

1. Supporting Literature/ Knowledge Gap/ Future Research

Cyberbullying has been a controversial topic among parents, students and teachers at schools in Australia, especially primary schools.

The cyber victimization items include: sending threatened emails/ texts, using private accounts, nasty comments, ignoring people in group chat although they have involvement (Cross et.al 2012). Cyberbullying can lead to a decrease in self-respect, mental illness, even suicide. Students who get cyber bullied tend to have bad grades, skip schools or have health problems (Shemesh & Heiman 2010).

Researchers have shown that cyberbullying victims are often less likely to seek help than face-to-face bullying ones (Tangen & Campbell 2010). Besides, most of the students when being asked to hold the perception that their parents, teachers often care about traditional bullying rather than cyberbullying (Monks, Robinson & Worlidge 2012). In the Student Bullying Survey, eighty percent of students interviewed said that they thought teachers would probably prevent face-to-face bullying (Tangen & Campbell 2010). Moreover, they believe that cyberbullying often occurs online so it is hard for them to talk to adults.

A wide range of schools as well as parents in Australia are aware of this and are planning to take action. However, the importance lies on students who have been bullied since they still have a perception of the unimportance of adults. Moreover, since cyberbullying occurs online in private messages with private accounts as well as their different viewpoints, this is difficult for adults to know their students' situation and understand (Ey, Taddeo & Spears 2015).

2. Social Marketing Problem

It is challenging to ensure we can change the perception of students hiding all cyberbullying activities from adults since "one size does not fit all" (Ey, Taddeo & Spears 2015). Therefore, the plan of social marketing would be finding suitable ways to approach students and make them modify their behavior with adults, showing the importance of parents in this situation. The plan would be both online and offline: at schools, home and on social media channels.

3. Situation Analysis, Stakeholders and Partners, Upstream Policy Issues

A. PESTEL ANALYSIS

POLITICS: Australia has been on top 10 Most Politically Stable Countries, where people have the right to raise voice and vote (Radu 2020). This also has an influence on students when they can freely speak and show their viewpoints on the others.

ECONOMICS: Each year, Australia invests heavily in education (Australian Government, Department of Foreign and Affairs 2019). This means students can get access to easy technology so it will be easier for cyberbullying to take place.

SOCIAL: 85% Australian population is urban with a decline in the number of infants (Worldometer 2020), as more people choose to live single and not having babies to follow their career and lifestyle (Battersby 2015). This will cause barriers for kids and parents to talk to each other about cyberbullying.

TECHNOLOGY: More people know about hacking so this can affect information privacy for people on social media channels. This is when cyberbullying appears in different types.

LAWS At this time, Australia does not have effective laws and systems to combat cyberbullying, especially primary schools to be specific (Harris 2019). This will be hard for students and adults to find the most ideal solution for their problems.

B. STAKEHOLDERS AND PARTNERS

Talking about stakeholders and partners, there would be book publishers, book stores, playing centers for children, digital business companies. We will also set a partnership with urban primary schools in Australia as well as community groups. Moreover, advertising agencies are also essential partners.

The upstream policy issues used to change the behavior of students hiding all the cyberbullying situations are the concentration on social marketing activities with a clear plan. The promotion will be effective with advertisements about cyberbullying. In terms of product, the campaign aims to change the perception of students on the unimportance of adults in cyberbullying. In terms of pricing, parents and teachers should show students willing to listen to their students and how to solve it effectively, which will cost time and knowledge to really get these. In terms of place, this will take place at both schools and homes.

4. Social Marketing Theory

The theory of planned behavior can be utilized in changing the perception of students. This theory is considered to predict an individual's intention to get involved in a type of behavior

(LaMorte 2019). Based on this theory, the campaign aims to show students that talking with parents about cyberbullying will be more advantageous than hiding. Moreover, through this campaign, primary students will realize that their beloved adults expect them to talk to them in a very open-minded way. Also, students expect to realize that they can be totally independent and host the conversation with their adults.

5. Segmentation & Targeting

There are two main segments: primary students who have been or know cyberbullying and adults who got involved and feel hard to talk to their children about that or do not know that their kids are involved in cyberbullying.

a. Primary students who have been bullied or know there are cases around them

| | |
|--|---|
| <p>Demographic</p> <ul style="list-style-type: none"> ● Age: 8-11 ● Gender: Boys and Girls ● Education: primary school ● Family size: 3-5 people ● Social Class: from middle-class | <p>Geographic</p> <p>Urban areas in Australia</p> |
| <p>Psychographic Lifestyle:</p> <ul style="list-style-type: none"> <input type="checkbox"/> modern and digital life <input type="checkbox"/> Follow what they want <input type="checkbox"/> Do not have to worry much about future <input type="checkbox"/> Easily to be affected by role models, peers, friends and other people around <ul style="list-style-type: none"> ● Motives: Have a high ego, want to show personality and difference. | <p>Behaviouristic</p> <p>Volume: They use digital devices every day so cyberbullying can happen anytime</p> <p>Attitude:</p> <ul style="list-style-type: none"> ● Do not believe in the effectiveness of talking with adults ● Worry they would be banned from using digital devices <p>Benefits expectation:</p> <ul style="list-style-type: none"> ● People to understand them ● Decrease depression and help them with school activities <p>Loyalty: Build trust in adults and the importance of social marketing campaigns.</p> <p>User status: End-user</p> |

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

b. Adults: Parents who have kids involved in cyberbullying and have been cyberbullied

| | |
|--|--|
| <p>Demographic</p> <ul style="list-style-type: none"> ● Age: 30-50 ● Gender: male and female ● Education: from high school ● Family size: 3-5 people ● Social Class: middle-class | <p>Geographic</p> <ul style="list-style-type: none"> ● Urban areas in Australia |
| <p>Psychographic</p> <ul style="list-style-type: none"> ● Lifestyle: <ul style="list-style-type: none"> <input type="checkbox"/> Modern, not addicted to the Internet <input type="checkbox"/> Worry about their family and career ● Motives: Have a happy family and a great career at the same time | <p>Behaviouristic</p> <p>Attitude:</p> <ul style="list-style-type: none"> ● Don't think cyberbullying is a serious problem ● Ignore what their kids are doing online ● Worry about their kids' health, study performance <p>Benefits expectation:</p> <ul style="list-style-type: none"> ● A strong relationship with kids ● Kids get high marks and become happy <p>Loyalty: Build a strong relationship, know how to help kids in cyberbullying</p> <p>User status: Regular user</p> |

6. The marketing mix (4Ps) and People and Partnerships

a. Product: The first product is a physical activity in which the open and friendly conversations of students with their parents. This will require a personal choice from both kids and parents'

aspects and the way they communicate with each other. Each family has different situations so personal conversations will be really necessary. This is the actual product, the main target of this campaign, the change of perception in primary students about their parents in cyberbullying. The core product would be the trust, respect, a strong connection between parents and kids. This means students feel connected, safe with their sharings for families, which is a very strong foundation for them in the long term future and all activities with parents.

b.Price

The price will be time shared by both students and parents as well as emotions in term psychology to have a very open-minded conversation. The price here is the physical activity of parents and students learning about cyberbullying through conferences, meetings with schools and other partners.

c.Place

The place suggested would be schools and homes where students feel familiar, which is Target audience location. However, due to family situations, it can be in a playground, restaurant or any students' favorite places, which is called proximity (Finextra 2019).

d.Promotion

There would be different types of promotional activities for this campaign. For offline promotion channels, there would be events, newspapers, TV programs, posters, exhibitions. For online promotion channels, the campaign we use social media channels and online newspapers as well as the influence of social media influencers in youngsters. The message framing will focus on the positive effects of talking and sharing with parents about cyberbullying. Moreover, since cyberbullying affects mental health, using emotional promotion ways will be necessary.

e.People

People who communicate the message would be parents, teachers, non-profit organizations and youth influencers. Especially famous people who have been cyberbullied talk about the importance of talking with others about that will be a great motivation for students. Especially, students themselves can tell stories about cyberbullying will be a great chance to capture the importance of parents.

g. Partnerships

The first one to communicate, the first one is education training centers, digital business companies that Australian use the most as well as non-profit organizations such as the National Centre Against Bullying, Stay smart online (Government of South Australia nd).

7. Implementation and Evaluation (Approximately 200 words)

The first thing is paid media advertising on TV channels such as Cartoon Network, Discovery Kids and ABC with programs about cyberbullying. In community-based events, we will

organize an event on cyberbullying as exhibitions (stories, images, videos) with the participation of parents and students as well as sharing sessions. On social media channels (Facebook, Instagram and Youtube), there would be promotion videos as well as sharings from students and parents uploaded with media support from partnerships and other related stakeholders. In schools, there would be a free newspaper about cyberbullying (conducted by students, teachers and parents) for students with content focused on the importance of parents (sharings from parents, educational information, tips and guides from parents).

The statistics will be based on first of all: ratings of viewers and reaches in social media, participants in offline events. This will be conducted during and after the campaign. Moreover, interviews and surveys will be conducted before and after the campaign to see the change in the perception of children and parent's perspectives. Moreover, the number of cyberbullying conversations will also be checked during surveys with parents. This will be tracked by our volunteers in the program, non-profit organizations and schools.

REFERENCE LIST:

Australian Government, Department of Foreign and Affairs nd, *Overview of Australia's assistance for education*, viewed 14 April 2020, <<https://www.dfat.gov.au/aid/topics/investment-priorities/education-health/education/Pages/educations>>.

Australian Institute of Health and Welfare 2020, *Mental health services in Australia*, Australian Institute of Health and Welfare, viewed 14 April 2020, <<https://www.aihw.gov.au/reports/mental-health-services/mental-health-services-in-australia/report-contents/summary-of-mental-health-services-in-australia/overview-of-mental-health-services-in-australia>>.

Battersby, L 2015, 'Baby drought as Australia's fertility rate falls to 10-year low', *The Sydney Morning Herald*, 30 October, viewed 14 April 2020, <<https://www.smh.com.au/national/baby-drought-australias-fertility-rate-falls-to-10year-low-20151029-gklmvc.html>>.

Ey, LA, Taddeo, C & Spears, B 2015, 'Cyberbullying and Primary-School Aged Children: The Psychological Literature and the Challenge for Sociology', *School of Education, University of South Australia*, vol. 5, no. 1, pp. 492–514.

Finextra 2019, 6 BENEFITS OF PROXIMITY MARKETING AND HOW TO EXECUTE A CAMPAIGN, *Finextra*, blog post, 21 March, viewed 14 April 2020, <<https://www.finextra.com/blogposting/16842/6-benefits-of-proximity-marketing-and-how-to-execute-a-campaign>>.

Government of South Australia nd, *Bullying and harassment information, advice and helplines*, viewed 14 April 2020, <<https://www.sa.gov.au/topics/education-and-learning/health-wellbeing-and-special-needs/bullying-and-harassment/bullying-and-harassment-information-advice-and-helplines>>.

Harris, R 2019, *Preventing and Policing Cybercrime (Cyberbullying) in Australia*, ACCC, viewed 14 April 2020, <<https://www.accc.gov.au/system/files/Rod%20Harris%20%28February%202019%29.PDF>>.

Monks, CP, Robinson, S & Worlidge, P 2012, 'The emergence of cyberbullying: A survey of primary school pupils' perceptions and experiences', *School Psychology International, University of Greenwich, UK*, vol.33, no. 5, pp. 477–491.

Muller, RD, Skues, JL and Wise, ZL 2017, 'Cyberbullying in Australian Primary

Radu, S 2020, '10 Most Politically Stable Countries, Ranked by Perception', *US News*, 25 February, viewed 14 April 2020, <<https://www.usnews.com/news/best-countries/slideshows/10-most-politically-stable-countries-ranked-by-perception?slide=5>>.

Schools: How Victims Differ in Attachment, Locus of Control, Self-Esteem, and Coping Styles Compared to Non-Victims', *Journal of Psychologists and Counsellors in Schools*, vol. 27, no. 1, pp. 85-184.

Shemesh, DO & Heimn, T 2010, 'Exploring Cyberbullying among Primary Children in Relation to Social Support, Loneliness, Self-Efficacy, and Well-Being', *Child Welfare League of America, Inc*, vol.93, no. 5, pp. 27-46.

Tangen, D & Campbell, M 2010, 'Cyberbullying prevention: One primary school's approach', *Australian Journal of Guidance and Counselling*, vol.20, no. 2, pp. 225-234.

