Children and Technology

Contents

Glow is great because I
Can do document's on it.

Last year was the first time I
went on to glow.

October the ninth was the
day I did an acrostic poem.

When I can not Login to
glow it is very annoying.

About the consultation process

Glow is a national online learning platform available to children, young people and staff in Scottish schools. As Glow has recently undergone an upgrade, the Scottish Government is undertaking a Privacy Impact Assessment to look at the benefits and areas of risk involved in Glow. Children's Parliament was commissioned by the Scottish Government to undertake direct engagement with children of primary school age.

Children's Parliament staff visited 3 primary schools and facilitated an introductory workshop on children's human rights with children from P3, P5 and P7. Children came to the workshops with a mix of abilities and with differing levels of participation or interest in technology. In total, 95 children (46 boys and 49 girls) took part in the consultation ranging in age from 6 to 11 years.

The purpose of the introductory children's rights workshops was to allow the children to explore issues around their participatory rights, including their right to express their views and to have them taken seriously. Within this framework the children explored the idea of rights, discussed the themes of safety, health, and happiness and what these mean to them in their daily lives, and introduced the consultation topic of technology. The workshops brought additional benefits to the consultation process by introducing and establishing relationships between Children's Parliament staff and participating children, which enhanced their awareness and confidence levels in the process, leading to a more meaningful experience for the children involved.

Following on from the workshops a Children's Parliament worker met with the children to explore with them their use of technology and more specifically their use of Glow. The P5 and P7s met with a worker one-on-one and the P3s met in pairs. The children logged in to Glow and walked a worker through their use of Glow. Discussions which came out of this were conversational and informal, using props to help make the conversations focused and enjoyable.

Using these methods the children were able to express their views about technology in general, their opinions about Glow, their views about privacy and safety online and their advice about how to make technology safer and more child-friendly.

The quotes used in this report come from the children, as do the illustrations. When a quote is used it states the gender and age of the child.

Top messages from children

These are the most important messages from children about their use of technology. There is more about these top messages throughout the report.

1. Children associate using technology with having fun, learning and connecting with other people. Children like using technology because it is fun and entertaining. At the same time children feel a tension between using technology and doing other activities, like going outside and being active. They worry they might become "addicted" to technology.

2. Children feel that technology is an important part of their lives and that it should be incorporated into more aspects of teaching and learning. Technology helps them develop new skills and learn new information.

3. Children's confidence in Glow and perceived value of what it has to offer appears to be linked to how embedded the use of Glow is in their class work.

4. Children value the internet's ability to help them stay connected to the people in their lives. Children view Glow as being a safe and easy way for them to stay in contact with friends, classmates and teachers when they are not at school.

5. Children say that learning is best when it is active and engaging. They use Glow in order to access games that help with their learning, such as practising maths and developing language skills.

6. Children enjoy using Glow with the adults in their lives and being able to access Glow from home means they can share what they are doing in school with their parents or carers and involve adults in their learning. For example, by playing maths games together and looking at class work.

7. All children like using technology, but they have different views as to the amount of adult involvement or supervision they want. Younger children like using technology with their parents or carers so that they can be supported in accessing technology and older children appreciate feeling trusted to go online on their own. Children want adults to help them navigate technology so they feel safe, confident and capable.

8. Children say that using technology is best when it is fun and feels safe. They want to learn how to use technology safely, but they can be scared off when they experience it negatively (like cyber bullying or seeing adult images) and when adults focus predominantly on the risks (like being approached by strangers or being asked for personal information). However, children feel more protected from these negative experiences when they are using Glow.

9 Children value their online privacy. They are protective of their passwords and personal information and they are concerned about their information being available to people they don't know.

10 Children say that My Site is where the majority of their use of Glow takes place, using it to connect with classmates and save private documents.

11 Children's use of Office 365 differs. Children say they like being able to access Office 365 from home and note that this is particularly helpful for children who do not have similar computer programmes installed on their home computers. Children say they like being able to create their own personal documents at home, during the holidays and on weekends.

12 Children are frustrated when they cannot always access Glow, such as when they forget passwords or there are errors when logging in. Children say that this stops them from using Glow from home and often delays work during school.

13 Children say that using Glow can be slow at times. They say that this means they get less time to use Glow due to school time limits and their time on Glow is often interrupted by having to log into multiple platforms once logged into Glow.

Section 1: Children and technology

"It's kind of like a language, you pick it up." (Boy, 11)

The technology children use

In the consultation, children explored the various ways they use technology. They thought about what forms of technology they use and how they engage with them. Children identify that technology is a constant part of their lives and that they connect with technology on multiple devices to do different things.

They identify the following four devices as the main ways they access technology:

Laptop	Tablet/iPad
• Watching movies • Sending emails • Reading books • Online shopping • Playing games on Glow (Animal Jam, Funky Pigeon, 10 Monkeys) • Watching videos on YouTube • Drawing • Going on Google Maps • Researching and browsing the internet • Using social media (Facebook, Twitter, Flickr, Tumblr, Oovoo, Instagram) to talk to friends, family, celebrities and community councils	• Looking at photos • Doing school projects • Listening to music • Going on Skype to talk to people • Playing games • Doing research • Reading books • Going on the appstore • Watching videos • Using reward systems • Social networking

Games console	Smartphone
• Playing games with friends • Talking to people and connecting while playing games • Going online • Watching movies • Downloading photos	• Sharing messages and photos with people • Texting family and friends • Talking to people • Sending Snapchats and taking photos • Playing games • Making a voice recording • Doing shopping online • Emailing people • Making fun videos like stop and slow motion • Going on a fitness app • Watching movies

Children associate using technology with having fun, learning and connecting with other people. Children like using technology because it is fun and entertaining. They see it as a way of playing and as a good pastime for when the weather stops them from being outside. Some children see technology as an interactive way of playing through which they can contribute to what is 'out there' and be part of a community of young people playing, having fun and entertaining each other.

> "When it's raining I like to play with my iPad. Technology is good because it has lots of fun things to do." (Boy, 9)

> "I make YouTube videos, it's a fun hobby." (Boy, 11)

One of the main reasons children enjoy using technology is because it allows them to connect with others. Children like being able to talk to their friends and to other children after school, on the weekends and when they are on holiday or in hospital. They note that they like to email their friends, use social networking to keep in contact, make videos together and talk to them when they play games together online.

> "It's good because online you can meet friends...you can learn quite a lot from technology." (Girl, 9)

> "I feel okay when I'm on Xbox because I can't connect. I might connect with a friend because I know him." (Boy, 6)

When I go on glow I talk to my friends
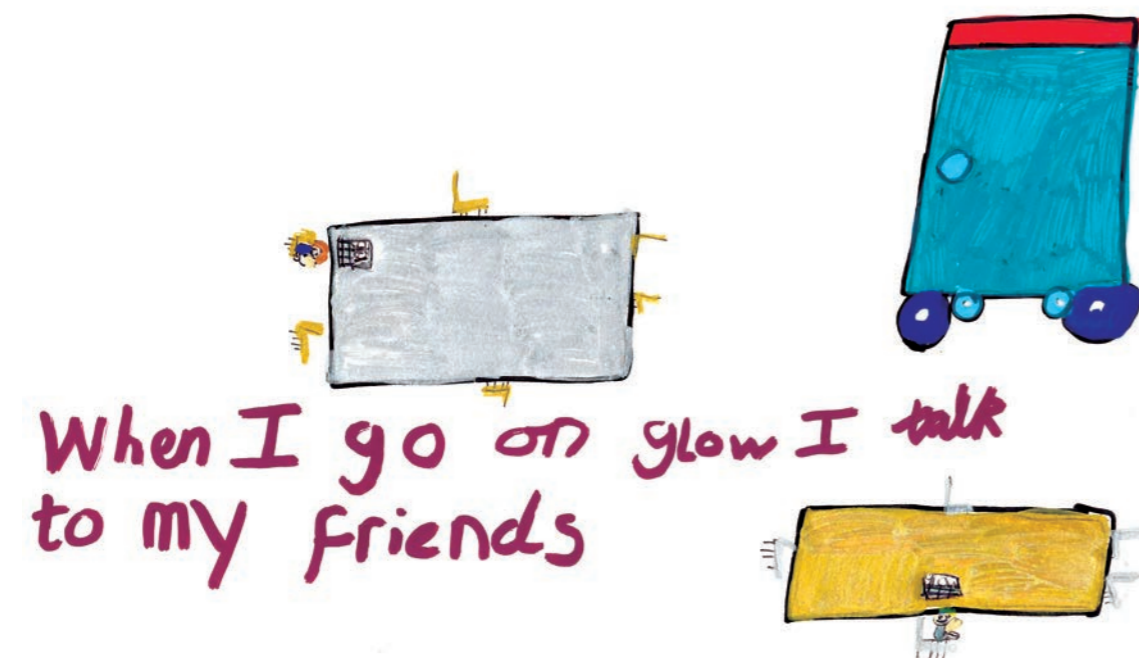
Learning and technology

Children believe that having access to technology helps them to learn. They like that they can learn new things on the internet and that this makes them feel more confident in their ability to find out information for themselves.

> "Sometimes you can look up the answers and then you don't have to ask your Mum." (Boy, 9)

> "I like computers because they are really interesting and you can learn new things." (Boy, 6)

> "If you're four or 15 and there's something you really want to know about you can use technology." (Girl, 7)

Children think that technology is fun and that playing games is one of the best ways to learn.

> "If you play something like French games it helps you to remember it." (Girl, 6)

They identify that it is important to learn how to use technology now because they will need to know how to use it as they grow up, continue with their education and move on to getting jobs. They note that it can be harder to learn new things as you get older and that learning it now means they are more prepared for the future.

> "Almost every job uses computers so it's annoying that people get scared off." (Girl, 9)

> "If you don't learn you could go into a job where you use computers and if you don't know how you might get stuck at your job and need help a lot." (Girl, 11)

Children's concerns about using technology

Children acknowledge a tension between technology being a way to have fun, learn new things and connect with friends and with technology at times feeling scary, unsafe, uncomfortable and confusing.

Strangers online

Children say that they sometimes worry about using technology because of strangers on the internet who may try to contact them. Children talk at length about the fear that a stranger might learn their name, private information and be able to recognise them. They identify that sometimes people are not truthful with their identity or their intentions when they are using technology. Children say that this scares them and makes them nervous.

> "I put a video online and we thought it was private but these guys tried to talk to me. I blocked them and deleted it and told my Mum, but it was scary." (Girl, 11)
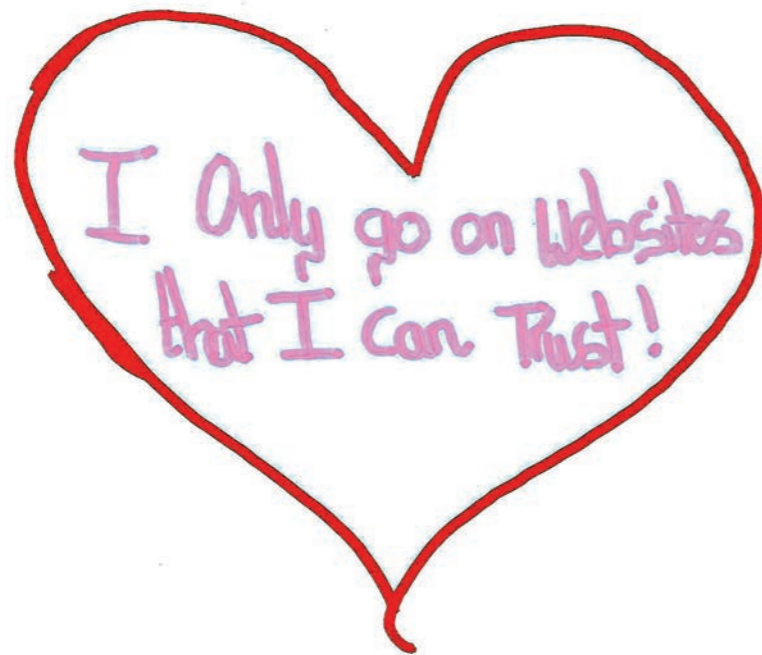
"It worried me having my Instagram not private because anybody could see me. Maybe they could find out my name or where I lived or what school I went to." (Girl, 11)

"Say someone tried to friend you on a game or something and then they private message you then they could be a different person in real life." (Girl, 8)

"I don't feel safe at all. Sometimes people can go on it and sometimes a bad person can be watching you." (Boy, 6)

Inappropriate content

As well as being concerned that strangers could try to make contact with them while using technology, children repeatedly state that they are uncomfortable seeing inappropriate content when online. Children describe inappropriate content as sites or comments that are racist, violent or sexual in nature. Children from all three year groups talk about experiences when they have been using technology and then been surprised by inappropriate content appearing on the screen. Children say that this often happens through pop up advertising and that it is confusing and scary when they try to navigate away from inappropriate content and are unable to do so.

"It can be unsafe to search on the internet because you can find things you don't want." (Boy, 10)

"I saw a popup ad where people were kissing and I didn't want to see that." (Girl, 10)

"There's stuff like rude comments, it makes me uncomfortable." (Girl, 10)

"Sometimes you get things that you don't want. If I see a bad word I don't feel safe." (Girl, 6)

"If you go onto a website and you see a bad thing you might click on it and then you might feel sad." (Girl, 6)

Gaming

Children frequently talk about using technology to play games. They identified many games they play and that they enjoy connecting with friends when they play. Boys specifically talk about playing first-person player Xbox or games console games such as Call of Duty, Grand Theft Auto and sports based games like Fifa.

While children report enjoying playing more adult games they raise concerns that some games, while fun, might not be appropriate for children to play. Boys in particular say that some games are violent and they worry that playing these games might lead to children copying what they see in games, negatively impacting their behaviour.

Sometimes it feels like I have 2 lifes

WACH, YOUT for a VIRUS

VIRUS!!!

"Some games are not okay for kids to learn. They're not appropriate for young kids they might learn to swear then go to school and swear and shoot people when they're older." (Boy, 9)

"People might tell you bad words and you might copy them." (Boy, 6)

Becoming "addicted"

Children worry that connecting online with friends means that they miss out on doing other things. Children worry that it would be easy to get addicted to using technology and this could impact on their health and wellbeing.

"It can ruin your eyesight when you're little and you would need glasses forever!" (Girl, 9)

"Sometimes people are addicted to games, they play all the time. I think its bad; you need to get some exercise. It's fun to have things to do, but sometimes my friends will be playing games on Xbox and I'll be missing out. Sometimes it feels like I have two lives." (Boy, 11)

Viruses

Children are aware of the possibility of viruses and say that they worry about downloading something which will infect their computer. This makes some children feel nervous about exploring the internet and limits what they do online.

"A virus is a thing that's quite evil." (Boy, 6)

"Sometimes I go on Glow at home and I flick around, but I don't want to save documents from home in case I download the wrong thing and get shouted at." (Boy, 9)

Cyber bullying

In the consultation children talked a lot about online bullying. Children say that this is something which makes using technology less enjoyable and makes them feel unsafe and unhappy. Children say that one of the best things about technology is being able to communicate with other children, but they note that it can be difficult to communicate subtle meaning using technology and that the lack of face-to-face contact, including body language and tone of voice, can mean that they get their feelings hurt.

"Sometimes cyber bullying worries me so I tend to go on sites that cyber bullies can't follow me." (Girl, 9)

"We would like to delete nasty comments that could hurt your feelings." (Girl, 11)

"Some people might write something nasty and they think writing LOL at the end makes it okay, but it's not." (Boy, 11)

"In person you know by the tone of their voice, but on computers it might be a joke and you get offended." (Girl, 11)

"You don't know how somebody's trying to say something, like if it's typed sarcastically I might not know that." (Girl, 11)

Most children spoke about being worried about cyber bullying; however, few children had actually experienced any bullying. Children say that they know that it happens and are worried it could happen to them.

Adults

Children have differing opinions about the role of parents/carers in supervising children's use of technology. Children are clear that they like using technology with their parents or carers and that they want to be guided through their exploration of technology.

"The first time you go on a laptop you don't know anything but then your parents teach you." (Boy, 9)

"Parents can help tell us what's okay." (Girl, 10)

"Sometimes you need your parents' guidance." (Girl, 9)

Children say that adults can support them by talking to them about what they are learning online and sitting with them and using technology together if children are feeling nervous or worried. Children want to be able to talk to adults about what they are doing without being worried that adults will get angry if they have made a mistake when learning how to use technology. They are aware that there are dangerous people and things on the internet and this worries them; however, they also say that they want to learn how to use computers safely and be free to explore online. Children recognise this tension and want adults to help them navigate technology so they feel safe, confident and capable.

"The main thing about computers is safety. It is one of the most dangerous things and you have to know how to stay safe." (Girl, 9)

"It's especially good when a parent is there because then you can tell them about what happened online and then all that worry goes away." (Girl, 10)

"I feel safer when my Mum is with me because when you're on your own you might cough or something and press something and go on something bad." (Boy, 7)

"I think parents should say to you if they think something's up. They should say it's okay I won't shout or be mad at you." (Girl, 10)

Younger children are clear that they feel safer and more confident if an adult is available to help them through their use of technology, while older children say that it is important that adults trust them to use technology on their own. Older children say that they like being trusted to use technology on their own and that it is important that they have privacy when they are using computers and being online.

"I don't think you need parents supervising you, they can be overprotective." (Boy, 11)

"My parents maybe they'll say 'Can I have a wee look', but they'd never do anything to hurt my privacy." (Girl, 10)

"You're more private when you search on your own, but when I was doing a WW2 project we had to pick a feature and I did it on my computer and my Mum helped me a lot." (Boy, 11)

"Sometimes I want my Mum to help me on the internet, but sometimes it's a private thing, like if I'm on Instagram or something." (Boy, 10)
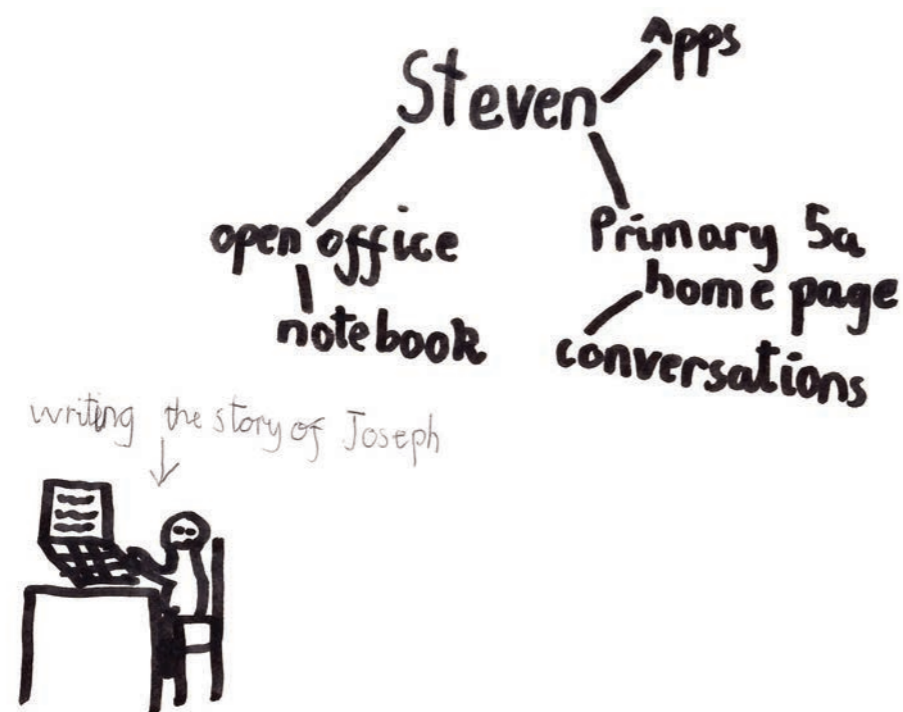
Section 2: Glow

Children's thoughts on Glow

Through the consultation it became clear that there is wide variation in the level of engagement and use of Glow between schools. Glow use is not consistent and children's use of Glow and of the various functions is highly dependent on the way individual schools approach the inclusion of Glow in their curriculum.

Children's confidence in Glow appears to be linked to how embedded the use of Glow is in their class work. Children who use Glow in multiple ways in various subjects are more confident in using Glow, more engaged in the features Glow offers, and express more interest in increasing their knowledge and skills using technology.

"We use Glow a lot, it's easy to start conversations on it, we are quite confident using Glow." (Girl, 9)

Children's level of perceived value of Glow appears to increase with their level of familiarity and confidence in navigating Glow. Children say that it can be difficult to learn how to use Glow to start with but if they get practice in school and use Glow regularly it becomes easier and more like second nature. Children say that they need the space and time to learn and to practice and they rely on their teachers to demonstrate enthusiasm and knowledge about Glow.

"At first when we started chatting on Glow it seemed hard but once we got the hang of it, it was easy." (Girl, 9)

"I just go on websites that the teachers have recommended, websites I can trust." (Girl, 11)

"Our teacher gave us all different chapters of a book, we all put on the chapters we got, it was kind of like making a little story but we were each doing our own section. It was fun!" (Girl, 8)

As technology is such an integral part of children's lives, they are keen to use it more frequently in school. Children say that they like using Glow and are enthusiastic about learning how to use it in more depth. They say that using Glow helps them to learn through the use of technology, which they value as an important and necessary part of their education.

"Using Glow helps me remember how to use computers." (Boy, 9)

"It helps you learn how to get on and work a computer." (Girl, 9)

"It can help you learn your spelling and your typing for when you're older." (Boy, 9)

"Technology can help us learn and it can do quite a lot. There are lots of teaching things on Glow so you can do lots." (Girl, 9)

I am on Glow playing my dad is going to his room mum is watching me.

I like using glow because you can use it at home but what I dont like is that sometimes you can not get into glow with the passwords using glow at home

I like using glow because it is easy to use but what I dont like about glow is that you have to go into my side before you can go into primary 5a side. Using glow at school

Children say that they like going on Glow from home and many children say that they use Glow on weekends, after school and during the school holidays. Children say that being able to access Glow from home helps reinforce their learning and allows them to practice what they have learnt.

"It kind of helps you if you go on Glow at the house and you've already done it at school, you know what to do." (Girl, 8)

"I feel like if some people don't like to write stuff down in class they can use Glow at home." (Girl, 10)

Glow and adults

Children say that they enjoy using Glow with the adults in their lives and that being able to access Glow from home means they can share what they have been doing in class. Children like showing adults what they can do on Glow and appreciate when adults use Glow to help them learn at home by playing games, watching Glow TV or helping them with set tasks like using email to answer questions from their teacher.

"I use Glow mostly at home. I look at My Site and there's bits and bobs that I show my Mum." (Boy, 9)

"I show my Mum what I've done on Glow." (Boy, 9)

"I show my parents Glow, I got the laptop out and showed my Mum and we use it together quite a bit." (Girl, 10)

"Sometimes me and my Dad will have a competition to see who can win 10 Monkeys." (Girl, 10)

What functions children are using

Newsfeeds and Outlook Email

Children talk a lot about using Glow to talk to their friends. Children from the different year groups have differing experience with Glow and some groups use certain features heavily, for example the class newsfeed function, while other groups use alternative functions of Glow, namely email. All children express excitement and enjoyment at being able to communicate with friends and classmates at school and, more importantly, at home. Children value being in contact with their friends and being able to use this to support their school work as well as to keep relationships strong.

"I like Glow because you can start chats with your friends when you've not really been seeing each other and talk when it's not school." (Boy, 9)

"We can have little conversations just with our own class, like about learning or if a big thing happens in school or people can give each other tips like how to change passwords so we don't have all the same password and get hacked." (Girl, 9)

"We've done the times tables on chat. If we're struggling with something we can say 'this homework is so hard!'" (Girl, 9)

"One of our classmates is in hospital. I can email him on Glow. I might email him on Christmas Eve and ask him what presents he got!" (Girl, 6)

Children say that having access to Glow makes them feel that they are able to have a voice and take part in using technology. They like being able to make contact with their teachers easily from home and that it can be helpful if they need to tell an adult about something that has happened that they are worried about.

"I think the newsfeed is useful because you can go on Glow and use your opinion." (Boy, 9)

"At home if you didn't have any internet games or if they were dangerous you can go on chat." (Girl, 9)

"You feel very mature having Glow because you have your own email." (Girl, 10)

"I only have my Mum and Dad on Gmail, but I can talk to my friends on Glow." (Girl, 11)

"If anyone was bullying me I can go on Glow and tell the head teacher if I didn't have time that day." (Boy, 7)

My Site
Children say that they access most of their content through My Site and note that My Site is where they connect with their class and save more private documents.

"You have your own site and you can put up your own pictures. I like how when I go into My Site I can search my class." (Girl, 8)

"My Site is a wee bit private." (Boy, 9)

Document creation and Office 365
Use of Office 365 differs between schools. Some schools use it rarely and others employ it heavily in classroom work. Children say that they like being able to make their own documents and like when they can collaborate with others. Children say that it is nice to be able to access Office 365 from home because not all children have access to similar programmes from their home computer.

"If you don't have Open Office, Glow is really good to have at home." (Girl, 9)

"You can make documents and two people can do it at once and you can help each other." (Boy, 9)

Children say that they use Office 365 to create personal documents, remind themselves of the steps involved in a task, and as a way to express their thoughts and feelings, both in and out of school.

"When I was at my house in the October holidays I made a document about logging into glow." (Boy, 9)

"I can write what I could do tomorrow cuz I can be quite forgetful. I can write what I need to do, so I go on Glow in the morning and make sure I've done it." (Girl, 9)

"When my hamster died I made a private document just for me." (Girl, 9)

The App Library and Games
Despite differences in the use of Glow across different schools, all children talked about using Glow to play games. Children say that playing games is one of the best ways to learn and that having Glow means they can continue to learn and practise outside of school.

"I go on after school when I'm feeling a bit bored and I play 10 Monkeys. I use it more at home than school, three or four times a week." (Girl, 10)

"The apps you can get help you learn and be educational like maths, language and science." (Boy, 9)

"I like Glow TV, you can go on and watch things about education." (Boy, 11)

"I like Glow's news app so I can see what's going on all over the world." (Girl, 8)

Children say that they like being able to log into Glow and have direct access to a variety of games, programmes and educational tools that can help them self-direct their learning. They like that they do not have to go through other internet channels to find games or educational tools, which saves them time and makes it easier to use the internet from home. Children like that they can choose to improve their knowledge and understanding through using Glow apps and programmes. Children say that this makes them feel more confident and in control of their learning.

"I like how there's lots of educational stuff on there because I like to learn stuff. You don't need to search for things, it's already there." (Boy, 11)

"I like the launchpad, you can add things that are interesting to you." (Boy, 11)

"You can go on it in any spare time at your house. Glow helps you learn stuff and it's easy to use" (Girl, 9)

"Say you were wanting to read better, you could go onto the Oxford Reading Tree. It's a website on Glow and there's lots of different books and you can read them" (Boy, 6)

"There's stuff on it that's quite fun. I like the BBC languages and I really enjoy going on it. It's not something I have to do, I enjoy doing it." (Girl, 10)

"I was struggling with my maths but I got better and then I put my achievement up on Glow and I felt proud." (Girl, 11)

What functions children aren't using

Children's use of Glow differs depending on their age and their school. While children at one school use their class newsfeed regularly, children at two other schools do not use this function. Email is used at two of the schools and children at one school are not aware of the Glow email function. Most children say that they do not use the National Newsfeed, instead using the class-based Newsfeed through My Site or email to communicate. Office 365 is used heavily by one school but less so in two other schools.

Children say that they are aware of certain functions, such as the calendar and the school site, and some children say that although they might be useful, they rarely access them or have forgotten they are available.

"We rarely go onto the school site. It has pictures, documents, homework tasks… hmmm I haven't been on this in ages" (Girl, 9)

What children don't like about Glow

While children are generally positive and enthusiastic about Glow, when they do talk about aspects of Glow which they do not like, they primarily express frustration with the practicalities of using Glow. In particular, children say that the passwords are often a barrier to using Glow, both at school where class work is held up by children not being able to log into Glow and requiring help from the teacher, and at home where they are often unable to log in themselves. Children say that this is a combination of forgetting their passwords, computers freezing mid log-in and confusion when entering their passwords due to passwords including spaces which show up as a letter and confuse them.

"We don't like the passwords because we don't know them or can't remember them." (Girl, 9)

"It's a wee bit hard to log in because I don't know where all the buttons are." (Girl, 6)

"It's a lot of letters to remember!" (Girl, 6)

"Every password the school's given me has been wrong." (Boy, 11)

Children say that once logged into Glow they become frustrated when the computers run too slowly impacting how much time they have to use Glow during school. Because computer time is often limited, they say it is frustrating to waste time due to slow internet speeds, to encounter problems finding apps and programmes because they are no longer available on the launch pad, to be unable to find what they are looking for easily, and to have to log into multiple platforms.

"The only problem with it is it can be quite slow. It gives you less time if you're on a time limit; it is quite a bit of a problem sometimes." (Girl, 9)

"One thing that gets on my nerves is you have to on onto My Site to get into my class site because it makes you sign in through Office 365." (Girl, 9)

"When I can't get into stuff like Education City I get all tense and angry. It would be good if there were a wee search bar on the shared launch pad so I could find my things." (Boy, 9)

I worry that things aren't private!
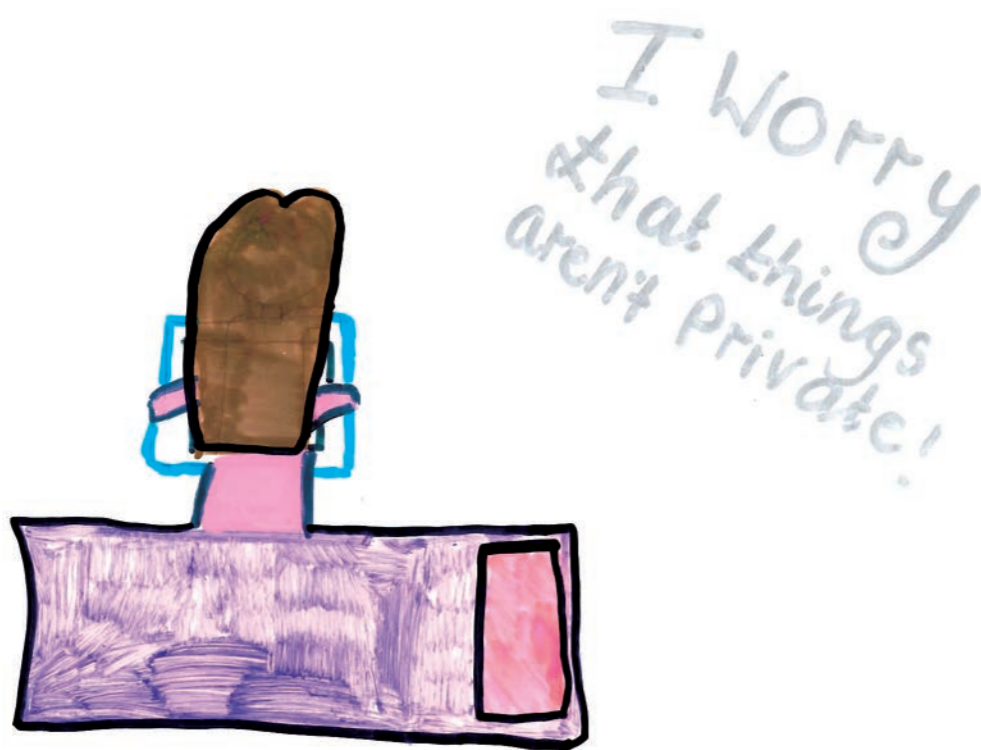
Section 3: Privacy and Safety while using Glow

Privacy while using Glow

Children talk about the importance of privacy, particularly as they get older. Children say that it is important to have privacy when using technology and that generally they are not worried about their privacy when using Glow. They note that documents, personal information and photos are all things they would like to keep private. Children say that when they want to keep documents private on Glow they use My Site.

> "You can do documents in world and everyone who has Glow can see it. If I don't publish it in world then it's just for me. Maybe you just don't want everyone to see it. It's important to have a place for my own stuff." (Boy, 9)

> "Sometimes it's quite nice to have something just for you to look at that's private." (Boy, 11)

> "I wouldn't worry about other people seeing my stuff because it's just classmates." (Boy, 11)

Children say that privacy and safety are connected and that it is very important for them to know that their private personal information about where they live, their families, their friends, contact information, names, school issues, and photos are kept private. Children worry that if this information is not kept private they would feel unsafe in several ways.

> "It's important that my information is kept private on Glow. I think your information should be private from other people. I would like my address kept private and my phone number because people could contact you." (Girl, 11)

> "It's your own business and I don't like people knowing about my personal life, about my family and that, it's my own personal privacy." (Boy, 11)

> "You don't want everybody knowing everything about you, if you were struggling or something." (Girl, 11)

> "If my information was all over the internet people could email you and try to meet you, if you put up information about who your best friends are someone could email pretending to be them and try to meet up." (Girl, 10)

Children report feeling unsafe when they do not know the purpose of information which is gathered about them and say that they want to know where information about them is stored and who can access it.

> "Some sites ask for your phone number, and that kinda scares me a wee bit- why do they need my phone number? What are they going to do with it? Some sites are safe but you don't know. That's really personal information, your phone number." (Girl, 10)

> "Everybody has a right to their own self and have their information not shared." (Girl, 10)

> "You feel nervous, worried, scared and upset when you don't know where your information is going." (Girl, 10)

Safety while using Glow

Children report generally feeling safe when using Glow. They talk about Glow being safer than other technology due to the fact that only children and teachers have passwords, noting that Glow is connected to their schools, which they trust. Children say that they do not like talking to strangers online and they do not like anonymity. Children report only communicating with people they already know on Glow, primarily their classmates and teachers. They say that this helps alleviate the fear that adult strangers will try to make contact with them.

> "When I use Glow I feel safe because it's linked to the school." (Girl, 10)

> "I think it's quite good because it means children can go on and no strangers are there talking to them." (Boy, 6)

> "When I go on my iPad I feel safe on Glow because it's like Facebook for kids." (Boy, 7)

> "I like how you can email people and you need to know their username to do that. If they didn't it would be too easy to be mean." (Boy, 11)

> "I don't like when people are unknown. I like knowing who I'm talking to. No strangers can talk to you on the class page." (Girl, 9)

> "We know we are safe on Glow. On other websites you could be talking to anyone but on Glow only our class have got them." (Girl, 9)

Children say that one aspect of Glow which makes them feel safer is the lack of pop up advertising. They report feeling worried about clicking on a virus when trying to close pop up advertising, concerned that they will be tricked into paying money by a fake website and nervous about being sent to websites which will show them scary or rude content. Children say that they feel safer on Glow because they do not have to worry about pop up advertising and can search Glow or play games without getting scared or nervous.

> "Now that I've not got any social media sites I feel safer. On Glow I like it because there are no annoying pop up ads, when I'm on my computer ads will come up and I hate that." (Girl, 10)

> "If you do search something, something else more inappropriate could pop up, but that doesn't happen on Glow." (Boy, 11)

Children talk a lot about cyber bullying when using various forms of technology. Children say that they feel less worried about cyber bullying when they are using Glow because the platform is primarily educational and limited in who can access Glow and engage them in conversation. Most children are confident that they only interact with children from their own class, mostly through their class site or email. They note that they know their classmates in real life and if there is a problem they can talk about it.

> "There isn't a lot of chance to cyber bully on Glow which is a really good thing. It's only your class who can get in; it's only people you know." (Girl, 9)

> "There wouldn't be people getting cyber bullied on Glow because it's an educational site, people who want to cyber bully won't bother." (Boy, 11)

> "You've got more of a chance of getting cyber bullied on Instagram than on Glow." (Girl, 10)

Children say that part of the reason they feel safe on Glow is because they know that the platform is supervised and that there are rules for what would happen if someone were to act inappropriately on Glow by cyber bullying or posting inappropriate content to other people.

> "I feel safe when I use Glow. On the school website you are safe." (Girl, 7)

> "I feel really safe when I use Glow because I know there's an adult there." (Girl, 8)

> "Glow is good because if someone writes something bad about you they will get removed from the group." (Girl, 9)

Children like that Glow is a place for them to engage in aspects of adult behaviour, to practise communicating positively online and create an online identity without the risks associated with the internet in general.

> "It's quite safe on Glow. Things like Facebook are not safe, people can really upset you. But on Glow they can't." (Boy, 9)

> "When you go to email someone remember when you're on it if you don't have anything nice to say keep it to yourself." (Girl, 10)

> "I don't really agree with Facebook because I'm too young for it. I used to have Instagram but I deleted it because we don't know how to deal with it." (Girl, 10)

> "We're not allowed on Facebook or Twitter but we can use Glow." (Boy, 7)

Children's concerns about privacy and safety while using Glow

While children report generally feeling safe and happy when using Glow, children say that there are still some things about using Glow that worry them. Children say that they worry that people could hack their Glow accounts by finding out their password.

> "People worry that people can see their private information so we can change passwords every week." (Boy, 9)

Children have different opinions about who can see their information on Glow and most children are confident in the fact that only teachers and children can access Glow and trusted that the password system would keep them safe. Some children worried that even with the passwords and limited access someone could use Glow to find out personal information and hack into their profiles.

> "A bad adult could be using someone's log-in and could see where you live." (Boy, 9)

> "I get worried people can see my profile. I'm quite scared someone might come and change my photo." (Boy, 9)

Children say that they have some of their own rules to help them feel safer when using Glow. These include not using photos of themselves for their profiles, not telling anyone their password and being careful about how much personal information they put online.

> "I prefer having a drawing instead of my picture on my profile because it makes me feel smart and happy. I don't want people to know what my face looks like so they don't look out for me, they could pick you up and try to get you from school." (Boy, 9)

> "Don't change your photo because of safety reasons. People may say mean things and if people know where you live they might do something." (Girl, 9)

Children overwhelmingly trust Glow and believe it helps them learn including helping them learn how to be a member of an online community and how to stay safe when using technology.

> "Glow helps us to be safe on the internet." (Girl, 9)

Section 4: Advice from children about technology

How to make technology better

Children are enthusiastic and positive about using technology and have high trust in Glow as a safe way for them to use technology both at school and from home. Children say that learning to use technology safely is very important to them and they have suggestions for how to help them include technology in their lives and to make this enjoyable, safe and educational.

Children would like to be sure that their information is kept secure when they are using Glow.

> "There could be a new app which is a little notebook which no one apart from you can see into- like My Site but with more security on it." (Girl, 9)

Children worry about cyber bullying and would like a way of protecting themselves from people making mean comments to them on Glow.

> "If someone says something mean to me on Instagram I can block them. I don't think I can do that on Glow. If it was someone saying something mean about me from school or another school I would like to be able to block them." (Girl, 9)

Children say that they would like to know that Glow is secure and that the linked apps and games are safe and verified. This would help children feel safe when using Glow and mean they could play games without worrying.

> "Sometimes I get worried about some of the apps on here. That they could get you to try to pay for something. If there was some security on it it would be good." (Girl, 9)

> "I tend to be quite careful about downloading apps on Glow." (Boy, 9)

Children are very aware of the risks involved with being online and want adults to help them develop ways to empower them to use technology confidently and not to scare them further. Children would like more apps and protections which they could use to help them feel more safe, confident and in control when they are on Glow.

> "I think a good thing would be an internet safety app so people know what's safe and what is not." (Girl, 9)

> "It scares you off from your computer when people make computers unsafe. It's annoying because computers are such great learning tools." (Girl, 9)

"I like the games. I want to learn how to stay safe on the internet but I don't know about computers. I just tap things and see what comes up." (Girl, 6)

"A little bit of scaring is good in a way but too much is not good!" (Girl, 9)

"Sometimes I feel like I'm going to be nervous on Glow. If someone is going to send me a scary picture, someone I don't know." (Boy, 9)

Children say that they would like to be able to use Glow from home more but that they do not know whether they can if they do not have a laptop at home.

"It would be good if there was a Glow app so you could play it on your kindle. Not all people have computers at home." (Girl, 9)

"I use Glow at school because I don't have a laptop at home. You can't use it on an iPad. I'd like if you could use it on an iPad because then I could use it at home." (Girl, 9)

Children say that they need Glow to remain a place for children. It is a rare safe space for children and they value having somewhere to practise being online and to learn how to use technology without having to worry about adults coming into the space and making them feel unsafe.

"Try to make sure only kids can get on!" (Boy, 6)

Children say that they like being able to engage in creating content when using Glow. Many children say that they love using technology and would like it to be part of their jobs in the future and they want opportunities to play with actively creating content, as well as consuming content like games. They say that they would like to connect with other children who are passionate about technology and would like to help each other learn and be part of an online community.

"Maybe people could make little videos of themselves with teaching tips, like YouTube but for learning." (Girl, 9)

"If there was something going around school someone could make a video and let us all know." (Girl, 9)

"I'm quite interested in learning how to do PowerPoint presentations but I'm not sure if you can do that on Glow." (Boy, 11)

"I'd like to be able to upload a picture of my A+ mark so I can congratulate myself." (Girl, 9)

"I need to learn how to use it first so I can teach others." (Boy, 7)

Appendix

About Children's Parliament

Children's Parliament is Scotland's Centre for Excellence for Children's Rights and Participation. We give children and young people the opportunity to voice their ideas, thoughts and feelings so that their concerns and opinions can be listened to and included in our social and political landscape. We seek to increase awareness, knowledge and understanding of children's rights embedded in Scottish and international human rights policy and legislation.

Children's Parliament aims to improve outcomes for children and young people across Scotland through a rights-based approach. We do this in two ways. Firstly, we work directly with children and young people in projects, consultations and programmes which allow them to develop the skills, knowledge, behaviours and values necessary to engage in civic life. We focus on the development of respectful relationships and safe, supportive environments where all children can flourish. Secondly, we work with adults – parents and carers, government officials, teachers and other professionals – to raise awareness of children's rights and to equip them with the knowledge and skills to replicate Children's Parliament's approach in their own settings.

Through the unique combination of a rights-based approach and the creative arts, Children's Parliament allows adults to hear directly from children and young people in an engaging and innovative manner. Children's Parliament believes that children and young people are experts in their own lives and that they should be included in any discussion that will impact upon them. It is essential that their voices are heard in regard to life at home, at school, in the community and the wider world. By gaining a clearer understanding of children and young people's experiences and ideas, we (as policy makers, service managers and practitioners) will experience better relationships with the children and young people with whom we work and be better informed when making decisions.

For more about the work of Children's Parliament visit our website:
www.childrensparliament.org.uk