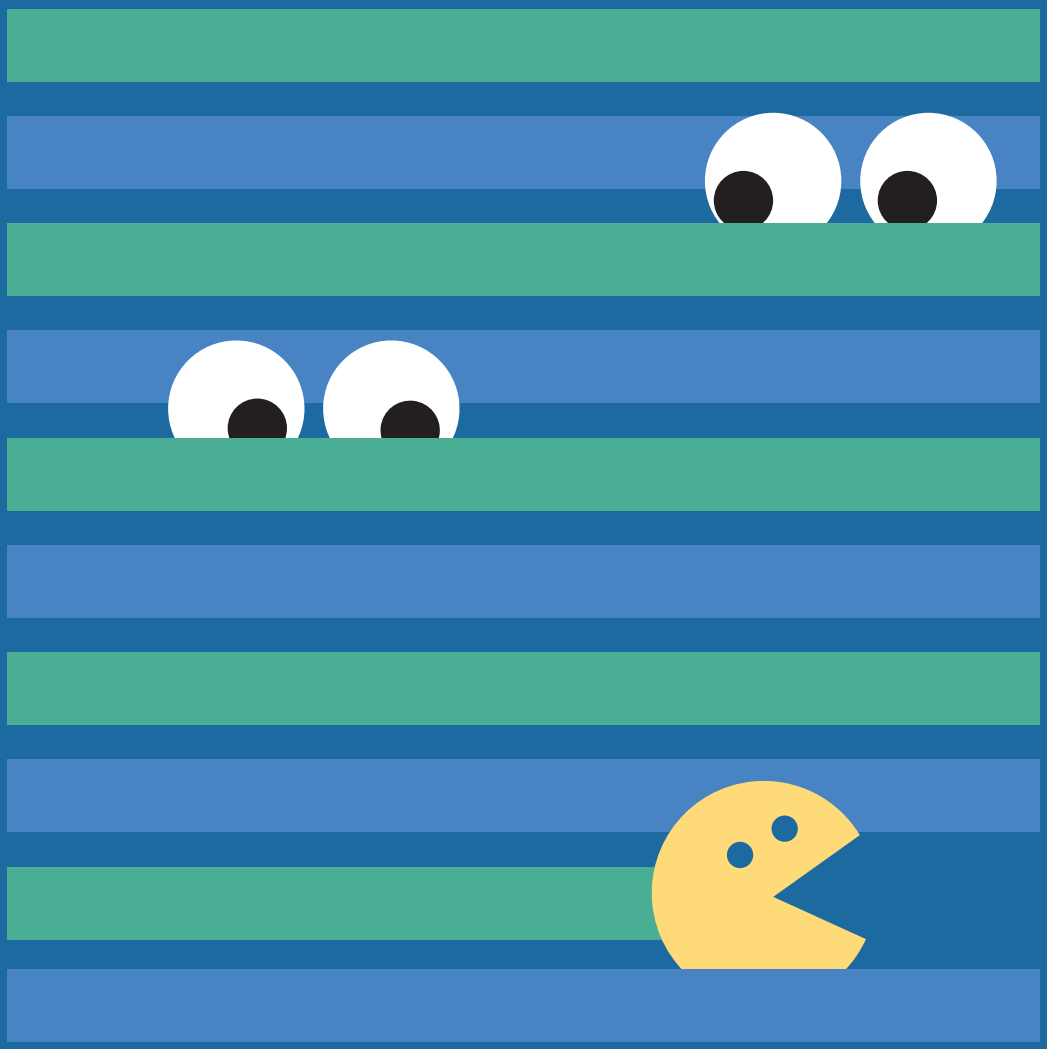
# Guiding Your Pre-school Child on the Digital Journey



TOUCH
Cyber Wellness

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# Guiding Your Pre-school Child on the Digital Journey

Many parents recognise the benefits of using mobile devices for their children's learning. Most are also aware of the adverse consequences of excessive screen time exposure in young children.

Given our hectic schedule, juggling work and family demands, have you considered giving your child a screen gadget to keep him or her engaged and seated quietly? Have you given in to using screens and media to buy yourself some time from child minding?

You are not alone.

Your child will be introduced to the digital world whether we are prepared or not. It would make a difference if you are better informed to set a plan and help your child start the digital journey on a right foot.

It is also important to teach good habits and values, and help them make good decisions online to keep themselves safe in the cyber world.

We designed this guide to help you in your journey and hope it would make guiding your child in the digital age an easier and more enjoyable one.

James Tan
CEO
TOUCH Community Services

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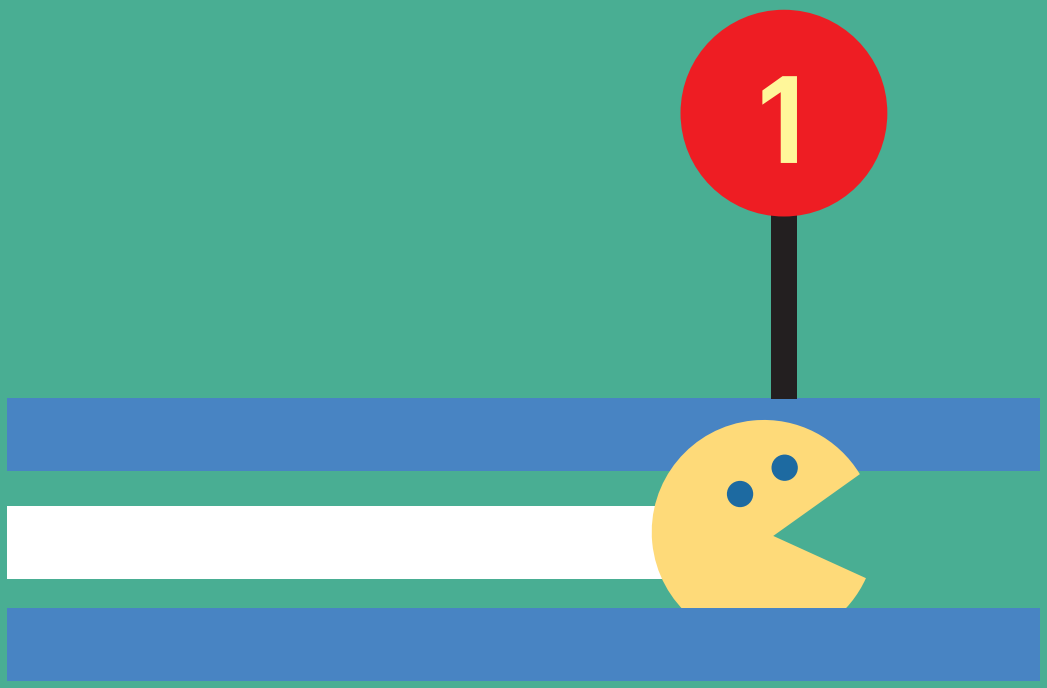
# PART 1:
# Before Starting Your Child on the Digital Journey



# Keeping the Screen Away from Your Child

Do not feel pressured to introduce technology early. Young children adapt to the digital world easily once they are introduced to it.

The American Academy of Paediatrics (AAP) recommends that:

**For children younger than 18 months,** avoid use of screen media other than video-chatting.

**Parents of children 18 to 24 months** of age who want to introduce digital media should choose high-quality programmes, and watch it with their children to help them understand what they are seeing.

**For children 2 to 5 years** of age, screen time should be limited to one hour per day.

**For kids ages 6 and older,** parents can determine the restrictions for screen-time, as well as monitor the types of digital media their children use.

The recommended “No Screen-Time Before Age 2” guideline by the AAP may be challenging or practically impossible when the child sees parents, an older sibling or family member on the phone. Try to avoid using the phone in front of children as much as possible. But instead of feeling guilty when you cannot help but to use the phone, show your child that you are using it as a tool and will put it away as soon as you are done with the task.

Parents generally use screen devices as educational, entertainment or babysitting tool. While there is strong temptation to hand the device over to “calm them down”, parents should refrain from using media to entertain children or using screen devices as a babysitting tool.

Research has shown that excessive screen-time may affect:

### BEHAVIOURAL/ ATTENTION DEFICIT

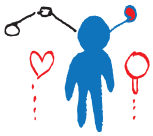
A consequence of excessive exposure to screens is the electronic screen syndrome (ESS).

Stimuli from excessive screen use or exposure can overstimulate a child's brain, causing issues such as difficulty to focus, shorter attention span and disruption of sleep.

### COGNITIVE DEVELOPMENT

It affects the language delay, motor & social skills development of a child.

The use of gadgets reduces opportunities for pre-schoolers to develop motor sensory skills. Their development becomes stunted because they do not get enough stimuli in the real world. Too much screen-time or digital media may numb cognitive senses and overly stimulate the brain.



### HEALTH

Too much screen-time can affect eyesight. It also encourages a sedentary lifestyle, leading to health concerns such as inactivity and obesity.

### EMOTIONAL REGULATION & DEVELOPMENT

It develops undesirable habit for child to go to screen for entertainment and could reduce attention span.

Avoid using media to calm your child or keep them occupied. Do not use technology as an emotional pacifier.

Let them develop their own emotion regulation.

Teach them how to identify and handle strong emotions, come up with activities to manage boredom and spend time to connect with their inner self and develop creativity.

# Activities for Screen-Free Time

Although screen-time is an easy way to occupy your children's time, do consider the negative effects. Instead, engage your children with screen-free activities!

Here are some screen-free activities you can try.

**When you need some time to do chores**

- Drawing or colouring
- Puzzle books (e.g. Sudoku)
- Reading books
- Building bricks, blocks (lego)
- Imaginative, pretend play
- Play pen or sand box (keep them within play boundary)

**When travelling**
(e.g. train, bus or car rides)

Engage them in conversations or to observe their environment. Some activities or games you could play with them:

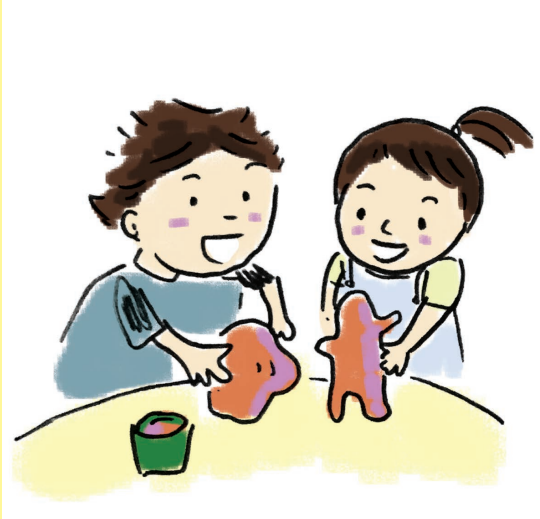
- Scavenger Hunt, Treasure Hunt, "I Spy", or "Simon Says"
- Names of things spotted along the journey (car names, vehicle type, plant names, station names etc.)

## Before meal times at restaurants

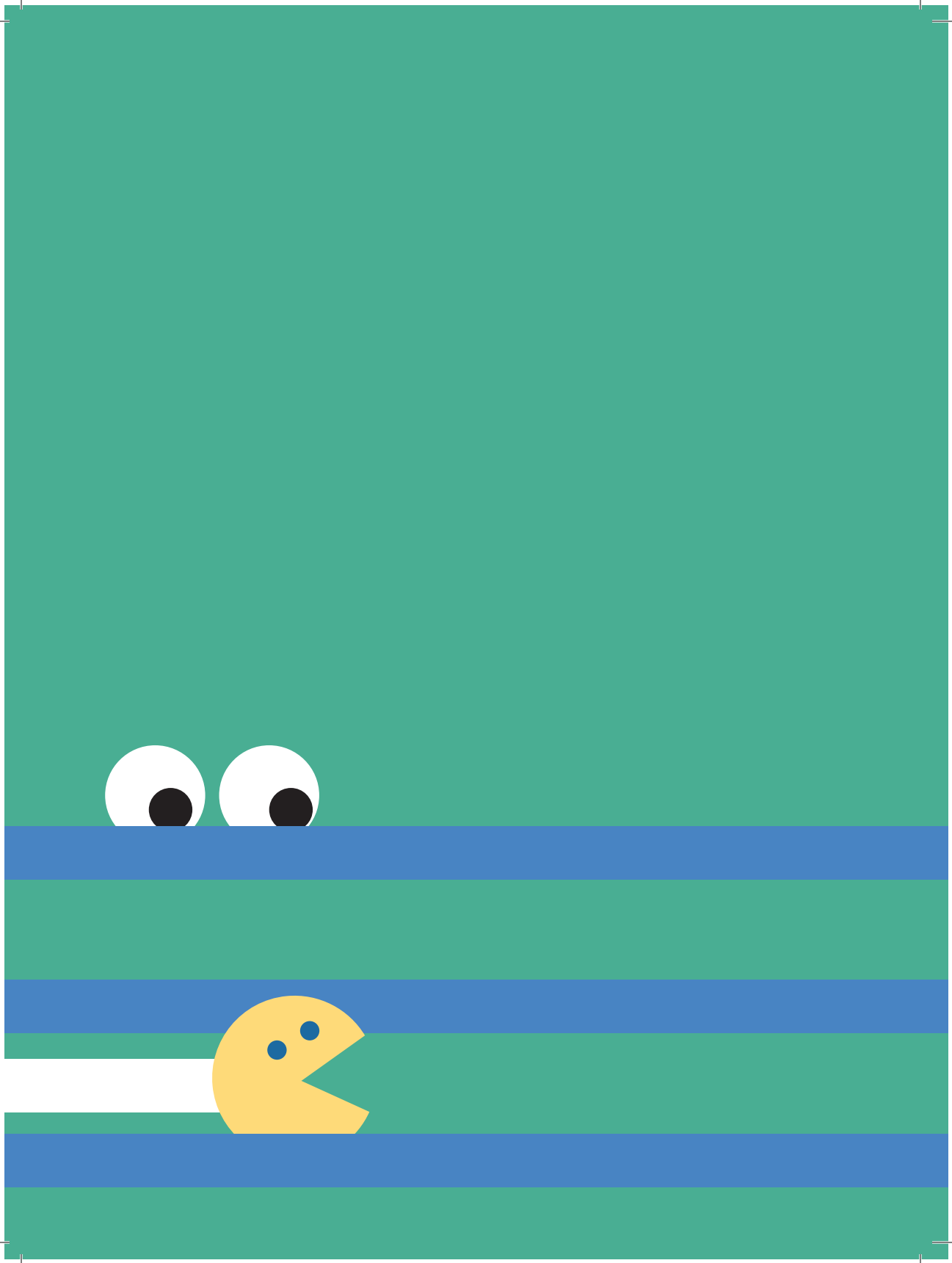
- Drawing or colouring
- Puzzle books (e.g. Sudoku)
- Reading books
- Pencil & Paper games such as Tic-Tac-Toe

A small packet of art materials like plain paper and colour pencils or crayons can be a standard set to pack and carry around.

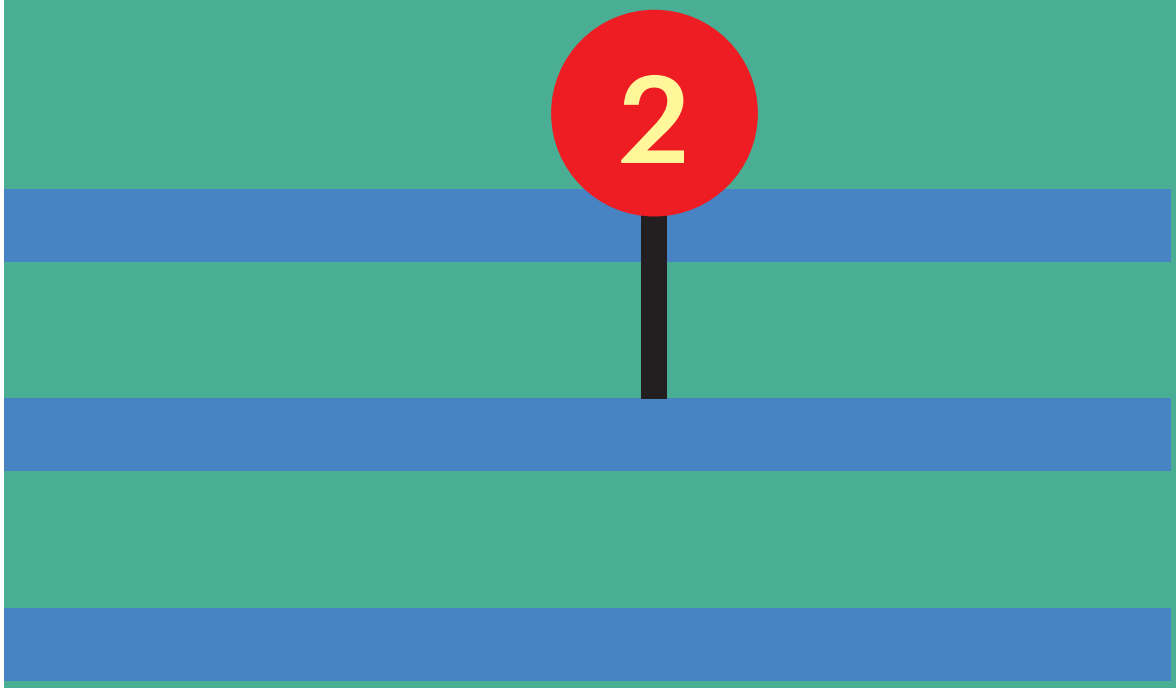
## ACTIVITIES THAT ENCOURAGE ART, SENSORY LEARNING AND MOTOR SKILLS



- Art & Craft activities such as DIY hands-on recipes for play doh, puffy paint, block painting, etc.
- Sensory and motor skill- development toys such as building blocks, water squirters, shape sorters, sliding puzzles, etc.
- Worksheet activities such as word puzzles, spot the difference, maze, etc.



# PART 2:
# Starting Your Child on the Digital Journey



# Preparing Your Child for the Digital World

We understand that it is difficult not to use devices in this digital age. The time will come when you will have to introduce it to your child. Before you do, bear in mind to teach children how to make good choices around it, how to manage its use and how to make sure it is not going to take the place of many other good things out there.

Here are some things to keep in mind as you introduce your child to the digital world:

## 1. SET BOUNDARIES FOR MEDIA USE

**Treat media as you would with other environments in your child's life. The same parenting guidelines apply in both real and virtual environments.**

- Curate content both offline (e.g. story books) and online (e.g. videos, software, games and apps) before introducing them to your children.
- Set limits. Help them manage offline play-time and online screen-time by setting limits. Get them to agree to the given time and conditions.
- Teach your child to ask for permission for things they want such as toys, play-time and screen-time.

## 2. ROLE MODEL FOR YOUR CHILD

Children learn by observing their parents. You child watches and follows what you do. Your habits and actions do have an effect on them. It is important to be a good role model to help your child cultivate good habits on mobile gadgets usage by practising them yourselves.

If you want to limit their screen-time, be a good role model and use less of it in front of them. When you are with them, spend quality time interacting with them. Children grow up very fast, so take time to engage and treasure these times before they grow older and discover their own world.

**Remember the little eyes are watching you. They will learn more from your actions than your advice.**

## 3. TEACH YOUR CHILD TO BE RESPONSIBLE

Your child needs to learn to take care of the gadget as with other toys or objects given to them.

- Establish that the gadget or device belongs to you
- Introduce it as a tool they should use to help them and not control them
- They should be responsible for how they use the tool and time spent on it
- They need to be responsible for how they use their time and the gadget

**Remember:** The gadget belongs to you and not them. It is a privilege for them to use the gadget. You can take it back if they cannot show that they can handle the privilege responsibly.

## 4. ASSOCIATE SCREEN-TIME WITH A PURPOSE (E.G. FOR INFO-FINDING, COMMUNICATION, ETC)

Be deliberate in guiding and showing them how to use the gadget for learning and communication. Do not let the child decide on what he or she wants to do with it.

For example:

- Use the internet to search for information and answers to questions they ask.
- Use screen-time to communicate with family online (e.g. skyping with relatives).
- Use screen-time together for parent-child bonding. Watch videos and view photos together.

Digital gadgets are powerful tools but double-edged sword depending on usage. Relate the use of gadgets to specific purposes.

## 5. BALANCE SCREEN-TIME WITH OTHER MODES OF PLAY AND ENGAGEMENT

You are in control of their screen time and media appetite. Often, the appetite and reliance on screen-time or media depends on how you feed them with it. If you control it firmly, they are unlikely to grow an over-reliance on it. Remember to balance it with other offline activities as well.

Children should be introduced to different screen-free activities so they can have the opportunity to develop creative, communication and other cognitive skills.

Your child's digital diet depends on you. Their dependence on digital screen-time depends on how you "feed" them. You can be in control.

## 6. PREPARE A SCREEN-TIME USE PLAN

Before you introduce your child to digital media, draw out a plan. Consider what and how you would introduce your young child to digital media.

- Set age appropriate limits. Explain the limits in ways they can understand. For young children who may not have a clear concept of time, you can set limits such as one episode, one movie, 30 min (show them how to tell time).

- Fix and keep to an agreed amount of play time on devices (e.g. X minutes a day or Y minutes a week and only on weekends). A consistent screen-time schedule makes it easier for your child to follow.

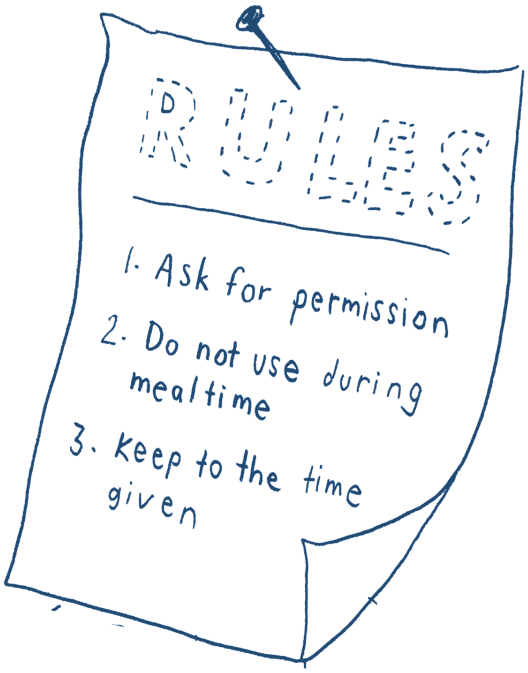
- Make access to screen device inconvenient
  Keeping screen devices out of sight and reach. For example, some families do not have television in the house. They have to set up the laptop and projector to watch videos.

- Plan for screen-free time
  Screen devices produce dozens of stimuli and our brains need to learn the ability to process multiple actions simultaneously. This can easily overstimulate the nervous system.

  Regular screen-free time allows the brain to be re-wired so that it does not become reliant on these stimuli from screens, regulating and cutting down the need to be engaged and stimulated by screens.

# Draw Up a Family Screen-Time Agreement

Introduce a Family Screen-Time Agreement when your is mature enough to understnad rules. Review it as your child grows older. You can also involve them in the discussion on items to be included. This may give them more ownership to keep to the agreement.




**WHAT TO INCLUDE IN A FAMILY SCREEN-TIME AGREEMENT**

There are 3 basic rules for young children to follow.

1) Ask - Ask Papa and Mama for permission to use
2) Abstain - Do not use during mealtimes
3) Agree - Keep to the time given or agreed

Refer to the template on page 18-19.

**When your child can understand and keep to more detailed rules:**

- Set schedule or time and keep to it
  Agree on areas and periods of time that should be screen-free
  **Suggestions:**
  - Keep bedroom, mealtimes, family outing and bonding times screen-free
  - Avoid screens 1-2 hours before bedtime and keep devices from the bedrooms

- Set an agreed screen-time
  Agree on how much screen-time your child can spend.
  It could be an episode a day or a week
  **Suggestion:**
  - Reference the American Academy of Paediatrics (AAP) screen-time recommendation for children on page 6

- Explain the consequences if they break the rules

As parents, be a good role model for your child by adhering to the Family Screen-Time Agreement as well. Commit to some of these as a role model and develop good media habits in the family.

- We will talk as a family at meal-times with no technology in sight

- We will agree to screen-free times such as meals, weekends, and vacations.

- We will have weekly screen-free activities, like playing at the play-ground, play board games, do art and craft, play make-believe, go to the park, biking, or walking the dogs. Occasionally, we will go for screen-free outings, like camping, a day at the beach, etc.

- We will prioritise family-time over media or digital use. If media gets in the way, we need to recognise we are using it too much or in a way that is not helping our family.

- We agree to use screen-time responsibly by not:
  1) Using devices in front of the kids whenever possible
  2) Bringing work home to work on devices in front of the child whenever possible

# FAMILY SCREEN-TIME AGREEMENT

## These rules apply to the following screen devices:

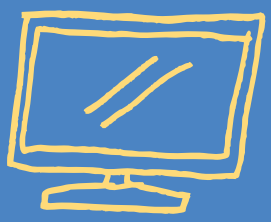
LAPTOP

TABLET

SMARTPHONE

COMPUTER

VIDEO GAME



TELEVISION

## We will remember family-time comes first. We will remember family rules such as being kind, respectful and obedient even when we use screen devices.

I agree to ask for permission before using them.

I agree to put devices away during meal-times, bed-time and screen-free family time.

I agree to not use devices when we are on family outing, visiting grandparents or have guests.

I agree to obey and keep to the time given or scheduled for screen-time.

Screen-time allowed in a week:

Weekday : _____

Weekend : _____

I agree to use share and use screen devices with others.

I agree that my screen-time can be taken away if I misbehave.

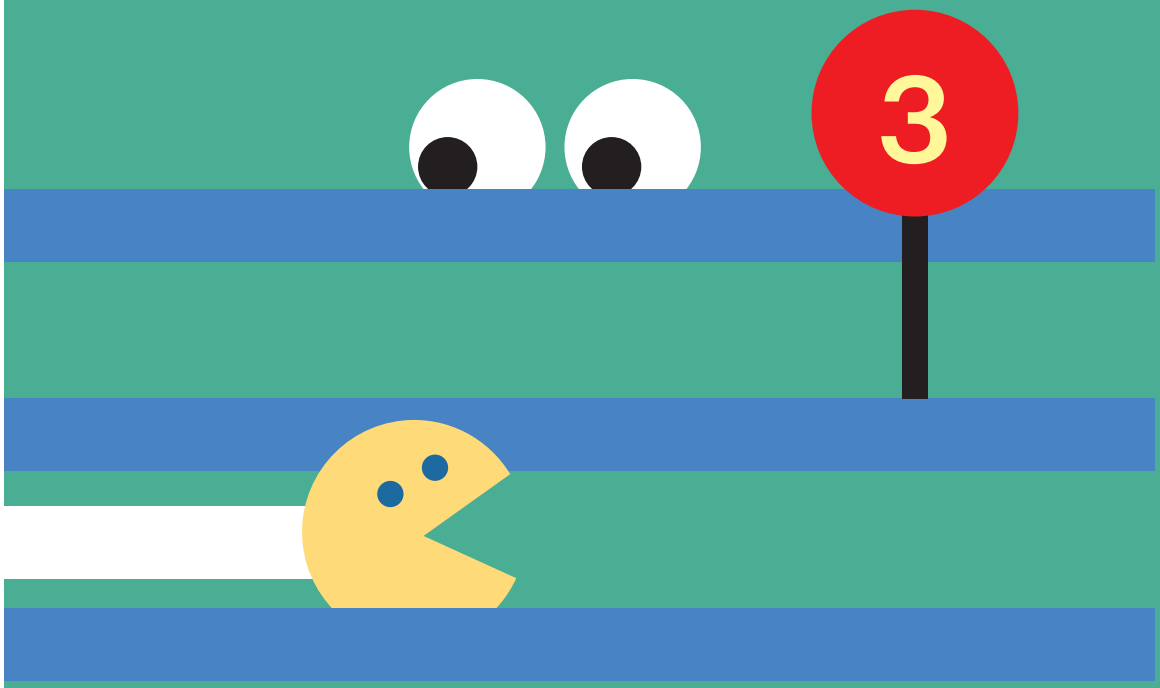
**FAMILY MEMBERS' SIGNATURES:**

_____ _____

_____ _____

_____ _____

# PART 3:
# Guiding Your Child on the Digital Journey



# Practice Good Screen Habits as a Family!

What can you do to use screen-time meaningfully as a family?

## 1) HAVE QUALITY SCREEN-TIME

### Use for a specific purpose or objective

When you give your child the gadget, tie it with a specific purpose (e.g. video watching, photo viewing, skyping with relatives).
Do not let the child decide on what he or she wants to do with it.

**Try introducing screen-time (in short limits of 15-30 minutes) for purposes such as:**

- Explore new words, ideas, sounds, and pictures online.
- Show kids a photo of themselves and name parts of their face.
- Scroll through all your pictures, name the people, and talk about them.

**Choose age-appropriate and quality programmes.**
Choose high quality programmes and apps and use them together with your children. Good-quality media can support your child's learning, especially if it develops interests or sparks imagination.

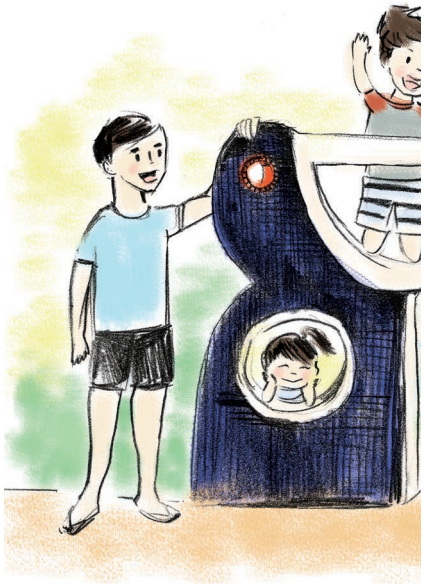
- Avoid fast-paced programmes that may be overstimulating.
- Avoid letting your child use media without supervision.

### Use it for parent-child bonding

**Enhance the learning**
Learning from an educational game app takes place only with your processing or facilitation

**Be part of the experience**

- Keep your child safe.
  Check for advertising messages and privacy settings.
  If possible, screen through the content and app before allowing them to use. It helps avoid exposure to inappropriate content.
- Be there to process any teachable moments and learning points.
- Let your child know and learn that he or she can go to you if they feel scared or uncomfortable.



## 2) COMMIT TO REGULATING YOUR CHILD'S SCREEN-TIME

### Understand the importance of limiting and regulating screen-time

Draw up a Family Screen-Time Agreement. Refer to page 18 - 19.

Media use, like all other activities, should have reasonable limits. The American Academy of Pediatrics (AAP) recommends an hour per day for young children above 2 years old.

The actual time you should give depends on the child. You'll know your child better and be confident in setting an appropriate time.

As a guide, it could take the form of a fixed period of time (e.g. half an hour) or by an episode of video programme. This helps your child grasp a better understanding of the time limit and for you to explain how to keep to time and agreement.

## 3) HELP YOUR CHILD DEVELOP GOOD SCREEN TIME HABITS AND MANAGE SCREEN-TIME WELL

### Plan screen-free activities to do with your child

Encourage and engage the child in other activities such as playing outdoors, exercising, reading, drawing, colouring, etc.

Plan screen-free family activities to encourage and engage the child in other activities such as family outings, drawing, playing board games, going outdoors to the playground, etc. Unstructured and offline play stimulates creativity.

It will take effort to plan but you can use the tips in page 12-17 as a starting guide.

### Create screen-free zones.

Keep family mealtimes, other family and social gatherings, and children's bedrooms screen-free. Turn off televisions that you are not watching, because background TV can get in the way of face-to-face time with kids.

Keep your child's bedroom screen-free to help children avoid the temptation to use them when they should be sleeping.

## 4) SPEND MEDIA TIME TOGETHER.

Families who play together, learn together. Family participation is also great for media activities. It encourages social interactions, bonding, and learning. Play a video game with your kids. It is a good way to demonstrate good sportsmanship and gaming etiquette. You will have the opportunity to introduce and share your own life experiences, perspectives, and guidance as you play the game.

# Involve Other Caregivers in the Plan

Many parents rely on associate caregivers such as grandparents, helpers or babysitters to support them in looking after their children. They are not likely to have the same understanding or practice as you with regards to managing your child's screen-time.

What can you do to help them keep to your screen- time expectations for your child?

## 1) COMMUNICATE YOUR SCREEN-TIME BOUNDARIES AND EXPECTATIONS TO THEM

**Be specific about what is and is not OK. Be clear.**

Grandparents, aunts and uncles may not know that eating while watching TV or a video is not a practice you allow at home.

Let them know what are your boundaries and expectations for screen-time.

Help relatives (and yourself) by speaking up and talking about screen-time management openly.

For example, "I do not allow them to watch TV on weekdays, but they can play 30 minutes of video games after dinner."

**Prepare them for the challenges you think they'll face.**

Let them know how you might respond or give them suggestions on how to respond to these challenges. Enable them to communicate a consistent set of instructions and consequences to your child.

## 2) GIVE THEM A SET OF SCREEN-FREE TOOLS AND ACTIVITIES

Providing caregiving support for your children can be challenging at times. Just as you'd be tempted to give in to your child's request for screen-time, so would the associate caregivers.

Moreover, they may not have the same authority over your child as you would, and it can be difficult for them to be firm and get your child to adhere to the screen-time expectations you have set. Help them by giving them the tools and activities you would use. This will give them alternative distraction tools and ideas to engage your child without using screen devices.

It will also provide a consistent environment for your child and help them better obey and keep to the screen-time agreement set.

## 3) INCLUDE THEM IN SETTING FAMILY SCREEN-TIME AGREEMENT

When you include them in setting the agreement, you will have an opportunity to openly communicate your views and listen to theirs. You will get more "ownership" to the agreement and increase the likelihood that they will keep to it.

## 4) BE FLEXIBLE.

**Stay flexible.**

You may have had a great plan for how and when your child could watch TV or play on a screen device, but with other caregivers in the picture, you may have to adapt and be flexible with the various scenarios and situations when you are not in full control.
Some grandparents tend to be more lenient. You need to agree on some screen time rules and management, so you can present a united front to the kids. Try to understand their perspective and work out something all of you can accept.

**Fix mistakes.**

If the associate caregiver breaks the rules or agreement on screen-time management beyond what you can tolerate, talk to them about the issue and remind them about the agreement. Let them know what you are upset with and why. Make sure to have discussions behind closed doors, away from the child.

Be open to talk about disagreements in screen-time management without being judgemental. Speak from the interest of your child. Your family would want the best for your child too.

# Frequently Asked Questions

**WHAT SHOULD I KNOW BEFORE GIVING MY CHILD VIDEO SCREEN TIME?**

First, consider your child's attention span to watch the full video. Many series designed for the youngest viewers break shows into 10- or 15-minute segments. Start with a single segment of a show and see how engaged your child is.
Find a subject she likes, check the video ratings and reviews, or better, screen through it yourself, determine a limit, and watch together if you can.

**HOW MUCH SCREEN-TIME IS REALLY OK FOR MY CHILD?**

Some parents worry that exposing their kids to any screen-time could be damaging. Well, a bit of screen-time is not going to hurt.

But we encourage you to limit time with screen media for kids or to use media as a means of parent-child bonding. The most important thing is that time spent with screens does not replace time spent with you or the caregiver.

How much screen-time to give really depends on the child and the activity. You can start limiting in terms of video episodes or short span of time such as 15-30 minutes. On some occasions, it could be a movie lasting 60-90 minutes. Plan the time you have to give the screen-time. It would not be easy to take it away if they are in the middle of a video or game. Consider these time periods before you hand the device to them and get them to agree on the allowed time given.

## IS IT ALRIGHT IF I ALLOW MY CHILD TO PLAY OR WATCH WITH 'EDUCATIONAL' GAMES AND VIDEOS?

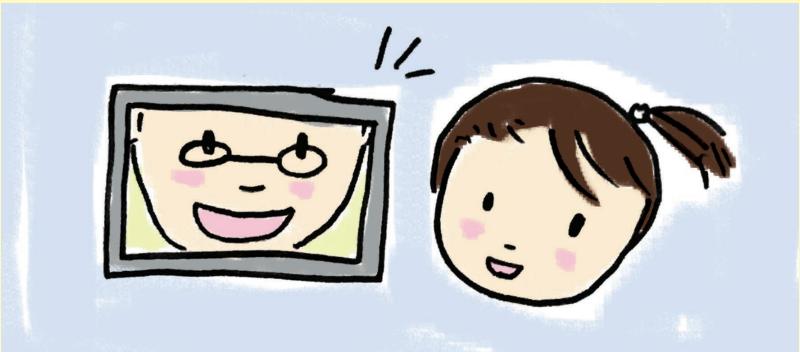
We would recommend that the child should not use them excessively. Introduce learning through other means such as placards, toys and story-telling, etc.

Research has shown that excessive usage of electronic devices can contribute to sleep loss. The "glow" or blue light from electronic devices would send signals to the brain, resulting in a delay of release of sleep inducing hormones, which could affect the child's quality and duration of rest.

We also recommend that you go through the games and watch the videos together with them if you must use the gadgets. See it as a parent-child bonding time where you might come across teachable moments. Try not to use the mobile gadgets as 'babysitting' tools.

## DOES FACETIME OR SKYPE WITH FAMILY COUNT AS SCREEN-TIME?

Video-chatting with a grandparent is a great way to build inter-generational relationships or bond with a family or relative who is away. If you are counting screen-time minutes, video-chatting should be excluded. It is no different from talking to a family member on the phone. It is actually easier to communicate since they can respond to facial expressions better than verbal language alone.



**SHOULD I LET MY CHILD WATCH VIDEOS ON THE GADGETS?**

- If you allow them to watch videos, make sure you are or a caregiver is with them to know and screen what they are watching. Turn on 'child-safe' mode or install filtering software to prevent inappropriate content from being loaded as much as possible.

- Try other alternatives that keep your child engaged or entertained, such as other toys, some crayons and paper, cards or puzzle books, etc.

- Be sure to limit their screen-time and remind them not to spend too much time on gadgets.

**WHAT CAN I DO IF MY CHILD THROWS A TANTRUM AND INSISTS ON USING THE ELECTRONIC DEVICE?**

- Be firm and respond as you would for any other tantrum. Explain why they should not be using the gadget, as with other things that your child wants but cannot have.

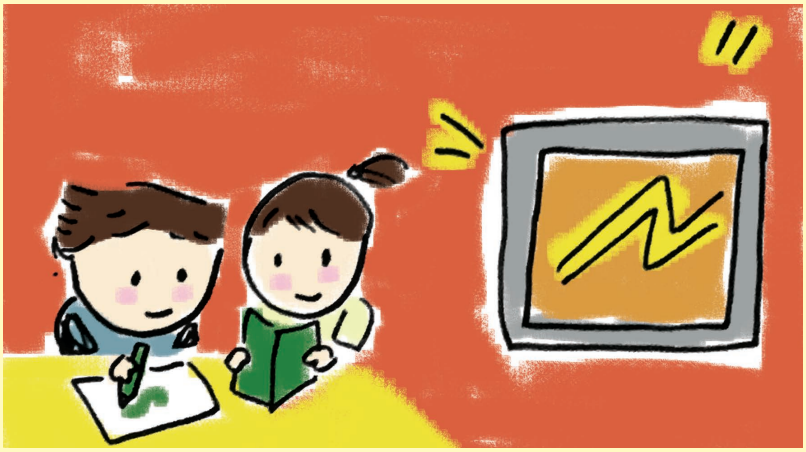
- Remind child of rules you and your child agreed on.

- Be firm and explain why they should not be using the device.

- Bring other alternatives that keep your child engaged or entertained, such as other toys, some crayons and paper, cards or puzzle books, etc.

- Discipline if need. If you give in because they cry or whine, they may learn that crying, whining or demanding for an item will get them what they want.

- Set a good example and role model for them yourself.



**IS IT OK TO KEEP THE TV ON WHEN MY CHILDREN ARE NOT WATCHING THE PROGRAMME?**

Role modelling healthy media habits is important. “Background TV” may lead to fewer interactions with your child and less conversation, both of which have real impact on kids’ development. The content of the TV programme (the images and tone of what is on the screen) could be a problem too.

**WHICH TV SHOWS ARE SUITABLE FOR YOUNG CHILDREN? WHAT SHOWS SHOULD I AVOID?**

TV shows that are short, have positive messages, and are ad-free (ideally) are suitable for young children. Children enjoy programmess with very simple messages they can relate to, such as daily routines e.g. getting dressed in the morning.
Keep these tips in mind when choosing TV shows for your child:

- Many shows contain several shorter segments you can start with
- Avoid scary stuff, explosions, people yelling or fighting, and cartoon violence
- Look for shows with positive messages, such as the value of being a good friend.
- Do what you can to limit exposure to advertisements. Children absorb those messages like a sponge.

**SHOULD I LIMIT MY MOBILE SCREEN DEVICE USE WHEN I AM WITH MY CHILD?**

You may need to work from home or use the screen device for communication while watching the baby. It is important to ensure that you are keeping an eye on your child; there have been instances of kids getting themselves hurt because their parents were distracted by their screen devices.

Young kids learn best through nurturing relationships with caregivers and loved ones. It is advisable to refrain from using screen devices when spending quality time with your child.

**MY CHILD IS ALREADY RELIANT ON USING SCREENS TO BE ENTERTAINED AND ENGAGED.**

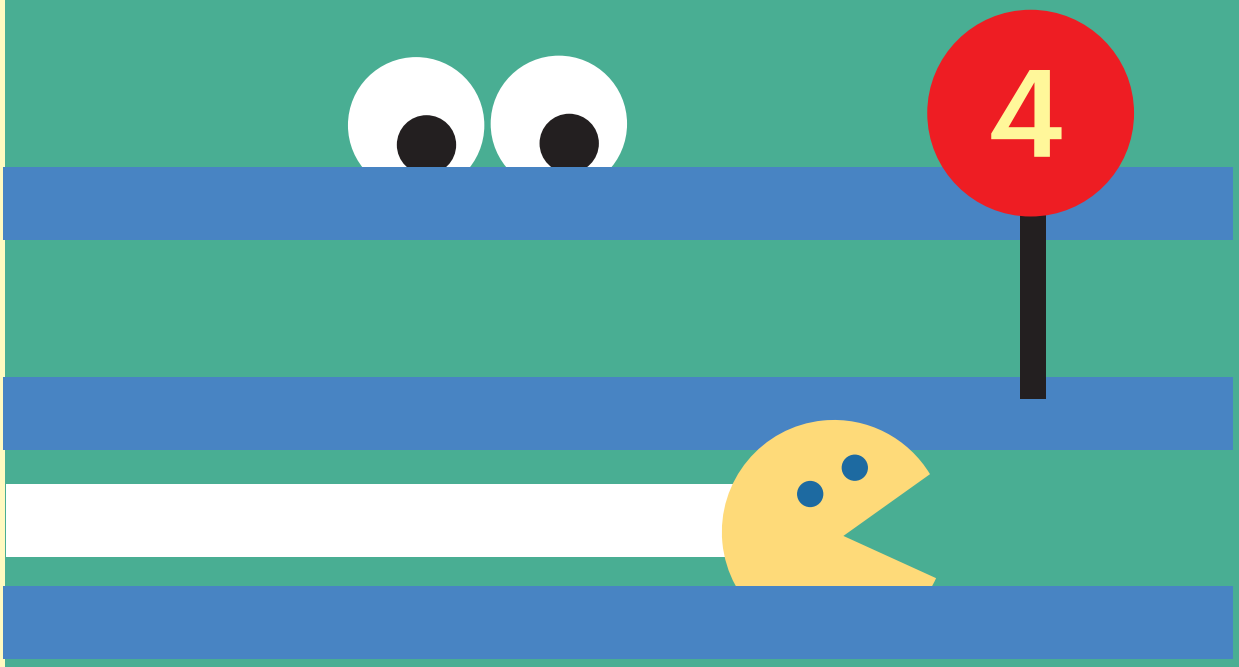
- If handing the device has become a habit, resistance to this reduction is expected. It will take some time before your child can curb the outbursts.

- Try transiting to using the phone together to see photos you have taken together or watch a short video together instead. Show your child that the device is a tool and not a treat.

- Discipline if need. If you give in because they cry or whine, they may learn that crying, whining or demanding for an item will get them what they want.

- Set a good example and role model for them yourself.

# PART 4:
# Keeping Children Safe Online



# Keeping Children Safe Online

## Cyber Wellness Programmes for Children

We hope the guide has been useful for you. As your children grow older and soon prepare to enter Primary School, what could you be expecting to face? What would your children be introduced to as they start to interact with new friends and peers? What are the latest digital trends they will be exposed to?

Your children will soon be asking you for a social media account. Most of these social media platforms have age restrictions and they are above the age of your primary school children.

“How did their friends get an account then?”, you may wonder. And why do these platforms set their age restrictions at 13 and up? How would you respond to your children’s requests for social media accounts?

To continue guiding and educating your child in the different phases of the digital journey, TOUCH Cyber Wellness has a suite of school programmes programmes for children and youth aged 4-16 years old.

**About TOUCH Cyber Wellness**

Through cutting-edge strategies, TOUCH Cyber Wellness, endeavours to advocate respect, a balanced lifestyle and reponsible use of digital technologies to help families grow together in the digital age.

PlanetCRUSH Cyber Wellness Centre is a one-stop centre for youth mentoring groups, engaging workshops for families, as well as easy access to counsellors for consultations on cyber-related matters.

TOUCH Cyber Wellness is also the key agency in Singapore providing counselling on cyber wellness issues through its research-validated cyber wellness counselling approach and programmes.

**Where Can I Find More Help?**

TOUCH Cyber Wellness, in partnership with Singtel, has developed a web- app for parents called, notAnoobie, a first-of-its-kind in Singapore. Visit www.notanoobie.online to read articles and find tips on the go.

TOUCH Cyber Wellness also conducts workshops for parents to equip them to manage their children's screen-time.

If you have other questions, please email TOUCH Cyber Wellnes at **cyberwellness@touch.org.sg.**

# TOUCH CYBER WELLNESS' PROGRAMMES FOR CHILDREN AND PARENTS

## CRuSH Explorer - Classroom Programme

Pre-school children learn good online habits, through big book storytelling and activities, to guide them in their their digital journey.

## Cyber Tales of Pancake Primary

An Interactive Technodrama School Assembly Programme where children learn the consequences of decisions they make online.

## CRuSHKidz - Classroom Programme

Through fun and exciting activities, primary school children get excited about the possibilities of the Internet and learn of the potential dangers. This teaches them to be astute in the online world.

## Cyber Wellness Ambassador Programme

Students are empowered to identify potential hazards in the cyberspace faced by their peers and provide solutions to address these concerns. This programme aims to cultivate a greater sense of responsibility, perseverance, optimism, better self-esteem and confidence in Cyber Wellness Student Ambassadors in schools.

## Parents' Workshops - Mentoring Children in the Internet Age

An enriching and eye-opening workshop for parents, educators, counsellors, youth and social workers as they discover the online world through the lenses of children and youth.

# OTHER RESOURCES & PUBLICATIONS BY TOUCH CYBER WELLNESS

## RESOURCES:

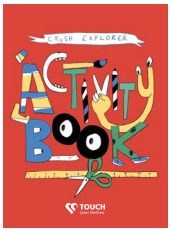
**www.notanoobie.online**
A cyber wellness web-app for parents.

Singtel - TCW
CYBER WELLNESS TOOLKIT FOR SPED SCHOOLS

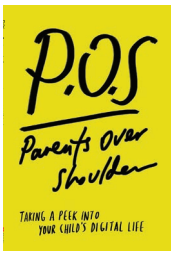
**Cyber Wellness Toolkit For Special Education Schools**
A "Train-the-Trainers" resource developed in collaboration with Singtel.

## PUBLICATIONS:

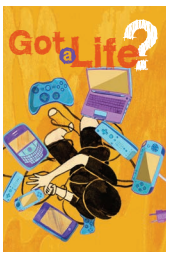
**CRuSH Explorer Story Books Series**
A series of story books parents can read with their pre-school children to teach good online habits. Each story covers a learning point, e.g. balanced lifestyle, handling inappropriate content and screen-time management.




**CRuSH Explorer Parent-Child Activity Book**
Guide for parents to use the CRuSH Explorer Story Books to teach their pre-school children good online habits. It includes talking points parents can discuss with their children, as well as activities parents can do with their children to learn good online habits.




**P.O.S – Parents Over Shoulder**
Invites parents to take a peek into their children's digital life through letters written from teenagers' perspectives. It aims to give parents a better understanding of the digital world their children live in and how to connect with them more effectively in this digital age.




**Got a Life? Get a Life!**
A collection of real-life stories of youths – their encounters with online issues and how they have overcome them. It also features practical tips from cyber wellness counsellors to help youths make smart decisions to stay cyber safe and cyber well.

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