



### Situation

You find out that your child has been asked to send photos in a swimsuit.

### Questions

1. Who asked for those photos? How do you know this person?
2. Do you know why this person asked for such photos?
3. How do you feel about it?
4. Would you share those photos with other people?
5. How would you feel if this person shared your photos without your consent?

### Tips

It is important to listen to your children carefully and not judge them. Remember that the situation may be difficult for them and that they may need support and guidance to understand what is happening. Make sure they feel safe to talk to you, and that they know they can count on your help to navigate this situation.



### Situation

You discover that your child receives images and GIFs with pornographic content through WhatsApp.

### Questions

1. Who sent you these photos/GIFs?
2. Do you know where they came from?
3. How did you feel when you saw those photos/GIFs?
4. Have you forwarded these photos/GIFs (this or another time)? Why?
5. Do you know if the people in these photos/GIFs have given their consent for their images to be circulated? How would you feel if you knew they had not?

### Tips

It is important to listen to your children carefully, not judge them, and keep the conversation open and honest. Help your child understand that what they see in pictures/GIFs is not the only way to experience sexuality and accompany them in a reflection around important issues such as consent (both in the sexual act and in the disclosure of images of it) and empathy.



### Situation

You discover that your child has received an invitation to subscribe to a website to earn money.

### Questions

1. Where did this invitation come from?
2. Have you investigated whether this website is legitimate and safe before considering subscribing?
3. Have you shared personal or financial information with this website?
4. Do you know how this website works and how you are supposed to earn money? How do you feel about this?
5. Do you think that if you subscribed you would earn real money?
6. If you made money, what would you use it for?

### Tips

Have an open and honest conversation with your children and provide support and guidance. They should understand that there are many online scams, and that it is important to be cautious before sharing personal or financial information online.



### Situation

You discover that your child has received an invitation to play a game for adults and has created a fake profile.

### Questions

1. Why do you think this game is designed for adults? What are the contents that determine that it is so?
2. Why do you want to play a game for adults? What are the differences with other games?
3. Do you think that creating a false identity to access the game can cause problems? If yes, which ones?

### Tips

It is important to have an open and honest conversation with your children and provide support and guidance in this situation. Explain the potential legal and safety consequences of creating and using a fake online profile.



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### Situation

You discover that your child is being victimized by cyberbullying.

### Questions

1. What exactly is happening, and who is involved in the cyberbullying?
2. How do you feel about it?
3. Have you talked to anyone else about what is going on?
4. Do you know how to block or report the bully on the online platform where the cyberbullying is happening?
5. What might help you feel better?

### Tips

It is important to have an open and honest conversation with your children and provide support and guidance in this situation. Offer emotional support and teach them how to protect themselves and respond to cyberbullying situations. Take steps to stop the bullying and seek professional help and counseling if necessary.



### Situation

You discover that your child is contributing to the cyberbullying of a peer.

### Questions

1. What has been going on with your friend, and how have you been involved in this situation?
2. Do you understand how your actions may be contributing to cyberbullying?
3. Do you realize the harm you may be causing your friend? How do you feel about it?
4. How would you feel if you were on the other side?
5. What do you think would be the fair consequences of your actions?

### Tips

Address the situation and make sure your child understands that cyberbullying is unacceptable and can have serious effects on mental and emotional health. Explain the importance of being respectful and empathetic in "real life" as well as online. Take steps to stop the bullying and seek professional help and guidance if necessary.



### Situation

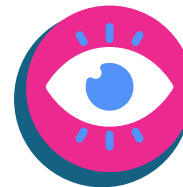
You discover that your child has been talking to a person they don't know through online networks for months and has decided to meet up with this person.

### Questions

1. How did you come into contact with this person?
2. Why have you decided to meet them in person?
3. Have you ever seen this person in a video call or met them in person before? How do you know they are the person they claim to be?
4. What would happen if you found out that they are not the person you think they are?
5. Do you understand the risks involved in meeting someone you don't know in person?

### Tips

It is crucial to have an open and honest conversation with your children and provide guidance and support in this situation. It is essential to make your child aware that meeting someone they have only talked to online can be dangerous and can have serious consequences for their safety.



### Situation

You discover that your child has witnessed cyberbullying.

### Questions

1. Can you tell me what happened in the cyberbullying situation that you witnessed?
2. How did it make you feel to see that cyberbullying situation?
3. How did you react to this situation? Why?
4. Have you talked to anyone about it?
5. Do you think we should do something to help the person who is being cyberbullied online?
6. How do you think the person who is being cyberbullied feels?
7. What about the person who is cyberbullying?

### Tips

It is essential to have an open and honest conversation with your children and provide guidance and support. It is crucial to make sure they understand the importance of reporting cyberbullying and seeking professional help and guidance if necessary. Help your children understand how they can be advocates and allies to victims of cyberbullying.



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### Situation

You discover that your child has taken a picture of a teacher in class and has spread it.

### Questions

1. Why did you take a picture of the teacher?
2. How do you feel about what you did?
3. What consequences are your actions having on the other person?
4. How would you feel if someone took a picture of you without your permission and spread it around?
5. Do you understand that taking a photo of someone without their consent and disseminating it may be illegal and constitute harassment?
6. What do you think would be the appropriate consequences of your actions?
7. Do you think we should talk to the teacher to apologize and try to resolve the situation?

### Tips

It is essential to explain to your child why taking and sharing a picture of someone without their consent is inappropriate and potentially illegal. It is crucial to ensure that your child understands the impact of their actions, both on the teacher and themselves, and that they learn to be more responsible and empathetic online and offline.



### Situation

You discover that your child has received a video with sexual content about a classmate and has forwarded it.

### Questions

1. Why did you decide to forward the video?
2. How do you feel about this action?
3. What consequences are your actions having on the other person?
4. How would you feel if someone shared a compromising video about you online?
5. Do you understand that sharing sexually explicit material without the person's consent is illegal and constitutes harassment?
6. What do you think would be the fair consequences of your actions?
7. Have you spoken to your classmate to apologize and try to find solutions?
8. Do you think we should seek professional help to address the situation and better understand the consequences of your actions?

### Tips

Have an open and honest conversation with your child. Reflect on consent and make sure they understand the consequences of their actions (for the classmate and for themselves). They must learn to be more responsible and empathetic online and offline.

## Basic Tips



To accompany our children in the use of the Internet:



**Reserve some time** for you and your child to sit down and have a conversation without distractions. Tell them ahead of time that you want to talk about their digital presence and ask them to be prepared to listen and share their thoughts.



**Be respectful and empathetic.** Listen to your child's point of view without interruptions or judgement. Show empathy by acknowledging your child's feelings and concerns.

## Basic Tips



To accompany our children in the use of the Internet:



**Set clear expectations.** Talk to your child about what you expect from their digital behavior: no sharing personal information, being respectful of others, and limiting screen time. Make sure your child understands why these expectations are important. Give them time and space to express their needs and thoughts.



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## Basic Tips



To accompany our children in the use of the Internet:



**Discuss the potential risks of sharing personal information** on the Internet, interacting with strangers, and engaging in inappropriate behavior. Encourage your child to come to you if they find something on the Internet or are asked to share something that makes them feel uncomfortable.



**Use real-life examples of people** who have suffered negative consequences of this issue. Ask if they know of other similar cases, if they have witnessed any of them, and if so, how they have felt and reacted.

## Basic Tips



To accompany our children in the use of the Internet:



**Collaborate in the search for solutions** to problems or concerns related to their digital presence. In this way, they will feel more confident and involved in making positive changes.



**Maintain and review these conversations regularly.** Periodically, ask them how they are handling their digital behavior and address any new concerns that may arise. Look for movies or series that may inspire future conversations and reflections on these issues.



# How to play the Sophie Card Game for Families?



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<b>Participants</b>	4 to 26 participants
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Encourage <b>reflection</b> and <b>dialogue</b> about the challenges and obstacles of the digital world.</li><li>• Experience <b>different roles</b> and characters with varying ages, responsibilities, thoughts, and problems to better understand others.</li><li>• Foster individual reflection, <b>emotional intelligence</b>, and assertive communication.</li><li>• <b>Share</b> concerns and <b>difficulties</b> concerning the digital well-being of children.</li></ul>
<b>When</b>	<ul style="list-style-type: none"><li>• We recommend conducting this activity <b>midway</b> through the workshop/training.</li><li>• Activity duration: <b>20-30 minutes</b>.</li></ul>
<b>Material needed</b>	<ul style="list-style-type: none"><li>• <b>Situation cards</b> from the SOPHIE project or other pre-planned situations where there is a conflict between two characters generated by digital tools.</li><li>• <b>Papers</b> with the character of each situation written on them</li></ul>
<b>Preparation</b>	Write on some papers the <b>roles</b> of the characters in each of the selected situations. e.g.: <i>child, parent, classmate, teacher, school manager, etc.</i>
<b>Step by step description</b>	<ol style="list-style-type: none"><li>1. Ask participants to form <b>pairs</b>.</li><li>2. Ask the pairs to arrange themselves in the space so that each has <b>enough space</b> to move around.</li><li>3. Distribute to each pair a card with a situation and to each member a card with one of the characters/roles <b>present</b> in that situation.</li><li>4. Give 5 minutes for the pairs to <b>play</b> that <b>situation</b>, each member playing the role/character they have been given.</li><li>5. Then give each pair a <b>new situation</b> in which the same characters appear and ask the members to swap roles, to try out with this new situation the character previously played by their partner.</li><li>6. Again give the pairs 5 minutes to <b>try out this new scene</b> with the roles <b>reversed</b>.</li><li>7. Then collect the cards and papers and ask the participants to <b>sit</b> in a <b>circle</b>.</li></ol>
<b>Cierre</b>	Invite participants to share their experience with others. you can help them by <b>asking questions</b> like: <i>How was the exercise? What was easy and what was difficult? Which of the two roles did you enjoy the most? why? In which situation did you recognise yourself most? etc.</i>
<b>Comments / hints for facilitators</b>	If the participants came to the workshop in couples they can stay with their partner or you can ask them to pair up with someone they do not know so well. During the improvisations, ask the participants to <b>immerse</b> themselves as much as possible in the <b>role</b> they have been given. Invite them to try to think, speak, move, behave like that character.