



LET'S FIGHT IT TOGETHER

What we can all do to prevent cyberbullying

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

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

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

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Please send us feedback on how you have used this film at cybersafety@acma.gov.au.

1/ABOUT THIS GUIDE

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

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

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

In this guide, you will find the following:

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

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

Let's Fight It Together was primarily designed to be delivered in an assembly or classroom situation and then followed up by suggested activities (please see following pages). For the Australian release, it has been mapped to the national Statements of Learning for Information Communications and Technology and Statements of Learning for Civics and Citizenship. It has also been mapped to the Statements of Learning for Years 7 and 9 although, at a teacher's discretion, it may also be beneficial for students from 10 years old to 18 years old to view this video.

The film is also appropriate for parents and carers, teachers and educational professionals to give them an understanding of the issues surrounding cyberbullying, including how teachers can be cyberbullied. It also reinforces with children that all forms of cyberbullying are unacceptable. Other safety messages are also emphasised within the resource.

Let's Fight It Together can be used by other organisations working with or for young people, including:

- * Youth organisations
- * Training organisations
- * Companies wishing to train their staff
- * Police forces
- * Charities working with victims of abuse
- * Children's homes
- * Local authority social services departments
- * Adoption and fostering organisations
- * Libraries and study centres
- * Faith groups working with young people.

For further information about responsible use of online and mobile technologies please visit www.cybersmart.gov.au.



2/BACKGROUND TO LET'S FIGHT IT TOGETHER

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

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

Research tells us that cyberbullying is a feature of many young people's lives: for example, according to research conducted in the UK over a four year period¹ 15% of the 11,227 children surveyed had received nasty or aggressive texts and emails. The research demonstrated a year-on-year increase in the number of children who are bullied by using new technology. In Australia, a major prevalence study,² which examined existing evidence, found that covert bullying (which includes cyberbullying) is a fairly common experience among Australian secondary school students. The study found there was an upward trend with year level in this regard. The study used retrospective data collected from 13,330 students aged eight to 14 and cross-sectional quantitative data from 7,410 students aged eight to 15 years.

Through face to face work that the ACMA and agencies such as Childnet undertake in primary and secondary schools, working directly with children, teachers and parents and carers, it is apparent that one of the main concerns with regard to internet safety and security in schools is cyberbullying. Some schools have banned the use of certain sites and online services (such as instant messenger and social networking sites) within the school environment. Schools sometimes find they have to deal in school with the repercussions of students' online behaviours that may occur outside of school.

¹ Noret and River (2007).

² Cross, D., Shaw, T., Hearn, L., Epstein, M., Monks, H., Lester, L., & Thomas, L. (2009). Australian Covert Bullying Prevalence Study (ACBPS). Child Health Promotion Research Centre, Edith Cowan University, Perth. A project of the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).

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

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

www.digizen.org/cyberbullying/fullguidance.



3/PREPARING THE LESSONS

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

- * The main film is approximately 7 minutes long.
- * The character interviews together run for approximately 5 minutes (in the following order):
 1. Kim – the bully: 20 seconds
 2. Teacher: 50 seconds
 3. Mum: 1 minute 30 seconds.
 4. Rob – the bystander: 55 seconds
 5. Joe – the target: 1 minute 10 seconds
- 6. Students – reaction to film from Australian students: approximately 5 minutes
- * Comments from the Chairman of the Australian Communications and Media Authority, Chris Chapman, runs for approximately 2 minutes and 40 seconds (This section is only relevant for adults).



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Informing yourself

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

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

1. Is this based on a true story?

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

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

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

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

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






In the film, Joe receives a death threat as part of his experience of being bullied; this makes the bullying a potential criminal offence. See 'Legal implications of cyberbullying' (in the following section) for more information.

In some cases of cyberbullying, police officers have been asked to visit schools to outline to students the serious nature of this behaviour, and some of the possible consequences for both the targets and bullies.

Understanding the technology

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

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

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

Technology

Activities

Possible cyberbullying

Social network sites

Make friends and keep in touch via personalised homepages, blogs and photos.

- * Posting nasty comments, humiliating images/video.
- * Hacking into another's account and sending unpleasant messages.
- * Rejecting or excluding peers by refusing to return or acknowledge messages; blocking contact by deleting people from their friendship lists or using 'ignore' functions.
- * Creating a fake profile to pretend to be someone else, e.g. to bully, harass or get the target into trouble.

Video-hosting sites

Share video clips.

- * Posting embarrassing, humiliating video of someone.

Virtual learning environments (VLEs)

A VLE is a school site set up for students. Access assignments, tests, activities, message boards, chatrooms and instant messaging at school and maybe also at home.

- * Posting inappropriate messages or images.
- * Hacking into another's account to post inappropriate comments or delete schoolwork.

Gaming sites, consoles and virtual worlds

* Online gaming sites: chat with players across the world.
* Handheld consoles: chat with people in the same virtual environment.
* Virtual worlds: design avatars – figures that represent individuals in the virtual world.

- * Name-calling.
- * Abusive/derogatory remarks.
- * Picking on weaker or less experienced users, repeatedly killing their characters.
- * Forwarding unwanted messages to other devices in the immediate vicinity.

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

Legal implications of cyberbullying

Criminal and civil law: Although bullying is not a specific criminal offence under Australian law, criminal and civil laws may apply to aspects of bullying behaviour.

Students and teachers need to be aware that such conduct can have serious legal implications. Aspects of cyberbullying could be criminal offences under a range of different Commonwealth, State and Territory laws.

For example:

- * threats to kill or inflict serious injury may constitute a criminal offence under State legislation; or
- * using a carriage service (such as a mobile phone) to make a threat, to menace, harass or cause offence may constitute a criminal offence under the Schedule to the Criminal Code Act 1995 (Cth).

In Australia, a child as young as ten may be charged with a criminal offence. If a child is charged with a criminal offence and they are aged between 10 and 14 years, then special rules about criminal responsibility will apply.

Responsibilities of schools: Bullying – and this includes cyberbullying – is never acceptable. The provision of a safe and supportive learning environment that protects the emotional and physical wellbeing of students is a key responsibility of all schools.

Schools have a duty of care to provide students with a safe and supportive environment when they are at school or engaged in school activities, and this extends to the use of technology. It is therefore important that schools act promptly to tackle anti-social behaviour involving the use of technology, such as cyberbullying. A failure to take action may place the wellbeing of students at risk, and could have legal implications for the school.

The National Safe Schools Framework (NSSF) was developed by a Commonwealth-led Ministerial Council of Education, Employment, Training and Youth Affairs (MCEETYA) taskforce, and endorsed by all Ministers for Education in 2003. The NSSF outlines an agreed set of guiding principles that are aimed at assisting schools to address issues of bullying, harassment, violence, and child abuse and neglect. Further information about the NSSF may be obtained from the Department of Education, Employment and Workplace Relations website at www.dest.gov.au/schools/nssf.

Children creating and distributing harmful or illegal content

As part of internet safety, it is important to look at the issue of children themselves creating harmful or illegal content. Many young people are naturally inquisitive and may want to test the boundaries of behaviour online. They may go beyond acceptable boundaries without realising the implications of their actions, and may inadvertently create harmful and even illegal material, which they can circulate by mobile phone or put on a website. This needs to be dealt with immediately by the school. It is also important to let young people know where the legal boundaries are, and that they could get into trouble with the law for creating or circulating such material.

In Australia, prohibited online content can include: **Child abuse images** – depictions of children being sexually abused or posing inappropriately (sometimes called child pornography); **Pornography** – depictions of adults engaged in actual sexual activity; **Violence** – (including sexual violence), depictions of violence that is particularly strong in impact; **Illegal activity** – content which promotes or instructs in criminal activity; and **Terrorist** related material – content that advocates terrorist activities. Even material which is not prohibited (e.g. the recording of a prank on a mobile phone) can cause extreme distress, and young people need to be aware of how others may be hurt by what they do, whether they intend to harm or not.

If a child reports having seen offensive, potentially prohibited content, either on the internet or a mobile phone, a report should be made to the ACMA's online hotline at www.acma.gov.au/hotline. For international hotlines, see www.inhope.org. You should also follow agreed procedures for reporting the incident to the police.

Young people may come across people behaving suspiciously online; for example someone saying inappropriate things or pressuring the child to reveal personal information or to meet in the real world. Children are encouraged to report this kind of behaviour to the Australian Federal Police (AFP) using the online child sex exploitation form at www.afp.gov.au/online_forms/ocset_form.html.

A child in immediate danger or risk should be reported directly to the police by calling Triple Zero (000), Crimestoppers on 1800 333 000, or to a local police station.

Informing others

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

This DVD resource pack has a short film introduction from Chris Chapman, Chairman of the ACMA, that provides background information about cyberbullying and important advice for adults.

Informing child welfare staff

The film, **Let's Fight It Together**, may raise issues with students about abuse, or even highlight individual cases of harassment online, so you are advised to talk to your school's designated officer for child protection to discuss strategies for handling disclosures and escalating issues. For more information see Chapter 8 of this guide, '**Handling disclosures**'.

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

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

Explain and discuss these suggested strategies with students:

Preventing

1. Always respect others

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

2. Think before you send

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

3. Treat your password like your toothbrush

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

Responding

4. Block the bully

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

5. Don't retaliate or reply!

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

6. Save the evidence

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

7. Make sure you tell

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

- * an adult you trust, who can help you report the incident to the right place, or contact a helpline in confidence, like the Kids Helpline on 1800 55 1800 or visit www.kidshelp.com.au;
- * the provider of the service (e.g. your mobile phone operator or social network provider) that you have been bullied; check providers' websites to see where to report incidents;
- * your school: your teacher or the anti-bullying co-ordinator at your school can support you and can discipline the person bullying you;
- * the police, if the cyberbullying is serious and a potential criminal offence has been committed.

Finally, if you see cyberbullying going on stand up and speak out! Support the victim and report the bullying. How would you feel if no-one stood up for you?



5/LINKING TO THE NATIONAL STATEMENTS OF LEARNING

The following national Statements of Learning are covered in the lesson plans in chapter 6.

ICT Statements of Learning	Year 7	Year 9	'Let's Fight it Together' Lesson objectives
Communicating with ICT	<p>Understand how ICT can be used to enhance interpersonal relationships</p> <p>Apply suitable or agreed communication conventions or protocols</p>	<p>Use ICT to enhance interpersonal relationships, empathise and develop cultural and social understandings</p>	<p>I will understand what cyberbullying is.</p>
Ethics, issues and ICT	<p>Use responsible and respectful ICT practices reflecting the accepted values</p> <p>Evaluate how their use of ICT meets ethical and legal criteria</p>	<p>Apply practices that take into account individual rights and cultural expectations when accessing or creating digital information</p> <p>Understand how values shape how ICT is used</p> <p>Analyse and evaluate ICT use, considering economic, social, ethical and legal perspectives</p>	<p>I will recognise the impact that cyberbullying can have on people.</p> <p>I will reflect on my own behaviours online in order to help myself and others.</p>
Operating ICT	<p>Use efficient and extended functionality of a range of ICT devices</p> <p>Apply agreed processes and develop efficient and secure practice for personal management of content in digital environments</p>	<p>Consistently use agreed processes for accessing and working with personal information and content</p> <p>Manage and maintain the integrity of information and content in personal or collaborative digital environments</p>	<p>I will learn the strategies to avoid getting into or contributing to negative situations online.</p>

Civics and
Citizenship
Statements of
Learning

Year 7

Year 9

'Let's Fight it Together'
Lesson objectives

**Government and
law**

Understand that the law exists to protect rights and freedoms in a democracy

Recognise that there are different types of law

I will understand what cyberbullying is.

**Citizenship in a
democracy**

Define and exercise rights and responsibilities associated with being a citizen in Australia

Identify values that support social cohesion and consider the ways that this can be undermined or strengthened by individual or collective action

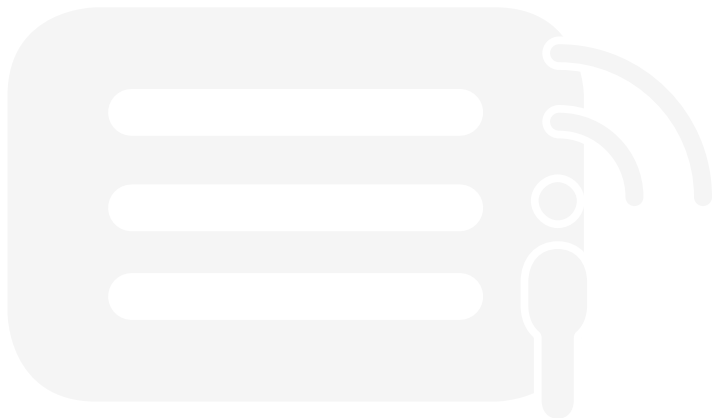
Investigate ways in which the media and ICT are used to influence citizen's views

Evaluate ways in which individuals, groups and governments use the media and ICT to shape opinion and manage controversy

I will recognise the impact that cyberbullying can have on people.

I will reflect on my own behaviours online in order to help myself and others.

I will learn the strategies to avoid getting into or contributing to negative situations online.



6/THE LESSON PLANS

The **Let's Fight It Together** lesson plans have been designed as two 45-minute lessons appropriate for Years 7 to 9 students.

The lessons have been mapped to the national Statements of Learning for Information Communications and Technology and Statements of Learning for Civics and Citizenship. For the exact references see Chapter 5, '**Linking to the national Statements of Learning**'.

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

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

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

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

These lessons can be used as an opportunity to discuss and develop a cyberbullying definition and policy within the school community. Children can be involved with, and contribute to, the development of guidelines when considering approaches in school to prevent and respond to cyberbullying.

Lesson 1: Raising awareness

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

Lesson 2: Review film and character interviews

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

Lessons objectives

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

LESSON 1: 45 MINUTES

Resources needed

- * **Let's Fight It Together** DVD
- * Flip-chart paper
- * Marker pens

Part 1: Classroom discussion – 5 minutes

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

Ask students questions such as:

- * Who uses the internet at home?
- * What is your favourite online activity?
- * Who uses the internet for chatting?
- * What services do you use to chat with people online? Instant messenger? Any social networking websites? (YouTube/Facebook/MySpace/Bebo.)
- * Who has a camera phone?
- * Whose phone has Bluetooth?

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

Part 2: Introducing cyberbullying – 10 minutes

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

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

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

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

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

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

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

(1) Bullying

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

(3) Differences

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

(2) Cyberbullying

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

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

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

³ www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/introduction/whatisbullying

⁴ www.thefreedictionary.com/bystander

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

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

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

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

Introduce **Let's Fight It Together** by telling students that the DVD they are about to watch is based on a number of real-life situations. Reassure them that if they have worries or concerns following the session, they can talk to you or another trusted adult. (See Chapter 8, '**Handling disclosures**', for further information.)

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

Part 4: Discussion questions – 20 minutes

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

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

⁵ P. Smith, J. Mahdavi et al. 2006

Extra questions to ask:

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

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

LESSON 2: 45 MINUTES

Resources needed

- * **Let's Fight It Together** DVD
- * Character questions (available to download and print from the 'Resources' folder on the DVD)
- * Flip chart paper
- * Marker pens

Part 5: Watching the character interviews – 20 minutes

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

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

It is recommended that the character interviews be viewed in the following given order.

Part 6: Character questions – 5 minutes:

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

Kim (the bully):

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



The teacher:

- * Was the teacher bullied?
(It is important that students recognise that the teacher in the film was also the subject of humiliation and her photograph appeared on the website.)
- * How does the teacher recognise that something is wrong with Joe?
(By the changes in his behaviour.)
- * How did the teacher deal with the situation?
(Contacted the website, tried to speak to Joe, notified the headteacher.)
- * How do you think she felt being a target of the bullying?
(It is important that students understand that the bullying of a teacher in this form is as unacceptable as bullying a classmate.)
- * What happened to the website? What did she do to get it taken down?
- * What can schools do to help people involved in cyberbullying?
(Most schools have an anti-bullying policy that outlines the procedures for dealing with bullying behaviour. Schools can also contact the families involved, the websites or mobile operators, or the police if necessary.)
- * What does the teacher recommend other people do to help stop bullying?
(Tell an adult/the school, so they can help.)



Joe's mum:

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



Rob (the bystander/accessory):

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



Joe (the target):

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



- * What stopped Joe from telling anyone (including his mum and his teachers) about what had happened?
(He was unsure who he could trust. He may have been worried that he would not be believed. He may have felt ashamed of the content about him, or even felt that it was true. He may have had the perception that people wouldn't think the situation was very serious – even though it really was. He may have been worried that his mobile phone or internet access would be removed so that he wasn't bullied via these any more.)
- * When could Joe have told someone what was happening?
(It is important to stress that students need to be suspicious the first time they feel uncomfortable, rather than waiting until something particularly hurtful has happened. At any stage of this bullying, Joe could have told someone. It is important to encourage young people to report bullying behaviour to an adult they trust if they become aware of it – particularly if a friend has told them they are being bullied.)
- * Who could Joe have told? Discuss who you could trust and whether it is a good idea to talk only to friends when you are really worried about something. What is the responsibility of a friend if they are told about bullying behaviour?
(Young people can tell adults whom they trust, including parents, carers and teachers, and they can also ring the Kids Helpline in confidence on 1800 55 1800).
- * How do you think Joe feels now?

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

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

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

Part 8: Final questions – 5 minutes

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

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

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

Assessment opportunities

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

Questions to review include:

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



7/OTHER ACTIVITIES AND RESOURCES

Extra activities could include:

Word unscramble

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

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

Identifying forms of cyberbullying

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

Character debate

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

Scenarios could include:

- * Each group saying how their character could help the most to solve the situation. (Joe argues he can tell someone; teacher says she can stop it by punishing Kim; mum argues she can get school involved; police say they can punish Kim; Rob argues he can help his friend; Kim argues she can stop it, etc.)
- * In a courtroom-style arrangement, the characters say whether they are guilty and accuse each other of not helping the situation as much as they could.

Role plays

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

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

- * Kim and Joe's friendship before the events of the film
- * Kim and friends being questioned by the headteacher
- * Joe's mum talking to someone about her concerns
- * Joe telling his mum
- * Rob talking to Kim about Joe
- * Teacher contacting the service provider
- * Joe working it out with Rob.

Alternatively, groups could make up their own scenes.

Portrayal of characters

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

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

Australian resources

cyber{smart:}

Cybersmart website

The Cybersmart website is about keeping safe and smart online. It provides cybersafety education and awareness for children, young people and parents.

Cybersmart features news, resources and information about current cybersafety issues and provides practical advice about how to deal with them. In addition to information, videos, animations and activities about how to play it safe online, the site links to comprehensive training and cybersafety resources for teachers, available through the Schools Gateway. The site also hosts cybersafety materials for library staff.

www.cybersmart.gov.au



Wise up to IT

This resource explores the lives of four young people and their online experiences. The 'Lauren's Ordeal' video clip deals with a student who was bullied in cyberspace. Available on DVD and online at www.wiseuptoit.com.au



Bullying No Way!

This website project has been developed and managed by Australian education authorities and provides information and tips on how to combat cyberbullying. The site has links to case studies, draft policies and other resources relevant to Australian schools. See www.bullyingnoway.com.au



Str8tlk

The Australian Mobile Telephone Association has produced consumer guides for young people, parents and teachers about bullying with mobile phones. Available from: www.str8tlk.amta.org.au

Resources for more information include:



Childnet's digizen website

This media literacy website looks at how to be a responsible digital citizen. It focuses on cyberbullying issues, and contains advice and information on using social networking spaces safely. Within the site are various ideas for a more in-depth look at cyberbullying and how to combat it. These include:



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



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

8/HANDLING DISCLOSURES

Discussing other online contact risks

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

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

If a child has been seriously upset or disturbed by anything that child has seen or that has been said on the internet or by mobile phone, you can refer the child to the school's pastoral care system and alert a parent/guardian. You can also recommend that the child talks to the Kids Helpline in confidence on 1800 55 1800.

Reporting

Practices and procedures to report and respond to incidents of bullying and discrimination should already be in place in the school, and the majority of cyberbullying cases will be effectively dealt with within existing protocols. In all cases of bullying, incidents should be properly documented, recorded and investigated, support should be provided for the person being bullied, other staff members and parents and carers should be informed as appropriate, and those found to be bullying should be interviewed and receive appropriate sanctions. For more information see the reporting and disclosure policies for the state education authority relevant to your school.

Being informed of potentially dangerous situations

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

In Australia, the **AFP** investigates online child exploitation which occurs using a telecommunications service, such as internet or mobile phones. If you become aware of someone who you believe is acting inappropriately with or towards a child, or seeking a child for sexual purposes in an online environment, then a report can be made via its website:

www.afp.gov.au/online_forms/ocset_form.html

Remind young people that they can also call the Kids Helpline in confidence on 1800 55 1800. For details of international helplines, see:

www.childhelplineinternational.org



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

Dialogue between parents and carers and children is a crucial part of internet safety.

It is important to achieve a balance between raising awareness of the issues and empowering parents and carers so that they feel able to engage with their children's use of technology, without worrying them so much that they simply ban or block it. Banning may be counterproductive, not just because it stops positive uses of technology, but because young people can be adept at finding ways of getting round bans, for example by logging on at school, in internet cafés or at the houses of friends whose parents and carers may not be aware of the risks. If children then get into difficulties, it can be even harder for them to admit what has happened and ask for help.

Let's Fight It Together helps to inform parents and carers about the issues surrounding cyberbullying. Following the character interviews section on the DVD resource pack, there is a brief film of the ACMA's Chairman, Chris Chapman, addressing parents and teachers. This is a valuable introduction to use when schools arrange a showing of **Let's Fight It Together** for parents and carers.



An interview with the target's mother (in which she says "I knew something was wrong") is also available from the main menu. This interview should empower parents and carers with the knowledge that they can help stop occurrences of cyberbullying, despite their sometimes limited knowledge of the online world, and reinforces the important relationship between home and school. It highlights the role that parents and carers can play by keeping a record of the bullying and showing the school or reporting it to the service or mobile operator. It also reassures parents and carers that they don't need to know how to use the specific technology – only how to deal with the inappropriate behaviours.



In addition, Childnet has recently developed a CD-ROM for parents and carers called Know IT All for Parents. This can be used for internet safety presentations to parents and carers, and can be viewed online at www.childnet.com/kia. It contains more information and advice on the positive ways young people use the technologies, some of the risks associated with the technologies, and ways that parents and carers can help to avoid or minimise those risks.

Know IT All

Key Advice for Parents and Carers

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



10/GLOSSARY OF TERMS

Below are some definitions of terms used in this guide.

- * **Bluetooth:** A short-range radio technology that makes it possible for various computing and telecommunications devices and peripherals, especially portable ones, to communicate with each other and with the internet without the need for cables.
- * **Chatroom:** An area on the internet where you can chat to one or more people.
- * **Cyberbullying:** The use of ICT, particularly mobile phones and the internet, deliberately to upset someone. Like other forms of bullying, cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults. And, like face-to-face bullying, cyberbullying is designed to cause distress and harm.
- * **Instant Messaging (IM):** Technology similar to that of chatrooms, which notifies a user when a friend is online, allowing them to 'converse' in real time by exchanging text messages and sending files.
- * **Online grooming:** Defined in the Criminal Code Act 1995 (Cth) as 'the use of a telecommunications service to procure a child under the age of 16 years to engage in or submit to sexual activity'.
- * **Social networking spaces/profiles:** Websites such as MySpace and Bebo that let users create their own homepages, set up weblogs and add friends. Social networking sites typically allow users to set up a profile page, listing their interests and other details, and they support contact with other users. Many focus on interests or services – for example, photo storage and sharing, music preferences or education. They may also provide blogging, e.g. online journal-creation, or other website-creation tools. Social networking sites are designed for socialising with your friends and making new ones within online communities. They allow young people to be creative online and make it easy for them to stay in touch with friends.
- * **Webcam:** A digital camera which works with computers and is designed to take photographs and transmit them over the internet. More commonly, webcams are used to see someone you are talking to online.

11/TECHNICAL REQUIREMENTS

If you have problems viewing this resource, contact the ACMA on 1800 880 176.

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

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

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

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

You can access the UK version of this guide from:

www.digizen.org/cyberbullying.

You can also view this film online at www.digizen.org/cyberbullying/film.



12/OTHER RESOURCES

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

* **Department for Children, Schools and Families**

www.dcsf.gov.uk

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

Safe to Learn guidance for schools on anti-bullying

* **Childnet**

www.digizen.org

www.kidsmart.org.uk

www.chatdanger.com

www.childnet.com/sorted

www.childnet.com/kia

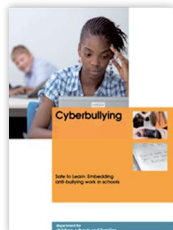
* **The ACMA**

www.cybersmart.gov.au

www.cyberquoll.com.au

www.cybernetrix.com.au

www.wiseuptoit.com.au



Other resources

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

www.digizen.org/cyberbullying/fullguidance.

Children in Australia are able to contact the Kids Helpline in confidence: **Kids Helpline 1800 55 1800**. For details of child helplines in other countries see

www.childhelplineinternational.org.

The Australian Federal Police Child Protection Operations team tackles online child sex exploitation matters. The AFP is a member of the Virtual Global Task Force which is made up of law enforcement agencies from around the world who work together to fight online child abuse. If you know or suspect that a child is in contact with someone and that person is acting

inappropriately then a report can be made via the AFP's online form at

www.afp.gov.au/online_forms/ocset_form.html.



ABOUT THE DEPARTMENT FOR CHILDREN, SCHOOLS, AND FAMILIES

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



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

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

ABOUT CHILDNET INTERNATIONAL

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



Childnet produces a range of support materials for teachers, parents and carers and children. These include leaflets, lessons plans, interactive games, fact sheets and presentations, many of which can be downloaded from the Childnet website www.childnet.com.

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

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ABOUT THE ACMA

The Australian Communications and Media Authority (ACMA) is Australia's regulator for the internet, broadcasting, telecommunications and radiocommunications. In this role, the ACMA manages a national cybersafety education program which includes:



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- * undertaking targeted information and awareness-raising campaigns, activities and programs
- * developing cybersafety education materials for use in schools and at home
- * researching current trends in cybersafety.

The ACMA's cybersafety activities aim to give children, and their parents and carers, sound advice on how best to manage online risks, so their experiences are safe and positive. Teachers are advised to review this resource to ensure it is suitable for, and relevant to, their students.

The ACMA has a number of education resources for use in schools and at home. For more information, visit www.cybersmart.gov.au or telephone 1800 880 176.

SYDNEY OFFICE

Level 15, Tower 1 Darling Park
201 Sussex Street, Sydney
PO Box Q500
Queen Victoria Building NSW 1230
Tel: 02 9334 7700, 1800 226 667
Fax: 02 9334 7799

MELBOURNE OFFICE

Level 44 Melbourne Central Tower
360 Elizabeth St, Melbourne
PO Box 13112 Law Courts
Melbourne Vic 8010
Tel: 03 9963 6800
Fax: (03) 9963 6899
TTY: 03 9963 6948

CANBERRA OFFICE

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Fax: 02 6219 5200

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