

# Connecting With Parents

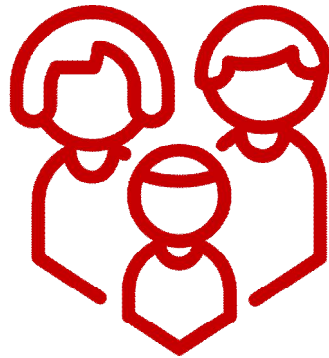
**24<sup>th</sup> May 2018**

# Programme

- Talk #1: Helping our children to handle online content
- Talk #2: Building resilience in our children

# Sharing on

## Helping our Children Handle Online Content



Why are  
we here?



# Online Trends



- 42% of Singaporean youth spend 10 hours or more per week on online activities.<sup>1</sup>
- 92% of our youth use a social networking platform and 45% play online games daily.<sup>1</sup>
- Rising popularity of e-sports in Singapore<sup>2</sup>
- Many of our teens use dating apps<sup>3</sup>

1. National Youth Council (2017). YOUTH.sg: The State of Youth in Singapore 2017 - Statistical Handbook. Retrieved from [nyc.gov.sg/initiatives/resources/nys](http://nyc.gov.sg/initiatives/resources/nys)

2. [channelnewsasia.com/news/sport/singaporean-professional-e-sports-team-chaos-theory-game-for-9190278](http://channelnewsasia.com/news/sport/singaporean-professional-e-sports-team-chaos-theory-game-for-9190278)

3. [channelnewsasia.com/news/lifestyle/commentary-finding-love-in-singapore-one-swipe-at-a-time-9169786](http://channelnewsasia.com/news/lifestyle/commentary-finding-love-in-singapore-one-swipe-at-a-time-9169786)

# Needs of Our Youths

## Learning and leisure

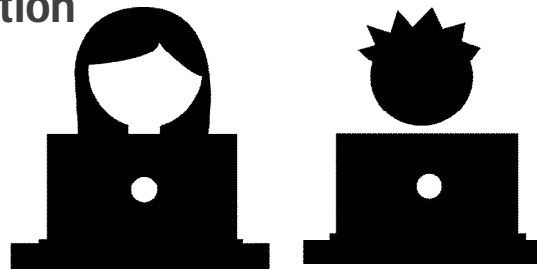
Crafting online persona



Exploring sexual identity



Establishing social validation



Developing social identity



Shek, D.T., Sun, R.C., & Yu, L. (2013). *Internet addiction*. In *Neuroscience in the 21<sup>st</sup> century*. Springer New York.

Wallace, P. (2014). *Internet addiction disorder and youth*. *EMBO reports*, 15(1), 12-16.

Wright, David. (2016). Is internet safety in school fit for purpose? Paper presented at the 10<sup>th</sup> International Conference on Keeping Children and Young People Safe Online, Warsaw, Poland. Abstract retrieved from [http://www.saferinternet.pl/images/artykuly/XMK/10th\\_International\\_Conference-materials.pdf](http://www.saferinternet.pl/images/artykuly/XMK/10th_International_Conference-materials.pdf)

# Online Opportunities



Technology has opened up opportunities, such as:

- E - Learning & virtual classrooms
- More ICT-related jobs, e.g. cyber security, digital marketing
- Unparalleled access to knowledge and communities

# Online Risks



While technology offers value, it may pose some potential risks:

- Misuse of personal data / other cyber security risks
- Cyber bullying or sexual grooming / harassment
- Unhealthy online influences



# Outline of Presentation

1. **How do we** handle Inappropriate Online Content?

2. **What is MFSS** doing in cyber wellness education?

3. **What can You**, as a Parent do?



# Handling Inappropriate Online Content

# What is Inappropriate Online Content?

- ▶▶ Let's watch:  
"eSafety for parents – Inappropriate Content"



\*Produced by the Australian Government's Office of the Children's eSafety Commissioner

# What is Inappropriate Online Content?



Inappropriate online content refers to online materials (e.g. games, text, ads, or images) that:

- Promote **self-harm**, **violence**, and **illegal** or **dangerous** activities
- Are **age-inappropriate**, **overly sexualised** or pornographic
- Encourage hate or **discrimination** based on factors such as gender, race, religion, culture or nationality.
- Follow **harmful** or **dysfunctional** behaviours, e.g. online gambling, pornography, extremist ideologies, or self-harm

# Why is Inappropriate Online Content a Concern?



Regular exposure to inappropriate online content may negatively influence children to:

- Create or post inappropriate content
- Have a distorted understanding of relationships



# **School's Cyber Wellness Education**

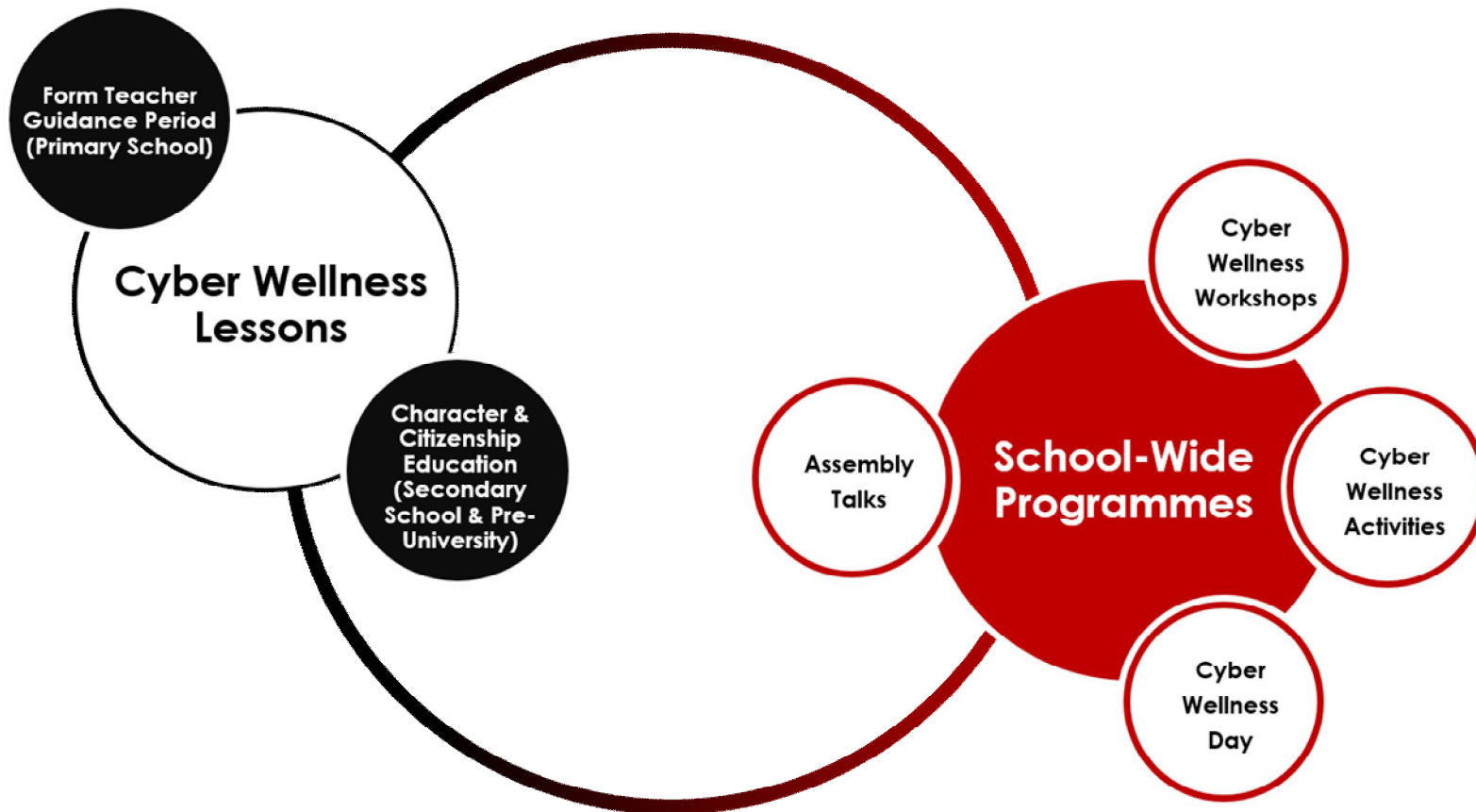
# Cyber Wellness Key Messages

1. ICT is an integral part of the learning environment
2. Cyber Wellness Education anchored on three CW principles



These principles will anchor a child's well-being online, as they can make careful and well-considered decisions.

# MOE's Cyber Wellness Education







**YOU as our Partners**

## How Can YOU Help?



Parents can help to reduce the risks and harm caused by inappropriate online content by:

- **Modelling** and guiding **responsible**, respectful and **healthy** media **use**
- **Conversing regularly**, openly, and empathetically with the children on media use;

# How Can YOU Help?



Parents can help reduce the risks and harm caused by inappropriate online content by:

- **Setting family guidelines** and parental controls:
  - ✓ **what** the children view and post online
    - Install filtering software and set parental controls
    - Check game rating and reviews
    - “Friend” their children
  - ✓ **how long** the children are online
  - ✓ **who** the children meet online and offline

## How Can YOU Help?



Parents can help reduce the risks and harm caused by inappropriate online content by:

- Teaching the children to ***A.C.T.:***
  - ✓ **Avoid** inappropriate content
  - ✓ **Check** feelings
  - ✓ **Talk** to a trusted adult

# Key Messages



**MODEL & GUIDE RESPECTFUL,  
RESPONSIBLE & HEALTHY MEDIA USE**



**TALK OPENLY ABOUT CHILD'S  
MEDIA USE**



**SET PARENTAL CONTROLS**



**TEACH CHILD TO  
'AVOID', 'CHECK' & 'TALK'**



By: Joseph Choo, School Counsellor

Question: Key three words that describes a Resilient child

Patience

Determined

Self-control

Confident

Ambitious

Tough

Able to take knocks

Perseveres

Confidence



Slide is not active

Activate

# Question: Key three words that describes a Resilient child





# What is Resilience?

- an ability to recover from or adjust easily to misfortune or change

- Merriam-Webster Dictionary -

- ... resilience is how well a person can adapt to the events in their life. A person with good resilience has the ability to bounce back more quickly and with less stress than someone whose resilience is less developed.

- Psychcentral.com -

# What is Resilience?

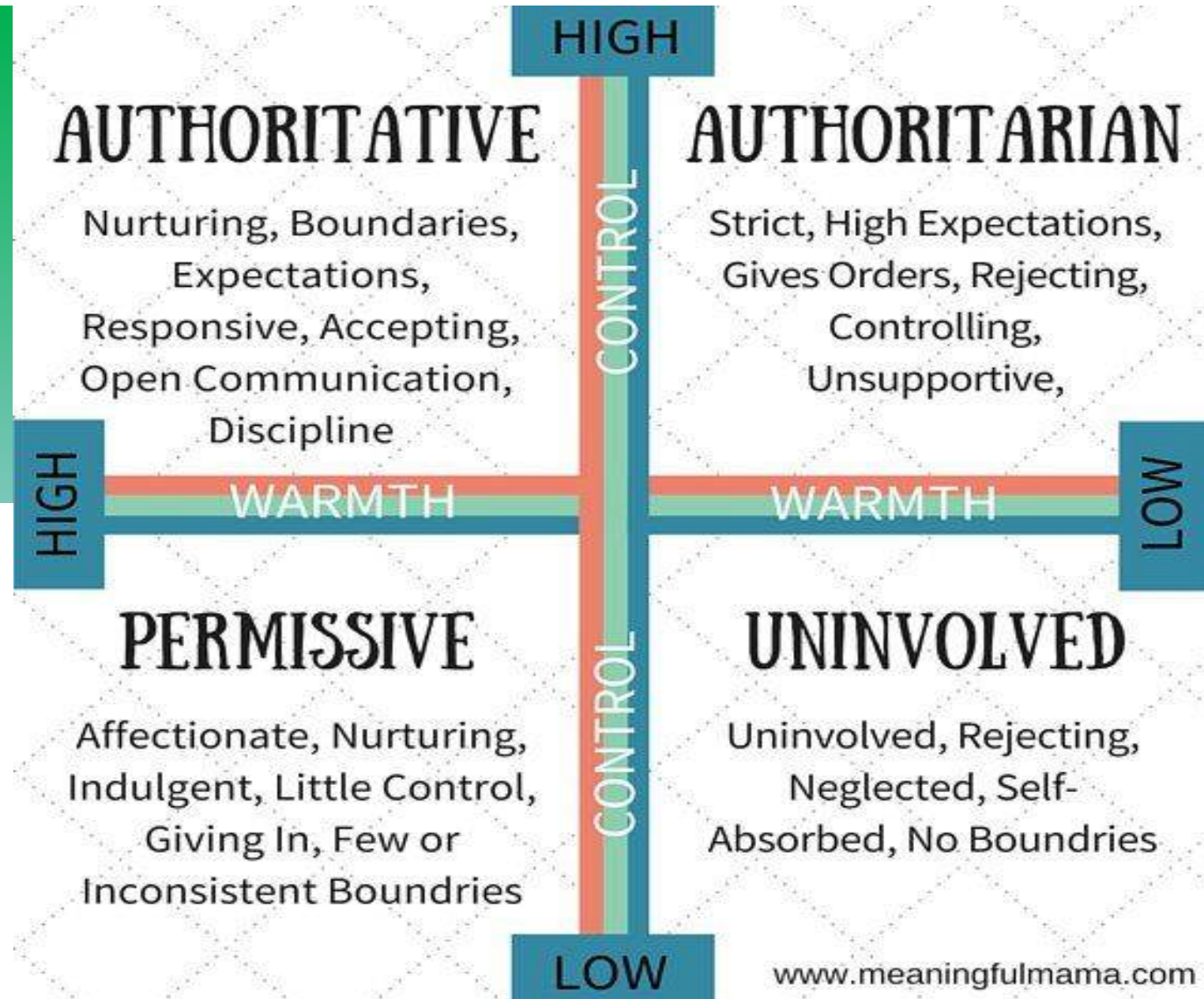
- **Self-esteem and confidence**
- **Self-efficacy**
- Able to deal with change
- Properly adapt to stress and adversity.
- **A range of Social problem-solving skills**

- *South Lakes Federation: Emotional Resilience – Useful Resources for Schools (Sept'14) -*

**Risk Factors**

| <b>Cognitive</b>                            | <b>Emotional</b>                    | <b>Physical</b>               | <b>Social</b>          |
|---|-------------------------------------|-------------------------------|------------------------|
| Delayed Language Learning                   | <b>Self-Regulation of Emotion</b>   | <b>Weakened Immune System</b> | Aggression             |
| Language Learning Difficulties              | <b>Self-Regulation of Behaviour</b> | Changes in Brain Development  | <b>Peer Rejection</b>  |
| <b>Memory Difficulties</b>                  | Poor Impulse Control                | Obesity                       | Hostile Perceptions    |
| <b>Reduced ability to Focus/Concentrate</b> | High Emotional Reactivity           | <b>Mental Health Problems</b> | Volatile Relationships |
| School Readiness/ <b>Academic Failure</b>   |                                     | Chronic Health Issues         |                        |

# Promoting Resilience in Your Child



# Authoritative parenting outcome

- Tend to be **happy**, successful
- Good at **making decisions**
- **Assessing safety** risks on their own
- Feel **comfortable expressing** their opinions

# Authoritative parenting explained

- Creating and maintaining a **positive relationship**
- **Explain** the **reasons** behind your rules
- **Enforce** rules and give consequences

# Authoritative parenting explained

- Take children's opinions into account
- Validate children's feelings
- Parents makes the decision

# Rules & Expectations

Structure routines

- Clear Boundaries
  - Time/Spatial Limit
  - Do's and don'ts
- Consequences (Rewards / Privileges)
- CONSISTENCY (A "No" is a "No")



# Keys to Foster a Close, Warm Relationship

**Communicate**

**Assurance**

**Redirection**

**Equipping**

# Keys to Foster a Close, Warm Relationship



## COMMUNICATE

- Seek **first to understand**,
  - talk less, **listen more**
- Express feelings appropriately
  - **Talk** about **positive** and **negative** feelings

- **Recognising** Stress symptoms
  - Unable to focus, tiredness, stay away from others
- Encouraging
  - **Praise** him/her for **right things done**



## ASSURANCE

# Keys to Foster a Close, Warm Relationship



REDIRECTION

- **Promote** positive behaviour (e.g. "Please focus on your work. You can use your phone later")
- **Practice** the behaviour/attitude you want to see (e.g. Patience, self-control)

- **Guide** your child **to manage** and overcome failures
  - Problem-solving skills (S.O.D.A.S)
  - Decision-making skills



EQUIPPING



# STRESS SYMPTOMS

in Your Child

Use this list to check if your child is experiencing **STRESS**

**S**truggles to pay attention in studies or activities



**T**iredness



**R**ebellious streak



**E**xcuses to miss school

**S**tays away from others



**S**ulkiness



If these signs are present in combination, or in more extreme or long-lasting forms, it may be an indication that your child is experiencing significant stress. If in doubt, please seek help and advice from the School Counsellor or mental health professionals.

You may want to refer to the emotion management resource to guide your child in managing his/her stress.



Tips to Guide Your Child in

# PROBLEM SOLVING

Use **S.O.D.A.S** to guide your child in problem-solving

Identify the

## SITUATION

What happened?

Explore 2 to 3

## OPTIONS

within his/her control

What are the things you can change?

Think of the

## DISADVANTAGES

of each option

What are some possible negative consequences about the option?

Think of the

## ADVANTAGES

of each option

What are some possible positive outcomes about the option?

Select the overall

## best SOLUTION

Why is it the overall best solution?

## Tips for Parents:

Help your child to see "FAIL" as "First Attempt In Learning". Guide him/ her to manage and overcome failures

### Encourage your child to

- Seek help from you, a teacher or the School Counsellor by saying "I need help."

- Reflect: Think back on the experience, learn from it and do it better the next time