CYPSC

CHILDREN & YOUNG PEOPLE'S SERVICES COMMITTEES

Galway & Roscommon

#E-P wering Parents

Online Safety

Parenting Module

Deliver as a Stand Alone Workshop for Parents

or

Deliver as an Additional Module to a Parenting Programme

Compiled by the Internet Safety Sub-group of Galway and Roscommon Children and Young People's Services Committees

www.cypsc.ie

Tusla, Child and Family Agency
National Association of Principals and Deputy Principals
Treo Nua, Youth Work Ireland
Innovation Centre, NUIG
Foróige
Irish Society for Prevention of Cruelty to Children
Youth Advocacy Programme
Vita House Family Centre
Empowering People in Care, EPIC

Module Overview

Key Messages

Module Background and Rationale

Internet Safety Sub-group of Galway and Roscommon Children and Young People's Services Committees

Rationale for a Parenting Module

Module Aims and Objectives

How to use this Pack

Key Messages

This module is designed to support parents and family support practitioners to guide children and young people in their interactions with social media and the internet.

The module recognises and acknowledges that parents have a significant role to play in the process of keeping their children safe online.

the key messages in this module are that parents can help protect their children against risks and dangers encountered through social media and the internet by :

1 **Being Aware, Interested and Involved**

2 **Having Positive Relationships and Family Life**

3 **Knowing how to be a Good 'Digital-Age Parent'**

4 **Being Resourceful and Empowered**

Module Background and Rationale

Internet Safety Sub-group of Galway and Roscommon Children and Young People's Services Committees

The Internet Safety Sub-group of Galway and Roscommon Children and Young People's Services Committees (CYPSC) is an interagency initiative comprising statutory, community and voluntary service providers working with children and young people in both counties.

The aim of the Internet Safety Sub-group is to develop and implement actions that support children, young people and their parents to interact more safely with social media and the internet.

The Sub-group is comprised of key stakeholder organisations who are experienced in working with children and families where internet safety is a concern.

This module has been developed by Sub-group members Marie Gibbons and Deirdre Rafferty. The module has been pilot-tested with parents and professionals.

Rationale for a Parenting Module

There is increasing evidence that children and young people can be adversely affected by their online experiences. Parenting modules provide an effective means through which services can engage with parents and provide them with the knowledge and skills necessary to enhance their children's online experiences.

Rather than focusing on current technology or social media platforms, this module maintains a clear focus on parenting skills and how these can be applied to children's online activities. Consequently, the material will remain relevant and applicable as new technology and online environments are developed.

This module has been developed in a way that allows for delivery as a standalone session or as a module that is added onto an existing parenting programme. It is flexible enough to be adapted to meet the changing needs of parents and families.

Module Aims and Objectives

To support and empower parents to keep their children safe online.

The objectives are:

To share information with parents about children's use of the internet and social media.

To explore parental roles and responsibilities in a digital world.

To empower parents to develop strategies and actions that can safeguard their children online.

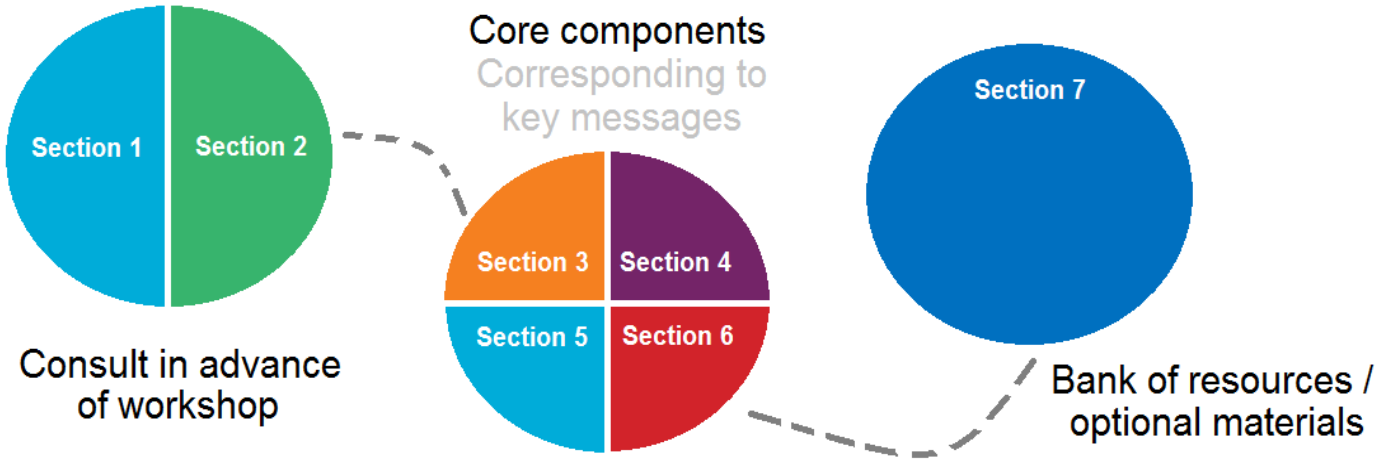
To support parents to develop their own family social media plans.

To signpost parents to further sources of information.

How to use this Pack

This pack will support you to deliver the #E-Powering Parents: Online Safety Parenting workshop. The guide-book complements the PowerPoint presentation and provides explanatory notes on each slide.

The module is divided into sections. Each section is tabbed and colour coded:



Sections 1 and 2 present an overview of the module and guidance on how to deliver the workshop. These should be read in preparation for delivery of the workshop.

Each of **Sections 3, 4, 5 and 6** focuses on a specific key message. These sections comprise the core components of the module and must be included as part of the workshop.

Section 7 contains a bank of additional resources that facilitators may find useful. These resources can be used to supplement, or elaborate upon, the materials presented in sections 3 to 6. It is suggested that facilitators draw from these to suit the specific requirements of the group of parents attending. As technology and online environments evolve quickly, resources and materials will become outdated and lose their relevance. The developers of this module would be grateful if facilitators could pass-on new information and materials that would up-date or enhance those presented here. Contact can be made by emailing:

marie.gibbons@tusla.ie

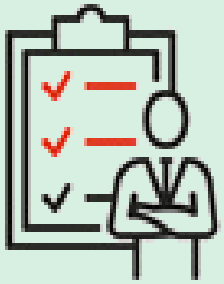
deirdre.rafferty@tusla.ie

Key points are identified by this symbol and are presented in blue lettering.

These key points articulate the module's key messages.

Scripted comments are identified by this symbol and are presented in bold italics.

Scripts are recommended for specific purposes such as introducing exercises.



Delivering the Workshop

Delivering the Workshop

Expectations

Duration

Invitation

Facilitator Preparation

Welcoming Participants

Dos and Don'ts

Dealing with Workshop Participants

Getting Started & Wrapping Up

Opening the Workshop

Closing the Workshop

Delivering the Workshop

Expectations

This programme is flexible enough to be used as a standalone workshop or as part of a parenting programme. It can be used with groups of parents or professionals. The session should be facilitated by two people. Both facilitators will undertake to ensure that all preparations are in place, that participants are welcomed, that a positive, reassuring tone is set and that participants are clear as to what to expect from the session. As part of the planning for the session, facilitators should decide how they will share out the delivery of the material and the activities and the management of the discussion. Best results will be achieved if both facilitators are familiar with the material and communicate well with each other and with the participants during the session.

Facilitators do need to prepare for the programme by reading all relevant material prior to the workshop.

This programme is not designed to impart technical knowledge to parents. We are hoping that parents leave feeling that 'I know what my responsibilities are and I have a plan' rather than feeling 'this is too big to take on, I can't do anything about it'.

There is no expectation that facilitators have to be social media or digital technology experts as the material is designed to be accessible rather than technical. The style of delivery is important and the workshop should be delivered in a conversational and supportive style. Parents should be reassured rather than frightened and should feel empowered rather than overwhelmed.

Explain to parents that you are not an expert on the internet or social media and that you may not be able to answer technical questions, but that you will help to signpost parents to resources that may be able to help. However, during the discussion, if a facilitator knows that something that has been said is factually inaccurate then a gentle correction might be called for to avoid the discussion building on a falsehood.

Duration

The workshop will take between two and three hours. This timing allows for a break.

Invitation

If the session is not being delivered as part of a parenting programme then an invitation to attend could be sent to participants by letter or, alternatively, the programme can be advertised on local notice boards, inter-agency forums or newsletters, etc.

The invitation should state the venue, time and duration of the workshop along with a brief outline of the content.

While this session is not designed specifically for parents whose children are of a particular age, or for specific groups of parents (e.g. foster parents), facilitators may find it of benefit to group parents according to the age range of their children or other specific needs. Facilitators need to consider this during the planning phase. The slides and exercises can be adjusted to cater for the needs and preferences of the group.

Facilitators' Preparation

Facilitators should familiarise themselves with the content of the workshop, the activities and the appendices. Where possible / appropriate, facilitators should complete their own Family Social Media Plan in advance of the workshop.

Equipment and Materials

Facilitators will need the following equipment to deliver the workshop:

Flip chart stand and paper (often available at venue)

USB key containing the accompanying PowerPoint presentation

Markers

'blu tack' / masking tape

Watch / clock (do not use a mobile phone)

Printed signs to direct parents to the room/venue

Blank name tags (if desired)

Laptop and projector

Speakers

Documents you will need

Facilitators' guide

Activity sheets - pre-cut as required

Handouts for parents

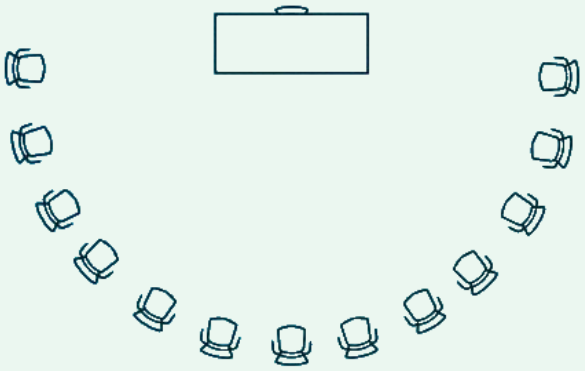
Copies of Family Social Media Plan

Preparing the Room

Facilitators should arrive early to check / set-up the room.

If the session is being held in a hotel, or other large building, post plenty of signs so participants can find their way to the space. This helps participants feel welcome when they arrive.

Place chairs in a U shape and lay out water / refreshments to one side.



Locate the flip chart slightly away and to one side. The flip chart should be visible but, ideally, it should not distract participants from looking at each other during the discussion.

Tea / Coffee should be available at break time.

Welcoming Participants

It is very important to welcome each participant as he/she enters the room.

Greeting and personally welcoming participants as they enter helps them to relax and feel comfortable. This, in turn, promotes good participation.

Dos and Don'ts

Do…

- Pay attention to non-verbal signals. Someone might be sending a cue that she/he is uncomfortable or might have something to say.
- Ask open-ended questions, one at a time. Probe when a response is unclear. Ask, "Can you say more about…" instead of "Why do you think…". The latter may make participants feel they need to defend their point of view.
- Balance participation by asking, "Who else has something to say?" or "I would like to hear more from…".
- Redirect the discussion when it goes too far off topic. Say something like, "These are important and interesting points. However, we need to bring the discussion back to our main focus on...".
- Record the participants' actual words as much as possible. Avoid the temptation to paraphrase. This will show each participant that his/her ideas are unique and important.
- Check with participants that you understand what they are saying.

Don't…

- Finish people's sentences or make assumptions about what is being said by someone.
- Allow one or two people to dominate or to use the focus group for their own agenda.
- Permit side discussion; this can distract others from the main discussion.
- Take sides or challenge what is being said; remain impartial.
- Share your own opinions (verbally or non-verbally).
- Favour one participant over the others.
- Use jargon or technical terms.

Source: Centre for the Promotion of Health in the New England Workplace

Dealing with Workshop Participants

Facilitators may have to deal with challenging participants tactfully:

An Expert	"Thank you. What do other people think?"
A Dominator	"Let's have some other comments."
A Rambler	Stop eye contact; jump-in when they take a break; "Thanks for that. How will we word that in our notes before we move on?"
A Shy Participant	Make eye contact; call on them; smile at them.

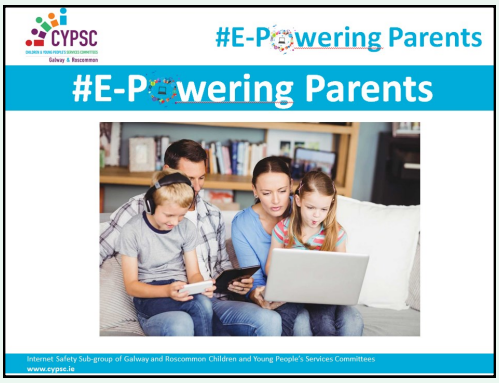
Have a special flip chart page where you can "park" issues that participants will not let go. If the issue is brought up again, refer to the note and move on.

Getting Started

10—15 minutes

Slide 1 - Title Slide

For display as participants arrive.

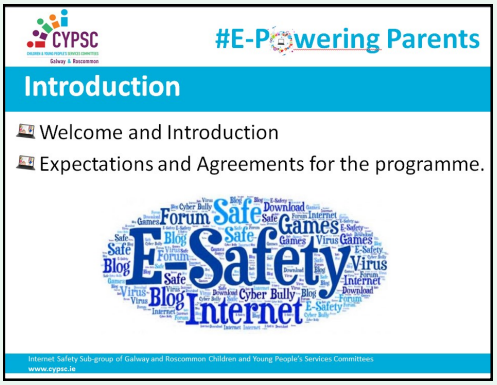


Slide 2 - Introductions and Welcome

Facilitators introduce themselves.

During the introductions: ask parents to share their first name, the number of children they have and their children's ages.

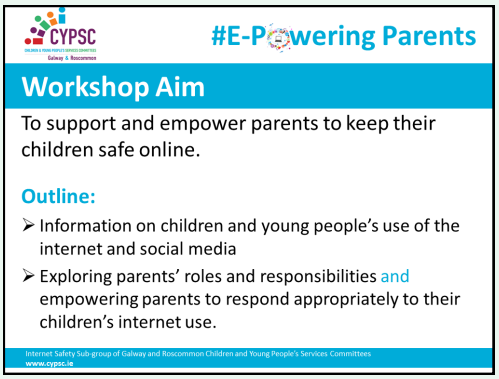
An **ice breaker** exercise can be used if appropriate (if session is not part of already established parenting programme).



Slide 3 - Workshop Aims and Agreements

Talk participants through:

- The aim and outline of the workshop
- Housekeeping matters
- Group contract regarding phone use, confidentiality, participation and respect.



Participants should be encouraged to participate insofar as they feel comfortable to do so. They should be invited to ask questions of the workshop facilitators and of each other.

State that the workshop will involve activities, group-work, brainstorming, video clips, discussion and the development of a Family Social Media Plan.

Facilitators should reference their responsibilities under the *Children First: National Guidance for the Protection and Welfare of Children*.

Inform parents that the workshop comprises two parts:

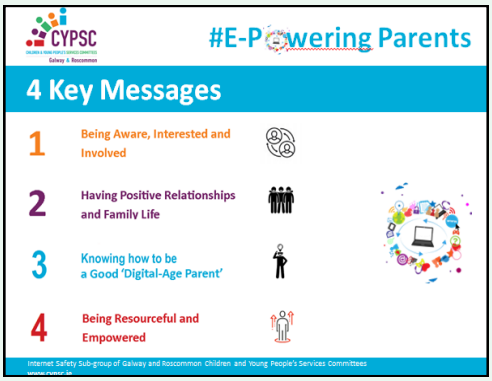
a. Information sharing

b. Exploring parental roles and responsibilities and empowering parents to respond appropriately to their children's internet use.

Slide 4 - Key Messages

Introduce the 4 Key Messages to participants.

Invite questions from participants.



Sections 3, 4, 5 and 6

110 - 120 minutes

Direction on how to deliver the 4 key messages is presented in Sections 3, 4, 5 and 6. It is important that each of these sections is covered in the workshop.

Facilitators should feel free to use exercises and materials compiled in Section 7: Bank of Additional Resources to supplement the materials presented in the sections.

Allow for a 10 minute break during this section of the workshop.

Wrapping-up

10—15 minutes

After completing Sections 3, 4, 5 and 6, facilitators should conclude the workshop by following the notes presented under the title 'Wrapping-up' at the end of Section 6.

Be Aware, Interested and Involved

The Internet is here to Stay

Workshop Participants' engagement with the internet

Everyday Uses of the Internet

Digital Divide

How Children and Young People use the Internet

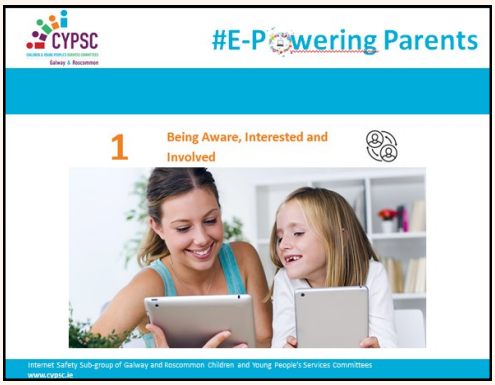
When Children and Young People use the Internet

What lessons can we take from research?

Be Aware, Interested and Involved

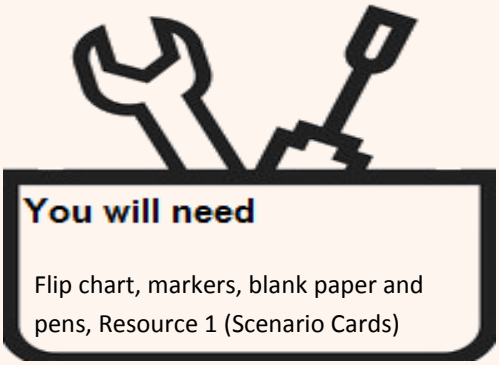
Advise parents that the topic has the potential to be over-whelming and even frightening but encourage and support parents to think that they can respond to this issue and can take small but significant steps in the home to safeguard their children while they are online.

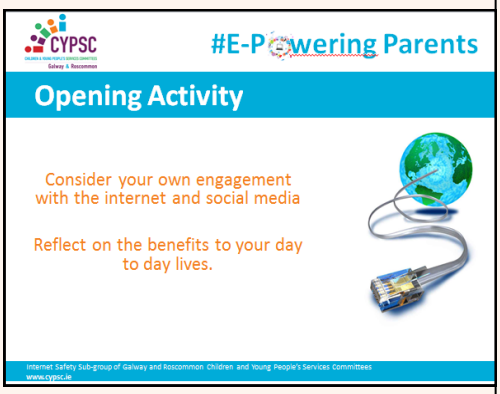
Slide 5 - Section Title



Slide 6 - Exercise

Participants are invited to consider their own engagement with the internet and social media, reflecting on the benefits in their day to day lives. The aim is to illustrate the huge benefits of the internet to parents.





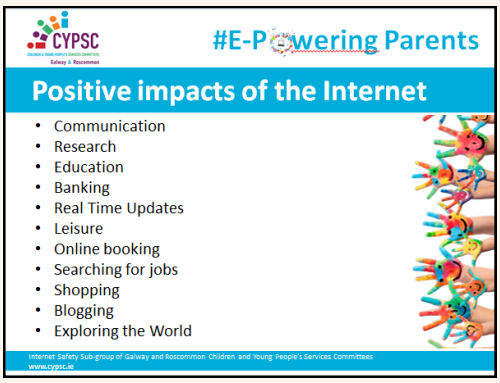
- Split participants into small groups.
- Write this question on the flipchart paper: 'How did you use the internet in the past week?'
- In their groups, participants are to think of any/all the things they did online (if necessary you can give some examples to get the discussion going - reading newspapers, banking, email, etc.).
- Ask one participant in each group to take notes.
- Ask for feedback from each small group and record on flipchart.
- Each group is given one Scenario Card. Facilitators say…

We want you to plot out the steps you would need to take to complete these everyday tasks without the use of the internet. Work out the length of time that it would take you.

- Each small group report back.

This activity will highlight some of the positive ways in which the internet can impact on our lives. It can reinforce the idea that our lives would be much more difficult without it.

Slide 7 - Everyday Uses of the Internet



Recap on parents' feedback on their use of the internet from the flip chart notes and also refer to these examples to add to the discussion. Remember this is not an exhaustive list and your group will have identified many other positive day-to-day uses.

Prompts for elaboration:

The following may help guide the discussion:

1. It is easier to communicate with other people. Now people can not only chat but can also do video conferencing. It has become extremely easy to contact loved ones who are in other parts of the world. Email and social networking sites are prime examples of this.
2. Everything you need to know is a click away now, rather than having to search for information in books/ libraries, etc.
3. Many educational courses are now offered online. Education can be supported by apps and websites on the internet. Children can do homework online, many schools are now replacing hard copies of books with ebooks and most schools now use whiteboards in classrooms.
4. Banking and financial transactions no longer require that you stand in queues in banks; this can all be done online.
5. We can now be updated in real time about weather, news, sports, politics, entertainment, travel, etc.
6. Watching your favourite videos, listening to music and songs, watching movies, playing games, chatting with loved ones all are possible over the internet.
7. Booking hotels, transport, tours, concerts, etc., can be done at the click of the mouse.
8. Companies often advertise for staff, and job seekers can search for and apply for jobs, online. Interviews can be conducted using Skype.
9. Online shopping is now one of the main ways in which we purchase goods and services.
10. Blogging is a way of sharing your views and experiences with an interested audience from across the globe.
11. Satellite and mapping apps and websites allow us to explore the world and plan journeys and holidays.

It is important to also remind parents of the specific benefits that the internet can provide for children and young people, such as:

Learning ICT skills

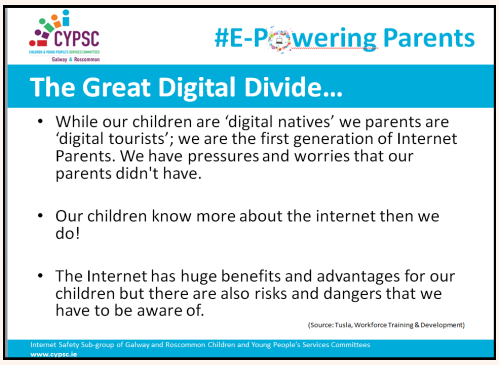
Using educational apps inside and outside the class-room

Improving information sharing, language development and decision making

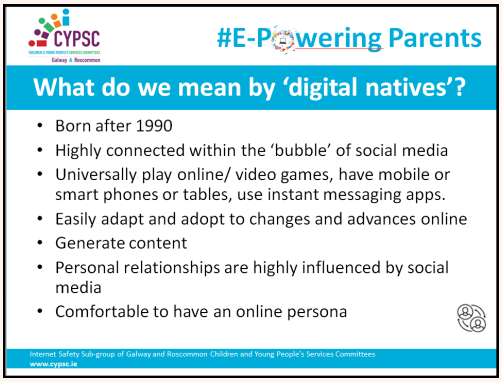
Working independently and more effectively online.

Slides 8 and 9 - The Digital Divide

Explain to participants that this generation of parents is in a unique position. Most parents remember life before the internet and social media. It is important to emphasise that, as a generation, they are all on a learning curve; as parents, they are all in it together.



This slide offers a description of a 'digital native', this term will help parents to see social media and the internet from the perspective of the child. Children and young people in today's world "think digitally" because they were born into a digital world and we, as adults and parents, need to be tuned to this perspective.



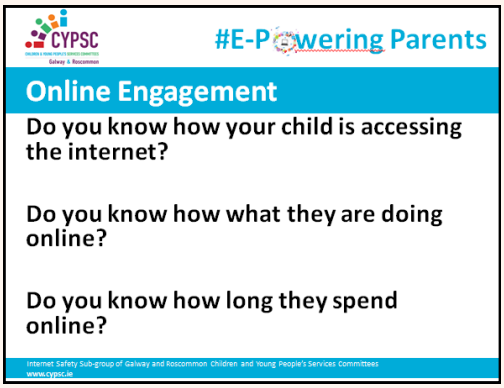
Life is not going to revert to the way things were before the internet. Parents need to accept this and educate and equip themselves to be able to respond more effectively to understand our children's digital thinking and world-view.

For more on parenting digital natives please refer to: https://pwxp5srs168nsac2n3fnjyaa-wpengine.netdna-ssl.com/wp-content/uploads/2019/04/Internet-Matters-Report-Parenting-Digital-Natives-2018.pdf

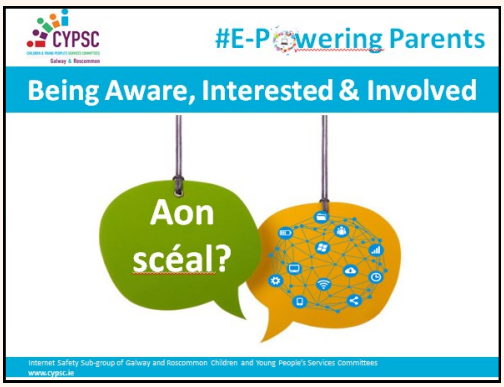
Slides 10 and 11 - How children and young people use the Internet

*Consult **Section 7** for research data concerning the nature and extent of children and young people's online engagement.*

Ask participants to consider how much they know about their children's online engagement.



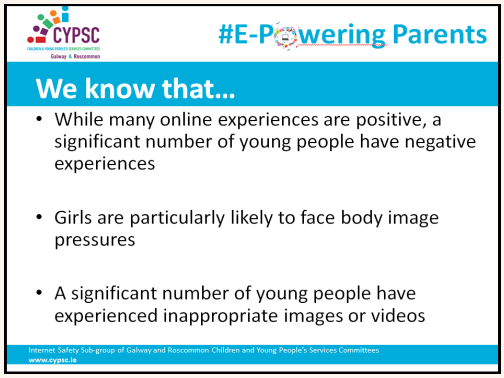
Emphasise the need to be proactive in terms of awareness, interest and involvement. More specific prompts about what parents need to discuss with children and young people will follow in Section 6.



Slides 12 and 13- What Lessons can we take from Research?

Prompts for elaboration:

Around three quarters of Irish parents don't intervene in their child's online activity, citing a lack of confidence with technology and tackling problems, and disruption of the child's privacy (DCU 2019)



Yet the evidence shows that:

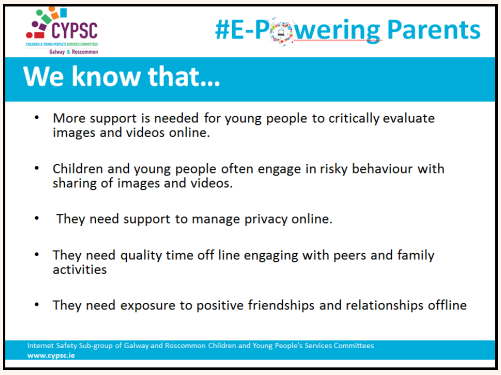
92% of 8 – 13 year olds own their own smart device and 80% of eight-year-olds own smart devices connected to the internet (Cybersafe Ireland 2019)

43% of children are talking to people that they don't know in real life online in some capacity; 33% of children are talking to strangers online every week (17% every day). Boys are more likely than girls to talk to strangers online

36% of children rarely or never talk to their parents about their online experiences

The average 17/18 year old spends more than six hours a day using the internet, on social media and texting while 45 per cent said they were "almost constantly" online (UN 2019)

Children in disadvantaged schools are 29% more likely to talk to strangers online everyday and are 42% more likely to be online for more than 4 hours a day



Girls who spend five or more hours a day on social media were found to be three times more likely to be depressed than non-social media users

The UN warns that those born after 1995 as part of the iGen generation are "markedly lower in psychological well-being" than millennials (born between 1980-1994) were at the same age.

Images, videos, taking selfies and live streaming play a central role in young people's digital lives, and girls are more likely to face body image pressures

A significant number of young people have seen inappropriate images or videos

65% of 8-17s said they have shared an image or video directly with someone they only know online despite, 38% saying they worry about losing control of an image they share online.

Almost a quarter of young people (23%) say they don't know how to control who can see what they post on social media, with only half (51%) saying that they always think about what personal information they could be sharing before they post a photo or video online. (Power of Image Report 2017)

All of the research concludes that: More support is needed for young people to critically evaluate images and videos online.

Children and young people often engage in risky behaviour with sharing of images and videos.

They need support to manage privacy online.

They need quality time off line engaging with peers, friends and family relationships and activities.

Positive Relationships and Family Life

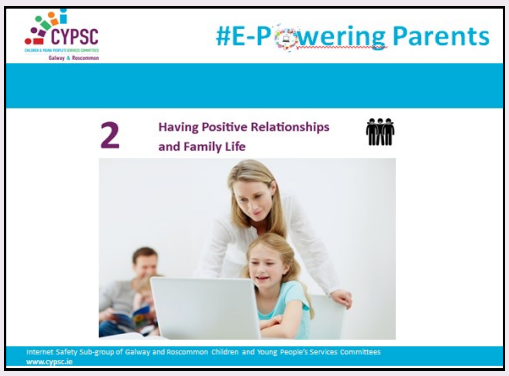
Impacts of Technology on Health and Wellbeing

Impacts of Technology on Relationships and Family

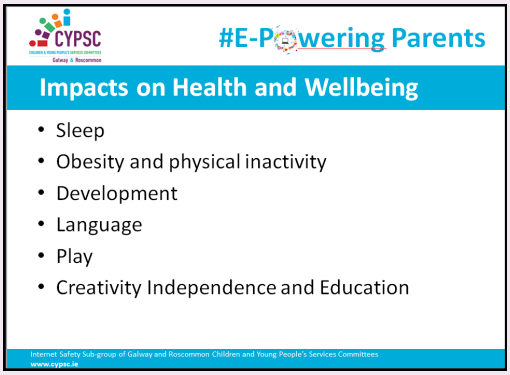
Online Pornography and Young People

Cyber-bullying

Slide 14 - Title Slide



Slide 15 - Impacts on Health and Wellbeing



The information on this slide is taken from American Association of Paediatrics and the American Psychological Association. The links to these sites are:

http://pediatrics.aappublications.org/content/early/2016/10/19/peds.2016-2591.

http://www.apa.org/topics/kids-media/index.aspx

Prompts for Elaboration

Sleep: Increased duration of media exposure and the presence of a television, computer, or mobile device in the bedroom in early childhood have been associated with fewer minutes of sleep per night. Even infants exposed to screen media in the evening hours show significantly shorter night-time sleep duration than those with no evening screen exposure. A handout on healthy sleep habits is available on: https://healthychildren.org/English/healthy-living/sleep/Pages/default.aspx

Obesity and physical inactivity: Heavy media use during preschool years is associated with small but significant increases in BMI, may explain disparities in obesity and sets the stage for weight gain later in childhood. For more on this please refer to: http://www.apa.org/topics/kids-media/food.aspx

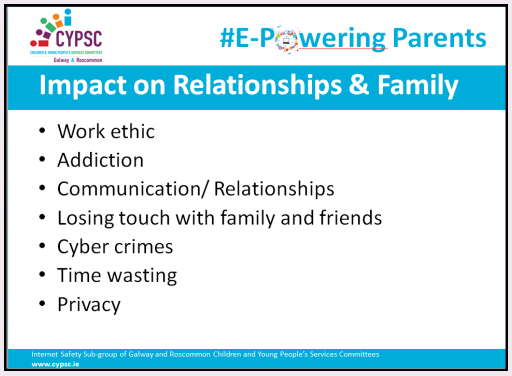
Development: There are a number of population based studies that show the links between excessive and early media use and onset and poorer developmental outcomes for children. The content of the media that children are exposed to is crucial- experimental evidence shows that switching from violent content to educational/pro-social content results in significant improvement in behavioural symptoms. More information on this is available from: http://www.apa.org/monitor/feb03/unraveling.aspx

Language: Excessive media use can impact on language development and is linked to social/emotional delays. (APA 2016)

Play: Hands-on, unstructured, and social play builds language, cognitive, and social-emotional skills. The duration and content of the media children use should not displace normal play opportunities, reading books and social interactions. A good resource to help with finding appropriate content, tools for monitoring or limiting child use and ideas for non-digital play or activities is available here: https://healthykidshealthyfuture.org/5-healthy-goals/reduce-screen-time/classroom-activities/

Creativity and Independence and Education: The higher-order thinking skills and executive functions essential for school success, such as task persistence, impulse control, emotion regulation, and creative, flexible thinking, are best taught through unstructured and social (**not digital**) play, as well as responsive parent–child interactions (APA 2016).

Slide 16 - Impacts of Technology on Relationships and Family



Prompts for Elaboration

Work ethic: Heavy internet usage can lead to an expectation of instant gratification. Children who spend a lot of time online learn that it gives immediate results with minimal effort. This is not the case in school or working life. Free play, Creative play and Pretend play can help to develop the problem-solving skills needed for success at school.

Addiction: Online Gaming, apps and social media can be addictive. This can take away precious time that can be used for more productive things, like family time, play dates or meeting up with friends. The PEGI handout (Resource 4) can be given out at this point. Pan European Game Information (PEGI) is a European video game content rating system to help consumers make informed decisions when buying video games or apps through the use of age recommendations and content descriptors. PEGI self-regulation allows for games to be classified using five age categories and eight content descriptors. The age rating is not intended to indicate the difficulty of the game or the skill required to play it.

Communication/ Relationships: Over dependency on social media can result in children finding it easier to communicate through the internet than to communicate face-to-face. This can have negative impacts for children's social skills, problem solving abilities, coping skills and self esteem and mental health, and can lead to relationship/friendship breakdowns. Remind participants that parents' use of devices is also associated with reducing verbal and non-verbal interactions with children (APA 2016).

Cyber Crimes: Children and young people can easily become victims of cyber crimes. Often, without realising it.

> *Phishing* is an attempt to obtain sensitive information such as usernames, passwords, and credit card details, often for malicious reasons, by disguising as a trustworthy entity in an electronic communication (Wikipedia)
>
> *Fraping* taking over someone's facebook profile and editing their status or info.

Children need to be taught that not everyone they meet online is who they say they are. It is easy to create a fake profile on a social network.

Time wasting: Time spent on the internet comes at the expense of time spent on other activities. For children, this can mean family time, free playtime, homework, reading, time with friends, time exploring and being adventurous. For parents, it can mean being less available and less responsive to children.

Privacy: Children and young people very often exchange private pictures, text and other information on the internet through social media. Often, they are not fully aware that their information can easily get into the hands of strangers and be misused. Parents need to explain to children that once an image is sent, they have no control over what happens to it. Some things will always be public. For example, Instagram location tags share images to everyone from that geographical area even if they are posted privately.

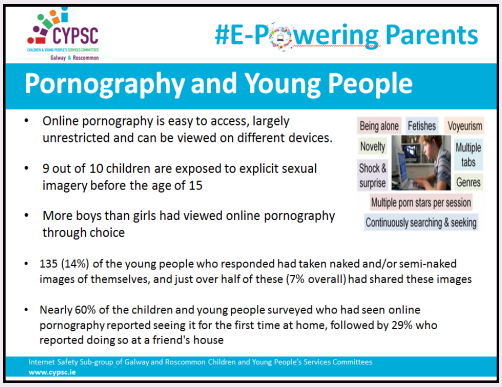
A useful site is:

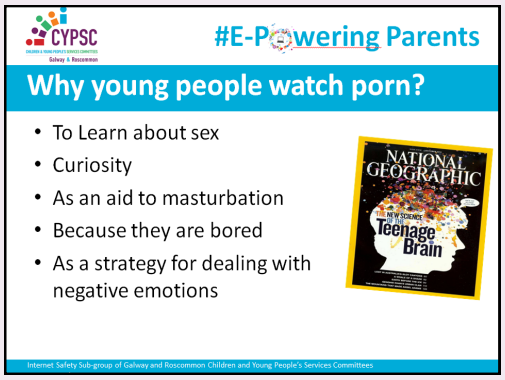
http://vkool.com/negative-effects-of-internet/

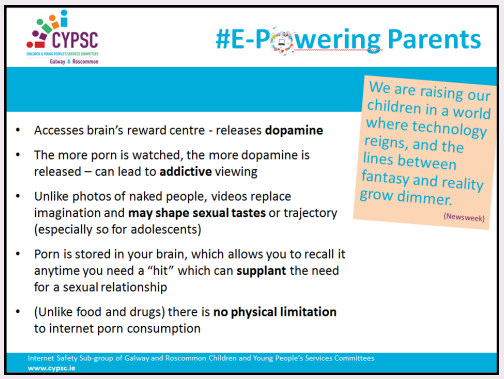
Slides 17, 18 and 19 - Online Pornography and Young People

Information courtesy of Athrú (HSE)

The adolescent brain is malleable. Watching too much porn conditions the adolescent brain toward voyeurism rather than participation. For example, adolescents can become more interested in being spectators than forming healthy sexual relationships.







Useful sites to consult:
www.internetsafety.ie
www.yourbrainonporn.ie
www.webwise.ie

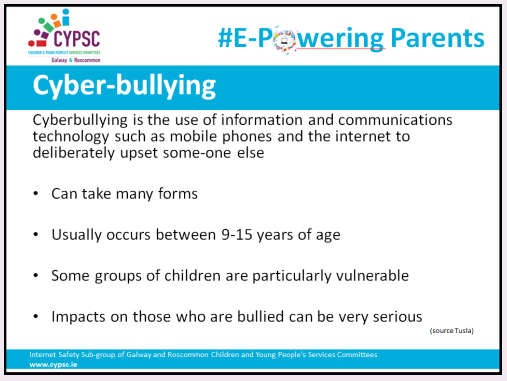
Slide 20 - Cyber-bullying

Information courtesy of Tusla, Child and Family Agency

Cyber-bullying can present in many forms:

Threats and intimidation; harassment; cyber-stalking (for example, repeatedly sending unwanted text messages); vilification / defamation; exclusion, ostracisation or peer rejection; unauthorised publication of private information or images.

All forms of cyber-bullying needs to be taken seriously.



Prompts for Elaboration

Some cyber-bullying is clearly deliberate and aggressive but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke, may not be received as one.

Because of the distance that technology allows in communication the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy.

In cyber-bullying, bystanders can play a significant role. It is easy to become a perpetrator or accessory by passing on, or showing to others, images or posts designed to humiliate. The involvement of others can compound the hurt caused.

Cyber-bullying can be distinguished from teasing and other conflict situations by considering intent, imbalance of power and how the victim is affected.

Some children and young people may be more vulnerable to cyber-bullying than others. These may include the exceptionally able, those with special needs, those identifying as LGBTI+, children in care, children with identity issues and those with low self-esteem.

The impacts of cyber-bullying may include anxiety, depression, self-harming, isolation, relationship difficulties and suicidal thoughts.

Knowing how to be a 'Good Digital Parent'

Familiarity with Apps

Making Informed Decisions about the appropriate use of apps

Potential Negative Impacts of Apps

Who is Responsible for the Online Safety of Children and Young People?

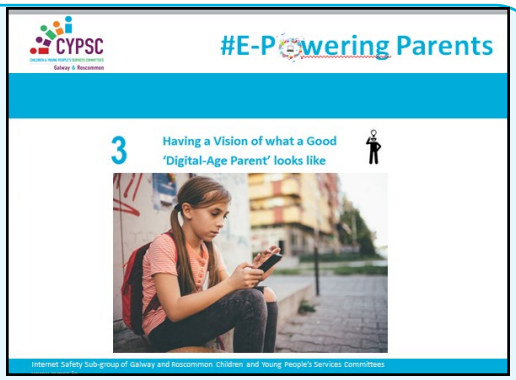
The Role of the State

The Role of Social Media Companies

The Role of Communities

Parents as the First Line of Defence

Slide 21 - Title Slide

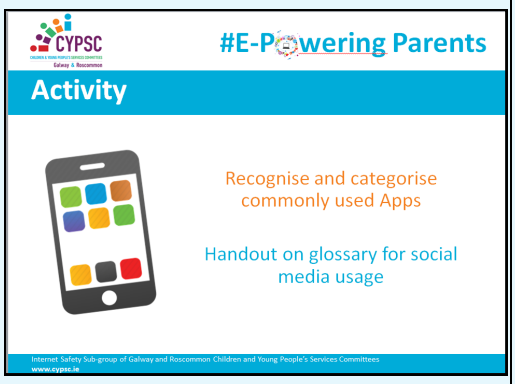


Slide 22 - Exercise

Participants are asked to assess their familiarity with popular apps and to consider how to decide whether, or not, an app is appropriate.

You will need

Pens, Paper, copies of Resource 2 ('Apps card'), Resource 3 (colour handout), flipchart paper



Circulate the Apps Card (Resource 2). Explain that the icons on the page identify popular apps used by children and young people.

Ask parents to identify the apps. This is a personal exercise, not a competition. The idea is to develop recognition of apps and raise awareness of their uses. Once this is complete parents are given handout (Resource 3) which presents information on apps and their uses, and age requirements.

A flip chart is needed for the next phase. Divide the flip chart sheet into two sections. One half of the sheet is for apps that parents are comfortable allowing their children to use and the other half is for apps that they uncomfortable about their children using.

Facilitators ask…

Assuming your child has a smart phone now, or will have in the future, which of these apps are you comfortable for them to download and use?

Look for feedback from parents on their decisions.

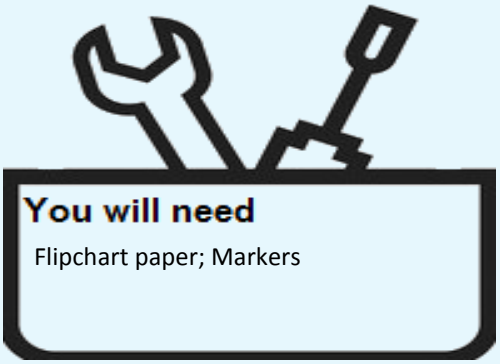
This will generate a lot of discussion. It is important to manage this discussion. Rather than getting into open ended discussion on individual apps, give the message that if they identify apps as concerning that they, as parents, need to inform and educate themselves on the potential risks for their own children and to make their own informed decisions about their children's access to these apps.

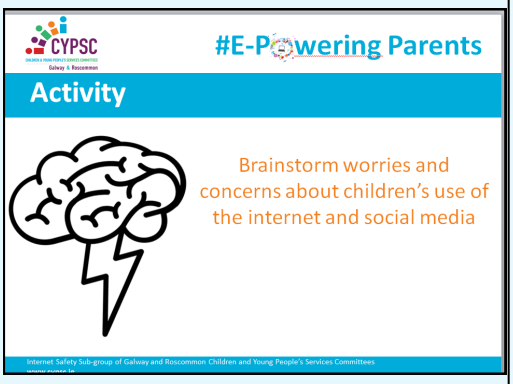
Remind parents that further on in the session we will be talking more about this. Inform parents that the minimum age identified in the handout is set by the technology company and often this is on the assumption that parental consent is in place. It is vital that parents check minimum age requirements before their children download any app.

A good resource for checking the safety and appropriateness of apps is www.cybersafeireland.org.

Slide 23 - Exercise

Participants are asked to consider the possible negative impacts of social media on children.





- Split participants into small groups.
- Participants are to brainstorm...

What do you worry about most when your children are online?

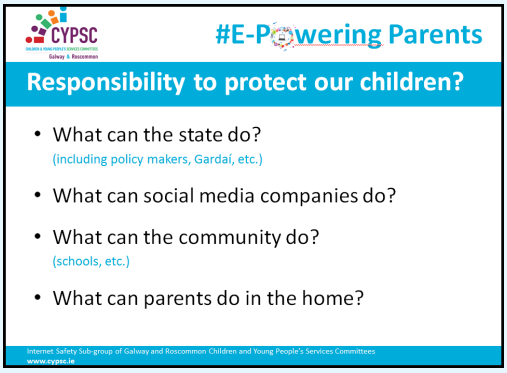
- Ask one participant from each group to feedback. Responses are recorded on a flipchart.

Reinforce with participants the common themes that emerge. Reassure participants that these are common worries.

Explain that many of the common worries will be looked at in more detail over the next few slides.

Slide 24 - Exploring Parents' Responsibilities in a Digital World

Advise participants that the workshop will look at their own role and responsibilities, as parents. In order to do this, they need to consider the risks, dangers and potential negative impacts that may arise through children and young people's use of the internet and social media.



It is important that participants consider the role of the state, social-media companies and the community. However, the key point here is that parents can do a lot in their own homes with their own children. Parents should be reminded that they are the first line of defence for their children.

Prompts for Elaboration

The role of the state: Decisions taken by government influence how children and young people use the internet and social media. For example, decisions to amend, or not, existing law relating to harassment. Similarly, government is responsible for making decisions relating to setting the Age of Digital Consent, introducing new bills concerning sexual offences or the role of a Digital Commissioner.

To find out more visit: http://www.internetsafety.ie/ www.lawreform.ie.

The role of the social media companies: Within legally defined parameters, social media companies are responsible for establishing and implementing minimum age limits and restrictions. They respond to online complaints and harassment and they are responsible for handling illegal and extreme content on their sites. They have responsibilities associated with data collection and protection. Companies may also help users identify fake news stories or provide a helpline for children.

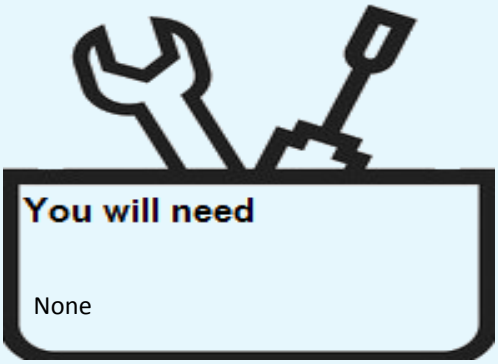
For more information see: https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/rewrite-your-story [Austrailian].

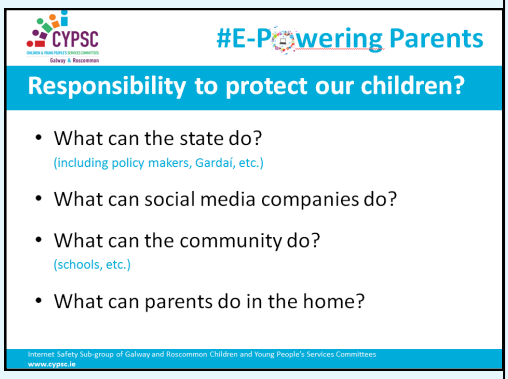
The role of the community: Examples of how the community fulfils its responsibilities to safeguard children online include the development of Anti Bullying (Cyber-bullying) Policies and Procedures in schools. The community may also organise internet safety supports and programmes or deliver creative ways of engaging young people around this topic. Youth groups, peer-to-peer supports and peer-led programmes as well as coding groups such as Techspace, Coder Dojo and Brickflick often frequently incorporate a focus on internet safety.

The role of parents: Seek responses from parents on this and then highlight their role in this area; this will be covered in the following slides.

Exercise

Participants are asked to consider what role parents might play in protecting children online.



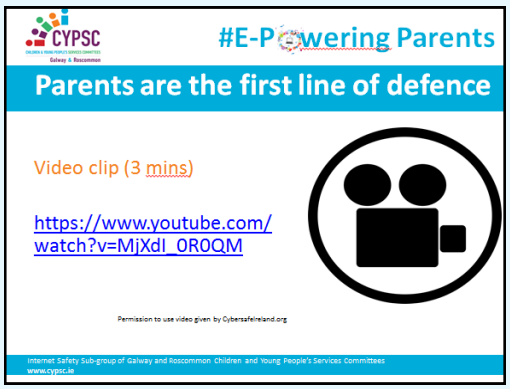


- Ask participants about the role parents need to play in protecting children online.
- Inform participants that this is what the remainder of the workshop will focus on.

Slide 25 - Parents as the First Line of Defence

Introduce and play video clip and give link to Cyber Safe Ireland website:

https://www.youtube.com/watch?v=MjXdI_0R0QM

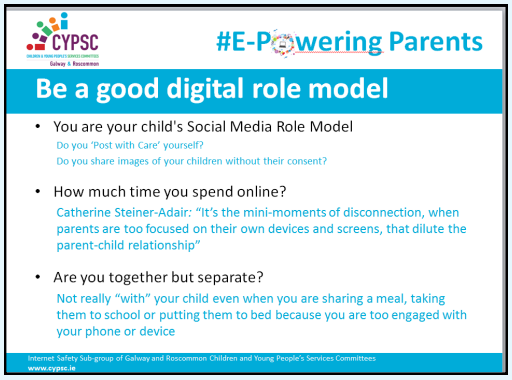


Slide 26- Be a Good Digital Role Model

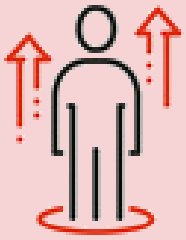
Parents need to think about what messages they are sending their children by their own online behaviour.

Parents need to respond to their children in order for them to learn self regulation, feel safe and develop self esteem. If children do not feel that they are positively seen and heard then they will learn to negatively act out in order to feel seen and heard.

This can have a huge impact on their emotional development and on the parent-child relationship.



Parents can miss the important "mini moments" if they are too absorbed in their own online experience (The Marte Meo Method).



Being Resourceful and Empowered

Be Resourceful and Empowered

What Resources are needed?

Value of Communication and Relationships

What do Parents need to talk to their Children about?

It's not just one conversation; it's an on-going dialogue

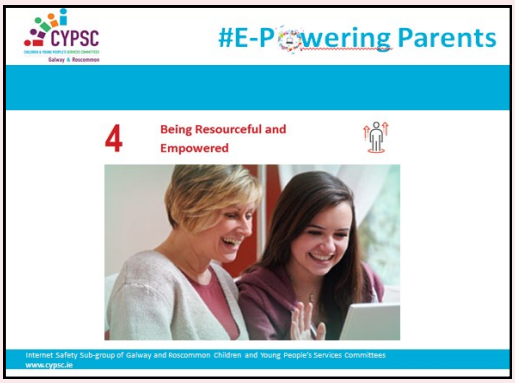
Family Social Media Plan

What is a Family Social Media Plan?

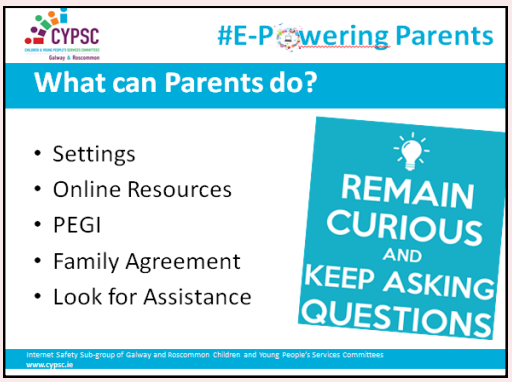
Where can I find one?

How do I put a Plan together?

Slide 27 - Title Slide



Slide 28 - Be Resourceful and Empowered



It is important to stress that there is no single solution or response that ensures online safety. A combination of all of these approaches is required.

Safe Settings: If unsure, parents can ask for advice on settings from their local network provider. Reassure participants that if they ask for assistance they will be shown how to change settings.

Online Resources: Refer parents to reputable sites that have information on safe settings such as:

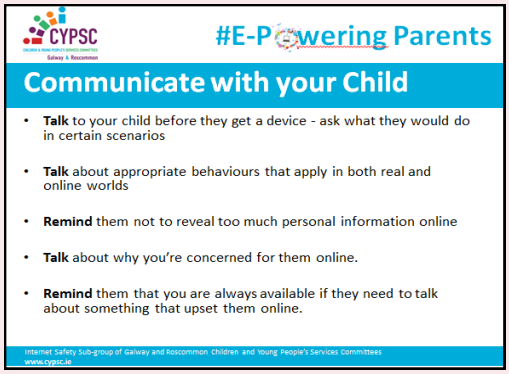
- www.webwise.ie
- www.cybersafetyireland.org

PEGI: Remind participants about the PEGI handout (Resource 4) distributed when discussing Positive Relationships and Family Life (Slide 18).

Family Agreement: Inform participants that Family Agreements will be looked at before the end of the workshop.

Look for Assistance: Ask participants to consider who they know that they could ask for assistance.

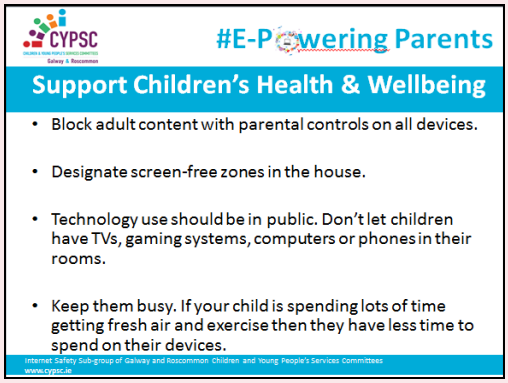
Slides 29 to 32 - Communication and Relationships



Advise participants of the value of holding an on-going conversation with children and young people. Remember, children need constant reminders. As you would ask 'How was school today? why not ask them 'what did you do online today?' Give them scenarios such as 'what will you do if someone is talking in a mean way about someone else in a text group?' or 'what will you do if something online makes you upset or worried?'.

Talk to children and young people about getting and giving permission to share photos; remind them they can say no if they don't want their photo shared.

Slides 29 to 32 - Communication and Relationships



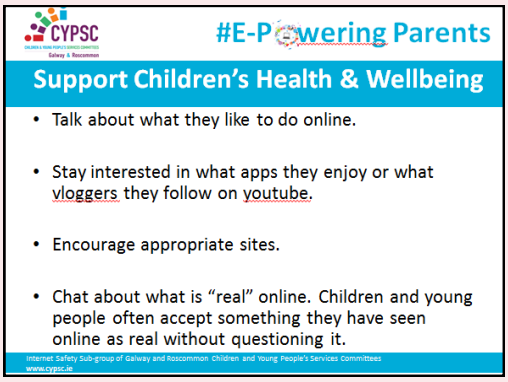
Talk to children about what friendship means to them and what they value in their friendships. Talk to your teenager about relationships, how they would like to be treated in a relationship and how they feel about sexting. (A good way of exploring this is to use the granny/ t-shirt examples: 'would you be happy to show your granny that image' or 'would you wear this text on a t-shirt?').

The ISPCC recommend that if your child confides in you about something that has upset them online:

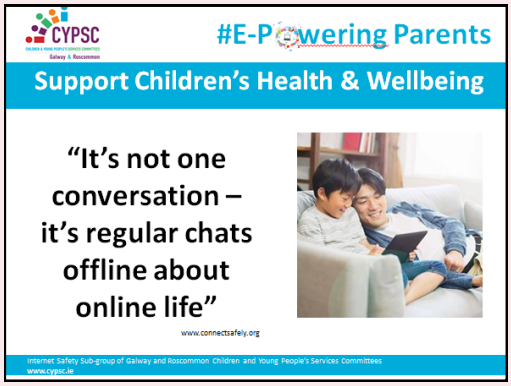
- Do not get angry.
- Listen to them and praise them for something that they did (even if it is only that they told you).
- Do not threaten to confiscate their phone or take them offline.

Parents should be open and solution focused so that their children are comfortable to come back to them when they need to.

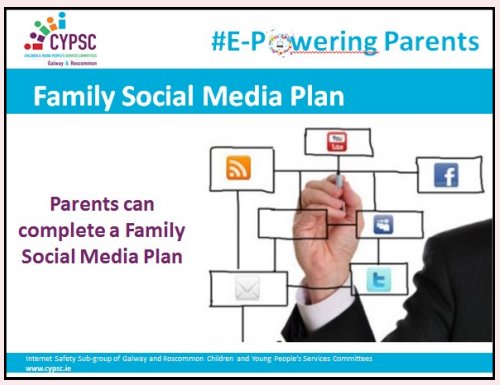
Avoid isolating children from the online world or their offline supports.



The more interested parents are in their children's music, videos, games, bloggers and vloggers, TV programmes, movies and apps, the more likely children are to engage with them.



Slide 33 - Family Social Media Plan



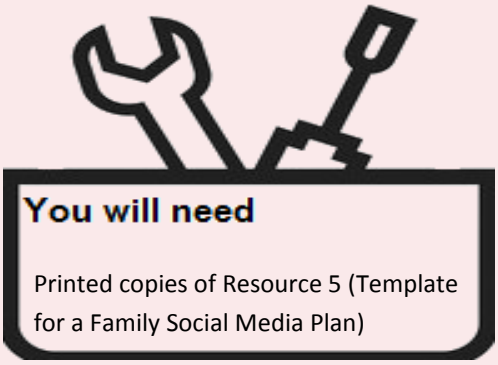
In advance of the workshop, facilitators should familiarise themselves with Family Social Media Plans and the process of completing them.

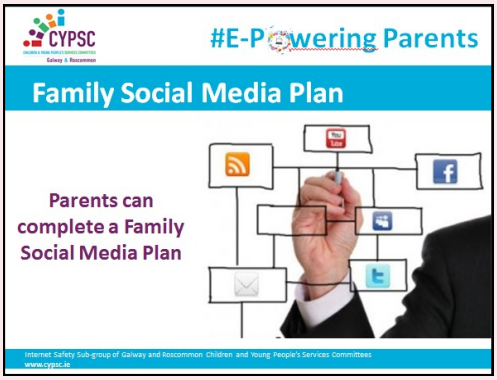
Facilitators should inform participants what a Family Social Media Plan is, where to find a template for a plan and how to complete one.

Resource 5 presents templates for Family Social Media Plans. There is a wide range of similar tools available on the internet. These were sourced from: https://www.healthychildren.org/English/media/Pages/default.aspx#home.

Exercise

Give each participant an age-appropriate template of a Family Social Media Plan. There is not enough time available within a workshop setting to complete a plan so participants are asked to look over the template and are referred to the web-site.





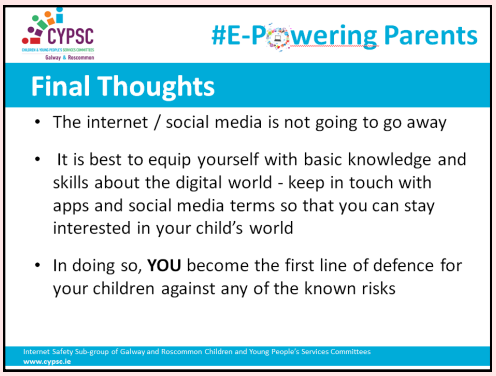
- Ask participants to work alone.
- Facilitators should be available to answer participants' questions.
- Check participants are confident about completing a Family Social Media Plan with their families.
- Refer to: https://www.healthychildren.org/English/media/Pages/default.aspx#home.

Wrapping-up

10—15 minutes

Slide 34 - Title Slide

After discussing each of the 4 key messages, facilitators should sum-up with slide 36.

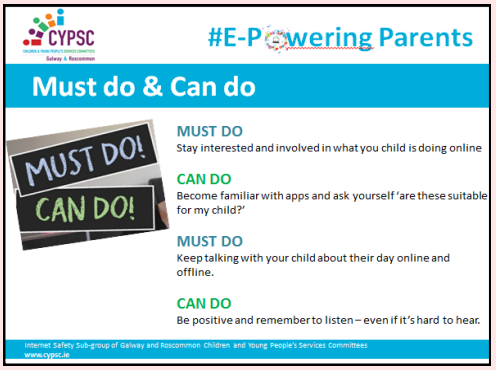


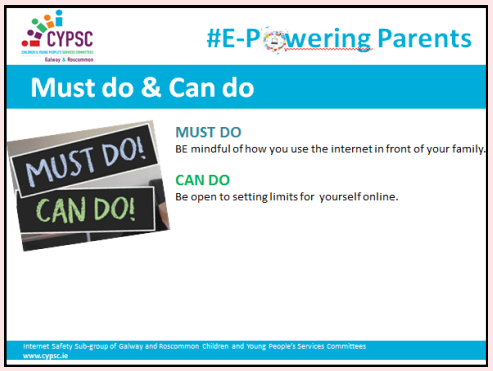
Slides 35 and 36- Must do and Can do

Read out the Must Dos and Can Dos from the slides.

Link to the 4 Key Messages.

Don't isolate yourself as a parent. All the information you need is at your finger tips. When you are communicating openly with your child it will be easier to recognise when there is an issue.



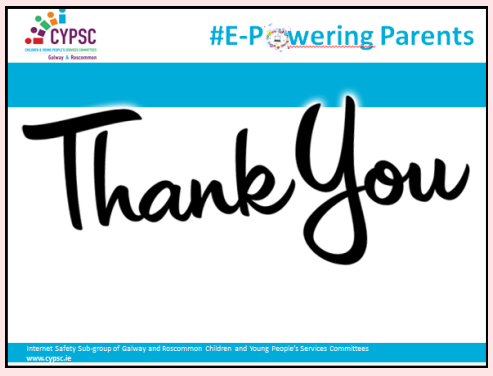


Slides 37 - Thanks

Thank participants.

Remind them of the resources they are taking away.

If the workshop is being evaluated, Facilitators might like to remind participants of this now.



Additional Resources

Core Workshop Resources

Resource 1: Scenario Cards

Resource 2: Apps Card

Resource 3: Apps Colour Hand out

Resource 4: Pan European Game Information (PEGI) Hand out

Resource 5: Templates for Family Social Media Plan

Additional Slides relating to Nature and Extent of Internet Use

Slides - How Children and Young People access the Internet?

Slide - How do Children and Young People use the Internet?

Additional Workshop Resources

List of Useful Websites

List of Useful Videos

Ten Digital Citizenship & Internet Safety Tips for Parents (cc kathleenamorris.com)

Optional Group Exercises

Exercise: Considering the likely Impact of Watching Pornography

Exercise: Do you Understand what your Child is saying online?

To contribute resources to this bank, please contact:

marie.gibbons@tusla.ie

deirdre.rafferty@tusla.ie

Resource 1: Scenario Cards

Please write out the steps you need to take to complete the following tasks without the use of Internet. Please estimate the length of time you need to complete the task.

You need directions to travel by car from Tuam, Co. Galway, to Blackrock, Co. Louth, using the shortest route possible.

Please write out the steps you need to take to complete the following tasks without the use of Internet. Please estimate the length of time you need to complete the task.

You are helping your child with their homework and they must do a project on the Ancient Egyptians. Your knowledge is very limited but you need to support your child to get enough information to complete the assignment.

Please write out the steps you need to take to complete the following tasks without the use of Internet. Please estimate the length of time you need to complete the task.

You see a job advertised in a newspaper and you want to apply for it. How do you go about finding out more and then applying for the job?

Please write out the steps you need to take to complete the following tasks without the use of Internet. Please estimate the length of time you need to complete the task.

You want to visit your cousin in Birmingham at short notice.

Resource 1: Scenario Cards (Cont.)

Please write out the steps you need to take to complete the following tasks without the use of Internet.

Please estimate the length of time you need to complete the task.

You want to sell your car.

Resource 2: Apps Card

Insert Name of App	Images	Insert Name of App	Images

Hint-The following Apps are shown here; Google, Twitter, WhatsApp, Yellow, Viber, Houseparty, Pinterest, Instagram, Snapchat, Spotify, Flickr, Yik Yak, Tinder, Snapchat, Facebook, Tor, TIK TOK, Reddit. Please see handout for more information.

Resource 3: Apps Colour Hand out

Facebook is a social media site where friends connect and share information, pictures and videos. Minimum age for account is 13.

Instagram: A social media service to communicate and share through photos and video. Minimum age for account is 13.

Tinder is a dating mobile app that facilitates communication between mutually interested users, in the same area allowing matched users to chat. Minimum age for account is (now) 18. It was 13 up to June 2016.

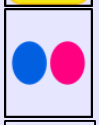
Google: Search engine for looking up information on the internet. No age restrictions.

Pinterest is a social network that allows users to visually share, and discover new interests by posting images or videos to their own or others' boards. Minimum age for account is 13.

Tor is an app that allows used to access the DARK WEB. The Dark Web is secretive part of the regular web that's become a haven for drug markets, paedophiles and sex traffickers. Recommended minimum age is 17.

Spotify: An Online music/video streaming service. Listen for free or pay for premium service. Minimum age for account is 12 (18 for premium).

Yellow: Dating website for Teenagers (13+). Similar to Tinder



Flickr (pronounced "flicker") is an image hosting and video hosting website. Minimum age is 13.

Twitter is an online news and social networking service where users post and interact with messages, "tweets," restricted to 140 characters. Minimum age is 13.

Yik Yak is a social media smartphone application and it allows people to create and view anonymous discussion threads within a 5-mile radius. Minimum age is 17.

WhatsApp: free to download messenger app for smartphones. Uses the internet to send text, pictures, video and audio. Minimum age is 13.

YouTube allows you to watch, create and comment on videos. You can create your own YouTube account, create a music playlist, and create your own channel, which means you will have a public profile. YouTube allows live streaming. Minimum age is 13.

Snapchat is an app that lets you send a photo, short video or message to your contacts. The 'snap' appears on screen for up to 10 seconds before disappearing, although it can be screenshot. There's also a feature called Snapchat Story that lets you share snaps in a sequence for up to 24 hours. The minimum age is 13.

Viber: free to download messenger app for smartphones, contact via photo, text, video and audio.Free phone calls via viber app. The minimum age is 13.

TikTok is a free social media music app where users can watch user generated lip sync video, and create video themselves lip-syncing or dancing to music available on the app. It has over 80 million users. The minimum age is 13.

Reddit is a social news website and forum where content is socially curated and promoted by site members through voting. The site name is a play on the words "I read it." No minimum age but not intended for younger than 13.

Houseparty allows users to have a group video chat – Livestreaming with up to eight people at once. Minimum age is 4 +

Resource 4: Pan European Game Information (PEGI) Hand out

About PEGI?

What do the labels mean?

The PEGI labels appear on front and back of the packaging indicating one of the following age levels: 3, 7, 12, 16 and 18. They provide a reliable indication of the suitability of the game content in terms of protection of minors. The age rating does not take into account the difficulty level or skills required to play a game.

PEGI 3

The content of games given this rating is considered suitable for all age groups. Some violence in a comical context (typically, Bugs Bunny or Tom & Jerry cartoon-like forms of violence) is acceptable. The child should not be able to associate the character on the screen with real life characters, they should be totally fantasy. The game should not contain any sounds or pictures that are likely to scare or frighten young children. No bad language should be heard.

PEGI 7

Any game that would normally be rated at 3 but contains some possibly frightening scenes or sounds may be considered suitable in this category.

PEGI 12

Videogames that show violence of a slightly more graphic nature towards fantasy character and/or non graphic violence towards human-looking characters or recognisable animals, as well as videogames that show nudity of a slightly more graphic nature would fall in this age category. Any bad language in this category must be mild and fall short of sexual expletives.

PEGI 16

This rating is applied once the depiction of violence (or sexual activity) reaches a stage that looks the same as would be expected in real life. More extreme bad language, the concept of the use of tobacco and drugs and the depiction of criminal activities can be content of games that are rated 16.

PEGI 18

The adult classification is applied when the level of violence reaches a stage where it becomes a depiction of gross violence and/or includes elements of specific types of violence. Gross violence is the most difficult to define since it can be very subjective in many cases, but in general terms it can be classed as the depictions of violence that would make the viewer feel a sense of revulsion.

Resource 4: Pan European Game Information (PEGI) Hand out (Cont.)

Descriptors shown on the back of the packaging indicate the main reasons why a game has received a particular age rating. There are eight such descriptors: violence, bad language, fear, drugs, sexual, discrimination, gambling and online gameplay with other people.

Bad Language - Game contains bad language.

Discrimination - Game contains depictions of, or material which may encourage, discrimination.

Drugs - Game refers to or depicts the use of drugs.

Fear - Game may be frightening or scary for young children.

Gambling- Games that encourage or teach gambling.

Sex - Game depicts nudity and/or sexual behaviour or sexual references.

Violence - Game contains depictions of violence.

Online gameplay - Game can be played online.

Resource 5: Templates for Family Social Media Plan

Download at: https://www.healthychildren.org/English/media/Pages/default.aspx#home.

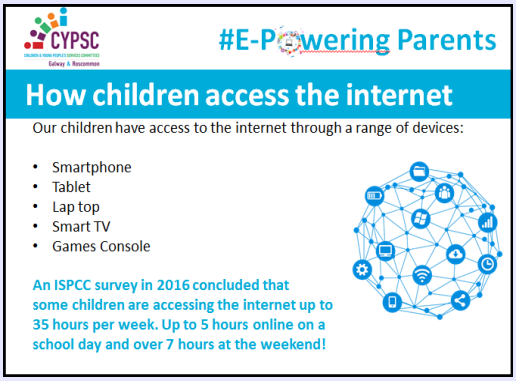
Resources relating to the Nature and Extent of Internet Use

Slide - How Children and Young People access the Internet

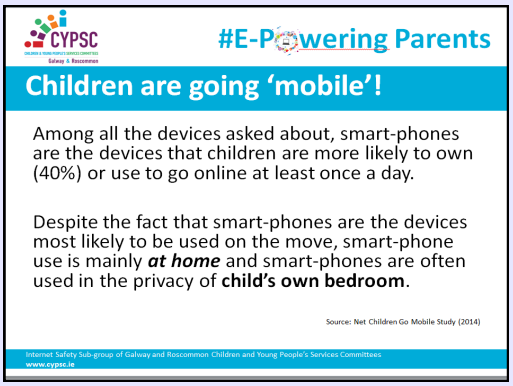
This study was published in 2014.

For more information, read the Country Report for Ireland: www.netchildrengomobile.eu/reports.

Ask participants if they have ever seen toddlers using tablets and phones while in a buggy. As a group, consider how common a sight this is.



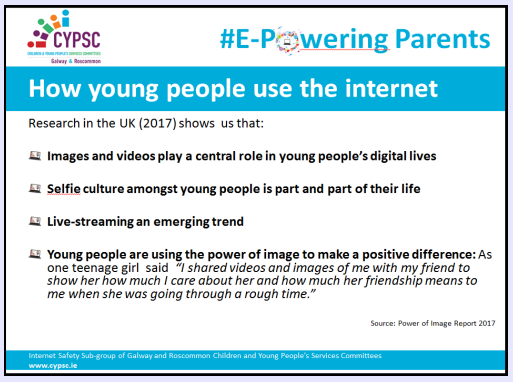
Stress that although use of 'mobile phone' suggests mobility, children are often using phones in their bedrooms at home.



Slide - How do Children and Young People use the Internet?

This study was published in 2017 by the UK Safer Internet Safety. The link to study is: www.saferinternet.org.uk/safer-internet-day/2017/power-of-image-report.

Prompts for elaboration:



1: The majority of 8-17-year-old respondents had shared a photo online (84%), with 1 in 6 (17%) saying that they had done this in the last hour.

2: One in 8 of the 8-17 year olds surveyed had shared a selfie in the last hour with young people taking on average 12 selfies before they were happy to share one online. Over two-thirds (68%) of respondents aged 8-17 years old said they had changed or edited a photo before sharing it (e.g., by using a filter, faceswap or facetune).

3: A third (33%) of respondents aged 8-17 years said they have live-streamed, with over 1 in 10 (11%) saying they had done this in the last day. Live-streaming is the instant broadcasting of live video content using a camera and a computer through the Internet.

4: Eighty per cent of children aged 8-17 years said they had been inspired by an image to do something positive in the last year. Over 2 in 3 said in the last year they had posted an image or video on the internet for a positive reason, including to support friends (40%) and to encourage others to do something positive (17%).

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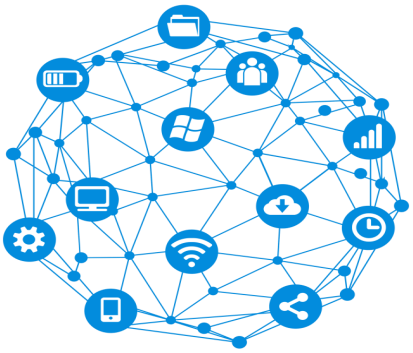
How children access the internet

Our children have access to the internet through a range of devices:

- Smartphone
- Tablet
- Lap top
- Smart TV
- Games Console



An ISPCC survey in 2016 concluded that some children are accessing the internet up to 35 hours per week. Up to 5 hours online on a school day and over 7 hours at the weekend!

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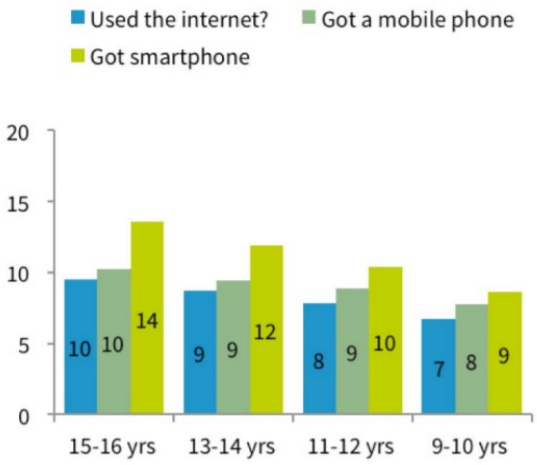
Children are online at younger ages

The age of first internet use is dropping

So is the age children are given their first Smartphone.



Source: NetChildren Go Mobile (2014)

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Children are going 'mobile'!

Among all the devices asked about, smart-phones are the devices that children are more likely to own (40%) or use to go online at least once a day.

Despite the fact that smart-phones are the devices most likely to be used on the move, smart-phone use is mainly ***at home*** and smart-phones are often used in the privacy of **child's own bedroom**.

Source: Net Children Go Mobile Study (2014)

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Using the internet

Research in the UK (2017) shows us that:

- **Images and videos play a central role in young people's digital lives**
- **Selfie culture amongst young people is part and part of their life**
- **Live-streaming an emerging trend**
- **Young people are using the power of image to make a positive difference:** As one teenage girl said *"I shared videos and images of me with my friend to show her how much I care about her and how much her friendship means to me when she was going through a rough time."*

Source: Power of Image Report 2017

List of Useful Websites

Resources for parents

www.webwise.ie

www.internetsafety.ie

www.internetsafety.com

www.yourbrainonporn.ie

www.selfiecop.ie

www.hotline.ie

https://www.tusla.ie/parenting-24-seven/12-years/child-safety-practices-reduce-injury/teenagers-and-social-media/

www.spunout.ie/life/article/sexting?gclid=CNecwtTznc8CFe-17QodQ2QCGA

www.b4udecide.ie

www.cybersafetyireland.org

www.ispcc.ie

www.childline.ie

National Parents Council: helpline@npc.ie

Irish Safer Internet Centre: https://www.saferinternetday.org/web/ireland/sid

http://www.saferinternetday.ie/parents/

Any suspected illegal contact can be reported to www.hotline.ie

http://www.childrensrights.ie/sites/default/files/submissions_reports/files/YouthWorkIreland-SafeSurfing_0.pdf

https://www.thinkuknow.co.uk/parents/

Glossary of terms used on social media

https://blog.bufferapp.com/social-media-acronyms-abbreviations

Social media abbreviations that all parents need to know

https://www.verywellfamily.com/the-secret-language-of-teens-100-social-media-acronyms-2609651

List of Useful Videos

Ronnie Corbett's Blackberry (comedy for digital tourists)

https://www.youtube.com/watch?v=kAG39jKi0lI

Talking to your child about online pornography

www.vimeo.com/200804489

Modelling good online behaviour

www.vimeo.com/191045340

Cyberbullying (curtesy of Luke Calhane, Limerick)

https://www.youtube.com/watch?v=MV5v0m6pEMs

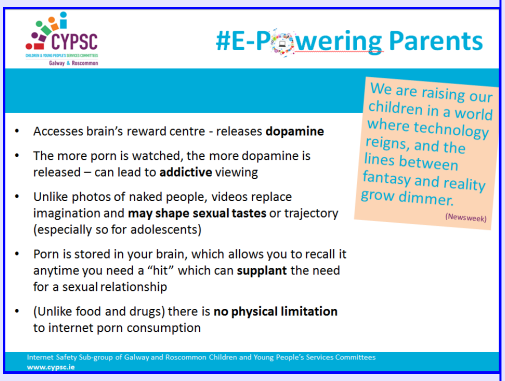
Additional Group Exercises

The following exercises may be incorporated into the workshop to suit the interests of those participating.

Optional Exercises

Exercise: Considering the likely Impact of Watching Pornography

Participants are invited to think about the following question: So what is the problem with children and young people being exposed to Pornography online?



- Split parents into small groups of 4 or 5 people.
- Parents are to consider the question above.
- After a few minutes ask parents to share. Summarise points made.

To summarise, watching pornography can:

√ ***mean young people learn about sex but not relationships***

√ ***become a replacement for a relationships***

√ ***create false expectations***

√ ***lead to obsessive or addictive behaviour***

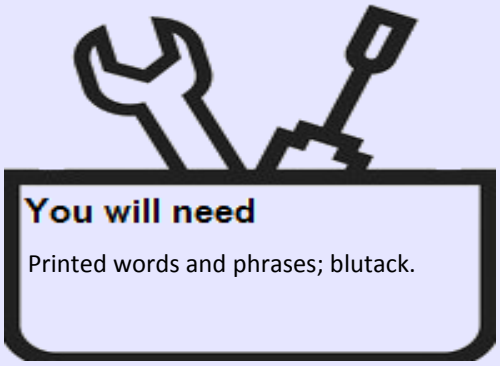
√ ***lead to Porn Induced Erectile Dysfunction (PISD)***

√ ***contribute to the exploitation of young females.***
(source Athrú / HSE)

Helpful websites for this topic:
www.internetsafety.ie
www.yourbrainonporn.ie
www.webwise.ie

Exercise: Do you Understand what your Child is saying online?

Participants are encouraged to familiarise themselves with some of the language used by young people online.



√ Print the words and phrases presented below.

√ Before the session starts, the facilitator should display on the wall in the area where participants will be having their tea / coffee break.

√ When breaking for tea / coffee, the facilitator can tell participants that there is a display and invite them to look at it over their break.

√ After the break, inform the participants that a link to where they can find a comprehensive glossary of internet terms is available here:

Glossary of terms used on social media
https://blog.bufferapp.com/social-media-acronyms-abbreviations