



# NOT CONCERNED ABOUT **ESAFETY** AT YOUR SCHOOL?

Here's why you should be!



**Author**

Dr Verónica Donoso

**Editors**

Eray Başar

Sabrina Vorbau

Teodora Garbovan

**Publisher**

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**Graphic Designer**

Jessica Massini

**Cover image**

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**Contributors**

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- Sarah Dumoulin, Campus Woudlucht, Belgium
- Steven Opsomer, Sint-Vincentius Menen, Belgium
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## INTRODUCTION

Many teachers and educational professionals across the continent feel either ill-prepared to tackle the challenges digital technologies pose for schools or simply confess feeling disengaged from their school's eSafety practices and standards. The reasons for this are many, ranging from an overloaded curriculum to lack of time, skills or confidence. In a world where the internet and digital technologies are an increasingly important part of the educational landscape, we need to address the question of why so many teachers are not engaging more in online safety education. Arguably, even more important is to find ways to inspire teachers to do more and to, together, find solutions to the many obstacles that hinder online safety education in so many schools across Europe and beyond. Developed with the kind support of Liberty Global within the framework of the eSafety Label (eSL) initiative, this booklet aims to address these issues and proposes small steps for teachers and educational professionals to more proactively embrace online safety education at their schools. By providing concrete ideas, testimonials and online safety resources we hope educators will find enough inspiration to get started with this demanding but rewarding challenge!

The booklet is the result of a co-creation process to which four European teachers contributed. Together with them, we brainstormed for two days on key questions such as *what does online safety mean to you?* And *what are common obstacles you and your colleagues face to foster online safety education at school?* These discussions brought up interesting insights, but also the confirmation that online safety education is not a priority for many European teachers. Most importantly, our reflections helped us decide that our target group should not be the teachers who are already engaged in online safety education, but just the opposite! So, if you are a teacher or a school professional and you believe that online safety is not "your problem", then this booklet is certainly for you! If you do acknowledge the importance of online safety, but do not feel knowledgeable or skilful enough or simply do not find the time to do more about it at school, then we also highly recommend you read this!

### What is eSafety Label?

Already present on the European online safety for schools' horizon since 2012, the eSafety Label<sup>1</sup> initiative is a Europe-wide accreditation and support service for schools, aiming to provide a secure and enriching environment, for safe access to online technology as part of the teaching and learning experience. The eSafety Label portal aims to be a one-stop shop for teachers, heads of school and ICT administrators when it comes to evaluating their school's online safety standards, taking action to improve and reinforce it, and sharing best practices among their peers. Thanks to the eSafety Label Community, which consists of over 5,400 teachers and contact points (Ministries of Education, universities, Safer Internet Centres, etc.) from 38 countries, schools can review their own online safety infrastructure, policy and practices against national and international standards.

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<sup>1</sup> <https://www.esafetylevel.eu/>.

## WE ALL WANT CHILDREN TO BE SAFER ONLINE, BUT ARE WE DOING ENOUGH?

Nowadays, children and young people can access the internet and social media through a great variety of devices such as smartphones or tablets, but also more and more through smart toys and connected household appliances. Such accessibility, unthinkable a few years ago, has brought up many benefits to daily life, but it has also led to concerns about privacy and online safety. Unsurprisingly, there is increasing attention devoted to the importance of staying safe online, especially when more and younger children are becoming active users of online and digital technologies.

How to safeguard children's privacy? How to protect children from potentially harmful content or contact? Or what is the impact of online technologies on children's wellbeing? These are common questions these days. Undoubtedly, both parents and professionals working with children want to help children and young people to use digital tools in productive and safe ways. Nevertheless, not all of them feel able to do it. There are many reasons for this. On the one hand, digital technologies evolve extremely fast, and therefore, it is hard to keep up with these evolutions. On the other hand, despite growing evidence in the field of online safety, many media outlets all over the world fail to objectively inform the general population about the pros and cons of digital technologies and often end up focusing on their adverse aspects. This negative discourse inevitably fuels "media panics" and has left many parents, teachers and other professionals working with children feeling ill-prepared to adequately support and mediate children's encounters with digital technologies.

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*"I do not feel fully prepared to assist my students against online risks like cyberbullying. I feel that because the online community is constantly changing and creating new experiences. It is difficult to keep abreast of things and identify potential risks immediately."*

*(Teacher, Malta)*

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To make things worse, many adults, including teachers, are usually portrayed as disempowered "digital immigrants" i.e. as the older generations who struggle to understand and manage new technologies as opposed to the younger generations of "digital natives" usually portrayed as digitally savvy and naturally equipped to successfully deal with digital technologies. However, research has demonstrated that children and young people do not acquire their digital literacy automatically<sup>2</sup>. Thus, the idea that young people are intrinsically better equipped than previous generations to tackle online technologies and their related risks is not accurate and we should be cautious about it.

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<sup>2</sup> Helsper, E., and Eynon, R. "Digital natives: Where is the evidence?" *British Educational Research Journal* 36, no.3 (2010): 502-520.



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*“Students, given their inquisitive nature and desire to try new things, are almost always a step ahead with their online experiences compared to the adults like myself. Many times, they learn because of a personal or a friend's mishap or experience online. Only this, at times, will make them wary and seek out help.”*

*(Teacher, Malta)*

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It is true, however, that younger generations have grown up surrounded by online and mobile technologies such as smartphones and tablets. It is also true that many of them have probably never known life without the internet. But this does not automatically make them aware of existing online risks nor resilient enough to get the best out of online technologies while being safe online. This means that online safety education remains a priority and schools can be key players to support efforts in this direction.

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*“Most people in my class don't have any concerns about the internet. They play games online and talk to strangers in the game and they're not careful about telling people details about themselves or where they are from. They don't realise that this could be someone dangerous who can find where they live.”*

*(Boy, 10, Ireland)*

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# WHAT KIDS ARE UP TO: WHAT YOU PROBABLY DIDN'T KNOW ABOUT CHILDREN AND YOUNG PEOPLE'S USE OF DIGITAL TECHNOLOGIES

All over the world children, from babies to teenagers, are getting access to smart and connected devices, such as tablets and smartphones, but also increasingly smart toys. But access to digital technologies is not evenly distributed and children's experiences with online technologies vary greatly among countries and among children themselves. Below we give you a snapshot of current global trends regarding children's online experiences, internet access, social media and online risks. Although this overview is not meant to be comprehensive, we hope that you will find this information useful to better understand why online safety education is so important these days.

## Internet access

- **On average across OECD countries, 18% of students in 2015 accessed the internet for the first time before reaching the age of six<sup>3</sup>.** Interestingly, boys and advantaged students are more likely to have early access to digital devices as compared to girls and disadvantaged students<sup>4</sup>.
- **Children start owning devices such as their first mobile phone at an earlier age than ever before<sup>5</sup>.** For instance, in the United States, 42% of children aged 0-8 own a tablet<sup>6</sup>.
- **Regarding internet access at home, large differences are observed across countries and economies.** In Denmark, Estonia, Finland, Iceland, Norway, Slovenia and Switzerland, almost all students reported having internet access at home, while in Algeria, Indonesia, Peru and Vietnam, fewer than half of all students do<sup>7</sup>.
- **While almost all 15-year olds in OECD countries (95%) have internet access at home<sup>8</sup>, much fewer children have internet access at school.**

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3 OECD, *PISA 2015 Results (Volume III): Students' Well-Being* (Paris, France: PISA, OECD Publishing, 2017), accessed July 15, 2019. [https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-iii\\_9789264273856-en](https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-iii_9789264273856-en).

4 M. Stoilova, "Highlights from the past Year of GKO Research," Global Kids Online | Children's Rights in the Digital Age, last modified December 18, 2017, <http://globalkidsonline.net/highlights-from-the-past-year-of-gko-research/>.

5 Unicef, *"The State of the World's Children 2017. Children in a Digital World,"* (NY, USA: United Nations Children's Fund (UNICEF), 2017), accessed August 20, 2019, [https://www.unicef.org/publications/files/SOWC\\_2017\\_ENG\\_WEB.pdf](https://www.unicef.org/publications/files/SOWC_2017_ENG_WEB.pdf).

6 Common Sense Media, "The Common Sense Census: Media Use by Kids Age Zero to Eight 2017," accessed August 19, 2019, <https://www.commonsensemedia.org/research/the-common-sense-census-media-use-by-kidsage-zero-to-eight-2017>.

7 OECD, *PISA 2015 Results (Volume III): Students' Well-Being* (Paris, France: PISA, OECD Publishing, 2017), accessed July 15, 2019. [https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-iii\\_9789264273856-en](https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-iii_9789264273856-en).

8 Ibid.

- **Internet access is becoming more personal and private and the mobile phone is the most popular device to get online among teenagers<sup>9</sup>.** Mobile connections are fuelling more persistent online activities with many teenagers going online multiple times per day<sup>10</sup>.

## Online usage

- **Globally, one in three children are internet users<sup>11</sup>**
- **Children are spending more time online than ever before.** On average across OECD countries, students spend almost 2.5 hours online outside of school on a typical weekday, and more than 3 hours on a typical weekend. Time spent online increased on average by about 40 minutes between 2012 and 2015, both on weekdays and weekends.
- **On average across OECD countries, boys spend more time online than girls.<sup>12</sup>** However, in the US, girls are more often online than boys. Half of teenage girls (50%) are near-constant internet users, compared with 39% of teenage boys<sup>13</sup>.
- **Although most children say that they learn something by searching online, the most popular activities among children are not of an educational nature.** Indeed, children's favourite activities are visiting social network sites, watching video clips, and playing online games. Use of the internet for other purposes, such as civic participation, is much less widespread.<sup>14</sup>

## Social media

- **In the US, YouTube, Instagram and Snapchat are the most used online platforms among youth.** Of these online platforms, Snapchat (35%) and YouTube (32%) are the ones that teens use most often.<sup>15</sup>
- **In the UK, children as young as 8 have a social media profile and their popularity increases sharply with age.** As a matter of fact, 18% of 8-11-year-olds have a social media profile compared with 69% of

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9 "Social Media Fact Sheet," *Pew Research Center*, last modified February 5, 2018, <http://www.pewinternet.org/fact-sheets/social-networking-fact-sheet>.

10 Ibid.

11 S. Livingstone, J. Byrne and J. Carr, "One in Three: Internet Governance and Children's Rights", Innocenti Discussion Papers no. 2016-01, (Florence: UNICEF Office of Research, 2016).

12 OECD, *PISA 2015 Results (Volume III): Students' Well-Being* (Paris, France: PISA, OECD Publishing, 2017), accessed July 15, 2019. [https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-iii\\_9789264273856-en](https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-iii_9789264273856-en).

13 "Social Media Fact Sheet," *Pew Research Center*, last modified February 5, 2018, <http://www.pewinternet.org/fact-sheets/social-networking-fact-sheet>.

14 M. Stoilova, "Highlights from the past Year of GKO Research," Global Kids Online | Children's Rights in the Digital Age, last modified December 18, 2017, <http://globalkidsonline.net/highlights-from-the-past-year-of-gko-research/>.

15 M. Anderson and J. Jiang, "Teens, Social Media & Technology 2018," *Pew Research Center*, last modified May 31, 2018, <http://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/>.

12-15-year-olds<sup>16</sup>. In other countries such as the USA, social media use is nearly universal among teenagers.<sup>17</sup>

- **Not all teenagers have positive views about social media, and most have mixed views on the impact of social media on their lives.** Although teenagers recognise that these online platforms can have a positive impact, such as strengthening friendships or exposing them to different points of view, at times they feel overwhelmed by the drama on social media and the pressure to construct only positive images of themselves.<sup>18</sup> Others believe that social media have led to more bullying and the overall spread of rumours, and a few express concerns that these sites could lead to psychological issues.<sup>19</sup>
- **Young people believe that social media help them become more civic-minded and allow them to experience greater diversity.** A US survey found that two-thirds of teens claimed that social media platforms facilitate interaction with individuals from diverse backgrounds. They also highlighted that these platforms help them find different points of view and allow them to express their support for causes or issues they care about.<sup>20</sup>

## Online risks

- **The longer children spend online, the more opportunities they experience, but also more (potential) risks.** Younger children and those with less advanced digital skills are much more exposed to online risks of harm<sup>21</sup>.
- **Children's ability to handle online risks is essentially a learning and development process and, therefore, it is important not to limit children's autonomy and ability to develop their online resilience.** As a matter of fact, children who are encouraged and supported to use the internet positively and safely have better outcomes than more restrictive strategies<sup>22</sup> such as banning children from using the internet.
- **In Europe, 6% of children claim to have been victim of cyberbullying.** The incidence of cyberbully/victimisation increases with age, with a peak at the ages of 13-16.<sup>23</sup>

16 Ofcom, "Children and Parents: Media Use and Attitudes Report 2018." Making communication work for everyone, Last modified January 28, 2019, [https://www.ofcom.org.uk/data/assets/pdf\\_file/0024/134907/Children-and-Parents-Media-Use-and-Attitudes-2018.pdf](https://www.ofcom.org.uk/data/assets/pdf_file/0024/134907/Children-and-Parents-Media-Use-and-Attitudes-2018.pdf).

17 "Social Media Fact Sheet," *Pew Research Center*, last modified February 5, 2018, <http://www.pewinternet.org/fact-sheets/social-networking-fact-sheet>.

18 M. Anderson and J. Jiang, "Teens' Social Media Habits and Experiences," *Pew Research Center*, last modified November 28, 2018, <http://www.pewinternet.org/2018/11/28/teens-social-media-habits-and-experiences/>.

19 Ibid.

20 Ibid.

21 M. Stoilova and S. Livingstone. "Children's online safety: what is the best approach? Key findings from recent research." ITU. February 5, 2019. <https://news.itu.int/childrens-onlineSafety-what-is-the-best-approach-key-findings-from-recent-research/>

22 Ibid.

23 C. Lampert, C. and V. Donoso. "Bullying", in *Children, risk and safety online: Research and policy challenges in comparative perspective*, ed. S. Livingstone, S., L. Haddon and A. Görzig (Bristol: Policy Press, 2012), 141-150.

- **Children’s (and parents’) top online worries are pornography and violence, often encountered on video sharing sites.**<sup>24</sup>
- **When upset by something online, most children turn to friends or family for support and rarely to teachers or other professionals.**<sup>25</sup>

## CHILDREN’S ONLINE SAFETY - A SHARED RESPONSIBILITY

While the rapid increase in internet activity by ever younger children makes it possible for young children to be online, often independent of adult supervision,<sup>26</sup> few children seem to be reaping the full potential of online technologies such as greater access to participation, information, creativity and self-expression or for emotional well-being. Unfortunately, not every child has the capacity, resources or even the support to become digitally literate and resilient enough to be able to cope with online risks and potential difficulties on their own. Some children are too young to even understand what an online risk is, others may not be cognitively or emotionally mature enough to be able to cope with them. Other children lack parental or adult support while others may be more prone to experimenting with risks. This means that although children are different, they all require some level of guidance and support to ensure that their digital encounters are as positive and safe as possible. It is, therefore, crucial to support children and young people to exploit and maximise the positive aspects of online technologies while minimising their risks. Despite this, not all children are being equally nor adequately supported to deal with the potential risks and challenges that the online world poses to them.

While it is true that most of children’s online experiences take place outside of the school and that schools are not the sole responsible for children’s online safety, it is important that educational professionals remain responsive to children’s diverse needs and rights, including those in the digital world. Educational professionals are uniquely positioned to play a leading role to achieve this, especially because children spend an important part of their lives at school and it is there where many of their cognitive, technical and social skills are developed. All these skills are critical in learning to navigate digital environments safely.

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24 Sonia Livingstone, “Risks to children online are increasingly problematic. Is the new internet Safety Strategy the solution?” *Media Policy Project* (blog), October 23, 2017, <https://blogs.lse.ac.uk/mediapolicyproject/2017/10/23/risks-to-children-online-are-increasingly-problematic-is-the-new-internet-safety-strategy-the-solution/>.

25 M. Stoilova and S. Livingstone. “Children’s online safety: what is the best approach? Key findings from recent research.” ITU. February 5, 2019. <https://news.itu.int/childrens-onlineSafety-what-is-the-best-approach-key-findings-from-recent-research/>.

26 S. Edwards, H. Skouteris, A. Nolan, M. Henderson, A. Mantilla and L. Plowman, “Teacher practices for building young children’s concepts of the internet through play-based learning”. *Educational Practice and Theory*, 40, no.1 (2018): 29-50.

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*“It would be better if teachers talked more about online safety in school. This year the teacher talked just a little bit about being safe on the internet, but last year we didn't do any of this. I would like it if there were more lessons in school about how we can be safe on the internet and who to talk to if we have a problem online.”*

*(Boy, 10, Ireland)*

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The fact that schools are strategically positioned to support digital literacy and online safety efforts, does not mean that the full responsibility of empowering and protecting children online lies exclusively with teachers and educational professionals. Other practitioners and professionals working with children should also embrace this responsibility, as well as parents, the industry, the governments, civil society, and even the children themselves. Sharing this responsibility and coordinating efforts is crucial if we want children to be better prepared to deal with the challenges of the information society. However, because the target group of this booklet are teachers and other school professionals, we want to focus our attention on what schools can do to help children be better prepared to navigate the online world as positively and safely as possible. Although this task is not always easy and enough resources are not always available, in this booklet we provide some concrete ideas that can help support online safety efforts at school.

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*“While I feel confident in using online resources personally, it is an ever changing and fast-moving environment. I would like to see more onsite staff training in schools to help teachers keep abreast of the latest developments in eSafety. I also feel it is important that schools are rapidly made aware of any threats and how to deal with them.”*

*(Teacher, Ireland)*

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## Ingredients for a successful online safety approach at school

Everywhere we hear that schools should do more to support children stay safe online. Nonetheless, few schools and educational professionals feel well-prepared or possess the necessary human and technical resources to take on this challenge.

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*"I do not feel confident enough to take advantage of the various types of resources that the internet has to offer. This is mainly because I am not familiar with how I can fully exploit what the internet has to offer. I do not personally use social media. For this reason, I would not be very familiar with the risks that our students are being exposed to while using social media. I would greatly appreciate any guidance/information regarding these."*

*(Teacher, Malta)*

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Despite this, lots can be done to foster a safer online climate at school, even with few resources. Here are some ideas:

- **Get acquainted with the needs of your school community, assess how well (or poorly) your school is doing and plan actions to improve your online safety efforts.** What areas of online safety are most critical at your school? In which areas do students, staff or parents need more support? Answering questions such as these will help you determine areas of strength and weakness and to understand which aspects of online safety may need further developments at your school. You can evaluate your school's online safety efforts through self-assessment tools such as the European Commission's Selfie or the 360-degree safe schools self-review online tool. You may also want to go a step further and follow a well-known accreditation process such as the eSafety Label. All these instruments provide free, user-friendly mechanisms for schools to review their online safety provision and to develop action plans to bring about improvements which are tailored to the needs of their school community.
- **Involve the whole school as much as possible in this process.** The more participatory the approach the more chances to succeed, and for this reason, we encourage you to involve not only other teachers or the school management, but also students, parents and families, as well as other potentially relevant stakeholders such as the local police, non-profit organisations, experts and/or the local IT industry. Establishing a strong collaboration among various stakeholders within and outside of school will help you maximise the impact of the school's online safety initiatives. There are many potential benefits resulting from a whole school approach. For instance, by actively involving students, a sense of ownership in the online safety strategies developed by the school can be fostered. By involving external experts, the police or representatives of the IT industry, the staff, students and parents can feel more motivated to participate in these initiatives. But keep in mind that involving the whole school requires good planning and coordination and it is a time-consuming endeavour. Furthermore, cooperating with colleagues and actively involving parents is not easy since teachers usually must deal with heavy curricular workloads while many parents lack time and sometimes motivation to engage in extracurricular activities organised by the school.

- **Think about online safety in a holistic way.** Consider technical aspects, as well as school policies and practices. They are all necessary to ensure a coherent and meaningful approach to online safety education at school.
- **Be ambitious but remain realistic.** Take into consideration the needs of your school community as well as the available human and financial resources. Based on this, and ideally together with other colleagues, students and parents, set achievable goals as well as efficient plans of action to achieve such goals. You can start with small, not very demanding initiatives such as developing an awareness-raising project during the next Safer Internet Day. These activities can be useful to engage and motivate other colleagues, students and even parents and to showcase the importance of investing more in school-led online safety initiatives. Eventually, when the time is ripe and you count with the support of other colleagues, students, parents and school management, you can embark on more ambitious and sustainable projects such as developing a long-term online safety strategy for your school.

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*“If I had to make a suggestion, I would say, the school can organise meetings regarding ways to deal with these concerns once a few months or once every scholastic year with information that is appropriate to every year of the school (...) But an important thing to keep in mind is that the meetings would be in an activity form because people of my age would hate to sit and just listen to someone explaining how to handle these concerns. Hence, if it is in an activity form the people my age would enjoy it more and remember it because of the experience.”*

*(Teenage girl, Malta)*

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# WHAT GETS IN THE WAY OF ONLINE SAFETY EDUCATION IN SCHOOLS AND WHAT CAN BE DONE ABOUT IT

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*“Up till now, I have never seen a leaflet given at school, or children given any lectures on cyberbullying, online hate speech, etc. They should give lectures or leaflets to students and parents”*

*(Parent, Malta)*

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Devoting enough time and school resources to online safety education and digital citizenship initiatives, especially in regions or countries where these issues are not part of the formal curriculum, may seem like “mission impossible” to many teachers, and understandably, given the speed at which digital technologies evolve, the crowded curriculum, the limited opportunities for in-service training, and the many other pressures teachers are confronted with on a daily basis. However, if we want our younger generations to be “agents and citizens in a digital age, children need a deeper, critical understanding of the digital environment<sup>27</sup>, including online risks.

We are aware that dealing with online safety education can be demanding and that the time and resources for it are usually limited. For this reason, in the following sections we address some of the most common obstacles that schools face when trying to introduce online safety education at school and present you with possible solutions to overcome them. We also describe some initiatives developed by teachers of four European schools and share their experiences with you. We hope that they can serve as inspiration.

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*“I think there was an improvement [in online safety] over the last few years. Schools try the best they can. However, this is an ongoing process, facing new challenges every day. I think there is too much exposure, and schools do not have the necessary resources and man power to address this”*

*(Parent, Malta)*

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27 S. Livingstone. “What’s the role of the school in educating children in a datafied society?” *Connected Learning Alliance* (blog). August 19, 2019. <https://clalliance.org/blog/whats-the-role-of-the-school-in-educating-children-in-a-datafied-society/>



Common obstacles to online safety education	Possible solutions
<b>Teachers and other school staff</b>	
<ul style="list-style-type: none"> <li>• <b>Crowded curriculum and lack of time</b></li> </ul>	<ul style="list-style-type: none"> <li>• Engage as much as possible colleagues, students and/or parents. Many hands make light work!</li> <li>• Create synergies with other school activities and teachers’ workload. Avoid reinventing the wheel and instead maximise existing efforts. For instance, if at your school there are some existing youth prevention programs or initiatives already focusing on offline risky youth behaviour such as school violence or sex-related risks, incorporate online safety there. Don’t isolate online safety education from more traditional youth prevention programs. This may add an extra burden to the school staff and will inevitably waste resources.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Lack of motivation</b></li> </ul>	<ul style="list-style-type: none"> <li>• It would not be realistic to expect that all your colleagues will be thrilled by the idea of having to add online safety to their already crowded curriculum, but it would not be surprising that some of them become truly enthusiastic. Identify those motivated colleagues and ask them to take the lead in some online safety initiatives. Their enthusiasm may be contagious!</li> </ul>
<ul style="list-style-type: none"> <li>• <b>(Perceived) lack of digital competences and/or confidence</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers’ knowledge and understanding of digital technologies and online safety can become quickly obsolete and, thus, it is important that school staff receives good quality, on- going training. Ideally, this type of training should be regularly offered at school, for instance, during pedagogical training sessions.</li> <li>• If no training opportunities are available within the school on this area, you can look for training opportunities offered locally, or you can follow online courses such as those offered by the European Schoolnet Academy<sup>28</sup>. On this platform you can find free MOOCs especially designed for teachers about diverse topics including online safety or social media literacy. These free online courses can help you upgrade your knowledge in this area.</li> <li>• Although many teachers feel ill-prepared to embark on online safety education, you should not forget that online safety education requires more than fostering technical skills. Emotional, social and cognitive skills are as important as technical ones and you, as a teacher, have plenty of experience supporting students develop these skills. So, make use of this rich experience, for instance, when discussing sensitive topics such as cyberbullying, sexting and many other online risks with your students.</li> </ul>

<sup>28</sup> <http://www.eun.org/professional-development/academy>

Students	
<ul style="list-style-type: none"> <li>• <b>Lack of motivation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Topics such as online safety or digital citizenship do not have to be boring. Your students love digital technologies. This is why they spend so much time using them! So, take advantage of their existing motivation to truly engage them in online safety activities.</li> <li>• Avoid lectures, usually perceived as boring, and rather use online safety or digital citizenship sessions as an opportunity to ‘think out of the box’ and to explore innovative ways to teach and learn about these issues. You can get some inspiration in the resources section at the end of this booklet.</li> <li>• Develop online safety initiatives together with your students and co-create some activities and materials with them. This will help them foster a sense of ownership and will help maintain their interest.</li> <li>• Older students are usually more experienced users of online technologies than younger ones. You can take advantage of their expertise through peer-to-peer learning activities or other types of coaching or buddy opportunities where older students can support younger ones to become more empowered and responsible users of digital technologies.</li> <li>• Make sure that activities respond to the needs of your school community. This will make the learning experience more meaningful and relevant for your students.</li> <li>• Provide adequate resources for the different age groups paying special attention not to expose children, especially the youngest ones, to online risks they might not be aware of (e.g. self-harm, suicide, violent content, etc.). This is particularly important if you are planning to develop activities or programmes led by students themselves.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Inappropriate use of digital media by students</b></li> </ul>	<ul style="list-style-type: none"> <li>• Agree on rules about (un)acceptable online use together with the students and formalise this agreement through a signed document such as a code of conduct.</li> <li>• Put mechanisms in place to prevent, detect and tackle potential misuse of digital technologies at school or other related problems early on.</li> </ul>
Parents	
<ul style="list-style-type: none"> <li>• <b>Lack of engagement</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote joint online safety activities with students and their families.</li> <li>• Have children showcase their online safety activities, projects and accomplishments at home as well as during school events. In this way, you will help raise awareness about the importance of online safety even beyond the school.</li> <li>• Integrate online safety activities at school events that are popular among parents. This will help you attract students’ families and will lower the burden on parents to attend additional school events.</li> <li>• If parents seem enthusiastic (and have time), involve them in the design and/or implementation of online safety activities.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Parental opposition to the use of digital technologies in school or to online safety education</b></li> </ul>	<ul style="list-style-type: none"> <li>• Communicate transparently and constantly before and during the implementation of online safety initiatives.</li> <li>• Be receptive to parents’ concerns and take their suggestions into consideration.</li> </ul>
<p><b>School</b></p>	
<ul style="list-style-type: none"> <li>• <b>Misalignment of online safety initiatives with the school calendar</b></li> </ul>	<ul style="list-style-type: none"> <li>• Take the school calendar into account and plan online safety activities accordingly well in advance but remain flexible and adapt your plan if necessary.</li> <li>• Keep your online safety initiatives ambitious but achievable.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Data security and privacy concerns</b></li> </ul>	<ul style="list-style-type: none"> <li>• Be up to date about relevant data protection regulation such as the General Data Protection Regulation (GDPR)<sup>29</sup> and get informed about how it may affect your school practices. In other words, find out what your school must do to comply with EU data protection rules<sup>30</sup>.</li> <li>• Have adequate technical measures and protocols in place to ensure that school (online) systems are secure.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Lack of budget or infrastructure</b></li> </ul>	<ul style="list-style-type: none"> <li>• Online safety or digital citizenship education does not need to be expensive. There are plenty of free resources and even teacher training opportunities that can be carried out with little or no costs. In the resources section of this booklet you can find several resources which are freely available.</li> <li>• Integrate online safety education to the existing children’s media and digital literacy curriculum. This will add coherence to your school curriculum, will save teachers’ time and resources and children will be better able to understand, manage and safeguard their safety online.</li> <li>• Incorporate online safety education in your school’s prevention programs or initiatives already focusing on related offline issues such as school violence, bullying or sex-related risks. Adding an online dimension to these existing programmes will strengthen them and will help you save both human and financial resources.</li> <li>• Although working with laptops, tablets or mobile phones can be motivating for students, you do not need a great technical infrastructure to promote online safety education. There are plenty of online safety educational activities which you can do even without computers or internet access! Besides, lots of printable materials are available for free.</li> </ul>

<sup>29</sup> <http://www.schooleducationgateway.eu/en/pub/resources/tutorials/brief-gdpr-guide-for-schools.htm>

<sup>30</sup> [https://ec.europa.eu/info/law/law-topic/data-protection/reform/rules-business-and-organisations\\_en?pk\\_source=google\\_ads&pk\\_medium=paid&pk\\_campaign=gdpr2019](https://ec.europa.eu/info/law/law-topic/data-protection/reform/rules-business-and-organisations_en?pk_source=google_ads&pk_medium=paid&pk_campaign=gdpr2019)

Online Safety programmes and resources	
<ul style="list-style-type: none"> <li>• <b>Difficulties to find good quality resources</b></li> </ul>	<ul style="list-style-type: none"> <li>• There are plenty of resources which can be useful to support online safety education, but not all these resources are necessarily of good quality, relevant or up-to date. This can make searching for appropriate educational materials time consuming and overwhelming. To help you in this search, we provide you with a list of recommended resources at the end of this booklet. Our selection ranges from specific online safety activities to comprehensive and multilingual resource portals such as the European Commission’s Better Internet for Kids (BIK) gallery<sup>31</sup>.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Lack of resources in languages other than English</b></li> </ul>	<ul style="list-style-type: none"> <li>• Although online safety resources in English outnumber resources in other languages, there are still good quality resources available in other languages. At the end of this booklet you will find links and a short description of useful materials and resource galleries in different languages.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Too many single-session activities but almost no long-term online safety programmes</b></li> </ul>	<ul style="list-style-type: none"> <li>• We have learned from (offline) youth prevention programmes (e.g. drugs or early pregnancy prevention programmes) that single sessions or “isolated” initiatives (e.g. school assemblies) are not likely to work. Effective programs need to be sustainable. Therefore, whenever possible, try to incorporate online safety education into other existing youth prevention programs or initiatives already going on at school (e.g. programmes focusing on school violence or bullying, sexual abuse, etc.).</li> </ul>

<sup>31</sup> <https://www.betterinternetforkids.eu/web/portal/resources/gallery>

# GET INSPIRED! ONLINE SAFETY ACTIVITIES TO DEVELOP AT SCHOOL: IDEAS FROM TEACHERS FOR TEACHERS

When developing this booklet, four teachers from Belgium, Malta and Ireland shared with us their experiences as regards online safety at their schools. Together, we reflected on the challenges of effective online safety education but also on how fulfilling it can be to see positive results at the end. By sharing some of their experiences and reflections, we hope that you will find inspiration to develop new and more online safety initiatives at your school.

## Integrating eSafety into the curriculum for increased awareness: the Maltese experience

A school in Malta saw an increasing number of eSafety issues during and outside of the school hours and decided to tackle it through intensive awareness-raising activities. One of their teachers explained that they have integrated eSafety sessions into the Information Technology (IT) and Personal, Social and Career Development (PSCD) subjects throughout the school year. These student sessions include interactive lessons, roleplaying and Skype calls to local agencies among other activities. In addition, *BeSmartOnline!*<sup>32</sup> a national initiative that concert the efforts of various national stakeholders working towards the establishment of a Safer Internet Centre in Malta, was invited to organise information sessions for the parents of students.

According to the teacher in charge, these efforts required a considerable amount of preparation and research on the part of the school staff. However, students enjoyed the sessions even if they were already familiar with the topics covered.

## Celebrating the Safer Internet Day locally in an Irish school

A class in an Irish school has been marking the Safer Internet Day (SID) since 2017 by organizing activities with students “that engage them and make them think about eSafety in the most beneficial way possible”. The teacher in charge says that having the ownership of such activities makes the lessons from these activities more memorable for the students. In the past editions of the SID they have prepared posters, a short podcast and even a 19-minute radio show for their class’ internet radio station. This teacher notes that the students wanted to take it a step further in 2019 and asked to make a video documentary with some eSafety tips for their peers.

The activity required extensive preparation and work; from determination of the topics to be covered to the scripting of the video, and from recording the footage to editing the final movie, the whole process spanned several weeks of work and about 30 minutes to 2 hours a day. Principal and other staff also got involved by helping the management of students during this time. The video was shared through various social media platforms. It was also sent to compete at the Irish Safer Internet Day 2019 Awards. While it did not win the competition, the real win was the impact that the video had on the class, who remembered every lesson learned and taught in the documentary. For the rest of the school year, the lessons could be overheard being mentioned,

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<sup>32</sup> <http://www.besmartonline.org.mt/?AspxAutoDetectCookieSupport=1>

practices that had been discussed in the video were adopted in class, and in general, there was a heightened awareness of eSafety.

According to the teacher in charge of this initiative, “the whole experience was a daunting one at the start, but one that was absolutely worthwhile” and adds that “it was time consuming, too. But it was time well spent. It was something that gave the students ownership over the project, the desire to make it the best it could be, and it opened their eyes to the need for everyone to learn and know about eSafety”.

## Setting the rules, protecting students: How did a special education school in Belgium do it?

A Belgian teacher explains that the rising availability and common use of smartphones brought about increased number of social problems and eSafety incidents at school. Being in a special education school, they felt particularly vulnerable. There was no framework to refer to and they did not have a code of conduct to use while dealing with such problems.

Initially, this teacher acted individually and participated in one of EUN’s courses on media literacy in order to be able to inform and train her colleagues. She later moved on to create a policy plan where she involved several stakeholders: management and middle management, pedagogues, student counsellors, teachers, students and three important experts in their network. Preparation process took a whole school year, but the resulting policy framework proved to be highly beneficial; all the rules and relevant sanctions laid out, a division of roles amongst the school management, teachers and supporting staff was set, and the students knew exactly how they were expected to behave when it comes to smartphone and social media use. Moreover, according to the teacher, since the implementation of the newly created policies, support and involvement amongst other teachers and staff is growing. In addition to the preventive properties of a code of conduct, this effort raised the interest and awareness of the students in the subject matter, and more importantly, students started to seek their teachers’ help a lot sooner than they did before when faced with online safety related issues.

Their code of conduct defined four colour zones marked in all buildings, areas and classrooms in the school:

- **Green:** Students can freely use their mobile phones, but they are given tips on healthy use.
- **Blue:** students are allowed to use a mobile phone to relax during breaks (e.g. to play a game or listen to music).
- **Yellow:** Students are allowed to use a mobile phone for class-related use.
- **Red:** Students are not allowed to use a mobile phone.

Information on these zones are being distributed to all students at the beginning of the school year and given to the parents during the registration in the form of a brochure.

The same school was also confronted with a growing social problem among a group of students, who took it to various social media platforms as well. The school addressed the situation by involving an external prevention advisor to plan a series of educational sessions. During these sessions, which spanned over a twelve-week period, various internal and external experts worked intensely with young people to address important issues such as privacy, sexting and cyberbullying, and asked the students to reflect on their experiences and problems amongst themselves. This exercise did not only resolve the existing issue, but it also became a reference point should similar problems arise in the future.

## Online reputation incident: experiences from a Belgian school

A Belgian primary school teacher tells the story of how a group of senior students took the end-of-the-year graduation video activities a step further and created and shared an online video containing explicit and offensive content. The incident, which was discovered by another teacher, was the first ever experienced at that school, and, therefore, they did not know how to respond or handle such a situation. With the involvement of the principal, teachers, students, parents, IT-coordinator and the special needs teacher, an incident handling guideline and a flowchart was developed within a short timeframe (approximately one week). In addition to the guidelines for action in the case of an incident, this exercise also included information sessions for the parents and lessons for the students.

## CONCLUSIONS

We are aware that dealing with online safety education can be daunting, that the time and resources for it are usually limited and that for many teachers and educators dealing with it at school may seem like “mission impossible”. This is understandable given the speed at which digital technologies evolve, the crowded curriculum and the many other pressures teachers are confronted with daily. However, we also hope that after having read this booklet you will understand that online safety education is everyone’s business, also yours!

We also hope that by reading this resource you will feel more confident, inspired and able to start developing online safety education initiatives at your school. In particular, we would like you to remember the following:

- ❑ **The more time children spend online, the more opportunities they get, but they may also face more risks and potential harm.** Thus, more educational efforts are needed to ensure that all children develop the skills and capacities needed to maximise their positive online experiences while limiting the risks. As schools can reach practically all children—from the most vulnerable ones to those with less-advanced digital skills—we cannot emphasise enough the important role that schools play in supporting media and digital literacy efforts as well as online safety education and initiatives.
- ❑ **Media panics tend to emphasise the detrimental effects of digital technologies on children.** This may give you the impression that online safety is a “lost cause”. But it is not! You can do a lot to help your students, their parents and even your colleagues have a more nuanced and balanced view of digital technologies which highlights both its positive as well as its potentially harmful aspects.
- ❑ **The fact that many children are (or seem to be) skilful users of digital technologies doesn’t mean that all children are well equipped to handle the risks.** Schools are important partners in ensuring child protection online; more efforts should be invested so that good quality online safety education as well as media and digital literacy education, can reach more children via their schools. These efforts should not only include actions targeting students, but also parents and teachers themselves.
- ❑ **Many adults, teachers and parents alike, lack digital confidence, and sometimes, digital competences as well.** With digital technologies and online risks evolving so fast, more and more adults feel as “digital immigrants” unable to educate the supposedly autonomous and skilful “digital natives”. Don’t be afraid of digital technologies! And more importantly, trust yourself and your passion to educate! You already possess many of the skills, the knowledge and the experience needed to foster digital citizenship and online safety. Remember that media literacy, digital citizenship and online safety require much more than mere technical skills. Cognitive and social skills and a critical attitude are essential to foster digital citizenship and online safety and teachers have plenty of experience fostering these skills among students.
- ❑ **You don’t need to be a tech expert to encourage students’ safer online behaviour. But you do need to be reasonably well informed and up-to-date.** But be realistic! Nobody can keep up with the rapid pace of technologies so, whenever possible follow in-service training. If your school does not provide you with opportunities for training in this area, you can look for (free) online training courses such as the MOOCs offered by European Schoolnet Academy<sup>33</sup>.

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<sup>33</sup> <http://www.eun.org/professional-development/academy>



- ✔ **Finding good quality online safety educational materials can be overwhelming.** Identify a few good quality sources of information, such as your local Safer Internet Centre<sup>34</sup> or the Better Internet for Kids platform<sup>35</sup>. Whenever choosing online safety educational resources make sure that the resources are age-appropriate, trustworthy and safe, i.e. the resource is not harmful to minors in any ways (e.g. free from commercial risks), up-to-date and respectful of human and children’s rights (e.g. the resource respects children’s privacy). One particularly useful tool to help you decide what online resource is appropriate for your students is the Positive Online Content Criteria Checklist<sup>36</sup>. The more criteria on the list you can tick, the better!
- ✔ **Online safety or digital citizenship education does not need to be expensive.** There are plenty of free educational resources and teacher training opportunities (e.g. free online courses) which involve little or no investment, apart from your valuable time, of course!
- ✔ **Integrate online safety education to the existing children’s media and digital literacy curriculum as well as the school’s related youth prevention programs and initiatives** (e.g. programmes tackling (offline) school violence, bullying or sex-related risks). This will add coherence to your school curriculum, will save teachers’ time and resources and children will be better able to understand, manage and safeguard their safety both online as offline.
- ✔ **Although working with laptops, tablets or mobile phones can be motivating for students, you do not need great technical infrastructure to promote online safety education.** There are plenty of online safety educational activities which you can do even without computers or internet access! Besides, lots of (printable) materials such as guides or booklets on specific online safety issues are available for free.
- ✔ **Talking about online safety is as easy or as difficult as talking about sex, bullying or acceptable social norms with your students.** In all these cases you will have to allow for an open, honest and caring exchange with your students. Admit that you do not have all the answers and encourage them to reflect on how their online behaviour can have a lasting effect on themselves and on others. A good and positive communication with your students is arguably the best basis of successful online safety education.

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<sup>34</sup> <https://www.betterinternetforkids.eu/web/portal/policy/insafe-inhope>

<sup>35</sup> <https://www.betterinternetforkids.eu>

<sup>36</sup> <https://www.betterinternetforkids.eu/web/positiveonlinecontent/checklist>

# WHERE TO LOOK FOR INSPIRATION

## Online safety

### Better Internet for Kids: Resources Gallery

**Database developed by:** European Schoolnet on behalf of the European Commission

**Available at:** <https://www.betterinternetforkids.eu/web/portal/resources>

**Description:** The Better Internet for Kids (BIK) platform is a service provided by European Schoolnet on behalf of the European Commission, which bundles and shares resources, information, and services between national Safer Internet Centres. As the name suggests, the platform aims to establish a better and thus safer internet with quality content for children and young people. One way in which it fosters this development is by providing resources for schools in two resource galleries, one dedicated to videos in 25 different languages, and one consisting of teaching materials such as quizzes, games, guides, and infographics on online safety and privacy. This gallery is searchable by keyword, language, and age, and contains more than 1000 teacher- and student-friendly resources, which are especially interesting for schools who aim to increase safety online as a part of their social media literacy strategy.

### Web We Want handbook for Educators

**Tool developed by:** European Schoolnet in cooperation with Google and Liberty Global

**Resource available at:** <http://www.webwewant.eu>

**Resource description:** The Web We Want is an initiative that was launched in 2013 by the network of national Safer Internet Centers, Insafe, and thus, it is especially interesting for schools that wish to focus on different aspects surrounding online safety. It is the goal of this initiative to enable young people to fully use their opportunities in the digital world, including social media, and develop as responsible citizens. Therefore, it actively involves students, and it also works together with teachers who play a crucial role in supporting youth to become reflective (online) media users. In a participatory approach, teachers from Europe and beyond developed the “Web We Want handbook for educators”, which compiles a number of lesson plans, providing concrete ideas and activities that can be implemented in the classroom to foster students’ critical thinking and creativity, and help them navigate the web safely. The lesson plans are marked according to the age group, topic, level of difficulty, and broken down into step-by-step processes. They provide links to materials and further information on the respective topics around online safety.

The handbook is available for download as PDF in 11 languages: Armenian, Czech, Dutch, French, English, German, Greek, Hungarian, Lithuanian, Polish, Portuguese, and Romanian.

## European Network Against Bullying in Learning and Leisure Environments (ENABLE)

**Tool developed by:** The ENABLE project consortium

**Resource available at:** <http://enable.eun.org/>

**Resource description:** The ENABLE project aimed to combat bullying by fostering empathy and more considerate social interactions online and offline, through a hackathon, an online course (MOOC), and a widely disseminated book. The project took a holistic approach, taking into consideration the students' home, school, class and community environments and helping them to execute their fundamental rights. Through the development of social and emotional learning skills, resilience was built, enabling young people to interact more responsibly. The project results shed light on the nature of bullying, and on how it can be combatted through the development of social skills. Since many schools indicate cyberbullying as one of the main problems regarding social media literacy, this resource can provide valuable insights and tips for building a social media literacy strategy around the topic.

## Social and Emotional Learning for Mutual Awareness (SELMA)

**Tool developed by:** The SELMA project consortium

**Resource available at:** <https://hackinghate.eu/>

SELMA – hacking hate is a two-year project aiming to tackle online hate speech by promoting mutual awareness, tolerance, and respect. The project activities will result in increased awareness, knowledge and understanding of online hate speech and young peoples' abilities to prevent and counter it by empowering them to take action. These activities include empirical research, online and offline training and counselling for young people, meetings with EU policy makers, Ministries of Education and IT companies, a hackathon, an international conference, campaigns, as well as the co-creation of a toolkit<sup>37</sup>. Based on a child-and-youth-centred approach, this toolkit comprises useful resources for teachers who aim to include the fight against hate speech in their school strategies. This includes a peer ambassador scheme, training and support materials for teachers, and an online counselling program for vulnerable youth, among other things. As the project tackles a wide-spread problem that affects schools and produces tools that can be integrated into the social media strategy at a structural level, it is worth keeping an eye on the prospective publication of the toolkit.

## Digital citizenship

### Common Sense Education

**Database developed by:** Common Sense Education

**Available at:** <https://www.commonsense.org/education/>

**Description:** Common Sense Education is an independent non-profit organisation based in the United States, which aims to empower children in a digital world and simultaneously support parents, teachers, and policy

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<sup>37</sup> <https://hackinghate.eu/toolkit/>

makers. They offer resources, tips, and expert advice for parents and teachers on topics such as data and privacy, well-being, and digital citizenship. This includes a vast number of resources, such as lesson plans, games, posters, toolkits, family engagement resources, as well as trainings in the form of curriculum tutorials and webinars for different student age groups.

## Media Information Literacy for Teachers

**Database developed by:** UNESCO

**Resource Available at:** <http://unesco.mil-for-teachers.unaoc.org/>

**Description:** This UNESCO website on Media Information Literacy (MIL) provides an overview as well as 10 thematic modules to familiarize teachers with different aspects of the topic and train them to integrate them in their teaching. The modules are available in different languages, including English, French, Russian, and more, depending on the module. Moreover, each module is accompanied by a resource section, and in addition there is a resource databank, which can be searched by keyword, and subject, and includes resources in more than 60 languages.

## UNODC E4J Library of Resources - Cybercrime

**Database developed by:** United Nations Office on Drugs and Crime

**Resource available at:**

<https://www.unodc.org/e4j/en/resdb/search.html?#?c=%7B%22filters%22:%5B%5D,%22sortings%22:%22%22%7D>

**Resource description:** Education plays a key role in helping citizens develop an understanding of and the respect for the rule of law, which in turn is a prerequisite for peaceful and inclusive societies. As the latter is crucial also in the context of the Sustainable Development Goals defined by the United Nations, the United Nations Office on Drugs and Crime launched an Education for Justice initiative (E4J). In this context, an open-access database of existing quality resources for teachers was created, including a large section on cybercrime. However, the term cybercrime is defined quite broadly and includes topics such as:

- Media literacy
- Cyberbullying & harassment
- Sexting
- Online child sexual abuse and exploitation
- ESafety
- Inappropriate, offensive or illegal online content
- Responsible use of online platforms & services
- Privacy & personal data

The database holds relevant resources of all types, which can be searched for example by education level, topic, language, country of relevance, audience, or by key word. On the topic of cybercrime, resources are available in 22 languages, of which more than 350 in English.

## EAVI portal – Media Literacy for Citizenship

**Database developed by:** European Association for Viewers Interests

**Available at:** <https://eavi.eu/resources-for-teaching-learning/>

**Description:** The European Association for Viewers Interests (EAVI) is a Brussels-based international non-profit organisation that advocates full citizenship and media literacy. To support teachers in bringing the necessary skills and values to the classroom, they developed a database of “resources for teaching and learning”, such as films and videos, lesson plans, academic studies, articles, infographic, statistics and lists. Many of the resources are created to be used in the classroom directly, on topics such as data literacy or fake news. This database provides ready-to-use resources as well as a list of media, information and digital literacy organisations in Europe and a Glossary explaining the most important terms regarding media literacy.

## Social Media in Education: Resource Toolkit

**Database developed by:** George Lucas Educational Foundation

**Available at:** <https://www.edutopia.org/social-media-education-resources>

**Description:** The George Lucas Educational Foundation promotes best practice examples in education and supports teachers in implementing practices to improve the learning of their students. Keeping in line with their hands-on approach, their Resource Toolkit for social media in education provides links to resources that are often taken directly from the experience of teachers and applicable in real-life situations. This includes concrete guidelines on specific social media platforms such as Twitter or Facebook, but also toolboxes for teachers and parents and learning materials for different age groups.

## Digital Literacy Resource Platform

**Database developed by:** Berkman Klein Center for Internet and Society at Harvard University

**Available at:** <https://dcrp.berkman.harvard.edu/>

**Description:** The tools in the Digital Literacy Resource Platform (DLRP) are aimed at teachers as well as parents and youth, age 11-18. The collection is continuously evolving and monitored by the Youth and Media team at the Berkman Klein Center for Internet & Society at Harvard University, ensuring the quality of the resources. In line with the Social Media Literacy for Change project’s goals, it is the aim of the platform to empower young people to make decisions responsibly, and to support teachers and parents in guiding students to become independent citizens and in building supportive and inclusive digital spaces. Teachers can search tools that are useful for them specifically, including, among others, curricula, guides, videos, and learning experiences. In addition, the resources are searchable in several topics including civic and political engagement, content production, digital literacy, privacy and reputation and safety and well-being, among others.

## Digital & Media Literacy: Teacher Resources

**Database developed by:** MediaSmarts – Canada’s Centre for digital and media literacy

**Resource available at:**

- EN: <http://mediasmarts.ca/teacher-resources>
- FR: <http://habilomedias.ca/ressources-p%C3%A9dagogiques>

**Resource description:** MediaSmarts (“HabiloMedias” in French) is a non-profit organisation based in Canada that works on media and digital literacy. It is the organisation’s goal to foster critical thinking skills in children and youth and enable them to become informed and active digital citizens. In order to reach this goal, they have created a collection of resources and teaching materials, which can be used in schools and kindergartens. The database is searchable by grade as well as by topic and media type, and therefore also interesting for teachers who aim to raise awareness for social media literacy in very young children. There are 55 topics to choose from,

ranging from intellectual property rights, body image, alcohol marketing, journalism and news, to cyberbullying and online hate. The vast thematic selection of resources and the concrete lesson plans make this an interesting database for teachers of students of all ages, from kindergarten to grade 12. The webpage also offers an introduction to the topic of media and digital literacy and its relevance for teachers and teaching contexts, as well as resources for parents and an up-to-date blog.

## School Education Gateway - Europe's online platform for school education

**Tool developed by:** European Schoolnet on behalf of the European Commission

**Resource available at:** <https://www.schooleducationgateway.eu/en/pub/resources.htm>

**Description:** The School Education Gateway is a portal for teachers, school leaders, policy makers, experts, and other professionals who wish to stay informed about school education in Europe, both in policy and in practice. The portal is available in 23 European languages and offers different sections, including a resource database with publications, tutorials, and teaching materials. The tutorials and teaching materials are ready to be used in the classroom and cover topics such as online safety and school governance. Furthermore, the School Education Gateway Teacher Academy offers free training courses and further resources for the classroom that can be discovered in the course catalogue.

## Digital literacy and online safety self-assessment tools and online safety accreditation

### eSafety-Label for a safer school

**Focus:** Online Safety

**Tool developed by:** European Schoolnet

**Resource available at:** <https://www.esafetylabel.eu/>

**Resource description:** Through the eSafety Label, schools across Europe can get support in their efforts to improve online safety and create an enriching digital environment at their schools. In addition, the label does not only serve as a support community for schools, but it is also an accreditation mechanism for schools that implement certain measures around the issue. One such program is the eSafety Champion scheme, in which European teachers promote online safety and exchange best practices. Some such “champion” teachers have developed several resources<sup>38</sup>, which can help to plan lessons around personal data protection, reliability of information on the web, digital footprint, and cyberbullying. More materials, such as handouts and information material about the issue, can be found on the landing page, however, it is necessary to register to gain access.

### 360 degree safe

**Tool developed by:** South West Grid for Learning (SWGfL)

**Resource available at:** <https://360safe.org.uk>

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<sup>38</sup> [https://www.esafetylabel.eu/outputs-esafety\\_champions/champion\\_materials](https://www.esafetylabel.eu/outputs-esafety_champions/champion_materials)

**Resource description:** The 360-degree safe schools self-review online tool “provides a user friendly and interactive means for schools to review their Online Safety provision and to develop an action plan to bring about improvements.”

This tool is intended to help schools review their Online Safety policy and practice. It provides:

- Information and stimulus that can influence the production or review of Online Safety policies and develop good practice.
- A process for identifying strengths and weaknesses.
- Opportunities for commitment and involvement from the whole school.
- A continuum for schools to discuss how they might move from a basic level provision for Online Safety to practice that is aspirational and innovative.

The tool is free of charge to schools on completion of a simple registration process.

## ‘SELFIE – Supporting schools for learning in the digital age’

**Tool developed by:** European Commission

**Resource available at:** [https://ec.europa.eu/education/schools-go-digital\\_en](https://ec.europa.eu/education/schools-go-digital_en)

**Resource description:** The SELFIE tool is designed to support schools in assessing where they stand concerning the use of digital technologies for teaching and learning. It is an assessment tool that shines a light on different areas, such as curricula, school strategies, teaching strategies, infrastructure, and the student experience. The SELFIE can be taken by all members of the school, including school leaders, teachers, and students, and is customisable according to the school needs. It is available in 24 languages and accessible and open to all schools, regardless of their policy on and experience concerning digital technologies. Based on the SELFIE test, a report is compiled that shows the schools strengths, weaknesses, and areas of improvement regarding digital technologies, which can be used as a starting point to discuss and develop next steps. As several assessments can be taken over time and compared, SELFIE is also useful as an evaluation tool to measure progress and change. SELFIE is fully anonymous and free, but registration is required.

## Customisable school policy templates

### School Online Safety Policy Templates

**Tool developed by:** South West Grid for Learning (SWGfL)

**Resource available at:** <https://swgfl.org.uk/online-safety-policy-templates-for-schools/>

**Resource description:** These customisable and downloadable school Online Safety policy templates help schools to address a wide range of e-safety policy issues. The templates comprise guidance, key elements to include, and are flexibility to adapt, allowing schools to create an e safety schools policy that works for them.

## Online Safety Policy Template for Schools

**Tool developed by:** London Grid for Learning (LGfL)

**Resource available at:** <https://www.lgfl.net/online-safety/resource-centre?s=24>

**Resource description:** This online safety policy aims to:

- Set out expectations for school community members' online behaviour, attitudes and activities and use of digital technology (including when devices are offline)
- Help all stakeholders to recognise that online/digital behaviour standards (including social media activity) must be upheld beyond the confines of the school gates and school day, and regardless of device or platform
- Facilitate the safe, responsible and respectful use of technology to support teaching & learning, increase attainment and prepare children and young people for the risks and opportunities of today's and tomorrow's digital world, to survive and thrive online
- Help school staff working with children to understand their roles and responsibilities to work safely and responsibly with technology and the online world:
  - for the protection and benefit of the children and young people in their care, and
  - for their own protection, minimising misplaced or malicious allegations and to better understand their own standards and practice
  - for the benefit of the school, supporting the school ethos, aims and objectives, and protecting the reputation of the school and profession
- Establish clear structures by which online misdemeanours will be treated, and procedures to follow where there are doubts or concerns (with reference to other school policies such as Behaviour Policy or Anti-Bullying Policy).

## Other resources

### Social Media in Learning and Education (SMILE)

**Tool developed by:** European Schoolnet thanks to Facebook Digital Citizenship Research Grant.

**Resource available at:** <http://www.eun.org/documents/411753/817341/SMILE+handbook/56153972-adb0-4325-b1c4-505575d0b8ad>

**Resource description:** The SMILE handbook describes the main findings of the Social Media in Learning and Education (SMILE) Action Research Project. Through an online learning laboratory for 100 teachers from 30 countries, the project explored the educational possibilities of social media use in education. The report describes the major lessons learned and it offers guidelines for teachers, policymakers and industry to improve the quality of social media for education.

### GDPR Guidance for Schools and Colleges

**Tool developed by:** South West Grid for Learning (SWGfL)



**Resource available at:** <https://swgfl.org.uk/resources/gdpr-guidance-for-schools-and-colleges/>

**Resource description:** This resource provides personal data advice and guidance for schools and colleges. The area of personal data protection is a current and high-profile issue for schools, colleges and other organisations with the new General Data Protection Regulation (GDPR) coming into effect on the 25th May 2018. It is important that the school/college has a clear and well understood personal data handling policy in order to minimise the risk of personal data breaches. These resources offer schools and colleges advice and guidance on personal data to use alongside their own data protection policy. They are not intended to provide legal advice and the school/college is encouraged to seek their own legal counsel when considering their management of personal data.

## Digital citizenship and online safety resources in other languages

### Mediawijs – Kenniscentrum Mediawijsheid

**Country:** Belgium

**Language:** Dutch

**Resource available at:** <https://mediawijs.be/>

Mediawijs is the Flemish Centre for digital and media competences, administered by the Flemish government in cooperation with imec vzw. In order to help citizens become active, critical, and creative in their use of media, Mediawijs creates networks between organisations and governments, provides trainings, and runs information campaigns. Resources such as information dossiers, trainings on media competences, and a database of organisations working on media literacy can be found on their website.

### Mediawijzer

**Country:** The Netherlands

**Language:** Dutch

**Resource available at:** <https://www.mediawijzer.net/>

Since 2008, Mediawijzer has acted as the Dutch network for media competences, on behalf of the Dutch Ministry of Education, Culture, Science, Youth and Family. It is targeted at media education literacy of children and youth, in cooperation with over 1000 organisations, companies, and experts working in the field. Their website offers a resource bank with tools such as studies or blogs, and a competence model that schools can adapt when designing their social media literacy strategy.

### PantallasAmigas

**Country:** Spain

**Language:** Spanish

**Resource available at:** <https://www.pantallasamigas.net/>

PantallasAmigas was founded in 2004 with the mission to promote the safe and healthy use of the internet and other ICT tools, focussing especially on fostering the digital responsibility and skills of young people. They implement a multitude of different activities around many topics such as cyberbullying, sexting, sextortion, grooming, and privacy, to just name a few. Teachers interested in Spanish resources on the topic can find them on their website.

## Bundeszentrale für Politische Bildung: Digitale Bildung

**Country:** Germany

**Language:** German

**Resource available at:** <https://www.bpb.de/lernen/digitale-bildung/>

The Federal Agency for Civic Education is subordinated to the German Federal Ministry of the Interior and its federal government agency for promoting civic education. This includes a plethora of aspects surrounding democratic participation, one of which is digital education. Their website provides information and discussions on policy and practice in digital education, as well as useful tips and resources for schools and teachers.



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