

#DQEveryChild™



AAA Primary School
Singapore

18th January 2017

IQ, EQ, and now **DQ: The Digital Intelligence Quotient**

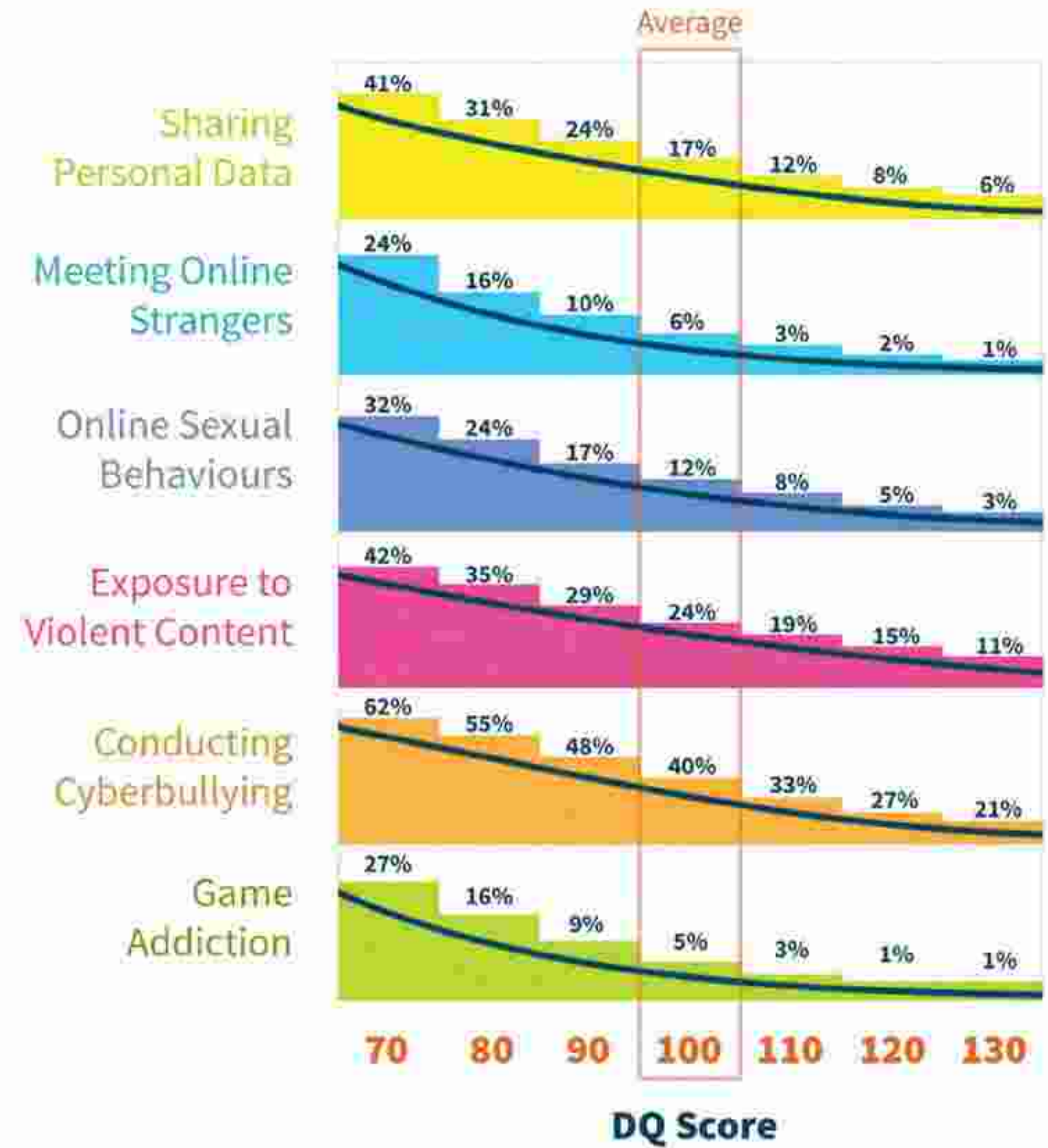
The digital era is upon us, and we must empower our children to be smart and responsible users of technology while avoiding risky and harmful online activities. To address this urgent need, the **DQ World™** online education program is pioneering efforts to promote youth digital citizenship.

Our online education program has been proven to boost children's DQ scores, on average, from 93 to 106 – a 14% increase. Moreover, higher DQ levels had a significant and positive impact on children's development across several important areas:

- Safe and responsible behaviors and attitudes online
- Balanced screen time and improved self-control
- Enhanced media and information literacy
- Higher empathy and global citizenship
- Better understanding of online presence, privacy, and data protection
- More active parental mediation and school intervention
- Stronger social, emotional, and physical well-being
- Improved academic performance and future opportunity

Now, your students' participation in this program has been summarized in this report. We hope you will find the insights useful, and use them to initiate an open and constructive dialogue with your students, one that will encourage all children on their way to becoming the digital leaders of tomorrow.

Impact of DQ on Children's Risky Behaviours Online





How to Use this Report

This DQ Report should serve as a starting point for conversation between you and your students about their digital lives. By guiding your students' digital life skills, you can help them build empathy in relationships, strong minds and bodies, and resilience to significant cyber threats. Device use impacts sleep, focus, and physical wellness, so it is never too early to improve the way we use, interact, and respond to our digital devices. Get started today!

- **Remember: our teachers never taught us how to teach DQ skills.** We are the first generation of educators that must learn for ourselves how to guide and encourage our students' digital intelligence.
- **Be a trusted and supportive listener.** You will gain valuable insights into your children's experiences and be able to guide them when they are most in need.
- **Set boundaries with care and respect.** Include time limits and monitor device use so that your students learn how to maintain healthy habits. Importantly, show that you do this because you care.
- **Teach and practice coping skills.** Prepare your students to respond calmly and responsibly to unhealthy content or hurtful situations that will inevitably arise online.



Warning

The DQ Report must not serve as a judgment against your students. The use of punishment (grounding from internet use, complete blocking of internet access, etc.) is not an effective reaction to the information presented here, and can have negative unintended consequences.

- **Many students grow to be more techy-savvy than their teachers.** Young learners eventually find a way around restrictions, but this should not make educators feel undermined or become a point of conflict.
- **Avoid harsh punishments that may discourage your students** from coming to you for help. If children fear judgment from this report, they may decide not to seek adult guidance in difficult situations, and be at enhanced risk of cyber victimization. Children often suffer in silence when being victimized and experiencing serious abuse because they fear the reaction from adults.
- **Take time to collect yourself** and avoid reacting negatively or with heightened emotion when you discover your students have interacted with harmful content.
- **Everything you do online, including what you post about your students, leaves a digital footprint.** This will be accessed by future employers, college entrance boards. Make choices that will help your students long-term.






Disclaimer

Limitations of Content: *This report presents a detailed snapshot of the digital intelligence and safety of students who completed the DQ World™ online education program. A large part of this report is based on self-reporting, i.e., how each student answered questions about themselves. Its accuracy is limited by the accuracy of those answers. If participants did not provide accurate information or answer questions truthfully, the accuracy of the report will be limited. This report does not provide any legal or medical advice.*

Confidentiality: *This report contains sensitive personal information and is therefore only to be viewed by the parents of the child participant, as well as certified educational professionals who have the parent's legal permission to care for student participants.*

Report Contents






The **DQ School Report** provides a comprehensive summary of your students' digital lives including their digital competency, personal strengths, usage of technology and media, exposure to cyber risks, and guidance and support. Your school's achievement is referenced to that of other schools around the nation. The five key areas of assessment are as follows:

Area	Description
 DQ Skills This area assesses your students' mastery of the 8 Key Skills of Digital Citizenship that are taught in the internationally-recognized DQ World™ online education curriculum: Digital Citizen Identity, Screen Time Management, Cyber Bullying Management, Cyber Security Management, Digital Empathy, Digital Footprint Management, Critical Thinking, and Privacy Management.	
 Personal Strengths This area assesses your students' personal strengths across the categories of global citizenship, social relationships, self efficacy, self regulation, emotional regulation, and balance of offline and online reality.	
 Balanced Use of Technology and Media This area shows how appropriately, and in what ways, your students use digital devices and media, and provides useful information regarding their weekly screen time for entertainment use, internet connectivity, mobile device ownership, digital media activity, and social media usage.	
 Exposure to Cyber Risks This area indicates your students' exposure to cyber risks including online strangers, game addiction, cyber bullying, cyber victimization, online sexual behavior, and exposure to violent content.	
 Parental Mediation This area indicates how much guidance your students receive with regards to parental mediation and school computer and cyber safety education.	

Requires Attention



This mark means that the **area of assessment differs from recommendations** for children ages 8-12, as put forth by our team of healthcare, media, and digital education experts. In such cases, we will provide suggestions for improvement at the end of the report.

Area	Category	Achievement Recommendation	Experts' Reasoning
	DQ Skills	Should exceed 85	A DQ Score of 85 is the minimum standard for adequate mastery of digital citizenship.
	DQ Improvement	Should exceed 0%	Students who earnestly complete the online program should experience a positive increase in DQ.
	Personal Strengths Score	Should exceed 1.5	A score of 1.5 or greater is the recommended minimum for healthy personal growth.
	Balanced Use of Technology and Media: Weekly Screen Time	Should be less than 14 hours per week	Children should have no more than 14 hours of weekly screen time for entertainment use.
	Balanced Use of Technology and Media: Social Media Usage	Should not exceed 0%	Social media is not recommended for young children under age 13.
	Exposure to Cyber Risks	"At Moderate Risk" or "At High Risk" outcomes should not exceed 0%	All schools should strive for 0% elevated cyber risk.
	Guidance and Support	"Frequent" or "Sometimes" outcomes should occur at least once for each student in each area of mediation.	Without occasional mediation from parents and teachers in at least one area of mediation, students are at serious risk of unsafe attitudes and behaviors online.

Any values marked as such should receive your earnest attention. Thank you for your care and interest.

Demographics

Date of registration: 12 August 2017


Date of completion: 30 November 2017

School Participation and Completion

		Boys		Girls		Total	
Level	Birth year	# Registered	# Completed (%)	# Registered	# Completed (%)	# Registered	# Completed (%)
P5	2005	120	110 (91.6%)	80	70 (87.5%)	200	32 (100%)
P3	2007	80	70 (87.5%)	120	110 (91.6%)	200	2 (100%)
	Total	200	180 (90%)	200	180 (90%)	400	360 (90%)

* Only a level with more than 20 students will have a level-specific information.

Performance Snapshot: School vs. National

SCALE	Your Scores vs. National Average (p<0.05)
	This area differs from expert's recommendations
Below Average	Status is significantly below the national average
Average	Report is similar to the national average
Above Average	Status is significantly above the national average



DQ Summary

Your School's
DQ

100

National Average: 102

- Your school's DQ is the average of your school's 8 DQ Skills Scores across all 8 Key Areas of Digital Citizenship.
- Compared to other schools in your nation, your school's DQ is below average.
- Your school's DQ is 100.
- Your nation's average DQ is 102.
- Your school's DQ is lower than that of other schools in your nation. Don't worry – there are plenty of ways to continue to improve the digital intelligence skills of your students. Please see suggestions for improvement at the end of the report.

Your School's
DQ Improvement

15%

National Average: 10%

- Your school's DQ Improvement is the percentage difference between your school's DQ before and after completion of the DQ World™ online program.
- Compared to other schools in your nation, your school's DQ Improvement is above average.
- Your school's DQ increased by 13 points, which corresponds to a 15% DQ Improvement!
- Your school's DQ before the completion of the DQ World program was 87.
- Your school's DQ after the completion of the DQ World program is 100.
- Your school's DQ Improvement is significantly higher than that of other schools in your nation! A 10% DQ Improvement results in a 30% reduction in risky online behaviors in addition to a positive impact on student development across several important areas including digital literacy, privacy protection, self-control, empathy, and critical thinking.

Your School's
DQ Percentile Rank

Top 48%

Participating Schools: 100

- The DQ Percentile Rank is the percentage of school DQs in your nation that are equal to or lower than your school's DQ.
- Your school's DQ is in the top 48%.
 - If there were 100 competing DQs in your nation, your school would rank #48.
- Congratulations on a great effort from all of your students!



DQ Skills

The 8 Key Skills of Digital Citizenship form the framework for your students' DQ education and the basis for DQ Skills score evaluation. We assessed your students' mastery of these skills, which are taught in the internationally-recognized DQ World™ online education curriculum.



Digital Citizen Identity

Ability to build and manage a healthy identity online and offline with integrity



Screen Time Management

Ability to manage one's screen time, multitasking, and engagement online with self-control



Cyberbullying Management

Ability to detect cyberbullying situations and handle them wisely



Cyber Security Management

Ability to protect one's data by creating strong passwords and to manage various cyber attacks



Digital Empathy

Ability to be empathetic towards one's own and others' needs and feelings online



Digital Footprint Management

Ability to understand the nature of digital footprints and their real-life consequences, and to manage them responsibly



Critical Thinking

Ability to distinguish between true and false info, good and harmful content, and trustworthy and questionable contacts online



Privacy Management

Ability to handle with discretion all personal information shared online to protect one's and other's privacy



DQ Scores: 1) Digital Citizen Identity

Score

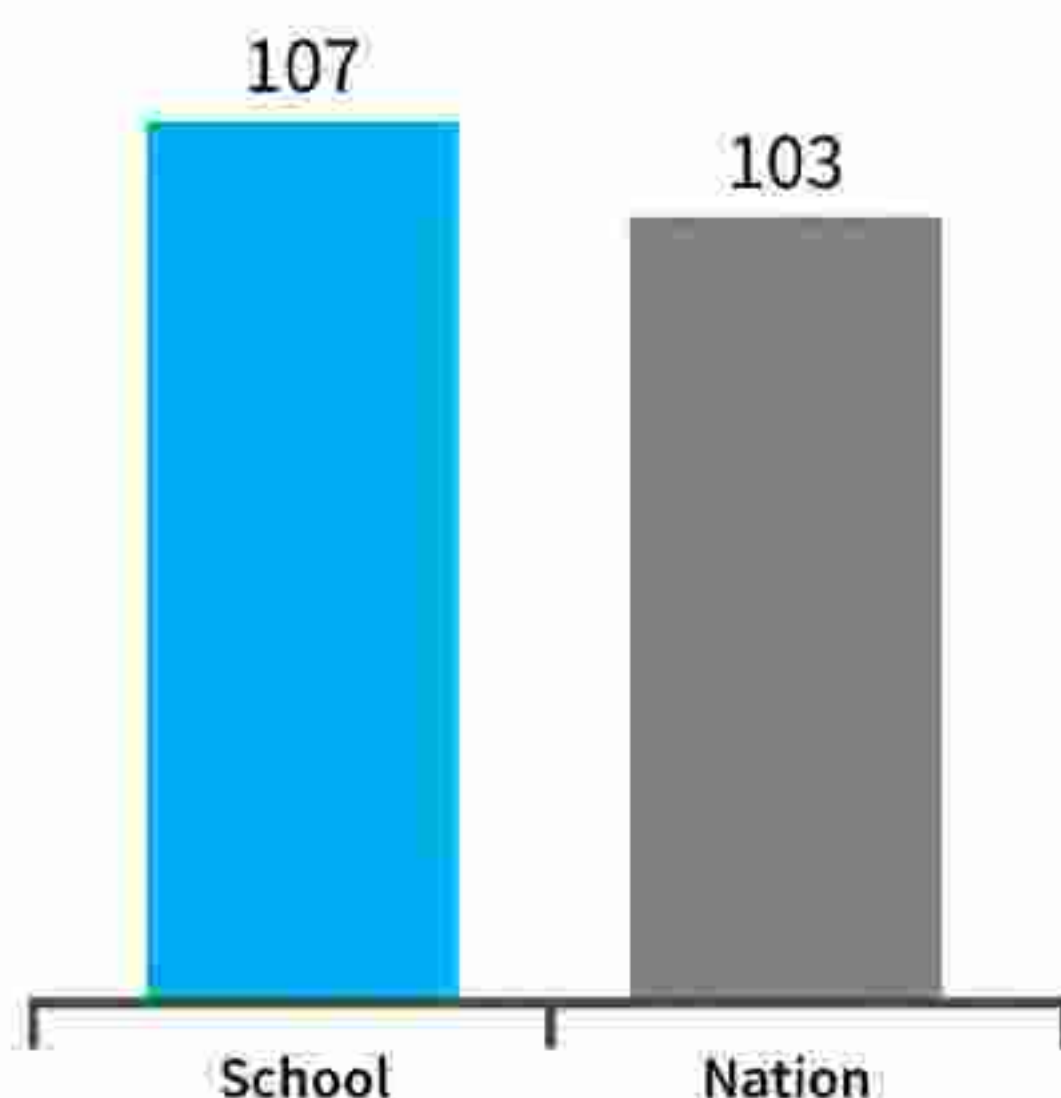
107

National Average: 103

Digital Citizen Identity measures a student's ability to build and manage a healthy identity online and offline with integrity. Students with high Digital Citizen Identity scores will:

- Understand the nature of the digital world and use digital technologies and media with proficiency
- Have the knowledge and skills to build and manage a healthy congruent identity
- Be aware of global citizenship in the digital space

School vs. National



Above
Average

- Your school's DQ Score for this category is considered **above average**.
- Your school's average DQ Score for this category is **107**.
- The national average DQ Score for this category is **103**.
- **Your students' performance in this category is significantly better than that of other schools in your nation! Congratulations on your achievement in Digital Citizen Identity!**



DQ Scores: 2) Screen Time Management

Score

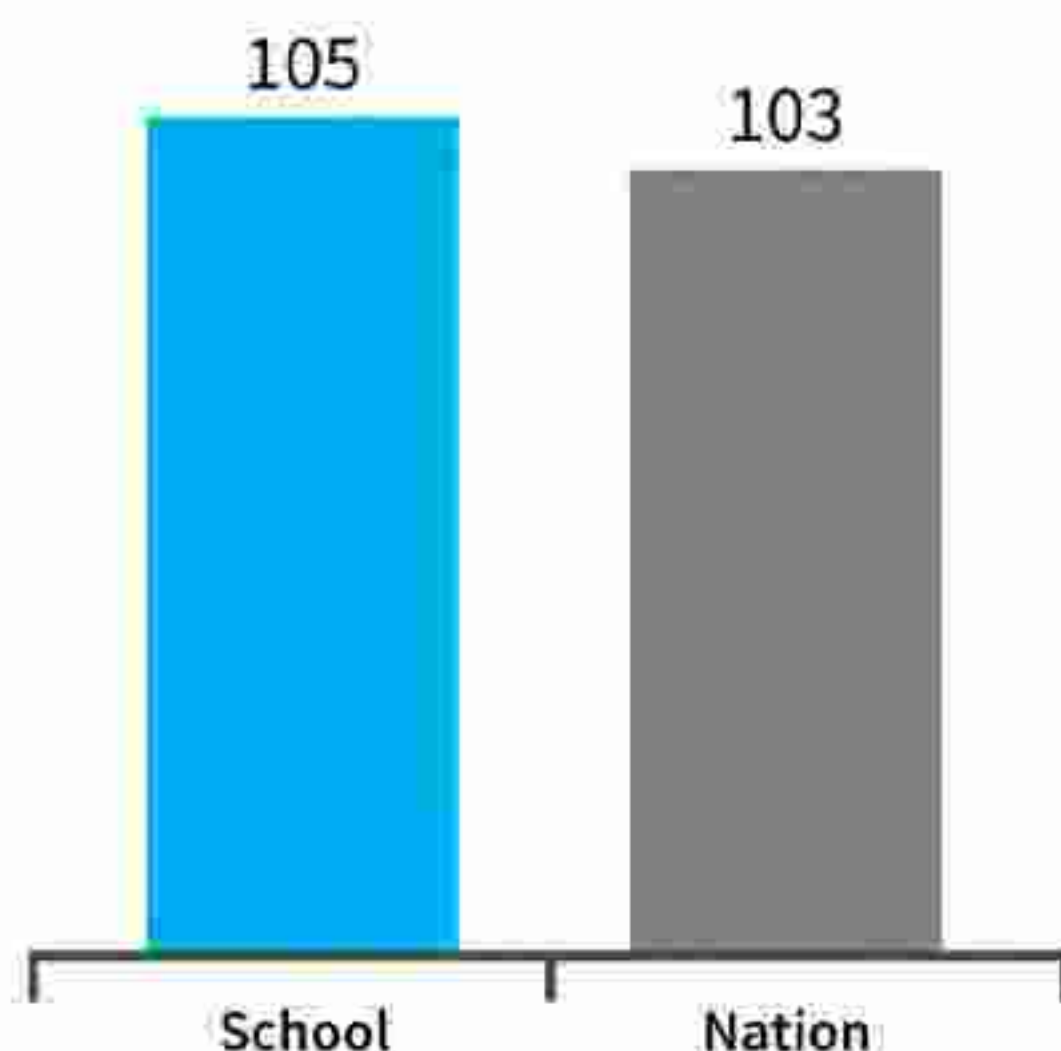
105

National Average: 103

Screen Time Management measures your students' ability to manage screen time, multitasking, and engagement in online games and social media with self-control. Students with high Screen Time Management DQ Scores will:

- Balance the physical and virtual realities
- Exert self-control in use of digital technology and understand the various side-effects of excessive screen time, multi-tasking, and addictive usage of digital media
- Be able to manage time and set limits on personal use without allowing digital use to take over their lives.

School vs. National



Above
Average

- Your school's DQ Score for this category is considered **above average**.
- Your school's average DQ Score for this category is **105**.
- The national average DQ Score for this category is **103**.
- **Your students' performance in this category is significantly better than that of other schools in your nation! Congratulations on your achievement in Screen Time Management!**



DQ Scores: 3) Cyber Bullying Management

Score

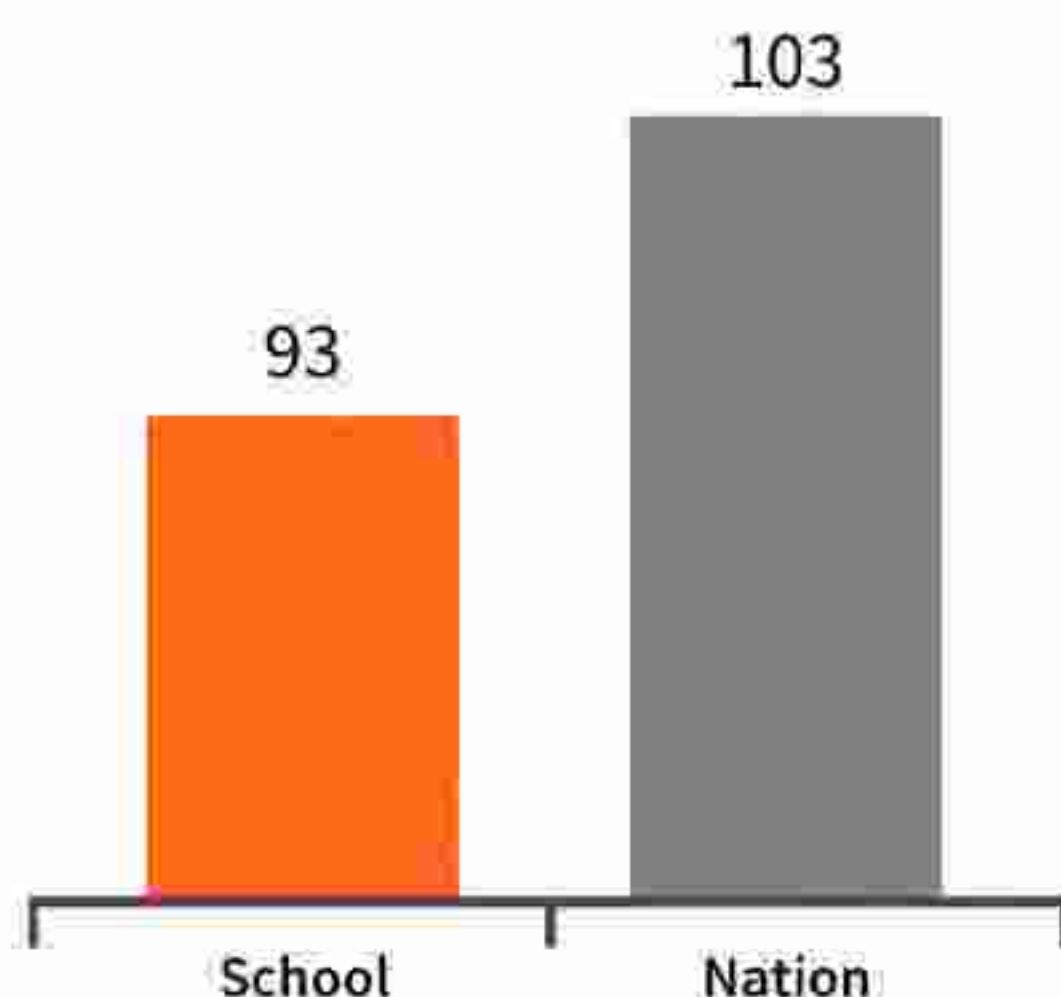
93

National Average: 103

Cyber Bullying Management measures your students' ability to detect cyber bullying situations and handle them wisely. Students with high Cyber Bullying Management DQ Scores will:

- Have the personal discipline to use digital media safely and responsibly
- Know how to detect a cyber bullying situation and how to handle the situation calmly
- Know how to handle a problem with wisdom, and safely seek help before it gets out of control.

School vs. National



**Below
Average**

- Your school's DQ Score for this category is considered **below average**.
- Your school's average DQ Score for this category is **93**.
- The national average DQ Score for this category is **103**.
- **Your students' performance in this category is significantly lower than that of other schools in your nation. Please thoroughly review the principles of Cyber Bullying Management to encourage further improvement, and please see suggestions for improvement at the end of the report.**



DQ Scores: 4) Cyber Security Management

Score

82

National Average: 94

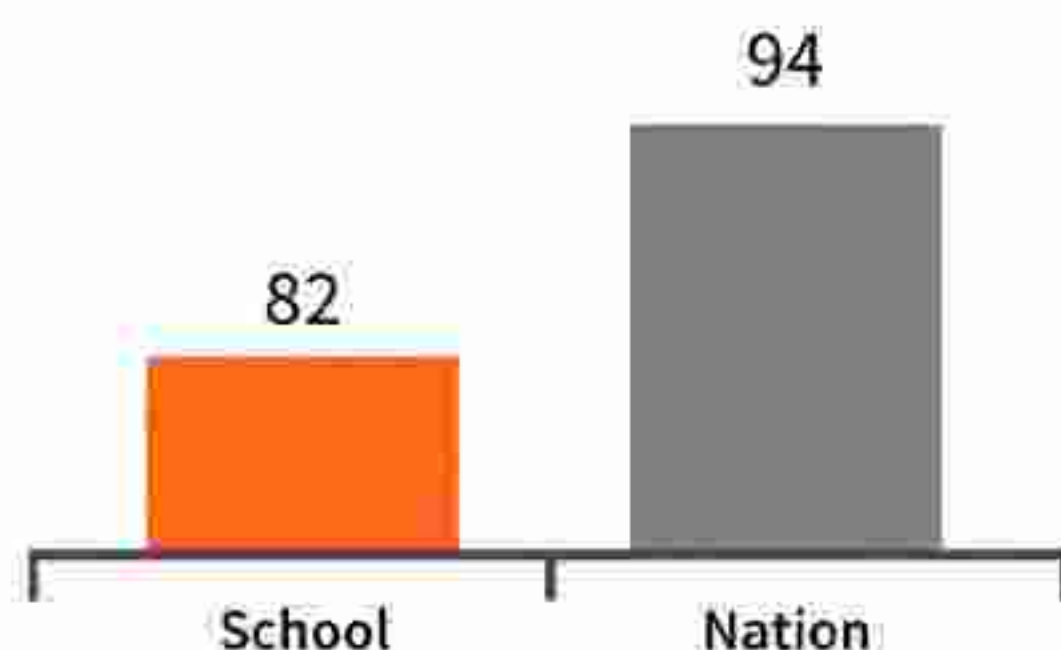
Cyber Security Management measures your students' ability to protect personal data by creating strong passwords and to manage various cyber attacks i.e. SPAM / SCAMS / Phishing. Students with high Cyber Security Management DQ Scores will:

- Be able to spot and protect oneself and other from various cyber attacks such as spam, scams, and phishing
- Have practical skills, such as creating strong passwords, and know to protect them



**Below
Average**

School vs. National



- Your school's DQ Score for this category is considered **below average**.
- Your school's average DQ Score for this category is **82**.
- The national average DQ Score for this category is **94**.
- **Your students' DQ Score for this category falls below experts' recommend minimum of 85. Please see suggestions at the end of the report.**



DQ Scores: 5) Digital Empathy

Score

92

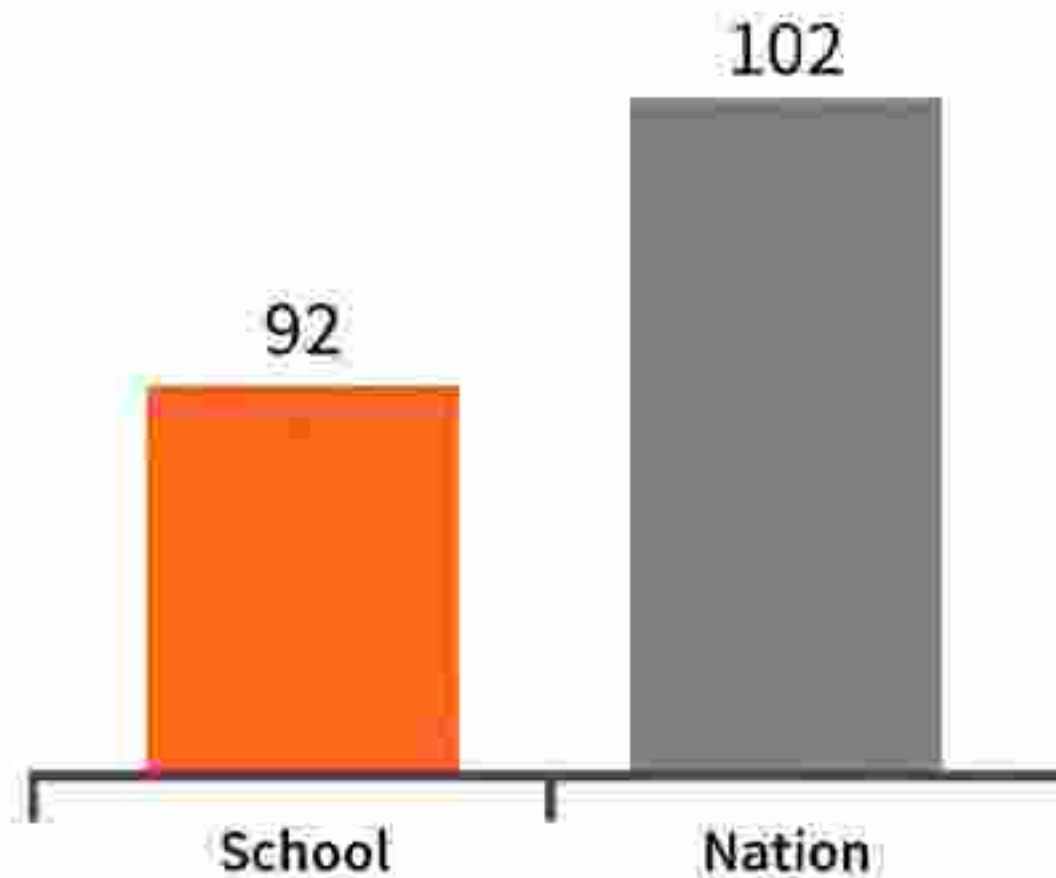
National Average: 102

Digital Empathy measures your students' ability to be empathetic towards one's own and others' needs and feelings online. Students with high Digital Empathy DQ Scores will:

- Be sensitive to the needs and feelings of the self and of others when online, even without face-to-face interaction
- Build good relationships with parents, teachers, and friends both online and offline
- Reject judgmental mindsets online, and speak out for those who need help

School vs. National

**Below
Average**



- Your school's DQ Score for this category is considered **below average**.
- Your school's average DQ Score for this category is **92**.
- The national average DQ Score for this category is **102**.
- **Your students' performance in this category is significantly lower than that of other schools in your nation. Please thoroughly review the principles of Digital Empathy to encourage further improvement, and please see suggestions for improvement at the end of the report.**



DQ Scores: 6) Digital Footprint Management

Score

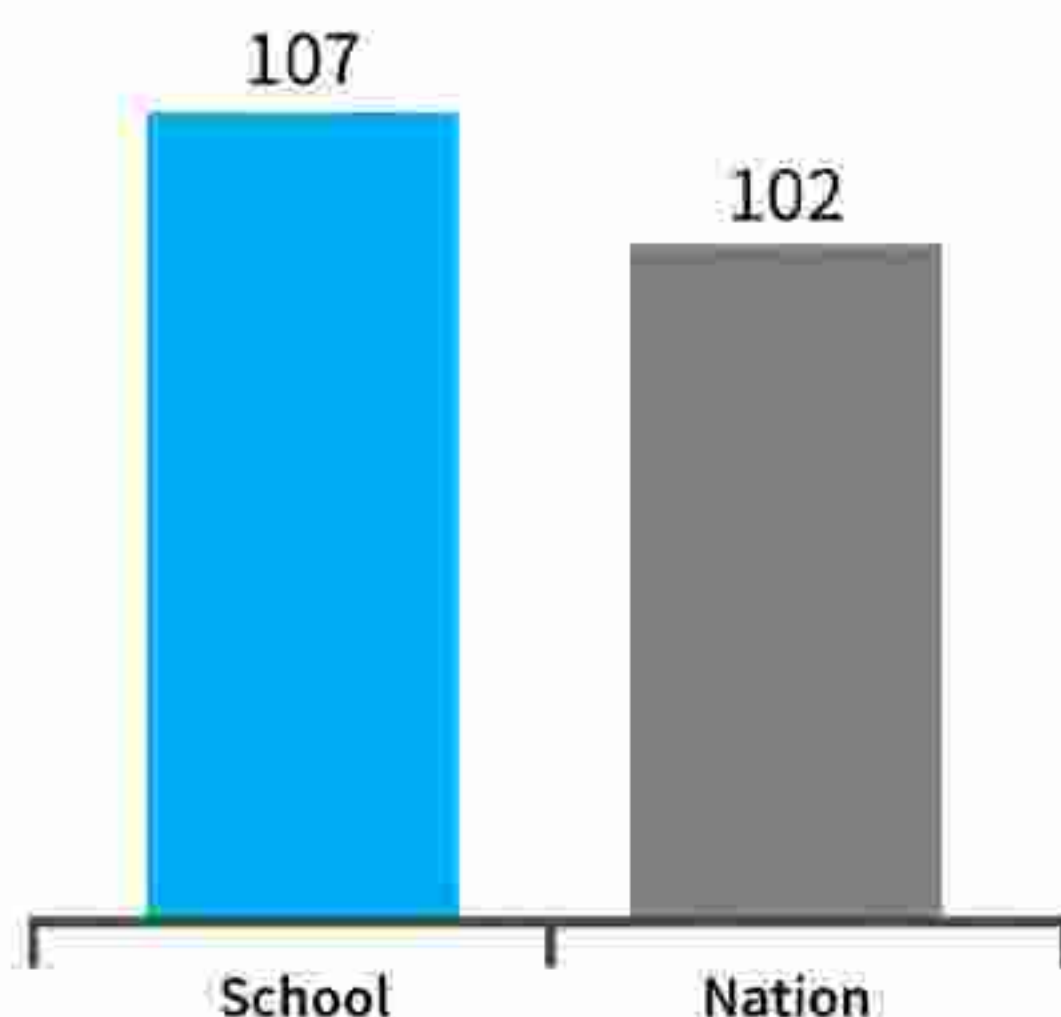
107

National Average: 102

Digital Footprint Management measures your students' ability to understand the nature of digital footprints and their real life consequences, and to manage them responsibly. Students with high Digital Footprint Management DQ Scores will:

- Understand the nature of online communication and know that everything that he or she says and does online leaves trails called "digital footprints"
- Be aware of the persistent nature of digital footprints and their real-life consequences, including creating unintended impacts on their online reputation
- Have the skills to manage digital footprints responsibly

School vs. National



Above
Average

- Your school's DQ Score for this category is considered **above average**.
- Your school's average DQ Score for this category is **107**.
- The national average DQ Score for this category is **102**.
- **Your students' performance in this category is significantly better than that of other schools in your nation! Congratulations on your achievement in Digital Footprint Management!**



DQ Skills: 7) Critical Thinking

Score

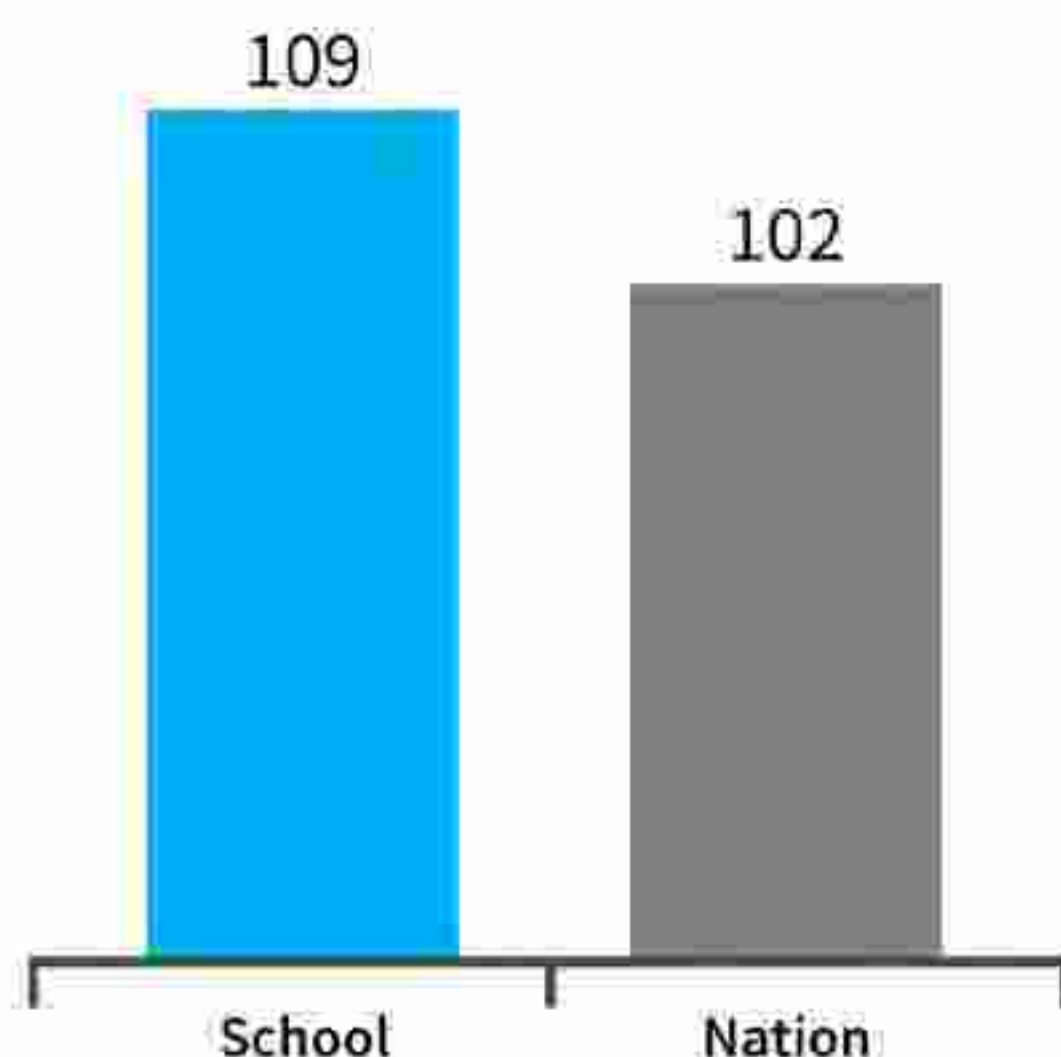
109

National Average: 102

Critical Thinking measures your students' ability to distinguish between true and false information, good and harmful content, and trustworthy and questionable contacts online. Students with high Critical Thinking DQ Scores will:

- Have the knowledge and skills to evaluate information, content, and contacts on the internet with discernment
- Understand the harmful effects of false information, violence, inappropriate content, as well as the risks associated with online strangers
- Exhibit critical thinking when distinguishing between true and false information, good and harmful content, and trustworthy and questionable contacts online

School vs. National



Above
Average

- Your school's DQ Score for this category is considered **above average**.
- Your school's average DQ Score for this category is **109**.
- The national average DQ Score for this category is **102**.
- **Your students' performance in this category is significantly better than that of other schools in your nation! Congratulations on your achievement in Critical Thinking!**



DQ Skills: 8) Privacy Management

Score

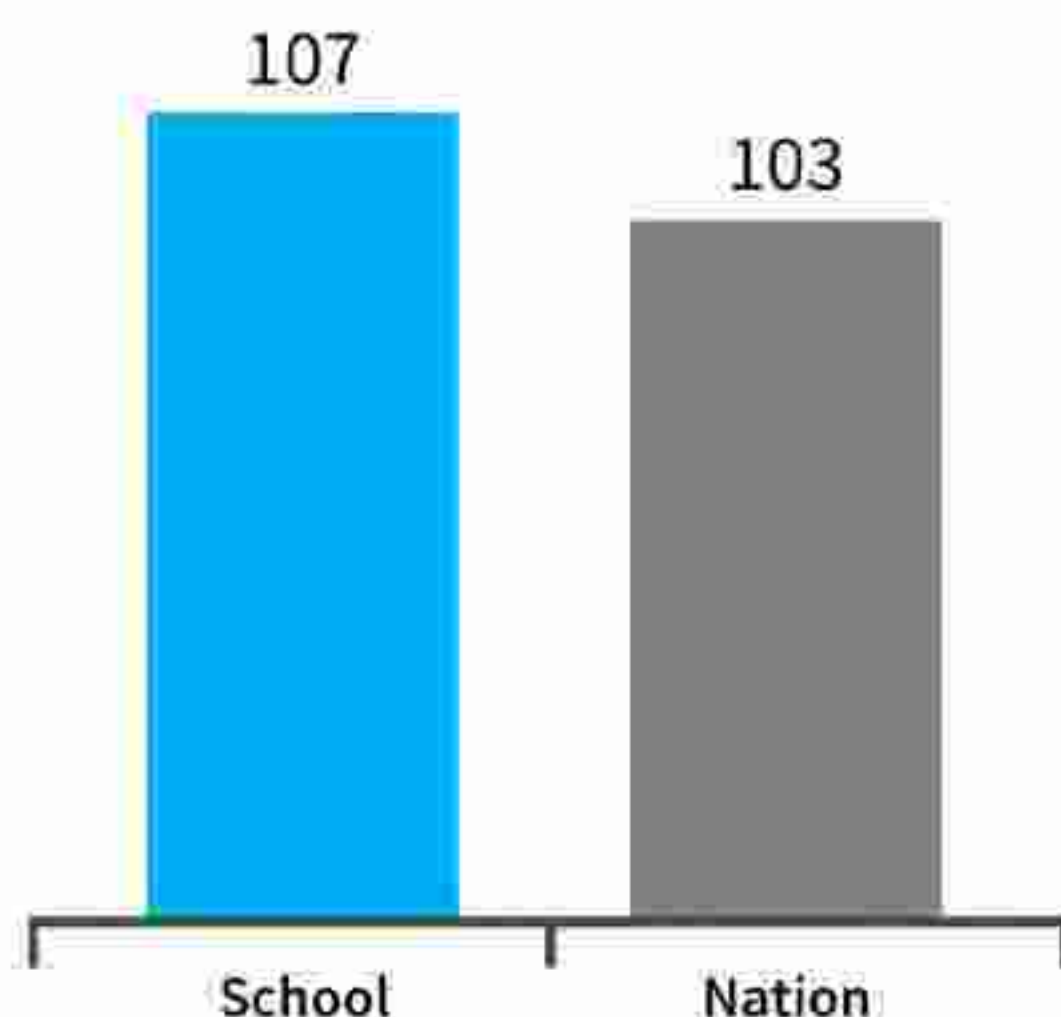
107

National Average: 103

Privacy Management measures your students' ability to handle with discretion all personal information and shared online to protect one's and others' privacy. Students with high Privacy Management DQ Scores will:

- Have the knowledge and skills to handle personal information shared online with discretion
- Ensure and protect the privacy of the self and of other contacts
- Remain aware that privacy is a basic human right

School vs. National



Above
Average

- Your school's DQ Score for this category is considered **above average**.
- Your school's average DQ Score for this category is **107**.
- The national average DQ Score for this category is **103**.
- **Your students' performance in this category is significantly better than that of other schools in your nation! Congratulations on your achievement in Privacy Management!**



Personal Strengths

We assessed your students' personal strengths across the areas of global citizenship, social relationships, self efficacy, self regulation, emotional regulation, and balance of offline and online reality.

Global citizenship



Valuing diversity and challenging injustice with meaningful action

Social relationships



Forming meaningful and trustworthy connections with others

Self-efficacy



Possessing the confidence that one can properly respond to difficult situations

Self-regulation



Organizing one's time online to maximize productivity

Emotional regulation



Controlling one's reactions to unexpected or unpleasant events

Balance of Offline and Online Reality



Growing confidence and earning respect in the real world



Personal Strengths: 9) Global Citizenship

Score

3.1

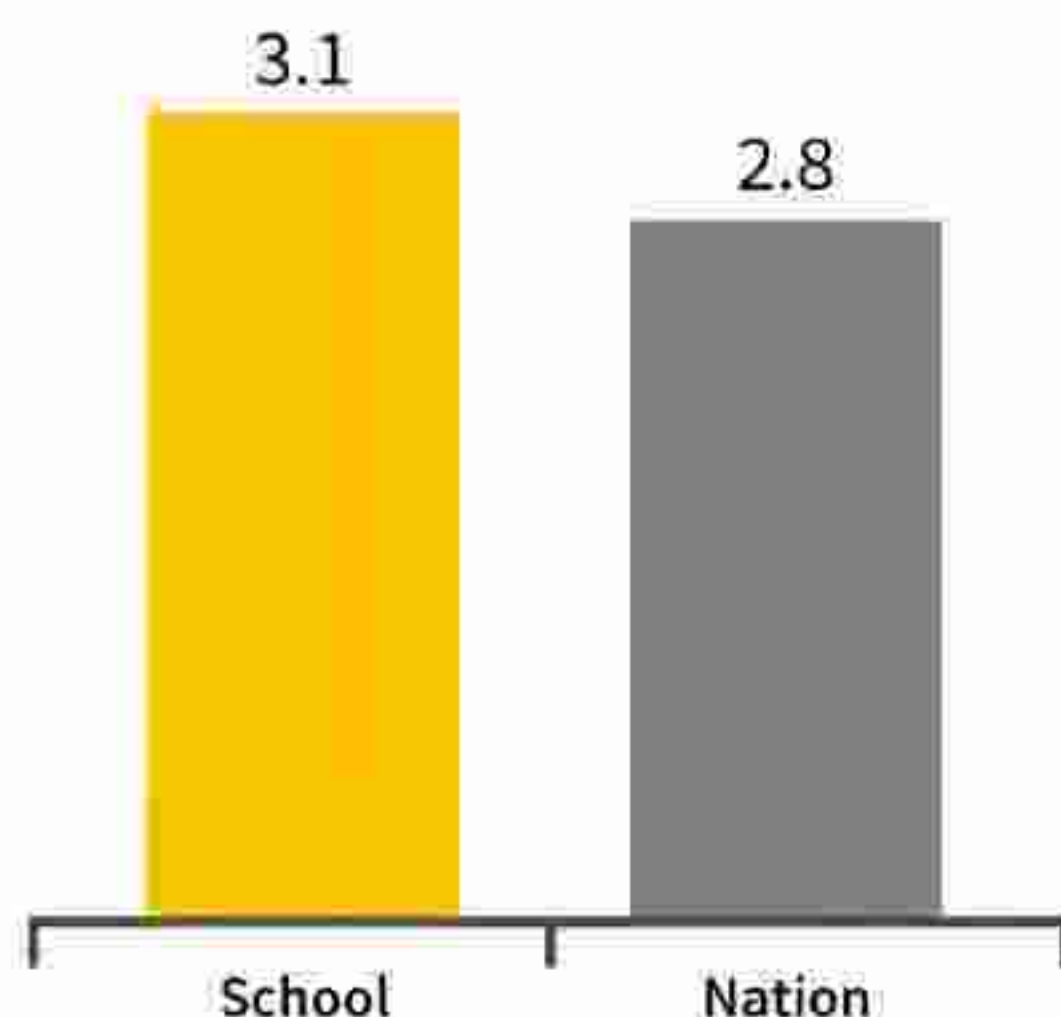
National Average: 2.8

A global citizen understands interconnectedness, values diversity, and challenges injustice by taking action in personally meaningful ways. Students with high global citizenship scores:

- Respect themselves while taking pride in their culture
- Treat others with dignity, be it online or offline
- Welcome differences while choosing to reject prejudice and hatred

School vs. National

Average



- The Global Citizenship Score of your school is considered **average**.
- Your school's average is **3.1**.
- The national average is **2.8**.
- **Your students' performance in this category is similar to that of other schools in your nation. Please continue to exercise the principles of Global Citizenship to encourage further improvement!**



Personal Strengths: 10) Social Relationships

Score

2.7

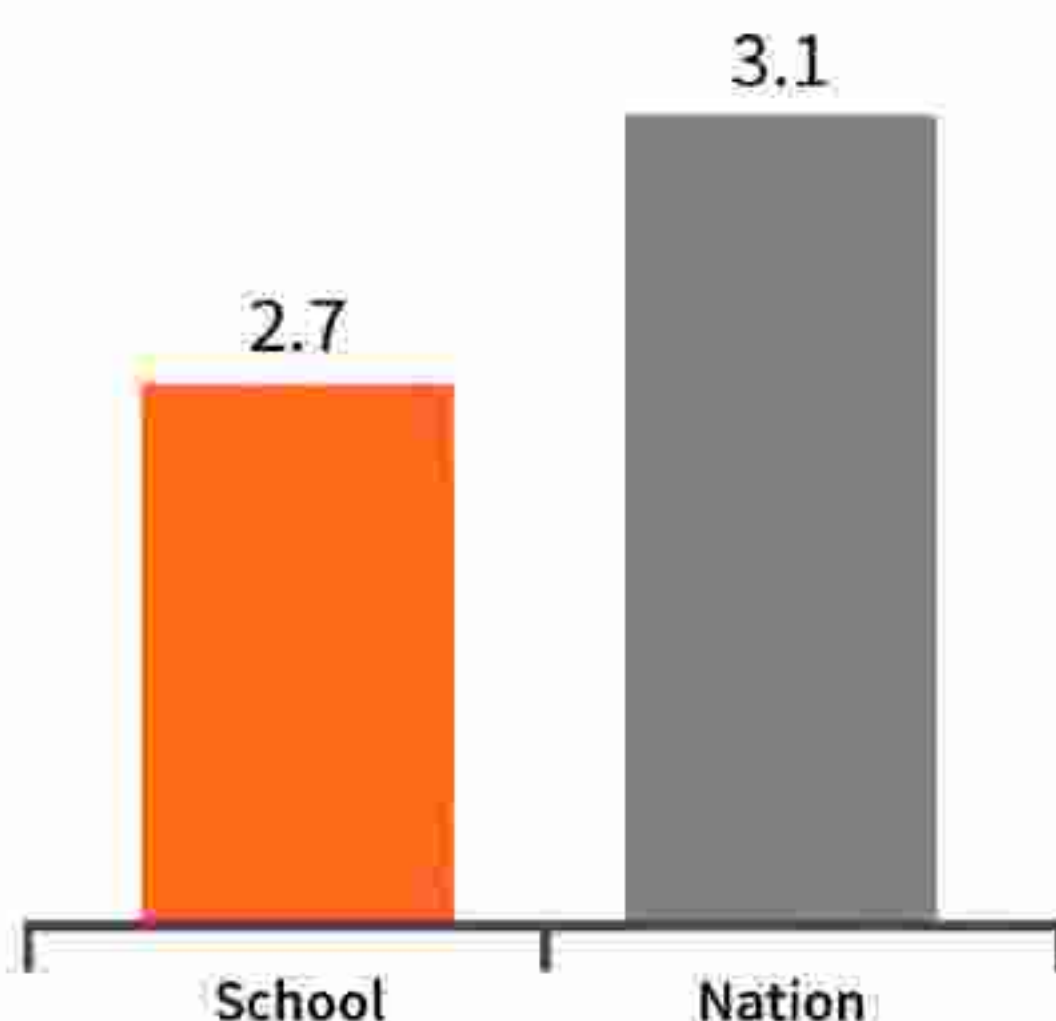
National Average: 3.1

Healthy social relationships are essential to a functioning society and healthy, engaged individuals. Students with high social relationship scores:

- Enjoy the people they interact with, despite differences
- Feel that people close to them sincerely care for them
- Perceive sufficient support at home and at school to form trustworthy and meaningful relationships

School vs. National

Below
Average



- The Social Relationships Score of your school is considered **below average**.
- Your school's average is **2.7**.
- The national average is **3.1**.
- **Your students' performance in this category is significantly lower than that of other schools in your nation. Please thoroughly review the principles of Social Relationships to encourage further improvement, and see recommendations for improvement at the end of the report.**



Personal Strengths: 11) Self-Efficacy

Score

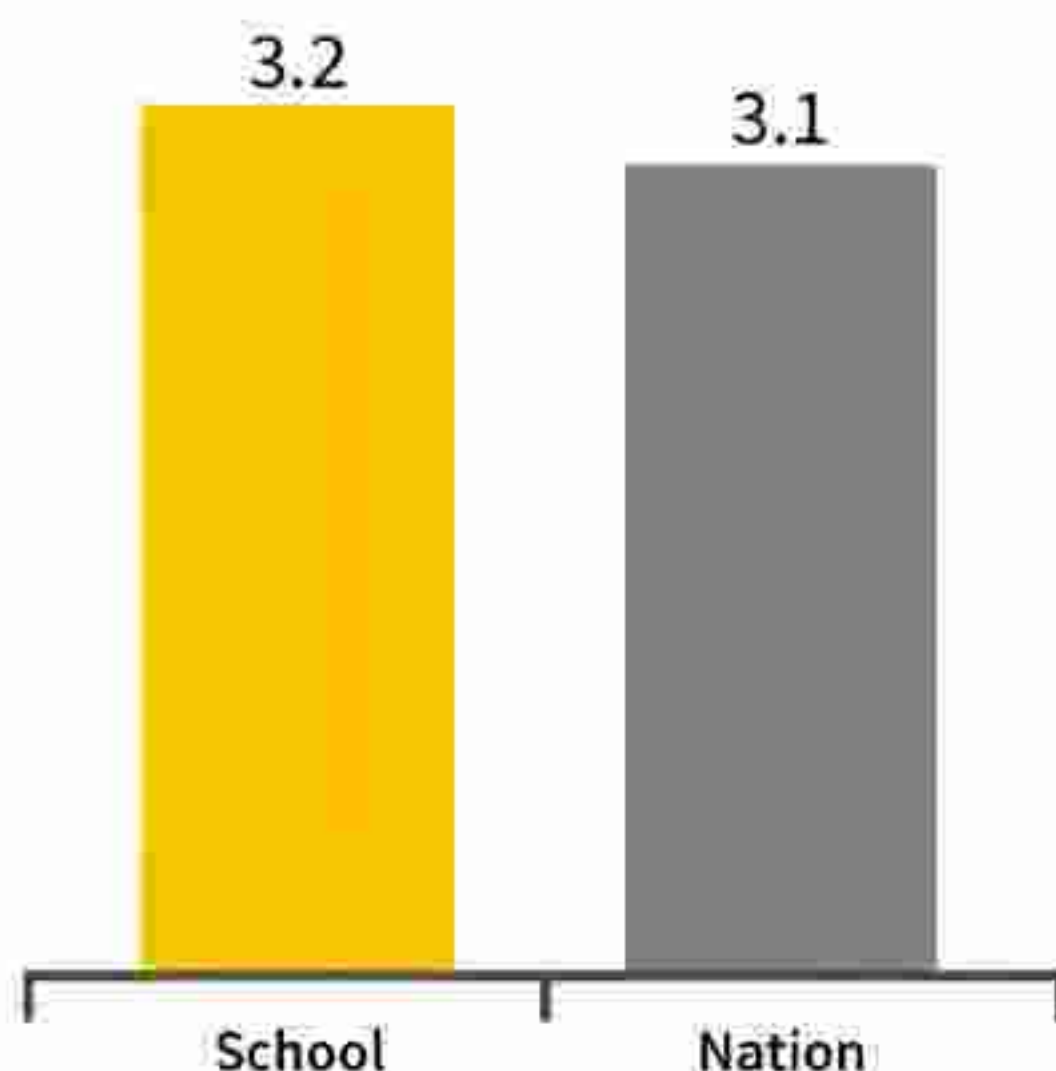
3.2

National Average: 3.1

Self-Efficacy means to strongly believe in one's own ability to respond positively to challenges and to accomplish personal goals. Students with high self-efficacy scores tend to:

- Express confidence in his or her ability to overcome challenges.
- Believe that hard work and ingenuity can help accomplish goals.
- Face everyday problems with effort and positivity.

School vs. National



Average

- The Self-Efficacy Score of your school is considered **average**.
- Your school's average is **3.2**.
- The national average is **3.1**.
- **Your students' performance in this category is similar to that of other schools in your nation. Please continue to exercise the principles of Self-Efficacy to encourage further improvement!**



Personal Strengths: 12) Self-Regulation

Score

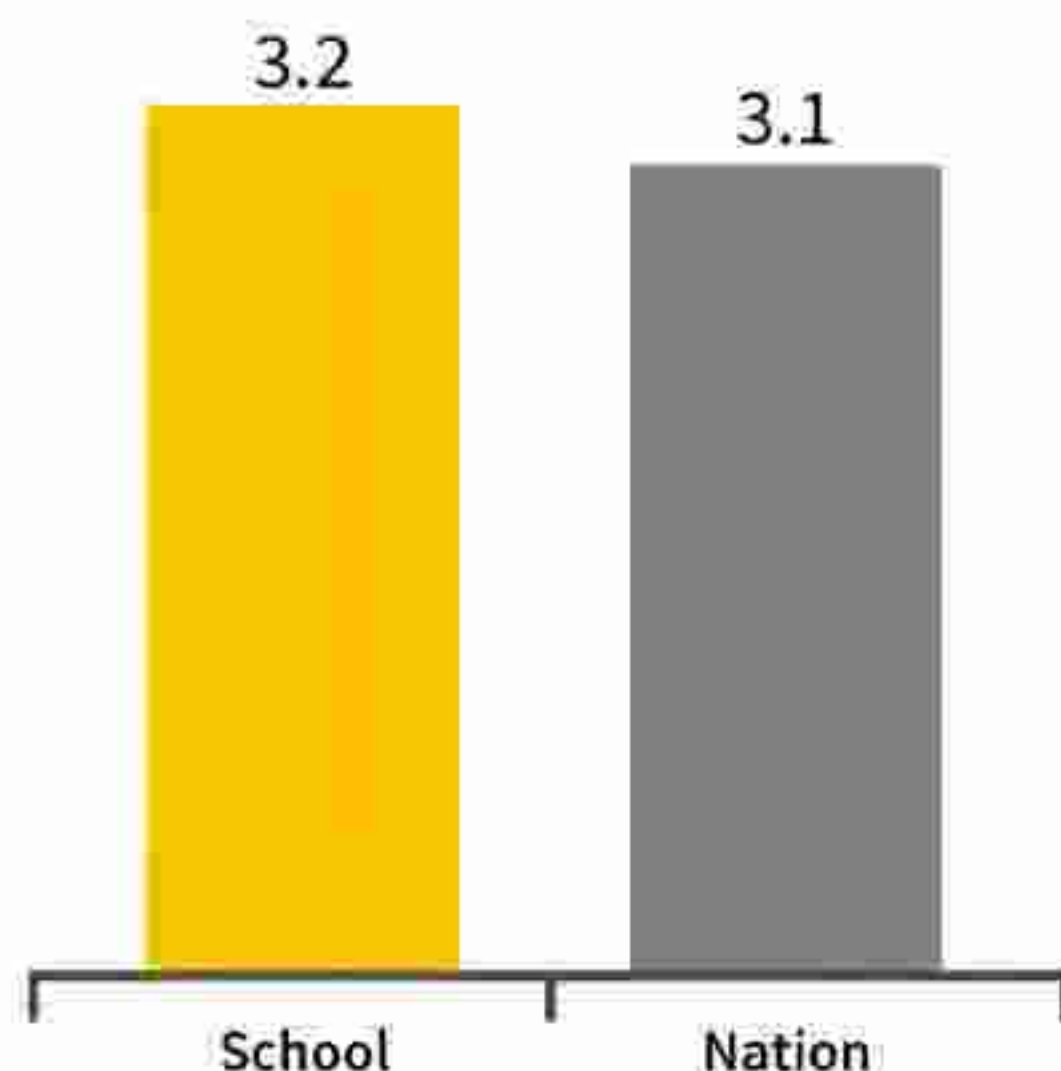
3.2

National Average: 3.1

Self-regulation measures how effectively students organize time spent on internet activities, in order to maximize their productivity. Students with high self-regulation skills:

- Prioritize schoolwork, health, and relationships over screen time
- Recognize, and limit, distracted behavior
- Encourage and respect sensible digital usage rules

School vs. National



Average

- The Self-Regulation Score of your school is considered **average**.
- Your school's average is **3.2**.
- The national average is **3.1**.
- **Your students' performance in this category is similar to that of other schools in your nation. Please continue to exercise the principles of Self-Regulation to encourage further improvement!**



Personal Strengths: 13) Emotional Regulation

Score

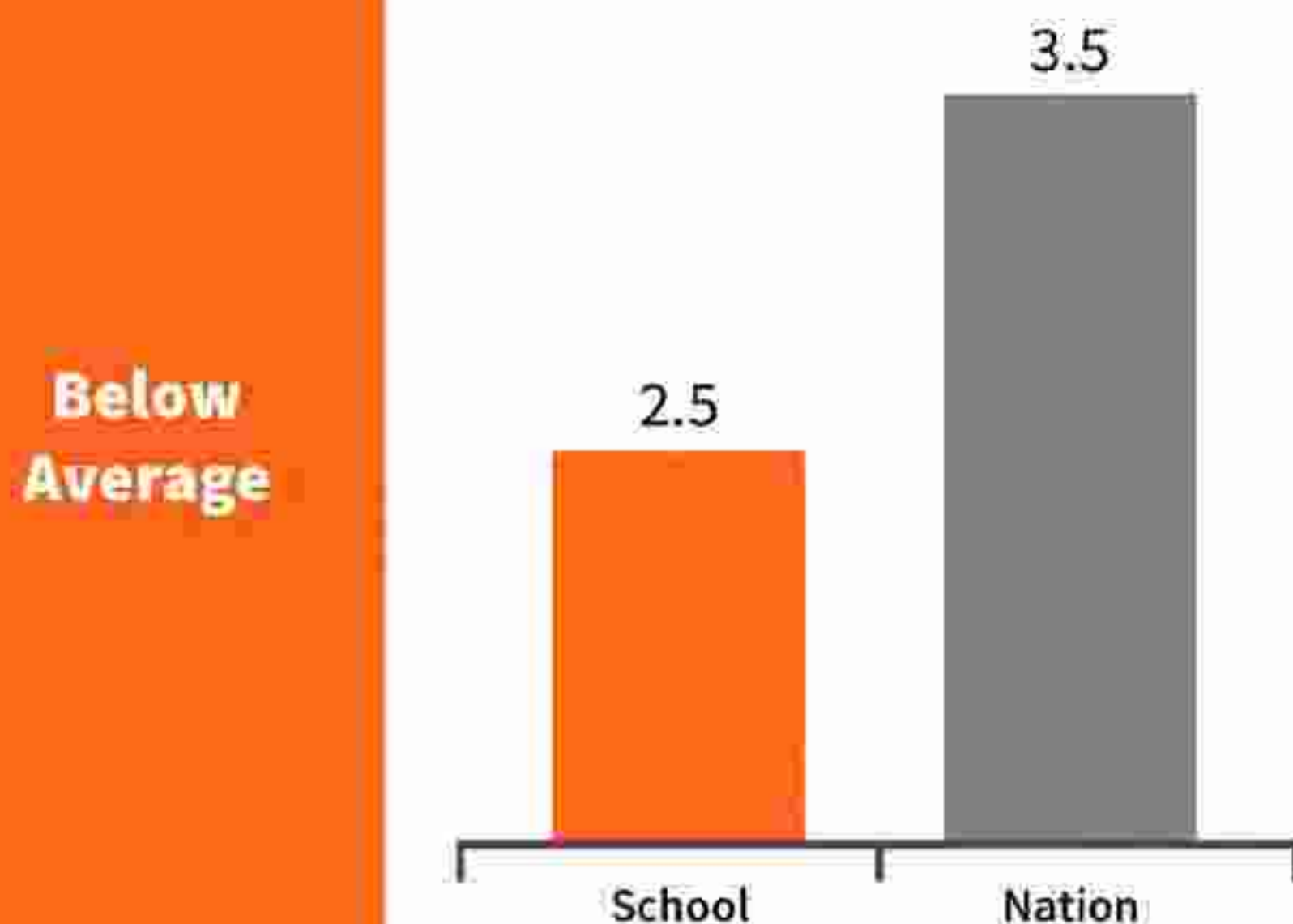
2.5

National Average: 3.5

Emotional regulation is the skill of controlling one's reaction to unpleasant or unexpected events. Students with high emotional regulation scores:

- Deal with stress in productive ways
- Can calm themselves down when angry or upset
- Effectively cope with disappointment and sadness

School vs. National



- The Emotional Regulation Score of your school is considered **below average**.
- Your school's average is **2.5**.
- The national average is **3.1**.
- **Your students' performance in this category is significantly lower than that of other schools in your nation. Please thoroughly review the principles of Emotional Regulation to encourage further improvement, and see recommendations for improvement at the end of the report.**



Personal Strengths: 14) Balance of Offline and Online Reality

Score

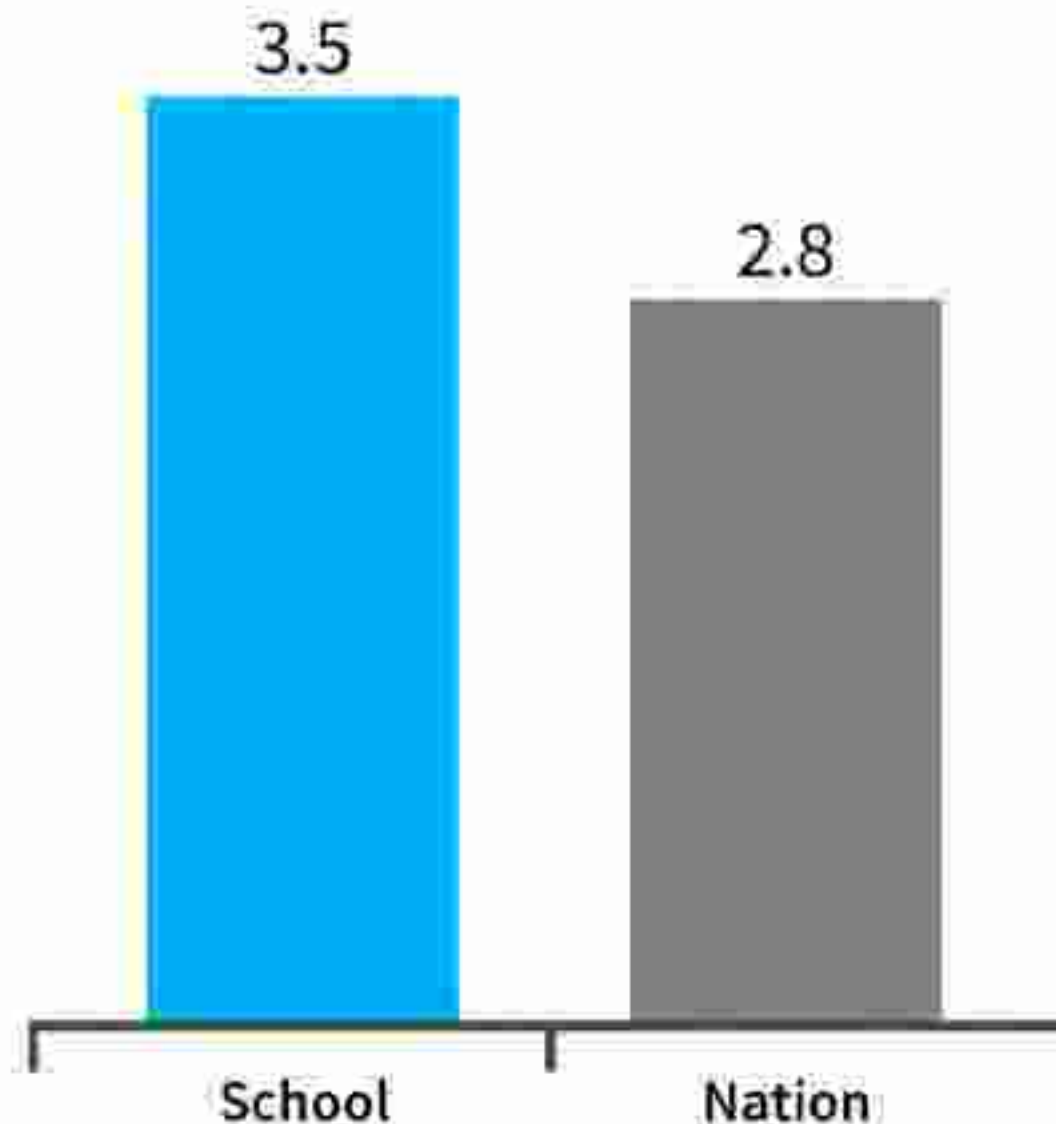
3.5

National Average: 2.8

Balance of Offline and Online Reality implies feeling respected and confident within real world situations without the need for finding social comfort online. Students with high balance of offline and online reality scores tend to:

- Earn respect from others not only online, but in the real world.
- Invest more effort into real-world relationships than online ones.
- Are able to sensibly balance real-world expectations with online ones.

School vs. National



Above
Average

- The Balance of Offline and Online Reality Score of your school is considered **above average**.
- Your school's average is **3.5**.
- The national average is **2.8**.
- **Your students' performance in this category is significantly better than that of other schools in your nation! Congratulations on your strengths in Balance of Offline and Online Reality!**



Balanced Use of Technology and Media

We assessed how appropriately, and in what ways, your students use digital devices and media, and provide useful information regarding your students' weekly screen time for entertainment use, internet connectivity, mobile device ownership, digital media activity, and social media usage.

Weekly Screen Time



Weekly screen time is the amount of hours students spend on the digital media per week for entertainment. Because this does not include screen time for homework and study, students spend more time in front of screens than is mentioned here.

Internet Connectivity



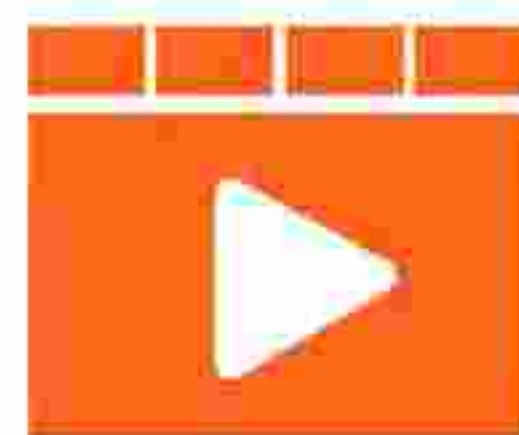
Internet Connectivity shows if, and where, your students have internet access. (smart phones, tablet pcs, laptops). Ideally, students will have internet connectivity in places with guidance, such as at home and at school.

Mobile Device Ownership



Mobile Device Ownership indicates whether your child owns a personal mobile device (such as a smart phone or tablet). Mobile device ownership at a young age often leads to early digital media overuse and abuse.

Digital Media Activity



Digital Media Activity measures how actively your child uses online digital media with social functions, such as posting comments and videos, sending chat messages, engaging in e-commerce, and more.

Social Media Usage



Social Media Usage describes if, and to what extent, your students engage in social media activity using social media sites. Most social media sites have a minimum user age of 13 years old.



Balanced Use of Technology and Media: 15) Weekly Screen Time

31
hours

National Average:
28 hours

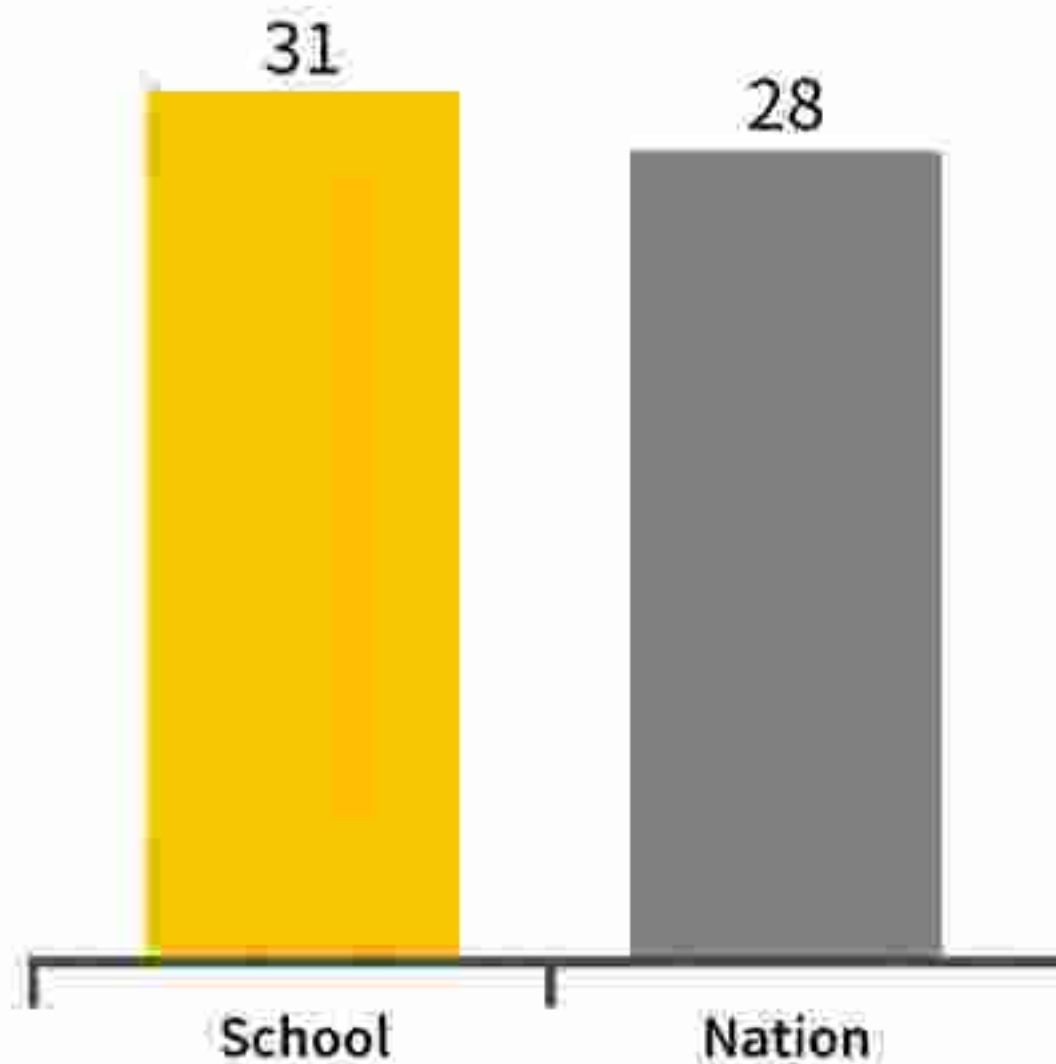
Weekly screen time is the time students spend on digital media per week for entertainment. The weekly screen time rating measures how well your child adheres to the recommended limits for weekly screen time: less than 14 hours per week for children age 8-12.

- Because screen time excludes time spent on digital media for school work and study, students ultimately spend more time online than is reported here.



Average

School vs. National



- Compared to other schools in your nation, your students' management of **weekly screen time** is **average**.
- Your students' spend, on average, **31** hours per week on digital media for entertainment.
- The national average is **28** hours per week.
- Your students' excessive weekly screen time could be of concern. The recommended average is less than **14** hours per week. **Please see suggestions for improvement at the end of the report.**



Balanced Use of Technology and Media: 16) Internet Connectivity

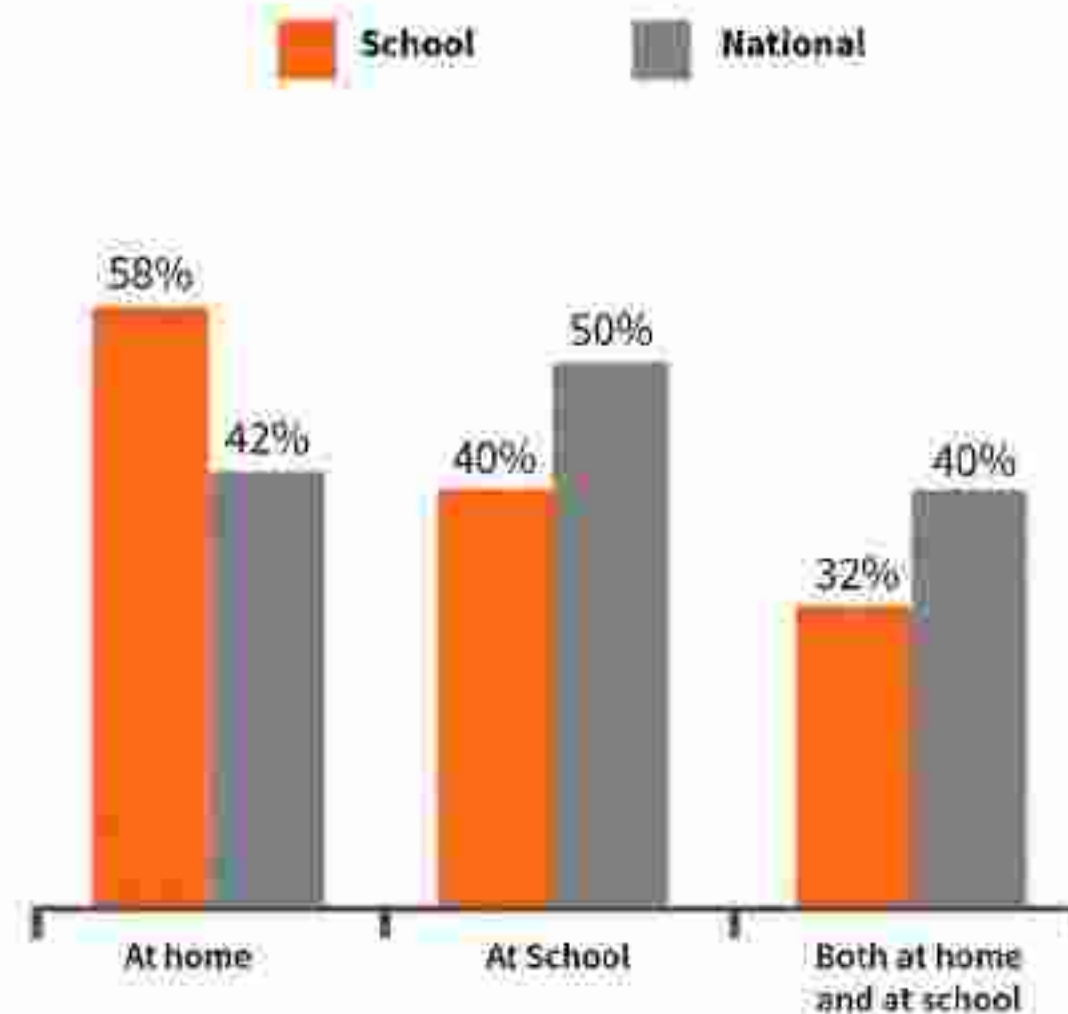
Students with Internet
Connectivity
Both at Home and at School

32%

National Average: 40%

- **Internet Connectivity** shows if, and where, your students have access to the internet. Ideally, your students should have internet connectivity at both home and at school.

**Below
Average**



- Compared to other schools in your nation, your students' internet connectivity is **below average**.
- **32%** of your students report having internet access at both home and at school.
- The national average is **40%**
- It is recommended that all children enjoy internet connectivity both at home and at schools. The limited internet connectivity might limit the positive opportunities for digital learning that can enhance children's future potential.



Balanced Use of Technology and Media: 17) Mobile Device Ownership

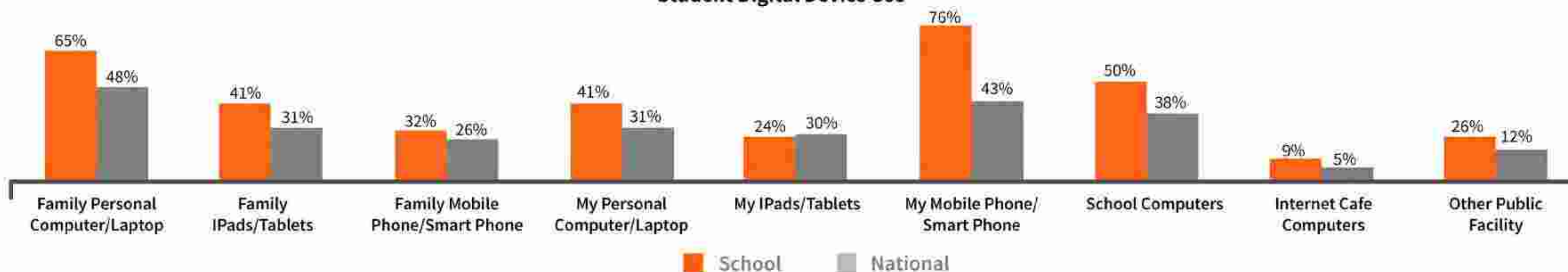
% Of Students Owning
One or more Mobile Device

76%

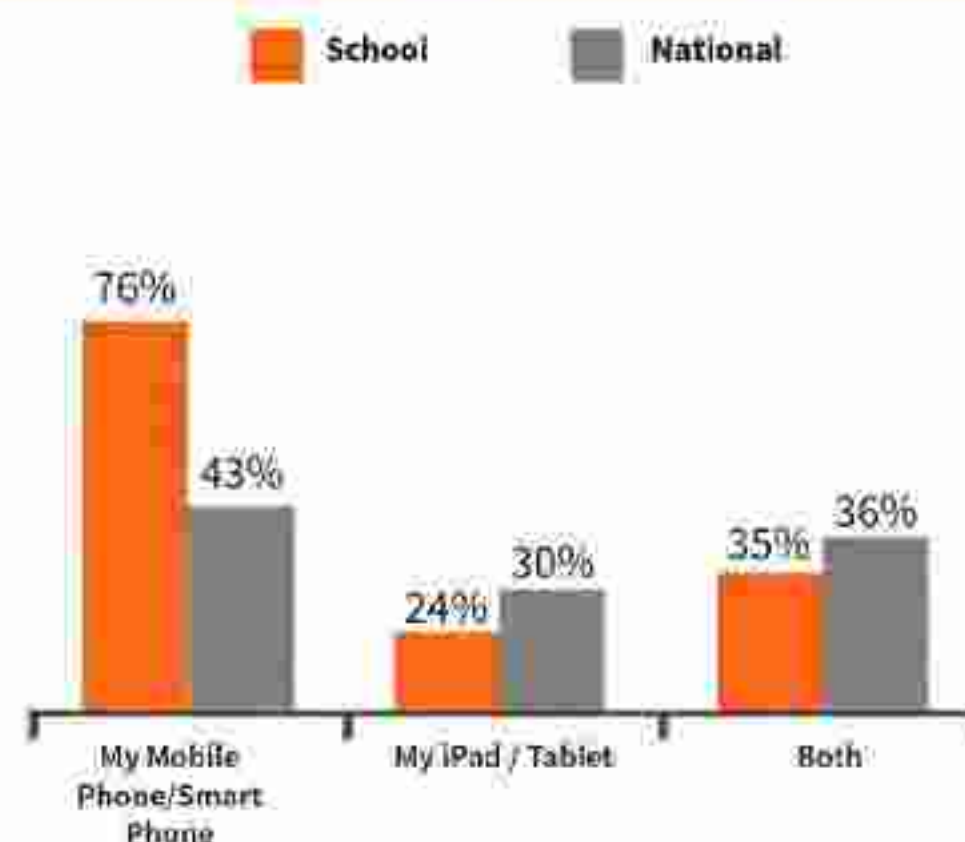
National Average: 58%

- **Mobile device ownership** indicates whether your students own a personal mobile device (such as a smart phone or tablet).
- Mobile device ownership at a young age often leads to early digital media overuse and abuse. For this reason, device access that **includes personal ownership** of mobile digital devices is graded negatively.
- Students tend to use multiple devices – a school computer, a family iPad/tablet, among others, and these trends for your students are illustrated in the graph below.

Student Digital Device Use



**Below
Average**



- Compared to other schools in your nation, your students' mobile device ownership is **higher than average**.
 - **76%** of your students reporting owning one or more mobile device(s).
 - The national average is **43%**.
- Your students use these devices much more actively than the national average:
 - **My mobile phone / smartphone**
 - **Family Personal computer / laptop**
 - **School computers**
- Your students' mobile device ownership could be of concern. **Please see suggestions for improvement at the end of the report.**



Balanced Use of Technology and Media: 18) Digital Media Activity

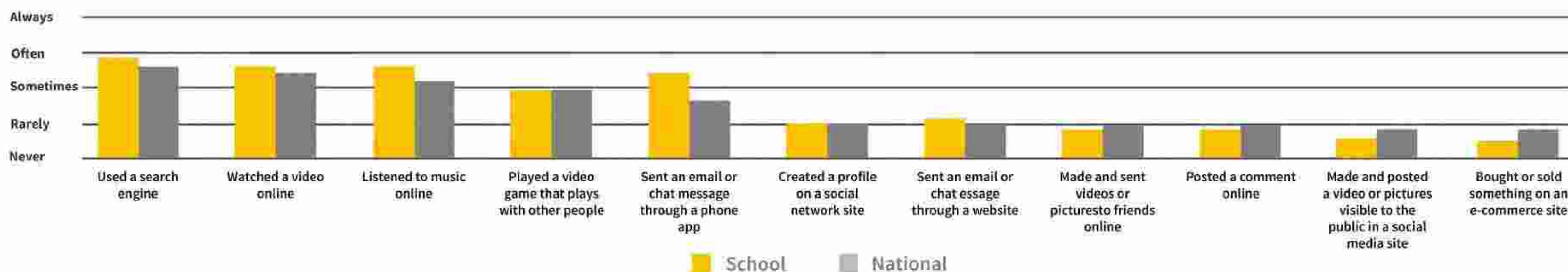
Score

2.8

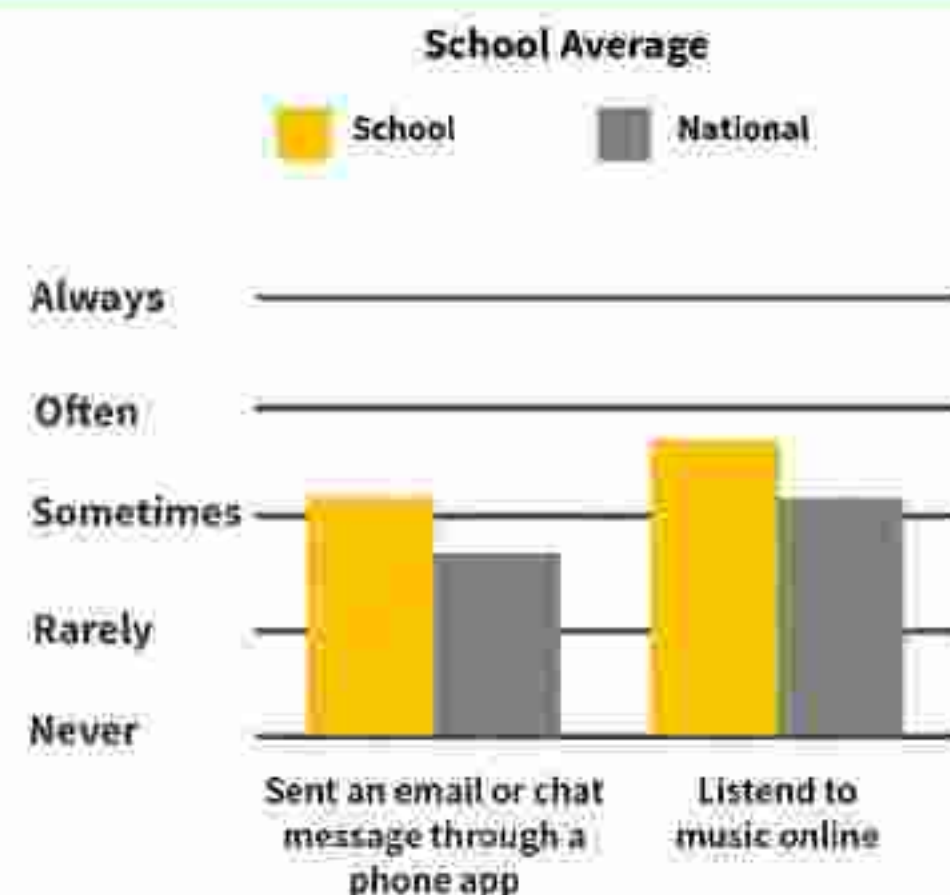
National Average: 3.0

- **Digital Media Activity** measures how actively your students use online digital media with social functions, such as posting comments and videos, sending chat messages, engaging in e-commerce, and more.
- While students should learn to use different digital media, activities with social functions pose higher potential for cyber risks. This is why students with higher activity in media that can potentially expose them to cyber risks (such as online strangers, bullying, and hate speech) were scored with lower grading. This is only to give caution to teachers.

Student Digital Media Activity



Average



- Compared to other schools in your nation, your students' digital media activity is considered **average**.
 - Your students' scored **2.8** in digital media activity.
 - The national average is **3.0**.
- Areas in which your students are significantly more active than the national average, include:
 - **Sent an email or chat message through a phone app.**
 - **Listened to music online**



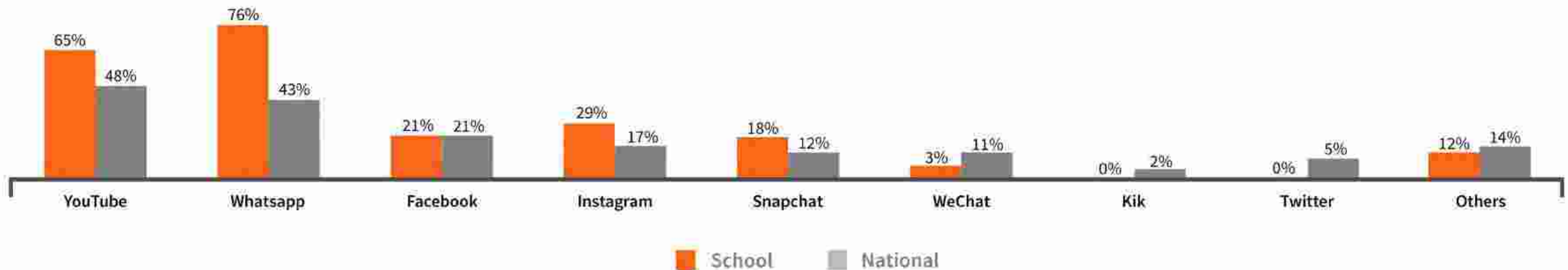
Balanced Use of Technology and Media: 19) Social Media Usage

Have at least social media account

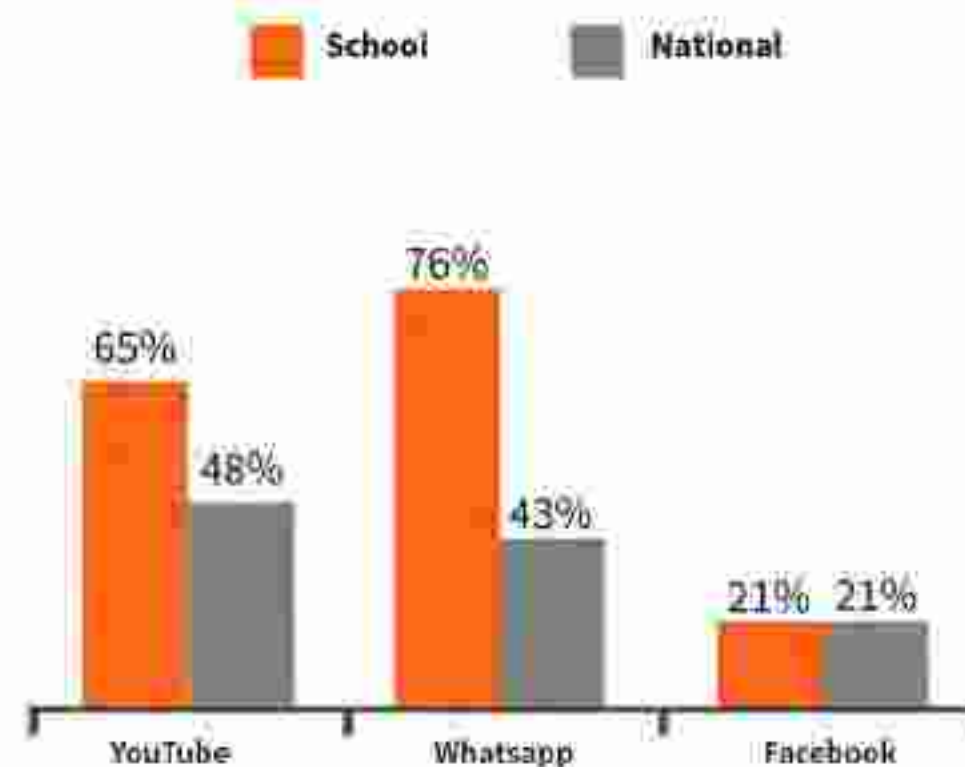
82%

National Average: 65%

- **Social Media Usage** describes if, and to what extent, your students use social media sites. Most social media sites, which have a minimum user age of 13 years old, pose higher potential for cyber risks. Higher activity with social media therefore results in lower ranking.
- While such sites and apps offer students many exciting ways to communicate with each other, they can also expose children to undesirable communication that includes online strangers, cyberbullying, and sexual content.
- It is recommended that children under 13 years old not use social media.



Below Average



- Compared to other schools in your nation, your students' social media use is **higher than the national average**.
 - **82%** of your students use social media.
 - The national average is **65%**.
- Social media sites that your students use more actively than do other students in your nation with statistical significance include:
 - **WhatsApp**
 - **Instagram**
 - **Snapchat**
 - **Kik**
- Your students' social media usage could be of concern. **Please see suggestions for improvement at the end of the report.**



Exposure to Cyber Risks

We assessed your students' exposure to cyber risks, including online strangers, game addiction, cyber bullying, cyber victimization, online sexual behavior, and exposure to violent content.

Online Strangers



Students' exposure to online strangers through a combination of online contact and in-person meeting.

Game Addiction



Students' excessive use of video games.

Cyber Bullying



Students' use of digital-communication (such as the internet or cell phones) to intentionally make another person feel angry, sad, or scared.

Cyber Victimization



Students' experience as a victim of cyber bullying behavior.

Online Sexual Behavior



Students' engagement in proactive sexual behaviors online via visiting or downloading sexual content, or receiving or sending sexual content with others.

Exposure to Violent Content



Students' exposure to violent content through playing violent games or watching violent videos.



Exposure to Cyber Risks: 20) Online Strangers

% of students

National Average

High risk

3%

1%

Moderate risk

3%

5%

Low risk

21%

30%

Safe

74%

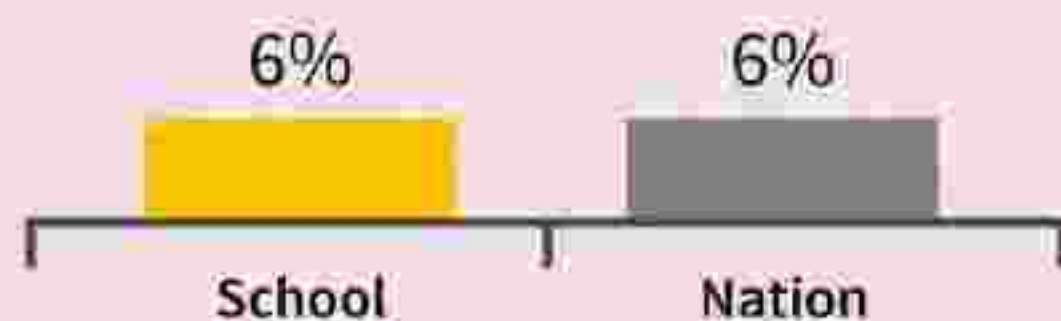
64%

Online Strangers are people your students may meet online without ever having met in person. Some strangers present the risk of online grooming, a technique perpetrators use to physically or emotionally entrap their victims.



Average

6% of students are chatting or meeting with online strangers



Your student's safety with regards to online strangers is **average**.

- **At high risk:** 3% of your students have chatted and met with online strangers alone, without notifying others before or after the meeting.
- **At moderate risk:** 3% of your students chatted and met with online strangers - but informed trusted people and brought them to the meeting.
- **At low risk:** 21% of your students may have chatted with strangers online but have not met with them offline
- **Safe:** 74% of your students have neither chatted with nor met offline with strangers they met online

Some of your students are at elevated risk. Please see suggestions at the end of the report.



Exposure to Cyber Risks: 21) Game Addiction

% of students
National Average

High risk
3%
5%

Moderate risk
9%
9%

Low risk
44%
33%

Safe
44%
53%

Game Addiction results from pathological use of games especially when gaming is not moderated or supervised. This impacts sleep, focus, and physical wellness.



Average

12% of students are at moderate to high risk for pathological game use.



Your student's safety with regards to game addiction is **average**.

- **At high risk:** 3% of student participants likely have pathological game use, in which excessive and uncontrolled use severely disrupts their lives.
- **At moderate risk:** 9% of student participants have less than 5 symptoms of pathological game use but reported some negative effects in their daily lives.
- **At low risk:** 44% of student participants have less than 3 symptoms of pathological game use
- **Safe:** 44% of student participants have few symptoms of pathological game use.

Some of your students are at elevated risk. Please see suggestions at the end of the report.



Exposure to Cyber Risks: 22) Cyber Bullying

% of students

National Average

High risk

6%

3%

Moderate risk

6%

6%

Low risk

21%

14%

Safe

68%

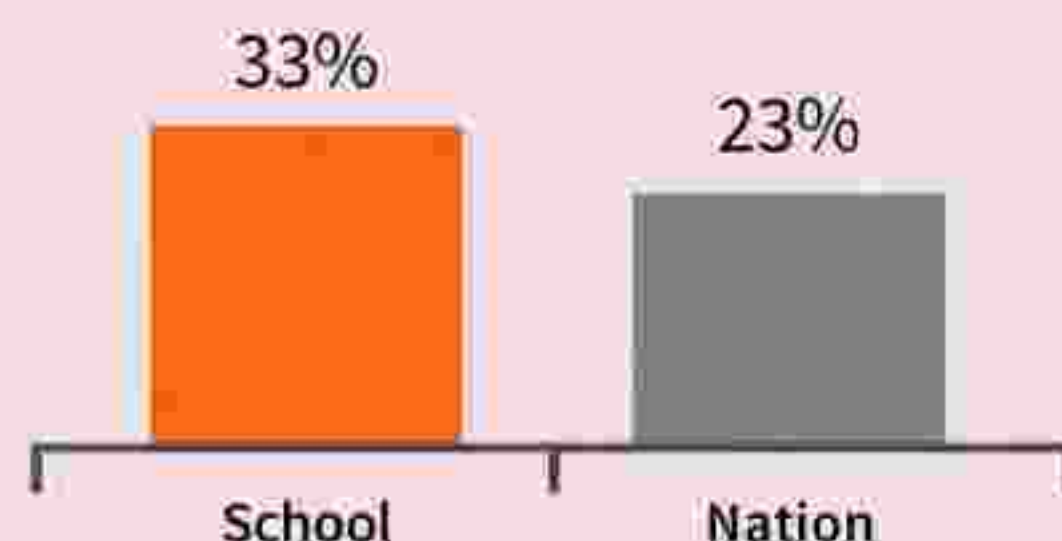
77%

Cyber Bullying is the use of digital media to intentionally harm another person. Cyberbullying can start innocently, as a joke or gossip, and quickly escalate into a confrontational and damaging situation.



**Below
Average**

33% of students have been involved as an aggressor in cyber bullying at least once during the past year



Your student's safety with regards to cyber bullying is **below average**.

- **At high risk:** 6% of your students have frequently engaged in cyber bullying acts during the past year.
- **At moderate risk:** 6% of your students have engaged in cyber bullying acts more than once a month during the past year.
- **At low risk:** 21% of your students have engaged in cyber bullying acts at least once to a few times during the past year.
- **Safe:** 68% of your students have not engaged in cyber bullying acts.

Some of your students are at elevated risk. Please see suggestions at the end of the report.



Exposure to Cyber Risks: 23) Cyber Victimization

% of students

National Average

High risk

3%

6%

Moderate risk

9%

10%

Low risk

15%

19%

Safe

74%

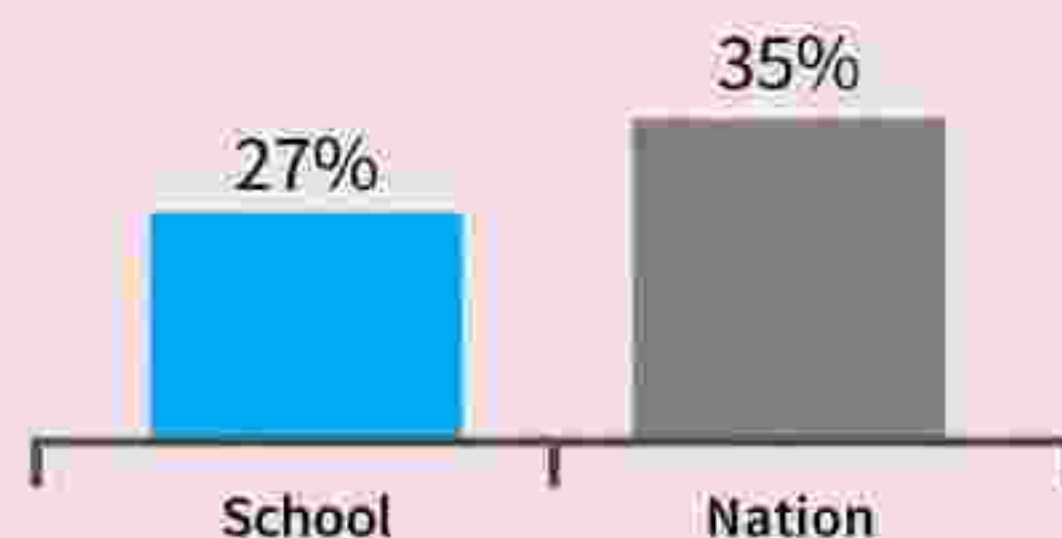
65%

Cyber Victimization is the experience of being targeted by digital media that has the intention to harm, and includes unkind rumors, embarrassing photos, or direct intimidation through messages, among other things. It can occur over a variety of platforms including email, social media sites, and text messaging.



**Above
Average**

27% of students have been involved as an aggressor in cyber bullying at least once during the past year



Your student's safety with regards to cyber victimization is **above average**.

- **At high risk:** 3% of your students have frequently experienced cyber victimization during the past year.
- **At moderate risk:** 9% of your students have experienced cyber victimization more than once a month during the past year
- **At low risk:** 15% of your students have experienced cyber victimization once or a few times during the past year.
- **Safe:** 74% of your students have not experienced any cyber victimization.

Some of your students are at elevated risk. Please see suggestions at the end of the report.



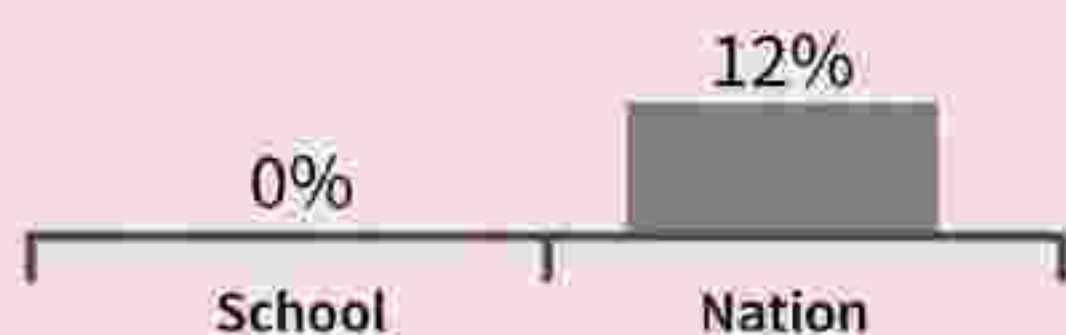
Exposure to Cyber Risks: 24) Online Sexual Behavior

% of students	High risk	Moderate risk	Low risk	Safe
National Average	0% 1%	0% 11%	62% 46%	38% 42%

Online Sexual Behavior includes the proactive searching, viewing, or downloading of inappropriate sexual content (photos, videos, music, or texts); the receipt of such inappropriate sexual content from friends or strangers online; and the act of creating or sending such content to others online.

**Above
Average**

0% of students were often exposed to online sexual behaviors during the past year



Your students' safety with respect to exposure to online sexual behavior is **above average**.

- **At high risk: 0%** of our students regularly came across online sexual content and/or were actively involved online sexual behavior in the past year.
- **At moderate risk: 0%** of your students often came across online sexual content and/or were often involved in some online sexual behavior in the past year.
- **At low risk: 62%** of your students occasionally came across online sexual content and/or were occasionally involved in online sexual behavior in the past year.
- **Safe: 38%** of your students have not come across any online sexual content nor were involved in any online sexual behavior in the past year.

Congratulations on maintaining excellent safety against this cyber risk! Continue to encourage your students to remain aware and on guard against exposure to online sexual behavior.



Exposure to Cyber Risks: 25) Exposure to Violent Content

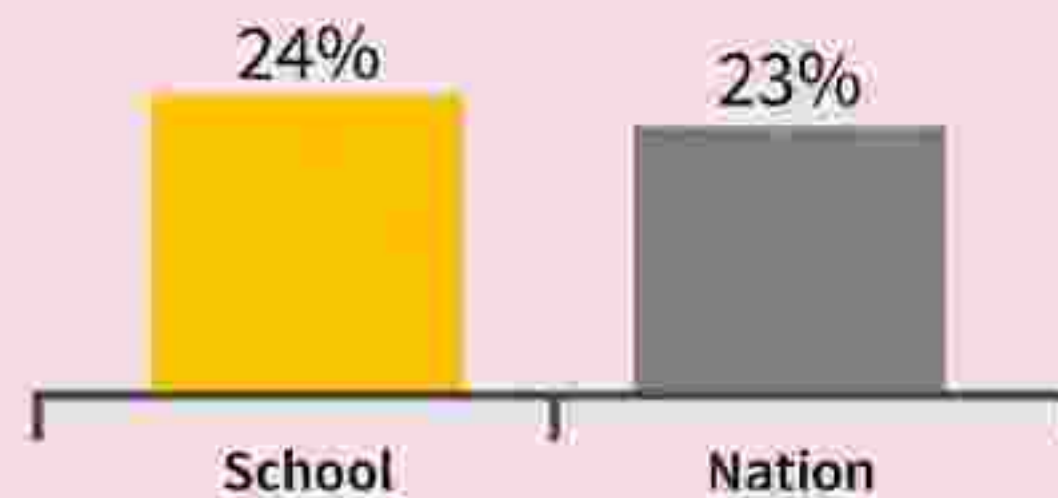
	High risk	Moderate risk	Low risk	Safe
% of students	3%	21%	32%	44%
National Average	7%	16%	35%	42%

Exposure to Violent Content occurs when children consume inappropriately violent pictures, videos, or games that were intended for a mature audience. This index measures the level of students' exposure,



Average

24% of students have elevated or high exposure to violent content



Your students' safety with respect to exposure to violent content is **average**.

- **At high risk:** 3% of your student have high exposure to violent content.
- **At moderate risk:** 21% of your students have elevated exposure to violent content.
- **At low risk:** 32% of your students have some exposure to violence.
- **Safe:** 44% of your students have low exposure to violence.

Some of your students are at elevated risk. Please see suggestions at the end of the report.



Guidance and Support

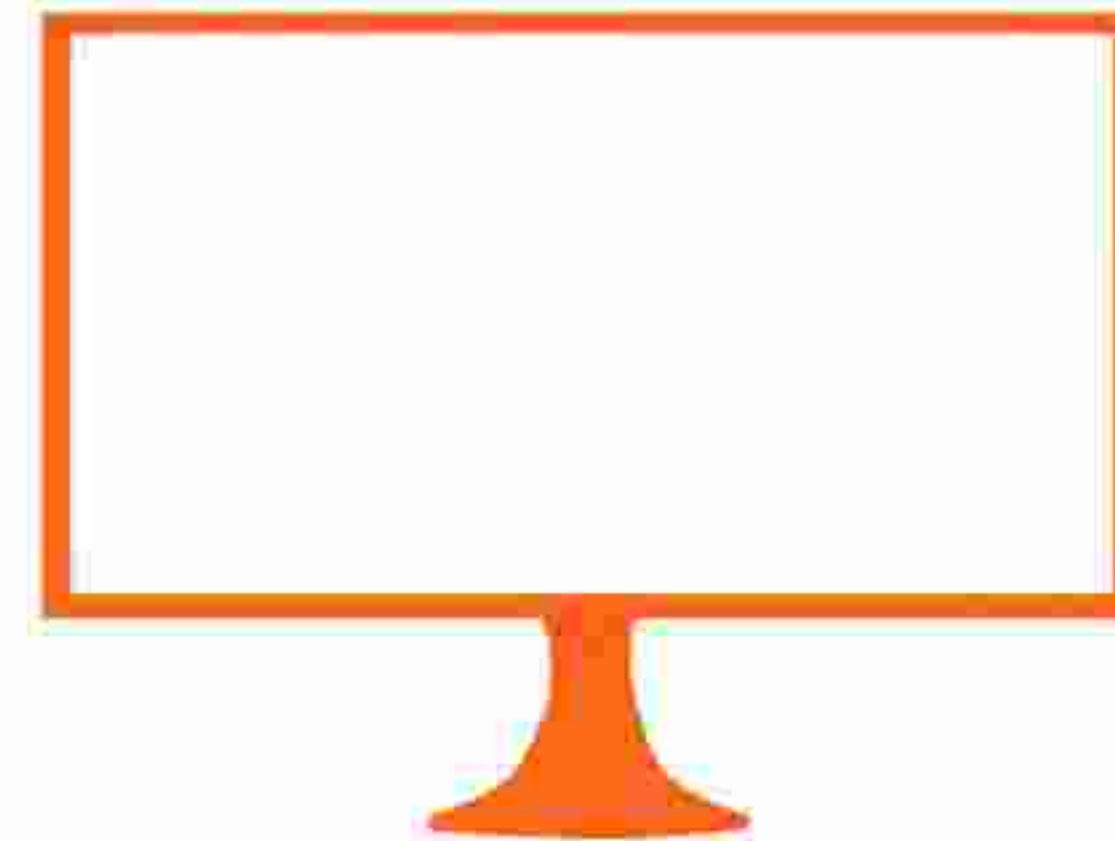
We assessed the level of guidance and support your students receive in the form of parental mediation of their digital activities, as well as school guidance and support in the form of ongoing and engaging computer education and cyber safety education.

Parental mediation



Providing children with frequent, open, and honest opportunities for communication across the 8 areas of parental cyber mediation (see next slide).

School computer and cyber safety education



Educating students about the fundamentals of digital devices and their operation so that they understand and effectively leverage computers to enhance learning and safety



Guidance and Support: 26) Parental Mediation

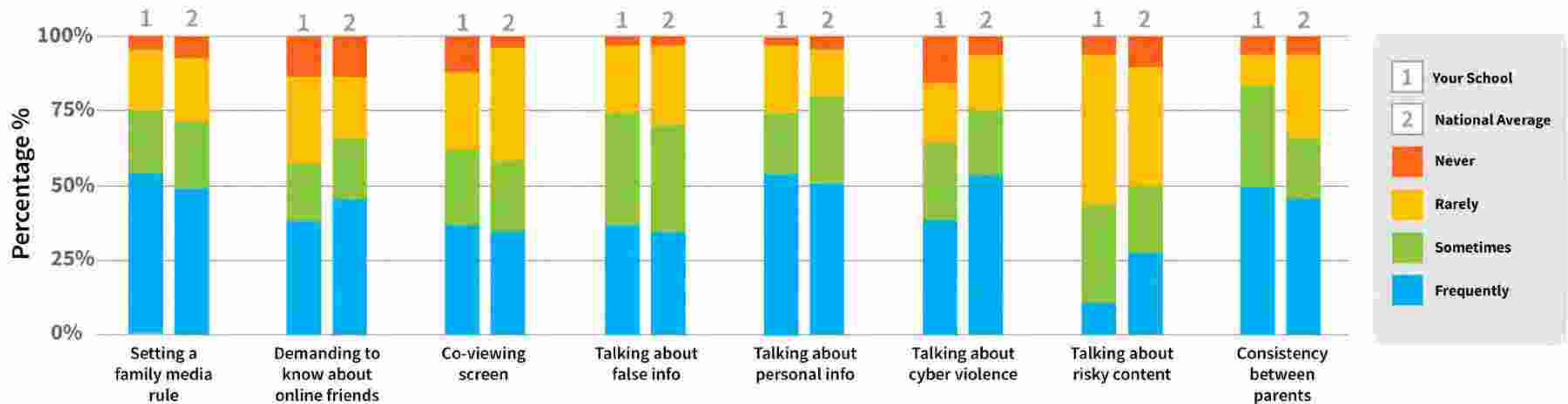
% of Students who Say that
their Parents Actively Mediate
Across all 8 Aspects
"Frequently" or "Sometimes"

40%

National Average: 45%

- **Parental mediation** is critically important for protecting children from cyber-risks and instilling healthy digital attitudes and behaviors. Children were less likely to engage in risk activities online when parents actively engaged in the 8 areas of parental cyber wellness mediation: Setting a media rule; demanding to know about online friends; co-viewing the screen; talking about false info; talking about personal info; talking about cyber violence; talking about risky content; and being consistent between parents.
- Compared to other schools in your nation, your students perceive their level of parental mediation to be **below average**.
 - **40%** of your students indicated that their parents "frequently" or "sometimes" mediate across all 8 areas of parental cyber wellness mediation.
 - The national average is **45%**
- Your students say that their parents provide mediation with similar frequency to parents in other schools in your nation.

8 Areas of Parental Mediation: School vs. National





Guidance and Support: 27) School Computer Education

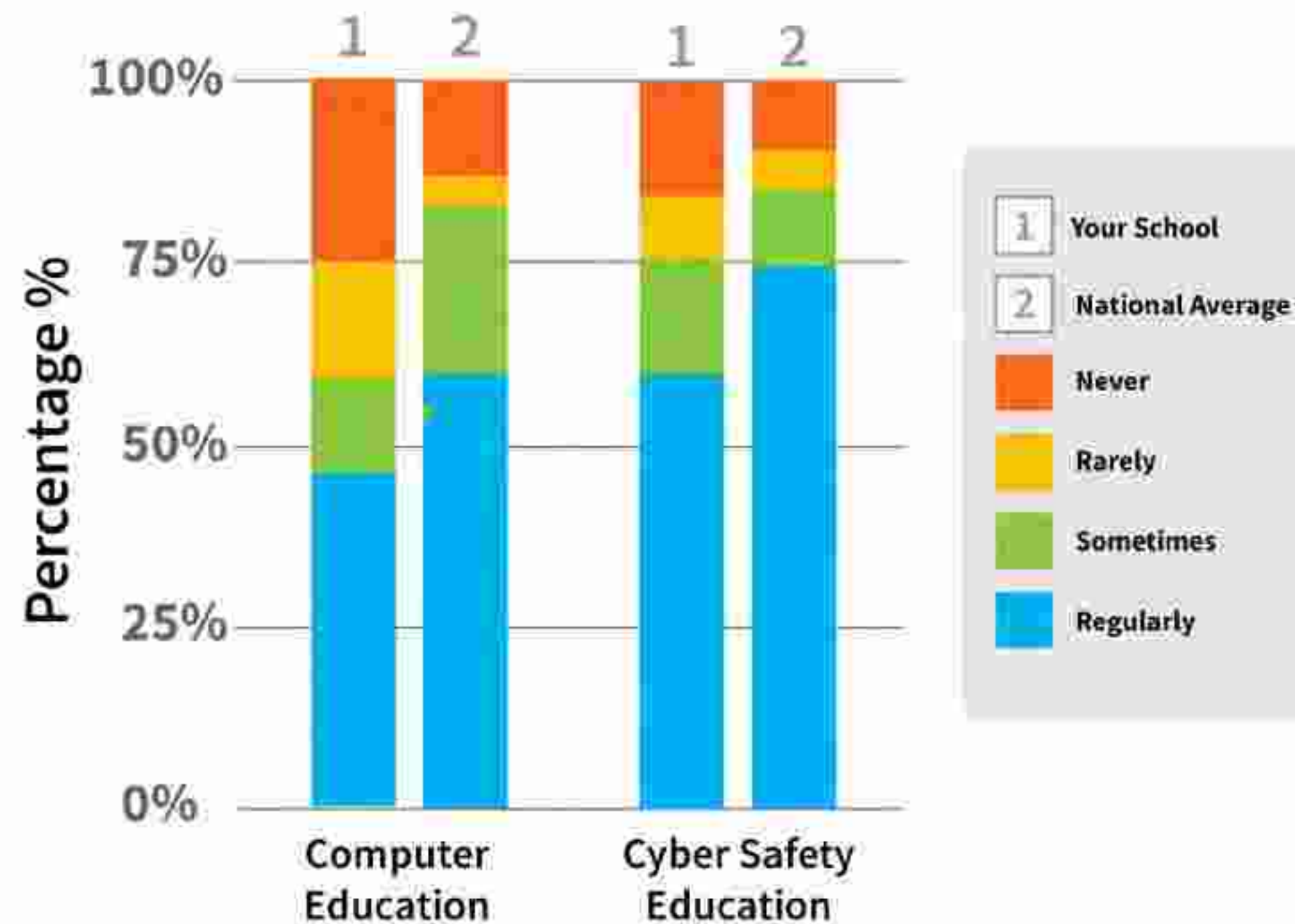
Score

66%

National Average: 86%

- **School computer and cyber safety education** is the process of educating students about the fundamentals of digital devices and of cyber wellness so that they can understand and use computers to effectively and safely.
- Students were asked to provide feedback on the kinds of and frequency of activities provided by the school with regards to computer and cyber safety education.

School Computer and Cyber Safety Education



The level of guidance and support your students feel that they receive in the form of **school computer education** is considered **below average**.

- **66%** of your students reported that their teachers are conducting regular or frequent computer lessons.
- The national average is **86%**.

The level of guidance and support your students feel that they receive in the form of **school cyber safety education** is considered **below average**.

- **84%** of students reported that their teachers are conducting cyber safety lessons.
- The national average is **87%**.

Below Average

DQ Scores: Suggestions for Improvement

Your students' performance differs from experts' recommendations. Here's how you can help.

1. Have your students review the areas in need of improvement, listed below, on DQWorld.net
2. Plan next year's digital citizenship curriculum with emphasis on areas that need improvement.
3. Contact us via email to receive custom suggestions for improvement: contact@dqinstitute.org

Digital Citizen Identity – Low Average Scores

Zone 1

- Mission 03: Be a Digital Leader!
- Mission 04: What is the Digital World?

Zone 4

- Mission 36: How does the Internet Work?
- Mission 38: Digital Leader Creed
- Mission 39: Being a Global Citizen
- Mission 41: What's My Dream?
- Mission 43: Congruent Online and Offline Identities
- Mission 44: Integrity of Online Persona

Screen Time Management – Low Average Scores

Zone 1

- Mission 06: Controlling Multi-Tasking
- Mission 08: Preventing Game Addiction
- Mission 11: Harmful Effects of Excessive Screen Time
- Mission 12: Self-Control in Digital Use
- Mission 13: Balancing Screen Time
- Mission 15: Family Media Rule
- Mission 16: Managing Time and Priorities

Cyber Bullying Management – Low Average Scores

Zone 2

- Mission 25: Detecting Cyberbullying
- Mission 26: What is Cyberbullying?
- Mission 27: Identifying Types of Cyberbullying
- Mission 28: Being Involved in Cyberbullying Unknowingly

Zone 3

- Mission 29: Diffusing a Cyberbullying Situation
- Mission 31: Dealing With Cyberbullying
- Mission 32: Who are My Trusted Adults?
- Mission 33: When to Seek Help

Cyber Security Management – Low Average Scores

Zone 6

- Mission 55: Creating Strong Passwords
- Mission 56: Keeping Passwords Safe
- Mission 57: Managing SPAM and SCAM
- Mission 58: Managing Phishing
- Mission 59: Observing Mobile Security

Digital Empathy – Low Average Scores

Zone 8

- Mission 71: Courage to SPEAK UP
- Mission 72: By-standers vs. Up-standers
- Mission 76: Listening with Empathy Online
- Mission 77: Speaking Up with Empathy
- Mission 79: Empathy for Cyber Victims
- Mission 80: Don't Be Judgmental Online

Digital Footprint Management – Low Average Scores

Zone 5

- Mission 47: What is a Digital Footprint?
- Mission 48: Digital Footprints Reveal Personal Info
- Mission 49: Persistent Digital Footprints
- Mission 50: Digital Footprint Impacts Digital Reputation
- Mission 51: Real Life Consequences of Digital Footprints
- Mission 52: Stop, Think, Connect

Critical Thinking – Low Average Scores

Zone 7

- Mission 62: Whom Do You Meet Online?
- Mission 63: Who are Online Friends?
- Mission 64: The 12 Stranger Alerts
- Mission 65: How to Avoid Violent Content
- Mission 66: What is Inappropriate Content?
- Mission 67: How to Critique Content
- Mission 68: True vs. False Info

Privacy Management – Low Average Scores

Zone 2

- Mission 19: Personal Information
- Mission 20: Keeping Privacy on Social Media
- Mission 21: Protecting Others' Privacy
- Mission 22: Internet Privacy Rights

Personal Strengths: Suggestions for Improvement

Your students are on the way to developing personal strengths! Brainstorm with teachers and help your students find new ways to:



Global Citizenship – Low Average Scores

- Respect his or her self, and others
- Welcome differences of appearance, culture, and opinion
- Reject hatred and prejudice such as name calling and selfishness



Self-Regulation – Low Average Score

- Prioritize schoolwork, health, relationships over online activities
- Recognize and limits distraction from digital devices
- Discuss, create, and respect sensible digital usage rules



Social Relationships – Low Average Scores

- Spend enjoyable activities with friends and family
- Cultivate a sense of responsibility and care for friends
- Feel supported and secure



Emotional Regulation – Low Average Scores

- Control his or her initial reaction to unpleasant events
- Deal with stress productively, such as by writing, sports, or music
- Calm his or her self down when upset or disappointed



Self-Efficacy – Low Average Scores

- Respect his or her self, and others
- Welcome differences of appearance, culture, and opinion
- Reject hatred and prejudice such as name calling and selfishness



Balance of Offline and Online Reality – Low Average Scores

- Accomplish important real-world tasks that yield confidence
- Invest more effort into real world relationships than in online ones
- Learn to balance real-world expectations with online ones

Balanced Use of Technology and Media: Suggestions for Improvement

Your students' performance differs from experts' recommendations. Here's how you can help.

Weekly Screen Time



- We recommend that weekly screen time not exceed **14** hours.
- Research studies show significant negative correlation between excessive screen time and physical, emotional, cognitive and social well-being.
- Talk to your students about what they do online. You could ask: "What's your favorite website, and why?" "Have you ever seen something online you didn't want to see?" Keep an open dialogue.
- Provide your students with plenty of encouragement for pursuing offline physical, artistic, and social activity. Encourage your students to spend less time on their devices for entertainment, and more time on healthier activities.

Mobile Device Ownership



- We urge children ages 8-12 to first learn digital citizenship before gaining unlimited access to the Internet through their mobile ownership. Higher ownership therefore results in lower ranking.
- Ask your students if they have a "family media rule" that encourages the safe and responsible use of all digital devices, especially mobile devices.
- Ensure your students know if and when they are allowed to use a mobile, what websites can be visited, and what apps can be used during school hours.
- Remind your students that anything sent from a phone can easily be forwarded or shared.

Digital Media Activity



- We urge children ages 8-12 to first learn digital citizenship before active use of digital media, especially when engaging with others online. Higher digital media activity therefore results in lower ranking.
- We recommend that schools encourage digital media activities such as:
 - Using a search engine, sending an email
- We recommend that schools discourage digital media activities such as:
 - Playing a video game that plays with other people, making and posting a video or photo to the public in a social media site
- This way, your students' potential of safe and productive internet use is maximized.

Social Media Use



- Children under the age of 13 should not use social media. We recommend that schools restrict social media use in school and pay careful attention to signs of risky student behavior.
- Discourage social media sites and apps that are not designed for young students.
- Encourage your students to check their "friends" list to know who can see their profiles. Friends who aren't trusted should be removed or blocked.
- Have a discussion with students for them to share what they enjoy doing most on these sites. Discourage them from sharing of personal information or inappropriate images.
- Encourage an open and honest discussion about friends, online strangers, and personal privacy.
- Have your students revisit these sections on DQWorld.net, as you revive discussion on the lessons' main ideas.
 - Mission 20: Keeping Privacy on Social Media
 - Mission 22: Internet Privacy Rights
 - Mission 47: What is a Digital Footprint?

Exposure to Cyber Risks: Suggestions for Online Strangers

Some of your students are at elevated risk with respect to online strangers. Online strangers are not all bad people, but the risks they can present certainly are: phishing and scams occur when strangers use authentic-looking plays to obtain personal information, for identity theft, and sexual predators exploit children's natural curiosity about sex, posing as guides and luring children into sexual activity. As young students naturally crave attention, can be easily flattered, and are taught to respect adults and figures of authority, predatory grooming and radicalization are also more extreme, but very real, cyber dangers. For these reasons, staying on guard with your students against online strangers is of paramount importance.

Recommendations:

1) Encourage students at elevated risk to review the following missions on www.DQWorld.net, and then discuss what they reviewed with their teacher:

Zone 7: Mission 62: Whom Do You Meet Online? / Mission 63: Who are Online Friends? / Mission 64: The 12 Stranger Alerts

2) Start a conversation with your students. Be patient, caring, and persistent! Use these topics to get started:

- Who do you usually talk to online?
- Do you trust people that you meet online? Why or why not?
- Have you ever been thankful that you met someone online? Have you ever been regretful? Would you like to talk about it?
- Do you know of any friends who have met in person with someone they have only known online? Do you think it was a good idea?
- What could happen if you meet in person with someone you have only known online?
- Have you ever been offered gifts by someone you met online, if you promised to meet with them in person?
- Would you tell anyone before you decide to meet with an online stranger? Why or why not?
- Who would you talk to about an online stranger? Would you ever talk to your teacher? Why or why not?

3) Encourage your students to come to you immediately if anyone makes him or her feel uncomfortable online or requests an in-person meeting.

- Know that a predator may be connecting with your students if the student becomes socially distant or isolated
- Beware of inappropriate material you find on school computers

4) Invite a local expert to talk to students about the issue so that both students and teachers can increase their awareness. Local law enforcement officers tend to have very interesting and valuable experience to share with students.

Exposure to Cyber Risks: Suggestions for Game Addiction

Some of your students are at elevated risk with respect to game addiction. Although online gaming can help students develop their creativity and problem solving abilities, and give them a chance to make online friends and practice online social skills, online gaming cannot often be supervised. Students can play from anywhere, thanks to mobile devices, and negative consequences such as privacy invasion, inappropriate content, and even misleading advertisements can target them. Combined with addiction, in which students have an inability to control the amount of time spend interfacing with games and withdrawal symptoms when not engaged, a vicious cycle of diminishing social life and adverse academic results may ensue.

Recommendations:

1) Encourage students at elevated risk to review the following missions on www.DQWorld.net, and then discuss what they reviewed with their teacher:

Zone 1: Mission 06: Controlling Multi-Tasking / Mission 08: Preventing Game Addiction / Mission 11: Harmful Effects of Excessive Screen Time / Mission 12: Self-Control in Digital Use

2) Start a conversation with your students. Be patient, caring, and persistent! Use these topics to get started:

- What kinds of games do you like to play? Tell me about them!
- Have you ever been cyberbullied while gaming? If so, what did you do?
- Who do you play games with?
- Have you ever forgotten to do something because of video games? What happened as a result?
- Why don't we try something different for a change, like sports, music, or board games, once we have finished our work?

3) Discuss what information students are sharing. Tell them not to share personal information, like their real name, their address, phone numbers, or parent's credit card information when interested in new games.

Exposure to Cyber Risks: Suggestions for Cyber Bullying

Some of your students are at elevated risk with respect to cyber bullying. Cyberbullying occurs through internet technologies such as personal messaging (PM) and social networking sites. Cyberbullying can start innocently enough, as a rumor, a picture, or a shared message, and quickly escalate. An embarrassing video uploaded onto a social networking site during today may be viewed by a student's relatives at home over the weekend, and things can become nasty. Common forms of cyber bullying include Flaming and Trolling (sending or posting hostile messages intended to "inflame" the emotions of others); Happy-Slapping (recording someone being harassed or bullied in a way that usually involves physical abuse, then posting the video online for public viewing); Identity Theft/Impersonation (stealing someone's password and/or hijacking their online accounts to send or post incriminating or humiliating pictures, videos, or information); Photo-shopping (doctoring digital images so that the main subject is placed in a compromising or embarrassing situation); Physical Threats (sending messages that involve threats to a person's physical safety); and Rumor Spreading (spreading gossip through e-mail, text messaging, or social networking sites).

Recommendations:

1) Encourage students at elevated risk to review the following missions on www.DQWorld.net, and then discuss what they reviewed with their teacher:

Zone 2: Mission 25: Detecting Cyberbullying / Mission 26: What is Cyberbullying? / Mission 27: Identifying Types of Cyberbullying / Mission 28: Being Involved in Cyberbullying Unknowingly

Zone 8: Mission 71: Courage to SPEAK UP / Mission 72: By-Standers vs. Up-Standers / Mission 76: Listening with Empathy Online / Mission 77: Speaking Up With Empathy / Mission 79: Empathy for Cyber Victims / Mission 80: Don't Be Judgmental Online

2) Start a conversation with your students. Be patient, caring, and persistent! Use these topics to get started:

- Would you ever cyberbully? Why or why not?
- Have you ever sent a mean message because you were angry or sad?
- What would you do if someone created a mean, fake image of you or one of your family members, and shared it with others?
- What can you do to prevent cyberbullying?
- Who is a trusted adult you could talk to about it?

3) Make cyber bullying mediation a priority for teachers and administrators. If you can, invite an expert to hold a talk on the subject during in-service. Consult with your school district supervisor regarding resources for cyber bullying education for teachers and students.

Exposure to Cyber Risks: Suggestions for Cyber Victimization

Some of your students are at elevated risk with respect to cyber victimization from cyber bullying. Cyberbullying occurs through internet technologies such as personal messaging (PM) and social networking sites. Cyberbullying can start innocently enough, as a rumor, a picture, or a shared message, and quickly escalate. An embarrassing video uploaded onto a social networking site during today may be viewed by a student's relatives at home over the weekend, and things can become nasty. Common forms of cyber bullying include Flaming and Trolling (sending or posting hostile messages intended to "inflame" the emotions of others); Happy-Slapping (recording someone being harassed or bullied in a way that usually involves physical abuse, then posting the video online for public viewing); Identity Theft/Impersonation (stealing someone's password and/or hijacking their online accounts to send or post incriminating or humiliating pictures, videos, or information); Photo-shopping (doctoring digital images so that the main subject is placed in a compromising or embarrassing situation); Physical Threats (sending messages that involve threats to a person's physical safety); and Rumor Spreading (spreading gossip through e-mail, text messaging, or social networking sites).

Recommendations:

1) Encourage students at elevated risk to review the following missions on www.DQWorld.net, and then discuss what they reviewed with their teacher:

Zone 3: Mission 29: Diffusing a Cyberbullying Situation / Mission 31: Dealing With Cyberbullying / Mission 32: Who are My Trusted Adults? / Mission 33: When to Seek Help

Zone 8: Mission 71: Courage to SPEAK UP / Mission 72: By-Standers vs. Up-Standers

2) Start a conversation with your students. Be patient, caring, and persistent! Use these topics to get started:

- Have you ever been cyberbullied? How did it happen?
- Have you ever replied angrily to a mean message because you felt upset?
- What should you do if someone creates a mean, fake image of you or one of your family members, and shared it with others?
- What can you do to prevent cyberbullying? (never respond to rude messages or posts; save the evidence, and note the date and time of incident; change their phone number and only share the new one with trusted adults and friends).
- Who is a trusted adult you could talk to about it?

3) Encourage teachers and administrators to develop or strengthen an anti-cyber bullying policy. If a particular situation is escalating and there is no cyber bullying policy in place, contact local police.

4) Ask that high-risk students provide evidence of their cyber victimization instances. Review the evidence, and if deemed problematic, identify the perpetrator and schedule a parent-teacher meeting that includes all parties involved.

Exposure to Cyber Risks: Suggestions for Online Sexual Behavior

Some of your students are at elevated risk with respect to online sexual behavior. From information and music, to games and videos, it's easy for students to find things we'd rather they not see. Often, they aren't even looking for it when inappropriate content pops up online. Also, sexually suggestive words, images, or videos can frequently be exchanged via mobile messaging, social media, and email. Research suggests that premature online sexual behavior can lead to irresponsible sexual behavior earlier in life, leading to flawed views and opinions of their self-image and sexuality. It is therefore important to be aware of the inappropriate content your students may encounter online, as well as the online sexual behavior it may encourage. An open dialogue is essential for leading the way.

Recommendations:

1) Encourage students at elevated risk to review the following missions on www.DQWorld.net, and then discuss what they reviewed with their teacher:

Zone 4: Mission 43: Congruent Online and Offline Identities / Mission 44: Integrity of Online Persona

Zone 5: Mission 47: What is a Digital Footprint? / Mission 48: Digital Footprints Reveal Personal Info / Mission 49: Persistent Digital Footprints Mission 50 / Digital Footprint Impacts Digital Reputation / Mission 51: Real Life Consequences of Digital Footprints

Zone 7: Mission 66: What is Inappropriate Content?

2) Start a conversation with your students. Be patient, caring, and persistent! Use these topics to get started:

- What do you all like to do online?
- Have you ever seen something online that made you feel confused, scared, or guilty?
- Has anyone ever sent you something that you thought was unusual? What was it?
- What would you do if you saw something online that made you feel bad?
- What does the word "inappropriate" mean to you?
- Have you ever seen something online that you would consider inappropriate? How did you react?
- Has anyone ever asked you to send something inappropriate, whether words or pictures or something else?
- Who would you tell if someone online asked you to send something inappropriate, or do that made you feel uncomfortable? Would you like to share these experiences with your teacher? Why or why not?

3) To protect your students from inappropriate content or online sexual behavior, try these tips:

- Do not be judgmental; rather, remain open so they are comfortable talking to you about what they see and do online.
- Have filtering and monitoring software installed on school computers. Establish the school's policy on student mobile devices.

4) Invite a local expert to talk to students about the issue so that both students and teachers can increase their awareness.

Exposure to Cyber Risks: Suggestions for Exposure to Violent Content

Some of your students are at elevated risk with respect to exposure to violent content. Students may not understand what constitutes unacceptable levels of violence. Yet, increasing scientific evidence demonstrates that violent video games and videos are linked to increases in aggressive feelings and behaviors. In order to prevent desensitization to violence, and potential tendencies toward violence perpetration, prioritize the minimization of exposure to violence in your school.

Recommendations:

1) Encourage students at elevated risk to review the following missions on www.DQWorld.net, and then discuss what they reviewed with their teacher:

Zone 1: Mission 12: Self-Control in Digital Use

Zone 7: Mission 65: How to Avoid Violent Content / Mission 66: What is Inappropriate Content? / Mission 67: How to Critique Content

Zone 8: Mission 79: Empathy for Cyber Victims

2) Start a conversation with your students. Be patient, caring, and persistent! Use these topics to get started:

- What do you like to do online?
- Have you ever seen something online that made you feel sad, scared, or confused?
- What would you do if you saw something online that made you feel this way?
- Would you tell me if you saw something online that made you uncomfortable? What can I do to make you more comfortable talking to me about these things?

3) To encourage your students to limit exposure to violent content, try these tips:

- Do not be judgmental with students; rather, remain open so they are comfortable talking to you about what they see and do online.
- Have your administrator review or installing filtering and monitoring software for school computers and mobile devices.
- Teach your students what to do if they see something disturbing or too violent. They can turn off the screen, block the website or user that the request came from, or ask a trusted adult to save the evidence and report it.

4) Encourage students to express their energy through group sports, simple dramas, or music during class recess as a positive channel for nonviolent recreation.