

LUCY THOMAS OAM

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WE'VE JOINED AUSTRALIA'S YOUTH-DRIVEN MOVEMENT AGAINST (CYBER)BULLYING
PROJECT ROCKIT
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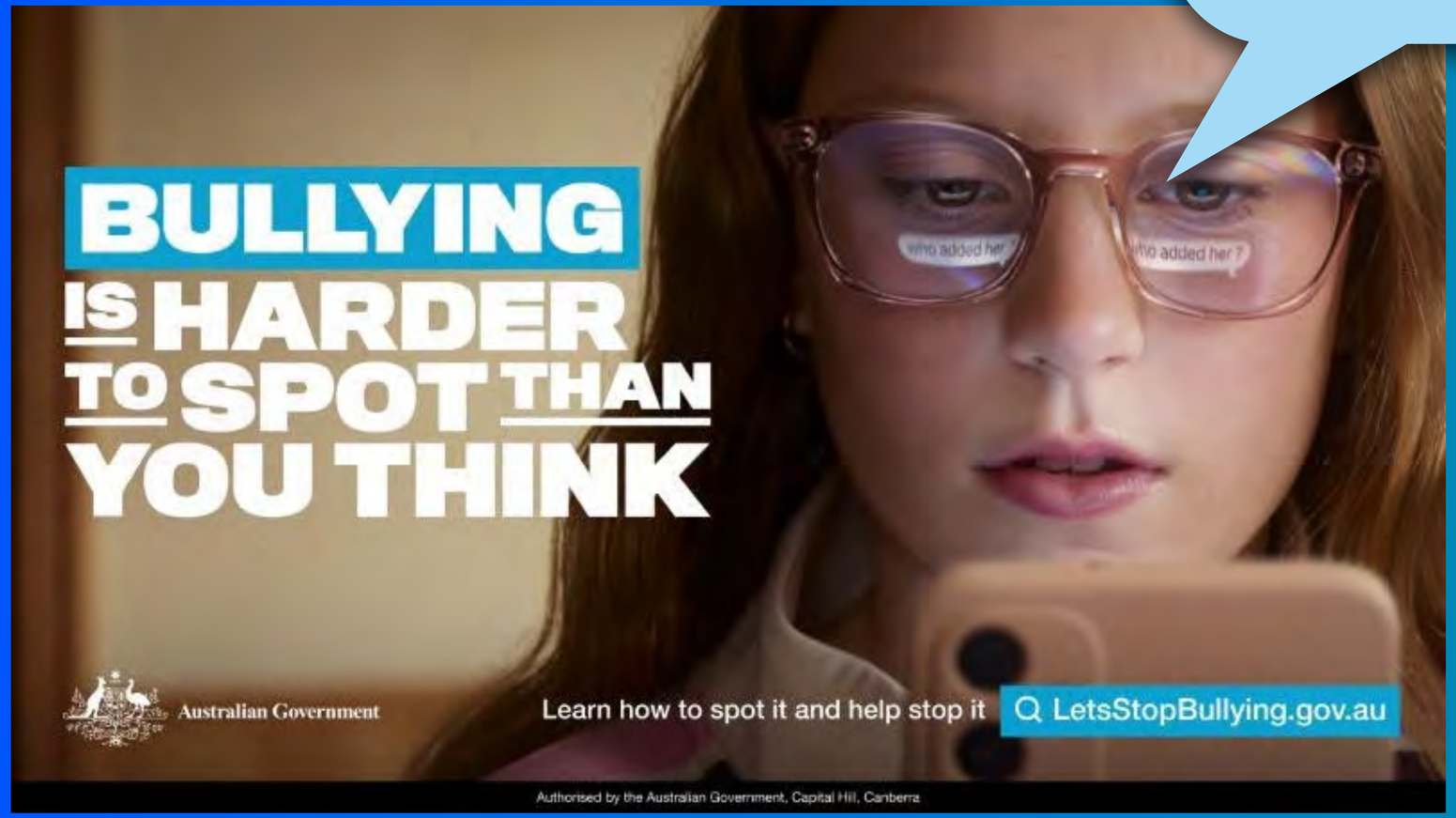





SXSW SYDNEY 2025
GAMES
LUMIÈRE
SXSW SYDNEY 2025
SCREEN
SXSW SYDNEY 2025

'...bravery in the face of bullying doesn't always look like a big dramatic stand, but sometimes it's just refusing to let someone be invisible.'

– YOUNG PERSON, 16, PROJECT ROCKIT NATIONAL YOUTH COLLECTIVE



HARMS & RISKS

Cyberbullying & harassment
Unhealthy comparisons
Problematic or compulsive use
Algorithm-driven echo chambers
Misinformation & fake content
Exposure to scams or exploitation
Social displacement from offline life
Pressure from likes & visibility

OPPORTUNITIES & BENEFITS

Greater access to peer support
Identity exploration & self-expression
Creativity, play, & entertainment
Discovery of new ideas & communities
Access to information & learning
Development of digital & critical literacy
Connection with friends & communities
Voice, influence & advocacy

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BENEFITS

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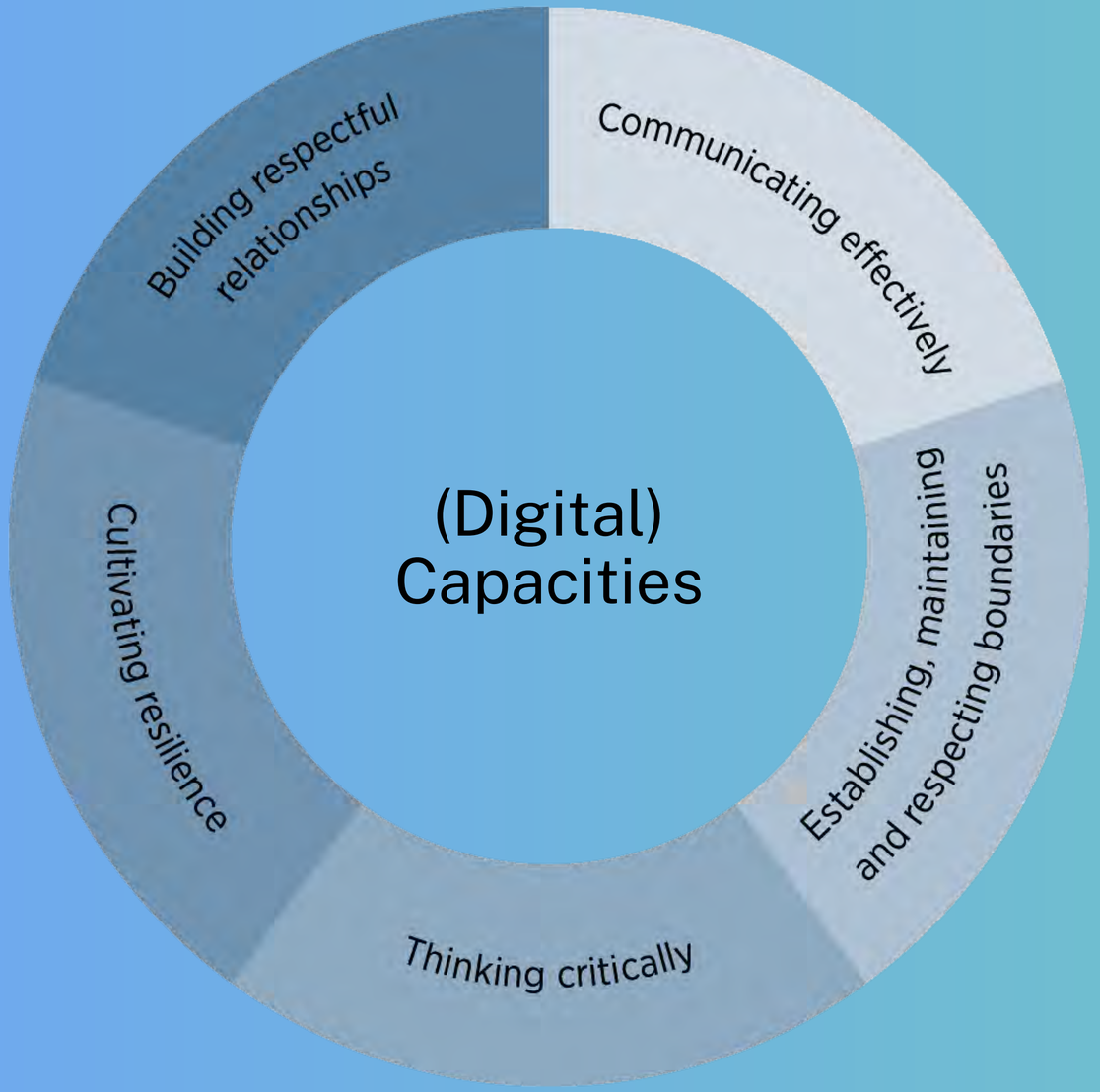

Online safety
Critical thinking
Boundaries
Resilience
Help-seeking
Communication
Conflict-resolution
Relationships


YR
YOUNG & RESILIENT RESEARCH CENTRE
Linda Marsden, Lilly Moody, Betty Nguyen, Lilly Tatam, Louisa Welland, Professor Amanda Third
Reimagining online safety education through the eyes of young people:
co-design workshops with young people to inform digital learning experiences
WESTERN SYDNEY UNIVERSITY


FASHION

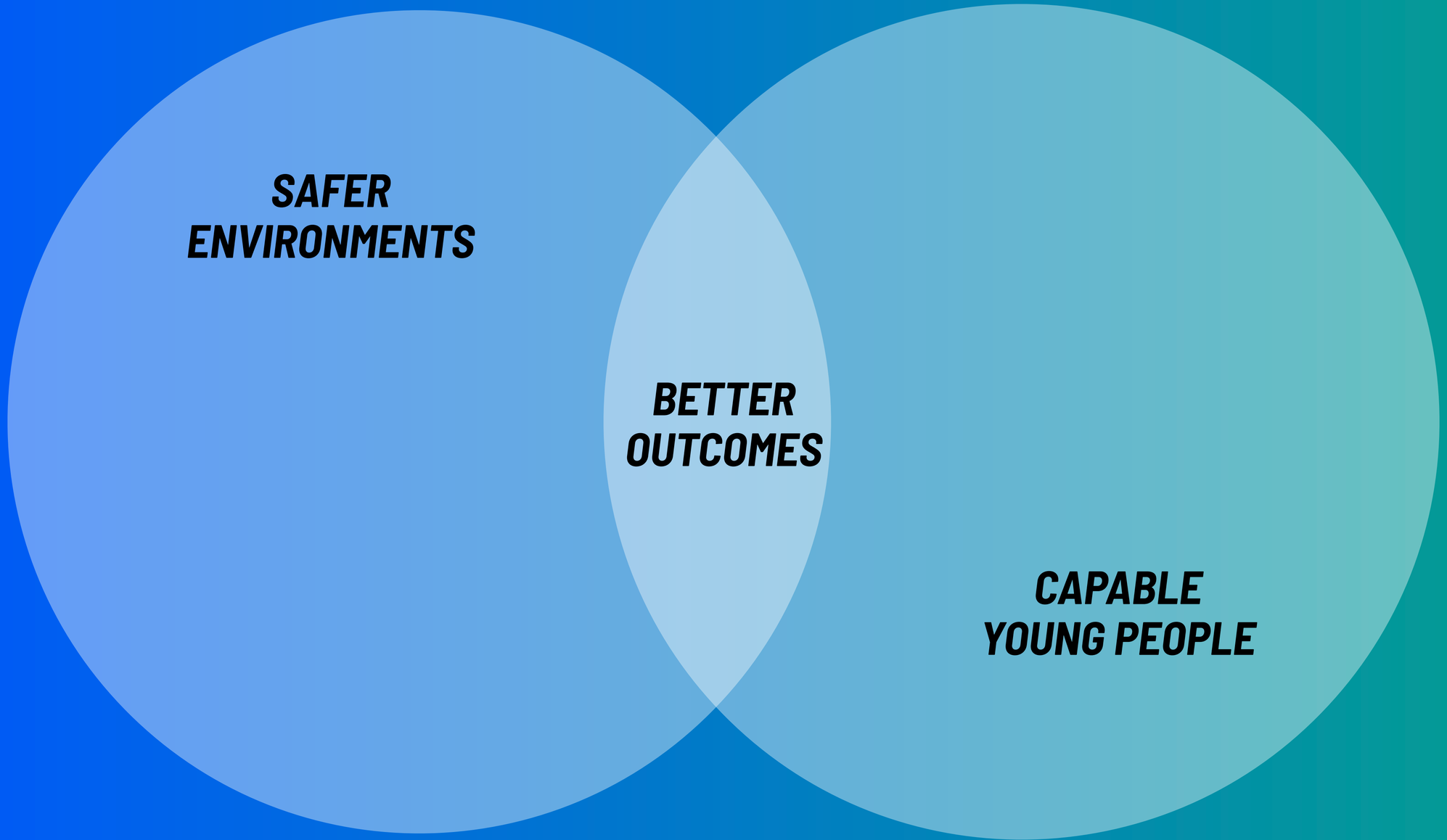

BEING ON-
DEMAND
MAKES US MORE
DEMANDING
DEMAND LESS
GIVE MORE





Source: Marsden L, Moody L, Nguyen B, Tatam L, Welland L and Third A (2022). *Reimagining online safety education through the eyes of young people: co-design workshops with young people to inform digital learning experiences.* Young and Resilient Research Centre, Western Sydney University, Sydney.

Capability	What it looks like in everyday life	What it looks like online
Communicating effectively	Saying what you mean, listening, expressing disagreement respectfully, seeking help	Writing a message that could easily be misunderstood, knowing when to pause rather than reply, communicating tone without facial cues
Building respectful relationships	Including others, noticing when someone is left out, repairing relationships after conflict	Deciding who to include in a group chat, not piling on, recognising that an audience can make conflict bigger, repairing harm publicly or privately
Setting & respecting boundaries	Saying ‘stop,’ or ‘no,’ respecting someone else's space, knowing you can change your mind	Not responding to unwanted messages, leaving a group/chat, deciding what you're comfortable sharing, respecting someone else's privacy or ‘no’
Cultivating resilience	Coping with disappointment/embarrassment/ conflict, recovering after making a mistake	Not letting a comment/like/exclusion/mistake define you, knowing when to step away, recovering after something goes wrong online
Thinking critically	Asking “how do I know this is true?”, considering different perspectives, questioning information	Asking who made something and why, recognising manipulation, questioning AI-generated content, influencers, algorithms and sensational posts


SAFER
ENVIRONMENTS
BETTER
OUTCOMES
CAPABLE
YOUNG PEOPLE

PARENTS HAVE ENTERED THE CHAT.

Your child is online. Please:

- ☐ Understand every platform
- ☐ Monitor their screen time
- ☐ Know every person they talk to
- ☐ Understand algorithms
- ☐ Learn how AI works
- ☐ Prevent cyberbullying
- ☐ Prevent grooming
- ☐ Check privacy settings
- ☐ Don't invade their privacy
- ☐ Give them independence
- ☐ Set boundaries
- ☐ Don't set too many boundaries
- ☐ Have meaningful conversations
- ☐ Stay calm
- ☐ And please remember to pack lunch.


Digital technologies >>>
Belonging
Connection
Learning
Exclusion
Conflict
Harm


TAKING A LOOK AT "THE FIVE'S" FAVORITE EMOJIS
THE FIVE


TAKING A LOOK AT "THE FIVE'S" FAVORITE EMOJIS
THE FIVE



NOTICE → PAUSE → TELL SOMEONE

BELIEVE → SUPPORT → ACT

~~50~~ $1 a week for one year.

THE LEDE

HOW THE META SETTLEMENT COULD CHANGE THE INTERNET

Even while refusing to admit legal fault, the parent company of Facebook and Instagram has accepted, for the first time, that much of its business model is unacceptable for children.

By Nathaniel Lubin

August 28, 2026



1. WHAT ARE WE TEACHING STUDENTS TO DO?
2. WHAT ARE WE TEACHING PARENTS/CARERS TO EXPECT?
3. WHAT CAPABILITIES DO WE WANT EVERY KID TO LEAVE PRIMARY SCHOOL WITH?

JOIN THE MOVEMENT

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