

www.educaunet.org

European Community -
Safer Internet Programme



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Editorial

And there it is!

Educaunet is coming to an end after 16 months of existence. Sixteen months of passionate and fruitful itinerary: problem-solving, exchanging experiences, observing, optimising and finalising. Today, new tools are available to us: approximately 20 activities and an entirely original teaching method conceived by teams of specialists. Parents, educators and teachers who wish to educate youth on the risks of the Internet have access to the results of our work through various means.

The last set of observations and evaluations confirm that regardless of their age, or amount of Internet use, youth's critical knowledge of the Internet grew. Their awareness of the dangers, which in this case we've named 'risks' since they are conscious of them, comes from the educational activities accomplished with Educaunet.

They've also acquire a certain autonomy in the construction of their knowledge and their abilities and prove to be able to enrich their awareness of risks and the type of behaviour expected by means of their individual or shared uses of the Internet.

Without a doubt, they better grasp the complexities and ambivalences of cyberspace which continues to, nevertheless, draw and interest them.

Educaunet does not guaranty a complete protection against all that can come of youth's use of the Internet. It is up to the adult to decide whether or not to add other device.

All that remains now is that our Educaunet activities live on and evolve by being used daily in France, Belgium and other countries where we hope that they will be implemented and adopted.

The ship has set sail and we wish it happy sailing on all the open seas. We hope that the clever mice don't leave the ship!

Educaunet is spearheaded by three main groups:



Le Clemi (France), centre de liaison de l'enseignement et des moyens d'information
clemi@clemi.org



Média Animation asbl (Belgique), centre de ressources en éducation aux médias et au multimédia
info@media-animation.be



L'Université catholique de Louvain (Belgique), groupe de recherche en médiation des savoirs
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Surfing intelligently

Instead of putting up walls to keep Internet risks at a distance, Educaunet decided to accompany youth in their discovery and appropriation of the network.

The Educaunet programme proposes **an ensemble of educational tools** that highlight situations encountered in the Internet universe. Starting with initiating tales, through advertising analysis, the deconstruction of rumours, the evaluation of Internet information sources or role plays on the Chat room of Educaunet, all the activities are organised under four headings:

- Exploration,
- Communication,
- Inquisition,
- Self-observation.

Certain activities were developed more so for the class while others for the family or the educators. The activities can be done in groups, on a board game or through a collective reflection, but also alone or on the net. All activities allow you to explore and to better understand the Internet: an exchange, creation, communication and information....tool.



20 activities to learn smart surfing

© M.Gounot

The Educaunet activities are grouped in a multimedia package which contains:

- > The *Teacher's guide* with the top ten activities
- > A *Cybernotebook* designed for children
- > A CD ROM containing, in pdf format
 - The complete *Teacher's guide* and the *Cybernotebook*
 - The computer version of many activities;
 - Consolidation and enrichment documents;
 - A tool box allowing you to print out the different activity materials.
- > An access to the entire Educaunet site www.educaunet.org for further interactive activities.

The multimedia package is on sale at the Clemi and at Média Animation (23 euros, see order form).

Explore the Internet universe

And what if one of the biggest risks was being outside the loop, not understanding anything? The exploration activities, both pedagogical and fun, help you discover the Internet, the way it works and the wealth of its information.

By outlining certain Internet traps you will discover the riches of the Internet...recognising at a glance the type of technical environment you find yourself in, understanding network jargon, getting your bearings, identifying the breakdowns, thinking about and discussing the advantages and pitfalls of virtual communication... Through pedagogical sensitising procedures you learn the rules of the game: understanding "how it works", knowing "what it is" to better anticipate what can happen.

"Race on the Web" : a board game that allows the youth to better understand the way data circulates on the Web. A numerical version allows them to play alone or on the Net.

"Cyberfamilies" : a card game aimed at appropriating a series of concepts linked to computer tools and on-line technologies.

"Cl@r@ in the land of the Internet" : a multimedia fairy tale that highlights the principle notions of the Internet to facilitate exchanges about each child's experience and representations.

"Dear Virtual" : a narrative to interrogate oneself on the advantages and the risks of virtual communication.

"Master of the Empire" : an illustrated adventure narrative done in *manga* style which allows teenagers to take a position on the problematics of the dangers and the solutions to avoid them.

"Sing-along on the Net" : a series of short songs to initiate the younger surfers to the Internet universe.

"With or without filters" : a debate activity, inspired by an advertisement, between parents and teenagers on Internet risks and how to confront them.



"Race on the Web", a board game for 8-18 year-olds

Decode for better communication

Surfing on the Net is oftentimes navigating with your eyes closed. How do we teach youth to find their way among the fog of a universe full of wealth, but with many changing faces?

Behind the texts, the images, the messages... there exist individuals. Who are they? What do they offer us? Youth give themselves to the job of researcher. They search to find out surfers identities, surfers place of origin, to understand their intentions... They unmask the practices of certain sites, compare advertising offers, Chat using a false identity to better grasp what's at stake behind anonymity and mystification. The activities are centred on accountability and aimed at creativity. They provide numerous occasions to discuss with or without adults about how to use Internet, about the necessity to become as vigilant as possible and to behave in an ethical manner.

"Who's who" : a role play on the private Chat room of Educaunet to tackle the question of the transparency of identities and the relationships between fellow surfers on-line.

"Advertising on the Net" : an analysis and creative activity designed to discover the advertising and business mechanism on the Net.

"The best deal" : comparative consumer analysis designed to tackle the new forms of electronic business.

"Call to the public" : an activity directed to the research of information via forums, Chats or e-mail.

Inquisition with relevance

You must know how to use the research tools, how to find the right expert on the subject you're researching, and then take a step back from the documents you've found! These activities are aimed toward these two preoccupations: mastering the tools and forming critical thinking skills.

Information, manipulation, rumours, hoaxes, advertisements... how trustworthy is a document found on the Internet? To acquire the reflex of being vigilant, youth compare the contents of Web pages, question the sources and the authors of the documents, identify the language level and therefore the relevance of the messages, regroup sites by type, by target audience... and understand the need to choose among the mass of data circulating on the Net.

These competencies are touched upon in traditional media education: a refined route for those who don't want to risk surfing the Net by the seat of their pants.

"Dominonet" : a domino game made from copies of Web sites to learn to identify, in the blink of an eye, the different types of sites.

"A quest on the Web" : a pedagogical scenario of documentary research on the critical analysis of Web documents.

"Test the site" : an activity on evaluating sites using an analysis grid.

"Info or inthoax" : a procedure to analyse and deconstruct rumours circulating on the Net

"Iconograms" : a creative Web activity based on two criteria: the type of services proposed on certain sites and the dangers associated with surfing on them.

"Public detective" : a survey completed through forums, Chat and the Web to determine what a surfer 'profile' is and what traces each of us can leave behind on the Internet.



"Dominonet", a domino game for 8-12 year-olds

Self-observation to master ones practical experience

Surfing the Internet invites you to react, to consume, to choose, to take the floor, to commit. More than any other media, students have to learn responsibility.

What type of surfer am I? What choices do I have in light of the multiple solicitations I am faced with? What type of contents am I myself going to propose? To better master their use of the Internet, youth observe their own reactions to this new universe. They react in front of disturbing images, debate the advantages and dangers of the Internet, attempt to grasp the many different points of view by putting themselves in a parent's or friend's shoes...

They learn by interacting with their peers through role plays, quizzes and songs. The more confidence they build using the Internet, the better they identify possible pitfalls. Getting to know oneself better to be able to ... take risks!

"Surprise E-mages" : a series of cards representing Web pages so that one can see the type of images found on the Internet, reflect

on what their role is, on the effects they have, and to allow students to express how they feel upon seeing them.

"I found on the Internet..." : a nursery rhyme allowing the younger surfers to identify and discuss with adults their experiences on the Internet.

"Internet...let's talk about it" : role plays made especially for the family setting to solve situational problems experienced on the Internet.

"1,2,3...advice" : an activity designed to prepare a navigation charter in class, at home or elsewhere.

'A wonderful animation, educational and mobility lever'

How have teachers, parents and educators used Educaunet and what conclusions have they drawn from it? Their reactions and observations allow us to better define what's at stake from a critical education of the Internet and its risks.

Is it an art or a method? Is there only one vision and use of the Internet which suits teacher X, parent Y and educator Z? In fact, everyone works according to their resources, their methods, their public and their *a priori* of the dangers of the Internet. Varied representations evolved during their work.

The youth movement or permanent education for example encountered difficulties. For Nordine El-Hdaoudi, an educator in a difficult district in Brussels, the priority lies in *"dialoguing with students, a priority not necessarily reconcilable with the teaching of Internet risks which the students confuse with a policing approach. In many homes, there is a strong demand to use filters to protect oneself from the Internet, a logical request when one considers that here few parents know what Internet is."*

Clément et Mathieu, 13 years old

Our favourite activity was 'Advertising on the Net'. It allowed us to become aware of the sales stakes around the Internet. We had never thought that we were victims of captive advertising in the past. We've learned to analyse slogans and other catch-lines by studying literary style. We were very interested by the wrap-up of this activity: creating banners. Using new tools (software, literary style, editing techniques for texts and images...) taught us to be creative and use our imagination.

Same acknowledgment by Antoine Schrameck, president of the departmental union of the Bas-Rhin family associations. *"It's obvious that families must appropriate ICT today and use them to their advantage so as not to suffer them in the future. Faced with the increase use of the Internet in our daily life, families and teachers have everything at stake to work together to educate children about the risks linked to Internet use. Some local Educaunet training sessions for parents with the sole desire to put in place an educational programme aimed at Internet dangers was not enough. Above all, it is necessary that users are convinced that Internet represents real dangers, other than those quoted regularly such as pornography. Consequently, we must convince users that this education is not useless."*

Secure the Chat

In Lormont, next to Bordeaux, there exists a different reality. The municipality has installed a 'Point Rencontre', youth centre run by Fabrice Casareggio which allows youth discover the Internet. He sees many students passing through to chat on the Internet and in light of the enthusiasm provoked by the Chat, Fabrice can become the 'bad-guy'. *"You can't go overboard. A Chat session has a time limit. Those who want to get the maximum benefit of the Chat must respect the ground rules. If they disrespect these rules they are temporarily excluded, often by the youth themselves who are backed by the moderators who guarantee common educational values redefined on a regular basis."*

Arthur, 11 years old

I find the project very interesting and it should be directed to younger students as well. I had fun reading the explanations in the cyberfamilies game; I learned a lot. That's why I find that you should force us to read them.

Fabrice pretends to be less interested in the content than to his users. *"Let's get beyond the idea that the game is unhealthy, that intentions are bad, that sexual connotations incite visits to porno sites. Our role as moderator is right here; no need for a firewall, let education take its place. Allowing Chat to be open, but controlled permits us to build quick relationships with youth: discussions become more spontaneous and Internet becomes an animation, educational and mobility lever. It happens, at times, that self-regulation takes place. Mounir, 14 years old, told us that he hadn't given his phone number to the other chatter because he was telling lies and so he immediately ended the conversation. For us, it's about teaching our public to catch the dangers and thwart them."*

Emine, 15 years old

The activity 'Test the site' was very instructive because on certain sites you can't even find who the authors are. Filling out a validation form on the site is long, but it allows for more objectivity and accuracy of the sources. We should do it more often to make it a habit.

Citizen vigilance

It's often through on-line conversations that youth put in place their first critical analysis strategies. Jacques Estal tested the Educaunet tools in class. He teaches history and geography in Istres in the south of France. He knows of methodological doubts and citizen vigilance. And he believes in it. What attracted him to the Educaunet programme was that "above all it was a project that was going to put forward new technologies and not the opposite, by putting the tool at the forefront to the detriment of citizenship. Educaunet appeared to me at the service of an active and intelligent education of the citizen of tomorrow." He adds, "To hide from reality, in this case the dangers linked to the Net, or putting up barriers will never prevent the students from finding themselves confronted with these problems: how to grasp them, how to recognise them, how to gauge them; indeed to 'tame' them will allow them to react in an appropriate manner."

Hugo, 9 years old

I really liked the songs and the tale of Cl@r@ because I like that type of technique to learn important things about the Internet; for example the dangers of the Internet and the good things about the Internet.

It was with 12 year-old students who benefited from one hour a week of a communication option that Jacques Estal and his literature and arts colleagues tested several Educaunet tools: role plays that brought out Chat unknowns, debates with themes of individual responsibility in the forwarding and reading of false information, reading stories to initiate youth into the Internet universe, 'reading images' and creating banners to warn against the risks of manipulating advertising.....Internet is rich and has many facets and Jacques Estal chose to combine the Educaunet activities. Student participation was active and enthusiastic: "It was necessary, for example, to forbid them to continue role-playing *Tépatoa* outside of class!"

Anne, 18 years old

Very interesting. It's good because not everyone has the opportunity to get onto the Internet. We learned things that we could use later, that prepare us for higher education.

In the last three years, Nicole De Man, language teacher in Namur, has noticed an increased use of on-line resources. However, there is a large gap in terms of site critiques or site validations on the part of her students. "I, therefore, chose among the range of activities proposed by Educaunet those which seemed to me the most pertinent to develop this perfectly transferable competence : critical thinking. Our students must write numerous assignments and they rely more and more on the Internet to find documents without always comparing their findings to other educational tools such as encyclopaedias, dictionaries, books, press reviews, magazines... The risk is eminently important: how do they use these work tools?"

Nina, 9 years old

I liked getting the Cybernotebook because it allowed us to get to know Internet better and we could get a lot of addresses. It's also good because there are little games that teach you about Internet dangers. But what's not practical is that we don't have the addresses of the sites we shouldn't go to, because if we type in any address, we might end up at these sites.

Ismaël, 15 years old

I find that 'Tépatoa' is a great idea. It allows us to better understand who hides behind the screen and we can also take on someone else's identity.

Confronted with temptations

Since 1997, Nicolas Izquierdo, a teacher in Névache, has integrated the use of Internet in the learning framework of his elementary school. His students update almost daily their Internet site and are eager to respond to their e-mails.

Melissa, 18 years old

Chat dangers are difficult to detect when one is on a closed network. The best way to learn about the risks that can come up by chatting on the net with someone you don't know, while at the same time staying in a closed network (school regulations in Belgium make it mandatory) would be to group a teenager with a younger student. The teenager could give advice about how to respond, warn the younger student about what they shouldn't reveal about themselves, put the student on their guard about anything that could be harmful or worse yet, dangerous to them.

"When I entered the Educaunet programme, I thought above all, to visiting Web sites. After discussions with colleagues and parents, however, I realised that educating against the risks of the Internet had to be larger than that and in particular had to include e-mail. I became conscious of the fact that by selecting the e-mails that I felt my students were capable of answering, I was falsifying their knowledge of the Internet: they believed that e-mails were always trustworthy! This problem became more obvious when my students began to have access to the mailbox without parental supervision; parents who in any case were not competent in the subject matter. I decided, therefore, to forward to them practically all the e-mails received at the school."

Lisa et Lise, 13 years old

The Educaunet project and in particular the Dominonet activity teaches us to classify Internet sites in pre-determined categories. Certain sites, despite their appearance, are not always easy to identify. This way of learning to group them is very fun and very interesting.

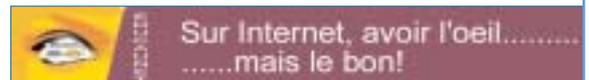
And all the e-mails arrived and among them the most unorthodox. A dream come true for Nicolas to launch his students onto 'Info or Inthoax' and to deconstruct the rumours that circulate on the Internet. He then shared his findings with a class in Belgium which had followed the same procedure. *"The students were, at first, totally taken in by emotions"*, tells Thibault Defosse, high school teacher in Mont-Saint-Guibert. *"I advised them to reflect and to inform themselves... Well, questions about Internet risks came up. What do you do if you find your picture on the Internet or in an e-mail dealing with rumours?"*

Since then, at the school in Névache, they deal with different mail in class and it has become a game that the students enjoy: the hunt for false research, false viruses, pornographic invitations, the hunt for hoaxes of all kinds... But for Nicolas Izquierdo, *"Educaunet has only just begun. I believe that it's about a whole programme which favours conscious awareness and a new educational state of mind. What's interesting from the point of view of personality development is that using the Internet becomes a basic tool for social integration."*

Banners and slogans created by 13-14 years old students, with the activity "Advertising on the Net"

Faire attention, c'est clair et Net

Thomas



EDUCAUNET c'est simple, EDUCAUNET c'est net

Serena

Curieux oui, mais vigilant!

Sarah



Educating about the Internet: message received!

Interest for our work has manifested itself: the audience we were hoping to reach is soliciting us for actions. The Educaunet programme can now enter into a new phase as it's going to progressively implement itself in French and Belgian educational centres. At the same time, it will be taken and adapted in many European countries.

For the last 16 months we have noticed a lot of enthusiasm on behalf of the parents as well as some reservations about the dangers of Internet. If the first response is to put up walls so as to avoid all the risks, then critical education of the media which takes into consideration its wealth as well as its pitfalls, is of considerable interest. The idea alone that a young person must face the Internet and that an adult accompanies him in his discoveries brings about awareness. But a new worry arises: how does one set about doing it as a parent, teacher or educator? Adults are asking for a method, for advice, but also for a variety of tools that deal with all aspects of the Internet adapted to different age groups and to different Internet uses.

Training: a priority

During the 23rd summer Communication University which took place in France at the end of August 2002, we presented Educaunet, for the first time, to a large public. Many people expressed their desire to implement our programme in their establishments be it local communities, public education associations, family associations or the educational system. This interest confirms the interest we had noticed on behalf of the media during the March 2002 press conferences in Belgium and France. The journalists seem to see in Educaunet a new way to consider "the dangers of the Internet".

The project will continue in the next two years by spreading this procedure throughout France and Belgium by means of training programmes in educational centres and by its adaptation in five other European countries. This project was again chosen by the European Commission in the continuation of its *Safer Internet* programme.

Sixteen months of experimentation proved to us that obtaining results on youth's behaviour requires time. The availability of educational tools, regardless of their effectiveness, must be accompanied by training so that representations evolve and practices improve. Awareness activities organised on the occasion of demonstrations diffused by the press (Internet Fiesta, Netd@ys) will equally serve as opportunities to sensitise

the larger public. Another important point: as much as it is possible, parents, teachers and educators must participate together in this training. In this way, each one can deal with the question of risks linked to his/her particular use of the Internet and construct different paths to confront them with the help of the others present. Via the support committees, a procedure which is rare in traditional teaching is possible with Educaunet thanks to the interest and involvement shown by the establishments concerned right from the onset of the programme.

In the months to come, this training will be one of the priorities of those in charge of Educaunet. Steps have already been taken in France and in Belgium through teacher training centres and family and youth movements. We hope to regroup, locally, resource people for the 3 target audiences: teachers, parents and educators in an open forum. The goal would be to implement the procedures on the terrain in the following months. For example, a two-day session will take place in January 2003 for the trainers of education training centers in Poitou and Bretagne. These specialists have already programmed a progressive training plan of action aimed at 1st degree teachers in 2003 and 2nd degree teachers in 2004.

Implantation in Europe

Our initial choice consisted of inventing and experimenting an educational procedure in a culturally and linguistically homogeneous environment; hence the decision to work in France and in Belgium. What is left up to us to do now, is to see how the procedures and tools can be readapted in other European countries. During the next 20 months Austria, Denmark, Great Britain, Greece and Portugal will also enrich these procedures. In the end we count on receiving an ensemble of tested activities from these countries which could possibly spread a European approach of critical education of the Internet media and its risks.

Rendez-vous at the end of these next 20 months. Our electronic newsletter and our Internet site will continue to keep you updated on the advances of our work.

A multimedia package for a critical education of the Internet

EDUCAUNET is an educational media programme centred around the Internet and aimed at the risks of its use. Its goal is to teach youth aged 8-18 how to surf responsibly by making them autonomous and capable both to appreciate the wealth of this medium and to correctly detect its pitfalls.



Educaunet is a programme conceived by Média Animation asbl (Belgium), le Groupe de recherche en médiation des savoirs de l'Université catholique de Louvain-la-Neuve (Belgium) et le Centre de liaison de l'enseignement et des moyens d'information (France).

With the support of the European Commission in the framework of the Safer Internet Action Plan.

EDUCAUNET proposes an **ensemble of educational tools**: card games, board games, on-line and off-line analysis activities as well as role plays that can be played on the Net. They are designed to families, teachers and associations.

These activities can be found in a multimedia package that contains:

- > the **Teacher's guide** with the top ten activities;
- > a **Cybernotebook** designed for children;
- > a CD ROM in pdf format containing the **complete Teacher's guide**, a **Cybernotebook**, as well as **consolidation and enrichment documents**. It also contains the computer version of many activities and a tool box which allows you to print out the board games, card games and the different activity materials;
- > an access to the entire educaunet site www.educaunet.org for further interactive activities.

Order Form

Institution			
Last Name			First Name
Address			
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Telephone:			

Order

..... copies of Educaunet multimedia package (unit price 23 €), + 3 € postage (6 € overseas) €
..... copies of Cybernotebook (unit price 1.5 € - MIN order 10 copies), + 4 € postage (8 € overseas) per order of 10 €
total : €

• For France, return the completed order form to Clemi, 391 bis rue de Vaugirard, 75015 Paris, with a cheque payable to "Agent Comptable du CNDP".

• For Belgium, return the completed order form to Média Animation, 32 avenue Rogier, 1030 Brussels AND make a deposit to account number 001-1225500-78 payable to Média Animation asbl.

Please ensure that the name and address on the order form correspond with that of the bank account.

If you would like to receive a receipt, please indicate your TVA number: BE.....

Date Signature