#DITTO

STAY SAFE ● HAVE FUN ● REPEAT

EDITION 8 : JUNE 2017

In this edition

REMOVING ACCESS TO KEEP CHILDREN SAFE?

APPS: SNAPCHAT

WHAT IS A DIGITAL FOOTPRINT

CRITICAL THINKING

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RESOURCES

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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 8 of #DITTO

We've seen some sunny days over the past couple of weeks - at last! I'm a summer person; I love the warm weather, being able to get out and about without having to worry too much about the weather.

I'm not sure about you, but I always raise my eyes to the sky when I see media articles and research about how our children are less social than we were 'in our day', with the usual rhetoric that they're always on some device.

But if they spend a lot of time on a device, communicating or playing games with their friends, doesn't that make them more social? Just because it's different from when we were kids, does that make it wrong?

We need to stop demonising children just because they're doing things differently; it's our generation that gave this technology to the children.

It's the balance that's important - just food for thought.

It's a really busy time for everybody right now, so apologies this edition is a little smaller than past issues. Remember we don't get any funding for this magazine, and none of the contributors are paid so I have to rely on the wonderful goodwill of people that are kind enough to share their opinions and expertise.

This month I will be giving a little thought to removing devices from children if there is a concern. Is removing the device the right strategy? I'll also be taking a look at how we can temporarily stop some of those inappropriate recommended YouTube videos that children report quite often. Finally, I will take a very brief look at what a Digital Footprint is so that you are aware of the terminology.

The article from Cath is very timely given some of the recent atrocities we are seeing and how we should all be thinking very critically about what we are sharing online.

Finally, Wayne will be taking another look at Snapchat given some of the recent changes to the functionality. Snapchat seems to be on a never-ending development cycle at the moment so it's important to be aware of the changes.

With the summer holidays soon upon us, and time permitting, I'm considering putting a summer holidays special edition together. Whether you're a parent, teacher or whatever, if there's anything in particular you would like to see just drop me an email.

Alan Mackenzie
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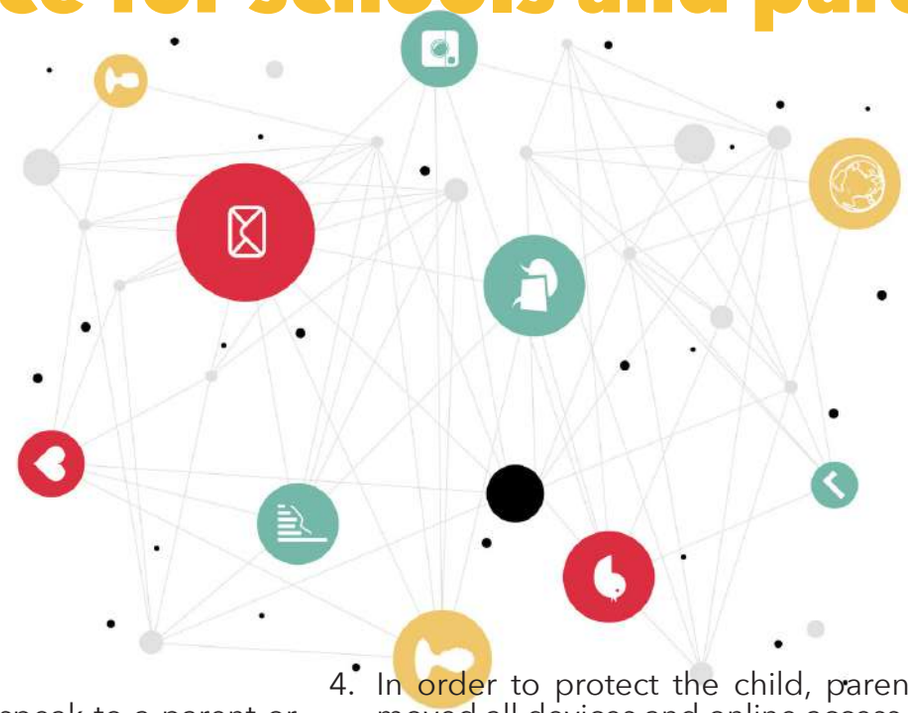
Removing Device Access

Advice for schools and parents

Opinion



Every now and again I'll speak to a parent or see a social media post about how a child has been spoken to by a stranger (usually an adult) online, and in order to protect the child the parent has removed all access to devices.

One particular social media post caught my attention recently and it appeared that it had been shared hundreds of times with lots of comments such as, "you've done the right thing."

Whilst a completely understandable reaction, we need to think about this course of action very carefully as completely removing online or device access is rarely a good strategy; it may appear that by restricting access you're protecting children, but in reality this isn't the case.

The basic facts of the post I'm referring to are as follows:

1. 9 year old child was being spoken to inappropriately via a messaging app by what appeared to be an adult (the text of what was said wasn't clear so I can't say if it was inappropriate or illegal contact).
2. The child recognised that something wasn't right, and was concerned by what was being said.
3. She approached her parents and told them of her concerns.
4. In order to protect the child, parents removed all devices and online access.

Let's briefly consider these points in turn.

Point one is probably the most concerning for most parents; your child being contacted by an unknown person for (initially) an unknown reason.

A huge amount of emphasis is put on social media when talking about online contact but we must remember that a very large part of the web is interactive and allows for relatively easy communication with anyone, including children. Just telling children, "Don't talk to strangers online," when used as a rule isn't very helpful to children. For example many children will play online games with others around the world and as part of that game-playing they will be chatting or talking too.

If a child is having fun playing games or doing other activities with others, is there really any harm in that? What's important is that the child is able to recognise if something isn't right. For example a player that is using inappropriate language or picking on your child (spoiling their in-game experience or targetting them which then moves into online bullying), someone who says to a child, "can we go to private chat? I'd like to tell you/ask you something." And this brings us to point 2.

In this case, the child recognised that something was wrong. A lot of time is spent in lessons in school to empower children with sim-

ple messages such as, "if something makes you feel uncomfortable or if you're just not sure, always tell a trusted adult who can help."

Sometimes when speaking to children of all ages they will tell me that they don't tell parents if there has been inappropriate contact. Usually this is because they know exactly what to do (block and report the user and hope there will be some sort of moderation) and sometimes because they fear that they will be judged by their parents. In other words they fear they will be blamed and have their tech removed.

On this occasion the child did tell her parents. This is fantastic and is exactly what should happen, and this brings us to point 4.

In order to protect the child the parents removed access to her devices.

This is an understandable reaction, but has it really helped? To some children this would be seen as a punishment. The child hasn't done anything wrong, in fact she did everything right, and as a consequence of telling her parents she has now lost some privileges.

The actions you take largely depend on the content, conversation etc. but in this particular scenario this is what I would have done if this was my child:

1. I would have thanked her and told her she's amazing, firstly for recognizing that something was wrong, and secondly for telling me. I would reassure her that she can always talk to me about anything.
2. If possible, I would have blocked and reported the user with her, firstly to minimise any further contact, and secondly to make sure she knows what to do. I would also take screenshots of the content just in case they're needed for evidence and show her how to take screenshots.
3. I would talk to her, and ask her to explain what she found concerning. This is so that I can find out what she picked up on and also to make sure that she is okay emotionally.
4. Depending on the content and the severity, I would either have reported to the local police (if illegal activity suspected), reported to CEOP (in the UK, if exploitation suspected) and definitely reported to her school so that they're aware.

In school this is a great (and sometimes quite revealing) conversation to have with your classes. If you ask children whether they talk to strangers online the vast majority will say 'no' because they think that's what you want to hear, but it isn't necessarily the reality. Give them a safe space to talk openly about these things and get them to discuss the positives, negatives and risks that may be associated with talking to others. Look for gaps in knowledge or understanding and keep an ear out for high-risk behaviour. It goes without saying that this needs to be age-appropriate. This is information that can be enacted upon in class or assembly, and also fed back to parents with the appropriate advice.

For parents, only you can decide whether you allow your children to engage and play freely and much of that is based on the age of your children, your own comfort levels and parenting style, but a couple of points of advice I would make are:

- Overly-restricting childrens use of technology does not protect them.
- Confidence in our childrens use of technology only comes with understanding that technology ourselves. That doesn't mean getting all techy, it simply means talking to them about their use, playing their games with them, being curious about what apps they're using etc.
- Children need to know that we're there for them; not to judge, but to help, support and guide. It's vital that we let them know.

Alan Mackenzie

DOING IT TOGETHER

Advice for parents

One of the concerns I hear from children and parents is regarding what they are seeing in the 'Recommended' and 'Up Next' sections within YouTube.

A couple of really important points that relate to many online services that children and young people use that we should all remember are:

1. Services are very rarely built for children with good safeguards in place to protect from unwanted content, they're built to make money.
2. Many of these services use algorithms to serve relevant content.

I'm sure point 1 is obvious to most people by now but it is worth re-iterating purely for the reason that there isn't a 'solution' that can protect children from seeing unwanted content. It's something that we all want, but apart from switching everything off there isn't a single thing that works effectively enough to satisfy all parents.

Algorithms and the way in which they work are very closely guarded secrets by the companies and they're continually tweaked. Very simplistically an algorithm on YouTube, Facebook and many others is designed to deliver content to you that you may be of interest. In the case of YouTube this is partly what you have watched before, what channels you subscribe to and what you have liked.

To give you an example, I'm currently learning to draw, specifically figurative drawing (drawing the human figure). Invariably you learn from artistic nude poses, and I view a lot of tutorials on YouTube because it is a fantastic (and free) learning resource. However, some of the videos that are automatically recommended to me would make your eyes boggle. Suffice to say, they're nothing to do with art!

I'll sometimes hear something similar from children; that they were curious about a video (perhaps a misleading title) and now they're seeing things they don't want to see.

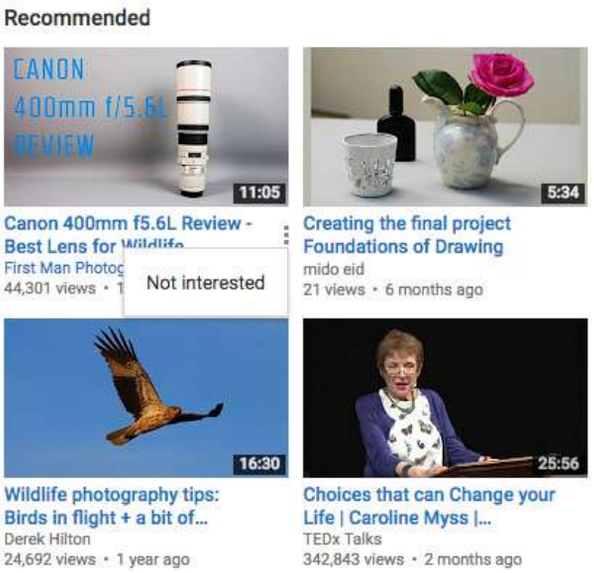
Although there isn't a solution to this, It's worth going through the YouTube history with your child every so often to see what has been watched in the past. This is really easy to do, just go to youtube.com and on the left hand side (or at the bottom if you're viewing via an app), click on 'History' and have a look for yourself.

I would always recommend having a Google/YouTube login for a couple of reasons:

- If your child uses multiple devices, using a single login means that whatever you do on one device will be replicated on the others (as long as you're logged into the same account on all the devices).
- You can turn on and password lock the 'Restricted Mode' feature.

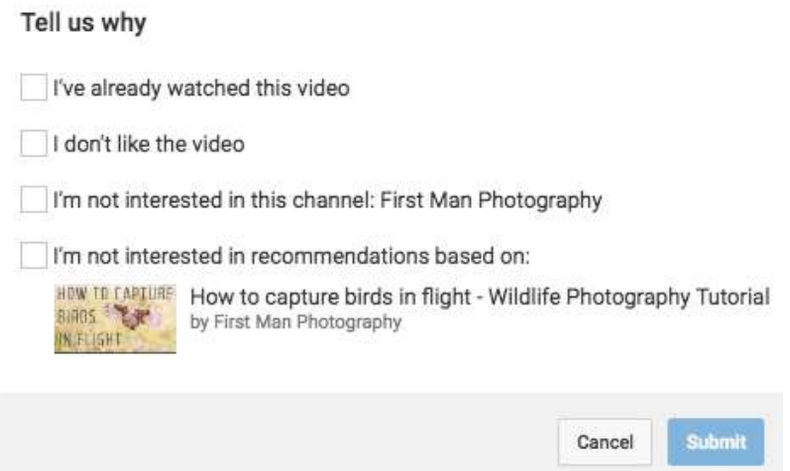
Have a look on the following page for a few tips that may help.

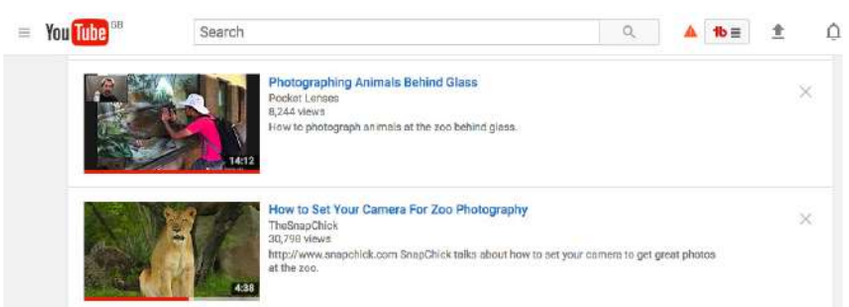
Alan Mackenzie



Go to the YouTube Home page and at the top you will see the recommended videos. You will see 3 little dots at the middle right of each video. For any you don't want, click on the dots and click 'Not Interested'

You can then say why. Boxes 2 and 4 are usually the most relevant

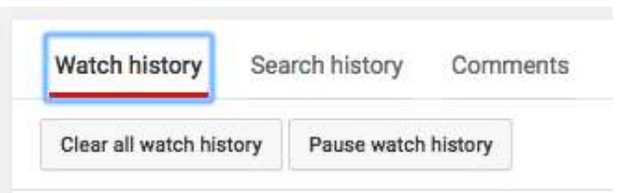




To save you a bit more time, you can go to the History page, and look through the history of what has been watched. For any that are inappropriate, just click on the X

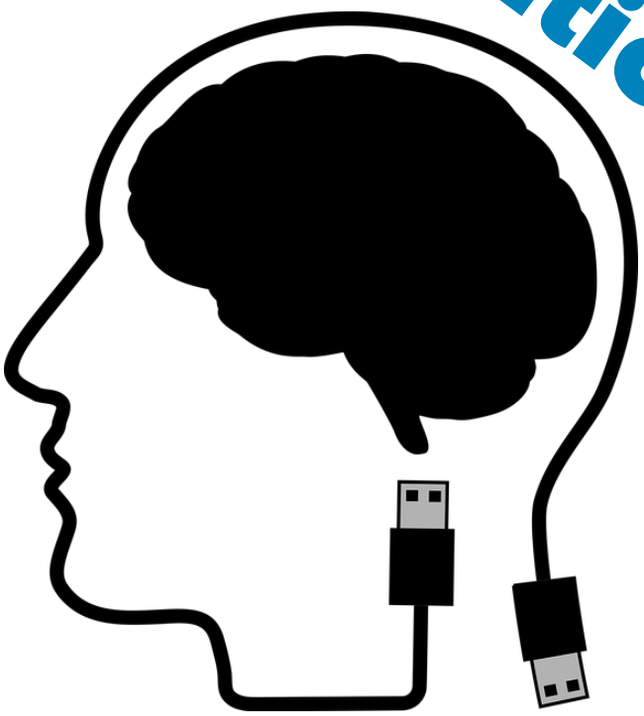
To completely reset everything I recommend you forget the steps above and simply click on 'Clear all Watch History' and 'Clear all Search History'.

Remember: this isn't a solution, you will have to repeat this every so often.



Cyber Trauma

Critical Thinking



Catherine Knibbs is a Child/Adult Trauma Therapist and Author. (BSc, MBACP (Accred) UKCP Adult Psychotherapeutic Counselling).

She is the leading researcher on cybertrauma in the UK, specialising in online abuse in all forms and provides consultancy, education and training on this topic.

She is a consultant for an AI online safety robot called Oyoty, writes for Internet Matters and other organisations and in her spare time is completing a dual MSc in Child and Adult Psychotherapy. Cath can be contacted at:

www.cybertrauma.com

Critical Thinking and Fake News

Over the last few months I have been tagged in a number of posts on social media either asking for clarification or to highlight a new trend, which turned out to be hyperbole.

These posts have ranged from clown killers, missing children through to whale games.
I even fell foul of becoming irritated about these posts and using a sarcastic response to one or two of them.

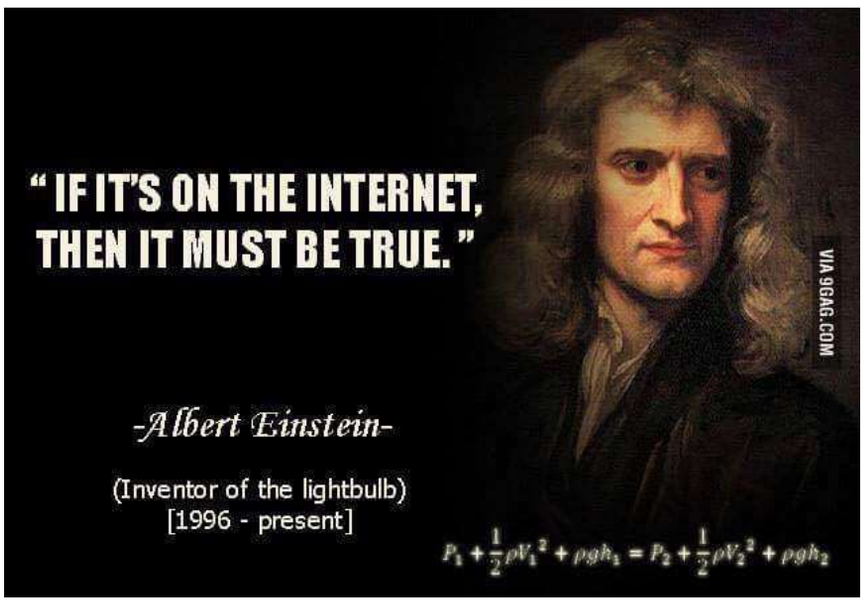
The irritation lay mainly in the lack of critical thinking that I was seeing from people who were adults, let alone younger children who do not have these skills.

So I watched for a while and have been intrigued at how many people will share posts on social media without checking the source or content. My curiosity was peaked (as it often is with human behaviour) and I recognised the following trends and behaviours. In this instance I will not bamboozle you with psychology concepts, rather I will use everyday terms.

I saw naivety and gullibility. I saw lemming and sheep-like behaviour and I saw fear based responses time and time again.

I wondered why, then I remembered one of Terry Pratchett's observations (from the book The Truth) and recognised that if the media tells us something, ergo it must be true.

Why are children taught to think scientifically but not critically?



In schools there seems to be very little teaching and guidance in the art of critical thinking. Politics is often glossed over and the newspapers, TV and social media don't seem to be discussed in great depths to allow children to begin to question what they see and hear.

Maybe this is a reflection of the art of teaching in schools/homes where the adults are the experts and children do not question this 'truth' (whether that be History, Science or anything else on the curriculum). This actually leaves children with a deficit of a thinking skill in critical analysis. Young children can be teased and tricked using this lack of thinking skill set (think easy magic tricks), however if you listen to their language they begin to think this way from the earliest moment. It's the questions why/when/who/how? Why do we stop doing this as adults? Perhaps it's the education we received as children and teens?

Fear Driven News

We can often fear telling children about negative moments in life because bad news brings feelings of sadness and we often try to protect our children from this, however in this day and age the media shares bad news regularly with a very large bias on the catastrophic outcomes.

It is fear driven and this is what makes the news 'sell'. Posts on social media can often appear telling the children something really horrible will happen to them, for example "killer clowns!" We as adults can also be privy to this fake news such as "this game your children will be playing in secret and its your worst nightmare," aka the blue whale game.

What happens when we/they see news like this is akin to a stampede of people sharing the post without checking the validity of the content. This could take you a few moments and requires a few tabs to be open on your smartphone or computer. However what normally happens is a narrative that goes something like this: "oh no, that's awful!! (fear response), I must tell others and tag them (recognition from others to alleviate the fear response)" and so the cascade begins.

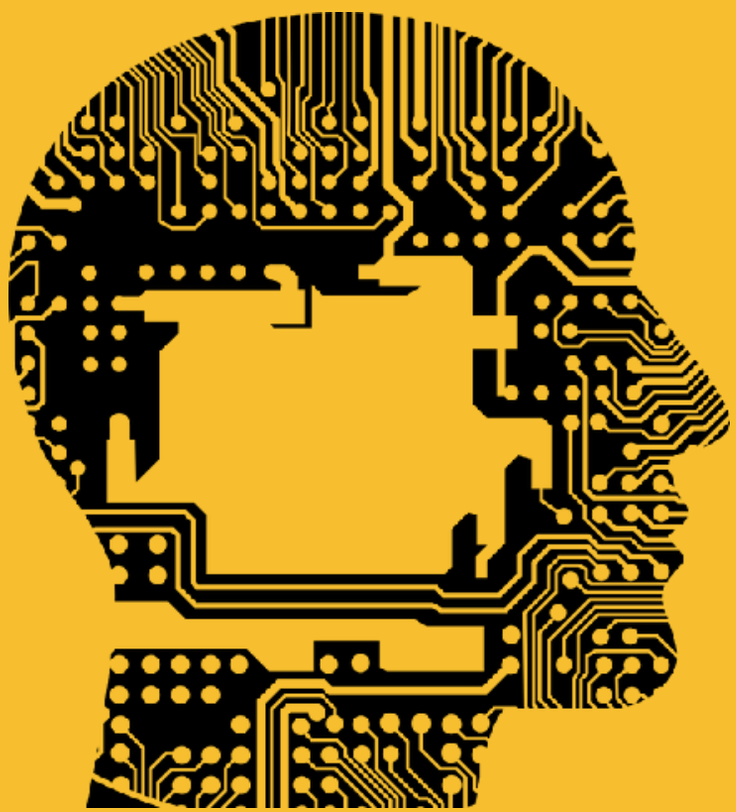
In the case of missing children the fear response is based in empathy and we imagine "if this was my child..." ***(NB these posts can at times be a manipulation on this to find a child who maybe adopted or in the middle of a custody issue, so wise thinking is required here more-so).***

The magic moment between stimulus and response

When we see/hear/feel something our brains and bodies react almost immediately. We often react without knowing why, for example when we hear the sound of a door being opened we will automatically look towards it.

This is because we evolved from Neanderthal man and have a fear response. For all intents the person at the door could be a sabre tooth tiger!

Our brains work in exactly this way with negative news. There is hope to help us slow down for a fraction of a second and tame the inner



Neanderthal man. We can pause before responding by focusing on the outcome of our action, with a compassionate heart.

We can ask ourselves,
"Who will this help?'"
"Is this true?"
"What would be the impact on my child?"

If your child is the one who sees the story/post then what we could and should do is talk to our children and answer their questions (which are based in curiosity). We should be truthful and this includes the ability to say, "I don't know," rather than make things up, as children believe what we tell them.

We should also give unbiased answers and herein lies a further issue.

How do you know if your views are biased?

Were you taught to think critically?

Fact checking accurately is a skill and weighing up the answers can be tough.

Question everything.

Image sources used in this article from www.9gag.com

What is...?

A DIGITAL FOOTPRINT?

Careful consideration of what we're doing and sharing online is one of the fundamental online safety principles of what we teach children and young people; this is commonly called the digital footprint.

What we teach children is dependent on their age, for example with younger children it's predominantly about protecting themselves against safeguarding risks. With older children (teens) the safeguarding areas are just as important but we also start to introduce considerations for their future too such as college, university and employment.

One of the common principles you will hear is 'once you post something online it stays online forever', and whilst not strictly true for everything it does simplify things so that children and young people (and adults too) can carefully consider what they're posting.

So what is a digital footprint? There are two key aspects; passive and active.

Passive Digital Footprint

A passive footprint mainly relates to what we're browsing online. As part of this browsing experience websites will use 'cookies' to track what websites we visit, what we shop for and much more. This is mainly to make our browsing experience more personalised such as serving advertisements dependent on where we've been and what we've been shopping or searching for. As an example you may have been browsing a shop for a particular item or maybe your annual holiday, and then you start seeing similar items within advertisements on your Facebook or Instagram feed. Cookies can also be used to keep you temporarily logged in on a website you're using for convenience or even items you've put into your shopping basket.

Active Digital Footprint

As its name suggests, an active footprint is all about what we're physically sharing, liking, commenting on etc. online.

This active digital footprint is a huge information jigsaw puzzle; all the pieces on their own are mostly low-level useless snippets of information, but put it all together and it creates a unique picture of every single one of us.

Consider little bits of information that may have been shaed a couple of years ago - the name of a pet, favourite colour etc. Pretty harmless stuff to you and me, but not to someone that may wish to contact our children, that's all part of trust-building.

The same is true of an older child that may express opinions related to gender, politics, behaviours, alcohol, drugs etc. Some future employers and others would may that information of interest.

THINK before you post is such a simple message, and yet its importance cannot be stressed enough.

See the link for some tips from Childnet about how to create a positive digital footprint:

http://bit.ly/dfprint

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

Name: **Snapchat**

Age: **13+**

Web: **www.snapchat.com**

Snapchat rolls out new feature - No Time Limit Snaps

Any Snapchatter knows that when you create an image-based Snap on Snapchat you could previously set a time limit on how long the receiver could view the Snap. Typically between 1-10 seconds. After this time the snap (apparently/arguably) vanishes. Well in the latest update to the hugely popular ephemeral app - it now allows you to view a Snap for 'as long as you'd like'. Yup. Infinity, should you wish.

So how does it work?

Pretty straight forward. As normal the user takes a Snap. The screen will then offer the new option within the 'Timer'. Once tapped the Snapper can then choose how long they wish the image to be viewed for.

With the new option 'no limit' is now available.

What does this mean for the receiver of the Snap?

In a nutshell - if the sender has chosen 'no limit' then the Snap will be available for viewing until the receiver closes the Snap. At that point, as before the Snap will vanish.

Anything else new?

Good question. Snapchat have been busy, trying to come up with new features to fend off rival platforms who are also firing out new features.

Significantly, within this update to the app, a 'looping video' feature is also included. Allowing videos to be repeated on a loop until a story is moved on or closed. The receiver is then offered a 'play forever' feature.

Snapchat have also rolled out a draw with 'emoji' tool which enables users to draw a line of emojis onto their Snaps.

What's worth remembering?

When it comes to Snapchat or any other ephemeral app, pausing to consider the content of the images and videos you are creating and offering to someone else is now crucially important. It's wise to never share anything on the app that you won't want to see pop up again. This happens. Frequently. Relationships do change and sometimes friends don't treat Snaps with the confidentiality they should.

Remember there are a number of ways 'disappearing messages' can be saved, screen captured or just fall into the wrong hands so protect yourself always.

Stay Safe Online

Wayne

Resources and Links
for Schools

Talking to children about extremism online.

A guide for professionals (and useful for parents too) on talking to young people about extremism online.

http://bit.ly/2qSGsnA

In-Game Abuse

The newest report from anti-bullying charity, Ditch The Label, looking at abuse and bullying in online games.

http://bit.ly/gameabuse

Managing e-Safety in School

In this short YouTube video I look at some of the challenges of managing e-safety within school on behalf of Schools Broadband.

http://bit.ly/mesafety

Online Safety for all school staff.

Online training for all school staff, differentiated to your role in school.

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

#DITTO

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

Deep and Dark Web

What is the Deep Web? What is the Dark Web?

In this short YouTube video I take you through the basics.

http://bit.ly/deepdarkweb

Worksheet for Parents and Teachers

Here's a really nice worksheet for teachers and/or parents produced by Ofcom and Childnet to discuss some of the basics with children on how to stay safe online.

http://bit.ly/ofcomsheet

Digital Footprint

This article from Family Lives goes into a little more depth about what a digital footprint is. Really useful information for parents to talk to children and young people about.

http://bit.ly/flfootprint

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

#DITTO

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