

Creating a family tech agreement for 13- to 15-year-olds

Maintaining trust as autonomy grows

Teenagers are typically developing a strong sense of independence and making more of their own decisions online. Many are also preparing for future access to social media, or navigating changes related to [Australia's minimum age requirements](#).

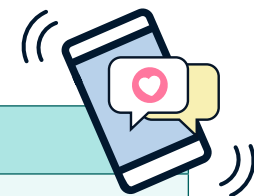
Creating a family tech agreement together helps you stay connected, set shared expectations and support your teen to build the skills, judgement and confidence they need to have more positive online experiences.

Start the conversation

This template can be used to **start open, ongoing conversations** with your teen and help you agree on what works best for your family. Use the discussion prompts to explore different online safety topics together and find out what your teen thinks and feels about each one. You can then draw on the example agreement statements for guidance about safe and respectful online behaviour before deciding what expectations reflect your family's values and your teen's growing autonomy.

Focus on listening, sharing perspectives, including how you deal with online challenges, and finding common ground. **These conversations don't need to happen all at once** – short, regular chats can help you build and adjust your agreement over time. You can check our [tips for creating a tech agreement](#) for more advice.





Understanding social media age restrictions	Example agreements
• Talk about why some social media platforms have minimum age requirements and how they support safety and wellbeing. • Ask your teen what they think about these changes and how they affect their friendships and social life. • Discuss what this means for the apps and platforms they're using or interested in and listen to and acknowledge any concerns they may have. • Explore and agree on safe, alternative ways to stay connected, express creativity and have fun online that are appropriate right now. Read eSafety's resources for under-16s together to help your teen adjust to the social media changes and find other, safer ways to connect and belong.	I understand why some social media platforms are only for 16+ and how this applies to me. I'll make decisions with my family about the apps and platforms I can use.
Preparing for social media access	Example agreements
• Explore some of the challenges young people face on social media, including addictive design features, like continuous scroll, and unrealistic comparison trends. • Discuss some of the habits and strategies that people use to help stay safe, confident and in control on social media. • Ask your teen how they would respond to situations where they feel pressured, unsafe, unsure or uncomfortable online. • Talk about the digital literacy skills they think they need to work on to feel more prepared for having social media accounts on age-restricted platforms. Read Pressures from social media together to help your teen better understand the challenges and how to deal with them.	I'll focus on filling the gaps in my knowledge and confidence so I can use social media safely when I'm ready to have my own accounts.

Balancing time online and offline	Example agreements
• Talk about how easy it is to spend a lot of time online and how this can affect sleep, study, relationships and offline hobbies. • Explore signs it may be time to take a break from screens, such as constantly checking notifications, doomscrolling, or feeling tired or stressed. • Discuss the difference between how long someone spends online versus what they're doing and the quality of those online experiences. • Ask what helps them feel balanced online and offline and what actions you can take as a family to support this, such as device-free times and spaces. Explore Balancing your time online with your teen for simple ideas you can all put into practice at home.	I'll work with my family to create healthy boundaries and routines around device use that support my wellbeing, responsibilities and offline interests.



Being aware of algorithms and influence	Example agreements
• Explore how algorithms shape what we see online based on what we do, who we are and who we interact with, including likes and comments. • Discuss how content feeds, recommendations and online habits can shape our opinions and beliefs and promote narrow or more extreme points of view over time. • Check they know that online porn and other sexual content can create unrealistic expectations about sex, bodies, relationships and consent, and find out what you can do if you child has seen porn online. • Talk about how online influencers and creators can affect what we think and decide, with many paid to promote products, or incentivised to post attention-grabbing content. • Discover ways your teen can rebalance their feed to reflect their interests and values and protect their wellbeing, like searching for different content and creators. Check out our advice on algorithms and echo chambers together to help empower your teen to manage and shape their own online experience.	I'll be mindful of how my opinions and behaviour can be influenced online.
	I'll make active choices about the online content, communities and people I engage with.



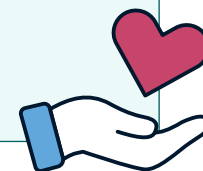
Building critical thinking and digital literacy	Example agreements
• Talk about how online content can sometimes be inaccurate, fake, misleading or designed to manipulate people into thinking, feeling or doing something. • Ask your teen which content creators or influencers they follow and how they work out whether the advice, opinions or recommendations they share can be trusted. • Explore how misinformation, scams, AI-generated content and deepfakes can be difficult to identify, and why it's important to question what you see before accepting, reacting or responding. • Encourage your child to use eSafety's Stop, Think, Check approach to critical thinking, especially if something seems 'off', confusing, or too good to be true. Read eSafety's fake news and critical thinking pages with your teen to help them build their digital literacy skills and make smart choices online.	I'll stop, think and check before I accept, share or act on information, images or videos I come across online.
	I'll ask a supportive adult for help if I'm unsure whether something is trustworthy, or it makes me feel uncomfortable or confused.



Managing privacy, identity and online relationships	Example agreements
• Discuss what information should stay private and how settings and tools can help to protect their identity, including using strong passphrases and two-factor authentication. • Talk about digital footprints and how posts, comments, photos and other online activity can affect how people see them now and in the future. • Explore what healthy boundaries and safe communication look like and how personal information can sometimes be used to build trust, or manipulate people online. • Discuss warning signs that an online relationship or interaction may not be safe, such as pressure to share personal details or images, or requests to keep secrets, move platforms, or do something that makes them uncomfortable – and practice ways to say ‘no’. Read our advice on topics like personally identifiable information, controlling behaviours and sexortion to help your teen stay safe online.	I’ll protect my personal information, and think carefully about what I share.
	I’ll trust my instincts if an online interaction doesn’t seem right or I’m feeling pressured.



Being respectful and responsible online	Example agreements
• Talk about how your teen can show kindness, empathy and consideration for others when posting, commenting, messaging, gaming and interacting online. • Discuss what consent means when sharing images, locations or content involving other people, and how they would feel if someone posted a picture of them without asking. • Ask your teen how they might respond to conflict, teasing, exclusion or bullying online and encourage them to always think before posting or commenting. • Explore ways to support others and call out bullies when it's safe to do so, including practising what to say to build confidence, and deciding when to ask an adult for help. Point your teen to our How to be an upstander and Consent for sharing photos and videos pages for more advice.	I'll treat others with respect online, ask for consent before sharing content involving other people. I'll speak up or seek help when someone is being harmed.
Seeking help and support	Example agreements
• Explore why help seeking is an important skill to draw on when something makes your teen feel unsure, uncomfortable or unsafe online, or an issue is too hard to cope with alone. • Talk about how they can recognise when a situation is serious or when a friend needs help with an online problem, and the benefit of seeking support early. • Ask your child who they would feel comfortable talking to, such as a safe and trusted adult, teacher or support service, if something goes wrong online. Encourage them to add names and numbers under 'My safety network' in the template. • Discuss how to report harmful content or behaviour, how to block someone and where to go for help with problems like bullying, disturbing content and image-based abuse, and remind them that it's not their fault. Explore eSafety's I need help page with your teen for ways they can get support with different scenarios, including if something happens on social media and they're under 16.	I'll ask for help when situations online are beyond what I can manage on my own. I'll try to support others to get help when they need it.



Our family tech agreement

Your teen can fill out this template with you based on what you've agreed together as a family, then display it in your home as a visual reminder.



Understanding
social media
changes

Preparing for
social media



Balancing
time online

Being aware
of influence



Building digital
literacy skills

Managing privacy &
relationships



Being respectful
online

Seeking help
& support



I will ...

My safety network

If I need help, I'll talk to these
adults or support services:

Name _____

Phone _____

Name _____

Phone _____

Name _____

Phone _____

Name _____

Phone _____

Name _____

Phone _____

I can also contact

Kids Helpline: 1800 55 1800,
or chat online at
[kidshelpline.com.au](https://www.kidshelpline.com.au)

000: In emergencies, call police
on 000

Report: Report harmful content
to the platform, or
[eSafety.gov.au/report](https://www.esafety.gov.au/report) if
they don't help you.

