

Lower primary online safety posters

Educator notes

About this resource

These posters are designed to support educators when they are teaching their students about eSafety's four key online safety messages. They can be displayed in the classroom and used to start online safety discussions during lessons across key learning areas.

Introducing Wanda, River, Dusty and Billie

eSafety has created four Australian bush characters - the Mighty Heroes. They each have an important online safety message for students:

- **Wanda the echidna:** I am responsible – I protect my personal information.
- **River the sugar glider:** I show respect – I am kind and caring to others.
- **Dusty the frilled neck lizard:** I trust my feelings – I ask for help when something doesn't feel right.
- **Billie the bilby:** I investigate – I question what I see, hear and do online.

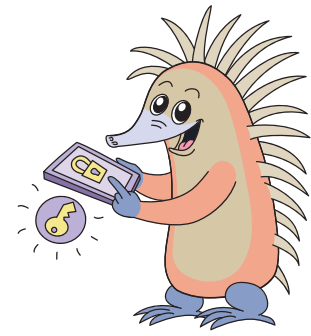
These fun characters are designed to help students have positive safe experiences online and develop good habits when using technology.

You can use these posters with other classroom resources including:

- [Mighty Heroes](#) – four animated video chapters featuring eSafety's four fun characters and their online safety superpowers.
- [How our class stays safe online](#) – a poster to prompt creating a classroom tech agreement.
- [Family tech agreement](#) – a take-home activity for families to create their own home tech agreement.

Wanda the echidna poster

I am responsible — I protect my personal information.



Aim: To help students use technology responsibly and understand personal information and how it can be protected.

Message 1: Protect your personal information

Explain to students why they need to be careful sharing information online. For example, sharing their full name, date of birth, phone or email or where they live with others online can be similar to sharing the keys to their house, and they need to be careful.

Talk to students about using avatars and screen names to keep their real name and identity private when they're using apps and games. Use the poster as a talking point when students use or discuss using devices in the classroom.

Key questions when discussing this message could include:

- What information do you need to keep private and why?
- Do you know what an avatar is? Why might you use an avatar or a screen name in an app or game?
- Who can you share your password with safely? This might include a teacher who is helping you at school or a parent. When is it not OK to share a password? What would you do if someone asked you to share their password?

Message 2: Use apps and games for your age

Devices should be set up according to a child's age, so they know where to access content, apps and games that are suitable for their age and maturity level.

Students need to understand the concept of age recommendations and why they need to get permission before using new apps or games. You could use the poster as a discussion point when introducing new teaching tools into the classroom.

Key questions when discussing this message could include:

- Why do you think it's important to check with an adult you trust before using a new app or game?
- Do you know what an 'age recommendation' is on an app or game? Why do you think apps and games have age recommendations?

Message 3: Look after the devices you use

Talk about using technology responsibly in the classroom and school. Students need to understand the school rules about using devices and being online. You can then encourage students to think about how they use technology and devices at home.

Key questions when discussing this message could include:

- What does it mean to be responsible when you're using devices like tablets, phones or laptops?
- Why do we have rules at school and in the classroom about being online and using devices?
- Do you have any rules at home? What are they?

River the sugar glider poster



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

Aim: To teach students how to be kind and respectful to others when they are online.

Message 1: Always show respect online

Encouraging students to show respect when they are online can help to prevent cyberbullying in the future. Use this message to discuss what respect online looks like and how it can reflect the school's behavioural values.

Key questions when discussing this message could include:

- What does it mean to be kind online? How can you show kindness and respect when online?
- Would you say anything mean to someone in the classroom? How would this be any different to being online? For example, if it's not OK to say or do something face-to-face, it is not OK online either.
- Who could you tell if you saw someone being mean to another student online? Or if someone was mean to you online?

Message 2: Take turns and share when playing online

Help children to build empathy by asking them to imagine how others might feel in different situations. This is an important skill for young children to learn and will encourage them to behave respectfully online.

Key questions when discussing this message could include:

- What does it mean to be a good friend and share when playing online?
- How do you think it might feel to be left out of games or activities online? Why is it important to include others?
- What does it mean to take turns when using a device like a tablet, phone or laptop? Do you have rules about this at home?

Message 3: Ask others before taking or sharing their photo

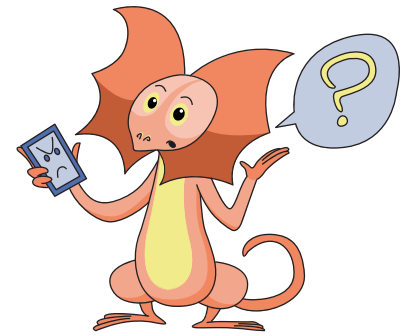
Children need to understand the concept of 'consent' at an early age. Consent is an important protective behaviour. It helps children to recognise and reduce online safety risks and to develop respectful relationships. Start by discussing why it's important to ask for consent when taking or sharing a photo of someone.

Key questions when discussing this message could include:

- Why is it important to ask someone if it's OK before you take a photo or video of them? What about then sharing that photo or video online?
- What would you do if the person said 'No, I don't want you to take or share my photo online'?
- What types of photos or videos are OK to share? What types are not?

Dusty the frilled neck lizard poster

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



Aim: To teach students how to recognise an unsafe situation and to ask a trusted adult for help if they are having issues using digital technologies.

Message 1: Listen to your body clues

Children need to be supported at a young age to develop skills to recognise and trust their feelings. This is sometimes known as understanding their 'early warning signs' that help to indicate when a situation is not safe. This might include clicking a link or pop-up, seeing content that is upsetting, receiving unwanted contact online or being exposed to cyberbullying.

Key questions when discussing this message could include:

- What online activities are safe for children? How do you know?
- What are some signs your body gives you that something doesn't feel right, or you feel a bit upset or scared?
- Who are five helpers – adults you trust – who you could go to for help if you notice these body clues and something doesn't feel right? Are there things online you should avoid, say no to and tell an adult about straight away?

Message 2: Close the screen if something doesn't feel right

Talk about strategies children can use if they encounter an unsafe situation online or see something that makes them feel sad, uncomfortable or scared. This might include turning the device over, closing the browser window or turning off the screen.

Key questions when discussing this message could include:

- What could you do if you see something that makes you feel sad, scared or uncomfortable?
- Who are some adults you trust who you could go to for help if this happened?
- What are some other ways we can stay safe online? For example, an adult you trust could help you to block people in the game who you don't want to talk to, or report bad behaviour.

Message 3: Ask a trusted adult for help

It's important for children to identify five helpers – adults they trust who make them feel safe – so they know who to talk to if something goes wrong online. Explain that they won't get into trouble if they tell an adult that something has happened, or if they have made a mistake. Encouraging conversations with trusted adults about online activities and how to seek help at an early age are key protective behaviours.

Key questions when discussing this message could include:

- Who are five helpers – adults you trust – who you could go to for help if something didn't feel right or you made a mistake?
- Where else might you go for help? For example, [Kids Helpline](#), or report the issue to the app or game platform or to eSafety's [report abuse](#) service – with an adult's help.

Billie the bilby poster

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



Aim: To help students think about what they watch online and how to manage their time on screen.

Message 1: Make good choices when you're online

Support children to think critically about what they are watching, listening to and doing online. Helping them to get used to thinking about why they like a particular show, game or app gives them the opportunity to practise explaining why they choose to watch or play it.

Key questions when discussing this message could include:

- What shows, games or apps do you like? Why do you like them?
- What do you know about who made the show, game or app? How could you find out?
- Who could you tell if you saw something you didn't like and wanted to ask for some help?

Message 2: Be curious and ask questions

Encourage children to question the source and purpose of the content when they think about good content and what it looks like. For example, children could think about the ownership of online content and how they might identify a trusted source of information. Children can also be encouraged to think about people who might pretend to be another person online and why they might do that.

Key questions when discussing this message could include:

- How do you know what is true online or what to believe? What sorts of questions would you ask to find out if something online was true?
- What do you do when you see a pop-up online? Who would you tell or ask for help?
- What are some things to watch out for with people who are online? How do you know they are who they say they are?

Message 3: Know when time's up online

Building good habits and self-awareness about time online will help a young person throughout their life. While there can be great benefit to spending time online, we need to help children to recognise for themselves when it's time to transition to other activities they enjoy doing offline.

As children grow older, they can build critical awareness and understanding about how algorithms and recommendation engines are designed to keep them using a social media app, playing a game or watching videos.

Key questions when discussing this message could include:

- What do you like about activities you do when you're offline? What makes them fun?
- How do you know when time's up online and it's time to move on to another activity? What are the signs you look out for? For example, tiredness, sore eyes, not sleeping well, less interest in meeting friends or feeling very angry when asked to take a break from an online activity.
- Why do we need rules about using technology and devices, and how much time we spend using them? What are some things that can happen in games or apps that are designed to keep you playing or watching? For example, getting a recommendation to watch another video – even when you know your time is up online.

Best Practice Framework for Online Safety Education

The [Best Practice Framework for Online Safety Education](#) establishes a consistent national approach that supports educators across Australia to deliver high quality programs with five clearly defined elements and effective practices.

This resource aligns with the following elements of the framework:



Element 1 Students' rights and responsibilities



Element 2 Resilience and risk



Element 4 Integrated and specific curriculum

Australian curriculum links

This resource aligns with the following [Australian curriculum](#) learning areas and general capabilities:

Health and Physical Education: Personal, social and community health.

Digital Technologies: Knowledge and understanding.

Humanities and Social Sciences: Knowledge and understanding, Skills.

English: Language, Literature, Literacy.

The Arts: Exploring and responding.

General capabilities: Personal and Social capability, Ethical Understanding, Digital Literacy, Critical and Creative Thinking.

More ideas and educator support

Classroom resources

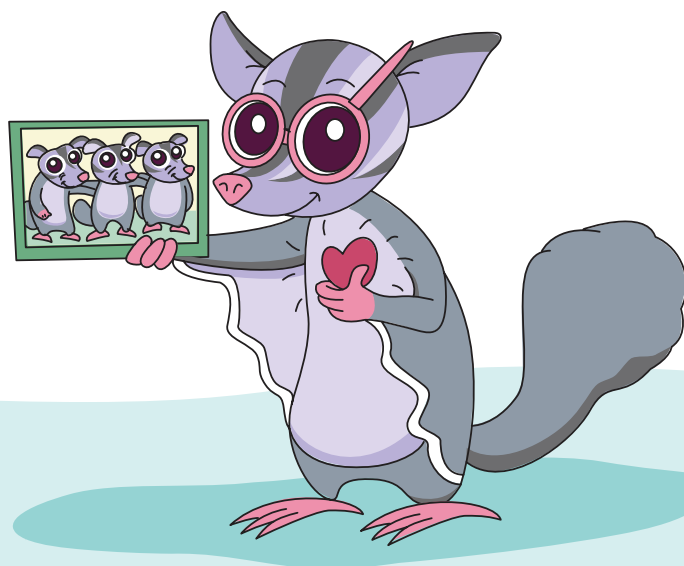
Explore eSafety's education resources based on topics relevant to children and young people and designed for different education levels. These include more Mighty Heroes classroom activities for Foundation to Year 3.

Professional learning program for teachers

eSafety offers a range of online safety professional learning programs designed for educators and others working with children and young people. This includes short self-paced online modules for lower primary teachers.

Toolkit for Schools

These resources are developed to support schools to create safer online environments and are categorised into four sections: Prepare, Engage, Educate and Respond.



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