CPD*Lab*

Continuing Professional Development *Lab*

CPD*Lab* course: eSafety
Trainer's Guide

The safe and appropriate use of digital tools for teaching and learning, improved safety policies in secondary schools, addressing cyberbullying, the use of social networks, responsible use of mobile technologies and the Internet

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Introduction

eSafety: The safe and appropriate use of digital tools for teaching and learning, improved safety policies in secondary schools, addressing cyberbullying, the use of social networks, responsible use of mobile technologies and the Internet for learning, for work and for life.

The CPD*Lab* course outline and modules draw on knowledge identified through the existing course training materials survey, and the expertise within EUN's Insafe programme and partner countries and the research of EU Kids Online. Through them, it was confirmed that whilst there is an abundance on information available on the different aspects of eSafety, there is a lack of eSafety training and that this was an important gap to fill.

The eSafety training course looks to draw together the diverse range of information and knowledge that exists today into a training course that pulls on expert knowledge, case studies, hands-on practical activities, identifying and linking through to excellent sources of information.

The attached modules are drafted within the course development template approved by the CPD*Lab* project partners and Pedagogical Advisory Board. This was included as part of the Course Development Specification document, which sets out the principles underlying the CPD*Lab* course development. The template is used across all three CPD*Lab* courses.

The course and modules have been through an iterative review process as defined by the project's validation protocol and quality assurance processes involving project partners, subject experts, teachers and steered by the project's Pedagogical Advisory Board.

Course development definitions

Course Specification	Agreed aims and principles behind the CPD*Lab* course development model. This informs the course design.
Audience and general 'pitch' for course content	The course documents are written for the trainer of the course. Trainers will be expert in the area of the course.
	The course is pitched in a style that can be followed by teachers, led and supported by the teacher-trainer. The CPD*Lab* project was aimed at Secondary level, however much of the content is equally applicable to Primary.
	The teacher focus of the course content is pedagogical-led. There may be some supporting technical training where relevant; however, it is not a technical training course in itself. It assumes average ICT skills. The teacher-trainer supports technical questions.
Trainer Guide: Course Plan	The Trainer Guide contains the course plan. It is a single document which contains the course outline and all the course modules. In trainer terms, it is often described as 'the course bible'.
	It is the document for the course trainer responsible for running the course. It provides the overview (course outline), instructions on running the course, the course modules, reference to the support content and the course activities.
	The Module supporting content consists of various documents used within each activity. See definitions below.
Course Outline	This provides an overview of the course for the trainer. It contains a visual overview of the course, and information on alternative pathways through the course to help when reviewing and deciding how best to use the course in delivery to meet local needs and circumstances.
Course Module	The course comprises of 10 different modules. For the purpose of the CPD*Lab* course development, it was designed to be delivered as a 5 day face-to-face training course to be eligible for the Comenius in-service teacher training grants.
	The course modules are typically units of half a day (3 hours), within which there are a set of course activities. The 5-day course therefore comprises a total of 10 modules.
	The modules themselves are designed to sit either individually, or in groups. This is so that, at a national/local level, there is the flexibility to select all or some of the modules depending on local requirements.
	This means that while the course is developed as a 5-day training course, showing cohesion and progression through the modules, the course itself was designed to be flexible. This will allow for different 'packaging' of modules, or 'entry points' so that national trainers can tailor a two or three day course to suit their participants' needs.

Course Activity	Each module is broken down into a set of course activities. A course activity is where the teachers on the course are involved in some sort of action. There will be a number of different activities within each module, these could include the following examples: • Introducing themselves • Exploring resources (video, web-links etc) • Working on a case study • Reflection on work done • Module/Course evaluation Within some Activities a number of options may be offered, the Trainer is free to select activities to use their course participants and their timeframe.
Course support content	The course activities consist of various documents used within each module as set out in the trainer guide. Together they are referenced as 'course support content'. The documents are stored and available separately. The course support content enables the trainer to deliver a complete course. However, It is recognised that experienced trainers will have their own supporting content, in which case, the structure is flexible to allow for exchange to better suit the needs of local audiences and/or provide local context, national language resources, more up-to-date examples.

eSafety course: Authors and Acknowledgements

The development of the eSafety course has been led by CPD*Lab* project partner, the Finnish National Board of Education (FNBE).

This course has been made possible through the hard work and commitment of many. A special vote of thanks go to:

- Jukka Tulivuori, who lead the CPD*Lab* eSafety course development work on behalf of FNBE, assisted by Tina Heino, Elisa Helin, and Ella Kiesi.

- Lead authors: Gráinne Walsh, ICT CPD Consultant and Karl Hopwood, Insafe in-house Consultant: who have brought their experience from working in the field through the Commission's Insafe network. Together they have helped create a course that is both highly practical and relevant to the teacher in the classroom, as it is to ICT coordinators and school management.

- Course reviewers including: Janice Richardson, Head of the Insafe Network, together with CPDLab project partners, Pedagogical Advisory Board members, and last but not least, the expert teachers from each of the project partners who worked to support the course development through validation and piloting in their own schools and classroom.

We hope you enjoy and get much value from the course.

September 2013

eSafety Course Outline

Course name:	**eSafety: improved safety in school and classroom**
Author	Gráinne Walsh
Date:	5th August 2013
Version number:	5.3
Note to Trainers:	Slide presentations are included in most modules. The main purpose of such presentations is to tie the content, links, activities and videos listed in the Course together in one place for the convenience of a trainer. Each presentation contains in-built pauses for videos, discussions, breakouts, hands-on activities and demos and while slide presentations are provided in modules, they are not meant to be prescriptive. Local trainers delivering the course or a number of modules can adapt and update the content to use with their audience as they see fit.
	Due to the ever changing nature of the Web, links will change. Trainers should check links before use and also add local and more current links as required to keep the course current and relevant.
	Trainers should use and be able to help participants set-up collaborative interactive tools like Social bookmarking accounts, Online forums, Twitter and similar. It is important to help participants use these digital tools safely, to help dispel some of the culture of fear that can exist around their use. Understanding how to use social media tools to enhance teaching and learning during the course will enable the participants to help their students become safe, literate and ethical users of the Internet for learning, life and work.
	It is essential that that the group have access to a shared social online learning space during the course to enable the participants to share resources and enjoy the potential of the Internet and active learning. Local trainers should consider setting up a group online space (e.g. Moodle, Schoology..) to share the course content supporting documents, provide an online forum and a learning reflection area. An LMS will encourage participants to share their own resources and engage in active, participatory social learning.
Introduction:	One of the central challenges for schools is the adoption of Web 2.0 technologies and the increasing use of mobile technologies, the Internet and social media in education. Schools are eager to explore the benefits of the new creative and collaborative digital technologies for teaching and learning but the online world can be a confusing place for the teachers and students. It is difficult to know how to be a safe user and at the same time enjoy and make use of all the possibilities that the Internet brings for learning and for life.

Young people need to be helped become digitally literate and given opportunities to develop and practise digital citizenship skills. Teachers need more information and knowledge to support and teach young people how to be safe while using different digital tools and devices, and when online. Teachers also need to know how to protect their own online privacy and how to handle risks in the virtual and physical classroom, where students can use the new tools to harm their own safety and the safety and privacy of others, including the teacher. Both teachers and parents have a role in empowering and educating young people to use the Internet and social media safely and to be responsible users.

The eSafety course aims to improve schools to become safe learning environments by promoting safe use, digital literacy and digital citizenship. The content of the course is directly related to the eSafety issues needed by teachers in the classroom. The course will help develop a whole-school progressive eSafety curriculum as a central part of the school's eSafety Programme.

Overview:	The course will help those working with young people develop their own eSafety skills and digital competence. It will help them support students, the school and themselves in the use of collaborative digital tools. Pedagogical strategies and approaches to support young people in balancing the opportunities and the risks of the digital world are central to the course.
	This course is a 5 day face-to-face course led by eSafety experts and includes the pedagogical use of digital media; the practical use of social media tools for teaching and learning; case-studies; hands on activities; group work and opportunities for discussion. It is built in a modular structure and based upon the research and resources of the European Commission's Insafe network, the work of Member States' Safer Internet Centres, EU Kids Online research and international eSafety networks working to help safeguard children and young people in their use of the Internet and mobile devices.
	Participants will learn how to mitigate the key risks to children and young people in their care and how develop their digital literacy and digital citizenship skills. They will practise how to integrate eSafety best practice into their own lesson planning and how to develop a whole-school eSafety curriculum.
	The participants will be able to develop eSafety skills and access a wide range of eSafety resources and materials useful for teaching and learning. They will explore how to develop students' digital competence and how to apply eSafety best practice in the classroom and throughout the school and explore the management of eSafety incidents.
	Participants will have the opportunity to use social media tools like social bookmarking and Twitter as well as interactive spaces like blogs and online forums so that they can gain new knowledge and skills to use in their teaching as well as aiding their professional development. They will explore the issue of safety in their private and professional

	lives. They will also consider how to share new information with colleagues on their return to school. They will review the eSafety provision in their own school using the eSafety Label Tool and plan for the integration of eSafety practices across the school. In this way they will learn how to develop a whole-school eSafety Programme.
Who can attend the course:	The 5-day course has been designed to be delivered in the Future Classroom Lab, Brussels to: teachers/ train-the-trainers/school leaders/management responsible for the delivery of teacher CPD programs at the National/Local Level. Future local trainers will be able, because of the modular structure to re-purpose a selection of modules appropriate for different audiences e.g. classroom teachers, school leaders and policy makers. The participants should have basic skills in using ICT and have an interest in using digital media technologies and the Internet in teaching and learning.
Course objectives:	Having completed the course participants will be enabled to: • Define eSafety and what best practice looks like. • Recognise that an eSafety Programme across the school is the best way to safeguard the school community and provide a safe learning environment. • Help students to be safe, responsible digital citizens while using the Internet and digital tools to enhance teaching and learning. • Implement eSafety skills and competences to enhance their teaching and their students' learning. • Use new information and eSafety skills to mitigate eSafety risks both in and outside of the classroom. • Evaluate eSafety resources, tools and materials to use in teaching and learning and to share with school colleagues. • Establish strategies to protect themselves online. • Share ideas, new knowledge and pedagogical methods with colleagues in school e.g. peer learning to integrate eSafety and digital literacy across the curriculum. • Establish eSafety strategies in school to embed eSafety across the school curriculum. • Share whole-school strategies to developing an effective whole-school eSafety Programme.
Programme of the training activities (day by day):	The complete Course Programme can be found below.
Different pathways through the course:	The course is a 5-day course and it best delivered as such. However as it is built in modules it can, if wished, be re-purposed for different target audiences e.g Classroom teachers or Headteachers and school leaders. Suggestions for alternative pathways:

	As an evening or Saturday Modular Course **(6 weeks – 2.30 hours each session)** Module 1 eSafety in your school and classroom Module 2 eSafety for young people and teachers Module 3 eSafety: Digital Citizenship Module 5 eSafety: Digital Literacy Module 6 Addressing inappropriate use (Cyberbullying & Sexting) Elements of Module 7 and Module 8 re an eSafety Curriculum **Or, 3 day course for classroom teachers** Module 1 eSafety in your school and classroom Module 2 eSafety for young people and teachers Module 3 eSafety: Digital Citizenship Module 5 eSafety: Digital Literacy Module 6 Addressing inappropriate use (Cyberbullying & Sexting) Module 7 Practical approaches to eSafety in the classroom **Or, 2 day course for classroom teachers** Module 1 eSafety in your school and classroom Module 4 eSafety: Personal Safety and Well-Being Module 5 eSafety: Digital Literacy Module 7 Practical approaches to eSafety in the classroom **Or** Module 1 eSafety in your school and classroom Module 3 eSafety: Digital Citizenship Module 5 eSafety: Digital Literacy Module 6 Addressing inappropriate use (Cyberbullying & Sexting) **Or** Module 5 eSafety: Digital Literacy Module 6 Addressing inappropriate use (Cyberbullying & Sexting) Module 7 Practical approaches to eSafety in the classroom Module 8 eSafety across the school curriculum **Or, 2 day course for School Guidance Counsellors** Module 1 eSafety in your school and classroom Module 2 eSafety for young people and teachers Module 3 eSafety: Digital Citizenship Module 6 Addressing inappropriate use (Cyberbullying & Sexting) **Or, 2 day course for Headteachers and ICT Coordinating teachers** Module 1 eSafety in your school and classroom Module 2 eSafety for young people and teachers Module 9 A Whole-school eSafety Programme Module 10 An Action Plan to improve our eSafety Programme **Or** Module 1 eSafety in your school and classroom Module 6 Addressing Inappropriate use (Cyberbullying & Sexting) Module 9 A Whole-school eSafety Programme Module 10 An Action Plan to improve our eSafety Programme **Or, 1 day course for Headteachers and ICT Coordinating teachers** Module 9 A Whole-school eSafety Programme Module 10 An Action Plan to improve our eSafety Programme
Type of certification of attendance awarded:	The participants should receive a certification of attendance on the last day of the course. Formal accreditation varies by country.

eSafety - Outline programme

Module	Title	Duration Approx.
Day 1	**eSafety in the 21st Century**	
Mod 1	**eSafety in your school and classroom**	**2.5h**
	Welcome and Introduction Examining best practice in schools Defining eSafety Exploring and bookmarking EU eSafety resources for teachers and schools	
Mod 2	**eSafety for young people and teachers**	**3h**
	Digital Literacy and Digital Citizenship: what do they mean for eSafety? Risks and Opportunities Safer use of the Internet Learning Points and Reflections	
Day 2	**eSafety in Teaching and Learning**	
Mod 3	**eSafety skills: Digital Citizenship**	**3h**
	eSafety and social media tools Teaching Responsible Use of mobile devices Collecting pedagogical resources Presenting our resources – Teachmeet Style	
Mod 4	**eSafety management: Personal Safety and Well-being**	**3h**
	eSafety issues related to online reputation and privacy Practical group work – lesson building Sharing lesson ideas – Teachmeet style Learning Points and Reflections	
Day 3	**Critical Thinking and Reflection**	
Mod 5	**eSafety and appropriate use: Digital Literacy**	**3h**
	Teaching critical thinking and information literacy skills How can I create an eSafe classroom? Teaching digital literacy skills Sharing teaching and learning approaches and resources : Teachmeet style	
Mod 6	**Addressing inappropriate use: cyberbullying and sexting**	**3h**
	What is Cyberbullying? A whole-school approach to addressing cyberbullying Sexting –issues and challenges Sexting – preventative measures and providing support Learning Reflections	
Day 4	**Practical approaches to take forward**	
Mod 7	**Practical approaches to eSafety in the classroom**	**3h**
	Safe use of digital tools for teaching and learning Creating a curriculum-based lesson plan. Are our lessons addressing the key issues? Drafting a proposed whole-school eSafety curriculum	
Mod 8	**eSafety across the school curriculum and beyond**	3h
	Your students, SID and peer mentoring Engaging parents	

	A progressive whole-school eSafety Curriculum Bringing eSafety back to my school Learning Diary	
Day 5	**An eSafety Programme for your school**	
Mod 9	**A whole-school eSafety Programme**	**3h**
	Creating an eSafety Programme for your school The EU eSafety Label Managing eSafety incidents. In our school… Are we ready for BYOT or 1:1? Self-reviewing eSafety in our school	
Mod 10	**eSafety action planning**	**3h**
	Sample eSafety Label action plan Using our eSafety Label action plan to improve our eSafety Programme Discussion next steps? Conclusions and Evaluation Certificate Ceremony and Farewells	

eSafety – course outline

	Day 1	Day 2	Day 3	Day 4	Day 5	
Me and my school	eSafety in the 21st century	eSafety in teaching and learning	Critical thinking and reflection	Practical approaches to take forward	An eSafety Programme for your school	Me and my school
	eSafety in your school and classroom (module 1)	eSafety skills: Digital Citizenship (module 3)	eSafety and appropriate use: Digital Literacy (module 5)	Practical approaches to eSafety in the classroom (module 7)	A whole-school eSafety Programme (module 9)	
	Discuss: - issues - solutions	Theory and practice	Skills and tools	Reflection and critical thinking	Our school's eSafety Programme	
	eSafety for young people and teachers (module 2)	eSafety Management: Personal Safety & Well-being (module 4)	Addressing inappropriate use: cyberbullying and sexting (module 6)	eSafety across the school curriculum and beyond (module 8)	eSafety action planning (module 10)	

Pre and Post Course participant requirements

Pre-Course requirements: (5 day course)	The participants should have basic skills in using ICT and have an interest in using digital technologies and the Internet in teaching and learning. Participants are requested to bring their laptop with them, as well a file storing device such as a USB memory stick, have a disposable email address and undertake the following pre-course exercises in advance of the course:
	1. Conduct interviews with two colleagues at school and identify three positive uses of technology and three more challenging or problematic areas when using technology that have been experienced in your school. Exercise for Module 1, share your eSafety 'positives' and 'challenges' *here* [Local trainer should add hyperlink to short online survey to 'here'. Free tools like surveymonkey.com available.]
	2. Identify some of the different types of eSafety issues that students and teachers might encounter when using the Internet, digital tools, mobile devices and social media both in and outside of school. How are these eSafety issues covered in your school's Acceptable Use Policy or eSafety Policy? Exercise for Module 2, bring a copy of the AUP with you to the course, or a link to it.
	3. Are bullying and cyberbullying covered in your school policies? Which policies deal with the issues? Describe how cyberbullying situations are dealt with at your school. Does the school have lessons or an educational programme which addresses cyberbullying? Who teaches the lessons or programme? What kind of guidance and support exists at a local, regional and national level? What kinds of materials have been used successfully? Exercise for Module 6, create a digital list of any lessons and resources used successfully in your school to address cyberbullying and bring with you to the course.
	4. **Note: This exercise is only for Headteachers or ICT Coordinating teachers undertaking a short course consisting of Modules 9 and 10.** Read the eS 10 -Summary of Research Findings document. It provides an overview of the current key eSafety issues. Which issues have been dealt with in your school? How can these issues help guide the framing of a whole-school eSafety Programme?
	a. How are eSafety issues addressed in the teaching and learning in the classroom. Do you have a whole-school progressive eSafety curriculum?
	b. What eSafety policies exist in your school? When were they last reviewed and updated? Are your AUP procedures and policy available in student-friendly language and format?
	c. Do you provide in-school training and workshops for staff on the safe and appropriate use of the school's ICT infrastructure for teaching and learning?

Post course follow up	During the course, participants will be encouraged to familiarise themselves with all the expertise and resources available through the Insafe network www.saferinternet.org. They should sign up to SaferInternetDay and Insafe newsletters. Following the course, participants should be encouraged to draw up their own eSafety Action Plans, with an optional follow-up webinar to discuss how they and their school are implementing eSafety practices and curricula to promote eSafety.
Course materials required for the training.	Local trainers should set up a group online space (e.g. Moodle, Schoology..) to share the course content supporting documents, provide an online forum and a learning reflection area. An LMS will encourage participants to share their own resources and engage with active, participatory social learning.

Participant copies of:
The Web We Want (Insafe and EUN)
Using Mobile Phone in School (Insafe and EUN) – if available
Insafe DigiPacks 2010 – 2012
Handouts of:
eS 1.1
eS 2.2a
eS 3.2a
eS 5.1a
eS 5.1b
eS 5.1c
eS 5.2a
eS 7.2
eS 7.4
eS 8.5a
eS 8.5b
eS 9.3a
eS.9.3b
eS 10.1
eS 10.2b
When a 1 day course of Modules 9 and 10 are being presented to Headteachers and ICT Coordinating teachers this document should be sent in advance to them: 10.1 -Summary of Research Findings |
| **Trainer actions in advance of the course** | Set up an Online learning space; a Twitter stream and brief SurveyMonkey type survey for Pre-course Exercise 1. Join the eSafety Label and undertake the Assessment Quiz in order to understand and demonstrate the process during the course. |

Training Manual and Resources

Course:

eSafety: IMPROVED SAFETY IN SCHOOL and CLASSROOM

Module 1: eSafety in your school and classroom

(eS 1.0)

CPD*Lab*

ES 1.0: ESAFETY IN YOUR SCHOOL AND CLASSROOM

CPDLab Course:	eSafety: improved safety in school and classroom
Module number:	**eS 1.0**
Module Title:	**eSafety in your school and classroom**
Pre-module requirements:	The participants should have basic skills in using ICT and have an interest in using digital technologies and the Internet in teaching and learning. Each participant will need a 'disposable' email account to create a social bookmarking account. The participants should undertake this pre-course activity in advance of attending the course: • Conduct two interviews with other colleagues at school and identify three positive uses of technology and three more challenging or problematic areas when using technology that have been experienced in your school. Exercise for Module 1.
Length:	2.5 hr
Venue and structure of module:	This module is a face-to-face module. Participants are encouraged to bring their own laptop as throughout the module participants will have 'hands-on' experience. There will also be activities, discussion, group work and time for reflection. Participants are encouraged at all times to locate and curate own language resources and weblinks.
Organisation and layout of rooms required:	The trainer will require access to an IWB, computer and wifi access. The participants will require access to computers with Internet access for everyone. There should be enough sockets to plug in laptops. The participants will need break-out areas to work in small groups of 3 to 5 persons.

Overview:	Welcome and Participants´ introductions Ice breaker - Human Bingo for Digital Citizens Introducing course, facilities and tools Examining best practice in schools The role of the teacher in eSafety, (pair activity, participants' pre-course Exercise 1 experiences add to the follow-on discussion.) Group work: SWOT analysis drawing on participants pre-course Exercise 1 experiences.
Aims of module:	• To welcome participants and familiarise them with the course programme. • To develop strategies for the safe use of the Internet and digital technologies in teaching and learning.

	• To explore how schools can create safe learning environments and safeguard students while integrating eSafety across the school and curriculum. • To understand the key eSafety risks and the importance of proactively addressing eSafety issues in schools as part of a whole-school progressive eSafety curriculum. • To understand the need in schools for eSafety policies which are clearly understood, accessible to all and discussed and updated regularly. • To understand the three essential elements of a school's eSafety Programme
Progression of skills and competencies in this module:	Participants will be enabled to: • Set up and use a social media tool. • Identify the key eSafety issues affecting students and teachers. • Consider different teaching resources and approaches to the teaching of eSafety. • Collaborate and share experiences with other teachers in an online environment. • Identify different teaching and learning strategies. • Practice new digital skills by using digital tools like blogging for learning.
Resources Required:	Handouts of: eS 1.1 Computer with Internet connection and data projector for the trainer. IWB. Laptops for participants with wifi access. Passwords for the Course Content Online Area and for the Learning Reflection area. Trainer creates a group online learning area using an LMS in advance of the Course and distributes logins in Module 1.
Trainer(s) required:	Trainer has to have an advanced and versatile knowledge of digital literacy, eSafety issues and curricula. Trainer should be familiar with EU Policy for a better internet, Insafe resources and services as well as their local Safer Internet Centre's resources and international eSafety curricula. Trainer should become familiar with the course online area and all the Course Support Content listed at the end of each Module. Each resource is listed according to Course, Module and Activity e.g. eS 1.1 "Human Bingo for Digital Citizens" Trainer should use a social bookmarking account (e.g. www.delicious.com or Diigo www.diigo.com) for eSafety web links and resources and encourage participants to create their own account to manage the many online resources featured during the course.
References and Resources for Trainers	**Some key resources :** **Insafe:** www.saferInternet.org Co-funded by the European Union, Insafe is a European network of Safer Internet Centres across Europe, promoting safe, responsible use of the Internet and mobile devices to young people. It provides a wide range of resources in multiple languages. Each member country has its own **Safer Internet Awareness Centre** and participants whose students share a language

with other countries will find many helpful resources in a variety of Safer Internet Centres.

Safer Internet Day (SID) www.saferInternetday.org The 2nd Tuesday in February is celebrated each year in classrooms around the globe as Safer Internet Day. The EU initiative has resources, lesson plans and theme packs for teachers and schools.

The European Commission: "A European Strategy for a Better Internet for Children" available in a number of languages:
http://ec.europa.eu/information_society/activities/sip/policy/index_en.htm

Teach today : www.teachtoday.eu/ Teachtoday provides information and advice for teachers, head teachers and other members of the school workforce about the positive, responsible and safe use of new technologies.

- Trainers can use its case studies to prompt discussion and debate amongst participants about real issues which have taken place in schools.
  www.teachtoday.eu/en/Case-studies.aspx
- The 'Teaching with Technology in 2011' report published by EUN gives an overview to trainers on what teachers need and want in regard to eSafety in schools and classrooms.

www.teachtoday.eu/sitecore/shell/Applications/~/media/Files/United%20Kingdom/pdf/
Teaching%20with%20technology%202011%20survey%20report%202011.ashx?db=master

EU Kids Online: www.eukidsonline.net   The project aims to stimulate and coordinate investigation into children's online uses, activities, risks and safety and has been described as the most theoretically informed and methodologically sophisticated study there is on the issues of risks and opportunities of the digital environment.

- Full report
  www2.lse.ac.uk/media@lse/research/EUKidsOnline/EUKidsII%20(2009-11)/EUKidsOnlineIIReports/D4FullFindings.pdf
- Summary document
  www2.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20II%20(2009-11)/EUKidsOnlineIIReports/EUKidsOnlineII,summary,v2.pdf

Byron Review: www.dcsf.gov.uk/byronreview **"**Safer Children in a Digital World"

Digital Competence and Digital Literacy:
http://linked.eun.org/web/guest/policyMaker European Commission part funded project examining research, policy and practice in the area of innovative teaching and learning using ICT.

	Connected Learning http://clrn.dmlhub.net/resources/videos Interdisciplinary research network dedicated to understanding the opportunities and risks for learning afforded by today's changing media environment. **Pew Internet & American Life Project:** www.pewinternet.org Up to date information on digital technology issues *UNESCO* **Pedagogies of Media and Information:** http://iite.unesco.org/pics/publications/en/files/3214705.pdf. **Digizen** www.digizen.org The Digizen website provides information for educators, parents, carers, and young people. It encourages users of technology to be responsible DIGItal citiZENS. It shares advice and resources on issues such as social networking and cyberbullying and how these relate to and affect their own and other people's online experiences and behaviours.
Assessment Options:	Participants share their experiences about the pre-course Exercise 1 and discuss any similarities and differences that they identify. Participants will create a social bookmarking account and make their links 'Public'. Participants will write a first post in the Learning Reflection area or blog.
Post-module follow-up	None.
Different pathways through the module	None.
Delivery options at National/local level	This module could be delivered at a national/local level. It deals with the core concepts of eSafety for teachers and schools and why eSafety knowledge and skills are needed to become digitally literate. Participants will get to know one another, share experiences from their own schools and explore why eSafety needs to be embedded across the curriculum and school. It should be part of any module-set delivered.
Activity 1.1	**Welcome and Introductions**
Length	15 min
Objective	To get to know the participants, their digital lives and their expectations for the course.
Description	A light-hearted opportunity for course participants to get to know one another and to share their understanding of how digital issues affect their own and their students' daily life. a) Ice breaker for introducing the participants. Trainer hands out a Human Bingo sheet eS 1.1 Human Bingo for Digital Citizens to each participant. The participant who first collects the required number of names

and reasons shouts 'Bingo' and is declared the winner. The trainer presents a small prize (e.g. pen, chocolate) and then leads a brief discussion on how our lives have become digital and how our students' daily lives are affected by being constantly connected. This should lead into Activity 1.2.

OR

    b) Ice breaker using Post Its for participant's expectations

In groups of four, each participant, in less than a minute, writes on a Post it their expectations for the course. Each small group pools their answers and then each group introduces their expectations as a group to the other groups. Trainer leads brief discussion.

Activity 1.2	**Overview of course content and facilities**
Length	15 min
Objective	To get to know the course contents and course facilities.
Description	Trainer briefly outlines the course content (eS 1.2 eSafety Course Overview ppt) @ Slide 3 outlines course facilities (e.g. wifi details, lunch etc), the course content system, with access to all the Support Content is demonstrated. Ensure that all participants can login and access the Support Content. Trainer agrees with participants how they will capture their key learning points and reflections at the end of each day e.g. : in the LMS or wordpress blog, moodle, etherpad, ning or Google+. Note: If course is taking place in EUN a tour of the Future Classroom Lab can take place now.
Activity 1.3	**eSafety in the school and classroom**
Length	50 mins
Objective	To consider best practice in regard to eSafety in schools. To compare eSafety issues for teachers across Europe. To share their school colleagues and young people's experiences about difficult/challenging situations of eSafety they have met as well as getting an overview of best practices from different schools.
Description	Trainer begins slideshow eS 1.3 eSafety in School & Classroom pptx. Notes also available in individual slidesnotes. @ Slide 5 Trainer asks the group for the various titles for their school's eSafety policies and writes up on IWB. Expect AUP; ICT Policy; Mobile Devices Policy; BYOD Policy; Social Media Policy. Prompt them if they get stuck. Ask if they know all their policies? Do new teachers to the school? Do their students know about them? Understand them? Do they have any suggestions on how to simplify/streamline policies and make them more effective? @ Slide 7 show 2:28 min video http://www.youtube.com/watch?v=F7pYHN9iC9I&sns=em Short discussion follows.

	@ Slide 8: The trainer on the IWB opens www.padlet.com and creates a group wallspace. Give the wallspace a 'friendly name' and share with the group, ask the group in pairs to suggest eSafe practices that teachers can model daily in class. Each pair posts their items to the wall. Trainer then asks for suggestions for grouping items on the wall into areas such as Digital Literacy; Personal Safety & Well-being and Digital Citizenship. Expect items such as Safe searching for information and images; Safeguarding personal info; Data protection around photos and information; Complying with Copyright Law; Acknowledging sources and avoiding plagiarism; Applying safety settings; Applying updates to browsers and devices; Using anti-virus; Respectful and appropriate communication....ask the group under which of the three headings they'd like them placed. The groupings will help participants to begin to formulate a definition of eSafety in the next Activity. @ Slide 9: Four new groups of 3 - 5 participants (who have not as yet worked together) drawing on their pre-course Exercise 1 material fill out a SWOT analysis. They can use any method they choose to display their SWOT analysis to the rest of the group (flipchart, IWB...) Group 1: 'Strength' analysis of students' use of Internet and digital media. Group 2: 'Weakness' analysis of students' use of internet and digital media. Gp 3: 'Opportunities' analysis of use of internet and digital media. Gp 4: 'Threats' analysis of use of Internet and digital media. Feedback to whole group, Trainer notes key points on IWB. End of Module 1.3 activity. Break for coffee.
	Coffee break 15 min
Activity 1.4	**A definition of eSafety?**
Length	20 mins
Objective	- To share feedback from the groupwork's SWOT analyses. - To obtain an overview about participants' needs, their current skills and competences in eSafety issues and their expectations from the course from their SWOT analyses. - To share participants´ experiences in their pre-course Exercise1. - To jointly create a shared definition of eSafety.
Description	The group discuss their SWOT analysis which is still visible on the IWB. Trainer together with the participants gathers a list of the most important elements and aspects of eSafety. Each small group then opens an online 'pad' (e.g. Etherpad: http://etherpad.opensourcebridge.org) to write a definition of eSafety in a single sentence. Each group shares their 'pad' link with the trainer via email link, the trainer will during lunchtime place the definitions on Slide 9 - eS 2.1 eSafety & Digital Literacy **Note to Trainer:** eSafety in education is the combination of personal safety, digital literacy and digital citizenship. This understanding will develop as the course proceeds, do not give this definition to the group, let them work on their own

definitions.

Activity 1.5	**Exploring and bookmarking EU eSafety resources for teachers and schools**
Length	45 mins
Objective	To explore the Insafe network and its many resources and tools for teachers and schools. To develop new digital competence by using a social bookmarking tool for teaching and learning. To identify the limitations of a digital tool and consider how its risks might be managed.
Description	Trainer, using a pre made social bookmarking account, demos Insafe website noting role of Helplines and Hotlines for students, then draws attention to the Teacher Pages and the Back to School resources. Trainer encourages participants to sign up to newsletter. Trainer quickly demos SID site and highlights the eSafety Kits with lesson plans and teaching resources. Finally the trainer, from the Insafe homepage, locates some of the SIAC sites of the participants and points out the usefulness for language development of using SIAC's who share a language of their students. Also introduce participants to the Learning Resource Exchange and the Insafe tab: http://lreforschools.eun.org **Hands-on Activity** Trainer asks if any participants already use bookmarking sites and points out that the saving of useful links and resources like Insafe and SID is made easier by the use of a digital bookmarking tool like Delicious or Diigo. Trainer demos on the IWB, for those who don't have a bookmarking account, how to set up a Delicious account and helps participants to create their own account. They will need a disposable email address. For those who already use a bookmarking account trainer can ask them to open the LMS Supporting Content eS 1.5 List of useful resources by age range and bookmark any resources that appeal to them. New account holders do likewise when their account is activated. **Discussion** To close the session the trainer could ask experienced bookmarkers some of the advantages of bookmarking for teachers and students (expect some of the following: usefulness for SEN students; sharing of knowledge; making students' research visible; helpful for ePortfolios and tracing one's learning path and acknowledging copyright and sources… Disadvantages in regard to eSafety might also be discussed in the group. How to promote their class/subject bookmarking account can also be discussed.

Lunch 1 hour

Module 1: COURSE SUPPORT CONTENT

These course documents are currently available as separate documents.

Course/Module/Activity	Course Support Document
eS 1.1	Human Bingo for Digital Citizens [activitysheet handout]
eS 1.2	eSafety Course Overview (pptx)
eS 1.3	eSafety in School & Classroom (pptx)
eS 1.5	List of useful resources by age range, years 4 to 18 [in LMS]

CPD*Lab*

Continuing Professional Development *Lab*

Training Manual and Resources

Course:

eSafety: IMPROVED SAFETY IN SCHOOL and CLASSROOM

Module 2: eSafety for young people and teachers

(eS 2.0)

eS 2.0: eSafety for young people and teachers

CPDLab Course:	eSafety: improved safety in school and classroom
Module Number:	eS 2.0
Module Title:	eSafety for young people and teachers

Pre-module requirements:	This module is meant for teachers who already have undertaken Module 1 and/or have a basic knowledge about the Internet, digital media and eSafety issues. Participants who took part in Module 1 will have gained an understanding of eSafety best practice in schools and classrooms. Participants will have created a social bookmarking account and have completed the Module 2 pre-course exercise in advance of the course. • Identify some of the different types of eSafety issues that students and teachers might encounter when using the Internet, digital tools, mobile devices and social media both in and outside of school. How are these eSafety issues covered in your school's Acceptable Use Policy or eSafety Policy? **Note:** The Trainer will need to place the group's definitions of eSafety on Slide 9 of Supporting Content pptx eS 2.1 prior to the beginning of the module.
Length:	3 hr
Venue and structure of module:	This module is a face-to-face module. Participants are encouraged to bring their own laptop. Throughout the session participants will have 'hands-on' experience and can use their social bookmarking account. There will also be activities, discussion, group work and time for reflection. Participants are encouraged at all times to locate and curate own language resources and weblinks.
Organisation and layout of rooms required:	The trainer will require access to an IWB and computer. The participants will require access to computers with Internet access. There should be enough sockets to plug in laptops. The participants will need break-out areas to work in small groups.
Overview of module:	Comparing young people's use of the Internet throughout Europe. The Digital Native vs the Digital Competent? EU Kids Online ranking country by country. The 3 C's of eSafety: young people as consumers and producers. Digital Literacy and Digital Citizenship: what do they mean for eSafety? Managing the risks and opportunities for the teacher and the young person. Throughout the module the Trainer should encourage participants to search and bookmark resources and services in their own language.

Aims of module:	• To identify the 3C eSafety risks and opportunities for children and young people. • To understand the kinds of knowledge, skills and attitudes both teachers and young people need to be digitally literate and safe online. • To define eSafety in relation to digital literacy and digital citizenship. • To help teachers understand how to protect their privacy and their online reputation.
Progression of skills and competencies in this module:	Participants will be enabled to: Manage Internet safety issues and find local support services. Review school policies to examine their effectiveness. Identify the digital competences young people need to be eSafe. Implement eSafety best practices in teaching and learning. Review useful digital literacy curricula and citizenship resources for teachers and schools Find own language eSafety resources.
Resources Required:	Handouts of eS 2.2a Computer with Internet connection and data projector for the trainer. Laptops for participants. Wifi connection. Access to the Course Support Content and Learning Diary.
Trainer(s) required:	Trainer has to have an advanced and versatile knowledge of digital literacy, eSafety issues and curricula. Trainer should be familiar with EU Policy on Better Internet for young people, Insafe resources and services as well as their local Safer Internet Centre's resources and international eSafety curricula and global models of digital literacy and citizenship. Time to explore local sources of support to teachers and schools in the event of eSafety incidents should be given. Trainer should become familiar with the Course Online Content Area and all the Course Support Content listed at the end of each Module. Each resource is listed according to Course, Module and Activity e.g. eS 1.1 "Human Bingo for Digital Citizens" and set up a Learning Blog and give access passwords to the participants. Trainer should use a social bookmarking account (e.g. www.delicious.com or Diigo www.diigo.com) for eSafety web links and resources and encourage participants to create their own account to manage the many online resources featured during the course. Trainer should be comfortable using blogging software, ethpad, padlet and similar.
References and Resources for Trainers	**The European Commission:** "A European Strategy for a Better Internet for Children" available in a number of languages: http://ec.europa.eu/information_society/activities/sip/policy/index_en.htm **Safeguarding ones Professional Reputation**: www.childnet.com/teachers-and-professionals/for-you-as-a-professional/professional-reputation **Insafe**: www.saferinternet.org/online-issues/children-and-young-people Online issues for children & young people.

Research findings and case studies are available in Content Support, the Byron Review 'eS 2. 2b Byron Review' . There are plenty of headlines which show why teachers, adults and society in general have a fear of the Internet; articles like these could be used to illustrate some of the difficulties. e.g. www.tes.co.uk/article.aspx?storycode=6023305 which tries to explain why teachers fear Facebook or

www.dailymail.co.uk/news/article-1354515/ Teacher-sacked-posting-picture-holding-glass-wine-mug-beer-Facebook.html In a Norwegian newspaper: www.dagbladet.no/2012/09/11/tema/nettsamfunn/ Internett/facebook/sosiale_medier/23352303/

Trainers and participants will no doubt be able to find many examples in their own language.

Teachtoday : www.teachtoday.eu/ Advice for teachers, students and parents eSafety. The **Learning Resource Exchange** and the Insafe tab: http://lreforschools.eun.org

EU Kids Online:
Final report 2011: www2.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20II%20(2009-11)/EUKidsOnlineIIReports/Final%20report.pdf
Risks and safety on the Internet: www2.lse.ac.uk/media@lse/research/EUKidsOnline/EUKidsII%20(2009-11)/EUKidsOnlineIIReports/D4FullFindings.pdf

Byron Review: www.dcsf.gov.uk/byronreview **"**Safer Children in a Digital World"

Teaching with technology in 2011 report:
www.teachtoday.eu/sitecore/shell/Applications/~/media/Files/United%20Kingdom/pdf/ Teaching%20with%20technology%202011%20survey%20report%202011.ashx?db=master
Published by EUN gives an overview to trainers on what teachers need and want in regard to eSafety in schools and classrooms.

Digital competence for lifelong learning:
ftp://ftp.jrc.es/pub/EURdoc/JRC48708.TN.pdf EC policy paper, authors Kirsti Ala-Mutka, Yves Punie and Christine Redecker 2008

Digital Literacy and Citizenship curriculum:
www.commonsensemedia.org/educators   Free curriculum and teaching and learning resources for schools and teachers. Commonsense Media - www.commonsensemedia.org/educators/curriculum

Digital Citizenship: Safety, Literacy and Ethics for Life in a Digital World:
www.youtube.com/watch?feature=endscreen&v=h8YFAeCi8IA&NR=1   Video of panel discussion at FOSI 2010 Annual Conference.

Digital Citizenship: www.ciconline.org/DigitalCitizenship   Digital literacy and citizenship curricula, Cable in the Classroom, USA

Our Digital Lives:
www.commonsensemedia.org/sites/default/files/research/socialmediasociallife-final-061812.pdf Study from Common Sense Media looks at how young people view their own digital lives.

The pros and cons of a social media classroom:
www.zdnet.com/blog/igeneration/the-pros-and-cons-of-social-media-classrooms/15132

Digital Competence and Digital Literacy:
http://linked.eun.org/web/guest/policyMaker European Commission part funded project examining research, policy and practice in the area of innovative teaching and learning using ICT.

Connected Learning   http://clrn.dmlhub.net/resources/videos Interdisciplinary research network dedicated to understanding the opportunities and risks for learning afforded by today's changing media environment.

The Internet Literacy Hand Book:
www.coe.int/t/dghl/standardsetting/Internetliteracy/Source/Lit_handbook_3rd_en.swf
Study on use of Facebook by young people in Norway:
www.slideshare.net/PetterB/social-implications-of-social-networking-sites

Assessment Options:	In their Learning Reflections, Day 1, participants will review what they have enjoyed and learned today. They could also mention one safety strategy their will put in place in their school. Participants use their social bookmarking account to gather and store eSafety resources and supports.
Post-module follow-up	Participants can try best practices in their own school and report progress to one another e.g. in post-course webinar. Each participant could carry out a personal check of their digital footprint.
Different pathways through the module	None

Delivery options at National/local level	This module could be delivered at a national/local level. Like all CPD there can be advantage in bringing colleagues together who are from different regions/areas to share experiences. After the course, the trainer could provide a follow up webinar to allow participants to share how they implemented aspects of the course into their pedagogy and across the school.
Activity 2.1	**Digital Literacy and Digital Citizenship – what do they mean for eSafety?**
Length	55 mins
Objective	To understand how young people use Internet in their daily lives. To identify the need for teaching digital literacy skills. To understand how digital literacy and digital citizenship are components of eSafety. To explore whole-school digital literacy curricula as a means to safeguard students and to help them develop their own sense of responsible use of digital media. To discuss whole-school eSafety strategies and solutions to mitigating risks.
Description	Using eS 2.1 eSafety & Digital Literacy pptx (additional notes in Slidenotes) the Trainer: @ Slide 3 **show video** to give a short summary of what the latest research says children and young people are doing online www.youtube.com/watch?v=a8J06gVIR8o and asks for comments.

@ Slide 5 & 6 show EU Kids Online figures for individual countries which highlight the need for teaching digital literacy skills. The trainer introduces some research findings and case studies, which are related to digital media literacy issues. The EU Kids Online research in 2010 identified 8 digital literacy and safety skills and assessed whether children and young people had acquired these skills by a certain age. The results include a ranking by country and is an interesting way to introduce the concept of digital literacy and why this is important. (Additional resource for trainer eS 2.1a Digital Media Literacy is available in Content Support)

@ Slide 7 draw attention to EC quote that teachers also need digital competence skills if they are to support students. This course aims to equip teachers with new digital competence skills so that they can address eSafety issues and opportunities in their schools.

@ Slide 8 click on 'literate, safe, ethical citizens' to **run the video** 'What is Digital Citizenship?' http://www.youtube.com/watch?v=e0I13tKrxcA Digital Literacy is a life skill, it's not about technology but about how technology is used. Digital literacy can help parents parent, help teachers teach today. It's literacy for today, it's citizenship for today and tomorrow.

@Slide 9 Trainer has placed the group's definitions of eSafety on the slide during lunchtime. Trainer asks: This morning we tried to define what eSafety means to us, how did we do? Discuss main elements emerging from definitions. Ask how can Personal Safety, Digital Literacy and Digital Citizenship be seen as the components of eSafety? |

@Slide 10 Participants **discuss** own country's ICT Framework (or whatever it is called there) and how we need a new literacy today, as well as being literate and numerate or students need to be digitally literate. Discuss what this means.

@Slide 11 & 12 **Group work** (in small groups of 3 -4)to examine one of 4 digital literacy curricula.

Feedback by each small group is given to the full group in any manner the small group decide. Whole-school curricula will provide a systematic delivery of eSafety within the curriculum. Trainer can let participants know that whole-school eSafety Action Plans are addressed on Modules 9 and 10 (Day 5).

Trainer crystallizes the essential experiences of the participants about digital literacy curricula during the general discussion.

Activity 2.2	**Risks and Opportunities**
Length	45 mins
Objective	To get different perspectives on how students and teachers use the Internet.
Description	Trainer shows eS 2.2 Risks & Opportunities ppt

@ Slide 2 explain the concept of the 3Cs of Internet Safety, they can be both risks and opportunities but quite often due to the 'culture of fear' around Internet use schools sometimes only see the risks in regard to young people's use of digital technology. Back in Web 1.0 we were all merely Consumers of information on the Web. Back then we worried about *Contact* risks (stranger danger and paedophiles mainly) while today children's inappropriate and risky contact with one another (cyberbullying, trolling, sexting or meeting up with strangers) is all possible due to the interactive, mobile, high speed connectivity of today's Web 2.0.

Note to Trainer: Do the same with *Content* and *Conduct*.

@ Slide 5 What eSafety *is* about.

 @ Slide 10 Ask about their views on the role of parents? How to parent today? Parents need to:

• Understand the issues in relation to the use of technology by children
• Know the real risks and behaviours and learn simple strategies to help keep their child safer

How can schools help parents?
Activity: Participants open websites, explore and report back What resources, services do the SIACs in their countries offer parents? Take a moment to explore their websites.

@ Slides 12 -14 What risky behaviour is happening online in your country?

	@ Slides 16 – 18 Discussion on social networking concerns
	@ Slide 19 Discuss. Ask if any have used eTwinning (a free Europe-wide social learning platform to teach positive social learning and communication). Demo briefly. Could using safe social learning tools help manage some of the risks of social media in school?
	@ Slide 20 **Trainer leads discussion** to close, having shown Blogging video linked to word 'teachers' Who should teach it?
	Handout eS2.2a Model use of social media (pdf) to participants.
	Discuss bullet point no. 8 and other points around modelling respect and respectful behaviour especially language and chat on social media. The pdf is taken from a new Action Plan on Bullying, Dept. of Education Ireland 2013. (Bullying will be dealt with in Module 6)
	Who can model safe and respectful use of social media tools...ask who has a VLE or LMS in school? Can we use it in our teaching...ask for suggestions how they are already doing it.
	Find safe and useful tools to enhance our teaching and our students learning...ask for suggestions of safer tools. How can we give students the life 'tools' (etiquette, respect..) to manage their use of social media? These issues and strategies to address them will be explored in other Modules in the course.
	Coffee break 10 min
Activity 2.3	**Safe use of Internet**
Length	55mins
Objective	To find solutions to help young people and teachers to use the Internet safely. To recognise the risks in their own use of social media.
Description	Trainer runs eS 2.3 Safe use of the Internet pptx to help explore teacher's attitudes, fears and solutions for responsible use of ICT.
	@ Slide 3 Trainer opens: www.childnet.com/teachers-and-professionals/for-you-as-a-professional/using-technology
	In small groups we are going to look the 'At School' and 'In the Classroom' sections but first of all together we will look at the 'At Home' Q&As on the *Using Technology* page.
	Qt 1 discusses ONLINE USE - cleaning up one's Digital Footprint and checking Privacy Settings in social networking sites. Is the advice relevant to the group?
	Qt 2 deals with MOBILE USE -PIN and Password safety and the importance of logging out of computers. Is this advice also relevant to students? How might it be taught?
	Note to Trainer: Group work Divide the 'At School' and 'In the Classroom' Q&As out among each group of 3, giving each small group 2 – 3 Q&As. Their task is to decide if

the advice is appropriate for teachers in their own country, add to or improve the advice as they see fit.

Feedback

The group create an etherpad page (e.g. Etherpad: http://etherpad.opensourcebridge.org or http://openetherpad.org) and collaborate to post their responses. Each group shares their Openetherpad page on the IWB and explains the eSafety teacher issues dealt with in their Q&As. What policies are there to guide staff in their own schools? Is there national guidance from Dept of Education or similar? Is there a Professional Code of Practice? Can they find the links to any of these and add them to their social bookmarking account?

Discuss their responses.

What does the group think of the advice given re Professional Reputation on www.childnet.com/teachers-and-professionals/for-you-as-a-professional/professional-reputation

Trainer explains that the link is a Q&A session @ www.childnet.com/teachers-and-professionals/for-you-as-a-professional/professional-reputation for teachers in the UK and they should bookmark it to explore later.

@ Slide 4 **Group discussion** using the Aquarium method. Participants are divided in two groups.

First group will first discuss for 5-10 minutes: How can **young people** can use the Internet safely.

The other group observes but does not comment on the discussion. They may make notes about the discussion and after the discussion the observers can comment briefly.

Now the two groups change roles. The next phase is the same but the group discusses: How can **teachers** use Internet safely in the classroom for teaching and learning?

After this there is a ten minutes full group discussion about both subjects and then the trainer summarizes highlights from all the discussions.

Activity 2.4	**Summary – learning points and reflections**
Length	15 min
Objective	To sum up what the participants have learned during the day. To reflect on their own learning in their online Learning Diary.
Description	The trainer briefly captures some of the main points that have been addressed throughout the day. The participants write up their thoughts and reflections on the day and share their next steps in their Learning Diary.

Module 2: COURSE SUPPORT CONTENT

Summary of the supporting documents required by the trainer to run the various activities described in the above module.

Course/Module/Activity	Course Support Document
eS 2.1	eS 2.1 eSafety & Digital Literacy (pptx)
eS 2.2	eS 2.2 Risks & Opportunities pptx
eS 2.2a	eS2.2a Model use of social media (pdf) [for handout]
eS 2.3	eS 2.3. Safe use of the Internet (pptx)
Additional Reading items	These items could be placed in the course online learning space or LMS
eS 2.1a	eS 2.1a Digital Media Literacy (pdf)
eS 2.2b	eS 2. 2b Byron Review (pdf)

CPDLab

Continuing Professional Development *Lab*

Training Manual and Resources

Course:

eSafety: IMPROVED SAFETY IN SCHOOL and CLASSROOM

Module 3: eSafety skills: Digital Citizenship

(eS 3.0)

ᴇS 3.0: ᴇSᴀꜰᴇᴛʏ sᴋɪʟʟs: Dɪɢɪᴛᴀʟ Cɪᴛɪᴢᴇɴsʜɪᴘ

CPDLab Course:	**eSafety: Improved eSafety in schools**
Module Number:	**eS 3.0**
Module Title:	**eSafety skills: Digital Citizenship**
Pre-module requirements:	The participants should have basic skills in using ICT and have an interest in using digital technologies and the Internet in teaching and learning. They should have some awareness of social media services and how they work and are used. Ideally they would have taken part in Modules 1 and 2. They should be interested in seeing how social media pedagogical interactive tools like eTwinning, VLEs, LMS or Edmodo can, when modelled and moderated by the teacher, enhance teaching and learning. They will need to have a disposable email address (not their personal address or the address they will use in school or in their place of work) which they can use to set up and experiment with different social media services. They should have a social bookmarking account set up from Module 1 and be given access to the Learning Blog and the Course Supporting Content.
Length:	3 hours
Venue and structure of module:	This module is a face-to-face module. Participants are encouraged to bring their own laptop as throughout the module participants will have 'hands-on' experience. There will also be activities, discussion and group work. Participants are encouraged at all times to locate and curate own language resources and weblinks.
Organisation and layout of rooms required:	The trainer will require access to an IWB, computer and wifi access. The participants will require access to computers with Internet access. There should be enough sockets to plug in laptops. The participants will need break-out areas to work in small groups of 3 to 5 persons.
Overview of module:	Social media has become an essential part of our lives. In this module the trainer will present examples of some of the most commonly used social media and mobile services. Participants will get the opportunity to see how to maximize positive, safe uses and minimize the dangers of misuse. eSafety issues concerning these services will be discussed and strategies to manage the risks will be examined. Teachers can model best social media practice with students and so teach digital citizenship and literacy by the use of activity-based educational tools like eTwinning. Learning opportunities and disadvantages of social media and mobile devices in the classroom will be explored. Teachers who use social media for teaching and learning will be given the opportunity

to share their use of it . Users of eTwinning or a free VLE (Edmodo or similar) can share their pedagogical use of it with the group.

The need for a whole-school approach to the use of social media will be discussed. The BYOT approach and the safety structures needed across the school for BYOT will be considered. (More of BYOT in Module 9) How to add Digital Citizenship to the curriculum and how to teach and learn Responsible Use will be examined.

Social media as a means for teachers to continue their own professional development and as teaching and learning tools to engage students will be explored.

Aims of module:	• To understand the power and usefulness of social media for learning and for life. • To identify issues linked to responsible use of social media services to protect users from possible risks. This will include risks for students as well as teachers. • To use some social media tools and services, exchange pedagogical principles and consider how to safely add them to traditional classroom practices. • To understand the need for robust social media policies that are understood and accepted by the whole-school community. • To use social media for professional development.
Progression of skills and competencies in this module:	Participants will be enabled to • Use social media services and mobile tools more safely. • Understand the benefits and challenges of using social media in teaching and learning. • Recognise the pedagogical principles for using interactive digital tools in their own teaching and ongoing professional development. • Support students' learning and engagement through the use of digital social learning tools.
Resources Required:	Course content, Learning diary and online forum in group's LMS. Handout of eS 3.2a Computer with Internet connection and data projector for the trainer. Laptops and wifi access for the participants. IWB for presenting outcomes. Access to the Course Support Content and Learning Diary. Participants should be handed a physical copy of the *Using the mobile phone in school resource* if possible. It is also at http://lreforschools.eun.org/web/guest/resource-details?resourceId=407595 . The trainer should also hand out: eS 3.2a Sample AUP for mobile devices during the appropriate Activity.
Trainer(s) required:	Trainers should be familiar with some of the social media tools and services and be able to present and use them. As a minimum, trainers will need to be confident in discussing Facebook and Twitter as these are two of the most popular social networking services. The trainer should understand the common eSafety issues linked to social media and mobile tools like blogs, wikis, Facebook, Twitter, Apps, YouTube, Google tools, File sharing software (images, videos, voice, and music), location services (GPS) and so on. The trainer should be able to discuss the positive educational uses of free collaborate learning tools like: eTwinning's 'Twinspace', Schoology and Edmodo (or similar) to demo safe social media learning sites. Trainers should be able to gather ideas and comments from the participants and lead the discussion around this. If possible the

	trainer should sign up to both eTwinning and Edmodo prior to the course and display their features on the IWB. Trainers should become familiar with all the Course Support Content listed at the end of each Module. Each resource is listed according to Course, Module and Activity e.g. eS 1.1 Human Bingo for Digital Citizens and use their own social bookmarking account during the module to access resources.
References and Resources for Trainers	**List of social media resources** with web addresses. Due to time constraints trainers will need to select the most relevant to the group, Facebook and Twitter are two of the most popular social networking services. Twitter can be used by teachers themselves for ongoing CPD. www.twitter.com www.facebook.com www.eTwinning.org www.edmodo.com (or similar) Other possibilities: www.youtube.com www.google.com (Google+) Apps (see www.scoilnet.ie/parents_apps_safety1.shtm and www.schrockguide.net/bloomin-apps.html) When course is localised, perhaps use local social networking sites: e.g. www.rebelmouse.com Hi 5, Habbo Hotel .... Other services or apps: Snapchat, Ask.fm, Chat Roulette **Material/Resources** for the trainer. Pros and cons of social media classrooms: www.zdnet.com/blog/igeneration/the-pros-and-cons-of-social-media-classrooms/15132 Manage your online ID: www.slideshare.net/clifmims/managing-online-identities-tips-for-teachers-students-and-parents Manage your professional reputation: www.childnet.com/teachers-and-professionals/for-you-as-a-professional/professional-reputation Why we need to teach social networking skills: www.thethinkingstick.com/why-we-need-to-teach-social-networking App safety advice for parents: www.scoilnet.ie/parents_apps_safety1.shtm Apps organised by Kathy Schrock for teachers re Bloom: www.schrockguide.net/bloomin-apps.html 60 ways to use Twitter in the classroom by category - www.teachthought.com/social-media/60-ways-to-use-twitter-in-the-classroom-by-category/ 10 top blogs – suggested for 'follows' on Twitter: www.educatorstechnology.com/2012/11/top-10-educational-technology-blogs-for.html

Using the mobile phone in school resource
http://lreforschools.eun.org/web/guest/resource-details?resourceId=407595

25 social media tips for teachers: www.teachthought.com/social-media/25-social-media-tips-youve-probably-never-heard/

Digizen www.digizen.org   Shares specific advice and resources on issues such as social networking and cyberbullying and how these relate to and affect their own and other people's online experiences and behaviours

Classroom strategies for social media use:
http://gettingsmart.com/blog/2011/12/developing-a-social-media-strategy-for-your-classroom/

How to create social media guidelines for schools: www.edutopia.org/how-to-create-social-media-guidelines-school

Know it all www.childnet.com/kia/ Childnet UK suite of education resources designed to help educate parents, teachers and young people about safe and positive use of the Internet.

Think you know? www.thinkuknow.co.uk/Teachers/   resources for teachers, students and parents. Need to register.

Positive use of Facebook for learning: http://edudemic.com/2012/09/amsterdam-school-facebook-timeline-history-classes/?goback=.gde_138011_member_199774561

www.fbparents.org an excellent guide on how to use Facebook – aimed at parents but very useful in providing an overview of the service

www.facebook.com/safety/attachment/Guide%20to%20Facebook%20Security.pdf

Humorous look at Facebook behaviour: http://socialmediatoday.com/daniel-zeevi/1312321/11-things-you-need-immediately-stop-doing-facebook

European Schoolnet's Smile Project (Social Media in Learning & Education)www.eun.org/web/guest/projects/current/-/asset_publisher/Vy6l/content/125737?_101_INSTANCE_Vy6l_redirect=%2Fweb%2Fguest%2Fprojects%2Fcurrent

eS 3.1f Google Plus and Protecting Professional Identify doc Advice for teachers on using Google Plus

Further reading:
Digital tools, digital classrooms – Web 2.0 new tools, new schools (Gwen Solomon, Lynne Schrum; iste 2007)
The Socially Networked Classroom – teaching in the new media age (William Kist; Corwin 2010)
Teaching with the tools kids really use – Learning with web and mobile technologies (Susan Brooks-Young; Corwin 2010)
Blogs, Wikis, Podcasts and other powerful web tools for classrooms (Will Richardson; Corwin 2006)

	Net Smart How to Thrive Online, Rheingold, Howard; Weeks, Anthony (2012-02-24) Net Smart MIT Press. Kindle Edition
Assessment Options:	Group creates a Twitter stream and each participant posts a tweet a day for the remainder of the course. Participants save websites and links to their social bookmarking account.
Post-module follow-up	The pedagogical ideas of the Group once collected can form a bank of ideas and resources for participants to try out in their own classrooms. The participants could stay in contact through social media (e.g. Twitter stream) after the course.
Different pathways through the module	When delivered locally the course could be arranged so that participants can suggest in advance specific resources and social media platforms to be examined. Of course this will depend on the amount of time available to the course leader and also on whether it is practical to focus on SNS which may only be used in one or two countries. For this reason it is suggested that services such as Facebook and Twitter form the basis of this module. The opportunity for teachers to use social media in a positive educational manner should be given through a demonstration of eTwinning or Edmodo or similar.
Delivery options at National/local level	This module could be delivered at a national/local level. There could also be a tailored version of this module for headteachers and decision makers with more emphasis on whole-school policy and safety provisions. Presentation of resources and their key features from the point of view of eSafety by the trainer, suggested resources to focus on might be 2 global public sites and 2 educational sites with social media functions and safety features which make them suitable for the classroom. Twitter for headteachers would be a good networking tool. The trainer would have to add content for this audience around social media policy, BYOT policies, how to deal with eSafety incidents, legal issues for schools and how to engage parents. These issues are dealt with in Modules 9 and 10.
Activity 3.1:	**eSafety and social media tools**
Length	1 hour 40 minutes
Objective	To become acquainted with different types of social media, mobile tools and apps. To understand the eSafety issues that can occur with social media and mobile tools. To see how teaching Responsible Use and Digital Citizenship can mitigate eSafety risks. To see how to use social media tools to enhance teaching and learning and one's professional development.
Description	Presentation of resources and their key features from the point of view of eSafety by the trainer(s), suggested resources to focus on, 2 global public sites and 2 educational sites with social media functions and safety features which make them suitable for the classroom. 1. Facebook 2. Twitter

3. eTwinning's Twinspace
4. Edmodo (or similar)

Other possibilities:
5. Google +
6. Localised resource (When course is localised a trainer can prepare material to suit)

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The trainer will run a presentation eS 3.1 Social Media Risks pptx to outline some of the general issues and risks associated with using social media for young people. These will include:

1. Possible damage to online reputation and associated consequences
2. Potential for cyberbullying (anonymous 3rd party apps, rating games, polls etc)
3. Sharing of too much personal information which can make individuals vulnerable
4. Identity theft and fraud.
5. Lack of privacy in social media – particularly in relation to password and security.
6. Meeting 'friends' in person.
7. Links to inappropriate sites and content (including porn and adult content sites).
8. Lack of digital skills to set privacy and security settings.

Videos, discussion points and hands-on group work are built into the presentation.

Note: Trainer should discuss the difference between inappropriate/unsafe use with illegal use. Illegal use should be handled by the school Headteacher and reported to the police. A school policy should distinguish between the two and make provision for how to handle each type of misuse.

Discussion: Many schools and Ministries of Education apply Internet content filtering, in the US it's the law (CIPA).   As a result Facebook, YouTube etc may be blocked in school. Pros and Cons of blocking?

@ Slide 16 Click on 'I have read ..' to play a little of Richard Dreyfuss dramatic reading of APPLE's T & Cs or EULA. A minute of so will be long enough to get the joke.

@ Slide 21 Click on the Help image to run Google's 'Manage your online reputation' video.

@ Slide 23 Click on the 'social media' link to run a 3min humorous video on The Dos & Don't of Social Media' suitable for classrooms. Shorten if you think it is too long.

 @ Slide 24 Trainer asks if anyone uses eTwinning or Edmodo or similar. Briefly demo both. Invite them to share some good examples of social media being used to support teaching and learning.

Activity: Divide the group into 2 groups depending on who has or has not got a Twitter account.

Hands-on practice in group work: Using Twitter.

Group 1. Trainer helps teachers create a Twitter account. Then help teachers join edu #streams for their own ongoing CPD.. i.e. edchat or edchatie

Activities:

Setting up Twitter a/c (email address needed) Following an Edu Feed -Sending a tweet to group's backstream- Exploring Twitter's own eSafety Guide and eS 3.1b "60 ways to use Twitter in the Classroom www.teachthought.com/social-media/60-ways-to-use-twitter-in-the-classroom-by-category/ as well as www.squidoo.com/twittersafetytips

Group 2. For those who are already Twitter users, their activity is to explore Facebook's safety features in order to create a short in-school workshop for teachers using eS 3.1c Workshop for Teachers template for your school colleagues called: "How to be safer on Facebook". These link may be useful:

1. Guide to Facebook security - www.facebook.com/safety/attachment/Guide%20to%20Facebook%20Security.pdf

2. www.fbparents.org aimed at parents but very useful in providing an overview of the service

3. Facebook for educators - http://facebookforeducators.org/wp-content/uploads/2011/05/Facebook-Edu-Guide.pdf

When they have completed their workshop plan they can read www.squidoo.com/twittersafetytips or the document eS 3.1b "60 ways to use Twitter in the Classroom" 60 ways to use Twitter in the classroom by category - www.teachthought.com/social-media/60-ways-to-use-twitter-in-the-classroom-by-category/ and tweet about it.

 Feedback. Group 2 share their Safer Facebook Workshop ideas on Twitter with Group 1 as well as uploading to the Learning Blog.

Whole group discuss how in-school staff workshops might be a method to build eSafety awareness and skills.

Invite participants to share their own experiences of Twitter, their concerns as well as positive ways that social media like Twitter can be used to support learning.

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Alternative workshops suggestions **for localized courses**:

Group 2 could discuss how to adapt their workshop for students to deliver to younger students *or* to their parents at a Parents' Workshop on SID.

OR

 They could use different social media tools e.g.Safer Google+ or local social networking site OR

They could create a Fact Sheet on Instagram, YouTube or Tumblr's Safety Features.

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Coffee	**15 mins**
Activity 3.2:	**Teaching responsible use of mobile devices & collecting pedagogical resources**

Length	35 mins
Objective	To become more deeply acquainted with mobile and social media services and to share experiences about them. To consider how social media services can be used to support learning in the classroom and beyond. To understand how to build and develop Responsible Use Rules with students. To use the Learning Resource Exchange for schools to take advantage of its vast array of pedagogical materials.
Description	There are teaching and learning resources which highlight how digital media and mobile devices can be used in the classroom. **Resources:** Briefly introduce the Learning Resource Exchange and highlight the Insafe tab if not already done especially eS 3. 2 Using the mobile phone in school - http://lreforschools.eun.org/web/guest/resource-details?resourceId=407595 Explain to participants they will work in groups to explore teacher and student social and mobile media resources and then in 35 minutes time will take part in a Teachmeet when each group *orally and briefly* (no Powerpoints allowed!) will present a resource, a tool or eSafety policy or how to teach students Responsible Use Guidelines and shares how they would use it in teaching and learning. _____ **Hand out** the hard copy if possible of the Insafe teaching resource eS 3.2 Using the mobile phone in school resource.) also at http://lreforschools.eun.org/web/guest/resource-details?resourceId=407595 . It will help participants to see how to adapt existing lesson plans or begin to think of their own ideas for using technology to support learning. **Note:** Draw their attention to Ex 5 page 50 as an example of a very clear way to engage students and their parents in becoming responsible users of mobiles and social media. **Group work:** **Activity 1:** Participants divide in small groups (2-3 participants in each group) according to their interests; role in school, age of students etc. Each group chooses a resource to adapt or use in their classroom. Each group will discuss and exchange ideas and make a list of how these resources and other materials they like can be used in lessons. **Activity 2:** After 15 minutes Trainer hands out the hard copy of eS 3.2a Sample AUP for mobile devices also available online for download at: http://mterin.vic.edu.au/parents/our-policies Groups discuss how to protect students, the school and the teacher from the possible risks that can occur while using mobile and bring your own technology (BYOT) tools by looking at this Australian school's Mobile Devices Policy. They could discuss: • their own school's Social Media Policy, (if one exists)

	• whether the language of this Australian policy could be easily understood by students.
	• could be shortened, are 3 pages too many?
	• could it be simplified and adapted to use with their students.
	• how to teach students their responsibilities in regard to using social media and mobile devices in school.
	Remind the participants of Ex 5 page 50 as an example of a very clear way to engage students and their parents in becoming responsible users of mobiles and social media. Remind the group that BYOT will be discussed further in Modules 9 and 10.
Activity 3.3:	**Presenting our resources – Teachmeet Style**
Length	30 minutes
Objective	To share pedagogical ideas and observations about eSafety with one another.
Description	Each group *orally and briefly* (no Powerpoints allowed!) presents a resource, tool or eSafety policy and shares how they would use it in teaching and learning.
	Once each group has spoken about the pedagogical uses of their chosen resource facilitate a discussion to find out what the key concerns are for participants – discuss similarities and differences. Have a discussion on the eSafety issues which they as teachers feel they need to be aware of and have them suggest ways to minimize these risks.
Lunch	1 hr

Module 3: COURSE SUPPORT CONTENT

Course/Module/Activity	Course Support Document
eS 3.1	Social Media – the Risks (pptx)
eS 3.1b	60 ways to use Twitter in the Classroom (pdf)
eS 3.1e	Workshop for Teachers template (doc)
eS 3.2	Using the mobile phone in school (Handbook, if available)
eS 3.2a	Sample AUP for mobile devices (pdf) [handout]
Additional items	These items could be placed in the course LMS

eS 3.1c	Twitter Guide for Parents & Students (pdf)
eS 3.1d	Twitter Guide for Twitchy Teachers (pdf)
eS 3.1f	Google Plus and Protecting Professional Identity (pdf)
eS 3.1a	Social Media Research Notes (pdf)

Training Manual and Resources

Course:

eSafety: IMPROVED SAFETY IN SCHOOL and CLASSROOM

Module 4:

eSafety management: Personal Safety and Well-being

(eS 4.0)

eS 4.0: Personal Safety and Well-being

CPDLab Course:	eSafety: Improved eSafety in schools
Module Number:	**eS 4.0**
Module Title:	**eSafety Management: Personal Safety and Well-being**
Pre-module requirements:	The participants should have basic skills in using ICT and have an interest in using digital technologies and the Internet in teaching and learning. They should have some awareness of social media services and how they work and are used. Ideally they would have taken part in Modules 1, 2, 3. They should have a social bookmarking account set up from Module 1 and be given access to the Learning Blog and the Course Supporting Content.
Length:	3 hours
Venue and structure of module:	This module is a face-to-face module. Participants work in small groups and use computer and other equipment like IWB when presenting their outputs. There will be practical activities, discussion and group work. Participants are encouraged at all times to locate and curate own language resources and weblinks.
Organisation and layout of rooms required:	The trainer will require access to an IWB, computer and wifi access. The participants will require access to computers with Internet access for everyone. There should be enough sockets to plug in laptops. The participants will need break-out areas to work in small groups of 3 to 5 persons.
Overview of module:	The trainer will present the most important areas of risk to young people when using the Internet, particularly in regards to protecting identity, personal safety and privacy. This presentation will consist of videos and case studies and the trainer will use recent and relevant news stories to illustrate some of these points and keep the content topical. Insafe **Online Safety Resources digipacks 2011 – 2013** should be given to participants or the URL. After the presentation the points learned in this and the previous module are explored in small groups. Each group plans learning situations for students, where strategies to manage risks are explored. Each group presents their lesson strategies to the other groups.

Aims of module:	• To identify the main areas of risk associated with social media. • To understand how to teach the safe and responsible use of social media tools. • To identify strategies to manage one's own online reputation. • To share skills and ideas in using the Internet and social media to support the learning process. • To learn to identify the responsible use of different services and to learn to protect themselves and their student against risks.
Progression of skills and competencies in this module:	Participants will be enabled to Recognise the eSafety issues concerning social media and mobile tools in education. Manage the risks of social media in regard to personal safely Put in place strategies to protect their professional identity. Work collaboratively and share knowledge and skills with one another. Share resources and teaching strategies Embed the teaching of eSafety into their classroom practice.
Resources Required:	Trainer should set up and give group access to the course content, Learning diary and online forum in group's LMS Insafe Online Safety Resources digipacks 2011 – 2012 for each participant Computer with Internet connection and data projector for the trainer. Wifi and laptops for the participants. IWB for presenting outcomes.
Trainer(s) required:	Trainer has to have an advanced and versatile knowledge of digital literacy, eSafety issues and curricula. Trainer should be familiar with EU Policy for a better internet, Insafe resources and services as well as their local Safer Internet Centre's resources and international eSafety curricula. Trainer should become familiar with the course online area and all the Course Support Content listed at the end of each Module. Each resource is listed according to Course, Module and Activity e.g. eS 1.1 "Human Bingo for Digital Citizens" Trainer should know the main social media services and tools and be able to present and use them. The trainer should use a social bookmarking account and create a Twitter stream for the delivery of the course and should understand common eSafety issues linked to social media and mobile tools.
References and Resources for Trainers	**See all the resources listed for Module 3** See also all the advice/help sites and resources in eS 4.1a Demonstration of eSafety Issues Social Networking and Schools. Good advice. www.childnet.com/blogsafety/teachers.html UK SIC advice for teachers on managing online reputation: www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/professional-reputation Managing Professional Reputation: www.childnet.com/teachers-and-professionals/for-you-as-a-professional/professional-reputation

	EC funded Helpline for teachers for eSafety issues in UK: www.saferinternet.org.uk/about/helpline Code of practice for teachers in Scotland for use of social media: www.gtcs.org.uk/web/FILES/teacher-regulation/professional-guidance-ecomms-social-media.pdf Safety tools for use in the classroom and at home: www.google.ie/goodtoknow/familysafety/tools/
Assessment Options:	Participants tweet about their favourite resource. Participants make their bookmarked sites 'public' and follow the trainer and at least one other participant's bookmarks.
Post-module follow-up	The pedagogical ideas collected together can form a bank of ideas that the participants can draw on for their own teaching practice and to share with their school colleagues.
Different pathways through the module	None
Delivery	This module could be delivered at a national/local level. The module could be adapted for the headteachers and policy makers, if so rather than comparing lesson resources they could compare and adapt Social Media Policies or Mobile Devices Procedures in Activity 4.2.
Activity 4.1:	**eSafety issues related to online reputation and privacy**
Length	1 hour
Objective	To understand some of the challenges associated with online reputation and privacy. To explore existing teaching materials on online reputation and privacy To consider how online reputation can be managed.
Description	Trainer presents resources and tools to help raise awareness and mitigate different eSafety issues arising from use of social media via examples, cases studies or videos. The accompanying slideshow eS 4.1 Addressing eSafety Issues pptx contains videos, links, case studies and tools to show the wealth of resources available to teach the safe and responsible use of social media and social networking. All the videos and resources are linked to images in the slideshow, details in slidenotes. The trainer is free to select these or add others as (s)he sees fit. The slideshow also contains advice for the participants from Google's 'Good to Know' campaign on how to manage one's own online reputation. All links are in the document

eS 4.1a Demonstration of eSafety Issues and are resources which could be used during this session to help manage areas such as:

- Secure passwords

- Privacy and protection of personal information and identity online

- Personal safety and well-being.

- Harmful contacts (including meeting up with online strangers)

- Harmful content (including race hate, violent, self-harm and pornographic material)

- Online reputation (Personal and Professional)

Activity: The trainer can give participants access to: eS 4.1b Advice for teachers – professional guidance – re social media (pdf) to read and save to their memory stick or cloud account.

Activity 4.2:	**Practical group work – gathering lesson ideas**
Length	1 hour
Objective	To explore existing eSafety lesson plans. To consider how to teach the management of one's digital footprint and online privacy and reputation To share knowledge and understanding in small groups.
Description	Now that participants have some understanding about the types of risks associated with the use of social media, provide them with some time to look at the available resources to address such risks and consider how they might use these within lesson(s) with their students. **@ Slide 11 - Group Work:** Small groups of participants join up according to interests or curriculum subjects. After browsing the resources, selecting a risk and suitable lesson plans they discuss how they would make use of these in class. They should then prepare how to briefly share their ideas with colleagues in the plenary session (4.3) and make a record of their lesson(s) on a Google Doc or Etherpad: http://etherpad.opensourcebridge.org page which can be shared on the Group Blog. They will explain why they have chosen their topic, which social media risk it addresses and why they selected particular resources/tools. They will briefly outline how they would teach the material. **Give access** to eS 4.1a Demonstration of eSafety issues **Distribute** Insafe Online Safety Resources digipacks 2010 – 2012 to each participant Encourage them to use their own SIAC's resources Share the Trainer's social bookmarking site and the Learning Research Exchange http://lreforschools.eun.org/web/guest/insafe They can also use their own social bookmarking sites, eTwinning and of course the Insafe websites as well as the digital literacy curricula explored in an earlier module.

Coffee	**15 mins**
Activity 4.3:	**Sharing social media lesson ideas – Teachmeet style**
Length	45 minutes
Objective	To share good pedagogical ideas to address social media risks among participants.
	To build a bank of eSafety teaching and learning ideas.
Description	Each group *briefly* shares their lesson ideas to other groups. They explain why they have chosen their topic, which social media risk it addresses and why they selected particular resources/tools. They outline how they would teach the material.
	Trainer conducts a whole group conversation and collects the main ideas together in the Learning Diary or similiar.
Activity 4.4:	**Learning Diary - Reflections**
Length	15 minutes
Objective	To sum up what the participants have learned during the day and their next steps in regard to putting what they have learned into practice in their school.
	To get some feedback from participants about the remainder of the course.
Description	Self-assessment in the Learning Diary by participants. What I have learnt today? What I shall share with my school colleagues? They could note any comments they have on Supporting Content eS 4.1b. Can they identify any sources of support for them in their own country should an incident occur?
	At this point, it would be helpful to get some feedback from participants about the issues that are being covered and what will be covered over the next 3 days. The course leader should be prepared to adapt, within reason, to cater for needs of participants where possible.

MODULE 4: COURSE SUPPORT CONTENT

Course/Module/Activity	Course Support Document
eS 4.1	Addressing eSafety issues (pptx)
eS 4.1a	Demonstration of eSafety issues (pdf)
eS 4.1b	Advice for teachers – professional guidance – re social media (pdf)

CPD*Lab*

Continuing Professional Development *Lab*

Training Manual and Resources

Course:

eSafety: IMPROVED SAFETY IN SCHOOL and CLASSROOM

Module 5: eSafety and appropriate use: Digital Literacy
(eS 5.0)

eS 5.0: eSafety and appropriate use: Digital Literacy

CPDLab Course:	**eSafety: Improved eSafety in schools**
Module Number:	**eS 5.0**
Module Title:	**eSafety and appropriate use: Digital Literacy**
Pre-module requirements:	The participants should have basic skills in using ICT and have an interest in using digital technologies and the Internet in teaching and learning. Each participant should have a social bookmarking account as well as a Twitter account if possible and be given access to the Learning Blog and the Course Supporting Content.
Length:	3 hours
Venue and structure of module:	This module is a face-to-face module. Participants are encouraged to bring their own laptop as throughout the module participants will have 'hands-on' experience. There will also be activities, discussion, group work and time for reflection. Participants are encouraged at all times to locate and curate own language resources and weblinks.
Organisation and layout of rooms required:	Trainer will require access to a projector, screen, speakers and computer. It may be helpful to be able to use an IWB. Participants will require their own laptop, there should be enough sockets to plug in laptops and wifi access for all. Breakout areas to work in small groups will be required.
Overview of module:	Trainer will setup and give access to course content, learning diary and online forum in group's LMS

The trainer will present the slideshow eS 5.1 Digital Literacy and eS 5.2 Embedded in the presentation are Group Activities, individual participant Activities, videos, discussion points and tasks on how to help students use the Internet safety, ethically and appropriately and to become digitally literate. The Insafe handbook 'The Web We Want' should be given to each participant.

Group work will help participants select digital literacy lessons for their own classrooms and each group presents their lesson strategies to the other groups.

Each participant will be encouraged to explore some of the many tools and resources as well as saving useful ones to their social bookmarking account |
| Aims of module: | • To explore how teachers and schools can create safe learning environments and safeguard students while integrating digital technology across the school and curriculum. |

	• To provide teachers with a structured approach to the safe and ethical use of digital technology to process and manage information. • To develop habits which reflect ethical and responsible use of digital technology. • To see the importance of examining the meaning of terms and conditions of services • To explore issues concerning searching, sharing and creating (plagiarism, illegal downloading, piracy, Creative Commons, critical evaluation of resources.
Progression of skills and competencies in this module:	Participants will be enabled to: Give students strategies to manage enquiry, assess information and use ICT across a range of curriculum areas. Practise critical awareness of the skills of researching, accessing and retrieving information using digital technology. Evaluate, organise and synthesise information accessed and retrieved using digital technology. Demonstrate an awareness of the responsible and ethical use of digital technology. Support student's learning and engagement through the use of digital social learning tools. Share pedagogical principles, concrete examples and ideas for using them. Develop strategies for teaching digital literacy skills.
Resources Required:	Access to the course supporting content online. Copies of "The Web We Want", published by European Schoolnet, 2013 for each participant or available at www.webwewant.eu Handouts of eS 5.1a - eS 5.1b - - eS5.2a eS 5.1c could be a handout or shared in the course LMS. Computer with Internet connection and data projector for the trainer. IWB. Laptops for participants with wifi access. Access to Module Support Content. Social bookmarking account for eSafety web links and resources.
Trainer(s) required:	Trainer has to have an advanced and versatile knowledge of digital literacy, eSafety issues and curricula. Trainer should be familiar with EU Policy for a better internet, Insafe resources and services as well as their local Safer Internet Centre's resources and international eSafety curricula. Trainer should become familiar with the course online area and all the Course Support Content listed at the end of each Module. Each resource is listed according to Course, Module and Activity e.g. eS 1.1 "Human Bingo for Digital Citizens" Trainer should use a social bookmarking account (e.g. www.delicious.com or Diigowww.diigo.com) for eSafety web links and resources and encourage participants to create their own account to manage the many online resources featured during the course.

| References and Resources for Trainers | **Some key resources**
The Web We Want, published by European Schoolnet, 2013 www.webwewant.eu

Kathy Schrock guide to critical evaluation: www.schrockguide.net/critical-evaluation.html

Teach information literacy & critical thinking:
https://sites.google.com/site/teachinfolit/
Teaching information literacy skills: www.techlearning.com/web-tours/0048/teaching-information-literacy-tips-and-resources/41213   Good sites for children.

UNESCO Information Literacy for teachers: www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/media-and-information-literacy-curriculum-for-teachers/

Insafe: www.saferInternet.org   Co-funded by the European Union, Insafe is a European network of Safer Internet Centres across Europe, promoting safe, responsible use of the Internet and mobile devices to young people. It provides a wide range of resources in multiple languages. Each member country has its own **Safer Internet Awareness Centre** and participants whose students share a language with other countries will find many helpful resources in a variety of Safer Internet Centres.

Safer Internet Day (SID) www.saferInternetday.org The 2nd Tuesday in February is celebrated each year in classrooms around the globe as Safer Internet Day. The EU initiative has resources, lesson plans and theme packs for teachers and schools.

Teach today : www.teachtoday.eu/ Teachtoday provides information and advice for teachers, head teachers and other members of the school workforce about the positive, responsible and safe use of new technologies.

Digital Competence and Digital Literacy:
http://linked.eun.org/web/guest/policyMaker European Commission part funded project examining research, policy and practice in the area of innovative teaching and learning using ICT.

All the resources below and more are available in the Participant document: eS 5.2c Teaching Resources –critical thinking & ethical use.
Copyright
Copyrightkids**:** www.copyrightkids.org
Cyberbee Copyright interactive**:** www.cyberbee.com/cb_copyright.swf
Copyright: www.teachingcopyright.org
Copyright toolkit from Childnet: www.childnet.com/kia/toolkit UK

Creative Commons: |

	Creative Commons licences: http://creativecommons.org/ Creative Commons for Kids: www.youtube.com/watch?v=YtJdfHXk_u8 Common Craft –copyright & creative commons: www.commoncraft.com/video/copyright-and-creative-commons **CC images & media for use by students**: http://commons.wikimedia.org/wiki/Main_Page **Citation** What is it? How to do it? http://plagiarism.org/citing-sources/overview/ **Tool** www.bibme.com **or** www.easybib.com **Plagiarism:** www.plagiarism.org Advice for teachers: www2.ofqual.gov.uk/files/2009-12-24-plagiarism-teachers.pdf Advice for parents: www2.ofqual.gov.uk/files/2009-12-24-plagiarism-parents.pdf Advice for students: www2.ofqual.gov.uk/files/2009-12-24-plagiarism-students.pdf Resources: www.plagiarismadvice.org
Assessment Options:	Each participant sends a Tweet to the group's Twitter stream on any aspect of teaching critical thinking and digital literacy skills. Participant adds useful links and urls to his/her social bookmarking account.
Post-module follow-up	None
Different pathways through the module	None
Delivery options at National/local level	This module could be delivered at a national/local level. This module is most relevant to classroom teachers and their students. Participants can teach different subjects and be from different schools.
Activity 5.1:	**Teaching appropriate use**
Length	1 hour 15 minutes
Objective	To understand the terms digital literacy, critical thinking and ethical use. To understand the need to teaching digital competence skills to students. To work collaboratively as a group. To explore a range of classroom tools and teaching resources

	To share resources, tools and teaching strategies to teach digital media skills and competences.
Description	Trainer uses slideshow eS 5.1 Digital Literacy (pptx). Additional notes in slidenotes @ Slide 2 Click photo -linked to **video**: Social Media in Education – Teaching digital natives in 2011: https://www.youtube.com/watch?v=3zKdPOHhNfY&feature=endscreen&NR=1 Click to reveal "Technology is important, but how do we teach them to be literate?" In our day the textbook was king. It was edited, verified, checked, validated, written by recognised authors and published having been proofed, edited and trialled and evaluated in the classroom. Today our students have the internet and wikipedia. They may think they are good researchers because they can use Google or Wikipedia but are they? Are they safe and ethical researchers? Do they know how to evaluate and select useful websites ...blogs ...videos...other resources online? @ Slide 4 10 mins max for these **Activities**. Each **participant searches online**. **Task 1**: All open a search engine and look for: Hoax Websites. Trainer asks: How long did it take to return information? How many millions of returns are there? Why do you think there are so many? Do you think your students would know they were on a hoax site? **Task 2:** Now in 2 groups participants search 'Suicide' and 'How to make a bomb' and share results with other group. They do the same for 'Anorexia' and 'Self harm.' What are their reactions, comments? [Some of the group may prefer not to search for all these terms] **Task 3:** The whole group search under: Martin Luther King. Look for www.martinlutherking.org in the returns. Note what position is it in - (In 5th last time I checked, trainer should check before Activity). On which Page of returns? (Trainer should explain that Google's own research shows people, adults or child, rarely look beyond the 1st page of returns. Group is now asked to open the site www.martinlutherking.org and find out who is the author/owner of the site. What does that tell us about the site? Search 'Stormfront' if they don't know. (The site is a race-hate site and due to content filtering is probably blocked in most schools but as we've seen is widely available outside schools.) **Discuss:** What can we do? Content filtering useful but limited as we have seen, what skills and strategies do we need to teach them? Digital literacy skills and resilience and coping strategies? @ Slide 7 **Group Activity 1**: 10 mins max. In groups the participants work on Hand-out No 1: Divide into small groups of 4/5. Handout eS 5.1a Literacy Skills for the digital age – Search. Short verbal feedback to full group about the Group Task.

@ Slide 9 **Group Activity 2**: In 2 groups the participants work on Hand-out No 2:

Divide into small groups of 4/5. 10 mins max. Handout eS 5.1b Literacy Skills for the digital age – Think critically. Short verbal feedback to full group about the Group Task.

NOTE: The 4th skill will be covered in the next Activity.

@ Slide 11 **Participant Activity** 10-15 mins Hand out or give access to eS 5.1c Teaching Resources – critical thinking & ethical use   **Task:** Ask them to explore some tools, especially Easybib, Plagiarism.org and Imagecodr. Ask them to write a short description of resources they find useful on the doc itself.

@Slide 12 Trainer can demo a small selection of tools **not** listed on eS 5.1c Teaching Resources – critical thinking & ethical use, too many on slide to do all

@ Slide 13 Show 1 and ask participants if any are new to them and which they'd like to see. Just show 1 or 2 more and then ask if anyone in the group has a suggestion of a tool their students like to use?

@Slide 14 We will look at the eSafety Label Tool in more detail in Module 9 to learn how to help create a whole-school eSafety Action Plan

@ Slide 15 Remind them there are also many Insafe and LRE resources available.

@ Slide 18 Click infographic to run Ted Koppel video on Information Overload.

Activity 5.2	**Publishing and Broadcasting to a global audience**
Length	45 mins
Objective	To develop strategies to teach students how to chat and comment respectfully online. To explore how to teach digital literacy skills. To exchange ideas with other participants about teaching methods and strategies.
Description	**Activity 1:** Show eS 5.2 Publishing to a global audience pptx Adults have left a vacuum in the online community, we don't do it anywhere in the real world. We provide all kinds of safeguards for children and young people. We need to step up and provide stewardship and guidance in all the places that young people 'go' today, especially online. Ask group what the issues are? @Slide 7 Discuss how this student has got it wrong. Can they identify all the areas that need to change? Suggest that if she had been shown how to create a profile (a new literacy item for the 21st century!) she'd not have made so many mistakes. Ask them if they have any suggestions to avoiding a Profile situation like this one? Suggest pre-empting it, teaching Profile writing by building a lesson plan around it. E.g. show students older than Amy her Profile and ask them to improve it. (Hopefully they will do likewise with their own at home!) Or ask older students to hold a workshop for younger students on Profile writing tips using Amy's as an example?

NB: At end explain the Profile is a fictional one but the photo isn't so I've blocked out the faces.

Discussion: Students need to be taught their responsibilities when they publish or broadcast digital media. They need to understand what libel, incitement and defamation are and the consequences of publically posting and publishing damaging material online.

Discussion: Teaching responsible publishing and broadcasting? What guidelines can we give them? How can we model good practice in school? (by using online tools so they can apply their learning whenever they are online?)

We need to give them strategies to manage risks, build their resilience to cope when things go wrong. Digital technology allows students to access information from a wide variety of resources and create high quality products for audiences other than the teacher. Using digital tools they can collaborate, create, publish and broadcast their own digital products to demonstrate their learning.

Activity 2: Pair work What are the safety skills they need? What resources can we use to teach/model the skills?
Task a) eS 5.2a Digital Literacy Skill No 4 In pairs they complete the Activity (They should be able to draw upon their work done in Module 5.1)
Task b) Find Publishing and Broadcasting resources (e.g. Web We Want, Common Sense Media , YouTube or other from own SIAC). Send a Tweet include links to resources.

Coffee	15mins
Activity 5.3:	**Teaching digital literacy skills**
Length	1 hr
Objective	To spend some time looking at various Insafe teaching and learning resources and consider how these could be used in school. To become more deeply acquainted with digital literacy skills and to share experiences about them. To consider how critical thinking and digital literacy skills can be taught as part of their teaching subject and can be used to support learning in the classroom and beyond. To share and exchange pedagogical practices with others.
Description	The Insafe teaching resource eS 5.3 The Web We Want (hard copy if possible to be available) also at www.webwewant.eu will help participants to see how to use or adapt existing lesson plans to teach digital literacy and critical thinking to their students. Draw their attention to Chapter 2 'Information is not knowledge' and Chapter 6 'The artist in you' dealing with Critical Thinking and Copyright and Intellectual Property.

	Group work: Participants divide in small groups (3-4 participants in each group) according to their teaching subject; role in school, age of students etc. **Task 1:** In Ch. 2 one group undertakes the 'List 5 rules for looking up information online effectively' and discusses the other resources in the chapter that they could use in their classrooms. In Ch. 6 another group undertake the copyright quiz on page 43. A third group could undertake 'Two sides of the story' on page 46 if the group is large. Discuss how they got on and whether such activities will be useful for their students. **Task 2:** Give access to eS 5.1c Teaching Resources –critical thinking & ethical use . Each group explores the resources there and the other chapters of eS 5.3 The Web We Want. They exchange ideas how resources in the handbook and in eS 5.1c could be used to teach digital literacy. They should consider how they might use them in class to empower students to develop digital literacy skills. Having selected one or two resources from either eS 5.3 The Web We Want or eS 5.1c Teaching Resources –critical thinking & ethical use they decide which they will briefly present in **Activity 5.4 Sharing teaching and learning approaches.** The emphasis should be on how they would use them in class.
Activity 5.4	**Sharing teaching and learning approaches – Teachmeet style**
Length	45 mins
Objective	To share pedagogical ideas and observations about eSafety with one another.
Description	Each group *orally and briefly* presents a resource or tool and shares how they would use it in teaching and learning. Each share with the group: 1. Their teaching subject and age of students. 2. The title and topic of their lesson/teaching activity. 3. The eSafety issue addressed or tool used in their lesson. 4. The main eSafety resources they drew upon to develop their lesson idea. Once each group has spoken about the pedagogical uses of their chosen resource facilitate a discussion to find out what the key concerns are for participants – discuss similarities and differences. Have a discussion on the eSafety issues which they as teachers feel they need to be aware of and have them suggest ways to minimize these risks.
Lunch	1 hr

Module 5: COURSE SUPPORT CONTENT

Course/Module/Activity	Course Support Document
eS 5.1	Digital Literacy (pptx)

eS 5.1a	Literacy skills for the digital age – Search (pdf) [handout]
eS 5.1b	Literacy skills for the digital age - Think critically (pdf) [handout]
eS 5.1c	Teaching Resources –critical thinking & ethical use.(pdf)
eS 5.2	Publishing to a global audience pptx
eS 5.2a	Digital Literacy Skill No 4 (docx) [handout]
eS 5.3	The Web We Want – Handbook [handout, if available]

CPD*Lab*

CPD*Lab*

Continuing Professional Development *Lab*

Training Manual and Resources

Course:

eSafety: IMPROVED SAFETY IN SCHOOL and CLASSROOM

Module 6: Addressing inappropriate use

(cyberbullying and sexting)

(eS 6.0)

eS 6.0: Addressing inappropriate use (cyberbullying and sexting)

CPDLab Course:	eSafety: Improved eSafety in schools
Module Number:	**eS 6.0**
Module Title	**Addressing inappropriate use: cyberbullying and sexting**
Pre-module requirements:	Participants should have basic Internet skills and experience in using social media services. Participants should be given access to the Learning Diary and the Course Supporting Content and should have a social bookmarking account set up to save and curate resources during the module. A 'disposable' email address to register on websites would be useful. Ideally they would have taken part in Modules 1 and 2. Participants should undertake this pre-course exercise for Module 6 in advance of attending the course: Are bullying and cyberbullying covered in your school policies? Which policies deal with the issues? Describe how cyberbullying situations are dealt with at your school. Does the school have lessons or an education programme which addresses cyberbullying? Who teaches the lessons or programme? What kind of guidance and support exists at a local, regional and national level? What kinds of materials have been used successfully? Please create a digital list of any lessons and resources used successfully in your school to address cyberbullying and bring with you to the course.
Length:	3 hours
Venue and structure of module:	This module is a face-to-face module. Participants are encouraged to bring their own laptop as throughout the module participants will have 'hands-on' experience. There will also be activities, discussion, group work and time for reflection. Participants will work in small groups and the pre-course exercise material will aid discussions on how schools can address cyberbullying. Participants are encouraged at all times to locate and curate own language resources and weblinks.
Organisation and layout of rooms required:	The trainer will require access to an IWB, computer and wifi access. The participants will require access to computers with Internet access for everyone. There should be enough sockets to plug in laptops. The participants will need break-out areas to work in small groups of 3 to 5 persons as well as space in the training room for movement during activities like the Moral Compass activity.

Overview of module:	Trainer guides discussion on cyberbullying and the different forms of cyberbullying. Participants will reflect on the effects of bullying and the roles of different people involved. (Bully, victim, bystanders, family members, school staff etc.) Trainer will discuss the role of the 'Upstander'. Emphasis should be on safeguarding children and young people and creating a safe learning environment. Strategies for whole-school action will be stressed.

Reference will be made to the latest research around cyberbullying, and the difficulty in getting young people to report any problems that they have.

Different forms of cyberbullying will be discussed including "unintentional cyberbullying." Participants will be provided with tools and resources that can be used to raise awareness and tackle some of these issues in school as part of a whole-school approach.

Trainer also introduces the concept of sexting and how this affects children, young people, schools, parents and teachers. Participants are given access to a number of excellent resources available to deal with these issues. |
| Aims of module: | • To discuss cyberbullying and its different forms.
• To share their own experiences of these issues and the effects of cyberbullying in their schools.
• To develop and share strategies for proactively discussing and addressing cyberbullying in schools and enabling students to report incidents of cyberbullying.
• To gain a better understanding of the impact of the Internet on sexual issues (sexting, the sexualisation of young people)
• To share knowledge, ideas, resources and tools for raising awareness of the issues around sexting. |
| Progression of skills and competencies in this module: | Participants will be enabled to:

Understand the different forms of cyberbullying and empathise with the different actors in cyberbullying incidents.

Employ strategies for discussing and addressing cyberbullying within their school.

Understand the challenges facing young people when they go online in relation to sexual issues, sexting, the easy availability of pornography and the sexualisation of young people by the media, both on and offline.

Access and share resources to address these issues in schools. |
| Resources Required: | Print outs of the Feelings Barometer cards – these can be downloaded and printed from here www.saferInternet.org/web/guest/countdown-gifts   A3 sheets of paper for the World Café activity. Print out of the Compass Points for the trainer for the Moral Compass activity from the hidden slides at the end of the pptx eS 6.3 Sexting and Moral Compass. Blu-tac.

Computer with Internet connection and data projector for the trainer. IWB. Laptops for participants with wifi access. Passwords for the Course Content Online Area and for the Learning Diary (Trainer creates a course learning space using Schoology, Moodle or similar in advance of the Course.) |

| Trainer(s) required: | Trainer should be familiar with the various forms of cyberbullying, the mechanisms of bullying and the social architecture of bullying. Special attention is paid to the prevention of bullying in schools.

With regards to sexting, trainers should have a basic understanding of what it means and be able to provide examples and refer to a range of resources. There are some useful summaries which can help to prepare trainers www.saferInternet.org.uk/sexting and www.cybersmart.gov.au/tagged/schools.htm

Trainer should have an advanced and versatile knowledge of digital literacy, eSafety issues and curricula. Trainer should be familiar with EU Policy for a better Internet, Insafe resources and services as well as their local Safer Internet Centre's resources and international eSafety curricula.

Trainer should become familiar with the course online area and all the Course Support Content listed at the end of each Module. Each resource is listed according to Course, Module and Activity e.g. eS 1.1 "Human Bingo for Digital Citizens"

Trainer should use a social bookmarking account (e.g. www.delicious.com or Diigowww.diigo.com) for eSafety web links and resources and encourage participants to create their own account to manage the many online resources featured during the course. |
|---|---|
| References and Resources for trainer | **Some key resources**

Insafe: www.saferInternet.org   Co-funded by the European Union, Insafe is a European network of Safer Internet Centres across Europe, promoting safe, responsible use of the Internet and mobile devices to young people. It provides a wide range of resources in multiple languages. Each member country has its own **Safer Internet Awareness Centre** and participants whose students share a language with other countries will find many helpful resources in a variety of Safer Internet Centres.

Safer Internet Day (SID) www.saferInternetday.org The 2nd Tuesday in February is celebrated each year in classrooms around the globe as Safer Internet Day. The EU initiative has resources, lesson plans and theme packs for teachers and schools.

The European Commission: "A European Strategy for a Better Internet for Children" available in a number of languages: http://ec.europa.eu/information_society/activities/sip/policy/index_en.htm

Cyberbullying Resources

School and teachers toolkit on cyberbullying http://m.commonsensemedia.org/educators/cyberbullying-toolkit   Common Sense Media:

Cyberbullying -Safe to Learn: Embedding anti-bullying work in school: - www.digizen.org/downloads/CYBERBULLYING.pdf Department of Children, Schools and Families (DCSF, UK) |

Action Plan on Bullying, 2013 Dept of Education and Skills, Ireland. www.education.ie/en/Publications/Education-Reports/Action-Plan-On-Bullying-2013.pdf

Digizen www.digizen.org   The Digizen website provides information for educators, parents, carers, and young people. It encourages users of technology to be responsible DIGItal citiZENS. It shares advice and resources on issues such as social networking and cyberbullying and how these relate to and affect their own and other people's online experiences and behaviours.

Beatbullying Virtual Violence: protecting children from cyberbullying:

www.beatbullying.org/pdfs/Virtual%20Violence%20%20Protecting%20Children%20from%20Cyberbullying.pdf

Teach today : www.teachtoday.eu/ Teachtoday provides information and advice for teachers, head teachers and other members of the school workforce about the positive, responsible and safe use of new technologies.

- Trainers can use its case studies to prompt discussion and debate amongst participants about real issues which have taken place in schools. www.teachtoday.eu/en/Case-studies.aspx

Christina Salmivalli , video lecture on successful anti-bullying campaign, Finland:

www.youtube.com/watch?v=x6FkNkDp018

Cyberbullying – protecting kids and adults from online bullies (Samuel McQuade, Praeger, 2009)

Cyberbullying and eSafety – what educators and other professionals need to know (Adrienne Katz, Jessica Kingsley Publishers, 2012)

School Climate 2.0 – preventing cyberbullying and sexting one classroom at a time (Sameer Hinduja and Justin Patchin, Corwin, 2012)

Sexting Resources

Excellent resource –"Handbook for schools: Sexual violence in digital media" www.saferInternet.at/chadvice/ and in English www.saferinternet.at/uploads/tx_simaterials/Sex_and_Violence_in_Digital_Media.pdf

So you got naked online?   www.swgfl.org.uk/sextinghelp and the accompanying CEOP video 'Exposed' http://www.youtube.com/watch?v=4ovR3FF_6us

Drama focusing on sexting www.childnet.com/kia/secondary/toolkit-advanced/picture-this.aspx

Assessment Options:	Participants share their experiences about the pre-course Exercise and discuss any similarities and differences that they identify.

	Participants save and curate school resources using their social bookmarking account. Participants tweet a resource that they can use in school and write an entry in their Learning Blog.
Post-module follow-up	None
Different pathways through the module	There are a number of sub-activities within each Activity and trainers may like to spend longer on one if participants prefer rather than moving on to the subsequent activity.
Delivery options at National/local level	This module could be delivered at a national/local level. Participants can be from different schools and/or teach different subjects. Trainers will need to make materials available in local languages wherever possible – using www.saferinterent.org and the LRE's Insafe tab will help to make this process easier. http://lreforschools.eun.org/web/guest/insafe The module is also suitable for Headteachers and Guidance Counsellors.
Activity 6.1:	**What is cyberbullying?**
Length	50 minutes
Objective	To discuss cyberbullying, explore cyberbullying cases with an opportunity for participants to share experiences from their own schools To find out how common bullying/cyberbullying is. To explore whole-school AUPs/action plans/policies to prevent bullying.
Description	The slideshow eS 6.1 What is Cyberbullying? Pptx provides a framework for all Activites in 6.1. It contains links to videos and websites listed below. **Activity 1.** Begin the session by playing the Common Sense Media video: http://m.commonsensemedia.org/educators/cyberbullying-toolkit. The video introduces a free Cyberbullying Tookit and looks at the role of teachers in cyberbullying. It highlights the fact that in many cases teachers are the first line of defence for students who are victims. 1. Make time for a brief discussion to allow participants to say how they feel about the additional responsibilities which may be placed on them in terms of eSafety issues and specifically cyberbullying. It is important for trainers to realise that there are very different ways of working across the EU, some teachers feel that they have no role to play with regards to cyberbullying and that this would be done by the school counsellor or welfare officer etc. 2. Mention that they will have an opportunity to register for free resources and look more closely at the lesson plans and resources in the Toolkit in the next Activity. **Activity 2: Defining cyberbullying**. Ask the group to help provide a definition of cyberbullying. Present some of the latest research on this. Use EU Kids Online, Beatbullying Virutal Violence

www.beatbullying.org/pdfs/Virtual%20Violence%20%20Protecting%20Children%20from%20Cyberbullying.pdf   More information http://old.digizen.org/cyberbullying/fullguidance and http://cyberbullying.us/

Activity 3: Present a cyberbullying case study: e.g. Let's Fight it Together www.digizen.org/resources/cyberbullying/films/uk/lfit-film.aspx - using the Let's Fight it Together film which has interviews with each of the different participants.   **Or**

Use real-life examples such as Ryan Halligan www.ryanpatrickhalligan.org or Amanda Todd www.youtube.com/watch?v=KRxfTyNa24A and opportunities for the participants to discuss the video. **Discussion:** What could have been done to prevent these incidents from taking place – were there any warning signs, how could things have been done differently etc? Who are the key players in this type of event – discuss the roles of each one. Show the video http://www.youtube.com/watch?v=rpOvYWd4KW4   We are all Daniel Chu and discuss the role of the 'bystander' and the 'upstander'.

Activity 4: Group work: Using a 'world café' approach, ask participants to work in small groups to discuss the priorities for educating about cyberbullying in their schools. Trainer will need to hand out sheets of paper and markers. Participants should draw on their pre-course exercise and their school's AUP during the discussion. Spend some time sharing comments and different viewpoints from each group.

Activity 6.2:	**Whole-school approach to addressing cyberbullying**
Length	35 minutes
Objective	To understand different forms of cyberbullying, particularly **unintentional cyberbullying**. To spend some time looking at various resources designed to help prevent and deal with cyberbullying. To consider how cyberbullying resources and strategies require a whole-school approach.
Description	**Activity 1:** Participants will take part in activity "Feelings Barometer" to help illustrate the different reactions from different people related to comments made online etc. Trainer will need to print off sufficient cards for participants from this link www.saferinternet.org/c/document_library/get_file?uuid=254ad474-4649-4661-95ff-871a4b326836&groupId=10137 in advance of the Activity. (The link is also available on eS 6.2b for participants who may like to use it in the classroom) **Activity 2:** Trainer introduces eS 6.2b Cyberbullying and Sexting Resources Allow time here for the participants to explore some of the cyberbullying resources. Participants using their laptops: 1. Browse through some of the resources below and save useful links to their social bookmarking account. Draw their attention to www.cyberbullying.us and its teens cyberbulllying prevention activities tips.

2. Using their own Safer Internet Awareness Centre www.saferinternet.org and the LRE Insafe tab find cyberbullying resources in their own language**.** http://lreforschools.eun.org/web/guest/insafe

Activity 3: Trainer presents the **Case Study** of Charlie eS 6.2c Case study-Cyberbullying and provides participants with opportunities to discuss it.
Discussion points: What could have been done differently? Could the school have done more? It is important to note that the school had not previously done any eSafety education around cyberbullying. Students commented that they had never thought about how different people could react in different ways to comments that were posted online.

Coffee	**10 minutes**
Activity 6.3:	**Sexting - issues and challenges**
Length	40 minutes
Objective	To explore some of the sexual issues affecting young people online
Description	(i) Trainer using eS 6.3 Sexting and Moral Compass pptx will run a short sexting video e.g. 'Coatless' by Sheeplive.eu to lightly introduce the topic. (ii) Then briefly present some of the latest research findings in this area: EU Kids Online, NSPCC, University of Plymouth, Austrian SIC, and participants will also be invited to share their own experiences in order to identify what the key issues are. (iv) Trainer will show part of one of the curriculum resources for schools Any of the videos in the Sexting Resources section listed on the earlier resource eS 6.2b Cyberbullying and Sexting Resources to stimulate discussion and debate e.g.*Tagged, Exposed, First to a million* These are classroom resources with lesson plans and follow-on activities. (v) **Activity** - Moral Compass Participants will take part in the moral compass activity to begin discussion and debate. The trainer will need to print off the hidden slides at the end of the pptx and display the 8 compass points around the room. These represent different opinions that participants will have about a given scenario related to the issue being discussed. (The activity can also be used with students in school.) The trainer reads out a scenario (e.g. *Sending a naked image to your boyfriend or girlfriend is acceptable behaviour for two people in a relationship*, or *Sending sexual images by phone is something which should be discussed in school,* or *The worst aspect of sexting is the permanence of the image and the fact that it can never be completely erased.)* Participants will go to the place in the room which represents their point of view. The trainer will then invite participants to explain why they have chosen to go to a particular place and why they have a certain opinion. Ask if we can teach digital citizenship, netiquette and empathy?
Activity 6.4:	**Sexting - preventative measures and providing support**
Length	30 minutes

Objective	To suggest different ways in which sexting and online sexual issues could be addressed in school. To provide opportunities to look at various resources which are available to support the work of schools.
Description	Following on from the discussions about the teaching of digital citizenship, netiquette and empathy within the Moral Compass activity, ask participants to share their thoughts and experiences on how to address sexting and online sexual issues within class. Is it an issue? What is the right environment to discuss it? Who should be the target group? What resources are available for teachers to support young people? Draw participants attention to the "Handbook for Educators: Sexual Violence in Digital Media" listed on the earlier resource: eS 6.2b Cyberbullying and Sexting Resources It contains lesson plans and classroom activities, look also to the resources from the UK e.g CEOP 'Exposed' video on resources on how to deal with sexting once it has happened: eS 6.4b So you got naked online? There will be differences between different countries here, particularly with reference to some of the legal aspects around sexting and how law enforcement may respond to this and it will be important to pick up on some of this during the discussions.
Activity 6.5	**Learning Reflections**
Length	10 mins
Objective	To sum up what the participants have learned during the day and their next steps in regard to putting what they have learned into practice in their school.
Description	Self-assessment in the Learning Diary by participants. What I have learnt today? What I shall share with my school colleagues? They could note any comments they have on the Supporting Content for Module 6. Can they identify and share any resources in their own language?

Module 6: COURSE SUPPORT CONTENT

Course/Module/Activity	Course Support Document

eS 6.1	What is cyberbullying? pptx
eS 6.2b	Cyberbullying and Sexting Resources (pdf)
eS 6.3	Sexting and Moral Compass pptx
Additional items	These items could be made available in the course online learning space.
eS 6.4b	So you got naked online? (pdf)
eS 6.2c	Case study-Cyberbullying (pdf)

Training Manual and Resources

Course:

eSafety: IMPROVED SAFETY IN SCHOOL and CLASSROOM

Module 7: Practical approaches to eSafety in the classroom

(eS 7.0)

eS 7.0: Practical approaches to eSafety in the classroom

CPDLab Course:	**eSafety: Improved eSafety in schools**
Module Number:	**eS 7.0**
Module Title:	**Practical approaches to eSafety in the classroom**
Pre-module requirements:	The participants should have basic skills in using ICT and have an interest in using digital technologies and the Internet in teaching and learning. They should have some awareness of social media services and how they work and are used. Ideally they would have taken part in Modules 1 and 2. They should be interested in seeing how collaborative pedagogical interactive tools like blogging, wikis, eTwinning, VLEs can, when modelled and moderated by the teacher, enhance teaching and learning. They will need to have a disposable email address which they can use to set up and experiment with different social media services. This should not be their personal address or the address they will use in school or in their place of work. They should be given access to the online course areas, the Learning Diary and the Course Supporting Content, have a social bookmarking account set up from Module 1 as well as their Twitter account from Module 3.
Length:	3 hours
Venue and structure of module:	This module is a face-to-face module. Participants work in small groups and use the computer and other equipment like the IWB when presenting their outputs. There will be hands-on practical activities, discussion and group work.
Organisation and layout of rooms required:	5/6 sheets of Flipboard paper and blu-tac will be needed. The trainer will require access to an IWB, computer and wifi access. The participants will require access to computers with Internet access for everyone. There should be enough sockets to plug in laptops. The participants will need break-out areas to work in small groups of 3 to 5 persons.
Overview of module:	Participants evaluate ICT tools for learning. They will explore tools that students can use to present information in forms that are fit for purpose, meet audience needs and suit the content. They will examine the in-built safety features and learn to assess risks associated with such tools. Participants plan preparatory learning sessions (idea, structure) in order to teach eSafety to students and collect suitable learning resources and materials for that from the Internet. Participants will learn to adapt lesson plans to suit their students and to locate and curate eSafety learning materials and curricula.

	Participants will also search materials in own language using Insafe and SIAC sites as well as Learning Research Exchange http://lreforschools.eun.org/web/guest/insafe
Aims of module:	• To establish the need for a whole-school progressive eSafety curriculum. • To explore the benefits in engaging students in reflection through the use of blogging, wikis, online fora and other digital media technologies. • To share pedagogical knowledge and models for different teaching and learning approaches • To create curriculum lesson plans to use and teach eSafety when back in school.
Progression of skills and competencies in this module:	Participants will be enabled to Embed eSafety practice into the use of ICT learning tools. Use digital technology tools with students in the classroom. Recognise how to develop students' digital literacy and digital citizenship skills. Adapt the existing material from the Internet in planning their teaching. Teach digital literacy skills to their students Locate and curate materials and resources to use when teaching students about eSafety.
Resources Required:	Handouts of eS 7.2 : eS 7.4 Flipboard paper and blu-tac will be needed. Computer with Internet connection and data projector for the trainer. Laptops and wifi access for the participants. IWB for presenting outcomes. Access to the Course Support Content and Learning Diary.
Trainer(s) required:	Before the module the trainer could set up a free Collaborize Classroom www.collaborizeclassroom.com account to become familiar with its digital citizenship discussion prompts e.g. *how to chat, how to discuss, how to comment.* Trainer has to have an advanced and versatile knowledge of digital literacy, eSafety issues and curricula. Trainer should be familiar with EU Policy for a better internet, Insafe resources and services as well as their local Safer Internet Centre's resources and international eSafety curricula. Trainer should become familiar with the course online area and all the Course Support Content listed at the end of each Module. Each resource is listed according to Course, Module and Activity e.g. eS 1.1 "Human Bingo for Digital Citizens" Trainer should use a social bookmarking account (e.g. www.delicious.com or Diigowww.diigo.com) for eSafety web links and resources and encourage participants to create their own account to manage the many online resources featured during the course. Trainer has to know how to use Twitter, social bookmarking tools, blogs and set up a Learning Blog in advance of the course.

| References and Resources for the Trainer | Collaborize Classroom, free online forum for classroom discussions: www.collaborizeclassroom.com

Kathy Schrock Guide to Everything: www.schrockguide.net

A search engine of digital tools. http://itools.com/ -
Learning Research Exchange http://lreforschools.eun.org/web/guest/insafe

Sample Curricula websites
Creative Commons Media www.commonsensemedia.org/educators/lesson/my-creative-work-k-2

Digital Literacy: www.swgfl.org.uk/digitalliteracy

Cable and Wireless curricula: www.ciconline.org/DigitalCitizenship
Media Smarts: http://mediasmarts.ca/digital-media-literacy-fundamentals

Google/YouTube curriculum www.google.com/edu/teachers/youtube/curric/

Free eSafety curriculum www.commonsensemedia.org/educators/curriculum

Free curriculum from Australian government www.cybersmart.gov.au/Schools.aspx

Links to Microsoft curriculum http://edudemic.com/2012/10/teachers-guide-digital-citizenship/

Insafe: www.saferInternet.org   Co-funded by the European Union, Insafe is a European network of Safer Internet Centres across Europe, promoting safe, responsible use of the Internet and mobile devices to young people. It provides a wide range of resources in multiple languages. Each member country has its own **Safer Internet Awareness Centre** and participants whose students share a language with other countries will find many helpful resources in a variety of Safer Internet Centres.

Safer Internet Day (SID) www.saferInternetday.org The 2nd Tuesday in February is celebrated each year in classrooms around the globe as Safer Internet Day. The EU initiative has resources, lesson plans and theme packs for teachers and schools.

The European Commission: "A European Strategy for a Better Internet for Children" available in a number of languages:
http://ec.europa.eu/information_society/activities/sip/policy/index_en.htm

Teach today : www.teachtoday.eu/ Teachtoday provides information and advice for teachers, head teachers and other members of the school workforce about the positive, responsible and safe use of new technologies.
Trainers can use its case studies to prompt discussion and debate amongst participants about real issues which have taken place in schools.
www.teachtoday.eu/en/Case-studies.aspx

Byron Review: www.dcsf.gov.uk/byronreview **"**Safer Children in a Digital World" |

Assessment Options:	Participants send at least one tweet to the Group Twitter stream. Participants make their social bookmarking account sites 'public' and follow at least one other participant's bookmarks.
Post-module follow-up	To make eSafety lessons for their students in schools. To share in the webinar how they are sharing their eSafety lessons and knowledge with their colleagues at school.
Different pathways through the module	None
Delivery options at National/local level	This module could be delivered at a national/local level.
Activity 7.1:	**Teaching and learning with digital tools**
Length	1.10 hour
Objective	To explore safety features of ICT tools for learning. To enable the safe use of interactive learning approaches in the classroom. To develop eSafety lessons to help students to make good choices when using digital technology. To understand how to actively engage students in the learning process while safely using ICT tools for learning. To share good eSafety pedagogical strategies and practices.
Description	Open eS 7.1 Toolbox for the digital classroom pptx **@Slide 4 Group work:** Three sub-groups. Each group take a tool if possible one they have not used as yet in the classroom. Trainer ensures each group selects a different tool. Using what they've learned during the course create an Etherpad: http://etherpad.opensourcebridge.org or Openetherpad page http://openetherpad.org Trainer can show Slide 5 to demo what participants might do for Task 1. 1. Draw up a short set of guidelines for your students entitled: '*The safe use of our class blog* or *wiki* or *online forum.* **NOTE to Trainer***:* Have group working on Online Forum sign up and explore Collabarize Classroom www.collaborizeclassroom.com **Feedback:** Groups briefly share their etherpad docs and add the etherpad links to the Course online area. **@Slide 6:** Each Group or pair selects a free tool, Google it and tries the tool out discussing and testing:

1. The tool's usefulness for teaching and learning.

2. The safety features of the tool.

3. The risks for teacher or students in the use of the tool.

4. Each group draws up *Guidelines for teachers in the use of...(* their chosen tool) in etherpad.

Feedback: Groups briefly share their etherpad doc and add the links to the Course online area.

Alternatively a group might like to prepare a Teachmeet for their own school colleagues to introduce the tool.

 Trainer might like to close by giving this link to participants - http://itools.com/ - a search engine of digital tools.

Activity 7.2:	**Creating a curriculum based lesson plan for my teaching subject.**
Length	35 mins
Objective	To apply acquired eSafety knowledge and skills in a practical way to one's teaching practice. To have hands-on practice of embedding eSafety practice, methods or advice into a curriculum based lesson. To share lesson plans. To use the lesson plan topics to review the course content and assess if there are gaps in how participants are planning to deliver on eSafety in their own subject teaching. To establish the need for a whole-school progressive eSafety curriculum.
Description	**Activity:** Each participant, using the lesson plan template eS 7.2 Individual Lesson Plan template, will design a lesson plan for *their own teaching subject* which demonstrates their eSafety knowledge and skills and addresses a eSafety issue relevant to their students. Participants are free to: Use a lesson they have created or used previously with their students. Adapt a lesson plan they were introduced to during the course. Create a lesson plan based on an eSafety topic explored during the course that they would like to incorporate into their subject curriculum. Participants can use all the resources distributed during the course including the Insafe handbooks *The Web We Want* and *Using the Mobile Phone in School*, their local Safer Internet Awareness Centre website's resources, the LRE, their own social bookmarking account, the Course Support Content and of course the Internet and Twitter. Resources in their own language could be bookmarked and used. **After 30 mins** - Trainer explains that after the coffee break each participant will briefly share with the group: 1. Their teaching subject and age of students. 2. The title and topic of their lesson 3. The eSafety issue addressed in their lesson plan.

	4. The main eSafety resources they drew upon to develop their lesson plan.
Coffee	10 mins
Activity 7.3	**Are our lessons addressing the key issues?**
Length	20mins
Objectives	To share curriculum subjects' eSafety lesson plans To explore the eSafety topics of greatest interest to participants. To consider eSafety issues not addressed in participants lesson plans. To discuss how to 'fill the gaps' when addressing eSafety learning. To examine how to fully embed eSafety across the school and discuss whoo should teach eSafety. To review the course content. To highlight the need for schools to develop and integrate an schoolwide eSafety curriculum.
Description	This **Activity** is an extension of Activity 7.3. **Task 1:** The trainer creates a Padlet space and as each participant briefly gives an account of their lesson plan in terms of the 4 questions above in 7.3. The trainer places a PadletNote per participant noting *only* a) The teaching subject and b) The eSafety issue addressed. **Task 2:** When all have replied ask the participants to categorise the eSafety issues that they are looking at on the Padletwall in terms of our definition of eSafety: Personal Safety; Digital Literacy and Citizenship. To help this process the Trainer makes 3 headings (Personal safety; Digital Literacy and Digital Citizenship) and asks where to move each PadletNote. **Trainer** takes note of areas or issues that are **not** addressed by any lesson plan. (Typically with a group of teachers Digital Literacy is over represented and Safety and Citizenship are seldom mentioned.) **Discuss** which topics were the most popular and then which eSafety issues are not on the Wall or barely represented on the Wall. Try to establish with them why some eSafety issues are not addressed. What are they? What issues were discussed in each Module of the Course so far? Can they categorise them? How can we ensure they are addressed across the school? Who should teach them? Which should all teachers teach? Into which subjects can key issues be integrated into? Does your education system have subject like Social Skills/Citizenship/Health and well-being? Can we leave it to the ICT teacher alone to teach eSafety? Guide them to discussing the need for a whole-school eSafety curriculum. Note: If there is time the group might like to share lesson plans from **7.3** which they see as particularly useful and one they might like to use with their own students. A folder in the Course Area could be used to share the most useful resources.
Activity 7.4	**Drafting an eSafety whole-school curriculum**

Length	40mins
Objectives	To explore existing whole eSafety curricula To adapt and adjust existing curricula for use in participant's own school. To draft a progressive eSafety curriculum suitable for each participant's own school.
Description	**Activity:** Ask participants to select a Year Group they teach (e.g. Year 1 to Year 6) and form small workgroups. In their groups they will draft an eSafety Curriculum so that it can be implemented across the school. **Note to Trainer:** try to get participants for each year group, 2/3 participants working on any year so that we will end up with a progressive whole school curriculum. A sample Year 1 is given on eS 7.4. Distribute: eS 7.4 Proposed cross-curricular whole-school eSafety curriculum (doc) Keep Padlet categorized topics on view and encourage participants to review existing whole school curricula we have met already in the course and their social bookmarking account. **Trainer:** Encourage them to use EU, national and international curricula examples as they explore. The trainer places 5/6 large sheets of paper on the walls, one per Year Group. When they have completed their proposed Year Curriculum they post it up, all are encouraged to view one another's curriculum.
Lunch	1 hour

Module 7: COURSE SUPPORT CONTENT

Course/Module/Activity	Course Support Document
eS 7.1	Toolbox for the digital classroom pptx
eS 7.2	Individual Lesson Plan template doc [Handout]
eS 7.4	Proposed cross-curricular whole-school eSafety curriculum (doc)[Handout]

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Training Manual and Resources

Course:

eSafety: IMPROVED SAFETY IN SCHOOL and CLASSROOM

Module 8: eSafety across the school curriculum and beyond

(eS 8.0)

eS 8.0: eSafety across the school curriculum and beyond

CPDLab Course:	eSafety: Improved eSafety in schools
Module Number:	eS 8.0
Module Title:	eSafety across the school curriculum and beyond
Pre-module requirements:	Module 8 concludes eSafety strategies and approaches introduced in Module 7. Participants should have taken part in the eSafety Course and Module 7 in particular. The participants should have basic skills in using ICT and have an interest in using digital technologies and the Internet in teaching and learning. They should be interested in seeing how social media pedagogical interactive tools like blogging, eTwinning and VLEs can, when modelled and moderated by the teacher, enhance teaching and learning. They should have knowledge of the Insafe network and national and international eSafety curricula and programmes.
Length:	3 hours
Venue and structure of module:	This module is a face-to-face module. Participants are encouraged to bring their own laptop as throughout the module participants will have 'hands-on' experience. There will also be activities, discussion, group work and time for reflection.
Organisation and layout of rooms required:	Trainer will need access to an IWB, computer and the Internet. Participants will need laptops and wifi access, passwords for the Course Content Online Area and for the Learning Blog (Trainer creates a blog using Wordpress or similar in advance of the Course.) Room and space for small group break-out areas.
Overview of module:	Participants will examine the Proposed Curricula posted around the walls in Module 7, vote on their favourite and discuss how a school could scale a curriculum across the school to make it progressive. They will also discuss and plan on how to bring their new eSafety knowledge and skills back to their school colleagues, parents and student peer mentoring groups.
Aims of module:	• To examine the benefits of SID in the school • To understand how to engage parents in the school's eSafety Programme • To draft a progressive eSafety curriculum suitable for own school.
Progression of skills and competencies	Participants will be enabled to: Apply skills and competences in teaching eSafety in the classroom. Establish a whole-school progressive curriculum for their school.

in this module:	Share readymade materials and plans with school colleagues. Engage students and parents in the school's eSafety Programme
Resources Required:	blu-tack, markers. A few Post Its Handouts of eS 8.5a and eS 8.5b Computer with Internet connection and data projector for the trainer. Laptops and wifi access for the participants. IWB for presenting outcomes. Access to the Course Support Content and Learning Diary.
Trainer(s) required:	Trainer has to have an advanced and versatile knowledge of digital literacy, eSafety issues and curricula. Trainer should be familiar with EU Policy for a better Internet, Insafe resources and services as well as their local Safer Internet Centre's resources and international eSafety curricula. Trainer should become familiar with the course online area and all the Course Support Content listed at the end of each Module. Each resource is listed according to Course, Module and Activity e.g. eS 1.1 "Human Bingo for Digital Citizens" Trainer should use a social bookmarking account (e.g. www.delicious.com or Diigo www.diigo.com) for eSafety web links and resources and encourage participants to create their own account to manage the many online resources featured during the course. Trainer should set up a Learning Blog and give access passwords to the participants, be comfortable using collaborative software, blogs, padlet and similar. Trainer should use Twitter.
References and Resources for Trainers	**Kathy Schrock's Guide to Everything:** www.schrockguide.net See especially Critical thinking and Information literacy **Read, Write, Think:** www.readwritethink.org/professional-development/strategy-guides/reading-online-30096.html **The Talent Show** www.youtube.com/watch?v=bdQBurXQOeQ Chat and comment online just as you do in life. **Safer Internet Day** (SID) www.saferInternetday.org The 2nd Tuesday in February is celebrated each year in classrooms around the globe as Safer Internet Day. The EU initiative has resources, lesson plans and theme packs for teachers and schools. **Digizen:** www.digizen.org **Insafe:** www.saferInternet.org Co-funded by the European Union, Insafe is a European network of Safer Internet Centres across Europe, promoting safe, responsible use of the Internet and mobile devices to young people. It provides a wide range of resources in multiple languages. Each member country has its own **Safer Internet Awareness Centre** and participants whose students share a language with other countries will find many helpful resources in a variety of Safer Internet Centres.

	The European Commission: "A European Strategy for a Better Internet for Children" available in a number of languages: http://ec.europa.eu/information_society/activities/sip/policy/index_en.htm
	Teach today : www.teachtoday.eu/ Teachtoday provides information and advice for teachers, head teachers and other members of the school workforce about the positive, responsible and safe use of new technologies.
	Trainers can use its case studies to prompt discussion and debate amongst participants about real issues which have taken place in schools. www.teachtoday.eu/en/Case-studies.aspx
Assessment Options:	Send a tweet sharing a useful link or teaching strategy to the group's Twitter stream. Post to the Learning Blog.
Post-module follow-up	None.
Different pathways through the module	None.
Delivery options at National/local level	This module could be delivered at a national/local level.
Activity 8.1:	**No grey areas?**
Length	10 mins
Objective	To stimulate and energise the group To have group discuss eSafety issues in a light-hearted way Help them understand that eSafety issues will be approached and understood differently by people from different backgrounds and cultures.
Description	This is a very short warm-up activity (10 mins max) to begin Module 8 using eS 8.1 No grey area? – WarmUp pptx. The only rule is that participants may not 'sit on the fence' they must physically move to either side of the line. Tell them that yes the Decisions are general statements but for fun we are going to make a decision, either 'I agree' or 'I disagree' on the following 3 statements. Make it light hearted and fast. Trainer prints off slides 6 & 7 in advance of the Warm-up. 1. Trainer places the 6 & 7 print offs beside one another either side of a line. (The line can be real or imaginary. The space for the activity should be small and confined so participants have to move around one another as they decide their position). 2. When each participant has moved quickly to their position, the trainer asks 1 person from each stance to explain their reasoning. 3. Move on to the next slide and repeat step 3 until the end. Sum up by asking if there are grey areas attached to eSafety issues? Is there only 1 right or wrong response to any issue? What about solutions? Will there only be one?

Activity 8.2	**Your students, SID and Peer Mentoring**
Length	35 mins
Objective	To encourage the positive and active use of ICT by students across the school community. To engage students in active citizenship. To use Safer Internet Day as a whole-school eSafety initiative To explore the benefits and possibilities of peer education on eSafety. To encourage schools to get their students to form an eSafety Youth Panel
Description	**Activity:** Have group open www.saferinternetday.org and explore resources. Discuss the power and impact of a whole-school Theme Day such as SID. Share some examples of good practice around peer education, SID projects and videos by the PanEU Youth Panel. **Activity:** Let them explore www.beatbullying.org/about_this_site/ and www.beatbullying.org/parents-and-carers/in-school/ CyberMentors.org.uk is a new service for the digital age: a traditional mentoring system delivered via a social networking site. Young people, aged 11-25, are trained as CyberMentors, in schools and online, so that they can offer support to their peers. See also The Web We Want www.webwewant.eu and other resources which can be used by peer educators. See also Norwegian example of using students as eSafety Ambassadors. eS 8.2a You Decide-Peer Mentoring Older Secondary students to teach younger secondary students on eSafety issues in the 'You Decide' project. Show some of the award winning Norwegian videos and lesson plans www.dubestemmer.no/en/Films/#content video e.g."Maria" Emphasise that once young people are given the tools and some freedom they can be very creative in what they produce.
Activity 8.3	**Engaging parents**
Length	35 mins
Objective	To assist parents in supporting the aims of the school's eSafety Programme To understand how to engage parents in the school's eSafety Programme. To work with parents in safeguarding and empowering their children to be safe and responsible online citizens.
Description	Research (EU Kids Online, Byron..) consistently calls for the need of schools to support parents in helping them support and educate their children online. **Watch** videos for ENGAGING FAMILIES at: www.commonsensemedia.org/blog/common-sense-media-debuts-1-to-1-essentials Parents look for support and all SIACs and Insafe provide it. **Activity:** Each opens their SIAC website and explore the various initiatives and methods they employ to support and engage parents in eSafety. Report back, trainer lists them on IWB. Now do same for Insafe resources for parents and LRE and elsewhere. More at: www.commonsensemedia.org/educators/parent-media-education

	Discuss how the school's eSafety programme must include parents if it is to be successful. How can we ensure parents understand the AUP etc? What can the school do to help parents? How can schools get parents involved?
Activity 8.4	**A progressive whole-school eSafety Curriculum**
Length	35 mins
Objective	To develop a progressive eSafety curriculum suitable for own school. To understand how a whole-school progressive curriculum is essential to the school's eSafety Programme
Description	**Task:** Each participant is given a Post it and places it on the Proposed Year Curriculum they feel is comprehensive, easy to implement and scalable. As educators we wish to harness the power of the Internet for learning while at the same time imparting safety skills, encourage critical thinking and ethical behaviour. **Discussion:** Which curriculum got the most Post Its? Why do you think this is? What risks does that curriculum address? Does it cover a)Safety & Well-being; b)Digital Literacy and c) Citizenship? What interactive digital learning opportunities does it incorporate? Which subjects is it embedded into? Who will teach it? Why should an eSafety Curriculum be progressive? Does it include parents? **Activity:** Participants open an online version of eS 7.4 Proposed cross-curricular whole-school eSafety curriculum (doc) [**Note re-use 7.4**] and records any curriculum ideas, links and resources that they'd like to use in their school.
Coffee	15mins
Activity 8.5	**How to develop eSafety in my school?**
Length	35 mins
Objective	To put eSafety on the school agenda. To communicate the issue of eSafety with school colleagues. To discuss the need for an eSafety Programme with other school colleagues. To build an eSafety Team in the school to work on the eSafety Programme. To work with school colleagues on in-school eSafety CPD
Description	Run eS 8.5 Bringing eSafety back to school pptx @ Slide 3: We looked at the 3 areas of eSafety Curriculum - Safety & Well-being; Digital Literacy and Citizenship- in the last Activity. We now have an outline for a proposed eSafety curriculum to introduce to our school colleagues, but how do we do that? We need a plan of how to introduce eSafety or our new knowledge to the Headteacher and the Staff. @ Slide 4: Trainer shows slide, explains the layout of the Plan while handing out eS 8.5a Sample –Bringing eSafety back to school. Each participant will first of all have to decide what kind of eSafety provision already exists in their school, would they describe their school as Initial; Intermediate or Advanced in regard to its eSafety Programme? The school in the Sample Plan is at the Initial stage. Participants will need to tailor their Plan to suit their schools.

	Discussion: Ask them to remind you of the various Activity methods they liked during our course and ones they could use to introduce eSafety to their colleagues at school: e.g. Videos; 5 minute Teachmeet added to the Staff Meeting Agenda, Hands-on Workshops, Learning Blog, Using VLE or Padlet for staff meetings, Moral Compass… ask for suggestions. **Activity:** Distribute blank eS 8.5b eSafety back to school template and ask them to fill them in. Ask 1 or 2 to share their ideas and plans.
Activity 8.6	**Learning Reflections**
Length	15 mins
Objective	To sum up what the participants have learned during the day and their next steps in regard to putting what they have learned into practice in their school. To share how they will engage parents in their school's eSafety Programme.
Description	Participants share their resource suggestions and discuss how they will bring eSafety skills and competence back to school.

Module 8: COURSE SUPPORT CONTENT

Course/Module/Activity	Course Support Document
eS 8.1	No grey area? – WarmUp (pptx)
eS 8.5	Bringing eSafety back to school (pptx)
eS 8.5a	Sample Plan – putting eSafety on the staff agenda (PDF)[handout]
eS 8.5b	Bringing eSafety back to my school (doc)[handout]
Additional items	These could be placed in the Course online area
eS 8.2a	You Decide-Peer Mentoring –translation (PDF)
eS 7.4 **(ReUse** for eS 8.4)	Proposed cross-curricular whole-school eSafety curriculum (doc)

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Training Manual and Resources

Course:

eSafety: IMPROVED SAFETY IN SCHOOL and CLASSROOM

Module 9: A whole-school eSafety Programme

(eS 9.0)

eS 9.0: A whole-school eSafety Programme

CPDLab Course:	**eSafety: Improved eSafety in schools**
Module Number:	**eS 9.0**
Module Title:	**A whole-school eSafety Programme**
Pre-module requirements:	Participants should have an interest in whole-school planning and in integrating eSafety across the school curriculum.
	NB: Staff at the EU eSafety Label Project should be notified that a group of participants may register with the Label Project and be ready to give accreditation and support to the course participants. Participants will need to have access to their email which they can use to set up and use the EU eSafety Label tool.
	The participants should have basic skills in using ICT and have an interest in using digital technologies and the Internet in teaching and learning.
	They should have some awareness of social media services and how they work and are used especially social media pedagogical interactive tools like blogging, eTwinning, VLEs can enhance teaching and learning and have set up a social bookmarking account before the course.
	_____
	Headteachers and ICT Coordinators undertaking the course should have completed a mini-audit of their school's eSafety provision and the Pre Course/Module Exercise:
	Read the eS 10.1x - Summary of Research Findings document. It provides an overview of the current key eSafety issues. Which issues have been dealt with in your school? How can these issues help guide the framing of a whole-school eSafety Programme?
	- How are eSafety issues addressed in the teaching and learning in the classroom Do you have a whole-school progressive eSafety curriculum?
	- What eSafety policies exist in your school? When were they last reviewed and updated? Are your AUP procedures and policy available in student-friendly language and format?
	- Do you provide in-school training and workshops for staff on the safe and appropriate use of the school's ICT infrastructure for teaching and learning?
Length:	3 hours

Venue and structure of module:	This module is a face-to-face module. Participants are encouraged to bring their own laptop as throughout the module participants will have 'hands-on' experience. There will also be activities, discussion, group work and time for reflection.
Organisation and layout of rooms required:	The trainer will require access to an IWB, computer and wifi access. The participants will require access to computers with Internet access for everyone. There should be enough sockets to plug in laptops. The participants will need break-out areas to work in small groups of 3 to 5 persons.
Overview of module:	This module can be tailored to suit either a group of teachers undertaking the full course (Group T) or a group of headteachers (Group H) and school leaders undertaking just Modules 9 and 10. For teachers the Trainer briefly recaps on best practice. For headteachers the Trainer introduces the best practice concept of a whole-school eSafety programme. Trainer briefly introduces the European eSafety Label Project and lets participants explore the website www.esafetylabel.eu . Participants join the eSafety Portal. Those who wish to can create a School Profile if they wish to undertake the Assessment Quiz (many will prefer to wait until their return to school to form a whole-school eSafety Team to help undertake the Quiz). Trainers should draw participants' attention to the fact that a school may only undertake an Assessment Quiz once in an 18 month cycle. Participants discuss how eSafety incidents are reported, addressed and managed in their school. They discuss what's inappropriate use and what's illegal use and how each needs different responses. They will discuss the different policies needed in a school, including staff-use policies. Group discuss the impact of the mobile Internet in the school and classroom, the impact of BYOT decisions. Participants who have not undertaken the eSafety Label Assessment Quiz (as they wish to create an ICT Team when back at school) can discuss and analyse the Sample school's eSafety Action Plan in terms of its Curriculum; Policies and Infrastructure. Participants who have undertaken the Assessment Quiz self-assess their own school's eSafety Programme in terms of its Curriculum; Policies and Infrastructure. All participants populate an Implementation Plan using their eSafety Label action plan or suggestions from the Sample Action Plan.
Aims of module:	- To recognise the need for a whole-school progressive eSafety curriculum. - To deliver information about the European eSafety Label project and distribute its results. - To provide participants with the opportunity to audit eSafety within their school - To devise an Implementation Plan which identifies the key priorities needed to move the school forward.

Progression of skills and competencies in this module:	Participants will be enabled to Apply practical tools for self review of their school. Evaluate and recognize developing needs of the eSafety provision of the school. Critique their school's eSafety Programme Plan to improve and develop their eSafety policies and procedures. Evaluate how eSafety issues are organized in schools and consider the need for a whole-school progressive eSafety curriculum
Resources Required:	Access to the course online content area and forum **NB:** Access for each participant who wishes to register, join and receive accreditation for the EU eSafety Label Project. Staff at eSafety Label Project will need to be informed that 20 – 30 new schools may need to receive accreditation and support today. **NB:** Participants will need to have access to their email which they can use to set up and use with the EU eSafety Label. Handouts of eS 9.3a - eS.9.3b
Trainer(s) required:	Trainer has to know the eSafety Label project and the content of its web portal. Trainer must understand strategic planning in the school context and know what kind of issues should be included in the school's eSafety Programme. Trainer has to have an advanced and versatile knowledge of digital literacy, eSafety issues and curricula. Trainer should be familiar with EU Policy for a better internet, Insafe resources and services as well as their local Safer Internet Centre's resources and international eSafety curricula. Trainer should become familiar with the course online area and all the Course Support Content listed at the end of each Module. Each resource is listed according to Course, Module and Activity e.g. eS 1.1 "Human Bingo for Digital Citizens" Trainer should use a social bookmarking account (e.g. www.delicious.com or Diigo www.diigo.com) for eSafety web links and resources and encourage participants to create their own account to manage the many online resources featured during the course. Trainer should set up a Learning Diary and give access passwords to the participants, be comfortable using collaborative software, blogs, etherpad, padlet and similar.
References and Resources for Trainers	**EU eSafety Label Self-review tool**: www.eSafetylabel.eu Documents eS 9.2b and c: Info sheet -eSafety Label pdf and Report - Developing the eSafety Label pdf are available in the Course Supporting Content for the trainer. **360 degree material** (Great Britain) www.360safe.org.uk An eSafety self- review tool for schools. **Online Compass**: www.onlinecompass.org.uk An online self-review tool for youth groups and organizations that work with children and young people.

Insafe: www.saferInternet.org   Co-funded by the European Union, Insafe is a European network of Safer Internet Centres across Europe, promoting safe, responsible use of the Internet and mobile devices to young people. It provides a wide range of resources in multiple languages. Each member country has its own **Safer Internet Awareness Centre** and participants whose students share a language with other countries will find many helpful resources in a variety of Safer Internet Centres.

Safer Internet Day (SID) www.saferInternetday.org The 2nd Tuesday in February is celebrated each year in classrooms around the globe as Safer Internet Day. The EU initiative has resources, lesson plans and theme packs for teachers and schools.

The European Commission: "A European Strategy for a Better Internet for Children" available in a number of languages:
http://ec.europa.eu/information_society/activities/sip/policy/index_en.htm

Teach today : www.teachtoday.eu/ Teachtoday provides information and advice for teachers, head teachers and other members of the school workforce about the positive, responsible and safe use of new technologies.
Trainers can use its case studies to prompt discussion and debate amongst participants about real issues which have taken place in schools.
www.teachtoday.eu/en/Case-studies.aspx

Assessment Options:	Post an entry to the Learning Blog Share a video link with the group
Post-module follow-up	Put eSafety on the Staff Meeting Agenda To create an eSafety Team in the school to drive the eSafety Programme To implement key action plan items. To encourage eSafety CPD by arranging in-school training.
Different pathways through the module	This module could be delivered to: Group **T: Teachers** undertaking the full 10 modules OR Group **H: Headteachers** and ICT Coordinating teachers undertaking Modules 9 and 10. Details of how **Group T** and **Group H** could undertake Activities are listed in each Activity.
Delivery options at National/local level	There may be local self-review eSafety tools which participants will be aware of and these can be used. Participants should be able to access these and if they have a comprehensive knowledge of all aspects of their school's infrastructure, policies and curriculum they could input data and then prioritise the changes they will implement in their school's eSafety provision. Many will prefer to work on their return to school with colleagues to form a whole-school eSafety Team. There are a number of other

free self-assessment eSafety Tools available. You may like to show your local participants a tool used in their own education system e.g.:

360safe or The Online Compass (for Youth Groups especially)

Participants may like to select the tool which they feel is most suitable to their situation and begin to populate this.

Activity 9.1	**Creating an eSafety Programme– what does best practice look like?**
Length	15 mins
Objective	To review course content Define eSafety and what best practice looks like To recognise that an eSafety Programme across the school is the best way to safeguard the school community and provide safe learning environment.
Description	**Group T:** This will be a recap exercise, keep it short. **Group H:** This will be an important overview to introduce the need for a school wide eSafety Programme Run eS 9.1: An eSafety Programme for your school Best practice in eSafety Programme, 3 interrelated elements , 3 Cs – 3 kinds of risk (adapted EU KidsOnline and Byron slide) The problem? How do we create safe learning environments and safe guard children and young people while at the same time encouraging teachers to use digital technology as a curricular tool in the classroom and as an integrated part of the learning environment? How do we provide learning opportunities for students that encourage the use of interactive, collaborative online tools safely across the curriculum? eSafety needs to be embedded across the school curriculum. What should be on the curriculum? Personal safety and well-being, Digital literacy and Digital citizenship. What we need is an easy-to-use Self-Review Tool to help us review our progress… i.e. EU eSafety Label!
Activity 9.2:	**The eSafety Label – Joining the Community**
Length	20 minutes
Objective	To get to know what eSafety Label project is and the services it provides schools. To create a registration for their school. To set-up a school profile. To request accreditation.
Description	**Trainer note:** Participants will need an email address for this Activity. Trainer presents the eSafety Label project and its portal www.eSafetylabel.eu/. The eSafety Label is an online safety support and accreditation tool for schools. The eSafety label is a European-wide school support service, developed by European Schoolnet in partnership with key industry players and Ministries of Education. The

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eSafety Label will be a self-sustaining framework for schools of accreditation, resources and support.

The trainer explains how the eSafety Label self-assessment tool can be used see eS 9.2a eSafety Label – assessment tool (pptx)
Discuss how the eSafety Label Tool will help see which areas need to be improved and provide Fact Sheets to guide on:
Policy building for emerging issues, Reviewing policy
How to embed the teaching of eSafety across the curriculum
How to review infrastructure safety and procedures

Activity: Participants explore www.eSafetylabel.eu and click **Join the Community** to set up an account and create a school profile. They then await registration emails. Once these are received they will be able to undertake Activity 9.4 in a short while.

Activity 9.3:	**In my school... Incident handling**
Length	1 hr
Objective	To share strategies for handling eSafety incidents in schools. To explore how to build stronger policies. To recognise the difference between illegal incidents and inappropriate or unsafe incidents. To build reporting systems into their policies.
Description	**Aquarium Style Discussion – Group work** What about our own coping skills as teachers or headteachers? What about our own risk management? With a focus on incident handling and management each group discuss how a situation might be handled in their school, how to address it, how to prevent or avoid it happening in the first place? Teacher Participants **Group T** Trainer offers an eSafety incidents and the group discuss. (Trainer should use real life school incidents) Group T1: discuss Teacher issues Other group observe, take notes but do not comment until the end. Groups exchange places. Group T2: discuss Student issues. Other group observe, take notes but do not comment until the end. _____ Headteacher Participants: **Group H** Trainer suggests an eSafety incidents and the group discuss. (Trainer should use real life school incidents) Group H1: discuss legal and data protection issues e.g. A school encourages all to use ICT and share resources. Teachers use their own Dropbox accounts with students. When a teacher leaves the school to take up a post elsewhere who owns the cloud

data? Who has access to it?
Other group observe, take notes but do not comment until the end. Groups exchange places.
Group H2: discuss policy and staff and student safety issues.
Other group observe, take notes but do not comment until the end.

_____

Trainer leads whole group discussion. Are there other examples of incidents they have come across? What procedures are in place in their school to deal with situations like this? Are there Staff-AUPs in place? What lines of support are there in your school or country for teachers or students?

The trainer could also share extracts from a document from Ofsted : eS 10.2c Indications of good and inadequate practice   www.ofsted.gov.uk/resources/safe-use-of-new-technologies   which evaluates schools in the UK. The document focuses on what is good and outstanding practice in eSafety (as well as on what would be considered inadequate practice).

Indicators of inadequate practice

- Personal data is often unsecured and/or leaves school site without encryption.

- Security of passwords is ineffective, for example passwords are shared or common with all but the youngest children.

- Policies are generic and not updated.

- There is no progressive, planned eSafety education across the curriculum, for example there is only an assembly held annually.

- There is no internet filtering or monitoring.

- There is no evidence of staff training.

- Students are not aware of how to report a problem.

Provide time for the participants to discuss some of the statements and consider their views.

Activity 2: Participants look at the supports and services in UK and then on their own SIAC via www.saferinternet.org   Read about the Helpline for children and young people, the Hotline. Is there a Helpline for professionals? Union support? Other? Trainer displays Protecting Your Reputation at: www.childnet.com/teachers-and-professionals/for-you-as-a-professional/professional-reputation

Trainer asks participants (**especially Group H**) to look at it and decide how did we do? What have we learned ? What else could we all do to avoid placing ourselves at risk? Is there a similar set of guidelines in their country? Share and bookmark it.

Note to trainer: Next Activity (No 3) is especially relevant to Group H and Career Guidance Counsellors. Group T may prefer to look at the IWF site and then work in small groups to discuss the hand-out: and undertake tasks on it eS 9.3a Draft Schools eSafety Checklist

Activity 3: Legal aspects of eSafety
Trainer asks participants to open: www.iwf.org.uk/resources/best-practice-

guide/frequently-asked-questions

Think about the civil legal issues relating to Internet, image and word use which can impact the school especially adult users of the school's ICT network teaching staff, care staff, guest users...).

e.g. Organisational Policies IWF

"All organisations should have a clear policy on how to deal with indecent images of children, including:

- acceptable use of electronic devices provided by the organisation;
- how to deal with staff found in possession of indecent images of children;
- what to do if indecent images of children are discovered. "

Ask them to list the types of Legal issues, the potential legal pitfalls for schools they have to deal with or come across: Expect Data Protection, Copyright infringement, Harassment, Pornography, Sexting and Sexual Offences, Identify theft, theft of property, defamation.

Activity 4 : (Both **Group T** and **H**) They open www.swgfl.org.uk/Staying-Safe/Creating-an-E-Safety-policy and examine some of the policy templates there.

Task 1: Can they find a similar site in their own language?

Sample swfgl wording:

"**Users shall not:**

Visit Internet sites, make, post, download, upload or pass on, material, remarks, proposals or comments that contain or relate to:
pornography (including child pornography)
promoting discrimination of any kind
promoting racial or religious hatred
promoting illegal acts
any other information which may be offensive to colleagues"

What about a **Staff AUP Agreement**? Do they have one?

Do participants have robust policies for both students and for staff in their schools? What should be included?

Task 2: Draw their attention in particular to: **The School Personal Data Handling Policy** Template. Do they have one?

Excerpt

"It is the responsibility of all members of the school community to take care when handling, using or transferring personal data that it can not be accessed by anyone who does not:
- have permission to access that data, and/or
- need to have access to that data.

Data breaches can have serious effects on individuals and / or institutions concerned, can bring the school into disrepute and may well result in disciplinary action, criminal prosecution and fines imposed by the Information Commissioners Office - for the school and the individuals involved. Particularly, all transfer of data is subject to risk of loss or contamination.

Anyone who has access to personal data must know, understand and adhere to this policy, which brings together the legal requirements contained in relevant data protection legislation and relevant regulations and guidance"

Do staff in their schools understand their responsibilities regarding personal data? Do they understand their cloud computing responsibilities?

Task 3: Discuss their school's reporting systems. Are they effective, clear? Discuss best practice in protecting evidence. Ask for examples to share with the group. How do they handle: Incidents of Illegal materials found on the school system versus Incidents of inappropriate materials found on school system or inappropriate behaviour?

Handout eS 9.3b AUP ideas to consider

Coffee	**15 mins**
Activity 9.4	**Are we ready for BYOT or 1:1?**
Length	35
Objective	To recognise how BYOT in some form is affecting every school. To discuss how a robust whole-school eSafety Programme is needed to manage BYOT. To discuss how to build better policies and procedures to prepare for BYOT. To consider how BYOT affects the need to engage more fully with parents.
Description	Trainer introduces the BYOT movement eS 9.4 Are we ready for BYOT and 1:1? pptx and shows some CommonSenseMedia www.commonsensemedia.org/educators/1to1 1:1 including videos: What is BYOT: www.commonsensemedia.org/educators/1to1/phase1 Supporting teachers: www.commonsensemedia.org/videos/supporting-teachers Engaging parents: www.commonsensemedia.org/videos/engaging-families Encouraging Digital Citizenship: www.commonsensemedia.org/videos/encouraging-digital-citizenship **Activity 1:** Handout eS 9.4a BYOT FAQs Parents and Students. Discuss. What kinds of infrastructure changes, policy building and curriculum changes would be required in their schools before BYOT was introduced? What kind of CPD for teachers in-school will be required before any BYOT programme is put in place?

	Would eS9.4a be a template they could use to discuss with staff on their return and even use to draw up a set of BYOT FAQs for Teachers?
Activity 9.5	**Self-reviewing eSafety in our school – Using the eSafety Label Tool**
Length	30 min
Objective	Review their school's eSafety Programme. Obtain guidance on how to improve their eSafety Programme
Description	Those who wish can take the eSafety Label Assessment Quiz. The tool will develop an action plan for their school/organization around their needs for eSafety. Their school's action plan will be created by the tool during lunch time.
Lunch	1 hour

Module 9: COURSE SUPPORT CONTENT

Course/Module/Activity	Course Support Document
eS 9.1:	An eSafety Programme for your school (pptx)
eS 9.2a	eSafety Label – assessment tool (pptx)
eS 9.3a	Draft Schools eSafety Checklist pdf
eS 9.3b	AUP ideas to consider pdf
eS 9.4	Are we ready for BYOT and 1:1? pptx
eS 9.4a	BYOT FAQs Parents and Students. pdf
Additional items	These items could be made available in the Course Online Area.
eS 9.2b	Info sheet -eSafety Label pdf
eS 9.2c	Report - Developing the eSafety Label pdf

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Training Manual and Resources

Course:

eSafety: IMPROVED SAFETY IN SCHOOL and CLASSROOM

Module 10: eSafety action planning

(eS 10.0)

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CPDLab Course:	eSafety: Improved eSafety in schools
Module Number:	**eS 10.0**
Module Title:	**eSafety action planning**
Pre-module requirements:	Participants need to have basic skills in using ICT. Participants will need to have undertaken Module 9.
Length:	3 hours
Venue and structure of module:	This module is a face-to-face module. Participants are encouraged to bring their own laptop as throughout the module participants will have 'hands-on' experience. There will also be activities, discussion, group work and time for reflection.
Organisation and layout of rooms required:	The trainer will require access to an IWB, computer and wifi access. The participants will require access to computers with Internet access for everyone. There should be enough sockets to plug in laptops. The participants will need break-out areas to work in small groups of 3 to 5 persons.
Overview of module:	All participants: (full course participants and Headteachers undertaking a short course) examine a Sample Action Plan to get an overview about the kind of issues that should be included in the eSafety Implementation Plan. **Group H – Headteachers (and any Group T who used the eSafety Label Tool)** Participants will spend time considering the needs of their own schools and will begin to prioritise actions (following on from the previous session). They will be provided with an Implementation Plan template which they can then populate and develop if they wish. Their Implementation Plan should address all of the key components of their school's eSafety Label Action Plan. They will share their completed eSafety Implementation Plan There will be opportunities for questions and discussion. All participants will complete the Evaluation Form and write a final post to the Learning Diary. Certificates will be awarded to them.
Aims of module:	• To devise an Implementation Plan which identifies the key priorities needed to move the school forward. • To understand what a school needs to have in place in order to be judged as eSafe • To recognize that there needs to be an ongoing commitment to eSafety in order to maintain the levels needed to be seen as eSafe. • To encourage the participants to implement their eSafety skills.

	• To evaluate the course as a whole. • To enable participants to reflect upon their learning during the course. • To get valuable information about participants' experiences.
Progression of skills and competencies in this module:	Participants will be enabled to Utilize new digital skills and eSafety competence Evaluate eSafety issues in their own school and apply strategies to address risks. Apply an eSafety Implementation Plan for their school. (Headteachers) Develop a whole-school eSafety Programme.
Resources Required:	Access to and support from the eSafety Label team. Handouts of eS 10.1 and eS 10.2b Computer with Internet connection and data projector for the trainer. Laptops and wifi access for the participants. IWB for presenting outcomes. Access to the Course Support Content and Learning Diary.
Trainer(s) required:	Trainer must understand strategic planning in the school context and know what kind of issues should be included in the school's eSafety Programme. The trainer should use the eSafety Label tool process in advance of delivering the course. Trainer has to have an advanced and versatile knowledge of digital literacy, eSafety issues and curricula. Trainer should be familiar with EU Policy for a better internet, Insafe resources and services as well as their local Safer Internet Centre's resources and international eSafety curricula. Trainer should become familiar with the course online area and all the Course Support Content listed at the end of each Module. Each resource is listed according to Course, Module and Activity e.g. eS 1.1 "Human Bingo for Digital Citizens" Trainer should use a social bookmarking account (e.g. www.delicious.com or Diigo www.diigo.com) for eSafety web links and resources and encourage participants to create their own account to manage the many online resources featured during the course. Trainer should set up a Learning Blog and give access passwords to the participants, be comfortable using collaborative social software, Twitter blogs etc.
References and Resources for the Trainer	**eSafety Label for Schools**: www.eSafetylabel.eu/ **Insafe:** www.saferInternet.org Co-funded by the European Union, Insafe is a European network of Safer Internet Centres across Europe, promoting safe, responsible use of the Internet and mobile devices to young people. It provides a wide range of resources in multiple languages. Each member country has its own **Safer Internet Awareness Centre** and participants whose students share a language with other countries will find many helpful resources in a variety of Safer Internet Centres.

	Safer Internet Day (SID) www.saferInternetday.org The 2nd Tuesday in February is celebrated each year in classrooms around the globe as Safer Internet Day. The EU initiative has resources, lesson plans and theme packs for teachers and schools. **The European Commission:** "A European Strategy for a Better Internet for Children" available in a number of languages: http://ec.europa.eu/information_society/activities/sip/policy/index_en.htm **Teach today :** www.teachtoday.eu/ Teachtoday provides information and advice for teachers, head teachers and other members of the school workforce about the positive, responsible and safe use of new technologies. Trainers can use its case studies to prompt discussion and debate amongst participants about real issues which have taken place in schools. www.teachtoday.eu/en/Case-studies.aspx **Byron Review:** www.dcsf.gov.uk/byronreview **"**Safer Children in a Digital World"
Assessment Options:	Post final entry in the Learning Blog. Share course highlights and plans for the future.
Post-module follow-up	Whole-school eSafety Implementation Plan in participant's own schools is put into force. School work towards their next review (2 years from now) using the eSafety Label tool.

Different pathways through the module	This module could be delivered to:
	
	    Group T: Teachers undertaking the full 10 modules
	    OR
	
	    Group H Headteachers and ICT Coordinating teachers
	
	The activities for **Group T** and **Group H** are detailed within each Activity.

Delivery options at National/local level	This module could be delivered at a national/local level. **Note to local trainers:** There are a number of other free self-assessment eSafety Tools available. You may like to show your local participants a tool used in their own education system e.g. 360safe or The Online Compass (for Youth Groups especially) Participants may like to select the tool which they feel is most suitable to their situation and begin to populate this. See also: eS 10.2d eSafety 360 Schools self-review tool
Activity 10.1:	**Sample Action Plan**
Length	40 minutes
Objective	To understand what kind of issues should be included in a school´s eSafety Label action plan and what would be considered good practice. To read and interpret an action plan from the eSafety label software To discuss how to prioritise actions needed to improve a school's eSafety Programme

Description	**Activity 1:** Provide participants with a eS 10.1 Sample eSafety Label action plan (fictional Stamary School sample) and facilitate a discussion about how this information could be used. What are the main issues for Stamary School?

Divide group in 3, each takes an area of interest to them: Infrastructure, Policies or Curriculum.   They discuss Stamary's Action Plan and each group tries to prioritise key items for change.

What areas of eSafety – personal safety and well-being; digital literacy and digital citizenship do we need to most to plan across the curriculum? What areas of CPD are needed in-school for Stamary's staff?

Feedback: Each group reports back and trainer builds a list of change items on the IWB. Timewise how much change can a school plan for, or undertake in a given term/school year? What is feasible? What is urgent?

Activity 2: Hand out blank eS 10.2b Implementation Plan Template (NOTE: They will use it in Activity 10.2) Discuss its layout. How should Stamary's prioritise and timeline its eSafety actions? How would the Sample be used? How can it help to prioritise eSafety provision in 'Stamary's'? |
| **Activity 10.2** | **Using our eSafety Label Action Plan to improve the school's eSafety Programme** |
| **Length** | 1 hr |
| **Objective** | To plan for the improvement of the school's eSafety Programme
To begin to think about future actions in own school.
Each participant will complete their own Action Plan for improving their school's eSafety Programme. |
| **Description** | **Activity 1:** Participants open their eSafety Label School Profile www.esafetylabel.eu and their own school's eSafety Label Action Plan which will have been processed during lunchtime.
Participants read and review their eSafety Label Action Plan. They explore online some of the Fact Sheets, information and tools suggested. Participants reflect on the kind of things already being done in own school and highlight what eSafety elements are still missing, this is an individual exercise. Trainer can suggest additional resources – Insafe, local SIACs, international curricula.

Activity 2: Using the blank template eS 10.2b Implementation Plan Template each participant populates their own eSafety Action Plan. They use the blank Implementation Plan template to decide the key areas to focus on while answering the questions:
What are the main issues in my school in regard to Curriculum/Policies/Infrastructure?
What areas of eSafety curriculum – personal safety and well-being; digital literacy and digital citizenship do we need to most to plan for? What type of teacher in-school CPD is needed?

Activity 3: Participants discuss in pairs and compare the situations in each other's school and collect together ideas how to proceed in their school plan. |

|	Trainer: Reinforce the need for a digital council where students are involved in the creation of policy alongside other stakeholders.
	Each participant will draft out their own Plan for improving their school's eSafety Programme.
Coffee	**15 mins**
Activity 10 .3:	**Discussion – next steps?**
Length	15mins
Objective	To share implementation strategies To provide support for one another. To decide on next steps and share them with the group.
Description	Trainer finds a humorous video on the change or planning process e.g. The Book – Norway (Medieval helpdesk on YouTube). Lead into a discussion about the next steps for participants. Let them exchange and share strategies.
10. 4	**Conclusions and Evaluation**
Length	30 mins
Objective	To self-review one's own learning during the course. To bring course to a positive conclusion by sharing 'course highlights' and 'best resources'. To provide opportunity to review one's own Learning Diary To complete the course evaluation. To award course certificates.
Description	Final self-assessment in the Learning Diary. What I shall bring back to my school? What have I learnt during the course and what shall I tell my colleagues? Participants share an amusing link (e.g. funny video) as a farewell to the group. Participants complete course evaluation form. eS 10.4a Course evaluation URL Circle discussion: Each shares a highlight and a next step when they return home/school. Group discuss how they will stay in touch and webinar details (if any) are outlined. Trainer hands out course certificates to participants.
Activity 10.6	**Farewells**
Length	10 minutes
Objective	To say our farewells
Description	Trainer shares 1 or 2 of the funny links and makes a short encouraging farewell speech to the participants.

Module 10: COURSE SUPPORT CONTENT

Course/Module/Activity	Course Support Document
eS 10.1	Sample eSafety Label action plan (pdf)
eS 10.2b	Implementation Plan Template (doc)
Additional items	These could be made available in the course online area
eS 10x	Summary of Research Findings (pdf)
eS 10.2c	Indications of good and inadequate practice (pdf)
eS 10.2d	eSafety 360 Schools self-review tool (pdf)

ABOUT THIS PUBLICATION

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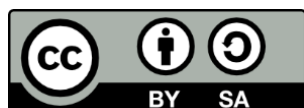
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