

#DITTO

STAY SAFE ● HAVE FUN ● REPEAT

EDITION 24 - MARCH 2021

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Foreword from **Alan Mackenzie**

Welcome to Edition 24 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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A very warm welcome to old and new readers of this magazine. At last, it looks like things are changing, slowly but in a positive direction.

Many of us have had to change the way we work with lots being virtual. As well as virtual 'live' sessions I've also been creating videos since September to replicate standing in front of an audience, such as school staff, for annual online safety training.

I think some changes, such as this one, will stay in the future, but there are some things that can't change and for me, that's talking with the students. Virtual and video is one thing, but you really can't beat physically talking with the children and this is what I'm most looking forward to in the coming months.

Anyway, lots to share with you this month including a brand new section from my friend and professional colleague, Lee, who will now be a regular contributor to DITTO concentrating on the parental aspects. As you know this magazine is free, but it costs me a lot in terms of time and effort. I'm no designer, but I think the information is much more important and yet it's always a struggle coming up with relevant content, so I'm delighted that Lee is joining is which helps me in terms of time and helps you in terms of content.

I hope you enjoy the content from Cath, Lee and myself and as always do feel free to feed back.

Stay safe.

Alan





Childrens's Rights in a Digital World

I think most of us would agree that children have rights online as much as they do in the physical world. The trouble is, this has never been formalised. It sounds crazy, we're in 2021 and the world wide web has been around since 1989.

However this has now changed and on the 4th February 2021 The UNCRC (United Nations Committee on the Rights of the Child) adopted General Comment number 25 on children's rights in relation to the digital environment.

This is huge, as Baroness Kidron OBE stated quote "It's official, children's rights apply in the digital world. This is a major step forward for how we conceive of the responsibilities of governments and technology businesses. They must now act in children's best interests and observe their rights to privacy, safety and access to information that is truthful, adapted to their age and in their own language" unquote.

What is the UNCRC?

Made up of 54 articles that cover all aspects of a child's life, the UNCRC is the most ratified

human rights treaty in the world. It sets out the civil, political, economic, social and cultural rights

that all children are entitled to whilst also explaining how governments must work together.



Examples of these rights are:

- Article 13 - the right to freedom of expression.
- Article 19 - the right to be safe from violence.
- Article 28 - the right to education.

Why is it important?

For lots of reasons, but to simplify - there's a lot going on in the UK (at last!) in regards to mitigating and preventing online harms, for example the Online Harms Bill and the Age Appropriate Design Code.

The Online Harms Bill is huge and we will hopefully see it become law later this year. The Bill outlines a new regulatory framework by establishing a legal duty of care requirement on tech companies which will be overseen and enforced by a regulator, Ofcom, who will have enforcement powers.

The Age Appropriate Design Code is already law (Sept 2020 with a 12 month grace period). This changes the way that companies (in the UK) can collect and use children's personal data and requires companies to put the best interests of the child first.

However, in direct contradiction is Section 230 of the Communications Decency Act which is a law within the United States, passed in 1996. The law states that an interactive computer service can't be treated as the publisher or speaker of third party content. This protects websites and services from legal action if a user posts something which is illegal. For example, content on Facebook, Instagram, Snapchat etc. There is no liability, Section 230 gives tech companies a means to ignore the law and needs of users, which is why these big companies have been allowed to self-govern themselves (ergo the Online Harms Bill duty of care).

But here's the problem. According to 5Rights and many others, the US tech lobby has been working to ensure this US legislation is written into all trade agreements. They have already

been successful in other parts of the world, e.g Japan, Mexico and Canada. Should they be successful in the UK then Section 230 would be in direct conflict with our own legislation, such as the Online Harms Bill.

Thankfully, on the 9th Feb 2021 the government amended the Trade Bill to protect children's rights online.

As a lay person, this (in my opinion) is fundamentally why General Comment 25 is so important, that children are afforded the same rights online as they have in the real world. Because businesses (backed up by some governments) put money before safety and privacy, and when it comes to children this is unacceptable.

There's a lot of work to do, but organisations such as 5Rights and people such as Professor Sonia Livingstone are fighting the good fight and I have nothing but enormous respect for the work they are doing.

Alan





What is a Digital Footprint?

The 'digital footprint' is something that is taught to children from an early age in school. Simply speaking it's the trail of data that we all leave behind when we're online, that can be used for various purposes such as advertising at one end of the spectrum, to offenders looking for victims at the other end of the spectrum.

The digital footprint is a huge subject area but it's one that everybody needs to know about as this trail of data affects every single one of us to a varying degree.

Just over a third of people say they understand how online advertising works. This is a concerning statistic as it suggests that two thirds don't, and yet understanding how online advertising works and how our data is used also indicates how easily that data can potentially be used by anyone.

The easiest way of explaining a digital footprint is via active and passive:

Active is what we intentionally submit online, for example it could be an email, a reply to a

blog post, a Facebook update, a tweet, a picture on Instagram, a "Like" on a YouTube video.

Pictures are a good example when it comes to privacy and risk - you'll be aware that many devices these days have the ability to determine your location data - so if you have this switched on and you take a picture, the location is logged with the picture. If you post that picture online the location data is shared with it and it's really easy to extract that data.

Important note: most social media services DELETE the position data (known as EXIF) prior to posting, however you can manually add this data through a geographical location (e.g. town/city, place of interest etc.

Passive is more of a technical aspect. Some examples of this would be cookies that are left on our computer when we browse websites. It could be details of when we log into a particular service and these details would be things like our username, when we logged in and from where.

Whether you're aware of it or not, you're continually tracked around the internet to determine your browsing habits, where you go, items of shopping you're looking for and purchasing etc. and this is normally for the purpose of advertising. A good example of this is the Facebook LIKE button. If you're logged into Facebook and you happen to browse websites that have this button on the pages, you're being tracked by Facebook, and again this is mainly for the purpose of advertising.

Passive is usually the area that gives concern from a privacy perspective because many people are simply not aware of what they're sharing either intentionally or unintentionally, or even what that data is being used for. A good example of this goes back to 2013 when a particular borough council were called to answer why they had monitoring devices in recycling bins on the streets. The intent behind this trial was a good one, they were monitoring footfall passing by the bins, but the way they were doing this was by recording the MAC address of every smart device such as your phone as pedestrians were passing by. That MAC address is very important as it is akin to a fingerprint, it's unique. That smartphone you've got in your pocket isn't a dormant device when you're not using it, it's always sending out data.

There are many sites out there which collate, collect and sell personal information, Google and Facebook are classic examples, it's nothing new and it certainly isn't going away, in fact if anything it's getting bigger. We normally give our consent to this by clicking that tick box to

accept a site's terms and conditions, which of course we all read.

What do children and young people need to know?

Active and passive are good, basic explanations of a digital footprint. They give us the knowledge to understand and consider what we are sharing online, who with and why in order to make decisions.



But there are more concerning aspects of our digital footprint which would come under the banner of child protection.

For example, when we consider child exploitation and the process of grooming, we know that offenders will actively look for victims online. The European Online Grooming Project refers to this as 'scanning':

- Virtual sex - interpreting a screen name or username, looking for usernames that are perceived to be flirtatious or have a sexual meaning.
- Idealistic/romantic - looking for children that would be good in a relationship. Again, this is looking through profiles or chats to

see what that person is saying or what others are saying about them.

- Physical characteristics - looking at profile pictures to find children that match the desires of the offender.

At this point the process of grooming will start in order to form trust or friendship using publicly available information from historic posts (digital footprint) to build rapport. This could be information such as common interests and hobbies or family and social situations.

It's important to note that grooming is not a linear process, there aren't a list of steps and there's a lot more to it than what I have indicated above. But as you can see, the digital footprint topic is huge simply because any person (or organization) may want our data for any reason and in many cases it's pretty easy to find.

Tips for Schools and Parents

It's important that we talk to children and young people about their digital footprint. This already happens in school, children are taught from a very early age, usually around Year 3 or 4 and this continues through the rest of primary

and into secondary school. But these conversations need to happen at home too as much for reassurance as anything else.

What should you discuss?

Firstly it's important to note that everyone makes mistakes, it's one of the things that make us human. We've all made mistakes in the past, some of those have become embarrassing stories shared at parties and family reunions but in our modern digital age many of those mistakes are now permanent, they won't go away. So one of the simplest yet most important messages is to **think before you post**, and this applies to children, young people and adults alike. We have to be very critical about what we are posting online, what we are sharing and the comments we're making.

For older students in particular, we know that some employers use social media as a secondary CV for candidates, mistakes of a misspent youth can now come back to haunt you. Your entire past can be made available to anyone who becomes a friend or follower.

Young people use social media to share their innermost thoughts, yet many young people never think of sanitizing their past, never



removing old posts or videos, or those pictures on that infamous night out, and that's something I always advise young people when I speak to them - the fact that they can and probably will make mistakes or they may say something that could be taken out of context, so it's useful to regularly reflect on those posts and just do a bit of housekeeping.

Students and adults should also consider how public each site or service is, and take some time to learn about the various privacy options available – with the exception of Facebook, the majority of privacy settings are easy, they're either on or they're off.

In class or at home, discuss with children and young people about their digital footprint, for example:

- Do they know who can use their data and the purpose?
- What information do they share online?
- Do they give due consideration for future consequences?
- Do they conduct regular housekeeping?
- Do they know how to apply privacy settings and do they actually apply those privacy settings? If not, why not? There can be good legitimate reasons for not using privacy settings, particularly older students who may be using social media as a way to

connect with future employers, or a means to showcase skills and hobbies.

Remember these shouldn't be 'scary' conversations, they should be open, factual, educational and supportive.

Alan



Resources:

My data and privacy online - a toolkit for young people with lots of information.

<https://www.lse.ac.uk/my-privacy-uk>

Talking to children about online reputation

<https://www.internetmatters.org/issues/online-reputation/protect-your-child/>



NEW Supervised Experience

YouTube Kids (the app) launched in 2015 and if memory serves me correctly it came to the UK in January 2016. At the time it was a game changer, it was a service by which parents of younger children (7 and under) could allow their children to watch videos in a very managed way by restricting content and the amount of time children could spend in the app.

But there was always a flaw. Officially, YouTube was and still is a service for persons aged 13 and over. This age of 13 has little to do with the content (videos) on YouTube, it's all to do with the age in which a person can consent to their data being harvested and used.

Remember:

- Google might be a search engine, but first and foremost it's an advertising platform.
- YouTube might be a video platform, but first and foremost it's an advertising platform.
- Instagram might be a platform to share images, but first and foremost it's an advertising platform.
- And the list goes on.....hopefully you get the point.

So this is the flaw. YouTube Kids is a service designed for children 7 and under. The main YouTube service is for those over the age of 13. What about those in-between ages?

Recently, YouTube stated that YouTube Kids is designed for children 12 and under. This was laughable, there is very little content on the YouTube Kids service that any 9 or 10 year old would find interesting.

There were reasons for YouTube making this statement that which I'll go into another time, but Irrespective of the age ratings there has always been frustration that the functions within the main YouTube

service to limit content have been poor. Restricted Mode on or off is the only filter that is available for parents to use and even this is questionable in its usefulness.

However, it appears that YouTube are at last doing something about this and, coming soon, you will have three content settings which are:

- Explore - content that is generally suitable for children 9+.
- Explore More - content that is generally suitable for ages 13+.
- Most of YouTube - almost all videos on YouTube except for age-restricted content. I think this might refer to the current 'Restricted Mode.'

Additionally, these settings can be applied by a parent using Google's Family Link Parental Controls - meaning the parent can manage from their own device.

All of this is currently in the beta test stage but I don't think it will be long before we see it. I'll let you know as soon as I become aware.

One thought has suddenly come to me as I type this: many internet filters (including all those used in schools) have Restricted Mode built into them, which are turned on by default in school. I wonder if filter providers will build these new settings in, or whether they are able to? I don't know but I'll keep my ear to the ground.

All in all this is a very positive move by YouTube, or I should say Google. It has been a long time in coming but the proof will be in the pudding.

Alan



The worst passwords of 2020

Every year there are reports relating to the most common and worst passwords in use.

The data comes from where there has been a hack or a leak so it's perhaps not a true reflection of the passwords that are in use, but nevertheless it never ceases to amaze me that the same passwords are used over and over again, particularly when there are so many ways in which you can use good, long and complex password managers via a password manager app, web browser etc.

Even though these are the most popular, I think we're going to see a steady decline over the years as many online services are wise to this now and use software which doesn't allow weak passwords. But with that said, here are the top ten passwords in use starting at number ten. Recognise any?

senha
1234567890
12345
123123
111111
12345678
password
picture1
123456789
123456

At number 15 is oooooo and at number 17 is iloveyou!



Instagram

Instagram supporting people affected by eating disorders and negative body image.

Instagram state they don't allow content that promotes or encourages issues such as self-harm and eating disorders, but they do allow people to share their own experiences around self-image and body acceptance.

These shared experiences can act as a trigger for some so Instagram tries to counter this by blurring images if someone carries out a search and pointing the user to support resources.

But recently Instagram have taken this a step further and have created dedicated resources which will be shown to users **before** the search results are shown which will include information to contact a local hotline, such as [BEAT](#) here in the UK.

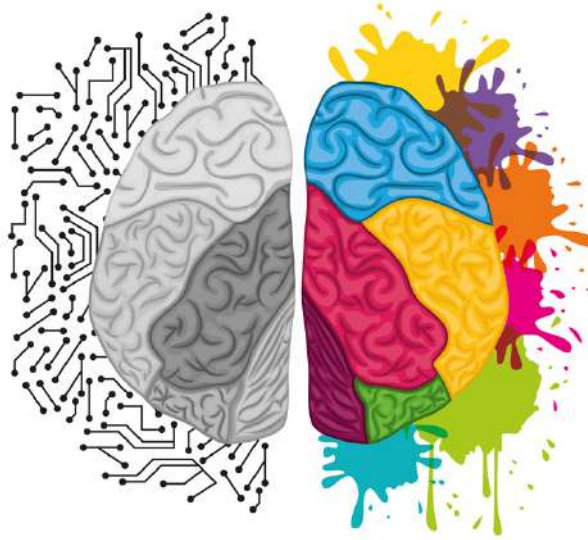


Instagram introduces Live Rooms

Live streaming is pretty much the norm now with apps in abundance. You have been able to go live on Instagram for some time but recently

they have added a new feature called Live Rooms which allows up to 3 people to broadcast live.

It will be interesting to see the direction this takes in the coming months. Developers roll out these features yet pay little, if any attention to the ways in which they can be used.



Catherine Knibbs (BSc, MBACP (Accred), UKCP Adult Psychotherapeutic Counselling, Doctoral Clinical Researcher, Cyber Specialist Therapist and Cybertrauma Theorist. Cath 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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Twitter: @nibzy



Off, on, off screens and relationships:

The anxiety of masked contact in classrooms, post lockdown 3.0

For many children this week sees the return to the classroom and further changes and rules of what is expected of them in a setting that used to make sense. What was once a space and place of routine, social norms and physical proximities may now be akin to the toddler going to nursery for the first time. The feelings in the body of safety are going to be heightened, unknown unknowns creating anxiety and perhaps the speed at which parents and carers 'drop off' and scoot away may leave children screaming at the doorway.

This may be metaphorical here in this article, but also may well be something. Teachers and staff are left to contend with as children and

young people transition into the post lockdown education systems once more, for yet another round of trusting that 'school is safe'.

Where children and young people have been at home for so long and become habituated into their families daily life, script and processes, going back into the big wide world may be uncomfortable. After all, by staying home and in the words of the Prime Minister. "Staying safe," the process of being around others outside of your family bubble is of course, by default something that has been considered to be unsafe. Naturally being told 'this is safe' deems the 'not this' to be unsafe. Even though we as a nation were told schools were safe and in less than 24 hours that they were not. And so to quote a child client, 'Well which is it?'

In trauma or extreme cases of stress I see what all of the literature supports which is lack of

clear boundaries, processes, and knowledge IS the trauma for many young people, or the precipitating factor for anxiety related behaviours and feelings. And whilst the world around them is playing 'hokey cokey lockdown' personal safety will be sought from their primary caregivers, in this case parents/carers and in some cases residential settings.

We have plenty of theories such as attachment, neuroscience, sociology and child development to back up claims as to how children manage in new settings or with changes and what we can do as the adults around them to help them transition into these settings, however what is not known fully is how these children will manage in the face to face settings given the two changes I am going to discuss here, and I will layer this with the fact that we adults don't know fully, how to support these children with this post lockdown process because it has never appeared in our history or literature for us to be able to draw upon as a well evidenced and robust method.

However, we do know about trauma, stress and children and so I would suggest that we will be what Winnicott termed "good enough" at being able to do this.

Polyvagal processes, communication and safety.

This is a theory developed by Porges, of how our nervous system detects threat and anger in our environment and how this impacts our ability to communicate, attach and how our emotions are affected by this. To be brief here I will address young children and then older children with two aspects of polyvagal theory (without using lots of jargon).

Younger Children:

Firstly, I would like to address what may happen in some, if not many schools which is the idea of face masks when in the classroom as well as when children are in the hallways and perhaps even the yards. To address this I would like to focus on young children and how they navigate the world in terms of contingent moments of attuned face to face communication.

What this actually means is that children look for what Porges calls the wrinkles and crinkles in the other's facial muscles (usually the eyes and mouth which includes the forehead and cheeks). These micro muscle movements are what tell the nervous system whether someone is a threat or not, whether they can be trusted or not and whether we matter to them or not. This may now mean that teachers, staff and of course other children are now going to be partially hidden in terms of non-verbal communication behind masks.



The anxiety that the body feels via *neuroception* (nervous system detection, like wifi) is potentially going to be askew and will require us to utilise all of our methods of communication to alleviate the potential threat being detected by the other, in this case the child. We will need to enhance our smiles, so the eyes communicate safety, we will need to use our *prosody of voice* (tone) and of course we will need to ensure that our body language is open and calm. Paying attention to ourselves is going to be critical in this process.

Older Children:

Secondly, I would like to address the older children who have been using screens to learn. In this case I see that there is a twofold process here also, those who have cameras on to have a check in with classmates and those who do not get this opportunity. Those who can socialise with classmates (and friends) via video conferencing and online gaming and those who

cannot, do not or shy away from this medium of contact. We also have to consider those children who are still attending physical classes and not using screens.

Herein lies the process of one year in lockdown that has meant children who were once using screens for socialising, gaming, reading (personally driven not mandatory) a little bit of post school homework, education and learning via video channels and of course video chats to family have suddenly found an enforced need to use their device for being 'at school'.

But, not like sitting in a classroom where they can see the faces of their peers, this is one where they often see (dependent upon the schools preferred platform and process of teaching) either 'just the teacher' or the teacher and a blank set of attendees in the meeting. Now I don't know if you have been to a video conference meeting where you cannot see peoples faces? Your body, brain and communication systems are not really wired to see a person's name alone and absence of their

presence. Even blind children have other cues with which to navigate the world in terms of communication.

I am aware that some children are engaging with lessons by using the chat function when and where this is provided, in silence, which does not give them the same environmental cues as being in close proximity to others, nor does it allow for social norm processes of that hierarchy of knowledge where one child feels they can answer a question, and one child stays silent where they cannot or do not want to. This leads me to questions (after hearing about it too) that teachers, will and do try to involve the students (they cannot see) by 'picking on' a child to answer a question either by talking or in chat.

Welcome to the on-screen anxiety monster. One that requires a level of interaction much more demanding than the shrug of the shoulders, or a clear signal of, "I don't know," (such as a shake of the head). Silence begets more silence, shame or even internal processes



related to self-esteem, self-confidence and self-beliefs. This off-camera answering may well be exacerbated by the lack of peer faces with which to assess one's self, feel comfortable or knowledgeable. It's a tough crowd that cannot be seen. Much like the on-stage comedian who relies on laughing, heckling or applause from the audience, this stage of class silence is disconcerting, uncomfortable and possesses a level of somatic threat that many of us have never experienced.

Teachers are trying their best to involve the class; students are doing their best to be involved in a silent charade of performance, attention and learning. They may feel like they are getting one-to-one tuition and of course all of this here is going to affect how young people feel when they have to sit in a room of noise, bodily functions, smells and sounds in a world where only half a face is visible. (see above for the processes here that will also be affected)

Young people are likely to take time when readjusting to classroom life, sitting near others

who they haven't 'seen' for some time. The anxiety about not having to look at someone can also be a blessing if you have certain likings or needs for this. Such as trauma, developmental needs or socialising difficulties and so the above may have been a preferred way to be 'at school' and now the face to face is returning this, maybe causing anxiety, worries or woes for some young people. Teachers may have to pay more attention to their students faces and body language and of course use the same techniques mentioned above.

This article has been expanded on Catherines medium page:

<https://nibzy.medium.com>

Warmly,

Cath



Cyber Synapse - by Cath Knibbs

A podcast for parents and professionals for cyber issues.

<http://bit.ly/cysynapse>

NEW

Parents

In this brand-new section to DITTO: we are going to be providing some more information direct to parents and families. Professionals and all other readers will find a lot of the information in this section particularly useful and thought provoking too.

But first, let us tell you what & who [Online Safety UK](#) is.

A child centred approach to online safety – how many of you have heard that before though, right? Our interpretation of this is more detailed. We aim to do what is best for the children of today, to improve them and their children in the future. But this does not mean focusing on the child alone, with this we also need to **build confidence, increase knowledge and understanding** for family members within the home and **create better working practises** with professionals of all kinds, that could be involved in a child's life.

Creating a new way of thinking around Online Safety – Whether you call it 'e-safety', 'Internet Safety', 'Online Safety' or you're a real technology dinosaur and you still prefer the days of the Nokia 3210, we want to help you approach the modern technological age with an **open mind**, with **less fear** of the unknown or all of the bad things that you hear are out there and bring you into that new world ready to explore with **practical solutions** that have worked for other families, when problems arise and allow you to get the most out of the digital age we now live in, as a family and as an individual.

So, who is Online Safety UK? The founder and writer of this section is me, Lee Haywood, the Director of Online Safety UK. First and foremost, I am a proud father of two little people. I have 10 years' service for Hampshire Police under my belt, where I joined at age 20. I spent many of those years, in family homes and in schools helping families in their moment of dire need, or sometimes unfortunately to 'mop up the pieces' and try to help them move on. It is not all like Traffic Cops, that is for sure! My Online Safety experiences and enthusiasm comes from my experience within the Police, both in a personal level with families and a criminal level with offenders. I have also studied the subject intensely, for around 5 years. The first thing I noticed a lot of the time is, we focus so much on the technology, not the behaviours, read the next page to find out more on that one.

Outside of me, I work with people like Alan Mackenzie, the creator, and your provider of this magazine. Importantly, as we grow, one of our big things we will be keeping is our personable, approachable, practical solution approach to Online Safety for Families.



*“Just because you don’t get it,
doesn’t mean that you can’t get it”*

On the face of it the digital world can feel scary, far too big, and quite alien for some people. For others, they can use it themselves how they like to but when they see their children use it in faster, more elaborate ways than you thought they would be capable of, several senses and feelings can fall upon us. Maybe you feel amazed how good they are, or you look at it and think “why can’t I get it that quick?” I know I get quite a contrast of emotions as a parent when it comes to this.



Want to know more about me? Check out
the next page if you are feeling curious.

I am a strong believer that anyone can use technology to a degree, saying that, not everyone needs to be a pro, in fact you do not even need to be close. Think of it this way, maybe you have never been good at Maths in school and as you have grown up, you have never really got any better, because you are not good at it, so you do not spend the time on it. I use this as example as it is something, I have seen in someone close to me. They spent 15 years saying, “I can’t do maths” and therefore spent no time on it, can you relate? Then when they decided on a career in life, that needed a maths qualification, you can imagine the dread on their face when they realised. After plenty of conversations as to why it will not happen, we came to the decision that trying is better than not trying. The course was 1 year long, they still hated maths at the end of it but because of the time they spent on it, 2 hours every week, they began to improve slightly. Elation filled their face when they finally understood what “C” equals when proposed the question $A+B=C$! And guess what, they got their C in maths, too. That final steppingstone to a career they had almost convinced themselves was not possible.

What can we learn from this? Just because we do not get it or we struggle to keep up with it, does not mean we can never get it. Using this as an example, if you spend just 30 minutes a week learning something new, you soon will get a hang of the basics. It is more simplistic than you think, and your children can be your teachers, if you are willing to hold your hand up and admit they are just faster at it than you. Remember that you have the wisdom and life experience that they do not yet, so it can be give & take. I do this kind of thing all day long, yet my 5-year-old is already as quick as me, we all know it will not be long until she is faster!



Say HELLO to the Curiosity Beast!



He is a friendly little beast, nothing to fear. He reflects on our instinctive curiosity. As we go on through the months you will learn more about him and you will be able to relate how he feels.

Unfortunately, this little guy is feeling a bit sad right now. He cannot help his curiosity. He recently saw a post about a game that said "predators targeting children on this game" as the headline. In worry, he read the whole article and all he felt was more worry and anxiety. There was nothing to help him feel better or do anything to protect him or others. He feels he deserves more than to just be informed of the dangers. What do you think?



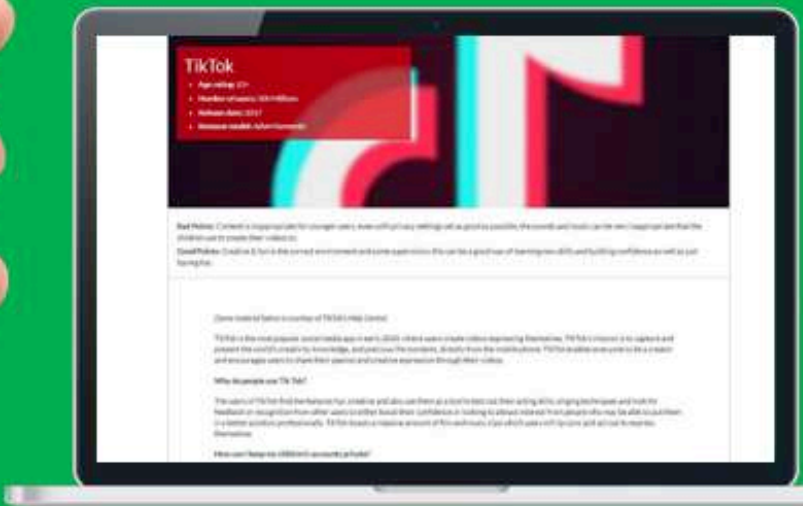
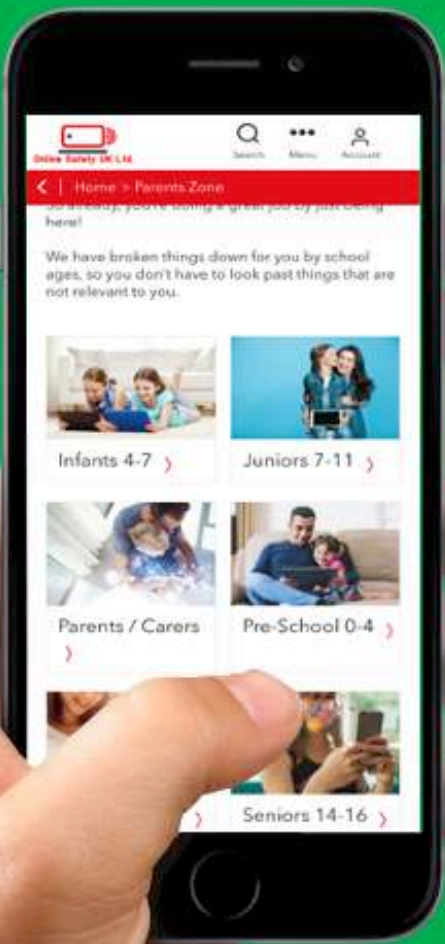
Want to give him a name other than the Curiosity Beast?
Send in your suggestions here:



Find out more on the Curiosity Beast by going to his web page [HERE](#)

Start your journey today!

Tap anywhere on this page to Become a FREE Online Safety Family Member





Psst! Does your curiosity make you click? New Apps & Games

In every edition, we will be providing you with information about apps, games, websites, and any new features we just cannot hold back from sharing with you. But we are a little different and in theme with the Curiosity Beast, we aren't going to name the app. It is a sort of knowledge test, if you recognise it, great! But do you know much about it? If not, give the icon a click and you will be sent to our page to give you all the information you need to be in the know! We have got you!



Recognise this app? No? We are not surprised, not only is it new but it is rather exclusive right now! Meaning, you need to be invited by another user to access it. We got access to it, to find out what it is really all about rather than speculate by giving you information from other articles. Importantly, just because it is new does not make it bad. It is intriguing, that is for sure. The only way to communicate is by audio! Different, huh?

[CLICK THE APP ICON TO READ MORE](#)

Roll back 20 years (yes, really) and have a think about live only chat websites you knew about back then. Back then we used the big bulky webcams, remember them? This was the kind of site you dare not visit because of what you heard about it as a kid. Generations change though, and with unprecedented early access to technology we are seeing something that was once feared, now being explored more freely than it probably should, by at least a minority.

[CLICK THE APP ICON TO READ MORE](#)



Yep, you knew it was coming, games with Covid-19 related titles. With this new version releasing in March 2021 and the Rainbow Six Franchise being bigger than Call of Duty (at least on sales), we expect this to be big. The moment it is released, we will be all over it ready to review it properly and give you the settings you need. But for now, look at our review on its main franchise release Rainbow Six Siege.

[CLICK THE APP ICON TO READ MORE](#)

TOM CLANCY'S
RAINBOW SIX
QUARANTINE

RESOURCES FOR PARENTS

I'm quite often asked what the best resources for parents are. Not an easy question to answer as it would depend on what your concerns are, your level of knowledge, or a particular risk that you would like more information on.

Below are 4 of what I believe to be the best, current and up to date resources.



Common Sense Media

To learn more about the games or apps your children are using, Common Sense Media covers thousands, which includes advice and reviews from other parents:

<https://www.commonsensemedia.org/>



Internet Matters

Tons of age-specific related information created specifically for parents. Includes information to set up devices.

<https://www.internetmatters.org/>



YouTube

With over 5.5 billion videos, if you need to know something there's a good chance it's here. Use simple searches such as, "What is..." "How do I..."

<https://www.youtube.com>



School

The school your child goes to is a wealth of information. If you're not sure or don't know where to turn to, they can and will help. Find out what your child does in school about online safety so that you can replicate the same advice at home.



Contribute to the magazine

I'm always on the lookout for great content to share with schools and parents, but I also know that people have their own individual stories to tell. This information can be hugely beneficial for everybody.

- Are you a parent who has experienced something with your child? What was it and what did you do? Has your child experienced something and would he/she like to share their advice with others?
- Are you a school that has experienced a series of incidents? How did you tackle this? Do you have an innovative way to engage with specific online safety topics in the school?
- Do you have an opinion or a thought-provoking idea?

Drop me an email and let me know your thoughts. Everything can be kept anonymous if you wish.

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