

# Let's Fight It Together

*What we can all do to prevent cyberbullying*

## GUIDE FOR TEACHERS



This Guide is designed to help you make the most of the *Let's Fight It Together* resource. It contains important information such as essential preparation and follow up activities, as well as support materials, which should be viewed before showing the film to children or young people.

We hope this film will help young people and adults understand the impact cyberbullying can have on different people, challenge them to understand that cyberbullying is not acceptable, and help to stop this behaviour from happening.

## **CHAPTER 1 ABOUT THIS GUIDE**

*Let's Fight It Together* is a short film based on a composite view of real events. It depicts the story of a teenager who becomes the target of bullying via the internet and his mobile phone. The film shows a number of ways that cyberbullying can occur, who it involves, and how it can affect different people involved.

This guide has been written by Childnet to help those delivering *Let's Fight It Together* to get the most out of the session and equip young people with strategies to avoid, or get out of, difficult situations online; and adults with the knowledge of how they can help people in similar situations.

In this guide you will find the following:

- Advice on how to prepare yourself to talk to young people about their experience with technology
- A 50 minute lesson plan with guidance on where this subject can be best be taught within the curriculum
- Pointers to support material such as appropriate website resources and literature
- Suggested follow up activities and related issues such as inappropriate online contact with adults
- Details of resources where you can get further advice

### **Who can use *Let's Fight It Together*?**

*Let's Fight It Together* was primarily designed to be delivered in the classroom accompanied by follow up activities; however, it could be used in an assembly with discussions questions. It was specifically intended for KS3 secondary school students (11-14 year olds), although at a teachers discretion it may also be beneficial for year 5&6 KS2 students (10-11 year olds) to view this film.

The film is also appropriate for parents to view in order to give them an understanding of the issues surrounding cyberbullying and allow them to discuss and reinforce with their children the safety messages contained within the resource.

- *Let's Fight It Together* can be used by other organisations working with or for young people including: Youth organisations, Training organisations, Police forces, Charities working with young people, Local authority social services departments, Libraries and study centres and Faith groups working with young people

For further information about *Let's Fight It Together* and electronic copies of the support information in this booklet, visit:

[www.digizen.org](http://www.digizen.org)

## **CHAPTER 2**

### **BACKGROUND TO *LET'S FIGHT IT TOGETHER***

Childnet began work on the *Let's Fight It Together* film at the beginning of 2007 in order to provide a resource that would bring the issues surrounding cyberbullying into a context where people could discuss the impact and effects it has on people and what they can do to eliminate it. It has been designed to challenge people's misconceptions about cyberbullying and ultimately to change unacceptable online behaviour, thus preventing other young people and adults becoming victims of this behaviour.

*Let's Fight It Together* illustrates a number of important points regarding cyberbullying, for example the way that the main character is harassed by a number of others, how the target is unsure of who the bully is, and how his image is used to humiliate him. Research tells us that cyberbullying is a feature of many young people's lives. For example, according to research conducted over four years by Noret and River (2007) 15% of the 11,227 children surveyed had received nasty or aggressive texts and emails, and demonstrated a year on year increase in the number of children who are being bullied using new technology.

Through the face-to-face work that Childnet undertake in primary and secondary schools, working directly with children, it was apparent that one of the main concerns with regard to internet safety and security in schools is the issue of cyberbullying. Some schools have taken the approach to ban the use of entertainment technology within the school environment; however, they are aware that they still have to deal with the repercussions of pupils behaviours in this environment outside of school when students are attending school. Many schools felt unprepared when expected to deal with issues stemming from technologies and online applications that many staff were unfamiliar with. This film aims to help address this. It gives teaching and learning professionals a step by step guide on how to tackle the issues surrounding cyberbullying and also offers advice and support on what can be done to implement changes in behaviour and further help where required.

In conjunction with this resource, the DCSF, working with Childnet International, have produced comprehensive guidance for schools on what cyberbullying is, and strategies that can be employed to prevent and response to incidents of cyberbullying. This guidance outlines the roles that individuals, parents, schools and organisations can take to combat this behaviour in an online environment. For more information please see: [www.digizen.org](http://www.digizen.org)

## CHAPTER 3 PREPARING THE LESSON

It is likely that young people watching this resource will be aware of or involved in a similar incident to that shown in the film. It is therefore important that adults viewing the film with young people are up to date with some of the technologies that young people are using. This is important so they will be able to effectively support young people if real examples are brought up during the lesson.

For this reason we highly recommend that staff and trainers in your school or organisation are prepared for the variety of reactions that young people may have. In particular please read the 'Handling Disclosures' part of this document.

The film itself is seven minutes long with 5 additional interviews able to be viewed from the main menu. Parts of the film have been left intentionally ambiguous in an attempt to get children to consider how different people are affected by certain behaviours. Some discussion questions have been written in Chapter 7 of this booklet in order to further draw out some of the main teaching and learning objectives of this resource. We recommend that you familiarise yourself with these questions and the suggested answers before showing the film. It is important for young people to leave the session empowered with a strategy of what they would do or advise others what they would do in a similar situation.

### Informing Yourself

Some practitioners who use this film may not have used popular communication services such as *Instant Messenger* or visited a social networking website like *Bebo* or *Facebook* before. In preparation you might wish to visit Childnet's **[www.chatdanger.com](http://www.chatdanger.com)** website, which will give you a good overview of how young people are 'chatting' using a range of interactive media, including chatrooms, instant messaging, mobile phones and online games. It is also advisable that trainers visit a social networking website to familiarise themselves with the types of profiles available to and created by young people online. For students who are less aware, you may need to explain how these communication services can be used and misused, for example allowing users to link up with potential strangers. There is a glossary of useful terms at the back of this booklet. The Q&A section will help you answer some of the questions young people may ask. It is at your discretion as a practitioner to decide how much of this background information you share with the class.

Below are some examples of the ways in which the technology can be misused in order to bully another person or people:

Technology	About	How
Mobile phones	Phone, text, pictures, camera, internet and email connection, share content with friends and family	Nasty calls or text messages, including threats, intimidation, harassment Taking and sharing humiliating images Videoing and sharing acts of bullying
Instant messenger (IM)	“Chat” live via text with other designated friends online	Nasty messages or content Hacking into another’s account and sending unpleasant messages
Chatrooms and Message Boards	Groups of people around the world can “chat” live about common interests	Anonymous messages Ignoring individuals Persuading young person to give out private contact information for purposes of exploitation
Email	Online communication for home, school and office	Bullying or threatening messages Repeatedly sending unwanted messages Unsuitable images/video clips Forwarding someone else’s personal emails Sending computer viruses
Webcam	Small digital camera on a computer used to record photographs or video, or see someone that you are talking to online.	Producing inappropriate content after persuading/threatening children to act or talk in a provocative way, leading to further manipulation
Social network sites	Make friends and keep in touch via personalised homepages, blogs and photos	Posting nasty comments, humiliating images/video Hacking into another’s account and sending unpleasant messages Rejecting or excluding peers by refusing to return or acknowledge messages; blocking contact by deleting them from their friendship lists, or using 'ignore' functions
Video hosting sites	Public internet sites to share video clips	Posting video of someone without their knowledge
Virtual Learning Environments (VLEs)	School site set up for student assignments, tests and are activities with message boards, chatrooms, and Instant Messaging. May be available at home and school	Posting inappropriate messages or images. Hacking into another’s account to post inappropriate comments or delete schoolwork.
Gaming sites, consoles and virtual worlds	Chat via online gaming sites between players across the world, or on handheld consoles with people in the same location.  Virtual worlds let users design their own avatars - a figure that represent them in the virtual world	Name-calling Abusive/derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their character. Forwarding unwanted messages to other devices in the immediate vicinity.

### **Informing Parents**

Given the nature of this film it would be highly advisable that practitioners encourage parents to view the film or at least be aware that students are looking at this issue. This will reinforce the support given to students and also help to educate their parents around the issue of cyberbullying. The DVD has a short interview from Stephen Carrick-Davies, Childnet's CEO that explains why this issue is so important. There is also a separate section in which the woman playing the mother in the film talks to camera about her son's experience.

Childnet has produced other advice including leaflets, a parents' presentation and a comprehensive CD-ROM entitled Know IT All for Parents. These can be ordered from the Childnet website [www.childnet-int.org](http://www.childnet-int.org). See Chapter 11 for using this resource with parents.

### **Informing Child Welfare Staff**

The film may raise some issues with students about abuse, or even highlight individual cases of harassment online, so it would be advisable to talk to the school's designated officer for child protection to discuss strategies for handling disclosures and escalating issues. See Chapter 10 of this booklet, 'Handling Disclosures'.

### **What are the legal implications of cyberbullying?**

Education law:

Bullying (and this includes cyberbullying) is never acceptable. The school community has a duty to protect all its members and provide a safe, healthy environment. These obligations are highlighted in a range of Education Acts and government initiatives including the Safe to Learn initiative. People are also protected by the Education and Inspections Act 2006 whereby it outlines among other things that Head Teachers have the power "to such extent as is reasonable" to regulate the conduct of pupils when they are off-site or not under the control or charge of a member of staff. This is of particular significance to cyberbullying, which is often likely to take place out of school but which can impact very strongly on the school life of those pupils involved. EIA 2006 also provides a defence for school staff in confiscating items from pupils. This can include mobile phones when they are being used to cause a disturbance in class or otherwise contravene the school behaviour / anti-bullying policy. It should be noted, however, that staff do not have a right to search through pupils' mobile phones. They may request a pupil reveal a message or show them other content on their phone for the purpose of establishing if bullying has occurred. A refusal to comply might lead to the imposition of a disciplinary penalty for failure to follow a reasonable instruction, but the member of staff cannot enforce the instruction and search through the phone themselves. However, if the bullying text or image is visible on the phone at the point of confiscation, staff can act on this.

Criminal and civil law:

Although bullying is not a specific criminal offence in UK law, there are criminal and civil laws that can apply in terms of harassment or threatening behaviour, for example – and particularly pertinent for cyberbullying – threatening and menacing communications. In fact, cyberbullying could be a criminal offence under a range of different laws, including the Protection from Harassment Act (1997) which has both criminal and civil provision, the Malicious Communications Act 1988, section 43 of the Telecommunications Act 1984, the Communications Act 2003 and the Public Order Act 1986. The age of criminal responsibility in the UK starts at 10.

For more information on these specific laws relating to cyberbullying please see the DCSF guidance document available from [www.digizen.org](http://www.digizen.org).

## **CHAPTER 4 THE LESSON PLAN**

*Let's Fight It Together* has been designed for Key Stage 3 students. The ideas in this plan are designed for a 50-minute lesson. A lesson using this material will connect with several objectives from the programmes of study in PHSE, Citizenship and ICT. For the exact references, see Chapter 9, *Linking to the National Curriculum*.

There are further ideas and activities to extend children's learning on these issues in Chapter 6.

### **Lesson Objectives**

1. To help raise students' awareness of the potential impact bullying online and via mobile phones can have on different people, when using interactive internet and wireless applications.
2. To help students reflect on their own online behaviours.
3. To inform students of the strategies they can employ to avoid getting into or contributing to negative situations online, and how they can help themselves and others in similar situations online.

### **Resources Needed**

- *Let's Fight It Together* DVD
- Flip-chart paper
- Marker pens
- Optional - A secondary school pupils' leaflet for each student to take away. (Available to order from [www.childnet-int.org](http://www.childnet-int.org))

### **Lesson Outline: 50 minutes**

#### **Part 1: Classroom discussion - 2 minutes**

Introduce the lesson through a general discussion with students about their experience of online services and applications, email and computers.

Ask them questions such as:

- Who uses the internet at home?
- What is your favourite online activity?
- Who uses the internet for chatting?
- What services do you use to chat to people online? Instant Messenger? Any social networking websites? (*YouTube/Facebook/Piczo/MySpace/Bebo*).
- Do you communicate with people you have only met online?

Note: This discussion should focus on positive use of the technology and services young people are happy and confident using.

## **Part 2: Introducing cyberbullying – 3 minutes**

Introduce the topic of cyberbullying (could possibly use word scramble from 'Other Activities'). Ask the following questions relating to cyberbullying. Children could record their responses on flip chart paper.

Note: we have recorded some likely responses that children may come up with. However, there are a number of other valid responses to each of these questions that may not be included here.

- What is bullying?  
"To domineer or drive into compliance by the use of as threats or force"  
(<http://www.yourdictionary.com/ahd/b/b0545800.html>)
- What is cyberbullying? What forms can it take?  
Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. Like other forms of bullying, cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults. And like face-to-face bullying, cyberbullying is designed to cause distress and harm.
- Why do you think people bully others?  
To cover their own cowardice, to be popular with other people.
- What is a bystander?  
"A person who is present at an event without participating in it."  
(<http://www.yourdictionary.com/ahd/b/b0592900.html>)
- Describe what you think an accessory to a bully is.  
A person that joins in the bullying behaviour either willingly by contributing to the behaviours or unwittingly by not reporting the behaviour to another person who is able to help the target.
- How serious do you think cyberbullying is? What % of young people do you think have been bullied?  
Research carried out for the Anti-Bullying Alliance (ABA) by Goldsmiths, for example, found that 22% of 11-16 year-olds had been a victim of cyberbullying<sup>1</sup>.

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<sup>1</sup> P. Smith, J. Mahdavi et al 2006

Note: encourage presenter to give more recent statistics or example/s if known.

### **Part 2: View *Let's Fight It Together* DVD - 10 minutes**

Introduce *Let's Fight It Together* by telling the students that the DVD they are about to watch is based on a number of real life situations. Reassure them that if they have worries or concerns following the session then they can talk to you or a trusted adult. (See 'Handling Disclosures' for further information to prepare the children). Tell them the film shares the story of how people can misuse technology and as a result people can be and are affected by other people's behaviours in this online and mobile environment.

### **Part 3: Discussion questions – 5 minutes**

- Think of one word to describe how the film made you feel.
- Why do you think Kim bullies Joe?
- Was Kim the only person bullying Joe?
- Why do you think his other friends got involved too?
- Joe deleted one of the text messages he received. Was this the right thing to do? (No, he should have saved the message to use as evidence of the bullying to show an adult/friend/teacher he trusted).
- What could Joe have done differently to stop receiving instant messages? (Not accepted them onto contact list, deleted the contact, reported Anon 554 to the service provider).
- What did Joe do to stop receiving unwanted messages on Instant Messenger? (He blocked the unknown contact).
- Did anyone try to help Joe? Who? (Himself, Mum, teacher, his friend Rob).
- How was the situation resolved?
- What is the one thing you have learnt from this film?

### **Part 4: Watching the character interviews - 20 minutes**

Once the main film has been viewed, it is possible to watch an interview with each of the main characters from the film to gain an insight into each characters perspective of the situation. Select each character from the main menu on the DVD then using the 'Interview Questions' break the students into groups, no bigger than five, and give each group the questions to brainstorm. Groups should be given 3 minutes per interview to complete this task. Further background details are available in the *Let's Fight It Together* Q&A section.

Childnet recommend viewing the character interviews in the following order:

#### **Kim (the bully):**

- Who do you think Kim is? Is she a friend of Joe's?

- Why do you think she is bullying Joe?
- Do you think she is responsible? Do you think she is the only one who should be punished?
- What do you think about her reaction to the situation?
- When she says it was only supposed to be a joke do you think she thought Joe would really find it funny?
- How do you think she feels when the police arrive at school?

**The teacher:**

- How does the teacher recognise that something is wrong with Joe? (Change in behaviour)
- How did she deal with the situation? (Contacted the website, tried to speak to Joe, notified the Headteacher)
- How do you think she felt being a target of the bullying?
- What happened to the website? What did she do to get it taken down?
- What can schools do to help? (Anti-bullying policies)
- What does she recommend other people do to help stop bullying?

**Joe's mum:**

- How did she feel about the situation? (Helpless and frustrated)
- Why do you think initially she felt incapable of finding out what was wrong?
- Why did she think it had something to do with the internet or his mobile phone?
- What did she do to help resolve the situation? (Got a record of the conversation, went to the school)
- Who else could Joe have turned to? (ChildLine, school counsellor, police, a friend outside of school).

**Rob (the bystander/accessory):**

- How well do you think Rob and Joe know each other?
- Describe how do you think Rob feels throughout? Do his feelings change?
- Why does Rob behave the way he does?
- Was Rob involved in the bullying? Did he realise he was bullying Joe?
- Is Rob a bystander or an accessory?
- How was Rob involved in helping to stop the bullying?
- What else could he have done?

**Joe (the target):**

- What do you think the worst part about being bullied online was?
- At what point did Joe realise he was being bullied?
- Did Joe know who was involved? Who did he trust?
- Why didn't Joe tell his teacher when she asked?
- What stopped him from telling his mum?
- How do you think he feels now?

### **Plenary – 5 minutes**

Ask pupils to feedback some of their responses to the rest of the class.

Final question –

- What is the one thing that you would do to stop cyberbullying?

Ask each group to report their strategies or advice for at least one of the questions.

### **Assessment Opportunities**

It is important to assess whether this film makes a difference, and how.

Questions to review include:

1. If the students were concerned about something that happened online who would they tell?
2. What would they expect the outcome to be if they reported cyberbullying?
3. Having watched *Let's Fight It Together*, has it changed the students' views about forwarding on messages or emails or images about other people?

## **CHAPTER 5**

### **DISCUSSION POINTS**

Here are some suggested discussion points which could be looked at while replaying relevant sections of the film. Here below we include suggested answers or solutions, but the students may also come up with their own very valid solutions.

#### **1. How did Kim think she could get away with it online?**

Discuss the difference between talking to people online and talking to them in real life, i.e. people are generally less inhibited online because of the perceived anonymity. Ask the students to think about things that they might do or discuss online which they wouldn't do or talk about offline.

#### **2. What did Joe do to help himself out of this situation?**

Do pupils know how to block a user on Instant Messenger? Do they have strategies to tell people they no longer want to talk to them? Are they aware they can report to social network (or other service) providers?

#### **3. What stopped Joe from telling anyone about what had happened?**

He was unsure who he could trust. He may have been worried that he would not be believed. He may have had the perception that people wouldn't think the situation was very serious – even though it really was. He may have been worried that his mobile phone or the internet may have been taken from him so that he wasn't bullied via these anymore.

#### **4. What sort of information is personal to you? What sort of information do people need to think very carefully about before putting up online, sending through to others, or letting others know?**

Any information that gives away a person's geographical location, like the school you go to, the places you hang out. Email addresses, profile sites, Instant Messenger ID, a full name, passwords and family and friends personal information are all details that need to be kept private online.

Also, photos are a particularly important piece of personal information and need careful consideration before being posted online. It is important that young people are aware of the extent of the audience the internet may create of their images and that text and images online can easily be copied, changed and used elsewhere. It is important to realise that once something has been put online the owner has lost control of it and it could potentially stay online forever.

#### **5. Why did Joe trust Kim to take his picture?**

Did he feel under pressure to be accepted back into the group? Was he a friend of Kim? Why did he choose those people to be his friends? Did he think that Kim was really behind the bullying?

#### **6. At what point could Joe have told someone about what was happening?**

It is important to stress that students need to be suspicious the first time they feel uncomfortable, rather than waiting until something particularly hurtful has

happened. At any stage of this bullying Joe could have told someone. It is important to encourage young people to report bullying behaviour to an adult they trust if they become aware of it – particularly if a friend has told them they are being bullied.

### **7. Who could Joe have told?**

Discuss with students who they could trust and whether it is a good idea to talk only to their friends when they are really worried about something. What is the responsibility of the friend if they are told about bullying behaviour?

Reinforce that young people can tell adults that they trust including parents, carers, and teachers, and they can also ring ChildLine in confidence (0800 11 11).

### **8. Does this only happen to boys?**

Since *Let's Fight It Together* is focused on a teenage boy, some girls may be less sympathetic to the situation. It is important to stress to all pupils that cyberbullying can affect all people and is not limited by physicality in the same ways that traditional bullying is. It may also be pertinent to remind audiences that cyberbullying is not limited to peer to peer situations but may also involve adults. Some teachers have been the targets of cyberbullying.

## CHAPTER 6 OTHER ACTIVITIES & RESOURCES

### Extra activities could include:

**Word unscramble:** A simple but effective way to introduce the issue and get pupils focussed on the task at hand. This can either be achieved through writing up the word cyberbullying on the (white)board in the wrong order and giving individuals/pairs/groups a limited amount of time (1-2 minutes) to guess the word. You can also print out and cut up these [letter cards](#) <link to cyberbullying letter cards> to unscramble the letters.

**Character debate:** Assign a main character to each pre-assigned group. That group must think about why they are the most important character in the scenario. Each group could be arguing from the viewpoint of each of the main characters.

Scenarios could include:

- Each character saying how they could help the most to solve the situation (Joe argues he can tell someone, teacher says she can stop it by punishing Kim, mum argues she can get school involved, police say they can punish Kim, Rob argues he can help his friend, Kim argues she can stop it etc).

**Role plays:** When working with smaller groups or classroom size numbers of pupils, teachers can assign role plays scenarios to different groups. Each group could be given 5 minutes to work out how they will portray the unobserved scene and 1 minute to present their drama back to the rest of the group.

Teachers may choose the following scenes for students to re-enact:

- Kim and Joe's friendship before the events of the film
- Kim and friends being questioned by the Headteacher
- Joe's mum talking to someone about her concerns
- Joe telling his mum
- Rob talking to Kim about Joe
- Teacher contacting the service provider
- Make up their own scene

**Portrayal of characters:** To encourage pupils to empathise with other people in similar situations they could write/act/produce a poster using pictures or words to describe how each person involved in the situation felt at the beginning, during, and at the end of the bullying. Alternatively, teachers can give words to children for them to develop into collages using colours, pictures, words, thoughts, to illustrate the different feelings involved from each character. E.g. hurt, scared, angry, frustrated, disappointed. Groups can also give definitions of these words and who they relate to.

**Create a biography or story:** of one character leading up to the bullying incident, how they felt during the bullying and how they dealt with it including

how they felt. This could also be written as a poem or displayed on a continuum (as below).

Continuum

Before Bad -----good

After Bad -----good

How did each character feel before and after the incident? Why?

### **Resources for more information include:**

**Keep SMART:** After the session you may wish to give each student a copy of Childnet's *Keep SMART* card, which contains advice about mobile phones and using the internet safely. The leaflets point to other resources and links to wider sources of help and advice. (More copies are available to order from Childnet website [www.childnet-int.org](http://www.childnet-int.org) – click on 'order').

We recommend teachers ask questions relating to this z-card before sending it home to pupils. Pupils may also like to play a treasure hunt through the leaflet by getting to ask a question of their peers (the answer being available from the leaflet) and then the person that answers correctly gets to ask a question and so on.

**Know IT All:** Childnet has also produced a set of CD-Rom resources for students and parents, called '*Know IT All*'. This covers other areas of Internet safety, such as how to evaluate websites and mobile phones safety. See: [www.childnet-int.org/kia](http://www.childnet-int.org/kia).

**Chatdanger:** Childnet's Chatdanger website [www.chatdanger.com](http://www.chatdanger.com) contains lots of other personal stories and advice. There is also a contact form on the website if children have specialist questions they would like to ask Childnet staff.

Further extension activities can involve encouraging your students to complete the quiz in [www.websafecrackers.com](http://www.websafecrackers.com). Look at the 'Blah Blah Blah' section in particular.

### **Discussing other online contact risks**

Whilst *Let's Fight It Together* is used to address the issue of bullying using technology, it can also be very useful in initiating discussion about other online contact risks such as grooming – whereby adults use online environments to contact young people with the intention of meeting up with them offline. For more information on Childnet's resource that focuses specifically on this issue please see [www.childnet-int.org/jenny](http://www.childnet-int.org/jenny).

## **CHAPTER 7**

### **QUESTIONS AND ANSWERS**

Here are the answers to some questions that students may ask. It is important that you answer their questions after viewing the film and ensure that any concerns or misunderstandings are clarified.

#### **1. Is this based on a true story?**

This story is not based on one particular story but is a collaboration of stories based on real events that young people have experienced.

#### **2. Why would the police turn up to the school?**

Because Joe received a death threat as part of his experience of being bullied this makes it a potential criminal offence. In addition, because he was harassed over a period of time the police would also have grounds to become involved in terms of prosecuting the bully/offender. See Preparing the Lesson (Chapter 3) for more information on the legal implications of cyberbullying. In some cases of cyberbullying, police officers have been asked to visit schools to outline to pupils the serious nature of this behaviour and some of the possible consequences for both the targets and bullies as a result of bullying situations.

#### **3. Is cyberbullying more serious than other forms of bullying?**

Cyberbullying is a form of bullying and therefore can have a similar impact on people as traditional bullying. Though there are certain features of it that differ. These include the trail of evidence that can be gathered from online and mobile communication, the physical nature of the bullying has changed in terms of the bully no longer needing to be bigger, stronger, or more intimidating than the target, it differs with regard to the potential dissemination of the hurtful materials or comments accompanied by no guarantee that there will be any closure on this; and also with regard to the potential size of the audience that may witness this type of bullying.

## **CHAPTER 8**

### **STRATEGIES FOR GETTING OUT OF DIFFICULT SITUATIONS**

It is important to equip young people with strategies for getting out of difficult situations, particularly inappropriate or unwanted contact situations online, and to leave them feeling empowered after the session. See the glossary for a definition of 'cyberbullying'

Ask students what Joe's strategy was for stopping this from happening to him. Was this an effective and safe strategy? How?

#### **Explain and discuss these suggested strategies with your students:**

1. If you feel uncomfortable about what someone is saying, you can just quit or log out of the conversation – and if possible, block that person or report them to the service provider abuse team. A good service provider should always make it clear how to report abuse.

2. You can tell the other person that you are saving the conversations, which may put a bully off. If you are being abused, bullied or harassed by anyone online, you should always save conversations as evidence. (For more information on how to do this, see the 'Blah Blah Blah' section of [www.websafecrackers.com](http://www.websafecrackers.com))

3. You can refuse to answer questions of a personal nature, A bully may ask for a photo but refuse to send one of their own (though still beware, as they might use a fake one). Childnet recommends that you never send a photo of yourself to someone you don't know offline.

4. If the person is harassing you, it is important to know that this is against the law, and that you have the right to report that person. The police have the power to contact the service providers and find out more about the abuser. For more information see the DCSF Cyberbullying Guidance at [www.digizen.com](http://www.digizen.com)

5. It is important not to retaliate or return received messages. Replying to messages, particularly in anger, is probably just what the bully wants, and by not replying the bully may think that the target did not receive or see the message, or that they were not bothered by it. Instead, the person should keep the evidence and take it to their parent or a member of staff

6. Encourage children to think about the information they have in the public domain and where they go online. It is important that pupils are careful about whom they give their mobile phone number to, and that they consider whether they should stay members of networks, for example, where people are treating them badly.

7. Changing contact details, such as Instant Messenger identity or a mobile phone number, can be an effective way of stopping unwanted contact. However, it is important to be aware that some children may not want to do this, and will see this as a last resort for both practical and social reasons,

and they may feel that they are being punished.

8. Encourage young people to report bullying behaviour they are aware of. Schools should update existing policies to include reference to cyberbullying and have appropriate sanctions in place for bullies in their school. The target needs to be aware that they will be supported and believed if they report bullying behaviour.

## CHAPTER 9 LINKING TO THE NATIONAL CURRICULUM

### Key Stage 3 ICT Programme of Study

General area of knowledge, skill or understanding	Specific teaching point from the programme of study	Relevance to Internet safety
Exchanging and sharing information	3(c) How to use ICT, including email, to share and exchange information effectively.	Pupils can be alerted to the safety issues of using email, chatrooms, instant messaging and other forms of “direct contact communication”, and taught how to communicate safely.
Reviewing, modifying and evaluating work as it progresses	4(d) Pupils should be taught to be independent and discriminating when using ICT.	Pupils should be encouraged to take a common sense approach to using the Internet and related technologies, knowing the appropriate behaviours that they (and others) should adopt online, along with appropriate strategies if things go wrong.

### Key Stage 3 Citizenship Programme of Study

General area of knowledge, skill or understanding	Specific teaching point from the programme of study	Relevance to Internet safety
Knowledge and understanding about becoming informed citizens	1(a) Pupils should be taught about the legal and human rights and responsibilities underpinning society, and how both relate to young people.	Pupils should be taught about their rights to privacy and how they should protect the privacy of others by not disclosing information when using the Internet.
Developing skills of participation and responsible action	3(c) Pupils should be taught to reflect on the process of participating.	There is opportunity to discuss the issues relating to communicating using ICT. The safety issues of using email, chatrooms, instant messaging and text messaging can be discussed, alongside the problem of cyber bullying, which is often associated with these forms of technology.

### Key Stage 3 PHSE Programme of Study

General area of knowledge, skill or understanding	Specific teaching point from the programme of study	Relevance to Internet safety
Developing a healthy, safer lifestyle	2(f) Pupils should be taught to recognise and manage risk and make safer choices.	Pupils should be taught how to minimise risks to their personal safety when using ICT.
	2(g) Pupils should be taught to recognise when pressure from others threatens their personal safety and wellbeing and to develop effective ways of resisting pressures, including knowing when and where to get help.	Pupils should have strategies for getting out of difficult situations online, and should also know where to go for help and have the confidence to reach out to get it.
Reviewing, modifying and evaluating work as it progresses	3(a) Pupils should be taught about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination, and how to challenge them assertively.	This is a good area to introduce issues relating to cyber bullying, such as by mobile phone or in chatrooms.
	3(j) Pupils should learn to resist pressure to do wrong, and to recognise when others need help and how to support them.	This is a good way in to discuss responsible use of the Internet in relation to friends and other people who young people might put at risk through their behaviour online.

**Download Becta’s Signposts to safety**

## **CHAPTER 10 HANDLING DISCLOSURES**

As a result of discussions held on these issues, some students may disclose incidents of bullying and/or harassment they know or are involved in. These may be about abuse to themselves or to someone they know. Here are some courses of action you may wish to consider:

1. If this disclosure happens in the school setting, it is important not to promise confidentiality to the child. Explain to the child what you are going to do with the information and why.
2. Your first point of contact following disclosure by a child should be the designated child protection officer within the school or organisation.
3. Remember to write down exactly what the child has disclosed, as soon as possible.
4. The child who has disclosed is likely to feel worried, distressed or frightened, and that the process is out of their control. They need to feel involved and you should offer them the opportunity of being alongside you when you report to the designated officer in the school.

### **Reporting**

Practices and procedures to report and respond to incidents of bullying and discrimination should already be in place in the school, and the majority of cyberbullying cases will be effectively dealt with within existing protocols. In all cases of bullying, incidents should be properly documented, recorded and investigated; support should be provided for the person being bullied; other staff members and parents should be informed as appropriate; and those found to be bullying should be interviewed and receive appropriate sanctions.

For more information please see the full guidance report at [www.digizen.org](http://www.digizen.org)

### **Being informed of potentially dangerous situations**

Many victims of incidents of this nature may choose not to disclose it to adults but may tell a friend. There may be a number of reasons for this, not least the fear that the others may not believe them, or that the technology will be banned. If the cyberbullying is serious, for example should a child receive a death threat through cyberbullying or fear for their personal safety or that of someone they know the bullying behaviour must be reported to the police who will be prepared to deal with this situation sensitively.

Remind young people that they can also call ChildLine to talk in confidence, on 0800 1111. For international help lines see [www.childhelplineinternational.org](http://www.childhelplineinternational.org).

### **Children creating and distributing harmful or illegal content**

As part of the *Let's Fight It Together* teaching session it is important to look at the issue of children themselves creating harmful or illegal content. Many young people are naturally inquisitive and may want to test the boundaries of behaviour online. They may go beyond acceptable boundaries without realising the implications of their actions, and may inadvertently create harmful and even illegal material which they can circulate by mobile phone or put on a website. This will need to be dealt with immediately by the school. It is also important to let young people know where the legal boundaries are, and that they could get into trouble with the law for creating or circulating such material. Illegal material can include indecent or abusive images of children (sometimes called child pornography), images featuring extreme acts of sexual activity such as bestiality, non-consensual sex, extreme torture and racist writing. Even material which may not be illegal can cause extreme distress, (eg the recording of a prank on a mobile phone) and young people need to be aware of how others may be hurt by what they do, whether they intended it or not. School bullying policies need to be updated to include reference to cyber bullying.

If a child reports having seen illegal material on the internet, or that someone has sent them this material, then a report should be made to the Internet Watch Foundation ([www.iwf.org.uk](http://www.iwf.org.uk)). For international hotlines, see [www.inhope.org](http://www.inhope.org). You could also consider contacting the local police.

If a child has been seriously upset or disturbed by anything that they have seen or that has been said to them on the Internet or by mobile phone, you can refer them to the school's pastoral care system and alert a parent/guardian. You can also recommend that they talk to ChildLine in confidence on 0800 11 11.

## **CHAPTER 11**

### **USING *LET'S FIGHT IT TOGETHER* WITH PARENTS**

Childnet's view about internet safety is to encourage dialogue between parents and children when it comes to the issues surrounding internet safety.

It is important to achieve a balance of raising awareness of the issues and empowering parents so that they feel able to engage with their children's use of technology, while not worrying them so much that they simply ban or block it. Banning may be counterproductive, not just by stopping positive uses of technology, but because young people can be adept at finding ways of getting round bans, for example by logging on at school, at internet cafés or at the houses of friends whose parents may not be aware of the risks. If they then get into difficulties, it will be even harder for them to admit what has happened and ask for help.

*Let's Fight It Together* helps to inform parents of the issues surrounding cyberbullying and from the main menu on the DVD there is a clip of Childnet's Chief Executive talking about why this issue is so important – this will be particularly helpful to show to parents.. When schools are arranging a showing of *Let's Fight It Together* for parents, they may wish to begin with this clip.

There is also an interview with the mother ("I knew something was wrong") from the main menu. This interview should empower any parents watching, and reinforce the relationship between home and school. It highlights the role that parents can play in terms of keeping a record of the bullying and showing the school or reporting it to the site or mobile operator. It also reassures parents that they don't need to know how to use the specific technology – only how to deal with the inappropriate behaviours.

In addition, Childnet have recently developed a CDROM for parents called *Know It All*, this can be used for presentations to parents, and can be viewed online at [www.childnet-int.org/kia](http://www.childnet-int.org/kia) for more information and advice on the positive ways young people are using the technologies and some of the risks associated with them. This CD Rom is available for Schools in England (maintained schools) to order in bulk quantities to give to parents free of charge. For information about this offer see <http://www.childnet-int.org/order/default.aspx>

## **15**

### **CHAPTER 12**

#### **GLOSSARY OF TERMS**

Below are some definitions of terms used in this guide.

**Chatroom:** An area on the internet where you can chat to one or more people.

**Cyberbullying:** Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. Like other forms of bullying, cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults. And like face-to-face bullying, cyberbullying is designed to cause distress and harm.

**IM (Instant Messenger)** – Technology similar to that of chatrooms, which notifies a user when a friend is online, allowing them to ‘converse’ by exchanging text messages and sending files.

**IP (Internet Protocol) address** – Every computer connected to the internet is assigned a unique number known as an Internet Protocol (IP) address. Since these numbers are usually assigned in country-based blocks, an IP address can often be used to identify the country from which a computer is connecting to the internet. It is not possible to tell the exact address of an individual using the IP address.

**Online grooming** – Online grooming is defined by the UK Government as: *“A course of conduct enacted by a suspected paedophile, which would give a reasonable person cause for concern that any meeting with a child arising from the conduct would be for unlawful purposes.”*

**Social networking spaces/profiles** – Websites such as MySpace and Bebo that let users create their own homepages, set up weblogs and add friends. Social network sites typically allow the user to set up a profile page, listing their interests and other details, and they support contact with other users. Many focus on interests or services – for example, photo storage and sharing, music preferences or education. They may also provide ‘blogging’ or other website creation tools. Social network sites are designed to help people find and make friends, and to make it easy to stay in touch.

**Webcam** – A digital camera designed to take photographs and transmit them over the Internet.

For further definitions of terms, see the glossary of the *Know IT All for Parents* CD ROM at [www.childnet-int.org/kia](http://www.childnet-int.org/kia).

## **CHAPTER 13 TECHNICAL REQUIREMENTS**

If you have problems viewing this resource you can contact Childnet on 020 7639 6967.

You can access this guide from [www.digizen.org](http://www.digizen.org)

See the following Childnet websites for more information and advice on how young people can use the internet positively and safely.

[www.digizen.org](http://www.digizen.org)

[www.kidsmart.org.uk](http://www.kidsmart.org.uk)

[www.chatdanger.com](http://www.chatdanger.com)

[www.childnet-int.org/sorted](http://www.childnet-int.org/sorted)

[www.childnet-int.org/kia](http://www.childnet-int.org/kia)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

**ChildLine 0800 11 11**



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### **About Childnet International**

Childnet international is a charity, established in 1995, with the aim to work with others in helping to make the internet a great and safe place for children.

Childnet has produced a range of support materials for teachers, parents and children. These include leaflets, lessons plans, interactive games, fact sheets and presentations; many of which can be downloaded from the Childnet website [www.childnet-int.org](http://www.childnet-int.org).

Childnet is very keen to develop this resource and welcomes feedback from teachers and young people. Please email [info@childnet-int.org](mailto:info@childnet-int.org) with your comments or suggestions.

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