

CHILD DEVELOPMENT &amp; PARENTING &gt; ONLINE SAFETY AND WELLBEING

# Online Safety and Wellbeing

Full transcript · 11 video clips · generated 22 September 2026

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## 1. When is my child ready to start using devices\_

Hi, Megan Rudder and Youth Chair for Digital Waitaha. And I'm Nisa Kwaizumi, the Lead Facilitator at Digital Waitaha Charitable Trust, but also the Lead Researcher, Lead Coordinator. Kia ora, I'm Biki Boise, I work for Manaaki as a kārāhi and I'm employed by Christchurch for this mission. Alright, awesome. So I guess one of the first questions that we want to talk about today, when is my child ready to start using devices in general? Well, the simplest answer is when you know that they're going to come to you, if they come across something online that makes them feel uncomfortable. And so when you know that you've established that open communication, you're sweet.

Anything else that you'd want to add? Yeah, I think it's all about having like that conversation with them and understanding that there is consequences for action. So once they're ready to kind of understand that responsibility, then that's when you can have those conversations and slowly kind of introduce different parts of being on a device. Because a lot of times when I do an exercise in schools, we do a PMI essentially, but we talk about what's good, what's bad, and what's something they should improve on the devices. And it's really easy for students to come up with what's good, but they really haven't started thinking through what are some of the consequences, what are some of the negatives.

So and when we continue the conversations, they might not necessarily know what to do next. So they have to be ready to be able to talk to you about some of those things that they see. Yeah, talk to you as a parent. When you know like if they're so, and it's also age specific to what it is that you're going to give your child and what apps your child's going to be able to use. So one of the things that we

do to ensure that kids have a safety strategy is that we teach stop, block, and talk for digital safety. And what's really cool about this strategy is that we don't let kids talk when they're stuck at their home or school.

And so what we've done is we've not let them talk at all, especially around trying to find something that's safe for themselves to use. But we've shifted this to a lot of a more self-aware kind of approach. We've we're and kind of came up with what we'd seen any kind of strategies or ideas on how to I guess not prevent it but kind of help each other go through it in the future and that's kind of where stop block and talk was kind of formed and then basically just sort of adapt it for different ages because it can look different at different levels like we block and talk can be interchangeable you might talk before you block or block before you talk it just depends at what age you're kind of looking at

## 2. Using the STOP, BLOCK & TALK strategy

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Do you want to talk me through stop, block, and talk as a concept of what each means? Yeah, absolutely. So in the simplest form, the idea is that, you know, we did not wait until our kids were almost hit by a bus before we taught them how to cross the road safely. And what we're trying to do is get these safety strategies and to be that same idea. Because right now we know that, you know, you don't even think about it, right? But you're coming up to the street, you're looking both ways, you're doing the stop, look, and listen, but it's no longer something that you have to consciously think about.

So we wanted to come up with something, distill back what, again, people were telling us into something that was that simple. So it is something that you can start from the moment a child starts using a device. So even though they might not understand the words, just like they might not understand what stop, look, and listen is, or why your parents say, look both ways before you cross the road, even though you're in rural Canterbury or rural wherever, and there's no cars coming, you know, you're still talking. It's that preventative idea. So that's the idea that we're trying to do is it just becomes.

It's a natural thing. So in the simplest form, when you give your child a device, they're almost all watching either YouTube, Netflix, Disney Plus by themselves. So in its simplest sense, if you come across something online that makes you feel uncomfortable or your tummy feel a little bit yucky, stop what you're doing, block yourself from doing it anymore. So don't do it anymore until you have a chance to talk to your trusted adults. And so what we really recommend is that you as a parent, you know who the trusted adults are for your child. And that you can talk them through and they can also tell you who they think their trusted adults are, including teachers and stuff at school.

And it's always a good idea to have other Fano involved, maybe older siblings, but make it really clear who those trusted adults are for the young people. And what's nice about this strategy is that it evolves and it doesn't necessarily be in that order. It could be stop, talk, and block. And Megan has good examples with those. Yeah, for sure. Like I think when you get older, maybe your trusted adults aren't the first people you want to go to. So you might kind of talk to your friends a bit more, like once you get probably 15, 16, 17, you know. 11, 12. Wow, yeah, even younger as well. And it's definitely more like you want to talk to your friends and sort of understand maybe what they think about it or get their opinion.

And so it might become you've stopped what you're doing. You've talked to them about it. And then from there, you've decided to block that user or the application or whatever it is. Yeah. And there's many. And what's nice is that it works. It works across the entire spectrum of the potential negatives that young people can come across online. So we, a lot of times, one of the first things that young people encounter online is bullying or mean people. And so did you know what year in school most students are starting to talk to strangers online? Probably longer than I think. Nine? So year nine.

Nine or nine years old. So that would be what year four. Nine years old. Oh, year two. Year two. And a lot of parents don't realize or come to us and they'll say, well, we don't let our kids on social media, so we don't need to worry about these things. And I'm like, well, are they playing Roblox or Fortnite? And yeah, the answer is a lot of times, yes. So those are sort of apps, you know, thinking of the apps that the younger kids use. When can they start interacting with other people online? Are they doing that on Roblox, on Minecraft? Yeah. Roblox. Minecraft, Fortnite, YouTube. If they're allowed access to adult YouTube or normal YouTube, I guess, you can start doing comments.

So that means that they're already interacting with people. And a lot of times parents don't know that. So it's always a good idea to be aware of the different apps that your child's using. But going back to stop, block, and talk, when we're in schools, typically starting in year when we talk to students. ECE, year zero, year one, it's pretty safe to say that they're not interacting with strangers. So we just simply introduce stop, block, and talk. But then as the students get older, usually by year two, they are able to type. They're able to talk. I mean, we've been in schools where kids have been on call of duty, and they've been talking to.

Yeah. So having that strategy evolve to bullying works if you come across somebody being mean to you. So don't engage. Don't retaliate. Because we've seen a lot. Kids get in trouble at school. So it's something really important to tell your child, do not retaliate.

And then you, in this case, you might talk to your trusted adult first. And they might say, look, we probably want to start taking screenshots. So if your child's coming across any of these type of things, you might say, all right, let's take a look at it. Yes, this is being bullying. Let's take some screenshots. And then maybe block and report the user at that point.

So it's stop, talk, and block in that case. Cool. I like how you can use it different ways. And it sort of evolves, like you said, Megan, as you get older. But it sounds like a really important strategy, just a bit baseline how to keep safe online. Yeah.

### 3. Being involved as a parent – supporting the child

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what I guess parenting advice do you have in general to keep kids safe online you talked about stop block and talk is there any software people can download or what are like the key things that you'd say well there's two points you brought up the idea of soft software so that's really good in that sense that you can provide a tool to help you know filter websites potentially but our kids are clever but get around a lot of the stuff they know I mean every time schools put in something new we won't reveal how they're doing it here so but every time the schools put in something new all they're doing really is making kids become more and more yeah clever what the best thing that we can do is just be involved as a parent that's the best thing as a parent that we can do we don't need to be the experts we don't even need to know what apps that they're using you just need to be involved ask them what they're doing online ask them what they what's their favorite apps that they're using right now and you can always as a parent look at let's say they're on snapchat that's a favorite one right now so you can do parents guide to snapchat and find out the best but Megan I think actually has the best advice for parents and yeah this is so nice when we first got started basically asked me what we would have wanted yeah and the biggest thing I said was just like to know that our parents have our back like yes we're gonna make mistakes and like we're gonna make mistakes and we're gonna make mistakes and we're gonna do things that maybe are a little bit questionable sometimes yeah but like I need to know that I've got the support from my parents or my caregivers like whoever my trusted adult is to know that I'm gonna come to you and you're not just gonna take my phone and I'm not gonna understand you know like you're gonna talk me through it and be like yes there's consequences for actions and that's totally how things work that's that's all good but like to know that we're still gonna work through it together and so that then next time I will come to you again because if I come to you and you just take my phone away you're not going to be my first maybe fifth option next time something happens or when it's really really bad and you have no choice but to yeah literally and so I think like the biggest thing is just like be there be involved like you don't need to know everything but like just being there to listen and to help um as much as possible is honestly the biggest thing that you can do as a parent I think I'm just thinking of an analogy when I think back to high school and something I wasn't very good at um was maths and if I was doing a maths equation and I got it wrong and the teacher took my calculator off me or you know that's not going to help me learn and that's not going to help me to get better and so it sounds like a similar concept eventually that that relationship is really important and that if you're building that and nurturing that then actually that's where the growth comes from not just from the punishment even though or consequence even if that consequence is really important as well and even the consequence may be like a limited amount of time on the phone but it needs to be a why it needs to be a conversation and it needs to be after we've dealt with the situation so not just I've come to you oh this has happened I don't want to hear about it I don't want to hear you give me your phone that's it like that's to me I just shut down I'm not going to want to come to you next time and so like it's really important in that situation to go okay how are we going to work through this together and at the end of this hey I think we need to talk about how much you're on your phone or how much kind of access we're kind of working through and look at our family values so what do we want as a family like do we all want to sit down and have dinner together and there's no devices is that something we value or do we all go and pick up the phone and go to the play sports or do we all do some board games on the night time like find the values so then um we can have the balance as well I think it's a big thing so you can see through these conversations what we had with the young people at Megan school at the time these were the different types of conversations that we had and that's what helped us come up with the best techniques so when we're doing parent presentations we've been able to kind of formalize it more we put research in behind it as well to ensure that what we're advising is backed by research and evidence so exactly what Megan was describing was the b in our best techniques which is boundaries and what we're really finding is that young people are asking for it so in our research we heard a lot of students saying and young people saying I wish our parents or the adults were more involved and now they don't want to have now they don't want to have you know less time on the phone but they would have said initially they wish they would have had more boundaries when they can be on the phone more guidance around what they can do online and so our b is boundary creation what can you do um and we really try to you know think of what you're already doing offline as a parent so you're already creating boundaries you're allowed to go so you tell your child you can go to this person's house and you're allowed to be there for this amount of time so it's the same you're allowed to go to this website you're allowed to be on it for this amount of time you don't go when you're at your friend's house you just don't go to another friend's house without talking to you first they're going to you want them to say don't go to another website don't click on links or don't go someplace else without talking to you first now obviously this is age dependent you know we're looking more at you know primary age students and even intermediate age but it's it's definitely that place to start putting boundaries and especially I think one of the big things that we've had to work through with your generation was parents were finding out after the fact a lot of the stuff was happening and it was like you know we don't want to oh my god you see this you saw a nude or you saw something it's your fault take it away um and then the last thing you guys wanted to do was let any of us know where things were happening and

## 4. Responding when a child has seen something inappropriate

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I'm wondering if we focus on that for a second. So, I'm a parent, my child's just come to me and they've seen something, let's say, very inappropriate online. As a parent, as a response, as an adult, you'd have a bit of that response of, oh my goodness, that's really scary, let's, you know, get rid of that, you're not having your phone for this long. Often those responses are the things that come first. What would you advise in the situation where a child's come to you and they've seen something inappropriate online? Do you have an example of something inappropriate that they might have seen? So, they've been, let's say it's an 11-year-old, they've been on a website with their friends and a link's come up and they've seen something.

It's going to be an ad, potentially an ad at that age. Yep, so they've seen an ad. It's going to be an ad for something that's made them feel a bit funny, maybe something sexual, and you're thinking, oh my goodness, they didn't need to see that. They just take that exactly. Megan, 11, that's year 7, year 8, so what's become normalised now in year 7? They've already seen that. Yep. 100%. Yep. Yep. They've already seen that kind of content. So, knowing or maybe understanding or processing it as a parent, being aware that that stuff is things that they've seen before. Yep. Yep. It's a lot to take in.

Yeah. I can imagine. I completely understand that. But like, and they're like, even if they have no access to a device or the online world, at school, you know, there's older students, school bus, you know, things get shared around. That's always how things go. Yeah. And so it's just like being aware of that and even within friend groups, they'll talk about it, you know. It's almost, it's very nonchalant the way it's spoken about as well. It's very just like, oh yeah, yeah, cool, seen that. Yeah. Been involved. By year 7, 8, what are some of the things that kids are sharing? Yeah. They're nudes, so inappropriate, obviously, content of themselves and others as well.

So it's just kind of. A lot of pressure to on-share, which is interesting. Not so much taking photos of themselves and sharing, but on-sharing stuff that they already have. Yeah. To spread it further. To spread it even further. So it's to the point where it's very nonchalant speaking. And you've witnessed it yourself, actually. When I was at a school delivering some of your program. Yeah. We talked about all of those things. But your 7, 8 student brought it up and you have a gaggle of girls in the back just talking very nonchalant. And that's, I would love to say that that's the only school it happens, but it's every single school.

This has become so normalized. And in this particular case, there was a couple of students that were just on Kids Messenger. They hadn't, their parents don't allow them to do anything else. They have that boundary really in place. But when I went up to that student and I was just like, did we get a little bit intense? And there, was that a little bit too much? She said, no, we talk about it. So it's normalized discussions for your 7, 8 students. The only time they giggle is if they see any of us with old hair, with, I'm sorry, with gray hair. But, you know, if there, if it gets brought up in front of Megan and some of the younger people, it's just very nonchalant.

So that leads us to the E in the best techniques, which is effective and open communication. It's not, it's a lot that you want your child to feel comfortable talking to you. But you need to feel comfortable talking to your child. And it's one of the biggest things, I think one of the biggest barriers that we have right now is that never in history has the wisdom on something, you know, always in the past, the wisdom has been brought down from our elders, and we can turn to our elders for guidance on it. But now the wisdom in this space is actually in our youth. So we need to be able to comfortable in talking to our kids.

And so we have a generation of kids that are seeing porn that are engaging in porn websites. That are sharing nudes. And we have parents that are very scared to talk about this stuff. Because there's still very much this belief of if we don't talk about it, it's not happening. Or we don't even know to talk about it because there's no way this is happening. And, you know, and I've heard from parents go, well, shouldn't they know? Shouldn't they know better not to share a nude? But did we go, okay, kid, there's a whole bunch of cars coming. You should know that you shouldn't cross the road, right?

We didn't just sit there and go, oh, God, I hope they make it through. You know, we're giving them guidance on something as simple as crossing the road. How can we expect our kids if we've never talked to them about the consequences of sharing these things or watching these videos? How are our kids supposed to know? Everywhere in life we're providing guidance. We don't expect them to do trigonometry in year 13 if we haven't given them all this stuff going up to it. So it's really that barrier. It's a huge barrier because it's pretty much everybody over the age of 25 going, there's no way this stuff is happening.

Or not even aware that this stuff is happening. It's over 25. It's our GPs. It's our politicians. It's our, you know, it's our schools. It's our teachers. It's everybody. It's a lot of parents and stuff like that. So it's a mission. Yeah. And I think, like, going back to, like, your example, I think that's where the communication is most important. Like, yeah, it's going to be scary to face that. But also as a child, like, coming to a parent, if they're, like, freaking out and sort of don't react, well, I'd be like, I don't know what to do. Yeah. I don't know how to react. So, like, you don't have to know all the answers.

Like, we're not expecting you to be like, yep, I got this. Like, I know exactly how every single app works. And I know exactly how to avoid. Let's talk about porn. Yeah. Exactly. We'll take a look at Pornhub together. Yeah. I'll help you do that. Not at all. Like, you don't have to know. But I think it's, like, just being, like, okay, cool. This has happened. Like, oh, it's a little bit freaky. But, like, let's do it



there's a lot of information about it now, which is good. Yeah. And how do you use Discord normally? Personally, I just use Discord just to hop on voice chats with my friends and just talk about video games and stuff.

Cool. So it can be a good positive space as well. Yeah, it can be. It's great. It's actually very useful for school clubs too. Cool. You just also have to just be careful that you don't go into the wrong servers. Yeah, yeah. And how easy is it to go into the wrong server? Is there any way to completely block those servers? Like can you set up an account that has only your private chats? You can't. You can't. As I said before, it has no filter. There's no like stuff that says like you have to be 13 and over, but there's no like restriction on you joining an 18 plus chat room. And a lot of times those links are kind of bait and click links, aren't they?

They are, yeah. They make you think that you're going to one thing. And sometimes they use the bit.ly, the link shortener, so it looks like a different link, but it just leads to a Discord server that sends you to really sketchy places. Yeah. When you talk about YouTube, you mentioned YouTube as well. Obviously, there's great positives to YouTube. As an adult, you know, you can watch lots of fun home makeovers or things on YouTube. But yeah, as a young person, what are you using that for? And maybe what are some of the pitfalls as well? Personally, I either use it for learning or to watch like video game clips and stuff.

Yeah. It's the main use of it. I find that there is also, it's also just a great place to like find just content on something you want to learn about. Yeah. Awesome. So the internet can be a very positive place. There's so many positives to the internet. Yeah. Yeah. Just thinking about, you know, you finish one YouTube video and you can watch the next and the next. And I just sort of keep coming and thinking about that word of addiction. Like, what do you think you or, you know, young people or you yourself like put in place to be like, okay, that's probably enough YouTube for today. What I do is I like, because you know how there's like a Netflix thing where you just want to binge through an entire.

Yeah. Show and like watch one day. Yeah. Yeah. It's very similar to YouTube where you just kind of want to just keep watching because it's so fun. It's addictive. Yeah. So basically the way that I like stop like getting carried away is I just like, okay, I'm going to watch this many videos and I'm going to like, I'll take a break, do something else, do something proactive. And then like, I can come back and watch some more, but just need to make sure that I have that clear break. Yeah. So that I don't like have to be on the screen all the time. Yeah. So having something else to disrupt that. Yeah.

That's also how I prevent myself getting addicted to just watching YouTube. Yeah. Yea. Okay. Yeah. Perfect. Excellent. Thanks. Awesome. Thanks. Bye guys. Bye. Bye. Bye. Bye. Bye. Bye. Bye. Yeah. Bye. Bye. Okay. Bye. Bye. Bye. Bye. Bye. Bye. Bye.

## 6. How an individual can change attitudes – Andrew Tate

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Okay, so you're watching YouTube and you're thinking about, you know, what's next. Do you have to click that next video or does it just come up for you? So YouTube has this thing called Autoplay, which basically just plays the next video. You can also turn it off, but it comes pre-on. So basically what it does is just plays the next video. But if it just keeps playing the next video, you can eventually just keep going down the rabbit hole and you can get into some really sketchy areas, which is not the best thing. Yeah. So how would you know as a parent or as an adult if your child was going to get into those sketchy areas?

What would you do about that? I think in general, we need to just assume that they're going to start seeing things because I know like Autoplay for me and what I would see as a middle-aged mom is going to be more along the lines of rainbows and kittens. But Autoplay along the lines of like, you know, and his mates is going to start bringing up things like Andrew Tate and some of the other more sketchy people that are online. Even if Andrew Tate doesn't have a presence anymore. And I think a lot of adults probably don't know who Andrew Tate is. Do you want to talk about that? I'll let Megs talk about this.

Yeah, sure. So Andrew Tate basically lives this big, lavish lifestyle. So he's got millions of dollars. He's got millions of dollars. He's got really attractive women. He's got fast cars. He's got weapons. Like he's a really cool guy. He's not awful. Yeah. He's very, women should be in the kitchen. They shouldn't work. They shouldn't have jobs. They should be at home with the kids. They shouldn't have careers. And that's basically, men should be just running the world. And nowadays that doesn't stick very well with a lot of people. Yeah. And so we kind of saw, this sort of changed some of the way the boys in certain schools, well, in some schools were sort of thinking.

You're telling your own school. Yeah, as well. Just kind of with how they were interacting with some of the girls in their year group. And even like it came down to like a sports day and sort of the guys were like, yeah, we'll do boys versus girls because boys are the best, you know, for an example. And it was just kind of like this one person has had that much impact and completely started changing mindsets. Like, that's a bit, it's a bit dangerous, isn't it? And so he's, yeah, he's not probably the best influence in the world, to be honest. He's not a, not a very cool guy in life. Yeah. Yeah.

So it sounds like being aware of some of the videos and the, even the messages and the culture that's creating or the mindsets that that's developing. And yeah, it's being aware of that content. And I think, I think again, we don't really want to stress, you know, you as a parent to worry, oh my God, I have to be worried about Andrew Tate's of the world. And who's the other guy that you've talked about presentations. Yeah. There's just all these different people, but it's more just being aware of the fact that your algorithm, what you're going to see next. And as adults, as like, but just in general, we probably noticed it on our Facebook feed.

Right. So when we're going through and maybe like the other day I was searching up property or something like that, then all of a sudden you start seeing property come through or real estate agents or something like that comes through, um, dresses for a wedding that I was, um, trying to find shoes for, you know, last year, all of a sudden there's all these shoes coming up. And so we see that already. Um, but with the young people, it's completely different. So our stuff, probably because of our digital footprint, what we're doing online and the fact that we, well, me, um, represent as a middle aged, um, person, you as a younger mother and these younger people might be seeing stuff.

That's quite a bit more sketchy. Um, So just knowing that maybe talking to them about some of the. Things that they're seeing and how did that, how did they make them feel? Yeah.

## 7. Going down rabbit holes – thirst traps, Only Fans

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So tell me more about the algorithms and what we were talking about before and getting into those rabbit holes. So as parents and as adults, we typically see them a lot because we're on Facebook and we will notice it if we do like a search for shoes and then all of a sudden we get all the shoe adverts come up, right? And for us, it's pretty innocuous. We see maybe rainbows and kittens and stuff like that. If it's our algorithm on YouTube or even on Instagram, we're seeing some pretty, you know, innocuous stuff. But the younger people, they're seeing quite a bit of difference. And it has really nothing to do necessarily of their digital footprint, of the different places that they're going online, but everything to do with the fact that they're younger.

Like Megan and I at one point were trying to like, we wanted to see what would happen if we were liking the same things and looking at the same things. And me as an adult, again, we're just seeing all these nice, fluffy, happy, joyous things because, you know, I am a middle-aged woman and that's probably what we're into and probably not going to have to worry about some of the other things that Megan was seeing. Yeah, so what were you seeing, Megan? Yeah, oh, where do I start? Some thirst traps are always a nice common thing that you get. She's going to have to tell you what a thirst trap is. I'm going to set the mood for it.

So imagine like you're in a bedroom, right? It's mood lighting. It's red. So they've got the LEDs going. They're either topless or like, half kind of topless, teasing. And they've got like, maybe like a really kind of sexual song playing and just sort of filming themselves at kind of different angles. And these are just videos. Yeah, they just pop up. Like, I could probably scroll my feed. She gets that and I get kittens. Quite wholesome, yeah. Yeah, you can be scrolling your feed and it's probably a few times a day I could probably get one. Yeah. And then even just the messages we get, the difference in those.

Like Nisa said, we both did the same thing. But obviously, me being younger, I got very different messages to what Nisa got. I didn't get any. Nobody wants to talk to me. Aw, you are cool, I promise. Yeah, thanks. I mean, you know, like the request, message requests and stuff that you see in Instagram or Snapchat or any of those? Me, I hardly get any. They might be like, hey, come join our community for women's hiking. And what do you get? Yeah, well, I can get some from like brand ambassadors. So like some, somebody who's doing some kind of ambassador work. Yeah. Somebody who's got like two followers, doesn't follow anyone, doesn't have any posts will be like, hey, this big brand is like reaching out for ambassadors, click this link and you'll like get a promo code or whatever, which is not too bad.

Like that sounds, you know, I know that that's a scam versus \$10,000 for a pair of my shoes. Yeah. Yeah. So quite, quite different. Yeah. And like, you can get like, yeah, yeah, only fans links straight away or just like group chats and it'll be like, click on this video. And then you get all of the emojis with it. Do you know what OnlyFans, should we define OnlyFans for this? Yeah, do you want to define what OnlyFans is? I can define OnlyFans, absolutely. Getting into it now. Absolutely, nitty gritty. Yeah, so OnlyFans is basically you pay a subscription to a person that creates OnlyFans and basically they post nude photos and videos of themselves.

It's like Pornhub, but obviously you pay for it and then you get all of their content and you pay, continue to pay a subscription. Yeah. And then you basically just get all of their content, but people are making a lot of money off it. Yeah. And yeah, it's. And so links for people's OnlyFans are coming through to Instagram and as a young person, you might be more of a target audience for those messages. Yeah. And then it gets into your head because I think if you know anybody in their twenties, they know somebody that's on OnlyFans making money, especially right now with the market, with the cost of living crisis and everything, because why work a minimum wage job when you can go on any OnlyFans?

I mean, how much money did a friend of a friend of yours make? \$70,000. And that's just only over a few months with the work. Yeah. So these kids, you know, they're coming in and they're seeing OnlyFans and then going, Ooh, what's OnlyFans? And then kind of going down that rabbit hole. Yeah. And it's not just OnlyFans, you know, that's other things. There's other, just other scams. Like one of the scams that they get that I've never gotten because I'm too old is the, will you be my sugar baby? Yeah. Yeah. Yeah. Yeah. Yeah. Yeah. Yeah. Yeah. Yeah. Yeah. Yeah. Yeah.

I mean, one of the things I've never gotten cause I'm too old is the, will you be my sugar baby scam? And how much have you been? And how much have you been offered, Megs? It's all too many to count. Probably like five times since the Saturday morning. Yeah. Probably if I looked at my phone, I could probably bring up a few. Yeah. And it's just different amounts of money. And then the other thing it's when we were doing the focus groups, one of the things that really caught my attention, this was at Meg's school was just the normalization and then was the, almost the bragging of who got offered the most amount of money for.

Yeah. We played like a.

little gambling game on it yeah who got how much money photos of body parts yeah so it'd be just like random yeah how much for toes how much for whatever eggs are on the rage yeah yeah yeah and then meanwhile so how are middle-aged adults or maybe there's other middle-aged women that get asked those questions but i certainly don't but how are we supposed to know that this stuff is targeting our kids you know and so a lot of times you know the recommendations that i have is just have your kids not look at the message requests on any of these apps because the problem is is that even if you have a locked account they can still send you message requests yeah and i mean you see this little blue line and these little numbers on little blue line indicating that there's a link that you can click and then numbers on it you know people want to talk to you that's kind of exciting that's dopamine i mean it's the same reason why we like social media we get that dopamine hit um so we want to see your kids want to see what's on there and then that's a lot of times the gateway into seeing something some of the scams and stuff and it's on all the socials so it's easy in like instagram and snapchat but what did you what would you think is the worst one for at least it would be instagram yeah probably instagram would be the most facebook still sends a few um to be honest but probably not as much as yeah

## 8. Living well in this age of technology – maximising the positives

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you know we live in this world of technology it's not going anywhere if anything it's getting bigger how do we live well in this world how can we not just think oh this is awful let's put that to the side and just go to the park every day um for hours on end how can you harness technology and live in that space well yeah well again i think it comes down to like what you guys value as like family and friends and stuff and finding the time to fit in the things you love because that's when you know that's when you feel happy that's when you feel connected and that's when you have the balance so like making the most and yes there is like negative stuff for social media but there's so many positives as well so i think kind of just taking all of that on board and just finding what works for us like we might have a day where you know like you can't go outside it's super wet it's super like rainy and like it runs at like their wits end because it's cabin fever or whatever so maybe we have a bit of time where we go everyone does just need a little bit of right we're all going to do half an hour and then we're going to come and we'll make lunch together or play with play-doh or build some lego like whatever it is you know so you still find that balance yeah you mentioned lego i know that a thing that a lot of parents i work with talk about lego masters and how exciting it is to watch with the young person to um learn about what they're making and yeah i think there is a lot of good shows out there even that could um light a fire for a new hobby or a new yeah passion yeah i've been saying technology to be able to find that passion that you do offline and it's again finding the balances that we'll go back to always and that is you know we part of our parent presentation that we do is we have this huge long list of all the positives of technology and one of the things that i like to do especially when megan and i are co-presenting is really talk about what it was like back in our day you know like when we had to back in our day you know if we needed to ask a question like we there's an answer for something that we didn't know we have to ask our parents and they didn't know we had to hope that we had the encyclopedia that had the answer in it and that didn't happen we had to go to the you know library and if that didn't happen we had to basically wait until we could go to the big library to get to it and so you know it was really rough i'm telling you yeah and i and i show the social media that we used to have those little folded pieces of paper that we used to pass around but we also talk about you know today all these positives you got you can find your people imagine being a rural person who is into something that is different um and unique and nobody else that they're close friends with are doing it they can find their peeps online they can um you know you can talk to family overseas as you can tell from my accent and how loud i am i'm not from here so you know the way that we communicate with family is through zoom or through google meet or any other places so the technology has really made it so that the world is at our fingertips so as a trust what we're really trying to do with our presentations and the stuff that we do in schools and the resources and stuff that we've created is just to maximize these positives how do we maximize these benefits ensure everybody's safe and well but be able to recognize the risk so that we can mitigate the risks and yeah

## 9. Finding balance – dopamine hits on and offline

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I wonder just thinking about that dopamine hit and I know I'm delivering a parenting program at the moment and we were looking at the adolescent brain last week and how that's just, you know, that need for dopamine and that risk taking and all of those things, you know, social media meets that need of that adolescent brain for those things. What are some other things that might meet that need that aren't social media that parents can try and maybe harness a bit more, the young people to try and meet the need of what they're searching for online? Well, personally, I play, I'm learning the bass and I also sing.

Oh, cool. That's what I do. And I also go to, I also run a D&D club every Wednesday at the Ashburn Library. D&D, it seems to be quite popular. And I don't know, a few like boys that I know have their D&D clubs. Is that like a short game? Is it a long game? Like, what is it? You usually need like at least an hour and a half to be able to get anything done. But I find it most fun when you go for like 10 hours. Yeah, wow. So you can use a lot of that thinking power that you might be putting online or even that strategy or those things that kids might be doing online in that gaming space. But. Yeah, it's a lot of fun to be able to put it into a real world.

Yeah, because the dopamine from gaming is fine, but it just can't be the only source of your dopamine. Yeah, yeah. That's what I'm trying to say. Yeah, cool. That's awesome. What would you guys say would be some alternatives that you would advise young people or parents to maybe consider trying to get the young people into if they're like, oh, they need something else? Yeah, yeah, absolutely. I think from a young age, obviously, you can start with the family values because they probably haven't really trialed a few things. But. Personally, I think sports is amazing. Like, I think my like every day that I'm a sporty person.

Yeah. Because the outlet that that gives you is like incredible. But I completely understand that that's just not for some people. So I know, like Hiro said, he's really into his music or like D&D or finding some, I don't know if you're into painting or if you want to go for something different, like completely out there. I don't know. Some random, but even like farming, you know, like kids jump out on the farm and that's another. Source of dopamine for them. Skydiving. Skydiving. Yeah, exactly. Yeah. Why not? Yeah. Bit of adrenaline there. Yeah. Mountain biking. Yeah. Things. Totally. Yeah. Just finding something that, you know, really lights a fire and you get some solid dopamine from it.

Like, I think you just have to kind of find the passions and find the balance again, those family values. So we're not taking away the screens. We're just kind of they're not out. They're not at the front. You know, they're kind of like, oh, yeah, it's a little bit of downtime. A little bit of chill time. I've still done all of this today, which was absolutely awesome. And I'm still being a kid as well. Yeah. Cool. I met Megan because of football. And so the reason why we're here today is because of sport. And so I started coaching her when she was nine years old, which is only a few years ago.

Not long ago at all. And that's led to this now. But in our family, we have, you know, we go hiking and tramping as a family. We typically try to have some sort of family. Activity that we do at least once a week, whether it's playing games, board games and stuff like that. And within our with our kids, being on devices is a privilege. It's not a right. And so part of that is that they need to show that they are well rounded, that they do have activities that they are enjoying online. I'm sorry that they are enjoying offline so that they can spend that time online. And that's actually kind of relates back to our best techniques that we were talking about before.

So just as a parent. Just. Ensuring that things that you enjoy doing, making that a priority and then setting times when you guys can do that would be the best way. Yeah. So prioritizing it, making it important. And often I think kids and young people need to go through that period of feeling a bit of that boredom before they can find that. So maybe sitting in that uncomfortable probably with family and maybe trying some different things. And I think it can be as simple as like letting them help you cook dinner. You know, like I know time can be. Quite hard. And so like finding those little things to get them involved with some kids.

I don't know. It sounds really strange, but they might join you like vacuuming, you know, like some kids like love that stuff. Yeah. They'll jump in and they'll use, I don't know, a tater masher or something along the floor, you know, or we've had fights in our house. Who gets a vacuum? So it's like just kind of getting them involved in that. And it is like it is skills as well. But also they're hanging out with you, you know, so that's that's pretty cool. And what I'm saying, a bit of the parallel as well. I mean, being online. It's fun, isn't it? It's exciting and people want to talk to you and you feel a sense of belonging.

And if you can, you know, make the time with your whānau and the time with your family that way as well, sometimes, then, you know, that's going to have more buy. And it's not like, oh, online is exciting. And when I hang out with my family, I just have to do the dishes and mum tells me to do this and do that. It's like, oh, what is something that you can nurture that's going to be as meaningful or hopefully somewhere on par to that amazing online style? Yeah. And it can be as well, like I know in my family, when we were like when I was 14, I just got a phone and so it didn't come to our bedrooms on the night time.

And so like after, was it like the dishes were done and everyone had finished and it was nobody had the device, including like our parents just kind of put them down and we'd watch a movie or we had a TV show going. So even that, like we're still having that time on the screens, but it's different. Like we're still doing it as a family. Like we don't have to create intense activities because none of us

have got time. Yeah. We've got energy 24 seven and sometimes you do just want to watch TV, but you can find something that's like age appropriate for everyone and can make it enjoyable.

## 10. Taking photos - The importance of getting consent

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So the idea of consent often comes up and has come up in our conversation, do you want to talk a bit to that in your experience?

Yeah for sure, I think it's such a tough one because we're all just so quick to take our phones out because we're like oh that's a cool photo but we don't always think about what we're actually taking a photo of or who we're taking a photo of like sometimes that can be quite an anxious sort of situation for someone to be in like you might be just out walking or you might be hanging out with friends or something and someone's just like snap and you're like oh great cool I actually didn't really want my photo taken and so I think that can feel quite rough for some people and I think like we or kind of my friend grew up kind of not always being asked if that was okay and so we adapted that and we went okay well we don't like how it feels so let's not do it to each other so if there was a situation where we were at like a party or an event or something we would you know be like cool we'll designate a time where we can take some photos when we're all looking nice we're all presentable we're having a good time and then the phones can go down and then before anything's posted on the social media like even last night I was hanging with one of my friends and she had snapchat open and she like took a photo and she's like oh shoot um we okay if I took that photo and I was like see we're catching ourselves out on it I was like yep all good we have an unspoken rule now um but the fact that you know we're still catching ourselves out on it is like so important so I think just having that conversation like it's so easy to just be like hey are you okay if I take your photo yeah you know and you can even provide them with a why like oh this lighting looks so cool right now you're cool if I take your photo like even as a parent yeah exactly yeah my dad used to take a lot of photos of my brother yeah and he used to hate that and be like why don't you learn just to Facebook dad but dad was just so excited because he's got you know this connection to the world and his fingertips and have a lot of family in the UK so yeah maybe even as parents considering that yeah how we demonstrate and model that for our young people totally and it's not nobody's trying to be a horrible person like we're not at all trying to make each other feel like that but it's just kind of something that we just subconsciously do so just sort of changing that and being like why am I taking this photo and why am I posting this photo and having that conversation with your kids as well to be like hey uh you've got a sports day at school today are you okay if I take your photo and then like once I go you won this race like can we post this to this page because like we're celebrating you and your win and our family and friends I'd love to show that and that's such a different conversation such a different feeling like that's empowering as a child to have that conversation versus oh did you see what your mum posted of you yeah and you're like no I don't look that good yeah literally though yeah I think another thing that's sort of not spoken about as much is in schools we when you go to school you're like oh this is my experience anyway your parents sign a consent form for you to be in photos but like how many teachers just take photos on their phones you know there's not necessarily always a school camera out so they just take the photo where does it go do they delete that or is it just going to sit there forever like I have no control over that content but that content is of me and like how do I know where it's going how did that make me feel you know it's just kind of like oh you're on a school trip bang I wasn't ready like you didn't even give me a chance you've got me at a terrible angle like I'm now questioning my like body image you know and it's like I'm feeling really anxious like next time the phone comes out I'm like oh where is it like I need to avoid this photo I don't want to be seen or I just was literally trying to have a nice day and not be like photographed so it's just something that I think needs to be changed from like a subconscious thing to something we actually go why am I taking this photo and I need to ask this person as well yep so we're seeing in schools they ask them why they're taking this photo and they don't know the answer to it they're not going to know who they're asking ask the kids sorry they ask the parents they don't ask the kids there's all this time we have all these years just like we spent many years teaching kids math so that they can start doing trigonometry later we have all this lost time now where we could start teaching kids this is why we post photos making an active thing so that they're protecting their digital footprint so that they're making good choices so that when it's reflected upon on them when they try to get jobs and stuff they're now aware of that everything that they're doing online you know has a potential consequence as opposed to this being this passive thing that so many parents so many schools so many teachers have done without any and then also the other flip side that we're also seeing is a lot of young people getting in trouble because now they finally have phones and they're doing the exact same things that the adults are doing just taking photos without permission their personal consent and posting up and there seems to be a disconnect there and what they can and can't do but it's never been communicated so the big piece of advice here is let's take this time to start teaching kids you know consciously why we're posting these photos of them and I think we always talk about like posting your most awesome self like that's what we're trying to promote and help everyone feel good about what they're posting so that kind of ties in with like consenting to like those photos and those actually being posted as well because sometimes you take photos and you're like actually I don't think that needs to go anywhere like that can just sit in my camera roll because I don't want it to go anywhere like that was just a cool memory like and absolutely like capture that as well but just have that understanding with that friend group or that family that if it is okay to take like candid photos because yeah they're cool but like have the conversations maybe before if it's an event for an example and just be like hey like is it cool if we take some photos tonight like maybe just randomly and you'd be like yeah sweet just make sure if you're going to post them anywhere just let me see them first and that's what like my friends do so I just think it's like something that's just so so simple you know and it would make such a difference

## 11. Resources and key messages

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You've got some cool resources online. Do you want to quickly talk to what those are? I know you've got a couple of books for kids and for parents, is that right? Yep, so when I did, back in the day, going back to going and working with Meg's and her classmates, we did a lot of focus groups around what specific topics was it that they wish that they knew. And then we turned around and put the research behind it. But the biggest thing, though, we got from the young people was like, look, these were 11, 12, 13 students. We know our stuff. Our parents, our parents need the help. So they were one of the things and what some of the research that some of the topics that we cover in the Orange Book.

So we kind of looked at body image. So kind of how that looks. And then basically digital consent. So even from like taking someone's photo to like posting it on your social media. But like tagging them, are they OK with that? We looked at online bullying. So how that kind of relates to different age groups as well. And then we also looked into just addiction as well. And then basically just kind of opening up the floor for like asking questions. So that's in our podcast. Yeah, those are the so those are the podcast topics that we did as well. So parents can access them. Yeah, our Web Ways Warriors podcast.

And then on the resource itself. Yeah. We talk a little bit like what is real. It's versus because it's kind of hard now when you got fake news and stuff out there and we talk about safe passwords. And there's more content in it that I'm sure that we're missing. But you can see. Yeah. And then because the students are going, OK, yeah, great. We know this. Help our parents, please. We have the blue books, which is our Fano books, our Fano books that just give the parents conversation starters and activities that they can do. Talks about stop, block and talk. How do you apply stop, block and talk on all these different topics?

All these different potential things that young people might come across so that when they're online, our young people can feel and all of us actually can feel really empowered to know that, hey, we got a tool. We know what we're to do if we come across something that makes us feel uncomfortable or something's just not right. So we know exactly what we need to do. And so that was the genesis of building these resources that we have available for parents of young people. And they're on our website and they're free for the electronic version. And then they're basically cost. We are selling them at cost of us to print.

So we really want to get these resources out as far and wide as possible for the young people. One of the big key messages here is to start early. Start as early as we can. The moment that the kids start using the device, let's get that safety strategy of stop, block and talk in. So we know that kids feel empowered if they feel like they're in control. We know we didn't wait till they were almost hit by a bus to teach them how to cross the road safely. Thank goodness. And we don't make any assumptions. We don't just assume that our kids should know how to cross the road. We've actively taught them how to cross the road.

And it's the same with this. And we know that if we start bringing this in at a young age, it will become something that's automatic for them to do. And stop, block and talk, we have heard wonderful, wonderful stories from parents and kids about how that's made them feel empowered. So I think that would be my key message from this conversation. Start early. Start talking to your kids. Thank you. Yeah, absolutely. I think it's very important. I think the key message for me or one that I always speak about is that communication is like that open relationship, just talking to each other. Like how much of a difference that makes to have that connection and how much like a problem is halved, you know, like when you actually talk to each other about it.

So I think that's my biggest takeaway. Like if you're going to take away anything, it's just be involved, like just be there. My key message is just to make sure that not all your dopamine comes from online. Make sure you keep that healthy. Make sure you keep that healthy balance of offline dopamine and online dopamine. Yeah, cool. I think my key takeaway or key message would probably also be a bit of that communication and how valuable that connection is as a parent. And I think that comes with, you know, not just going straight to consequences or punishment for that online thing that was really scary to see, but actually upkeeping that relationship and connection.

And ultimately keep your child safe online as if they can come to you and can feel safe to do that. And also harnessing the online world for good as well, because we do live in that space and we don't just want to feel like everything's horrible. But let's see, okay, what can we do? Can we sit down and watch a movie together? Can we play a really awesome game together and then go and make dinner or find those moments that you can be like, hey, this is great if we use it for good. Yeah. And plus our kids love actually telling us about this stuff that they're doing online. Yeah. And they love the fact that they're experts in this space and they can show us up.

Yeah. So, you know, it's giving them and that way also gives them some dopamine hits as well too. Yeah, yeah. I mean, these two make fun of me all the time. We're so nice. I don't know why. That's interesting. It's so nice.