

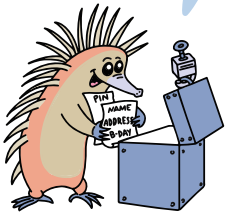
# Creating a family tech agreement for 5 to 8 year olds

## Parent instructions

It's important to build good online habits together as a family.

Parents and carers play a major role in helping children to develop digital intelligence – the social, emotional and practical skills needed to navigate the online world in a safe and fun way.

I am responsible -  
I protect my personal  
information.



Wanda the echidna

I show respect -  
I am kind and  
caring to others.



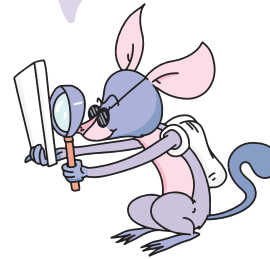
River the  
sugar glider

I trust my feelings -  
I ask for help when  
something doesn't  
feel right.



Dusty the frilled  
neck lizard

I investigate -  
I question what I see,  
hear and do online.

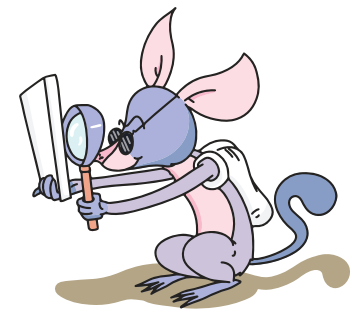


Billie the bilby

**Use Wanda, River, Dusty and Billie's online safety tips to help you create a family tech agreement for your home.**

Follow the steps below and develop your own rules for using devices like smartphones, tablets, computers, TVs and gaming consoles.

You can stick the rules on the attached poster to create your family agreement. Keep it in a place where everyone can see it, like on the fridge.



## 1. Start the conversation.

Use the statements below to start a conversation with your child about respectful online behaviour in your home. Talk about each of the statements, what they mean and how they relate to you and your child. Choose what to include in your family agreement or alternatively, add statements that you feel are missing.

You can also read eSafety's advice about how to [tame technology](#) to help you begin the conversation about using technology in the home.

| Statements  | Discussion points  |
|---|--|
| <b>I will look after the devices that I use.</b>  | <ul style="list-style-type: none"> <li>• Discuss what it means to take responsibility for common property in your home. For example, remembering to put a device on the charger or being careful not to damage a phone when using it.</li> </ul>   |
| <b>I will share devices with family or friends when I am using them.</b>                      | <ul style="list-style-type: none"> <li>• Talk about how devices might be shared during a play date or between siblings. How can your child ensure that everyone gets an equal chance to use a device? Think of some ideas together.</li> </ul>   |
| <b>I will question what I see, hear or do online and think about whether it is true.</b>      | <ul style="list-style-type: none"> <li>• This statement highlights critical thinking and encourages children to question the source and purpose of the information.</li> <li>• Discuss how sometimes people pretend to be another person online and why they might do that.</li> <li>• Talk about how to identify a trusted source of information. How do they identify what is fact or fiction?</li> <li>• Read <a href="#">this blog</a> written by the eSafety Commissioner about critical thinking.</li> </ul> |
| <b>I will check with [INSERT NAME] before I click on a pop-up or make an in-app purchase.</b> | <ul style="list-style-type: none"> <li>• Your child might not realise that in-app purchases cost money.</li> <li>• It is also important to talk about how pop-ups can sometimes contain viruses and malware.</li> <li>• Read eSafety's advice about the risks and benefits of <a href="#">in-app purchasing</a>.</li> </ul>  |

| Statements  | Discussion points   |
|---|---|
| <p><b>If I see or hear something online that makes me feel worried, scared or sad, I will ask for help.</b></p> | <ul style="list-style-type: none"> <li>• Encourage your child to stop watching or listening to anything online that affects them negatively.</li> <li>• Suggest they ask for help and reassure them that they won't get into trouble.</li> <li>• Identify the trusted people in your child's life who they could ask for help. This may include a teacher at school - if they want to chat to someone outside the family. They can also contact Kids Helpline (1800 55 1800).</li> <li>• Read eSafety's tips about how to <u>encourage your child to ask for help</u>.</li> </ul>   |
| <p><b>I will ask permission before I take or share photos or videos of others.</b></p>                          | <ul style="list-style-type: none"> <li>• Consent is an important topic. Discuss what consent means and talk about why you need to get permission before taking a picture of someone else and posting it.</li> <li>• Talk about the types of images that are suitable to share online. What do they consider to be an appropriate or inappropriate image? Who might be able to see the posts online?</li> <li>• Read <u>this blog</u> about modelling consent and why it's important to discuss online safety with children when they are young.</li> </ul>  |
| <p><b>I will show kindness and respect to others online.</b></p>  | <ul style="list-style-type: none"> <li>• Discuss ways your child can show kindness or respect. For example, including others when they are gaming is one way of being kind.</li> <li>• Ask your child what they would do if they saw someone being bullied online. Who would they tell?</li> <li>• Ask whether they would say something mean about their friend to their face? How is this different to talking negatively about, or to a friend online?</li> <li>• Find out the best ways to <u>support your child</u> when they are being bullied online.</li> </ul>  |
| <p><b>I will establish a good balance between screentime and spending time offline.</b></p>                     | <ul style="list-style-type: none"> <li>• It's important for your child to balance the benefits of being online with offline activities.</li> <li>• Discuss the activities your child enjoys – apart from spending time on-screen.</li> <li>• Find ways to help your child achieve a healthy balance between their online and offline activities.</li> <li>• Talk about the type of content they see online and explain why it's good to look at different posts and stories. Explain the importance of choosing a variety of material – like eating a mix of different foods to maintain a balanced diet. When they are online, this might include a combination of both educational and entertaining content.</li> </ul> |

| Statements  | Discussion points  |
|---|--|
| <p><b>I will ask permission before I download any new apps and games.</b></p>                                 | <ul style="list-style-type: none"> <li>• Ensure your child only downloads apps and games that you have approved.</li> <li>• Put your child in the driver’s seat. Exploring new apps and games together is a good way to keep lines of communication open.</li> <li>• Discuss the privacy settings attached to apps and games and explain that apps can be customised to ensure they are safe and set up according to your family’s needs.</li> <li>• Read eSafety’s <a href="#">parent guide to popular apps</a> for information about age requirements, settings and safety checks.</li> </ul>  |
| <p><b>I will not share my passwords or personal information with anyone online.</b></p>                       | <ul style="list-style-type: none"> <li>• Discuss what ‘personal information’ means and why it’s important to keep some details private, like a person’s full name, date of birth, contact information and passwords.</li> <li>• Talk about sharing passwords. Could you make a rule in your house to only share passwords with parents, for example?</li> <li>• What is appropriate and inappropriate to share? Ask your child if they would give their classmates the keys to your house or alarm code? Would they tell a stranger on the street what your home address is?</li> <li>• Explore the different ways you can help your child to stay in control of their <a href="#">privacy and information</a>.</li> </ul>   |
| <p><b>I will only chat online with people I know - like my friends and family – even when I’m gaming.</b></p> | <ul style="list-style-type: none"> <li>• Unwanted contact is considered any type of online communication that your child finds unpleasant or upsetting, or that leads them into a situation where they may be unsafe. This can happen even if they initially welcomed the contact. It can come from strangers, online ‘friends’ your child has not met face-to-face, or from someone they actually know.</li> <li>• Think of some examples when your child might be chatting to people online. Discuss why they should only talk to people who they have met offline and actually know.</li> <li>• Be aware that a risk of socialising online is ‘grooming’ which is when someone builds a relationship with a child in order to sexually abuse them.</li> <li>• Find out how to counter the risk of <a href="#">unwanted contact and grooming</a>.</li> </ul> |
| <p><b>I will respect the limits placed on my time online.</b></p>   | <ul style="list-style-type: none"> <li>• Decide together how much time your child will spend on their device per day or per week and add it to the poster – in the extra space provided. For example, I will only use my device for an hour each weekday.</li> <li>• Ensure your child knows how to manage this time limit. Could they use an alarm to remind them? Are there parental controls on the device?</li> <li>• Find out how to use <a href="#">parental controls and other tools</a> to manage online safety in your home.</li> </ul>   |

## 2. Add your own statements to the poster.

Now you have discussed each statement, it's time to create your family agreement.

Ask your child to cut and paste the statements onto the tree on the poster, or ask your child to write them out.



I will look after any devices that I use.

I will take turns with my family or friends when I am using a device.

I will question what I see, hear and do online and think about whether it is true.

I will check with \_\_\_\_\_ before I click on a pop-up or make an in-app purchase.

If I see or hear something online that makes me feel worried, scared or sad, I will ask for help.

I will not share my passwords or personal information with anyone online.

I will ask permission before I download any new apps and games.

I will show kindness and respect to others online.

I will only chat online with people I know - like my friends and family - even when I'm gaming.

I will have a good balance between screentime and spending time offline.

I will ask permission before I take or share photos or videos of others.

I will limit my time online. For example, 'I will use my device for \_\_\_\_\_ hour each weekday and \_\_\_\_\_ hours on the weekend.

# Our family tech agreement

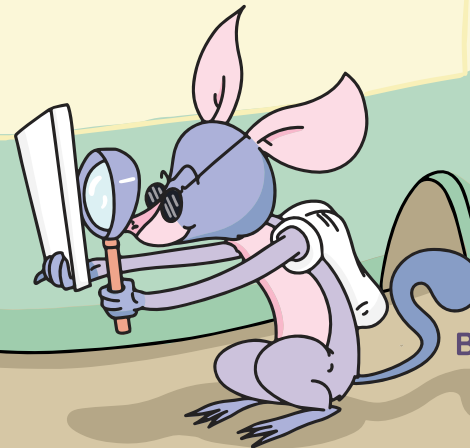


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