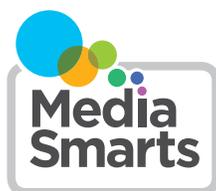


Helping our kids navigate their wired world



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Welcome note from Andrea Goertz



The growing digital landscape that surrounds us has provided our kids with connected devices, information, and people that enrich their online experiences, learning and development, and social networks. As a mother of two young teens, I have seen the benefits of the Internet first hand and am proud to be supporting TELUS WISE, a unique educational program focused on Internet and smartphone safety to help keep families safer in their digital interactions.

In partnership with MediaSmarts, this program provides parents, teachers and caregivers a meaningful and easy-to-navigate guide on how to help kids move through their wired world. TELUS WISE empowers children in establishing a safe digital footprint along with caring for others online – just as they would in the physical world.

I hope you find this guide as valuable as I have in helping our children be safer online. TELUS WISE learning sessions and materials have been shared with approximately 350,000 Canadians to date, and by 2018, with your help, we will have helped educate five million people through this important program. If you have any questions please don't hesitate to contact us at wise@telus.com.

Regards,

Andrea Goertz
Chief Communications and Sustainability Officer, TELUS Corporation

Welcome note from MediaSmarts



There is no doubt that today's kids and teens are highly connected, enthusiastically embracing the opportunities for socializing, playing, and yes, even learning through their networked devices. As parents we want to make sure that our children's online experiences are positive, but in a wired world where new platforms and websites pop up every day – and kids are going online in many different ways from many different places – keeping up with online activities can be a challenge.

This is why we have been honoured to be involved with TELUS WISE in providing much-needed resources to help parents, caregivers, teachers and youth understand the issues and maximize the opportunities of life online.

Knowing that the experiences of younger children are going to be quite different from their older brothers and sisters, we've worked with TELUS to create this guide for families so you can help your kids – at any age – use technology wisely and ethically.

Regards,

Jane Tallim and Cathy Wing
Co-Executive Directors, MediaSmarts



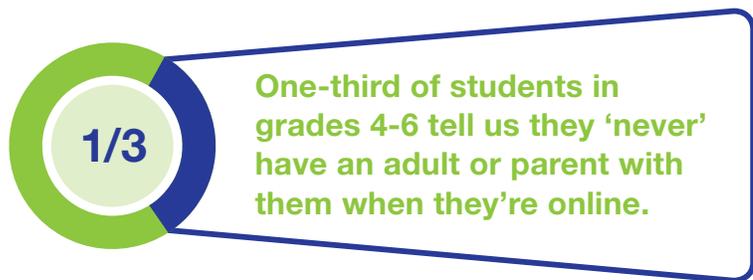
1. Young Canadians in a wired world research and tips

1.1 Introduction

In 2013, MediaSmarts conducted a national survey of 5,436 Canadian students in grades 4 through 11 to explore the role of networked technologies in their lives. The resulting reports from the Young Canadians in a Wired World research, which focus on topics such as life online, privacy, cyberbullying, digital literacy skills, romance and relationships and offensive content, offer a rare glimpse into what online life looks like for Canadian kids and teens. The full reports can be found here, at: <http://mediasmarts.ca/ycww>.

It comes as no surprise that nearly all kids are connected and highly confident when it comes to technology. (The infographic on page 6 features some highlights from the reports.) However, they still need and want guidance and support to make wise decisions about the devices and platforms that they love so much.

Parental involvement is hugely important. Our research shows that young people with rules in the home about online activities are less likely to engage in risky behaviours such as posting contact information, visiting gambling sites, seeking out online pornography and talking to strangers. At the same time, we know that the average number of family rules has decreased since we last conducted this research in 2005, and older students are less likely to have rules in the home, even though they're more likely to engage in these risky behaviours.



Although family rules have declined, the number of students who are 'usually' online at home with a parent or other adult has increased slightly since 2005, which suggests that many students are sharing their online activities with family members. But despite this good news, there is still a concerning number of younger kids – one-third of students in grades 4-6 – who tell us they 'never' have an adult or parents with them when they're online.

Kids and teens see parents as a valuable resource for learning about the Internet: nearly half say they have learned about issues such as cyberbullying, online safety and privacy

management at home. But a worrying number of students are self-taught using Internet resources or haven't learned about these topics from any source, which means there is still much to teach them in our homes and schools.

The best news is the tremendous trust that kids have in their parents. Going to parents for help was one of the top responses when students were asked who they would go to if they were being cyberbullied, and seven out of ten kids and teens would turn to their parents if they encountered problems online.

These findings emphasize the huge role that parents and families play in helping kids and teens make good decisions online. We know from talking to parents that figuring out how to do this can be overwhelming. Today's kids and teens are accessing the Internet from so many different places and devices that it can be difficult to keep up. As well, the challenges keep changing as kids get older: managing your 5-year-old's computer time is very different from helping your 15-year-old navigate life online.

To help make parenting our networked kids and teens a little easier, TELUS and MediaSmarts have created this Helping our kids navigate their wired world guide. Because kids face different issues at different ages, we've provided tips customized for younger and older children as well as tweens and teens.



1.2 Young Canadians in a wired world infographic



Media Smarts

YOUNG CANADIANS IN A WIRED WORLD

METHODOLOGY Conducted February to June of 2013

5,436 Canadian students in grades 4-11 in 10 provinces and three territories
 41% boys 46% girls 13% no indication
 126 English 14 French
 140 schools in 51 school boards

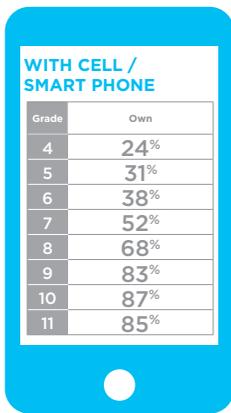
mediasmarts.ca/YCWW #YCWW © 2014 MediaSmarts

LIFE ONLINE

ONLINE ACCESS

45% of students access the Internet using a cell/smart phone
 60% of boys access the Internet through a gaming console

One quarter of students in Grade 4, half of students in Grade 7, and 85% of students in Grade 11, own their cell phone.



ZZZZ
 39% of students with cell phones sleep with them.

HOUSEHOLD RULES WITH STRONG RELATIONSHIPS TO STUDENT BEHAVIOUR:

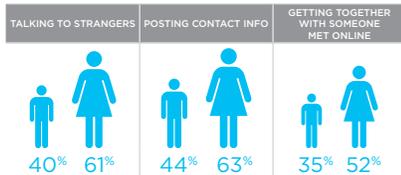
TALKING TO STRANGERS ONLINE:

68% with a rule have never done it, 48% without a rule

RESPECTING PEOPLE ONLINE/MEAN AND CRUEL BEHAVIOUR:

83% with a rule have never done it, 73% without a rule

RULES ABOUT...



89% of students agree with the statement "I know I can protect myself online".

BOYS AND GIRLS HAVE DIFFERENT EXPERIENCES ONLINE

Girls are both more likely than boys to agree with the statement that they could be hurt by online strangers (82% compared to 62% of boys) and less likely to see the Internet as a safe place (51% compared to 61% of boys).

ONLINE ACTIVITIES (GRADES 4-6)

The most frequent online activities reported by students are:

30% have a Facebook account and

16% have a Twitter account in spite of the fact that anyone under the age of 13 is barred from using these sites.



7 of the Top 10

favourite sites are all about posting and sharing information and content

CYBERBULLYING

PEOPLE WHO REPORT BEING CYBERBULLIED

37% Experienced meanness or cruelty 31% Have been threatened



PEOPLE WHO REPORT THEY'VE CYBERBULLIED

23% Have been mean or cruel 19% Have made threats

IMPACT

70% of students who say that someone has said something mean or cruel about them online or who have received threats online do not see this as a serious problem. BUT it is a serious problem for 1 in 10 students.

MOTIVATIONS

55% of students who participate in mean or cruel online behaviour say they were just joking around. 48% said it was because someone said something mean or cruel about them first.

BYSTANDERS AND INTERVENERS

65% of students have done something to help someone who is being picked on online. Students who have been cyberbullied and those who have cyberbullied others are both more likely to step up and help.

MYTH BUSTERS

MEAN GIRL MYTH: Boys (26%) are more likely than girls (20%) to be mean online.

BULLIES VS VICTIMS MYTH:

39% of students report being both a recipient and deliverer of mean or cruel online behaviour.

ATTITUDES TOWARDS ENCOUNTERING RACIST AND SEXIST CONTENT ONLINE (GRADES 7-11)

CONTRADICTORY ATTITUDES:

78% of students have come across racist or sexist content online

78% agree that it is important to say something so people know racist and sexist talk is wrong
 45% feel that it is not their place to say something when it occurs

JUST "JOKING AROUND":

57% don't say anything because, most of the time, people are just joking around

SEXTING

9% of boys 8% of girls sent a sext of themselves

26% of boys 20% of girls had a sext of themselves forwarded:

16% of boys 12% of girls forwarded a sext sent to them

EXPERTS OR AMATEURS?

ILLEGAL DOWNLOADING:

46% of students (29% in Grade 4 and 72% in Grade 11) agree with the statement, "Downloading music, TV shows or movies illegally is not a big deal."

WHAT STUDENTS WANT TO LEARN:

51% How to tell if online information is true

45% What is legal and illegal to do online

36% How companies collect and use personal information

ONLINE ACTIVISM AND ADVOCACY

50% of grades 7-11 students have shared links to a news story or information about current events

29% of grades 7-11 students have posted comments on a news site

35% of students have joined or supported an activist group online

ONLINE PRIVACY, ONLINE PUBLICITY

CONTROLLING PERSONAL INFO

While it's not surprising that 89% of students say it's wrong for a friend to post a bad/embarrassing picture of them, it is surprising that more than half (54%) agree that it's wrong for a friend to post a good picture without asking first.

KNOWLEDGE ABOUT PRIVACY PROTECTION

	AGREE
Companies are not interested in what I say and do online.	39%
I would like more control over what companies do with the photos and information I post online.	75%
If a website has a privacy policy, that means it will not share my personal information with others.*	68%

* This statement is false and was used to test students' understanding of privacy policies.



AUDIENCES MATTER

Who do you think SHOULD be allowed to read what you post on a social networking page like Facebook?

My friends	86%
My parent(s) and people in my family	68%
Anyone who knows me	37%
The company that owns the site	17%
The police	28%

1.3 Tips for talking to your kids about sexting

Healthy Relationships

Sexting is most likely to have negative consequences when the person sending the sext has been pressured into doing it.

- **Talk about the characteristics of a healthy relationship:** Ask your kids if they think it's ever appropriate to harass, embarrass, isolate or control their partner. Make sure they know that these behaviours are never okay.
- **Teach and model healthy emotional habits:** Encourage them never to post or reply to something in anger, but “walk away” from the situation and wait until they've cooled down.
- **Talk about gender roles:** Explain how girls and boys may feel they have to act in certain ways because of established gender roles. For example, boys may feel pressured by friends prove their masculinity by sharing sexual photos that their partners have sent them.
- **If you think your child is in an unhealthy relationship:** Be clear that you think the relationship is unhealthy but don't try to push them into leaving it. Instead, encourage him or her to spend more time with family and friends. Talk to your child's friends to see if they have similar concerns.



Boys are just as likely to send sexts as girls, and boys' sexts are more likely to be forwarded

Sending Sexts

Don't just talk to girls about sexting. MediaSmarts' research shows that boys are just as likely to send sexts as girls, and boys' sexts are more likely to be forwarded.

- **Talk about how uncommon this kind of behaviour is:** Youth may be motivated to engage in sexting if they believe “everybody is doing it”, so it is important for them to understand how rare these activities really are. (In our research, fewer than one in ten students who had access to a cellphone said they had sent a sext.)
- **Talk about digital permanence:** Whenever kids are sharing personal things about themselves they should keep in mind that these could easily end up being seen by people they didn't want it sent to.
- **Encourage your child/teen to ask themselves the following questions about what they are sharing:**
 - Is this how I want people to see me?
 - Could somebody use this to hurt me? Would I be upset if they shared it with others?
 - What's the worst thing that could happen if I shared this?

- **Discuss appropriate ways of showing you care for someone:** Kids may think that sharing a nude or sexy photo with a girlfriend or boyfriend, or someone they hope will be their girlfriend or boyfriend, shows they love or trust them. Remind them to ask the questions above before sharing something this personal.
- **Remind them they shouldn't do anything they don't want to:** Tell your kids that if somebody asks them to send something they are not comfortable doing, they have the right to say no. No one who loves or respects someone will pressure or threaten them.

Forwarding Sexts

MediaSmarts' research suggests that sexts that are forwarded reach a fairly wide audience, so it's important that kids understand how big an impact sharing sexts can have.

- **Encourage your child/teen to ask themselves the following questions when someone shares a sext with them:**
 - Did the person in this picture mean for it to be shared?
 - If it came from someone other than the original sender, did they have permission from the person who's in it?
 - How would I feel if somebody shared something like this with me in it?
- **Tell them if what they received makes that person look bad, would embarrass them, or could hurt them if it got around, don't pass it on!** The person who sent it may have meant it as a joke, but jokes can be a lot less funny when something is seen by the wrong person. They shouldn't assume that "everybody's already seen it!"
- **Tell your kids it's okay to say no:** A lot of people – boys especially – get pressured by their friends to share nude photos of their girlfriends or boyfriends. It can be hard to stand up to this pressure, but you have to think about how much giving in could hurt you and your girlfriend/boyfriend.
- **Treat everyone with respect online:** MediaSmarts' research suggests that youth who forward sexts don't think of it as being wrong. Talk about ethical decision making and how to respect others online.



Did the person
in this picture
mean for it to
be shared?



1.4 Tips for talking to your kids about pornography

It is natural for adolescents to be curious about sex: MediaSmarts' research suggests that one in ten grades 7- 11 students use the Internet to look for information about sexuality.



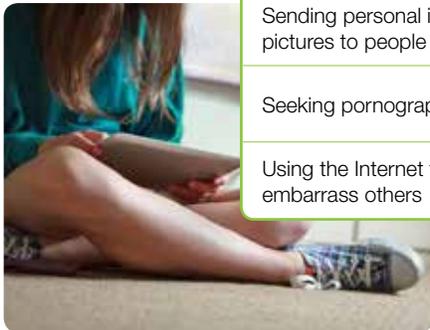
Forty percent of boys look for pornography online, with 28% looking for it daily or weekly. The problem with pornography is that it is an unhealthy response to a healthy concern.

- **Talk to your kids about sex from a very early age.** Kids are being exposed to sexual images in various media so you need to establish an open and honest dialogue with them so they will come to you with their questions.
- **Have an ongoing dialogue:** The best approach for tweens and teens is to acknowledge that their interest in relationships and sex is normal, and help them develop the critical thinking skills they need to make good online decisions.
- **Discuss the sexual messages in various media.** Help your kids understand the harmful effects of images that degrade and exploit women or girls, or that pressure boys to conform to a male-gendered model centred on sexual attractiveness and prowess.
- **Direct your kids to good-quality information:** If the only information your kids are receiving about sexuality is from porn sites, you have a problem. There are a lot of great websites that provide information for youth on sexuality and health, such as Sexualityandu.ca from the Society of Obstetricians and Gynaecologists of Canada. Explore with them the differences between normal, healthy sexual expression and the exploitive activity that is so prevalent online.
- **Establish clear rules about visiting pornographic sites:** MediaSmarts' research shows that if there is a rule in the house about what kinds of sites are appropriate to visit, kids are less likely to look for porn and those that do, do it less often. (Keep in mind that computer-savvy kids know how to erase their Internet tracks: open, honest communication is always preferable to invading their privacy.)

1.5 Tips for talking to your kids about online sexual exploitation

Who's at Risk

Research shows that not all youth are equally at risk online, nor are all online activities equally risky. Rather, there are certain characteristics and online activities that could be considered risk markers or indications that someone is likely to take risks online and fall victim to online sexual solicitation. In general, the same youth are at risk online as offline. Most of these markers are not by themselves an indication that a youth is at risk: rather, it is a pattern of characteristics or activities beginning at three of the known risk markers that suggests a youth is vulnerable to online sexual solicitations.



Activities	Characteristics
Using chat rooms	Ages 13-17
Talking about sex online	Female
Sending personal information or pictures to people known only online	Gay or questioning sexuality if male
Seeking pornography online	Significant conflict with parents
Using the Internet to harass or embarrass others	Offline physical or sexual abuse

Who is not at risk?

The vast majority of youth online face little risk of falling victim to online sexual solicitation, and most online activities carry no risk. The following are not associated with online sexual solicitation:



Activities	Characteristics
Using social networking sites	Age under 12
Using email or instant messaging	
Participating in online gaming or virtual worlds	

Promise

you will only access their accounts in the event of a problem.



Safety Tips

As parents, we want to foster resilience in our kids, starting when they're young. This can be done by teaching them how to handle harassing messages or requests that make them feel uncomfortable – on the Internet or in the schoolyard – and as they get older, by teaching them how to spot and respond to emotional manipulation. The good news is that most teens are effectively handling online requests from strangers.

- Talk to young people about healthy relationships and the importance of not feeling pressured into doing things they don't want to do, such as taking explicit pictures of themselves. There are numerous other ways of showing someone how much you care, which don't imply pressuring one's partner to engage in risky behaviours.
- Tell young people to talk to a trusted adult if they are being pressured or sexually harassed by anyone.
- Remind them that if they forward or post a sexually provocative picture they can be held legally responsible for their actions.
- Warn young people that there are people online who target adolescents to engage in sexual conversations.
- Talk to them about why adults having sex or forming romantic relationships with underage adolescents is wrong.
- Help them recognize grooming tactics – does an online friend seem too perfect?
- Make it clear to them that if he or she wishes to meet a virtual friend in person, it must be in the presence of a trusted adult.
- Younger adolescents should share their passwords for online accounts with their parents. Parents should promise they will only access their accounts in the event of a problem.

1.6 Tips for establishing social media rules



Social media rules

Having a family agreement or set of ground rules for using social networks is a good idea. It's a great way for parents and kids to work together on how to be safe, wise and responsible online. Here are some ideas:

- I will only follow people I know personally.
- I will always show an adult any message or post that makes me feel uncomfortable or threatened.
- I will never share any personal information about myself, such as my age, where I live, and where I go to school.
- I will keep my whereabouts to myself: I will turn off any location settings that tell people exactly where I am or where a photograph was taken.
- I will never publish anything I wouldn't want my parents, teachers, and grandparents to see, because photos can be shared widely, with anyone, in a matter of seconds.
- When creating a password, I will make one up that is hard for someone else to guess but easy for me to remember. I will never reveal it to anyone (except my parents or a trusted adult) - not even my best friend.
- I will always check my privacy settings and go over them with my parents.
- I will practice the golden rule and always treat others as I would like to be treated. I will T.H.I.N.K. before I leave a comment or send a message: is it True, Helpful, Inspiring, Necessary, Kind?
- I will not upload or tag photos of other people without their permission.



CANADA'S CENTRE
FOR DIGITAL AND
MEDIA LITERACY

2. Helping our kids navigate their wired world at different ages and stages

One of the biggest challenges facing parents is knowing which online issues need to be on their radar for children at different ages. This section features profiles of children and teens based on where they are developmentally at ages 2-4, 5-7, 8-10, 11-13 and 14-17 and where they are likely to be at in their Internet and cell phone use. Included as well are safety tips to guide parents in managing their children's online experiences and nurturing their 'media smarts' for safe and responsible Internet and cell phone use – at any age!



2.1 Tips for kids



Many preschoolers are already active computer users. According to a 2012 Ofcom report, one-third of children ages 3-4 access the Internet using a computer, while a 2011 survey by Common Sense Media found that roughly the same number have used mobile devices such as smartphones and tablets. While children at this age have a limited attention span for online activities, Internet images and sounds can stimulate their imaginations and add to their experiences.

Parents and older siblings can take preschoolers on the Internet, visit websites and play online games. At this stage, adults have an important role to play in teaching safe Internet use and monitoring their children's reactions to online material.

2 to 4-year-olds:

- will accept media content at face value
- don't have the critical thinking skills to be online alone
- may be frightened by media images, both real and fictional
- may be frightened by realistic portrayals of violence, threats or dangers
- risk moving from appropriate to inappropriate sites and content through hyperlinks (this is a particular concern on video-sharing sites)



Safety Tips

General Supervision

- Balance your child's screen-time with other activities.
- Always sit with children at this age when they're online.
- Investigate Internet-filtering tools as a complement – not a replacement – for parental supervision.



Managing Online Spaces

- Create a personalized online environment by “bookmarking” a list of acceptable sites.
- Use kid-friendly search engines or ones with parental controls.
- Protect children from offensive “pop-ups” by disabling Java on your computer or by using blocking software.

Building Safety Skills

- Start talking to your kids about privacy. Have them use an online nickname if a site encourages them to submit their names to “personalize” the Web content.
- Have all family members act as role models for children’s use of the Internet.



2.2 Tips for kids •••••



Five- to seven-year-old children have a positive outlook and an accepting nature. They take pride in their new reading and counting skills and love to converse and share ideas. They are eager to behave well; they are trusting; and they don't question authority.

Kids at this age may be very capable at using computers, i.e. following commands, using the mouse, and playing online games and apps. They are, however, highly dependent on adults or older children to help them find games, videos and websites, interpret online information or communicate with others.

5 to 7-year-olds:

- will accept media content at face value
- don't have the critical thinking skills to be online alone
- may be frightened by both real and fictional media images
- may be frightened by realistic portrayals of violence, threats or dangers
- are vulnerable to online marketers who encourage them to give out personal information through surveys, contests and registration forms
- may be troubled by behaviours they encounter while playing in virtual worlds
- risk moving from appropriate to inappropriate sites and content through hyperlinks
- may be exposed to search results that link to inappropriate websites





Safety Tips

General Supervision

- Always sit with children at this age when they are online.
- Investigate Internet-filtering tools as a complement – not a replacement – for parental supervision.
- Protect your children from offensive “pop-ups” by setting your browser to block popups, disabling Java on your computer and/or using blocking software. Ad blockers such as Adblock can also keep kids from seeing banner ads with inappropriate content.
- Keep online activities, whether on laptops, tablets or family computers in common family areas where you can easily monitor what your kids are doing.



Managing Online Spaces

- Create a personalized online environment by limiting children to a list of favourite or “bookmarked” sites.
- Use kid-friendly search engines or ones with parental controls.
- Stick to age-appropriate sites for kids that have strong safety and privacy features.
- Talk to older siblings about making sure that younger brothers and sisters aren’t around if they are participating in online activities that are intended for older youth.

Building Safety Skills

- Start conversations about respecting privacy online. Tell your kids not to share information about themselves or their family without asking permission from you first.
- Have children use an online nickname if a site encourages them to submit their names to “personalize” the Web content.
- Although children ages 5-7 are not likely to be using social networking platforms, they are likely to be playing in virtual worlds that permit socializing between players. This is a good time to start talking to your children about the importance of treating others online with kindness and respect.
- Encourage your kids to come to you if they encounter anything online that makes them feel uncomfortable or threatened. (Stay calm. If you “freak out” they won’t turn to you for help when they need it.)

2.3 Tips for kids •••••



Eight- to ten-year-old kids have a strong sense of family. They are interested in the activities of older kids in their lives; they are starting to develop a sense of their own moral and gender identity; and they tend to be trusting and not question authority.

Watching online videos, visiting virtual worlds and playing online games are favourite online pastimes at this stage. Children at these ages are also starting to use social networking platforms. One-third of students in grades 4-6 have Facebook accounts, despite terms of use agreements that restrict children under the age of 13 from using these sites, making this a good age to establish basic ground rules for socializing online.

It is at this stage that parents start thinking about cell phones for their kids (half of children in grades 4-6 have access to their own or someone else's phone on a regular basis).

8- to 10-year olds:

- are curious and interested in discovering new information
- lack the critical thinking skills to be online alone
- are vulnerable to online marketers who encourage them to give out personal information through surveys, contests and registration forms
- may be frightened by realistic portrayals of violence, threats or dangers
- begin to communicate with online acquaintances they may have not met in real life
- may be influenced by media images and personalities, especially those that appear “cool” or desirable
- may use virtual worlds to explore different identities and behaviours
- may be exposed to search results with links to inappropriate websites



.....

YEAR
8-10
OLDS

Safety Tips

General Supervision

- Keep online activities, whether on laptops, tablets or family computers in common family areas where you can easily monitor what your kids are doing.
- Investigate Internet-filtering tools as a complement – not a replacement – for parental supervision.
- Protect your children from offensive “pop-ups” by setting your browser to block popups, disabling Java on your computer and/or using blocking software. Ad blockers such as AdBlock can also keep kids from seeing banner ads with inappropriate content.

Managing Online Spaces

- If your child wants an email account, create a shared family email account as opposed to letting them have accounts of their own.
- Preview any websites, games or apps that your child wants to use.
- Use kid-friendly search engines or search engines with parental controls, such as KidRex, Fact Monster and Kids Click.
- Familiarize yourself with parental control features on any video game systems, smartphones, tablets and computers used by your kids.
- Only allow your kids to use reputable kids’ websites with monitored chat areas.
- If your child wants to participate in social networking, have him or her manage a family social networking page. This provides an opportunity for them to develop and practice privacy and safety skills with guidance from parents and siblings.
- If the primary reason for giving your child a cell phone is to stay in touch, choose a simple model geared for kids that does not provide Internet access.



Building Safety Skills

- Create a list of cell phone and online rules with input from your kids.
- Talk about the importance of safe and ethical social networking, that includes:
 - Only adding people you know as friends
 - Treating people online with kindness and respect
 - Not using a real photo as your main profile picture
 - Using a nickname or first name
 - Not adding apps without permission
 - Not uploading photos of people without asking first
 - Not sharing passwords with friends
 - For ideas on rules for social networking, see the Social Media Rules tip sheet on page 12
- Teach your kids to always ask you first before sharing personal information online.
- Talk to your kids about their online friends and activities just as you would about their other activities.
- Talk about healthy sexuality because kids can easily come across online pornography.
- Encourage your kids to come to you if they encounter anything online that makes them feel uncomfortable or threatened. (Stay calm. If you “freak out” they won’t turn to you for help when they need it.)



2.4 Tips for kids



From pre-teen to teen is a time of rapid change in kids' lives. Although at this stage they are still quite dependent on their families, they want more independence. Also, relationships with friends become more important and they start to take an interest in the world around them.

Kids in this age group live in a world of 24/7 communication: whether in-person, online or texting or chatting on cell phones. By Grade 8, 75 percent of kids have regular access to a cell phone and over half are engaged in social networking. They use the Internet to research school projects, but also spend much time exploring the fun side of the Net, as they download music, movies and TV shows, play online games and get the latest on their favourite celebrities.

All this socializing can lead to becoming engaged in online conflict and cyberbullying, so this is the time to have more focused conversations with your kids on the importance of respecting others online and what to do if they are being targeted.



11 to 13-year-olds:

- feel in control when it comes to technology
- are highly confident they know how to protect themselves online
- are intrigued by subcultures beyond the world of their parents
- are becoming more influenced by the values of their families and peers and less worried about punishment
- lack the critical thinking skills to judge the accuracy of online information
- accept entertainment and games uncritically
- are vulnerable to online marketers who encourage them to give out personal information through surveys, contests and registration forms
- are at a sensitive time in their sexual development; particularly boys, who may seek out porn sites
- are interested in building relationships (especially girls) with online acquaintances
- may be bullied or may bully others online



Safety Tips

General Supervision

- At night, make your child's bedroom a 'tech-free' zone: by Grade 8, 42 percent of kids report sleeping with their phones so they don't miss any messages.
- Keep online activities, whether on laptops, tablets or family computers in common family areas where you can easily monitor what your kids are doing.



Managing Online Spaces

- Preview websites or apps that your child wants to use or join so that you can discuss any concerns you might have.
- Use and show your kids how to use 'safe search' features on search engines.

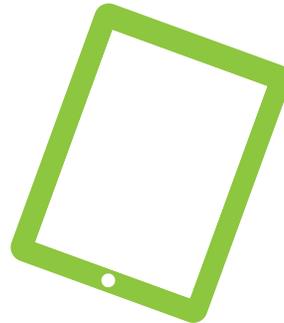
Building Safety Skills

- Start talking to your kids about building and maintaining a positive digital footprint. (For tips on how to do this, see the Social Media Rules tip sheet on page 12.)
- As your kids get older, review together and, if needed, revise family cell phone and online rules.
- For young teens who are joining social networking sites, explore with them the site's privacy settings and discuss the importance of using them to manage who sees what they post.
- Talk about healthy relationships and how to recognize the signs when someone may be seeking to abuse or exploit them. (For tips on how to do this, see page 10.)
- Talk about respecting others online and not using networked devices to spread gossip, bully or make threats against others. Kids also need to understand how easily things that are posted can be misunderstood or taken out of context, so need to start practicing 'think before you post'. (For tips on respectful sharing online, see MediaSmarts' Think Before You Share tip sheet http://mediasmarts.ca/sites/default/files/pdfs/tipsheet/TipSheet_Think_Before_You_Share.pdf.)
- Provide your child with strategies on how to respond if they witness bullying behaviour online.
- If your child plays multi-player games online, discuss the importance of not engaging in racist, sexist or threatening game play.

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YEAR
11-13
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- Insist that your kids tell you first if they want to meet an “online friend” in person.
- Discuss the need to take care before sharing personal information online and the importance of only providing essential information when filling out registration forms and profiles, and entering online contests.
- Build mutual trust: ask your kids to put passwords for their online accounts into a piggy bank, on the understanding that you will access them only if you have serious concerns.
- Reassure them that they can come to you if they encounter anything online that makes them feel uncomfortable or threatened: and don't panic if they do!
- Talk to kids about online pornography and direct them to good sites about health and sexuality. (For tips on how to do this, see page 9.)
- Encourage ethical online behaviour and protect your computers from malware by talking o your kids about respecting copyright, especially when downloading music and video files. (Kids this age are less worried about getting in trouble and more about fitting in with the values of their social group, so it's best to approach this as an issue of showing respect for artists.)
- Make sure your kids know about the many safe, legitimate sources of music, video and other media online.



2.5 Tips for kids



Adolescence is a period of great change. It's a stage where teenagers, once dependent on their families, are now becoming more independent and taking steps towards adulthood. This is also when teens are developing their own sense of morality, as they try to find their own identity and experiment in their relationships with others. Even though teens start to physically resemble adults, their brains will not be fully developed until they are 20 or 25 years old, especially their frontal lobe, the part that allows them to control their impulses.

One of the biggest emotional challenges of the teen years is developing autonomy. This includes starting to tap friends and mentors outside the family for day-to-day support, perspectives and ideas. The Internet also becomes an important source of information, with teens much more likely than younger kids to go online to look for info on sensitive topics such as mental and physical health, sexuality, and relationship problems.

Teens are also using networked devices to cultivate their personal identity and carve out personal space: over 60 percent of teens in grades 9-11 have pretended to be older to register on adult websites, and over 50 percent have pretended to be someone else to protect their privacy online.



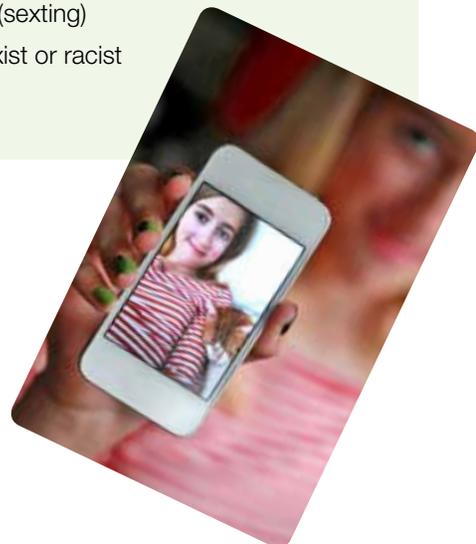
Learning how to manage risk, deciding what to engage in and how to minimize possible negative consequences is a major part of adolescence. And although many teens actively do this, for example they are very diligent about managing their personal content and photos on social networking pages and use privacy settings to block unwanted individuals, the impulsivity and sexual exploration that are common during the teen years can lead to compromising photos and messages being forwarded to others.

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YEAR
14-17
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14 to 17-year olds:

- are sensitive to what they see as the values of their society, including their peers, their and the mass media
- download music and apps, watch videos and movies online
- rely heavily on texting and social networking sites to communicate with family and friends are much more likely than younger kids to sleep with their cell phones
- have significantly fewer household rules about going online than younger kids
- are highly confident they know how to protect themselves online
- are considerably more likely than younger kids to say that downloading music, TV shows or movies illegally is not a big deal
- are passionate about video games (boys in particular)
- use multiple search engines and a number of different strategies to find and authenticate online information
- are likely to have bought things online
- are more likely than younger kids to share passwords with friends and boyfriends/ girlfriends
- are more likely to break the rules and visit sites with scenes of violence, gambling or pornography
- are much more likely than younger kids to behave meanly or cruelly and be mean and cruel to others online; teenage girls are more likely than teenage boys to report being troubled if they are targets of cyberbullying
- are interested in sex and romantic relationships which can push them towards risky behaviour, like making romantic friends online and accepting invitations to meet these online friends in person, or sending their girlfriend or boyfriend sexually explicit text messages or photos of themselves (sexting)
- are much more likely than younger kids to encounter sexist or racist content online





Safety Tips

General Supervision

- Continue to declare your teen's bedroom a 'tech-free' zone at night: over half of students in Grade 11 say they sleep with their phones so they don't miss any messages.
- Keep online activities, whether on laptops, tablets or family computers in common family areas where you can easily monitor what your kids are doing. In addition to facilitating supervision, this also invites more opportunities for sharing.

Managing Online Spaces

- Be aware of how much information your teen is revealing, and to whom, on their social networking pages. Make sure they are aware of and are applying privacy settings and are familiar with the reporting mechanisms on these sites.
- Be aware of and visit the websites that your teen frequents.
- As opposed to imposing hard and fast 'rules', have ongoing, open discussions with your teen about your expectations and family values relating to use of networked technologies. Be prepared to 'walk the walk', and not just 'talk the talk': model the attitudes and behaviours that you expect to see from them.
- Frame these conversations around rights and principles; for example, we all have a right to privacy and to not be harassed online, as well as a responsibility to take care with what we post and share with others.
- Keep these conversations respectful; find teachable moments (such as stories in the news or your kids' own experiences) to broach specific issues.
- Let your teen know that you are there for them if things go wrong and that you will work with them to find a solution. If something does happen, don't over-react.

Building Safety Skills

- Help your teen contextualize serious online issues such as sexting, cyberbullying, and illegal downloading, and build resilience by emphasizing that despite perceptions that large numbers of youth are doing these things, in reality the numbers are much smaller than we think.
- Encourage your teen to practice empathy online by getting into the habit of thinking about – and asking permission from – anyone else who might be in a photo or video they want to post, tag or pass along.
- With college and university applications looming, get your teen into the habit of reviewing his or her presence online, to make sure they are reflected in positive ways.



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YEAR
14-17
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- Provide strategies for handling online conflict in non-confrontational ways. (For tips visit www.telus.com/wise.)
- Help your teen build internal 'pause buttons' to counter impulsive behaviour: if they are feeling emotional or online conversations are escalating, encourage them to step away from their computer or cell phone before posting or sending anything.
- Because teens frame much online meanness as 'just joking around', talk with them about the fine lines between humour and cruelty.
- Talk about healthy relationships and how to recognize the signs when someone may be seeking to abuse or exploit them. (For tips on how to do this, see page 10.)
- Make sure your teen understands that it is never okay to pressure someone to send or share a nude, semi-nude or sexy photo, or to share a photo like that with anyone else.
- Talk to your teens about online pornography and direct them to good sites about health and sexuality. (For tips on how to talk to your kids about sexting and pornography, see page 9.)
- Insist that your teen comes to you first if they want to meet an "online friend" in person.
- Teach your teens to provide only minimal personal information when filling out registration forms and personal profiles or entering online contests.
- Encourage ethical online behaviour and protect your computers from malware by talking to your teen about respecting copyright, especially when downloading music and video files. (Kids this age are less worried about getting in trouble and more about fitting in with the values of their social group, so it's best to approach this as an issue of showing respect for artists.)
- Make sure your kids know about the many safe, legitimate sources of music, video and other media online.
- Make sure your teens check with you before making financial transactions online, including ordering, buying or selling items.
- Discuss gambling and its potential risks and remind your teen that it is illegal for minors to gamble online.



3. TELUS WISE

TELUS WISE is a unique educational program focused on Internet and smartphone safety to help keep families safer from online criminal activity such as financial fraud and cyberbullying. This program is available free of charge to all Canadians. You can participate in TELUS WISE via two unique programs:

TELUS WISE is a program for adults, parents, educators and groups which provides access to:

- Seminars – TELUS WISE Ambassadors host one hour public seminars engaging participants in a discussion about Internet and smartphone safety and security. These sessions are also available upon request for groups of all kinds including parent groups and community associations.
- A WISE virtual community – www.telus.com/wise is a secure website that provides Canadians with ongoing access to great resources, articles and training around Internet and smartphone safety and security for their families.
- TELUS WISE tip sheets – available in Chinese simple, Chinese traditional, English, French, Punjabi and Spanish.
- TELUS Learning Centres – Learning Specialists in more than 300 of our exclusive TELUS locations, provide personalized, one-on-one guidance to customers on Internet and smartphone safety and security as a part of our TELUS Learning Centre program.

TELUS WISE footprint is an online digital citizenship program for kids ages eight through sixteen. This program provides a multi-faceted experience for Canadian teens and tweens to learn how to become good digital citizens and keep their digital footprint clean. For example, kids can visit TELUS WISE footprint to take the ‘footprint challenge’. Upon request TELUS visits schools and engages students in engaging digital footprint discussion.



How you can participate in TELUS WISE

- Visit us at telus.com/wise
- Contact us at wise@telus.com
- Join the conversation online with [@TELUS](https://twitter.com/TELUS) on Twitter and using [#TELUSWISE](https://twitter.com/TELUS)

4. TELUS Learning Centres

If you are a TELUS customer and have questions about getting the most out of your or your child's smartphone, including setting safety features, you can book a personalized session with a TELUS Learning Centre Specialist in more than 300 of our exclusive TELUS locations. You can even book a session with your teen or tween who you recently purchased a smartphone for.

Learn more at <http://mobility.telus.com/en/index.shtml?ref=http://mobility.telus.com/en/ON/Learning-Centre/index.shtml>

