

#E-Powering Parents

Guidelines For Facilitators

June 2017

Acknowledgements

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Introduction

Galway and Roscommon CYPSC Internet Safety Sub-Group is an interagency initiative comprising statutory and community/voluntary service providers working with children and young people in both counties. The aim of the Internet Safety Subgroup is to support children, young people and their parents to interact safely with the internet and social media. The sub-group is comprised of key stakeholders with knowledge and expertise in working with children, families and agencies where Internet Safety is a concern.

The Subgroup has prioritised the development of an Internet Safety Module that can be included in Parenting Programmes that are run throughout both counties. The module has been developed by sub-group members Marie Gibbons and Deirdre Rafferty, and has been piloted with parents and professionals, and evaluated.

Rationale for the development of Keeping Children Safe Online: Parenting Module

The identification of the need for an Internet Safety Module came from observations by sub group members that the take up from parents of Information Sessions on Internet Safety was relatively low. Despite this there is increasing evidence that children and young people can be adversely affected by their online experiences. The consensus of the sub-group is that a more effective way of engaging parents is through the development of a module that can be delivered as a standalone session or added on to existing parenting programmes and parenting support initiatives, and that is flexible enough to be adapted to meet the changing needs of parents and families.

Aim and objectives of Programme

The Aim of this Initiative is ‘To support and empower parents to understand and to activate their role and responsibilities in keeping 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

Facilitating the session.

Duration; the workshop is timed to last for 2 hours including a 15-minute break.

Facilitation; 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.



This programme is not designed to impart technical knowledge to parents. 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 more important than possessing technical know-how. The workshop should be delivered in a conversational and supportive style, where parents are reassured rather than frightened and empowered rather than feeling over whelmed. 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’.

Facilitators are asked to prepare for the programme by reading all relevant material prior to the workshop.

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, 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.

Facilitators may have to tactfully deal with challenging participants:

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 won’t let go –If the issue is brought up again, refer to the note and move on.

Preparation

Invitation

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

In this information participants need to be informed of the Venue, Time, Duration and a brief outline of the content.



While this session is not designed specifically for parents with particular age groups of children, 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 planning phase. The slides can be adjusted to cater for the needs and preferences of the group.

Facilitators’ Preparation

Facilitators should read and have a clear understanding of the material associated with the session.

Facilitators should familiarise themselves with the activities and the appendices.

Gathering Equipment and Materials

Facilitators will need the following equipment to facilitate the session.

Equipment you will need

- Flip chart stand and paper (often available at venue)
- The accompanying PowerPoint presentation on an USB key
- Markers
- ‘blu tack’ / masking tape
- Watch / clock (do not use a mobile phone)
- Printed signs to direct parents to the room/venue and blue tack / masking tape
- blank name tags (if desired)

- Laptop and projector

Documents you will need

- Facilitators Guide
- Activity Sheets
- Handouts for Parents
- Copies of Social Media Plan for age range as appropriate

Liaise with the venue in advance regarding room lay out, refreshments and the availability of a flip chart stand.

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 will be available at the break in the session.

Do's and Dont's

- 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

Delivering the Session

Welcoming Participants

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



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

Slide 1: Name of the Programme

Slide 2: Welcome and Introductions

Each Facilitator introduces themselves

An Ice breaker can be used if appropriate (if session is not part of already established parenting programme). During the introductions, ask parents to share their first name and number and ages of their children.

Expectations and Agreements for the day

Expectations: Use flipchart and ask parents ‘what do you hope to learn today?’ Write responses on flipchart, put aside until you return to them at the end of the session.

Agreements: Go over the outline of the session; Housekeeping matters; group contract regarding phone use, confidentially, participation and respect for the topic and the participants. Parents should be encouraged to participate as much as they are comfortable, asking questions from each other and the facilitators and learning from each other. Also, refer to Children First and facilitators responsibilities.



Participants should be clear of what is to come and what is expected of them. The inappropriateness of disclosures of a personal or sensitive nature should be understood

Slide 3: Aim and Outline of Programme

- Inform Parents of the Aim of the programme (see above)
- Inform Parents that the programme is in two parts

The first part is information sharing and the second part is exploring with parents their roles and responsibilities and empowering them to respond to their children's internet use.

- Inform parents that the programme will be delivered using activities, group work, brainstorming, video clips, information sharing and the development of a plan.
- Parents are advised that the topic has the potential to be over whelming and frightening but that facilitators should 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 4: Opening Activity- Parents are invited to consider their own engagement with the internet and social media, reflecting on the benefits in their day to day lives. This will illustrate the huge benefits of the internet to parents.

(Materials needed: flip chart, markers, blank paper and pens, scenario cards (Appendix 1),

- Description of activity; split parents into small groups (4/5) parents are asked '**How did you use the internet in the past week?**' Write this question on the flip chart sheet also.
- In their small groups, encourage parents to think about everything they did online and give some examples such as reading news papers, banking, emails, getting directions, buying tickets for shows, reading hotel reviews etc. Ask one parent in each group to write these out on the sheet and to feedback to the bigger group. Facilitator to write responses on a flip chart.
- Then each group are given one scenario card each (appendix 1). Facilitators say '***We want you to plot out the steps you would need to take to complete this everyday task without the use of internet and work out the length of time this might take you***'.

- Ask each group to report back to the bigger group on the steps they needed to take to achieve the task and the time it took.



This activity will highlight the positive and essential impacts on all our lives of the internet and reinforce the idea that our lives would be much more difficult without it.

Slide 5: 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 exclusive list and your group will have identified many other positive day to day uses.

Elaboration of information and discussion points for slide 5; These elaborations can be used by the facilitator to guide the discussion further.

1. We can virtually communicate with other people with extreme ease. 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. Communication is the most important gift that the internet has given to us. Email, 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 virtually and many schools are now replacing hard copies of books with ebooks.
4. Banking and financial transactions no longer require that you stand in queues in banks; this can all be done at home or at work online.
5. We can now be updated in real time about weather, news, sports, politics, entertainment, finance, travel, etc
6. Watching your favourite videos, listening to music and songs, watching movies, playing games, chatting with loved ones all are possible due to the internet.
7. Booking hotels, transport, tours, concerts etc can be done virtually at the click of the mouse.
8. Companies now advertise for staff online and job seekers can search for and apply for jobs virtually. Interviews can be conducted using Skype.

9. Online shopping is now one of the main ways in which we purchase goods from food, clothes, services etc.
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 to children and young people of the internet and social media such as;

- Learning IT and technology skills at a young age
- Using educational apps inside and outside the class-room
- Can improve information sharing, language development and decision making
- Helps with problem solving and reasoning skills
- Children can work independently and more effectively online.

Section 1:

Slide 6 Introduce this section as '[Information on children and young people's use of the internet and social media](#)'

Slide 7: Facilitator's should explain and reassure parents that they are in a unique position at this point in time. Most of us remember life before the internet and social media and it is important to emphasise that as parents, we're all in this together and we are all on a learning curve.

Slide 8: 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 aware of and tuned to this perspective. Modern parenting today means thinking digitally; life is not going to change or revert to the way things were before the internet, no matter how much we wish it would. We need to accept this and educate and equip ourselves to be able to respond more effectively to understand our children's digital thinking and world-view. For more on this please refer to

http://www.pbs.org/wgbh/pages/frontline/digitalnation/extras/digital_native.html

Slide 9: This study is The Cyber Safety Review carried out by the ISPPCC in 2016; it looked at national data gathered from 18 months of work from their phone and online services.

Slide 10: This study was published in 2014. The link to this study is www.netchildrengomobile.eu/reports.

Facilitators should read the Country Report for Ireland on this website for more information.

While this study doesn't show it, we know anecdotally that children are online from a very young age. We've all seen toddlers using tablets and phones while in a buggy!

Slide 11: Link as above.



Facilitators should stress that although use of 'mobile phone' suggests mobility, children are often actually using phone in bedrooms in their own homes.

Slide12/ 13 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

Elaboration of information and discussion points for slide 11:

- 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: 1 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, 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: 80% 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%).

Elaboration of information and discussion points for slide 12;

1: Almost 2 in 5 children aged 8-17 years said they have received negative comments on a photo they have posted, with 40% saying that sometimes they don't post images because of worries about mean comments.

2: 43% of 8-17 year olds said they worry about how attractive they look when they share photos online, rising from 35% of boys to 51% of girls. Furthermore, 52% of girls have used a filter to make themselves look better in the last year, compared to 38% of boys.

3: 70% of 8-17s said they have seen images and videos not suitable for their age in the last year, while 45% of 13-17s said they had seen nude or nearly nude photos of someone they know being shared around their school or local community.

Slide 14: Key elaboration and discussion points for this slide;

1: Almost half (48%) of 8-17s said they are more likely to trust something has happened if they see an image or video of it. Despite 70% recognising that images and videos can be misleading, only 33% said they find it easy to check if images and videos are truthful.

2: 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.

3: 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.

Slide 15- 16: pornography and exploitation

This information in slide 15 and 16 comes from the NSPCC and Aithru (HSE).

Slide 17: After presenting the information in the previous slides this is a good point to ask parents to think about the following question; '*So what is the problem with children and young people being exposed to Pornography online?*

- They may learn about sex but not about relationships.
- Can become a replacement for a relationships.
- Creates false expectations.
- Can lead to obsessive or addictive behaviour.
- Can lead to Porn Induced Erectile Dysfunction (PISD)
- Can contribute to the exploitation of young females. (source Aithru/ HSE)

Helpful websites for this

topic; www.internetsafety.ie www.yourbrainonporn.ie www.webwise.ie

Slide: 18: Activity.

Materials needed; copies of appendix 2 –printed in colour; handouts (in colour) (appendix 3) pens and paper

Description of activity; each parent is given the social media icon handout (appendix 2)

Facilitator explains these are popular apps used by children and young people.

Parents are asked to identify the apps; this is a personal exercise, not a competition and the idea is to develop recognition of apps and awareness raising of their uses. Once this is complete parents are given handout (Appendix 3) which is information on apps and their uses, and age requirements.

A flip chart is needed for the next phase. Divide the flip chart sheet into 2 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. Look for feedback from parents on their decisions.

This will generate a lot of discussion; it is important that the facilitators manage this stage. 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 own informed decisions about their children’s access to these apps. Remind parents that

that further on in the session we will be talking more that 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 this out before their children download the App. A good resource for checking the safety and appropriateness of Apps is www.cybersafeireland.org.

Break for tea and coffee

Slide 19: Section 2: Exploring parents' roles and responsibilities in a digital world

Slide 20: - Activity; negative impacts of social media on children

Materials needed: flip chart paper, markers.

Break up into small groups (4/5). Parents are asked to brainstorm '*what do you worry most about when your children are on line?*'

One parent feeds back and responses are recorded on a flip chart.

Reinforce with parents on common themes emerging from this exercise and reassure parents that we all worry about the same things.

Slide 21: Information from TUSLA (Workforce Learning and Development).

Elaboration and discussion points: Cyber bullying has many forms all of which have to be taken seriously. Threats and intimidation; harassment or 'cyber stalking' (e.g. repeatedly sending unwanted texts or instant messages); vilification/defamation; exclusion, ostracisation or peer rejection; impersonation; unauthorised publication of private information or images

Highlight the following:

- Some cyber bullying is clearly deliberate and aggressive, but it 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, make not be received as one.
- Also it should be remembered that because of the distance that technology allows in communication this means that very often 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 also play a significant role – commonly easily becoming perpetrators / accessories, by passing on or showing to others images or posts designed to humiliate- their involvement can compound the hurt caused.
- It is important to distinguish cyber bullying from teasing and conflict situations – consider intent, imbalance of power, how victim is affected.
- Forms of cyber bullying include: harassment; threats; insults; stalking; defamation; intimidation; rejection/exclusion; Identity theft; manipulation; vilification; unauthorised access; publicly posting/sending personal and private information and/or images.
- Vulnerable groups: exceptionally able; special needs; LGBT; Children in care, children with identity issues, children who are vulnerable to living in adversity/ low self esteem.
- Impacts can include anxiety, depression, self harming, isolating themselves, relationship difficulties, suicidal thoughts.

These next 2 slides list additional negative impacts (they may already have come up), related to child development, relationships and communication.

Slide 21: 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>

- **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. Mechanisms underlying this association include arousing content and suppression of endogenous melatonin by blue light emitted from screens.

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;** Research shows that excessive media use can impact on language development and are linked to social/emotional delays, likely secondary to decreases in parent–child interaction in households with high media use. (AAP 2016)
- **Play;** Educate parents about the importance of hands-on, unstructured, and social play to build language, cognitive, and social-emotional skills. Parents should be encouraged to reflect on the duration and content of the media their child uses so that it does not displace normal play opportunities, reading books and social interactions. Guide parents to find resources with appropriate content, tools for monitoring or limiting child use, ideas for play or activities in which to engage rather than digital play, and how parents can limit their own media use (AAP 2016). A good resource is <http://mashable.com/2010/10/11/social-networks-children/>
- **Creativity and Independence and Education;** It is important to emphasize to parents that 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 (AAP 2016).

Slide 22: Impacts on Relationships and Family Life

- **Work ethic;** Children who grow up in the “internet time”, can expect rapid gratification. They learn that they don’t have to wait and it gives immediate results with minimal effort. We know this is not the case in school or working life, where our children are expected to achieve results and develop skills in problem solving and working things out. Free play, Creative and Pretend play can help to develop these skills. Play provides the arena in which children learn about the world best.
- **Addiction-Online Gaming;** apps and social media can be addictive for our children and teenagers, eating into many hours in the day. 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 (Appendix 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 is composed by five age categories and eight content descriptors that advise the suitability and content of a game for a certain age range based on the games content. The age rating is not intended to indicate the difficulty of the game or the skill required to play it.
- **Communication/ Relationships;** we can become insensitive to each other when we spend a lot of time online. The screen becomes more important than the people in our company. Over dependency on the social media can result in our children finding it easier to communicate through the internet instead of face to face. This can have negative impacts for our children’s social skills, problem solving abilities, coping skills and self esteem and mental health, and can lead to relationship/friendship breakdowns. Remind parents that their own heavy use of devices is also associated with reducing their verbal and non-verbal and interactions with their children, which may lead to parent/child conflict (APA2016).
- **Cyber crimes;** Children and young people could easily become victims (without realising it) of outside deliberate interference with emails, games or banking details for example Phishing emails (Phishing is the 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) or Fraping (taking over someone's facebook profile and editing their status or info. We need to educate our children that not everyone we meet online is who they say they are. It is easy to create a fake profile on a social network.

- **Time wasting;** Too much time on the internet means you have to cut down on time that was meant for other activities. For our children this can mean, family time, free playtime, homework, and reading, time with friends, time exploring and being adventurous. For parents it can mean being less available and less responsive to our children.
- **Privacy;** Children and young people very often exchange private pictures and text, and other private information on the internet through social media. They are not fully aware of the risk that their information can easily get into the hands of strangers and be misused. We need to explain to our children that once an image is sent, they have no control over what happens to it. Some things will always be public. Example Snap chat maps that show your location. 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/>

Slide 24: Parents are asked '*Whose responsibility is it to protect our children?*

Brainstorm with whole group (write up responses on flip chart).



The purpose of this discussion is to consider the the role of the government and the state and the community. However it is crucial to .highlight what parents can and must do in their own homes with their children. . While outside agencies and authorities hgave a huge role, parents need to be reminded that they are the first line of defence against the risk and dangers.for their own children.

The role of the state: Exmples could include the Reform of exisiting offences of Harrassment; Age of Digital Consent, New Sexual Offences Bill; Digital Commissioner. To find out more visit <http://www.internetsafety.ie/> www.lawreform.ie

The role of the social media companies; setting minimum age limits and restictions; responding to online complaints and harrasment; implementing standards and handling illegal and extreme content on their sites; helping users identify fake news stories; data protection; providing a helpline for children; controlling privacy settings; A good site with resources, stories, examples, video clips and reporting information (Australian) is <https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/rewrite-your-story>

The role of the community: for example schools anti bullying (cyber bullying) policies and procedures; internet safety supports and programmes; creative ways of engaging young people around this topic; local network providers in retail units- staff are happy to help with queries etc. interagency networks and collaboration. Youth groups; peer to peer supports and peer led programmes; specialized services; development of internet safety hubs in community; coding groups such as Techspace and Coder Dojo; Brickflick;

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.

Slide 25:



Parents are the first line of defence

Introduce and play VIDEO CLIP and give link to website.

Slide 26: Strategies that can support children’s health and wellbeing while growing up in a digital world

1. Refer parents to reputable sites that have information on safe settings such as www.webwise.ie
www.cybersafetyireland.org
and also advise parents to seek advice from local network provider; reassure that if a parent asks for assistance they will be shown how to change settings.
2. Family agreement is helpful; remind parents we will be completing a family agreement at the end of the session. This will be covered in the family media plan at the end of the workshop. Parents given PEGI handout (appendix 5)

Slide 27; Communication and Relationships

This is a crucial series of ongoing conversation with children and 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 some-one else in a text group?’ ‘What will you do if something online makes you upset or worried? Talk to them about getting and giving permission to share photos; remind them they can say no if they don’t want their photo shared.

As you have taught your child about ‘stranger danger’ the same applies online. Talk 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 t-short).

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

- Do not get angry
- Listen to them and praise them for what they did do (even if it’s only to tell)
- Do not threaten to confiscate their phone or take them off line.

- Do not undermine them or use negative language about what it- have an open and solution focussed conversation so that your child is comfortable in coming back to you when they need to. ***Avoid at all costs*** isolating your child either from their online world as well as their offline supports or from you as their parents.

Slide 28: The more interested you in their music, videos, games, bloggers and vloggers, TV programme, movies and apps they use the more engaged they will become.

Slide 29: Be a good digital role model.

Parents need to think about what messages they are sending their children by their own online behaviour. Children and their initiatives need to be seen and responded to by parents in order for them to learn self regulation, feel safe and develop self esteem. If they are not seen they learn to make themselves bigger (e.g.acting out/misbehaviour) in order to be seen. This can have a huge impact on their emotional development and the parent- child relationship. These are the mini moments that might be missed if parents too absorbed in their own online use (The Marte Meo Method)

Slide 30: Final Thoughts summing up on the key messages from the programme.

Slide 31: Section 3: Parents will complete a Family Social Media Plan.

Facilitators should complete their own social media plan and be familiar with the process. This exercise introduces the parent to the idea of the plan but realistically there will not be enough time to complete this plan fully, therefore parents are given time to work through the hard copy and referred onto the website to complete the plan with their own children in their own home. Parents can work in pairs or small groups depending on the group dynamics. This is just one example of a plan/contracts and there are other sample plans available online. This website for this social media plan is <https://www.healthychildren.org/English/media/Pages/default.aspx#home>

Slide 32; Signposting for further advice and support.

List off sources of support

Slide 33: Thank you and evaluation

Appendix 1- Opening Activity

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 so 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'

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 second-hand

Appendix 2

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, Musical.ly, Reddit. Please see handout for more information.

Appendix 3 Handout on Apps



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.



Musical.ly 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 +

Appendix 4: PEGI

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.

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



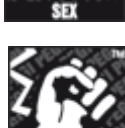
Fear- Game may be frightening or scary for young children



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

Family Social Media Plan (Child aged 18-24 Months)

Customize this plan for your family:

Each heading is followed by examples and tips or suggestions. Check those items that apply to you & your family & they will appear in your plan. You can use the free text boxes to add additional information that is specific to your family.

Customize for each child:

Some of these items will apply to your whole family & others may apply to only certain children in your household. You can customize the media plan by entering your child's name for those items that are specific to him or her.

Come back often throughout the year to update your family plan, like for weekends or vacation times.

Screen Free Zones

Having areas of your home remain screen-free is important. Select from the list below & add them to your Family Media Plan to make sure your children understand where screens are not allowed. Add any other screen free areas that are specific to your family.



Child's name

18- 24 months

Mobile devices & TVs are not allowed in the following screen-free zones in our home:



Kitchen or dining room table

TIP: Keep family mealtimes & other family & social gatherings tech-free.



Bedroom

TIP: Recharge devices overnight - outside your child's bedroom

Remember:

- incoming messages & calls can interfere with your child's sleep

- help children avoid the temptation to use or check devices when they should be sleeping
- emitted light from devices charging may still effect the quality of your child's sleep

 Stroller or buggy

Add another 

Screen Free Times

As part of the daily routine, make devices like TVs, phones, computers, games or other electronics off limits at specific times. Dinnertime & before bedtime are important ones, but more extended breaks from technology each day may also be needed, especially for families with very young children.

We will not use mobile devices or other screens during the following times:

 One hour before bed

TIP: Using a mobile device or watching TV before bed can interfere with a child's sleep. When using screens in the evening.

Remember:

- Turn the brightness on the screen down
- Don't play or watch media that are intense or scary in the evening


 Meal times

TIP: Do not watch TV or use mobile devices at meal time.

- It is associated with obesity & weight gain in children.
- It discourages from family interaction.

 Family time

- Family time may be whenever the family is together or it may be during specific times such as when in the car together or when walking to school together.

 While in the car, except for long trips

Add Another 

Device Curfews

All families are different, but deciding when all devices are turned off for the night is a great addition to a Family Media Use Plan.

Does not apply to this age group.

Choose & Diversify Your Media

TIP: Choose Media that is Worth Your Time-

More than 80,000 apps are labeled as educational, but little research has demonstrated their actual quality. Products pitched as "interactive" should require more than "pushing & swiping." Look for reviews about age-appropriate apps, games & programmes to guide you in making the best choices for your children; google the name of the app and the words 'review' or 'safety'. A reputable site for this is:

<https://www.common sense media.org/app-reviews>

Diversify Your Media-

Use media in a way that promotes interaction, connection & creativity. Different types of media may each have potential benefits, so media use is best diversified so that not all of one's time is spent doing one particular activity.

When we have recreational screen time, we will:



Co-view (watching media with a parent or adult)

Tip: Co-viewing allows for interaction & discussion. Younger children learn better from media, educational shows & videos when they are co-viewed & there is parent-child interaction.




Co-play (playing video games & using apps with a parent or adult)


- Younger children learn better from media when they share the experience with an adult.
- Helps parents to stay connected with their children & teens.
- Allows parents to have better sense of how their child is spending his or her time.

Add Another 

When we have recreational screen time, we will

 Watch "educational" shows & use apps that have been reviewed & vetted by trusted sources to actually be educational such Common Sense Media


 Use media to connect me to others


 Video chat with friends or relatives

Use media to be creative

 Use apps & play games that let me use my creativity

 Use media to connect me to others

 Video chat with friends or relatives

 NOT spend lots of time watching fast-paced shows or apps with lots of bells & whistles

TIP: These types of shows & apps may affect brain development & make it harder for children to concentrate later in life.

 NOT use media as a babysitter

 Limit background media

TIP: This is distracting to me & limits the "talk time" I have with adults

Add Another 

Balancing Online & Off-line Time

Media & digital devices are an integral part of our world today. The benefits of these devices, if used moderately & appropriately, can be great. But research has shown that face-to-face time with family, friends & teachers, plays a pivotal & even more important role in promoting children's learning & healthy development. Keep the face-to-face up front & don't let it get lost behind a stream of media & technology.

By decreasing screen time, we will have more time for:

- Playing outside
- Looking at books, going to the library
- Playing dress-up or make believe
- Playing with friends
- Being with my family
- Playing with blocks, Legos & puzzles

Add Another 

Manners Matter

Being polite & having good manners are just as important as they have always been. Having a cellphone or a mobile device is not an excuse to forget our manners.

Digital Citizenship

TIP: Talk to your children about being good "digital citizens" & discuss the serious consequences of online bullying. If your child is the victim of cyberbullying, it is important to take action. Attend to children's & teens' mental health needs promptly if they are being bullied online & consider separating them from the social media platforms where bullying occurs.

Safety First

TIP: Keep your child safe by treating media as you would any other environment in your child's life.

We will follow these digital safety rules:

- Review Privacy Settings on all sites with your children
- Do not give out personal information online
- Do not share private photos online

Add Another 

Sleep & Exercise

TIP: All children need plenty of sleep & exercise each day.

We will get enough sleep & exercise by doing the following



Turn off the TV or mobile device one hour before bedtime

- The blue light from the TV or mobile screen can interfere with sleep
- Vibrating & audio alerts can wake children from sleep

TIP: Your child aged 18 – 24 months should get 11 to 14 hours of sleep (including naps)

Add Another 

Congratulations on making your family plan! Don't forget to print it and post it where everyone in the family can see it. You can also Email or Share your plan. Come back to revise your family plan as often as you need to such as at the beginning of each school year or during summer and holiday breaks. The online link to this tool is:
<https://www.healthychildren.org/English/media/Pages/default.aspx#home>

Family Social Media Plan (child aged 2 -5)

Customize this plan for your family:

Each heading is followed by examples and tips or suggestions. Check those items that apply to you & your family & they will appear in your plan. You can use the free text boxes to add additional information that is specific to your family.

Customize for each child:

Some of these items will apply to your whole family & others may apply to only certain children in your household. You can customize the media plan by entering your child's name for those items that are specific to him or her.

Come back often throughout the year to update your family plan, like for weekends or vacation times.

Screen Free Zones

Having areas of your home remain screen-free is important. Select from the list below & add them to your Family Media Plan to make sure your children understand where screens are not allowed. Add any other screen free areas that are specific to your family.



Child's name

2-5 years

Mobile devices & TVs are not allowed in the following screen-free zones in our home:



Kitchen or dining room table

TIP: Keep family mealtimes & other family & social gatherings tech-free.



Bedroom

TIP: Recharge devices overnight - outside your child's bedroom

Remember:

- incoming messages & calls can interfere with your child's sleep

- help children avoid the temptation to use or check devices when they should be sleeping
- emitted light from devices charging may still effect the quality of your child's sleep

 Stroller or buggy

Add another 

Screen Free Times

As part of the daily routine, make devices like TVs, phones, computers, games or other electronics off limits at specific times. Dinnertime & before bedtime are important ones, but more extended breaks from technology each day may also be needed, especially for families with very young children.

We will not use mobile devices or other screens during the following times:

 One hour before bed

TIP: Using a mobile device or watching TV before bed can interfere with a child's sleep. When using screens in the evening.

Remember:

- Turn the brightness on the screen down
- Don't play or watch media that are intense or scary in the evening


 Meal times

TIP: Do not watch TV or use mobile devices at meal time.

- It is associated with obesity & weight gain in children.
- It discourages from family interaction.

 Family time

- Family time may be whenever the family is together or it may be during specific times such as when in the car together or when walking to school together.

 While in the car, except for long trips

Add Another 

Device Curfews

All families are different, but deciding when all devices are turned off for the night is a great addition to a Family Media Use Plan.

Devices will charge overnight in:



Parent's bedroom



Kitchen



Add Another

Choose & Diversify Your Media

TIP: Choose Media that is Worth Your Time-

More than 80,000 apps are labeled as educational, but little research has demonstrated their actual quality. Products pitched as "interactive" should require more than "pushing & swiping." Look for reviews about age-appropriate apps, games & programmes to guide you in making the best choices for your children; google the name of the app and the words 'review' or 'safety'. A reputable site for this is:

<https://www.common sense media.org/app-reviews>

Diversify Your Media-

Use media in a way that promotes interaction, connection & creativity. Different types of media may each have potential benefits, so media use is best diversified so that not all of one's time is spent doing one particular activity.

When we have recreational screen time, we will:



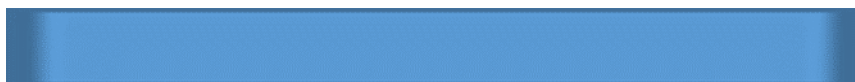
Co-view (watching media with a parent or adult)

Tip: Co-viewing allows for interaction & discussion. Younger children learn better from media, educational shows & videos when they are co-viewed & there is parent-child interaction.



Co-play (playing video games & using apps with a parent or adult)

- Younger children learn better from media when they share the experience with an adult.
- Helps parents to stay connected with their children & teens.
- Allows parents to have better sense of how their child is spending his or her time.



Add Another

When we have recreational screen time, we will:

NOT play video games that are against our family's rules both at home & at someone else's house

NOT download apps, movies, games without permission & asking an adult if they are appropriate for my age

NOT visit new websites or video sites without asking permission

Watch "educational" shows & use apps that have been reviewed & vetted by trusted sources to actually be educational such as Common Sense Media

Use media to be creative

Use apps & play games that let me use my creativity

Use media to connect me to others

Video chat with friends or relatives

NOT spend lots of time watching fast-paced shows or apps with lots of bells & whistles

TIP: These types of shows & apps may affect brain development & make it harder for children to concentrate later in life.


Add Another

Balancing Online & Off-line Time


Media & digital devices are an integral part of our world today. The benefits of these devices, if used moderately & appropriately, can be great. But research has shown that face-to-face time with family, friends & teachers, plays a pivotal & even more important role in promoting children's learning & healthy development. Keep the face-to-face up front & don't let it get lost behind a stream of media & technology.


By decreasing screen time, we will have more time for:

 Playing outside

 Looking at books, going to the library

 Playing dress-up or make believe

 Playing with friends

 Being with my family

 Playing with blocks, Legos & puzzles

Add Another 


Manners Matter

Being polite & having good manners are just as important as they have always been. Having a cellphone or a mobile device is not an excuse to forget our manners.

Digital Citizenship

TIP: Talk to your children about being good "digital citizens" & discuss the serious consequences of online bullying. If your child is the victim of cyberbullying, it is important to take action. Attend to children's & teens' mental health needs promptly if they are being bullied online & consider separating them from the social media platforms where bullying occurs.

We will be good digital citizens by:


 Telling a parent or other trusted adult if we get messages or photos that make us uncomfortable

Add Another 

Safety First


TIP: Keep your child safe by treating media as you would any other environment in your child's life.

We will follow these digital safety rules:

 Review Privacy Settings on all sites with your children


 Do not give out personal information online

 Do not share private photos online

 Do not befriend, chat with or virtually game with someone without a parent's permission

Children need to know that:

- Meeting & chatting or gaming with strangers online can be dangerous.
- For younger children, set up family rules & use device settings to make sure you vet & approve of your children's online friends.

Add Another 

Sleep & Exercise

TIP: All children need plenty of sleep & exercise each day.

We will get enough sleep & exercise by doing the following

 Turn off the TV or mobile device one hour before bedtime

- The blue light from the TV or mobile screen can interfere with sleep
- Vibrating & audio alerts can wake children from sleep

TIP: Your child aged 2 – 5 should get 10-13 hours of sleep (including naps)

Add Another 

Congratulations on making your family plan! Don't forget to print it and post it where everyone in the family can see it. You can also Email or Share your plan. Come back to revise your family plan as often as you need to such as at the beginning of each school year or during summer and holiday breaks. The online link to this tool is: <https://www.healthychildren.org/English/media/Pages/default.aspx#home>

Appendix 6:

Family Social Media Plan (child aged 6 – 12 years)

Customize this plan for your family:

Each heading is followed by examples and tips or suggestions. Check those items that apply to you & your family & they will appear in your plan. You can use the free text boxes to add additional information that is specific to your family.

Customize for each child:

Some of these items will apply to your whole family & others may apply to only certain children in your household. You can customize the media plan by entering your child's name for those items that are specific to him or her.

Come back often throughout the year to update your family plan, like for weekends or vacation times.

Screen Free Zones

Having areas of your home remain screen-free is important. Select from the list below & add them to your Family Media Plan to make sure your children understand where screens are not allowed. Add any other screen free areas that are specific to your family.



Child's name

6 – 12 years

Mobile devices & TVs are not allowed in the following screen-free zones in our home:



Kitchen or dining room table

TIP: Keep family mealtimes & other family & social gatherings tech-free.



Bedroom

TIP: Recharge devices overnight - outside your child's bedroom

Remember:

- incoming messages & calls can interfere with your child's sleep
- help children avoid the temptation to use or check devices when they should be sleeping
- emitted light from devices charging may still effect the quality of your child's sleep

Add another

Screen Free Times

As part of the daily routine, make devices like TVs, phones, computers, games or other electronics off limits at specific times. Dinnertime & before bedtime are important ones, but more extended breaks from technology each day may also be needed, especially for families with very young children.

We will not use mobile devices or other screens during the following times:



One hour before bed

TIP: Using a mobile device or watching TV before bed can interfere with a child's sleep. When using screens in the evening.

Remember:

- Turn the brightness on the screen down
- Don't play or watch media that are intense or scary in the evening



Meal times

TIP: Do not watch TV or use mobile devices at meal time.

- It is associated with obesity & weight gain in children.
- It discourages from family interaction.



Family time

- Family time may be whenever the family is together or it may be during specific times such as when in the car together or when walking to school together.



While doing homework

While at school

While walking across the street

While in the car, except for long trips

Add Another

Device Curfews

All families are different, but deciding when all devices are turned off for the night is a great addition to a Family Media Use Plan.

Devices will charge overnight in:

Parent's bedroom

Kitchen

Add Another

Choose & Diversify Your Media

TIP: Choose Media that is Worth Your Time-

More than 80,000 apps are labeled as educational, but little research has demonstrated their actual quality. Products pitched as "interactive" should require more than "pushing & swiping." Look for reviews about age-appropriate apps, games & programmes to guide you in making the best choices for your children; google the name of the app and the words 'review' or 'safety'. A reputable site for this is:

<https://www.commonsensemedia.org/app-reviews>

Diversify Your Media-

Use media in a way that promotes interaction, connection & creativity. Different types of media may each have potential benefits, so media use is best diversified so that not all of one's time is spent doing one particular activity.

When we have recreational screen time, we will:

Co-view (watching media with a parent or adult)


Tip: Co-viewing allows for interaction & discussion. Younger children learn better from media, educational shows & videos when they are co-viewed & there is parent-child interaction.


 Co-play (playing video games & using apps with a parent or adult)

- Younger children learn better from media when they share the experience with an adult.
- Helps parents to stay connected with their children & teens.
- Allows parents to have better sense of how their child is spending his or her time.


Add Another 

When we have recreational screen time, we will:


 Video chat with friends or relatives


 Play apps that are creative, educational & promote healthy interactions with others

 Watch age appropriate & educational shows & videos


 Play learning apps

 Play videos, shows & apps with adults

 NOT play video games that are against our family's rules both at home & at someone else's house

 NOT download apps, movies, games without permission & asking an adult if they are appropriate for my age

 NOT visit new websites or video sites without asking permission

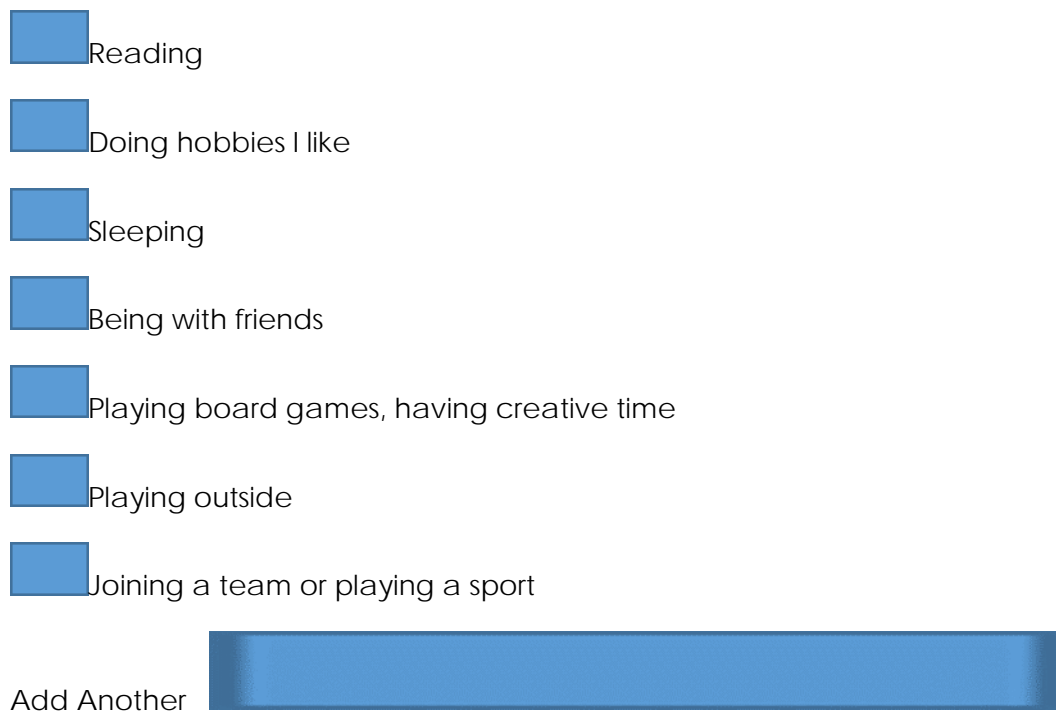
 Watch "educational" shows & use apps that have been reviewed & vetted by trusted sources to actually be educational such Common Sense Media.

Add Another 

Balancing Online & Off-line Time

Media & digital devices are an integral part of our world today. The benefits of these devices, if used moderately & appropriately, can be great. But research has shown that face-to-face time with family, friends & teachers, plays a pivotal & even more important role in promoting children's learning & healthy development. Keep the face-to-face up front & don't let it get lost behind a stream of media & technology.

By decreasing screen time, we will have more time for:



Manners Matter

TIP: Being polite & having good manners are just as important as they have always been. Having a phone or a mobile device is not an excuse to forget our manners.

We will show good media manners by:

- Not looking at the phone or texting while talking with someone, or during mealtime
 - If it's truly urgent, we will say "excuse me"
- Not keeping the phone on (or under) the table during meals
 - Devices will not be brought to the table

Add another 

Digital Citizenship

TIP: Talk to your children about being good “digital citizens” & discuss the serious consequences of online bullying. If your child is the victim of cyberbullying, it is important to take action. Attend to children’s & teens’ mental health needs promptly if they are being bullied online & consider separating them from the social media platforms where bullying occurs.

We will be good digital citizens by:



Not being rude or bullying anyone online



Respecting the privacy of others



We will never forward a text or photo without asking permission



Telling a parent or other trusted adult if we or others are being bullied, disrespected, attacked or treated badly online



Telling a parent or other trusted adult if we get messages or photos that make us uncomfortable



Sticking up for others online

Add Another 

Safety First

TIP: Keep your child safe by treating media as you would any other environment in your child's life.

We will follow these digital safety rules:



Review Privacy Settings on all sites with your children



Do not give out personal information online



Do not share private photos online

Do not use a phone or text while crossing a street

Do not befriend, chat with or virtually game with someone without a parent's permission

TIP: Meeting & chatting or gaming with strangers online can be dangerous. Discuss these concerns with your child.

Add Another 

Sleep & Exercise

TIP: All children need plenty of sleep & exercise each day.

We will get enough sleep & exercise by doing the following:

Turn off the TV or mobile device one hour before bedtime

- The blue light from the TV or mobile screen can interfere with sleep
- Vibrating & audio alerts can wake children from sleep

Get 9-12 hours of sleep

Exercise

TIP: All kids (and adults, too!) need at least 1 hour of exercise each day

Add Another 

Congratulations on making your family plan! Don't forget to print it and post it where everyone in the family can see it. You can also Email or Share your plan. Come back to revise your family plan as often as you need to such as at the beginning of each school year or during summer and holiday breaks. The online link to this tool is:
<https://www.healthychildren.org/English/media/Pages/default.aspx#home>

Appendix 7:

Family Social Media Plan (child aged 13- 18 years)

Customize this plan for your family:

Each heading is followed by examples and tips or suggestions. Check those items that apply to you & your family & they will appear in your plan. You can use the free text boxes to add additional information that is specific to your family.

Customize for each child:

Some of these items will apply to your whole family & others may apply to only certain children in your household. You can customize the media plan by entering your child's name for those items that are specific to him or her.

Come back often throughout the year to update your family plan, like for weekends or vacation times.

Screen Free Zones

Having areas of your home remain screen-free is important. Select from the list below & add them to your Family Media Plan to make sure your children understand where screens are not allowed. Add any other screen free areas that are specific to your family.



Child's name

13-18 years

Mobile devices & TVs are not allowed in the following screen-free zones in our home:

 Kitchen or dining room table

TIP: Keep family mealtimes & other family & social gatherings tech-free.

 Bedroom

TIP: Recharge devices overnight - outside your child's bedroom

Remember:

- incoming messages & calls can interfere with your child's sleep
- help children avoid the temptation to use or check devices when they should be sleeping

- emitted light from devices charging may still effect the quality of your child's sleep

Add another 

Screen Free Times

As part of the daily routine, make devices like TVs, phones, computers, games or other electronics off limits at specific times. Dinnertime & before bedtime are important ones, but more extended breaks from technology each day may also be needed, especially for families with very young children.

We will not use mobile devices or other screens during the following times:

 One hour before bed

TIP: Using a mobile device or watching TV before bed can interfere with a child's sleep. When using screens in the evening.

Remember:

- Turn the brightness on the screen down
- Don't play or watch media that are intense or scary in the evening

Meal times

TIP: Do not watch TV or use mobile devices at meal time.

- It is associated with obesity & weight gain in children.
- It discourages from family interaction.


 Family time

- Family time may be whenever the family is together or it may be during specific times such as when in the car together or when walking to school together.

 While doing homework

 While at school

 While walking across the street

 While in the car, except for long trips

Add Another 

Device Curfews

All families are different, but deciding when all devices are turned off for the night is a great addition to a Family Media Use Plan.

Devices will charge overnight in:



Parent's bedroom



Kitchen

Add Another



Choose & Diversify Your Media

TIP: Choose Media that is Worth Your Time-

More than 80,000 apps are labeled as educational, but little research has demonstrated their actual quality. Products pitched as "interactive" should require more than "pushing & swiping." Look for reviews about age-appropriate apps, games & programmes to guide you in making the best choices for your children; google the name of the app and the words 'review' or 'safety'. A reputable site for this is:

<https://www.common sense media.org/app-reviews>

Diversify Your Media-

Use media in a way that promotes interaction, connection & creativity. Different types of media may each have potential benefits, so media use is best diversified so that not all of one's time is spent doing one particular activity.

When we have recreational screen time, we will:



Co-view (watching media with a parent or adult)

Tip: Co-viewing allows for interaction & discussion. Younger children learn better from media, educational shows & videos when they are co-viewed & there is parent-child interaction.



Co-play (playing video games & using apps with a parent or adult)

- Younger children learn better from media when they share the experience with an adult.
- Helps parents to stay connected with their children & teens.
- Allows parents to have better sense of how their child is spending his or her time.

Add Another 

When we have recreational screen time, we will:

 Co-view (watching media with a parent or adult)

TIP: Co-viewing allows for interaction & discussion

 Co-play (playing video games & using apps with a parent or adult)

TIP: Younger children learn better from media when they share the experience with an adult.

Co-viewing and co-playing:


- Helps parents to stay connected with their children & teens.

- Allows parents to have better sense of how their child is spending his or her time.

Add Another 


When we have recreational screen time, we will:

 Use media to be creative

 Code, make movies, enhance personal or school projects, use apps & play games that let me use my creativity

 Use media to connect me to others

 Video chat with friends or relatives, co-play, use social media to strengthen bonds with others

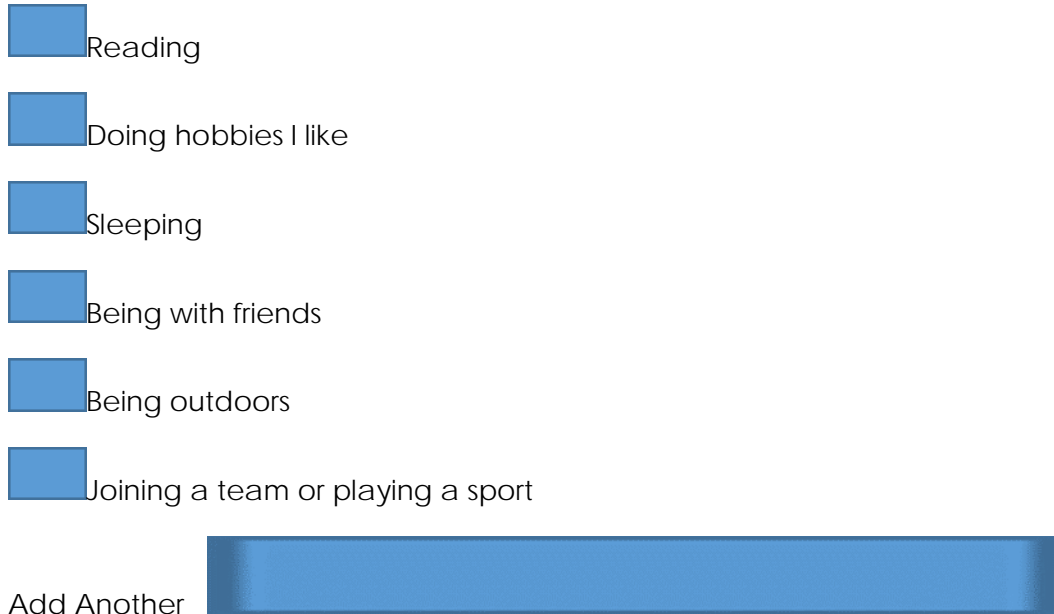
 NOT visit new websites or video sites that are outside the boundaries set up by my family without asking permission

Add Another 

Balancing Online & Off-line Time

Media & digital devices are an integral part of our world today. The benefits of these devices, if used moderately & appropriately, can be great. But research has shown that face-to-face time with family, friends & teachers, plays a pivotal & even more important role in promoting children's learning & healthy development. Keep the face-to-face up front & don't let it get lost behind a stream of media & technology.

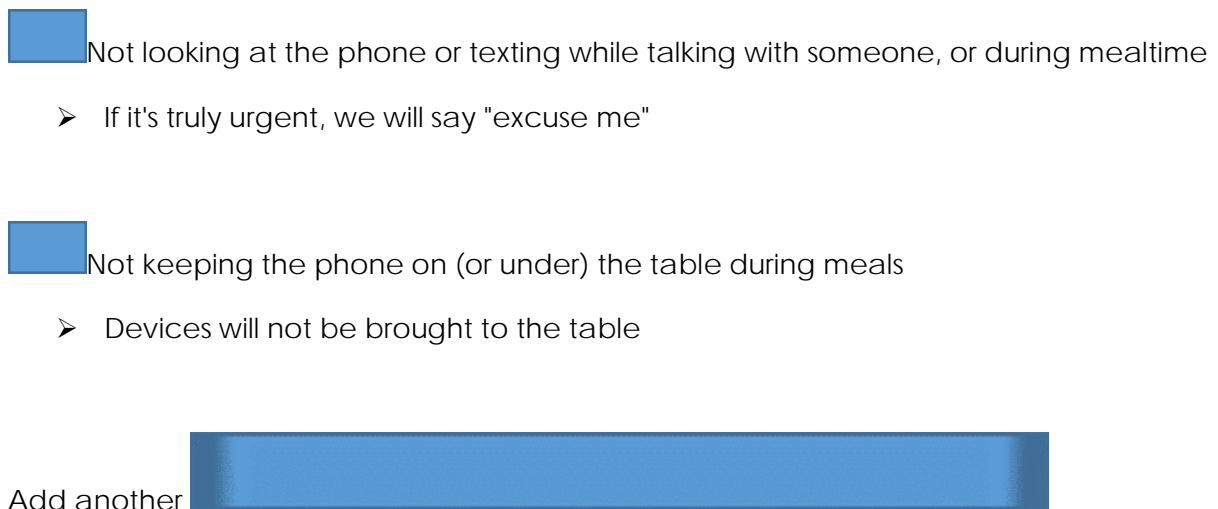
By decreasing screen time, we will have more time for:



Manners Matter

TIP: Being polite & having good manners are just as important as they have always been. Having a phone or a mobile device is not an excuse to forget our manners.


We will show good media manners by:




Digital Citizenship


TIP: Talk to your children about being good “digital citizens” & discuss the serious consequences of online bullying. If your child is the victim of cyberbullying, it is important to take action. Attend to children’s & teens’ mental health needs promptly if they are being bullied online & consider separating them from the social media platforms where bullying occurs.


We will be good digital citizens by:


 Not being rude or bullying anyone online

 Respecting the privacy of others

 We will never forward a text or photo without asking permission

 Telling a parent or other trusted adult if we or others are being bullied, disrespected, attacked or treated badly online

 Telling a parent or other trusted adult if we get messages or photos that make us uncomfortable

 Sticking up for others online

Add Another 

Safety First


TIP: Keep your child safe by treating media as you would any other environment in your child's life.


We will follow these digital safety rules:

 Review Privacy Settings on all sites with your children

 Do not give out personal information online

 Do not share private photos online

 Do not use a phone or text while crossing a street

 Do not befriend, chat with or virtually game with someone without a parent's permission

TIP: Meeting & chatting or gaming with strangers online can be dangerous. Discuss these concerns with your child.

Add Another 


Sleep & Exercise

TIP: All children need plenty of sleep & exercise each day.

We will get enough sleep & exercise by doing the following:

 Turn off the TV or mobile device one hour before bedtime

- The blue light from the TV or mobile screen can interfere with sleep
- Vibrating & audio alerts can wake children from sleep

 Get 8 -10 hours of sleep

 Exercise

TIP: All kids (and adults, too!) need at least 1 hour of exercise each day

Add Another 

Congratulations on making your family plan! Don't forget to print it and post it where everyone in the family can see it. You can also Email or Share your plan. Come back to revise your family plan as often as you need to such as at the beginning of each school year or during summer and holiday breaks. The online link to this tool is: <https://www.healthychildren.org/English/media/Pages/default.aspx#home>

Appendix

Resources for parents

www.webwise.ie

www.internetsafety.ie

www.internetsafety.com

www.yourbrainonporn.ie

www.selfiecop.ie

www.hotline.ie

www.tusla.ie/parenting-24-seven/13plus-years/child-s/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/>

Videos:

Ronnie Corbett's Blackberry (comedy for digital tourists)

<https://www.youtube.com/watch?v=kAG39JKi0II>

Talking to your child about online pornography

www.vimeo.com/200804489

modelling good online behaviour

www.vimeo.com/191045340

Glossary of terms used on social media

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

Social media abbreviations that all parents need to know

www.netlingo.com/top50/acronyms-for-parents.php

The following images can be displayed while facilitating the session



"thirsty"

You're desperate.

e.g. I'm thirsty for Ed Sheeran concert tickets



"DEAD"

When something is incredibly overwhelming

"SQUAD"

Crew or posse (gang, band members) Squad goals; aspiring to be part of a group

"SLAY"

Doing something amazing

" ON FLEEK "

When something is 'on point'

" NO CHILL "

You don't know how to be calm and rational

"AF"

As Fuck (EG I'M COLD AF)

"SHIP"

When you want two people to be in a romantic relationship

"BAE"

Baby/Before Anyone Else

More words and phrases can be downloaded from

www.popsugar.com

Guide to **Twitter** Lingo

at (mention)	@	NSFW	not safe for work
hashtag	#	OH	overheard
caret/hat sign	^	PRT	partial retweet
financial hashtag	\$	RLRT	real life retweet
as far as I know	AFAIK	RT	retweet
carbon copy	CC	SMH	shaking my head
correction	CX	TFTF	thanks for the follow
direct message	DM	TIL	today I learned...
Follow Friday	FF	TL;DR	too long; didn't read
hat tip/heard through	HT	TMB	tweet me back
in case you missed it	ICYMI	TQRT	thanks for the retweet
Music Monday	MM	TT	translated tweet
modified tweet	MT	W/	with

Just For Fun

AFAIK	As Far As I Know	LMAO	Laughing My A** Off
AMA	Ask Me Anything	LMK	Let Me Know
BAE	Before Anyone Else	LOL	Laughing Out Loud
BFF	Best Friends Forever	NBD	No Big Deal
BRB	Be Right Back	NM	Not Much
BTW	By The Way	NVM	Nevermind
FBO	Facebook Official	NSFW	Not Safe For Work
FF	Follow Friday	OH	Overheard
FOMO	Fear Of Missing Out	OMG	Oh My God/Gosh
FTW	For The Win	OMW	On My Way
FYI	For Your Information	PODT	Photo Of The Day
GTG	Got To Go	PPL	People
ICYMI	In Case You Missed It	QOTD	Quote Of The Day
IDC	I Don't Care	ROFL	Rolling On The Floor Laughing
IDK	I Don't Know	SMH	Shaking My Head
ILY	I Love You	TBH	To Be Honest
IMHO	In My Humble Opinion	TBT	Throwback Thursday
IMO	In My Opinion	TL;DR	Too Long; Didn't Read
IRL	In Real Life	WTF	What The F***
JK	Just Kidding	YOLO	You Only Live Once