

National Internet Advisory Committee

**CYBER WELLNESS TASK FORCE
REPORT**

December 2002 - June 2004

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I. Introduction

- 1.1 The Cyber Wellness Task Force (CWTF) was formed by the National Internet Advisory Committee (NIAC)¹ in December 2002 to examine the issues and concerns relating to the Internet's influence on the young.
- 1.2 The CWTF's charter was to develop a body of cyber wellness values, ethics and best practices and to look into strategies to promote cyber wellness at the national level.
- 1.3 Over the past year, the CWTF has focused on the following three areas of work:
 - (i) identifying the key issues affecting Internet users, particularly youths, and developing a set of values embodied in a cyber wellness vision to be promoted to Singaporeans;
 - (ii) developing cyber wellness programme templates which can be customised and adopted for use by the various organisations; and
 - (iii) identifying and working with key organisations such as the Ministry of Education (MOE), the National Institute of Education (NIE), the National Library Board (NLB), schools and uniform groups, to promote the values and incorporate cyber wellness education in existing programmes.
- 1.4 In order to facilitate dialogue with key organisations on the issues and proposals, members were drawn from a cross section of government, educational, community and voluntary welfare organisations identified as instrumental to the promotion of cyber wellness. A group of about 5 teenagers was also enlisted to provide views and feedback to the CWTF on the issues affecting youths on the Internet. A list of the CWTF members is included after the introduction.
- 1.5 The first meeting of the CWTF was held on 16 December 2002, which served as an opportunity for members to familiarise themselves with the objectives of the CWTF and offer insights on the topic. The subsequent six meetings, held between January 2003 to June 2004, focused on

¹ The NIAC was appointed by the Ministry of Information, Communication and the Arts in August 1996 to offer feedback and advise the Media Development Authority of Singapore (MDA) on its policies and regulations governing the Internet, new media and related services. More information on the NIAC can be found at MDA's website at http://www.mda.gov.sg/committees/i_niac.html.

- examining the key platforms to promulgate cyber wellness messages and crystallising the key values underpinning the cyber wellness vision.
- 1.6 In addition to its meetings, the CWTF has held a series of meetings with representatives from key organisations, such as the Ministry of Education (MOE) and the National Institute of Education (NIE), to explore the possibility of adopting its proposals. Members have also rendered their assistance to some of these organisations in their efforts to adopt cyber wellness programmes.
 - 1.7 The CWTF's findings, achievements and recommendations are contained in this report and submitted to the NIAC for its consideration and follow-up.

II. Task Force Members

Chairman	:	Mr Michael Yap Chief Executive Officer Commerce Exchange Pte Ltd
Members	:	Mr Anthony Chia Executive Vice President (Operations) Yeo Hiap Seng Ltd
		Dr Gan Su-lin Deputy Director Centre for Culture & Communication Republic Polytechnic
		Mr Patrick Han Director (CDC Planning & Development Division) People's Association
		Ms Pam Hu Director (ICT Adoption) Infocomm Development Authority of Singapore
		Ms Joy Lee Senior Head (Professional Development & Consultancy Branch) Educational Technology Division Ministry of Education
		Mrs Carmee Lim Chairman Parents Advisory Group for the Internet
		Mr Johnathon Ng Gold Award Holders' Alumni National Youth Achievement Award Council
		Mr Peter Pak Assistant Manager (Library Operations & Management Division) National Library Board

Mr Poh Yeang Cherng
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Mr Eugene Seow
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: Ms Junie Neo
Assistant Manager (Public Affairs)
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III. Overview of Task Force Discussions

- 3.1 The widespread availability of computers and easy access to the Internet has provided unprecedented opportunities for Singaporeans to communicate, learn and pursue their interests. However, the CWTF recognises that the medium brings with it potential harm and negative influences.
- 3.2 The CWTF believes that the said harm can be minimised and the accompanying benefits maximised if people are instilled with the right values, attitudes and best practices to use the Internet safely and responsibly.
- 3.3 The term "cyber wellness" refers to the positive well-being of Internet users and a healthy cyber culture for the Internet community. It involves an understanding of the risks of harmful online behaviour, an awareness of how to protect oneself and other Internet users from such behaviour, and a recognition of the power of the Internet to benefit oneself and the community at large.

Power of the Internet

- 3.4 The CWTF recognises that the Internet is a powerful and beneficial tool for communication, education and commerce. The Internet gives users the power to create and publish content to a vast, global audience. It enables the coming together of diverse people from different parts of the world to form special interest groups and online communities. It offers immense possibilities and untapped opportunities to enhance lives and realise the full potential of people.
- 3.5 On the other hand, the power of the Internet can also be abused and exploited for wrongful and criminal purposes. For example, the power and openness of the medium has made it easy for people to propagate false information, intrude upon a person's privacy and encroach onto his or her rights.
- 3.6 As such, the CWTF's discussions and recommendations focus on the importance of embracing the Internet as a powerful medium while also cognisant of the issues the Internet brings with it that affect users, particularly the young.

Internet Issues Affecting Youths

- 3.7 The CWTF recognises that the Internet is perhaps the first ever medium that young people have greater mastery and control over than adults. While many adults today are still intimidated by computers, young people are embracing the medium and using it for various purposes, such as connecting and communicating with others, getting information and entertainment. It can be a source of power that they otherwise do not possess. It can also pose certain dangers and negative influences on the young. Hence, the CWTF believes that it is crucial that young people, who may not realise the potential for harm to themselves and others, are equipped to use the medium responsibly and positively.
- 3.8 In promoting cyber wellness, the CWTF felt that special focus should be given to young people, particularly teenagers between the ages of 13 and 17 years. The following are deemed as the most critical Internet issues affecting young Singaporeans today:
- a. Undesirable Online Communities (Chat Groups, Discussion Forums, Bulletin Boards)
Problems: Cyber-sex, adoption of undesirable values
 - b. Sexual Solicitation
Problems: Grooming² on the Internet, Internet dating crimes, stalking
 - c. Pornography
Problems: Unsolicited pornography, distorted views on sex, addiction to pornography
 - d. Internet And Gaming Addiction
Problems: Addiction to Internet gaming, desensitisation to violence and harmful behaviour, adoption of undesirable values
 - e. Irresponsible And Illegal Internet Use
Problems: Hacking, information harvesting, virus attacks, spam

² Grooming refers to the process by which a person befriends a child to gain his or her trust and to create a situation whereby the child will allow the perpetrator to have sexual contact with him or her.

A. Cyber Wellness Vision

- 3.9 The Internet was originally founded on the principles of volunteerism, co-operation and collaboration. Unfortunately, as the Internet evolved and demographics of its users changed over the years, the medium has come to be exploited for corrupt and criminal purposes.
- 3.10 The challenge is not to insulate users from the Internet, but to lead them to a genuine understanding of its founding philosophy and to adopt values that translate to the positive use of the medium. The CWTF believes that it is necessary to impart cyber wellness values and best practices to Singaporeans so that they will use the Internet safely and positively.
- 3.11 The CWTF has proposed a cyber wellness vision that promotes a culture of proper and inspiring use of the medium. The four key values underpinning the cyber wellness vision are described below.
- i) *Embracing the Net & Inspiring Others*
- 3.12 The CWTF envisions the next generation of Singaporeans to embrace the Internet in their daily lives and reap its benefits. But beyond just embracing the Internet and using it for one's own benefit, the CWTF believes it is also important that Singaporeans actively use the medium to inspire and benefit others. Users need to adopt an attitude of using the Internet to make a positive difference through their activities on the Internet.
- 3.13 In addition, instead of aggravating the alienation recurrent in all urban societies, users can forge a sense of solidarity amidst a sea of unseen faces. People around the world with similar concerns can come together to form special interest groups and exchange ideas and information. Support groups can be formed to help one another counter obsessive habits such as substance abuse, gaming and porn addictions, online as well as offline. Positive role models can also anchor discussions on message boards as people share their experiences in a safe environment on the Internet.
- 3.14 The power of the Internet can also be harnessed to rally support for worthy causes and campaigns. Whether it is looking for a missing loved one or an elusive medical cure, one can now tap on the Internet for swift and credible results.
- 3.15 The story of Ben Duskin demonstrates how the Internet can be leveraged to benefit and inspire others. Ben, a young boy diagnosed with lymphocytic leukaemia, approached Make A Wish Foundation, a US organisation dedicated to turning children's dreams into reality, with an

idea to develop a cancer fighting video game based on the concept of Pac Man eating up cancer cells. Children who are struggling with life-threatening diseases would be able to identify with the game and benefit from it. What would have been an impossible request to meet was made possible with the help of the Internet. When Ben's request was posted on message boards at Internet gaming websites, it caught the eye of a gamer, who forwarded it to a video game programmer willing to help Ben design and develop his game. The game was finally completed and made available as a free download on Make A Wish Foundation's website. The response to Ben's game has been overwhelming and his story has inspired many people.

- 3.16 This shows how the Internet can be a very effective tool to further worthy causes and share inspiring and affirmative experiences, stories and news with others. The CWTF believes there are endless possibilities for individuals to make positive contributions to the community through the Internet, and that users should actively tap on its potential for such purposes.

ii) Astuteness

- 3.17 Users need to be astute and street smart when navigating the Internet. This involves an awareness of the dangers that lurk in cyber space, and that these dangers often masquerade in different forms that are neither physical nor easily recognisable, making it easy for them to fall into traps in cyberspace. Users need to have an understanding of the risks of harmful and illegal online behaviour, and learn how to avoid and protect themselves from the dangers that they may encounter online.

- 3.18 For example, young users need to learn to avoid inappropriate chat rooms that are gathering places for predators to prey on young victims. They need to learn not to trust and share personal information with strangers they meet online, and to be discerning about the information they receive on the Internet.

iii) Respect & Responsibility

- 3.19 Users first need to have a sense of respect for the medium. Having a respect for the Internet means users do not abuse its power for activities, such as spamming, hacking and cracking, that are contrary to the healthy growth and development of the medium.
- 3.20 Users also need to have self-respect as well as mutual respect for each other. A self-respecting user will avoid surfing subversive images and websites that exploit women or children in a derogatory fashion. This would check negative influences and prevent distorted views of relationships that may undermine relationships, lead to promiscuity or

- deviant experimentation. A self-respecting user will also protect his or her own integrity and credibility on the Internet by not putting up false or misleading information on the Internet.
- 3.21 Furthermore, users who have mutual respect for each other will not engage in activities that infringes on a fellow user's privacy and rights. Users would not spread falsehoods and hurt the reputation of others on the Internet, and avoid using the works of others without permission and engaging in unauthorised downloading of music, games and software.
- 3.22 Besides having respect, users also need to have a sense of responsibility on the Internet. Users need to take responsibility for oneself by taking steps to protect themselves from harmful activities and misinformation on the Internet, such as verifying the accuracy and authenticity of information they read on the Internet.
- 3.23 Users should also have a sense of responsibility for the community at large. This means that the user takes proactive steps to help safeguard the interests of the community, for example, by reporting harmful and illegal activities on the Internet to the ISPs or law enforcement agencies.
- iv) *Beyond the Internet – Balance*
- 3.24 While users should embrace the Internet and integrate it into their daily lives, the CWTF emphasises the importance for users to be mindful that the Internet is only a tool that can enhance their lives and interactions in the physical world, and that the use of the Internet needs to be balanced with life in the physical world.
- 3.25 The CWTF notes that Internet addiction is increasingly becoming a problem today. More and more people are spending so much time online that they ignore family and friends and are unable to perform normal daily tasks. There are also the negative effects of addiction to role-playing online games, including anxiety when disconnected from the virtual world, and inability to tear themselves away from the game and distinguish between real and fantasy world.
- 3.26 There is a need to help users appreciate that life outside of cyberspace is essential to their overall well-being. The Internet should be used in moderation and not in isolation from the physical world so as to reap the greatest benefits of the medium.
- 3.27 In sum, the culmination of the cyber wellness vision is a generation of people who use the Internet safely, responsibly, and to inspire others. The CWTF is mindful to avoid being overly prescriptive in propounding the

- above cyber wellness values. Rather, its aim is to promote the underlying values and formulate a framework that can evolve and grow with time.
- 3.28 To promote the cyber wellness vision to the young, the CWTF has embarked on an effort to engage groups of students in various educational institutions and youth organisations to look into tailoring the cyber wellness vision and message for their peers. Upon completing the youth version of the cyber wellness vision, it can be promoted through cyber wellness programmes and initiatives targeted at the young.

B. Cyber Wellness Programmes

- 3.29 The CWTF notes that many IT programmes focus on teaching Singaporeans the technical skills to use the Internet, but do not equip users with the skills to avoid the negative aspects of the medium and use it responsibly and positively. There are currently a few programmes and initiatives by community organisations such as Parents Advisory Group for the Internet (PAGi) and Touch Community Service (TCS) that aim to do this. The CWTF has looked into ways to leverage on these efforts to promote cyber wellness among Internet users.
- 3.30 Over the past year, the CWTF has, with MDA's funding support and the assistance of TCS, developed a set of four templates of cyber wellness programmes that aim to inculcate cyber wellness values among key target groups, mainly students, teachers, and the general public. The programme templates are set out in the Appendix.
- 3.31 The CWTF emphasises that the templates set out in the Appendix are meant to provide an outline of comprehensive cyber wellness programmes that the various organisations can consider adopting for their own use. Individual organisations could either customise the proposed templates for their own use, or develop their own programmes to promulgate the cyber wellness values.
- 3.32 The CWTF has looked into ways to push cyber wellness programmes out to a wider audience through the various vehicles of dissemination. The CWTF has approached key organisations, including Ministry of Education (MOE), National Institute of Education (NIE), National Library Board (NLB), People's Association (PA), Infocomm Development Authority of Singapore (IDA), and uniform groups, to explore the possibility of incorporating the proposed cyber wellness programmes under their existing programmes. The CWTF notes that these organisations have indicated their support for the initiative. In particular, the CWTF has worked closely with the Scouts and the NLB to adopt the proposed cyber wellness programmes.

- 3.33 The CWTF has also consulted with the various sections within MOE to explore the possibility of integrating the proposed cyber wellness programme into the MOE curriculum for primary and secondary schools. With the assistance of TCS, a total of 4 talks reaching approximately 1,500 teachers was conducted last year for NIE's pre-service and in-service teachers to raise awareness of cyber wellness issues and equip them with the skills to help their students deal with Internet-related issues.
- 3.34 The CWTF notes that, to date, TCS' cyber wellness programmes, called Cyberspace Risks & where U Seek Help, or CRuSH³, have benefited a total of nearly 8,000 students in Singapore, with more than 3,800 students reached in the past year. These programmes help raise awareness of cyber wellness and online safety among students and train them to become mentors and role models for their peers on the safe and responsible use of the Internet. TCS has also conducted more than 100 cyber wellness roadshows called "PorNo!" & "Let's Chat", in collaboration with Singapore Broadway Playhouse, since 2001. These roadshows have reached a total of more than 86,000 students, with more than 50,000 students reached over the past year.

³ TCS has conducted its CRuSH roadshows and programmes in schools since 2001. The CRuSH roadshows aim to drive home key messages on cyber wellness and safe surfing through fun and interactive skits. Its CRuSH programmes aim to educate youths on the benefits, risks and dangers of the Internet, to mentor youths to adopt positive values and safe behaviour on the Internet, and to develop them to become positive influences to peers and juniors in cyberspace. More information can be found at TCS's website at www.planetcrush.org.

IV. Task Force Recommendations

- 4.1 The CWTF has identified 4 key thrusts in its recommendations to promote cyber wellness.

Cyber Wellness Campaign

- 4.2 Firstly, the CWTF recommends that, before a permanent structure can be set up to formally undertake the implementation of cyber wellness initiatives, a campaign should be organised in the interim to promote cyber wellness to the public. The campaign should focus on the positive and inspiring aspects of the Internet. For example, essay-writing competitions on the theme of inspiring uses of the Internet could be organised as part of such an “inspiring campaign”. This would not only help promote awareness of the positive and inspiring aspects of the Internet, it could also serve as a means of identifying role models and obtaining real-life stories on inspiring uses of the Internet. The CWTF also recommends that industry players, such as the ISPs, support the campaign by sponsoring prizes for the competitions and engaging in joint publicity efforts to promote greater public awareness and participation in the campaign. The Internet could be used as a key vehicle of information and values dissemination for such a campaign.

Funding for Cyber Wellness Initiatives

- 4.3 Secondly, the CWTF notes that while there are currently some programmes and activities by voluntary organisations that aim to raise awareness on the importance of Internet safety, they are currently ad hoc in nature and face problems of limited funding and resources. Government or corporate funding should be made available to help educational institutions, uniform groups, youth and voluntary organisations to implement these programmes. The CWTF recommends that funding be set aside and made available for organisations to implement cyber wellness programmes to reach at least 7,600 people, and to conduct roadshows or campaigns to raise awareness of cyber wellness among at least 100,000 people over the next one year.

Role of MOE and NIE

- 4.4 Thirdly, the CWTF believes that the educators play a critical role in inculcating cyber wellness values and ethics in the young, since it is at schools where children develop their awareness of ethical behaviour. The CWTF has identified the MOE and NIE as key agencies having a critical role to play and recommend that cyber wellness education be

incorporated and implemented as part of the curriculum for students and trainee teachers.

Multi-Agency Approach to Drive Cyber Wellness Initiatives

- 4.5 Lastly, the CWTF feels that the cyber wellness effort needs to be sustainable over the long term. The CWTF recommends that a permanent, formal organisation be tasked to drive the cyber wellness initiatives in Singapore. The CWTF feels that the effort to promote cyber wellness should be led by the government, and that it requires the involvement of multiple government agencies in order to help push the initiative out to the public via the various government channels. An inter-ministry committee could be set up to oversee this.
- 4.6 While the government should lead and co-ordinate the effort, the CWTF believes that the movement should also be a ground-up effort. The CWTF recommends that a multi-faceted approach involving the government, the industry and the community be adopted. As many governmental, private sector and community organisations as possible should be encouraged to champion the movement. One way which organisations can do this is by adopting the proposed cyber wellness programmes under their existing programmes or public education initiatives to reach out to the public. To encourage more organisations to champion the movement, the NIAC should continue to identify and work with relevant agencies to adopt the proposed cyber wellness programmes and promote the cyber wellness vision.
- 4.7 In sum, the CWTF believes that, in order to reap the greatest benefits of the medium, users not only need to use the medium safely and responsibly, they also need to harness the power of the medium to inspire and benefit others. The CWTF's recommendations reaffirm the need for a holistic approach in promoting cyber wellness and emphasise the need for all sections of society to do their part to help achieve the vision of cyber wellness.

National Internet Advisory Committee (NIAC) Cyber Wellness Programme Templates

Background

As part of the drive to achieve cyber wellness among Singaporeans, NIAC through the Cyber Wellness Task Force (CWTF), has commissioned TOUCH Community Services (TCS) to provide consultancy services in developing templates for a series of programmes targeted at different sectors of the community, to the end of promoting and achieving “cyber wellness” for Singaporeans, particularly the teens.

Overview

This document consists of 4 templates and contains recommended Cyber Wellness Programmes for youths in the following contexts:

1. Schools (Classroom)
2. Schools (Co-Curricular Activity)
3. Community (National Library Board & Other Community Groups)
4. Teachers (Trainee Teachers in National Institute of Education)

These templates complement each other and form a “net” of cyber wellness programmes strategically positioned on various platforms to reach every teenager. Put together, they form an integrated and systematic education effort in promoting cyber wellness.

The different programmes cover different emphases:

1. Awareness – Youths are made aware of cyber wellness issues. A few key messages are impressed upon the youths
2. Intervention – Intervention refer to programmes effecting actual changes with respect to the behaviour and values of the youths
3. Sustenance – Programmes helps the youth to sustain the changes they have made

Template A
Cyber Wellness Programmes for Schools
(During Curriculum Time)

Objective

This is the first of four templates and it details recommended Cyber Wellness programmes for schools within classroom settings. This template will form the basic building block for the rest of the Cyber Wellness programmes to be described in the next 3 templates for CCAs, Community Groups, and Teachers.

Outline of Template

This document is structured in the following manner:

1. Programme Overview
2. Summary of Content
 - a. Assembly Programme
 - b. Classroom-based Workshops
3. Sample Plans
 - a. Synopsis on Subject Matter: Social Impact on Youths as seen in the overall impact of the Internet and some examples of corresponding problems
 - b. Workshop Teaching Plan
 - i. Key cyber wellness message
 - ii. Key Teaching points:
 1. Session objectives
 2. Session teaching points
 - iii. Recommended format of delivery
 1. Structure and flow of classroom sessions
 2. Complementing online activities
 3. Accompanying out-of-class projects
 4. Use of multimedia resources
 - c. Other support activities for programmes

Programme Overview

1. The recommended programme consists of 3 parts:
 - a. 1x 1hr assembly programme for all secondary 1 students
 - b. 7 x 1hr classroom based workshops for all secondary 1 students
 - c. A parallel integrated project to build a model online community in the school - teaching students to embrace the Internet for inspiring uses.
2. The 1hr assembly programme serves the following functions:
 - a. Platform for communication of cyber wellness message to teenage masses.
 - b. Introduce the idea of cyber wellness before conduct of the classroom based workshops.
 - c. Interactive sight-and-sound presentation to engage young teenage audiences.
3. The 7 x 1 hr workshops (See Annex A for summary of workshop content) serves the following functions:
 - a. Comprehensively address the basic principles and practices for cyber wellness for a teenager and encourage students to embrace the Internet for inspiring uses.

- b. Provide close-up interaction to pre-empt and prevent problems.
 - c. Provide a suitable follow-up environment for counselling and rehabilitation of cyber-wellness related problems.
4. The parallel project to build a model online community in schools serves the following functions:
- a. Encourage youths to embrace the Internet & inspire others
 - b. Provide an e-environment to surface and resolve latent cyber wellness issues.
 - c. Reinforcement and augmentation of real-life classroom teaching with online interaction.

Summary of Content: Assembly Setting

1. In line with the objectives as stated in the previous sections, the following lists some of the possible subject matter for the assembly programme.
 - a. Survey a broad range of cyber wellness concerns.
 - i. Pornography Addiction
 - ii. Internet and Computer Gaming Addiction
 - iii. Chatroom Dangers
 - iv. Scams, Spam and Commercial Schemes
 - v. Hacking and Internet Security
 - b. Use of local cases to communicate reality and proximity of potential dangers.
 - c. Highlight inspirational uses of the internet
2. Current examples of such assembly programmes are:
 - a. Let’s Chat by Singapore Broadway Playhouse
 - b. Porn No! by TOUCH Community Services
3. Brochure attached shows a sample of the current assembly programme provided by TOUCH Community Services (in collaboration with Singapore Broadway Playhouse) through CRuSH.

Summary of Content: Classroom Workshops

1. The following is a summary of the recommended content for the workshops. Templates for the individual sessions are detailed in the following annexes.

Session	Subject Matter
Session 1	Introduction: Introduction & Seeding Towards Development of Model Online Community in Schools
Session 2	Contact I: Cyber wellness in relating to online contacts
Session 3	Content I: Cyber wellness in relating to online content
Session 4	Special Gender-Specific Session: Contact II (Internet Relationships) or Content II (Pornography)
Session 5	Confusion: Internet Addiction Issues
Session 6	Commerce: Privacy Issues on the Internet
Session 7	Conclusion: Review of lessons learned in series of workshops

2. The above framework of organising the subject matter of the workshops effectively covers the all the basic issues of cyber wellness.

3. Please see sample of workshop plan in following section and summary of all other workshops in Annex A

Online Community Project

A parallel project to build an online community can be initiated with the students. This can be integrated into the existing school portal. At the same time, content in the school portal can be developed by student participants of the cyber wellness programme, in order to reinforce the cyber wellness message.

The key elements for the project will be:

1. Moderated school and class forums
2. Integrated web content to complement classroom-based workshops
3. Integrated classroom-based workshop activities to build content for school portal

Working Set of “Values”

The working set of “values” follows that as previously explained

1. **Respect & Responsibility** towards self, others and the medium of the internet
2. **Astuteness** in using the Internet
3. Beyond the Internet – A **Balanced** Life
4. **Embracing** the Net & **Inspiring** Others

Sample Workshop Plan: Contact I

Subject Matter

The session on “Contact” covers cyber wellness issues arising out of online interaction. This includes the extension of online interaction to real-life contact. Because of the broad spectrum of issues in this category, 2 sessions are recommended to cover cyber wellness under this category.

1. Contact I – General communication issues when using the Internet.
2. Contact II – Workshop on Internet chatting and relationships (recommended for girls).

Social Impact on Youths

The Internet is a powerful communication tool widely available to the youngest users. Internet communication tools also drastically change the way teenagers communicate with others.

Effects of Internet

This effects change in communication patterns in the following ways:

1. More frequent and with multiple users at same time
2. Transient with less depth
3. Less constrained, little accountability
4. Instant and spontaneous, less deliberate and measured
5. Net lingo varying widely with different online communities

Examples of Problems

1. Difficulty of validating credibility of chatting partners. Possible real-life relationship abuses arising from internet acquaintances.
2. Social handicaps when internet interactions crowd out real-world interactions
3. Some undesirable characteristics observed on Internet Communication:
 - a. Flaming
 - b. Slander and blackmail
 - c. Lying

Workshop Plan

Key Cyber wellness Message

Online interaction often decreases one’s alertness to personal safety, lulling people into a false sense of security - Beware that there is no sure way of discerning whether an online contact is truthful or safe!

Session Objectives

1. Raise participants’ alertness and instil awareness of untruthful or unsafe online contacts.
2. Teach students to protect their identity and avoid giving out their personal information and pictures on the Internet.

3. Teach about the importance of operating within a safe online community.
 - a. Promote participation in school online community – provoke ideas and participation to build a model school online community.
 - b. Teach about the importance of role models and moderators in cyberspace.

Key Teaching Points

1. Carelessness towards online contacts exposes one to potential danger.
2. Be “cyber street-smart”!
 - a. Adopt recommended safety tips in interacting with online contacts.
 - b. Anchor oneself in a healthy and safe online community.
3. The same power that can be exploited for bad communication can also be harnessed for good.

Format of Delivery

1. Workshop should be delivered with a combination of classroom activities and structured experiences to illustrate the importance of caution towards relating to online contacts.
2. Contact I can be delivered in a co-ed class setting. However, it is recommended that Contact II be delivered to a class of girls in the absence of boys.

Other Support Activities

1. Issues on effective Internet communication should be discussed on the online community for Contact I.
2. Corresponding discussion topics on Boy-Girl Relationships and Dating can be raised on the online community for Contact II.
3. Related materials on relationships and communication can also be used as follow up material after the implementation of the programme.

Template B
Cyber Wellness Programmes for Schools
(During Co-Curricular Activities)

Objective

This is the second of four templates and describes the Cyber wellness Programmes designed for CCA settings in Schools. The programmes may be conducted as complementary (to those in Template A) or standalone programmes.

Outline of Template

This document is structured in the following manner:

1. Programme Overview
2. Summary of Content
 - a. Awareness Modules
 - b. Intervention Modules
 - c. Leadership Modules
 - d. Integration of Cyber wellness Values with CCA-Based Values
3. Sample Template: Proposed Scout Cyber wellness Movement
 - a. Objectives
 - b. Major deliverables
 - c. Integration of cyber wellness values
 - d. Analysis of Opportunities for Integration and Reinforcement
 - e. Integration of Programme and Leadership into Organisation Framework
 - f. Programme Framework
 - g. Customised Programme for Scouts

Programme Overview

1. This series of programmes are structured to be delivered in a CCA-based platform. Instead of classroom sessions, seminar or camp-styled workshops are conducted. These workshops should range from basic awareness modules similar to those in Template A, to “advanced” intervention modules. The mode of delivery can also be modified to fit into a format familiar to that particular CCA.
2. Leveraging upon the leadership and senior-junior relationships in CCAs, a system should also be put in place to pass cyber wellness values through such existing mentoring structures. Workshops are included to train students to mentor their juniors. Cyber wellness should also be included as part of the training or service requirement for a student leader in CCAs.
3. Last of all, the CCAs provide the physical building blocks for a healthy online-community. The concept of building a healthy online community anchored in existing real-life relationships can be implemented here. These little cyber-communities can then be formed into larger communities or “cyber-commons”.

Summary of Content: Awareness Modules for CCAs

The content of the following awareness modules should be leveraged from “Classroom-based Workshops” in Template A. The details of each of these modules are presented in Annex A. The format of delivery of these seminars must be modified to become “camp-style” or “activity-style”

Seminar	Subject Matter	Remarks
Session 1	Community & Contact	Community & contact are complementing subject matter: "Safe and healthy contacts should be built in a safe & healthy community"
Session 2	Content & Commerce	Complementing subject mater: "Positive content going beyond its intrinsic commercial-value"
Session 3	Confusion & Crime	

Summary of Content: Intervention Modules for CCAs

The content of the following intervention modules are new compared to those in Template A. These modules go in-depth to address some core issues present in youth behaviour that is contradicting to "cyber wellness" When a youth goes through these modules, he will be challenged to consider the cyber wellness values.

Seminar	Subject Matter	Remarks
Session 1	Spam	Responsibility in handling powerful Internet-based tools
Session 2	Cracking (commonly known as hacking)	Astuteness in preventing against hacking
Session 3	Pornography Addiction	Mutual respect towards fellow human beings on the Internet
Session 4	Internet & Computer Gaming Addiction	Balance in participation in the fantasy world of Internet gaming

Please refer to Annex B for summary of intervention modules
These modules are currently offered by TOUCH Community Services to schools under "Planet CRuSH"

Summary of Content: Leadership Modules for CCAs

The following modules are designed with recognition that leadership and community development within CCA organisations needs to be done in the Internet arena as well. As such, it is advantageous to champion the cyber wellness agenda in leadership training for CCA organisations. Programmes in these modules also serve "sustenance" functions, as youths are challenged to take leadership to change the prevailing Internet culture among their peers. The following is an overview of the four recommended modules for such training.

Seminar	Subject Matter	Remarks
Session 1	"Black Holes in Cyberspace"	Survey of Online Dangers
Session 2	"I Have a Dream"	Vision casting for developing a healthy cyber-community among the CCA community

Session 3	“Real Communication Over Virtual Mediums”	Effective Online Communication Skills
Session 4	“Absolute Values in a Relative World”	Infusing cyber wellness values into the CCA cyber-community

Similar modules have been conducted by TOUCH Community Services for a number of schools and organisations to train E-Mentors from various age groups, from 13 year-olds to retirees.

Integration of Cyber Wellness Values with CCA-Based Mission & Values

The working set of values should be communicated in the light of existing CCA-based values or beliefs. It would be not be difficult to do so since the cyber wellness values are subsets of encompass universal values. In fact, the motivating force to infuse particular cyber wellness values will be even stronger in light of the particular focus and mission of a particular CCA. A sample of how cyber wellness values are weaved into a set of CCA-based values is given in the sample template for Singapore Scouts Association.

Sample Template: Singapore Scouts Association Scouts Cyber Wellness Movement

Objective

1. Inform Scouts of benefits, risks and dangers of the Internet – Survival in the Cyber-world
2. Mentor Scouts to adopt Scouting and Singapore values on the Internet – Wellness in the Cyber-world
3. Develop Scouts to become positive influences to peers and juniors in cyberspace – Leadership in Cyber-world

Major Deliverables

Customise and run the following programmes

1. Basic Training Model (Tenderfoot)
 - a. Project CRuSH (Customised for Scouts) - 3 x 3 hour workshops
 - i. Community & Contact
 - ii. Content & Commerce
 - iii. Confusion & Crime
 - b. 100 Scouts, 20 patrol leaders and 10 ventures
 - c. Setting up of Scouting E-Community
2. Standard Training Model (Scout Standard)
 - a. 2 x 2 hour workshops
 - i. Planet CRuSH (SPAM – Sending Particularly Annoying Messages)
 - ii. Planet CRuSH (Hackers, Crackers & Whackers)
 - b. Setting up of Scout Cyber First-Aider Teams
3. Advanced Training Model (Advanced Scout Standard)
 - a. 2 x 2 hour workshops
 - i. Planet CRuSH (Pornography – Rise of the Yellow Tide)
 - ii. Planet CRuSH (Fantasy & Addiction – Internet Black-Holes)
 - b. Setting up of Scout Cyber Accountability Teams
4. Proficiency Training Model (Proficiency Badges)
 - a. Scout E-Ambassador Training (SOS in Cyberspace)
 - i. 4 x 3 hour workshops
 1. “Black Holes in Cyberspace” - Survey of Online Dangers
 2. “I Have a Dream” - Vision casting for Planet CRuSH
 3. “Real Communication Over Virtual Mediums” - Effective Online Communication Skills
 4. “Absolute Values in a Relative World” - Characteristics of Planet CRuSH Communities
 - ii. Ambassadors (E-Mentors in respective Scouting E-Communities)
 - b. Scout E-Builder Training (Builders of E-Scouting Movement)
 - i. Research into Successful E-Communities (Project)
 - ii. Build an E-Community among local Scouting Groups

Integration of Cyber Wellness Values

CRuSH	Scouts
<p><u>CRuSH Mission</u> See families strengthened and communities transformed by building “institutions of values” in and through a network of integrated community services</p>	<p><u>Scouting Mission</u> Our movement develops youth for purposeful and responsible adulthood, always prepared to serve God, country and humanity.</p>
<p><u>CRuSH Values</u></p> <ol style="list-style-type: none"> 1. Respect & Responsibility 2. Astuteness 3. Balance beyond the internet 4. Embracing the internet for inspirational uses 	<p><u>Scouting Values</u></p> <ol style="list-style-type: none"> 1. Help other people 2. Survival – Be Prepared 3. Trust 4. Loyal 5. Makes friends, establishes & maintains harmonious relationships 6. Disciplined 7. Considerate 8. Courage
<p><u>CRuSH Methodology</u></p> <ol style="list-style-type: none"> 1. Inform masses 2. Mentor through senior-junior relationships 3. Develop Peer & Student Leadership 4. Learner-Sensitive Methods 	<p><u>Scouting Methodology</u> Youth Development</p>

Analysis of Opportunities for Integration and Reinforcement

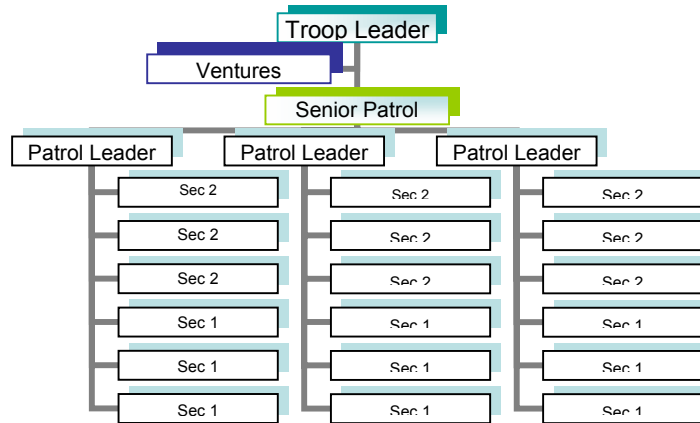
There is great opportunity to integrate the 2 cyber wellness and scouting movements in values and methodology. CRuSH embraces universal and S21 values and these can apply in real life movements such as scouting and/or virtual environments such as the Internet.

Here’s a brief (and sample) on how the scouting values can be brought forth in CRuSH:

1. Help other people – E-Mentors help others to stay safe and well on the Internet.
2. Be prepared – Be prepared always for the unexpected dangers and abuses on the Internet.
3. Trust – Greater trust is even more important in the Internet arena where virtual spaces give greater room to be untruthful.
4. Loyal – Do not slander or pass around non-validated information on the Internet.
5. Makes friends – Do one’s part to establish and promote a safe online community.
6. Disciplined – Discipline is key to avoiding addiction to Internet and gaming.
7. Consideration – Avoiding spam and spamming.
8. Courage – Perseverance in establishing a safe virtual e-community among scouts.

Integration of Programme and Leadership into Organisation Framework

Existing Scouts Framework



Patrol Leaders – CRuSH Ambassadors

1. The CRuSH Ambassador is an ambassador and advocate of cyber wellness values and practices
2. He functions as a moderator and mentor of the online community within his patrol and also in his troop
3. He functions under the CRuSH builder to champion the adoption of cyber wellness values in his troop.

Senior Patrol Leader or Troop Leader – CRuSH Builder

1. The CRuSH Builder has the role of building an online community in his scout troop with the help of the CRuSH Ambassadors.

2. He oversees the E-Community in his scout troop and moderates where the CRuSH Ambassadors are not able to.
3. He champions the adoption of cyber wellness values in his troop.

Programme Framework

School	Programme	Scouts
Secondary 1	Project CRuSH	Tenderfoot
Secondary 2	Planet CRuSH I CRuSH Ambassador Training	Leaders' Training
Secondary 3	Planet CRuSH II	Leadership (Patrol Leaders & Senior Patrol Leaders)
Secondary 4	CRuSH Builder Training	Venture or Senior Patrol Leader
JC 1		Venture
JC 2		Rovers

Customised Programme for Scouts

Programme	Workshop Title	Cyber wellness Focus	Duration <small>(refers to follow-up activity outside workshop)</small>
Basic (Awareness) Modules	Community & Contact	Online communities and online contacts – Astuteness & Respect	4 (3+1)
	Content & Commerce	Searching, handling and processing online content – Astuteness & Responsibility	4 (3+1)
	Confusion & Conclusion	Internet gaming and Internet transactions – Astuteness & Balance	4 (3+1)
Advanced (Intervention) Modules I	Hackers, Crackers & Whackers	Respect, Responsibility, Balance, Astuteness	4 (2+2)
	SPAM – Sending Particularly Annoying Messages	Astuteness, Responsibility	4 (2+2)
Advanced (Intervention) Modules II	Yellow Tide – Rise of Pornographic Addiction	Respect, Responsibility	4 (2+2)
	Fun & Fantasy, Fear & Futility – The World of Computer Gaming	Balance, Responsibility	4 (2+2)
CRuSH Ambassador	“Black Holes in Cyberspace”	Survey of Online Dangers	3 (2+1)
	“I Have A Dream”	Vision Casting for Planet CRuSH	3 (2+1)
	“Real Communication Over Virtual Mediums”	Effective Online Communication Skills	3 (2+1)

	“Absolute Values in a Relative World”	CRuSH Cyber wellness Values	3 (2+1)
CRuSH Builder	“BGR in the Internet Age”	Dynamics of Social Interactions with the Internet	6 (3+3)
	“Mentoring & Parenting Teens in the Internet Age”	Dynamics of Parent-Teen and Mentoring Interactions with the Internet	6 (3+3)

Template C
Cyber Wellness Programmes for Community Settings

Objective

This document is the third of four templates and it details recommended Cyber Wellness Programmes for community groups in the specific context of National Library (NLB) and general community settings such as community centres. Note that these programmes complement and do not replace the programmes in other templates.

Outline of Template

This document is structured in the following manner:

1. Overview
2. Summary of Content
 - a. Interactive Skit
 - b. Workshop - Bridging the Generations Through the Internet
 - c. Information Literacy Programme (ILP)
3. Sample Plans
 - a. Synopsis on Interactive Skit: Play It Safe
 - b. Interactive Skit Plan
 - i. Key cyber wellness message
 - ii. Key Teaching Points:
 1. Activity objectives
 2. Activity teaching points
 - iii. Format and Sequence of delivery

Overview

1. The following programmes are developed by TOUCH Community Services in collaboration with the community partners National Library Board (NLB) and Parent-Teacher Associations of schools.
2. There are 3 recommended programmes:
 - a. 1 x 1.5hr interactive skit catered for parents and children (from 9 to 11 years old)
 - b. 5 x 1.5hr “Bridging the Generations Through the Internet” workshops for the community
 - c. “Cyber Wellness enhanced” Literacy workshops by NLB
3. The 1.5hr interactive skit has the following objectives:
 - a. Clearly communicate general Internet safety rules to family units, specifically targeting parent and children (up to 12 years old) groups.
 - b. Promote effective parenting habits and skills in anticipation of increasing teenage exposure to the Internet
 - c. Cater to the preferences of the young audience with sight and sound interactive presentation.
4. The “Bridging the Generations Through the Internet” workshops has the following objectives:
 - a. 3 x 1.5hr workshops are conducted to:
 - i. Educate, train, and empower students (from 12 to 16 years old) who can make use of the knowledge and skills acquired to serve the community

- b. 2 x 1.5hr workshops are conducted (with involvement from the students trained) next to:
 - ii. Highlight current trends and dangers to grandparents and /or parents that the youth may be facing
 - iii. Educate grandparents and /or parents on the followings:-
 1. General Internet tools and medium available such as MSN, ICQ, Forum etc
 2. Different types of computer games
 - iv. Allow hands on participation (MSN, ICQ, gaming etc) with facilitation from students
5. The Literacy Workshop is an existing NLB programme which incorporates cyber wellness values and messages. It serves the following functions:
 - a. Teach participants how to effectively and efficiently locate information and resources that they need
 - b. Demonstrate how to evaluate, validate, and acknowledge these resources
 - c. Show how this information can be used to solve a particular problem or make a decision

Summary of Content: Interactive Skit (NLB)

1. The play involves characters who constantly get into trouble on the Internet because of their ignorance. It is an interactive skit whereby games that involve all participants (parents and children) will be played as the story unfolds.
2. Each of these games has an objective and teaching point that relate back to Internet safety.
3. The children will be led to role-play some of the characters. During such role-play, the children will have to decide how to respond and react given certain situation demonstrated by the play. This will drive in the teaching points of each game.
4. Lastly, there should an activity that allows the parents and children to work together to achieve certain objective that directly contribute to cyber wellness in the family.
5. Current example of such interactive skit is “Play It Safe” by TOUCH Community Services
6. The sample of the ‘Play It Safe’ skit illustrates the outline of the story, games, activities, and their objectives and teaching points.

Summary of Content: “Bridging the Generations Through the Internet Workshops” (PA)

1. The first part focuses on the following:-
 - a. Educate the students on current trends of youth issues in the Internet world
 - b. Train the students on the general Internet tools and medium, how to facilitate their usage, and some tips in coaching
 - c. Empower the students to become ambassador for cyber wellness, and assign them the activity of planning for the next two workshops for the grandparents and /or parents
2. The second part emphasises on the followings: -

- a. General Tools and Medium Available on the Internet
 - i. Internet Explorer
 - ii. Different Search Engines
 - iii. Chatting Medium: MSN, ICQ, Forum
 - iv. Computer Gaming
 - b. Current Internet Dangers and Trends that the Youth are facing. Hands on participation on the some of the tools and medium introduced (to be facilitated by student volunteers)
3. An example of such workshops is the “TKSS Family Cyber Adventure” by TOUCH Community Services

Summary of Content: Literacy Workshop (NLB)

1. The following is a summary of the current content for the literacy workshop for different target groups.

Target Group	Teaching Points
Businessman	Navigate electronic resources and databases on the Internet Seek out business opportunities all over the world Conduct market, industry and competitive research Learn about government regulations and procedures
Professional & Executive	Locate quality web resources on topics of professional and personal interest Learn tips and tricks for efficient and effective information search Understand various aspects of Internet Safety
Teacher, Student, Parent	Effectively and efficiently locate resources for project work Evaluate and acknowledge these resources Synthesise and organise the information for project presentation Protect yourself while you are online
Work, Senior Citizen, Homemaker	Stay relevant in the knowledge economy Navigate the Internet Locate quality web resources on ‘hot’ topics Tips and tricks for efficient and effective information search Various aspect of Internet safety

2. The main objective of the literacy workshop is to teach participants on how to find, evaluate, validate, and use the resources and information that they need.
3. Through it, the cyber wellness concerns and issues that revolve around “Content” and “Commerce” are covered. Please refer to School Template for the specific issues that are categorised under the “Content” and “Commerce” subject matters.

Sample Interactive Skit Plan (“Play It Safe”)

Synopsis

Play about the animal kingdom with different kinds of animals to simulate different kinds of characters which children can identify with. The Rabbit and the Monkey will get into all kinds of trouble on the Net and are rescued and taught the right ways to surf the Net by the Eagle.

It should be an interactive play whereby games will be played to involve both parents and children to foster the bond between them as well as to establish a parental guide to the children.

Key Cyber Wellness Message

The Internet has various contents that may mislead or corrupt the young minds –Protect the children against dangerous content on the Internet!

Session Objectives

1. Delete the emails that are not from the people they know
2. Use specific words when doing searches on the search engines so as to avoid stumbling into harmful web sites
3. Close pop-up windows whenever they appear
4. Depend on their parents to protect them from any bad elements that they may meet on the Net

Key Teaching Points

1. Discern emails that may contain harmful or irrelevant content
2. Search engine is a useful tool for finding the information we want but we need to be as specific as we can in order to increase the accuracy of our search results
3. Pop-ups may contain content which are harmful
4. Parents are the children’s guides and protectors when they surf the Net

Format and Sequence of Delivery

1. Ice-breaker to group the participants into different animal groups.
2. Skit on email and spamming
 - Game 1: “You’ve Got Mail!”
3. Skit on use of intelligent use of search engines
 - Game 2: “Do you know what you’re looking for?”
4. Skit on handling pop-ups
 - Game 3: “Pop goes the weasel!”
5. Skit on Internet stalkers and paedophiles
 - Game 4: “Eagle to the Rescue!”
6. Skit on balancing out in the fantasy world of computer gaming
 - Activity: Parents and children will come together to make a little tablet of the rules in which they can hang on the side of their computer to remind themselves to surf the Net safely.
7. After each game, the “Eagle” will come in to teach and draw conclusions.

Template D
Cyber Wellness Programmes for Teachers' Training

Objective

This document is the last of four templates and it details recommended Cyber Wellness programmes for teachers in preparing them for eventual interaction with teenagers when in the secondary schools

Outline of Template

This document is structured in the following manner:

1. Overview
2. Summary of Content
 - a. “Mentoring Teens in the Internet Age”
 - b. “Teenage Online Experience” Project

Overview

1. The recommended programme consists of 2 parts:
 - a. 2 x 2hr Cyber Wellness Seminars for NIE trainees and staff – “Mentoring Teens in the Internet Age”
 - b. 18hr Community service or Community Involvement Programme (CIP) – “The Teenage Online Experience”
2. The lectures serve to reach all trainee teachers
 - a. Provide “baseline” knowledge and understanding of Internet safety and how it relates to teenagers
 - b. Provide an understanding and appreciation of the world of computer and Internet gaming and the teen trends in this arena
3. The CIP has the following objectives:
 - a. Teach trainee teachers how to communicate with teens online and orientate them to common teenage issues discussed online
 - b. Provide an experience of teenage Internet-based interactions for trainee teachers to equip for communication with teenagers

Summary of Content: “Mentoring Teens in the Internet Age”

1. These seminars should provide a general survey of the general cyber wellness issues surrounding teenagers. This would include the following:
 - a. 6Cs in Annex A
 - b. Internet Gaming
 - c. Latest Trends in Teen Internet Usage
 - d. Corresponding Cyber Wellness Concerns
2. The survey should be augmented by an analysis of how to mentor teens in the Internet age
 - a. Keys and approaches to teenage development
 - b. Mentoring teenagers for Cyber Wellness Values

Summary of Content: “Teenage Online Experience” Project

1. This experience will begin with 2 x 2 hrs training in the following subject matter:
 - a. Teenage communication over Internet platforms
 - i. Instant Messaging
 - ii. Networking platforms (such as Friendster)
 - iii. Internet Forums
 - b. Mentoring teenagers over common age-group issues
 - v. Boy-Girl Relationships
 - vi. Studies
 - vii. Family Relationships
 - viii. Sexuality
2. The online experience will be a project to make use of existing (or customised, such as CRuSH forums) Internet communication platforms to:
 - a. Engage and immerse into teenage interactions
 - b. Mentor and influence teenagers in selected subject matter

Annex A – Summary of All Workshops

Session Title	Subject Matter	Key Cyber Wellness Message	Additional Notes
Community	<p>The session on “Community” covers the challenges and problems faced by teenagers as they interact with groups of different people on the Internet. It will also cover the virtual environment in which they “live in”. This differs from the “Contact” session which covers interaction with individuals (as opposed to groups or communities). The cyber wellness issues covered in “Community” revolve around broad-based issues of interaction, while “Contact” focuses on the micro issues of personal interaction.</p>	<p>Safe and healthy communities (both real-life and online) is the foundation for Cyber Wellness.</p>	<p><i>Social Impact on Youths</i> Internet communities have developed to become part of day-to-day communities that teenagers live and interact in. In certain cases, the Internet community may even displace real-life communities in terms of time spent and effective engagement. With growing influences of online communities, the concern is that they remain largely unregulated. Teenagers’ participation in these communities is also above parental guidance and positive mentoring influences.</p> <p><i>Effects of Internet</i></p> <ol style="list-style-type: none"> 1. Fast-track immersion into alternative communities and cultures, bypassing real-life physical spaces and moderating influences. 2. Exposure to a variety of foreign communities. <p><i>Examples of Problem</i></p> <ol style="list-style-type: none"> 1. Breakdown of traditional censorship controls. 2. Transfer of online community practices and values into real life. 3. Displacement of real-world community life.

<p>Contact</p>	<p>The session on “Contact” covers the cyber wellness issues arising out of interpersonal interaction online. This includes the extension of online interaction to real-life contact. Because of the broad spectrum of issues in this category, 2 sessions are recommended to cover cyber wellness under this category.</p> <ol style="list-style-type: none"> 1. Contact I – General communication issues when using the Internet. 2. Contact II – Girl-specific workshop on Internet chatting and relationships. 	<p>Contact I</p> <p>Online interaction often decreases one’s alertness to personal safety, lulling people into a false sense of security - Beware that there is no sure way of discerning whether an online contact is truthful or safe!</p> <p>Contact II</p> <p>No matter how long you chat with a person online, they are still strangers - Don’t get sweet-talked.</p>	<p>Social Impact on Youths</p> <p>The Internet is a powerful communication tool widely available to the youngest users. Internet communication tools also drastically changes the way teenagers communicate with others.</p> <p>Effects of Internet</p> <p>This effects changes in communication patterns in the following ways:</p> <ol style="list-style-type: none"> 1. More frequent and with multiple users at same time 2. Transient with less depth 3. Less constrained, little accountability 4. Instant and spontaneous, less deliberate and measured 5. Net lingo varying widely with different online communities <p>Examples of Problems</p> <ol style="list-style-type: none"> 1. Difficulty of validating credibility of chatting partners. Possible real-life relationship abuses arising from internet acquaintances. 2. Social handicaps when internet interactions crowd out real-world interactions 3. Some undesirable characteristics observed on Internet Communication: <ol style="list-style-type: none"> a. Flaming b. Slander and blackmail c. Lying
<p>Content</p>	<p>The session on “Content” covers the kinds of information propagated on the Internet and the various measures one should adopt in order to handle the information in an appropriate manner. Again, because of the broad spectrum of issues surrounding this classification, it is recommended that 2 sessions be conducted:</p>	<p>Content I</p> <p>Content available on the Internet cannot be effectively regulated, you are the best filter!</p> <p>Content II</p> <p>Pornographic pictures are hard to erase from</p>	<p>Social Impact on Youths</p> <p>The Internet is a powerful mass-communication tool widely available to even the younger users. It becomes both a tool for propagation of all kinds of content and also as a channel to receive what is propagated.</p> <p>Effects of Internet</p> <p>This increase in propagation and distribution of information has resulted in the following phenomenon:</p> <ol style="list-style-type: none"> 1. Wide range of content that is hard to regulate - easily to propagate

	<ol style="list-style-type: none"> 1. Content I – General guidelines in handling content on the Internet, verifying and responsible propagation. 2. Content II – Boy-specific workshop to cover the issue of addiction to pornography. 	<p>your mind. Do not get started!</p>	<p>but hard to remove</p> <ol style="list-style-type: none"> 2. Difficult to validate and authenticate information, untrue information easily masqueraded as credible 3. An apparent lack of awareness to validate information – common assumption that information from the mass media is true. <p>Examples of Problem</p> <ol style="list-style-type: none"> 1. Initiation and early exposure to pornography, resulting in possible addiction and corresponding complexes. 2. Cheating and losses through hoaxes and scams 3. Plagiarism, intellectual property and copyright abuse 4. Spam 5. Malicious content and hate sites
<p>Confusion</p>	<p>The session on “Confusion” covers the cyber wellness issues arising out of addiction to the use of the Internet. “Confusion” suggests a blurring of lines, a loss of control and sense of balance, a confusion between real-life and online activities. This will cover both Internet addiction issues and obsessive immersion in alternative virtual environments often found in games.</p>	<p>Pursue your dreams with focus. Do not fail to achieve because of Internet addiction</p>	<p>Social Impact on Youths</p> <p>The Internet opens up a whole new virtual world and a range of activities never possible before. Gaming and online fantasy worlds have taken the teenagers’ world by storm. Many young people spend an increasing amount of time on the Internet at the expense of real-life pursuits and commitments.</p> <p>Effects of Internet</p> <ol style="list-style-type: none"> 1. Induction and immersion into online fantasy worlds 2. Increasing possibility of living multiple parallel lives with different personae <p>Examples of Problems</p> <ol style="list-style-type: none"> 1. Computer game addiction 2. Deviant sexual behaviour and Cyber-sexual addiction 3. Adoption of violence, cheating and mercenary values from gaming worlds 4. Displaced real-world opportunities and development, results in real-world social cripples and problems

<p>Commerce</p>	<p>The session on “Commerce” covers the cyber wellness issues arising out of an increase in people and data connectivity, and e-commerce ethics. This would include issues relating to encroachment of privacy, either based on a personal or commercial motive. The issues faced here are often “blended” threats, such as pornographic spam containing Trojan horses and with-money-making motives.</p>	<p>Increased connectivity on the Internet increases the risk of security breaches.</p>	<p><i>Social Impact on Youths</i> The Internet connects people and data in many ways. Using these connecting lines, encroachment of personal privacy boundaries become common and youths often find their compromise their personal (including their family’s) information.</p> <p><i>Effects of Internet</i> The connectivity provided through the Internet allows “information mining” to become commonplace.</p> <p><i>Examples of Problems</i></p> <ol style="list-style-type: none"> 1. Hacking 2. Harvesting of personal information for commercial purposes without owners’ knowledge or permission 3. Targeting children through online offers of freebies and promotions in exchange for personal information.
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Annex B – Summary of Advanced Workshops

Session Title	Subject Matter	Key Cyber Wellness Message
Cracking	This module covers a few broad topics: <ol style="list-style-type: none"> 1. Introduction to the problem of cracking and its impact 2. Introduction to the methods of crackers and the corresponding counter-measures 3. Understanding the psychology of hackers and early intervention strategies 4. Education of the legal implications of cracking 5. Impart cyber wellness values to embrace in this subject matter. 	Cracking is a breach of personal space and resources and these tendencies go against the existence of a healthy online community.
Spam	This module covers the following topics: <ol style="list-style-type: none"> 1. Introduction to the problem of spam and its impact 2. Education of the various methods of spammers and the corresponding counter-measures 3. Impart cyber wellness values of respect and responsibility 	Spamming is inconsiderate and irresponsible and subtracts from a healthy online community.
Pornography	This module covers the following topics: <ol style="list-style-type: none"> 1. Introduction to the problem of pornographic addiction, its signs and effects 2. Education of the psychology and possible root causes of pornographic addiction and corresponding intervention measures 3. Share success stories of intervention to encourage participant willingness to deal with existing roots of pornography addiction 	Pornography is disrespectful and promotes a false sense of human worth and sex.
Internet & Gaming Addiction	This module covers the following topics: <ol style="list-style-type: none"> 1. Introduction to the problem of Internet and computer gaming addiction, its signs and effects 2. Education of the psychology of root causes of addiction and corresponding intervention measures 3. Share success stories of intervention to encourage participant willingness to deal with existing roots of Internet and computer gaming addiction 	<ol style="list-style-type: none"> 1. Internet and the computer gaming fantasy world is fun and engaging but one needs to balance up in real-life. 2. Benefits of entertainment through Internet and computer games is realised when there is balance.