



Happy, Kind, and Confident  
children, ready to thrive in  
the digital world

---



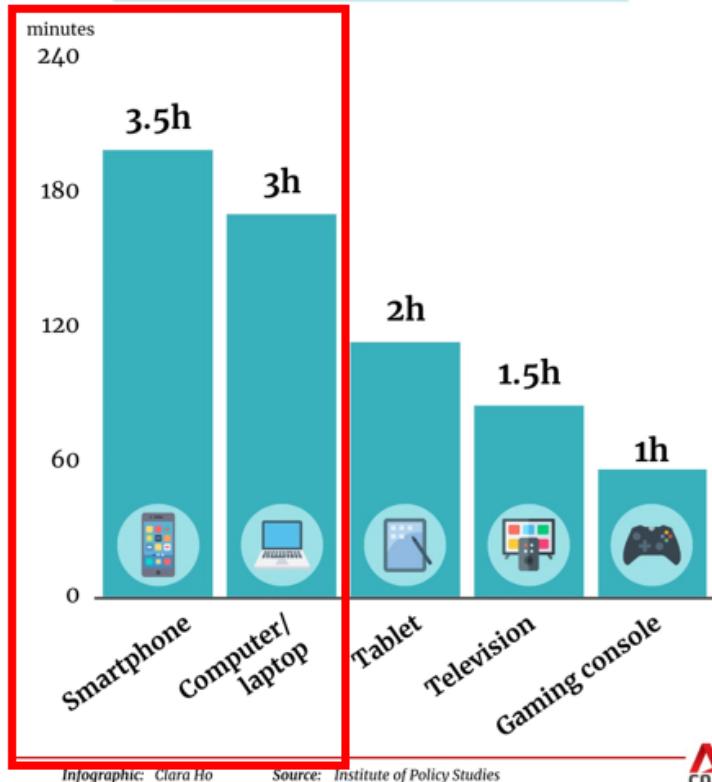
# CYBER WELLNESS:

## It's More Than Saying 'No' To Devices

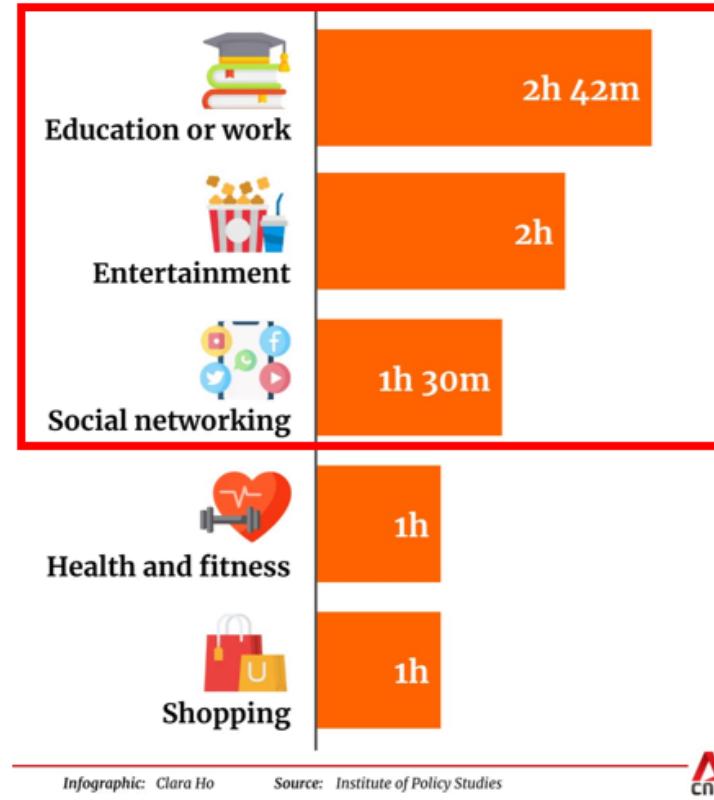
Balanced, safe, and values-driven

## Devices teens use on a typical day

Average total time: 8 hours and 21 minutes



## What teens are using their screens for on a typical day



## Did you know?

Teenagers are spending almost **8.5** hours on their devices a day, with the longest time spent on smartphones (3.5h).

Research has shown that both screen time and type of screen use (educational vs recreational) can impact our children's well-being.

## What does this mean?

We need to help our children achieve **balanced and purposeful** screen use.

#1 **Resources** on balanced and purposeful screen use are available at the end of the presentation.

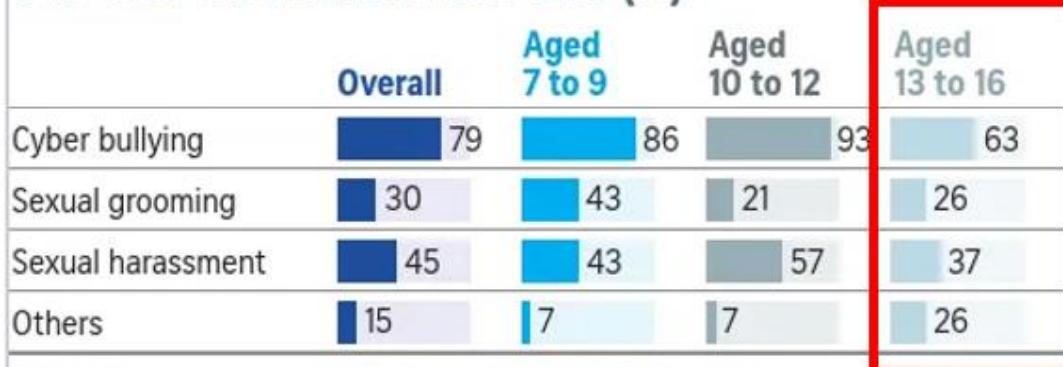
## Did you know?

A survey of 600 parents in Singapore revealed the types and frequency of **harmful content** our children are exposed to, including cyberbullying, sexual grooming, and sexual harassment.

However, **not all parents are aware** of the **online risks**.

Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)

### TYPES OF ONLINE HARASSMENT (%)



NOTE: This question was posed only to parents who reported that their children had faced online harassment. The poll is subject to a margin of error that is comparable with other research surveys.

Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)

## What does this mean?

To keep our children safe online, we can set parental controls and have open and non-judgmental conversations with them.

We need to balance active monitoring of our child's digital footprints with encouraging self-regulation and autonomy.

**#2 Resources on harmful online content and providing a safe space are available at the end of the presentation.** 4

### Types and frequency of harmful content our children are exposed to

Source: **MILIEU INSIG**  
STRAITS TIMES GRAPHICS



Source: [MDDI Survey](#) (Feb 2024)

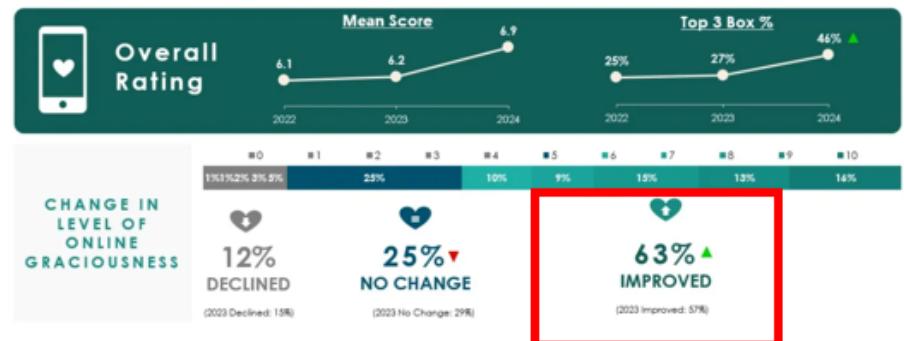
# Did you know?

Online behaviours and habits can influence social behaviours offline.

This makes teaching children how to be respectful and gracious online even more important.

## Online Graciousness

Overall perception towards graciousness online saw a marked improvement from 2023, and significantly more observed positive change in the level of online graciousness over the last 6 months.



Source: [Singapore Kindness Movement](#) (18 May 2024)

**Encourage more gracious online behaviour can translate into improvement in offline behaviour**

# What does this mean?

Guide your child to **T.H.I.N.K.** before posting while they navigate the online space and interact with others. Teach them the value of respect.

**#3 Resources** from [Parenting for Wellness](#) **T.H.I.N.K.** are available at the end of the presentation.

5

**Singapore Kindness Movement Graciousness Survey 2024 showed that online graciousness ratings have improved**

The graphic features a blue speech bubble icon with a smiley face and the acronym **T.H.I.N.K.** in blue. Below it, a blue bar states: 'T.H.I.N.K. stands for **Truthful, Helpful, Inspiring, Necessary, and Kind**'. A blue button says: 'Ask your child if what they are about to post online is:'. Five purple speech bubbles numbered 1 to 5 show icons: 1. Hand with heart (Truthful?), 2. Hand with heart (Helpful?), 3. Brain (Inspiring?), 4. Gear with checkmark (Necessary?), and 5. Hand with heart (Kind?). A blue box at the bottom left contains a warning icon and the text: 'If the answer to any of the above questions is 'No', they should not post the content online, even if it is intended for their private social media account or private group chat.' A blue box at the bottom right states: 'By guiding your child to make it a habit to **T.H.I.N.K.** before posting anything online, your child learns to be kind and avoids hurting others with their online behaviour.'

5

# What is Cyber Wellness?

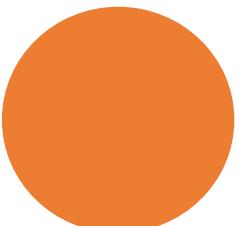
- **Cyber Wellness** is the ability of our children and youth to navigate the cyberspace safely.
- This is done through our **Character and Citizenship Education (CCE) curriculum** which aims to:
  - **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes**;
  - maintain a **positive presence in cyberspace**; and
  - be **safe and responsible users of ICT**.
- Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours**.

## Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:



<https://go.gov.sg/moe-cw-education>



# Secondary 1 and 2

During CCE lessons, students will be taught:

## **Self-regulation and Self-control**

- Recognise the importance of self-regulation and self-control for a balanced lifestyle of offline and online activities.

## **Cyberbullying**

- Understand the importance of standing up against bullies in the online space
- What to do if student receives hurtful online messages  
(Be S.A.F.E.\* against hurtful behaviours and cyberbullying) New!

## **Artificial Intelligence and Deepfakes** New!

- Understand the risks and harms of GenAI and Deepfakes in propagating misinformation
- Learn the laws in Singapore that protect us from harms caused by misinformation and deepfakes (e.g. POHA, POFMA)

## **Digital footprints**

- Limit personal information that is disclosed online as digital footprints can have negative consequences

## **Staying Safe from Pornography**

- Understand the health, legal and moral consequences of downloading and viewing pornography, and how it affects perceptions of self, others and relationships
- Understand that keeping, selling, sharing or forwarding pornographic materials is an offence
- Make healthy, responsible decisions for one's safety and well-being

# Strategy to Deal with Cyber Bullying

Be **S.A.F.E.** against Cyber Bullying

**S**

Stop all interactions with the bully.  
Block them if necessary.

**A**

Assess the situation.  
Think of the possible choices that you have and what will be the consequences of each choice on yourself and others.

**F**

Find and save evidence of the incident (e.g. photos, online chats). Note down what happened.

**E**

Engage a trusted adult and/or peer.  
Report the incident to the school and/or through the in-app reporting function.



Unsure of how to use the in-app reporting function?

Scan the QR code to learn how to report hurtful and/or inappropriate content.

Feeling Down?

Speak with your parents, other trusted adults in school (e.g. form teacher, school counsellor), or contact these available helplines.



Helpline

Contact Details

Samaritans of Singapore (SOS)



1767

9151 1767

Mindline



1771

6669 1771

Help123 (for cyber issues)



1800 6123 123

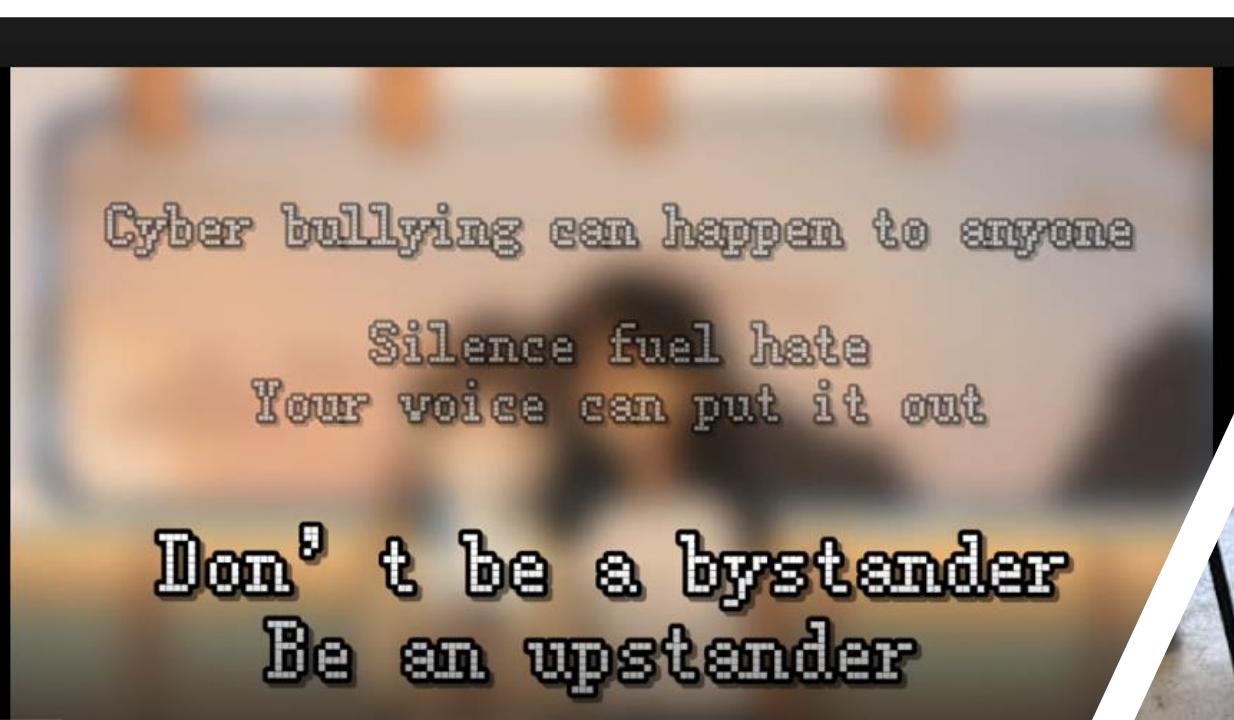
\* **S.A.F.E.** stands for:

- **Stop** all interactions with the bully; block them if necessary.
- **Assess** the situation. Think of the possible choices that you have and what will be the consequences of each choice on yourself and others.
- **Find** and save evidence of the incident (e.g. photos, online chats). Note down what happened.
- **Engage** a trusted adult and/or peer. Report the incident to the school and/or through the in-app reporting function.

**#9 Resources** on how to report incidents through online platforms are available at the end of the presentation.



# School Programmes and Initiatives



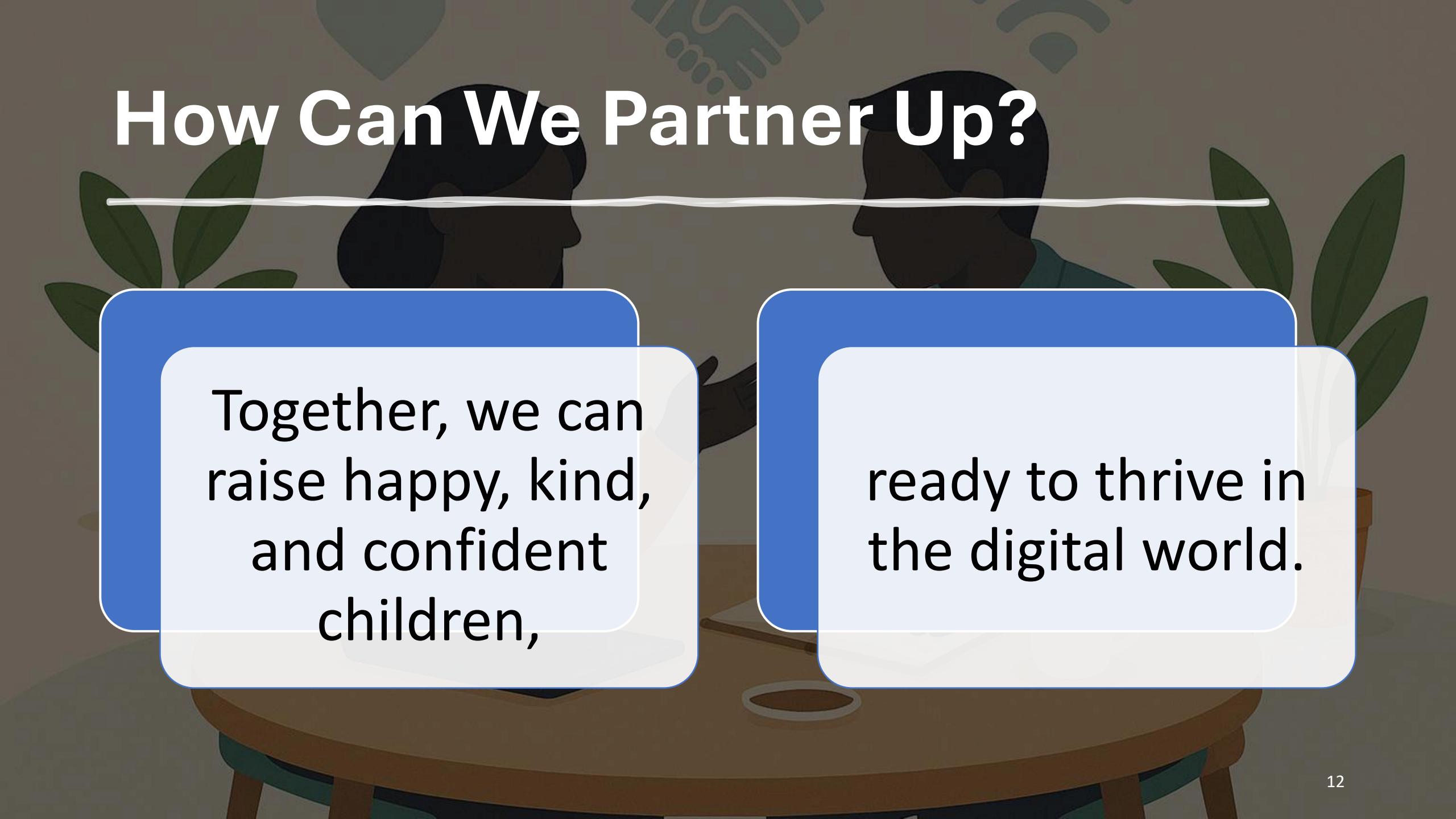
## MOBILE PHONE POLICY



- Support attention, learning, and building of positive peer relationships
- Students are not allowed to be seen with their mobile phones and/or use their mobile phones when in school, including during recess/lunch breaks and CCAs.
- All phones must be kept in their lockers (secured by a lock) immediately after Morning Assembly. Should students need to contact their parents/guardians, they may do so using the phone in the General Office.
- If students are seen with / using their mobile phones, the mobile phones will be confiscated. Students can retrieve their mobile phones from the General Office after 5.30pm or after their CCA ends (whichever is later).

# How Can We Partner Up?

---



Together, we can raise happy, kind, and confident children,

ready to thrive in the digital world.

# 3 areas we can work together on to foster School-Home Partnership

## 1 Respectful Communication

Parenting teenagers is naturally more complex. School-parent partnerships become even more vital during this critical developmental phase.



## 2 Role Models

## 3 Real Connections

# Respectful Communication

*Listen, understand, and foster kind words and actions between you and your child.*



## **Have regular and genuine conversations with your child.**

- **Pick the right time** – avoid conversations when they are emotional or reactive.
- **Put aside other tasks** when they approach you to talk
- **Show respect and curiosity.**

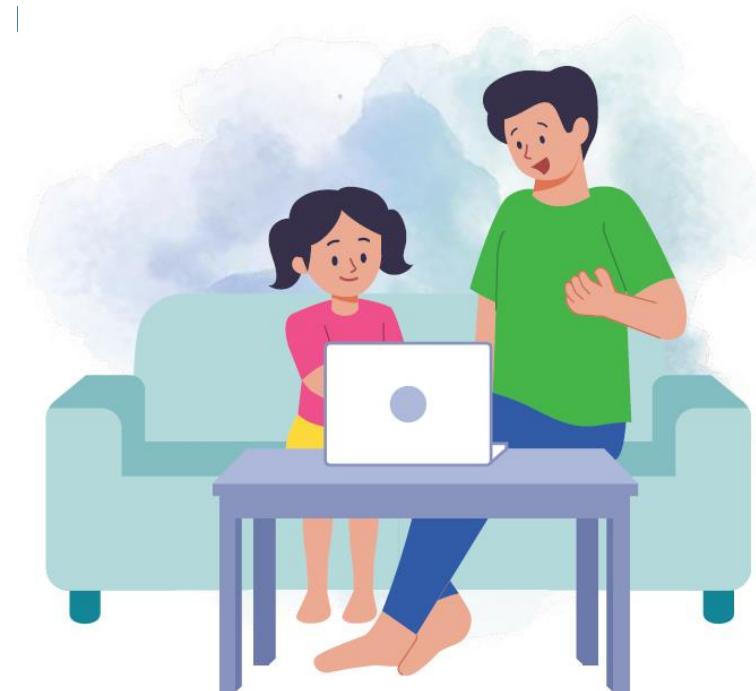


## **Communicate your actions and rationale.**

- Let your child know **you care for them** and **want them to be safe online**.
- **Acknowledge their maturity** while expressing your concerns.



## **Discuss with your child as you set parental controls to manage device use and stay safe online.**



**#4 Resources** on having open conversations about digital habits are available at the end of the presentation.

# Role Models

Teenagers continue to need strong role models during this crucial phase of their lives. As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.



**Role model healthy use of devices and social media, and good online behaviour for your child/ward.**

- E.g. parents/guardians not using devices during mealtimes, respectful online communication



**Role modelling respectful conversations.**

- You are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand**, instead of listening to give advice and offer solutions.



**#5 Resources** on role modelling respectful communication are available at the end of the presentation.

# Real Connections

*It's never too late to start cultivating strong relationships and healthy habits in this digital age*



## Provide a safe space for conversations

- Teenagers may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.
- **Consistency and patience** will show your teenager that you're committed to understanding and supporting them.



## Discuss and develop a family screen use plan together

- **Communicate the rationale of the plan** to your child – balanced use, keep safe online and creates time for family connection.
- **Teenagers need more flexibility** than younger children. **Respect your child's growing need for autonomy** and work on a plan together.



**#6** Resources on providing a safe space for conversation are available at the end of the presentation.

# Conversations with your teenager

*How can parents provide freedom, while still monitoring your child's activities online to ensure safety?*



## Monitor with transparency

If you're checking their devices or using parental controls, be upfront about it. Explain what you're monitoring and why, rather than doing it secretly. This builds trust while keeping them safe.

## Respect their need for some privacy

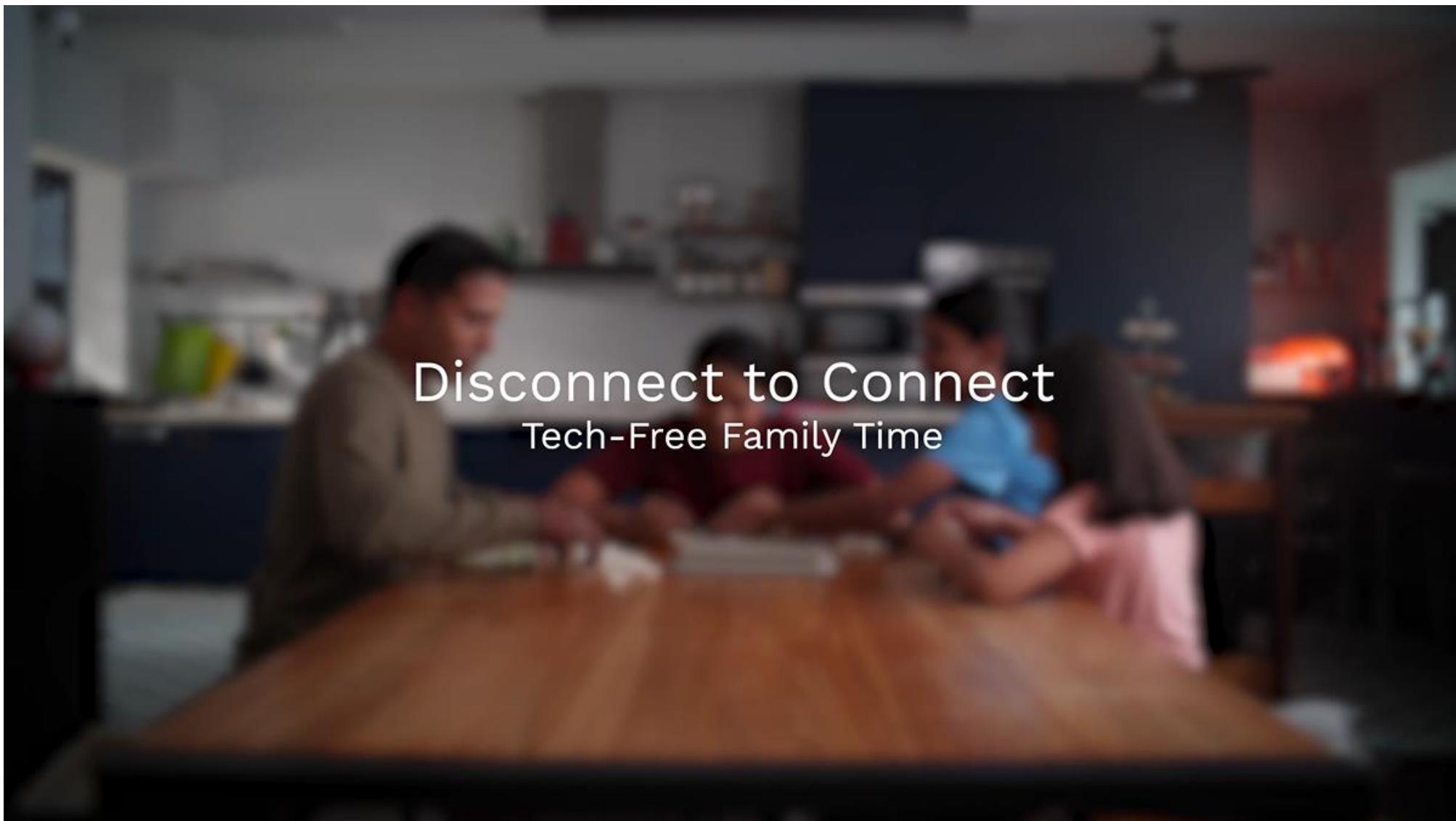
Teens need space to develop their identity. Consider monitoring safety-related activities while allowing private conversations with friends, unless there are specific concerns.

## Give increasing freedom with age

Start with tighter monitoring for younger teenagers and gradually reduce monitoring as they demonstrate responsible behaviour. This helps them develop good judgement while still having your guidance.

## Stay involved without hovering

Instead of constantly looking over their shoulder, show interest in their online world by asking about their favourite apps, games, or online friends.



## Disconnect to Connect

### Tech-Free Family Time

**#7** **Watch** this video on YouTube about striking a balance between online and offline activities in your family:  
[\*\*Ctrl + Alt + Disconnect: Press Pause Together\*\*](#)



# Cyberbullying

Building Resilience and Character  
while creating safe spaces for our youths.

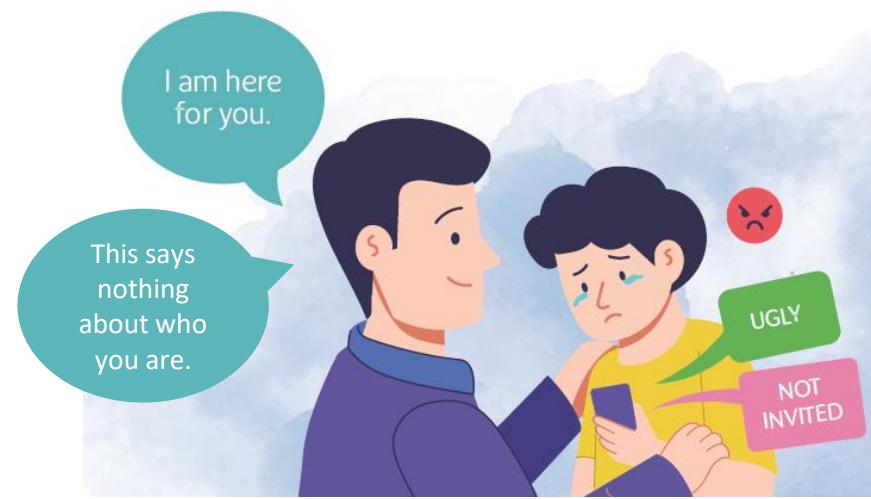
## Did you know?

A 2022 Singapore study of with more than 1,000 Singaporeans found that **nearly half** of those aged 15 and above experienced online harm, including cyberbullying and stalking.

Through CCE lessons, students understand that bullying, and cyberbullying, is wrong and acquire skills to:

- cultivate empathy and be kind,
- manage differences and resolve disagreements respectfully,
- be assertive, manage negative influences and seek help
- stand up against bullying and support peers affected as upstanders and peer supporters

Source: [MDDI Press Release](#), 2022



# What are hurtful behaviours and bullying?

In Singapore, local studies show that verbal/social bullying forms the bulk of the types of bullying experienced in schools and they often start as ‘harmless teasing’ or leaving someone out but escalate into bullying.



Hence, **we need to take a serious view of all forms of hurtful behaviours and bullying**, starting from once-off insensitive remarks before they become normalised or escalated.

## **Hurtful behaviours**

Unkind and hurtful acts that include insensitive words/actions, even physical violence.

## **Bullying**

Happens when a person behaves in a way that hurts someone repeatedly and on purpose

# Forms of hurtful behaviours/bullying

## Physical

Hitting someone or damaging someone's belongings, tends to occur alongside other forms of hurtful behaviours  
It can extend from offline to online platforms, amplifying its visibility

## Social

Leaving someone out of a group or things on purpose

Multiple forms of bullying could be experienced by the same student at the same time or sequentially.

## Verbal

Name-calling, spreading rumours or making threats

## Cyber

Hurtful behaviours/bullying that occurs when online technology (e.g. mobile phones, computers or social media) is used as a means to hurt or upset someone on purpose and repeatedly (through sharing and/or resurfacing a post)

Some common forms of cyber bullying include flaming, harassment, cyber stalking, denigration, impersonation, exclusion, trickery and doxxing.

## Do you know the different roles\* in bullying?



### ***Bystanders: Their role dynamics***

- **Assistant** - helps the bully
- **Reinforcer** - observes and encourages the bullying
- **Upstander** - stands up against the hurtful behaviour, comforts the victim or gets help
- **Outsider** - avoids acting or taking sides

\*The terms used here are meant to provide a simplistic description and are not meant to label students.

# How can I guide my child to be kind and respectful online?

Ask your child if what they are about to post or share online is... **Truthful, Helpful, Inspiring, Necessary, and Kind (T.H.I.N.K.)?**



## IS IT TRUE?

Is this a fact or just an opinion or feeling?



## IS IT HELPFUL?

Does it help you, them, or the situation?



## IS IT INSPIRING?

Would it encourage, motivate, and make someone feel better?



## IS IT NECESSARY?

Does it really have to be said, or you just want to or feel like saying it?

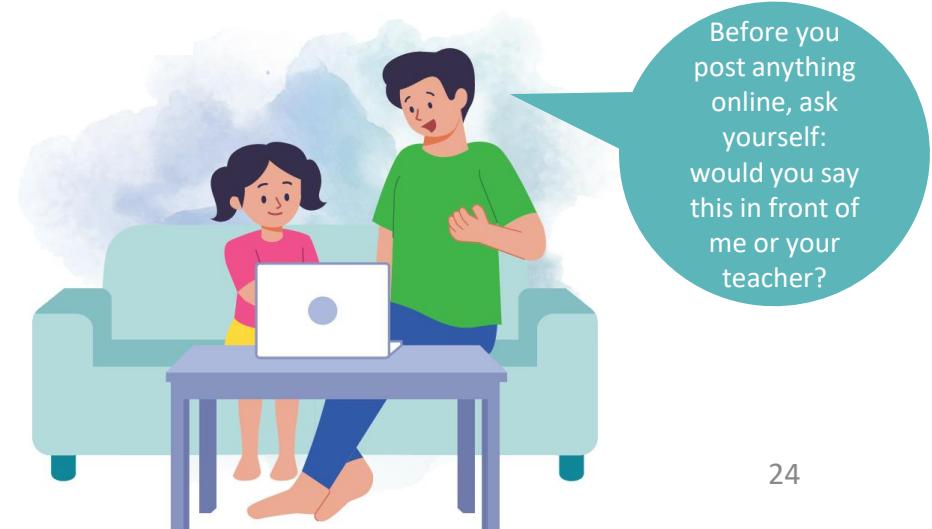


## IS IT KIND?

Are you saying this with the intention to hurt someone's feelings?

If the answer to any of the above questions is “No”, they should not post or share the content online, even if it is intended for their private social media account or private group chat.

By guiding your child to make it a habit to T.H.I.N.K. before posting or sharing anything online, your child learns to be kind and avoids hurting others with their online behaviour.



# What are some signs of bullying?

## Bully/Perpetrator

- Tends to be impulsive and aggressive
- Tends to have poor relationships or lack empathy with others
- May blame victims for their behaviour by saying things like, 'if he/she were XX, I would not have XX'
- May appear anxious while using digital devices
- Tends to hide or turn off the monitor/devices when someone approaches

## Victim/Targeted

- Becomes less sociable than usual around family and friends
- May struggle with studies or lose interest in school
- Becomes upset or anxious, especially when receiving messages or using devices
- Spends less time on the activities they used to enjoy
- May experience poor health as struggling with the bully saps the energy and ability to focus

## Bystander

- May fear being targeted by the bully or straining relationships
- Tends to feel anxious and powerless about being unable to stop bullying
- May feel unsafe in class/school
- May experience guilt of not defending the victim



# How can I help if my child is a victim?

**#13** Resources on tips and strategies to support your child when they are cyberbullied are available at the end of the presentation.

Have a conversation using **C.H.E.E.R** as a guide to understand what they are experiencing.

You can use **C.H.E.E.R.** to help guide your conversation.

<b>Calm them down</b> Speak in a gentle tone.	→ You seem upset. Let's sit down and talk about it.
<b>Hear them out</b> Lend them a listening ear.	→ It can be difficult to talk about being bullied. I want to understand how it's been for you so we can figure out what we can do together.
<b>Empathise with their feelings</b> Acknowledge their feelings.	→ I see that you have been hurt by their actions. How about using I-Messages* to let them know that you are upset by what they posted? Sharing how you feel may help resolve any misunderstandings.
<b>Encourage them to seek help</b> If it seems that the problem is beyond what your child can manage on their own, recommend reaching out for additional support.	→ It seems like this has been going on for a while and is bothering you a lot. Let's get some help to resolve the matter.
<b>Reassure them</b> Let them know that you will always be there to support them and listen to their problems.	→ I'm always here for you. If this happens again or whenever you feel bothered by it, I'm here to listen.



**Remain calm** to assess the situation and provide emotional support to your child.

*\* I-messages are used to communicate one's feelings and needs to others clearly and respectfully. For example, "I felt upset when you posted that photo of me making a funny face that made me look silly. I would need you to remove that photo, please."*

# How can I help if my child is a victim?



**#9** **Resources** on how to report incidents through online platforms are available at the end of the presentation.

## How can I help if my child is the bully?

If you suspect that your child is cyberbullying others, remain calm. You can:

- Ask questions to understand what happened.
- Let them know that bullying is unacceptable. Encourage them to apologise sincerely and make amends to repair relationships.
- Monitor their online activities e.g. their social media posts
- Reach out for extra support from school.



Parents, your child's **behaviour change takes time** and requires consistent effort. You can build their character by **setting clear expectations** about treating others respectfully and **role-modelling** positive behaviours in your interactions.

That action was hurtful, but you're capable of being kind.



**#10 Resources** on tips and strategies to support your child when they might be a cyberbully are available at the end of the presentation.

## How can I help to guide my child to be an upstander?

If your child is involved in a cyberbullying incident as a bystander, **help them feel safe and supported.**

Remind your child **not to like, share, record or repost** the online message or media.

Guide your child to take on **upstanding behaviours** by:

- asking your child whether they want you to listen, to help with more ideas about what to do / how to support the victim or to help them to report the incident.
- letting your child know that it is okay if they don't feel safe or confident to stand up to bullying.



If you come to know that the hurtful behaviour continues, please approach the school and continue to support your child.

Telling an adult is helping, not tattling.



# Additional Resources:

## **Parenting for Wellness**



For more bite-sized, practical tips and strategies on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the [Parenting for Wellness Toolbox for Parents](#).

You can also access the [Parenting for Wellness website](#) on Parent Hub (hosted by HPB) for personalised access to the full content!

Scan here to access the PfW Toolbox for Parents:



## **Positive Use Guide on Technology and Social Media**

Scan here to access the Positive Use Guide:



The [Positive Use Guide on Technology and Social Media](#) draws on research to support families as they navigate the digital landscape together. It offers strategies for balanced screen time, how to build healthier digital habits and provides tools like self-check worksheets and curated resources. Scan the QR code on the left to access the guide on the Digital for Life website.

### **Positive Use Guide**

**Evidence-Based Insights on the Impact of Digital Devices on Child and Adolescent Wellbeing**



# Compilation of Useful Resources:

You can access all digital parenting resources shared throughout this slide deck by scanning this QR code or click [here](#)! *Send this link via PG to your parents too for their easy access.*

These resources focus on:

- Managing Device Use and Online Safety
- Respectful Communication
- Role-modelling healthy habits
- Fostering Real Connections
- Cyberbullying
- Online Challenges and Hoaxes
- Scams and Misinformation
- Parenting for Wellness
- Positive Use Guide on Technology and Social Media

**#10 Resources** on tips and strategies to support your child when they might be a cyberbully are available at the end of the presentation.



<https://go.gov.sg/cwresources-parent>  
s

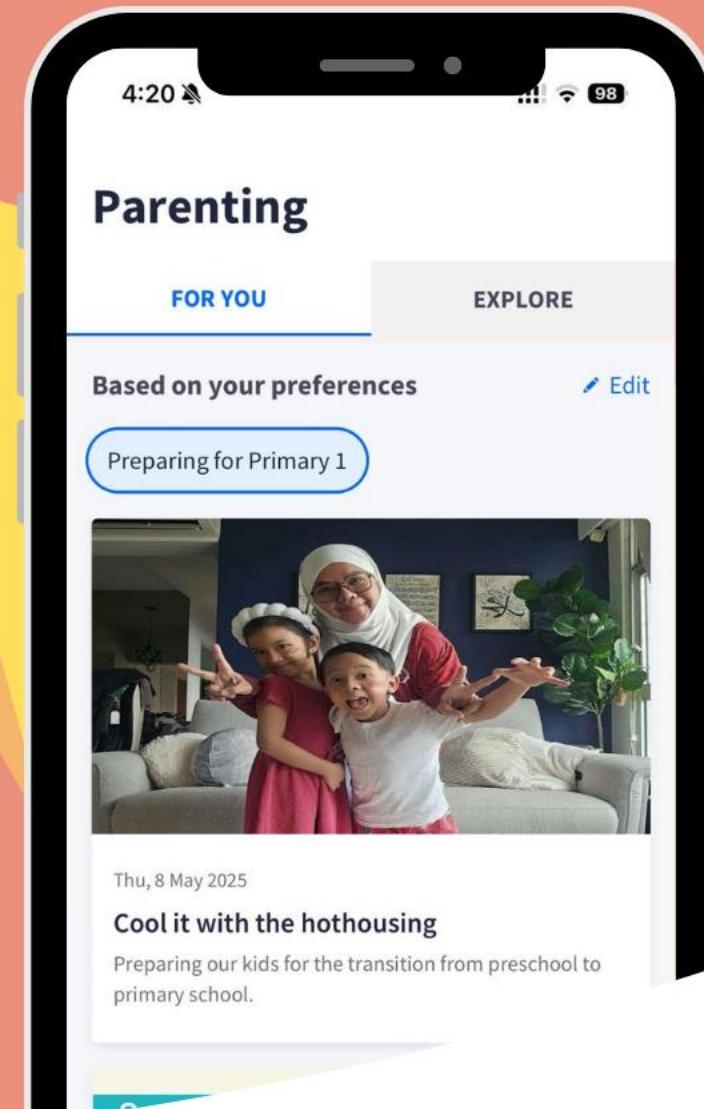




# Parenting Resources on Parents Gateway (PG)



Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.





# Begin your parenting journey with us

**@parentingwith.moesg**

Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.

