# TRAIN THE TRAINERS

# FACE-TO-FACE TRAINING

## Introduction to Child Online Protection

### Child Online Protection

My notes

**What is child online protection ?**

It involves a shared responsibility, adopting a holistic approach to create safe digital spaces for children, balancing threat response and harm prevention. This approach emphasizes stakeholders' roles in fostering digital resilience and well-being, while maintaining a dynamic equilibrium between protection and enabling children as digital citizens, recognizing the necessity for adaptability to ensure effective online safety in an ever-changing digital landscape.

### The Distinction Between Risks and Harms

**Risks**

**Online risks** are potentially dangerous situations that can **yet** be mitigated and even transformed into opportunities. Risky activities are not always harmful, or, in other words, do not always harm children.

**Harms**

Harms describe situations that are **already** dangerous, abusive, and can not be justified. Content on the internet can cause both physical and emotional harm.

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### Risks and Harms

My notes

Risk is the probability of harm, while harm includes a range of negative consequences to the child's emotional, physical or mental wellbeing.

(Livingstone, 2013)

### The "4C" Risks Facing Children Online

| CORE | Content<br>Child engages with or is exposed to potentially harmful content | Contact<br>Child experiences or is targeted by potentially harmful *adult* contact | Conduct<br>Child witnesses, participates in or is a victim of potentially harmful *peer* conduct | Contract<br>Child is party to or exploited by potentially harmful contract |
|---|---|---|---|---|
| Aggressive | Violent, gory, graphic, racist, hateful or extremist information and communication | Harassment, stalking, hateful behaviour, unwanted or excessive surveillance | Bullying, hateful or hostile communication or peer activity e.g. trolling, exclusion, shaming | Identity theft, fraud, phishing, scams, hacking, blackmail, security risks |
| Sexual | Pornography (harmful or illegal), sexualization of culture, oppressive body image norms | Sexual harassment, sexual grooming, sextortion, the generation and sharing of child sexual abuse material | Sexual harassment, non-consensual sexual messaging, adverse sexual pressures | Trafficking for purposes of sexual exploitation, streaming (paid-for) child sexual abuse |
| Values | Mis/disinformation, age-inappropriate marketing or user-generated content | Ideological persuasion or manipulation, radicalisation and extremist recruitment | Potentially harmful user communities e.g. self-harm, anti-vaccine, adverse peer pressures | Gambling, filter bubbles, micro-targeting, dark patterns shaping persuasion or purchase |
| Cross-cutting | **Privacy violations** (interpersonal, institutional, commercial)<br>**Physical and mental health risks** (e.g., sedentary lifestyle, excessive screen use, isolation, anxiety)<br>**Inequalities and discrimination** (in/exclusion, exploiting vulnerability, algorithmic bias/predictive analytics) | | | |

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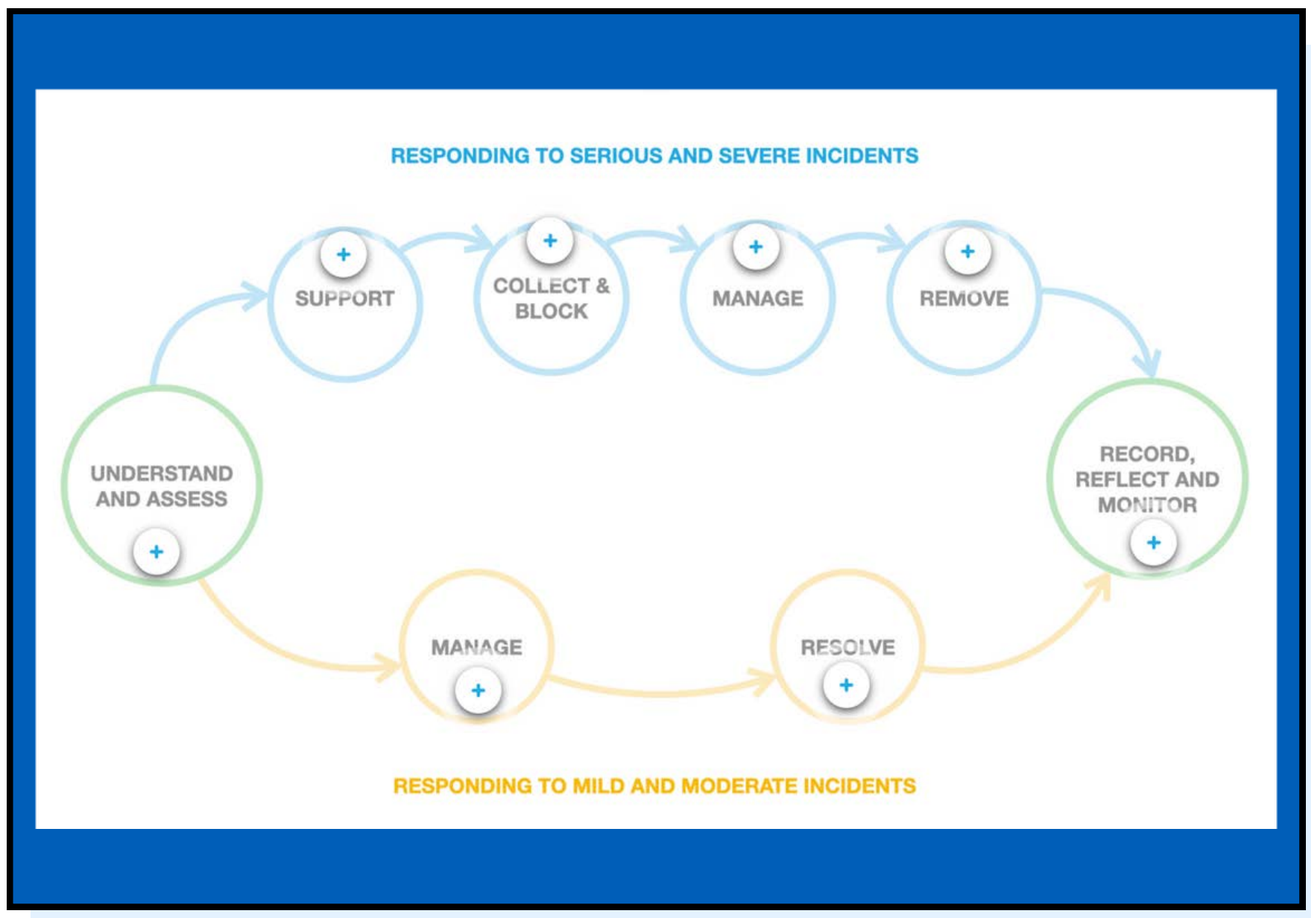
### Child Sexual Exploitation and Abuse

My notes

**What is child sexual exploitation and abuse ?**

Child sexual exploitation and abuse involves a child participating in sexual activity in exchange for gain or benefit, facilitated by coercion, threats, or complex factors. Vulnerability, often linked to poverty or abuse, heightens the risk. The key distinction lies in the notion of exchange, differentiating it from sexual violence. The UN defines it as the abuse of vulnerability for sexual gain. Importantly, it may involve material exchange or monetary gain, and children can be both victims and perpetrators, with peer-on-peer exploitation recognized.

### Responding to a Threat



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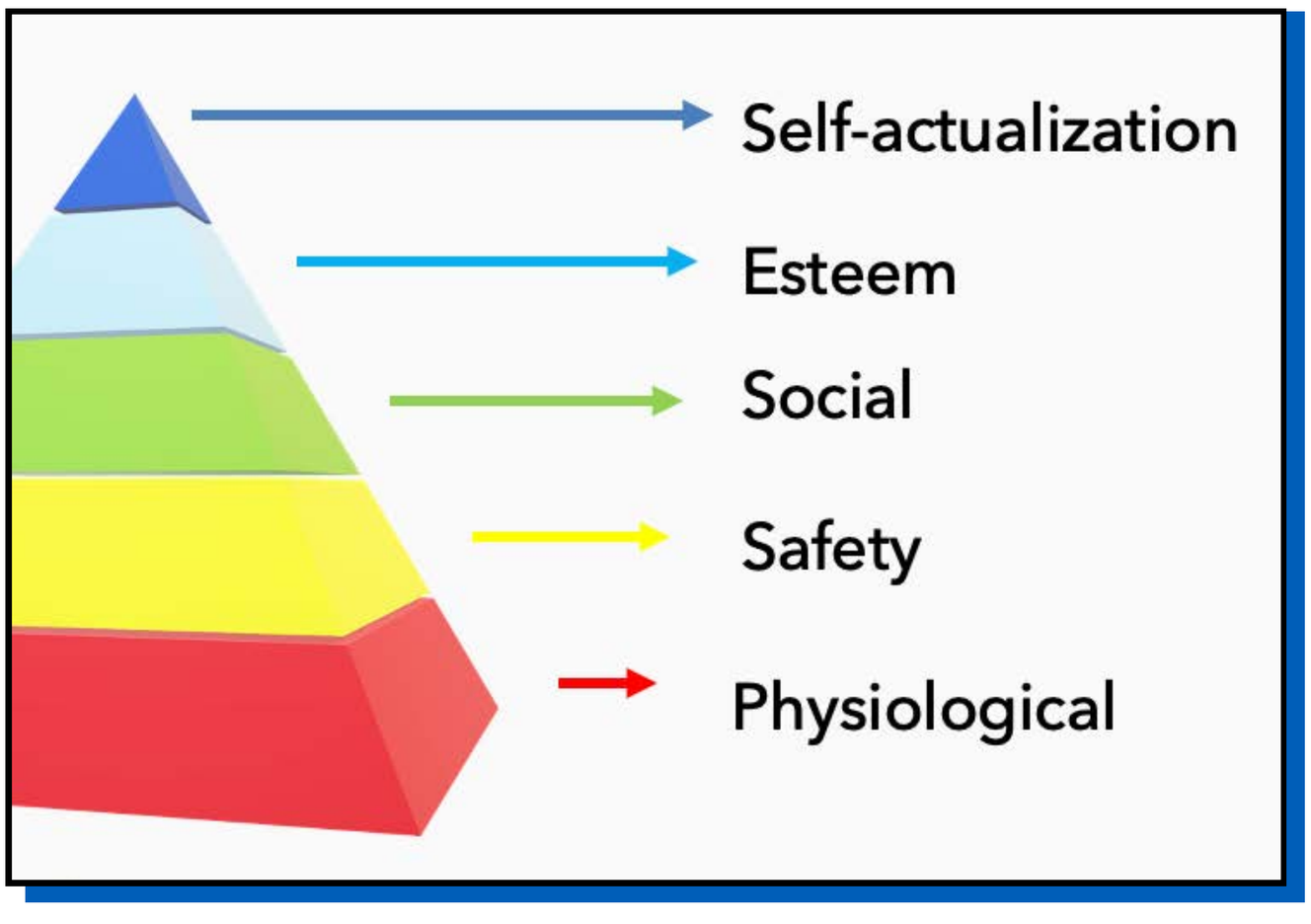
## Fundamental principles for addressing child online protection

The Rights of the Child

My notes

## Become a trainer

The Needs of Participants



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## Become a Trainer

### What do we learn?

My notes

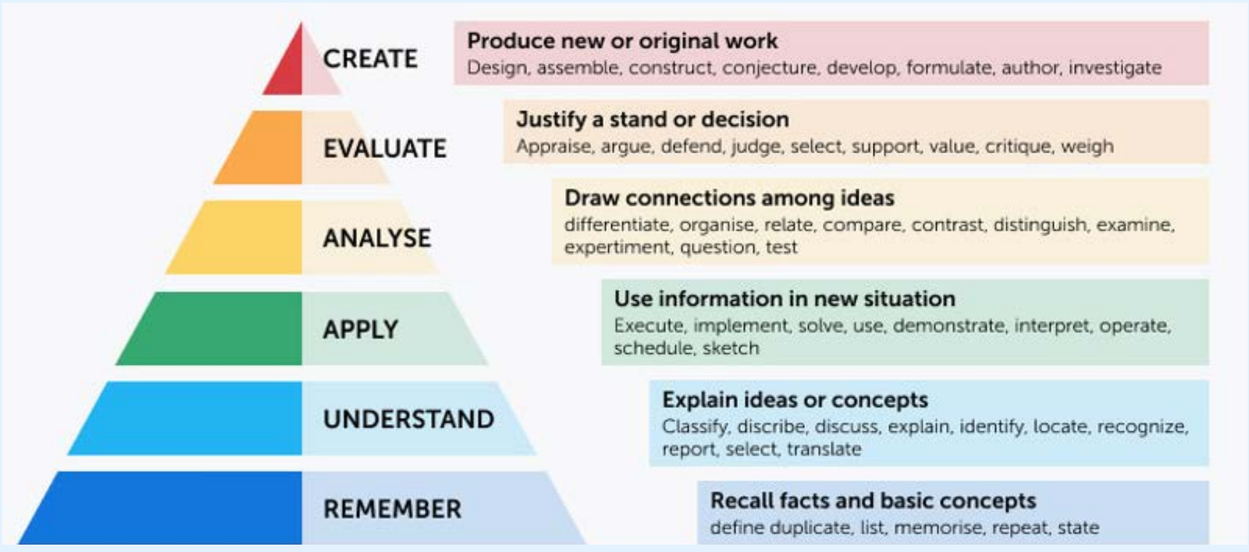
In training we usually try to influence all three domains:

- Knowledge, or the mental understanding of a subject,
- Skills, or the physical ability to do something,
- Attitudes, or our emotional feeling about something.

Concerning our main subject, the child online protection, we can consider:

- Knowing and learning the guidelines of child online protection as Knowledge
- The techniques and tips to guarantee a safer internet for children as skills
- The reasons to keep the internet safer for children as attitudes

### Bloom's Taxonomy – Cognitive Domain



# TRAIN THE TRAINERS

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## Become a Trainer

### Training Techniques

1. **Experiential learning:**
   - **a. Playing a relevant game**
     This can be a game that allows you to introduce yourself, to present your opinions, your views
   - **b. Practicing doing something**
2. **Experiential social learning:**
   - **a. Debating alternative positions**
     Have a class debate on the topic by providing different arguments to stimulate discussion
   - **b. Having a small group discussion**
   - **c. Taking part in a role-play**
   - **d. Coaching and mentoring**
4. **Passive learning:**
   - **a. Watching a demonstration**
     Exemplify a theoretical or practical element
   - **b. Watching a video**
   - **c. Listening to a presentation**
3. **Research-based learning:**
   - **a. Working on a case study**
     This is an approach that aims to gather information about a topic to help understand how it works or behaves in a real situation.

My notes

## Designing and Delivering a Training Session on Child Online Protection

### Planning and Preparation

**Who am I training?**

**Why am I training them?**

**What will the training cover?**

**Where will I train them?**

**How will I train them?**

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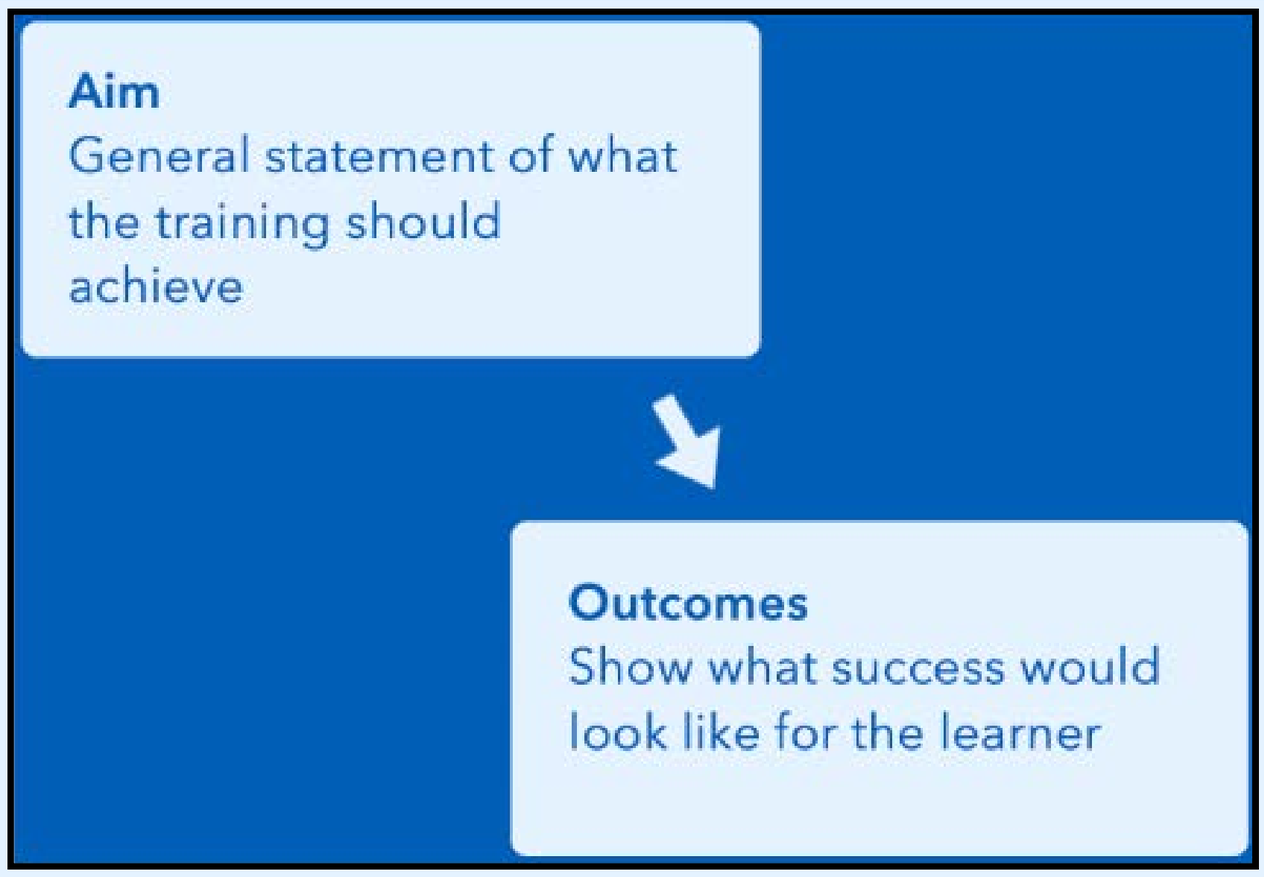
## Become a Trainer

### The teaching Cycle

My notes

### Aim and Outcomes



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## Proposed Template to Deliver a child online protection Training

| Topic | Key Concepts |
|---|---|
| Why should I care? | Understanding the local relevance of a global challenge |
| What is child online protection? | The concept of child online protection, the Child Online Protection initiative |
| | Child online protection principles, Guidelines |
| | What risks and harms for children online? ("4C", OCSEA) |
| What can I do? | Understand my role in child online protection |
| | Use a child-rights-approach to protect and empower |
| | Prevent harm, mitigate risks |
| | Identify, report and respond to harm |
| Become a trainer | Learning, Teaching Theories |
| | Planning and Evaluating Theories |

My notes