CLIQUE CLICK

Bringing up children in the digital age

WWW

FOREWORD

From the moment we hit 'snooze' on our smartphone alarms, until we reluctantly put away our laptops to turn in after a long day, digital devices have become a part of our everyday routines. With their range of uses, our devices keep us entertained, connected to our friends and co-workers alike, organise our lives, and get our work done.

Parents today are deeply involved in having the right devices in their homes. They manage when, how often, for how long, and exactly how their children can use these devices. They consider the benefits and trade-offs of their children's device use, taking into account their family's priorities and values, as well as their children's personalities and needs. It comes as no surprise that so many parents struggle to guide their children in their device use, deciding what is appropriate in terms of both quality and quantity.

Clique Click builds on a previous guide by the Media Literacy Council (MLC) to introduce four parenting approaches we have identified in digitally-connected homes. It gives you the information and tips you need to guide your child through their digital journey, and raise engaged, wise and conscientious digital citizens.

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CONTENTS

TYPE

Are you ?

The
WATCHFUL

The
REALIST

If you're not sure which **TYPE** you fall into,

*take this **simple quiz** to find out!*

1 **When you think of your child's device use, what first comes to mind?**

- [ ] A. The risks or dangers of going online.
- [ ] B. The way devices can be used for my child to connect with their friends and teachers.
- [ ] C. The positive possibilities of going online.
- [ ] D. The way devices can be used for both good and bad.

2 **Are you very involved in your child's device use?**

- [ ] A. I am very involved in their online life so that I can keep them away from the dangers of the online world.
- [ ] B. I am involved in their online life, but only to make sure they're not excessively using their devices.
- [ ] C. We use our devices together as a family.
- [ ] D. I use media with my child, and even try it out before I let them use it.

3 **Do you set restrictions on your child's device use?**

☐ A. I have strict limits on how long they can spend online, and even what they can do online.

☐ B. My child and I make rules on device use together, so we come to an agreement.

☐ C. I am not concerned with restricting my child's device use.

☐ D. I try not to stop them from using technology, but sometimes set limits.

4 **Do you monitor what your child does online?**

☐ A. I carefully monitor their device use.

☐ B. With their permission, I know what they do online.

☐ C. I try to teach them about the good things they can do online, so that I don't need to monitor them.

☐ D. Instead of monitoring them, I try to engage in media use with my child.

5 **Do you know what your child might find or encounter online?**

☐ A. I know a lot about the risks or dangers my child might come across online.

☐ B. I know about the ways my child can get to know others online.

☐ C. I know about all the valuable learning opportunities my child can make use of online.

☐ D. I am well-informed about the benefits and risks of going online.

the RESULTS

Chances are, you had a mix of responses to the quiz. This is because parents often combine different parenting styles – depending on the child, how old they are, and so on. This means that the advice and information we provide to each archetype is not only for that type. You might want to learn about protective measures as a Realist, or want to have more oversight on your child's digital device use as an Optimist! Alternatively, your spouse or other family members may use a different approach. We encourage you to look through all four approaches to find the advice that best supports you in your digital parenting journey.

If you mainly answered A

you are likely

The GUARDIAN

If you mainly answered B

you are likely

The REALIST

If you mainly answered C

If you mainly answered D

you are likely

The OPTIMIST

you are likely

The WATCHFUL

These archetypes have been developed based on a review of research mounted worldwide on parental mediation in the digital age, especially focusing on research conducted within the last 10 years. For issues that are especially pertinent to the Singapore context, we drew insights from research reported in the following publications:

Level up! Refreshing parental mediation theory for our digital media landscape.

Jiow, Hee Jhee, Sun Sun Lim, and Julian Lin. 2016. Communication Theory, 27(3), 309–328.

Transcendent Parenting: Raising Children in the Digital Age.

Lim, Sun Sun. 2019. New York: Oxford University Press.

The GUARDIAN
Parent checklist

Carefully monitors their device use

Shows concern about risks

Monitors their social media accounts

Supervises their device use closely

Sets limits on their device use

Gets involved in their online life

The REALIST

Parent checklist

Less keen on tightly restricting device use

Tends not to deny children access to technology

Collectively develops practical rules on device use

Acknowledges use of technology

Uses media access and device use as tools

Enthusiastic about technology

Encourages positive use of technology

Uses technology as a family

Not as concerned with restricting child's technology use

Considers technology in terms of the valuable learning opportunities it provides

Parent checklist

The OPTIMIST

The
WATCHFUL
Parent checklist

Engages in media use with your child

Tries out media before children use them

Tends not to deny children access to technology

Stays well-informed on benefits and risks of digital world

Reads advice columns, join online parenting forums, or ask for tips from friends on child's tech use

Challenge
One 1

HOW DO I KEEP MY CHILD SAFE FROM ONLINE THREATS?

WWW

Case Study One

At school, 9-year-old Siti and her classmates often talk about the latest pop stars and boy bands, and made fun of each other about being 'boyfriend' and 'girlfriend'. At home, she knew the rules: she could not bring any devices into bedrooms, and if she thought something might be inappropriate, she had to ask a parent first.

But Siti was too curious about what her friends talked about, so she sneaked the iPad into her room and searched 'how to kiss' on YouTube. The search results showed her different videos of people kissing in different positions. As she clicked on one of the videos, her father came into the room. Angry that his daughter had broken the rules, and shocked and embarrassed that she was looking at such inappropriate content, he immediately snatched the iPad and yelled, "You're not allowed to use YouTube ever again!"

What may the
GUARDIAN
parent do ?

As parents, we want to protect our children from online harms like inappropriate content and cyber-bullying. As a Guardian, Siti's father could have used the situation as a teachable moment to talk to her about the importance of their device rules, and let her direct her questions about relationships to him instead of YouTube.

The Guardian is very concerned about the growing threats that come from such a digitally-connected world, and focused on keeping their child safe online. However, a total ban on the use of technology may not work, especially for older children. It may cause your child to go behind your back and find ways around the ban instead of confiding in you.

5 THINGS *All Parents Can Do*
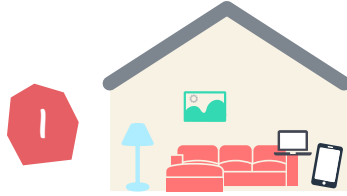
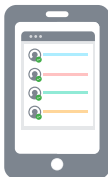**1** Only allow device use in common areas, like the living room, to watch their online activity

2 Activate safe search settings whenever possible – on the device, browsers and apps too

3 Talk to your child and set up family rules on internet access together – if you have a rule they don't agree with, explain your reasoning so that they understand

4 Let them know you will check their online activity from time to time, like their browser and chat history, to know that they are using the internet responsibly

5 Make use of teachable moments when your child confides in you

POPULAR APPS
your child may be using

You likely use apps every day, like WhatsApp or Facebook. However, young people's choice of social media platforms is very quick to change, making it difficult to keep track of what is most popular at any point. Here are some popular social media sites today:

PG 13 Apps mentioned for ages 13 and above

Instagram

Photo-sharing app that lets people send direct messages, and upload short videos or photos that can be seen for 24 hours. Instagram can be harmful for a child's mental state because of the body image expectations that come from photoshopped images by influencers. Cyber-bullying also occurs through negative comments or trolling on posts.

Snapchat

Messaging app which lets pictures and videos be seen for a short time before being 'deleted' (they are actually very easy to save and Snapchat has control over content too). Users are notified if someone takes a screenshot of what they sent.

Snapchat also has 'Stories', which show content for 24 hours, 'Discover', for brands to show their ads and advertise products, and 'Snap Map', to share locations with friends. Kids maintain 'Snapstreaks' with their friends by sending at least one photo to each other every day. The breaking of 'Snapstreaks' has been used as a way to exclude someone.

Tumblr

Microblogging site where users can make public blogs, follow others' blogs, and access content through hashtags. Tumblr generally does not restrict content and encourages collaborative blogging. It has recently come under fire for not deleting blogs with explicit photos of young people, shared without their consent. It is also easy to create a 'hate blog' about a person, where people write mean things or share offensive images about someone.

Tellonym

Social networking site where people can create profiles and anonymously send 'Tells' to others and answer questions on their profile. Anonymity has led to cases of harassment and cruel comments. A group of cyber-bullies may also send or answer many Tells about someone without directly involving them (e.g., a group of students asking each other if they would date the victim and answering crudely or cruelly).

TikTok

Social networking video app that lets users create and share 1-minute videos, at different speeds, and choose sound tracks to follow it. TikTok can be used to make fun of or mock victims, by imitating them and sharing it amongst their friends. There have also been reports of online predators using the app to find and communicate with victims.

Setting Up
PARENTAL CONTROLS

Setting up parental controls on your child's devices are an easy way to make sure the online world they click onto is already a bit safer.

Microsoft Windows
https://account.microsoft.com/family/about

Mac
https://support.apple.com/en-sg/guide/mac-help/mtusr004/mac

iOS
https://support.apple.com/en-sg/HT201304

Google Play on Android OS
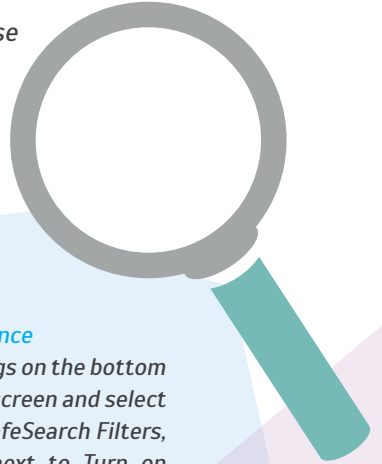*https://support.google.com/googleplay/answer/1075738?hl=en*

Setting Up
SAFE SEARCH SETTINGS

Safe settings on search engines help minimise exposure to sexually explicit or excessively violent content as well as content that is flagged as 'inappropriate for children'. Enable safe settings to prevent your child from accidentally finding such content.

Google SafeSearch
www.google.com/preference
From Google, go to Settings on the bottom right-hand corner of the screen and select Search Settings. Under SafeSearch Filters, click on the checkbox next to Turn on SafeSearch to enable the feature.

YouTube SafeSearch
Scroll down to the bottom of the YouTube page. Click the drop-down menu in the Safety section. Select On to enable the feature.

Yahoo SafeSearch
http://search.yahoo.com/preferences/ preferences
From a Yahoo search results page, select the apps icon on the top right-hand corner and click on Settings. On the Preferences tab, you will see Search Preferences. Open up the dropdown menu under SafeSearch to select your preference from three filter types.
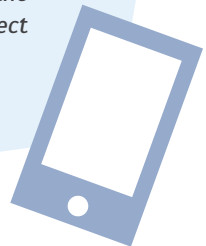
Know Your
RATINGS

Look out for these ratings for movies, TV shows, videos, or video games that your child plays.

G

GENERAL
Suitable for all ages.

PG

PARENTAL GUIDANCE
Suitable for all, but parents should guide their young children.

PG 13

PARENTAL GUIDANCE FOR CHILDREN BELOW 13
Suitable for all, but parents should guide their young children.

NC16 NO CHILDREN UNDER 16
Suitable for persons aged 16 and above.
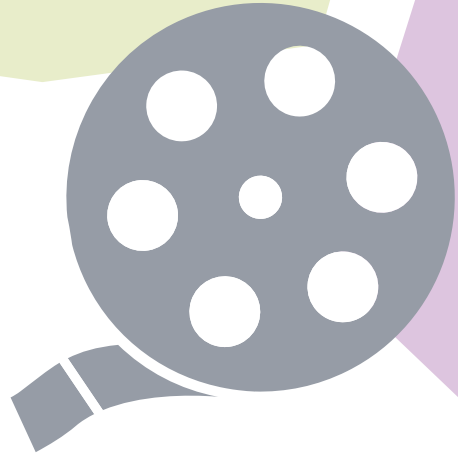
M18 MATURE 18
Suitable for persons aged 18 and above.

R21 RESTRICTED 21
Suitable for persons aged 21 and above.

If you want deeper insight, check websites that provide film and book reviews to make an informed choice about what content is suitable for your family:

Kids In Mind
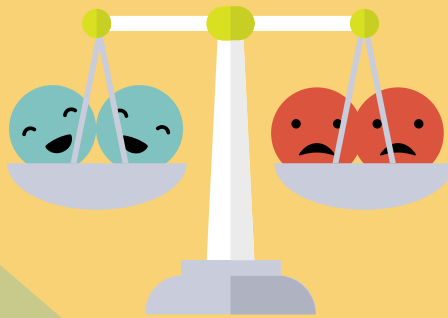*www.kids-in-mind.com*

IMDA Media Classification
https://imdaonline.imda.gov. sg/classification/

Common Sense Media
www.commonsensemedia.org

Challenge
Two 2

HOW CAN I BALANCE THE GOOD AND BAD ONLINE?

Case Study Two

Joanne was in a fix. The school had just called her up to say her 10-year-old was caught browsing Instagram on his phone during class. Back home, she sat her son down for a long talk and they arrived at an agreement: Ben would get a "Tech Hour" every evening to have fun, but only once he completes his homework and finishes his dinner.

To encourage him to help out with simple household chores at home, Joanne promised an additional 30 minutes of phone usage if Ben agreed to wash the dishes for the day. But if he fails to follow the agreement, he would not be allowed to use his phone for the entire week and be tasked to help clean his grandparents' place too. This digital contract now sits framed in the family's living room as a reminder.

What may the REALIST parent do?

The Realist is the parent who recognises that, however much they want to shield your children from adverse influences in the media, digital devices are here to stay. Like Joanne, other parents who use this approach consider their child's needs and allow them device use – but not excessively.

Realist parents recognise that denying their child use of technology is impractical in the digital age, given how much children depend on it for their school and social life.

5 THINGS *All Parents Can Do*

1 Don't let young children use a digital device (e.g., phone or iPad) to entertain them

2 During meals, put away all your devices and catch up on each other's days

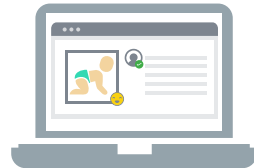**3** Have a place in your home, like at the charging dock or a shelf in the living room, where you put down your devices as soon as you enter the house

4 Avoid keeping your devices in the bedroom – switch to an old-school alarm clock if you need to

5 Don't post anything about your child that might embarrass or upset them in the future, or anything they shared with you in confidence

How much SCREEN TIME is too much?

It is important to know how much time your child is spending online, and the impact this has on their school and social life. Here are some signs that your child might be spending too much time online:

Headache

Eye strain

Aches in fingers or wrists

Constantly talking about something from their online life, like a game or messaging app

Inability to sleep through the night

Affecting schoolwork, including being late for school, scoring lower marks, or handing in homework late

Disconnecting from the real world, like losing touch with real-life friends to talk to their virtual ones instead

TIPS To Be **A Good** *Screen Time Role Model*

Children See, Children Do

When parents use screen time more, so do their kids – either because their children watch these screens alongside them, or because it makes them less able to limit their child's screen time.

Gonclaves, Byrne, Viana, and Trost (2019 International Journal of Behavioural Nutrition and Physical Activity

Regardless of the type of digital media device used – television, computer, smartphone, or tablet computer – parents' own screen time is the strongest predictor of child screen time.

Lauricella, Wartella, and Rideout (2015) Journal of Applied Developmental Psychology

Like it or not, your child looks up to you as their tech role model, and your screen time habits will shape what they think is acceptable. Here are some tips for you to be a better screen time role model:

- ☐ Be aware of how much time you spend on your screens every day. Use an app like Moment or QualityTime to track your device use by time spent and app used.

- ☐ When you are bonding with your child, do not use your phone – if you can, leave it at home.

- ☐ Keep your phone away (or at least on Silent) during meals with your family so that your child knows there is a specific time every day where they have your complete attention.

- ☐ Have a 'Tech Free Day' once a week (or month, if a week is too hard).

- ☐ Do not keep your devices in the bedroom when you're sleeping.

- ☐ Spend time with your child doing non-tech activities, like playing sports or going to the park.

- ☐ Do not share information about your child that may affect them later in life.

- ☐ Children need to see their parents use technology in responsible ways as they take their cues not from what you say, but what you do.

❤ 20

Being a good "SHARENT" 👍

The age of social media has led to something new: "sharenting". Parents who post, tweet, and share photos and videos of their children online. What parents don't realise is that we are creating digital footprints for our child, and thus creating consequences for their future.

A photo of a naked baby or a tantrum-throwing toddler might seem cute now, but will it lead to them getting teased when they are older? Will strangers be able to identify and contact them from their school uniforms or landmarks in photos?

💡 ## Use these tips to be a better "sharent":

Privacy
Adjust privacy settings on social media and allow only trusted audiences to view posts

Safety
Don't post personal information (e.g., address, NRIC or student card) or geo-tagged photos that can reveal their locations (e.g., school, home, tuition centre)

Appropriateness
Before posting, ask yourself if your child will feel embarrassed or upset if they see your post now or in the future

Your contract with your child can cover a lot of things. Sit down and talk to them about what you both agree on, then set up the contract. Go into the discussion with your non-negotiables (a maximum number of hours? Some absolute no-no apps?) but keep the talk open to hearing their views. Here is one example.

Screen Time Contract

With great power to access the Internet comes great responsibility.
These family rules apply to:

Phone	Computer	Tablet	Video Game	Television	Others:
					[Please specify]

I, _____ **[child] understand that having my device is a privilege and not a right. I understand that this privilege may be taken away by my parents for bad behaviour, if my school grades fall, and if I do not follow the following rules.**

- *On school days, I will stick to this much total screen time:*

- *On weekends and holidays, I will stick to this much total screen time:*

- *This total screen time applies to all online activity except* _____ *[e.g., schoolwork].*

- *I agree not to have any screen time for at least one hour before my bedtime at*

- *I agree not to have any screen time during* _____ *[e.g., meals].*

- *I agree to stop my game, video, or other media without argument when my screen time is over.*

- *I agree not to share personal information such as* _____ *[e.g., full name, home address, passwords, photos] without checking with* _____ *[parent].*

- *I agree not to view or send inappropriate content* _____ *[e.g., pornographic, violent, sexual content].*

- *I agree not to meet anyone I have "met" online without checking with* _____ *[parent].*

- *I agree to be honest and own up if I break any of the rules of the contract.*
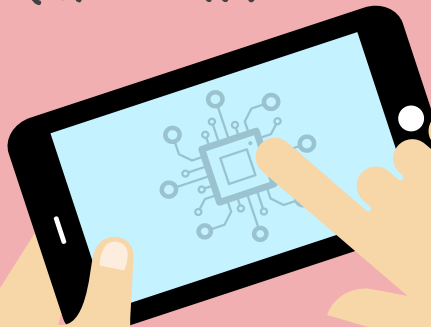
Child's signature	Parent's signature	Date

Challenge
Three 3

HOW CAN WE MAKE THE MOST OF TECHNOLOGY?

Case Study Three

Jake and Max Klein were frustrated by the lack of opportunities to volunteer in their community. Instead of shutting themselves in to play games online, the 14-year-old teens decided to use the opportunities of the online world to do some good. Together, the twins launched the Kids That Do Good website, hoping to connect other youth like themselves with volunteer opportunities based on their age, location, and interests.

Their parents were fully behind their sons when they came up with the idea for their database because they saw the importance of being intentional and involved in their kids' goals – especially when it involved with active and meaningful use of their devices. For the Klein family, it is 10% technology, 90% passion and family fun!

What may the OPTIMIST *parent do* ?

The Klein family completely supported and encouraged their sons' online adventures. As Optimists, Jake and Max's parents did not just think that technology has positive side-effects. They wanted these positive effects to be the goal of their child's tech use, and encouraged active, instead of passive, uses of tech.

For many families, technology seems to have the roles of 'entertainer' or 'babysitter', where a child's cry of "I'm bored!" or "I want the phone!" are instantly gratified. This is a problem because we are letting our children use their digital devices passively from a very young age instead of encouraging the active use of digital devices and media, and the possibilities that come from this.

5 THINGS
All Parents Can Do

1

Spend time and bond with your child doing non-tech things, as a more balanced lifestyle will minimise the potential for addiction in the future

2

LET'S LEARN PIANO!

Use technology to support your child's hobbies and interests, like apps that support their learning of a musical instrument

3

Work with the school to find out more about the e-learning tools used, then encourage your child to use those e-learning platforms
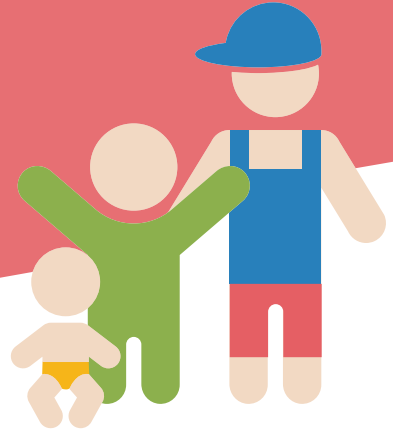
4

Find ways to develop their interests using their devices

5

Encourage them to create or build things online instead of just passively taking in media

How does my child's TIME ONLINE change depend on their age?

Below 2 years old

Tech: Not recommended for kids under 24 months except live video chatting. Parents could also o-watch 15–minute long high–quality children's programmes.

Risks of excessive use: Exposing young children to screens too early increases the desire to own one at an early age and their dependence on digital devices for stimulation. It also decreases their interest in other types of play.

2–5 years old

Tech: Limit to an hour per day of high–quality programme. Co-watching is still encouraged.

Risks of excessive use: Children become less creative, less patient to sit still and pay attention. When children are used to interacting with a screen that provides instant gratification and stimulation, they do not develop their own thinking and mental capability to find answers for themselves.

6–12 years old

Tech: Discuss with your child the details of their use of tech, like how much time they can spend online and the types of activities they are allowed.

Risks of excessive use: Finding inappropriate or harmful content, higher risks of addiction, meeting online predators, and myopia. Children will lack the opportunity to develop the empathy and social skills needed for face–to–face communication.

How to have
FUN OFFLINE

Spending time offline may be easier said than done, especially for parents who struggle to find ways to entertain their children without resorting to digital devices. Here are some options:

1 **Take a walk** through nearest park or reservoir

2 **Be a tourist** for the day by visiting the zoo or the beach – and if you want photos, try a polaroid or real camera instead of your phone

3 **Play board games** (or visit one of our island's many board game cafes)

4 **Painting** is always fun, you can even draw each other for a laugh

5 **Chalk drawing** (if you do this on the floor outside your home, remember to wash it off with water)

6 **Give them chores** – if they're young enough, you could even convince them that it's a treat to vacuum the house or clean the dishes

7 **Create an indoor volcano**

8 **Read together** from an early age – this will help in English classes later on too

9 **Build a sandcastle** at one of our many beaches

For more ideas, you can check out parenting platforms like **FamiliesForLife.sg, KiasuParents.com** or **TheAsianParent.com.**

Ways to be
ACTIVE ONLINE

Children are generally passive consumers of content – they watch YouTube videos, listen to songs, play games, and scroll through social media feeds. But the online space is full of opportunities for them to be active online users who create content and express themselves.

🎵 Music

3 years and up
BandBlast

Modelled after first year band curriculum, this app will teach your little one to play a dozen instruments through fun, interactive games

6–12 years and up
BandBlast

Your child can practice music while watching videos, taking short quizzes, playing games or recording themselves

13 years and up
Music Maker JAM

Your child can create music by arranging loops, samples, and their own vocal recordings, to make songs

Kids with special needs
Finger Paint with Sounds

Enjoy finger painting together without the mess, with music adding to the fun

📖 Stories

Under 5
Duck Duck Zoo Reading

This game helps your little one learn how to make letter sounds through a fun zoo–themed adventure

5 years and up
Green Riding Hood

This digital kindergarten teaches your child the importance of being healthy and eating their veggies through the classic story

Arts

3 *years and up*

Let's Draw with Kids

Almost like the books that taught you how to draw a dog or duck, this app does the same with easy-to-follow instructions

4–8 *years*

Kids Doodle – Color & Draw

An online drawing game with a range of brushes that kids can play with, from neon to fireworks

8 *years and up*

Fashion Design Flat Sketch

If your child loves clothes, this app lets them create sketches of different outfits through mix and match

13 *years and up*

SketchBook

For any artist who wants to work on their digital device instead of pen and paper, because it does almost all the same things

Games

3 *years and up*

Think and Learn Code-a-Pillar

Teach your kids (and maybe yourself) basic coding and programming concepts through this game

6–8 *years*

codeSpark Academy & The Foos

This app teaches your child the basics of computer programming through puzzles and interactives activities

12 *years older*

SoloLearn: Learn to Code

Comprehensive app on coding to learn anything from HTML to Ruby to Java
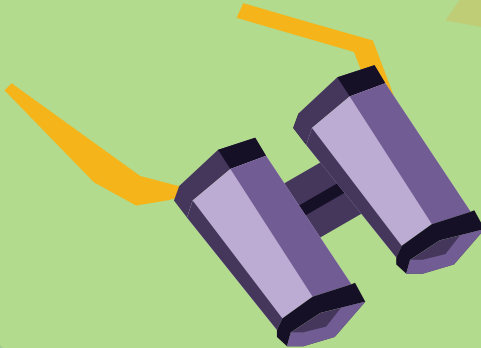
Kids *with special needs*

TinyTap

This app teaches children a range of subjects through interactive games, including activities specifically for kids with special needs

Challenge
Four 4

WILL I ALWAYS SEE IT COMING?

Case Study Four

Ryan was an intelligent 12-year-old who excelled in his studies. One day, his friends introduced him to a game called Fortnite, and he fell in love with it. Ryan began playing the game as soon as he got home from school every day, some days even forgetting about his homework.

Thankfully, his mother was already well-aware about the game from her time on parenting forums, and had even tried it out beforehand. She realised how quickly her son was getting hooked onto the game, and pulled him aside to talk about the dangers of addiction and the importance of balancing his time online with his school life and family.

# *What may the* WATCHFUL *parent do* ?

The Watchful parent manages both their expectations and anxieties about their child going online in the best way they know how: by staying updated and informed. Ryan's mother was able to intervene early because she had read about popular games played by teens and the threat of addiction.

Watchful parents make use of tech use a shared learning experience and seek to offer their child the best advice and guidance possible – instead of of stopping them from using their devices, they let them know how best to go about using it.

5 THINGS
All Parents Can Do

1 Set clear rules on your child's screen time use (e.g., only go online after finishing homework and chores) and praise them when they keep to it
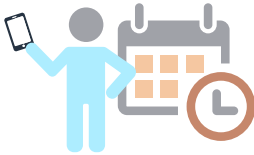
2 For young children, plan a schedule for who gets to use the device at what time and for how long, and what they can and cannot do online

3 For older children, have a family meeting make clear rules on the use of the computer together – decide on the consequences together so that they're more likely to follow them

4 If your child argues or throws a tantrum when they are not allowed to use their device, point out the rules and do not give in – instead, make it clear that they will not get to use the device at all if they continue arguing
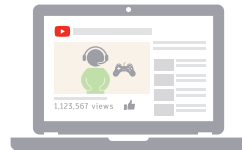
5 Some children are inspired by professional gamers, YouTubers, or other online stars – teach them that pro-gamers or YouTubers are just like sports athletes, who balance their playing with rest and other activities to perform well

What about GAMING?

Gaming has its pros

- Provides children with an opportunity to find common ground with others and helps them make friends online, especially in massive multiplayer online roleplaying games

- Helps develop 3D perspective as well as skills in reading, problem–solving, and collaboration

- Provides parents with an opportunity to bond and interact with their children as they play together

- Gives children a sense of achievement when they level up or receive game rewards, like a power boost or special reward – this may seem like instant gratification, but players take time to train up a particular skill to achieve this

But watch out for some types of games

- Many games include games of chance into the play experience to entice the player to earn rewards quickly and level up in the game

- Money–free gambling simulation games available online, where the chances of winning tend to be higher, may give children the impression that it is easy to win in such gambling games – this may make them more likely to gamble with real money in the future

- Due to the convergence of gambling with digital media, it is easy for children to start playing such games or experience gambling online at a young age

For reviews on games, you can check sites like CommonSenseMedia.org or TechWithKids.com.

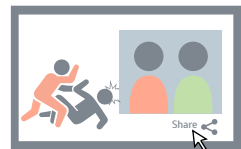# Help your child tackle CYBER BULLYING

Cyber bullying is the deliberate and intentional attempt to cause physical, emotional, and psychological harm to others through the use of the internet or digital technologies. This includes:
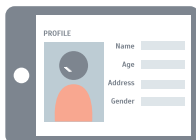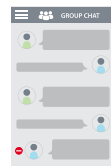
Sending rude, offensive, or threatening messages

Sending unpleasant or offensive photos, images, or videos

Sharing private or digitally altered photos of a victim with others

Revealing private information about a victim to others, which may endanger them

Deleting a victim's name from groups or ignoring their messages on social media

What if my child is a VICTIM of cyber bullying?

- Reassure your child that they are not at fault, and that you won't restrict their online access because they told you about this problem

- Save messages and take screenshots of any messages, photos or videos that are evidence of cyber–bullying

- Report abuse on social media to the administrator directly (e.g., to Instagram or Snapchat)

- Stop responding or communicating with the bully by blocking them on all affected platforms

- Talk to the school or place where your child met the cyber–bully (e.g., their tuition centre or swimming class) as there is likely a policy to deal with these situations

What if my child is a CYBER BULLY?

- Talk to your child and find out why they are acting out – do they want attention from you? Are they facing trouble in some other part of life?

- Support your child by reminding them they are hurting someone, and ask them to apologise to the victim

- Make it clear there will be consequences if they continue their bullying

- Praise your child when they make efforts to behave better

- Spend more time with them – find activities where they will feel good about themselves

Teach your child to spot FAKE NEWS

Fake news is information that contains false information. It can be created on purpose to trick you, profit off you, or change your political views.

How can we verify a fake news article?

☐ **Check the source:** Look at the 'About Us' or 'Contact Us' pages – a fake news site often doesn't have much helpful information about itself. Also check the URL carefully to make sure it is not a hoax site.

☐ **Look at the language:** A sign that a story is fake is poor spelling and grammar. Exaggerated headlines that make you angry or sad are also used by creators of fake news.

☐ **Read the whole story:** Always remember to read the entire story before making up your mind about whether it is true.

☐ **Look at other sources:** Check the story against a few reliable sources. Wait for trusted news sites to feature the story before you share it.

☐ **Confirm with fact-checkers:** Use sites like Snopes, Factually, or FactCheck to debunk trending and common fake news stories.

What should we do if we come across fake news ?

- Do not share or forward the article
- Tell the person who sent it to them or message the person who posted the story that it is fake
- Tell you immediately if the fake news is clearly meant to hurt someone

# Guide your child in PROTECTING their ONLINE PRIVACY

Personal information is anything that can be used to identify you in real life, including:

- Full name
- Address
- Phone number
- Photos
- Date of birth
- NRIC number
- School
- Email address

How can I talk to my child about protecting their privacy online?

- Search both your names online and see what information appears

- Make sure your child understands what personal information and privacy mean

- Check how many people follow them – the more friends/followers on a social media account, the less control over who sees their content

- Help them realise how important privacy is using probing questions like, "Would you let a stranger follow you home from school? Sharing your address online would be like giving them the house key!"
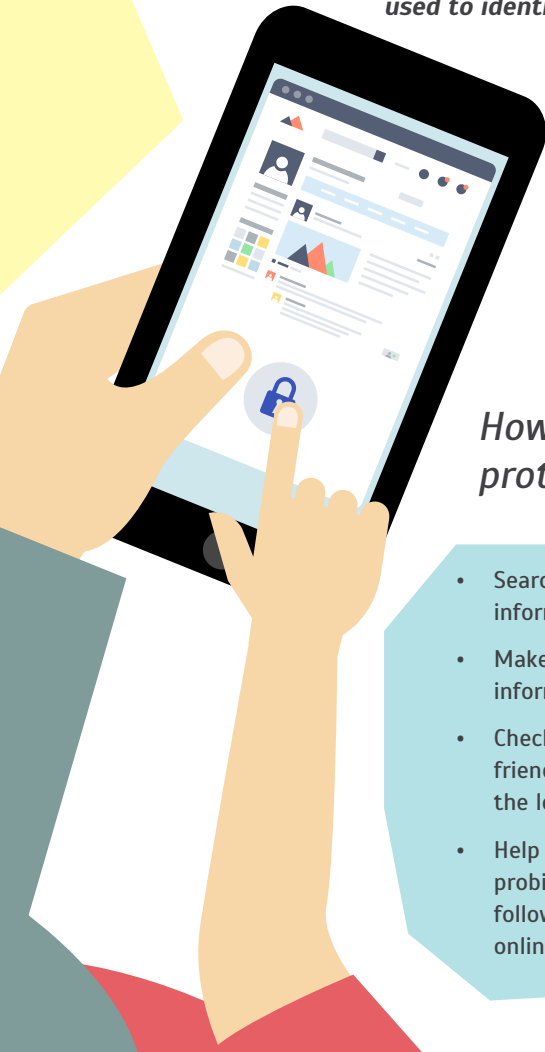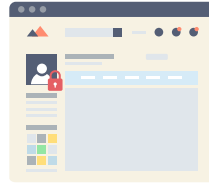
How can we protect our oNLINE PRIVACY?

1 Only use secure websites when sharing personal information, by checking that the URL starts with https:// and has a 'locked' padlock symbol on the left

2 Always set social media profiles to 'private' or 'friends only' so that our personal information is kept safe

3 Never share passwords

pass_A123

4 Read through a user agreement or privacy policy so you know what you're agreeing to

5 Create strong passwords, which are more than 8 characters long, and include numbers, symbols, and both lowercase and uppercase letters. Here is how you can create a strong password:

✅ Think of a sentence with at least **8 words**	e.g. Jack and Jill went up the hill)
✅ Take the **first letter** of each word	e.g. jajwuth
✅ Change some letters to **uppercase**	e.g. JajwUth
✅ Change some letters to **symbols**	e.g. J&jwUth
✅ Add some **numbers**	e.g. J&jwUth2

CONCLUSION

There is no right answer to parenting in the digital age, and most of us are still trying to figure out what works best for our child.

We hope this guide has helped you understand how you can help your child in their digital journey given your parenting style. If your child appears to need more help than you can provide, here are organisations you can turn to for help:

1. Media Literacy Council – for more info on media and digital literacy issues
Email   : info@medialiteracycouncil.com
Website   : www.betterinternet.sg

2. Coalition Against Bullying for Children and Youth (CABCY) – for advice on cyber-bullying
Phone   : 6223 3122
Email   : ask@cabcy.org.sg

3. TOUCH Cyber Wellness – for help on a range of cyber wellness issues
Phone   : 1800 377 2252
Email   : cyberwellness@touch.org.sg

4. Fei Yue Community Services – for practical and emotional guidance for youth
Phone   : 6422 1599
Email   : project180@fycs.org

5. Help123 – hotline for youth cyber wellness issues
Phone   : 1800 6123 123
Email   : hello@help123.sg

6. Tinkle Friend – hotline for primary – school aged children
Phone   : 1800 2744 788

7. Samaritans of Singapore – for emotional support for suicide-related issues
Phone   : 1800 221 4444
Email   : pat@sos.org.sg
Website   : https://www.sos.org.sg

8. SACC (Sexual Assault Crisis Centre – for counselling, legal advice for sexual harassment and assault, and assistance in courts and police cases
Phone   : 6779 0282
Email   : sacc@aware.org.sg
Website   : https://sacc.aware.org.sg

NOTES

The Media Literacy Council works in partnership with industry, community and government to champion and develop public education and awareness programmes relating to media literacy and cyber wellness. In an increasingly interactive and participatory media landscape, the Media Literacy Council seeks to cultivate and encourage the public to become discerning media consumers with the ability to evaluate media content effectively, and use, create and share content safely and responsibly. It also advises the government on how to respond to emerging issues relating to internet and media content.

Find out more at www.betterinternet.sg.

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