

# Online Safety and Digital Citizenship

## KEY MESSAGES FOR YOUNG PEOPLE

### Five steps for keeping yourself safe online

- **Keep it private:**

Keep your profile and online friends private and to be careful who you share personal information and photos/videos with.

- **Keep it friendly:**

Think about the potential outcomes for yourself and others for every video uploaded, comment posted, photo shared and email and text you send. Make sure you know what to do when or if you encounter cyber-bullying and who to report it to – a parent, teacher, or Netsafe can help children, young people and families.

- **Keep it online:**

Make sure you only ever meet online friends for the first time in the company of a trusted adult. **But** there are somethings that we need to keep offline such as conflicts, comments that are hurtful or harmful, photos or videos that are not appropriate or are not ours to share, and types of personal information such as phone numbers, bank accounts, address, and things about ourselves that could hurt us or harm us if they're online.

- **Keep it locked:**

Make sure you use a PIN on your devices and mobile phone so if it gets lost or stolen it can't be used to auto-sign into your online profiles. Use strong passwords and change them frequently, or a password manager and 2FA (two factor authentication) – you should not share them with anyone except you and your parents/carers

- **Keep it real:**

Stay connected and reflect your strong and positive personal values and behaviours online. If you come across something online that might be upsetting or confusing turn off your screen and tell someone you trust as soon as possible – if it has happened accidentally then you have done nothing wrong. A trusted adult/teacher can help you. Source: [Staying Safe Online: A Quick Reference Guide](#)

## Managing your social media

- Most social media sites have a minimum signup age of 13 (check the terms and conditions) and many of these sites are used by millions of adults and teens from around the world.
- While there are a large range of apps and sites that we call 'social media', the safety mechanisms in place assume the person using them is 13 or over. Platforms are not designed to support younger users who have made up their age. This means that there may be some risks if younger people use these sites, such as adults using the same sites, things you might see, or the behaviour of older people online. Privacy settings may not automatically set to protect your information and posts, some content might be upsetting or confusing.
- Ultimately it is safer if you:
  - wait until you meet the age requirements, or
  - have a parent/caregiver support you in setting up and supporting you if they have agreed to your use of an app or site.

**All New Zealand internet users, including young people, can request support from Netsafe. Young people can ring us or email us to report something. They can go to our website at [Netsafe.org.nz](https://www.netsafe.org.nz) or phone us on 0508 NETSAFE or 0508 638 723 toll-free.**

Source: [Privacy settings on social media:](#)

# KEY MESSAGES FOR EDUCATORS

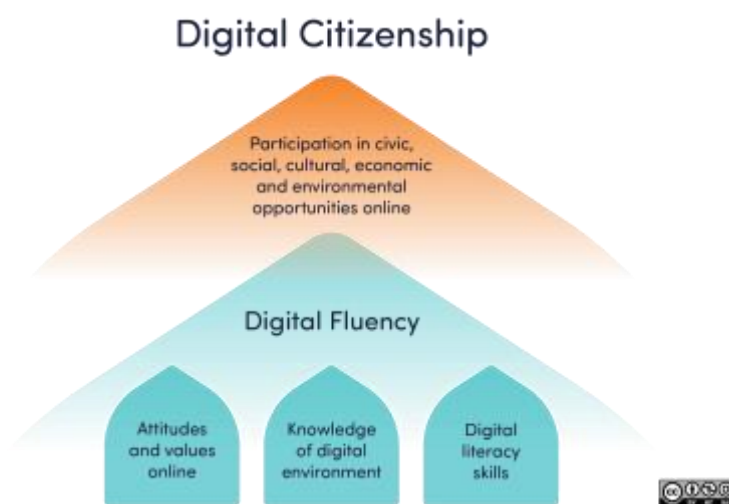
## Understanding digital citizenship and its relationship to wellbeing and learning across school and home.

As educators, we know that:

- digital citizenship and positive wellbeing are intrinsic to effective learning (ERO, <http://www.ero.govt.nz/assets/Uploads/Wellbeing-resource-WEB.pdf>)
- digital citizenship removes barriers to learning and allows young people to maximize learning opportunities online
- digital citizenship is a powerful enabler of inclusion in social, cultural and civil society.

In November 2016, Netsafe released the white paper [\*“From literacy to fluency to citizenship: Digital Citizenship in Education”\*](#) which helped to clarify some of the confusion around what digital citizenship is and what it means for young people, their families and educators.

Netsafe’s revised model of digital citizenship outlines and explains the relationships between key aspects that underpin digital fluency and digital citizenship (below). All three aspects are needed so that our young people might participate in the world around them and online, which in summary we call being a ‘digital citizen’.



In this model, [Digital citizenship](#) is the ability to participate meaningfully and confidently in the opportunities online, across three key aspects.

## 1. Our attitudes and values

- **Our actions, decisions, and behaviours online**, and our efforts to build a 'culture of kindness';
- **How we respond to others** and what we participate in; eg. upstander v's bystander;
- **How we represent ourselves** through the photos, videos, comments and posts we upload or 'like'.
- **How we respect others** through actions such as consent in posting/using images of others, on-sharing their content, etc.

## 2. Our knowledge of the 'online' environment

- How we understand **what the internet is**;
- How we understand that behind a screen is an **active world of people** with different values; attitudes; cultures; needs; and capabilities;
- **The ways in which we interact with sites and apps**, and features within these such as privacy and security tools, deleting and editing our content; our rights and responsibilities; knowledge of sites' terms and conditions.
- **Our understanding of how data is being collected** about the sites we use, when we click or 'like' something, and subsequent effects.
- **Understanding concepts of the public domain and a 'digital footprint/ tattoo'**; and the potential for content to be on-shared, replicated, altered, and control taken from the owner/author.

## 3. Digital literacy skills

- **Research skills** – developing abilities to critically assess truthful information from that which has been elaborated, or sourced from unfounded or unreliable sources;
- **Use of search filters** for safe searching, or 'kids specific' search engines;
- Learning **how to provide constructive comments** online, and respond positively to others' feedback about our own content;
- **Knowledge and use of open licenses** (e.g. Creative Commons) and how to attribute credit or reference others when information is sourced from online sites;
- **Showing resilience in the face of digital challenges** and knowing how to respond and also, seek support.

Netsafe has defined a digital citizen as someone who:

*“...confidently engages with, and participates in, online opportunities **safely, respectfully and meaningfully.**”*

If we take away the ‘online’ and the ‘digital’ from digital citizen, we are left with someone who:

*“...confidently engages with, and participates in, ~~online~~ opportunities **safely, respectfully and meaningfully.**”*

...which is who we want our young people to be whether they are online or offline. Its important to remember that if we take away ‘where’ the challenges are happening, we will see that it is all about the behaviours.

**Digital citizenship: it’s about the behaviour not the technology.**

Young people don’t use digital technologies in isolation ie for one week a year, and so it is important that digital citizenship and online safety learning and teaching is not isolated to one week-long unit at the beginning of the year. The integration and use of digital technologies is widespread – throughout the day and across curriculum areas and that is where the learning and teaching needs to happen – in authentic, meaningful ways.

As educators, we are very good at addressing and developing appropriate and safe behaviours in young people. How do we address behaviours at school? Through the [Key Competencies](#) and school values. Online safety and digital citizenship can be addressed in the same ways, using the same familiar frameworks.

Schools, whānau and family, and young people themselves are all partners in developing the values, skills, and knowledge needed to be a digital citizen (Livingstone, 2014; Lwin et al 2008)

Citizenship carries rights and responsibilities and when we go online, it is no different even though there are other factors that are complex and challenging.

Developing [young people’s knowledge of their rights](#) as citizens is important. These relate to concepts and actions online regarding privacy, safety, knowing who to go to for support, others’ rights online, their own wellbeing and management of self when online.

Technical skills, knowledge of the online environment, and social skills are essential for children and young people if they are to learn, play and develop in safety online (Livingstone, 2015; McDonald-Brown, 2012; Webster, 2016; Yan, 2006, 2009).

Source: [From Literacy to Fluency To Citizenship: Digital Citizenship in Education - Netsafe](#)

# Tools to support schools

Netsafe has developed several tools to support schools and educators as they look to develop digital citizenship and online safety with young people.

## [Digital Citizenship Capability Review Tool](#)

To support young people as they engage with digital technologies and online environments, we recommend sustained and embedded approaches are undertaken across key seven areas of a school.

Netsafe has developed a tool to help schools understand these key areas, their integral role, and what each area can look like when effective practice is undertaken. Schools can use this tool to help review where they're at, what their priorities are, and what next steps might be.

## [Managing Online Incidents Involving Students](#)

It is not a case of 'if' a school might find themselves dealing with complex issues around online incidents, but 'when' they might. To support schools, Netsafe have developed an Incident Response Guide that can help develop leaders' and teachers' confidence and capability in managing online incidents. It is also helpful when involved in managing an incident to check steps and advice.

**We encourage schools to call Netsafe at any stage of an online incident for support and/or advice.**

# Ideas for developing sessions for students

1. Design lessons that start with scenarios or surface discussions about the real experiences that the students know and understand.
2. Focus on topics and resources that offer positive messaging, not fear-based warnings - the aim is to empower and enable young people.
3. Focus on building peer group support - we can help each other - not just building up the individual's skills.
4. Look at ways together that young people can get help if they are worried or experiencing something harmful, hurtful, confronting etc; ways in which they can help someone else who is experiencing online harm.
5. Focus on the school's own values; the relationship between being a 'citizen' of a country (rights, responsibilities, ways of being) and an 'online citizen'; how young people can actively contribute in building a 'culture of kindness' online.
6. Offer activities that allow students to apply new learning e.g. what would they do if...? how would they advise this young person...? what can they do right now in school...?

# KEY MESSAGES FOR PARENTS

Parenting has, and hasn't changed.

What hasn't changed, is our desire as parents, to keep our young people safe online. What has changed is the environment in which we have to parent.

- Technology has changed the way young people communicate with each other.
- It has given them new opportunities for social interactions and new ways to learn about the world and express themselves.
- Young people are [navigating challenges](#) that other generations never had to deal with.
- Digital natives? No- children may be more technically savvy than the adults in their life, but they are not usually emotionally or mentally mature enough to deal with [the content they could be exposed to](#).
- They need to be explicitly taught the attitudes, values and behaviours needed to function effectively in the online world.
- When we give young people devices, they need to be shown and taught how to use them safely and appropriately, just like we do when we teach a young person to drive. Over time as their skills and competencies increase, our support and guidance lessens.
- With online and offline activities more connected than ever it's important to talk to your kids about the importance of respectful relationships. When a young person goes to the park and comes home, we ask 'where did they go?' 'who did they hang out with?' 'what did they do?' etc – it is important that we start asking the same questions when our young people go online.

When talking about and dealing with online safety with your young person, consider:

- **Setting expectations together:** Before your child uses the internet, talk to your child about what they do online and the type of behaviours you would like them to adopt i.e. [how long they should spend online](#), what sites are safe, what is appropriate content to view. Discuss with your child how they can keep themselves safe and how they can protect their identity and content. [Talk about the potential dangers and help them understand what to do if they come across a problem](#)

- **Understanding what they do online:** Talk frequently with your child about the kinds of sites they use and what they do. e.g.
  - What's involved?
  - Who's in their network?
  - What information do they share?

Showing an interest in the things that they do not only helps build your understanding of what their online world looks like, it sets up an easier environment for the more difficult conversations about their online experiences in the future.

Asking your child about the advice they would give to a friend facing online challenges often makes it easier for a child to discuss things and helps you understand what they do and how they behave online

- **Building resiliency:** Recognise that everyone faces challenges online and talk about the issues you have encountered. Talk about where you got help, and how you resolved the problem. Encourage young people to do the same. Our goal should be that we all have the [skills to respond to challenges](#) in a way that gives us the best possible outcome. Learn from each other and identify where we need to build skills
- **Going along with them - If you don't understand it, try it:** Simply saying "You don't get it" isn't helpful when trying to understand the challenges that young people face online. Explore the sites and technologies your child uses to improve your knowledge, and take the time to read terms and conditions.
- **Set a good example:** How often do you use your laptop or smartphone at the dinner table? How many angry posts have you published? Take stock of the way you use technology while young people are around, and identify the kind of role models that are in their environment. If you see something that troubles you – change it
- **Count to ten before you react:** When young people seek help with challenges online from significant adults in their lives we need to understand that this was a big decision. **If we overreact then we are less likely to be the first port of call next time something goes wrong.** Focus on fixing the issues, not on punishing those involved or confiscating their devices

Source: [Netsafe's resources for parents](#)

**You can contact Netsafe any time – for advice or to report an incident. You can contact us using our web form at [netsafe.org.nz](https://netsafe.org.nz) or phone us on 0508 NETSAFE or 0508 638 723 (toll-free)**



# KEY RESOURCES

## Resources and useful links

[Digital Citizenship in Schools](#): A summary of important concepts for schools/kura (Netsafe).

[Resources for School Leaders](#): A summary of key Digital Citizenship considerations for schools/kura and resources to support these (Netsafe)

[Resources for Primary/Intermediate Schools](#): Links to videos and resources suited to Primary/Intermediate students. (Netsafe)

[Resources for High Schools](#): Links to resources suited to High School students. (Netsafe)

[Wise Owls Privacy Resource](#): A resource on privacy for Primary and Intermediate students.

[Advice for Young People](#): Links to different issues/questions young people may have. (Netsafe)

[Harmful Digital Communications in Schools](#): Information and advice on handling HDC incidents in schools. (Netsafe)

[Thinkyouknow](#) - UK site with a huge range of excellent resources

[eSafety Education Resources](#) - Australian focused resources for Primary and Secondary schools

[Common Sense Media](#) – a collection of Digital Citizenship and Digital Technology Usage posters for downloading and printing

[Project Rocket](#) – an Australian youth-led organisation that has multiple resources for youth and young people with a focus on creating a culture of kindness online

[Sticks'n'stones](#) – a NZ youth-led organisation providing a website and services to that youth and young people with a positive focus on participating online

Sources of good, free images

[Unsplash](#)

[Pexels](#)

[Pixabay](#)

## Kids 'Safe' Search Engines and Research Sites

- [Kidtopia](#)
- [YouTube Kids](#)
- [Safe Search Kids. The Safe Search Engine for Kids](#) this site allows you to put in your search word under search, video, etc and then it brings up a variety of content.
- [20 Great Research Websites for Kids | Ask a Tech Teacher](#) this site provides a list of 20 possible safe sites that can be used to research.
- [Doing Internet Research at the Elementary Level | Edutopia](#) there is some good advice and ideas on this site although some of it may be too advanced for younger students – cherry pick.
- [Lesson plans for making students better online researchers](#)

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