

IPAD Assessment tools for adult educators

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Project number 2023-1-ES01-KA220-ADU-000152665



Co-funded by
the European Union

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INTRODUCTION

This document, *IPAD Assessment tools for adult educators*, complements the **IPAD Practical Activities Guide** by providing a comprehensive set of evaluation resources aligned with each of the training activities from the six units of the IPAD blended learning (b-Learning) course. Developed within the framework of the Erasmus+ IPAD Project (*Innovative Digital Awareness Resources for Parents on Social Media Literacy and Internet Safety*), these tools are specifically designed for **adult educators working with families**, with the aim of supporting and enhancing learning processes around digital literacy, critical social media use, and internet safety.

Each **assessment tool** corresponds to a specific practical activity included in the IPAD Curriculum. These tools are intended to help educators **evaluate participants' learning progress** and **adapt the training process** according to learners' needs. They are structured to assess a wide range of skills and knowledge outcomes defined in each Learning Unit—such as critical thinking, cybersecurity awareness, online risk management for minors, digital privacy and identity, respectful online communication, and effective parental mediation.

The tools are categorised into **two main types of assessment strategies**:

- **Quantitative assessment tools:** These include multiple-choice quizzes, true/false statements, matching exercises, and checklists, designed to measure factual understanding and digital competence acquisition.
- **Qualitative assessment tools:** These involve reflective questions, observation guides, group discussions, practical demonstrations, and written assignments, which allow educators to explore deeper understanding, behavioural changes, and attitude development.

How to use this document

Educators can use the assessment tools **before, during, or after each activity** as diagnostic, formative, or summative evaluations. They can be used in **formal or informal learning contexts** and are adaptable to both **online and face-to-face settings**. These tools not only help track learners' progress, but also empower educators to personalise instruction, identify learning gaps, and reinforce key learning outcomes.

Each tool is designed to be **practical, easy to implement, and flexible**, and can be used:

- As-is, to accompany each respective activity.
- Independently, to support other training interventions.
- As part of a larger evaluation strategy within a complete training session or course.

Used in combination with the **IPAD Practical Activities Guide**, this resource enables adult educators to deliver more effective, evidence-based training. It supports the promotion of **safe, critical, and responsible digital behaviour among families**, especially parents and caregivers, by ensuring learning is measurable, adaptable, and aligned with real-life digital challenges.






UNIT 1.




**ENHANCING SOCIAL MEDIA LITERACY AND
CRITICAL THINKING**



1.1 Fact-checking challenge – detecting misinformation

SELF-EVALUATION CHECKLIST

 **Instructions:** Participants assess their ability to identify fake news by marking each statement as ✓ (Yes), X (No), or ? (Not sure) based on their confidence level.


Statement	 Yes	 No	 Not Sure
I can identify reliable sources of news and information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I check the author's credentials and expertise before trusting an article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can spot emotionally charged or misleading headlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I verify news using fact-checking websites (e.g., Snopes, FactCheck.org).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognize clickbait and conspiracy theories in online content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I question the authenticity of images and videos before sharing them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I compare news stories across multiple sources before believing them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to use Google Reverse Image Search to verify photos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognize logical fallacies and bias in online articles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident in educating others about misinformation detection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reflection Questions:

1. Which areas do you feel most confident in?
2. Which skills do you need to improve when evaluating online content?
3. What steps will you take to strengthen your fact-checking skills?

1.1 Fact-checking challenge – detecting misinformation

GROUP DISCUSSION FEEDBACK

 **Instructions:** During the debrief session, facilitators and peers provide feedback on participants' reasoning and argumentation skills in evaluating fake news.

Criteria	Excellent (5)	Good (4)	Average (3)	Needs Improvement (2)	Poor (1)
Use of Evidence: Used strong evidence to support claims and fact-checks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Source Verification: Effectively checked multiple sources and fact-checking tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logical Reasoning: Presented logical arguments when analyzing the news.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bias Detection: Identified potential bias or misleading elements in the article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Collaboration: Worked effectively with the group to evaluate news credibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation Skills: Clearly explained findings and conclusions to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discussion Prompts:

1. What were the biggest challenges in fact-checking the news articles?
2. How did different groups come to different conclusions about the same stories?
3. What strategies will you use in the future to avoid spreading misinformation?

1.1 Fact-checking challenge – detecting misinformation

MULTIPLE-CHOICE QUIZ ON MISINFORMATION INDICATORS

📌 **Instructions:** Select the best answer for each question.

1. What is a key sign that a news article might be fake?

- a) It is published on a government website
- b) It uses exaggerated or emotional language
- c) It has multiple citations from reliable sources
- d) It was written by an award-winning journalist

✅ **Answer: b) It uses exaggerated or emotional language**

2. What is the best way to verify if an image in an article is real?

- a) Assume it's real if it looks professional
- b) Check the source but don't verify further
- c) Use Google Reverse Image Search to find its origin
- d) Look at the number of social media shares

✅ **Answer: c) Use Google Reverse Image Search to find its origin**

3. Which of the following is a red flag for fake news?

- a) The article is published by a known, reputable news organization
- b) The story cites anonymous sources without evidence
- c) The report includes multiple expert opinions and research
- d) The website has a clearly stated editorial policy

✅ **Answer: b) The story cites anonymous sources without evidence**

4. Why is it important to cross-check information from multiple sources?

- a) To make sure the article gets more social media engagement
- b) To confirm that the news is not misleading or biased
- c) Because all news websites publish the exact same stories
- d) So you can share it faster before verifying

✅ **Answer: b) To confirm that the news is not misleading or biased**

5. Which of the following sources is most likely to be credible?

- a) A website with an unknown author and no publication date
- b) A well-known fact-checking website like Snopes or FactCheck.org
- c) A viral social media post without a verifiable source
- d) A personal blog that makes shocking claims with no references

✅ **Answer: b) A well-known fact-checking website like Snopes or FactCheck.org**

📌 **Scoring:**

- 5/5 correct → 🏆 Misinformation Expert (You can teach others!)
- 3-4 correct → ✅ Fact-Checking Pro (Good skills but keep practicing!)
- 1-2 correct → ⚠️ Needs Improvement (Work on identifying fake news.)
- 0 correct → ❌ Warning! Misinformation at Risk! (Practice fact-checking skills.)

1.2 Social media content analysis – safe vs. Harmful digital content

CHECKLIST EVALUATION – ASSESSING THE APPROPRIATENESS OF CONTENT

📌 **Instructions:** Participants analyze digital content and assess its age-appropriateness, reliability, and emotional impact using the checklist below.

Content Title: _____

Source (Platform, Website, or Creator): _____

Evaluation Criteria	Yes	No	Notes/Justification
Age-Appropriateness			
The content is suitable for children and does not contain inappropriate language or visuals.	<input type="checkbox"/>	<input type="checkbox"/>	
The information aligns with educational and child-friendly standards.	<input type="checkbox"/>	<input type="checkbox"/>	
There are no harmful stereotypes, violent, or explicit themes.	<input type="checkbox"/>	<input type="checkbox"/>	
Reliability of Sources			
The content comes from a credible and fact-based source.	<input type="checkbox"/>	<input type="checkbox"/>	
It provides links to verified sources or references.	<input type="checkbox"/>	<input type="checkbox"/>	
The author/creator is known and has relevant expertise.	<input type="checkbox"/>	<input type="checkbox"/>	
The information is cross-verifiable from other reliable sources.	<input type="checkbox"/>	<input type="checkbox"/>	
Emotional Impact & Intent			
The content does not use manipulative, emotionally charged language.	<input type="checkbox"/>	<input type="checkbox"/>	
It presents information objectively without spreading fear or conspiracy theories.	<input type="checkbox"/>	<input type="checkbox"/>	
The purpose is to educate rather than mislead, manipulate, or sell a product unethically.	<input type="checkbox"/>	<input type="checkbox"/>	

✅ **Final Verdict:**

- ☐ Safe & Educational (Appropriate, reliable, and informative)
- ☐ Questionable & Requires Caution (Some biases, possible misinformation)
- ☐ Potentially Harmful (Emotionally manipulative, misleading, inappropriate)

❑ Clearly Dangerous & Misinforming (Spreading false or harmful content)

1.2 Social media content analysis – safe vs. Harmful digital content

SCENARIO-BASED DISCUSSION – ANALYZING REAL-WORLD CASES

✦ **Instructions:** Participants discuss real-world examples of misleading content, using critical thinking to evaluate how it affects digital literacy.

Scenario 1: Influencer advertising to children

A social media influencer posts a video titled *"This Magic Supplement Will Make You Smarter!"* targeting children. The video includes dramatic testimonials, no scientific backing, and an affiliate link for purchases.

Discussion Questions:

1. How does this content manipulate emotions to influence young viewers?
2. What advertising tactics are used to make the product seem legitimate?
3. Should this type of content be flagged as misleading? Why or why not?

Scenario 2: Viral misinformation about a health crisis

A widely shared post claims that drinking hot water prevents COVID-19, citing "a doctor from a secret government lab." The post lacks scientific sources but has thousands of shares.

Discussion Questions:

1. How can you verify whether this claim is true or false?
2. What harm can spread health misinformation cause?
3. What steps should responsible social media users take before sharing such posts?

Scenario 3: Deepfake video of a public figure

A viral video appears to show a world leader saying controversial statements. Later, it's revealed that AI deep-fake technology was used to manipulate the video.

Discussion Questions:

1. How can you detect a deep fake video?
2. What impact can manipulate media have on public trust and democracy?
3. What tools can people use to fact-check videos before believing them?

1.2 Social media content analysis – safe vs. Harmful digital content

SHORT WRITTEN REFLECTION – KEY TAKEAWAYS ON SOCIAL MEDIA LITERACY

✦ **Instructions:** Participants write a short reflection (150-200 words) summarizing their learning from the activity.

Reflection Prompts:

1. What are the most important things you learned about evaluating social media content?
2. How will you apply fact-checking strategies in your daily digital life?
3. What advice would you give to parents and educators about guiding minors on social media?
4. How can you help combat misinformation in your community?

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UNIT 2.

**ESTABLISHING CYBERSECURITY
FUNDAMENTALS AND INTERNET SAFETY
MEASURES**

2.1 Cybersecurity essentials workshop for adult educators

CYBERSECURITY KNOWLEDGE QUIZ

Purpose: To evaluate participants' understanding of cybersecurity basics.

1. **True or False:** Using the same password across multiple accounts is a secure practice.
Answer: False
2. **Multiple Choice:** Which of the following helps prevent unauthorized access to online accounts?
 - A) Using a simple password for easy recall
 - B) Enabling two-factor authentication
 - C) Sharing your password with trusted friends**Answer:** B) Enabling two-factor authentication
3. **Single Choice:** Which of the following is a sign of a phishing email?
 - A) It asks for personal information urgently
 - B) It's from an official source you don't recognize
 - C) It has suspicious links or attachments**Answer:** All of the above

2.1 Cybersecurity essentials workshop for adult educators

CYBERSECURITY REFLECTION WORKSHEET

Purpose: To encourage participants to reflect on what they've learned and plan for application.

- **Identify two types of cyber threats** that you discussed in the workshop.
- **Describe one security setting** you applied today and explain why it is essential.
- **List one new habit** you plan to implement to improve cybersecurity for yourself and your family.
- **Confidence Level:** Rate your confidence in guiding others on basic cybersecurity (before and after):
 - Excellent, Good, Fair, Needs improvement

The logo for IPAD (International Privacy and Data) features the letters 'IPAD' in a light blue, sans-serif font. To the left of the letters are three concentric circles of increasing size, also in light blue. The circles are centered on the letter 'I'.

2.1 Cybersecurity essentials workshop for adult educators

WORKSHOP FEEDBACK AND CONFIDENCE SURVEY

Purpose: To measure participants' confidence and satisfaction with the workshop.

- *How confident do you feel about identifying and managing cyber threats after the workshop?*
 - Very confident, Somewhat confident, Neutral, Not very confident, Not confident at all
- *How relevant was the information provided in this workshop to your needs?*
 - Very relevant, Somewhat relevant, Neutral, Not very relevant, Not relevant at all
- *What was the most useful concept covered in the workshop?*
 - Open-ended response
- *Would you recommend this workshop to other adult educators? Why or why not?*

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2.2 Cybersecurity role-playing workshop

CYBERSECURITY KNOWLEDGE QUIZ

Purpose: To evaluate participants' understanding of cybersecurity concepts and best practices.

- **True or False:** Two-factor authentication provides an extra layer of security.

Answer: True

- **Multiple Choice:** Which of the following are signs of a phishing email?

- A) Generic greetings
- B) Suspicious links
- C) Urgent requests for personal data
- D) All of the above

Answer: D) All of the above

- **Single Choice:** What should you do if you suspect a phishing email?

- A) Click the link to verify its content
- B) Delete it without reporting
- C) Report it to your email provider

Answer: C) Report it to your email provider

2.2 Cybersecurity role-playing workshop

CYBERSECURITY APPLICATION QUIZ

Purpose: To assess participants' understanding of practical cybersecurity measures.

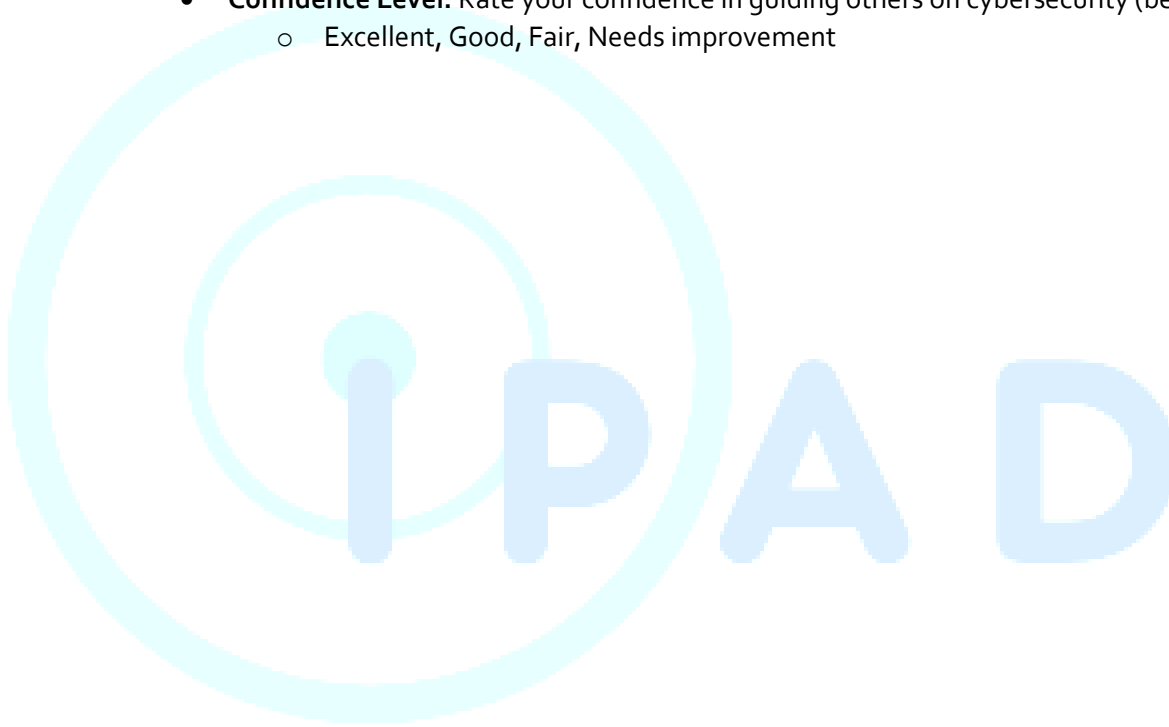
1. **True or False:** Enabling two-factor authentication helps protect your online accounts.
Answer: True
2. **Multiple Choice:** What should you do to improve your social media account privacy?
A) Share all your posts publicly.
B) Adjust privacy settings to limit who can view your content.
C) Turn off all notifications.
Answer: B) Adjust privacy settings to limit who can view your content.
3. **True or False:** It is unnecessary to check app permissions after installation.
Answer: False
4. **Single Choice:** Which is an example of good cybersecurity practice?
A) Using the same password for all your accounts.
B) Regularly updating your software and apps.
C) Clicking on links from unknown sources.
Answer: B) Regularly updating your software and apps.

2.2 Cybersecurity role-playing workshop

CYBERSECURITY REFLECTION WORKSHEET

Purpose: To encourage participants to reflect on what they've learned and plan how to apply it.

- Identify two cybersecurity practices you learned during the workshop that you plan to use in your personal or professional life.
- Describe one security setting you applied today and explain why it is essential.
- List one new habit you plan to implement to improve cybersecurity for yourself and your family.
- **Confidence Level:** Rate your confidence in guiding others on cybersecurity (before and after):
 - Excellent, Good, Fair, Needs improvement



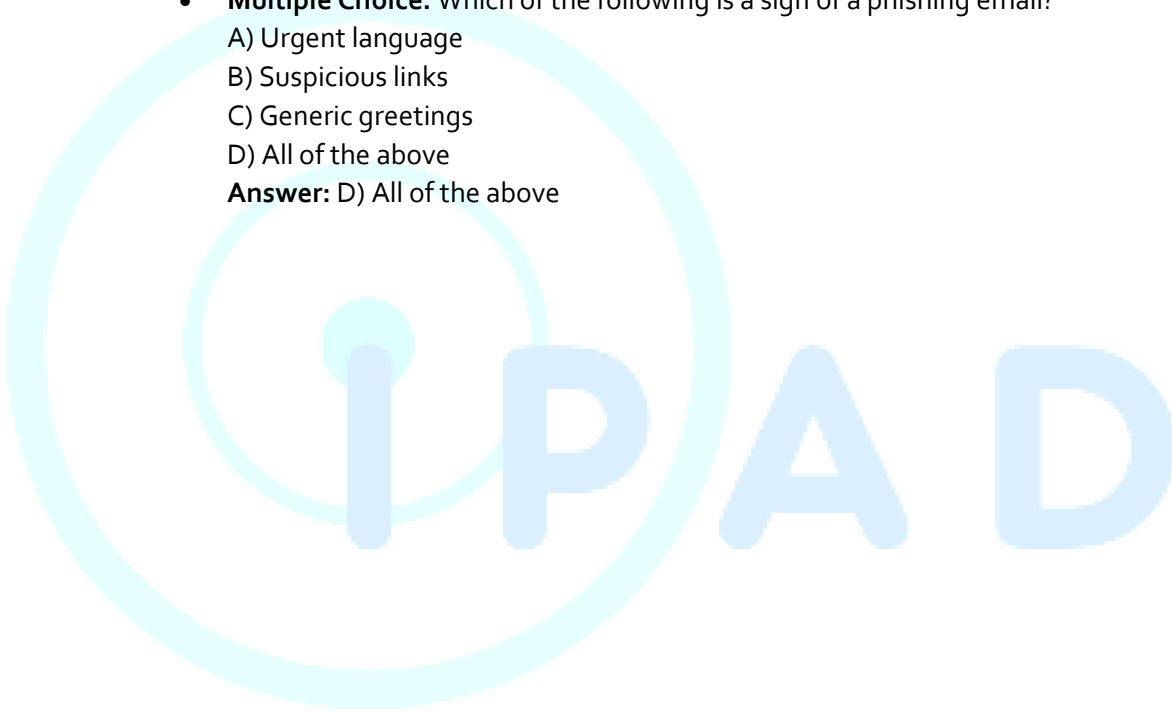
2.3 Cyber threat identification and prevention workshop

CYBER THREAT QUIZ

Purpose: To evaluate participants' ability to recognize and respond to cyber threats.

- **True or False:** A legitimate email from your bank will always ask for your password.
Answer: False

- **Multiple Choice:** Which of the following is a sign of a phishing email?
A) Urgent language
B) Suspicious links
C) Generic greetings
D) All of the above
Answer: D) All of the above



2.3 Cyber threat identification and prevention workshop

THREAT RESPONSE WORKSHEET

Purpose: To assess participants' ability to identify threats and propose prevention strategies.

- Describe the cyber threat you analyzed and the key indicators you identified.
- List the steps you would take to prevent falling victim to this threat.

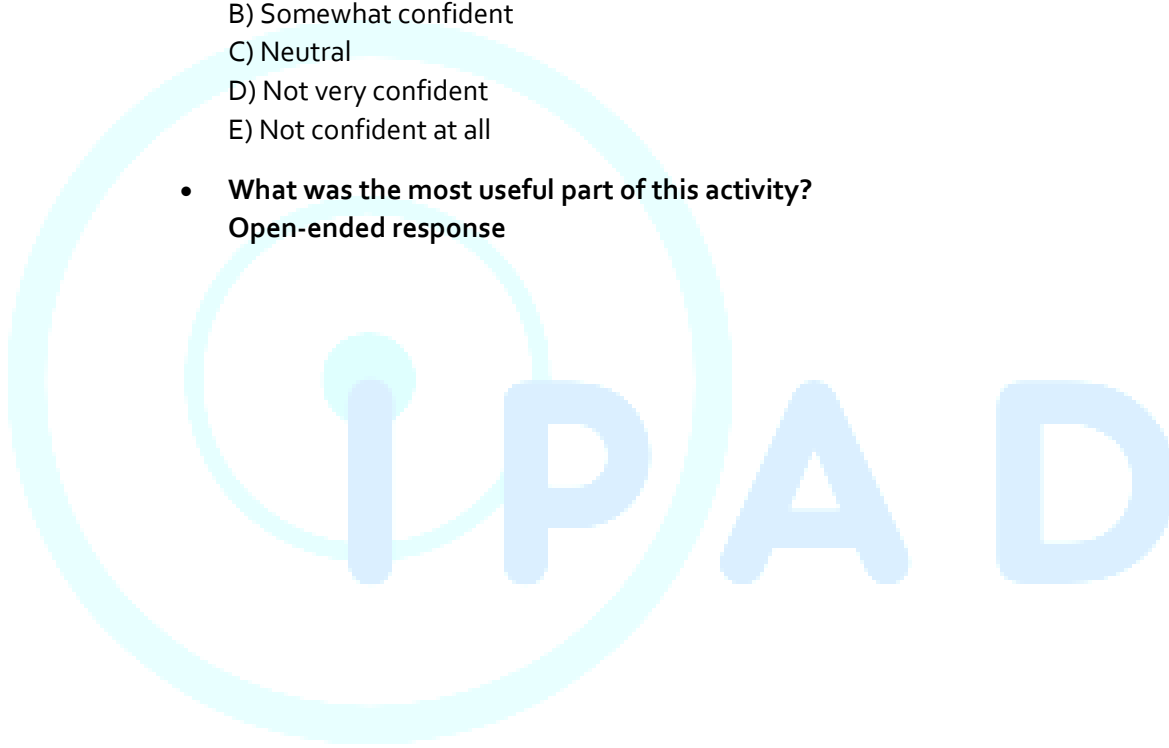


2.3 Cyber threat identification and prevention workshop

WORKSHOP FEEDBACK SURVEY

Purpose: To measure participants' confidence and satisfaction with the activity.

- **How confident are you in identifying cyber threats after this session?**
 - A) Very confident
 - B) Somewhat confident
 - C) Neutral
 - D) Not very confident
 - E) Not confident at all
- **What was the most useful part of this activity?**
Open-ended response





UNIT 3.

UNDERSTANDING THE ONLINE
ENVIRONMENT OF MINORS



3.1 Navigating the digital world: how social media shapes

POST-ACTIVITY QUIZ

Which platform experienced the most significant drop in usage among teens according to Pew Research Center?

- a) Instagram
- b) Snapchat
- c) Facebook
- d) Twitter

What percentage of teens use YouTube, according to Pew Research Center?

- a) 75%
- b) 85%
- c) 93%
- d) 98%

Which of the following are key platforms currently dominating social media use among minors? (Select all that apply)

- a) TikTok
- b) LinkedIn
- c) Snapchat
- d) Instagram

True or False: Cyber hygiene involves practices that help keep sensitive data secure and protected from cyber-attacks.

- a) True
- b) False

Which term is used to describe the contemporary folklore transmitted over the internet?

- a) Meme
- b) Netlore
- c) Viral content
- d) Digimyth

Answer keys

- c) Facebook
- c) 93%
- a) TikTok, c) Snapchat, d) Instagram
- a) True
- b) Netlore

3.2 Staying resilient online: handling cyberbullying and harassment

POST-ACTIVITY QUIZ

Which of the following are potential risks of the digital world for minors? (Select all that apply)

- a) Career and economic advantages
- b) Cyberbullying and harassment
- c) Opportunities for learning and growth
- d) Exposure to inappropriate content

True or False: The term "generation gap" refers to the differences in opinions, values, etc., between younger and older people.

- a) True
- b) False

Which are key strategies for intervening in cases of cyberbullying? (Select all that apply)

- a) Ensuring the minor's safety
- b) Ignoring the issue
- c) Documenting and reporting the abuse
- d) Lecturing the victim on how they should respond

What is the first step in responding to cyberbullying?

- a) Reporting the bully to the police
- b) Ensuring the minor's safety
- c) Blocking the bully immediately
- d) Lecturing the minor about online behavior

True or False: Empathy is not necessary when discussing cyberbullying with minors.

- a) True
- b) False

c) Facebook

c) 93%

a) TikTok, c) Snapchat, d) Instagram

a) True

b) Netlore

Answer keys

b) Cyberbullying and harassment, d) Exposure to inappropriate content

a) True

a) Ensuring the minor's safety, c) Documenting and reporting the abuse

b) Ensuring the minor's safety

b) False

3.3 Online safety for minors: smart and secure internet use

POST-ACTIVITY QUIZ

Which term describes the method by which information is converted into secret code to hide its true meaning?

- a) Data masking
- b) Steganography
- c) Encryption
- d) Decryption

What are cookies in the context of the internet?

- a) A type of malware
- b) Small files used by web servers to save browsing information
- c) A type of encryption
- d) A form of cyberbullying

Which of the following are examples of good cyber hygiene practices? (Select all that apply)

- a) Using strong, unique passwords
- b) Regularly updating software
- c) Sharing passwords with friends
- d) Enabling two-factor authentication

True or False: Phishing emails are always easy to spot because they contain obvious spelling mistakes.

- a) True
- b) False

Which of the following is an example of a strong password?

- a) 123456
- b) Password123
- c) T!ger\$RunF@st2024
- d) Your name followed by your birth year

Answer keys

- c) Encryption
- b) Small files used by web servers to save browsing information
- a) Using strong, unique passwords, b) Regularly updating software, d) Enabling two-factor authentication
- b) False
- c) T!ger\$RunF@st2024



UNIT 4.

**NAVIGATING PRIVACY AND SECURITY
SETTINGS**

4.1 Privacy awareness workshop for families

PRIVACY AWARENESS QUIZ

This quiz can be used at the end of the workshop to evaluate the participants' understanding of key privacy concepts and best practices.

1. True or False: Sharing personal information online always comes with risks, especially for children.

Answer: True

2. Multiple Choice: Which of the following is NOT a recommended action for protecting privacy online?

- A) Using strong, unique passwords
- B) Regularly sharing updates about your location
- C) Enabling two-factor authentication
- D) Limiting personal information shared on social media

Answer: B) Regularly sharing updates about your location

3. True or False: It's important to review privacy settings regularly, as social media platforms frequently update their settings and features.

Answer: True

4. Single Choice: Which of these actions can help protect a child's online privacy?

- A) Sharing their school achievements publicly
- B) Posting their daily routines on social media
- C) Limiting posts with identifiable information
- D) Tagging them in public photos

Answer: C) Limiting posts with identifiable information

5. Multiple Choice: What are good practices for protecting a digital footprint?

- A) Thinking carefully before posting
- B) Checking privacy settings on platforms
- C) Using the same password for all accounts
- D) Reviewing tagged posts regularly

Answers: A), B), and D)

4.1 Privacy awareness workshop for families

FAMILY REFLECTION WORKSHEET

This worksheet encourages families to reflect on what they learned in the workshop and how they plan to apply it in their daily online activities.

1. List three privacy risks associated with sharing personal information online
 - Open-ended response
2. What privacy settings or online habits are you most interested in changing or improving after this workshop?
 - Open-ended response
3. How will you approach discussions about privacy with your family members, especially children?
 - Open-ended response
4. Rate your current understanding of online privacy for family members (before the workshop):
 - Excellent
 - Good
 - Fair
 - Needs improvement
5. Rate your current understanding of online privacy for family members (after the workshop):
 - Excellent
 - Good
 - Fair
 - Needs improvement
6. What actions will you take to enhance privacy awareness within your family?
 - Open-ended response

4.1 Privacy awareness workshop for families

WORKSHOP FEEDBACK AND CONFIDENCE SURVEY

This survey measures participants' confidence in applying privacy strategies and their overall satisfaction with the workshop content.

1. How confident do you feel in your ability to discuss and manage online privacy with your family?
 - Very confident
 - Somewhat confident
 - Neutral
 - Not very confident
 - Not confident at all
2. Was the information provided during the workshop relevant to your family's needs?
 - Yes, very relevant
 - Somewhat relevant
 - Neutral
 - Not very relevant
 - Not relevant at all
3. Rate the workshop's effectiveness in helping you understand the risks of oversharing online.
 - Excellent
 - Good
 - Fair
 - Poor
4. What topic or concept was most useful to you in the workshop?
 - Open-ended response
5. Would you recommend this workshop to others who want to learn about online privacy and security for their families?
 - Yes
 - No
 - Explain your choice:...

4.2 Digital footprint analysis

REFLECTIVE QUESTIONS

After completing the activity, participants should answer the following reflective questions:

1. What aspects of your digital footprint were you aware of before this activity?
 - **Open-ended response**
2. Were there any surprises or unexpected findings in your digital footprint analysis?
 - Yes
 - No
 - **If yes, please explain:**
3. How does knowing your digital footprint affect the way you will approach your online activities in the future?
 - **Open-ended response**
4. What specific actions will you take to manage or reduce your digital footprint?
 - **Open-ended response**
5. How comfortable are you now with explaining the concept of digital footprints to others?
 - Very comfortable
 - Somewhat comfortable
 - Not comfortable

4.2 Digital footprint analysis

SELF-ASSESSMENT WORKSHEET

Participants can use this checklist to evaluate their current digital footprint practices. Instructions: Mark each statement that applies to you.

1. I regularly review my online posts to ensure they align with my desired digital image.
2. I am aware of the privacy settings on my social media accounts and adjust them accordingly.
3. I use caution when sharing personal information online.
4. I regularly delete old or outdated content that no longer represents me accurately.
5. I am aware of my public profile on search engines and monitor it periodically.

Score interpretation:

- **4-5 statements checked:** You are proactive in managing your digital footprint.
- **2-3 statements checked:** You have some awareness but could benefit from further attention to digital footprint management.
- **0-1 statement checked:** Consider taking more steps to control and manage your digital presence.

4.3 Privacy settings role-play

SCENARIO ANALYSIS WORKSHEET

Participants will fill in the worksheet with their responses based on the role-play scenario assigned.

1. What was your assigned persona (e.g., parent, teenager, professional)?
 - **Persona:**
2. Describe the privacy settings you chose for this persona and why they are appropriate.
 - **Open-ended response**
3. What challenges or concerns did you encounter when selecting privacy settings for this persona?
 - **Open-ended response**
4. What are the potential risks if this persona doesn't manage their privacy settings well?
 - **Open-ended response**
5. How confident are you in guiding others on configuring similar privacy settings?
 - Very confident
 - Somewhat confident
 - Not confident

4.3 Privacy settings role-play

ROLE-PLAY FEEDBACK FORM

After the activity, participants complete this feedback form to reflect on their approach and learning outcomes.

1. Did you find the role-play exercise helpful in understanding the importance of privacy settings?
 - Yes
 - No
2. What was the most valuable insight you gained from configuring privacy settings for your assigned persona?
 - **Open-ended response**
3. Would you feel confident helping someone set up privacy settings on social media platforms? Why or why not?
 - **Open-ended response**
4. Rate the relevance of this activity for helping families navigate privacy settings:
 - Very relevant
 - Moderately relevant
 - Not relevant
5. What additional support or information would help you feel more confident in advising families about privacy settings?
 - **Open-ended response**



UNIT 5.

NETIQUETTE: PROMOTING PARTICIPATION IN SOCIETY AND EMPOWERMENT



5.1 Analysing online interactions

SCENARIO ANALYSIS RUBRIC

This rubric provides a structured way to evaluate each group's analysis of online interaction scenarios. Provide clear examples and explanations of the criteria before the activity begins. Use this rubric as a guide for discussion and feedback. You can add or remove criteria based on specific learning objectives and the types of scenarios used.

Scenario analysis rubric

Activity: Analysing online interactions

Group name: _____

Scenario number: _____

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)
Identification of communication type	Accurately identifies the type of online communication (e.g., email, social media post, forum)	Correctly identifies the type of communication in most scenarios.	Identifies the communication type in some scenarios but with inaccuracies.	Fails to identify the communication type accurately in most scenarios.
Identification of netiquette violations	Accurately identifies all netiquette violations in the scenario with clear explanations.	Identifies most netiquette violations with adequate explanations.	Identifies some netiquette violations but explanations are lacking or unclear.	Fails to identify most or all netiquette violations.
Explanation of netiquette principles	Provides clear, concise and accurate explanations of the relevant netiquette principles violated.	Provides mostly accurate explanations of the relevant netiquette principles.	Provides some explanations but these are incomplete or inaccurate.	Fails to provide adequate explanations of the relevant netiquette principles.
Consequences of actions	Accurately predicts potential negative consequences of the actions in the scenario.	Predicts most potential negative consequences.	Predicts some consequences but analysis is incomplete or inaccurate.	Fails to predict most or all potential negative consequences.
Overall analysis quality	Analysis is thorough, insightful, well-organised and clearly presented.	Analysis is mostly thorough and well-organised, with	Analysis is somewhat disorganised and	Analysis is superficial, disorganised and lacks clarity.

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)
		minor inconsistencies.	lacks depth in some areas.	

Scoring:

- **16-20 points:** Excellent understanding of netiquette and its application.
- **12-15 points:** Good understanding of netiquette, with minor areas for improvement.
- **8-11 points:** Fair understanding of netiquette; significant areas for improvement needed.
- **4-7 points:** Poor understanding of netiquette; substantial review and further study required.

Additional notes: (space for educator comments on specific strengths and weaknesses of the group's analysis)

5.2 Creating a netiquette guide for families

SELF-REFLECTION QUESTIONNAIRE

This self-reflection template is designed to help learners reflect on their contribution, learning, understanding of netiquette and its importance within families. Remember to allow sufficient time for participants to complete this questionnaire thoughtfully. Consider making it anonymous to encourage honesty.

Self-reflection: Creating a netiquette guide for families

Name: _____

Date: _____

Part 1: My contribution to the activity

- Describe your role and contributions within your group. What specific tasks did you undertake? How did you contribute to the overall success of the guide's creation?
- What were your strengths during the group work? (e.g., research skills, writing skills, communication skills, organisation, creativity, problem-solving)
- What areas could you have improved in terms of your contribution? Be honest and specific. How could you have been a more effective team member?
- Reflect on your collaboration with your group members. What worked well? What challenges did you face and how were they addressed?

Part 2: My learning and understanding

- Before this activity, what was your understanding of netiquette? How has your understanding changed or deepened because of this activity?
- What are the three most important things you learned about netiquette during this activity? Explain briefly why you consider them most important.
- How will you apply what you have learned about netiquette in your own online interactions and within your family? Provide specific examples.
- How important is it to have clear netiquette guidelines within families? Explain your reasoning, considering the various online contexts in which families interact. How can netiquette enhance family relationships?
- What are the potential consequences of lacking clear netiquette guidelines within families?

Part 3: Overall reflections

- What was the most valuable aspect of this activity for you?
- What were the biggest challenges you faced during this activity? How did you overcome them?
- What suggestions do you have for improving this activity in the future?



UNIT 6.

PARENTAL MEDIATION FOR REFLECTIVE
HANDLING



Partnership



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