

# Inappropriate content: factsheet

## Key points

- Many young people are exposed to content that they are not ready for developmentally.
- Report illegal content to the social media service and the [eSafety Commissioner](#).
- [The eSafety Guide](#) includes information on features of apps that increase exposure to inappropriate content.
- [eSafety Education](#) has resources to help teachers explore this issue with their students.
- All students need to be taught specific technical, personal and social skills to help them minimise their exposure to inappropriate content.

## Facts and stats

Inappropriate content may be an image, video or written words that can be upsetting, disturbing or offensive. Young people may encounter inappropriate content accidentally or deliberately. It is normal to be curious, but young people may be faced with concepts they are not ready for developmentally.

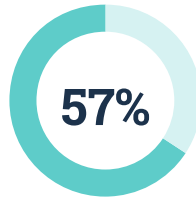
### **Inappropriate content may include:**

- sexually explicit material
- false or misleading information
- violence
- extremism or terrorism
- hateful or offensive material.

The exposure of young people to inappropriate content is difficult to measure because many instances go unreported. A child may come across inappropriate content and not tell anyone due to embarrassment, confusion or fear. Given this, the percentage of young people encountering inappropriate or hateful content online could be higher than stated.

## According to eSafety research

A high proportion  
of young people  
aged 12-17  
in Australia  
have encountered  
inappropriate or  
hateful content online



have seen **real violence**  
that was **disturbing**



have seen **images or videos**  
promoting **terrorism**



nearly half of children  
between the ages of **9 - 16**  
experience **regular exposure**  
to **sexual images**<sup>(1)</sup>

<sup>(1)</sup> Source: [The effects of pornography on children and young people](#) Australian Institute of Family Studies.

## How to report and block

### Reporting to eSafety

Australian residents can make a complaint to eSafety's [Cyber Report team](#) about illegal and harmful online content. This includes child sexual abuse material and abhorrent violent material showing terrorist acts, murder, attempted murder, rape, kidnapping or torture.

[The eSafety Guide](#) includes information to help teachers and students choose safer apps and to report and block inappropriate content.

## App features that increase the risk

### Content sharing

Content may be shared with an individual or limited group of users, or it may be publicly available for anyone to view, access, forward or download. Content includes text messages, emails, comments, images, videos or any file format containing data. Content sharing can be a great way to connect with people, share information and stay up to date, however it may also expose users to violent, sexualised or age-inappropriate content.

Apps used for content sharing include: [Instagram](#), [Google](#), [WhatsApp](#), [Facebook](#), [Tumblr](#), [Discord](#), [Snapchat](#)

### Live Streaming

Live streaming refers to online media that is simultaneously recorded and broadcast in real-time to the viewer. All you need to be able to live stream is an internet enabled device, like a smartphone or tablet, and a broadcast platform, such as a website or app.

Live streaming is different to video calling as it does not allow two-way audio and video communication. It can be difficult to moderate content that is live streamed, so users may be exposed to content not appropriate for their age.

Apps used for live streaming include: [Tik Tok](#), [Instagram](#), [Periscope](#), [LiveMe](#)

## eSafety resources — Inappropriate content

The eSafety website includes advice for [kids](#), [young people](#) or [adults](#) come across inappropriate content.

### Primary classroom resources

[Hector's world](#) (animated series)

[The Lost Summer](#) (video game)

[Inappropriate Content](#) (video)

### Middle Primary

[Young and eSafe](#) (videos and lesson plans)

[The YeS Project](#) (video and lesson plans)

[Online Pornography](#) – Respectful Relationships (video)

### Resources for parents

[Taming the technology](#) (advice on parental controls, safe searching and device filters)

## Prevent and manage exposure to inappropriate content

### Early Years to Year 2

**From Early Years to Year 2 students should build skills in:**

- identifying online behaviours that make them feel safe and unsafe
- identifying and describing emotional responses people may experience in different online situations
- removing themselves from unsafe online situations if they come across inappropriate content
- describing strategies to help them search for safe, reliable information on safe search engines and websites.

### Years 3 to 6

**Between Years 3 to 6, students should:**

- develop an awareness of situations that might increase their exposure to inappropriate content online
- examine primary and secondary online sources to determine origin, purpose and reliability, and describe and apply strategies that can be used to reduce and manage exposure to harmful content
- question what they encounter online and begin to think critically about issues including body image, gender identity, racism, fake news and democracy
- investigate support services such as the eSafety Commissioner and Kids Helpline
- consider ways to setup their devices and apps to minimise accidental exposure to inappropriate content  
e.g. using screen time tools.

### Years 7 to 10

**From Years 7 to 10 students should:**

- evaluate online sources for their reliability and usefulness and select from appropriate primary and secondary online sources
- use critical thinking and questioning skills when consuming online content
- have strategies for making informed decisions when they encounter disinformation (false or misleading information distributed with the purpose to deceive)
- recognise the laws that govern online interactions and explore challenges such as ways of sustaining a resilient democracy and cohesive society, given the impact and implications of online technology
- explore app features that can be used to control what they see in their feed.

## Appendix A: Curriculum links

K2	3-6	7-10
<ul style="list-style-type: none"> <li>• Basic online safety practices</li> <li>• Emotional awareness and regulation</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Online privacy awareness</li> <li>• Using technology safety</li> <li>• Emotional awareness and regulation</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• The law</li> <li>• Understanding sexual harassment</li> <li>• Understanding gendered violence</li> <li>• Critical thinking</li> </ul>
<b>HPE</b>	<b>HPE</b>	<b>HPE</b>
Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)
Identify and practise emotional responses that account for own and others' feelings (ACPPS020)	Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)
Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)
<b>Digital Technologies</b>	<b>Digital Technologies</b>	<b>Digital Technologies</b>
Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)	Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)	Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043)
Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)		
<b>HASS</b>	<b>HASS</b>	<b>HASS</b>
Collect data and information from observations and identify information and data from sources provided (ACHASSI019)	Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)	The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)
		Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084)
		Examine primary sources and secondary sources to determine their origin, purpose and reliability ACHASSI156
		Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness (ACTDIP025)
<b>General capabilities – ICT Capability</b>	<b>General capabilities – ICT Capability</b>	<b>General capabilities – ICT Capability</b>
Apply personal security protocols follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate	Apply personal security protocols identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts	Apply personal security protocols independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities

Visit the [Online Safety Curriculum Connection](#) to:

- identify more content in the Australian Curriculum that supports the teaching and learning of online safety
- access a range of interdisciplinary resources developed to support the teaching and learning of online safety.

## Appendix B: Research and useful links

[Young people and social cohesion](#) eSafety Commissioner

[The effects of pornography on children and young people](#) Australian Institute of Family Studies.

[Parenting and pornography](#) eSafety Commissioner

[Gen Bet: Has gambling gone crashed our teens?](#) Victorian Responsible Gambling Foundation

[State of play – youth, kids and digital dangers](#) eSafety Commissioner

[#chatsafe: A young person's guide for communicating safely online about suicide](#)

Orygen, The National Centre of Excellence in Youth Mental Health.

[Mental health support for Australian students, teachers, and schools following large scale Incidents](#) Headspace

Published 4/2020