

# Mighty Heroes

## Conversation starters for parents

### About this resource

The Mighty Heroes suite includes four short, animated video chapters. Each one features a hero and their online safety superpower.

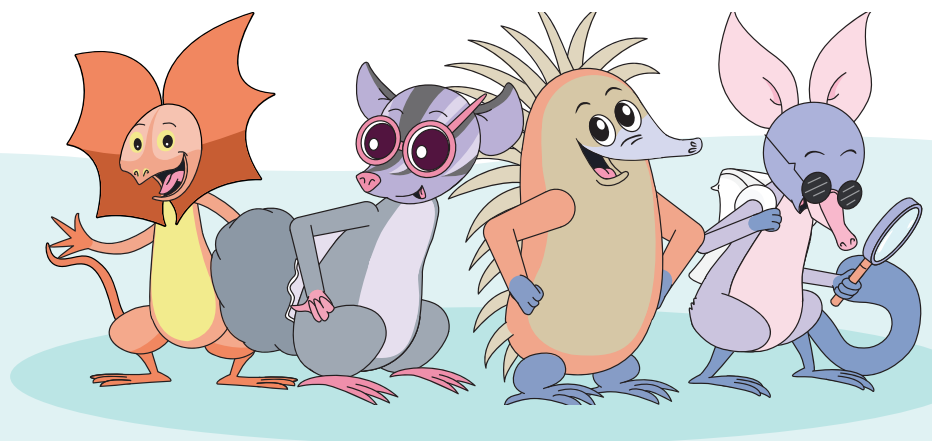
These notes are designed to support discussions with your child about the main online safety messages in each chapter and reflect the material used by educators in the classroom.

If your child has already watched these animations at school and had similar class discussions, you can encourage them to share what they learnt in the lesson.

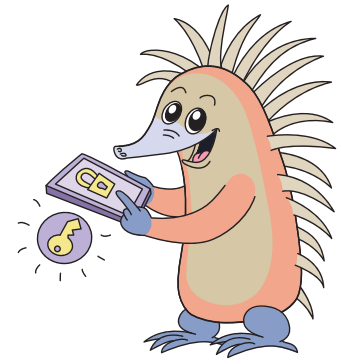
### About eSafety

eSafety helps Australians to prevent and deal with online harm. We can help to remove serious online abuse (such as cyberbullying) and illegal and restricted online content and provide support.

Trusted adults, including parents and educators, can help make a report to eSafety if a child or young person is experiencing serious online harm. Visit the [eSafety website](#) to learn how to report abuse to eSafety.



# Wanda the echidna's superpower is 'Responsibility'



**I am responsible — I protect my personal information.**

## Instructions

Watch Wanda's video chapter together with your child.

At the end of the chapter, ask them to share the most important lessons Wanda was trying to teach Dusty.

## Conversation starters

### Sharing

Explore some of the boundaries around sharing.

- Who can you share your password with safely? This might include a teacher at school, a parent or another trusted adult.
- Why is sharing encouraged sometimes, like when sharing toys, but not at other times?

### What to keep private and why

Explore examples of personal information and situations where your child might be asked to share personal information.

- What else should you keep private online? For example, information about where you live, your age or the name of your school.
- Why is it important to keep some of your information private?
- Sometimes we are asked to enter personal information when signing up for online accounts or apps. Who can you ask for help if you are not sure about what information you can share with others online?

### Responsibility

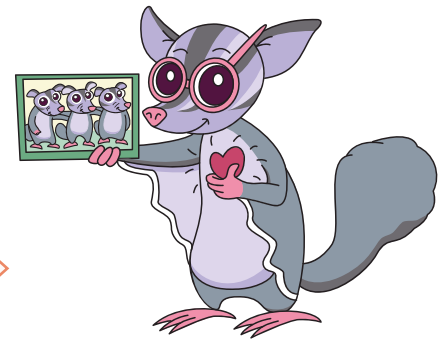
Explore what it means to be responsible offline and online, at school and at home.

- What does being responsible mean?
- How can you be responsible online? This might include looking after devices at school, not sharing passwords with friends and keeping personal information private.
- Do we have any rules at home about being responsible while using a device? What are they? This might include asking permission before downloading a game or sending an email to a friend, asking for help and permission before filling in any personal information online, and looking after any devices that you use.



**We all have the power to be responsible. Protect your personal information. And if you're still not sure, ask an adult you trust for help.**

# River the sugar glider's superpower is 'Respect'



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

## Instructions

Watch River's video chapter together with your child.

At the end of the chapter, ask them to share the most important lessons River was trying to teach Billie and their friends.

It's important to introduce these ideas at a young age, even if your child is not playing games online yet.

## Conversation starters

### Respect

Explore what it means to show respect to others online.

- Can you think of ways to show respect for others? What does showing respect online look like? This might include being kind and respectful when chatting online and accepting that everyone has different skills and interests.
- What does it mean to be a good friend when you're 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 can we do to help make the online world a kind and respectful place?

### Asking for help

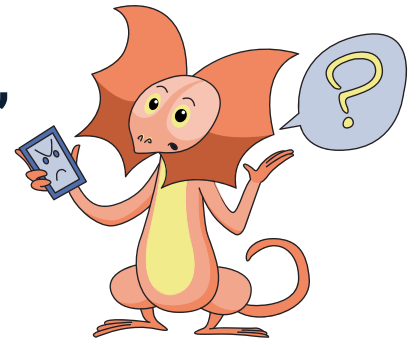
Explore examples of when your child might need support.

- What can you do to help someone who is receiving mean messages online? Who could you tell if you saw someone being mean to one of your friends online?
- How do you know when you need to ask for help? Are there ever times when you feel unsure about asking me or someone else for help? Why? (This could be because they feel like they might get into trouble if they tell an adult that something has happened, or if they have made a mistake).
- Imagine yourself being in River or Billie's situation. What would you do?



Remember, everyone has feelings. Be kind and respect people online.

# Dusty the frilled neck lizard's superpower is 'Trusting your feelings'



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

## Instructions

Watch Dusty's video chapter together with your child.

At the end of the chapter, ask them to share the most important lessons Dusty was trying to teach River.

## Conversation starters

### Listening to body clues

Explore the concept of body clues and what purpose they serve.

- What are some signs your body gives you that something doesn't feel right, or you feel a bit upset or scared? (It is important to teach your child how to recognise body clues, body reactions or early warning signs. For example, rapid heartbeat, funny feeling in your tummy, sweaty palms or dry throat).
- Why do you think your body reacts this way? It's your body's warning system to alert you to potential danger and encourage you to seek safety, including asking for help from a trusted adult.
- Can you think of a time when something didn't feel right to you? What did you do?

Children between 5 to 8 years of age are more likely to be exploring online and may receive unwanted contact that is unsafe. They might also come across content accidentally that is inappropriate for their age. It's important to reinforce that this is not their fault, and they won't get in trouble. If they see or experience something that makes them feel scared or uncomfortable, they should tell a trusted adult. It's an adult's job to protect children and their safety and to listen to children's needs about what makes them feel safe.

## Connecting with others online

Explore online communication.

- What are some ways you might communicate with family and friends online? This might include playing games together, emails, video chat or social media (although this is usually for older children).
- How is making friends online different to making friends in real life? Could an online friend make things up about themselves? Why would they do this?

## Asking for help

Explore how to recognise unsafe situations and encourage help-seeking behaviour.

- What does ‘unfriending’ someone mean? What does blocking someone online mean and why would you want to do this?
- If someone you don’t know wants to ‘friend’ you online, in a game for example, what would you do? This may involve asking a trusted adult for permission or getting their help to block the request. (There are several ways to block or unfriend someone depending on what platform or app your child is using. You can refer to [The eSafety Guide](#) for more guidance).
- Who are five helpers – adults you trust – who you could go to for help if you notice your body clues and something doesn’t feel right?
- Where else could you go for help if something was worrying you or making you feel sad or scared? You could go to [Kids Helpline](#).



Listen to clues in your body when something online doesn't feel right.  
You have the power to ask a trusted adult for help!

# Billie the bilby's superpower is 'Investigation'



**I investigate – I question what I see, hear and do online.**

## Instructions

Watch Billie's video chapter together with your child.

At the end of the chapter, ask them to share the most important lessons Billie was trying to teach Wanda.

## Conversation starters

### Critical thinking

Support your child to think critically about what they are watching, listening to and doing online.

- What does it mean to use the power of investigation to find the truth online? It is important to ask questions to find the truth. For example, Who posted the information? Why did they post it? Where is it posted? You may not find all the answers.
- Think about what Billie said to Wanda: 'Just because it's online, doesn't mean it's true.' What does this mean? When have you seen something online that you knew wasn't true? How did you know it wasn't true? For example, a fake news story or a picture that has been edited to make something unusual look real.
- How do you know what to believe online? What questions would you ask to find out if something online was true?
- How do you identify a trusted source of information? For example, a trusted news site, like ABC or SBS, versus a YouTube clip of someone explaining their opinion of an event or fact.
- Why do people post content online? This might be to entertain, to sell something, or to encourage others to watch and follow their content.

### Asking for help

Explore what your child can do when they come across unwanted content.

- Have you ever felt worried about things you've come across while searching, watching, playing or listening online? What did you do? How did you feel?
- How do you think I would react as your parent if you told me about something online that made you feel worried. What kind of reaction would you like me to have?



**Ask questions and follow the clues. You have the power to investigate and search for the truth.**