

## KC Kelly-Marwick. ILT Coordinator and Tutor at Oakwood Court Specialist College in Dawlish. Transcript

### *Examining e-Safety online session*

#### Education & Training – Vulnerable Learners

11am – 12 noon on February 12<sup>th</sup>

The key to e-safety lies in enabling staff to develop their skills and knowledge and to encourage learners to become Informed Users who can identify risks and act to protect themselves online.

Providers have a legal responsibility for safeguarding Vulnerable Learners.

KC Kelly-Marwick will give examples of ThinkUKnow and other resources used at Oakwood Court Specialist College to engage and inform users with learning difficulties about safe use of the internet.

1. Intro from JT .

**Educating learners to keep themselves safe is the key** – there are more issues for those working with vulnerable people - including those with learning difficulties? KC wanted to teach e-safety but found that there was:

2. A lack of guidance as to how to do it and of age-appropriate materials for teaching learners to be safe on line – this is still a problem.

The latest CEOP campaign uses symbols to support the click clever click safe code but have not considered how they will be interpreted by non-verbal/symbol users with LDD

KC Kelly-Marwick:

3. At first Health & Safety module didn't include e-safety – KC became aware of the issue of e-safety after a Specialist College Forum at National Star where e-safety was discussed. There was a certain amount of urgency as new Learners were coming in with Bebo accounts and using social networking. No accredited internet safety course/module at pre-entry level

4. **Be aware.** This site showed the learners just how much information they were giving away – *everything but their trouser size* - got learner to alter settings

5. **GDay.** KC did the *ThinkUknow* course which gave her access to website 11-16. The resources are fantastic but LLDD not represented.

6. As a result KC has been Invited to advise on an animation on e-safety by CEOP (Child Exploitation & Online Protection Centre)
7. **Statistics on cyber-bullying** demonstrated by *Click Safe campaign* on GMTV launch demonstrated the imbalance between what teenagers know and do verses their Parents (this highlighted the scary aspects and difficulty in protecting children)
8. **Key Issues.** These are central issues used in the message to the learners which will enable them to keep themselves safe:
  - Keep all personal Information safe and private
  - Do not give out your mobile number or address
  - Always ask permission from others if you are putting their picture online
  - Respect your friends and family – do not give out their details
  - Never reply to messages from people you don't know
  - Always tell someone if someone makes you feel uncomfortable or worried
  - Do not trust people you meet on line. **Online friends are really strangers**
  - Learn how to block, delete or ignore people especially strangers
9. Growth of **Social Networking** sites is huge there may be one opening every week. Learners in Specialist Colleges may be residents. This raises other issues if they need support from unskilled staff. Also if they own laptops and have their own accounts. Who is responsible, who should have access?
10. Oakwood Court use a simplified password – raises protecting identity is an issue because other learners can get in too.
11. Identity Protection – Personal and financial information is difficult to protect if the password is easy to guess.
12. Picture passwords are less easy to guess.
13. i.e. Offers in online Gaming etc can be dangerous too. They can be used to Hi-jack an account.
14. **Teach-It.com** Informal learning using games to illustrate some the issues: cyber-bullying, chat rooms and internet safety – Provides differentiation as it suits the higher level learners – used in group activities on white board
15. **DirectGov Site** – This site has a number of very good resources with some targeting teenage level very well including:

16. **laugh at it and your part of it.** Learners get to see Videos scenarios and discuss bullying issues– this provokes a discussion on who is joining in and who is responsible. Not language based.
17. Safeguarding is also about protecting staff from accusations – All staff have been on LSIS Safeguarding course which provided an insight into possible problem areas. For example, innocently taken pictures for evidence that had not been deleted from personal phones, and solutions such as to use a Company phone and or upload immediately. Everyone has done it and gained a CPD certificate (course is on Moodle). It will now be part of staff induction.
18. Cyber-bullying has been addressed in KC's Friday tutorial with her non-verbal tutor group – it was difficult for them to understanding the issues until there was an illustration of her being shoved by a student.
19. Learners are taught how to **Print screen** – as evidence that someone has been mean to them. Using Posters and handout for everyone and practice in lessons - using snippy to make it easier
20. Reporting is a key issue is that Reporting is crucial – for learners that might find it difficult as above and for policy makers as Ofsted demand clear lines of reporting can be evidenced.
21. **Digizen**. KC has been very impressed with Cyberbullying film which uses music to support issues demonstrated visually, which is easier for her learners to identify with and to understand.
22. **Digizen** includes an interactive Game on Cyberbullying – This includes an assessment activity to check how much learners have taken on board and checking this is important to their safety.
23. Students had an input into the e-safety learning materials at Oakwood. This slide of an over-weight middle aged white man is their idea of someone who was dangerous. This stereotype in itself is an issue. Stereotypes are not accurate and therefore not helpful in equipping learners to protect themselves.
24. As social-networking grows it is more and more likely they will meet someone and form relationships via the internet. This slide brings in the idea of emotional attachment and prompts a discussion on how you can invest a lot emotionally and be disappointed to find out that people are not what they seem.
25. Statistics show an increase in time spent by teenagers on the internet. Oakwood invited student to choose the images that illustrated the dangers of becoming too involved. KC

thinks it is significant that adults often say that Youngsters who spend hours on the internet don't communicate when in fact they are stepping into the equivalent of an Assembly Hall every night online. She notes that it is worth warning them that a simple comment will circulate very quickly in this environment.

26. **Think before you post** – This video demonstrates the multiplying effect of Social Networking when used for Cyber-bullying and Sexting. This is a film of girl who posts an image of herself on a school wall, it makes it easy to relate to her mistake as we see and feel her panic as her image is copied and distributed widely out of her control.
27. **Cyber bullying.** Student at Oakwood Court were set a task to find a newspaper item on cyber-bullying – they found lots of examples which surprised everyone. This was a good exercise in demonstrating that it's happening to everyone and has become a real issue to take seriously.
28. **Chat Room Language.** Like BSL, SMS and Chat Acronyms are best seen as a separate language, it is not helpful to think of it as laziness because it is already creeping into mainstream language and will certainly be more popular in the future. Adults and parents in particular may need to improve their understanding in order to know what their children are discussing, i.e. they may be plotting a party for example! There are Chat room dictionaries available. This one doesn't look too bad <http://www.web-friend.com/help/lingo/chatslang.html> but beware they can be risky and risqué.