INTRODUCTION There have been noticeable increases in the internet participation rate of children and young people in all EU countries. What is missing from the research agenda is investigation into the increasing use of "Websites designed for younger children that have components of social networking" (Graber, 2012, p. 85). Children as young as five are joining virtual worlds such as Minecraft, Moshi Monsters and Club Penguin. These virtual worlds typically have filters, which make it difficult for children to exchange personal information. In addition to this, realtime moderation usually takes place within children's virtual worlds (peer, in-game, silent and/or automated) in order to deter instances of bullying or abusive behaviour. Notwithstanding these safety features, younger children can still be troubled by behaviours they encounter while playing in virtual worlds. Younger children seem less resilient (due to their age) and can become distressed when things go wrong: when they are socially excluded from games by known friends; when friends and siblings misuse their online profiles; and when they encounter virtual losses (games being hijacked or ruined, or losing virtual currency) (Holloway et al, 2013). There are also concerns about young children's "competence Zero to eight: Young children and their internet use 18 to negotiate online commercial content" (Nansen et al. 2012, p. 204).?????????