

# School Facilitation Guide

## About eSafety for Kids

As you know, years 5 & 6 is an interesting time for kids as they start facing a swathe of changes as a result of puberty. As their bodies and hormones change, so do their brains. At this age, they're wired to take more risks, try new things and reach out to new people.



This makes this age group particularly vulnerable to online risks. That's why we've created this package of resources to help schools, parents/caregivers and kids create safer environments for them to live, learn and play in.

The eSafety for Kids package has been designed to empower young people to take control of their safety and encourage them to be more responsible and respectful in their interactions with others. It uses a harm-minimisation approach, rather than seeking to frighten students into avoiding particular online interactions altogether. Used correctly, these resources will give students the language and tools they need to monitor their digital worlds and have important conversations with trusted adults, parents and/or caregivers.

While online safety issues are most often faced by young people outside of school, it is important that schools address these issues with students for multiple reasons. These can be as simple as some parents having limited digital literacy or access to technology, or as complex as having a potentially dangerous home life or the need to agree on some consistent expectations in a local community. When delivering this package, the way in which you involve your students' parents or primary caregivers is very important, which is why this package exists. This package has been reviewed by a psychologist to ensure student safety and provide maximum support for students and families.

## The eSafety for Kids education package

The [eSafety for Kids education package](#) was developed in consultation with a team of experts, including a child and adolescent psychologist, education specialist, teachers, parents and in reference to the latest research and guidelines (at time of publication). It is designed to align with the recommendations in the [Best Practice Framework for Online Safety Education](#) (eSafety Commissioner).

The package includes a [School Facilitation Guide](#) to support a whole-school approach and a [Take It Home Resource Pack](#) for parents/caregivers. These resources support six eSafety lessons exploring topics such as consent, grooming, catfishing and sexting. We recommend completing the lesson as a unit in this order:

1. [Know The Internet](#)
2. [You Decide](#)
3. [Feeling Fishy Online](#)
4. [Express Yourself Safely](#)
5. [My Social Brain](#)
6. [Cleaning Up](#)

School staff and parents/caregivers can find additional support by undertaking the free online course, [Teaching Consent to Children](#) and referring to the scenario-specific [Teacher Factsheets](#) and/or [Parent Factsheets](#).

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## Part A: A Whole-school Approach

To provide a consistent message across the school, we encourage you to plan the delivery of these lessons so that each class of years 5 and 6 students completes the sequence at the same time. The lessons are designed with clear instructions on delivery and expectations to allow for consistency.

Preparation will be key to keeping these lessons engaging and relevant, so it's worth ensuring you have access to all the required materials in advance. This might mean printing some materials or using screenshots of sites to ensure you aren't blocked by any school networks, as this can slow things down and ruin the entire lesson.

Before commencing the lessons, it's strongly recommended that you invite parents/caregivers and interested community members to an information session ([view slides](#)), explaining the rationale behind these lessons and sharing some of the content. Our consultation process told us that parents want to be involved in this area of their child's education, as they recognise that they are responsible for what their child accesses outside of school hours. Here is an [email template](#) you can use.

This guide contains a slide presentation and facilitation notes that can be used to run this information session. To demonstrate school-wide support of these lessons, we recommend the involvement of a Principal or Assistant Principal in the delivery of this session.

## **Part B: The Take It Home Resource Pack**

Our consultation process revealed that parents/caregivers and teachers want lessons that offer tangible actions and resources, which aren't just 'awareness campaigns' but actually cover situations that are relevant to their kids. The [eSafety For Kids](#) program comes with a related Take It Home Resource Pack, which includes the following for each lesson:

- Lesson titles and description
- Definition of key terms
- Links to the resources used
- Explanation of the take-home activity

There is also a comprehensive library of links to additional references or resources if parents wish to explore the topic further.

Parents should be directed to the [Take It Home Resource Pack](#) during the information session and reminded of it throughout the delivery of the lessons in your school.

## **Part C: Open Communication**

The Take It Home activities that accompany each lesson form an important part of the learning journey, as they allow for connection between the content learnt at school and the home environment, where students will be most often engaging with others online.

If you have a standard method of digital communication, such as [Seesaw](#) or a school learning management system like [Canvas](#) or [Compass](#), we recommend using this to send copies of completed worksheets home. This will ensure they make it out of school bags (or lockers) and into the space for discussion!

You may also want to include regular reminders about eSafety in your newsletter or other communications. You could even use your school's social media channels or newsletters to highlight one of the resources in the digital resource library.

Ensure that all staff members across the school are informed of the topics, vocabulary, and messages in the lessons so they can be reinforced in other sessions, such as Art, Music, Library, Languages, and Sport.

## Part D: Key Players

The following will be vital inclusions in the implementation of this program:

- **School leadership** - It's important that the Principal champions this program and gets fully behind it. A whole-school approach is the best way to combat safety issues. Having the Principal involved shows parents/caregivers that they should take this seriously.
- **School psychologist, counsellor, wellbeing coordinator and/or nurse** - These staff members are trained to handle sensitive topics and will be able to help you identify students in need of additional support and provide counselling or referrals as needed. They may also have existing histories on affected students, so they will be able to advise how best to approach the content with these students.
- **IT department and school librarians** - These staff members are trained in online content and will have some great experience and tips on how to manage the online environment, both from a systemic level and on an individual level. You may find that they also have useful knowledge of applications that students use regularly and may be able to provide advice to parents on how to set up safe gaming environments. In some situations, it may be best practice to have these staff members present during lessons so that less tech-savvy teachers don't get stuck.
- **Classroom teachers** - All teachers of years 5 & 6 will need to be involved in the delivery of the classroom lessons. However, you can also select specific staff members (those who are more tech-savvy, enjoy gaming or using social media applications) to be guest presenters so that the school is putting its best foot forward in terms of the most up-to-date knowledge. Prior to the sessions, you could compile a skills list to determine which teachers could best deliver which sessions, rather than having all teachers deliver all the content to their assigned class group themselves.
- **Parents/caregivers** - Getting parents/caregivers on board is the most powerful way to protect your students. Get them in on the ground through your school's introductory session, working with them to develop a cyber safety agreement. Each lesson has a 'Take It Home' section where parents/caregivers will support their child to complete activities such as cleaning up their digital footprint. You can provide parents with this additional information at the information session, but we recommend sending it home after each lesson is delivered as well.
- **Note:** Our consultation with parents told us that the thing they want most is to be involved and educated in how to provide adequate protection for their children - especially online - and to have a set of clear and consistent expectations around the use of technology between the school, home and wider community.

- **Community** - Make the most of the expertise you have in your community to support your efforts in creating safety for students. The local police will often be willing to discuss the laws pertaining to online safety and provide advice on how to be safe in the community. You might find you have some community members with other expertise to share, such as parents who are computer programmers, local councils or social workers. They could provide examples of how they ensure safety in their homes or workplaces.
- **Note:** It is important to balance any 'scary' lessons with empowerment lessons, such as those in the eSafety For Kids education package. Police are great resources, but are likely to use a privacy-focused approach rather than a harm-minimisation approach. To better understand this, it is akin to using an 'abstinence-only' approach rather than a harm-minimisation or 'sex-positive' approach to sex education.

## Part E: Always Put Safety First

Throughout the resources, the [Handling Sensitive Topics and Issues Factsheet](#) is referenced, along with advice on how/when to use it with the students. Print it out and keep it somewhere on display so you and your students can review it at the beginning of each eSafety for Kids lesson.

Print extra copies of the second page of the [Handling Sensitive Topics and Issues Factsheet](#) and display them in the bathrooms and the wellbeing centre so students can access them in private or somewhere safe. If you are concerned about any information you learn about a student, refer them to this resource.

Remember at all times that some parents or caregivers may not be a suitable 'trusted adult'. Before communicating any sensitive information with students' families or caregivers, always check in with the child about who their trusted adults are. There is an activity in [eSafety For Kids - You Decide - HPE & English - Years 5 & 6](#), where you can explicitly raise this topic with students in a safe and respectful way. Keep this list somewhere private, like a locked drawer.

If in doubt, or if you have serious concerns about any student's safety, refer them to your school's wellbeing team or principal immediately. They can then follow the appropriate protocols. Familiarise yourself with your local mandatory reporting laws, but remember that you have your school's (or system's) support and you don't have to do it alone.