

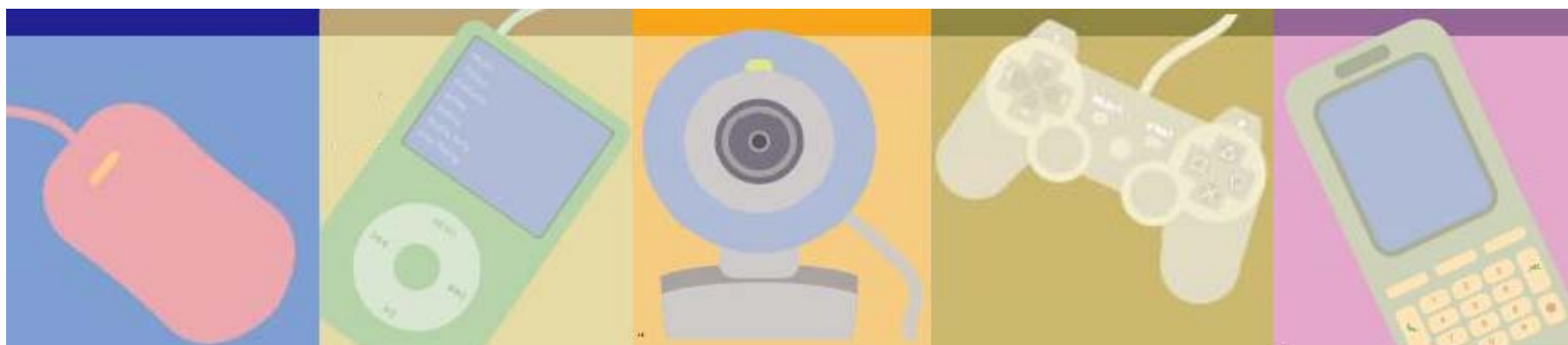
*EAST: easy to stop-it*



# ***On line Safety at School***

Luxembourg 22th October 2009

Elisabetta Papuzza - Save the Children Italy



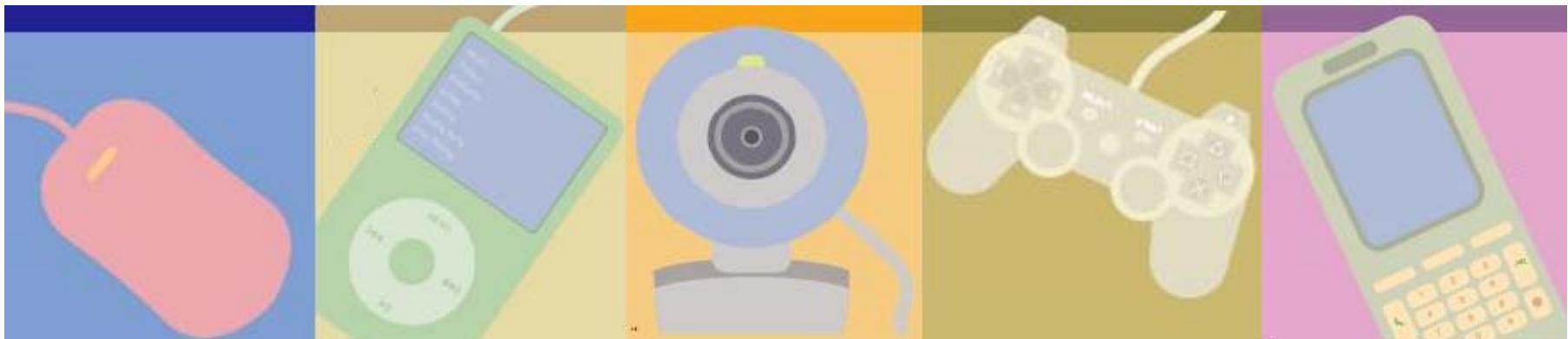
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# ***EAST: easy to stop-it***



Our approach: more than on line safety “**in**” school, we would say “**at**” school: our approach sees School not only as a privileged place where it is easy to physically meet our main stakeholders, but as an educational agency and a context of relationships.



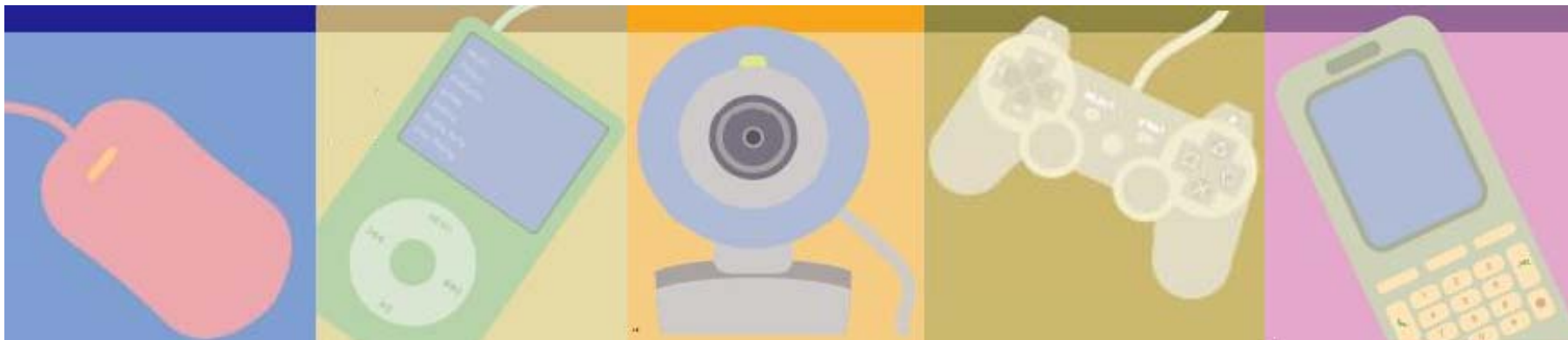
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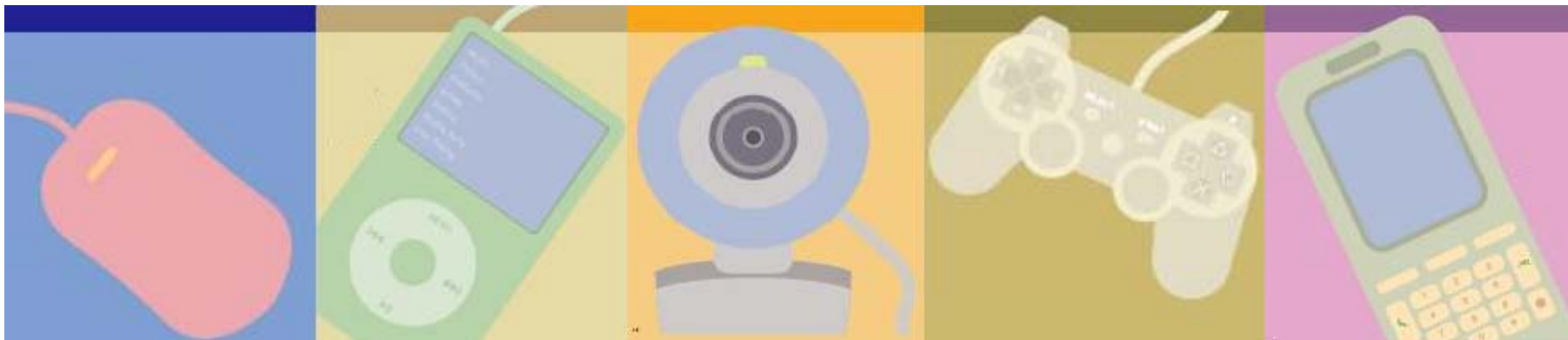
**The Manual:**

# EDUCATION AND NEW MEDIA

**Didactic resources  
for teachers**

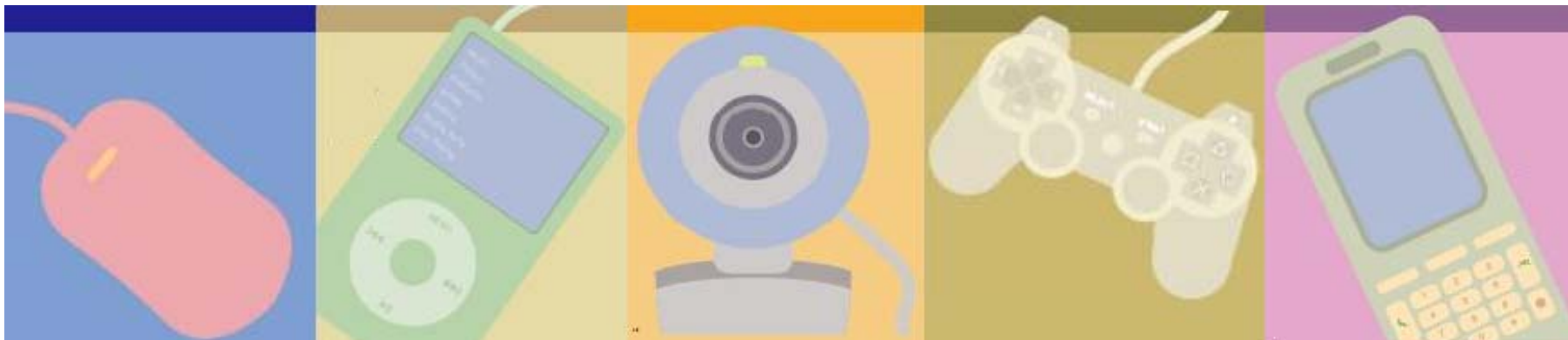


Children are not passively exposed to risks; they play an active role in decisional processes while using new media. For examples, speaking about the risk of grooming, more and more teens use Internet to satisfy their sexual curiosities, to get excited, eventually to get involved in sexual activities.



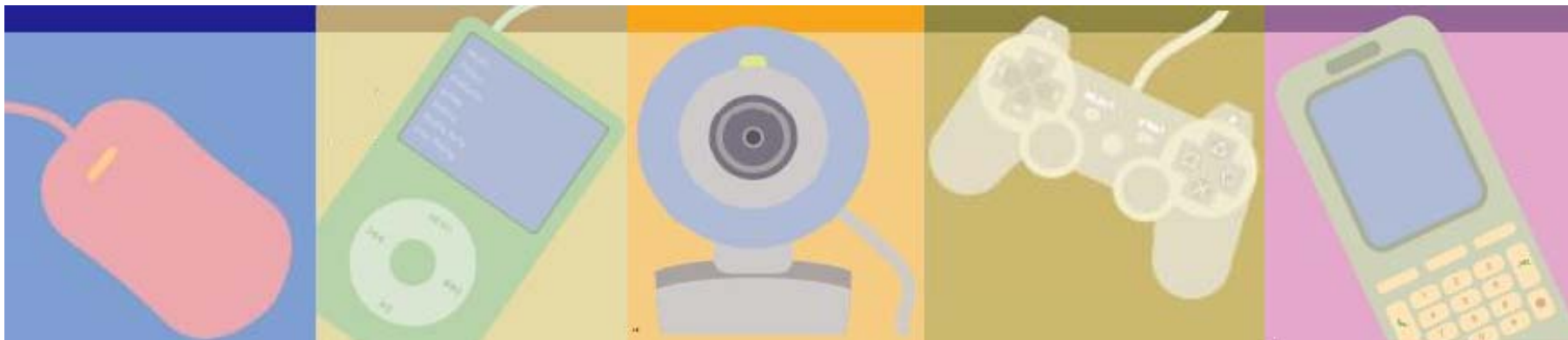


Children on line behaviour is influenced by their interests, needs and motivations (sociality, communication, sexuality. etc.), by their significative relationships (parents, teachers, friends), by their ethics.



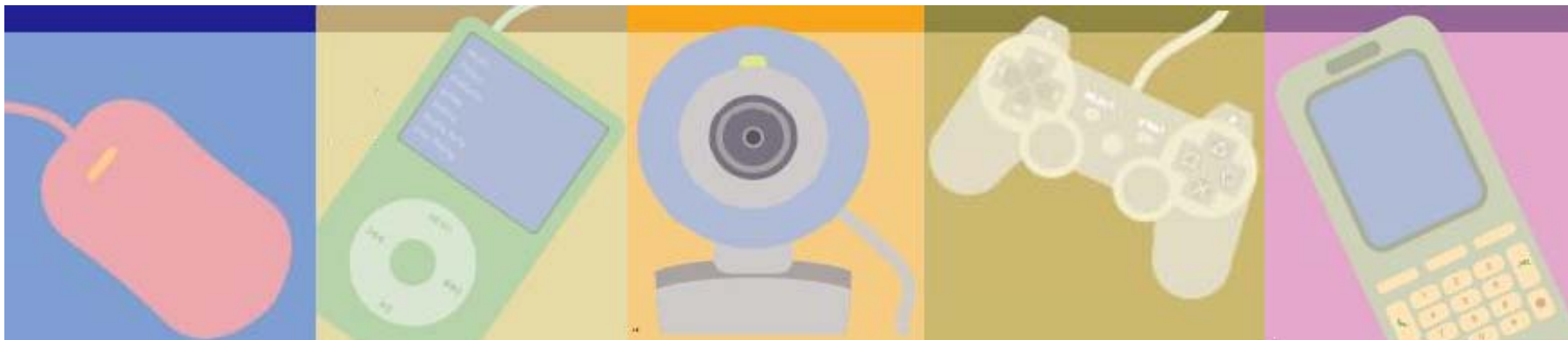
The dynamics into play while using new media:

- **Emotional and relational** (emotions, motivations, sociability, needs)
- **Cognitive** (technical understanding of and competence in using the tool)
- **Value- and civic-based** (values and moral principles that guide individuals, social responsibilities, sense of citizenship)



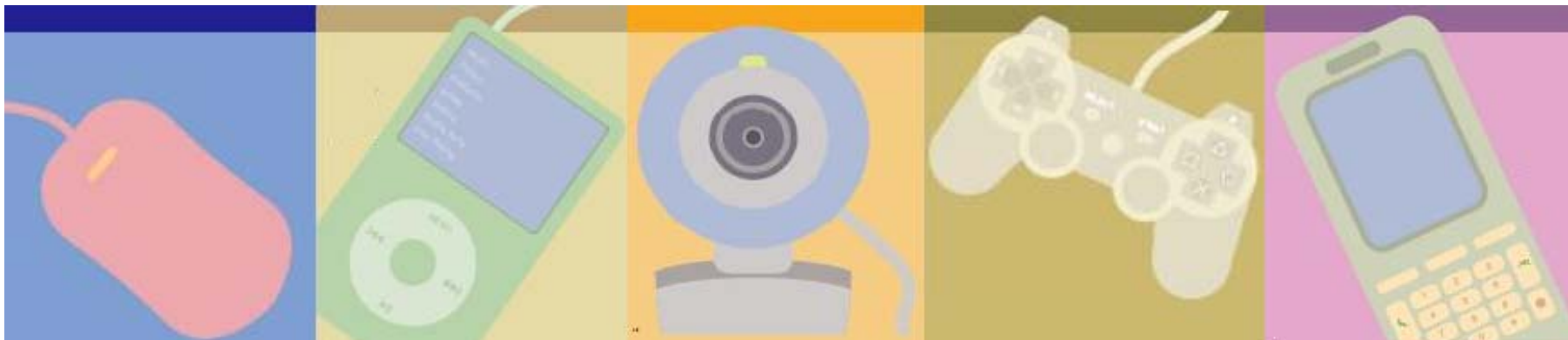
Risks can increase when Internet and mobiles are used as a “substitute” rather than a “supplementary” tool.

That’s to say: what is the role played by New Media during the day? Do children have a balanced relationship with new media, compared to the importance played by other activities (sport, culture, hobbies, etc.) and other not virtual relationships?



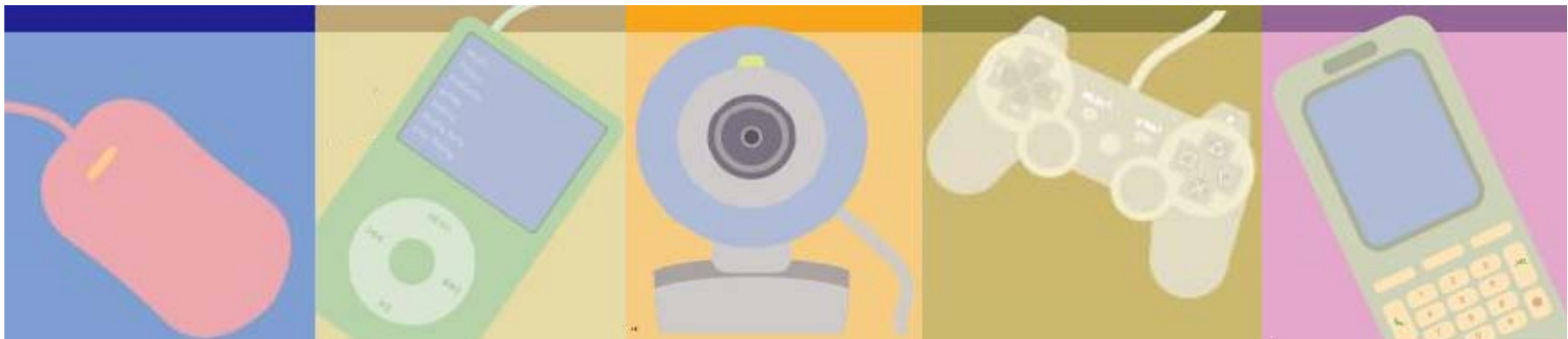


Our work at school: more than information, it is based on inputs which promote an emotional thinking about these dynamics, about the relationship between children and New Media.

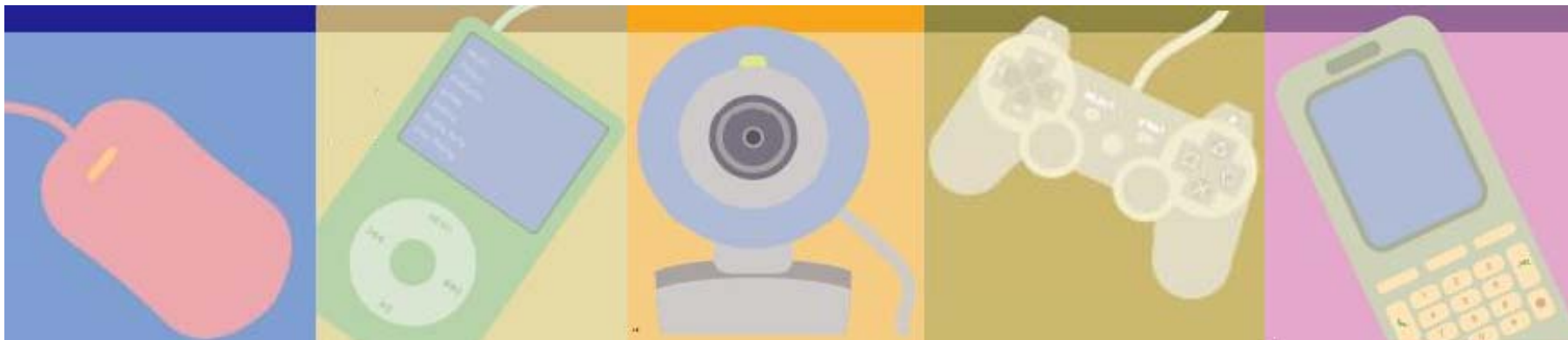


“Which opportunities and risks to talk about?” If we don’t deal with top-down information, the answer to this question is:

Whatever comes from children, whatever is said by students dealing with their behaviour while using the tools, what they represent in terms of communication and sociality and in terms of risk perception.



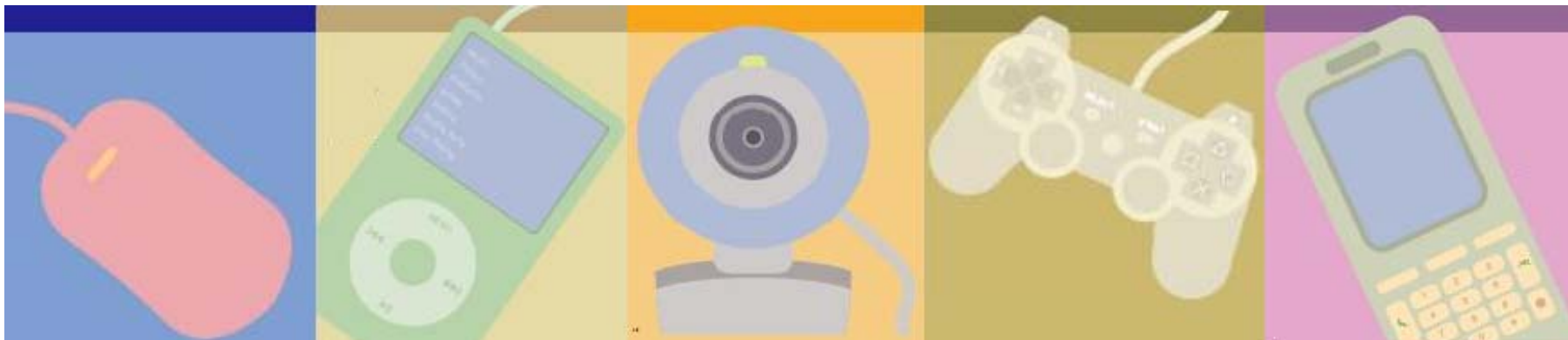
It is a bottom-up process; it is an approach which developed from practical advices and behavioural rules to reflection on ways to behave through participation, to think together on how New Media are perceived and used.



What can differ according with pupils' age?

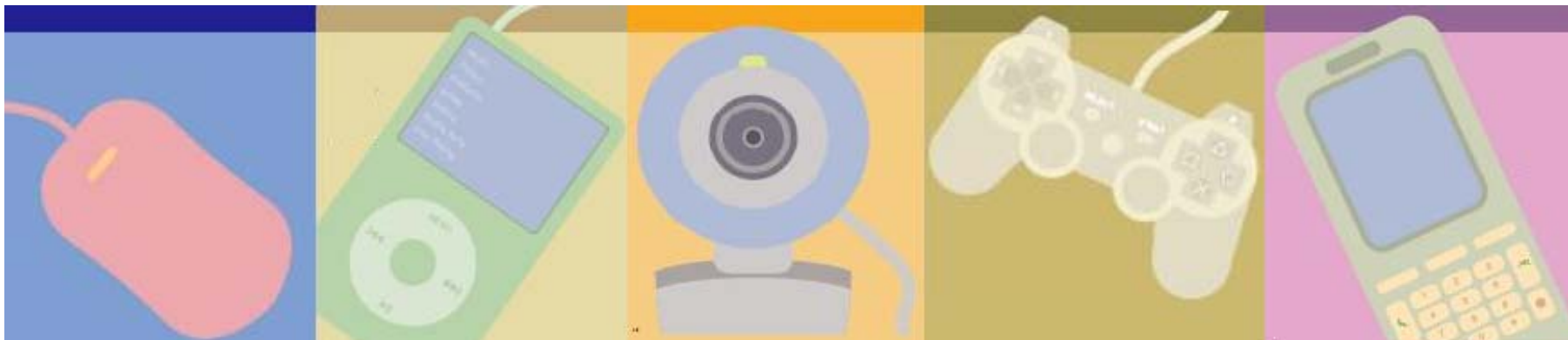
What changes is not contents but the way you, as teacher, can speak about the contents in relation to what is brought to the attention of the class by students themselves.

In general, for young people we can talk of prevention, for olders we can talk of contrasting on going behaviours.



## Activities

EMOTIONS  
INFORMATION  
RIGHTS  
ASSESSMENT





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Area

I FEEL  
EMOTIONALLY  
INVOLVED

## ACTIVITY NO. 1

### AUTOBIOGRAPHY

#### THEME

Internet and mobile phone use in the personal lives of each individual and in that of the class group as a whole.

#### REQUIRED KNOWLEDGE

None in particular. Even those who have never directly used the tools in question can participate by retaining memories and facts that may be traced back to the experiences of their peers and family members.

#### GROUP

A maximum of 25 participants.

#### OBJECTIVE

- To introduce the theme of New Media (the Internet and mobile phones in particular) using as a starting point the personal experiences of each class member and of the class group as a whole;
- to explore the boys' and girls' levels of knowledge and their relationships with such tools.

#### EXPECTED RESULTS

- At the conclusion of this work the boys and girls:
  - will have had an opportunity to reflect on the role and significance the Internet and mobile phones have, and continue to have, in their lives and that of the class group.

#### OVERVIEW

It has to do with an autobiographical activity in which, through the visualization of the role played by the Internet and mobile phones in one's personal past life, and the class group's collective experience, is reconstructed.

#### MATERIALS

Coloured A4 sheets of paper, a sheet of wrapping paper, scotch-tape and paints.

#### PREPARATION

Prepare the A4 sheets, the sheet of wrapping paper, and the paints.

## INSTRUCTIONS

Distribute the A4 sheets and ask each of the youngsters to draw a timeline that represents the story of their life. It can be straight, curved or circular, as one chooses.

They will all have about 20 minutes to:

- recall at what point in their lives they first discovered the Internet and mobile phones, and mark these events on their life timelines;
- spot when (if so) and how he or she began to first make use of them, visualizing and describing the memory of that precise moment.

Finally, ask them to draw or describe, always on their timelines, a significant event in their personal life stories relating to their usage (if applicable) that has to do directly with them or persons they know. Once a student's own memory timeline is completed, anyone who wishes to do so can describe it in full to his or her fellow classmates.

At the end, it will be possible to trace on the sheet of wrapping paper a very long line, starting from the year of birth of the youngest member of the class and reaching the current year and asking each one to mark the date of the event, taken from each individual's personal work, on this wider-ranging history of the class group. At the end of the task, one can have a general idea of how the Internet and/or mobile phones are used, making it easier to decide which of the activities proposed by this Manual would be best to proceed with.

## RESTITUTION

It is important to reconstruct the class group's history in an exhaustive manner and to highlight any coincidences that may show up in the dates supplied.

## RESOURCES

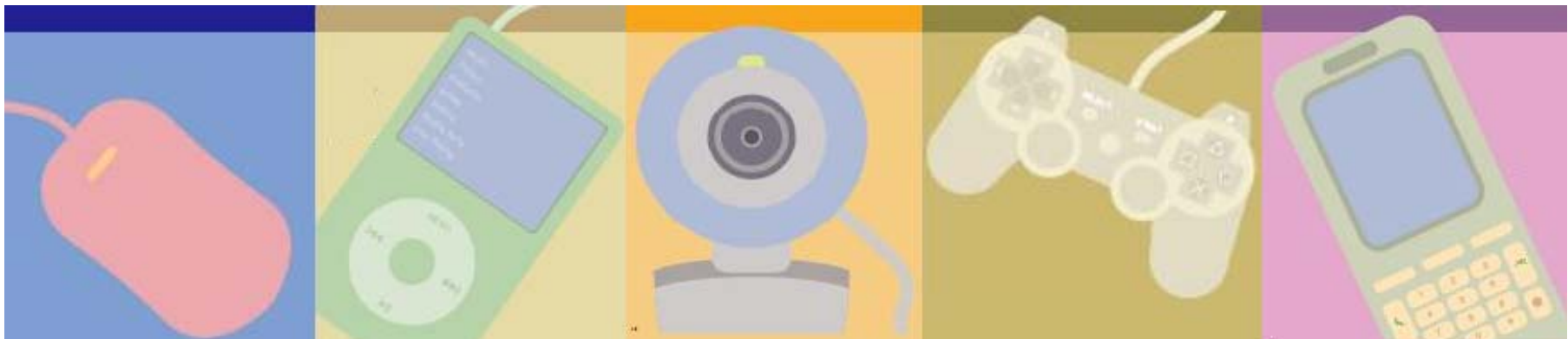
None.

## LINKS TO OTHER ACTIVITIES

This is a preliminary activity, preceding the others.



In methodological terms all the activities are organised considering different capabilities of abstraction, so that different didactic tools can be used (games, role playing, drawings, etc.), according to the age, to class level, to the subject, to teachers' attitude.



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Thanks for the attention!

