



— INTERNET —
Safe Education

5 PRINCIPLES TO STAY SAFE ONLINE

Toolkit

INTRO

APPLY THE 5 PRINCIPLES

Let's move into action.

These tools show you some ways to implement the 5 Principles to Stay Safe Online eBook.

We recommend using the tools in the order discussed in the toolbox so that you consider how your family works.

The tools

Communication

- Tell and listen
- Conversation starters – young children, older children
- Watch

Parents Take Charge

- What's in the rules?

Stay current

- How do we connect to the internet?

Set rules and boundaries

- Family Use of Technology Agreement (primary)
- Family Use of Technology Agreement (teen)
- Mobile Phone Agreement

Use Management Controls

- How to use Parental Controls.

Using these tools

1. Talk about it. Listen, watch, and guide.
2. Identify all the ways in which your children/teens access content and people online.
3. Create rules (preferably with discussion and explanation of why the rules exist).
4. Print the Family Agreement, sign it and hang it where your children access connected devices.
5. Use the mobile phone agreement when a child gets their phone so that expectations and consequences are understood.
6. Use filtering and monitoring tools.

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Tell and Listen

When something goes wrong, every parent wishes they had noticed earlier and done something more. Your attention and involvement are for their benefit.

The more you know, the more you can support and guide them.

Tell and guide

Make the rules and consequences clear, based on a family discussion. Talk over any issues that might be 'optional' or 'up for negotiation' such as number of hours a week, curfews and where devices are stored during off times. Encourage your child to feel involved in the setting of the rules.

- Create a [Family Use of Technology Agreement](#). The tools to do this are in this toolkit.
- Make a [Mobile Phone Agreement](#) as a requirement for access to a mobile device.
- Reassure them that you are always here to listen, support and guide them, even if they do something stupid or unkind. You can help them to improve any situation.
- Reassure them of your belief that the internet is a fun and creative place, when some guidance is followed.
- Remind them that rules are in place for adults too. Traffic, taxation, workplace, and other rules are designed for our safety and set standards of behaviour. They guide us to know what to do and what not to do and how people want to be treated.

Listen

Normalise talking about technology. Take time around the dinner table, doing the dishes, or while driving. Don't make it an interrogation.

Listen to

- How they speak about technology.
 - Are they excited to play on a game?
 - Are they secretive or defensive about how they use their devices?
- Games or apps they mention that you don't know about.
- What they say about their friend's behaviour and experiences online.

Conversation Starters

This section indicates some questions you can ask, what you're listening for, and in some cases what to do with the information provided. Most kids love their parent's attention – especially when it's positive and interested in them.

Ask open questions – **younger children**

- What new games are your friends playing online?
 - Identify new apps and games and find out about them. Go online to identify their logo so you know if your child is playing them too.
- What's the most fun thing you did online this week?
 - Focus on the fun aspect so that you're not always focusing on the worrying or discipline side of technology. Look for opportunities to play with them or get involved. If they are doing something creative online, ask to see it.
- How do you use the computers/iPads/Tablets at school? Which part do you like? Is there something about this you don't particularly like? Do you have a special password to get onto the computer? Can you send messages to each other on school computers?
 - Show an interest in how the school uses technology. You may be able to identify some of the rules the school uses and link that to how you have rules at home too. You may find your child particularly likes an app or piece of software that they could use at home, for example, for art, music or language. Technology is a fun way to learn for many children.
- Have you watched any funny videos online lately?
 - Get an idea of where they find these videos and how they share them. It's likely to lead you to discover the apps and sites they're visiting and whether they have access to messaging and sharing that you may not have been aware about.
- What ways do your friends use to talk to each other on their computers/iPads/Tablets?
 - Distancing question. It doesn't focus on your child's behaviour. It asks about others. This type of question can lead to a less guarded answer. Investigate anything you don't know about. Use Google reviews, security settings and age restrictions.

- How do you talk to your friends using your computers/iPads/Tablets? Do you like talking to them that way?
 - Identify messaging and sharing apps they use. Consider these when looking at privacy and security settings, filtering third party software and age restrictions.
- Who do you play with on that game?
 - Identify whether they know the person in the physical world. If they think they do, ask them how they know it's really that person. The goal is to normalise the question 'how do I know this person is who they say they are?'
- Do you hear about kids being unkind to each other using their devices?
 - This focuses on other children's behaviour, rather than your child. It allows your child to talk about the issues without getting into anything they may have done or experienced. Ask questions about where this appears to happen (from a device located at school, home, after-school-care, or from a friend's house or on a phone). Ask if this tends to happen on a particular app (SnapChat, Insta).
- What has the school told you to do if someone is unkind online to you or a friend?
 - See how well they understand school rules and look for ways to use some of the words used in their rules at home in your rules. Consistency helps understanding.

Ask open questions – **older children**

- What games are you enjoying at the moment? Who else plays that you know? I was wondering, how do you talk to each other during a game? Is it in writing or on your headphones?
 - To find out the game and the players and how they communicate. Get involved, if they're willing. For younger teens, consider whether they are in games where they will be exposed to inappropriate content. Sex scenes in many games are very explicit and realistic, and sometime violent.
- What happens if you realise a younger kid is in the game and they don't know what they're doing?
 - Younger kids are often treated aggressively when in a game where they can't support their team players.
- What social media are you and your friends using these days? I hear Facebook is for us oldies. How does it work? Is it like Instagram? I hear Instagram messenger is used more now. Why is that?
 - Get an idea of new apps and research them. Consider the privacy and security settings.

- Do many of your friends use their real name on social media? How do you find each other when you don't use your real names?
 - You're looking to see whether the kids are savvy enough to set up multiple accounts with different names (parents may know about one of them). The second question is because kids tend to link their different platforms which makes them pretty easy for other kids, and people with poor intentions, to follow them across platforms creating a portfolio of information about them. It also means that things they think may be hidden are actually quite easy for a recruiter to find later, potentially jeopardising their career prospects.
- Do you hear about much cyberbullying at school? What does the school do about it?
 - Look for understanding of the rules and support that's available for the kids involved.
- Do you see your friends posting things that would make their parent's blush?
 - Distance this sort of question. You want to give them permission to acknowledge the situation without implicating themselves. It allows you the opportunity to discuss the fact that images and videos can be saved and shared and, that once they're online, they are potentially permanent. 'I wonder what their 20 year old self would say to them about that?' If you wouldn't do it in public or in person, it shouldn't be done online. This relates to explicit images, racism, aggression, and bullying.

Watch

Observe your child –

- Body language speaks volumes.
- Eye contact when discussing cyber issues, bullying, inappropriate content etc (looking for eye contact that is different from usual).
- Change in mood – withdrawn, anger, evasiveness – of course these are also common in teens so look for opportunities to support their mental wellness. Do things they enjoy. Give them your attention and reassure them that you love and accept them, no matter what. If you suspect digital addiction or that they are involved in online bullying or similar, discuss it with them. Leave the door open to them coming to you always.
- Withdrawal from normal activities of life. If they are skipping meals to stay in their room, lack simple hygiene and avoid interaction there may be reason for concern regarding their dependency on a device or other mental health issues.

Template - What's in the rules?

You can teach your children to make great choices, improve their safety and allow them to enjoy the many benefits of connected devices. To do this well, a parent needs to know when and how their child/ren use connected technology.

The following table shows some issues to discuss and agree upon. Adults get the final say.

Some suggestions are offered however your choices will depend on your child/ren's age and how your family works. Also think about the child/ren's school rules. Are there school rules you are happy to use in your home so that there is consistency for the child? School rules are often informed by useful expert advice.

Complete this table below to inform what goes into your [Family Use of Technology Agreement](#).

*Remember – online your child's time and attention are currency.
(Money in the bank for businesses).*

Technology business's A.I. are designed to capture your child's attention and keep it. You're working against some very advanced algorithms. Set physical world rules and monitor their use of technology to help them to make healthy safe choices and maintain balance.

Start early.

Follow through on consequences. There is no need to get angry when a child doesn't operate within the rules. Simply apply the consequence. We all make mistakes and we learn to adjust our choices to avoid unpleasant outcomes. This is an important life lesson.

Rules keep us safe and set a standard of behaviour. Sport, traffic, school, games – they all have rules.

It's better to set these standards than to deal with terrible consequences like online bullying, digital addiction, exposure to explicit adult content or being targeted by someone with poor intentions

Your child simply does not need 24/7 access to connected devices.

They need these rules for their health, happiness, and safety.

The examples in the table are offered as a talking point for your family and circumstances. Consider how to manage rules across homes for children living in two homes and grandparents' homes.

When	<p>Before 6 pm on weeknights and 8pm on weekends and school holidays (including mobile phones)</p> <p>For no more than 5 hours in total during the school week and 4 hours on weekends.</p> <p>Mobile phone to be set to 'do not disturb' between the hours of 6pm – 6am and to be placed in a technology basket/draw at 6pm. (perhaps later for teens)</p> <p>Mobile phones are not to be used during homework unless to play music.</p>
Where	<p>Computers, tablets, iPads and gaming consoles are not to be used in bedrooms (or at least not in a bedroom with the door shut).</p> <p>Homework, including that done on a device, is to be completed at the kitchen desk/bench or child's desk.</p> <p>Mobile phones are not to be used when a person is speaking to you.</p> <p>Mobile phones are not to be used in a bedroom.</p> <p>No devices during meal time, including mobile phones.</p>
What programs	<p>LOOK. Use the Connected Devices Inventory to identify the connected devices in your home. Get on the devices and see what apps are being used.</p> <p>For younger children and younger teens, consider creating a list of 'approved' apps and sites they can visit. Their browser history will give you an idea of the sites they visit.</p> <p>Check the browser history on communal devices too such as a parent's computer/laptop.</p> <p>Once kids know you check their device, they may choose to look up questionable sites on the communal device for plausible deniability. Kids can be sneaky when they're operating outside of the rules.</p> <p>Set rules in your agreement document about how a child is to seek approval to access new sites or apps.</p> <p>No in-app purchases. No gambling apps.</p> <p>No explicit content games (sex scenes are often very graphic and sometimes violent in games – research why the game has a particular rating).</p>
Who they connect with	<p>It is wise to set firm rules about who younger children can connect with online. Only people they know in the physical world.</p> <p>Gaming apps are a higher risk here particularly with multiplayer games.</p>
Consequences	<p>Breaking curfew –</p> <p>Accessing games/apps/software –</p> <p>Not getting off when instructed –</p> <p>Bullying/unkind behaviour online –</p> <p>School concerns regarding online behaviour –</p> <p>Mobile phone misuse –</p> <p>Online purchases –</p> <p>Online gaming –</p> <p>Online gambling –</p>

How we access the internet

(Suggestion - complete once a quarter)

Use the table below to do an inventory of the devices in your home.

For example, you may have a smart TV and a subscription to Disney +. Star is an option within Disney +. Star includes access to more adult content and materials with a more mature rating. You can set up a profile in Disney + and restrict children's access to inappropriate streamed movies.

All devices are likely to have access to apps such as YouTube. People with poor intentions have created YouTube videos that appear to be child focused which include explicit content. You can set YouTube to 'restricted mode' on your children's devices or require your children to use YouTube Kids for younger children.

Get your child to show you around their devices and/or look at them yourself. Identify –

- how they are using it
- the apps they use and have access to
- their browsing history

This is a good way to make sure you know where they are connecting with people online and whether they are working within the [Family Use of Technology Agreement](#). Children are savvy and will find ways to access things in the hope that you won't know.

Check for reviews of apps you don't know about. Similarly, if you see a logo you don't recognise, look up the logo to identify the app/program then look for a review. If you see TOR or a green and purple onion or globe – delete it and then discuss why your child might be accessing the dark web (See the **Dark Web Handbook** for further information).

Check the parental controls on gaming consoles. Children are exposed to aggression from older players online. They are also vulnerable to people with poor intentions when playing in spaces designed for older teens or adults. Many online games have chat functions.

Discuss with your children anything you find that causes you concern. You educate them as you discuss what is causing your concern. Together you can identify whether the concern is justified or perhaps if the situation can be changed to be of less concern. We all like to be involved in

decisions that involve us and are more likely to accept and abide by those decisions. Adults make the final decisions. You will no doubt need to add additional rows as you uncover additional online devices.

NOTE

Where you see yellow in the table below.	Check this - Particularly look for social media or other tools that allow children to chat, share or communicate in any way. This includes games, Snapchat, Instagram, Facebook etc. See the How to Use Parental Controls tool to identify settings for the rules/restrictions (things to block, filter or restrict on a device or app).
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Consider your child's age and maturity when setting rules. Always communicate. Add other devices.

Connected Device Inventory Template

Device	Who Has access to this device?	Apps Downloaded or accessible on this device	Rules/restrictions Using inbuild filters or monitoring tools Using the Family Rules
WiFi	Everyone		Set curfew – off at 8pm See the How to Use Parental Controls tool
Home computer/s	Mum Dad Everyone?	Full internet access, no restrictions.	Password protected. Children don't have access. Child has own password that restricts access online. Use Parental Control settings.
Child's computer			Child has own password that restricts access online. Use Parental Control settings.
Child's iPad/tablet			Use Parental Controls
Parent's phone/s			
Child's phone			Use internal settings and parental controls with two-way verification to change them.
Smart Home Devices (Google or similar)			
Smart TV		YouTube, Google, streamed movies/shows	Child has own profile that restricts access online. Set up child friendly filters.
Gaming console (Xbox, PlayStation, and Nintendo)			Parental controls with two-way verification to change them.

Family Use of Technology Agreement

These agreement templates are offered as examples. Please add or delete as appropriate to your family's values and expectations. Agreements are more likely to be kept when all parties had a part in the creation of the agreement. You can explain that adults go into written agreements in their workplace so that there is evidence that you understand the expectations of your role.

(Primary school aged children)

Technology is part of our lives. So is sleep, time in the sun, movement for fun, and time spent together. Together we commit to being careful about how we spend our time so that we stay well, happy and having fun together.

- ☐ Connected devices can be used for _____ hours a week/day for reasons other than school.
- ☐ I will only use technology in these places at home

- ☐ I will ask permission before I go online on a device.
- ☐ I only use apps, games, sites and tools that my parents have approved.
- ☐ I will ask permission to try a new game or a new way to use the technology.
- ☐ I will only talk or play with people online after I know them in the physical world.
- ☐ My birthday, school name, sports club names, and email address are private and are NOT to be mentioned online.
- ☐ Our passwords are kept safe and private. They are like a lock to our home and possessions.
- ☐ I use kind words online. Our family doesn't bully or make people feel bad.
- ☐ I tell my parent if something happens online that is upsetting, unkind or worries me in any way. My parents will know what to do.
- ☐ I have permission to stop all communication immediately if someone is rude, upsetting, threatening or worries me in any way. I have a right to feel safe.
- ☐ I will ask permission before I click on any pop-ups, or download any music, game, or software because I understand that these things can cause our device to break or steal our information.
- ☐ I will NEVER agree to meet a person in the physical world unless I have spoken to my parents and they come with me and meet in a public place. People online are not always who they say they are.
- ☐ Only an adult can use their credit card, Paypal or any other way to pay for anything online.
- ☐ I will abide by my school's cyber safety, code of conduct, and use of device rules and accept the consequences if I fail to do so

- ☐ I always remember that when I play or work online
 - People are not always who they say they are
 - I treat people with kindness and I do not accept unkind behaviour
 - The online world is not really private
 - People don't always tell the truth
 - I speak to an adult when something upsets me online

I agree to follow this agreement and understand that if I do not follow the agreement there will be consequences such as a technology ban for as long as my parents believe is appropriate. (Consequences can be added here after being discussed as a family. Choices create consequences.)

In return, my parent/s agree to limit the amount of time they spend on personal devices during family time, we will eat together with no technology at least 3 times a week, we will have family play time each week and

(Note the things you like to do as a family so that you can schedule them. Plan to spend time together. What do you like to do together. They could bring a friend or two. - Beach, mountain walks, bike riding, surfing, watch sport, go carting, bowling, fishing, board games, mini-golf, escape room, baking, camping, karaoke. Involve them in planning a weekend away)

Sign here (adults and children)

Date

Family Use of Technology Agreement

(Teenage children)

Technology is part of our lives. So is sleep, time in the sun, movement for fun, and time spent with friends and family in the physical world. Together we commit to being careful about how we spend our time so that we stay well, happy and don't jeopardize our success through making poor choices.

- ☐ Connected devices can be used for _____ hours a week/day for reasons other than school, work, or research.
 - ☐ I will only use technology in these places (eg. certain rooms in the house, bus, train, car)
-
- ☐ All technology is placed in the _____ (location) at _____ (time). My sleep is important to my wellness, happiness, and learning.
 - ☐ I will respect our family's privacy by not sharing information online.
 - ☐ I behave respectfully and kindly online. I don't bully or tolerate bullying.
 - ☐ I don't send or post photos or videos that could be hurtful, embarrassing, get me into trouble or potentially jeopardize our family's privacy.
 - ☐ All photographs and videos I take on my devices are suitable for public viewing. The internet is not private or secure. All images and videos can be stored and shared once they leave my device.
 - ☐ I respect other people's privacy and right to be safe.
 - ☐ I only use applications, games, sites and tools that my parents have approved.
 - ☐ I maintain privacy and security settings in all social media and gaming platforms, including blocking my location and protecting my identity.
 - ☐ I evaluate the credibility of the source before I click on any pop-ups, or download any music, game, or software (consider whether there may be a virus or malware).
 - ☐ I will NEVER agree to meet a person in the physical world unless I have spoken to my parents and the meeting takes place in a public place.
 - ☐ I thoughtfully use other people's digital property, images and ideas and seek permission or reference where appropriate.
 - ☐ Only an adult can use their credit card, PayPal or any other way to pay for anything online.
 - ☐ I will abide by my school's cyber safety, code of conduct, and use of device rules and accept the consequences if I fail to do so.

- ☐ I seek guidance. I am not alone. I am never too old to go to my parent/s for guidance or if something happens that is hurtful, aggressive, uncomfortable, or threatening. I am loved and supported, even if I've done something foolish or unkind.
- ☐ I prioritise my relationships, sleep, study, and wellness and monitor how much time I spend on a device (especially my phone).
- ☐ I accept that my parent/s may limit my use of technology from time to time if they believe I'm not managing my own time well.
- ☐ I always remember that when I play or work online
 - People are not always who they say they are – they intend to deceive.
 - People lie – just because it's online doesn't make it 'true'. I use discretion.
 - The online world is not secure –my data can be copied, saved, shared, hacked.
 - Nothing is ever really deleted once it is shared – my future success can be impacted.

I agree to follow this agreement and understand that if I do not follow the agreement there will be consequences such as

In return, my parent/s agree to limit the amount of time they spend on personal devices during family time, we will eat together with no technology at least 3 times a week, we will have family time each week and

(Note the things you like to do as a family so that you can schedule them. Plan to spend time together. Ask them what they would like to do together. They could bring a friend or two. - Beach, mountain walks, bike riding, surfing, watch sport, go carting, bowling, fishing, board games, mini-golf, escape room, baking, camping, karaoke, axe throwing. Get them to plan a weekend away but give them a budget!)

Sign here (Child and adult/s)

Date

Smart Phone Agreement

Technology is part of our lives. So is sleep, time in the sun, movement for fun, and time spent together. Together we commit to being careful about how we spend our time so that we stay well, happy and having fun together.

- ☐ I will use the settings my parents place in the device.
- ☐ I will place my phone _____ (location) at _____ (time) each day.
- ☐ I only use applications, games, sites, and tools that my parents have approved.
- ☐ I will use my phone only when it is safe. For example, not while riding my bike or driving a car.
- ☐ I will be considerate of others. For example, listen to videos or music with headphones, speak at an appropriate volume, and use polite language.
- ☐ I will leave one ear free when listening to music or a video while walking or riding.
- ☐ I will only use my phone when I am not interacting with a person in the physical world.
- ☐ I will only create videos and photos that are appropriate for public viewing.
- ☐ I will use kind and respectful language when using all apps.
- ☐ I will ask permission to try a new app or a new way to use the technology.
- ☐ My passwords are kept safe and private. My parents have access to any passwords for all apps and my phone.
- ☐ I tell my parent if something happens that is upsetting, unkind or worries me in any way. My parents will know what to do or help me to take action.
- ☐ I have permission to stop all communication immediately if an interaction is rude, upsetting, threatening or worries me in any way. I have a right to feel safe.
- ☐ I will NEVER agree to meet a person in the physical world unless I have spoken to my parents about the meeting, and they approve.
- ☐ Only an adult can use their credit card, PayPal or any other way to pay for anything online.
- ☐ I always remember that a mobile phone is a privilege that can be revoked.
- ☐ I abide by school rules related to mobile phones during school hours.

I agree to follow this agreement and understand that if I do not follow the agreement there will be consequences such as a

Sign here

Date

How to use Parental Controls

Once you've set these up, you can have improved confidence, however they do not replace your supervision and guidance.

Parental controls can be set up for –

- **Your home WiFi network** - can apply to all or some connected devices.
- **Individual devices** – computers, iPads, mobile phones, gaming consoles and smart TVs.
- **Inside the app itself** – privacy and security settings (particularly important when using social media). YouTube Kids has built-in parental controls.
- **Streaming services** – such as Netflix, Stan, Foxtel, Amazon Prime have internal parental controls you can set up so that children don't access inappropriate content.
- **Search engines** – [Google Safe Search](#) has built in filters to access child friendly content. You can make this your child's default search engine or you can set up favourites or bookmarks which are the only sites your child can visit (good for younger children).

Some filtering and monitoring third-party software options cross platforms to android and iPhones to monitor content of texts and email looking for indicators of adult content, cyberbullying, drug references, suicidal or harm comments on their phones.

Below are some questions to consider when implementing rules/restrictions using parental controls for connected devices. Consider your child's age when deciding how to manage the settings. Privacy and security settings in social media sites should not be negotiable.

Sites and activity to block

Adult content, pornography, in-app purchasing, online stores, restrict the functions of Siri, restrict file/photo/video sharing. Block system changes (for the tech savvy kid). Block app downloads.

Content to filter

Adult/sexual content, violent content, drug related, promoting self-harm or suicide, racism, terrorism. Key word or phrase filters.

Curfews – restricted access

Devices can't access WiFi after this time. You may set this up on your WiFi or just put the Modem on a timer. Make sure the [Family Use of Technology Agreement](#) includes no access to connected devices or phones after this time. Set phones to go to 'do not disturb' after this time.

Want to know what you already have?

Check the options in the devices you have in your home -

- PC/Windows – Microsoft family – <https://account.microsoft.com/family/>
- Mac OS - <https://support.apple.com/en-au/guide/mac-help/set-up-parental-controls-mtusr004/mac>
- Phones –Parental controls
 - Android platform - Google Play for android and settings in the phone.
 - iPhone – phone settings for content and privacy restrictions and stop iTunes and App Store purchases.
- Gaming consoles – Parental Controls

WANT TO LEARN MORE?

Screen Resolution by Brett Lee



A must-read for parents and carers.

Brett Lee has spent thousands of hours as an Internet detective pretending to be a teenager online to hunt down and prosecute child sex offenders.

In Screen Resolution, Brett describes his experiences in real and powerful terms, profiling predator behaviours and exposing their sinister intentions.

Often confronting and at times disturbing, Brett's account will help you discern the truth behind the screen and what you can do to protect your families online.

Through reading this book, every family can achieve a safe and productive online environment.

 **BUY HARDCOVER**

QUESTIONS?

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