



Teacher's Guide

Slide	Content	Tools/Activity Type	Approx Time (mins)
2	<p>Welcome and Ground Rules</p> <p>Welcome the students to the Eyes and Ears Mentor training and set the ground rules.</p> <p>In groups ask the students to record their ideas for ground rules on flip chart paper. Share responses and emphasise the importance of the following:</p> <ul style="list-style-type: none"> - Confidentiality - Respect - Understanding of others' opinions - Opportunities to ask questions - The need to listen and to be listened to - No interruptions - Time Out (let the students know it is fine for them to take some time out if they feel uncomfortable with the content or some aspect of the training) Agree a signal for the students to indicate the need for some time out. <p>Introduce the Student Workbook. Make the students aware that the books are for them to keep and they can take notes and write in these books; there will also be some activities to complete in the workbook.</p>	<p>Flip Chart</p> <p>Paper</p> <p>Discussion</p> <p>Student Workbook</p>	10
3	<p>Aims and Objectives</p> <p>Read through the slide</p>	Verbal	3
4	<p>Community Eyes and Ears</p> <p>Read through the slide</p>	Verbal	3
5	<p>Community Eyes and Ears – Discussion</p> <p><i>What is a community?</i></p> <p>Establish what the students understand by the term 'community'</p> <p><i>What does Eyes and Ears mean to you?</i></p> <p>Have a discussion with the group to gauge their understanding of Eyes and Ears and why they might want to further engage in the programme after the training.</p> <p>Refer the students to record their responses to the questions in their workbook; they may be given a few minutes to chat through the questions with a partner before being asked to feedback their ideas.</p>	<p>Discussion</p> <p>Student Workbook p2</p>	10
6 - 7	<p>Your role as an Eyes and Ears Mentor</p> <p>Organise the students into two groups, ask them to discuss what makes a good mentor and what makes a bad mentor, ask them to record their thoughts on flip chart paper. Then ask one group to go through the Do's and the other group to go through the Don'ts</p>	<p>Flipchart</p> <p>paper</p> <p>Discussion</p> <p>Student Workbook p3</p>	20

	<p>Summarise and compare the students' responses with those examples given on the slide – click "Reveal"</p> <p>Do:</p> <ul style="list-style-type: none"> • Communicate and listen attentively • Offer reassurance • Practise empathy <p>Don't:</p> <ul style="list-style-type: none"> • Speak negatively • Continually interrupt • Pass judgement <p>The students' can record the results of the discussion in their workbook.</p> <p>Emphasise too the importance of:</p> <ul style="list-style-type: none"> • Mirroring what has been said to indicate understanding of what has been said • Listening attentively is critical to reporting accurately • Ensuring that conversations in which disclosures are made remain confidential whilst providing transparency; the person disclosing the information needs to know that there will be a need for this to be passed onto a designated member of staff 		
8 - 9	<p>Expectations Read through the slide. Explain that these expectations are also included in the workbook for future reference. Ensure everyone is clear on the expectations of the role of the Eyes and Ears mentor.</p> <p>At this stage have a discussion with the students to ensure they know who the designated member/s of staff are – ask them to write the name/s in their workbook</p> <p><i>REPORT IT!</i> <i>Explain that after each section the students will be given a scenario and asked what they would do and why.</i> <i>These scenarios are presented regularly throughout the training to ensure that the students understand that they must report anything they are unsure of or are concerned about.</i> <i>They must not try to investigate, ask further questions, they simply have to REPORT IT!</i></p>	Verbal Student Workbook p3	3
Staying safe online			
10	<p>Staying Safe Online Read through the slide</p>	Verbal	3
11	<p>Staying Safe Online – Discussion <i>Why is it important to stay safe online?</i> <i>How safe do you think you are?</i> Have a discussion with the group about their thoughts on online safety</p>	Discussion	10
12 - 13	<p>Cyber Crime Terminology Ask the students to work in pairs to match up the key terms to the correct definition in their workbooks. Once this is completed, display the table of correct answers on the slide by clicking "Reveal" Ask the students if they know of any other key terms which might be relevant or useful for others to know.</p>	Student Workbook p4	10
14	<p>Data To Go Video Click on the slide to activate the video clip</p>	Video	2

15	Data To Go – Discussion Invite the students to discuss in pairs the questions on the slide - there is space in the workbooks to write down some thoughts. Encourage the students to share their responses.	Discussion Student Workbook p5	10
16 - 17	To Good To Be True? Read through the Instagram message – ask the students to indicate how they would respond. Tell the students to STAND UP if they would allow the message to enter their inbox or REMAIN SEATED if they would decline the message and remove it from their inbox. Click on to reveal that to decline the message was the right decision and read through the information on the slide.	Discussion Verbal	5
18	Barclay’s Digital Safety Advert – Video Click on the slide to activate the video clip.	Video	3
19 - 20	Your Identity List all the social media networks you are currently logged in to. Ask the students to make a list of all the different social media networks they are logged into in their workbook. Encourage the students to say how many social networks they have listed. Invite the student with the most to share their list. What other things might identify you online? Question the students to think about how else they can be identified whilst online and to write their ideas in their workbook. Summarise and compare the students’ responses with those examples given on the slide – click “Reveal” These include school uniform, being on school grounds/classroom when videoing or taking a picture. It is also good to discuss the issues around using the same ‘handle’, A ‘handle’ is a person’s username. If the same username is used by an individual for all their social media devices it can be easy to track them by searching their name. They can even be tracked to forums which they are part of and have commented on. Give an example: Sam@eyesandears enjoys football and is on a football forum. Sam posts comments about the club and where and when he/she trains. How could this be dangerous? It could encourage stalking and harassment. If there are any new social media platforms the students are aware of, encourage them to make staff members aware of these.	Discussion Student Workbook p5	10
21	Scenario – What Would You Do? If you saw a photo on social media of one of your peers who was wearing school uniform, what would you do and why? <u>Option 1 – hot seating</u> Read the scenario Invite a volunteer to sit in the ‘hot seat’ to respond to the scenario. Ask if someone else would like to take the ‘hot seat’ to offer a different perspective	Scenario - Discussion	5-10

	<p><u>Option 2 – group discussion</u> Read out the scenario then have a group discussion.</p> <p>Click “Reveal” - Remember the most important thing for students to do is to “Report” the incident.</p>		
22	<p>Indecent Images Read the information on the slide.</p>	Verbal	2
23	<p>Indecent Images Video Click on the slide to activate the video clip which highlights the dangers of sexting.</p>	Video	6
24 - 25	<p>Sharing Of An Indecent Image Read out the following statements on the slide and ask the students to STAND UP if they agree with the statement (yes) or REMAIN SEATED if they disagree (no).</p> <p>There is a copy of these statements in the workbook if the students want to make a response individually before participating as a group.</p> <p>Click into the box at the end of each statement to reveal the appropriate response.</p> <ul style="list-style-type: none"> Is it a criminal offence to share an indecent image? Yes, it is an offence You are part of a messaging group and someone sends a naked photo of a peer, have you committed an offence by viewing this on your device? Yes, because this image is on your device If a responsible adult asks you to forward them the image should you? No, you can then be convicted of sending/distributing an indecent image If someone tells you an image is in circulation should you ask for the image to be sent to you to help you report this? No, never ask to see or have an image sent If you are under 18, in a relationship and you share naked photos with a partner, is this an offence? Yes, if you are under 18 even if it is consensual If you receive naked photos from an underaged partner is that an offence? Yes, as they are under 18 <p>Emphasise to the students that If someone is under 18 and an indecent image is shared it is AN OFFENCE.</p>	Discussion Student Workbook p6	10
26	<p>Scenario – What Would You Do? If a friend told you that they have received a naked photo on their phone of someone underaged, but they haven’t shared it, what would you do and why?</p> <p><u>Option 1 – hot seating</u> Read the scenario Invite a volunteer to sit in the ‘hot seat’ to respond to the scenario. Ask if someone else would like to take the ‘hot seat’ to offer a different perspective</p> <p><u>Option 2 – group discussion</u> Read out the scenario then have a group discussion.</p>	Scenario - Discussion	5-10

	Click "Reveal" - Remember the most important thing for students to do is to "Report" the incident.		
27	What Is A Money Mule? Ask the students to indicate (by a show of hands) if they have heard of the term Money Mule term before reading the description on the slide.	Verbal	3
28	Money Mule Video Click on the slide to activate the video clip. After screening, give the students an opportunity to share their thoughts.	Video	5
29	Scenario – What Would You Do? <i>If a friend told you that they have had £1000 appear in their bank account without having to do anything, what would you do and why?</i> <u>Option 1 – hot seating</u> Read the scenario Invite a volunteer to sit in the 'hot seat' to respond to the scenario. Ask if someone else would like to take the 'hot seat' to offer a different perspective <u>Option 2 – group discussion</u> Read out the scenario then have a group discussion. Click "Reveal" - Remember the most important thing for students to do is to "Report" the incident.	Scenario - Discussion	5-10
30 - 31	Too Good To Be True Ask the students to reference the email shown on the slide in their workbook, ask them to highlight anything that might make them suspicious that the job offer is not genuine. Summarise and compare the students' responses with those examples given on the slide – click "Reveal" Additional observations could include: <ul style="list-style-type: none"> • The email is addressed to Darren's email address, not his name • He is being offered a job he hasn't applied for • The job title /description of the role is very unclear • No qualifications or expertise are required for this job • Time pressure is used to encourage the respondent to act quickly • The company logo is of a very poor quality – it doesn't look official • Use of rhetorical questions and other persuasive devices • The email is from a contact called 'A Person' • There are spelling and grammar mistakes throughout 	Student Workbook p7 Highlighters Discussion	10
Healthy Relationships			
32 - 33	Healthy Relationships Read through the slide. Discuss what other relationships there are other than romantic. Click "Reveal" to show that family, work/colleague relationships and friendships need to be included as forms of relationships.	Verbal Discussion	3
34	The Story of Jay – Video Click on the slide to activate the video clip.	Video	2
35	The Story of Jay – Discussion Questions Discuss any thoughts following the video. Use the questions on the slide to promote a group discussion	Discussion	5

36 - 37	<p>Healthy v Unhealthy Relationships</p> <p>Ask the students to debate in pairs/small groups the questions on the slide and record their responses on flip chart paper.</p> <p>What are the signs of a healthy relationship? What are the signs of an unhealthy relationship?</p> <p>Invite feedback before summarising and comparing the students' responses with those examples given on the slide – click “Reveal”</p> <p>The students can record the outcomes of the discussion in their workbook</p> <p>In addition to/ alternatively set up 2 signs ‘Healthy’ and ‘Unhealthy’ on opposite sides of the room. Read out the statements below and ask the students to move to the signs to indicate their responses.</p> <p><u>Some examples of a healthy relationship:</u> I’m encouraged to feel proud when I achieve something. I’m encouraged to keep trying with things I find hard. I’m encouraged to follow my own interests. I feel that I can say no or disagree to do something and I am respected when I do so. I feel that I’m listened to when I offer a different point of view. I receive compliments and know that I am talked about positively to others. I feel comfortable that I can have my own friends. I feel comfortable with the pace and progress of the relationship. I feel that my thoughts and ideas are valued.</p> <p><u>Some examples of an unhealthy relationship</u> I feel threatened or undermined by the things that are done to me. I am humiliated or ridiculed in public/in front of friends. I feel under pressure to do things that I don’t want to do. I am made to feel guilty if I don’t do as I am asked. I feel that I am being encouraged to spend less time with my family/ friends. I am often shouted at. I am asked to account for who I have spoken to and contacted via social media. I have to explain where I have been, how I have been spending my time. I am accused of being a “cheat”, having a relationship with someone else. I am asked to steal or buy things for others.</p> <p><u>An example that may divide opinions</u> I feel special and I do not need to spend time with anyone else.</p> <p>Ask the students if they think some of the signs of a healthy relationship can be experienced at the start of a relationship which transpires to be unhealthy?</p>	Flipchart Discussion Student Workbook p8	10
38	<p>Scenario – What Would You Do?</p> <p>You have a friend who is usually outgoing and chatty. Recently, however, you have noticed a complete change in their behaviour. For the last couple of weeks, they have been much quieter and withdrawn, what would you do and why?</p>	Scenario - Discussion	5-10

	<p><u>Option 1 – hot seating</u> Read the scenario Invite a volunteer to sit in the ‘hot seat’ to respond to the scenario. Ask if someone else would like to take the ‘hot seat’ to offer a different perspective</p> <p><u>Option 2 – group discussion</u> Read out the scenario then have a group discussion.</p> <p>Click “Reveal” - Remember the most important thing for students to do is to “Report” the incident.</p>		
Hate Crime			
39 - 40	<p>Hate Crime Read the information on the slide.</p> <p>Ask the students to think of five reasons why someone may be a target for hate crime. They can record their ideas in their workbook.</p> <p>Invite feedback before summarising and comparing the students’ responses with those examples given on the slide – click “Reveal”</p>	Discussion Student Workbook p9	5
41	<p>Stand Up! - Don’t Stand for Homophobic Bullying Video Click on the slide to activate the video.</p> <p>After screening, give the students an opportunity to share their thoughts.</p>	Video Discussion	5
42 - 43	<p>Clarify the term: “Protected Characteristics.”</p> <p><u>Protected Characteristics.</u> The Equality Act of 2010 made it unlawful to discriminate against someone because of a protected characteristic. These protected characteristics are as follows:</p> <ol style="list-style-type: none"> 1. Race and ethnicity 2. Disability 3. Religion or beliefs 4. Age 5. Sexual orientation 6. Gender 7. Gender reassignment 8. Pregnancy and maternity 9. Marriage and civil partnership <p>Ask the students to discuss the question on the slide and record on flip chart paper.</p> <p>What types of incidents can be examples of hate crime?</p> <p>Invite feedback before summarising and comparing the students’ responses with those examples given on the slide – click “Reveal”</p>	Flipchart Discussion	5
44	<p>Scenario – What Would You Do? A friend keeps making offensive comments about a new student who has started in your form, you are not sure if it is because they are of a different race. What would you do and why?</p> <p><u>Option 1 – hot seating</u> Read the scenario</p>	Scenario - Discussion	5-10

	<p>Invite a volunteer to sit in the 'hot seat' to respond to the scenario. Ask if someone else would like to take the 'hot seat' to offer a different perspective</p> <p><u>Option 2 – group discussion</u> Read out the scenario then have a group discussion.</p> <p>Click "Reveal" - Remember the most important thing for students to do is to "Report" the incident.</p>		
Safeguarding			
45	<p>Safeguarding Read through the information on the slide.</p>	Verbal	1
46	<p>Scenario – What Would You Do? <i>You notice a class-mate has not been eating at school and has been going missing during lunch time over the past few days, what would you do and why?</i></p> <p><u>Option 1 – hot seating</u> Read the scenario Invite a volunteer to sit in the 'hot seat' to respond to the scenario. Ask if someone else would like to take the 'hot seat' to offer a different perspective</p> <p><u>Option 2 – group discussion</u> Read out the scenario then have a group discussion.</p> <p>Click "Reveal" - Remember the most important thing for students to do is to "Report" the incident.</p> <p>With this scenario the reason behind the student not eating could have been as a result of observing Ramadan. At least by reporting this situation measures could then be taken by staff members to offer the student a place to relax during the day if necessary.</p> <p>To further the discussion, organise the students into groups and ask them to write on flip chart paper the signs they would look out for which might suggest that all is not generally well with a friend and there could be some issues of concern.</p> <p>Invite the groups to feedback in turn. Examples could include:</p> <ul style="list-style-type: none"> • regular flinching in response to sudden but harmless actions, for example someone raising a hand quickly • showing an inexplicable fear of particular places or making excuses to avoid particular people • knowledge of 'adult issues' for example alcohol, drugs and/or sexual behaviour which is inappropriate for their age or stage of development • angry outbursts or behaving aggressively towards other children, adults, animals or toys • becoming withdrawn or appearing anxious, clingy or depressed • self-harming or thoughts about suicide • changes in eating habits or developing eating disorders • regularly experiencing nightmares or sleep problems • regularly wetting the bed or soiling their clothes 	<p>Scenario – Discussion Flip chart paper Student Workbook p9</p>	15

	<ul style="list-style-type: none"> • in older children, risky behaviour such as substance misuse or criminal activity • running away or regularly going missing from home or care • not receiving adequate medical attention after injuries <p>There is space in the workbook if the students wish to record any notes from the discussion.</p> <p>(There are many reasons for why someone's behaviour may change, including a bereavement or relationship problems between parents/carers but emphasise to the students that they are always encouraged to report any concerns they may have to the designated staff member.)</p> <p>Remind the students that no matter how small, if they are not comfortable with something or are unsure about a situation, they should always report it.</p>		
47 - 48	<p>Gangs</p> <p>Ask the students what they understand a gang to be. Click on "reveal" to share the definition: A gang is a group of people with a shared interest.</p> <p>Then ask the students to circle the photos in their workbook that show a gang.</p> <p>Question the students about the number of photos they have circled before confirming that all the photos show a gang; clarify that a gang does not have to be the stereotypical hoodie wearers.</p>	Discussion Student Workbook p10	10
49 - 50	<p>Gangs</p> <p>Ask the students to debate in pairs/small groups the question on the slide and record their thoughts in their workbook:</p> <p>What reasons may people have for joining gangs?</p> <p>Invite feedback before summarising and comparing the students' responses with those examples given on the slide – click "Reveal"</p>	Discussion Student Workbook p10	5
51	<p>Scenario – What Would You Do?</p> <p>Your friend skips school at lunch time and doesn't come back to school until the end of the day. They're agitated and aggressive but has told you not to say anything. What would you do and why?</p> <p><u>Option 1 – hot seating</u></p> <p>Read the scenario</p> <p>Invite a volunteer to sit in the 'hot seat' to respond to the scenario. Ask if someone else would like to take the 'hot seat' to offer a different perspective</p> <p><u>Option 2 – group discussion</u></p> <p>Read out the scenario then have a group discussion.</p> <p>Click "Reveal" - Remember the most important thing for students to do is to "Report" the incident.</p> <p>Explain that in this scenario the student could be missing class because they are not enjoying the subject or they are struggling with it. It could mean that they are meeting someone for a more sinister reason such as a drug deal. It is, however, always important to report these things even if told not to do so as anonymity will always be upheld.</p>	Scenario - Discussion	5-10

Radicalisation			
52	Radicalisation Read through the information on the slide	Verbal	2
53	Extremism Read through the information on the slide	Verbal	2
54	Extremism Video – Warning Make the students aware that the video they are about to view may have some material that some people may find offensive. Click on the slide to activate the video. After screening, give the students an opportunity to share their thoughts. Question the students about who could be radicalised? Who could be an extremist? It is important that the students recognise that anyone could be involved in these activities	Video Discussion	5
55	What Is An Extreme View? Ask the students to stand up if they agree with the statements on the slide: People who eat meat should be punished. Boys must have short hair Gather their thoughts on what they understand to be an extreme view; can they think of some examples? Invite them to share their responses.	Discussion	5
56	Scenario – What Would You Do? A friend, who is normally well behaved has started being more and more disruptive in class. You notice that they only want to talk about a new group that has been formed online, although you don't know much about this group. What would you do and why? <u>Option 1 – hot seating</u> Read the scenario Invite a volunteer to sit in the 'hot seat' to respond to the scenario. Ask if someone else would like to take the 'hot seat' to offer a different perspective <u>Option 2 – group discussion</u> Read out the scenario then have a group discussion. Click "Reveal" - Remember the most important thing for students to do is to "Report" the incident.	Scenario - Discussion	5-10
Community Eyes and Ears			
57 - 58	Community Eyes and Ears Ask the students to debate in pairs/small groups the questions on the slide: Would you be able to identify someone who is vulnerable within your community (outside of school)? Who could they be? The students can record their ideas in their workbooks. Invite feedback. Examples of signs that could reflect vulnerability include the following: <ul style="list-style-type: none"> - A Neighbour's curtains have been closed for a number of days - There are unwanted items piling up in a garden 	Student Workbook p11 Discussion	10

	<ul style="list-style-type: none"> - Someone is seen not to have got dressed or has not been seen at all for several days - There is unusual activity at some one's house <p>Click "Reveal" to clarify that anyone who is unable to take care of him/herself or unable to protect him/herself against harm or exploitation is vulnerable.</p> <p>It is important that the students understand that if something happens outside of school, they can report concerns to someone else especially in the school holidays.</p> <p>Make sure they can identify the adults they can trust – these could include a leader of a club, a parent, police officer, council worker... the "trusted adult" must be someone that the students feel comfortable talking to about their concerns.</p>		
59	<p><u>www.fearless.org</u></p> <p>Show the slide and explain that this website allows people to access non-judgemental information and advice about crime and criminality. Issues of concern can also be reported anonymously.</p> <p>This site is also referenced in the workbook.</p>	Verbal Student Workbook p12	2
60	<p>Questions</p> <p>Provide the students with the opportunity to ask any questions that they may have as a result of participating in the training.</p>	Verbal	5
61 - 62	<p>Congratulations</p> <p>Thank the students for their participation and ask them to use the knowledge they have gained from the training to support their peers and so fulfil their role as a responsible Eyes and Ears mentor.</p> <p>Distribute certificates as applicable.</p>	Verbal	2