

# Online Safety parent workshop



*Ms Moxom*

*Assistant Headteacher/ Wellbeing Lead*

***Wednesday 8th March 2023***

# *Aims of the workshop*

1. Understand the positive opportunities online
2. Understand the risks online
3. The 4 Cs
4. Advice on ways to keep your child safe online
5. Understand how to make a report
6. Identify ways to discuss online safety with your child
7. Learn how we teach online safety in school and ways we deal with any concerns

Our children have grown up in a society that has become **dependent** on powerful computers, including smart phones, iPads, interactive online games and virtual communities.

This comes with positives and negatives.



***1. What are the positive opportunities  
online?***



# The Positives of the Internet

## Staying connected:

Keeping in touch with family and friends. Being connected is good for wellbeing.



## Helps the planet:

By sharing content online, there is less need to print paper copies, meaning less paper use, helping our environment.



## Research:

Children can develop their research and digital skills.



## Widely available:

Children can access the internet in a range of places.



## Being creative:

with music, art, expressing themselves.



## Teamwork:

Collaborating online can encourage and develop teamwork.



## Learning, knowledge and entertainment:

A vast amount of information is available and children can learn in fun ways to help them be engaged with learning.

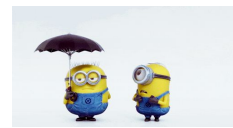


## Fast form of communication:

We can communicate much more efficiently.



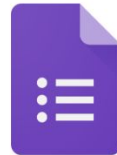
What new skills have you **learnt** this week? How have you used your digital skills?



How have you stayed **connected** with friends and family in person or online?



At Woodlands, we use Google Education Suite to support our learning in many creative ways...



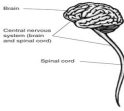
What have you **given** to others this week? How have you shown **kindness** in person or online?

## ***2. What are the risks online?***

# *The risks of the internet*



**Disrupted sleep cycles:** blue light from device screens can disturb sleep patterns.



**Central nervous system:** The brain can be over stimulated by on screen entertainment.

**Marketing/ persuasive tactics:** children can be vulnerable to marketing and persuasive tactics used in gaming.



**Reliability:** Not everything online is accurate. This includes fake news stories and altered images. This can affect children's self esteem if they believe the messages that they are seeing.

**FAKE**



**Inappropriate content:** seeing inappropriate information can affect children's wellbeing. E.g sexual content, swear words, dangerous challenges.

**Negativity:** Being exposed to negative/rude comments can affect children's self esteem.

# Risk is not harm

**Positive action can limit risks becoming harmful. Here are 5 tips for parents:**

- 1 Understand the risks
- 2 Communicate regularly
- 3 Keep the risks in proportion
- 4 Agree on helpful mediation strategies
- 5 Develop coping strategies that foster resilience





## Oversharing



## Obsessive focus on likes/ comments



## Sharing their location



# **Social media risks for children**

## Talking to strangers



## Unrealistic sense of body image



## Sending/ receiving inappropriate content





## **TIKTOK**

**Main features:** making & sharing short videos, lip-syncing.

### **Risks:**

- As Tik Tok uses algorithms to show users new content, it's easy for young people to come across **inappropriate or upsetting videos**.
- The platform also has communication features that allow users to **privately message each other** which could put your child at risk of being contacted by someone they don't know.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-blog/child-safe-settings-tiktok/>



## **INSTAGRAM**

**Main features:** photo & video sharing, livestreaming, stories, DMs, hashtags.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-blog/keeping-children-safe-on-instagram/>

Age: 13+ years

### **Risks:**

- **Unwanted contact** – If you have a public account users can communicate with one another via private and public chat. Even if your account is set to private other users can still request to send you direct messages
- **Exposure to harmful upsetting content** – Because of how the platform shows users content it's easy to come across inappropriate or adult posts on the app
- **Pressure** – Young people might feel pressure to post certain images or videos based on what they're seeing on the app. This could lead them to experience issues with their self-esteem and wellbeing
- **Location sharing** – The platform allows you to share your location with others on the app.



## **WHATSAPP**

Main features: It allows you to send and receive messages, as well as make voice and video calls. You can connect with people individually or in group chats.

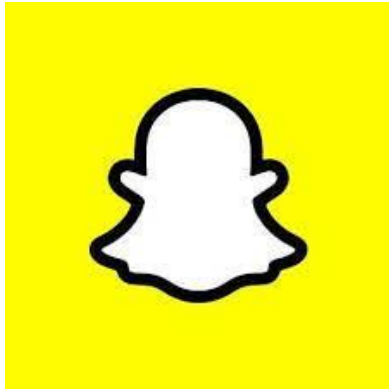
<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-blog/2023-01-12-is-whatsapp-safe-for-my-child/>

## **Risks:**

Age: 16+ years

- **Unwanted contact-** To contact somebody on WhatsApp, all you need is their phone number which could mean unwanted messages.
- **Pressure-** visibility features such as 'online' means that others know when your child is online, when they were last seen or if they have read the message. This could cause pressure to reply.
- **Location sharing-** The live location feature means that your child could reveal their current location to others.
- **Inappropriate content-** WhatsApp messages are end-to-end encrypted which means that the content cannot be monitored. So your child could see or hear harmful or upsetting content.
- **Cyberbullying-** WhatsApp groups can be controlled by an 'admin', who can change settings, such as the name of the group, who is allowed to send messages, as well as being able to invite and remove people from the chat. This could lead children becoming excluded.
- **Oversharing-** Privacy features, such as disappearing and 'view once' messages, might mean that your child feels safe to reveal private information or images. However, there is always a risk that an unintended person might see what they have sent, for example if they are with the recipient or that the person might take a screenshot and keep the information.

Age: 13+ years



## **SNAPCHAT**

**Main features:** photo & video messaging, snaps, location sharing

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-blog/is-snapchat-safe-for-my-child/>

### **Risks:**

- **Inappropriate or harmful content-** Children and young people could be at risk of viewing harmful or upsetting video content and images.
- **Location sharing-** Snapchat Map shares your location with other users on the app.
- **Unwanted contact-** Your child could receive unwanted contact from adults or other young people using the app.
- **Pressure to share-** Snapchat messages normally disappear after a short period of time once opened. This could put a child more at risk of sharing something that makes them feel uncomfortable or could harm or upset someone else. It's important to remember that images, videos, and messages can always be screenshotted by the recipient.
- **Pressure to chat-** With streaks, there is a pressure to keep using the app and to achieve a high 'streak score'.

Age: 13+ years



## **FACEBOOK**

**Main features:** newsfeed to share text, photos & videos, instant messaging, marketplace, friends, likes and comments.

### **Risks:**

- **Cyberbullying-** Facebook seems a perfect place for cyberbullying: offenders can leave nasty comments under someone's posts, send harassment to their private messages, and encourage others to support them.
- **Online predators-** Everyone knows about pedophiles who identify shy or abandoned children to abuse them. However, abusers can groom your child even when both of you stay at home. These groomers are called online predators.
- **Oversharing-** sharing personal information can lead to identity theft.

Age: 13+ years



**TWITTER**

**Main features:** tweets (text with restricted character count), photo and video sharing, hashtags.

### **Risks:**

- **Cyberbullying-** Any social media platform is a place where cyberbullying and harassment can occur.
- **Grooming-** Twitter is automatically public and you can easily interact with strangers. ...
- **Exposure to sensitive content-** children may see harmful, inappropriate and upsetting content...

# What are the implications of these social media platforms?

Children are often creating 'groups' to which others are joining. This means that all information is shared with anyone who is in the group, so privacy is lost and in some cases strangers have been added to the group.

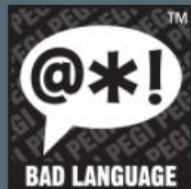




## TWO LEVELS OF INFORMATION AS A GUIDE : THE PEGI AGE LABELS



## THE CONTENT DESCRIPTORS



# Look beyond the age ratings...

Age ratings do act as a useful guide – especially when it comes to explaining boundaries or supporting conversations with a child about what may or may not be suitable. But parents should always try to find out more about an online platform – including its content, functionalities or other social aspects – to make a more informed decision. There are several aspects to consider...

## Pressure to spend-

These include **loot boxes** – virtual chests players pay real money to open, rewarding them with in-game items. With a loot box, you don't necessarily know what you're going to get. This can lead to children continually spending in the hope of eventually getting what they want. **Research** has shown that loot boxes can promote **gambling-like behaviour**.

## Functionality-

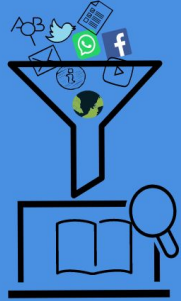
What is the function of the game? For example, **Roblox** is a gaming platform aimed at – although not exclusively for – younger users. But despite being rated 7+ by PEGI ('possibly frightening for younger children') the user-generated games within can have many similar functionalities to social media. This includes chat forums, in-game chat, friending and trading with other users – as well as in-game purchases and loot boxes.

## Media Literacy-

When considering online social media and games and age ratings, it helps to think about content and functionality in relation to a child's media literacy. Children and young people will be differently equipped to cope with environments affected by seemingly simple functionalities (for example the '**like button**'). Children need the social-emotional and media literacy skills to understand more mature/complex content – as well as potentially disinformation, influencer marketing and 'perfect-life' depictions.

### ***3. What are the 4 Cs?***

## CONTENT



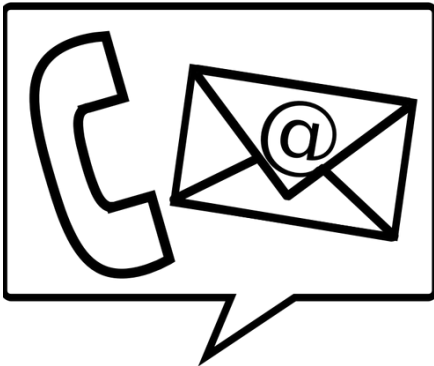
Are you  
accessing age  
appropriate  
information?

## CONDUCT



Are you  
behaving  
responsibly  
towards others?

## CONTACT



Do you know  
who you are  
talking to  
online?

## COMMERCIALISM



Are you aware of  
the hidden costs  
and advertising  
in apps/  
websites?



# Content

What children see online



**Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social media, online games, streams and websites.**



**Live comments and chats alongside other content including videos, streams and games can be hurtful, harmful or unreliable.**



**It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias. Photos and videos can also be edited or inaccurate.**



# Conduct

## Online behaviour & sharing



Children need to be aware of the impact that their online activity can have on both themselves and others, and how other people may perceive them because of what they say and do online.



It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information, photos and videos that they may have posted.



When using the internet, it's important to keep personal information (that could identify who they are) safe and not share it with strangers.





# Contact

Online communication



**It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them.**



**If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person (including, but not limited to, a request to meet up or a request for images/videos), it's vital that you report it to the police via:**



**Child Exploitation and Online Protection Centre ([www.ceop.police.uk](http://www.ceop.police.uk)).**

# Online bullying

Also known as 'cyberbullying' - takes place online or using technology.



Cyberbullying can happen in many different ways including unkind messages or comments, the sharing of embarrassing photos or exclusion from group chats.



Children need to understand that their online actions can be just as hurtful as offline actions and that seeking to deliberately hurt or upset someone is always unacceptable.



# Nudes and sexting

**Sexting is taking and sharing a nude, partially nude or sexually explicit image or video.**



If the person in the image is under-18 then it **breaks the law**. The Protection of Children Act states that it is illegal to create, distribute or possess an indecent image of a child, including images or videos taken by the child themselves (e.g. selfies).



The police take a common sense approach and are not seeking to criminalise young people, but do have a duty of care if asked to investigate.



In the online world, content can get very far, very quickly and young people may lose control of who else sees their image. Knowing an image has been seen by others can be very difficult and traumatic for a young person to experience.

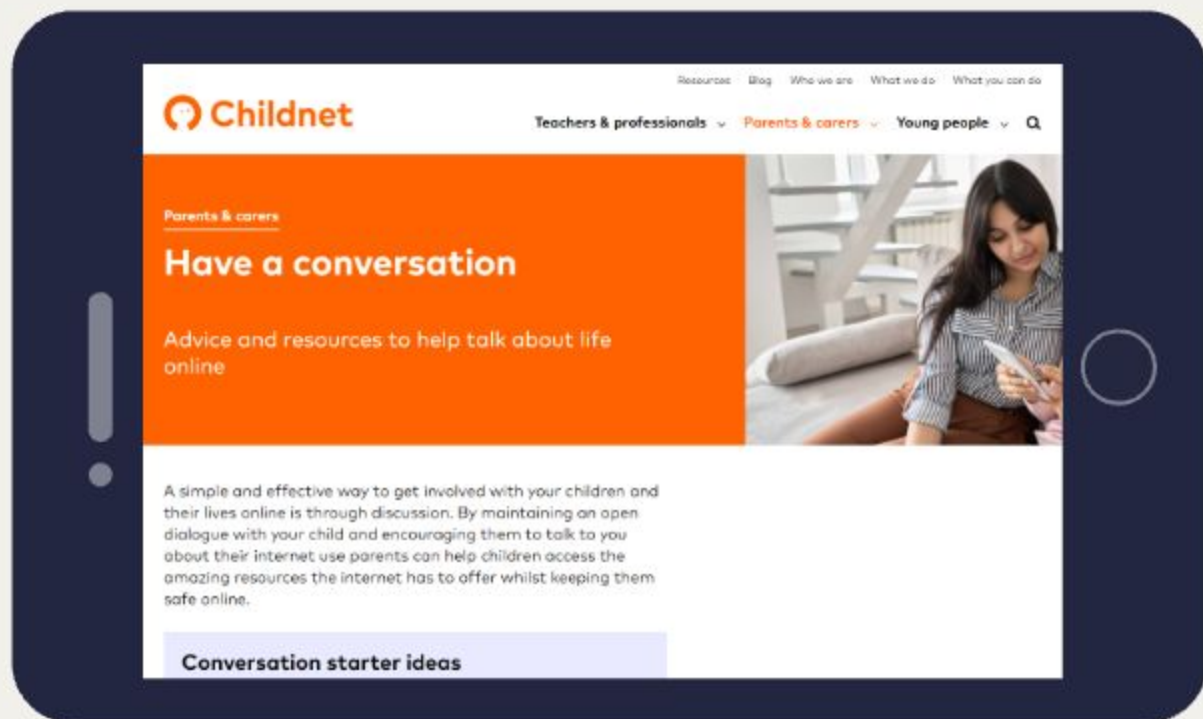


Sexting is a risk even for younger children. A child with access to a device, who can take a photo and send it on, may not understand the possible consequences and just think they're being funny.

***4. How can you keep your child safe  
online?***

An open and honest dialogue with your child is absolutely key.

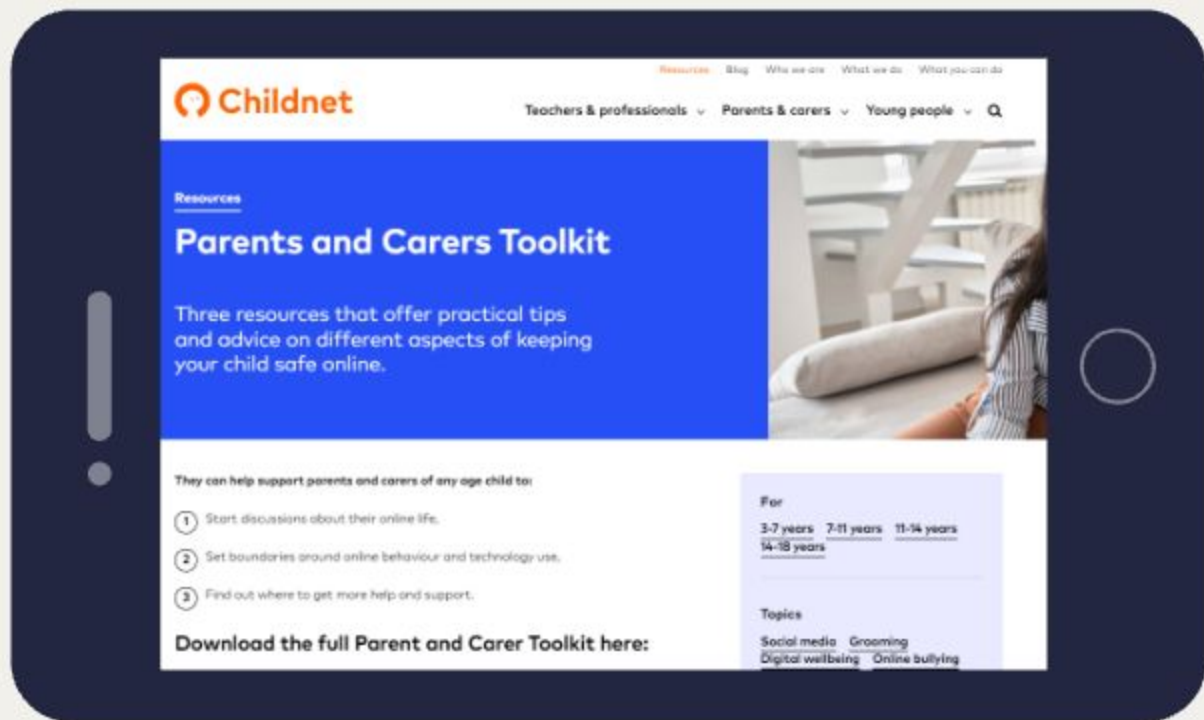
Talk to them about their internet use and let them know they can talk to you.



[childnet.com/parents-and-carers/have-a-conversation](https://childnet.com/parents-and-carers/have-a-conversation)

Consider setting a family agreement to open discussion.

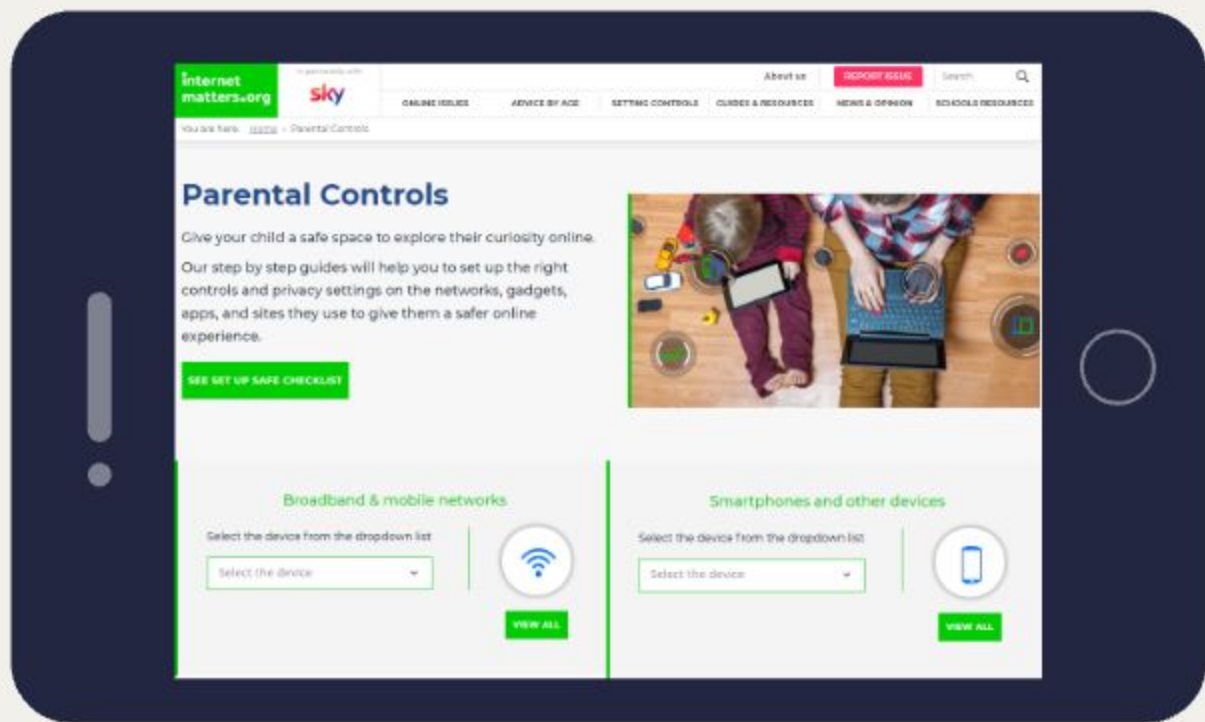
Establish boundaries and your expectations as a family.



[childnet.com/toolkit](https://childnet.com/toolkit)

Filtering software  
and settings can  
help block  
unwanted content.

Look at filters on  
individual devices  
and from mobile &  
internet providers

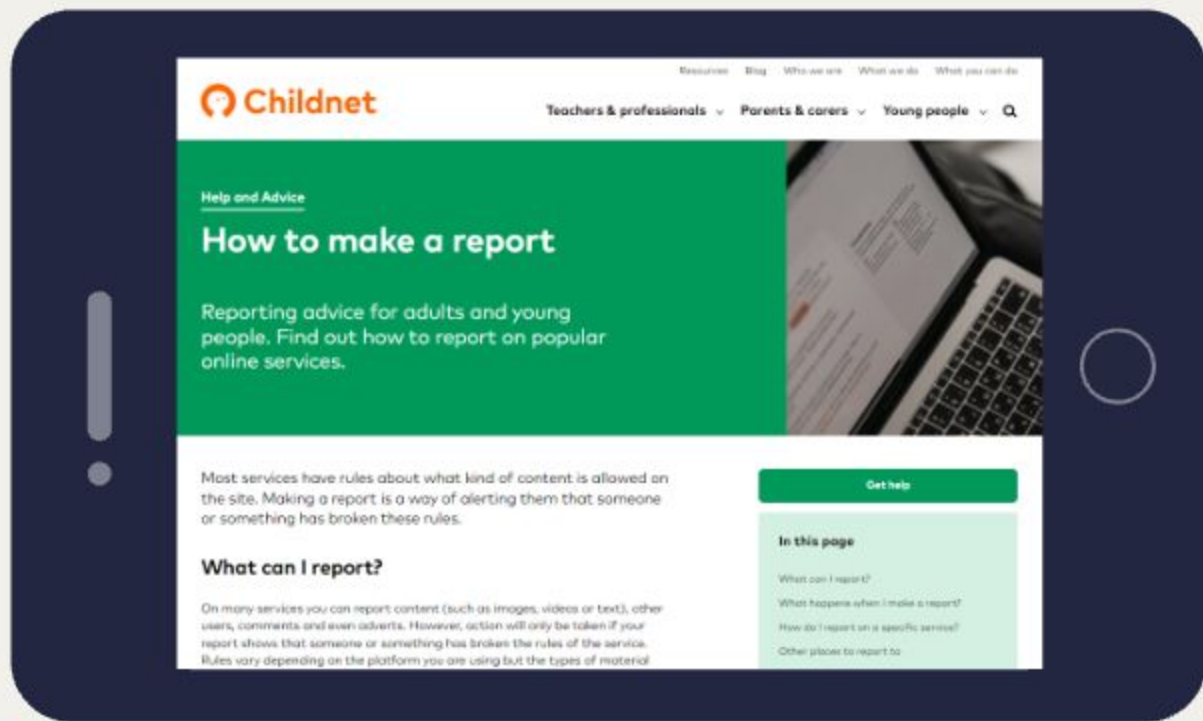


[internetmatters.org/parental-controls/](https://internetmatters.org/parental-controls/)




Familiarise yourself with safety and privacy settings on the services your family uses.

Learn how to report, block and mute other users on games and social media.



[childnet.com/how-to-report](https://childnet.com/how-to-report)

A dark blue smartphone icon with a white home button at the bottom and a notch at the top. The screen displays two green speech bubbles.


Consider setting up  
a shared family  
email address.

Your child can use  
this when signing up  
to new services.

A dark blue smartphone icon with a white home button at the bottom and a notch at the top. The screen displays two orange speech bubbles.

Encourage your  
child to always  
**'think before you  
post'**

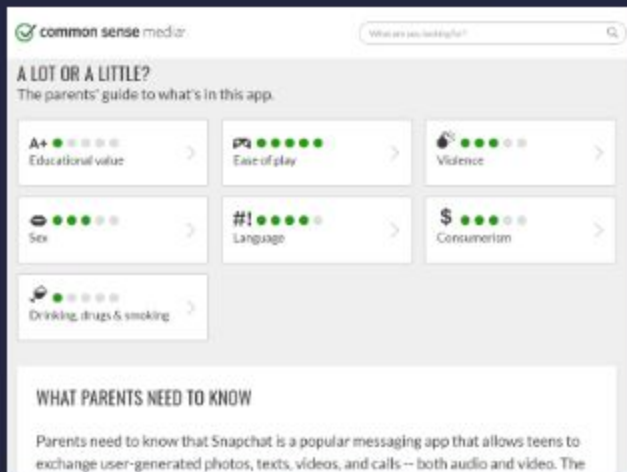
Lead by example and  
discuss the content  
you share on social  
media too

A dark blue smartphone icon with a white home button at the bottom and a notch at the top. The screen displays two blue speech bubbles.

Give your child  
strategies to deal  
with content they  
don't want to see

For example,  
speaking to you or  
turning off the device

# Other useful resources...



[commonsensemedia.org](https://commonsensemedia.org)



[askaboutgames.com](https://askaboutgames.com)



***5. How do I report something online?***

# Making a report

Look out for these symbols on the post, comment or user profile you want to report



Report video

Warning selected \*

0 - 50

Provide additional details

0/100

Flagged videos and users are reviewed by YouTube staff 24 hours a day. 7 days a week to determine whether they violate Community Guidelines. Resources are provided for community, customer support, and abuse or repeated violations can lead to account termination. [Report channel](#)

CANCEL REPORT



< Report

Let us know!

Submit

250



Report

Game or Player?

Select Player?

Type Of Abuse

Report Description (Optional)

ROBLOX

We use your feedback to help us learn when something isn't right.

Nudity Violence Harassment

Suicide or self-injury False news Spam

Unauthorised sales Hate speech

Terrorism Something else



Choose a reason for reporting



Choose a reason for reporting this post:

- I just don't like it
- Nudity or pornography
- Hate speech or symbols  
Racist, homophobic or sexist slurs
- Violence or threat of violence  
Graphic injury, unlawful activity, dangerous or criminal organizations
- Sale or promotion of firearms
- Sale or promotion of drugs
- Harassment or bullying
- Intellectual property violation  
Copyright or trademark infringement

Fill out the form with as much detail as possible and press send to inform the platform's safety team.

Follow up inadequate responses to reports on other services here:

The screenshot shows the 'REPORT HARMFUL CONTENT' website. At the top, there is a navigation bar with a logo on the left and two buttons, 'Report' and 'Advice', on the right. Below the navigation bar, the main heading reads 'We can help you report:'. Under this heading, there are eight red circular icons arranged in a 2x4 grid, each with a label below it: 'Threats' (crosshair icon), 'Impersonation' (person icon), 'Bullying or Harassment' (two people icon), 'Self Harm or Suicide Content' (person with X icon), 'Online Abuse' (speech bubble with @ and \* icon), 'Violent Content' (fist icon), 'Unwanted Sexual Advances' (hand with X icon), and 'Pornographic Content' (XXX icon). Below the grid is a 'Find out more' button. A red horizontal bar contains the text: 'If you or the person you are helping is in immediate danger please contact the police dialling 999'. At the bottom, there are two columns of text with logos. The left column features the 'ACT' logo and text about reporting glorified terrorism. The right column features the 'IWF' logo and text about reporting sexual images of under-18s. Below these columns are two buttons: 'Report Terrorist Activity' and 'Report Child Sexual Abuse Imagery'.

**REPORT HARMFUL CONTENT**

Report Advice

We can help you report:

- Threats
- Impersonation
- Bullying or Harassment
- Self Harm or Suicide Content
- Online Abuse
- Violent Content
- Unwanted Sexual Advances
- Pornographic Content

Find out more

If you or the person you are helping is in immediate danger please contact the police dialling 999

**ACT** Action Counts to Tackle Terrorism. If you've seen something online that supports, directs or glorifies terrorism, report it here.

**IWF** Internet Watch Foundation. We are unable to take reports of sexual images of under-18s. You can report sexual images of under-18s online directly to the Internet Watch Foundation.

Report Terrorist Activity

Report Child Sexual Abuse Imagery

[reportharmfulcontent.com](https://reportharmfulcontent.com)

# Report any suspected grooming to CEOP:

The screenshot shows the CEOP (Child Exploitation and Online Protection command) website. At the top left is the CEOP logo with the text 'Child Exploitation and Online Protection command' and 'A National Crime Agency command'. At the top right, there is a link 'If you need to hide this site quickly, just click here' and a red 'Quick exit' button with a running person icon. The main heading asks 'Are you worried about online sexual abuse or the way someone has been communicating with you online?' followed by 'Make a report to one of CEOP's Child Protection Advisors'. Below this are three columns: 'Should I make a report to CEOP?' with a subtext 'If you're worried about online abuse or the way someone has been communicating online, let CEOP know.' and a computer icon; 'What happens when I make a report?' with a subtext 'One of our experienced Child Protection Advisors will be there to make sure you get the help that you need.' and a lightbulb/gears icon; and 'How can CEOP help me?' with a subtext 'Online abuse affects many children and young people every day, CEOP has helped thousands of people in need of support.' and a speech bubble icon. At the bottom, a yellow button says 'Make a report' with a pencil icon, and a note below it says 'If you have been a victim of sexual online abuse or you're worried this is happening to someone you know, let us know safely and securely'.

**CEOP**  
Child Exploitation and Online Protection command  
A National Crime Agency command

If you need to hide this site quickly, just click here **Quick exit**

## Are you worried about online sexual abuse or the way someone has been communicating with you online?

Make a report to one of CEOP's Child Protection Advisors

### Should I make a report to CEOP? →

If you're worried about online abuse or the way someone has been communicating online, let CEOP know.

### What happens when I make a report? →

One of our experienced Child Protection Advisors will be there to make sure you get the help that you need.

### How can CEOP help me? →

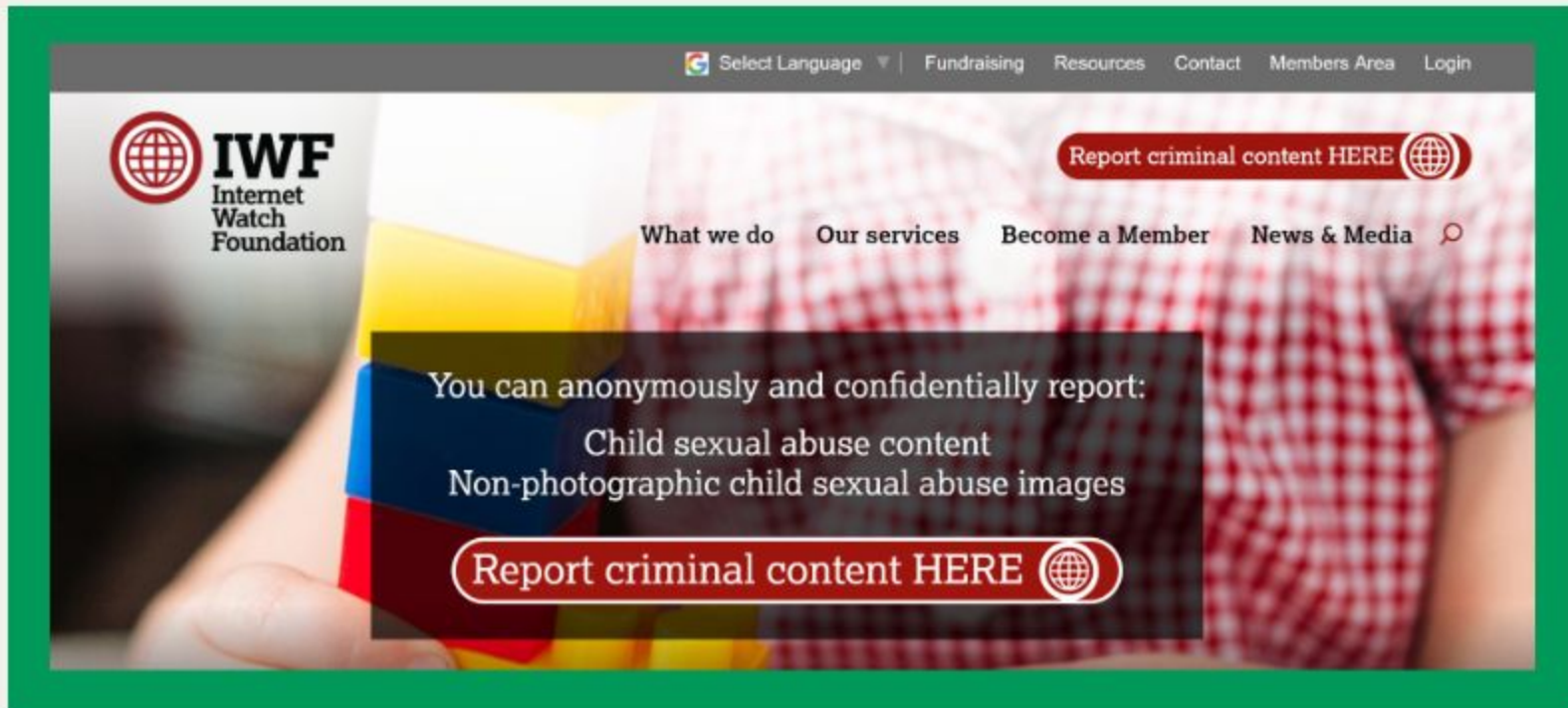
Online abuse affects many children and young people every day, CEOP has helped thousands of people in need of support.

**Make a report**

If you have been a victim of sexual online abuse or you're worried this is happening to someone you know, let us know safely and securely

[ceop.police.uk](https://ceop.police.uk)

# Report child sexual abuse content to the Internet Watch Foundation



[iwf.org.uk](http://iwf.org.uk)

***6. How can you talk to your child  
about online safety?***



Remind them about  
the importance of  
being responsible  
online...



# What does your digital footprint look like?

A digital footprint is the trail of information you leave behind while using digital technology. Everyone's digital footprint will look different.

When you are using the internet, make sure you are being SMART. Being KIND online is very important.

## Start on a positive note...

What do you like most about the internet and why?  
What's your favourite game/app/site?

Do you like to be creative online?  
What have you created?

(It could be anything from a picture or video to creating their own games, sites or apps.)

The internet offers brilliant opportunities for making connections with others. Who do you like to keep in touch with online and what apps/-services do you use?

## ...keep the conversation going.

Do you have any tips for how to be positive and show respect online?

What could you do if someone online is making you or someone you know feel worried or upset?

How might you know if you are using the internet/technology too much?

How does the internet make you feel? Do different apps/games make you feel differently?

Do you know where to go for help, where to find safety advice and how to use safety tools on your favourite apps and games?

Help me!  
Can your child show you how to do something better/safer online?



# ***Our Website for Parents***

Visit our new parent Online Safety website. This can be accessed through our school website under parents- online safety

<https://sites.google.com/woodlands.ealing.sch.uk/e-safety>

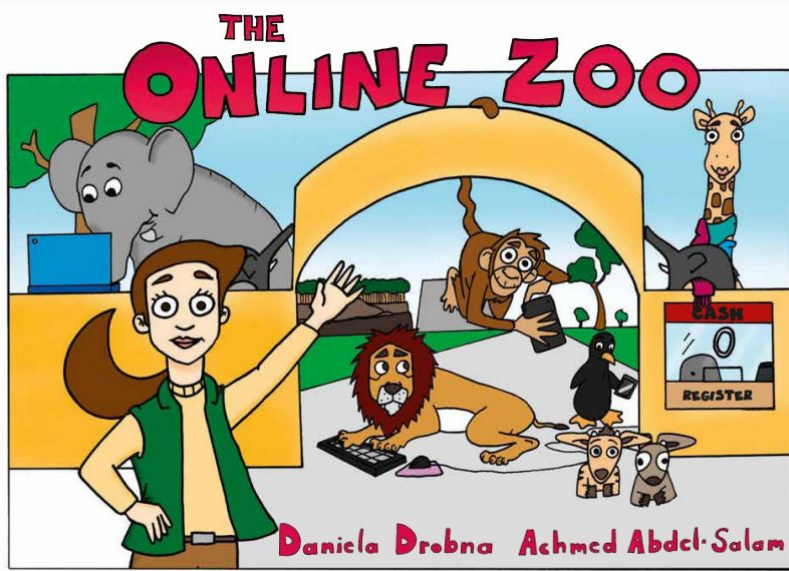
Here you will find information on:

- Positives and risks of the internet
- The 4Cs to keeping safe online
- Top tips for parents
- Useful websites
- Events in school

Here you will find a wide range of resources for parents.

<https://parentsafe.lgfl.net/>





SaferInternet.at  
Das Internet sicher nutzen!



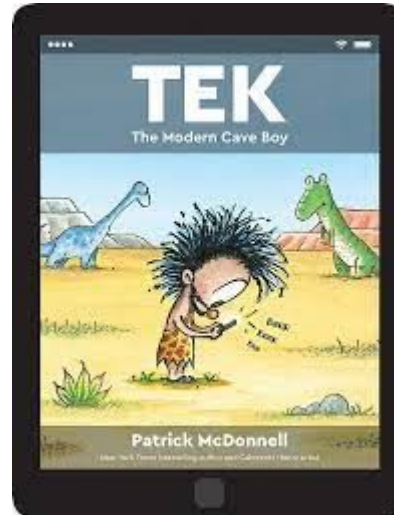
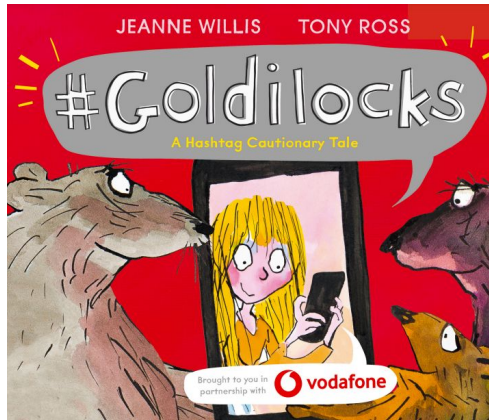
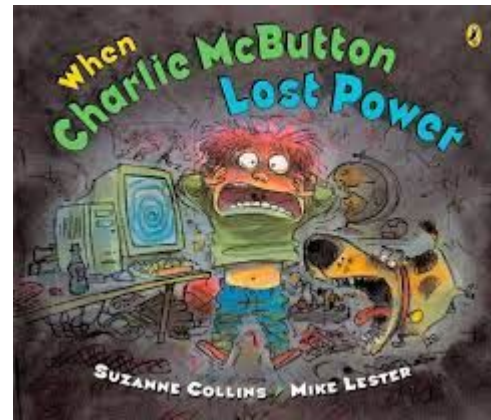
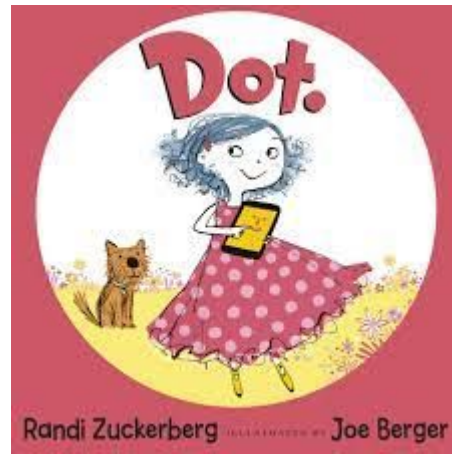
Co-financed by the European Union  
Connecting Europe Facility



The Doha Declaration  
PROMOTING A CULTURE  
OF LAWFULNESS



ispa  
Internet Service Providers Austria



***6. What do we do in school to educate children about online safety?***

- **Celebration assemblies-** 5 ways to wellbeing
- **Values assemblies-** focus on one of our 4 school values: respect, determination, tolerance or self belief.



## Digital 5 A Day

Simple steps to a balanced digital diet and better wellbeing



# BE SMART ONLINE



**S**

## SAFE

Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.



**M**

## MEET

Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)



**A**

## ACCEPTING

Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.



**R**

## RELIABLE

You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.



**T**

## TELL

Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline - 0800 11 11 or [www.childline.org.uk](http://www.childline.org.uk)



## BE SMART WITH A HEART

Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.

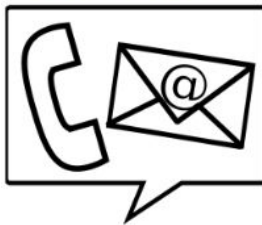


## CONTENT



Are you  
accessing age  
appropriate  
information?

## CONTACT



Do you know  
who you are  
talking to  
online?

## CONDUCT



Are you  
behaving  
responsibly  
towards others?

## COMMERCIALISM



Are you aware of  
the hidden costs  
and advertising  
in apps/  
websites?

## **Online Safety as part of the curriculum**

Online Safety is taught throughout the PSHE curriculum and Computing curriculum.

We also discuss online safety in assemblies and circle times throughout the year.



This year for **Safer Internet Day**, we discussed ways to keep ourselves safe online and show respect towards others.

We discussed the importance of being SMART online by following the **SMART rules**. Take a look at our posters.

**Children's work is displayed in the corridor.**

**Safer  
Internet  
Day 2023** | **Tuesday**  
7 February

Coordinated by the UK Safer Internet Centre

[saferinternetday.org.uk](https://saferinternetday.org.uk)

# Child friendly videos from LGFL

## Body safe

<https://undressed.lgfl.net/>

<https://www.youtube.com/watch?v=-IL07JOGU5o>

## Bullying

<https://lgfl.planetestream.com/View.aspx?id=872~3E~OC9amf>

More information, look at our policies on our website:

[Our Behaviour Policy](#)

[Our Anti Bullying Policy](#)

[Our Online Safety Policy](#)

# Any questions?



Thank you for attending



## The internet – an inspiring and positive place

The internet is an amazing resource which enables children and young people to connect, communicate and be creative in a number of different ways. On a range of devices, resources are shared to support learning, and links allow us to help us to take our learning online and share it with the world.

Young people still need advice and protection when it comes to managing their use online.

Advice that your child may receive on the internet will vary depending on their age and online activities. We have grouped potential online risks into three categories:

**Conduct:** Children need to be aware of the impact that their online activity can have on both themselves and other people, and the likelihood that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is also in view, and possibly share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. Discuss with your child the importance of reporting inappropriate conversations, messages, images and behaviour and how this can be done.

**Content:** Some online content is not suitable for children and may be harmful or harmful. This is true for content accessed and shared via social networks, online games, images and websites. It's important for children to consider the reliability of online content and be aware that it might not be true or online advice given. Children may need your help as they begin to assess content in the way they are likely to be exposed to using or downloading inappropriate content, without making the wrong decisions.

**Contact:** It is important for children to realise that new friends made online may not be who they say they are and that once shared is shared by everyone around, even if you delete your personal information with them. Reported missing information that you are receiving regularly should be shared. Please encourage your child to share with you what they are doing online and if they are not, it is important to be able to access it. If you have concerns that your child is, or has been, the subject of inappropriate sexual content or exposure to another person, it's vital that you report it to the police or the Child Protection and Child Protection Centre [www.nspcc.org.uk](http://www.nspcc.org.uk). If your child is the victim of cyberbullying, this can also be reported online and offline. Discuss with your child the importance of being a trusted and enough easy to remember to finding them or making them feel uncomfortable, or one of their friends is being cyberbullied.

**Commercialism:** Some products, services and equipment online can sometimes be affected by advertising and marketing schemes, which can also mean children are spending money online for example when using apps. Encourage your child to keep their personal information private, keep their account safe, not use and report trouble, and if an app is pushing to download when possible, and use a family or school device when using online.

There are real advantages in maintaining an open dialogue with your child about their internet use. Not sure where to begin? These conversation starter suggestions can help.

- 1. Ask your child to tell you about the websites and apps they like to use and what they enjoy using them.
- 2. Ask them if they think they can go to the internet without you. If they have to go, they have to go, and what they learn from it. If they can't go, they can't go, and what they learn from it.
- 3. Ask them if they know where to go for help when they are in trouble. If they know where to go, they know where to go, and what they learn from it.
- 4. Discuss with them how they can keep their information safe. If they know how to keep their information safe, they know how to keep their information safe, and what they learn from it.
- 5. Think about how you can help them. If you can help them, you can help them, and what they learn from it.

Please take the information sheets.

Please fill out the evaluation sheet