Navigate the net.
Whakatere i te kupenga

**Online safety workshop
for caregivers/parents**

Develop digital fluency, balance and boost
your childs mental health and wellbeing while
keeping them safe while exploring the world
using technology.

Workshop details.

What you can expect from engaging with this content:

This workshop will help you understand your childs online behaviours, monitor usage and build resilience against all forms of cyberbullying while increasing the wellbeing of those in your care. Let's ease any fears around online safety and tackle the issue together.

Workbook inclusions:

- What is anxiety?
- Mental wellbeing
- Cyberbullying
- Online safety at home
- Nurturing children
- Identifying supports systems
- Common issues
- Flip cards
- Identifying signs
- Online safety agreement
- Tracking time online
- Goal Setting
- Managing technology
- Alternative to going online
- Modeling healthy behaviour
- Glossary of terms
- Resources
- Helpful contact information

Anxiety NZ is a national non-profit charity established in 1980. Our services include support, education and treatment for kids, teens, adults and families to help manage stress, anxiety, depression, phobias, OCD and related issues and help to increase social and emotional resilience.

Anxiety NZ offers a free 24/7 National 0800 Anxiety Helpline 0800 269 438 (0800 ANXIETY), free Peer Support Groups, National Therapeutic Services (assessment and treatment) with a Specialist Registered Psychologist or Mental Health GP in-person or online, Social and Emotional Resilience Workshops and Community Education.

Connect with us at **www.anxiety.org.nz** and sign up to our newsletter for helpful insights, or follow us on Instagram or Facebook. If you'd like to support the work we do - we greatly welcome donations of any amount.

Please visit Givealittle or our website to consider donating towards this resource or helping improve Kiwis health and wellbeing.

The Lindsay Foundation's mission is to support Kiwi individuals and organisations who aspire to make a positive difference in New Zealand.

"I'm here to be your everyday cheerleader!"
Smokey the cat

Smokey has been living happily full time at Anxiety New Zealand for over five years. He arrived at our charity homeless, unwell and terrified of people. It took three months to catch him, one year to recover from his injuries and another year to put all his big fears (of people, the dark, loud noises and surprises) behind him.

He loves helping people feel safe in therapy or support groups and helping kids with selective mutism find their courageous voice! His ears have heard many whispers, his fur steadied shaky hands, and his purr soothed many worries.

Thoughts or questions?

What is anxiety?

Anxiety is a naturally occurring emotion. It is a part of our survival instinct. When we're faced with a threat, our brains and bodies respond by getting into safety mode.

An example could be if a lion appeared in front of us or a car was driving quickly down the road and we were standing in front of it. Adrenalin starts moving through our body helping us get ready to escape the danger quickly by fighting the lion, freezing so it won't see us, or flight – running away from the lion. This is our 'fight or flight' anxiety response.

Feeling nervous and worrying are normal responses everyone has to challenging situations. Most people get anxious before public speaking, or an exam. These emotions can help us stay safe and get things done, but too much anxiety can affect our ability to feel good and function well. Once the threat has been removed – the lion is gone or the exam is over, usually our anxiety goes down. When our anxiety is making us feel bad often it may be a sign we need to reach out for help.

Did you know? Some people get physical illness and anxiety confused. That's because anxiety can often be located in feelings in our bodies. Examples can be: our heart racing, our breathing increases and is short and fast, our stomach is in knots or fluttering or feels like there's a pit in it, we may be shaky, tense, or sweaty. Our mind may go blank, or the opposite – a million thoughts may be racing through our mind, overwhelming us.

Sometimes, anxiety isn't clear cut and comes across like something else. Examples include:

- Feeling sick
- Anger, irritability or defiance
- Difficulty sleeping
- Struggling to focus
- Avoidance – e.g. avoiding school or school work
- Over planning
- Negativity

Remember, everyone goes through tough times or difficult feelings at some point in their lives and it isn't always easy or useful to try to deal with them alone. Talking to someone can help you to better understand yourself, discover your strengths, make decisions and cope with difficult feelings.

New Zealand's youth need online safety skills for their mental wellbeing.

Many of today's teenagers have experienced, or will go on to experience a mental health crisis. Anxiety, depression and suicide rates among youth have been showing a disturbing incline over the past decade.

Generation Z are the most likely to report mental health problems compared to all other generations. The invention and advent of the smartphone and social media is thought to be partly responsible for these rapid generational changes in mental health and wellbeing.

Generation Z, otherwise known as iGen, are the first generation to grow up with such on hand and inescapable exposure to online content due to the rise of smartphones. Moderate online use, such as an hour or two daily, has been found to not produce harmful effects. Unfortunately, most teens are online for much longer than this per day. During the 2020 pandemic this issue has amplified, with a 40% increase of reports of online abuse across three weeks of lockdown as teens online use increases, according to the Australian eSafety commissioner.

Studies show that more time spent on Facebook is predictive of depressive symptoms. When adults are randomly assigned to either giving up Facebook for a week or not, those who don't engage with Facebook for a week report feeling less lonely and less depressed. Nationally representative surveys of youth aged 13–18 in the United States showed that those who spent more time online reported poorer mental health than those who spent more time on non- screen activities.

Mental illness or significant mental distress occurs for every one in five New Zealanders. Our youth are particularly at risk, showing increasing distress and self-harm behaviours. Individuals from lower socioeconomic backgrounds and ethnic minorities continue to be disproportionately affected by mental health problems. Further, LGBTQ persons in New Zealand display higher rates of anxiety, depression, and psychological distress than heterosexual cis gender people.

Both the offline and online world pose risks. Just as children are taught to navigate the offline world, we need to teach them how to safely explore the online world. Recent research by Netsafe revealed that among New Zealand children aged 9–17 years old, a quarter of them have been exposed to online content that upset them. Contact with a stranger online had been made by 4 in 10 children. Children aged 15–17 years old more likely to have made contact, suggesting online risks differ by age groups.

There is a clear need to provide support and empowerment of safe online use to New Zealand youth, to build digital resilience. Anxiety New Zealand aims to support youth with ways to cope with the different challenges posed by the digital world and related psychological distress. We focus on developing resilience, looking after our mental health and online safety in the context of exploring the world using technology.

Our guides assist youth in developing Digital Fluency and Digital Citizenship.
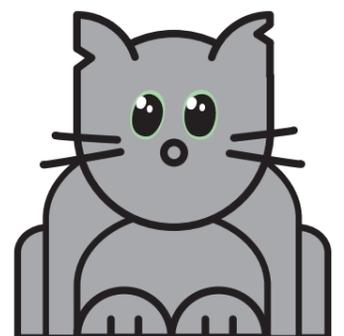
Cyberbullying.

Cyberbullying is a common occurrence and unfortunately affects many children. Cyberbullying and harassment can affect everyday life and can impair mental health. Cyberbullying can include spreading rumours, sending threatening messages, pretending to be someone else, posting embarrassing material, sharing unconsented photos or posting with the intention to humiliate and degrade someone.

Signs of cyberbullying:

Physical symptoms (Nga tohu tinana): Trouble sleeping or frequent nightmares, change in eating habits (i.e. skipping meals or binge eating) or a change in weight or appearance.

Behavioural symptoms (Nga tohu whanonga): Loss of interest in school or extracurricular activities, feelings of helplessness, anxiety or lowered self-esteem, change in personality (i.e. anger, anxiety, depression or withdrawn), indication of self-harm (e.g. marks on skin) or suicidal thoughts or ideas.

Social symptoms (Nga tohu hapori): Withdrawing and isolating oneself from family and friends, reluctant to let others use their electronic device or lower levels of confidence.

How you can help if your child is being bullied online:

- Reinforce they have done nothing wrong and do not deserve to be treated this way.
- Block or delete the bully.
- Remind your child not to respond.
- Keep a record of any online bullying that has occurred (e.g. screenshots).
- Report the online bullying to the relevant social media network.
- If the bullying does not stop, you can contact the police for help.
- If you feel you need support for your child, there is a list of support services in the caregiver kete.

Children and youth today have greater access to technology and the online world than any other generation. Online platforms can be a valuable resource for children, allowing them to gain knowledge and connect with others.

However, children can be vulnerable, and there are risks when going online. It is important parents and whānau understand these risks and how to support their children to have safe connections and conscientious engagement online.

Setting up an account safely:

Most social media platforms and apps age requirements are 13+ years. You can help your child set up an account safely by:

- Setting the account up together. Show your child how to set up a pin and/or password to protect their accounts and private information.
- Use your email address.
- Enter their birthday so content is age appropriate.
- Become their friend on the platform so you can see the content.
- Teach them how to use the platform.
- Make sure your child knows not to post anything with personal or important information. e.g. address or phone number.
- Explain to your child that what they post online will be accessible to anyone and could be on the internet permanently.
- Talk with your child about online safety and how to handle when strangers try to contact or connect with them.
- Teach your child to be respectful online.

Cyber safety guidelines

Create clear guidelines (Waihanga aratohu mārama): Discuss what websites, apps and games your child can have access to, when they can use their electronics, what information they give out and who they interact with online.

Be aware (Kia mohio): Ask your child to show you what websites, apps or games they use/play and what they do. Get them to show you how it works. Learn what your child is doing and regularly check in to see if anything has changed.

Talk about online safety (Te korero mo te haumaru ipurangi): Regularly engage in conversations about online safety with your child. Ask them if anything is worrying or bothering them online. Remind them that

they can speak to you if they are feeling unsafe, anxious, scared or sad.

Privacy setting (Tautuhinga tūmatai): Make sure the privacy settings are set so only people your child knows can see what they post, add and connect with them.

Report (Pūrongo): If your child is being cyberbullied report it to the website, app or an online source.

Notice the red flags (Tirohia nga haki whero): Spot when your child is acting differently. This may include a change in behaviour (e.g. more withdrawn), spending more time online, being upset when not allowed online or hiding what they are doing online.

Identify sources of help (Tuhia nga puna awhina): Help your child be aware of what adults (caregivers, friends or teachers) they can go to.

Discuss online behaviour (Te matapaki i te whanonga ipurangi): Talk with your child about how their behaviour online might affect others and what safe online behaviour is.

Parental controls (Mana whakahaere): Install parent control software or activate it through the internet Wi-Fi to prevent inappropriate content.

Online safety at home.

In times of crisis or uncertainty or sickness, it may become necessary to move study and work to mostly online at home. Working from home for prolonged periods of time comes with its own set of challenges.

When students use school tech on site, they study in a protected environment. The schools' network is protected by a firewall, and sensitive information is safer from potential threats. Personal tech is not protected by the school's cybersecurity. It becomes your responsibility to ensure your information is secure.

- Installing antivirus software is a great start.
- Maintain confidentiality of sensitive documents and devices. Consider whether family members or flat mates could have access to your technology – make sure you use password protection on personal devices. Keep account logins and passwords safe.
- Check your security and privacy settings. Adjust privacy and safety settings to increase security and control the personal data you share. Look for the 'privacy and security' or 'settings' on the app or website.
- Online, we are surrounded by entertainment, education and social connection opportunities. Netflix or other entertainment subscriptions provide access on a range of platforms which means we are more likely to spend longer watching. By being at home, we have more time than ever to explore these opportunities, however it is important to continue to have meaningful offline time.
- In addition to this, most of us will have a range of apps on our phones. Consider your consumption of information and how you are using technology and apps – could it be time to do a review or adjust some of how you are spending that time?

- It's normal to want to stay in the loop and know more about current events and how they may affect you and your loved ones. Social media and other online sites provide news and information on real-world events. It's important to remember that information online can be unverified. Instead, connecting with reputable sources can ease some anxiety. Try to also limit your exposure to news – thinking about something that is out of our control all the time is unhelpful and will increase anxiety.
- Online training and meetings become more common as our technology use patterns evolve. Zoom, among other video call platforms, has been very popular for this. However, there are emerging issues. Privacy and security of the call needs to be considered, such as: who can join? Can it be recorded? How could that recording be used? What is in the background of your call – private information about your home?
- Staying connected with friends is important, and a lot of people are using the app Houseparty to socialize online. Unlike other apps, you don't need an invite to join a call or 'room' - anyone can join a 'room' of people for a call, or to play a game like a quiz night. People can come and go from rooms as they like. This comes with a number of risks, such as exposure to content you didn't want to see, or strangers accessing your conversation and seeing your end of the call. People can also take screenshots. Houseparty lets people to lock rooms by tapping on the padlock icon in the chatroom. Get to know the app and settings to have greater control over security.

Nurturing children.

Anxiety is normal and all children and youth will experience it at some point. Anxiety is a naturally occurring emotion. It is a part of our survival instinct. When we're faced with a threat, our brains and bodies respond by getting into safety mode.

Feeling nervous and worrying are normal responses everyone has to challenging situations. Most people get anxious before public speaking or a test. These emotions can help us stay safe and get things done, but too much anxiety can affect our ability to feel good and function well. Once the threat has been removed – the lion is gone, or the test is over, usually our anxiety goes down.

But sometimes it becomes something more serious. This can often be the situation with online difficulties, as online activity is so ever-present. If a young person feels overwhelmed by intense fear or worry, they are at risk of developing an anxiety disorder.

Signs and symptoms can include:

- Trouble sleeping
- Stomach aches/other physical problems
- Avoidance of situations they feel worried about
- Clingy
- Trouble focusing or fidgety
- Explosive outbursts or getting upset easily and often
- Excessive reassurance seeking
- Negativity

What can caregivers do to offer support?

Korero: An effective way to get involved with your children's online experiences is through discussion. By maintaining an open dialog with your child and encouraging them to talk with you about the internet, apps and games they play, you can help your child engage in what the internet has to offer while keeping them safe.

We automatically want to give reassurance by saying that everything will be okay. But, don't challenge their experience by saying something like, "there's nothing wrong/to worry about." This can undermine what someone is going through or suggest they shouldn't feel how they feel.

We also often end up allowing them to avoid the fearful situation. Unfortunately this response will keep the anxiety going. Avoidance reinforces anxiety. It is a coping strategy for dealing with anxiety, but the relief is short term and reinforces triggers instead of allowing resilience to develop. Ask what it feels like for them. Give them time and space to answer in their own way. An anxious youth needs to hear that you get it.

"What's happening for you at the moment?"

"We can work this out together."

Name the anxious behaviour for them. For example "talking in front of everyone is scary." Or "you don't want to come to school because it's making you feel bad." (avoidance). Help to normalise that everyone experiences anxiety at some point in their life. They are not alone.

Anxiety can also seem to happen for no reason at all, this might mean something else in the child's life is impacting them at school. Scary things happen and it can be really hard to cope. Explain anxiety to them, if they are confused. A full explanation is on the following pages.

"Anxiety feels different for everyone. The feelings you get when you're anxious or scared about something are your body's way of protecting you from danger. When something scary is happening, a part of your brain switches on and gets your body ready for action, like having your own little superhero in your brain ready to protect you. It gets you ready to run away from danger, or to fight against it: fight or flight."

"The superhero in your brain can get really active, especially if there are lots of changes happening in your life or you're stuck in situations you don't like that are out of your control. If your superhero is getting super-active and making you do stuff that isn't helpful, like staying away from school or yelling at people, you can step in and take charge."

It may be helpful to take your child through some relaxation exercises.

Belly Breathing — Place one of the child's hands on their chest and one on their belly. Get them to breathe through their nose and breathe out through their mouth. The structure could be: 4 seconds breathing in, hold for 5 seconds and out for 8.

Mindfulness — If a child's in a state of panic, bring their awareness to what they can sense in the environment.

Five senses
- Name a colour you can see and focus on that for 10 seconds
- Name a sound you can hear and focus on listening to that for 10 seconds
- Hold something in your hand and name what it feels like, focus on that feeling for 10 seconds
- Think of the last thing you ate/drank and name the taste, spend 10 seconds thinking about that taste
- Breathe in slowly through your nose and name what you can smell. Keep breathing in deeply through your nose for 10 seconds focusing on that smell

Praise your child for their effort.

Acknowledge that it can feel scary to open up about anxiety and what is making us anxious, but congratulate them on how strong they are for doing so.

Identifying support.

Te Whare Tapa Whā is a model of health developed by Sir Mason Durie in the 1980s. It helps us identify where we need more support by seeing wellbeing as a balance of different aspects of our lives.

Te Whare Tapa Whā describes health as a wharenui or house with four walls. The four walls represent **taha wairua (spirituality), taha hinengaro (mental health), taha tinana (physical health)** and **taha whānau (social relationships).** The foundation is the connection to the whenua (land). This worksheet will help you and your child to identify different things you can do to strengthen these walls and keep yourself well.

Haura wellbeing.

**Te Whare Tapa Whā
(four sided house)
Health Model — Durie 1994**

Taha wairua
Spiritual

Taha hinengaro
Mental and emotional

Taha tinana
Physical

Taha whānau
Family and social

Whenua — Land, roots
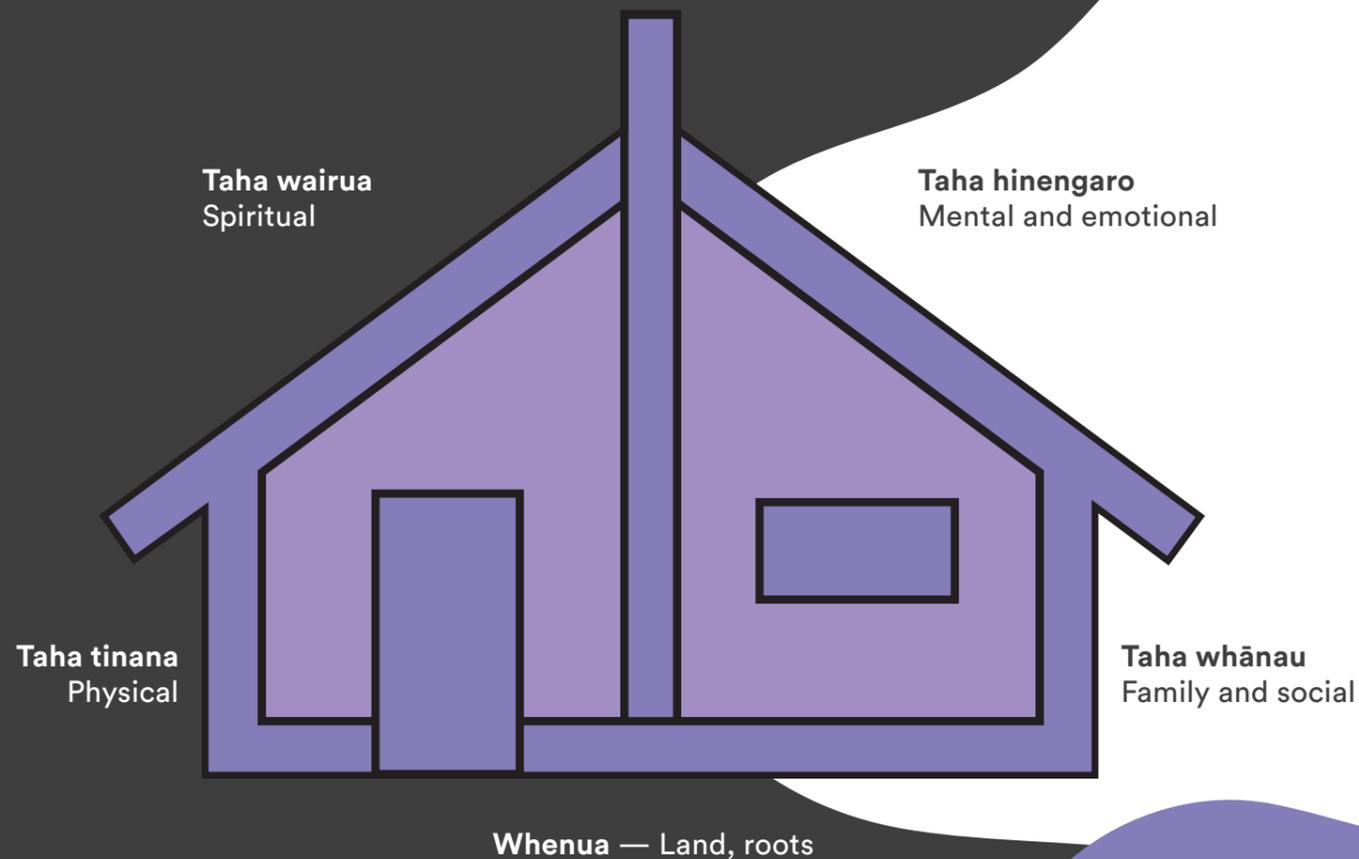
Think about the walls of/in your house and fill out the questions below:

What keeps each wall nice and strong?

Taha tinana (physical health)

Taha hinengaro (mental health)

Taha whānau (social relationships)

Taha wairua (spirituality)

Whenua (connection with the land)

Is there one wall that feels strong, and one that needs more support?

Taha tinana (physical health)

Taha hinengaro (mental health)

Taha whānau (social relationships)

Taha wairua (spirituality)

Whenua (connection with the land)

How can online activity help or hinder each wall?

Taha tinana (physical health)

Taha hinengaro (mental health)

Taha whānau (social relationships)

Taha wairua (spirituality)

Whenua (connection with the land)

What impact does our online behaviour have on each wall?

Taha tinana (physical health)

Taha hinengaro (mental health)

Taha whānau (social relationships)

Taha wairua (spirituality)

Whenua (connection with the land)

Common issues.

How can we turn common issues with online usage into tools for our children to prosper from.

> What opportunities does technology provide your community, family and the children in your care?

> When has technology been useful in the family, worked well and conversations have gone well with children around devices?

> What are some issues caregivers can have with youth and technology?

> What would be appropriate rules boundaries for your child?

> Pros/cons for setting boundaries?

Flip cards.

Sometimes it's hard to get the words out. Show a flip card to an adult you trust to help them understand how you are feeling, how to support you or if you need any further guidance.

I am worried about my friend.

I want to talk about something, but I'm not sure how to say it.

I feel strange and I don't know why.

I'd like to know that we can talk about something and you will stay calm.

I am worried about a situation I was in.

Can you ask me how I am doing?

I am worried about ...

I am sad about ...

Can you help me with...?

Identifying the signs.

Let's think about the signs you can see when your loved one has been online for too long. Can you spot the signs of cyberbullying? How can we help find a balance with more offline activities?

I feel uncomfortable when...

I have an issue. Can I talk to you?

Signs of too much online activity:

How can we balance this out with an offline activity while supporting or managing feelings as we change activity:

How worried am I about this?

Could my actions cause others harm?

I think I received inappropriate messages online. What do I do?

This situation is making me feel...

Online safety agreement.

The following are suggested guidelines or rules that can be useful when spending time online. You can fill it in and sign as a family.

I will not give out personal information to anyone online without my parents' permission (e.g. my address, phone number, parents' phone number, or the name and location of my school).

I will tell my parents straight away if I come across any information that makes me feel uncomfortable.

I will never agree to get together with someone I 'meet' online without first checking with my parents.

I will never send a person my picture or anything else without first checking with my parents.

I will follow these guidelines for online safety at school and other homes – not just my own.

My parents agree to be calm and patient and try to be understanding rather than jumping to blame when I discuss online issues.

I will never download and install files to my computer without my parents' permission.

I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my parents straight away.

I wil not open e-mails from people I don't know.

I will talk with my parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online, and appropriate areas for me to visit.

I will not access other areas or break these rules without their permission.

Other guidelines: _____

_____

_____

_____

What other guidelines are useful and what will happen if the guidelines aren't followed?

_____

_____

_____

My signature confirms I agree to the guidelines above:

Child's signature: _____ Date : _____

I/we agree to help manage these guidelines fairly. The use of technology deserves respect from everyone and there will be a family discussion if these guidelines are not adhered to. I/we will friend and follow, but will not stalk you online.

Parent/guardian signature: _____ Date: _____

Tracking time spent online.

Use this worksheet to track your child's online activities.

Day of week	Time of day	Description of activity (app, website or game)	Duration

Goal setting.

Let's track and set measurable goals around communication and online activity with your child. Discuss a reward that you may get if you achieve these goals. Use the flip cards to start conversations with your child.

Goals could be:
- Use a flip card to start a conversation every month.
- Talk to an adult or friend about how i am feeling once a week.
- Stay calm and listen when told to stop using internet.

Goal	Date Achieved	Reward

Managing technology.

Your child may have access to technology that is out of your control. Think through environments to figure out ways to manage these.

Where might your children access social media such as Youtube, Instagram, Snapchat and TikTok? Do you know? Can they access laptops, tablets, a home computer, gaming technology, VR (virtual reality technology), smart watches or smart home tech e.g. 'Alexa', without your consent?

What technology could the child have access to at:

Home:

Friends:

School:

Other places:

Family members:

Alternatives to going online.

Ask the children what activities they would like to do. This could be activities broken up as:

Quick breaks:
- Write down a to do list for the day
- Drink some water, make a cup of tea or have a healthy snack
- Try on some of your favourite clothes
- Write down three things you are grateful for

Cheap and cheerful:
- Go to the library
- Tidy your room
- Draw a picture
- Window shopping

Relaxing:
- Take a bath
- Journal
- Meditate

Energising:
- Listen to music
- Sing a song
- Dance around your room
- Go for a run, do yoga, or some other kind of exercise

Family fun:
- Go to the park
- Play a board game
- Bake together

Discovery / adventure:
- Rock climbing
- Ice skating
- Arts and crafts

Modeling healthy behaviour.

Assess the amount of technology you are using and make notes on how your own child will be influenced by this.

What online behaviour am I modeling to my children?

What other behaviour do the children see?

How often does the child in my care see me using a device?

Am I modeling healthy and safe use of technology?

How many hours on average a day am I on my phone? What about watching TV? On my laptop?

What could you agree to do alongside them, together, towards healthier online behaviour and mentality?

Do my kids see this?

E.g. Use technology to bond – watch a movie or game together. Or decide on family offline time at home where everyone agrees to not use devices for a portion of the evening.

Have they commented on it?

Glossary of important terms.

Anxiety
A normal and naturally occurring emotion. It can become a problem if it starts affecting us too intensely or for too long, or if it is impacting our ability to function in important areas of life such as work, school, or relationships.

Digital footprint
Anything and everything that is shared or posted online becomes a part of your digital footprint. It can be hard to get that information removed. It is important that kids know the risks of sharing information online, including what can happen once personal content is posted. Knowing to use caution when sharing information and restricting privacy settings can help mitigate such risks.

Doxxing
Searching for private or identifying information about a person and then publicly posting this information.

Phishing
An attempt at identity theft in which criminals direct users to a counterfeit website to trick them into disclosing private information, such as usernames or passwords.

Sexting
Sexting is sending, receiving, or forwarding sexually explicit messages, photographs, or images, primarily between mobile phones, of oneself to others.

Social media
An online platform or community where you can connect with friends, family and other people who share your interests. Examples include Facebook, Twitter and Instagram.

Screentime
The time you are spending on electronic devices. Research suggests that more than two hours per day will negatively affect wellbeing.

Upsetting online content
As well as the rewarding content that can be found online, children can accidentally come across upsetting online content. This could be disturbing, violent or scary images or videos, hateful content, sexual or illegal material. Children need to know it is not their fault they came across this online, and may need comfort due to what they have seen.

Troll
In internet slang, a troll is a person who posts inflammatory comments or messages in an online community such as a forum, chat room, blog or on social networking sites.

Resources.

Check out the links below when you have some spare time:

Screentime
Screentime is an app for smartphones and tablets that allows you to set time limits, access to apps, block periods of time (e.g. your sleep time) and even require kids do chores to get time credits. Kids can download apps but not use them until they are approved.

https://beinternetawesome.withgoogle.com/en/interland

Family Link
Family Link is a Google application available for Android devices. It helps families set basic ground rules for using digital devices. This includes implementing healthy screen time creating a platform for communication around internet use and the ability to remotely lock your child's device if necessary.

It also gives parents control over which apps their child can access, what they can see and download on Google Play Store, and it sends activity reports back to parents about how children use their devices, e.g. whether they spend most of their time on social media or gaming.

https://families.google.com/familylink

Be Internet Awesome
The motto of this website is Play Safe. Learn Safe. Stay Safe. It aims to teach children how to use the internet safely and with confidence. Parents and educators find a range of resources such as lesson plans, discussion topics and ways to implement responsible device usage. Especially valuable is Interland, a virtual game where children work towards earning their badge for being Internet Awesome. Each level presents the player with questions regarding internet security, scamming, phishing and unwanted communication.

https://beinternetawesome.withgoogle.com/en/interland

Helpful contacts.

If you need someone to talk to further about concerns for your child's online safety or online bullying, you can try these services:

Anxiety New Zealand: 24/7 helpline 0800 269 4389

Commonground: An online hub that provides parents, family, whānau and friends with access to information, tools and support to help a young person who is struggling. www.commonground.org.nz

Parent Help: A support service that helps parents with all parenting challenges from those everyday situations to the most serious issues. Phone (0800) 568-856. www.parenthelp.org.nz

Family Services 211 Helpline: Family services support people to find community and social support services they need within their local area. Phone (0800) 211-211.

Skylight: Helps children, young people, their family/whānau and friends to navigate through times of trauma, loss and grief. Phone (0800) 299-100 www.skylight.org.nz

Netsafe: Helps people stay safe online. If your child is experiencing online bullying contact Netsafe for help and advice no matter what your situation is. The service is free and confidential. Phone 0508 638 723. www.netsafe.org.nz

Digi-Parenting: An online hub of resources designed to help parents navigate the complex world of young people online. www.digi-parenting.co.nz

Anxiety NZ

24/7 Anxiety NZ Helpline
0800 269 4389