

# Online harmful sexual behaviours, misinformation and emerging technologies

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This program explores the impact of online harmful sexual behaviours and ways to keep students safe online. It is divided into three sections.

## 1. Online harmful sexual behaviours

This section looks at how to deal with online sexual behaviour that is inappropriate for children or young people under 18 years of age – based on their age or stage of sexual development. This includes material that is sexually exploitative or abusive<sup>1</sup>.

It will help you to support and protect students and teach them to recognise whether a relationship is healthy or unhealthy. It will also help them to develop protective behaviour skills.

Resources that support this teaching include:

- [eSafety's YeS Project](#)
- [Student Wellbeing Hub's Respectful Relationship Education modules](#)
- [eSafety's student surveys](#)
- [Cybersmart Forever](#)
- [Swoosh and Glide and Rule Number 5](#)
- [Keep it sweet online](#)
- ['The Hunting' on SBS](#)
- [Young and eSafe](#)

<sup>1</sup> Hackett, S., Holmes, D., & Branigan, P. (2016). [Harmful sexual behaviour framework: an evidence-informed operational framework for children and young people displaying harmful sexual behaviours](#).

## More information

If an incident occurs, the [Toolkit for Schools](#) can be used to support your response.

Professionals who work with children and young people should know the [mandatory reporting laws in their jurisdiction](#).

Information about [counselling and support services](#) is available on the eSafety website.

**Click on these links to read more:**

- [Online harmful sexual behaviours in children and young people under 18](#) – position statement.
- [Guide to responding to the sharing of explicit material](#)

## 2. Misinformation

This section explores why students need to understand and demonstrate online protective strategies that keep them healthy, resilient and safe.

It will help educators to identify the impact that online misinformation has on students' lives and why it's important to develop digital literacy. This includes the ability to recognise techniques and language used to persuade or manipulate others, such as grooming tactics, unconscious bias and malicious activity.

## More information

eSafety's classroom resources have been developed to help students recognise and address misinformation and harmful content.

**These include:**

- [Be Secure](#)
- [The Lost Summer](#)
- [Young and eSafe](#), (including an exercise using the 'problem tree').

**Click on these links to read more:**

- [Media, misinformation and scams](#)
- [How do I know if something is fake?](#) – eSafety Kids.
- [Fake news](#) – eSafety Young People.

### 3. Emerging technology

This part of the program looks at technologies that are used in the classroom, such as Google Expeditions, Oculus lens and the use of virtual reality. It explores the social and safety implications of emerging technologies such as deepfakes, digital avatars and haptic suits, and the risks associated with different types of technology.

It will help educators to learn more about the safety and reporting skills young people require, regardless of the technology they use. The program highlights the important role that educators play in helping to protect students when they use current and emerging technology and explores:

- digital literacy
- technology skills
- critical thinking
- problem solving
- help-seeking skills.

#### More information

Click on these links to read more:

- [Deepfake trends and challenges](#) – position statement.
- [End-to-end encryption trends and challenges](#) – position statement.
- [Augmented and virtual reality trends and challenges](#) – position statement.

Other information available:

- [The eSafety Guide](#) to protecting information and staying safe on apps, games and social media.
- [The Australian Curriculum Online](#) safety curriculum connection.