# blurred lives PROJECT

## Extended Intellectual Output 3
# Resources for Parents/Carers

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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: http://www.ou.nl/web/blurred-lives/resources

# PART ONE

## INTRODUCTION TO THE BLURRED LIVES PROJECT

Welcome to this resource designed for parents and carers 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 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; Prof Peter K. Smith, Goldsmiths, University of London; Prof Dr Herbert Scheithauer, Freie Universität Berlin; Prof Antonella Brighi/Dr Consuelo Mameli, University of Bologna; and Dr Trijntje Völlink, Open University of the Netherlands.

In the first phase of the project an online survey was completed by a minimum of 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 parents/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 comprised 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 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.

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# PART TWO

## CURRENT GUIDELINES AROUND CYBERBULLYING IN ENGLAND

Five countries took part in the project. Here we give theguidelines available for one of the countries, England. In 2014, the Department for Education in England issued guidelines to parents/carers about how tosupport, give advice and help their children with the issues surrounding cyberbullying. It is suggested that parents need to:

1. Understand the way children communicate viasocial networking sites.
2. Set boundaries around online behaviour
3. Be involved in your child's interests and talkto your child on a daily basis
4. Give advice to give to your child as and when required on what to do if a situation occurs that maybe problematic.
5. Know useful contacts for Social Network Providers

These guidelines were gathered from a list of charities including Internet Matters, NSPCC, Thinuknow, Childnet, Childline, Antibullying Alliance, Facebook, Digital Parenting, CEOP, The Diana Award, Young Minds and UK Safer Internet Centre.

The guidelines from Internet Matters (2019) ask parents/carers to:·

- Get involved in their digital lives- the best way to keep your child safe online is be interested right from the start so protect and love them the same online as you do offline.

- ·Have meaningful online safety conversations- the earlier you can start having conversations with your child about making positive choices online, the better it will be. Conversation starters include: 'who do they want to be online?', 'How much should they share about themselves online?', 'How much time should they spend online?'.

- Manage their child's social media activity- help your child to look closely at what people say online and not to believe everything they see or read, encourage your child to tell you if they see anything unpleasant or upsetting online, help your child find the best sites and apps for their age, help your child to gauge when to take a break or time-out, encourage your child to talk about anything they have seen or done online and be available to give advice.

- Set controls and privacy settings- there are free controls you can use to stop your child from buying and using certain apps, content and limiting what they can share with others. As a parent, you have to decide how you want your child to engage online and the measures that you would like in place to protect them.

- Help vulnerable children- being a parent of a disabled child or a child with special educational needs, you might have additional worries about the internet. With your child, you can seek advice and information either through search engines, social networks or through chat rooms.

UK Safer Internet Centre (2019) suggest parents/carers ask their children the following questions in order to help guide them into opening a conversation about cyberbullying:

1. How can you be kind online.
2. What would you do if someone was being unkind online?
3. What do you think cyberbullying is?

This is followed with recommendations for parents/carers on how to respond to any disclosure from their child:

1. Let them talk
2. Do not be shocked
3. Do not stop technology access
4. Do not retaliate
5. Save the evidence
6. Talk to the school
7. Talk to the police

*Findings from Ofcom in the UK*

The Office of Communications in the UK, known as Ofcom, is the regulator for communications services that the country relies on each day. In their most recent research, Children and Parents: Media use and attitudes report, 2018, detailed evidence of media use, attitudes and understanding among children and young people aged 5-15 years is revealed. The report also included findings related to parents' views about their children's media use, if any parental monitoring is being practised, and if so, how is this being achieved.

There has been an increase in parents of 12-15-year-olds, saying that controlling screen time has become harder with 44% sharing this viewpoint. Seven in ten 12-15-year-olds who own a Smartphone, are allowed to keep the phones in their bedrooms at night-time. However, 63% of 12-15-year-olds think that they have struck a good balance between online and offline activities.

Parental concerns about the internet are rising with 50% of parents of 5-15-year-olds, who use the Internet, concerned about companies collecting information about what their child is doing online. Other concerns include their child's reputation being compromised, pressure to spend money and possibility of and exposure to radicalisation. Games that children and young people are playing online are causing concern for parents/carers with the content of the games being a contentious issue.

Parents/carers feel like they know enough to help keep their child safe online in some way, either through technical tools, supervision, rules or talking. In fact, 81% of parents/carers of online 5-15-year-olds have talked to their child about staying safe online. However, older children (aged 12-15) were less likely to have received information or advice from parents/carers or teachers. There was a presumption here that common-sense rules were being adhered to causing reduced worry around content and information exposure.

# PART THREE

## OVERVIEW OF PARENT/CARER RESOURCES DEVELOPED BY PUPILS ON THE BLURRED LIVES PROJECT

The Blurred Lives Project has created a wealth of authentic resources for parents/carers by pupils from the five participating countries to help offer understanding of cyberbullying, and how to support a young person who may be experiencing this increasingly concerning issue. What is completely unique about the resources created during the Quality Circle approach from each of the five countries, is the transparency and honesty of the words that have been selected by the pupils to inform parents/carers of what to do. Despite the different languages and cultures of the pupil participants, and varying numbers and lengths of sessions allocated, it is evident that there are clear and similar themes running through the work produced. 'Pupil voice' has been truly facilitated and there is an overwhelming passionate request by pupils for their parents/carers to talk with them more, have open conversations and ask questions on a daily basis about, 'how they are': simple ideas and suggestions in theory, but probably the hardest to achieve in practice. The pupils presented their messages using a variety of formats and created a flip-card game, some posters and leaflets, a newsletter, an instructional video, an advert and a foldable flyer.  A selection of these are presented below followed by guidance on how they should be used.

**England (Appendix 1)**

A newsletter was created by pupils from a school in London, assisted by a number of academics from Goldsmiths College, University of London. It starts with a captivating title and was designed to make a parent/carer think twice about their child's online activity; "Your Child Might Be in Danger". Beautifully hand-drawn images decorate the newsletter depicting what the group perceive to give exposure to being cyberbullied such as having acne, facial scarring, ethnicity and culture differences or alternative religious affiliations. The pupils picked out quotes from the online survey in order to highlight to parents/carers, exactly what some young people are experiencing online:

- "people would call her ugly and make fun of her spots/acne"
- "someone took her picture and stuck it on an alien head"
- "pictures were exposed of her and she stopped going to school- they felt insecure and low confidence"

Another powerful part of the resource is under the heading, 'signs of cyberbullying', where the pupils make a simple request to their parents/carers:

"Parents, I am not saying that you don't know your child, but your child may be affected regularly by cyberbullies. Our research team has come to a conclusion that there is no specific sign to determine whether your child is being cyberbullied. Checking on your child such as saying, 'how was your day?', or 'how was school?'. Small questions like this have a big impact as it shows you care about your child as a parent. Asking questions should also make them feel more comfortable with telling you things. Ask their views on cyberbullying and the reaction should allow you to observe whether they are being cyberbullied or not (perhaps)".

### *Reflections on the resource*

A thought-provoking resource designed for fast-paced living; it is short in content, universally comprehendible and not text-heavy. However, the power provided through the hand-drawn images and the hand-written message at the bottom, may cause any parent/carer to stop and think about their child.  Questions for parents/carers to ask themselves in order to translate the information into their own home situation and to develop strategies on how to discuss cyberbullying and online behaviour with their child They may ask themselves what type of relationship they have and if they make time in their busy schedule for the small questions. Examples of questions - 'how was your day?', 'how was school?', 'how are you feeling at the moment?".

### *Parental support websites*

1. *Anti-bullying Alliance*: http://www.antibullyingalliance.org.uk
The Anti-Bullying Alliance is a coalition of organisations and individuals who want to stop bullying and create safer environments for children and young people.

2. *Internet Matters*: http://internetmatters.org
Internet Matters is a non-profit organisation set up to help parents keep their children safe online.

3. *Ditch the Label*: www.ditchthelabel.org
Ditch the Label is an anti-bullying charity that promotes equality and provides support to 12-25-year-olds who have been negatively affected by prejudice and bullying.

4. *Safer Internet*: http://saferinternet.org.uk
UK Safer Internet Centre is a partnership of 3 leading organisations and has 3 functions: provide advice and support to children and young people; a helpline for professionals to receive support; a hotline to report and remove child sexual abuse images and videos.

5. *Kidscape*: http://www.kidscape.org.uk
Kidscape is a leading anti-bullying charity and its focus is on children's safety and prevention of harm.

6. *Youthworks Consulting Ltd*: http://www.youthworksconsulting.co.uk
Youthworks provides an exciting new approach towards e-safety in schools for parents/carers, teachers and pupils.

7. *ChildNet*: http://www.childnet.com
ChildNet International is a registered charity that aims to make the internet a safer place for children and young people and gives advice, tips and resources to parents/carers, teachers and young people.

8. *Thinkuknow*: http://www.thinkuknow.co.uk
Thinkuknow is the educational programme of the child exploitation and online protection centre (CEOP) which protects children both online and offline.

**Northern Ireland (Appendix 2)**

One of the resources created by pupils from a school in Northern Ireland, supported by academics at Stranmillis University College, was a leaflet. Its purpose was to clearly and precisely help parents/carers increase their understanding of cyberbullying, including the reasons around, 'why do teenagers use social media?'. Frequently the media portray a negative side of social media use and this can cause an imbalance in a person's understanding. The leaflet aims to 'break-down' some of the negativity and educate parents/carers about this medium of communication used by teenagers which has many positive aspects such as connecting with people in a fun and easy way, keeping in touch with friends and families and allowing growth of individual expression and creativity. Pupils included information about the warning signs that a parent/carer may see in their child if they are being cyberbullied and this was a common theme in many of the parent/carer resources created across all five countries. In order to highlight the importance of this to parents/carers, it directs them to be vigilant if they suspect something is wrong. The information is presented using bullet points, and this provides a clear checklist for the user to work through. The warning signs are as follows:
·
1. Someone has withdrawn themselves from normal interactions with friends and family and spends a lot of time on the Internet
2. Someone starts to avoid using the computer
3. Someone has a change in behaviour, beliefs, self-esteem and attitudes

'Safebook' is presented in the leaflet and this is a user-friendly picture on how to be safe online. It is appropriate for both a parent and a child to read and learn together, potentially allowing conversations tó open up around online safety. It recommends only to connect with friends, not to share passwords, not to be hurtful towards others, think before posting, be kind to others and keep your settings private.

*Reflections on the resource*

Time or lack of it, is an issue for many parents/carers on a daily basis. With this in mind, a resource that contains enough content to inform but not to be overbearing for the user, and some images that are visually stimulating, has been achieved. The pupils have demonstrated their ability and understanding of time pressures, making it digestible reading for all different paced lifestyles and intellectual abilities. It encourages parents/carers to take a closer look at what their children are doing online, and this ultimately will encourage positive parenting around online safety.

Questions for parents/carers to ask themselves in order to translate the information into their own home situation and to develop strategies on how to discuss cyberbullying and online behaviour with their child

Parents/carers will be encouraged to question and update their knowledge on cyberbullying and have a clear checklist of what to observe. Examples of questions- 'do I know what cyberbullying is?', 'would I know what to look out for if my child is being cyberbullied?', 'do I know why social media is so popular?', 'how much time does my child go on the internet each day?', 'I am aware of my child's online behaviour?'.

*Parental support websites*

1. *End Bullying Now!*
http://www.endbullying.org.uk/
http://www.endbullying.org.uk/publications/pc-toolkit/
http://www.endbullying.org.uk/gallery/effective-responses-to-bullying-behaviour-2/
http://www.endbullying.org.uk/ertbb/
Northern Ireland Anti-Bullying Forum (NIABF) brings together organisations from across Northern Ireland, working towards a society where children and young people can live free and feel safe from bullying

**Germany (Appendix 3)**

Supported by the research team at Freie Universität, Berlin, pupils from one of their participating schools, created a foldable flyer. The resource supports parents/carers through five "How to respond" steps when they suspect their child may be a victim of cyberbullying. The steps are as follows:

- Step 1- Recognise bullying·
- Step 2-Talk to your child
- Step 3- Find a solution- together
- ·Step 4- Implement
- Step 5- Build confidence

Each step has been carefully expanded to give clear, bullet-point lists for parents/carers to follow. For example, 'Step 3- Find a solution together', suggests that parents/carers may like to ask your child how he/she would like to handle the situation, not to intervene without your child's knowledge, decide the next person to talk to, suggesting that it is a good idea to save the messages/photos they receive and lastly, to take a look at privacy settings of the apps they use together.  The pupils have placed a heavy emphasis throughout the leaflet on finding the solution together (with their parents/carers), indicating the desire for a shared experience, which may not currently exist. The resource uses hand-drawn images which immediately act as 'visual anchors' for each of the steps. Carefully drawn by one of the pupils, and keeping the colours and figures simple, the images act as a reminder that this is happening to young people and they have created this leaflet; the intensity of knowing how to respond feels more immediate and urgent. Useful links for parents/carers are provided at the end of the leaflet for further help and support.

*Reflections on the resource*

The resource captures pupil voice perfectly, asking parents/carers to be more involved in their lives. The information provided may sound obvious and simple, but the pupils must feel that basic dialogue is missing at the moment and this is a reminder of how to communicate with each other. Pupils are saying that they cannot stop cyberbullying on their own, they need their families, and this is summed up succinctly at the end of Step 1 where it appears in bold, capital letters: "We recommend to talk to your child!".

Questions for parents/carers to ask themselves in order to translate the information into their own home situation and to develop strategies on how to discuss cyberbullying and online behaviour with their child

Parents/carers need to firstly, question their current input in helping their child navigate the digital world and secondly, whether they are creating time and space to observe changes in behaviour. Examples of questions- 'what do I do to help my child understand the internet?', 'does my child know that I am here for them?', 'do I spare the time to answer their questions about the internet?', 'does my child feel alone when navigating the internet or do we work as a team?'.

*Parental support websites*

*Schau hin!* www.schau-hin.info
The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, the two public broadcasters "Das Erste" and "ZDF" and the TV program magazine "TV SPIELFILM" have launched the initiative in 2003 to help parents and educators with numerous tips and recommendations for everyday use and media education to strengthening children's use of media.

*Eltern im Netz* www.elternimnetz.de
Educational guide of the Bavarian State Youth Office, Center of Bavaria Family and Social Affairs. The website provides advice and materials on many childcare issues - from pregnancy to adolescence - including "media use".

*Klicksafe* www.klicksafe.de
Since 2004, klicksafe in Germany has been commissioned by the EU Commission to provide Internet users (children, adolescents, parents, teachers, etc.) with advice on competent and critical use of the Internet and new media - for more Internet safety.

**Italy (Appendix 4)**

Supported by the research team at the University of Bologna, pupils designed guidelines for parents/carers to help their kids with cyberbullying and two posters. The resource is passionate in its message to parents/carers, asking them to be more involved in their children's lives but without too much intrusion. Statements written in capital letters and punctuation marks emit a sense of true frustration and strong emotions about their current relationship with their parents/carers around this issue and are listed below:

- Talk with your kids, without bickering and screaming. Say NO only when it's needed.
- Have a closer relationship with your kids!·
- You must always be open with your kids·
- Respect your kids' privacy·
- Be more involved in your kids' life! (But not too much)·
- Trust your kids more!

Two posters were also created for this resource with poster 1 reiterating the core message to parents/carers:

- "Dear parents! Be more present in the life of your kids, but without exaggerating"; and poster 2 providing their personal definition of cyberbullying:
- "Cyberbullies are those people who have ample freedom to do online what they couldn't do in real life".

*Reflections on the resource*

The resource reflects the potentially difficult position that parents/carers find themselves in with their children; the desire for a closer connection but at the same time, not to appear too controlling or aggressive.

*Questions for parents/carers to ask themselves in orderto translate the information into their own home situation and to develop strategies on how to discuss cyberbullying and online behaviour with their child*

Parents/carers should question what kind of connection they should pursue in order to help their kids with these matters. Current resources on the Internet rarely show this conflict of interests so clearly. Examples of questions- 'what is my connection with my child?', 'how do I react to their experiences online?', 'am I honest and open with my child?', 'how would I like my relationship to be with my child when we discuss online behaviour?'.

*Parental support websites*
1. *https://www.generazioniconnesse.it/site/it/area-genitori/*
This online guide is aimed at parents/carers who intend to acquire a deeper understanding on the risks associated with the use of new technologies. The resource is structured in two parts: a section dedicated to the theoretical and practical aspects of some problems such as cyberbullying, and a section indicating the services to which it is possible to turn when parents/carers have to deal with problems connected to the use of the web.

2. *https://www.miur.gov.it/bullismo-e-cyberbullismo*
This online resource is provided by the Ministry of Education, University and Research of
the Italian Government. In this section dedicated to cyberbullying, the most important topics involving primary and secondary school students are discussed. The official guidelines for the prevention and contrast of bullying and cyberbullying can also be downloaded.

3. *https://www.genitoredigitale.com/*
In this website, provided in collaboration with the Ministry of Justice of the Italian Government, parents/carers can find a forum on topics related to the adolescents' use of the Internet, as well as a chat where ask questions and information.

*The Netherlands (Appendix 5)*

The pupils at a secondary school in the Netherlands, supported by the Open University of the Netherlands, designed a fun and innovative game for one of the parent/carer resources. Six flip cards have been created for parents/carers to help make it easier to discuss cyberbullying with their child. On the front of a card is the specific situation ('problem'), whilst on the back, is advice on how to deal with it ('tip'). The cards are the size of playing cards. Examples are given:

- 'Problem': My child comes home upset/ 'Tip': Talk with your child about what happened in advance

- 'Problem': My child bullies someone from school/ 'Tip': Inform the school·
- 'Problem': My child is being bullied/ 'Tip': Together with your child, think about ways to stop the bullying
- 'Problem': School called, my child bullies/ 'Tip': Explain the consequences

Pupils have taken a serious topic that is often difficult to talk about and made it into an activity introducing a different element to the whole process. The action of 'flipping' a card over to reveal the answer, introduces surprise and this helps dissolve existing or developing negative emotions for both sides involved. A lot of thought has gone into making it accessible (stored on a coffee table within arm's reach) and easy to use (simple statements).

### *Parental support websites*

#### *1. Meldknop*
Meldknop provides information about and help with negative online experiences. The website distinguishes between types of online harassment and provides clear solutions on how to deal with these problems. The website also has developed a button that shows in the webbrowser. When your child has a negative online experience, (s)he immediately can report this using the button and receive information and advice.
Website: https://www.meldknop.nl/

#### *2. Pestweb*
This website provides information about bullying and provides children the opportunity to talk with someone about their experiences.
Website: https://www.pestweb.nl/

#### *3. Mediawijsheid*
This website provides information about safe and smart use of digital media.
Website: https://www.mediawijsheid.nl/

# PART FOUR

## CENTRAL GUIDELINES FOR PARENTS/CARERS

**Parents/carers to talk to their child**
A key guideline emerging from the work with the pupils is for parents/carers to talk with their child about their online lives and for the conversations to occur frequently. Young people request honesty and openness, and this will assist nurturing the dialogue; the small questions must be asked daily such as, 'how was your day?'.

**Parents/carers to educate themselves about online communication**
Many of the pupils in the project felt that parents/carers need to educate themselves and their children about online safety, including the introduction of ground rules about appropriate and inappropriate content, privacy settings and consequences of online actions.

**Parents/carers to know how to behave if a problem arises**
The pupils felt that parents/carers should listen to them if a problem arises rather than be shouted at and no immediate action being taken. They ask for parents/carers to take their problems seriously and be involved
and present in their lives.

**Parents/carers to not prohibit Internet use**
There was a strong feeling that stopping Internet and social media use was an ineffective intervention although one that is commonly attempted by parents/carers.

**Parents/carers to set a good digital example**
Parents/carers must reflect on their own digital behaviours, making sure that they themselves are following the rules vocalised to their children.

**Parents/carers need to support their children**
The pupils felt that parents/carers need to support their child and show kindness at all times; empathy rather than apathy.

**Parents/carers to watch out for warning signs of their child being cyberbullied**
The pupils asked parents/carers to keep a watchful eye on their child so that early warning signs of being cyberbullied may be identified and acted upon immediately.

**Parents/carers to find a solution together**
The pupils would like to find a solution with their parents/carers rather than told what to do or have the problem solved without their involvement.

**Referenced websites:**

*Department of Education (2014)*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_
data/file/444865/Advice_for_parents_on_cyberbullying.pdf

*Internet Matters (2019)*
https://www.internetmatters.org

*Ofcom (2018) Children and parents: Media use and attitudes report.*
https://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens/children-
and-parents-media-use-and-attitudes-report-2018

*UK Safer Internet Centre (2019)*
https://www.saferinternet.org.uk/advice-centre/parents-and-carers

All of the original resources, including those not featured here, will be made available on
the Blurred Lives Project website and on the Erasmus+ Project Results Platform.
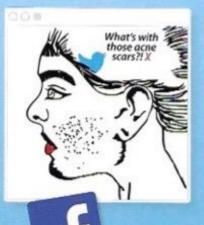
# Appendix 1
# England Resources

**Erasmus+**

**blurred lives** PROJECT

**Appendix 2**
# Northern Ireland Resources

**Appendix 2:**



**WHAT IS CYBERBULLYING?**

Cyberbullying is bullying through information and communication technologies such as mobile phone text messages, emails, phone calls, internet chat rooms, instant messaging and the most popular of all, social networking websites like Facebook and Twitter.

Cyberbullying is a fast growing trend that is believed to be even more harmful than school yard bullying, as almost everyone can be contacted 24/7 via the internet or mobile phones at any time, at any place.

**CYBERBULLYING FACTS**

⚠ 10% of teens have been threatened online with physical harm.

⚠ 16% of victims have not told anyone.

⚠ No type of buillying is harmless.

⚠ Bullying can constitute criminal behaviour.

⚠ The internet spreads information rapidly.

**STAY SAFE ON SOCIAL MEDIA**

- Look after each other online.
- Talk to your family and friends about how to be cybersafe.
- Download the Government's Cybersafety Help Button, providing internet users with easy online access to cybersafety information and assistance
- Think before you post! Don't post personal information or photos.
- Keep your passwords secret by including numbers and symbols, and by changing it regularly.
- Visit Stay Smart Online for updates on how to use your social media accounts.

**SPEAK UP. SEEK HELP.**

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**blurred lives** PROJECT

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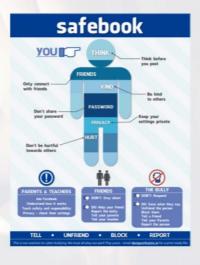
**UNDERSTANDING CYBERSAFETY**

## WHAT ARE THE WARNING SIGNS OF CYBERBULLYING?

- Someone has withdrawn themselves from normal interactions with friends and family and spends a lot of time on the internet
- Someone starts to avoid using the computer
- Someone has a change in behaviour, beliefs, self-esteem and attitudes

**1/3 OF TEENAGERS WHO EXPERIENCE CYBERBULLYING DO NOT REPORT IT.**

- If we are to prevent cyberbullying, we must break the silence involved and empower teenagers to speak out and seek help.



### safebook

YOU 👉  THINK — Think before you post

FRIENDS

Only connect with friends

KIND — Be kind to others

Don't share your password

PASSWORD

PRIVACY — Keep your settings private

Don't be hurtful towards others

HURT

**PARENTS & TEACHERS**
Join Facebook
Understand how it works
Teach safety and responsibility
Privacy – check their settings

**FRIENDS**
DON'T: Stay silent
DO: Help your friend
Report the bully
Tell your parents
Tell your teacher

**THE BULLY**
DON'T: Respond
DO: Save what they say
Unfriend the person
Block them
Tell a friend
Tell your Parents
Report the person

TELL • UNFRIEND • BLOCK • REPORT

This is our reaction to cyber-bullying. We must all play our part! Play yours - email design@fusion.ie for a print ready file

## WHY DO TEENAGERS USE SOCIAL MEDIA?

Teenagers use social media to:

- Keep in touch with friends and families
- Connect with people in a fun and easy way
- Share photos and videos
- Get involved with issues
- Play games
- Express themselves
- Be creative

## SOCIAL NETWORKING SITES

Facebook is the most common way someone can be cyberbullied. If you're being bullied through Facebook or another social networking site, please ensure that you cease all communication with the 'bully' and report it as inappropriate content immediate.y.

When managing your Facebook page, ensure that you are aware of your page permission setting and how to control what content you post and who can see it.

## 1/3 OF TEENAGERS HAVE HAD MEAN, EMBARRASSING THINGS SAID ABOUT THEM ONLINE.

# Appendix 3
# Germany Resources

# STEP 1
## Recognize Bullying

- Do you observe significant changes in your child's behavior?

- Does your child appear lethargic, or hides in his/her room all day?

- Does your child refuse to go to school?

- Does your child avoid going online, or turns the computer off, when someone else is around?

**WE RECOMMEND TO TALK TO YOUR CHILD.**

# STEP 2
## Talk To Your Child

- Calmly ask if everything is alright and what is going on.
- Explicitly ask about bullying.
- Be empathetic.
- Talk the situation through to get all the details.
- Reassure your child that you love and support him/her.
- Reassure your child that it is not his/her fault that he/she is being bullied.

# STEP 3
## Find A Solution – Together

- Ask your child how he/she would like to handle the situation.
- Don't intervene without your child's knowledge.
- Decide whether to talk to, e.g. the homeroom teacher, or involve the police.
- It's a good idea to save the nasty messages or photos your child receives.
- Together with your child, take a look at the privacy settings of the apps your child uses.

# STEP 4
## Implement

- Act according to the plan that you and your child came up with together.
- If necessary, go to your child's school or involve the police.
- Keep your child informed about the process.
- Pay more attention to your child's internet activity in the future.

# STEP 5
## Build Confidence

- Equip your child with skills to address bullying in the future.
- Educate your child about online safety and privacy on different platforms.
- Help your child to engage in meaningful offline activities.
- Encourage your child to surround him-/herself with people who love and support your child.
- Nurture your child's self-worth, independent of other people's opinions.

## Useful Links
### For Parents In Germany

**Schau hin!** www.schau-hin.info
**Eltern im Netz** www.elternimnetz.de
**Klicksafe** www.klicksafe.de

**Blurred Lives Project**
www.blurredlives.eu

# NO TO CYBERBULLYING

## A Guide For Parents

Photo: Pixabay

This leaflet has been created by students from Konrad-Wachsmann-Schule (Integrierte Sekundarschule) in Berlin, Germany, as part of the Blurred Lives Project. A cross-national, co-participatory exploration of cyberbullying, young people and socio-economic disadvantage, funded by the ERASMUS+ program.

Erasmus+

# blurred lives PROJECT

**Appendix 4**
## Italy Resources

Freie Universität Berlin

STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Open Universiteit
www.ou.nl

Goldsmiths
UNIVERSITY OF LONDON

**Appendix 4:**

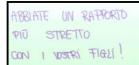> The group wrote some **guidelines** for parents/carers to help their kids with cyberbullying (**IO3_S2O1.pdf**)

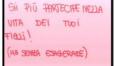| | | | |
|---|---|---|---|
| CONSIGLI GENITORI PARLATE CON I PROPRI FIGLI SENZA LITIGARE E URLARE. DITE NO SOLO QUANDO È NECESSARIO. | Talk with your kids, without bickering and screaming. Say NO only when it's needed | RISPETTARE LA PRIVACY DEI PROPRI FIGLI | Respect your kids' privacy |
| ABBIATE UN RAPPORTO PIÙ STRETTO CON I VOSTRI FIGLI! | Have a closer relationship with your kids! | Sii PIÙ PARTECIPE NELLA VITA DEI TUOi FIGLi! (MA SENZA ESAGERARE) | Be more involved in your kids' life! (But not too much) |
| DOVETE ESSERE SEMPRE DISPONIBILI PER I VOSTRI FIGLI | You must always be open with your kids | DATE PIÙ FIDUCIA AI VOSTRI FIGLI! | Trust your kids more! |

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UNIVERSITÀ DI BOLOGNA

> The group also made a poster, reiterating the core message to parents/carers (**IO3_S2O2.jpg**):

CARI GENITORI! SIATE PIÙ PRESENTI NELLA VITA DEI VOSTRI FIGLI, MA SENZA ESAGERARE

«DEAR PARENTS!
BE MORE PRESENT IN
THE LIFE OF YOUR KIDS,
BUT WITHOUT
EXAGGERATING»

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«**Cyberbullies** are those people who have ample freedom to do online what they couldn't do in real life»

**blurred lives** PROJECT

**Appendix 5**
# The Netherlands Resources

## Appendix 5:

| | |
|---|---|
| **tip:** Praat met je kind over, wat er van te voren is gebeurt. 🟨 Talk with your child about what happened in advance  *Card 1 - Back* | **tip:** Ligt het in op school. 🟨 Inform the school  *Card 2 - Back* |
| **tip:** Bedenk samen met je kind om het pesten te laten stoppen. Together with your child, think about ways to stop the bullying 🟨  *Card 3 - Back* | **tip:** geef uitleg over de gevolgen. 🟨 explain the consequences  *Card 6 - Back* |
| **tip:** Probeer zo open mogelijk te luisteren. 🟨 Try to listen as openly as possible  *Card 5 - Back* | **tip:** Luister en neem niet met een actie. 🟨 listen + do not take immediate action  *Card 4 - Back* |

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Probleem: Problem

mijn kind komt overstuur
thuis. My child comes
home upset

**Card 1 - Front**

Probleem:

Mijn kind pest iemand van
School. My child
bullies someone from
school.

**Card 2 - Front**

Probleem:
mijn kind wordt gepest.
My child in being bullied

**Card 3 - Front**

Probleem:
mijn kind wordt gepest.
My child is being
bullied

**Card 4 - Front**

tip:
Probeer zo open mogelijk te
luisteren.

**Card 5 - Front**

Probleem:
School heeft gebeld, dat
mijn kind pest.
School called, my child bullies

**Card 6 - Front**

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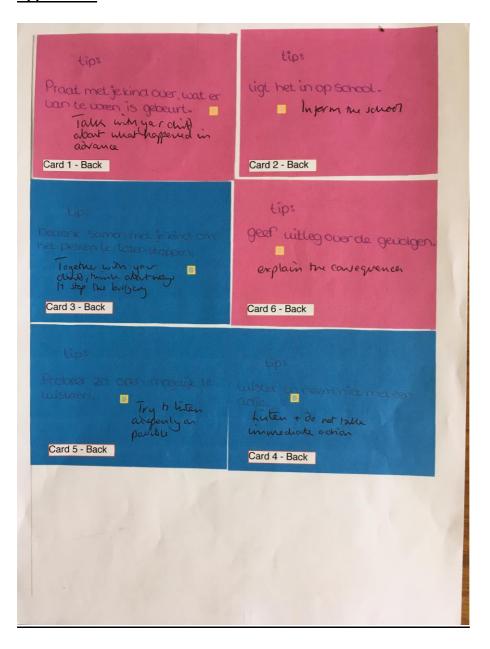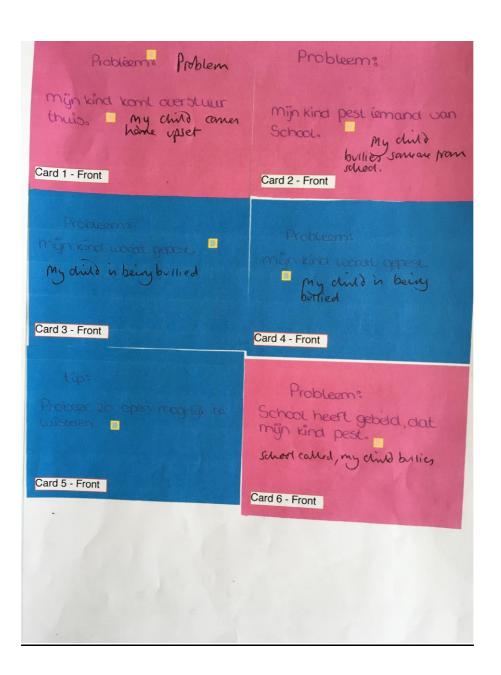
A Cross-National, Co-Participatory Exploration Of Cyberbullying, Young People And Socio-Economic Disadvantage.

**TO ACCESS ALL PROJECT RESOURCES, GO TO**

**HTTPS://WWW.OU.NL/WEB/BLURRED-LIVES/RESOURCES**