



Australian Government
Australian Communications
and Media Authority

Teacher's Guide

CYBERNETRIX

Internet Safety Education for Secondary School Students
www.cybernetrix.com.au



CyberNetrix—Internet Safety Education for Secondary Students, Teacher's Guide
Second Edition

www.cybernetrix.com.au

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Manager, Communications and Publishing
Australian Communications and Media Authority
PO Box 13112 Law Courts
MELBOURNE Vic 8010
Telephone: (03) 9963 6800
Facsimile: (03) 9963 6899
Email: candinfo@acma.gov.au



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Introduction

CyberNetrix is an internet safety resource for secondary school students provided by the Australian Communications and Media Authority (ACMA). In its role as the regulator of broadcasting, the internet, radiocommunications and telecommunications, ACMA manages a national cybersafety program which includes:

- undertaking targeted information and awareness-raising campaigns, activities and programs
- developing cybersafety education materials for use in schools and at home
- researching current trends in cybersafety.

ACMA's cybersafety activities aim to give children, and their parents and carers, sound advice on how best to manage online risks so their experiences are safe and positive. Teachers are advised to review this resource to ensure it is suitable for, and relevant to, their students.

This cross-curricula, cross-year-level resource, was specifically designed for secondary students from years 7 to 9. Australian teachers and students provided valuable input into the development of these materials.

CyberNetrix aims to encourage students to use the internet safely by raising awareness of key safety issues. It gives students the knowledge and skills that will enable them to make informed decisions about technology use, and therefore allows them to enjoy positive and rewarding online experiences.

CyberNetrix is an engaging, easy-to-use resource that is supported by a multimedia CD-ROM, a website and downloadable classroom activities and resources. The resources in this kit have been flexibly designed so that the key messages of student empowerment, responsible and careful decision-making and positive action can be applied in any area of the secondary school's curriculum. Teachers can use and adapt these resources to meet the particular needs of their students and enjoy the further development of students' digital literacy.

ACMA has a number of education resources for use in schools and at home.

For more information visit www.netalert.gov.au or telephone 1800 880 176.

Background

CyberNetrix was developed in response to the broad range of internet safety issues affecting secondary school students today. Use of both the world wide web (www) and internet-enabled technologies continues to develop at a fast rate, creating many benefits for teens, as well as changes to the way in which students learn, communicate and interact.

Secondary students are keen users of information and communication technologies (ICT) particularly the internet and mobile technologies. They are 'digital natives'—always surrounded by technologies and using them from an increasingly early age. They are the most wired and connected people in human history. For students of all ages there are many social, educational and economic benefits in using ICT. But there are also risks.

These risks may include safety and security issues, exposure to inappropriate content and cyberbullying. For example, students may place themselves in risky situations by:

- giving out personal information about themselves to people or organisations they do not know
- posting unsuitable information online
- agreeing to meet people they have only met online, without speaking with a parent or carer first
- using provocative pseudonyms
- sharing passwords
- posting public profiles about themselves
- specifically browsing or searching unsafe websites
- responding to unpleasant or suggestive messages, or messages from people they do not know
- accessing inappropriate or illegal material.

Other risks include internet security, such as computer viruses, trojans and worms, identity and data theft, online credit card fraud, scams and phishing. Students may be avid users of technology but they are not always aware of security risks and can be overconfident in their ability to avoid them.

Cyberbullying is also increasing, and a growing concern in countries around the world. Cyberbullying has been reported in schools in the United States, Canada, Japan, Scandinavia, the United Kingdom and Australia. Studies show that young people are increasingly using short message service (SMS), instant messaging (IM), chat rooms, mobile phone cameras, email and websites to bully their peers.

The increased use of mobile and internet-enabled technologies has also led to personal safety risks. The anonymity of internet users means that online contact can result in harmful or exploitative contact in real life.



About the resources

What you will find in the CyberNetrix resource kit

Teacher's Guide

This Teacher's Guide provides information, links, technical help and ideas about using CyberNetrix with students.

CyberNetrix CD-ROM

The CyberNetrix CD-ROM is divided into two sections, targeting teacher and student audiences.

The teacher resources section includes 11 downloadable student activities and an electronic version of this CyberNetrix Teacher's Guide.

The student section includes interactive multimedia activities and downloadable files which can be accessed from hotspots in a teenager's bedroom. Students can print information from the resource including a personal cybersafety action plan.

CyberNetrix is also available online at www.cybernetrix.com.au.

Before using the resources

Providing students with opportunities to reflect on internet safety issues, before and after they interact with the resources, can be a valuable way of enhancing their learning once they start using CyberNetrix.

To support this process, ask students to produce their own 'I know' and 'I want to know' lists before they interact with CyberNetrix. When they have experienced all the interactive learning activities and resources, the students can reflect on their learning by creating a list of what they have learned.

Encouraging students to share cybersafety experiences they or their friends have had can also be a good way of enhancing their learning. By providing authentic learning experiences that focus on aspects relevant to them, students are more likely to engage with the resources and thoroughly explore the issues.

About CyberNetrix

CyberNetrix is a flexible, interactive resource that allows students to explore a range of issues using real-life scenarios. In each scenario, students are required to make decisions and consider the consequences that their actions may trigger. This Teacher's Guide and accompanying student activities are designed to provide offline activities, ideas and support materials and to facilitate students' learning in the classroom.

In CyberNetrix, each scenario is accessed from a virtual environment which simulates a teenager's bedroom. Prior to using the scenarios, students can customise a character which they then use to interact within the virtual environment.

The student section is open-ended, enabling students to be immersed in an environment that is relevant and accessible to them. Students can make non-linear choices and navigate their way through the resource according to their own interests or instruction.

As students progress through the learning activities and take certain actions, their room will change to reflect their decisions. Poor decisions lead to obvious negative outcomes in the room and to characters. Responsible decisions will have positive consequences. This responsiveness to learner decisions supports experiential learning.

The interactive activities are comprised of the following learning elements.

1. Six interactive learning activities

Students can access these activities from the bedroom by using the mouse to discover the hotspots. They include:

- Chat room—a simulated chat room
- Mobile phone—a simulated mobile phone
- Play quiz—three themed quizzes titled:
 - Danger, spam and scams
 - Don't diss me
 - Keeping it real online
- My plan—a personal action plan on how to stay safe when using technology in cyberspace.



2. Digital video and audio information

Students can also access digital video and audio information from within the student's room. These include:

- Buzz on identity theft
- Internet banking
- Staying cybersafe—safety hints
- Case studies on:
 - cyberbullying
 - online scams and identity theft
 - grooming and luring
 - cyberstalking.
- Keeping your computer secure
- Who're you going to call?—contacts for advice and support.

3. Information button

- Glossary

The teacher section of the CyberNetrix CD-ROM contains electronic versions of 11 downloadable student activities in both PDF and locked Microsoft Word formats, which can be used in the classroom or computer lab. These activities have been designed so that their application is cross-curricula and can be used across year levels. The activities are described on the following pages.

Activity: Cyber dilemma role-plays

A range of cards are distributed to groups of students and each card contains a 'cyber dilemma' on issues such as cyberbullying, identity theft, scams and meeting someone in real life you have met online. The students role-play the dilemma and come up with a strategy or solution.

Duration

Two periods. This is dependent on how much time has been allocated to planning role-plays. If it is decided to make this a more significant event, this task could take up to five periods between the planning, presentations and class discussions.

Objectives

On completion of this activity students will be able to:

- understand terms such as cyberbullying, identity theft, trojans, netiquette and privacy
- understand and discuss the key aspects—such as positive and negative elements—in the decision making process which underlies student behaviour when using internet and mobile technologies
- explore, discuss and understand the implications of the choices made when interacting with technology.

The output will be:

- a number of engaging role-plays in class.



Activity: Banner

Students work in small groups to brainstorm key safety messages and explore ways of communicating these with high impact. They create a banner headline and tagline (key message) for a website/PowerPoint presentation that is designed to inform people about safe use of the internet and other technologies.

Duration

One to two periods.

Objectives

On completion of this activity students will be able to:

- understand key safety hints related to using internet and/or mobile technologies
- understand the strategies used to communicate effectively using internet media.

The output will be:

- a web page banner that presents a key safety hint.

Activity: Publishing IT

Students choose a topic related to the safe use of the internet and other technologies, research it using CyberNetrix and the internet, and write an online newspaper article about the topic. In the handout provided, students will be given guidelines about the structure and format of an online article.

Duration

One to three periods.

Objectives

On completion of this activity students will be able to:

- understand the conventions of developing an online newspaper
- understand safety issues affecting young people and their use of internet and mobile technologies.

The output will be:

- an online newspaper article following the conventions of an online news piece.



Activity: TxtA3

Students design and create a written piece using text terms and emoticons. In small groups, they develop a succinct key message and tags chosen from one of the issues related to safe and ethical use of the internet and other technologies.

Duration

One period.

Objectives

On completion of this activity students will be able to:

- understand and use the common conventions in contemporary text language
- convey key messages and information relating to the safe and ethical use of the internet and mobile technologies.

The output will be:

- an abbreviated text message containing advice on safety or ethics when using the internet or mobile technologies.

Activity: RL–WU?

Through this activity, students survey their class/year level/school to find out:

- which technologies students use at home and at school (i.e. chat, texting, file sharing)
- how they are using these technologies
- what protection they are taking.

Student findings are presented in a report using graphs and other diagrams. Groups use the findings to develop a themed advertising campaign targeting the survey group with rules that are particularly relevant to this group.

Duration

Three to ten periods—depending on the class' access to technology.

Objectives

On completion of this activity students will be able to:

- identify the technologies their peers are using regularly and how they are using them
- determine safe online behaviours and apply strategies for dealing with unsafe situations
- make informed decisions about their behaviours and the risks they take when using the internet and mobile technologies
- understand the structure and function of surveys and the process of data collation, analysis and reporting.

The outputs will be:

- a survey instrument
- a report
- an advertising campaign about the 'Golden Rules' of internet and mobile technology usage.



Activity: Cyber Guru

Each student develops a cyber problem and writes it down on paper. This could be about being bullied, meeting an online friend in real life, or getting scammed etc. The cyber problems are written anonymously. The cyber problems are placed in a box. Each student then draws a piece of paper out of the box and responds to the problem with a solution. A selection of problems and the proposed solutions are presented to the class for further discussion. Students form groups of four to five and each group selects a cyber problem and solution. They storyboard it and animate it if they can.

Duration

Two to eight periods (this will depend on whether or not students explore the storyboarding/animation option).

Objectives

On completion of this activity students will be able to:

- understand the issues and risks confronting young people and their use of the internet and mobile technologies
- understand the process of drafting and storyboarding concepts prior to animating them.

Depending on available time the outputs will be:

- student-devised problems
- student-advised solutions
- a group-developed storyboard
- story animation.

Activity: Profiling

Students will be given a profile of a chat room character, drawn from the profiles available in the CyberNetrix CD-ROM. They will write a creative piece about their character to get to know them. The students will then interview each other to find out about other students' character(s). At the activity conclusion, students will compare the reality of who each character really is with the profile that is posted in the chat room.

Duration

One to two periods.

Objectives

On completion of this activity students will be able to:

- understand that people they meet online are not always who they say they are
- determine strategies they can use to respond to people they meet online who make them feel uncomfortable or threatened
- prepare a brief creative writing piece based on a character profile
- design and ask open and closed questions in a simple interview.

The outputs will be:

- a short creative writing piece by each student
- a series of student interviews.



Case study: Lauren’s ordeal—Cyberbullying

The focus of this case study is cyberbullying on the internet and mobile phones. Students can undertake this activity by reading the handout and case study transcript, or in conjunction with viewing the video on the CyberNetrix CD-ROM.

Duration

One to two periods.

Objectives

On completion of this activity students will be able to:

- identify some of the potential impacts of cyberbullying
- list their rights and responsibilities in relation to cyberbullying
- apply strategies to protect themselves from cyberbullying.

Depending on available time the outputs of this activity will be:

- a code of conduct for cyberbullying
- a presentation on cyberbullying for younger students
- the creation and presentation of a number of engaging role-plays in class
- an advertisement on cyberbullying.

Case study: What the?—Online scams and identity theft

The focus of this case study is how to protect yourself from online scams and identity theft. Students can undertake this activity by reading the handout and case study transcript, or in conjunction with viewing the video on the CyberNetrix CD-ROM.

Duration

One to two periods.

Objectives

On completion of this activity students will be able to:

- identify potential issues related to online scams and identity theft and the likely consequences
- complete a personal online safety audit and then develop an online security action plan
- apply a range of strategies for avoiding online scams and identity theft.

The outputs will be:

- students to reflect on their current use of online and mobile technologies
- students to develop an action plan to change any risky behaviour identified
- a list of strategies for students to protect themselves/their computers from scams.



Case study: Jeremy's friend—Grooming and luring

The focus of this case study is grooming and luring on the internet and mobile phones. Students can undertake this activity by reading the handout and case study transcript, or in conjunction with viewing the video on the CyberNetrix CD-ROM.

Duration

One to two periods.

Objectives

On completion of this activity students will be able to:

- recognise some of the techniques used by online predators to groom and lure others
- identify the dangers of meeting online friends and recognise the need to meet them with a supervising adult present
- apply strategies to help protect themselves from online predators.

The output will be:

- a set of safety guidelines for younger students related to the issue of grooming.

Case study: Stalking Sarah—Cyberstalking

The focus of this case study is cyberstalking on the internet. Students can undertake this activity by reading the handout and case study transcript, or in conjunction with viewing the video on the CyberNetrix CD-ROM.

Duration

One to two periods.

Objectives

On completion of this activity students will be able to:

- identify some of the potential impacts of cyberstalking
- evaluate how much personal information they have online
- apply strategies to protect themselves online.

Depending on available time the outputs of this activity will be:

- a reflective piece on the student's use of the internet and mobile technology
- a list of strategies to help a young person protect their personal information.



Using CyberNetrix

The resources available in CyberNetrix are flexible enough to be used throughout an entire term or support specific themes that you, as a teacher, may address at different stages in the school year.

Use the resource for parts of, or whole, periods as you manage your students' access to CyberNetrix. For example, there may be an entire period available for students to complete the chat room scenario or a shorter period of time for undertaking a quiz. Use your professional judgement in planning use of this resource.

The following ideas will help to get you started.

Conduct a pre-test to determine what your students already know

As a starting point, and to help identify what the students already know about safe use of internet and mobile technologies, ask them to take one of the three quizzes in the student section of CyberNetrix. Make sure each student prints out their results so they can compare these when they take the quiz again at a later date.

Managing your classroom: student experts and small groups

Ask a small group of students to acquaint themselves with the resource before you use it with the entire class. This is a good way of creating mentors and guides for the rest of the class when it is introduced to them. These students can help to troubleshoot if problems arise.

Break students into small, mixed-ability groups to undertake computer-based investigations. This may help when students are completing offline activities as well.

Brainstorm and develop a 'concept map' on benefits/risks of technology

Prior to introducing CyberNetrix to your class, spend some time brainstorming the positive and negative aspects of using technologies. These could include benefits such as increased connectedness, access to large amounts of information, being part of a global community, being able to study or communicate anywhere and anytime. The negative aspects include risks such as having another avenue for bullying, strangers quickly becoming friends online, people not being who they say they are, rip off scams, spam and viruses. You could revisit this map and add a new set of elements linked to the risks called actions or safety hints.

Encourage your students to develop their own personal safety action plan. The 'My plan' activity in the student section allows students to develop a customised action plan on how to stay safe when using technology. Printing this and laminating it will help students develop a reference card of their own with personal decisions about what they should or should not do.

Develop safety-focused digital documents

Ask students to design some web pages or PowerPoint presentations based on internet safety, drawing from what they have learned from the resource and the research they have undertaken. Encourage them to link to ACMA resources and websites and work in teams with roles such as researcher, graphic designer or programmer. The class projects can be uploaded to the school website to share with the whole school community and other schools that are yet to develop their understanding.



Contacts and links

What to report and where to report it

A student needs to talk about something that happened to them on the internet or on their mobile phone and they do not know where to start.

There are a few different places to try. All of them are free and your students can stay anonymous if they want to. If they are not sure or really feel like they need someone to talk to, encourage them to tell their friends, a teacher or parent or:

- **Australian Communications and Media Authority**

Cybersafety Contact Centre
Phone: 1800 880 176
Email: cybersafety@acma.gov.au

- **Kids Helpline**

Phone: 1800 551 800
Web: www.kidshelp.com.au

- **Crimestoppers**

Phone: 1800 333 000

They have seen something on the internet or their mobile that has upset them and may be illegal.

This may include things like pornography. Contact:

- **Australian Communications and Media Authority**

Email: online@acma.gov.au
Web: www.acma.gov.au/hotline

They have been harassed, bullied or threatened online.

If a student feels they are in immediate physical danger, tell them to call 000 straightaway or contact their local police as soon as they can. Also encourage them to make a report to the school.

Talking to a real life friend or visiting a website like www.bullyingnoway.com.au may help.

A person is chatting the student up online and they want them to stop.

Tell your students they can report this to the police. Encourage them to share this with a parent, teacher or adult friend as soon as possible. They can also get in contact with the Australian Federal Police team 'OCSET' about the situation. Contact:

- **OCSET (Online Child Sex Exploitation Team)**

Phone: (02) 6275 7528 (24-hour reporting hotline)
Email: National-OCSET-OMC@afp.gov.au

They feel their privacy has been abused in some way.

If one of your students thinks their personal details (such as name, address, photos) have been used for things that they do not want, they can make a report about it. Contact:

- **Office of the Privacy Commissioner**

Phone: 1300 363 992
Email: privacy@privacy.gov.au
Web: www.privacy.gov.au

They have a complaint about some junk email (spam) they have received.

If a student receives emails that upset them, they can report the details to the authorities. Contact:

- **Australian Communications and Media Authority**

Phone: 1300 855 180
Web: www.spam.acma.gov.au

They think that they have been scammed. Encourage them to tell someone!

If a student realises their bank account is low for an unexplained reason, or they have been tricked into sending money or their account details to someone else, they can report this to the police. It is also important to let their bank or credit union know. Contact:

- **SCAMwatch**

Phone: 1300 302 502
Web: www.scamwatch.gov.au

- **Crimestoppers**

Phone: 1800 333 000 (anonymous)

- **The Australian High Tech Crime Centre**

Email: onlinereport@ahtcc.gov.au
Web: www.ahtcc.gov.au



The student has seen something racist or sexist that upsets them and they would like to make a complaint.

A student may have seen a picture or movie on a website that upsets them. Encourage them to tell a friend, teacher or parent about it and to report it to:

- **The Human Rights & Equal Opportunities Commission**

Phone: 1300 656 419 (complaints infoline)

Email: complaintsinfo@humanrights.gov.au

Web: www.humanrights.gov.au/complaints_information/index.html

They wish to remove content from a social networking site.

To ask for offensive or illegal content to be removed from a website, contact the website administrator or web master. Social networking sites generally have policies about unacceptable content, restricting content that users are allowed to upload.

Curriculum map

CURRICULUM MAP OF CYBERNETRIX RESOURCE																												
Main themes	Student activities						Interactive activities				Hyperlinks from room																	
	Cyber dilemmas role-plays	Banner	Publishing IT	TxD3	RL – WU?	Cyber Guru	Profiling	Case study: Lauren's ordeal—Cyberbullying	Case study: What the?—Online scams and identity theft	Case study: Jeremy's friend—Grooming and luring	Case study: Stalking Sarah—Cyberstalking	Chat room	Mobile phone	Quiz 1: Danger, spam and scams	Quiz 2: Don't dis: me	Quiz 3: Keeping it real online	My plan	Who're you going to call?	About ACMA	What's the buzz on identity theft	Internet banking	Case study: Lauren's ordeal—Cyberbullying	Case study: What the?—Online scams and identity theft	Case study: Jeremy's friend—Grooming and luring	Case study: Stalking Sarah—Cyberstalking	Keeping your computer secure	Staying Cyber savvy	Glossary
About spam																												
Viruses	✓	✓	✓					✓						✓			✓	✓					✓				✓	✓
Personal privacy protection	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓
Stranger danger/ physical danger	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓		✓			✓	✓		✓	✓	✓
Dealing with inappropriate content	✓	✓	✓	✓	✓	✓						✓		✓			✓	✓		✓							✓	✓
Chat room strategies	✓	✓	✓		✓	✓					✓		✓	✓	✓		✓	✓		✓							✓	✓
Identity theft		✓	✓	✓	✓	✓		✓				✓	✓	✓		✓	✓	✓		✓			✓				✓	✓
Scams – advertising and marketing		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓				✓	✓		✓	✓		✓				✓	✓
Grooming/luring/ cyberstalking/flaming		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓			✓	✓			✓	✓
Cyberbullying	✓	✓	✓	✓	✓	✓	✓					✓			✓	✓	✓	✓			✓						✓	✓
Phishing		✓	✓		✓	✓		✓				✓	✓			✓	✓	✓		✓	✓		✓				✓	✓
Contacts for help and reporting/recording			✓	✓	✓	✓								✓	✓	✓	✓	✓	✓						✓	✓	✓	✓
Definitions, abbreviations, text talk		✓															✓	✓										✓
Blocking other users					✓	✓					✓	✓		✓	✓											✓	✓	✓
Safety hints			✓		✓	✓					✓	✓	✓	✓	✓	✓	✓	✓									✓	✓
Security solutions	✓				✓	✓		✓								✓	✓						✓			✓	✓	✓
Online gaming					✓	✓								✓			✓									✓		✓
Publishing online—guidelines	✓				✓	✓								✓														✓



Technical specifications

System requirements

Hardware

IBM® compatible with a 1000 MHz processor running Windows 2000, XP, Vista, or Apple Macintosh® with a 500 MHz processor running OSX v10.3.0 with:

- 256MB RAM
- CD-ROM or DVD-ROM drive
- Soundcard and speakers
- Internet access
- 1024 x 768 pixel display.

Software

Users will also need the following software/plug-ins installed on their computer:

- Internet Explorer 6.0 or above (www.microsoft.com/)
or
- Firefox 2.0 or above (www.mozilla.com/)
or
- Safari 1.3 or above (www.apple.com/)
- Microsoft® Word 97 or a similar word processing program to open and use downloadable forms, checklists and worksheets.
- Adobe® Flash Player 8 (or above). If you do not have this plug-in, you can download and install the latest free version from www.adobe.com
- Adobe® PDF Reader 6.0 or above. If you do not have this plug-in, you can download and install the latest free version from www.adobe.com.

Incorrect versions of these applications could result in information being shown in an unreadable form or not at all.

If CyberNetrix does not launch in the browser, it may be because you have Javascript and/or plugins disabled.

Flash Shared Objects

CyberNetrix makes use of Flash Shared Objects to store data across HTML pages. This forms the basis of the continuity of pages in the website. Please ensure you have allocated sufficient space for shared objects to be written to your computer. If you have not altered this, then the default settings will be sufficient.

Navigation

The following navigation elements are present in the CyberNetrix resource.

- **Back** – The back button is located at the bottom left of every page with the exception of the homepage, character profile and bedroom profile pages. The back button will take students to the last page they visited.
- **Help** – The help button appears at the top right of some screens. This button will provide students with contextual help for the screen they are currently viewing.
- **Home** – The CyberNetrix logo, available at the top right of every page (except the homepage), will link students back to the homepage of the site.

Accessibility

CyberNetrix has been designed to meet elements of the W3C Web Content Accessibility Priority 1 Guidelines. Measures employed to facilitate equitable use include the following:

- All content images used in this site include descriptive ALT attributes to provide an equivalent when read by assistive technologies such as JAWS. Complex images may include LONGDESC attributes or inline descriptions to explain the significance of each image to non-visual readers. Purely decorative graphics include empty (null) ALT attributes.
- Navigation elements have been included as text to facilitate faster reading with assistive technologies such as JAWS.
- Where JavaScripted popups appear, an alternative mechanism has been provided. This may mean that a popup will appear as a new window if JavaScript is turned off.
- Rich media assets such as Flash elements are supported by educationally sound HTML text equivalents for use by assistive technologies.
- Title attributes have been used on links to describe the link in greater detail. If the text of the link already fully describes the target (such as the headline of an article) the title attribute may be skipped.
- Link text has been written so users with assistive technologies can make sense of them out of context.



Keyboard access

Flash elements have been made keyboard accessible in some areas, allowing activities to be completed without the use of a mouse.

The following keyboard interaction is supported generally throughout the Flash elements in CyberNetrix.

Key	Action
Tab	Moves focus between interactive user controls such as buttons. This key assists the user complete the interaction by moving the focus within the activity.
Enter	Activates a user control (such as a button) that currently has focus.

Specific keyboard access is present for the audio controls. The following is a list of the additional keys for use with audio controls.

Key	Action
- (minus) or < (left angled bracket)	When the volume control slider has focus, this will decrease the volume of the audio.
+ (plus) or > (right angled bracket)	When the volume control slider has focus, this will increase the volume of the audio.

How to use the CD

1. Insert the CD into your computer's CD drive.
2. The CD will load. Browse to your CD drive.
3. Double click on the **index.htm** file to launch the program in the browser.

You can copy all the files to your hard drive for better performance.

Server installation

To install CyberNetrix on a server, follow these steps:

- Ensure that you create a folder that will contain CyberNetrix under your web root folder, eg w:\www\cybernetrix\
 - index.htm (this is the homepage)
 - resources
 - shared.
- Then link to the homepage (index.htm).

Please contact ACMA for more information and support:

Cybersafety Contact Centre

Phone: 1800 880 176 (free call)

Email: cybersafety@acma.gov.au



Contact information

Canberra Office

Purple Building, Benjamin Offices
Chan Street, Belconnen ACT 2617
PO Box 78, Belconnen ACT 2616
Phone: (02) 6219 5555
Fax: (02) 6219 5200

Melbourne Office

Level 44, Melbourne Central Tower
360 Elizabeth Street, Melbourne Vic 3000
PO Box 13112 Law Courts, Melbourne Vic 8010
Phone: (03) 9963 6800
Fax: (03) 9963 6899
TTY: (03) 9963 6948

Sydney Office

Level 15, Tower 1 Darling Park
201 Sussex Street, Sydney NSW 2000
PO Box Q500, Queen Victoria Building NSW 1230
Phone: (02) 9334 7700 or 1800 226 667
Fax: (02) 9334 7799

www.acma.gov.au