



MEDIA AND DIGITAL LITERACY

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Digital Devices for Young Children

Digital devices are increasingly being used to support young children's information communication technology (ICT) development and enable their access to media content for educational purposes. ICT has become an integral part of today's digital society with technology permeating every aspect of our personal, social, educational and work lives (Garvis and Lemon, 2017). Being digitally competent, having the skills required to utilise ICT, is now recognised worldwide as being an essential element of a child's education, pivotal to their cognitive development, critical thinking and problem-solving skills, and necessary to survive and thrive in a modern digital workplace (Donaldson, 2015).

With the field of ICT developing and advancing rapidly, research in this area is still in its infancy (Hasler et al., 2016). Recent research indicates that digital technology and devices provide a valuable means of enhancing and extending a young child's learning opportunities in areas such as ICT development, emergent literacy skills as well as collaborative and creative investigations (Neumann and Neumann, 2013; Hennessy, 2016; Yelland 2018). Hennessy (2016) similarly reports positive learning outcomes for those with additional learning needs but notes that barriers to learning with digital technologies also exist and can be attributed to insufficient practitioner knowledge and skills, economic circumstances and technological software and hardware issues. Concerns regarding the exposure of young children to ICT and digital media have also been raised with Chassiakos (2016) arguing that over exposure causes adverse effects to health and well-being.

Whilst these concerns cannot be ignored, it is important to provide children with a representative holistic learning experience which is representative of all aspects of today's digital world (Khoo et al., 2014). Through the implementation of an appropriate educational curriculum, digital devices and digital media used in a guided, balanced and supported environment can enable young children to effectively develop ICT skills that can support and enhance not only their learning outcomes but also their future employment prospects and life outcomes also.

The Digital Competence Framework

The Digital Competence Framework (DCF) is designed to assist in the implementation of digital competence which will equip learners from the age of three to sixteen with the relevant skills, knowledge and attitudes required to become competent, innovative and critical users of digital technology and its associated systems (Welsh Government, 2018). As a cross-curricular responsibility, the framework focuses on developing the skills of communication, collaboration, creativity, critical thinking and problem solving throughout the curriculum. The strand of Citizenship specifically addresses the issues of safety and appropriate digital behaviour and online interaction towards others (Welsh Government, 2018). As the first component of the new curriculum, the intention of the DCF is to naturally integrate digital competence into all learning areas in an innate and purposeful manner.

Singer and Singer (2005) are not supportive of the incorporation and use of digital technology and digital media with young children stressing that it limits children's creativity and imagination. Yelland (2011) and Garvis and Lemon (2016), however, advocate an integrated approach to learning, indicating that it is essential that in today's world learning is supported through the symbiotic integration of digital technologies and play. With the introduction of the DCF and new curriculum Welsh Government has acknowledged such a role and also its responsibility to act in the best interests of young children under the United Nations Convention on the Rights of a Child (UNCRC) so providing all children with the opportunities to safely obtain the skills required to survive and thrive in today's rapidly digitising world (Welsh Government, 2018; Burnett, 2017).

iPad

Since its introduction in 2010, the Apple iPad has remained one of the most popular touch screen tablets and is currently the portable device of choice in educational settings worldwide (Yelland, 2018). It is used to engage, promote, support and develop young children's skills and learning (Apple, 2018; Blackwell, 2013; Neumann and Neumann, 2013). Its small size and light weight make it a hand-held device for both children and adults alike which is portable and when combined with its internet

connectivity facilitates anytime/ anywhere learning (Khoo et al.,2014; Blackwell, 2013). Whilst these features are advantageous in some respects, Ofcom (2015) report that parents have concerns regarding supervisory issues and access to inappropriate digital material. If not addressed young children who experience inappropriate, offensive or unwanted behaviour in the form of cyberbullying, sexting or grooming can experience lower self-esteem, depression or suffer to the extent that they take their own life (NSPCC, no date; Chassiakos, 2016). Nonetheless, when used in a guided and supported environment they permit practitioners to participate in on the spot teaching and learning opportunities that enable children to pursue their learning curiosities wherever they may be (Khoo et al., 2014).

The intuitive, tactile touch screen which is negotiated by the simple touch of a finger promotes young children's use and allows them to explore in an instinctive way (Geist, 2012; Cohen, 2011). It requires less precise hand-eye coordination, a reduced level of cognitive development and its primary interface is icon and image based. This enables young children, who may not yet have the ability to read and write, to rapidly gain the necessary skills required to demonstrate their ideas and learning whilst encouraging the development of emergent literacy skills, for example mark making, (Couse and Chen, 2010). Neumann and Neumann (2013) state that these features are in contrary to fixed desktop computers which require finer motor and physical skills to operate the mouse and keyboard. A higher level of cognitive skill a certain level of literacy skills are also required to understand the keyboard and screen. This can prove daunting and problematic for young children whose literacy skills are still developing. In this respect the mobile touch screen of an iPad is appealing to children as the device itself is easier to interact with and encourages engagement so motivating them to learn (Plowman and Hancock, 2017) and develop a sense of agency.

Research highlights that due to the iPads versatile features it can be used to develop and support children's learning through several different learning modes (Haßler and Hennessy, 2015). Couse and Chen (2010) established that children can learn through their own individual exploration. Their findings demonstrated that through using a touch screen tablet to create digital marks and drawings young children rapidly gained the skills required not only to operate the device but also remain engaged and interested in them. This illustrates Piaget's theory of learning which held that a child's development is motivated by their interaction and exploration of their environment

(Plowman et al., 2010). Although, in line with Bandura's social learning theory, Chaudron (2015) found that children similarly learnt how to operate touch screen tablets through observation and mirroring the behaviour of others, such as parents, older siblings and peers. Experts such as Spitzer (2014) argue that young children should not be exposed to digital devices as they are harmful to not only their health and well-being but also their development as they cause irreparable 'digital dementia' serving only as a means of addiction (Barback, 2012). However, as devices have become more intuitive and creative, and so long as children are able to participate in a balanced variety of activities then the length of time spent playing on screen devices should not give undue cause for concern as the existing body of research refers only to television screen time (Plowman and Hancock, 2017; BBC, 2019, Royal College of Paediatrics and Child Health, 2018).

Whilst learning through experimentation and observation has been found to be of benefit, Chaudron (2015) indicates that young children have little perception and understanding of the internet, its content and the dangers that it poses to their well-being and safety. Internet connectivity is one of the iPads leading features, along with its ability to be used as a tool to facilitate the skills of observation, documentation and investigation which unwittingly could lead a child to gain access to both appropriate and inappropriate content. Research indicates that the support and guidance of a more knowledgeable other, a practitioner, parent or peer, is beneficial not only for safety but also for extending a child's knowledge and understanding. This can occur through sustained shared thinking, communication and collaboration and reduces the opportunity of frustration taking place (Plowman and Hancock, 2017; Khoo et al, 2014; Morgan and Siraj-Blatchford, 2013) so that safe foundational ICT skills can be established and utilised to pursue, enhance and enrich a young child's future learning (Yelland, 2018; Haßler and Hennessy, 2015; Khoo et al., 2014).

Learning in this manner is advantageous as it increases a child's awareness of the iPads capabilities and language that is associated with its use (Khoo et al, 2014). Once acquired these language and ICT skills can be shared when working in collaboration with other peers. Extending learning and gaining new knowledge and skills when supported by a practitioner, a more knowledgeable other, in this way is

supported by Vygotsky's theory of learning (learning through the Zone of Proximal Development (ZPD)). Wood, Bruner and Ross (1976) went on to extend the theory maintaining that a child's learning is scaffolded through an adult's actions and talk with Rogoff (2003) furthering the theory by referring to learning which occurs through peers or parents as guided participation. She suggests that it is demonstrated when learning occurs through collaboration.

For those with additional learning needs (ALN) the iPad act can be used to explore and further their learning in a digital way. Chimlar (2017) reports that Siri, the iPads speech responsive software, provides opportunities for those with a visual impairment to enjoy storytelling. Provision of a digital signing avatar enables those with hearing impairments to actively participate in teacher guided instruction while young children on the autistic spectrum have been found to increase their engagement in mark-making activities and their interpersonal interactions with peers (Hamshire et al., 2016). Haßler and Hennessy (2015) suggest that when touch screen tablets are used in a balanced and collaborative manner they successfully assist and promote young children's learning.

Interactive White Board

In direct contrast to the iPad an interactive white board (IWB) is a very large and wall mounted display board. They were introduced into classrooms in 2004 and use a powerful projector to project a computer-generated image onto the board (Turner, 2018; Morgan and Siraj-Blatchford, 2013). By touching the surface of the white board with a pen or finger, the image can be drawn over, added to, commented upon and then saved electronically. Other digital devices can be connected to it, for example an iPad or camera, and the image on the screen can be printed off complete with annotations for a practitioner's or child's future reference (Gould, 2013). Research shows that some practitioners regard it as a useful and versatile digital teaching device increasing young children's interaction and collaboration, however, others criticise it due to its unreliability, software issues and health and safety issues. However, research shows that when used by a trained practitioner it can provide a valuable learning experience by enabling innovative teaching styles and increasing young children's engagement and interaction (Turner, 2018, Önal, 2017).

IWBs offer children the opportunity for learning and development to take place in a sociocultural context. They facilitate practitioner supported and guided collaborative whole class teaching and learning in accordance with Vygotsky's theory of learning through the ZPD (Vygotsky, 1978). Whilst also providing for collaborative smaller group working which enables children to learn alongside a practitioner and their peers which is consistent with Rogoff's theory of learning through guided participation (Rogoff, 2003). Encouraging active group participation enables children to engage and talk with greater ease so presenting opportunities for creativity, collaboration and communication to occur (Morgan and Siraj-Blatchford, 2009). These skills are considered to be pivotal in the process of preparing children for the modern workplace.

The interactive and visual capabilities of IWBs allow for learning to take place through interaction with the display whilst its simplistic operation enables a child or children to operate the board to communicate, represent and organise their ideas visually so actively engaging in their lesson and taking control of their learning. Although, the health and safety implications of the powerful projector beam, and the risk of children looking directly into it must be considered. However, Morgan (2010) indicates that rather than being used in an interactive and innovative manner IWBs are more commonly being used for forms of teaching that are not interactive or collaborative but didactic. In these instances, practitioners must be mindful of the Foundation Phase curriculum and its ethos of providing child-led, play-based learning opportunities through a variety of media and activities (Welsh Government, 2015). Although, Turner (2018) and Önal (2017) state that it has not been found to improve pupil attainment, IWBs have been effective in increasing pupil engagement and motivation. Hennessy et al. (2013) believes that under investment in practitioner training is the issue that has led to the underutilisation of the IWB as a tool for dialogic and active learning and when operated by an experienced practitioner can afford children a rich and engaging learning experience.

Here in Great Britain, children will immediately encounter multiple digital devices from the moment they are born. They will surround them during their early months of life and by the time they start school many will already be proficient and confident in their use of digital technology and digital media (Garvis and Lemon, 2016).

According to the Office for National Statistics (2018) nine out of ten houses in the United Kingdom have access to the internet. In 2017, a survey conducted by Ofcom

revealed that 53% of three to four-year olds and 79% of five to seven-year olds were now going online daily. Their favoured digital device was a touch screen tablet with over 21% of three to four-year olds and 35% of five to seven-year olds owning their own. Chassiakos (2016) states that children of four months are now starting to interact with digital media and by the time they are 4 years of age are regularly watching fifteen hours of television a week (Ofcom, 2017). Yet, Burnett (2016) directs that due to differing economic circumstances it must not be assumed that all children have the same or equal access and experiences of digital devices.

Several concerns surrounding the exposure of young children to long periods of screen time and the nature of the material that they view, such as advertisements for toys, 'fast' and 'junk' food and scenes of violence and horror, have been raised. According to the framing theory of Goffman (1974) and cultivation theory of Gerbner and Gross (1976) digital media content can alter the content and portrayal of the subject viewing matter or alter the viewer's perception so to guide and, or influence them, or change their perspective of reality respectively. Though, the relevance of these two theories has been questioned, as they were developed in relation to television and film and not the multimodal digital media consumed on the go in varying circumstances and environments today. Even so Zhou (2012) argues that these theories should still be considered as applicable to digital viewing and media.

The introduction of digital technology and devices as a means for promoting and supporting young children's holistic development remains a contentious issue. Research indicates that digital competence and the use of digital technology and its associated devices can engage and motivate children, encouraging collaboration and interaction so enhancing their learning and developing skills that will enable them to actively participate in the modern-day workplace and improve their life outcomes. In the same respect conflicting evidence indicates that excessive use of digital devices and the content of some digital media can be harmful to a child's health and well-being and in a small number of cases has contributed to a young person taking their own life. However, with digital technology and its associated devices now being present in the majority of homes worldwide any hesitance in incorporating these digital technologies and devices into the education of young children may lead to them losing interest in their learning. With the introduction of the DCF here in Wales it is essential that practitioners receive the training and

support required to actualise implementation of the integrated, balanced, guided and supportive approach to digital competence that a child requires so that they can safely gain the identified skills and knowledge that have been identified as vital to succeeding in the digital world of today.

Digital Competence Lesson Plan

HOW TO GO ON SAFE JOURNEYS

Key Question

What rules do I need to follow to stay safe on my journeys in the real world and when online in the virtual world?

Overview

Learners will understand that safety is an important consideration when going on journeys in the real world and online in the virtual world. By thinking about their journey to school, learners will gain an understanding of the safety measures and rules that need to be taken so that they travel and arrive safely. They will learn that just as there are safety measures and rules in the real world when they go on journeys similar safety measures and rules need to be followed when they go on journeys online in the virtual world.

ACTIVITY PLAN

Resources

7 iPads

1 Bee-bot

Chalk

Construction kit – wooden/ plastic blocks, Lego
chalk
natural materials collected
outdoors, twigs, leaves, fir cones,
acorns

Home-school Resources

Upload to school website and send home 'Young Digital Citizens – Staying Safe Online' information leaflet.

Preparation time: 30 minutes

Session time: 3 morning sessions

Activity time: 45 minutes

Location: Indoor classroom
with access to
outdoor space

Number of adults: 2, 1 teacher
1 Teaching Assistant

Number of children: 24

Focused task with iPads: 7

Enhanced task with Bee-bot: 4

Outdoor child-chosen activities: 13

Age of children: Year 1

Key Vocabulary Digital <i>Internet</i> – is a worldwide network of computers and other digital devices, such as smartphones and tablets, connected to one another around the world. <i>Virtual world</i> – a computer-based world that you can see and hear but not touch. <i>Online</i> - connected to the internet <i>Website</i> – a place you can visit on the internet <i>Log in</i> – the information needed to gain access to the computer or computer programme or website <i>Username</i>: a name needed to open a computer or computer programme <i>Password</i>: a secret word needed to open a computer or computer programme <i>Log out</i>: shutting down a computer programme or computer Mathematical Numbers, collect, data, table, graph, how many, more than, less than	
Learning Objectives 1. Compare similarities between staying safe in the real world and online. 2. Understand that some websites ask for private and personal information – always ask before giving this information. Keep usernames and passwords safe. 3. Add their name to a piece of work they have created. 4. Save work using a familiar word as a file name. 5. Use an internet web browser independently. 6. Record data collected in a suitable format, a table and graph. 7. Develop their collaboration and discussion skills by providing an opportunity to develop their vocabulary, speaking and listening skills (Welsh Government, 2015; Welsh Government, 2018)	

THE ACTIVITY

Introduction

Discuss with the children how they got to school and ask them what rules and things they did to make sure they arrived safely. Explain that the information is going to be used by them, in groups, to do a number of things, will all have the opportunity to create a graph online using Hwb, take Bee-bot on a journey and create maps. But first, to help them stay safe online, in the virtual world, you are going to create a graph using the information about what fruit they had at snack time yesterday. To ensure that they stay safe on their online journey in the virtual world you are going to show them, and discuss with them the rules and things they need to do to arrive safely at their destination of making and saving an online graph showing how everyone in the class arrived safely at school.

Adult Directed

Using an example of what fruit the children had at snack time the previous day to create a graph using the iPad linked up to the interactive white board (IWB).

1. Going to go onto Google by pressing the Google icon.
2. Type Hwb into the search bar and then press the magnifying glass to search.
3. Press the Hwb option at the top of the screen.
4. On the main Hwb screen press log in at the top right of the screen.
5. Type in your username and password using the details from your 'private information box'.
6. Close your box so that your details are now out of sight and safe.
7. Press the j2e logo
8. Press JiT and press the chart option tab.
9. Ask children which fruit they had at snack time.
10. Type each fruit into the table – apple, banana or orange
11. Ask the children to put their hand up for each option and then fill the table in with the numbers corresponding to each fruit option.
12. Remember to put a title on the graph – 'Fruit We Ate'
13. Remember to save your work by pressing the 'floppy disk' icon.
14. Print off your table and graph to put into your work book.
15. Log out.
16. Put your 'private information box' back in your draw so that it is safe.

Practitioner -Led/ Child Interactive Activity

1. Ask children how they got to school? Car, bus, scooter, walk.
2. Ask the children to stand in specific places in the classroom relating to how they got to school, back right if they came by car, back left if they came by bus, front right if they came on their scooter and front left if they walked.
3. Ask one child to count how many are in their group and then come and make a note of it on the IWB.
4. Split the class into 3 group, with explanation of their task/ choice of task:
Group 1 (Focused Task) – 7 children on individual iPads completing graph
Group 2 (Enhanced Task) – 4 children with Bee-bot recreating their journey to school.
Group 3 (Child- chosen task) - 13 children to go with the teaching assistant outside and complete their chosen group map activities.

Child Chosen Activities

Outdoors, create maps showing the route that children took to get to school and include street technology (traffic lights, zebra crossing, street lights and green network boxes)

Options:

1. Map created from natural materials, such as leaves, twigs, and stones.
2. Map created by chalking on the playground.
3. Map created using the construction kit, wooden/ plastic blocks, Lego.

Discuss:

1. Street technology – link to digital devices controlled by computers.
2. Modes of transport – how they can affect the environment.
3. Importance of considering actions and effects on others.

Plenary (5 minutes at end of session)

Ask questions to assess children's understanding of lesson objectives:

- What rules do we have to stay safe on our journey to school? – should be able to give 3 rules from discussion at beginning of lesson. (Wear a seat belt, stop at red lights, hold hands when crossing road etc.)

- How do we stay safe online? –
 - 1) Always ask parent/ carer (teacher) before using iPad/ tablet, laptop or smartphone.
 - 2) Don't talk to strangers or give them personal details.
- Why do we keep our username and password in a box?

DIFFERENTIATION

Take into account the developmental stage and ability of each child, simplifying or extending the level of complexity of the task or information given where necessary.

DIGITAL COMPETENCE FRAMEWORK

- **Citizenship**
- **Interacting and Collaborating**
- **Producing**
- **Data and Computational Thinking**

FOUNDATION PHASE LINKS

- **Personal and Social Development, Wellbeing and Cultural Diversity** – Personal and Social Development.
- **Language, Literacy and Communication Skills** - oracy
- **Mathematical Development** – using number and data skills
- **Knowledge and Understanding of the World** – Places and People, Time and People
- **Creative Development** – Art, Craft and Design
- **Education for Sustainable Development and Global Citizenship**

Critical Analysis of Digital Competence Lesson Plan

Everyday life in the real world is not without its risks and dangers. In the same respect neither is the online, virtual world. Educating children about risks and dangers in the real world is simpler as they can be experienced in person by the use of their senses. In contrast, those of the internet are virtual making them a difficult concept for young children to comprehend. (Grey, 2011). The Digital Competence Framework (DCF) requires children to develop their digital literacy skills, which includes online safety measures and rules as part of the Citizenship strand, across the curriculum. In order to address the complex issue of rules and safety measures that young children require to stay safe online, a cross-curricular digital competence lesson plan, How to Go on Safe Journeys, was created.

The aim of the lesson plan was to develop the children's digital literacy skills by using the familiar everyday concept of their journey to school to contextualise and develop their understanding of online safety. Vygotsky (1987 cited in Edwards et al., 2018) reasons that a child's progressive conceptual development starts and is assisted by their real life, everyday concepts. In this instance, the real life concept was their journey to school. In contrary to a real life concept is a scientific concept that justifies how and why things work, for example "wearing a seat belt ensures safety and prevents injury in a crash". A mature concept is the result of combining a real life concept and a scientific concept. These are important for children as they provide them with an illustrative understanding. Chaudron (2015) explains that children have a limited awareness of what being 'online' and the digital language associated with it means. Therefore, it is important that a child's digital language and concept of being 'online' be utilised as a means for developing their learning about online safety as part of their digital literacy skills.

In accordance with Kerry (2015) the creation of a cross-curricular lesson plan places the child at the centre of learning and on occasion requires an altered approach to facilitate its attainment. In order to achieve the cross-curricular learning outcomes and deliver the complex online safety concepts and associated digital language to the children, a practitioner led but child interactive opening to the activity was chosen. Use

of the interactive white board and iPad ensured that the practitioner could model and scaffold learning and the associated digital language by participating in sustained shared thinking and asking open-ended questions so to assess the children's understanding (Wood, 2015; Welsh Government, 2015).

Whilst challenging the creation of a cross-curricular approach as indicated by Wood (2016) is rewarding as it enabled the activity to provide a realistic and genuine cross-curricular learning experience for the children. The considered design, the practitioner led component alongside the child-interactive, child-led, child chosen components enabled the delivery of elements from each of the four strands of the DCF alongside elements from six of the areas of learning of the Foundation Phase Framework.

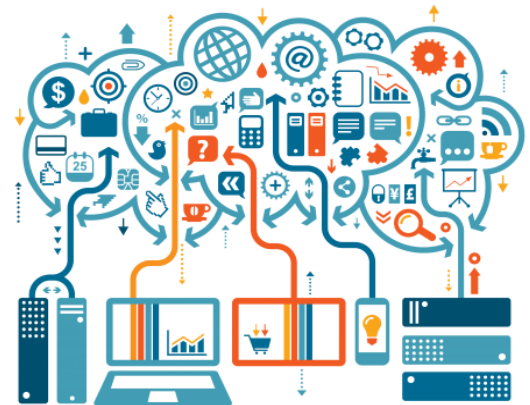
Morgan and Siraj-Blatchford (2009) advocate the use of the poorly utilised but motivational digital device of the IWB as means for conducting a whole class plenary session. The plenary session conducted at the end of the activity projected photographs taken by the practitioners of each of the activities different components. Whilst being shown the children were then asked open-ended questions, which combined with the photographs allowed them to revisit and reflect on their learning so enabling practitioners to assess their understanding and of the learning objectives. Although, the use of the IWB has not been shown to increase learning outcomes it has been found to stimulate higher levels of engagement and motivate children encouraging them to interact and collaborate so achieving 'higher-order' thinking when supported by their peers and practitioners (Morgan, 2010).

Information and Advice for Parents and Carers

Young Digital Citizens

Staying Safe Online

The ever-changing and fast paced digital world provides us all with new and exciting opportunities to discover, learn and communicate through numerous ways and by different means.



For children a high level of digital competence is now considered essential to survive and thrive in today's modern world. So essential in fact, that digital competence provides the basis for the learning framework for every child from the age of three to 16. However, as is the case in the real world, exploring and learning in the digital world can come with some risks to well-being. To reduce these risks, it is important to provide children with advice and protection.

Healthy Digital Lifestyles



With research still being conducted, no current specific protective legislative measures for technology companies, or recommendations regarding screen time for children exist here in the UK. However, academics agree that screen-based activities can have negative effects and considering this suggest that parents should take control measures (Triggle, 2019).

What follows is helpful information and guidance about how to provide children with a safe, healthy and balanced digital experience (Childnet, (2018); London Grid for Learning, (no date); Australian Government, (no date)).



Get Involved and Be Aware

Digital technology and the internet can be confusing, full of jargon and complex concepts. By getting involved with your child's online journey, you can both learn and have fun together. Discover **age-appropriate apps, games and websites** – these logos can offer a guide. Most social media apps such as **Facebook**, *Instagram* and **Snapchat** have age ratings of **13** and are deemed unsuitable for children under that age.



Common Sense Media provide useful advice and reviews that can help you choose, you can also sign up for their newsletter which will keep you up to date on all things digital

www.commonsensemedia.org/reviews

By being involved, if your child becomes upset online, they will be more inclined to turn to you for support. This can be beneficial as it provides an opportunity to provide advice and then encourages and reinforces this behaviour should anything trouble them again in the future (UK Safer Internet Centre, no date).

Talk to your child: Conversation starters

What app (or site) are you using?

Who can you talk to when on the site?

What can you do on it?

What's so fun about it?

Who uses it at school?

Why do you like this app (or site)?

Who are your friends on it?

How did you meet them?



Having an awareness of the capabilities of your child's digital toys, games and devices will create opportunities to talk about online experiences, those they enjoy and like, and those they dislike and the reasons why (unsure of what to say then visit www.childnet.com/have-a-conversation or sit down together and watch Smartie the Penguin's top tips and strategies for staying safe online www.childnet.com/resources/smartie-the-penguin).

A simple starting strategy to use with your child is to turn off the screen and tell a trusted adult if they see or hear content that is upsetting or gives them a 'funny tummy' feeling.

Cyberbullying



Unfortunately, bullies can occur in the digital world too! If your child is being bullied online, talk to them and support them. Don't take away their digital device – a child's main worry is that this will be an adults first response if they do confide in them. Watch your child for any changes in behaviour, keep any evidence and contact their school for help.

BullyingUK www.bullying.co.uk or Childline www.childline.org.uk can also provide advice.

Sexting

Images or message where someone shares sexual, undressed or semi-undressed images or videos of themselves or others, is known as **sexting**. Mobiles, smartphones, tablets or computers can be used to send messages or share media of this nature.

Other names used for sexting:

- dirties
- trading
- pic for pic

Even though it may make you feel embarrassed it is important to talk to your child about sexting and the risks involved. Remind them of what they can do to stay safe and reassure them that they can talk to you if they experience any behaviour that makes them frightened or gives them the 'funny tummy' feeling.

More information can be found at www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/ or by calling the NSPCC on 0808 800 5000.

Grooming

Grooming is when someone befriends and gains the trust of a child so that they can exploit or gain control of them for their own gain or gratification. This could be for the purposes of sex or extremism. Groomers can be of any age, male or female, a family member, friend or professional. Unfortunately, children do things as they don't understand what is happening or they feel obliged, under pressure or bullied.

Ensure you talk to your child about relationships and the behaviour associated with caring, respectful and responsible relationships. The [NSPCC](https://www.nspcc.org.uk) (call 0808 800 5000) or [Childline](https://www.childline.org.uk) (call 0800 1111) can offer advice if you have concerns (NSPCC, no date).



Possible Signs of Danger

Look out for your child:

- Always asking to use technology or go online
- Being secretive, trying to hide the screen
- Behaving differently, having new friends, wearing different clothes

Being given money/gifts by strangers

Make your child aware of these danger signs too:

- A stranger trying to chat, or asking for personal details
- Asking them to keep secrets, sharing photos/videos or information and telling them not to tell anyone.
- Receiving/ asking for information/photos/videos that make them worried about telling/sharing them with anyone else.
- Offers them gifts/money and says nice things about them but asks them not to tell as they will get into trouble if they do.

If you have concerns, then talk anonymously to Childline either online or on the phone.

If you worried that someone has inappropriately communicated with, or sexually abused your child online, then visit www.ceop.police.uk/safety-centre/ for further advice.



childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

Digital Family Rules

Establishing good digital habits from the start can prevent future disagreements. By talking and listening to your child, explaining things in a child friendly way, a set of mutually agreed digital family rules can be set.

To keep your child safe and healthy, ensure the rules are clear and consistent and include:

Minimising screen use for under 2's – for healthy brains and language development children need input from adults.



Limit screen time to a maximum of 2 hours at a time for children and adults over 3! – providing a variety of different play experiences for a child not only assists the development of their physical skills but also their problem-solving and thinking so protecting their well-being.

Most computers, phones and tablets have timers – setting them can help all the family stick to the rules (O2 and NSPCC).



- **When and where devices can be used and when they need to be switched off** – no digital devices;
 - at the dinner table as interacting as a family is crucial for a child's development
 - in the bedroom, a child's sleep is important, but also ensuring a device is used in a room where you can see and hear what is going on
 - after a certain time at night – the blue light screens emit disturbs sleep.
- **Not to share passwords or personal information** - encourage children to treat passwords with care and to use nicknames when online.
- **Being a good digital citizen** – encourage children to be kind to people online, to take time and think before posting or downloading.

REMEMBER unwanted online behaviour may break data and harassment laws, to find out more visit www.childnet.com/parents-and-carers/hot-topics

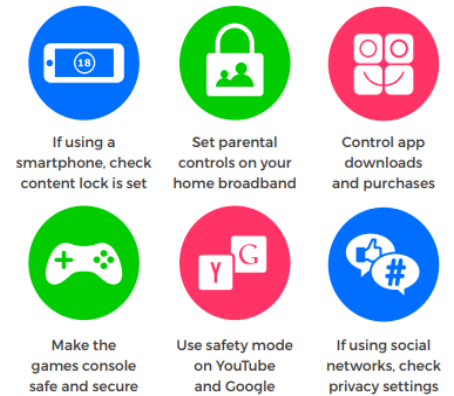
- **Being a good role-model** – children copy their parents! Lead by example and be the rules you want them to follow too!

Want to make your own Family's Digital Rules then visit -

www.childnet.com/have-a-conversation .

Digital Parental Controls

Protect your child from seeing and doing inappropriate things online, either on purpose or by accident, by activating parental control-settings and online safeguards. These are provided by internet service providers and mobile phone companies.



If you are unsure of how these work then visit www.internetmatters.org/parental-controls/ OR if you would like to talk to somebody then call an O2 Guru on 0808 800 5002 (the online safety advice is free and you do not need to be an O2 customer) they will happily provide technical help.



Kaspersky®
Safe Kids

Alternatively, install a parental monitoring app (Kaspersky, Qustodio) onto desktop and mobile platforms to filter out inappropriate contents including adverts, websites and apps.



Remember keep yourself up to date with all things digital, sign up to the Common Sense Media newsletter at www.common sense media.org.

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