

Know the Internet

Lesson content

Your child will consider how they spend their time online and who they communicate with. They will then explore how to reduce risks (such as sharing personal information and communicating with unknown people) when participating in digital activities.



Key terms

- Social media: A website or app that allows the creation or sharing of information, creating virtual communities.
- Content: Anything shared or posted on a social media platform.
- DMs: Direct messages - private messaging between two users on social media.
- Check-ins: Adding a time and location to a post on social media.

Lesson resources

Time online infographic – (<https://www.esafety.gov.au/about-us/research/digital-lives-aussie-teens/australian-digital-teens-time-online-and-activities-infographic>)

I saw your willy – (<https://youtu.be/z1n9Jly3CQ8>)

Take It Home activity

Students will bring home two completed sheets, 'My Digital Day' and 'Risky Social Media Bingo Board'. Your school may prefer to share these with you through its regular communication platform (e.g., Seesaw, Canvas).

Encourage your child to talk through these sheets with you and identify any risks. This first Take It Home activity will open up the dialogue between you and your child.

Further Reading

- eSafety Commissioner: Help your child achieve a healthy balance in their online and offline activities – (<https://www.esafety.gov.au/parents/big-issues/time-online>)

You Decide

Lesson content

In this lesson, your child will learn the importance of consent when requesting or sharing images online and know how to look for behaviours that try to change their mind.



Key terms

- **Consent:** When talking about consent in a sexual context, it is defined as the voluntary agreement to a suggestion made by another person. Consent must be given freely and enthusiastically, be specific to each situation, can be taken back at any time, and be fully informed. Consent is also subject to legal restrictions, including age and being free from intoxicating substances such as drugs or alcohol.
- **Tricky people:** It's important to be clear that not all strangers are a threat - some can even be helpful at times. Similarly, it is possible that someone known to a child can be a risk. Therefore, tuning in to how people are acting, and how that makes you feel, is more helpful. Anything that feels a bit off in an interaction could signal a tricky person.

Lesson resources

Super 10 Play-it-safe Rules For Kids And Grownups –

(<https://safelyeverafter.com/prevention/#tab-886fbe060b867e5ba61>)

Consent And Communication – (<https://youtu.be/1wOqcU79Rh8>)

The Consent Continuum -(<https://www.aph.gov.au/DocumentStore.ashx?id=770b1427-5e10-42cf-bd0b-ed7473315afc&subId=735366>)

Take It Home activity

You will receive a copy of the completed class '10 Play-It-Safe Rules for Online' and the Consent Continuum. Take time to go through these with your child. Then, discuss the following:

- Do you check first before using new games or apps? Should we start doing this?
- Has anyone you don't know contacted you online? What has the conversation been like? Do you want me to check anything for you?
- Do you need help dealing with anyone who has made you feel uncomfortable online?
- Do you need help dealing with anyone who has made you feel uncomfortable in person?
- Are you keeping any secrets that you should tell me about?

Further Reading

- Raising Children: Sexting - talking with teenagers – (<https://raisingchildren.net.au/teens/entertainment-technology/pornography-sexting/sexting-teens>)
- Raising Children: Teenage sexuality – (<https://raisingchildren.net.au/teens/development/puberty-sexual-development/teenage-sexuality>)
- Body Safety Australia – (<https://www.bodysafetyaustralia.com.au/about>)



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Feeling Fishy Online

Lesson content

Your child will read a children's story that introduces the concept of 'catfishing': pretending to be someone else online in order to gain trust and ultimately request something from their target. They will then explore how to respond if something seems 'off' in an online interaction.



Key terms

- Catfishing: Adopting a false identity in online interactions – either by making up a person, or pretending to be someone else in order to befriend the person they are interacting with. This is usually done for some sort of gain.
- Reverse image search: A technique that allows you to use a search engine such as Google to find the original source of an image. This is useful to check the authenticity of any images shared, such as photos by a new online friend, purportedly of themselves.

Lesson resources

- What is catfishing? And how do you avoid it?– (<https://youtu.be/JPuaOCiVAh0>)
- The Strange Story of the Singing Clownfish, from *The Tweeting Galah* by Kim Maslin.

Take It Home activity

Take some time to read *The Strange Story of the Singing Clownfish* (your school will be able to provide a copy, or you can purchase it using the link above). After, you may want to have a conversation with your child, asking the following questions:

- Have you connected with anyone online who you don't know in real life?
- Do you have any plans to meet with anyone you've met online?
- What concerns do you think I should have about you meeting with people in real life that you've met online?
- Would you feel comfortable telling me if you were planning to do this in the future?
- Why/why not? Who else could you tell?
- Where would you plan to meet?
- Who would you invite to come with you?

Take the time to emphasise that under no circumstances should they be alone with someone they haven't met in real life yet, and that they should always have a trusted adult with them. Your child will also have brought home a 'help sheet' with prompts on how they could respond if some communication doesn't feel right. Decide with your child on a good place to display this at home - perhaps in the space where they most often access online activities.

Further reading

- Daniel Morcombe: Safe Bedrooms – (<https://danielmorcombe.com.au/safe-bedrooms/>)

Express Yourself Safely

Lesson content

Your child will consider the legal ramifications of sharing explicit content – even with consent – and learn how to find support. They will think about fun alternatives for expressing themselves and create resources to encourage others to do the same.



Key terms

- **Sexting:** Sending explicit images via a messaging service, with or without the consent of the person in the image or the receiver.
- **Consent:** When talking about consent in a sexual context, it is defined as the voluntary agreement to a suggestion made by another person. Consent must be given freely and enthusiastically, be specific to each situation, can be taken back at any time, and be fully informed. Consent is also subject to legal restrictions, including age and being free from intoxicating substances such as drugs or alcohol.
- **Child pornography/child abuse material:** Explicit images of a child under 18. Even if shared with consent, sexting images of people under 18 can result in a criminal record, as it is still considered child pornography (different states have some differing defences towards this, taking into consideration the age of both parties).

Lesson resources

- Youth Law Australia: Sexting laws (adjust for your state) – (<https://yla.org.au/nsw/topics/internet-phones-and-technology/sexting-laws/>)
- I saw your willy – (<https://youtu.be/z1n9Jly3CQ8>)

Take It Home activity

In this session, your child will have brainstormed some ideas of ways they can express themselves without needing to send intimate pictures. After talking through these with your child, you might work together to design an Awareness Poster that highlights some of these 'swap it out' ideas. The poster should also contain suggestions on where to seek help if needed, or what to do if they receive an explicit or intimate image or sext - your child will have learnt about this in the session, and sharing this with you will reinforce the lesson. You could extend this idea of raising awareness by discussing where you could display this poster so that people who might benefit from its information could see it, such as a local youth club or medical centre.

Some samples of Awareness posters are here:

- Make mental health a priority - (<https://www.health.gov.au/sites/default/files/documents/2020/04/coronavirus-covid-19-print-ads-make-mental-health-a-priority.pdf>)
- How to wear a face mask - (<https://www.health.nsw.gov.au/Infectious/covid-19/Documents/mask-who-poster.pdf>)
- Protect yourself and your family - (https://www.hlttv.org.au/uploads/9c93d3565b791d0211df14a66bccdf5e_Vic-Health-Message-Washing-hands-1.pdf)
- For a healthy lunchbox - pick & mix_- (<https://heas.health.vic.gov.au/wp-content/uploads/2025/01/pick-mix-lunchbox-poster.pdf>)
- Sugary drinks are not good for you - (<https://www.ama.com.au/sickly-sweet/campaign-resources>)

Your child will also have brought home a 'help sheet' with prompts on how they could respond if some communication doesn't feel right. Decide with your child a good place to display this at home - perhaps in the space where they most often access online activities.

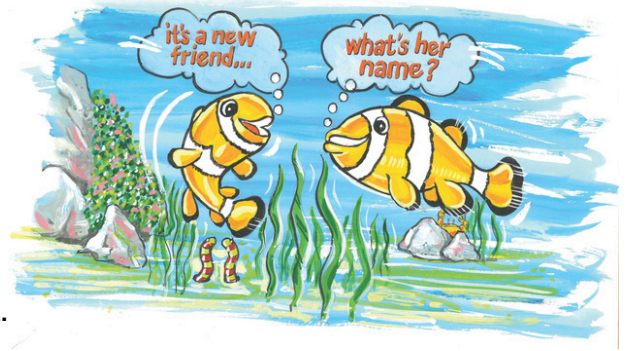
Further Reading

- Kids Helpline: Sexting and the impacts on young people – (<https://kidshelpline.com.au/parents/issues/sexting-and-impacts-young-people>)
- Raising Children: Sexting: early conversations with children 6-11 years – (<https://raisingchildren.net.au/pre-teens/entertainment-technology/pornography-sexting/sexting-early-conversations>)
- Youth Law Australia: Sexting laws (adjust for your state) – (<https://yla.org.au/nsw/topics/internet-phones-and-technology/sexting-laws/>)
- Kids Helpline: Being safe on the internet – (<https://kidshelpline.com.au/kids/issues/being-safe-internet>)
- eSafety Commissioner: Sending nudes and sexting - (<https://www.esafety.gov.au/parents/big-issues/sending-nudes-sexting>)

Your Social Brain

Lesson content

Your child will be made aware of some of the warning signs of online grooming, and consider how to respond to inappropriate interactions, including confiding in others and seeking support.



They will understand how their brain changes as they approach adolescence and how this can lead to an increase in risk-taking and a desire to connect with others and fit in. They consider how this may increase their risk of being targeted by tricky people online.

Key terms

- Online grooming: The process whereby sexual predators identify a target through an online platform and gradually develop trust, using tactics such as gift giving, compliments and emotional manipulation or coercion to eventually exploit their target. Groomers may or may not lie about their age and identity, and may or may not ask to meet outside of their online interaction.
- Blocking: Removing an online contact from having the ability to see your posts or make contact with you.
- Reporting: Informing those in charge of the site or app you're using about any inappropriate posts or interactions with another user.

Lesson resources

- Brain Development in Teenagers – (<https://youtu.be/dISmdb5zfiQ>)
- eSafety Commissioner: Time online infographic – (<https://www.esafety.gov.au/about-us/research/digital-lives-aussie-teens/australian-digital-teens-time-online-and-activities-infographic>)
- eSafety Commissioner: Online friends – (<https://www.esafety.gov.au/kids/i-want-help-with/things-to-watch-out-for-with-online-friends>)
- Maslow's Hierarchy of Needs – (<https://www.simplypsychology.org/maslow.html>)

Take It Home activity

In class, your child wrote a letter to a hypothetical friend after being given a hypothetical scenario. Your child's teacher will share the scenario with you, while your child will share the letter they wrote. Alternatively, it may be shared with you via your school's usual communication platform.

After reading through the letter with your child, turn the tables! Work together to write another letter, this time from the perspective of a caregiver to their child. The following scenarios may provide inspiration:

- Your family devices are all set up on the same accounts, so you're able to see what your kids are up to online. You check in one day and see that your child has taken a topless picture of themselves on their phone.

- Your child receives a parcel in the post, and there's no return address or name on it. When you ask it about it, they say a gamer friend sent it to say thank you for having their back.
- Your child keeps talking excitedly about a new friend they met online. You ask some questions about the friend, but they don't seem to know much. When you ask to see their profile, they're using an anonymous handle and don't have a picture up or any personal information. It looks like they've only had their account for a few weeks.
- Your child seems distressed and not quite themselves for a few days. When you ask them what's going on, they say that someone they met online is constantly sending them links to websites that they don't really like. They've also been asked some icky questions, and they don't know what to do.
- Finally, you may discuss with your child whether it would be more helpful to get a helpful letter from a trusted adult or a peer, and why. Do they think this might change as they get older?

Take the time to emphasise that under no circumstances should they be alone with someone they haven't met in real life yet, and that they should always have a trusted adult with them.

Your child will also have brought home a 'help sheet' with prompts on how they could respond if some communication doesn't feel right. Decide with your child a good place to display this at home – perhaps in the space where they most often access online activities.

Further Reading

- Raising Children: Brain development: teenagers – (<https://raisingchildren.net.au/pre-teens/development/understanding-your-pre-teen/brain-development-teens>)
- Raising Children: Teenage sexuality – (<https://raisingchildren.net.au/pre-teens/development/puberty-sexual-development/teenage-sexuality>)

Cleaning Up

Lesson content

Your child will consider some of the consequences of having a publicly visible digital footprint. After considering the most common online activities of their peers, they refer back to their prior learning about digital safety and avoiding tricky people online and learn how to audit and clean up their online presence to protect themselves and others.



Key terms

- Digital footprint: The traces of personal information that remain on the web through regular use, such as browsing or sharing.

Lesson resources

- What's in Your Digital Footprint? – (https://youtu.be/4P_gj3oRn8seSafety)
Commissioner: Australian digital teens: Time online and activities – infographic – (<https://www.esafety.gov.au/about-us/research/digital-lives-aussie-teens/australian-digital-teens-time-online-and-activities-infographic>)
- Carly Ryan Foundation App Factsheets – (<http://carlyryanfoundation.com/resources/fact-sheets>)

Take It Home activity

With your child, review the app factsheets from The Carly Ryan Foundation, available in your resource pack. Work with your child to make sure all accounts they have are secure and safe.

You can also do a web search for your child's name to see what is publicly available and notice what might need to be 'cleaned up'. After this clean-up, repeat the search in a few weeks (which allows the search engine to update itself). Hopefully, anything you no longer want to see public is gone!

Further Reading

- eSafety Commissioner: The eSafety Guide – (<https://www.esafety.gov.au/key-issues/esafety-guide>)
- eSafety Commissioner: Digital lives of Aussie teens – (<https://www.esafety.gov.au/about-us/research/digital-lives-aussie-teens>)
- My Future: 5 ways to clean up your digital footprint – (<https://myfuture.edu.au/career-articles/details/5-ways-to-clean-up-your-digital-footprint>)
- NSW Department of Education: Leaving a digital footprint – (<https://www.digitalcitizenship.nsw.edu.au/articles/leaving-a-digital-footprint>)
- eSafety Commissioner: Taming the technology – (<https://www.esafety.gov.au/parents/skills-advice/taming-technology>)