



Promoting Digital Citizenship and Cyber Wellness for Children and Young People
- Dr Sangeet Bhullar



Governor's Conference,
Manchester 26th of April 2018

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What the Internet facilitates



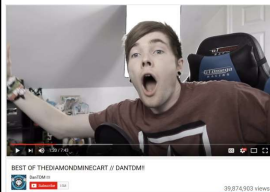
Diverse spaces,
services & communities



More ways to chat
and stay connected



Ephemeral
Messaging



Opportunities for
self-expression,
global conversation;
connection,
friendship, learning



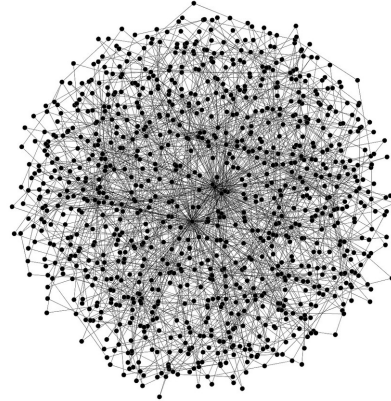
Virtual
worlds,
gaming,
social
networks,
forums,
messenger
services...

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Helping children visualise the Internet – developing their understanding and digital literacy

Access to content, services, people, networks, businesses, software (as a creator or consumer)

- Social Media
- Collaborative and Content Creation Technologies
- Communication Technologies
- Networking and Showcasing Technologies
- Software - free or affordable tools



A Global City

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The Internet and digital technologies are transforming the way we access information, learn, interact, network, socialise

These are not passive technologies – they present opportunities and challenges

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Risks to Children and Young People

Identifying risks

The EU Kids Go Online project (2008) provides a matrix model for thinking about risks to young people online (also adopted in the Byron Review⁴). While far from comprehensive, it can provide a useful framework for considering young people's exposure to risks online.

Motivation Child's role → ↓	Commercial	Aggressive	Sexual	Values
Content (child as recipient)	Advertising, Exploitation of personal information	Violent web content	Problematic sexual web content	Biased information, racism, blasphemy, health 'advice'
Conduct (child as participant)	More sophisticated exploitation, children being tracked by advertising	Being harassed, stalked, bullied	Being groomed, arranging for offline contacts	Being supplied with misinformation
Conduct (child as actor)	Illegal downloads, sending offensive messages to peers	Cyber bullying someone else	Publishing porn	Providing misinformation

LGIU SOCIAL MEDIA

15

Image taken from:
<http://www.timdavies.org.uk/wp-content/uploads/Social-media-and-youth-participation-in-local-democracy.pdf>

UK Legal Framework

Criminal Justice Act 2003
Sexual Offences Act 2003
 Communications Act 2003 (section 127)
 Data Protection Act 1998
 The Computer Misuse Act 1990 (sections 1 - 3)
 Malicious Communications Act 1988 (section 1)
 Copyright, Design and Patents Act 1988
 Public Order Act 1986 (sections 17 — 29)
 Obscene Publications Act 1959 and 1964
 Protection from Harassment Act 1997
 Regulation of Investigatory Powers Act 2000
 Criminal Justice and Immigration Act 2008
 Education and Inspections Act 2006
The Serious Crime Act 2015 Section 67

Some content taken from the Kent e-Safety Policy Template:

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Childrens_Safeguards_Service/esafety/e-Safety_policy_template_2012.pdf

Other UK (including Government) Initiatives

- Revenge Porn Law
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/405286/revenge-porn-factsheet.pdf
- Crown Prosecution Service Guidance on Social Media Use
http://www.cps.gov.uk/legal/a_to_c/communications_sent_via_social_media/
- Review of existing provision – closing loop holes
- Protecting Children from Anti-Radicalisation:
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Dealing with Sexting Incidents – Guidance from CEOP:
Wales: <https://www.thinkuknow.co.uk/professionals/guidance/sexting-guidance-wales/>
England:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

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Example: Technology Enhanced Education;
borderless classrooms, innovative
pedagogies, self-directed learning



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Generation 2000 Report:

1. Disconnect between home and school use
2. The inspiration gap / changing role of educator and learner
3. Encouraging critical inquiry, deep learning
4. Rethinking risk, developing digital literacy, practising digital citizenship

See:
<http://wisekids.org.uk/wk/generation-2000-research-findings/>

UNCRC – 3Ps

<https://eprints.soton.ac.uk/273226/>

....We suggest that the common classification of the UN Convention on the Rights of the Child into Provision, Protection and Participation rights (Cantwell, 1993) can provide the basis for such strategies, in which the protection of children and young people, the provision of appropriate services, spaces and support, and the participation of children and young people in shaping opportunities and managing their own safety.....

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Internet: the largest classroom in the world –
tools, content, community



These networked technologies are also driving the development of newer, pupil-centred pedagogies which provide new ways of engaging, inspiring and supporting learners and delivering deeper learning.

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The largest market place in the world – different to physical markets

See: <https://www.youtube.com/watch?v=PWa8-43kE-Q>



Picture from <https://www.flickr.com/photos/promomadrid/5786455043> (CC BY- 2.0)

A global business meeting space



Picture from <https://www.flickr.com/photos/123943225@N07/14566060205> (CC BY 2.0)

Online & digital facilitates more opportunities/
extends your reach – the key: conscious/
informed, ethical, creative and responsible use

<https://www.edx.org>



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discovering
new contacts**

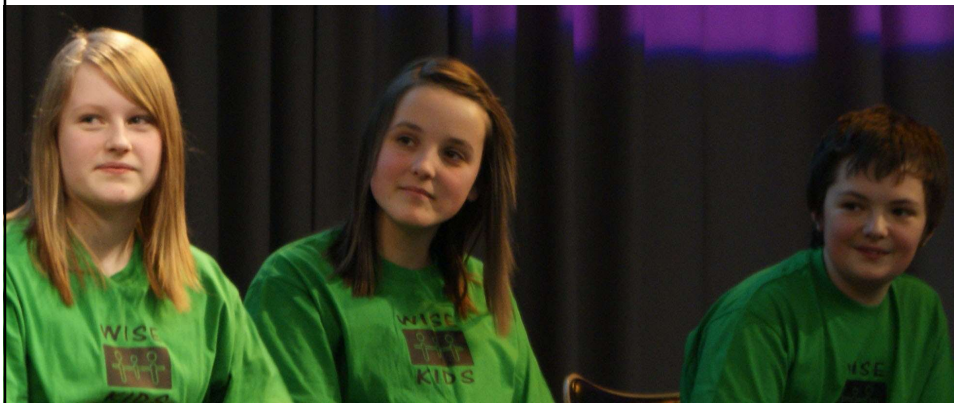
eHealth

Big Data

**Internet of
Things**

Picture from: <http://www.aam-us.org/resources/online-programs/open-licensing>
and https://emilyjoypr.files.wordpress.com/2013/06/mass-relevance-power-of-social-media_0.jpg

Create a whole-school culture of Digital Citizenship

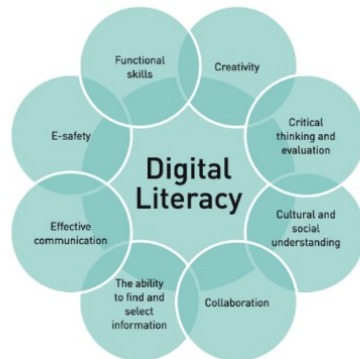


3 key strands:

Digital Literacy ➡ Digital Citizenship ← Wellbeing

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4. The components of digital literacy



Digital Literacy: the practices through which people understand, make and share meaning with digital technologies.



Digital literacy involves critically engaging with technology and developing a social awareness of how a number of factors, including commercial agendas and cultural understandings, can shape the ways in which technology is used to convey information and meaning.

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Michael Wesch – Professor at Kansas University and expert on the effects of new media on culture and society

[quote extracts taken from <http://mediatedcultures.net/news/michael-wesch-its-a-pull-pull-world>]



Picture from <http://comm563.wordpress.com>

“We have to recognize in our society that the new media we see in our environment are not just new means of communication, not just tools”

“Media change what can be said, how it can be said, who can say it, who can hear it, and what messages will count as information and knowledge.”

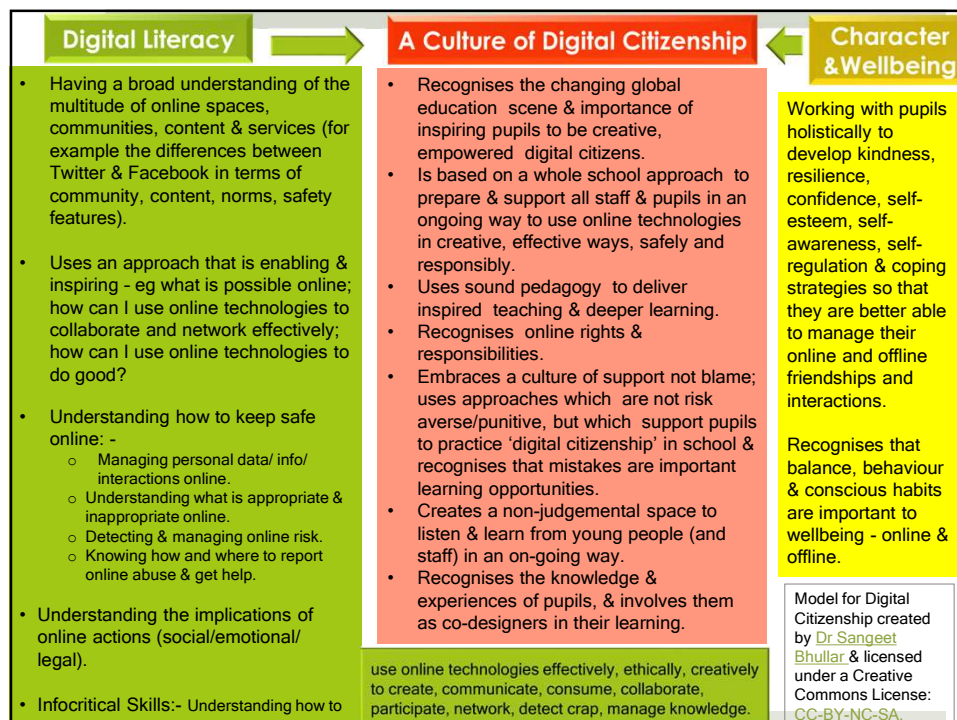
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Preparing, embracing digital opportunities



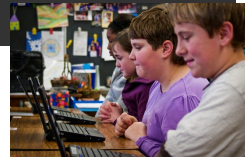
Managing risk, safety, responsibility, transparency, trust and reputation

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A Whole School Approach

- Ask, Listen and Learn; UNCRC – rights based approach
- Moving beyond Safety - > 'Culture of Digital Citizenship' (positive values and behaviours + positive action e.g. being an upstander + support structures)
- Vulnerable groups AND risk does not automatically mean harm
- A pupil-centred approach - opportunities for pupils to lead/ be peer educators
- Drip feed – develop a 'Digital Citizenship' year long shared vision and action plan
- Address staff digital competency and digital confidence
- Engage all stakeholders



Picture from <http://www.flickr.com/photos/dellphotos/6151331305/> <http://creativecommons.org/licenses/by/2.0/deed.en>

No one size fits all approach – e.g. consider different abilities/vulnerabilities

Young People and Mental Health

<https://katcormack.wordpress.com/2012/12/04/risk-resilience-and-young-people-online/>

www.childline.org.uk

Tweets

Twee



Mashable

@mashable

How the same social
promotes eating disc
helping patients rec
on.mash.to/18dNAM

08/12/2013 22:01

Young Minds & 'Digital Resilience'

Resilience for the Digital World Report (Jan 2016) see:

<http://www.youngminds.org.uk/digitalresilience>

- calling for more focus to **given** to building young people's digital resilience.
Digital resilience is the ability for young people to respond positively and deal with risks they encounter online – rather than focusing solely on protecting them from risky content.

Sarah Brennan, Chief Executive of Young Minds, said:

"Our research shows that children and young people understand the online world a lot better than most adults, they are active creators of content, and are discerning when it comes to navigating social media. They're more likely to listen to other young people, including older siblings, than adults warning them about the dangers of the online world."

"It's important to encourage children to stay safe, but we should also encourage them to create positive content, to offer support to others who are struggling, to build empathy and responsibility, to identify and deal with challenging content, and to explore how to balance their lives online and offline."

Children and Media - American Academy of Paediatrics Guidelines

Treat media as you would any other environment in your child's life. The same parenting guidelines apply in both real and virtual environments. Set limits; kids need and expect them. Know your children's friends, both online and off. Know what platforms, software, and apps your children are using, where they are going on the web, and what they are doing online.

- **Set limits and encourage playtime.**
- **Families who play together, learn together.**
- **Be a good role model.**
- **Know the value of face-to-face communication.**
- **Create tech-free zones.**
- **Don't use technology as an emotional pacifier.**
- **Apps for kids – do your homework.**
- **It's OK for your teen to be online.**
- **Remember: Kids will be kids.**

See <https://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/Children-And-Media-Tips-For-Parents.aspx>

Ofsted and Safeguarding Children and Young People (updated Sept 2015)

<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

<http://swgfl.org.uk/news/News/online-safety/Making-Sense-of-the-New-Online-Safety-Standards>

UK Safer Internet Centre (SIC): eSafety in the curriculum:

<http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/teaching-internet-safety/curriculum-planning>

UK SIC: eSafety Resources from across the UK

<https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/teaching-resources>

UK Safer Internet Centre: Self – review Tools

<http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/esafety-policy>

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E.g. Primary Themes

- ❖ A concept of the Internet
- ❖ Developing digital literacy – stories and concepts
- ❖ Developing age appropriate awareness
- ❖ Engage Parents – by Stealth!
- ❖ Scenarios, online and offline
- ❖ Social and emotional wellbeing, resilience

Sample Lesson Plans

Resources for Primary from Internet Matters

<http://www.internetmatters.org/schools/primary/#tab-1431596075-1-91>

Age Appropriate Digital Literacy Resources (from Common Sense Media, and adapted by South West Grid for Learning)

<http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1>

On Personal Information

<https://ico.org.uk/for-organisations/resources-for-schools/primary-school-lesson-plans/>

Safer Internet Day Lesson Packs

<https://www.saferinternet.org.uk/safer-internet-day/2018/education-packs>

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E.g. Secondary Themes

- ❖ Developing a whole School Culture of Digital Citizenship
- ❖ Addressing Issues – Cyberbullying, Sexting, Oversharing, Vulnerability Wellbeing, Resilience
- ❖ Developing critical thinking, creativity, social purpose, responsibility, positive footprint

Sample Lesson Plans

Resources for Secondary from Internet Matters

<https://www.internetmatters.org/schools-esafety/secondary/>

Age Appropriate Digital Literacy Resources (from Common Sense Media, and adapted by South West Grid for Learning)

<http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1>

ICO Resources for Secondary Schools

<https://ico.org.uk/for-organisations/education/resources-for-schools/secondary-school-lesson-plans/>

Safer Internet Day Lesson Packs

<https://www.saferinternet.org.uk/safer-internet-day/2018/education-packs>

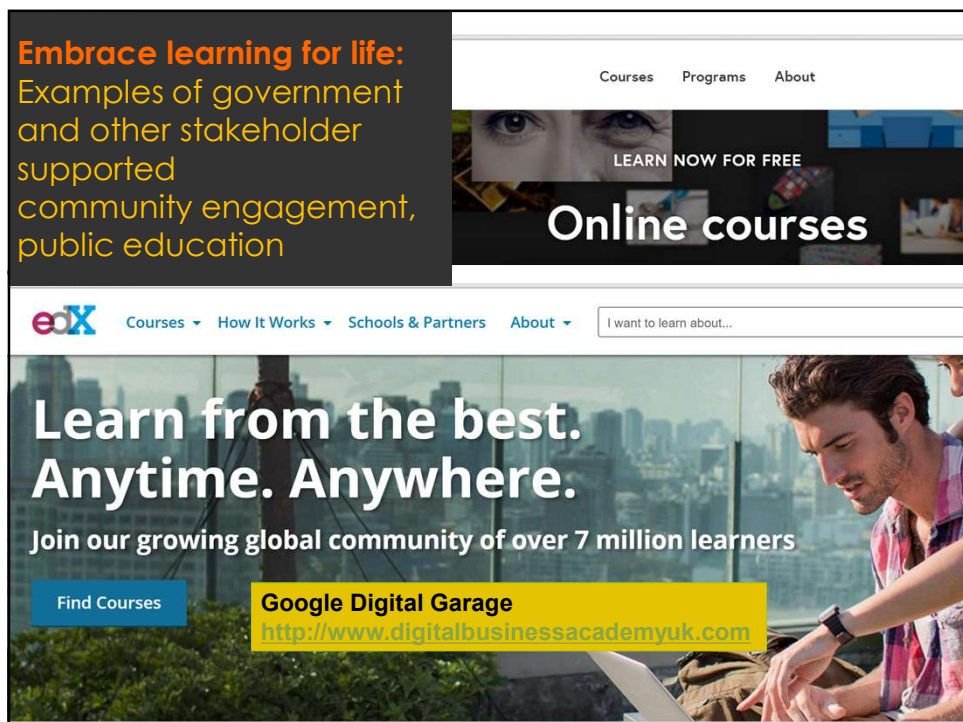
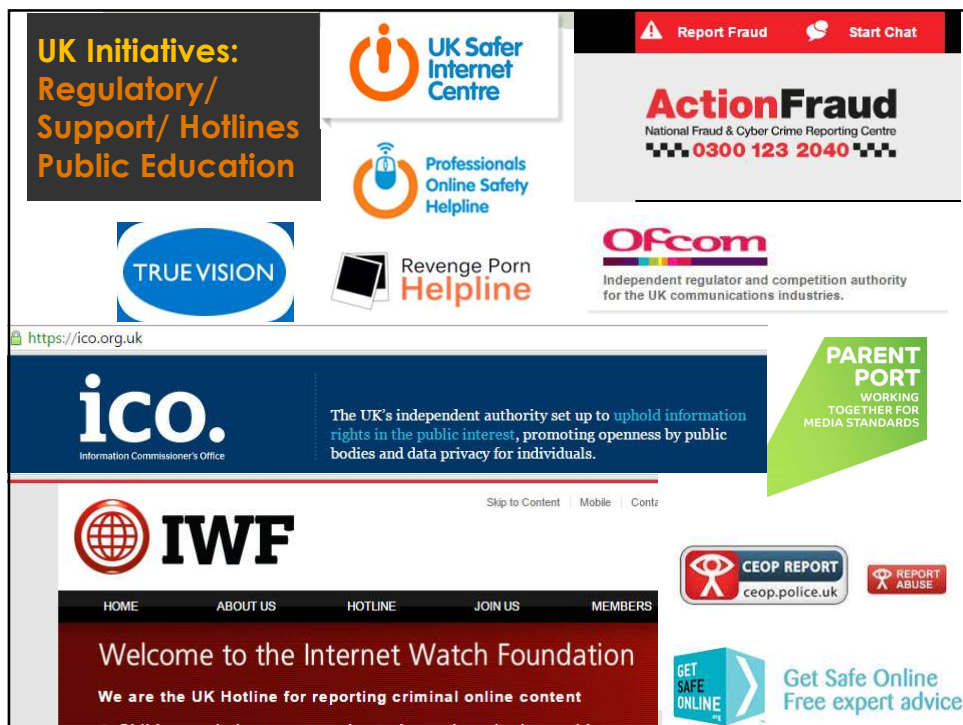
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Useful Links & Resources for Practitioners/ Parents

- ❑ www.common sense media.org app reviews and more
- ❑ <https://www.net-aware.org.uk> App information from NSPCC
- ❑ www.ceop.gov.uk & CEOP's ThinkuKnow resources for parents: <https://www.thinkuknow.co.uk/Parents/>
- ❑ www.netfamilynews.org
- ❑ Vodafone Parents Guide <http://vodafonedigitalparenting.co.uk/>
- ❑ WISE KIDS www.wisekids.org.uk
- ❑ UK Safer Internet Centre <http://www.saferinternet.org.uk/>
- ❑ Khan Academy: <https://www.khanacademy.org/>
- ❑ MOOCS – for example: FutureLearn <http://www.futurelearn.com> and EdX <http://www.edx.org>



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Thank you

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