

Helping you keep up to speed and get involved in your child's online world

Digital

vodafone Parenting

Looking for help?
From tots to teens,
your guide to
everything online



FEATURES

- Online safety
- Cyberbullying
- Protecting your identity
- Inappropriate content

HOW TO

**Safety set up guides
for Facebook®, Google™
and Microsoft®**

**Get in the know about
social networking**

Your child's reputation: what
goes online stays online



Technology in schools

Tools teachers use to help kids
learn and stay safe online



Advice and tips

from Australian and
international parenting
and child safety experts

Get involved



Digital Parenting checklist

There's a lot to take in when it comes to your child's digital world, so here's a handy 10-point checklist to get you started.

- ✓ **THINK** about how you guide your family in the real world and do the same in the digital world (even if it sometimes feels like your son or daughter is the technology expert in your home!)
- ✓ **HAVE** a go with some of the technologies your child enjoys – if you haven't already, download some music, set up a Facebook® profile or play a game on their Nintendo® Wii
- ✓ **TALK** to your friends, family and the parents of your child's friends about how they help their children manage their digital world – you might get some useful tips
- ✓ **TRY** not to use technology as your child's babysitter – we all do it sometimes but it's important to know what they're up to
- ✓ **DON'T** be afraid to set boundaries and rules especially for younger children – their online reputation will follow them forever so it's never too young to start
- ✓ **MAKE** the most of built-in tools, such as Parental Controls, SafeSearch options and privacy controls (check out our 'how to' guides)
- ✓ **REMAND** older siblings that certain websites, technologies and apps might not be appropriate for their younger siblings to use and ask them to look out for them
- ✓ **MAKE** digital issues part of everyday conversation – don't shy away from talking to teenagers about difficult subjects like cyberbullying, sexting and copyright infringement, for example
- ✓ **KEEP** communicating – show your child that you understand how important technology is to them and reassure them that they can come to you about anything that is worrying them in their digital world
- ✓ **READ** as many Digital Parenting articles as you can and visit our website at vodafone.com.au/digitalparenting and stay ahead of the game. Feel free to pass this magazine and our website address on to other parents too.



Welcome to our first edition of Digital Parenting

WITHOUT a doubt, mobiles and the internet have changed our world. They've become an essential part of our lives, helping us connect with family and friends, find the answers to burning questions in an instant, keep up to date with what's important to us when we're on the move, make us laugh and help us to learn.

But how do we balance all of the great things that can come from our digital and online world, with the potential risks – particularly when it comes to children? Risks like bullying, sharing explicit photos, identity theft and untrustworthy advice.

Keeping children safe online is something that concerns many of our customers, and as a provider of technology it concerns us too. The digital world presents so much excitement and opportunity, but is also one that many of us worry about just how to manage with our children.

So we hope Digital Parenting can help make a difference.

It's chocked full of useful 'how to' guides, tips and advice from Australian and international parenting, child safety and technology experts including Facebook®, Google™, the Alannah and Madeline Foundation, the Australian Communications and Media Authority, Childnet International and the Australian Cooperative Research Centre for Young People, Technology and Wellbeing. There are also stories from parents, grandparents and young people. And we've included resources where you can get more information and support if you need it.

Digital Parenting is for everyone with a child in their life who wants to learn more about the conversations you should consider having and the way you can not only support but help your child navigate through the opportunities and risks of our digital world.

I hope you find Digital Parenting useful. I'd love to hear what you think so please feel free to drop me an email or, head to our reader survey at vodafone.com.au/digitalparenting.

A handwritten signature in black ink that reads "Tanya Bowes".

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DID YOU KNOW? DID YOU KNOW?

Without doubt technology is playing a big part in young people's lives – changing the nature of their relationships with friends and family

Digital resilience: why technology matters

Hand on heart

On the weekend I took a risk. It was a risk that could easily have backfired. I was responsible for a group of 15 young people aged between 16 and 25 staying together at a Melbourne youth hostel. As members of our newly-formed Youth Brains Trust, they were coming together for their first workshop. Some travelled six hours to be with us. Some took leave from work. I didn't know these young people. I didn't know if they would like each other. I didn't know if they would all end up at some dodgy city nightclub. I need not have worried.

This group of young people set their own rules for the weekend. They supported each other. They worked all weekend. They created a set of values that will guide our organisation. They shared stories of resilience and strength in the face of adversity. They talked about their hopes and dreams for a better Australia, and how they would make their world a better place. They created a safe, supportive, creative and wonderful environment that gave them and

their peers an opportunity to have voice. They want to be heard.

The workshop concluded with a BBQ with our Board Directors on the banks of the Yarra. They met my family, cuddled my children and, at the end of the day, jumped into taxis to go home.

When they got home, they all reconnected on Facebook®.

Getting on the same screen

Every day, over 95% of young Australians use the internet and 83% use social networking sites like Facebook® or Twitter¹. Unlike generations before them, young people simply don't make a distinction between their online and offline worlds. To use the words of Jack Heath, founder of the Inspire Foundation (the organisation behind online youth mental health service ReachOut.com), 'technology for young people is like the air they breathe'.

Recently I was invited to speak at the National Press Club in Canberra. The invitation came from Tony Peacock, CEO of the Cooperative Research Centres Association, who is also the father

of two teenage boys. His biggest concern relates to what his sons are doing online. Tony is not alone: 71% of Australian parents are concerned about their children's online activities.¹

Tony is your classic digitally disconnected parent – legitimately concerned but not sure of the answers. A virtual chasm exists between young people and their parents; older people like Tony and me. I'm talking about anyone over the age of 30. Anyone who grew up using typewriters or, more to the point, anyone who remembers a world without computers and mobile phones. To reduce the digital disconnect we need to get everyone on the same screen.

So can we attend to parents' fears without either over-emphasising or trivialising the risks? Can we keep the good, get rid of the bad and leverage the opportunities that technology affords to promote the wellbeing of young Australians?

I think we can. But I believe we can only achieve this if we work together in partnership with young people. In the words of Tim Berners Lee:

IMAGE OF COURTESY: OLI SANSONO



Associate Professor Jane Burns is Chief Executive Officer of the new Cooperative Research Centre for Young People, Technology and Wellbeing (yawcrc.org.au). She is also a VicHealth Principal Research Fellow at the Orygen Youth Health Research Centre, Centre for Youth Mental Health, University of Melbourne.

¹YAW-CRC, 2011

TAKE ACTION

1 TAKE young people's expertise seriously. They are experts in their own digital field. Take the time to sit down and have them share what they are doing online

2 YOUNG people do learn through formal cybersafety training but they also learn a lot by experimenting themselves. So allow them the space to explore online and learn informally too

3 YOUNG people who already practice safe behaviour at school and in their communities often apply the same principles to keep themselves safe online

4 SKILL yourself up. Take the time to learn and experiment online so you can realistically assess what young people are doing online

5 HAVE open conversations with young people. Remember that they do not differentiate between their online and offline experiences. Ask questions about what they are doing online as you would about other aspects of their lives, such as at school

6 CONSIDER Social networking sites from all angles and approach them recognising young people's capacity and resilience

"Some people point out that the Web can be used for all the wrong things. I think the main thing to remember is that any really powerful thing can be used for good or evil. Dynamite can be used to build tunnels or to make missiles. Engines can be put in ambulances or tanks. Nuclear power can be used for bombs or for electrical power. So what is made of the Web is up to us. You, me and everyone else."

Without doubt technology is playing a big part in young people's lives – changing the nature of their relationships with friends and family, redefining their social interactions both online and offline and radically changing what we have traditionally meant by being connected. The life experiences of young people have changed significantly over the last two decades.

Traditionally adolescence has been seen as 'just a phase', with the focus on fixing the individual. More recently we have seen a shift which recognises young people in their social context. My good friend Dr Michael Carr-Gregg, Australia's leading adolescent psychologist, talks about the five worlds of the adolescent – the individual, their family, their relationships with peers, at school and the community. As the internet is integrated into the everyday lives of young people, the need to acknowledge the internet as a 'virtual environment' or setting in which young people spend time becomes more important. It is the sixth world for young people.

So let's challenge beliefs

Some argue that increased internet use diminishes social involvement because it reduces the time young people spend with others offline. While this view may have been true in the early '90s, in the last decade we have seen a fundamental shift in the way technology is used.

● Research from the Pew Internet and American Life Project² shows that the internet increases community participation and supports social networks and existing social connections both on and offline. They claim the internet is a form of social capital for young people who report that there are many direct links between their activities online, including the information they access, and their daily lives.

● My own research¹, funded by the Victorian Health Promotion Foundation "Bridging the Digital Divide", suggests that technology may provide a significant way of staying connected for young people at risk of marginalisation. It includes examples of a young woman who was 'couch surfing', talking about MySpace as a setting in which she could create her own identity and young people who were newly arrived refugees talking about the importance of using Hi5, a social networking site to maintain contact with family and friends at home. ●

Associate Professor Jane Burns shares her insights on social networking on page 16.

¹YAW-CRC, 2011 ²Pew Internet, February 2010

Spotlight on... **age**

Children use digital technology in different ways as they grow up, and **Digital Parenting** can help parents to stay ahead of the game. But which websites are 7-year-olds visiting? Why would a 12-year-old want a mobile? What kind of games do 15-year-olds play? We take you into your child's ever-evolving digital world so you can help them to have a positive experience and manage the potential challenges and risks that could come along.

Here's what you can expect through the years >



TAKE ACTION

1 SIT with your child and get involved when they're using the computer and other devices like games consoles – make it fun!

2 SET UP Parental Controls and SafeSearch on your child's computer – but remember, they might not be 100% effective all of the time and they aren't a substitute for parental supervision

3 DON'T assume that your child is only accessing age-appropriate services and websites – they could be influenced by older siblings or friends to visit sites like YouTube™ (which have a minimum age limit of 13) or they might have figured out how to use your mobile

4 START teaching them why it's important to keep their personal information to themselves

5 STAY in control and don't be pressured into letting your child use technology like mobiles or games consoles if you don't think they're mature enough

6 ENCOURAGE them to come to you if anything they see online worries or upsets them



5–7 year olds

For young children, the internet and mobile devices are simply fun – sometimes educational, but mostly fun. 5-to-7 year-olds might enjoy catching up with their favourite TV and cartoon characters on websites like ABC for Kids, Nick Jr, CBeebies or The Wiggles, for example.

On the move, parents can keep kids entertained with games like Nintendogs (on the DS) and by playing age-appropriate apps like 'Wheels on the bus' or 'Scribble' together on an iPhone. Leapster, a handheld games console makes learning the alphabet, phonics and basic maths enjoyable and is popular amongst parents looking for digital learning tools.

Even if they're just doing something for fun, these kinds of devices and websites can help to teach younger children important skills, such as how to type, how to improve their hand and eye co-

ordination and how to read better. But, because they're so young, they still need you to be involved and engaged, offering guidance and supervision – just as they do in the real world.

They might want to spend hours on end on a particular website or game or they might have trouble telling the difference between fantasy and reality or advertising and editorial, and at young ages they can be very trusting of people. It's crucial that you put some ground rules in place now so that it becomes part of their daily routine.



CBeebies, ©BBC. cbeebies.com/australia



8–11 year olds



Walk into the home of any child this age and you might well find them playing FIFA Soccer or RuneScape on their games console, listening to music on their iPod® or texting friends on their mobile. They might be doing some research on Wikipedia or writing an article for a school blog.

Virtual communities and games, such as Moshi Monsters, Club Penguin and Stardoll – where children can create their own virtual worlds, interact with avatars (characters representing people online) and, in some cases, buy stuff – are also very popular at this age.

Websites like SuperClubsPLUS have brought social networking to tweens and, despite minimum age limits of 13, many 8-to–11 year olds are even accessing mainstream social networking sites like Bebo, Facebook® and MySpace

and video-sharing services like YouTube™.

This is a real turning point when young people are embracing new technologies both at home and at school and it's a crucial time for parents to help them stay in control of their digital world. Giving out personal information, playing violent games, cyberbullying and meeting strangers online are among the issues that need to be discussed. With research by the Australian Communication and Media Authority (ACMA) revealing that children aged 8 – 11 have a preference for learning about digital media from their parents or teachers rather than their friends, now's the time to talk.

TAKE ACTION

1 AGREE some limits on what your child can or can't do (e.g. how much time they spend on the internet or games consoles)

2 REMEMBER that lots of devices now have internet access (e.g. mobiles and games consoles) and built-in webcams

3 DON'T be pressured into buying your child something if you think they're too young – if you only want them to call and text, don't get them a smartphone with Wi-Fi and internet access

4 IF you do buy them a mobile, discuss how they should keep it safe from thieves and not to use it when they're walking or cycling

5 MAKE SURE you set Parental Controls and SafeSearch to the right level for your child's age and maturity

6 MAKE it a rule that they give their real age when registering for websites (Facebook® and YouTube™ have a minimum age limit of 13) and only play age-appropriate games

7 REMIND them that the internet is a public place and that anything they post online could be seen by anyone and could stay there forever

¹ACMA, July 2009.



TAKE ACTION

1 ASK them where they are or who they're with online. After all, you wouldn't let them go out in the real world without knowing where they are or who they're with

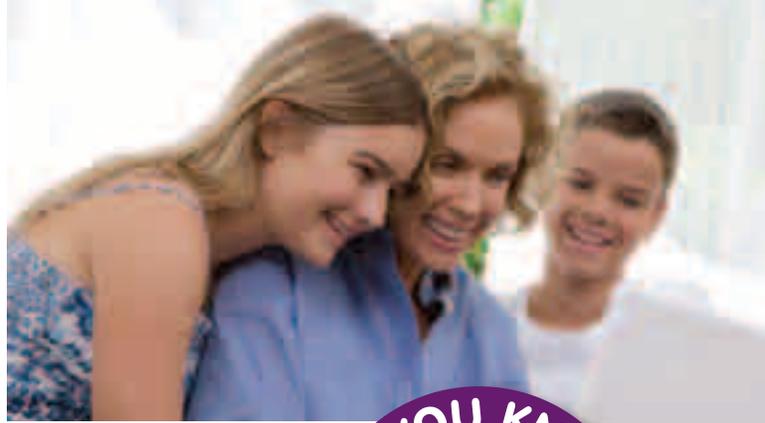
2 TEACH them to behave responsibly in their digital world (e.g. how to download music and games legally, respect others online and keep personal information private)

3 MAKE sure you set Parental Controls and SafeSearch to the right level for your child's age and maturity – but remember, they might not be 100% effective and they aren't a substitute for your supervision

4 EXPLAIN that any comments, photos or videos they post now could be seen by their teachers, complete strangers or even universities and employers

5 SET some ground rules for their mobile use and explain how they could run up large bills if they sign up for premium rate services, like ringtone or game downloads

6 GIVE them the telephone number for Kids Helpline 1800 55 1800 and bookmark the CyberSmart website for your family to get advice, resources and report offensive content. cybersmart.gov.au



12–14 year olds

They've left primary school or are about to and they're growing up fast. It's a time of immense change and their digital world might seem as important as the real world to them. They might spend their evenings chatting to friends on Facebook®, Windows Live® Messenger or via texts, watching and uploading videos on YouTube™, or downloading the latest tracks from iTunes®. Playing on their Nintendo® DS or making the most of free online games on Miniclip could be a big part of their spare time or they might be one of the millions of fans of Habbo Hotel®, the world's largest virtual community for teenagers (which has a minimum age limit of 13 in most countries).

At school, their teachers might be using tools like Google Maps®, Animoto and Wikipedia to bring lessons to life and they, in turn, might use the internet to help with their homework.

As they make their way through adolescence, they might begin to rely heavily on their online social networks to explore issues such



as sex, relationships and body image. They're keen to have their independence and their digital world becomes more portable – and more private – as they start using mobiles to communicate and find information.

It's at this age that they might take on the role of 'technology expert' at home (programming the Foxtel iQ or helping when the computer screen freezes) but that doesn't mean that parents can sit back and lose touch with what they're doing. Even though they feel in control of technology, children of this age are still vulnerable to scams, cyberbullying and other online threats.



¹ACMA, July 2009

15+

It might be tempting to think that older teens are 100% tech-savvy and dealing with everything the digital world throws at them. It's likely that they're happily playing Guitar Hero or Nintendo® Wii Fit with their friends, managing their busy social life and sharing photos on Facebook®, posting self-created videos on YouTube™ and expressing their opinions on a blog or Twitter. If they're into music, they might already have an MP3 collection greater than any album collection you could ever muster and enjoy finding out about new bands on Anubis.fm or Last.fm.

As they start thinking about apprenticeships, university, or a job they might be participating in online activities, like volunteering or mentoring to enhance their CV, or they could be searching job portals for that first rung on the career ladder. And they're probably starting to buy clothes, books and other things online.

Unfortunately, some older teens also use technology in a more negative way – looking at pornography on the internet, taking part in violent online games and exchanging sexts (swapping



nude and sexually suggestive images).

McAfee® highlighted "most teens are confident that they know how to stay safe on the internet, and the majority agree that their parents trust them to behave responsibly online. Worryingly, supervision may be ineffective, since teens are well versed in hiding their online activities from their parents. Over two thirds of older Australian teens surveyed said that they know how to hide their online behaviour and 4 in 10 teens agree that they would modify their online behaviour if they thought a parent or guardian was watching."²

It's clear that, far from leaving them to it, parents need to keep communicating with older teens and strike a balance that they feel is right. They're no doubt becoming resilient enough to deal with some online risks themselves. But make sure they know that you're there for them. ●

TAKE ACTION

1 THINK carefully before you remove Parental Controls. Do you think they're mature enough to handle all online content and interactions? Should you just adjust the settings slightly (e.g. to 'moderate')?

2 TEACH them how to behave responsibly e.g. how to download from legitimate websites, not to post thoughtless comments, keep personal information private

3 TALK to them about the challenges and risks posed by sharing their location (e.g. on Facebook® Places or Foursquare) – it may not be wise for everyone to know their physical whereabouts

4 REMIND them what goes online stays online – employers and university admissions tutors often check social networking sites

5 DIRECT them to reputable websites for health advice and warn them about websites that promote dangerous behaviours, such as eating disorders and self-harm

6 MAKE sure they check with you before buying anything online, especially if they want to use your credit card

7 GIVE them the number for Kids Helpline 1800 55 1800

¹ACMA, July 2009 ²McAfee®, September 2010



Digital Parenting puts some of your questions to **Lucinda Fell, Director of Policy and Communications at Childnet**

Lucinda Fell has broad experience working with both industry and government on internet policy, at organisations including Childnet International, ISPA and the former UK Department for Trade and Industry.

Q What are the main benefits of new technologies for children and teenagers?

A They provide a wide range of benefits for children and young people to discover, connect and to create, both at home and in school. The use of technology can also assist teachers and tutors in producing interactive and engaging lessons helping to further motivate students.

Q What are the main risks young people face in the digital world?

A Very often, the question of risk for children and teens comes down to how the user participates and engages with the online environment. Information and images online have longevity and an incredible reach, which should be factored into any decision to post content, and all users need to think about the possible implications and impact of posting.

Q Do younger children face particular risks?

A For younger children, it's important for parents to talk with them about the type of personal information they are revealing. Parents can help younger children to use the

internet safely by agreeing rules as a family about not disclosing personal information, the amount of time spent online and contacting people via the internet. We advise everyone to be very careful about the information they share online and to value their personal information highly. Personal information is not just limited to name and address. Photographs can give away a lot of truly personal information – your hair colour, eye colour, what your hobbies are, what your friends look like, what school you go to and how old you might be.

Q What about teenagers?

A For teens, we often ask key questions on privacy to encourage them to stay safer. These include: Are you using the privacy settings offered by social networking services? Are you selecting friends online that you can trust? Do you know that person in real life? Teens should also remember it's not just about what they post, but how others may use that content. We ask: Are you thinking carefully about the potential consequences of publishing your photos, videos or

information before you upload it? How would you like other people (including schools and universities or future employers) to perceive you?

Q How important is it that parents are involved in their child's digital world?

A Keeping up-to-date with children and young people's use of technology is challenging for many adults and it can be hard to supervise what they are viewing and creating online, who they are chatting to and texting and what they are downloading. It is really important though for parents and carers to understand online safety issues and to be able to talk to children and young people about the internet so that they can get the most out of it and use it positively and safely. It is through having these conversations and talking about online safety and teaching children to use online applications safely that parents can help to keep their children safe online.

Childnet International's mission is to work in partnership with others around the world to help make the internet a great and safe place for children. childnet.com



Game on

In the last few years, electronic games have taken a more central role in families all over the world with 68% of Australians playing computer or video games.¹

The popular Australian parenting website, Raising Children Network (RCN)², lists the developmental, social and educational benefits of playing video games, including building logic, problem-solving, team-building and collaboration skills and assisting in recall and information retrieval. According to the RCN the benefits depend on the game's content, amount of time spent playing and whether the game involves solitary or group play. Australian parents say games help their children learn about technology (73%) and maths (68%), and to plan (64%).¹

While some multi-player gaming might be with friends they know in real life, young people might also be interacting with complete strangers in a gaming environment. 54% of 8-to-11-year-old

TYPES OF GAMES YOUNG PEOPLE PLAY

1 INTERNET GAMES played within a browser (Flash games)

2 ONLINE GAMES portals like Miniclip

3 MULTI-PLAYER GAMES like World of Warcraft

4 VIDEO GAMES like The Sims that are played on a computer or a games console (e.g. PlayStation, Xbox or Nintendo® Wii)

5 VIRTUAL WORLD GAMES like Club Penguin

Australian children and 24% of 12-to-17-year-olds think playing internet games with people they don't know is not 'high risk' behaviour.³ While the average age of an Australian gamer is 30 years old according to the Interactive Australia 2009 Report.¹

Research from Microsoft® shows that the main concern among parents is the amount of time their children spend playing games. Other worries include who they're playing with and whether the content is age-appropriate.⁴

Many of the leading games providers offer Parental Controls to help parents stay in control of their child's gaming. These controls can be set by age (e.g. allowing an eight year old to only play 7+ games), to limit their play to friends only' or to restrict their time playing games. Just as films are rated, the Australian Classification Board classifies video games before they can be sold, hired, demonstrated or made available for play in Australia. Ratings are based on things like the standards of morality, decency and propriety generally accepted by reasonable adults. ●

Visit the Raising Children Network at raisingchildren.net.au for more information on a broad range of parenting topics.

¹Interactive Australia, 2009 ²Raising Children Network ³ACMA, July 2009 ⁴Microsoft®, March 2009



Keeping Up: the age of smartphones, tablets and apps

Have you ever stopped to look at what your kids are doing on their mobiles and tablets? For most, there is a genuine amount of smarts and sensibility to what they're up to. The question is, how involved should you be to ensure they stay safe?

I think it's a key responsibility of any parent in this digital age to be part of the smartphone world and engage with their kids on every technology platform. As technology changes you'll find less demand on that family computer which you rightly put front and centre in the lounge room.

Smartphones & tablets

Kids today are choosing to use tablets and smartphones to sit back, read, watch and play games. It's a whole world of fun, from simple cartoonish games like the ever popular Angry Birds, to hard core shoot-em-ups and driving games like Real Racing 2.

Then there's the important social interaction that is certainly happening with your kids and their technology. Anything from text messaging, picture messaging, live chat, video chat, Words With Friends (like Scrabble) or Facebook chatting – there are a number of ways your kids might be chatting with friends – or strangers.

Remember that when your children are in their room or out the

back with 'just' their smartphone or tablet, they also have along with them Facebook, Twitter, email, SMS, games, video chat and more.

Brave new world of apps

This is a short and simple name for what we used to call Programs, or Applications, which today are as easy as two or three clicks and a password away from being on your device and charged to your credit card.

Apps like Monopoly, Battleship, Yahtzee, Solitaire, can be fun for the whole family. Throw in news applications from the ABC, SBS, News Limited and Fairfax, and Catch Up TV like iView and you'll be asking to borrow the device from the kids.

Oh, and if you've got really small

A gadget lover for many years and keen early adopter of anything technology, **Trevor Long** has over 13 years experience in the Media, currently hosts several weekly Podcasts, a Radio show and appears regularly on TV and Radio nationally



kids – Tap Tap baby will keep even a 1 year old happy!

Where do you find apps?

Check out the Android Market on any Android smartphone, search and browse to see how easy it is to get a little lost, but also see what's popular, and suggest new apps and games for the kids. Do the same with the Apple® App Store. It's well managed with great new features every week.

Paying for apps & downloads

Some apps can be downloaded for free, while some you'll need to buy before you can use them.

Who's credit card is linked to your children's 'app account' – worth checking, and make sure you have some control over that spending.

If you're trusting the kids with the credit card or app-buying password, be sure to check your accounts regularly – there are online tools for checking their mobile data usage as well as Paypal, iTunes and all types of purchase methods, not the least being your online bank.

Take tighter control of the app purchases by being the holder of the password – it's a simple thing to type in when the kids want the latest version of Tiger Woods Golf. Each time the children ask for that password it's another opportunity to engage with them about their smartphone or app usage.

Other costs

Data is transmitted over the mobile network you're signed up to whenever you use a smartphone or tablet to send a text, receive and send emails, connect to the internet or download an app.

Mobile data comes in the form of an add-on to your mobile phone account, or in the case of tablets a Pre or Postpaid limit. When exceeded you might be up for additional costs so being aware of the usage on a monthly basis is your best weapon against bill shock. For more tips see our article on page 41.

Help for parents

Don't think this is not an area you shouldn't be monitoring. It's a big challenge and one you shouldn't have to take alone. There are plenty of great ways to get support, some of them are parenting websites where you can discuss with other parents their approach, and you can even have people come to your home and talk to you about cybersafety and your children (for a fee!). Be involved, ask questions. Don't be a nosy parent – be an engaged and informed one.

My advice is to get right in there and be part of it. Get a smartphone for yourself, and if you have a tablet in the family, share it. 🍎

SOME FACTS



Age Ratings on Android Marketplace

All apps in the Android Marketplace have a rating that provides users with additional information to help them select the best applications for them. Parents can filter the apps their child can see and download. To set a filter, open the settings menu in the in Android Marketplace app.

What Can Smartphones Do?

No longer is that mobile phone just for making calls or sending text messages. You can check your email, browse websites, take and share photos, play games against friends in the same room or across the world, organise yourself, keep your shopping list handy and much more.

What Can Tablets Do?

Tablet computers are just like oversized smartphones – and some can even make calls. They have some key uses for the mums and dads out there. Checking your email and browsing the internet is a much better experience on a tablet with its touch screen and it's very portable – so you can use it on the lounge, in bed, at a desk or table or at the beach. Tablets are fast becoming a family hit – with games like Fruit Ninja or Angry Birds becoming addictive for all ages, and even old classics like Monopoly or Battleship.

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Social networking & young people

The way we communicate, our social interactions and the definition of community are being transformed

Social networking services (SNS) are web-based services that allow individuals to construct a public or semi public profile within a bounded system. SNS allow users to create a network of people with whom they share a connection.

The use of SNS – such as Facebook and Twitter – have become a popular and integral part of everyday communication in Australia. Young people are particularly enthusiastic users with the majority using computers or mobile phones. Young Australians access sites regardless of geographical location, background and age.

Services such as Facebook, MySpace and Bebo each have many millions of members. Niche online networks for example Elftown (for fans of fantasy and science fiction) and Ravelry (for fans of knitting!) exist with small member numbers, often connected by a common interest.

SNS have transformed the way we communicate, our social interactions and the definition of community. Many services created for media sharing (e.g. Flickr for photos, Last.FM for music and YouTube™ for video sharing) are SNSs having incorporated profile

and networking features. Whole communities have evolved around individual interests. The potential to connect and share creates real time opportunities to take action in ways never imagined – coalescing around a critical issue like global warming or letting a loved one know you care about them. This immediacy has a down side which reinforces the digital disconnect – cyberbullying and sexting.

These online behaviours reinforce the digital disconnect – the gap between what young people are doing online and what their parents think they are doing online.

New realities call for new approaches. Largely neglected in the cybersafety debate is the substantial evidence of the benefits associated with SNS use. Traditional cybersafety education has focused on adult 'experts' guiding young people online.

This top-down approach fails to acknowledge young people's voices and experiences. Encouraging young people themselves to lead the way in creating a digital footprint that they are proud of can be part of a more collaborative solution.

On the issue of cyberbullying – society needs to create a culture that says no to bullying.

What better way to do it than through millions of young people connected online saying no to racial vilification, exclusionary practices and the creation of digital content that promotes the acceptance of diversity regardless of race, ability or sexual preference?

It is critical that we have a holistic understanding of SNS – not focusing only on its potential negative impacts. Studies have shown that SNS have many benefits including delivering educational outcomes; facilitating supportive relationships; identity formation and; promoting a sense of belonging and self-esteem.

Research¹ conducted by our partners at the University of Western Sydney, Murdoch University and the Inspire Foundation supports this. Dr Amanda Third, Senior Lecturer at the University of Western Sydney, co-led a study into the benefits of Social Networking Services. Dr Third maintains that SNS supports and enhances education, as it is a vital source of information for young people. Furthermore, it is also an important space for informal learning as peers learn from one another. SNS provide a space to develop strong friendships, fostering new ones and supporting existing ones. Young people seek out their peers

Digital literacy may help protect young people from many of the risks of online interaction, such as cyberbullying and privacy breaches

¹YAW-CRC, 2011



About the Cooperative Research Centre for Young People, Technology and Wellbeing

The Cooperative Research Centre for Young People, Technology and Wellbeing (YAW-CRC), led by the Inspire Foundation, unites young people with researchers, practitioners and innovators from 71 partner organisations across the not-for-profit, academic, government and corporate sectors to leverage the potential of technologies to improve wellbeing for young people aged 12 to 25. YAW-CRC is established under the Australian Government's Cooperative Research Centres Program. yawcrc.org.au

in a bid to form and understand their identities. Finally, SNS can strengthen a sense of community and belonging for young people. This is a key component to promoting and maintaining wellbeing.

The strong sense of community and belonging fostered by SNS also has the potential to promote resilience, which helps young people to successfully adapt to change and stressful events.

Importantly, the benefits of SNS use are dependent on good digital literacy: having the skills to critically

understand, analyse and create media content. Maximising the benefits of SNS and promoting digital literacy may help protect young people from many of the risks of online interaction, such as cyberbullying, privacy breaches and predation.

Understanding how to produce creative content and manage the distribution of this content supports fully informed decision-making and assessment of one's own, and others, privacy. ●

Social Networking Services:

- support and enhance education and are an important space for informal learning
- can strengthen a sense of community and belonging for young people.... a key component to promoting and maintaining wellbeing.



Associate Professor Jane Burns is Chief Executive Officer of the new Cooperative Research Centre for Young People, Technology and Wellbeing (yawcrc.org.au). She is also a VicHealth Principal Research Fellow at the Orygen Youth Health Research Centre, Centre for Youth Mental Health, University of Melbourne.



Annie Mullins OBE is responsible for developing content standards policies at Vodafone Group Marketing, with a particular focus on children and young people.



Digital Footprints: what goes online stays online

Why is it so important for young people to carefully manage their online reputation?

Speak to any teen and I'm sure they'll agree that they care about what other people think of them. They're busy figuring out who they are, what they want out of life and which friends are most important to them and they often wish to be thought of in a certain way, be it funny, clever, sporty, friendly, rebellious, popular or cool.

Nowadays, young people don't just have to think about their real-life identity and reputation, but also their online one. They're increasingly creating their own digital content as a way of expressing themselves and engaging with the people who matter to them. But, because they've grown up with technology, they might not tread as carefully as you or I would when publishing information about themselves on the internet or communicating via

their mobile and other devices. They might even take on a completely different persona online.

A comment on a blog, a message on a social networking site, a photo sent by text, a video uploaded online, a conversation during a video game – they might not realise that their digital footprint is far-reaching. Soon everyone could see what they've posted. It's not just a privacy issue, but a reputational one too.

"My group of friends usually put all photos up [on the internet]. Most of us have a camera, especially on our phones. We take loads of photos at parties, that sort of thing," one teenage boy told us. Like many young people, online is a natural extension of his and his friends' offline world – but are they

aware that the things they write or the images they share in the digital world could have a huge impact on their reputation in real life, over a long period of time? After all, anything young people post online can be searched for and retained by other people (e.g. fellow students, strangers, future employers, university admissions tutors). Once it's out there, they can't take it back.

Fortunately, children, parents and schools can take action to help protect their online identity and reputation, by making the most of privacy controls and other online tools. Common sense plays a large part too.

Marsali Hancock of the Internet Keep Safe Coalition advises parents that "Everything young people do online contributes to their digital reputation – help them develop an online reputation that is an asset rather than a liability." ●

Everything young people do online contributes to their digital reputation – help them develop an online reputation that is an asset rather than a liability



Previously, Mia was the Assistant Secretary, Digital Economy and Convergence Strategy, at the Australian Government's Department of Broadband, Communications and the Digital Economy and also Product Counsel at YouTube™ in Silicon Valley.

Digital Parenting puts your questions to Mia Garlick, who manages public policy work for Australia and New Zealand at Facebook®.

Q What advice would you give young people about managing their digital footprint?

A Many teens are already taking control of their digital footprint and making smart decisions online, which is so important. Still, it's always important that people of all ages really think about what they post today and understand that it can last a long time. Even if they decide they want to take something down, others could have copied it or saved it. And, just like they are in the offline world, teens should remember to be good friends online, too. Stand up for people that may need your help, and treat others as you'd want to be treated.

Q What tools can young people use on Facebook® to help them do this?

A On Facebook®, everyone can control their information – including teens. It's critical that young people use their privacy settings to decide how broadly or narrowly they want to share something. For instance, by using controls available right from the composer, where you create a status update, it's possible

to share something with all of your friends, or just one or two people. We have reporting links throughout our site, on almost every page, so if teens ever see something they think is inappropriate or offensive, they can report it. We also have a new social reporting tool that allows teens to reach out to a trusted friend at the same time they report something to Facebook®. Our goal is to give teens many options to control both their information and their reputation.

Q What role should parents play in guiding their children when it comes to their digital footprint?

A I'm a parent, so I know it can be daunting to keep up with all of the different technologies out there. But, at the same time, the rules that have always applied to parenting offline also apply online – know where your kids are going online, and know who they're interacting with. Let them know that they can always come to you if something doesn't seem right. Let them know that how they act today – online or off – can impact their reputation with university admissions tutors or future employers tomorrow.

TAKE ACTION

1 REMIND your child that the internet is a public place and they're not anonymous. Anyone could see what they post and it might be there forever

2 ENCOURAGE them to make the most of built-in privacy tools – they can set their social networking page or blog to 'private' so that only invited people can see it

3 SIT down regularly with your child and type their name into a search engine – they might be surprised to see what comes up

4 ENCOURAGE them to ask permission before uploading or tagging photos and videos of their friends or family (and to ask their friends to do the same)

5 EXPLAIN why it's important that they give their real age when registering for websites – minimum age limits are there to help protect them

6 DISCUSS how they could be breaking the law if they make comments about someone online that turn out to be false or misleading (what they say could be slanderous)

How to... **set up Facebook® privacy controls**

Facebook®'s privacy controls enable users to share their posts, photos, tags and other content with the people they want. Facebook® is one of the most popular websites in the world, with more than 800 million active users. It has a minimum age limit of 13.

Its privacy controls enable users to decide which people can see their information. These controls can now be found right next to the things they share, so it's clear who sees their stuff. Facebook® maintains added protections and security settings for 13-17 year olds.

So, if your child has registered on Facebook® as being under 18, they don't have public search listings created for them (e.g. their full Facebook® profile or timeline won't come up in a search on Google™) and their information is limited to friends, friends of friends and networks (like the school they attend), even if they have chosen to make it available to everyone. Their name, profile picture, gender and networks are visible to everyone, however.

In this tutorial, we show you how your child can further customise their privacy controls on Facebook®.

STEP 1

How sharing works on Facebook®

If your child has registered on Facebook® as being under-18, they can share their posts with a maximum of 'friends of their friends'.

1. Tag who they're with

Your child can click this button to add tags of their friends or friends of friends. Adding a tag instantly creates a link to the person's profile (timeline) and may share their post with their friends.

2. Say where they are

Your son or daughter can share

what city or neighborhood they're in with every post they make, or share a particular place, like a park or cafe. If they have registered on Facebook® as being under-18, they can share their location with a maximum of 'friends of their friends'.

3. Manage privacy right where they post

They can choose who sees their status updates, photos and profile (timeline) info using the inline audience selector – at the time they share or afterwards.



STEP 2

How can they control each post?

If your child has registered on Facebook® as being under-18, they can share their posts with a maximum of 'friends of their friends'.

Whenever your child posts content (like a status update, photo or check-in), they can select a specific audience or even customise their audience.

To do this, they simply need to click on the sharing icon and choose whether they want the post to be seen by the 'Public', 'Friends' or a 'Custom' audience.

You should be aware that if your child chooses to make something 'Public', it means that anyone, including people who aren't on Facebook®, will be able to see or access it.

If your child does not change their audience

STEP 2 cont'd

selection, their information will be shared with the last audience they selected.

If your son or daughter tags someone on Facebook® (e.g. assigns a name to someone in a

photo and links the photo to the person's Facebook® profile or timeline) or approves a tag added by someone else, that person and their friends can see their post no matter what audience they selected.

STEP 3

How can they control their profile?

If your child has registered on Facebook® as being under-18, they can share their posts with a maximum of 'friends of their friends'.

Whenever your child tags things in their profile (timeline), they can select a specific audience or even customise their audience.

To do this, they simply need to click on the sharing icon and choose who can see it (Public, Friends, Only Me or Custom).

When they select an audience for their friend list, they are only controlling who can see it on their profile (timeline).

When someone tags your child in a post, they can choose whether they want that post to appear on their profile (timeline). They can either approve the post individually or approve all posts by their friends.



STEP 4

How can they control what their friends share about them?

If your child has registered on Facebook® as being under-18, they can share their posts with a maximum of 'friends of their friends'.

If they are tagged in a post (such as a photo or status update), that post will contain a link to their profile (timeline). If someone clicks on the link, they will see their public information and anything else they let them see.

If your child has registered on Facebook® as being under-18, friends and friends of friends can tag your child in anything. If your child doesn't want to be tagged, Facebook® encourages them to ask their friends not to tag them. If that doesn't work, they can block them.

Facebook® offers a review feature that lets your son or daughter approve or reject posts that they have been tagged in before they go on their profile (timeline). When they turn it on, posts may already be visible in other places on Facebook®, but they won't appear on their profile (timeline) until they approve them.



If your child doesn't like a tag that someone adds, they can choose to a) remove it from their profile (timeline), b) send a message asking the person who posted it to remove it, c) report it to Facebook® or d) block the owner of the post.

For further information, go to facebook.com/help/safety and facebook.com/help/privacy **facebook.com**

facebook

Good online habits start early

Children learn in various ways, both in and outside of school, and in particular from each other. Some of the most effective learning often occurs outside of school. The internet and other devices like smartphones and tablets offer powerful opportunities for learning and are especially motivating for children.

Of course the benefits of the internet and mobiles need to be balanced with keeping children safe online. Research shows that teaching children about the risks of internet use and tips for keeping safe is often not enough. Children's awareness of risk grows, but it doesn't necessarily lead to change in behaviour.¹

This is why it's important for parents to get involved in their child's digital world.

Internet safety programs which are the most effective take into account the level of physical, social, emotional, and intellectual development of a child. They are delivered over long time frames (i.e. for months or even years), are child-focused, authentic, and use technology.

SuperClubsPLUS is an internet safety program targeting online behaviour for 6–12-year-olds, before they are old enough to use more open social networks

like Facebook (minimum age is 13 years). It's a cybersafety solution approved and supported by Departments of Education in Australia and in other countries, for use in schools and at home.

SuperClubsPLUS gives young children a positive learning experience, helping them to develop strategies to stay safe no matter where they go online. It encourages resilience and self management in favour of over-protection.

More research is now pointing to the need to actively support behaviour change of younger children, not waiting until they get to 13+.

SuperClubsPLUS starts working with children as young as 6 and 7 years, while they are still young enough to shape their behaviours.

Like any 'true' social environment, SuperClubs is a fun place to be. Children create web pages, join and run their own clubs, write articles, create avatars, develop icons, play games and work with peers on educational projects. They win awards, earn badges and also hang out with friends. They can also post their questions in 'Homework Help', do their ICT 'Stars' and progress to work on their 'Gems' with other children participating around the world.

Over 90% of 8 year olds will develop safe online behaviours after 3–4 months of use²

SuperClubsPLUS uses sophisticated filter systems to ensure that the words, phrases, images and other media uploaded by children meet recognised cybersafety standards. Mediators who work 24/7 check each item for context and get involved if necessary. This can include reminders, warnings and 'time outs', suspension from the site, deducting 'credits' which the children have earned, as well as notifications to teachers so schools and parents are able to monitor their children's online behaviours over time.

Business sponsorship and funding from some Departments of Education in Australia and elsewhere ensure SuperClubsPLUS is free to many schools. Other schools and parents can elect to pay for it themselves. A one year membership is \$5 each child when arranged by the school and \$10 by a parent. ●

Learn more at scplus.com



¹Mishna, Campbell, 2009 ²SuperClubsPLUS



Teenager: 'the internet holds the answers to a lot of our questions.'

Silje Andersen-Cooke, 16, Youth Brains Trust Member, Cooperative Research Centre for Young People, Technology and Wellbeing tells us how young people are social networking experts and invites parents to ask questions.

The internet and social networking sites have created an entire new medium for social interaction, self expression and educational purposes. It's evident in the well-used phrase, 'Facebook you', which has gone viral and is often used in everyday speech. As in: "Hey I'll Facebook that song to you later" or "I'll Facebook you tomorrow with the details".

But Facebook® isn't the only

Facebook is used for just about everything

- **ORGANISE** a party, you create a Facebook event.
- **ASK** a question about an assignment due tomorrow, you ask friends on Facebook chat.
- **COLLABORATE** privately with a team or class, create a Facebook group.
- **SOMETHING** to do, Facebook can provide itself as the equivalent of an interesting newspaper.
- **UPLOAD** photos and then tag friends, check in your location and post YouTube™ videos on your own or others walls. It brings us together even though we are far apart, from the comfort of our own homes.

thing we get up to on the internet (although it's probably the thing we do the most). It also holds the answers to a lot of our questions, whether it is defining a word or defining a medical symptom. Google™ is another one of those website names used widely as a phrase in normal conversation and even sporadically used to describe intelligent people. These days, with computers in classrooms and bedrooms, accessing information on battles of history and guitar tabs for songs became a whole lot easier than walking to your local library. We use the internet as a fantastic source to gather an entire range of information that, when used wisely, can be to the greatest advantage.

So it's understandable that a parent might actually want to know what's going on inside this entire world hidden behind a faceless computer screen. Personally, I just accepted my mum as a friend on Facebook so she has access to my photos and my 'wall' and as I have

nothing to hide it's the best way to keep her comforted about online social interaction. Although there is the odd occasion where she tags me in a 'nice' photo and I have to force her to undo it before anyone else sees, other than that there is nothing wrong with having my mum on Facebook – in fact I like it.

But I'm one of those rare types who don't mind if their parents are their Facebook friends and even have parents who know how to actually navigate the site. So if you happen to be a parent who is subsequently in the dark about their child's whereabouts on the internet I suggest you ask your child, because they are the experts. It isn't really breaking news advice but it seems too often looked over. Parents should not have to use crazy website tracking devices as a first resort to monitor their child's activities online. The internet can be a scary place but more often than not, it will create opportunities to learn, interact and build relationships. ●

Quiz: How switched

Find out what kind of digital parent you

1 Your 11-year-old son tells you he's going to a friend's house to play

RuneScape. Is it:

- A** Some kind of game he likes to play on the internet but you're not sure what it involves?
- B** A fantasy multi-player online role-playing game, which he could be playing against strangers from all over the world?
- C** A modern version of 'hide and seek'?

2 Facebook® has become your 10-year-old daughter's favourite pastime.

Should you:

- A** Make sure she has customised the privacy controls so that she only interacts with real life friends?
- B** Tell her to stop and explain your concerns that she used false information to sign up to the service because Facebook® is for over-13s?
- C** Accept that all young people are on social networking websites now – it's just part of life?

3 Your 8-year-old son wants a mobile phone for Christmas. Do you:

- A** Discuss what he wants a mobile for and offer to give him your old one when you get your next upgrade?
- B** Suggest that he doesn't really need a mobile now but you'll consider getting him one when he goes up to secondary school?
- C** Sigh with relief that he's given you an idea for a Christmas present and buy him the latest smart phone?

4 You see something on the news about 'digital footprints'. Do you:

- A** Type your son or daughter's name into a search engine to see what information comes up about them?
- B** Sit down with your child and explain why they must 'think before they post' – images or messages they post online now could be there forever and could be seen by anyone (including teachers, future employers and complete strangers)?
- C** Switch over to another channel?

5 Bullies from your 13-year-old daughter's school are harassing her on the internet and on her mobile.

Do you:

- A** Give her a hug and suggest that she 'unfriends' the bullies online and ignores the text messages?
- B** Show her how to block the bullies online, help her to gather evidence (such as emails, Facebook® messages and texts), and arrange a meeting with her teacher to discuss what action the school can take?
- C** Accept that bullying is just part of growing up?

on are you?

are by taking our short quiz.

6 Your 14-year-old son spends hours each day in his room playing on his games console. Do you:

- A** Speak to your partner about needing to set limits on the amount of time he spends on it?
- B** Take the games console out of his bedroom and make the most of built-in Parental Controls to set time limits on it?
- C** Leave him to it – he's a typical teenager?

7 Your child's school has sent a letter home warning about a rise in sexting (exchanging sexual photos and videos) among students. Do you:

- A** Confiscate their mobile phone?
- B** Sit down with them to discuss sexting as part of a wider discussion about sex and relationships and explain that it's illegal to take, hold or share indecent images of under 18s?
- C** File the letter away – there's no chance your child would do something like that?

Whatever your level, **Digital Parenting** and vodafone.com.au/digitalparenting can help.

Mostly As 'Could do better'

You know that you need to get to grips with your child's digital world but you don't really know where to start. Take time to read as much of this magazine as possible and visit our website at vodafone.com.au/digitalparenting then sit down with your son or daughter and ask them what online activities they enjoy, set some boundaries and let them know you're there to help them stay in control.

Mostly Bs 'Clued up'

You're clearly very clued up about your child's digital world and take the complexities of parenting in the 21st century seriously. You encourage your son or daughter to use new technologies but you also help them to manage the challenges and risks they bring. You might want to cherry pick some of our **Digital Parenting** articles and take a look at: vodafone.com.au/digitalparenting – perhaps you'd like to know more about new trends like location services or sexting, for example.

Mostly Cs 'Out of touch'

You're out of touch and need to stop taking a back seat. Your son or daughter might seem like they're in control of their digital world, but just like in the real world, they need your guidance. The articles here and on our website can help you talk confidently to your son or daughter about any digital issue. It might seem overwhelming at first but the checklist of action points at the bottom of each article should help. Visit our website at: vodafone.com.au/digitalparenting



Peter Smythe, Science and Mathematics teacher, Gungahlin College, Canberra. This is Peter's first year teaching, having previously worked with Questacon and CSIRO Education developing and delivering science education programs across Australia and the ACT.

Technology in the classroom

It's playing an increasingly important role in the lives of students and young people all across Australia.

Technology is defining the young people communicate, their social relationships, how they consume information, and the way they learn.

This might be a daunting prospect for a number of parents, who are seemingly outsmarted on a daily basis by their children when it comes to using the family computer, accessing the internet, playing on games consoles or mastering a smartphone. However, technology provides a fantastic opportunity for educators to harness young people's knowledge and natural skill in this area to incorporate new teaching methods in their lessons which stimulate and engage students.

Incorporating technology into everyday classroom practices both excites students and educates them in a way they are familiar with. More importantly, this is something all teachers can leverage no matter what subject.

An example very close to my heart is an award-winning project I'm leading at Gungahlin College in Canberra, where teachers are

using technology to turn the traditional classroom on its head – focusing on the importance of one-to-one teaching time. Educators are calling this idea a 'flipped classroom'. New ideas and worked examples are introduced using online videos which students watch for homework. This approach frees up class-time for problem solving, where I am on hand to coach them and answer questions. The embarrassment of asking questions becomes a thing of the past, as instead students choose to pause and rewind the videos, accelerating their learning and avoiding holding up the class.

For the first time, pupils are able to learn at their own pace and use the teaching time with me in a way that suits them best. As a result, the students are able to learn independently, giving them a sense of empowerment over their own education.

The project has been so successful that in September 2011 I was awarded the 2011 Microsoft® Partners in Learning Teacher of the Year Award for the ACT for innovative use of technology in

For the first time, pupils are able to learn at their own pace and use the teaching time with me in a way that suits them best

the classroom. The award will give me the opportunity to learn and discuss best practices with other teachers in the field who are also using technology in innovative ways in the classroom.

Education is not the same as it was twenty years ago or even five years ago. Teachers today have a unique and exciting opportunity to harness technology in such a variety of ways that really make a difference to the development of our future generations. 🍌

Microsoft® Partners in Learning program:

The Microsoft® Partners in Learning Teachers of the Year Award recognises innovation in classroom teaching using ICT across the government and non-government schools across Australia. It is part of Microsoft® Australia's Partners in Learning initiative, a global initiative that is dedicated to enabling access to technology, supporting leadership and building community in Australian schools. Visit the website at: microsoft.com.au/innovativeteacher



Helping young people to be cybersmart

The Australian Communications and Media Authority's Cybersmart program is a national education program aimed at helping young people understand and deal with cybersafety risks and become responsible digital citizens.

The program includes a diverse suite of information, tools and resources designed to educate and empower teachers, students and parents to have safe online experiences.

We think it's critical that our cybersafety programs are grounded in the reality of young people's lives. Our programs are age-specific and provide practical, targeted advice and strategies to help kids enjoy the enormous

benefits of the online world while avoiding some of the pitfalls that can come with new technologies.

Of all our audiences, teenagers are perhaps the hardest to reach. Despite being generally technically savvy, they sometimes lack the maturity to deal with the implications of their online behaviour.

Tagged is available on the Cybersmart website at: cybersmart.gov.au/tagged

Our newest resource, the short-film Tagged, reaches out to teens and explores how online actions can have real life consequences. Tagged also aims to harness the positive impact peers can have on >



Andree Wright, General Manager (A/g), Digital Economy Division ACMA
Andree Wright is also responsible for e-security, safety, strategy and education at the Australian Communications and Media Authority.



(from previous page) one another as supportive friends and helpful bystanders. The film is accompanied by flexible lesson



plans, activities and character interviews for use in schools which promote adopting positive online behaviour.

Like all of the ACMA's resources, Tagged is freely available through the Cybersmart website, which is a one-stop-shop for general cybersafety education. Another important feature of our Cybersmart website is the link through to the Kids Helpline which provides free access to trained counsellors for young people up to the age of 25.



Cybersmart

The ACMA's Cybersmart program offers a whole school approach that aims to empower young people, enabling them to engage effectively as digital citizens.

Cybersmart includes:

- **cybersmart.gov.au** – a comprehensive website covering cybersafety education and awareness, news, resources and information and practical advice.
- **Internet Safety Awareness** presentations for teachers, parents, teens and children about the risks confronting children online and offering appropriate tools and strategies to help make their experiences safe and positive.
- **Interactive Shared Learning** programs Cybersmart Detectives, Cybersmart Hero and the soon to be released Cybersmart Networking, educating young people in an engaging and interactive format, and

encouraging them to think for themselves about solutions to cybersafety issues.

- **Short films** Tagged, Let's Fight it Together and Wise up to IT, addressing peer-to-peer interaction issues and harnessing the voice of teenagers to raise and respond to these issues.
- **Cybersmart Online Helpline** – a service for young people who have experienced issues online.
- **Cybersafety Contact Centre** – a national telephone centre providing online safety information, advice and access to resources for all Australians.
- **Training, support and resources** for teachers and schools.

Help for Parents

- **Call 1800 880 176** for cybersafety advice and resources
- Get the **Cybersafety Guide for Families** by calling the ACMA's Cybersafety Contact Centre on 1800 880 176 or visit the website cybersmart.gov.au
- **ACMA Hotline** for reporting illegal content in Australian – ACMA is a member of InHope (the International Association of Internet Hotlines). Call 1 800 880 176 or go to web.acma.gov.au/AimsWeb

Help for Kids & Teens

- Call Kids Helpline 1 800 55 1800** for **cybersmart help**



INTERNATIONAL ORGANISATIONS

ACMA works with Childnet International, who works with others around the world to help make the internet a great and safe place for children.

Helping teachers get to grips with the **digital world**

Teachers, head teachers, carers and other members of the school community play a key role in helping young people manage their digital spaces, so they are safe and responsible, as well as developing their ICT, media literacy and social skills.

It's crucial that education professionals keep up with the ever-changing technology landscape. The Cybersmart national cybersafety program (see page 27) helps to equip Australian schools and teachers.

Building cybersafety messages into regular lesson plans

Being cybersmart is an important part of everyday life and learning for children and young people, both at school and at home. While the Cybersmart website provides specific lesson plans on cybersafety for primary and secondary students, cybersafety lessons can also be incorporated into the broader curriculum through programs and lessons that are already being delivered in the classroom. Embedding cybersafety topics into key learning areas, or more broadly within pastoral care or health and wellbeing programs, will help students to understand

Teacher strategies to reduce bullying:

- Building **positive relationships**
- Clear behavioural **expectations for bystanders and strategies** for being supportive
- The need for **consistent adult action** when responding to those who report
- Teachers being a **role model** for the behaviours they'd like to see
- Being **approachable and being seen**
- The involvement of the **whole school community** (especially student voice) in the development of behaviour expectations

how being cybersmart is a part of their everyday lives.

For example, referencing popular films and media articles in English classes that focus on social media and online technologies will provide the platform to consider cybersafety issues alongside stated skill objectives. Similar alignments can be made within Maths, Legal Studies, IT, Media Studies and Health and Wellbeing classes.

The most effective approach to cybersafety education is to use a 'scaffolded' approach across all year levels as the child moves through the school system. Beginning in the pre-school years, where the influence of adult

modelling is high, is an important start. In the later years of high school, staying safe online can be discussed within the broader context of making wise choices and acting responsibly – both online and offline.

Tagged lesson plans for teachers showcases some examples of how to integrate important and relevant cybersafety messages into the existing curriculum.

In-person training

As part of a wide range of offerings for schools, the Cybersmart Outreach program provides a free one day Professional Development for Educators workshop available to teachers across Australia. It covers topics such as digital literacy, positive online behaviour and a school's legal obligations. A cybersafety program for pre-service/trainee teachers at university is also available.

Online training

An online development course for teachers is offered through Connect.ed. The self-paced course features the most up-to-date, thought-provoking cybersafety information including two interactive simulations (where the teacher lives the experience of two of their students online), teacher resources and video interviews with leading Australian experts in the field and more. 6



Sandra Craig is Manager of The Alannah and Madeline Foundation's National Centre Against Bullying (ncab.org.au). She has extensive experience as a teacher and has worked on many anti-bullying initiatives in Australia, including the Department of Education and Early Childhood Development's Review of Anti-bullying Policy and Practice.

Is your school an eSmart school?

Our children embrace technology and use it to learn, communicate, socialise and just have fun.

As parents we want them to enjoy all the benefits technology brings. At the same time we want them to know how to keep themselves safe and to be caring and respectful online. In other words, we want children to be 'smart, safe and responsible' users of technology.

It's essential schools work holistically to create or enhance wellbeing and address cybersafety. An overall system is needed to ensure that everyone is working in the same direction, and language, responses and behaviours are consistent throughout the school community.

The Alannah and Madeline Foundation's eSmart Schools web-based system developed in

collaboration with the School of Education at RMIT University was written by teachers for schools. It provides a consistent set of approaches to develop digital citizenship, addresses issues of bullying and cybersafety and enhances wellbeing. It is easy to use, flexible and acknowledges work already being done by schools.

The eSmart system ensures that your school has the right processes, systems, policies and approaches in place, and supports it with up-to-date resources, tools and training. This enables the school to manage risks on two levels: it helps protect students and allows schools to demonstrate that they have done all they possibly could in terms of policies processes and procedures to ensure student safety.

recent research and other items to assist with the eSmart journey

- training for teachers delivered face-to-face and through webinars
- helpdesk is available from 8am–5pm during the school year across Australia.

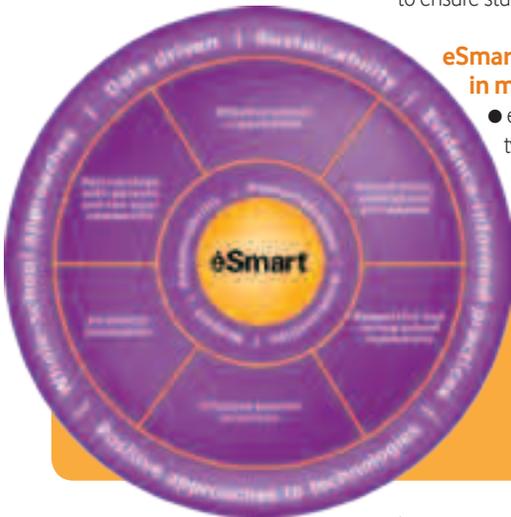
eSmart is available to all Australian schools for a fee. The Victorian and Queensland Governments have made eSmart Schools available to all their state governments schools for free, and in Victoria, some independent and catholic schools that are classified as disadvantaged.

As a parent you have a big part to play in creating an eSmart school as well. Schools can work with parents and other stakeholders in a variety of ways to develop consistent language and approaches around bullying, cybersafety and wellbeing and in promoting positive relationships.

Whole school approaches, like The Alannah and Madeline Foundation's eSmart system underline the importance of everyone working together to develop respectful and caring school cultures. ●

eSmart supports schools in many ways:

- e-newsletter every two weeks with tips, hints, and items for the school newsletter,



The eSmart Framework contains 6 Domains where schools complete activity
98% of schools report that eSmart is a very effective approach to cybersafety and wellbeing in schools and nearly 100% recommended eSmart to other schools¹.

¹Independently evaluated national pilot of eSmart



Cybersafety: checklist for young people

Being online is a big part of your life, so make sure it's a positive one.

Online behaviour

-  **TREAT** other people the way you would like to be treated. Don't say things to someone to make them feel bad, unsafe or embarrassed. Remember the other person you are chatting to on IM, playing a game with, or posting to their profile is a real person. If you post something negative online about a person, what you say could even have legal consequences
-  **BE** honest about your age when registering for websites. Minimum age limits are there to help protect you
-  **FRIEND** only people who you already know in real life (including connecting via webcam or Skype™)
-  **ASK** permission before you publish or tag photos and videos of your friends and family (and ask them to do the same)
-  **KEEP** your personal information to yourself. Don't post information or photos that reveal which school or sports club you go to or where you live. The internet is a public place and just like in the real world it's important to be aware of strangers. Also keep in mind that not everyone online is who they say they are
-  **WATCH** where you step because comments and photos you post now could be seen by your family, your teachers, complete strangers, even university admissions and employers in the future. Although it may seem like it, you are NOT anonymous in the digital world. A good rule of thumb is to think about whether or not you would share the same comments, photos or video at your school assembly
-  **BE** aware that cyberbullying (teasing or spreading rumors online, sending nasty messages or even threats) can be illegal and can be investigated by the police. The same rules apply online as in the 'real world' about how to treat other people. No-one has the right to bully another person
-  **THINK** before sharing intimate or nude images online or via your mobile. Images can be sent to other people in a matter of seconds. Often, ex-partners pass on images when a relationship comes to an end. Be aware that it's illegal to take, hold or share indecent images of under 18s

Reputable sites

-  **GOOGLE™** it, but be aware that just because you find content online that doesn't mean the information posted is accurate, true and appropriate. Use SafeSearch and talk to your parents and school about how to choose which search result links are safe to click on, such as those with brand names in the url that you trust in the real world
-  **SEARCH** reputable websites if you are looking for health and wellbeing advice and support. Many charities and help organisations which offer services by trained professionals in the real world also have pages on Facebook® and MySpace. This is a good place to start your search for support and services

- 
Online security
KEEP your PIN and passwords secret and change them at least twice a year. When you use someone else's computer be sure to logout of all of your accounts and don't use the 'Remember my login' feature
- 
ADJUST the privacy settings on your social networking accounts regularly
- 
PUT a PIN lock on your mobile and other devices. Keep it out of sight and if it's stolen, report it immediately otherwise you could be up for expensive charges the thief might incur. Don't use your mobile while walking or cycling. Always use a handsfree kit when driving, and never send a text or email or use the internet when driving – or you'll be breaking the law
- 
DOWNLOAD music, games, apps & more only from legitimate websites. Using untrustworthy websites can expose you and your family to serious online security risks which could destroy the data on your computer, and even send your personal information to others who might pose as you to access your accounts or profiles. Be aware that even if you use music or other clips in a video you make, you could be infringing copyright laws
- 
CHECK for the padlock in the bottom right of your browser window to make sure you use secure websites for sensitive activities like buying something online or uploading and downloading files. Web address for secure sites will often start with 'https://'
- 
DON'T click on links or open email attachments or respond to surveys or questionnaires sent by people you don't know. Remember if something seems too good to be true, it probably is. Even if you know the sender, be suspicious of emails and texts that contain strange spelling, don't make sense or don't sound like the way the sender normally writes. Legitimate banks and services will never ask you for your account number or password by email
- 
Get help
TALK to your parents and your teachers if anything concerns you or if you would like more information
- 
CALL the Kids Helpline on 1800 55 1800 if anything makes you uncomfortable or if you want to speak with someone confidentially
- 
REPORT illegal online content such as exploitation of children immediately, at: web.acma.gov.au/AimsWeb or call 1800 880 176
- 
FIND OUT more on how to be cybersmart by visiting cybersmart.gov.au
- 
DOWNLOAD the Cybersafety Help Button at cybersmart.gov.au. Once it's installed, you can access it anytime for help or advice about something unsafe or upsetting

Top 3 Tips

1 THINK before you post

2 TRUST is key. Know who you are giving your information to

3 GET HELP if you are concerned or uncomfortable about anything online

What kind of online content could be considered inappropriate or harmful for young people?

-  Violence
-  Pornography
-  Gambling
-  Adult chat rooms
-  Promotion of harmful behaviours (e.g. eating disorders and reckless driving)
-  18+ Advertisements for adult products/services

How could they come across this content?

Often, young people come across inappropriate or potentially harmful content inadvertently via a search engine, by clicking on a link or pop-up, opening an email attachment or mistyping a website address. Friends might post offensive messages on their social networking profile, send them inappropriate photos or videos via text or Bluetooth or persuade them to take part in an online or console-based game that is meant for adults.

In some cases – especially among older teens – they might deliberately seek out inappropriate materials and share them with their friends. Research conducted by the ACMA found that 25% of Australian 12 – 17-year-olds said 'do things they know they shouldn't online and 28% 'search for things that might shock their friends' on the internet¹.

¹ACMA, July 2009

Inappropriate and harmful content

THE FACTS

Just as your children might see content on TV, at the cinema or in magazines that is inappropriate for their age, the same can happen online. How can you minimise the risks?

The law:

If you upload to the internet footage of yourself or others engaging in illegal activities, be aware that that footage could be used as evidence against you in court.

See the ACMA Fact Sheet for more legal tips¹

What are companies doing to protect younger internet users?

Many of the leading internet, mobile and games providers offer Parental Controls that help parents to block access to 18-rated content. Google™ provides a SafeSearch option, YouTube™ has a Safety Mode and many video games are rated by age. Mobile apps now also have age ratings on the Android Market, and Apple offers Parental Controls for downloading apps to the iPhone. Social networking services like Facebook® and some mobile services have codes of conduct and community guidelines that do not allow inappropriate content, such as obscene images or offensive messages, to be posted by their members. If someone makes a complaint, many providers will take action, such as taking down inappropriate content and suspending members.

McAfee® Australia reports "Most teens are confident that they know how to stay safe on the internet, and the majority agree that their parents trust them to behave responsibly online. This level of trust is shown by the way parents monitor their child's online behaviour – by simply asking them what they look at on the internet."²

Other ways in which parents monitor their teen's online habits include keeping the home computer in an area with public access (such as the living or family room) and checking the internet browser's history (which lists recently viewed websites).

Worryingly, this type of supervision may not be as effective as we'd like to think, since teens are well versed in hiding their online activities from their parents. 60% of teens know how to hide their online activities from a parent or guardian and 43% would change their online behaviour if parents knew they were watching."²

YouTube™ Safety Mode

youtube.com



Video-sharing website YouTube™ launched its Safety Mode in early 2010. It's an opt-in setting that helps screen out potentially objectionable content that parents might prefer their children not to see (e.g. a news video that contains graphic violence). To opt in, just click on the link at the bottom left of any video page on YouTube™. You can even lock Safety Mode on your browser if you have a YouTube™ password.

Q&A with Google™

google.com.au

Digital Parenting puts some of your questions to Henning Dorstewitz, Communications and Public Affairs Manager at Google™ Australia

Q What are the potential challenges and risks when children and teenagers search the internet?

A In many ways, navigating the internet is similar to finding your way around the real world. There are parts of the real world that you wouldn't let your children explore unsupervised—and that goes for the online world as well. Yet it's not always possible to monitor your child's online activity. So there are tools, like Parental Controls on many sites and filters like Google's SafeSearch™, that



You can watch videos of how to set up Google™'s safety modes at: youtube.com.au/user/googlefamilysafety

¹ACMA, July 2009 ²McAfee®, September 2010



Henning Dorstewitz is the Global Communications and Public Affairs Manager, Australia and New Zealand at Google™ Australia Pty Ltd.

help you manage what content your children see.

Q How does Google SafeSearch™ work?

A SafeSearch screens sites that contain sexually explicit content and removes them from your search results. While no filter is 100% accurate, SafeSearch helps you avoid content you may prefer not to see or would rather your children did not stumble across.

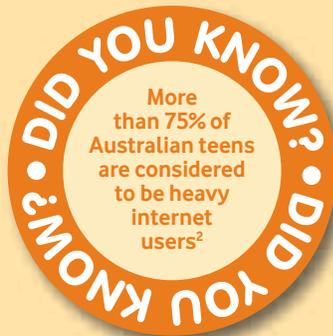
Q How else can parents make sure their children are using the internet responsibly?

A Get to know where your children go online. If you have younger children, use the internet with them. For older children, you could talk about what kinds of sites they like to visit and what is and isn't appropriate for your family. Remember, a lot of websites like YouTube™ and social networking sites are not for children under 13. You can also check where your kids have been by looking at the history in your browser menu.

Q What other advice would you give parents about their children and the internet?

A Technology is a big part of life these days and it opens up a whole lot of opportunities – like sharing videos and photos with your friends, talking online, finding new and interesting information. But as more and more of what we do happens online, it's really important that we all have the skills we need to be smart, safe and responsible online.

Google™ also has a Family Safety Center; a one-stop shop about staying safe online. We've partnered with groups like the Australian Communication and Media Authority, Bravehearts, Bullying No Way and Kids Helpline to answer questions parents may have about online safety, as well as provide information on how to use the tools and controls that are built into Google™ products.



TAKE ACTION

1 JUST as you rely on TV watersheds and film ratings to help protect your child from unsuitable content, use online tools like Parental Controls and Google's SafeSearch™ – but remember that they might not be 100% effective all the time and they aren't a substitute for parental supervision

2 AGREE which websites younger children can use; with teens, discuss what is appropriate and what is inappropriate. Pay special attention to search engines as they're often the first port of call for young internet users

3 DISCUSS the importance of age limits on video-sharing websites (e.g. YouTube™ is 13+)

4 EXPLAIN why they shouldn't click on links or open email attachments sent by people they don't know

5 MAKE sure they know they can talk to you about anything that worries them. Display the Kids Helpline 1 800 55 1800 number near the family computer and bookmark the CyberSmart website cybersmart.gov.au

6 YOU can report inappropriate online content at the ACMA website web.acma.gov.au/AimsWeb

How to... **set up Google SafeSearch™**

Google's SafeSearch™ filters give parents the ability to change their browser setting to prevent adult content from appearing in their children's search results. Searching online is a popular activity among young people. Whether they're looking for information to support their hobbies and interests, researching their homework or simply trying to find the answer to a question that's been niggling them, Google™ is often their first port of call. As a parent, you need to be aware that your son or daughter might come across

inappropriate content during their online search – even if they're searching on a seemingly harmless keyword or subject.

The good news is that Google™ offers a SafeSearch feature, which helps you to keep adult content out of search results. SafeSearch screens websites that contain sexually-explicit content and removes them from your search results.

Whilst no filter is 100% accurate, SafeSearch helps your children to avoid inappropriate content online.

Here's how you can modify your computer's search settings and set up Google SafeSearch™:

STEP 1

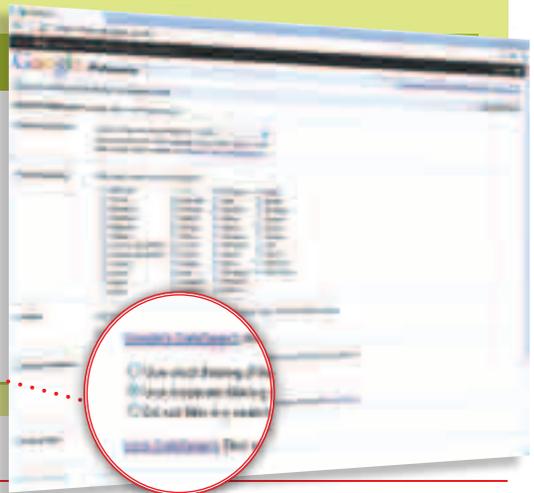
GO to **google.com** and click on the icon at the top right of the page. Then click on **'Search settings'** in the drop down menu.



STEP 2

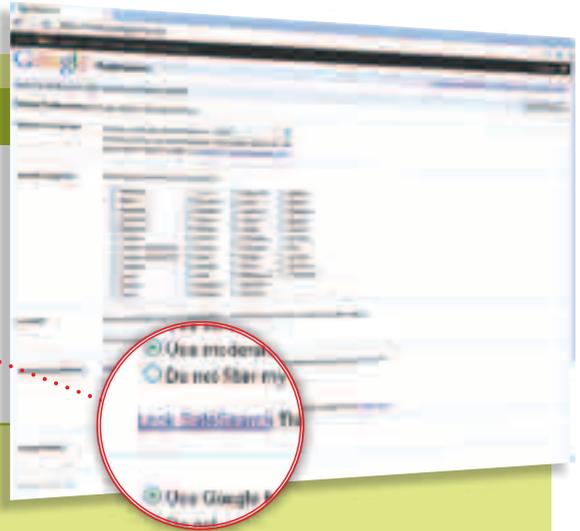
GO to the fourth section on the **'Search settings'** page, called **'SafeSearch Filtering'**, and choose the level of filter you would like activated on your family's computer.

'Strict filtering' filters both explicit text and explicit images whilst **'Moderate filtering'** filters explicit images only (NB: Moderate is the default filter setting on Google™).



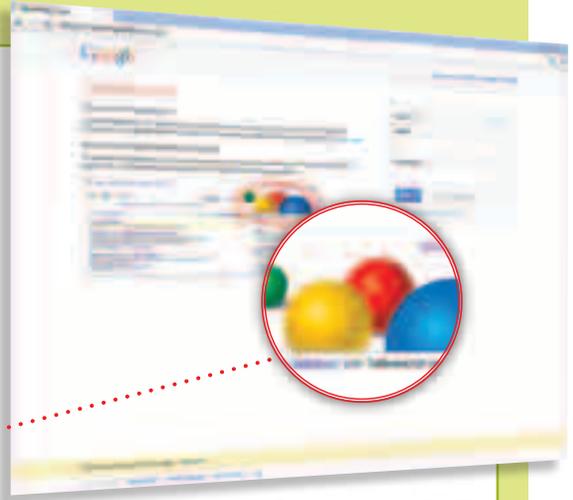
STEP 3

IF you have a Google™ account, you can lock SafeSearch on your family's computer so that **'strict filtering'** is always in place and no-one except you can change the settings. Simply click on **'Lock SafeSearch'** on this page.



IF you're not already signed in to your Google™ account, you'll be asked to sign in. Once you're signed in, click on **'Lock SafeSearch'**. It might take a moment for the filters to be applied to all Google™ domains, then you'll see a confirmation page once the lock is engaged. Please note, if you have more than one browser on your computer or if your family computer has more than one user profile, you'll need to set the lock on each one.

When SafeSearch is locked in place, you'll see a set of coloured balls at the top of all search pages. If the coloured balls aren't there, SafeSearch is no longer locked.



Please note: Google™ does its best to keep SafeSearch as up-to-date and comprehensive as possible, but inappropriate sites do sometimes get through. If you have SafeSearch activated on your computer and still find offensive content in your results, visit Google™'s web page removal request page to let them know about the site or image you found.

Visit the Google™ Family Safety Centre at: google.com.au/familysafety

google.com



Generation download



Lucinda Fell, Director of Policy & Communications, Childnet International
childnet.com

Music, videos, games, ringtones, apps... all available to download. How can parents help this new generation of downloaders to stay on the right side of the law?

How we access music has certainly changed from the early days of gramophones and records – it has never been easier. Internet users can listen to songs for free on ‘streaming’ services and instantly purchase singles and albums online, not to mention buying ringtones and e-tickets for concerts.

However, accessing music online raises important issues for users, copyright owners and law makers. While we all place a value on music, we have very different thoughts and opinions when it comes to quantifying this value.

Here at Childnet, when we talk with children and young people about their access to the internet, music is one of their key interests. There is an increasing expectation from young online users that they should be able to access music and

other content simply and easily.

While there is a vast amount of content that can be accessed for free online, for many it is not clear what can be obtained legitimately. Copyright can seem confusing but, put simply, the distribution of copyrighted material, such as music, games and films, without permission or payment is illegal.

One of the most common ways of sharing music online is using peer-2-peer (P2P) software, which enables users to link to a network and share files directly from their hard drives. This linking to other computers can compromise the privacy and security of a computer, giving access to private files containing sensitive information, such as bank details, as well as potentially exposing children and young people to unwelcome content such as viruses or

pornography.

It is important for parents and carers to understand how children are using various technologies to access music and to talk with them about how they can do this legally and safely. Parents and carers can be held responsible for what happens on the family computer, even if they are not themselves involved in the downloading.

In response to the growth in digital music, Childnet has produced a guide for parents and carers which includes a link to a list of legitimate music services. Access the guide at: pro-music.org/content/library/Childnet-Australian.pdf

Childnet International's mission is to work in partnership with others around the world to help make the Internet a great and safe place for children.

Where can I find out more?

Childnet's Music, Film, TV & the Internet, a Guide for Parents and Teachers

in Australia pro-music.org/content/library/Childnet-Australian.pdf

Creative Commons Australia creativecommons.org.au

Pro-Music pro-music.org

Australian Copyright Council copyright.org.au





Downloading...



The do's and don'ts of downloading

DO

- **Download** a music track or some other content yourself, so that you understand how it works – ask your son or daughter to help if you've not done it before.
- **Recommend** that they download content from established online brands like iTunes and legitimate websites, such as Pro-Music.
- **Explain** that downloading is not necessarily anonymous – a copyright owner might be able to get a court order to force their internet provider to identify the user.
- **Make** the most of Parental Controls and SafeSearch to help protect them from inappropriate online content – they might not be 100% effective, however, and they aren't a substitute for parental supervision.
- **Check** the browser history on your family computer regularly and look for any desktop icons you don't recognise.
- **Make** sure your family's computer is fully protected against viruses, spyware and other security threats.
- **Encourage** your child to create and innovate – content licensed under 'Creative Commons' licences can often be enjoyed, remixed and redistributed.

DON'T

- **Underestimate** how the internet has changed the way young people access and share content.
- **Assume** that your child knows what 'copyright infringement' is and that it can be against the law.
- **Bury** your head in the sand if you think they're too young to be downloading content – it's better to talk to them before they make any downloading mistakes.
- **Forget** the copyright implications if they use downloaded content in their own creations – even if they're using music or other clips in a video they make, they could be infringing copyright.
- **Ignore** that file-sharing networks (like many internet systems) could expose your child to strangers and inappropriate content.
- **Leave** it to them to work out. Your whole family could be affected if your child infringes copyright online.

Follow this link on using Parental Controls in iTunes: support.apple.com/kb/ht1904





Nick (dad)

Father & son: generational divide



**Andrew (son,
16 years)**

Is there a generational divide when it comes to the digital world?

Nick and his teenage son Andrew talk to Digital Parenting.

Nick

My perception of technology has changed over the years. In my early teens I had never heard of a mobile phone and payphones were how you called home when you were late and they weren't everywhere – so you had to plan well in advance. But all this has changed with my son who is in a world full of technological advances.

Today my family lives on the internet, and we each have a mobile phone. My son now wants an iPad®. Where has this world gone to? Facebook® has changed everything, I'm not interested in it myself though my kids are trying to get me on it. I trust my son on Facebook® but he is not allowed to have an account unless he has his mother as a friend. I believe there is enough trust between us that my son will come to me if a problem arises and seek assistance.

I go to him for help too. I use my son as my home IT support. Where technology is concerned we meet somewhere in the middle although I refuse to have long text chats with him, rather I ask him to 'talk' to me.

I don't know what changes are around the corner but I have always tried to teach my children about safety not only in cyber world but in all aspects of day to day activities. I have taught them that when it sounds too good to be true it normally is.

Don't get me wrong, I think that technology advances have made our life so much easier, but it is important that we do not think of it as something foreign – technology is a tool and like all tools there are associated dangers and it is important to train our children to use the tools wisely and safely.

Andrew

Today, I practically live on Facebook® – it has become the new world in communicating with my friends and relatives.

I was introduced to technology at around the age of 8 by playing 'snake' on my dad's early Nokia. When I was around 11 my dad bought me a mobile but to be honest I never really used it. I went through a of couple phones after that but wasn't really that into them, until I saw the iPhone 4. For months I pestered my dad to get the iPhone for me and after a long time I finally got it. Now I am never without my phone.

Dad had stayed with the same phone for years because it did what he wanted so he said there was no point to getting another one. But recently my dad bought the new Samsung Galaxy S II. He loves it. Checking his emails is a breeze for him and now I think he is kind of addicted to Angry Birds. 🐦

To put it simply, there are many differences between generations but as new technology emerges both parties become more equal, even though most of the time my dad asks me for help on his computer, his phone and practically everything.

Stay on top of **mobile costs**

Apps, games, roaming charges... make sure you and your child understand the potential costs of their mobile phone.

At what age should children have a mobile?

For many families, the decision point comes with the move to secondary school. As children become more independent – travelling to school on their own, taking part in after-school activities and spending time with new friends – parents might want the peace of mind that they can always be in contact with their child. Or, for separated or divorced parents mobiles can be a very useful way of staying in touch.

Children often want a phone because their friends or older siblings already have one. It's crucial that parents decide whether they're mature and responsible enough to have one of their own and not give in to pester power.

A first mobile is the ideal time to start setting boundaries, like providing a monthly budget for calls, texts and other services, and discussing issues like cyberbullying and theft. Children can use mobiles when they're away from home, so they can be more difficult to supervise; parents need to set mobile rules early on so that they become part of daily life.



Which mobile?

The first decision parents need to make is how much to spend on their son or daughter's mobile. Having seen adverts for the new iPhone or admired their friend's Samsung or LG, they probably have strong views on which mobile they want. Just like any major family purchasing decision, it's crucial that parents do their own research.

"Look into special offers from your own mobile provider and consider how carefully your child will look after their handset," says Annie Mullins OBE of Vodafone. "If they're prone to losing or breaking

things, you might want to buy them a cheaper mobile to start with."

With the rise in smartphones offering internet access, cameras, app downloads and other sophisticated features, parents also need to decide what kind of mobile they're comfortable for their child to use. Is it just for emergencies or for calling and texting friends too? Is it OK if they have a camera or Web access on their mobile?

Who will pay the bill? Should it be a Postpaid or Prepaid plan? Should you purchase a plan together with a handset or a SIM Only Plan where you bring your own mobile

– maybe an old one you don't use anymore? How do you choose between a month-to-month, 12 month or 24 month contract term (as this may affect the initial cost of the handset)?

Postpaid or Prepaid?

Once everyone has agreed on a handset, it's crucial to choose the right payment option, either Postpaid or Prepaid.

Postpaid account holders must be over 18, agree to a credit



Managing costs

1 CONSIDER the various mobile handset and payment options carefully – get advice from your friends and your mobile provider

2 TALK to your child about how mobile costs can mount up, especially with Premium rate services and roaming

3 TELL them they can text **STOP** if they no longer want a particular Premium rate service

4 IF you've signed them up to a Postpaid contract, sit down with them and go through their monthly bill together so that they can see what they've spent money on

5 HAVE a chat before they go on holiday – explain how much more expensive it is to use their mobile abroad

check and usually sign up to a 12-month or 24-month contract. Depending on the type of handset and the mobile network, the monthly fee covers the cost of the mobile handset and includes a set allowance for selected services such as calls, texts and sometimes other data services like the internet. Sometimes there may be an upfront cost for the handset as well.

If parents have an existing handset that they'd like their child to use there is the option of going onto a SIM Only plan, where you can use the SIM you buy (which is either attached to a Postpaid plan or a Prepaid service) in any handset.

Voice calls are generally charged in time increments (e.g. per 60 seconds) and there is a call connection fee (the flagfall). The call charges are usually deducted from a set amount of included value or you can chose a plan which gives you the ability to make as many standard calls as you like (sometimes referred to as an 'unlimited' plan).

In most cases you are charged for every text you send. This generally comes out of the plan's included



value. Most plans these days have some data included which can be used to access the internet on the mobile for example, or you can buy data packs for your account (pay a certain fee to get an amount of data). Data usage is measured in kilobytes (KB), megabytes (MB) and gigabytes (GB).

By setting up a **Postpaid** mobile contract on behalf of a child, parents will receive an itemised bill once a month which provides information about what services have been used. Depending on the mobile provider, parents might also be able to access their bills or current spend or usage online.

If the child's mobile is on a Postpaid plan, parents must make sure they know what voice and data value is included in their plan. If the included value is exceeded, customers will be charged for any

How can Vodafone customers avoid bill shock?

Vodafone Postpaid and Prepaid customers can keep an eye on their itemised bills online at MyVodafone vodafone.com.au or on their mobile. They can also send a blank text to 1512 from their mobile at any time to receive a free text message showing their current usage information.

Vodafone Postpaid customers can also set free Balance Alerts to receive a text automatically once they reach their selected balance threshold. This can be set up on MyVodafone on your mobile or online at vodafone.com.au or by calling 1555 free from a Vodafone mobile.

Vodafone's international roaming product, Vodafone Traveller, offers great rates and makes it easy for customers (both Postpaid and Prepaid) to use their Vodafone mobile overseas. Customers will need to call 1555 from their mobile and opt in to Vodafone Traveller before they leave to access these rates. To manage roaming mobile spend, customers should consider a range of ways to control data usage and calls costs including using wireless hotspots and manually retrieving emails where possible. For more tips on how to stay in touch affordably and without worry

visit vodafone.com.au/personal/international-roaming/tips-and-faq **Vodafone Postpaid and Prepaid** customers can bar Premium SMS & MMS numbers by dialling 1555 from your Vodafone mobile.

If you have a question about a mobile plan in your name which your child is using, call or data charges, or you're looking for billing information you can contact our Customer Care team on 1555 free from your Vodafone mobile. Customers can also reach us on Twitter @VodafoneAU_Help or visit our customer forums at community.vodafone.com.au

additional usage over and above the included value.

With Prepaid, the mobile handset can be bought up-front and mobile services are paid for in advance using recharge vouchers. Recharge vouchers can be bought in supermarkets and newsagents or mobiles can be topped up online or via credit card on the mobile.

Some people believe that the Prepaid option gives children and teenagers more control over their mobile spending. Recharge vouchers can be given in lieu of pocket money and can help them to 'budget' their phone time.

With Prepaid, young people might keep asking for more money for recharges or they could find themselves out of credit when they need to make an important call – although they will always be able to make a 000 call, as long as they have mobile coverage.

Downloads, voting lines, goal alerts

Parents should be aware that Premium rate SMS & MMS services such as ringtones, games downloads, chat and TV voting lines cost more than the standard call and messaging rates on mobiles and landlines. For Postpaid mobile users, the charges show up on the monthly bill; for Prepaid, they'll be taken out of the balance straight away. Some mobile providers do not even allow access to premium rate services on some plans.

If parents are worried about their child using Premium SMS & MMS services they can ask their mobile provider to bar these numbers on their child's mobile. Or, if their child has signed up to a Premium SMS & MMS service and now regrets it, they can text reply the word 'STOP' to the service to opt out. Complaints about Mobile Premium

Services in Australia can be made directly to the Content Provider and your mobile network.

Holiday bill shocks

Finally, if young people take their mobile on holiday, parents should make sure they understand the potential roaming charges for calls, texts and data. Depending on where you're travelling, your child could run up large bills without realising.

To minimise bill shock parents should encourage children to turn off voicemail and data functions (such as email) on their mobile and to text rather than make calls. Downloading and streaming content, like video, can be very expensive, so it makes sense to suggest that they use local Wi-Fi or an internet café instead. Or they could purchase an international or local SIM card. 🍷

Cyberbullying: not just a problem for schools

It's Friday evening and your daughter seems upset. You ask if everything's OK at school but she's distracted by a bleep from her mobile and heads off to her room. You assume it's one of her friends texting her. In fact, it's a nasty message from a group of girls in the year above her at school. And it's one of many she's received over the past few days along with rude comments on her Facebook® page. She's being cyberbullied.

"The number of Australian children who are bullied each day would fill the Melbourne Cricket Ground", Australian academic Donna Cross says. According to Professor Cross, director of Edith Cowan University's Child Health Promotion Research Centre, 100,000 children are bullied at recess and lunch breaks in Australian schools every day.¹

The type of bullying that most of us are familiar with is 'overt' or open – meaning it happens directly and is obvious. Physical violence, name calling, mean comments, threats and yelling are overt bullying behaviours. Sandra Craig, manager of The National Centre Against

Bullying (NCAB) explains, "Many people think physical violence is the main form of bullying however verbal abuse is actually the most common form of overt bullying for both boys and girls."²

A new kind of bullying

Professor Cross is lead author of the Australian Covert Bullying Prevalence Study which was commissioned to better understand the increasing prevalence of 'covert' or hidden bullying. This is any form of aggressive behaviour that is repeated, intended to harm, characterised by an imbalance of power, and crucially, is 'hidden', out of sight of, or unacknowledged by adults.¹

The study found that 61% of Australian students had experienced hidden bullying, and as students get older there is an increasing tendency to bully covertly rather than openly. Hidden bullying appears to be one of the most under-reported of all abuses. Teachers and parents are more likely to intervene on open types of bullying behaviour rather than hidden online bullying.

Experts believe that hidden bullying is fuelled in part by the reduced likelihood of being detected or punished and the growth of mobile use and the internet.

Cyberbullying is a subset of

bullying, delivered through mobile or online technology. Findings suggest that between 10–15% of Australian children are cyberbullied through social networking websites, instant online messaging, mobile phones or other forms of digital technology.¹ Places where older students cyberbully include social networking sites such as MSN, Facebook® and Bebo, whereas younger students referred more to bullying by sending emails and messages to phones.

Cyberbullying is really about relationships, not technology

Young people who cyberbully use a number of techniques – from sending threatening text messages to posting rude comments on social networking websites; ignoring someone in a multi-player game to sending nasty messages via IM; creating fake online profiles to teasing someone in a chat room. Increasingly, they're upping the ante with photos and videos. 'Happy slapping' – photographing or videoing a target while verbally or physically abusing them – often captures the media's attention.

How can you tell if your child is being cyberbullied?

The NCAB explains that when a child is being bullied or cyberbullied, parents can often notice a change in patterns of behaviour, such as: a sudden



¹Edith Cowan University, 2009 ²Education Matters, July 2011



dream of doing face-to-face,” says Annie Mullins OBE of Vodafone. “They might deliberately upset a friend, a stranger, or even one of their teachers by putting a nasty comment on a social networking site or videoing them on their mobile and posting it online without their permission. Or they might forward on a bullying email or text without thinking about the consequences.”

Witnessing bullying

85% of bullying situations are witnessed by other young people and although these children can play a key role in stopping bullying, in most cases they do not.³ Some feel powerless to help; fear, often justifiably, for their own safety or of becoming a target themselves, or hope someone else will step in. In some cases, children feel the bullied child has in some way brought the situation on themselves and therefore deserve it at some level.

While young people do not generally like to see others bullied⁴ they might join in the bullying to avoid being bullied themselves or to remain in a powerful group or they might not realise that what they are doing is hurtful. Young people are more apt to act in defence of a bullied student if the school has a positive sense of community and they feel connected to it (we don’t do things like that around here), they are empathic and have strong friendships, strongly developed value systems, or believe their parents would expect them to do it.

disinclination to go to school, a child’s avoiding socialising with friends, changes in mood, eating or sleeping patterns, unexplained injuries or self-harming, headaches or stomach aches, ‘loss’ of pocket money or coming home hungry.

Cyberbullying can be extremely upsetting – especially as the scale, speed and 24/7 nature of the digital world means it can take place anywhere and at any time. It has taken bullying out of the playground and into the previously safe zone of young people’s homes.

“Covert (hidden) bullying has the potential to result in more severe psychological, social, and mental health problems than overt (open) bullying. Those problems are not only more difficult for schools and parents to detect, but also have the capacity to inflict social isolation on a much broader scale.”¹

Target or perpetrator?

The NCAB counsels not to label young people – perhaps permanently – with the emotive terms ‘bully’ and ‘victim’. Instead they suggest describing the behaviour itself and using the terms target and perpetrator.

As well as looking for possible signs that your child is being cyberbullied, don’t forget

they could also be cyberbullying someone else. Even if they’ve never bullied anyone in real life, they might be drawn into cyberbullying because they think they’re anonymous on the internet or on their mobile.

They might not realise that using technology to tease, embarrass and spread rumours is just as bad as bullying in the real world. “Some children do things in the digital world that they wouldn’t

0% of parents believe their child has ever bullied⁵

³Exceptionality Education Canada, 1995 ⁴National Association of School Psychologists, 2006 ⁵Vodafone, October 2010

TAKE ACTION

1 TALK to your child about cyberbullying

2 SUPPORT your child emotionally as well as practically if they tell you they are being bullied. Help them gather evidence (e.g. emails or texts they've received or screen shots of bullying comments) to show the school or police if necessary

3 USE tools like Parental Controls, privacy settings and 'Report/Block' options on social networking sites

4 NOTIFY the school if your child is being bullied so they can take appropriate action. Resist the temptation to approach the perpetrators

5 INTERVENE if you think your son or daughter is cyberbullying someone else, explain why it's unacceptable

6 ENCOURAGE them to tell you or a teacher about any bullying that they witness. Give them the Kids Helpline number 1800 55 1800

Parent power

"It's important that parents stay in touch and work on relationships with their children," says Sandra Craig from the NCAB. "Know who their children's friends are and be alert to changes in mood or behaviour. Even more importantly, model the behaviours and types of relationships you want the child to have with others. Cyberbullying is really about relationships, not technology, which may reassure parents who don't feel comfortable in the online world.

All the same, try to get involved and be aware of what your child is doing. Internet-connected devices such as laptops, mobile phones and mobile tablets are as important to students as pens and paper and parents need to take an active role in reminding kids how to use technology safely: when it's appropriate to share personal information, what to do if approached by a perpetrator or online stranger or how to apply social network privacy settings. Have conversations and apply rules to children's use of technology as you would around riding their bike, staying out late or socialising with friends."

What can schools do?

Thankfully, parents are not alone. Schools also play an important role when it comes to cyberbullying and should have anti-bullying policies in place to help protect their students.

Sandra Craig points out, "It's important to remember bullying

is a social problem, and solutions need to occur within the social context. The overall culture of the school is vital in determining student wellbeing and prevention is central. Schools' policies have been reasonably effective over the last 10 or so years in addressing face-to-face bullying, although work remains to be done to develop policies in the areas of hidden bullying and cyberbullying. It's important to ensure policy implementation guidelines are well understood so teachers, students and parents know the processes to follow to manage situations, prevent recurrence and restore relationships."

It's vital that all members of a school's community are involved in solutions

Children, parents and schools working together

The NCAB says it's vital that all members of a school's community are involved in solutions. Schools can work with parents and other stakeholders in a variety of ways to develop consistent language and approaches around bullying, cybersafety and wellbeing and in promoting positive relationships. Whole school approaches, like The Alannah and Madeline Foundation's eSmart system (see page 30) underline the importance of everyone working together to develop respectful and caring school cultures. ●

With special thanks to Sandra Craig, Manager of the National Centre Against Bullying

⁵Criminal Code Act 1995 (Cth) s417.71





Where to turn if you need help?

Any parent will tell you that although raising a child is rewarding and often joyful, it can also be stressful, overwhelming and challenging. Some parents take those challenges in their stride, while others struggle to cope. Fortunately help and resources are available for parents.

Helplines

Helplines providing confidential and professional support for parents and carers are available in each state.

Wendy Protheroe, General Manager of BoysTown (which runs Parentline in Queensland and the Northern Territory) says helping parents feel confident in their parenting roles can make a huge difference to family life.

"We believe it's crucial for all parents to have access to support and the reality is that many don't have family they can turn to when the going gets tough. We have professional counsellors who provide respectful, constructive and non-judgemental telephone

and online counselling seven days a week. They are available to answer questions, help guide parents through their children's digital world, and help parents devise strategies to maximise online safety."

Parentline counsellors in Queensland and the Northern Territory receive more than 200 calls a week from parents, carers and family members aged from their teens to their 80s.

Online help

The Raising Children Network is an Australian website for parents with lots of helpful resources and information about raising children – from newborns to early teens.

The content is written by



Who can you contact for more information?

For support on parenting issues, you can call Parentline on the phone numbers below:

Parentline Queensland and Northern Territory
1300 30 1300

Parentline Victoria 13 22 89

Parent Helpline South Australia 1300 364 100

Parent Line New South Wales 13 20 55

Parent Help Centre Western Australia
(08) 92721466 or 1800 654 432

ParentLink ACT (02) 6205 8800

The type of help, services and resources available from Parentline may vary from state to state.

professionals and is reviewed by an independent scientific advisory board, so parents know they are getting the best possible information on a particular topic.

You can read articles on encouraging responsible citizenship, online safety, social networking and mobile phone use. You can even watch videos of other parents of teenagers sharing their family rules around technology and screen time or chat with other parents of teenagers through the forums. Information is also available on preventing and dealing with cyberbullying, sexting and other risk-taking behaviour online and offline. You may also find the 'Talking to Teens' program, interactive video guide useful. It covers common parent and teen situations and explores how different approaches to communicating with teenagers can get different results.

The Raising Children Network is supported by the Australian government. Visit the website at: raisingchildren.net.au 6

How to... make the most of Microsoft Windows® 7 Parental Controls

With so many families having the Microsoft Windows® operating system on their home computer, Digital Parenting takes you through the built-in Parental Controls that Microsoft® offers in Windows 7. As a parent, you might be worried about the amount of time your son or daughter spends on the computer and the kind of games they access. With Parental Controls in Windows 7, it's easy to supervise your child's PC use without having to peek

over their shoulders. You can set specific time limits on your child's computer use (e.g. set different logon hours for each day of the week so, if they're logged on when their allotted time ends, they'll be automatically logged off).

Plus, you can prevent them from playing games that you don't think are appropriate for their age.

To help keep communications open, the Parental Controls icon is always visible so children know when the feature is in use.



STEP 1 Turn on Parental Controls

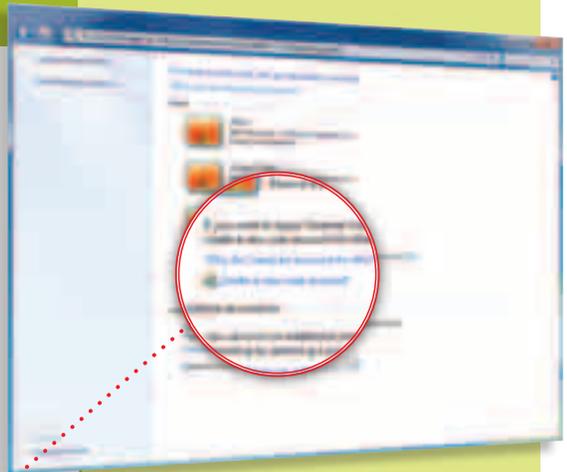
FIRST, make sure that your child has a standard Windows 7 user account.

Open Parental Controls by clicking the **Start button**, click **Control Panel**, and then, under **User Accounts and Family Safety**, click **Set up Parental Controls for any user**. If you're prompted for an administrator password or confirmation, type the password or provide confirmation.

Click the **user account** that you want to set Parental Controls for. If you haven't set one up yet, click **Create a new user account**.

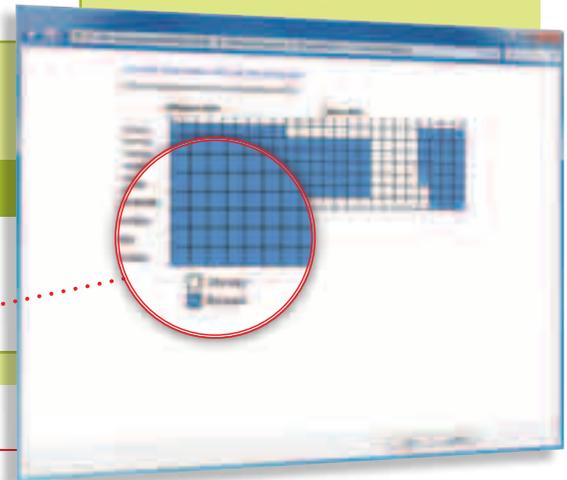
Under **Parental Controls**, click **On, enforce current settings**.

If Windows Live Family Safety is installed on your computer, you will see a sign-in page and there is no need to continue with Steps 2 - 4 of this tutorial.



STEP 2 Set Time Limits

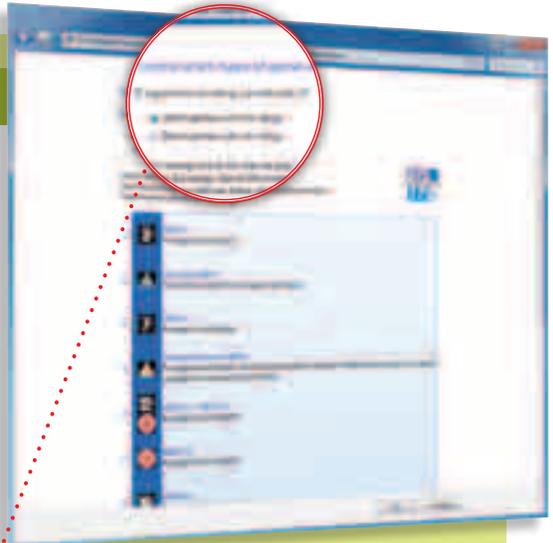
CLICK Time limits. In the grid, click and drag the hours you want to block or allow. Click **OK**.



STEP 3 Select appropriate games

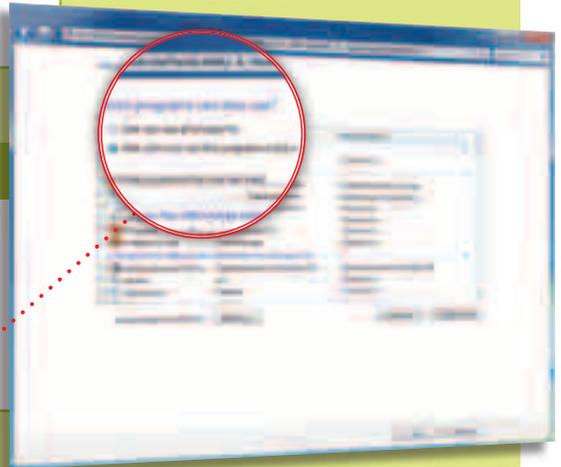
CLICK Games, then choose one (or a combination of) the following four options:

- To block ALL games, under **Can [person's name] play games?**, click **No**.
- To block games by age ratings, under **Can [person's name] play games?**, click **Yes**. Under **Block (or allow) games by rating and content types**, click **Set game ratings**. Under **Which ratings are OK for [person's name] to play?**, click a ratings level.
- To block games by content, under **Can [person's name] play games?**, click **Yes**. Under **Block (or allow) games by rating and content types**, click **Set game ratings**. Under **Block these types of content**, select the content types that you want to block.
- To block specific games, under **Can [person's name] play games?**, click **Yes**. Under **Block (or allow) any game on your computer by name**, click **Block or Allow specific games**. In the alphabetical list of games, find the game that you want to block, and then select **Always Block**.



STEP 4 Allow or block programs

CLICK Allow and block specific programs. Click **[person's name] can only use the programs I allow**. Select the programs that you want to allow. If the program you want doesn't appear in the list, click **Browse** to locate the program.



For further information about Parental Controls for Windows 7 and Windows Vista, go to windows.microsoft.com/en-AU/windows7/products/features/parental-controls

Family safety options are also integrated in the Windows Live products, Hotmail, Messenger and Spaces, and family settings are available for the Xbox and Xbox 360 support.xbox.com/en-au/xbox-live/how-to/parental-control

Find out more about online safety and privacy at: microsoft.com/en-au/security

Windows Live Family Safety

Windows Live Family Safety lets you choose what your children see and who they talk to online, get reports of their online activity, as well as set the time and game restrictions as shown in this tutorial. You can find more information and setup instructions at: windows.microsoft.com/en-AU/windows-vista/Protecting-your-kids-with-Family-Safety

microsoft.com

Microsoft



TAKE ACTION

1 REPORT stolen mobiles immediately to their mobile provider, the police and your insurance company. Keep a note of their SIM card number and their mobile's unique IMEI number. Their mobile provider can use this IMEI number to block their mobile from being used and can also pass the information on to prevent it being used on other networks

2 SET up a PIN lock on their handset

3 TEACH them to treat their mobile like they do with other valuables and keep it out of sight

4 TELL them to hand over their mobile if they're threatened by someone who wants to steal it

5 ENCOURAGE them not to use their mobile while walking or cycling and discuss the law when it comes to driving. Now's a good time for you demonstrate safe use of mobiles in the car, by either not using your mobile while driving, or always using a hands free kit

What the law says
In Australia it is illegal to use a mobile phone while driving unless you use a hands free in-car kit or portable hands free device. Some states also require you to place the phone in a commercially designed cradle.



Being **mobile** aware

Digital Parenting looks at the potential challenges of mobile theft and accidents.

Take a look in any teenager's school bag or coat pocket and it's likely that you'll find their mobile. It goes everywhere with them and it can be incredibly useful to keep in touch with you and their friends. But, unfortunately, there are also risks. Mobiles can also make them a target for thieves and could affect their personal safety in other ways. "There are lots of things you need to discuss with your child once they get a mobile," says Annie Mullins OBE of Vodafone. "Talking about the potential risks of theft and accidents should definitely be part of that conversation."

A target for thieves

Aside from the emotional – and, potentially, physical – impact of being the victim of a crime, having a mobile stolen cuts young people off from their friends and might mean that the thief gets access to their contacts, texts, photos, emails and social networking profile. If they don't report the theft, they'll be responsible for any charges on their mobile after it has been stolen – the costs could mount up considerably especially if the thief

decides to make some international calls or download video content.

Accident prevention

Young people have been known to have accidents while using their mobile or devices such as MP3 players. If they're walking or cycling it could be dangerous for them to text, make a call or listen to music as they're less aware of what is going on around them. VicRoads advises the ability to judge the speed and distance of cars is not well developed in younger children.¹ Teenagers are more independent road users but can be over confident and prone to taking risks.

Parents can talk to children and make sure they know how important it is to stay alert and aware of their surroundings and encourage them to take off their headphones when crossing the road. Of course, young people who are old enough to drive also need to understand that it's illegal in Australia to use a hand-held mobile or similar device while driving for talking and they should never use a mobile to send or read texts or emails while driving. ●

¹VicRoads

Savvy shoppers

Brand-loving, cost-conscious teens are turning to the internet for bargain buys.

E-commerce excitement

Shopping is an important part of a young person's financial education. Whether it's gig tickets, a pair of must-have trainers or the new Lady Gaga track, the internet makes it easy for young people to get their hands on the latest products and services. There are reputable and reliable retailers on the internet using safe and secure payment systems.

As digital research company eMarketer notes: "In making purchase decisions, teens rely on social media and mobile phones in both conventional and innovative ways. They share news about bargains with close friends via text messaging; they use the built-in camera on their phones to snap photos while trying on clothes, then upload the pictures to Facebook[®]."¹

Teens have a number of payment options including debit cards, prepaid cards and money transfer companies like PayPal. Or, for big-ticket purchases, they might ask mum or dad to use their credit card.

What could go wrong?

Despite all the positives, things can go wrong with e-commerce. It's important that they understand that they might get tricked into buying something from a fake website, not realise that additional

delivery costs are involved or pay a deposit for something that doesn't even exist.

Despite seeming web-savvy, young people often underestimate the power of fraudsters and scammers who operate online. As security firm Symantec points out "Most kids are so confident online that they think they know everything. Rest assured, the scammers know more."²

In addition, young people might find that they can buy products online that they wouldn't be allowed to purchase offline because of age limits on goods such as alcohol, tobacco, gambling, knives, pornography, and violent video games. Shopkeepers can be prosecuted, suffer heavy fines or lose their licence if they are caught knowingly or carelessly selling or providing such things to legal minors. But online, even some very well known companies have not yet developed the same efficient mechanisms for checking or confirming a person's age.

It can also be a crime for a young person to attempt to obtain age restricted items. Symantec advises "If you let your children shop online, also let your common sense prevail."²

Just like other online activities, parents play a vital role. ●

25% of Australian 13-15 years typically shop online³

Savvy shopper checklist

SET some ground rules e.g. how often and how much can they spend?

EXPLAIN that secure websites have a padlock in the bottom right of the browser window and their website addresses tend to begin with 'https://' (where the 's' stands for security)

MAKE sure they know not to register your credit card details online without your permission

LET them know that they can compare prices across different websites

ADVISE them to stick to store brands they know – or that have been recommended to them – so that they can trust them more

ASK them to check whether the online retailer charges for delivery and returns

REMINDE them what type of goods are suitable as age-limits apply to some goods such as alcohol and tobacco

DID YOU KNOW?
25% of Australian 13-15 years and 38% of 16-17 years said they typically shop online³

¹eMarketer, August 2010 ²Symantec, October 2007 ³McAfee[®], September 2010.



How much is too much?

It's Saturday afternoon and your son and a friend have been online for hours. Should you suggest they do something else instead?

A generation of 'multimedia multi-taskers'

Developing likes and dislikes, hobbies and interests is an important part of growing up. New technologies can support their offline pastimes like football and music – perhaps they get goal alerts on their mobile or post videos on YouTube™ of the pop group they've formed with their mates.

For teenagers in particular, the internet and mobiles have become vital social currency. Logging on to Facebook® when they get home from school is the equivalent of you rushing home to phone your friends when you were their age. Playing on the Sony PSP® or Nintendo® Wii has become part of the evening and weekend routine for many.

In fact, 16– to–24-year-olds in the UK manage to squeeze 9.5 hours of media consumption into just 6.5 hours of actual time.¹ Pretty impressive multi-tasking. But there's a question on many parents' lips: "Is so much time in front of a screen good for them?"

Getting the balance right

Although young people generally use technology in a balanced way, it can be difficult for parents to know when normal use tips over into excessive use.

Leading US psychiatrist Dr Jerald Block suggests there are four common characteristics of obsessive internet use:

- 1 **Excessive use** – losing track of time or neglecting to eat or sleep
- 2 **Withdrawal** – e.g. feelings of anger, tension or depression

3 **Tolerance** – wanting a better computer or more hours online

4 **Negative repercussions** – e.g. arguments, lies, isolation and tiredness

Even if a child isn't showing any of these characteristics, their schoolwork, hobbies and even their sleep patterns might suffer. They might become too focused on their online friendships and fail to develop social networks in the real world. Or they might simply never 'switch off'.

As New York Times writer Matt Richtel says, "... technology makes the tiniest windows of time entertaining, and potentially productive. But scientists point to an unanticipated side effect: when people keep their brains busy with digital input, they are forfeiting downtime that could allow them to better learn and remember information, or come up with new ideas." 6

¹OFCOM, August 2010

Digital Parenting speaks to **Vicki Shotbolt** from **The Parent Zone**, a social enterprise with one aim: to make life easier for parents



When asked "How much electronic time is too much?", my 12 year old son and his mate were in total agreement: "It's when people become really boring and don't want to do anything else – ever."

A reasonable point of view but the challenge for parents is to decide where that invisible dividing line actually is. Are we being sad old Luddites by feeling as though books, board games and old-fashioned running around are more acceptable than a game played on something that needs plugging in at some point? Are we helping them to develop their ability to become effective 21st century electronic citizens by letting them surf the net or are we exposing them to a risky under-policed crime hotspot?

The answer is clearly none of the above. We're simply responding to one of the many potential battlegrounds for parents, which include things like "How late can I stay out tonight?" and "When can I start wearing make-up?" And as parents, we do what we do best, which is compromise. We learn to recognise the danger signs of them spending too much

time online, on their mobile or their games console (skipped homework, late nights and an increasing girth) and we respond accordingly.

Inevitably, there are clashes, but the risks of not tackling the perennial question of "How long can I have on the [insert name of any tech device], Mum?" are too great. In 2007¹ 20% of Australian teens aged 15–17 had a computer in their bedroom and 13% had internet access in their room. Today, 71% of Australian parents are concerned about their children's online activities². The only reasonable conclusion to draw is that some limits have to be set.

While companies have to take some responsibility for preventing inappropriate use of online services and games (hands up who knew that the age limit for Facebook³ was 13?) in the end, the responsibility has to sit with parents. We don't expect Cadbury to control the amount of chocolate our kids eat and we can't expect website owners, mobile providers or games manufacturers to control the amount of time they spend on them. Another job for Mum and Dad then.

TAKE ACTION

1 SET clear rules and boundaries for your child's digital world (e.g. how long they're allowed on the computer or what online extras or downloads they can buy)

2 MAKE the most of tools like Parental Controls and Google's SafeSearch[™] to help prevent them accessing inappropriate content – but remember, they might not be 100% effective all the time and they aren't a substitute for parental supervision

3 FOR younger children in particular, consider signing up for a monthly mobile phone contract so that you receive itemised bills or find a Prepaid service (like Vodafone Prepaid) that allows customers to check itemised details about their usage online or on their mobile

4 IF they go on the internet, text or play games late at night, move their computer, mobile or console out of their bedroom

5 DON'T leave it until you're concerned that their digital world is taking over – talk to them now

DID YOU KNOW? DID YOU KNOW?
43% of Australian teens aged 16–17 years say their mobile phone is extremely important in their lives and 29% said the same of the internet³

¹ACMA, 2007 ²YAW-CRC, 2011 ³ACMA, July 2009

TAKE ACTION

1 MAKE sure you install and renew your anti-malware and anti-virus software and set it to scan regularly. Purchase privacy software so you can regularly scan and 'cleanse' your PC of any cookies or embedded software

2 TURN on automatic updates on all your software, including your operating system. Malware and viruses are always changing and updates can help

3 PROMPT your child to regularly adjust their privacy settings and passwords on their social networking sites

4 ADVISE your child how to recognise spam and phishing emails or texts. Do they know the sender? Does the email or text contain strange spelling? Is the sender requesting personal information? Never open these emails or text or unsubscribe from them, as that will confirm their email address or mobile number

5 REMIND your child to stop and think before they post any photos or personal information about themselves, their friends or family and NEVER give out passwords or banking information to sources they don't know and trust. Encourage them to think carefully before clicking on links or attachments

Online Security FAQs



Online and mobile security can seem confusing at times. **Digital Parenting** answers some of the questions you might have.

John Wilkes, Vodafone Australia's General Manager – Risk, Audit and Supply Chain. John is a Chartered Accountant with over 20 years experience in a range of Finance, Sales, Marketing, Risk and Audit roles.

Q So many websites ask for personal information, what are the risks?

A An important aspect of online security and with mobile phones is giving out personal information. Probably the most helpful guideline to keep in mind is that trust is key. Like stranger danger, young people need to be aware of who they're giving information to. Information is more freely available these days and they have learned that the more information they give out the more they can get back in terms of access to online services. The best rule of thumb should be to only give out sensitive information (passwords, PINs, bank account numbers) on websites that you can trust and that need information for legitimate purposes. Never respond to requests for sensitive information via email, like verifying a PIN or password. Legitimate businesses won't ask

for this type of information by email.

It's not just strangers who try to access personal information, their friends might too. One in four under-19s in the UK have attempted to access their friends' Facebook® accounts, most commonly by guessing their password.

And remember, Vodafone will NEVER ask for your account details such as PIN or password on an email.

Q What is the biggest online security risk my child should be aware of?

A Their computer can be infected with malicious software (also known as malware). Malware can destroy the data on a computer, cause it to run slowly, and even transmit personal information to third parties who might pose as them to access their accounts or profiles and harm their reputation (e.g. posting unsavoury content to a social

Stay Smart Online

Check out the Australian Government's cybersecurity tips: staysmartonline.gov.au

Wireless Networks

Check that your wireless network is suitably encrypted, preferably using at least WPA encryption. Hiding the network name (the 'SSID') or using WEP encryption is unlikely to be effective. Talk to your ISP if you need advice about encrypting your home network

networking profile), or steal their money or identity.

Q Are mobiles and tablets susceptible?

A Malware on your child's mobile phone is far less common at the moment. Generally, advanced smartphones and tablets are more likely to be vulnerable to malware attacks due to the diversity of third party software and apps running and the 'always on' connectivity. Young people should be particularly watchful of free WiFi which may not have the same security measures you may have at home.

Q How can malware get in?

A Some of the most common things your child could be doing online which pose security risks are:

- **Opening files** which are already infected (e.g. via email, IM, on a file-sharing network or by sharing a USB stick, on mobiles and other devices via SMS, MMS or Bluetooth). If one of your child's friends has a virus on their computer, it might automatically



send an infected email to them

- **Installing a program** that contains a nasty, hidden feature, commonly called a Trojan (e.g. a program that contains a game but that also contains software that redirects to an adult website)

- **Installing apps**, although some app stores try to scan for malware

- **Visiting** untrusted websites that are deliberately designed to attack computers

- **Software** on more advanced smartphones might be vulnerable to third party attack.

Q What is the best way to protect my child's computer, mobile or tablet from malware and other viruses?

A Make sure you have up to date virus software installed, not only on your home PC but also on your child's smartphone or tablet. Most reputable anti-virus software is available for different types of technology and you should make sure it is updated regularly as new viruses and malware are always being identified. Ask your mobile provider if you have any questions or concerns about viruses on your child's mobile.

TAKE ACTION

6 SUGGEST they create a separate email account for signing up to websites. If your child receives spam or junk email, have them delete the messages immediately. They can close email accounts and open new ones if needed

7 MAKE SURE they have a PIN lock on their mobile and tablet and that they use strong passwords on their computer and all accounts (a combination of upper and lower case letters, plus numbers and symbols) and change them at least twice a year. They shouldn't use the 'Remember my login' feature on someone else's computer

8 CHECK that websites asking for payment details or other personal information begin with <https://> (the 's' means that the connection to the site is encrypted). Supervise purchases when your child buys something online

9 FIND out how your internet and mobile providers deal with things like spam, scams and pop-ups. Do they offer built-in spam filters or a 'report spam' button?

10 GIVE your child the number for Kids Helpline 1 800 55 1800 and encourage them to call – or talk to you – if anything concerns them



What is Sexting?

- Exchanging images of a sexual nature with a boyfriend or girlfriend
- Sharing images of a sexual nature with someone you like
- Passing around images of a sexual nature to groups of friends without permission

Sexting: what every parent needs to know

Flirting and dating are part of growing up but did you know some young people are now swapping nude and sexually-suggestive images via mobiles and computers, known as 'sexting'?

Nowadays, hand-written love letters swapped during class have been replaced by texts, emails, Bluetooth and Facebook® messages, many involving digital photos and videos. In some cases, the images being exchanged are far from innocent.

Why sext?

Exploring relationships and sex is a normal part of adolescence; the digital world simply offers teenagers a new way to explore this part of growing up. But some experts argue that sexting is also a sign of the increasing sexualisation of young people. More and more, they're seeing sexual references and images in magazines, music videos and films.

"Sexually-suggestive images have become a form of relationship currency," explains Amanda Lenhart, the author of a major report by Pew Internet on 'Teens and Sexting'. "These

images are shared as a part of or instead of sexual activity, or as a way of starting or maintaining a relationship. And they're also passed along to friends for their entertainment value, as a joke or for fun."¹

Often, young people sext in the heat of the moment and regret their actions later. One high school student who was interviewed for the Pew Internet study revealed "Boys usually ask for them or start that type of conversation. My boyfriend, or someone I really liked, asked for them. And I felt like if I didn't do it, they wouldn't continue to talk to me. At the time, it was no big deal. But now, looking back, it was definitely inappropriate and over the line."

The Hon. Pru Goward – Minister for Family and Community Services urges parents to educate their children about cyber-safety: "What might initially seem like innocent flirting can end up causing tremendous embarrassment to young men and women. Sharing provocative photos by text message and online is not safe, and there is potential for the images to end up in the wrong hands," Ms Goward said.²

What are the consequences?

Even if a young person starts sexting 'for a laugh', the consequences can be extremely serious – both for the sender of the image and the person receiving it.

In the digital world, images can be

copied, manipulated, posted online or sent to other people in a matter of seconds.

Often, ex-partners pass on images when a relationship comes to an end. What started off as a private message between two people can quickly reach fellow students via text or a social networking website like Facebook® or MySpace. The result? Embarrassment, regret and, possibly, harassment from the recipients.

If the images are posted online, they could remain there forever and be seen by anyone. Furthermore, the police are concerned that sex offenders who search for sexual images of young people on the Web might make contact, pass the image on to others or blackmail the person in the image into committing indecent acts.

A call to action

It's crucial that parents talk to their kids about sexting now as part of a broader discussion about sex and relationships. Don't wait until something happens. It might be embarrassing (for both the child and the parent) but helping to protect them from potential embarrassment, bullying or breaking the law is worth a few moments of tricky conversation.

As Amanda Lenhart comments, "The desire for risk-taking and sexual exploration during the teenage years combined with a constant connection via mobile devices creates a 'perfect storm' for sexting." 

"Sharing provocative photos by text message and online is not safe, and there is potential for the images to end up in the wrong hands"²

The law
By having in their possession, or distributing, indecent images of a person under 18 to someone else, young people might not even be aware that they could be breaking the law. If the images are stored on the family computer, the parents could be implicated too.

TAKE ACTION

1 DISCUSS sexting as part of a wider chat about sex and relationships. It might be embarrassing for both you and your kids, but it's crucial that you address this

2 REMIND them to 'think before they post' – once something's out there on the internet or on a text, it's hard to get it back

3 EXPLAIN that it's illegal to take, hold or share indecent images of under 18s

4 ENCOURAGE them not to pass other people's sexts on, as it could be part of a bullying campaign and they could even be breaking the law

5 CHECK whether sexting is covered as part of their sex education classes at school and how their teachers would handle sexting incidents

²Office of Hon. Pru Goward, Press Release, September 2011

Mobiles & health

Some parents are concerned that their children's health may be affected by using mobile phones. **Digital Parenting** looks at the latest scientific research.

How mobiles work

Like TV and radio, mobile phones use radio frequency (RF) to communicate information. When you make or receive a call, send a text or use data on your mobile, it emits an RF signal, so that it can communicate with the nearest base station. If you're exposed to an RF field, it penetrates a few centimetres into the body and is absorbed as heat, which is measured using something called 'specific absorption rate' (SAR) values.

Limits on these SAR values are part of the international guidelines on the acceptable levels of RF exposure from mobile devices and base stations that have been put in place in recent years. Provided mobile devices and base stations are operated within these guidelines, the absorption of energy from them poses no

known adverse health effects. All Vodafone's mobile devices and base stations comply with these international safety guidelines and operate within permitted exposure levels.

Scientific research

In its most recent fact sheet on mobile phone safety for the general population and specifically on children, the World Health Organization concludes:

"A large number of studies have been performed over the last two decades to assess whether mobile phones pose a potential health risk. To date, no adverse health effects have been established as being caused by mobile phone use."

"While an increased risk of brain tumours is not established, the increasing use of mobile phones and the lack of data for mobile phone use over time periods longer

TAKE ACTION

Here are some simple ways you can help your child reduce their personal exposure to radiofrequency fields:

1 ENCOURAGE them to keep their calls short or text instead so that the mobile is not near their head for long periods of time

2 BUY them a hands-free set to distance the mobile from their head and body

than 15 years warrant further research of mobile phone use and brain cancer risk. In particular, with the recent popularity of mobile phone use among younger people, and therefore potentially longer lifetime exposure, WHO has promoted further research on this group. Several studies investigating potential effects in children and adolescents are underway.¹

The WHO will conduct a formal risk assessment of all studied health outcomes from radio frequency fields exposure by 2012.

Vodafone supports effective measures to reduce exposure when using mobile phone devices while we wait for the completion of the additional research and WHO's formal risk assessment for radio frequency fields in 2012. ●

More information:

- emfexplained.info
- vodafone.com.au/personal/aboutvodafone/healthmobilephonetechnology

¹World Health Organisation, June 2011





TAKE ACTION

1 DISCUSS the risks of online grooming with your child. Encourage them to talk to you and give them the Kids Helpline number 1800 55 1800 in case they'd like to speak with someone confidentially

2 ENCOURAGE your child to only be friends with people online who they already know offline and to use privacy settings on their social networking profile and games console

3 SET RULES for the use of webcams, digital cameras and camera phones

4 EXPLAIN about minimum age limits on websites (e.g. 13+ on Facebook*)

5 REPORT any suspected incident of online grooming to the Australian Federal Police. Call 000 or online through one of the AFP website: afp.gov.au/contact/report-a-crime.aspx

The law:
The Australian Criminal Code Act 1995 prohibits the use of a "carrier service" to communicate with the intention of procuring a person under the age of 16, or expose them to any indecent material for the purposes of grooming. The various states and territories have similar laws. With some applying a different age (i.e. 18 in QLD)

Staying safe

What is online grooming?

Online sexual grooming is where someone makes contact with a child with the motive of preparing them for sexual abuse either online or in real life. It's one of those things you don't want to think about as a parent. Evidence suggests it's highly unlikely that your child will be approached in this way, but sadly it does happen.

Young people often forget to take the same precautions online that they would in real life. They might accept strangers as friends on their social networking profile or start talking to someone they don't know in a chat room. Plus, they might exchange self-taken photos and videos with people they barely know.

McAfee¹ found that 25% of Australian teenagers have chatted with people online that they don't know in the offline world.¹

Sex offenders can take advantage of young people's trusting nature. Having gathered their personal details from social networking websites, games and other online forums, they might try to gain their trust by pretending to be the same age as a young person, flatter them, offer gifts, or provide a sympathetic response to problems that the young person might be having.

In some cases, young people

know that the person who has contacted them is an adult but do not realise how the age difference could make them vulnerable.

The consequences

Once the abuser has gained the child's trust online, they might suggest meeting up in person. Or they might keep the relationship purely online and ask the young person to send nude or suggestive photos or webcam footage, providing them with images that could be passed on to other people.

Many young victims feel responsible or guilty about it happening. Reporting it or simply asking for help can be difficult. The victim might not even realise that what is going on is abuse.

Where to get help

The ACMA operates the Cybersmart Online Helpline in conjunction with the Kids Helpline. Young people experiencing exposure to offensive content or unwanted contact are able to access free, confidential online counselling by calling 1 800 55 1800.

If you know about a child who is in immediate danger or risk call triple zero (000) or contact your local police. 

¹McAfee[®], September 2010 ²ACMA, July 2009

Health & wellbeing

With 9 out of 10 young people said to be turning to the internet for help with health and personal problems,¹ do you know whose advice your son or daughter is listening to?



DID YOU KNOW? DID YOU KNOW?

Almost a third of 16-24 years agree that they can access all the information they need online – there is no need to speak to a real person about their problems²

The internet offers a wealth of advice and information at the touch of a button. But, for young people seeking the answers to pressing questions about their health, wellbeing and other personal issues, distinguishing reliable advice from harmful – and potentially dangerous – information can be difficult.

First port of call

Today, the internet is most likely to be their first port of call for any questions that are too difficult or too embarrassing to ask an adult. It's 24/7 and it makes young people feel like they're not alone.

Social networking pages, chat rooms and online forums – many run by charities and health organisations – have become a lifeline for increasing numbers of young people.

They can talk in confidence to their peers and seek advice from experts and counsellors. Some even choose to openly express their feelings on blogs and social networking sites.

"The incredible speed in which communication methods are changing means that young people are trailblazing new ways to converse that many of my generation struggle to understand," says Fiona Dawe of online charity YouthNet.²

What's good and bad advice?

"Parents often feel relieved that their teenage son or daughter can go online and get the information they need about sex, contraception, drugs and body image because they know that there's a good chance they would

feel uncomfortable approaching them about these kind of things,” explains Vicki Shotbolt of The Parent Zone. “The trouble is, amongst all the useful information, young people are also accessing some really negative stuff – at best, it’s as unreliable as the ‘playground myths’ we grew up with; at worst, it’s dangerous and it exploits young people’s vulnerabilities.”

It’s important to remember that online information is not a substitute for professional care by a doctor or other healthcare professional. Groups that are run by people who are not qualified or that have been set up simply because the founders claim to have personal experience of dealing with an issue could be at best unreliable.

Teenagers don’t always double-check the validity of websites. Although there are plenty of bona fide support sites focused on issues of health and wellbeing, a quick search online can often lead to websites with less reliable information – and even sites that promote dangerous behaviours.

Although the internet industry and government are working together to minimise the impact of websites that misinform and/or promote potentially dangerous behaviours, they aren’t illegal. The onus is on parents and schools to guide young people so that they can differentiate between good and bad advice online.

Dr Rachel O’Connell, former Chief Safety Officer of Bebo and Director of the Cyberspace Research Unit at the University of

Central Lancashire, now provides strategic consultancy on issues related to social media and young people. She recommends family discussions about accessing health information and support groups online to help to reduce the stigma associated with mental health issues, normalise early help-seeking, and afford you the opportunity to guide your child to reputable support services.

The need for a safe, trusted place has never been greater

Harmful content

Young people might come across sites or social networking pages that promote eating disorders, self-harm or suicide, for example. If they’re already vulnerable because of a physical or emotional health issue, they can be all too easily drawn in. Pro-anorexia and pro-bulimia sites, which promote these eating disorders as a lifestyle choice, are just one example of how the lines between support and misinformation can be blurred online.

“With the huge number of unregulated and unmoderated websites, blogs, networks and groups that exist online, the need for a safe, trusted place has never been greater,” says YouthNet’s Fiona Dawe.

The internet and its online population have become a confidant for young people. Amongst all the useful information, they’re accessing some negative stuff. Beyond their family and friends, young people need trusted sources to help them make an informed choice. ●

TAKE ACTION

1 TALK to your child about the places they might look for advice about health and other personal issues online, even if you think that your son or daughter would confide in you first

2 DISCUSS the kind of websites that come up in internet searches and how to determine whether the information is reliable or not

3 REMIND your child that the internet is a public place and that anything they post online could be seen by anyone and be there forever – they might want to check whether the online service offers private communication

4 RECOMMEND pages on Facebook® and MySpace for charities supporting children and Bebo’s ‘Be Well’ hub

5 SET UP Parental Controls and SafeSearch on your child’s computer to help protect them from inappropriate or harmful content – but remember, they might not be 100% effective all the time and they aren’t a substitute for parental supervision

6 ENCOURAGE your child to contact reputable support services, such as Kids Helpline kidshelp.com.au which also offers online chat and email counselling

¹Get Connected, March 2010 ²YouthNet, October 2009



Grandparent: 'my daughter says I would enjoy Facebook®'

Digital Parenting talks to an 80-year old grandmother, **Iris Bedell**, who was daunted by technology but who now sees some of the benefits.

My grandchildren still talk about the time they asked me how long my mobile phone lasted before I charged it and I said three months. I got the phone for emergencies (in case my car broke down or I needed to contact my family when I was out) and for a long time I didn't see the point of switching it on. I do have it on more often now – I like to text – but I don't think I use it in anything like the same way my children or grandchildren do.

I love emailing, though. My daughters gave me a computer about four years ago and I appreciate being able to send messages at any time and have the recipients read them when they want to.

That said, there have been times when I could have cheerfully thrown both the computer and the phone through the window, because they seemed to have developed minds of their own. There never seems to be an instruction manual that gives clear explanations. Anything you do

get assumes a familiarity with technical terms, which, to oldies, are meaningless. I feel I need a translator.

My family also gave me a course of lessons at the Apple store, which I took several times a month for a year and very much enjoyed (though carrying the laptop backwards and forwards was hard work). The young tutors were patient and enthusiastic and made me feel more confident, though I do still have the feeling that I will get onto some page I can't get off or disrupt the settings somehow.

I use the computer to store digital photos and look things up on the internet. I've also done a bit of shopping, though I'm nervous about security, but I don't bank online because I enjoy writing down the figures and adding them up on paper too much. I feel I could be doing much more with the computer if only I knew about it and understood the possibilities better. I have never been on Facebook®, although my daughter says I would enjoy it, and I have never seen a tweet.

Initially, I resisted getting a computer at all, because I felt I spent enough time on my own, and didn't want another reason not to be speaking to people. In fact, it hasn't worked like that. It's good to have different ways of communicating with people; it certainly hasn't reduced my sense of connection to the wider world and has probably enhanced it a little.

That said, a lot of my friends are not online, and you probably need a critical mass of people you already know to get started and make it much fun. For people in their 80s, salaries and prices now are astronomical; when people are working, they don't realise how quickly pensions become devalued. Several of my friends would be reluctant to spend money on equipment without which they have managed all their lives when they have no idea whether it would be worth trying.

So, I have derived a lot of pleasure from my technology, and some reassurance, although I have also found it frustrating and perplexing. ●

Understanding teenglish: what are your kids really saying?

- A**
AAK alive and kicking
AFK away from the keyboard
A/S/L or **ASL** age/sex/location (asking for personal information)
- B**
b4 before
BBL be back later
BBS be back soon
b/f boyfriend (also shown as **bf**, **B/F**, or **BF**)
BFN bye for now
BRB be right back
BTW by the way
BCNU I'll be seeing you
BBF best bud forever
BFF best friend forever
- C**
CU see you – also known as **cya**
CUL8R see you later
CUOL see you online
CYA see ya
- D**
DIKU do I know you?
DWT driving while texting
DEGT don't even go there (I don't want to talk about it)
DW don't worry
- E**
EM email
EZ easy
Eva ever
- F**
F2F face to face
FOCL falling off chair laughing
FTW for the win
FITB fill in the blanks
FUD fear, uncertainty and doubt
- G**
GAL get a life
g/f girlfriend (also shown as **gf**, **G/F**, or **GF**)
GTR got to run
GR8 great
GGOH gotta get out of here
G2G got to go
- H**
H&K hugs and kisses
HAGD have a good day
HB hurry back
Huggles hugs
H8 hate
- I**
IDK I don't know
ILU or **ILY** I love you
I<3U I love you
IMHO in my humble opinion
IDTS I don't think so
IRL in real life
- K**
k, K, or kk OK
KIT keep in touch
KTHXBAL ok, thanks, bye
- L**
LMIRL let's meet in real life
LOL laughing out loud
LTNS long time no see
LY I love ya
LYL love you lots
L8 late
LTG learn to google
LMAO laughing my ass off
- M**
M8 mate
- N**
NP no problem
NT no thanks
N1 no one
NE1 anyone
NM never mind
NRN not right now
- O**
OJ or **OK** only joking or only kidding
OMG oh my gosh
OF old fart
OL the Old Lady (mum)
OM the Old Man (dad)
OTW on the way
- P**
P911 my parents are in the room
PIR parents in room
PLZ please
POS parents are looking over my shoulder
POTS parents over the shoulder
PPL people
Peeps people
- Q**
QT cutie
- R**
ROFL rolling on floor, laughing
RL real life
RSN real soon now
- S**
SPST same place, same time
SYL see you later
Sum1 someone
SO significant other
- T**
TC take care
THX thanks!
TTYL talk to you later
TY thank you
TYVM thank you very much
TMI too much information
TNT till next time
TPTB the powers that be
TYT take your time
- U**
UW you're welcome
US you suck
UV unpleasant visual
UY up yours
- W**
WEU what's eating you?
WTGP? want to go private? (go to a private chat room)
WIIFM what's in it for me?
- 1**
121 one to one
143 I love you
1432 I love you too
182 I hate you
- 2**
2GB2BT too good to be true
- 3**
303 mum
- 4**
420 marijuana
459 I love you
4EAE for ever and ever
- 5**
5FS five finger salute
- 8**
831 I love you
86 out of, over, to get rid of, or kicked out
- 9**
9 parent is watching
99 parent is no longer watching
- Symbols**
<3 heart/love
?^ hook up?

Adapted with permission from The NSW Department of Family and Community Services, Community Services division, fact sheet Sexting and Cyber Safety – Protecting your child online.



Vodafone would like to acknowledge the following online sources of statistics, press release extracts, screen shots and comments that have been used in this magazine.

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Here, you can find the website addresses of some of the organisations and brands featured in this magazine.

Contributors and article content

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Facebook® facebook.com
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Flickr flickr.com
Foursquare foursquare.com
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Skype™ skype.com
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Togetherville togetherville.com
Twitter twitter.com
Vodafone vodafone.com.au
Wikipedia wikipedia.org
Windows Live (including Messenger and Hotmail) live.com
World of Warcraft worldofwarcraft.com
Xanga xanga.com
Xbox xbox.com
Yahoo! yahoo.com.au
YouTube™ youtube.com

3

3G Third Generation networks are an international standard for wide-area cellular networks, which enable multimedia services, such as email and video, to be delivered faster

A

Access control/filter A bar that is put in place by an internet or mobile provider to prevent access to certain content

Application (app) A software program that can be downloaded onto a computer or mobile device (e.g. from an app store)

Avatar A character/animation you can use to represent yourself online (e.g. in chat rooms) and in computer games

B

Blog An online journal

Bluetooth™ A way of exchanging data over short distances between mobile devices

Browser Allows access to the Web (e.g. Firefox, Google™ Chrome, Internet Explorer and Safari)

Burn The process of copying files (e.g. music) from your computer onto a CD

C

Copyright gives authors of original works (e.g. an author or musician) the right to control how that work is reproduced

Cyberbullying The use of technology, particularly the internet and mobiles, deliberately to upset someone else

D

Download The process of copying data (e.g. from the internet or an email attachment)

E

E-commerce Buying and selling products and services over the internet

Encryption The process of making electronic data unreadable to anyone without the 'key'

F

File sharing The distribution of electronic files, such

as documents or music

Firewall Part of a computer or internet service, designed to block unauthorised access

Flag Where you report something (e.g. an inappropriate video) to the company hosting it

Flaming Posting negative or rude comments in an online forum

G

GPS Global Positioning System a global navigation satellite system used for things like in-car navigation

Grooming The process of befriending a child with the intent of sexually abusing them

H

Hacker Someone who breaks into other people's computers

Happy slapping Where someone films a bullying incident or an assault on a camera phone

Hate site A website that promotes hatred against e.g. a specific race or sexual orientation

Host A company, such as an ISP, that runs internet servers

Hyperlink A reference in a document or on the internet that links through to a different piece of information or website

I

Identity theft Where someone pretends to be someone else for financial or other personal gain

IMEI – International Mobile Equipment Identity a unique number on your mobile, usually printed inside the battery compartment

IP address – Internet Protocol address a unique number that identifies where you're accessing the internet from

Instant Messaging The process of sending short real-time messages over the internet

ISP – Internet Service Provider a company that offers users access to the internet

L

Login The credentials you use to access a computer or website (e.g. name and password)

M

Malware Malicious software, such as viruses and worms, that infiltrates computers

Memory stick A portable memory device for storing data and transferring it between devices

Message board An online discussion website

MMS Multimedia Messaging Service – the process for sending images, audio and video between mobiles

Moderator Someone who monitors chat rooms and other online forums and takes action against disruptive or offensive behaviour

MP3 – MPEG-1 or MPEG-2 Audio Layer 3 a common format for digital music files

P

Parental Controls Tools that help parents to protect their children online and on other devices – e.g. by controlling which websites they can visit or from whom they can receive email

Password A secret combination of letters, symbols and numbers used to prove your identity when you log on to your computer or a particular website

P2P Peer-to-peer – a network on which users can share files

Phishing Unsolicited emails or texts sent in an attempt to get personal information (e.g. passwords and credit card details) from you

PIN Personal Identification Number – a way of locking your mobile and other devices

Pop-up A form of advertising on the Web that appears in a “pop-up” window

Premium Rate Mobile Service A mobile service charged at rates which are always higher than standard calls or texts, often significantly so (e.g. ringtone downloads or competition entries)

Privacy settings Tools provided by e.g. internet and social networking providers to help you maintain your privacy online

Profile A description of you (name, hobbies etc) on e.g. a social networking website

S

SAR Specific Absorption Rate – the measurement of energy absorbed by the body when exposed to radio frequency (RF) fields

Scam An unsolicited email or text sent by a fraudster (e.g. asking you for financial help or claiming that

you’ve won a prize)

Search engine A tool that searches for information on the Web such as Bing or Google™

Sexting The act of sending sexually explicit messages by text, email or Bluetooth

SIM Subscriber Identity Module used to identify a mobile user

Smart phone A mobile phone with advanced features like email and internet access

SMS Short Message Service – a way of sending text messages between mobiles

Social networking An online community, such as Facebook® or MySpace

Spam Unsolicited commercial electronic messages (i.e. via email or text)

Spyware A type of malicious software that collects information about you without your knowledge

Streaming A way of delivering data (e.g. music or video) over the internet

T

Tag A way of assigning a piece of information or an image to a particular person

Trojan horse A type of malicious software that can give unauthorised access to your computer

U

Upload The process of loading and sending a file on your computer or over the internet

URL Uniform Resource Locator – commonly referred to as a Web address

User-generated content (UGC) Online content (e.g. blogs and videos) created by users

V

Virus A malicious program that can corrupt files on your computer

VoIP Voice over Internet Protocol, a way of delivering voice communications

W

Webcam A small video camera built in to or attached to a computer or laptop

Wi-Fi Wireless technology installed in computers and mobile devices

Worm A malicious program that can affect your computer

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Facebook® & Facebook Australia
Family Online Safety Institute (FOSI)
Google™ & Google™ Australia
GSMA Mobile Alliance Against Child Sexual Abuse Content
INHOPE
Insafe
McAfee® Australia
Microsoft®
Microsoft® Australia Partners in Learning program
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