

# BE STRONG ONLINE

**Staff Guide to Running**  
***Be Strong Online***

Part of the *Be Strong Online* Programme

**IS**  **CC**  
**Childline**



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# Introduction to the *Be Strong Online* programme

This is the first module in the *Be Strong Online* programme, a new resource from ISPCC Childline and Vodafone to help students explore the digital world in a safe manner.

The programme will cover everything from gaming and selfies to privacy, apps and social networking. *Be Strong Online* uses a peer-to-peer format: each module provides all the resources needed for teachers to train a small group of students (who we call the 'Tech Trainers') to deliver short lessons to other students in the school.

This team of Tech Trainers can then be brought together again to deliver further modules, which will be released over the coming months. We have designed the programme to be flexible, but recommend that training be delivered to students from 1<sup>st</sup> to 3<sup>rd</sup> year by trainers from 4<sup>th</sup> to 6<sup>th</sup> year.

This Programme follows up on the very positive and successful Shield programme as developed and delivered by the ISPCC. The Shield Programme includes the Shield My School and Shield by Club self-evaluation toolkit. The toolkit puts over thirty years of nationally and internationally researched information on bullying into a simple format. Schools or clubs can use the

toolkit to review their strengths in terms of management of bullying. It also clearly identifies actions that schools and clubs need to implement in order to have a more effective and preventative approach to management of bullying. Schools and clubs can take further preventative steps and apply for a Shield Flag. This Flag is a symbol to the local community that the particular school or club have made strong efforts to ensure a preventative approach to bullying. The ISPCC recommends that schools or clubs utilise Shield resources before going on to implement the *Be Strong online* programme. [www.ispcc.ie/shield](http://www.ispcc.ie/shield)

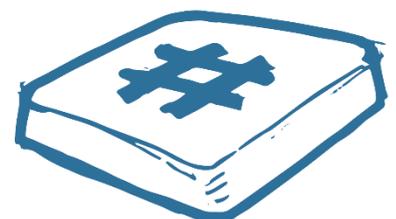
The ISPCC Childline recognise that young people are the strong agents for positive change in schools. We aim to give them the confidence and skills they need to tackle bullying, and adopt a whole school focus to change the whole school's attitude towards bullying.

The *Be Strong Online* programme covers a wide range of topics to look at all aspects of young people's digital lives. Not only are issues around privacy and online communication explored, but social media, gaming, selfies and online behaviour is explored. By delivering *Be Strong Online*, students will develop a number of skills including public speaking, leadership and mentoring.

## Topics the programme will explore:

My Digital Life  
Be Strong Online  
Coding & Creativity  
Digital Footprint  
Peer Pressure

Selfies  
Critical Thinking  
Wellbeing  
Social Networks  
Power of Play



## Programme Details

**Themes:** Cyberbullying, digital literacy, responsible use of technology, online communication, volunteering

**Skills:** The *Be Strong Online* programme as a whole will help Tech Trainers as well as students to develop a number of skills. Look for these symbols at the start of each activity in the ten modules:



### Educational and learning benefits of Be Strong Online programme:

The Be Strong Online programme offers a variety of practical skills to participating students. Not only are students learning vital tools to keep themselves safe, they are also improving their digital literacy which will assist them in future studies and in their careers. What is unique about this programme is that for Tech Trainers their offline skills in the areas of public speaking, organisation skills and their reflection and evaluation skills will be enhanced. This programme also affords students the opportunity to working collaboratively. Finally Tech Trainers and all students involved are empowered to be active positive agents of change and will help making their school community and beyond a safer place for them and for other young people to live.

## Introduction to the *Be Strong Online* module

The first module in this programme, *Be Strong Online*, explores the issue of **cyberbullying**. Do you think that cyberbullying is, or might be, a problem in your school or youth group? This module enables students to open up a discussion about the issue with their peers.

This module offers a short, introductory exploration of cyberbullying by discussing:

- What it means to be emotionally resilient
- Supporting friends who may be being cyberbullied
- What it means to be an 'upstander' to bullying

*Be Strong Online* provides the opportunity for older students to raise awareness of the issue of cyberbullying to younger students, signpost sources of support, and encourage positive online behaviour.

Any staff member can take up this programme. It could be a teacher of any subject, teacher, school guidance counsellor, youth leader: as long as you have an interest in helping students to develop their skills, you can lead the training session and support Tech Trainers throughout the programme.

## How it works

The *Be Strong Online* module follows a 'train the trainer' format. With the help of this guide, a Lead Staff Member (you!) will equip a group of young people, your 'Tech Trainers', with the tools and knowledge they need to deliver a 20 minute 'lesson' to younger students.

This approach presents a great opportunity for Tech Trainers to develop their confidence and presentation skills. It's an effective way to run the session because students are likely to listen to other young people when it comes to the internet, particularly if the trainers are a few years older than the students being trained. It also means that the burden on staff is reduced, meaning that more students can be reached.

The 20 minute session is aimed at 1<sup>st</sup> to 3<sup>rd</sup> year students and to be delivered by 4<sup>th</sup> to 6<sup>th</sup> year students. All of these resources are designed to be adaptable. You will see that we have made recommendations throughout this guide, but feel free to adapt the module to your setting, age groups, and time available.

This Staff Guide will take you through *Be Strong Online* and how to get the most out of it.

## Who's Who

We refer to 4 different groups of people throughout this guide:

<b>Name</b>	<b>Who this is</b>	<b>Role</b>
<b>Lead Staff Member</b>	You – the teacher or youth group leader in charge of the programme	To train the Tech Trainers and give them the support they need to deliver effective sessions
<b>Tech Trainers</b>	The group of students who you recruit to deliver the programme	To work in pairs to deliver a 20 minute session on the module topic to groups of younger students
<b>Students</b>	The group of young people who receive the Tech Trainer sessions	To take part in the 20 minute sessions, to give feedback and complete follow-on activities
<b>Parents</b>	Students' parents	To get involved in the follow-on activities where required

## Getting started

As the Lead Staff Member **you** are key to the success of this programme in your school or youth group. At the end of the month, the Tech Trainers who *you* train will have increased their confidence and presentational skills – and they will have contributed in a tangible way to their community. The students who *they* train will have opened up a conversation about cyberbullying and taken part in an interactive session which raises awareness of the issues.

We hope that you enjoy the module so much that you will continue to meet with your Tech Trainer team and that they can deliver more training using the modules which will be released over the coming months.

To make this work really well, there is a bit of time and effort required from you. If you choose to deliver each of the 10 modules released over the coming months, this is the maximum amount of time which would be involved:

- Recruit your Tech Trainer team (one-off)
- 2 – 2.5 hours of training the Tech Trainers (monthly)
- Arranging the times for Tech Trainers to deliver 20 minute sessions in pairs – this can be during morning or afternoon form, lunch or break times (monthly)
- There will always be a member of staff present such as the teacher or subject teacher. But **you** may wish to accompany trainers on their first few sessions to make sure everything runs smoothly (monthly).
- Optional: following up with your team to get feedback (monthly)

Once this structure is in place, your Tech Trainer team will go from strength to strength and will be taking a proactive approach to online issues.

Because of the sensitive nature of the subject matter in *Be Strong Online*, it's really important that a staff member is present during the Tech Trainers' sessions, for instance the teacher. Make sure that they're aware that they will need to be on hand in case of any behavioural issues during the session. You may also like to attend the sessions, particularly if you feel that some Tech Trainers require extra support.

It is also important to get parents involved with the programme. As you will see from the resources, the 20 minute session ends with a follow-up activity that students can complete with their families. By completing these tasks, students will be teaching their parents what they've learned about *Be Strong Online* at school. To get parents on board with the programme, why not send out a message through the school newsletter or social media? There's also more information for parents at the end of the Info Sheet which you can print off for parents or send via email. This guide includes plenty of useful information for parents who want to find out more about cyberbullying.

We would be love your feedback on how you're getting on.

You can email [Sinead.McKee@ispcc.ie](mailto:Sinead.McKee@ispcc.ie) to share your updates, feedback, and any resources which are produced in the sessions – please feel free to get in touch.

# Resources

All of the resources you need to run *Be Strong Online* are available on the module page on - [www.ispcc.ie](http://www.ispcc.ie)

These include:

- This staff guide
- 1 lesson plan
- 2 activity sheets
- 1 follow-up activity sheet
- 1 video
- 1 information sheet

This is how the resources are designed to work together:

Resource	Audience	Purpose
<b>This staff guide</b>	You (staff member)	Overview of the module and guide to training the Tech Trainers
<b>Lesson Plan</b>	Tech Trainers	This is the guide that the Tech Trainers will use to deliver their 20 minute session
<b>Video</b>	Tech Trainers/ students	The module starts with the Tech Trainers playing this short video and discussing it with the group
<b>Activity sheets</b>	Tech Trainers/ students	During their initial training, the Trainers will choose one of these four activities to deliver in their session. These sheets explain the activity and contain any extra things that need to be given out during the activity
<b>Follow-up Activity sheets</b>	Students and parents	Trainers give these out to students at the end of their session
<b>Info Sheet</b>	Students and parents	This general information sheet can be used by the trainers and students. It also contains a Q&A for parents

## Preparation

To start with, select your Tech Trainer team. As the module is aimed at 1<sup>st</sup> – 3<sup>rd</sup> year students and we would recommend choosing trainers in 4<sup>th</sup> -6<sup>th</sup> year, but this can be adapted to suit your setting.

You can have as many or as few trainers as you like. They will be delivering their sessions in pairs, so an even number is preferable.

Think very carefully about which students would best suit the role. Are they confident enough to facilitate a session with a group of younger students? Do you think they would be comfortable in the 'Tech Trainer' role? Do you think other students would respect and listen to this student? Could this training form part of any existing school volunteering programme or as part of the Shield Anti-Bullying Programme? Check out our website for more details on the Shield programme [www.ispcc.ie/shield](http://www.ispcc.ie/shield).

Once the appropriate students have been carefully recruited, you can get them together for the Train the Trainer session. Print off a copy of the resources for each trainer, load up the video, and let's get started!

## Training the Tech Trainers

Skills Tech Trainers can expect to develop as a result of this training:



### Purpose

In this session, you will teach your Tech Trainers about how to deliver a lesson on cyberbullying to younger students. The session will also be crucial for building rapport amongst the group and for building confidence in their new role.

### Timing

We would recommend spending around 1.30 – 2 hours on this session to give the trainers enough time to absorb the information and to bond as a team. You could deliver this in a 2-period session during school time, or split the time over two sessions during lunch or break time. See page 12 for different options for timings.

### Setup

Print off a copy of the Lesson Plan and info sheet for each trainer, and load the *Be Strong Online* video.

### **Things to be aware of**

*Be Strong Online* aims to open up a conversation about cyberbullying in an engaging, informative and positive way.

As you read through the lesson plan you'll notice that some of the activities could open up sensitive discussions. There are certain things to bear in mind with the following:

#### *Video*

Although light-hearted in tone, this video covers the topic of online trolling. Tech Trainers should remember to hand out the info sheet at the end of the session to signpost sources of guidance and advice.

#### *'Dancing Man' Case Study*

This activity deals with a case of online 'body-shaming' and could open up sensitive discussion. It is important for a staff member to be present to support the trainers here.

Be sure to address any concerns that the Tech Trainers have and reassure them that there will always be a staff member present during their sessions to support them if they have any difficulties.

## Training Session overview

This is a general outline of the timings to follow during the training session with Tech Trainers.

Activity	Description	Approximate timings	Links to other resources
<b>Introductions</b>	Ice breaker activities; explanation of task; 'Be Strong Online' discussion	25 minutes	
<b>Examine lesson plan</b>	Hand out lesson plan, look through it for general overview	10 minutes	
<b>Ground rules</b>	Go over ground rules Tech Trainers need to explain students at start of session	10 minutes	P.3 of lesson plan
<b>Video Discussion</b>	Play video and discuss it; ideas for questions Tech Trainers can ask students about the video to get them talking	10 minutes	<i>Mean Tweets Video</i> ; p.4 of lesson plan
<b>Activity Selection</b>	Divide the 4 activities between the group to prepare and present to the rest of the group; feedback and selection of activity	30 minutes	Dancing Man Case Study: p.5 & 14 of lesson plan, Vote with your Feet: p.7 of lesson plan 'Mean Behind The Screen' role play: p.9 of lesson plan Freeze Frames: p.10 & 15 of lesson plan
<b>Follow-up Activities</b>	Discuss the follow-up activities to give students	10 minutes	Page 16 of lesson plan
<b>Feedback</b>	How Tech Trainers might like to get feedback from students	10 minutes	Page 12 of lesson plan
<b>Wrap-up</b>	Addressing cyberbullying concerns; next steps	20 minutes	<i>Be Strong Online</i> Info sheet

## Different options for timings

If you don't have two hours available for the training session, you could adapt the session using one of the following options to suit your timetable.

### **2x 1-hour sessions**

You could run two sessions over lunchtime or after school.

Session 1:

- Introductions (25 minutes)
- Examine lesson plan (10 minutes)
- Ground rules (10 minutes)
- Video discussion (10 minutes)
- Ask students to work in pairs to prepare their activity in advance of session 2 (5 minutes)

Session 2:

- Recap and students have a few minutes to practice their activity (5 minutes)
- Activity presentations and feedback (20 minutes)
- Follow-up activities (10 minutes)
- Feedback (10 minutes)
- Wrap-up (15 minutes)

### **1 x 1-hour session**

If you are pressed for time, you could select just one of the activities for Tech Trainers to prepare and remove the ice-breaker activity:

- Introductions (5 minutes)
- Examine lesson plan (5 minutes)
- Ground rules (5 minutes)
- Video discussion (10 minutes)
- Prepare 1 activity, either in pairs or as a group (5 minutes)
- Present activity and feedback (10 minutes)
- Follow-up activities (5 minutes)
- Feedback (5 minutes)
- Wrap-up (10 minutes)

## Training Session Guide

### 1. Introductions (20 minutes)

Ask everyone to introduce themselves. Choose one of the ice breakers from the box below, or conduct one of your own, to allow the group to get to know each other.

#### Spill the Beans

A bag of jelly beans is passed round the group who are told to take as many as they like and put them out on the table in front of them. When everyone has done this the group are told that they now have to give as many pieces of information about themselves as there are sweets in front of them and go round the group.

#### Throwing Ball

Group stand in a circle. One group member has a ball, they throw it to another group member and as they do so say the name of the group member they are throwing it to. The group throws the ball in this manner round the whole circle and has to remember the order that it was thrown in. This is repeated, then another ball introduced, then another and the pace is quickened. Game ends when it becomes chaotic.

#### 2 Truths 1 Lie

Go around the group and ask them to give 3 facts about themselves. Tell them 1 fact must be a lie and state that they shouldn't reveal this until the end. All to have a sheet to make notes on what the lie is. Once you have gone around the room, ask each person to reveal their lie. Can give a prize to the winner who's guessed the most lies!

- Explain that they are the Tech Trainer team. Explain what this means: why they have been recognized as having the suitable skills needed for this role. Explain clearly what the overall task is
- Explore with the group how they feel about taking on this new role. Ask them do they have any fears or concerns. Elicit from the group is there anything you can do to help alleviate any possible fears. Ask the group for their ideas on how they can support each other.
- Finish the team introduction with an activity, which will give the team a sense of ownership over the Be Strong Online programme. You could ask them to take a team photo.
- Please note that building confidence and rapport Trainers is vital in ensuring students feel supported

### 2. Be Strong Online intro (5 minutes)

- What do the trainers already know about cyberbullying?
- What do they think when they hear the phrase 'Be Strong Online'?
- Why is it important to teach younger students about this topic?

#### Definition of Bullying

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

### 3. Examine lesson plan (10 minutes)

- Hand out the lesson plan, and spend 10 minutes looking through it.
- Explain that each session follows this format: 1) intro and learning objectives; 2) watching the video and discussion; 3) one ten-minute activity; 4) follow-up activities to take home, and feedback on the session
- Discuss the learning objectives for the session: what do they want to achieve in the 20 minutes they have? How can they make sure these objectives are met?

### 4. Ground rules (10 minutes)

- Explain that this module deals with the sensitive topic of cyberbullying. Students may not feel comfortable taking part or may wish to find out more information. Tech Trainers should explain ground rules before they start the session. For example:
  - Everyone has the right to 'pass' on a question if they don't want to answer
  - Everyone has the right to be listened to
  - Don't share any personal stories or name any names if you're talking about bullying experiences
  - Everyone's opinion should be respected

### 5. Video discussion (10 minutes)

- Play the video and discuss with the trainers. What do they think about it? How can they start up a conversation about it with the group? What questions might they ask?

### 6. Activity selection (30 minutes)

- Explain that there are four activities to choose from in the lesson plan, and trainers can deliver their favourite one. To get a taste of the activities, the group will split into teams to prepare and deliver one activity each.
- Split the group into four (or 2-3 if you have fewer trainers). Assign them one activity sheet each. Ask them to spend 10 minutes preparing the activity with their group.
- Each group then has 5-7 minutes to present the activity to the rest of the group. The rest of the group will play the role of the students and take part in the activities.
- During the final 10 minutes, ask each group to explain what the purpose of the activity was, and how they prepared and delivered it.
- Get group feedback on what worked well, what could have been improved, and which activity the trainers will choose to deliver.
- For each of the questions asked in each activity, get suggestions from the trainers on what they think the desired responses would be.

If you're attending the sessions with the trainers, you might like to introduce the Tech Trainers to the students and explain what the programme's all about. You can then wrap up the session by thanking the Tech Trainers and reiterating the lessons learned.

### 7. Follow-up activities (5 minutes)

- Think about how you would like students to feed back on these activities - will you collate all of the response sheets, ask the trainers to do this, or will trainers go back to discuss the results with their groups?

### 8. Getting feedback from students (10 minutes)

- The lesson plan has space at the bottom for Tech Trainers to get feedback from their session. How would they like to do this?
- Ideas include asking a question and noting down the number of hands that go up. For instance 'who feels more confident talking about cyberbullying as a result of this session?'
- Trainers could also ask students to write one sentence of feedback on a post-it note and stick it on the wall, then take a photo of this.

- (Please send us any feedback you get, as this will help us deliver future modules! Email [Sinead.McKee@ispcc.ie](mailto:Sinead.McKee@ispcc.ie))

### 9. Addressing concerns (10 minutes)

- As cyberbullying is a sensitive topic, it's important to discuss with Tech Trainers what they should do if any student discloses anything personal to them. What should the Tech Trainers do if a student approaches them about being cyberbullied? Think about:
  - What should their immediate response be to the student?
  - What sort of information would need to be passed on to a staff member and how should they go about doing this?
  - What sort of body language should they use?

Make sure Tech Trainers hand out copies of the info sheet at the end of their training session.

#### IMPORTANT THINGS TO REMEMBER WHEN DISCUSSING CYBERBULLYING WITH STUDENTS

Take Tech Trainers through the process they should follow in a situation where somebody reports bullying or makes a disclosure to them. Make sure this follows your school's anti-Bullying Policy and Child Protection Policy at all times.

Ensure that the Tech Trainers are supervised throughout all of their sessions and that there is staff supervision of any activities taking place.

Encourage students to stay safe at all times and always speak to you if they have any concerns or queries.

### 10. Wrapping up (10-20 minutes)

- Ask Tech Trainers if anything is unclear or whether they'd like to go over any parts of the training again.

The trainers will deliver their 20 minute session in pairs - wait until the end of the training session and pair them up based on the different skills and confidence levels in the group.

- Once they feel confident enough to deliver the sessions in pairs, assign them a date, time, group of students and location to deliver their first session. Make sure they print out enough copies of activity sheets for students if they're using any.

## Good luck!

Talk to your trainer team about what they might be worried about when it comes to facilitating a session:

- What questions could they ask the group of students to start a conversation?
- What tactics could they use if nobody wants to talk? See the box 'tactics to facilitate conversation' for some ideas
- Who can help them if their group is being disruptive?
- What techniques can they use to bring group discussions to an end?

### Tactics to get students talking

If none of the group wants to talk, Tech Trainers could try...

- Getting the group into pairs to discuss with their partner before coming back to a group discussion
- Asking 'describe in one word how you feel about this'. Students could even write answers on a piece of paper and hold them up
- Having a box at the front for questions and reading them out at the end
- Asking students to elaborate: 'that's interesting, why do you say that?' 'Can you tell me more about that?'

## Next Steps

- Remember to accompany the Tech Trainers on their first few training sessions to make sure they're confident with their task. If you arrange for them to be supervised by a host teacher, we have included a note for them at the end of this pack to cover everything they need to know about the session.
- Decide with the team how they would like to get feedback from their group. Would they like to go in after a few days to collect homework and discuss?
- Once the team has delivered their sessions, you can use the certificate template at the end of this document to reward them for their hard work!

## Things to remember

- Make sure the trainers get there a few minutes early to give them time to prepare. They'll need to print off any resources needed in advance, load the video, and prepare the room as required for their activity. Don't forget to print off an info sheet for each student!
- You or the trainers can check out the following websites if you'd like more information before the training session:

[www.ispcc.ie](http://www.ispcc.ie)

[www.ispcc.ie/shield](http://www.ispcc.ie/shield)

[www.childline.ie/](http://www.childline.ie/)

[www.vodafone.com/content/parents/advise/bullying.html](http://www.vodafone.com/content/parents/advise/bullying.html)

### More Information on Be Strong Online Programme:

#### Diana Award Anti- Bullying Campaign:

The Be Strong Online programme is a new resource which is co-created by **The Diana Award Anti-Bullying Campaign**, Vodafone and edited by ISPC. The Diana Award is a legacy to Princess Diana's belief that young people have the power to change the world for the better. For more info <http://diana-award.org.uk/>



## Notes for Host Teacher

Thank you for offering to host the Tech Trainers' session!

As part of the Be Strong Online programme from ISPCC Childline and Vodafone, a group of students in your school or youth group, the Tech Trainers, will be delivering 20-minute training sessions on all sorts of internet-related topics – from cyberbullying, online privacy and safety to selfies, gaming, coding and social media. The ISPCC Childline recognise that young people are the strong agents for positive change in schools. We aim to give them the confidence and skills they need to tackle bullying, and adopt a whole school focus to change the whole school's attitude towards bullying.

This first module, Be Strong Online, explores the issue of cyberbullying.

Because there are some sensitive issues which will be discussed in these sessions, there are some things for you to be aware of:

- It is really important that you're present throughout the 20 minute session to offer support in case of any behavioural issues
- Try to meet with the Tech Trainers who have been assigned to your class in advance to look through the lesson plan with them. There is a choice of four activities to run, and you may have recommendations about which activity will work best with your group of students
- The 'Dancing Man Case Study' activity may open up a sensitive discussion about body image. Talk to the Tech Trainers about whether you feel this activity would work with your group of students. For instance it may not be appropriate in a group with students who suffer from poor body image, disordered eating and weight problems.
- Make sure the Tech Trainers are aware of what to do if a child reports any bullying or discusses a sensitive topic with them. They should have decided on steps to take if this occurs with the Lead Staff Member.
- There is a follow-up activity for students to complete at home. Decide with the Tech Trainers when the best time for them to conduct a follow-up session with the group to get feedback on the activity

If you have any questions at all please ask the Lead Staff Member. Be sure to give any feedback you have about the sessions to them to help inform future sessions.

**Thank you!**

### More Information about the Be Strong Online Programme:

#### Diana Award Anti- Bullying Campaign:

The Be Strong Online programme is a new resource which is co-created by **The Diana Award Anti-Bullying Campaign**, Vodafone and edited by ISPCC. The Diana Award is a legacy to Princess Diana's belief that young people have the power to change the world for the better. For more info <http://diana-award.org.uk/>



### ISPCC

The ISPCC is delighted to introduce the Be Strong Online Programme to Ireland. This is a new resource from Vodafone and ISPCC to help students explore the digital world. The programme will cover everything from gaming and selfies to privacy, apps and social networking. Our first module in this programme is 'Be Strong Online' which explores the issue of cyberbullying and is divided into three parts

- Information sheet for students
- Information sheet for Parents
- Be Strong Online Staff guide

We know from our frontline work with young people across the country, that in order to have an effective approach to Cyberbullying, increased awareness and enhanced skills amongst young people and parents is vital. We need to support all those within the school community including young people and parents and we need to empower them to be part of the solution. The ISPCC feels that these modules will be particularly useful to schools that have already completed the Shield My School Toolkit. The Toolkit can often identify a need for schools to support students and parents on the issue of Cyberbullying. We see the Shield programme and the Be Strong online Programme as two useful resources in helping ensure our children are safer when exploring the digital world.

For more details on our Shield Programme please go to [www.ispcc.ie/shield](http://www.ispcc.ie/shield) and please do not hesitate to contact Sinead our National Anti-Bullying Coordinator on [Sinead.Mckee@ispcc.ie](mailto:Sinead.Mckee@ispcc.ie) or on 086 722 6788.

### **About ISPCC**

The Irish Society for the Prevention of Cruelty to Children (ISPCC) is Ireland's oldest and most well-known children's charity. The ISPCC has a long, proud history of service delivery and advocacy on behalf of children.

### **Our Vision**

An Ireland where all children are safe, heard, and valued.

### **Our Mission 2016-2018**

To make the protection of children everyone's priority

### **Our Work 2016-2018**

We listen, we support, we protect.

### **Our Priorities 2016-2018**

1. To empower more children to be safe by using the best technology
2. To deliver innovative services for children and families at risk through public and commercial partnerships
3. To equip individuals and organisations to prevent risks to children
4. To change the language and actions of government and society so that child cruelty is unacceptable
5. To build public awareness of risks for children and prevent abuse

For more details on please go to [www.ispcc.ie](http://www.ispcc.ie) and please do not hesitate to contact Sinead our National Anti-Bullying Coordinator on [Sinead.Mckee@ispcc.ie](mailto:Sinead.Mckee@ispcc.ie) or on 086 722 6788.

# Be Strong Pledge

As a Tech Trainer and as Be  
Strong Student at

We pledge to

- To Be safe and responsible at all times when online
- To think of other people's feelings when I am using social media
- To talk to a trusted adult if I am worried about something I have seen online or if I'm worried about another young person online. To remember that Childline is always there to listen and support if I ever need it

Signed: \_\_\_\_\_

Date \_\_\_\_\_ (Tech Trainer and Be Strong Student)



# TECH TRAINER CERT

**This is to certify that**

\_\_\_\_\_

**has successfully**

- Helped other young people to stay safe online by delivering internet skills and safety training
- Enhanced their skills in presentation, teamwork and public speaking
- Worked as part of a team and supported their fellow tech trainers

Signed: \_\_\_\_\_ (Tech Trainer)

Date: \_\_\_\_\_

