

Session plan

E-safety training for teachers of young learners.

Aims

- To raise teachers' awareness of the risks involved with the integration of digital tools in young learner (YL) classrooms.
- To offer practical ideas to teachers who want to integrate digital tools with YL classes.

Time

Approximately 1 hour 10 minutes (*includes optional section of 10-15 minutes*)

Materials

Powerpoint presentation

Introduction

Nowadays more and more tech tools are emerging which can be used to help young learners practise their English. If we choose to integrate these into our classroom contexts, how can we guarantee maximum safety for the students and for ourselves? In a world where data is shared often with little consideration for privacy and the serious consequences which can occur, we might prefer to avoid tech altogether. However, by raising awareness and promoting good practice, we can help YLs become more aware of the dangers and encourage positive online behaviour.

Procedure

1. Warmer (3 minutes)	Ask teachers to discuss together what they understand by the term 'e-safety' for 1 minute. Offer quotes on slide 2. Are they close to your idea? Discuss.
2. Understanding why. (8 minutes)	Show slide 3 'Why bother?' and invite teachers to brainstorm/offer suggestions as to why we might need e-safety awareness in our classrooms. Once a range of suggestions has been made, turn to slide 4 and ask teachers to compare their own ideas with the ones on the screen. <i>Is there anything you hadn't thought of on the slide?</i> <i>What are the consequences for us as teachers?</i> One suggested answer: YLs are minors, so sharing data can have repercussions, from dealing with unwanted attention from online strangers to corrupting your or your friends' digital footprints permanently.
3. Understanding perspectives (12 minutes)	Divide the class into 2 groups/sides. Learners and teachers. 1. They discuss the comments on the board on slide 5 from their given

	<p>perspective, saying why the situations described could have consequences and what they might be.</p> <p>2. Form small groups containing <i>both</i> 'teachers' and 'students' and ask them to compare ideas.</p> <p>3. Bring the participants back as a large group, show slide 6 and discuss together.</p> <p><i>Supporting materials can be found in the final part of this session plan 'Further Reading'.</i></p>
<p>4. Understanding activities (10 minutes)</p>	<p>Ask teachers to think about how they can practically follow the suggestions in the three phrases on slide 7. Where can they find the information they need in their school? Who do they need to talk to? Remind teachers that they need to consider making choices to protect <i>themselves</i> too.</p> <p>Ask teachers to think about the digital nature of their teaching contexts using slide 8. Then compare ideas in groups.</p> <p>Feedback main points and highlight need to consider what students need to know before accessing tools:</p> <p><i>Do all the students have access to the tools?</i> <i>Do they need to create a profile and does this profile ask them for personal information such as emails and/or surnames?</i> <i>Does the teacher have access to supervise the activity?</i></p>
<p>5. Considering classroom context A (10 - 15 minutes)</p>	<p>1. Sharing data. Ask participants to tell each other about the kind of information they share online. Do they worry about what others can understand from their information?</p> <p>Using slide 9, participants brainstorm considerations when teaching YLs about sharing data online: <i>What can strangers understand from the visual and textual information I post online? What can they use this information for (identity theft, stalking...).</i></p> <p>Ask participants to suggest brief ideas for possible activities.</p> <p>2. Using slide 10, participants carry out the first activity. Ask them to work in small groups to decide which pieces of information match to each of the three categories (activity on slide 10 and answers on slide 11) and then ask them to discuss the effectiveness of the activity. Can they see it working in their own context? How do they think their students would perform on this task?</p>

<p>6. Considering classroom context B (optional section) (10-15 minutes)</p>	<p>1. Using slide 12 - participants discuss what considerations need to be made when asking YLs to carry out an online collaboration task.</p> <p>Suggested answers: ensure all students have access, establish a code of conduct, set clear expectations, define cyber-bullying, provide necessary language support.</p> <p>2. Show the examples on slide 13 and ask participants to discuss how far these tasks take the considerations into account. Do they think these are effective tasks? How would they change them to fit their own context?</p> <p>Remind participants that further reading and resources will be given at the end of the session.</p>
<p>7. Take away tips (10 - 15 minutes)</p>	<p>1. Encourage participants to reflect on what they have learned from the session with partners.</p> <p>Can they make a list of 5 e-safety tips for their colleagues to share what they have learned?</p> <p>2. Final tips on e-safety for teachers Review the main points from the session, using slide 15. The participants could receive the last 2 slides as resources.</p> <p>Further reading: http://www.teachingenglish.org.uk/blogs/fabiana-casella/online-safety http://www.teachingenglish.org.uk/blogs/kyle-mawer/kyle-mawer-online-safety-young-learners-0 http://www.onguardonline.gov/ http://safe.met.police.uk/internet_safety/get_the_facts.html http://www.saferinternet.org.uk/ </p> <p>Resources: http://learnenglishkids.britishcouncil.org/en/word-games/find-the-definition/online-safety http://learnenglishkids.britishcouncil.org/en/your-turn/internet-safety http://learnenglishteens.britishcouncil.org/study-break/video-zone/cyberbullying-lets-fight-it-together </p> <p>Webinar recording: https://englishagenda.britishcouncil.org/continuing-professional-development/teacher-educator-framework/demonstrating-effective-teaching-behaviour/e-safety-and-out-young-learner-classroom</p>

Contributed by

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