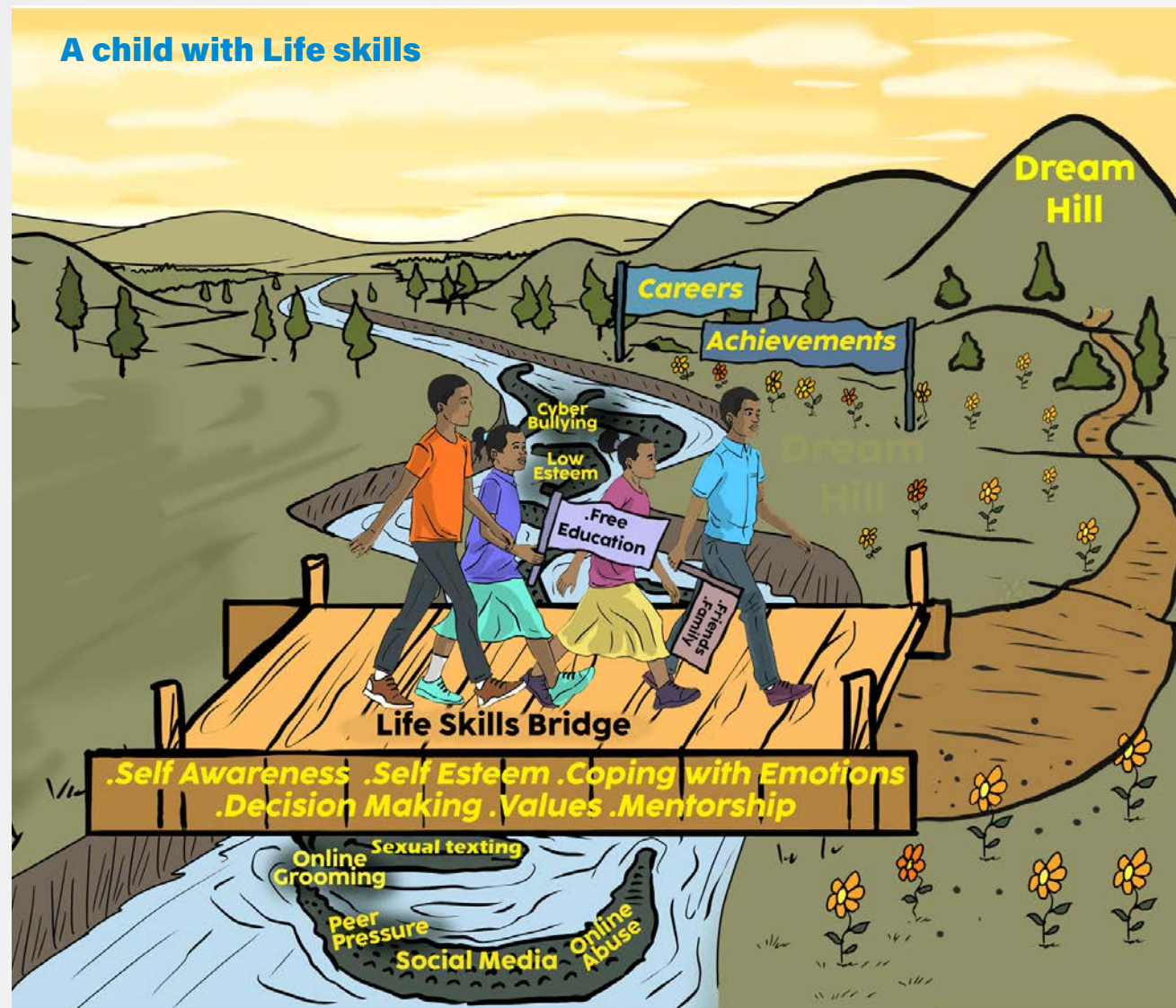
4 **Acknowledge the importance of Lifeskills in helping us to stay safe online.**

Introduction to life skills

We all have a dream of what we would like to achieve, or who we would like to become when we grow up. Though we have these dreams, there are challenges that can make us not to achieve our dreams.

Activity 1

A child with Life skills

Dream Hill

Careers

Achievements

Cyber Bullying

Low Esteem

.Free Education

Friends .Family

Dream Hill

Life Skills Bridge

.Self Awareness .Self Esteem .Coping with Emotions .Decision Making .Values .Mentorship

Online Grooming

Sexual texting

Peer Pressure

Social Media

Online Abuse

In small groups look at the picture above and answer the following questions:

1) **What can you see in the picture?**

2) **Name the challenges that can prevent you from achieving your dreams?**

c) **What can you do to prevent the challenges?**

Have a discussion on some of the life skills shown in the picture

The picture we have just seen shows how we can overcome challenges that we might go through when growing up, the crocodiles represent challenges children go through while using the internet. In order to overcome these challenges, we need to have life skills that help us cope with them as we move toward our dreams.

What life skills can we see in the picture?	How can these life skills help us stay safe online?
1	
2	
3	
4	
5	
6	

Self-awareness

In this section we are going to discover ourselves much better by learning what makes us unique, different from others and our talents.

Activity 2

Look at the following picture of children from Ahadi village.

In small groups,
1) **Name what is unique about each one of them.**
2) **What do you like most about yourself?**

Remember!

We are physically different, some are tall, others are short. Some have dark skin while others have light skin. Some have long hair while others have very short hair. We have different talents

It is important to celebrate and appreciate our differences because they help us learn from each other.

We live in different homes.

Each one of us is unique and special in our own way

We have different friends.

Each one of us is special because there is no one else in the world like us.

All these differences make us unique from each other.

Self-esteem

In this section, we are going to learn about self-esteem which will help us to know how we value and see ourselves. We will learn how it can affect how we think, how we feel, and how we act so that we can accept, respect, and believe in ourselves.

Activity 3

In small groups read the following story and respond to questions that follow.

Mrembo's Story

Mrembo, a 13 year old girl has low self esteem which makes her dislike how she looks. Due to this Mrembo does not like to socialize. Recently, a school mate introduced her to Instagram to help her socialize and get friends.

Mrembo joined Instagram and started sharing her photos online. From her online presence, she started making friends from the platform who have been complimenting on how she looks beautiful.

Overtime her followers have increased and this encouraged her to post more and more photos online. She even started receiving messages from strangers asking if they can be friends offline.

Luckily for Mrembo, she attended a lifeskills session that taught her how to value herself more. She then learnt to appreciate herself and realized that she does not need validation from strangers online to realize how beautiful she is.

Mrembo has since learnt how to value herself and has stopped accepting friend requests from strangers online.

Questions

1) **What activities did Mrembo do online?**
2) **From the story what risks did Mrembo expose herself to??**
3) **Do you think the life skills lessons helped Mrembo overcome the risks? How?**
4) **What can we learn from the story?**

Remember!

A healthy and high self-esteem is a positive value while a low self-esteem comes from attaching negative feelings towards ourselves. Irrespective of the experiences we go through we should think of ourselves highly and valuable. Always believe in yourself!

Critical Thinking and Decision making

Decision making can help us counter online abuse and stay safe while using the internet. It is important to think critically to be able to make the right decision.

Activity 4

Read the following story and then answer the questions that follow.

Lupe's story

Meet Lupe, a 12-year-old who loves using the internet to play games and chat with friends. He received several friend requests. Lupe stopped and thought about whether it was safe to accept the friend request. He remembered what they learnt about not accepting requests from strangers.

Lupe looked at the person's profile and realized that it had very little information, and the person had no mutual friends. This raised suspicion for Lupe. Instead of accepting the request, Lupe decided to decline it. He also took a screenshot of the request just in case. He felt uneasy about the situation, so he showed the screenshot to his older sibling and explained what happened. It turned out that the stranger had a history of trying to trick children into sharing personal information. Lupe's decision to decline the friend requests and involve a trusted adult helped keep him safe from a potential online threat.

From the story answer the questions below:

Questions

1) **From the story what decision(s) did Lupe make?**
2) **If Lupe had not made a good decision to decline the friend requests, what do you think would have happened to him?**
3) **Why did Lupe take screenshots and showed them to his elder siblings?**
4) **Why do you think it is important to be cautious when receiving friend requests or messages from from strangers?**
5) **What lessons have you learnt from Lupe's story?**

Remember!

From the story, by using decision-making skills, Lupe showed how to assess a situation, consider potential risks, and take actions on how to stay safe online.

Assertiveness

Assertiveness means standing up for yourself, expressing your thoughts confidently, and setting boundaries while respecting others. Being assertive online means knowing what to do and watch online to stay safe.

Activity 5

In small groups, look at the scenarios below and discuss ways you can be assertive while online.

	Examples	Your assertive response
1	A person you don't know asking for personal information	I feel uncomfortable sharing my personal information.
2	Someone repeatedly sending disrespectful messages to you	
3	Strangers asking you to share your photos	
4	A stranger online offering to send you a gift	
5	A stranger online asking to meet you face to face.	

Managing Emotions

Emotions are strong feelings that a person experiences in different circumstances in life, depending on how you express them. Emotions can be positive or negative.

1) Observe the emojis below.
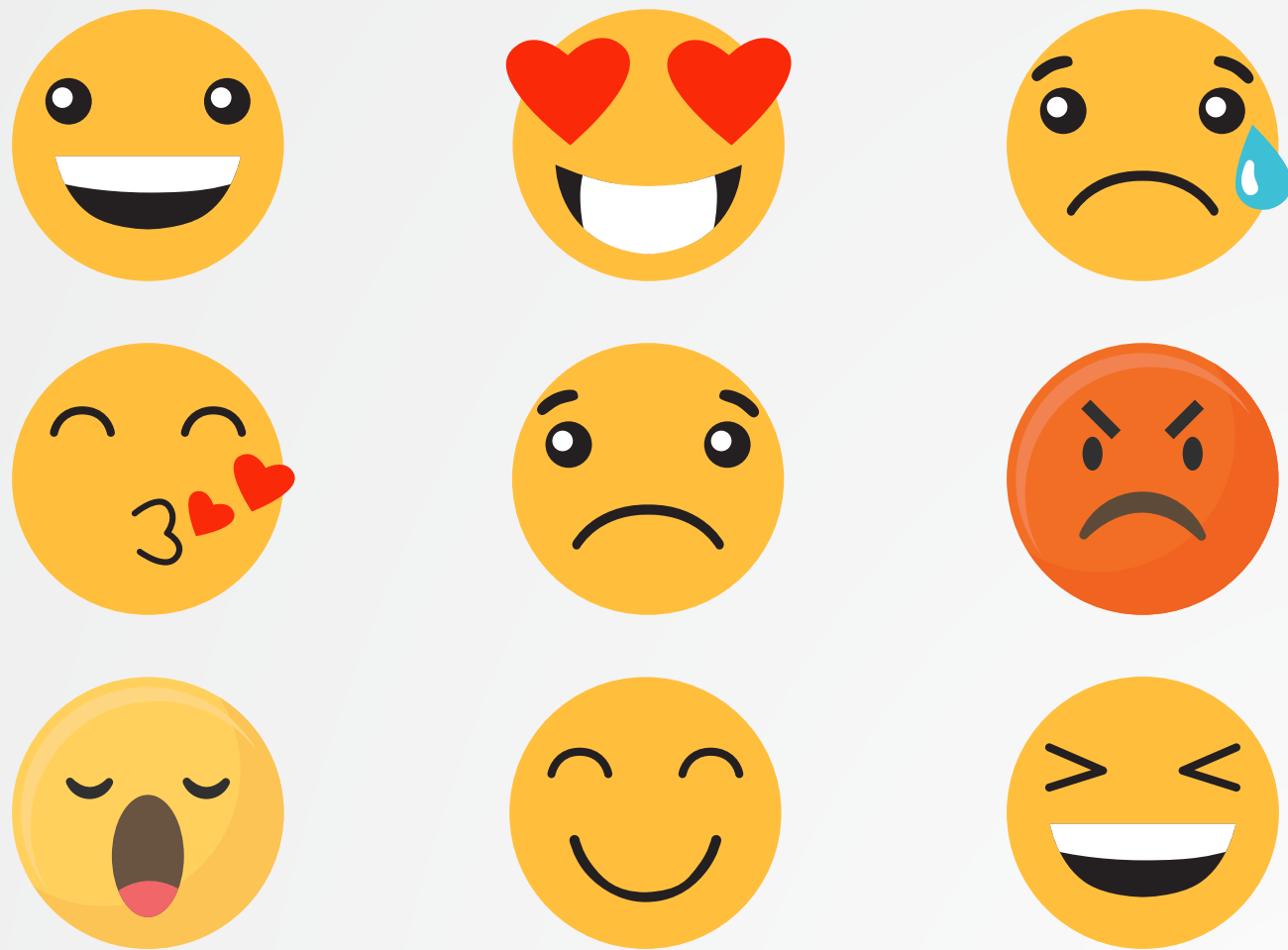
2) Identify the emotions expressed by the emojis above.

3) Has anyone ever shared with you a sad, annoying, angry, or exciting message on an online platform?

4) How did the message make you feel?

5) How did you reply to it?

Remember!

Emotions are part of our daily experiences; however, we need to learn how to manage and control them. This involves maintaining calmness, reason, and the use of the right words.

Activity 6

Read the following story and answer the questions that follow.

Mrembo's life skills story

Do you remember Mrembo? The last time we read her story, she was posting her pictures online to seek approval from strangers until she learned lifeskills.

Mrembo loves helping other people. Growing up, she has always wanted to be a nurse and take care of sick people. She is always excited about learning new ideas and making friends. With access to the internet, she has met other learners who want to be nurses too. Together, they have shared stories and ideas about helping other people feel better.

While interacting with other learners, Mrembo discovered that not everything is nice on the internet. Some learners were mean and said unkind things to her. This made her sad, but she didn't give up. She decided to stand up for herself and block the mean learners. Mrembo had gone through Lifeskills lessons, and she also talked to grown-ups who helped her understand that not everyone online is nice, just like in the real world. She also learned that not all the information on the internet is true. But, using the internet to search for the right information would be useful. She decided to look up information that would help her fulfill her dream of becoming a nurse.

So, Mrembo became a detective! She checked many websites and asked grown-ups and real nurses for advice. She learned how to tell if something was true or not. Mrembo was proud of herself for making smart choices.

Mrembo got older and became a nurse, just like she dreamed. But her adventures on the internet weren't over. She started a special place online where she talked about being nice to each other and how to stay healthy. Many learners and even some grown-ups listened to Mrembo and learned from her.

Session Summary

Mrembo's story shows that even when things online aren't always perfect, we can think critically, make good decisions, be assertive and communicate effectively to make it a better place. The story showed that with kindness and learning, you can follow your dreams and help others too.

From Mrembo's story, we have learnt that with life skills we are able to counter risks and life challenges we face while using the internet that might prevent us from achieving our dreams. When we apply Lifeskills we are able to achieve our dreams and cross the Lifeskills bridge.

Session 6

Role of family members, teachers, religious leaders, and the community in ensuring online child safety.

By the end of this session, we should be able to:

1 Identify the role of the family, teachers, religious institutions, and community in addressing online child sexual exploitation and abuse.

2 Explore the various things that our families, teachers, religious institutions and community can do to prevent us from online child sexual exploitation and abuse.

3 Identify internet guidelines that we can follow daily in order to stay safe online.

Activity 1

In small groups, discuss some of the things your family can do to protect you from online sexual exploitation and abuse.

1

2

3

4

5

6

Activity 2

Discuss what your teachers can do to protect you from online sexual exploitation and abuse.

1

2

3

4

5

6

Activity 3

The following are some tips that we as children can follow in our day to day life to remain safe online. Read them out aloud with your friend.

1. I will not share my personal information online. This includes my address, telephone number, my parent's or my guardian's work address or telephone number, or the name and location of my school without my parent's or guardian's permission.
2. I will tell my parents, guardian or teacher immediately if I come across any information online that makes me feel uncomfortable.
3. I will never agree to meet with someone I met online without first checking with my parents or guardian, or my teacher.
4. I will never send my pictures or videos, to anyone online without first checking with my parents or guardian.
5. I will not respond to online messages from anyone I do not know.
6. I will talk with my parents or guardian so that they can guide me on using the internet safely.

Activity 4

In small groups, look at the table below. Column 1 mentions different people in the community who protect children. Discuss their roles in protecting children.

Person in community	Roles
1 Policeman	Example 1: Arresting child abusers
2 Teacher	
3 Village elder	
4 Trusted neighbor	
5 Religious leader	
6 Parent or guardian	
7 Children officer	
8 Older brother or sister	

Activity 5

In the same groups, look at the table and name the different roles that people in the community do to protect children. Tick in the box(es) the person(s) responsible for the role mentioned.

Roles	Children officer	child	guardian Parent	Teacher	community member
1 Provide guidance and support to children and promote their rights					
2 Ensure the rights of the child are observed and that the people who relate to the children follow the law					
3 Immediately report to the parents/guardians a person who has sent a video with sexual images					
4 Report to the police a person who has sexually abused a child and posted it in the internet					
5 Avoid chatting with suspicious persons / strangers in the internet					

Remember!

We should follow guidelines set by family on internet use, block and report people who make us feel uncomfortable.

Everyone has a role to play to ensure that children are safe online.

For us to stay safe online, we should talk to trusted adults like parents/guardians, teachers and trusted peers so that we can understand online risks and avoid being victims.

Our parents/guardians should stay involved in our digital activities, know the apps we are using and have parental control measures.

We should always report suspected online enticement or sexual exploitation and abuse by calling the Child Helpline 116 or Whatsapp on 0722116116, or call the Police Hotline number 112/999.

We should always report suspected online enticement or sexual exploitation by calling the child helpline 116 or WhatsApp on 0722116116, or call the police hotline number 112/999.

Session 7

What to do when I realize I may have been they have been abused or exploited online.

By the end of the session, we should be able to:

1 Identify the available reporting methods for online child abuse and exploitation

2 Explain what to do when we realize that we have been sexually exploited and abused online

3 Demonstrate knowledge of how to help other children who have been sexually exploited and abused online

Activity 1

In small groups, discuss and list where we can report OCSEA cases, for example, police station...

1

2

3

4

5

Remember!

There are various places where we can report online child sexual exploitation and abuse cases as listed below.

1. Tell a trusted adult.

116 Toll Free
2. National Child Helpline **116** (free of charge)
Text or WhatsApp: **0722116116**
Facebook: Child Helpline 116 – Kenya
Twitter: @childlinekenya

3. Directorate of Children's Services (DCS).
Children officers at the county, and sub-county levels.

4. Kenya police national hotline **112** or **999** (No charges).

5. Walk into a police station, hospital, chiefa office, religious facilities.

6. Directorate of Criminal Investigation (DCI) Hotline no: **0800 722 203** (no charges).

7. Communications Authority- Ke-Cirt **https://ke-cirt.go.ke/**

8. Internet Watch Foundation- Kenya **https://report.iwf.org.uk/ke**

9. In-app reporting on the social media account.

We need to know the reporting methods and tell our friends about them.

Activity 2

In pairs, role-play the following activity:

One learner to be the victim of online abuse who is also seeking help and the other learner to be the peer educator/teacher offering support and guidance.

Activity:

Victim: "I've been receiving mean messages and threats online. I don't know what to do, and it's starting to affect me."

Peer Educator/Teacher: "I am here to help you. First, let's make sure you're safe. Have you talked to anyone else about this?"

Victim: "No, I was too scared to tell anyone."

Peer Educator/Teacher: "It's brave of you to come to me. Let us write down everything that's been happening and report it on the platform. We can also talk to an adult you trust so they can help us. You are not alone in this, and we will get through it together."

Session 8

Where can I get help?

By the end of the session, we should be able to:

1 State some of the available support services we might need if affected by online child sexual exploitation and abuse.

2 Explain the importance of these services in helping us to deal with effects of online child sexual exploitation and abuse.

Activity 1

In small groups, using the example given below, discuss

1) The support services we might need if affected by online child sexual exploitation and abuse.

2) Why these services are important.

3) Identify where we can get help within our community incase of online child sexual exploitation and abuse.

Service you need	Why is it important?
1 Counselling	
2 Mentorship	
3 Medical	
4 Legal Support	
5 Rescue services	
6 Others	

Remember!

Children who have been affected by online child sexual exploitation and abuse require immediate help including:

Mentorship: we need role models to help us achieve our dreams

Access to medical treatment incase we encountered physical harm.

Access to counselling to help us deal with the trauma.

Access to legal support to help us report and get justice

Access to safety including a safe shelter for us to be protected from harm

Now that we know the support services that children who have been affected by OCSEA need, it is important that we know how and where to get these services in our communities.

Activity 2

In small groups, discuss where:

1) We can get help in our communities.

2) What kind of help is offered in each of the places mentioned?

Where the help is offered?	What help is needed?	Who provides the help?
1 School	1. Counseling the child 2. Refer children to external support services.	Guidance and counseling teacher
2 Police station		Police officer
3 Hospital		
4 Church/ Mosque / Temple		
5 Children's office		
6 Court		
7 Chief's office		

Remember!

We have different places and people we can get help from in our community, and they include:

Schools, including the guidance and counseling teacher
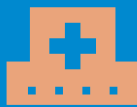
Hospital

Police

Children's office

Religious facilities like churches, mosques and temples

Chief's office among others

To wrap up the sessions:

We should not keep quiet when we or our friends are abused or exploited online.

Always **SPEAK OUT**, do not be scared to **REPORT**.

It is not your **FAULT**

We can call the Child Helpline 116 for free to **REPORT**

MAKINIKA MTANDAONI