

# #DITTO

STAY SAFE ● HAVE FUN ● REPEAT

EDITION 7 : APR 2017

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[www.esafety-adviser.com](http://www.esafety-adviser.com)



## Foreword from **Alan Mackenzie**

Hi there, I'm Alan Mackenzie. I'm an independent consultant specialising in online safety, specifically within education to children, young people, schools and other organizations, and parents.

I'm a strong believer that technology, for the most part, is neutral; behaviour is key. To understand behaviour, we have to be a part of childrens lives in order to understand what they're doing with technology and why.

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## Welcome to Edition 7 of **#DITTO**

I can't believe it has been a year since I last said "welcome to the summer term." Time flies by frighteningly quickly and it always seems like we're playing catch-up.

The online world is fast becoming a complicated environment with so much innovation creating incredible opportunities for us all, but specifically for our children. It's so important we empower children to embrace these opportunities.

The real world and the virtual world are both full of risks; we need to understand these risks so that we can teach our children how to recognize them and navigate around them.





This month I'll be taking a look at one of the main concerns I come across when visiting schools, namely a whole-school cohesive approach to online safety. I'm mainly talking about what it means, then there's a link to a free guidance document that you can download from my website.

Traci talks about one of the biggest issues many of us come across, which is parental engagement. If you're a parent reading this edition, please don't think this is targeted at you, it isn't. This is a particularly difficult area for schools and parents alike for many reasons; where there isn't a single solution that fits everybody.

In the Apps section, Wayne introduces us to Roblox which has become hugely popular. He looks at what Roblox is, the opportunities and also tips on what to watch out for. Really useful stuff for schools and parents.

We've got two wonderful guest articles this month; the first is from Lynne Findlay who is a senior social worker and trainer for The Foster Care Co-operative and raises the very interesting issue of parental responsibility. The second is from Michael Cooper who is a primary school teacher. Michael shares with us his simple yet innovative idea to get children to think a little more deeply about the concept of sharing personal information and his 'Pieces of the Puzzle' lesson.

From the next edition I'm looking to introduce a new 'What is...' section, which will concentrate on a specific risk area, e.g. exploitation, bullying, digital footprint etc.

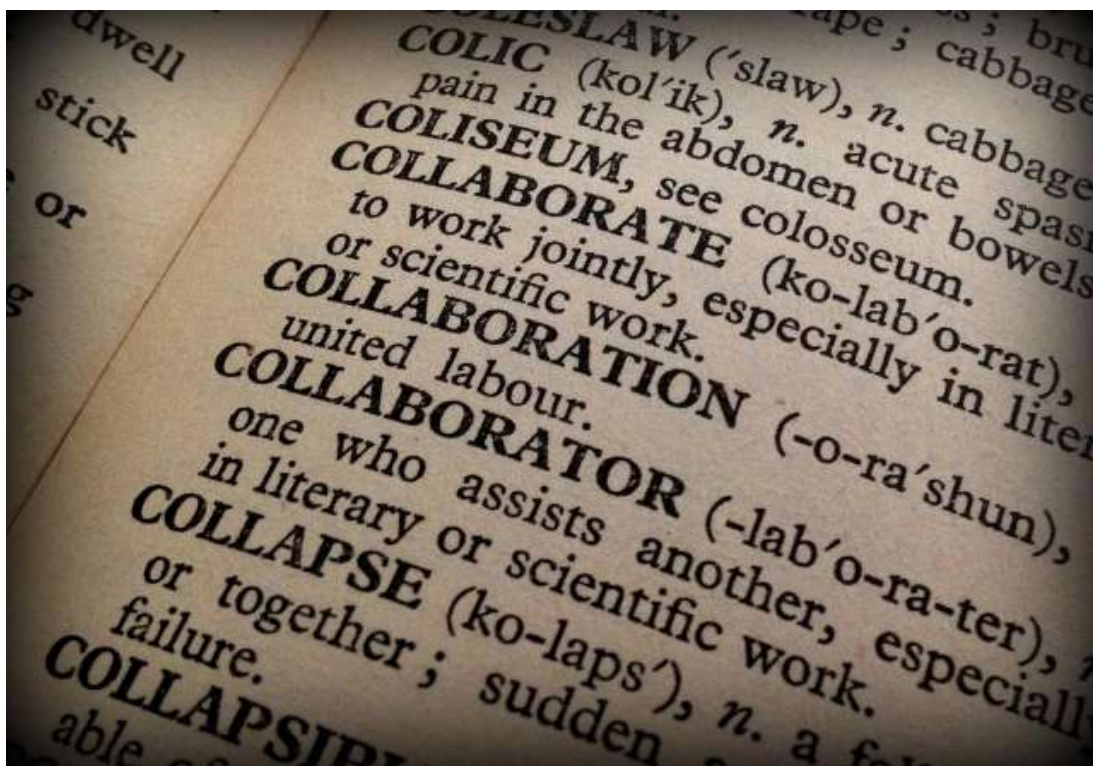
If you work in school, or you're a parent/carer and would like to share a story, please feel free to get in touch. Equally, if you've had a question from a student that you can't answer let me know and I will do my best to cover it for you.

*Alan Mackenzie*  
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# Whole School Approach

## Advice for schools and parents

### Opinion



From extremism to fake news to sexting and so much more; online safety is a massive area which is evolving as our knowledge and understanding of particular issues increases.

But I would argue that it's an area in which our knowledge is still in its infancy; as we find out more through good research and better understanding including our own use of technology whether it be for personal or professional use, we also find further gaps in knowledge.

In the last couple of years in particular we have seen a greater focus on online safety particularly from government. More recently we're seeing an increased focus on PSHE, relationships education for primary schools and sex and relationships education for secondary schools from Sept 2019.

For schools and parents this is more pressure; there is so much going on already how do you know where to focus and what to do about it? Who does what and when? How do you keep up with all the issues and where do you get the best advice and guidance?

In my travels around schools all over England one of the common concerns I hear is how you're supposed to tackle this, in other words how do you adopt a common, whole-school standardised approach to keep up with all the requirements and best practices?

There are many pieces to the jigsaw puzzle; I would say these 5 are the important ones:

- Safeguarding - this should always be the primary focus at school and home.
- Curriculum (including learning at home).
- Technology used in school for teaching and learning, administration, and for mitigating risk, and also the technology used in the home.
- School-community engagement.
- High quality leadership and management in school.

### Safeguarding

Commonly areas such as child sexual exploitation or abuse, online bullying, sexualisation of children and young people (e.g. sexting, or to use better terminology, youth produced sexual images) and of course preventing radicalisation.

Safeguarding and child protection leads in school are pivotal in all of this, they will be the first to tell you that those 4 areas are merely a drop in the ocean; highly experienced and knowledgeable they will have a wealth of information of what is happening nationally and



in-school. They will be dealing with the real, sometimes very complex issues that are happening.

Whether it's a new statutory requirement or a pattern of issues that are happening in school, safeguarding leads are a crucial source of information and should be central to your whole school approach.

### **Curriculum**

e-Safety, online safety, digital citizenship, PSHE or whatever else. It doesn't matter what you call it, it's what you do that matters.

A few years ago we saw e-safety being adopted into the new Computing curriculum across key stages 1-4. This was and continues to be a wholly inadequate bolt-on, almost an afterthought. However more recently, particularly Keeping Children Safe in Education, we have seen steps to cover the huge range of issues under a more PSHE focussed umbrella. This is a very welcome step forward and to be fair, long before KCSIE, the very large majority of schools that I visit always have covered the risks and issues within PSHE and used Computing (or ICT) as a means to cover the practical aspects.

Much more recently we're now seeing the adoption of relationships education for primary schools and sex and relationship education for secondary schools. The next few months will be interesting to see what the outcomes of this are, and what schools are expected to cover in regards to these areas from Sept 2019.

### **Technology**

As technology use increases in school and at home, as behaviour evolves through the use of that technology, so must the tools that are used to mitigate the misuse of that technology evolve.

For approx. 20 years schools have used internet filters as the primary way to manage online access to certain sites. Over the last few years we've seen more and more internet service providers offer up free internet filters for use in the home, although the take-up of these is known to be poor for a whole host of reasons.

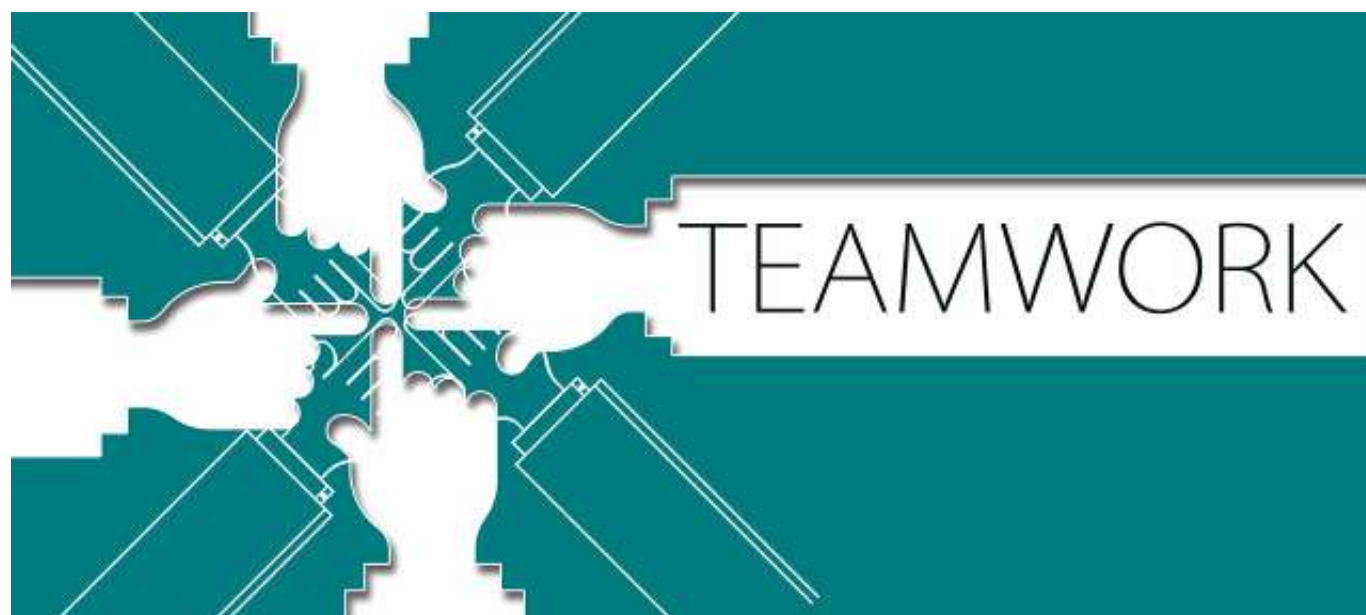
In addition to these filtering tools, we've seen a whole host of parental 'monitoring' apps to use on devices that children use.

It's important to realise that these tools are just that - tools. No technology tool can ever substitute good education and good parenting, but can be useful under some circumstances.

### **Community/parental engagement**

This has to be one of the most frustrating areas of all. Every course I run, every school I go to, one of the first questions is always, "How can we engage more parents?"

There isn't one single solution that works for all. What works for one school may not work for another. I've been to schools where one approach had no parents turning up for an e-safety evening, yet the same approach in another school had over 200 parents turning up.



# Opinion: whole school approach

It's mainly about asking parents what they want and how to get that information to them.

I have seen schools really start to diversify in this area, particularly through the use of social media as a communication tool to get messages out.

A few years ago this approach would have been looked upon with wide open eyes of amazement. I have always been a huge advocate of using social media as a communication tool, and as such have had various accusations directed at me, mainly by people that had never used these tools, but we're really starting to see a change in attitudes where many see these tools as a positive step forward or a necessity. There are risks, but largely the positives outweigh any negatives.

If you have a PTA or other community group they can be a huge influence in getting parents to engage more; some of the best attended parents evenings I have delivered at were organized by the PTA.

## High quality leadership and management

This aspect essentially wraps everything up, a few examples might be:

- Ensuring that staff have the required resources and time to put all of this together.
- That there is sufficient and up-to-date training so that all teaching and support staff can recognize risk and factors that might lead to harm.
- That all this is evidence-based, backed up within regularly reviewed policy which includes the correct processes and procedures which are understood by all.

As you will know, there is no such a thing as a 'standardised' approach to online safety and many of the risks and issues that surround it; this is still a very young, developing area. But there is best practice, where things have been tried, tested and proven to work.

Putting all of this together might sound difficult and time-consuming, but it needn't be. I'm a strong believer in having a dedicated group in school that can help with all of these issues. This group should have wide membership that can bring different experience, thoughts and opinions to the table.

Done correctly it can provide a centrally-managed, efficient, evidence-based means to become pro-active in a fast-moving and sometimes very difficult and challenging area. Importantly it also provides a simple and effective means of school self-evaluation and planning.

To help you out a little more, I have put together an updated guide which is free to download from my website - Establishing your Online Safety Group. The guide includes ideas for strategic direction, roles and responsibilities of specific members and how to get started.

<http://www.esafety-adviser.com/esafety-group/>

*Alan Mackenzie*



# DOING IT TOGETHER

## Advice for parents

#DITTO

For some parents it can be a frustration balancing the opportunities and risks that are presented online, particularly if you're not comfortable in the use of technology, games, apps and the plethora of other things children and young people get up to.

I'm a strong believer in working together to benefit all; there are so many wide and varied opinions out there, there are so many risks, but there are even more wonderful opportunities, and equally there is a staggering amount of advice and guidance that it can seem overwhelming.

Schools and parents working together can be a huge benefit, but as mentioned in this edition of #DITTO, engaging with parents about online safety can be really challenging, particularly parents who REALLY need to engage for a number of reasons, but particularly because their children are thought to be more vulnerable. In other words, children and young people that are at an increased likelihood of a risk leading to a harmful situation.

But you can help. If you're reading this magazine, and you read it regularly, it means you're engaged, that you care and that you want to do more for the benefit of your children and perhaps others too. So what can

you do?

- Find out if your school has an online safety group, and if so whether you can be a part of it. If not, would they consider setting one up?
- Schools are very time poor, perhaps you could consider setting up a parental group, in other words a group of engaged parents who can spread the word to others?
- Find out what aspects of online safety are taught to your children in school, and what resources are used. If you can, use these resources at home to discuss issues with your children. This will not only give you the assurance that they are learning, but you will also learn from them too. For example, take a look at your schools Acceptable Use of ICT policy, and see if you can replicate this at home to put some rules or boundaries in place.

In my experience, schools always welcome questions, thoughts and ideas from parents, and given that schools spend a lot of time teaching children about online safety as part of the curriculum, they have a great amount of experience to be able to help and advise you. Work together to benefit everybody.



# SEN-D



I have been delivering Online Safety training for staff, governors, students and parents / carers for around 6 years now and in all that time my biggest challenge remains parental engagement. I have a good deal of experience with parents

and of their frustrations when it comes to keeping children safe. As in all areas of parenting, some parents are proactive, some are passive, some wish they could do more and some have just about given up.

I do however believe that parents welcome advice and support but the barriers that prevent that engagement are as prevalent as ever, and part of this problem is with how we try to break down these barriers and increase our reach.

In some ways I really can't blame parents for not attending Online Safety sessions that are held in school. Let's face it who really wants to sit in a school hall on a wet Wednesday evening and listen to a random stranger telling us about the

horrors of being online; that the internet is full of strange weirdo's who are just looking for opportunities to gain access to our children, that everyone is at risk of sexual exploitation, that we are not fulfilling our parenting duties properly. I recently sat through a 'parents online safety session' without admitting to the trainer that this is what I do as a job. It was awful and ticked all of the above boxes. Parents left the session feeling scared, confused, inadequate and unsure of what their next steps should be, with no strategies to better safeguard their children, no back up, no prevention, no educational resources, hints or tips. For some parents, especially of SEND students, physically getting into school can be difficult as many children are taxied in as they live so far away.

**"She got an iPad for Christmas, I really should put some settings on it, but I don't know how"  
(parent yr 3 girl).**

I am lucky to be able to go into classrooms and work directly with children. I asked 2 separate year 4 groups of children at a large primary school;

"How many of you use an X-Box, PlayStation or similar to connect to the internet?" in both groups around 2/3 of the class raised their hands.

I then said "keep your hand raised if you play online games with friends from school or other people that you know in real life" most children in both classes kept their hands up.

I then asked the first group "how many of you play online games with strangers - people





# Parental engagement

you don't know in real life?" all but 2 children lowered their hands and these children received stares and glowers from the others in the class that could mean only one thing - 'don't tell Miss that!'

The second group I phrased the question differently; "how many of you have the exciting opportunity to play games with people from all around the world, people that are just your in-game friends?" It will come as no surprise that most children kept their hands raised.

Whilst my questions were hardly scientific it shows that children know the right things to say and they know when they are doing something they shouldn't be. Most children will say they know more about the internet than their parents, and a significant number of parents would agree with that. The problem is that children will share what is in their best interests to share. Which is why, when trying to drum up interest in a parents session, it concerns me when a parent said;

**"I don't need to attend your session, my son tells me everything I need to know" (parent yr4 child)**

When we start to take parenting advice from our children we are on quite a slippery slope. Usually the parents that do turn up to sessions are never the ones you want to reach, they are already alert to some of the risks faced by their children and they have filters in place, they monitor, they question and take an interest in their child's online life. We also need to open our eyes to the fact that the children of money rich, time poor parents are just as vulnerable as they have access to the latest kit and often left

to their own devices to use it.

**"I can't believe she has done that [sexting], she has a horse..."  
(parent yr 9 girl)**

Parents seem to forget that children are naturally inquisitive, they are risk takers and like to push boundaries - it is a natural part of growing up. Parents need to be taught about how the risks faced by children online are just as serious as the risks faced offline and how to deal with any worries or concerns they have as they would offline concerns.

We have many groups of children who do not benefit from Online Safety education, such as those who are home educated, long term sick and traveller children.

We don't have enough high quality resources for SEND children and those that have English as a second language, including British Sign Language. We know that our SEND students are particularly vulnerable online as the internet is a great leveller and additional needs can easily be hidden from view.

Some of our parents may have additional needs and we need to support them better. We need to ensure that the resources we are rolling out are fit for purpose and meet the needs of all. We need to ensure that the education we are giving to parents is relevant and up to date as some parents base their advice on 'how it was in my day' with no thought or consideration to how things may have changed;

**"I gave him my old iPhone, but its ok, he can't get online because I haven't put any credit on it"  
(parent of yr 10 SEND boy)**

# SEN-D



Tech has become so important to our children that the fear of having a device removed is a very powerful motivator for our children to become secretive about their behaviour or they may delete their online activity by clearing their history or use private browsing;

**"She was on a site called 'Talk to Strangers' so I confiscated her phone for 2 weeks, she hasn't been on the internet on her phone since then, and I know that's true because I check her history every night"**

**(Overheard, primary teacher and parent of yr 9 girl)**

We need to ensure that parents don't have a knee jerk reaction when they find their children have done something risky. Parents need to be taught to open the lines of communication, talk to their children and be a safe place to fall if everything goes wrong. We know that children value the support of their parents, but while parents are still confused about what to do and so children are guiding them, we are fighting a losing battle.

We need an innovative system that will truly engage parents and carers, one that is simple, empowering and effective. One which enables parents and carers to feel confident in their ability to keep their children safe online and in turn their children empowered to make safe choices.

We need to engage parents better and we need to do it now.

**"I wish I could tell the parents about the cases of grooming and CSE we have recently had at this school, if they knew it was happening right here they would come to these sessions, because they don't see it they don't think their children are at risk"**

**(Headteacher, Primary school)**

*Traci Good*

good@esafetytraining.co.uk

**The following sites are a great starting point for parents with children of all ages:**

## **Internet Matters**

<http://www.internetmatters.org>

## **Common Sense Media**

<http://www.commonsensemedia.org>

## **CEOP**

<https://ceop.police.uk/safety-centre/>

## **NSPCC Share Aware**

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>



Our friends at eCadets are giving you the chance at claiming a free term's membership when joining this term.

eCadets is a great way to effortlessly deliver your whole school eSafety, saving 24 teaching days a year (with it's award winning structure).

It includes:

- On-going assessment of the school's eSafety (through completing the eCadets curriculum-linked activities).
- Structure and support for a team of pupil leaders to present the eCadets activities in class (3 activities a term lasting 20 mins each).
- Instant messenger support to answer any eSafety questions.

Ofsted inspection teams, fellow heads and pupils all love the way it empowers pupil voice and actively involves children in teaching their peers (using the eCadets year group specific materials).

If you'd like to check out the impact please see:

<http://bit.ly/positiveecadets>

You can join this term and get 4 terms for the price of 3 - meaning you're covered for the rest of this academic year and the whole of the 2017/18 academic year too for only £600+vat.

To activate your eCadet account today please go to the following site and enter the special offer code **DITTO**:

<https://www.ecadet.zone/schools/new/>



# APPS



Wayne Denner inspires and motivates thousands of young people, parents, educators and professionals, delivering talks and up to the minute resources on online reputation, protection and well being, benefits and risks of social media, employability and entrepreneurial topics in Ireland, UK, US and UAE. [www.waynedenner.com](http://www.waynedenner.com)

**Name:** Roblox

**Age:** Rated 12+

**Web:** [www.roblox.com](http://www.roblox.com)



**'ROBLOX' is a multiplayer online game platform and also a games creation website for budding young developers and gamers.**

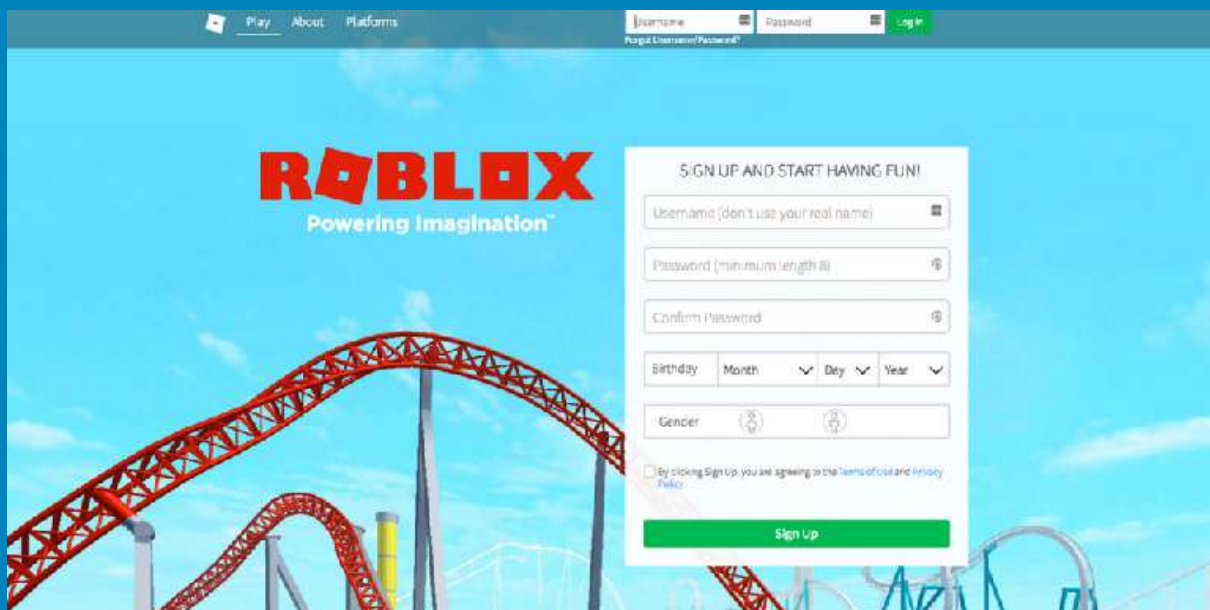
It's been around for a while now (founded in 2005) but has recently become popular with 6-16 yr olds in much the same way as MineCraft was and has grown to over 48 million monthly active users. Not bad!

## **How it works.**

Players create their own virtual world where they and other online players enter a world of blocks - similar to Minecraft.

1. Just sign up
2. Choose your avatar (character you choose to play)
3. You'll get your own property and a virtual toolbox for building
4. You can earn currency (Robux) to buy stuff and get new skills, tools and materials.
5. You can meet, play, chat and collaborate on creative projects with other members.





## What's to love?

- Kids love having the diverse collection of games inside a single platform.
- Opportunity to move up the hierarchy.
- You can create and explore.
- It's great fun!

## What to watch for.

Like any other multiplayer online game there are always going to be risks from strangers, opportunists, peers and older gamers.

In ROBLOX something worth noting is the in-game currency 'Robux'.

You can earn these slowly. Or there is the option to pay for additional 'Robux' with real money. You can sign up for extra content and insert in-game ads into your child's created games with the potential to make money on the back of their unique ideas.

Membership is maintained by direct debit, so check the accounts privacy and security settings, as well as making sure it's secured with a strong password.

Many of the games also frequently feature weapons - so there can be some mild realistic violence and mild cartoon or fantasy violence.

## Final heads-up on ROBLOX for parents.

- Please remember 'Safe chat' isn't really 'Safe chat'. It's extremely easy for adults or older teens to register as under 13. So keep an eye on younger children's conversations when on this.
- ROBLOX does offer a parental login - this is a useful tool to keep an eye on things.
- Reinforce that ROBLOX is a virtual world especially regarding weaponry in gaming.
- Apple App Store rates ROBLOX as '12'. Google Play rates it as 'Parental Guidance'.

*Wayne*

[www.waynedenner.com](http://www.waynedenner.com)

# Children Looked After

## Guest Post

**Lynn Findlay** is a senior social worker and trainer for The Foster Care Cooperative, as well as undertaking a Counselling Diploma at The Academy SPACE in Sheffield.

She is also a school governor with responsibility for e-safety.

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Web: <http://fostercarecooperative.co.uk/>



### Keeping our Children Looked After safe and supported Online

The concept of Parental Responsibility (PR), introduced by the Children Act 1989, sets out the duties, powers, responsibilities and authorities that those with PR have towards that child.

Some of these decisions can only be made by those with PR, such as choosing which school a child attends, consenting to medical treatment and changing a child's name.

Other duties and powers are less clear, especially with regards to the child's online world.

For foster carers and some adopters, (and maybe grandparents or other carers) who don't have PR for a child in their care, managing and consenting to a child's use of the internet is less clear, and there are additional challenges with keeping children safe online.

(It is important to distinguish that a child may be looked after by the local authority and be placed in foster care, but the LA does not

have PR if this 'voluntary accommodation' under S20 of the children Act. Only a S31 Care Order (or S38 Interim Care Order) enables the LA to have PR, and this is shared with all those with existing PR).

### Consent Online

So can foster carers consent to a child's online world?

We know that many websites require a child to be the magic 13 due to the COPPA ruling (a United States law, Children's Online Privacy and Protection Act), but what about a site that says 'minimum age 13 with parental permission', or sites for younger children which don't have a minimum age but require parental consent, or simply setting an email address up for a child?

My advice for carers is to seek clarification from your fostering agency about their application of the word 'parental' in these instances. Is this a PR decision or can it be delegated?

A child may now come into care already having numerous online accounts (irrespective

of their age; but set up by someone with PR).

They may connect with friends on apps for younger children or have their own YouTube channel, which is important to them and they are managing safely.

There needs to be conversations about a child's existing online presence and identity and how this will be managed. We know that many children are on social media at 10 and 11 years old, and for some they will be using this responsibly. Is it right then to close this down because a child is in care? The scope of the online world means that conversations and clear guidance is needed.

## Trauma Online

We know that many looked after children are likely to have experienced trauma before entering care and this makes young people more vulnerable online.

A child's experiences prior to care may also make them more vulnerable and affect their resilience. Their internet use or activities may have directly influenced a decision to seek legal protection for the child.

There may be additional restrictions with a child's privacy imposed by a court hearing or contact plans that can't be made safe across social media. Again, in these circumstances foster carers, and others such as school staff, need to consult with the child's social worker to make sure they have all the information available to them and agree an individual plan to keep the child safe online.

## Opportunities

The internet and social media can also create opportunities for children looked after, and for carers and social workers to be able to use this in the care plan. A child may have birth relatives that are too far away for face-to-face contact, but who they can safely communicate with via Skype or social media.

A child may prefer to communicate with their social worker, or others, via text message or a messenger app to tell you how they are feeling and many local authorities have now signed up to the MOMO app to consult with their children looked after.



Another idea is digital life story work (see BAAF 2013) and a child's existing online world is used to create their life story through tracking significant events, people, places and experiences. A child's social media account can be a memory box online, and help recall practical information such as dates and events, as well as feelings and emotions at the time. What is important is that the child is supported to make sense of the information and process it in a safe environment.

For our children looked after their online world doesn't stop once they are in foster care, and like their offline world, continuity and consistency with what is safe and stable can help to promote positive feelings and good outcomes. We don't want to make children feel different offline or online, but an awareness is needed.

*Lynn Findlay*

Senior social worker,  
The Foster Care Cooperative

## **Michael Cooper, 25, teaches in Derbyshire and graduated from Derby University 4 years ago.**

He has been the Computing co-ordinator and Online Safety Officer for the past 2 years and has been developing an interest in improving the mind-set of children communicating online.

Michael has also helped set up class blogs where his class has communicated with scientists in Antarctica, Brian Moses, renowned children's poet and other classes around the world.



**Twitter @cooperteaching**

### **Online Videos: Thinking about Personal Information in KS2**

#### **Goldilocks Generation**

In recent news, planets have been discovered in the 'Goldilocks' zone of a star. It's not too cold, not too hot but 'just right' for a habitable planet.

I like to think that I come from the generation of technological 'Goldilocks'. Not necessarily computer whizzes, but we know a world before the major shift in technology and we can begin to understand where the technology could head.

We're in that perfect zone of both. I remember a time where I would have to rewind my cassette to get to that certain S Club 7 song or ask my dad whether he was planning on using the phone so I could plug in the dial up.

Now, on the flip side, I can competently play, download and communicate through video games online, set up and play music via the cloud and have the confidence to navigate my way around an unfamiliar piece of software with no fear of the computer blowing up. Some of my closest friends are people I met through gaming online.

What point am I trying to make? Our children haven't experienced the before and after of a

huge shift in technology and therefore, sometimes, don't appreciate its power or potential speed in which a wrong decision can affect them.

Our children are growing up with technology all around them. They know no different.

Telling them not to use certain apps and websites is something they find hard to cope with. It's like telling them to look at all the cakes in the window and then telling them they can't go in; they can't help themselves.

However, we can't look down at children and judge, it's up to us to help them learn from mistakes; to train them up to be responsible and in some cases, better citizens in a global area than we currently are.

#### **School Safeguarding Issues**

We all use it and it doesn't look like it's going anywhere any time soon, not with 8 out of ten 18-49 year olds using YouTube every month (2016).

What's more interesting is what the second highest search is on YouTube? You might think Ed Sheeran? Football? It's Minecraft.

This game is loved by all age ranges for varying reasons, but let's be honest, most users are children aged between 5 and 14, which means there are a lot of children using YouTube as a

search engine for quick answers or something to watch.

One of the most common types of videos are about 'how to...' with hair, make-up and also games. Now, this is where children don't know how lucky they are. My 'Goldilocks' generation had to buy magazines for cheat codes and tips on a game, not get an instant solution in seconds.

We always teach children to blow their own trumpet, be proud of what you can do, so why

the kitchen with a football, he showed me how to use the side of my foot to control the ball and keep it on the ground, not just take the ball away. He knew I'd just find something else to kick. If you tell a child no, they will find another way, it's what we did as kids and it's what they do as kids.

My most recent online incidences have been with YouTube and any other form of video sharing. After the initial shock of realising children have their own YouTube channels and are happy to talk about their day online, I began to think, what can I actually do? I couldn't



do we suddenly panic when we find that one of them has posted a video on YouTube explaining how to do something on a game?

Paedophiles? Sexual predators? Yes, these are real dangers and yes, it is an issue facing many children every day, but rather than panic, put a white picket fence around the child and paint a red X on their door declaring an outbreak of the plague, let's change our own mind-set. Let's prepare them for 'if something does happen'. Let's prepare them for unknown situations and what to do.

**It's what we are trained to do as teachers.  
It's what we are expected to do as parents.**

When I accidentally broke my dad's mug in

march them down to the head teacher and force them to remove their channel.

Obviously, parents were contacted to inform them about the videos but then I started watching a few.

They weren't talking about obscene things. They weren't being violent or malicious towards another person or child.

They were simply sharing what they were good at. Independently, in their own time, they were creating videos about something they were passionate about, gaming.

How is that different to encouraging a child to



draw or read for pleasure? Some people at this point would (and did) hear alarms bells ringing which would have championed the alarms on any sinking battleship. A child has posted videos online?! Maybe my 'Goldilocks' position caused me to react differently.

That evening, I got home and tried out a gaming tutorial video for myself....

## Pieces of the Puzzle Lesson

I decided to hit the situation head on, knowing that the message about online videos applied specifically to 2 or 3 children in my class.

The introduction to the lesson was mind mapping what they watched on YouTube. This instantly generated a range of videos from gaming and music, to specific users and vloggers.

After discussing why they chose to watch these videos, I typed in what they thought was a random name (I found a particularly boring, but potentially dangerous video an unknown child had posted from 6 years ago).

He was clearly in bed and lights off. He was saying he was in bed and his brother was asleep, #rebel was his sign off line. The entire classroom was covered in perplexed faces that one would only see if someone had pushed in front of you in a queue down your local shop.

Then, ripples of laughter filled the air. When asked about these reactions, it was clear that they recognised rubbish. What was the point of the video? Why would anyone watch that?

More interestingly, they also pointed out that he was in bed, a very personal place to be. It was clear that they knew he would feel embarrassed if he was in the room with us as we watched. This led to the first interesting point of the lesson. I started typing in a 'random' child's name in the class to see what would come up.

The child instantly shouted no, which was a surprising reaction when the point of video sharing is to share...!

Earlier that week, I had sat at home and created my own gaming video for this lesson. The purpose of the video was for the children to spot personal details and information about me. I chose the LEGO Marvel PS4 game and introduced myself in a similar fashion to those found on YouTube.



I had planted some obvious and less obvious 'clues' that they may or may not realise. Everything from saying my own name and panning around the room, to wearing my local cricket club hoodie and explaining why I recorded the video on a certain day.

The children had to identify any issues in the video that could put myself or other people at risk.

My face was their first issue, read into that how you wish. My face can be seen by every stranger, so how is that a risk?

The second was saying my gamer tag (username). This quickly showed me that children know that they have to be careful of the information they put onto the internet. But they weren't very clear as to why they were risks.

Anyone online can see my gamer tag, that the point of them.

From this, I pointed to large, paper jigsaw pieces on their tables. They were to write down each potential risk they identified in my video on separate jigsaw pieces. Here were the main issues purposefully included:

- Badge or logo on clothing.
- Mentioning I'm the only house in the street with Christmas lights.
- Camera pans around room, showing TV, PS4, Wii, pile of DVD's.
- Mentioning I was videoing this because my girlfriend was out "Expect a video every week, she's out every Wednesday..."
- Saying my own name and friends' names when explaining why I'm making the video.

Are any of the bullet points a huge risk to me individually, were any of the jigsaw pieces dangerous?

You can see valuables in the video, PS4, Wii and DVD's. So what? Not a single child could tell me where I lived from the video. I'll upload every Wednesday because I've got the house to myself, so what? Again, the children couldn't tell me where I would be.

With just one more question, lightbulbs appeared across the classroom, can you put your jigsaw pieces together? Every small, seemingly insignificant risk is just that, insignificant. Put them all together in one video, or even across a few videos, and all of a sudden they create an information jigsaw about me.

A simple task enabled the class to understand the low level of risk of one piece of personal information can have and how that can escalate depending on the other details provided.

This idea could be extended. The children could create their own videos about how to make something or how to play a certain board game. This would cause them to consider all the information that could be extract-

ed from their video.

A few weeks later, one of the very children who had been uploading videos to YouTube approached me quite openly. He said he went home and checked through all his videos and deleted a few as he was wearing his uniform and he felt quite worried about that. Not only this, he also said he had started writing scripts so that he didn't tail off or say anything accidentally that could potentially put himself at risk. Isn't that writing for purpose? And at home of all places!

This was one of my first genuine eureka moments in the classroom. This child has still got the confidence and interest to upload videos but now he had started to develop an understanding of how to keep himself safe. Independently.

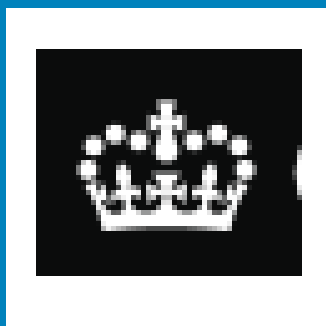
Surely, with the amount of technology and the speed in which new technology, apps especially, are being released, this is the way forward. Some may read this thinking that I am promoting children posting videos online at home or school. I am not promoting children being on YouTube or social media, but we shouldn't create a taboo. It would be unmanageable and a ripple in the ocean to try and remove every child from YouTube. We need to be training up children to have the skills to protect themselves online. Encourage children to understand the potential risks and how to respond and where to go if they need to. To enable them to become valuable online citizens because technology isn't disappearing and nor are the risks.

*Michael Cooper*





# Resources and Links for Schools



## Indecent Images

A new guidance document from government, released in March 2017 for young people to understand legalities around indecent images.

<http://bit.ly/indecimages>



## Digital Heroin

A very interesting take on the hysteria of digital screentime. Some are calling it 'digital heroin' - scaremongering at its very worst in my opinion.

<http://bit.ly/digheroin>



## What is PSHE Ed?

For school governors:

What does PSHE education include? Why is it important for pupils? What are the statutory duties PSHE education helps schools to fulfil?

A brilliant guide from the brilliant people at The PSHE Association

<http://bit.ly/pshegovernors>



## Online Safety

**for all school staff.**

E-learning training for all school staff. The training is differentiated to your role in school and can be completed over a 12 month period. Upon successful completion, and passing a short test, staff are awarded a certificate.

<http://bit.ly/esafetytraining>

For more regular links and to keep up to date you can follow me on Facebook  
<https://www.facebook.com/esafetyadviser>

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# Resources and Links for Parents



**YouTube for Kids**

This link will take you to a YouTube video I created in May 2016.

It's basically a short, 10-minute review of the app to give a balanced opinion and my personal view of the app.

<http://bit.ly/youtube4kids>



**Clickbait**

Great advice from the fantastic people at Common Sense Media: how do I teach my teen about clickbait?

<http://bit.ly/teachclickbait>



**What is good  
Screentime?**

Advice in regards to screentime is changing. Here's an excellent article from Professor Sonia Livingstone to shed some light on this topic.

<http://bit.ly/goodscreentime>



**To Share or Not to  
Share**

An interesting article on how teens make decisions on what to share or what not to share online in particular regards to photos.

<http://bit.ly/teenshares>

For more regular links and to keep up to date you can follow me on Facebook  
<https://www.facebook.com/esafetyadviser>

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# #DITTO



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