

Facilitator's Guide

KEEPING CHILDREN SAFE ONLINE

For Parents with Children Ages 6-12

A resource to strengthen parents' knowledge
and skills to improve their child's social and
emotional wellbeing

Parents Matter Project

MIDDLE CHILDHOOD MATTERS
—COALITION TORONTO—



An agency of the Government of Ontario
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Middle Childhood Matters Coalition Toronto (MCMCT)

The Middle Childhood Matters Coalition Toronto (MCMCT) is a group of 20 social service, child welfare, education, recreation, health organizations and parent leaders promoting and influencing a system that prioritizes children ages 6-12 (middle childhood), and their families. MCMCT envisions a city where children ages 6-12 and their families have equitable opportunities and resources to thrive.

The Coalition believes, and research states, that this is an important time in a child's life. To support children's healthy development during this stage, MCMCT promotes high quality, affordable, accessible and culturally appropriate out-of-school time programs (before and after school time, summertime and holidays). The Coalition was one of the driving forces behind the development of the City of Toronto's first Middle Childhood Strategy, which prioritizes programming for this age group.

Our member organizations work with thousands of parents and children across Toronto. MCMCT recognizes the vital need to educate and support parents, caregivers and adult allies living, working and caring for these children across Toronto.

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Thank you to all the Middle Childhood Matters Coalition Toronto parent leaders and coalition members, who gave their time and insights into making this guide possible. As well, to all the Toronto service providers who promote the unique developmental needs of children ages 6-12, we are grateful to you all.

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INTRODUCTION

The Parents Matter Project endeavors to support and educate newcomer, low-income and racialized parents in Toronto with children ages 6-12 (middle childhood) on how to best improve developmental and social outcomes for their children. This includes the creation and implementation of topic-specific parent learning sessions. Parenting and family relationships provide the foundation from which children ages 6-12 can develop the skills to overcome challenges and thrive to adulthood. These parent learning sessions aim to build upon the assets, capabilities and strengths of parents to help increase their knowledge on a number of topic areas relevant to their child's social and emotional development.

This facilitator's guide provides practical learning sessions to increase familial relationships, including resources that can be utilized and accessed beyond the life of the session. This is grounded in the knowledge that families crave more meaningful time together and the need to have access to materials, tools and skill building knowledge on an ongoing basis that is accessible at all times. By attending a learning session, a parent will leave with more knowledge, awareness and confidence in their ability to parent throughout this developmental stage. The interactive activities and supplementary resources will help parents to solidify their learnings.

In addition to Keeping Children Safe Online, 15 evidence-based learning sessions have been developed in collaboration with experts in the fields such as:

- Sleep and Bedtime Routines
- Body Image and Self-esteem
- Healthy Eating and Nutrition
- Physical Activity
- We All Have Mental Health
- Growing Healthy Minds
- Children's Mental Health Challenges and Seeking Support
- Counting on Math
- Reading is Everywhere
- More than Just Video Games
- Raising Responsible Digital Children
- Cognitive Development in Middle Childhood and Adolescence
- Emotional Development in Middle Childhood and Adolescence
- Social Development in Middle Childhood and Adolescence

FLOW OF THE LEARNING SESSION

LEARNING SESSION STRUCTURE	DESCRIPTION
Learning Objectives	What parent participants can expect to learn by attending each learning session.
Warm-up/ Check-in	An activity to introduce and ground parent participants. The purpose is to begin getting to know each other by creating an inclusive and welcoming environment where all voices are heard and valued.
Group Agreements	An opportunity to collectively co-create the conditions of how learning will unfold. Creating a group agreement demonstrates that the space is shared by all.
Reflection Moment	Guiding questions are used to prompt reflection on current knowledge of the topic presented.
Content Development	How the information will be delivered and resourced (learning discussions) -how learning happens- what do we need to know.
Action Moment	Each learning session will motivate concrete actions for parent participants to go from “reflection to action-now what?” with tips, tools and hands-on experience.
Evaluation and Check-out	Reinforce new learnings, takeaways and evaluate the learning.

FACILITATION TIPS

- Prepare your session in advance; read content carefully and resources needed.
- Be clear and concise in your interactions.
- Listen to what is said.
- Remember to integrate important points that have not been raised by parent participants.
- Validate questions outside of the lesson plan raised by parent participants and direct them to their service provider.
- Be ready to accommodate changes and respond to your audience. Flexibility will be required from time to time and you may need to adapt the agenda in some situations.
- When appropriate, share your own lived experience as a parent or caregiver. However, be conscious not to dominate the conversation.



Useful Tips to Successfully Facilitate a Group Discussion

1. Adults learn better when:

- They are personally motivated and engaged.
- They have the opportunity to reflect on what they are learning.
- They can exchange knowledge and experiences with others.
- They can have better understanding of what they learn and the implementation of that learning at home.

2. Adapting for inclusion:

- Know the diversity within the group: who are the participants? What experiences do they bring?
- Integrate cultural experiences: consider how both the facilitator and parent participants can bring their cultural experiences into the session.
- Be sensitive to emotional responses: depending on parent participants lived experiences, sometimes exercises can trigger participants' emotions.

KEEPING CHILDREN SAFE ONLINE

Overview

We hear many stories about the misuse of online spaces, especially social media. How can we foster a positive, safe digital presence in our early learners? How can we help them be their best selves online and off?

Learning Objectives

- a. To increase parents' understanding of issues related to keeping their children safe online and how to navigate them.
- b. To provide strategies for parents to continue conversations around online safety with their families.



Materials and Supplies

FLIP CHART



MARKERS



POST-IT NOTES



PENS



VISUAL AIDS



SPEAKERS



INTERNET ACCESS



BOWL OF CANDIES



LEARNING TOOLS



FLIP CHART PAPER



ATTENDANCE FORM



EVALUATIONS



LEARNING SESSION OUTLINE

Agenda	Length of the learning session (1 hour)
1. Welcome and Introduction	(5 minutes)
2. Check-in	(10 minutes)
3. Reflection Moment	(10 minutes)
4. Content Development	(25 minutes)
5. Action Moment	(5 minutes)
6. Evaluation and Check-out	(5 minutes)

1. Welcome and Introduction (5 minutes)

Facilitator(s) will welcome parent participants and organization(s) supporting the learning session. Housekeeping items should be introduced: washroom facilities, fire exit and additional information needed for the learning session.

Materials needed: Pens

Appendix 1 - Tool 1.1 Agenda

Tool 1.2 Attendance and Photo Release Form

Tool 1.4 Evaluation (Pre)

2. Check-in (10 minutes)

Getting to know each other: Introductions of parent participants. (5 minutes)

Materials needed: Bowl of different types of nut-free candy.

Facilitator asks parent participants to sit/stand in a circle and passes around a bowl of candies. The person holding the bowl picks a candy, says their name, their children's names and ages and what the candy represents about them.

2.a Group Agreements

(5 minutes)

Materials needed: post-it notes, markers, flip chart paper, pens.

Facilitator asks parent participants any of the following

? Guiding Questions

- What do we need from each other and ourselves to create a safe learning space?
- How are we going to learn together in this space?

Parent participants are asked to write their answers on a post-it note and place it on the flip chart. Facilitator will read them out loud for parents' consensus.

The list should be posted visibly for the length of the learning session.

Building a group agreement with parent participants is an important step to take when working with groups. It invites members to co-create a safe space for sharing where all voices are heard and valued.



If not brought up during group agreements, facilitator should explore the importance of **confidentiality** and sharing in a safe space.

3. Reflection Moment

(10 minutes)

Materials needed: Flip chart, flip chart paper, markers, projector, computer and pens

Appendix 2 - Learning Tool 2.1

? Guiding Question

How internet savvy are you?

Facilitator invites parents to split into two teams and play a quick game to see how much families know about internet safety. On flip chart paper draw a table with 7 rows and 2 columns while parent participants provide answers.

How Internet Savvy are you?

Learning Tool 2.1

QUESTION	ANSWER / DISCUSSION POINT
 <p>What tool is in this picture?</p>	<p>SNAPCHAT is a multimedia messaging app. Pictures and messages are only available for 24 hours before they become inaccessible. Posts do not get stored on any type of server.</p>
 <p>What tool is in this picture?</p>	<p>INSTAGRAM is a photo and video-sharing social networking service owned by Facebook. Similar to Facebook and Twitter, everyone who creates an Instagram account has a profile and a news feed. When you post a photo or video on Instagram, it will be displayed on your profile.</p>
 <p>What tool is in this picture?</p>	<p>FACEBOOK is a social networking website where users can post comments, share photographs and post links to news or other interesting content. You can share direct messages.</p>
<p>What social media tool allows you to post temporary stories that disappear?</p>	<p>SNAPCHAT, INSTAGRAM, FACEBOOK</p>
<p>When you have good manners online what is it called?</p>	<p>NETIQUETTE A new slang; Net + etiquette.</p>
<p>When you are bullied online, what is it called?</p>	<p>CYBER BULLYING It is always good to address the potential of cyber bullying because elementary children are still interacting in social spaces.</p>
<p>How old do you need to be to sign up for an online account?</p>	<p>13 YEARS OLD. Privacy rules require all users to be 13 yo sign up for a social media tool.</p>



Facilitator Tip

Alternatively if Internet access is available, and participants have devices in hand you could play a game on **Kahoot.com** (Additional preparation is required by the facilitator).

Kahoot! is a free online platform for administering quizzes, discussions or surveys. It is often used in schools and educational institutions. It can be played by the whole class in real time. Multiple-choice questions are projected on the screen and participants answer the questions with their smartphone, tablet or computer.

Discussion Points

- As families we always wonder how we can help keep our children safe, especially online.
- It is not a one-time conversation, but an ongoing journey.
- Driving metaphor: Online safety is a bit like driving a car. We don't just hand kids the keys to the car. They watch us be responsible, they learn with us by watching us from the passenger seat giving them tips, and then we pass on the keys.
- Digital footprint: When you use the internet, you leave a trail of data behind you that people can follow. This is called your digital footprint. It includes websites you visit, emails you send and information you submit to online services. Everyone who uses the internet has a digital footprint so it is not something to be worried about. However, it is permanent so you always want to make good choices.

4. Content Development

(25 minutes)

Materials needed: Flip chart, flip chart paper, markers, projector, computer, speakers, internet access and pens

Appendix 2 - Learning Tools 2.2, 2.3, 2.4, 2.5

How do we support our kids?

Children ages 6-12 may not be on social media, but they sometimes interact in online games, on YouTube and on school sites.



Facilitator Tip

Divide the group up into families with children ages 6-9 and families with children ages 10-12 so the conversations can be more focused.

Facilitator invites groups to reflect on the following

? Guiding Questions

What are the questions you have about keeping your children safe online?

What are some of the ways you help your children stay safe online?

After small group reflection, have one parent from each group share a summary of their reflection.

Discussion Points

With Children 6-9

With children ages 6-9 (grades 1-3) we want to start planting the seeds around being safe, responsible and respectful online. It is never too early to start a conversation.

Use the Pause & Think Online video. (Video duration 3 minutes and 17 sec)



Video can be found here: <https://youtu.be/rgbZAWnOWOo>

This tool is presented in a child-friendly ways to get children to think about balance and being respectful.

Present **Learning Tool 2.2** “All Digital Citizens” as a starting point for talking about being respectful, balance, bad messages, and walking away from bullies.

With Children 10-12

With children ages 10-12 (grades 4-6) we want to give them practical strategies especially around being thoughtful when posting online and protecting their personal information.

As children start to interact in online platforms, how can we help them be responsible?

Here are some tools for reflecting before they post information online:

- Start with **Learning Tool 2.3** “The Grandma Rule” to discuss how we can help our children to pause and think.
- Grandma Rule - Would your grandma be happy to see your post?

Using **Learning Tool 2.4** “Think Poster” discuss the importance of given personal information.

- Show the following video with several tips that describe how children can protect their identity online (video duration 46 sec). Facilitator hands out **Learning Tool 2.5** Tips on Protecting Online Identities



Video can be found here: <https://www.youtube.com/watch?v=J5D2SP45oxA>



Facilitator Tip

To close, the facilitator may want to reinforce learnings from this video and ask the group what they found helpful.

4.1 CyberBullying



Facilitator Tip

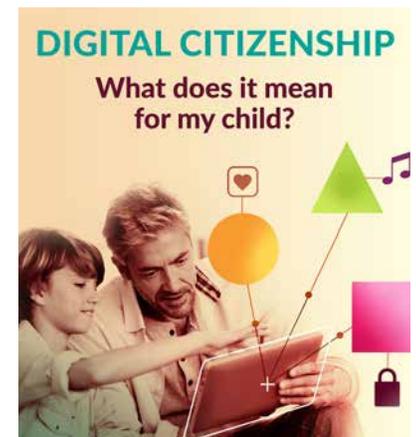
Most of the internet safety sites for parents are very text heavy and meant for older children. Depending on the group, this may be a good opportunity to remind families about Google Translate or other strategies to make information more accessible.

Materials needed: projector, computer, speakers and internet access. **Appendix 3 - Learning Tool 3.1**

Learning Tool 3.2

There are many resources to help families. Here are just a few:

1. Get Cyber Safe: getcybersafe.gc.ca: a website created by the Canadian government with information for families.
- Facilitator introduces **Learning Tool 3.1** Family Guide Infographic which includes tips for online safety.



Using **Learning Tool 3.2** discuss the following tips to stay safe online.

Highlight the 5 tips

- Don't be scared.
- Talk to your kids.
- Be a part of your kid's media lives.
- Be the person your kids come to when they have a problem.
- Set rules and communicate values.

» Also highlight the section about what parents can ask and say (YOU CAN ASK/YOU CAN SAY).

2. Zoe and Molly Online (zoeandmolly.ca): a website to help children how to play safely online. It offers a set of comics, games and more for ages 9-12.

3. ProtectKidsOnline.ca: provides information about online dangers and what parents and children can do about them.

When navigating the website click on Emerging Issues to find specific tips for different ages.

5. Action Moment

(5 minutes)

Materials needed: projector, computer and speakers.

Appendix 4 - Learning Tool 4.1 Take Home Postcard

Bringing it Home Challenge

Walk families through the recap of the three strategies on the postcard and challenge them to commit to trying one this week.

6. Evaluation and Check-out

(5 minutes)

Materials needed: Pens, **Learning Tool 1.5** Evaluation Form (Post)

Evaluation: Facilitator hands out **Learning Tool 1.5** and invites parent participants to give their feedback. Provide participants with pens and evaluation forms to be filled out. Encourage them to be honest. Their responses are anonymous and they don't have to answer any questions they don't feel comfortable answering.

Check-out: Thank parent participants for their participation and time.

APPENDICES

APPENDIX 1

Tool 1.1 Agenda

Tool 1.2 Attendance and Photo Release Form

Tool 1.3 Facilitator's Check List

Tool 1.4 Evaluation (Pre)

Tool 1.5 Evaluation (Post)

APPENDIX 2

Learning Tool 2.1 How Internet Savvy Are You?

Learning Tool 2.2 All Digital Citizens

Learning Tool 2.3 The Grandma Rule

Learning Tool 2.4 Think Poster

Learning Tool 2.5 Tips on Protecting Online Identities

APPENDIX 3

Learning Tool 3.1 Family Guide Infographic

Learning Tool 3.2 Five Tips to Keep Your Children Safe Online

APPENDIX 4

Learning Tool 4.1 Take Home Postcard

APPENDIX 5

References

Tool 1.1 Agenda

1. Welcome and Introduction (5 minutes)
2. Check-in (10 minutes)
3. Reflection Moment (10 minutes)
4. Content Development (25 minutes)
5. Action Moment (5 minutes)
6. Evaluation and Check-out (5 minutes)

APPENDIX 1.2 - ATTENDANCE AND PHOTO RELEASE FORM

Tool 1.2 Attendance and Photo Release Form

FULL NAME	EMAIL	PHONE NUMBER	DO YOU CONSENT TO HAVE YOUR PHOTO TAKEN?	SIGNATURE REQUIRED
1.			<input type="checkbox"/> Y <input type="checkbox"/> N	
2.			<input type="checkbox"/> Y <input type="checkbox"/> N	
3.			<input type="checkbox"/> Y <input type="checkbox"/> N	
4.			<input type="checkbox"/> Y <input type="checkbox"/> N	
5.			<input type="checkbox"/> Y <input type="checkbox"/> N	
6.			<input type="checkbox"/> Y <input type="checkbox"/> N	
7.			<input type="checkbox"/> Y <input type="checkbox"/> N	
8.			<input type="checkbox"/> Y <input type="checkbox"/> N	
9.			<input type="checkbox"/> Y <input type="checkbox"/> N	
10.			<input type="checkbox"/> Y <input type="checkbox"/> N	
11.			<input type="checkbox"/> Y <input type="checkbox"/> N	
12.			<input type="checkbox"/> Y <input type="checkbox"/> N	
13.			<input type="checkbox"/> Y <input type="checkbox"/> N	
14.			<input type="checkbox"/> Y <input type="checkbox"/> N	
15.			<input type="checkbox"/> Y <input type="checkbox"/> N	
16.			<input type="checkbox"/> Y <input type="checkbox"/> N	
17.			<input type="checkbox"/> Y <input type="checkbox"/> N	
18.			<input type="checkbox"/> Y <input type="checkbox"/> N	
19.			<input type="checkbox"/> Y <input type="checkbox"/> N	
20.			<input type="checkbox"/> Y <input type="checkbox"/> N	

Tool 1.3 Facilitator's Check List

Materials and Supplies:

- Markers
- Flip Chart (if needed)
- Flip Chart Paper
- Post-it Notes
- Bowl of Nut-Free Candies
- Pens
- Internet Access/Connection
- Projector
- Computer
- Speakers
- Learning Tools
- Attendance Form
- Evaluation Forms (Pre & Post)

PARENT EVENT: ____ / ____ / 20__

Do at START
of Event

Please answer the questions below.

PART 1: About You

1. **Your gender:** Female Male Trans I describe my gender in a different way
2. **Your children’s age(s):** 0-5 6-12 13+
3. **Parenting status:** I’m a single parent I’m **not** a single parent
4. **What country were you born in:** _____
5. **What is your postal code:** _____
6. **Do you have any relatives living with you at home?** Yes No
If YES how many? _____

PART 2: About the Event

7. **How did you hear about this event?** Friend/Family Another Organization
 Internet Flyers Other (please specify): _____
8. **Please rate your knowledge on:** (Circle ONE answer per question)

		HIGH	MEDIUM	LOW	DON'T KNOW
a	Guidelines for internet safety	H	M	L	DK
b	Cyberbullying	H	M	L	DK
c	Social media	H	M	L	DK
d	How to talk with my child about internet safety	H	M	L	DK
e	Technology my child uses	H	M	L	DK
f	I can identify one (1) resource to learn more about cyberbullying	YES		NO	
g	I can identify one (1) resource to learn more about keeping children safe online	YES		NO	

PART 3: About your Learning

9. **What do you hope to learn today?**

THANK YOU!

APPENDIX 1.5 - EVALUATION (POST)

PARENT EVENT: ___ / ___ / 20___

Do at END
of Event

Please answer the questions below.

PART 1: About the Event

1. **Please rate your knowledge on:** (Circle **ONE** answer per question)

a	Guidelines for internet safety	H	M	L	DK
b	Cyberbullying	H	M	L	DK
c	Social media	H	M	L	DK
d	How to use technology with my child to create	H	M	L	DK
e	How to talk with my child about internet safety	H	M	L	DK

I can identify one (1) resource to learn more about cyberbullying	YES	NO
I can identify one (1) resource to learn more about keeping children safe online	YES	NO

PART 2: About your Learning

2. **What did you learn today?**

PART 3: About your Satisfaction

1	How often will you use what you learned today with your child(ren)? (Circle ONE answer)	Never	Sometimes	Always
If never, please tell us why not?				
2	How informative was the facilitator? (Circle ONE answer)	Not Informative	A little Informative	Very Informative
3	How satisfied are you with this event overall? (Circle ONE answer)	Not Satisfied	A little Satisfied	Very Satisfied
4	If we could improve ONE THING - what would it be?			

Learning Tool 2.1 How Internet Savvy Are You?

Questions



What tool is in this picture?



What tool is in this picture?



What tool is in this picture?

What social media tool allows you to post temporary stories that disappear?

When you have good manners online what is it called?

When you are bullied online what is it called?

How old do you need to be to sign up for an online account?



Answers

SNAPCHAT is a multimedia messaging app. Pictures and messages are only available for 24 hours before they become inaccessible. Post do not get stored on any type of server.

INSTAGRAM is a photo and video-sharing social networking service owned by Facebook. Similar to Facebook or Twitter, everyone who creates an Instagram account has a profile and a news feed. When you post a photo or video on Instagram, it will be displayed on your profile.

FACEBOOK is a social networking website where users can post comments, share photographs and post links to news or other interesting content. You can share direct messages..

SNAPCHAT, INSTAGRAM, FACEBOOK

NETIQUETTE A new slag: Net + etiquette.

CYBER BULLYING It is always good to address the potential of cyber bullying because elementary children are still interacting in social spaces.

13 YEARS OLD Privacy rules require all users to be 13 to sign up for a social media tool.



Learning Tool 2.2 All Digital Citizens

ALL DIGITAL CITIZENS

**PROTECT •
PRIVATE
INFORMATION**
for themselves
and others.

**RESPECT
THEMSELVES
AND OTHERS**
in online communities.

**STAY SAFE •
ONLINE**
by listening to
their gut feelings.

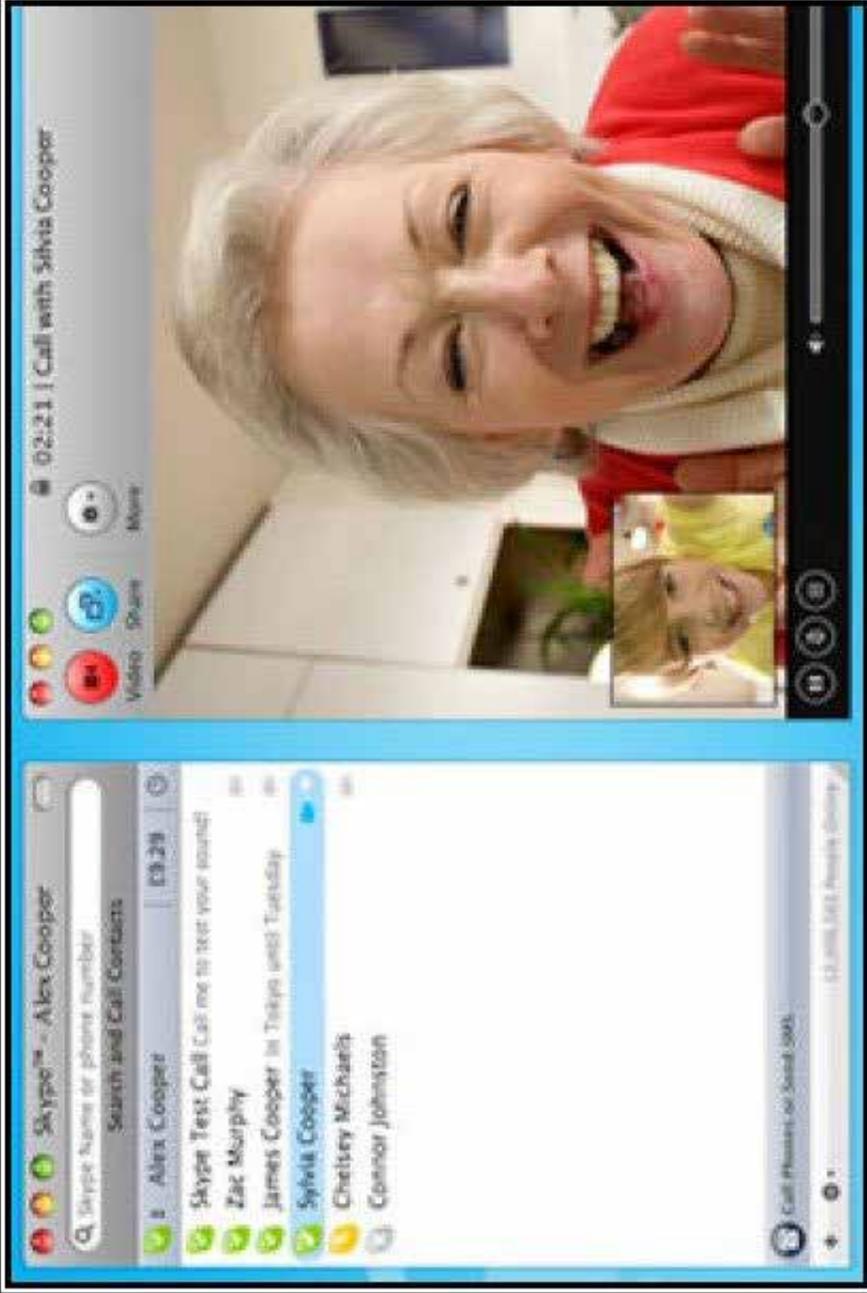
**STAND UP TO •
CYBERBULLYING**
when they
see it happening.

**BALANCE
THE TIME**
they spend using
media and doing
other activities.

For information and resources about digital citizenship,
visit www.commonsense.org/educators.



Learning Tool 2.3 The Grandma Rule



The image shows a screenshot of a Skype application window. The top portion displays a video call in progress with a woman with short white hair, wearing a red top, smiling. A smaller inset window shows a child. The bottom portion shows a contact list with the following entries:

- Alex Cooper
- Skype Test Call Call me to test your sound!
- Zac Murphy
- James Cooper in Tokyo until Tuesday
- Sylvia Cooper
- Chelsey Michaelis
- Connor Johnston

At the bottom of the contact list, there is a search bar with the text "Call Phones or Social IDs".

THE GRANDMA RULE

If you wouldn't show it say it, or text it to Grandma, don't post, type, or send it.

Learning Tool 2.4 Think Poster

Before
You...



THINK

T = Is it True?

H = Is it Helpful?

I = Is it Inspiring?

N = Is it Necessary?

K = Is it Kind?

Learning Tool 2.5 Tips on Protecting Online Identities

6 Ways Your Kids Can Protect Their Online Identities

1. Share carefully: Don't be scared.

Don't give out personal information, photos and passwords to strangers.

2. Go private:

Always turn on privacy settings and limit location services.

3. Log out:

Specially after using shared computers.

4. Mix up passwords:

Use different passwords for different sites and apps.

5. Avoid Clickbait:

Skip quizzes and random questionnaires.

6. Choose wisely:

Pick an appropriate username.

Learning Tool 3.1 Family Guide Infographic

DIGITAL CITIZENSHIP

What does it mean for my child?



Digital Citizenship is about how we act online:



Protecting feelings
Preventing cyberbullying and other harassment



Protecting privacy
Avoiding oversharing of sensitive info



Protecting property
Respecting the rights of content creators

Before posting online, we should ask ourselves:



- ▲ Is it legal?
- Is it harmful to my or someone else's reputation?
- Is it hurtful or embarrassing to someone else?
- Does it put personal information at risk?

What's a parent's role?

1. **Keep** lines of communication open
2. **Teach** smart online behaviour
3. **Be** a role model



Get your
#DIGITALCITIZENSHIP
Guide for Parents

• GETCYBERSAFE.CA •




Learning Tool 3.2 Five Tips to Keep Your Children Safe Online

Five Key Tips for Good Digital Parenting

Don't be scared.

You hear a lot of scary stuff about kids and the internet, but the fact is that most kids do just fine. Think of the internet as being like a swimming pool: the best way to keep your kids safe there is to teach them how to swim.

Talk to your kids.

Don't wait until things have already gone wrong to talk to your kids about online issues, and don't just have one "big talk." What your kids need from you is ongoing guidance, so they're prepared to deal with problem before they happen, support from you when things do go wrong, and for you to reinforce these messages by continuing to talk to them as they get older and are more able to make decisions for themselves. If you have older kids and haven't talked to them about the internet yet, don't worry: it's never too late to start!

Be a part of your kids media lives.

What your kids are watching, playing, reading and listening to is a big part of the person they're turning into, and their online lives can be just as important to them as the "real world." Younger kids are usually glad when their parents show an interest in the things they like, so get them to show you how their new favourite game works or why they're so excited about joining a new social network. You can also use media to talk about sensitive issues: kids may be more comfortable talking about bullying when you're discussing a character in a TV show than someone they know.

Be the person your kids come to when they have a problem online.

A lot of the time, kids don't want to go to their parents when things go wrong because they're afraid they'll get in trouble. When your kids start going online make sure they know clear procedures on what to do if things go wrong, like if they can't figure out a game or they accidentally access something unpleasant. If they're in the habit of coming to you about the little things, they'll be a lot more likely to talk to you about the big ones.

Set rules and communicate values.

The internet may seem like the Wild West sometimes, but the rules you set still affect how kids behave online. What's most important is that your rules are a way of getting across the values you want your kids to live by.

Learning Tool 4.1 Take Home Postcard

Parenting in a DIGITAL AGE

Session 3: Keeping Children Safe Online

As families, we want to keep our children safe online. Even before they sign up for online tools, we can help them have good habits.

Teaching children to be safe online is just like teaching driving. We model, talk about good driving, guide them and then set them on their way.

Even our youngest learners can have a positive digital footprint. We can help them by asking questions.

RESOURCES





TIPS

Show you what they are doing online

Talk about personal information inappropriate to tell you

Session 3

Parenting in a DIGITAL AGE

Session 3: Keeping Children Safe Online

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RESOURCES





TIPS

Show you what they are doing online

Talk about personal information inappropriate to tell you

Session 3

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5. Protect Kids Online
<https://protectkidsonline.ca/app/en/>

