

Online Citizenship for Young People

Promoting e-safety through promoting opportunity

A plan for positive projects in 2009/10 run
through the Brent LSCB E-Safety group

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Background

The *Brent Local Safeguarding Children Board Esafety Strategy 2008 – 2011* sets out a positive vision for promoting the online safety and well-being of young people through equipping them as digitally literate responsible online citizens.

Brent LSCB believes that in order to maximize the opportunities within this environment, whilst concurrently minimizing the risks, we must encourage children and young people to develop as responsible online citizens. Such citizens will recognise their responsibility to keep themselves and their peers safe online, but they will also recognise the responsibility they have to present themselves as positive role models. It is only through the development of a sense of online responsibility that we can ensure the safety and well being of today's children and young people.

This document explores potential projects, initiatives and approaches to develop young people's online citizenship within Brent – with an aim of identifying activities for the Brent LSCB E-Safety co-ordinator to drive forward.

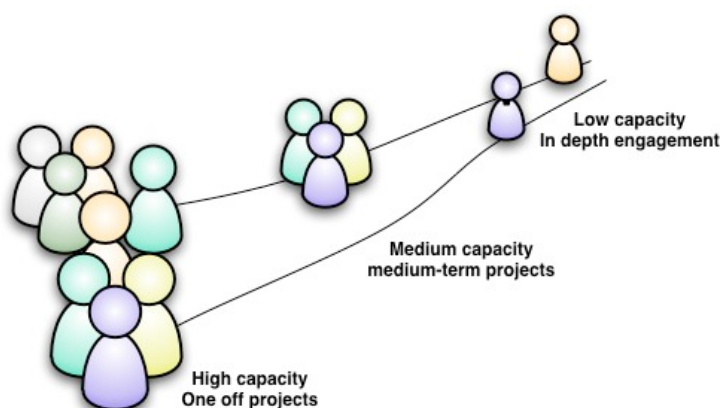
Pathways of engagement

This plan consists of a range of projects which offer a mix of short-term activities to engage with large groups of young people, and longer term activities which are likely to work with more focussed, smaller groups.

It should be possible for young people coming into contact with LSCB E-Safety projects to progress to deeper levels of engagement. For example, to move from taking part in a one-off workshop at school, to joining in an online citizenship project outside of school time, to eventually becoming involved as an advisor to the LSCB E-Safety board.

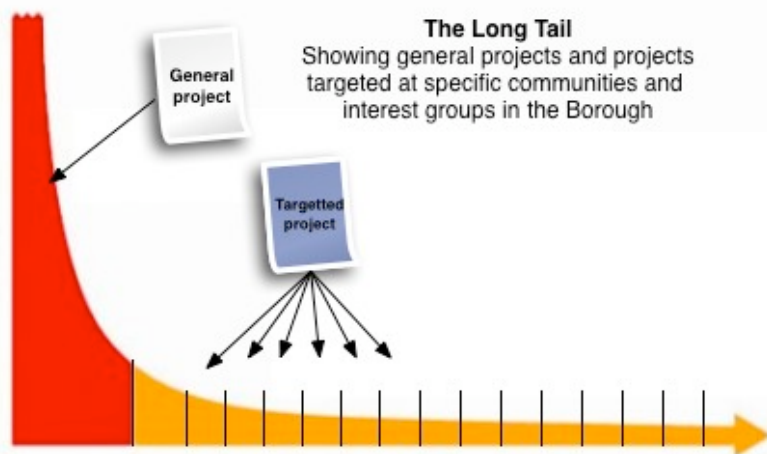
The mix of projects put into practice should offer a 'pathway of engagement' for young people.

A pathway of engagement is not prescriptive (young people do not have to start at the beginning and move on a set route from one project to another). Rather, every time a young person is involved in a LSCB E-Safety Strategy linked project they should have the option of voluntarily getting further involved – to pursue an interest in online citizenship in more depth.



Young people should also have the choice of not progressing further at any point.

A strategy for the long tail



Brent is a very diverse Borough. No single approach to promoting online citizenship and e-safety will appeal to all young people. Differences of age, locality, socio-economic context, culture and language are important to take into account in the design of programmes.

Whilst some general projects may reach a significant proportion of the population, it is important to consider projects which can be adapted and

bespoke to meet the needs of particular groups. These might be groups defined by interest (sports, arts, music etc.) such that a project can be adapted with the relevant 'hooks' to engage young people. Or these may be groups defined by language and culture, where resources and projects may need to be translated or updated.

A framework for intentional projects

It is important for projects to have an intentional focus that contributes to young people's online safety and online citizenship. Each project should be able to identify how it will contribute to one or more of:

- Reducing young people's access, creation and sharing of inappropriate online **content**
- Reducing young people likelihood of engaging in inappropriate online **conduct**
- Reducing the likelihood of inappropriate **contact** between young people, and between young people and predatory adults.

Programmes should seek to address safety through promoting opportunity, and engaging young people as participants in their own protection. Projects then should focus on one or more of:

- Promoting young people's online **creativity**, for learning, self expression and enterprise.
- Promoting young people's online **citizenship** and skills for engaging in community, supporting peers and creating civic change.
- Promoting young people's **critical skills** and media literacy – developing young people's abilities to access, analyse and create digital media.

Each project should be able to describe how it will contribute to these '**Six Cs**' – focussing particularly on how it will equip young people with relevant knowledge, skills, experience and resilience, and should suggest possible metrics for measuring the project's success.

The proposals in this plan contribute to strategic objectives 1.3, 1.4, 5.2 – 5.5 and 6.3 in the 2008 strategy.

Building citizenship through critical questions

The proposals in this plan seek to build young people's skills and resiliencies for online safety and citizenship through encouraging critical reflection, and encouraging young people to develop their digital media literacy.

Rather than suggesting a series of 'safety messages' for professionals to impart to young people to encourage positive online behaviours, the proposed programmes are structured around a series of critical questions – which encourage shared exploration of an issue between trusted professionals (youth workers, school teachers, personal advisors, workshop leaders) and groups of young people.

The following 'question library' offers an outline set of critical questions to use across project. This is intended as a 'living library' to be developed over the course of project implementation.

Think about: the idea	Think about: intended audience?
<ul style="list-style-type: none"> -What are you trying to communicate? -Why? 	<ul style="list-style-type: none"> -Who are you doing it for? -Who might also be interested in what you have created/posted/shared? -How long do you want it to be available online for? -Do you want to allow others to copy and remix it? Or should it be covered by copyright?
Think about: the impact	Think about: identity
<ul style="list-style-type: none"> -What difference do you want it to make? -What other impact could it have? -Could anyone get upset because of it? -What good things could happen because it it? What bad things could happen? 	<ul style="list-style-type: none"> -Is it linked to personal information about you? Who can see that information? -Do you just have one identity online, or are you a different person in different spaces?
Think about: interaction	Think about: each other
<ul style="list-style-type: none"> -Who are you connecting with through it? Do you know them? Is it ok if you don't know them? -Can people leave comments and feedback on it? -How would you respond to a comment from someone you don't know? -How would you respond to a comment that said something hurtful or aggressive to you, or to a friend? 	<ul style="list-style-type: none"> -What would you do if a friend shared a photo or video of you online that you didn't want shared? -What would you do if you had shared a photo of someone and they asked you to delete it? -What would you do if someone you know was spending all their time talking to someone online who they have never met? -What would you do if you were worried about your friends being bullied?

Proposed projects

The following pages set out a series of proposed projects designed to increase the reach and impact of the Brent LSCB E-Safety Board through the work of an e-safety co-ordinator and volunteer intern.

Not all projects will start at once. They will build on each other over time to provide a coherent set of initiatives reaching out to a wide range of young people, and offering pathways of participation for both young people and practitioners.

Projects to develop individual and organisational capacity for delivering the e-safety strategy	Practitioner Network (1) An online network for practitioners working with young people from across Brent. A space for sharing resources, news and information and a platform for promoting and gaining support for wider projects.	Integrating Online Citizenship (2) An informal peer-based professional and organisational developmental programme for practitioners encouraging step by step changes to promote e-safety and online citizenship.	Online Citizenship Youth Check (3) Young people work with the e-safety co-ordinator to inspect youth settings (schools, youth centers etc.) to assess how well they do at current promoting online citizenship and e-safety. They suggest an action plan to help the setting improve.
E-safety and Online Citizenship sessions	Skill Swap (V) (2) One of sessions to be run in a variety of settings where young people are encouraged to share tips on using technology. Online citizenship and e-safety tips are included amongst those shared.	Schools education programmes (E) (-) Promoting and delivering the existing range of e-safety and online citizenship lessons in school settings.	Ask yourself (2) A workshop game to be used in school and youth group settings. Drawing on the 'critical questions' question bank to encourage reflection about online activities.
Programmes to equip young people with online citizenship skills	Content Creators (1) Working with groups of young people to create positive online content about Brent and to share this online in social media sites and spaces. Using this to promote reflective learning around e-safety and citizenship.		Act by Right online (2) Accredited training programme to equip young people with skills for running their own social change campaigns – with integrated modules exploring the safe and effective use of online tools in campaigning.
Online outreach work	Get the FAQs (1) An online space where young people are encouraged to ask questions about e-safety and online citizenship, and where answers can be supplied by peers, by the e-safety co-ordinator and by a core group of young people.	Connection Hubs (V) (2) Bringing together positive online content created by Content Creators, Act by Right online and other associated and independent projects and sharing this through a central hub and through hub spaces within key social media websites	

(V) = To be led by V Volunteer (E) = Existing projects – no further detail in this strategy
 (1) (2) (3) = Suggested sequencing of projects. (1) to come before (2) etc.

Project Plans

Project Name **E-Safety Practitioner Network**

An online network for practitioners working with young people from across Brent to share resources, news and information. Building a community of professionals taking increased action to integrate e-safety considerations in their individual practice, and the practice of their organisations.

Detailed description

A network will be created which is promoted to all practitioners wishing to integrate elements of online citizenship and e-safety into their work.

The network will include:

- **Practitioner profiles;**
- **A resource library;**
- **Groups;**
- **Discussion space;**
- **Shared calendar;**

The e-safety co-ordinator will actively promote the network, and will send regular updates to network members. The network may also work on termly thematic projects, focussing on the introduction of different e-safety and online citizenship initiatives over time.

Project focus (what are we intentionally addressing?)

- Developing practitioner awareness
- Developing practitioner skills

- | | |
|---|---|
| Preventing... | Promoting |
| <input type="checkbox"/> ...inappropriate content | <input type="checkbox"/> ...creativity |
| <input type="checkbox"/> ...inappropriate conduct | <input type="checkbox"/> ...citizenship |
| <input type="checkbox"/> ...inappropriate contact | <input type="checkbox"/> ...critical skills |

- Promoting youth participation
- Promoting other ECM outcomes: _____

Project metrics (how will we know we've succeeded?)

-Number of network members & network growth (analytics)

-Practitioners actively running new projects or changing their practice as a result of the network (survey and anecdotal feedback)

Key Challenges

- Online networks require ongoing and active facilitation to be successful;
- Encouraging practitioners to access and make use of an online network involves encouraging greater reflective practice and knowledge sharing as it does encouraging use of a particular online platform. There can be cultural barriers to practitioner networking which need to be overcome / avoided.

Outline risk assessment (draft to be developed by Brent LSCB E-Safety board)

Risk	Likelihood	Severity	Response
Sensitive topics are discussed on the network that breach confidentiality or expose young people to increased risk.	Low	?	Make clear the confidentiality policy of the network to all members. Pre-moderate membership applications, and actively post-moderate all network content.

Project Plan

↓Tasks↓	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Select network platform	----	----													
Set up network platform	----	----													
Establish key network policies including membership policy, privacy and confidentiality policy and copyright policy.		----	----												
Training for network facilitator		----	----												
Populate network with 'starter' content		----	----												
Encourage small 'seed' group to use network		----	----												
Promote network to wider audience			----	----	----	----	----	----	----	----	----				
Facilitate network and develop new content and features				----	----	----	----	----	----	----	----	----	----	----	----
Evaluate network progress												----	----		
Seek self-sustaining model for network														----	----

Key project partners

Practitioner groups from across the borough.

Further resources and reading

- **Facilitating your online network** (provided by Practical Participation)

Project Name **Integrating Online Citizenship**

An action learning programme of weekly or monthly challenges that invite members of the practitioners network to integrate e-safety and online citizenship practices into their organisations day-to-day practice. Working with small communities of practitioners to share learning about improving support for young people's online citizenship.

Detailed description

The internet is integrated into young people's day-to-day lives, so approaches to promote positive online citizenship and e-safety should also be integrated. Interventions should address the underlying causes of risk online, such as sharing too much personal information or inappropriate photos, not managing privacy settings, or talking about sex with strangers.

Ways of integrating e-safety and online citizenship messages may include:

- Building discussion or information about online sharing of photos into **photo consent procedures**.
- Including explicit mention of respect for others online as well as offline into **group agreements or ground rules**.
- Promoting ways young people can campaign for change online in **citizenship lessons**.
- Including the importance of not talking about sex to strangers online in **PSHE sessions**.
- Creating a **presentation** about where young people can go to get help and support, and encouraging peers to look out for one another.
- Working with a group of young people to **advertise an activity on a social network site** and helping the group identify how data they place on their profiles might be used.

This project would recruit a number of practitioner network members to work as an Action Learning Set. The e-safety co-ordinator would suggest one way of integrating online citizenship and e-safety messages each month (signposting useful resources and support), and practitioners would be encouraged to try and implement this over the month, sharing their learning with others taking part in the project

Key Challenges

- Maintaining momentum in an online learning project of this type;

Project focus (what are we intentionally addressing?)

- Developing practitioner awareness
- Developing practitioner skills

Preventing...	Promoting
<input checked="" type="checkbox"/> ...inappropriate content	<input checked="" type="checkbox"/> ...creative
<input checked="" type="checkbox"/> ...inappropriate conduct	<input checked="" type="checkbox"/> ...citizenship
<input checked="" type="checkbox"/> ...inappropriate contact	<input checked="" type="checkbox"/> ...critical skills

- Promoting youth participation
- Promoting other ECM outcomes: _____

Project metrics (how will we know we've succeeded?)

- The number of practitioners taking part in the project (analytics)
- The number of practitioners making changes in their services/practice (discussion forum)
- Increase in awareness of e-safety / online citizenship amongst young people (survey/observation/anecdote)

Project Plan

↓Tasks↓	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Identify at least five topics for modules - this could be linked to a 'Youth Check' process.				----	----	----									
Develop initial modules - modules should consist of some information about an e-safety/online citizenship issue and a change that practitioners can make in their organisation/practice.					----	----	----	----							
Recruit participants Target 50 participants, with expectation of 10 active participants in the first cohort.						----	----	----	----						
Run pilot of project & facilitate learning process									----	----	----	----			
Develop further modules											----	----	----		
Facilitate further modules													----	----	----
Evaluate project and update / invite more participants.												----			
Seek to get participation in project recognised/accredited as professional development.															----

Key project partners

Practitioner network members who have already been running internal learning programmes will be key partners for the development of the initial course modules.

Further resources and reading

- Communities of Practice (Infed)**
http://www.infed.org/biblio/communities_of_practice.htm
 Theory of communities of practice – a foundation for action learning within a community of practice.
- Action Learning** http://en.wikipedia.org/wiki/Action_learning
 Brief overview of the theory of action learning.
- 31 Days to a Better Blog** <http://michelemartin.typepad.com/thebambooprojectblog/join-the-31-days-to-build.html>
 An example of an open online action learning project that invited participants to make small changes to their blogging practice over 31 days, sharing the results in reflective learning as they went. A model for the 'Integrating Online Citizenship' programme.

Project Name **Youth Check: Online citizenship**

Running 'youth check' inspections of schools, youth centres and youth projects to evaluate the quality of their support for positive online citizenship. Young people take a lead as inspectors, setting an inspection framework and working with the e-safety co-ordinator to make recommendations for positive changes.

Detailed description

Using an organisational change checklist young people will work with the e-safety co-ordinator to assess how the policies, practices, training and support in an organisation (school, youth club, youth offender institution, care home etc.) supports young people to develop their e-safety skills and online citizenship.

The young people will develop the inspection check list and will receive training in being young inspectors.

The young people and e-safety co-ordinator will work with stakeholders to develop an action plan to improve support for e-safety and online citizenship. This could include staff from the organisations taking part in the 'Embedding Online Citizenship' activities run through the practitioners online network.

This project will draw upon successful models such as Hear by Right's mapping and planning process, and the Youth Check model (Youth Force).

Key Challenges

- Resourcing and supporting young people as key partners in the process.
- Securing 'buy in' from organisations to the inspection process.
- Establishing the credibility and legitimacy of the process.

Project Plan

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Choose between 'residential training' and longer term 'young researcher' model to establish the checklist framework.										----					
Recruit young people as young inspectors										----	----				
Develop the checklist framework for young people and provide training for the group in the young inspectors process											----	----	----		
Peer review the checklist with e-safety practitioners network													----	----	
Pilot inspection model													----	----	----
Seek funding to roll out															----

Project focus (what are we intentionally addressing?)

Developing practitioner awareness
 Developing practitioner skills

Preventing...	Promoting
<input checked="" type="checkbox"/> ...inappropriate content	<input checked="" type="checkbox"/> ...creativity
<input checked="" type="checkbox"/> ...inappropriate conduct	<input checked="" type="checkbox"/> ...citizenship
<input checked="" type="checkbox"/> ...inappropriate contact	<input checked="" type="checkbox"/> ...critical skills

Promoting youth participation
 Promoting other ECM outcomes: _____

Project metrics (how will we know we've succeeded?)

-Measure changes in organisations against their action plans over time.

inspection model further																			
--------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Key project partners _

A nationally programme to support the development of Young Inspectors models is currently being commissioned by DCSF. This may offer support to the development of an e-safety young inspectors programme.

Further resources and reading _

- **DCSF Announces Young Inspectors Scheme (2008)**
http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0257

Project Name **Skill Swap**

Through creating an environment for face-to-face peer to peer learning skill swap helps young people teach each other about ways to use the web for positive self expression, enterprise and civic engagement, and they explore ways to manage their online identities and experience.

Detailed description

Young people learn a lot about how to use technology from their peers. By creating a supported environment for this learning, and encouraging the sharing of pro-social and e-safety tips alongside practical tips (such as how to share a ringtone, how to use the web to campaign, how to promote your favourite music online, how to join an online community about your interests) young people can be encouraged to integrate positive online citizenship activities and e-safety practices into their use of online tools. By increasing the number of young people with awareness of how to manage their online identities and experience, and doing so in the context of peer learning – this project also hopes to spread positive messages through peer networks beyond Skill Swap sessions.

The project may run as a regular drop-in session, or as a road-show touring youth facilities, schools and other settings. Instances of the project may be hooked into particular interest driven or community events (e.g. music events, local ethnic community events).

This is a primary project to the V intern working with Brent LSCB.

Key Challenges

- Finding sensitive ways of integrating safety messages into sessions (using the critical questions framework)
- Equipping and supporting the V volunteer to develop and lead the sessions.

Project focus (what are we intentionally addressing?)

- Developing practitioner awareness
- Developing practitioner skills

Preventing...

- ...inappropriate content
- ...inappropriate conduct
- ...inappropriate contact

Promoting

- ...creativity
- ...citizenship
- ...critical skills

- Promoting youth participation
- Promoting other ECM outcomes: E&E, SS, EWB

Project metrics (how will we know we've succeeded?)

- Number of young people participating (M&E)
- Feedback from young people (Informal interviews / video interviews)
- Observable changes in online behaviours (Survey/research)

Outline risk assessment (draft to be developed by Brent LSCB E-Safety board)

Risk	Likelihood	Severity	Response
Young people share negative tips or incorrect information	High	Low	<p>Encourage young people to ask questions about the tips and skill-swaps.</p> <p>Ensure an appropriate ratio of e-safety trained young people / staff to general young people in each session.</p> <p>Be ready to challenge incorrect information or tips.</p>

Project Plan

↓Tasks↓	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Set objectives and budgets available for skill swap sessions		----	----												
Intern to create light-touch e-safety skill-swap resources (e.g. posters / rolling slide shows) to use in sessions based on the critical questions framework			----	----	----										
Pilot the skill swap in a number of different settings – e.g. youth club, festival, drop in center, specific event.					----	----	----	----							
Recruit and train a wider group of young people to act as Skill Swap volunteer facilitators providing facilitation training as well as e-safety / technology training if necessary				----	----	----	----	----	----	----	----	----			
Review learning and develop model								----	----	----					
Trial and roll out variations on the Skill Swap model – e.g. Skill Swaps between council officers and young people. Lunchtime skill swap clubs.									----	----	----	----	----	----	----
Evaluation of model								----	----						----

Key project partners

Local festivals and events may provide a venue for a Skill Swap pilot of session

Further resources and reading

- **Digital Youth – Kids Informal Learning With Digital Media** <http://digitalyouth.ischool.berkeley.edu/>
The Digital Youth project shares the findings of a three year research programme into how young people use technology for informal learning – including an exploration of peer-to-peer learning and teaching about technology tools.

Project Name **Ask Yourself**

Using the critical question framework this is a simple discussion resource that can be used in informal group settings to explore e-safety and online citizenship issues. It provides a first step on a pathway of participation for projects and organisations who may not have otherwise engaged in LSCB E-Safety and Online Citizenship programme projects.

Detailed description

Working with a group of young people (possibly from the Content Creators programme) or with practitioners and young people this programme would seek to generate a flexible resource or game that can be used to raise online citizenship and e-safety issues in one-off sessions with small groups.

Such as resource may, for example, consist of a number of scenario cards describing coming online citizenship and e-safety scenarios (e.g. You are sharing photos from a party; or You want to complain about the lack of local sports provision) and a set of cards with questions to consider such as 'What platform would you use?' or 'Who can see what you publish?'.

The resource would be distributed to as many local projects as possible, along with details of how to use it to run a short session with young people. Projects using the resource would be encouraged to consider taking a further step along the pathway of participation if it helps identify a need for more e-safety or online citizenship work amongst young people by running Content Creators or Act by Right Online programmes.

Key Challenges

- Encouraging uptake of the resource.

Project focus (what are we intentionally addressing?)	
<input type="checkbox"/> Developing practitioner awareness <input type="checkbox"/> Developing practitioner skills	
Preventing... <input checked="" type="checkbox"/> ...inappropriate content <input checked="" type="checkbox"/> ...inappropriate conduct <input checked="" type="checkbox"/> ...inappropriate contact	Promoting <input type="checkbox"/> ...creativity <input checked="" type="checkbox"/> ...citizenship <input checked="" type="checkbox"/> ...critical skills
<input type="checkbox"/> Promoting youth participation <input type="checkbox"/> Promoting other ECM outcomes:	
Project metrics (how will we know we've succeeded?)	
-Number of copies distributed (management information) -Feedback from users (through practitioner network / feedback form)	

Outline risk assessment (draft to be developed by Brent LSCB E-Safety board)			
Risk	Likelihood	Severity	Response
Project staff using the resource do not fully understand the e-safety or online citizenship issues involved	High	Mid	Provide access to the practitioner network as part of providing the resource and encourage those using the resource to draw on support from the network. Regularly evaluate and review the way the resource is being used.

Project Plan _

↓Tasks↓	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Plan and develop the resource			----	----	----	----	----								
Produce the resource and promote it									----	----	----	----	----	----	----
Encourage those using the resource to participate in future programmes												----	----	----	----

Key project partners _

It may be possible to get a resource publisher to take on the resource in future

Further resources and reading _

- **Using Moo.com to print game cards**
<http://www.timdavies.org.uk/2008/11/07/a-social-media-game-without-an-lost-evening-laminating/>
An exploration of how print-on-demand provider Moo.com can be used to create high quality resources on demand.

Project Name **Content Creators**

Supporting young people to create positive content about Brent – and using this as an opportunity to develop their online citizenship skills and awareness of e-safety. Content created through the process will be brought together on a online hub, where it can be showcased to other young people and to decision makers in the local area.

Detailed description

In partnership with schools, the Youth Parliament and local youth service projects where digital media tool access is available, facilitate a programme of training and media based activities where young people are encouraged to create content about the local area. This could be:

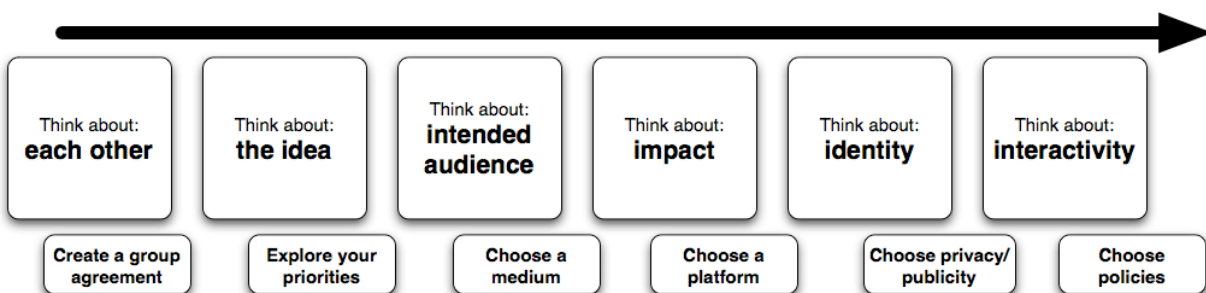
- **Photo stories** about their estates;
- **Podcasts** with information on positive activities;
- **Slideshare presentations** about opportunities for young people to get involved in creating change;
- **Using video for 'social reporting'** on local events and issues;
- **Online spaces** for youth parliament members to get into dialogue with other young people;
- **Blog posts** with information for young people in the area;
- **Ring tones** of music by local youth people;
- **Mash-ups** of information about the local area for young people;
- **Creating a group on a social network site** to campaign for change in the local area.

Project focus (what are we intentionally addressing?)	
<input type="checkbox"/> Developing practitioner awareness <input checked="" type="checkbox"/> Developing practitioner skills	
Preventing...	Promoting
<input checked="" type="checkbox"/> ...inappropriate content	<input checked="" type="checkbox"/> ...creativity
<input checked="" type="checkbox"/> ...inappropriate conduct	<input checked="" type="checkbox"/> ...citizenship
<input checked="" type="checkbox"/> ...inappropriate contact	<input checked="" type="checkbox"/> ...critical skills
<input type="checkbox"/> Promoting youth participation <input type="checkbox"/> Promoting other ECM outcomes: _____	
Project metrics (how will we know we've succeeded?)	
-Quantity of content produced (analytics) -Self-identified behaviour change (evaluation exercise)	

The groups will gain skills in creating and sharing social media content, and will be encouraged to think critically about e-safety during the process through a series of guided critical questions.

The diagram below sets out a series of stages to a Content Creators project, linking critical group discussions to the sorts of decisions that may be made during the creation of media content.

These stages may occur in a single session (in abridged form) or through a project running over a number of weeks.



Delivery Model

Content Creators should be run in a number of formats as a trial project in partnership with the e-safety co-ordinator and volunteer worker. The resources used to run these sessions should later be made available a franchised model for local staff to deliver – with the option of a training the trainers model to promote effective uptake.

Bringing it together:

Whilst content will be published on free social media sites, a content hub could be set up, using a blog or social media aggregator to pull together and 'curate' an archive of content from the Content Creators project.

Key Challenges

- Encouraging participation in the project and sensitively embedding e-safety and online citizenship messages;
- Finding a technical platform for aggregating the content from young people in a way that allows young people creative independence in their content creation, but which also manages reputational issues for the local authority;
- Encouraging existing media project providers to integrate Content Creators critical questions into their offerings;
- By focussing on 'Content Creation' as the activity 'hook' there is a risk that the project does have a strong enough focus on 'social' and 'relational' aspects of online interaction;

Outline risk assessment			
Risk	Likelihood	Severity	Response
Young people create content which is unsuitable or could harm the reputation of the local authority	Low	Low	Make clear the distinction between equipping all young people with social media/media literacy skills – and supporting or condoning the production of particular media messages.
Young people publish content in a way that puts them at risk online.	Medium	Varied	Make sure the critical questions cover and discourage key risk behaviours. Maintain staff vigilance.
Young people are exposed to inappropriate content, contact or conduct through the project, or are exposed to cyber bullying.			Maintain staff vigilance and ensure staff (a) are equipped to respond to instances of cyber-bullying, and (b) have access to support and guidance on how to respond.

Project Plan

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
↓Tasks↓															
Develop resources for each stage of a Content Creators programme E.g. PowerPoint/Flash presentations. Short case study narratives. Workshop handouts. Online resources.			---	---	---	---									
Pilot a range of Content Creators projects E.g. Saturday session, 4 weekly sessions, school setting, evening session.					---	---	---	---	---	---	---				
Develop Content Creators resource pack & training the trainers model							---	---	---	---	---				
Develop models for aggregating created content and feeding into social media spaces (e.g. Facebook, Bebo etc.)									---	---	---	---	---		
Evaluate project													---	---	---

Key project partners

Local schools, youth service projects and the youth parliament are potential groups to engage with a content creators programme.

Local community groups and specialist groups should also be approached. Offering support to young people from these groups to 'tell their story' may assist in reaching 'long tail' target groups and providing added value in the nature of the content created.

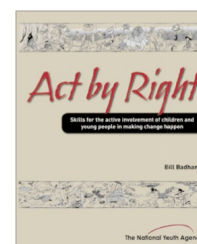
Existing youth media projects in the area may be willing to adopt a Content Creators framework for their work.

Brent Brain is a key partner for the aggregation and 'curating created content' phase of the project.

Further resources and reading

- **One Page Guides** – Creative Commons guides covering a range of social media tools. Licensed under a creative commons agreement which allows their adaptation and re-use.
<http://www.timdavies.org.uk/tags/onepage>
- **Civic Life Online: Learning How Digital Media Can Engage Youth** (2008)
<http://www.mitpressjournals.org/toc/dmal/-/1>
A full journal available for free download exploring youth media creation for citizenship and engagement.
- **Peter Levine, A Public Voice for Youth: The Audience Problem in Digital Media and Civic Education** (2008)
In the above journal. Exploring the need to develop and audience for young people's civic media creations.

Project Name **Act by Right Online**



Using an updated version of the Act by Right framework to equip groups of young people to take action on issues that affect them using online social media tools – creating campaigns for change, and opportunities for live learning about e-safety and online citizenship.

Detailed description

Act By Right is an accredited workbook and training programme designed to equip young people to take action on issues that affect them in their local communities.

It provides a rigorous framework of citizenship training which can be complemented with additional training activities focussing on social media and online campaigning. These might include training in:

- **Using Social Network sites** to build a campaign and communicate with members;
- **Sharing news and updates** online through video, audio and blogging.
- **Listening in to existing online conversations** using RSS readers and alerts.
- **Campaigning** with web 2.0 tools.
- **Facilitating online discussions.**

E-safety messages would be woven into each of these training topics.

The project could draw upon learning from the Battlefront Campaigns project run by Channel 4.

Key Challenges

- Securing partners to run Act by Right Online programmes and providing support and resources for these.

Project focus (what are we intentionally addressing?)

- Developing practitioner awareness
- Developing practitioner skills

- | | |
|---|--|
| Preventing... | Promoting |
| <input type="checkbox"/> ...inappropriate content | <input type="checkbox"/> ...creativity |
| <input type="checkbox"/> ...inappropriate conduct | <input checked="" type="checkbox"/> ...citizenship |
| <input type="checkbox"/> ...inappropriate contact | <input checked="" type="checkbox"/> ...critical skills |

- Promoting youth participation
- Promoting other ECM outcomes: *positive contribution*

Project metrics (how will we know we've succeeded?)

- Young people's evaluations from being involved (built into Act by Right)
- What's changed case studies to evaluate impacts of involvement (add-on to Act by Right)

Outline risk assessment (draft to be developed by Brent LSCB E-Safety board)

Risk	Likelihood	Severity	Response
Young peoples use online social networking spaces as part of campaigning exposes them to new risks.	Mid	?	Young people should be supported in their use of social networking/social media spaces by adequately trained staff.
Young people are exposed to bullying or negative public feedback through public campaigning online	Mid	?	The programme documents should outline key safety considerations – and young people should have worked through these before using social media / social networking spaces
Young people campaign on issues which run counter to council or organisational policies. (e.g. campaigning against a recent local authority decision)	Mid	?	Ensure organisations offer a commitment to support young people in campaigning for the issues that matter to them from early in the process.

Project Plan

↓Tasks↓	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Negotiate development of Act by Right Online with The National Youth Agency		----	----												
Develop Act by Right Online resources led by Tim Davies in collaboration with Jacky Rapport.			----	----	----										
Pilot programme with up to 15 young people over 10 weeks					----	----	----								
Package and produce Act by Right Online resources						----	----	----							
Market Act by Right to local projects with the option of a training the trainers course								----	----	----	----				
Support locally delivered Act by Right Online courses particularly by providing a platform through Connection Hubs.											----	----	----	----	----

Key project partners

Project Development

The National Youth Agency will co-operate in the production of additional materials for Act by Right.

ASDAN provide accreditation for the use of Act by Right.

Project Delivery

At least one **pilot site** is needed during the development of Act by Right Online.

Projects who have engaged in the **content creators** programme will be key candidate sites for deepening engagement through Act by Right online.

It will be important to work with **minority groups** and groups with specific interests in developing Act by Right Online – as a campaigning resource may have increased impact and appeal for these groups.

Further resources and reading

- **Act by Right**, published by The National Youth Agency and available from <http://www.nya.org.uk/information/108789/actbyright/>

Project Name **Get the FAQs**

Increasing the stock of good quality resources and information for young people to equip them with the knowledge and skills to safely manage their online interaction. To be delivered online through the content and connection hubs, and to feed into face-to-face projects.

Detailed description

Get the FAQs will build a library of good quality information and resources for young people on issues such as:

- Managing privacy settings online;
- Sharing media safely;
- Avoiding fraud;
- Supporting peers who you are concerned about;

This material may consist of handout resources for classroom settings, frequently asked questions online and rich educational resources such as online videos. Each resource should be made available as the answer to a key question that young people might ask about online safety or citizenship (e.g. How do I make sure only the people I want to get to see my photos on Facebook?)

Resources can be compiled in a number of ways:

Existing resources:

Research and evaluation of existing e-safety resources (ideally including young people in the review and evaluation process) to compile a library of videos, downloads and web links responding to the questions young people may have.

New resources:

Resources written by LSCB E-safety sub group members or members of the **practitioner network** to meet perceived needs.

FAQs from young people:

Inviting young people to pose questions through an online space (**content hub** and **connection hubs**) and then sourcing resources that respond to those questions, or creating the relevant answers and resources. The questions may also be shared – and other young people encouraged to provide answers to their peers.

Once resources have been compiled they can be shared: through the **practitioner network**, in face-to-face workshops, and through the **content hub** and **connection hubs**.

Key Challenges

- Driving traffic to and use of the service.
- Striking abalance between peer-to-peer and official answers to practical questions.
- Keeping information and guidance up to date (e.g. how to manage your Facebook privacy settings...)

Project focus (what are we intentionally addressing?)

- Developing practitioner awareness
- Developing practitioner skills

Preventing...	Promoting
<input checked="" type="checkbox"/> ...inappropriate content	<input type="checkbox"/> ...creativity
<input checked="" type="checkbox"/> ...inappropriate conduct	<input type="checkbox"/> ...citizenship
<input checked="" type="checkbox"/> ...inappropriate contact	<input type="checkbox"/> ...critical skills

- Promoting youth participation
- Promoting other ECM outcomes: _____

Project metrics (how will we know we've succeeded?)

Use of the resources (metrics and management information)
 Enquiries from young people (management information)
 Review of the quality of resources (workshop with young people)

Outline risk assessment (draft to be developed by Brent LSCB E-Safety board)

Risk	Likelihood	Severity	Response
Inaccurate safety information is provided	Low	Mid	Develop a clear (but responsive) review process for all new resources (potentially drawing upon

			the practitioner network).
Safety information becomes out of date.	High	Mid	Regularly review resources and consider ways of inviting user feedback to flag up outdated content.

Project Plan

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
↓Tasks↓															
Identify key safety issues that young people have questions about				----	----	----									
Research existing resources and compile a library within the practitioner network and invite practitioners to develop the library further		----	----	----	----	----									
Develop missing resources based on questions identified from young people						----	----	----	----	----	----	----	----	----	----
Establish professional and peer review mechanisms for resources						----	----	----	----	----	----				
Disseminate Get the FAQs resources as required					----	----	----	----	----	----	----	----	----	----	----
Develop presence for Get the FAQs within the central content hub					----	----									
Develop presence for Get the FAQs within the connection hubs									----	----	----	----	----	----	----

Key project partners

Specific practitioner network members interested in resources should be identified.

Further resources and reading

Online resource spaces such as VideoJug.com, TheSite.com and a range of e-safety sites may provide a range of engaging resources to repurpose.

Project Name **Connection Hubs**

Developing an core online presence for the Brent LSCB E-Safety strategy (with a general target audience) and then creating 'connection hubs' within a range of Social Network Sites and other online spaces actively used by young people from Brent. These hubs are fed with regular updated content from Brent LSCB E-Safety projects, and offer young people a point of contact with the project.

Detailed description

Through the wider programmes within this strategy a significant amount of positive content (both about Brent in general, and about online citizenship and e-safety specifically) will be created. It is important that this content is not lost, but is made available to young people in the online spaces they use.

Creating '**Connection Hubs**' involves going out to the social media spaces where young people are already active and sensitively feeding positive and educational (e.g. Get the FAQs) content into these spaces. Furthermore, it creates a presence for the Brent e-safety and online citizenship programme in the spaces where young people are – making young people aware of Brent LSCB E-safety and online citizenship programme and the support it can offer should they encounter inappropriate content, conduct or contact online.

In practice, there should be a **central content hub** on the public internet where the Brent LSCB E-safety and Online Citizenship programme is accessible to young people. This may feature videos, audio, photos and written works created by young people in Content Creators and other programmes, alongside safety information from Get the FAQs, links to other online safety and support, and contact details (including CEOP) signposting young people to sources of support.

This would be backed up by creating **connection hubs** out on social network sites such as MySpace and Bebo, initially as 'virtual shop windows' onto information in the **central content hub**, but with these progressively developed into spaces in their own right – making use of the social features (friend lists, status updates, groups etc.) within these spaces to keep young people aware of online safety and e-citizenship issues.

Key Challenges

- Identifying a compelling brand and proposition for the core online presence and content hubs (an answer to the question 'Why should I engage with this?')
- Managing the **connection hubs** in a sustainable way (effectively facilitating and supporting a group of 50 young people online can be as resource intensive as supporting that group face-to-face).

Project focus (what are we intentionally addressing?)

- Developing practitioner awareness
- Developing practitioner skills

- | | |
|---|--|
| Preventing... | Promoting |
| <input type="checkbox"/> ...inappropriate content | <input checked="" type="checkbox"/> ...creativity |
| <input type="checkbox"/> ...inappropriate conduct | <input checked="" type="checkbox"/> ...citizenship |
| <input type="checkbox"/> ...inappropriate contact | <input checked="" type="checkbox"/> ...critical skills |

- Promoting youth participation
- Promoting other ECM outcomes: _____

Project metrics (how will we know we've succeeded?)

- Levels of engagement with different connection hubs (web analytics, friend lists etc.)
- Number of reports or requests for support directed through the content hubs (management information)
- Feedback from young people (anecdotal and surveys)

Outline risk assessment (draft to be developed by Brent LSCB E-Safety board)

Risk	Likelihood	Severity	Response
Risks of harm to young people through interaction on Social Network Sites	Mid	Mid	See 'Youth Work & Social Networking' and 'Safe SNS Applications' papers for a detailed risk assessment checklist and guidance for staff.

Project Plan

↓Tasks↓	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Identify platform for central content hub		----	----												
Develop static guidance and information for central content hub e.g. contact lists, safety tips, citizenship tips			----	----	----										
Collect dynamic content for central content hub and assemble outline					----	----									
Identify social network sites actively used by young people in Brent				----	----										
Set up pilot connection hubs in one or two social network site spaces					----	----	----								
Develop content and connection hubs flowing in from content creators and Act by Right online programmes							----	----	----	----	----	----	----	----	----

Key concepts summarised

Content Hub = Central place for bringing together rich media that: celebrates young people's online citizenship activities; supports young people to explore online citizenship; provides engaging safety information; and provides links to further information and support.

Users will tend to browse the information within a content hub. It is a growing 'stock' of content. It could be a blog or static website – but will function best if it can accept or provide RSS feeds of content – allowing content collected in the hub to be easily syndicated outwards.

Connection Hub = A presence within a social networking space through which: rich media from the content hub can be shared in a 'flow' of content over time; and young people can interact with Brent LSCB E-Safety and Online Citizenship programme through friend requests, discussions in groups or on discussions walls etc

A connection hub will usually consist of a page or profile on the social network – actively fed with updates and information by Brent LSCB E-Safety and Online Citizenship Programme. It creates a presence for the programme in the social network site space – and allows for: young people to passively link with the programme and receive content and information in action feeds and flows; young people to actively engage and dialogue with the programme; the programme (through the staff member running the presence in the content hub) to proactively engage with young people and identify issues in the social network space which may require further support and intervention.

Key project partners

Brent Brain are a potential partner as the **central content hub** or as a connection hub.

Social Network Site providers including **Bebo** may be willing to offer support and guidance for larger scale engagement with their social network sites as **connection hubs**

Further resources and reading

- **Youth Work and Social Networking Final Report.** Available from <http://blogs.nya.org.uk/ywsn/>
- An understanding of how blogging, tagging, RSS and widgets can be used to share content seamlessly between sites will be advantageous in designing a sustainable eco-system of content hubs and connection hubs.
- There are many online resources available on managing non-profit organisations interaction on social network sites which will be recommended reading during the development of the connection hubs.
- The Youth Work Online network is a network of practitioners sharing learning on using the web for effective engagement with young people. <http://network.youthworkonline.org.uk>