

# #DITTO

STAY SAFE ● HAVE FUN ● REPEAT

EDITION 1 : MAY 2016

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





Alan is an independent consultant who has worked in the education sector for many years. Previously the service manager for 350 schools and also leading on internet safety, he has a deep understanding of the needs and frustrations of schools.

For the past few years Alan has worked for himself, in partnership and collaboration with many others, across the country helping and advising schools, charities and other organizations with a specialist focus of online safety and in particular - enjoying the wonders of technology, safely!

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## Foreword from **Alan Mackenzie**

### **Welcome to my brand new magazine.**

As this will be a monthly magazine, it is designed to give you small snippets of relevant and up-to-date information, guidance and opinion.

One of my personal frustrations (and I'm sure yours) is time; in the past I have tried to keep up with doing two newsletters, one for parents and one for schools, but as a consultant with no resources, no staff, and no funding for any of the former, trying to do both was just too much, particularly as the newsletter is free for everyone.

So I needed to change, but how can I do better with less, and why the strange name DITTO?

Working in this field for such a long time I know that the advice and guidance for schools, parents and children is generally the same (albeit different contexts). Therefore advice and guidance for schools, ditto parents, ditto students.

That was one reason. I know, it's a bit strange but I thought it was funky :-)





## Foreword

# New Magazine

## New Beginning

The second reason is this:

When talking to some schools and parents, a common theme is that the children know lots about technology whereas the adults don't. Whilst this isn't strictly true, it's important that we change this and give people the confidence to navigate and use technology effectively.

It is absolutely vital that in order to understand the risks and issues to children we can support them in their use of technology, and that means understanding the basics of technology.

And that's the other reason for **DITTO**:

### Doing IT Together Online

In other words, empowering by doing; by helping children and young people navigate their technology, we can learn with them. In each edition you will learn a simple DITTO task to do with children.

As a result parents and children and parents/staff learn about the risks, but importantly learn about the wonderful opportunities that the internet and technology gives to us.

I hope you find this new format and information useful, and if you would like to see anything particular in future editions please contact me

### IF YOU'RE A SCHOOL

Why not share with thousands of other schools and parents some of the wonderful work you're doing with technology. Just contact me, let me know what you're doing and I'll showcase it.

### IF YOU'RE AN ORGANIZATION

Would you like some help with resources? Perhaps some guidance, a course, a whitepaper etc. Contact me to discuss.

# Privacy - mitigating risk

## Opinion

### Is there such a thing as privacy online?

It's a subjective question I suppose, there are so many factors involved it's a huge area to talk about never mind write about, but over the last few years it has been something that has been playing on my mind.

Privacy is huge; the erosion of privacy online is all too clear, some for understandable reasons (extremism, serious crime etc.) and some not so (advertising, non-child-friendly T's&C's), trolling, unwanted contact etc.).

But one thing is for certain, everybody that goes online needs to have a basic understanding of privacy, particularly children and young people, and yet it is something

which is rarely educated in school. That's not a 'finger-point' by the way, merely a statement of fact, after all how do you prioritise all the other priorities already out there?

Historically there has always been a concentration on the areas of safeguarding: abuse,

*As a natural consequence of discussing privacy you are targeting the safeguarding areas without being explicit.*

bullying, exploitation etc., and it's vital that we continue with that work, but that can be really challenging sometimes, particularly when talking with teenagers. It's concerning when you hear of comments such as:

- Not e-safety again!!

- It'll never happen to me!!
- Here we go again, don't talk to strangers, don't share personal information!!

Striking a balance is important, but difficult; we know we have to tackle these areas. The challenge is how we talk about these issues in a way that makes them think, "This could affect me!"

Without any doubt (in my opinion) discussing privacy can go a long way to helping with this;

how does the erosion of privacy affect our real everyday lives?

You don't have to be an expert in this area, neither do you have to be tech savvy for what we want to achieve; what you're discussing is real life.

See overleaf for advice.

# Bits 'n' bytes

Using Virtual Reality in the Classroom

[CLICK HERE](#)

Brilliant poll/quiz system for the classroom - from Martin Burrett

[CLICK HERE](#)

Follow Martin on Twitter  
@ICTMagic

Why you should be a tweeting school - from Mark Anderson

[CLICK HERE](#)

Follow Mark on Twitter  
@ICTEvangelist

## privacy - advice

Firstly, don't have an 'e-safety' lesson, that's guaranteed to get them yawning before the lesson has even started. Be creative: digital footprint, online reputation, the erosion of privacy, surveillance in a digital world.

The point of the lesson isn't to frighten them, it's to get them thinking and discussing.

Ask your students for their opinions in regards to privacy; is it important to them, how do they ensure privacy?

Why is so much online free? Is there such a thing as free? What is the payback (hint: personal information used for targetted advertising)? Is targetted advertising a good thing; would they rather be served with ads that are relevant or just random ads?

Is the collection or harvesting of personal information moral and ethical? Some will say yes, some will say no, so how would they feel if they had to pay for all of these 'free' services? Is there a balance?

What is personal information online? Move away from old messages such as 'don't share personal information,' consider likes, shares, retweets, image cross-posting.

Introduce real world examples of where privacy has been eroded, there are a gazillion examples reported in the media all the time. For example look for Snapchat examples where people have assumed their images have disappeared or where people have lost their jobs and livelihoods because of an opinion found online.

This naturally leads you into areas such as: privacy settings (they always default to 'off'), disinhibition, unwanted contact, content and conduct.

As a natural consequence of this you are targetting the safeguarding areas without being explicit.

Have a goal, for example, "Is there such a thing as real privacy online - yes or no?"

Within boundaries, allow the students to steer an open discussion and debate. You'll need to keep them on track but what you will start to hear are the things that concern them, you'll start to identify areas that may need further discussion and just as importantly, you will learn a great deal.

## GUIDANCE

The emotional wellbeing of the individual always comes first.

If the image has been shared across social media, contact the provider to have the image removed.

DO NOT copy, share or show others the image.

Establish whether this was a one-off 'caught in the moment' act or related to coaxing or harassment and deal with accordingly.

Ensure you have an agreed process in school for dealing with such matters, and that ALL school staff are aware.

**EDUCATE**  
actions have consequences!

You may have noticed there has been widespread media coverage in regards to sexting lately. Whilst there are the typical media 'everyone is in danger' headlines, the fact is that this is a problem that isn't going to go away, and it is potentially a very serious matter.

Sexting is defined by the NSPCC as:

"The exchange of sexual messages or images" and "creating, sharing and forwarding sexually suggestive nude or nearly nude images."

It is commonly (and incorrectly) referred in the media as 'child pornography.' This is not pornography, it is sexually explicit images of children (under 18) and therefore illegal.

Current advice from NPCC (National Police Chiefs Council) is that 'children are children first' and you need to take this into account when dealing with individual incidents in school.

## RESOURCES

Southwest Grid for Learning  
"So You Got Naked Online"

[CLICK HERE](#)

NetSmartz "So You Sent a Sext, Now What?"

[CLICK HERE](#)

Classroom resource - "Risky Pics" from Welsh Police

[CLICK HERE](#)

NOTE: Updated guidance from CEOP for schools is due out during the summer and I will share this with you at the time.





When speaking to primary aged children I spend a good amount of time talking with them about the things they like to do online. This is a great 'information gathering' exercise and allows me to steer the rest of the lesson in a particular direction if needs be. One of the most common (and hugely popular) things to do online is YouTube.

A good amount of time (20 minutes) talking about YouTube can steer you down many different paths. A significant majority of the children are excited to tell you what they're doing, their favourite channels, whether

the children have their own channels and therefore what they're posting online., and this is a really great way of identifying particular risk areas which then allows you to plan other lessons and also information for parents.

Bear in mind that Google requires users to be 18 to have their own channel (13 with parental permission) however we know this is completely unrealistic.

Are the children (and you) aware of YouTube Kids which came out in 2015 and may be more appropriate?



## GUIDANCE

Show one or two funny videos, I guarantee this will get them talking. Quiz them when (and why) YouTube was invented, talk about how people (and Google) make money (advertising - there's no such thing as free!)

- Personal information, e.g. the name of their channel, what they share in the videos.
- Feelings - do they get or see nasty or mean comments and if so what do they do about those? Have they seen things that made them scared or feel uncomfortable, e.g. violent or sexual content?
- Is 'restricted mode' applied to filter out some of the age-inappropriate videos? If they don't know, show them how to apply restricted mode (safe mode).

# Using Search effectively

## Parents

Using a search engine is commonly inputting a few words into Google and looking at the results, normally the first page or the first few search results.

But there is much more to searching; using search effectively can be enormously beneficial for all of us, especially our children, for example if they are doing research, their homework, looking up information about their hobbies and also to reduce the amount of inappropriate results they may be seeing.

As I write this (25th April 2016) there are well over 1 billion websites, over 2 million blogs and nearly 7 billion videos on YouTube alone; that's just scratching the surface and these figures are continually increasing every second.

For companies and organizations, being on page 1 of a search result is a continual strategy because they know that most people will only look at the top few results. These companies pay big money to specialist companies in order to ensure that their page is

Educationally, our children need to be 'critical searchers' and need to be able to evaluate what they are seeing, e.g.:

- Is this information correct, is it balanced, is it a scam?
- Should I check other sources, and if so what?
- A significant amount of information online is opinion based (including this magazine) so look for other opinions to give a balance.

### Did You Know?

*There are approximately 40,000 Google searches every second. That equates to about 1.2 trillion per year.*

as close to the top of search results as possible (SEO - search engine optimisation), so always remember to look beyond the first page.

Unless you know a few very simple search strategies you may not be seeing the best results from your search.

On the following page are some simple tips and tricks in order that you can learn with your children to make searching much more effective. It's a starting point, use Google to find more tips and tricks and try out one or two of the kid-friendly search engines too.



# Using Search Effectively

## Boolean Search

A boolean search is using search commands such as AND, OR, NOT in order to expand or limit searches.

For example:

### "hotel" AND "London"

would limit the search results to only those sites containing the two keywords.

Using quotation marks is also very effective, for example searching on - Birmingham City Centre would return results for all 3 words individually, but using "Birmingham City Centre" would only return results for those pages containing all 3 words.

## Eliminate Results

Let's say you're searching on big cats, e.g. jaguars. As well as cats you'll also get lots of sites (and advertising) related to cars so use the minus sign, try:

**jaguar -car**

## Comparing Results

You've got your results for the jaguar big cat, but you want to compare a jaguar to a cheetah, try:

**jaguar vs cheetah**

## Site Specific

You may want to find information within one particular website, rather than across the whole web. For this, use 'site:', for example to search for me within my website and only return the results from that one website:

**site:esafety-adviser.com "alan mackenzie"**

## Defining Words

Ever heard a word and got no idea what it means? An easy one for Google, try this:

**define:phrontistery**

## Converting Units

Another simple one. Sometimes you just need to make a quick conversion, try:

**54 pounds in kilograms**

## Making Calculations

All mobile devices these days come with a calculator, but if you're sat on computer it's as easy as inputting the calculation into the search bar:

**2 \* 2  
or  
(2\*6)/9+(2-6)**

## Can't Remember a Word?

Use an asterisk instead, try:

**"\* is thicker than water"**

## Child-friendly search

Whenever someone mentions search, most people will immediately think of Google, but there are many others such as Yahoo and Bing. These are known as 'all-purpose' search engines.

There are other tools for all manner of specialist searches, for example books, people, professions, scientific and research.

There are also specialist search engines specifically for children which are designed to remove the advertising, remove inappropriate search results (e.g. adult) and which don't collect personal information.

Some of these search engines simply plug-in to Google's 'safe search' mode, some work independently of Google, so if you don't want your children to use Google for whatever reason it's worth having a look round at some of the others. A few examples are:

<http://www.kidrex.org/>

<http://www.swiggle.org.uk/>

<http://www.kiddle.co/>



Each month we'll take a look at some of the more common apps that children and young people are using. Always talk with your child about the apps



**Name:** ooVoo

**Age:** 13+

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

### What is it?

ooVoo is a wonderfully simple social app that allows users to chat via video, voice or text chat on mobile devices or on the computer. If you're using the video feature you can see up to 4 people at a time.

It's mainly used by young people to be with their friends and be social; I've also heard it being used as a tool for group study for example, and this is a great use of the technology.

## APPS

### Risks:

As with much of today's online life, it comes down to communication; who is communicating with your child and why?

There has been fairly widespread reporting in the media of online predators contacting children via ooVoo.

### Advice:

Remember the fundamental advice: it's not the technology, it's the behaviour. Sometimes it's the behaviour of our own children, and sometimes the behaviour of others towards our children.

As with all social media, privacy settings default to off; in the case of ooVoo, privacy settings default to 'Anyone,' meaning that anyone can contact your child. My advice would be to set the privacy settings to 'No One,' which means that someone has to be specifically invited.

Be careful of any personal or private information that is shared and be aware that ooVoo can integrate with your contacts including Facebook and WhatsApp.

Set firm boundaries and learn how to use the app with your child to give you the confidence that they know what they are doing, particularly when it comes to privacy, blocking and reporting someone.

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





#DITTO

# DOING IT TOGETHER

## Reverse Image Search

Knowing what reverse image search is, and understanding how you can use it has enormous benefits. It is REALLY simple to use.

As you saw in the 'Using Search Effectively' section, search engines such as Google simply index what is online, including within some social networks. Reverse image search is simply a way of inputting an image into search, and seeing results the same as (or similar to) that image.

For example:

- You could find out information on an animal you've never seen before.
- Find information about a particular landmark or place that you would like to visit.
- What about the name of a celebrity whose name you can't remember?

As I've mentioned previously, children and young people need to be 'critical searchers.' In relation to internet safety, one of the common things we tell children is "don't talk to strangers." Whilst understandable, children need to talk to strangers at some

point, it's a part of growing up. A common theme I hear from older, pre-teen children is "how do I know if a stranger (online) is a bad person or a real person?"

This is a big subject by itself, but critical searching can help with this.

For example many people will use an image of themselves in their social media profile; using this image in a reverse image search can reveal results to confirm that this is a

real person or otherwise. for example is it really someone of similar age with similar interests?

*Children and young people need to be 'critical searchers.'*

To see a short explanation on how to use reverse image search I have created a video on YouTube that you can get to via the Resources and Links page at the back.

Try out a few searches with your children; you could set them a couple of tasks, for example find an image of a not-so-famous landmark and get them to find out what and where it is.

# Resources and Links for Schools



**eCadets**

This is one of the best initiatives I have ever seen to empower children with the knowledge and understanding to stay safe online. It is fun, peer-led education; children teaching children including a range of challenges that really get them thinking about online safety.



**Enable**

ENABLE (European Network Against Bullying in Learning and Leisure Environments) aims to tackle bullying in a holistic way, helping young people exercise their fundamental rights in the home, school, class and community (i.e. peer group).



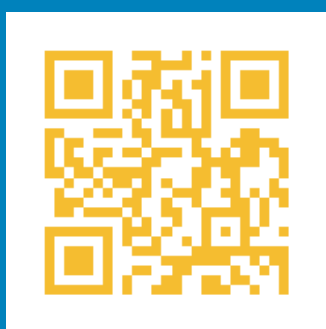
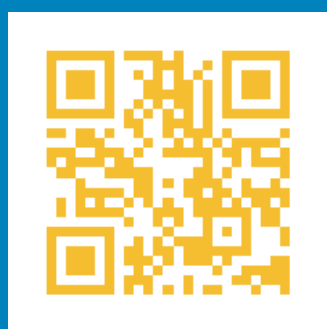
**Filtering**

In December 2015, the DfE published proposed changes to 'Keeping Children Safe in Education' for consultation applying to schools in England including further clarification regarding 'appropriate filtering and monitoring.'



**IWF**

The latest Internet Watch Foundation report has been released showing a startlingly increase in the amount of illegal images removed from the internet. If you are involved in child protection this is a must read.



## What is this strange looking image?

It's called a QR code and is basically a visual link to a website. Some people prefer to print out the newsletter and read it; if that's the case you can point your mobile device at the screen using a QR reader (search the App store) and you will be taken to that website. If you're reading this newsletter on your device or computer simply click on the link.

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# #DITTO





# Resources and Links for Parents



**Reverse Image Search**

See this short, 4 minute video that I made to help you understand how to carry out a reverse image search on your computer with your children. More videos and tutorials will be added in due course so don't forget to subscribe to the channel.



**How does Google work?**

Knowing the basics of how Google works will really help you and your children understand the web much more. This video explains it in a really simple-to-understand way.



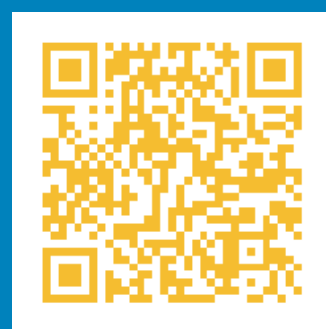
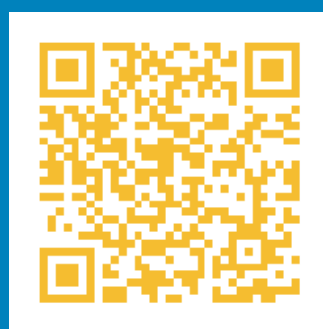
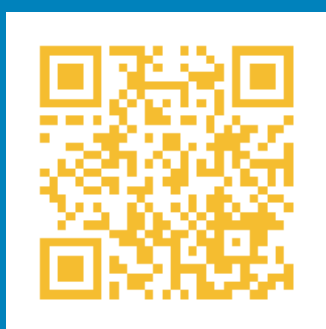
**Sexting**

Understandably there has been some widespread reporting in the media lately regarding the risk commonly known as sexting. See the NSPCC site for advice on talking to your children.



**NEW iPlayer for Kids**

Many children love watching their favourite TV shows on iPlayer, but some of those shows may have been inappropriate for younger children. The BBC have released a brand new app for children - the iPlayer for kids.



For more regular links and to keep up to date you can follow me on Facebook  
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