Digital Parenting

vodafone

Feeling baffled by your child's digital world?

From tots to teens, help is at hand

4 **'HOW TO' GUIDES...**
Facebook®, Google™, Microsoft® & Vodafone

What goes online **stays online**
Could your child be damaging their reputation?

Social networking, *mobiles, gaming...*
How you and your child can stay safe and in control

Real life **stories**
Teenagers, parents and grandparents talk candidly

Welcome

Feeling confused? You're not alone. Even though I spend my working life in the world of communication technologies, I still watch in awe as children and teenagers switch between their laptop, mobile, games console, TV, iPod... the list goes on.

'Digital Natives', 'Generation Y', 'multimedia multi-taskers'. However we choose to tag them, the truth is this: young people may well be living in a very different world to the one we grew up in but we can't use that as an excuse to sit back and watch.

Lots of parents, grandparents and people who look after children tell us that they sometimes feel baffled by what young people do in the digital world. Hopefully, this magazine and our website (**www.vodafone.com/parents**) will help you to get more involved with the technologies that children and teenagers enjoy and to talk about them as a family.

In the next 100+ pages, you'll find in-depth information and advice about everything from cyberbullying to mobile costs, your child's reputation online to Web and mobile security, excessive use of technology to online privacy. We'll even make sure you're up to speed on the very latest issues and challenges, such as location services and sexting.

We've spoken to digital and parenting experts around the world to bring you the latest advice and information from the people in the know. Plus, don't miss the real-life stories of parents, teens and grandparents and our 'How to...' guides

Just as we guide our children in the real world, we need to help them to manage their digital world

about the safety and privacy controls on Facebook®, Google™, Microsoft® and Vodafone.

So, if you've never played a game on your child's Nintendo® Wii, signed up to Facebook®, checked out Wikipedia, downloaded a ringtone or stayed in a virtual hotel, have a go. And, if you've never sat down with your son or daughter for a chat about the good things and the difficult things they might come across in the digital world, pull up a chair.

Annie Mullins

Annie Mullins OBE
**Global Head of Content Standards,
Vodafone Group Marketing**

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Professor Tanya Byron is a clinical psychologist, journalist, author and broadcaster. She advises the UK government on issues related to children and digital citizenship and published The Byron Review in 2008.

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Photo credit: Linda Nylind/Guardian News & Media Ltd.

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Professor Tanya Byron is a clinical psychologist, journalist, author and broadcaster. She advises the UK government on issues related to children and digital citizenship and published The Byron Review in 2008.

Bringing up the Web and mobile generation

As the mother of a 15 year old and a 13 year old, like many parents I struggle to keep up with their online and digital lives. While I marvel at the amazing opportunities they have for learning, playing and communicating with each other and also for creating and uploading their own content, I also feel anxious about what else they might encounter while online and how they can keep themselves safe.

For most parents today who, like me, were born on the wrong side of the 'digital divide',

> Our digital parental responsibilities... are based in common sense.

we view our children's digital activity with a mixture of envy, bewilderment and fear.

Most of us feel confident about parenting our kids in terms of how to manage 'real world' risks, because we have grown up with these risks and have experience and understanding. The online world, however, is alien to many of us - we didn't grow up with it and certainly don't engage with it like our kids and their friends do.

Indeed, for me, it wasn't until I did a review for the UK government in 2008 (The Byron Review: Safer Children in a Digital World) that
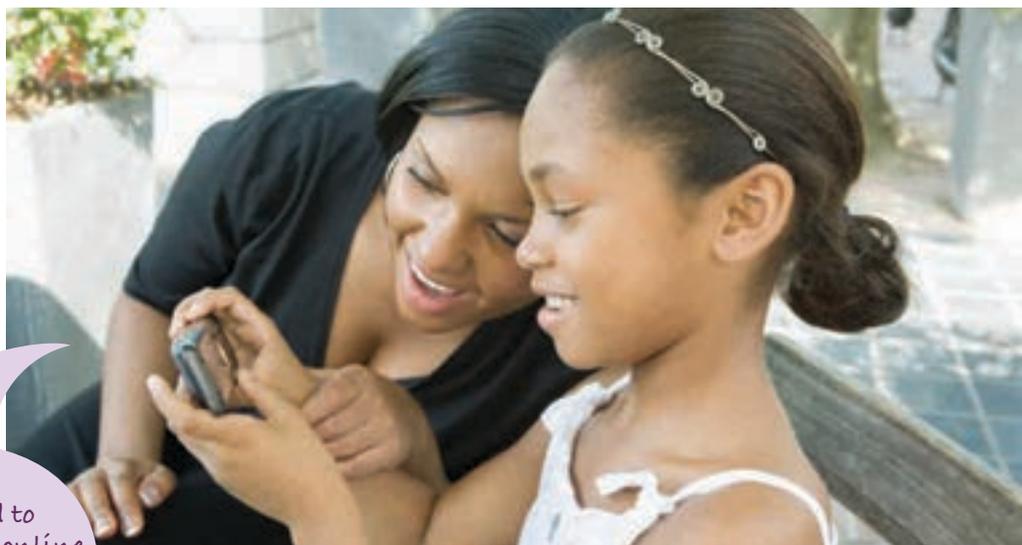
> **We need to secure their online space in the way we do their real world.**

I began to really understand more about their digital lives and associated risks.

Did this make me feel more anxious about what they were doing? Not at all. I found that the more I understood what they were experiencing, the more I felt empowered to support them to do so responsibly and safely, and the more freedom I felt comfortable for them to have.

The public debate about kids and the online world is always skewed in the negative direction. In general, newspapers report on the horrors of the online world and the risks to our children and young people.

There are online risks that are a reality for some children and young people but we have to be balanced and proportionate in our thinking about how to enable our kids to be safe online. The more we are open-minded and are able to teach them to be responsible digital citizens, the more we enable them to have fun whilst being risk-savvy.

If we allow fear to close our minds and so attempt to stem or even block our children's online activity, the more they will find ways to circumvent these blocks and, in the long term, be even more vulnerable.

Kids take risks because risk taking is fundamental to child development. However, today's children are 'raised in captivity' and so have less outdoor freedoms than we did as children.

So where can our kids take risks? They take them online and therefore we need to be as proactive in our digital parenting as we are in our parenting of them in the offline, 'real' world.

Despite our relative lack of digital experience, once we think pragmatically about our digital parental responsibilities, we should find that they are based in straightforward common sense.

Additionally, digital parenting is most successful when it is built around an open and honest dialogue with our children. For example, we teach our kids to never give personal details to strangers - the same applies to their behaviour online.

Therefore, we need to understand their digital behaviour and then teach them about things like setting privacy controls and blocking people they don't know, as well as encouraging them to come to us if they are upset by any contact that has been made.

Indeed, while contact is one area of online behaviour that we need to empower our kids to deal with sensibly, there are also the issues of content (what they see online) and conduct (how they behave towards others online).

With our little ones who are venturing into the online world for the first time, we need to secure their online space in the way we do their real world. What is helpful here is to think about the age and stage of development of your child and how you are managing this in the real world.

If you have a young child, you will be supervising where they go and who they are with all the time - so do the same online. For very young children, you can ensure that when they log on they only go to the websites you have set as appropriate for them, for example.

As children get older and start to play more independently, we are not with them all the time but still have oversight on what they are doing and who they are with. Online, you can replicate this by using filters pre-set to a level that you feel matches what you are comfortable with your child seeing and doing.

With greater independence, we trust our children to navigate and explore their world with less direct interference from us. During these years, it is our relationship that is key to how we parent our kids. Do they feel able to come to us when in trouble or unhappy? Are we able to set rules, boundaries and consequences should they behave unacceptably (e.g. grounding them for a week if they come home well after an agreed time).

An online relationship between parents and children builds over the years so that they have a clear idea of our expectations relating to their behaviour but also a sense that we are there to support them - without judgment or censure - should the need arise.

Alongside all this is the importance of us enabling our children to become responsible and respectful digital citizens and think about their online behaviour - it is easy to be mean and nasty to someone via a computer because you are so disconnected from the reaction of that person. Help your kids import into their online behaviour the same rules of respect and thinking about the feelings of others that you imbue in them for their real world behaviour.

Being a parent is not easy but it is an enormous privilege and a lot of fun. Being a digital parent is now part of the package and the key messages and behaviours we want to help our kids understand for both the online and offline worlds sit easily alongside each other.

Fundamentally, being a digital parent is about understanding your child - what they do and how they do it. Listening to your child. Educating your child. Managing your child when necessary. And also, on occasion, strategically using that all-important parental tool - being able to say "no" should the need arise.

> **Being a digital parent is now part of the package.**

DIGITAL PARENTING
CHECKLIST

There's a lot to take in when it comes to your child's digital world, so here's a handy 10-point checklist to get you started.

✓ Think about how you guide your family in the real world and do the same in the digital world (even if it sometimes feels like your son or daughter is the technology expert in your home!)

✓ Have a go with some of the technologies your child enjoys - if you haven't already, download some music, set up a Facebook® profile or play a game on their Nintendo® Wii

✓ Talk to your friends and family (and the parents of your child's friends) about how they help their children to manage their digital world - you might get some useful tips

✓ Try not to use technology as your babysitter - we all do it sometimes but it's important to know what they're doing

✓ Don't be afraid to set boundaries and rules, especially for younger children - their online reputation will follow them forever so it's never too young to start

✓ Make the most of built-in tools, such as Parental Controls, SafeSearch options and privacy controls

✓ Remind older siblings that certain websites and devices might not be appropriate for their younger brother or sister and ask them to look out for them

✓ Make digital issues part of everyday conversation - don't shy away from talking to teenagers about difficult subjects like cyberbullying, sexting and copyright infringement, for example

✓ Keep communicating - show your child that you understand how important technology is to them and reassure them that they can come to you about anything that is worrying them in their digital world

✓ Read as many **Digital Parenting** articles as you can and visit our website at **www.vodafone.com/parents** so that you stay ahead of the game. Feel free to pass this magazine and our website address on to other parents too

NEWS& VIEWS

"YOU'R

FAMILY TIES

Teenage users of **virtual hotel Habbo** feel part of their online community almost as much as they feel part of their own family, an international study has revealed. Researchers at the Helsinki Institute for Information Technology and the University of Turku found that online groups can act as "strong psychological anchoring points for their members".

www.hiit.fi
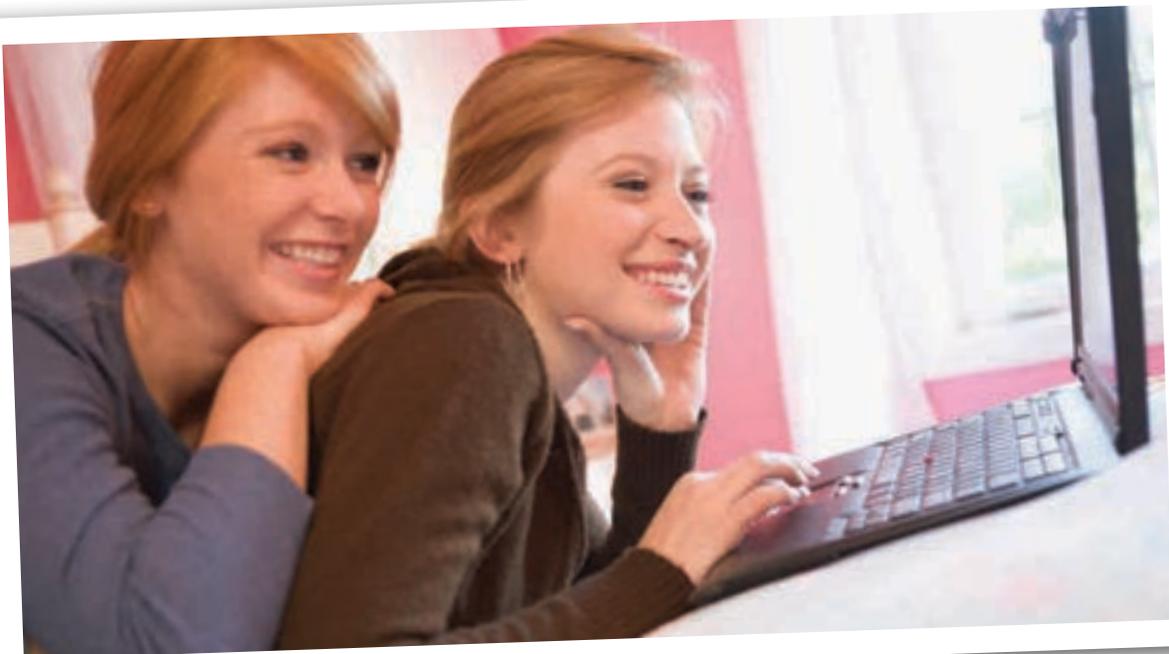
'Unfriending' mum and dad

Are you 'friends' with your child on their social networking site? According to a survey by AOL, 70% of parents are online 'friends' with their children but nearly a third of teens would 'un-friend' their parents (especially mum) given the choice.

www.aol.com

E GROUNDED!"

THE WASHINGTON POST reports that parents are using **'digital' grounding as a 21st century disciplinary tool**, be it disconnecting their son's Xbox or banning their daughter's use of Facebook®. According to research by Pew Internet, 62% of parents in the USA have taken away their child's mobile phone as punishment, for example.

www.washingtonpost.com

Family Online Safety Institute

For all the latest news, challenges and trends in international online safety, go to the Family Online Safety Institute's website.

www.fosi.org

Erasing David

A documentary about **privacy, surveillance and the database state**, 'Erasing David' sees David Bond find out how much private companies and the government know about him by putting himself under surveillance and attempting to disappear. He has nothing to hide but does he have nothing to fear?

www.erasingdavid.com

February 8

Safer Internet Day 2011

'It's more than a game, it's your life' is the message for **Safer Internet Day 2011 (8 February)**. The awareness day saw 500 events take place in 65 countries in 2010.

www.saferinternet.org

My name is...

Google CEO Eric Schmidt has warned that young people may have to change their names in the future in order to escape their online past. Time to talk to your child about how much personal information they post on the internet?

www.google.com

Google

Celebrity danger

Cameron Diaz has been named 'the most dangerous celebrity to search for on the Web' by a leading online security company. According to McAfee, cybercriminals often use the names of popular celebrities to lure people to websites that are laden with malicious software. Watch out if you're searching on Jessica Biel or Brad Pitt too!

www.mcafee.com

SPOTLIGHT ON... AGE

With digital technology use changing dramatically as children grow up, **Digital Parenting** helps parents to stay ahead of the game.

Have you seen the video on YouTube™ of the two-year old girl using a "new toy" called an iPad? Fascinating stuff. That might be an extreme case, but many families are introducing the internet and interactive TV to their children long before they can read or write. Technology seems to be instinctive for young people and, over time, it is becoming more and more engrained in their lives - at home, at school, at college and, eventually, in the workplace.

With this in mind, many parents want to know how they can encourage their children's enjoyment of the digital world, whilst at the same time helping them to manage the potential challenges and risks it could bring.

"There is a generational digital divide which means that parents do not necessarily feel equipped to help their children in this space - which can lead to fear and a sense of helplessness," comments Professor Tanya Byron, the UK government's adviser on children and technology, in the Byron Review. "This can be compounded by a risk-averse culture where we are inclined to keep our children 'indoors' despite their developmental needs to socialise and take risks."

"Just like in the offline world, no amount of effort to reduce potential risks to children will eliminate those risks completely," adds Byron. "We cannot make the internet completely safe. Because of this, we must also build children's resilience to the material to which they may be exposed so that they have the confidence and skills to navigate these new media waters more safely."

But what kind of new media waters are young people navigating at the different stages of their childhood? Which websites are seven year olds visiting? Why would a 12 year old need a mobile? What kind of games do 15 year olds play? Here, we take you into your child's ever-evolving digital world and help you to get more involved.

Q&A WITH FACEBOOK®   www.facebook.com

Digital Parenting puts some of your questions to **Lord Richard Allan**, **European Director of Public Policy at Facebook®**

Lord Allan leads Facebook®'s public policy work in Europe. He was previously a Member of Parliament in the UK, specialising in technology issues.

Q What are the main benefits of Facebook® for young people?

A Facebook® gives everyone - including teens - quick, meaningful ways to connect to the people that matter most to them. Whether teens want to keep in touch with a small circle of friends and family nearby, or reach out to people they may know all over the world, Facebook® gives them the ability to connect. And, of course, this makes Facebook® a lot of fun, too.

Q What are the main challenges facing social networking companies when it comes to younger users?

A I think Facebook® — and all social networks — share a responsibility to promote a safe environment for everyone, and especially the many teens who use our services. At Facebook®, we think about keeping teens safe every single day. We built a new Safety Centre with special resources for teens, we convened a Safety Advisory Board to consult with us on best online safety practices for minors, and we work with organisations like MTV and the BBC to help make the Web safer. We'd always rather go too far to help protect people than not go far enough.

Q Why does Facebook® have a minimum age limit and what mechanisms do you have in place to identify under-age users who falsify their age when registering?

A We don't allow children under the age of 13 to use Facebook® as our service is aimed at adults and teens only. We have systems in place that prevent people who identify themselves as under the age of 13 from creating accounts. It's a violation of our policies to provide false birth date information and we have community verification systems after sign-up to help identify people who are doing this so we can take appropriate action. We also encourage people to report others who have falsified their age, either through the report links on the site or through the dedicated contact form in our Help Centre.

TAKE **ACTION**

1 SIT with your child and get involved when they're using the computer and other devices like games consoles - make it fun!

2 SET UP Parental Controls and SafeSearch on your child's computer - but remember, they might not be 100% effective and they aren't a substitute for parental supervision

3 DON'T ASSUME that your child is only accessing age-appropriate services and websites - they could be influenced by older siblings to go on to sites like YouTube™ (which have a minimum age limit of 13) or they might have figured out how to use your mobile

4 START TEACHING them why it's important to keep their personal information to themselves

5 STAY IN CONTROL and don't be pressured into letting your child use technology like mobiles or games consoles if you don't think they're mature enough

6 ENCOURAGE them to come to you if anything they see online worries or upsets them

5 - 7 YEARS OLD

For young children, the internet and mobile devices are simply fun - sometimes educational, but mostly fun. 5 to 7 year olds might enjoy catching up with their favourite TV and cartoon characters on websites like NickJr, CBeebies or Mr Men, for example.

On the move, parents can keep kids entertained with games like Nintendogs (on the DS) and by playing age-appropriate apps like 'Wheels on the bus' or 'Scribble' together on an iPhone. Leapster, a handheld games console that makes learning the alphabet, phonics and basic maths fun, is also popular amongst parents looking for digital learning tools.

Even if they're just doing something for fun, these kinds of devices and websites can help to teach younger children important skills, such as how to type, how to improve their hand and eye co-ordination and how to read better. But, because they're so young, they still need you to be involved and engaged, offering guidance and supervision - just as they do in the real world.

Cbeebies, © BBC

They might want to spend hours on end on a particular website or game; they might have trouble telling the difference between fantasy and reality or advertising and editorial; and they can be very trusting of people. It's crucial that you put some ground rules in place now so that they become part of their daily routine.

8 - 11 YEARS OLD

DID YOU KNOW?

A quarter of home internet users aged 8-12 in the UK have a profile on Bebo, Facebook® or MySpace.*

Walk into the home of any child this age and you might well find them playing FIFA Soccer or RuneScape on their games console, listening to music on their iPod or (especially if they're about to go to secondary school) texting friends on their mobile. They might be doing some research on Wikipedia or writing an article for a school blog.

Virtual communities and games, such as Moshi Monsters, Club Penguin and Stardoll - where children can create their own virtual worlds, interact with avatars and, in some cases, buy stuff - are also very popular at this age.

Furthermore, websites like Togetherville have brought social networking to tweens and, despite minimum age limits of 13, many 8-11 year olds are even accessing mainstream social networking sites like Bebo, Facebook® and MySpace and video-sharing services like YouTube™.

This is a real turning point when young people are embracing new technologies both at home and at school and it's a crucial time for parents to help them stay in control of their digital world. Giving out personal information, playing violent games, cyberbullying and meeting strangers online are among the issues that need to be discussed. With research by UK regulator Ofcom revealing that children aged 8-11 have a preference for learning about digital media from their parents or teachers rather than their friends, now's the time to talk.

* Source: Ofcom, March 2010.

"[Between 5 and 11 years old] is the time when children begin exploring websites beyond the boundaries originally set for them by their parents and also when they start playing a wider range of video games."
Source: The Byron Review, March 2008.

TAKE **ACTION**

1 **AGREE** some limits on what your son or daughter can or can't do in their digital world (e.g. how much time they spend on the internet or games consoles)

2 **REMEMBER** that lots of devices now have internet access (e.g. mobiles, games consoles and the iPod touch) and that many laptops have built-in webcams

3 **DON'T** be pressured into buying your child anything you don't think they're old enough for - for example, if you only want them to have a mobile for calling and texting, don't get them one with advanced features, such as Wi-Fi and Web access

4 **IF YOU** do buy them a mobile, discuss how they should keep it safe from thieves and teach them not to use it when they're walking or cycling

5 **MAKE SURE** you set Parental Controls and SafeSearch to the right level for your child's age and maturity - but remember, they might not be 100% effective and they aren't a substitute for parental supervision

6 **TEACH** them to behave responsibly in the digital world and to respect other members of the online community

7 **MAKE** it a rule that they give their real age when registering for websites and only play age-appropriate games - minimum age limits are there to help protect them from inappropriate content and interactions

8 **REMIND** them that the internet is a public place and that anything they post online could be seen by anyone and could stay there forever

TAKE
ACTION

1 ASK them where they are or whom they're with - you wouldn't let them go out in the real world without knowing where they are or whom they're with, so why let them do it in the digital world?

2 TEACH them how to behave responsibly in their digital world (e.g. how to download music legally and respect other online users)

3 MAKE sure you set Parental Controls and SafeSearch to the right level for your child's age and maturity - but remember, they might not be 100% effective and they aren't a substitute for parental supervision

4 REMIND them that the internet is a public place and that they must be very careful about revealing too much personal information online

5 TALK to them about their 'digital footprint' - explain that any comments or photos they post now could be seen by their teachers, complete strangers or even university admissions tutors and employers in the future

6 SET some ground rules for their mobile use and explain how they could run up large bills if they sign up for premium rate services, like ringtone or game downloads

7 DIRECT them to reputable support organisations for advice about health and wellbeing and warn them about websites that promote dangerous behaviours

8 ENCOURAGE them to come to you if anything in their digital world worries or upsets them

12 - 14 YEARS OLD

DID YOU KNOW? The typical American teen exchanges more than 50 texts a day.*

They're at senior school and they're growing up fast. It's a time of immense change and their digital world might seem as important as the real world to them. They might spend their evenings chatting to friends on Facebook®, Windows Live® Messenger (previously called MSN® Instant Messenger) or via texts, watching and uploading videos on YouTube™, or downloading the latest tracks from iTunes. Playing Spore on their Nintendo® DS or making the most of free online games on Miniclip could be a big part of their spare time or they might be one of the millions of fans of Habbo Hotel, the world's largest virtual community for teenagers (which has a minimum age limit of 13 in most countries).

At school, their teachers might be using tools like Google Maps™, Animoto and Wikipedia to bring lessons to life and they, in turn, might increasingly turn to the internet to help with their homework.

As they make their way through adolescence, they might begin to rely heavily on their online social networks and choose to explore issues such as sex, relationships and body image on the internet. They're keen to have their independence and their digital world becomes more portable - and more private - as they start using mobiles to communicate and find information.

It's at this age that they might take on the role of 'technology expert' at home (programming the Sky+ box or helping when the computer screen freezes) but that doesn't mean that parents can sit back and lose touch with what they're doing. Even though they feel in control of technology, children of this age are still vulnerable to scams, cyberbullying and other online threats.

15+

It might be tempting to think that older teens are 100% tech-savvy and dealing with everything the digital world throws at them. It's likely that they're happily playing Guitar Hero or Nintendo® Wii Fit with their friends, managing their busy social life and sharing photos on Facebook®, posting self-created videos on YouTube™ and expressing their opinions on a blog or Twitter. If they're into music, they might already have an MP3 collection greater than any album collection you could ever muster and enjoy finding out about new bands on Spotify or Last.fm.

As they start thinking about college, university or finding employment, they might be participating in online activities, like volunteering or mentoring, to enhance their CV or they could be searching job portals for that first rung on the career ladder. And, they're probably starting to buy clothes, books and other things online.

Unfortunately, older teens also use new technologies in a more negative way - looking at pornography on the Web, taking part in violent online games and exchanging sexts (swapping nude and sexually suggestive images) are just a few example of risk-taking behaviours. Whilst those early years with new technologies might have seemed complicated, they can appear somewhat trivial compared with the challenges older teens face in their digital world.

As a report by UK online charity YouthNet highlighted in 2009, there is a need for "more guidance and support for the vulnerable 'in-between group' of 16 and 17 year olds, who may be particularly at risk of over confidence as they feel under pressure to take on the responsibilities of adulthood."

It's clear that, far from leaving them to it, parents need to keep communicating with older teens and strike the right balance. They might want to keep some things to themselves, so respect their privacy; they might want to take sole control of their digital world, so respect their independence; and they're no doubt becoming resilient enough to deal with some online risks themselves, so let them.

"This period [15-18 years old] is the last stage of what we call 'childhood', when young people may still be the responsibility of their parents, but are also viewed as young adults... Effective online management at this stage will involve providing opportunities for them to explore and try different roles and identities while offering non-judgmental support..." according to the Byron Review.

* Source: Microsoft®, February 2010.

TAKE ACTION

1 **IF** your son or daughter asks you to remove the Parental Controls or SafeSearch from their computer, think carefully. Do you think they're mature enough to handle all online content and interactions? Should you just adjust the settings slightly (e.g. to 'moderate')?

2 **TEACH** them how to behave responsibly online and to respect others (e.g. how to download content from legitimate websites and not to post thoughtless comments)

3 **EXPLAIN** why it's important that they are careful with their personal information online as anyone could see it

4 **TALK** to them about the challenges and risks posed by sharing their location (e.g. on Facebook® Places or Foursquare) - it may not be wise for everyone to know their physical whereabouts

5 **AS PART OF** a wider discussion about sex and relationships, cover off how they use the internet to explore their sexuality

6 **REMIND** them that what goes online stays online - use real-life examples like the fact that employers and university admissions tutors often check social networking sites for information about candidates

7 **DIRECT** them to reputable websites for health and wellbeing advice and warn them about websites that promote dangerous behaviours, such as eating disorders and self-harm

8 **MAKE** sure they check with you before buying anything online, especially if they want to use your credit card

Annie Mullins OBE is responsible for developing content standards policies at Vodafone Group Marketing, with a particular focus on children and young people.

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DIGITAL FOOTPRINTS:
WHAT GOES ONLINE STAYS ONLINE

A misjudged comment, an inappropriate photo - they could be there forever and for anyone to see. Annie Mullins OBE, Global Head of Content Standards at Vodafone, examines why it's so important for young people to carefully manage their online reputation.

Speak to any teen and I'm sure they'll agree that they care about what other people think of them. They're busy figuring out who they are, what they want out of life and which friends are most important to them and they often strive to be perceived in a certain way, be it funny, clever, sporty, friendly, rebellious, popular or cool.

Nowadays, young people don't just have to think about their real-life identity and reputation, but also their online one. They're increasingly creating their own digital content as a way of expressing themselves and engaging with the people who matter to them. But, because they've grown up with technology, they might not tread as carefully as you or I would when

publishing information about themselves on the internet or communicating via their mobile and other devices. They might even take on a completely different persona online.

A comment on a blog, a message on a social networking site, a photo sent by text, a video uploaded online, a conversation during a video game; they might not realise that their digital footprint is so far-reaching - soon everyone could see what they've posted. It's not just a privacy issue, but a reputational one too. What if they post inappropriate photos? Could their online messages be deemed offensive by others? Might they behave recklessly in a video they've made, albeit just for fun at the time?

"My group of friends usually put all photos up [on the internet]. Most of us have a camera, especially on our phones. We take loads of photos at parties, that sort of thing," one teenage boy told us. Like many young people, online is a natural extension of his and his friends' offline world - but are they aware that the things they write or the images they share in the digital world could have a huge impact on their reputation in real life, over a long period of time? After all, anything young people post online can be searched for and retained by other people (e.g. fellow students, strangers, future employers, university admissions tutors). Once it's out there, they can't take it back.

Online reputation management is clearly a concern for many parents. "They can

put a lot of information about themselves, which I don't necessarily think is great. They do become very personal," said one mum we spoke to, whilst another was amazed how many people were interacting with her son online: "It is frightening because he's actually had 12,000 hits. The more I know, the more frightening it gets."

Fortunately, children, parents and schools can take action to help protect their online identity and reputation, by making the most of privacy controls and other online tools. Common sense plays a large part too.

"Many users are learning and refining their approach as they go - changing privacy settings on profiles, customising who can see certain updates and deleting unwanted information about them that appears online," says Mary Madden, author of a major Pew Internet report on reputation management.

Marsali Hancock of the Internet Keep Safe Coalition has a final piece of advice for parents, "Everything young people do online contributes to their digital reputation - help them develop an online reputation that is an asset rather than a liability."

> They can put a lot of information about themselves [online]...they do become very personal.

Q&A WITH FACEBOOK®
www.facebook.com

Digital Parenting puts some of your questions to **Lord Richard Allan, European Director of Public Policy at Facebook®**

Lord Allan leads Facebook®'s public policy work in Europe. He was previously a Member of Parliament in the UK, specialising in technology issues.

Q What advice would you give young people about managing their digital footprint?

A I would encourage them to really think about what they post today and understand that it can last a long time. Even if they decide they want to take something down, others could have copied it or saved it. And, just like they are in the offline world, teens should remember to be good friends online, too. Never spread rumours or bully others, and if a teen sees someone else being bullied or harassed, stand up for them and tell someone.

Q What tools can young people use on Facebook® to help them do this?

A On Facebook®, everyone can control their information - including teens. It's so important that young people go to their privacy settings and decide how broadly or narrowly they want to share something. For instance, it's possible to share a status update with just one or two people or to create a specific list of people with whom to share info. We also have reporting links throughout our site, on almost every page, so if teens ever see something they think is inappropriate or offensive, we want them to report it. All reports are anonymous and our team works around the clock to respond to these reports.

Q What role should parents play in guiding their children when it comes to their digital footprint?

A I'm a parent, so I know it can be daunting to keep up with all of the different technologies out there. But, at the same time, the rules that have always applied to parenting offline also apply online - know where your kids are going online and make sure they're never talking to strangers. Let them know that they can always come to you if something doesn't seem right. Let them know that how they act today - online or off - can impact their reputation with university admissions tutors or future employers tomorrow.

• DID YOU KNOW? •

- **43% of European teenagers believe that it is completely safe to post personal information online**
- **71% of European teenagers post photos and videos of themselves and friends on social networking sites**
- **Almost half of recruiters across Europe look for information about potential candidates on social networking sites**

Source: Microsoft®, January & February 2010.

For further advice about managing online reputation, go to www.vodafone.com/parents/reputation

TAKE ACTION

1 REMIND your son or daughter that the internet is a public place - anyone could see what they post and it might be there forever. Would they really want fellow students/teachers/admissions tutors/future employers/strangers to see it?

2 ENCOURAGE them to make the most of built-in privacy tools - they can set their social networking page or blog to "private", for example, so that only invited people can see it

3 EXPLAIN to them that every time they go online or use their mobile they leave a trail - they're not anonymous in the digital world

4 SIT DOWN regularly with your child and type their name into a search engine so they can see what comes up about them - they might be surprised

5 ENCOURAGE them to ask permission before publishing or tagging photos and videos of their friends or family on the Web (and to ask their friends to do the same) - not everyone wants to be famous

6 EXPLAIN why it's important that they're honest about their age when registering for websites - minimum age limits are there to help protect them

7 DISCUSS how they could be breaking the law if they make comments about someone online (what they say could be slanderous, for example)

8 TALK to them about the consequences of sharing intimate or nude images online or via their mobile (known as sexting)

HOW TO...
SET UP FACEBOOK® PRIVACY CONTROLS

Facebook® is one of the most popular social networking sites in the world, with more than 500 million active users. It has a minimum age limit of 13.

Its privacy controls enable users to decide which people and applications can see their information. If your son or daughter is on Facebook®, they can choose to share their information with 'friends only', 'friends of friends' or 'everyone'.

If they have registered on Facebook® as being under 18, they don't have public search listings created for them (i.e. their Facebook® profile wouldn't come up if someone Googled them) and their information is limited to friends of friends and networks, even if they have chosen to make it available to everyone. Their name, profile picture, gender and networks are visible to everyone, however.

In this tutorial, we show you how your child could further customise their privacy controls on Facebook®.

1. SHARING ON FACEBOOK®

2. BASIC DIRECTORY INFORMATION

3. APPLICATIONS AND WEBSITES

4. BLOCK LISTS
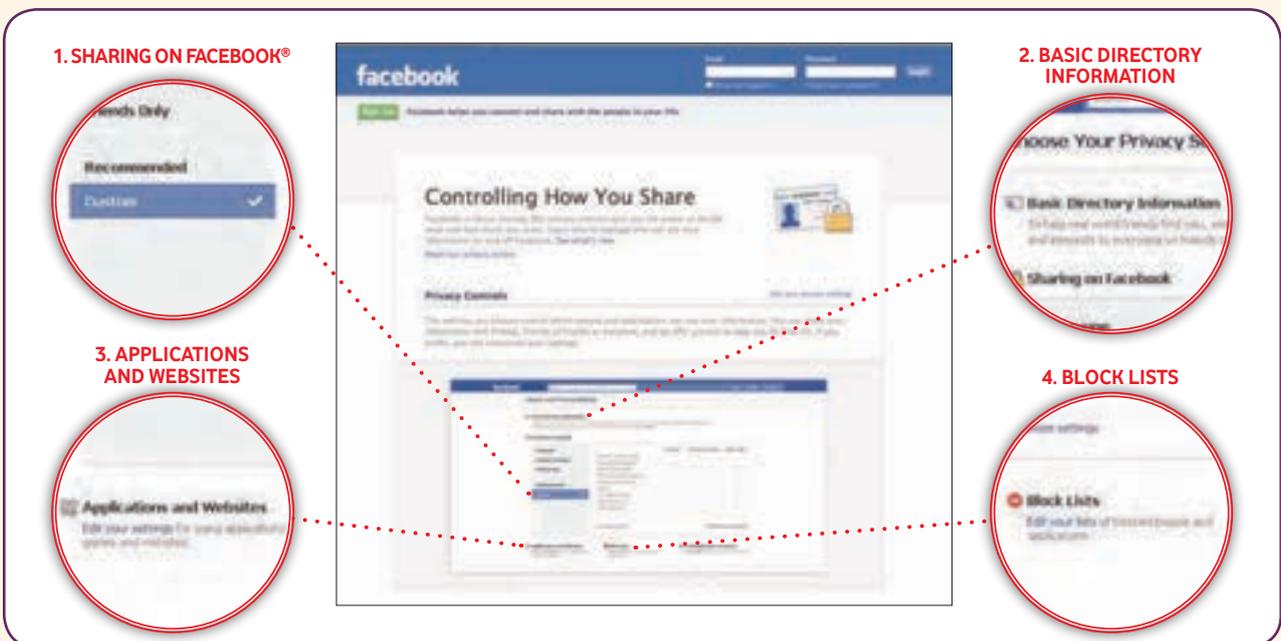
STEP 1

Sharing on Facebook®
Here, your child can control who can see what they post on a day-to-day basis, such as status updates (what they're doing now), photos and videos. It also includes settings for things they share about themselves (e.g. birthday and contact information) and content that others share about them (e.g. comments on their posts and photos/videos they've been tagged in).

Facebook® recommends the kind of basic information users share by default, but your child can go through each individual setting and decide who can see particular information by clicking on 'Customize settings' in the 'Sharing on Facebook®' section (see number 1 on the screenshot at the beginning of this tutorial).

'Customize settings' enables your child to decide who they are happy seeing and commenting on things they share, things on their Wall (where they and their friends post and share) and things they're tagged in, such as 'Mobile phone', 'Address', 'Birthday', 'Places I check in to' and 'Photos and videos I'm tagged in'. It also includes 'Places I check in to' and 'Include me in 'People Here Now' after I check in' options, which are related to Facebook®'s new location service, Places.
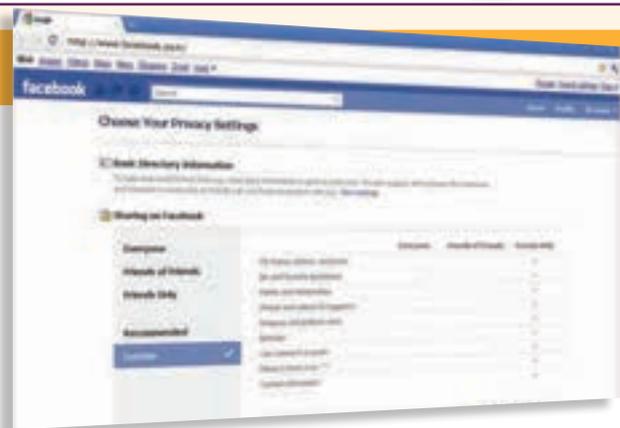
STEP 2

Basic Directory Information

Certain information on Facebook® is visible to everyone so that people can find and connect with other users. This includes your child's name, profile picture, gender and networks. They cannot customise the settings for this information but they can view and change the other basic settings, such as 'See my current city and hometown' and 'See my interests and other Pages'.

To do this, they should go to Account/Privacy Settings and click on 'View settings' in the 'Basic Directory Information' at the top of the page (see number 2 on the screenshot at the beginning of this tutorial). They can then go through each individual setting and decide who should see particular information.
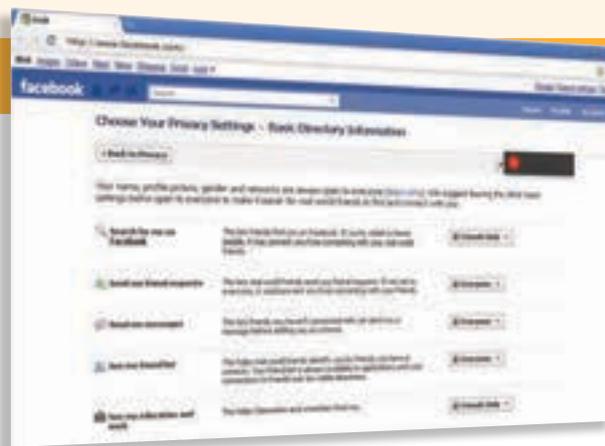
Please note that in some of the basic settings, there is an additional 'Customize' option in the drop-down menu in the 'Basic Directory Information' to enable users to hide content from individuals even if they are on their friends list.

STEP 3

Applications and websites

This section controls what information is shared with applications, games and websites, including search engines. Your child can view their applications, remove any they don't want to use or turn off the platform completely. By clicking on 'Edit your settings' (see number 3 on the screenshot at the beginning of this tutorial), your child can choose things like 'who can see their recent games and application activity' here.

STEP 4

Block Lists

'Block Lists' lets your child block certain people from interacting with them or seeing their information on Facebook®, ignore application and event invitations from certain people, and see a list of the applications they have blocked. They should click on 'Edit your lists' underneath 'Block Lists' to access these settings (see number 4 on the screenshot at the beginning of this tutorial).
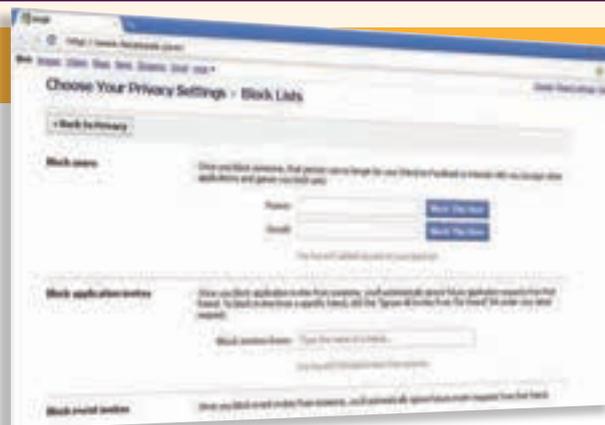
FACEBOOK® PLACES

Facebook®'s location service, Places, launched in 2010. Users 'check in' from mobile devices to share their location with their online contacts and see where their friends are. Facebook®'s privacy controls allow Places users to decide how and with whom they share their location, including whether or not their friends can check them in to places.

For more information about Facebook®'s privacy controls, go to www.facebook.com/privacy/explanation.php

facebook

www.facebook.com

Teenagers and Technology

Text, text, text, that's all they think about: but are all those hours on the phone and Facebook® turning teenagers into screen-enslaved social inadequates?
Jon Henley from The Guardian* finds out.

"I'd rather," deadpans Philippa Grogan, 16, "give up, like, a kidney than my phone. How did you manage before? Carrier pigeons? Letters? Going round each others' houses on BIKES?" Cameron Kirk, 14, reckons he spends "an hour, hour-and-a-half on school days" hanging out with his 450-odd Facebook® friends; maybe twice that at weekends. "It's actually very practical if you forget what that day's homework is. Unfortunately, one of my best friends doesn't have Facebook®. But it's OK; we talk on our PlayStations".

Emily Hooley, 16, recalls a Very Dark Moment: "We went to Wales for a week at half term to revise. There was no mobile, no TV, no broadband. We had to drive into town just to get a signal. It was really hard, knowing people were texting you, writing on your Wall, and you couldn't respond. Loads

> **Flirting, boasting, gossiping have always happened; social networking and mobiles have simply facilitated the whole process.**

of my friends said they'd just never do that".

Teens, eh? Not how they were when I was young. Nor the way they talk to each other. Let's frighten ourselves: for a decade, the Pew Internet & American Life Project has been the world's largest and most authoritative provider of data on the internet's impact on the lives of 21st-century citizens. Since 2007, it has been chronicling the use teenagers make of the net, in particular their mass adoption of social networking sites. It has been studying the way teens use mobile phones, including text messages, since 2006.

This is what the Project says about the way US teens (and, by extension, teenagers in much of western Europe: the exact figures may sometimes differ by a percentage point or two, but the patterns are the same) communicate in an age of Facebook® Chat, instant messaging and unlimited texts. Ready?

First, 75% of all teenagers (and 58% of 12-year-olds) now have a mobile phone. Almost 90% of phone-owning teens send and receive texts, most of them daily. Half send 50 or more texts a day; one in three send 100. In fact, in barely four years, texting has established itself as comfortably "the preferred channel of basic communication between teens and their friends".

But phones do more than simply text, of course. More than 80% of phone-owning teens also use them to take pictures (and 64% to share those pictures with others). Sixty per cent listen to music on them, 46% play games, 32% swap videos and 23% access social networking sites. The mobile phone, in short, is now "the favoured communication hub for the majority of teens".

*The teen issue: 'We're not socially abnormal', (entire article), Jon Henley, 16 July 2010 ("the Content").

Like most of her peers she wouldn't dream of using her phone to actually phone anyone.

As if texting, swapping, hanging and generally spending their waking hours welded to their phones wasn't enough, 73% use social networking sites, mostly Facebook® – 50% more than three years ago. Digital communication is not just prevalent in teenagers' lives. It IS teenagers' lives.

There's a very straightforward reason, says Amanda Lenhart, a Pew senior research specialist. "Simply, these technologies meet teens' developmental needs," she says. "Mobile phones and social networking sites make the things teens have always done – defining their own identity, establishing themselves as independent of their parents, looking cool, impressing members of the opposite sex – a whole lot easier."

Flirting, boasting, gossiping, teasing, hanging out, confessing: all that classic teen stuff has always happened, Lenhart says. It's just that it used to happen behind the bike sheds, or via tightly folded notes pressed urgently into sweating hands in the corridor between lessons. Social networking sites and mobile phones have simply facilitated the whole business, a gadzillion times over.

For Professor Patti Valkenburg, of the University of Amsterdam's internationally respected Centre for Research on Children, Adolescents and the Media, "contemporary communications tools" help resolve one of the fundamental conflicts that rages within

every adolescent. Adolescence, she says, is characterised by "an enhanced need for self-presentation, or communicating your identity to others, and also self-disclosure – discussing intimate topics. Both are essential in developing teenagers' identities, allowing them to validate their opinions and determine the appropriateness of their attitudes and behaviours.

But, as we all recall, adolescence is also a period of excruciating shyness and aching self-consciousness – which can make all that self-presentation and self-disclosure something of a perilous, not to say agonising, business. So the big plus of texting, instant messaging and social networking is that it allows the crucial identity-establishing behaviour, without the accompanying embarrassment. "These technologies give their users a sense of increased controllability," Valkenburg says. "That, in turn, allows them to feel secure about their communication, and thus freer in their interpersonal relations."

"Controllability", she explains, is about three things: being able to say what you want without fear of the message not getting through because of that humungous spot on your chin or your tendency to blush; having the power to reflect on and change what you write before you send it (in contrast to face-to-face communication);

and being able to stay in touch with untold hordes of friends at times, and in places, where your predecessors were essentially incommunicado.

But what do teenagers make of this newfound freedom to communicate? Philippa reckons she sends "probably about 30" text messages every day, and receives as many. "They're about meeting up – where are you, see you in 10, that kind of thing," she says.

"There's an awful lot of flirting goes on, of course. Or it's, 'OMG, what's biology homework?'. And, 'I'm babysitting and I'm SOOOO bored.'" (Boredom appears to be the key factor in the initiation of many teen communications.)

Like most of her peers, Philippa wouldn't dream of using her phone to actually phone anyone, except perhaps her parents – to placate them if she's not where she should be, or ask them to come and pick her up if she is. Calls are expensive, and you can't make them in class (you shouldn't text in class either, but "lots of people do").

Philippa also has 639 Facebook® friends, and claims to know "the vast majority" (though some, she admits, are "quite far down the food chain"). "I don't want to be big-headed or anything, but I am quite popular," she says. "Only because I don't have a social life outside my bedroom,

though." When I call her, 129 of her friends are online.

Facebook® rush-hour is straight after school, and around nine or 10 in the evening. "You can have about 10 chats open at a time, then it gets a bit slow and you have to start deleting people," Philippa says. The topics? "General banter, light-hearted abuse. Lots of talk about parties and about photos of parties." Cred-wise, it's important to have a good, active Facebook® profile: lots of updates, lots of photos of you tagged.

Sometimes, though, it ends in tears. Everyone has witnessed cyber-bullying, but the worst thing that happened to Philippa was when someone posted "a really dreadful picture of me, with an awful double chin", then refused to take it down. "She kept saying, 'No way, it's upped my profile views 400%,'" says Philippa. It's quite easy, she thinks, for people to feel "belittled, isolated" on Facebook®.

There are other downsides. Following huge recent publicity, teens are increasingly aware of the dangers of online predators. "Privacy's a real issue," says Emily. "I get 'friend' requests from people I don't know and have never heard of; I ignore them. I have a private profile. I'm very careful about that."

A 2009 survey found up to 45% of US companies are now checking job applicants' activity on social networking sites, and 35% reported rejecting people because of what they found. Universities and colleges, similarly, are starting to look online. "You need to be careful," says Cameron Kirk, astute and aware even at 14. "Stuff can very

easily get misunderstood." Emily agrees, but adds: "Personally, I love the idea that it's up there for ever. It'll be lovely to go back, later, and see all those emotions and relations.

"Pew's Lenhart says research has revealed a class distinction in many teens' attitudes to online privacy. "Teens from college-focused, upper-middle-class familes tend to be much more aware of their online profiles, what they say about them, future consequences for jobs and education," she says. "With others, there's a tendency to share as much as they can, because that's their chance for fame, their possibility of a ticket out."

'I'd rather, like, give up a kidney than my phone'

The question that concerns most parents, though, is whether such an unprecedented, near-immeasurable surge in non face-to-face communication is somehow changing our teenagers — diminishing their ability to conduct more traditional relationships, turning them into screen-enslaved, socially challenged adults. Yet teens, on the whole, seem pretty sensible about this. Callum O'Connor, 16, says there's a big difference between chatting online and face to face. "Face to face is so much clearer," he says. "Facebook® and instant messaging are such detached forms of communication. It's so

easy to be misinterpreted, or to misinterpret what someone says. It's terribly easy to say really horrible things. I'm permanently worrying — will this seem heartless, how many kisses should I add, can I say that?"

He's certain that what goes on online "isn't completely real. Some people clearly think it is, but I feel the difference. It's really not the same." Emily agrees: "It's weird. If I have a massive fight on Facebook®, it's always, like, the next day, did it actually matter? Was it important? I always go up to the person afterwards and talk to them face to face, to see their emotions and their expressions. Otherwise you never know. It's complicated.

"Emily is fairly confident that social networking and texting aren't changing who she is. "I'm the same online and in person. All this is an extension to real life, not a replacement." Olivia Stamp, 16 and equally self-aware, says she thinks social networking actually helps her to be more herself. "I think of myself as quite a shy person," she says. "So it's actually easier to be myself on Facebook® because you can edit what you want to say, take your time; you don't feel awkward. I definitely feel more confident online — more like the self I know I really am, beneath the shyness."

These new communications technologies, Olivia says, are "an enhancement, an enrichment actually. They bring people even closer, in fact, without replacing anything. We're not socially abnormal. Look at us!" And the experts seem to back that up. Valkenburg says: "Our research gives no reason at present for concern about the social consequences of online communication — but it's early days. What if the constant self-confirmation teens experience online turns into excessive self-esteem, or narcissism? We don't know yet."

Lenhart puts it another way. "Our research shows face-to-face time between teenagers hasn't changed over the past five years. Technology has simply added another layer on top. Yes, you can find studies that suggest online networking can be bad for you. But there are just as many that show the opposite."

We should, she suggests, "Step back. The telephone, the car, the television — they all, in their time, changed the way teens relate to each other, and to other people, quite radically. And how did their parents respond? With the same kind of wailing and gnashing of teeth we're doing now. These technologies change lives, absolutely. But it's a generational thing."

TEENAGER: 'I'd be lost without my mobile'

Amy Johnson

19 year old Amy Johnson tells **Digital Parenting** how she relies on technology more than she realises and explains that she'd be lost without her mobile and (quite literally) lost without her Sat Nav.

If I want to find something out, I Google it...usually on my mobile because it has a faster connection than the broadband we have at home. The only thing I ever use my computer for now is to listen to music through YouTube™ or to download music through iTunes. Computers and the internet don't have the fascination they used to. I barely use them but if I didn't have my phone, I'd be lost. It is my communication with my friends and if I ever lost it or broke it or for some reason didn't have one, I wouldn't have a social life. I wouldn't be able to find out what was going on.

I mainly use the internet to check what everyone's up to on Facebook® because it's the only way to see what friends are doing... apart from when I spend half the day attached to my mobile phone texting them. Websites like Facebook® where you can interact with friends and family change depending on what is in fashion. Before Facebook®, the trend was

MySpace, so in a couple of years people probably won't be using Facebook® any more and there will another website that's better and more fashionable.

When I think about it, I rely on technology more than I realise. I use Sat Nav to find my way everywhere - if I didn't have my Sat Nav, I'd probably be lost for half my life. It was the first thing I bought when I passed my driving test and it means I can travel anywhere to visit friends.

When I was in school they used to ban certain sites or certain search terms. You weren't allowed to Google 'games' because they didn't want us doing anything other than what we were supposed to be doing. Thinking back, there was always a solution to that problem - you could get to the websites you wanted by using other sites designed to get around the bans. The fact that we couldn't play games or visit Facebook® made us want to do it more. It was a challenge to find a way to beat the school's

rules. I would find people sitting on Facebook® doing nothing just because they could.

There is big competition between people for what type of phone they use. Guys are even using them as chat up lines! A friend was asked to choose which phone was best by two male friends. It was nothing to do with a choice of telephones. When they asked her to choose between a BlackBerry® and an iPhone, she knew it wasn't a choice between telephones, it was a choice between them. Men use their mobile phone as status symbols. They always want to have the best phone or laptop, whereas I just want something that works – although I wouldn't complain if my parents got me an iPhone. Or a computer that worked just a little bit faster instead of waiting half an hour for a window to load or my computer to boot up. My parents hardly use the computer at home so they're not really bothered. Thank goodness for my mobile!

SPOTLIGHT ON...
DIGITAL SPACES

With so many different devices, platforms, websites, services and apps available to young people, it can be hard to keep up. **Digital Parenting** investigates a few of their favourite digital spaces.

"New technologies are integral to the lives of all children, young people and their parents," says Professor Tanya Byron, author of the 'Do we have safer children in a digital world?' report. "They inspire children to be creative, communicate and learn. It is essential that children and young people tap into the potential of the digital world if they are to enjoy their childhood and succeed in life."

One mum who spoke to Vodafone last year puts it more bluntly: "It's their social life. It's that kind of Web that keeps them all together. They probably couldn't do without it now because they're so used to it".

For many parents, their child's digital world can seem baffling at times - a whirl of fast-moving fingers, text speak and adrenalin rushes. That's why it's vital that parents get to grips with the different kinds of technology that young people are enjoying and get more involved with their digital spaces.

As Linda Burch of Common Sense Media points out, "Both adults and teens have important points to bring to conversations about digital literacy and citizenship. Adults bring their wisdom about the world, while teens bring their comfort and understanding of technology."

Young People's Digital Spaces

e.g. Scribble, Glee, Shazam

e.g. Habbo Hotel, Moshi Monsters, Stardoll

e.g. Xanga, LiveJournal, Twitter

e.g. YouTube, Google Video, Metacafe

Apps

Virtual worlds

Blogs

Bluetooth

Video

Chat & IM

e.g. Windows Live Messenger, Yahoo! Chat

Smart tablet/pad

Computer /laptop

Mobile phone

Texting

Interactive TV

YOUR CHILD'S DIGITAL WORLD

Games console

Email

e.g. Gmail, Hotmail, Microsoft Windows

e.g. Facebook, Bebo, MySpace, Togetherville, Vodafone 360

Social networking

Digital camera

MP3 player

Forums & message boards

Shopping

Internet telephony

e.g. TheSite.org, teenvogue.com

e.g. Amazon, Asos, Firebox

Photos

Music

Location services

e.g. Skype, Truphone

e.g. Flickr, Photobucket, Piczo

e.g. iTunes, Spotify, MySpace

e.g. Facebook Places, Foursquare, Gowalla

MOBILES

Mobiles are a fact of life for many children and teenagers. Parents like to know that their son or daughter is contactable at any time and, for young people, mobiles have become vital for staying in touch with friends, accessing entertainment and much more.

Smart phones, such as the iPhone or BlackBerry® devices, have really captured people's imagination in recent years as they give you a mini-computer in your pocket. Young people who have smart phones can send and receive emails and instant messages, update their social networking profile or blog, watch videos, download and play music, look up things on websites and take photos.

As mobiles become even more powerful - with larger memories and greater processing power - adults and children alike will be able to do even more with them. Research by Pew Internet reveals that 83% of American teens already use their phones to take photos, 60% play music on them, 46% play games, 32% exchange videos and 23% access social networking sites.

Commenting on the Pew Internet study, co-author Rich Ling said: "These findings show that in a very short time cell phones have moved from being a fancy toy in a few teens' lives to favoured communications hubs for most teens that are vitally important to nourishing their ties to friends and co-ordinating complicated family lives."

Alongside all the positives, however, young people face some potential challenges and risks when it comes to using mobiles. These include accessing inappropriate content, running up large bills, being cyberbullied, exchanging sexual images (known as sexting), having their mobile stolen and being located by strangers.

Many of the mobile providers offer information, support and built-in tools, such as Parental Controls, to help minimise these challenges and risks. Companies like Vodafone also follow a code of practice and have signed up to the European Framework for Safer Mobile Use by Younger Teenagers and Children and the Mobile Alliance Against Child Sexual Abuse Content.

90% The number of children in Korea and Cyprus who own a mobile phone by the age of 13

Source: GSMA/NTT DOCOMO study, June 2010.

USEFUL WEBSITES

European Framework for Safer Mobile Use by Younger Teenagers and Children — www.gsmeurope.org/documents/safer_children.pdf

Mobile Alliance Against Child Sexual Abuse Content — www.gsmworld.com/mobilealliance

Vodafone Parents' Guide — www.vodafone.com/parents/mobile

Keeping up:
The age of the smart phone, smart tablet and pad

No doubt you've heard the phrase "smart phone" - it features heavily in this magazine. Smart phones, such as the Apple iPhone, BlackBerry® devices, the Nokia N8 and phones running the Android operating system (e.g. the HTC Desire and Samsung Galaxy) are really small handheld computers, offering sophisticated computing on the move. They have more powerful processors, greater memory and larger screens than basic feature mobile phones.

Smart phones are in high demand, especially from young people, so it's important to keep up with new technology developments and understand what these devices are capable of before you give one to your child, even in the face of pester power.

Smart phones are capable of far more than simply making calls and texting. They include features such as taking and sharing images and videos, accessing the internet, sending and receiving email, instant messaging, editing documents, making and receiving social networking updates, getting travel directions via GPS, and even playing games with friends. Smart phones can access the Web at higher speeds due to the growth of third generation (3G) networks and the addition of Wi-Fi to many handsets.

Mobile applications
Application platforms on smart phones are an important development as they allow software applications (apps) to be downloaded from a website or application store and installed on the phone. Almost all smart phones have this capability and there are some specific access points, such as the Apple Store and the Vodafone Shop, where users can purchase and download apps. Apps are being developed for a vast amount of uses - from games to travel maps, recognising star constellations to cooking recipes. The possibilities are endless and they are quickly taking hold in the technological landscape. It's important that parents understand that some apps might be inappropriate for children and young people (e.g. they might contain content that is 18-rated and only appropriate for an adult audience) and that some apps could present security risks, such as malware.

These smart phones also generally come with advanced Web browsers built in that can access all kinds of content from the Web, such as maps, videos, social networks and games. This means that all the content and services available on the Web are now available in your - or your child's - pocket.

Smart tablets and pads
The launch of smart tablets, books and pads is another example of how mobile devices are connecting users with apps and content in a much more intimate, intuitive and fun way. They have larger - often touch-based - screens and are another platform for audio and visual media, such as books, news, movies, music, and games, as well as Web content. Some of these devices, such as the Amazon Kindle and the Apple iPad, also have 3G and Wi-Fi to connect to the internet on the move.

Don't be surprised if one of these smart devices is on your son's or daughter's Christmas or birthday list.

SOCIAL NETWORKING

Social networking websites like Facebook® and MySpace offer young people a central place on the Web where they can create their own online profile containing personal information, such as their name, email address, hobbies, likes and dislikes, photos and videos, and set up contacts or "friends" lists with whom to share it.

Young people all over the world have embraced social networking in recent years. According to Pew Internet, nearly three-quarters of American teenagers use social networking sites, whilst research by Microsoft® reveals that 79% of European teenagers take part in social networking.

Most social networking sites (except those aimed at young children, like Club Penguin and Togetherville) have a minimum age of 13, which means it's particularly important for parents of teenage or soon-to-be-teenage kids to understand what they're about. But parents of younger children also need to discuss social networking with their kids - for, despite minimum age limits of 13 on Bebo, Facebook® and MySpace, the UK regulator Ofcom found that a quarter of 8-12 year olds have a profile on at least one of these services.

Young people access their social networks from their home computer, at friends' houses and even on their mobile or games console if they have internet access. They might also have more than one social networking profile and hundreds of contacts on their friends lists, some of whom they don't know in real life.

Parents should know which social networking sites their children are on (although their son or daughter might not tell them the truth) and they might even want to become their "friend" (i.e. be added to their contact list online so that they can see what goes on). Research by AOL reveals that 70% of parents have already "friended" their child.

On the whole, young people have very positive experiences on social networking sites as they give them the opportunity to express themselves, socialise, create, share and much more. There are some potential challenges and risks that parents should be aware of, however, such as cyberbullying, excessive use of technology, exploring sexual identity and health issues, identity theft, online grooming and managing reputation.

"I wouldn't be surprised if some parents worried about it because it is so easy just to make an account and accept someone and find out a lot about them."

> Most days you just go on it, whether it's just for a five minute check-up and just to see if anyone's left you any messages.

What do young people do on social networking sites?

22% of American teens check social networking sites more than 10 times a day, while only 4% of parents believe kids are checking that much

28% have shared personal information that they normally wouldn't have shared in public

25% have shared a profile with a false identity

26% have pretended to be someone else online

54% have joined an online community or Facebook® / MySpace group in support of a cause

Source: Common Sense Media, August 2009.

For parents of younger children, Parental Controls can help to limit the kind of websites they access. In addition, many of the leading social networking companies offer privacy controls and other tools to help protect teen users. Research by UK regulator Ofcom shows that young people are increasingly restricting access to their profiles to friends only, but some (especially boys) still keep their profiles public.

With tools like location services being integrated with social networking (e.g. Facebook® Places), it's even more crucial that parents get involved with this increasingly important space in their child's digital world.

> I wouldn't be surprised if some parents worried about it because it is so easy just to make an account and accept someone and find out a lot about them.

USEFUL WEBSITES

Know IT All – www.childnet.com/kia

Facebook® – www.facebook.com/help

Vodafone Parents' Guide – www.vodafone.com/parents/socialnetworking

GAMES

In the last few years, electronic games have taken a more central role in families all over the world. In fact, a study by Microsoft® has found that three-quarters of parents in Europe and the USA feel that video games can be beneficial to children and their families.

Young people are enjoying various types of games, including:

1 **INTERNET GAMES** played within a browser (Flash games)

2 **ONLINE GAMES** portals like Miniclip

3 **MULTI-PLAYER GAMES** like World of Warcraft

4 **VIDEO GAMES** like The Sims that are played on a computer or a games console (e.g. PlayStation, Xbox or Nintendo® Wii)

5 **VIRTUAL WORLD GAMES** like Club Penguin

According to the UK regulator Ofcom, around half of 12-15 year olds who ever play games say they mostly play on their own, whilst one in eight say they mostly play games with other people over the internet. Whilst some multi-player gaming might be with friends they know in real life, young people might also be interacting with complete strangers in a gaming environment.

When it comes to gaming, the research by Microsoft® shows that the main concern among parents is the amount of time their children spend playing games. Other worries include who they're playing with and whether the content is age-appropriate.

Many of the leading games providers offer Parental Controls to help parents stay in control of their child's gaming. These controls can be set by age (e.g. allowing an eight year old to only play 7+ games), to limit their play to 'friends only' or to restrict their time playing games. In addition, just as films are rated, video games are given a rating in most European countries by an organisation called PEGI, based on things like how scary the game is for a certain age group or whether it contains bad language.

USEFUL WEBSITES

Common Sense Media – www.commonsensemedia.org/game-reviews

PEGI – www.pegi.info

Vodafone Parents' Guide – www.vodafone.com/parents/games

Common Sense Media's 'The digital decade'

The
10
things that forever changed childhood

- Google
- Harry Potter
- Facebook®
- Nintendo® Wii
- YouTube™
- American Idol
- Wikipedia
- Mobile phones
- TiVo
- iTunes

The
10
things that we could have lived without

- Grand Theft Auto
- Digital cheating
- Erectile dysfunction ads
- The Bathroom Wall Facebook® app
- Gossip Girl books
- Superbad
- World of Warcraft
- The Celebutantes (Paris Hilton, Lindsay Lohan)
- Webkinz
- Texting while driving

www.commonsensemedia.org

common sense

Young people and digital media

Ofcom OFFICE OF COMMUNICATIONS

On average, children in the UK watch over 16 hours of TV and send 86 texts a week. Watching TV remains an important activity for younger children but by the time they're aged 12-15, the internet and mobiles play an increasingly significant part of their lives.

Almost all children watch TV, 80% use the internet at home, 60% use a mobile and 24% use a webcam. Mobile phones and webcams become more popular as a child gets older: 23% of 5-7s use a mobile, 56% of 8-11s and 92% of 12-15s. As children get older they're more likely to have a range of media in their bedroom.

Most parents are positive about their children using these technologies - around two in three say the benefits of the internet for their child outweigh any

risk and over four in five trust their child to use the internet safely. But parents do have concerns about their children's use of media - four in five parents say they have rules about their child's internet use and a similar number have spoken to their children about staying safe online.

Most children appear to have taken internet safety messages to heart but there are still challenges: a third of home internet users aged 8-12 have a profile on popular social networking sites intended for those aged 13+; 9% of children aged 8-15 say that their social networking profile is open for anyone to see; 4% of 12-15s say they'd be happy to give out their home address online and 13% have some concerns but would still do this. And, in relation to the truth or otherwise

of online information, a third of 12-15s say that if a site has been returned by a search engine, then it must be true.

Parents (and grandparents) can be an important source of advice for children in relation to digital media. 50% of children aged 8-15 say they would prefer to learn about digital media from their parents. The majority of parents (77%) are happy that they know enough about how to help their child stay safe online. For those who are unsure, there's lots of useful information available which also gives practical help including a range of guides for parents on the Ofcom website.

www.ofcom.org.uk

Digital Parenting puts some of your questions to
Lucinda Fell, **Director of Policy and Communications at Childnet**

Lucinda Fell has broad experience working with both industry and government on internet policy, at organisations including the Internet Service Providers' Association (ISPA) and the former UK Department for Trade and Industry.

Q What kind of online and mobile activities is Childnet seeing children and teenagers doing?

A We know from our work in schools that children of both primary and secondary ages are using their phones to text each other, to play games and many use text to purchase ringtones for their phones. Those with internet enabled phones also use them to access their social networking sites and we are seeing many children and young people uploading photos and other user generated content, such as videos, as they are creating them.

Q What are the main benefits of new technologies for children and teenagers?

A The internet and new technologies provide a wide range of benefits for children and young people to discover, connect and to create, both at home and in school. The use of technology can also assist teachers and tutors in producing interactive and engaging lessons helping to further motivate students.

Q What are the main risks young people face in the digital world?

A All users, but particularly children and young people, can put themselves and others at risk through their conduct online. When we talk about risk, we talk about commercial risks, content-related risks and contact-related risks - but all of these are underpinned by a user's conduct. Very often, the question of risk for children and teens comes down to how the user participates and engages with the online environment. Information and images online have longevity and an incredible reach, which should be factored into any decision to post content, and all users need to think about the possible implications and impact of posting.

Q Do younger children face particular risks?

A For younger children, it's important for parents to talk with them about the type of personal information they are revealing. Parents can help younger children to use the internet safely by agreeing rules as a family about not disclosing personal information, the amount of time spent online and contacting people via the internet. We advise all users to be very careful about the information that they share online and to value their personal information highly. Personal information is not just limited to name and address. Photographs can give away a lot of truly personal information - your hair colour, eye colour, what your hobbies are, what your friends look like and about how old you might be.

Q What about teenagers?

A For teens, we often ask key questions on privacy to encourage them to stay safer. These include: Are you using the privacy settings offered by social networking services? Are you selecting friends online that you can trust? Do you know that person in real life? Teens should also remember it's not just about what they post, but how others may use that content. We ask: Are you thinking carefully about the potential consequences of publishing your photos or information before you upload it? How would you like other people (including schools and universities or future employers) to perceive you?

Q How important is it that parents are involved in their child's digital world?

A Keeping up-to-date with children and young people's use of technology is challenging for many adults and it can be hard to supervise what they are viewing and creating online, who they are chatting to and texting and what they are downloading. It is really important though for parents and carers to understand online safety issues and to be able to talk to children and young people about the internet so that they can get the most out of it and use it positively and safely. It is through having these conversations and talking about online safety and teaching children to use online applications safely that parents can help to keep their children safe online.

Quiz: How switc

Find out what kind of digital paren

1

Your 11 year old son tells you he's going to a friend's house to play RuneScape. Is it:

☐ **A.** Some kind of game he likes to play on the internet but you're not sure what it involves?

☐ **B:** A fantasy multi-player online role-playing game, which he could be playing against strangers from all over the world?

☐ **C.** A modern version of 'hide and seek'?

2

Facebook® has become your 10 year old daughter's favourite pastime. Should you:

☐ **A.** Make sure she has customised the privacy controls so that she only interacts with real life friends?

☐ **B:** Tell her to stop and explain your concerns that she used false information to sign up to the service (as Facebook® is for over-13s)?

☐ **C.** Accept that all young people are on social networking websites now - it's just part of life?

3

Your eight year old son wants a mobile phone for Christmas. Do you:

☐ **A.** Discuss what he wants a mobile for and offer to give him your old one when you get your next upgrade?

☐ **B:** Suggest that he doesn't really need a mobile now but you'll consider getting him one when he goes up to secondary school?

☐ **C.** Sigh with relief that he's given you an idea for a Christmas present and buy him the latest smart phone?

4

You see something on the news about 'digital footprints'. Do you:

☐ **A.** Type your son or daughter's name into a search engine to see what information comes up about them?

☐ **B:** Sit down with them and explain why they must 'think before they post' - images or messages they post online now could be there forever and could be seen by anyone (including teachers, future employers and complete strangers)?

☐ **C.** Switch over to another channel?

Whatever your level, Digital Parenting and www.vodafone.com/parents can help.

hed on are you?
t you are by taking our short quiz.

5

Bullies from your 13 year old daughter's school are harassing her on the internet and on her mobile. Do you:

- ☐ **A.** Give her a hug and suggest that she 'unfriends' the bullies online and ignores the text messages?

- ☐ **B:** Show her how to block the bullies online, help her to gather evidence (such as emails, Facebook® messages and texts), and arrange a meeting with her teacher to discuss what action the school can take?

- ☐ **C.** Accept that bullying is just part of growing up?

6

Your 14 year old son spends hours each day in his room playing on his games console. Do you:

- ☐ **A.** Speak to your husband/wife about needing to set limits on the amount of time he spends on it?

- ☐ **B:** Take the games console out of his bedroom and make the most of built-in Parental Controls to set time limits on it?

- ☐ **C.** Leave him to it - he's a typical teenager?

7

Your child's school has sent a letter home warning about a rise in sexting (exchanging sexual photos and videos) among students. Do you:

- ☐ **A.** Confiscate their mobile phone?

- ☐ **B:** Sit down with them to discuss sexting as part of a wider discussion about sex and relationships and explain that it's illegal to take, hold or share indecent images of under 18s?

- ☐ **C.** File the letter away - there's no chance your child would do something like that?

Mostly As - 'Could do better'
You know that you need to get to grips with your child's digital world but you don't really know where to start. Take time to read as much of this magazine as possible and visit our website at **www.vodafone.com/parents**, then sit down with your son or daughter and ask them what online activities they enjoy, set some boundaries and let them know you're there to help them stay in control.

Mostly Bs - 'Clued up'
You're clearly very clued up about your child's digital world and take the complexities of parenting in the 21st century seriously. You encourage your son or daughter to use new technologies but you also help them to manage the challenges and risks they bring. You might want to cherry pick some of our **Digital Parenting** articles and take a look at **www.vodafone.com/parents** - perhaps you'd like to know more about new trends like location services or sexting, for example.

Mostly Cs - 'Out of touch'
You're out of touch and need to stop taking a back seat. Your son or daughter might seem like they're in control of their digital world, but just like in the real world, they need your guidance. We recommend you read all our articles and visit our website at **www.vodafone.com/parents** so that you can talk confidently to your son or daughter about any digital issue - it might seem overwhelming but the checklist of action points at the bottom of each article should help.

MOTHER AND SON:
Technology in a family with a child with disability
Alison and Harry Thomas

Lots of children say that they "couldn't live" without their mobile/laptop/games console. But imagine if your child really couldn't manage without technology. Alison Thomas talks to **Digital Parenting** about technology in a family with a child with disability.

Harry is 11 years old and has cerebral palsy. He has very limited use of his limbs and has poor vision. He communicates with a Dynavox, which his mum describes as a 'Stephen Hawkins contraption'. It works by scanning through words and phrases that are grouped together in a grid system, which he can navigate through and select what he wants to say.

"It's a very high-tech device that comes from America and it allows Harry to communicate — amongst other things," explains Alison. "When he got it, he was able to start talking to people. Up to that point, people had spoken to him as though he was completely daft. Suddenly, people were able to hear him cracking jokes and saying rude words. He made huge leaps forward because other people could start to communicate with him."

The other things include being able to turn the television on and off, change channel, open and close curtains and, subject to adding on the right modules, access email and the internet.

Whilst many parents anticipate the day when social networking becomes part of their child's world with a certain nervousness, Alison looks forward to the time when Facebook® will make it possible for Harry to have a circle of friends who have similar disabilities and can 'hang out' with him online. In his school, there is one other person who uses the same machine. The internet gives him the opportunity to meet lots more boys who share his experiences and are 'like him'.

"I'm actually looking forward to Harry getting a Facebook® account. It will be great for him. I really want him to engage with communities, including thinking about the risks that might bring because he needs to engage with the world and sometimes, being in a special school makes him very cosseted. Technology makes it possible for him to experience the real world and the real world includes some risks."

Not everything has been plain sailing. The cost of this high-tech system — the only one that is suitable — is prohibitively expensive and is not available on the NHS or through local authorities. The £10,000 bill has to be footed by parents, as have the constant updates and add-ons. "There are enormous barriers to getting everything set up. You have to be very tenacious to get the equipment you need and you have no choice but to be tech-savvy."

Alison doesn't share the view that keeping up-to-date with regular technology is a real challenge.

"I'm like everyone else — my eight year old knows more about his games consoles than I do."

But for all the different challenges, there are plenty of things that are exactly the same.

"Harry uses his Dynavox to pick fights and have rough and tough conversations with his brother. Basically, they behave just like other brothers, and if they go too far, I'll disable the function Harry has to turn over the TV — which he does to annoy his brother — just like I will take the Nintendo® Wii control away if George spends too much time on it."

Different technology.
Same parenting.

INAPPROPRIATE AND **HARMFUL CONTENT**

THE FACTS

Just as your children might view unsuitable content on TV, at the cinema or in magazines, so might they online. **Digital Parenting** finds out how you can minimise the risks.

What kind of online content could be considered inappropriate or harmful for young people?

- Violence
- Pornography
- Gambling
- Adult chat rooms
- Promotion of harmful behaviours (e.g. eating disorders and reckless driving)
- **18+** Advertisements for adult products/services

How could they come across this content?

Often, young people come across inappropriate or potentially harmful content inadvertently via a search engine, by clicking on a link or pop-up, opening an email attachment or mistyping a website address. Friends might post offensive messages on their social networking profile, send them inappropriate photos or videos via text or Bluetooth or persuade them to take part in an online or console-based game that is meant for adults.

In some cases - especially among older teens - they might deliberately seek out inappropriate materials and share them with their friends. According to EU Kids Online, a major study of internet use among young people in Europe: "Boys appear more likely to seek out offensive or violent content, to access pornographic content or be sent links to pornographic websites; girls appear more likely to be upset by offensive, violent and pornographic material…"

66% of European teenagers state that their parents do nothing to limit or control their internet use

Source: Microsoft®, February 2010.

What are service providers and other organisations doing to protect younger internet users?

Many of the leading internet, mobile and games providers offer Parental Controls that help parents to block access to 18-rated content. Plus, Google provides a SafeSearch option, YouTube™ has a Safety Mode and many video games are rated by age. Social networking services like Facebook® and mobile services like Vodafone 360 also have codes of conduct and community guidelines that do not allow inappropriate content, such as obscene images or offensive messages, to be posted by their members. If someone makes a complaint, many providers will take action, such as taking down inappropriate content and suspending members. ◖

YouTube™ Safety Mode
www.youtube.com

Video-sharing website YouTube™ launched its Safety Mode in early 2010. It's an opt-in setting that helps screen out potentially objectionable content that parents might prefer their children not to see (e.g. a news video that contains graphic violence). To opt in, just click on the link at the bottom left of any video page on YouTube™. You can even lock Safety Mode on your browser if you have a YouTube™ password.

Digital Parenting puts some of your questions to **Laura Scott, Communications & Public Affairs Manager** at **Google**

Q What are the potential challenges and risks when children and teenagers search the internet?

A In many ways, using the internet is similar to finding your way around the real world - there are parts of the offline world where you wouldn't let your kids go unsupervised and encouraged to explore everything. Yet it's not always possible to monitor your child's online activity. There are tools, like Parental Controls on many sites and filters like Google's SafeSearch™, that help you manage what content your children see. As they get older, they need to know how to use the internet when they're on their own. And as parents, that's about equipping our kids with the skills they need to navigate online safely and responsibly, just like in real life.

Q What advice would you give parents about inappropriate content?

A If you're concerned that your child might be accessing inappropriate content, talk to them. It might be a difficult subject to broach but being open, honest and approachable will make it easier for them to discuss their feelings and experiences. Get to know where your children go online. If you have younger children, use the internet with them. For older children, you could talk about what kinds of sites they like to visit and what is and isn't appropriate for your family. Remember, a lot of websites like YouTube™ and social networking sites are not for children under 13. You can also check where your kids have been by looking at the history in your browser menu.

Q What are the benefits of Google SafeSearch™ for young people?

A SafeSearch screens sites that contain sexually explicit content and removes them from your search results. While no filter is 100% accurate, SafeSearch helps you avoid content you may prefer not to see or would rather your children did not stumble across.

Q Is SafeSearch easy to set up?

A Yes. By default, Moderate SafeSearch is turned on, which keeps explicit images out of Web and image search results. If you prefer, you can change your setting to Strict filtering to filter explicit text as well as images. To enable the lock, select "Settings" on the Google homepage and choose "Search Settings".

- Scroll down to SafeSearch Filtering and click "Lock SafeSearch"
- You will be required to sign in
- You will be asked to "Lock SafeSearch Filtering" - this will set SafeSearch filtering to strict
- The spinning icon indicates that SafeSearch is being set to strict and locked across Google domains

Even from across the room, the coloured balls give parents and teachers a clear visual cue that SafeSearch is still locked. And if you don't see them, it's quick and easy to verify and re-lock SafeSearch.

Visit the **Google Family Safety Centre** at **www.google.co.uk/familysafety/**

For more advice about inappropriate or harmful content, go to www.vodafone.com/parents/inappropriate

TAKE ACTION

1 **JUST AS YOU RELY** on TV watersheds and film ratings to help protect your child from unsuitable content in other media, make the most of online tools like Parental Controls and SafeSearch - but remember that they might not be 100% effective and they aren't a substitute for parental supervision

2 **WITH YOUNGER CHILDREN,** agree which websites they can use; with teens, discuss what is appropriate and what is inappropriate. Pay special attention to search engines as they're often the first port of call for young internet users

3 **DISCUSS THE IMPORTANCE** of age limits on video-sharing websites (e.g. YouTube™ is 13+) - they're there to help protect younger children from unsuitable content

4 **EXPLAIN WHY** they shouldn't click on links or open email attachments sent by people they don't know or respond to surveys or questionnaires

5 **MAKE SURE** they know they can talk to you about anything in their digital world that worries them at any time and reassure them that you won't take away their internet access, mobile or games console

6 **IF YOU'RE CONCERNED** that something your child has seen online is inappropriate, report it to your internet, mobile or games provider (go to the 'Help' or 'Safety' areas on their website to find out how). If you think it could be illegal, report it to the relevant INHOPE hotline in your country too

HOW TO...
SET UP GOOGLE SAFESEARCH™

Searching online is a popular activity among young people. Whether they're looking for information to support their hobbies and interests, researching their homework or simply trying to find the answer to a question that's been niggling them, Google is often their first port of call.

As a parent, you need to be aware that your son or daughter might come across inappropriate content during their online search - even if they're searching on a seemingly harmless keyword or subject.

The good news is that Google offers a SafeSearch feature, which helps you to keep adult content out of search results. SafeSearch screens websites that contain sexually-explicit content and removes them from your search results. Whilst no filter is 100% accurate, SafeSearch helps your children to avoid inappropriate content online.

Here's how you can modify your computer's search settings and set up Google SafeSearch™:

STEP 1

Go to **www.google.com** and click on **'Search settings'** under the settings link at the top right of the page.
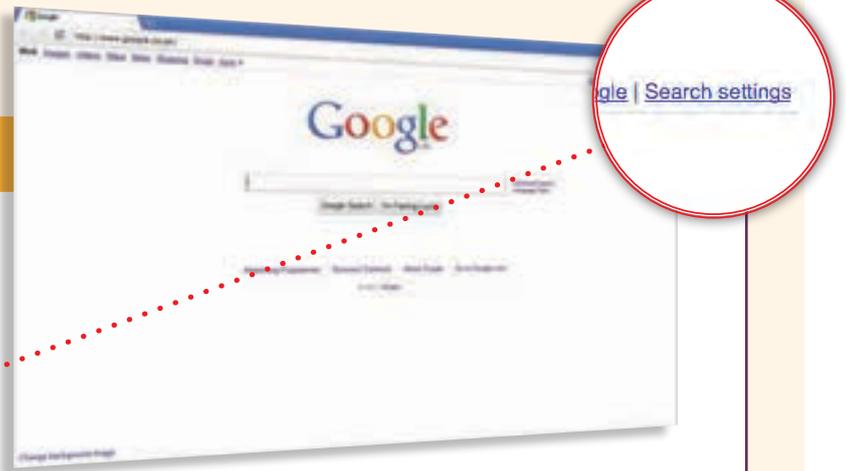
STEP 2

Go to the third section on the **'Search settings'** page, called **'SafeSearch Filtering'** and choose the level of filter you would like activated on your family's computer. **'Strict filtering'** filters both explicit text and explicit images whilst **'Moderate filtering'** filters explicit images only (moderate is the default filter setting on Google).
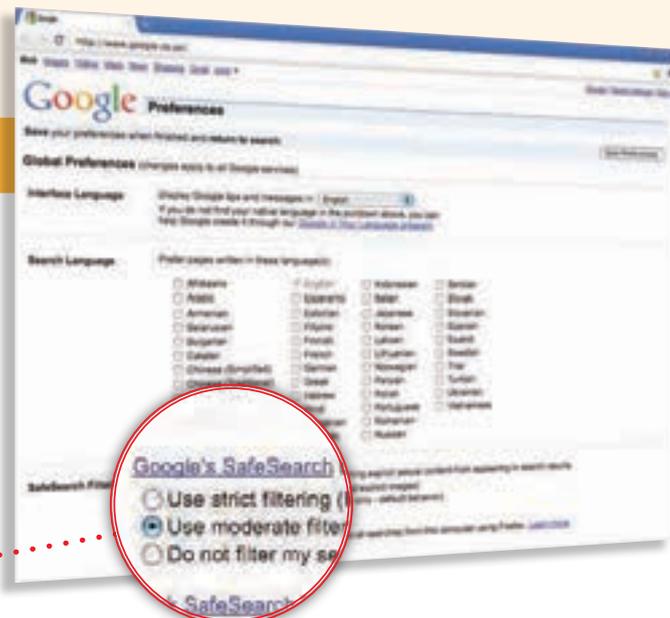
STEP 3

If you have a Google account, you can lock SafeSearch on your family's computer so that **'strict filtering'** is always in place and no-one except you can change the settings. Simply click on **'Lock SafeSearch'** on this page.
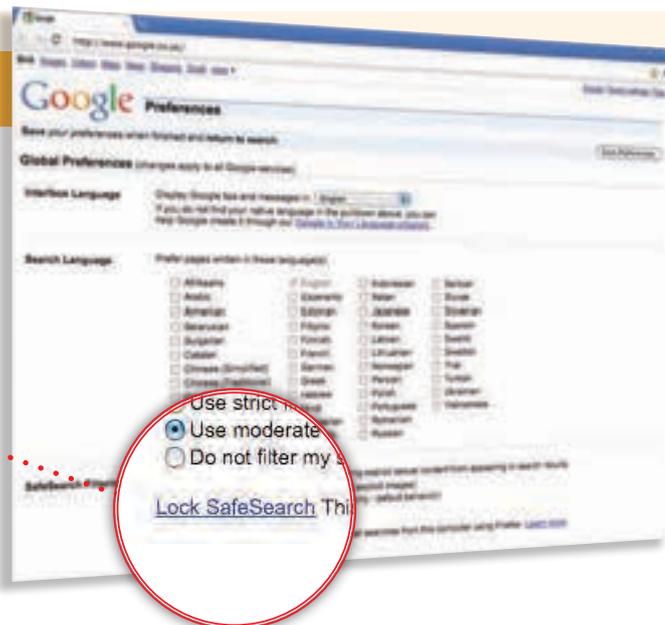
If you're not already signed in to your Google account, you'll be asked to sign in. Once you're signed in, click **'Lock SafeSearch'**. It might take a moment for the filters to be applied to all Google domains, then you'll see a confirmation page once the lock is engaged. Please note, if you have more than one browser such as Google Chrome, Internet Explorer or Safari on your computer or if your family computer has more than one user profile, you'll need to set the lock on each one.

When SafeSearch is locked in place, you'll see a set of coloured balls at the top of all search pages. If the coloured balls aren't there, SafeSearch is no longer locked.
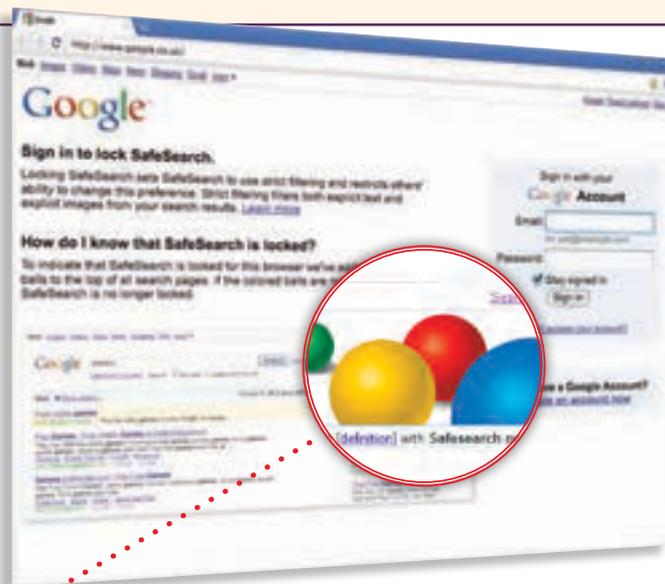
Please note, Google does its best to keep SafeSearch as up-to-date and comprehensive as possible, but inappropriate sites do sometimes get through. If you have SafeSearch activated on your computer and still find offensive content in your results, visit Google's Web page removal request page to let them know about the site or image you found.

www.google.com

E-safety and other digital literacy issues are not only the responsibility of parents - governments and other organisations are taking action too. **Digital Parenting** looks at five major awareness initiatives in Europe, the USA and Australia.

Raising aware

EXPERT VIEW:

Richard Swetenham, Head of Unit, eContent and Safer Internet, European Commission
http://ec.europa.eu/saferinternet

Richard Swetenham has been dealing with the issue of internet content since 1996 and has been involved with the EC's Safer Internet Programme since its inception.

Access to the internet opens up an exciting world to children and teenagers. They can chat, share pictures and videos, download music, watch movies and TV programmes and search for information for their homework or personal interests. Most young Europeans start going online from the age of six and over three quarters of our 6 to 17 year olds are internet users. Almost all EU teenagers have a mobile phone and most of them use social networking sites.

However, even though they may feel totally at home online, young people are as vulnerable there as offline. The risks may be different to those we faced when growing up, but harassment, bullying, giving out too much personal information or viewing inappropriate or harmful content online could be a major problem for many young people today.

Keeping our children safe online is everybody's responsibility: parents, schools, governments, expert researchers, child welfare organisations and the IT industry. Youngsters need the skills and tools to be empowered - anytime and anywhere on the Web - to deal with risks they may face online.

In 1999, the European Commission established the Safer Internet Programme to ensure that everyone concerned, including youngsters, works together to find the most effective ways to keep children and teenagers safe online. The programme supports a network of Safer Internet Centres in all EU countries that are responsible for:

1. Making parents, teachers, children and teenagers aware of potential online risks and empowering youngsters to deal with them
2. Providing a helpline where children and parents can ask for advice about online problems or situations
3. Offering a hotline where anyone can report illegal online content - the hotlines investigate the report and pass on details to the relevant law enforcement bodies

A Safer Internet Day is organised every February by the Safer Internet Centres, with the support of the European Commission, to raise global awareness of online safety issues. In 2011, Safer Internet Day will take place on Tuesday 8 February and will focus on virtual worlds with the slogan "It's more than a game, it's your life!"

The European Commission will continue to work with our local and worldwide partners to protect and empower children and young people online. Under the Digital Agenda for Europe - the EU's strategy to maximise the

ness

potential of the internet and digital technologies - we will encourage the teaching of online safety in schools and ask companies including social networks and mobile phone companies to further develop self-regulatory measures on online safety for children by 2013.

But people closest to youngsters can have an even bigger impact. We encourage parents and teachers to talk with children about their online activities and behaviour, listen to them and discuss these issues together. We must face facts: our children's online lives are part of their everyday reality. We can only provide them with the best guidance and protection to help them benefit from all the opportunities created by the web.

As Neelie Kroes, Vice-President of the European Commission in charge of the Digital Agenda, says: "The internet and mobile phones offer amazing opportunities for youngsters to discover the world and develop their skills and knowledge. Those technologies are an essential part of the Digital Agenda for Europe, our strategy to maximise the economic and societal potential of the internet and digital technologies."

"More than ever, to succeed in life, the new generation must get the right skills online. That includes being safe online at all times. The European Commission is working with parents, the industry and youngsters themselves to make sure children are empowered to recognise and deal effectively with risks they may encounter online."

EXPERT VIEW:

Janice Richardson, Senior Adviser, Insafe
www.saferinternet.org

Janice Richardson joined European Schoolnet in 2004 following a career in education in Australia, France and Luxembourg. She is responsible for building and co-ordinating the pan-European Insafe internet safety network.

Insafe is a network of 31 Digital Awareness Centres, set up by the European Commission in 2004 and today present in all member countries of the EU as well as in Norway, Iceland, Russia and, shortly, Serbia. Each centre comprises an awareness campaign team, a helpline and a youth panel, as a means of ensuring optimal reach to children and young people. Most of Insafe's work involves parents and teachers, since they are not only deeply concerned and involved in the online activities and encounters of their children but also invaluable allies in educating them to use online technology safely and responsibly.

Two major evolutions have marked the internet safety arena in 2010 and both underline even further the crucial role that parents have to play in their children's online safety: 1) Young people are going online at an increasingly early age and 2) Technology is becoming ever more mobile.

Figures released across Europe show, perhaps surprisingly, that many children are online before they start school and almost as soon as they can walk and talk. This has been a wake-up call for awareness-raisers everywhere as, for the most part, efforts to date have been focused on older target groups. The increased access to the internet via mobile devices (including, but not limited to, the mobile phone) also adds to parents' responsibility since it facilitates anywhere/anytime access and makes parental supervision much more necessary and tricky.

With these two factors in mind, the Insafe network will be promoting two resources in particular over the coming year. The first is the eSafety kit, so widely acclaimed by parents and kindergarten and primary school teachers since its launch on Safer Internet Day 2008 that it is now also going mobile in nine language versions at www.esafetykit.net. The second - 'Education and new media: A guide for parents' - has been translated into English from a highly successful publication produced by Insafe's Italian centre.

As online technology continues to play an increasingly important role in all our lives, it will gradually become an integral facet of parenting. Until then, awareness-raisers everywhere - from technology providers and mobile operators like Vodafone to public-private partnerships like Insafe - have an important role to play in keeping our children safe online.

UK Council for Child Internet Safety (UKCCIS)

www.education.gov.uk/ukccis

The UK Council for Child Internet Safety (UKCCIS) brings together over 150 stakeholders from across the internet safety spectrum, including government, industry and charities, to work in collaboration for the good of children and families.

The founding members of UKCCIS are the existing members of the Home Office Taskforce on Child Protection on the Internet, as well those organisations who were considered as key contributors by Professor Tanya Byron to her Review.

Members include the BBC, Childnet, Disney, Facebook®, Google, the Internet Watch Foundation, Microsoft®, the NSPCC, Samaritans, Vodafone and Yahoo!

In February 2010, UKCCIS launched the 'Click Clever, Click Safe' campaign to promote internet safety amongst children and parents. UKCCIS research had revealed that just over a quarter of young people say their parents never talk to them about how they're spending their time online.

The 'Click Clever, Click Safe' campaign is designed to encourage parents to remember the digital code 'Zip It, Block It, Flag It.' With more young people than ever accessing the internet, and at a younger age, the campaign and code gives parents practical, simple and easy-to-remember tips so they can help their children keep themselves safe.

ZIP IT:
Get your children to keep their passwords private

BLOCK IT:
Make sure your children know how to block people that upset them

FLAG IT:
Ask your kids regularly if they have seen or done anything online that has upset them

EXPERT VIEW:

Marsali Hancock, President, Internet Keep Safe Coalition
www.iKeepSafe.org

Marsali Hancock, a US-based digital citizenship expert, is a member of the Obama administration's NTIA Online Safety & Technology Working Group (OSTWG) and the Family Online Safety Institute (FOSI) advisory board.

Raising a generation of responsible, ethical, and resilient digital citizens in an environment shifting with the evolution of technology can seem overwhelming, but establishing basic guidelines that are applicable regardless of the technology can empower youth to have safe and secure experiences in their digital environment.

Mobile phones are the number one form of communication for teens and they text more than they talk - one recent study by Nielsen found that teens average 2,272 text messages a month, compared with 203 calls.

Recently, I was hiking with my son and asked him if he knew the final score to a local sporting event I had missed. In spite of our remote location, within seconds he had looked up the score and was showing me his new favourite video on YouTube™ - all from the convenience offered by his mobile phone. It was a reminder that, while my generation is accustomed to accessing the vast resources of the internet from a computer, his generation has grown up carrying that power in their hands via mobile phones.

New technology, including mobile phones, present a myriad of benefits and challenges. Here are some key tips for parents wanting to help their child become a responsible cyber citizen:

KEEP CURRENT. KEEP COMMUNICATING. KEEP CHECKING.™

1 **KEEP CURRENT** with the technology your child uses. You don't have to be an expert, but a little understanding goes a long way towards keeping your child safe and secure online.

2 **KEEP COMMUNICATING** with your child about everything they experience on the internet. Do they understand what to do if they are victims of cyberbullying? Do they understand the consequences of sending inappropriate messages and images? Work to keep the lines of communication open.

3 **KEEP CHECKING** your child's internet activity. Know where they go online, what they say/post online, and who they are talking to. Let them know you'll keep checking because you want them to understand that the internet is a public forum and never truly private. Everything they do online contributes to their digital reputation. Help them develop an online reputation that is an asset rather than a liability.

EXPERT VIEW:
Andree Wright,
Executive Manager, Security,
Safety and e-Education ACMA
www.cybersmart.gov.au

Andree Wright is responsible for
e-security and safety strategy
and education at the Australian
Communications & Media Authority.

cyber(smart:)

In Australia, the Australian Communications and Media Authority (the ACMA) manages a national cybersafety education program, Cybersmart. Cybersmart aims to give children, parents and teachers sound advice on how best to ensure their online experiences are safe and positive.

The Cybersmart website provides cybersafety education and awareness, with news, resources and information about current cybersafety issues and practical advice about how to deal with them. It also houses the Cybersmart Schools Gateway, a Web portal offering schools easy access to education resources.

The Cybersmart Outreach program includes a free one day Professional Development for Educators workshop, which is available to teachers across Australia. This workshop covers cybersafety topics including digital literacy, positive online behaviour and a school's legal obligations. A cybersafety program for Pre-service teachers at university is now also available.

For students, teachers and parents, the program offers free Internet Safety Awareness presentations at schools and other convenient locations.

Recognising that a child's internet activity will depend on their age and experience, the ACMA also provides a range of free teaching resources which meet age-specific needs.

Hector's World, an innovative online safety and security suite of resources for young children is just one of the Cybersmart resources available online. Developed in New Zealand by Hector's World Limited, this is a popular animated resource with Australian school children.

For older children, Cybersmart Detectives and Cybersmart Hero are online activities that teach key internet safety messages in a safe school environment. The activities cover cyberbullying and the need to protect personal information.

Let's Fight it Together is a comprehensive teaching resource to help young people, teachers and parents understand cyberbullying. Originally developed by Childnet International and the Department of Children, Schools and Families in the United Kingdom, the ACMA has adapted the program for use in Australia. Also aimed at teens is video-based program, Wise up to IT.

Helping children have positive online experiences requires sound support and education. With this, children are better able to make informed decisions about their online behaviour. The ACMA's Cybersmart program offers a holistic approach that aims to empower young people, enabling them to engage effectively as digital citizens.

ILLEGAL CONTENT

THE FACTS

Whilst the Web provides access to a wealth of great content, some content breaks the law. **Digital Parenting** investigates the problem of illegal content and finds out what action is being taken.

What is illegal online?

Just as criminals operate in the real world, criminal offences are also committed online - both in terms of illegal content and illegal activity.

As a general rule, anything that would be illegal in the real world is illegal in the online world - it is a common misconception that laws do not apply to the internet. However, since the internet is a global medium, it is not surprising that there is no one 'law of the internet' - the result is that something that is illegal in one country may not be illegal in another.

Generally speaking, the laws of the country in which you are accessing the internet will dictate what you can and cannot view. As such, whilst content might be legal in the country in which it is hosted, it might be illlegal for you to access this content where you are. You should therefore ensure that you understand what is and is not permitted where you live.

Although it depends on local laws, identity theft, fraud, online grooming and harassment are examples of activity that is likely to be illegal; images of child sexual abuse and extreme violence and racist material are possible examples of illegal content.

What is being done about illegal child abuse content online?

Industry, government and other organisations are very concerned about illegal child abuse content on the internet and major efforts are being made to protect and prevent the further exploitation of children.

For example, the International Association of Internet Hotlines (INHOPE) was established in 1999 by the European Commission. There are now 38 INHOPE Hotlines in 33 countries around the world and they are the first point of contact for the public to report illegal content on the internet using a simple online reporting form.

> It's crucial you report it to us.

INHOPE says these Hotlines have proven to be an effective first line of defence against illegal activity online; the association's work with law enforcement agencies and industry has certainly seen dramatic results in recent years. In the UK, for example, the Internet Watch Foundation (IWF) has helped to significantly reduce the availability of child sexual abuse images online.

Peter Robbins OBE, QPM of the IWF reiterates the important role members of the public play in reporting illegal content. "If you stumble across child sexual abuse images, it's crucial you report it to us," he says. "We are focused on the swift removal of these images and helping the international effort to bring those responsible to justice and rescue children from sexual exploitation. Your reports to our Hotline really do make a difference."

The Mobile Alliance Against Child Sexual Abuse Content has also been set up as a way for mobile providers, such as Vodafone, to help combat mobile internet services being misused to access content involving child sexual abuse. Commenting ahead of the launch of the Mobile Alliance in 2008, the GSMA (the global trade association for mobile operators) said that they were "...determined that our industry makes it as difficult as possible for criminals to use the mobile medium to consume or profit from the sexual exploitation of children."

INHOPE

www.inhope.org

inhope.
a safer internet since 1999

INHOPE (the International Association of Internet Hotlines) is the umbrella organisation supporting national Hotlines. National Hotlines provide a reporting facility for members of the public and others to report their concerns about potentially illegal material on the internet. INHOPE currently has 38 member Hotlines in 33 different countries worldwide. Originally established as a European Commission project in 1999, INHOPE has continued to expand and has members in Australia, Canada, Japan, Russia, South Africa, South Korea, Taiwan and the USA.

The Hotlines deal primarily with reports relating to images of child sexual abuse (sometimes referred to as child pornography) although many Hotlines also deal with other issues including websites promoting drug misuse, racism, xenophobia, extreme adult pornography, suicide and other issues that are considered illegal under their national laws.

Due to the nature of the content reported to Hotlines, all INHOPE members have undergone a strict vetting procedure to ensure that they are an appropriate body to deal with such material. The vetting process includes site visits meetings with government officials, senior law enforcement officers and leading industry players to verify that the Hotline operations are fully supported by them.

1 Members of the public report their concerns (anonymously if they wish) via an online reporting form
2 INHOPE assesses the material applying national legislation and, if it is considered potentially illegal, uses various methods to trace the location of the content
3 INHOPE passes the report on to law enforcement and to the INHOPE partner Hotline in the country where the material is apparently hosted, so that they can take action

The INHOPE system of sharing information and reports between recognised partners proves to be of great assistance to law enforcement and industry in the removal of illegal content and the apprehension of offenders.

Information provided by Hotlines is very often the starting point for what turns out to be protracted investigations involving several different countries, law enforcement agencies and industry players. Due to the nature of the offences and behaviour of some offenders, investigations often take many months or even years before anyone is convicted.

TAKE ACTION

1 IF YOU OR YOUR CHILD come across a website or other activity online that you suspect is illegal, report it to your national INHOPE hotline and your child's internet or mobile provider

2 TALK to your son or daughter about the kind of illegal content they might come across online or on their mobile

3 SET UP Parental Controls and SafeSearch on your child's computer and make the most of parental controls on their mobile too - but remember, they might not be 100% effective and they aren't a substitute for parental supervision

4 EXPLAIN why it's important that your child respects age limits on websites - they're there to help protect them from inappropriate content

5 ENCOURAGE them to let you know if they're concerned about anything they see online or on their mobile

6 IF YOU'RE WORRIED that your child, or someone else's child is in danger, contact the police immediately

Mobile Alliance Against Child Sexual Abuse Content

GSMA Mobile Alliance Against Child Sexual Abuse Content

www.gsmworld.com/mobilealliance

The Mobile Alliance Against Child Sexual Abuse Content was established by the GSMA (the global trade association for mobile operators) in 2008. Its main aim is to obstruct the use of the mobile environment by individuals or organisations wishing to consume or profit from child sexual abuse content.

The vast majority of child sexual abuse content is accessed through and hosted on the conventional internet, but the growth of mobile broadband services in recent years meant that the mobile industry needed to take measures to prevent such misuse of mobile services.

Vodafone and other members of the Mobile Alliance support and promote reporting hotlines for members of the public who come across illegal content; implement technical mechanisms to prevent access to websites identified by an appropriate agency as hosting child sexual abuse images; and work with law enforcement bodies and other organisations to take action against the perpetrators. The GSMA works with each Mobile Alliance member to monitor progress.

Reducing child sexual abuse content is a priority for members of the Mobile Alliance as they are very aware of the seriousness of the issue - that behind each child sexual abuse image is a real child who has been abused and a crime that has taken place. Members of the Mobile Alliance now cover 65 countries and have over 900 million subscribers around the world. The majority of the members have made commitments that go across all their national operations.

For more information on illegal content, go to www.vodafone.com/parents/illegal

SAVVY
SHOPPERS

Brand-loving, cost-conscious teens are turning to the internet for bargain buys. **Digital Parenting** investigates the ups and downs of the virtual high street.

Convenience, choice and value - three things that have no doubt spurred many shoppers to venture online. Young people are no different. For the generation that has grown up with computers and mobiles, it simply makes sense to shop online any time, anywhere.

E-commerce excitement
Whether it's gig tickets, a pair of must-have trainers or the new Rhianna track, the internet makes it easy for teenagers to get their hands on the latest products and services. There are hundreds of thousands of reputable and reliable retailers on the internet - from Amazon to Zara - offering a broad range of things to buy, using safe and secure payment systems.

Younger children might choose to buy ringtones, online games or extras (such as clothes for their avatar) in virtual worlds like Stardoll, whilst older teens could even be searching for cars, electronics, holidays or rental properties on sites like Autotrader, eBay, Expedia and Craigslist.

48% The number of teen internet users in the USA who have bought things online, like books, clothes and music

Source: Pew Internet, February 2010.

With smart phones making it possible to access the internet while they're on the move, young people can now grab their online baskets whenever they want and make their shopping experience more social.

As digital research company eMarketer notes: "In making purchase decisions, teens rely on social media and mobile phones in both conventional and innovative ways. They share news about bargains with close friends via text messaging; they use the built-in camera on their phones to snap photos while trying on clothes, then upload the pictures to Facebook®."

Plus, teens already have a number of payment options to choose from, including debit cards, top-ups, pre-paid cards and money transfer companies. If they're buying ringtones, apps or other goods via their mobile - at the Vodafone Shop, for example - the cost can simply be added to their mobile phone bill. Or, for big-ticket purchases, they might ask mum or dad to help pay for it on their credit card.

What could go wrong?
In some cases, not being able to afford whatever is at the top of their wish list is the least of the young online shopper's worries. Despite all the positives, things can go wrong with e-commerce and it's important that they understand that - they might get tricked into buying something from a fake website, not realise that additional delivery costs are involved in a purchase or pay a deposit for something that doesn't even exist. Suddenly, that online bargain doesn't seem so great.

Despite seeming Web-savvy, young people often underestimate the power of fraudsters and scammers who operate in cyberspace. In fact, research in the UK reveals that highly internet-literate students are the most dismissive of online crime of any age group.

Commenting on Get Safe Online's 2009 study of internet fraud among young

If you let your children shop online, also let your common sense prevail.

SAVVY SHOPPER CHECKLIST

✓ Have you set some ground rules for your teen's online shopping (e.g. how often and how much they spend)?

✓ Did you explain to them that secure websites have a padlock in the bottom right of the browser window and their website addresses tend to begin with 'https://' (where the 's' stands for security)?

✓ Have you made sure they know not to register your credit card details online without your permission?

✓ Are they aware that they can compare prices across different websites?

✓ Did you advise them to stick to store brands they know - or that have been recommended to them - so that they can trust them more?

✓ Do they know that some websites charge for delivery and returns?

✓ Do they understand the potential ramifications of buying goods online that are not suitable for minors?

For more information, go to www.vodafone.com/ parents/shopping

Digital advertising:
A powerful way to reach young people?

Just as companies might target your children through advertising in magazines, newspapers and on TV, many brands now recognise the power of new media for reaching young people. In fact, research by Gartner shows that increasing numbers of consumers - including younger consumers - rely on online social networks to guide their purchasing decisions.

Whether it's juice drink Capri Sun partnering with virtual hotel Habbo, Aquafresh toothpaste launching a game on Playjam or a cinema targeting local teens via a location service, there's a clear move by advertisers to meet young people head-on in their digital spaces.

According to Econsultancy: "The explosion in user-generated content (UGC) and social media in recent years has meant young people are now spending the majority of their spare time online and brands and marketing agencies are building their own, or joining existing, online spaces to exploit this ever growing audience."

Fortunately, in many countries, advertisers have to adhere to certain guidelines when targeting under 16s - things like not using images showing young people behaving dangerously or making sure the child get a parent's permission before signing up for a product or service.

DIGITAL ADVERTISING
CHECKLIST

1 DISCUSS the persuasive techniques advertisers use online and on mobiles with your child, such as free downloads, interactive games and prizes if they 'tell a friend' about a product or service

2 REMIND THEM to not give out their personal information over the internet or their mobile (e.g. entering competitions)

3 WARN THEM about marketing scams - if something seems too good to be true, it probably is

people, psychologist Donna Dawson says, "How confident and secure we feel using the internet - as opposed to how secure we actually are - depends on our life-experience and on how emotionally 'involved' we are with our internet usage. For instance, many students 'need' the internet for social prestige; they are inclined to put their personal details online in order to attract friends and admirers and push any associated risk out of conscious thought."

In addition, young people might find that they can buy products online that they wouldn't be allowed to purchase offline because of their age.

Online safety expert John Carr OBE says: "Alcohol, tobacco, gambling, knives, pornography, violent video games and many other items are the subject of long-established age restrictions in the real world. Shopkeepers can be prosecuted, suffer heavy fines or lose their licence if they are caught knowingly or carelessly selling or providing such things to legal minors."

"But online, even some very well known companies have not yet developed the same efficient mechanisms for checking or confirming a person's age," he adds. "Parents therefore need to check what their children are buying online and, in particular, check what they are getting delivered to their home. It is not just an offence for the vendor to provide these things, it is sometimes also a crime for a young person to attempt to obtain them."

Be their shopping guide

Whilst it's important that teenagers recognise the risks and understand how to minimise them, it shouldn't put them off e-commerce. After all, shopping - whether it's on the internet or on the high street - is an important part of a young person's financial education.

Just like other online activities, parents play a vital role. As security firm Symantec points out: "Most kids are so confident online that they think they know everything. Rest assured, the scammers know more. If you let your children shop online, also let your common sense prevail."

Find out more about online and mobile advertising at
www.vodafone.com/parents/advertising

STAY ON TOP OF **MOBILE COSTS**

Ringtones, TopUps, roaming charges... make sure you and your child understand the potential costs of their mobile phone.

Would you let your child walk to a friend's house alone? At what age should they start getting pocket money? What time should they go to bed on a school night? These are just a few of the dilemmas you might face as a parent. Here's another: when should you get them their first mobile phone?

Research shows that, on average, children receive their first mobile at the age of eight. For many families, the turning point comes a few years later, with the move to secondary school. As children become more independent - travelling to school on their own, taking part in after-school activities and spending time with new friends - parents might want the peace of mind that they can contact their son or daughter and their child can also reach them at any time. Or, for separated or divorced parents whose child doesn't live with them all the time, mobiles can be a very useful way of staying in touch.

Children at primary school might have already asked their parents for a mobile. They often want a phone because their friends or older siblings already have one, but it's crucial that parents decide whether they're mature and responsible enough to have one of their own. For parents of teenagers who already have a mobile, it's probably very obvious how important it is to them.

"Children today are really into gadgets and mums and dads are bound to get pestered about buying their child his or her first mobile

phone at some point," says Lucy Edington of the family charity Parentline Plus. "It's important to resist pester power but to make a considered decision and, if you do feel your child is ready to have a mobile, to set some ground rules to make sure you and your child get the most out of it."

Whatever age a child is, one of the main concerns for their parents might be helping them to stay in control of the costs.

Which mobile?
The first decision parents need to make is how much to spend on their son or daughter's mobile handset. Having seen adverts for the new iPhone or admired their friend's Samsung or LG, they probably have strong views on which mobile they want. Just like any major family purchasing decision, it's crucial that parents do their own research and don't succumb to pester power.

"Mobiles can be expensive so look into special offers from your own mobile provider and consider how carefully your child will look after their handset," says Annie Mullins OBE of Vodafone. "If they're prone to losing or breaking things, you might want to buy them a cheaper mobile to start with."

> It's important to resist pester power but to make a considered decision.

With the rise in smart phones offering internet access, cameras, MP3 players and other sophisticated features, parents also need to decide what kind of mobile they're comfortable with their child having. Is it just for emergencies or for calling and texting friends too? Is it OK if they have a camera or Web access on their mobile? Who will pay the bill? Should it be a 'Pay Monthly' contract or 'Pay As You Go' (as this may affect the initial cost of the handset)?

A first mobile is the ideal time to start setting boundaries for its use, such as providing a monthly budget for calls, texts and other services and discussing issues like cyberbullying and theft. Mobiles are private communication tools, which children can use away from home, so they can be more difficult to supervise; parents need to set mobile rules early on so that they become part of daily life for their child.

"If you're buying your child their first ever mobile phone, that's a really good moment to start setting the rules," says online and mobile safety expert John Carr OBE. "As they get older, it gets harder and harder. Everything becomes a negotiation."

Contract or PAYG?

Once everyone has agreed on a handset, it's crucial to choose the right payment option, either 'Pay Monthly' (sometimes called 'Contract') or 'Pay As You Go' (often referred to as PAYG or pre-pay).

'Pay Monthly' customers must be over 18 and usually sign up to a 12-month or 18-month contract. The monthly fee covers the cost of the mobile handset and the calls, texts and other services, with many providers offering packages with inclusive minute or text quotas.

By setting up a 'Pay Monthly' mobile contract on behalf of a child, parents can choose to receive an itemised bill once a month on which their calls, text and premium-rate service charges (often called phone-paid service charges) for things like internet access and downloads will be listed. Depending on the mobile provider, parents might also be able to access their bills online.

If the child's mobile is on a 'Pay Monthly' package, parents must make sure they know what the call/text limits are. They might be charged at a higher rate if they're exceeded so parents should check with their mobile provider whether they will place a maximum limit on their child's mobile whereby they can only receive calls or texts once they've reached the limit.

With 'Pay As You Go' (PAYG), the mobile handset can be bought up-front and children have to pay for calls in advance using TopUp vouchers. TopUps or credits for £10 or £20 can be bought in supermarkets and newsagents or mobiles can be topped up online or at bank cash points.

Some people believe that PAYG gives children and teenagers more control over their mobile spending. TopUp vouchers can be given in lieu of pocket money and can help them to "budget" their phone time. At the end of every call, they'll see their remaining balance on their mobile screen.

Disadvantages of PAYG include that young people might keep asking for more money for TopUps or that they could find themselves out of credit when they need to make an important call.

"Consider the payment options carefully," says Mullins. "And remember, 'Pay Monthly' mobile contracts give you more insight

VODAFONE IN THE UK
www.vodafone.co.uk

- Vodafone 'Pay Monthly' customers can keep an eye on their bills online and can text 44555 from their handset at any time to receive a free text message showing their usage information - Vodafone does not offer a credit limit on mobile accounts, however

- Vodafone 'Pay Monthly' customers can register for itemised online bills for free or pay £1.50 per month for itemised paper bills. Itemised billing is not available on 'Pay As You Go' accounts

- Vodafone customers have a data roaming spend cap of £34 + VAT per month to help prevent overspending when abroad within Europe. Vodafone sends free text alerts when customers are 80% and 100% through their monthly spend cap - once they reach their cap, they will not be able to use any more data abroad that month. They can also request that calls are blocked while they're abroad to save money

- Customers can request that Vodafone bars premium rate SMS services on a particular mobile

- Vodafone customers can post questions about their mobile in the company's eForum at **http://forum.vodafone.co.uk**

vodafone

USEFUL WEBSITES

Childnet International

Childnet – www.kidsmart.org.uk/downloads/mobilesQ.pdf

PhoneBrain – www.phonebrain.org.uk

PhonepayPlus – www.phonepayplus.org.uk

Vodafone Shop – www.vodafone.co.uk/shop

Vodafone Parents' Guide

Vodafone Parents' Guide – www.vodafone.com/parents/mobilecosts

*Source: Skills Development Scotland, July 2010.

HELP YOUR CHILD STAY IN
CONTROL

1 CONSIDER the various mobile handset and payment options carefully - get advice from your friends and your mobile provider

2 TALK to your child about how mobile costs can mount up, especially with phone-paid services and roaming

3 SHOW them how to use PhonepayPlus' Number Checker on its website (www.phonepayplus.org.uk) to check phone-paid services in the UK - simply type the number into the box and click 'Check it!' to find out which company runs the service and how much it will cost

4 TELL them they can text STOP if they no longer want a particular phone-paid service

5 IF you've signed them up to a monthly contract, sit down with them and go through their monthly bill together so that they can see what they've spent money on

6 HAVE a chat before they go on holiday - explain how much more expensive it is to use their mobile abroad

into your child's calls, texts and downloads, whilst 'Pay As You Go' puts more responsibility on them to control their spending in advance."

Downloads, voting lines, goal alerts...

One of the things parents need to be aware of is phone-paid services (often called premium rate services), such as ringtones, games downloads and TV voting lines, which cost more than the standard call rate on mobiles and landlines. For 'Pay Monthly' mobile users, the charges show up on the monthly bill; for 'PAYG', they'll be taken out of the balance straight away.

UK consumers spent more than £1 billion on phone-paid services in 2008 and they're increasingly popular among young people - nearly three-quarters of 13 to 15 year olds in the UK have bought and downloaded a mobile ringtone, according to PhoneBrain (the young people's website and schools programme set up by UK premium rate regulator, PhonepayPlus).

Many children and teenagers aren't aware of the costs involved, however. In a survey by PhoneBrain, only a third of 11-17 year olds knew how much they would be charged for a phone-paid service.

As Paul Whiteing of PhonepayPlus comments, "Young people enjoy buying the latest content for their mobile, but a small minority are still falling foul of confusing pricing or unclear subscription charges and could lose their credit or rack up large bills."

Phone-paid services can cost between

A small minority are still falling foul of confusing pricing or unclear subscription charges.

10p and £1.50 per minute/call/text (plus any network charges). If children buy something via text that costs more than £1.50, they'll be charged through a number of text messages (e.g. for a £3 ringtone, they'll be charged for two text messages costing £1.50 each).

If parents are worried about their child using phone-paid services, they can check whether their mobile provider blocks them for under-18 mobile users. If they discover that their child has signed up to a phone-paid service and now regrets it, they should be able to text STOP to the service. Complaints about phone-paid services in the UK can be made to PhonepayPlus and the mobile provider in question.

Holiday bill shocks

Finally, if young people take their mobile on holiday, parents should make sure they understand the potential roaming charges for calls, texts and data. Data charges in Europe have been capped at 50 Euros under EU roaming rules but if they're travelling further afield, they could run up large bills without realising.

To minimise bills while abroad, parents should encourage them to turn off voicemail and data functions (such as email) on their mobile and to text rather than make calls. Downloading and streaming content, like video, can be very expensive, so it makes sense to suggest that they use local Wi-Fi or an internet cafe instead. Or they could purchase an international or local SIM card.

For further information and links to useful websites, go to
www.vodafone.com/parents/mobilecosts

HOW CAN I RECOGNISE A PHONE-PAID SERVICE IN THE UK?

Look for the numbers the service begins with:

- 09 (e.g. voting on TV shows, entering competitions, technical support helplines)
- 118 (directory enquiries)
- 0871, 0872, 0873 (e.g. sales/booking and customer service lines)
- Mobile text shortcode numbers - five and six-digit numbers that you text for services like giving to charity, voting in competitions or downloading ringtones (e.g. text 'VOTE' to 11111)

Source: www.phonebrain.org.uk

WHAT ARE PHONE-PAID SERVICES?

According to PhoneBrain, phone-paid services include:

- Ringtones, games and other downloads for mobile phones
- Voting in/interacting with TV programmes
- Entering competitions
- News, weather or goal alerts
- Directory enquiries
- Chat and dating services
- Horoscopes
- Helplines

Source: www.phonebrain.org.uk

FATHER AND SON: Is there a generational divide when it comes to the digital world?
Robert and Noah Shepherd

Robert Shepherd and his teenage son Noah discuss the technologies they enjoy, both concluding that it's crucial to strike a balance between digital activities and more traditional pastimes.

Robert Shepherd

Noah was about 10 when peer group pressure seemed to overwhelm him and he became convinced he had to have a Nintendo® DS. We had always discouraged electronic games, thinking they would stop him from exploring the real world, but we finally relented. The world hasn't been the same since and as Noah got older, the amount of time he spends in front of screens increased. We tried to monitor their use, not very successfully, although he now seems to have outgrown computer games and uses our old MacBook laptop, mainly for homework and Facebook®.

I do think the internet is an extraordinary thing and provides an incredible resource and access to information. It is an anarchic, amorphous sprawling virtual world, brought about by a technology that nobody can police. It contains much that is good, plus a whole heap that is spurious and a load that is downright poisonous. As a parent born in the restrictive and conformist 1950s, this somewhat out-of-control technology does make me fear for the young minds of children today.

However, its immediacy is very striking. Last night, for example, I was talking about something that was filmed 50 years ago and seconds later I found a clip of it via Google™. It's hard to know sometimes if Google™ is a problem or a solution and I know I find it more difficult to concentrate on reading a book if I have been flicking around reading snippets on the Web for hours, leading to a sort of fragmented information overload. Maybe the internet is changing the way we think (and how our brains operate) and our ability to memorise and process information.

My wife, who teaches design, says her students always start their research via Google™, accepting the information they find on it unselectively and uncritically and turning to books only as a secondary source of knowledge.

The use of chat on the internet and texting on the mobile phone has definitely shifted a focus for Noah and his generation from making person-to-person calls to an abbreviated text language and quick-fire spelling. Also, his boredom threshold may be shrinking and his appreciation of direct experience becoming less valuable. It all seems a bit like only ever reading a review of a film rather than going to see the whole thing and letting yourself be immersed in the complete experience.

I find it baffling watching Noah's constant updating of his phones, often for style reasons as well as technological ones. This has resulted in his current BlackBerry®, which is almost an extension of his body! He probably finds it equally weird that I should still have a four year old Nokia phone. I guess we just have to concentrate on, and be enthusiastic about, all the positive aspects of the new technologies without forgetting the activities that older generations value. So, Noah, what book did you say you got out of the library today?

Noah Shepherd (aged 14)

Some of my friends in primary school had phones but I wasn't allowed one until I was almost 11. My mum had said that before this age I didn't need it and I suppose she was right. At the age of eight, what exactly are you going to use a phone for? You see your friends at school every day and your parents probably come and pick you up from the gates.

My first phone was bright blue with a screen the size of the end of my thumb (you would probably refer to it as a 'brick'). It only cost about £15 but it was my first phone and I was proud of it.

I had just joined secondary school and I travelled there by bus. I liked the feeling that I could call my parents if anything happened on the journey. Sure enough, on my way to the bus stop one morning, I was surrounded by a gang on bikes demanding my phone - so I handed it over!

That put me off having one for a while but I soon became interested in another mobile handset, which I thought was cool and doubled up as a walkman (even though I didn't ever use that function). It was white with orange features, and had a keyboard that slid in and out, making a satisfying 'click'. However, while playing a game of catch with it across the classroom, the screen hit the corner of a chair and it cracked down the middle. I didn't seem to like it as much after that.

After saving up for some time, I had enough to buy another phone. I loved this one and the interface was amazing but, after a while, I began to find the touch screen annoying to type on and a few of my friends had begun to get smart phones. At first I thought 'Why are you guys on them the whole time?' but after using my friend's one I began to want one of my own.

By this point, I also had an Xbox, a Sony PSP and a Nintendo® DS and was spending increasing amounts of time in a world of screens. My mum decided to take the Xbox to the local charity shop and I realised that I would rather be talking to my friends than killing a mutant or leaping across imaginary rooftops so I sold my Sony PSP to a friend and bought a BlackBerry®.

It is unlike any other phone I'd had, with a full qwerty keypad and a wide, sharp quality screen. I use it to send and reply to friends' messages and, more recently, to access Facebook® and, although I dread getting mugged for it, I carry it everywhere.

It does seem that, nowadays, people are heavily dependent on technology to communicate. Some people seem to prefer to write on the computer than by hand and talk via the internet rather than meet up. In many ways, that's a shame, but, in others, it allows for much more communication between people, even if it is virtual instead of face-to-face. I still meet up loads with my friends out of school so maybe my generation is lucky and has the best of both worlds.

> It's not uncommon to feel that your child is the tech expert in your home, but they still need your guidance and can learn from your experiences in the wider world. This **Digital Parenting** magazine and our website **www.vodafone.com/parents** are here to help.

EU Kids Online research:

What bothers or upsets children on the internet?

Professor Sonia Livingstone, LSE
www.eukidsonline.net

Professor Sonia Livingstone of the London School of Economics and Political Science directs the research network, EU Kids Online, for the EC's Safer Internet Programme and serves on the UK Council for Child Internet Safety (UKCCIS).

> **People sending you stuff like "You're cute, you're stunning" and they've never seen you before.**
> (Girl aged 10)

> **Sexual pictures or videos. Hurtful messages or emails. Videos by people beaten up or harmed.**
> (Boy aged 12)

> **On Facebook®, others can be nasty. Comments on YouTube™ can be hateful.**
> (Boy aged 15)

> **Naked pictures. Print screens of naked people on cam.**
> (Girl aged 15)

This article draws on the work of the 'EU Kids Online' network, funded by the EC (DG Information Society) Safer Internet Plus Programme (project code SIP-KEP-321803). For full details of the findings, reports, methodology and associated project materials, see www.eukidsonline.net

When children are seeing the kind of things online that are mentioned here, parents will surely wonder what's going on. Strangers couldn't send messages to kids 20 years ago. And when someone was beaten up, terrible though that was, no one made a film of it for others to see.

Today, children and young people are going online in large numbers - on computers, mobile phones and other handheld devices. New services, such as social networking sites or user-generated content, and new hardware like webcams may facilitate risky experiences.

Getting the views of 25,000 young people across Europe

In other articles in this magazine, experts offer a range of useful advice and tips for parents to help and guide their children. In this piece, I take a closer look at what children say is really bothering them online.

Since 2006, our EU Kids Online network - made up of around 70 psychologists, sociologists, internet specialists and child welfare experts across Europe - has been researching the experiences children have on the internet. During the spring and summer of 2010, we interviewed nearly 25,000 children who use the internet - 1,000 children aged 9 to 16 years old in each of 25 European countries.

We talked to them face to face, in their own homes, with a private part of the interview for sensitive questions. There isn't space to report all our findings here, so I'll focus on one set of questions, from the private part of the interview, conducted in the UK.

To avoid biasing the answers we got by using anxiety-provoking terms like 'danger', 'pornography', 'paedophile' or 'stranger', we simply asked about experiences that had bothered them in some way. By 'bothered', we said we meant things that "made you feel uncomfortable, upset, or feel that you shouldn't have seen it".

Key findings

We asked, first, "Do you think there are things on the internet that people about your age will be bothered by in any way?" If they said yes, we asked them to write down, "What things on the internet would bother people about your age?" and put their answer in a sealed envelope.

In the UK, the responses included:

> **Bully on email. Making a profile that strangers use.**
> (Girl aged 11)

> **Racist advertisements are sometimes shown, which personally I think a lot of people would feel disgusted by...**
> (Boy aged 16)

> **People pretending to be other people. Not knowing who they are. Seeing people being hurt.**
> (Girl aged 9)

> **Abusive sites. Abusive to humans and animals - should be found and blocked.**
> (Boy aged 14)

Maybe children have heard of these things in the media, or maybe they've heard their parents worrying about them, but they might have experienced them personally.

We then asked:

(i) "In the PAST 12 MONTHS, have you seen or experienced something on the internet that has bothered you in some way? For example, something that made you feel uncomfortable, upset, or feel that you shouldn't have seen it."

(ii) "Do you think there are things on the internet that people about your age will be bothered by in any way?"

We also asked one of their parents, "As far as you are aware, in the past year, has your child seen or experienced something on the internet that has bothered them in some way?"

The results revealed that:

- Clearly, many children don't see the internet as a completely safe environment. Nearly half of British 9-16 year olds think that the internet bothers people their own age.

- Intriguingly, young people are four times more likely to say that the internet bothers other children (48%) than they are to say something has bothered them personally in the past year (12%). It seems they worry for each other. Perhaps, too, it's easier to say there are bad things out there than to say 'it's happened to me?'

- On the other hand, half of these 9-16 year olds do not see the internet as problematic for children their age. Younger children are least likely to be concerned. More strikingly, the vast majority has not experienced a problem themselves.

It is also worth noting that:

- Parents seem a bit less likely to see the internet as problematic for their sons than for their daughters, but their sons do not agree.

- Even though 9% of 9-10 year olds say they've been bothered by something online, their parents are unlikely to recognise this. Only 2% of parents say 'yes, something has bothered my child online'.

- Among 11-12 year olds, both children and parents report more problems. Since this is when British children start secondary school, the problem may be due to having greater internet access at secondary school? Or a new peer group encouraging risk-taking? Or the onset of adolescence?

Europe
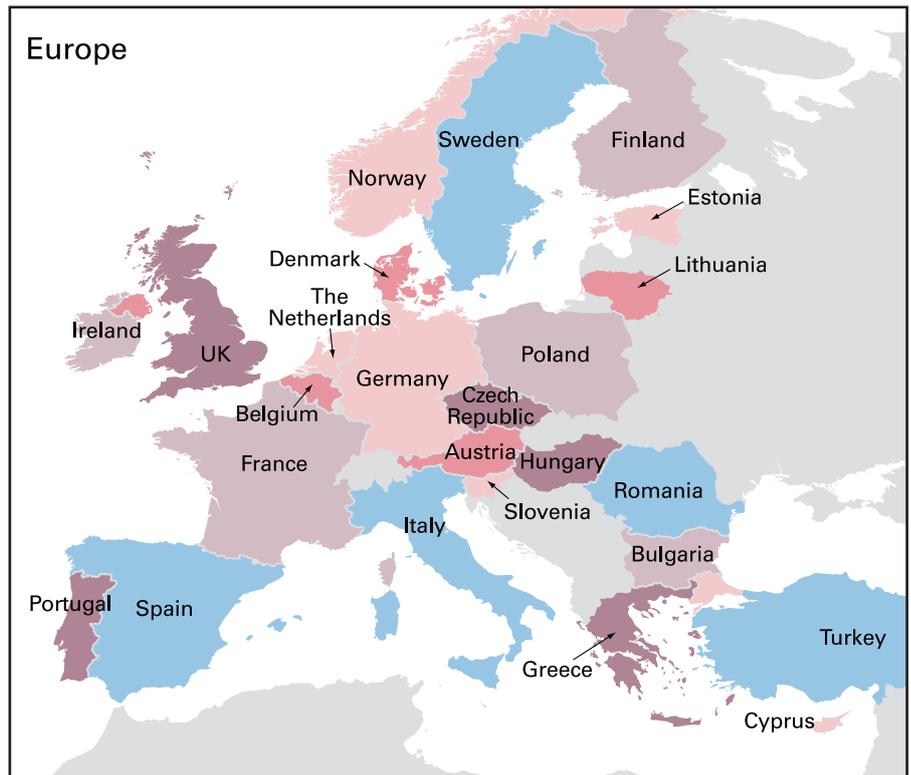
What should parents take from this?

I'd urge all parents to be aware that, even though many children enjoy using the internet, one in eight experiences things that bother or upset them. This rises to nearly one in five among those starting secondary school.

Since parents tend to underestimate this, particularly for their sons and their younger children, it's worth parents talking about the internet more to their children. It's also worth finding some activities to do with them online. And that's not just a case of buying them a computer for the start of secondary school without thinking about how to guide them in what they do with it.

Differences across Europe

In our full report (available online at www.eukidsonline.net), we compare these findings across Europe. Across the 25 European countries where we did the same survey, 55% of children think there are things online that bother children their age - a higher percentage than in the UK.

The number of children who report having experienced a problem personally is, as in the UK, 12% on average. Interestingly, 26% of children in Denmark, 25% in Estonia, and 21% in Romania, Sweden and the Netherlands say that they have been bothered by something on the internet. On the other hand, the same is said by only 6% of Italian children, 7% of Portuguese, and 5% in France and Germany. So, things might be worse but they could be better. Keeping the risks in perspective is important. Although half the children think there are things on the internet that will

bother children about their own age, when we asked about the positive side of the internet, many were upbeat.

- Across Europe, 84% think it true that there are lots of things on the internet that are good for children of their age (38% "very true" and 46% "a bit true").

- In the UK, children are even more positive, at 90% overall (47% "very true" and 43% "a bit true").

On balance, children see the internet positively, but clearly they are aware of both the opportunities and the risks. Others in this magazine offer advice on how parents and teachers can encourage the opportunities and either reduce or guide children through the risks.

GENERATION DOWNLOAD

WHERE CAN I FIND OUT MORE?

Childnet
Read Childnet's 'Young people, music & the internet' guide
www.childnet.com/music

Creative Commons
Learn how to share, remix and re-use digital content legally
www.creativecommons.org

FindAnyFilm
Find out where to download films legally in the UK
www.findanyfilm.com

Intellectual Property Office
Read up on copyright
www.ipo.gov.uk/types/copy.htm

ISFE
Learn more about PC and video game piracy
www.isfe-eu.org

Pro-Music
Take a look at Pro-Music's list of legitimate online music stores
www.pro-music.org

The Industry Trust
Make yourself more 'copyright aware'
www.copyrightaware.co.uk

Vodafone Parents' Guide
Check out Vodafone's downloading and copyright advice
www.vodafone.com/parents/copyright

Music, videos, games, ringtones, apps… all available at the tap of a key on a computer or mobile phone. How can parents help this new generation of downloaders to stay on the right side of the law?

For young people, downloading has become a major part of their time online, enabling them to find and share content and software easily and quickly. But many of them still aren't aware they could be infringing copyright by downloading content from websites and services, such as peer-to-peer (P2P) networks and torrent trackers, which don't have the content owner's permission to share it.

Record labels, games developers, film producers and other content owners take online copyright infringement very seriously and are working with Internet Service Providers (ISPs) and governments to clamp down on it.

For parents and young people alike, it's a complex subject - it can be very difficult to tell whether a download site is legitimate or not, for example. **Digital Parenting** is here to help.

EXPERT VIEW:

Lucinda Fell, Director of Policy & Communications, Childnet International

Lucinda Fell has broad experience working with both industry and government on internet policy, at organisations including Childnet, ISPA and the former UK Department for Trade and Industry.
www.childnet.com

The mode of accessing music has certainly changed from the early days of gramophones and records - it has never been easier. Internet users can listen to songs for free on 'streaming' services and instantly purchase singles and albums online, not to mention buying ringtones and e-tickets for concerts.

However, accessing music online raises important issues for users, copyright owners and law makers. While we all place a value on music, we have very different thoughts and opinions when it comes to quantifying this value.

Here at Childnet, when we talk with children and young people about their access to the internet, music is one of their key interests. There is an increasing expectation from young online users that they should be able to access music and other content simply and easily.

While there is a vast amount of content that can be accessed for free online, for many it is not clear what can be obtained legitimately. Copyright can seem confusing but, put simply, the distribution of copyrighted material, such as music, games and films, without permission or payment is illegal.

One of the most common ways of sharing music online is using peer-2-peer (P2P) software, which enables users to link to a network and share files directly from their hard drives. This linking to other computers can compromise the privacy and security of a computer, giving access to private files containing sensitive information, such as bank details, as well as potentially exposing children and young people to unwelcome content such as viruses or pornography.

It is important for parents and carers to understand how children are using various technologies to access music and to talk with them about how they can do this legally and safely. Parents and carers can be held responsible for what happens on the family computer, even if they are not themselves involved in the downloading.

In response to the growth in digital music, Childnet has produced a guide for parents and carers at **www.childnet.com/music**, which includes a link to a list of legitimate music services.

The dos and don'ts of downloading

| DO	DON'T
Download a music track or some other content yourself, so that you understand how it works - ask your son or daughter to help if you've not done it before.	Underestimate how the internet has changed the way young people access and share content.
Recommend that they download content from established online brands like iTunes or the Vodafone Shop - you could direct them to lists of legitimate websites, such as the one Pro-Music provides.	Assume that your son or daughter knows what 'copyright infringement' is.
Explain that online activity is not necessarily anonymous - a copyright owner might be able to get a court order to force their ISP to identify them.	Bury your head in the sand if you think they're too young to be downloading content - it's better to talk to them before they make any downloading mistakes.
Make the most of Parental Controls and SafeSearch to help protect them from inappropriate online content - they might not be 100% effective, however, and they aren't a substitute for parental supervision.	Forget the copyright implications if they use downloaded content in their own creations - even if they're using music or other clips in a video they make, they could be infringing copyright.
Check the browser history on your family computer regularly and look for any desktop icons you don't recognise.	Ignore the fact that file-sharing networks (like many internet systems) could expose your child to strangers and inappropriate content.
Make sure your family's computer is fully protected against viruses, spyware and other security threats.	
Encourage your child to create and innovate – content licensed under 'Creative Commons' licences can often be enjoyed, remixed and redistributed	Leave it to them to work out... your whole family could be affected if your child infringes copyright online.

For more information and advice about downloading and copyright, go to
www.vodafone.com/parents/copyright

HIGH-TECH
CHEATING
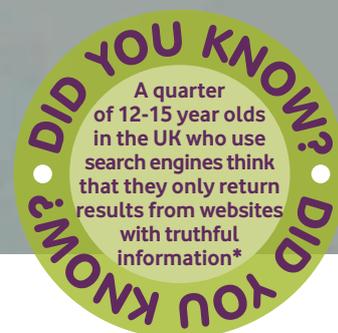
A quick search on the Web… copy and paste… homework done! When does a bit of online help become cheating?

DID YOU KNOW?
A quarter of 12-15 year olds in the UK who use search engines think that they only return results from websites with truthful information*

Think back to your school days. No doubt doing your homework and preparing for exams involved piles of books and handwritten notes.

Nowadays, the internet offers young people a huge library at their fingertips. Websites like YouTube™ and Flickr encourage the use of multimedia; virtual learning platforms allow students to ask teachers for help outside of school hours; social networking sites enable friends to discuss school projects; and tools like Google Earth, Wikipedia and Voicethread help to bring lessons to life.

Many schools encourage the use of new technologies to help with schoolwork but they have also provided children and teenagers with new ways of taking homework shortcuts and sometimes even cheating. Some young people are downloading information onto their mobiles so they can refer to it in class; copying and pasting chunks from the Web straight into their essays, without crediting their sources and without finding out if the information they're copying is even valid; texting each other the answers during tests; even buying essays from online cheat sites.

In many cases, young people don't even know that they're crossing the line, especially when it comes to putting information or images that they have found on the internet into a school project. They're often under enormous pressure when doing their homework or preparing for exams and, unless someone has explained what

* Source: Ofcom, March 2010.

plagiarism is, they might simply assume they're doing nothing wrong.

How serious is the problem?

According to a 2009 study of American teenagers by Common Sense Media, more than a third admit to using their mobiles to cheat and more than half say they've used the internet to cheat. Many don't even think they're actually cheating - a worrying statistic considering that their school might take disciplinary action if they are found to have plagiarised or cheated and that they could be infringing copyright laws.

"Cell phones and the internet have been a real game-changer for education and have opened up many avenues for collaboration, creation, and communication," says James Steyer of Common Sense Media. "But, as this poll shows, the unintended consequence of these versatile technologies is that they've made cheating easier."

So, why have these behaviours become more acceptable in young people's eyes?

When it comes to internet plagiarism, some might believe that the scale of the Web makes it impossible to track what they've copied. Another view is that children and teenagers are simply confused because so much information online has no named author. If something's anonymous, do they think they can simply "borrow" it without saying where it came from?

Writing on 'The Volokh Conspiracy' website, Jonathan Adler says, "The mash-up culture is not a culture of plagiarism. Those who copy music, lift riffs, or appropriate images don't usually claim authorship of the original source material or claim it as their own... Even in the internet age, we recognise the difference between incorporating the work of another and passing it off as one's own."

Adler points out that even Wikipedia - the website that calls itself 'the free encyclopedia that anyone can edit' - demands that sources are included as footnotes.

Reducing the risks

With cheating and plagiarism on the rise, schools are taking action. Mobiles are being banned from many classrooms and teachers are increasingly checking the essays they receive against information on the Web. If a student has done a quick search online and copied and pasted from the first website that comes up, it can be easy to spot. For students who have delved further online, 'anti-plagiarism' software is available for more in-depth checks.

"The call to action is clear," adds Steyer. "Parents and educators have to be aware of how kids are using technology to cheat and then help our kids understand that the consequences for online cheating are just as serious as offline cheating."

"The internet is an extremely valuable research tool," says Annie Mullins OBE of Vodafone, one of the founders of the Teachtoday website for education professionals. "But it also makes it easier for young people to skip in-depth research and simply copy and paste information for school projects - especially if they're feeling under pressure or they aren't particularly confident in a subject. They could be breaking school assessment rules if they simply take information off the Web and pretend it is their own work, so it's crucial that parents talk to them about this."

> The consequences for online cheating are just as serious as offline cheating.

It's certainly a complex subject. In a New York Times article, the writer Trip Gabriel commented that educators who study plagiarism are seeing "...a disconnect that is growing in the internet age as concepts of intellectual property, copyright and originality are under assault in the unbridled exchange of online information."

For young people who have known nothing but 'the internet age', this might well be the case. But this disconnect shouldn't be used as an excuse to let young people think that cheating and plagiarism are acceptable. It's time for parents, grandparents and teachers to get involved - helping them to understand the difference between using the Web for background research and plagiarism; making sure they understand the potential consequences of cheating; and being there to help with any school-related stresses and anxieties they might have.

* Source: Common Sense Media, June 2009.

TAKE ACTION

1 TALK to your son or daughter about what they're doing at school. Ask questions like: Are you worried about any particular subjects? Has your teacher given you advice about how to do research for your homework? How do you feel about the exams that are coming up?

2 ENCOURAGE THEM to use the internet and other devices to help with their schoolwork but have a frank chat with them about the implications of cheating and plagiarism

3 ASK their school for guidelines on correctly attributing online information they use in their schoolwork, using quotations, citations and bibliographies

4 CHECK with their teacher whether they have been given guidelines for internet research, such as checking the validity of websites that come up on search engines - most schools have internet policies that cover this

5 SOME SCHOOLS might allow mobiles to be used in the classroom as part of lessons (e.g. to take a photo of a diagram on the whiteboard). If your child's school restricts the use of mobiles in the classroom, however, explain to them why it's important that they respect this rule

TECHNOLOGY
in the
CLASSROOM

Tom Barrett, Deputy Head Teacher,
John Davies Primary School, Nottinghamshire, UK
http://edte.ch/blog

Deputy head teacher Tom Barrett discusses how schools can help young people to learn about and manage their digital world.

Asking the question "Will you be my friend?" in the playground has taken on a completely different level of meaning for school pupils. The already complex nature of school friendships has been changed by a growing level of online social interaction.

For youngsters today, using the internet is predominantly a social experience, one that is often very different to their experiences at school. Due to Web filtering, teachers are often taken out of the loop in terms of demonstrating how to appropriately use and behave on social networking sites. Along with parents, teachers have a crucial role in helping young children navigate their way online.

There are great resources available to teachers and parents to help support e-safety teaching in schools, such as CEOP, Childnet and Thinkuknow.

Schools should be actively helping children understand how important the internet will be in their lives, as the actions they take now might be Googled in later years by a possible employer or even university. Teachers are ideally placed to help with children's online identity management - but do enough teachers know about it themselves?

Many schools are building more social spaces online, using blogs and Twitter accounts to help communicate better with those who need it. As these tools provide the room to communicate back, they amplify the voice of different groups and communities that schools serve.

Gaming, on consoles and online, is a naturally occurring social activity for children. This could be as simple as playing against someone else nearby with a Nintendo® DS or using specific social gaming sites like Moshi Monsters that have it intertwined with educational games and activities.

I think every classroom should have access to a gaming console - they can provide such rich and engaging content. The internet, the DVD player, the class computer are all platforms to deliver content that should make learning fun or more engaging. So why do we not consider a console in that same bracket? They often do a better job. If teachers can use this content to better engage and inspire learners it can only be a good thing.

Schools need to take a positive approach to the use of the Web and social media. If children are not using these sites now, they will in the future. Thousands of teachers across the world are using sites like Twitter to build professional networks. We should be involving our classes and helping them to better understand the behaviours needed to stay safe, get the most from them and to be better online citizens. ❟

Next Generation Learning

www.nextgenerationlearning.org.uk/safeguarding-learners
School employees can find links to advice about maintaining professional levels of conduct in their personal use of technology on the Next Generation Learning website.

Helping teachers get to grips with the digital world

As technologies, such as social networking, mobiles and gaming, become more integrated into young people's lives, they bring new challenges for schools.

Teachers, head teachers, governors and other members of the school community play a key role in helping young people to manage their digital spaces, so that they are safe and responsible, as well as developing their ICT, media literacy and social skills. So, it's crucial that education professionals keep up with the ever-changing technology landscape.

At the same time, teachers need to understand how to protect themselves and their professional reputation in the digital world. Lending their personal mobile to a student or adding them as a friend on Facebook® would be considered inappropriate by many schools, for example.

Schools are increasingly developing new policies to guide their staff when it comes to the digital world - anti-bullying policies now include cyberbullying advice, for example - but where else can teachers turn for information?

Teachday gives school employees a central place on the Web where they can find the answers to questions as varied as "How should I deal with offensive messages about me, a colleague or a student that a member of my class has posted online?" or "What can I teach my students about the legalities of downloading music?"

It was launched in 2008 by a unique collaboration of European Schoolnet (a network of 31 European Ministries of Education) and ICT industry representatives, including Facebook®, Google, Microsoft® and Vodafone.

"New technologies bring huge benefits to children and young people but issues such as online safety, cyberbullying and privacy are of major concern," comments Marc Durando, Executive Director of European Schoolnet. "Teachers are telling us they want to have the know-how to deal with these issues in the classroom - Teachtoday helps them to make sense of technology."

teachtoday
living with technology

www.teachtoday.eu

UK TEACHING ORGANISATION THE NASUWT says it is concerned "...by the growing evidence that the abuse of technology, particularly mobile phones, e-mails and internet sites, is not only contributing to increasing workload but is also providing a vehicle for the prejudice-related bullying and harassment of staff and for false allegations to be made against them."

ACCORDING TO UK RESEARCH by the Association of Teachers and Lecturers (ATL) and the Teacher Support Network in early 2010, digital challenges for education professionals include footage of teachers being uploaded on YouTube™ and nasty social networking pages being set up.

CYBERBULLYING

Bullies have found new ways of harassing their victims using social networking sites, mobiles and other technologies. Could your son or daughter be a target? A witness? A bully?

It's Friday evening and your daughter seems upset. You ask if everything's OK at school but she's distracted by a bleep from her mobile and heads off to her room. You assume it's one of her friends texting her. In fact, it's a nasty message from a group of girls in the year above her at school. And it's one of many she's received over the past few days along with rude comments on her Facebook® page. She's being cyberbullied.

A new kind of bullying

Digital technologies offer many benefits for children and teenagers but, in recent years, some young people have started using them to bully others. In fact, around a third of teens in both the USA and Europe are thought to have experienced online harassment, with research by Microsoft® revealing that young people in Norway and Denmark suffer the most of any European nation.

Cyberbullying can be extremely upsetting - especially as the scale, speed and 24/7 nature of the digital world means it can take place anywhere and at any time. It has taken bullying out of the playground and into the previously safe zone of young people's homes.

"Today's 'Web generation' are increasingly living out their lives in the digital arena," says John Mangelaars of Microsoft®. "The advent of social media has helped our children become sophisticated Web users, but they still need help and guidance on how to tackle emerging issues such as online bullying."

Cyberbullies use a number of techniques -

> Communication in cyberspace seems more anonymous.

from sending threatening text messages to posting rude comments on social networking websites; ignoring someone in a multi-player game to sending nasty messages via IM; creating fake online profiles to teasing someone in a chat room. Increasingly, they're upping the ante with photos and videos. 'Happy slapping' - an awful name for bullies photographing or videoing their victim while verbally or physically abusing them - often captures the media's attention.

The growth in social networking sites, in particular, has given bullies a new place to hang out.

Regardless of the forum or device used by the cyberbully, anonymity is a key driver, points out Bridget Roberts-Pittman, assistant professor of counselling at Indiana State University. "Communication in cyberspace… seems more anonymous and seems to require less responsibility on the part of the child committing the behaviour," she says.

Worrying consequences

So, how can you tell if your child is being cyberbullied? And what kind of effect could it be having on them?

"Behaviour change is a part of adolescence. However, a significant change could mean a child is dealing with a serious issue such as cyberbullying," explains Roberts-Pittman. "Parents should be aware of signs such as anxiety, depression, their child not wanting to attend school or making a drastic decision such as quitting a sports team."

Parents who were bullied as children will know that any kind of bullying can be extremely traumatic. Cyberbullying can undermine a young person's confidence and sense of security and affect their attendance and performance at school. In the most serious cases, they can feel that their life isn't worth living any more.

"We know the consequences of cyberbullying are just as traumatic as those of face-to-face bullying," says Emma-Jane Cross of Beatbullying. "In the past year alone, we've witnessed tragic suicides resulting from relentless online hate campaigns. Suicide is an extreme manifestation but research already

underway shows us that increased isolation, poor educational attainment and self-destructive behaviour all readily follow cyberbullying."

Victim or perpetrator?

As well as looking for possible signs that your child is being cyberbullied, don't forget they could also be a bully. Even if they've never bullied anyone in real life, they might be drawn into cyberbullying because they think they're anonymous on the internet or their mobile. They might not realise that using technology to tease, embarrass and spread rumours is just as bad as bullying in the real world. "Some children do things in the digital world that they wouldn't dream of doing face-to-face," says Annie Mullins OBE of Vodafone. "They might deliberately upset a friend, a stranger, or even one of their teachers by putting a nasty comment on a social networking site or videoing them on their mobile and posting it online without their permission. Or they might forward on a bullying email or text without thinking about the consequences."

It's a slippery slope. Your child's friends could pressure them into participating in group bullying without them even realising they're doing anything wrong. A joke or a nasty comment on Facebook®, a private photo forwarded on, laughing as their friends tease a younger child and film them on their mobile - they've become a cyberbully.

What was once a note passed among pupils in a classroom is now posted on the internet for all to see.

CYBERBULLYING
AMONG 11-18 YEAR OLDS IN THE UK

61% have witnessed some form of cyberbullying

Seven out of ten knew the person who was cyberbullying them

Almost a third of cyberbullying incidents began offline

Nearly a quarter have been sent a video clip or image of someone being bullied

Girls are most likely to be cyberbullied, as well as to cyberbully

Source: Beatbullying, November 2009.

TAKE **ACTION**

1 TALK to your child about cyberbullying, just as you would about other kinds of bullying

2 MAKE THE MOST OF TOOLS like Parental Controls, privacy settings and 'Report/Block' options on social networking sites like Facebook®

3 IF YOUR SON OR DAUGHTER tells you they're being bullied, offer them practical as well as emotional support - help them gather evidence (e.g. emails or texts they've received or screen shots of bullying comments on their social networking profile) and contact their internet/ mobile provider

4 IF YOUR CHILD is being bullied by a fellow student, resist the temptation to tackle the bullies yourself - talk to their school so that they can take the appropriate action

5 IF YOU THINK your son or daughter is cyberbullying someone else, explain why it's unacceptable behaviour

6 ENCOURAGE them to tell you or a teacher about any bullying that they witness, including cyberbullying incidents

If they witness cyberbullying and don't participate themselves, many don't report it. They're innocent bystanders, one might argue. The truth is, there's nothing innocent about bullying.

And, as Mullins points out, it's not just other young people who are the victims of this kind of bullying. Teachers are increasingly bearing the brunt of digital harassment.

According to Teachtoday, a website aimed at helping school staff understand new technologies, teachers are not only dealing with cyberbullying incidents among students, they're also being targeted themselves. "Teachers are telling us they want to have the know-how to deal with issues such as online safety, cyberbullying and privacy," says Marc Durando of European Schoolnet, which teamed up with the internet and mobile industries to create Teachtoday.

"...what was once a note passed among pupils in a classroom is now posted on the internet for all to see," comments Julian Stanley of the Teacher Support Network in response to the results of a UK study about teachers and social networking. "We have seen a marked increase in calls and emails from teachers who have experienced abuse from colleagues, parents or pupils online."

Parent power

Many experts claim that the free rein given to young people when it comes to digital technologies is partly to blame. More than half of teens in Europe are said to go online without any parental supervision and over a quarter of young people in the UK say their parents never talk to them about their time online.

At the launch of the UK Government's 'Click Clever, Click Safe' campaign in early 2010, it was noted that "...in the offline world, most parents feel confident to set boundaries and have discussions with their children. In the online world, they often struggle to discuss safety on the internet." The message is clear: parents need to guide their children in the digital world as they do in the real world.

"It is critical that children feel heard and understood," says Roberts-Pittman. "Keeping an open dialogue about issues such as peers is not easy but very important for children to know that they can talk to their parents."

Thankfully, parents are not alone. Schools also play an important role when it comes to cyberbullying and should have anti-bullying policies in place to help protect their students.

"Bullying is no less serious whether it is done face-to-face or via a social networking site," says Dr Mary Bousted of UK teaching organisation ATL. "Schools and colleges need to have clear policies to deal with it and make sure that pupils will face appropriate punishment if they engage in any form of bullying - cyber or otherwise."

> *Parents often struggle to discuss safety on the internet.*

ANTI-CYBERBULLYING INITIATIVES AROUND THE WORLD	
UK	**Cybermentors**, a Beatbullying project, provides peer-to-peer mentoring for young people who are being bullied **www.cybermentors.org.uk**
GERMANY	**Klicksafe** offers parents a range of materials about issues related to digital technologies, including cyberbullying **www.klicksafe.de**
USA	**Common Sense Media's** projects include a digital citizenship curriculum for middle schools **www.commonsensemedia.org**
AUSTRALIA	**Cure the Bullies** is a national anti-cyberbullying campaign from SchoolAid and the Vodafone Foundation **www.curethebullies.com.au**

For more information and advice about cyberbullying, go to www.vodafone.com/parents/cyberbullying

Where to TURN?

Carrie Longton, Co-Founder, Mumsnet
www.mumsnet.com

Carrie Longton co-founded the parenting website Mumsnet with Justine Roberts in 2000. Mumsnet has more than one million unique visitors each month and its discussion boards attract around 20,000 posts every day.
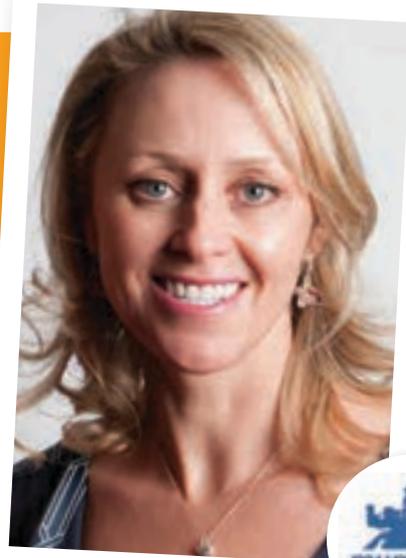
You've just had your first baby - 11 days ago - but the babymoon has turned into a nightmare: the baby cries all the time, never seems to get enough milk, and you're feeling stressed-out and exhausted. Or, you've got two young children, and you're trying to decide whether you and your partner can afford a third. Or, you're worried sick because you found a picture of your 15-year-old son's girlfriend on his phone - and she was totally naked!

In the past, mums with dilemmas like these often found themselves having to cope alone. But for the past 10 years, there's been someone to share concerns with instantly, day or night...because the internet has revolutionised the experience of being a parent. All these issues - and thousands more - were discussed on Mumsnet in the last week or so; and within minutes of posting their worries and woes on the website's chat pages, mothers were getting feedback, often from other mums who knew exactly the best thing to do because they'd been there, done that, and were happy to pass on their wisdom.

Sharing the burden of parenting, and dispersing the wisdom it brings, is why we set up Mumsnet from our back bedrooms ten years ago. It's been called "Britain's most popular meeting-place for parents"; likened to popping into a coffee morning and finding that the first group of people you chance upon are discussing the very thing that's been doing your head in for days.

Of course it's not only parents whose lives have been changed by the internet. Almost every interest group you could name, from stamp collectors to beekeepers to paragliding enthusiasts, have used it as a way to swap information and keep in touch with other like-minded individuals. What's different about Mumsnet, though, is that mothers - especially new mothers and single parent mothers - are often isolated in their own homes, and a website that offers instant friendships and community as well as advice, support, and even entertainment, can provide a much-needed lifeline.

What's more, parenting is peculiarly suited to 'non-expert wisdom'. As a parent of three children (Grace 11, Noah 9 and Mimi 4 if you're interested), I know all too well that great parenting advice is just as likely to come from an anonymous mum as a veteran psychologist. It's not that the psychologist hasn't got anything to offer...it's just that, when you're up against it as a parent, the most helpful person to talk to is more often another mother (or father) who's been in the same boat. Equally, sometimes you're not looking for an answer to a question or a solution to a parenting dilemma - there may be no solution - but what you crave, and what you get on Mumsnet in spades, is empathy - reassurance that you're not the only one whose child won't eat/sleep, do their homework, call granny, or whose 10 year old has started a Facebook® page without telling you...

Being part of an online community has the added advantage of tuning parents in to a world that will be a hugely significant part of their child's growing-up years. The internet is the backdrop to every youngster's life - and children are using it earlier and earlier. No surprise, then, that Mumsnet is seen by many of its users as the first place to turn to with questions and worries over internet use. Recent posters include Mrs Forgetful who writes about her son, who has Asperger's, being bullied while playing online games, and BunnyHopper warns other Mumsnetters to check their children's Facebook® accounts after a male stranger tried to add her daughter as a friend.

As well as threads on all aspects of internet safety, Mumsnet also has a full report on the site about child internet safety, (including mobile internet) with clear advice on how to safeguard children, from tots to teens, online. Top tips include the importance of using age-appropriate parental control software to ensure they can't stray into inappropriate areas of the web, but most of all talking to children of all ages regularly, keeping the lines of communication open so you can find out what they're up to online, and encouraging them to report anything they're worried or unsure about straight to you.

We also worked with Vodafone to set up their Parents' Guide website (www.vodafone.com/parents) - the feedback from parents on Mumsnet was very positive and many felt they learned a lot while they were testing the site.

Encouraging Mumsnetters to be savvy about the internet - both for themselves and their kids - is part of our website's credo. There are dangers everywhere in the world but the web has a huge amount to offer children, just as sites like Mumsnet have a huge amount to offer their parents. The challenge is to stay tuned and, being a frequent internet user - as regular Mumsnetters inevitably are - is the best way to do that. 👆

HOW MUCH IS TOO MUCH?

22% of American teens check their social networking sites more than 10 times a day and the typical teen exchanges 1,500 texts per month - that's 50 a day*

DID YOU KNOW? DID YOU KNOW?
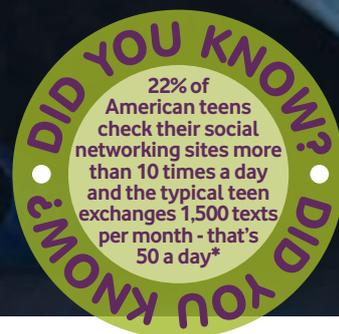
It's Saturday afternoon and your son and a friend have been switching between his games console, computer and their mobiles for hours. Should you suggest they do something else instead?

As busy parents, spare time is often a luxury. How do you make the most of it? Read a book? Go out for a meal? Head to the gym? No doubt you also listen to the radio, catch your favourite TV programme or go online. In fact, research by UK regulator Ofcom shows that the average Briton spends almost half of their waking hours watching television and using their mobiles and other communications devices.

We can't get away from it, media and technology have a huge impact on our lives. For children and teenagers, they know nothing else. They've grown up with games consoles, mobiles and computers and they've embraced them wholeheartedly.

A generation of 'multimedia multi-taskers'

"For the first time we can see just how central media and communications are to our lives," says Peter Phillips of Ofcom. "Increasingly, mobile devices - especially smartphones - are used for multimedia, but live evening TV still remains the main entertainment event of the day. Younger people have shown the biggest changes in how we use media - particularly using different media at the same time."

Developing likes and dislikes, hobbies and interests is an important part of growing up. Young people might become passionate about a particular football team or band, join clubs, build close groups of friends and discover hidden talents. New technologies can support their offline pastimes - perhaps they get goal alerts on their mobile or post videos on YouTube™ of the pop group they've formed with their mates - or they might even become hobbies and passions in their own right.

For teenagers in particular, the internet and mobiles have become vital social currency. Logging on to Facebook® when they get home from school is the equivalent of you rushing home to phone your friends when you were their age, whilst playing on the Sony PSP or Nintendo® Wii has become part of the evening and weekend routine for many.

Ofcom's research reveals that young people are particularly adept at using more than one digital technology at a time - be it texting while watching TV or checking their MySpace page with their iPod on. In fact, 16-24 year olds in the UK manage to squeeze 9.5 hours of media consumption into just 6.5 hours of actual time. Pretty impressive multi-tasking. But there's a question on many parents' lips: "Is so much time in front of a screen good for them?"

A small subset of the population find it hard to control how much time they spend online.

Getting the balance right

Faced with an ever-growing range of devices, products, services, features and apps, young people generally use technology in a balanced way. But some parents will

* Source: Common Sense Media, August 2009 and Pew Internet, April 2010.

EXPERT VIEW:

Vicki Shotbolt,
Founder, Parent Focus
www.parentfocus.co.uk

Vicki Shotbolt runs Parent Focus, a social enterprise that conducts research with parents, supports parent forums and develops information for parents.

When asked "How much electronic time is too much?", my 12 year old son and his mate were in total agreement: "It's when people become really boring and don't want to do anything else - ever."

A reasonable point of view but the challenge for parents is to decide where that invisible dividing line actually is.

Are we being sad old luddites by feeling as though books, board games and old-fashioned running around are more acceptable than a game played on something that needs plugging in at some point? Are we helping them to develop their ability to become effective 21st century electronic citizens by letting them surf the net or are we exposing them to a risky under-policed crime hotspot?

The answer is clearly none of the above.

We're simply responding to one of the many potential battlegrounds for parents, which include things like "How late can I stay out tonight?" and "When can I start wearing make-up?"

And as parents, we do what we do best, which is compromise. We learn to recognise the danger signs of them spending too much time online, on their mobile or their games console (skipped homework, late nights and an increasing girth) and we respond accordingly. Inevitably, there are clashes, but the risks of not tackling the perennial question of "How long can I have on the [insert name of any tech device], Mum?" are too great.

With Ofcom research revealing that almost a third of 12-15 year olds in the UK have internet access in their bedroom and almost three-quarters have a games console in their room, the only reasonable conclusion to draw is that some limits have to be set.

Whilst companies have to take some responsibility for preventing inappropriate use of online services and games (hands up who knew that the age limit for Facebook® was 13?) in the end, the responsibility has to sit with parents.

We don't expect Cadbury to control the amount of chocolate our kids eat and we can't expect website owners, mobile providers or games manufacturers to control the amount of time they spend on them. Another job for Mum and Dad then.

TAKE ACTION

1 SET CLEAR RULES and boundaries for your child's digital world - e.g. how long they're allowed on the computer or what kind of online extras/downloads they can buy

2 MAKE THE MOST of tools like Parental Controls and SafeSearch to help prevent them accessing inappropriate content - but remember, they might not be 100% effective and they aren't a substitute for parental supervision

3 FOR YOUNGER CHILDREN in particular, consider signing up for a monthly mobile phone contract so that you receive itemised bills

4 IF THEY GO on the internet, text or play games late at night, move their computer, mobile or console out of their bedroom

5 DON'T LEAVE IT until you're concerned that their digital world is taking over - talk to them now

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recognise that children and teenagers can spend many hours on the internet, their mobiles and games consoles. It can be difficult to know when normal use tips over into excessive use.

Leading US psychiatrist Dr Jerald Block suggests there are four common characteristics of obsessive internet use (which includes excessive gaming, sexual preoccupations, emailing and texting):

1. Excessive use - losing track of time or neglecting to eat or sleep
2. Withdrawal - e.g. feelings of anger, tension or depression
3. Tolerance - wanting a better computer or more hours online
4. Negative repercussions - e.g. arguments, lies, isolation and tiredness

A report by Leeds University reveals that people who spend a lot of time online are more likely to show depressive symptoms. "The internet now plays a huge part in modern life, but its benefits are accompanied by a darker side," explains Dr Catriona Morrison, author of the report. "There is a small subset of the population who find it hard to control how much time they spend online, to the point it interferes with their daily activities."

Even if a child isn't showing any of these characteristics, their schoolwork, hobbies and even their sleep patterns might suffer if they spend too much time online, on their mobile or on their games console. They might become too focused on their online friendships and fail to develop social networks in the real world. Or they might simply never 'switch off'.

As New York Times writer Matt Richtel says, "...technology makes the tiniest windows of time entertaining, and potentially productive. But scientists point to an unanticipated side effect: when people keep their brains busy with digital input, they are forfeiting downtime that could allow them to better learn and remember information, or come up with new ideas."

Managing your child's use of digital media and devices is certainly a 21st century parenting conundrum. With things like social networking, smartphones and gaming rising in popularity among young people, it's one that won't go away.

For further advice about excessive use of technology, go to
www.vodafone.com/parents/excessiveuse

HEALTH & **WELLBEING**

With 9 out of 10 young people said to be turning to the internet for help with health and personal problems, do you know whose advice your son or daughter is acting upon?

DID YOU KNOW? DID YOU KNOW?
Almost a third of 16-24 year olds agree that they can access all the information they need online - there is no need to speak to a real person about their problems*

The Web offers a wealth of advice and information at the touch of a button. But, for young people seeking the answers to pressing questions about their health, wellbeing and other personal issues, distinguishing reliable advice from harmful - and potentially dangerous - information can be difficult.

First port of call for teens

At a time of physical and emotional change, it's perfectly normal for teenagers to not want to speak to their parents, siblings, teachers or friends about what's on their mind. They often have to look elsewhere for help.

Not so long ago, young people with concerns about their health or wellbeing relied on conversations in the playground or whichever magazine, book or TV programme they could access. Now, the Web is most likely to be their first port of call for any questions that are too difficult or too embarrassing to ask an adult. It's 24/7, anonymous and it makes young people feel like they're not alone.

As Inspire Ireland, a charity that provides the Reach Out online service for young people in Ireland, points out: "Everyone experiences tough times in their life - it's a normal process. But many young people do not have the knowledge, skills and support to get through them."

The internet and its online population have become a confidant for young people.

* Source: YouthNet, October 2009.

The internet offers teens a central place to find information and discuss issues close to their heart, such as relationships, bullying, depression, body image, loneliness, alcohol, stress, bereavement, drugs, eating disorders and self-harm.

Social networking pages, chat rooms, message boards and other online forums - many run by charities and health organisations - have become a lifeline for increasing numbers of young people. They can talk in confidence to their peers and seek advice from experts and counsellors. Some even choose to openly express their feelings on blogs and social networking sites.

"The incredible speed in which communication methods are changing means that young people are trailblazing new ways to converse that many of my generation struggle to understand," says Fiona Dawe of online charity YouthNet.

Professor Tanya Byron, the UK government's advisor on children and technology, recognises the vital role that the internet plays in young people's lives. "Far more than just a way to keep in touch - it, and its online population, have become a confidant for young people facing difficult, stressful or confusing times," she notes in response to YouthNet's research into young people's needs in a digital age.

Differentiating good from bad advice

A separate study by the charity Get Connected reveals that nine out of ten 16-24 year olds in the UK turn to the internet rather than family or friends for help with personal problems. However, more than half found that the online information actually made them more worried than before.

Whilst the internet offers lots of positive information and advice about health, wellbeing and other personal issues, it's important to remember that online information is not a substitute for professional care by a doctor or other healthcare professional. Groups that are run by people who are not qualified or that have been set up simply because the founders claim to have personal experience of dealing with an issue could be unreliable.

Furthermore, young people might come across sites or social networking pages that promote eating disorders, self-harm or suicide, for example. If they're already vulnerable because of a physical or emotional health issue, they can be all too easily drawn in.

Pro-anorexia and pro-bulimia sites, which promote these eating disorders as a lifestyle choice, are just one example of how the lines between support and misinformation can be blurred online.

"Parents often feel relieved that their teenage son or daughter can go online and get the information they need about sex, contraception, drugs and body image because they know that there's a good chance they would feel uncomfortable approaching them about these kind of things," explains

> *Amongst all the useful information, they're accessing some negative stuff.*
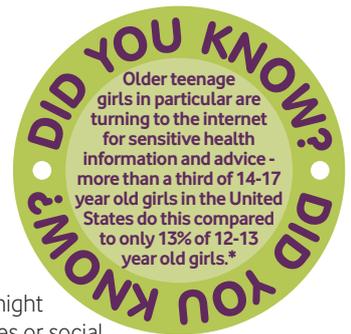
* Source: Pew Internet, February 2010.

EXPERT VIEW:

**Rachel O'Connell,
Social Media Strategist**

Dr Rachel O'Connell, former Chief Safety Officer of Bebo and Director of the Cyberspace Research Unit at the University of Central Lancashire, now provides strategic consultancy on issues related to social media and young people.

Young people increasingly access health information online, while a proportion seek advice about mental health and body image issues from support groups. Until recently, reputable support organisations were reticent to deliver services online due to concerns about, for example, a lack of research about the efficacy of online support.

Arguably, the resultant delay in professional and accredited mental health, social care and support organisations embracing new technologies created a vacuum that groups of people with no professional training filled, by setting up multiple online forums where discussions on mental health issues could take place. These discussion forums were sometimes detrimental to the health and wellbeing of young people. A troubling example of this is 'pro-ana' sites that promote further weight loss amongst young people who turn to the internet seeking support for an eating disorder.

More recently, organisations such as **www.youngminds.org.uk**, **www.b-eat.co.uk** and **www.getconnected.org.uk** have harnessed the internet in innovative ways, including setting up presences on social networking sites where large cohorts of young people convene. The quality of information and support available to young people and their parents is now rich and varied.

The advantages of having health information and support services readily accessible online include: raised awareness of the range of support services available and increased rates of early help-seeking and pro-active interventions that result in fewer crises amongst young people.

The dictum that parents aspire to is to have open lines of communication with their children. On occasion, however, a child may not be ready to discuss an issue with a parent and may prefer to seek information online. Family discussions about accessing health information and support groups online will help to reduce the stigma associated with mental health issues, normalise early help-seeking, and afford you the opportunity to guide your child to reputable support services.

TAKE ACTION

1 **EVEN IF YOU THINK** that your son or daughter would confide in you first, talk to them about the places they might look for advice about health and other personal issues online

2 **DISCUSS** the kind of websites that come up in internet searches and how to determine whether the information is reliable or not (you might want to review what's available beforehand so that you can help them to critically assess the quality of the information)

3 **REMIND THEM** that the internet is a public place and that anything they post online could be seen by anyone and be there forever - if they're looking for advice about a sensitive issue, they might want to check whether the online service offers private communication

4 **IF THEY'RE** into social networking, remind them that many charities have pages on Facebook® and MySpace and that Bebo offers a 'Be Well' hub for support organisations

5 **SET UP** Parental Controls and SafeSearch on your child's computer to help protect them from inappropriate or harmful content - but remember, they might not be 100% effective and they aren't a substitute for parental supervision

6 **ENCOURAGE** your child to contact reputable support services, which are run by trained professionals - if they'd rather not pick up the phone, they can text or email many of them or take part in message boards or online chat

Vicki Shotbolt of Parent Focus. "The trouble is, amongst all the useful information, young people are also accessing some really negative stuff - at best, it's as unreliable as the 'playground myths' we grew up with; at worst, it's dangerous and it exploits young people's vulnerabilities."

"With the huge number of unregulated and unmoderated websites, blogs, networks and groups that exist online, the need for a safe, trusted place has never been greater," adds YouthNet's Dawe.

One of the problems is that teenagers don't always double-check the validity of websites. Although there are plenty of bona fide support sites focused on issues of health and wellbeing, a quick search online can often lead to websites with less reliable information - and even sites that actively promote dangerous behaviours.

Although the internet industry and government are working together to minimise the impact of websites that misinform and/or promote potentially dangerous behaviours, they aren't illegal. The onus is therefore on parents and schools to guide young people so that they can differentiate between good and bad advice online.

"Traditional methods of accessing health information are losing favour with a younger generation who are used to gathering information online, anonymously and instantly," says Andrea Scherzer, psychotherapist and self-harm expert at TheSite.org.

"Young people in Britain have grown up with the internet and mass communication engrained as part of their daily lives," adds Fiona Clark of Get Connected. "They are now exposed to more information than ever before but that doesn't necessarily provide them with the quality of information and support that they need to get through these issues. Beyond their family and friends, they need trusted sources to help them make an informed choice, whatever the problem may be."

> *Beyond their family and friends, young people need trusted sources to help them make an informed choice.*

ONLINE SUPPORT ORGANISATIONS

Childline – www.childline.org.uk

Get Connected – www.getconnected.org.uk

Reachout – http://ie.reachout.com

Samaritans – www.samaritans.org

SpunOut – www.spunout.ie

TheSite.org – www.thesite.org

For more advice and links to support organisations, go to www.vodafone.com/parents/wellbeing

SEXTING:
WHAT EVERY PARENT NEEDS TO KNOW

Flirting and dating are part of growing up but did you know some young people are now swapping nude and sexually-suggestive images via mobiles and computers?

Think back to your teenage years... You're attracted to one of your classmates. You ask a friend to pass them a note during Geography. They reply, inviting you to a party on Friday night. It's the start of a beautiful relationship.

Nowadays, it's a bit more complex. Hand-written love letters have been replaced by texts, emails, Bluetooth and Facebook® messages, many involving digital photos and videos.

In some cases, the images being exchanged are far from innocent. Young people are increasingly sending and receiving nude and sexually-suggestive photos and videos, known as 'sexting'. Research by UK charity Beatbullying reveals that more than a third of under 18s have received "an offensive or distressing sexual image via text or email".

> I felt like if I didn't do it, they wouldn't talk to me.

Why sext?

Exploring relationships and sex is a normal part of adolescence; the digital world simply offers teenagers a new way to explore this part of growing up. But, some experts argue that sexting is also a sign of the increasing sexualisation of young people. More and more, they're seeing sexual references and images in magazines, music videos and films.

"Sexually-suggestive images have become a form of relationship currency," explains Amanda Lenhart, the author of a major report by Pew Internet on 'Teens and Sexting'. "These images are shared as a part of or instead of sexual activity, or as a way of starting or maintaining a relationship with a significant other. And they're also passed along to friends for their entertainment value, as a joke or for fun."

Sexts have been known to contain photos and videos of young people removing their clothes, masturbating and performing sexual acts. In some cases, the sender is pressured into taking and passing on the image by their partner or by someone else they're trying to impress.

WHAT IS **SEXTING**?

Exchanging images of a sexual nature with a boyfriend or girlfriend

Sharing images of a sexual nature with someone you like

Passing around images of a sexual nature to groups of friends without permission

Source: Pew Internet, December 2009.

Often, young people sext in the heat of the moment and regret their actions later. "When I was about 14-15 years old, I received/sent these types of pictures," reveals one high school student who was interviewed for the Pew Internet study. "Boys usually ask for them or start that type of conversation. My boyfriend, or someone I really liked, asked for them. And I felt like if I didn't do it, they wouldn't continue to talk to me. At the time, it was no big deal. But now, looking back, it was definitely inappropriate and over the line."

"Teenagers have always grappled with issues around sex and relationships," points out Lenhart "... but their coming-of-age mistakes and transgressions have never been so easily transmitted and archived for others to see."

What are the consequences?
Even if a young person starts sexting 'for a laugh', the consequences can be extremely serious - both for the sender of the image and the person receiving it.

In the digital world, images can be copied, manipulated, posted online or sent to other people in a matter of seconds.

Often, ex-partners pass on images when a relationship comes to an end. What started off as a private message between two people can quickly reach fellow students via text or a social networking website like Facebook® or MySpace. The result? Embarrassment, regret and, possibly, harassment from the recipients.

If the images are posted online, they could remain there forever and be seen by anyone. How would your son or daughter feel if a university admissions tutor or a future employer came across nude photos of them? Or if a stranger got in touch because they had seen them in a provocative video online?

Furthermore, the police are concerned that sex offenders who search for sexual images of young people on the Web might make contact, pass the image on to others or blackmail the person in the image into committing indecent acts.

And, crucially, the sender and recipient could be breaking the law by taking, holding or sharing indecent images of a minor. If the images are stored on the family computer, the parents could be implicated too.

"We don't want to inhibit young people in their exploration of sexuality, but it's important that parents and schools are aware that sexting is a significant issue so together we can act to stop this kind of behaviour before it escalates into something far more problematic," comments Emma-Jane Cross of Beatbullying. "We need to address the fact that sexual peer to peer contact is being exponentially facilitated through new technologies."

A call to action
So what can parents do? How can they encourage their son or daughter to use digital technologies safely and responsibly?

"In today's digital environment, parents have less time to supervise their kids' behaviour," says James Steyer of Common Sense Media. "Communication and socialisation in our kids' world is increasingly moving from face-to-face to cyberspace...in a digital world, parents need to play a more important role than ever in ensuring that our kids get the best of these technologies and are using them safely."

It's crucial that parents talk to their kids about sexting now as it's going to be part of their lives (whether they take photos or videos of themselves or pass on other people's images). Don't wait until something happens. It might be embarrassing (for both the child and the parent) but isn't helping to protect them from potential embarrassment, bullying, breaking the law - or worse - worth a few moments of tricky conversation?

It's especially important in light of a recent survey of more than 500 year 9-13 students in the UK, which revealed that sexting is a 'closed community'. Nearly three-quarters of respondents to the South West Grid for Learning/ University of Plymouth study said they would turn to their friends if they were affected by issues related to sexting compared to only a quarter who would seek advice from school staff.

Young people might feel uncomfortable speaking to their parents or their teacher about this, so parents need to take the first step and talk about sexting as part of a broader discussion about sex and relationships.

As Amanda Lenhart comments, "The desire for risk-taking and sexual exploration during the teenage years combined with a constant connection via mobile devices creates a 'perfect storm' for sexting."

It's time to take action before the storm heads your family's way. ❧

> Sexually-suggestive images have become a form of relationship currency.

For more information and advice about sexting, go to www.vodafone.com/parents/sexting

TAKE ACTION

1 DISCUSS sexting as part of a wider chat about sex and relationships. It might be embarrassing for both you and your kids, but it's crucial that you address this

2 REMIND them to 'think before they post' - once something's out there on the internet or on a text, it's hard to get it back

3 EXPLAIN that it's illegal to take, hold or share indecent images of under 18s

4 ENCOURAGE them not to pass other people's sexts on, as it could be part of a bullying campaign and they could even be breaking the law

5 CHECK whether sexting is covered as part of their sex education classes at school and how their teachers would handle sexting incidents

USEFUL WEBSITES
CEOP – www.ceop.police.uk

Common Sense Media – www.commonsensemedia.org

Vodafone Parents' Guide – www.vodafone.com/parents/sexting

STAYING SAFE
THE FACTS ABOUT ONLINE GROOMING

ONLINE GROOMING AND **THE LAW**

Online grooming laws are being brought in around the world. In the UK, for example, online grooming is an offence under the Sexual Offences Act 2003, which defines it as: "A course of conduct enacted by a suspected paedophile, which would give a reasonable person cause for concern that any meeting with a child arising from the conduct would be for unlawful purposes."

WEBCAMS

- Does your child's computer or laptop have a built-in camera (webcam)?

- If yes, do you know who they chat with via the webcam?

- Have you set any rules for webcam use (e.g. time of day, who with, which room the webcam should be in)?

It's the internet risk that every parent worries about. **Digital Parenting** tackles the difficult issue of online sexual grooming.

What is online grooming?

Online sexual grooming is where someone makes contact with a child with the motive of preparing them for sexual abuse either online or in real life. It's one of those things you don't want to think about as a parent and evidence suggests it's highly unlikely that your child will be approached in this way, but it does happen.

As young people's social circles become increasingly Web-based, they often forget to take the same precautions they would in real life. They might accept strangers as friends on their social networking profile or start talking to someone they don't know in a chat room or on a gaming forum, for example. Plus, with webcams built into many laptops and lots of mobile phones now including cameras, they might exchange self-taken photos and videos with people they barely know, which can quickly lead to their entrapment.

A European survey by Microsoft® reveals that young people can be extremely - some might say naively - trusting in their digital world. 43% of teenagers believe it's safe to share personal information across social networking sites and 63% have been contacted by someone they don't know, with 46% responding out of curiosity.

Sex offenders are taking advantage of young people's trusting nature and have been known to use a range of sophisticated techniques to make contact and establish relationships with children and teenagers online.

Having gathered their personal details from social networking websites, multi-player games and other online forums, they might try to gain their trust by pretending to be their age, flattering them, offering gifts or modelling opportunities, promising meetings with celebrities, or providing advice and a sympathetic response to problems that the young person might be having.

In some cases, young people know that the person who has contacted them is an adult but do not realise how the age difference could make them vulnerable.

There is no single answer to making the internet safer

The consequences

Once the abuser has gained the child's trust online, they might suggest meeting up in person. Or they might keep the relationship purely online and ask the young person to

EXPERT VIEW:

Zoe Hilton, Head of Safeguarding and Child Protection, Child Exploitation and Online Protection (CEOP) Centre
www.ceop.police.uk
Zoe Hilton is a child protection and safeguarding specialist who worked at the NSPCC before joining CEOP.

With high profile sexual grooming cases in the press, parents can easily be worried about what their kids are doing online. There are a few simple steps that parents can take and some signs to look out for but vigilance and keeping the lines of communications open is the key.

The signs that children are being groomed and exploited are not cut and dried and can sometimes appear to be part of normal teenager behaviour. Obsessive and secretive use of the internet or mobiles, an increase or change in the use of sexualised language, aggressive behaviour, gifts that your child has received from people you don't know, can all be worrying tell-tale signs that something might be wrong.

So, how do you keep them safe? Encourage your children to only be friends with people online that they know in the real world and remind them that an online stranger is still a stranger.

Help them understand what personal information is - pictures, email addresses, mobile numbers and school details for example - and to only share this with people they know. Real friends will already know this information - why share it online? It's important they understand the value of making their social networking profiles private so only their friends can see their information.

And keep talking to them about who they are talking to online and where they are going - you'd want to know this kind of thing in the real world, the online world should be no different. Let them know they can come to you if they are worried about someone online and you can always report suspicious behaviour to CEOP at **www.ceop.police.uk**.

CEOP provides a one stop shop of advice and information for all aspect of internet safety in the UK - and a way to report straight through to law enforcement and child protection if your children are in trouble. This is now available in more and more online environments and now you and your children can also report through Facebook®, by downloading the ClickCEOP app to your profile and can access help, advice and report a problem if you or they ever need it at **www.facebook.com/clickceop**. Acting on reports through the ClickCEOP button, CEOP managed to safeguard and protect 278 children and ensure the arrest of 417 child sex offenders in the last year alone.

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send nude or suggestive photos or perform sexual acts via a webcam, providing them with images that could be passed on to other people.

Whatever form the grooming takes, many young victims feel responsible for, and guilty about, it happening. Reporting it or simply asking for help can be difficult. In some cases, the victim might not even realise that what is going on is abuse and they might believe they are in a relationship with the abuser whom they have come to trust.

Protecting children

In recent years, the internet and mobile industries have been working closely with government, NGOs and the police to minimise the risk of online grooming.

A number of organisations, such as Childnet, the European NGO Alliance for Child Safety Online (eNACSO) and Insafe, focus on helping to make the internet safer for young people. One example of industry and law enforcement working together is Facebook® teaming up with the the Child Exploitation and Online Protection (CEOP) Centre in 2010 to launch an application that gives Facebook® users the ability to report a problem directly to CEOP.

"There is no single answer to making the internet safer but CEOP have taken a great step forward by setting up their ClickCEOP page," says Joanna Shields of Facebook®. "It now means that they can have on ongoing dialogue with thousands of Facebook® users, educating them about how to stay safe online in a place and language they are familiar with."

For more information and advice about online grooming, go to www.vodafone.com/parents/grooming

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TAKE ACTION

1 **IT'S A DIFFICULT** conversation but make sure you discuss the risks of online grooming with your son or daughter

2 **REMIND THEM** that the internet is a public place and not everyone online is who they say they are

3 **MAKE THE MOST** of tools like Parental Controls and SafeSearch - but remember, they might not be 100% effective and they aren't a substitute for parental supervision

4 **ENCOURAGE** your child to only be friends with people online who they already know in real life and to use privacy settings on their social networking profile and games console

5 **SET RULES** for the use of webcams, digital cameras and camera phones by your son or daughter

6 **EXPLAIN** to them that minimum age limits on websites (e.g. 13+ on Facebook®) are there to help protect them

7 **LOOK** for any unusual behaviour and reassure them that they can talk to you about anything that's worrying them in their digital world

8 **REPORT** any suspected incident of online grooming to the relevant law enforcement body in your country - in the UK, that's CEOP

HOW TO...
MAKE THE MOST OF MICROSOFT WINDOWS® 7 PARENTAL CONTROLS

With so many families having the Microsoft Windows® operating system on their home computer, **Digital Parenting** takes you through the built-in Parental Controls that Microsoft® offers in Windows 7.

As a parent, you might be worried about the amount of time your son or daughter spends on the computer and the kind of games they access.

With Parental Controls in Windows 7, it's easy to supervise your child's PC use without having to peek over their shoulders. You can set specific time limits on your child's computer use (e.g. different logon hours for each day of the week so, if they're logged on when their allotted time ends, they'll be automatically logged off). Plus, you can prevent them from playing games that you don't think are appropriate for their age.

To help keep communications open, the Parental Controls icon is always visible so children know when the feature is in use.

Turn on Parental Controls

STEP 1

First, make sure that your child has a standard Windows 7 user account. Open Parental Controls by clicking the **Start button**, click **Control Panel**, and then, under **User Accounts and Family Safety**, click **Set up Parental Controls for any user**. If you're prompted for an administrator password or confirmation, type the password or provide confirmation.

Click the **user account** that you want to set Parental Controls for. If you haven't set one up yet, click **Create a new user account**.

Under **Parental Controls**, click **On, enforce current settings**.

If Windows Live Family Safety is installed on your computer, you will see a sign-in page and there is no need to continue with Steps 2-4 of this tutorial.
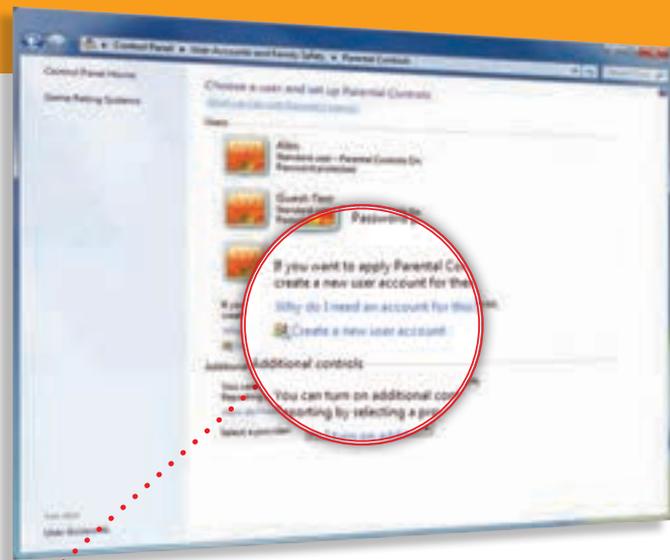
Set Time Limits

STEP 2

Click **Time limits**. In the grid, click and drag the hours you want to block or allow. Click **OK**.
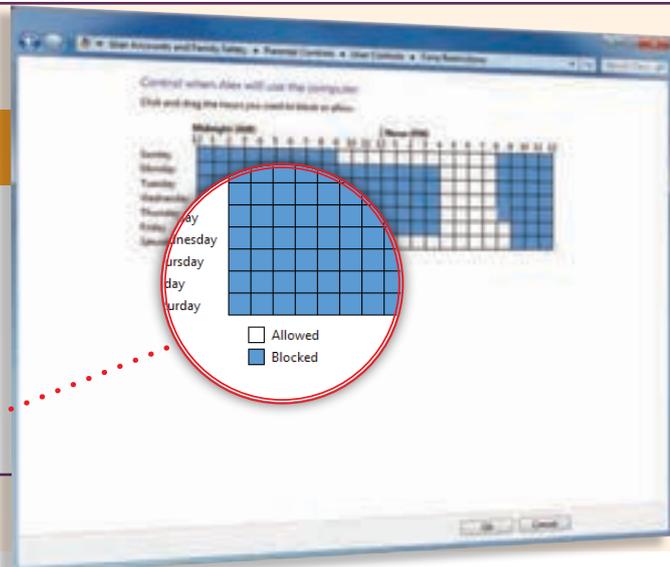
Choose which games children can play

STEP 3

Click **Games**, then choose one (or a combination of) the following four options:

a) To block ALL games, under **Can [person's name] play games?**, click **No**.

b) To block games by age ratings, under **Can [person's name] play games?**, click **Yes**. Under **Block (or allow) games by rating and content types**, click **Set game ratings**. Under **Which ratings are OK for [person's name] to play?**, click a ratings level.

c) To block games by content, under **Can [person's name] play games?**, click **Yes**. Under **Block (or allow) games by rating and content types**, click **Set game ratings**. Under **Block these types of content**, select the content types that you want to block.

d) To block specific games, under **Can [person's name] play games?**, click **Yes**. Under **Block (or allow) any game on your computer by name**,
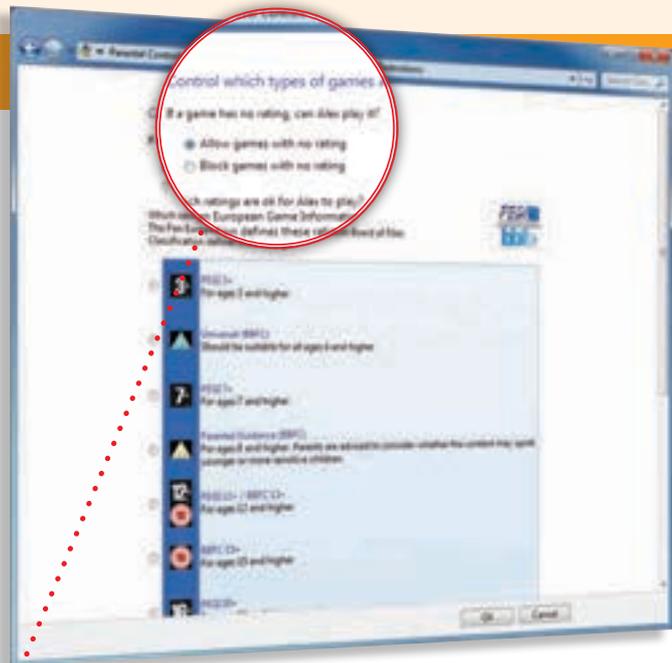
click **Block or Allow specific games**. In the alphabetical list of games, find the game that you want to block, and then select **Always Block**.

Allow or block specific programs

STEP 4

Click **Allow and block specific programs**. Click **[Person's name] can only use the programs I allow**. Select the programs that you want to allow. If the program you want doesn't appear in the list, click **Browse** to locate the program.
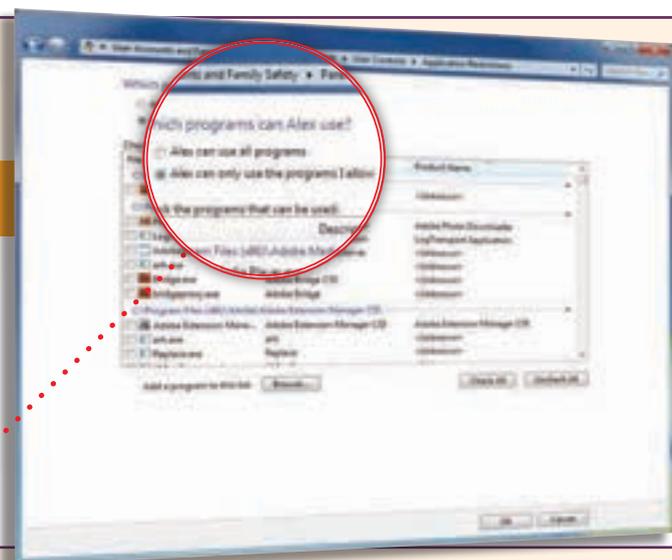
Windows Live Family Safety

Windows Live Family Safety lets you choose what your children see and who they talk to online, get reports of their online activity, as well as set the time and game restrictions as shown in this tutorial. You can find more information and setup instructions at http://familysafety.live.com/getstarted

For further information about Parental Controls for Windows 7 and Windows Vista, go to www.windows.microsoft.com/parental-controls

Family safety options are also integrated in the Windows Live products, Hotmail, Messenger and Spaces (http://familysafety.live.com/getstarted), and family settings are available for the Xbox and Xbox 360 (www.xbox.com/familysettings)

Find out more about online safety and privacy at www.microsoft.com/protect

Microsoft

www.microsoft.com

JUST 'CHECKING IN':
HOW YOUNG PEOPLE ARE SHARING THEIR LOCATION

Teens who have grown up with mobiles have few qualms about sharing their physical location with online friends. But could over-sharing this kind of personal information via location services lead them into difficulties or put them at risk?

Families that have thrown away their paper map in favour of an in-car navigation device to get from A to B are already using location services. These devices, which rely on a global navigation satellite system (Global Positioning System), have become increasingly popular in recent years.

GPS and Wi-Fi services on laptops, mobiles (particularly smartphones like the iPhone or BlackBerry® devices) and other portable devices, such as games consoles and iPads, are also going from strength to strength and, combined with social networking services, offer people new ways of staying in touch and getting information.

Parents who follow tech trends might already be using geo-location apps and services like Foursquare, Google Latitude and Gowalla to share their location with their online contacts. If not, they might be rather confused by their friend announcing they've just become 'Mayor of Edinburgh' or been awarded a Sweden country pin.

"If you're like me, when you find a place you really like, you want to tell your friends you're there," says Michael Sharon of Facebook® on the company's blog. Having launched a location service called 'Places', Facebook® is keen to promote the benefits of services that enable internet users to share where they are in real time from their computer or mobile device. Children's

charities and other parenting experts have expressed some concerns, however.

Putting people on the map

Whilst location services are currently in their infancy - according to Forrester Research, only a few million consumers use geo-location apps on a regular basis - they look set to explode.

Straplines like "Check-in, find your friends, unlock your city", gaming themes where users receive badges, and the fact that many location services are free (either built-in or free to download as an app) are bound to attract curious teens.

Young people who already spend much of their time on the world's most popular social networking site will no doubt welcome Facebook® Places. Letting friends know that they're out shopping or at a gig will no longer require a text message or a status update, they can simply call up a list of nearby places on their mobile, "check-in", tag which friends they're with and share their location with their Facebook® pals.

"It wasn't so long ago that internet users were wary of using their real names on the Web, now many happily announce their location to their online friends," explains Annie Mullins OBE of Vodafone. "For young people, in particular, it's simply another way of staying in touch and blending the real world with their digital world."

It's another way of blending the real world with their digital world

Are your kids over-sharing?

With mobiles and social networking now part of daily life for many young people, sharing information with a large group of virtual friends has become second nature. Comments, photos, videos and, now, location are revealed at the click of button.

According to a study into 'The Secret Life of Teens' by online security firm McAfee, 69% of 13-17 year olds have included their physical location in their social networking status. And, with research by UK regulator Ofcom showing that many children under the age of 13 are lying about their age so that they can access social networking sites, they could be doing the same to access location services that are meant for over 18s.

Online... kids let their guard down

"Kids know not to talk to strangers - it's one of the first lessons you teach them. But online, there's a sense of trust and anonymity, so kids let their guard down," says Tracy Mooney of McAfee. "Kids would never hand out their name and address to a stranger in the real world, so it's alarming to see how many kids do that very thing online."

Are young people not aware of the potential pitfalls of revealing where they are at any given moment? Or do they simply live by the mantra 'it won't happen to me'?

"Broadcasting where you are to all your Facebook®, MySpace or Twitter friends could be risky, especially for young people," adds Mullins. "They're putting their trust in their online social networks, which might be made up of 100s, or even 1000s, of people - some of whom they might not even know in real life."

Publishing details of their physical location could expose children to some risks so it's vital that parents discuss how location data could be used and how their son or daughter can use location services safely. For example, if they regularly check in at the same locations, it might not take long for someone following their online check-ins to know where they live or go to school. Or, if they check in at the local cinema or football club, users of the same service will be able to see that they're there.

Using location services might lead to young people being offered deals and promotions by local businesses, so parents should discuss how to handle this - especially if they are targeted with age-inappropriate advertising. Some location service providers, such as Facebook® Places, restrict the type of advertising that minors receive.

Furthermore, there is a risk that indicating where they are, indicates where they are not. This was highlighted in 2010 by the creators of PleaseRobMe.com, which searched Twitter for location-related messages, revealing how easy it would be for burglars to determine whether someone was at home or not.

Facebook® maintains that with Places, users are in complete control of what they share and the people they share their location with. For minors, only 'friends' will be able to see when they check in anywhere. Young Facebook® users can customise their privacy settings even further - so that friends cannot 'tag' them if they're out together, for example - but they need to be aware that they'll explicitly need to opt-out of certain features.

POPULAR LOCATION SERVICES

Facebook® Places – www.facebook.com/places

Foursquare – www.foursquare.com

Google Latitude – www.google.com/latitude

Gowalla – www.gowalla.com

HOW DO LOCATION SERVICES WORK?

Location services use the geographical location of your computer, mobile phone or other portable device with location capabilities (such as a Nintendo® DS) so that you can receive relevant local information (such as traffic updates) or share your location with your various social networks (such as Twitter)

* Source: Ofcom, June 2009.

New location applications, such as
Facebook® Places, are certainly
creating a stir. It's not hard to see why.
Knowing where someone is right now,
or knowing where they have been or are
likely to be, can be very useful or fun,
or both.

Aside from 'Places', Google and Yahoo!
respectively have 'Latitude' and 'Fire Eagle'
and there are plenty of others already here
or on the way. They all do similar kinds of
things: you can track someone or allow
yourself to be tracked.

From a child safety perspective, these
applications present a number of challenges
and, to be frank, a number of worries. Some
children may be slow to understand the
implications of these new services but
stalkers and bullies may not be. This is one
of the reasons why children's groups across
Europe, via the European NGO Alliance
for Child Safety Online, are beginning a
campaign for greater safeguards to be built in.

So parents need to get up to speed. Again!

Whether or not you want your children
to use these services, it reminds us of the
importance of doing two basic things:

- Sit down with your child, ask them
  to take you to their social networking
  profile and go through every single friend
  to whom they are linked. Ask them to
  tell you who each one is and how they
  know them.

- Explain that one of the reasons you
  are doing this is because, whilst it is not a
  good idea anyway for children
  to have perfect strangers on their buddy
  list, now these new location apps have
  arrived, it makes that more important
  than ever. Be ready to explain why, but
  without scaring them out of their wits!

Rather unhelpfully, some location
service providers specify 18 as the
minimum age for users whereas others say
13. Either way, since no location provider
actually confirms a new user's age, in effect
any child could be doing it. Who said the
21st century was going to be easy?

Future innovation

Whatever people think of location
services, they're here to stay. From
providing ticketless travel for the general
public to helping the security forces track
criminals, geo-location capabilities on
mobile devices look set to play an
increasingly important role in society.

"Moving forward, the use of the location
of a personal mobile device as a reliable
surrogate for the individual is stimulating
new applications in healthcare, financial
payments and social networking to
name just a few," adds Caroline Dewing

of Vodafone's Future Agenda programme -
www.futureagenda.org.

For young people, it all seems very
exciting; for parents, perhaps a little scary.
The important thing is that parents help
their kids to understand and manage the
potential risks.

As James Steyer of Common Sense Media
points out, "Mobile phones and devices
can bring new educational and creative
opportunities for children. But whether
their impact is positive or negative, mobile
phones and portable digital devices are not
going away."

**For more more information about location services, go to
www.vodafone.com/parents/locationservices**

BEING
MOBILE AWARE

Are you worried that your child's mobile could make them a target for thieves? Concerned about them crossing the road while chatting on their phone? **Digital Parenting** looks at the potential challenges of mobile theft and accidents.

DID YOU KNOW? DID YOU KNOW?

Around a quarter of victims of mobile phone theft in the UK are aged between 10 and 17*

* Source: Home Office, May 2009.

Take a look in any teenager's school bag or coat pocket and it's likely that you'll find their mobile. In fact, according to research by mobileYouth, more than 50 million 14-18 year olds across Europe have a mobile phone subscription.

Their mobile goes everywhere with them and it can be incredibly useful for them to keep in touch with you and their friends. But, unfortunately, it can also make them a target for thieves and could affect their personal safety in other ways.

"There are lots of things you need to discuss with your child once they get a mobile," says Annie Mullins OBE of Vodafone. "Talking about the potential risks of theft and accidents should definitely be part of that conversation."

A target for thieves

Hundreds of thousands of mobiles are stolen each year and government figures in the UK show that teenagers and young adults are more likely to have their mobile stolen than any other age group.

Aside from the emotional - and, potentially, physical - impact of being the victim of a crime, having a mobile stolen cuts young people off from their friends and might mean that the thief gets access to their address book, texts, photos and (if their phone has internet access) emails and social networking profile.

If they don't report the theft, they'll be responsible for any charges on their mobile after it has been stolen - the costs could mount up considerably if the thief decides to make some international calls or download video content.

"With new handsets regularly hitting the market and costing hundreds of pounds, it's no wonder that thieves are looking to target them, especially with the increasing amount of personal and sensitive information held on them to access social networking sites and mobile banking services," says Danny Harrison of life assistance company CPP,

I sometimes put my phone on silent in places where I think it's a bit dodgy.

which released the results of a UK study into mobile theft in early 2010. But are teens taking the threat of mobile theft seriously?

"A local policeman gave us a load of advice about what to do. It was a bit over the top in that he said, 'never answer your phone in a crowded place'. Well, you're more likely to get your phone nicked in a quiet place than a crowded place because everyone will see them do it," one teenage boy told Vodafone. "And he said, always keep your phone on silent. I do sometimes put my phone on silent in places where I think it's a bit dodgy and I don't want to be getting it out."

Accident prevention

As well as the potential risk of theft, young people have been known to have accidents while using their mobile or other portable devices, such as MP3 players.

If they're walking or cycling, for example, it could be dangerous for them to text, make a call or listen to music as they're less aware of what is going on around them.

The Royal Society for the Prevention of Accidents advises parents to "talk to children and young people about the distraction potential of mobile phones and portable music players" and to "make sure they know how important it is to stay alert and aware of their surroundings and encourage them to take off their headphones when crossing the road."

Of course, young people who are old enough to drive also need to understand that it's illegal in many countries to use a hand-held mobile or similar device while driving.

James Steyer of Common Sense Media urges parents to take action now. "If you have not yet had a conversation about texting and driving with your kids, we're sorry to say it's a bit late, but not too late... distracted driving has taken on a whole new life and parents need more help in keeping their kids safe on the road."

For more information about mobile theft and accident prevention, go to www.vodafone.com/parents/theft

JARGONBUSTER

IMEI - The International Mobile Equipment Identity number is a unique number printed inside the battery compartment of your mobile, which you should give to your mobile provider if your phone is stolen.

TAKE ACTION

1 KEEP A NOTE of their SIM card number and their mobile's unique IMEI number that is normally printed inside the battery compartment (in the UK, you can also find it by dialling *#06#). If their mobile is stolen, their mobile provider can use this IMEI number to block their mobile from being used on their network in their home country and can also pass the information on so that other mobile providers can prevent it being used on other networks

2 SET UP a PIN lock on their handset

3 TEACH THEM to treat their mobile like they do their purse/wallet/other valuables and to keep it out of sight. If their phone comes with distinctive headphones, which make it obvious that they have a certain brand of mobile, advise them to keep these hidden too

4 TELL THEM to hand over their mobile if they're threatened by someone who wants to steal it

5 ENCOURAGE THEM not to use it while walking or cycling and discuss the law when it comes to driving

6 IF THEIR MOBILE is stolen, report it immediately to their mobile provider, the police and your insurance company

HOW TO... **ACTIVATE VODAFONE CONTENT CONTROL ON YOUR CHILD'S MOBILE**

Vodafone provides technical measures that help prevent access to age-sensitive content and services such as those rated 18, which are particular to the local laws or codes of conduct in each market. Below is an example based on Vodafone UK's parental content control solution.

Vodafone UK was the first mobile network operator to launch Web filtering parental controls - called Content Control - in 2005. Parents should always check which controls are in place when purchasing a mobile handset for their child.

To change the Content Control, users must be over the age of 18, have the approval of the account holder (if they are not the registered user) and, if necessary, provide proof of their age.

With Content Control activated, the user receives a splash screen if a website they try to access is classified as 18 and above. However, if users have a Vodafone online account, they can check if Content Control is activated even if they do not have the phone to hand.

In this tutorial, we show you how a Vodafone account holder can check the Content Control setting in this way.

Getting a Vodafone online account

STEP 1

If you have a Vodafone mobile pre-pay or post-pay contract, you can set up an online account to manage a number of settings. Simply go to **www.vodafone.co.uk** and click on My Account which will provide you with the option to set up such an account. During registration you will need the mobile phone to hand as you will receive a security password to complete the registration, linking the SIM and number to that account. It will also help if you have an existing email account to support forgotten passwords etc.

Checking 'My Device'

STEP 2

Once you have an online account, you are able to manage various areas of your Vodafone account including your tariff plan, extras, TopUp on pre-pay and call barring and Content Control. You'll find the Content Control setting under the My Device section. Click here to see the current setting on your child's mobile phone.
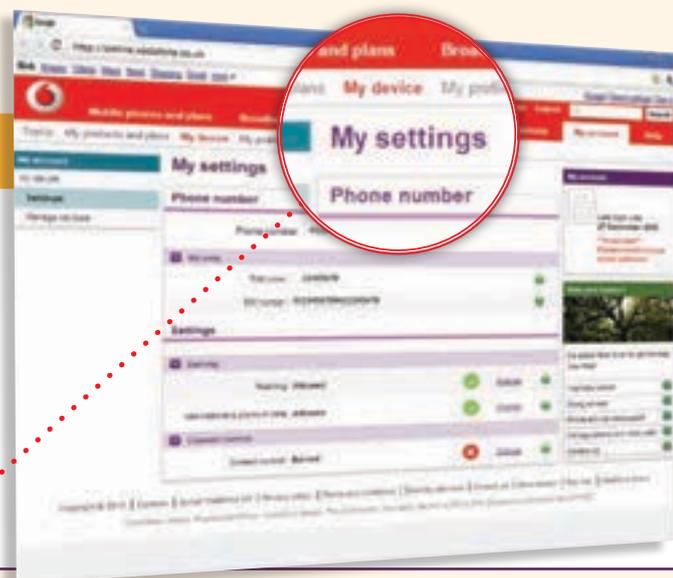
Content Control setting

STEP 3

If the Content Control setting is off, you can request for it to be activated there and then. The setting will change the next time the handset/SIM is used to access the internet. As with PCs, you might need to switch some devices off and on and also clear the memory cache. You can get support at 'Phones and Devices' on the Vodafone Help pages at www.vodafone.co.uk. If you would like the Content Control bar to be lifted, you will be required to verify your age.
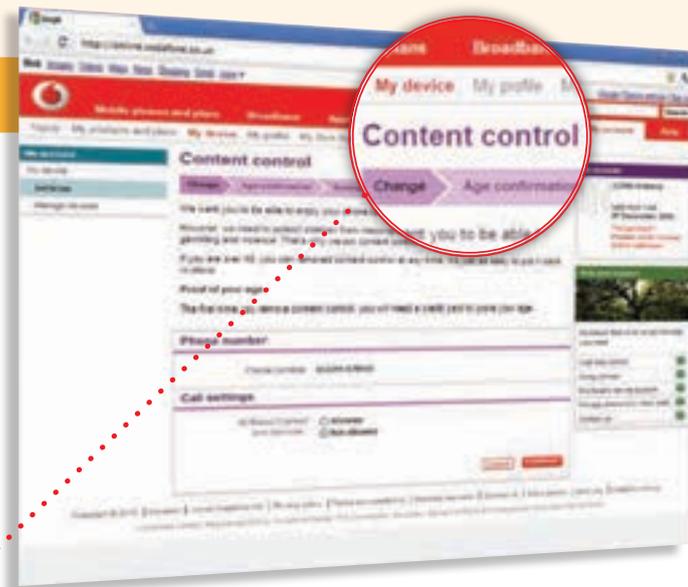
Confirmation

STEP 4

Any changes made to the settings will appear on a confirmation screen and be sent to your email address.

If you are the account holder but you do not have access to an online account, you can also check setting via Customer Care (191 from a Vodafone phone) or at a Vodafone Shop.

For your local Market solution outside of the UK, please refer to your local website or contact Customer Care. If you're in the UK visit the help section at **www.vodafone.co.uk**.

vodafone

www.vodafone.co.uk

Daniel Appelquist, Web & Internet Evangelist for Vodafone Group Research & Development, investigates what the next few years might bring.

Connected Culture:
2015 and Beyond

What will the future bring?

We live in a time when new technologies and media seem to be crashing on us like great waves. We are becoming more and more connected and we are increasingly depending on this connectedness. That technology - and in particular technologies built on top of the internet - has changed our lives is no longer in any doubt. But what changes can we expect in the immediate future? Will the next few years bring more of the same or can we expect any radical shifts?

I see three trends taking shape right now that have the potential to have a broad, if not radical, impact on how we communicate, how we use services, and how we conduct the business and pleasure of our daily lives.

The Web goes mobile (and the death of the mouse)

Some readers may remember the "pre-mouse-computer", where everything was done with a keyboard. The idea of graphical "windows" was unheard of until the debut of the Macintosh in 1984 (quickly followed by Microsoft® Windows). Within a short space of time, it became unthinkable to package a computer without a mouse or some kind of pointing device.

We are going through a similar change right now with the introduction of touch-screen phones and other mobile devices. This method of interacting with a computer is sometimes called "direct" interaction: you touch the thing on the screen you're interested in - the button, the link, whatever - rather than indirectly positioning a cursor over it and clicking a mouse. Touch screen devices have the advantage of being more portable and more "intuitive". My 3-year-old daughter was able to figure out how to use an iPhone the first time she laid eyes on it.

Since the creation of the World Wide Web, the internet has been something people use on a computer, usually with a mouse and a keyboard. Now, the Web is going through a similar change to become more mobile and less bound to the mouse-point-click user interface from which it was born.

Within five years, the majority of Web usage will be from devices that we currently think of as mobile devices - either devices that are an evolution of the mobile phone or "Web pad" devices that are an evolution of laptops and so-called "netbooks". Both these types of devices will be primarily accessed through direct input - predominantly by touch, but also increasingly, by voice.

The Web becomes social

With over 40% of the UK population on Facebook®*, social networking is clearly becoming part of daily life for many people. A source of light amusement or a mild distraction for some; a more serious social or business currency for others.

One of the reasons that social networks, such as Bebo, Facebook® and MySpace, are increasingly replacing "traditional" electronic communication like email is that they allow for a deeper level of communication - inviting someone to an event, tagging photos and creating discussions with others through

comments are innovations unique to social networks.

New services have also been growing on top of these social networks to provide an even richer connection between the real world and the virtual. One example is the new breed of location-based social services, such as Rummble, Foursquare and Gowalla. Rummble invites its users to leave reviews and ratings of bars and restaurants in real-time and to broadcast these ratings (and with them their location) across their social network to their friends and contacts. These types of application take advantage of the ability of the mobile phone to use various methods to track its own location.

Broadcasting your location or taste in food might be considered quite intimate but it's just the start. Could you imagine booking a holiday or sharing banking records with an independent financial advisor via Facebook®? What about exchanging information with your GP about your chronic illness via a social network? These are the kinds of emerging uses for social networking that might become mainstream within the next five years.

Think it's far-fetched? Just last month, Delta Airlines opened up a "ticket window" in Facebook®, allowing Facebook® users to buy airline tickets within the social networking site. With health and financial services already very popular online, it seems inevitable that, like much of the rest of the Web, these will also become more social over time.

Open Data and Open Government

Government is becoming more transparent, with initiatives like data.gov.uk and data.london.gov.uk (the London Datastore) leading the way in opening up the raw data of government. These initiatives are allowing the data around us - simple information like bus and train schedules and more complex data like energy usage patterns - to be available to more people and in more ways.

At the same time, we are gaining the ability to create data about our daily lives and harness that data for our own benefit. London-based Connected Environments (www.pachube.com) is one of the companies at the forefront of this movement. They're helping people to use real-time information about their electricity usage to shape how they use energy in their home or to measure the efficiency of energy-saving technologies so they can make better buying decisions.

My prediction is that we are going to see industry follow these government initiatives. After all, the availability of data over the internet is leading to great innovation in sometimes surprising areas.

For example, in the aftermath of the earthquake in Haiti in 2010, rescue workers were able to use open data, openly writable maps (OpenStreetMap) and connected mobile phones to get the Haitian diaspora (who knew the terrain and the local language but who were not present) together with personnel on the ground. New technologies enabled them to quickly build up a share map of the damage and to find and rescue trapped people and address urgent problems in real time.

How does it add up?

What does the combination of these trends add up to? Our expectation of how we communicate with one another is changing. It used to be enough to call someone and leave a voicemail if they weren't there or to send a text message. Now, people expect to be able to exchange rich information with each other and are increasingly doing so from various mobile connected devices that they carry with them at all times.

The combination of this ubiquitous expectation of connectivity, increasingly rich user interface through touch-based Web and connected "apps" and the ability for these apps and websites to take advantage of a wealth of open data will create an interesting paradox: we will increasingly spend our time online, interacting with these services, but we will be out in the real world, as opposed to inside, behind a desk, in front of a computer screen.

The ability for connected devices to peer into our lives and hold privileged information about us - our location, our energy usage, even our blood pressure - promises great innovation but also calls for greater attention to digital privacy, especially where children are concerned. We should be sure to go into this connected future with our eyes open, embracing it and taking advantage of its benefits but remaining aware of the challenges and risks. We need to understand when and what we - and our kids - are sharing and we need to be able and willing to turn these devices off when they are not appropriate. In a modern twist on "look both ways before you cross the road", we need to take care when we merge onto the information superhighway.

MOBILES & **HEALTH**

Some parents are concerned that their children's health may be affected by using mobile phones. **Digital Parenting** looks at the latest scientific research.

How mobiles work

At the risk of getting technical, it's useful to start by exploring how mobiles work. Like TV and radio, mobile phones use radio frequency (RF) to communicate information. Radio signals are sent to the nearest base station and then on to a digital telephone exchange where they're connected to the receiving phone via another base station.

When you make or receive a call, send a text or data on your mobile, it emits an RF signal, so that it can communicate with the nearest base station. If you're exposed to an RF field, it penetrates a few centimetres into the body and is absorbed as heat, which is measured using something called 'specific absorption rate (SAR)' values.

Limits on these SAR values are part of the international guidelines on the acceptable levels of RF exposure from mobile devices and base stations that have been put in place in recent years. Provided mobile devices and base stations are operated within these guidelines, the absorption of

energy from them poses no adverse health effects. All Vodafone's mobile devices and base stations comply with these international safety guidelines and operate within permitted exposure levels.

Scientific research

There have been thousands of scientific studies into the effects of radio frequency fields on health, with authorities including the World Health Organization (WHO) agreeing that there is no substantiated or established evidence that convinces experts that exposure to devices or base stations operated within guideline limits has any adverse health effects. Most recent is the Interphone study that took place in 13 countries.

"An increased risk of brain cancer is not established from the data from Interphone," explains Dr Christopher Wild, Director of the International Agency for Research on Cancer (IARC). "However, observations at the highest level of cumulative call time and the changing patterns of mobile phone use since the period studied by Interphone, particularly in young people, mean that further investigation of mobile phone use and brain cancer risk is merited."

"The overall conclusion of no increased risk is in accordance with the large body of existing research and many expert reviews that consistently conclude that there is no established health risk from radio signals that comply with international safety recommendations," adds Dr Jack Rowley

For more information, go to www.vodafone.com/parents/health

TAKE ACTION

If, despite the scientific evidence, you are concerned about the potential health effects of your child's mobile:

1 ENCOURAGE THEM to keep their calls short or text instead so that the mobile is not near their head for long periods of time

2 BUY THEM a hands-free set to distance the mobile from their head and body

of mobile industry body, the GSMA.

The mobile phone industry, governments and national health agencies take the issue of mobiles and health very seriously; all agreeing that ongoing scientific research is vital.

For example, there are still some gaps in scientific knowledge, and the WHO has prioritised further research into the use of mobile devices by children.

Q&A WITH THE GSMA
www.gsmworld.com

Q I've read that radio signals from mobile phones can cause cancer. Is this true?

A There is no convincing scientific evidence that the radio signals from mobile phones or wireless networks increase cancer in humans. It is the consensus of the expert groups that the low-powered radio signals produced by a mobile phone do not have sufficient intrinsic energy to affect genetic material. The safety recommendations of the WHO are designed to protect all persons against all established health risks.

Q What about other health risks?

A Independent scientific and public health institutions around the world review relevant research as it is published. The consensus of these expert groups is that there is no demonstrable evidence of risk to human health from radio signals that comply with the current international safety recommendations.

Q How can we be sure that safety research is accurate?

A Sophisticated and sensitive research methods using well-tried models for assessing health risks from other agents have been applied to investigate the safety of mobile communications.

ONLINE
SECURITY FAQs

DID YOU KNOW? DID YOU KNOW?
Nearly a quarter of UK internet users have fallen prey to phishing*

With hackers, phishing and spyware just a few of the potential security threats in your child's digital world, online and mobile security can seem confusing at times. **Digital Parenting** answers some of the questions you might have.

What online security issues should my child be aware of?

Malicious software (malware) can target both computers and mobiles, with a variety of effects.

Malware on your family's computer could destroy the data on it, cause it to run slowly, transmit your personal information to third parties, harm your child's or your reputation (e.g. by posting unsavoury content linked to a social networking profile), or be used to steal money or someone's identity.

Malware on your child's mobile phone is also a possibility, but far less common at the moment. However, as your child's mobile probably contains valuable contact information, it makes sense to explain the potential risks of malware, such as automatically sending text messages to premium rate numbers, accessing personal details stored on the phone, and redirecting your child to inappropriate content. Generally, the more advanced the mobile, the more likely it is to be vulnerable to malware attacks (due to the diversity of third party software and apps running on it and the "always on" connectivity).

How could my child's computer become infected?

Malware can be delivered to their computer in many different ways:

- **Your son or daughter** might visit websites that are deliberately designed to attack their computer or sites that they would expect to be trustworthy but that someone has hacked into and introduced some malicious code

- **They might** also come into contact with files (e.g. via email, Instant Messenger, on a file-sharing network or by sharing a USB stick) that have been infected by viruses. Viruses redistribute themselves automatically, often making use of a PC or email application's address book. If one of your child's friends has a virus on their computer, it might automatically send an infected email to your child

- **They might** install a program that contains a nasty, hidden feature, commonly called a Trojan (e.g. a program that contains a game but that also contains software to redirect Web traffic to an adult website)

* Source: Get Safe Online, February 2009.

Malware can also reach your child's computer without any action on their part. Worms propagate across the internet, probing computers remotely for insecurities and accessing them if they find a weakness. Running a firewall on the computer or enabling NAT (Network Address Translation) on your router would be the best first line of defence against worms.

How could their mobile become infected?

Someone could pass on a virus via an SMS, MMS or Bluetooth. Similarly, software on more advanced smartphones might be vulnerable to third party attack (e.g. a malicious or compromised website). Your child might also accidentally install malware in applications from app stores, although some stores try to scan for malware.

In short, as mobile phones become more like computers, the security risks increase, particularly if you or your child stores banking information, PINs or other valuable personal details on the phone.

If their computer gets infected by malware, what could happen?

A variety of things. The malware could be used to gather information, such as bank details and website passwords. This is often done by spyware or keystroke monitoring, where someone remotely logs the keys you/they strike on the computer keyboard. Hackers might also target your family's computer to spam other internet users - they often use huge networks of infected computers, called botnets, to send spam.

Talking of spam...why does my child get sent so many junk emails and texts?

Spammers often bulk-send unsolicited messages trying to sell something (e.g. drugs, financial advice or pornography), request personal information or direct recipients to bogus websites or premium rate phone services. Your child's email address or mobile number could have been generated at random or the spammer might have harvested it off the internet (e.g. found it on their social networking profile). Your son or daughter might also receive phishing emails, where a criminal pretends to be from a trusted organisation, such as a bank, and emails or texts them to acquire passwords and other sensitive information. Unwanted calls can also be a problem on mobiles.

Should my child be aware of anything else?

It's not just strangers who try to access personal information, friends might too. A UK survey in 2010 revealed that one in four under-19s has attempted to access their friends' Facebook® accounts, most commonly by guessing their password. ❟

For more information about security issues, such as identity theft, spam and scams, visit
www.vodafone.com/parents

TAKE
ACTION

1 **MAKE SURE** you have up-to-date anti-virus software, anti-spyware tools and a firewall on your family's computer

2 **IF YOU** have a wireless network, check it's suitably encrypted, preferably using at least WPA encryption. Hiding the network name (the "SSID") or using WEP encryption is unlikely to be effective. Talk to your ISP or visit www.getsafeonline.org if you need advice about encrypting your home network

3 **CHECK** that websites asking for payment details or other personal information begin with https:// (the "s" means that the connection to the site is encrypted). To be really sure, check that the details of the security certificate for the site in your browser actually relate to the site

4 **FIND OUT** how your internet and mobile providers deal with things like spam, scams and pop-ups. Do they offer built-in spam filters or a 'report spam' button, for example?

5 **ADVISE** your child how to recognise spam and phishing emails/texts. Do they know the sender? Does the subject heading make sense? Does the email or text contain strange spellings? Is the sender requesting information they should already know (e.g. a bank asking for their account number)? Young people shouldn't open these emails/text or unsubscribe from them, as that will confirm their email address/mobile number. If they do open one by accident, they shouldn't click on links or download attachments

6 **ENCOURAGE** them to never give out personal information, such as email addresses, mobile numbers, passwords or bank details to people or companies they don't know

7 **SUGGEST** they create a separate email account for signing up to websites

8 **MAKE SURE** they have a PIN lock on their mobile and that they use strong passwords (a combination of upper and lower case letters, plus numbers and symbols) on their computer and any websites they use. They shouldn't share their PINs or passwords with anyone, not even friends, and they shouldn't use the 'Remember my login' feature on someone else's computer

9 **EXPLAIN** to your son or daughter that, if they are unsure about something on their computer or mobile, they should talk to you about it

10 **IF YOUR** child is buying something online, supervise the purchase

GRANDPARENT: 'My daughter says I would enjoy Facebook®'

Iris Bedell

Digital Parenting talks to an 80-year old grandmother who was daunted by technology but who now sees some of the benefits.

My grandchildren still talk about the time they asked me how long my mobile phone lasted before I charged it and I said three months. I got the phone for emergencies (in case my car broke down or I needed to contact my family when I was out) and for a long time I didn't see the point of switching it on. I do have it on more often now - I like to text - but I don't think I use it in anything like the same way my children or grandchildren do. I hear people talking about phone apps and I don't know what they mean.

I love emailing, though. My daughters gave me a computer about four years ago and I appreciate being able to send messages at any time and have the recipients read them when they want to. Much better than ringing people and worrying that you're calling at an inconvenient time.

That said, there have been times when I could have cheerfully thrown both the computer and the phone through the window, because they seemed to have developed minds of their own. There never seems to be an instruction manual that gives clear explanations. Anything you do get assumes a familiarity with

technical terms, which, to oldies, are meaningless. I feel I need a translator.

My family also gave me a course of lessons at the Apple store, which I took several times a month for a year and very much enjoyed (though carrying the laptop backwards and forwards was hard work). The young tutors were patient and enthusiastic and made me feel more confident, though I do still have the feeling that I will get onto some page I can't get off or disrupt the settings somehow.

I use the computer to store digital photos and look things up on the internet. I've also done a bit of shopping, though I'm nervous about security, but I don't bank online because I enjoy writing down the figures and adding them up on paper too much. I feel I could be doing much more with the computer if only I knew about it and understood the possibilities better. I have never been on Facebook®, although my daughter says I would enjoy it, and I have never seen a tweet.

Initially, I resisted getting a computer at all, because I felt I spent enough time on my own, and didn't want another reason not to be speaking to people. In fact, it

hasn't worked like that. It's good to have different ways of communicating with people; it certainly hasn't reduced my sense of connection to the wider world and has probably enhanced it a little.

That said, a lot of my friends are not online, and you probably need a critical mass of people you already know to get started and make it much fun. For people in their 80s, salaries and prices now are astronomical; when people are working, they don't realise how quickly pensions become devalued. Technology is extremely expensive and it isn't just a one-off purchase - there are constant upgrades and new devices and it simply isn't affordable for a lot of people of my generation. Several of my friends would be reluctant to spend money on equipment without which they have managed all their lives when they have no idea whether it would be worth trying.

So, I have derived a lot of pleasure from my technology, and some reassurance, although I have also found it frustrating and perplexing. Sometimes - like when my grandson got an iPad and could immediately design rollercoasters - I feel it is a world from which I am largely shut out.

Grandparents play a vital role

The 'Grandparenting in Europe' study by the charity Grandparents Plus (June 2010) highlighted the role that grandparents play in providing childcare. This is attributed to a number of factors, including an increasingly ageing population, high numbers of mothers in employment and the prevalence of family breakdown.

Across Europe, 58% of grandmothers and 50% of grandfathers provide regular or occasional childcare for their grandchildren and, in some cases, grandparents are the primary caregivers within their family. In the UK, for example, it is estimated that 14 million grandparents are supporting families by providing childcare worth £3.9 billion every year.

With grandparents playing such a vital role in young people's lives, it is crucial that they understand new technologies and feel confident talking to their grandchildren about their digital world. Initiatives such as Silver Surfers' Day help to promote the use of digital technologies among older people.

www.grandparentsplus.org.uk
www.silversurfersday.org.uk

Glossary

3G
Third Generation networks are an international standard for wide-area cellular networks, which enable multimedia services, such as email and video, to be delivered faster

Access control/filter
A bar that is put in place by e.g. an internet or mobile provider to prevent access to certain content

Application (app)
A software program that can be downloaded onto a computer or mobile device (e.g. from an app store)

Avatar
A character/animation you can use to represent yourself online (e.g. in chat rooms) and in computer games

Blog
An online journal

Bluetooth
A way of exchanging data over short distances between mobile devices

Browser
Allows access to the Web (e.g. Firefox, Google Chrome, Internet Explorer and Safari)

Burn
The process of copying files (e.g. music) from your computer onto a CD

Copyright
This gives a content producer (e.g. an author or musician) exclusive rights to their work

Cyberbullying
The use of technology, particularly the internet and mobiles, deliberately to upset someone else

Download
The process of copying data (e.g. from the internet or an email attachment)

E-commerce
Buying and selling products and services over the internet

Encryption
The process of making electronic data unreadable to anyone without the "key"

File sharing
The distribution of electronic files, such as documents or music

Firewall
Part of a computer or internet service, designed to block unauthorised access

Flag
Where you report something (e.g. an inappropriate video) to the company hosting it

Flaming
Posting negative or rude comments in an online forum

GPS
Global Positioning System - a global navigation satellite system used for things like in-car navigation

Grooming
The process of befriending a child with the intent of sexually abusing them

Hacker
Someone who breaks into other people's computers

Happy slapping
Where someone films a bullying incident or an assault on a camera phone

Hate site
A website that promotes hatred against e.g. a specific race or sexual orientation

Host
A company, such as an ISP, that runs internet servers

Hyperlink
A reference in a document or on the internet that links through to a different piece of information or website

Identity theft
Where someone pretends to be someone else for financial or other personal gain

IMEI
International Mobile Equipment Identity - a unique number on your mobile, usually printed inside the battery compartment

IP address
Internet Protocol address - a unique number that identifies where you're accessing the internet from

Instant Messaging
The process of sending short real-time messages over the internet

ISP
Internet Service Provider - a company that offers users access to the internet

Login
The credentials you use to access a computer or website (e.g. name and password)

Malware
Malicious software, such as viruses and worms, that infiltrates computers

Memory stick
A portable memory device for storing data and transferring it between devices

Message board
An online discussion website

MMS
Multimedia Messaging Service - the process for sending images, audio and video between mobiles

Moderator
Someone who monitors chat rooms and other online forums and takes action against disruptive or offensive behaviour

MP3
MPEG-1 or MPEG-2 Audio Layer 3 - a common format for digital music files

Parental Controls
Tools that help parents to protect their children online and on other devices - e.g. by controlling which websites they can visit or from whom they can receive email

Password
A secret combination of letters, symbols and numbers used to prove your identity when you log on to e.g. your computer or a particular website

P2P
Peer-to-peer - a network on which users can share files

Phishing
Unsolicited emails or texts sent in an attempt to get personal information (e.g. passwords and credit card details) from you

PIN
Personal Identification Number - a way of locking your mobile and other devices

Pop-up
A form of advertising on the Web that appears in a "pop-up" window

Premium rate (or phone-paid service)
A paid mobile service (e.g. ringtone downloads or competition entries)

Privacy settings
Tools provided by e.g. internet and social networking providers to help you maintain your privacy online

Profile
A description of you (name, hobbies etc) on e.g. a social networking website

SAR
Specific Absorption Rate - the measurement of energy absorbed by the body when exposed to radio frequency (RF) fields

Scam
An unsolicited email or text sent by a fraudster (e.g. asking you for financial help or claiming that you've won a prize)

Search engine
A tool that searches for information on the Web such as Bing or Google

Sexting
The act of sending sexually explicit messages by text, email or Bluetooth

SIM
Subscriber Identity Module used to identify a mobile user

Smart phone
A mobile phone with advanced features like email and internet access

SMS
Short Message Service - a way of sending text messages between mobiles

Social networking
An online community, such as Facebook® or MySpace

Spam
Unsolicited email or text messages

Spyware
A type of malicious software that collects information about you without your knowledge

Streaming
A way of delivering data (e.g. music or video) over the internet

Tag
A way of assigning a piece of information or an image to a particular person

Trojan horse
A type of malicious software that can give unauthorised access to your computer

Upload
The process of loading and sending a file on your computer or over the internet

URL
Uniform Resource Locator - commonly referred to as a Web address

User-generated content (UGC)
Online content (e.g. blogs and videos) created by users

Virus
A malicious program that can corrupt files on your computer

VoIP
Voice over Internet Protocol, a way of delivering voice communications

Webcam
A small video camera built in to or attached to a computer or laptop

Wi-Fi
Wireless technology installed in computers and mobile devices

Worm
A malicious program that can affect your computer

Useful Websites

Here, you can find the website addresses of some of the organisations and brands featured in this magazine.

Information and Advice

Beat - www.b-eat.co.uk

Beatbullying - www.beatbullying.org

Child Exploitation and Online Protection (CEOP) Centre - www.ceop.police.uk

Childline - www.childline.org.uk

Childnet International - www.childnet.com

Children's Charities' Coalition on Internet Safety - www.chis.org.uk

Common Sense Media - www.commonsensemedia.org

Creative Commons - www.creativecommons.org

Cure The Bullies - www.curethebullies.com.au

Cybermentors - www.cybermentors.org.uk

Cybersmart - www.cybersmart.gov.au

eNACSO - www.enacso.eu

European Commission eContent and Safer Internet Unit - http://ec.europa.eu/saferinternet

EU Kids Online - www.eukidsonline.net

FindAnyFilm - www.findanyfilm.com

Family Online Safety Institute (FOSI) - www.fosi.org

Get Connected - www.getconnected.org.uk

Get Safe Online - www.getsafeonline.org

GSM Association - www.gsmworld.com

INHOPE - www.inhope.org

Insafe - www.saferinternet.org

Intellectual Property Office (IPO) - www.ipo.gov.uk

Internet Keep Safe Coalition - www.iKeepSafe.org

Internet Watch Foundation (IWF) - www.iwf.org.uk

Interactive Software Federation of Europe (ISFE) - www.isfe-eu.org

Klicksafe - www.klicksafe.de

Know IT All - www.childnet.com/kia

Mobile Alliance Against Child Sexual Abuse Content - www.gsmworld.com/mobilealliance

mobileYouth - www.mobileyouth.org

Mumsnet - www.mumsnet.com

National Center for Missing and Exploited Children - www.missingkids.com

NetSmartz - www.netsmartz.org

NSPCC - www.nspcc.org.uk

Ofcom - www.ofcom.org.uk

Parent Focus - www.parentfocus.co.uk

Parentline Plus - www.parentlineplus.org.uk

PEGI - www.pegi.info

Pew Research Center's Internet & American Life Project - www.pewinternet.org

PhoneBrain - www.phonebrain.org.uk

PhonepayPlus - www.phonepayplus.org.uk

Pro-Music - www.pro-music.org

Reach Out - http://ie.reachout.com

Royal Society for the Prevention of Accidents (RoSPA) - www.rospa.org

Samaritans - www.samaritans.org

Silver Surfers' Day - www.silversurfersday.org.uk

South West Grid for Learning - www.swgfl.org.uk

Spunout - www.spunout.ie

Teachtoday - www.teachtoday.eu

The Byron Review - www.dcsf.gov.uk/byronreview

The Industry Trust - www.copyrightaware.co.uk

Thinkuknow - www.thinkuknow.co.uk

TheSite.org - www.thesite.org

UK Council for Child Internet Safety (UKCCIS) - www.education.gov.uk/ukccis

Vodafone Parents' Guide - www.vodafone.com/parents

World Health Organisation - www.who.int

Young Minds - www.youngminds.org.uk

YouthNet - www.youthnet.org

Devices, Products and Services

AOL - www.aol.com

Animoto - www.animoto.com

Apple (iPad, iPhone, iPod, iTunes) - www.apple.com

BBC - www.bbc.co.uk

Bebo - www.bebo.com

Bing - www.bing.com

BlackBerry® - www.blackberry.com

Bluetooth - www.bluetooth.com

Club Penguin - www.clubpenguin.com

Dynavox - www.dynavoxtech.com

Facebook® - www.facebook.com

Farmville - www.farmville.com

Flickr - www.flickr.com

Foursquare - www.foursquare.com

Google™ (including Search, Gmail, Maps and Earth) - www.google.com

Gowalla - www.gowalla.com

Habbo Hotel - www.habbo.com

Last.fm - www.last.fm

LiveJournal - www.livejournal.com

Metacafe - www.metacafe.com

Moshi Monsters - www.moshimonsters.com

Microsoft® Windows - www.microsoft.com/windows

Miniclip - www.miniclip.com

MySpace - www.myspace.com

Nintendo (including Nintendo® DS and Nintendo® Wii) - www.nintendo.com

Photobucket - www.photobucket.com

Piczo - www.piczo.com

Rummble - www.rummble.com

RuneScape - www.runescape.com

Sky+ - www.sky.com

Skype - www.skype.com

Sony Playstation and Sony PSP - www.playstation.com

Spotify - www.spotify.com

Stardoll - www.stardoll.com

Togetherville - www.togetherville.com

Truphone - www.truphone.com

Twitter - www.twitter.com

Vodafone - www.vodafone.com

Wikipedia - www.wikipedia.org

Windows Live (including Messenger and Hotmail) - www.live.com

World of Warcraft - www.worldofwarcraft.com

Xanga - www.xanga.com

Xbox - www.xbox.com

Yahoo! - www.yahoo.com

YouTube™ - www.youtube.com

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Bringing up the Web and mobile generation

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Spotlight on age

'Safer children in a digital world: The report of the Byron Review' (March 2008) -
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Acknowledgements

Vodafone would like to thank the following organisations for their help in developing articles for this magazine:

Apple

Australian Communications and Media Authority (ACMA)

BBC

Child Exploitation and Online Protection (CEOP) Centre

Childnet International

Children's Charities' Coalition on Internet Safety (CHIS)

European NGO Alliance for Child Safety Online (eNACSO)

EU Kids Online

European Commission

European Schoolnet

Facebook®

Family Online Safety Institute (FOSI)

Google

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Parent Focus

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Sulake (Habbo)

Teachtoday

UK Council for Child Internet Safety (UKCCIS)