

E-Safety:

Evaluation of key stage 3 materials
for initial teacher education.

Final report

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Authors:

Dr John Woollard, Cathy Wickens,

Dr Ken Powell, Terry Russell

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Abstract

Resulting from the expert evaluation of a number of e-safety resources; development of an online evaluation form; presenting e-safety sessions to 400 trainee teachers; presenting further resources online and capturing over 73,000 words of comments; recommendations are made regarding the support for e-safety provision in initial teacher education (ITE). Jenny's Story proved to be a most stimulating resource and some revisions to make the narrative focus upon trainee's needs is recommended. Implementing online portals to present advice for tutors, activities for trainees, some classroom resources and information for further study is seen to be an effective way forward. Further recommendations are outlined. The need for e-safety training within key stage 3 ITE programmes is established.

Keywords: e-safety, initial teacher education, ICT, ECM, PSHE

Introduction

This report on raising awareness of e-safety is based upon a 4 month research project including: the expert evaluation of a range of resources; conducting face-to-face teaching sessions with trainee teachers; making accessible online provision; and evaluation of the responses made by trainees. It focuses upon the responses from ICT trainee teachers but inevitably involves other trainees because of the cross-curriculum and cross-phase provision established in the participating institutions.

In 2005, following the launch of Jenny's Story, Childnet's e-safety resource for secondary schools, Childnet noticed an increased demand for training by teachers in e-safety. Many teachers recognise the importance of engaging with young people about their use of the internet and mobile phones. Although teachers found Jenny's Story full of impact, they often lacked the confidence to have a real dialogue with young people about the issues. In the same year, the UK Children Go Online research, published by the London School of Economics, revealed that that 30% of young people, when asked, said they had not received any training on the internet within their school (ESRC, 2005). E-safety education is an important element of the Every Child Matters agenda. "stay safe" is one of the 5 strands to ensuring the well-being of children and young people from birth to age 19. As organisations such as Becta are increasingly encouraging schools to have an e-safety officer and embed e-safety into the curriculum, the need to address the training of teachers in e-safety is becoming increasingly important.

In November 2005, following the launch of Know IT All for schools, another secondary school resource developed by Childnet, they received some approaches from Initial Teacher Training (ITT) institutions interested in using this resource to use with trainee teachers. This is the origin of a proposal to pilot e-safety materials within ITT institutions. The Teacher Development Agency for schools and the Microsoft Corporation have jointly supported this four month evaluation project.

Aims of project

This project involves the revision and evaluation of materials aimed at briefing key stage 3 teacher trainees of the issues of e-safety. The key stakeholders need to see an enhanced activity that promotes e-safety awareness by trainee teachers, recognition of the Microsoft Partners in Learning initiative <http://www.microsoft.com/emea/education/partnersInLearning/default.msp>, utilises the Childnet and Microsoft resources and makes clear recommendations as to the value of the materials presented.

The project is TDA and Microsoft funded through Childnet and focuses upon three products: Jenny's Story; Know It All; and Young People Safe Online; and fulfils these aims:

- ◆ to establish the needs of initial teacher education providers in relation to e-safety education for ICT trainee teachers;
- ◆ to establish the relevant teaching standards the resources could help address;
- ◆ to establish whether additional materials may be required by initial teacher education institutions to make the selected materials a complete teacher training resource in e-safety;
- ◆ to identify which other disciplines may be interested in using this resource; and
- ◆ to identify if and how e-safety education could be incorporated into the current initial teacher education.

Teacher education programmes are under extreme pressure of time because of the size of the curriculum the trainees have to experience, in frequently very short blocks of time. The issue is compounded by the nature of the study being complex and diverse. It is:

- ◆ *practical* and includes the skills of teaching;
- ◆ *vocational* including attitudes and aspects of a career in teaching;
- ◆ *theoretical* through knowing the under-pinning rationale for the practices being promoted; and
- ◆ *academic* through understanding and reflecting upon the processes (often at Masters level).

Note, the programme titles Information Technology (IT) and Information and Communications Technology (ICT) both serve to train teachers of ICT. In this report, all forms of training for ICT teachers will be referred to as ICT.

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Academic reference:

Woollard J, Wickens C, Powell K, Russell T and Morris M (2007) *E-Safety: Evaluation of key stage 3 materials for initial teacher education* London, UK: Childnet International

<http://www.childnet-int.org>

Key findings

The following statements are derived directly from the experiences of the expert evaluation of the materials, the planning and implementation of the e-safety activities and the responses of the trainees.

E-safety is embedded within the teaching standards requirements for initial teacher education through the “statutory and non-statutory curricula frameworks” including the National Curriculum, the Children’s Act, etc.

ICT trainees have no greater requirement to be aware of e-safety (as a result of the teaching standards) than other trainees.

The National Curriculum for ICT, the Key Stage 3 Strategy for ICT Capability and the Sample Teaching Units make no direct reference to e-safety.

There is no correlation between perceived e-safety need and subject specialism. ICT trainees are not a special case.

ICT trainees have the same issues, breadth of concerns and information needs as other trainees. (They showed more awareness of Bluetooth™ and pornography issues).

ICT trainees expressing an opinion said they thought e-safety was the domain of ICT as well as other areas such as personal, social, health and citizenship education.

There are a number of models of implementing e-safety training including face-to-face delivery and accessing information online.

Face-to-face models show a higher uptake and are more highly valued by trainees.

Trainee teachers learn the content of new materials by considering how they would teach it.

There is a high level of trainee engagement and response when tuition is in smaller groups.

There is a need to provide compensation/remediation for absenteeism.

There is a poor response by some trainees associated with compulsion, expectation and pressures of work; therefore, e-safety experience needs to be structurally and pedagogically embedded.

The recommendations

The teaching of e-safety needs careful consideration. By taking into account the way in which subjects and topics are delivered on initial teacher education programmes, the team have piloted a range of approaches thus gaining a better understanding of the values of each.

The recommendations are underpinned by these principles:

- ◆ initial teacher education programmes have full curriculum and it is challenging to find space to teach “extra” content;
- ◆ because of time pressures, trainee teachers are outcome focussed, they have to prioritise - activities associated with the completion of assessed work and planning lessons take priority;
- ◆ activities associated with “meeting the standards” are more readily undertaken;
- ◆ trainees have different needs from teachers;
- ◆ trainee teachers learn the content of a new resource by considering how they would teach it;
- ◆ if trainees are aware that their participation is noted/recorded they are more likely to participate;
- ◆ there must be a provision for future-proofing resources.

The recommendations are therefore based upon the pragmatics of what is likely to work in the “real world” of initial teacher education and upon the value judgements made about the quality and efficacy of the materials available to support the trainers and trainees. They are:

Childnet, charity based and child-focussed, and with a reputation of providing quality information, is best placed to provide a portal to link to a range of resources to support both:

- ◆ increasing the trainees’ knowledge of the e-safety issues; and
- ◆ providing trainees with materials to use with pupils.

Microsoft, with its reputation for technical proficiency, authoritative statements and reliability is best placed to provide a clear teacher education link to those pages that support understanding of the technologies (firewalls, passwords, encryption, IP addresses, ping, etc.) and a few, selected, online resources for trainees to use with pupils. Microsoft is encouraged to focus trainee’s access through a single web page. Their contribution could include:

- ◆ the development of a technical glossary; and
- ◆ the identification of specific classroom materials (contextualised for the trainees).

Training and Development Agency for Schools, with its remit to secure an effective school workforce that improves children’s life chances and its guiding vision to develop people and improve young lives, is best placed to coordinate awareness raising and disseminate finding within initial teacher education. The TDA is recommended to use its influence with the National Strategy providers to incorporate e-safety into the revision of the ICT sample teaching units and into the whole-school strands.

Further to those main points, the following statements should influence decision making regarding strategy, policy and resource development:

The face-to-face tuition is best focussed upon the Jenny’s Story DVD because of its impact.

There is a need for materials to support tutors in the discussion sections including model answers to the Childnet teaching material questions.

To support trainees wishing to pursue their investigation of e-safety in their academic writing or project work, the Childnet portal should also list academic and authoritative works.

There is a need to future-proof the resources through planned review and revision.

There is a need for an e-safety initiative in the primary phase of initial teacher education.

This investigation has identified important conclusions for initial teacher education; effort should be made to ensure the messages are well communicated through, for example, The Teacher Training Resource Bank (TTRB) <http://www.ttrb.ac.uk> , The Association for Information Technology in Teacher Education (ITTE) <http://www.itte.org.uk> , and the ICT-Tutors portal <http://ict-tutors.co.uk> with information sheets/mailing, etc.

The messages are important for in-service training through, for example, NQT programmes, Strategy Network Meetings, Local Authority meeting, etc.

The profile of e-safety can be raised through sponsorship of conferences, professional events and discussion forum.

Implementing the recommendations

These proposals illustrate how the recommendations can be implemented and provide details and rationale that underpin the recommendations. There are 4 sections. The first relates to the face-to-face activities and how they can be supported. The second relates to the revision and provision of online resources for trainee teachers. There are details of how the support for other phase and curriculum areas can be established and finally, an indication of the sort of support required by trainee teachers undertaking further studies of e-safety.

Support for face-to-face training activities

It is without doubt that Jenny's Story made an impact upon the trainees' perception of the issues relating to e-safety. The least impact was on those trainees with some knowledge of e-safety who criticised the DVD saying it dealt with a narrow range of issues. Other negative comments concerned the organisation around the presentation of the DVD and the lack of opportunity to discuss and tease out the issues of e-safety. The overwhelming response was that it stimulated discussion and highlighted an important concern.

There are three recommended strategies (based on DVD, paper and planning) to enable e-safety issues to be presented efficiently and effectively to trainee teachers through face-to-face presentation. The other aspect of e-safety support is the provision of online access to resources.

The introductory narration by Stephen Carrick-Davies highlights very strong and important messages. There needs to be some comments that speak directly to the trainees. The paragraphs of the introduction begin: *The film you are about to watch... Jenny is not the girl's real name... Thankfully, the person who hurt her... We worked very carefully with the police... Although the video is hard hitting...*

At this point there needs to be a message that acknowledges the trainees as the audience. *You are now entering the teaching profession... You have a responsibility, a duty of care... Your pupils will be using... You need to make yourself aware of... Although children and young people are very experienced... You have the advantage of experiencing life, you understand risk and opportunity and balancing enthusiasm with caution... Of course, you have a professional responsibility... Finally, this is not just a girl issue...*

The current narration then ends: *There is important advice... This is Jenny's Story.*

The aims of the Jenny's Story session need to be made explicit. There also needs to be an overview of where this fits into the National Curriculum – this information is shown in the report section "Issues of integration and organisation".

The second element of support for face-to-face tuition is the provision of paper-based materials. These need to address the training issues arising from Jenny's Story of:

broadening the information base from grooming to identifying: cyber-bullying, mobile premium rate spam, phishing and other fraud emails, illegal downloads, the different social network technologies;

addressing the gender issue;

other support for trainees (the Childnet Know It All for trainees portal); and

support for children and young people including telephone and online agencies.

There also remains the need to support trainees who have questions about the grooming scenario, how Jenny became entrapped and how the situation was resolved.

The third part of the support is the session structure that guides the teacher trainer. There should be an overview describing the possible ways the session could be taught with suggested timings, group organisation, resources required, how to prepare the trainees, etc. There should be a paragraph suggesting that trainees are informed about the session in advance to allow them the option of opting out of the session if the issues are difficult for them to experience in a public forum.

A possible structure could then be given with suggested timings. This should include:

- the need for engagement with e-safety issues with pupils in school [2 minutes];
- the background of Childnet's work in the area especially with the Jenny's Story DVD [2 minutes];
- a summary of structure of the session [1 minute];
- findings from previous research about pupils' and parents' engagement with e-safety issues [2 minutes];
- viewing of the DVD [8 minutes];
- discussion of this could be used in school and what questions could be used with pupils [10 minutes];
- sharing of the Childnet questions in the Jenny's Story teaching materials [2 minutes];
- discussion of how placement schools have dealt with e-safety issues [5 minutes];
- information on how to obtain Jenny's Story [1 minute]; and
- information about agencies and materials that are available to support e-safety issues [1 minute].

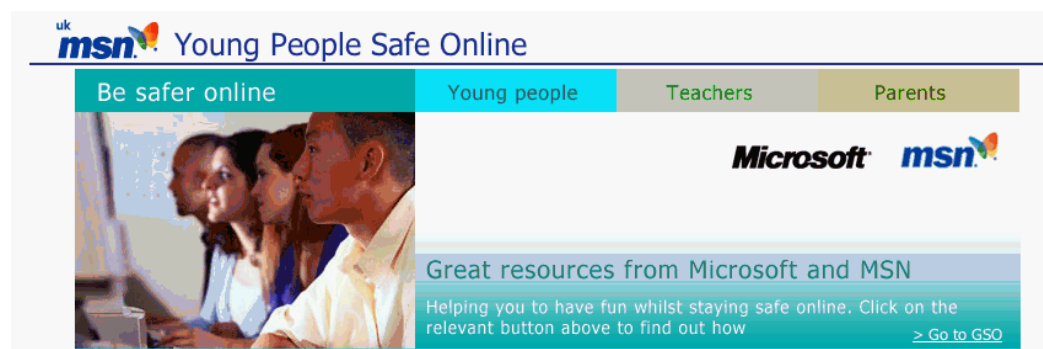
A suggested mechanism is to create a presentation with this guidance and suitable bullet points, placed on the Jenny's Story DVD so that the pre-video and post-video discussions can be seamlessly presented around the video.

Provision for online support for e-safety

Trainees have different needs from teachers. Trainees need materials to explain the rationale for considering this important issue. Trainees do not have the experience to make quick judgements about the suitability of teaching resources. They must not be given the opportunity to try resources that have low probabilities of being appropriate, useful or successful. The resources need to be reliable and applicable in a wide range of teaching contexts - "Me, my mobile and I" is particularly good. Trainees are less likely to notice problems when selecting and planning to use resources. The resources must be presented with "tips for teaching" and "considerations" which give advice on possible problems.

There are two online presence recommendations.

The Microsoft presence is important. It provides access to a wide range of information on <http://www.msn.co.uk/youngpeoplesafeonline> under the umbrella of the Partnerships in Learning initiative. <http://www.microsoft.com/emea/education/PartnersInLearning>



A significant issue with supporting trainee teachers is that they do not have time to sift through a lot of material. However, they need to know where to find the answers to questions. Much of the material is of value to trainees when preparing lessons and providing resources for pupils to use. The trainee's portal must provide that extra information needed for them to select the right resource and then plan a lesson that will avoid these pitfalls.

It is considered that the link to the teachers' guide would be useful for trainee teachers. The complementary link to lesson plans <http://www.msn.co.uk/youngpeoplesafeonline/lessonplans> is important. They are in a format that trainees are familiar with and may be a useful resource for specialist ICT trainees.

The Childnet presence is important. It provides user-friendly access to a wide range of information and links to other websites. The Know IT All page can act as a simple URL link for all trainee teachers.

<http://www.childnet-int.org/KIA>

<http://www.childnet-int.org/KIA/trainees>



Know IT All for Trainees has been designed to help teachers in their initial teacher training become aware of the e-safety issues relating to their pupils' use of the internet in the classroom and doing homework.

It is being piloted in February 2007 with some 400 teacher trainees as part of their teacher training programmes in Middlesex, Brighton, Canterbury and Southampton universities.

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The proposals for the Childnet Know IT All for Trainees portal are:

- how to obtain the Jenny's Story DVD;
- how to obtain the tutor support materials (paper and PowerPoint);
- a small selection of classroom resources suitable for trainees to use with their pupils - they must have supporting/advisory materials;
- a small selection of e-safety information sheets/links to inform trainees;
- a single link to a short programme of activities to brief trainees (that a tutor could direct all their trainees to complete or to use to remediate absence from a face-to-face session);
- a glossary of terms;
- references and resources for further e-safety study (further browsing and further reading);
- a link to MSN <http://www.youngpeoplesafeonline.com>.

The Know IT ALL for Trainees text requires revision.

Glossary improvements

The glossary was well received by trainees and they generally felt that it serves as a useful resource for 'dipping into' as required. Possible developments could be to focus it more on e-safety issues where there are terms developing daily. Also, this could be done at a time when other definitions are deleted to reflect the dynamic nature of web developments.

As definitions develop and evolve, it would be useful to ensure that they are aimed at an audience other than the generic audience that would be found through a search using a search engine. The glossary needs to be worded in such a way that trainees and pupils are the joint audience.

Another consideration - E-safety; an inclusive curriculum

Although the focus of consideration was the response of ICT teacher trainees to e-safety induction, the mechanisms of training, the means of evaluation and the expertise of the research team extends into other curriculum areas. In particular, the additional professional studies that all trainees (including ICT trainees) experience has come under scrutiny and reflection.

It is interesting to note the range of trainees in addition to ICT specialists who found the whole range of resources easy to use. This reflects the current ITT requirements (DfES 2002), and the proposed changes (DfES 2007a), where there are ICT specific standards that trainees have to meet. As teacher trainers, we no longer need to focus on basic ICT skills but can look at ICT content and application as appropriate to professional development. E-safety is a truly cross curricular subject and has a place within the broader school curriculum as well as subject specialist training

The depth of feedback given to this project across all subjects has been illuminating and there is no evidence to suggest that ICT trainees have shown a more detailed understanding. The main face-to-face delivery element of the project has been through professional studies where trainees are mixed together for group training; the discussions following many Jenny's Story presentations were in mixed subject groups.

In terms of e-safety subject matter directly relating to the curriculum, Citizenship is the most likely subject where issues of bullying, communication through electronic means, copyright, etc. are taught, although they are still part of a generic training programme and are Standards referenced.

Several trainees have suggested that there needs to be a member of staff responsible for e-safety in school and that this could be an element of PSHE; e-safety issues can be developed through PSHE and this strengthens the cross curricular nature of the subject as all trainees have to be involved in PSHE whilst on placement. Also, it could be argued that e-safety should be an element of Health and Safety, also cross curricular.

Although a key stage 3 focus, several of the trainees referred to the primary curriculum. A secondary IT trainee astutely responds,

"I'm an IT teacher so I could discuss this issue within many areas of my subject. Although I feel that this is something they should learn in Primary Schools. By the time they get to secondary most have access to computers and the internet."

Others mentioned e-safety issues occurred in their primary practice and the value of "circle time" discussions. One suggested,

"Maybe show a lighter version of story to year 6, feel a tad more detail needed... just to clarify wasn't rape but could very easily have been, as I was tad confused as to what had happened."

A worrying aspect is that some primary phase trainees said that they did not experience the issues in school *"because it was a primary school"*. Another said,

"I have only had one primary school placement so far and I did not witness any discussion of these issues. Going into secondary placement this year I will be more aware of the dangers as this is the age where they are most vulnerable."

Although this comment suggests the efficacy of the Jenny's Story experience, it also shows that the message is partial. There is a need for an e-safety initiative in primary phase initial teacher education.

Suggested further reading for trainees

With many routes to QTS having associated Masters level (NQF level 5) accreditation associated with them, it is important that trainees have guidance in obtaining references. It is also important they can cite and then reference those resources, authoritative documents, reports of research and academic work in an appropriate and consistent format. These documents represent the current thinking in the area of e-safety. The work is cited and listed in the references section.



Safeguarding children in a digital world. This excellent publication provides an overview of e-safety issues and is a good starting point to look at the research evidence and links to government policy including Every Child Matters. It also makes useful suggestions for policy and practice, as does the publication "E-safety, revised" (DTI, 2005).



UK Children Go Online. This report covers the key findings of 9-19 year olds use of the internet and whilst some of the findings concern the digital divide, many are pertinent to the safety of young people. It contains some worrying statistics on pornography and inappropriate communication (ESRC, 2005). For further details on how the internet is being used see "E-safety: the experience in English educational establishments", a report by Charlotte Barrow and Gary Heywood-Everett on an audit of e-safety practices (Becta, 2005).

<http://www.children-go-online.net>



Signposts to safety (Becta, 2004) makes some very practical suggestions and links to the National Curriculum not only for teaching within discrete ICT lessons but also PSHCE. In addition, Becta offer a number of helpful guides such as "Safeguarding children online". To keep abreast of these helpful guides visit the e-safety area of the Becta site <http://publications.becta.org.uk>.

<http://publications.becta.org.uk/display.cfm?resID=31051>



To read more on the government perspective and initiatives visit http://www.cabinetoffice.gov.uk/strategy/work_areas/digital_strategy/index.asp "Connecting the UK: the digital strategy" is a useful starting point. To note, action 3 of the report is "Making the UK the safest place to use the Internet" (DTI, 2005).

Another source of information regarding the use of e-safety materials with pupils is the research commissioned by Childnet International on behalf of the Getting to Know IT All partners (Wishart et al, 2005)



Available from the Association of Teachers and Lecturers <http://www.atl.org.uk> is a useful guide "Your safety net: exploring the issues of safe learning on the Internet" which strikes a balance in its advice between e-safety issues and allowing children to be confident users (ATL, 2002).

Issues of integration and organisation

Many issues confront all teachers irrespective of their phase or subject and training institutions frequently choose to prepare trainees for these in generic sessions called, for example, education studies, professional themes, professional studies, etc. This is an efficient model in terms of staffing and resourcing and can mean that key speakers, experts in their field, can talk to whole cohorts; themes can be debated and shared across subject boundaries. All trainees have to demonstrate that they understand how these issues impact on their teaching as their own knowledge and understanding develops; this is tracked and evidenced by meeting the standards for teaching (DfES, 2002) that are currently under revision (DfES, 2007a).

In this report, the links made between e-safety and the current components of training will reflect the most up-to-date initiatives, statutory requirements, and current research and practice. The first consideration is the underlying statutory requirements.

Statutory requirements

The teaching standards direct trainers in what and how they should provide for recruitment, training and assessment of teachers. The standards make explicit the skills, knowledge, understanding and attitudes expected of trainees. They are under review and the new standards have yet to be authorised (March 2007). Connections with the "new" standards are implicit in that they are underpinned by the five key outcomes for children and young people identified in The Every Child Matters agenda and the six areas of the common core of skills and knowledge for the children's workforce (DfES, 2004a). The key standard that links with this project concerns 'Professional Knowledge and Understanding; Health and well-being', which challenges trainees to;

"be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

(Plus) know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support." (DfES, 2007a: Q21)

In addition, as part of their *Professional Skills* competencies they are expected to use e-learning within a safe environment. Trainees have to demonstrate that they are meeting the teaching Standards by the end of the training and the content of training develops from year to year to include up-to-date initiatives. ICT-based training is central to this and in recent years, has been broadened considerably by the growth of the internet and in particular, on-line discussion and communication. Central to the developments in internet accessibility at home and in school is the issue of e-safety and the need to establish what is acceptable internet behaviour.

Every Child Matters (ECM) supports the well-being of children and young people from birth to age 19 with the aim that every child should: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being (DfES, 2004b). E-safety is an important aspect of staying safe and teaching pupils how to: understand the technology; protect themselves; take care of others and report incidents, should be part of ECM teacher education.

The Personal, social and health education (PSHE) curriculum has many requirements that are relevant to e-safety. They include: the ability *"to recognise and manage risk and make safer choices, to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures; knowing when and where to get help; and about the nature of friendship and how to make and keep friends"*. In the breadth of study, there is a requirement that pupils *"consider social and moral dilemmas"* (QCA, 1999: 188-194). The e-safety materials examined can be used to give a useful real-life context within which to explore these areas.

Citizenship is a relatively new subject of the National Curriculum (QCA, 1999: 182-186) and new as a specific secondary teacher-training route. Many schools still do not teach Citizenship

as a discrete subject at key stage 3 and rely on it being taught through other subjects such as PSHE. This complements the strong cross-curricular element of e-safety and its potential integration into all trainees' citizenship curriculum. Security and personal well being are part of the subject knowledge element of all citizenship training courses and the development of e-safety issues through the use of ICT enables trainees to develop their subject knowledge through the e-safety/ICT route. Discussions with two subject leaders suggest that a good model would be for trainees to use one of the on-line resources whilst on placement, following its delivery in the training centre.

None of the *ICT across the curriculum* (ICTAC) materials published in 2004, which promote a renewed focus on the teaching of ICT skills, knowledge, understanding and attitudes in other subject areas, refers to e-safety (DfES, 2004). Nor do they provide e-safety advice for teachers or support for students.

The *Framework for teaching ICT capability* (DfES, 2002a) and the sample teaching units (STUs), make no direct reference to being cautious online or draw attention to e-safety issues. The Unit 8 Information, Reliability, Validity and Bias (DfES, 2002b) would be an opportunity to raise issues because teachers will be talking about the motivations of people when they place materials on the worldwide web or use the internet to communicate.

Implementing e-safety sessions

The five models of implementation were characterised by teaching e-safety to:

- subject-based groups of 20-30 trainees;
- phase-based groups of 20-30 trainees;
- mixed subject groups of 20-30 trainees;
- lecture theatre presentation for over 200 trainees;
- a seminar group of 3 ICT trainee teachers.

The trainees respond on-line through a special password protected area of Childnet's website. This method of feedback is in the spirit of e-safety and is an efficient way of gathering data. It also has the potential to open up the project to further participants should they be interested.



The models for exposing trainees to the online materials are essentially the same although the technologies being very different:

- major domo mail list from the university server to send emails;
- institution/departmental systems to enable mass-mailing;
- institution/departmental VLE to present the information;
- using Microsoft Word and a spreadsheet name and email list to send personalised emails.

At the *University of Brighton* the research team member presented the materials to three separate groups during University time in the middle of the programme. The format for each presentation was identical, both in terms of delivery and resources, but the makeup of the groups differed by both course and subject area.

PGCE Secondary Mathematics - a group of 19 trainees selected from a larger group specifically for their interest and capability with ICT

Secondary ICT (including PGCE, GTP and 2 year BA) – a group of 25 trainees

4 year BA Upper Primary Lower Secondary year 2 (subject specialisms; English, Maths, Science, ICT and RE) – a group of 46 trainees

What linked all of these trainees was that they were all about to embark on a secondary school placement. Resources for the session contained a handout for trainees for further resources and ideas, notes used by the presenter and a PowerPoint presentation – the handout and presentation were made available to the trainees via the university VLE after the session.

The session, which lasted about 40 minutes, began with an overview the importance of education research and some indication of the methodology and importance of their role. Two trainees were talked to individually prior to the session, about perhaps absencing themselves and all groups were offered the opportunity to leave if they felt uncomfortable with the issues. No trainees declined the chance to take part. The DVD was played and was followed by discussion groups of about 4 using the questions on the presentation. The online evaluation was available immediately after the session. About a week later all the trainees were sent an email describing the second part of the research and the part they should play. Two reminders were sent subsequently to all groups before the survey ended.

At *Canterbury Christ Church University* (CCCU), the materials were presented in the middle of the academic year between the two school placements that the secondary PGCE trainees' experience. However, the ICT specialist trainees had been made aware of Jenny's Story and the Know It All materials in a session during October, although they were only mentioned in passing.

Jenny's Story was used with four groups, one group of 17 ICT specialist trainees was taught on a Monday and three groups of 25 professional studies trainees (drawn from the other subject areas) were taught on the Tuesday. All trainees were offered the chance to leave if they felt the issues raised were ones with which they were unhappy to be involved. For all four groups, the Jenny's Story activity was undertaken before lunch with the computer rooms available after lunch for completion of the survey.

Jenny's Story was presented by the research team member and by two other tutors who had received briefing by the researcher. The paper handout was not used; instead, the material was included in the PowerPoint used in the session, which was available on the VLE used by the course. The sessions all followed the same format with the introductory PowerPoint, viewing of Jenny's Story, a discussion of the recommended questions and a final discussion on how useful the material had been.

The online material was offered to the same four groups but the availability of the material and the request to complete the questionnaire was sent through the University email system. By this time, the students were on school placement so were not physically reminded to engage with the material. One email reminder was sent before the survey ended.

At *Middlesex University*, the materials were delivered in 2 stages; Jenny's Story was introduced in January, during a 3 week central training block, between the 2 school placements. There were 6 PGCE strands involved, including ICT which is by far the largest cohort with 44 trainees. Overall, there were 140 trainees involved in the project. The delivery of Jenny's Story was through the professional studies session in the middle week. All sessions involved the showing of the DVD followed by a short discussion around the issues which were represented on a handout. Trainees were required to evaluate the material online over a period of 1 week. All of the electronic teaching material was made available immediately after the session on Oasisplus, the VLE used in the University.

The trainees started their 9 week block placement 1 week after the session on Jenny's Story and it was therefore necessary for the 2nd phase of the project to take place electronically. They were contacted through their 6 subject groups on Oasisplus giving them details of the

online material and the procedures for reviewing it. They were also reminded of this electronically and that they should complete the evaluations over a period of 1 week, which coincided with February half term.

The process of reviewing the products online went smoothly with only 2 inquiries from trainees, by email, of technical difficulties. In both cases, these were easily resolved.

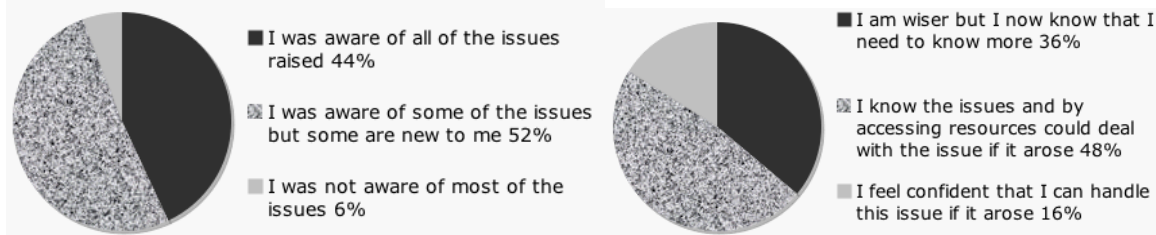
At the *University of Southampton*, the materials were presented in the middle of the academic year between the two school placements. There was a single presentation in a lecture theatre catering for all 280 trainees from 8 subjects including PGCE IT. Trainees were first talked to about the nature and purpose of educational research and in particular the ethical considerations. Jenny's Story was presented as a piece of research and trainees were offered the chance to leave if they felt the issues raised were ones with which they were unhappy to be involved. There was no opportunity for the trainees to complete the evaluation immediately after the session but they were requested to go online within 4 days of the session.

The research team member presented Jenny's Story. After a few words describing the content of the DVD and giving the opportunity for people to leave, the DVD was played. The follow-up discussions were in pairs and then in groups of four. The paper handout was distributed during those discussions. The researcher took a few questions and elaborated upon some of the principles of e-safety exemplified by Jenny's Story.

Two weeks later, when the trainees were on full-time placements, an email was sent describing the availability of the online material and requesting that the trainees spent 20 minutes exploring the materials and 20 minutes filling out the online evaluation. One email reminder was sent before the survey ended.

The values of the presentations and resources

The impact of the face-to-face session - Jenny's Story



It is not surprising that over half of the trainees have some awareness of e-safety issues, with just under half feeling that they are aware of all of the issues without training. It is surprising there is no correlation with subject specialism, in particular ICT. The impact of Jenny's Story in the session had a mixed response that, whilst mainly positive had just under a quarter saying that it wasn't hard hitting enough and a few of those commented that it was aimed at a female audience. There were also a few respondents who questioned whether the scenario could appear dated.

"I think that it could have been a little more shocking to improve impact and the use of a girl alienates a male audience to a certain degree."

"...update with aspects of MySpace and Bebo. I think it should be raised earlier in school i.e. younger than key stage 3, maybe not in such a hard hitting way but at least the ideas of the dangers of releasing personal information be introduced."

Just under a third felt that it lacked clarity and needed more information and examples, which left just under a quarter feeling that the resource needed no amendments at all.

"Perhaps it would be useful to see examples of the type of content found in teenagers' chat rooms. This would make it easier to relate to and understand the issues that are important to teenagers. Prevention of risk would be easier if we understand their aspirations and how they see their world."

A small number said that there needed to be a range of similar DVD's with different scenarios dependent on the audience. A similar number felt that they would have preferred more prior information, additional information and for those institutions where handouts were not given some trainees would have liked information to take away and digest.

"Would it be shown to a mixed audience? ...Clarification of the purpose of our involvement, is it to raise our own awareness of e-safety or to enable us to present the topic to the children in which case feedback from teachers as to how comfortable/easy/useful they found the material to present would give us more confidence in using the material"

However whatever their reactions were to the quality of the materials, what is evident is a significant impact on their professional development needs with over a third wiser but realising that they need to know more and the remainder feeling confident in handling the issues some of whom would need to access additional resources. It was extremely heartening reading when the trainees were challenged to consider where in the curriculum they would be able to discuss the issues of e-safety. Whilst the evaluation form gave some suggestions the links that some respondents made between their subject specialism and e-safety were very creative and thoughtful.

".. a good subject to explore in Drama, the pupils could independently research for homework and create a performance of the issues and dangers. These could be filmed/elements photographed and then used to teach peers/other year groups about the dangers."

"Lesson in probability could be good, i.e. asking pupils what is the probability you'll meet a stranger on an internet chatroom?"

"There are a variety of ways to introduce this; unfortunately at Key Stage 3 maybe too late. Issues on a simple level should be raised at Year 6. If I was to introduce this at school; it would either be in a PHSE lesson with a writing frame alongside. Pupils could take some of the issues into group work. Then either report back or devise their own help 'warning' pamphlet."

"..this issue should be raised in the teaching of non fiction texts such as information leaflets and before you encourage pupils to use the internet for research."

"... I am being encouraged to relate subject matter to real events that pupils can relate to. I could utilise the statistics within a math's lesson. However it is a rather chilling subject so I would seek guidance from my mentor beforehand."

"As an English teacher I could work it in to any scheme of work which deals with difficult human issues in literature. Issues which create an ambiguity for the reader between what is perceived as right and what is perceived as wrong. Manipulation and deceit are other themes that can be found in literature where this topic could work in nicely."

Links with other curriculum areas almost entirely fell into two equal suggestions of PSHCE or ICT with many suggesting both. Some respondents found difficulty making connections with their own subject notably some from maths and no connections with PE. The most popular teaching strategy was discussion but there was great enthusiasm for the use of role play and drama. At least a third of ICT specialists made direct reference to the STU's for key stage 3 but only a few cited GCSE units (DiDA was not mentioned). When asked specifically where they would use Jenny's Story the ICT trainees in the main responded with confidence citing in more detail which particular areas of their curriculum they felt could use the resource effectively.

"In key stage 3, before introducing to a unit. for example in ICT lesson Unit 8.3 Information, Reliability, Validity and Bias , we can present Jenny's Story before we start the actual unit and explain the good and bad point about the internet."

"Using ICT and presentation of information, publishing on the web, public information services. Modelling and simulation yr7, 8 and 9..."

However many of the respondents referred back to the previous question suggesting PSHCE and ICT but did not develop their answers. There were also a small number who either weren't sure when they would use the DVD or wouldn't use it but didn't give a reason why. One issue that was mentioned by again a small number was the problem of PSHCE frequently being taught during tutor time which by its very nature tends to be shorter than a normal lesson and that the resource wouldn't therefore be suitable as it needed to have sufficient time to allow for the crucial discussion.

"... PSHE sessions are only 20 minutes, the pupils would need a good debrief session, as it could raise lots of questions/issues with the pupils."

The trainees' experience from their placement schools tended to dictate their response when asked, as a form tutor how would they use Jenny's Story to raise e-safety awareness. It was obvious by the significant number who replied either that they would show the DVD and discuss it or that they would do it as part of PSHCE that they had little experience of the role of a form tutor. However, those who had experienced the role more productively were thoughtful in their responses, realising that often issues need to follow a themed week or relate to an ongoing pastoral care programme.

"Organise an e-safety awareness day for each term and get students to be involved in raising money for children charities."

"Have an e-safety awareness week. Discuss it - get the pupils to discuss it and promote it effectively around the school. Assemblies, posters, a box where pupils can write about experiences privately..."

"This could form a topic for a week/fortnight. Perhaps there is some scope for pupils acting out some of the circumstances so that pupils can gain an awareness in a less frightening environment."

"...spend a week on the topic watch the film have discussions, have the kids write down anon their own experiences to be selected randomly and discuss in small groups. Parents should be involved so they are aware of the dangers and what to look for. Assembly presented to the rest of the school by the kids based on their findings. Kids listen to other kids."

There was no such reticence however when asked who they felt should be responsible for dealing with e-safety issues as a majority of the trainees answered in a variety of ways but with one voice, 'everyone' as summed up by the quote below.

"Wow - what a question! Are you serious? Everyone involved in the school of course - but is that a worthless utopian goal? Should be someone designated with the responsibility who - this is very important - has had training in counselling around these issues. Cannot expect form tutors (or others) with no such training to deal responsibly with issues like these! But even so, all staff should be made aware how to initially deal with e-safety issues - to be able to refer on to someone with more specialist training."

Whilst not all respondents are as passionate, they do make some sensible suggestions concerning the responsibility of ICT technicians to block sites on the internet, Child Protection Officers supporting staff and of course many cited Parents and Carers for the part that they should play.

Jenny's Story and the response of trainees to the training session

Jenny's Story provoked mixed reactions from the trainees. They were asked to consider the introduction to the Jenny's Story session, the handout notes used at Brighton and Southampton Universities and the debriefing after the DVD. From examining the data, it is clear that most trainees, in considering the introduction, actually considered the whole DVD rather than just the introduction to the session. This has produced some useful data. Trainees were also asked to consider the complementary nature of the online materials to Jenny's Story.

In general, views on the introductions were positive.

"The introduction was good, it gave a brief outline of what to expect from the DVD, as well as making the viewer more aware of the problems that can occur if children give out personal information to people that they don't know. Children need to understand that it isn't safe to talk on the internet to people that they don't know, the same as they wouldn't stop and talk to someone they don't know when walking along the street."

"I thought it was a good intro as it was."

"I felt that the introduction was good."

The response to the DVD was more mixed. Some students felt it is a very powerful resource, that it requires no change and it simply needs wider distribution.

"I think it has to be awareness and that is where Jenny's story is so useful. Kids need to be made to take the dangers seriously. Getting the kids over the idea that talking to someone on line is easier than talking to friends/family, unless it is ChildLine of course. They don't all seem to realise the dangers this film highlights."

"I think this was an excellent video to be shown to school pupils to make them aware of the issues in Jenny's story. I think the only improvement is to ensure it is shown in as many schools as possible."

"I thought it was clear and effective."

"It did this comprehensively and engagingly."

"I don't think that it can be improved, I think that it was extremely hard hitting."

Many of the trainees felt it was a useful resource but parts of the DVD could be improved to make it more useful and relevant in school.

"Have more examples. Get some pupils to introduce it so that it appears more of a real issue."

"It would have been nice to have seen Jenny at school or at home with her parents in order to emphasise her youth and vulnerability."

"Have the actress playing Jenny face the camera a bit more, people would then be able to lip read too."

"Shots of Jenny using her computer can be shown to emphasise that she is a normal girl using the computer. Her story should then begin in black and white to emphasise how her life has changed. More text about the dangers should appear."

"I found the man presenting at first came across as very insecure and not very confident to talk about this issue. He tried to hide it but I think kids will pick up on it."

"Jenny's story is a very strong film, the one thing I felt is that there should be a warning that if people are affected by these issues then they may not want to watch it. The film could also probably benefit by showing other similar cases, as well as examples of issues where other children, not just adults, have preyed on other peoples vulnerabilities."

A few trainees were unhappy with the whole DVD.

"The view of Jenny was just a backdrop to the voiceover. I felt impatient to see a story start to unfold. I feel the scenario described should have been acted out. Just seeing a girl staring into space didn't do anything for me."

"The impression I was left with from Jenny's story retrospectively was of a vulnerable girl being taken advantage of. This was a sad story. However, the overall focus seemed to be on her sad story. I was

not left with any lasting impression on measures that should be used to combat such issues. I think maybe the first few minutes could have small videos of a range of abuses that can and do take place. But the overall emphasis should be on what parents / teachers should do to prevent this kind of thing happening. I think trainee teachers should be left with about 4 or 5 really important preventative measures etched into their memory. Because the only memory I have from the video was a sad story about a vulnerable girl. Prevention is better than cure. Having said all that, this is the impact on me as a trainee teacher. Jenny's story might have a more useful impact on pupils, especially young female pupils in schools."

"It wasn't much different to the adverts on TV so was a little desensitized to it. Need more advice on how to deal with it, or notice symptoms of pupils who could be in that situation, there is not much indication on how a teacher can pick up on a pupil with that problem"

The other issues that a few trainees picked up on was the female focus. A typical comment is *"it was good maybe just provide a male version which might be used in an all male school"*

Finally, a few trainees thought about how to improve the session in school and how it could be modelled in training sessions.

"Will be a wonderful idea to let pupils watch the video during a lesson and set group activities whereby pupils have to discuss the drawbacks and danger of online chatting and benefits if need be"

"Maybe some good starter activity to engage the pupils more. Some good targeted questions i.e. what do you use internet/texting for. Do you use any online chat or Bebo pages etc."

"A talk and discussion before viewing is essential, some sort of brain storming amongst the class to gauge current awareness, this can also be used as an indicator of the effectiveness of the video."

The team members at the Universities of Southampton and Brighton produced an A4 paper handout of notes for their trainees. The other team members included this information in a PowerPoint presentation that was made available to the trainees by electronic means. This section will consider the trainees' responses to these two methods.

Responses to the paper handouts were mixed with some students being broadly in favour.

"Handout was very good."

"I don't know how they could be improved. I thought they were good."

"the handout notes were useful and has plenty of suggestions for resources to use in school."

"the handout is well thought of and well presented."

However, the majority of the trainees who responded to this question felt that the handouts needed improvements made to the layout.

"Too wordy. Packed with text information - appearance switches reader off"

"They're a bit crammed into an A4 sheet, perhaps better layout."

"It's too wordy; it needs to make its points simpler."

"Keep it A4 rather than fold to A5 - we all keep everything in A4 size folders and it'll be easier to reference that way. Break the text up a bit with formatting, boxes, bullet points etc. It's not very inviting to read at the moment."

"Far less text - haven't bothered to read it. Who are these for?"

"Subheadings to make it clear different aspects being addressed e.g. relevance for boys"

When the handout information was provided by PowerPoint, responses were generally positive.

"They were generally good, however if this was to be used over a wider the questions are not specific enough. They need to be split into sections, for example questions relating recollection of knowledge, questions relating to application and questions relating to analysis etc."

"Points for pupil discussion were very good. Perhaps issue a set of "Golden Rules" to follow whilst being online. Have seen a number of these rules on various sites & it may be good to get the pupils to create their own set of Golden Rules to follow, which in reality is steered slightly by the teacher to incorporate the main Golden Rules."

"The handouts were clear and to the point."

Although some suggestions were made for improvements to the presentation.

"provide a section with a brief description of e-safety in relation to Jenny's story."

"have some websites that you could go to for advice, both for teachers and pupils."

The debriefing after the Jenny's Story DVD was considered by most trainees to be the most important part of the session and was generally felt to have been handled well.

"The debriefing was good as it summarised the DVD and highlighted the danger of unsafe internet chat to strangers..."

"After watching a DVD such as this I think that it is essential that everyone gets a chance to talk about the issues and discuss the story afterwards. This means that when people come to reflect on the DVD they will have more ideas and opinions to consider."

"the debriefing was probably the most beneficial part as we discussed different dangers and ways to improve safety."

"Debriefing after the DVD was ok - good to talk to peers."

"The debriefing was very useful and having a chance to discuss the DVD was helpful."

The trainees highlight three main issues as areas for improvement. Many trainees experiencing the activity in a large lecture theatre felt smaller groups would be beneficial. The trainees also felt that more time would be an advantage in the discussions. This may be partly because they also wish to see more whole group as well as paired discussions.

"The group should discuss the questions after discussing them in pairs. Notes should be taken for feedback."

"Perhaps discuss the issue as a whole group rather than in pairs, since there may have been a tendency to focus less, where one or both members of the paired group was less motivated than required."

"We just discussed certain questions in groups, and this was not gone over by the lecturer afterwards - it would have been good to hear everyone's ideas on the subject."

"In smaller groups, lecture isn't much use, there's no interaction"

"Group talking was effective, however more time would have been helpful."

"Allow us more time for discussion of the issues. The questions were good but we did not really have enough time to properly discuss. I would have liked more opportunity to discuss what we should actually do as teachers if we were aware of a case such as Jenny's, or if a child approached us, rather than simply being given something else to read through."

There are trainees who wish to see more tutor involvement in the session with specific inputs being provided.

"perhaps a list of outside agencies to contact"

"Could discuss what we should do if a child comes up to us with a problem like this. Who do we speak to?"

"Don't know what to do still. Get told what is happening but not how to stop it or give advice about it. Obviously I have common sense but we need to know how to tell a pupil."

"we only talked through points with neighbours, no input of what is the right thing to do from the lecturer"

The complementary nature of the online materials and Jenny's Story presentation is noted by most trainees who see the links between the materials and feel they complement each other well.

"Jenny's Story is a good example of what might happen if you are not careful when it comes to e-safety. I would personally use the other resources first, and then finish the unit/session with Jenny's Story as it is more hard hitting and will make the pupils go away from the session with the thoughts of how what they have just learnt fits into their world"

"Jenny's story covers one major issue and these additional resources highlight other areas that I had not considered before"

"These would follow on well and lots of links could be made"

"Jenny's story contained the effective case study element of the Rome resource but as it was in film I feel pupils would have responded to it much better. it was essentially a better visual resource and focal point for discussion"

"I thought that 'Jenny's story' was really good. It was direct and raised issues about e-safety in a very impacting way. The only thing it lacked was a clear definition of key terms. The resources above all define these 4 key terms so they complement each other well."

A few trainees feel the links are not explicit and require clearer signposting.

"No real link between Jenny's Story and these resources, that was about safety, this is more about legality apart from the password bit in the Rome Story, which felt like it was tacked on anyway"

"Didn't see much relation apart from the topic."

Whatever feelings and responses arise from the evaluation of the impact of the taught session, no one question raises as many differing responses as why Jenny's Story should be made available to teachers. The most common theme consists of those who comment on it being hard hitting, relevant, realistic, effective, topical and true. They feel that it targets young people at a vulnerable stage in their development, anxious to fit in, sometimes lonely and desperate for company. Other issues include pupils trusting teachers and respecting that young people felt strongly about something that could affect them and that they may find difficult to talk to parents about. A significant number of trainees identify that it raises awareness in pupils of a problem that they may not have realised is even there. What comes across in the comments is that the trainees have a real grasp of adolescents and the problems that they may encounter.

Response to the resources for e-safety

The Rome Group resource discusses a range of issues suitable for use in schools and with trainee teachers. Issues of copyright and plagiarism are dealt with in a realistic, accessible manner, with appropriate content, as suggested by the majority of respondents; for example;

"the values it highlighted were copyright and plagiarism. It increased my awareness about idea sharing on the internet".

"..it covered many areas such as plagiarism, hacking etc.. it was clever to see different issues covered in the same story. it would be of interest to children as the story relates to a school setting."

"This was a very engaging way of letting children know all of the issues associated with internet and what you should and shouldn't do for you own safety and regarding the law."

"It explores legal access of areas on the internet and personal computers. It increased my understanding by making me aware of the legalities of internet use."

A small number of respondents think that it should be more interactive and is overlong.

Initially, the resource appears Drama based but, as with good e-safety software, is really a cross-curricular resource that can be used as a generic awareness-raising tool. The themes move from copyright issues, through to the use of ICT, viruses, and the need for firewalls (as is in all modern operating systems). The development of internet related issues moves through to passwords and the resource links well to the glossary of terms that is also available on the MSN site. Also, the resource touches on and reinforces the issues delivered in Jenny's Story, regarding the giving of personal information.

Two trainees discussed 'engagement' with the exercise;

"This story clearly made me aware of the dangers that you can face using the internet. The story itself took some unexpected turns, which kept me very engaged. The quiz questions were fun and formative..."

"Yes, I would feel very confident using this with the children. I think it will keep them engaged as it is interactive, and the story is funny and entertaining. It was also very informative and would certainly benefit my pupils."

The definitions contained in the Rome Group extend the glossary and develops many of the ideas discussed by Becta (Becta, 2006) in a user-friendly format.

Me, my mobile and I is seen to be a useful and interesting resource because it is an area that pupils and trainee teachers understand; the majority possess them. Some of the ICT National Curriculum can be delivered with mobile phones. Bullying through Bluetooth™ communication is dealt with well within the resource; the majority of respondents referred to

being aware of many of the issues raised in the resource but were not aware of the potential implications. For example,

"I had not considered texting as a way of bullying, also, I had not thought much about using the internet on a mobile phone... it made me think about the consequences of sending video and picture messaging".

Overall, the majority of responses suggest that the resource is an effective awareness-raising tool for them, as trainee teachers, and that there is a range of important messages for pupils,

"It explores positive and negative aspects of mobile phone use and its' accessories. It made me even more conscious of dangers of leaving Bluetooth activated."

"Children should be made aware that any information sent over the internet would no longer be private and can be intersected by malicious persons. Sending text messages, video clips, connecting to each other via Bluetooth is not safe."

"I think the invasion of privacy issue can be stressed here. Students need to be really aware of the consequences of sending images of themselves and others to potentially anyone. Some students will be concerned over the illegality of some issues."

When considering the use in the classroom, all but a few trainees suggest that they would be happy to use the resource with pupils. An interesting aspect is that trainees outside of ICT were as happy to use the material as ICT trainees.

Several trainees suggest that online tuition should involve practical activities as a follow up, for example, role-play. Also, one suggestion was to split up the resource,

"...make the resources more interactive and in smaller chunks so that they could be split over several lessons".

The resource was well received by the majority of the trainees,

"Clear and precise about some of the more detailed aspects."

"Nice presentation, good and easy to use and read."

"It is a clear and accessible way of letting children know exactly how their mobile phone can affect them in adverse ways as well as positive way."

"...it was simple to use and interesting to read. It was clear, sharp, and focused."

"I loved this resource, I felt it was applicable to the children I have been teaching. It totally increased my knowledge as I didn't actually know you could chat online using your mobile phone."

Several trainees also referred to the resource as a platform for further work,

"The information given is very basic, and so I knew it all already. However, for pupil use, it would best be used as the starting point of a discussion as there is not a lot of detail. However, the issues raised are important."

Also, several suggest the setting up of a website where pupils could email their queries following an online session. Issues of being up-to-date were also raised by a few trainees who also stated that they were not aware of some of the terms used, flaming being the term most referred to. An up-to-date glossary is central to any resource designed to meet the needs of trainees.

One trainee suggested,

"...online resources are clear and engaging, too much space is given to promoting fear of e-safety and not enough information for practical issues, for example, call spam and services such as Jamster".

Several trainees suggest that e-safety issues should be delivered through PSHE, Citizenship or Drama and that there is a significant in-service training issue for teachers; as e-safety training is being delivered through ICT, there are potentially two subject knowledge issues to deal with and plan for. A significant number of responses suggested that there should be a named teacher in the school with overall responsibility for e-safety. The implication is that some trainees feel that the responsibility might not be their own.

Overall, the emphasis from the respondents is that the resources are fine in terms of nature and content. The suggestions that trainees make are centred around developing activities to

get the most out of the resources. Developments in terms of content are more related to keeping the material up-to-date rather than making significant changes to them.

The value of a glossary of terms

The responses to the glossary of terms are very positive with a range of useful comments. For example, a small number of responses suggest that some of the terminology is too complex for pupils; one trainee responded "*I think it may need to be put into more pupil speak*". The general feeling is summed up in the following response, "*Having a glossary of terms is always a good idea, especially when it comes to the technical jargon of internet technology. Many pupils know how to surf the internet but not too many understand things like cookies, etc. and various other processes that happen in the background while they are surfing. This is a good resource to enlighten them on such things*".

Overall, the length of the glossary is about right with the majority of responses suggesting this. Responses range from some knowing all of the terms through to little previous understanding. A number of responses also suggest that some of the terms are not specifically to do with e-safety and could be left out, although the glossary does not suggest it is solely related to e-safety.

A presentational error, highlighted by a few trainees, is that the definitions under "J" were actually "I" definitions.

The affective domain

Negative aspects of trainees' attitudes/responses to e-safety

The following analysis identifies those aspects of the research and resources that engender negative responses or no response to the e-safety training and the follow-up evaluation activity. The trainees' response to the research process are of one of three. A third are most happy about the process and some even commented on its rigour and clarity. One third did not understand the question or said they could not comment on the research. About a third commented negatively because of the apparent conflict between the compulsory or expected participation in the training sessions yet voluntary participation in the evaluation process. Similar negative comments arise because of the email reminders of the evaluation process. One typical comment on the compulsory attendance was *"not the best way to engender a positive attitude"*.

A criticism is that the evaluation process is separated in time from the training aspect and several trainees comment that an immediate response would give a better answer. Others would prefer to have further access to the DVD to help them respond.

"perhaps have a quick briefing session and be allowed to view the video on a secured internet site (e.g. log in)"

"video could be viewable online rather than purely on DVD to enable student teachers to do this research in their own time, rather than coming into university for it."

"To access this site from my home PC proved difficult despite using multiple browsers and platforms. Also, having easier access to information that we may not know of could be handy."

The lecture theatre presentation of the DVD is criticised because of the small amount of time allowed for discussion afterwards, not being able to ask questions to clarify understanding and the lack of further tutor input.

The timing of the lecture, being on the last day before a major assignment submission and near to the start of a block placement is not conducive to a high level of engagement.

"Plan ahead respect our time, course deadlines + ASK us 2 help Compulsion + QTS standards threats = ill will Give opt out B4 lecture starts + not in front of 200 people. Confidentiality?"

Some express resentment because (like other professional studies events) the compulsory nature of the training session. Only 60% attended. Where the face-to-face training was in small groups, the attendance rates were between 95% and 100%.

Trainees, in the main, respond well to the online resources. However, the response rate is very poor. At one institute, only 50 out of 250 trainees responded to the email request to examine some e-safety materials. Of those, only 29 completed the evaluation form. Perhaps some were exercising their right to withdraw from the research. Only 7 of the 17 ICT trainees responded. Trainees express concerns that the time pressures and requirements to prepare lessons, carry out school-based activities and submit assignments prevent further work to be undertaken.

Conclusions that can be drawn from these reactions:

conflicting responses indicate that there are different attitudes to the value of e-safety training;

without resources being made available for absentees to remediate their absence, there are equal opportunities and quality assurance issues;

without incentives or compulsion, online activity during block placements does not effectively raise the awareness of many trainees; and

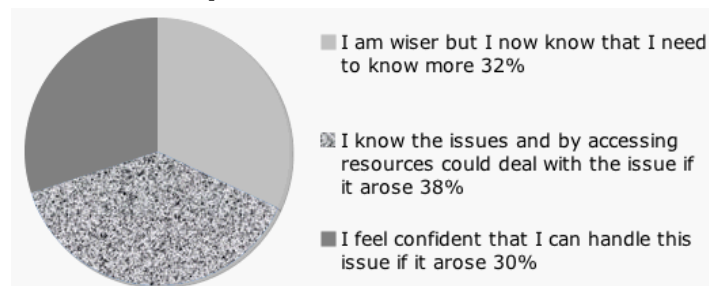
it is obvious that there was insufficient clarity about the expected participation in training and the voluntary participation in the evaluation.

Workers and researchers in this field must not think that, even though they see the value and importance of e-safety, many trainee teachers share that feeling. Many trainees do not see

learning about yet another aspect of teaching as being a priority over the scheduled tasks and commitments. Materials, training and assessment must reflect the needs to ensure all trainees' awareness of the issues are raised in a positive and supportive way without alienating a good proportion of the intended audience.

A mass lecture is a good way to deliver the generic concepts of e-safety but it is obvious from the responses that this should be followed up with an element of group work; trainees need to discuss the issues and focus on the resources provided with both online and CD-based products. Although it is possible for trainees to review online products without directly being taught, it is unlikely that on-line discussions would take place regarding the issues raised.

Positive aspects of trainees' attitudes as reflected in their responses



Confidence after accessing the online materials

It is pleasing to note that over two thirds of the respondents feel confident in handling the issues if they arose but over half of this group felt that they would need to access additional resources to do so. What is worrying is after accessing the on-line materials that the percentage who still feel that they need further professional development has not significantly changed from when they evaluated the Jenny's Story input.

Trainee naivety; lack of technology awareness

Just under half the trainees claimed they were aware of all the issues raised before the Jenny's Story sessions and just under half claimed some awareness of the issues. Only 10 trainees claimed no awareness of the issues raised before the session. These proportions changed slightly when the same question was asked in the analysis of the online resources, after the Jenny's Story session had been completed. At this stage, only one trainee claimed no awareness of the issues raised while slightly over half only claimed awareness of some issues. Under half claimed awareness of all the issues examined.

When looking at the responses to prior knowledge of individual issues before any of the sessions, there was a slightly different picture. Although many of the issues were in the trainees' knowledge domain, some major areas showed a lack of awareness. Flaming, both on internet chat and email, was known about by only some (less than 20%) of the trainees. Phishing and Bluetooth™ abuse were known about by only half the trainees and premium call scams were known about by under two-thirds of the trainees. Awareness of the other areas was shown by over three-quarters of the trainees with pornography, illegal downloads, copied music, spam, viruses and mobile phone theft being known about by almost all the trainees.

The picture changes slightly when considering the ICT specialists. Flaming in both email and internet chat is still an area showing little awareness, over a third of the trainees have some knowledge. Phishing was known about by almost two-thirds of the trainees. ICT trainees showed good awareness in the same areas as the overall cohort but the numbers tended to be slightly higher except in the case of grooming where slightly fewer ICT trainees showed prior awareness compared to the general cohort.

For many trainees, some of the awareness arises from activities undertaken in placement schools. Some examples include:

"Bullying through Instant Messenger was not unheard of in my school. This seemed to happen mostly between girls, insults on appearance, fashion and boys. Phone theft occurred at school! There is a lot of slang around that is devised from bad language."

"There are many restrictions on pupils' internet access at my placement schools to prevent them from seeing inappropriate material and to protect them from the danger of chat rooms."

"Areas of e-safety in placement were mainly internet chat and online games (which used Violence...). In addition to email spam, but most of the popular site were filtered, so pupils' couldn't access them."

"Bullying over the internet, bullying, bad language and offensive material over email. These issues were dealt with severity and sensitively."

"I hav heard about cyba bullying and bad language in ma placement skools ther was assemblys on som of da stuf but no major push from wat i cud c."

"Cyberbullying is part of anti-bullying strategy @ 1 school. There is a behaviour policy for use of IT resources, but very little in the way of active awareness campaigns on other issues."

"Just that kids should be supervised so they don't go on sites which you don't want them to."

A significant minority of the trainees have received no input from their placement schools on aspects of e-safety and many have not received training, only the knowledge that some websites are filtered by the school or local authority. This suggests that these issues cannot be left to placement schools to cover.

Expert evaluation of e-safety resources (December 2006)

The evaluation focuses upon three products – Young People Safe Online, Jenny's Story and Know It All.

<http://www.msn.co.uk/youngpeoplesafeonline> <http://www.childnet-int.org/jenny>
<http://www.childnet-int.org/kia>

Jenny's Story is a video which raises issues regarding grooming. It cannot be distributed electronically and therefore only shown in a face-to-face setting. It is proposed that the trainees are briefed on some of the issues of e-safety, shown the DVD and after a short debrief they are expected to go away and, within two days, access the on-line assessment and evaluation web site.

Know-It-All is a paper-based and CD-based resource that will be presented on-line as a series of web pages. The trainees will be expected to access the material at a particular point during their placement. They will be requested to access the website, complete the on-line assessment/evaluation process, discuss the issues with mentors and send further comments.

Young People SafeOnline is a set of online resources created by Microsoft aimed at teachers, pupils and parents. The trainees will be expected to access the material at a particular point during their placement. They will be advised to allow 1 hour for the activity which includes accessing the website, completing the on-line assessment/evaluation process, discussing the issues with mentors and sending further comments.

The resources, in the main, are very appealing, accessible and well written. They focus upon four important stakeholder groups: the pupils, their parents, volunteers working with young people and those in the teaching profession. Accessibility is a key feature of the resources although it is noted that awareness of all of the materials is not high. Identifying resources to support trainee teachers was not easy because the time limitations imposed by a full teacher education curriculum. Some resources, although raising the issues in a stimulating and contextualised manner were not time efficient. Some resources were trivial in content. The resources identified to support both face-to-face sessions and trainee teacher online activities were both content rich, stimulating and efficient in presentation of the issues.

Know IT All

Access to the materials is available through a single URL <http://www.childnet-int.org/KIA>. That page then links to pages focussing upon the different interest groups.

Know IT All for Schools

Know IT All for Parents

Know IT All for Volunteers

Know IT All for Schools

Know IT All for Schools was the first resource to be developed by Childnet to meet the needs of pupils and teachers at key stage 3 and 4. It is currently (February 2007) an interactive CD-ROM focusing upon a broad range of issues when using the internet or mobile phone. The CD-ROM has been distributed to schools nationally and is also available for purchase at a charge. The materials are varied in nature and are suitable to support teacher professional development, teaching pupils and pupil self-study.

The team made the review of the CD-ROM materials on the basis that some or all of the materials may be re-authored for presentation on the internet.

It is considered that the link to the teachers' guide would be useful for trainee teachers if they wish to use the resources with pupils whilst on school placement. For example, the complementary link to lesson plans

<http://www.msn.co.uk/youngpeoplesafeonline/lessonplans> are in a format those trainees are familiar with and may be a useful resource for specialist ICT trainees.

NB [the link on the teachers' guide page <http://www.childnet-int.org/KIA/schools/teachers.aspx> to lesson plans <http://www.msn.co.uk/img/specials/staysafe/lessonplans.htm> is denied]

The presentation of the materials on the CD-ROM is not linear, allowing for the modules to be used in any order. Teachers can use it for a whole class presentation or a whole school assembly. Certain sections can be used by pupils in their own discrete learning.

It is considered that the sections which come under "What you already know" whilst fun, are ones which the majority of trainee teachers would be comfortable with therefore do not recommend identifying these for trainee activity. "About you" and "About us" have also been dismissed because they do not efficiently address the e-safety issues.

The most useful aspect of the CD is under "What they don't want you to know". The section addresses some of the e-safety and security issues and contains animation, fictional stories, interactive quizzes and movies – all designed to engage and empower young people. The "they" in the title refers to criminals, and others who misuse the internet.

Six main areas were considered by the research team:

Who's Watching You? This section looks at the issue of anonymity and how it might influence behaviour online. Although this would be appropriate as the focus of a teacher-led session for pupils or a trainer-led session for trainees, it is not a useful tool for self-teaching and therefore not appropriate as an online resource.

What's Really In Your Inbox? This section covers the issue of how to recognise unwelcome communication, including; spam, viruses and phishing scams. These are important issues but the activity distracts from the trainee simply learning what the terms mean. *"What's really in your mail box is informative but doesn't cover enough for what we want."*

The Web Using a quiz format, this section looks at how to evaluate whether a website is either a valid or trustworthy source of information. There is also advice about the illegal content, which users might encounter on the web, and what to do about it. This section was seriously considered but eventually rejected as trainee teachers are exposed to the issues of plagiarism and considering the quality of information as part of their courses. *"The Web is one of my favourite sections and would be useful to promote discussion but perhaps not enough 'meat' for what we are focusing on?"*

Online Friends Three interactive quizzes that explore the issues of cyber bullying, online harassment and chat danger. There are important messages here. However, similar issues are raised in the Jenny's Story DVD discussions. *"Online Friends needs to have class discussion with it, as it relies too much on questionnaire responses and it is possible that some may not be bothered to read all of the text"*

Me, my mobile and I These activities cover the issues relating to mobile phones which have a big impact upon school life and there are conflicting opinions amongst school staff about their presence in school. However, the potential benefits as well as problems associated with their use needs to be communicated. This presentation contains positive and negative stories, illustrating the potential of mobiles for positive uses such as emergencies, and abuses such as text message bullying. *"Me, my mobile and I covers many of the main issues and is probably the one of the two that I would suggest including – it definitely needs issues on bullying, blue tooth and GPRS raised."*

File-share Scare Downloading resources from the internet is encouraged in ICT curriculum activities. It is an important concept that both trainee teachers and pupils understand that some downloads are legitimate, valuable and free for use in their own work but at the other end of the spectrum the mere act of exploring a website resulting in an automatic download can mean that a criminal offence has been committed. *"File share scare needs some clarification for non-ICT trainee teachers and the one on copyright needs also to include plagiarism especially as its been such an issue with this years external examinations – this would be my second choice."*

There are technology implications for the recommendation of resources for trainees to use online. When considering the afore mentioned lesson plans it is considered that *"each of the URLs are useful depending on what the focus is – in terms of what we get the trainee teachers to actually evaluate I think that this area should be pointed out to them. I also like the final part of each pdf – mainly because of all of the useful links. However using any of the lesson plans is reliant on them having access not only to the Know IT All materials but also the MSN site and this has implications for what we should include on the 3 links that we are getting them to evaluate"*

Based on the value to initial teacher education "Me, my mobile and I" and "File-share Scare" were initially selected for the online activities.

Know IT All for Volunteers

The Getting to Know IT All 35 minute presentation for key stage 3 pupils focuses on: keeping their computer secure; keeping themselves safe online; and know where to go for help. The content is appropriate but the audience focus is predominantly the child. The timing is too long for initial teacher education support and so is ruled out as a resource for both online and face-to-face activity.

"The first link to the CEOP is excellent and I especially like their sample "thinkuknow" clip which is very powerful – I will definitely point this one out to my trainees who are doing work on video."
<http://www.thinkuknow.co.uk>

"I also liked the presentation that I may use myself but I would be wary of advising trainee teachers to use it as it's such an enormous download!"

Know IT All for Parents CD –ROM

Generally, the Parents CD met with approval with regard to content and format. *"I really like this CD and think that schools should be making parents aware of its existence – the very simple guides may be patronising for some but probably need to be kept."* The main support for parents is the help section and has a more "adult" feel whereas the family scenarios really need to be used as a family and not suitable for training room or online presentation to trainees. *"I personally found them a bit cheesy"*. The glossary is the most powerful aspect of this resource. It is well presented, comprehensive and each term is well defined. *"I far prefer to the MSN one - it is detailed, easy to navigate, up to date and easy to understand – if we can have an additional link from Know IT All then this is the one that I would like!"*

Young People Safe Online <http://www.msn.co.uk/youngpeoplesafeonline>

"– once again I found the resources very accessible and probably more varied than the Know IT All ones."

Rome Group

Although this resource starts slowly, in terms of e-safety content, there are significant possibilities of using this both with pupils and with trainees. It raises so many issues that if not used carefully they could be lost. (A comparison - Know IT All is more focussed in its simplicity.) *"However, it is more interactive and could lead to pupils producing their own storyboard and presentation if used in a discrete ICT session or drama maybe if used in Citizenship or English."* With trainee teachers developing their own subject knowledge, this could be useful especially if they have the Know IT All glossary.

The Endless Forest This was rejected for this project as it is not our target audience.

The Quizzes These lacked sufficient depth of content. Their usefulness is limited because there is not enough information on the incorrect answers and trainees would benefit from more expansion of the issues on the correct answers.

Materials for teachers

This section is quite basic and does not give enough detail that trainee teachers would need to "hold their own" with a class full of knowledgeable key stage 3 pupils. The section on "Nasties on the Net" does complement the Know It All glossary which does not mention items such as; Viruses, Worms and Trojans, Hackers and crackers, and Junk on the internet. (A comparison - the Know IT All glossary is more comprehensive and information rich; the MSN

glossary focuses more on the technology.) The lesson plans are most appropriate for teachers and specialist ICT trainees planning to teach these topics. However, the focus of this project is to identify resources that raise the issues and inform the trainees, rather than ones they could use on placement.

Parents and Carers The resources include: Safety on the internet; Online discussions; Children's rights on the Net; Reporting problems; and Safe use according to age. The parents and carers section raises the issues such children's rights on the net that are not fully covered in the other materials reviewed. It also links to other useful material. However, the resource is not appropriate for the project because of the time element.

Recommendation for the evaluation process

The criteria for selection is:

- ◆ a total curriculum contact time of 20 minutes;
- ◆ readily accessible online material;
- ◆ independent, self-teach, self-marking activities;
- ◆ meeting the content needs of teacher trainees; and
- ◆ being attractive/stimulating for trainee teachers.

After much discussion and debate the following items were selected for the online activity:

Me, my mobile and I. The application introduces 5 different aspects of mobile phones that have e-safety issues. Mobile phones have a big impact upon school life and there are conflicting opinions amongst school staff about their presence in school.

Rome Group. The application has significant possibilities of being used with pupils and with trainees. It covers many topics and so will act well in raising awareness of e-safety issues.

Know IT All glossary. A glossary is considered to be a good way in helping trainees understand words new to them.

Jenny's Story is identified as the most appropriate focus for the face-to-face session because of its impact and potential to stimulate discussion of and interest in e-safety issues.

Resources used for the face-to-face session

The tutor briefing notes, a Microsoft PowerPoint presentation and the A5 leaflet used to brief trainees during face-to-face sessions.

Discussion Points

Here are some suggested discussion points which could be looked at while replaying the relevant section of the film. These points have been included on the DVD itself so that you can display them on the screen after the film. Here below we include suggested answers or solutions, but the students may also come up with their own very valid solutions.

1. How could Jenny be made to do things that she wouldn't normally do? Discuss the difference between talking to people online and talking to them in real life, i.e. people are generally less inhibited online because of the anonymity. Ask the pupils to think about things that they might do online which they wouldn't do offline.
2. Why did Claire pass Jodie on to Jenny? Claire wanted to get rid of Jodie and didn't know how to do this without being embarrassed or feeling that she was offending her. Have young people in your group ever passed on details of a stranger to someone else? Do they know how to block a user on Instant Messenger? Do they have strategies to tell people they no longer want to talk to them?
3. Why did Jenny feel pressurised to give out her address? When Jodie asked for Jenny's address, Jenny had no answer to why she shouldn't give it out. So when Jodie asked 'Why not?', Jenny felt pressurised. Also, Jodie tricked her into believing that she could get it anyway. Discuss with pupils what answer they can give to people asking for personal information, e.g. 'Why do you want to know?'
4. Jodie got Jenny to reveal a lot of personal information, including when her parents would be out. What other subjects might you discuss online which could give away vital information without you realising it? E.g. football team, other things which give away your geographical location, like the school you go to. It is also important to discuss what is meant by 'personal information', and why things that children might not consider as personal shouldn't be shared, for example their email address or Instant Messenger ID.
5. What do you think made Jenny trust Jodie? Because she thought that she was a woman? Because she told her she could be a model?
6. At what point could Jenny have told someone about Jodie? For example: (1) The first time she suspected that Jodie was asking too many questions? (2) After she had given out her address? (3) After Jodie's boss called? It is important to stress that pupils need to be suspicious the first time they feel uncomfortable, rather than waiting until a relationship has been established. Young people can be more easily manipulated and find it harder to get out of a conversation once a relationship is established.
7. Who could Jenny have told? Discuss with pupils who they could trust and whether it is a good idea to talk only to their friends when they are really worried about something.
8. What stopped Jenny from telling anyone about what had happened? She was blackmailed with the webcam pictures and made to feel ashamed and afraid and that it was her fault. (It is worth telling the pupils that after the event, Jenny's greatest wish was that she had told someone sooner.)

Questions and Answers

Here are the answers to some questions that pupils may ask. It is important that you answer their questions after viewing the film and ensure that any concerns or misunderstandings are clarified.

1. How old was Jenny when this event happened? Jenny was 13 years old when this happened.
2. When did this event take place? This happened in 2003.

3. How did Jenny meet Jodie? Jodie got passed on to Jenny by her friend Claire on Instant Messenger, because Claire thought that Jodie was acting "weirdly".
4. Why did Jenny's friend pass on someone who she thought was weird? Claire passed Jodie on to Jenny because she didn't have a strategy to get rid of a person who she thought was acting strangely. She didn't feel able to tell Jodie to go away herself, or to block her.
5. Why did Jenny take her top off for the webcam? Jenny took her top off because she thought that Jodie was a trustworthy woman, and she really wanted to be a model. She was in the privacy of her bedroom when she did it, which made her feel as though no one else would see the image of her. She also didn't know how to say 'No' without seeming to not trust Jodie.
6. What is an IP address? An IP address is the Internet address of your computer. Every computer connected to the Internet has one. The IP address doesn't tell anyone where a computer is physically located.
7. Can anyone trace your home address from your IP address? No, this information is held by Internet service providers and is only accessible to themselves and also the police in the case of criminal activity. It is important to stress that people cannot generally locate you by using IP addresses.
8. What actually happened to Jenny? Jenny was sexually assaulted; the perpetrator came to her home and pushed his way in. The man also took several indecent photographs of her. She was not raped.
9. How many times did the man come round to Jenny's house? Only once. This is probably because he thought that Jenny would report him to the police after the first time.
10. Why did Jenny not tell anyone? Jenny was made to feel ashamed of what she had done on the web cam. The man threatened that if she told anyone he would publish the images online and her family would see them. Jenny felt that things had gone too far for her to be able to stop them and that she would be blamed. She also thought she would get into trouble and that no one would believe her.
11. How did the police track the criminal? The offender targeted other young female victims, although Jenny was the only one who was visited at her home address. The police caught the offender after investigating these other offences. They seized and examined his computer, where they found the contact details of Jenny.
12. How old was the criminal? The criminal was 50 years old.
13. What happened to the criminal? He was caught and convicted and received a substantial term of imprisonment.
14. Did Jenny contact the police? No. Jenny did not contact the police; they contacted her when they found her contact details on the criminal's computer. The police got in touch with her, and treated her with great care and sensitivity.
15. Does this happen to lots of people? Compared to other crimes, incidents of this kind of Internet-related crime are low. As far as we know a case of this sort, where the criminal comes round to a person's house, is extremely rare.
16. How is Jenny now? Jenny is doing fine. She still enjoys using the Internet but is much more cautious about giving out personal information.

QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.

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Jenny's Story briefing sheet for trainee teachers.

Jenny's Story is a short film based on a true story of Jenny, a teenager who chats to a stranger on the internet. The film shows how, through chatting online, Jenny reveals personal information which results in her being contacted in real life and ultimately hurt. Jenny is not the real girl's name.

Childnet began work on the Jenny's Story film in 2003 to provide a resource that would bring the issue of internet safety into teenagers' real lives – to challenge them and ultimately to change their risk-taking behaviour online, thus preventing further cases of this type occurring. Childnet worked closely with an individual police force and launched Jenny's Story in January 2005 with the help of the Home Office Minister Paul Goggins MP, the then Chair of the Home Secretary's Task Force on Child Protection on the internet. Speaking at the launch Mr Goggins said,

"I very much welcome the Jenny's Story film and the supporting materials produced for schools. This partnership is a great example of how different sectors can work together to create effective responses to the child safety issues posed by the internet. This is an appropriate and useful teaching aid, which, in a very powerful way, raises the key issues which we need to get across in terms of child protection and child safety on the internet."

Childnet began looking for a case study, following in-depth research in focus groups of young people (aged 12–16 years) in the UK and Denmark, where young people told us that real stories told by their peers would have far more impact on them than any number of 'awareness' messages. We also assisted BECTA in evaluating a US case study in UK schools. This revealed again that case studies prove a particularly effective way of having a more meaningful dialogue with teenagers about internet safety. Although cases of this type, where the perpetrator comes to the victim's home, are extremely rare, it is nevertheless a reality that if young people give out personal details online to someone that they do not know, they could be putting themselves at serious risk. [49% of young people questioned say that they have given out personal information, such as their full name, age, email address, phone number, hobbies or name of their school, to someone that they met on the internet. By contrast, only 5% of parents think their child has given out such information. Source: www.children-go-online.net] For further information on the

Some advice for pupils

It is important to equip young people with strategies for getting out of difficult situations, particularly grooming situations online, and to leave them feeling empowered after the session.

1. If you feel uncomfortable about what someone is saying, you can just quit or log out of the conversation – and if possible, block that person or report them to the chatroom provider abuse team. A good chatroom provider should always make it clear how to report abuse.
2. You can tell the other person that you are saving the conversations, which may put a predator off. If you are being abused, bullied or harassed by anyone online, you should always save conversations as evidence. For more information on how to do this, see the 'Blah Blah Blah' section of www.websafecrackers.com
3. You can refuse to answer questions of a personal nature, or return a question back to the user. A predator may, for example, ask for a photo but refuse to send one of their own (though still beware, as they might use a fake one).
4. If the person is harassing you, it is important to know that this is against the law, and that you have the right to report that person. The police have the power to contact the chat providers and find out more about the abuser.
5. If the person is being persistent but not harassing, like in Jenny's case when he kept asking "Why?", it is important to know that you don't have to answer: don't be afraid to say 'No!'. However, if you want to answer, a good way to challenge them is to ask 'Why do you want to know?'
6. If the person chatting to you mentions information about your location, or makes you feel afraid, then you should take a copy of the saved conversation to a parent or guardian so they can report it to the police. In the UK you can report this online to the Child Exploitation Online Protection Centre, see: www.ceop.gov.uk or for young people see www.thinkuknow.co.uk

Research activity.

The following activity is important to inform the researchers. Within 4 days of attending the session and watching Jenny's Story go to the Childnet website Know IT All section and take the option for trainee teachers. You will need the user name and password. Please complete the on-line evaluation, allow 20 www.childnet-int.org/KIA minutes to complete it. Be sure to hit the submit button when you have finished

The following materials give you an opportunity to extend your internet safety awareness.

Childnet has also produced a set of CD-Rom resources for pupils and parents, called 'Know IT All!'. This covers other areas of internet safety, such as how to evaluate websites and mobile phones safety www.childnet-int.org/kia

Childnet's Chatdanger website www.chatdanger.com contains a lot of other personal stories and advice. There is also a contact form on the website if pupils have specialist questions they would like to ask Childnet staff.

Further extension activities can involve encouraging your pupils to complete the quiz in <http://www.websafecrackerz.com/> Look at the 'Blah Blah Blah' section in particular.

Since Jenny's Story is focused on a teenage girl, some boys may be convinced that this would never happen to them. This is obviously a good opportunity for a lively discussion.

However, if you want to run another session about the dangers to boys, CEOP have produced a short film which uses a story of a boy, see www.thinkuknow.co.uk

You can also order the Missing Game which uses a true story of what happened to a teenage boy. For more information visit www.livewwwires.com

Whilst Jenny's Story is generally used to address the issue of internet grooming, it is also very useful in talking about cyberbullying. According to recent research by the UK Children Go Online project, bullying through the internet or mobile phone is on the increase, and as many as 33% of children have experienced it in some form or other. See www.children-go-online.net. Jenny's Story illustrates some important points about cyberbullying, for example, the way that the perpetrator harasses Jenny for her personal details, and how he uses an image of her to blackmail her. Check Childnet's website for further advice and guidance about cyberbullying.

Get safe online is a ten minute internet safety guide <http://www.getsafeonline.org/> with useful links for both parents and teachers. Look at the link <http://kids.getnetwise.org/tools/> for example which looks at available software and tips on tailoring a system for maximum safety.

The following advice for trainee teachers is drawn from the Childnet site, Jenny's Story DVD and other e-safety materials.

It is important to remind pupils at the end of a session on internet safety that most pupils who form online friendships with peers typically report a positive experience, and that there are wonderful, exciting ways of using the internet positively (including for homework!). For examples of how young people have used the internet to express themselves in positive ways, visit the Childnet Academy website www.childnetacademy.org

As a trainee teacher, if a pupil discloses information to you, you must liaise with your curriculum mentor or professional mentor in school. You should not initiate activities that might cause disclosures without liaising with your teacher(s). As a result of discussions held on these issues, a pupil may disclose an incident of abuse to himself, to herself or to someone they know. **Your first point of contact should be the designated child protection officer within the school.** Remember to write down exactly what the pupil has disclosed, as soon as possible.

It is important not to promise confidentiality to the pupil. Explain to the pupil what you are going to do with the information and why. The pupil who has disclosed is likely to feel worried, distressed or frightened, and that the process is out of their control. They need to feel involved and you should offer them the opportunity of being alongside you when you report the information.

If a pupil has been seriously upset or disturbed by anything that they have seen or that has been said to them on the internet or by mobile phone, as well as reporting it to your mentor in school, you can recommend that they talk to Childline in confidence on 0800 11 11.

If a pupil believes that he/she is being groomed by an adult on the internet or reports that he/she has met offline an adult he/she initially met online, then this should be reported to the child online exploitation centre via their website at www.ceop.gov.uk. It would be advisable for the pupil to show the evidence of their communications with the person in question by copying conversations and by keeping emails and text messages as evidence. However, these cases can be investigated with minimal evidence.

If a pupil discloses that they or one of their friends is planning to attend a meeting with someone that they have met on the internet without a parent or guardian, you must inform an appropriate member of staff. The parent/guardian should be contacted and advised of this situation. The school may also wish to consider contacting CEOP – or at least advising the parent/

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Research Team

MaryLouise Morris BA(Hons) MA

Mary Louise is an experienced internet professional who has been working with electronic media since 1996. After gaining a Masters degree in interactive media design, she worked for seven years in a variety of sectors helping to design and manage interactive projects, from CD ROM's to large-scale corporate internet projects. Before coming to Childnet, she worked as an ICT teacher in primary schools and summer camps for children aged 5 years to 16. At Childnet, Mary Louise heads up education and awareness, and she is the main author of Childnet's recently published Know IT All for Parents CDROM.

John Woollard BSc MA(Ed) PhD PGCE

John is a lecturer in information technology education at the School of Education, University of Southampton. John joined the School of Education, University of Southampton in 1998 and completed his PhD in 2004. He is a teacher trainer with experience in primary and secondary professional studies, IT and ICT fields. Recent research and reporting projects include: ITTE, Voices; TTRB SupportNet; KTP with British Safety Council, DTI and authored a book on teaching ICT in secondary education.

Terry Russell BA MPhil CertEd MBCS

Terry Russell is a principal lecturer in education and the Curriculum Leader for Secondary Initial Teacher Training at Middlesex University being responsible for 13 secondary PGCE strands and over 300 trainee teachers. He was previously the PGCE ICT Subject Leader at Middlesex. He has taught in schools in the London area and Yorkshire and has been involved in collaborative research with the University of Western Sydney, specifically looking at comparisons of models of teacher education. Terry has authored several books on science and ICT in primary and secondary education and many articles in refereed journals and others in EC&T.

Ken Powell BSc PhD PGCE

Ken Powell is the course leader for secondary PGCE professional studies at Canterbury Christ Church University, which is studied by 300 student teachers from 13 subjects. He is also the secondary PGCE ICT subject leader. He has taught in schools in Kent and Essex and has contributed reviews to the Teacher Training Resource Bank. He is the external examiner for a secondary ICT PGCE course and a committee member of the Association for Information Technology in Teacher Education.

Cathy Wickens CertEd MA(Ed)

Cathy Wickens is a Senior Lecturer in the School of Education, University of Brighton. She is Course Leader for 4 year BA (Hons) Key Stage 2/3 Education and route leader for Secondary ICT PGCE, 2 year BA and GTP. She is the external examiner for a secondary ICT PGCE Course and has taught in a range of schools in Sussex, Croydon and Warwickshire. She has published in a number of ICT texts and is a member of the Association for Information Technology in Teacher Education.