



Australian  
Human Rights  
Commission

# Cyberbullying and the Bystander

RESEARCH FINDINGS AND INSIGHTS REPORT

Prepared by  
Child Health Promotion Research Centre, Edith Cowan University  
for the Australian Human Rights Commission



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# **Cyberbullying and the Bystander**

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# Chapter 1. Executive summary

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In May 2011, the Child Health Promotion Research Centre (CHPRC), in partnership with Primary Communication, were commissioned by the Australian Human Rights Commission to conduct a study to identify the most effective strategy, messages, content and technology to be used to undertake a social marketing campaign targeted at young people aged 13 to 17 years old. The social marketing campaign will focus on encouraging cyberbullying bystanders to take positive, effective and safe action when they witness cyberbullying.

The Cyberbullying Bystanders Project comprises five stages in a two phase plan. This report presents the findings and outcomes as part of Phase One (Stages 1 to 3). A communications strategy will be prepared by Primary Communication for the Australian Human Rights Committee which utilises the findings in this report to inform future directions of the campaign.

The CHPRC used three strategies to consult with young people to answer the following research questions:

1. How can barriers to taking positive bystander action be removed?
2. What would motivate the target group to take positive bystander action?
3. What are the most effective messages to communicate bystander strategies?
4. What is the most effective content including user generated and the use of mobile applications?
5. What is the most effective platform(s) for implementation?

First, Cyber Friendly Student Leaders recruited as part of the CHPRC's Cyber Friendly Schools Project (n=60) were consulted, via a written worksheet, about their technology use, preferred Australian celebrities and perceptions of friends' behaviours. Second, Student Edge were engaged to conduct a moderated online blog to determine students' experiences as bystanders to cyberbullying and recommendations for campaign strategies. Of the 409 responses posted on the blog, 277 (68%) were provided by the target age group (13-17 year old students) by students nationwide. Finally, Year 8 and 10 students (n=102) at five Perth metropolitan, non-government secondary schools were recruited to participate in focus group discussions (approximately 40 minutes duration) to consolidate the themes arising from the previous consultation stages. The methods and results of each research stage are described in full in Chapters 3 and 4 of this report. The findings arising from these stages were triangulated to answer the five research questions comprising the Cyberbullying Bystanders Project, as discussed below.

## **1. How to remove barriers to taking positive bystander action?**

Students noted the following barriers to taking positive bystander action in cyberbullying situations:

- Fear of becoming the next target for bullying behaviour
- Rejection from peers who may disapprove of bystander action
- Lack of knowledge of the history of the bullying situation to know who to support and how
- Uncertainty about who to tell to get help to resolve the situation

To address these student concerns, it will be important to:

- Increase students' perceptions that helping others by taking positive bystander action to cyberbullying is normal and supported by their peers;
- Reduce students' perception that they will become the next target of cyberbullying if they take positive bystander action to cyberbullying;
- Raise students' awareness of where they can receive support and advice as bystanders to cyberbullying, and safe actions for intervening; and
- Identify solutions suited to various levels of understanding of bullying situations such that young people feel confident to intervene, regardless of their knowledge of individual bullying situations.

## **2. What would motivate the target group to take positive bystander action?**

Students are particularly likely to act positively as bystanders to bullying, including cyberbullying, when the person experiencing the bullying behaviour is their friend, and when they feel they have peer group support to take action. Knowing what to do and from whom to get help also motivates students to take action in cyberbullying situations, especially when telling is likely to yield an appropriate response from adults, and be looked upon favourably by peers.

Students participating in the Student Edge discussion blog (called 'your say') suggested they would take positive bystander action as they know how hurt the person experiencing the bullying behaviour is, and they hope taking action will be reciprocated if they themselves were the targets of bullying behaviour. A common theme in the Student Edge discussion blog, was the perception that bullying behaviour is wrong, and should be addressed.

Focus group participants provided similar motivations to those which arose in the Student Edge discussion blog, however, these students also noted that engaging in a bullying situation (including cyberbullying) would depend on the severity of the situation, knowing the history of how the situation arose and weighing up the risks of getting involved (i.e. to avoid becoming the next target of bullying behaviour).

Finally, Cyber Friendly Student Leaders suggested having self confidence to step into the bullying situation would also be a motivating factor for positive bystander action.

### **3. What are the most effective messages to communicate bystander strategies?**

Students participating in the Student Edge discussion blog identified 23 messages which could be used as communication tools with young people (see Table 22). Focus group participants were also asked to identify positive bystander slogans and messages, yielding an additional 43 messages (see Appendix 11). In the focus groups, students were then asked to identify their top three messages, according to effectiveness. The top five ranked messages/slogans identified by focus group students are:

1. Be a real friend, put cyberbullying to an end
2. Don't be a follower, be an individual
3. If you are not part of the solution, you are part of the problem
4. Don't watch and listen, stand up and tell
5. You couldn't say it face-to-face, so now you're a coward behind a screen

### **4. What are the most effective content including user generated and the use of mobile applications?**

Respondents to the Student Edge your say online discussion blog reported that sharing personal stories about the real-life impact of cyberbullying would engage them in the communication and increase the salience of the message. In addition, students in both the Student Edge discussion blogs and focus groups reported that youth involvement should be a key component of communication strategies throughout its development to ensure continued relevance and salience with the target audience.

Respondents to the Student Edge discussion blog identified a television commercial, followed by a Facebook campaign would be the best way to convey positive bystander messages to young people. These communication channels were supported in the focus group discussions, with students noting the pros and cons of each strategy. Other strategies identified by young people include a website, school-based activities and posters located in areas frequented by young people.

### **5. What are the most effective platform(s) for implementation?**

Students participating in the focus group discussions reported the most effective strategies (in order of effectiveness) to deliver positive bystander messages to young people include:

1. YouTube videos and video trailers
2. Television advertisements
3. A combined approach using YouTube and television advertisements
4. Facebook campaign
5. School-based activities, particularly student presentations

Students had difficulty identifying one single strategy that would have greatest impact, suggesting a multifaceted approach may be the best way to engage a wide reach of young people.

Importantly, young people recognised the need for and understood the importance of encouraging bystanders to take positive and safe action when they witness bullying. They were also supportive of social marketing messages directed toward them (and potentially their parents) depicting positive bystander action and slogans to support them do so. Utilising (more than one) social media as a mechanism for marketing messages was also well received by participants; and the challenges of communicating messages over social media posed by youth can be overcome by careful planning.

## Chapter 2. Introduction

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### 2.1 Project context

In April 2011, the Commonwealth sought offers for the provision of social marketing services to determine and develop the most effective strategy, messages, content and technologies for a social marketing campaign to encourage bystanders to take positive, effective and safe action when they witness cyberbullying. The social marketing services also aim to increase awareness of the connection between human rights and responsibilities, moral engagement and bullying. The services will be targeted at young people, primarily those aged 13 to 17 years old.

In May, 2011 the Child Health Promotion Research Centre (CHPRC), in partnership with Primary Communication, was contracted by the Australian Human Rights Commission (AHRC) to manage the research project and the consequent development of the social marketing campaign. The project consists of five stages packaged into two phases. Phase One consists of Stage 1, 2 and 3; Phase Two consist of Stages 4 and 5. The research findings and insights report concerns Phase One only.

Phase One involves consulting with Western Australian high school students to access their perception of student's rights and responsibilities when witnessing cyberbullying and their opinion on appropriate messages to tackle this issue. Additionally, students were asked to identify the most successful messages and avenues to disseminate the social marketing campaign. Progression to Phase Two (Stages 4 and 5) will be dependent on the outcomes of Phase One.

The principles underlying the United Nations Convention on the Rights of the Child will be used to inform the development of this social marketing campaign.

Everyone has the right to be respected, safe and free from violence, harassment and bullying. A life free from violence and from cruel, degrading and inhuman treatment is a fundamental human right. Bullying and harassment can also lead to violations of a range of other human rights. These rights include:

- **The highest attainable standard of physical and mental health** <sup>[1]</sup>.
- **Work and fair working conditions** <sup>[1, 5]</sup>.
- **Freedom of expression and to hold opinions without interference** <sup>[1]</sup>.
- A child or young person's **right to leisure** and play [6]. The United Nations Committee on the Rights of the Child, in its report on Australia's compliance with the Convention on the Rights of the Child, raised concerns about bullying and the importance of protecting children and young people from exposure to violence, racism and pornography through mobile phones and other technologies, including the internet <sup>[7]</sup>.
- **The right to education** <sup>[1, 8]</sup>.
- **The right to be free from violence** whether mental, emotional or physical <sup>[1]</sup>.

The Universal Declaration of Human Rights calls on every individual in society to promote respect for human rights and freedoms <sup>[1, 9]</sup>. Key human rights treaties also note that individuals have duties to one another and to their community, and have a responsibility to strive for the promotion and observance of human rights <sup>[1, 10]</sup>.

*Source: Australian Human Rights Commission*

## 2.2 Background to bystander research

In planning action to reduce bullying, the influence of the peer group on promoting and/or desisting bullying cannot be overestimated. Bullying occurs within a group context, with peers present as onlookers in around 85% of bullying interactions <sup>[11-13]</sup>.

Bullying can happen anywhere: at school, at work, at home, on social networking sites such as Facebook, on mobile phones, in sporting teams or between neighbours. Bullying involves someone (or a group of people) with more power than you, repeatedly and intentionally using negative words and/or actions against you, which causes you distress and risks your wellbeing <sup>[4, 5]</sup>. Bullying has many faces and includes the use of emerging technologies. This behaviour may include:

- keeping someone out of a group
- acting in an unpleasant way near someone
- giving nasty looks, making rude gestures, calling names, being rude and impolite, spreading stories, rumours and teasing
- 'mucking about' that goes too far
- any form of harassment or discrimination based, for instance, on disability, gender, sex, race or religion
- hurting someone physically or stalking <sup>[5]</sup>.

Signs that someone is being bullied include changes in their sleeping/ eating patterns or personality (e.g. becomes withdrawn or aggressive), refusing to discuss what is wrong or hurting them and withdrawing from group and other peer activities <sup>[5]</sup>.

*Source: Australian Human Rights Commission*

Bystanders can have active, diverse and involved roles in the bullying process, from facilitating to inhibiting bullying <sup>[14]</sup>. It appears that around 20-30% of students actively assist or reinforce bullying, and another 26-30% of students try to stay outside the bullying situation <sup>[15]</sup>. Unfortunately, less than 20% of students act to stop the bullying and defend the student being bullied <sup>[15]</sup>.

The Australian Human Rights Commission is interested in identifying safe and appropriate ways to support people who want to be defenders of, or stand up for, victims of violence, harassment and bullying. This is important as some people feel uncomfortable witnessing bullying but may be unsure what to do to stop bullying happening. Active bystanders can play an important role in stopping bullying. This is because:

- bystanders are often present online when bullying occurs
- bullying behaviour is reinforced where people watch or are present but do nothing
- when bystanders intervene, bullying is more likely to stop <sup>[3]</sup>

Bullying is everyone's problem. If bystanders take safe and appropriate action to stop bullying, this allows all of us to be part of the solution to bullying.

It's up to everyone to create a safe environment and we can all help. Motivating bystanders to act when they witness bullying is now being promoted as a response, whether in schools, workplaces or more broadly in the community

*Source: Australian Human Rights Commission*

Research has observed some age and gender differences with regards to the different roles that students may take on as a bystander to bullying. Younger students show more positive attitudes towards students who are bullied<sup>[16]</sup> and are more likely to intervene to stop the bullying than are older students<sup>[17, 18]</sup>. Girls are more likely than boys to try to help the student being bullied or stay outside the bullying situation, whereas boys are more likely than girls to assist or reinforce the bullying<sup>[15, 19-24]</sup>.

Although many students do not agree with bullying, most do not intervene to stop the bullying, but instead act in ways which enable and maintain bullying<sup>[25, 26]</sup>. Possible reasons for students' failure to intervene in a bullying situation and help a person being bullied include: their desire for peer acceptance<sup>[27]</sup>, uncertainty about what action to take<sup>[28]</sup>, fear of becoming the next target of the bullying<sup>[13, 28]</sup>, lack of knowledge about appropriate strategies to use to intervene<sup>[25]</sup>, and/or assuming that another observer will take action to stop the situation<sup>[29]</sup>.

When students do decide to intervene positively to help a student being bullied, this can have very beneficial effects on the outcome of the bullying situation, with observational research finding that bullying stops within ten seconds of peer intervention<sup>[12]</sup>. Bystander intervention has also been associated with better interpersonal and intrapersonal adjustment of the student who is bullied, and less peer-reported victimisation one year later<sup>[30]</sup>. When bystanders intervene to stop bullying, these positive actions appear to be strongly endorsed by other students and students are less likely to assign blame to the student who is bullied<sup>[16]</sup>. Conversely, when bystanders join in the bullying or ignore the bullying, these actions are not endorsed by other students, and when bystanders remain passive, other students have a greater tendency to blame the student being bullied<sup>[16]</sup>. Further, a recent study found that students who are bullied perceive positive actions from peers as more helpful than positive actions from adults, or their own positive actions to address bullying<sup>[31]</sup>. Bystanders who try to help a student being bullied also report feeling good about themselves following their attempts to intervene<sup>[24]</sup>.

Individuals may fail to intervene to help when other bystanders are present because they assume that another student will take action to stop the situation. Instead, it should be promoted that it is each individual student's responsibility to take a stand against bullying and help when they see another student being bullied.

We are all using the internet, mobile phones and other technologies more than ever. While these technologies bring many benefits to our lives, such as connecting with friends, entertainment, research and accessing support services, their growing use means that cyber bullying poses increased risks and dangers, particularly for young people. In Australia cyber bullying affects at least one in ten students<sup>[2]</sup>.

*Source: Australian Human Rights Commission*

Very little research has been done around bystanders to cyberbullying, however students would still have considerable opportunity to demonstrate positive bystander behaviour in cyber space. The nature of some types of cyberbullying is such that the harmful effect is made greater by the unlimited audience<sup>[32, 33]</sup>. As such, there is an infinite audience who could also stand up to the bullying and provide support to the student being bullied.

## 2.2.1 Policy, practice and theory

Theories and models help define concepts and specify associations between variables and assist in clarifying situations or explaining behaviour <sup>[34]</sup> and can be applied during the planning of health promotion interventions to predict issues and difficulties <sup>[35]</sup>. As no one theory governs health promotion research or practice <sup>[35]</sup>, it becomes imperative to engage in a number of applicable theories to guide the research process <sup>[34]</sup> which ultimately influences policy and practice.

### National Safe Schools Framework

In conjunction with the Australian Government, State and Territory Government and non-Government school authorities and other key stakeholders, the National Safe Schools Framework (NSSF) was developed to positively impact on the behaviour of school-aged students. The Framework, originally developed in 2003, was updated and endorsed by the Ministers for Education through the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in December 2010. The revised framework, including national and state/territory legislation and Government policy, was officially launched on 18 March, 2011. The revised Framework **responds to new and emerging challenges for school communities such as cyber safety and cyberbullying.** <sup>[36]</sup> Notably, the Framework also highlights the importance of **ensuring bystanders discourage bullying and harassment.**

The Framework also aligns with the following agreements and initiatives:

- The National Smarter Schools Partnerships, under the National Education Agreement
- The Australian Curriculum, through the development of the seven general capabilities
- The National Strategy for Young Australians
- Diverse national, state and territory initiatives, policies and legislative frameworks currently in place to support students' safety and wellbeing <sup>[37]</sup>.

The NSSF is underpinned by a set of guiding principles for safe and supportive school communities that also promote student wellbeing and develop respectful relationships. It identifies nine key elements to assist Australian schools to foster teaching and learning communities where the school community both *feel* and *are* safe from harassment, aggression, violence and bullying:

- Leadership commitment to a safe school
- A supportive and connected school culture
- Policies and procedures
- Professional learning
- Positive behaviour management
- Engagement, skill development and safe school curriculum
- A focus on student wellbeing and student ownership
- Early intervention and targeted support
- Partnerships with families and community



These nine elements allow the Framework to adopt a **whole school approach** by providing a comprehensive range of **evidence-informed practices** to guide schools in preventing and responding to incidents of harassment, aggression, violence and situations of bullying. These nine elements also infer that **responsibility for providing a safe and supportive school community requires collaboration** between the school community, the wider community as well as the various education sectors <sup>[37]</sup>.

### High Wire Act

In March 2010, the Australian Government established the Joint Select Committee on Cyber-Safety as part of a dedicated strategy to tackle issues around cyber-safety. Just over one year later, in June 2011, this Committee released its report on the Inquiry into Cyber-Safety entitled *High-Wire Act: Cyber-Safety and the Young*. This report highlighted the need to empower young people in Australia to use new technologies safely, ethically and with confidence; and increasing their awareness of the associated risks and benefits <sup>[38]</sup>.

The report makes 32 recommendations aimed at improving cyber-safety for children and young people. The following 10 of the 32 recommendations relate to (cyber) bullying and young people living in Australia:

- That the Minister for School Education, Early Childhood and Youth consider the feasibility of assisting preschools and kindergartens to **provide cyber-safety educational programs for children as part of their development activities**.
- That the Minister for Broadband, Communications and the Digital Economy invite the Consultative Working Group on Cybersafety, in consultation with the Youth Advisory Group, to **develop an agreed definition of cyber-bullying to be used by all Australian Government departments and agencies, and encourage its use nationally**.
- That the Minister for Broadband, Communications and the Digital Economy and the Minister for School Education, Early Childhood and Youth work with the Ministerial Council for Education, Early Childhood Development and Youth and the Australian Communications and Media Authority to investigate the feasibility of **developing and introducing a cyber-safety student mentoring program in Australian schools**.
- That the Attorney-General, as a matter of priority, work with State and Territory counterparts to develop a nationally consistent legislative approach to add certainty to the **authority of schools to deal with incidents of inappropriate student behaviour to other students out of school hours**.
- That the Minister for School Education, Early Childhood and Youth propose to the Ministerial Council of Education, Early Childhood Development and Youth Affairs:
  - to **develop national core standards for cyber-safety education** in schools,
  - to adopt a national scheme to **encourage all Australian schools to introduce 'Acceptable Use' Agreements** governing access to the online environment by their students, together with the necessary supporting policies, and

- to encourage all Australian schools to familiarise students, teachers, and parents with the ThinkUknow program, and the Cyber-Safety Help Button and other resources of the Australian Communications and Media Authority to **promote the cyber-safety message**.
- That the Minister for School Education, Early Childhood and Youth and the Minister for Broadband, Communications and the Digital Economy investigate funding a national, **online training program for teachers and students that addresses bullying and cyber-bullying**, and is validated by national accreditation.
- That the Australian Communications and Media Authority facilitate the development of and promote **online self assessment tools to enable young people, parents/carers and teachers to assess their level of awareness and understanding of cyber-safety issues**.
- That the Minister for Broadband, Communications and the Digital Economy **negotiate with mobile phone companies to increase affordable access to crisis help lines**, with a view to ensuring greater accessibility by young people seeking assistance.
- That the Minister for Broadband, Communications and the Digital Economy invite the Consultative Working Group on Cybersafety, in conjunction with the Youth Advisory Group, to continue to advise Government on **enhancing the effectiveness of cyber-safety awareness campaigns** including targeted media campaigns and educational programs.
- That the Minister for School Education, Early Childhood and Youth consult with the Minister for Broadband, Communications and the Digital Economy to develop measures to introduce:
  - youth leadership courses **enabling students to mentor their school communities about cyber-safety issues**, and
  - courses on **cyber-safety issues for parents/carers and other adults are developed in consultation with young people and delivered by young people**.<sup>[38]</sup>

## eSmart

Developed by The Alannah and Madeline Foundation, eSmart provides a framework to assist schools implement a whole-school approach for the promotion of smart, safe and responsible use of communications technology; including ways to manage cybersafety and deal with cyberbullying and bullying. eSmart is currently available to all schools throughout Australia and upon formally registering (for a fee) schools can access the framework via an interactive website. The eSmart website then becomes the main portal for linking schools with relevant strategies and approaches, disseminating cybersafety information, as well as providing schools with a means to record, track and report their progress in becoming an eSmart school. In addition to the website, all participating schools are supported by other resources such as a Welcome Kit, newsletters, training sessions and a Help Desk (8am-5pm, Monday – Friday during the school term).

As eSmart is a fee for access framework developed specifically for school use, it is not available to all young people living in Australia. Therefore this framework may be suited to the Cyberbullying Bystanders Project as a means to disseminate the outcomes of the project to participating eSmart schools throughout Australia. For example, the developed videos could be made available through eSmart as a resource for use by school staff to teach students about bystander roles and the harms of cyberbullying.

## Health behaviour theories

Together with existing policy and practice recommendations outlined in the NSSF and the High Wire report, the following theories and models utilised in health promotion research and practice may be applicable to the development, implementation and/or evaluation of the Cyberbullying Bystanders Project. The Health Belief Model <sup>[34]</sup> and Ecological Model of Health Behaviour <sup>[39]</sup> are described.

**The Health Belief Model (HBM)** discusses factors believed to influence behaviour change in response to a potential health threat; including the individual's perceived susceptibility to risks associated with the behaviour <sup>[34]</sup>. Therefore, applying the HBM to cyberbullying bystander behaviours provides a theoretical background into why one may believe they will put themselves at risk when assisting another who is being cyberbullied. Notably, the individuals' perceived severity of the threat also relates to the perceived severity of the risk. Finally, by applying the HBM, it is speculated that normalising individuals' beliefs regarding being a supportive bystander to cyberbullying incidents may alleviate the perceived barriers/risks; encouraging students to acknowledge the perceived costs are higher than the perceived barriers/risks.

This **Ecological Model of Health Behaviour** proposes that change cannot be properly explained without considering the context in which the individual is positioned <sup>[40]</sup>. The ecological approach recognises health is influenced by one's environment as well as personal attributes <sup>[41]</sup>. Further, Bronfenbrenner's (1977) Ecological Model is useful in helping understand how individuals and their environments interact to influence behaviour <sup>[42]</sup>; stating an individual shapes and is shaped by their environment. Categorised into: micro-; meso-; exo-; and macro- systems <sup>[43]</sup> Bronfenbrenner highlights that individuals are influenced by:

- activities and interpersonal factors experienced by the individual in a given setting, for example, school (Microsystem);
- individual influences between two or more settings (Mesosystem);
- external influences including economic forces, cultural beliefs and values and political actions; and
- the overarching culture or subculture (Macrosystem). <sup>[39]</sup>

This model illustrates behaviour both influences and is influenced by numerable factors, therefore an Ecological approach will have an increased likelihood to generate behaviour change. Notably, this model infers that policy influences practice which in turn influences behaviour.

## 2.2.2 Online resource analysis

A website analysis was undertaken to identify the availability and accessibility of information, services, support and links pertinent to supporting bystanders to cyberbullying. Specifically, the review included the following websites and resources:

- Think U Know
- Bullying No Way
- Kids Help Line
- Lifeline
- Reach Out
- At a Distance
- Facebook Social Reporting Application
- Let's Fight it Together (UK)
- A Thin Line
- Australian Communications and Media Authority (ACMA)
- National Coalition Against Bullying (NCAB)
- Department of Broadband, Communications and the Digital Economy (CBCDE) Cyber-safety help button
- National Association for the Prevention of Child Abuse and Neglect (NAPCAN) Smart, Online, Safe Online

The websites above were assessed and ranked based on how their resources or links **complemented** (ranked low, medium or high) with the proposed outcomes for the Cyberbullying Bystanders Project (Table 1). Each website was assessed based on the availability of information, services and support. Consideration was also made to *who* (i.e. age, bystander, person who has bullied others, person who is being bullied) would access the website and *why* (i.e. access help for oneself, access help for another). For example, would a bystander access this information (i.e. ACMA materials) or is the website marketed toward a person who has been bullied as is in need of help (i.e. Kids Help Line).

**Table 1. Website analysis – availability and accessibility of bystander information**

| Resources                           | Complement Level |     |      | Purpose   | Information | Provides: |         | Target Audience                                   |
|-------------------------------------|------------------|-----|------|---|-------------|-----------|---------|---|
|                                     | Low              | Med | High |   |             | Services  | Support |   |
| ACMA                                |                  |     | ✓    | Website contains interactive games for young kids to encourage them to be cyber smart and friendly to others as well as what to do as a bystander (for example, via ACMA's Cybersmart Hero and Cyber smart detectives games). ACMA's key messages for a bystander witnessing cyberbullying are: <ul style="list-style-type: none"> <li>• Don't just stand by. Speak out!</li> <li>• Protect and support your friends</li> <li>• Tell a trusted adult</li> </ul> | ✓           | ✓         |         | Young people, parents, schools and library staff. |
| NAPCAN'S Smart, Online, Safe Online |                  | ✓   |      | Educational and interactive website with video links and games to educate people about cyberbullying and bystanders to cyberbullying.   | ✓           |           |         | Young people                                      |
| At a Distance                       | ✓                |     |      | Visual depiction of a cyberbullying incident – including bystander interaction. Links to 'stand up to cyberbullying' resources.   | ✓           |           |         | Young people, parents, teachers                   |
| A Thin Line                         | ✓                |     |      | Provides students with tips on how to 'support others'. No direct reference made to being a bystander.  | ✓           |           |         | Young people (teenagers)                          |
| Bullying No Way                     | ✓                |     |      | Developed and managed by all Australian education authorities for use by Australia's Government, Catholic and Independent school communities. Provides information for young people, parents and teachers.  | ✓           |           |         | Young people, parents and teachers                |
| DBCDE Cyber-safety help button      | ✓                |     |      | Allows youth access to an immediate 'double-click away' source for help and advice. Also allows the user to report unwanted online content or behaviour (cyberbullying) as well as access to educational tips.  | ✓           |           | ✓       | Young people who need help and advice.            |

| Resources                             | Complement Level |     |      | Purpose   | Information | Provides: |         |   | Target Audience                    |
|---------------------------------------|------------------|-----|------|---|-------------|-----------|---------|---|------------------------------------|
|                                       | Low              | Med | High |   |             | Services  | Support |   |                                    |
| Facebook Social Reporting Application | ✓                |     |      | Instructions on what to do if inappropriate material is posted on Facebook.   |             |           |         | ✓ | Everyone                           |
| Kids Help Line                        | ✓                |     |      | A free and confidential, telephone counselling service for 5 to 25 year olds in Australia.  |             |           | ✓       | ✓ | Young people (5-25)                |
| Let's Fight it Together (UK)          | ✓                |     |      | Visually represents the effects of cyberbullying including the influence bystanders may have on the person being bullied.         | ✓           |           |         |   | Young people (teenagers)           |
| Lifeline                              | ✓                |     |      | A free and confidential service staffed by trained telephone counsellors.   |             |           | ✓       | ✓ | All                                |
| Reach Out                             | ✓                |     |      | Provides young people with the information, help, support, advice and connections they need to manage mental health difficulties. | ✓           |           |         |   | Young people                       |
| Think U Know                          | ✓                |     |      | Conducts internet safety programs and provides advice for teachers, parents and carers.   |             |           | ✓       |   | Young people, teachers and parents |

## Chapter 3. Methods

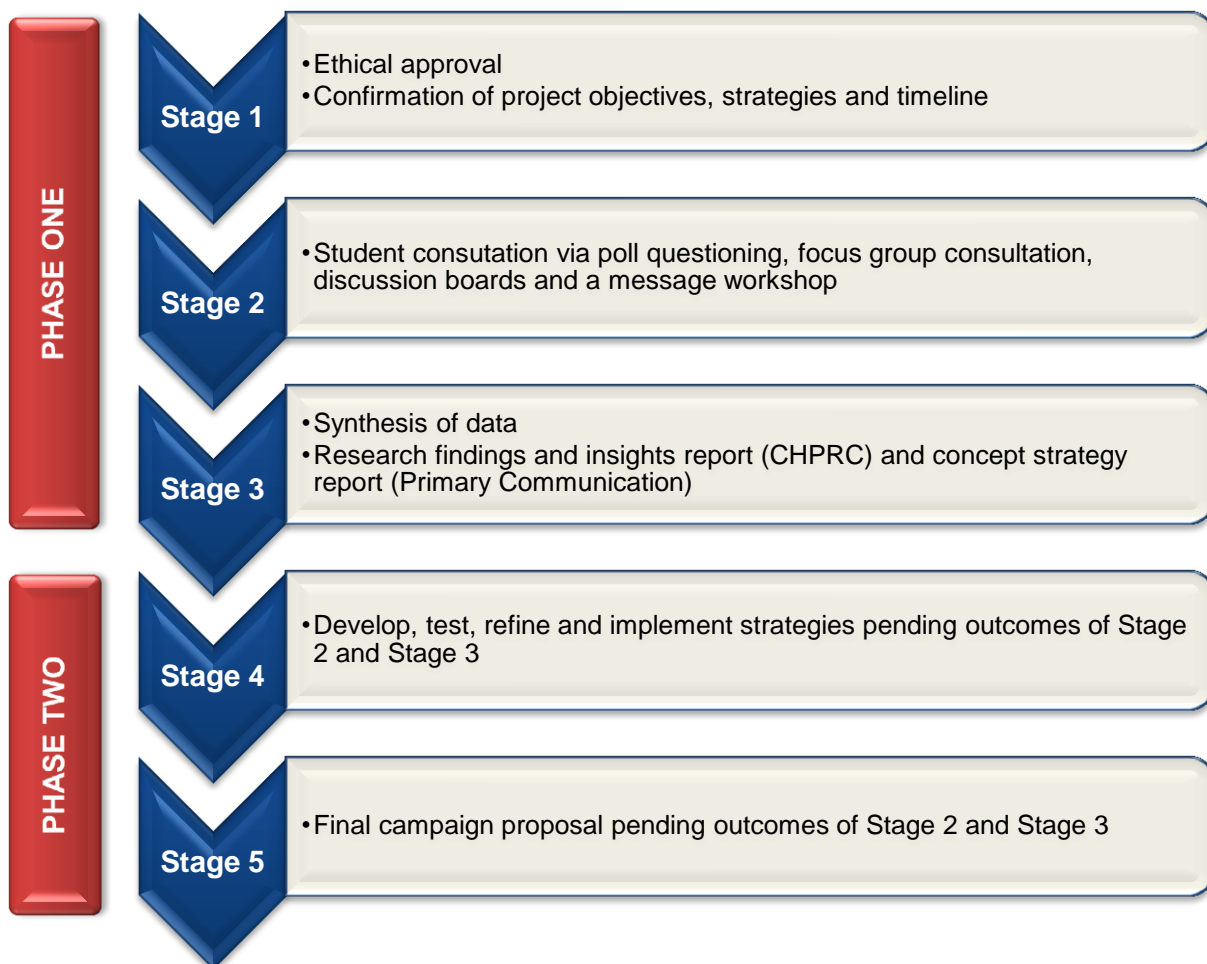
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The following describes the methods used by the Child Health Promotion Research Centre at Edith Cowan University and Primary Communication to determine and test the most effective strategies to help young people take positive bystander action when they witness cyberbullying. For a more detailed description of the methods used in this project, please see Appendix 1.

This report is presented as a description of the methods and research findings pertaining to Stage 2 of this project, to inform the development of a communication strategy to motivate young people to take positive action as bystanders to cyberbullying.

### 3.1 Research Framework

Figure 1 outlines the main outcomes/tasks involved in the two-phase, five-stage approach required for research plan completion. Progression to Phase Two (Stages 4 and 5) will be dependent on the outcomes of Phase One.



## **Figure 1. Outline of Stages required for research plan completion**

### **3.2 Project Objectives – Stage 2**

Stage 2 of the Cyberbullying Bystanders Project involved conducting research with key stakeholders and the target group to test and determine the most effective strategies for the target group to take positive bystander action when they witness cyberbullying including:

1. how to remove barriers to taking positive bystander action
2. what would motivate the target group to take positive bystander action
3. the most effective messages to communicate bystander strategies
4. the most effective content including user generated and the use of mobile applications
5. the most effective platform(s) for implementation

This entire project has two phases separated into five stages, each with their own aims and objectives seen in Appendix 1.

### **3.3 Description of Project Phases One and Two**

#### **3.3.1 PHASE ONE: Stage 1**

##### **Ethical Approval**

Ethical approval is necessary prior to conducting any research project involving participants and was therefore the first task completed as part of this project. Full ethics approval was provided by the ECU HREC on the 25 June, 2011 for the CHPRC to progress with the data collection and the recruitment of schools in Western Australia. Following this approval, permission was sought from the Catholic Education Office (Western Australia) to invite schools to participate in Cyberbullying Bystanders Project. Permission was granted from this sector on 27 June, 2011. Formal approval from the Association of Independent Schools of Western Australia (AISWA) was not required but the administration office was notified of the proposed project on 10 June, 2011.

##### **Confirmation of project objectives, strategies and timelines**

Stage 1 comprised the confirmation of project objectives, strategies and timelines between the CHPRC Research Director and the Australian Human Rights Commission (the Commission). Key tasks included refining research questions and foci; target group and research participant identification; discussion of research strategies; and agreement on timelines and research locations. As an outcome of this stage, the draft report consolidating the refined research strategy was submitted to the Commission on 10 June, 2011. After receiving feedback from the Commission, the CHPRC made minor amendments and submitted the final version of the Stage 1 report on 17 June, 2011.



### **3.3.2 PHASE ONE: Stage 2**

Stakeholders and members of the target group identified in Stage 1 were approached to participate in qualitative research to test and determine the most effective strategies to enable positive bystander action to cyberbullying. Four strategies were used to consult with 13 to 17 year old students:

- 1. Cyber Friendly Student Leader (CFSL) consultation**
- 2. Focus group consultation**
- 3. Student Edge student consultation**
- 4. Message workshop**

Consideration was given to the role of human rights and responsibilities and socio-economic, gender, cultural and geographic diversity in developing the questions to be used in each component of this stage.

The initial CFSL and focus group consultations were conducted in Western Australia to identify common themes in adolescents' responses to barriers to taking bystander actions. This data was used to inform the national investigation via Student Edge of social media strategies to support students to take action as bystanders to cyberbullying. The final component of this research stage is a message workshop to be conducted by Primary Communication. A separate communications report will be submitted detailing this workshop and its findings.

#### ***1. CFSL consultation and poll questioning***

The Child Health Promotion Research Centre (CHPRC) is currently conducting a three-year group randomised longitudinal trial, the Cyber Friendly Schools Project (CFSP), to test the effectiveness of an intervention designed to reduce and prevent cyberbullying among non-Government secondary students aged 13 to 16 years.

Whilst not a specific aim of the CFSP, this CHPRC project provides an opportunity to collect data related to social marketing messages targeting bystanders to cyberbullying, which will supplement the data collected through focus group consultation and online discussion blog. Cyber Friendly Student Leaders (CFSL) attended a training day at Edith Cowan University on 27 June, 2011 (n=60). During the day, students completed a worksheet comprising '20 questions' (Appendix 2) about their technology use, communication with friends and favourite personalities, to inform the development of the social marketing strategy. Of the 60 students in attendance, 48 (80%) completed the '20 questions' worksheet. Students who did not complete the worksheet were students who left the training day early, prior to the collection of worksheets.

## 2. Focus group consultation

### School recruitment and student consent

As requested by the Commission, consideration was given to selecting schools from areas of greater disadvantage while still ensuring the students who participate are users of technology at sufficient levels to inform intervention strategies. The socio-demographic factors of the selected schools are presented in Table 2.

**Table 2. Socio-demographic factors of schools participating in focus groups**

| School ID   | Index of Community Socio-Educational Advantage | Distribution of students (%) |                 |             |          | Language other than English (%) | Indigenous students (%) | SEIFA value (from ABS data) |         |        |
|---|--|------------------------------|-----------------|-------------|----------|---------------------------------|-------------------------|-----------------------------|---------|--------|
|   |  | Bottom quarter               | Middle quarters | Top quarter | SES mean |                                 |                         | SES min                     | SES max |        |
| <b>Australia-wide average values/distribution</b> | 1000   | 25                           | 25              | 25          | 25       | -                               | -                       | 100                         | 100     | 100    |
| School 1  | 1071   | 14                           | 21              | 36          | 28       | 3                               | 1                       | 105.18                      | 104.60  | 105.75 |
| School 2  | 1102   | 8                            | 17              | 33          | 42       | 5                               | 0                       | 111.60                      | 109.18  | 115.26 |
| School 3  | 1050   | 19                           | 20              | 36          | 24       | 13                              | 5                       | 100.56                      | 94.43   | 107.74 |
| School 4  | 1013   | 24                           | 28              | 28          | 21       | 5                               | 3                       | 107.36                      | 100.25  | 110.67 |
| School 5  | 1046   | 19                           | 26              | 33          | 21       | 7                               | 0                       | 96.34                       | 91.14   | 99.81  |

A total of 17 Western Australian Catholic and Independent schools (n = 10 Catholic, 7 Independent) were sent letters (Appendix 3) via fax and email inviting them to participate in the Cyberbullying Bystanders Project. Of the 17 schools contacted for the project, 10 responded to the invitation via fax or email. Three schools declined to participate in the project while the remaining seven agreed to participate. The first five of the seven schools who responded to the letter of invitation were recruited into the Cyberbullying Bystanders Project.

The five recruited schools were asked to provide a school contact for communication purposes, who was subsequently contacted to discuss the timeline of the project, including nominating one group of Year 8 and 10 students, obtaining consent from these students, as well as the timing and location of focus groups.

Prior to students participating in focus groups, parent consent was required. The ECU Human Research Ethics Committee and Catholic Education Office granted permission for the use of active/passive consent. Specifically, parents were first sent a letter of information about the project and asked to return a form indicating if they did/did not want their son/daughter to participate in one focus group (*active consent – Appendix 4*). A week and a half later, a second letter was sent home to parents of students in participating classes advising them if they do not want their son/daughter to participate in the focus group they must return the consent form indicating this (i.e., noting their lack of consent for their son/daughter to participate), otherwise their son/daughter may be selected to participate on one focus group (*passive consent-Appendix*

5). Two out of the five recruited schools declined the passive consent process; therefore a second round of active consent was distributed. Only students with parental consent were included in the focus groups.

### Data Collection

Focus groups were conducted between Thursday 28 July, 2011 and Monday 1 August, 2011 with consenting students from Years 8 and 10 to elicit specific details about:

- strategies which remove barriers to taking positive bystander action;
- motivations to assist in taking positive bystander action;
- the most effective messages to communicate bystander strategies;
- the most effective content for bystander strategies; and
- the most effective platform/s for the delivery of positive bystander strategies.

Once developed, the interview protocol was submitted to the Commission for final approval (Appendix 6). Prior to participating in the focus group, students completed a short questionnaire about their Internet and mobile phone behaviours (Appendix 7). The purpose of this short questionnaire was to ensure students who participate in the focus groups use technology at sufficient levels to inform intervention strategies.

From the group of consenting students, up to two focus groups per year level per school were conducted with up to eight students in each (yielding a total of 103 students). Splitting the focus groups by gender enables students, especially girls, to share their thoughts and perceptions regarding bystanders to cyberbullying more freely. Thirteen focus groups were conducted over five schools. Table 3 outlines the final consenting sample numbers

**Table 3. Sample selection**

| School Type  | School ID | Focus groups<br><i>n</i> | Year 8            |                     | Year 10           |                     |
|--------------|-----------|--------------------------|-------------------|---------------------|-------------------|---------------------|
|              |           |                          | Males<br><i>n</i> | Females<br><i>n</i> | Males<br><i>n</i> | Females<br><i>n</i> |
| Catholic     | School 4  | 2                        | -                 | 7                   | -                 | 10                  |
|              | School 1  | 4                        | 8                 | 8                   | 8                 | 9                   |
| Independent  | School 2  | 1                        | 4                 | 3                   | -                 | -                   |
|              | School 3  | 4                        | 8                 | 8                   | 8                 | 8                   |
|              | School 5  | 2                        | 1                 | 8                   | 1                 | 4                   |
| <b>Total</b> |           | <b>13</b>                | <b>21</b>         | <b>34</b>           | <b>17</b>         | <b>31</b>           |

### Data Analysis

Each focus group was digitally recorded and transcribed. A random sample of transcribed focus groups (n=6) were subjectively reviewed by two researchers to examine themes related determining the most effective strategies to enable positive bystander action to cyberbullying. These two researchers (the Project

Director and the Senior Research Manager) then independently allocated content themes (codes) for each main question asked in the focus group. These two researchers and one moderator then met to discuss the individually identified themes to generate final list of content themes for each question. The final set of content themes were used to code the remaining focus group transcripts allowing for the identification of recurrent themes and points of interest.

Focus group findings were used to inform the development of campaign strategies (refer to Primary Communication's Concept Strategy Report).

### **3. Student Edge student consultation**

Student Edge ([www.studentedge.com.au](http://www.studentedge.com.au)) has over 90,000 members (and growing) in the 13-17 age group nationwide and provides an opportunity for students to comment on youth-related issues through their '**your say**' page. All comments posted by students are moderated and have to be approved before being displayed, enabling the removal of offensive material. Additionally, the Student Edge website provides the opportunity to ask the target group in an efficient and immediate way about a particular issue or strategy via '**poll questions**'.

A draft list of 'your say' (i.e. student edge discussion blog) and potential 'poll questions' were developed by the CHPRC and sent via email to the Commission and Primary Communication for comment and feedback. Amendments were thereafter made and a final draft list of questions was sent to Student Edge for their expert opinion and advice. Following this process, the final 'your say' and 'poll question' was devised (Appendix 8).

#### Data Collection

The 'your say' question went live on the Student Edge website on July 1, 2011 and remained active for 24 consecutive days (closed on 24 July, 2011). Student members across Australia were notified of the 'your say' campaign via a membership email or alerts communicated via Student Edge's Facebook page. Students were encouraged to participate in the 'your say' question by going in the draw to win one of two 8GB iPod Nanos. On 24 July, 2011, there were a total of 409 responses to the 'your say' question, including 27 duplicate responses. Responses made by students older than 18 years of age were excluded to ensure respondents were between 13 and 17 years. In total, 26% (n=105) of participants were aged over 18 years and consequently their responses were excluded. This exclusion resulted in a final sample size of 277.

The poll question went live on 15 July, 2011, two weeks after the 'your say' question and yielded a total of 1,341 responses.

#### Data Analysis

A random sample of 'your say' responses (n=6) were subjectively reviewed by two researchers using the same methods as with the focus group consultation outlined above.

The findings of this process, including student focus groups and the analysis of poll questions (including CFSP student responses) were synthesised to enable confirmation of messages reflecting student feedback during the message workshop.

#### **4. Message workshop**

Primary Communication conducted an extension workshop to transfer evidence based research, information, perceptions and expert opinion into key communication messages. This was a three hour session focusing on the project's communication messages and was held on Wednesday 10 August, 2011. Information and outcomes related to this component of the project is outlined in a separate report drafted by Primary.

### **3.4 Limitations**

While the overall findings of this research represent a thorough insight into students' perceptions of possible strategies to motivate young people to take positive action as bystanders to cyberbullying, several limitations exist.

Firstly, delays in contract negotiation and initial ethics requirements for project commencement (ECU HREC) resulted in the Project being conducted over a very short time period that coincided with school holidays. Schools were recruited into the Project two-weeks prior to school holidays and parents of eligible students were mailed a consent form one week prior to school holidays commencing. The timing of this phase (Stage Two) of the Project may have impacted on the speed of school recruitment as well as the likelihood (and/or type) of parents who provided consent (for example, if families were away during the school holidays and therefore unable to respond). Consent issues were rectified in three out of the five recruited schools via the active/passive consent process. *(Note: Two of the five schools did not permit passive consent to proceed due to the short time frame given for parents to respond.)* Following the first round of active consent, a second round of passive consent was delivered to parents during the first week after school holidays. This process allowed for three out of the five schools to have full participant numbers (n=8) for each focus group.

Secondly, all schools involved in the Cyberbullying Bystanders Project were selected from a convenience sample of schools who had previously participated in research conducted by the CHPRC, therefore the sample was not randomly selected. Therefore, there is a potential selection bias present in the schools who took part in this Project.

Lastly, data collected from students who participated in the focus groups and the '20 questions' survey was from students in Western Australia only. This may have an impact on how the findings can be generalised Australia wide. Further, due to issues with the timing and constraints around student consent (i.e. only permit active consent) government schools were excluded from the recruitment pool for this Project. Therefore data was only sourced from students in Catholic and Independent schools. However, this limitation was alleviated by including national data collected online via Student Edge; importantly, this website enabled students from a range of socio-economic backgrounds to participate.

## Chapter 4. Results

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### 4.1 Cyber Friendly Student Leader Consultation

#### Demographics

Cyber Leader consultation took place on 27 June, 2011 with Year 10 students attending the Cyber Friendly Schools Project's (CFSP) Cyber Friendly Student Leader training day. Table 4 provides a summary of the CFSP Cyber Leaders including a description of the nature (socio-economic position, geographic location) of the schools involved. The majority of Cyber Leaders who attended the training day were female Year 10 students (65%). Most Cyber Leaders attended schools from low/mod/high (Low: 14%; Moderate: 7%; High: 79%) socio-economic areas (SES) from metropolitan Perth.

**Table 4. Description of students attending the CFSP Cyber Friendly Student Leader training day**

|                |          | n  | %    |
|----------------|----------|----|------|
| <b>Student</b> |          |    |      |
| Gender         | Male     | 20 | 34.5 |
|                | Female   | 38 | 65.5 |
| <b>School</b>  |          |    |      |
| SES            | Low      | 2  | 14.3 |
|                | Moderate | 1  | 7.1  |
|                | High     | 11 | 78.6 |

During a Cyber Leader training Workshop held on 27 June, 2011, student attendees were invited to participate in a '20 questions' activity (see Appendix 2) during their lunch break. Of the 58 attendees on the day, a total of 48 (83%) students completed the activity.

Students were asked to answer questions about their technology use, favourite celebrities and interactions with other young people to inform the social marketing campaign. Only responses suggested by two or more students are presented in the tables. For a comprehensive list of all responses, see Appendix 9. Percentages in the following tables will not total 100 due to missing and multiple responses provided by students.

## Celebrity identification

Students were asked to identify their favourite Australian movie hero (Table 5) to inform the potential for celebrity endorsement of messages. The most popular male actor was Hugh Jackman (n=14, 29%) and most popular female actor was Nicole Kidman (n=5, 10%).

**Table 5. Students' favourite Australian movie hero**

| Question   | Response        | n  | %  |
|--|-----------------|----|----|
| <b>Who are your favourite Australian heroes in the movies?</b> | Hugh Jackman    | 14 | 29 |
|  | Heath Ledger    | 9  | 19 |
|  | Nicole Kidman   | 5  | 10 |
|  | Sam Worthington | 3  | 6  |
|  | Lincoln Lewis   | 2  | 4  |
|  | Morgan Freeman  | 2  | 4  |

Next, students were asked to list their favourite Australian TV hero (Table 6). All TV celebrities identified were male, with the most popular being Chris Lilley (n=7, 14%), followed by Rove McManus (n=3, 6%).

**Table 6. Students' favourite Australian TV hero**

| Question   | Response      | n | %  |
|--|---------------|---|----|
| <b>Who are your favourite Australian heroes on TV?</b> | Chris Lilley  | 7 | 14 |
|  | Rove McManus  | 3 | 6  |
|  | Luke Mitchell | 2 | 4  |
|  | Simon Baker   | 2 | 4  |
|  | Hugh Sheridan | 2 | 4  |

Students were able to identify a variety of Australian sporting heroes (Table 7). Most popular were Cathy Freeman (n=4, 8%) and Ian Thorpe (n=4, 8%).

**Table 7. Students' favourite Australian sporting heroes**

| Question  | Response        | n | % |
|---|-----------------|---|---|
| <b>Who are your favourite Australian heroes in sport?</b> | Cathy Freeman   | 4 | 8 |
|   | Ian Thorpe      | 4 | 8 |
|   | Chris Judd      | 3 | 6 |
|   | Matthew Pavlich | 3 | 6 |
|   | Tim Cahill      | 2 | 4 |
|   | Jonathan Brown  | 2 | 4 |
|   | Stephanie Rice  | 2 | 4 |
|   | Lleyton Hewitt  | 2 | 4 |
|   | Eamon Sullivan  | 2 | 4 |
|   | Layne Beachley  | 2 | 4 |

Finally, students were asked to identify the Australian celebrity on TV or in the movies who they thought was the most funny (Table 8). Chris Lilley (n=5, 10%) and Rove McManus (n=2, 4%) again featured in this list and celebrities Hamish and Andy were amongst the top three responses (n=4, 8%).

**Table 8. Funniest celebrity on TV or in Australian movies**

| Question  | Response      | n | %  |
|---|---------------|---|----|
| <b>Which celebrity on TV or in Australian movies, do you think is the most funny?</b> | Chris Lilley  | 5 | 10 |
|   | Hamish & Andy | 4 | 8  |
|   | Rove McManus  | 2 | 4  |
|   | Adam Hills    | 2 | 4  |
|   | Carl Barron   | 2 | 4  |

### Technology use

The second set of questions asked students about the games they play on their mobile telephone (Table 9) to identify the potential for integrating social marketing messages with mobile phones games. The most popular games identified by students were Angry Birds (n=11, 23%) and Doodle Jump (n=11, 23%), followed by Snake (n=7, 15%), Tetris (n=4, 8%) and Pacman (n=4, 8%).

**Table 9. Games students play on their phone**

| Question                                     | Response           | n  | %  |
|--|--------------------|----|----|
| <b>What games do you play on your phone?</b> | Angry Birds        | 11 | 23 |
|  | Doodle Jump        | 11 | 23 |
|  | Snake              | 7  | 15 |
|  | Tetris             | 4  | 8  |
|  | Pacman             | 4  | 8  |
|  | Words with Friends | 3  | 6  |
|  | Rat on Scooter     | 2  | 4  |
|  | Fruit Ninja        | 2  | 4  |
|  | Soccer             | 2  | 4  |
|  | Checkers           | 2  | 4  |
|  | Bowling            | 2  | 4  |
|  | Tap Tap            | 2  | 4  |
|  | Sudoku             | 2  | 4  |
|  | Wordmole           | 2  | 4  |
|  | Traffic Rush       | 2  | 4  |



Students were asked to identify online games played on social networking and other game sites (Table 10). The most popular game played on Facebook by Cyber Friendly Student Leaders was Farmville (n=8, 17%), while the most popular games online generally were Crazy Taxi (n=4, 8%) and Red Beard (n=4, 8%).

**Table 10. Games students play on Facebook and elsewhere online?**

| Question  | Response                       | n | %  |
|---|--------------------------------|---|----|
| <b>What games do you play on Facebook?</b>      | Farmville                      | 8 | 17 |
|   | Cityville                      | 3 | 6  |
|   | Cubefield                      | 2 | 4  |
| <b>What games do you play elsewhere online?</b> | Crazy Taxi                     | 4 | 8  |
|   | Red Beard                      | 4 | 8  |
|   | Minecraft                      | 3 | 6  |
|   | Bubble Struggle                | 3 | 6  |
|   | Minesweeper                    | 3 | 6  |
|   | Call of Duty: Modern Warfare 2 | 3 | 6  |
|   | Slime Soccer                   | 2 | 4  |
|   | Sims                           | 2 | 4  |
|   | Run                            | 2 | 4  |
|   | Tetris                         | 2 | 4  |
|   | Taxi Gone Wild                 | 2 | 4  |
|   | Call of Duty: Black Ops        | 2 | 4  |
|   | Panic Ball                     | 2 | 4  |

When asked about their favourite game on their mobile telephone (Table 11), students reported Snake (n=6, 12%) was the most popular. Mobile phone games were chosen as favourites if they were fun (n=17, 35%), simple (n=5, 10%) and addictive (n=4, 8%).

**Table 11. Students' favourite game on their mobile telephone**

| Question  | Response        | n  | %  |
|---|-----------------|----|----|
| <b>What is your favourite game on your phone?</b> | Snake           | 6  | 12 |
|   | Doodle Jump     | 4  | 8  |
|   | Angry Birds     | 4  | 8  |
|   | Tetris          | 2  | 4  |
| <b>What do you like most about this game?</b>     | Fun             | 17 | 35 |
|   | Simple          | 5  | 10 |
|   | Addictive       | 4  | 8  |
|   | It's all I have | 3  | 6  |
|   | Challenging     | 3  | 6  |
|   | Easy            | 2  | 4  |
| Fast  | 2               | 4  |    |

Students were next asked questions about the type of phone they own (Table 12). One-third of students reported they have a Nokia phone (n=16, 33%), while slightly fewer have an iPhone (n=14, 29%). The most common frequency with which a phone was replaced was cited as every two years (n=15, 31%), or when the phone breaks (n=11, 23%). Students play a large role in the decision about which phone to purchase (n=30, 62%), followed by parents (n=11, 23%).

**Table 12. Students' phone type, frequency of phone replacement and phone type decision maker**

| Question  | Response                     | n  | %  |
|---|------------------------------|----|----|
| <b>What type of phone do you have?</b>          | Nokia (E63/E71/X6/6300)      | 16 | 33 |
|   | iPhone (3 or 4)              | 14 | 29 |
|   | HTC (Desire/Wildfire/Mozart) | 6  | 12 |
|   | Sony (Ericson)               | 4  | 8  |
|   | LG (Cookie/Arena)            | 2  | 4  |
|   | Samsung (Preston Icon)       | 2  | 4  |
| <b>How often do you get a new phone?</b>        | Every 2 years                | 15 | 31 |
|   | Every time it breaks         | 11 | 23 |
|   | Every 1 - 2 years            | 6  | 12 |
|   | Every 2 - 3 years            | 2  | 4  |
|   | Not Often                    | 2  | 4  |
|   | When my contract expires     | 2  | 4  |
|   | Never                        | 2  | 4  |
| <b>Who decides which type of phone you get?</b> | Self                         | 30 | 62 |
|   | Parents                      | 11 | 23 |
|   | Self with parents approval   | 10 | 21 |
|   | Phone company                | 1  | 2  |

The final question in the technology series asked students if they own an iTouch, iPad or other type of tablet (Table 13). Over half of students reported owning an iTouch (n=25, 52%), while one-quarter own an iPad (n=12, 25%).

**Table 13. Students' iTouch, iPad or any other tablet ownership**

| Question           | Response                     | n  | %  |
|--------------------|------------------------------|----|----|
| <b>Do you own?</b> | An iTouch                    | 25 | 52 |
|                    | An iPad                      | 12 | 25 |
|                    | Any other tablet:            | 22 | 46 |
|                    | <i>Laptop</i>                | 7  | 15 |
|                    | <i>Mobile phone</i>          | 7  | 15 |
|                    | <i>iPOD</i>                  | 4  | 8  |
|                    | <i>Computer</i>              | 2  | 4  |
|                    | <i>Samsung Galaxy Tablet</i> | 2  | 4  |

## Communicating with friends

Students were asked about their favourite way to communicate with friends after school (Table 14). Over two-thirds of students reported they use Facebook (n=32, 67%) to communicate with friends, followed by mobile phone text messages (n=21, 44%).

**Table 14. Students' favourite way to chat to their friends after school**

| Question  | Response       | n  | %  |
|---|----------------|----|----|
| <b>What is your favourite way to chat to your friends after school?</b> | Facebook       | 32 | 67 |
|   | Mobile texting | 21 | 44 |
|   | Mobile         | 18 | 38 |
|   | In person      | 10 | 21 |
|   | Skype          | 6  | 12 |
|   | MSN            | 4  | 8  |
|   | Home phone     | 2  | 4  |

Students were asked to identify the nicest thing someone could say about them, a name someone would call them if they were being hurtful, and something someone would say if they thought they were awesome, yielding a mix of responses provided in Table 15.

**Table 15. Students' most frequently stated positive and negative comments**

| Question   | Response                   | n | %  |
|--|----------------------------|---|----|
| <b>What is the nicest thing someone can say to you?</b>                  | Compliment                 | 6 | 12 |
|  | You're a nice person       | 5 | 10 |
|  | You are pretty             | 4 | 8  |
|  | You are such a good friend | 3 | 6  |
|  | I love your hair           | 3 | 6  |
|  | How much I mean to them    | 2 | 4  |
|  | You're awesome             | 2 | 4  |
| <b>What name would someone call you if they were trying to hurt you?</b> | Ugly                       | 8 | 17 |
|  | Fat                        | 8 | 17 |
|  | Slut                       | 7 | 15 |
|  | Bitch                      | 4 | 8  |
|  | Stupid                     | 3 | 6  |
|  | Nerd                       | 2 | 4  |
|  | Inappropriate language     | 2 | 4  |
|  | Asian (in a racist way)    | 2 | 4  |
|  | Mean                       | 2 | 4  |
|  | Mole                       | 2 | 4  |
| Skank  | 2                          | 4 |    |

| Question   | Response            | n  | %  |
|--|---------------------|----|----|
| <b>If one of your friends thought you were awesome, what would they say about you?</b> | Your awesome        | 18 | 38 |
|  | You are really nice | 2  | 4  |
|  | Compliments         | 2  | 4  |
|  | I am hilarious      | 2  | 4  |

### Perceptions of student behaviour

Next, students were asked to complete a sentence beginning with “Bullies are...” (Table 16). The two most common responses were, “Bullies are **insecure about themselves**” (n=9, 19%) and “Bullies are **mean**” (n=9, 19%).

**Table 16. Finish this sentence: "bullies are..."**

| Question                                       | Response                  | n | %  |
|--|---------------------------|---|----|
| <b>Finish this sentence: "bullies are ..."</b> | Insecure about themselves | 9 | 19 |
|  | Mean                      | 9 | 19 |
|  | Selfish                   | 3 | 6  |
|  | Bad                       | 2 | 4  |

When asked what might prevent someone from taking action as a cyberbullying bystander (Table 17), students reported they might be worried about getting bullied themselves (n=5, 10%), or scared of being bullied themselves (n=4, 8%).

**Table 17. Students' perceptions of what might prevent someone from acting as a bystander to cyberbullying and what might motivate someone to act as a bystander to cyberbullying**

| Question   | Response   | n | %  |
|--|--|---|----|
| <b>What might prevent someone from acting as a bystander to cyberbullying?</b> | Worried of getting bullied themselves              | 5 | 10 |
|  | Scared of being bullied themselves                 | 4 | 8  |
|  | Peer pressure                                      | 3 | 6  |
|  | If it is a good friend                             | 3 | 6  |
| <b>What might motivate someone to act as a bystander to cyberbullying?</b>     | Fear   | 3 | 6  |
|  | Self confidence                                    | 2 | 4  |
|  | Bullying   | 2 | 4  |
|  | Severe bullying                                    | 2 | 4  |
|  | Wanting to fit in with the bully and their friends | 2 | 4  |

Finally, students were asked three questions about their responses to scenarios involving friends (Table 18). Two themes were identified in students' responses about actions friends do that impress them; including standing up for other people who are being bullied (n=4, 8%) and standing up for what they believe in (n=2, 4%). Students are unimpressed when they see friends bully someone else (n=4, 8%) and write mean comments on photos/walls (n=3, 6%). Students commented bullying (n=7, 15%), people being mean to others who have done nothing wrong (n=2, 4%) and poverty (n=2, 4%) make them mad.

**Table 18. Actions students saw a friend do that really impressed them and made them think they were not very nice, and really make students mad**

| Question  | Response   | n | %  |
|---|--|---|----|
| <b>Name something you saw a friend do that really impressed you</b>                   | Stood up for other people being bullied                          | 4 | 8  |
|   | Stand up for what they believed in                               | 2 | 4  |
| <b>Name something you saw a friend do that made you think they were not very nice</b> | Bullied someone else   | 4 | 8  |
|   | Mean comments on photos/walls                                    | 3 | 6  |
|   | Talked about others behind their back                            | 2 | 4  |
|   | Bitching about her best friend                                   | 2 | 4  |
|   | Make fun of someone on a photo                                   | 2 | 4  |
| <b>What makes you really mad?</b>   | Bullying   | 7 | 15 |
|   | When people are mean to people that have not done anything wrong | 2 | 4  |
|   | Poverty  | 2 | 4  |

## 4.2 Student Edge: ‘Power Poll’ and Discussion Board (‘your say’)

### 4.2.1 Power Poll

The Student Edge Power Poll asked students to identify the best way to promote an anti-cyberbullying campaign (Table 19). The poll question was listed on the Student Edge website during the week beginning 18 July and was responded to by 1,341 Student Edge members. Three-quarters of respondents (n=1,014, 76%) suggested Facebook was the best method of communicating an anti-cyberbullying campaign to young people. A smaller number of respondents (n=216, 16%) reported a television advertisement would be the best channel of communication, with much fewer respondents citing other communication channels.

**Table 19. Students’ preferred method of communication for cyberbullying campaigns**

| Method of communication                             | Number of votes<br>(n=1,341 ) | %  |
|---|-------------------------------|----|
| Social Networks (Facebook, MySpace)                 | 1,014                         | 76 |
| TV Ad   | 216                           | 16 |
| YouTube   | 35                            | 3  |
| Internet Ad (e.g. Banners on Facebook, MySpace etc) | 34                            | 3  |
| Mobile Phone App or Game (iPhone/Android)           | 19                            | 1  |
| Radio   | 14                            | 1  |
| Online Game   | 9                             | 1  |

## 4.2.2 Student Edge discussion board ('your say')

The following screen image represents the challenge posed on the discussion board (i.e. 'your say') section of the Student Edge website (Figure 1).

**cyber bullying**

Cyber bullying (whether through Facebook and other social media, forums, email, instant messaging etc) is on the increase.

Being a bystander means we are aware the bullying is happening and may or may not choose to do something about it. Bystanders can play a lot of different roles in cyber bullying - from not getting involved and staying out of it, to defending the person who is being bullied, and even through helping the person who is doing the bullying.

**We want to hear your thoughts on cyber bullying:**

- 1. If you saw someone being cyber bullied, would you do something about it? What would you do and why? If not, why not?**
- 2. If it was your job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, what would you create? What media would you use for your campaign? (eg social networks, TV ad etc)**

Answer these two questions to go in the draw to win one of two [8GB iPod Nanos](#).

*Stay tuned for a follow up Your Say on cyber bullying in a few months time!*

Competition closes **24/07/2011**. Please feel free to comment and share your ideas after this date.

*Remember to make sure we have your current mobile number and email address in your contact details as this is how we contact winners. To update your details make sure you are logged in and [click here](#). See terms & conditions [here](#).*




Figure 1. Student Edge discussion board screen image

## Demographics

Over 400 responses were posted to the Student Edge discussion board (Table 20), which was open from 1 July to 24 July. Of these, 277 responses (68%) were provided by students in the target age range, 13 to 17 years.

**Table 20. Student Edge discussion board response rate**

|   | n   | %   |
|---|-----|-----|
| Total responses                                 | 409 | 100 |
| Removed as duplicates                           | 27  | 7   |
| Removed as birth date prior to 1994 (>18 years) | 105 | 25  |
| Final response rate by students 13-17 years     | 277 | 68  |

The data file provided by Student Edge enabled the collection of demographic information about participants (Table 21). The sample was evenly split across the five key ages (13 to 17 years), with approximately one-fifth of students falling into each category. Two-thirds (n=180, 66%) of student respondents were female. Just over half of respondents were from Western Australia (n=153, 55%), followed by Victoria (n=49, 18%), New South Wales (n=43, 16%), Queensland (n=18, 6%), South Australia (n=11, 4%), Tasmania (n=1, 1%) and the Northern Territory (n=1, 1%).

Students' reported postcode was used as a proxy measure of socio-economic status (SES). Data were linked to the Australian Bureau of Statistics' Socio-Economic Index for Australians (SEIFA) and analyses conducted to create three categories of students in the sample. Students with a SEIFA score classified as being more than one standard deviation from the mean SEIFA score (1000.905) were classified as being of high SES, students with a SEIFA score less than one standard deviation below the mean were classified as living in a low SES area, and students who fell between one standard deviation below and above the mean were classified as having moderate SES.



**Table 21. Student Edge discussion board participant demographics**

|               |          | n   | %  |
|---------------|----------|-----|----|
| <b>Age</b>    | 12       | 11  | 4  |
|               | 13       | 43  | 16 |
|               | 14       | 63  | 23 |
|               | 15       | 54  | 20 |
|               | 16       | 55  | 20 |
|               | 17       | 50  | 18 |
| <b>Gender</b> | Male     | 94  | 34 |
|               | Female   | 180 | 66 |
| <b>State</b>  | WA       | 153 | 55 |
|               | VIC      | 49  | 18 |
|               | NSW      | 43  | 16 |
|               | QLD      | 18  | 6  |
|               | SA       | 11  | 4  |
|               | TAS      | 1   | 1  |
|               | NT       | 1   | 1  |
| <b>SES</b>    | Low      | 36  | 13 |
|               | Moderate | 189 | 69 |
|               | High     | 49  | 18 |

**Qualitative responses to Student Edge discussion board**

The following presents a summary of qualitative responses to the Student Edge discussion board. The discussion centred around six main areas: strategies young people would use toward the person bullying others; strategies young people would use toward the person being bullied; reasons for taking action; messages to encourage positive bystander action; recommendations for media suited to target young people; and additional promotional strategies. Under each response area, a discussion of participants' comments is included with each major theme highlighted as **bold text**. Supporting quotes are presented with the respondent identification number, gender (M=male, F=female) and age. The complete list of Student Edge responses can be seen in Appendix 10.

Overall, young people expressed their abhorrence toward bullying and cyberbullying:

"I think cyberbullying is just as bad as punching someone in the stomach."

[36,F,13]

“I HATE cyberbullying...it is so mean and cruel...” [53,F,13]

“Kids feel powerful when they are behind their computer or texting on their phones, so people say things they wouldn't usually say, but this is no excuse as it is more hurtful and a lot more people can see.” [159,F,15]

In addition, some students expressed comments about students' rights in relation to bullying situations:

“Everyone has the right to live without the fear of being bullied but some people think it's their right to harass another person out of their own free will.” [85,F,14]

“Everyone has their own right to be safe.” [137,F,15]

“[If someone is cyberbullied] they have every right to tell someone.” [204,F,16]

“Everyone has the right to be defended.” [236,F,17]

### **Strategies young people would use toward the person bullying others**

Of those students who indicated they would initiate strategies directed toward the person engaging in the bullying behaviour, the majority stated they would **ask the person bullying to stop this behaviour**:

“If there was a person being cyberbullied and I was witnessing it, I would first of all tell the bully to ‘back off’...” [49,M,13]

“I would ask the victim for permission to confront the bully. If I was given permission I would have a talk with the bully and ask them to leave the victim alone. But if I wasn't given permission I would just be an extra ear and just help them out if they need it. I would help them because if I was bullied I would want someone to be by my side too.” [77,F,14]

Some students also reported they would **report the bullying behaviour to the authorities**, such as police, if the situation was severe enough:

“Report it to the police.” [43,M,13]

“...call the police about it to track down who the bully is.” [47,M,13]

“The government need to take more action in cyberbullying and put up stronger laws about cyberbullying.” [39,F,13]

Some students also noted they would **advise the person engaging in the bullying behaviour that their behaviour constitutes bullying**, suggesting their peers may not be aware of what this behaviour could encompass:

“If I saw somebody being cyberbullied and I knew the person doing it I would have a talk to them about how it is hurting their feelings and really making them feel bad.” [51,F,13]

A few students commented they would **organise for the two parties involved to talk to each other, support the person engaging in the bullying behaviour to get help to change their behaviour or do nothing at all.**

### **Strategies young people would use toward the person being bullied**

Students identified a number of strategies they would use to support and/or assist students who are being bullied. The majority of students responded they would **encourage someone who is being bullied to tell an adult, or that they would tell an adult** if the person being bullied couldn't do so. Students listed parents, teachers and school principals as adults they would turn to for support and advice:

“I would get a teacher or adult and tell them what is happening.” [34,F,13]

“If I saw someone being bullied I would tell a responsible adult and advise them to go on cybersmart which gives lots of information about cyberbullying.” [35,M,13]

Most students reported they would **provide support to the person being bullied** to reduce the impact of the bullying behaviour, offer advice and reduce students' loneliness and isolation.

“Make sure someone's there for you and that they know no matter what u [sic] can support them and make them feel that there [sic] not alone in the situation.” [150,F,15]

“I would support my friends if it was happening to them and get them to do something about it.” [5,M,12]

Many students reported they would take action to support the person being bullied by **reporting the behaviour to the site owner** (e.g. report the behaviour to Facebook). Students suggested engaging in such action could stop the bullying behaviour early on, preventing escalation and greater harm.

“I would tell the administrator and then report or block the person.” [214,F,16]

“I would notify Facebook itself and try to get rid of the comments.” [121,F,15]

“The only way to stop cyberbullying is to report that person, otherwise they never get the message and will keep on doing it.” [69,F,14]

Many students also reported **blocking the sender** of hurtful messages and online content would be another strategy in which they would support someone who was being cyberbullied. This was suggested as both a strategy to be recommended to someone who was being bullied, and as an action the respondent would take if they saw cyberbullying occur.

“If it was one of my close friends I would offer my help and give advice like deleting their accounts, removing harmful posts or blocking bullies on social networks.” [85,F,14]

“I would also tell the victim to block that person that is cyberbullying him/her.” [95,F,14]

Further to blocking the sender, some students suggested the person being cyberbullied could **ignore the messages** being sent to them, removing the reaction students felt the person engaging in bullying behaviour was often seeking.

“If I saw someone being cyberbullied I would be able to tell them, because of the computer engineering classes that I go to at school, about the many techniques and options of blocking people out of your computer. This, I think, would be very helpful as most bullies attack others to get a reaction and stop when they are ignored.” [90,M,14]

A passive strategy recommended by some students included **keeping copies** of hurtful messages sent to them or to a friend online. Students felt this provided evidence to support them when seeking further support from an adult or authorities.

“...print out all the sheets and comments and take it to the Headmaster or Principle [sic] of school...” [121,F,15]

A few students suggested those who were experiencing cyberbullying could **refrain from use of or have a break from the technology** in which cyberbullying has occurred, or the website involved in the bullying behaviour.

“Well, first and foremost I would advise him/her to stop logging into whichever website they are being bullied from.” [62,M,14]

Interestingly, only a few students responded saying they would **encourage the person being bullied to stand up for themselves** and ask the person bullying to stop this behaviour and **tell a friend** about the behaviour. The low identification of the latter theme may in part be due to the fact that students were asked about bystander actions to cyberbullying, and they may have felt that as a bystander, they were the friend who was consulted by the person being bullied.

“If I saw someone being cyberbullied I would do something about it, at first I would tell the person who’s being cyberbullied to stand up for themselves...” [8,M,12]

“...help them stick up for themselves and make sure they know that they have a friend they can trust.” [58,F,14]

Two students also felt that witnessing cyberbullying would encourage them to **check or change their privacy settings** online.

“If I had seen another being cyberbullied I would talk to the victim about the situation, suggest for them to block and delete the person from their contacts, check the privacy settings on the social networking site, change email addresses and mobile phone numbers and only pass the new ones on to trusted people.” [216,F,16]

### **Reasons for taking action**

Not all students justified their responses for the bystander actions they reported they would take as a witness to cyberbullying. Of those who did, many said they would take action because they **understand how hurt the person being bullied is feeling**.

“I would do something about it, because I would picture how it would be like in their shoes and you know that it isn’t a nice experience.” [12,M,13]

“If I saw someone being cyberbullied, I would report the bully because cyberbullying can ruin someone’s life.” [29,M,13]

Many students also reported they felt **bullying behaviour is wrong** and should be stopped:

“I think that bullying is extremely and utterly wrong. It is mean, morally wrong and should be against the law.” [13,F,13]

“If I have sighted a victim being cyberbullied, I’d first talk to the bully and tell them that what they are doing is wrong, and to leave the victim alone.” [7,F,12]

In addition, some students reported they would be motivated to act as a bystander to cyberbullying if the **person being bullied is their friend**.

“If I was a friend or someone close I would comfort the person being bullied and try to stop the bully...” [71,F,14]

“On the Internet, many people have the courage to say anything to others. Even on Facebook, even if someone sees someone getting cyberbullied, they wouldn’t stop it unless it was someone close to them.” [156,F,15]

A few students also responded they would take positive action as a cyberbullying bystander as they **hoped this behaviour would be reciprocated** if they were bullied themselves. In addition, a few students also commented they would engage positively as a bystander if they **felt confident in standing up** to the person bullying others, **knew where to go or how to help** the person being bullied, and had **identified ‘safe’ actions** they could take (i.e. actions that don’t put themselves in harm’s way or in line to be bullied).

“I would do this because I would like somebody to do this for me if I was in the same situation....” [16,F,13]

“I would help them because if I was bullied I would want someone to be on my side too.” [77,F,14]

A few students also identified reasons why they would not take positive action as a bystander to cyberbullying. Reasons cited by these students include: a **fear of being bullied for helping others, not knowing or being friends with the person who is being bullied, not knowing where to go or how to help** and **thinking someone else will assist** the person being bullied.

“...but if I didn’t know them, I would say it’s not really my business.” [71,F,14]

“I’d try to stop it, but occasionally I don’t because I will get bullied as well.” [116,F,14]

“You don’t want the bully to start picking on you.” [206,F,16]

“...mainly because they don’t want to get involved and want to see what was happening.” [156,F,15]

“I’m not gonna [sic] lie and say I would go up and stop it (‘cause honestly I’m too chicken) but I would go and tell someone older and more capable of doing something.” [167,M,15]

## Messages to encourage positive bystander action

Students identified a number of different messages to motivate students to take positive action as cyberbullying bystanders (Table 22).

**Table 22. Positive cyberbullying bystander messages identified in your say discussion board**

---

|   |
|---|
| There is always help out there  |
| Bullying is just a click away   |
| Internet is great to help us learn  |
| But bullies can sting like sunburn  |
| Together the two are hard to beat   |
| But we can disarm them with delete  |
| Bullies on the internet pressure us into doubt  |
| We need to make like Lego and block them out  |
| Sort their emails to junk and their texts to blocked  |
| And without any attention the bullies will be shocked   |
| Tell your parents and teachers for support  |
| And the bullies' cyber mission will be switched to abort  |
| Ignoring bullies will be their downfall   |
| Because without you, bullies aren't much at all   |
| Stand up, don't give up   |
| I believe   |
| See it  |
| Flag it   |
| Stamp it out  |
| If you haven't got anything nice to say, don't say it at all  |
| Cyberbullying – affects real lives  |
| Would you mind if what you are doing happened to you?   |
| Delete cyberbullying  |
| How would you feel if you were the victim, we must all work together to prevent these bullies, we must restrict him |
| No one deserves that sense of loneliness, I wouldn't even wish that on an enemy                                     |
| Violence is not the way to banish cyberbullying   |
| Is cyberbullying really worth all the effort?   |
| NEVER be afraid to tell anyone  |
| Cyberbully and you get no friends   |
| Cyberbullying: it's time to lend a hand   |
| If you saw this happen before your eyes, would you step in? So why is this different on the internet?               |

---

## Recommendations for media suited to target young people

A wealth of media formats were identified as ways to communicate positive cyberbullying bystander messages to young people. The most commonly identified method of communication identified by respondents was a **television commercial**. Most students reported this as one of the ways they suggested because “not everyone has Facebook, but heaps of people watch TV.” [9,F,12]

“I would make a TV advertisement with some of the signs of cyberbullying so that parents may be able to check and see if their child’s being bullied.” [20,M,13]

“I would make a TV ad that would say cyberbullying is wrong and that you are an important person and you deserve not to get that kind of treatment because you are an important person in society and the world needs you to be able to function, so do the three important steps: 1) report the treatment to the site admin[istration/istrator] and block the person; 2) make changes so it is impossible for the [person] bully[ing] to contact you(if you don’t know how to, ask!); 3) tell parents so they can help you to get back to being an important person of society.” [33,M,13]

“If I was to create a campaign on helping people through cyberbullying, I would create a TV advertisement showing interviews with people experiencing cyberbullying and how they should deal with it. Also how they think they should deal with it. The advertisement would also feature what cyberbullying is, and how it affects people, it would also have a part where it shows how the campaign has changed cyberbullying victims’ lives dramatically. Also in the advertisement it would contain helpful suggestions to tell someone, an adult, or someone they trust, or contact Dave Gunter via Facebook.” [40,M,13]

The second most commonly cited method for communicating positive, motivational cyberbullying bystander messages to young people was through the social networking site **Facebook**. In particular, many students felt **internet ads** (e.g. banners on Facebook) were a good way to communicate messages, with one student suggesting:

“Facebook is a good place to start a campaign because most kids have Facebook and would see the campaign.” [152,M,15]

“Well, through whatever form of communication online, whether Facebook, msn, whatever, I would place little dialogues on top of a chatbox or "wallpost," etc, and make sure it firmly states, "Please refrain from any bullying, or else you may be banned. " [252,M,17]

“I would make a new social network or update one of the ones available now to make it cyberbullying free, so people can talk to their friends and play apps and games on the network without feeling sad and lonely from bullies being mean. Anyone would love a bully free social network, I would anyway. ” [123,M,15]



“Using ALL sorts of media will effectively target most teenagers to see this campaign about cyberbullying. I would create a campaign that 1. Encourages people not to cyberbully. 2. Know what action needs to be taken if they are/or know someone being cyberbullied, and the right, safe, way of doing so. 3. Know the consequences of cyberbullying. 4. Encourage a victim to tell a TRUSTED person about this to help you out, because in truth, 99% of the time, you cannot deal with cyberbullying alone. Since most teenagers are already glued to their computer screens, targeting social networks are very effective - maybe through advertisements on the page, or by the network sending an email about the campaign, or a 'like' page. A TV ad can target the minority of people who don't go on social networks.” [200,F,16]

However, in some instances, respondents communicated this wouldn't always work:

“If it was made into some sort of ad, it would just be disregarded really easily. Social networking sites won't be a really good idea as lots of teenagers will just scoff and laugh at it if they even notice it.” [181,F,16]

“As a teenager we all know that everyone just ignores all the ads on the sidebar on Facebook, Twitter etc.” [184,F,16]

**MySpace** was less often cited as a communication channel suited to young people, and when cited, usually occurred as students listed multiple social networking sites, and not as a standalone strategy to target young people. Similarly **Twitter** and **MSN** were mentioned by some students as a communication channel, but as with MySpace, Twitter and MSN were usually listed as *one of* the social networking sites to target, not a standalone strategy.

Many students recommended a **website** be developed as a source of support, advice and advocacy to prevent cyberbullying behaviour:

“Create a site where you could report cyberbullied because they need to be dealt with.” [19,UNKNOWN,13]

“To help prevent cyberbullying, I would use the Internet to tell others that cyberbullying is a dangerous act, not for the victim, but also them themselves. I would set up a website consisting of games related to cyberbullying, puzzles, stories, and information on cyberbullying and ways to prevent it. It would also include a chat room for all the victims of cyberbullying, to talk to each other and understand.” [7,F,12]

**School-based activities** were cited by many students as opportunities to engage young people, and included:

“... a company goes to schools and talks to people about cyberbullying and the harm it can do. This would mean slowly, you would be going to every school in the country and tell them about cyberbullying, solutions and if you're a cyberbullier [sic] then how you can stop the harm you are doing to that person.” [27,F,13]

“My campaign to give people an idea about cyberbullying would be: going to schools throughout Australia and talk to the kids about cyberbullying, about how bullying is now illegal in some parts of Australia and encourage them all to do something about cyberbullying!” [106,M,14]

Another opportunistic channel of communication cited by young people was a **poster on a bus-stop, at a train station or as part of cinema advertising** (on screen or as posters around the cinema).

“The poster would include pictures of a computer and then in big words "Cyberbullying" and then tips on how to stay positive and safe on the internet to avoid cyberbullying. It would tell people if they saw cyberbullying or were being cyberbullied that they have every right to tell someone and that they are worth everything and don't have to take it.” [204,F,16]

“I would create an ad that would be promoted in various different ways adds on the TV, buses/bus stops/internet, it would show how it effects people, how people can be bullying without meaning too.” [18,F,13]

Some students suggested including a trailer (similar to pirating/copyright trailers on DVD's) to **YouTube** videos promoting positive bystander actions or advocating against cyberbullying would be an opportune media channel to target young people. Similar to the pirating trailers on DVD's, students suggested the trailer relating to cyberbullying would be developed in such a way that the viewer cannot skip the segment prior to viewing the intended video clip.

“I would create a little movie or advertisement to play before the actual video they selected is played.” [6,M,12]

“I would also have a YouTube channel with videos uploaded each week containing interviews with people about how the campaigns advice has changed their lives, and the people being interviewed would also hand out encouraging tips on how to deal with cyberbullying.” [40,M,13]

While television commercials were a popular strategy, some students recommended developing **television documentaries** to enable more time to be spent exploring the issue and discussing the human element to promote empathy and understanding:

“I would create a video that had someone being cyberbullied on Facebook but also the people/adults in the cyberbully and the person being cyberbullieds' life.” [4,F,12]

“I would create either a TV show or a website with information on how to stop cyberbullying and videos about people who have been cyberbullied.” [29,M,13]

“I chose to create a video because it can be manipulated to aim at specific age groups, genders, ethnic (and so on). It also can exaggerate feelings and emotions without overdoing the effect so that the viewers are made to feel pity, defensive or even determined to help those in need. I would post the video up on popular social sites as cyberbullying occurs most on those websites. The video would include personal experiences/stories, facts about cyberbullying, some advice to avoid cyberbullying (or what to do when you are the victim), and basically what some adults have done when they found that their child is cyberbullying or is the victim. This video can also be posted on an online forum regarding the issue 'cyberbullying' so that people can discuss and share opinions/thoughts.” [110,F,14]

“If it was my job to create a campaign to encourage students to take positive, effective and safe action when witnessing cyberbullying I would create a short video distributed through social networking. Videos empower people with upbeat songs, deliver direct messages and most of all; a picture says a thousand words. The video would have two parts: the consequence of a bad bystander decision and the consequence of a good bystander decision. It would also include various methods of dealing with bullying from different perspectives. Distributing the video through social networking has the aim of reaching the target audience and sending the solution straight to the source of the problem.” [234,M,17]

Some students thought **radio** was a popular way to encourage young people to take positive action as bystanders to cyberbullying, particularly as a complimentary strategy to other communication channels, and some suggested creating a **helpline** to provide support and advice to young people about cyberbullying issues.

“I would put it on radio, on ads on TV and on websites...” [60,F,14]

A few students identified the following strategies as additional ways to convey cyberbullying messages to young people: **magazines**, **pamphlets/brochures**, **police involvement**, **a drama act**, **online games**, **mobile phone app**, the creation of **music/songs** about the issue, a **petition** against cyberbullying and strategies in **iTunes**.

“Maybe even have ads that pop up on iTunes and Google; it would need to have information about who to contact and it would need to be an easy process.” [5,M,12]

“The possibility of an app for iPhone/iPod/iPad/Smartphone... even Facebook which could help with step by step ways to diffuse a situation online.” [114,F,14]

## Additional promotion strategies

Many young people suggested the development of **empathy** through use of **personal stories** would add value to communication strategies designed to prevent cyberbullying and motivate bystanders to take positive action to reduce this behaviour and the impact it has on people.

“...how much it can hurt and how much it can ruin lives.” [14,M,13]

“...of what somebody has gone through with cyberbullying and what happened to them.” [16,F,13]

Moreover, some students also suggested engaging a **famous role model** to promote the campaign would increase the reach to young people. Students cited the following celebrities as possible supporters or advocates of the campaign:

Lady Gaga

Justin Bieber

Selena Gomez

A few students noted the importance of **peer involvement** in the development and delivery of communication strategies to ensure their relevance and suitability to the intended audience.

“Teens do listen more to people that are their age and like things they like.” [30,F,13]

## 4.3 Student Focus Groups

This section summarises the major findings from focus groups conducted with over 100 students throughout Catholic and Independent schools in Western Australia between July 28 and August 1, 2011. Each focus group ran for at least 50 minutes and addressed questions related to students' awareness and perceptions of actions bystanders can take when witnessing cyberbullying, slogans and messages to encourage youth to take supportive action as a bystander, methods of communicating these messages to youth and students' perceptions of their rights and responsibilities. Responses were recorded using a digital recorder and transcribed as required for this report.

Prior to commencing discussion, all students were provided with a definition of being a bystander as well as cyberbullying, as follows:

*Being a bystander means you are aware the bullying is happening and may or may not choose to do something to support the person being bullied; you may choose to join in the bullying or support the person doing the bullying or even tell the person bullying others to stop. Also, cyberbullying is bullying using a mobile phone and/or the Internet e.g. when a person:*

- *Is sent nasty or threatening emails or messages on the Internet or their mobile phone*
- *Has mean or nasty comments or pictures about them sent to websites e.g. MySpace; Facebook; MSN or to other students' mobile phones*
- *Is deliberately ignored or left out of things over the Internet*
- *Has someone else pretend to be them online to hurt them*

*Cyberbullying can happen through text messages/pictures/video-clips/emails etc being **sent to you**, but also when these things are **sent to others, about you**.*

The main themes have been written as a qualitative summary and are highlighted in **bold text**. Each theme is discussed in text using the terms 'majority', 'most', 'many', 'some' and 'a few'. Each of these categories are based on the number of references and sources of information following the thematic coding process. Supporting quotes (both positive and negative) are presented with the school pseudonym (school ID), year (Year 8 or 10) and gender (M=Male, F=Female, MF=combined male and female).

The following discussion is organised under the following categories:

- Actions bystanders to cyberbullying may take
- Positive bystander slogans/messages
- Perception of using Facebook to disseminate slogans/messages
- Alternate means of disseminating slogans/messages
- Students' perceptions of their rights and responsibilities

## Demographics

Prior to or immediately following participating in the focus group discussion, students were provided with a one-page questionnaire designed to collect demographic information from participants (Appendix 7). This questionnaire collected information about students' age, gender and postcode (Table 23). At one school there was insufficient time to collect this information from students, hence these data are provided for 82 of the 102 students who participated in the focus group discussions. The majority of students were aged 13 years old (n=43, 52%), however students aged 13 to 16 years of age were represented in the discussions. Almost two-thirds of the students were female (n=64, 63%) and live in suburbs with varied socio-economic status. Socio-economic status was determined using the same process as described in section 4.2. The mean SEIFA score in this sample was 992.30, with a standard deviation of 55.27.

**Table 23. Focus group participant demographics**

|        |        | n  | %  |
|--------|--------|----|----|
| Age    | 13     | 43 | 52 |
|        | 14     | 17 | 21 |
|        | 15     | 19 | 23 |
|        | 16     | 3  | 4  |
| Gender | Male   | 35 | 34 |
|        | Female | 64 | 63 |
| SES    | Low    | 11 | 13 |
|        | Medium | 55 | 67 |
|        | High   | 16 | 20 |

Students were also asked to describe their technology use such that the researchers could ensure the students discussing cyberbullying were those who could comment with authority on strategies to reduce cyberbullying, given their exposure to technology (Table 24). All respondents indicated they had Internet success at home (n=82, 100%). The majority of student participants owned their own mobile phone (n=76, 93%), had Internet access on their mobile phone (n=59, 72%), used a social networking site (n=75, 92%) and used an instant messaging program (n=58, 71%). The most common social networking site used by respondents was Facebook (n=76, 93%). The most common brand of phone owned by respondents was a Nokia (n=22, 27%). A complete table of student responses can be seen in Appendix 11.

**Table 24. Focus group participant technology use**

|                       |                                      | <b>N</b><br><b>(n=82)*</b> | <b>%</b> |
|-----------------------|--------------------------------------|----------------------------|----------|
| <b>Technology use</b> | Own mobile phone                     | 76                         | 93       |
|                       | Have Internet access on mobile phone | 59                         | 72       |
|                       | Have Internet access at home         | 82                         | 100      |
|                       | Use a social networking site (SNS)   | 75                         | 92       |
|                       | Use an instant messaging program     | 58                         | 71       |
|                       | Use an iTouch                        | 55                         | 67       |
|                       | Use an iPad or other tablet          | 21                         | 26       |
| <b>SNS</b>            | Facebook                             | 76                         | 93       |
|                       | Email                                | 8                          | 10       |
|                       | Skype                                | 12                         | 15       |
|                       | Tumblr                               | 15                         | 18       |
|                       | Twitter                              | 13                         | 16       |
|                       | Hotmail                              | 6                          | 7        |
|                       | MSN                                  | 13                         | 16       |
|                       | MySpace                              | 2                          | 2        |
|                       | Tagged                               | 2                          | 2        |
|                       | Mxit                                 | 2                          | 2        |
|                       | I don't have a SNS                   | 5                          | 6        |
| <b>Brand of phone</b> | iPhone                               | 11                         | 13       |
|                       | LG                                   | 7                          | 8        |
|                       | Nokia                                | 22                         | 27       |
|                       | Samsung                              | 12                         | 14       |
|                       | Sony Ericsson                        | 4                          | 5        |
|                       | Can't remember                       | 2                          | 2        |
|                       | Don't have a mobile phone            | 4                          | 5        |

\* Two focus groups (n=17) did not complete the demographic survey due to time constraints.

## **Actions bystanders to cyberbullying may take**

Respondents were first asked to consider some examples of what actions bystanders to cyberbullying may take. The majority of respondents indicated bystanders **would take action**; however the exact actions taken would **depend** on a number of factors.

Firstly, it would depend on **whose side you are on**:

“Like if you are on the person’s side who is getting bullied, you would stand up for the person getting bullied, but if you are on the bullies’ side, which really isn’t the right side – but it might happen, you would be on their side”

[Scl3\_Yr8M]

“Well it depends on the situation, if I was a part of the person that was saying the comment then I would support them, but if it they were saying something wrong and they were saying it about my friend then I would comment on it”

[Scl3\_Yr10\_F]

“If you were with someone being cyberbullied, there isn’t a lot you could do apart from comfort them and tell them it is not true but if you with the person who was doing it you could tell them to stop and if they keep doing it you could then go and tell a parent”

[Scl4\_Yr8\_F]

“Well if you are standing up for the person that is getting bullied then you’d tell the other person to stop and report him...and if you are standing up for the person who is bullying then you would join in the bullying, as you most likely don’t like the person getting bullied either. If you are one of those people who only dislike people because your friends don’t like people then this is what you would do and if you are one of those people who just doesn’t really care then you will be friends with anyone and everyone that you want to... and stand up for the person who they think is correct”

[Scl3\_Yr8\_M]

Secondly, the bystander may believe that “the [person being bullied] may have done something to deserve it” [Scl1\_Yr10\_M], therefore students indicated taking bystander action would **depend on if the person getting bullied had also bullied others**:

“Another reason people might side with the bully is if the person getting bullied was a bully... like to other people. Then you might think they deserve it. In some cases there has been people who have been bullied by someone and then they’ve been angry so they have done it back to the person who bullied them... like a vicious circle”

[Scl3\_Yr8\_M]

“Don’t butt in if it’s not your business but try and stop it – but then again there could be a beginning, they may be bullying them but the other person started it, which is why you don’t just butt in – it depends on the history of the situation”

[Scl3\_Yr10\_F]



Lastly, students acknowledged the type of action they would take when witnessing a cyberbullying incident would also **depend on the severity of the situation**:

“It depends on how serious it is some people may not want to get involved”

[Sc14\_Yr10\_F]

Many students who discussed issues of severity influencing their bystander actions acknowledged “if it was serious [Sc12\_Yr8\_M]... and “on a very large scale, you could **tell the police**” [Sc15\_Yr10MF]:

“Depending on how severe it [the bullying] is you’d take note of what they are sending and report it to the police”

[Sc13\_Yr8\_M]

Thereafter, the majority of students indicated bystanders could take action by **telling an adult**, “like a teacher or someone with higher authority... or a family member or parents so someone can support them [Sc14\_Yr10\_F]”. More importantly, it was identified that this adult had to be someone the bystander could trust:

“You could tell someone – like an adult... but if you tell someone it doesn’t usually go down really well with the other person, they usually start to tease you. So you need to tell an adult and ask the teacher to keep it to themselves. You have to feel that you are anonymous when you tell an adult so you are kept safe from the situation... otherwise you will not want to step in and help”

[Sc15\_Yr8\_MF]

Most respondents also indicated they would assist the person being bullied to do so or take action as a bystander by **reporting, blocking or deleting the person bullying**:

“On Facebook you can report abuse for some comments and the people themselves, and if you get enough people reporting abuse they can get deleted and they can’t get in again”

[Sc15\_Yr10\_MF]

“You could send the owners of the website, like Facebook, a message so they could block them [the person doing the bullying]”

[Sc12\_Yr8\_MF]

“Use the stuff on Facebook - like the security stuff and report the comments to get it removed”

[Sc11\_Yr8\_M]

Many respondents suggested confident bystanders could **tell the person bullying others to stop**, either over the internet (such as over Facebook or MSN) or face-to-face (while at school).

“You could step in and try to tell the bully to stop – you could just message the person bullying personally or step in while they are doing it”

[Sc15\_Yr8MF]

“I think it would be better to tell them face-to-face so they would take it seriously”

[Sc15\_Yr10\_MF]

“Someone who joins in the discussion takes the risk that they may become the victim whereas someone who does it on the side they may be doing it that way so they don’t become the victim or clarifying the nature of the incident”

[ScI4\_Yr10\_F]

A few students suggested the bystander could **support the person who is being bullied** by “comforting them” [ScI4\_Yr10\_F] or being available for them to talk to “in the moment” [ScI2\_Yr8\_MF].

However, many students also acknowledged the **risks associated with being a supportive bystander**; admitting that “when they move on from that person you don’t want to become the one that is getting bullied next” [ScI5\_Yr10MF]:

“If you do ‘butt in’ the middle of the situation, some people might get offensive from you stepping in and trying to defend them or the person doing the bullying would be like ‘we didn’t involve you’ and then you’d end up as a victim”

[ScI5\_Yr8\_MF]

Consequently, many students suggested they would be **hesitant to get involved** as a bystander in a cyberbullying situation as “it is kind of like fear; you just want to ignore it” [ScI5\_Yr10MF]. Apart from the aforementioned risk of being bullied next, respondents also commented they do not have the right to get involved as they “do not know the whole story” [ScI1\_Yr8\_M]:

“Most people ignore because it is between the two people. You don’t know if these people are friends or enemies, it happens so much so you can’t really tell the difference”

[ScI3\_Yr10\_M]

Others respondents also indicated they would not step in as a supportive bystander as they were unsure how to help:

“Some people would just want to avoid it and say ‘nup – I’m not getting involved because they don’t want to be a part of it as they don’t what to know about it... lots of people would do this”

[ScI5\_Yr8\_MF]

A few respondents also suggested they would “ignore if it is a onetime thing” [ScI3\_Yr10\_M], or felt “it was best to stay out of it as you don’t want to drive everybody else into it” [ScI5\_Yr10\_MF]

Importantly, the majority of students who indicated they were hesitant to step in as a supportive bystander also commented that **not getting involved is just as bad as bullying**:

“You can’t really just be sitting there while it is happening because then you are really just letting is [the bullying] get worse... yeah, you are then just as bad as the bully”

[ScI3\_Yr8\_M]

Students were then invited to view a short vignette depicting a text message bullying incident. The vignette contained four characters: 1) Anna – the person who received the bullying text message, 2) the boy who

pushed send on the text message, 3) the girl who wrote the text message and 4) the girl who watched the text message being written and sent by the others. Once viewed, respondents were asked to consider what might make character number four step in and stop the message being sent.

The majority of female respondents indicated character number four may have stepped in and stopped the message being sent if it was being sent to one of her friends (if **Anna was her friend**) [ScI5\_Yr10\_MF]:

“If it was her friends she may have been more likely to step in so the message didn’t get sent”

[ScI4\_Yr10\_F]

“The girl would be more inclined to do something if she was a friend as you don’t want to see them get hurt”

[ScI4\_Yr8\_F]

However, some respondents also suggested stepping in and stopping the message being sent would “depends on if it is your friend or not” [ScI3\_Yr8\_F]:

If it was one of her friends I think she would, but if she doesn’t know the person she thinks that it is not going to affect her. So it really depends on the way they feel towards the person being bullied”

[ScI5\_Yr10\_MF]

Consequently, many students indicated they **would only step in and help as a supportive bystander if the person being bullied was their friend**:

“If it’s a total stranger you shouldn’t get involved as you don’t know them but if it is a friend then you should stick up for them”

[ScI3\_Yr8\_F]

Additionally, some students also indicated that “it **depends what side you are on**” [ScI3\_Yr10\_F]:

“If she was friends with the one being bullied she may step in but if she is friends with the person who sent the message then she wouldn’t step in”

[ScI1\_Yr8\_F]

“If you are close to the person it is easier to say stop and they would listen to you, but if it is someone you are not really good friends with you would feel strange doing it. So it depends on the relationship you have with that other person”

[ScI4\_Yr8\_F]

Many female respondents also acknowledged character four may step in and stop the message being sent if she “thought about the other person’s feelings” [ScI1\_Yr8\_F] or “if cyberbullying had happened to her” [ScI5\_Yr10\_MF] (if **she knew what it felt like to be bullied**):

“Sometimes the bullies need a taste of their own medicine so they can see what they are actually doing to the victim. You wouldn’t actually do it to them but sometimes you feel like doing what they did to somebody else so they know what hurt they are actually causing someone else”

[ScI4\_Yr10\_F]

Some students also indicated character four would have stepped in if she **knew how to help** or “**if you had the self confidence to stand up**” [Sc14\_Yr8\_F]:

“Education of where and who to go to for help would have possible helped the girl know what to do”  
[Sc13\_Yr8\_M]

Respondents were then asked to reflect back on the same vignette and consider why character four did not stop the text message being sent when she saw the text being sent to Anna.

An overwhelming majority of students indicated they thought character four **would not want to step in or say anything** when she saw the text message being sent to Anna. Respondents acknowledged they perceived character four as instrumental in the bullying situation as “she was the one telling the other girl what to say” [Sc15\_Yr8\_MF], “she wanted it to be sent” [Sc11\_Yr8\_M] and it “seemed like they were doing it together” [Sc13\_Yr8\_F]. Further, students suggested character four “obviously didn’t like the person [Anna] anyway [Sc15\_Yr10\_MF]:

“It seems that she didn’t like the girl either and that is why she didn’t stop it”  
[Sc12\_Yr8\_MF]

Respondents also suggested that the three characters sending the text message were jealous of Anna – “jealous of her, her exam marks and how smart she is” [Sc13\_Yr8\_M]. Consequently, some respondents suggested character four was happy to send the message to Anna as “it might make her feel better about herself, sending that to someone” [Sc15\_Yr10\_MF].

Most respondents thereafter felt character four did not step in and stop the text message from being sent for reasons to do with **self preservation, popularity or peer pressure**. Students expressed character four “did not want to look un-cool” [Sc15\_Yr8\_MF] “or seem nerdy” [Sc11\_Yr10\_M] and was therefore not stepping in as a means of “protecting herself” [Sc14\_Yr10\_F]:

“Sometimes you don’t step in and stop the bully if they have lots of support. Because if they have loads of friends you wouldn’t want to do it [step in and help] because then you would be unpopular”  
[Sc12\_Yr8\_MF]

“If you do step in, and that could be your best friend, and say you’re like really, really close to a lot of people and they take her side... you could lose like all your friends”  
[Sc15\_Yr8\_MF]

Students also expressed that peer pressure “meant it was not easy for the girl to say ‘don’t send the text’” [Sc11\_Yr10\_M]:

“I don’t think she would have wanted to because of peer pressure and she may have been worried about how it would affect her relationship with her friend”  
[Sc13\_Yr10\_F]

“She probably felt the same about Anna, she may have felt it was a bit harsh sending, but she went along with it because of everyone around her and she wanted to be a part of a group – like peer pressure”

[Sc13\_Yr8\_F]

Many students also acknowledged character number four would be reluctant to step in and stop the text message being sent as she would be “too scared to stand up to her [the girl sending the text message]” [Sc11\_Yr8\_F] for “**fear she could put herself at risk of being bullied in return**” [Sc15\_Yr8\_MF].

“She needs confidence that they wouldn’t turn around and be mean to her afterwards... It’s just the aftermath of what you’ve done that we probably need to be educated about how to deal with that because there is not that security anymore. If as a bystander you ‘dob’ on the bully it is quite likely that you will get bullied as well, especially as there was only a small group there, they will know who told, so your security is lost in that way”

[Sc14\_Yr10\_F]

Consequently, a few respondents also commented it may be **easier** for character number four **to do nothing**:

“She didn’t want to get into a fight, so she thought it might be easier to just leave it and do nothing”

[Sc15\_Yr8\_MF]

### Positive bystander slogans/messages

Students were asked to write as many slogans that aim to motivate positive bystander action to cyberbullying situations, as they could think of within a five minute period. The slogans were then read aloud and placed in view of all focus groups participants. Students were then asked to select their top three slogans. The ratings columns on the right hand side of Table 25 indicates how many times a slogan was rated as a students’ favourite slogan (rank 1), second favourite (rank 2) and third favourite (rank 3) slogan. Table 25 highlights the top ranked slogans only; the complete list of slogans and their rating can be seen in Appendix 12.

**Table 25. Top rated respondent created slogans**

| Focus Group ID |        | Slogan  | Rank 1 | Rank 2 | Rank 3 |
|----------------|--------|---|--------|--------|--------|
| Sc15           | Yr8_MF | Be a real friend, put cyberbullying to an end                           | 5      | 2      | 1      |
| Sc11           | Yr8_F  | Don’t be a follower, be an individual                                   | 5      | 2      |        |
| Sc14           | Yr10_F | If you are not a part of the solution, you are part of the problem      | 5      |        |        |
| Sc14           | Yr8_F  | Don’t watch and listen, stand up and tell                               | 4      |        | 1      |
| Sc12           | Yr8_MF | you couldn’t say it face to face so now you’re a coward behind a screen | 3      | 3      | 1      |
| Sc13           | Yr8_M  | Don’t just stand by, your friend needs you                              | 3      | 1      | 3      |
| Sc13           | Yr8_F  | Be an individual, stand up for others                                   | 3      | 1      | 2      |

| Focus Group ID |        | Slogan  | Rank 1 | Rank 2 | Rank 3 |
|----------------|--------|---|--------|--------|--------|
| Scl2           | Yr8_MF | Bad boys bad girls, what you gonna do when they come for you  | 3      | 1      | 2      |
| Scl1           | Yr10_F | Walk a mile in their shoes  | 3      | 1      | 1      |
| Scl1           | Yr8_M  | Why do it when all it does it cost you?   | 3      |        | 2      |
| Scl1           | Yr10_M | Bystanders, stand up, man up, and make a change   | 3      |        | 1      |
| Scl3           | Yr8_F  | Take the change to STEP IN and STOP IT!   | 3      |        | 1      |
| Scl3           | Yr8_M  | Don't just stand by to cyberbullying  | 3      |        | 1      |
| Scl1           | Yr8_F  | Add the buddy, block the bully  | 2      | 3      |        |
| Scl3           | Yr10_M | Cyberbullying – take action   | 2      | 3      |        |
| Scl1           | Yr8_M  | Stop, Block, Report   | 2      | 2      | 2      |
| Scl1           | Yr8_M  | STOP – Stop texting other people  | 2      | 2      | 1      |
| Scl4           | Yr8_F  | Cyberbullying is a crime – don't do it if you don't want to do the time   | 2      | 2      | 1      |
| Scl1           | Yr10_F | The difference between right and wrong is you   | 2      | 2      |        |
| Scl4           | Yr10_F | Don't be afraid to be a friend  | 2      | 2      |        |
| Scl3           | Yr10_F | Making someone feel small does not make you BIG   | 2      | 2      |        |
| Scl3           | Yr10_M | Put yourself in their shoes   | 2      | 1      | 2      |
| Scl5           | Yr8_MF | Cyberbullying? Think again!   | 2      | 1      | 1      |
| Scl1           | Yr10_M | Bystanders need to stand up   | 2      |        | 1      |
| Scl4           | Yr8_F  | Don't send what you won't say   | 1      | 2      | 2      |
| Scl5           | Yr8_MF | See it – Stop it, Hear it – Help it   | 1      | 2      | 1      |
| Scl3           | Yr10_M | Beat the bully  | 1      | 2      |        |
| Scl1           | Yr8_M  | Step in, Help out, Report   | 1      | 1      | 1      |
| Scl3           | Yr10_F | Don't let a bully spam your page  | 1      | 1      | 1      |
| Scl3           | Yr8_M  | Stop - Protect - Help   | 1      | 1      | 1      |
| Scl1           | Yr10_M | Step in and reach out   | 1      |        | 2      |
| Scl3           | Yr8_F  | Be a bigger person than the bully   | 1      |        | 2      |
| Scl3           | Yr10_F | Help your mate before it's too late   | 1      |        | 2      |
| Scl1           | Yr8_M  | Don't tag along   |        | 3      | 2      |
| Scl1           | Yr10_M | You don't have to do to make this need stop   |        | 3      |        |
| Scl4           | Yr10_F | Don't watch – do something  |        | 2      | 1      |
| Scl3           | Yr8_F  | Don't just stand there, do something about it   |        | 2      | 1      |
| Scl3           | Yr8_M  | Cyberbullying is a crime  |        | 2      | 1      |
| Scl2           | Yr8_MF | THINK about the victim and how they feel. TRY to stop the bullying, not by force but by negotiation. TELL someone – a teacher or parent – they may help |        | 2      | 1      |
| Scl1           | Yr10_F | Bully people how you want to be bullied – not at all!   |        | 1      | 3      |
| Scl4           | Yr10_F | If you don't do anything, who will?   |        | 1      | 2      |
| Scl5           | Yr8_MF | Cyberbullying is not OK   |        | 1      |        |
| Scl1           | Yr8_F  | Be safe, not sorry  |        |        | 6      |

Students were then asked to generally comment on the slogans generated by their group and consider what would encourage students their age to take notice of such messages. Students indicated the bystander messages need to be “directed at [those] sending the message as well as bystanders otherwise you will never prevent cyberbullying” [ScI2\_Yr8\_MF]:

“Everyone needs to be educated on what cyberbullying is and what it means to be a bystander and bullying in general. And we need strategies to find out how we can deal with it”

[ScI5\_Yr10\_MF]

Additionally students wanted to be “involved in developing the message so it would work for people our age” [ScI5\_Yr8\_MF]:

“You need to use words that kids use so we understand and can relate to the message... like cool words and slang – keep it for our age. I hate how kids our age are stereotyped as being stupid on Facebook; it would be great if we were involved in these positive messages”

[ScI5\_Yr8\_MF]

Students wanted the message/slogan to be “short and sweet and do something that hasn’t been done before” [ScI4\_Yr10\_F]. Further, the message must be “something that is meaningful as people will only pay attention if they actually care” [ScI5\_Yr8\_MF]:

“I think we need to be told how to deal with it better because we have been given all these strategies but no one can use them, they are usually really lame and don’t actually tell you what to do at all – like go and talk to a parent, I mean who does that?”

[ScI4\_Yr10\_F]

Students also acknowledged the person backing or promoting the message needs to be relevant to the target audience:

“You can write I think that [having a voice that people recognise] matters, but you’ve gotta pick someone who... you can’t just say for ads like Healthcare products and fitness things, you want like a fitness person or a sport player. For bullying you would want someone that everyone knows... like a TV person or a movie star”

[ScI3\_Yr8\_M]

## **Perception of using Facebook to disseminate slogans/messages**

Students were asked to consider what they thought about using Facebook to distribute messages regarding being a supportive bystander when witnessing cyberbullying.

The majority of students were **very hesitant** to support Facebook being used as a means to send out messages to peers their age. Some students thought it was a **good idea** as “it was seen as a way of getting the message ‘out there’ [ScI3\_Yr10\_M]:

“I think that using Facebook could be a useful tool. To identify what this is as some people don’t see their actions as bullying when they do it”

[Sc1\_Yr10\_M]

However, some others thought it was a **bad idea**:

“Not a good idea, it [Facebook] is a place you go to for fun, you don’t want to hear about that kind of stuff, you go there to talk to your friends”

[Sc4\_Yr10\_F]

Students were then asked to elaborate on their previous thoughts by discussing the strengths and weaknesses of using Facebook to distribute messages regarding being a supportive bystander when witnessing cyberbullying. Respondents identified many more weaknesses than strengths.

### *Strengths*

The majority of students acknowledged that “everybody goes on Facebook” [Sc1\_Yr8\_M] “and will see it” [Sc5\_Yr10\_MF]; therefore using it allows you to **capture a large** “teenage age” [Sc5\_Yr8\_MF] **audience**:

“So many people use Facebook so lots of people are going to see it and if you put it on say like a popular page or something like that - one that has over one million things – then that’s going to be seen by over one million people... so many people are going to see that message”

[Sc3\_Yr8\_M]

“If they send a message to you... it goes on to your wall and then everyone sees that message posted on your wall and if you like a comment it goes up on your page as well... so then all your friends can see it as well”

[Sc2\_Yr8\_MF]

“If you send a message people would be notified and would read it... almost like a snowballing effect, if one person sees it and forwards it onto their friends who would read it and so on”

[Sc4\_Yr8\_F]

A few respondents also indicated Facebook allows you to **create** (support) **groups** where students can freely share thoughts, ideas and experiences in an open forum:

“A good thing about it is you can make a group, so everyone can show their mutual support of one issue. Facebook is a very popular site so most people would get to look at it”

[Sc4\_Yr10\_F]

### *Weaknesses*

Many respondents commented that even if you can potentially capture a large audience over Facebook, many would not be receptive to the messages/slogans as the **main function of Facebook is for socialisation**:



“It’s a good place in a way that it can get to lots of people but people just go on there to have fun, you don’t want to hear about that kind of stuff, you go there to talk to your friends. I know that is where cyberbullying takes place, but I have never been cyberbullied and if Facebook was covered with all this educational stuff it wouldn’t be fun anymore”

[Sc14\_Yr10\_F]

“People go on Facebook to talk to friends not look at ads or like pages we don’t take notice of ads”

[Sc13\_Yr10\_M]

Many students were also concerned they would be **teased or bullied for joining a conversation, group, page etc that encouraged youth to be supportive bystanders to cyberbullying:**

“People may be embarrassed to ‘like’ it as they would be worried about what other people would think”

[Sc13\_Yr10\_F]

Further, students were concerned they would be teased or bullied once they have joined the group or page and have commenced interacting on that page as “everyone can see it” [Sc13\_Yr8\_F] :

“People can see what you are writing and may tease you because of what you have said”

[Sc12\_Yr8\_MF]

“You are opening yourself up to cyberbullying as well”

[Sc13\_Yr8M]

Some students also suggested weaknesses of using Facebook to distribute messages included the risk of people **ignoring or forgetting about the message, or blocking or deleting the message or marking it as spam:**

“If you LIKE more than one page, you may not actually see it as it would be amongst the others”

[Sc13\_Yr10\_F]

“People can just mark them as spam... so there are easy ways to get rid of it”

[Sc15\_Yr8\_MF]

“You can remove it so it [the message] never actually comes back”

[Sc12\_Yr8\_MF]

“Depending on who sends it, you are more likely to ignore it and depending on how that send it – if it was by a group inbox then I just delete it”

[Sc15\_Yr10\_MF]

Importantly, some students also acknowledged that “**not everybody has it [Facebook]**” [Sc15\_Yr10\_MF] and therefore “you won’t see the messages” [Sc11\_Yr8\_F]. A few students also indicated that Facebook may not always be the most popular social networking site for people their age, therefore there needs to be alternate ways of disseminating the message:

“After a while, people may not use Facebook anymore and go on another website so you risk not getting to everyone”

[Sc13\_Yr8M]

“They are soon going to be changing that age of you can access Facebook to people 18 and over, so communicating messages over Facebook alone will most likely not be a great idea”

[ScI2\_Yr8\_MF]

Students were then asked to consider if they would add or join a Facebook group encouraging youth to support bystanders to cyberbullying. The majority of students were **hesitant to say yes**, as their support would depend on a number of factors including:

#### **If it is anonymous**

“It depends on the situation. If it's like anonymous”

[ScI5\_Yr8\_MF]

#### **If it was moderated**

“The group needs to be checked [moderated] in order for it to be safe”

[ScI5\_Yr8\_MF]

“Because it's not monitored you don't know what you are going to be exposed to. People can post negative things as well”

[ScI4\_Yr8\_F]

#### **If it was popular**

“It would be okay if everyone else likes it – you need lots of people liking it. You need all the popular kids to like it first”

[ScI2\_Yr8\_MF]

Further, some respondents also indicated they would join a group, however, **would not really take notice of it**:

“Most people they don't really pay attention to the group invites anyway – they just click ‘accept’ to get rid of the notification... so it just doesn't stay there and say ‘still waiting for your attention’. You don't really pay attention to what the group is, you just join it to get rid of it off your notifications”

[ScI3\_Yr8\_M]

“I would ‘like’ it but would never read what is on there”

[ScI4\_Yr10\_F]

The majority of students who admitted they would not join a Facebook group indicated that “ if your friends don't like it then you **would get teased** for liking it... you could get insulted for joining a group like that”  
[ScI2\_Yr8\_MF]:.

“I've actually gotta be honest. I probably wouldn't join it cause there are so many people that would say stuff... like they would write stuff all over the way, negative things on the wall. So you are opening yourself up to seeing things you shouldn't or don't want to see [mean and nasty comments]”

[ScI3\_Yr8\_M]

“Most students didn’t want to join a group like this on Facebook because of the attachment to a group that might not be popular”

[Sc1\_Yr10\_M]

Students were then asked to consider what would make them access or take notice of messages communicated over Facebook. The majority of respondents indicated they would be more receptive to messages that reflected **real life scenarios** or “**stories** of people who had been cyberbullied” [Sc15\_Yr8MF] “as it becomes a bit more real and affects me more” [Sc15\_Yr10\_MF]:

“Things that shock me intrigue me – like real stories”

[Sc15\_Yr10\_MF]

Some students also suggested the messages need to be “**colourful and attention grabbing**” [Sc15\_Yr10\_MF]. Students further commented “it has to be more engaging than just a message for students to take notice” [Sc12\_Yr8\_MF].

Some students also indicated they would take notice of messages **posted on their friends’ Facebook wall or status**:

“If someone posted it on their wall they might take notice”

[Sc1\_Yr10\_M]

“Put it on your status and it might come up on most recent if a lot of people have commented on it, then lots of people would see it”

[Sc13\_Yr10\_F]

A few respondents indicated that **students who needed the information would be most likely to take notice**, for example those that are being cyberbullied or have seen people being cyberbullied:

“If it was one of your friends being cyberbullied – if you actually needed the information or if it has happened to you before you would read it and understand it”

[Sc1\_Yr8\_F]

“People that have been bullied or have been affected by it would be most likely to take notice – so anyone that feels strongly about it or have been affected by it would notice it. But anyone who hasn’t known anyone who has been bullied or just have nothing to do with it, wouldn’t really care – they would just leave it”

[Sc13\_Yr8\_M]

A few students also admitted they would take more notice of messages and slogans that offer **a prize or incentive**:

“If you got free stuff... if you get something for doing it, then it is going to make you want to do it”

[Sc13\_Yr8M]

“I like how they sometimes do ‘if you like this the first 500 people get a free iPhone’ so you could do something like that so more and more people like the message and everyone ends up seeing it”

[Sc12\_Yr8\_MF]

Students were then asked to consider how many young people, ranging from 0-100%, they thought would take notice of messages communicated over Facebook. The responses ranged from **0-70%** with the **majority** indicating they felt approximately **50%** would take notice of messages communicated over Facebook.

Students reaffirmed that an individual would be **more likely to take notice of the message if they have had previous experience with being bullied or witnessing bullying and therefore need the information:**

“Yeah – it’s like having an interest in anything...it’s like someone saying there is like something for sale and if you are not interested in that thing you are not going to look at it”

[Sc13\_Yr8\_M]

“People who have been cyberbullied or who can relate to what is actually going on”

[Sc15\_Yr10\_MF]

“14 – 18 year olds as they are the ones who are being cyberbullied so they are the ones who will need the messages more and will be more receptive to the messages as they are more affected”

[Sc14\_Yr8\_F]

Further, a few students indicated there was a distinct **difference between taking notice of a message and actually doing something about it:**

“Everyone may see it but how many would take notice of it”

[Sc13\_Yr8M]

“It would probably be a 50/50 because all the young people would take notice of what is says but only half of them would actually do something about it”

[Sc13\_Yr8M]

The majority of students indicated the **person bullying others** would be the least likely individual to take notice of messages communicated over Facebook “because they think they are tougher than everyone and don’t need to listen to that stuff” [Sc11\_Yr8\_F]. Students then identified that **individuals who don’t have Facebook** would not see the messages, with one student also highlighting that **people who leave Facebook because they have been bullied** would also be left out. Interestingly, two of the female focus groups [Sc13\_Yr8\_F; Sc13\_Yr10\_F] felt that **boys would not be receptive** to these messages.

Students were then asked to provide examples of how they would promote messages to youth over Facebook. The majority of students reported they would **create a Facebook page/fan page/group** so students could share their experiences and offer suggestions:

“A page that people could post their experiences on of being cyber-bullied, anonymously, and people can read them and realise that it is affecting people’s lives. And if someone has been cyber-bullied and feels like it is just them and don’t want to tell anyone, they will realise it is not just them and they

can go towards someone and help themselves”

[ScI5\_Yr10\_MF]

Many students also indicated they would encourage peers to **post messages on their Facebook wall or status update** or **create a video about being a supportive bystander**:

“Have your status update as a message about cyberbullying and if someone agrees with that status update then they can have it as well which spreads the message”

[ScI4\_Yr8\_F]

“You could get a whole group of people together and say ‘on this day at 9.00 am post on your status something about cyberbullying not being okay and how to be a supportive bystander ... yeah, like a flash mob, except over Facebook rather than dancing”

[ScI5\_Yr8\_MF]

“I would create a sign in video that you have to watch the first time you sign up to Facebook – yeah, a video instead of you reading all the terms and conditions... because currently I don’t read them I just accept them”

[ScI2\_Yr8\_MF]

A few students indicated they would **create Facebook banner advertisements** or **create an event** that get’s emailed or posted to all their friends and their friends, friends (etc.)

“A big advertisement at the top of your Facebook page – like the Angry Boys thing”

[ScI5\_Yr8\_MF]

## Alternate means to disseminate slogans/messages

Students were then asked to consider alternate ways to get messages about being a supportive bystander out to people their age. Respondents came up with the following list of alternatives, ranked in order of most to least suggested:

1. YouTube
2. Television advertisements
3. School presentations, talk or plays
4. Posters
5. Radio
6. Games
7. Magazines
8. Text messages
9. Billboards
10. Tumblr (a microblogging platform)
11. School newsletters
12. Documentaries
13. Newspapers
14. Music
15. Bus advertisements

Respondents were then asked to explain the reasons why these alternate strategies would work in getting messages across to students their age.

**YouTube** was considered a public place where everyone can see it [the message] [ScI5\_Yr8\_MF]. A few respondents suggested “YouTube adverts are annoying [as they are not relevant to our age group] like car adverts and stuff” [ScI5\_Yr10\_MF]. Consequently, students suggested the message or slogan could be advertised during this time as a means to “force feed the information” [ScI2\_Yr8\_MF]:

“You could put the message in place of the advert that’s shown before you actually watch the YouTube clip you are after. Because if you put it before you are forced to watch for the next 30 seconds regardless of what it is. You can skip the ad. But you have to watch about three-quarters of the ad so you have to make sure you get the main message out before the end of the ad before people skip the ad. The ad could only be a maximum of 30 seconds”

[ScI1\_Yr8\_M]

Alternatively, students indicated they would link up with other popular YouTube videos “that have one million plus views... if they put a video on and others see that this person has put it up then you will get lots of people watching” [ScI3\_Yr8\_M]. These students also commented the message would have to be packaged “with other things that students are interested in watching” [ScI3\_Yr8\_M]:

“You can’t just present it as a cyberbullying video as no one will watch it, you have to package it ... not just a standalone cyberbullying message. Like putting it on a BMX video or something, because that’s popular. BMX, skateboarding, scooting, surfing – stuff like that”

[ScI3\_Yr8\_M]

A few students also suggested YouTube could be used as a means to disseminate videos allowing people who have been bullied to tell their story, while also encouraging bystanders step in and help out:

“Seeing kids who have been bullied telling their stories”

[ScI2\_Yr8\_MF]

“If you see someone being cyberbullied it is more likely to get to you as you would feel bad for that person”

[ScI4\_Yr8\_F]

**Television advertisements** “would be good as everybody watches television” [ScI4\_Yr10\_F]. Many students indicated they would air television advertisements “at the end or during the middle of your favourite TV show” [ScI3\_Yr8\_F] “not during a movie or the news” [ScI1\_Yr8\_M] as many people “can’t be bothered to change the channel during the adverts” [ScI4\_Yr10\_F]:

“So if you do an advertisement, make it short and sweet, but I think a television series might be good, like a documentary, or like glee, people get the message and people talk about it at school, so maybe if they did it in a way that would appeal to teenagers, not in a lame way with people that can’t act, or really bad cartoons. In some way that teenagers would get the message but not actually realise that they are getting the message”

[ScI4\_Yr10\_F]

“After you get home from school you probably go and play some sport or something and do your homework then after dinner you’re tired so you are going to watch TV. It needs to be on a popular program... you can capture a lot of people through showing during Neighbours... yeah, needs to be age appropriate and what people are watching now”

[ScI3\_Yr8\_M]

Respondents also acknowledged the advertisement needs to include a recognised spokesperson:

“If you see your favourite actor of your favourite TV star – just someone really popular – on the TV, you will listen to them...someone like a role model. Some people find sports players role models because they have had a really good career and haven’t done drugs. Or of you have a celebrity that has a history with cyberbullying. If you got a few famous people on the same ad then you would be able to get more people interested.”

[ScI3\_Yr8M]

One respondent suggested that television advertisements are beneficial as they have the ability to educate both parents and children:

“It would reach a wider audience, like parents – I think they need to be educated as well as they don’t know what it is like now”

[ScI5\_Yr10\_MF]

One group provided an example of the type of television advertisement they would like to see:

“It could be an ad that has heaps of people repeating the same message over and over and goes to each of their faces and its really fast... that makes you think that all of those people stand up against cyberbullying and why aren’t I? That would not only draw your attention but also make you think

about how many people are supporting the person being cyberbullied – so you know you are not going to be the only one. Yeah – who wants to join a one man army when you can join everyone else who looks like they [are part of the majority]. If I am going to be honest – you would join the team that is going to win”

[Sc13\_Yr8\_M]

However, a few groups also noted some viewers “may fast forward” [Sc13\_Yr10\_F] through the television advertisements therefore miss the message:

“I have TiVo and I fast forward the adverts”

[Sc14\_Yr10\_F]

**School presentations, talks or plays** were seen as useful ways to promote messages as:

“It needs to be at school because when you are at home it is the last thing you want to know about, and especially if you are watching television, an advert would be good but you don’t want it to be long you don’t really want to be watching something like that, it is better when they tell you at school”

[Sc14\_Yr10\_F]

Some students commented they would like presentations from people who have been cyberbullied as “if they came to the school and told us their story, then that may work” [Sc13\_Yr8\_F]. Other suggestions included “plays or songs during school assembly” [Sc13\_Yr8\_F; Sc11\_Yr8\_F] and “drama’s or school productions” [Sc14\_Yr10\_F]

**Posters** were seen as a valuable tool to communicate messages by some respondents as “putting up bright colourful posters with a short catchy slogan at school to capture everybody’s attention” [Sc14\_Yr8\_F]. “I would read them in a bus, on the door on the back of public toilets” [Sc15\_Yr10\_MF]. However, it was also acknowledged by some respondents that “posters aren’t really going to people involved” [Sc15\_Yr8\_MF]. Further, one respondent expressed:

“Not posters, they have been done a million times and they are boring”

[Sc14\_Yr10\_F]

**Radio** was identified as a successful mechanism to disseminate messages as “loads of people listen to the radio, like 92.9 - everyone I know listens to that. That’s what all the younger people listen to... it’s either 92.9 or Nova” [Sc13\_Yr8\_M]. However, one respondent also indicated that radio may have limitations as “everyone has iPods now” [Sc13\_Yr8\_M].

**Games** (like Xbox and Playstation), **magazines** (like Dolly or Girlfriend), **text messages**, **billboards**, **Tumblr** (a picture sharing website), **school newsletters**, **documentaries**, **newspapers**, **music** and bus ads were only suggested by one or two respondents. These respondents indicated these aforementioned avenues of communication would be useful for those people who have limited access to the Internet, do not use Facebook or YouTube or watch television.



Students were then asked to select one strategy they thought would be the most effective way to get messages across to young people in order to motivate them to act as supportive bystanders to cyberbullying. The highest ranked means of disseminating messages to youth, voted by youth are:

1. YouTube
2. TV Ads
3. Combination of TV and YouTube
4. Facebook
5. Facebook competition
6. School presentations

No single focus group could decide on only **one strategy** as the majority identified using more than one means of communication would maximise reach and results.

### Students' perceptions of their rights and responsibilities

Lastly, respondents were asked to consider the rights and responsibilities individuals have in society. The complete list of rights generated by respondents is seen in Table 26, while the complete list of responsibilities generated by students is seen in Table 27. *Note: in some focus groups, students could not conceptualise rights and responsibilities, therefore not all students provided responses.*

**Table 26. Student responses to 'what rights do young people have?'**

| ID            | Right  |
|---------------|--|
| [ScI5_Yr10MF] | Freedom of speech                                    |
| [ScI5_Yr10MF] | Equal rights   |
| [ScI5_Yr10MF] | Not to be discriminated against because of race      |
| [ScI5_Yr10MF] | To feel safe   |
| [ScI3_Yr8_F]  | To eat   |
| [ScI3_Yr8_F]  | To shower  |
| [ScI3_Yr8_F]  | To drink   |
| [ScI3_Yr8_F]  | To not be embarrassed about what they think is right |
| [ScI3_Yr8_F]  | To have their own opinion                            |
| [ScI2_Yr8_MF] | Free will  |
| [ScI2_Yr8_MF] | To be safe   |
| [ScI2_Yr8_MF] | Right not to be bullied                              |
| [ScI2_Yr8_MF] | To be responsible                                    |
| [ScI2_Yr8_MF] | Freedom of speech                                    |
| [ScI1_Yr8_F]  | Right to stand up for yourself                       |
| [ScI4_Yr10_F] | To choose  |
| [ScI1_Yr8_M]  | To have a voice                                      |

| ID           | Right   |
|--------------|---|
| [Sc1_Yr8_M]  | To vote   |
| [Sc1_Yr8_M]  | To decide things for yourself                         |
| [Sc1_Yr8_M]  | To be on Facebook without getting SPAM                |
| [Sc1_Yr8_F]  | To be an individual                                   |
| [Sc1_Yr8_F]  | Free speech   |
| [Sc4_Yr10_F] | To speak freely in what they believe in and feel safe |
| [Sc4_Yr10_F] | To a good education                                   |
| [Sc4_Yr10_F] | To be an individual and not being judged              |
| [Sc4_Yr10_F] | To learn  |
| [Sc1_Yr8_M]  | To not be cyberbullied                                |
| [Sc3_Yr10_F] | To not be bullied                                     |
| [Sc3_Yr10_F] | To have their own opinion                             |
| [Sc3_Yr10_F] | To go to school without being scared                  |
| [Sc3_Yr10_F] | To be safe and protected                              |
| [Sc3_Yr10_F] | To express yourself without being judged              |
| [Sc3_Yr10_M] | Freedom of speech                                     |
| [Sc4_Yr8_F]  | To be sheltered                                       |
| [Sc4_Yr8_F]  | To socialise and have friends                         |
| [Sc4_Yr8_F]  | To play sport   |
| [Sc3_Yr8_F]  | To be equal   |
| [Sc3_Yr8_F]  | Free speech   |
| [Sc5_Yr10MF] | To not be bullied                                     |

**Table 27. Student responses to ‘what responsibilities do young people have?’**

| ID           | Responsibility   |
|--------------|--|
| [Sc3_Yr8_F]  | To look after your friends and family                                      |
| [Sc3_Yr8_F]  | To make yourself stand out   |
| [Sc3_Yr8_F]  | To not criticise people  |
| [Sc3_Yr8_F]  | To do well at school   |
| [Sc3_Yr8_F]  | To treat people how you want to be treated                                 |
| [Sc3_Yr8_F]  | If you don't have anything nice to say then don't say anything at all      |
| [Sc3_Yr8_F]  | To think about what you are saying before you say it                       |
| [Sc1_Yr8_M]  | To keep yourself safe from internet viruses                                |
| [Sc1_Yr8_M]  | To use the internet safely   |
| [Sc1_Yr8_M]  | To educate yourself about what you are getting into before you get into it |
| [Sc3_Yr10_F] | To keep up with everything – look and act                                  |
| [Sc3_Yr10_F] | Stand up to people   |

| <b>ID</b>     | <b>Responsibility</b>   |
|---------------|---|
| [ScI3_Yr10_F] | To fit in   |
| [ScI3_Yr10_F] | To look after your friends  |
| [ScI3_Yr10_F] | Don't talk about other people behind their backs                  |
| [ScI3_Yr10_F] | If you don't want to be talked about then don't talk about others |
| [ScI3_Yr10_M] | Work hard, obey parents, try to be a good person, who you are     |

## Chapter 5. Social marketing campaign evaluation and monitoring recommendations

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In Phase Two of the project a detailed monitoring and evaluation strategy will be developed. This will include appropriate indicators and methodology to measure the campaign impact against the objectives. The objectives are:

- Increased awareness and understanding of what constitutes cyberbullying in the target group
- Increased awareness and understanding of the role of a bystander to cyberbullying
- Increased confidence to take effective and safe bystander action in the target group
- Increased awareness and understanding in the target audience of the responsibility to protect other people's rights, in particular, the rights that bullying infringes upon
- Increased perception that taking bystander action is normally acceptable behaviour
- Increased intention of bystanders in the target group to take positive, effective and safe action when they witness cyberbullying
- Increased target group engagement in help-seeking behaviour
- Contribution by the Commission in the area of bystander strategies is recognised by identified stakeholders
- The campaign has a high public profile
- Established partnerships are constructive and well maintained.

In their separate report (provided to the Australian Human Rights Commission) detailing the social marketing strategy, Primary Communication recommended three key strategies to engage young people and motivate them to take positive action as bystanders to cyberbullying:

1. Facebook page
2. Amateur digital video competition
3. iOS game

Given a large proportion of online users view, rather than create in this platform (as supported by the 90-9-1 participation rule which states "90% of the content is generated by 10% of the contributors" [p.24][44]), it is important to implement monitoring strategies in addition to evaluation strategies, to capture the whole range of users of the campaign elements. The following section provides a brief description of each strategy and identifies opportunities for monitoring and evaluation.

## **1. Facebook Page**

A Facebook page is suggested as the central platform for disseminating the Commission's communication strategy, providing news, updates, competition information and video entries, game promotion and information, key messaging and fact sheets. Monitoring and evaluation strategies relating to this strategy will be limited by the fact that any member, regardless of age and geographic location, could view, 'like' and/or comment on the page.

This strategy could be monitored and evaluated by:

- Recording the number of visitors who view the Cyberbullying Bystanders Project Facebook page.
- Recording the number of Facebook members who 'like' the Facebook page.
- Recording the number and frequency of comments posted to the Facebook page, and the consequent number of 'likes' each comment receives thereafter.
- Monitoring the sharing of content in user feeds (e.g. the number of people who comment on others' comments, and the number of friends who may be exposed to a contributor's comment by it being noted on the contributor's newsfeed).
- Conducting thematic analysis on the content of comments posted by members on the Facebook page.

## **2. Amateur digital video competition**

In this strategy, small groups of young people would create a film about someone who witnesses cyberbullying (a bystander) and identify solutions to bystanding, whilst portraying the consequences of cyberbullying and better outcomes of active bystander behaviour.

Primary Communication reported this competition has evaluation opportunities through uploading of video content to the Facebook page to enable members to vote for their preferred video/s. In addition, this strategy could be evaluated using the following methods.

- Conducting pre- and post-competition surveys to determine young people's attitudes towards and experiences with cyberbullying, including strategies to use as cyberbullying bystanders to support those involved in the bullying situation. The pre-competition survey could be completed as part of the registration process, while the post-competition survey could be completed as part of the video submission process. To reduce costs, all surveys could be completed in the online environment (e.g. Survey Monkey).
- Young people participating in the video competition could be asked to keep a journal or blog detailing the process their team went through to develop their competition entry, how and by whom they were supported and what they learnt through their involvement. The journal/blog could be

submitted as part of the competition entry; thematic analyses could be conducted on each submission journal/blog to identify trends in developmental processes as well as attitudes throughout participation.

- Qualitative research software (e.g. Nvivo) could be utilised to identify themes in video content. In the past this has been applied to photographic images, but could also be used to sort video content into themes and categories.
- Process data, such as the number of competition enquiries, registrations and submissions could be collected to determine the level of interest in and breadth of reach of this campaign strategy. This data could be used at the group level (number of groups who enter the competition) as well as the individual level (total number of students across all groups).

### **3. iOS game**

iOS is an acronym for the iPhone/iPad/iTouch operating systems, owned by a large portion of young people. The third strategy proposed by Primary Communication is an iOS game that focuses on several key messages including bystander behaviour, bullying and relevant human rights and responsibilities.

This strategy could be monitored and evaluated by:

- Testing the game with a small group of young people (e.g. using localised uploading of the game on iOS software prior to release for public download), including pre- and post-test surveys, interviews and/or focus groups to determine young peoples' satisfactions with the game and their recommendations for improvement.
- Obtaining statistics about the number of times the game is downloaded to iOS systems.
- Reviewing the 'highest score' list to determine the extent to which participants are able to answer questions in the game with accuracy.
- If possible through iOS monitoring systems, gather data on the number of participants who use the 'ask a friend for help' system built into the game.

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# Chapter 7. Appendices

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# Appendix 1: Expanded description of research methods

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# 1. Strategies

The research plan is grounded in key social marketing, health promotion and intervention research theories including Health Belief Model <sup>[45]</sup>, Theory of Reasoned Action <sup>[46]</sup>, Social Learning Theory <sup>[47]</sup>, Theory of Interpersonal Behaviour <sup>[48]</sup> and the Rossiter-Percy Motivation Model <sup>[49]</sup> that have been successfully used to develop interventions and strategies designed to change health related behaviours.

This research plan uses a multi-methods narrative approach to systematically synthesise complex evidence <sup>[50]</sup>. This process involves collecting and extracting information from different sources (i.e. focus groups, websites) to identifying patterns and directions in findings. This synthesis will identify new explanations that will in turn assist to inform the development of a social marketing campaign relevant to the target audience (i.e. young people in Australia aged between 13 and 16 years). (Figure A 1).

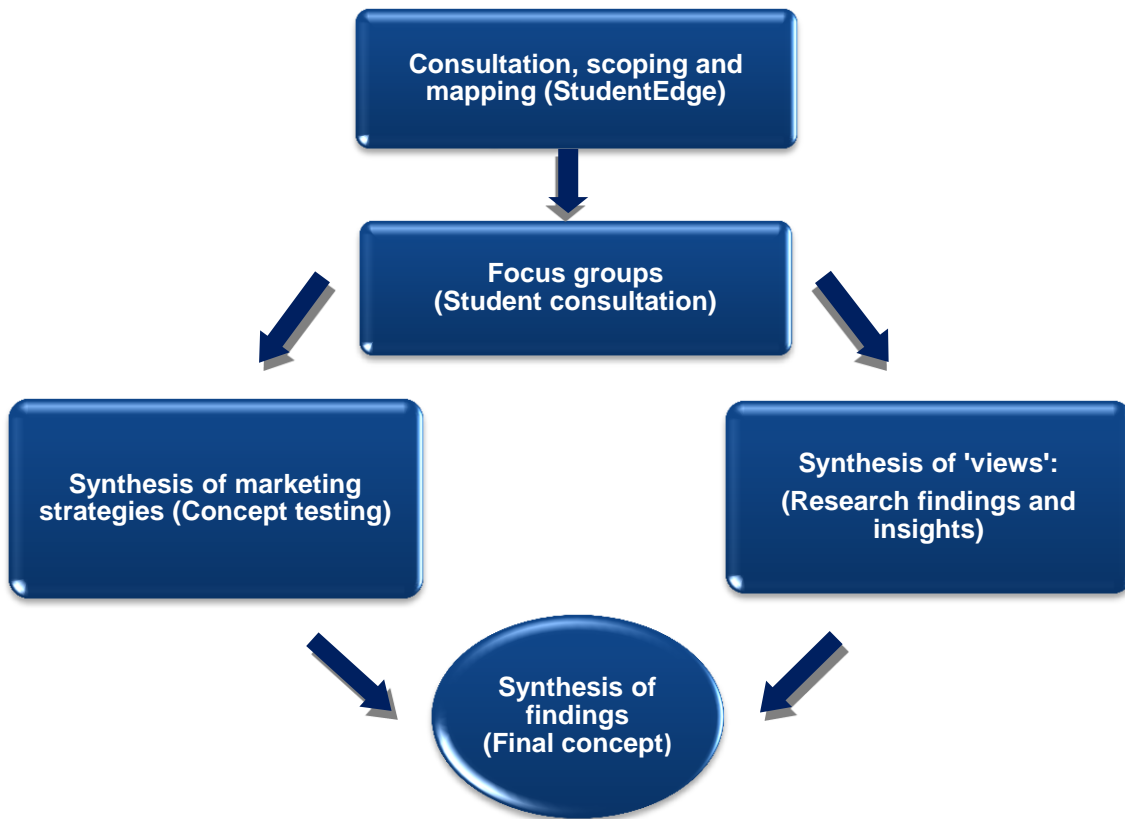
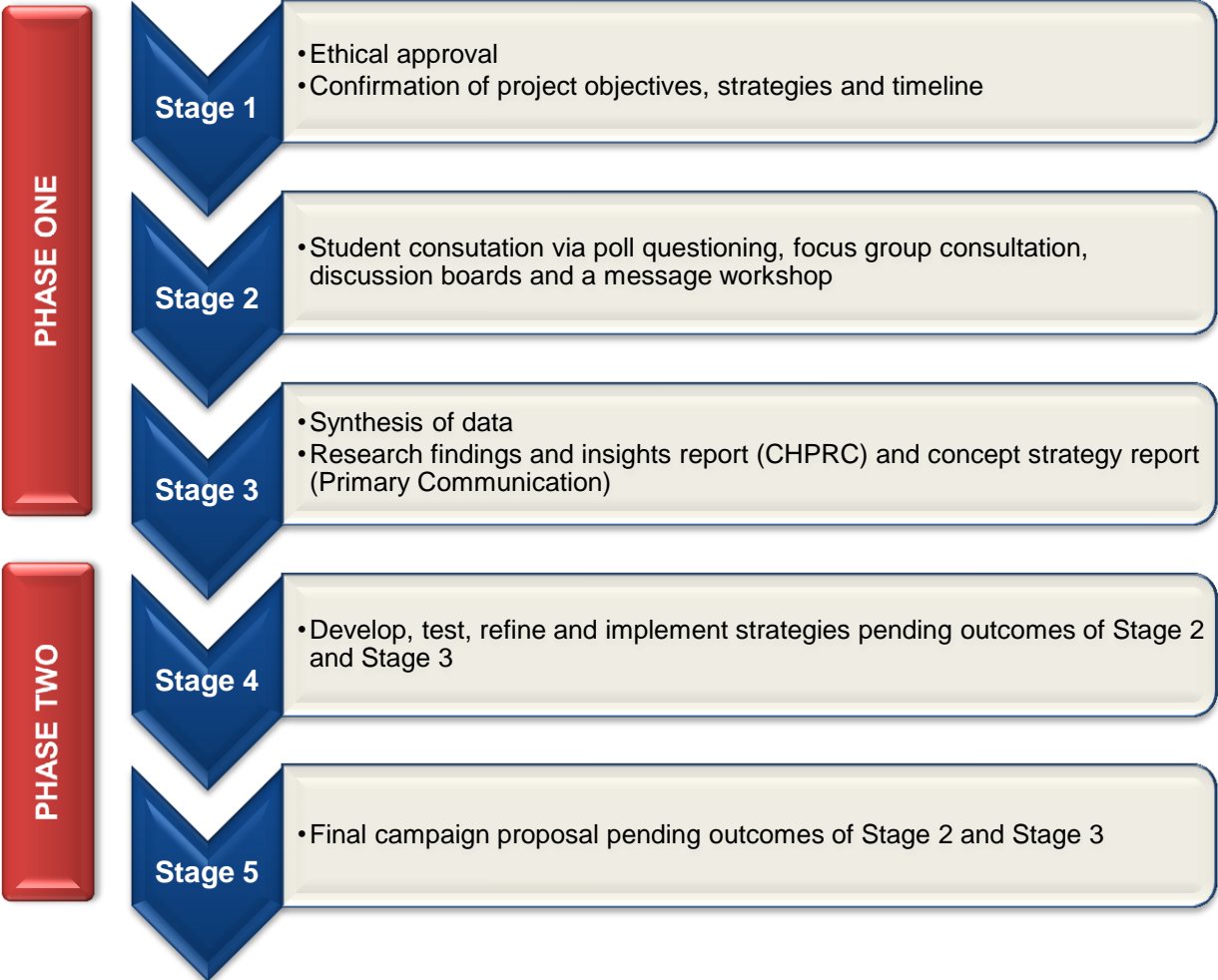


Figure A 1. Project synthesis strategy

## 2. Evaluation Framework

Figure A 2 outlines the main outcomes/tasks involved in the two-phase, five-stage approach required for research plan completion.



**Figure A 2. Outline of Stages required for research plan completion**

This report is presented as a description of the findings arising from the research stage (Stage 2) of this project, to inform the development of a communication strategy to motivate young people to take positive action as bystanders to cyberbullying.

### 3. Objectives

This project has two phases separated into five stages, each with their own aims and objectives as follows.

#### **PHASE ONE**

##### **Stage 1**

Working closely with the Commission the objective of Stage 1 is to finalise objectives, strategies and timelines for the services in a brief report identifying:

- how evidence based monitoring and evaluation will be engaged at all stages of project development
- research questions and focus
- the target group for the primary research
- research participants including key stakeholders
- appropriate research methods into effective bystander strategies amongst the target group, which could include focus groups and/or research using technology including social media platforms
- the time, location and platform for the research

##### **Stage 2**

Working closely with the Commission, Stage 2 involves conducting research with key stakeholders and the target group to test and determine the most effective strategies for the target group to take positive bystander action when they witness cyberbullying including:

- how to remove barriers to taking positive bystander action
- what would motivate the target group to take positive bystander action
- the most effective messages to communicate bystander strategies
- the most effective content including user generated content and the use of mobile applications
- the most effective platform(s) for implementation
- other research priorities as identified in stage one

##### **Stage 3**

The objectives of Stage 3 are to provide the Commission with:

- a research findings and insights report
- a written strategy for reaching the target group which includes:
  - detailed explanation of at least three concepts or resources– i.e. prototypes for bystanders to take action against cyberbullying on a variety of platforms (for example, Facebook), this should include:

- (a) at least one suggested original and innovative web-based social media or mobile application prototype that should be explored by the Commission
    - (b) at least one suggested web based social media or mobile application prototype that can be aligned with existing policies and programs on cyberbullying (for example, the National Safe Schools Framework, eSmart).
  - a communications strategy including any required complementary communications resources or activities, such as competitions, audio-visual clips etc
  - monitoring and review evaluation strategies for these concepts or resources
- oral presentations of the report and strategy

## **PHASE TWO**

### **Stage 4**

Stage 4 will see the development and testing of social marketing campaign strategies and content in consultation with the Commission and other relevant stakeholders including:

- development and testing of the prototypes and strategies identified in stage three
- refining and implementing monitoring and evaluation strategies to measure impact

### **Stage 5**

The focus of stage 5 will be to refine the social marketing campaign in consultation with the Commission and other relevant stakeholders so that the campaign can be launched. This includes:

- evaluating impact of the prototypes and other content against agreed indicators
- refining chosen strategy and content
- providing advice on launch of social marketing campaign
- a monitoring and evaluation strategy
- setting out the above in a written brief to the Commission and making oral presentations (if requested)

## 4. Proposed timeline

This project has two phases separated into five stages. Progression to Phase Two (Stages 4 and 5) will be dependent on the outcomes of Phase One. Phase One (Figure A 3)**Error! Reference source not found.** outlines the completion dates for each Stage (and consequent Phase).

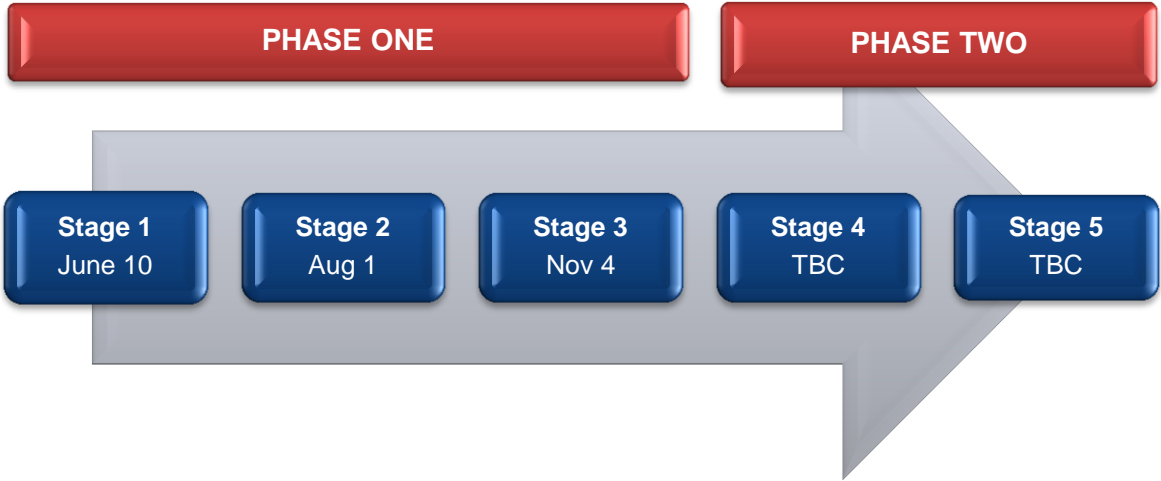


Figure A 3. Project Timeline – Stage 1 to Stage 5 completion dates



## **5. Project methodology**

This section describes the methods used by the CHPRC and Primary Communication to determine and test the most effective strategies to help young people take positive bystander action when they witness cyberbullying.

### **5.1 PHASE ONE: Stage 1**

#### **Ethical Approval**

Ethical approval is necessary prior to conducting any research project involving participants and was therefore the first task completed as part of this project. To enable the CHPRC to commence work on Stage 1 of the project, ethical declaration approval was sought from the Edith Cowan University's (ECU) Human Research Ethics Committee (HREC) and granted on 10 June, 2011. This enabled the research team to maximise the time frame for this project by commencing work on the development of the research plan and identification of the target group immediately. Full ethics approval was provided by the ECU HREC on the 25 June, 2011 for the CHPRC to progress with the data collection and the recruitment of schools in Western Australia.

Following this approval, permission was sought from the Catholic Education Office (Western Australia) to invite schools to participate in Cyberbullying Bystanders Project. Permission was granted from this sector on 27 June, 2011. Formal approval from the Association of Independent Schools of Western Australia (AISWA) was not required but the administration office was notified of the proposed project on 10 June, 2011.

#### **Confirmation of project objectives, strategies and timelines**

Stage 1 comprised the confirmation of project objectives, strategies and timelines between the CHPRC Research Director and the Australian Human Rights Commission (the Commission). Key tasks in this stage included refining research questions and foci; target group and research participant identification; discussion of research strategies; and agreement on timelines and research locations. On 7 June, 2011, the Australian Human Rights Commission, Primary Communication and the CHPRC met via teleconference to discuss each stage of the project and the overall context of the project strategy. A face-to-face follow up meeting (originally scheduled for 16 June, 2011, however was delayed due to flight cancellations) was held in Sydney on 21 June, 2011, whereby the Research Director and Primary Communication meet with the Commission to finalise the research plan.

The draft Stage 1 report consolidating the refined research strategy was submitted to the Commission on 10 June, 2011. After receiving feedback from the Commission, the CHPRC made minor amendments and submitted the final version of the Stage 1 report on 17 June, 2011.

## **5.2 PHASE ONE: Stage 2**

Stakeholders and members of the target group identified in Stage 1 were approached to participate in qualitative research to test and determine the most effective strategies to enable positive bystander action to cyberbullying. Four strategies were used to consult with 13 to 17 year old students:

- 1. Cyber Friendly Student Leader (CFSL) consultation**
- 2. Focus group consultation**
- 3. Student Edge Consultation**
- 4. Message workshop**

Consideration was given to the role of human rights and responsibilities and socio-economic, gender, cultural and geographic diversity in developing the questions to be used in each component of this stage.

The initial CFSL and focus group consultations were conducted in Western Australia to identify common themes in adolescents' responses to barriers to taking bystander actions. This data was used to inform the national investigation via Student Edge of social media strategies to support students to take action as the bystanders to cyberbullying. The final component of this research stage is a message workshop to be conducted by Primary Communication. A separate communications report will be submitted detailing this workshop and its findings.

### ***1. CFSL consultation and poll questioning***

The Child Health Promotion Research Centre (CHPRC) is currently conducting a three-year group randomised longitudinal trial, the Cyber Friendly Schools Project (CFSP), to test the effectiveness of an intervention designed to reduce and prevent cyberbullying among non-Government secondary students aged 13 to 16 years.

Whilst not a specific aim of the CFSP, this CHPRC project provides an opportunity to collect data related to social marketing messages targeting bystanders to cyberbullying, which will supplement the data collected through focus group consultation and online discussion blog. The project works with Year 10 students who are trained to act as champions in their school to raise awareness of cyberbullying issues and identify strategies and solutions to reduce the prevalence of this behaviour. Cyber Friendly Student Leaders (CFSL) attended a training day at Edith Cowan University on 27 June, 2011 (n=60). During the day, students completed a worksheet comprising '20 questions' (Appendix 1) about their technology use, communication with friends and favourite personalities, to inform the development of the social marketing strategy. Of the 60 students in attendance, 48 (80%) completed the '20 questions' worksheet. Students who did not complete the worksheet were students who left the training day early, prior to the collection of worksheets.

## 2. Focus group consultation

### School recruitment and student consent

As requested by the AHRC, consideration was given to selecting schools from areas of greater disadvantage while still ensuring the students who participate use technology at sufficient levels to inform intervention strategies. The socio-demographic factors of the selected schools are presented in Table A 1.

**Table A 1. Socio-demographic factors of schools participating in focus groups**

| School ID   | Index of Community Socio-Educational Advantage | Distribution of students (%) |                 |             |          | Language other than English (%) | Indigenous students (%) | SEIFA value (from ABS data) |         |        |
|---|--|------------------------------|-----------------|-------------|----------|---------------------------------|-------------------------|-----------------------------|---------|--------|
|   |  | Bottom quarter               | Middle quarters | Top quarter | SES mean |                                 |                         | SES min                     | SES max |        |
| <b>Australia-wide average values/distribution</b> | 1000   | 25                           | 25              | 25          | 25       | -                               | -                       | 100                         | 100     | 100    |
| School 1  | 1071   | 14                           | 21              | 36          | 28       | 3                               | 1                       | 105.18                      | 104.60  | 105.75 |
| School 2  | 1102   | 8                            | 17              | 33          | 42       | 5                               | 0                       | 111.60                      | 109.18  | 115.26 |
| School 3  | 1050   | 19                           | 20              | 36          | 24       | 13                              | 5                       | 100.56                      | 94.43   | 107.74 |
| School 4  | 1013   | 24                           | 28              | 28          | 21       | 5                               | 3                       | 107.36                      | 100.25  | 110.67 |
| School 5  | 1046   | 19                           | 26              | 33          | 21       | 7                               | 0                       | 96.34                       | 91.14   | 99.81  |

A total of 17 Western Australian Catholic and Independent schools (n = 10 Catholic, 7 Independent) were sent letters (Appendix 2) via fax and email inviting them to participate in the Cyberbullying Bystanders Project. All schools received a follow-up phone call and/or email to acknowledge receipt of the fax/email and were given an opportunity to ask questions regarding their schools' participation in the project. Four days later, schools were contacted again via phone to ascertain their participation preference.

Of the 17 schools contacted for the project, 10 responded to the invitation via fax or email. Three schools declined to participate in the project while the remaining seven agreed to participate. Reasons provided by two of the schools for declining to participate in the project included:

- Being inundated with research projects and proposals from a variety of institutions, which become a time consuming exercise for staff, students and parents; therefore declined participation due to previous negative experiences (stating they would not have participated even if they had the capacity).
- Not having the capacity to include any more research projects in their school timeline (stating they would have participated if they had the capacity).

The remaining school that declined participation did so using the fax-back form attached to the original letter of invitation and provided no further explanation. Finally, seven schools did not respond to the letter of invitation or follow up phone call/emails. Further contact was not made with these seven schools as the recruitment numbers had already been surpassed.

The first five of the seven schools who responded to the letter of invitation were recruited into the Cyberbullying Bystanders Project. The two remaining schools that consented to participate, however were not included in the project, were contacted via phone or email to thank them for taking the time to consider their schools participation and to inform them that the Project's recruitment numbers had already been attained.

The final five schools who agreed to participate in the Cyberbullying Bystanders Project were asked to provide a school contact for communication purposes. Once a school was recruited (permission was provided by the School Principal or Deputy Principal) contact with the school continued with the nominated contact person. The school contact received a phone call from the Research Project Director upon receipt of their response to the letter of invitation. The school contact and the Research Project Director discussed the timeline of the project, including nominating one group of Year 8 and 10 students, obtaining consent from these students, as well as the timing and location of focus groups. Importantly, each consenting school was informed that participating in the project meant consent was to be mailed out in the final week of Term 2 and data collection would take place in the first week of Term 3. At this stage, each school was given the opportunity to reconsider their participation if the school schedule would not allow consent procedures to go ahead or for focus groups to occur in week 1, Term 3. None of the schools withdrew their consent to participate.

Prior to students participating in focus groups, parent consent was required. The ECU Human Research Ethics Committee and Catholic Education Office granted permission for the use of active/passive consent. Specifically, parents were first sent a letter of information about the project and asked to return a form indicating if they did/did not want their son/daughter to participate in one focus group (*active consent – Appendix 3*). A week and a half later, a second letter was sent home to parents of students in participating classes advising them if they do not want their son/daughter to participate in the focus group they must return the consent form indicating this (i.e., noting their lack of consent for their son/daughter to participate), otherwise their son/daughter may be selected to participate on one focus group (*passive consent-Appendix 4*). Two out of the five recruited schools declined the passive consent process, therefore a second round of active consent was distributed.

The information letter, consent form and a reply paid envelope was packaged in a pre-paid envelope and hand delivered (due to time restraints) to each consenting school. Address labels (printed confidentially by each school) to parents of the nominated students were then affixed to each pre-paid envelope allowing consent forms to be delivered via Australia Post directly to each household. Parents or carers were then instructed to read and sign the consent form and return directly to the CHPRC in the enclosed reply paid envelope. Only students with parental consent were included in the focus groups.

## Data Collection

Focus groups were conducted between Thursday 28 July, 2011 and Monday 1 August, 2011 with consenting students from Years 8 and 10 to elicit specific details about:

- strategies which remove barriers to taking positive bystander action;
- motivations to assist in taking positive bystander action;
- the most effective messages to communicate bystander strategies;
- the most effective content for bystander strategies; and
- the most effective platform/s for the delivery of positive bystander strategies.

Once developed, the interview protocol was submitted to the Commission for final approval (Appendix 5).

From the group of students with parental consent and who personally agreed to participate in the project, up to four focus groups per year level, one with female students and one with male students per year were conducted with up to eight students in each (yielding a total 103 students) addressing the questions outlined above. Splitting the focus groups by gender enables students, especially girls, to provide feedback about their thoughts and perceptions regarding bystanders to cyberbullying more freely and the segmentation permits similar participants to be partnered together, resulting in diversity across groups rather than within groups. This homogeneity then enhances the group dynamic and results in participants feeling less inclined to spend time justifying responses. Moreover, it facilitates quality discussion by allowing more time to discuss priority issues. Thirteen focus groups were conducted over five schools. One school was an all girls school and thus two focus groups were conducted, one with seven and the other with 10 girls. Due to low numbers of consenting students in two of the five schools (as passive consent was not permitted), it was necessary to conduct focus groups comprised of both boys and girls. Table A 2 below outlines the final consenting sample numbers.

**Table A 2. Sample selection**

| School Type  | School ID | Focus groups<br><i>n</i> | Year 8            |                     | Year 10           |                     |
|--------------|-----------|--------------------------|-------------------|---------------------|-------------------|---------------------|
|              |           |                          | Males<br><i>n</i> | Females<br><i>n</i> | Males<br><i>n</i> | Females<br><i>n</i> |
| Catholic     | School 4  | 2                        | -                 | 7                   | -                 | 10                  |
|              | School 1  | 4                        | 8                 | 8                   | 8                 | 9                   |
| Independent  | School 2  | 1                        | 4                 | 3                   | -                 | -                   |
|              | School 3  | 4                        | 8                 | 8                   | 8                 | 8                   |
|              | School 5  | 2                        | 1                 | 8                   | 1                 | 4                   |
| <b>Total</b> |           | <b>13</b>                | <b>21</b>         | <b>34</b>           | <b>17</b>         | <b>31</b>           |

Between two and four CHPRC project team staff visited each school on the day of the focus group. Prior to participating in the focus group, students completed a short questionnaire about their Internet and mobile phone behaviours (Appendix 6). The purpose of this short questionnaire was to ensure students who participate in the focus groups use technology at sufficient levels to inform intervention strategies.

### Data Analysis

Each focus group was digitally recorded to enable the accurate collection of data from participants and allowed for each to be transcribed. A random sample of transcribed focus groups (n=6) were subjectively reviewed by two researchers to examine themes related determining the most effective strategies to enable positive bystander action to cyberbullying. These two researchers (the Project Director and the Senior Research Manager) then independently allocated content themes (codes) for each main question asked in the focus group. These two researchers and one moderator then met to discuss the individually identified themes to generate final list of content themes for each question. The Research Project Director then used the final set of content themes to code the remaining focus group transcripts allowing for the identification of recurrent themes and points of interest.

Focus group findings were used to inform the development of campaign strategies (refer to Primary Communication's Concept Strategy Report).

### **3. Student Edge Consultation**

Student Edge ([www.studentedge.com.au](http://www.studentedge.com.au)) has over 90,000 members (and growing) in the 13-17 age group nationwide and provides an opportunity for students to comment on youth-related issues through their '**your say**' page. All comments posted by students are moderated and have to be approved before being displayed, enabling the removal of offensive material. Additionally, the Student Edge website provides the opportunity to ask the target group in an efficient and immediate way about a particular issue or strategy via '**poll questions**'.

A draft list of 'your say' and potential 'poll questions' were developed by the CHPRC and sent via email to the Commission and Primary Communication for comment and feedback. Amendments were thereafter made and a final draft list of questions was sent to Student Edge for their expert opinion and advice. Following this process, the final 'your say' and 'poll question' was devised (Appendix 7).

### Data Collection

The 'your say' question went live on the Student Edge website on July 1, 2011 and remained active for 24 consecutive days (closed on 24 July, 2011). Student members across Australia were notified of the 'your say' campaign via a membership email (eNews) distributed to over 180,000 students. The eNews email was distributed on July 7, 2011 (issue 140) and July 21, 2011 (issue 141). Additionally, alerts were communicated via Student Edge's Facebook page to the 14,300 current fans (increasing at approximately 100 fans per day). Students were encouraged to participate in the 'your say' question by going in the draw to win one of

two 8GB iPod Nanos. On 24 July, 2011 (the closing date) there were a total of 409 responses to the 'your say' question, including 27 duplicate responses. To ensure respondents included in the final analysis were of the appropriate age (i.e. between 13 and 16) those responses made by students older than 17 years of age were excluded. In total, 26% (n=105) of participants were aged over 17 years and consequently their responses were excluded. This exclusion resulted in a final sample size of 277.

The poll question went live on 15 July, 2011, two weeks after the 'your say' question and yielded a total of 1,341 responses.

#### Data Analysis

A random sample of 'your say' responses (n=6) were subjectively reviewed by two researchers to examine themes related determining the most effective strategies to enable positive bystander action to cyberbullying. These two researchers (the Project Director and the Research Project Director) then independently allocated content themes (codes) for each question asked on the 'your say' page. These two researchers and one moderator then met to discuss the individually identified themes to generate final list of content themes for each question. The Research Project Director then used the final set of content themes to code the remaining 'your say' responses, allowing for the identification of recurrent themes and points of interest.

The findings of this aforementioned process, including student focus groups and the analysis of poll questions (including CFSP student responses) were synthesised to enable confirmation of messages reflecting student feedback during the message workshop.

#### **4. Message workshop**

Primary Communication conducted an extension workshop to transfer evidence based research, information, perceptions and expert opinion into key communication messages. This was a 3 hour session focusing on the project's communication messages and was held on Wednesday 10 August, 2011. Information and outcomes related to this component of the project is outlined in a separate report drafted by Primary.

## **6. Limitations**

While the overall findings of this research represent a thorough insight into students' perceptions of possible strategies to motivate young people to take positive action as bystanders to cyberbullying, several limitations exist which are worthy of discussion.

Firstly, delays in contract negotiation and initial ethics requirements for project commencement (ECU HREC) resulted in the Project being conducted over a very short time period within a time frame that coincided with school holidays. Schools were recruited into the Project two-weeks prior to school holidays and parents of eligible students (those in selected Year 8 and 10 classes) were mailed a consent form one week prior to school holidays commencing. The timing of this phase (Phase Two) of the Project may have impacted on

the speed of school recruitment as well as the likelihood (and/or type) of parents who provided consent (for example, if families were away during the school holidays and therefore unable to respond). Consent issues were rectified in three out of the five recruited schools via the active/passive consent process. *(Note: Two of the five schools did not permit passive consent to proceed due to the short time frame given for parents to respond.* Following the initial first round of active consent, a second round of passive consent was delivered to parents during the first week back after school holidays. This process allowed for three out of the five schools to have full participant numbers (n=8) for each focus group.

Secondly, all schools involved in the Cyberbullying Bystanders Project were selected from a convenience sample of schools who had previously participated in research conducted by the CHPRC, therefore the sample was not randomly selected. Therefore, there is a potential selection bias present in the schools who took part in this Project.

Lastly, data collected from students who participated in the focus groups and the '20 questions' survey was from students in Western Australia only. This may have an impact on the generalisability of the findings to other states. Further, due to issues pertaining with the timing and constraints around student consent (i.e. only permit active consent) government schools were excluded from the recruitment pool for this project. Therefore data was only sourced from students in Catholic and Independent schools. However, this limitation was alleviated by including national data collected online via Student Edge; importantly, this website enabled students from a range of socio-economic backgrounds to participate.



# Appendix 2: 20 Questions survey instrument

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## 20 Questions

**1. Who are your favourite Australian heroes?**

a) In the movies?

b) On TV?

c) In sport?

**2. Which celebrity on TV or in Australian movies, do you think is the most funny?**

**3. What games do you play on:**

a) Your phone? (list up to 5)

b) Facebook? (list up to 5)

c) Elsewhere online? (list up to 5)

1.

1.

1.

2.

2.

2.

3.

3.

3.

4.

4.

4.

5.

5.

5.

**4. What is your favourite game on your phone?**

**5. What do you like most about this game?**

**6. What type of phone do you have?**

**7. How often do you get a new phone?**

**8. Who decides which type of phone you get?**

**9. Do you own any of the following? (please circle all that apply)**

a) iTouch

b) iPad

c) other tablet (please specify)

|   |   |   |
|---|---|---|
| <p>10. What is your favourite way to chat to your friends after school?</p> | <p>11. What is the nicest thing someone can say to you?</p> | <p>12. a) What name would someone call you if they were trying to hurt you?</p> <p>b) If one of your friends thought you were awesome, what would they say about you?</p> |
|---|---|---|

|  |  |  |
|--|--|--|
| <p>14. Please finish this sentence:<br/>"Bullies are..."</p> | <p>15. What might prevent someone from acting as a bystander to cyberbullying?</p> | <p>16. What might motivate someone to act as a bystander to cyberbullying?</p> |
|--|--|--|

|  |  |                                       |
|--|--|---------------------------------------|
| <p>17. Name something you saw a friend do that really impressed you.</p> | <p>18. Name something you saw a friend do that made you think they were not very nice.</p> | <p>19. What makes you really mad?</p> |
|--|--|---------------------------------------|

|  |                   |
|--|-------------------|
| <p>20. Please write three funny words (they can be anything)</p> <p>1.</p> <p>2.</p> <p>3.</p> | <p>Thank you!</p> |
|--|-------------------|

# Appendix 3: School recruitment letter

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[date]



[Principal name and address]

Dear [Principal name]

**Child Health Promotion Research Centre**  
School of Exercise, Biomedical & Health Science  
Edith Cowan University  
Bradford Street  
Mt Lawley WA 6050

## Cyberbullying Bystanders Project

The Child Health Promotion Research Centre (CHPRC) at Edith Cowan University has recently been contracted by the Australian Human Rights Commission to explore and develop messages promoting positive bystander action to cyberbullying situations. This project seeks to actively engage young people in the development of the content, mode of delivery and distribution channels of this cyberbullying bystander strategy. ***We would like to invite your school to participate in this important project.***

### What does my school's participation involve?

Students in years 8 and 10 from [insert school's name] will be invited to participate in the Cyberbullying Bystanders Project by participating in a focus group discussion of approximately 30 minutes duration. The focus group will be held at school, during school hours in a room suitable for a discussion between 6-8 students.

An information and consent letter will be sent to parents of students in Year 8 and 10 (pre-packaged postage-paid envelopes will be provided to your school for labelling) requesting permission for their son/daughter's participation. A second letter will be sent one week later to provide parents with another opportunity to offer or decline consent for their son/daughter to participate.

Randomly selected students with parent consent will be asked to participate in **one** focus group at a time to be organised to suit your school's timetable. Students will be asked general questions including barriers to acting as bystanders in cyberbullying situations, messages that may motivate positive bystander action and the most appropriate mode of delivery of these salient messages.

Your school and participating students' names will not be included in any reports resulting from this research. All information will be stored securely (in locked cabinets and electronically in password protected files) at the CHPRC for at least 5 years before being destroyed. Participation in this study is voluntary. Your school and the consenting students have the right to withdraw individual consent to participate in the evaluation at any time, without prejudice.

### The Commitment for Your School

Should your school agree to participate in this important research, your school's involvement would be as follows:

- Organise to label pre-packaged, postage paid envelopes to parents in one class of Year 8 and one class of Year 10 students.
- Allocate a 30 minute period for each focus group (two to be conducted in each year level and can be conducted concurrently) and a room for this discussion to be held in.
- Release 6-8 students (for whom consent is provided) per focus group from class for the 30-minute focus group discussion.

## Next Steps

If you wish to register your school's interest in participating in this research, please complete the attached fax-back form. Upon receipt of this form the CHPRC will provide detailed information regarding your school's participation and seek final confirmation.

All schools that agree to participate in the project will receive:

- a combined schools report detailing students' responses about barriers and motivations to positive bystander activity, and;
- a \$20 Officeworks gift voucher to support addressing of the information and consent form packages.

We will also call your school in the next week to answer any questions you may have regarding participation in this research. Should you have any questions, please do not hesitate to contact the Project Manager, Sarah Falconer at the Child Health Promotion Research Centre on 9370 6803 or by email: [s.falconer@ecu.edu.au](mailto:s.falconer@ecu.edu.au).

Thank you for your attention to this matter. We look forward to talking with you soon.



Dr Laura Thomas  
Post Doctoral Research Fellow  
Child Health Promotion Research Centre  
Edith Cowan University  
Western Australia

**FACSIMILE TRANSMITTAL SHEET**

TO: Sarah Falconer

FROM: [PRINCIPAL NAME]

DEPARTMENT: Child Health Promotion Research Centre

DEPARTMENT: [SCHOOL NAME]

FAX NUMBER: (08) 9370 6511

FAX NUMBER:

DATE:

NO OF PAGES (INC. THIS ONE): 1

SUBJECT: **Cyberbullying Bystanders Project**

**SCHOOL PARTICIPATION**

- I understand the purpose and procedures of the Cyberbullying Bystanders Project.
- I have received a letter providing information about the Cyberbullying Bystanders Project.
- I understand that involvement in this project is voluntary and I can withdraw consent at any time without a problem.
- I understand that no personal identifying information of students or the school will be used and that all information will be stored securely for five years before being destroyed.
- I have been given the opportunity to ask questions.

|  |
|--|
| <input type="checkbox"/> <b>YES</b> , [school name] <b>would like to</b> register our interest in participating in the Cyberbullying Bystanders Project. |
| <b>Principal Name:</b> _____   |
| <b>Principal Signature:</b> _____  |
| If you would like us to contact another staff member at your school to discuss this project, please provide details below:                               |
| <b>Contact name:</b> _____   |
| <b>Contact phone number:</b> _____   |
| <b>Contact email address:</b> _____  |

**OR**

|  |
|--|
| <input type="checkbox"/> <b>NO</b> , [school name] <b>would NOT like to</b> participate in the Cyberbullying Bystanders Project. |
|--|

**Please fax this form to (08) 9370 6511**

**Thank you**

## Appendix 4: Active parent consent letter

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June 2011

**PARENT INFORMATION LETTER  
Cyberbullying Bystanders Project**

Dear Parent/Carer

In partnership with your child's school, the Child Health Promotion Research Centre (CHPRC) at Edith Cowan University is conducting a study, on behalf of the Australian Human Rights Commission (AHRC) to determine and test the most effective strategies to help young people take positive bystander action when they witness cyberbullying. **Insert School name** was selected from all non-Government schools in Western Australia and has agreed to participate in this project. This is one of the first studies world-wide which focuses on supporting bystanders to respond to cyberbullying behaviours. Ethics approval for this study has been provided by the Human Research Ethics Committee at Edith Cowan University.

**What does participation involve?**

Your son or daughter's school will be participating in the Cyberbullying Bystanders Project during Term 3, 2011. We invite your son or daughter to participate in **one** focus group during class time at school. The discussion will include a group of up to eight students and ask about messages to motivate students to take positive bystander action and how to deliver these messages to students.

Your son or daughter's name will not be included in any reports resulting from this evaluation. All information collected from your son or daughter's school will also remain strictly confidential. All information will be stored securely (in locked cabinets and electronically in password protected files) at the CHPRC for at least five years before being destroyed. Participation in this study is voluntary. You and your son/daughter have the right to withdraw individual consent to participate in this research at any time, without prejudice by contacting the Project Director, Sarah Falconer on 9370 6803 or by email: [s.falconer@ecu.edu.au](mailto:s.falconer@ecu.edu.au).

**Next steps:**

1. Please complete the attached parent/carer consent form.
2. Please post the parent/carer consent form in the enclosed reply paid envelope by **18 July, 2011**.

Should you have any questions about your son or daughter's participation in this research project, please do not hesitate to contact the Project Manager, Sarah Falconer at the Child Health Promotion Research Centre on 9370 6803 or by email: [s.falconer@ecu.edu.au](mailto:s.falconer@ecu.edu.au).

Yours sincerely



Dr Laura Thomas  
Post Doctoral Research Fellow  
Child Health Promotion Research Centre  
Edith Cowan University, Western Australia

This study has been approved by the Edith Cowan University Human Research Ethics Committee.

- I have been provided with a copy of the "Parent Information Letter", explaining the research project.
- I have read and understood the information provided.
- I have been given the opportunity to ask questions and have had any questions answered to my satisfaction.
- I am aware that if I have any additional questions I can contact the research team.
- I understand that participation in the Cyberbullying Bystanders Project will involve my son or daughter participating in a focus group with other students during class time.
- I understand that the information provided will be kept confidential; that the identity of participants will not be disclosed without consent; and that all information will be securely stored for at least five years before being destroyed.
- I understand that the information provided will only be used for the purposes of this research project, and I understand how the information is to be used.
- I understand that my son/daughter's involvement is voluntary and my son/daughter can withdraw at any time without an explanation or penalty.
- I have discussed this research with my child, who has freely agreed to participate.

I GIVE PERMISSION FOR \_\_\_\_\_ (your son / daughter's name) to participate in one focus group for the Cyberbullying Bystanders Project. I have discussed this project with my son/daughter, who has also agreed to participate.

OR

I DO NOT GIVE PERMISSION FOR \_\_\_\_\_ (your son / daughter's name) to participate in one focus group for the Cyberbullying Bystanders Project.

Year 8

Year 10

Parent Name: \_\_\_\_\_ School Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please post this form in the enclosed reply paid envelope by 18 July, 2011.**

# Appendix 5: Passive parent consent letter

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**PARENT INFORMATION LETTER**  
**Bystanders to Cyber Bullying Project**

July 2011

Child Health Promotion Research Centre  
School of Exercise, Biomedical & Health Science  
Edith Cowan University  
Bradford Street  
Mt Lawley WA 6050  
Fax: (08) 9370 6511

Dear Parent/Carer

As you may be aware, the Child Health Promotion Research Centre (CHPRC) at Edith Cowan University is conducting a study, on behalf of the Australian Human Rights Commission (AHRC) to determine and test the most effective strategies to help young people take positive bystander action when they witness cyberbullying. Your son or daughter's school, **insert school name**, has agreed to participate in this project. This is one of the first studies world-wide which focuses on supporting bystanders to respond to cyberbullying behaviours. Ethics approval for this study has been provided by the Human Research Ethics Committee at Edith Cowan University.

We have enclosed with this letter an **ALTERNATIVE CONSENT FORM** for your Year 8/10 son or daughter to participate in this project. This consent form seeks your permission for your son or daughter to participate in the Cyberbullying Bystanders Project by taking part in one focus group. We are sending you this letter as we not heard back from you and would like to give you another opportunity for your son or daughter to participate. If you believe you have responded previously, please contact the Project Director at the CHPRC, Sarah Falconer on the details below.

**What does participation involve?**

Your son or daughter's school will be participating in the Cyberbullying Bystanders Project during Term 3, 2011. We invite your son or daughter to participate in **one** focus group during class time. The discussion will include a group of up to eight students and ask about messages to motivate students to take positive bystander action and how to deliver these messages to students.

Your son or daughter's name will not be included in any reports resulting from this evaluation. All information collected from your son or daughter's school will also remain strictly confidential. All information will be stored securely (in locked cabinets and electronically in password protected files) at the CHPRC for at least five years before being destroyed. Participation in this study is voluntary. You and your son/daughter have the right to withdraw individual consent to participate in this research at any time, without prejudice by contacting the Project Director, Sarah Falconer on 9370 6803 or by email: s.falconer@ecu.edu.au.

**Next steps:**

1. If you **WILL ALLOW** your Year 8/10 son or daughter to participate in the Cyberbullying Bystanders Project and participate in one focus group during Term 3, 2010; **YOU DO NOT NEED TO TAKE ANY ACTION**. Your son or daughter will be asked for his/her consent to participate in class.
2. If you **DO NOT WANT** your Year 8/10 son or daughter to participate in the Cyberbullying Bystanders Project and participate in one focus group during Term 3, 2010; please **COMPLETE THE CONSENT FORM** and return it to the insert school contact name (the school contact for this project) by **Wednesday July 27**.

Should you have any questions about your son or daughter's participation in the Cyberbullying Bystanders Project, please do not hesitate to contact the Project Director, Sarah Falconer at the Child Health Promotion Research Centre on 9370 6803 or by email: s.falconer@ecu.edu.au.

Yours sincerely



Dr Laura Thomas

Post Doctoral Research Fellow, CHPRC, Edith Cowan University, Western Australia

This study has been approved by the Edith Cowan University Human Research Ethics Committee.

- I have been provided with a copy of the "Parent Information Letter", explaining the research project.
- I have read and understood the information provided.
- I have been given the opportunity to ask questions and have had any questions answered to my satisfaction.
- I am aware that if I have any additional questions I can contact the research team.
- I understand that participation in the Cyberbullying Bystanders Project will involve my son or daughter participating in a focus group with other students during class time.
- I understand that the information provided will be kept confidential; that the identity of participants will not be disclosed without consent; and that all information will be securely stored for at least five years before being destroyed.
- I understand that the information provided will only be used for the purposes of this research project, and I understand how the information is to be used.
- I understand that my son/daughter's involvement is voluntary and my son/daughter can withdraw at any time without an explanation or penalty.
- I have discussed this research with my child, who has freely agreed to participate.

|   |
|---|
| <p><input type="checkbox"/> <b>I GIVE PERMISSION FOR</b> _____ (your son / daughter's name) to participate in one focus group for the Cyberbullying Bystanders Project. I have discussed this project with my son/daughter, who has also agreed to participate.</p> <p style="text-align: center;"><b>OR</b></p> <p><input type="checkbox"/> <b>I DO NOT GIVE PERMISSION FOR</b> _____ (your son / daughter's name) to participate in one focus group for the Cyberbullying Bystanders Project.</p> |
|---|

**Year 8**     

**Year 10**     

**Parent Name:** \_\_\_\_\_ **School Name:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please return this form to insert school contact name (the school contact for this project) by (insert date).**

# Appendix 6: Focus Group Protocol

---

## INTRODUCTION

Hello everyone. My name is \_\_\_\_\_ and I work at the Child Health Promotion Research Centre at Edith Cowan University. (With me today are/is \_\_\_\_\_ and \_\_\_\_\_, also from our research Centre. You have been invited here today to share your opinions on what you think young people who witness someone being cyberbullied can do to help.

We are very interested in everyone's ideas, comments and suggestions, so there are no right or wrong answers, just your thoughts and opinions. If at any time you would like to leave the discussion and return to your classroom, please just let me know.

All of your comments are welcome but please remember that everyone has the right to their own opinion, so if someone makes a comment that you don't necessarily agree with or support, please wait until they are finished talking before having your say. I will encourage discussion and debate, where everyone has an equal right to express their opinion or point of view.

## PROCEDURE

In the middle of the table (or \_\_\_\_\_) is a digital recorder. All comments you make are completely confidential and will only be listened to by me, or another researcher from the CHPRC. At no time will anyone at your school or home hear what you have said. I would like to tape the conversation so I have an accurate record of comments and opinions. At no stage in the future will your name be linked to what you say.

Please talk freely about the topic, you don't need to wait for me to ask you to speak.

We have a number of discussion points to cover today, and we want to be finished in 40 minutes from now, so at times I may change the subject or move along to the next question. Please stop me if you have additional suggestions or ideas to add to the discussion.

Is everyone happy to continue with our discussion today?

---

1. Today we will be discussing different ways young people can respond when they see cyberbullying. Researchers (*like me!*) tend to call someone who witnesses bullying behaviour 'a bystander'.

To make sure we are all thinking about bystanders to cyberbullying behaviour in the same way, I would like to read the following:

*Being a bystander means you are aware the bullying is happening and may or may not choose to do something to support the person being bullied; you may choose to join in the bullying or support the person doing the bullying or even tell the person bullying others to stop.*

*Also, cyberbullying is bullying using a mobile phone and/or the Internet e.g. when a person:*

- *Is sent nasty or threatening emails or messages on the Internet or their mobile phone*
- *Has mean or nasty comments or pictures about them sent to websites e.g. MySpace; Facebook; MSN or to other students' mobile phones*
- *Is deliberately ignored or left out of things over the Internet*
- *Has someone else pretend to be them online to hurt them*

*Cyberbullying can happen through text messages/pictures/video-clips/emails etc being **sent to you**, but also when these things are **sent to others, about you**.*

**Firstly, can you please give me some examples of what actions bystanders to cyberbullying may take?**

Prompts:      *Think about what actions you could take as a cyber bullying bystander?  
What if you saw someone being picked on in an MSN chat session?  
What if you saw someone posting mean and nasty comments on someone else's  
Facebook page or status update?*

Anticipated student responses: do not prompt:

- Watching someone being cyberbullied
- Someone getting involved and staying out of the bullying
- Supporting the person who is being bullied (standing up)
- Joining in with the bullying or supporting the person doing the bullying

**That's great – thanks for those examples.**

**[3 mins]**

---



I am now going to play you a short clip. The next few questions will refer back to this.

## PLAY VIGNETTE

**[2 mins]**

2. Thinking back to the short clip we watched, what might make the girl who saw the cyberbullying step in and stop the message being sent?

*[Tick off points indicated below as they are discussed by students and prompt for those yet to be discussed]*

Prompt: (i.e. What about...?)

- If Anna [the person being bullied] is their friend
- If the bystander feels confident/empowered to stand up against the student who is bullying (to help)
- If the bystander knows who to ask and where to go for help
- If the bystander understands how hurt Anna may be feeling because of the bullying

**[3 mins]**

3. Why do you think the girl who saw the cyberbullying did not stop the text message being sent when she saw the text being sent to Anna?

*[Tick off points indicated below as they are discussed by students and prompt for those yet to be discussed]*

Prompt up to four of the points below: (i.e. What about...?)

- If the person being bullied is not your friend
- If the bystander helping the person being bullied get bullied in return (i.e. safer to do nothing)
- If the bystander considers it easier to do nothing
- If the bystander does not know who to ask or where to go for help
- If the bystander does not consider the behaviour bullying
- If the bystander does not know the whole story (and therefore does not know who instigated the behaviour)
- If the bystander thinks that someone else will step in and help the person being bullied
- If the bystander thinks it is not their problem

**[3 mins]**

---

## NOMINAL GROUP TECHNIQUE

4. To answer the next question, I'd like you to first think about your answer individually, and then we will discuss your responses as a group.

### Hand out post-it notes and pens

Imagine you are an advertising executive and it's your job to come up with a slogan about what young people should do when they see someone else being cyberbullied. Keep in mind the slogan should be something that people your age would pay attention to. The slogan can say anything you want, but should be short, effective and meaningful. Remember, it is most important to make sure the slogan would be listened to by students your age.

On the post-it notes in front of you, please write your slogan. If you can, think of more than one idea and write each idea down on a separate post-it note. I will give you a few minutes to think about this. If you are having trouble coming up with a slogan, you could always write some important words that young people need to hear.

[wait for 5 minutes]

Now I would like you to stick your post-it note on the wall [point] and return to your seat.

### Read aloud all messages and group like responses and ask for additional ideas

I would like each of you to go and read all the messages yourself and write down your top three (the first being the best) slogans you think would be most effective at motivating students to respond positively as bystanders to cyberbullying.

*[If slogans are wordy, allocate each a letter: A, B, C, D etc... and ask students to write the letter down instead of the slogan]*

### Collect post-it note pages

Ask each student to share their top idea with the group.

If possible, summarise the message/s ranked the highest

Are there any further comments you would like to make about these messages?

[10 mins]

---

5. Today we have talked about the types of messages that would appeal to young people and motivate them to take positive action as bystanders. Now I would like you to think about the best ways to get these messages to people your age all across the country.

On a recent Poll, students indicated they would like to receive messages via Facebook. I invite you all to discuss the strengths and difficulties around using Facebook to communicate messages.

**Run through the list of questions below:**

Firstly, what do you think about using Facebook to send out messages regarding being a supportive bystander when witnessing cyberbullying?

What are the strengths of using Facebook?

What about its weaknesses?

Would you add or join a Facebook group encouraging youth to support bystanders to cyber bullying?

What would make you access or take notice of messages communicated over Facebook?

Ranging from 0-100%, how many young people do you think would take notice of messages communicated over Facebook?

Who would be least likely to access this?

Who would be most likely to access this?

How would you promote messages to youth using Facebook?

**[8 mins]**

---

6. As a group, you have discussed ways Facebook may or may not work for getting messages to students your age. Are there any other ways to get these messages to people your age that you think would work? Why?

*Anticipated responses – do not prompt: tick off ✓ as suggested in order to read aloud in Q7.*

- Social Network – Facebook ✓
- Mobile Phone App (iPhone / android)
- Mobile Phone Game (iPhone / android)
- Online Game
- YouTube
- TV Ad
- Internet Ad (e.g. Banners on Facebook, MySpace etc)
- Radio
- Magazine/newspaper add
- Posters (e.g. around school)

**Give them a few minutes to talk about the pros and cons of anything new suggested**

*[Note to ECU: If students come up with other examples not currently on this list, include suggestions in Q6 during subsequent focus groups]*

**[2 mins]**

7. Out of all these suggestions, which ONE STRATEGY do you think would be the most effective way to get messages across to people your age to motivate them to act as bystanders to cyberbullying?

*Prompt:* Go around the group and ask each student to nominate their best strategy

*Prompt:* What would be the best way to get the message across to you?

**Summarise the best strategy/ies**

Once identified, ask students to discuss the reasons why this is the most effective strategy?

**[2 mins]**

---

8. We have discussed many issues regarding being a bystander to cyberbullying. I would now like you to think about society in general and consider the rights and responsibilities people have..

What rights do you think people have in society?

Prompt: Think about the rights you think you have in your day to day living.

*[Tick off points indicated below as they are discussed by students]*

Prompt: ask students to discuss reasons they agree/disagree (i.e. why that is an important right in this situation? Why don't you think that is a right in this situation?)

- The right to a good education,
- The right to a good health (both your mind and body)
- The right to express your opinions freely without hurting others
- The right to be safe (this includes, online, at home and at school)
- The right to play and relax
- The right be respected by others
- The right to be protected from being hurt and treated badly
- The right to be free from violence and bullying. This includes both mental and physical violence

***Don't prompt students through this list, as the Commission are interested in gaps in knowledge and not opinion on rights.***

What responsibilities do you think that people have?

**[3 mins]**

---

## SESSION WRAP-UP

Thank you all very much for sharing your thoughts and opinions with me today. Is there anything else you would like to add to today's discussion?

Before you go I would like to tell you that if answering any of these questions has raised any concerns or feelings and you would like to talk to someone about them, please talk to an adult you can trust (e.g. parent, school counsellor, school nurse, or social worker).

You can also call the Kids Help Line [PASS OUT CARDS]. I will give each of you a card with their contact details on it. They provide a free, confidential, anonymous, 24-hour telephone and online counselling service for young people aged between 5 and 18 years, including listening to your concerns about bullying.

Thanks again. If there are no more questions, I will now ask that you please make sure you have all your things and then return quietly back to class.

## NOTES

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**Appendix 7: Focus group demographic survey**

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**1. What is your age in years today?**  
*(please write your age in the boxes below)*

|  |  |
|--|--|
|  |  |
|--|--|

Years

**2. Are you male or female?**  
*(please circle ONE NUMBER only)*

|        |   |
|--------|---|
| Male   | 1 |
| Female | 2 |

**3. What is your home postcode?**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

**4. Do you:**  
*(please circle ONE NUMBER for each statement)*

|  | Yes | No |
|--|-----|----|
| a have your own mobile phone?                              | 1   | 2  |
| b have Internet access on your mobile phone?               | 1   | 2  |
| c have Internet access at home?                            | 1   | 2  |
| f have a social networking site (e.g. MySpace, Facebook)?  | 1   | 2  |
| g use an instant messaging program (e.g. MSN, Yahoo!Chat)? | 1   | 2  |
| h use an iTouch  | 1   | 2  |
| i use an iPad or other tablet                              | 1   | 2  |

**5. If you have a mobile phone, what brand/type do you use?**

**6. If you use a social networking site, which do you use?**



## Appendix 8: Student Edge question

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Cyber bullying (whether through Facebook and other social media, forums, email, instant messaging etc) is on the increase.

Being a bystander means we are aware the bullying is happening and may or may not choose to do something about it. Bystanders can play a lot of different roles in cyber bullying - from not getting involved and staying out of it, to defending the person who is being bullied, and even through helping the person who is doing the bullying.

**We want to hear your thoughts on cyber bullying:**

- 1. If you saw someone being cyber bullied, would you do something about it? What would you do and why? If not, why not?**
- 2. If it was your job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, what would you create? What media would you use for your campaign? (eg social networks, TV ad etc)**

Answer these two questions to go in the draw to win one of two [8GB iPod Nanos](#).

*Stay tuned for a follow up Your Say on cyber bullying in a few months time!*

**Competition closes 24/07/2011. Please feel free to comment and share your ideas after this date.**

*Remember to make sure we have your current mobile number and email address in your contact details as this is how we contact winners. To update your details make sure you are logged in and [click here](#). See terms & conditions [here](#).*



**Appendix 9: 20 Questions summary results**

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| QUESTION  | RESPONSE         |                 | responses (n)       |   |
|---|------------------|-----------------|---------------------|---|
| <b>WHO ARE YOUR FAVOURITE AUSTRALIAN HEROES: In the movies</b>                        | Hugh Jackman     |                 | 14                  |   |
|   | Heath Ledger     |                 | 9                   |   |
|   | Nicole Kidman    |                 | 5                   |   |
|   | Sam Worthington  |                 | 3                   |   |
|   | Morgan Freeman   | Lincoln Lewis   |                     | 2 |
|   | Steven Spielberg | Mark Wahlberg   | Christopher Nolan   | 1 |
|   | Robert Patterson | Cat in the Hat  | Russell Crowe       |   |
| <b>WHO ARE YOUR FAVOURITE AUSTRALIAN HEROES: On TV</b>                                | Chris Lilley     |                 | 7                   |   |
|   | Rove McManus     |                 | 3                   |   |
|   | Simon Baker      | Luke Mitchell   | Hugh Sheridan       | 2 |
|   | Dalai Lamah      | Kyle Sandilands | Glee                |   |
|   | Russell Brand    | Naralda Jacobs  | Hayden (Masterchef) |   |
|   | Lincon Harris    | Hamish Blake    | Steve Irwin         |   |
|   | Tony Abbott      | Matt Preston    | Sam Newman          | 1 |
|   | Jodie Gordon     | Harry Kewell    | Chris Lewie         |   |
|   | Carl Barron      | Stephen Hill    | James Cameron       |   |
|   | Josh Thomas      | Kylie Minogue   | Elle McPherson      |   |
|   | Trent Maxwell    | Ernie Dingo     | Heath Ledger        |   |
| <b>WHO ARE YOUR FAVOURITE AUSTRALIAN HEROES: In sport</b>                             | Cathy Freeman    | Ian Thorpe      | 4                   |   |
|   | Chris Judd       | Matthew Pavlich | 3                   |   |
|   | Tim Cahill       | Jonathan Brown  | Stephanie Rice      | 2 |
|   | Lane Beachley    | Lleyton Hewitt  | Eamon Sullivan      |   |
|   | Jess Sweaney     | Simon Black     | James O'Connor      |   |
|   | Jamie Dwyer      | Swimmers        | Dale Thomas         |   |
|   | Adam Gilchrist   | Horse riders    | Stephen Hill        |   |
|   | Jane Smoulders   | Steve Hooker    | Cadel Evans         |   |
|   | Don Bradman      | Michael Clarke  | Bern and Tomic      | 1 |
|   | Mark Webber      | Dean Cox        | Nicole Lamb         |   |
|   | Josh Kennedy     | Paul Duffield   | Andrew Embley       |   |
|   | Mark Lecras      | Leisel Jones    | Mike Hussey         |   |
|   | Harry Kewell     |                 |                     |   |
| <b>WHICH CELEBRITY ON TV OR IN AUSTRALIAN MOVIES, DO YOU THINK IS THE MOST FUNNY?</b> | Chris Lilley     |                 | 5                   |   |
|   | Hamish & Andy    |                 | 4                   |   |
|   | Rove McManus     | Adam Hills      | Carl Barron         | 2 |
|   | Zack Galifinakis | Chopper Reid    | Hugh Jackman        |   |
|   | Russell Brand    | Mr Bean         | James Cameron       |   |
|   | Will Smith       | Nicole Kidman   | Big Bang Theory     | 1 |
|   | Hamish Blake     | Quinn Frebey    | Steve Irwin         |   |
|   | Stephen Fry      | Chevy Chase     | Grant Denyer        |   |
|   | Eddie Murphy     |                 |                     |   |

| QUESTION   | RESPONSE                                       |                       | responses<br>(n) |    |
|--|--|-----------------------|------------------|----|
| <b>WHAT GAMES DO YOU PLAY ON:<br/>Your phone</b> | Angry Birds                                    | Doodle Jump           | 11               |    |
|  | None   |                       | 9                |    |
|  | Snake  |                       | 7                |    |
|  | Tetris   | Pacman                | 4                |    |
|  | Words with Friends                             |                       | 3                |    |
|  | Rat on Scooter                                 | Soccer                | Checkers         |    |
|  | Wordmole                                       | Fruit Ninja           | Tap Tap          | 2  |
|  | Traffic Rush                                   | Bowling               | Sudoku           |    |
|  | Fatbooth                                       | Crazy Taxi            | MX VSATV         |    |
|  | Hanging with Friends                           | ICC Cricket 2011      | Ilo Milo         |    |
|  | We Doodle                                      | Towers                | Geo Defence      |    |
|  | Flight Control                                 | Bounce                | Harbor Master    |    |
|  | Touch Cricket                                  | Majhong               | Spaceship        |    |
|  | Amatuer Surgeon                                | Casino                | Sims 2 pets      |    |
|  | Plants vs Zombies                              | Baseball              | Sims 2           |    |
|  | Nazi Zombies                                   | Snakes and Ladders    | Ping Pong        |    |
|  | Zomby Highway                                  | Smurfs Village        | Monopoly         |    |
|  | Tiny Wings                                     | Minesweeper           | Farmcity         |    |
|  | Pegasus  | Tapfish               | Top Friends      | 1  |
|  | Modern Combat: Black                           | Paradise Island       | Quizzes          |    |
|  | Sallys Saloon                                  | Poker                 | Feed Me Oil      |    |
|  | Bakery Sale                                    | Call of Duty: Zombies | The Creeps       |    |
|  | Solitaire                                      | Scrabble              | Bubble Pop       |    |
|  | Tiny Wings                                     | Air Hockey            | Cooking Mama     |    |
|  | Idiot Test                                     | Brickbreaker          | Maze             |    |
|  | Drawing Pad                                    | Smurfs                | Alpha Racing     |    |
|  | Uno  | Scoops                | City Bloxx       |    |
|  | Age of Zombies                                 | Monster Dash          |                  |    |
|  | <b>WHAT GAMES DO YOU PLAY<br/>ON: Facebook</b> | None                  |                  | 30 |
|  |  | Farmville             |                  | 8  |
|  |  | Cityville             |                  | 3  |
|  |  | Cubefield             |                  | 2  |
| Crazy Taxi Driver                                |  | Cubefield             | Mafia Wars       |    |
| Ninja Saga                                       |  | Panic Ball            | Pictino          |    |
| Car Town   |  | Treasure Isle         | Country Life     |    |
| Tetris Friends                                   |  | Sudoku                | Animal Farm      | 1  |
| Robot Unicorn Attack                             |  | Bejewelled            | Empires & Allies |    |
| Helicopter                                       |  | Yoville               |                  |    |

| QUESTION  | RESPONSE  | response<br>s<br>(n)                            |                                   |   |
|---|---|---|-----------------------------------|---|
| <b>WHAT GAMES DO YOU PLAY:<br/>Elsewhere online</b>   | None  | 19  |                                   |   |
|   | Crazy Taxi                                      | Red Beard                                       | 4                                 |   |
|   | Minecraft                                       | Bubble Struggle                                 | Minesweeper                       | 3 |
|   | Call of Duty: Modern Warfare 2                  |   |                                   |   |
|   | Slime Soccer                                    | Sims  | Run                               |   |
|   | Call of Duty: Black Ops                         | Tetris  | Taxi Gone Wild                    | 2 |
|   | Panic Ball                                      |   |                                   |   |
|   | Counter Strike Source                           | We Doodle                                       | Club Penguin                      |   |
|   | Portal  | Pokemon   | Pacman                            |   |
|   | Mahjong   | Maple Story                                     | LOL                               |   |
|   | FIFA 2  | Call of Duty                                    | WOW                               |   |
|   | Hedge Wars                                      | Wii Games                                       | Scary Maze                        |   |
|   | Mini Putt                                       | Shopping Cart Hero                              | Gluey                             | 1 |
|   | Call of Duty: 4/5/6/7                           | Physic Games                                    | Hotcargames.com                   |   |
|   | Pappa's Pizza                                   | Bubble Trouble                                  | Mini Clip                         |   |
|   | Need for speed                                  | Penguin Dina                                    | Good Apps                         |   |
|   | Sudoku  |   |                                   |   |
| <b>WHAT IS YOUR FAVOURITE<br/>GAME ON YOUR PHONE?</b> | Snake   |   | 6                                 |   |
|   | Doodle Jump                                     | Angry Birds                                     | 4                                 |   |
|   | Tetris  |   | 2                                 |   |
|   | Sallys Saloon                                   | Scoops  | Words with Friends                |   |
|   | Age of Zombies                                  | Call of Duty: Zombies                           | Tap Tap                           |   |
|   | Tiny Wings                                      | Paradise Island                                 | Feed Me Oil                       |   |
|   | Lots of them                                    | Smurfs Village                                  | Alpha Racing                      | 1 |
|   | Crazy Taxi                                      | Bounce  | Pacman                            |   |
|   | Brickbreaker                                    | Towers  | City Bloxx                        |   |
|   | Traffic Rush                                    | ICC Cricket 2011                                | Geo Defence                       |   |
| <b>WHAT DO YOU LIKE MOST<br/>ABOUT THIS GAME?</b>     | Fun   |   | 17                                |   |
|   | Simple  |   | 5                                 |   |
|   | Addictive                                       |   | 4                                 |   |
|   | It's all I have                                 | Challenging                                     |                                   | 3 |
|   | Easy  | Fast  |                                   | 2 |
|   | Friends   | versus other people                             | I want to kill the pigs           |   |
|   | Aim to have the highest score possible          | Has different levels                            | It's fun to destroy other cars    |   |
|   | Competitive                                     | Quick   | Exciting                          |   |
|   | Not hard to learn but can be challenging        | Can be paused and you can come back to it later | Lots of different things to build | 1 |
|   | Nothing bad happens if I don't play it everyday | Don't have to think a lot                       | It's cute                         |   |
|   | It's something different                        | Its music                                       | Makes you think                   |   |

| QUESTION   | RESPONSE                         | responses (n)                |                          |   |
|--|----------------------------------|------------------------------|--------------------------|---|
| WHAT TYPE OF PHONE DO YOU HAVE                                   | Nokia/E63/E71/X6/630             | 16                           |                          |   |
|  | 0                                |                              |                          |   |
|  | iPhone / iPhone 3 / iPhone 4     | 14                           |                          |   |
|  | HTC/Desire/Wildfire/Mozart       | 6                            |                          |   |
|  | Sony Ericsson                    | 4                            |                          |   |
|  | LG/Cookie/Arena                  | Samsung / Preston Icon       | 2                        |   |
|  | Alcatel                          | Motorola Flip                | Sidekick LX 2009         | 1 |
|  | Blackberry                       | Xperia X10                   | Telstra                  |   |
| HOW OFTEN DO YOU GET A NEW PHONE?                                | Every 2 years                    | 15                           |                          |   |
|  | Every time it breaks             | 11                           |                          |   |
|  | Every 1 - 2 years                | 4                            |                          |   |
|  | Not Often                        | Every 2 - 3 years            | When my contract expires | 2 |
|  | Never                            | Every year                   |                          |   |
|  | Every 1.5 years                  | Every 3 years                | Nearly every month       |   |
|  | When necessary and can afford it | Every 4 months               | Every 5 years            | 1 |
|  | Every 3 - 5 years                | 4 or more years              |                          |   |
| WHO DECIDES WHICH TYPE OF PHONE YOU GET?                         | Self                             | 30                           |                          |   |
|  | Parents                          | 11                           |                          |   |
|  | Self with parents approval       | 10                           |                          |   |
|  | Phone company                    | 1                            |                          |   |
| DO YOU OWN?  | <b>an iTOUCH</b>                 | 25                           |                          |   |
|  | <b>an iPad</b>                   | 12                           |                          |   |
|  | <b>any OTHER TABLET:</b>         | 28                           |                          |   |
|  | <i>Laptop</i>                    | <i>Mobile phone</i>          | 7                        |   |
|  | <i>iPOD</i>                      |                              | 4                        |   |
|  | <i>Computer</i>                  | <i>Samsung Galaxy Tablet</i> | 2                        |   |
|  | <i>Telstra T-Hub</i>             | <i>Mac</i>                   | <i>Nintendo Wii</i>      | 1 |
|  | <i>MP4 Player</i>                | <i>Speaker</i>               | <i>Xbox 360</i>          |   |
| WHAT IS YOUR FAVOURITE WAY TO CHAT TO YOUR FRIENDS AFTER SCHOOL? | Facebook                         | 32                           |                          |   |
|  | Mobile texting                   | 21                           |                          |   |
|  | Mobile                           | 18                           |                          |   |
|  | In person                        | 10                           |                          |   |
|  | Skype                            | 6                            |                          |   |
|  | MSN                              | 4                            |                          |   |
|  | Home phone                       | 2                            |                          |   |
|  | Email                            | Xbox                         | Online                   | 1 |
|  | Call of Duty                     |                              |                          |   |

| QUESTION   | RESPONSE                                       | responses (n)                            |   |
|--|--|--|---|
| <b>WHAT IS THE NICEST THING SOMEONE CAN SAY TO YOU?</b>                                | Compliment                                     | 6  |   |
|  | You're a nice person                           | 5  |   |
|  | You are pretty                                 | 4  |   |
|  | You are such a good friend                     | I love your hair                         | 3   |
|  | How much I mean to them                        | You're awesome                           | 2   |
|  | Not sure as depends on who says it             | Thanks for being such a great friend     | You have a sweet personality                      |
|  | You make me smile                              | I have a good body                       | Well done   |
|  | You have beautiful eyes                        | Compliments about something I am wearing | I noticed you did something good for someone else |
|  | You are very tall                              | You're super nice                        | Good Job  |
|  | That I am talented and gifted                  | You're the best friend I could ask for   | Something honest and what they mean               |
|  | That I look nice                               | A genuine compliment                     | You have nice skin                                |
|  | I'm a good person                              | Smart                                    | I like how you ...                                |
|  | Nice shoes                                     | You are easy to talk to                  | That I'm dressed well                             |
|  | You make me laugh                              |  |   |
| <b>WHAT NAME WOULD SOMEONE CALL YOU IF THEY WERE TRYING TO HURT YOU?</b>               | Ugly   | Fat                                      | 8   |
|  | Slut   |  | 7   |
|  | Bitch  |  | 4   |
|  | Stupid   |  | 3   |
|  | Nerd   | Inappropriate language                   | Asian (in a racist way)                           |
|  | Skank  | Mean                                     | Mole  |
|  | Gossip   | Something hurtful                        | Dirty Jew   |
|  | A sentence or cursive word                     | Niga                                     | Immature  |
|  | Silly Asian                                    | A bully                                  | Annoying  |
|  | Choky Chook                                    | Stupid retarded idiot                    | Anything  |
|  | Goody Christian girl                           | Naughty words like dickhead              | Something related to what I did                   |
|  | Jamie Wee                                      | Jerk                                     | Gay   |
|  |  |  |   |
| <b>IF ONE OF YOUR FRIENDS THOUGHT YOU WERE AWESOME, WHAT WOULD THEY SAY ABOUT YOU?</b> | Your awesome                                   |  | 18  |
|  | You are really nice                            | Compliments                              | I am hilarious                                    |
|  | She is a good caring friend to have. She rocks | You are an awesome dude                  | She's down to earth and fun                       |
|  | I love that chick                              | Loyal                                    | Nice things                                       |
|  | Lad  | You are great at this ...                | They love me                                      |
|  | You're cool                                    | A top guy                                | Everything nice                                   |
|  | You're my idol                                 | Legend                                   | Amazing   |
|  | That I am fun to be around                     | Exactly what they thought                | They are glad to have me as a friend              |



| QUESTION                                | RESPONSE  | responses (n)   |  |
|---|---|---|--|
| FINISH THIS SENTENCE: "BULLIES ARE ..." | Insecure about themselves   | Mean  | 9  |
|   |   |   | 9  |
|   | Selfish   |   | 3  |
|   | Bad   |   | 2  |
|   | Nasty   | Rude  | Not nice   |
|   | Horrible people who like to feel dominant and make others life hell   | People who are unnecessarily nasty to others for self amusement   | Bad, stupid people that have nothing better to do so they tease others                                   |
|   | Selfish, unkind, possibly scared  | A waste of time and space in my life  | A waste of the language and space  |
|   | Harming each other because of the crowd, bystander's encouragement and laughs                                       | Unstable, insecure and mean who are taking their insecurity out on others   | People that find it hard to express emotion and bring out hate and neglect from their own life on others |
|   | People who may be bullied themselves and choose to take out their emotions on others to make themselves feel better | People get bullied elsewhere who aren't independent enough and bully someone else to make them feel more superior | People that bully others or stand by when others are   |
|   |   |   | 1  |
|   | People who hurt other people physically or mentally   | Jealous of those who are kind, caring and friendly  | People who go out of their way to hurt other people  |
|   | Cowards   | Jealous   | No good  |
|   | People that hurt others regularly and need to change their behaviour  | Terrible human beings   | Self esteem drainers, looking for their place in the world   |
|   | Lame  | Not cool  | Able to hurt anyone  |
|   | Heartless   | Self-centred  | Annoying and pathetic  |
|   | An overbearing person who consistently puts down others to make themselves feel better                              | People who are unnecessarily nasty to others for self amusement   |  |

| QUESTION   | RESPONSE   |   | responses (n)   |
|--|--|---|---|
| <b>WHAT MIGHT PREVENT SOMEONE FROM ACTING AS A BYSTANDER TO CYBERBULLYING?</b> | Worried of getting bullied themselves              |   | 5   |
|  | Being scared of being made fun of                  | When they know the person being hurt                        | If you become more brave and stand up                       |
|  | Everybody loves everybody                          | Being informed of how bad it is/effects                     | Putting yourself in their shoes                             |
|  | Seeing the consequences                            | Being taught about cyberbullying                            | Don't like the person being bullied                         |
|  | People talking to them about how they can help     | If they know what to do to prevent it - powerpoint          | Too shy and self conscious about yourself                   |
|  | Repercussions                                      | Being afraid  | Being judged  |
|  | Moral conscience                                   | Not going online  | Public speaking   |
|  | To take action against the bully                   | Defend the person being bullied                             | Being a friend or sibling being bullied                     |
|  | More notification of what's happening around them  | If it is their good friend being bullied or being the bully | Learning bad consequences of bystanding                     |
|  | Peer pressure                                      | Rewards   | They may be afraid  |
|  | They can tell an adult about the problem           | Knowing others will back them up too                        | Not knowing the side effects of cyberbullying               |
|  | Being informed of the effects bullying has         | Courage to do what is right                                 | They see someone else react                                 |
|  | Confident of prepared                              | Telling them  | If they feel intimidated by the bully                       |
| <b>WHAT MIGHT MOTIVATE SOMEONE TO ACT AS A BYSTANDER TO CYBERBULLYING?</b>     | Scared of being bullied themselves                 |   | 4   |
|  | Peer pressure                                      | If it is a good friend                                      | Fear  |
|  | Self confidence                                    | Bullying  | Severe bullying   |
|  | Wanting to fit in with the bully and their friends |   |   |
|  | They sympathise with the victim                    | Being a follower in a group                                 | If someone helps the person being bullied                   |
|  | They want to help                                  | Fear of being hurt  | Anything alarming and surprising                            |
|  | Internal pressure such as fear                     | Showing them what could happen if they don't help           | If it is their good friend being bullied or being the bully |
|  | Recognition  | A strong personality  | Feel insecure   |
|  | Incentives   | Judgement   | To act cool   |
|  | Being informed                                     | Afraid of being bullied                                     | Self esteem issues  |
|  | To get praise from the victim for helping them     | If someone else has already stood up to them                | Fear of bully and determination to stop it                  |
|  | See real life examples of bullying                 | Showing the affect it has                                   | If they are confident and ready to help someone else        |
|  | Being scared, low self esteem                      |   |   |

| QUESTION  | RESPONSE  | response<br>s<br>(n)   |   |   |
|---|---|--|---|---|
| NAME SOMETHING YOU SAW A FRIEND DO THAT REALLY IMPRESSED YOU. | Stood up for other people being bullied   |  | 4   |   |
|   | Stand up for what they believed in  |  | 2   |   |
|   | Kane did a back flip. People helped him when he hurt himself. We carried him to the nurse | A boy was bullying a little girl and my friend stepped in and told him nicely to leave her alone and walk away | When someone was bitching about one of our friends she stepped in and said that's not nice stop |   |
|   | Standing up to a bully and being a good friend  | Went to help another person who they didn't know   | Someone dropped their groceries and she helped  |   |
|   | My friend [stuck] to her beliefs even when people teased her                              | Being really nice to a girl who was upset  | Put themselves out for someone who they are not friends with                                    |   |
|   | Asking to help someone  | Did what her parents told her to   | My friend stuck by my side in a fight   |   |
|   | Offer her seat on the bus   | Help another student out   | Bought me something   | 1 |
|   | Stood up for their friends  | Volunteering themselves  | Encourage a person that was struggling  |   |
|   | Do a back flip off a tree   | Picked up rubbish  | Passed their exam   |   |
|   | Look out for their little sister  | Stand up for someone on Facebook   | Encouraged her enemy to do well in school   |   |
|   | Help someone they weren't really friends with   | Helped an elderly woman load her shopping into the car   | Helped a younger student when they were injured   |   |
|   | Do a handstand  | Back flip  | Give money to needy   |   |
|   | They helped a homeless man  | Stand up for their younger siblings  |   |   |
|   | NAME SOMETHING YOU SAW A FRIEND DO THAT MADE YOU THINK THEY WERE NOT VERY NICE.           | Bullied someone else   |   | 4 |
| Mean comments on photos/walls                                 |   |  | 3   |   |
| Talked about others behind their back                         |   | Bitching about her best friend   | Make fun of someone on a photo  | 2 |
| One guy was pushing around a little guy                       |   | Punch someone in the face  | Ignore them and walk away   |   |
| Not apologising   |   | Insult others  | Mean names  |   |
| Being rude  |   | Forward bad message  | Ignoring a friend   |   |
| Tackled my friend to the ground                               |   | Ignore another person to start talking to someone else   | My friend bullied another girl over Facebook  |   |
| Go behind someone's back                                      |   | Tripped a person walking to school   | They were teasing my friend   |   |
| Spoke about others  |   | Call a girl nasty things   | Roll her eyes at me   | 1 |
| Hit people  |   | Name calling   | Rude to a friend  |   |
| Call a friend bad things to their face                        |   | Started judging someone based on their background and rumours before they met them                             | Making mean comment about someone when they hadn't said anything to her                         |   |
| Bully a friend  |   |  |   |   |

| QUESTION                          | RESPONSE  | response<br>s<br>(n)   |  |
|-----------------------------------|---|--|--|
| <b>WHAT MAKES YOU REALLY MAD?</b> | Bullying  | 7  |  |
|                                   | When people are mean to people that have not done anything wrong  | Poverty  | 2  |
|                                   | Unfairness  | Criminals  | Racism   |
|                                   | Teasing   | Annoying things  | Unjust behaviour   |
|                                   | People who think they are tough and think it's cool to fight  | When someone spreads rumours and become bullies  | When people say things about others behind their back                  |
|                                   | Rumours   | Incompetence   | Getting a bad score  |
|                                   | Horrible action   | Broken promises  | Animal cruelty   |
|                                   | When people lie or are inconsiderate  | People who pick on others less superior  | People treating each other with inequality                             |
|                                   | People swearing at others for no reason   | When parents don't get you   | People who judge unfairly  |
|                                   | Kids trying to take screamers over me   | When people are purposely mean   | When people are mean to others   |
|                                   | Narrow mindedness   | Ungrateful people  | Backstabbers   |
|                                   | People hurting others for fun   | People who hurt others on purpose  | When someone does the wrong thing                                      |
|                                   | Whenever I say something that I don't want them to do or call me and it does not get through their head | When someone puts someone down and teases them - aka cool people teasing uncool people | Stuck up teenage girls that are all about themselves and very stuck up |
|                                   | When people are rude  | Liars  | Ignorance  |
|                                   | When people are disrespectful and think they are better   | Injustice  |  |
|                                   | <b>PLEASE WRITE THREE FUNNY WORDS.</b>  | LOL  | 5  |
| Goo goo goo                       |   | Funny  | Kitten   |
| Kaffuffle                         |   | Cat  | Bam  |
| Slobber Knocker                   |   |  |  |
| Doo doo doo                       |   | Poo/p  | Flugelhorn   |
| Whimsical                         |   | Silly  | Waffle   |
| Meow                              |   | Falafel  | Cheese   |
| Vomit                             |   | Doosh  | Onomatopoeia   |
| Cutie                             |   | Helleooo   | Stupid   |
| Crazy                             |   | Nothing  | Oompa Loompa   |
| Lovely dovely                     |   | Fizzy  | Mullet   |
| Fascinating                       |   | Cow  | Plop   |
| Bollocks                          |   | Smile  | Bahahatrololol   |
| Billingsgate                      |   | Penguin  | Bogan  |
| Laugh                             |   | WTF  | The dirt   |
| Twist                             |   | Ohh yeah   | Is gone  |
| Nerd                              |   | Nice   | Boom   |
| Hardyhar                          |   | Great success  | abracadabra  |
| Chesticles                        |   | Monkey   | Redonculus   |
| Hey                               |   | Fuzzy  | Babble   |
| Ma Bahhh                          | Consciousness   | Bolognaise   |  |
| Asian                             | Phenomenon  | Gnocchi  |  |
| Supercalifragalisticexpialadocus  |   |  |  |

**Appendix 10: Student Edge 'your say' summary results**

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| ID | Comment  |
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| 1  | <p>If i saw someone being cyber bullied i would try to stop it.. I have been cyber bullied before and it is not a nice thing. i try to get people to talk to each other face to face and try and sort it out. If they kept on cyber bullying i would tell the website what is going on so they could maybe give this person a warning or ban them for a period of time.</p> <p>If i had to make a campaign i would firstly put it on tv as lots of teenagers watch tv like me. I would go to school and tell them about it and let them win prizes. i would then put it on they're websites. i would go to the websites and even tell the website to make it more strict. i think maybe you should not be aloud to swear on sites such as facebook, msn, myspace, twitter ect.</p>   |
| 2  | <p>i do not think cyer bulling is okay i think that one chat sites that kids can go on there should be someone reading all the posts!!!</p>  |
| 3  | <p>1. same here i would go see how that person is feeling and talk TO Them about what happened and then i would go online and talk to The person who was being the bully and see if he/she knows what they have done!!!! i have been bulleid before and its not veRY nice trust me i have been bullied online and off!the person that gets bullied should report it to a teacher parents care taker anyone who they can trust.</p> <p>2. People should be worried that what they say might be mean or offensive to people so i would deffinatly make a website in the net about cyber bullying and plain bullying. There would be activities and games and quizzes and its for the bullies aswell it would explain how mean that could be and try to tell them to stop and all those kind of things. The people out in the world need to under stand they could be hurting peoples feelings so just becareful!</p> |
| 4  | <p>1. If I saw someone being cyber bullied, I would tell an adult, tell the person that cyber bullying is not okay and they should not have to put up with it so tell someone.</p> <p>2. If it was my job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying I would create a video that had someone being cyber bullied on Facebook and other social networks and I would show how it makes each person feel both the cyber bully and the person being cyber bullied but also the people/ adults in the cyber bully and the person being cyber bullied's life. I would also but effects into this video such as sad music and dull sad colours.</p>  |
| 5  | <p>1. I would like to be able to let the authorities know but not have them know who I was. I probably would do something if I knew it was safe to do so. I would support my friends if it was happening to them and try and get them to do something about it.</p> <p>2. I would advertise through the internet and on TV. Most kids have facebook now and maybe even something that pops up during usage to remind kids about being aware of cyber bullying. We need information at hand to know where to report any cases and what to do when it happens. Maybe even ads that popped up on itunes and google etc. It would need to have information about who to contact and it would need to be an easy process.</p>   |
| 6  | <p>1. i would obviously and honestly report this matter to a childrens-help line, to the school principal, parent/guardian, or even their teacher. since i am a student i would most probably inform the principal of this matter.</p> <p>2. if i could create a campaign to tell people about cyber bullying and its effects i would make a bus-stop poster or even a advertisement on the internet like youtube. i would create a little movie or advertisement to play before the actual video they selected is played.</p>   |

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| 7  | <p>1. Cyber bullying is a huge insult and it is the reason for the majority amount of suicidal. If I have sighted a victim being cyber bullies, I'd first talk to the bully and tell them that what they are doing is wrong, and to leave the victim alone. If unsuccessful, I'd tell the victim that the bully is just not understanding their abilities and afterwards, I would tell the victim to talk to an adult that they trust then report the bully for his misbehaving acts.</p> <p>2. To help prevent cyber bullying, I would use the Internet to tell others that cyber bullying is a dangerous act, not for the victim, but also them themselves. I would set up a website consisting of games related to cyber bullying, puzzles, stories, and information on cyber bullying and ways to prevent it. It would also include a chat room for all the victims of cyber bull, to talk to each other and understand. Afterwards, I'd post an advertisement on television, the Internet and social networks and the radio, to persuade everyone to stop cyber bullying and to go on the website for the best information possible.</p> <p>Thank you.<br/>~Lesley</p> |
| 8  | <p>1. If i saw someone being cyberbullied i would do something about it, at first i would tell the person whos being cyber bullied to stand up for themselves and tell the cyber bully if they do it again they will call the police and tell the person who is being bullied if they do it again that they should tell parents and call cops</p> <p>2. i would create a massive stage show were the most famous singers come and play and movie actors act out the most greatest scenes from their movies and everything we make will go to help stop cyberbullying and the stars will have a speech why they think cyberbullying is bad</p>   |
| 9  | <p>1. Yes i would, it is really bad to see someone being bullied. I would make them stop no matter how as long as no one gets hurt.</p> <p>2. I would create a campaign on the TV because not everyone had fb but heaps of people watch T.V</p>   |
| 10 | <p>i think cyber bullying is one of the biggest crises in our world right now and something definitely needs to be done.</p> <p>Q1)if i saw someone being cyber bullied i would most definitely do something, i would first tell them how awful harassing by using the internet can change your life including your personality and how you feel about life, then as they would understand this would lead to if it is a social networking site unfriending them or if it were by email just to ignore, parents most definitely have to be informed as they are the most helpful in life</p> <p>Q2)i would create a web site that allows people to post comments(confidential of course)and then these comments or question will be resolved in an orderly manner.</p>  |
| 11 | <p>1. My friend came to school one day feeling depressed and stressed. I asked her why she was like that but she said she didn't want to talk about it. After school I was on Facebook and I saw that her Facebook wall was covered in words you could never imagine. I then knew why she was so upset. The people had threatened to kill her, beat her up and even stalk her. I then immediately acted. I went to school the next day and I told her that I knew why she felt like that. I said that I would call the Police and I told her to block or erase her Facebook account. I walked home with her that day and helped her. I called the Police and told them about everything that happened while she deleted her Facebook account. After that nobody else bullied her ever again.</p> <p>2. I would create an TV ad. I would invite all the people or family members of the people who have or have been cyber bullied to talk about their experiences. Some people who have been cyber bullied have committed suicide and I would include that in my TV ad because I feel it is a strong point that I should point out.</p>                                     |

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| 12 | <p>1. Bystanders have the power to make the bullying worse or make it stop. Most bystanders, encourage bullies, join bullies, or watch and just let it happen, as they think its cool or are just to scared of the bully and don't want to stand up to them. Though some bystanders are helpful like me and would do something about it, either directly intervene; by discouraging the bully or defending the victim, or you could simply get help by telling a responsible adult to do something about the situation. If I ever saw someone getting cyber bullied I know I would do something about it, because I would picture how it would be like in their shoes and you know that, it isn't a nice experience. I would tell the victim to delete that person and don't take any notice of the previous messages he sent you. I would also tell him that the bully, only bullies because they have such a bad life and want you to feel miserable as well. He has the problem you don't.</p> <p>2. If I could create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, I would put it on the social networks, about what are the best things to do when you get cyber-bullied and can view it at any time. I would also put it on the news so that the message would come across to more people and parents can see how bad it is to see children get cyber-bullied and then tell their children about how to face cyber bullying and what to do when you see someone else get cyber-bullied.</p> |
| 13 | <p>I think that cyber bullying is extremely and utterly wrong. It is mean, morally wrong and should be against the law...</p> <p>1. If I saw someone being cyber bullied, I would definitely do something about it. I would first tell the person who is being cyber bullied that they are being cyber bullied and then I would report it to the teachers at school. I would make sure they know exactly what is going on. The reason I would tell the person they are being cyber bullied because they have a right to know as it is happening to them. I would also tell a teacher so I don't get caught in the middle of it and I won't be cyber bullied because of telling the truth. The other reason i would tell a teacher is so they can deal with the problem responsibly.</p> <p>2. I would create a poster with a very fancy slogan. The slogan would be saying what to do if you are being cyber bullied or what to do if you have witnessed it. The slogan would be extremely catchy so people know what to do if they are being cyber bullied. I would also advertise it on radio, TV, posters, internet ads, and any other way possible. I would also create a website for those who have been bullied so they can share their experiences with other people who feel the exact same way. My advertisements would have many different types of posters. Eg. Bright and colourful for young kids, serious in a fun way for teenagers and serious for adults. This way the advertisement would be reaching out to people of all ages.</p>          |
| 14 | <p>Cyber Bulling is increasing everyday and it has become a major problem in todays society 1. if i saw or knew of someone being cyber bullied i would to my absolute best to stop if from happening, the first thing i would do is confront the person bulling them and tell them the harm it does to them and there lives, if this didnt get through to the person i would then tell there parents what was happening and teachers if this was in a school society. 2. If it was my job to create a campaign to stop cyber bulling i would not only make groups on facebook, i would get people to tell me their experiances with cyber bulling and put these in magazines such as Dolly, TV week ect. i would also have posters around shopping centers and any public places also if i had enough money to put it on tv i would again get someone who has been through this experience and get them to tell the people how much it can hurt and how much it can ruin lives. Also if you can find any famous people get them involved get them to share there experiences.</p>   |
| 15 | <p>1.If I saw someone getting bullied I would watch what the person is saying but not join in as I think staying out of it would be a better option</p> <p>2.I would make commercials on popular sites like on Facebook because there is a lot of cyber bullying happening on those popular sites and just fact that lots of people visit those sites.</p>  |



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| 16 | <p>1. Yes, I would do something. If I saw somebody (no matter who) I would go and tell an adult or teacher what I think is happening to that person and let the teacher or adult do something about it so I don't get involved. I would do this because I would like somebody to do this for me if I was in the situation and it is not fair for people to get bullied only</p> <p>2. If I could create a cyber bullying campaign it would be a TV ad because all people watch TV at some point through out the day and people would get the message. It would be an ad of what somebody else has gone through with cyber bullying and what happened to them.</p>  |
| 17 | I would be awesome   |
| 18 | <p>1. i would try and stop it by telling a teacher, school councillor, helpline, the victims parents and the bullies parents. i would be objective and calm but i would also have a word to both of the people involved, being a victim myself i think i can say everyone will get bullied at some point in their lives and i dont think that should happen because when it does it makes you feel horrible and unwanted.</p> <p>2. i would create an add that would be promoted in various different ways adds on the TV,buses/bus stops/internet it would show how it effects people. how people can be bullying without meaning too.</p>  |
| 19 | <p>1. If i saw someone being cyberbullied, i would either try and stop it myself and if that didnt work, i would tell an adult even id the person who was being bullied didnt want me to. Because i know from my own experiences that it is definately not a nice feeling. if that didnt stop, i would tell someone in higher authority, like the police or something like that, because cyber bullying is horrible and it should definately not be tolerated.</p> <p>2. If it was my job to create an add, i would probably create one that was really eye catching, because the ones they have at the moment people dont really take notice of them. It would probably be promoted everywhere, like on busses, trains, at shopping centers, train stations, on the internet, radio, social networking sites pretty much everywhere. I would also probably create a site where you could report cyber bullies because they need to be dealt with!</p>   |
| 20 | <p>1)If i saw someone being cyber bullied i would do something, I would ask them what the situation was and how it started and if they had told an adult (e.g Parent, Teacher, Family friend or Older sibling)if they answered yes i would ask them "what advice have they given you ?" if it was bad advice i would give them some good advice on how to stop the bullying. If they said no i haven't told an adult i would ask them why not and tell them that they should and if they are still saying no and they ask you not to say anything it may seem wrong but i would tell an adult because they could get hurt.</p> <p>2) if i had to make a campaign i would target it more towards the victim because in most cases the bully doesn't care if they get in trouble they just like the feeling of being stronger than the victim i would put the advertisements on social networking sites as an advertisement that if rolled over would open into a message and short film about cyber bullying that couldnt be stopped until it was finished. I would also do the same for youtube but at the beginning of a video it has to be seen in order for the video to be seen a message and short film is what i would use. In the short film i would show some of the affects that cyber bullying can have on the victim. I would also make a TV advertisement with some of the signs of cyber bullying so that parents may be able to check and see if there childs being bullied.</p> |
| 21 | <p>1. If I saw someone being cyber bullied, or any type of bullying for that matter, I would most certainly do something about it. First, I would ask the person being cyber bullied if they had told anyone. If they had I would ask if it has been sorted out or if they hadn't I would encourage them to tell a trusted adult and block the bully so they cannot chat with the victim.</p> <p>2. I would put a video up on Youtube or TV showing a person being cyber bullied and committing suicide or other hurtful things to themselves and it would make bullies feel guilty. Also, I would also create a catchy slogan of some sort to remind people not to bully and post ads around online and on social networks.</p>   |

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| 22 | <p>1) I hate cyber bullying, and bullying in the real world, as i have actually gone through it myself, and i know how bad it can get, so, whenever i see my friends or even some random kids i will always do my best to help, and i dont go and start some fight, i would usually tell the teacher at the school or the principal , or if thats not possible, the police, because they can help you alot, its a shame people think that you cant be helped from things, THERE IS ALWAYS HELP OUT THERE &lt;3</p> <p>2) I would get my class, and some kids from school to sign a petition and i would make a website to help kids that have been cyber bullied, or bullied in the real world, i would do my hardest to help kids if it was my job.<br/>~ Dylan &lt;3</p>   |
| 23 | <p>1. I would report the person cyber bullying to the site owner and if it doesn't stop then tell a responsible adult.</p> <p>2. I would use TV ads and social networks, (eg facebook, myspace, msn) because these days teens are either on the computer or watching tv and id put the ads on tv at 6:00 because of the news at 6:00 and heaps of parents are watching the news and they will see it and join.<br/>It would be something that people can join and they willl getr newsletters about it and i would make time for meets and any age from 10 up can join.</p>  |
| 24 | <p>cyber bulling is just plain wrong really i dont get it it is the same as normal bulling in the school grounds, the bully is clearly afraid of somone or something so then at school he or she pretends he/she is a big tough nut so then they go pick on the other kids the thing is there solving the fears by making other kids fear to sooo... when your on Facebook, MSN and those other scolia websites when someone is bulling you that means there to scared to come up at u in person cause the might go to ur school,scouts...</p>   |
| 25 | <p>1. If you saw someone being cyber bullied, would you do something about it? What would you do and why? If not, why not? if someone was being cyber bullied i would definatley help the person i would tell the person to keep all of the comments,inboxes etc. and to delete and bloke the person bullying them. i would tell them to go to the school principal with the evidence of what the people are saying if it gets worse i would tell the person to go to the police. I would explain why bulling online or in the community or at school or where ever is wrong people do bad things a risk there own lives because of idiots that are jealous of them and other things.</p> <p>2. If it was your job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, what would you create? What media would you use for your campaign? (eg social networks, TV ad etc)i would help students to understand the importance of cyber bullying and that i would go to schools and explain it i would also go one tv and explain it aswell.</p> |
| 26 | <p>1. if i saw a person being cyber bullied i will tell him/her to tell there parents and tell the police.</p> <p>2.I would use television advertising and advertisements to worn them about that. i would use videos and slide shows to take about what is cyber bulling is and tell them how we can stop cyber bulling.</p>  |

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| 27 | <p>1. firstly i would go up to the person who is bullying and ask them why they are doing that. you also have to consider that they might have a hard life so thats why they are doing it to someone else, if thats the case then i would try to help them by getting them counseling for them, then i would get them to say sorry to the person they bullied and try to fix it up. if this bullying was over a small problem then i would help solve that problem without trying to make it worse.</p> <p>2. i wouldn't make an ad to go on tv or on the computer you would want to make it bigger so like a company that goes to schools and tlks to people about cyber bullying and the harm it can do. this would mean slowly you would be going to every school in the country and tell them about the cyber bullying, solutions and if your a cyber bullier then how you can stop the harm you are doing to that person. also you could make like a kidshelp line thing but for someone who is getting cyber bullied. you could also setup a counseling teacher at every school just based on cyber bullying this way more people would know what your going through and try and stop the bully.</p> |
| 28 | <p>If I knew someone who's being cyber bullied I would tell them to block the person causing the problem,stand up for them if the bulling is going on at school, and not to listen to what they have said or are saying about or to them. The reason why I would do these thngs is because I've seen and heard about people committing suicied and self bodily harm from this type of bulling, I wouldn't want that to happen to any body.</p> <p>If I had to creat a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, I would tell them to go straight to the police if they think the problem is really serious, if not talk to a school teacher and or principal.DON'T SAY NOTHING IF YOU KNOW SOMETHING if could make matters much much worse if you don't tell someone.</p> <p>Yours Truely Caroline Brettig Age:13</p>   |
| 29 | <p>1. If I saw someone being cyber-bullied i would report the bully because cyber bullying can ruin someones life.</p> <p>2. I would create either a tv show or a website with information on how to stop cyber-bullying and videos about people who have been cyber-bullied.</p>  |
| 30 | <p>1. If I saw someone being cyber bullied, OF COURSE I would do something about it! I would talk to the victim and if they have been hurt so bad that they need extra help, I would stay by them until they're better. As for the actual bully,I would report them to the administrator of the website and do my best to get rid of this bully and their attitude.</p> <p>2. Teens do tend to listen more to people that are their age and like things they like. This is why I would probably put out a survey or something along those lines to find what teenagers do in their spare time. By doing this, I can target where to advertise my campaign.</p>   |
| 31 | <p>1. if I saw someone being bullied by cyber bullying I will tell the one bullying to stop and see who is the right one and I will let him or her to apologise and talk to the person he bullied and fix what they have done . I would do this so no one will get angry at anyone and everyone be friends and have harmony towards others and if the person that is bullying dosent listen I will call an adult to come snd deal with it.</p> <p>2.if it was my job to create a campaign to encourage students to have a positive effective and safe action I will have dinner and youth nights for the students as a gather up AND to encourage students to meet with other and might put some clips about cyber bullying the the affects that people might get offended by and activities and i will do a website were if anyone needs help or if they are getting bullied by a major person all the time i will get them to meet and talk to get them well and good friends as well as to apologise.thankyou rayan altaey</p>  |

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| 32 | <p>1. Yes i would do something about it. If i saw that it was happening i would talk to the person being bullied and then ask them how they feel about it. Then i would go and talk to the bully and ask them why they are bullying the other person because they could be bullying them because they have to let off steam and may get bullied themself.</p> <p>2. A great way to get cyber bullying on an add is youtube and tv. On tv you could put a catchy phrase or sentence to warn parents and it should be able to get stuck in there head 24/7. Also do the same for youtube because if a parent sees a cyber bullying add they may ask their child if they have had any trouble with cyber bulling and if so what?</p>   |
| 33 | <p>1. If I saw someone being cyberbullied i would tell them to report it on the site they're on if they can. if they can i would get them to tell their parents and if they wont i will and tell their parents to see what was said to them.</p> <p>2. I would make a TV ad that would say cyberbullying is wrong and that you are an inportant person and you deserve not get that kind of treatment because you are a inportant person in sociotey and the world needs you to be able to funtion so do the 3 inprtant steps<br/> 1.Report the teatment to the site admin and block the person 2.Make changes so it is impossible for the bully to contact you (if you dont know how to ask!) 3.Tell parents so they can help you to get back to being an inportant person of socierty</p> |
| 34 | <p>yes i would reacted to it imediatly .<br/> i would get a teacher or adult and tell them what is happening then i would go straight to the fight and try to break it up or let the teacher do so .</p> <p>for my campaign i would right what would happen to them and what there long term life would be like and in the end the bully would end up with no friends<br/> my campaign would be on t.v, radios,and magezines to try and let the message out to bullies to stop doing it cause its not that funny any more :)</p>  |
| 35 | <p>1.If I saw someone being bullied,I would tell a responsible adult and advise them to go on cybersmart which gives lots of information about cyberbullying.</p> <p>2.I would use the internet or social networking as that plays the most important parts in teenager's lives and is also the most influential.</p>   |
| 36 | <p>I think cyber bullying is just as bad as punching someone in the stomach. If ever saw someone get cyber bullied i would help them to get out of their situation by firstly askig the bully to stop. If that doesn't work then i would get an adult to help out. I would not only help the victim but help the bully to stop as well. I would do this because if i were in a situation like that i would like someone to stick up for me and because there is always a reason for why a bully is acting in such manner. I would create an add that would help all age groups with bullying. This add will be presented in all the types of media so that people old or younge can stop getting bullied.</p>   |
| 37 | <p>if i saw someone get cyber bullied by a person i would tell them to block the person or tell somone and it will get traced up.with the police. cyber bulling isnt good i have been in there shoes. i have been bullied and i bullied them back. but that makes it worser so u dont do that and i would do a campaign on tv about cyber bulling and how it needs to be stoped we need to stop CYBER BULLING</p> <p>thanx for reading by Arron price :)</p>  |
| 38 | <p>tell the bully to beat it</p>  |

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| 39 | <p>I can honoustly say I think it's rediculous becuase there isnt any point in doing it? What do you get out of it really? I watched a video at skl of a UK guy who got cyberbullied at skl over a time frame of 7-8 weeks and I nearly cried it was that sad what happened to him :( They government need to take more action in Cyberbullying and put up stronger laws about cyberbullying! some people at skl wont stick up for those who are getting bullied because they're scared of their friends turning against them. But i know if i stood up for them which I would if i knew anyone gertting cyberbullied at skl then i know my friends would back me up 110%</p>   |
| 40 | <p>1. ye , if I saw someone being cyber bullied I would ask the bully nicely to stop the bullying, and then educate the bully on cyber-bullying and what it does to some kids out there, how some have taken their lives from cyber bullying, and try and convince him/her it's wrong. then to the person being bullied, I would tell him/her if they ever need to talk , that I'm here for them, and tell them how they could easily block or remove this person's rights to communicate with them over the social networking site. I would Also tell the person being bullied the consequences of reacting in particular ways in future situations such as this, can be dangerous and only make things worse.</p> <p>2.If I was to create a campaign on helping people through cyber bullying,I would create a TV advertisement showing interviews with people experiencing cyber bullying and how they should deal with it. Also how they think they should deal with it. The advertisement would also feature what cyber bullying is, and how it effects people, it would also have a part where it shows how the campaign has changed cyber bullying victims lives dramatically. Also in the advertisement it would contain helpful suggestions to tell someone, an adult, or someone they trust, or contact Dave Gunter via Facebook. I would also have a Youtube channel with videos uploaded each week containing interviews with people about how the campaigns advice has changed their lives, and the people being interviewed would also hand out encouraging tips on how to deal with cyber bullying</p> |
| 41 | <p>if i found out someone was being cyber bullied i would tell a responsible adult.<br/>i would open a website where there will be people on 24-7 and you an tell them your cyber bullying situation from being the cyber bully or the cyber bullied because the cyber bully might have their problems too. i would put ads on places teens and kids like to go to like youtube, FACEBOOK ETC.</p>  |
| 42 | <p>Cyber Bullying is so stupid if you wonder why people do it they do it on the Internet because they are scared to see the other person's reaction like if they go crazy. if you ever see cyber bullying you should try and stop it and back the victim up.</p> <p>1 I have been cyber bulled when I was young and what really helped was talking about it to friends so they can help you out with it and also try to ignore it<br/>2 I would make a tv ad that would promote people to stand up and help cyber victims because they do hurt inside and some even go Farr enuf some people hurt themselves so try and stop it early so no one hurts themselves</p>  |
| 43 | <p>I hate to hear that people have been cyber bullied especially a family member for friend. I have been cyber bullied my self and I know it isn't the end of the world but I know kids and teens can do more about it.</p> <p>1. Report it to the police.<br/>2. Block or report the person to the social network you are using.<br/>and 3. Tell your parents.<br/>2. Tell a family member.</p>  |

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| 44 | <p>1: Talk to the person who is getting bullied. And if i knew that person I would go up to him/her and ask the person why do you bully? and i try to make things all right.</p> <p>2: I would make an event on Facebook.com, and it would be about "International Stop Cyber Bullying". Or use the TV to get the parents of children to talk with their kids and just talk about bullying.</p>  |
| 45 | <p>1. I would report the person and contact an adult immediately.</p> <p>2. I would create an advert that involves children in the advert and would put it on tv in between a program with a lot of viewers and i would get adults and teachers involved and get students involved so they learn , about cyberbullying and so they know what to do if something happens.</p>   |
| 46 | <p>1) I would speak to the person getting bullied, and together we'd go get an adult so we can report it and have it stopped.</p> <p>2) I would facebook, everyone used facebook, how could it not get around?</p>   |
| 47 | <p>1. If I had seen someone being cyberbullied, my first duty would be to warn the user and then call the police about it to track down who the bully is.</p> <p>2. If I had built a campaign to stop cyberbullying, my first place to post it up would be sending a message to all mobile phone users. Most of them would be students. My second option would be to start a group on many email websites, such as facebook or twitter, so that I may warn the adults about their children in need. These would be the most assertive thing a child would need to do when someone would start to bully them!</p>               |
| 48 | <p>1. If I saw someone being cyberbullied, I would Talk to the person who is being bullied, let them know that this is serious, I would also talk to someone about it, either an adult, parent/caregiver, teacher, etc, to let them know what is going on.</p> <p>2. I would choose a TV ad or social networking, firstly social networking is a big spread to all people, to let them know that cyberbullying is bad and telling to put a stop to it, it could get very serious and try to get as many people to join and help.</p>   |
| 49 | <p>1) If there was a person being cyber bullied and I was witnessing it I would first of all tell the bully to 'back off', then report the bully to a higher authority, someone who can deal with the situation better than i can.</p> <p>2) If i was to make a campaign it would probably be about what it feels like to be bullied, to show the bullies what kind of things they are doing to their victim emotionally and physically. I would use the social network sites because that is where a lot of people go to talk to friends and to surf the web, but also sadly it is where a lot of cyber bullying happens.</p> |

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| 50 | <p>The people who do cyber bullying are just people who just want to pick on someone and don't care what the other person will feel. when you are online with other person it is just like, there is a brick wall in the middle. you can't see who they are, what are they trying to do to you, what is their identity and they can be lying about lots of things that you think are true. E.g. the person tells you they are 15 years old, when it could be be 45 year old behind the brick wall.</p> <p>when are stuck in this situation you should talk to a adult like your mum, dad or maybe bigger brother or sister. I will not let the situation get worse for the person i will help them in every way and if it is geting out of control, we can call the police to handle parts of the problem.</p> <p>if it was my job i would create:</p> <ul style="list-style-type: none"> <li>* NO CYBER BUYLLING advertisements on social network sites.</li> <li>* Warning signs</li> <li>* " stop cyber buylling " group</li> </ul> |
| 51 | <ol style="list-style-type: none"> <li>1. If i saw somebody being cyber-bullied and i knew the person doing it i would have a talk to them about how it is hurting their feelings and relly making them feel bad. And i would try to help that person being bullied and if i was unable i would bring an adult into it.</li> <li>2. I would make an ad that was positioned on the side of a social-netwroking site, hopefully having it there will mean it catches peoples eye more than a TV Ad. Cyber bullying is really bad bullying and the worst part, person who is doing it doesnt even have enough courage to go up to them and say it to their face&gt; Bullying is just disgusting behaviour.<br/>:(</li> </ol>  |
| 52 | <ol style="list-style-type: none"> <li>1.If i every see someone getting cyber bullied i would ask them if they are ok and how long it has been going for i would also tell them to tell an adult that they trust to so it could be handled with and if they did not know an adult to call a help line. 2. i would create a short movie on the effects of bullying to show other people that it is not cool to bully and that before they start bullying other people to think about what they are doing and how they would not like it if they were to get bullied and the type of effects that can happen. I would use use my video on youtube and facebook because most people use more time on youtube and facebook than they do watching tv and i think if i put it on those sites more people would see them and more people would stop bullying.</li> </ol>  |
| 53 | <p>I HATE CYBERBULLYING... it so mean and cruel if i saw someone being cyberbullied i would seriously ring the POLICE because its so mean and if we could get rid of cyberbullying my parents would stop nagging and nagging about 'be careful' dont get cyberbullied' and 'dont cyberbully anyone else' - i mean seriously i hate people who cyberbully why would I cyberbully?</p>   |
| 54 | <ol style="list-style-type: none"> <li>1. Yes, I would do something about it, I would tell the police, or a teacher at school, or even just a trusted adult, mainly because i've already lost a friend to suicide, as she was cyber bullied and I always take cyber-bullying really seriously..</li> <li>2. I would create a video, even though there are already many there, to show the effects it has i.e people crying, self harm, suicide, people being alone.. I would go to High Schools and show children, that are appropriate age, so they would be mature enough to understand and I would most likely also have friends/family members that have lost someone to suicide by cyber bullying, talkig in the video, so it would hit home to people that it really is a serious issue.</li> </ol>  |
| 55 | <ol style="list-style-type: none"> <li>1) If i saw someone getting cyber bullied yes i would do something.I would tel the bully to stop it asap, if the do ot stop i would tell an aduld asap. cause cyber bullying can cause suicide (self harm).</li> <li>2) If i would create infomation of cyber bullying i would go to the person myself and talk abou it. I think it would be alot better to interact with the victom evean if it a cyber bully. It would include: what to do, who to tell, be positive,stand up for yourself,and how much you know diffrent.</li> </ol>   |

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| 56 | <p>1 I would help out that person because everyone is equal and I would help them get out of that situation.</p> <p>2 I would use a commercial and I would have two people and one of them getting bullied and the children who are watching would see how this person is getting hurt and they would think twice before doing it.</p>  |
| 57 | <p>Q1)I would do something about it because it will only get bigger if someone doesn't help. If it was someone at school I would get them to talk to our school Councillor.IT is a big problem and I'm actually tired of seeing it.</p> <p>Q2)I would put those adds on famous social networks like facebook and twitter. I would also put it in places where it is very popular. Say adds at the cinema. I really don't like to see other people hurt may it be physical or maybe mentally. Physically is abuse first of all and then mentally actually eats your inside out. It takes out your confidence and then your sanity.</p>   |
| 58 | <p>1. Of course i would do something about it! I know what it's like... but i wasnt bullied by an enemy but my best friend accusing me of stuff i haven't done. I felt worse than sad... and i don't want anyone else to feel how i did. It's not a nice feeling. To all of you guys out there that havent been cyber bullied consider yourself lucky! What would i do? well the best you can really do is be there for the person being bullied, help them stick up for themselves and make sure they know that they have a friend they can trust. Butting into it is the worst thing you can do... you will not only hurt yourself but the victim too and the bully will feel satisfied that the victim isnt strong enough to stand up for themselves.</p> <p>2. Is there a rule for using more than one? Oh well. I would use as many ways as possible. You would need something to make the bully feel guilty, but also to remind them its never too late to say sorry and ask for forgiveness. Like a few of other people are saying... use something catchy that will stick into peoples head... but we have to remember that it cant be too long. Not only focus on the bully on this. You can focus on the viltims too... you could have adds to help them along too, they need just as much encouragement and support!</p> |
| 59 | <p>1. I would convince the victim that they shouldn't let this happen to them, if they dont tell anyone i will for them.</p> <p>2.I would create a website and also I would get a professional to go to schools ect... to talk about cyber bullying. I would then have TV ads about where you can call and what you can do as well as ads before youtube videos and on websites like studentedge.com</p>  |
| 60 | <p>1. i would tell someone or if it wasnt that bad i would deal with it myself. if it was to me i would tell someone and dissable my account on the thing it was being bullied</p> <p>2. i would put it on the radio, on adds on tv and on web sites i would also put posters up around the shops and invite people to join a anti cyber bullying club anyone who had been cyber bullied or whoever had seen someone being cyber bullied could join</p>   |
| 61 | <p>1. I would do something about it. I would report it. Sometimes it can make you feel down, depressed or frustrated. Its best to report it to try and stop the bullying from happening or prevent it from happening as often.</p> <p>2.I would most likely make an advert for T.V and target channels students would most likely watch. It would probably be about what cyber bullying is, the effects of cyber bullying and how to stop it from happening.</p>  |
| 62 | <p>Well, first and for most i would advise him/her to stop logging into whichever website they are being bullied from. They should then report this issue to an adult capable of helping. After the issue is solved, create a totally new account and deactivate the previous one.</p>  |



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| 63 | I would use Facebook to create a Facebook Page to "Dob in a Bully" to encourage young people to "name and shame" cyber bullies and drive them out. For those who do in a bully, they go into a draw to win prizes and the bully is banned permanently from Facebook and gets his account shut down.   |
| 64 | i would alert someone straight away and tell the person to save the message in case the bully denies bullying and what i would create is a game and a t.v. show to try to get it to them young not to cyber bullying and i would also put up a chat website for the kids getting picked on to ask for help and what to do   |
| 65 | i find cyber bullying a cowardly way of hurting ppl feeling if u got something to say to them dont do it online cause ppl who cyber bully end up being the lowest piece of shit in the world dont descend to that level rise to a better level by not ruining ppl's lives   |
| 66 | <p>1. If I saw someone being cyber bullied I would help them overcome the bully not stand aside and not want anything to do with it because being a bystander is just as worse as being the bully. I would ask the person who is bullying to stop and if they didn't I would tell an adult because lots of adults have gone through some of these experiences. I would also comfort the person being bullied and tell them that everything is okay and not to take anything to heart that the bully says.</p> <p>2. If it was my job I would try and use any source possible to get the message out there. The main thing that anyone needs when they are getting bullied for support and I would set up a site or site on Facebook where you can go to for support if you are getting bullied by someone who has been cyber bullied or others who want to help.</p> <p>Cyber bullying is a horrible thing to do and should be stopped. If you are being bullied you also need to reach out and tell people because the longer you let the bullying go the worse I will get.</p> <p>Yours Truly,<br/>Taylor C</p> |
| 67 | <p>1. if i saw someone being cyber bullied , i would tell my parents to talk to their parents to try to solve this situation. my parents have been very supportive since i've been cyber bullied myself. its not a situation you want to be in.</p> <p>2. i would actually choose a person who has been cyber bullied and let them speak for themselves. eg. how they feel and what is right and wrong and how to be more safer using the internet. i would base it on social networking sites, especially formspring since you can make it anonymous no one will actually know and other social networking sites. i could also sit on the phone all day talking to the victim and helping them stand up for themselves and actually doing something about it.</p>  |
| 68 | <p>yes, of course i will take some actions to the person who is being cyber bullied. i will first comfort the victim then tell their parents or teacher for their own safety, and then i will use my computer skills to find the bully.</p> <p>if i was to create a campaign, i would use youtube, social networks and newspapers to write a story or create a video on a person being cyber bullied and show how the victim is really depressed and sad, then i'll end the story by getting the bully caught by a police and get the punishments that they deserved.</p>   |
| 69 | Cyber bullying happens all the time on facebook If i see it then I take that person off of my friend list and encourage others to do the same. The only way to stop cyber bullying is to report that person, otherwise they never get the message and will keep on doing it   |
| 70 | If I saw someone being cyber bullied I would report the bullying to their school and to tell off the person who was bullying the other person. I would create a social network to encourage people to take action when they see cyber bullying because a social network is where cyber bullying mostly happens.   |

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| 71 | <p>If I was a friend or someone close I would comfort the person being bullied and try and stop the bully, but if I didn't know them I would say it's not really my business.</p> <p>I would make a TV commercial but make it less boring than some ads you see on TV.</p>  |
| 72 | <p>First of all I would take a stand for the person being bullied and encourage them to do the same towards the bully(bullies), however whilst doing this I would also inform a parent/teacher/adult in case anything got out of hand.</p> <p>To decrease -and, hopefully, eventually end- cyberbullying I would create a website that would include things from stories to music about stopping cyberbullying, for people of all interests. It would also allow people to blog anonymously about their thoughts and feelings on cyberbullying and even come clean about doing it themselves and why.</p>   |
| 73 | <p>i would feel horrible if i was the victim or the witness... but when i ever see someone getting bullied i feel hurt inside like i can feel their pain...i especially hate cyber bullying...it says that the bully cant go up to the victim and say it to their face. its like they have to be behind a brick wall and say it.</p> <p>i would definitely take action to tell the bully what they are doing is a sign of weakness and if they continue further action will be a choice e.g. like taking them to the police or court...DISGUSTING MANNERS PEOPLE HAVE THESE DAYS</p>  |
| 74 | <p>1 Yes i would tell the person to stop bullying them and get the person being bullied some advice and help</p> <p>2 I would make a tv add to help people realise that cyber bullying is wrong and it can have many different effects.</p>   |
| 75 | <p>1. If I saw someone being cyber bullied I'd do something about it. I would support them and report the bullying.</p> <p>2. I would create a website teaching people how to help stop cyber bullying and tips on how to fight it.</p>   |
| 76 | <p>1. if i saw someone being cyber bullied i would stick up for them and tell the bully to back off and that he/she isnt better then any of the people especially the person he/she is bullying. and if they were still bullying other people ill probably tell an adult that can do something about this or make them friends or anything just to get that bully to stop bullying.</p> <p>2. i would create pamphlets to give to people everywhere to understand how bad bullying really is and ill make posters to put up in stores and go around houses handing them around and telling them how bad it really is. Then ill make a comercial about it.</p>   |
| 77 | <p>1. Yes, I would ask the victim for permission to confront the bully. If I was given permission I would have a talk with the bully and ask them to leave the victim alone. But if I wasn't given permission I would just be an extra ear and just help them out if they need it. I would help them because if I was bullied I would want someone to be by my side too.</p> <p>2. I would use social networks for example: facebook, myspace, msn and twitter. Because most of the cyber bullying is done on these networks therefore when someone decides to send a nasty message, they will see the ad on the side of the page and they will think twice about sending the message. On my website I will have a slogan "bullying is just a click away" and children and parents can join and read stories of others past experiences, can have a say and learn more about cyber bullying</p> |

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| 78 | Cyber bullying is what people with low self-confidence do to make themselves feel powerful. I would tell someone who could stop them such as a parent or a teacher at school. I would go around teaching people about cyber bullying   |
| 79 | <p>1 I hate it when kids including myself are being cyber bullied and I would defently do something about it.No one ever deserves to have such a bad thing happen to them.I would tell the person who thinks it is ok to bully and tell them to leave the victim alone and if the bullying continues let an adult know and report it if the bullying doesn't stop,but give the owner of the site a heads up that it is happening,what that person is saying and that i've told them to stop.</p> <p>2. I would do a tv campaign considering how many children, teens,adults and parents watch tv and make a documentary that provides advice about what your child or friend etc. can do to prevent themselves or others from being cyberbullied and who can do something about because cyber bullying is a terrible thing that needs to stop!</p>   |
| 80 | <p>1. If I saw someone being cyber bullied I would tell the person to stop and aware an adult about it, whether its a teacher or a parent. I would also support the person help them get through and recover, whether we were close or not.</p> <p>2. If it were my job I would use multiple media sources, like advertisement on T.V., radio and magazines. My ad would show the positive things you could do about cyber bullying and things most people either didn't know. It would make people think that it's okay to 'name and shame', since a lot of people are scared about what would happen to their reputation if they did so. The ad would be something that stayed on your mind for long enough for people in the community to try and do something about it.</p>  |
| 81 | <p>If i saw someone being cyber bullied then I would definately try to stop it from happening because NO-ONE should have to deal with being bullied, no matter who they are. I would try to help them by either:</p> <p>a) talking to them about it and encouraging them to tell someone that they trust, eg. parent, teacher, family member</p> <p>b)depending on how bad the situation is, talking to the authorities about it</p> <p>2)I would create a website where people could ask questions and get help either if they are being bullied or if they see someone being bullied and are not sure what to do. I think that the best way to advertise this would be on social networking sites such as Facebook as that is where a lot of the cyber bullying goes on.</p>   |
| 82 | <p>1.I think cyber-bullying is for people who don't have the courage to sort out their problems in a decent manner. If I saw that someone was being bullied on Facebook or msn for example, I would contact the administrator and report it. I know that sometimes it's hard to stand up for the person being bullied, especially if the bully is a 'cool' person, but I try to find the strength and change my perspective. If I was being bullied, I'd want someone to stand up for me and help me out.</p> <p>2. I think campaigns about cyber-bullying should be advertised where the issue occurs i.e. on social network sites like MSN, Facebook, MySpace etc. Then when it does happen, people have the information ready to access. I think sites like Facebook shoul have a ban users on the first case of bullying- this would discourage bullies to do it in the first place.</p> |
| 83 | <p>1.Yes. i would tell a teacher or if it's bad, then the police.</p> <p>2. I would use facebook, television commercials and post flyers everywhere</p>  |
| 84 | <p>1. Yes i would tell them to not do that and be in the person who's being bullieds corner.</p> <p>2. I would put this campaign on Facebook and Youtube. One of those ads that are on before a video because most of the worlds population uses facebook and youtube</p>  |

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| 85 | <p>1. If you saw someone being cyber bullied, would you do something about it? What would you do and why? If not, why not?</p> <p>Many teenagers of the current generation are being bullied or are bullies. Everyone has the right to live without the fear of being bullied but some people think it's their right to harass another person out of their own free will. I think bullies only beat up on others they are jealous of or think are similar to them in some way. Most bullies are born from another bully. The bullies are taking their frustrations out on a helpless victim until the victim finally has enough and maybe throws a fist back. It's sort of a cycle.</p> <p>If it was one of my close friends I would offer my help and give advice like deleting their accounts, removing harmful posts or blocking bullies on social networks. If there was threatening involved that was really bad then I would suggest a restraining order to the person getting threatened. On the other hand, if it was someone I barely knew, I'd ask them if they were okay and then maybe suggest a counselor or helpline.</p> <p>2. If it was your job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, what would you create? What media would you use for your campaign? (eg social networks, TV ad etc)</p> <p>A lot of people look up to big, famous superstars. I think the best solution would be to get a huge sensation like Lady Gaga to speak out to those who are being bullied. Inspiration to change old habits, like allowing bullies to hurt them, would put an end to the bullied people who would be inspired. If some famous person was to post it on YouTube or Facebook the message would get across faster opposed to being in the newspaper. Almost everyone that owns a computer with internet joins some social network. And then they invite their friends who invite their friends and so on. If a broadcast was on a social network then I think it would spread like wild fire on dead grass.</p> |
| 86 | <p>1. I would talk to the person who is bullying the person and try and find out what their problem is and help the person being bullied by listening to them and give them advice about what they should do and some suggestions of people to talk to and website to get help from. To the best of my ability i would support them and try to make them feel happy and help them forget about it all.</p> <p>2. I would put create a interesting campaign which catches the eye of a person which encourages to stop bullying and help people getting bullied. It would be bright and colourful and send out a clear message to all about how horrible it is to cyber bully. I would mainly advertise on the internet eg. on social networks like facebook, twitter, skype ect. and at schools.</p>  |
| 87 | <p>1. yes i would do something about it, i would alert police and make a priority for investigation because this sort of behavior should not be tolerated</p> <p>2. I would create a intresting t.v ad that would alert teenagers about cyberbullying without boreing them</p>  |
| 88 | <p>1. I would do something to prevent it. I would approach the victim and ask about it and tell them what to do about it.</p> <p>2. I would create a video about the damages it can cause eg. suicide. I would spread the video on the TV and all social networking programs.</p>   |

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| 89 | <p>If I saw someone being cyber bullied, I would print out the comments, and without letting the bully know that you've seen the conversation, give it to a responsible adult eg. teacher; if you go to the same school. This way your not getting involved personally in the problem, but quietly helping to solve it, without getting any unwanted attention. (You don't want the bully to start picking on you.) I would do this, because it's the right thing to do and I'd be able to put my mind at rest, knowing that I've helped someone who was in a situation that I've been in before.</p> <p>2. I would use Facebook as my main approach of the cyber bullying. Making like groups that are funny, but at the same time make people think "is cyber bullying really worth all the effort?" Also TV advertisements involving celebrities that girls and boys admire (eg. Justin Bieber, Selena Gomez, Lady Gaga) could get people to form an opinion on cyber bullying. If i saw someone getting cyber bullied yes i would do something.I would tel the bully to stop it asap. . I would report the person cyber bullying to the site owner and if it doesn't stop then tell a responsible adult.</p>  |
| 90 | <p>Yes, I would do something. If I saw someone being cyber bullied I would be able to tell them, because of the computer engineering classes that I go to at school, about the many techniques and options of blocking people out of your computer. This, I think, would be very helpful as most bullies attack others to get a reaction and stop when they are ignored. I also think that it's a good idea to tell people that you trust about how you feel so I would encourage the cyber bullied victim to tell their parents or teacher about how they feel .I think it's always a good idea to share your feelings with others because it always lightens the load. If I had to create a campaign to tell people the best way to deal with cyber bullying I would think up a clever rhyme or song that sticks in people's heads so that they can remember it and nothing spreads like a catchy song. I think it would be something like:</p> <p>Internet is great to help us learn<br/>but bullies can sting like sunburn</p> <p>Together the two are hard to beat<br/>but we can disarm them with delete</p> <p>Bullies on the internet pressure us into doubt<br/>we need to make like Lego and block them out</p> <p>Sort their emails to junk and their texts to blocked<br/>and without any attention the bullies will be shocked</p> <p>Tell your parents and teachers for support<br/>and the bullies cyber mission will be switched to abort</p> <p>Ignoring bullies will be their downfall<br/>because without you, bullies aren't much at all</p> <p>I would put this on a TV ad, the internet and on the radio. I think it's a clever idea to play a campaign on a lot of different types of media because it can appeal to a lot of different people and everyone can learn what to do in a cyber bullying situation or how to help someone else. I would also would tell the administator and the report or block the person.</p> |
| 91 | <p>1. Well, I guess I'd help out the victim and report the bully, because nobody likes to get bullied.</p> <p>2.I'd create a Facebook and Twitter group and make my own website.</p>  |

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| 92 | <p>What is cyber bullying?<br/> Cyber bullying can mean many different things in many different ways. Cyber Bullying basically means when a child or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child by digital technologies or mobile phones. If you see some one getting bullied you should stand up NO MATTER WHAT THERE RACE IS OR NO MATTER WHAT THEY LOOK LIKE. Everyone has bullied some one and not every one is right. But the right thing to do is stand up and Esto vir Being the best person you can be.</p>  |
| 93 | <p>If I saw someone being cyberbullied I would first check to see how that person is doing emotionally. I'd also find some way to report it to the teachers so that they could tell the victims parents and take action and I'd report the cyberbully to the social network. I'd go all out to make sure this cyberbully didn't do it again by telling my friends about this bully.</p> <p>My media campaign would be everywhere. Radio, TV, presentations at schools, asking the authorities like the police to visit schools and speak about the harmful effects of this behaviour. A Big ad at the local cinemas would certainly have an impact. Kids and parents will have to be more informed before this behaviour can be stopped.</p>  |
| 94 | <p>1. Cyber Bullying i sick and hurts people emotionally. Some people are being blackmailed this way. in a situation where someone is swearing and hurting this person online I would stop it by first contacted my parents telling them about the problem and the situation and try make them help me in this. Maybe my parents will be able to talk it out with they other persons parents. I would help the person who is getting bullied and comfort them . Not try to make them more scared them they already are. I would ask the bully to STOP!! and tell them that doing this is wrong . If they were in their position would they like the feeling. Obviously NO!! If it get worse and they don't even listen i would take it to the extreme and contact a police. People who cyber bully don't gust and are just low life people who don't have manners and don't have hearts for others. People like this should learn, if they have a problem with the other person they should talk it out with the other person, Not go at them and hurt them with words that actually have no meaning. People will usually listen more if you talk to them nicely with manners. Should people Cyber Bully ? NOO!! Should people talk it out with the other person ? YES!! and plus talking it out with the other person won't get you into much trouble.</p> <p>2. I would make a commercial , advertisements, books, radio stations anything i could just to make this stop. MAke the ad everywhere for everyone to see how sick people make the internet. :(</p> |
| 95 | <p>1. Yes, i would tell a responsible adult about it. I would also tell the victim to block the person that is cyber bullying him/her.</p> <p>2. I would make a website, where people who are being cyber bullied can go onto the website and tell someone about it and ask them what to do about it. I would use social networks like facebook, TV, radio and youtube to broadcast about the website i have made!</p>  |
| 96 | <p>1. If i saw someone getting bullied I would perhaps step in with a casual comment, whether sarcastic or defensive, so that they are aware that there are other people around that could land them in trouble.</p> <p>2. I think with social network advertisements, not everyone looks at them. TV ads would be a good way to make people aware of cyberbullying, perhaps with a story on a cyberbullying victim. I know this would make me more aware and want to help stop it.</p>   |
| 97 | <p>YES. i would stand up for the victim and tell the other person to stop it in a mature manner. i have done this before and it only works you yourself are a decent and responsible person.</p> <p>TV ads are always effective, my slogan would be STAND UP, DONT GIVE UP, in support of cyber bullying victim.</p>  |

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| 98  | <p>1. If I knew that someone was being cyber bullied, I would first ask the person being bullied if they had told an adult about. Although some kids find it hard to talk to adults about issues and problems, adults have been alive longer than us kids, so they have more idea of and experience of life in general. I would tell them that they should sit down with an adult that they trust and talk about everything that has happened. Then I would ask the person being bullied if they had any idea why it was happening, although some people just bully other people for fun. If they knew why, then I would tell them to either go up to the person who is bullying and apologise if they had done anything wrong in the past. If they hadn't done anything wrong that they know of, they might have been picked because they are an easy target. It depends on what scale of bullying they have been bullied at. If it is been going on for a while and it is really bad, I might suggest that they either change there online accounts such as Facebook, and if they have been getting texts, think about maybe changing their phone number. If they are being bullied on a smaller scale, they should either go up to the bully and tell them to stop, I would go up to the bully and ask why they are bullying this person or they should just block the bully if they can from the websites, but when you are being bullied, never bully the person back!</p> <p>2. I would create a website were people can post the website they saw cyber bullying happen with wither there email or phone number, which goes through to someone who reads it and looks at the website or if it was a text, what the text said. They will do a bit of research on that case, eg go on the website it was posted on, and look at all the posts to see if it looks like bullying. If it does, they either call or email the person who reported the bullying to say that it is defiantly cyber bullying and they call them or email them every day or week or what ever the person on the other side asks for with steps and tips all the way to being a good bystander and helping the situation until it is finished. Also on the website would be stories of how people where bystanders and what this website did for them so other people will get a feeling of how the website works and what it did for them. I would get this website out through everything I could so everyone knows about the wonderful anti bullying website.</p> |
| 99  | <p>1. I would do something. I would tell the victim to, put all of the bullying emails into spam so they never have to see it, delete all the text messages, and to block the person on social networking sites (ie: facebook, msn).</p> <p>2. I would make an audio and visual ad on bullying based around a victim's experience- replacing the names and pictures though so there is no naming and shaming. This will let others see and think how the victim feels. I will place the ads on TV, radio, and social networks. Perhaps maybe make a short film too.</p>  |
| 100 | <p>1. I would tell the site owner and then get the person being bullied to block the person and if it still continues I will tell a responsible adult like their parents, teachers. If it still doesnt stop police should be notified.</p> <p>2. I would go around to schools with a show and I would also use networks like facebook twitter etc. I would also open up a website for kids who want help.</p>  |

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| 101 | <p>If someone was being cyber bullied the first thing you should do is not suddenly spring to there defence. Talk to the victim first ask him why he is being bullied or ask him what he/she could have done to offend the bully. Once you know the reasons to why all of this is happening, talk to the bully and ask why he/she is bullying the victim</p> <p>When you have heard bothsides of the story tell both of them together what the other said. Hopefully they should makeup, but if this fails to occur, seek help from a responsible adult wether it be the teacher or parents. The key to this technique is not to jump to conclusions.</p> <p>If is was my job to create a campaign on preventing cyber bullying I would have a tv comercial made that describes the horrors of cyberbullying, I would then make a website that has more information on cyberbullying, I would have small workshops that help people understand why cyberbullying should be stoppedb. Some main examples given To reduce cyberbullying could be:</p> <ul style="list-style-type: none"> <li>•to keep the computer(s) In a room where the family stays the most i.e the living room</li> <li>•tell parents to keep a closer eye on the Childs behaviour online and offline</li> <li>•allow no more than an hours time on social networking sites a day</li> </ul> <p>;)</p>  |
| 102 | <p>i would help them if they wanted my help, i would encourage them to talk to someone about it, make sure they delete the person who is cyber bullying them and then report it to the site manager</p> <p>i would use tv ads for my campaign as teens watch lots of tv and they ignore the ads on social networking sites,for a social networking site the ad would have to have bright and bold colours and it could be done step by step for instance for one month you could ask have you ever been cyber bullied then the next month could be what would u do if you were being cyber bullied etc..... :)</p>   |
| 103 | <ol style="list-style-type: none"> <li>1. If i saw someone being cyber bullied I would talk to the victim and encourage them to report it. If they disagreed I would report it myself.</li> <li>2. I would use social networks to create a campaign against cyber bullying as most cyber bullying takes place on social networks. The campaign would encourage students to be active with it comes to cyber bullying or any bullying really. The campaign would also have students see the effects of cyber bullying and how minimal and uneffective it may seem to be.</li> </ol>   |
| 104 | <ol style="list-style-type: none"> <li>1. I would support the person who is getting bullied 100%. I would help them without bullying, or being mean in any other way to the bully. First I would tell my friend to ignore them and comfort them, do my best to put a smile on their face. Second if it kept happening I would tell my friend to block the bully. If the bully keeps striking in anyway, i would offer my friend to talk to a teacher, I would walk with the person getting bullied and talk to a teacher. I wouldn't force the person to do anything, but encourage them to do it, because it is the right thing. And from then if it is really seriously the teacher would probably get police on to it, but still I will be there supporting the person.</li> <li>2. I would reckon having a site to talk to someone, in case you get bullied someone is there for you, and if you don't really want to talk to someone you know. It would be good to have TV ads too, ones that are serious, they reach and give you an idea of how the person who gets bullied through, and if there was a link to a website for that ad which offers a person to talk to as I said above. And having those workshops in schools are good, only if they show videos that seem really serious, because those reach out to a lot if people! Videos that show someone getting teased till the time they want to hang themselves could help; because 90% just do it for fun the other 10% do it for hate. Some even do it because they think it's cool, when it is actually stupid. It wouldn't be bad either if you have a site with games or if you pass a certain number of games you get gifts like a iTunes card or something.</li> </ol> |



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| 105 | <p>1. yes of course i would do something about it. I would talk to the victom and ask them how they feel about it and see who they would feel more comfortable talking to about the situation. I would ecourage the victom to tell the police, parent or school teacher. I myself had had someone bully me and i feel that all types of bullying should be STOPED!!</p> <p>2. I would make a vidio of someone being bullied and would ask everyone who is watching "what would you do if you where in this situation, being cyber bullied getting called harsh names then leading to getting pushed around at school?" This TV ad would make everyone know what people are going through everyday around the world and I would encourage them to help stop cyber bullying and all types of bullying. I would also put ads on the internet, radio school news papers, buses and etc to show everyone what people are going through. I HOPE that everyone helps to stop bullying and that the bullies start to realise what they have done wrong and what better the situation would be if it never happened.</p> |
| 106 | <p>1. Yes! Of course I would do something about it! - I would speak to the person getting cyber bullied, ask them if they want my help, and if so tell them what try can do to stop it, I would inform people of power eg. The principal of the school. If it keeps on going after this I contact the police and tell them what has been going on!...I would do this because I know it would be terrible to be cyber bullied and I would do my best to help.</p> <p>2. My campaign to give people an idea about cyber bullying would be: going to schools throughout Australia and talk to the kids about cyber bullying, about how bullying is now illegal in some parts of Australia and encourage them all to do something about cyber bullying!</p>   |
| 107 | <p>1)I would definitely do something about it. The first thing I would do is inform the right people and give support to the victim.</p> <p>2) I would create a campaign using the Internet and Television. In the campaign, I want to put victims and offenders of cyberbully together showing how people can change and use the Internet for the right things.</p>  |
| 108 | <p>1. If I saw someone being cyber bullied well I guess I would get the person being bullied to send things back to the bully asking things like why they are bullying them and what is the point of it, also why would you go out of your way to make me miserable.</p> <p>2. I would make an event where you go around to schools and firstly do something like on the movie "mean girls" where you ask everbody to put there hands up if bullied etc. then I would set up a sort of event thing with stalls to try and make them learn how bad it is bad and to get people to stop. Also to help them stand up to bullies. Also that they dont have to put up with the stuff bullies do and that it isnt important what they think.</p>  |
| 109 | <p>1 i would help the person getting cyber bullied because ive been in the situation my self and when someone stepped in and helped me they stop. i woud threaten to go to the police or school teachers so they stop.</p> <p>2 i would go to to social sites and media and do both becouse kids get in to tv and then might listen when the add comes on and with social sites becouse when there doing it or seeing it they see thats it illegal and will stop</p>  |

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| 110 | <p>1. Cyber bullying needs to be stopped as it is not in many ways, acceptable. It can deal a great amount of damage to one's mental health and should not be tolerated. Immediate action is often avoided.</p> <p>If I saw someone being cyber bullied, I would get involved by speaking to the wrong-doer about what they have said/done that is wrong and tell the victim to not mind the comments. If this cyber bullying persists, I would suggest to the victim to report. If the victim does not have the courage, I would report instead, to the administrators.</p> <p>2. If it was my job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, I would create a video (not an advertisement).</p> <p>I chose to create a video because it can be manipulated to aim at specific age groups, genders, ethnic (and so on). It also can exaggerate feelings and emotions without overdoing the effect so that the viewers are made to feel pity, defensive or even determined to help those in need. I would post the video up on popular social sites as cyber bullying occurs most on those websites.</p> <p>The video would include personal experiences/stories, facts about cyber bullying, some advice to avoid cyber bullying (or what to do when you are the victim), and basically what some adults have done when they found that their child is cyber bullying or is the victim.</p> <p>This video can also be posted on an online forum regarding the issue 'cyber bullying' so that people can discuss and share opinions/thoughts.</p> |
| 111 | <p>1. yes, because that may seem to effect in the future like killing yourself.</p> <p>2. it would say something like why bully, it would be on facebook because most teenages go on that site on a regular basis</p>   |
| 112 | <p>"Cyber Bullying" is absolutely wrong, the people who do this are cowardly "key board warriors" who hide behind a screen and put other people down just to make themselves feel better about themselves! Bullying is horrible, imagine just how much better everything would be if there was no bullies or no one to put us down and hurt our feelings! If I was with someone being bullied I would definitely do something about it, by not doing anything you are just as bad as the "Key Board Warrior". I would confront the "Key Board Warrior" and convince them that there are better ways of making themselves feel better than making someone else feel bad about themselves I would also encourage the victim to stand up for themselves if it happens again and to go tell someone or delete the person and report them!</p> <p>If it was my job to get the message out there about safe use of the internet and Cyber Bullying I would go to the source itself and post positive messages online or advertisements online, because the cause may also be the solution. ☺</p>  |
| 113 | <p>1. I would totally offer my help and support to the person being bullied because it is just such an immature and unattractive thing to do to someone. Formspring is usually a very popular place for cowardly cyber bullies because of the anonymous option and it really disturbs me to see some people so very inconsiderate of others' feelings.</p> <p>2. I would definitely use the Internet and magazines for my campaign because I know that they are frequently used by teenagers, who are also usually the victims of cyber bullying. My campaigns would consist of games and competitions promoting respect and consideration towards others.</p>  |

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| 114 | <p>1.. I would express my support for the victim by replying POSITIVELY to any defamatory comments and report them to the site administrator if it continuad.</p> <p>2... The possibilty of an app for iPhone/iPod/iPad/Smartphone... even facebook which could help with step by step ways to diffuse a situation online.</p>   |
| 115 | <p>Cyber-bullying is not something new as it has been around to torment people for a while. If I was to see someone being cyber-bullied, I would help them, be their person to lean on and help them through the situation. I would provide them with the comfort and advice that they so strongly need. I would also ensure that they stay positive and don't get affected by what the person or people who are cyber-bullying them are saying. I would do this because many students fall victim to cyber-bullying daily because other people tend to believe they are more superior or simply just better than others and I would help them because then I know that I will become the better person because of it. If someone needs help, of course I would offer my assistance, it's the most humane thing to do and not only does it help the other person, I will also be happy because of it, knowing that I have done a good deed.</p> <p>If it was my job to create a campaign to encourage students to take positive, effective and safe action whey they witness cyber-bullying, I would create mini magazines(pocket magazines), stating the effects of cyber-bullying and what you can do if you were the victim. It would also include sentences that will boost one's self esteem so that they can boost their self confidence. The magazine would not be long and boring because then it would not attract people's attention. It would be entitled I believe.It would be short and to the point and something that can be carried around everywhere. I would have my magazine promoted on social networks and in the public areas so that I can get my message across to everyone. In doing so, I will be able to gain the public's support in helping me protect those who fall victim to cyber-bullying.</p>                                     |
| 116 | <p>1. I'd try to stop it, But occasionally I don't,because I will get bullied as well : </p> <p>2. An internet ad, Or a tv ad. THEY seem to be more effective, especially on tv, we watch and play on that alot nowadays.</p>  |
| 117 | <p>1.Yes, i would approach the victim first of all and then continue on to inform the bully and maybe somebody with more power.</p> <p>2.I would defiantly use a television ad, despite the message being distributed at a faster rate on social networking sites people on them are usually half disconnected and wouldn't take in the message.</p>   |
| 118 | <p>I personally have been a victim of all forms of cyber bullying. It is a form of bullying that happens behind closed doors. Many victims are also bullied at school or at work not only in cyber space. I have seen it happen and have done something about it because I know what it feels to feel like nothing to be bullied every minute of everyday and it doesnt lead to a positive, pathway it effects you in many ways. I obviously didnt take it into my own hands when i found a friend being bullied and even when i was bullied i didnt solve it on my own. This usually makes things worst.Thats why many people dont tell others their getting bullied because they are afraid of many things like the consequences they would have to face like would there parents treat them differently, would my peers treat me differently but what they're most afraid of is will the bully treat them worst. They usually believe its not worth telling because its not effecting them but it is its destroying them in every way and i know personally. I would go see a parent and a Councillor to help you through these tough times and i know it helped a lot of friends when the told their parents they were getting bullied.</p> <p>If it was my job to promote positive and safe action when they see cyber bullying i would create songs using music artist popular with the common bullied age group. I would make a movie with actors also loved by the age group. Sponsorship be sporting teams. The forms of media i would are all i would creat a website a facebook and twitter page, have ads and play songs on the radio because i know how important this is to our future generations because these are future doctors actors dentist ect. that are giving up at trying to achieve their goals just because they are getting bullied.</p> |

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| 119 | <p>1. I would help the bullied to block and report the person before telling them to get evidence of the bullying and telling an adult they can trust.</p> <p>2. I would create a video ad campaign and audio campaign talking about cyber bullying and actions students could do to stand up for themselves. I would use social networks like facebook, TV ads and radio ads as they are some of the most popular types of advertising among teenagers and students.</p>   |
| 120 | <p>1. If i was to ever see anyone getting cyber bullied i would help them and encourage them to report the person doing so. If they don't report them i would report them myself.</p> <p>2. i would use a TV commercia rather than anything else due to the majority of people watching TV this will decrease cyber bullying and will help all those effected by it</p>   |
| 121 | <p>1. If I went on Facebook and saw someone being cyber bullied, I would do a number of things. I would notify Facebook itself and try to get rid of the comments, print out all the sheets and comments and take it to the Headmaster or Principle of school, and also talk to the victim. I think the most important thing is to let them know you are defending them and not to bully them yourself. It's in human nature to want to bully and make sure your not the target, but we have to stop this vicious cycle. Bullying is truly cruel and never helps anyone. It is truly sad to turn on the TV and see a media bulletin of someone committing suicide over bullying. Bullying has to stop and the only way to do that is to take a no bullying tolerance.</p> <p>2.If it were my job, I would make a TV commercial that is about a true story of someone who commits suicide after being cyber bullied. I would have help lines and things that students can do if they or a friend are being bullied. I also think that talks and speeches about the effects of bullying could also put the message across. Generally, bullying should be talked about more often and more media advertising should be done.</p> |
| 122 | <p>1. i would sit down with them and talk about it with them and help them find someone that could tackle this challenge with them and help them through the tough times until the perpetrator is caught and everything goes back to normal.</p> <p>2. i would create a program on cyber safety which will include phone numbers of people that can help and there would also be step by step tutorials to help defuse the problem.</p>   |
| 123 | <p>1. if i saw someone being cyber bullied i would deffinatly do something, i would report the other person for doing something so silly. its mean, cruel and its not right.</p> <p>2. i would make a new social network or update one of the ones available now to make it cyber bullying free, so people can talk to their friends and play apps and games on the network with out feeling sad and lonely from bullies being mean. Anyone would love a bullt free social network, i would anyway. :)</p>  |
| 124 | <p>I would tell the person its ok, and ask them if they wanted to tell a higher authority (parents/gardians,teacher,police) and if they didn't i would say something to them anyway so the person wont be so scared</p> <p>The campaign would be called 'cyberbulling its more common than you think' and i would have tv commercials and social networking sites commercials so people would be aware that it is bad. all schools would have a police officer come to their school to talk about the effects of cyberbulling and have alot of stuff that says cyber-bulling is not acceptable</p>  |

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| 125 | <p>1. i would report the bullying to an adult at school or at home.</p> <p>2. i would set up a program where people who are getting bullied could go and tell somebody what is happening. i would also go to schools and spread the word about how bullying is bad through a play or something at schools. because where better to go then to a school to talk to kids about bullying</p>  |
| 126 | <p>If I saw someone being bullied in any way I would help them. I would first stop the person bullying and tell, kindly, to leave the other person alone. Then, I would talk with the victim, and see how they feel about it, and help them get over it. Because we all know what can happen to victims, and it isn't pretty!</p> <p>If I could create a big enough campaign to stop bullying...I would be rich...not just be going into a competition to win an iPod Nano!ut I think the best way to stop bullying is those nice people that go around to all the schools and put on a play that engages all the children and successfully convinces them that bullying is bad and shows them exactly what to do in certain cases. A</p>  |
| 127 | <p>If I saw someone being cyber-bullied, I would talk to them casually first, just to make sure they are handling it well. If they are not, the</p>  |
| 128 | <p>1. seeing some one being bullied in any shape or form is not nice and it is even worse to be the victim. being a past victim i would try and do whatever it takes within my power to help the person no matter who they because no one deserves it! i would first try and talk to the victim in person and just ask them if they have already asked for help from a responsible adult or anyone else they trust. if they havent i would strongly suggest it to them and just try and keep up their selfesteem. if it goes too far the bullies parents MUST be made aware so they know what their child is up to and how it is effecting the victim(s), and so they can also take appropriate action from a parents point of view.</p> <p>2. if it was my job to create a campaign about encouraging people to take possitive action when they see cyberbullying happening, my main idea would be to go straight to source of the problem, social networks, with my no.1 priority being facebook. it would be bright and colourful with pictures and or patterns to catch kids attention. i believe this would be the most effective way to reach the kids as it is where it happens and where a lot of people spend their time these days anyway.</p> |
| 129 | <p>1. I would stand up to the bully and report them. I would encourage the person being bullied to ignore the bully as bullies thrive on discomfort and pain. I would also remind the bully that often most bullies come from broken homes or have their own personal problems that they bully others just to distract them from their own problems.</p> <p>2. I would create an advertisement on tv that grabs peoples attention. The video would involve the actions of a bully and the repercussions that follow. For example the video would show the bullies life after about 10 years. It would depict a depressed person on the verge of a nervous breakdown that has gotten nowhere in life. There would also be the other side of the story showing the person who was bullied. It would show the person about to suicide as they cannot take the bullying any longer. I would show it to school students to try and persauade them to not bully as it can have disastrous effects on both lives.</p>   |
| 130 | <p>1) I am not a member of any social networks, but I am a member of youtube, where impolite and harmful comments are "thumbed down" or "flagged for spam".</p> <p>2) I think that it would be logical to put cyber bullying ads on social networking pages- that way the people who need to see them, see them. Generally, however, I think the most effective form of advertizing is through the good old-fashioned tv ad. My ad campaign would highlight the affect of cyber-bullying on the victim, and explain how cyber-bullying is illegal and does not go unpunished. My motto would be.</p> <p>SEE IT<br/>FLAG IT<br/>STAMP IT OUT.</p>   |

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| 131 | <p>1. i would get the victim to stand up for themselves and get adult help to take down the bully and if they dont listen just tell a older person THEY TRUST and they can help them from there.</p> <p>2. i would have a tv ad with a lot of kids bashing a small kid and then ask how is that different to cyber bullying and with Cyber bullying... it hurts</p>  |
| 132 | <p>1. if i saw someone who was getting cyber bullied straight away id be helping either getting someone older then me to help out or speak to the person directly and help out with the situation then id make shore the harasser is also spoken to about the issues they have coursed and that they will be punished straight away and do something about it.</p> <p>2.alright i would do something that appeals to the people who are being bullied and are the bullies then put out ads about the situations and what problems that can arise from the issue.</p> <p>by the way cyber bulling is so pathetic if u can steep so low and haven't got the balls to say it to some ones face or even say that at all Ur a keyboard slayer and hasn't Ur mother ever told yah IF U HAVEN'T GOT ANYTHING NICE TO SAY DON'T SAY IT AT ALL!!!!!! understand u keyboard slayers so keep Ur pathetic little bitchiness to Ur self</p> |
| 133 | <p>1. If i saw someone being cyber bullied, if on Facebook, i would alert them so the account could be temporarily suspended, then i would talk to the bully and figure out why they are doing it, and finally talk to the victim and see if they are alright and urge them to talk to someone, be it a friend, counsellor or teacher, etc.</p> <p>2. If it was my job to create a campaign against cyber bullying, i would put it first on the sites that are the cause of this bullying such as Facebook, Myspace etc. You could also put an ad on TV and put that on youtube seeing as thousands of people go on everyday. My campaign would talk about cyber bulling and the effect it has on people, and it would show someone who has been through the same thing and talk about how it affected them, because if people see the consequences of the things they say and do the effect will be instant.</p>              |
| 134 | <p>If I saw someone being cyber bullied I would definitely do something about it. I'd absolutely make them delete and block the contact as well as informing their parents or someone they trust about it. I know it's really hard to confess to parents so I'd make sure that they have time to go out and spend time with friends who will support them.</p> <p>2. To campaign anti-cyber bullying, I would set up advertisements on popular internet sites such as Facebook, Myspace, Twitter etc. I think it's better than advertising on TV where parents might intimidate their child by asking if they're being cyber bullied and this will make them NOT want to express their situation.</p>  |
| 135 | <p>1. I would pray for them and pray for the bully</p> <p>2. I would create a program that tracks down cyber bullies and gets them moral help and so that the govt could catch them</p>  |
| 136 | <p>1. i would do something about it. id tell some one that could actually interneine and do something about it.</p> <p>2. i would create and ad that goes on the internet, radio and on tv. so that everybody will see it and id make sure on the ad it would show the full affects of cyber bullying.</p>   |

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| 137 | <p>1) everyone has their own right to be safe. if someone was being cyber bullied i would report it and see if the person being bullied is ok and do they need support or counseling, i would tell a apropiet adult and contct the site so they know whats happening, and that the consequences are fair.</p> <p>2) a role play would show every one what happens when someone is bullied a simole ad on tv, you tube a video on facebook shows young and old people that there is more than one type of bulling that there is many just not phsical and verbal.</p>  |
| 138 | <p>1. Bullying is when someone (or a group of people) with more power than you, repeatedly and intentionally uses negative words and/or actions against you, which causes you distress and risks your wellbeing.</p> <p>Bullying is a serious problem. In Australian schools bullying affects approximately one student in every four.<sup>1</sup></p> <p>Bullying can be very harmful and it should not be part of anyone's growing up.</p> <p>If I saw someone getting bullied, I would talk to the person who was getting bullied and assisted him. I would go and talk to the bully (the person who is bullying someone) and tell him that bullying hurts and there are consequences for it. For example: A boy bullied another boy, which caused the person to commit suicide and the bully was guilty and was taken to court because of what he had done.</p> <p>Well now a days, you can get online anti bullying at home, or at the library where you could share your problems online and they could help you out. So I would recommend this to people getting bullied.</p> <p>secondly, When I see someone getting bullied, I would tell the victim to ignore the bully because it really helps the bully to think that bullying isn't cool anymore. Although this process would take a lot of time for the bully to change his mind, but it's one of the best ways.</p> <p>I would also help the victim by Standing up for the person at the time the bullying is happening, Support the victim by sending him/her a message saying I think the comments are rubbish and that you do not agree, Spend time with the victim and listen to their problems, Give the bully some tips and tell him that bullying is wrong and it really hurts and help the victim tell an adult because it really helps the victim to decide what to do and not to worry about the cyber bullying.</p> <p>2. If I had the job to create a campaign about anti-bullying, I would probably create an online campaign especially on social networking websites such as facebook, twitter and myspace because many young people use it and you will find lots of people wanting help from these sites. I would most probably create a website where victims could chat to us and get help from us. We will teach them to ignore and not to worry about the bully because the bully just wants to act cool on you. You can visit the website <a href="http://www.bullying.org/#">http://www.bullying.org/#</a> because it has online help just as I wish to make. The next popular campaign is making TV ads because many young people watch TV daily and we will teach them about bullying at the same time as getting entertained.</p> <p>That's all I want to say.</p> <p>I'm also a young boy at school and I have seen lots of people getting bullied around me and I think it's cruel rather than being cool.</p> <p>Hope you like it</p> |
| 139 | <p>if i knew or saw someone cyberbullying i would do something about it, i would tell the bully to stop or i will get and adult involved. why? because cyber bullying is not tolerated in australia... this is just ridiculous and discusting.</p> <p>i would create a commercial and have all cyberbullied victoms in it and have them singing raps because everyone these days like rapping..... this would encourage more people to watch and then agree that cyberbullying is not tolerated...</p>  |

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| 140 | <p>personaly, i think cyberbullying is just nonsense. kids that bully dont know what the person that they are bullying are going through... they wouldnt like it if someone else came up to them and started bullying them... so my question is, why do it? its not normal and it affects everyones lives. i know a person who comes to my school who has been cyberbullied by other people, it hurts to know that i know the people whoo did it.. its just embarreding to the people who do it... STOP CYBERBULLYING...</p>  |
| 141 | <p>1. i would try and help them get out of their situation by first comforting them and then ask the bully why they are doing this, then i would try to talk him out of it or make an agreement on something. i would help anyone being cyber bullied because of my past experiences ive had on bullying.<br/> 2.i would create a tv ad to give a message to all cyber bullies that it is a horrible thing to cyber bully someone and that they get very hurt, then i would also include advice on how to get out of a cyber bullying situation.<br/> just hope cyber bullying can come to an end.</p>  |
| 142 | <p>I have once been bullied before, it was the worst thing that could ever happen to someone it wasn't to the extent where it was dramatically serious but, it has to be stopped because it is absolutely horrible.<br/> 1. If I were to see someone being cyber-bullied I would talk to the person, giving them support and help in which they need. If the problem starts to turn into something seriously worse then I would report it to whoever it may be.<br/> 2. If it were my job to create a campaign to encourage students to take positive, effect and safe actions when they see cyber bullying I would make a television ad showing the consequences and the things that could emotionally and physically harm the person. Showing people how this could have a huge impact on them in the future. They could have a bad record, giving them a hard time in life later on. e.g. finding a job etc.</p> |
| 143 | <p>If it was my job to create a campaign to help prevent cyber bullying i would use both Facebook and a television add on freeview and foxtel. I would use facebook because most teens these days have facebook and it would be a great way to promote not cyberbullying. i would use a TV add because there are a few people who dont have facebook and so i think you would be getting to most of the teenageers out there if you used both.</p>  |
| 144 | <p>1. If I ever saw or knew of someone who was being cyber bullied I would definitely do something about it. No one deserves to be bullied in any form. I would first comfort him/her because anyone who has been bullied needs someone for them to be there for them. I would then tell them to save or print the page out to keep for evidence. I would then go to some higher authorities so they can help us deal with it e.g teachers, parents. From there i would just take their advice and everything may work out fine.<br/> 2. I would create attractive posters, television advertisements, radio advertisements, i might even create a whole website to show the affects of cyber bullying so when cyber bullies know what they're doing to kids. I would also have a catchy slogan that will get stuck in people's heads so they keep thinking back on it so they might not cyber bully people.</p>    |
| 145 | <p>1. I would definately do something about it. Bully should not be tolerated in any form. I would firstly go to the person and ask them to stop harassing the other person. I would also give advice to the victim about what they can do. If it isnt working i would take it so someone with authority e.g. a prinipal,boss,parents or if it gets really bad to the police. No one should have to put up with bullying.<br/> I would do a TV ad about standing up for what is right. I would put into it the sorrow and pain the victim is feeling. Then people standing up for the victim. When alot people stand up for something than it higly likely that the offender will stop bullying. I wouldnt just stop at TV ads, i would put them everywhere eg. Radio, magasines, stations, bus stops and billboards. Also i would a help line for people to ring for advice and support.</p>                       |



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| 146 | <p>Bullying in all forms should never be tolerated. You should never intimidate other people just because you can. Bullies are always cowards. Especially those in the cyber world. Nobody could see them and get to them physically that's why they abuse this privilege they get from the internet. Anyway, what people should best do is to ignore them. They should remember that picking fights in the internet is like picking a fight with a 7 year old.</p> <p>1. if someone is being bullied and i see it, i would stand up for them and help them, being a cyber bullied victim before i know how it feels to be let down by those people who does things just to let others down.</p> <p>2. if it was my job to encourage other student to think positive about Cyber bullying i would talk to them about it and explain to them that there not alone when it comes to cyber bullying, they could always seek help, from friends, teachers or there parents. I would also use Quotes and signs like CYBER BULLYING - AFFECTS REAL LIVE. whatthat means is that no matter what type of bullie you do it can affect a persons life majorly. I will also creat a Facebook group encouraging all my friends to join and write all there ideas on how we can stop Cyber bullying in our society today .</p> |
| 147 | <p>1. If you saw someone being cyber bullied, would you do something about it? What would you do and why? If not, why not?<br/>i would encourage the person who is being bullied to report the bully and if they are too scared for some reason than i would report the bully myself to the police or tell a responsible adult</p> <p>2. If it was your job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, what would you create? What media would you use for your campaign? (eg social networks, TV ad etc)<br/>i would make a short film about cyber bullying and post it on facebook and youtube becouse those two are two sites teenagers visit a lot. the movie will be base on a teenager who is being cyber bullied but too scared to tell adult and when it goes too far he tells his parent and his parent tell the police and eventually the bullied got caught</p>  |
| 148 | <p>1. Whenever I see someone being bullied, whether it is on the internet or not, I find it is best to defend them with a sarcastic/witty retort. No-one gets hurt, they know you are there and it helps you excersize your mental caperilities.</p> <p>2. I think I would mainly ask revered celebrities to casually talk about it in a negative fashion. I wouldn't make it seem like an ad, just showing people that it isn't cool and letting victims know it isn't the end of the world.</p>   |
| 149 | <p>1. I would do something about it. I would report it because the victim may be too scared to.</p> <p>2.The campaign will need to show reporting it is the right thing to do and it would need to show it is easy to report. I would definitely use social media as it would be advertising where the bullying happens.</p>  |
| 150 | <p>1. if i saw someone being cyberbullied i know that firstly i would ask them to stop harrassing this person and if they didnt. i would probally go to the extreme and tell an adult about it. from personal experience i know i didnt want to tell anyone that it was going on and how it was making me feel but as soon as i did. i felt that supported and i knew that i was a good desicion to do so.</p> <p>2.okay so when i see a cyberbullied add on tv, i dont take notice to it becuae its not really reaching out to you like you would want. you want to make sure someones there for you and that they know nomatter what u cans support them and make them feel that there not alone in the situation. so i would personally have adds on the sides of most popular social networks or posters in the city or actual personal contact of people handing out fylers in the street. at expos and shoppng malls. to me someone cyberbullying is a coward they feel power over a source to intimidate someone just becuae they can. and they dont have to worry about being brave or seeing the face of the person being hurt becuae its over a network?</p>  |

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| 151 | <p>I often report people on Facebook, so it isn't a biggie for me to inform the internet site admin. Also, the person who is my friend who is being cyberbullied - I'd tell to remove the other person as their friend and block them.</p> <p>For the campaign I'd use TV, radio, teen magazines and internet (especially social networks) where you report to a cyberbully site and earn hearts to redeem online for reporting and where it is proven than a person has cyberbullied another. You could have a rating of lots of hearts to how friendly you are.</p>  |
| 152 | <p>1. i would defiantely try to help but theres not much you can do if the victim doesnt want to be helped apart from telling there parents or there family.<br/>2.itthink using the internet and sites such as facebook is a good place to start a campaign beceasue most kids have facebook and would see the campaign</p>   |
| 153 | <p>1. if you saw someone being cyber bullied, would you do something about it? What would you do and why? if not, why not?<br/>Well i was cyber bullied and i told no one, but my mum found out and put a stop to it. If i knew someone who was being cyber bullied, i would advise them to go and tell someone, i wouldn't push them into it though, and i'd even go with them to tell someone and help them through it until it had ended.</p> <p>2. if it was your job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, what would you create? what media would you use for your campaign?<br/>If it was my job, i would go put my campaign, on the internet, as an advert, on the side of websites and on the side of facebook, that way everyone online can see it. I would also take my campaign to Radio as people are always listening and the information sinks in whilst they are waiting for their songs to play.</p>   |
| 154 | <p>1. If someone was being cyper bullied I would help them deal with it. I would tell the people who cyper bullying to stop and if they kept going i would keep the offensives messages and send them to the police because cyper bullying is a crime.<br/>2.I would use social networks and adds on the TV to encourage people to say when there being cyper bullied because no one wants to get hurt. I would say "would you mind if what your doing happened to you?"</p>   |
| 155 | <p>1. I would warn the bully that this is not right, and tell the person being bullied to stop change her account (eg. change her email), or block that person<br/>2.I would create a short film that shows the devastating effects it cyber bullying has. I would use TV.</p>   |
| 156 | <p>1. On the internet, many people have the courage to say anything to others. Even on facebook, even if someone sees someone getting cyberbullied, they wouldn't stop it unless it was someone close to them - mainly because they don't want to get involved and want to see what was happening. If I saw someone getting cyberbullied, I guess I would intrude, but, say it in a positive manner so they sort of take it out on me abit, bringing the attention away from the bullied person. Mainly because if someone's pissed off, and you piss them off even more, they lose focus on the target more, and hunt for the intruder.<br/>2. I guess I would use a TV ad, because most people watch TV, and many people don't really care what's on the internet - they usually think it's spam. I would make the TV ad about past students who've overcome bullying, so they have some sort of idea, as well as something that would shock the viewer, but not enough to get scars from it - just enough to get them to pay attention and get them thinking.</p> |

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| 157 | <p>1. Yes, I would do something. If I saw someone being cyber bullied I would be able to tell them, because of the computer engineering classes that I go to at school, about the many techniques and options of blocking people out of your computer. This, I think, would be very helpful as most bullies attack others to get a reaction and stop when they are ignored. I also think that it's a good idea to tell people that you trust about how you feel so I would encourage the cyber bullied victim to tell their parents or teacher about how they feel .I think it's always a good idea to share your feelings with others because it always lightens the load.</p> <p>2. If I had to create a campaign to tell people the best way to deal with cyber bullying I would think up a clever rhyme or song that sticks in people's heads so that they can remember it and nothing spreads like a catchy song. I think it would be something like:<br/> Internet is great to help us learn<br/> but bullies can sting like sunburn</p> <p>Together the two are hard to beat<br/> but we can disarm them with delete</p> <p>Bullies on the internet pressure us into doubt<br/> we need to make like Lego and block them out</p> <p>Sort their emails to junk and their texts to blocked<br/> and without any attention the bullies will be shocked</p> <p>Tell your parents and teachers for support<br/> and the bullies cyber mission will be switched to abort</p> <p>Ignoring bullies will be their downfall<br/> because without you, bullies aren't much at all</p> <p>I would put this on a TV ad, the internet and on the radio. I think it's a clever idea to play a campaign on a lot of different types of media because it can appeal to a lot of different people and everyone can learn what to do in a cyber bullying situation or how to help someone else.</p> |
| 158 | <p>1. being cyberbullied is no different then being bullied. bullies are cowards. i would do something about it, social networking sites are often major sites of bullying and there are ways to block or delete the person, i would tell them to ignore it first, but if it gets too far, i would encourage them to delete, block. also they should tell someone they trust like a teacher, a friend or a parent, as they might be able to do something about it, its also good to let your emotions/feelings out, so its not all cramped up, and its all you think about</p> <p>2. it should be created where cyber bullying takes place on the internet. ads with bright colours that attract teens and people with a short slogan that can easily be remembered.<br/> and also on tv because hey everyone watches tv, a song as catchy as the coles ad</p>  |

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| 159 | <p>1. kids feel powerful when they are behind their computer or texting on their phones, so people say things they wouldn't usually say, but this is no excuse as it is more hurtful and a lot more people can see, bullies seek a reaction so the best way to stop the bully in his or her tracks is to not react to the situation as it only fuels the person to keep going, if i saw someone being cyber bullied, i would most likely try and talk to the bully/ies first and find out what their problem in the first place is, and just subtly show them what they are doing and how it may be hurtful to someone else, you could also point out that the police take this very seriously and they could get into a lot of trouble. i would also point out to the person being bullied that they should take no notice of the things being said and that they are a better person than these people.</p> <p>2. I think the best way to target these types of bullies is to use the same type of devices they use... computers and cell phones, this includes using social network sites like facebook, twitter, myspace ect what people dont realize is that in 10 years time the information they write on some ones wall wether it is private or not will be visible for the whole world to see, so if future employers see that you have a history of bullying, you will be very unlikely to get the job. i think by using a variety of different sites like social networking, websites, you tube and keeping the issue publicly aware and lets kids know that its not alright and it is hurtful that people will get the message as every one knows word spreads like a wild fire</p> |
| 160 | <p>1) If I was aware someone was being cyber bullied, I don't know what I would do. I know I'd be afraid to confront someone who was being bullied, but if i was aware that the situation, well I just couldn't stand by and watch someone be destroyed. I would conjure up my courage and let them know that I was there for them or make it aware to a friend, sibling or a teacher.</p> <p>2) When someone is being bullied in any case, if it was at school or the internet. Then i would create a place to allow them just to talk to someone and an easy, accessible place to seek advice for the problem because many people who are bullied would be embarrassed to talk to a sibling or adult. The media I would use would be a website and helpline, just to show kids that someone is always there to listen and help with your cyber bullying problems. I would also create a TV segment to make parents aware of the dangers of some social networks and helping them to understand what their child is going through.</p>   |
| 161 | <p>When i was in highschool i was getting bullied alot so it really crunches my bones, if my friend was getting bullied i would STOP, Think. I would try to stick up for my friends if they were getting cyber bullied by saying . STOP, THINK, GO and think about what you are doing as if your not aware that you are hurting my friends feelings. I am proud to say that my problem solving has worked in the past. The era of young teenagers that are suffering this bruetle punishment they could cyber bullying are turning the teenage race upside down. I personally do not allow my friends to cyber bully others about stupid little things. I am therefore encouraging people to say NO to bullying</p>   |
| 162 | <p>1. Report it (only applicable to visible posts/messages, etc). But cyberbullying usually is a 'behind the scenes' sort of bullying. Only the bully and the victim know about it, and the victim usually won't speak up about it.</p> <p>2. An advert on sites with the highest internet traffic, with a message that viewers can relate to, and images that grab your attention and keep it there. 'Play' on the empathetic side of the audience.</p>  |
| 163 | <p>1. Well, you wouldn't really *see* someone being cyberbullying as such, but if insulting comments were posted, of course I would report it.</p> <p>2. From what I know, an effective ad either needs to grab and maintain someone's attention, or offers some sort of incentive. With internet usage on the rise, an animated gif of, the effects of bullying, both cyber and 'real world', posted on sites with a lot of internet traffic would cover a wide audience. Having a message that relates to said audience would hold their attention somewhat.</p>  |

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| 164 | <p>1. I have been bullied during my time at school, so i know what it is like to be bullied. If I saw someone that was getting cyber bullied I would try and help put a stop to it, wether i was good friends with them or not! no one deserves to get bullied. I would let the victim know i was going to help them, and i would report it. i would stick by them and help them out when they needed it, its better to know that you have someone who can do their best to help.</p> <p>2. if i was going to make a campaign, i would make either a song/rhyme so that whenever someone saw it they would remember what they have heard and think about what is happening. i would also make ads that go on the internet or tv, saying that cyber bullying should stop, and no one deserves to be hurt!</p> |
| 165 | <p>1. If somebody was being cyber bullied I would tell the victim to ignore the bully and not communicate with them. If they were on Facebook, I'd tell the victim to block the bully. I'd also tell an adult about the situation and get them to do something to stop the problem.</p> <p>2. I would create posters to put around schools, and if they get damaged or removed by disrespectful students, I would make them do bin duty or have extra homework, etc. I'd also create an anti cyber bullying forum to stop bullying that would allow (anonymous) kids/teenagers to say what bullying situation they have been involved in and answer back in a way to make them feel better and take their mind off the problem.</p>  |
| 166 | <p>I would tell the person getting cyber bullied to do something and if they didn't I would of told sOmeone myself as everyone should get treated equally to each other and it's not fair</p>  |
| 167 | <p>1. im not gonna lie and say i would go up and stop it (cause honestly im too chicken) but i would go and tell someone older and more capable of doing something.</p> <p>2. I reckon social networks would be most effective such as facebook. i were always on facebook which means we'll take more notice of it :)...</p>  |
| 168 | <p>1) If I saw someone being cyberbullied I would do one of three things about it. One; I was step in a tell the person bullying is wrong and they should stop. Two; I would report the person to the website being used or to an adult that can help. Three; I would convince the person being bullied to speak up and tell someone they trust that can help them out of the situation.</p> <p>2) If I were to campaign about cyber bullying, I would reach out to high school students by holding seminars at high schools to inform students about ways to stop, prevent and deal with cyberbullying. Another method to get the message across would be to use social networking sites because most teenagers use them.</p>   |
| 169 | <p>if someone was being cyber bullied i would take a stand for the victim and tell the bully that words can hurt even if they aren't told to their face. This world is trying to be equal and putting people down doesn't help the cause.</p> <p>I would create a fundraiser to show the damage cyberbullying has on teenagers and let people know how difficult life is for teenagers and that it's okay to talk about what is happening and not bottling their emotions in. the media i would use would be sporting occassions and tv advetisments</p>   |

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| 170 | <p>1. Cyber bullying is a one of the lowest form of bullying, I don't mean that it's not serious I mean it in the sense the bully is doing it in a way where she/he can avoid confrontation she/he isn't speaking face to face. If I knew about someone was being cyber bullied I would definitely do something about it, because if I can I will and I would feel bad if I didn't as that is almost as bad as bullying as I am being a bystander. What I would do is find away to block these comments or make sure the person being bullied is ignoring the comments and I would try to help boost their self confidence if they need it, I will give them my support. If they need to speak to someone with more experience I can accompany them.</p> <p>2.If I was to create a campaign I would do a bit of everything, some students like roleplaying so I would do this and also show videos or let them create their own as sometimes it's boring to hear cliché stories from others and this way other students,themselves and I can try to find a solution. I would als encourage Peer Mediator programs, but I think Peer Mediator programs are more suitable for younger students.</p> |
| 171 | <p>1. Personally I would be a friend to the victim of cyber bullying so they don't feel lonely and afraid. If the bullying became serious to the point that someone could not live life the way they wanted to, I would tell an adult or someone who could help stop the situation.</p> <p>2. Recently we studied the issue of cyber bullying at school and had to create a campaign. I decided to make a documentary featuring regular kids at school. They were asked there opinions on many matters of cyber bullying and what they would do in various situations. A documentary that features REAL people, not actors, would be a great way to get the point across to people that cyber bullying is unacceptable and intolerable. The documentary could be advertised on social networking sites as a pop-up or on TV as an advertisement.</p>  |
| 172 | <p>1. if i saw someone being cyber bullied i would try to stop it by reporting it, then try talking to the person who was doing the bullying. no one deserves to be treated unfairly and like theyre worth nothing, especially over the internet. i would advise the person who was being bullied to block the other person to avoid any other fights.</p> <p>2. i would create a website where kids being cyber bullied can talk about their feelings towards bullies. i would give them advise on the mature ways they can handle bullies, without being a bully themselves.</p>  |
| 173 | <p>Cyber Bullying is clearly no acceptable, and i would most definitely do something. What i would do is stick up for the victim, and encourage them not to take it to heart personally. I would try to boost their self esteem and tell them it is not their fault. I would use social networks to find bullies, and create posters, and billboards to remind everybody that cyber bullying is not acceptable. I would develop a system similar to the 'Like' button on Facebook but for bullies so people can speak out :)</p>  |
| 174 | <p>1) I would definitely stick up for them. I'd also try to talk to the person who is doing the cyber-bullying. If someone was being bullied they should block the person cyber bullying them or just not go on that social network.</p> <p>2) I would create a youtube video against cyber bullying. I would start a campaign against cyber bullying. I'd also try get someone to create a detector that detects cyber bullying and somehow stops it or it will alert someone.</p>   |
| 175 | <p>1.I would do something about it. Ill stick up for the those who have been bullied.I will speak to them and help them not to be in a bullying situation.</p> <p>2. I would create an ad the would be promoted in all sorted ways. I will stand up for those who have been cyber bullied. And i will not give up the 'stand up' fight for bullying.etc.</p>  |

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| 176 | <p>1. I would help them and try and give advice to stop the bullying, and if necessary tell an adult</p> <p>2. The campaign I would run would be most supported by Facebook, because that's where half the world is connected to. Making sure all users know that consequences are there and ready for action the moment they start bullying. Nothing is ever deleted so any evidence of bullying, WILL be found.</p>  |
| 177 | <p>1. since cyber bullying is very common these days, when i do see people being cyber bullied i step in and defend them even if i know the other people would start bullying me or threaten me. But i believe no one deserves to be bullied, i have been bullied and cyber bullied and it's not a nice feeling. I felt so depressed and just like life wasn't worth living but someone stepped in and defended me and they left me alone, now she's one of my bestfriends (:</p> <p>2. If i was to create a campaign i would start with a video with previous cyber bully victims talking about their experience and what they did to overcome what happened. I would also set up a website all about bullying and cyberbullying where kids could talk to a qualified councillor confidentially, and i would also put information on what to do if you were being bullied or cyberbullied.</p>  |
| 178 | <p>Being cyber bullied is wrong, and shouldn't happen. Why do you need to be cruel and nasty? If someone was being cyber bullied I would do something about it, I would either talk to the person alone; tell them just to leave it, you don't need to keep going on with it, it's not going to get you anywhere and just make you more hurt. Or, if it was getting out of hand I would jump in, and just say my point of view on it. I feel strongly about bullying because I got bullied, I know how it feels, no one knows what goes on behind closed doors, you act happy but what if your not? people make it worst just for their own reason which is wrong! no one should have to go through that. It leads to depression, drugs, alcohol even suicide so WHY DO IT!</p>  |
| 179 | <p>First of all I would like to state clearly that 'Cyber Bullying' is absolutely disgusting, the people who sink to this level are cowardly "key board hero's" who hide behind a screen and undermine a person's feeling of self-worth, without even the common decency of face to face contact, this form (and any form of) bullying is terrible, imagine just how much better everything would be if there was no 'Regina George' (Mean Girls) or 'Nelson' (Simpsons) in our lives. If I witnessed someone being bullied OF COURSE I would step in and do something about it, by observing and not acting, you are just as bad as the 'Key Board Hero'. I would confront the 'Key Board Hero' in person, because confronting them online would mean sinking to their level and hiding behind technology.</p> <p>If it was my job to get the message out there about safe use of the internet and Cyber Bullying I would go to the source itself and post positive messages online or advertisements online, because the cause may also be the solution. ☺</p>           |
| 180 | <p>1. i would tell them to delete those contacts or delete your account so they could stop cyber bullying them.</p> <p>2. make commercials that will pop up on all online social websites (eg facebook, myspace), on tv and radio, have banners along the street and bus stops.</p>  |
| 181 | <p>1. Depends how bad the bullying is and usually it depends on the person i guess, normally i just tell them that what they are doing is cyberbullying and it's not right and usually i go and defend the person and then end up getting internet bashed by a whole bunch of people. i guess i do this because what the people are doing is just outrageous so yeh, i just can't leave it if i personally know the person</p> <p>2. To be honest i don't think those types of things work too well, people only usually help if they've been through that type of situation before and know what it feels like. and especially as a teenager these types of things will hardly help. but a video of the person that got bullied and having them say how they are affected by it etc would be good ^^, err media? probably tv like a news segment as if it was made into some sort of ad, it would just be disregarded really easily. social networking sites won't be a really good idea as lots of teenagers will just scoff and laugh at it if they even notice it.</p> |

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| 182 | <p>If I saw someone being cyber bullied, I would most certainly do something about it because I hate seeing other people suffer like that as I know what it feels like. I would be pressing the report button on the comments that the bully was making, and if it was on a phone, I would be telling the victim to take the phone to the school office to report the messages, making sure they did not send anything in retaliation.</p> <p>I would create a facebook quiz game for people to learn the correct ways of dealing with such bullying and to teach them that such behaviour is not accepted by any standard. This would be very effective in a way because many school kids, particularly in secondary school age have memberships with facebook and other social networking sites, so seeing something like this in a popular place that many teens like to hang out might help.</p>   |
| 183 | <p>1. Cyber bullying needs to be stopped, as it is currently running rampage. The first thing to do is report it to the social network involved, and petition them to keep a very close eye on such things. With today's technology, its really not hard to do so. Also, social networking sites should put bans in place, or a different punishment, for cyber bullying. The second thing to do is confront the person that is doing the bullying, in person preferably, not over the internet, but either way is necessary. Ask them their reasons, and their motives for doing such a thing. Perhaps they have a mental problem or something in their life is not going good at the moment. Try and sort out their problem, or organise someone else to do it for them, such as councillors. As well as this, some way has got to be instituted to stop cyber bullying from taking place. Perhaps a fine, easy methods of reporting it etc.</p> <p>2. Plaster it everywhere. Posters, TV ads, banners on social networking sites, are just a few things to do. Make a facebook page for the campaign, send out flyers. Make up a joke or riddle, but a message behind the joke, that cyber bullying is wrong and needs to be stopped. Send emails around, and get people to send them on to others. Make people sign a petition against it, or a 'contract' that they will do everything they can to stop it. Hold conferences where people can come up with ideas and spread these ideas. <b>JUST GET RID OF CYBER BULLYING!!!! DELETE CYBER BULLYING!!!</b> and other catchy phrases can be invented and spread around.</p> |
| 184 | <p>1. If I saw someone being cyber bullied the first thing i would do is report the bully so they are removed from the social networking site. Then I would save a copy of what happened as proof. The next thing I would do is go to the psychologist at my school and discuss it with them and show them the proof. I would take advice from the school psychologist and then leave it to them to take action because it is not up to me to confront the bully or the victim. If I confronted the bully they could possibly turn against myself which would just make the situation worse, also you never know how the victim is feeling about the situation they need to be in the professional hands of the psychologist.</p> <p>2. The media I would use would definitely be TV. As a teenager we all know that everyone just ignores all the ads on the sidebar on fb, twitter etc. I would make the T.V add bright and colorful and very upfront with a catchy headline or song. A good headline would be "how would you feel if you were the victim, we must all work together to prevent these bullies, we must restrict him."</p>  |
| 185 | <p>1. If you saw someone being cyber bullied, would you do something about it? What would you do and why? If not, why not?</p> <p>1. If i saw somebody being cyber bullied or was even aware that they were being cyber bullied i would most definately do something about it. i would most likely go and be friendly, help out, and let them know that they are not alone. if they are being bullied they probably feel alone like an outcast and so just 1 friend(me) could make all the difference. I would do this because <b>NO ONE</b> deserves that sense of lonliness, i wouldnt even wish that on an enemy.</p> <p>2.if it was my job to do something about it i reckon i would do a TV campaign not too long yet long enough to give the effects cyber bullying has on the victim. it would be in a time slot when most teenagers are at home or watching tv e.g. after school on maybe channel v ( because theres nothing on australian tv between 4 and 5) and after that on the popular channels. i would also put out the ad on a banner that they have on the bottom of apps on ipods and iphones.</p>  |



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| 186 | <p>1. Yes, i would do something. i would talk to them about it and if then if theirs no break through i would go to their parents or teachers</p> <p>2. Social Media is a good one i think. many schools block it but i dont think this is beneficial to social bullying. Social Networks should be used to promote anti bullying, not just be removed.</p>   |
| 187 | <p>well there is somethings we can never stop that is cyber bullying<br/>it will always go on forever shes abusing her hes going to smash him and it keeps going on and on, but yes i think cyber bullying is very immature and very low of someone to bully someone though the internet its quite sad, i have had my share of being bulled though the internet its really not nice, anyway what are you going to gain by bullying someone though the internet nothing what are the people going to do? caps locks there computer screen how scary, but some people do take it very personal like treats and things about there family or the way they look, Some even kill them self's because the person on the other computer is saying such mean things they just end their life's its absolutely disgusting and is not a funny matter whatsoever it has to be stoped!</p> <p>2. i would make a tv documentary showing how bad it is and what can happen when people get cyber bulled and show the side people do not want to see like when some kids commit suicide and cut them self's over it, its the side no one wants to see, and then hopefully these cyber bullies will feel sad about what they are doing to the victim its worth a try? it might not work but at least people might do something about it hopefully in the next few years there will be no cyber bullying but how do we no, we can't tell the futrue</p> <p>thank you for reading this, i hope all you cyber bullies feel sad about what you are doing, at least say it to there face?</p> <p>sincerely, Emma</p> |
| 188 | <p>1.yes if i saw someone getting cyber bullied i would do something about it, i would go up to a teacher if it was at school and tell them what is happening or if it was m friend at home i would tell their mum or dad and hopefully they can do something.</p> <p>2.if it was my job to create a positive, effective and safe way for students to take action when they see cyber bullying i would create a facebook page for people to post things on the wall then allow teachers to read the post's and do something about it, or i would go to my media room at school and create a tv ad to show students its ok to go to a teacher and tell them what is happening.</p>   |
| 189 | <p>1. Tell them to press alt + F4, problem solved</p> <p>2. Don't like the person don't add them, don't want to get messages from them, report them to the police or your Telephone company.</p>  |
| 190 | <p>1. I would definitely do something about it, i would tell the nearest adult , and they WOULD intervene and do something about it immediately. Cyber bullying should not be tolerated anymore!</p> <p>2. I'd make a super effective ad, which targets the bullys , and have the police get more involved. The ad would be promoted on Radio , Internet , In Trains , at Train Stations, TV, Internet Cafes.</p> <p>I would also create a cyber bullying filter , where victims can immediately report cyber bullying either through an embedded internet application and through a dedicated FREE CALL phone system</p>   |

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| 191 | <p>1. yes i definitely would &amp; i have. I'd actually call the bully or somehow contact them and ask why they have the need to do this and talk to them and try to resolve the problem.</p> <p>2. i would use facebook &amp; tv and even in schools.</p>   |
| 192 | <p>1. if i saw someone being cyber bullied i would ask them if they were alright because its definitely NOT okay to cyber bully!! i would try and find the person doing the bullying and talk to them about it and i would go talk to a near adult and tell them whats going on!</p> <p>2. if i were to create a campaign directing students to do the right thing when it comes to cyber bullying i would have flyers around schools with numbers you can use to contact people so they could deal with it. i would make a website for people being bullied to have anonymous chats with counsellors or something and i would get police to come into schools more often to talk about it. also i would have adverts on social networking pages and on ads on tv that are directed not just to kids but people of all age and it would have a contact number and emails on it to talk to someone!!</p>  |
| 193 | <p>1) If someone was cyberbullied,I would do something about it. I'd help the victim of cyberbullying by telling them to block and report the person who is cyberbullying them. Guide the victim to get a copy of the offensive messages sent to them and keep later as evidence to court or police if necessary also talk to teachers, parents and counsellors about the situation.</p> <p>2)I would use different types of media such as :</p> <ul style="list-style-type: none"> <li>- Radio(from 3-6pm) because this is the time more students and people listen to the radio.</li> <li>- Newspapers, (local and one called "The Australian" because there is a wider audience, especially adults and parents read it and will be informed about the issue.</li> <li>- Tv ads because students and lots of other people watch tv and be more aware of the issue and want to solve it.</li> <li>- Social networking site page which inform students signs of cyberbullying, how to help solve it, a section of enquiries &amp; thought so anyone who has any questions on the issue or know victims due to cyberbullying can send to us.</li> </ul> <p>The tv, car &amp; newspaper ad will have have warning signs of cyberbullying, effects of it, victims of cyberbullying and statistics about it.</p> |
| 194 | <p>1. if i saw someone being cyber bullied, i would Definitely do something about it. i would tell them to delete and block the cyber bullier and also inform teachers or parents or someone i trust of the problem and if the cyber bullying continues i would tell the victim to go to the police. why? i have personally been cyber bullied and so has my best friend so i know how hard is it to be or watch someone else get cyber bullied. i want to help those who are or have been cyber bullied.</p> <p>2. if it were my job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, i would show people the effects of cyber bullying and get victims to tell their stories and also the family and friends of the victims to those tell their stories. i would use facebook and also school networks and also Tv ad. it would also be a good idea to make a TV series on cyber bullied. like you see all the TV series about teen parents so a TV series could be created about cyber bullying and the victims, family and friends of the victim and also the cyber bullier..</p>  |
| 195 | <p>1. if i saw that someone was being cyberbullied i would definantly do something about it i have had it happen to me and i know how horrible it feels i would stick up for the person but without becomeing i bully to the other person and i would tell a teacher/adult so that it would definantly be stopped i know how it feels and i wouldnt want anyone else to feel that way</p> <p>2.i would make an ad and put it on the tv and radio i would put it up on youtube and make groups and pages about it on the social network cite i would make a web page for it and i would promote how seroius it is by showing true stories of how people have taken things to far and caused lives to be taken i would promote how it seems funny at the time but for the person that it is happening to it really isnt i would make it clear that it is serious and it is against the law</p>   |

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| 196 | <p>1) I've recently been a victim of cyber bullying, and i can definitely say is isn't a good feeling. Knowing what it's like to be the victim I would have wanted someone to help me in that difficult situation. If i witnessed someone being cyber bullied, first I would get in touch with the victim, asking if they are okay and if they would like any assistance, because if that person doesn't want help there's no point in putting yourself in a situation your not wanted. Nobody deserves to be bullied in any form.</p> <p>2) I would definitely target the more popular websites like facebook, twitter, myspace, etc. I'd also want to put it out there for the older audience, like magazines, commercials, billboards, etc. I would want to make sure my message is catchy, straight to the point and hopefully aims at all ages to stop this thoughtless behaviour.</p> |
| 197 | <p>1. If you saw someone being cyber bullied, would you do something about it? What would you do and why? If not, why not?<br/>If it was someone from school i would talk to them about talking to either a school councillor, their parents or maybe the Principle.</p> <p>2. If it was your job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, what would you create? What media would you use for your campaign? (eg social networks, TV ad etc)<br/>I would use television advertising and advertisements on social websites like facebook, twitter and myspace. i would use videos and slide shows talking about what bulling is and how you can keep your self safe and how to act if you are bullied.</p>  |
| 198 | <p>1. i would defend the victim who is getting bullied and i would report this situation as soon as possible, i would alo tell the victim to block this person who is bullying them so it doesnt go any further than it already has it.</p> <p>2. i would create a tv ad because a lot of people actually watch tv these days and everyone will get the message across that bullying can be really serious that it can lead to deaths because they might think that its the easiest way to solve the problem and serious depression and many people dont really like talking to anyone about it because they might think its embarrassing.</p>  |
| 199 | <p>1. i would stick up for whoever is getting bullied, and i would go straight to an adult that would be able to help and tell them all about it and i would also suggest to the victim to delete and make sure they block this bully so this will be reduced and wont happen again.</p> <p>2. i would make a tv ad, because it shows everyone especially parents of kids who are getting bullied, and what can happen to people over the internet and if the situation continues or gets worse their might be a lot of lives lost if it ever go too far.</p>   |

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| 200 | <p>1. If I saw someone being cyber bullied, of course I would do something about it. It depends what form of cyber bullying it is, whether it is over an instant messaging service (like Windows Live Messenger) or social networks (like Facebook). For an instant messaging (IM) service, if someone told me that they were being cyber bullied by a person via IM, I would encourage the person to give them an IM back telling them to stop what they're doing to hurt the person (if the situation isn't too serious yet, such as death threats). Don't reply to the bullying itself, just tell them to stop teasing/harassing them. Replying to the bullying will only encourage them to bully you more, as I have learnt from experience. If they refuse to stop, I would encourage the person to keep evidence of the bullying as proof - such as print screens of the conversation, or logs saved on the computer. Then, I would recommend them to tell a trusted adult - whether it would be a teacher, or a parent - they will either know what to do, or will give you guidelines on what to do. Finally - BLOCK THAT PERSON on the IM service, so you will no longer receive messages from them. If you just delete them, they'll still be able to message you. BLOCKING ensures that there will be no more contact from them.</p> <p>If the person was bullied such as on a social networking site like Facebook, such as comments on their wall or photos, I would encourage them to report the comments, either by letting the social networking site know, or there should be a report link somewhere on the page. I would also tell them to (like above) print screen the comments as proof. DO NOT DELETE THEM because whoever you show may think that you're purposely trying to get them into trouble. What you should do instead (so that people would stop commenting on things) is go to the privacy settings of the site, and set it so that only you can view wall posts/photos, and that no one else can, or you can specifically block someone from viewing your profile. Again, there's another simple solution - deleting them from your profile - however even if you delete them, they'll still be able to send a message to you (on Facebook). BLOCKING is the best way to ensure that they won't get to you. Again, tell a trusted adult to help you deal with the situation.</p> <p>2. Using ALL sorts of media will effectively target most teenagers to see this campaign about cyber bullying. I would create a campaign that 1. Encourages people not to cyber bully. 2. Know what action needs to be taken if they are/or know someone being cyber bullied, and the right, safe, way of doing so. 3. Know the consequences of cyber bullying. 4. Encourage a victim to tell a TRUSTED person about this to help you out, because in truth, 99% of the time, you cannot deal with cyber bullying alone. Since most teenagers are already glued to their computer screens, targeting social networks are very effective - maybe through advertisements on the page, or by the network sending an email about the campaign, or a 'like' page. A TV ad can target the minority of people who don't go on social networks. A local newspaper can advertise as well. A magazine (Dolly, Girlfriend etc.) for teenagers can put an article about the campaign on their page. The way you can (almost) target 100% of teenagers - the campaign should go to individual schools and talk about it, handing out brochures, flyers, the like. I had a group of people come to my school and actually performed a play about cyber bullying, in which I found very very effective. It is enjoyable to watch, and it educates you at the same time. Finally, we already have compulsory PE at school, and they teach us about cyber bullying. PE Teachers have the responsibility to be aware of cyber bullying as they're the ones who teach it.</p> <p>And a final last point - violence is NOT the way to banish cyber bullying.</p> |
| 201 | <p>1. IF i was aware that someone was being cyber bullied i would consult them about it to see what was going on, ask if they needed any help and try to give them some advice. If they insisted everything was fine i would give them some space but still try to help. I would do this because if someone if being cyber bullied pressuring them to stand up for them selves is not always the best thing to do.</p> <p>2. I would create a small video that could effect viewers by shocking them to stop cyber bullying for example a video clip of images with different people that have harmed themselves due to cyber bullying or any other form of bullying. Showing this at schools would work, as well as being able to post them on popular websites among students.</p>   |

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| 202 | <p>1. If i saw someone being cyber bullied i might stand up for the person. If it was my friend or someone i liked or even an acquaintance i would say something but otherwise i might jst let that person be bullied because i wouldnt stand up for someone i didnt like. Ive been cyber bullied amd it isnt nice and i wouldnt want my friends to be down about it and make sure they know that they have my support.</p> <p>2. i would create a poster / banner sort of advertisement. I would want it to be an add like violence against women, Australia says no or say no to racism. Maybe something like how would you like it? and have a person feeling down or crying and then cyber bullying written on the bottom. It would be most effective to be stuck on the walls at school in the play ground, classrooms, hallways etc.</p>  |
| 203 | <p>1/. I would talk to friends and family to try and come up with a lot of different ideas to try and help the person being bullied.</p> <p>2/. We need to network to get the message trough schools that how easy people can turn on one another and be nasty without being held responsible for what they are doing when they do it. Celebs being the voice of the bullied would help.</p>  |
| 204 | <p>1: Definitely, I would do something. I would tell them that they have every right to stand up for themselves. I'd tell them they don't deserve to sit there and take it. Depending on how bad the cyber bullying was, i'd recommend they tell someone that can stop it from happening so they can then confront the bully so it does not continue.</p> <p>2: I would create a poster that would raise plenty of awareness of cyber bullying and how wrong it is. I'd put it on a social networking site called tumblr where then people would reblog the poster and get the message across to other people. The poster would include pictures of a computer and then in big words "Cyber bullying" and then tips on how to stay positive and safe on the internet to avoid cyber bullying. It would tell people if they saw cyber bullying or were being cyber bullied that they have every right to tell someone and that they are worth everything and don't have to take it.</p>    |
| 205 | <p>1. I would personally stick up for the person but i would only ever go and find an adult to tell them about if the bullying goes to out of hand. I personly believe it is better to solve it by yourselves, and even at school if it is an ongoing issue</p> <p>2.I would advertise it over the internet, as that is where most teenagers are these days, and i would do it on sites such as youtube and Facebook. I would also advertise it by bits of paper inside dvd covers and video game covers. Then finally i would advertise it during movies. My cam campaign would include visuals of the victim on the computer so you can see how they feel.</p>  |
| 206 | <p>1. If I saw someone being cyber bullied, I would print out the comments, and without letting the bully know that you've seen the conversation, give it to a responsible adult eg. teacher; if you go to the same school. This way your not getting involved personally in the problem, but quietly helping to solve it, without getting any unwanted attention. (You don't want the bully to start picking on you.) I would do this, because it's the right thing to do and I'd be able to put my mind at rest, knowing that I've helped someone who was in a situation that I've been in before.</p> <p>2. I would use Facebook as my main approach of the cyber bullying. Making like groups that are funny, but at the same time make people think "is cyber bullying really worth all the effort?" Also TV advertisements involving celebrities that girls and boys admire (eg. Justin Bieber, Selena Gomez, Lady Gaga) could get people to form an opinion on cyber bullying.</p> |
| 207 | <p>1) if i no the person bullying them, i would punch them in the face, what right do they have to bully someone else - its not the same because i have a reason, plus they had it coming.</p> <p>2) i would make a website where you can talk to someone about your problems with cyber bullying, so that you can get advice. i would advertise using facebook and tv ads</p>  |

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| 208 | <p>1.This should be a simple yes or no question, right? We've been told to report bullying, whether we see it happening or it's happening to us. Sometimes, for all of us, the answer would be no. We would sit back and look away. Because we don;t want to be that person. The one who suffers. Or we don't want to do anything cause we'll look like a total loser when they start bullying us. There's this boy who catches my bus, and every once in a while, these kids in a lower grade would trip him over when he's walking past. They would talk to him in a mean way, mocking and leering. They would tap him on the ear and he would ignore them, and they would keep doing it. I just sit there, looking out the window. I'm gutless, aren't I? I was planning to tell a teacher, but what would they do? Talk to them? Too light. Suspend them? To extreme. And would they really do anything? The kids could just say they were just having fun, or just joking. But cyber bullying is different in the fact that you have actual hard evidence that you can use. If I knew someone was being cyber bullied, I would tell them to report it, if they don't want to, then I'll get evidence, like MSN conversations or Facebook comments, and give it to a teacher so they can do something about it.</p> <p>2.I would do an ad. The ad would be like a mini interview of a person who was being bullied. They would talk about what was done to them and how they coped with it. Each ad would be a different story, a different person. (The people range from girls to boys, high schoolers to primary school kids.) The ad would be on TV, but I have this idea of it popping up sometime when people use Facebook or MSN. Like those poker adverts, or the 'you're the 999,999,999th person to use this site, click here to win' ads. It'll be effective because lot's of people use Facebook and MSN.</p> |
| 209 | <p>1. If I saw someone being bullied I would definally help them. I would talk to the person being bullied and suggest numerous ways to help them get out of the unwanted situation, such as block them, see someone with power, and continuously make sure that the person whom is being bullied knows its not their fault and they are a good person.</p> <p>2.For a campaign I would launch television adds to be broadcasted during television time for teenagers, depicting what bullying is, what to do, and that it is not acceptable in society. As well as these adds, parents also need to be educated on what bullying is and what are some signs if their child is being cyber bullied and who they should turn to/ what they should do.</p>  |
| 210 | <p>i would report it or help the person to block and/or unfriend the person etc. i would put adds on face book and most of the social networking sites tv would be too far and it has been done and has had no effect.</p>  |
| 211 | <p>1. If I saw somebody being cyber bullied; I would message them telling them to either block or delete them. If that doesn't work it'd probably be best to tell your parents who will sort it out from there :) Your parents would more than likely contact the sites operator!</p> <p>2. I would probably use a short film, like all the ones you see for drink driving. I remember seeing this short film on drink driving that went for about 10 minutes.. it was so convincing and looked legit! But yeah, I'd create a short film :)</p>   |
| 212 | <p>1. Of coarse I would do something. I don't have any form of social networking sites for the same reason (even though I would love to have it) I would try to tell someone about it. And if I couldn't I would disable my friends account temporarily until I could find another way to help them.</p> <p>2. I would put the ad in social networking sites. It would promote students to come forward (completely anonomasly so someone could give them advise on how to move on.</p>   |

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| 213 | <p>1. If you saw someone being cyber bullied, would you do something about it? What would you do and why? If not, why not?<br/>i would tell them thats its ok then i would report the person who said it.</p> <p>2. If it was your job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, what would you create? What media would you use for your campaign? (eg social networks, TV ad etc)<br/>i would create a organisation and i would use site such as facebook and myspace and help people because no one could be bullied</p>   |
| 214 | I would tell the administator and the report or block the person   |
| 215 | <p>If i saw someone being cyber bullied i would be able to help them as i have done a cyber bullying course. I would step in and talk to the bully and see if they realise what they are doing to the other person after i had talked to the victim and after if they felt comfortable i would get them to discuss it. many cyber bullinh issues may just be misinterpretation. it is important to let the parents of the child being bullied know but not necessarily for them to ban the use of the computer or social networking sites because these allow for people to communicate and interact with others.</p> <p>As society is very technologically based it is important for people to understand how to use these. A good campaign would be to show a face to face bullying incident and compare it to a cyber bullying case. in the campaign the viewer would need to understand that anyone could be bullied and anyone can be a bully, to outline that althtough you may say someting as a joke online it may be interpreted in a different way. Thre should also be an add aimed at adults and how they could notice whether their child is ok or not.</p> |
| 216 | <p>1. Yes I would do something about it, being an individual who has received cyber bullying and I guess I have done it to others as well, not in the version described above. Cyber bullying can be a very traumatic experience for the victim if the bullying becomes threatening and gets out of hand. If I seen another being cyber bullied, I would talk to the victim about the situation, suggest for them to block and delete the person from their contacts, check the privacy settings on the social networking site. Change email addresses and mobile phone number and only pass the new ones on the trusted people. I would tell the person that what is happening is illegal and they need to tell a trusted adult who can help and support them.</p> <p>2. I would not use media as a way to spread my message, as that is how cyber bullying occurs, instead I would create the campaign in a community, example my school community. I would make posters around the school about the seriousness and effects of cyber bullying.</p>  |
| 217 | <p>As person who suffered a massive amount over the last few years, I would totally understand what the victim would be viewing it as.</p> <p>1. I would act as peer mediator and try and sort the problem, in each situation both the people have a side to the story. Some would agree with me that the is nonsense but will see sense in the end and give a break to the person. During this break it would be smart to sort out both issues and make a compromise. However, since bullying is started from the bully being bullied himself I would stick up for him and come back with some uber smart retort that leave stunned.</p> <p>2. I would use highly view television channels, the worlds social networking sites such as Facebook, Omeggle, Myspace and Skype; Celebrities and influences, and broadcast it across the world similar to what the WWE had set up</p>   |
| 218 | 1) Cyberbullying can have severe consequences on the victim and is an offence, so if i saw that someone was cyberbullying another, for example on social networking site i would report them to the website. If the bully isn't shut down i would report the incident to a higher authority; the police.   |

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| 219 | <p>1. I would definitely do something about it because no one should be a victim of cyberbullies as it may cause psychological problems that may lead the person to feel insecure and a sense of isolation. I would not be afraid to speak up because in reality those bullies are just 'keyboard heros' who find bullying a way to make themselves feel better about their problems. If they continue I would definitely report them and then tell that person to confront their parents and if it still continues I would suggest them to report it to the nearest police station as it is now a criminal act to cyberbully.</p> <p>2. I would use social networks to promote cyberbullying but use tv and radio ads as my main advertiser. Adolescents don't usually care about the importance of cyberbullying but parents that cannot use a computer can see these ads through the tv and hear them on the radio which will lead them to warn their kids about cyberbullying and its importance!</p> |
| 220 | <p>1) Everyone needs to feel safe using their technology but sadly this is not always the case unless you know how to depend on yourself but if I did know someone was being bullied I'd deferentially report it no one deserves to be bullied no matter who they are.</p> <p>2) There are so many ways to be bullied it's just some people don't realize that bullying is not just physical, words are just as harmful as being physically hurt, it lowers a person's self-esteem and confidence.</p>  |
| 221 | <p>1. If you saw someone being cyber bullied, would you do something about it? What would you do and why? If not, why not?<br/>If I saw someone in which was being cyber bullied I would help them through the traumatic situation. I would talk with them about going to see a person in which specializes in this area as well as inform them to turn them in.</p> <p>2. If it was your job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, what would you create? What media would you use for your campaign? (eg social networks, TV ad etc)<br/>I would create a T.V ad about the outcome of being cyber bullied and what happens to those in which suffer long term depression in which is caused by being cyber bullied as well as the fact that some even become suicidal.</p>   |
| 222 | <p>1. If someone saw someone being cyber bullied and not do anything to help, then it's heartless pretty much. I would speak up for them and help them in any ways, if it includes me telling their parents or any adult, then I will. Why? Because I have been bullied before and I don't want anyone to go through the pain like me.</p> <p>2. I would create an anti cyber system, if possible, record everything such as phone calls, texts or webcam.</p>  |



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| 223 | <p>1. It sometimes depends on the significance of the situation. For example, I absolutely would stand up to a bully if the person was being cyber bullied, but if it lead to serious threats and possibly more bullies involved supporting the threats, i would tell an adult or go to the police and report it. In the mean time, i would try to calm down the person that was cyber bullied and talk to them about it, make them feel safer, and i would suggest that they dont access their account for some time or if it's through texts, the should ignore it or change their number. The bully feels more dominant and feels like they have great pride when bullying someone, whether it be through cyber bullying, verbally, or physically. But they do it to be cool or to forget about problems they have at home or possibly because they have issues with themselves so they put others down to make themselves feel and look better. Simply ignoring the bully is sometimes enough to make their pride go straight down the drain. Or giving them a smart and effective comeback that puts them down or can get them thinking, but chances are that you would be encouraging the situation sometimes. I would definitely help someone who is being bullied (whether it be standing up to the bully or telling an adult or someone that can do more about it) so long as our lives aren't in danger or if they are, i would involve people of higher authority to help with the situation. This is because bullies need to learn to back off, if anyone is a 'chicken' as they say, it's usually them. They don't like other people because they have something the bullies don't so the bullies choose to bully that person. Bullies have problems, and it's time they realised and admitted it and it's time they stopped progressing with this ridiculous, unnecessary behaviour.</p> <p>2. I would create a fun and exciting campaign that consists of getting friendly and enthusiastic helpers helping making the group fun. A variety of activities would be designed to help encourage students to think in a positive and effective way about bullying. This could include stage plays, camps, recreational activities, making stories, making choices games, showing movies based on bullying then getting the students to complete a sheet of questions at the end to see if the response from the person being bullied in the movie was a good or bad one, etc. Maybe even chuck in a few martial arts lessons just for the fun of it! Though i would always encourage that if you can avoid a fight, do so and don't look to get into one. I would use TV ad's, clips on bullying, movies regarding bullying (could make it fun by calling it a movie night), magazines or billboards, even the internet (facebook, myspace, twitter, etc) and videos on cyber bullying. The aim would be to get the students to see how bullying of all sorts can start, how it can progress, and the ways in which it can end, or be resolved in some cases. And how they can respond to certain bullying, the could practice with each other the smart decisions they could take, and i would get them to think and avoid such situations to get away and out as safely as possible, and to NEVER be afraid to tell anyone. They should always seek help. After all, with want to have a happy and safe environment, and by working together and helping one another, we can achieve that.</p> |
| 224 | <p>I always stand up to people bullying others I am 6ft 4 so they scared of me but if people stand in numbers together we wuld get rid of bullying most bullying kids have problems in there home and take it out on other so feel sorry for them they just need someone to be friends with instead of asking they go about it the wrong way as they have no support</p>   |
| 225 | <p>1. Report the account doing it and if it continued, say something<br/>2. Put an ad in the sidebar of social networking pages. Something to trigger emotions - i.e. real stories</p>   |
| 226 | <p>1. I'd stick up for them, its wrong to bully people, and even more imoral to do it over the internet, it shows how gutless people are in trying to make themselves fell better being selfish. I would help the victim get over the bullying and if need be report the abuse to the website or police.<br/>2. to help students, the campaign would be posted across the internet, on chat pages, laregly on facebook, and school portal websites. i would set up school visits to address students get advertisements in movies, tv and radio to let people know that its not alright and serious action is taken against these people who choose to 'cyber bully' whether it be over the internet or phone.</p>   |

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| 227 | <p>Personally I am not a big fan of bullying, never really had it as I always had fairly large siblings to look after me, the most I got was a sinister comment, I feel for those who do, often I know a few people who do get teased and I just talk to them about it how they feel etc and tell the others to lay off and try to reason. Like it may sound like a typical answer, but in my eyes I have nothing to lose and even if I may not win least it makes them smile that someone cares about them. The worse thing I think about cyber bullying people often think it's not visible but it's just being a "bad bloke" and often it's quiet easy to find, like a female friend told me about trouble she was getting the other night and it was actually just pretty simple to tell guys to lay off and they did, but I view bullying where you can't be seen is just shameful.</p> <p>However to tackle it I would suggest social network advertisement's to get across the message it can do to an individual, some rather shocking messages, while others to show how they can deal with it talk to friends and go to get help. Like I saw a gov pole have you been bullied, I think that was an actual brilliant idea as it shows how many people are and friend's responses.</p>   |
| 228 | <p>1) The trouble with cyber bullying is you often don't see it happening. If I was aware that someone was cyber bullying, I would definitely try to stop them, because no one deserves to be treated that way and feel alone.</p> <p>2) I would try to make it about how it's ok to tell someone if you are being bullied (cyber or not cyber) through using the technology people are cyber bullied through, to try get my message across. So I would use social networks, maybe through mobile phone messages, and general internet advertising.</p>  |
| 229 | <p>1. If you saw someone being cyber bullied, would you do something about it? What would you do and why? If not, why not?<br/> I think you have to analyse the situation, it's really easy to say "yes I would step in and defend the person at the time etc", but it's hard I think. With peer pressure rising I think it would be very easy for the bullies to move onto the person defending the victim or sometimes people may not know the person being bullied very well and join as a spectator, and thus justifying not helping the victim (assuming this is a real time situation) but generally yes I would help the person. Afterwards I would also support the person, but situational again, if you know someone who knows the victim better I think it would mean a lot more if a close friend talked to him.</p> <p>2. If it was your job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, what would you create? What media would you use for your campaign? (eg social networks, TV ad etc)<br/> TV ads are good, but I think social network awareness has really taken off recently. Campaigns in the form of pages or events on facebook such as "To Write Love on Her Arms (which promotes against depression, suicide, drugs etc) are very successful as they have a modern look and name, and the info is only a click away. Facebook is becoming more and more accessible these days (computers, laptops, mobile phones, tablets etc) and I think in the form of a page or event a cyber bullying campaign would work well, however advertisements on social media generally do not.</p> |

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| 230 | <p>1. If i ever saw someone being cyber bullied, i would stick up for them. Suppor them, and tell them everythign is okay. Then, i would contact someone with a little more authority and get their opinion on how we could stop it. Doing all this, i would however never do the saame back to the person who is cyber bullying. First, because you don't know their situation, and why they have come to bully the person due to their own personal problems, and second, you don't want any fights or arguments.</p> <p>2. If it was my job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, i would show them a video i found a couple months ago via "YouTube." It's called Jade's story. It was about a young girl who speaks about how she's been bullied and such, and how it effected her. This may sound like little, but i did a little research and found out that same girl committed suicide. Once young kids are shown the consequences of some things, shock and realisation comes to matter, which is how you want to portray it.</p> <p>Also, if the video idea didn't work, i would use the idea of facebook. Create a media video, with the portray of facebook. Have a media showing a book, with faces in it. Having someone 'type' rude words, rumours, etc until the page is full, and they need to go onto the next page. Then, once the person featured goes to the last page, it shows them. Looking down, at the friends section, you see no friends. Moral of the story: Cyber bully and you get no friends.</p> |
| 231 | <p>1. If someone is being bullied i would stick up for the victim and find something witty to say back to the bully that points out their flaws but not so much that they are really hurt. lets the bully know that it doesnt feel good to be victimised</p> <p>2. create a campaign that focuses on the effects of cyberbullying and the importance to help people being victimised. create a facebook page</p>  |
| 232 | <p>1. Recently my little sister was being cyberbullied really badly. At first I stepped in and stood up for her but that didn't do much. Next I told the girl she needs to stop. She still didn't listen and started bullying her at school too. Then we went to talk to her parents, who just yelled at us. After that we went to the school, and they sorted the school bullying, then I got my sister's password, and reported and blocked the bully.</p> <p>2. I'd use social networks, tv, and go through schools too. The campaign would explain what to do in more depth than the usual "tell someone and get help" or "ignore it". I'd also explain the consequences of cyberbullying for the bullies, that way it might actually prevent some of the bullying.</p>   |
| 233 | <p>1. Firstly i would make sure the 'victim' was alright and tell them to ignore the bullying and secondly i would try to talk to the bully and convince him/her to stop. If this didnt work would tell a responisble adult.</p> <p>2. I would ise social networking sites because it is accessed by most teenagers who are being bullied and bullying. IT would out line the steps i have mentioned in question one and make bullying seem like a negative thing, showing how it can hurt people dramatically.</p>   |

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| 234 | <p>1. If I saw someone being cyber bullied, in most cases I would definitely do something about it. This form of harassment is extremely volatile and even the most harmless looking attacks can become dangerous for anyone involved. People are hurt, some may even die, and emotional scars take a lifetime to recover. I would intervene in such a way that it does not open me up to verbal cyber attacks. I would approach the attacking person and try to convince them that what they are doing is wrong. If all else fails I'd give them a taste of their own medicine so they can see the implications of their actions, none of which are enjoyable. Self doubt and lack of confidence being the primary ones. In terms of the person being attacked, I'd offer them all levels of comfort and try to reassure them that things like this don't go on forever. I'd tell them that what was happening wasn't their fault, as this is a common mentality of someone being bullied.</p> <p>2. If it was my job to create a campaign to encourage students to take positive, effective and safe action when witnessing cyber bullying I would create a short video distributed through social networking. Videos empower people with upbeat songs, deliver direct messages and most of all; a picture says a thousand words. The video would have two parts: the consequence of a bad bystander decision and the consequence of a good bystander decision. It would also include various methods of dealing with bullying from different perspectives. Distributing the video through social networking has the aim of reaching the target audience and sending the solution straight to the source of the problem.</p> |
| 235 | <p>1. I would do something but it would be something like telling someone like my Mum that I saw a person who I think may have been cyber bullied but I'm not sure and get advice on what to do next</p> <p>2. The best types of ways to promote the advert are on media such as that most young people use such as Facebook, My space, mobile phones, Television and on Internet adverts in the most used websites by young people. The campaign I would do would be an advert that needs to have happy music and be colourful because usually all the government adverts are always so serious and sad. They don't catch the viewers attention and make them want to pay attention to the rest of the advert if it looks sad.</p>  |
| 236 | <p>1. I would definitely do something about it. I think everyone has the right to be defended. I would report it. There's a lot of cyber bullying in all social networks especially twitter and facebook. In facebook I would usually report it. In twitter it's so much worse. I would report and block people. Bottom line is if I saw someone being cyber bullied I would do the mature thing and not fight back. I would report it to the social network and do anything to stop this.</p> <p>2. If it was your job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, what would you create? What media would you use for your campaign? (eg social networks, TV ad etc)<br/>I would call the campaign DELETE CYBER BULLYING (fighting back maturely)<br/>I would make a website where people can make accounts and show their personalities and everyone can comment positively.<br/>Make t-shirts that say DELETE CYBER BULLYING</p> <p>I know that there is already a campaign called that which I think is an amazing campaign. A lot of celebrities are joining in which will definitely help to fight against this cyber bullying.</p> <p>All in all I think we should delete any forms of bullying. It's disturbing how in truth there are many types of bullying.</p>   |

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| 237 | <p>1) I've seen cyber bullying in action and it is honestly the cruelest way to hurt someone, simply because you may be harming them in their own home or their safe place. Its a way of intrusion. When I see this happening I offer support to the victim and advise them to contact help and block the person who's bullying them. If that is not an option I relate to them with my history of being bullied and tell them how they can create new accounts where they can only be accessed by the people they choose.</p> <p>2)One way of taking action and reaching out to cyber bullied victims would be to show them how to be strong again and to make them realise how courageous they are for stepping up. Maybe by targeting schools by recieving visits from previous victims or campaigns who put on acts and speeches on anti-cyber bullying.</p>   |
| 238 | <p>1. As much as I wish I could be the heroic one and do the right thing, unlike many awful cyber-bullies, I couldn't even bring myself to flame and bully and harass behind the screen, at times when I've wanted to take my frustrations out on others (which is cowardly.) So I doubt I'd be brave enough to try and stop the conflict behind the screen either. However I am always pleased for the person who IS courageous enough to stand up for the victim. I wish I could emulate their courage.</p> <p>2. I'd design some bumper stickers, t-shirts and TV commercials, featuring funny characters representative of today's online generation and directing people to a website. This way, parents and students could learn about how to support victims of cyberbullying, avoid inadvertently bullying someone, and learning how to avoid being a bystander, (who can be just as guilty as the bully themself,) through animated videos and comics including these characters.</p>   |
| 239 | <p>1. I always do something, especially if it's on facebook, the only way for me to know is because i'm already friends with them...and i'm not one to back down on a fight. I back my friends up because I know they would for me..if not I understand the situation...There is so many people out there that need help and i'm hoping that any spare minute i have is to be able to boost their confidence</p> <p>2. With a campaign, yes it is helpful to post adds on social network sites, TV or even pre-movie advertisements...But it's more effective in person wouldn't you think?...The up-beat vibe from an actual person, either from a noticeable person or an experienced person would be way more effective instead of small ads from famous people just trying to scrape money, like one ad on every single DVD that can't be skipped..it becomes more annoying instead of a huge moment that will or may impact ones life.</p>  |
| 240 | <p>1. First I would talk to the person bullied. I'd ask them what's going on, how long it has being going for and give them their options on what they can do to stop it. I wouldn't interfere with the bullying, as this has a possibility of making things worse.</p> <p>2. I would make a music video to a famous singer's song, like Lady Gaga or Justin Bieber, people who have a major influence in modern western culture. This video could be on youtube, be free to buy on iTunes or be shown on social networking sites, where most teenagers will hear the message.</p>   |
| 241 | <p>1. If i saw someone being cyberbullied i would definately try and do something about it. If I knew the bully, I would try and talk to them. I would tell them what they are doing IS wrong and isn't a nice thing to be doing. If i didn't know the bully, I would probably still try and talk to them about what they are doing but it wouldn't be as easy talking to someone that I don't know, comparing to someone I know. If they don't take my advice to stop the bullying I would tell a teacher if it was inside of school, if it isn't I would tell my parents and they will see what they could do about it. If they can get in contact with the bully's parents.</p> <p>2.If it was my job to create a campaign I would probably do it through a television, since that's where teenagers are spending most of their time! In the television add I would have a mini snipet of someone getting bullied. Then I would have helplines, I would get some police officers to say how important it is to tell someone when you witness someone being bullied.</p> |

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| 242 | <p>I think that we should use the resources around us to help with the problem of cyber bullying - a book such as 'Destroying Avalon' is perfect for the problems that arise, such as the issue of whether you as a friend, should tell another teacher/parent if they have asked you not to, as they need to know that you will stay true to your word, yet you also know that the consequences could be dramatic if you stay silent.</p> <ol style="list-style-type: none"> <li>1. If I knew that someone was being cyber bullied, I would first speak to them about the issue, and ask if they had spoken to anyone about what was going on. If the issue continued and they had not told anyone else, I would go to a higher authority (e.g. parent, teacher, sometimes even police are necessary), and let them know what was going on, even if the victim thought that I was untrustworthy, as this issue really needs to be put to an end.</li> <li>2. Similar to advertisements today, I would try to approach teenagers through the use of peers in the advertisement, as we are all at a stage of wanting to fit in, and if it stops becoming so cool to just 'take it,' then I'm sure more of us would speak out if there was something going on. To try to get such a message out to the general public, especially teenagers, I would place advertisements on sites such as Youtube, Facebook, Twitter, as well as create advertisements that are suitable to be placed in libraries (bookmarks seem to be a common way for advertising to take place in libraries), as posters within schools etc. as we would need to tackle any place that a teenager visits regularly.</li> </ol> |
| 243 | <ol style="list-style-type: none"> <li>1. If I saw someone being cyber bullied I would do something about it. I would go talk to the person that is being cyber bullied and ask them if they know why they are being bullied and give them as much as help as possible.</li> <li>2. If it was my job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying I would create a booklet/website on the police interviewing the people that have experience cyber bullying and what they have done to overcome it. I would also make an ad on TV so it can be shown more effective because people watch TV alot :)</li> </ol>   |
| 244 | <ol style="list-style-type: none"> <li>1. If I saw someone being cyber bullied I would first make sure that they are being cyber bullied and that it's not an inside joke they have with their friends, but after that I would tell them about a cyber bullying speech that our school was given and try to give them some good websites that give proper help. That way they can get professional help and I don't have to bring up cyber bullying awkwardly.</li> <li>2. If I way going to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying I would make ads that would be put on social networking sites such as Facebook and Myspace. The adds would list easy steps to counter cyber bullying and how to inform other people, such as police or counsellors that it is happening.</li> </ol>  |
| 245 | <ol style="list-style-type: none"> <li>1. Yes. I would offer them help and contact somebody that could deal with the person who was the cause of the bullying.</li> <li>2. I would create a video of interviews of people who have been bullied and have them explain how bullying has affected their lives so that bullies know the effect they have even though they think its harmless or fun. I would post this video on social network sites such as facebook.</li> </ol>   |

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| 246 | <p>1) If I saw someone being cyber bullied, yes I would help them out. I know it's none of my business, and I wouldn't jump straight into it and be immature about the situation. I'm getting involved to help them out and to feel better, not to make them feel even more unsafe, unwanted and scared. No body deserves to be bullied no matter what form it may be, everyone deserves to have that safe feeling while doing something on the internet or whatever the technology may be. Being cyber bullied does have severe effects on your physical and mental state of mind, once you've been cyber bullied constantly, you lose the sence of knowing people care about you and you don't want to do anything because your scared.</p> <p>2) I would create a room within the school where the people that are being bullied can go to and talk to someone who is also in their same situation. I know some people may be scared to do that, personally I would be, so the best other option would be to create a web page where people can get on as who they like, so they don't have to show who they really are, and have it all dedicated to cyber bullying and how you can prevent it. People would be able to share their concern's and if that's affective, people will build up their confidence to be able to go to school and talk to a teacher or even just talking to someone who can help them. Talking to people about being bullied is a good way to make yourself feel you again. Even if you just talk to someone over a safe bullying site, or your bestfriend, or teacher. Talking to someone just lifts that pain you have that's straining your physical and mental state of mind.</p> |
| 247 | <p>1. First of all, I would ensure that the person being bullied knows that it's not their fault and that they have a support group who is there for them. Then I would asked the bully to stop what they are doing politely, so that the situation wouldn't be inflamed. If they keep doing it, I would notify the website so that they would be warned/blocked. Also, since most online bullies are mostly people we know in real life, I would notify their parent what their child is doing.</p> <p>2. I would use social networks to advertise my campaign because it is there that the bullying usually take place. In my advertisement, I would list specific steps what a bystander should do if they witnessed a scene (as most bystanders don't know what to do in this situation - to take action or ignore-. I would also list steps reccomending the victim to do, as most victims are confused on why they are being targeted. Another thing in my ads would be links to websites/ agencies who are there specifically for the victims if they either want more information on the situation, or for someone to talk to.</p>  |
| 248 | <p>1. Although our conscience tell us to do something when we encounter cyber bullying, many people do not act upon it; and with valid reason. Why would someone not involved in the event (cyber bullying) become involved and complicate their life by butting in a reporting it? How would his/her peers react when word gets out that they intervened? It seems like too big of a price to pay for something which is extremely common and people on the surface seem to deal with fine. It's true that we've all been told to do something when we see cyber bullying but how many of those out there would take the time and effort to actually report it? Honestly, how many people out there actually care? At the end of the day, it comes down to the personal morals that the individual has and the relationship they have with the people involved in the cyberbullying. For me, I think that unless the bullying was serious, I would allow it to pass because people do need to learn how to deal with these things themselves to make them a better, stronger person.</p> <p>2. Ads which come up on the sides of popular social sites such as facebook is a must because cyber bullying is frequent on those sites. Also, having continued campaigns across television ads during shows which a lot of teens watch such as Angry Boys would have an effect because they target students while they watch the show. Ads on school buses and sporting fields/courts can also be effective as students frequently use those areas.</p>  |
| 249 | <p>1. I have actually seen people getting cyber bullied! some of my best friends have been hurt by these bullies, and i made sure that they let someone know about it. It is always hard to tell someone if you are getting bullied as you feel as though they will find out somehow and taunt you more and more, however it is really important that you do something about it when it starts so in the end you will feel better. That is my belief, and what i encourage among my friends.</p> <p>2. It is these types of ads that need to stick out and catch your eyes as they are important. I think television, these days, is the main technological place for ideas to get to teenagers and children. Therefore i would create a happy and interesting advert on TV that would attract peoples attention and let them understand how bad cyber bullying is in a fun-filled way.</p>   |

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| 250 | <p>1. Knowing how much of an open personality I encapsulate, I do regularly step in when I see bullying taking place- both cyber and face-to-face bullying (at school or in public). As a child, I had personal experience with bullying and hence I cannot stand seeing someone get bullied. To stop bullying is not an easy thing and it usually does have a side effect on the victim- for this reason I try to listen to both sides of the story and also listen to people which oversaw the situation (moreover allowing me to reach a fair conclusion). This leads to the concept that the victim of which we perceive may not be the TRUE victim, but rather guilty in some way (but this is not a generalisation).</p> <p>Through experiences of trying to stop bullying, I have found that saying "oii don't bully" has a negligible effect as the person bullying would commonly answer back with "WTF...what is it to you...get out of this..I aint bullying"..etc. -this ofcourse is in the real world. When it is through the WWW (World Wide Web), I personally find it to be much less as most of what is said is pointless (people don't really know eachother), but this does not stop people from being offended and reaching a state of depression. When I do step in over the net, I generally ask the person being bullied if I can step in- regardless of their answer, I tell them not to answer back because making the bully feel like a fool is the strongest weapon we have.</p> <p>2. As a student, I find that many other students enjoy the net more than anything- but there is always an exception to everything- <b>THEY ARE NOT INTERESTED IN CYBERBULLYING!!!</b> For this very reason I would not use social networks to convey my message, but rather other types of media such as advertisements at the start of videos (eg. YouTube Videos), leaflets/brochures at schools, Universities, News agencies etc (exhibiting certain examples of cyber bullying and its effect on the person being bullied -real life examples), a rally in regards to raising the attention to everyone and accompanying all these a website for more information. Another thing I found useful was bringing in a police officer to our school to raise awareness of bullying in all forms it could take- this could be something of which I would try to organise (for all schools). Ultimately, I would strive to raise the attention to everyone around the world in any way possible.</p> |
| 251 | <p>2. I (in association with my schools SRC) have already set up a cyber bullying forum, in which plenty of students attend and parents are invited to come along to. This has been a hugely successful</p>  |
| 252 | <p>1. In society, there is something called a bystander effect, usually we believe someone else will do something about it. But, if everyone believes that, no one will do anything. Realising this, I don't hold back when I see someone getting hurt, bullied anything. I take action. Usually, a firm, stern, tone and a direct, "hey cut it off," or "hey, quit it," should make them step back, but if they really don't stop well, just walk away and ignore them continuously, and continue doing what you do best, being yourself. This makes the bully think as if you don't care what they say, and no matter they do won't effect you. So they give up.</p> <p>2. Well, through whatever form of communication online, whether facebook, msn, whatever, I would place little dialogues on top of a chatbox or "wallpost," etc, and make sure it firmly states, "Please refrain from any bullying, or else you may be banned. "</p>  |
| 253 | <p>dont give the bullies any attention and offer support to the victim... it needs to be promoted in schools, online and at home with parenting</p>  |
| 254 | <p>1. Yes I would, I cannot stand the thought of someone bullying over the internet, too selfish to say it to their faces. I would personally confront the bully and sort out the problem once and for all. I know turning to an adult would be a smart thing to do but it makes you look like a "wimp" to the bully, which just gives another reason for the bully to bully you even more.</p> <p>2. Being confident scares a bully. A bully enjoys a reaction out of their victim, which encourages their insulting behaviour. Confidence gives the victim a useless reaction to the bully; no reaction = boring, bully will leave them alone. To prevent cyber-bullying I would promote self-confident classes to young teenagers to help them deal with these problems themselves, and to cope with bullying in general. Young teenagers are more prone to cyber-bullying, that's why I believe confident classes can be very helpful and affective to help them cope with our modern society.</p>   |



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| 255 | <p>1. I would talk to the bullied and assure them that what ever the other person has said is because they need to vent. I will talk and listen to them and make sure they are alright. I would then talk to the bully to find the reason to why he/she attempted bullying another person, tell them that although it helps relieve anger and entertain them it is that which can severely alter a persons way of thinking and send them down upon depression.</p> <p>2. I would make people aware by making a video of people who get bullied everyday, going to social sites and game sites to view what people say in these situations. I would then place this video on youtube and other video sharing sites. I would also set up pages and profiles relating to bullying along social networking sites to make more people aware of bullying in all forms.</p>   |
| 256 | <p>1. i have had not a close friend but a friend been bullied before and its a horrible thing! At first i wasn't sure what to do, but i took matters into my own hand, talked them through it and was there to listen to her through her whole journey. i booked her in for appointments with the school councilor and sat right beside her every session to give her support. I did this as i feel when someone is bullied weather it be mentally or physically they feel a sense of loneliness and and think they are alone in the world. Bysticking up for them and giving them support and someone to talk to will reduce the risk of feeling a sense of loneliness which may also reduce the risk of suicide.</p> <p>2. If i was to create a campaign that would reduce cyber bullying i would personally post them on the internet, on sites like Facebook, twitter, myspace ect.. This way when someone is about to send something nasty that may hurt a persons feelings they will read the add and hopefully stop, think again and erase there comment.</p>   |
| 257 | <p>1. If I saw someone being cyberbullied, I would do something about it. It is WRONG to bully people as is can lead to a lot of psychological and sometimes physical problems. The ways in which I would help, would be by talking to the victim of the bullying and explaining to them that they can stop this. I believe it would be better if they made the approach to fix the problem that way they will know how to deal with it if it occurs again or to someone they know. If they do not wish to do anything about the cyberbullying then I will talk to one of their family members or to the teachers at the school in which they are at. Cyber bullying can get out of hand as it has been seen in cases over the recent years. It is not only narrowed down to emails and social sites but also mobiles, etc.</p> <p>2. If it were my job to create a campaign to encourage students to take a positive, effective and safe action when they see cyber bullying, I would create a campaigning group called, Cyber bullying: Its time to lend a hand. This group would visit primary schools, high schools, universitys and even work places. They would appear in seminars, events and even have a stand in shopping centres. The media which this group would use to spread their message would be social networking sites, TV ads, brochures, newspapers, community notice boards and posters.</p> <p>Cyber bullying is very serious and the current strategies which we have to deal with this issue needs to be improved as the damgage it can have on people is very serious.</p> |
| 258 | <p>1. If I ever saw someone be cyber bullied, I'd most probably tell them to just sign out of whatever they're on. Eg. Facebook, msn - Just tell them to sign out. This would avoid them being bullied further, and if they want to sign back in they should ask somebody like a parent or friend to help them first.</p> <p>2. I'd advertise my campaign through local newsletters as the News isn't watched by many teenagers. Sending out a poll to schools would also help determine where the cyber-bullying matter is worst, and I'd start my campaign there. I'd set up a Group Activity to help prevent Cyber Bullying where the victims themselves can talk amongst each other and hopefully find a good solution to the root of the problems.</p>  |

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| 259 | <p>1. I would honestly do something about. Whether that be to inform someone in a position of authority eg parent, teacher etc or to try and talk to them about it and get them to go to someone for help/ inform someone of the situation.</p> <p>2. Movie advert or a facebook advert. Possibly a catchy song.</p>  |
| 260 | <p>1) if i saw someone being cyber bullied i would encourage them to tell someone, either a parent or someone else they trust, as this is a hard time for them, they need advice from others who are close to them at this difficult time. being through this situation myself i know what it is like and i understand how hard it is going through this alone that is why i would encourage them to seek advice from others or anyone they trust.</p> <p>2) i would create a tv add sharing different experiences and the effects cyber bullying has on teenagers and individual, teaching others about saftey on the eneternet and how to prevent cyber bullying and i would also create a call centre to go with the tv add to help those who are being cyber bullyed or just want advice or info just on the topic.</p> |
| 261 | <p>If I knew or saw someone being cyber bullied, I would go to all measures in my power to help stop the person fom being bullied. Bullying is not acceptable behavior and should be stopped.</p> <p>If I was to create a campaign, I would use a range of methods to encourage anti bullying.</p> <p>Tv commercials and a range of social media sources to get the message to as many people as possible. I would also use a hard copy of messages including posters, letters and other paper documents.</p>   |
| 262 | <p>1. I would report the bully to the website as that would result in an immediate removal of the bully from the website, thus removing some of the power they have. Also, if it was someone from school, i would consult a teacher anonymously so that the bully is dealt with and the victim can feel more safe. and i would stand up for the victim at school.</p> <p>2. i would use some kind of visual advertisment as that seems to be most stimulating and effective on teenagers. Probably some kind of function at school, like an awareness day with stalls and speakers and competitions so everyone can be educated in a way that is more direct and not just boring writing. I would also create bright, eye catching tv commercials that get stuck into peoples heads</p>                                     |
| 263 | <p>1. if i saw someone been cyber bullied i would tell them to stop and tell the person who was getting bullied there parents and get them to change there number, email, and facebook acccount and if that didnt work i would go to the cops and but a complaint in</p> <p>2. if i was to create a campaign to encourage students to take postive, effictive and safe action when they saw cyber bullying i would create a foudation were they could come to a one on one sesion with a person showing them how to control and help with people if they are been bullyed such things as telling them to stop, ingroe, and remove them from facebook or get them to change all there personal details and only give them to certian people. i would avdise on a tv ad</p>   |

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| 264 | <p>1. If you saw someone being cyber bullied, would you do something about it? What would you do and why? If not, why not?</p> <p>I would try and contact the person who is being cyber bullied and see if I could help them in anyway. If I can't I would inform them to try and ignore the bully. If none of this works, I would ask them to seek help from a higher authority, such as the police, and not try and take the matter into their own hands because it could go bad, and something bad could happen.</p> <p>2. If it was your job to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying, what would you create? What media would you use for your campaign? (eg social networks, TV ad etc)</p> <p>I would make a television advertisement. It would be indirect, but would be able to get the message across strongly. The ad would have to appeal to younger kids as well as teenagers and even some adults. It would consist of a scenario where someone is being cyber bullied and they don't know what to do about it. They would then ask a friend for help and the friend could recommend that they ignore the person. He ignores them and blocks them on facebook, but they still are able to contact him, he asks his friend for more help and his friend tells him to approach the police to sort the matter out. This will show younger kids and teenagers that there are people that can help and stop cyber bullying from happening.</p> |
| 265 | <p>1. If i'd seen someone being cyber bullied i'd use the print screen button and use as proof to report to who evers in charge of the website to warn or ban that bully's account so they can't cyber bully anyone again.</p> <p>2.I would use a Tv ad or a side ad for popular social networks (facebook, tumblr etc.) because they are the most popular uses of media. The ad would show a few simple steps with a short video of a victim acting positive to the cyber bullying situation by ignoring, printing the screen for evidence and then reporting the cyber bully.</p>  |
| 266 | <p>1) I would do something about it. First I would reassure the person and see how they were. Then I would have the victim seek support from their parents, teacher and if things escalated the suitable authorities as well as initially contacting the site managers.</p> <p>2) For the add I would show images of people being bullied in real life and then put a questions saying: "if you saw this happening beofre your eyes wouldn't you step in?" and then follow with "So why is it different on the internet?" or something like that. Maybe have casey stoner or clips of other victims from both cyber nad noncyber bullying. I think one of the main issues is people cannot see that the cyber worl is just as real in some ways as the "real world". This would definitely be posted on social networking places (as it most occurs here) as well as on tv during teen shows such as glee and gossip girl. Public transport posters is also effective and at movie theatres, skate parks etc.: places where teens would frequent</p>   |
| 267 | <p>1. I would definitely do something. In the past this issue has affected one of my friends in a severe way. In her defense, I approached the person doing the bullying and it turned out to have all been caused due to a simple misunderstanding and was easily resolved.</p> <p>2. First I would start by creating a simple site dedicated on advice on what to do if a person is being cyber-bullied. Keep the site minimal and informative. Keep information in bite-size pieces of no more then 100 words so as to hold a reader's attention and be able to reach everybody in need, no matter their level of education. Secondly, I would advertise through fashion. Recently, their has been a radical attitude revolution amongst teens due to the past trend of loud-messaged shirts. If you produce a t-shirt with a simple slogan and push to big brands such as Cotton On, Jeanswest, JT Surf, etc. It will be supported and the message will be more widespread than if it was pushed through any other form of media.</p>  |

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| 268 | <p>1. i would talk to the bullied person first, make sure they are ok and stand up for them online. i know its not fun to be bullied on and off the internet and i wish people would've stood up for me and talked to me. a lot of people talk about stopping the other person and yes that needs to happen but the victims need support as soon as possible. i would also encourage the person to report it as i never really know exactly whats going on it would be useless for me to report it.</p> <p>2. people need to be aware that the comments they make can offend other people. i would try to set up workshops in secondary schools about others because people just talking to us is boring and not the way to get a meesage across. social media sites is another way to get the message across as thats where the bullying occurs. the message needs to be about understanding others.</p>  |
| 269 | <p>cyber bullying is wrong if i saw anybody cyber bullying someone i would tell them to talk to the schools counselor theirs a reason they are doing this and they need to confide to someone so they can stop before this world losses two teenagers to this horrible act<br/>if someone was being cyber bullied i would defend him/her</p>   |
| 270 | <p>1. Cyber-bullying is, in a lot of ways, a fallacy. When I see it, usually the person being 'bullied' is able to fight back, and rather than being a bullying incident, it is more of an interplay between two people. More often than not, it ends in both parties laughing about it afterwards.</p> <p>2. I think the most effective way to promote positive attitudes online would be social networking events. Using social networking sites, encourage people to send positive messages to their friends in a certain time (say, a month-long period), make it an event, and people will share the love.</p>  |
| 271 | <p>1.If I saw someone being cyber bullied, I would firstly talk to them and advice them to talk to their parents or schoolteachers for example a school canceller or someone who is able to help that person. Cyber bulling can hurt someone who might end up committing suicide. It is important that if I came across that person, I would also tell people who can help that person right away and I make sure to be with them and make them happy and encourage them.</p> <p>2.If it was to create a campaign to encourage students to take positive, effective and safe action when they see cyber bullying. I would create a Facebook page that will have information on cyber bullying, I would create a TV show or advertisements on the effects of cyber bulling and how it's becoming popular in today society and lastly I would go around schools and talk about cyber bulling and encourage students to help or give a hand to others who are being cyber bullied.</p>  |
| 272 | <p>1. I personally have been cyber bullied, and it made me feel terrible. so the best advise i can give, is block them, or tell someone about it. itll save you a lot of depression and itll soon stop. The only reason you might not want to block them is becuase they are your 'friend', however, friends dont make other friends feel bad. so block them, and report them if you feel like being bad, and paying them back in a silent way. thats what i did, and it took a huge weight off my shoulders. And if you see someone else being cyberbullied, you need to give them a helping hand and help them block them, but dont get too involved, where it ends up as you and the victum ganging up against the bully, and turning to bullies yourselves.</p> <p>2. If i was to run a campaign against cyberbullying, i would make it so that it was on TV during the evenings, when most teens and socialnetwork users watch the telly. This would contain facts about cyberbullying and also have people who have been bullied and how they felt about it and what they did. Also, maybe the family members of those who have commited suicide due to cyberbullying, to raise awareness to parents also, who allow their children on social network sites - so the parents are more aware of what can happen aswell, and can keep an eye on their children. An ad on a social networking site would be good, however, as a socialnetworker myself, not many people pay attention to them, so it ouldnt be as effective as a tv ad.</p> |
| 273 | <p>-Yes, I would help them to find out who is cyber bullying them and approach them in person. Then the truth of why it is happening will hopefully arise. The problem should be solved :).</p> <p>-I would say a social event would be a great way to promote how to deal with cyber bullying. You could have music, give aways, competitions, events, shows about internet bullying and more.</p>  |

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| 274 | <p>If someone was being cyber bullied, id ask them how the situation had started and urge them to contact the websites makers to have that person bloocked. If the bully continues to target the victim id ensure they print out a copy of the page where the bullying took place an take it down to their local police station - Cyber bullying shouldnt be taken lightly.</p> <p>If i had to create a campaign that encouraged people to be more aware of cyber bullying i would firstly somehow get something on the television regarding this topic. Then once the words out via TV id make a social networking site (possibly for bloggers) for people to come an voice their opinions about it , Both for victims as well as people who just want to help. People, especially teen's our age need to be socially aware of the implications regarding cyber bullying. As technology increases at a rapid rate we need to be able to assist all areas where bullying starts.</p>  |
| 275 | <p>1. If I saw that somebody was being cyber bullied, I would definately do something about it. If it was someone who attended the same school as me I would go to a teacher or the main teacher at my school who deals with students and advise them of what I have seen. I would even print of the evidence so that the teacher didn't think that I was lieing. I would do this because no one at all deserves to be bullied and it is sad to see someone getting bullied and not being brave enough to say something to anyone. Bullied must be stopped because it is causing suicide in teenagers and young children and we must stop this.</p> <p>2. I would create a internet, facebook, Tv Advertising, Posters, Brochures about the risks of bullying and what can happen. I would include helpful information about who you can talk to if you get cyber bullied and explain that telling someone is the best thing to do. I would also include ways to eliminate cyber bullying on facebook, twitter etc so that people can delete the person who is bullying or even report them on facebook. I would include a catchy song or rhyme about cyber bullying and include a slogan about why cyber bullying is bad and why it should be stopped and have this advertising go through schools and have professionals who deal with cyber bullying to talk to all schools and take surveys and give speeches to help stop the issue of cyber bullying.</p> |
| 276 | <p>1 - If I knew the person on the side doing the bullying, I would take time to talk to them about it, subtly at first but moving into a more direct conversation if the person does not change their treatment of the victim.</p> <p>2 - TV would be the best place for an advertisement as such, seeing as most teens watch at least an hour of TV a day, it would be bound to viewed by the larger teen audience (the most affected by cyber bullying)</p>  |

## Appendix 11: Focus group student demographics summary results

|                    |                                      | n  | %   |
|--------------------|--------------------------------------|----|-----|
| Technology use     | Own mobile phone                     | 76 | 93  |
|                    | Have Internet access on mobile phone | 59 | 72  |
|                    | Have Internet access at home         | 82 | 100 |
|                    | Use a social networking site (SNS)   | 75 | 92  |
|                    | Use an instant messaging program     | 58 | 71  |
|                    | Use an iTouch                        | 55 | 67  |
|                    | Use an iPad or other tablet          | 21 | 26  |
| SNS                | Facebook                             | 76 | 93  |
|                    | Email                                | 8  | 10  |
|                    | Skype                                | 12 | 15  |
|                    | Tumblr                               | 15 | 18  |
|                    | Twitter                              | 13 | 16  |
|                    | Hotmail                              | 6  | 7   |
|                    | MSN                                  | 13 | 16  |
|                    | Foursquare                           | 1  | 1   |
|                    | Gmail                                | 1  | 1   |
|                    | Live.com                             | 1  | 1   |
|                    | Yahoo                                | 1  | 1   |
|                    | MySpace                              | 2  | 2   |
|                    | Formspring                           | 1  | 1   |
|                    | Tagged                               | 2  | 2   |
|                    | Mxit                                 | 2  | 2   |
|                    | WhatsApp                             | 1  | 1   |
|                    | Imesh                                | 1  | 1   |
| Bearshare          | 1                                    | 1  |     |
| I don't have a SNS | 5                                    | 6  |     |
| Brand of phone     | Blackberry                           | 1  | 1   |
|                    | HTC                                  | 1  | 1   |
|                    | HTC Legend                           | 1  | 1   |
|                    | INQ                                  | 1  | 1   |
|                    | iPhone                               | 1  | 1   |
|                    | iPhone 3G                            | 6  | 7   |
|                    | iPhone 4                             | 5  | 6   |
| LG                 | 7                                    | 8  |     |
|                    | LG Android                           | 1  | 1   |

|                           |    |    |
|---------------------------|----|----|
| LG Touch                  | 1  | 1  |
| Motorolla                 | 1  | 1  |
| Nokia                     | 14 | 17 |
| Nokia C3                  | 3  | 4  |
| Nokia E63                 | 5  | 6  |
| Nokia E71                 | 1  | 1  |
| Nokia N71 mini            | 1  | 1  |
| Nokia N97 mini            | 1  | 1  |
| Nokia Slide               | 1  | 1  |
| Samsung                   | 6  | 7  |
| Samsung Galaxy            | 2  | 2  |
| Samsung LG                | 1  | 1  |
| Samsung Nexus S           | 1  | 1  |
| Samsung Touch             | 4  | 5  |
| Sony Ericsson             | 4  | 5  |
| Telstra                   | 1  | 1  |
| Telstra Slide             | 1  | 1  |
| Telstra Touch             | 1  | 1  |
| Vodaphone                 | 1  | 1  |
| Can't remember            | 2  | 2  |
| Don't have a mobile phone | 4  | 5  |

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**Appendix 12: Focus group complete list of slogans**

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| School | Year_Gender | Slogan   | Rank 1 | Rank 2 | Rank 3 |
|--------|-------------|--|--------|--------|--------|
| Scl5   | Yr10_MF     | By reporting it, you're doing your best                                      |        |        |        |
| Scl5   | Yr10_MF     | By not reporting it, you're basically doing it                               |        |        |        |
| Scl5   | Yr10_MF     | Not every bloke sees it as a joke  | 1      |        |        |
| Scl5   | Yr10_MF     | Standing by could make someone die   |        | 1      |        |
| Scl5   | Yr10_MF     | You think it's funny when you witness it but what if you are receiving it    |        |        | 1      |
| Scl1   | Yr10_M      | Bystanders, stand up, man up, and make a change                              | 3      |        | 1      |
| Scl1   | Yr10_M      | Bystanders take the pain and .... the shame                                  |        | 1      |        |
| Scl1   | Yr10_M      | Bystanders need to stand up  | 2      |        | 1      |
| Scl1   | Yr10_M      | By-standing is second class bullying   |        |        |        |
| Scl1   | Yr10_M      | Step in and say stop   |        |        |        |
| Scl1   | Yr10_M      | By-standing is not cool  |        |        |        |
| Scl1   | Yr10_M      | By stand_er you're a fool  |        | 1      | 1      |
| Scl1   | Yr10_M      | Step in and reach out  | 1      |        | 2      |
| Scl1   | Yr10_M      | Bystanders believe in bullying   |        | 2      |        |
| Scl1   | Yr10_M      | My goat doesn't by-stand   |        |        | 1      |
| Scl1   | Yr10_M      | You don't have to dob to make this need stop                                 |        | 3      |        |
| Scl1   | Yr10_M      | Make a stand and don't by-stand  | 1      |        | 1      |
| Scl1   | Yr10_M      | By-standing is bad   |        |        |        |
| Scl1   | Yr10_F      | Don't be a fool, it's really not cool. Stand up for victims of cyberbullying |        |        |        |
| Scl1   | Yr10_F      | Help make the Internet a safe zone for kids – stand up and report bullies    |        |        |        |
| Scl1   | Yr10_F      | Help yourself by helping others. Stand up to bullies                         |        |        |        |
| Scl1   | Yr10_F      | Stop – Think – Fight cyberbullying   |        |        |        |
| Scl1   | Yr10_F      | Be cool and stand up to a bully  |        |        |        |
| Scl1   | Yr10_F      | Bully people how you want to be bullied – not at all!                        |        | 1      | 3      |
| Scl1   | Yr10_F      | The difference between right and wrong is you                                | 2      | 2      |        |
| Scl1   | Yr10_F      | You don't have to fit! Be yourself and help stop cyberbullying               |        |        |        |
| Scl1   | Yr10_F      | Cyberbullying – we've all heard it, now help stop it                         |        |        | 1      |
| Scl1   | Yr10_F      | Be Smart, be safe, report bullying   |        |        |        |
| Scl1   | Yr10_F      | Walk a mile in their shoes   | 3      | 1      | 1      |
| Scl1   | Yr10_F      | Help to stop cyberbullying before it gets to you                             |        |        |        |

| School | Year_Gender | Slogan   | Rank 1 | Rank 2 | Rank 3 |
|--------|-------------|--|--------|--------|--------|
| Scl1   | Yr10_F      | Don't stand by cause that's not fly  |        |        |        |
| Scl1   | Yr10_F      | Don't stand by, help people make it by                                       |        |        |        |
| Scl1   | Yr10_F      | Roses are red, bullies are bad. Please don't bully cause it makes people sad |        |        | 1      |
| Scl1   | Yr10_F      | Stop it! Don't hop it!   |        | 1      |        |
| Scl1   | Yr10_F      | You've seen, you've heard, you know they're hurt so why not help             | 1      |        | 1      |
| Scl1   | Yr10_F      | Say not to cyber bullying, bullies ruin lives                                |        |        |        |
| Scl1   | Yr10_F      | Don't just watch   |        |        |        |
| Scl1   | Yr10_F      | How would you feel if the roles were reversed?                               |        | 1      |        |
| Scl1   | Yr10_F      | Support victims of cyber bullying before it happens to you                   |        |        |        |
| Scl1   | Yr10_F      | Stand up for your peers, it saves a lot of hurt and tears                    |        |        | 2      |
| Scl1   | Yr10_F      | Think about it! Fight it! Don't encourage it! STOP cyberbullying!            |        |        |        |
| Scl1   | Yr10_F      | Cyberbullying ruins lives. IF you didn't want to be bullied – don't so it.   |        |        |        |
| Scl1   | Yr10_F      | Walk in their shoes  |        |        |        |
| Scl1   | Yr10_F      | Feel their pain, don't play their game                                       |        |        |        |
| Scl1   | Yr10_F      | Those keyboard warriors should be sorrier                                    | 1      |        |        |
| Scl1   | Yr10_F      | Don't join in, fight cyberbullying   |        |        |        |
| Scl1   | Yr10_F      | Watching quietly shames loudly   |        |        |        |
| Scl1   | Yr10_F      | Find a voice   |        | 1      |        |
| Scl1   | Yr10_F      | You know, so why don't you say so!   | 1      |        |        |
| Scl1   | Yr10_F      | Bystanders are bullies with a chance to stop                                 | 1      | 1      |        |
| Scl1   | Yr10_F      | Be there are care  |        | 1      |        |
| Scl4   | Yr10F       | How would you feel?  |        | 1      |        |
| Scl4   | Yr10F       | What would you do?   |        |        |        |
| Scl4   | Yr10F       | Stand up, don't let them win   |        |        |        |
| Scl4   | Yr10F       | Personal words that invite and address the audience – how, you, feel         |        |        |        |
| Scl4   | Yr10F       | Ignore the bully, you're better than them                                    |        |        |        |
| Scl4   | Yr10F       | Bullies are cowards, the bravest people are the ones who stop it             |        | 1      | 1      |
| Scl4   | Yr10F       | Think how you would feel   |        |        |        |
| Scl4   | Yr10F       | Don't watch – do something   |        | 2      | 1      |

| School | Year_Gender | Slogan  | Rank 1 | Rank 2 | Rank 3 |
|--------|-------------|---|--------|--------|--------|
| Scl4   | Yr10F       | You can make a difference. There only needs to be one to help           |        |        | 1      |
| Scl4   | Yr10F       | If you don't do anything, who will?                                     |        | 1      | 2      |
| Scl4   | Yr10F       | Don't be afraid to be a friend  | 2      | 2      |        |
| Scl4   | Yr10F       | Tell someone you trust  |        |        |        |
| Scl4   | Yr10F       | If you are not a part of the solution, you are part of the problem      | 5      |        |        |
| Scl4   | Yr10F       | Follow your conscience, act straight away                               |        |        | 1      |
| Scl4   | Yr10F       | You might think you are just a bystander, but really you're a bully too |        |        | 1      |
| Scl4   | Yr10F       | Be a bystander, not a bully   | 1      |        |        |
| Scl4   | Yr10F       | This is your chance to stop bullying                                    |        |        |        |
| Scl4   | Yr10F       | Bystanders, take a stand!   |        | 1      | 1      |
| Scl4   | Yr10F       | Think about the outcome – would you like to be in this situation        |        |        |        |
| Scl1   | Yr8_F       | If you are a bystander, you're just as bad                              |        |        |        |
| Scl1   | Yr8_F       | Don't be a follower, be an individual                                   | 5      | 2      |        |
| Scl1   | Yr8_F       | Think before you do!  |        |        |        |
| Scl1   | Yr8_F       | If you have nothing nice to say, don't say it                           |        |        |        |
| Scl1   | Yr8_F       | You have a say too  |        |        |        |
| Scl1   | Yr8_F       | Block the bully – be a friend   | 1      | 1      |        |
| Scl1   | Yr8_F       | Don't react, stop and block   |        | 1      | 1      |
| Scl1   | Yr8_F       | Don't get involved – tell someone                                       |        |        |        |
| Scl1   | Yr8_F       | Think before you send   |        | 1      |        |
| Scl1   | Yr8_F       | Add the buddy, block the bully  | 2      | 3      |        |
| Scl1   | Yr8_F       | Think before you speak  |        |        |        |
| Scl1   | Yr8_F       | Think before what you say, everything stays on the Internet             |        |        |        |
| Scl1   | Yr8_F       | Why watch when you can stop   |        |        |        |
| Scl1   | Yr8_F       | Be a friend, not a bully  |        |        |        |
| Scl1   | Yr8_F       | Be safe, not sorry  |        |        | 6      |
| Scl1   | Yr8_F       | Treat others how you want to be treated                                 |        |        |        |
| Scl1   | Yr8_F       | How would you feel?   |        |        | 1      |
| Scl5   | Yr8_MF      | If you see it, you should stop it!                                      |        |        | 1      |
| Scl5   | Yr8_MF      | See it – Stop it, Hear it – Help it                                     | 1      | 2      | 1      |
| Scl5   | Yr8_MF      | Be a real friend, put cyberbullying to an end                           | 5      | 2      | 1      |

| School | Year_Gender | Slogan  | Rank 1 | Rank 2 | Rank 3 |
|--------|-------------|---|--------|--------|--------|
| Scl5   | Yr8_MF      | Be a supportive bystander – IT's NOT UNCOOL – you are a helping tool!   |        | 1      | 2      |
| Scl5   | Yr8_MF      | Cyberbullying is better nowhere   |        | 1      | 1      |
| Scl5   | Yr8_MF      | cyber bullying is not cool at school  |        |        | 1      |
| Scl5   | Yr8_MF      | DO NOT BULLY!   |        |        |        |
| Scl5   | Yr8_MF      | Cyberbullying kids that go to school, we don't find very cool   |        |        |        |
| Scl5   | Yr8_MF      | Cyberbullying is not OK   |        | 1      |        |
| Scl5   | Yr8_MF      | Cyberbullying? Think again!   | 2      | 1      | 1      |
| Scl1   | Yr8_M       | How would you feel?   |        |        |        |
| Scl1   | Yr8_M       | Don't tag along   |        | 3      | 2      |
| Scl1   | Yr8_M       | Stop, Block, Report   | 2      | 2      | 2      |
| Scl1   | Yr8_M       | Step in, Help out, Report   | 1      | 1      | 1      |
| Scl1   | Yr8_M       | STOP – Stop texting other people  | 2      | 2      | 1      |
| Scl1   | Yr8_M       | Just report it  |        |        |        |
| Scl1   | Yr8_M       | Why do it when all it does it cost you?   | 3      |        | 2      |
| Scl3   | Yr8_F       | Be a bigger person than the bully   | 1      |        | 2      |
| Scl3   | Yr8_F       | It's time to take action – it is time to stop cyber bullying  |        |        | 1      |
| Scl3   | Yr8_F       | Take the change to STEP IN and STOP IT!   | 3      |        | 1      |
| Scl3   | Yr8_F       | If you see someone getting cyberbullied don't just watch it because that makes you just as bad as the person that sent it |        | 2      |        |
| Scl3   | Yr8_F       | Be an individual, stand up for others   | 3      | 1      | 2      |
| Scl3   | Yr8_F       | Take action, don't just stand and watch.  |        | 1      | 1      |
| Scl3   | Yr8_F       | Don't be a part of what you know is WRONG   |        | 2      |        |
| Scl3   | Yr8_F       | It's not fair that people are being bullied – YOU can step in!  | 1      |        |        |
| Scl3   | Yr8_F       | HELP STOP IT – Cyberbullying  |        |        |        |
| Scl3   | Yr8_F       | Don't just stand there, do something about it   |        | 2      | 1      |
| Scl3   | Yr10_F      | Don't let a bully spam your page  | 1      | 1      | 1      |
| Scl3   | Yr10_F      | If you have a bad day, don't put someone down   |        |        |        |
| Scl3   | Yr10_F      | Be the bigger person and just STOP!   | 1      |        |        |
| Scl3   | Yr10_F      | If you see it or you hear it – report it!   |        | 3      |        |
| Scl3   | Yr10_F      | If you're a bystander, you are just as well a bully   |        |        |        |
| Scl3   | Yr10_F      | Seeing bullying and not doing anything makes you a bully  |        |        |        |

| School | Year_Gender | Slogan  | Rank 1 | Rank 2 | Rank 3 |
|--------|-------------|---|--------|--------|--------|
| Scl3   | Yr10_F      | Speak out against cyberbullying                                     |        |        |        |
| Scl3   | Yr10_F      | Help out, don't just stand by                                       |        |        |        |
| Scl3   | Yr10_F      | Stand strong against cyberbullying                                  |        |        |        |
| Scl3   | Yr10_F      | Be proud to help a friend out                                       | 1      |        |        |
| Scl3   | Yr10_F      | Don't sit and stare, make people aware                              |        |        | 2      |
| Scl3   | Yr10_F      | Help your mate before it's too late                                 | 1      |        | 2      |
| Scl3   | Yr10_F      | Stand up for yourself   |        |        |        |
| Scl3   | Yr10_F      | Don't be a keyboard warrior, because it doesn't make you better     |        |        | 1      |
| Scl3   | Yr10_F      | Words can bring me down   |        |        |        |
| Scl3   | Yr10_F      | Stand up and help the children that are being bullied               |        |        |        |
| Scl3   | Yr10_F      | If you see bullying, be a bigger person and stop it                 |        |        |        |
| Scl3   | Yr10_F      | Making someone feel small does not make you BIG                     | 2      | 2      |        |
| Scl3   | Yr10_M      | Stop cyberbullying – it tears people apart and breaks up friends    | 1      |        |        |
| Scl3   | Yr10_M      | Stop bullying when others think it's right, when you have the might |        |        | 1      |
| Scl3   | Yr10_M      | Bullying - wrong - stop   |        |        |        |
| Scl3   | Yr10_M      | Cyberbullying – say no to the flo                                   |        |        |        |
| Scl3   | Yr10_M      | Cyberbullying – take action   | 2      | 3      |        |
| Scl3   | Yr10_M      | Cyberbullying – bystanders beware                                   | 1      |        | 1      |
| Scl3   | Yr10_M      | Beat the bully  | 1      | 2      |        |
| Scl3   | Yr10_M      | Why not do something  |        |        |        |
| Scl3   | Yr10_M      | Put yourself in their shoes   | 2      | 1      | 2      |
| Scl3   | Yr10_M      | Helping hands   |        |        |        |
| Scl3   | Yr10_M      | Friends in need   |        |        |        |
| Scl3   | Yr10_M      | Make the bullies extinct  |        |        | 1      |
| Scl3   | Yr10_M      | Stop the bully  |        |        |        |
| Scl3   | Yr8_M       | Notify Authorities  |        |        |        |
| Scl3   | Yr8_M       | Don't just stand by to cyberbullying                                | 3      |        | 1      |
| Scl3   | Yr8_M       | Cyberbullying is wrong  |        | 1      | 1      |
| Scl3   | Yr8_M       | Cyberbullying is a crime  |        | 2      | 1      |
| Scl3   | Yr8_M       | Stop - Protect - Help   | 1      | 1      | 1      |
| Scl3   | Yr8_M       | Cyberbullying = not right   |        |        |        |

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|--------|-------------|---|--------|--------|--------|
| Scl3   | Yr8_M       | Notify teachers, family member, police....  |        |        |        |
| Scl3   | Yr8_M       | Call for help   |        |        |        |
| Scl3   | Yr8_M       | If you help, you are a hero   | 1      | 1      |        |
| Scl3   | Yr8_M       | Cyberbullying is bad  | 1      | 1      |        |
| Scl3   | Yr8_M       | Step in, get help   |        |        | 1      |
| Scl3   | Yr8_M       | Don't just stand by, your frond needs you   | 3      | 1      | 3      |
| Scl2   | Yr8_MF      | Step into their shoes   |        |        |        |
| Scl2   | Yr8_MF      | You won't lose, just help   |        |        |        |
| Scl2   | Yr8_MF      | Help if you care  |        |        |        |
| Scl2   | Yr8_MF      | Don't get pulled into it  |        |        | 1      |
| Scl2   | Yr8_MF      | SCOBO – Stop Cyber bullying One By One  |        |        | 1      |
| Scl2   | Yr8_MF      | Think about consequences first  |        |        |        |
| Scl2   | Yr8_MF      | Every word is evidence  |        |        | 1      |
| Scl2   | Yr8_MF      | Once it's out there, it's out there   | 1      | 1      |        |
| Scl2   | Yr8_MF      | THINK about the victim and how they feel. TRY to stop the bullying, not by force but by negotiation. TELL someone – a teacher or parent – they may help |        | 2      | 1      |
| Scl2   | Yr8_MF      | Bad boys bad girls, what you gonna do when they come for you  | 3      | 1      | 2      |
| Scl2   | Yr8_MF      | Don't get involved, support the person  |        |        |        |
| Scl2   | Yr8_MF      | Save the message, report them, block them, help a friend  |        |        |        |
| Scl2   | Yr8_MF      | you couldn't say it face to face so now you're a coward behind a screen   | 3      | 3      | 1      |
| Scl2   | Yr8_MF      | Just Help   |        |        |        |
| Scl2   | Yr8_MF      | Help if you care  |        |        |        |
| Scl4   | Yr8_F       | You don't want to feel the same way   |        |        |        |
| Scl4   | Yr8_F       | Don't watch and listen, stand up and tell   | 4      |        | 1      |
| Scl4   | Yr8_F       | Don't send what you won't say   | 1      | 2      | 2      |
| Scl4   | Yr8_F       | Support each other don't let each other down  |        |        |        |
| Scl4   | Yr8_F       | How would you feel  |        |        | 1      |
| Scl4   | Yr8_F       | Think before you send   |        | 2      |        |
| Scl4   | Yr8_F       | Help the bullied  |        |        |        |
| Scl4   | Yr8_F       | Cyberbullying is bad  |        |        |        |
| Scl4   | Yr8_F       | Put yourself in the victims shoes   |        | 1      | 1      |
| Scl4   | Yr8_F       | Cyberbullying is a crime – don't do it if you don't   | 2      | 2      | 1      |

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|--------|-------------|---|--------|--------|--------|
|        |             | want to do the time                     |        |        |        |
| ScI4   | Yr8_F       | Help your peers out don't let them down |        |        |        |
| ScI4   | Yr8_F       | Think again                             |        |        | 1      |

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