

#DITTO

STAY SAFE ● HAVE FUN ● REPEAT

EDITION 12: APRIL 2018

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Foreword from **Alan Mackenzie**

Welcome to Edition 12 of **#DITTO**

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 the most important aspect.

To understand behaviour, we have to be a part of children's lives in order to understand what they're doing with technology and why.

We have to be curious and guide them to realise the wonderful opportunities that the online world gives to all of us, and be there to support them when they need it.

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Hi and welcome to the new school term. I hope you had a lovely Easter break.

I love being outdoors; fresh air, sight-seeing. and taking photographic memories. Years ago I used to do lots of mountain and hill walking (I was even a mountain leader for a few years). Sadly I don't do too much of that anymore, but for this holiday period my wife and I had plans to get out and about to a few places.

Well, best laid plans and all that! After shifting some new furniture around in our house I put my back out and ended up immobile for a week. Talk about scratching at the walls, I was not a happy bunny!

So what did I do? Did I get everything ready for next term? No. Was I productive by updating some of my resources? No. Did I write that new YouTube guide I had been thinking about for a few weeks? No!

I played games; yes, I was on the Playstation for a longer time than would be deemed acceptable, and I loved it, but it did make me realise how the hours just disappear without you realising and how unproductive I have been over this holiday period.

On the flip side, there's an important learning point to this; it allows me to have a deeper understanding of the issue when speaking to children particularly about aspects such as screentime, content of games and much more. After all, if I call myself a specialist then it's important I do the things that children do and experience what they experience.

That's my excuse and I'm sticking to it!



A question for you.

Over the years that I've been producing this magazine, I've been told many times that I shouldn't be giving it away for free. After all, it takes me a lot of time (and money) to put everything together including the design and the articles that I and others write; many of the images you see are paid for to prevent copyright issues and much more. There's no doubt that people don't value as much something which is free versus something that has to be paid for.

Moving to a subscription model would definitely give me further scope, such as more in-depth articles, guest articles that I would have to pay the writer for, an interactive version (an app) that might include videos with topical advice, screencasts of the latest games/apps etc. and so much more. I've even considered contacting some bigger organisations to see if any would like to sponsor the magazine but I think the likelihood is very small, particularly as I'm not a charitable organization.

So let me ask you this, would you (school) pay a small annual fee, say £20.00 for your whole school, for more and better content? Drop me an email and let me know your thoughts.

Alan Mackenzie

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Privacy

If you've been reading the news over the last few weeks you'll have noticed the huge media attention on the Cambridge Analytica scandal, and their use of data from Facebook to target millions of people, which has prompted many to question privacy when it comes to free services. What I find most surprising is that people are shocked by the extent of this. And it isn't just Facebook; everybody wants something for free. Just look at the apps on the various app stores and see how many of them (particularly games) are free.

Even this magazine is free and I thoroughly enjoy helping out others and giving advice, but primarily for me it's my way of marketing myself in the hope that a school will invite me in and pay for my services (there's honesty for you).

There's no doubt at all that we've entered an 'everyone wants something for free' age, after all,

In terms of currency, our data is the new oil!

personal money is tight, school budgets are dwindling (regardless of what the government says) and everyone loves a bargain. But there's always another side, and the age-old adage that nothing is free is so true online; data is the new oil in terms of currency, which means your personal data. Not just your name and personal details, but your activities such as what you're shopping and searching for,

where you go online and how long you stay there, the things you're chatting about or liking, the YouTube videos you watch. Every single

aspect of your online activities are analysed, increasingly using artificial intelligence, in order to serve you ads or use your data for other purposes.

For many of us we accept that; we understand to a certain extent that we are the product, or



Privacy

rather our data is, in order to access services that we would ordinarily have to pay for.

Just imagine if you had to pay for each Google search, or if your children had to pay a small fee for each YouTube video they watched? I think if the world wide web was a no-free zone it would look very different to what it does today.

I think if the world wide web was a no-free zone, it would look very different to what it does today!

But in the context of online safety and digital citizenship, we can use this to our advantage, particularly with older children and teens. I know first hand how difficult it can sometimes be to engage children in subjects such as abuse, sexting etc.; for some it's "here we go again", for others it's "this will never happen to me."

But whilst the subject of privacy is huge and can be quite complicated (particularly online privacy), if you have a basic understanding you can talk about privacy and use that to inject safeguarding information too, and this goes for parents as well as teachers in the classroom. I guarantee you'll get more students interested purely because if you're talking about something that affects them personally, the impact is greater.

For example a discussion might start off about the current Facebook scandal and how our data is used, but then lead into who else might be interested in that data and how they could use it, e.g. criminals (your password is your pet name?), predators (to strike up a conversation - mutual interests), your university placement or job application (you really posted that online 4 years ago?) and so much more.

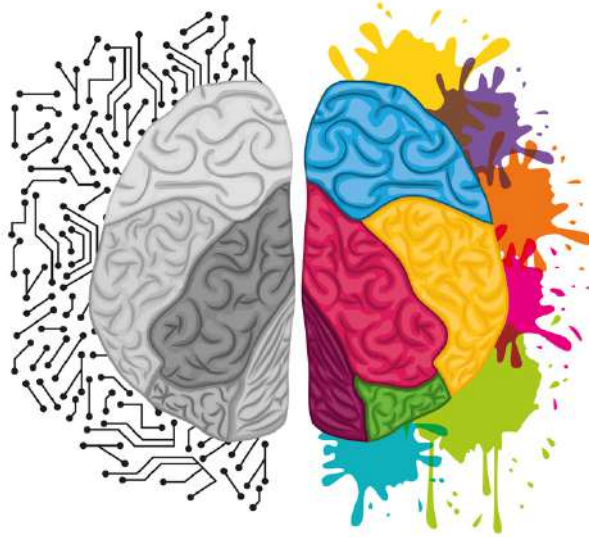
Although many of the media headlines you see are nothing more than clickbait, use them to your advantage to get those conversations going.

Alan Mackenzie



In March I was delighted to be invited onto a guest panel of speakers to discuss many issues. Organised by Al Kingsley and his team at NetSupport and joined by great friends with individual education specialisations we discussed many topics including virtual/augmented reality, digital citizenship, safeguarding, GDPR and much more. All of this was recorded and uploaded onto YouTube for everyone to watch: <http://bit.ly/biged2>

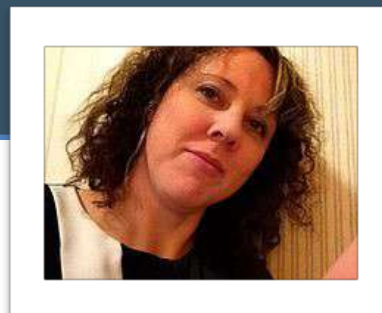




Risky Behaviour

Catherine Knibbs (BSc, MBACP (Accred), UKCP Adult Psychotherapeutic Counselling) is a child/adult trauma therapist and author. She is the leading researcher on cyber trauma in the UK, specialising in online abuse in all forms and provides consultancy, education and training on this topic.

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Why do young people take risks online?

More accurately I think it would be helpful to understand why young people take risks at all.

So to understand this I'm going to bring you into the world of a therapist for just a moment. One who looks at Interpersonal Neurobiology (Siegel

the reptile brain, the monkey brain and the human brain

2012) which is a fancy way of saying I use Neuroscience and Cognitive Psychology among other theories to underpin my thinking around children's behaviour. So to give you some brain basics I'm going to introduce you to the three parts of the brain that are connected and work together. I teach this to young children so hopefully this will be easy to understand.

In line with Evolution theory we were once small organisms in primordial soup. Since then we've gone on to become intelligent thinking human beings and in line with evolution our brains evolved in a similar way. In short we have what Carl Sagan called the reptile brain, the monkey brain and the

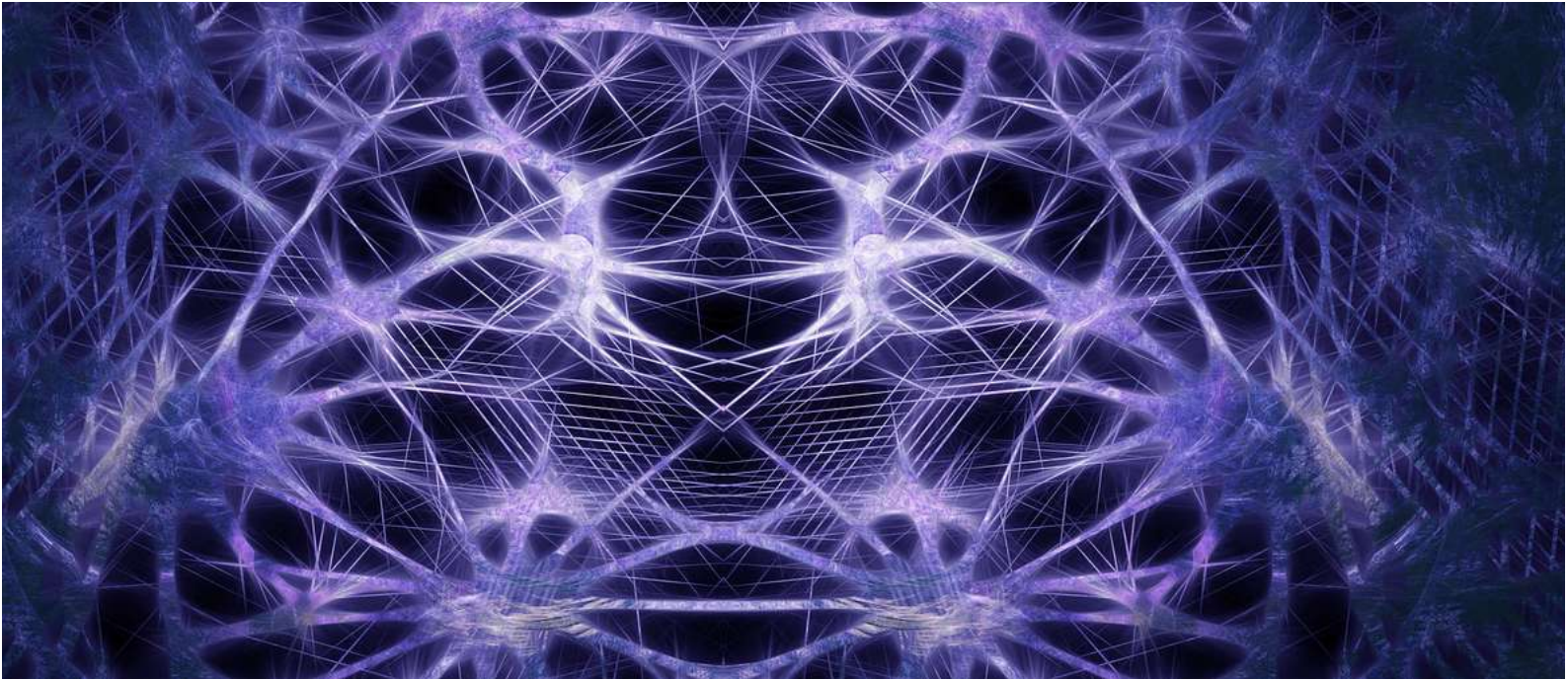
human brain or Paul Mclean calls the Reptile, Mammal and Neocortex systems.

When I teach this to the children I talk about a Gecko, puppy and a wise old Owl.

The gecko is our most primitive part of the brain and tends to run away from things and I don't know of any gecko that talks, so this is part of the brain does not have any language.

Above the gecko is a puppy who often reacts to the world around it and may bark and runs round through excitement or fear. Again I still haven't met a puppy that talks and so this part of the brain does not have language either. However this part of the brain is curious and likes to explore without thinking.

Above the puppy and the gecko sits a wise old owl. The wise old owl tends to tell the puppy and gecko what to do, such as "maybe don't stick your nose on that hot fire puppy?" When the gecko runs away all of a sudden or the puppy runs towards (noisily usually) the owl tends to fly away and so the thinking part of the brain is no longer



available to calm the puppy/gecko or to reason with them.

In terms of brain development we are looking at a primitive part of the brain whose focus is to run away from danger, the emotional part of the brain whose focus is to run towards safety and care and finally the thinking and reasoning part of the brain whose focus is to help us make sense of the world around us including our internal environment (body information) using the communication from the two systems I mentioned (puppy/gecko). The wise old owl section of the brain has a very important part at the front just behind the eyes called the pre frontal cortex (PFC). In the prefrontal cortex this is where, similar to a computer, we take incoming information and we process, rationalise, and execute commands which result in our behaviours.

Now what does this have to do with risk taking?

Adolescence, which occurs around the same time as puberty is about brain development from the ages of approximately 12 to 25!

the brain undergoes some technical jiggery-pokery

During this time the brain undergoes some technical jiggery-pokery which I will keep really simple as I'm aware many of you will not have the same passion for biology as I do. The brain undergoes a process called pruning and most importantly for this article the way in which we change our thinking patterns occurs during this stage. This is known as hyper rational thinking. What this actually means is the adolescent uses a mathematical skill, and uses their supercomputer, the pre-frontal cortex to assess the likelihood of something not happening.

For example, the likelihood of stealing a pencil sharpener from the teachers desk and being caught in the act is less if there are no children or teachers in the classroom. However, there is much more of a chance of being seen, caught or found out if there are students or other people present. An adolescent may look at this scenario and having previously taken a pencil sharpener from the desk and not been caught doing so, may rationalise (guess) the chances of this happening again are approximately the same. Another example might be a child riding a bike downhill without a helmet, surviving a fall and being okay, and rationalising the chances of it happening again are in their favour.

As an adult reading the few examples I wonder if you used your critical thinking skills, and you worked out the risks which may have looked like the following sentence,

"Yes but, that doesn't necessarily mean it won't happen!?"

This is because as an adult who has successfully passed through adolescence we can work out what the risks might be, could be, have been, or we have indeed seen, or imagined. We also add to this the consequences of these mights, could's and/or possibilities. In short we as adults are able to see events and consequences and how those consequences can affect us and others around us. This occurs in our prefrontal cortex and only happens with maturity or a heightened sense of fear. Adolescents do not necessarily think this way until they are fully mature. (25 years of age)

The prefrontal cortex in adolescence is less effective at processing: consequences, delayed gratification, inhibition, self-awareness, meaning making, integrating information, morality, communication, emotional regulation, reasoning, empathy, judgement and a few more processes including remembering to



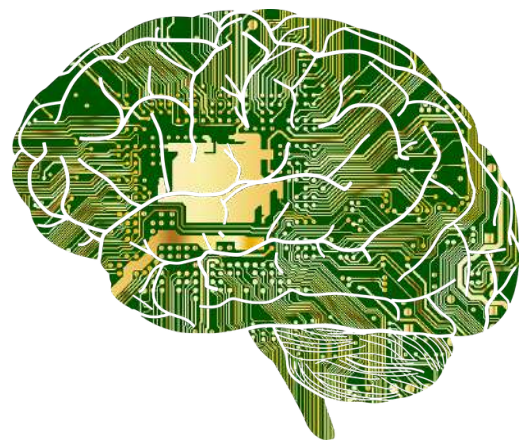
do their homework, picking up their shoes and their sleeping habits.

This essentially means (apart from adolescence is really difficult at times) that during this time children and young people may take natural risks, such as opening up a smartphone and being surprised by a picture on it, or looking at mum or dad's phone whilst they are browsing. Enhanced risks such as visiting websites or apps that they have been told are dangerous, or too young to visit, or are "banned", or they may take calculated risks such as watching a video they know is scary in order to assess their tolerance level for fear.

Risk-taking online provides much more of an opportunity for the hyper rational thinking adolescent to test their new boundaries, and in turn they may develop more resilience or more harm. In order to help manage these risks online we can use critical thinking skills and conversations rather than shock tactics to educate and inform young people so that we support the rational thinking and in doing so create an environment both internally for the young person and externally online. This can help children and young people make educated choices and can reduce the number of enhanced risks and create a levelled calculated risk.

Risk taking is a natural normative process of development and cannot be shutdown or stopped, however, it can be guided and using the etymology of the word 'discipline' can be taught. We as the adults can be master craftsman and children and young people may not even be at the apprentice stage in terms of learning and mastery and this falls within our remit as the elders of society to help educate and inform and to also be there when the risks have been taken and the consequences have not fallen in favour of the child or young person.

Cath



Cath has a new YouTube channel where she invites guest speakers to give their view on a wide variety of topics which are enormously useful for schools and parents.

<http://bit.ly/cybersynapse>



DOING IT TOGETHER

Advice for parents

Have the talk!

About gaming I mean, not the other talk.

I mentioned earlier in the mag that I'm a games player, not every day, normally about once a week; recovering from a bad back I spent a lot longer than usual playing games on my Playstation over the Easter holidays. I know first hand how time flies by, how engrossed and excited you can become, particularly if it's a high-intensity game.

It's an interesting talk I sometimes have with children, specifically about the amount of time they spend playing their games, what they enjoy so much about their games, and the emotions they feel, particularly when they have to come off their game. The latter part, emotions, is incredibly important to understand.

To non-gamers, a game is just a game, but to gamers it's far more than that; for many children and young people it's a hugely important part of their social life. Just playing a game over and over would become quite boring after a while, but playing with friends and sometimes others around the world it's a very different story.

It's equally important to understand the game as well. One of the most frequent concerns I hear from parents is the negative behaviour experienced when their children are told to come off their game.

To give you an example, imagine you were doing a really important piece of work; you've been intensely working on it for 30 minutes and achieved a lot, you're finally getting somewhere. Then, all of a sudden, you lose power or the laptop crashes. You've lost everything and you've got to start again

This is a common issue I hear from children, they're told to come off their game but aren't given enough time to get to the next save point in the game or complete a level. Everything they have achieved has just been lost.

Whilst not a solution to all their behaviours, that talk with your children can be quite revealing to understand what they're doing, why they're doing it and importantly, the range of emotions they go through. Ask them why they play that particular game, what is it about the game that is so appealing? Is it the game, their friends? Ask them about levels and save points; many games are quite different, some allow to save wherever you want, others have particular save points you have to get to, some auto-save. This can be a lifesaver when it's time for dinner, just giving them a time warning (10 minutes till dinner) can help with some of those negative emotions.

Alan Mackenzie



Image Credit: <https://pixabay.com/en/luck-lucky-number-17-roulette-839037/>



What is

SKIN GAMBLING?

It can be hard to keep up with technology and how it is being used, and this is probably the most common conversation I have whether speaking to school staff or speaking to parents.

This concern over the fast-paced nature of technology is understandable, but it's also a smokescreen. In the vast majority of cases, what we're talking about is real-world behaviours, enacted online via the use of technology. For example cyberbullying is bullying, online abuse is abuse.

But there are variations, and an emerging issue is skin gambling (sometimes called skin betting), which is gambling, using skins.



Image Credit:
<https://www.thescoreresports.com/news/14457>

Okay, I've probably confused you now so I'll explain.

A skin is something that is created online, predominantly in a game, for example the design of an avatar, a design (graphics, colour etc.) of a particular weapon in a game. Essentially you can apply a skin to an object to personalise it and make it look good. Quite often you have to purchase these skins via an



in-app or in-game purchase. The rarer the skin, the more it is worth financially (in real world monetary terms) and for gambling for other items.

Although gaming sites say they do not condone gambling, there are thousands of online sites that are geared up to do just this; these are largely unregulated.

The history of skin gambling only goes back a few years to 2012 which is why it's an emerging issue. A company called Valve were the creators of a game called Counter Strike back in 2000, and in September 2003 launched an online platform called Steam. Essentially this is a platform to distribute PC games and is hugely popular with young people.

Moving forward to 2012, Counter Strike evolved to what is now called Counter-Strike:Global Offensive (CS:GO); the big new feature was that players can decorate their weapons with new skins that they either

purchase from within the game, or find throughout the game. These skins are then stored within the users' Steam account.

What this means is that when a user signs into a skin gambling website, they do so with their Steam credentials, thereby having access to the users' inventory of skins.

The topic of skin gambling is huge, but essentially skins can be gambled casino-style (e.g. roulette), online tournaments and much more.

As reported by the Gambling Commission (<http://bit.ly/gcskins>), children as young as 11 are being introduced to gambling via their online games.

The report makes for an interesting read, finding that:

- 45% of 11-16 year olds were aware of skin gambling.
- 11% of 11-16 year olds had placed bets.

I know the advice of talking to your children can sound like a bit of a broken record sometimes, but you can see without that dialogue issues such as this could be missed until something is going very wrong.

Resource Links:

For a more in-depth explanation have a look at the following links:

<http://bit.ly/pcg-sg>
<http://bit.ly/skingambling1>
<http://bit.ly/skingambling2>

Association of Network Managers in Education



The Association of Network Managers in Education (ANME) is a professional networking group for IT support staff employed by schools and colleges. Run on a voluntary basis by Rick Cowell – a Network Manager in a secondary school – the ANME organises CPD in the form of free termly meetings in four regions – North West, West Midlands, East Midlands, and the South, and plans to start in the South West later this year.

The ANME was founded by Rick Cowell and Ben Whitaker in 2014 after their LEA technician meetings stopped. These had been valuable opportunities to network with other Network Managers facing the same issues, dealing with similar technologies, and facing the same decreasing budgets. One of the main aims of the ANME is to provide opportunities to meet other

members, share best practice, and discuss current trends and issues, whilst being introduced to new technologies and developments.

The ANME is free to join, and the meetings are free to attend. In addition to the meetings, the ANME offers its members a private online community where they can discuss relevant topics, and take advantage of various other features of the ANME Portal.

The ANME is always keen to welcome new members, and encourage anyone who wants to get more involved. If you're a Network Manager or IT Technician employed by a school or college – or can forward this to someone who is – it only takes a few seconds to join for free online.

www.anme.co.uk

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.

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With over 40 million players worldwide, Fortnite Battle Royale is now one of the biggest gaming phenomenons out there.

It's likely your daughter, sister, uncle or son is playing the brutal and colourful battle game with many players reporting they are 'addicted' to, as the Guardian calls it, the 'mass online brawl'.

Fortnite Battle Royale is HUGE. 600,000 tuned in to watch Drake and Ninja play the game recently on Twitch and relationship issues due to addiction to the game have been reported all over the internet.

It's a fight to the death. With the winner being the last man or woman standing. To survive players

collect weapons and armoury and build structures to defend or hide in while battling everyone else in the game.

Kids (and adults) love Fortnite because..

It's free, great fun and you can team up with friends to form squads so it's very social. It's also a great spectator sport. This has been harnessed by many YouTubers and gamers whose fans spend hours watching them play!.

As I said it's free, though there are of course upgrades. And everyone wants them. You can pay extra to purchase coveted new outfits, play the next tier right now and get season passes.





Where it can go wrong.

The game is violent, the weapons and battles are brutal, but no more so and perhaps less so than many games out there due to its colourful cartoon design. But the main risk for children and young people are harassment and malicious comments from other gamers, of varied ages. Top Tip is to ensure for the younger kids that parental controls are on and that you have them set to inform you and control who they're playing against. Best to keep it to people they know well offline. Also set time limits on the games. Each battle takes 20 minutes so if you set it for 30 mins to an hour they should get 2 games in. As with most games it's designed to become addictive so they may get ratty if kicked off during a game. So just use your judgement

In the US, Fortnite Mobile has caused uproar in schools with students and teachers. Students report wifi problems as 'everyone's on Fortnite', distraction in class and one teacher said 'instead of socialising all they do is play Fortnite'. Maybe that is Socialising-2018. Either way it's the latest craze to disrupt schools and homes and looks like it's here for a while.

Parental Controls

Parents have a couple of options here. If the game is being played via Xbox or PS system it's always a good idea to set up the Parental controls on your particular device which can help with limiting the time spent playing the game as well as preventing purchases being made to advance the game.

On Smartphones (iOS and Android) if you use a third party parental control solution this should be able to help with screen time management as well as limiting the time spent playing the game or indeed other apps – many parental control apps allow parents to allocate a daily time limit on games.

It's also a good idea to ensure that on both iOS and Android 'in-app' purchases are disabled so you don't get any billing surprises. According to a [recent article on 9to5Mac](#) 'Fortnite for iOS generated over \$1M of in-app purchases during its' first 3 days on the App Store, with the game reaching the top of the App Store charts in 47 countries soon after its release.

Wayne

Challenges

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

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Are you up to date on Viral Online Challenges?

Over the past years there has been increasing popularity in children and young people (and adults) taking part in the internet-created, social and cultural phenomena, which are viral online challenges.

These generally involve the participant of the challenge recording themselves, or being recorded, undertaking the challenge, and then sharing the video through social media sites, mainly You Tube, with the purpose of inspiring

others to take part or daring others (though tagging or nominating) to repeat it.

Many of these challenges have gone viral away from social media platforms, and have been reported in the press and on TV news, and mainly due to the dangers that are inherent and give fuel to such challenges. Challenges can be one-time events or part of a streak, usually over a month, where something is completed daily. This blog explores the types of online challenges further and what parents and carers need to know.



One-Time Challenges

Fun and generally harmless – for example **The Mannequin challenge** launched in October 2016 where people remain as still as possible, whilst a video is recorded of the events around them, with the song Black Beatles playing the background. This has been carried out by film, sports and TV stars including a live performance on ITV X-factor. Other 'harmless' challenges include the Invisible box, launched in December 2017, where people are filmed trying to stand on an invisible box

To raise money and awareness for a cause – for example the **Ice Bucket Challenge**, this went viral in early 2014 raising awareness and money for the motor neurone disease association. This challenge involved people tipping a bucket of iced water on their heads, whilst making a pledge to donate money and then tagging people to do the same. It is estimated that there were over 2.4m tagged videos on Facebook

Painful and for endurance – such as the **Salt and Ice Challenge**, where both are put on the skin, causing burns, and are to be endured, whilst being recorded for the longest amount of time

Dangerous – such the Cinnamon Challenge which has been popular since 2012, despite medical warnings of serious risk to health and reports of hospital admissions. This challenge involves swallowing a spoon of cinnamon (without water) which coats the mouth and throat, resulting in coughing, gagging, vomiting and risk of breathing difficulties.

Deadly and sensational – The Blue Whale "Game" came to prominence in 2016 when it was reported that users were given a series of self-harm tasks over 50 days, ending in suicide. It is now reported that the 'game' was a hoax, and there was no evidence of its existence, but led to copycat groups. In the UK internet safety organisations responded with increasing support and signposting for mental health and suicide awareness. If you Google 'Blue whale' the first link is to the NHS website on getting help.

Continuous Challenges:

Many online challenges are now a continuous daily challenge, where an activity has to be completed, or refrained from, every day. These are usually over a calendar month, but can be for differing lengths of time and can be referred to as a streak.

These challenges don't usually involve being videoed or recorded, but users often post updates on social media using an associated hashtag, and accompanied by a picture. Some of the most popular monthly challenges are to fundraise or support a charity or for health and personal achievement.

Popular annual challenges include #dryjanuary #movember #stoptober #REDjanuary (Run Every Day January to raise money for Mind and support mental health awareness). Most mental health and supportive organisations list a variety of challenges you can do for them over the year.

These challenges are not usually targeted at young people but children may want to take part in a continuous challenge and issues of success and failure, motivation and reward need to be discussed.

Snapstreak – a continuous challenge popular with young people on Snapchat is the snapstreak. To keep this going the people in the streak must send a snap to each other every day. When this hits 100 days the snap 100 emoji appears. Young people have reported feeling devastated when the snapstreak ends and this raises emotional issues around endings, loss and disappointment to be mindful about

In the news right now there are two new dangerous challenges:

Tide Pod Challenge – in which people record themselves biting into laundry tablets. Google are actively removing such videos from YouTube and you can read more here <https://www.theguardian.com/technology/2018/jan/18/tide-pod-challenge-youtube-clamps-down-dangerous-detergent-dare-procter-gamble>

The 24 Fort Challenge – where young people, usually children, are dared to hide-out in department stores or warehouses for a day without being caught. This has made the news in Sheffield when an 11 year old boy went missing and spent the night in Ikea. This

somewhat glib summary in The Guardian does get the message across:

<https://www.theguardian.com/media/shortcuts/2018/feb/09/how-to-tell-if-your-child-is-taking-part-in-the-24-hour-fort-challenge>



What can parents do?

- Talk about the popularity of these challenges with children and young people. Seek their views about the risk/safety aspects and each step. Ask outright if they are thinking of doing one? Can they predict dangers and how other people may be affected?
- Think about how we used the word *challenge* with children? Is it for a dare or for encouragement and motivation? And consider how children process this. A challenge is exciting and fires up the brain. Many schools set classwork and homework as 'challenges' from a menu type list. With 'challenge' being part of their daily expectations and experiences; are they extending this online?
- Talk through the influences – from friends / peers/social media and especially the pull of YouTube. Explore the 'Why's' – Why they want to do it; why do they want it on You Tube? Consider if they are being exploited or bullied, and if it's a safeguarding concern.
- Stay up to date with current challenges and what these actually involve. Show an interest in what their friends are doing or what the latest crazes are at school. If you are concerned share this with them.
- Think about sharenting – Are you doing a challenge and recording /sharing this? And Safeguarding – consider who is recording the child and where it is being shared (if it is a harmless challenge) there may still be safeguarding concerns from the sharing of information rather than the content of the challenge.

Young and eSafe

A wonderful new resource from the office of the Australian e-Safety Commissioner that can be used by schools and parents.

<http://bit.ly/youngandesafe>

Talking to your 8-12 year old about pornography

A topic that can instil fear for many parents, but here's a blog containing some handy and useful tips to get that conversation going.

<http://bit.ly/adulttalk>

Why the best parental control is you. A great article written by Common Sense Media

<http://bit.ly/parentctl>

Global Threat Assessment 2018

Quote: The sexual exploitation and abuse of children online is the most insidious form of modern cybercrime. Technology is enabling offenders and offender communities, providing them with unprecedented levels of access, new capabilities and increasing confidence to abuse children on a mass scale.

<http://bit.ly/gta2018>

Education for a Connected World

From UKCCIS (UK Council for Child Internet Safety), a brand new framework for schools to use across all year groups - definitely worth a look to help with subjects you should be covering and to help with planning.

<http://bit.ly/efacw>

I'm delighted to bring you #DITTO Junior. These articles are written by children and young people, for adults.

It is vitally important that all children have a voice, particularly in the complex world of online safety, as they are growing up in a very different way to which many of us adults experienced.

The main point of these articles is for them to talk about their issues, their advice and their opinion, in their own words. Some of the articles may be controversial, for example younger children writing about Snapchat and Instagram amongst others, but just because they 'shouldn't' be on there, we know they are, so let's hear their thoughts.

The articles are not edited and the children/schools have a free reign to talk about what they want. This could be anything from what they are learning about in school (in regards to online safety), it could be something they have experienced, an opinion piece or even advice and guidance for parents and schools as to how we can engage better; the (online) world is their oyster.

Get your school involved, if you would like to contribute send me an email (alan@esafety-adviser.com).

#DITTO Junior

Written by children and young people, for adults.



Suggested article themes for the next edition.

I'm hugely grateful to all the schools, and of course the students for writing their articles, and judging from all the positive feedback so are many others.

Although schools/parents/students have free reign to write whatever they would like (slanting towards online safety, wellbeing etc.) I thought it might be useful to suggest a few themes otherwise the articles may start to become repetitive.

Here are a few suggestions, if you would like to contribute to the next edition could I please ask you have the articles to me by Friday 26th May (alan@esafety-adviser.com):

1. How we are tackling a particular issue in the curriculum.
2. Here are the biggest/latest issues we are seeing in school.
3. Something happened to me online, and here's the support I got.
4. Something happened to me online, here's what I did about it.
5. What can we (adults) do to help, support and guide you better? What improvement suggestions would you make?

Parents/schools, please do feel free to submit your own articles, based on your experiences, frustrations, or even positive stories with advice that may help others.



Deer Park Primary School is situated in a very attractive rural setting in the village of Wingerworth, just 2 miles south of Chesterfield. It was officially opened in 1960 and has a very successful record in enabling the 340 children here to achieve their full potential.

We offer a broad curriculum and currently hold the Derbyshire Music Quality Award and the Active Sports Mark.

The school endeavours to provide its pupils with a broad and balanced curriculum which will promote spiritual, moral, cultural, mental and physical development. It is hoped that this will prepare pupils for the opportunities, responsibilities and experiences of adult life.



What did Deer Park Primary School get up to in Online Safety Week?

By Angelica and Elijah Year 6

On Monday of Online Safety Week, the Year 5 and 6 digital ambassadors did a detailed assembly on the SMART rules. We focused on the 'R' which stands for reliable, during this assembly we gave six top tips on how to spot fake news. These were:

1. Check the website to see if its co.uk or .com if its .com.co it is probably dodgy.
2. Check the picture does it look real, could it have been edited or photo-shopped?
3. Have you seen the story anywhere else such as: newspaper, radio, TV?
4. Check with the more than one website for reliability.
5. Have you heard of the website name before, are they usually reliable.
6. Does the content seem too good to be true?

On Tuesday we went to an assembly ran by Splats Theatre Company. The representatives of Splats were called Paul Jenkins (Captain Splat) and Gemma. During the course of the day each junior year group took part in acting workshops and at the end we delivered a play to KS1 educating them of the dangers associated with the internet.

On Wednesday, we had two staff members of Chesterfield College. Each year group took place in an hour-long session all about internet safety. During the workshop we were given various tips on how to stay safe online and told about the CEOP button for reporting issues. We were also shown a cartoon video of a grown adult man pretending to be a helpful young boy and attempting to smuggle personal information.

Finally, on Thursday, we had the same members of staff come in and produce a detailed lesson on sexting. We learnt about the various ways an adult could attempt grooming. Most of the pupils found this very uncomfortable. However, it was very informative. During this lesson, we watched a video from the NSPCC and we now feel better prepared in using the internet safely.

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