

# JENNY'S STORY

an internet safety resource



## A GUIDE TO USING JENNY'S STORY

Welcome to **Jenny's Story** – a resource pack which helps young people understand the dangers of chatting to strangers on the Internet. This booklet is designed to help you make the most of the Jenny's Story teaching resource. It contains important information such as essential preparation and follow up activities, as well as support materials, which should be viewed before showing the film to your students.

## ABOUT CHILDNET INTERNATIONAL

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Jenny's Story has been produced by Childnet International, a charity established in 1995 with the aim to work with others in helping to make the internet a great and safe place for children.

Childnet has produced a range of support materials for teachers, parents and children. These include leaflets, lessons plans, interactive games, fact sheets and presentations many of which can be downloaded from the Childnet website **[www.childnet-int.org](http://www.childnet-int.org)**

Childnet is very keen to develop this resource and welcomes feedback from teachers and young people. Please email **[info@childnet-int.org](mailto:info@childnet-int.org)** with your comments or suggestions.



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You can access this guide as a pdf document as well as the pre- and post viewing questionnaires from **[www.childnet-int.org/jenny](http://www.childnet-int.org/jenny)**

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# 1. ABOUT THIS GUIDE

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Jenny's Story is a short film based on a true story of Jenny, a teenager who chats to a stranger on the Internet. The film shows how, through chatting online, Jenny reveals personal information which results in her being contacted in real life and ultimately hurt. Jenny is not the real girl's name.

This guide has been written by Childnet to help those delivering Jenny's Story to get the most out of the session and equip young people with strategies to avoid, or get out of, difficult situations online.

In this guide you will find the following:

- Advice on how to prepare yourself to talk to young people about their experience with technology
- A 50 minute lesson plan with guidance on where this subject can be best be taught within the curriculum
- Pointers to support material such as pre-and post viewing questionnaires
- Advice about follow up activities and running related activities such as covering cyber bullying
- Details of important agencies where you can report or get further advice.

## Who can use Jenny's Story?

Jenny's Story was designed primarily to be delivered in the classroom by a trained teacher. It was specifically intended for KS3/secondary school students, although many teachers have suggested to us that some Year 6 students may also benefit from seeing this film. Jenny's Story can be used by other organisations working with or for young people <sup>1</sup> including:

- Youth organisations
- Training organisations
- Companies wishing to train their staff
- Police forces
- Charities working with victims of abuse
- Charities working with offenders
- Children's homes

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<sup>1</sup> Because of the sensitive nature of the issues dealt with in Jenny's Story we recommend that any organisation using the resource has a child protection policy.

- Local authority social services departments
- Adoption and fostering organisations
- Libraries and study centres
- Faith groups working with young people

For further information about ‘Jenny’s Story’ and electronic copies of the support information in this booklet, visit [www.childnet-int.org/jenny](http://www.childnet-int.org/jenny)

## 2. BACKGROUND TO JENNY’S STORY

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Childnet began work on the Jenny’s Story film in 2003 to provide a resource that would bring the issue of Internet safety into teenagers’ real lives – to challenge them and ultimately to change their risk-taking behaviour online, thus preventing further cases of this type occurring. Childnet worked closely with an individual police force and launched Jenny’s Story in January 2005 with the help of the Home Office Minister Paul Goggins MP, the then Chair of the Home Secretary’s Task Force on Child Protection on the Internet. Speaking at the launch Mr Goggins said,

**“I very much welcome the ‘Jenny’s Story’ film and the supporting materials produced for schools. This partnership is a great example of how different sectors can work together to create effective responses to the child safety issues posed by the Internet. This is an appropriate and useful teaching aid, which, in a very powerful way, raises the key issues which we need to get across in terms of child protection and child safety on the Internet.”**

Childnet began looking for a case study, following in-depth research in focus groups of young people (aged 12–16 years) in the UK and Denmark, where young people told us that real stories told by their peers would have far more impact on them than any number of ‘awareness’ messages. We also assisted BECTA <sup>2</sup> in evaluating a US case study in UK schools. This revealed again that case studies prove a particularly effective way of having a more meaningful dialogue with teenagers about Internet safety. Although cases of this type, where the perpetrator comes to the victim’s home, are extremely rare, it is nevertheless a reality that if young people give out personal details online to someone that they do not know, they could be putting themselves at serious risk. <sup>3</sup>

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<sup>2</sup> British Educational Communications and Technology Agency see [www.becta.org.uk](http://www.becta.org.uk)

<sup>3</sup> 49% of young people questioned say that they have given out personal information, such as their full name, age, email address, phone number, hobbies or name of their school, to someone that they met on the Internet. By contrast, only 5% of parents think their child has given out such information. (Source: [www.children-go-online.net](http://www.children-go-online.net))

Leading up to the launch, Jenny's Story was piloted and tested in a range of secondary schools, with 19 teachers and over 2000 students seeing the film and completing pre- and post-viewing questionnaires. In total, 80% of the students who had viewed the film felt that it had significantly affected them and challenged them to modify their online behaviour. Words that were used when describing the film were "honest", "relevant" and "arresting". All the teachers who used the resource said they would recommend it to other teachers. Since then Childnet has continued to get very positive feedback from schools and other organisations about the impact of Jenny's Story on young people.

Since the publication of Jenny's Story, a new national internet safety centre has been launched in the UK called the Child Exploitation and Online Protection Centre (CEOP) where adults and children can report the suspected illegal activity of online grooming to the police via a website [www.ceop.gov.uk](http://www.ceop.gov.uk). This version of Jenny's Story has been updated to include reference to CEOP's reporting website for young people which is called [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

### 3. PREPARING THE LESSON

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Very often after watching Jenny's Story the first question that young people ask is whether it is a true story. The answer will generally dictate how seriously they take the film. Jenny's Story is a true story and has been told using the victim's own words and is therefore very powerful. For this reason we highly recommend that you prepare yourself and the staff in your school or organisation for the variety of reactions that young people may have. In particular please read the 'Handling Disclosures' part of this document.

The film itself is eight minutes long and the story has been told in a sensitive and non-sensationalist way. To protect the victim, certain details have been omitted. This may leave the young viewers with unanswered questions, and we have attempted to anticipate these in Chapter 7 of this booklet. We recommend that you familiarise yourself with the answers before showing the film. It is important for young people to leave the session empowered with a strategy of what they would do or tell others to do in a similar situation.

#### Informing Yourself

Some teachers who use this film may not have used Instant Messenger or visited a chatroom before. In preparation you might wish to visit Childnet's [www.chatdanger.com](http://www.chatdanger.com) website, which will give you a good overview of how young people are 'chatting' using a range of interactive media, including chatrooms, instant messaging, mobile phones and online games. For students who are less aware, you may need to explain how chatrooms, instant messaging and online games allow users to link up with potential strangers. There is a glossary of useful terms at the back of this booklet. The

Q&A section (on page 12) will help you answer some of the questions young people may ask. It is at your discretion as a teacher to decide how much of this background information you share with the class.

### **Informing Parents**

Consider whether it is appropriate for you to inform parents that students will be looking at this topic. Depending on your school policy, it may be appropriate to send out a letter informing parents as well as giving the opportunity for them to view the film themselves. This will reinforce the support you give to the students and also help to educate their parents. The DVD has a short introduction aimed at parents. Childnet has produced other advice including leaflets, a parents' presentation and a new CD-ROM. These can be ordered from our website [www.childnet-int.org](http://www.childnet-int.org). (Click on the 'parent support' link at the bottom of the Home Page). See Chapter 11 for using this resource with parents.

### **Informing Child Welfare Staff**

The film may raise some issues with students about abuse, or even highlight individual cases of hassling or bullying online, so it would be advisable to talk to the school's designated officer for child protection to discuss strategies for handling disclosures and escalating issues. See Chapter 10 of this booklet, 'Handling Disclosures'.

## **4. THE LESSON PLAN**

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Jenny's Story has been designed for Key Stage 3 students. The ideas in this plan are designed for a 50-minute lesson. A lesson using this material will connect with several objectives from the programmes of study in PHSE, Citizenship and ICT. For the exact references, see Chapter 9, Linking to the National Curriculum.

### **Lesson Objectives**

1. To help raise students' awareness of potential risks, especially online grooming, when using interactive Internet applications.
2. To help students reflect on their own online behaviours.
3. To inform students of the strategies they can employ to avoid getting into difficulties online.

## Resources Needed

- Jenny's Story DVD
- Pre and Post viewing questionnaire (download at [www.childnet-int.org/jenny/resources.html](http://www.childnet-int.org/jenny/resources.html)).
- Optional – A leaflet – Childnet's 'Keep SMART card' for Secondary Schools – for each student to take away available to order at [www.childnet-int.org/order](http://www.childnet-int.org/order) (see back cover)

## Lesson Outline: 50 minutes

### Part 1. Classroom discussion and pupil questionnaire – 10 minutes

Start with a general discussion with the students about their experience of chatrooms, email and computers.

Ask them questions such as:

- Who uses the internet at home?
- Who uses it for chatting?
- What do you use to chat to people online?
- Do you chat to people you know in real life?
- Do you chat to people you have never met?

If you wish to assess the impact of Jenny's Story you can use the pre and post viewing questionnaire at this point.

### Part 2. Viewing of Jenny's Story DVD – 10 minutes

Introduce Jenny's Story by telling the students that the DVD they are about to watch is based on a true story. Reassure them that if they have worries or concerns following the session then they can talk to you or a trusted adult (see 'Handling Disclosures' for further information to prepare the children).

The film tells the story of a 13-year-old girl who was sexually assaulted by a man she met on the Internet through chatting on Instant Messenger. The story is true and is told in the victim's own words, but the part and voice in the film are played by an actress.

### Part 3. Classroom discussion and replaying of sections of film – 10 minutes

Once viewed, it is possible to replay sections of the film using the different Chapter headings from the main menu on the DVD. Discussion topics are available from the DVD menu. Further details are on the Jenny's Story Q&A section too.

#### **Part 4. Discussion on how to get out of difficult situations – 15 minutes**

To follow the film, it is important to equip viewers with strategies on how to get out of similar situations online. Using the ‘Discussion Questions’ section accessed from the DVD menu to help you, break the students into groups, no bigger than five, and give each group 2/3 of the questions to brainstorm. Give them five minutes to complete this task. Ask each group to report their strategies or advice for at least one of the questions.

#### **Part 5. Completion – 5 minutes**

It is important to remind students at the end of the session that most children who form online friendships with peers typically report a positive experience, and that there are wonderful, exciting ways of using the Internet positively (including for homework!). For examples of how young people have used the Internet to express themselves in positive ways, visit the Childnet Academy website [www.childnetacademy.org](http://www.childnetacademy.org)

#### **Assessment Opportunities**

It is important to assess whether this film makes a difference, and how.

Questions to review include:

1. Would the students now give out personal details online to someone that they didn't know?
2. Would the students still meet up with someone they met online without telling anyone?
3. If the students were concerned about anyone they had met online, would they tell someone?
4. Having watched Jenny's Story, has it changed the students' views about passing an unknown person's details onto a friend?
5. Has it given the students strategies for how to get out of difficult situations online?

## **5. DISCUSSION POINTS**

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Here are some suggested discussion points which could be looked at while replaying the relevant section of the film. These points have been included on the DVD itself so that you can display them on the screen after the film. Here below we include suggested answers or solutions, but the students may also come up with their own very valid solutions.

- 1. How could Jenny be made to do things that she wouldn't normally do?**  
Discuss the difference between talking to people online and talking to them in real life, i.e. people are generally less inhibited online because of the anonymity. Ask the students to think about things that they might do online which they wouldn't do offline.
- 2. Why did Claire pass Jodie on to Jenny?**  
Claire wanted to get rid of Jodie and didn't know how to do this without being embarrassed or feeling that she was offending her. Have young people in your group ever passed on details of a stranger to someone else? Do they know how to block a user on Instant Messenger? Do they have strategies to tell people they no longer want to talk to them?
- 3. Why did Jenny feel pressurised to give out her address?**  
When Jodie asked for Jenny's address, Jenny had no answer to why she shouldn't give it out. So when Jodie asked 'Why not?', Jenny felt pressurised. Also, Jodie tricked her into believing that she could get it anyway. Discuss with students what answer they can give to people asking for personal information, e.g. 'Why do you want to know?'
- 4. Jodie got Jenny to reveal a lot of personal information, including when her parents would be out. What other subjects might you discuss online which could give away vital information without you realising it?**  
E.g. football team, other things which give away your geographical location, like the school you go to. It is also important to discuss what is meant by 'personal information', and why things that children might not consider as personal shouldn't be shared, for example their email address or Instant Messenger ID.
- 5. What do you think made Jenny trust Jodie?**  
Because she thought that she was a woman? Because she told her she could be a model?
- 6. At what point could Jenny have told someone about Jodie?**  
For example:
  - (1) The first time she suspected that Jodie was asking too many questions?
  - (2) After she had given out her address?
  - (3) After Jodie's boss called?

It is important to stress that students need to be suspicious the first time they feel uncomfortable, rather than waiting until a relationship has been established. Young people can be more easily manipulated and find it harder to get out of a conversation once a relationship is established.

- 7. Who could Jenny have told?**  
Discuss with students who they could trust and whether it is a good idea to talk only to their friends when they are really worried about something.

## 8. What stopped Jenny from telling anyone about what had happened?

She was blackmailed with the webcam pictures and made to feel ashamed and afraid and that it was her fault. (It is worth telling the students that after the event, Jenny's greatest wish was that she had told someone sooner.)

## 6. FOLLOW UP ACTIVITIES

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After the session you may wish to give each student a copy of Childnet's Keep SMART card, which contains advice about mobile phones and using the Internet safely. The leaflets point to other resources and links to wider sources of help and advice. (More copies are available to order from Childnet website [www.childnet-int.org](http://www.childnet-int.org) – click on ORDER).

Childnet has also produced a set of CD-ROM resources for students and parents, called 'Know IT All'. This covers other areas of Internet safety, such as how to evaluate websites and mobile phones safety.

See [www.childnet-int.org/kia](http://www.childnet-int.org/kia)

Childnet's Chatdanger website [www.chatdanger.com](http://www.chatdanger.com) contains lots of other personal stories and advice. There is also a contact form on the website if children have specialist questions they would like to ask Childnet staff.

Further extension activities can involve encouraging your students to complete the quiz in [www.websafecrackers.com](http://www.websafecrackers.com). Look at the 'Blah Blah Blah' section in particular.

### Running sessions for boys

Since Jenny's Story is focused on a teenage girl, some boys may be convinced that this would never happen to them. This is obviously a good opportunity for a lively discussion. However, if you want to run another session about the dangers to boys, CEOP have produced a number of films which use scenarios involving boys as well as girls, see [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

### A practical demonstration

It may be helpful to have a live conversation using an Instant Messenger application with all students. You will need to set up a projector and a live internet connection. This conversation would be between a girl, boy and a teacher from the class using disguised usernames who are situated in another room. The students in the class then have to guess who is communicating with who by observing the conversation on the whiteboard or screen. This demonstrates how difficult it is to tell the real identity of a person online.

## Discussing Cyber bullying

Whilst Jenny's Story is generally used to address the issue of internet grooming, it is also very useful in talking about cyberbullying. According to recent research by the UK Children Go Online project, bullying through the internet or mobile phone is on the increase, and as many as 33% of children have experienced it in some form or other. See [www.children-go-online.net](http://www.children-go-online.net)

Jenny's Story illustrates some important points about cyber bullying, for example the way that the perpetrator harasses Jenny for her personal details, and how he uses an image of her to blackmail her. Check Childnet's website for further advice and guidance about cyber bullying.

## 7. QUESTIONS AND ANSWERS

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Here are the answers to some questions that students may ask. It is important that you answer their questions after viewing the film and ensure that any concerns or misunderstandings are clarified.

**1. How old was Jenny when this event happened?**

Jenny was 13 years old when this happened.

**2. When did this event take place?**

This happened in 2003.

**3. How did Jenny meet Jodie?**

Jodie got passed on to Jenny by her friend Claire on Instant Messenger, because Claire thought that Jodie was acting "weirdly".

**4. Why did Jenny's friend pass on someone who she thought was weird?**

Claire passed Jodie on to Jenny because she didn't have a strategy to get rid of a person who she thought was acting strangely. She didn't feel able to tell Jodie to go away herself, or to block her.

**5. Why did Jenny take her top off for the webcam?**

Jenny took her top off because she thought that Jodie was a trustworthy woman, and she really wanted to be a model. She was in the privacy of her bedroom when she did it, which made her feel as though no one else would see the image of her. She also didn't know how to say 'No' without seeming to not trust Jodie.

**6. What is an IP address?**

An IP address is the Internet address of your computer. Every computer connected to the Internet has one. The IP address doesn't tell anyone where a computer is physically located.

- 7. Can anyone trace your home address from your IP address?**  
No, this information is held by Internet service providers and is only accessible to themselves and also the police in the case of criminal activity. It is important to stress that people cannot generally locate you by using IP addresses.
- 8. What actually happened to Jenny?**  
Jenny was sexually assaulted; the perpetrator came to her home and pushed his way in. The man also took several indecent photographs of her. She was not raped.
- 9. How many times did the man come round to Jenny's house?**  
Only once.
- 10. Why did Jenny not tell anyone?**  
Jenny was made to feel ashamed of what she had done on the webcam. The man threatened that if she told anyone he would publish the images online and her family would see them. Jenny felt that things had gone too far for her to be able to stop them and that she would be blamed. She also thought she would get into trouble and that no one would believe her.
- 11. How did the police track the criminal?**  
The offender targeted other young female victims, although Jenny was the only one who was visited at her home address. The police caught the offender after investigating these other offences. They seized and examined his computer, where they found the contact details of Jenny.
- 12. How old was the criminal?**  
The criminal was 50 years old.
- 13. What happened to the criminal?**  
He was caught and convicted and received a substantial term of imprisonment.
- 14. Did Jenny contact the police?**  
No. Jenny did not contact the police; they contacted her when they found her contact details on the criminal's computer. The police got in touch with her, and treated her with great care and sensitivity.
- 15. Does this happen to lots of people?**  
Compared to other crimes, incidents of this kind of Internet-related crime are low. As far as we know a case of this sort, where the criminal comes round to a person's house, is extremely rare.
- 16. How is Jenny now?**  
Jenny is doing fine. She still enjoys using the Internet but is much more cautious about giving out personal information.

## 8. STRATEGIES FOR GETTING OUT OF DIFFICULT SITUATIONS

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It is important to equip young people with strategies for getting out of difficult situations, particularly grooming situations online, and to leave them feeling empowered after the session. See the glossary for a definition of 'Online grooming'

Introduce this session by asking students what Claire's strategy was for getting out of talking to Jodie. Is this an effective and safe strategy?

**Explain and discuss these suggested strategies with your students:**

1. If you feel uncomfortable about what someone is saying, you can just quit or log out of the conversation – and if possible, block that person or report them to the chatroom provider abuse team. A good chatroom provider should always make it clear how to report abuse.
2. You can tell the other person that you are saving the conversations, which may put a predator off. If you are being abused, bullied or harassed by anyone online, you should always save conversations as evidence. (For more information on how to do this, see the 'Blah Blah Blah' section of **www.websafecrackers.com**)
3. You can refuse to answer questions of a personal nature, A predator may ask for a photo but refuse to send one of their own (though still beware, as they might use a fake one). Childnet recommends that you never send a photo of yourself to someone you don't know offline.
4. If the person is harassing you, it is important to know that this is against the law, and that you have the right to report that person. The police have the power to contact the chat providers and find out more about the abuser.
5. If the person is being persistent but not harassing, like in Jenny's case when he kept asking "Why?", it is important to question why someone would want this information. Remember you don't have to answer. Don't be afraid to say 'No!'.
6. If the person chatting to you mentions information about your location, or makes you feel afraid, then you should take a copy of the saved conversation to a parent or guardian so they can report it to the police. In the UK you can report this online to the Child Exploitation and Online Protection Centre, see: **www.ceop.gov.uk**, or for young people see **www.thinkuknow.co.uk**. If you are outside the UK, you can report via **www.virtualglobaltaskforce.com** and they will direct you to the appropriate agency in your country.

As teacher it is important for you to stress to the group that for an adult to engage with a minor on the Internet with the intention of having a sexual relationship is now illegal because of the ‘grooming’ clause in the Sexual Offences Act 2003. Ask them, does knowing that it is illegal make it seem easier to report these kinds of incidents to a trusted adult or the police?

## 9. LINKING TO THE NATIONAL CURRICULUM

### Key Stage 3 ICT Programme of Study

General area of knowledge, skill or understanding	Specific teaching point from the programme of study	Relevance to Internet safety
Exchanging and sharing information	3(c) How to use ICT, including email, to share and exchange information effectively.	Pupils can be alerted to the safety issues of using email, chatrooms, instant messaging and other forms of “direct contact communication”, and taught how to communicate safely.
Reviewing, modifying and evaluating work as it progresses	4(d) Pupils should be taught to be independent and discriminating when using ICT.	Pupils should be encouraged to take a common sense approach to using the Internet and related technologies, knowing the appropriate behaviours that they (and others) should adopt online, along with appropriate strategies if things go wrong.

### Key Stage 3 Citizenship Programme of Study

General area of knowledge, skill or understanding	Specific teaching point from the programme of study	Relevance to Internet safety
Knowledge and understanding about becoming informed citizens	1(a) Pupils should be taught about the legal and human rights and responsibilities underpinning society, and how both relate to young people.	Pupils should be taught about their rights to privacy and how they should protect the privacy of others by not disclosing information when using the Internet.
Developing skills of participation and responsible action	3(c) Pupils should be taught to reflect on the process of participating.	There is opportunity to discuss the issues relating to communicating using ICT. The safety issues of using email, chatrooms, instant messaging and text messaging can be discussed, alongside the problem of cyber bullying, which is often associated with these forms of technology.

## Key Stage 3 PHSE Programme of Study

General area of knowledge, skill or understanding	Specific teaching point from the programme of study	Relevance to Internet safety
Developing a healthy, safer lifestyle	2(f) Pupils should be taught to recognise and manage risk and make safer choices.	Pupils should be taught how to minimise risks to their personal safety when using ICT.
	2(g) Pupils should be taught to recognise when pressure from others threatens their personal safety and wellbeing and to develop effective ways of resisting pressures, including knowing when and where to get help.	Pupils should have strategies for getting out of difficult situations online, and should also know where to go for help and have the confidence to reach out to get it.
Reviewing, modifying and evaluating work as it progresses	3(a) Pupils should be taught about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination, and how to challenge them assertively.	This is a good area to introduce issues relating to cyber bullying, such as by mobile phone or in chatrooms.
	3(j) Pupils should learn to resist pressure to do wrong, and to recognise when others need help and how to support them.	This is a good way in to discuss responsible use of the Internet in relation to friends and other people who young people might put at risk through their behaviour online.

## 10. HANDLING DISCLOSURES

As a result of discussions held on these issues, some students may disclose incidents of abuse. These may be about abuse to themselves or to someone they know. Here are some courses of action you may wish to consider:

1. If this disclosure happens in the school setting, it is important not to promise confidentiality to the child. Explain to the child what you are going to do with the information and why.
2. Your first point of contact following disclosure by a child should be the designated child protection officer within the school or organisation.
3. Remember to write down exactly what the child has disclosed, as soon as possible.
4. The child who has disclosed is likely to feel worried, distressed or frightened, and that the process is out of their control. They need to feel involved and you should offer them the opportunity of being alongside you when you report to the designated officer in the school.

## Reporting

If a pupil believes that he/she is being groomed by an adult on the Internet or reports that he/she has met offline an adult he/she initially met online, then this should be reported to the Child Exploitation and Online Protection Centre (CEOP) via their website at [www.ceop.gov.uk](http://www.ceop.gov.uk). It would be advisable for the student to show the evidence of their communications with the person in question by copying conversations and by keeping emails and text messages as evidence. However, these cases can be investigated with minimal evidence.

## Being informed of potentially dangerous situations

Many victims of crimes of this nature choose not to disclose it to adults but may tell a friend. There may be a number of reasons for this, not least the fear that the others may not believe them, or that rather than being listened to, they will get into trouble. The police have specialised units for dealing with victims, and students should be reassured that victims are treated with care and sensitivity, and should not be discouraged from reporting should they find themselves in a similar situation.

CEOP have set up a special website called [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk), where students can report instances of grooming or abuse. It is important to explain the consequences of reporting to CEOP to the young person. Let them know that all reports to CEOP are taken seriously and that CEOP will be in touch and may send officers to the young persons home or school.

If a pupil discloses that they or one of their friends is planning to attend a meeting with someone that they have met on the Internet without a parent or guardian, the parent/guardian should be contacted and advised of this situation. The teacher may also contact CEOP – or at least advising the parent/guardian to take this step – if he/she has reason to believe that the pupil's safety is at risk.

Remind young people that they can also call ChildLine to talk in confidence, on 0800 1111. For child help lines in other countries see [www.childhelplineinternational.org](http://www.childhelplineinternational.org).

## Children creating and distributing harmful or illegal content

As part of the Jenny's Story teaching session it is important to look at the issue of children themselves creating harmful or illegal content. Many young people are naturally inquisitive and may want to test the boundaries of behaviour online. They may go beyond acceptable boundaries without realising the implications of their actions, and may inadvertently create harmful and even illegal material which they can circulate by mobile phone or put on a website. This will need to be dealt with immediately by the school. It is also important to let young people know where the legal boundaries are, and that they could get into trouble with the law for creating or circulating such material. Illegal material can include

indecent or abusive images of children (sometimes called child pornography), images featuring extreme acts of sexual activity such as bestiality, non-consensual sex, extreme torture and racist writing. Even material which may not be illegal can cause extreme distress, (eg the recording of a prank on a mobile phone) and young people need to be aware of how others may be hurt by what they do, whether they intended it or not. School bullying policies need to be updated to include reference to cyber bullying.

If a child reports having seen illegal material on the Internet, or that someone has sent them this material, then a report should be made to the Internet Watch Foundation ([www.iwf.org.uk](http://www.iwf.org.uk)). For hotlines in other countries see [www.inhope.org](http://www.inhope.org). You could also consider contacting the local police.

If a child has been seriously upset or disturbed by anything that they have seen or that has been said to them on the Internet or by mobile phone, you can refer them to the school's pastoral care system and alert a parent/guardian. You can also recommend that they talk to ChildLine in confidence on 0800 11 11.

## 11. USING JENNY'S STORY WITH PARENTS

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During the evaluation of Jenny's Story, many teachers suggested that the film be shown to parents. Whilst we would encourage schools to engage parents on this issue, it is important to bear in mind that Jenny's Story has been created for teenagers who may feel that they know more than adults yet tend to underestimate the risks. Parents, on the other hand, can sometimes overreact. It is difficult to achieve a balance – of raising awareness of the issues and empowering parents so that they feel able to engage with their children's use of technology, while not worrying them so much that they simply ban or block it. This may be counterproductive, not just by stopping positive uses of technology, but because young people can be adept at finding ways of getting round bans, for example by logging on at school, at internet cafés or at the houses of friends whose parents may not be aware of the risks. If they then get into difficulties, it will be even harder for them to admit what has happened and ask for help.

Childnet's view about Internet safety is therefore to encourage dialogue between parents and children rather than taking a more restrictive approach. So it is important to accompany Jenny's Story with practical advice for parents. The DVD helps with this and in the section on the DVD for parents there is a clip of Childnet's Chief Executive addressing parents. When arranging a showing of Jenny's Story for parents, you may wish to begin with this clip. Alternatively Childnet have recently developed a CDROM for parents called Know It All, this can be used for presentations to parents, and can be viewed online at [www.childnet-int.org/ki](http://www.childnet-int.org/ki)

## 12. GLOSSARY OF TERMS

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Below are some definitions of terms used in this guide.

- Chatroom – A special place on the internet where you can chat to one or more people.
- IM (Instant Messenger) – Technology similar to that of chatrooms, which notifies a user when a friend is online, allowing them to ‘converse’ by exchanging text messages.
- IP (Internet Protocol) address – Every computer connected to the Internet is assigned a unique number known as an Internet Protocol (IP) address. Since these numbers are usually assigned in country-based blocks, an IP address can often be used to identify the country from which a computer is connecting to the Internet. It is not possible to tell the exact address of an individual using the IP address.
- Online grooming – Online grooming is defined by the UK Government as: “A course of conduct enacted by a suspected paedophile, which would give a reasonable person cause for concern that any meeting with a child arising from the conduct would be for unlawful purposes.”
- Webcam – A digital camera designed to take photographs and transmit them over the Internet.

For further definitions of terms, see the glossary of the Know IT All for Parents CD ROM at [www.childnet-int.org/kia](http://www.childnet-int.org/kia)

## 13. TECHNICAL REQUIREMENTS

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To view the film, simply enter the disk into a DVD player. Alternatively you can use the disk in a PC if it has a DVD disk drive and software for playing DVDs. You will need speakers for the sound. The resources on the DVD can be accessed from the main menu. Just follow the onscreen instructions.

If you have problems viewing the DVD you can contact Childnet on 020 7639 6967.

You can access this guide as a pdf document from [www.childnet-int.org/jenny](http://www.childnet-int.org/jenny)

**KEEP SMART ON YOUR MOBILE**

Using your mobile to text, email, search and to surf the net, but you need to be careful.

They could send you 125 text messages and take you over your mobile credit limit.

**KEEP IT SAFE**

Don't give out your details, number to people you don't know, especially at school or in classrooms.

1. Have your security code or PIN number handy.
2. Don't use the mobile number of your school. Report by texting "STOP" and leave the 125 text messages.
3. If you have used already, stop! Call 111 to get it blocked.
4. Keep your mobile hidden when you're at the school.

**KEEP IN CONTROL**

1. If you check anything from the net or using your mobile app.
2. Don't be afraid to report the thing to an adult or your school. In certain cases, an adult can help you report it to the police.
3. Don't be afraid to report your mobile to the police.

**KEEP IT LEGAL**

If you choose to take or upload images or text messages don't post them if you:

- Are making sexual pictures of other people without their consent.
- Are making anything that is racist or abusive.
- Are making anything that is defamatory.
- Are making anything that is illegal.

**KEEP YOUR MATES SAFE**

Think before you send a picture or text. If you post a picture or text that is abusive or defamatory, you could be in trouble. If you post a picture or text that is abusive or defamatory, you could be in trouble.

Report the person if your friends don't give you their consent without their permission.

**RESOURCES TO HELP:**

Childnet has produced a number of resources to help you:

- [Childnet's eSafety guide](#)
- [Childnet's eSafety guide](#)
- [Childnet's eSafety guide](#)

**KEEP SMART ONLINE**

When you use your mobile to text, email, search and to surf the net, but you need to be careful.

They could send you 125 text messages and take you over your mobile credit limit.

**KEEP IT ONLINE**

Don't give out your details, number to people you don't know, especially at school or in classrooms.

**KEEP IT LEGAL**

If you choose to take or upload images or text messages don't post them if you:

- Are making sexual pictures of other people without their consent.
- Are making anything that is racist or abusive.
- Are making anything that is defamatory.
- Are making anything that is illegal.

**KEEP IN MIND...**

Don't forget you need to be careful when you use your mobile to text, email, search and to surf the net.

Remember that online content can also be shared on the net. If you have used your mobile to text, email, search and to surf the net, you need to be careful when you use your mobile to text, email, search and to surf the net.

**KEEP IN CONTROL**

Think before you send a picture or text. If you post a picture or text that is abusive or defamatory, you could be in trouble. If you post a picture or text that is abusive or defamatory, you could be in trouble.

Report the person if your friends don't give you their consent without their permission.

**RESOURCES TO HELP:**

Childnet has produced a number of resources to help you:

- [Childnet's eSafety guide](#)
- [Childnet's eSafety guide](#)
- [Childnet's eSafety guide](#)

Childnet has produced a special leaflet for young people reminding them of key internet and mobile phone safety tips. This can be ordered at [www.childnet-int.org/order](http://www.childnet-int.org/order)

See the following Childnet websites for more information and advice on how young people can use the internet positively and safely.



[www.kidsmart.org.uk](http://www.kidsmart.org.uk)



[www.chatdanger.com](http://www.chatdanger.com)



[www.childnet-int.org/sorted](http://www.childnet-int.org/sorted)