

Digital Citizenship

Module 3A

Be a critical thinker

(45 minutes)

Key learning objectives

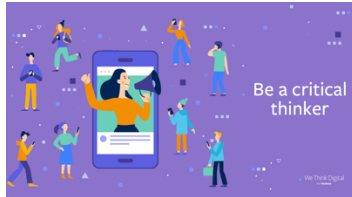
- Adopt a critical thinking approach to online information
- Become media literate by recognising different types of information — such as news, entertainment, opinion, ‘clickbait’, hoaxes, ‘fake news’ and advertisement — and be able to analyse accordingly
- Be aware of the limits to an individual’s choice of information online
- Understand perspective in evaluating information online, including the impact of an individual’s life influences
- Identify key digital scams, such as malware and phishing
- Be empowered to be an active, engaged digital citizen while appreciating the real-life impact of an individual’s actions online

Key terms

- | | |
|---------------------|------------------|
| ● Media literacy | ● News |
| ● Critical thinking | ● Clickbait |
| ● Perspective | ● Phishing |
| ● Advertisement | ● Malware |
| ● Fact | ● Computer virus |
| ● Opinion | |

WORKSHOP PRESENTATION

SLIDE 1



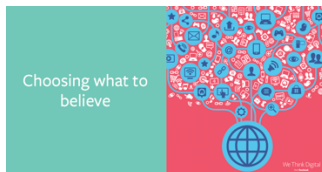
SLIDE TEXT:

Be a critical thinker

Instruction note

- Welcome everyone and ask them to get settled in their seats
 - Once everyone is seated click to next slide
-

SLIDE 2



SLIDE TEXT:

Choosing what to believe

Segue in

“Welcome to this workshop about what information to trust online.”

“We know the internet is a vast network of connected computers sharing huge amounts of data, or information, between billions of people. Everyone who uses the internet is also a creator of data. There’s so much information online – coming from so many places, and produced for so many different reasons – that it’s sometimes hard to know what to believe. Which bits are true. What you can trust.”

“Being a digital citizen means thinking critically about the information you find online, assessing it, and then making an informed decision about what to do with it.”

“To get us thinking about trust, let’s start with an exercise. Do you know the person sitting next to you? Whether or not you know them, think about how much you trust them: completely, a lot, a little, not sure?”

Instruction note

- Give them a minute to think

Instruction

“If they told you some information right now, would you trust what they’re saying is true? How do we decide who to trust and what is true?”

“Let’s try another exercise to help get us thinking about trust. I’d like to invite two people to come up here.”

Instruction note

- Choose 2 people who are sitting together as they probably know each other
- Ask the questions to one person first, then ask the second person

“Do you know them? Do you trust them? On a scale of 1-10 – where 1 is not at all and 10 is completely – how much do you trust them? Can you tell us what makes you give that answer?”

“Thank you. You can return to your seats now. Now I’d like to ask two more volunteers to help me with this exercise. “

Instruction note

- Choose 2 people who are sitting not together so that they don’t know each other, or not as well
- Ask the questions to one person first, then ask the second person

“I’m going to ask you the same questions: do you know this person? Do you trust them? On a scale of 1-10 – where 1 is not at all and 10 is completely – how much do you trust them? Can you tell us what makes you give that answer?”

“Thank you. You can both return to your seats. “

Instruction

- Click to next slide

SLIDE 3



SLIDE TEXT:

Information found online

News

Instruction

“Online, there are lots of types of information. For example, news produced by professional media organisations.”

“Can anyone tell me what other types of information you find online?”

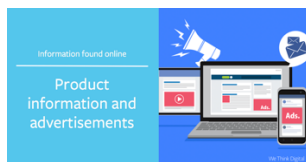
Instruction note

- Allow time for them to think and suggest answers. Select 3 to 4 people to suggest examples if needed.
- After people have been given an opportunity to make suggestions, click to next slide.

[Note for instructor

- This is a good opportunity to incorporate local examples relevant to your audience.]

SLIDE 4



SLIDE TEXT:

Information found online

Product information and advertisements

Instruction

“There are also company websites and ads encouraging you to buy a particular product or service. There might be a whole website for one company that sells one thing or many things. You might see ads alongside other information on your social media accounts, in pop-ups on a news website, in the middle of an article or video you are watching, or sometimes a whole piece of text may be an advertisement.”

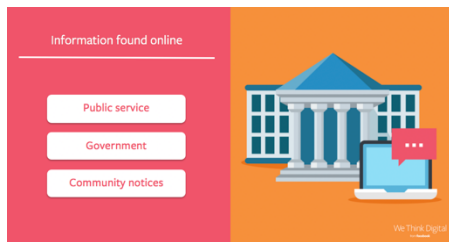
Instruction note

- Click to next slide

[Note for instructor

- This is a good opportunity to incorporate local examples relevant to your audience.]

SLIDE 5



SLIDE TEXT:

Information found online

Public service, government and community notices

Instruction

“Governments put information online so citizens can find out what is happening in their community and to help them follow the laws of the land.”

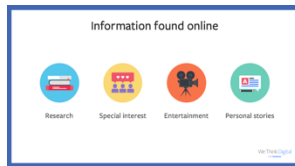
Instruction note

- Click to next slide

[Note for instructor

- This is a good opportunity to incorporate local examples relevant to your audience.]

SLIDE 6



SLIDE TEXT:

Information found online

Research
Special interest
Entertainment
Personal stories

Instruction

“In fact, you can find almost every type of information on the internet, including books, movies, games, academic research, personal stories, art, information from pressure groups or special interest groups. And lots more besides. If you can think of it, it is somewhere on the internet.”

“And each bit of that information was created by someone, somewhere in the world, with a particular goal in mind.”

Instruction note

- Click to next slide

[Note for instructor

- This is a good opportunity to incorporate local examples relevant to your audience.]

SLIDE 7



Instruction

“Let’s take a moment to consider this picture of a koala. Why might someone post or publish a picture of this native Australian animal online?”

Instruction note

- Give people time to think and make suggestions. Ask 2 to 3 people to suggest reasons if needed.

Instruction

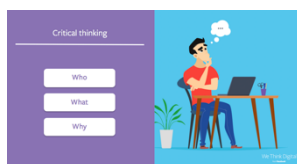
“There are lots of reasons an image like this could have been created and published online. For example:

- to advertise a zoo and encourage people to come and visit the zoo
- it could be posted or shared on social media or on a blog or vlog by someone who loves koalas
- it could be published by the Australian government to encourage people to visit
- it could be used in a news story about Australia or about the health of wild koala populations
- it could be used to promote an exotic pet store or market
- it might be used to illustrate some research about animals or Australia
- it could be used in a book about animals or Australia
- it might also be published by an animal rights group pressuring people to protect koalas and the trees they live in.”

“The meaning of this one image changes depending on its context. When you are online, being aware of who created a piece of information or data — and why they created it — is a key part of critical thinking.”

Instruction note

- Click to next slide

SLIDE 8**SLIDE TEXT:**

Critical thinking

What

Who

Why

Instruction

“Critical thinking is evaluating or assessing a bit of information and making an informed judgement about it. Online, that means *stopping* and *thinking* before you post, share, or use that information to make a decision that affects your life. It is taking the time to reflect on what you are looking at.”

“Ask yourself these questions:

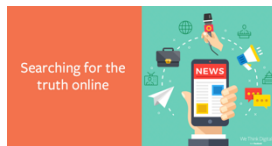
- What is the information?
- Who created it?
- Why did they create it?”

“This can help you decide whether to trust the information and what to do with it.”

Instruction note

- Click to next slide
-

SLIDE 9



SLIDE TEXT:

Searching for the truth online

Instruction

“The great thing about the internet is that you can get information about almost anything you can think of. Although it’s worth remembering not all information and experiences are found online. Sometimes you need to step back into the non-digital world!”

“But online you can connect with so many people in so many different ways – family on the other side of the country or the world, friends, students, work colleagues, people who share your interests.”

“Online information also comes in lots of different ways: as digital images, text, videos, audio or sound recordings, and often a combination of all of these.”

“The hard thing about the internet is that there is so much information it’s sometimes difficult to work out what you can trust. What is real? What is reliable? What is true?”

Instruction note

- Click to next slide

SLIDE 10



SLIDE TEXT:

Media literacy

Access

Understand

Analyse

Create

Instruction

“Being media literate is like being able to read. But a media literate person can ‘read’ all types of media – including broadcast media like television and radio, print media like newspapers, and information on the internet.”

“A media literate person does not just access this media. They have to be able to understand it, analyse it, think about it critically – and create it themselves.”

“To become media literate we need to be able to think critically about what the information is, where it came from, and why it was made. As we’ve already discussed.”

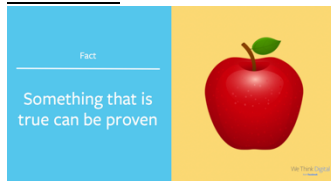
Segue out

“But digital information can be easily manipulated to change its meaning. So we need to learn how to spot false information and how to tell the difference between a fact and someone’s opinion.”

Instruction note

- Click to next slide

SLIDE 11



SLIDE TEXT (L):

Fact

Something that is true

Can be proven

SLIDE TEXT below image (R):

This is an apple.

Segue in

“Can anyone tell me what a fact is?”

Instruction note

- Allow time for people to offer answers

“A fact is *something that is true*. A fact is not an opinion or someone’s interpretation of something – a fact is something you can verify, like *This is an apple*. A fact can be proven.”

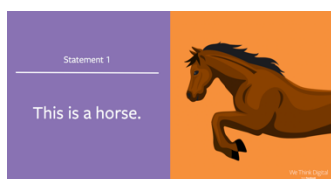
Segue out

“I’m going to make some more statements. I’d like you to think about whether they are fact or opinion.”

Instruction note

- Click to next slide

SLIDE 12



SLIDE TEXT:

Statement 1

This is a horse.

Instruction

"This is a horse. Hands up if you think that this is a fact."

Instruction note

- Click to next slide

SLIDE 13



SLIDE TEXT:

Statement 2

These are giraffes.

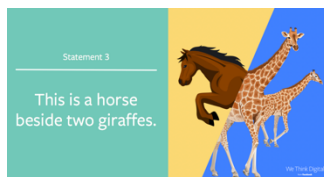
Instruction

"These are giraffes. Hands up if you think this is a statement of fact."

Instruction note

- Click to next slide

SLIDE 14



SLIDE TEXT:

Statement 3

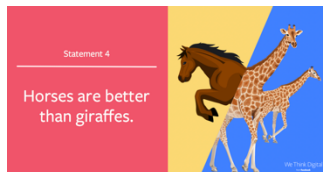
This is a horse beside two giraffes.

Instruction

"This is a horse beside two giraffes. Hands up if you think this is a fact."

Instruction note

- Click to next slide
-

SLIDE 15**SLIDE TEXT:**

Statement 4

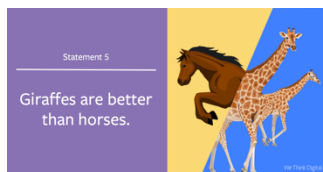
Horses are better than giraffes.

Instruction

"Horses are better than giraffes. Hands up if you agree that this is a fact."

Instruction

- Click to next slide
-

SLIDE 16**SLIDE TEXT:**

Statement 5

Giraffes are better than horses.

Instruction

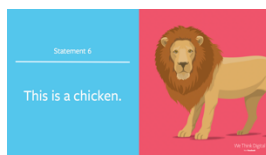
“Giraffes are better than horses. Hands up if you agree that this is a fact.”

“Are the last two statement facts? No, they’re just my opinion. Fact and opinion are not the same thing. A fact is something that **is** true, while an opinion is something YOU BELIEVE to be true.”

Instruction

- Click to next slide

SLIDE 17



SLIDE TEXT:

Statement 6

This is a chicken.

Instruction

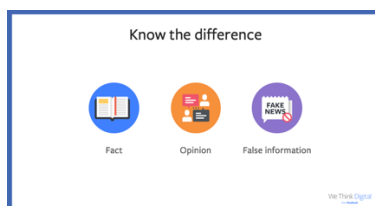
“This is a chicken. Hands up if you think this is a fact.”

“No, I think we can all agree it’s definitely not a fact. It’s not even an opinion – it’s a false statement. But it’s not always this easy to tell fact, from opinion, from false information.”

Instruction note

- Click to next slide

SLIDE 18



SLIDE TEXT:

Know the difference

Fact

Opinion

False information

Instruction

“Would anyone like to share one example of each of these so we’re all clear about what each one means.”

Instruction note

- Ask someone who puts their hand up
- Or choose someone to ask
- Make sure everyone has the same basic understanding of fact, opinion and false information before moving on

Instruction note

- Click to next slide

SLIDE 19



Segue in

“Let’s play True or False. Think about something you found out recently that turned out to be untrue.”

“While you do that I’m going to show you a news story and I’d like you to raise your hand if you think it seems true or false.”

“Remember that normally you’d be seeing this information online when you’re alone, so you’d be making up your own mind up about the things you see online. So don’t worry too much about what others think.”

Instruction note

- Click to next slide
-

SLIDE 20



Segue in

"Is this news story true or false, do you think?"

Instruction note

- Allow people time to think. Ask someone who has offered an opinion why they think it is true or false, or select someone to suggest their opinion and why.

Segue out

"While we are trying to decide whether something is 'fake news' or false information, there are a number of ways to verify it – to check whether it is true."

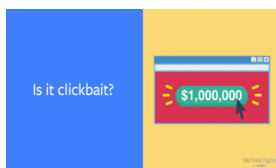
Instruction note

- Click to next slide

[Note for instructor

- This is a good opportunity to incorporate a recent local example of false information that your audience will be aware of. If this is unavailable you can use the fabricated example provided here, or use both.]

SLIDE 21



SLIDE TEXT:

Is it clickbait?

Instruction

“Firstly, what does the story or site say? Does it seem likely? Does it seem shocking? If so, it might be ‘clickbait’.”

“Clickbait is a term for online content where the main goal is to lure users into clicking on a link to open a specific online site, page, or video. Overly dramatic headlines are also designed to grab your attention.”

“And even if we know deep down that they are probably nonsense, sometimes we click out of curiosity.”

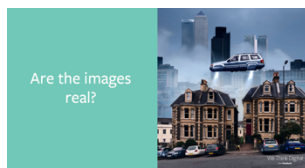
Instruction

- Click to next slide

[Note for instructor

- This is a good opportunity to incorporate a recent local example of clickbait that is relevant to your audience.]

SLIDE 22



SLIDE TEXT:

Are the images real?

Instruction

“Consider the photos in the story or on the page. False information and websites often include manipulated images or videos. Sometimes the photo may be real, but has been taken out of context to change its meaning. You can often search for the photo or image to work out where it came from.”

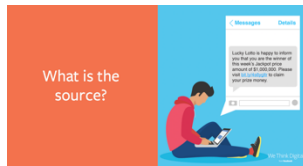
Instruction note

- Click to next slide

[Note for instructor

- This is a good opportunity to incorporate a recent local example of a manipulated image that is relevant to your audience.]

SLIDE 23



SLIDE TEXT:

What is the source?

Instruction

“Who created the information? What is the source – where does it come from? Check the website address, or URL – Uniform Resource Locator. Does it seem legitimate?”

“For example, if you receive an email that looks like it’s from your bank and it’s asking you to check your balance or confirm your personal details, it might look very realistic. This is called **phishing**. Before you click on any link like this, check the website address provided and the address the email is sent from.”

“Many fake websites try to look as much like the real thing as possible by making small changes to the URL. A phony or look-alike URL may be a warning sign of a scam.”

“If you click on the link, it could also be **malware**, software or a program designed to get access to your computer or digital information. Or a computer **virus** that will do damage to the data and programs on your laptop or smartphone.”

“You can look up a real company or website separately and compare the real URL with the other one to decide – without having to click on a link to see if it’s fake.”

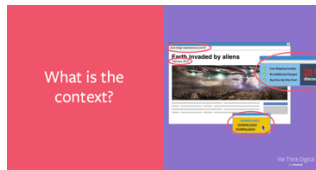
Instruction note

- Click to next slide

[Further resources

- For more resources on Cybersecurity, Phishing ,and Spam, please visit <https://www.facebook.com/safety/educators/security/cybersecurity-phishing-and-spam/overview>]

SLIDE 24



SLIDE TEXT:

What is the context?

Instruction

“You can also look at other information on a web page or website. Do any advertisements look realistic? Are there lots and lots of advertisements? Is there a recent date on the page? Are there links to other websites or stories with unlikely headlines on the page?”

“Legitimate websites will usually have links, or pointers, to privacy and security policies at the bottom of the page, and will contain links to contact information somewhere on the site.”

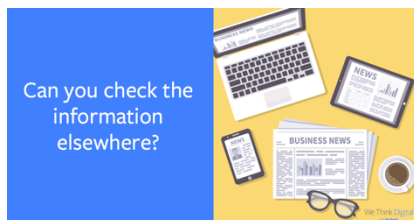
Instruction note

- Click to next slide

[Further resources

- For more resources on Cybersecurity, Phishing ,and Spam, please visit <https://www.facebook.com/safety/educators/security/cybersecurity-phishing-and-spam/overview>]

SLIDE 25



SLIDE TEXT:

Can you check the information elsewhere?

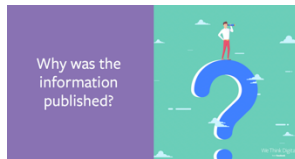
Instruction

“If you are not sure if something you have seen online is true, check other sources. Are well-known news organisations or websites reporting the same thing?”

Instruction note

- Click to next slide
-

SLIDE 26



SLIDE TEXT:

Why was this information published?

Instruction

“As we have seen, there are lots of types of false information on the internet – ‘fake news’, hoaxes, scams, propaganda. And people have lots of reasons for putting them there.”

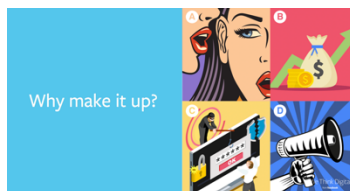
“It’s always good to stop and think about why someone would post or publish information online. We’ve talked about some of this already.”

“Can anyone give me an example of why someone might publish or post misinformation online?”

Instruction note

- Allow them time to think and make suggestions, or select a few people to suggest reasons
 - Click to next slide
-

SLIDE 27



SLIDE TEXT:

Why make it up?

Instruction

“So it’s worth thinking about a few things when it comes to information you’re not sure about. Could the information be a hoax? Could it be a joke? Could someone just be trying to make money from it? Is someone trying to convince you to think a certain way?”

- a) “People might spread false rumours about a political opponent to stop people from voting for them. So misinformation could be used for political gain.”
- b) “People might publish false information to make money – by encouraging lots of visitors to their website so they can sell space on the site to advertisers, for example.”
- c) “They might want to steal your personal information or data so they can use your identity or get access to your money.”
- d) “Some people might make up stories and publish them to try to convince others of their beliefs or values.”

Segue out

“There is lots of useful information online. And there will always be information you can’t trust. But if you think critically about the information you come across – *stop* and *think* before you *act* – you will have a much better, safer online experience.”

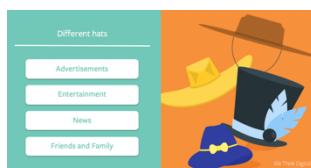
Instruction note

- Click to next slide

[Note for instructor

- This is a good opportunity to incorporate local examples relevant to your audience.]

SLIDE 28



SLIDE TEXT:

Different hats

Advertisements

Entertainment

News

Friends and family

Segue in

“Thinking critically about the information you come across online is not just about identifying the false information. It’s also about thinking about each bit of information a little bit differently.”

Instruction

“A good way to visualise this is to imagine putting on different hats depending on the information you’re reading or viewing.”

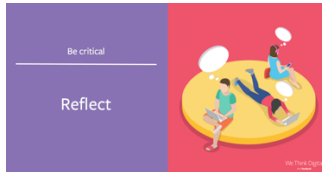
1. “You might have one hat for when you are shopping or looking at an advertisement. Wearing this hat, you know someone is trying to sell you something – they want you to spend money to buy their product or service. That’s ok, but it’s good to be aware the person or company selling it will be trying to present their product or service in the best possible way and may not tell you about its drawbacks, or what other products are available.”
2. “You might wear another imaginary hat when you are looking at information for entertainment. It might be funny, or make you feel really happy or really sad, or excited. But you will know this information should not be used to make serious decisions about your life.”
3. “Another hat could be used when you read or watch news from a reputable news organisation, knowing that the information has been researched properly and fact-checked and you can rely on it to learn about what is happening in your community or the world.”
4. “Yet another hat could be worn for when you are chatting to friends or family online. This is a personal back-and-forth and you will use everything you know about the person or people to make decisions about what they say.”

“What other imaginary hats might you have for looking at information online?”

Instruction note

- Give people time to think and suggest different answers or raise their hands, or select 3 to 4 people and ask them
- ***Some prompts:*** Opinion where someone is trying to convince you to think a certain way about a topic; art which is a personal expression of the artist; instructions on how to do something or set something up; factual information from a reputable source like a well-known dictionary.
- Click to next slide

SLIDE 29



SLIDE TEXT:

Be critical

Reflect

Instruction

“A big part of making sure you know what information you’re getting online – whether you can trust it, and what to do with it – is about taking the time to reflect. Think about what it is, assess it, then decide what to do with that information. Stop, think ... then act.”

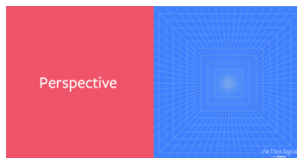
Segue out

“It also helps to be aware of your own perspective on the world.”

Instruction note

- Click to next slide

SLIDE 30



SLIDE TEXT:

Perspective

Segue in

“Which brings us to our next point ... about *perspective*. Can anyone tell me what perspective means?”

Instruction note

- Wait to see if anyone offers an answer

Instruction

“To help you understand the concept of perspective, I’m going to show you some images. I’d like you all to just look at the slide in silence, while I count to 3. When I get to 3, can you please shout out what you see?”

Instruction note

- Click to next slide

[Further resources

- For more resources on Different Perspectives and Respect and Boundaries, please visit <https://www.facebook.com/safety/educators/basics/different-perspectives/overview> and <https://www.facebook.com/safety/educators/online-relationships/respect-and-boundaries/overview>

SLIDE 31



Instruction

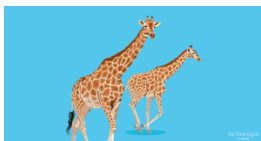
“1, 2, 3...”

“Now you’re all seeing a horse”

Instruction note

- Click to next slide

SLIDE 32



Instruction

“1, 2, 3 ...”

“Everyone is seeing two giraffes, right?”

Instruction note

- Click to next slide
-

SLIDE 33



Instruction

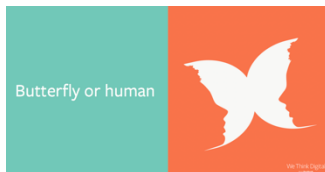
“1, 2, 3 ...”

“We can all agree this is a lion.”

Instruction note

- Click to next slide
-

SLIDE 34



SLIDE TEXT:

Butterfly or human

Instruction

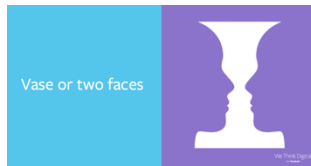
“1, 2, 3 ...”

“What do you see?”

Instruction note

- Get audience to share their responses
 - Click to next slide
-

SLIDE 35



SLIDE TEXT:

Vase or two faces

Instruction

“1, 2, 3 ...”

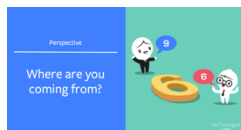
“What about this?”

“Why do some of us see different things? Depending on the angle you’re looking at something from, it can look very different. It can really change what we see.”

Instruction

- Click to next slide

SLIDE 36



SLIDE TEXT:

Perspective

Where are you coming from?

Segue in

“It’s all about perspective. Perspective is an attitude or opinion towards something – your perspective is like your point of view. Knowing your own standpoint as well as that of others helps you understand perspective.”

“When there are two different perspectives, how do we know which is true, which is the one we believe?”

Instruction note

- Ask the audience to think about situations where there are different perspectives on the same thing
- Allow them a couple of minutes for audience to share

Instruction note

- Click to next slide
-

SLIDE 37



Instruction

“Why do we sometimes easily believe the things we see online?”

“To answer this question we have to think about motivation – what motivates us to believe one perspective over another? Sometimes the answer is that there is something in it for us!

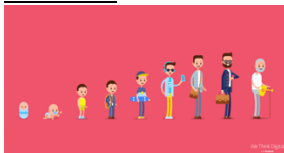
“When there is a reward or something positive for us, it is easier to believe the perspective that will benefit us. Or if someone we like makes a statement, we want to agree with them for the sake of the friendship or loyalty.”

“When thinking about your own perspective, you have to think about where you’re making that judgement from and why.”

Instruction note

- Click to next slide
-

SLIDE 38



Instruction

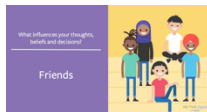
“We have to understand the way we think – how our brains work and why they process things the way they do.”

“Where do our thoughts and beliefs come from? Our thought processes start developing when we’re babies — what we see, how people relate to us, our early life experiences — start shaping our world view. So it’s important to develop our minds as critical thinkers.”

Instruction note

- Click to next slide
-

SLIDE 39



SLIDE TEXT:

What influences our thoughts, beliefs and decisions?

Friends

Segue in

“What influences *your* thoughts, beliefs and decisions?”

Instruction note

- Let the audience answer
- Allow a few minutes for discussion
- ***Some prompts:*** friends, family, what you read in newspapers, what you hear someone say, your own experience of a situation

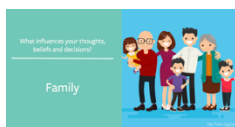
Instruction

“Friends can be a huge influence on how we view the world and what decisions we make.”

Instruction note

- Click to next slide
-

SLIDE 40



SLIDE TEXT:

What influences our thoughts, beliefs and decisions?

Family

Instruction

“Family, like friends, usually has a big impact on how we think and what we do.”

Instruction note

- Click to next slide

SLIDE 41 [optional depending on audience]



SLIDE TEXT:

What influences our thoughts, beliefs and decisions?

School

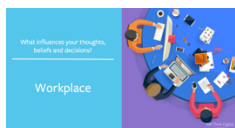
Instruction (OPTIONAL – DEPENDS ON TARGET AUDIENCE)

“School. This may not seem so obvious, but within the school environment there are multiple influences, such as teachers, peers, what you learn in the classroom. All these factors can shape your perspective on life – your emotions, opinions, actions.”

Instruction note

- Click to next slide

SLIDE 42 [optional depending on audience]



SLIDE TEXT:

What influences our thoughts, beliefs and decisions?

Workplace

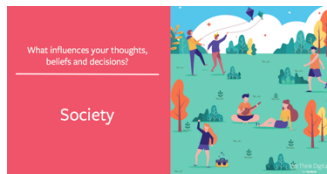
Instruction (OPTIONAL – DEPENDS ON TARGET AUDIENCE)

“Workplace. At your office or work, there are lots of influences, such as colleagues, managers, clients – even the work you do every day. And these can shape your perspective on life – your opinions, actions.”

Instruction note

- Click to next slide

SLIDE 43



SLIDE TEXT:

What influences our thoughts, beliefs and decisions?

Society

Instruction

“The community we live in also shapes who we are. This includes the governments that make the rules, the languages we speak, the way we live, even the things we see as we walk down the street.”

Instruction note

- Click to next slide

SLIDE 44



Instruction

“These factors – friends, family, school, colleagues, and our community – help develop our core values. They all contribute to the way we think and respond to different situations.”

“And our perspectives, our thoughts and values affect the way we behave online. Is how we are online always right? Is it sometimes wrong? How do we know? Let’s play another game of perspective.”

Instruction note

- Click to next slide
-

SLIDE 45



Segue in

“What do you see?”

Instruction note

- Allow a couple of people to answer

Instruction

“Now I will give you some prompts, then tell me again what you see.”

Instruction note

Suggest ...

- A number (probably 2)
- A letter (V)
- A symbol (peace sign)
- A colour (white)
- Two fingers (index and middle)

Instruction

“We’re all looking at the same thing, but each prompt gives us different answers. So the *context* I provide steers you toward the different answers here, different interpretations of the same image.”

Instruction note

- Click to next slide
-

SLIDE 46



Segue in

“On the previous slide, which were the right answers? Which were wrong?”

“Actually they were all true, even without context. Everyone had an opinion. And from their own point of view, the answer they each gave was right.”

“We’re going to play another game to make you think about perspective. Turn to the person next to you and point your index finger at them and begin to move your finger in a clockwise motion. You know you are moving your finger clockwise. But which way does it look like the other person is moving theirs?”

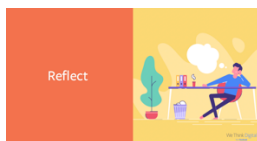
“To be more considerate people and better critical thinkers, we have to accept and welcome others’ points of view. Seeing things from someone else’s point of view – this is empathy. And having empathy helps us consider all points of view before making a judgement.”

“Be aware of your own bias. And know that others will have bias too.”

Instruction note

- Click to next slide

SLIDE 47



SLIDE TEXT:

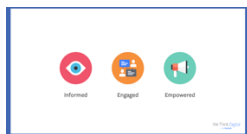
Reflect

Segue in

“Before we wrap up this session, let’s check how well you were listening. You should all go away today as better critical thinkers – able to decide what to trust online and whether to share information, create it, how to feel about it, and whether to use it to make a decision that will affect your life or the lives of others.”

Instruction note

- Ask the audience to name one step each to work out whether information found online is trustworthy
 - Allow them time to think
 - Get them to raise their hands or suggest answers
 - Thank everyone for their contributions
 - Click to next slide
-

SLIDE 48

SLIDE TEXT:

Informed
Engaged
Empowered

Instruction

“You should now have a better idea of how to approach information online — whether it’s on social media, while you’re doing research for study or work, staying in touch with friends and family, pursuing a passion or hobby, or connecting with others over the internet.”

“Being a media literate critical thinker gives you a hat for looking at different types of information – for shopping, working, studying, finding out what’s happening in the world, or for having a laugh.”

“It’s about having the tools to explore the online world and get the most out of it, in the safest way you can.”

Instruction note

- Thank everyone and close the session