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Intellectual Output 4

Summary Recommendations for Social Networking Site Providers

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A cross-national, co-participatory exploration of cyberbullying,
young people and socio-economic disadvantage



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Available online at: <https://www.ou.nl/web/blurred-lives/resources>

PART ONE

INTRODUCTION TO THE BLURRED LIVES PROJECT

Welcome to this resource designed for social networking providers by young people across Europe as part of the Blurred Lives Project - a cross-national, co-participatory exploration of cyberbullying, young people and socio-economic disadvantage.

The Blurred Lives Project focuses on the online experiences of 14-16 year olds in schools in disadvantaged urban areas in Northern Ireland, England, Germany, Italy and the Netherlands and aims to facilitate pupil voice through the creation of resources for teachers, pupils, parents/carers and social networking providers.

The two-year project (2017-2019) is funded by Erasmus+ under KA2 Strategic Partnerships for School Education, and is led by a team of international experts with a wealth of experience of addressing bullying in schools: Dr Noel Purdy, Stranmillis University College, Belfast, Northern Ireland; Prof Peter K. Smith, Goldsmiths, University of London, England; Prof. Dr. Herbert Scheithauer, Freie Universität Berlin, Germany; Prof Antonella Brighi/Dr Consuelo Mameli, University of Bologna, Italy; and Dr. Trijntje Völlink, Open University of the Netherlands.

In the first phase of the project an online survey was completed by around 500 pupils in 5+ schools in each country, and explored pupils' online access and negative experiences. Pupils were first invited to provide background demographic information and to detail the nature and extent of their regular online activity. They were then asked to describe a nasty or unpleasant online experience that had happened to them personally over the past couple of months, to indicate who they had reported it to (if anyone) and what happened as a result. They were also asked to describe a nasty online experience that had happened to someone else they know well, and to describe anything nasty or unpleasant that they had done themselves to someone online over the past couple of months. Finally, the survey invited the young people to provide suggestions as to how teachers, parents/carers and friends could help more.

The second phase aimed to provide up-to-date resources for teachers, pupils and parent/carers, and make important recommendations to Social Networking Providers, building on ideas from the pupils themselves. This was done through a combination of Sequential Focus Groups and Quality Circles, carried out intensively with two classes of 14-16 year old pupils in each country. The first Sequential Focus Group was used to

present some of the findings of the survey and to explore pupils' online experiences in more qualitative detail. There followed a series of Quality Circles where pupils worked in groups with experienced facilitators to create original resources for particular audiences: teachers, pupils, parents/carers and social networking providers. The number and length of each session varied between schools and countries, depending on school timetables and availability of time. However, in each case pupils were encouraged and empowered to work together (often outside normal friendship groups) with a common purpose to design appropriate and targeted guidance and/or resources, and to share their resources with others in their class or year group. The resulting resources comprise a rich variety of formats including posters, leaflets, videos, comic strips and presentations. The final two Sequential Focus Groups provided an opportunity for the pupils to provide feedback on the first draft of the resources (after which minor revisions could be made) and on their experiences of participating in the Quality Circles.

The original resources will be made available on the Blurred Lives Project website and on the Erasmus+ Project Results Platform. Each partner country is also hosting one or more dissemination events in 2019 for participating schools, parents, teachers and key educational stakeholders.

PART TWO

CURRENT SUPPORT AND REPORTING TOOLS ON SOCIAL MEDIA SITES

Social networking and user-interactive services offer many positive opportunities for children and young people to communicate, interact, learn, and share content and experiences (Spears and Kofoed, 2013[1]). However, with increasing numbers of children and young people exposed to multiple media platforms, and the personal risks such as bullying, harassment and abuse associated with these, young users can become increasingly vulnerable and may regularly encounter inappropriate or harmful behaviour through these services.

In the UK Ofcom's most recent Children and parents: Media use and attitudes report highlights that one in ten young people aged 12-15 had been bullied online, while 31% of 12-15 year olds had ever seen something online that they found worrying or nasty (Ofcom, 2018[2]). The Ofcom study found that 13% of 12-15 year olds had used online reporting functions to report worrying or nasty content, but that 12% had not reported it. Nine in ten 12-15 year olds said they would tell someone – a family members most likely – if they saw something worrying or nasty online.

[1] Spears, B. and Kofoed, J. (2013) 'Transgressing research binaries: youth as knowledge brokers in cyberbullying research' in P.K. Smith and G. Steffgen (Eds.) Cyberbullying through the new media. London: Psychology Press.

[2] Ofcom (2018) Children and parents: Media use and attitudes report. Available online at https://www.ofcom.org.uk/___data/assets/pdf_file/0024/134907/Children-and-Parents-Media-Use-and-Attitudes-2018.pdf.

Over a fifth (22%) of 12-15 year olds said they had been contacted online by a stranger, and 9% said they had seen something of a sexual nature online that made them feel uncomfortable. The report also found that 71% of 12-15 year olds who owned a mobile phone were allowed to take it to bed with them. Hence, there is an urgency for social media providers such as Facebook, YouTube, Instagram and Twitter to take online safety seriously and to implement effective preventative and responsive measures to protect all users, especially children and young people.

With evidence suggesting that many young children have social media profiles/accounts below the recommended minimum age (e.g. 18% of 8-11 years olds have a social media profile – Ofcom, 2018), there has been heightened attention and appeals for social media platforms to improve their protection and security measures. In April 2018 the UK Health Minister Jeremy Hunt stressed the importance of improving these safety procedures in a letter to social media providers stating that social media firms “are collectively turning a blind eye to a whole generation of children being exposed to the harmful emotional side effects of social media” (BBC, 2018[1]). Furthermore, with no legal definition of cyberbullying embedded within UK law, the need for social media providers to ensure the online safety of its users is paramount. Mr Hunt concluded,

"None are easy issues to solve I realize, but an industry that boasts some of the brightest minds and biggest budgets should have been able to rise to the challenge."

Currently, many social media providers state they place significant importance on their zero tolerance policy in regards to cyberbullying and harassment towards children and young people. Many also claim to have heightened security and protection for their online users who are aged 13-18. Social media giants such as Snapchat, Facebook, YouTube, Instagram and Twitter all contain reporting tools through which inappropriate content (e.g. text, images or video) can be reported to a member of their online service team. If a report is submitted to the team, the content will be removed and/or the user banned or suspended from using the platform.

However, a brief investigation of reporting functions on major social media sites has revealed the following:

- Information on how to report a cyberbullying incident or other nasty online experience is not always easy to find.
- Most sites do not provide any detail in relation to how reports will be dealt with or the timeframe for dealing with reports.

[3] BBC (2018) 'Jeremy Hunt threatens social media with new child-protection laws'. Available online at <https://www.bbc.co.uk/news/uk-43853678>

- Community guidelines which inform users of the procedures and regulation to ensure their online safety and wellbeing may not always be appropriate to young audiences as they may find the information and terminology complicated and challenging to comprehend.
- There is also considerable variation among the social media platforms in terms of the nature and extent of guidance available. For instance, Facebook has developed a 'Bullying Prevention Hub' in partnership with the Yale Centre for Emotional Intelligence. This resource is unique among the main platforms and no other providers seem to have anything similar at all. Downloadable resources on this hub include an overview of how Facebook aims to prevent cyberbullying, what do if you/a friend is being bullied, how parents can prevent their child from being bullied online, and how teachers can educate pupils on how to prevent bullying. Despite the resources on this 'hub' being of significant value, the content is rather limited in content and does not address the wide range of issues that may be encountered by young people on social media.

PART THREE

OVERVIEW OF THE 'BLURRED LIVES' RESOURCES

The following aims to provide an overview of a selection of the resources created and compiled by pupils from Northern Ireland, England, Germany, Italy and the Netherlands. The resulting resources encompass a wide variety of formats including posters, presentations and letters.

Northern Ireland (Appendix 1)

This poster was designed by pupils aged 14-16 in a post-primary school in Northern Ireland, supported by Stranmillis University College. It makes 8 key recommendations from the young people to enhance the protection available for victims of cyberbullying and other nasty online experiences. The resource identifies key areas that could be improved such as investment in safety features ("You have some of the brightest minds working for you..."), increased visibility of safety information ("Make it easy to find"), monitoring access to social media sites by young children who are most vulnerable ("It is too easy for younger kids to access social media sites"), having private settings as the default, facilitation of online safety training and resources ("Do you create resources that teachers could use in schools?") and more rapid responses to remove harmful material ("Social media firms are too slow to remove harmful

material”). Increased investment in safety features on social media platforms is a key message from these young people.

England (Appendix 2)

The second resource in this output was created by post primary pupils in London, supported by Goldsmith’s, University of London. Five posters were designed by the pupils, which successfully provided informative details regarding a number of safety issues faced by children and young people when they use various social media platforms. One poster produced by the pupils focuses on current online dangers young people may be exposed to, such as homophobic comments, death threats, sexual content, stereotyping, negative images and nudity. The pupils highlighted that viewing this type of content can make young people feel uncomfortable and they may not be aware of how to deal with it at such a young age. A storyboard was created by the pupils detailing issues that repeatedly surface in school – a sexting incident involving naked/sexual images posted online – and how this was handled by the school. The aim of this resource is to highlight the need for safety features on social media platforms to be improved. Two additional posters were then created by the pupils to highlight the fundamental problems faced by children and young people and possible solutions and actions that could be taken by providers such as enhanced reporting systems, verification links, warnings regarding videos/images containing appropriate or ‘adult’ content, and the ability to automatically screen capture text or images as evidence of cyberbullying or abuse. In the final poster the distraught victim says that “Snapchat, Instagram and Fortnite are all easy platforms to get bullied. There should be stricter policies but obviously the creators don’t care”.

Italy (Appendix 3)

Supported by the research team at the University of Bologna, pupils designed and created a poster pinpointing the problems faced by children and young people. Examples of problems and issues they encountered included inaccessible safety information on social media platforms, online safety or reporting information that was too limited or inadequate, failure to remove offensive material even after it has been reported, and the challenge of young users with limited knowledge of how to cope with instances of cyberbullying. The resource aims to target some of these issues and offer social media providers solutions to these problems. Suggestions recommended by pupils included age appropriate cyberbullying awareness videos with clear, appealing language that is more appealing to younger users, increased control over tagging, and a review of age restrictions and limits when registering for an online social media account. The pupils felt these measures would increase protection for young people on these platforms and enable them to manage cases of cyberbullying more effectively.

Germany (Appendix 4)

Guided by the research team at the Freie Universität, Berlin, the secondary school pupils involved in the study decided to target and focus on the social media platform Instagram to

form their learning resource, due to its popularity in the class. An email template has been designed by the pupils, which pupils could access on their profile and send directly to the Instagram safety team. This email contains details to assist young people in reporting cyberbullying, who may otherwise struggle to find the appropriate words to explain their situation. The email template contains sections to be completed by the user such as:

- The name of the individual who was partaking in bullying behaviour
- The exact date/time of when the bullying occurred
- The type of bullying that was taking place e.g. offensive language, aggressive posts/comments
- Details of action already taken by the user
- Details regarding what measures should be taken e.g., warnings, removal of the account.

To illustrate how best this email/letter could be used effectively the pupils then created a short video, presenting how the resource could be used in a real-life situation. Since the dialogue in this video was in German, a storyline was subsequently created including screenshots and plot summaries.

The pupils' main aim was to ensure that the process for reporting cases of cyberbullying was made simpler and to make it easier for young people through using the email template to report cyberbullying and receive appropriate support.

The Netherlands (Appendix 5)

The Netherlands (Appendix 5) The pupils at the secondary school in the Netherlands, supported by the Open University of the Netherlands, designed and created an innovative method that could be used on social media platforms to blur or emit abusive words that appeared within messages and comments. The 'Blur abusive word button' can be enabled by the user in their profile settings, allowing offensive language to be automatically blurred if it appears in any media they encounter on social media platforms. The function could also be used by young people on these platforms to report specific abusive words and phrases, particularly on Snapchat, to allow to social media providers to blur the offensive word, to avoid it appearing in future posts or comments. The pupils hoped that this function would eradicate young people from viewing abusive words on social media, which may be upsetting, hurtful and distressing.

All of the resources, including those not featured in this resource will be available to download from the Blurred Lives Project website and the Erasmus+ Project Results Platform.

PART FOUR

RECOMMENDATIONS

The following recommendations provide good practice guidelines and advice to social media providers to support a safer online environment for children and young people. The recommendations - compiled from guidance developed by secondary school pupils in this project across five European countries - are intended to highlight areas that could be further developed on social media platforms. They identify effective strategies that could be implemented on these sites to reduce or prevent cyberbullying in the future.

Simplified Reporting Tools

Users of social media platforms need to be able to access straightforward mechanisms to report instances of cyberbullying and other suspected abuse or inappropriate online behaviours. The reporting information should include - but not be limited to - specific details regarding what is considered potentially harmful or illegal activity, how this information can be reported on the social media platform, how reports from users will be addressed by the team (to include a time schedule) and also comprehensive links to a range of external support services such as helplines, children's charities, and law enforcement agencies. Social media providers should acknowledge receipt of reports via email or messaging, and provide confirmation that the issue is being addressed.

Service providers should also consider placing reporting systems in a more prominent position, perhaps on areas where users are interacting with others (e.g. instant messaging, user profiles, timelines) or, more simply, having the reporting button visible at all times in the corner of the screen. This would make the reporting tool more readily accessible for all users, and would mean that a victim would no longer need to search for the reporting button which may be difficult to find.

It would also be much easier for users if the same symbol/icon was used to indicate the reporting function on all apps/sites. This would again make it much easier for children and young people who had been victims of online bullying or other inappropriate behaviours to report it quickly and easily, irrespective of the app/site.

Additionally, service providers should ensure the reporting tool is available and accessible on a range of technology, i.e. mobile phones, tablets etc., and that it is compatible with all devices. It may also be beneficial to incorporate 'screen capture' tools, which could automatically capture images, text or relevant evidence, along with the date and time of the incident. This

would ensure the report by the user is supplemented with all relevant information.

Accessible Guidance Material

Another key recommendation emerging from the work with the young people is that social media providers should also consider the placement of safety information and community guidelines in relation to cyberbullying and online safety, and ensure that it is easily accessible for children and young users.

This information could be located on frequently used areas of the platforms such as on user profiles, instant messaging applications or newsfeeds – as suggested by the young people. This will increase the visibility of the guidelines so that users can promptly refer to these if they feel threatened or vulnerable.

The content of the guidelines is also important. It should outline the importance of positive online behaviour, the user's role in contributing to a positive, respectful online environment and the duty of service providers to remove inappropriate content. The written information provided in this documentation should be 'child friendly' and should avoid complex terminology or technical jargon that may confuse the young person or may be difficult for them to comprehend. The information could also feature role models such as celebrities to make the guidance material more appealing.

Social media providers need to consider the age range and literacy skills of the users on their platforms and ensure that all key safety information is accessible to all, including migrant/ newcomer children.

Investment in more effective technical solutions

The young people felt strongly that there should be more investment of energy, skills, time and money in developing more effective technical solutions to online bullying and inappropriate behaviours. For instance, it was felt that too much time was spent on developing new software with limited time devoted to enhancing safety features.

In addition algorithms could be introduced that could identify and search for indicative or negative terminology. This function would ensure that offensive and potentially dangerous comments are removed or blurred out before they appear on public platforms and providers can target, monitor and caution users who are misusing the platform.

Improved age verification for younger users

Many of the young people in the project also felt that social media providers should aim to evaluate and improve the effectiveness of specific technology that is used to identify and verify the age of their users. Furthermore, guidance on social media age restrictions and how to

delete/report an account created by underage users, could be made more visible and accessible for parents/carers and other users on the platform. Young people also felt that it was currently too easy to create fake accounts and for underage children to create accounts without the need to provide any form of identification or parental consent.

Preventing children and young people from accessing adult content

Providers should also consider how to minimise the risks of children and young people accessing or viewing adult content online. Various recommendations could be implemented such as allowing others to tag content as 'adult' in nature so that it could be removed from a public newsfeed; the ability to 'untag' their profiles from adult content if they had been unwittingly tagged by another user; increased warnings on social media of material containing inappropriate or sexual content which children and young people would find upsetting; and blocking inappropriate adult advertisements (e.g. dating or gambling sites) from users under the age of 18.

Age verification systems could also be introduced to authenticate those seeking to access adult sites. This would reduce the number of users under the age of 18 accessing inappropriate and/or harmful material.

Investment in education and training materials

Many of the young people felt that social media providers should invest in enhanced safety measures and recommended the development of more extensive training materials into their applications and online platforms, for both children and adult users. Training materials could include videos, quizzes and compulsory questionnaires to be completed by all users, to ensure adequate awareness and understanding of the social media platform guidelines and regulations regarding cyberbullying.

Advertisements and online campaigns to prevent bullying could also be targeted at young users and make them more aware of the dangers and consequences of engaging in this behaviour.

Finally, the young people recommended that social media providers should work more closely with schools and pupils to develop effective resources on their sites which could be downloaded and used in classrooms to raise awareness of online safety and how to report inappropriate behaviours including cyberbullying.



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Appendix 1

Northern Ireland Resources



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"Listen to us!"

PROTECTING YOUNG PEOPLE ONLINE

A YOUNG PERSONS' GUIDE FOR SOCIAL MEDIA COMPANIES



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A Cross-National, Co-Participatory Exploration Of
Cyberbullying, Young People And Socio-Economic
Disadvantage.



Make your safety information more visible

It is still not easy enough on all of your apps/sites to find clear safety information. Don't hide this information away. Make it easy to find.

Invest in safety like you invest in tech and marketing

You have some of the brightest minds working for you, but you're not investing in our safety by asking them to focus on protection, reporting, prevention. Why not?

Stop young kids using your sites

It is too easy for younger kids to access social media and to lie about their age. Young kids are more vulnerable and aren't aware of the dangers before it's too late.

Imagine it's your own child you're protecting online

Just remember that we are real young people and our protection should matter just as much as your children's. Would that encourage you to do more?

Set default privacy settings to private

Too often it is complicated to tighten up privacy settings on social media, so why not start with the highest level of privacy as the default setting? This would protect more of us from harm.

Act faster to remove hurtful posts

Social media firms are too slow to remove harmful material. Livestreaming of the New Zealand mosque killings in March 2019 is just one example.

Build safety training and etiquette into your apps

There should be regular training for users so that they can learn more about online safety and how to respect others online. Do you create resources that teachers could use in schools?

Our safety must be your number 1 priority - take it seriously

We want to know that you are interested in our safety not just our business. Would you be willing to meet us in person to discuss our recommendations?

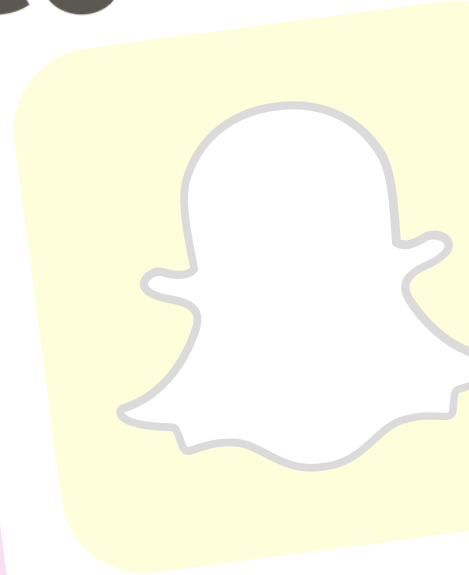


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Appendix 2 England Resources



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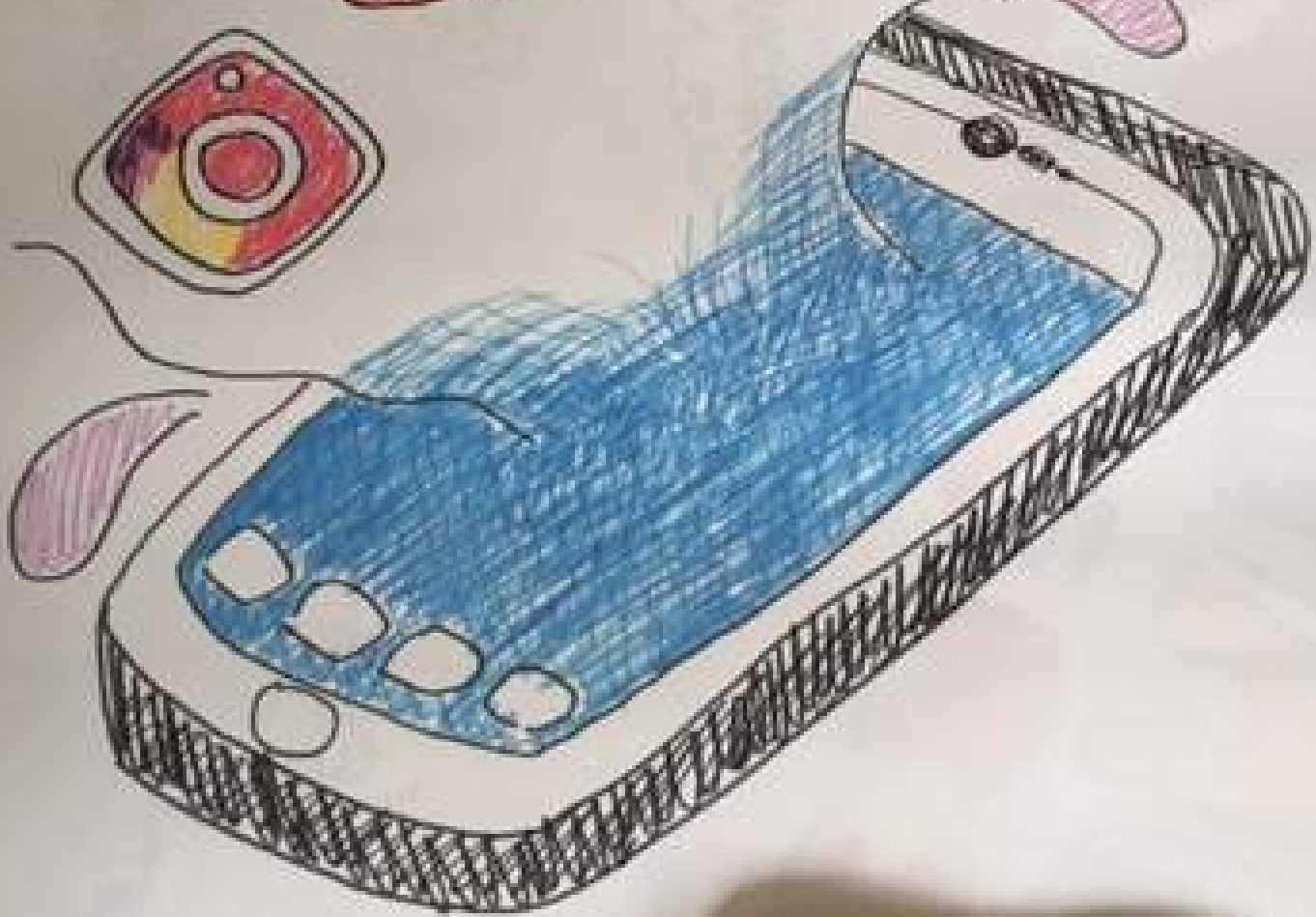
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SOCIALS



INTERNET WARRIORS

Suggestions for improving Internet

SAFETY

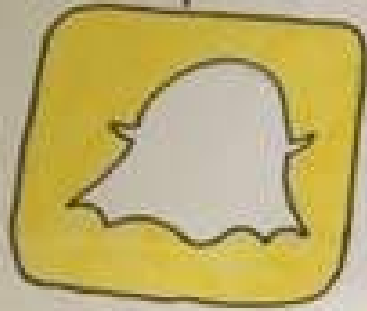
Problems

1. Social media platforms don't listen to their users.
2. People can easily imitate and damage my reputation online.
3. Whenever I report something, it can take weeks or even months for a response that doesn't even deal with the problem sufficiently.
4. Occasionally when I use social media or Youtube I might see vulgar or inappropriate content.

Solutions

1. "Beta-testing" should be applied across platforms to improve management.
2. A verification tick should be put in social media accounts that are original in their content across all platforms.
3. When content is reported by users, it should be checked by an actual person to see if the content was really inappropriate.
4. Users should be warned when a content creator uploads questionable content that may offend or traumatise them.

Snapchat



Texts disappear unless saved.

Messages save automatically for proof.

Instagram



Reports should take less time to be responded to

Give the person reported a warning based on their post

Losing can lead to rage and bullying.

If certain words are used the person should automatically be reported and further action should be taken.

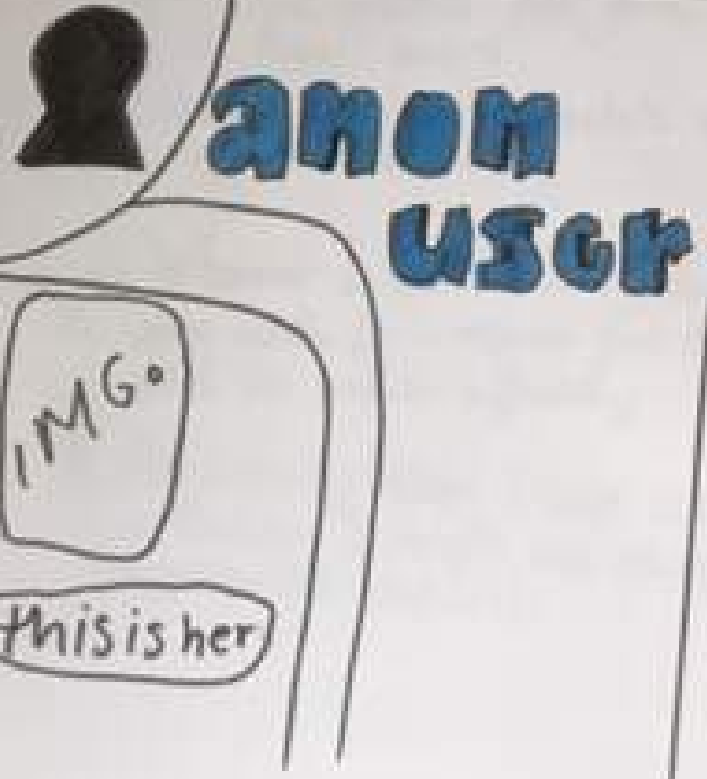
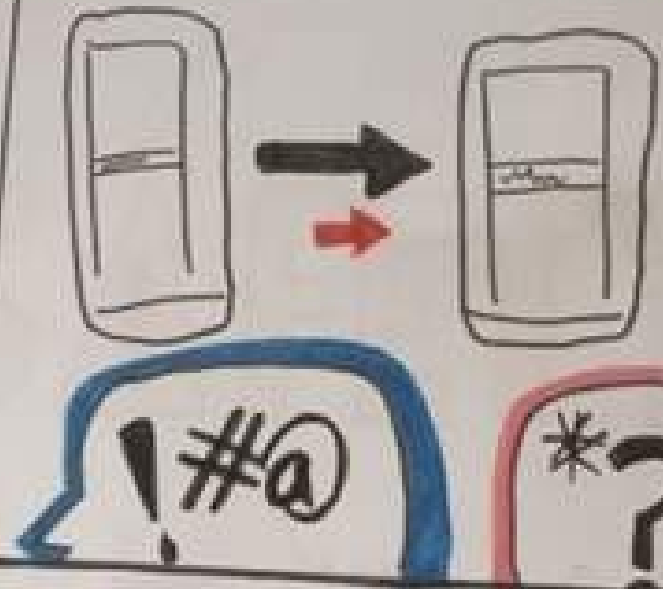
FORTNITE

"Snapchat, Instagram and Fortnite are all easy platforms to get bullied."

"There should be stricter policies but obviously the creators don't care."



Case study



SEXUAL
CONTENT

POTENTIAL DANGERS

PEDOS

RACISM

SELF HARMING
CONTENT

DEPRESSION

SEXISM

STREOTYPES

HOMOPHOBIA

DEATH
THREATS

TERRORISM



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Appendix 3 Italy Resources



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UNIVERSITÀ DI BOLOGNA



INTELLECTUAL OUTPUT 04

RECOMMENDATIONS FOR SOCIAL NETWORKING SITES PROVIDERS

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We pinpointed the following **problems**:

- The strategies social networks employ are not adequate to effectively contrast cyberbullying: the dedicated pages are hard to access (often not being directly linked on homepages), they provide trivial guidelines and suggestions and they are either too detailed or too synthetic.
- Users are not sensible enough to this issue: they approach the theme of cyberbullying with levity/carelessness and they lack the tools to cope with potential cyberbullying events.



We propose the following **measures** to address these issues:

Awareness raising:

- Social network providers and administrators must take on the responsibility of raising the awareness of the user-base concerning cyberbullying
- Videos with the following characteristics should be created and embedded/link in the homepages of SNs:
 - ✓ Seriousness: funny videos are not taken seriously
 - ✓ Involvement of users with a wide reach and many followers (influencers), in order to make the contents more appealing to users
 - ✓ Make the viewer empathise by using clear language and examples and involving young actors
 - ✓ Including mini-questionnaires regarding cyberbullying before and/or after viewing the videos.

Prevention:

- "Consensual tagging": the user who gets tagged on SNs should be able to have a control over potentially aggressive contents. In particular, the user who gets tagged in a content that is marked as potentially aggressive by an algorithm should be able to remove said content before it gets published.
 - ✓ Users should be able to activate or deactivate "consensual tagging" from settings
 - ✓ Users should be able to white-list chosen contacts
- We also suggest implementing and enforcing specific age limits for accessing different SNs.





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Appendix 5

Germany Resources



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Reporting Cyberbullying Online – Email Template

Dear Instagram Team,

I would like to report that I'm being bullied and insulted verbally by [Insert user you want to report]. This has been going on for [insert time, e.g., weeks or months] now.

He/she also offended some friends of mine, and this has been reported through the standard (general) report button several times.

In order to stop the bullying, I already created three new user accounts, as well as changed my email address.

I would really appreciate if you could take a look at his/her profile, as well as at the comments he/she posts under my photos.

If he/she does not stop, I wonder if you could block him/her for one day as a first warning. This way he/she can have another chance afterwards. In the case of him/her continuing the behavior, a next step could be to block him/her for three full days. If this is still does not stop him, please consider blocking him/her for a longer period of time.

With kind regards,

[Insert your name here]

Student Video and Visual Narrative on How to Use the Email Reporting Tool

This video was created to illustrate how the email template could be used by children and young people on social media platforms. The pupils scripted and recorded this short video with their smartphones. Three main scenes scripted and recorded by the students as follows:

Scene 1 - Outside in the playground

A young boy enters the school yard and takes a selfie with his mobile phone in front of his new bike. Before leaving the scene, he uploads the image onto his Instagram account, hoping that he will get a lot of likes for this image.



Another boy witnesses this, who immediately opens Instagram and leaves a nasty comment below the picture. The boy appears to be enjoying bullying the other pupil and smiles before exiting the scene as well.



Scene 2 - Inside the school building in the corridor

The bullied boy is sitting on a chair in the corner crying. One of his friends is approaching, and asks why he is crying. The boy explains the situation, and revealing that this has been an ongoing issue with the bully and that his behaviour is making him feel very upset.

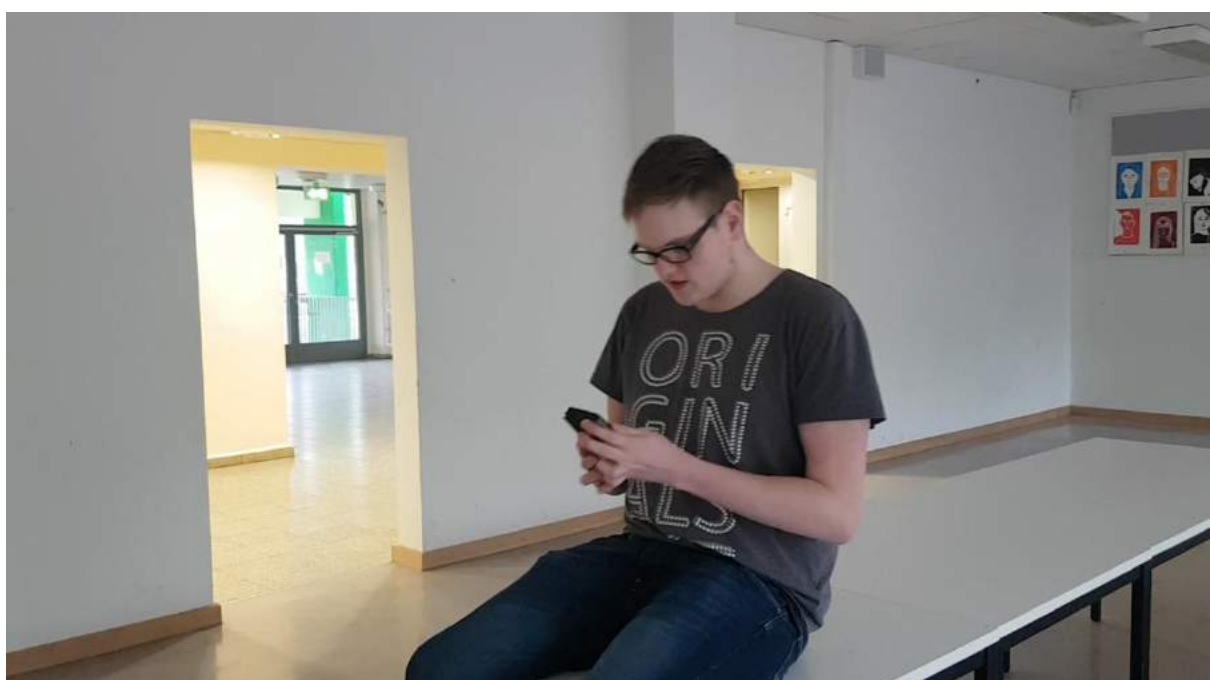


The friend listens patiently and then tells him about the Instagram feature, where he can send an email to the providers to ask for help. The bullied boy does not seem convinced at first, but eventually follows his friend to another area of the school building - the computer rooms - to send the email.



Scene 3 - Seating area inside the school

The next scene focuses on the bully, who is sitting by himself. The viewer can hear him muttering to himself. He just received an email from the Instagram providers in response to a report about his online behaviour. He is reflecting on his actions, concluding that they were extremely hurtful to the other boy and he will not behave like this in the future.



In order to make amends, the bully seeks out the boy - who is sitting with his friend in another room - and apologizes to him. They briefly discuss the events and agree, that cyberbullying is not acceptable.





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Appendix 4 The Netherlands Resources



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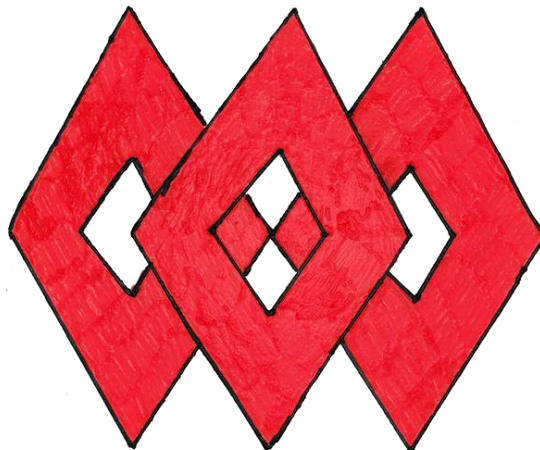
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Hello we are "The Game Blox". We have chosen to come up with something for social network providers, specifically Snapchat.

We have chosen to make a so-called "Blur abusive word" button, if you enable this setting it will automatically blur all abusive words, so people will be insulted less quickly because you do not see the abusive words. We think this will help many people. This will also make you feel less easily hurt by people. If you turn this on, all recognized bad words will be blurred, this will turn into "#", if you turn off the option, for example, there will be a 10 minute timer on it, so if you turn off the option you cannot immediately see everything and have to wait a bit. Because it is quite easy to switch the button on/off. You can also report certain words so that Snapchat can also blur them and Snapchat will also check them so that self-made words will also be blurred.

We very much hope that you will do something with this idea because this can change a lot and perhaps even save lives.



The Game Blox

Image 1:



This is an example of how the 'Blur abusive words' option could be integrated in the settings menu of Snapchat

Image 2:



This is how the option 'Blur abusive words' should look like.

Translation:
Settings: Blur abusive words
With this option you can blur abusive words if you don't like it when people scold you.



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blurred lives PROJECT

A Cross-National, Co-Participatory Exploration Of Cyberbullying,
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