

#DITTO

STAY SAFE ● HAVE FUN ● REPEAT

EDITION 16 JANUARY 2019

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Foreword from **Alan Mackenzie**

Welcome to Edition 16 of **#DITTO**

Hi there, I'm Alan Mackenzie.

I'm an independent consultant specialising in online safety, specifically within education to children, young people, schools and other organizations, and parents.

I'm a strong believer that technology, for the most part, is neutral; behaviour is the most important aspect.

To understand behaviour, we have to be a part of children's lives in order to understand what they're doing with technology and why.

We have to be curious and guide them to realise the wonderful opportunities that the online world gives to all of us, and be there to support them when they need it.

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A very happy new year to all readers of #DITTO, I hope you had a wonderful Xmas and, most importantly of all had a pleasant, relaxing break.

It seems strange saying that now, Xmas and new year already feels like a long time ago, particularly as I was in the supermarket a couple of days ago and have already seen the Easter eggs!!

This year already looks to be an interesting year in the ever-widening area of online safety with lots of things being spoken about by government, including some things which, from the outside, sound a little strange, for example an 'online passport' for children so that their age can be verified (amongst other things). In theory it sounds good but the practicalities and the reality of whether such a thing would work or not remains to be seen. But, as ever, I will let you know as information comes to light.

I've got lots of diverse subjects and topics for you this month, some written by others and just a couple by myself. I hope there's something here for everybody.

Alan





CAPTOLOGY

There's plenty of media scare stories telling us how children and young people are addicted to their devices and how this is causing an increase in mental health issues - anything from body image to depression, from self harm to suicide and so much more.

What is

But what the vast majority of these reports miss is that children and young people are under an incredible amount of pressure - far more pressure than when I was their age and I think part of that pressure is that they see much more of the world. When I was younger, way too many years ago, we were very much blinkered to where we lived, but we also saw bits and pieces of the rest of the world that was fed to us over the television and in newspapers. But with the internet and technology this has changed immensely and now they see the good side but also in particular the bad side of humanity, from wars to terrorism to criminal activity and violence. But there's

other pressures as well, increased poverty and social deprivation, school and exams to name just a few.



I'm not one of these to sign up to the overly simplistic idea that children and young people are addicted to their devices, and I certainly don't subscribe to the appalling theory that technology, in particular social media, is like cocaine. However I do think technology providers have a very important part to play in all of this and generally speaking I don't think they're playing their part very well.

“In order for captology to work it needs 3 things: motivation, ability and a trigger.”

Captology is very much an American term which stands for computers as persuasive technologies. I like the term, it's simple and catchy and it's a great

way for children and young people to discuss whether they feel that social media in particular is having an adverse effect on their mental health and wellbeing or their social or family life in general.

Let's look at this from the angle from a social media company. They don't design apps to make our lives more interesting and joyful, these things are designed to make money. In order to do this, shareholders and companies who pay for their advertising services want more people in those apps, more often on a day to day basis, for as long as possible. So how do they do that?

Captology is the answer.

In order for captology to work effectively it needs 3 things:

- Motivation
- Ability
- Trigger

Motivation - part of motivation is that it feels good, for example sharing with friends and others, but there's also a flip side to this. What if you share something and very few people or no-one at all likes it? What would be the point in sharing? This is one of the reasons you might hear of people taking a dozen or more different selfies to get the right one. So as well as sharing things, motivation is about people liking, sharing or commenting too.

Then we have ability, this is a simple one, it needs to be easy to use. If the app and its functions are complicated then no-one will use it. This is another huge area all of its own and it's commonly referred to

as the UX or the usability. Some companies spend millions on this alone.

The third is the trigger which you'll recognize as a notification - that notification could be a sound, a visual cue on your phone, an email, a combination of those or even all of those. For example within Facebook, if you don't manage your notifications, if somebody tags you into something you'll get an audible cue, a visual cue on your phone screen, a visual cue in the app and an email just in case you missed any of those other cues. Talk about overkill!

Not all apps are like that but you get the idea, and if you're using a number of different services it can become overwhelming. In many ways it's a double-edged sword, you have to receive a notification in order to know that something is waiting for your attention, but not so much that you're continually getting alerted to stuff, so the key here is managing these notifications which are all turned on by default. For example all the apps I use have their own notification settings, I have managed all these so that for some I'll get a silent notification, for some no notifications at all and for others an audible notification. At 9:30 every night all notifications are automatically turned off until 7:30 the next morning.

It's important that we make children and young people aware of this, both the pros and cons of captology, so that they can make the decision what to do. We can't make that decision for them, and for teenagers in particular it's a difficult one as their social life and their social standing is incredibly important, but it's a decision they've got to make and they can only make it with the right information.



Alan Mackenzie



DOING IT TOGETHER

Advice for parents

Internet Safety at Pre-School

By: Alison Watts, CEOP Ambassador.

Today I found myself in a new situation – my first pre-school children’s presentation.

The Supervisor, who I know, had called me in, as she had noticed the children talking about being on their iPads and computers, and were even playing games based on this.

When I arrived, lo and behold there was a group of children huddled around a toy the size and shape of an iPad, pretending to swipe the screen and watching it intently.

I sat and chatted to the whole group for a while and found that every one of them had access to either an iPad or a laptop computer at home. Some even had their own.

This shouldn’t have been a surprise for me, as I regularly visit primary schools, including reception classes, and am completely aware of how fast technology is moving down the ages, however the apps and games that they were using without supervision did make me think. Many of them were on YouTube and playing Roblox or similar games. One child had even managed to spend his parent’s money on game add-ons, without them realising for a few weeks.

This session emphasised to me just how smart and switched on children who are growing up with this technology actually are, even at this young age, and the importance of starting internet safety messages as soon as they pick up their first device.

Having then spoken to the parents they admitted to being afraid to enter into conversations with the children about what they were doing online, not knowing how to begin or what to say. Many were using the device as a good baby-sitting tool whilst they took care of a sibling or cooked dinner and the majority thought that setting parental settings would be enough to keep their child safe, not realising that controls are only part of a solution.

From Alan:

It is completely understandable that some parents would set parental control settings on devices and expect that their children will be safe, not able to access inappropriate content, not make in-app purchases etc. After all, that’s how these products are sold to us; a solution. However a technology tool is never a solution, there is no such thing, it’s just marketing-speak. The only effective tool is you and me; the parents. Whatever devices or services (games, YouTube etc.) you are allowing your children access to, particularly younger children, it’s imperative that you have checked them out yourself first. Spend a little time looking on YouTube or on Google researching or even asking for advice from the school who will always be more than happy to help. But most of all, sit with your children and play with them; get to know what they are doing and chat to them. You can only learn by doing, and by talking to your children.

Alan Mackenzie



Contribute to the magazine

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

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

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

Alan Mackenzie

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Parents - Scare or Prepare?



It can be useful for professionals to know about specific risks. So why not share them as widely as possible? If an app children use has had a grooming incident, a site seems to promote self-harm or suicide, or a game is full of inappropriate material, surely it makes sense to pass on this information to parents?

This may seem counter-intuitive, especially when you see scary headlines about the perils of the online world, but it's not always helpful to name and shame. Not because the information is necessarily wrong, but it's a complex issue, and there are three key problems with those headline-grabbing warnings. You run the risk of:

1. **Generating a false sense of security.** If parents think they just need to make sure their children aren't playing one particular game, they might miss out what else is going on!
2. **Giving free publicity** to what can sometimes be pretty awful sites. Widely spread warnings can even boost their traffic, especially if you are sharing a glossy poster about the dangers of a particular app. After all, tell a teenager something is off-limits or dangerous, what it's called and where to find it, and what's going to happen next...?
3. **Spreading panic** and making parents think everything online is bad. That won't help build digital resilience and it won't make the most of the amazing opportunities of today's technology. Nor of course will it encourage parents and children to talk openly about their online lives – the good, bad and the ugly. And this is what will help them stay safe from the real dangers that are out there.

So does that mean we don't have any answers? Not at all. We carry out research to better understand the latest risks and dangers online, sometimes uncovering new ones ourselves, and we work hard to share this information with schools and to give them advice and resources that will help them understand how to manage the risks. What's more, for the schools on our network, we have all kinds of technology to protect them, and for example where necessary we will move sites into different categories on our filtering to keep staff and pupils safe, too.

What about the parents though – are we saying keep them in the dark? Not at all. But bad things happen on good apps (and vice versa). So rather than sharing lists of “dodgy” and “safe” apps, which are often based on headlines, rumours and last year’s scandals, we say instead focus on helping parents to understand the latest features and functionality of games and apps, and what to look out for when gaming or livestreaming, using virtual reality or whatever the next big thing is that hasn’t been invented yet.

Take [livestreaming](#), for example. It used to be available in only a few apps, but now it’s everywhere, almost as an afterthought sometimes. So don’t try to learn the names of everywhere you can stream, but talk to your child about if they are allowed to do it, and if so how, where and when. What’s allowed? What’s not? Take a look at [undressed.lgfl.net](#) for a warning message worth sharing in a non-scary way.

It can feel overwhelming for parents, so try to:

- 1. Drip feed information** throughout the school year.
2. Remember to focus on the positives of using technology, as well as all the bad stuff. And above all, try to
3. Help establish a dialogue between children and parents about their online lives.

[Parentsafe.lgfl.net](#) has all kinds of materials from us and other amazing organisations working in this space to help you work with parents and support their conversations.

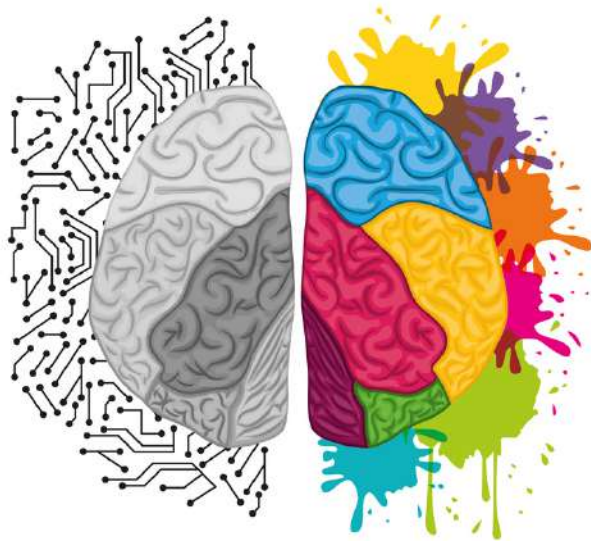
So remember, next time you are tempted to share a flashy name and shame warning with parents, stop for a second to ask yourself – is it going to scare or prepare; is it designed for panic or protection?

Oh, and by the way...

We accept that there are some really unsavoury apps run by companies which don’t seem to care about keeping children safe, and at the same time there are others with amazing ‘safety by design’ baked in, plus a commitment to keeping children safe. But the point is, this can change from one day to the next, and keeping up with it is virtually impossible, whereas talking to your child about having fun but staying safe online, plus showing an interest and discussing how to behave and react is altogether more realistic and productive in the long-term, and more likely to keep them safe when bad things happen on good apps.

A huge thanks to London Grid for Learning (LGfL) who kindly gave their permission to reproduce this really important article. You can find the original, plus a video version, and lots of links and resources on their website here -

<https://safeblog.lgfl.net/2018/11/parents-scare-or-prepare/>



Secrets

Catherine Knibbs (BSc, MBACP (Accred), UKCP Adult Psychotherapeutic Counselling) is a child/adult trauma therapist and author. She is the leading researcher on cyber trauma in the UK, specialising in online abuse in all forms and provides consultancy, education and training on this topic.

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Twitter: @nibzy



In the sessions that I have with my clients I have a contract, that means that any of the conversations we have are confidential. This means I am not allowed or granted permission to tell, write about or discuss outside of supervision any of the content of those conversations. It's why counselling and psychotherapy can be very helpful. So when it came to writing this article I had to think very carefully about the ethics around this.

Sometimes, themes emerge in my psychotherapy sessions and it's from these themes that I talk about the trauma that children and young people are exposed to. This prevents identification of my clients and keeps my part of the contract ethical and moral. I have decided to use one of these themes as it relates to a number of issues regarding the cyberspace.

THE most important part of my work and my perspective and outlook on life pertains to the concept of consent. This concept is often overlooked, misused and misunderstood as many adults think this relates to consent of sexual relationships.

I like to think of this as the very foundations upon which trust, empathy, permission, acceptance, values, morals and ethics are built. This is a concept that can be taught to toddlers and beyond and forms the basis of acknowledgment of another's feelings and rights in the world. So let me tie this concept into the themes of cyberspace and my psychotherapy room. With one word: **secrets**.

A large proportion of my child clients who have been cyber bullied, had intimate pictures shared, been ousted from group chats, been victims of sexual harassment and so on all had secrets shared about them without their permission or consent. Almost all of these clients had shared a secret with a trusted other and had that trust broken, over and over again.

You see, secrets are more precious than any metal, jewel or amount of money. It is a transaction from one person to another that is intended to build the bond between two or more people. It often transcends shame and deepens the connection. Until that trust is broken.

Now many moons ago when I was small and in the primary school playground, secrets were often shared out loud when a group of individuals had fallen out over something. One member would shout out and we would all hear the ousted “gossip”, including staff members. Sometimes others would run over to console said ousted member and often many of the other children would laugh and by lunchtime it was almost forgotten.

As the school years increased, secrets that were about who fancied whom and so on became the ousted “jems of gossip”.

So fast forward to an age where technology allows the outing of gossip silently. No one shouts out loud. The gossip can be transmitted far and wide and supersedes the boundaries of a playground. The gossip can be shared many times over the course of a day or week. The gossip can be added to, warped, changed, formatted, sexualised and criminalised. The children and young people engage in this both in and out of school and there's no respite for the victims.

All the while staff may be unaware of this as they are not on the same page (literally through social media) and silence is exactly that. Shame often prevents the retelling of a secret that has been violated. It is unlikely students will tell the teacher about this.

Sometimes they may delay this for a long time (perhaps until they are in my psychotherapy room). Violation of trust increases the feelings of dis-trust. Communication about the violation can become so difficult that it is often depressed downwards in the hope that it will go away/be forgotten about and passes quickly.

This is the advice we have been giving for many years, “ignore them”, “forget about it” and one that feels so dismissive to victims “they will pick on someone else soon”.

This devalues the effect on the victim and their feelings in relation to this violation. I often say to adults to try and imagine what it would be like if someone told your secret. Could you just forget about it?

I suggest that we can create a space of debate and discussions about consent and this may well be the foundation that allows a child to say “do you know, that wasn't okay that you shared that about me as I didn't give my consent”. It can be empowering and also acknowledges that we can say what is and is not okay from our perspective.

Consent is and always will be about ‘our perspective’ and when children and young people really understand this concept it allows them to build their own okayness with the world and others and when things are happening without their consent they can speak about this with empowerment. Isn't this what we want for all our children?

Cath

Cyber Synapse - by Cath Knibbs

A podcast for parents and professionals for cyber issues.

<http://bit.ly/cysynapse>

Safer Internet Day 2019

Tuesday 5th February

SID 2019 is almost upon us, and although safer internet day is every day, this is a great opportunity to celebrate successes, have more in-depth discussions and raise or re-iterate important points.

Download free education packs, activities for parents and carers and more from the link below.

<https://www.saferinternet.org.uk/safer-internet-day/2019>



Ages
3-7

Education Pack for 3-7s



Ages
7-11

Education Pack for 7-11s



Ages
11-14

Education Pack for 11-14s



Ages
14-18

Education Pack for 14-18s



Parents
&
Carers

Activities for Parents and Carers



Educators

Education Pack for Teachers and Educators

FORTNITE



Image credit and source: Android Central <https://www.androidcentral.com/>

FORTNITE SCAMS

As reported in many news outlets late last year, given the popularity of Fortnite with children and young people, it's no surprise to see scams on the rise.

Between Sept and Oct 2018 a company called Zerofox discovered 53,000 different instances of online scams relating to Fortnite and I wouldn't be surprised if this had grown significantly towards and after Xmas.

Unsurprisingly many of these scams were being circulated on social media including YouTube where people are enticed into purchasing or getting free V-Bucks (the currency within

Fortnite) in order to purchase skins or other items from within the game. Fortnite currently makes an estimated \$300 million per month from these in-game purchases.

Not only are there supposed adverts (coupons) which take you to a fake website where you are asked to input details such as name, address and credit card details, but there have also been a few Android apps developed which are also fake.

<https://www.zerofox.com/blog/zerofox-finds-fortnite-scams/>

Please remind children:

You can only purchase V-Bucks through the Fortnite game itself, through direct purchase or gameplay.

FORTNITE



Image credit and source: Android Central <https://www.androidcentral.com/>

STRIP FORTNITE

Over the last few weeks, particularly just before Xmas, I saw a number of reports in the media about an apparent new trend with children called strip Fortnite.

It took me a little by surprise, I hadn't heard of such a thing so needed to do a little digging to get the facts.

With the popularity of Fortnite, as with scams mentioned on the previous page, it's no surprise to see vloggers (particularly YouTube) trying to get their views and subscriber numbers up, so they use what is popular with children at the time, in this case Fortnite. The more views, the more subscribers, more money - simple!

So I did some searching on YouTube and sure enough there are thousands upon thousands of strip Fortnite videos, some with millions of views.

So what's the purpose of these videos?

To sell merchandise (or 'merch' as the children call it) or ad revenue.

What often happens is this:

A young male will play Fortnite, and every time he gets a kill, a female has to remove an item of

clothing, and whilst some of the thumbnails on the videos are very suggestive, there is no nudity (at least none that I could find, and having spoken to many other consultants and schools they haven't seen or heard of any).

Commonly you will find that the young girl has many layers of clothing on, sometimes the same brand (merchandise selling).

It frustrates me that these so-called influencers are stooping to lower and lower levels to make money by exploiting the curiosity of children.



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- Engaging children and parents.
- Best free resources to use in the classroom
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The course is delivered by Alan Mackenzie and is being held at a range of venues.

London - 24th January 2019
Manchester - 6th March 2019

For more information:

<http://www.esafety-adviser.com/onlinesafetypro>

REPORT HARMFUL CONTENT.ONLINE

This article has been reproduced with the kind permission of South West Grid for Learning. SWGfL are the lead partner of the UK Safer Internet Centre and is a charitable trust working with schools and other organisations to provide safe and secure online access and resources. SWGfL has developed an international reputation within online safety. It is a founding member of UKCIS (UK Council for Internet Safety) and has spoken at conferences across the world.

SWGfL is an online safety charity that works with industry to support internet users dealing with harmful content. The charity already operates the [Revenge Porn Helpline](#); the only dedicated service supporting adult victims of intimate image abuse in the UK, and the [UK Safer Internet Centre Helpline](#); supporting the children's workforce, with online safety issues.

Over the last 2 years SWGfL has successfully worked with industry to take down over 21,000 pieces of harmful content. As a partner within the UK Safer Internet Centre (UKSIC), SWGfL is launching a new reporting centre to assist the public in reporting online abuse and harmful content:

Report Harmful Content Online.

reportharmfulcontent.online supports victims of online harmful content and abuse and includes a revolutionary new reporting and advice system. The service provides up to date information on community standards and direct links to the correct reporting facilities across multiple platforms.

Further support is available to users who would like the outcome of their reports reviewed. Report Harmful Content Online will check submitted reports and industry responses against platform-specific reporting procedures and community standards in order to provide users with further advice on actions they can take.

Advice is provided on online issues such as bullying, harassment, threats, impersonation, unwanted sexual advances, violent content, suicide, self-harm and pornographic content.

Margot James, Digital Minister said *"The government is working with a wide range of organisations to ensure users, particularly children, have the tools they need to have positive experiences online. I'm pleased to see South West Grid for Learning's strong commitment to this aim and I hope this will be a useful resource in empowering all users of the internet in the UK to stay safe online."*



Why this and why now?

When it comes to reporting harm online, [Project deSHAME \(Dec 17\)](#) found that only 39% of young people aged 13 - 17 would be likely to report online sexual harassment to a social network.

The Safer Internet Day [Digital Friendships research \(Feb 18\)](#) found that just over half of young people aged 8 – 17 would choose to report something that upset them online.

Similarly, Ofcom's [Adult Media Use and Attitudes annual report \(April 18\)](#) found that a staggering 59% of adults aged 16+ would choose not to report a negative experience online.

The UK Safer Internet Centre already provides reporting for illegal child sexual abuse material online via the IWF Hotline, and the Report Harmful Content Online hub extends this responsibility into harmful online content.



PLEASE NOTE: This portal can only be used as a source of support for anyone over the age of 13.

The website is still in a testing phase and SWGfL would love to hear your feedback.



REPORT HARMFUL CONTENT ONLINE

What can you help me report?

- Threats
- Impersonation
- Bullying and harassment
- Self harm or Suicide content
- Online Abuse
- Violent Content
- Unwanted sexual advances
- Pornographic content

PASSWORDS



New password research comes out all the time from various organizations. What's interesting is that, more often than not they all agree on the common ones. There was some research I read a couple of weeks ago from Splashdata (link below). They evaluate the common ones by analysing over 5 million leaked passwords on the Internet. Unsurprisingly the top 2 remain unchanged this year with **123456** at number 1 and **password** at number 2. At number 3 is **123456789** and number 4 is **12345678** - can you see a pattern yet?

An interesting new addition is this one - **!@#\$%^&** - look s pretty strong doesn't it? Until you realise that it's basically 1234567 whilst holding the shift key.

Passwords are hugely annoying, especially trying to remember all the ones you use at home and all the systems in school, each needing their own unique complicated password to ensure security. The weakest factor in any technical system is the human being, and yet the people that code these things really don't help us at all.

A good password isn't necessarily one that is overly complex, it's a long password, the longer it is the harder it is to crack. If you can introduce complexity then that's much better.

As an example that I sometimes use, think of one of your favourite songwriters and your favourite song, for example Debbie Harry Breaking Glass, and yes I know I'm showing my age. That's quite a long password already, particularly if you put a colon in between each word which adds a further level of complexity, yet it's incredibly simple to remember. You could add further complexity by changing each letter L to the number 1, or the letter E to the number 3. You could use this combination for a lot of sites you use, for example Debbie:Harry:Breaking:Glass::-Amazon or Debbie:Harry:Breaking:Glass::-Netflix.

For anyone thinking it, no that isn't a password I actually use so don't bother trying it.

Or easier still, use a password manager on your device.

Source: <https://www.teamsid.com/splashdatas-top-100-worst-passwords-of-2018/>

SNIPPETS

In December 2018 YouTube went public with some of their latest figures regarding their community guidelines. It's a very common complaint with schools, parents and children alike saying that they are seeing concerning content and asking what YouTube are doing about it. The report gives us an insight into how much better the artificial intelligence-based moderation processes are working. It has a long way to go to satisfy us all, but it's getting there. On the same page there is a link to their transparency report as well, indicating that between July - Sept 2018 YouTube removed 1,667,587 channels (which contained 7,845,400 videos) for violating guidelines. The vast majority were removed for spam (79.6%) followed by nudity or sexual content (12.6%).

<https://youtube.googleblog.com/2018/12/faster-removals-and-tackling-comments.html>



As if we needed more apps to make us feel inadequate, enter MANLY, the editing app that claims to “make your man more handsome.”

I've tried it, it doesn't!!

<https://www.gq.com/story/manly-app-bad-choices>

The popularity of live-streaming seems to be continuing. TikTok (formerly Musically) is as popular as ever, if not more, but it looks as though others are trying to get in on the act. Unsurprisingly Facebook are giving it a go and very quietly released their version called 'Lasso'.

I doubt we're going to see significant popularity with children and young people, if any popularity at all, but it's worth keeping your eyes and ears open for, particularly given the concerns of sexual exploitation via live-streaming.

<https://www.theverge.com/2018/11/9/18080280/facebook-lasso-tiktok-competitor-app>



As I have mentioned many times in past magazines, almost sounding like a broken record sometimes, there is no such thing as a technology solution. For example there isn't a single solution regarding children and screen time that would work for everyone. However, there are tools that can help us with this, and one such tool is the new 'Take a Break' reminder within YouTube (the phone version only). The reminder is off by default but you only need to go into 'General' within 'Settings' to turn it on. It's a great way to allow children to regulate their own use, and even to help you set up a family agreement as to how long they can spend watching videos. See here for a little more information:

<https://support.google.com/youtube/answer/9012523>



The biggest challenges are the haters

If you've never heard of Ninja, ask your children, because I can almost guarantee they have, and many of them will subscribe to his YouTube, Twitch and social media channels.

He's a hugely popular gaming streamer, currently Fortnite, and on his YouTube channel alone he has just under 21 millions subscribers. In fact, as I was typing this column I nipped onto his channel and he had uploaded a video 5 minutes ago - it already had just under 40 thousand views!

One of the reasons for his popularity is that he's a really good gamer and children can pick up lots of tips and tricks from him, but a more important reason is that he's really family friendly. He's made a few hiccups in the past but there is very rarely any swearing or anything else that parents would deem to be inappropriate.

Interestingly, in one of his many interviews he states that one of his challenges is 'the haters', essentially people that make very negative comments for no other reason than just because they can. This is something I've been speaking to Y5/6 children about for a few weeks, mainly around the topic of criticism (bad and constructive), and asking what they do about it. Most say that when they see criticism or nasty comments they just move onto something else, they don't want to see it. I think this is awful, they have to stop enjoying themselves simply because of the actions of somebody else.

In most games (and other apps) you can block and report people and it's important that children know how to do this. Take the time with your children to find out how you block and report. And if you don't know simply search on YouTube, e.g. how to block and report on Fortnite. There's always a video to show you how.

<https://www.theverge.com/2018/10/31/18042762/ninja-tyler-blevins-twitch-fortnite-challenges>



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