::creating safe places for your child in the digital world::

Robyn Treyvaud
Founder & Director CyberSafeWorld
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Four key messages

- Keeping a balanced view: Is the glass half empty or half full?
- Developing responsible, ethical and resilient digital citizens requires....
- ...a strategic and sustainable response which engages the student voice
- An education program requires parents to connect with the community

Just like in the offline world, no amount of effort to reduce potential risks to children will eliminate those risks completely.

We cannot make the internet completely safe.

Because of this, we must also build children’s resilience to the material to which they may be exposed so that they have the confidence and skills to navigate these new media waters more safely.


Online Safety 3.0 is:

- Research-based, not fear-based
- Flexible, layered – not one-size-fits-all: gender, age
- Respectful of youth participation – stakeholders in positive outcomes, not just potential victims
- Positive, empowering: Not just safety from (bad outcomes) but safety for good outcomes
Glass Half Full

- 21st Century socialisation
- Connect with communities
- Create content: media & profiles, blogs, wikis
- Exploring identity
- Writing blogs
- Staying connected with friends & family
- Friendship & interest based
- Acquire 21stC skills
- 24/7 access anywhere, anytime

More than computers

- Mobile social networking
- Texting & MMS
- Web browsing
- Photo & video sharing
- Bluetooth
- No filters
- No supervision

Moral compass...what you choose to do when no-one is watching.

Glass Half Empty

- Nothing is truly private
- Pretending to be someone you’re not
- Passwords being cracked and accounts being hacked
- Sharing passwords..100% Y4-Y6
- Lying about your age to sign up..90% Y4 Facebook
- Chain mail...threats to harm in ‘real’world
- Nothing can be deleted..it’s there forever
o Security threats...adults no idea how to protect families
o No control over your digital reputation
o Easy access to pornography
o Over confident..naive to impact
o Peer pressure
o Anonymity of offenders & postings
o Inappropriate texts and photos on mobile phones..uploaded or Bluetootheed
o Addiction..games, Social Networking Service

**Youth risk research**

- Harassment & cyberbullying = most common risk
- Not all youth are equally at risk
- A child’s psychosocial makeup & environment are better predictors of online risk than the technology he or she uses
- No single technological development can solve youth online risk

*Source: Internet SafetyTechnical Task Forces 2009; Larry Magid 2010*

**What is:**

*NORMAL..everyone does it!*

Is it...

*ACCEPTABLE/UNACCEPTABLE ?*

Is it...

*LEGAL/ILLEGAL ?*

Examples of a lack of moral compass in making choices:

- Downloading of music
- Excessive amounts of time spent online
- Transmission of & access to pornography

**Digital Footprints. Identifying pieces of information left by individual or others.**

Questions young people need to consider before they publish:
If people were to Google you, what conclusions would they make?

Your parents, teachers...prospective employers?

From looking at your digital self, would people think that you are full of creativity or are you a copy-cat, mimicking the works of others without any new original thought?

What if you discover that there are images of you on other’s sites which are unflattering or potentially damaging?

How can you protect your online reputation?

**Online Victimisation**

Fact No. 1: Posting personal info online isn’t actually what makes kids most vulnerable to predators

Fact No. 2: "Online victims tend to be teens with troubles offline, such as poor relationships with parents, loneliness and depression"

The kids most at risk online are already risk-seekers and risk-takers in real life.

Fact No. 3: A lot of sexual-victimisation cases happen at the hands of peers, not adults.

*Source: www.blogsafety.com*

**what is covert bullying?**

‘any form of bullying behaviour not seen or acknowledged by adults’ Cross et al 2009

2 in 5 students feel things stay the same or get worse after telling an adult.

64 % of bullied children seek help from friends rather than parents.

*Covert Bullying Prevalence Study. Cross et al. 2009*

**Looks & Feels Like**

- weird or threatening look
- whispering
- excluding
- blackmailing
- spreading rumours
- threatening
- stealing friends
Factors:

When people are online, they loosen up, feel less inhibited and are able to express themselves more freely than through other types of communication.

These psychological factors work together to contribute to people's feelings of disinhibition online....

You Don’t Know Me: It’s difficult to tell who someone really is.

You Can’t See Me: People are "invisible" online; they can move from page to page without others knowing they’re there.

It’s Just a Game: Some people see their online life as a kind of game with different rules than in real life. This can happen through the portrayal of identity, communication with others or through role-playing games.

Boys more likely to engage in physical bullying BUT

- Girls cyberbully more than boys (13% vs 9%)
- Girls also targeted more than boys (25% vs 11%)
- Girls’ “weapons”: insults, ostracism, rumors, shared secrets

Source: Robin Kowalski, PhD, in Psychiatric Times

Bystanders

There are 4 types of bystanders (Salmivalli, 1999):

* Assistants: join in on bullying and help the bully
* Reinforcers: laugh and encourage the bully but don’t personally attack the target
* Outsiders: don’t get “involved”, but see it happen
* Defenders: Try to stop the bullying on behalf of the target

‘sexting’

Nude or sexually explicit photo-sharing or text messages

Usually via cellphones, but possible via other devices and Web

Illegal when involving minors

A few teenagers charged with production, possession, distribution of child pornography
Non-legal consequences

- Emotional or reputational damage
- School discipline
- Invisible viewership – can be forwarded to anyone
- Potentially searchable on the Web, possibly forever

Advice for Parents

Don’t wait for an incident to happen to your child or your child’s friend before you talk to them about the consequences of ‘sexting’.

Remind them that once an image is sent, it can never be retrieved -- and they will lose control of it.

Talk about pressures to send revealing photos. Let teens know that you understand that they can be pushed or dared into sending something.

Tell them that no matter how big the social pressure is, the potential social humiliation will be much worse.

And a final word...

‘It is my hope for my 2 year old granddaughter Sophie and her generation that we are remembered not for what computers, devices or mobile phones we gave them but for helping them to understand what it means to be respectful and kind, ethical, responsible and resilient in all that they do and say...no matter what world they inhabit.’ Robyn Treyvaud

Links

My bookmarks at delicious

http://delicious/rtreyvaud

Australian Communications & Media Authority


Contact Details

robyn.treyvaud@cybersafeworld.com

m. 0402064039

http://www.cybersafeworld.com