**IO1 –
INTELLECTUAL
OUTPUT**

CYBERBULLYING AND ONLINE HATE SPEECH STORIES FOR PUPILS

Project:

**„Awareness and Preventions Skills on
Cyberbullying and Online Hate Speech for shools children"**

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Content:

Introduction

Cyberbullying is one of the forms of bullying. This is aggressive, intentional behavior in cyberspace. It is often encountered that offenders, in explaining their actions, say they did not want anything bad or just joked, but bullying is not the same as humor. When you want to make fun of it, it is fun for everyone, mocking - for one child or even a few are painful and sad. In cyberbullying situation can be noticed the predominance of forces. In real life, the preponderance of forces is understood as the advantage of the abusers, such as physical superiority, and in cyberspace, the abuser can be anyone, even a physically weak or unpopular child. In the virtual world, he gains the advantage of being able to remain anonymous and of a huge bullying-watching audience. 30 classmates see bullying in the classroom and, for example, can be watched by 300 or more people on Facebook.

Cyberbullying can take the form of emails, messages on chat sites, social networks. Cyberbullying also takes place through the use of mobile phones. There are direct and indirect cyberbullying forms. In direct cyberbullying, the abuser attacks his victim himself, and in indirect ones, he uses other people to do "black" work for him, while remaining anonymous. Indirect cyberbullying can also be described as situations where the abuser pretends to be another person by using the data of this login. In this case, the person whose personal data has been used may not be aware that he or she has contributed to the electronic bullying.

Forms of cyberbullying:

Insults in a virtual space where a child is insulted in public by seeing or hearing others. For example, a social network profile contains various swear words, and the child is publicly nicknamed.

Impersonation of another person and damage to his or her reputation. In cyberspace, it's easy to stay anonymous and hide your identity, and you can also pretend to be what you don't really are. For example, a seventh-grader pretends to make fun of his classmate and writes short messages to other girls in the class on his behalf, nicknaming them with various ugly words.

Fraudulently obtaining personal information and disclosing it to others. These can be personal photos, videos, log-in details, and other important information for the child that he or she does not want to share with others.

Rejection and non-admission to a group of friends in chat rooms, social networks, for example, students in one class delete one of their classmates from their friend's list by agreement.

Defamation on the Internet when rumors are spread about a child or a group of children. For example, girls call two of their classmates a "couple", sending messages and e-mails to other classmates, spreading false information.

Harassment when there is a threat of harm in some way, say beating, or claiming that a child is being secretly monitored.

Filming, uploading, and distributing acts of violence online. It is important to mention the phenomenon called "happy slapping" or "happy slapping".

This phenomenon arose in England, when young people deliberately struck an often random person and filmed such an attack with amateur cameras, such as mobile phones, and later posted a recording online. The most important part of this attack is the victim's reaction to unexpected action. It seems ridiculous to observers and later to viewers. It is noticeable that more and more young people are engaging in this type of 'entertainment, and the forms of violence they are choosing are becoming more and more brutal.

Stories for pupils

Insults in cyberspace (Irma's story) 1

STORY DESCRIPTION

Irma: Someone anonymous is constantly writing to me and the most unpleasant thing for me is that those messages are very mocking, e.g. "So what are you doing, you fat pig?"

PUPILS AGE

12 YEARS

SELF-REFLECTION QUESTIONS

1. Do not give anyone your email address, phone number, or address. Bullying can take place not only at school - it also takes place outside the school, also in cyberspace. For example, unpleasant, offensive messages, threats, or demands can be sent by mobile phones. Share your personal information only with good friends, it will protect you from such inconveniences.

2. Do not respond to any attempts to contact (messages, calls, emails) that are intended to interfere or require attention. The answer, the focus, encourages continued bullying.

3. Do not delete messages. If you find that the messages are intended to be mocked, intimidated, assaulted, save them and provide evidence later. Messages do not need to be read.

4. Block the sender. You can block the phone number from which you receive incoming messages or calls. Websites, such as social networks, can also block someone who offends you by changing their privacy settings.

5. Report abuse to people or organizations that can help. You can contact the website administrator or the hotline (www.draugiskasinternetas.lt). If you would like to receive a response from the hotline staff, please provide your contact information. If you experience cyberbullying, you can also contact the police on the general number 112 or e-mail. email info@policija.lt.

6. Avoid cyberspace places where you could meet offenders. For example, if you are being harassed while playing an online game, try to find another place or way to play that game.

7. Talk to people you trust. Talking to parents, friends, teachers and other people is a great way to start solving a problem.

NON-FORMAL GROUP ACTIVITIES

1. Compliment to yourself.

The teacher gave a task for pupils: say three compliments to yourself.

This activity will train pupils to respect and love themselves, increase their self-confidence. After teacher can discuss with pupils:

Does it was difficult? Why? How do you feel after you said compliment to yourself?

2. Candle

Everyone sits in a circle. The candle is lighted up. The person holding the candle tells the group compliments about one person seating in a circle but does not say his name. When he has finished, he hands the candle to the one he was talking about. He does the same thing. The task is completed when everyone is greeted twice. As a guide, the teacher should talk first about those people who are perhaps the least valued in the group.

3. Compliment to friend

Teachers divide pupils into pairs.

Each couple of pupils get one apple stuck in a lot of sticks. Pupils take off one stick from an apple and say a compliment to their partner. After they discuss the feelings that were felt during the task. The more sticks, the more compliments must be said. Compliments cannot be repeated.

Insults in cyberspace (Marius story)

2

STORY DESCRIPTION

Marius: At school and on Facebook, I keep getting nasty comments because I have freckles ... The classmates have almost forgotten my name, they just call it "ryžasnukis (brown snout)". Do you know how to eradicate freckles? ”

PUPILS AGE

12 YEARS

SELF-REFLECTION QUESTIONS

Teacher to pupils:
Be friendly with a child who is being bullied. Show him that you see what is happening to him and that you care. If you can, try to be with him more often - it will be harder for bullies to make fun of him when he is not alone.

The teacher leads the discussion:
How do we differ from each other? External differences between people should be discussed. Questions: What would happen if all people were externally the same? Why do people see the same person differently? It is recommended to watch the movie "Freckled Summer" and discuss, why the film's hero's love was not hindered by external differences.

NON-FORMAL GROUP ACTIVITIES

Each person, if he wants to prevent bullying, has to know why it's important to stop it. Probably every pupil has experienced bullying before or is bullied by others. By talking and letting go of those harmful feelings they will be able to empathize with others and their problems better. This is why you can have a self-discovering session during which pupils will go deeper into themselves, discover what they would like to change within themselves and what it means to be the victim.
Pupils will paint their own costumes „No fake faces" where they will tell their personal story about bullying. During the action, there will play music that will help to release the feelings. After it, all of them will wear those costumes and we will have a discussion.

Impersonation and damage to one's reputation (Ieva's story)

3

STORY DESCRIPTION

Ieva's phone and email address were placed on a dating site where the girl is presented as a "hot chick who can fulfill her most secret desires". The girl starts getting all kinds of sexually explicit messages and suggestions.

PUPILS AGE

13 YEARS

SELF-REFLECTION QUESTIONS

What is this crime?

What can I do to remove this information from the website?

Discussions: Peculiarities of communication with the website administrator. Teach pupils to prepare a formal report to the administrator, train pupils to express their wishes in writing.

NON-FORMAL GROUP ACTIVITIES

Invite senior students to search for information about the security of cyberspace, make presentations, and teach pupils lessons about the dangers of the Internet and how to avoid them. Often, information heard from peers or older children may seem more interesting, clear, and accessible to students than presented by an adult.

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Impersonation and damage to one's reputation (Danute story)

4

STORY DESCRIPTION

I got angry with a "friend"... And she comes up with revenge on me via Facebook... Created a fake profile. How do I know that she is? Well, she has 2 fake profiles anyway, and now another one she uses before me. She shares my photo, and after that, she writes comments like: 'Monkey', 'monster', despicable rubbish '... "

PUPILS AGE

12 YEARS

SELF-REFLECTION QUESTIONS

The teacher can analyze this situation from two aspects:
1. Why does a person pretend to be someone else? What kind of personality can commit to such activities? Is it possible to trust such a person? What are the goals? What harm does it do to society and specifically to the enslaved personality? What is the responsibility for such an act?
2. How does a person feel when they are robbed? Tour theft, intellectual theft, and personality theft how can this affect us? What is the relationship between the victim and society? Why does that connection fluctuate and what are the consequences? Where to look for help?

NON-FORMAL GROUP ACTIVITIES

Power is often associated with violence. This activity uses creative group work to address issues of violence in cyberspace, and ways to solve the problems of violence. This activity includes rights such as 1. The right to security of the person. 2. The right not to be bullied against. 3. The right to privacy and protection of honor and reputation.

Participants will have to make the power station - generate positive and creative energy (minds). The activity is divided into two parts: part one, a brainstorm of expressions of violence (ten minutes), and part 2, working in the power station (sixty minutes). Later all class will have a mini discussion about cyberbullying.

Insults in cyberspace (Thoma's story)

5

STORY DESCRIPTION

Classmates filmed Thomas urinating in the toilet and uploaded the video to the soc. network, "tagged" the child and then everyone can see, comment, make fun of.

PUPILS AGE

12 YEARS

SELF-REFLECTION QUESTIONS

- Why children are interested in non-public information and human actions? Why did this happen to Tom?
- How does Thomas feel?
- What does he think of himself?
- What should he think of the children who make fun of her?
- Does he have friends at school who could help him?
- Has he ever told his teachers, his parents, about what was going on?

NON-FORMAL GROUP ACTIVITIES

Forum theatre

One of the most important things to prevent cyberbullying is to understand how and what bullied people feel or why people act like that, also to notice that and stop it.

Pupils will be divided into groups and each group in a short time will prepare a small role play according to the situation described. After showing the play they will repeat the same situation again. This time every person in the audience can stop the play and replace one actor and change the situation in a positive way. We believe that this method will help pupils to empathize with the role of the offender, victim, and defender.

Drawing session

One of the reasons why bullying comes is the lack of empathy and friendliness and the unwillingness to understand another person. To train pupils to be more attentive towards another person, a teacher can organize the drawing session together. Two participants will have to create a drawing using just one brush and one hand. After the activity, you can have a discussion.

A Facebook nightmare (Clara's story)

My name is Clara and the story I am telling you happened 2 years ago when I was 16. I didn't even imagine then how much harm could cause me some photos.

It all started when I met a boy on Facebook. He told me he was 18 and I talked to him every day. He made me feel good, he understood me and for a month he was my support. I felt special with him. Until then, I had never had such an experience with a boy.

We never met face to face, we only talked on Facebook through written messages and audio. He always invented something when I wanted to call him with video. It seemed strange, but then this didn't make me think too much and I didn't pay attention to it.

After a while, he asked me to send him some pictures of me in my underwear and then undressed. I didn't want to at first, it seemed wrong, but he convinced me. He told me I was beautiful and he just wanted to know me closer to him. He told me that I had nothing to worry about, that we would see each other soon and everything would be fine. He won my trust and in the end, I accepted.

From now on, my nightmare began. He was no longer that understanding and loving boy, who made me feel special, he wanted more and more photos. When I refused and wanted to break up with him, the threats began.

He told me that he would post all the pictures on porn sites and send them to my parents, my colleagues, and the principal of the school where I study. And if I tell someone about us, it will be even worse. I was very scared and I didn't know what to do. I cried for a whole week, I was very afraid that my parents would find out. I felt very bad and ashamed. I also imagined how all my colleagues and teachers find out and I am kicked out of school.

The threats were repeated day by day. I blocked him on Facebook, but he still came up with fake accounts. I knew it was him. I was desperate and I deleted my Facebook account. My friends asked me what was going on, but I made up some stupid excuses. My grades also started to drop. I couldn't think of anything else.

My parents also noticed that I was not well, but I told them that I was just stressed with school. I couldn't sleep well, I couldn't eat. After a few months, I calmed down. I had closed my Facebook account and heard nothing about him. More than 6 months had already passed and I decided to reopen my account. I thought he forgot about me. I was the only one in the class without a Facebook and Instagram account. But my peace did not last long. He approached me again with the same threats, having a fake account with another name.

I panicked again. I didn't know what to do and I was desperate. I hardly decided to talk to the school psychologist. I told her everything that happened to me. There I found understanding and solutions. She told me that it was possible that he may not be whom he says he is and that it would be good to even file a complaint with the police. That meant my parents found out. I was terrified of that! But I started by making a complaint on Facebook. I wrote it together with the psychologist. Then she helped me accept that it is better to receive support and help from my loved ones, from my parents and friends.

With all shame, I told them. And they reacted unexpectedly, they supported me and in the end, I filed a complaint with the police. Now, after more than a year of all that happened, I managed to calm down. I reopened my Facebook account, but I learned to be careful whom I talk to and what I post. I will not send such photos to anyone no matter how much they insist.

PUPILS AGE

14-16 YEARS

SELF-REFLECTION QUESTIONS

1. What form of cyberbullying do you identify in Clara's story?
2. What do you think made Clara agree to send those pictures?
3. Have you had similar experiences, in which you have befriended someone only on the internet?
4. What effects did cyberbully have on Clara? What did she think? How did she feel? How do you think you would have reacted instead?
5. How would you have reacted differently if you had been in Clara's place and blackmailed, so as to avoid all these negative effects?
6. Have you ever been asked for information about yourself or pictures by strangers? What would you do in this situation?

NON-FORMAL GROUP ACTIVITIES

Approx. 25-30 students between 14-16 years old

Materials needed: *flipchart paper, markers of different colors, post-it, pens.*

Time: *45-50 minutes*

1. Teacher splits the students into 3-4 small groups (to 4-5 students) and gives them 15 minutes to illustrate the effects of cyberbullying on Clara's story, as they identified them. They have to create a poster the way they want to illustrate these effects.
2. After the 15 minutes, each group will assign a student to present their ideas for 5 minutes (15-20 minutes total).
3. In the second part of the activity, a teacher asks every student to write on a post-it an encouraging or inspiring message for Clara and to stick them to posters (5 minutes).
4. Teacher will read and comment on the post-its together with the students. The comments may refer also to appropriate reactions and measures to cyberbullying, and methods to prevent this type of cyberbullying as in Clara's case. (10 minutes).

STORY DESCRIPTION

My story begins when I was younger, but it has intensified in the last two years. I've always been a little fuller than kids my age. I had colleagues who looked at me badly or told me I was a little fat, but it was rare.

Two years ago I went to secondary school and entered a class with new colleagues. At first, they were texting each other and laugh at me, and that made me sad, but I didn't know what they were writing.

Then, they started sending me messages on Whatsapp telling me that I was "fat, stupid and ugly". They sent messages on the Whatsapp group of the class with my photos taken from Facebook and made caricatures; they said that I am like a "cow", like a "whale". They never called me by name, only "fat", "whale", "piglet".

It happened every day. I was desperate, but I had no one to tell. I didn't want my parents or teachers to know. I even started to saw and believe myself ugly and stupid, because I was fat. So I started not eating anymore, as much as I could. Or if I ate, I would go to the bathroom and vomit. I managed to lose weight, my parents really wondered what was wrong with me, but I told them that's what I wanted. But messages from the internet continued to appear. And because I didn't eat, I couldn't concentrate so well, my grades lowered.

I didn't feel well at all, I was dizzy, I felt very sad and I was crying. I somehow wanted to shout for help, but I didn't have the strength to tell anyone what was happening to me. Sometimes I wished I hadn't been born or to die so I wouldn't be a burden to others. A few months ago, I had a crisis, I was told to have a calcium fall, and I got to the hospital. Their doctors told my parents that I had severe anemia and that I was depressed and suffering from bulimia. While I was unconscious, my older sister discovered the messages on my phone and showed them to my parents.

My parents and sister helped me a lot and I felt that I was loved, they were very supportive. They also talked to my teachers and I found out that I am not the only one from school in this situation. Now we all take part in lessons related to cyberbullying, our teachers tell us how to react and what to do in such cases. I also started a psychotherapy program and learned to accept myself as I am. And I discovered some colleagues with whom I get along quite well. I wish I had said earlier what was happening to me.

PUPILS AGE

12 YEARS

1. Why was Diana vulnerable to be a victim of cyberbullying? Do you have colleagues who are struggling with obesity? Who do you think are more exposed to becoming a victim of cyberbullying in this case: boys or girls? Why?
2. What were the effects of cyberbullying on Diana?
3. How did Diana react? What would you have done differently?
4. How would you react if a colleague or friend had gone through an experience similar to Diana's?
5. What were the consequences of starvation for Diana?

Approx. 25-30 pupils 12-16 years old
Materials needed: *post-its, pens, flipchart*
Time: *50 minutes*
Instructions after reading together the story:

1. Teacher will give students the following task: consider yourself members of a support group for Diana. Please think about it for 5 minutes and write on a post-it a message of encouragement for her.
2. Each student will put the post-it on a flipchart or on the board (5 minutes).
3. Teacher will read at least 10 messages and congratulate students for their efforts in supporting Diana. (8 minutes).
4. Then, the teacher will ask two volunteers to play a role in which one is Diana and the second a colleague that supports her. The supporter can choose messages of encouragement from post-its. They will do the play role for 5 minutes and then, switch the roles for the other 5 minutes.
5. Discussions will consider how the "actors" felt in each role and observations from the other students (10 minutes).
6. Final conclusions to discuss with students: highlighting how obesity can be a risk factor for cyberbullying, the importance of an early reaction, the importance of intervening as friends and/ or colleagues to support the victim, the effects of encouragements in these cases (12 minutes).

"You are a jerk. I hope you will die!" (Cristian's story)

8

I am Christian and I would like to share with you the cyberbullying story that happened to me two years ago. Ever since I was very young, I knew I was different. I had the impression that something was wrong with me for a long time. But two years ago, I couldn't keep my secret anymore and I told my best friend that I was homosexual. At first, he seemed to understand me and I felt good about telling him. But after a week, I was sent anonymous messages on Whatsapp threatening me and calling me "bitch" "jerk", "idiot" and another name-calling. I was scared and very upset. I thought my friend told someone, but when I asked him he denied it, saying I had nothing to worry about. I then discovered that my classmates were organizing a party and created a special Facebook group. They hadn't invited me. I found out then that they knew my secret, there were messages in which I was very offended and they said that "a gay has nothing to do with us". And my best friend was among those who denigrated me and said he wanted me kicked out of class.

I was very upset and tried to show him what I found to give me an explanation, but I couldn't find him home, so a sent him a furious message. Then, out of nowhere, I received again a terrible anonymous message "You are a jerk. I hope you will die!". I felt alone, abandoned, and betrayed. No one could understand what I was going through. I didn't want to tell my parents because they didn't know I was homosexual and I was afraid of their reaction. They had also noticed that my grades were lower, that I didn't feel like doing anything anymore and that I didn't have any friends, but I had nothing to tell them.

I always felt threatened that they might find out about me or that something bad might happen to me. In my desperate search, I discovered a phone number from an NGO working with victims of cyberbullying. I decided to call and there I received help. I discovered people who were there for me, understood what was happening to me, and did not force my decisions at all.

14-16 YEARS

1. Why was Christian cyberbullied?
2. Do you have friends who are homosexual? Did they ever tell you they were bullied in online spaces?
3. Who are the most vulnerable people to be victims of cyberbullying?
4. What would you do if you were Christian's friend and witnessed these events?
5. Do you know any organizations in your area that deal with victims of cyberbullying?

Approx. 25-30 pupils 14-16 years old
Time: *55 minutes*

Instructions after reading together the story:

1. The teacher divides the group of 25-30 students into pairs of two students each (2 minutes).

2. The teacher tells them to talk for 5 minutes and then play a role-play: each student will play, in turn, Christian's role and a friend who would witness what happened. The task for students is to build a dialogue in which to find solutions to support Christian, highlighting how they would react in this situation. The role-playing will lasts 10 minutes in total.

3. The teacher will invite three pairs of their choice to play the role-playing in front of the large group (15 minutes).

4. After each pair, the students who played the role will comment on how do they felt, how was this experience, and anything they feel important. In addition, the student from the large group will be encouraged to share their observations (12 minutes total).

5. Final discussions with students will refer to vulnerable categories of people to be victims of cyberbullying, accepting diversity, what solutions they have when they are witnessing cyberbullying, ways to prevent cyberbullying (11 minutes).

"I am the girl with epilepsy" (Claudia's story) 9

Hi there! My name is Claudia, I am 16 years old. I think my experience with cyberbullying can be very helpful for those who are facing this. It happened a few months ago. I will say from the beginning that "I am the girl with epilepsy". This is the easiest nickname my colleagues gave me on our Facebook group. A few months ago, we moved to a new city and had to change schools. My new colleagues were not the same as the others. I made a friend in class, Alina, and I thought everything was fine. I trusted her so much that I told her that I had epilepsy and that I was living with it, although sometimes I was afraid that something bad would happen to me.

On the same day, the whole class found out, Alina had posted a very ugly comment about me on the class's Facebook group. All my colleagues started to say that I was "the strangest being they had ever seen", that they didn't want me to get close to them anymore, that they hoped something bad would happen to me. And many, many ugly things that I don't even want to remember. When I saw them I started to cry. I felt so helpless and stupid that I trusted Alina.

The next day, I asked Alina why she posted that comment and told her how I felt. She told me that I was much too sensitive and that this was nothing special. I should get used to it. In the following days, the messages continued even with threats that my colleagues no longer want to see me in their class. And that if nothing happens due to my epilepsy, they will do something to me.

I was very scared and told my mother what I was going through. My mother went to school, talked to the principal and he called my colleagues one by one to clarify the situation. Alina and three of my colleagues who had posted threats were suspended for several days. Then the principal introduced a cyberbullying prevention program at the school. After these lessons, Alina came to me and apologized. She confessed to me that she too had been bullied by older colleagues and foolishly took revenge on me.

I decided to forgive her and I was sorry because she had such an experience. As I learned in these lessons, it often happens that cyberbullies feel frustrated and helpless and take revenge on those who seem weaker than them.

PUPILS AGE: 14-16 YEARS

1. Why was Claudia vulnerable to cyberbullying? Do you know other common "reasons" for which students are cyberbullied?
2. How did Claudia feel after discovering the first messages from the Facebook group? Have you ever felt betrayed by a friend?

3. Have you ever been humiliated online? What did you do? What would you have done instead of Claudia?

4. What was the explanation for Alina's behavior? Do you know anyone in this situation?

5. What would you do if you knew someone like Alina? How would you react?

Approx. 25-30 students between14-16 years old.

Materials: *flipchart paper, markers*

Time: *50 minutes*

Instructions after reading together the story:

1. Teacher splits the students into 5 small groups with the task to imagine they are Alina's friends and find solutions to prevent cyberbullying. They will write the solutions on a flipchart paper (15 minutes).

2. Each group will assign a presenter who will emphasize the most important solutions in 5 minutes (25 minutes).

3. Teacher will write the most interesting solutions on a flipchart paper and conclude with: the role of friends as social support when one is cyberbullied, the vulnerable categories to cyberbullying, reasons why one can become cyberbullies, and how to prevent this (10 minutes).

"It's a joke and we're just having fun" (Iris's story)

My name is Iris, I am in high school and I am sharing my story on an unpleasant and traumatic experience about a "simple" post on social networks.

In January last year, a big party took place in a famous place in Bucharest, where many girls and boys from my class went. I really wanted to go too, but I had other plans made for that night. I was so upset that I couldn't go, that I wrote a selfish and hurtful post on my Instagram account, addressed to some of my colleagues who were going to this party. Instead of accepting that I can't go, I pretended I didn't want to go.

A few weeks later, a girl from my class shared this post with other colleagues. Then, my colleagues and other kids at school started saying awful things about me. Hearing this, I immediately apologized to the girls to whom I addressed the post and tried my best to make things right. They all said they understood and would not comment maliciously anymore.

After about half a year, I posted a photo with me on Instagram in which I mentioned "Life is good". A lot of people, including a boy I've been in a relationship with before attacked this post with really mean and rude comments about me. I was so upset that I sent a private message to the girl who seemed to be leading these comments, asking her why she was writing these ugly things and she replied by saying "it's a joke and we're just having fun". Then she continued to write even more petty things about me and also made a post about me on her Instagram account, so I could see it.

She threatened me and said "I deserved this" and that she would hurt me and broadcast it live for other people to watch. I was scared and devastated when some of my colleagues whom I thought were my friends commented on how funny she was and how annoying I was. Children from other schools that I didn't even know also participated in this story! I felt attacked and alone. My close friends tried to comfort me, but no one had the courage to actually defend me on social media. I had this horrible feeling of helplessness, shame, and loneliness, and I had the feeling that everyone hated me and talked about me from behind. Some of my friends wrote to me that they would "hang themselves" if people wrote such things about them. I was so confused and sad that I decided to tell my mother and my family. My mother contacted my school counselor who reminded us that all schools have a code of conduct that includes a cyberbullying section that all students should regard.

Then came the summer vacation and I went camping for 3 weeks without the phone, without access to the internet and social networks and I got rid of the toxic world of these networks. When I returned, I found out that our school principal contacted the mother of this girl who initiated this unpleasant and extremely traumatic situation for me. She defended her actions by showing him a screenshot of my original post written in January. Although I didn't realize it, what I had written came back to haunt me, the girl saying that this is why she decided to write those unpleasant things about me on social media.

I've been thinking about this for a long time and now I realize how important it is to pay attention to what you post online. I've learned that even though people forgive and forget, things stay on the internet forever and they can come back to haunt you later in life. I hope my story will help others understand that even if we feel like innocent victims, there are always two parts of the story. The Internet is definitely not the place to express your negative emotions and feelings towards a person or situation.

I was very hurt by this experience and I know that many of the other people involved were also hurt and upset. Recently, I met the girl who wrote all this about me. She apologized for the things she posted and we decided to move on, do our best to forget about these events, and just share the good things on social media. For anyone going through this, remember that you are not alone. Don't be afraid to ask for help and share your story, look at your own actions, and don't say negative things on the internet.

PUPILS AGE	**14-16 YEARS**

SELF-REFLECTION QUESTIONS

1. What was Iris's fault that initiated the cyberbullying? Have you ever posted angry messages on the internet? What were the consequences?
2. How different would you have reacted in Iris's place, after the first messages received?
3. What were the effects of cyberbullying on Iris?
4. Do you think you would have felt the same way? What measures would you have taken?
5. How do you think the school counselor or principal could have prevented cyberbullying?
6. Are you agreeing with the last words of Iris: "Don't be afraid to ask for help and share your story, look at your own actions, and don't say negative things on the internet."? Why?

NON-FORMAL GROUP ACTIVITIES

Approx. 25-30 students between 14-16 years old.
Materials: flipchart paper, markers, pens, colored crayons
Time: 55 minutes

**NON-FORMAL
GROUP ACTIVITIES**

Instructions after reading together the story:

1. Teacher splits students into small groups of 5-6 persons and asks them to discuss for 15 minutes and to represent on a flipchart paper how many tips they can to prevent cyberbullying.

2. Each group will present the representation of the tips by designing a speaker (5 minutes each – 25 minutes total).

3. Teacher will thank all students for their involvement in finding ways to prevent cyberbullying and will conclude by selecting some of the tips he/ she consider the most relevant for the students (5 minutes).

4. At the end, the students will gather in a circle and the teacher will ask each student to say one or two words related to what is the most important for them from this activity, in terms of feelings, information, thoughts etc. (10 minutes).
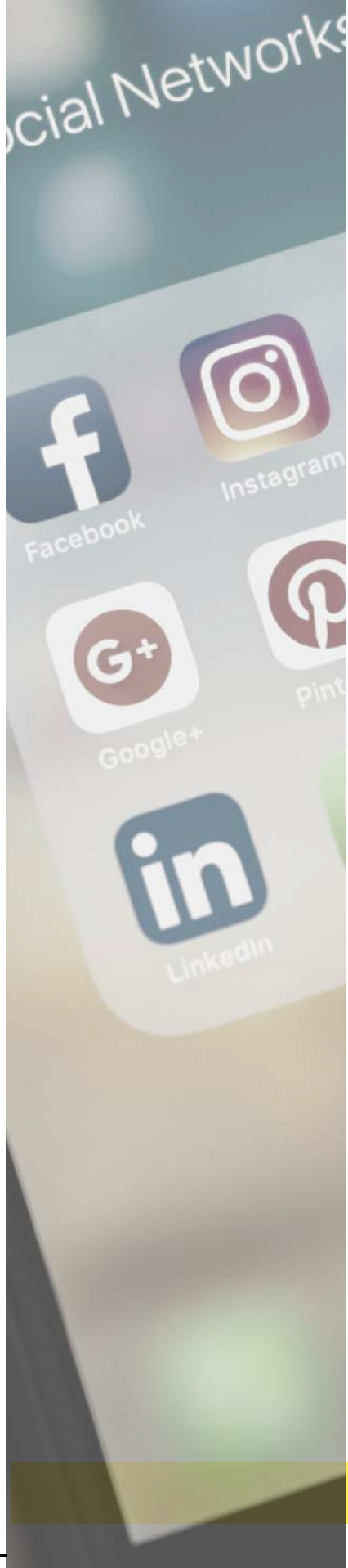
Treat as you would like to be treated (Saulė's story)

11

Saulė wasn't at school. The student's parents contacted the school and informed them that their daughter refuses to go to school. She says that the students in the class don't like her. It was the same in the previous school, she doesn't want it anymore.

The class leader calmed and assured them that she would explain what had happened and invited her to collaborate and address the current situation with the help of a social educator.

Information was collected from class students and subject teachers. Teachers think that Saulė is a good student, interested in subjects, but notices that Saulė is often distracted, forgotten, replicates loudly during lessons, she needs to put more effort into achieving higher results. Class students say that Saulė speaks loudly during lessons and this prevents them from concentrating. To their remarks, she reacts with anger. Students in the class have a Messenger group to share tasks or other things related to class life. Saulė often asks in the Messenger group what is asked of one thing or another.

Until then, she had received the answers she cared about. One day, Saulė got involved in a Messenger discussion with several classmates. Expressed her opinion, which offended other students. As Saulė itself tells that they are fed up because the writing was nonsense and learn. Clearly, Saulė immediately received the response that she was dirty and her hair was greasy. From that event, classmates began to avoid her. Saulė noticed the changes, reacted, left the group, continued to be angry, and made plans for revenge.

During the conversation, Saulė was angry with her classmates, saying that she had many friends who "gave her time" and that she did not need friends who did not accept his opinion. She remembered all sorts of things when she helped someone in the class, did her homework, and put her in Messenger, and they were so grateful. She would like one for the students in the class to be punished. She is very reluctant for her parents to interfere in this situation and come to school. Because they have experience from a previous school when parents were involved in resolving the situation, the classmates were even more ridiculed. She says I will persevere and everything will pass. There were several consultations to determine the student's communication style, to understand, to accept, to try to hear not only their opinion but also others.

All parties were heard, heard each other's speeches. The rules on bullying and violence were reiterated and updated. Saulė ended that year without joining the class Messenger group, but after the summer vacation, she joined the class group. She was actively involved in general classroom school events where he was able to show different aspects of his personality.

SELF-REFLECTION QUESTIONS

NON-FORMAL GROUP ACTIVITIES

PUPILS AGE: 14-15 YEARS

1. What do you think influenced Saulė's behaviour? Explain in more detail and give examples.

2. What kind of Saulė's behavior do you find acceptable, which one doesn't? Why?

3. How did /could the class leader act? the student's parents? school specialist?

4. What ways could the class leader take when working with the classroom microclimate?

Around 30 young people 14-15 years.

Materials: *room, writing instruments – sheets, pens hourglass / "Timer": https://online-timer.lt.downloadastro.com/tools/*

Time: *1 or 2 academic hours.*

For the teacher – to get acquainted with the topic of connections and expression of human behavior and emotions.

Greeting the group, warm-up exercise:

Participants sit in their seats. They have without words to count from 1-30 (how many participants in the group at that time).

- I time: without an agreement, an attempt is made to count.
- II time: allowed to negotiate, come up with a strategy.
- III time: discussing what helps, what hinders, try one last time.

It is possible to compete with time - how much the first time took time; how much the second time and how much in the third time.

Consideration: how did it go who took the lead? how did you deal with the fact that some man took the lead? maybe there was someone surprised? Maybe someone wanted to lead but didn't dare? how to behave in everyday situations? What does our behavior shows?

4 goals of misconduct according to Adler's theory:

Focus - Strength - Revenge – Impotence.

Our behavior is related to other people in one way or another. The saying "Treat as you would like to be treated." What is he telling us? Are we asking young people? What to do when you disagree with someone, dislike someone, etc.?

Young people idealize the concept of justice. Who could say that these words of mine are absolutely true? there are scientists who are researching other methods and may argue that it is different. This is philosophical reasoning. For young people with less diverse, extensive life experiences, it seems that the truth of the individual or his or her close circle is the most certain and indisputable. *For example:*

Exercise: one-word perception "Friend". Participants are asked to write the word "Friend" on the sheet - to write what they imagine their friend to be, what it should look like, what behavior they would accept, tolerate, and what would be unacceptable. If possible, it is presented in the classroom, if it is several lessons it can be asked to do homework and

present another lesson. Participants can be divided into groups of 5 people, for example. present your description and select the main features of the group. Present the group's observations later.

Consideration: how many words did you hear describing the Friend? Which one is more interesting, better, more beautiful? Which team has the most accurate description? The truth is a person's point of view from his perspective. Just as he values the world, what values does he perceive, and so on?

„True or Courage " game

The game can be played in pairs, but the more players the more interesting. Before playing, all players sit in a circle around the table or as opportunities allow. Players should sit comfortably and feel confident that they really want to play truth/courage. People who don't want to play the game should leave the room because you don't want someone to watch you after all? It is important to briefly explain the rules, and start the game. Some tasks can be difficult to complete or contradict a person's beliefs, do not force a person to do a task if he does not want to, it is recommended to immediately come up with a penalty for the unfulfilled task e.g. run 5 laps around the house like a monkey shouting "where are my bananas? I want a banana? or any other penalty, it is important that all players agree to the penalty before playing.

„True or Courage "game in which players have two options: choose which one to answer the question. The first player on the left says "truth or courage". If you choose the truth, you will have to answer the given question, if you choose the courage - you will have to dare to perform the proposed/imagined challenge.

Reading the story, discussion. Questions after reading the text:
- What do you think influenced Saulė's behavior? Explain in more detail, by your own example.
- What kind of Saulė's behavior do you find acceptable, which one doesn't? Why?
- How did / could the class leader act? the student's parents? school specialist?
- If you were a class leader, what would you change?

Prepare two boxes: one with written questions and the other with challenges. In turn, each participant takes a sheet with a task or question from the selected box (with their eyes closed). The participant will have to answer a question or complete a challenge. Questions and challenges can become up in advance, can be said by coming up during the game. To make it more fun, you can introduce a rule that each participant has to choose the same number of challenges and questions. It is also possible to play: Truth or Challenge, Truth or Resentment, Truth or Consequence, Truth or Action.

Questions:

- What is your forbidden pleasure?
- What's the weirdest thing you've been looking for online?
- What's the most childish thing you're still doing?
- What did you never tell anyone?
- If you had a remote control that would work in any way, what would you control?
- What are the most disgusting habits?
- What do you want your parents to never know?
- What did you do insanely without your parents 'knowledge?
- What have you done and no one has known?
- Have you ever been unreliable?
- What's the stupidest thing you still respond to well about?
- If you could do something you did when you were a kid, what would it be?
- Which of the participants has the most beautiful eyes?
- Who will you get out of here with?
- What kind of famous person would you like to kiss?
- What would happen to you if you had to spend three days on the island?
- What would you do if you were invisible one day?
- What is the longest time spent without a bath/shower?
- What is your weirdest talent?
- What is the stupidest lie you have ever said or ever made?
- Which part of your body is most attractive?
- What would you like to do for a million dollars?
- What country would you like to live in if you had that opportunity?
- What is the most exotic food you have eaten?
- Who is your favorite person and why?
- Did you tell a lie during this game? What was it and why?
- What is your biggest fear?
- What happened to the worst in your life?
- What would be your power if you could be a superhero?
- What movie would you choose if you could do it in your life?
- What is your special talent?
- What is the best-tested food?
- What is your favorite Disney movie and why?
- What would you do with millions of dollars if you won the lottery?
- A list of 10 things or items you bought and never used.
- What was your biggest humiliation?
- What is your personal trait that you would like to change?

Protection of personal data

STORY DESCRIPTION

There is a decision in the gymnasium to wear a uniform for all students. But students don't always want to follow agreements. One girl, in the gymnasium, was watching students and taking pictures of them to capture who was wearing a uniform and who was not. Photos were uploaded into her Facebook account. She asked for students to pose for her, but she did not explain for what purposes she takes photos and where photos will be used. When students noticed that their photos uploaded in a public space, they started to worry about their privacy and asked for a social educator to find out if this student's behavior is appropriate. The social educator talked with a girl. The student said that she just wanted to show other students that they do not follow gymnasium agreements by not wearing uniforms. She didn't even think that she can't post other people's photos without their permission. The gymnasium offered to her to coordinate her actions and ideas with the school administration, to enroll in the gymnasium parliament and photography club. After all, she successfully captured important moments during the events and those photos could be enjoyed by everyone

PUPILS AGE

14 – 15 YEARS

SELF-REFLECTION QUESTIONS

1. Describe this girl's character and how her behavior will affect other students? How does this girl behave? What was her motive?
2. How does the character of this story feel and what might happen to him later?
3. What have you heard, what is the problem here?
4. Could you tell a story then you needed to take similar actions?
5. What should have been done or how people could behave when they saw published photos on social media?
6. If you were a person whose photo was published on social media, what would you do?
7. In what situation would it be appropriate to block someone on the internet or to report someone's misconduct?
8. Will your behavior change after we discuss this situation? If yes, could you tell me how?

NON-FORMAL GROUP ACTIVITIES

Aim: To understand what personal data is and deepen the understanding of information that is published in social media. Evaluate the power of sharing your thoughts by using other people's images.

Facilities: room, situation, paper or printed sheets for each participant (clock, appendix No. 1), pens, profile photo cards (can be presented on the screen, can be printed, Appendix no. 3), recommendations for students appendix no. 2, clock or Timer https://online-timer.lt.downloadastro.com/tools/

Methods: Review of the information, case/situation reading, analysis and discussion, practical activities, discussion in a group, reflection. This session requires the involvement of participants: ~ 30 of 14-15 years' young people. *Duration: 1-2 academic hours.*

Analysis of stories: Participants are divided into groups of 4-5 people. Each group receives a sheet with a written story. Every group selects a reader and a writer, who will read a story and who will write down all participant's thoughts of answered questions.

Greeting the group, warm-up exercise:

Exercise I. Invite participants to sit in a circle. They have to see each other well. Present the topic of the session: write one letter on the board and allow participants to guess the words from that letter. E.g. SPACE (online space and personal data).

E - exam, eagle...;

R - rain, race...;

D - day, damage...;

V - video, victim...;

S - song, silence...

Using the Google Meet app, choose a whiteboard and write participants' words. Share the screen with them. Discussion: summarize all participant words and think about how they might relate to the topic. Ask participants: how important is this topic? What is important personally for them?

Exercise II. "Take a step if"

Rules: all participants stand in a circle. The leader starts first and has to say the first sentence "Those who have had a conflict this week, please take a step..." You can choose and say your situations or you can follow provided. If you want to keep a specific topic, you can prepare sentences and adapt them to today's topic. If participants don't know what to say, we remind, encourage them. Finish the exercise when you already decided that is enough. Make sure participants are suitable for this activity and what situations they name. After the session, they discussed what they liked, what surprised them, how participants feel after?

Security of sharing content (Antanas' story) 13

Antanas is a socially active young boy who has a lot of friends online. Usually, it's his friends from school, gym, etc. Preferring to spend his free time socializing online... And lately, he's been getting a lot of attention from a guy who identifies as his friend. Antanas was intrigued by this mystery man, so he continued chatting. They bonded quite quickly, made jokes, and had fun. Soon enough Antanas fully trusted his new friend and was comfortable sending selfies. Few months went by and Antanas noticed his pictures online being laughed at and mocked for his facial complexion. Quickly realizing that these pictures he sent to his mysterious friend, he contacted him. But this time there was no warm welcome as he was neglected and laughed at by his friend whom he fully trusted. Confused at first, he didn't want to believe that this is real, he tried to delete and block messages from spam. As the cyberbullying carried for a few weeks, he started begging to stop the hate comments, but it was useless.

Finally, as his last way of coping with this threat, he started to verbally attack him sending him the same messages he received. That was pointless as well and even demotivated him because the hate comments and private messages insulting him increased and outgrew into threats for his life.

PUPILS AGE

14 – 15 YEARS

SELF-REFLECTION QUESTIONS

1. How does Antanas feel in this situation?
2. What do you think will happen to him?
3. What's the main problem in this story?
4. What should Antanas do in this situation?
5. Have you experienced or heard a similar story? How did it end?
6. What can we learn from this? What are the main aspects of this story?

NON-FORMAL GROUP ACTIVITIES

Objective: to discuss problems encountered online (sharing malicious content, the term of "sexting")

Materials: room, situation, paper, pen, recommendations to students

Methods: a theoretical review of the material, case/situation reading, and discussion, group discussion, reflection. This session requires the involvement of participants. ~ 30 young people 14-15 years age, 1 or 2 academic hours.

Analysis of submitted stories:

Participants are divided into 4-6 groups. Each group receives a sheet with a written story. In groups, participants are selected: (reader, clerk), who read the given story and write down the participants' thoughts on the answered questions.

Greeting the group, warm-up exercise:
Mentimeter - mini-survey how do I feel? Summary of results, discussion on the topic of feelings, and discussion of participants' thoughts. https://www.mentimeter.com/
Task test: "Do I think critically when using the Internet?".
https://www.prisijungusi.lt/ar-mastote-kritiskai/. Tips for students

Exercise I. Number of participants: ~ 30
Duration: 15-30 minutes
Attitude, respect, and responsibility. The aim is to encourage participants to discuss the concepts of attitude, responsibility, and respect, their links to the causes of behavior.

Group discussion
What do these concepts mean to you: attitude, respect, and responsibility? Questions for discussion:
• How do you understand what a human attitude is?
• How does it form?
• How can others find out your point of view?
• How do people express their views, how do others know, see its attitudes?

Consider:
• How important is it for a person to have a unique attitude?
• Who needs it?
• How do we understand the word respect?
• Do you know someone who would be constantly positive?
• What is your attitude towards abusive people?
• How would you react if your loved one had committed a crime?
• How would you react if your loved ones saw you watching images of illegal content?

Discuss the word "responsibility":
• Are you responsible for something, such as at home or in the classroom?
• Do you have any commitments or responsibilities? (Examples: your bed must be made every morning, you are the elder in charge of information in the classroom, etc.)
• What commitments do you make to yourself? (Examples: study, exercise, health, etc.)
• What commitments do you have to yourself when it comes to ethical behavior online? (Examples: planning time, not losing control, not fooling around, maintaining good relationships with others, etc.)
• What obligations do you have to yourself, to your parents? (Examples: to live up to their expectations, not to fool around, etc.)

Discussion: We summarize the thoughts expressed by the participants. Ask young people: how important is this topic to today's youth? What is important personally?

Exercise II: Attitude Thermometer

The number of participants: ~ 30. **Duration:** *15-30 minutes*

The room is divided into two parts can be adhesive tape on the floor or other marking. On one side of the room, there will be participants who answer the question/statement "Yes" and on the other side "No". The facilitator then reads the first statement and all participants stop in the room according to which answer they agree with. When everyone stops, the facilitator may ask why they chose one opinion or another. It is important that participants talk about their choices and justify them, rather than criticizing each other's opinions. When enough participants share their points of view, the facilitator can ask another question.

Suggested questions for discussion:

- Our attitude toward others comes from the attitude of our parents and friends;
- Tolerance and respect are the same;
- I am responsible for making the environment tolerant;
- In cities, people are more tolerant than in districts;
- Drinking sweet drinks is nothing like that;
- Correspond with strangers online well;
- When you receive a threatening message, meet with a stranger and find out.

Discussion: Ask what was interesting, whether you enjoyed talking to others, who were surprised, ask to share your insights. Can be answered by those who want or ask at their discretion.

Using the Google Meet app - one participant answers and passes the word to another at his / her own discretion.

Writing comments in a public space 14

STORY DESCRIPTION

A conflict occurred between two members of the school staff. When both sides couldn't resolve the problem privately, they decided to take it publicly. The local newspapers picked up the story and decided to publish it. One of the students, his name is Tom, found that story online and wrote a comment regarding the issue. Quickly enough he got involved in comments which revealed even more shocking news about the general school activity, which was interpreted sarcastically and mostly false. But it had a negative effect on the school's integrity publicly. Empathetically, he wrote things, not only about himself but also what slandered the entire school community.

There was an interpersonal incident between members of the school community. Failing to resolve the conflict with each other turned the conflict into a public interpretation of the relationship. An information message about the event appeared in the media. People commented on the situation in various ways. One school student, Tom, after reading a message in the media, reacted and wrote a comment. Tom crept into the commentator's conversation and wrote down various things that revealed inappropriate/criminal behavior by other students at the school. Empathetically, he wrote things, not only about himself but also what slandered the entire school community. The comment was sarcastic and intolerant of the participants in the event. The school social pedagogue noticed the comments and found out the person's identity. It was one of the students in the school with whom there was a conversation about such behavior.

PUPILS AGE: 14-15 YEARS

SELF-REFLECTION QUESTIONS

1. What is the concern in this story?
2. What do you think was being said to the protagonist of this story?
3. How special/important is this behavior of Tom in this story?
4. How would you act in such a situation?
5. What if you notice intolerant behavior online?
6. Maybe I had to experience, see, hear a similar situation as things unfolded? Resolved, not paid attention?
7. What can we learn from such a story?

NON-FORMAL GROUP ACTIVITIES

Objective: to find out who / what is respectful communication in public space.

Tools: room, situation, paper, pens, recommendations for students.

Methods: theoretical material, case study, session, discussion.

This session requires the involvement of participants. ~ 30 young people 14-15 years. age. 1 or 2 academic hours

Analysis of submitted stories:

Participants are divided into 4-6 groups. Each group receives a sheet with a written story. Participants are selected in groups: (reader, clerk), who read the given story and write down the participants' thoughts on the answer to the questions:

Greeting the group, warm-up exercise:

Exercise I: "Hello, how are you feeling?". With the help of the Google Slido app, you are asked to write down how you currently feel? The goal is to expand the vocabulary of words that describe emotions.

Discussion, connections of common emotions, and general well-being of the group. It is possible to ask several participants separately:...? I feel sad because ...

Movies - 6.12 min "Communicate safely in cyberspace!" https://www.youtube.com/watch?v=Hf_4YNxoZmY

Discussion after the film review: We divide the participants into groups of 4-5 people. In Group discussion, participants talk by answering questions. Thoughts are written on a piece of paper and then presented to everyone.

1. For what reasons do you think we trust and send intimate photos to a stranger?
2. When we notice, receive obscene images, and forward / distribute to others, are we behaving properly? What can we do when we notice/receive an image/photo of intimate content or messages from other people?
3. What could each of us do to keep intimate photos or other highly private information out of the public domain?

To summarize the discussion, it would be important for the teacher to mention:

Sexting situations often lead to electronic bullying (can provoke sexual harassment, exploitation). For a variety of reasons, young people, without thinking about the consequences, publish their own or forward photos of other intimate content. When sending their photos, sometimes they do so in order to show themselves, to make an impression, and when forwarding photos of others, sometimes they do it to take revenge, to make fun of.

Such a concept (phenomenon) as sexting is not defined in the legislation of our country. However, it is prohibited by law to use an image (photograph) of a child without the consent of him or her and his or her parents. Also, the distribution of erotic, pornographic information is illegal under Lithuanian law.

Personal information should not be publicly available online. It is important to have secure privacy settings on the social network.

Remember that we can only post or send information (and photos) to someone online that is not afraid to be seen by parents or teachers.

Exercise II: "Self-Confidence Scale"

The group of participants is divided into two groups (divided into an even number of groups). Each group receives a sheet of paper with different headings. Write down the characteristics of a confident and self-confident person in the sheets.

1. A completely self-distrustful person (characteristics of a completely self-distrustful person and symptoms);

2. A very self-confident person (characteristics and signs of a self-confident person).

On a larger sheet of paper, a scale is drawn with graduation from 0 to 10. After discussing in groups and listing the characteristics, the group representatives on the scale at 0 list the characteristics of a completely self-confident person and at 10 - on the scale (on the sides of the scale). After a brief discussion of the listed characteristics, please evaluate yourself according to your own criteria and stick a colored leaflet with your name or selected symbol at the bottom of the scale at the desired number. It is suggested not to rush and to think carefully about different situations in order to make the self-assessment as accurate as possible. It is suggested to stick the sheets on one side of the scale (either above it or below it), then it will be possible to stick it on the other side and assess the change.

Reflection "7W method". Describe the activities that took place by briefly answering the questions:

Who? Why? What are you doing? Where? When? Why? How? Then add one sentence from all the answers. As the authors read the sentences, others monitor to see that all questions have been answered.

Check what to publicize (Sigita's story)

STORY DESCRIPTION

A girl named Sigita is studying in the gymnasium, she spends time after school communicating with friends. She is an active and likable girl. Her older friends showed her a popular dating site. Users of the website can become users - 18 years and older. The girls were curious so Sigita changed her date of birth, creating a profile on this site. As a profile picture of her, Sigita uploaded a picture of her, on the beach in the summer with a bathing suit. Her profile on the site was popular and she received a lot of messages. One of her fans became a man much older than her. Sigita got caught up in the traps of her fans ' posts/comments, happy to be so popular. And can choose from many men.

Correspondence with online fans has been going on for months. After so much time, she felt safe and able to meet. One evening she arranged for a meeting with a stranger. Looking forward to the meeting, she told her best friend the whole story and that she was serious about meeting her fan. In the meeting with a man she disappointed, she saw that the man was considerably older and not so good looking like in the website's photos. After the failed meeting, the girl experienced cyberbullying and hate speech on social networks.

PUPILS AGE

14 – 15 YEARS

SELF-REFLECTION QUESTIONS

1. How do you look like that girl? Where does she live? How is she? do you have friends
2. What is important in this story? what is the main problem
3. What is the main feeling when you hear this story?
4. What kind of behavior by the story character seems acceptable to you, which doesn't? explain in more detail, give examples.
5. How could the girlfriends do it?
6. What do you think the story will end? model.
7. What happens when the love ends and the erotic images are made public after the relationship fades?
8. When can sexting "games" become a crime?
9. How to deal with victims and where to go for help?
10. What other observations do you have?
11. What can we learn from such a story?

NON-FORMAL GROUP ACTIVITIES

Objective: To be more attentive, to critically evaluate the information provided, to improve the understanding of personal data security issues. To provide knowledge about online personal data security measures. Encourage the analysis of personal information online and the selection of data that can be published online and that is better not to publish.

Tools: room, situation, paper, pens, recommendations for students

Methods: theoretical material, case study, session, discussions. Test Are you safe online? http://testas.draugiskasinternetas.lt/

~ **30 young people 14-15 years. age. 1 or 2 academic hours.**

Room, writing instruments - sheets, pens hourglass/"Timer" https://online-timer.lt.downloadastro.com/tools/ https://www.online-stopwatch.com/candle-timer/full-screen/

This session requires the involvement of participants. ~ 30 young people 14-15 years. age. 1 or 2 academic hours.

Analysis of submitted stories:

Participants are divided into 4-6 groups. Each group receives a sheet with a written story. In groups, participants are selected: (reader, clerk), who read the given story and write down the participants' thoughts on the answered questions:

Greeting the group, warm-up exercise:

Participants tell how they came to this meeting. I feel happy because...

You can ask what color, animal, sound, movement is important for a person to name what animal is that color to him, movement... means to whom it relates to him.

Talk: the general opinion expressed by the group participants is summarized. What the feeling is like in the group, how did you manage to name your feelings? It is important for a person to name their feelings and the reason why they feel so. our behavior also depends on how we feel.

Exercise I: JOURNALIST STUDY

Students are given handouts and asked to write their names. The leaves are folded and placed in a "spell" box or hat.

The teacher says, "Imagine you are a Top Secret journalist. You will need to create an article about someone whose name you will soon be removing. Essential! The person you are writing about should in no way find out that you are collecting information about him. You can talk to all the people here, ask their opinions about that person, gather interesting facts about him. Try to learn something that makes your hero special, bypassing what is common to almost all members of the group (usually the epithets "friendly", "communicative"). When writing an article, don't give out that person's name, surname, and even gender in the text. Use the terms "that person", "person", "personality", and so on. t.). It takes 15 minutes for your journalistic research and 10 minutes for the article. Good luck!"

The teacher carries a box of spells in a circle, and the students pull out the name of the hero of their article. If you pull out your name, you have to pull it again. For 15 minutes, students gather information, chat with group members, and identify ideas that they will use to prepare their hero's presentation. In 10 minutes, students summarize the information gathered, summarizing their character's presentation.

All members of the group sit in a circle. One (at the request of the teacher or a volunteer) starts presenting the hero of his article. Everyone

I listen very carefully and tries to identify which member of the group is being talked about. When he recognizes, he is in no hurry to say it out loud, waiting for the hero himself to realize that he is being talked about. He then raises his hand and confirms or denies the facts presented, may object to the inaccurate naming of his character traits, but lengthy discussions cannot be allowed. The self-recognizing member of the group introduces another hero, as described by him.

After all, students have heard the opinion of the class (or group) members about themselves, a discussion is held.

Other options for performing the same task (how else to organize the task). Instead of a discussion, students may be asked to answer the teacher's questions in writing. Such completion of the task encourages deeper reflection and is especially convenient when students summarize each lesson in a notebook.

Discussion: The objectivity of each piece of information heard about oneself is emphasized.

Asked:

1. What new and unexpected things did you learn about yourself?

2. What very important thing did no journalist interviewer say about you?

3. What details would you not like to discuss in public?

Exercise II: "Self-Confidence Scale"

Participants are divided into two groups (if there are more participants in the group, divided into an even number of groups). Each group receives a sheet of paper with different headings:

1. A completely self-confident person (characteristics of a completely self-confident person and symptoms);

2. A very self-confident person (characteristics and signs of a self-confident person).

On the sheets, participants must write down the characteristics of a confident and self-confident person. The supervisor has pre-prepared an A3 format sheet with a drawn scale (graduated from 0 to 10). On a scale of 0, the representatives of the groups list the characteristics of a completely self-confident person, and at 10 - the characteristics of a very self-confident person.

Participants assess themselves within a few minutes according to their own criteria and affix a colored sheet with their name or selected symbol at the bottom of the scale at the appropriate number. Participants are encouraged not to rush and to think carefully about different situations from their lives to make the self-assessment as accurate as possible.

Participants are asked to stick the leaflets on one side of the scale (either above or below it). Ask later, and how would you like that to be? for the second time, participants will stick on the other side and be able to evaluate the change. Reflection "7W method". Describe the activities

that took place by briefly answering the questions:
Who? Why? What are you doing? Where? When? Why? How? Then add one sentence from all the answers. As the authors read the sentences, others monitor to see that all questions have been answered. Then put together one nice sentence from all the answers.
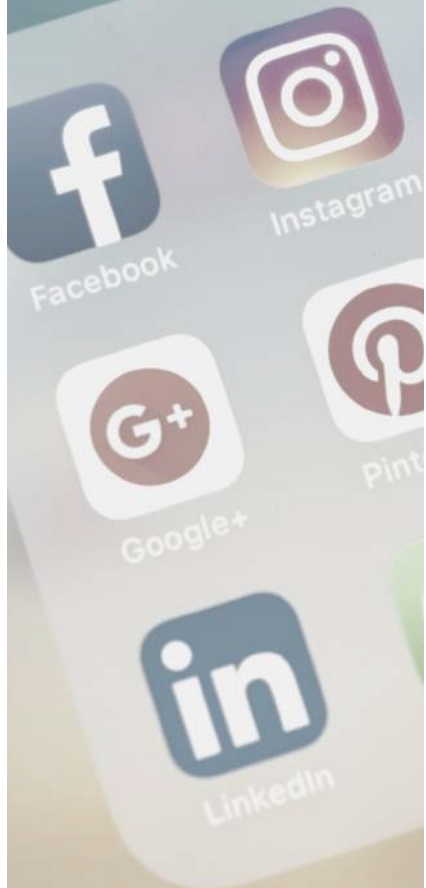
We are all different but equal

16

At my school, probably starting from first grade, my ethnic background (Romani), physical appearance, food I eat, way of speaking, etc. I was bullied and discriminated against for many reasons both online spaces social networks and face to face. People always find something in me to criticize. At our school, I never had friends to talk to because the only form of social interaction was words from my peers in our school and the only communication was harmful to me because I am a Romani.

"Hate speech " is something that now I got used to. Some people think that I am some kind of lower species of life. Unfortunately, they are not the only ones, there are some people who think this too around us. They tell me that I am Roma and that I am predestined to clean the streets and marry and give birth. They also tell me that they don't even understand why I am at all attending school.

PUPILS AGE

14 – 15 YEARS

SELF-REFLECTION QUESTIONS

Teachers will use these questions when analyzing the case/ the story with pupils: in fact, teachers invite pupils to reflect on how they would react, what the character felt, what measures they would take if they witnessed such an event, etc.

1 – How important is the education of Roma youth to overcome prejudices against Roma? Our students also noted that while education is essential to improving the situation of Roma, a comprehensive approach is needed to make real change in the local context as well. Because Roma lacks the professional networks of the majority of the population, it is not enough for them to go to school and graduate from these schools, and they are aware that they are always at risk of discrimination.

2 – What are the roles of the local community, parents, and NGOs in removing prejudices against Roma people? Our students also stated that in addition to the important role parents have, teachers, other students, and the parents of the majority of children are also very important. They agreed that involving Roma community members and youth in local networks, NGOs, having positive views on local communities, and eliminating discrimination would have positive effects.

3 – How would you react, what the character felt, what measures would you take if you witnessed such an event? If I were in the place of this cyberbully student, I would defend myself against these cyberbullies. I would like to express myself better to break these prejudices. I would let them know me I would get them together with my family and friends.

In this way, I would try to get to know us better and break their prejudices against me and us.

ACTIVITY-1: How do you feel?

Goals of the exercise:

To show how easy it is to misunderstand what people are feeling by just looking at their body language and facial expressions, and how easy it can be to hide true feelings.

Age of the participants: 13+

Number of participants: any

Duration of the exercise: *20 minutes*

Materials: *Large jar or container, felt pens, papers*

Step by step

Ask participants to think of as many words as they can that describe feelings and emotions, both positive and negative.

Cut up the words into individual slips of paper and put them in the jar or container.

Ask participants to pick from the jar and mime the word on the paper. The group then has to guess what feeling or emotion is being mimed.

Debriefing :

- Was it difficult for you to guess the feeling or emotion?
- Do you think you can easily guess someone's feelings by just looking at his/her body language?
- Is it easy/hard for you to hide your feelings?
- Why do you usually try to hide your feelings from other people?

ACTIVITY-2: The "true" story of Geraldona

Goals of the exercise: conflict resolution; teach the participants to relativize some information they receive from colleagues or friends because the distortion of the facts happens even without intention

Age of the participants: *13+*

Number of participants: *10 to 15*

Duration of the exercise: *30 minutes*

Materials: a *piece of paper with the story of Geraldona*

Step by step

In the beginning, the monitor asks 7 people to voluntarily collaborate in this activity. The rest are observers. Six volunteers leave the room and wait until they are told to come in again.

The volunteer that is in the room reads the story to the rest of the group. Then he/she calls the first one that is outside and tells him/her the story. He/she listens in silence. Now it is his/her turn to call the next volunteer who waits outside and to tell him/her the story as he/she has remembered it. The process is repeated until the last volunteer enters the room.

In the end, the last volunteer reads the story for the whole group. The group that stayed inside observing the process of distortion of the story must remain silent and not help the person who is telling the story when he/she forgets or changes some part. In addition, it is important that the volunteer who tells the story to the volunteer who has just entered the room explains to him/her that he/she will hear a story and then tell it to the next one.

The Story of Geraldona

Once upon a time, there was a very beautiful girl. Her name was Geraldona. Geraldona loved to play, as any child. She lived very close to a forest. Geraldona's grandfather and grandmother lived in the forest. One day Geraldona received a beautiful dress from her grandmother and grandfather. The color of this dress was green. Geraldona liked it very much but the dress was too tight and she decided to exchange it for another. When she arrived at the store she saw many colors: blue, green, violet, yellow ... But she wanted the red one. And Geraldona wore this dress so many times that she got the nickname "Geraldona the Stubborn". She was annoyed to be called stubborn and complained to her mother, who in turn went to complain to the Mayor. So he essayed a new law forbidding people to call her stubborn.

She grew up without other relevant episodes. She got married, she had 2 sons and 1 daughter, but a month ago she was abducted by aliens along with 6 cows she had on the farm. Boniface, her husband, is very worried because his children are now without a mother and without milk.

Debriefing:

- What are the conclusions of this activity?
- Do you think we should believe everything we hear?
- Why do distortions occur?
- What should our attitude be when, for example, we hear a story that may not be true and that involves people we know?
- Has anyone ever been involved in some conflict that appeared as a result of a distortion of reported facts?

ACTIVITY-3: Violence/bullying in the media

Goals of the activity: To show the participants that there are different ways of expressing their feelings and opinions

Age of the participants: *13 years +*

Number of participants: any

Duration of the exercise: 40 minutes

Materials: magazine/newspapers, flip chart, scissors, glue, markers

Step by step

Divide the participants into smaller groups.

Give them a set of magazines, daily newspapers and ask them to make a collage of violence vs non – violence from the pictures or words they see in the magazines.

When all groups finish the task, ask them to present their collage and its meaning.

Debriefing:

- After all, collages are presented, open a discussion about how does media presents violence/bullying.
- Is the violence/bullying present in the media very often? What types of violence do they present?
- Do they give information on how to solve it/target it?
- How should the media address the problem and help children or young people in this matter?

ACTIVITY-4: Bullying

The goal of the exercise: To raise awareness among youngsters about the seriousness of the bullying actions, and to make them think about how they can solve the problem if they come across this kind of situation.

Age of the participants: 13+

Number of participants: *any*

Duration: *1 hour*

Materials: *participants can be creative and use materials from the classroom*

Step by step

The task of the participants is to present one bullying situation from their everyday life in school.

Divided into groups, they have to make one short theater play about the bullying situations they face or see and have to solve this problem without taking violent actions in solving the problem.

All the participants are involved in this exercise and they must show the most common bullying situation that's happening in their schools.

The message from this exercise is to see the situation from the other side and to be an observer, but also to be a person who takes action in these situations. The participants should create the theater play using their creativity and imagination.

Give an opportunity to the other groups to give solutions after each theater play.

Debriefing:

- How did they feel while doing this exercise?
- How hard it was for you to present such situations?
- How did you feel while taking action to solve the problem? Was it easy/hard for you to react to the situation?
- Finish the exercise by having an energizer where they will step out of their roles from the theater

I am not a thief

STORY DESCRIPTION

"Only recently I found out what cyberbullying is. I got so used to being harassed on Facebook just for being Roma that I thought this is normal. Very often random people add me on Facebook and then they start to leave offensive comments and calling me names. "I think that cyberbullying is one of the worst things that can happen to someone who is not an adult and who is a member of a minority group. I did not know how to act properly, I did not even know what it is. I was bullied twice. The first incident happened 2 years ago on Facebook.

One person sent me a message claiming that he knows me and that I stole his wallet on the bus. And that he will find me and bit me up. At first, I was defending myself and explaining that we Roma are also good and kind and hardworking. But all I was getting are messages. I tried to explain that he is wrong, but he did not want to listen to me and he just continued. I was so afraid and did not want to say anything to my parents, so I just disabled my account.

I was afraid to leave the house, to have friends, to pick up the phone. I lived in fear for so long. I knew they were looking for a fight and I refused to give them one so I deleted all known online presence and deactivated my Facebook account. I still look behind my shoulder when I am in the street."

The second incident happened when I activated my Facebook account again. Those whom I had considered my "best friends" tended to tease me often about my appearance. This teasing eventually led to harsh words exchanged over Facebook, which by a month time resulted in cyber-bullying. The bullying ended when I blocked them.

PUPILS AGE

15 YEARS

SELF-REFLECTION QUESTIONS

Teachers will use these questions when analyzing the case/ the story with pupils: in fact, teachers invite pupils to reflect on how they would react, what the character felt, what measures they would take if they witnessed such an event, etc.

How would you react if you faced Cyberbullying?

If I was faced with 'Cyber Bullying', I wouldn't have an answer. Responding and reacting to this cyberbully person and maintaining communication can encourage these bullies more and more.

- I would keep a record of bullying messages I receive in hard copy.
- I could show these messages to my parents, principal even police, and adult either messages which may be easier to verify what went

on and who the bully was. They would help me deal with cyberbullying.   I would also talk to my friends I trust.

- I would report bullies to the website administrator (Facebook and Youtube etc.) who may get them kicked off the site.
- I used to protect my smartphone and my online social media sites and accounts with a secure password, and I would change my password frequently. I would also think very well without sharing personal information or photos/videos that I don't want to be seen. I would be more careful when posting any of my photos or personal information.

What Are the Consequences of Cyberbullying?

Cyberbullying can lead to serious long-lasting problems among us as teenagers. The stress of being in a constant state of upset or fear can lead to problems with mood, energy level, sleep, and appetite. It also can make we can feel jumpy, anxious, or sad.

ACTIVITY-1: Paper scrunch

Goals of the exercise: To help participants understand the harmful effects of bullying.

Age of the participants: *13+*

Number of participants: *any*

Duration of the exercise: *15 minutes*

Materials: *felt pens, pieces of paper*

Step by step

Have each participant draw a quick picture of themselves on a piece of paper. Ask participants to swap their picture with another participant.
Have participants crumple up the picture they have been given. Pretend that you have made a mistake and ask participants to straighten each piece of paper and get rid of the creases. Their piece of paper will still have creases in it. This represents what bullying does to someone

Debriefing:

- What do you think about this game?
- What is the meaning behind it? How can we connect it with bullying?
- Talk about how bullying can affect people – you can't undo bullying, and saying sorry won't remove the impact of the bullying behavior.

ACTIVITY-2: Sculpting violence/bullying

Goals of the exercise: Raise awareness among the participants about the issue you want to tackle.

Age of the participants: *13+*

Number of participants: *any*

Duration of the exercise: *40 minutes minimum*

Materials: *open space*

Step by step

Divide the participants into groups with people they want to work with (the groups do not have to be the same number) and give them a task to discuss bullying/violence/discrimination (any topic you want to address) and to create sculptures that will present situations representing the topic (you can tell them to present a certain type of violence or they can choose one).

When all groups are ready, create a space like a stage where all the participants can see it and give them the stage to present the sculptures. Ask the sculptures to stay for some minutes so all the participants can see them well.

Debriefing:

• After some minutes open a discussion asking the other groups and the presenters about the sculpture: what do you see? Who is the bully in the situation? What is violence? Is there a solution to the problem? If yes, ask people to change with some of the sculptures or change the look of the sculpture.

• Let them free if they want to add more people to the sculptures. But also ask them what does the new sculpture present and what is the solution they offer.

• Ask the participants how they enjoyed the exercise. If it was difficult for them to see the sculptures and react to them?

• At the end ask them how often do they take the initiative to help people being violated/bullied and how do they help?

ACTIVITY-3: Insult scale

Goals of the exercise: To discuss feelings and perceptions in class

Age of the participants: 13+

Number of participants: 10 - 20

Duration of the exercise: 45-90 *minutes*

Materials: *pens, scrap paper, A3 sheet or wallpaper, chalkboard, sticker dots*

Step by step

Each participant is given a sheet of paper and they are all asked to write insults and expressions which personally offend them, make them angry or aggressive. For the individual work, they have around 5 min.

Everyone should be aware that the discussed curse words will be serious and possibly very personal. The more clear and "scientific" the approach will be, the better the exercise will work.

The sheets are collected, read aloud and all the insults are written on the blackboard (possibly marking how many times they were used).

Then, you will choose 10 different insults that were mentioned the most. These should be discussed, in order to clarify their meaning within the group. You can also ask the participants how they feel about those words.

Then, voting takes place. Each participant has to select the 4 out of 10 insults he/she thinks are the worse. The voting should be secret (taking turns, turning the blackboard around, etc).

Relatively quickly, the opinion of the class becomes visible on the board. After the voting, you can make a deal with the participants not to use the top three words in the class anymore. The words are written down on a separate A3 paper and visibly displayed, the class agrees on punishment for using them, and the deal is signed by all participants.

During the voting, the participants could additionally mark expressions with which they were personally insulted before. This could lead to a discussion of different reactions to words, which can be related to different backgrounds and life stories.

Debriefing:
- In the evaluation session, the participants can reflect on how they enjoyed the exercise, formulate new findings, and find new topics.
- If the class made a deal, they must strictly stick to it. The class representatives can be involved in this task.
- How did you enjoy this exercise?
- Why these insults and expressions offend you?
- Are there some words that you personally find offending, while the others not? If yes, what is the reason behind it?
- Do you believe we sometimes insult people without being aware of it?
- How can we change that?

ACTIVITY-4: Agree or disagree?

Goals of the exercise: To enable participants to examine how they view bullying, challenge their thinking, and encourage discussion.

Age of the participants: 14+

Number of participants: *any*

Duration of the exercise: *30 minutes*

Materials: a *rope or anything that could set a limit or a boundary, sample statements list, 2 papers*

Step by step

Draw a line on the floor, real or virtual, and place the words AGREE at one end and DISAGREE at the other end.

Read a set of statements out to the group and ask the participants to position themselves on the line depending on whether they agree or disagree with the statement.

Ask participants to volunteer their reasons for their choice; they are allowed to move along the line if they are persuaded by other people's opinions.

Remind the participants that there are no wrong answers and that respecting the opinions of others is important.

Below are some suggested statements, or you can develop your own to suit your setting or to address particular issues:

- Spreading rumors about someone is bullying.
- Getting bullied is a natural part of growing up; it's character building.
- Bullying doesn't happen in my group/school.
- Forwarding pictures or texts that upset people is bullying.
- Always making fun of someone's hair is just banter.
- It's their fault for not standing up for themselves.

A diverse participant group is more interesting and better for learning about life than a group where everyone is the same.

There's no point in participants challenging other participants who frequently use name-calling, racist or sexist slurs, and/or personal insults.

Debriefing:

- After listening to other people's opinions, did you change your own? If yes, why?
- Is it easy for you to change your opinion?
- Do you think that bullying is something that happens a lot around you? If yes, do you think you can do something to change that?

ACTIVITY 5: Insult scale

Goals of the exercise: To discuss feelings and perceptions in class

Age of the participants: 13+

Number of participants: 20

Duration of the exercise: 45-90 *minutes*

Materials: *pens, scrap paper, A3 sheet or wallpaper, chalkboard, sticker dots*

Step by step

Each participant is given a sheet of paper and they are all asked to write insults and expressions which personally offend them, make them angry or aggressive. For the individual work, they have around 5 min. Everyone should be aware that the discussed curse words will be serious and possibly very personal. The clearer and "scientific" the approach will be, the better the exercise will work.

The sheets are collected, read aloud and all the insults are written on the blackboard (possibly marking how many times they were used).

Then, you will choose 10 different insults that were mentioned the most. These should be discussed, in order to clarify their meaning within the group. You can also ask the participants how they feel about those words.

Then, voting takes place. Each participant has to select the 4 out of 10 insults he/she thinks are the worse. The voting should be secret (taking turns, turning the blackboard around, etc).

Relatively quickly, the opinion of the class becomes visible on the board. After the voting, you can make a deal with the participants not to use the top three words in the class anymore. The words are written down on a separate A3 paper and visibly displayed, the class agrees on punishment for using them, and the deal is signed by all participants.

During the voting, the participants could additionally mark expressions with which they were personally insulted before. This could lead to a discussion of different reactions to words, which can be related to different backgrounds and life stories.

Debriefing:

In the evaluation session, the participants can reflect on how they enjoyed the exercise, formulate new findings, and find new topics. If the class made a deal, they must strictly stick to it. The class representatives can be involved in this task.

- How did you enjoy this exercise?
- Why these insults and expressions offend you?
- Are there some words that you personally find offending, while the others not? If yes, what is the reason behind it?
- Do you believe we sometimes insult people without being aware of it? How can we change that?

No HATE be my MATE

I and my family fled the civil war in Syria to Turkey which is a safe country for us. We first came to the South East of Turkey Situated refugees in refugee camps in Hatay. We stayed in this camp for 6 months. They treated us very well in these camps, where they provided education and guidance to Syrian children. They provided shelter, healthy food, and what we needed on a daily basis. Then we came to Antalya, a beautiful city, to find a job. After my father found a job, I enrolled in my new school. I didn't have many or no friends at this new school where I came. I tried to socialize with a group of students with whom I shared some time and space in class and lunch. It took me a while to get used to the new situation because I had a language barrier and I could not speak Turkish well. At a new school, I tried to make new friends. There were a few Syrian refugee students like me at the school and I was also spending time with these students. Because of this language barrier, I was having difficulty communicating with the rest of my class. Moreover, I had a very thin, very fragile appearance and I looked younger than other students for my age.

For these obvious reasons, I could not get along with the students. In our school, a group of 5-6 people took a stand against me and started to harass and mock me on their Facebook accounts. Sometimes share some pictures of war in Syria and next to my picture. At the time, I wasn't sure what these students were doing or not doing against me. The only thing I was sure of was that I had no proper defense in any way, and the aggression and gaze and threats of these students against me continued. Unfortunately, violence was what stopped my love for my school and I didn't want to go to school. At lunchtime in the school cafeteria, one of these bullied students with some laughed at me once again. When I heard these sarcastic sentences, I screamed and started running towards these bullied students. Meanwhile, a teacher in the cafeteria blocked me and tried to understand what was happening. I was crying with hiccups, I could not explain what happened and I could not express myself.

My teacher took me out of the cafeteria and into the school principal's room. After calming me down a little, they asked me to tell me what happened. Later, the principal invited our psychologist consultant teacher to his room and our school and asked me to tell him what had happened. I explained that 5-6 students have constantly bullied me, humiliated me, and used physical violence since the first day I came to school.

Then the school principal called the students in his room and that is not good behavior they do to these students explaining that and I was a guest in this school andTurkey and they have to show their hospitality and care to me. He told these students to have empathy. He asked them to think about how they might feel if they had to be in a foreign country and face the same discrimination or bullying. He told these students to apologize to me and to be friends and to get to know each other better. These students were very embarrassed after our principal's speech and apologized to me. They realized the mistake they made.

The following days, the students who bullied me were very nice to me and tried to help me by trying to be friends with me. They invited me to the friends' group meetings outside of school. Joining these groups was a great opportunity for me because I had the opportunity to improve my Turkish practice by speaking Turkish with my peers and started speaking Turkish more fluently. This has increased my confidence in me so much of myself and this helped me to be included in my school and Turkey.

I was very happy to finish this bullying because I love my school and teachers. And I felt a bit guilty not to tell the bullying on me to my teachers and principal of the school. Then I was invited to some classes of our school to tell the stories of Syrian refugees and their experiences in a refugee camp. This was a good opportunity for our school students and teachers as well as parents to learn about refugees of more than 4 million in Turkey and the challenges they face and their lives, hopes. In these class visits, teachers and students interviewed me and told them the stories of refugees in the classes I attended, and these students and teachers listened to the stories of these refugees.

| PUPILS AGE | 17 YEARS |

| SELF-REFLECTION QUESTIONS | Teachers will use these questions when analyzing the case/ the story with pupils: in fact, teachers invite pupils to reflect on how they would react, what the character felt, what measures they would take if they witnessed such an event, etc. |

1-How can we protect against bullying?
Bullying is an issue that creates follow-up and long-term problems and is highly underestimated by us (Parents, Teachers, and students. It requires much more communication between the people involved. Schools are where we students learn. So, as students, we must learn more about human communication. We must be confident in the face of any negative situation, discrimination, and bullying, share this negative situation with school administrators and parents, and not remain silent and resist those who bully ourselves

Teachers will use these questions when analyzing the case/ the story with pupils: in fact, teachers invite pupils to reflect on how they would react, what the character felt, what measures they would take if they witnessed such an event, etc.

2-How can we protect against bullying?

Bullying is an issue that creates follow-up and long-term problems and is highly underestimated by us (Parents, Teachers, and students. It requires much more communication between the people involved. Schools are where we students learn. So, as students, we must learn more about human communication. We must be confident in the face of any negative situation, discrimination, and bullying, share this negative situation with school administrators and parents, and not remain silent and resist those who bully ourselves

3- How would you tackle bullying?

We can uncover the consequences of this bullying to teach the harmful effects of bullying. Results that involve empathy or learning among students can help prevent future bullying in our schools. In addition, School staff teachers should implement guidelines in student codes of conduct and other policies when developing results and enforcing disciplinary rules. For example, children who commit bullying can be given the necessary counseling support.

- We can have a class discussion on how to be a good friend;
- Write a story about the effects of bullying or the benefits of teamwork;
- Play a script or give a presentation about the importance of respecting others, the negative effects of gossip, or how to collaborate;
- We can make a project about our rights and bullying;
- We can read and discuss a book about bullying;
- We can make posters for the school about cyberbullying and smart behavior online.

4-How can parents contribute to preventing bullying?

Our school can set the stage for meaningful parent and student involvement. Parents should be given opportunities to contribute their expertise. To sustain parents' involvement, schools can provide meaningful roles for them. Parents can contribute to a positive school climate through the parents association, volunteering, and school improvement events. School principals and staff can keep parents informed, make them feel welcome, and treat them as partners.

5-How can we create a safe environment in our schools?

All teachers, students, and parents, especially school administrators, can help prevent possible bullying by creating a safe and supportive school

environment for all students in our schools. Safety must first start when we enter the school. Students should also feel safe and secure throughout our schools: in the cafeteria, library, recreation rooms, on the bus, and on the playground.

ACTIVITY-1: Respecting the differences

The goal of the exercise: To show the differences of the other person and to teach the participants to respect them.

Age of the participants: *14-17 years old*
Number of participants: *10 and more*
Duration of the exercise: *30 minutes*
Materials: *paper and pen*
Step by step

Split the participants into couples. Every couple has a task to write down few differences from their partner and talk about how the other is reacting to these differences.

Give the participants time as much as they need, since it is important for them to discuss and discover more.

Then all couples present their differences in front of the group and share how they accept the differences and manage them.

The trainers should take action in showing the meaning of the differences that exist in every part of us, in every part of the world.

Debriefing:
- Do you think differences are important? Why?
- Do you easily accept differences?
- Does it matter if your friends are different from you?
- Are there some differences that can prevent you from being friends with somebody? If yes, which ones and why?

ACTIVITY-2: The Greatest Hero

Goals of the exercise: To explore the role of the bystander in bullying and how you can help prevent bullying; to understand what it means to be a bystander; to learn ways to prevent bullying when it is experienced by others

Age of the participants: 14+
Number of participants: 16+
Duration of the exercise: 40 *minutes*
Materials: a variety of arts and craft supplies such as (markers, pens, pencils, crayons, stickers, glitter, and glue). 1 or 2 flip charts per group.
Step by step
Part A (5 minutes)
In a larger group (or divide into smaller groups with one leader in each group) present the following questions for discussion.
- What is a bystander?

- Do you think bystanders can be neutral when they see others being bullied?
- How do you feel when you see others being bullied?
- What do you usually do?
- What bystanders can do to stop bullying in their schools?
- Part B (25 minutes)
- Divide the participants into groups of 8-12 people. Give each group a box of arts & crafts supplies and 1 or 2 flip charts. Tell them that their job is to draw "The Greatest Hero" or someone that can "STOP BULLYING IN A SINGLE BOUND!" Using the arts and crafts supplies they should draw an approximately life-size person (if someone fits on the paper they can trace around them) and create their own superhero against bullying.
- They should come up with a name for the person and draw what he/she would look like. On the side list the "stats" of the superhero such as those things that make this person able to stand up to a bully.
- If time permits, ask each group to present their hero and some of its characteristics. (if possible, stick the posters on the wall of the classroom and/or ask the teacher to follow-up on the activity).

Debriefing:

Process your activity by asking some of the questions below to allow the group to express their opinion.

- What did you learn about the topic of bullying today?
- Can you think of times in your life when you or someone you know was bullied?
- How do you think being bullied makes people feel?
- If you or someone you know is being bullied what are some things that they can do to help or to stop the bullying?
- If someone started bullying you, who would you talk to about the situation? Who are the people that would help you?
- What does it mean to be a bystander? (Watching someone being bullied without stepping in or getting help.) Why are some people bystanders when it comes to bullying? How can you go from being a bystander to someone who helps the situation?
- Now that you know more about bullying what do you think you can do to make a difference at school? In which ways you could help someone who was being bullied?

ACTIVITY-3: Emotion Photos

The goal of the exercise: To show different emotion or reactions

Age of the participants: *14-17 years old*

Number of participants: *10 and more*

Duration of the exercise: *30 minutes*

Materials: *Mobile phone, Camera, paper, pen*

Step by step:

Students work in groups and take some pictures or draw some emotions with a pencil of a bullied child showing the emotions during the bullying: Scared / Sad / Anxious / Frightened / Worried / Nervous / Angry / Depressed / Embarrassed / Upset / Angry.

An exhibition of photographs or drawings will be opened, showing the emotions and reactions of a child who has been subjected to Cyber Bullying. A photo album can also be created if required.

Debriefing :

- How did you feel when you imitate this feeling?
- How would you react when you saw a friend of yours showing this emotion?
- What did you feel while stimulating this feeling?

ACTIVITY-4: Bullying Thermometer

Goals of the exercise: There are many types of bullying. How do you decide which is worse or more harmful?

This exercise explores the types of bullying behavior and encourages the participants to discuss them, their meaning, and their impact.

Learn different types of bullying behavior, discuss the impact of bullying, discuss how differences (gender, generational, social) can affect the perception of bullying behaviors.

Age of the participants: 13+

Number of participants: 20 +

Duration of the exercise: 40 *minutes*

Step by step

Part A (5 minutes)

In a larger group, the facilitator should lead a SHORT discussion using the questions below. This portion of the exercise is to help the participants begin the discussion on types of bullying.

- What are the types of bullying?
- Are all types of bullying equally?
- Do all types affect people in the same way?

Part B (25 minutes)

Divide the group into teams (8-10 people works well).

Give each team a set of activity cards. Ask them to go over each card and discuss what that method of bullying means. Ask them, as a group, to develop a definition of each word. Once they all agree on what the different types of bullying mean, have them put the cards in order from the "coolest" type (least harmful) to the "hottest" type (most harmful). Invite the groups to share the order of their cards with the larger group.

Debriefing:

Process your activity by asking some of the questions below to allow the group to express their opinion.

- What did you learn about the topic of bullying today?

- Do you think there are types of bullying that are more harmful than the other types?
- Can you think of times in your life when you or someone you know was bullied?
- How do you think being bullied makes people feel?
- If you or someone you know is being bullied what they can do to help or to stop the bullying?
- If someone started bullying you, who would you talk to about the situation? Who would help you?
- Now that you know more about bullying what do you think you can do to make a difference at school? In which ways you could help someone who was being bullied?

ACTIVITY-5: Tree of expectations

Goals of the exercise: To show participants' expectations and fears related to the topic – violence against children. To involve them in the process of recognizing what is fear and what is expected.

Age of the participants: *14-17 years old*

Number of participants: *30*

Duration of the exercise: *40 minutes*

Materials: *sheets of paper, pencils, two hammers*

Step by step

All participants take two sheets of paper.

On the first one, they write the expectations, and on the second one, they write the fears from the training dedicated to violence and nonviolence.

When they all finish, they stick the sheets of paper on the two hammers on which are written "expectations" and "fears".

When all the sheets of paper are placed on the hammers, start a discussion where all of the participants should share their opinions and feelings regarding the topic. Note! This exercise can help the trainers to get to know their group better. It is also useful to do it at the beginning of the training because the participants can create a connection with each other by expressing themselves on the given topics.

Examples of feedback, fake harmony, conflict, to learn how to pass the conflict situations, to be awarded for my good behavior, not to get punishment from the teacher, to respect my friends in school, going to school without fear.

Debriefing:

- Is the violence against children present in our society?
- Have you ever been a witness to a violent situation against a child?
- If yes, how did you feel about it?
- What can we do to prevent it?

STORY DESCRIPTION

I was brutally harassed and humiliated by some friends in my school because of my physical appearance and weight. This bullying went so far as to send me a fake message claiming nasty things using my picture and my name. He actually posted this fake conversation on Facebook and on his wall for everyone to see. He blackened my personality at school. I felt very bad and weak.

I explained this cyberbullying to my parents. My parents immediately came to my school and conveyed this ugly cyberbullying to the school principal and asked for the necessary measures to be taken to end this bullying. The school suspended him for a few days to take control of this student's actions and neutralize this cyberbullying, but this student still continued to post comments about me on Social Media. We reported this bullying to Facebook, for a while Facebook deleted and stopped the harassment constant complaints from me. I found another remedy to close my Facebook account, for a while and ignored these ugly slanders, and did not mind.

PUPILS AGE

14 YEARS

SELF-REFLECTION QUESTIONS

Teachers will use these questions when analyzing the case/ the story with pupils: in fact, teachers invite pupils to reflect on how they would react, what the character felt, what measures they would take if they witnessed such an event, etc.

1-How to overcome cyberbullying and What measures would you take if you witnessed such an event?

In this case, the most important thing we need to do is not to respond to anything that is said about us and the cyberbullying done, or to retaliate by doing the same bullying back. Responding to these cyberbullies or sending a humiliating picture or text for revenge can put us in an even worse stop and even get us into trouble.

We must take a screenshot of anything we think could be cyberbullying and keep a record on our computer or phone. This can be presented as evidence to the authorities we can complain about cyberbullying us.

The most effective way to get rid of this cyberbullying is to prevent these bullies. Most online platforms in the virtual environment have this function, we must make sure that we block these users who harassed us virtually and report them to the social media platforms where cyberbullying is happening. We must keep in mind that we are not alone against this bullying. Talking to someone around us about bullying not only helps us seek support and if this bullying is getting more serious,

but we should also talk to an adult we trust. (Our parents an elderly family member or a teacher at school can be.)

2- How would you react to this situation?

The most important advice to my friends is that they should not be unresponsive to these bullying messages from the internet and different social media channels and apply to the necessary places to terminate these messages. I also think there is a wrong way to take these messages seriously. If we take these people who bully in these different virtual environments seriously, these people will feel stronger and will continue this cyberbullying more. By ignoring and not taking seriously this bully and the person who did it, as I did, we must show how weak and insignificant he /she is.

3- What do you feel when you are cyberbullied?

We also may experience physical symptoms and also experience some unique consequences and negative feelings. As the victims of cyberbullying, we often find it difficult to feel safe. we can feel vulnerable and powerless because cyberbullying occurs in cyberspace, online bullying feels permanent. We know that once something is out there, it will always be out there so we can feel exposed. We also may feel intense dissatisfaction with who we are. As a result, we can often begin to doubt ourselves. We can feel hopeless and meaningless. We often lose interest in things we enjoyed and spend less time interacting with our families and friends. We can also feel uninterested in our schools. We skip school because we are embarrassed and humiliated by the messages that were shared online.

ACTIVITY-1: What is bullying?

Goals of the exercise: To explore bullying and to understand what it means; to learn ways of bullying when it is experienced by others

Age of the participants: 14+

Number of participants: 16+

Duration of the exercise: 40 *minutes*

Materials: A *variety of arts and craft supplies such as (markers, pens, pencils, crayons, stickers, glitter, and glue). 1 or 2 flip charts per group. Introduction to anti-bullying*

Part A:
- Students search on these issues and make presentations?
- What is bullying?
- Introduction to Cyberbullying
- How does it make you feel?
- What should the consequences be?

A-After presentation students give reflections on these issues.

B-Students tell some cyberbullying stories they have experienced

My internet safety checklist:

Students prepare an internet safety checklist.

Goals of the exercise: Students can use this list as practical tips to help them have a safer online experience and build up their confidence to get the best and safer digital world. Students will search and find a range of helpful tools and tips for cyber protection

Age of the participants: *14+*

Number of participants: *16+*

Duration of the exercise: *40 minutes*

Materials: *A variety of arts and craft supplies such as (markers, pens, pencils, crayons, stickers, glitter, and glue). 1 or 2 flip charts per group.*

I WILL:

- 1 – not give out my passwords to anyone (even my best friends)
- 2 – not give out personal information such as my address, telephone number, parent's work address/telephone number.
- 3 – not post pictures of myself to the ones I don't know well.
- 4 – nor post others' pictures online without permission.
- 5 – not respond to any messages in any way make me feel uncomfortable and immediately block them.
- 6 – make sure I set high privacy settings on social networks.
- 7 – respect others online and think about my comments before I post them.
- 8 – use secure and legal sites to download music and games.
- 9 – check attachments for viruses before I download them.
- 10 – make sure my Internet Connection is Secure.
- 11 – log out of shared computers.
- 12 – not open e-mails from people I don't know.
- 13 – install defensive software such as anti-virus, anti-software to sites, games, chat, and file sharing.
- 14 – alert me about dangers we may encounter, including online predators and cyberbullying, and keep my Privacy Settings On.

Debriefing:

Process your activity by asking some of the questions below to allow the group to express their opinion.

ACTIVITY 2: Alternatives to bullying

Goals of the exercise: to facilitate the understanding of the causes and the consequences of bullying; to explore ways to facilitate the control of the phenomenon.

Age of the participants: *13+*

Number of participants: *10 to 25*

Duration of the exercise: *90 minutes*

Materials: bullying theater scenes printed, one on each sheet of paper.

Step by step

The monitor introduces the theme with a "brainstorm" about the identification of different bullying situations.

He/She then divides the participants into 4 groups and gives to each group one of the scripts for a theater scene about bullying.

Each group is given 15 minutes to analyze the text and to prepare the presentation of the scene. After the presentation of the 4 dramatizations, the monitor promotes a debate.

Scenes to be represented

Scene 1

A group of girls is in the school bathroom and one of them makes fun of a schoolmate who arrives for being very tall, humiliating her until the victim runs out of the bathroom very afraid. From the way the girls act, it is clear that this type of behavior of the aggressor and the victim is already habitual.

Scene 2

Several 7th-grade students arrive at the lunch queue at the school cafeteria and pass a 5th grader at the end of the line. Even without saying anything and having gone away immediately, they make him feel bad just because he is younger. Schoolmates who are also in the queue watch this situation without saying anything.

Scene 3

A group of students tries to talk to their colleague who is bullying a younger classmate.

Scene 4

Several students join to talk about a friend who is being bullied by a school group. They want to help their friend and try to analyze the various possibilities.

Debriefing

Some topics for discussion:

- What did you like the most and what did you like the least? Why?
- Are the scenes realistic?
- In scene 1, what would you do if you were the victim?
- In scene 2, what can be done in order to improve the situation?
- In scene 3, how did you feel while talking to the bullying abuser? What techniques may have more positive/negative effects?
- Regarding scene 4, how should one speak to a person who is being bullied? How can you find solutions that are acceptable to the victim?
- What forms of bullying were represented here?
- Bullying happens when there is an imbalance of power. How could we see this imbalance in the scenes represented?

More questions:

- How do the victims of bullying feel?
- Is the victim of bullying responsible for the violence in any way?
- Are bullying abusers trying to prove anything? Is bullying a power issue?

- What can a friend of a bullied victim do?
- What are the most frequent prejudices towards victims?
- Who can be responsible for controlling a bullying problem?
- How can each of us contribute to solving this problem?

ACTIVITY 3: Take a step

Goals of the exercise: To make participants recognize appropriate and inappropriate behaviors.

Age of the participants: 13+

Number of participants: *any*

Duration of the exercise: *20 minutes*

Materials: *a rope or anything that could set a limit or a boundary, sample statements list*

Step by step

Discuss the meaning of when something 'crosses the line' – this means any inappropriate behaviors, words, tone of voice, or actions.

Place the rope on the floor. Ask the participants to line up, side-by-side, with both feet on one side of the rope.

Explain that you will read sample behaviors that the participants might see or hear others do or say. If they think the behavior is 'wrong', ask the participants to step over the rope. Let the participants know that they can make their own choice of what they think crosses the line. Have the participants go back to their original positions before you read the next example.

Sample statements:

- Saying, "There's room at our table. Sit here."
- Saying, "Sorry, this seat is saved and it's not for you!"
- Saying, "I really like the shirt you are wearing."
- Saying, "Wow. Did you really mean to wear that ugly shirt with those horrible pants?"
- Saying, "Only my friends can play this game with us."
- Saying, "Sure, everyone can play. You just need to wait your turn."
- Passing a note about a girl or boy in your group.
- Helping someone pick up something they have dropped.
- Whispering about one of your group mates in the hallway.
- Telling an adult that someone called you or another participant mean names.
- Laughing at the losing team on sports day.
- Laughing at a funny joke a groupmate tells.

Debriefing:

- How do you feel when somebody crosses the line?
- What do you do when somebody crosses the line?
- What do you do when you cross the line.

ACTIVITY 4: What does it feel like?

Goals of the exercise: This activity will encourage participants to think more deeply about bullying behavior – Who is participating in it? What role do they play? How do they feel?

Age of the participants: 13+

Number of participants: *any*

Duration of the exercise: *20 minutes*

Materials: *bullying scenario, marker pens, flip charts.*

Step by step

Place participants in groups.

Read aloud the story/scenario.

In their groups, have participants come up with two ways that the bystander(s) could have changed their behavior that would have resulted in stopping the bullying.

If time permits, allow the participants to share their ideas with the rest of the group.

The scenario

Kara and Tai have been friends for many years, but recently Kara has felt left out from the things that Tai organizes with their friends. The other day, Kara sent Tai a text asking if he was upset with her for some reason. She didn't get a reply. Later that night, Kara was working on a project with Ari, another friend from school. Ari logged into his Facebook and Kara saw on his news feed that Tai had made a post that he found Kara annoying. There were comments from other friends. Ari quickly turned off his Facebook. When Kara checked her own Facebook, she realized that Tai had changed his settings so that she couldn't see his posts.

Notes:

Bullying is defined as behavior that is repeated (or has the potential to be repeated), harmful, and is directed toward young people who are perceived to have less power. Power in a relationship is often subjective and can come from a variety of sources – social networks, money, intelligence, size, and strength, etc. Shifting the power dynamic in a bullying situation is an effective way to reduce/eliminate bullying. Participants who witness bullying (bystanders) may be the most powerful people in a bullying situation – their actions can either encourage or discourage the person who is initiating the bullying.

Throughout this activity, participants will discover that they not only are capable of putting an end to bullying, but they may be the best fit for the job.

Debriefing:

Ask participants to discuss how each person in the scenario was possibly feeling – the initiator of the bullying (Tai), the recipient of the bullying (Kara), the friends/bystanders (Ari).

Discuss the idea/concept of power in relationships. Each person in a bullying situation has a certain degree of power – what makes bullying 'bullying' is that the initiator has more power than the target (e.g. more friends, is physically bigger, is perceived to be smarter, etc).

Discuss the power of the bystander; bystanders may be powerful in a bullying situation – their reactions and behavior can encourage or discourage the initiator.

ACTIVITY 5: Non- violent communication

Goals of the exercise: To identify the ways of communication that are disturbing or not disturbing the participants in their schools. To teach the participants about the techniques of non – violent communication. To develop skills for non – violent communication.

Age of the participants: *14- 17 years old*

Number of participants: *15 to 20 participants*

Duration of the exercise: *40 minutes*

Materials: *two hammers*

Step by step

Place the two hammers on the wall and on the first one write "what I like the most in the communication with my friends" and on the second one write "what I don't like in the communication with my friends".

Everyone has to write their thoughts/feelings on the hammers. After they finish the writing, the group will continue with the discussion and explanations by the trainers about violent and non-violent communications, how to pass the conflict situations and how to have a bigger threshold of tolerance.

Note: this exercise is showing the problems that occur by the violent communication and the punishments that it causes. In this exercise, the trainers are explaining the meaning to respect your friend, the meaning of respecting the difference, and not using the power of violence.

Examples of feelings/thoughts for encouraging the participants:

- He/she is very friendly
- Patience
- Always helping
- Trust
- Angry
- Violent
- Smiling
- Likes the same things as me
- Stubborn
- Not carrying
- Gossiping
- Loyal
- Honest

- Listener
- Good friend
- Nervous
- Kind
- Respect
- Liar
- Sense of humor

Debriefing:

- What are the forms or shapes of violent and non-violent communication?
- What is that way of communication that hurts your friend and makes him/her use violence?
- How to help your friends not to use violence in school?
- What should the punishment be for the children that are using violence in school?
- How to be a good pupil with good behavior?

I am WHO I am

STORY DESCRIPTION

"On my Facebook, a friend of my friend sent a friend request to me, I accepted even though I didn't know her, if she was friends with one of my other friends she'd be OK. But the next time I got on my account I noticed I had a comment. It was the same girl I added earlier, and for no provoked reason, she commented on my picture that I was ugly. I denied the comment and deleted her from my friend's list, but for the rest of the day, that comment upset me for a long time.

PUPILS AGE

14 YEARS

SELF-REFLECTION QUESTIONS

Teachers will use these questions when analyzing the case/ the story with pupils: in fact, teachers invite pupils to reflect on how they would react, what the character felt, what measures they would take if they witnessed such an event, etc.

How can parents help and keep their children safe on the internet?

Parents can support their children by helping them be responsible digital citizens. For example, being supportive of others and not posting comments. They can advise their children by teaching them never to share personal information or passwords with anyone.

They can talk to them about their online life, and monitoring their internet usage.

NON-FORMAL GROUP ACTIVITIES

ACTIVITY-1: Cyberbullying: ctrl+ alt + delete

The goal of the exercise: To raise awareness about what cyberbullying is, in order to understand the different aspects of the problem; To experience and reflect on the individual consequences (especially psychological) caused by cyberbullying; To develop critical thinking on cyberbullying, to prevent and take action against it at different levels (personal, community, national).

Age of the participants: 14+

Number of participants: *at least 5*

Duration of the exercise: *at least 20 minutes*

Materials: A4 *paper sheets, markers, post-its, pens, scissors, thread, glue, a laptop.*

Step by step

Introduction: 5 minutes

"Cyberbullying: Ctrl + Alt + Delete" is a role-playing activity. There are two different stories on cyberbullying. In each story, we have a "victim" and at least one "cyberbully". The facilitator gives each participant a paper with a role was written on it, a white sheet with the name of their

character (it would be better to draw a screen on the sheet because it symbolizes the screen of a computer, a smartphone, a tablet) and the picture of the character (pictures can be random, and can be found online).

Role Plays for the activity:

Situation A

A. You are Hannah, a 14 years old girl. You have posted some photos on Facebook and you have received sarcastic comments and insults regarding your weight and your skin color (your mother comes from India).

B. You are Samantha, a 14 years old girl. You have posted abusive comments on Hannah's Facebook photos because of her weight and her skin color (her mother comes from India).

INSTRUCTIONS: you are a cyberbully. You have to put the post-its with your comments on your victim or write them directly on the sheet she has in front of her as fast as possible, to simulate real-life scenarios.

Procedure: 8 minutes

Participants read their paper, but they are not allowed to show it to others. After reading, they put the sheet with the name around their neck and they start acting. The cyberbullies have to search for their victims and start quickly harassing them using post-its (attaching them to the body of the victim) or writing directly on the sheet of their victims. The victims are free to react as they want.

Debriefing: 7 minutes

After few minutes, the facilitator stops the activity, gets the participants out of their roles, and makes a circle with all the participants, creating a reflection group. The facilitator guides the debate through questions both for the victims and the bullies, especially based on how they felt, what they thought cyberbullying is, and how they can act against it.

The facilitator, who leads the debriefing, can ask the participants the following questions:

- How did you feel?
- Was it difficult to be a victim/a bully? If yes, why?
- Can you think of times in your life when you or someone you know was affected by cyberbullying?
- What does it mean to be a bystander (watching someone being bullied without doing anything to stop it)?
- Why are some people, bystanders? Why do people prefer not to intervene?
- What should ordinary citizens do in order to act against cyberbullying rather than to be bystanders?

After the reflection group, the facilitator says that the stories of the victims are inspired by real events, and gives a definition of cyberbullying.

ACTIVITY-2: Irreversible

Goals of the exercise: a reflection on the participants regarding the bio-psychological impact of domestic violence on the victims.

Age of the participants: *13 to 17*

Number of participants: *15 to 25*

Duration of the exercise: *20 minutes (may vary depending on the debate produced)*

Step by step

At the very beginning give all of the participants a copy of the Letter of Rights.

It is requested that the various rights be read aloud by the participants and in the end, we ask for opinions about the rights.

Then, everyone is asked to crumple the Letter as much as possible.

When everyone has their papers well wrinkled, they are asked to roll them out and try to put them in the initial format.

Encourage a debate with questions about the bio-psycho-physiological impact of violence on the victims.

Letter of Rights
- If you are in an abusive relationship, you need to know you have rights:
- I have the right to be myself.
- I have the right to put myself first.
- I have the right to be safe.
- I have the right to be treated with respect.
- I have the right to love and be loved.
- I have the right not to be perfect in all I do.
- I have the right to feel revolted and to protest when I am treated unfairly or abusively by anyone.
- I have the right to my privacy.
- I have the right to have opinions, to express them, and to be taken seriously.
- I have the right to earn and control my money.
- I have the right to ask questions about everything that affects my life.
- I have the right to make decisions that affect my life.
- I have the right to grow, to develop myself, and to change.
- I have the right to say no!
- I have the right to make mistakes.
- I have the right not to take responsibility for the problems of others.
- I have the right to CONTROL MY LIFE AND TO CHANGE IT IF I'M NOT SATISFIED WITH IT!

Debriefing:

- Questions that can be addressed at first (after reading Letter of Rights)
- Do all people have access to these rights?
- If not, what are the rights that they can not access so easily?
- What can cause the absence of the exercise of these rights? Examples?
- Questions that can be put in the second moment
- Did you get the sheet back to the initial shape? Why?
- How can the crumpled paper be related to domestic violence?
- Do victims of domestic violence manage to completely overcome the ill-treatment they have suffered?
- What kinds of consequences do domestic violence pose to the victim?
- And for the children, are there any consequences? Which?

ACTIVITY-3: Handling conflicts

The goal of the exercise: To show different types of solving problems, different ways of handling a conflict situation. Through examples of everyday life, the participants should show how they would react in a particular situation and at the same time what the other participants think about that reaction.

Age of the participants: *14-17 years old*

Number of the participants: *18*

Duration of the exercise: *1 hour*

Materials: *none*

Step by step

Divide the group into 3 smaller groups with 6 members in each group. Every group will get one paper in which is written the conflict situation. The groups should make theater according to the conflict situation they got on the paper and then they should present a solution they came up with within the group. After each theater play, the other two groups are evaluating the solutions and share how they would react if they were in their position.

Type of scenes

- Bulling
- Fighting
- Making jokes in front of the other pupils

Debriefing:

- What do you think about this game?
- Did you learn something? If yes, what?
- Was it easier for you to come up with a solution in a group? Why?
- In a conflict situation, do we usually react as we think we would?

ACTIVITY-4: How do you feel?

Goals of the exercise: To show how easy it is to misunderstand what people are feeling by just looking at their body language and facial expressions, and how easy it can be to hide true feelings.

Age of the participants: *13+*

Number of participants: *any*

Duration of the exercise: *20 minutes*

Materials: *large jar or container, felt pens, papers*

Step by step

Ask participants to think of as many words as they can that describe feelings and emotions, both positive and negative.

Cut up the words into individual slips of paper and put them in the jar or container.

Ask participants to pick from the jar and mime the word on the paper. The group then has to guess what feeling or emotion is being mimed.

Debriefing:

- Was it difficult for you to guess the feeling or emotion?
- Do you think you can easily guess someone's feelings by just looking at his/her body language?
- Is it easy/hard for you to hide your feelings?
- Why do you usually try to hide your feelings from other people?

ACTIVITY 5: Handling conflicts

The goal of the exercise: To show different types of solving problems, different ways of handling a conflict situation. Through examples of everyday life, the participants should show how they would react in a particular situation and at the same time what the other participants think about that reaction.

Age of the participants: *14-17 years old*

Number of the participants: *18*

Duration of the exercise: *1 hour*

Materials: *none*

Step by step

Divide the group into 3 smaller groups with 6 members in each group. Every group will get one paper in which is written the conflict situation. The groups should make theater according to the conflict situation they got on the paper and then they should present a solution they came up with within the group.

After each theater play, the other two groups are evaluating the solutions and share how they would react if they were in their position.
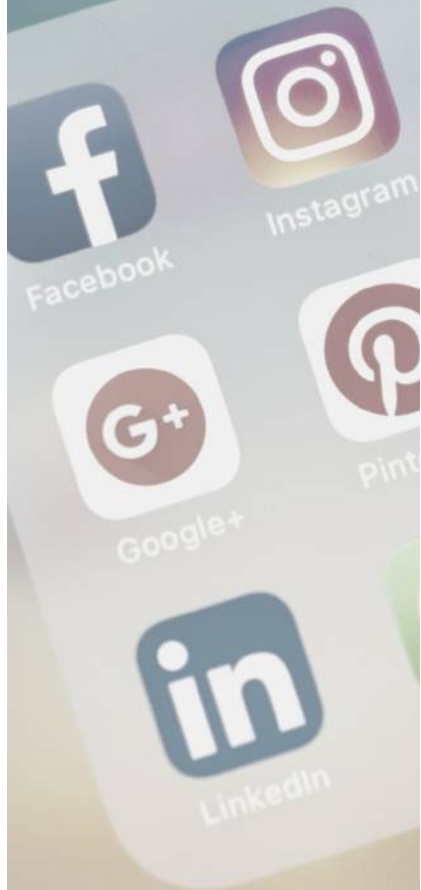
Type of scenes

- Bulling
- Fighting

• Making jokes in front of the other pupils

Debriefing:

• What do you think about this game?
• Did you learn something? If yes, what?
• Was it easier for you to come up with a solution in a group? Why?
• In a conflict situation, do we usually react as we think we would?

Mum, how much time do I have left to be with God?

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STORY DESCRIPTION

"Juan Pablo is 12 years old and he has been bullied at school since he was 4 years old, but members of staff from his school say that it is impossible that children at that age can bully someone. Juan Pablo has been scratched, pushed, kicked, cut, and bitten. Also, they hit him once with a pencil case and he lost one of his teeth. A few weeks ago, he told his mum he didn't want to go to school anymore because he wasn't ready to fight. His mum felt terribly sad when she heard her son saying: Mum, how much time do I have left to be with God?

Juan Pablo has been attacked on social media networks and he constantly receives messages from children from his classroom calling his names. His mum is desperately trying to find help as the school seems not to do anything to help his son. She had a few meetings with the headteacher and she also showed him the evidence which shows how her son is attacked online but the headteacher does not believe it. Juan Pablo does not want to go to school, he does not want to have any kind of social media app as he knows he will be threatened by them and that will make him scared.

PUPILS AGE

14 YEARS

SELF-REFLECTION QUESTIONS

Teachers will use these questions when analyzing the case/ the story with pupils: in fact, teachers invite pupils to reflect on how they would react, what the character felt, what measures they would take if they witnessed such an event, etc.

- How would you help Juan Pablo?
- How would you feel if you were him?
- Do you think Pablo felt lost?
- How can we create a safe environment in our schools?
- How can we, as teachers, encourage children to act against bullying?
- How would you help Juan Pablo´s mum?
- Why do you think that the headmaster did not want to help?

NON-FORMAL GROUP ACTIVITIES

Title: I feel like you do

Objectives:

- To know how children who have been bullied feel. To understand how dangerous it can be not to use social media properly.
- To find solutions that can help children like Juan Pablo.

Age: *12+*
Number of participants: *any*
Duration: *30-60 min*
Materials: *pencils and paper*
Implementation:

A small group of students will represent Juan Pablo´s case. The teacher will assign a few students the roles and they will have to represent the story about Pablo.

After this representation, in small groups, they will discuss the roles shown and they will find possible solutions. For this discussion, the teacher will provide them different questions like:

- How does Pablo feel? Write at least 5 adjectives to describe Pablo´s feelings.
- What would you do if you were the headteacher of this school? is the headteacher acting right? Does he know the truth?
- Do you think Pablo might not be telling the truth to his mum?
- How have you felt being one of them during the representation?

These solutions will be written on a piece of paper and a child who represents the group will share them with the rest of the pupils. Then, they will vote the 5 favorite ones and they will allocate them in a visible place in their classroom e solutions and share how they would react if they were in their position.

When will this situation stop?

8 am, Monday, the alarm is on and I do not want to open my eyes. The weekend ended and I feel lost. I do not know why a 15 years old girl feels like this. I am not hungry, I am nervous and I am eating a piece of cake just because my mum is watching me as she thinks I am very skinny. I prefer to be skinny than fat as it would be worse for me. At 8.45 am, I hear my mum shouting as she thinks I am going to be late. She does not know that I do it on purpose. She believes that the reason why I do not pass my tests is that I do not study as much as I should and that is not true.do it because if I get good marks the punishment from other girls would be worse. I leave my house and I start walking, it is very cold and yesterday it snowed a little bit. I arrive at my school and I go to my class. Everybody is there. There are a few people looking at me and that makes me feel very uncomfortable. I try not to look at them. The first hour ended, my heartbeat is getting very fast and I feel paralyzed. Adriana, Marta, Fátima, and Mónica are talking and laughing, I hope they are not talking about me. I wish I could have some friends and talk to them as well.

The history lesson starts, I like this subject. My phone is ringing which is strange as nobody texts me. Text from Adriana: why are you laughing stupid?. I look at her and she is laughing with her friends. They are coming towards me: What are you doing? Why don't you answer our text? Alvaro told me that Raul texted you last weekend. I feel brave and I say yes...and why is he talking to you? Monica seems very angry as she likes Raúl a lot. I don´t know. I didn't answer his messages. Don´t do it, okay? Are you listening to me? -she said. Everybody is leaving and I am alone in the middle of the classroom. Nobody knows I am here, not even Laura who used to be my friend. I want to cry, why do I have to feel like this? Why is this happening to me?

I am going to the bathroom to wash my face as I feel weak, maybe because I am hungry or maybe because I am scared. I am giving up as nothing will change. I am trying to calm myself down but it is kind of impossible as I am very scared of them. I leave the bathroom and I can see Raúl is around. I have to recognize that I really like him. I am trying to avoid him but he has seen me. He looks at me and smiles. He is walking towards me...Hi, Marina-he says. Hi Raúl-. How are you? I texted you on Saturday but you didn't text me back- I am good thank you and sorry, I didn't notice you messaged me. Raúl is smiling while he is looking at me: oh don´t worry, I just wanted to know if you had plans for the weekend.

Oh no...Fátima is there and she has seen us. I am in trouble...Sorry, Raúl, I have already made plans- Raúl: oh okay maybe another day... let's a message on WhatsApp-he said. I feel so stupid...they are going to hit me because Fátima has seen everything and she is going to tell Mónica.

I am going to the class. They are there, looking at me and they seem very angry. Of course, they know. While we were having maths lessons they have been texting me and calling me names.

Now, it is time for PE and I am running to be the first one there as I don´t want to be alone in the changing room. I am sitting here waiting for the teacher and they have already hit me with a ball. Mónica and her friends are insulting me and nobody is helping me. I feel very lonely as always. I go to the toilet as I feel very sick. The teacher is there asking if I am ok. I think he knows what is going on but I am not going to tell him yes, I am fine. I feel a little bit dizzy that's all.- Marina, I am here if you need anything okay?- I am fine honestly- Okay...return to the class when you feel better. I feel so bad as he can help me but I am scared of telling him everything...I am going to stay here, I feel safe.

After the class, Mónica and her friends went to the toilet and they found me there. She started to push me and hit me so badly. She pulled my hair. She kicked me and the only thing I could do was close my eyes and tried to protect my face with my hands. She took my bag and threw all of my books and broke them. Finally, she put my bag into the toilet.

-You are an asshole and I promise you, you will pay for this. Do not go close to Raúl again.

It took me 5 minutes to start crying. I was shocked. When is this situation going to end? I am sure, as soon as I get home they will message me and post nasty things on Instagram about me. I hate this situation. It is Monday and there are 4 more days feeling like this...

PUPILS AGE

15 YEARS

SELF-REFLECTION QUESTIONS

- Could you mention some of the feelings that this girl is having?
- How would you feel if you were Marinar?
- Why do you think she does not want her mum to know?
- Would you tell your teacher if you were having a problem like this?
- Have you ever felt lonely like Marina?
- Have you received/seen nasty messages on your phone, social media, etc?
- If you were in her class and you see her going through this, would you help her?

NON-FORMAL GROUP ACTIVITIES

Title: Positive letters

Objectives:

- To encourage students to help others.
- To detect signs of bullying
- To know the effects of being bullied at school and online

- To improve communication skills by working in groups.

Age: *12+*

Number of participants: *any*

Duration: *30-60 min*

Materials: *pencil, paper, and basket*

Implementation:

Everyone is going to have a few minutes to think about this situation and they are going to pretend to be one of the students in this class. The teacher provides them a few minutes to think about Marina and her situation and while they are thinking, the teacher will help them to reflect through these questions:

- Does Marina deserve to be treated like that?
- Is she doing something wrong talking to Raúl?
- If you were in love with Raúl and you see her talking to him, would you react like those girls?
- Have you ever received threats on your phone?
- Would you protect Marina from those girls?
- Would you tell your teacher?

After a brief reflection, they will have to write a letter to this girl trying to offer her some help. We will put all of the letters into a basket and we will choose 3 of them. The teacher will read them and put them into a folder called "positive vibes".

Finally, all of the pupils will make a letterbox and pupils will have the option of writing nice letters or messages to someone from the class. At the end of the week, the teacher will give the letter to the receiver. All of them will be anonymous.

A superhero story

When Javier was born, he suffered three cerebral strokes. Doctors told his parents that they had to be prepared for the worst situation as they were sure he wouldn't survive. However, Javier fought and they told his parents he would probably be in a wheelchair for the rest of his life.

He had difficult surgeries and when he turned 4, he started to walk but he needed another surgery. When he was 6 years old, he had another one and he had to be hospitalized as he had a really bad hemorrhage. He attends a special needs school and he gets really good marks without any specific measures. As a child, he is strong, funny and he loves computers. His hobby is watching action films.

Even though he has this strong personality, he also has bad days. Maybe because another student calls him names, or because he can't play football like the rest of them. His parents contacted Enrique, from AEPAE, to help their son to feel better about himself and to be more confident. They wanted him to have strategies to face his problems in the future.

Javier is 12 years old now and he is starting secondary school. He has been in love and he has had a love disappointment. During his childhood, Javier suffered bullying for years. They used to call him names all the time and he felt very small and lonely. He never had a phone but one of his friends used to bring one to school and he showed him funny pictures with insults and Javier´s name on them. Apparently, students from his class sent them to other students to laugh at him.

Today is a strong boy who can defend himself from any situation.

PUPILS AGE:

12 YEARS

SELF-REFLECTION QUESTIONS

- How would you help Javier if you were in his class?
- If Javier is having a bad day and you see him alone because he can't play with others? What would you do?
- Sometimes, secondary school can be hard for some students and some of them can be cruel to others. One day you hear a student calling Javier names, what would it be your reaction? Would you do something to help him? Would you tell the teacher?

NON-FORMAL GROUP ACTIVITIES

Title: How do you feel?

Objectives:

- To know people's feeling
- To know about online hate speech.
- To encourage them to treat people right.
- To improve their communication skills by working in groups.

Age: 15+
Number of participants: *any*
Duration: *30-60 min*
Materials: *cards with messages, paper, pens, pencils, colors...*
Implementation:

In small groups, they will have a look at some cards pretending they are texts sent by phone. Each card will have different texts related to online hate speech and nice messages.

The teacher provides one to all of the students. They will have a few minutes to look at the card and think about it.

Together, they will have to discuss how they would feel if they received a text like that. The teacher will invite each of them to read the cards and every pupil will have to say an adjective that describes how the message made him/her feel.

In the end, they will be relocated to different groups and they will have to make slogans showing negative online messages and positive. When this is done, they will put them around the school to encourage other pupils about the importance of using a good way of talking online.

Martín´s case

STORY DESCRIPTION

Martín has been suffering bullying since he was little. He didn't like playing football and some children used to call him ´girl because of this reason. When Martin turned 13, he started to think that he was different. He had imaginary friends and he felt listened to when he told them. Martin thought about giving up and left this life but he couldn't do that to his parents. Also, he thought about changing his personality and started to be a "cool" boy.

Another student has been watching Martín for a while and he started to feel very sorry for Martin. He has seen how others insult them and push them. They started to send pictures of Martin to other friends to laugh at him. They also sent Martín text messages threatening him. Jaime, another boy from their class, is the coolest guy in the school. He thinks he is the best and he treats people so badly, especially Martin. Yesterday, Jaime and his friends attacked him and pulled his pants off. This student had enough watching them and he is going to do something. One day, they were calling Martin names and this student stood up and stopped them. They stopped insulting them. Martin looked at him smiling and feeling safe.

Martin does not only suffer bullying at school. The situation at home doesn't help him. His dad thinks he could be the leader of his class. He thinks he is weak and too girly to be accepted at school. His dad thinks that it is his mom's problem who has been always protecting him. She made him "too girly".

His mum notices that Martin is very sad and she has been talking to his teacher to stop this situation. Martin showed his mum his bruises and she took him to see the doctor straight away. After, they went to the school to talk to the head of the teacher. His mom found out that the school didn't do anything to help Martin so she decided to wait until the end of the academic year to change him to a different school.

PUPILS AGE   13 YEARS

SELF-REFLECTION QUESTIONS

- How does Martin feel?
- Is it fair to be treated like that?
- Would you react like the student did if you see a similar situation?
- Why do you think about Martin's dad's reaction?
- Would you propose solutions to your teacher to help Martin and avoid him going to a different school?

Title: We are connected

Objectives:

- To make students feel like they are not alone
- To improve their relationship
- To encourage them to be united as a group.

Age: 12+

Number of participants: *any*

Duration: *30-60 min*

Materials: *pencils, color papers, glue, scissors*

Implementation:

The teacher will provide them different strips and he/she will ask them to write what they do to help make their school a safer place for their friends and he/she will also ask students to write a quality that makes them unique and proud of who they are as individuals and as a friend.

Later, with the teacher's help, they will put the strips together, resulting in one long, connected chain that represents the power of uniting for a common cause. Teachers can add strips from other classrooms to make the union or chain bigger and stronger.

As a message, teachers can use:

-Our message is stronger when together we make a difference.

Even though everyone is different, we all are part of the same community.

Koizora, a drama full of love

Nowadays, people talk a lot about bullying, but it seems like nobody knows what bullying means at my school. Even the head of teachers agrees that there aren't cases in our classrooms at all. I think they hide things from teachers and we don't know the protocol when a child is being bullied by others. They think it is a game.

Last week, I realized that something was going on in my class. I prepare a game to get to know each other. It was Masako´s turn and I noticed there was a strange feeling between my students. Masako is a strong student, with dark hair and brown eyes. She explained to the class that she moved to Spain from Japan when she was 2 years and she had a younger brother. Jaime asked her about the meaning of her name and she said "true daughter". Japanese parents sometimes pick that name to a big sister as they consider them responsible for looking after their brothers. Jaime, in an arrogant tone, said: so, you are good then, aren't you?

After a few days, I observed that Masako was always alone. At the playground, she walked around without friends. She used to sit in a place where nobody goes to read her book. I went to see how she was and I asked: Hi Masako, how are you? What are you reading? She said she was reading a book called Koizora about a love story. Suddenly, she said: I feel safe here. That shocked me and I asked why she was feeling unsafe. She told me that she has been bullied for 3 years. She was scared of joining groups as they were going to call her names. The last thing they said is that she couldn't be close to them as she was going to pass them the coronavirus. After that conversation, I decided to ring her mum and had a meeting with her. She confirmed the situation of her daughter and Masako´s family had a few meetings at the school and they didn't pay too much attention. The head of teachers told her mum that Masako had to make an effort to make friends and it was her decision to decide to spend time with her books. Masako was receiving online threats from other pupils and they also posted nasty pictures of her on social media networks.

I went to talk to the headmaster after that meeting with Masako´s mum and I upset him. He said it was my first year at that school and I had to learn how to relativize some situations. He was sure we didn't have cases of bullying at school and Masako was the only problem. I left feeling very angry. I couldn't believe what he just said and I promised myself that I would do anything to help this girl.

I told my colleague Cristina everything, she is very nice and supportive. She told me that last year there was a student called Martin who was bullied by Jaime and his friends. All of them are my students now.

The next day, I had a conversation with each student and they agreed and told me everything about Jaime and his friends. They said all of them called Masako names for a long time and nobody has helped her yet. I had a big argument with the headmaster. He will probably fail me but I assure him that I will report this case and the school will be investigated

PUPILS AGE

14 YEARS

SELF-REFLECTION QUESTIONS

- How is Masako feeling?
- Do you think the rest of the students are scared of Jaime and his friends?
- How is the teacher feel?
- What do you think about the headmaster? Is he being fair and supportive?
- Would you tell your teacher if you know what is happening in your classroom?
- Can you think about possible solutions for this problem?

NON-FORMAL GROUP ACTIVITIES

Title: How do they feel?

Objectives:
- To compare and contrast different kinds of online-only friendships.
- To detect online hate speech
- To know other people's feeling
- To find possible solutions as a group.

Age: *12+*

Number of participants: *any*

Duration: *30-60 min*

Materials: *pencils, paper, silhouettes of characters*

Implementation:

The students will be split up into 5 groups and they will have to analyze the following character of this story:

- Martin, or Student, or Jaime and his friend, or Martin´s dad, or Martin´s mum

In the middle of the classroom, the teacher can put 5 silhouettes (Masako, the teacher, the headmaster, Jamie, and his friend, and the rest of the students).

Every student should think about those characters and write adjectives that can describe each of them.

In the end, they will have to agree on some solutions for this case and reflects using the following questions:

- Have you ever felt like them before?
- What would you do if you were Masako?
- Have you ever met someone like Jaime and his friends?
- Why do you think Jaime acts like that?

Useful information for kids

In Lithuania:

„JAUNIMO LINIJA"
Budi savanoriai konsultantai
+370 800 28888
www.jaunimolinija.lt/internetas

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www.vaikulinija.lt

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Useful information for kids

In Spain:

INFOACOSO

https://infoacoso.es/telefonos-de-ayuda/
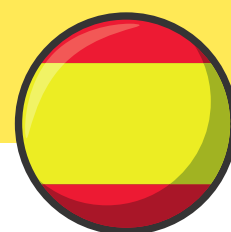
AEPAE
The Spanish Association for the Prevention of School Harassment

+370 800 77277

NACE
No to School Bullying Association

https://www.noalacoso.org

ANAR Foundation
(helps children and adolescents at risk)

https://www.anar.org

AEPD
Spanish Agency for Data Protection
https://secureprivacy.ai/spanish-aepd-cookie-guidelines/

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915 889 522- 915 889 555

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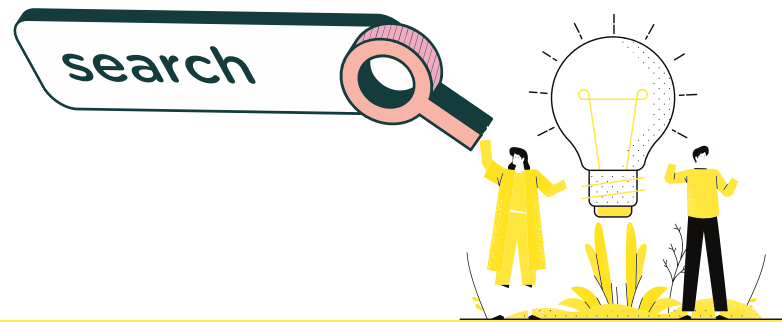
Useful information for kids

In Turkey:

YOUTH SUPPORT LINE

0850 455 00 70
www.geclikdestekhatti.org.tr

INTERNET HELP CENTER
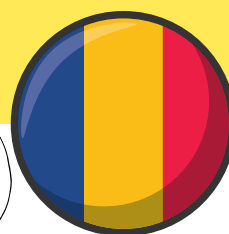https://www.internetyardim.or
g.tr/siber-zorbalik

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In Romania:

CHILD HELPLINE
Telephone : 116 111
Email:
telefonulcopilului@telefonulcopilului.ro
http://www.telefonulcopilului.ro/acasa

UNICEF ROMANIA

Telephone: +40 21 201 7853
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https://www.unicef.org/romania/ro

SAVE THE CHILDREN ROMANIA
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https://www.salvaticopiii.ro/

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