



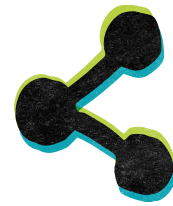
Tackling online sexual bullying and harassment amongst young people

Piloting innovative educational resources aimed at 9–12 year olds, parents and carers.

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PROJECT deSHAME II

Digital Exploitation and Sexual Harassment Among Minors in Europe

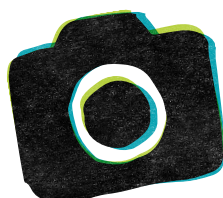


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Executive summary

Rationale

This phase of [Project deSHAME](#) developed a wide range of educational resources to tackle online sexual bullying among young people aged 9-12. This was based on research and consultation with young people, educators, parents/carers and experts. A pilot and evaluation of the resources was undertaken in schools across three European countries (Denmark, Hungary and the UK) to ensure that they increase awareness, are engaging for young people and valuable to schools. The resources include a quiz, three lesson plans and a toolkit for educators to guide them in delivering the lessons and activities. There is also a film and age-specific leaflets for parents/carers, which were also evaluated. This executive summary briefly presents the results of the evaluation of these resources conducted with young people, educators and parents/carers.

The 'Just a joke' toolkit includes:

- Three lesson plans covering ground rules, online sexual bullying related to appearance and gender, online jokes and upsetting content.
- A quiz designed to accompany the teaching toolkit, providing scenarios for young people and asking them to choose the advice they would give.
- A teachers' toolkit to support educators delivering the lesson plans and quick activities.
- An awareness-raising film for parents/carers which aims to promote increased dialogue with their children about online sexual bullying.
- Age-related [leaflets for parents/carers](#) of children aged 9-12 and 13-17, as well as foster carers, providing information about online sexual bullying and how to engage in dialogue with their children.

Piloting the resources

All resources were adapted and translated for each country. Schools were provided with the materials and asked to deliver the three lessons and the quiz. The educators were also provided with the Teaching Toolkit which accompanies the lesson plans. The schools were encouraged to deliver the lessons over a month. At the end of each lesson, pupils were asked to complete an online survey about their experience of the session. Educators were also asked to complete an online questionnaire after they had delivered all the lessons to give feedback on their experiences. Feedback was obtained from a sample of parents/carers about the film and leaflets after they had viewed them, using an online survey.

Feedback from young people/educators

The results from the evaluation showed that the young people found the lessons and quiz interesting and that they had learned something as a result. The resources encouraged them to think about their own and others' behaviour online, to consider the impact of their online behaviour on others, and what to do if they are bullied

online. They also raised awareness of the different behaviours that constituted online sexual bullying (e.g., targeting appearance or gender), as well as the ways in which sharing content online can be upsetting, even if it is meant as a joke. They also learned how to get help for anything worrying or upsetting they see online or if they are targeted online. The young people told us that the best things about the resources were the activities, the groupwork and discussions involved, learning about the impact of the behaviour on others, as well as knowing what to do if something similar happens to them in future.

Feedback from parents/carers

The feedback from parents/carers about the film and leaflets was also very positive. They told us that they found the film to be powerful, realistic and thought-provoking. They also highlighted how it effectively shows the child's perspective and challenges parents/carers to be available and discuss the issues involved with their children. The feedback on the leaflets was similarly positive, with parents/carers reporting that they provide clear and accessible information about a topic that is not well understood. They also thought that the amount of information included is suitable, and particularly liked the list of do's and don'ts from young people. It demonstrated the anxiety and embarrassment young people can feel in talking to parents/carers about online sexual bullying, and the need to be available to discuss the issue with their children.

Adaptations

A small number of changes were made to the resources based on the pilot and feedback. This included amending the length of the lessons to reflect differences in lesson length between the partner countries. An introductory video was also developed in Denmark to provide young people and educators with a pedagogical overview of terminology and what to expect from the lessons.

Conclusions

The results of the pilot evaluation suggest that the project resources provide an engaging and comprehensive set of materials which can be used in schools and other settings. They provide young people with interactive opportunities to discuss issues around online sexual bullying in a safe, engaging and age-appropriate way. The evaluation found that they raise awareness about related key issues and how to seek help for any problems experienced. The interactive and practical format of the resources allow young people to understand and explore issues related to online sexual bullying, and to challenge their pre-existing assumptions. The parents/carers resources provide an initial opportunity to raise their awareness about online sexual bullying and the need to be available and non-judgemental when discussing the issue with their children. They provide a strong basis for encouraging them to further develop their understanding of the issue and the steps to take should their child tell them they are experiencing online sexual bullying.

Introduction

Aim

This phase of Project deSHAME developed a wide range of educational resources to tackle online sexual bullying among young people aged 9-12. This was based on research and consultation with young people, educators, parents/carers and experts. A pilot and evaluation of the resources was undertaken in schools across three European countries (Denmark, Hungary and the UK) to ensure that they increase awareness, are engaging for young people and valuable to schools. The resources include a quiz, three lesson plans and a toolkit for educators to guide them in delivering the lessons and activities. There was also a film and age-specific leaflets for parents/carers, which were also evaluated. This report presents the results of the evaluation of these resources conducted with young people, educators and parents/carers.

Defining online sexual bullying and harassment

Online sexual harassment is defined by Project deSHAME as unwanted sexual behaviour which occurs on any digital platform and uses sexualised images, videos, messages or comments. The project identified four sub-categories: Non-consensual sharing of sexual images and videos or 'sexting'; exploitation, coercion and receiving sexual threats; sexualised bullying by targeting or exclusion from a group with the use of sexual content that humiliates or upsets; and unwanted sexualisation through the receipt of unwelcome sexual requests, comments or content. These behaviours often take place in a peer-to-peer context for young people and occurs in front of an active, engaged online audience. It can make the person targeted feel threatened, exploited, coerced, humiliated, upset, sexualised or discriminated against. For younger children (aged 9-12), it generally involves bullying and jokes about appearance and body changes. As a result, the project and this report uses the term online sexual bullying to refer to the behaviours which are common for this younger age group as this is better understood by adults and children within an age-appropriate context.

Project deSHAME activities

The key activities of the project were:

- Improving understanding of online sexual bullying among young people and identifying effective strategies for preventing and responding to this issue. This included qualitative research with young people and educators, qualitative and quantitative research with parents/carers, and consultation with a Youth Advisory Board and an Expert Advisory Board in each country.
- Developing, implementing and evaluating effective awareness raising resources co-created with young people to encourage victims and witnesses to report online sexual bullying. A set of resources was also developed for parents/carers to increase their awareness of this issue and encourage them to talk to their children about it.
- Promoting cross-border cooperation and mutual learning through dissemination activities sharing the project resources and methodology with other Member States. This included national events, an impact report, and a toolkit to support the adaptation of this work for use in other countries.

End of project reflections

The second phase of the project has been a challenging and rewarding experience in terms of both content development and process. It has been rewarding because we have created valuable resources for young people, educators, and parents/carers with the aim of preventing and responding to online sexual bullying among 9–12-year-olds.

The project has been challenging as a large amount of the project period took place during 2020 when Covid-19 forced us to develop new ways of collaborating remotely. It also created challenges in finding ways to pilot and evaluate the resources during lockdowns and when pupils were asked to stay at home. The Covid-19 situation was different across the three countries, as are our school systems and traditions generally. This meant that each country managed and adapted as best as possible during this period. Eventually the project was extended to recognise the Covid-19 context, and we launched our resources in January 2020, when Covid-19 was unfortunately still an issue and school lockdowns a continuing reality. Nevertheless, we are confident that the resources will be of great value as young people spent an extraordinary amount of time online in 2020-21. Within this context, we believe that the educational messages of our resources are more important than ever.

'Just a joke' toolkit



This toolkit has been designed to address the issues of online sexual bullying among young people aged 9-12. It is based on the findings of the qualitative research as well as working with both young people and educators. It aims to encourage young people to explore their attitudes and opinions, and to discuss ways to challenge unacceptable

online behaviour. The reporting process is a key theme throughout the toolkit and the different ways to do this are explored and explained. Opportunities for adaptation and extension are provided for all activities as well as guidance for educators to help them understand the background to the issues addressed and how to discuss them with students.

The toolkit also includes resources for parents/carers which aim to raise their awareness about online sexual bullying and encourage them to speak to their children about this issue. These were developed on the basis of qualitative and quantitative research which examined their concerns, perceptions and needs in relation to education about this topic.



The toolkit for young people and educators includes:

- Three lesson plans covering ground rules, online sexual bullying related to appearance and gender, online jokes and upsetting content. There is also a bank of additional teaching activities.
- A quiz designed to accompany the teaching toolkit, providing scenarios for young people and asking them to choose the advice they would give.
- A teachers' toolkit to support educators delivering the lesson plans and quick activities.

Supporting guidance for educators:

- Webinars for educators to help them understand the issue.
- Advice for educators on the role and importance of parents/carers.

Parent/carer resources:

- A film aimed at raising awareness amongst parents/carers with a strong focus on informing them about online sexual bullying. It promotes increased dialogue between children and their parents/carers about what happens online.
- Age-related leaflets for parents/carers of children aged 9-12 and 13-17 as well as foster carers. The leaflets provide information about online sexual bullying and advice from young people to parents/carers on how to engage in dialogue with their children. Further information and advice is provided online.

All of these resources can be found at www.deshame.eu. They are all free to download and can be used by any professional working with young people. The parent/carer film and leaflets can be found here also. We encourage educators to adapt and use the resources according to the needs of the young people they are working with as well as parents/carers.

Piloting the resources

All resources were adapted and translated for each country to ensure that they were consistent with the local education system, institutions and support available, as well as societal and cultural norms and attitudes. Whilst the resources created in each country allowed for this flexibility, the majority of the activities were similar across the three countries. This was based on the qualitative research results showing similarities in the dynamics of the behaviour and related attitudes towards online sexual bullying. Schools were provided with the materials and asked to deliver the three lessons and the quiz. All educators were also provided with the Teaching Toolkit which accompanies the lesson plans. The schools were encouraged to deliver the lessons over a one-month period. At the end of each lesson, pupils were asked to complete an online survey about their experience of the session. Educators were also asked to complete an online questionnaire after they had delivered all the lessons to give feedback on their experiences. Whilst schools were offered further information about the project, it was important that they delivered the resources without any involvement from the partners. This was to effectively test how the resources would be used once made widely available for educators to download and use from the website. Feedback was also obtained from a sample of parents/carers about the film and leaflets after they had viewed them, using an online survey.

Lessons in focus

Lesson one: Ground rules

This lesson's objective is to create a safe space for discussion where pupils feel valued. During the lesson, pupils come to a group agreement on the type of environment that will help them to discuss sensitive topics in a safe and respectful way

The learning outcomes from the lesson were for students to be able to:

- Understand and suggest safe and respectful behaviour expectations.
- Identify what people need to feel comfortable to take part in sensitive discussions.
- Agree with others on how to support each other during sensitive discussions.

Educator feedback

Educators felt that the activities covered helped to create a safe environment which encouraged the students to discuss the topic. They also reported that the lesson guidance was effective in supporting them to develop their approach for delivering the session. Although the format of the lessons needed some adaptation due to online delivery of teaching during Covid-19, they felt that this worked well.

“ They got a chance to address the topic together in class, and were great at listening and to offer inputs.

“ The booklet of information was very comprehensive. I have had to change some of the ways we chose to complete class activities due to COVID, but everything we did worked well and the main point of the activity was covered.

“ They were very honest and felt safe in the classroom.

We only have feedback from educators on this lesson.

Lesson two: Online sexual bullying related to appearance and gender

This lesson's objective is to enable young people to understand the behaviours that constitute online sexual bullying. Using discussion and interactive activities, students are encouraged to reflect on the behaviour they may see online, explore issues of consent and consider how this helps to define online sexual bullying.

The learning outcomes from the lesson were for students to be able to:

- Define and recognise examples of online sexual bullying.
- Understand the emotional impact online sexual bullying can have on those involved.

Young people feedback

Most young people found this lesson interesting and had learned something as a result. Just over half of them felt that the lesson made them think about their own behaviour.

85% of the sample found the lesson interesting.

81% of the sample increased their learning due to taking part in the lesson.

54% of the sample said that the lesson made them think about their own behaviour.

Reflection

Some of the young people told us that the lesson made them consider the impact of their online behaviour towards others and what to do if they are bullied online. Others said that it made them think about their own and others' behaviour online, not to judge others and that things can be misunderstood online.

“ It made me think about how scared people are when they are bullied.

“ It made me think about what to do if I get cyberbullied.

“ It made me realise that I (without knowing it) have done something like that.

Lesson-specific questions

The lesson raised awareness of the different behaviours that constituted online sexual bullying (e.g., targeting appearance or gender) and their potential impact. Young people also learned about the action to take if they were targeted in this way.

95% learned that embarrassing someone online about their body or how they look is online sexual bullying.

93% learned that boys and girls should not be judged differently for what they do online.

98% learned what to do if someone was bullying them online about their body or appearance.

98% learned how and where to tell someone about online sexual bullying.

97% learned that making mean comments or embarrassing someone online about their body or how they look can upset or hurt them.

98% understood that using online apps or services to make fun of someone just because they are a boy or a girl can be unfair and upset them.

Best things

The young people told us that the best things about the lesson were the drawing involved, the topic being interesting, the groupwork and discussion, learning about the impact of the behaviour on others, as well as knowing what to do if something similar happens to them in future.

“ It was interesting.

“ I learnt how to tell someone if I’m bullied and I learnt to not do it when I’m older.

“ The most interesting part was talking about it everyone together.

Improvements

Most of the young people said that they wouldn’t change anything about the lesson. Those who made suggestions for improvements said that more stories and activities would be useful.

“ Doing more about online games when people bully not just on social media.

“ Everything was fun :-).

Educator feedback

The teacher feedback on the lesson was also very positive. They felt that the teaching guide provided the background information needed to help them talk about the issues covered by the lesson. The lesson was also seen as effective in helping young people to recognise these behaviours, their seriousness and impacts on others. It also encouraged students to discuss the complex issues associated with online sexual bullying (e.g., gender stereotypes). The students actively engaged with the discussions and were generally comfortable in expressing their opinions. All the educators agreed that the scenarios included in the lesson were realistic and that their students had experienced similar situations. They felt that some students would change their behaviour after the lesson, but one mentioned that a longer-term educational approach to addressing this issue is needed.

“ We talked a lot about cyberbullying and there were quite surprised when I expanded on some of their points and how easily it was to access accounts and what might happen to them or a friend.

“ Some of them will. They talked about the topic after the class, during the break.

Lesson three: Jokes and upsetting content

This lesson's objective is for students to understand how content shared as a joke online can hurt or upset other people and know how to get help. The lesson uses games, discussion and a reflective diary task to explore issues around nudity, body shaming and gender stereotypes.

The learning outcomes were for students to be able to:

- Recognise online content that can cause upset, hurt or shock.
- Understand that sharing this content as a joke is not kind or respectful.
- Know how to seek help about online content they are confused or curious about.

Young people feedback

The impact of this lesson was also positive, with the majority of young people finding it interesting and increasing their understanding. Just over half of the young people said that the lesson made them think about their own behaviour.

90% of the sample found the lesson interesting.

83% of the sample increased their understanding by taking part in the lesson.

51% of the sample said that the lesson had made them think about their own behaviour.

Reflection

Some of the young people told us that the lesson made them think about their own and others' behaviour online, what to do if they are bullied online, that things can be misunderstood online and to consider the impact of their online behaviour on others.

- How sending stuff to people could be hurtful.
- If I have experienced something online and what to do if it happened to me.
- Made me realise that I have done something that was not okay (I did not know).

Lesson-specific questions

The lesson raised awareness that sharing content online can be upsetting, even if it is meant as a joke and not intended to cause hurt. They also learned how to get help for anything worrying or upsetting they see online.

92% learned about the types of things online that can upset, hurt or shock others.

100% learned that sharing pictures and other content online that can upset and shock others is not kind.

92% learned how to get help about anything they see online that makes them confused or worried.

93% understood that sharing content or making jokes online can still upset others, even if they aren't meant to.

Best thing

The young people told us that the best thing about the lesson was the board game, the session being interactive and doing group work.

“ Learning new things that I didn't know.

“ Probably the game. It was fun because we worked in groups and we learned in a different way.

Improvements

Most of the participants said that they wouldn't change anything about the lesson, but some felt that more quizzes and scenarios would be useful.

Educator feedback

The teacher feedback on this lesson was also positive. They all agreed that the students were able to identify the types of online content and behaviour online that can be upsetting or worrying. They felt that some of the young people could understand that the online content and behaviour that is funny to some young people can be upsetting or worrying to others. One educator noted that some of the boys in their class laughed at the content discussed and they needed to explain to them why this was a problem. All the educators agreed that their students liked the game and expressed different opinions about the topics covered. They also felt that the supporting materials provided appropriate support to discuss the topics covered, although one mentioned that it would be useful to have some guidance on how much detail they can share about the different topics. The educators felt that some students would change their behaviour after the lesson, although one highlighted the need for ongoing discussion of these issues and another was unsure whether the key messages were understood by all their students.

“ They agreed on most of them.

“ They are from a range of backgrounds, with a range of different morals and standards at home.

“ I think we need to talk about behaviour over and over again.

Quiz

The quiz is designed as a summary activity to the lessons and quick activities in the toolkit. Students look through scenarios before discussing and deciding the best advice to give the young person involved. The best response is then highlighted and a short explanation is provided.

Young people feedback

The feedback on the quiz was positive. The young people found it interesting, learned something and many reflected on their behaviour as a result.

- 90% of the sample found the quiz interesting.
- 73% learned something from the quiz.
- 57% said the quiz made them think about their own behaviour.

Reflection

Some of the young people told us that the quiz made them think about not bullying others online, the impact of their online behaviour on others, telling an adult if something happens online and how to support others if they experience online sexual bullying.

“ If I speak badly of somebody, how would I feel in the same situation?

“ It made me think about how to be a good friend and stick up for them if they get bullied.

“ To tell an adult if something happens.

“ That you don't always know if a person likes what you are doing online.

Best things

The young people felt that the best things about the quiz were that it was interesting and fun, the use of stories and discussion as well as learning how to ask for help.

“ I've learnt what to do if I'm bullied.

“ It taught me what to do in a situation if someone is being cyberbullied or if they are bullying someone.

“ Finding out about how horrible some people can be on the internet and how words can affect people.

Improvements

The majority of the participants said that they wouldn't change anything about the quiz. Those who made suggestions said that session should be longer with more stories and activities.

Just a joke?
Quiz for young people aged 9-12

Test your knowledge!
Now you've learnt all about cyberbullying that targets people's gender, bodies or appearance, test your knowledge to see if you can give some expert advice.

What advice should Tara give them?

- A "Go for it - it'll be such a laugh and I'm sure they'll see the funny side!"
- B "We should only post it on our group chat so nobody else sees it - don't want to get in trouble!"
- C "Let's film it with lots of people so we're not just targeting one person!"
- D "Some people might not like being part of these videos - if there's a risk we're going to upset someone then we shouldn't do it all."

Before your start...
You are using Slide Show mode - [icon] in the bottom right corner.

And remember...
How many you guess correctly to keep track of your score!

How did you do?

- 0-3 Correct answers**
Good try but there's still more you can learn about helping to stop cyberbullying that targets people's gender, bodies or appearance. Remember, if something happening online makes you or your friends feel uncomfortable or unsure, ask an adult for help.
- 4-7 Correct answers**
Great job. You're starting to understand how to support others who are being targeted for their gender, bodies or appearance online. Why not go back and look at the questions you didn't get right? Do you understand why the advice you choose wasn't the most helpful? Check with an adult if you're unsure.
- 8-10 Correct answers**
Fantastic work! You're an expert in helping to support others getting bullied online for who they are. Why not teach your friends and family the importance of respecting people's gender, bodies and appearance online and help them to be safe and positive internet users too. Well done!

An online challenge which involves standing behind people and doing a rude dance without them realising has gone viral. Lots of Tara's friends are sharing the videos. They decide to make some of their own and want to dance behind a pupil who none of them are friends with.

Online challenges can be fun but think carefully about whether they are putting anyone at risk or making others feel uncomfortable. Not everyone finds the same things funny and if there's any chance you're going to upset someone, it's best not to join in.

General educator reflections

The general feedback from educators on the resources was very positive. They felt that they were able to adapt the activities as needed, which was particularly useful given the ongoing Covid-19 situation. They also found the extension activities to be useful, though they were not necessarily used in the sessions themselves. The only area for improvement noted was related to the need for more time or more lessons to effectively cover the included activities and discussions. All the educators agreed that the instructions for delivering the sessions were clear and easy to follow. They also found that the language used was helpful and accessible, that the session activities were engaging, and told us that the students enjoyed them.

“ COVID made it more difficult to run small group work, so we did partner work or with the Snakes and Ladders we did this as a whole class on the Smart Board. Everything was able to be adapted.

“ All materials were appropriate, - you just needed to read through everything before the lesson and make choices about what was appropriate for your cohort of children.

“ I think this really could be run as a 6-week topic. I felt that I was rushing to get through in 2 lessons. The introductory lesson was fine and on time, but there was so much excellent discussion on Lessons 2 and 3 that I really could have split those over more weeks. There is no complaint about the materials, just I think it would have been great to have more weeks working on it as a PSHE topic in Year 6.

“ I think it was very teacher-led. We had a lot of good debates. SoMeDigMig (Danish app) was a good activity and the group discussion about scenarios was also good.

Parents / carers' feedback

Film

The two-minute film introduces the topic of online sexual harassment and shows how it can be a difficult topic for young people and their parents/carers to talk about.

The feedback from parents/carers about the film was very positive. They felt that it was powerful, realistic and thought-provoking. They also highlighted how it effectively showed the child's perspective and that it challenges parents/carers to be available and discuss the issues involved with their children. The production values, the film length and narrative were also highlighted as positives of the film. The parents/carers felt that the film was helpful in raising awareness of how online sexual bullying makes young people feel and the worries they have about it. It also emphasised the importance of encouraging young people to talk to their parents/carers if they need help and are experiencing this behaviour. They also felt that the film was useful in showing that worries and concerns about talking to parents/carers about this issue are normal as well as the importance of responding in a non-judgemental way. Some parents/carers mentioned that they would watch the film with their children and use it as a way of starting discussions about these issues with them. Overall, the film provides a good introduction to the topic which evokes emotional responses from parents/carers and communicates a sense of urgency in finding out more about the topic.

“ It is good in how it asks questions to make parents think and definitely hits the point of making sure we are available for our children to speak to us.

“ I feel that the video makes the point that children and young people find it hard to talk about what is happening to them or someone they know. It also makes the point that as caregivers, we should be available to listen.

“ I think it really emphasises how important it is to be calm and behave as a reliable adult in this kind of situation: not being judgmental and just listen and be there then have that reassuring behaviour: the hug that shows that it'll be ok at in end (in the car).

Some parents felt that although the film provided a useful introduction to the topic and the importance of being able to talk about it with their children, further information was needed. The leaflets and the signposting they provide to other sources of help and information, as well as the online information and advice aim to provide this further detail for parents/carers about what to do should their child tell them that they are experiencing online sexual bullying.

“ I would like to have concrete tools on how to pay attention to their online lives in a not judging way.

Leaflets

There are three audience specific leaflets which all include a definition, advice on how best to support children and encourage open dialogue. The leaflets also signpost to deSHAME webpages for further information.

The feedback provided about the leaflets was also very positive, with parents/carers reporting that they provided clear and accessible information about a topic that is not well understood. They also thought that the amount of information included was suitable and particularly liked the list of do's and don'ts. The use of the research results was also viewed positively as it provided a context to the advice given. The parents/carers felt that the leaflets were good at helping them to recognise the behaviours which constitute OSH as well as in communicating the anxiety and embarrassment related to talking to parents/carers about it. They also felt that the leaflets emphasised the need for parents/carers to address this issue with their children and identified the barriers to young people seeking help from them. It was also felt that they reinforced the need to be available to discuss these issues and that the leaflets would help them to support their children if they experienced online sexual bullying.



“ The results of the survey help to articulate how young people feel and what support they would like.

“ All the tips are contained in the leaflet. Most of these were unknown to me so this at least an armour for me to use if the need arises plus it's got contact details for a time of need.

“ I found the leaflets informative and useful. They make very important points - especially the do's and don'ts.

“ Suggested ideas of how to introduce the subject into conversation in nonconfrontational settings.

“ I think again it starts the conversation and pushes caregivers to give more attention to this very important subject.

The feedback also highlighted that some parents/carers recognise that the situations which their children might tell them about involving online sexual bullying will vary, as will the emotional impacts experienced and concerns about seeking help. This highlights the importance of these resources being used as a starting point for parents/carers to seek further information to develop their understanding of the issue and the best approach for talking to their children about it. There is more detailed information and advice for parents/carers to support these important conversations available on the [deSHAME webpages](#).

Adaptations made to the resources based on the pilot

We made some changes to the resources based on the feedback from young people, educators and experts. These reflect the need for the resources to be consistent with the national education system, institutions and support available at the individual country level. The main changes made were:

- **Amending the length of the lessons:** In Denmark and Hungary, the educational system has a standard time of 45 minute classes, while the UK has 60 minute lessons. Therefore, the lesson plans were amended to create four lessons, rather than three for use in Denmark and Hungary.
- **Introductory video:** In Denmark we produced a small introduction video featuring two Red Barnet staff with expertise in the field of OSH. This aimed to provide educators, but mainly pupils, with a pedagogical introduction to the terminology used, as well as what to expect from the lessons and dialogue on the topic.

Conclusion

The results of the pilot evaluation suggest that the resources provide an engaging and comprehensive set of materials which can be used in schools, other settings and with parents/carers. The resources provide young people with interactive opportunities to discuss issues around online sexual bullying in a safe, engaging and age-appropriate way. The evaluation found that they raise awareness about related key issues and how to seek help for problems experienced. The interactive and practical format of the resources allow young people to understand and explore issues related to online sexual bullying, and to challenge their pre-existing assumptions. The parents/carers resources provide an initial opportunity to raise their awareness about online sexual bullying and the need to be available and non-judgemental when discussing the issue with their children. They also provide a strong basis for encouraging them to further develop their understanding of the issue and the steps to take should their child tell them they are experiencing online sexual bullying. The project resources form an important part of addressing this problem, but their use needs to be part of a longer term, collaborative and contextual approach to preventing and responding to online sexual bullying.

Research methodology

This report presents findings from quantitative and qualitative research conducted with 9-12 year olds, educators and parents/carers across Denmark, Hungary and the UK. All data was collected using web-based questionnaires.

- **Pupil Questionnaire:** An online questionnaire was translated into English, Danish and Hungarian and completed by pupils aged 9-12 who had taken part in the pilot at school. This aimed to gain feedback on the resources after they were delivered.
- **Educator Questionnaire:** An online questionnaire was translated into English, Danish and Hungarian and completed by educators after they had delivered the materials in school.
- **Parents/Carer Questionnaire:** An online questionnaire was translated into English, Danish and Hungarian and completed by parents/carers after they had reviewed the leaflets and film.

All quantitative data was collected by online questionnaires using SurveyMonkey. The results are presented for the sample overall and do not include a country breakdown due to the sample size.

Participants

Recruitment

The same process for advertising and recruiting schools and participants was used in all partner countries. Childnet (UK), Kek Vonal (Hungary) and Save the Children (Denmark) used their existing national networks of school contacts to advertise the project and recruit schools for the pilot. Any schools expressing an interest in participating were sent an information pack, including an information sheet for the school and parents/carers and copies of all research materials. Those schools who decided to participate signed a consent form.

Note: The research reported here did not use random stratified sampling, and the data cannot be claimed to be statistically representative of the population of young people aged 9-12 in each country or be scaled up to estimate national rates of prevalence.

Sample

122 students completed the post evaluation questionnaire across the three countries. Participants were aged between 9-12, with a large proportion being aged 12 (45%). There was a generally equal gender split, with slightly more females in the sample.

3

schools took part in the pilot and 4 educators completed an online survey with their feedback.

122

Young people aged 9-12 completed an online survey after the resources were delivered.

47

parents/carers completed an online survey after they had reviewed the leaflets and film.

Ethics

The project was conducted in accordance with the ethical standards of the British Psychological Society and was approved by the School of Psychology Ethics Board at UCLan.

Consent

The following informed consent procedures were followed for participants.

- **Pupil survey:** Consent for the school to participate was obtained in writing from the Headteacher. Parents were provided with information about the online survey and had the opportunity to withdraw their child from the study.
- **Educator survey:** Participants provided consent prior to completing the questionnaire.
- **Parents/carers survey:** Participants provided consent prior to completing the questionnaire.

Safeguarding

Given the focus of the project and the involvement of young people, careful consideration was given to the protection and safeguarding of participants. Specific actions taken included:

- Clear descriptions of the nature of questions asked in the questionnaire and the associated potential for distress were included in the briefing materials for schools, parents and participants.
- Briefing and debriefing information included what young people should do if participation raised any concerns about their online experiences or if they were distressed as a result of taking part. This involved advising them to speak to a teacher or other trusted person, and signposting them to other reporting routes and organisations able to provide support and information about internet safety.
- Ensuring that clear information was provided to schools about the type of support they should have in place for young people should they be concerned or distressed as a result of participation.
- Information that could identify an individual is not published in the report.

PROJECT
deSHAME II



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