

PROMOTING ONLINE SAFETY FOR CHILDREN

Empowering Children for Protection from Online Sexual Exploitation



FACILITATOR GUIDE

FOR CHILDREN AGED BETWEEN 12-13 YEARS

Prepared by



Approved by



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Introduction

Why the training

Unsupervised teenagers comprise 25% of Kenya's total internet users (CAK, 2015) and 42% of Kenyan children and young adults between age 12-17 access the internet at least twice a week (UNICEF 2013). Access to basic mobile phones, with an internet connection is high among Kenyan children.

The internet offers opportunities for child development, but it also provides an anonymous platform for online child sexual exploitation (OCSE), for example through live streaming of child sexual abuse. It can also be associated with serious risks of harm and violence, including OCSE. This involves sharing child sexual materials through social media, file sharing, websites, live streaming, cloud technology, among others. The forms of OCSE that are prevalent in Kenya are: online grooming for offline exploitation and abuse, live streaming of children performing sexual acts on webcams and other devices, and distribution of child pornography using online platforms.

Effects of OCSE include susceptibility to sexual abuse later in life. Therefore, even when OCSE comes to an end, if at all, the damage to the victim's mental, physical, emotional and sexual well-being is likely to persist into adulthood and remain with them for life. The increased access to online media portends greater risk of online child sexual exploitation.

There is therefore an urgent need to empower children to be safe from OCSE. This is through a rights-based approach that recognizes the centrality of empowered and responsible children. This is a joint intervention by Terre des Hommes Netherlands (TdH-NL), the African Institute for Children Studies (AICS) and Childline Kenya (CLK). There is collaboration with the Government of Kenya (Department of Children Services (DCS), Communication Authority of Kenya (CAK), Ministry of Education (MOE), Kenya Film Commission (KFC), children, private sector among other stakeholders).

Aims of the Training Manual

This manual is a facilitator's guide for conducting lessons with children aged between 12-13 years in schools. This is an age when children are most vulnerable as they explore self-identity, seek more independence, gain new social networks and are more likely to explore high risk activities without thinking much about the consequences^{1,2}.

The children will be taken through a total of ten (10) session to gain knowledge and skills targeting three broad outcomes:

- i. Understanding online child sexual exploitation (OCSE)
- ii. What they can do to prevent OCSE
- iii. How to effectively respond to OCSE

¹ Yurgelun-Todd, D. (2007). Emotional and cognitive changes during adolescence. *Current opinion in neurobiology*, 17(2), 251-257

² Steinberg, L. (2008). A social neuroscience perspective on adolescent risk-taking. *Developmental review*, 28(1), 78-106.

A. UNDERSTANDING Online Child Sexual Exploitation

1.1 Lesson 1: What is child sexual exploitation?

1.1.1 Estimated time: 35 minutes

1.1.2 Learning objectives:

At the end of the session, the child should be able to explain:

- a. Who is a child
- b. What are child rights, and
- c. What is sexual abuse and exploitation

NB: Before this lesson begins, a pre-training session should be conducted where an overall introduction to the project will be made; and a pre-test assessment questionnaire (see annex of this tool) administered.

- Materials
- Cue cards, one for each child, in two different colors
- 1.5 minutes video providing an overview of online media platforms (be sure to carry a projector, electric power source)

1.1.3 Pre-session activity

Power Walk:

The purpose of this activity is to help children appreciate the concept of evolving capacities and how they all remain vulnerable to online sexual exploitation despite their varying capabilities and backgrounds.

Instruction:

Request 5 children to volunteer and pick at random a piece of paper containing a character they will each role play.

1. 7-year-old boy from an informal dwelling in town
2. 12-year-old boy from a rich family in Nairobi
3. 17-year-old girl living with grandmother in poor a rural setting
4. 27-year-old Parent working for an international company with frequent flights to international meetings
5. 56-year-old teacher in local primary school

The facilitator should read the following “I can” Statements. For each statement that the character has capacity to do, he or she takes one step forward.

Statement:

- a) I can access Facebook anytime I need to
- b) I can tell who is a good friend in social media
- c) I can make as many friends as I want in Facebook because it makes me feel important
- d) I can buy phones for my children only when they go to secondary
- e) I can watch everything I need online

Read all the statements before discussing the reasons for making a step forward or not.

1.1.4 Lecture presentation

Who is a child?

The facilitator will explain who a child is. In Kenya, a child is defined by the law (Constitution and Children Act) as any human being below the age of 18 years. A person who has not reached 18 years will require protection and safeguarding because of their vulnerability.

What are child rights?

The facilitator will list and explain children rights related to sexual exploitation. Article 19 of the UN Convention of the Rights of the Child (UNCRC) provides for the protection of the child from exploitation in addition to the protection of all humans for security under the Article 3 of the Universal Declaration of Human Rights 9 (UDHR). Article 34 of CRC protects the child from sexual exploitation and abuse.

Children are protected from discrimination under Article 36 of the UNCRC. Everyone can go to court for remedy of violation of rights according to Article 8 of the UDHR. The views of the child must be respected under Article 12 of the CRC. Article 39 provides for the children right to rehabilitation. The Kenya Constitution Article 53 provides the child with the right to protection from abuse, violence, harmful cultural practices and exploitative labour.

The facilitator will explain the five child rights principles: Best interests of the child provided in Article 53 of the constitution, non-discrimination, the right to life, survival and development and respect for the views of the child.

What is sexual abuse and exploitation?

The facilitator will clarify sexual acts and indecent acts and explain the range of child sexual exploitation material. Contact of any part of the body with the breasts or sexual organs and buttocks of another even without penetration is an indecent act under the Sexual Offences Act. To induce, compel or cause a person to commit the indecent act is an offence. Child sexual exploitation material includes all material depicting sexualized images of children ranging from nude pictures or posing sexually to committing sexual acts or being sexually assaulted.

The facilitator explains the meaning of communication of a child in a sexual manner under Article 16 of Cyber Crime Act, cyber harassment under Article 27 of the Cyber Crime Act, child pornography and publishing a of child pornography under Articles 16 and 24 of the Cyber Crime Act,

Child pornography is data which whether visual or audio depicts a child engaged in sexually explicit conduct. A person who possesses, hires, distributes, publicly distributes or hires an indecent photograph of a child or attempts to do these acts commits a crime. Encouraging or enabling a child to engage in a sexual act by displaying, exposing or exhibiting obscene images, sounds by print, audio visual or any other media to the child is a crime

Publishing includes to distribute, transmit, disseminate, circulate, deliver, exhibit, lend for gain, exchange, barter, sell, offer for sale, let on hire, offer in any way or print, photograph copy or make available the data in any way. It also includes having in possession, custody, or under control for publishing.

A person who intentionally publishes child pornography through a computer system, produces child pornography for the purpose of its publication through the computer system, downloads, distributes, transmits, disseminates, circulates, delivers, exhibits, lends for gain, exchanges, sells, offers for sale, lets on hire, or offers to let on hire or makes available in any other way from a telecommunications apparatus commits an offence. A person who possesses child pornography in a computer system or on a computer data storage medium commits an offence

To communicate directly or indirectly with another person or anyone known to that person is to commit cyber harassment if the conduct is to cause those persons apprehension or fear of violence or detrimentally affect that person. To communicate to a child in a sexual manner or to encourage a child to communicate in a sexual manner is a crime.

1.1.5 Discussion (Q&A)

Facilitator to invite the class to ask questions for clarification.

1.1.6 Wrap-up or key learning and action points

Facilitator to request every child to complete in duplicate papers what they learnt and what they would do differently from today. The table below should aid.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.1.7 Homework

At home, request your parent or adult caregiver to explain to you the online platform that he or she would not want you to access, and the reasons. Write them and bring to the next class for discussion. Do not write your name or parent's name in the paper.

1.2 Lesson 2: What is Online Child Sexual Exploitation (OCSE)?

1.2.1 Estimated time: 35min

1.2.2 Learning objectives:

The learners should be able to list and explain;

- i. Forms of online platforms e.g. Facebook
- ii. Forms of OCSE e.g. sexting

1.2.3 Materials

- A one-page paper with a table containing statements of true and false
- A video clip of 1.5 minutes of introducing online media – the *story of Aya*.

1.2.4 Pre-session activity

From the student handbook, instruct the children to open the page with a table containing a statement and column to indicate if it is true or false.

Statement	True	False
1. Watching and distributing any cartoon movies to your friends is safe		
2. You have committed a crime because you have received an indecent photograph of your classmate		
3. If you are not meeting physically, there is no harm in sharing text messages about sex		
4. It is safe to share your nude pictures only with boyfriend or girlfriend who you really trust		
5. Spending more than 2 hours a day on an online platform can lead to online sexual exploitation		

1.2.5 Lecture presentation

Forms of online platforms e.g. Facebook

Facilitator to present list of online media platforms and briefly explain the risks each portends to child sexual exploitation.

Online or Digital **media** includes photos, video, Television, music, social media distributed over the **Internet**, which are either non-copyrighted or copyrighted materials provided either freely or for a fee.

Currently, there are over 60 social media networking platforms.



These include but not limited to:

- a. Social media platforms (Facebook, Instagram, Twitter)
- b. Online books
- c. Television
- d. Online games

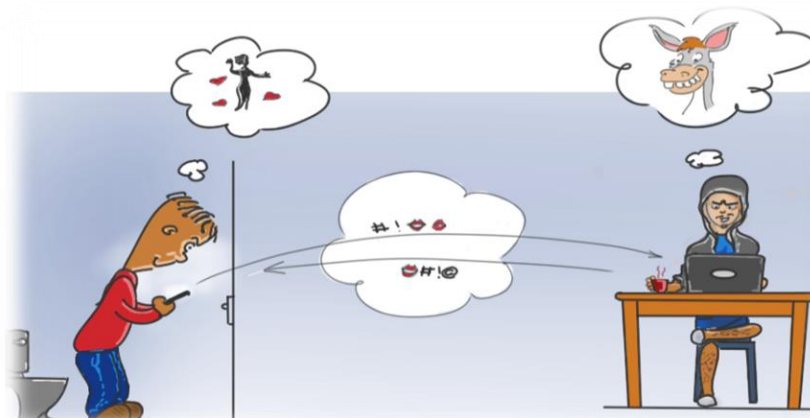
Forms of OCSE e.g. sexting

The facilitator then list (meaning) and explain the various forms of OCSE and how to identify that you are at risk or a victim (signs & symptoms). The forms include:

- Sex texting
- Sharing of naked pictures
- Online grooming in chat rooms
- Performing sexual acts live
- Sharing pornographic materials
- Sextom (extortion)
- Livestream online child sexual abuse

The facilitator further explains the various forms of OCSE and how to identify that you are at risk or a victim of such forms.

Sex-texting is the act of sending, receiving or forwarding sexually explicit text messages, images, photographs or video between cell phone. It may also involve the use of computer or any digital devices. Direct messaging in some smart phones that allows anonymity and snap chat has lured young people to send material that they



believe will self-destruct and disappear in seconds after receipt by recipient. There have been cases where pictures thought to have disappeared have been saved and distributed with serious legal and social implications. If a person resends the explicit image send by a friend, it can be against the law to re-transmit it. The explicit images can be used for extortion to manipulate the person and when distributed leads to shame and psychological torture.

Online grooming for sexual purposes involves communicating with the child over the internet to make a child think they are in a relationship with an exploiter in order to win the child's trust and facilitate either online or offline sexual contact. It includes manipulation or incitement to take part in different forms of exploitative or abusive sexual activities such as performing sexual acts in front of a webcam, production of child sexual abuse material or self-generated sexual material. The abuser may also use violence, money or presents or exercise power and /or authority over the child. The goal is to secure the child's compliance and to abuse the child in secrecy.

Sexual extortion or sextortion is whereby some online sexual offenders threaten to withhold expected benefits or perform undesired act such as posting online or sharing with your school or others sexual photos or video of you in order to force you to send them more sexual photos, to meet them in person, to commit sexual acts, to perform live before a camera or webcam and to force you to secrecy.

Live online sexual child abuse involves coercion of a child to perform live sexual acts alone or with others at a scheduled time when the facilitator will stream the activities through Skype or webcam supported chat sites and inform perpetrators to login and watch. Those watching have requested for the acts being performed and have paid for them

1.2.6 Video

Facilitator to present a 1.5 minutes animation video on Episode I of *Ode in school with a smart phone*

1.2.7 Discussion (Q&A)

Facilitator to invite the class to ask questions for clarification.

1.2.8 Wrap-up / key learning and action points

Facilitator to request every child to complete in duplicate papers what they learnt and what they would do differently from today. The table below should aid.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.2.9 Homework

Consider this hypothetical scenario: Your old friend tells you in confidence that he or she has been chatting with a new online boy or girl friend who has been sending nude pictures. The new friend has convinced your old friend to take and send similar pictures. What will you do? After you write your suggestions, discuss the same scenario with your parent or adult caregiver and write his or her suggestion on a separate paper (do not show your parent your own suggested actions and do not change what you wrote). Summarize your discussion in the table below and bring them to your next class.

What I would do
1.
2.
3.

What my parent or care-giver suggests I should do?
1.
2.
3.

1.3 Lesson 3: Signs, Symptoms and Effects of Online Child Sexual Exploitation

1.3.1 Estimated time: 35min

1.3.2 Learning objectives:

The children should be able to;

- a. Identify signs and symptoms of OCSE
- b. Learn the effects of OCSE on victims

1.3.3 Materials

1.3.4 Pre-session activity

River of life: Give each child a flip chart or manila paper and marker and ask them to draw a river showing their pathway in use of online media. They should start as far back in their life as they can remember. In the drawing, they should use tributaries to mark the periods when things were good in their use of online media and sharp meanders to mark moments they felt abused, harassed, threatened, afraid, sad, guilty, misunderstood, powerless and uncomfortable. Show them your sample and take them through it before they start theirs.

Note: This activity might generate some negative emotions among some children, if you notice any child looking disturbed, pull them and talk to them and if need be, contact your supervisor to give more guidance on what to do.

Close the discussion after all children finish and thank them for their time.

1.3.5 Lecture presentation

The facilitator will list and explain the following signs, symptoms and effects of OSCE.

a. You will know you are being exploited sexually online when you experience the following:

- Cyber bullying because your secret explicit messages or images have been shared online and you feel ashamed, humiliated, hurt, afraid and powerless
- Being blackmailed that the explicit sexual messages and images that you have secretly sent online will be exposed to others in order to force you to do things you do not like
- Luring by someone online who praises you persistently or offers you gifts to entice you to commit sexual acts and to be secretive
- You feel afraid because your online boyfriend or girlfriend has threatened to leave you if you don't share nude pictures or do something wrong against your will
- Someone has convinced you that you are his boyfriend or girlfriend, but you feel the relationship is unhealthy and makes you unhappy for he or she communicates to you about sex
- You give in due to a stranger's persistence online to meet him or her offline then the stranger assaults you or makes you perform sexual acts for audio or visual recording or to pose for nude pictures



- Someone is coercing, forcing or threatening you to perform certain sexual or indecent acts that will be streamed online or shared, and you feel ashamed, afraid and powerless

b. When someone has been sexually abused and exploited through online related offences, they experience mental trauma and exhibit the following signs and symptoms:



- Loss of trust
- Self-blame
- Post-traumatic stress disorder
- Crippling anxiety and clinical depression
- Mental health problems

c. If unattended the mental trauma can lead to the following destructive consequences:

- Alcohol and drug addiction
- Criminal activities
- Difficulty forming healthy relationships
- Separation from friends and family
- Poor performance in schools

1.3.6 Video

Facilitator to present a 1.5 minutes animation video on Episode 2 of *Ode meets Aya online*

1.3.7 Discussion (Q&A)

Facilitator to invite the class to ask questions for clarification.

1.3.8 Wrap-up / key learning and action points

Facilitator to request every child to complete in duplicate what they learnt and what they would do differently from today. The table below should aid.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.3.9 Homework

Recall a situation that you personally know or have heard from your sibling or friend; write a short story of a person who has been negatively affected by use of online social media. Present this in the next class indicating the age of the person, what they did to expose themselves to the negative experience and what they did or could have done to prevent the occurrence.

B. How a child can PREVENT Online Child Sexual Exploitation

1.4 Lesson 4: What can a child do on their own to remain safe online?

1.4.1 Estimated time: 35min

1.4.2 Learning objectives:

The learners should be able to list and explain actions that would expose them to risks of OCSE

1.4.3 Materials

1.4.4 Pre-session activity

Dora is 12. She is an only child. Usually when she gets home, her mother is still at work. Her father is rarely home because he works outside the country and can only come home during holidays. When she gets home, she is usually alone for long hours. Fortunately, Dora has a lot of friends to chat with online. Beginning a month ago, a person she has never met has been chatting with her consistently and has offered his friendship. He claims to be 15 but she has never seen him. He seems handsome. She has sent him her photos and he is always claiming that she is the most beautiful girl that he has ever seen. He chats with her for long hours and she is very grateful to have somebody who loves her online for company. A week ago, he asked her to send a nude picture. She was afraid. He sent her many messages every day and promised to always love her. She sent some nude pictures for she trusted him. Yesterday he insisted on meeting her and threatened to expose her nude pictures if she does not turn up alone in a certain house without telling anybody.

What can Dora do and why? Write your answer and discuss in a small group.

1.4.5 Lecture presentation

Children should know that they can take the following measures to remain safe online:

- ✓ Be courteous and only send messages that are not hurting or embarrassing to others.
- ✓ Remember everything you post can be traced back to you. Therefore, before you hit “click send” or “enter” think twice. Some information we post online can also be used to trace you.
- ✓ If you are not sure you would want older people whom you respect to read or watch you posted, then the rule is to not post such. If you know that your parent or teacher or your employer in future would not be amused by what you post, do not post it.
- ✓ Your private access setting must remain private. Do not trust a stranger to it, even your boyfriend or girlfriend.
- ✓ When people ask you to be friends online and you do not know them, DO NOT ACCEPT

The facilitator should explain the following tips for reducing risks of OCSE as:



In addition, the following actions can also be taken to prevent OCSE:

- Don't agree to post sexualized messages and material for it can be used against you.
- Unused accounts can be a source of personal information for cybercriminals. Sometimes kids create an account with their first and last name or their birthday in the user name. Cybercriminals can patch these data points together and steal information from other sites that the individual uses. If you think you won't be revisiting the site, it is best to close the account.
- Avoid public Wi-Fi networks such as malls and coffee shops and always use a VPN when connecting to public Wi-Fi.
- Block strangers that you see trying to reach you online. Some can be dangerous
- Ask advice from someone you trust on how to bolster your defense with a password management program, which can remember unique passwords for all your accounts. Best of all, with a password manager, you only need to remember one password
- Create strong passwords. Your password should not be something obvious like your favorite song or your pet's name. It should be a mix of random letters and numbers that would be difficult to guess. Use a different password for every site you log into and change them every few months.
- Tell your parent, caregiver or a trusted adult if someone or something makes you feel uncomfortable or worried.

1.4.6 Video

Facilitator to present a 1.5 minutes animation video on Episode 3 of *Ode meets Aya online*

1.4.7 Discussion (Q&A)

Facilitator to invite the class to ask questions for clarification.

1.4.8 Wrap-up / key learning and action points

Facilitator to request every child to complete in duplicate papers what they learnt and what they would do differently from today. The table below should aid.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.4.9 Homework

The children will make a list of the names of the people who can protect them from any dangerous people when their parents are away after discussing with their parents. They will describe how they are related to each of these people next to each name.

1.5 Lesson 5: What can children do with their families to remain safe online?

1.5.1 Estimated time: 35min

1.5.2 Learning objectives:

The learners should be able to identify the protective role that family can play in *cooperate* reducing a child's risks of OCSE

- to know that they have a responsibility to cooperate with their parents to be safe online
- to understand ways in which they can cooperate with members of their family to remain safe online.

1.5.3 Materials

1.5.4 Pre-session activity

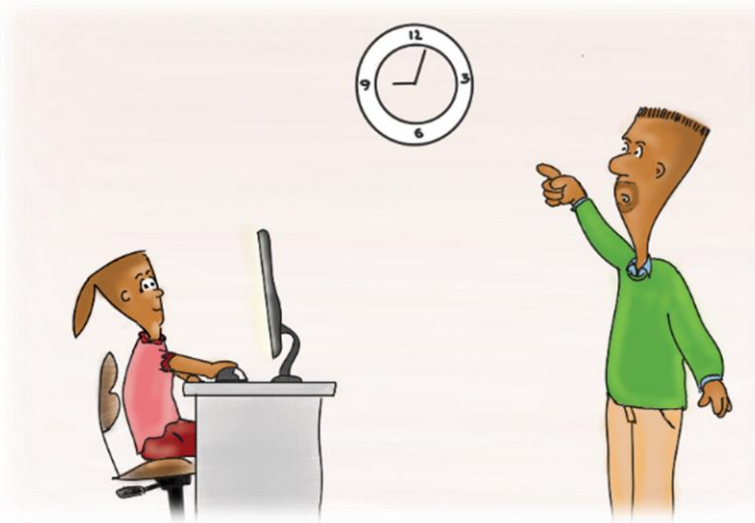
Play the telephone game:

Let the children form two lines of almost equal length. One child should play the role of a child in a family and the other a parent or adult caregiver. The child (should be positioned as the first person in the queue) should then whisper a message to the next, who whispers to the next till the end of the queue. The message should be told to the parent. At the end of the queue, the last person should shout loud what they were told. The child who passed the first whisper message should be asked what they feel about any distortion of their message. The “parent” should be asked what they can do to protect their “child”.

The idea of two lines is to bring in competition (time allowing) - that is, which line was most effective in passing the message. The game should bring out the challenge of trusting online media with several players to be accurate in communicating anyone's message

1.5.5 Lecture presentation

Make the children know that they have responsibilities within the family. In the application of the protection of the rights of the child, the Children Act provides that regard shall be had to the duties and responsibilities of a child, in accordance to his age and ability to respect his parents, superiors and elders at all times and to preserve and strengthen the positive cultural values of his community in his relations with other members of that community: They should listen to the advice of their parents to remain safe online and not to engage in offensive practices.



To be safe and with the family, the child can cooperate to follow these rules:

- When buying a security suite, make sure you invest in software that provides comprehensive protection for all your family members and their devices.
- Cybercriminals are constantly coming up with new threats. That means you need to be mindful about downloading the latest security updates and patches. Keep yourself and your family informed

about new ways cybercriminals are doing business. Stay current and follow the news for any breaking threats.

- It is important for children and family members to know the extent of too much information. In their excitement to share their milestones, children may sometimes post their personal information online. For example, a driver's license or a travel itinerary shared online could be valuable information for identity thieves and burglars.
- Your home Wi-Fi network is another entry point for hackers. Cybercriminals can hack home routers and gain access to various internet-connected devices like home security systems and smart doorbells. Make sure your home Wi-Fi system has a hard-to-crack password and consider security software that identifies "intruders" on the network.
- Ask your parents to teach you about phishing and to install and teach you to use a security program that recognizes and blocks dodgy URLs.
- Ask your parents for a child friendly application and set up a profile with them. Ask them to help you set it as private so that you are not visible to strangers and to ensure that your profile does not contain any overly personal information or images which could leave you vulnerable.

- Sit down regularly with your parents to show them your profile. This empowers you to work with them towards a safer social media experience, as opposed to against you. All family members should keep track of each other's network.
- To be allowed into social network, children can be given cut-off time for social media and general phone use in the evening.
- Your smartphone and tablet need as much security protection as your PC. So do your thermostat, smart doorbell, home security system, and other internet-connected devices. Make sure you've got a security solution that helps protect all your connected devices for it not only protects your home from malware, viruses, and other cyber threats, but it also comes with smart controls to regulate healthy online access for different family members.
- The best security software programs offer 24-hour support. If you have any suspicion you've been hacked, ask your parents or elder sibling to call for help. A good security suite will have experts to help you resolve your problem.
- Disable location services. Many phones and social media sites automatically use location services. This means every time you post a status or photo, there will be a location tag attached to it that tells people where you are. If anyone on your social media can know where you are, that means that they can follow you. To disable location services, go to "Settings," then "Privacy," then "Location Services" and make sure it is set to "Off." Don't "check in" to places on Facebook or other social media platforms.

1.5.6 Video

Facilitator to present a 1.5 minutes animation video on Episode 4 of *Ode and the family*

1.5.7 Discussion (Q&A)

Facilitator to invite the class to ask questions for clarification.

1.5.8 Wrap-up / key learning and action points

Facilitator to request every child to complete in duplicate papers what they learnt and what they would do differently from today. The table below should aid.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.5.9 Homework

At home, discuss with your parent or guardian on how much time is appropriate to watch TV or be on any other digital media per day.

Each child to list risks associated with overuse of online media.

1.6 Lesson 6: What can children do with their peers to remain safe online?

1.6.1 Estimated time: 35min

1.6.2 Learning objectives: The learners should be able to;

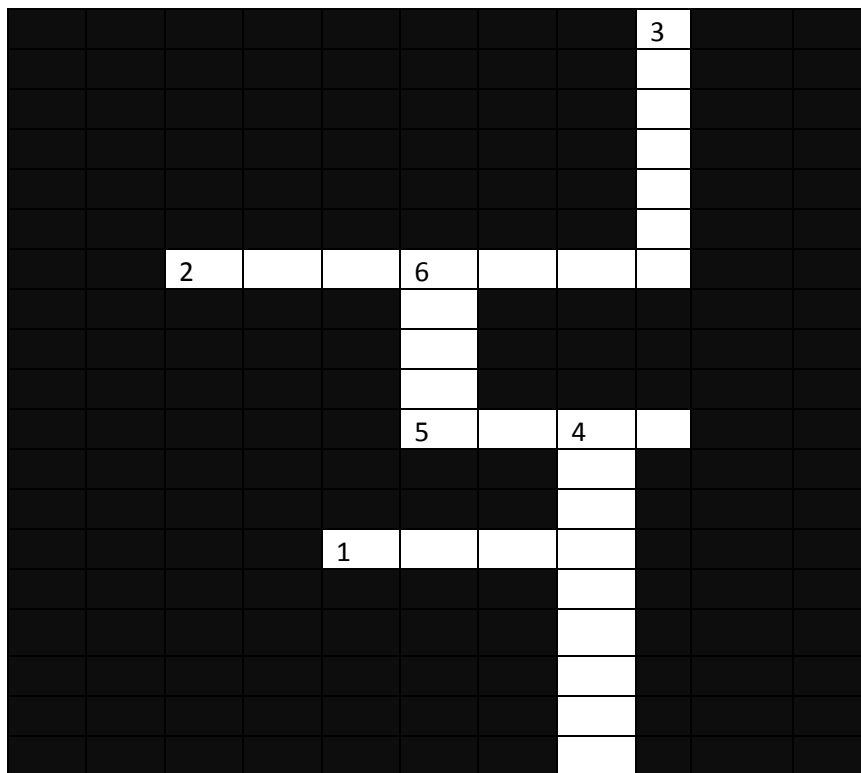
The learners should be able to understand how to prevent OSCE when engaged in social media with friend

- a.) List the activities that children do to other children that place them at risk of OCSE
- b.) Describe how children can support each other to remain safe from OCSE

1.6.3 Materials

1.6.4 Pre-session activity

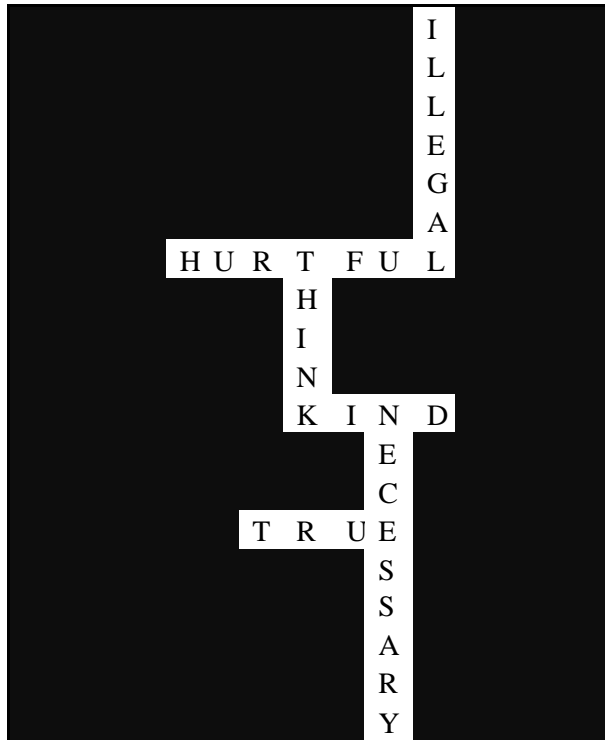
Provide the word puzzle game on a one-page sheet of A4 Paper. Instruct the children to read statements on how they should behave while online and use one word that best describes the statement to complete fill in the spaces in the puzzle.



The statement

1. Do this only when it is factual
2. If you know you won't like the same done to you
3. Is contrary to or forbidden by law
4. I must do this
5. Is considerate of others
6. Direct one's mind towards something or someone

The correct answers are:



1.6.5 Lecture presentation

With peers on social media:

- Avoid responding to messages from strangers, in general. Just like you should never talk to strangers on the street, the same rule applies online. The person you're talking to online could be dangerous and using a fake identity.
- If you do decide to talk to a stranger online, be extremely careful. Be doubtful where you need to be and always be extremely vigilant for suspicious signs, such as someone you don't know asking you for money or sex.
- Be careful when meeting with strangers. Even if you've been talking to the person for a while and have formed what you think is a trustworthy relationship, you still need to use a certain degree of caution. Always, ask your parents for permission to meet up with this person and bring your parent or guardian along. Always meet in a public place; that way, it is easier for police and authorities to catch anyone who's suspicious or to notice anything suspicious
- Avoid joining private forums and chat rooms. By entering a forum, you provide everyone there with your email address, which can be used to track down your address and personal information. Unfortunately, there are also adults that join forums and chat rooms in order to talk to children for bad motives. Adults should never use the Internet to talk to children, and if they do, they likely have a dangerous reason.

- Avoid accepting random friend requests on social media. If you have a social media account such as Facebook or Twitter, don't accept friend requests from people you've never met before. They may be using a fake profile to hide their identity, and often, online predators make friend requests to lure you into talking to them. Keep your friends list free of strangers and full of friends and family members.



- Avoid going on dating sites. If you're a teen interested in dating, try starting with someone you know. Dating sites can be dangerous, as you don't know who you're talking to, their age, or their background. Sometimes adults pose as teens in order to take advantage of children they meet on dating sites.
- Do not disclose personal information in social media.
- Block friends you know who bully you online or who coerce you to do or share information and materials you do not want
- Do not share messages, photos or images that you would not want disclosed. What appears private online is not always safe
- If a friend sends you a message on social media and has not been in touch for a long time, there is a chance that her account has been hacked and so be suspicious
- Do not lie about your age to get into social media platform
- Respect on social media is a fundamental matter. There is often a disconnection for children between real life and their digital world, which can cause them to do things online that they would never do in real life. Act on social media as you do in real life; with respect and dignity.
- Avoid sharing personal photographs and videos online. Don't agree to post sexualized messages and material for it can be used against you. Don't post photos of yourself if you're wearing clothes with the name of your school or town on them. Your personal photographs can also be used by others on their social media platforms to steal your identity.
- Avoid giving out your personal information. Never give out your phone number or address to anyone online. You also shouldn't share your social security number, the name of your school, or any information about your parents, family, or friends.
- Don't give out your password to anyone, including your best friend
- Set your social media accounts to private. Make sure your Facebook and other accounts are set to private, which means that only your friends can see your posts and photos. If you leave your account open to the public, strangers can view your profile and potentially learn personal information about you.

1.6.6 Video

Facilitator to present a 1.5 minutes animation video on Episode 5 of *Ode and the friends*

1.6.7 Discussion (Q&A)

Facilitator to invite the class to ask questions for clarification.

1.6.8 Wrap-up / key learning and action points

Facilitator to request every child to complete in duplicate papers what they learnt and what they would do differently from today. The table below should aid.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.6.9 Homework

The children will make a list of the names of the people who can protect them from any dangerous people when their parents are away after discussing with their parents. They will describe how they are related to each of these people next to each name.

C. A child's personal RESPONSE to Online Child Sexual Exploitation

1.7 Lesson 7: What are the available legal mechanisms for redress?

1.7.1 Estimated time: 35min

1.7.2 Learning objectives:

The children should be able to identify the legal provisions that they can use as a remedy after experiencing OCSE

1.7.3 Materials

1.7.4 Pre-session activity

1.7.5 Lecture presentation

The facilitator will review the knowledge of the children about available legal mechanisms for redress and expand them by giving examples from the conduct prescribed by law and the means of its implementation.

- Facilitator shall explain to the children that the Children Act, Article 15, provides that they shall be protected from sexual exploitation and use in prostitution, inducement or coercion to engage in any sexual activity. The High Court makes orders for enforcement of these protection rights and makes directions when an application is made by any person aware that such rights have been contravened

- Under Article 13 of the Children Act, a child shall be entitled to protection from physical and psychological abuse and any other form of exploitation and when a child becomes a victim of abuse, he shall be accorded appropriate treatment and rehabilitation in accordance with such regulations as the Minister may make.

- A person who commits the offence of child pornography is liable, on conviction, to a fine not exceeding twenty million or to imprisonment for a term not exceeding twenty-five years or both.

- The family court is friendly. A Children's Court shall sit in a different building or room, or at different times, from those in which sittings of courts other than Children's Courts are held, and no person shall be present at any sitting of a Children's Court except— (a) members and officers of the court; (b) parties to the case before the court, their advocates and witnesses and other persons directly concerned in the case; (c) parents or guardians of any child brought before the court and other authorized persons

- The court is cleared where in any proceedings in relation to an offence against or by a child, or any conduct contrary to decency or morality, a person who, in the opinion of the court, is under eighteen years of age is called as a witness, the court may direct that all or any persons, not being members or officers of the court, or parties to the case or their advocates, shall be excluded from the court.

- The court shall not make an order in respect to a child unless it considers that doing so would be more beneficial to the welfare of the child than making no order at all.

- Where the court is considering whether or not to make an order with regard to a child it shall consider The ascertainable feelings and wishes of the child concerned with reference to the child's age and understanding, the child's physical, emotional and educational needs, the ability of any person or institution to provide any special care or medical attention that may be required for the child, the likely effect on the child of any change in circumstances;

- In any proceedings concerning a child, whether instituted under this Act or under any written law, a child's name, identity, home or last place of residence or school shall not, nor shall the particulars of the child's parents or relatives, any photograph or any depiction or caricature of the child, be published or revealed, whether in any publication

- A court before which a child is brought, and especially where that child is not represented by an advocate, may appoint guardian *ad litem* for the purposes of the proceedings in question and to safeguard the interests of the child.



1.7.6 Video

Facilitator to present a 1.5 minutes animation video on Episode 6 of *Ode at police station*

1.7.7 Discussion (Q&A)

Facilitator to invite the class to ask questions for clarification.

1.7.8 Wrap-up / key learning and action points

Facilitator to request every child to complete in duplicate papers what they learnt and what they would do differently from today. The table below should aid.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.7.9 Homework

*At home they will discuss with their parent, ways to ensure they are safe online and write them down

*Go and inquire about any child protection and rehabilitation centers near your home area and report their activities to the class the following day

1.8 Lesson 8: Where to access support services and networks

1.8.1 Estimated time: 35min

1.8.2 Learning objectives: The learners should be able to;

- List services necessary to protect survivors of OCSE
- Map out child protection service providers in their community
- Understand how to access available child protection services

1.8.3 Materials

1.8.4 Pre-session activity

Scenario: Three children will get each a desk. One will act as a judge. Another as a police officer. The third will act as a pastor. The other children are each given three cards with different colors to write down what they will tell each of the three actors to do if somebody took pictures of their genitalia and posted them online. They will hand over the cards to the respective actor. Then each of the actors will read out what is written on each card and the facilitator will ask the rest of the class if they agree.

1.8.5 Lecture presentation

Police have a child friendly desk to receive children complaint and investigate case and also decide what kind of protection they require. Some police stations have a protection center. There are government and private rehabilitation centers where children can get a court order to be moved there when there is need.

There are NGOs that offer support. Cradle offers court services and refers children to centers for protection. Childline Kenya provides children a platform to report cases of child abuse through voice and SMS at 116, WhatsApp line- 0722116116, Chat at www.childlinekenya.co.ke, through Email: 116@childlinekenya.co.ke and Facebook. Their Helpline offers counseling, rescue and placement into safe environment, follow up and provision of health care and search for justice. Wangu Karanja Foundation helps in restoration of dignity of sexual violence survivors and can be reached at +254-722 790 404. Gender based recovery center at Coast general hospital offers legal, medical and counselling services to victims of sexual exploitation and can be reached at 0722 208 652

1.8.6 Video

Facilitator to present a 1.5 minutes animation video on Episode 7 of *Ode the child rights advocate against OCSE*

1.8.7 Discussion (Q&A)

Facilitator to invite the class to ask questions for clarification.

1.8.8 Wrap-up / key learning and action points

Facilitator to request every child to complete in duplicate papers what they learnt and what they would do differently from today. The table below should aid.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.8.9 Homework

Go and inquire about any child protection and rehabilitation centers near your home area and report their activities to the class the following day

Child to describe the process of seeking help from the listed service providers and law enforcement agencies

1.9 Lesson 9: How to deal with Online Sexual Exploitation

1.9.1 Estimated time: 35min

1.9.2 Learning objectives: The learners should be able to;

- To identify when sexual exploitation has occurred
- To know what to do to address the harm in both immediate and long term
- To be empowered to support access for relevant remedies

1.9.3 Materials

1.9.4 Pre-session activity

Divide the children into groups and tell them to identify whose duty it is in the outline below. If it is the duty of the government, tick in the corresponding box under the column “Government responsible”, if it is the parents, tick in the corresponding box under the column “Parent responsible”, and so on.

Duty	Government responsible	Parent Responsible	Child Responsible	Society member Responsible
1. Provide guidance and support to the children to protect their rights				
2. Implement the rights of the child and make sure that the people who relate to the children follow the law				
3. Immediately report to the parents a person who has sent a video with sexual images				
4. Report to the police a person who has sexually abused a child and taken the video and posted on line				
5. Avoid chatting to suspicious strangers online.				

1.9.5 Lecture presentation

When you have been a victim or another child needs your support, note the following:

- You should not feel scared or ashamed to tell a safe person, a trusted organization, or the police what has happened, or is happening to you. A safe person is someone who has never hurt you. He or she could be a family member, friend, teacher, lawyer, doctor or social worker. If you do tell a safe person or a trusted organization to help you, they might have to tell the police what happened to you.
- Your right to be protected includes your right to be rescued from the sexual exploitation and abuse. Police have a duty to prevent and detect crimes and to help you in getting out of danger and away

from people who hurt you. Often the police will work with other people such as social workers, doctors and others to make sure that all your needs are met, and you are supported.

- You have the Right to decide if you want to officially complain about the person who hurt you. If you do, the police should investigate your complaint. Together with prosecutors, judges and lawyers, they should handle your complaint as quickly as possible, but the process can sometimes be long and tiring. If, at the end of the process the people who hurt you are found guilty, they should be punished.
- You have an important role in the legal process. You may have to tell your story more than once and you will probably have to go to court. This can be difficult but taking part in the legal process should never be harmful to you. If you are asked to do anything during the legal process that makes you afraid or upset, speak up because special measures can be taken to help you.
- During the legal process you may want legal advice, help with translation, or just some information about how the legal system works. You can sometimes get this help for free at the hospital, police station, prosecutor's office, and courthouse or from your social worker. There are also community organizations, such as legal aid societies or children's rights groups, who can give you the help you need.
- You and your family have a Right to be protected from threats or harassment during the legal process. No one should try to make you change your story or take back what you have said.
- Police, prosecutors, judges and lawyers should ensure that no information that could help the public identify you (for example, your name, address, and picture) gets out.
- You have the right to have your basic needs met, including food, clothing and shelter. You also have a right to receive or continue your education, and any care or support you may need, such as medical treatment and counseling. Receiving these services shouldn't depend on whether there is a criminal complaint or not.
- You have the right to know what is happening with your complaint. The information you receive should be in a language that you understand. You have the Right to ask questions at any time.
- You can start a process against the person(s) who hurt you to receive money or other benefits, to make up for the harm caused to you. You might also be able to receive money from the government to pay for any costs you have had or for any services you have used such as legal, medical, counseling and rehabilitation

1.9.6 Discussion (Q&A)

Facilitator to invite the class to ask questions for clarification.

1.9.7 Wrap-up / key learning and action points

Facilitator to request every child to complete in duplicate papers what they learnt and what they would do differently from today. The table below should aid.

What I learnt	What I will do differently from today
What I wish should have been included in this class:	

1.9.8 Homework

Request your family members that this evening after dinner, you will share with them key lessons that you have learnt from this training. That as a family you will try to set new rules on how household members will use online media. Bring a copy of the next class.

D. Lesson 10: Evaluating Effectiveness

In this session, the facilitator will summarize the key learning points and read out sample action points from households. Give each student the post training assessment questionnaire below. Thank all the students and inform that some follow-up activities will be undertaken by them with some support from the implementing partners in the project (TdH-NL; AICS and CLK).



The Online Child Sexual Exploitation Intervention Program – Baseline Assessment

Tool: Pre-Post School Sessions Survey for Children & Young Persons (12-13yrs)

Sign: Class teacher consent

Name of Teacher and Signature_____

NB: Read and provide volunteer participant with copy of detailed consent form.

SECTION A: Survey Site Information

To be Completed by the enumerator/facilitator

Q.N.	Question	Coding
A101	Enumerator/Facilitator ID	
A102	Name of Enumerator/ Facilitator	
A103	Name of Field Supervisor	
A104	Date of Interview[dd/mm/yy]	
A105	Name of County	
A106	Name of Sub-County	
A107	Name of Ward	
A108	Name of Location	
A109	Name of Local Implementing partner (LIP)	
A110	School ID	

SECTION B: Demographic Characteristics

Q.N.	Question	Coding	Skip to question
1.	How old how old are you as at your last birthday?	_____ Years	
2.	Sex	Male Female	1 2
3.	Are you in primary or in secondary education? _____	Primary school High/ secondary school	1 2
4.	Current class?	_____	

Q.N.	Question	Coding		Skip to question
5.	Did you attend any session about OCSE in school?	Yes No	1 2	
6.	How many sessions of OCSE have you attended (pick from the list)	One Two Three Four Five Other (specify) _____	1 2 3 4 5 6	
7.	Do you understand what online child sexual exploitation is?	Yes No Not sure _____	1 2 3	
8.	Do you understand what OCSE is?	Yes No Not Sure _____	1 2 3	
9.	Do you know and understand the different forms of OCSE?	Yes No	1 2	
10.	Could you list and name them for me?	Yes No _____	1 2	
11.	Are you able to tell when someone is trying to sexually exploit you online?	Yes No Not sure	1 2 3	
12.	Do you think the teachers and mentors can help you navigate the internet	Yes NO Not Sure	1 2 3	
13.	Do you know what to do and where to get help when you experience OCSE?	Yes No Not Sure	1 2 3	
14.	I now know the actions to take to stop online sexual exploitation	Yes No Not sure	1 2 3	

SECTION E: Protective behaviors (Knowledge Attitude Practice)

15.	Let me know if you agree or disagree with the following statements	I know how to be safe while online	1 Y	2 N	
		I know where/how to get help in case I fall a victim of online exploitation	1 Y	2 N	
		I know what information to share and not share online Other (specify)	1 Y	2 N	

SECTION H: Recommendations

In your own opinion, what can be done to protect children and young persons from online child sexual exploitation

Who	What
Child	
Parent/ family	
Community	
Government	
School	