



سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



STUDENT'S WORKSHOP GUIDE
INTERNET ADDICTION



Workshop Components

Note:

This document is inclusive only of the Workshop Guide. All other components for this workshop are listed below for the trainer's reference and can be found in the Internet Addiction Workshop File

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Background Reading for Student](#)
- [Internet Addiction PowerPoint](#)
- [Workshop Practical Activities](#)
- [Workshop Notes for students](#)
- [Workshop Learner feedback for students](#)



Introduction to Internet Addiction Workshop

Target Audience:

Students

Workshop Duration:

160 minutes

Workshop Components:

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Background Reading for Student](#)
- [Internet Addiction PowerPoint](#)
- [Workshop Practical Activities](#)
- [Workshop Notes for students](#)
- [Workshop Learner feedback for students](#)

Overview:

The Internet Addiction Workshop aims to educate the students on this growing epidemic. Since many people do not know such addiction exists, this workshop starts by defining what Internet addiction is, providing thorough explanation of its different types and symptoms. Through the group Practical Activities provided by the instructor, the students will learn how to assess whether they, or any of their friends or relatives, suffer from this addiction, and also present to them the best ways to prevent or deal with such a condition.



Workshop Guide

Internet Addiction

Duration:

Around 160 minutes

Requirements:

- Projector
- Wi-Fi for the trainer
- Regular room
- Preferably round tables
- Hand-outs
- Folders

Number of participants:

Maximum 25 students

Purpose:

To educate and raise the awareness on Internet addiction.

Objectives:

1. Introduce the topic.
2. Define the different types of addiction.
3. Highlight the signs and symptoms.
4. Highlight areas to eliminate its impact.
5. Define ways of prevention.
6. Highlight alternatives in the offline world.

Materials to be used:

- Flipcharts
- Markers
- Workshop Guide
- PPT



Action	Trainer	Participants	Materials	Timing
General Introduction to the program and today's topic – 1 st slide	This is an opening slide. Trainer introduces himself/herself and the program and today's topic (Digital Literacy Curriculum) If needed – asks participants to introduce themselves. If you think an icebreaker is needed – the trainer does it now.	Listen and introduce themselves.	PPT, ice-breakers ACT1	15 min
How to be Safe in Reality – 2 nd slide	You may want to talk here about safety from health, traffic, and life perspective and after that go ahead and ask the participants how different the online world is from the real world and if it is important to be safe in the online world as well as being safe in the real world.	Listen and discuss why is Safety online is big concern as Safety in the real world.	PPT	10 min
What is Cyber Safety – 3 rd Slide	First encourage participants to define what could be a cyber-safety definition. Ask them what they think before you show them the scientific definition.	Listen and discuss.	PPT	10 min
Action Is Cyber Safety Important ACT2 – List Online Threats (Group Work) – 4 th Slide	Asks students to divide into groups of 5 and pass on a flip chart sheet and encourage them to write down why would they think we need to be safe online and based on their answers, say YES, that means there are threats and accordingly ask them to list at least 8 online threats.	Get split in groups of 5. Write down why they think it is important to be safe online. List at least 8 online threats.	PPT, Flip chart, markers, ACT2 – List Online Threats (Group Work)	20 min

Action	Trainer	Participants	Materials	Timing
Workshop Objectives – 5 th Slide	Define the objectives of today's topic. You may want to give a very brief introduction to Internet addiction but not much.	Listen.	PPT	5 min
Internet Addiction – definition – Slides 6-7	Here the instructor is required to introduce Internet addiction and break it down to three different areas (Internet, addiction, and Internet addiction). After the definition share with them some useful statistics on internet usage in the MENA region.	Listen	PPT	10 min
Types and Symptoms – Slides 9-11.	Highlight the different types as well as the signs and symptoms of internet addiction.	Listen.	PPT	10 min
What to do if you suspect – Slides 12 - 23	Define the different areas where a person could focus on to eliminate the impact of the internet addiction.	Listen.	PPT	15 min
How to prevent – 24 th Slide	Highlight key tips on how to avoid and prevent being addicted to the internet.	Listen	PPT	5 min



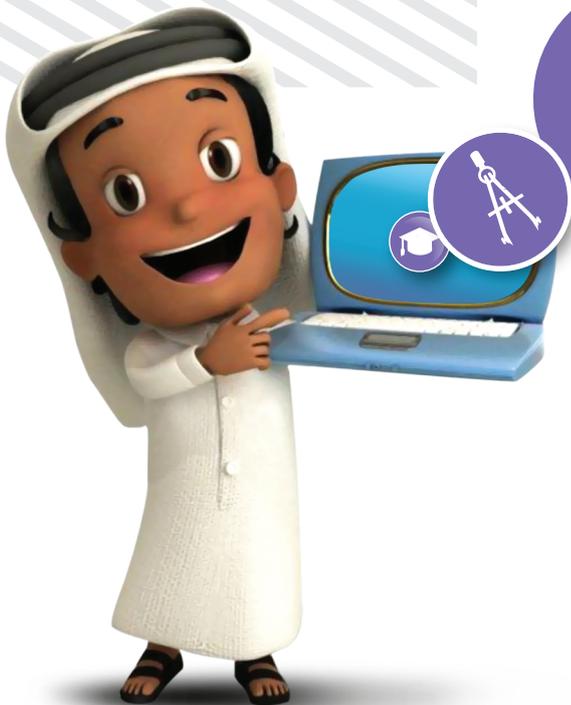
Action	Trainer	Participants	Materials	Timing
ACT3 – List Alternatives (Group Work) – 25 th Slide	Divide students in groups of 5 and ask them to list all the practical activities that could be done that has nothing to do with internet and technology devices.	Participate in the activity – get split in groups of 5 and list all practical activities that could be done that has nothing to do with internet and technology devices.	PPT, Flip Chart, markers, ACT3 – List Alternatives (Group Work)	20 min
ACT4 – Who Can Be Addicted (Class Discussion) – 26 th Slide	Encourage discussion. The answer is everyone but do not answer for the participants.	Participate in the activity. Discuss and share your thoughts on who could be addicted.	PPT, Flip chart, markers, ACT4 – Who Can Be Addicted (Class Discussion)	7 min
ACT5 - Internet Addiction Game! (Mind Mapping) – 27 th Slide	Encourage students to participate in the mind mapping game to wrap up all what was covered and they have learned.	Participate the mind mapping game. Ask questions at the end if any.	PPT, ACT5 - Internet Addiction Game! (Mind Mapping)	20 min
Any Questions? – 28 th Slide	Encourage participants to ask questions on the topic or even related to safety in general. Pass on Learner feedbacks as well as an article for them to read when they get back home.	Ask questions if any.	PPT, LEARNER FEEDBACK	10 min





سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



STUDENT'S WORKSHOP
ACT 1. ICEBREAKERS
INTERNET ADDICTION



ACT 1. Icebreakers

Notes for the trainer:

You can choose one of the icebreakers or pick an icebreaker you've previously done in your training practice. You don't have to do the icebreakers and usually with teachers you should choose those not requiring too much energy and moving around – a short conversation or a story from life is better than "hide and seek" or other activities of this kind. Just observe the group and think what they need – do they need more energy or less energy or do they just want you to go on with activities.

The icebreakers are described separately. Only use icebreakers if you feel they will help you in the workshop. They are not the core of your content – do not fill the workshop just with icebreakers.

Brief description of icebreakers you will find in teacher's materials.

Variations:

Treat the list of icebreakers as inspiration. This kind of micro-activities is something each trainer collects and modifies all the time and uses it when appropriate. If you have a group of teachers from the same school do not use icebreakers which are supposed to help the participants memorize each other's names as it is irrelevant, if the group of participants consists of older and experienced teachers – do not try to make them run around and sing as they will probably refuse.

If you feel you have a micro-activity you prefer to use – use it.



1. Names

Participants sit in circle and one by one pronounce their names repeating also all the names of people talking before them. The first one has an extra round repeating all names in the end.

2. Names

Participants sit in circle and one by one pronounce their names saying e.g. Ann – artist – finding words describing them best and starting with the same letter as their names.

3. Names

Participants just pronounce their names one by one.

4. Hobbies

Participants stand on chairs in a circle and given a category – walk on chairs to put themselves in a given order (e.g. size of shoe).

5. Hobbies

All participants draw what is their favorite hobby. Then 4 chosen participants stand in corners of the room and not speaking but just watching the drawings the other participants try to guess with whom they share hobbies. They find place next to the drawing they find describing similar hobby to theirs. STILL NO TALKING! After completing the task the group sits together and discuss the outcomes – how the façade can be misleading 😊.

6. Pure fun

Participants are divided into groups of at least 3 and get a task to build “a machine for...”. Depending on a level of participants’ ability of abstract thinking they either build specific machines i.e. for grass mowing or can build for example a machine for making sun shine.

7. Pure fun

One of participants sits on a chair and four other participants try to lift him/her with their fingers.

8. Pure fun

Guessing characters – participants have sticky notes on their backs with names of characters (from cartoons or from politics or movies etc.). Their task is to guess who they are. They can ask others questions but only can expect a yes or no answer.

9. Feedback

Cigarette – participants write feedback and fold the sheet of paper one by one to form a cigarette at the end. Trainer can decide on the kind of feedback he/she wants.

10. Feedback

Participants draw their hand on paper – just a sketch. Then they write their name on it. Then they are asked to count how many positive features they have and write the number down. Then they are asked to add 2 to the number they’ve written down and this is the number of their features they are asked to name and write down.

11. Feedback

The trainer puts a bowl in an exposed place and asks the participants to put their feedback to it on sticky notes each time they feel they want to.

12. Miscellaneous

Participants get in pairs and speak about each other for one minute, the other taking notes. The task is then to draw all the things heard and show to the group and let them guess what is drawn.

13. Anti – stress

What makes you angry in... (school, work etc.)? Write it down individually. We’ll not read it. It’s for you to realize. Now tear the papers into as small pieces as you can. And imagine some funny creature. Now stick the pieces on paper to form the creature you thought of 😊.



سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



STUDENT'S WORKSHOP
ACT 2. GROUP WORK
INTERNET ADDICTION



ACT 2. (Group Work) List Online Threats

TOPIC:

ACT 2 - List Online Threats

TITLE:

List Online Threats – Group Work

Objectives Covered:

1. Participants will be able to explain why would they need to be safe online.
2. Participants will be able to list a couple of online threats.

Time:

20 minutes

Resources:

PPT, Flip chart, Pen/ marker for each group – 4th Slide.

Notes For The Trainer:

Divide students into groups of 5. Pass on a flip chart and a pen to each group. Encourage them to write down why safety is so important and why would they need to be safe online. After that, ask each group to list at 8 online threat and to describe each of the threats into a brief sentence. You should not expect them to write exact terms, but mostly the things they face online that could hurt them or their family and to categorize them in a list of things.

Variations:

If a group seems to be willing to complete the task but you notice they didn't understand it – assist them. Write for them one of the threats

and encourage them to write and explain the rest. Let them think of what could happen or happened to them bad before and ask them to categorize that as one of the threats.

If the group is small, ask participants to shout out the reason of why is it important to be safe online and a number of online threats while you write them on a flipchart and then walk them through the list.

If computers are available and we have enough time, divide them into groups of five and ask them to look online for online threats and a definition of online safety in five minutes and then present the outcome to the rest of the group in three minutes.

If the session is being conducted in a library, divide them into groups of five and ask them to look for books on safety and pick any number of online threats and a definition on online safety in five minutes and then present the outcome to the rest of the group in three minutes.

Expectations:

Why is it important to stay safe online? In the same way you learn about safety when you leave the house, it is important to learn how to stay safe online. These are skills that will stay with you for life.



سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



STUDENT'S WORKSHOP
ACT 3. LIST ALTERNATIVES
INTERNET ADDICTION



ACT 3. (Group Work)

List Alternatives

TOPIC:

ACT 3 - List Alternatives

TITLE:

List Alternatives – Group Work

Objectives Covered:

1. Participants will be able to list several of-line activities that have nothing to do with the internet and technology devices.
2. Participants will be able to find other ways of spending their spare time instead of being addicted to internet or technology devices.
3. Participants will be able to identify the benefit of all the activities highlighted that they may use later on.

Time:

20 minutes

Resources:

PPT, Flip chart, Pen/ marker for each group – 25th Slide.

Notes For The Trainer:

Divide students into groups of 5. Provide each group a flip chart and a marker. Ask them to list all the activities that have nothing to do with internet and technology devices. Ask them to think of what the benefit could be to their lives. Note that some activities might even change your thinking about the purpose of living. Inspire them all with one or two examples i.e. traveling and sightseeing makes you know more about people on the other side of the world and helps you define, identify and respect the differences between cultures.

Encourage them to find a lot of examples and discuss. The more examples, the better as they might use them in future.

After five minutes, ask each group to pick one representative of the group to present the list and explain the benefits of each activity in three minutes.



Variations:

If you seem to see a group who are struggling to find activities to be done in the real world, you may suspect that some or all of them are so attached to the internet world and technology that they don't find satisfaction in other activities. You can then start helping them by giving them examples of things they could make which could change their lives completely i.e. reading books and poems, sightseeing, hanging out, etc.. don't give them too much and leave them to dig for more as this is the aim of the activity.

If there are computers in the lab/ room, divide them in groups of 5 and ask each to look online for the different kind of activities they may do in the real world like i.e. skating, bowling, tennis, football....and ask them to define the benefit of each of those they will get.

Expectation:

You may expect to have a list including but not limited to the following:

1. Reading
2. Science
3. Singing
4. Adventure
5. Sports
6. Travelling
7. Football
8. Bowling
9. Skating
10. Sightseeing
11. The list goes on...





سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



STUDENT'S WORKSHOP
ACT 4. WHO CAN BE ADDICTED?
INTERNET ADDICTION



ACT 4. (Class Discussion) Who Can Be Addicted?

TOPIC:

ACT 4- Who can be addicted?

TITLE:

Who can be addicted? – Class Discussion.

Objectives Covered:

1. Participants will be able to realize that everyone who's using the technology and the internet could be trapped if he/she doesn't take the right precautions.
2. Participants will be able to identify the risk and probability of being addicted.

Time:

7 minutes

Resources:

PPT, Flip chart, markers, – 26th Slide.

Notes For The Trainer:

Encourage discussion. The answer is everyone but do not answer for the participants. Encourage them to participate and bring all their thoughts to the table. Ask them who they think can get addicted. Give five minutes for the discussion and by the end and after getting all their feedback conclude by highlighting the following;

Each person using the internet is potentially exposed to the risk of becoming an internet addict. This is a matter of our personal vulnerability. Sometimes we spend a lot of time online and we are not affected at all while other people spend much less time but they

experience fear, anxiety and become aggressive when deprived of internet access. We have to find a right balance for ourselves by always looking for better alternatives as shown in activity 3.

Variations:

If it seems like no one has an answer to share or may be few, remind them with the signs and symptoms in slide 10 and 11 which will give them a better idea and make them realize and assume maybe who in their community might be affected.

If there is a computer in the lab, ask them to look online for statistics on how many people are addicted online and their age level and by that they could get a better picture.

Expectations:

You may expect them saying;

- My father sits there all the time when has work to do.
- My grandfather when he learned how to use the internet, he started sitting at the computer most of the time he's awake and rarely talks to us.
- A friend of mine plays online games for hours and doesn't hangout as he used to.
- ... and many more!



سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



STUDENT'S WORKSHOP ACT 5.
INTERNET ADDICTION GAME
INTERNET ADDICTION



ACT 5. (Mind Mapping) Internet Addiction Game

TOPIC:

ACT 5 - Internet Addiction Game

TITLE:

Internet Addiction Game – Mind Mapping

Objectives Covered:

Participants will be able to identify;

1. most of the different types of internet addiction.
2. That everyone could be addicted.
3. The right precautions to be taken if they suspect they're addicted.
4. The social and physical signs related to addiction.
5. The different ways on how to avoid it happening.

Time:

20 minutes

Resources:

PPT, Flip Chart, marker – 27th slide.

Notes For The Trainer:

The trainer starts the mind mapping with Internet addiction at the centre and starts asking questions like what are the different types of addictions online, who can be addicted, how to avoid it happening, what are the different signs and symptoms, what precautions a person should take to eliminate it etc. and gets all the answers and fills in the gaps on the mind map on a flip chart /or board making sure everyone has understood the lecture and is ready to ap-

ply it in the online world.

Let the students shout out the answers while you write them on a flip chart.

An example of a mind map on Internet addiction for you to get started.

<http://www.mindomo.com/mindmap/internet-addiction-c84404b92e9c4bd6a36e-90ae553d12a7>

Variations:

If you see them struggle in finding an answer try reminding them what was already covered during the day by mentioning titles and an answer or two as a teaser and expect the rest from them. If they weren't helpful enough to remember then do it yourself as a wrap up of what was covered.

You may leave the mind map all blank with Internet addiction at the centre or fill in some and encourage the students to fill in the rest.

If there is a computer system, let them bring all the answers they learned from the lesson and ask them to dig for more online.

You may want to create the mind map on an online platform using the following information:

Username: safespaceqa2013@gmail.com

Password: safespaceqa2013safespaceqa2013

<http://www.mindomo.com/mindmap>



سيف سبيس
Safe Space

DIGITAL LITERACY CURRICULUM



STUDENT'S WORKSHOP BACKGROUND
READING FOR TRAINERS
INTERNET ADDICTION



Background Reading For Trainers

Note:

The objective of the background reading is to provide trainers with detailed content regarding the topics they will be explaining and sharing with the audience.



The Impact of Internet Addiction On Students

Technology is advancing day by day and one cannot visualize what kind of technology innovations are in store in the future.. In the coming days the Internet is going to rule the information technology world giving its users the privileges and facilities to do things which seemed impossible during the previous centuries.

Considering this, your role as an educator is to protect your students to use the Internet effectively and make them realize the importance of family bonding, real friends and physical games rather than seeking happiness on the Internet. The fact is not everyone is aware of the risks that are associated with internet over-use and getting too much attached to it. .

Children are exposed to the mobile world and the Internet without knowing the good and bad sides of it. At the same time, most parents give little attention to their children's online activities and don't take time to evaluate what their children should be exposed or given access to. Some parents believe that it is the school's responsibility to teach the child regarding this.

This is a challenging concern for every school as they are expected to introduce the Internet in the right light and also highlight the risks that are prevalent in the Internet world. Your responsibility is to educate students about the right usage of the Internet and teach them to balance the time they spend on the Internet, studies family and friends correctly.

You have to help them understand the advantages the Internet provides as well as the impact it can have if they don't exercise discipline regarding how, when and for what they use it.

In Middle East countries, website which are inappropriate for the children as well as adults are blocked. Make use of interval time to sensitize the students the practical problems of Internet addiction happening globally. This will not only help them understand the problem of Internet addiction, but also help them exercise discipline on their usage of Internet as a tool.

With the Internet being enabled on mobile phones, educators have to alert students to exercise caution about their access to the Internet. Students should be educated regarding Internet related crimes and the reason behind those crimes. How can we protect ourselves from becoming targets to these Internet related crimes?

In this regard, you have to discuss with the student's parents about Internet best practices. The environment in which the student grows and thrives at school should be similar at home. Help the parents to cooperate with you in helping every student grow in the right discipline and correct influence of the Internet.



You need to teach your students on the good things the Internet provides such as access to different kinds of information, viewing educational and appropriate videos, connecting to friends living abroad, making online transactions, purchasing things by sitting in one place, playing games... etc.

At the same time educate them that anything done without control is dangerous, such as playing online games continuously or chatting with friends for a longer period of time, making frequent purchases online which can cause financial loss, sharing pictures and videos online which can allow Internet fraudsters to steal your information and use against you.

Hence you should create awareness about Internet addiction and encourage them to spend more time in the real world.

Make them realize the importance of meeting people in person than online. Internet addiction is breaking family relationships; hence teach them to value family relationships above anything else in the world. Share your happiness and sadness with known people rather than online strangers.



Helping Youth with Internet Addiction

When computer education was started in schools, students and educators were enjoying teaching and learning. When the Internet was accessed by the students for the first time at school, it was a wonderful invention with so many features and services. It brought in so many benefits and advantages. Your approach to education and imparting education to students changed with the use of the Internet in schools, project-based learning, class assignments with realistic examples and adding to that a good amount of research could be conducted on any subject.

The Internet has become an essential need in the present generation. With the Internet being accessed on the mobile phone, it is your responsibility to teach students understand the right usage of Internet on any medium.

You have to help students use the Internet effectively. Students should be educated about the good side of Internet usage and what can be gained through the Internet. One strategy to facilitate this task is to have an Internet Usage Policy and guidelines in each school. This will help students and educators use the Internet correctly and effectively.

The same should be shared with parents in order to have a common discipline both in school and at home.

The environment that is maintained in school may not be the same at home. In school students' online activities are monitored and checked by the network administrator. The same discipline should ideally be available at home.

You need to evaluate whether your students require Internet access for their education at home or not. If required, educators and parents have to define and implement proper instructions for Internet usage. However, in today's world the Internet is available everywhere, in such cases, parents must be made aware of the Internet related threats and ensure that their children's online activities are monitored regularly.

You should be alerted to changes in student's behavior and practices in class. You need to know if there are any noticeable behavioral changes or health related problems such as:

- They are not participating in sports activities, group discussion and preferring to stay alone.
- Some students have stopped socializing with other school students.
- They are always talking about some video games or about new online friends.





On the other hand, you should also try to discuss the topic of Internet threats, cyber safety and Internet addiction in particular in the class. Listening to the students and giving them a good chance to express themselves and talk freely about their online activities will help you identifying how children are using the Internet at home.

You will also be able to evaluate the sites some students are viewing. You need to check their attendance in school and evaluate the reason, if there are absent regularly.

You need to discuss the same with the parents and explain what their children are exposed to nowadays and what problems they might be prone to. With the parent's support you can counsel the youth.

Detecting and Treating Internet Addiction

Internet addiction is termed as dangerous causing health complications and psychological problem ranked in line with drug addiction. The young generation, i.e. youth are becoming victim to this addiction and they are finding it challenging to overcome it. The school administration and educators are worried because this addiction is affecting the academic performance of students.

As educators, you should encourage your students to use the Internet for completing assignments, making them more meaningful and interesting. Most youth's complete assignments using technology, if asked to do so, and are appreciated by the educators. This appreciation motivates them to use the Internet much more and excel in the next assignments.

However, sometimes overuse of the Internet is making students wander into other online services which may not be appropriate for their age or their academics. Parents sometimes don't bother much as they think that their children are studying and completing their class assignments.

Your role becomes dynamic day by day with regard to students' progress. Ensure that your students perform better in academics and grow into a productive citizens and good professionals. Evaluate their performance and behavior in class. Observe how they interact with class students. Ensure they participate in all school activities.

You need to empower them based on their strengths and motivate them to use their weakness effectively.

In a school environment, most students spend 8 hours a day for at least 10 successive years. This is an adequate amount of time for you to assess your students correctly. You might even know of some traits which student's parents may not be aware of.



Hence as educators

If you realize or notice a change in behavior, absenteeism, scoring less in academic studies... etc., arrange a meeting with the parents excluding the student; to share with them your observation. Try to understand more about how the parents interact with their child at home.



Take the support of parents to help restore the student's normal health and performance.



Assign responsibility to such students in class. This will make them feel accountable and important and will ensure they are present in the class regularly.



Conduct workshops for students and parents and create awareness on Internet Addiction and explain how technology can be used effectively for both parents and students.



These workshops will help parents to understand the reasons why children are likely to become addicted to the Internet as well as help students understand aspects of Internet Addiction and how they can protect themselves from becoming addicted to it.



These workshops will help parents to understand the reasons why children are likely to become addicted to the Internet as well as help students understand aspects of Internet Addiction and how they can protect themselves from becoming addicted to it.



Advise parents to give limited user access to their students, this will help them prevent downloading new games and software.



Advise them to spend more time with their children to keep them away from excessive uncontrolled online activities.



Tips for Educators Internet Addiction

1. If you identify¹ any behavioral change in the students, inform their parents and know the reasons for the change.
2. Conduct workshops² for parents on the potential problems of Internet overuse.
3. Provide a way to help³ parents identify and address issues related to Internet addiction.
4. Identify strategies to support the positive and productive use⁴ of digital technology.
5. Define Internet addiction⁵ to students and describe how it differs from normal use.

1 <http://www.slideshare.net/guestb628c5/internet-addiction-presentation>

2 <http://www.slideshare.net/guestb628c5/internet-addiction-presentation>

3 <http://www.slideshare.net/guestb628c5/internet-addiction-presentation>

4 <http://www.slideshare.net/guestb628c5/internet-addiction-presentation>

5 <http://www.slideshare.net/guestb628c5/internet-addiction-presentation>

