

National Anti-Bullying Week 2013: Resources For Schools

**THE FUTURE IS OURS
SAFE, FUN AND CONNECTED**



Acknowledgement

This resource was developed by John Khan, Anti-Bullying Coordinator – East Sussex County Council.

The author would like to thank Media Smart - Canada for kindly given permission to adapt their resources outlined in Key Stage Two.

Special thanks to Lynette Fitzell for adapting the resources into Communication in Print and Natalie Morpew for reading various drafts.

'The future is ours: safe, fun and connected'

‘We need to empower young people with the skills, knowledge and confidence that they need to embrace new technology to make the decisions that will protect themselves and their family.’ (Byron Review 2008¹)

Introduction

Children and young people, parents and carers and schools all recognise the positive impact that new technologies have had on the way we communicate and interact with each other. However, while new technologies offer huge potential for good, there continues to be significant media focus on the potential risks and dangers associated with their use, with issues of e-safety, sexting and cyberbullying an ongoing concern.

This year Anti-Bullying Week revisits the theme of e-safety and cyberbullying, with the theme **'The future is ours: safe, fun and connected'**. In doing so children and young people are being asked to take the lead on creating a future without bullying - using new technologies to promote positive communication rather than being held back by cyberbullying.

The key aims for the week and of this resource are:

- To ensure all children and young people are equipped to recognise and challenge bullying behaviour wherever it happens - whether face to face or in cyberspace.
- To equip schools, colleges and youth service leaders with resources to encourage youth led anti-bullying initiatives and the positive use of new technologies.
- To educate those who support and work with children to recognise those who may be particularly vulnerable to bullying through new technologies - encouraging an inclusive approach to all e-safety education.

How to use the resource

Outlined below are a number of curriculum based activities that provide children and young people with the opportunity to explore some of the key issues surrounding the use of new technologies, e-safety, cyberbullying, sexting and the importance of managing their online reputation.

¹ Safer Children in a Digital World (DCFS March 2008)

Included in this resource are:

- Primary assembly and lesson plan
- Secondary assembly and lesson plan - with separate lesson plans for KS3 and KS4
- A number of activities have also been designed for use with SEND pupils using Communication in Print

Key Stage 2

- Explore the benefits and risks of using new technologies e.g. mobile phones, social media
- Understand what we mean by e-safety and cyberbullying

Key Stage 3 &4

- Understand online relationships and the risks associated with sexting
- How young people can manage their on-line reputation and digital integrity

Before starting - Some children and young people may find some of the activities outlined in this resource upsetting or may disclose incidents of cyberbullying or sexting that may require a safeguarding response.

Before undertaking these activities ensure all staff are aware of and recognise their role in supporting children and young people for whom these activities may raise personal issues.

You are encouraged at the beginning of each activity to set ground rules about issues of disclosure and child protection. You may wish to provide your own information sheet containing information on local, as well as national support, and make sure there are clear 'signposts' for children and young people to your schools support channels and other outside agencies such as Childline/NSPCC.

Key Stage 2 Resources

The aim of the activities are to provide children with the opportunity to think about the benefits and risks when using new technologies, understanding e-safety issues and the negative impact cyberbullying can have on others.

Learning outcomes:

- Children will know about the positive benefits and risks of using new technologies
- Children will know how cyberbullying differs from other forms of bullying behaviour
- Children understanding how their online identities can differ from their real life identities

Ground Rules (5 minutes)

Before starting the lesson ask the class to discuss ground rules. Write these down on a flip chart and have them hang them up for everyone to see.

Ice-breaker – Diamond ranking activity (5-10 minutes)

Start by dividing the class into small groups. Hand out copies of the ice-breaker activity (Resource 1).

Ask each group to rank the list of e-safety issues with the most important at the top and least important at the bottom. By the end they should have something resembling a diamond shape.

Additional prompts and discussion points

- How many children have a mobile phone?
- How would young people manage without their mobile phones or computers?
- How did people manage in the past?
- How many children have access to computer at home (or in their bedrooms)?
- How many play online games with other people?
- How many have a social networking profile e.g. Facebook page?

Benefits and risk of digital technologies (10 – 15 minutes)

Start with a discussion of the positive impact that new technologies have had on the way we communicate with each other e.g. how mobile phones enable us to stay in touch with each other or how computers allow us easy access to information.

Staying in their small groups, hand out copies of Resource 2 and ask each group to discuss and write down some of the benefits and potential risks that they might encounter when using new technologies e.g. mobiles phones, when online gaming, or when using the Internet. Ask the groups to write their answer down on the handout provided.

Each group should then feedback their thoughts to the rest of the class for further discussion.

Understanding your digital foot print (10 – 15 minutes)

Whenever we use digital technologies we leave information behind about ourselves. The trail or "footprint" that we leave online is often referred to as our digital footprint. Sometimes information about us might be put online by others often without us knowing.

Question – what sort of information do young people leave online about themselves and where do they leave it?

Hand out copies of Resource 3 and ask the children to write down or draw pictures to represent all the websites they have visited in the last few weeks. Ask them to make a note of any information they have left online.

To share or not to share

This activity examines the difference between private identity information and personal information.

- **Private identity information** is information about a person that should be kept private where possible e.g. name, address or phone number. These should not be disclosed online.
- **Personal information** is more general information that might include a person's favourite music or food, their likes and dislikes and is information which is considered okay to share online.

Ask the class to list what type of information they think should go under the two headings 'personal information' and 'private identify information'.

Examples might include:

Personal Information

Likes and dislikes
Hobbies
Your opinions
Your age

Private Information

Name
Address
Phone numbers
Name of school

Question - Have other people left information or pictures of them online. If so who was this? Did they ask your permission?

Additional prompts and discussion points

- Who has given out private information about themselves online?
- Who as ever 'googled' their own name online?
- Why did they 'google' themselves?
- Did they find any information about themselves online?
- What could your digital footprint tell others about you?
- Have you posted anything that could hurt another person's feelings or reputation?

What is bullying? (5- 10 minutes)

Ask the class what they think bullying is? The four key words you are looking for are:

- **Deliberate** - intention to hurt or humiliate
- **Hurtful**– unkind behaviour with no attempt to say sorry
- **Repeated**– happens a lot, is ongoing and not just a one-off incident
- Imbalance of **power**– it is hard for the person being bullying to defend themselves or make the bullying stop.

Your definition of bullying should look like - 'Deliberate, hurtful, repeated behaviour which is difficult to stop (power)'

Question - Now ask the class what is cyberbullying?

Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset or hurt someone else.

Invite the class to discuss what makes cyberbullying different from other more traditional forms of bullying behaviour. This should include:

- Cyberbullying is not face-to-face e.g. you don't have to be in the same room, town or even country.
- The person doing the bullying might try and hide who they are

- The person carrying out cyberbullying may be unaware of the consequences caused by their actions.
- Cyberbullying can reach particularly large audiences and quickly
- Most cyberbullying takes place outside of school in the community.

Question – What are some of the ways that they and their friends might tease each other online for fun?

Things might include:

- Send jokes back and forth
- Alter photos of one another, in a funny (not mean) way

Question - So when does teasing “cross the line” and become cyberbullying?

Question - What are some of the signs, and what does it feel like to be in that situation?

Examples might include:

- The teasing begins to feel scary or not funny anymore
- You feel upset or unable to stop the person doing what they are doing
- You are worried about your safety

Point out to the class that these are examples of situations that definitely have “crossed the line” and might be considered cyberbullying. However, these may not be the only examples.

Question – What would you do if you were cyberbullied?

Question – Who would you report cyberbullying to?

Which me should I be? (5- 10 minutes)²

A great thing about going into cyberspace is that children can create a whole new cyber-identity for themselves. In some cases, children do this to remain anonymous. However, this can sometimes cause them to do certain things they may not normally do e.g. saying nasty or unkind things about other people that they might not say to their face.

² Adapted from Introduction to Cyberbullying – Avatars and Identity (2008) published by Media Smart

Additional prompts and discussion points

- Why do you think people do things online they would never do in real life
- Can people remain anonymous when they are online?

Bring up the word "AVATAR" on your Smartboard.

Question - Does anyone know the meaning of the word avatar?

In cyberspace an avatar is a virtual digital image that represents a person – an online identity. The term comes from a Sanskrit word meaning an ***incarnation in human form***. An online avatar can be anything from a symbol to animal.

Many students will have used avatars on social networking sites like Club Penguin or Moshi Monsters.

Question - Does anyone use avatars when you are communicating online?

Questions - What kinds of avatars do they use?

Additional prompts and discussion points

- For those who have used avatars on the Internet, is their avatar like them or different?
- What kinds of things does your avatar do that are like you?
- What kinds of things does it do that are different?

Cyber mask (15- 20 minutes)

For the next activity you may wish to use the mask templates provide in Resource 4. Alternatively, you can take a cross-curricula approach to the activity and have children spend more time creating their mask during art and design or find avatar masks templates on the web during ICT.

Explain that you want the class to make a mask to represent their online identity. Ask the class to think about the online avatars that they might already use, or invent one that you would like to use.

Once their masks have been created, have them think of names for their avatar. Ask them to write down the avatar's likes, dislikes and personality traits.

Role-Playing Activity (5- 10 minutes)

Wearing their masks, have the class mingle and introduce themselves to one another in character as their avatar. Once they have done this, instruct the class to return to their seats and initiate the following discussion:

Talking about your avatar.

- Is your avatar's online personality similar or different from who you are in real life?
- How did they feel when you were going around the room as their avatar? Did they behave differently than they would have if they had just been going around the room as themselves?
- For those who have used avatars on the Internet, is their avatar like them or different?
- What kinds of things does your avatar do that are like you?
- What kinds of things does it do that are different?

Explain that avatars are lots of fun, but they can sometime complicate online and offline relationships because young people might do things online that they might not normally do in real life and vice-versa.

Remember to also finish/focus on the positives e.g. children might present a more vibrant or outgoing personality online or they may talk/chat to others more online than in real life.

Key Stage 3 Resources

The aims of the activities are to provide young people with the opportunity to explore the role of digital technologies in romantic relationships and some of the potential risks associated with sexting.

Learning outcomes

Young people will be able to:

- Explore the role of digital technologies in romantic relationships
- Understand risky forms of self-disclosure and their possible consequences
- Know what sexting is and have a greater awareness of the risks associated with sexting
- Identify strategies for avoiding sexting while enhancing positive relationships

The following activities deal with sexting³. This may be a sensitive and difficult topic for both teachers and young people to discuss openly. Depending upon your class's comfort level and maturity, you may wish to have students write down their responses to questions throughout the lesson, and invite volunteers to share these with the class.

Ground Rules (5 minutes)

Start the lesson by getting the class to discuss ground rules. Write these down. Explain that anyone can ask to go back to these at any time. Given the nature of the activities focus will need to be given to issues of confidentiality and disclosures. Young people should be asked not to use names.

Ice-breaker – Diamond ranking activity (5-10 minutes)

Start by dividing the class into small groups. Hand out copies of the ice-breaker activity (Resource 1b).

Ask each group to rank the list of e-safety issues with the most important at the top and least important at the bottom. By the end they should have something resembling a diamond shape.

Explain to young people that the focus of the lesson is the use of digital technologies in romantic relationships and some of the risks associated with online sharing.

³ Some of the activities have been adapted from Overexposed: Sexting and Relationships (2013) published by Common Sense Media.

Question - How do young people in romantic relationships communicate using digital technologies?

Sample responses:

- Video chat (Skype), text, and Instant Messaging each other
- Post messages on their profile
- Upload pictures and video of themselves

Question - How do people in relationships communicate differently online than they might face-to-face?

Responses might include:

- They might say things online that they wouldn't normally say face-to-face.
- They can share things online anytime, which can make them feel closer, even when they're apart.
- They might have misunderstandings because they can't see one another's facial expressions or hear tone of voice.

Question– Ask the class if they have heard about sexting? What is it? Give them a few moments to come up with definitions, and then invite the class to discuss these.

Sexting: The sending or receiving sexually explicit content via text messages, smart phones, or visual and web activities such as social networking sites.

Question– Why do they think that young people sext?

Some of the reasons young people sext each other:

- As a way to show another "what they can get" if that person dates them
- As a form of flirting
- As a sign that they are in a trusting and loving relationship
- As a signal that they want to take their relationship to the next level
- As an expression of their emerging sexuality
- Because they are bored and feel like doing something exciting
- Peer pressure or cyber bullying
- Self-esteem issues
- Rebelliousness, or the sense that they should be allowed to make their own decisions
- Because it feels grown-up
- As a sexual favour in exchange for other services

Keep these things in mind as you lead the discussion with students.

Question - What is the class's attitude to sexting?

Extension Activity - Show the class the CEOP film 'Exposed'

- Why do you think the young women sent the pictures to her boyfriend?
- Who do you think was most affected by the sexting in the film?
- Who do you think is to blame?

Question – Ask the class to name at least three consequences that could happen if they sext someone?

Responses might include:

- Sexually explicit photo or message might be forwarded to other people
- Picture could be posted on other people's social network sites or websites
- Might be seen by friends, classmates, teachers, parents, and strangers
- The person might feel embarrassed and humiliated
- Possibility of being bullied or harass them
- They might get in trouble at school and at home, police might be involved
- They might be embarrassed if the sext turns up in the future

Question- Is it ever okay to sext or ask someone else to send you a sext?

The class should recognise that sexting is a risky form of self-disclosure. Even if a photo is sent as a token of love to someone you trust, they can never be certain what the consequences will be. The class should also realise it is unfair to pressure others to carry out a risky behaviour.

In some of the examples that the class may have discussed, the examples will more than likely have been on boys pressuring girls to sext, but there is evidence that boys sext girls too.

Question – Does the class think boys and girls who sext are treated the same way?

Guide young people to contemplate gender stereotypes with sexting. For instance, a boy caught sending a sexual picture may be thought by his peers as someone who may be sexual active, while girls who sext may be called 'easy' or a 'slag'.

Question - Why do they think this is and is this fair?

To finish the lesson, have the class come up with two lists:

- Ways to avoid sexting
- Ways to build a relationship online

Some examples might include:

Ways to avoid sexting

- Use humour: "Ha Ha! Really funny!"
- Say how uncomfortable you feel: "I'm really uncomfortable doing that."
- Emphasise feelings: "If you really cared for me, you wouldn't ask me to do that."
- Change the subject: "Um, let's do something else, okay?"

Ways to build a relationship online

- Write a text, email or IM telling the person you are thinking of him or her.
- Plan a special date, then text your partner clues about what it might be, and when and where you should meet.
- Spend time online together, but only share really private stuff when you are together in person.

Key Stage 4 Resources

The aims of the following activities are to enable young people to protect and manage your online reputation e.g. understand the benefits of presenting a positive online image of themselves. Being able to manage your online digital identity and digital reputation are important components of being a digital citizen.

Learning outcomes

- Young people think critically about the information they post online about themselves
- Enable young people to explore their digital footprint
- Young people understand the importance of their online reputation and how to manage this

Ground Rules (5 minutes)

Start by getting the class to discuss some ground rules. Write these down on a flip chart and have them hang them up for everyone to see. Explain that anyone can ask to go back to these at any time.

Ice-breaker – Diamond ranking activity (5-10 minutes)

Divide the class into small groups. Hand out copies of the ice-breaker activity (Resource 1c). Ask each group to rank the list of e-safety issues with the most important at the top and least important at the bottom. By the end they should have something resembling a diamond shape.

Start the discussion with the fact that young people need to understand that colleges, universities and employers now frequently check on social networking sites such as Facebook for derogatory and negative comments made by prospective candidates.

You may wish to outline the following fact.

In 2011, 35% of employers/colleges said that they had rejected a potential candidate based on:

- Provocative or inappropriate photos placed online
- Online discussion of drinking or using drugs
- Bad-mouthing others and discriminatory comments made online
- Lied about qualifications

Understanding your digital foot print (10-15 minutes)

Whenever we use digital technologies we leave information behind about ourselves. The trail or "footprint" that we leave online is often referred to as our digital footprint. Sometimes information about us might be put online by others often without us knowing.

Question – What sort of information do young people leave online about themselves and where do they leave it?

- Social network profile
- Text messaging
- Blogs or other websites
- Mobile phones
- Twitter
- YouTube

Additional prompts and discussion points

- Who as ever 'googled' their own name?
- Why did they 'google' themselves?
- What could your digital footprint tell others about you?
- Would you want a college, university or employer to see your digital footprints?
- Does your digital footprint portray you in a positive light?
- Have you posted anything that could hurt another person's digital reputation?

Question - What do we mean when we talk about our digital reputation?

Our digital reputation (10-15 minutes)

The online image you present about yourself through all digital media means: social network profiles, blogs, SNS, websites, emails, twitter, mobile phones etc. A person's digital reputation is made up of everything they post online.

The problem is that young people may be judged by others in the future e.g. colleges/employers, based on how they communicate or what they leave or upload online, well into adulthood.

Ask the class to describe what types of information they have seen posted online by other young people, which might be considered inappropriate. Ask young people not to name names. Write these down. Discuss the list and the reputations that are being created.

Digital profiles⁴ (15 minutes)

Hand out Resource 5 and ask the class to evaluate the two offline/online profiles of students for content that is:

- Offensive
- Negative
- Illegal
- Too revealing of privacy information.

After the class have discussed the two profiles, conduct a full group discussion about the types of content and reputation that was created by the young people.

Maintaining your digital reputation

Hand out resource six and have class draw up two lists:

- Things that might harm your online reputation
- Ways to maintain your digital reputation

Examples of things that might harm a young person's online reputation might include:

- Talking of violence, crime, or intent to harm others
- Links to inappropriate websites
- References to drugs and alcohol use
- Pornographic, suggestive, or inappropriate images or videos
- Inappropriate language including sexist, racist or homophobic or other offensive comments

Examples of ways that a young person might maintain their digital reputation include:

- Not doing any of the above
- Limiting the personal information they place online which might be seen by recruiters
- Use privacy settings where these are available. If you're using a site that doesn't offer privacy settings, find a site that does.
- Choose your photos and language thoughtfully.
- Monitor regularly, even if you control what you post online, others can post information about you.
- Take action if you find information online that is embarrassing or untrue

Finally, remember posting information online is permanent. Once you post to the Internet it can be copied, saved, and used by others. You should think before you post anything online.

⁴ Adapted from Digital Reputation: How to protect and manage your online reputation (2009), published by iKeepSafe.

Resource One – E-safety diamond ranking activity

Always log-out of your account when you are finished

Protect all your online accounts with a password

Make sure your profile is set to private

Don't say anything online that you wouldn't say to someone's face

Ask your friends not to post photos of you without your

Don't upload inappropriate images of yourself or others.

Learn how to block things you don't like online

If you make a joke make sure it's marked 😊

Don't use capital letters as its LIKE SHOUTING AT

Treat others as you would like to be treated online

Make sure you know how to report cyberbullying

Have a password on your mobile devices

Don't give out private information on-line

Resource One (b) – Sexting diamond ranking activity

Clean your profile of anything too personal or embarrassing

Never take pictures of yourself that you wouldn't want others to see

Always make sure your profile is set to private

Think about the consequences of taking, sending or forwarding sexual pictures

Ask friends not to post photos of you without your permission

Don't upload inappropriate images of yourself or others

Learn how to block things you don't like online

Boyfriends & girlfriends shouldn't pressure each other into sending sexually explicit pictures

Treat others as you would like to be treated online

How important do you think your online reputation is?

Know how to report things online - even if it happening to someone else

Make sure that all your devices are password protected

Don't give out private information online

Resource One (c) – Online reputation diamond ranking activity

Clean your profile(s) of anything too personal or embarrassing

Never take pictures of yourself that you wouldn't want others to see

Always use privacy settings and set these to private

Think about the consequences of taking, sending or forwarding sexual pictures

Ask friends not to post photos of you without your permission

Don't upload inappropriate images of yourself or others

If friends or people you know are being cyber bullied and you stay silent you may be seen as just as guilty

Treat others as you would like to be treated online

Avoid getting involved in the spreading of gossip or rumours

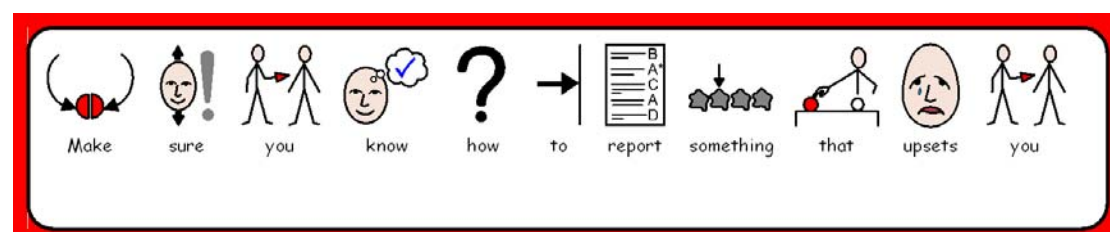
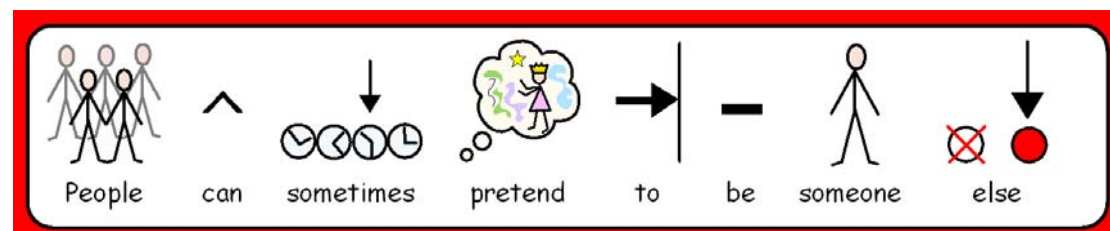
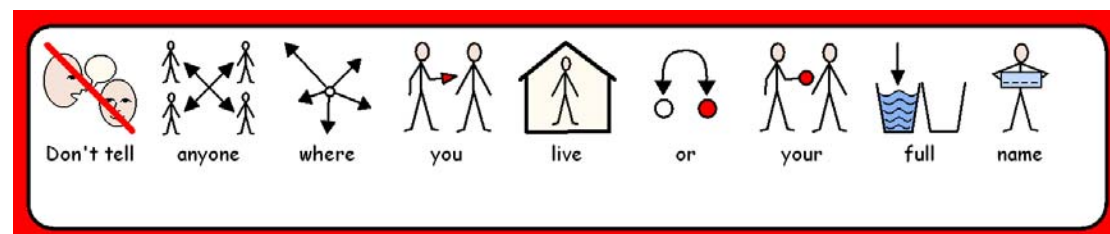
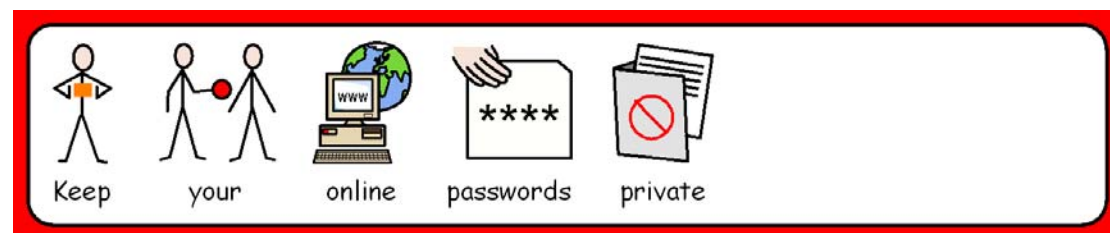
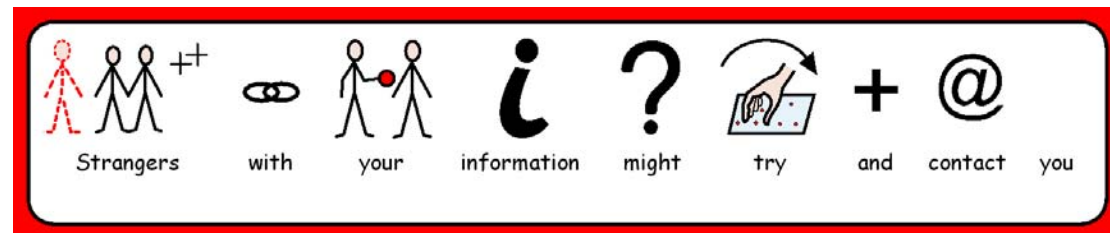
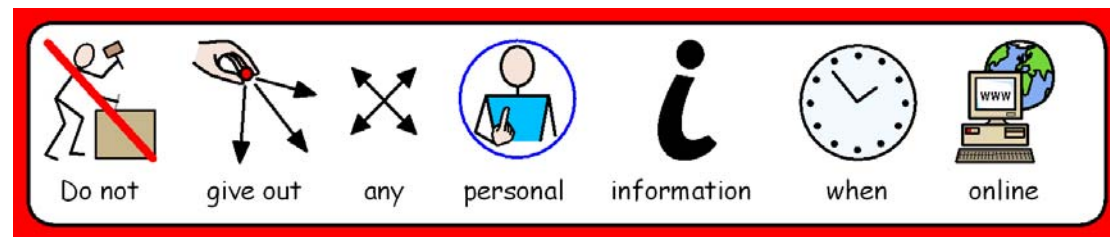
How important do you think your online reputation is?

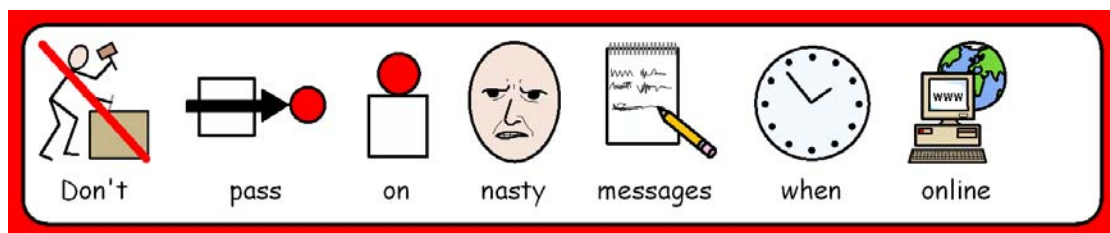
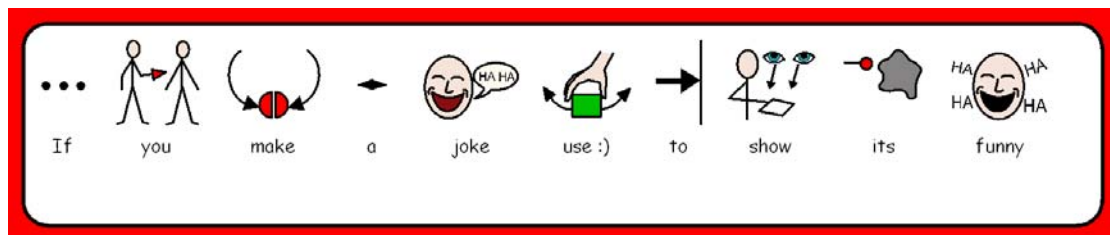
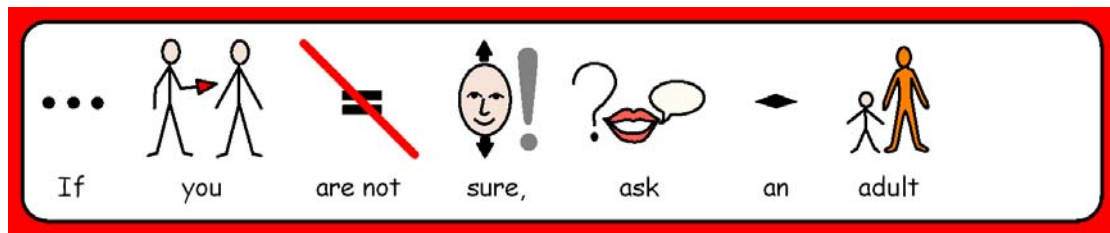
Don't feed cyberbullying by getting involved

Make sure that all your devices are password protected

Don't give out private information online

Resource One (d) - E-safety diamond ranking activity





Resource Two - Benefits and risk of digital technologies

Mobile phones – Outline below what you think the benefits and risks are when using mobile phones.

	Benefits of mobile phones
1	
2	
3	
4	
5	



	Risks of mobile phones
1	
2	
3	
4	
5	

Emails – Outline below what you think the benefits and risks are when using emails.

	Benefits of Emails
1	
2	
3	
4	
5	



	Risks of Emails
1	
2	
3	
4	
5	

Social Networking Sites – Outline below what you think the benefits and risks are when using social networking sites such Facebook, Twitter and Flickr.

	Benefits of Social networking sites
1	
2	
3	
4	
5	



	Risks of Social networking sites
1	
2	
3	
4	
5	

Video-hosting Sites – Outline below what you think the benefits and risks are when using video-hosing sites such as YouTube.

	Benefits of video hosting sites
1	
2	
3	
4	
5	

	Risks of video hosting sites
1	
2	
3	
4	
5	

Gaming sites, consoles and virtual worlds – Outline below what you think the benefits and risks are when using Gaming sites, consoles and virtual worlds.

	Benefits of gaming sites, consoles and virtual worlds.
1	
2	
3	
4	
5	

	Risk of gaming sites, consoles and virtual worlds.
1	
2	
3	
4	
5	

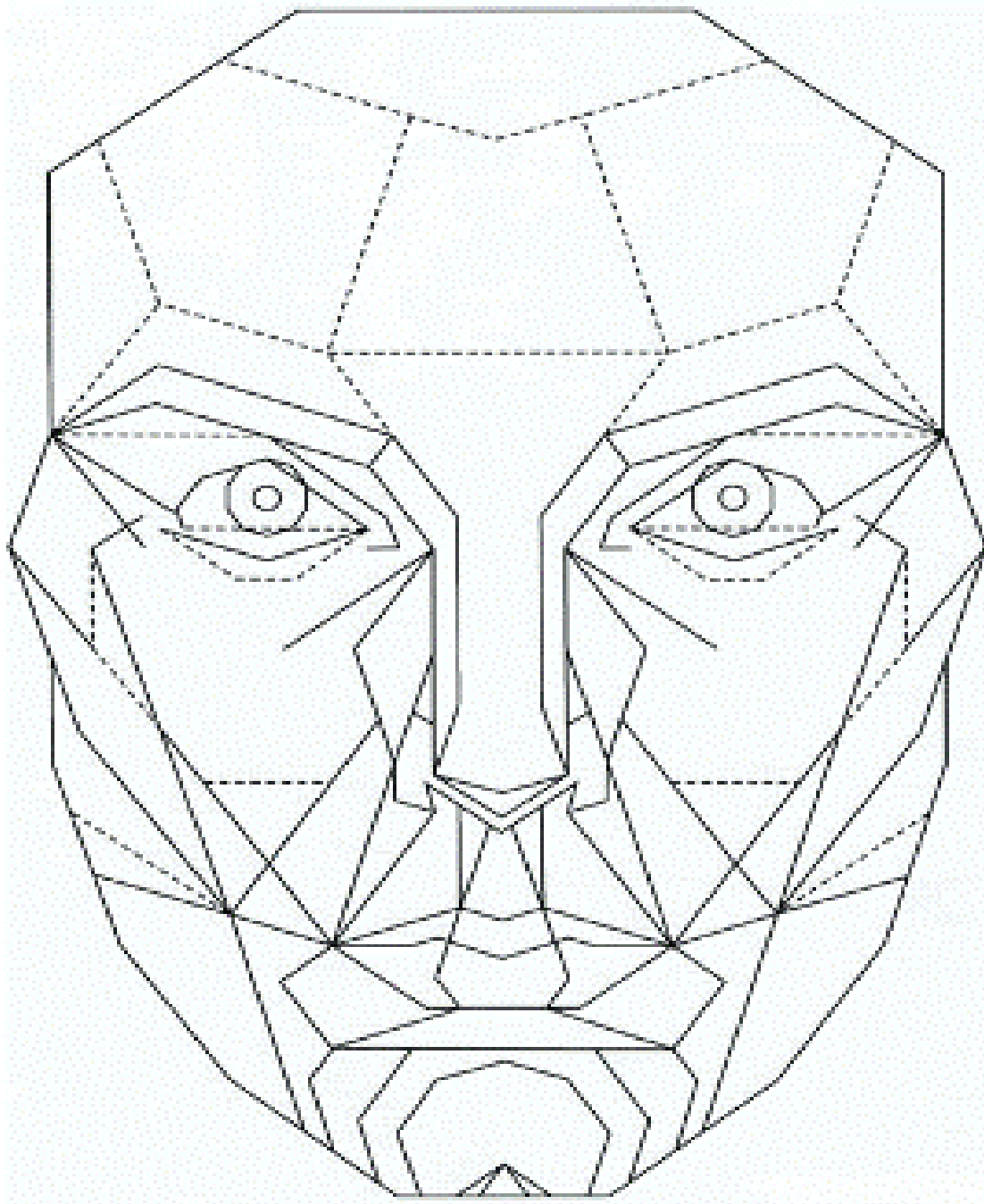
Resource Three - My digital foot print



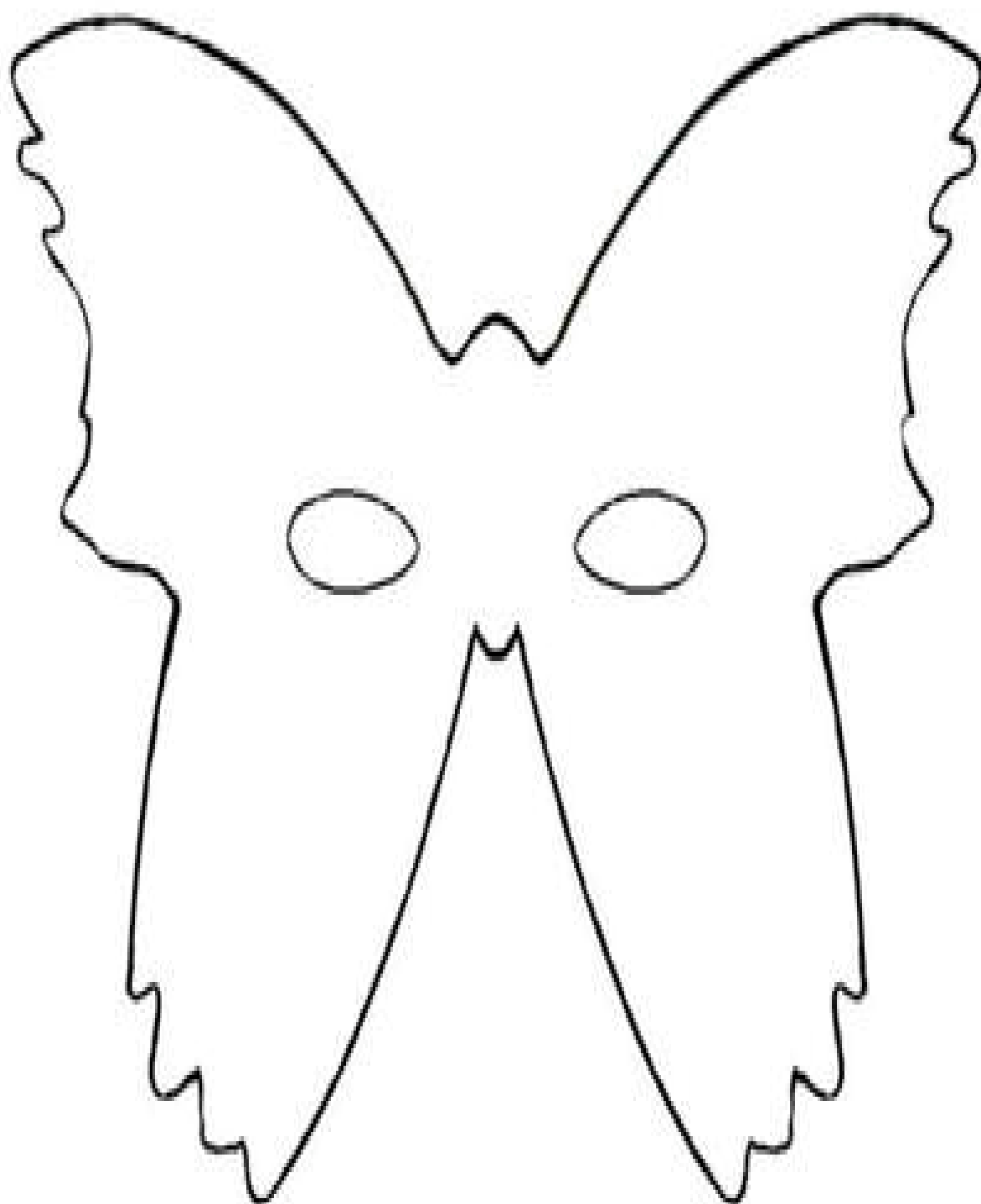
Write or draw pictures to represent all the websites you have visited in the last few weeks. If you have created any content online – like posting photos or leaving information about yourself – write that down too!

Resource Four - Cyber mask and cyber identities

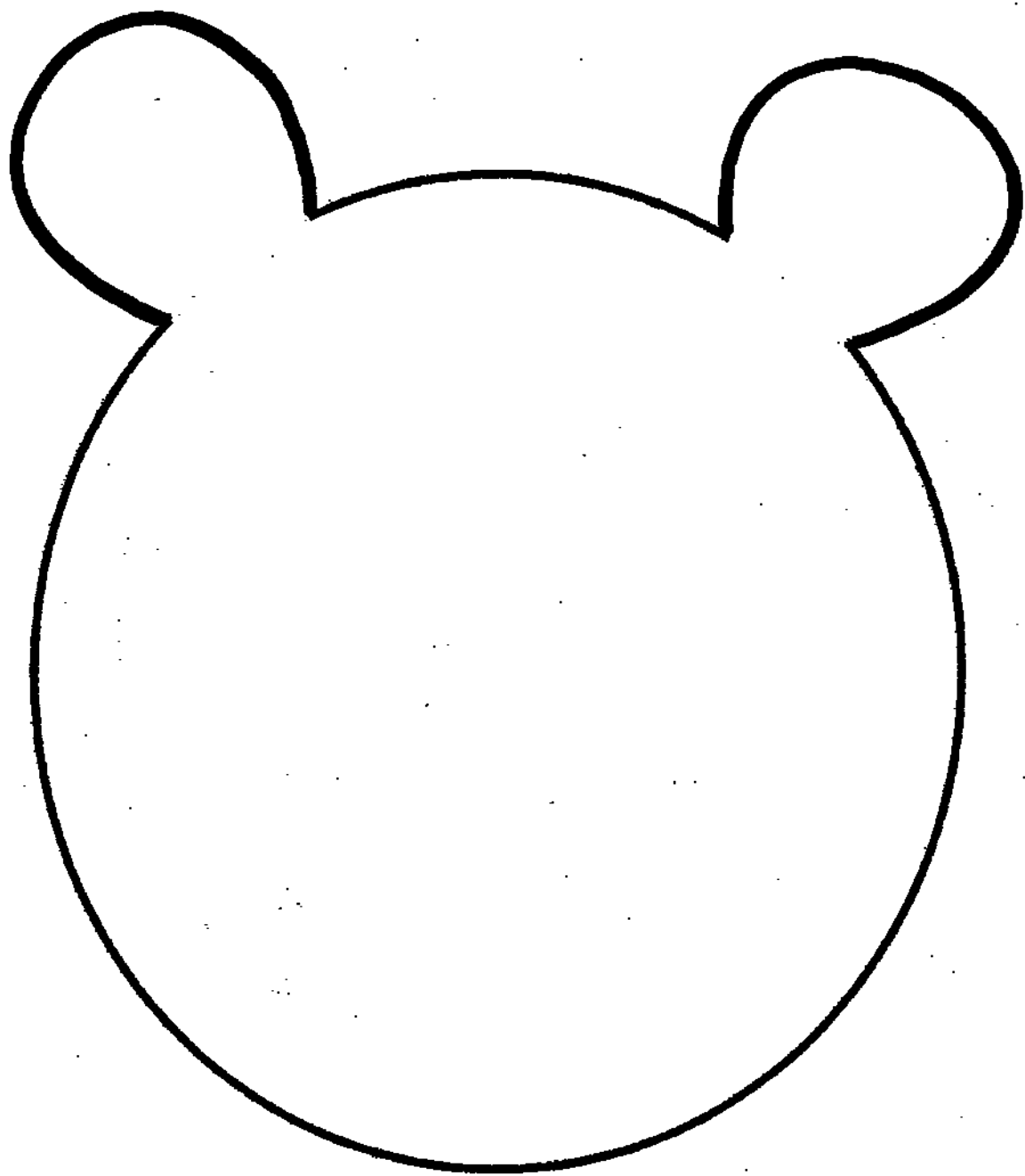
a)



b)



c)



Resource Five 'A'

Digital Profiles

Off line profile

Name: Andrew Connor

Age: 17

A Levels: English A*, Humanities A*, Biology A* & Chemistry B

Sports: Likes playing 5-a-side football

Current Job: Waiter in the restaurant most weekends

Hobbies: Plays bass guitar in indie band

Travel: None

Future Plans: To go to university and become a music journalist.

Online profile

Address: 29 Tempest Way, Oakland Island

Date of birth: Friday 13th 1997

Age: 17

Status – Smoking and testing out as a many beers as possible

Andrew's favourites

Food – Anything with alcohol

Music – Anything that rocks

Movies – Hot Girls

Andrew's random thoughts

Will do anything to win – just make sure the ref ain't watching [2009]

First one with fake ID buys the beers [2010]

Girls rock [2010]

Sarah.....thanks for doing my assignment [2012]

Talk to me.....

Andrew you drink too much.....

12.01.13]

[posted 11.12am

At least I can take my beer.....

[posted 2.34am 13.01.13]

Let's do it again....b4 the wkend...2morro?

[posted 8.30am 13.01.13]

Karl.....if u c this ur a joke

[posted 10.41am 13.01.13]

Resource five

Off line profile

Name: Sarah Mitchell

Age: 17

Sports: Gymnastics at county level

A Levels: Biology A, English B, Maths B, & Chemistry B

Current Job: Weekend and holiday work in home for the elderly

Hobbies: Walking and anything to keep fit

Travel: Holidays in Europe

Future Plans: To go to university and become physiotherapist .

Online profile

Address: 17 Albany Place, Uptown County.

Date of birth: Monday 1st April 1999

Age: 16

Status – Clubbing and festivals, in that order

Sarah's favourites

Food – Powder

Music – Hard garage rock

Movies – If

Sarah's Random Thoughts

Alison you will always be a loser [2009]

I hate college and my tutors [2012]

Girls rock [2012]

There's got to be more to life than this **** [2013]

Talk to me.....

Where the hell did you meet her...

[posted 1.12am 12.02.13]

Keep ur hands off.....

[posted 2.34am 13.03.13]

Let do it again....

[posted 8.30am 13.02.13]

U and me.....

[posted 10.41am 13.02.13]

Resource Six

Maintaining your digital reputation

Five things that might harm your digital reputation

- 1)
- 2)
- 3)
- 4)
- 5)

Five ways to maintain your digital reputation

- 1)
- 2)
- 3)
- 4)
- 5)

Useful resources

A selection of e-safety and cyberbullying films can be found at the following web links:

'Let's Fight it Together' Cyberbullying film produced by ChildNet with support from the DCSF aimed at Key Stage 3 & 4 pupils
<http://www.digizen.org/cyberbullying/fullFilm.aspx>

Short film produced by the European Commission to raise awareness of cyberbullying. It explores how young people's online information can be copied and distorted and the impact this can have on victims.
http://www.youtube.com/watch?v=LU8K6osTSBE&eurl=http%3A%2F%2Fwww%2Ethinkuknow%2Eco%2Euk%2F11%5F16%2Fcontrol%2Fcyber%2Easpx&feature=player_embedded

Short film from Denmark to raise awareness around Internet Safety Day 2009
<http://www.youtube.com/watch?v=-IOOn2wR8bU&feature=channel>

ThinkUKnow short film about making the internet safe from Australia.
<http://www.thinkuknow.org.au/site/index.asp>

ThinkUKnow short film about making the internet safe.
http://www.teachertube.com/viewVideo.php?video_id=15973&title=Think_U_Know_think_again

Broken Friendships, a short film about why you should not to share your passwords.
http://www.teachertube.com/viewVideo.php?video_id=3791&title=Broken_Friendship

Short film depicting the emotional impact of cyberbullying and information about what to do.
<http://www.youtube.com/watch?v=7Js-UMZLs5Q&NR=1>

Beware of Friends Online looks at the risks of posting personal details online.
<http://www.youtube.com/watch?v=393Mab4z95E>

Think Before You Post, is about posting personal and inappropriate material online.
http://www.teachertube.com/viewVideo.php?video_id=9439&title=Think_Before_You_Post__2

Polish film about the consequences of cyberbullying.
<http://www.youtube.com/watch?v=AlYtxTVWxIQ&feature=related>

American CBS news item about a recent court case involving pupils and Facebook

http://www.cbsnews.com/sections/i_video/main500251.shtml?id=4779496n

Amy's Choice about the dangers of meeting people online.

http://www.teachertube.com/viewVideo.php?video_id=3788&title=Amy__s_Choice__CyberSafety

Some interesting facts

91% of all 5-15 year olds used the internet in 2012. Ofcom (2012) Children and parents: media use and attitudes report

40% of all 5-15 year olds used a social networking site at least once a week in 2012.

43% of children aged 5-15 years old have an active social networking site profile.

8-11 year olds have an average of 92 social networking friends. 12-15 year olds have an average of 286 friends.

39% of teens who upload pictures limit access “most of the time” whereas 21% “never” restrict photo access

Children aged 8-11 years old estimate that they have not met around one in eight (12%) of their social networking friends, while 12-15 year olds say that they have not met one in four (25%).

29% of UK children aged 9-16 years old said they had contact online with someone they have not met face to face.

4% of UK 9-16 year olds have gone to an offline meeting with someone they first met online.

Source: Haddon, Leslie; Livingstone, Sonia; and EU Kids Online Network (2012) EU Kids Online: national perspectives (PDF).