

CYBERSAFETY



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## **FOR AN INDIGENOUS YOUTH POPULATION**




**Te Rau Matatini**



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# introduction

The main focus of this report is to explore the current research relevant to providing better information for Māori whānau (family and families) about social media and the encouragement to be involved with their tamariki (children) in their internet use. Ultimately this study will contribute to the discussion on the prevention of cyberbullying and the prevention in “dear to die” or “risk adverse type games” through employing cybersafety strategies.

An international and national search of applicable documents discussing social media, cyberbullying and cybersafety strategies provides the foundation of this report. A broader examination describes the relationship of cyberbullying and suicide and more importantly strategies to address this concern on the global stage and in the Aotearoa (New Zealand) context. This report will also have a future focus in terms of tamariki and parents themselves contributing to the solutions.







# social media

Since the 1990's, the introduction of social media, technology with social interactions through the internet, there has been an explosion of developments. Instantaneous and interactive computer based experiences are offered that can be accessed and controlled by individuals, groups, organisations and governments (Luxton, June & Fairhall, 2012). Social media platforms include:

- Collaborative projects e.g. Wikipaedia;
- Blogs and microblogs e.g. Twitter;
- Content communities e.g. Youtube;
- Social networking site e.g. Facebook;
- Virtual games worlds e.g. World of Warcraft;
- Virtual social worlds e.g. Second life (Robinson, Rodrigues, Fisher & Herman, 2014)
- Social messaging e.g. text, email

The internet based social network sites (SNSs) have particularly been embraced where sites such as Facebook, MySpace have become household names both internationally and nationally. Development of SNSs permit real time, global connectivity for individuals and groups, encouraging both established and new relationships to connect, often attracted by a range of shared interests which can include; activities, political views as well as matters of cultural importance (Boyd & Ellison, 2008).

Evidence suggests that SNSs were founded primarily for communicating with established extended social networks. Most sites require data input, a profile about the user, a photo, and some sites offer sophisticated functions that allow multimedia upload. Structural variations exist around visibility and access, with some sites able to hide friends by providing an “opting out of the sharing” facility. Private messaging and comments are also a feature of some sites.



However there are also SNSs that encourage strangers to meet, with some sites having functions that automatically expose the entire social networks of their users, which suit those who want to make new friends but problematic for those who do not (Boyd & Ellison, 2008).

By 2004, the MySpace site had revolutionised SNSs by adding features, developed as a result of user pressure. Initially MySpace, a site for adult followers of online connections to musicians and artists, the age was lowered to accommodate adolescents, as well as the post college age group, who wanted to join the MySpace cyber community to follow their popular bands. The relaxing of the age limit caused major concern where there were accusations, however unsubstantiated, that safety issues had arisen and MySpace was responsible for and indicated in providing opportunities for a series of unlawful sexual interactions between adults and minors (Boyd & Ellison, 2008).

In 2006, another cyberspace, milestone occurred with the expansion of Facebook from their original Harvard-only users to an open access, open to anyone wanting to be part of the Facebook community. These new users could not contact those already networked but could take advantage of what Facebook was offering as a SNS (Boyd & Ellison, 2008).





Evidence suggests that the popular SNSs users search and have online relationships with those who they already know, pre-existing relationships. Currently there are a number of exclusive SNSs such as aSmallworld, an international travel club that seeks limited targeted audiences. There is also an opportunity to create individualised SNSs through Ning, an affordable platform and hosting service (Boyd & Ellison, 2008).

Potential privacy concerns regarding SNS exists due to dates of birth and hometowns often available on profile pages and therefore available for other users to reconstruct profiles. There is also opportunity to gather data about likes and dislikes therefore the potential to use this information both positively and negatively to contact SNS users. Privacy issues are the responsibility of both the SNS provider and user. However legality centers on the understanding on whether SNSs profiles are public or private property (Boyd & Ellison, 2008). A further concern is the ability to gain access to SNS profiles and conduct what is commonly known as online bullying, cyberbullying. This issue appears more problematic for younger users.

## cyberbullying

In terms of age, evidence suggests that adolescents are more likely to engage in cyberbullying with this phenomenon reported as decreasing with age (Smith, 2012; Tokunga, 2010). Bullying has been described as an experience occurring when; “exposure, repeatedly and over time, to negative actions on the part of one or more to another” (Olweus, 1999).

Holt, Vivolo-Kantor, Polanin, Holland, DeGue, Matjasko, Wolfe, Reid, (2015) identified four main types of bullying that can be divided into two groups:

- 1) Overt bullying, conducted face-to-face which includes:
  - Physical: Physical aggression towards others (i.e., hitting, kicking, pushing, damaging or stealing someone’s property).
  - Verbal: Verbal aggression towards others (i.e., hurtful, teasing, insulting, humiliating or threatening someone).
- 2) Covert bullying not easily seen which includes:
  - Social and Relational: Social aggression towards others (i.e., deliberate exclusion of someone from the group” or from an activity, purposely spreading rumours about someone)

- Cyber: The use of technology, texting or the internet to support deliberate hostile behaviour by an individual or group that is intended to harm others.

Kljakovic, Hunt & Jose (2015) examined the nature of bullying and victimisation in a large sample of Aotearoa adolescents within secondary schools, assessed for four types of bullying. These included:

- traditional bullying inside the school;
- traditional bullying outside the school;
- cyber bullying via text message and;
- cyber bullying via the internet

Bullying is not new but cyberbullying, is of particular concern and defined as “an aggressive act or behaviour that is carried out using electronic means by a group or an individual repeatedly and over time against a victim who cannot easily defend him or herself”. Evidence proposes a number of avenues for cyber bullying which include texting, a nasty and could be sexual message, internet uploading of compromising photos that become public property, stealing someone’s profile on a SNS (Slonje, Smith & Frisen, 2013). However with the arrival of the Smart phone technology the capability with both mobile and internet connection, has blurred the definition of cyber bullying as distinctive pathways as proposed by Kljakovic, et al (2015).

As previously stated the use of technology potentially has a great reach and impact making access to information instant. In terms of cyberbullying, if connected to a social network, a victim can be reached in what normal situations would be, the safety of their home and more threatening to the victim, at any time. This extends the traditional definition of bullying and therefore makes cyberbullying more problematic (Smith, Mahdavi, Carvalho, Fisher, Russell, & Tippett., 2008). Unfortunately too, once an image or script is in cyberspace it is available to all and probably more importantly, also very difficult to remove. This could prove detrimental to anyone who in their naivety posts what they think is a private image or script only for it to resurface as an embarrassment or held against them at a later date. Often SNSs youth users do not think of their actions in this sense nor, more importantly, understand the issue that what goes on the internet stays on the internet, leaving a digital footprint (Slonje et al, 2013).

Specific gender involvement in cyberbullying is less obvious but given that girls are more likely to engage in social networking they may well be more active in cyber bullying. Some studies suggest that the perpetrator is known to the victim but the anonymity through the internet currently leaves the victim both fearful and powerless (Slonje et al, 2013).





The findings from an Aotearoa study, essentially located in the North Island, conducted with students aged 10 – 17 years old articulated that overall rates of bullying and victimisation appear higher in New Zealand adolescents when compared to international samples (Kljakovic, et al, 2015). The findings illustrate that traditional school-based bullying was more frequent than text or internet bullying and no gender differences were found.

However differences for ethnic groups were established for specific types of bullying as with Māori students (Kljakovic, et al, 2015). Māori rangatahi (adolescents, youth) were purposefully oversampled so that there would be large enough numbers so that bullying and victimisation rates amongst this group could be effectively assessed and results specific. In regard to bullying others, Māori individuals reported engaging in more bullying inside school, outside school, and text bullying than Europeans or ‘other’ ethnicities. No differences were found in the rates of internet bullying. In regard to victimisation, Māori individuals reported more text victimisation than ‘others’ or Europeans (Kljakovic, et al, 2015).

While there was little analysis in regards to Māori engagement with cyberbullying through the internet, the fact that the rates reported equalled that of non-Māori should be an alert because Māori make up less of the Aotearoa population than non-Māori. If the reported rates from this study are accurate, then bullying including cyberbullying is a significant issue for Aotearoa adolescents. With this in mind bullying in New Zealand must be addressed unique to the Aotearoa context as well as unique to the Māori rangatahi population.

Schools have an important role to play in cybersafety programmes. Specific school based intervention and prevention programmes, such as whole of school anti-bullying approaches, computer based activities, raising awareness and mentorship from highly respected peers have been utilised to address traditional bullying. These programmes with some modification have proven appropriate for cyber bullying (Salmivalli, Kärna, A., & Poskiparta,.2011).

There is also evidence that those who experience bullying do seek help through a friend, a teacher or a parent. It is often through the family that young people receive guidance and learn what they should look out for and be careful about. Therefore it is important that parents also have the capacity to access and utilise that technology, and learn of its reach and impact both positively and negatively (Slonje et al, 2013).

Information suggests that technical coping strategies could be employed to address cyber bullying. This includes reviewing the privacy settings for any SNS account and just as importantly, remembering to always use discretion in what is published on profile. In addition cybersafety strategies could include blocking people online, changing ones password, user name or mobile numbers (Slonje et al, 2013). However these actions do not have much bearing on deterring perpetrators. Up till recently there was very little the victim could do to legally protect themselves from such abuse. However, as a result of public outrage caused by an act of male adolescents who displayed their sexual conquests on the internet with drunk female adolescents in 2013 Roast Busters, a judicial review of internet use was called for in Aotearoa.[http://jezebel.com/new-zealand-teen-rape-club-is-the-worst-thing-youll-re 1458798760/1652319927](http://jezebel.com/new-zealand-teen-rape-club-is-the-worst-thing-youll-re-1458798760/1652319927)

As part of the review, the Law Commission found that 1 in 5 Aotearoa high school students experienced some form of cyberbullying or harassment. Under the law of that time, trying to remove abusive, intimidating and distressing material from the internet was difficult, drawn out and costly, and there were few sanctions available to aid such efforts and to hold offenders to account. From that defining moment to 2015 parliament progressed and passed a cyberbullying law.



**bully  
someone  
online**

**and you could face  
two years in prison**

**CYBERBULLYING  
LAW PASSES  
FINAL READING**

**NZ1**

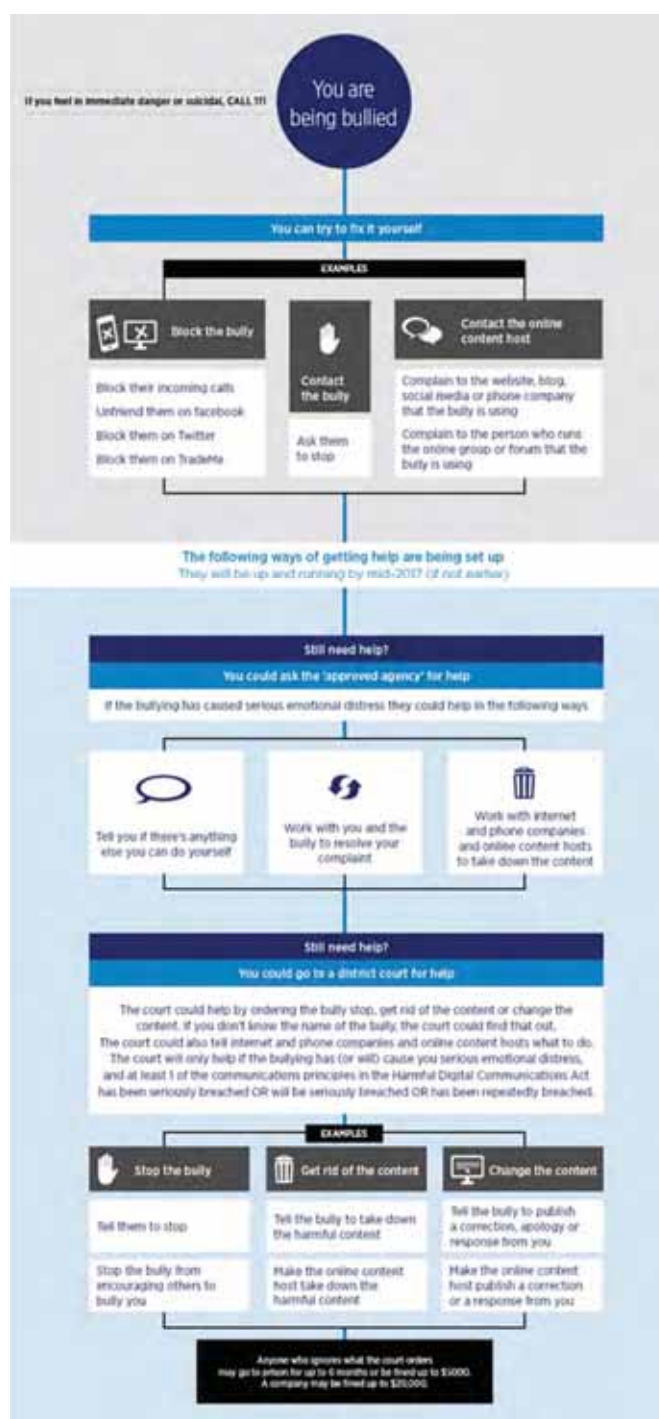
<http://www.justice.govt.nz/policy/criminal-justice/harmful-digital-communications/faqs>

<http://www.justice.govt.nz/policy/criminal-justice/harmful-digital-communications/what-to-do-if-youre-being-cyberbullied>

## What to do if you are being cyberbullied

The Harmful Digital Communications Act 2015 is bringing in new ways to help victims of cyberbullying and other modern forms of harassment and intimidation.

This flowchart shows how victims can get help. The flowchart uses the example of someone who's being cyberbullied – but many different kinds of harmful digital communications are covered by the new law. Examples include when people use the internet or mobile phones to send or publish threatening or offensive material and messages to others, spread damaging or degrading rumours about a person, publish photographs or videos of somebody that are invasive or distressing, or harass and intimidate people.











# the harmful digital communications act

The Act has two main features:

- new ways to help victims, and to simplify the process for getting harmful communications off the internet quickly and effectively (for example, establishing the approved agency and court-ordered takedown notices, and outlining a complaints handling process that online content hosts must use if they want the protection of the “safe harbour” provision)
- new criminal offences to penalise the most serious perpetrators (for example, the new criminal offences of causing harm by posting harmful digital communications). However those under 14 years are exempt from prosecution.

The different measures come into force at different times, the new criminal offences and the safe harbour provision took effect on 3 July 2015, while the approved agency will be up and running by 2017. It is important to monitor how effective the Act is for cyberbullying victims. What too will be the assistance available to the cyberbully?

## cyberbullying and suicide

Cyberbullying is also of growing concern because of its recognised association with suicide. The World Health Organisation (WHO) (2014) estimated that suicide is the leading cause of death among those aged 15 to 29. Non-fatal suicide attempt maybe 20 times higher than fatal suicidal behaviour with an estimated 10 to 20 million non-fatal attempted suicides occurring ever year. Victims of cyberbullying were reported as almost twice as likely to have attempted suicide compared to youth who had not experienced cyberbullying (Hinduja & Patchin, 2010). If this is the case then the students in the Aotearoa schools study mentioned earlier, are at a higher risk of suicidal ideation and or suicidal behaviour than their global counterparts (Kljakovic, et al, 2015).

The findings of a meta-analysis of studies focused on the concepts and relationship of victim, perpetrator, or bully-victim to the outcomes of suicidal ideation and suicidal behaviour which endorsed the association, one where involvement in bullying in any form poses a risk of suicide (Hinduja & Patchin, 2010; Holt, et al, 2015). However cyberbullying is reported to cause profound psychological outcomes including depression, anxiety,



While the internet continues to receive negative attention in relation to rangatahi cyberbullying and their associated poor health outcomes there have been positive attempts to address the situation in Aotearoa. Cybersafety solutions are available through the internet and included in this report are three help seeking initiatives specific to the Aotearoa context in addition to one that looks at the specific involvement of rangatahi Māori and their whānau (family).



## initiative one: sticks and stones



In 2015 a Central Otago teen anti-cyberbullying group received a \$17,500 grant to develop a digital app-based game raising awareness of bullying, the Stick'nStones initiative. This innovative scheme developed for and by young people funded by the Government received a Strategy To Action Awards Recognition (STARR) at the 2016 No 2 Bullying Conference, Gold Coast. The award was for their online anti-cyberbullying website, also acknowledged by the Australian & New Zealand Mental Health Association <http://anzmh.asn.au/>, which recognises and showcases innovative Bullying Prevention and Management approaches.

Students involved in Sticks'nStones have had ongoing experience with internet life and can support younger students, their parents, families and communities to better understand the benefits and pitfalls of the internet. Authentic leadership opportunities, decision making and spokespeople roles are the heart of their project to show that teenagers have the passion, commitment and knowledge to change attitudes and behaviour <http://www.sticknstones.co.nz/>.

School Action Groups (SAGs) from five Central Otago secondary schools in the area meet fortnightly to plan on how the message can be spread. This enables groups to address the current needs of their areas in targeted ways and link in with local events and priorities. Their website links inform on how the project

gained funding, how young people anywhere could use a similar model to make a positive difference <http://www.sticksnstones.co.nz/>. However while Sticks'nStones is an obvious youth led initiative for youth it is not clear how it supports ethnic or gender diversity, so in that respect it has limitations in terms of Māori.

However one of its strongest features is the inclusion of the section for parents which provides access to information about how parents can help with making sure they know about cybersafety in order to keep their children protected while engaging with the internet. It also provides important mention of a purpose built website Netsafe <https://www.netsafe.org.nz/> that provides cybersafety information. However once again there is the question about how does it support ethnicity or gender diversity within a whānau context. Therefore it would be vital to receive the utilisation and impact report of this initiative for Māori

<http://www.sticksnstones.co.nz/parents/>

<https://www.netsafe.org.nz/how-can-i-put-parental-controls-on-my-childs-mobile-phone/>

The screenshot shows the Netsafe website interface. At the top is a dark navigation bar with links: ABOUT US, REPORT AN INCIDENT, OUR WORK, CONTRIBUTE, CONTACT US, and social media icons for Facebook, Twitter, and a search icon. Below this is the 'netsafe' logo in large white text, and a green button that says 'Report Online Incidents'. A secondary dark bar contains category links: SECURITY, SCAMS, HARMFUL COMMUNICATION, PARENTING, BUSINESS, EDUCATORS, and YOUNG PEOPLE. The main content area features a 'PARENTING' tag in a blue box, followed by the article title 'HOW CAN I PUT PARENTAL CONTROLS ON MY CHILD'S MOBILE PHONE?' in large bold letters. Below the title is a sub-headline: 'AT NETSAFE WE ENCOURAGE ADULTS TO HAVE OPEN CONVERSATIONS WITH YOUNG PEOPLE ABOUT THE RESPONSIBILITY THAT GOES ALONG WITH OWNERSHIP OF A CONNECTED DEVICE'. The article date is '9TH OCTOBER 2015' and there are social share icons. A large image of a hand holding a glowing orange sphere with a tree silhouette is shown. To the right, there are four category boxes: 'BUSINESS' with three small images, 'EDUCATION' with three small images, 'HARMFUL COMMUNICATION' with three small images, and 'PARENTING' with three small images.



## initiative two: sparx for māori taitamariki (youth)



### What is SPARX

SPARX is a self – help computer program that helps young people with mild to moderate depression, anxiety or stress. If you want to know if SPARX is right for you, there is a Mood Quiz (embedded). It was developed with the help of young people and is based on a type of ‘talking therapy’ called Cognitive Behavioural Therapy, or CBT for short. What makes computerised CBT (like SPARX) unique is that you can do it on your own, at your own pace, whenever and wherever it suits you; all you need is a computer with access to the internet.

SPARX was tested in a large Aotearoa study and the results were published in the British Medical Journal in 2012. In addition, between 2009 and 2010 an evaluation (a randomised controlled trial) of SPARX was conducted with 187 young people to see if it was effective in treating the symptoms of depression. SPARX

was compared with standard care provided to young people with mild to moderate depression e.g., face to face therapy with a counsellor or clinical psychologist. It was found that SPARX:

- was as effective as standard care for youths 12 to 19 years old seeking help for depression;
- reduced depression, anxiety, feelings of hopelessness and improved quality of life; and that these changes lasted for at least three months;
- worked better for those with more depression (but still within mild-moderate range);
- worked equally well across different ethnic groups in New Zealand; for girls and boys and older and younger youths; the age group of 12 to 19 years;
- SPARX appeared to work better when users completed at least half of the modules (i.e. at least four levels)
- Most young people completed at least half of SPARX and this compared very well with other similar programs; and
- Most participants found SPARX useful, believed it would appeal to other teenagers and would recommend it to their friends.





### Development of the Māori version

The Māori version of SPARX is an adaption of the original. The modification involved focus groups with rangatahi and whānau (families). Māori clinicians were also consulted and the work was supported by a kaumātua (elder). In the design of SPARX Māori designs on costumes and on buildings were also employed. A study was conducted to see if SPARX was helpful for taitamariki. Māori data from the main randomised controlled trial was analysed which showed that:

- SPARX significantly reduced depression and anxiety for taitamariki;
- SPARX worked as well as usual care in reducing symptoms of depression and anxiety for taitamariki; and
- Taitamariki and whānau were positive about SPARX and in particular liked the Māori elements within the program.

SPARX starts off with a Guide who greets and explains what SPARX is and how it could help you. Then there is an opportunity to customise your avatar and journey to the seven provinces within SPARX to complete predetermined quests that restore the world's balance and defeat the pesky negative thoughts, called Gnats. Along the way, you meet different characters, solve puzzles and complete mini games. As each quest is completed, the Guide explains how to use your new skills to feel better, solve problems and enjoy life in the real world. Each level takes about half an hour and one or two levels should be completed each week.

In 2013 SPARX won an international digital award from Netexplo, a 'global observatory on digital society', hosted by UNESCO. The awards were presented for projects that Netexplo call "the 10 most innovative and promising digital initiatives of the year" <https://www.sparx.org.nz/about#parents-infor>. This development offers Māori rangatahi the opportunity to utilise the internet in a healthy environment, where they can learn real skills, have their needs addressed that may have arisen as a result of cyberbullying. However it would still be important to continue to receive data particularly the utilisation and impact report of this initiative for Māori.

## initiative three: mental health foundation



The Mental Health Foundation of Aotearoa works towards creating a society free from discrimination, where all people enjoy positive mental health & wellbeing. They work to influence individuals, whānau, organisations and communities to improve and sustain their mental health and reach their full potential. The website has a range of free resources that can be downloaded or ordered.

<https://www.mentalhealth.org.nz/get-help/resources/>

Cybersafety and Suicide prevention resources are available through the Mental Health Foundation website. However it would be important to receive the utilisation and impact report of this initiative for Māori and their whānau given that the website has a wellbeing and healthy whānau focus





## initiative four:

# waka hourua māori and pasifika suicide pre



Te Rau Matatini and Le Va are partners in the delivery of Waka Hourua, a National Suicide Prevention Programme for Māori and Pacific Communities. Waka Hourua aligns with the New Zealand Suicide Prevention Action Plan 2013 – 2016 (Ministry of Health, 2013) action 1.1 to:

- build the capacity and capability of Māori whānau, hapū, iwi, Pacific families and communities, to prevent suicide and to respond safely and effectively when and if suicide occurs;
- ensure that culturally relevant education and training are available to Māori whānau, hapū, iwi, Pacific families and communities that focus on building resilience and leadership;

# intervention programme

- build the evidence base of what works for Māori whānau, hapū, iwi, Pacific families; and communities to prevent suicide, through research carried out by, with and for these groups; and
- build the leadership for suicide prevention.

## Waka Hourua Community Funding

The Waka Hourua Community Fund was a one-off contestable fund of \$2 million established to support community-based suicide intervention initiatives or projects. It was launched on 10 February 2014. (47) Māori and (17) Pasifika community groups, whānau, hapū, iwi, and Pasifika families registered and applied to the Fund online. Full Funding Guidelines guided those applying. The Fund was divided into two funding streams:

Māori Whānau, Hapū, Iwi, and communities and Pasifika families and communities

### Projects

- focus on the needs of the community and include protective factors for suicide prevention and post-vention;
- encourage communities to work together in collaborative relationships to develop and implement solutions to local issues;
- show innovation; and contribute to greater resilience, connection, protection and inclusiveness for all its members.

Waka Hourua goals encompass the following:

- People are informed about and assisted to access the services available to them;
- Community leaders empower people, foster resilience and bring people and resources together;
- Families, whānau and communities have stronger relationships and confidence to be able to talk about their difficulties;
- Families, whānau and communities are strongly connected to one another and people actively participate in the community;
- People bereaved by suicide receive the support they need within their families and whanau;
- Families, whānau and communities have their own approaches and plans in place; and
- are actively building resilience and reducing risks of suicide.

The following illustrates a dedicated Māori and Pasifika Suicide Prevention initiative operating in Aotearoa which profiles a rangatahi specific community enterprise that looked at building safe, confident and engaged rangatahi. This project has identified cyberbullying as problematic and that rangatahi and parents are open to receiving more information, including more information about suicide and how to talk about it and with each other in order to prevent suicide (McClintock, McClintock, Sewell, Sewell, Martin-Smith, Morris, & McRae, 2016).

Otago Board's Forum Incorporated (Auckland)	
Pathways Actions	Indicators
<i>Support positive initiatives for rangatahi (culture, sport, learning, music)</i>	<i>Communities, education and health services enter into a partnership to foster positive engagement for rangatahi with learning</i>
<p>Otago School Board of Trustees play a major leadership role within local schools, Early Childhood Education and the community with strong links into Otago's seventeen schools, three local Marae and the main Pasifika groups. Its Waka Hourua project, Kahui Whetu, is a three-part programme that included:</p> <ol style="list-style-type: none"> <li>1. In school Programmes for five schools, reaching 1125 students, addressing issues of cultural identity, pride potential, healthy relationships. Topics include cyber bullying, conflict management, self DAFence, self-esteem, healthy relationships and social media.</li> <li>2. Family, Whānau and Community Hui that complement the in-school programmes, held in churches, schools and halls, addressing topics such as cyber bullying, self esteem and include speakers from government organisation such as police, support agencies and YouthLine.</li> <li>3. Youth and Community Survey provided evidence based information from both youth and the wider community in developing a strategy to inform and direct future projects relating to suicide prevention.</li> </ol> <p>Findings included:</p> <p><i>Cyber-bullying, bullying and self-harm were identified issues. The majority of rangatahi indicated that they did not know how to talk about suicide or how to access help. In light of this, the majority agree that there is a need to learn these skills and that they are important especially if someone they know is suicidal.</i></p> <p><i>Rangatahi do not think that adults in their family know how to talk or access support regarding suicide but do think it is important. This aligns to the community hui where adults themselves identified that they have little or no knowledge about suicide. Relationships, sexual orientation and shame are the topics rangatahi identified with as main issues. Friends remain the number one point of support rangatahi access or in many cases don't access support at all.</i></p>	

McClintock, McClintock, Sewell, Sewell, Martin-Smith, Morris, & McRae. (2016).

# *Waka Haurua* Otara boards' forum incorporated



A community based initiative which used community hui, a rangatahi (youth) survey, and in school programmes, to increase community awareness and response to suicide prevention.

Through community hui, community members participated in facilitated discussions about suicide. The rangatahi survey gauged rangatahi knowledge of suicide and access to help. And through the in school programme rangatahi participated in two modules focused on self confidence and suicide awareness



Across all activities	<b>552</b>	participated
	<b>20.3%</b>	Māori
	<b>54%</b>	Wahine
	<b>45%</b>	Tāne
	<b>1%</b>	Transgender
	<b>67%</b>	Under 24Years

The community hui increased capacity and confidence to speak about suicide. The results from the community hui and rangatahi survey showed the need to provide information about suicide and help to both rangatahi and pakeke (adults). The in school programme included session on healthy relationships, self-awareness, how to seek help and advice, and how to speak about suicide.



## Prepared by:

**Te Kīwai Rangahau Research and Evaluation Team**

## For more information about this initiative please contact:

**Bill Takerei p: 09 2714623 e: [ceo@otaraboardforum](mailto:ceo@otaraboardforum)**

McClintock, McClintock, Sewell, Sewell, Martin-Smith, Morris, & McRae,. (2016).





## limitations

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This report has largely dealt with SNSs even though initially there was mention of the access to both virtual games worlds e.g. World of Warcraft and virtual social worlds e.g. Second life internet initiatives. However with less written discussion available about the access, utility as well as their impact on users it is problematic to make informed comment. Anecdotal opinion is that the virtual social worlds platform is the most unpredictable of both in that it allows the individual limitless selections in developing their own fantasy world. The unrestricted availability within this internet initiative leaves it open to employing both positive and negative experiences, unique to the users, that can be maintained and proceed unchecked.

There is also anecdotal concern that exposing young people to virtual worlds and the interactivity of accessible medium enhances violence. However any concern should be driven by evidence, or at least credited by public debate. Therefore research needs to explore the extent to which links between game playing and various social ills is curbed by how players safely respond to and negotiate their way through social medium platforms.

## future

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The main recommendations from this exploration of the literature is that future programmes need to address mental health implications of bullying, cyber-bullying involvement for the victim, perpetrator, or bully-victim, as a prevention or intervention for suicidal ideation and or suicidal behaviour specific to Māori. In addition investigation is also needed to specifically understand and help Aotearoa rangatahi and parents to address these issues. As such, intervention programmes within Aotearoa, given the high rates of bullying as perpetrators and victims amongst Māori rangatahi, will need to cater specifically to the needs of Māori rangatahi in order for this problematic behaviour to be improved. Māori rangatahi and their parents are major stakeholders so will need to contribute to this development. These innovations could include interactive pamphlets, cybersafety websites, video developments to name a few.

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## websites

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<http://jezebel.com/new-zealand-teen-rape-club-is-the-worst-thing-youll-re> 1458798760/1652319927

Mental Health Foundation <https://www.mentalhealth.org.nz/>

Mental Health Foundation <https://www.mentalhealth.org.nz/get-help/resources/>

Ministry of Justice <http://www.justice.govt.nz/policy/criminal-justice/harmful-digital-communications/faqs>

Netsafe <https://www.netsafe.org.nz/>

Netsafe <https://www.netsafe.org.nz/how-can-i-put-parental-controls-on-my-childs-mobile-phone/>

Sparx <https://www.sparx.org.nz/>

Sticks and Stones <http://www.sticksnstones.co.nz/>

Sticks and Stones <http://www.sticksnstones.co.nz/parents/>

Waka Hourua <http://wakahourua.co.nz/>



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