

Safeguarding learners online

Workbook

Your reflective journal
and additional learning
resources



Safeguarding
learners
online

Foreword

We're delighted you've chosen to continue your professional development with TeachingEnglish training and look forward to learning with you over the coming weeks.

In this workbook you'll find additional learning materials to complement your course, encouragement, places to note ideas of interest, and guidance in applying them within your teaching practice. Whether you prefer to save and update it on your device, to keep handwritten notes, or use it as a prompt for your on-the go reflection, do what works for you. We hope you and your learners find it beneficial.

Happy learning!

The British Council open learning team

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Your learning goals

Your course

Make your classroom a safe space for online learning. Help your learners to feel confident, be successful and recognise when they may need help.

During this TeachingEnglish training, you'll engage with learning content in four modules, supported by a series of live online community events. You'll find practical support and encouragement from course tutors and other members of the [British Council courses for teachers global learning community](#) as you work to introduce new teaching ideas within your classroom.

Just as every classroom is unique, so is your learning journey. Ensure you're heading in the right direction by reflecting upon and noting your reasons for taking this course and learning goals. Keeping these in mind will help you focus on the most beneficial content and discussions for you.

Your goals and reasons for learning

Why are you taking this course? What do you want to be able to do?

Your learning tools

Online learning modules



After gaining confidence using your online learning platform and exploring effective learning strategies in the introductory Getting started module, you'll work through three further modules, each exploring a different area of teaching and learning. Involving an average of 12 hours of study, you will find a blend of theory, practical teaching suggestions and case studies that explore new ways of teaching. Repeat activities until you feel ready to move on. Return and review them as often as you like before the end of your course.

Learn how to access the online learning modules by visiting your course's page at <https://www.teachingenglish.org.uk/training>.

Courses for teachers community



Join course tutors and other educators working on their professional development in our supportive, Facebook-based learning community. You'll gain access to a wide selection of additional learning resources, you'll also have the opportunity to engage in developmental discussions while getting the support and encouragement you need to successfully bring ideas from the course into your classroom. Access all the discussions and content related to your specific course in [the Guides section](#).

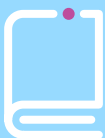
Find the community at <https://www.facebook.com/groups/coursesforteachers>

Live events



Attend live community events and webinars led by expert educators. These sessions are focused on different aspects of your course and provide you with an opportunity to seek answers to your questions – and share your own expertise and insights with other community members. Recordings of all live sessions are available on demand. For more details, check the Events section on your online course platform.

Workbook



Use this workbook to keep a record of useful course and community content, questions you'd like to ask in the community, links to resources, or to note ideas from any of the live events. You can save a version online or print the workbook – or both.

Module 1

Understanding safeguarding



Overview

The aim of this module is to introduce you to the topic of safeguarding. You'll gain an overall understanding of the topic, consider some issues which can arise for the teacher and the learners, and gain some practical tips for best practice in the classroom. You will:

1. identify some typical symptoms and signs of child abuse
2. understand the basic categories of digital risks and how and who to report it to
3. distinguish between preventative and responsive actions in safeguarding
4. see your responsibilities in the context of the United Nations Convention on the Rights of the Child
5. create relevant posters and codes of conduct for your context
6. select appropriate child protection and digital safeguarding topics.

Further reading, teaching, and learning resources

Resource description (tap/click to open)	Type
A guide to safeguarding from IATEFL with links to resources	Read
Article about safeguarding on school trips	Read
NSPCC guide to safeguarding during school events	Read
A Save the Children guide to developing safeguarding policy and procedures	Read
An online safety resource for schools	Use
A self-study guide to educational policies – section 1 child protection	Use
A selection of resources on safeguarding from the NSPCC	Use
A child-friendly poster about safeguarding from Save the Children	Use
A free digital education toolkit for UK-based institutions (registration required)	Visit
Webinar exploring the challenges of remote learning and safeguarding	Watch
Webinar exploring how to build a secure online environment for children	Watch
Webinar exploring e-safety in and out of the young learner classroom	Watch

Your learning

This is a space to record ideas from the course. You may have lots to write in some sections, less in others. The important thing though is to note some ideas that may be useful for you and your learners.

Describe three things you learned from...

Your online module

Live community events

Discussions and learning resources shared here and in the course community

Plan it

Describe one thing you will change in your teaching. Why have you chosen it?

What challenges might arise when you try to make this change?

What could you do to meet those challenges?

Teach it

Try it out and come back here to reflect on the experience. What did you learn?

Module 2

Digital citizen identity



Overview

This module will help you as a language teacher recognise the ways that you and your learners can construct positive online identities, and find a balance between your online and offline lives. You will:

1. identify key aspects of digital citizenship
2. select lesson ideas to explore how to shape online identities
3. plan activities to help learners find a media balance
4. explore how to use technology in a way that is beneficial.

Further reading, teaching, and learning resources

Resource description (tap/click to open)	Type
Article exploring how parents can add to their child's digital footprint	Read
Article featuring advice for young people on managing their digital footprint	Read
Article about cyberbullying	Read
Article from the UK Safer Internet Centre with tips for spotting fake news	Read
Article from Edutopia with suggestions for helping learners evaluate websites	Read
Quiz and family resource pack from the Guardian exploring fake news	Use
British Council lesson for teens on fake news	Use
A Common Sense Education video for teens: Oversharing and your digital footprint	Watch
A Common Sense Education video for young learners: Follow the digital trail	Watch
Facebook live discussion about the safe use of social media in education	Watch

Your learning

Which new ideas in Module 2 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers](#) learning community.

Describe three things you learned from...

Your online module

Live community events

Discussions and learning resources shared here and in the course community

Plan it

Describe one thing you will change in your teaching. Why have you chosen it?

What challenges might arise when you try to make this change?

What could you do to meet those challenges?

Teach it

Try it out and come back here to reflect on the experience. What did you learn?

Module 3

Digital privacy and security



Overview

This module will help you as a language teacher recognise the risks that are a part of your own and your learners' online lives and how you can protect yourself, including your identity and data. You will:

1. identify different types of online threats
2. explore cybersecurity strategies to avoid online threats and protect personal information
3. demonstrate an awareness of online behaviours that can affect online security
4. understand what to do when online security is affected.

Further reading, teaching, and learning resources

Resource description (tap/click to open)	Type
A Childnet article exploring what to consider before sharing things online	Read
Article about getting young people to take online safety seriously	Read
A Childnet blogpost with practical advice for parents	Read
Article providing an overview of digital literacies	Read
Secondary lesson plan about online safety	Use
Secondary lesson plan about the risks of social media	Use
Activities exploring 'Digital dilemmas' from Common Sense Education	Use
Primary lesson plan about how the internet has changed our lives	Use
A selection of resources on being a digital citizen	Use
Webinar exploring how teachers around the world keep young people informed on safe internet use	Watch

Your learning

Note any ideas you found particularly interesting and might like to bring into your classroom. Why not share them with other members of the [British Council courses for teachers](#) learning community?

Describe three things you learned from...

Your online module

Live community events

Discussions and learning resources shared here and in the course community

Plan it

Describe one thing you will change in your teaching. Why have you chosen it?

What challenges might you face when making this change?

What could you do to meet those challenges?

Teach it

Try it out and come back here to reflect on the experience. What did you learn?

Your action plan

Make an action plan focused on applying learning from this the course. Complete any sentences that help you do this. Come back and check your plan now and then.

In the next two weeks, I am going to...

Over the next two months, I'm going to...

Before the end of the school year, I'm going to...

Next school year, I want to...

What do you want to learn about next? Explore our [framework for teacher knowledge and skills](#) for inspiration, support and materials.



Well done – you’ve made it to the end of the course! We hope you’ve found it useful, and will join us on another very soon. Learn more about free teacher training courses with the British Council at:

<https://www.teachingenglish.org.uk/training>