



LET'S FIGHT IT TOGETHER

What we can all do to prevent cyberbullying

A GUIDE TO USING **LET'S FIGHT IT TOGETHER**

Welcome to **Let's Fight It Together**. This resource packs aims to help children, young people, teachers and parents understand the impact that cyberbullying can have on different people, and to recognise that cyberbullying, is not acceptable. It aims to help prevent this behaviour from occurring, and to enable people to respond effectively if it does occur.

This booklet is designed to help you make the most of the **Let's Fight It Together** resource. It contains important information including essential preparation and follow-up activities, as well as support materials, which should be viewed before screening the film.

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Please send us feedback on how you have used this film at www.digizen.org/cyberbullying/film/feedback.aspx.

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 in which cyberbullying can occur, who it involves, and how it can affect different people, including the teacher who in the film is also subject to humiliation.

This guide has been written by Childnet International together with the Department for Children, Schools and Families (DCSF) to help those delivering **Let's Fight It Together** to get the most out of the resource. It aims to equip young people with strategies to avoid, get out of, or help others get out of difficult situations online, and to show adults how they can help people in such situations.

The **Let's Fight It Together** resource has primarily been designed for school staff working with pupils in assembly and classroom situations. One way of using this resource would be for pupils to view the main film in an assembly situation with the issues being further investigated in follow up lessons. We encourage pupils to view the character interviews and consider pertinent questions as given in the lesson plan as a follow up to viewing the film.

In this guide, you will find the following:

- * Advice on how to prepare for discussion with young people about their experiences using mobile and internet technologies
- * Two 45-minute lesson plans with guidance on where this subject can best be taught within the National Curriculum
- * Suggested follow-up activities and information on related issues, such as inappropriate online contact with adults
- * Details of support material and resources that offer further advice.

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

Let's Fight It Together was primarily designed to be delivered in an assembly or classroom situation and then followed up by suggested activities (please see following pages). It was specifically intended for key stage 3 secondary school students (11-14 year-olds) although, at a teacher's discretion, it may also be beneficial for year 5 and 6 key stage 2 students (10-11 year-olds) or key stage 4 pupils (15-18 year-olds) to view this film.

The film is also appropriate for parents and carers, teachers and education professionals, to give them an understanding of the issues surrounding cyberbullying, and allow them to discuss the issues surround cyberbullying – including how teachers can be cyberbullied. It will also reinforce with children the fact that all forms of cyberbullying are unacceptable and the other 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
- * Companies wishing to train their staff
- * Police forces
- * Charities working with victims of abuse
- * Children's homes
- * Local authority social services departments
- * Adoption and fostering organisations
- * Libraries and study centres
- * Faith groups working with young people.

For further information about responsible use of online and mobile technologies please visit www.childnet.com.

For electronic copies of the support information in this **Let's Fight It Together** booklet, visit www.digizen.org.

2/BACKGROUND TO LET'S FIGHT IT TOGETHER

The film, **Let's Fight It Together**, is designed to challenge people to think about how they behave when using the internet and mobile technologies, and about the potential impact of cyberbullying, and ultimately to address and change unacceptable online activities thus preventing young people and adults becoming victims or perpetrators of this behaviour.

Let's Fight It Together illustrates a number of important points regarding cyberbullying: for example, the way the main character is harassed by a number of others, how the target is unsure of who the bully is, and how the target's image – and that of his teacher is used to humiliate him and the teacher in front of many others.



Research tells us that cyberbullying is a feature of many young people's lives; for example, according to research conducted over four years¹ 15% of the 11,227 children surveyed had received nasty or aggressive texts and emails. The research demonstrated a year-on-year increase in the number of children who are bullied by using new technology. In addition, research carried out for the Anti-Bullying Alliance (ABA) by Goldsmiths found that 22% of 11-16 year-olds had been a victim of cyberbullying².

Through face-to-face work that Childnet undertakes in primary and secondary schools, working directly with children, teachers and parents and carers, it is apparent that one of the main concerns with regard to internet safety and security in schools is cyberbullying. Some schools have banned the use of certain sites and online services (such as instant messenger and social networking sites) within the school environment; however, they are aware that they still have to deal with the repercussions of pupils' online behaviours in school that occur outside of school.

Many schools feel unprepared when expected to deal with issues resulting from misuse of the technologies, particularly if the online applications are unfamiliar to staff; for example, social networking spaces, including Bebo, MySpace and Piczo. This resource aims to help address this. It will be a key tool in raising awareness among staff, pupils and parents and carers, and gives teaching and learning professionals a step-by-step guide on how to tackle the issues surrounding cyberbullying. It also offers advice and support on what can be done to implement changes in behaviour, and provides further help where required.

The DCSF, working with Childnet International, has produced comprehensive guidance for schools on what cyberbullying is, and strategies that can be employed to help prevent and respond to incidents of cyberbullying. The DCSF guidance, which can be used in conjunction with this resource, outlines a whole-school community approach to cyberbullying, and it includes key advice for parents and carers, and for children and young people, about cyberbullying. For more information, please see: www.digizen.org/cyberbullying/fullguidance.

This DVD resource is designed to be of practical help to schools looking to implement this guidance.

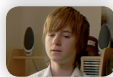


¹ Noret and River (2007),
² P. Smith, J. Mahdavi et al. 2006

3/PREPARING THE LESSONS

It is likely that young people watching this resource will be aware of, or have been involved in, a similar incident to that shown in the film. For adults to effectively support young people, they must become familiar with the technologies and online behaviours of young people.

- * The main film is approximately 7 minutes long.
- * The character interviews together run for approximately 5 minutes (in the following order):
 1. Kim – the bully: 20 seconds
 2. Teacher: 50 seconds
 3. Mum: 1 minute 30 seconds.
 4. Rob – the bystander: 55 seconds
 5. Joe – the target: 1 minute 10 seconds
- * Comments from Childnet’s Chief Executive Officer Stephen Carrick-Davies runs for approximately 2½ minutes (This section is only relevant for adults).



Informing yourself

It is recommended that adults working with children and young people view the film before showing it to their audience. There is helpful information throughout this guide, particularly in Chapter 4, ‘**Key advice and strategies for children to prevent and respond to cyberbullying**’, which gives adults an understanding of the messages that young people need to equip themselves with in order to combat cyberbullying.

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

1. Is this based on a true story?

This story is drawn from several different stories of real events that young people have experienced.

2. Is cyberbullying more serious than other forms of bullying?

Cyberbullying is a form of bullying and therefore can have a similar and just as serious impact on people as other forms of bullying. However, some features make cyberbullying different from other forms of bullying. These include:

- * **Cyberbullying can occur 24/7 and invade home/personal space** – cyberbullying can take place at any time and intrude into spaces that were previously regarded as safe or personal.
- * **The audience can be very large and reached rapidly** – the difficulty of controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on. Also, a single incident can comprise multiple attacks, where one image is viewed numerous times.
- * **People who cyberbully may attempt to remain anonymous** – the bully may never be in the same physical space as the target. Not knowing the identity of the bully can make the target distrustful of many people. The target may not even be aware that, for example, electronic material is being circulated.
- * **The profile of the bully and target** – cyberbullying can take place both between peers and across generations. As the film shows, teachers too are being the target of cyberbullying which can have devastating affects and is totally unacceptable.
- * **Some cyberbullying is unintentional** – it can be the result of not thinking (for example, something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences (for example, someone saying something negative online about another pupil or friend, without expecting it to be forwarded or viewed outside the immediate group).
- * **Many cyberbullying incidents can themselves act as evidence** – a trail of evidence can be gathered from online and mobile communications.

3. Why would the police turn up at the school?






In the film, Joe receives a death threat as part of his experience of being bullied; this makes the bullying a potential criminal offence. In addition, because Joe was harassed over a period of time, the police also have grounds to prosecute the bully/offender. See ‘Legal implications of cyberbullying’ (in the following section) for more information.





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.

Understanding the technology

Some practitioners who use this film may not have used popular communication services, such as instant messaging, or visited a social networking website like Bebo or Facebook. In preparation, you might wish to visit Childnet's www.chatdanger.com website, which gives a good overview of how young people are 'chatting' using a range of interactive media, including chatrooms, instant messaging, mobile phones and online games. Trainers are also advised to visit a social networking website to familiarise themselves with the types of profiles available to and created by young people online.

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

Technology	Activities	Possible cyberbullying
 Mobile phones	Chat, send and receive text messages and pictures, take photos, access the internet and email, share content with friends and family.	<ul style="list-style-type: none"> * Sending nasty calls or text messages, including threats, intimidation, harassment. * Taking and sharing humiliating images. * Videoining and sharing acts of bullying.
 Instant messaging (IM)	Chat live via text with other designated friends online.	<ul style="list-style-type: none"> * Hacking into another's account and sending unpleasant messages. * Sending nasty messages or content.
 Chatrooms and message boards	Chat live with, or put messages up for, groups of people around the world about common interests.	<ul style="list-style-type: none"> * Sending nasty or threatening anonymous messages. * Ignoring individuals. * Persuading people to give out private information for purposes of exploitation.
 Email	Communicate online at home and school and in the office.	<ul style="list-style-type: none"> * Harassing someone by repeatedly sending unwanted messages. * Sending unsuitable images/video clips. * Forwarding someone else's personal emails. * Sending computer viruses.
 Webcam	A webcam is a small digital camera on a computer. Record photographs or video, or see someone to whom you are talking live.	<ul style="list-style-type: none"> * Producing inappropriate content after persuading/threatening children to act or talk in a provocative way, leading to further manipulation.

Technology	Activities	Possible cyberbullying
 Social network sites	Make friends and keep in touch via personalised homepages, blogs and photos.	<ul style="list-style-type: none"> * 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 people from their friendship lists or using 'ignore' functions. * Creating a fake profile to pretend to be someone else, e.g. to bully, harass or get the target into trouble.
 Video-hosting sites	Share video clips.	<ul style="list-style-type: none"> * Posting embarrassing, humiliating video of someone.
 Virtual learning environments (VLEs)	A VLE is a school site set up for students. Access assignments, tests, activities, message boards, chatrooms and instant messaging at school and maybe also at home.	<ul style="list-style-type: none"> * Posting inappropriate messages or images. * Hacking into another's account to post inappropriate comments or delete schoolwork.
 Gaming sites, consoles and virtual worlds	<ul style="list-style-type: none"> * Online gaming sites: chat with players across the world. * Handheld consoles: chat with people in the same virtual environment. * Virtual worlds: design avatars – figures that represent individuals in the virtual world. 	<ul style="list-style-type: none"> * Name-calling. * Abusive/derogatory remarks. * Picking on weaker or less experienced users, repeatedly killing their characters. * Forwarding unwanted messages to other devices in the immediate vicinity.

For students who may not be familiar with the capabilities of the different services, you may need to explain how these communication services can be used and potentially misused.

Legal implications of cyberbullying

Criminal and civil law: Although bullying is not a specific criminal offence in UK law, criminal and civil laws can apply in terms of, for example, harassment or threatening behaviour, 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; therefore a person as young as 10 years old can be charged with a criminal offence.

For more information on these specific laws relating to cyberbullying, please see the DCSF guidance document available from: www.digizen.org/cyberbullying/fullguidance

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.

The obligations of schools are highlighted in a range of education acts and government initiatives, including the **Safe to Learn** initiative. The Education and Inspections Act 2006 outlines, among other things, that headteachers 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 the pupils involved.

The Education and Inspections Act 2006 also allows school staff to confiscate items from pupils. Items include mobile phones when they are being used to cause a disturbance in class or otherwise contravene the school behaviour and/or anti-bullying policy. It should be noted, however, that staff do not have a right to search through pupils’ mobile phones. They may ask a pupil to reveal a message or show them other content on the phone to establish whether bullying has occurred. A refusal to comply might lead to a disciplinary penalty for failure to follow a reasonable instruction, but the member of staff cannot enforce the instruction and search through the phone. However, if the bullying text or image is visible on the phone at the point of confiscation, staff can act on this.

Children creating and distributing harmful or illegal content

As part of internet safety, 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 needs 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, and extreme torture, and racist material. Even material which may not be illegal (e.g. the recording of a prank on a mobile phone) can cause extreme distress, and young people need to be aware of how others may be hurt by what they do, whether they intend to harm or not.

If a child reports having seen illegal material on the internet, or that someone has sent them this material, a report should be made to the Internet Watch Foundation (www.iwf.org.uk). For international hotlines, see www.inhope.org. You should also follow agreed procedures for reporting the incident to the police.

Informing others

It is important that the whole school community – including pupils, parents and carers, staff members and support staff – is aware of the impact that cyberbullying can have on people, including teachers. This will reinforce the support given to students and also help to educate other adults around the issues of cyberbullying.

The DVD has a short introduction from Stephen Carrick-Davies, Childnet’s CEO, that gives background information and important advice specifically aimed at adults.

Childnet has produced other resources, including leaflets, a presentation for parents and carers and a comprehensive CD-ROM entitled Know IT All for Parents that give further information and advice. These can be ordered from the Childnet website at www.childnet.com.

Informing child welfare staff

The film may raise issues with students about abuse, or even highlight individual cases of harassment online, so you are advised to talk to your school’s designated officer for child protection to discuss strategies for handling disclosures and escalating issues. See Chapter 8 of this booklet, **‘Handling disclosures’**.

4/KEY ADVICE AND STRATEGIES FOR CHILDREN TO PREVENT AND RESPOND TO CYBERBULLYING

It is important to equip young people with strategies for getting out of situations involving inappropriate, unwanted or difficult contact online, and to leave them feeling empowered after the session. It is imperative that children and young people are aware of the school policies and strategies for dealing with cyberbullying. For example, it is recommended that all children are made aware of what cyberbullying is, what the sanctions are for cyberbullying, and to whom or where they can report cyberbullying behaviour.

Explain and discuss these suggested strategies with students:

Preventing

1. Always respect others

Remember that when you send a message to someone, you cannot see the impact that your words or images have on the other person. That is why it is important to always show respect to people and be careful what you say online and what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone. If you receive a rude or nasty message about someone, or a picture, do not forward it. You could be assisting a bully, and even be accused of cyberbullying. You could also be breaking the law.

2. Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, and before you post information on a website. Remember that what you send can be made public very quickly and could stay online for ever. Do you really want your teacher or future employer to see that photo? Think about the information you have in the public domain. Be careful who you give your mobile phone number to, and consider whether, for example, you should remain a member of a network where people are treating you badly.

3. Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change passwords on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember only to give your mobile phone number or personal website address to trusted friends.

Responding

4. Block the bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features; they are there for a reason! As a last resort, changing contact details, such as an instant messaging identity or a mobile phone number, can be an effective way of stopping unwanted contact.

5. Don't retaliate or reply!

Replying to bullying messages, particularly in anger, is just what the bully wants.

6. Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening, and can be used by your school, internet service provider, mobile phone company or even the police to investigate the cyberbullying. You can tell the other person that you are saving the conversations, which may put a bully off. (For more information on how to do this, see the 'BBB Locked' section of www.websafecrackerz.com.)

7. Make sure you tell

You have a right not to be harassed and bullied online. To get help, tell:

- * an adult you trust, who can help you report the incident to the right place, or call a helpline like ChildLine on 0800 11 11 in confidence;
- * the provider of the service (e.g. your mobile phone operator or social network provider) that you have been bullied; check providers' websites to see where to report incidents;
- * your school: your teacher or the anti-bullying co-ordinator at your school can support you and can discipline the person bullying you;
- * the police, if the cyberbullying is serious and a potential criminal offence has been committed.

Finally, don't just stand there – if you see cyberbullying going on, support the victim and report the bullying. How would you feel if no-one stood up for you?

5/LINKING TO THE NATIONAL CURRICULUM

The relevant National Curriculum objectives are covered in the following lesson plans.

Key Stage 3: **Citizenship programme of study**

General area of knowledge, skill or understanding	Specific teaching point from the programme of study	Relevance to e-safety issues
Knowledge and understanding about becoming informed citizens	1a: Pupils should be taught about the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people. 1h: Pupils should be taught about the significance of the media in society.	Pupils should be taught about their right to privacy and the responsibility to protect the privacy of others by not disclosing information when using the internet. The internet is becoming an increasingly important form of media in our society. As part of becoming 'informed citizens', pupils should be aware of the risks and dangers of this form of media, alongside the many benefits.
Developing skills of enquiry and communication	2a: Pupils should be taught to think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.	<ul style="list-style-type: none"> * While looking at internet-based resources, pupils should be encouraged to consider their appropriateness * They should be aware that they might encounter inappropriate content on the internet which may contain extreme political or social views, and may be biased in opinion. * As part of digital literacy education, pupils should be taught to critically evaluate any material they find.
Developing skills of participation and responsible action	3c: Pupils should be taught to reflect on the process of participating.	<ul style="list-style-type: none"> * This teaching point provides a good opportunity to discuss the issues relating to communicating using ICT. The safety issues of using email, chat rooms, instant messaging and text messaging can be discussed, alongside the problems of cyberbullying which are often associated with these forms of technology. * This is also a good place to discuss issues relating to Web 2.0 technologies, such as social networking tools.

Key Stage 3: **ICT programme of study** (new from September 2008)

General area of knowledge, skill or understanding	Specific teaching point from the programme of study	Relevance to e-safety issues
1.4 Impact of technology	1. Exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications. 2. Recognising issues of risk, safety and responsibility surrounding the use of ICT.	
1.5 Critical evaluation	1. Recognising that information must not be taken at face value, but must be analysed and evaluated to take account of its purpose, author, currency and context. 2. Reviewing and reflecting critically on what they and others produce using ICT.	
2.1 Finding Information	2.1(a) Pupils should be able to consider systematically the information needed to solve a problem, complete a task or answer a question, and explore how it will be used. 2.1(b) Pupils should be able to use and refine search methods to obtain information that is well matched to purpose, by selecting appropriate sources.	This aspect gives opportunities for teaching pupils about copyright issues, particularly in relation to materials which they find on the internet and may want to use to inform their work. This aspect gives opportunities for teaching digital literacy skills to pupils, including how to search effectively on the web.
2.2 Developing Ideas	2.1(d) Pupils should be able to analyse and evaluate information, judging its value, accuracy, plausibility and bias. 2.2(a) Pupils should be able to select and use ICT tools and techniques appropriately, safely and efficiently.	This aspect gives opportunities for teaching digital literacy skills to pupils, including the importance of critically evaluating any materials they find.
2.3 Communicating information	2.3(b) Pupils should be able to communicate and exchange information (including digital communication) effectively, safely and responsibly.	<ul style="list-style-type: none"> * Under this area, pupils can be alerted to the safety issues of using email, chat rooms, instant messaging and any other 'direct contact' communications device, along with the importance of keeping personal information private. * This is also a good place to discuss issues relating to Web 2.0, such as social networking tools. * The notion of appropriate writing conventions, such as language, brevity and tone, for electronic communications could also be introduced here.

2.4 Evaluating

2.4(a) Pupils should be able to review, modify and evaluate work as it progresses, reflecting critically and using feedback.

3 Range and content

3(d) Pupils should be able to develop an understanding of the need to:

- * employ safe working practices in order to minimise physical stress;
- * keep information secure;
- * manage information organisation, storage and access to secure content, and enable efficient retrieval.

3(e) Pupils should be able to understand about the impact of ICT on individuals' communities and society, including the social, economic, legal and ethical implications of access to, and use of, ICT.

- * This aspect effectively underpins all ICT work with an awareness of e-safety issues.
- * Pupils should be encouraged to take a commonsense approach to using the internet and related technologies, knowing the appropriate behaviours that they (and others) should adopt online, along with appropriate strategies to use if things go wrong.

General area of knowledge, skill or understanding

Developing a healthy, safer lifestyle

Specific teaching point from the programme of study

2g: 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.

Relevance to e-safety issues

- * Building on the comments under 2f (above), this teaching point provides an opportunity to develop pupils' understanding of the risks associated with chat rooms and similar services, where their personal safety or wellbeing might be threatened.
- * Pupils should be taught how to respond if they are contacted in any way which makes them uncomfortable, and where they can turn to for help and advice.
- * This is also a good area in which to discuss the issues relating to, and impact of, **cyberbullying**.

Developing good relationships and respecting the differences between people

3a: 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 in which to introduce issues relating to **cyberbullying**, such as by mobile phone or in chat rooms and social networking services.
- * Pupils should be made aware of the damaging impact that **cyberbullying** can have on its victims, along with information on where they can go for help and advice if they are suffering.

Key Stage 3: PSHEE programme of study (non-statutory)

General area of knowledge, skill or understanding

Developing a healthy, safer lifestyle

Specific teaching point from the programme of study

2f: Pupils should be taught to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel.

Relevance to e-safety issues

- * Pupils should be taught to minimise the risks to their personal safety when using ICT.
- * Studies have identified that young people often engage in risky behaviours when using chat rooms, and this is a good place to discuss the issues.
- * This includes areas such as keeping personal information private, protecting online identities and passwords, and never arranging to meet anyone in person who they have only met online.
- * This is also a good place to discuss issues relating to Web 2.0 technologies, such as social networking tools.

3j: Pupils should be taught to resist pressure to do wrong, to recognise when others need help and how to support them.

- * Pupils should be aware of peer pressure in chat rooms, for example to **bully** others, or other forms of inappropriate behaviour using new technologies, and develop strategies for protecting themselves.
- * This teaching point could also be used to discuss issues relating to copyright and intellectual property relating to materials available on the internet, possibly within the context of plagiarism or illegal file-sharing networks.
- * Pupils should also be aware of the many organisations that exist to help make the internet a safe place for all.

3k: Pupils should be taught to communicate confidently with their peers and adults.

This is a good area in which to discuss e-safety issues relating to email, chat rooms and other 'direct contact' communications services.

6/THE LESSON PLANS

The **Let's Fight It Together** lesson plans have been designed as two 45-minute lessons aimed at key stage 3 students.

The lessons connect with several objectives from the programmes of study in PHSEE (Personal, Social, Health and Economic Education), Citizenship and ICT. For the exact references, see Chapter 5, '**Linking to the National Curriculum**'.

Further ideas and activities to extend children's learning on this topic are given in Chapter 7, '**Other activities and resources**'.

The film is 7 minutes long. Five character interviews can be viewed from the 'Play interviews' option on the main menu of the DVD.

Parts of the film are intentionally designed to get children to consider how different people are affected by certain behaviours, and what the different outcomes could be as a result of these types of behaviour.

It is important for young people to leave the session empowered, with a strategy for what to do or how to advise others in a similar situation.

These lessons can be used as an opportunity to discuss and develop a cyberbullying definition and policy within the school community, as outlined by the DCSF guidance (see 2.3.3, p25: www.digizen.org/cyberbullying/fullguidance). Children can be involved with, and contribute to, the development of guidelines when considering approaches in school to prevent and respond to cyberbullying.

Lesson 1: Raising awareness

Part	Timings	Content	Description
This lesson is suitable for small and large group sizes			
1	5 minutes	Use of the internet	Whole group Q&A on use of the internet
2	10 minutes	Introducing cyberbullying	Small groups discuss or record and feedback Q&A
3	10 minutes	Let's Fight It Together	View the film
4	20 minutes	Responding to and preventing cyberbullying	Plenary activity asking whole group questions

Lesson 2: Review film and character interviews

Part	Timings	Content	Description
This lesson is suitable for small/class groups			
5	20 minutes	Review film and character interviews	Review the film verbally or watch it again and then view each of the character interviews
6	5 mins	Questions	Consider the given questions related to each character in your group
7	15 minutes	Hot-seating of each character	Plenary activity whereby groups have a chance to ask other characters questions
8	5 minutes	Final questions	Assess children's awareness of cyberbullying and what they view can be done to prevent it or respond to it.

Lessons objectives

1. "I will understand what cyberbullying is."
2. "I will recognise the impact that cyberbullying can have on people."
3. "I will reflect on my own behaviours online in order to help myself and others."
4. "I will learn the strategies to avoid getting into or contributing to negative situations online."

LESSON 1: 45 MINUTES

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.com.)

Part 1: Classroom discussion – 5 minutes

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

Ask students 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 with people online? Instant messenger? Any social networking websites? (YouTube/Facebook/Piczo/MySpace/Bebo.)
- * Who has a camera phone?
- * Whose phone has Bluetooth?

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

Part 2: Introducing cyberbullying – 10 minutes

Introduce the topic of cyberbullying. (You have the option to use the 'word unscramble' from the extra activities in Chapter 7, 'Other activities and resources'. This can be found on the disc by inserting it into the computer and navigating to the 'Resources' folder.)

Encourage children, working individually or in small groups, to develop a concept map or Venn diagram of the term 'cyberbullying'.

Ask pupils the following questions relating to cyberbullying. Children could record their responses on flip-chart paper.

1. What is bullying?
2. What is cyberbullying? What forms can it take?
3. What are the differences between cyberbullying and other forms of bullying?

Alternatively, divide A3 pieces of paper into three columns (as follows) and ask pupils the above questions, one at a time – in the numerical order given – and record their answers.

Please refer to the 'Informing yourself' section of Chapter 3, 'Preparing the lesson' for differences between cyberbullying and other forms of bullying.

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

(1) Bullying

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."³

(3) Differences

Differences: Cyberbullying has possibly a much bigger audience, no closure and no escape from the bully, and the other people involved may not realise the impact and contribution they make.

(2) Cyberbullying

* Cyberbullying is the use of information and 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.

Ask children to discuss the following questions as a class (without recording their answers):

- * **Why do you think people bully others?** There are a number of different possible reasons that people bully others: because they do not understand the harm they are doing; they are not aware that they are having an effect on others; they are reproducing behaviour that has been carried out on them; or to be popular with other people.
- * **What is a bystander?** "A person who is present at an event without participating in it."⁴ For example, somebody who sees another person send a bullying text message to a target.
- * **What do you think an accessory to a bully is?** A person who is able to help the target, who joins in the bullying behaviour either willingly or unwittingly. For example, someone who forwards an email about a classmate, received from a friend at school. The DCSF ran an online campaign called 'Laugh at it you are part of it', with banner and other ads put up in places popular with children and young people online, outlining how it is important not to become an accessory to cyberbullying.

³ www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/introduction/whatisbullying
⁴ www.thefreedictionary.com/bystander

- * **How serious do you think the issue of cyberbullying is? What percentage of young people do you think have been bullied?** Research carried out for the Anti-Bullying Alliance found that 22% of 11-16 year-olds had been a victim of cyberbullying.⁵

Note: It may be worth looking for more recent statistics or examples, if known.

- * **How can we keep ourselves and others safe from cyberbullying?** Record the suggestions, if possible, to refer to after viewing the film.
- * **What could we do as a school to stop this behaviour from happening?**

Part 3: View the Let's Fight It Together DVD – 10 minutes

Introduce **Let's Fight It Together** by telling 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, they can talk to you or another trusted adult. (See Chapter 8, '**Handling disclosures**', for further information.)

Explain how people's misuse of technology in the online and mobile environment can and does affect lives. Encourage pupils, when watching the film, to identify the role that each individual plays in helping to prevent bullying or contributing to it, either inadvertently or intentionally.

Part 4: Discussion questions – 20 minutes

Note: the following 5 questions can be accessed on screen from the discussion questions option on the main menu of the DVD.

- * **Any questions or comments?**
- * **Why did the police get involved?**
- * **Joe deleted one of the text messages he received. Was this the right thing to do?**
- * **How many people bully Joe? Who? Why?**
- * **What can we do to stop this behaviour from happening?**

⁵ P. Smith, J. Mahdavi et al. 2006

Extra questions to ask:

- * **What could Joe have done differently to stop receiving instant messages?** He could have: not accepted an anonymous user onto his contact list; blocked the contact; deleted the contact; reported Anon 5446 to the service provider.
- * **What did Joe do to stop receiving unwanted messages on his instant messenger?** He blocked the unknown contact.
- * **Who helped or could have helped Joe?** Himself, his mum, his teacher, his friend Rob, anyone else that was aware of the bullying occurring.
- * **What sort of information do people need to think very carefully about before putting it online, sending it to others, or letting others know?** Any information that gives away a person's geographical location, like the school you go to, the places where you hang out. Other details that need to be kept private online include email addresses, online profiles, instant messenger IDs, full names, passwords and family and friends' personal information. Also, photos provide important personal information, and should not be posted online without careful consideration. It is important to realise the extent of the audience on the internet. Also consider that online text and images can easily be copied, changed and used elsewhere. Once something has been put online, the owner loses control of it, and it could stay online for ever.
- * **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?
- * **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 other forms of bullying are. It may also be worthwhile reminding audiences that cyberbullying is not limited to peer-to-peer situations, but can also involve adults. Some teachers have been the targets of cyberbullying which is totally unacceptable.
- * **What have you learnt from this film?** If the people involved had taken your internet safety advice (from earlier in the session), would this have happened? Discuss. Please refer to Chapter 4, '**Key advice and strategies for children to prevent and respond to cyberbullying**'.

Note: Lesson 1 can be used as an assembly to raise awareness about cyberbullying. Childnet recommends that this session is followed by Lesson 2 in a classroom lesson to give students another opportunity to discuss the consequences of cyberbullying and the impact it can have.

LESSON 2: 45 MINUTES

Resources needed

- * **Let's Fight It Together** DVD
- * Character questions (available to download and print from the 'Resources' folder on the DVD)
- * Flip chart paper
- * Marker pens
- * Optional – a secondary school pupils' leaflet for each student to take away. (Available to order from www.childnet.com/order.)

Part 5: Watching the character interviews – 20 minutes

Review the main film from lesson 1 by getting pupils to give a verbal reconstruction of the events or watch the film a second time. Pupils should then watch the interviews with each of the main characters to gain an insight into each character's perspective. Select the 'Play all' option in the 'Play interviews' menu from the main menu of the DVD.

- * Inform pupils that, after viewing the interviews, they will be assigned to groups to review the feelings and actions of a particular character.
- * View the five character interviews.

Childnet recommends viewing the character interviews in the following given order.

Part 6: Character questions – 5 minutes:

- * After watching the interviews break the students into groups of no more than six.
- * Give each group a sheet of flip-chart paper and marker pen.
- * Using the character questions that follow (accessible from the 'Resources' menu of the DVD), give each group the character's questions to brainstorm.
- * Groups should be given 5 minutes to record their answers or create a biography or profile based on the questions about their character leading up to the bullying incident, how the character felt during the bullying, and how they dealt with it.

Kim (the bully):

- * Who do you think Kim is? Is she a friend of Joe's?
- * Do you think she is bullying Joe?
- * Do you think Kim is responsible? Do you think she is the only one who should be punished?
- * What do you think about Kim's reaction to the situation?
- * Do you think Kim was serious when she targeted Joe? Who do you think is in the best position to say if it was a joke or not? Joe or Kim?
- * If Kim thinks it is only a joke, does this justify or excuse her behaviour?
- * How do you think Kim feels when the police arrive at school?
- * How did Kim think she could get away with what she did 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. Think about things that you might do or discuss online that you would not do or talk about face-to-face with someone offline.
- * Was Kim's bullying limited to when she was online? Was it limited to Joe?



The teacher:

- * Was the teacher bullied?
(It is important that pupils recognise that the teacher in the film was also the subject of humiliation and her photograph appeared on the website.)
- * How does the teacher recognise that something is wrong with Joe?
(By the changes in his behaviour.)
- * How did the teacher 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?
(It is important that pupils understand that the bullying of a teacher in this form is totally unacceptable and schools will apply sanctions to pupils found to be engaged in this activity.)
- * What happened to the website? What did she do to get it taken down?
- * What can schools do to help people involved in cyberbullying?
(All schools have an anti-bullying policy that outlines the procedures for dealing with bullying behaviour. Schools can also contact the families involved, the websites or mobile operators, or the police if necessary.)
- * What does the teacher recommend other people do to help stop bullying?
(Tell an adult/the school, so they can help.)



Joe's mum:

- * How did Joe's mum know that something was wrong?
- * How did she feel about the situation?
(Helpless and frustrated.)
- * Why do you think Joe's mum initially felt incapable of finding out what was wrong?
(She didn't know how to use the technology.)
- * Why did Joe's mum think the problem had something to do with the internet or his mobile phone?
- * What did Joe's mum do to help resolve the situation?
(With Joe's help, she showed the headteacher a record of the instant messaging conversation/false website.)
- * Who else could Joe have turned to if he couldn't approach his mum?
(ChildLine, school counsellor, teacher, police, a friend outside school.)



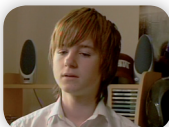
Rob (the bystander/accessory):

- * How well do you think Rob and Joe know each other?
- * Describe how 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 things get back to normal?
- * What else could Rob have done?



Joe (the target):

- * At what point did Joe realise he was being bullied?
- * What do you think was the worst part about being bullied online?
- * Did Joe know who was involved? Who did he trust?
- * What could Joe do to help himself out of the situation?
(Block the contact, delete a contact, save the conversation, report people to the service provider, tell the contact he didn't want to talk any more, talk to someone he trusts.)



- * What stopped Joe from telling anyone (including his mum and his teachers) 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 felt ashamed of the content about him, or even felt that it was true. 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 internet access would be removed so that he wasn't bullied via these any more.)
- * When could Joe have told someone 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.)
- * Who could Joe have told? Discuss who you could trust and whether it is a good idea to talk only to friends when you are really worried about something. What is the responsibility of a friend if they are told about bullying behaviour? (Young people can tell adults whom they trust, including parents, carers and teachers, and they can also ring ChildLine in confidence on 0800 11 11).
- * How do you think Joe feels now?

Note: Alternatively, these questions could also be posted around the room on flip-chart paper for pupils to add their comments to after each of the interviews is seen.

Part 7: Hot-seating of the characters – 15 minutes

Give each group 2-3 minutes to 'hot seat' their character: each group faces questions about its character from other members of the class. Other children can use the above questions or ask questions of their own.

Part 8: Final questions – 5 minutes

Final whole class questions: ask each group/individual to report strategies or advice:

- * What is the one thing that you would do to stop cyberbullying?
- * What can the school do to help prevent or respond to cyberbullying in your school?

Note: refer to Chapter 4, 'Key advice and strategies for children to prevent and respond to cyberbullying', to help guide young people.

Assessment opportunities

It is important to assess whether pupils' attitudes have changed, and how. This can be done directly after the session, but Childnet also recommends that these assessment questions are revisited intermittently throughout the school year to ensure pupils retain and execute the correct behaviours.

Questions to review include:

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



7/OTHER ACTIVITIES AND RESOURCES

Extra activities could include:

Word unscramble

A simple but effective way to introduce the issue and get pupils focused on the task at hand. You can jumble up the letters of 'cyberbullying' by writing them on the (white)board. Alternatively, print out and cut up the letter cards in the resources folder (these can be found on the disc by inserting it into a computer and navigating to the 'Resources' folder).

Give individuals/pairs/groups a limited amount of time (1-2 minutes) to guess the word.

Identifying forms of cyberbullying

Get children to brainstorm all the types of cyberbullying they are aware of or the ways in which it can occur. For example: forwarding a message via a mobile phone; creating a poll on a website of how pretty/annoying someone is. (For a list of ways technology can be misused, please see the 'Understanding the technology' chart in Chapter 3, 'Preparing the lessons'.) Encourage children to think of ways that these situations could be resolved. Each situation could be given to a different group to find a solution.

Character debate

Assign a main character to each group. The group must think about why their character is the most important character in the scenario. Alternatively, each group could argue from the viewpoint of each of the main characters.

Scenarios could include:

- * Each group saying how their character 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.)
- * In court, the characters say whether they are guilty and accuse each other of not helping the situation as much as they could.

Role plays

Working with smaller groups or classroom-size numbers of pupils, teachers can assign role-play scenarios. Each group could be given 5 minutes to work out how they will portray the unobserved scene, and 1 minute to present their drama 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
- * Joe working it out with Rob.

Alternatively, groups could make up their own scenes.

Portrayal of characters

To encourage pupils to empathise with other people in similar situations, they could write about how each person involved in the situation felt at the beginning, during, and at the end of the bullying, or they could act it out or produce a poster using pictures or words.

Alternatively, teachers can give words to children for them to develop into collages using colours, pictures, words and thoughts to illustrate the different feelings of each character, e.g. hurt, scared, angry, frustrated and disappointed. Groups can also define these words and identify who in the film they relate to.

Resources for more information include:



Childnet's digizen website

This media literacy website looks at how to be a responsible digital citizen. It focuses on cyberbullying issues, and contains advice and information on using social networking spaces safely. Within the site are

various ideas for a more in-depth look at cyberbullying and how to combat it. These include:



Digizen Drama: Laugh at It, You're Part of It: A series of workshop plans to be used in the classroom in order to design and develop your very own drama. View a documentary film in which students record their responses to cyberbullying with extracts from their own devised drama



Digicentral: Create your own widget to express your online digital citizenship values and wishes for yourself, your friends and your world.

Look out for upcoming **interactive games and activities** on the Digizen website.



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 card points to other resources and wider sources of help and advice. Copies are available to order from the Childnet website at www.childnet.com – click on 'order'.

We recommend that teachers ask questions to ensure that pupils understand the information, before sending the card home with pupils. Pupils may like to go on a treasure hunt through the information: one pupil asks a question of the others (the answer being available in the leaflet), and then the person who answers correctly asks a question, and so on.



CHATDANGER

Chatdanger

Childnet's Chatdanger website at www.chatdanger.com contains lots of personal stories and advice. There is also a contact form on the website that children can use if they have specialist questions to ask Childnet staff.



Know IT All

Know IT All

Childnet has produced a number of CD-ROM and web-based resources for students, parents and carers, teachers and trainee teachers, called Know IT All. This covers all areas of internet safety, such as mobile phones and how to evaluate the safety of websites. See www.childnet.com/kia.



Jenny's Story

Although **Let's Fight It Together** addresses 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 them offline. For more information and a superb resource that focuses specifically on this issue, please see: www.childnet.com/jenny.

8/HANDLING DISCLOSURES

Discussing other online contact risks

Schools can encourage pupils to report bullying in confidence using a variety of methods. These reports may relate to abuse to themselves or to someone they know. However, if pupil safety is at risk then school staff cannot keep the information confidential. Staff will need to use their judgement as to how to speak to the pupil about this. Here are some courses of action you may wish to consider:

- * If this disclosure happens in school, 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.
- * Your first point of contact following disclosure by a child should be the designated child protection officer within the school or organisation.
- * Remember to write down exactly what the child has disclosed, as soon as possible.
- * The child who has disclosed the information is likely to feel worried, distressed or frightened, and that the process is out of their control. The child needs to feel involved, and you should give the child the opportunity of being alongside you when you report the incident to the designated officer in school.

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

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 and carers 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 cyberbullying guidance at:

www.digizen.org/cyberbullying/fullguidance.

Being informed of potentially dangerous situations

Many victims of incidents of this nature 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 adults 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 should be reported to the police who are trained to deal with the situation sensitively.

The **Child Exploitation and Online Protection (CEOP)** centre is a police agency tackling child abuse on the internet. If you know or suspect that a child is in contact with an adult and that adult is being inappropriate then a report can be made via the website. This unique facility enables parents and young people to make reports of actual or attempted abuse online, which the police will investigate.

See www.ceop.gov.uk.

Remind young people that they can also call ChildLine to talk in confidence on 0800 1111. For details of international helplines, see:

www.childhelplineinternational.org.



9/USING LET'S FIGHT IT TOGETHER WITH PARENTS & CARERS

Childnet views dialogue between parents and carers and children as a crucial part of internet safety.

It is important to achieve a balance of raising awareness of the issues and empowering parents and carers, 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 because it stops 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, in internet cafés or at the houses of friends whose parents and carers may not be aware of the risks. If children then get into difficulties, it can be even harder for them to admit what has happened and ask for help.

Let's Fight It Together helps to inform parents and carers of the issues surrounding cyberbullying. From the character interviews section on the DVD, there is a clip of Childnet's CEO addressing parents and carers. When schools arrange a showing of **Let's Fight It Together** for parents and carers, they may wish to begin with this clip.



An interview with the target's mother (in which she says "I knew something was wrong") is also available from the main menu. This interview should empower parents and carers with the knowledge that they can help stop occurrences of cyberbullying, despite their sometimes limited knowledge of the online world, and reinforces the important relationship between home and school.



It highlights the role that parents and carers can play by keeping a record of the bullying and showing the school or reporting it to the service or mobile operator. It also reassures parents and carers that they don't need to know how to use the specific technology – only how to deal with the inappropriate behaviours.

In addition, Childnet has recently developed a CD-ROM for parents and carers called Know IT All for Parents. This can be used for internet safety presentations to parents and carers, and can be viewed online at

www.childnet.com/kia. It contains more information and advice on the positive ways young people use the technologies, some of the risks associated with the technologies, and ways that parents and carers can help to avoid or minimise those risks.

Know IT All

Key Advice for Parents and Carers

- * Be aware, your child may as likely cyberbully as be a target of cyberbullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
- * Talk with your children and understand the ways in which they are using the internet and their mobile phone. See the seven key messages for children in Chapter 4, '**Key advice and strategies for children to prevent and respond to cyberbullying**') to get you started.
- * Use the tools on the service and turn on in-built internet safety features.
- * Remind your child not to retaliate.
- * Keep the evidence of offending emails, text messages or online conversations.
- * Report cyberbullying:
 - Contact your child's school if it involves another pupil, so that they can take appropriate action.
 - Contact the service provider.
 - If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.



10/GLOSSARY OF TERMS

Below are some definitions of terms used in this guide.

- * **Bluetooth:** A short-range radio technology that makes it possible for various computing and telecommunications devices and peripherals, especially portable ones, to communicate with each other and with the internet without the need for cables.
- * **Chatroom:** An area on the internet where you can chat to one or more people.
- * **Cyberbullying:** The use of ICT, particularly mobile phones and the internet, deliberately to upset someone. 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.
- * **Instant Messaging (IM):** Technology similar to that of chatrooms, which notifies a user when a friend is online, allowing them to 'converse' in real time by exchanging text messages and sending files.
- * **Online grooming:** 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 networking sites typically allow users 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, e.g. online journal-creation, or other website-creation tools. Social networking sites are designed for socialising with your friends and making new ones within online communities. They allow young people to be creative online and make it easy for them to stay in touch with friends.
- * **Webcam:** A digital camera which works with computers and is designed to take photographs and transmit them over the internet. More commonly, webcams are used to see someone you are talking to online.

For further definitions of terms, see the glossary of the Know IT All for Parents CD-ROM at www.childnet.com/kia.

11/TECHNICAL REQUIREMENTS

If you have problems viewing this resource, contact Childnet on 020 7639 6967. You can access this guide from www.digizen.org/cyberbullying. You can also view this film online at www.digizen.org/cyberbullying/film.

To use the DVD you need a DVD player connected to a screen with audio, or a DVD compatible computer (PC or Mac).

There are additional resources on the disc. Follow these instructions to view them:

1. Open 'My Computer' on your PC, or 'Finder' on your Mac;
2. Right click on the DVD disc labelled '**Let's Fight It Together**' and select 'open';
3. Open the directory/folder labelled 'Resources'.

You will need Adobe Acrobat Reader or a similar application to open the PDF files (downloadable from www.adobe.com).



12/OTHER RESOURCES

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

* Department for Children, Schools and Families

www.dcsf.gov.uk

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/

Safe to Learn guidance for schools on anti-bullying

* Childnet

www.digizen.org

www.kidsmart.org.uk

www.chatdanger.com

www.childnet.com/sorted

www.childnet.com/kia

See pages 30-31 for more information on these websites

Other resources

Childnet International has produced comprehensive guidance for the DCSF that will help schools to understand what cyberbullying is, and strategies that can be employed to help prevent and respond to incidents of cyberbullying. This guidance outlines a whole-school community approach to cyberbullying, and it includes key advice to parents and carers and to children and young people around cyberbullying. For more information, please see:

www.digizen.org/cyberbullying/fullguidance.

Children are able to contact ChildLine in confidence:

ChildLine 0800 11 11. For details of child helplines in other countries see www.childhelplineinternational.org.

www.kidscape.org.uk

Kidscape run a telephone advice line exclusively for parents and carers giving advice about bullying.

Tel: **08451 205 204** (10am-4pm weekdays).

The **Child Exploitation and Online Protection** (CEOP) centre is a police agency tackling child abuse on the internet. If you know or suspect that a child is in contact with an adult and that adult is being inappropriate then a report can be made via the website. This unique facility enables parents and young people to make reports of actual or attempted abuse online, which the police will investigate.

See www.ceop.gov.uk.



ABOUT THE DEPARTMENT FOR CHILDREN, SCHOOLS, AND FAMILIES

Children, young people and families are the bedrock of our society. The aim of the Department for Children, Schools and Families is to ensure that every child gets the best possible start in life, receives an excellent education, and has the support and protection they, and their family, need to allow them to fulfil their potential.

department for
children, schools and families

The Department for Children, Schools and Families leads work across Government to ensure that all children and young people:

- * stay healthy and safe;
- * secure an excellent education and the highest possible standards of achievement;
- * enjoy their childhood;
- * make a positive contribution to society and the economy;
- * have lives full of opportunity, free from the effects of poverty.

ABOUT CHILDNET INTERNATIONAL

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



Childnet produces a range of support materials for teachers, parents and carers 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.com.

The DCSF and Childnet are committed to continuing to develop the **Let's Fight It Together** resource, and welcomes feedback from teachers and young people. Please send your comments or suggestions by email to info@childnet.com.

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Childnet and the DCSF would like to express our thanks to the following organisations and individuals who have contributed to this resource:



Members of the **DCSF Cyberbullying Taskforce***



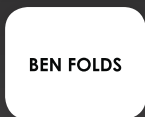
The Edge Picture Company for the production of the film and providing tremendous support to Childnet throughout this project.



The pupils, teachers and governors of **Belhus Chase** for giving Childnet permission to film in their school.



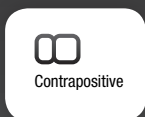
The members of **Childnet's Networkers team** who gave advice on the story and scenario.



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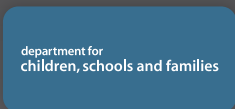


O2 – for supporting the production of this resource.



Vodafone – for supporting the production of this resource.

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* For a list of companies, charities and organisations that make up the Taskforce see inside front cover of the full guidance document: www.digizen.org/cyberbullying/fullguidance.