



Erasmus+



Intellectual output IO4:

Toolkit for interventions and counselling in cyberbullying and online hate speech cases for social workers, teachers, youth workers and parents

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**Awareness and
Preventions Skills
on Cyberbullying
and Online Hate
Speech for
schools' children**





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Project:

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

(CYBERAWARE, No. 2020-1-LT01-KA201-077819)

INTRODUCTION

This output describes particular examples or case studies of cyberbullying and online hate speech. For each case, there are guidelines for effective and creative methods or activities for teachers, social workers, youth workers or parents to do with children and youth, during a cyberbullying awareness and therapy workshop.

There are also provided questions and guidelines for individual intervention and counselling.

This output also contains tips on how is appropriate for teachers, social workers, youth workers or parents to react when they hear or deal with particular cyberbullying incidents. They received suggestions on how to encourage youth and children to talk about their experience.

TITLE OF THE WORKSHOP: Roles and reactions in cyberbullying

Objectives:

1. Increase students' understanding about the role of bystanders in cyberbullying situations.
2. Help student to discover a problem-solving approach to dealing with cyberbullying and appropriate reactions of all parts involved.
3. Increase the awareness of students on the effects of cyberbullying on the victim.

DESCRIPTION OF CASE STUDY 1:

Kyle knew that Jack didn't like him. Jack hadn't liked him since first grade. But now that they're in middle school, things are getting completely out of hand. What started with dirty looks and snickering has turned into nasty emails, mean texts, and online rumors. Earlier today, Kyle found out about a Facebook page called "Kyle Cheats" where Jack and his friends were posting lies about Kyle cheating in class and on the soccer field. Kyle can't ignore this anymore. (Case from KidsHelp.org).

Tips and suggestions for teachers, social workers, youth workers:

1. Listen to the victim's problems calmly and respond thoughtfully

You should listen patiently to the troubles of Kyle and come up with constructive solutions to tackle his problems. Two cyberbullying cases are the same, and there is no magic solution or approach when looking for a response to a troubled student who has been cyberbullied.

Let the student know that he can safely share his experience with you, by calmly listen and encourage him to talk. Be supportive of his perspectives, and make thoughtful responses after carefully thinking about his problems. You can do a little bit of research on your own through the internet, talk your colleagues or a counsellor, and make sure to come up with good solutions to his problems and not misguide him.

2. Help cyberbullied victim re-integrate in with their classmates

It is very important to help Kyle re-integrate himself into his class and to make him feel safe during lessons. Usually, social anxieties, self-loathing, depression, etc., cause anti-social behaviour among the cyberbullied victims. Being re-integrated among his classmates makes Kyle more confident and friendly. After being re-integrated, Kyle can, in turn, help other victims in the future. This encourages positive behaviour among students and negates the effect of cyberbullying to a minimum.

3. Act as a bridge between parents, students, and school authorities

As a teacher, you can bridge the gap in communication between parents, students, and school authorities. In Kyle and Jack situation, you need to consult the parents and if the case the school authorities, in order to make plans and strategies to reduce any negative online activities. It is important to involve and to consult parents regularly about their child's online presence, so that to prevent negative online behaviours or being victims of cyberbullying.

Activity 1: Everyone can do something to make the situation better

Description:

Teacher asks students think on the situation of Kyle and Jack. Then, he/ she split the group in three (at least 5 participants/ group). Each group has to prepare two role plays, as following:

1. Group 1 is focusing on Kyle, playing first What could Kyle do that would make the situation worse?, and second What could Kyle do that would make the situation better?
2. Group 2 is focusing on Jack playing first What could Jack do that would make the situation worse?, and second What could Jack do that would make the situation better?
3. Group 3 is focusing on Jack playing first What could Jack do that would make the situation worse?, and second What could Jack do that would make the situation better?

Teacher gives the students about 10 minutes to create the strategy for the two role plays. Then, each group is invited to present their role plays for 10 minutes (5 minutes/ role play).

Debriefing questions:

- How did you feel?
- What are the solutions to make the situation better?
- What solution is the most appropriate or easier to be applied?

Duration: 50 minutes

Materials needed: pens, paper

Activity 2: Anonymous cyberbullying poll

Description:

Teacher gives students post-its of different colours and asks them to respond to the following questions and to put them to the corresponding bowl:

- Have you ever been a victim of cyberbullying? Please shortly describe the situation.
- When you have been victim of cyberbullying or bystander, how did you react, what have you done?
- What do you recommend to do about cyberbullies?

Teacher reads the post-its together with students and discuss the situations with them.

Duration: 50 minutes

Materials needed: pens, post-its of different colours, bowls

DESCRIPTION OF CASE STUDY 2:

Michael's speech, language and motor skills development led to him receiving special education services from pre-school through the fourth grade. Michael's academic and physical struggles made him the regular target of a particular bully at school between the fifth and seventh grade. But, a fight between Michael and Lucas, who has been his bully all that time not only ended the harassment at school, but led to a supposed friendship for 2 years.

However, after Michael shared an embarrassing personal story, his friend returned to being a bully and used the information to start a rumour that Michael was gay. The taunting continued for some months, although Michael thought that he had struck a friendship with a pretty, popular girl through Whatsapp. Instead, he later learned that the girl and her friends, including Lucas, thought it would be funny to make Michael think the girl liked him and use it to have him share more personally embarrassing material—which was copied and pasted into Whatsapp exchanges with her friends.

Tips and suggestions for parents:

1. It is very important for parents to not overreact, but to get them to stop the cyberbullying. Michael parents should talk to him, get all the facts and consider probing further in their devices and accounts. Look for underlying issues and problems that might be affecting your child. In Luca's case, even though he is engaged in bullying, he is not only "a cyberbully." The best way to help children improve is education, communication and caring – not labels.
2. Because cyberbullying usually involve a loss of dignity or control over a social situation, involving the victim, in this case, Michael, in finding solutions helps him regain that. Also, children understand their situation and context better than parents ever can, and their perspective is key to getting to the bottom of the situation and working out a solution. The child needs to be part of the solution.
3. When parents react rashly, they can make things worse for their children. The marginalization can get worse, if your child's colleagues find out about, which is why any

response needs to be well thought. What helps Michael the most is to be heard and when a child come for help, it is very important to respond thoughtfully and involve them. Just by being heard respectfully, a child is often well on the way to healing.

4. Your focus as parents should not be the punishment of the cyberbullies. Remember that they are also children. The best focus for resolving the problem and helping Michael is his restored self-respect and greater resilience. What a child needs most is to regain a sense of dignity. Sometimes that means standing up to the bully, sometimes not. Together, you and your child can figure out how to get there.

Activity 1: Unplugging the Cyberbullies

After talking about cyberbullying and how to handle it effectively, teacher gives students the following instructions: To help students your age who may be in situations like Michael's, we're going to create a four-part brochure on cyberbullying. You will work in small groups of 4-5 persons. Be sure to include:

- A catchy anti-cyberbullying brochure title or slogan.
- The basics about what cyberbullying is.
- The different forms cyberbullying can take.
- Steps for dealing with cyberbullies, including going to school staff who can offer help.

As a class, we'll take the best elements of all the groups' brochures, develop a class cyberbullying brochure, and post them around the school.

Debriefing questions:

- Did you enjoy the activity?
- Do you think your brochure is useful?
- Do you think Michael would have been more cautious if he had read such a brochure before?

Duration: 45 minutes

Materials needed: markers, 8x11¹/₂ paper folded in half horizontally for brochures, pens, coloured pencils

Activity 2: Greatest Anti-Cyberbullying Hero

Teacher starts a discussion in a larger group (or divide into smaller groups with one leader in each group) presenting the following questions for discussion:

- 1. What is a bystander?, Are the friends of Lucas and the girl bystanders?*
- 2. Do you think bystanders can be neutral when they see others being cyberbullied?*
- 3. How do you feel when you see others cyberbullied? What do you usually do?*
- 4. What are some things bystanders can do to stop cyberbullying in their schools?*

In the second part, teacher divides the participants into groups of 8-10 people. Give each group a box of arts & crafts supplies and a large sheet or paper (dimension A0). The job of students is to draw “The Anti-Cyberbullying Hero” or someone that can “STOP CYBERBULLYING 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 super hero against cyberbullying. 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. Teacher asks groups to share their person and some of their characteristics in the larger group for 5 minutes.

Duration: 50-60 minutes

Materials needed: large sheets or paper (dimension A0), arts and crafts supplies

References:

<https://classroom.kidshealth.org/classroom/6to8/problems/emotions/cyberbullying.pdf>

<https://troubledteens.com/troubled-teen-blog/teachers-can-stop-cyberbullying/>

https://4-h.ca.uky.edu/files/stc11_bullying_program.doc_1.pdf

<https://www.connectsafely.org/cyberbullying/>

TITLE OF THE WORKSHOP: Stop cyberbullying in class

Objectives:

1. Increase students' knowledge about cyberbullying, its negative effect;
2. Increase bullied students' self-confidence;
3. Reduce cyberbullying cases in class.

DESCRIPTION OF CASE STUDY 1:

Maria told to teacher about her problem. Her classmates are constantly writing to her messages and the most unpleasant thing for her is that those messages are very mocking, e.g. "So what are you doing, you fat pig?". It's prevents girl from concentrating and learning well. She does not collaborate with these classmates, but also do not know how to stop them.

Tips and suggestions for teachers, social workers, youth workers or parents:

A) Tips for teachers:

1. Store bullying evidences.

It is important to preserve evidence of on going cyberbullying, preferably with both electronic and hard copies of the evidence. Maria must do print screens of these abuse messages. School staff may need to instruct parents and student on how to copy and save these messages.

2. Inform the Maria and her parents about possible solutions to the problem, organizations that can be contacted.
3. Give the Maria opportunity to receive emotional or psychological help, for example, offer to contact a psychologist working at the school, call the emotional support services.

B) Tips for parents:

The Internet and other information technologies are tools for children's socialization. Through them, children send e-mails, create messages on their websites, share experiences on blogs, actively participate in discussions in chat rooms and speak on forums. Unfortunately, children can not only gain useful and interesting experiences, but also face unpleasant situations.

The following are recommendations to help parents better understand their children's behaviour in cyberspace and how they can help children if they are exposed to cyberbullying.

Activity 1: Round table discussions with our students our knowledge of cyber-bullying

Description:

Teacher and students sits in a circle. Teacher asks students to talk about their knowledge of cyberbullying, maybe they had experience cyberbullying or maybe they bullied themselves?

Duration: 20 minutes

Materials needed: Cheers

Activity 2: Write a Self-Compassion Letter

Description:

Teacher explains students the following instructions: Everybody has something about themselves that they don't like; something that causes them to feel shame, to feel insecure, or not "good enough."

Write a letter to yourself about this issue from a place of acceptance and compassion. So, try to write out something kind to yourself, talking to yourself like you're a child or someone in need of kindness. Here is a self-compassion exercise that can help you build this skill.

Time for writing letter – 10 minutes.

After teacher starts discussions:

1. Was it hard to write this kind of letter?
2. Was it hard to feel compassion for yourself?
3. How your feelings changed while writing this kind of letter?

Duration: 20 minutes

Materials needed: Paper, pens

Activity 3: Forum theatre

Description:

Teacher divides students into small groups (3-5 people).

Each group choose one topic from the list:

Topics for performance:

1. I can't imagine a social network without bullying.
2. People talk a lot about cyberbullying in schools, but no concrete results.
3. Bullying and violence harden a child and prepare him or her for later life.
4. Cyberbullying is a form of communication.
5. Cyberbullying is part of the culture being shaped by television and the internet.

Each group must play a situation according to a chosen topic.

After the activity, teacher starts discussions with students:

1. What happened in these stories?
2. What is such behaviour called?

3. Who encouraged bullying in the stories? In what ways did others make fun of the bullied?
4. How does a bullied child feel when others make fun of him? How do you feel when no one supports, not one make friendship?
5. Have you ever felt this way? If so, tell us more about it.
6. What consequences did the bullying have on the child's life?
7. Is it difficult to be different? (Maybe it scares those around you? ..)
8. Who can stop bullying in the stories? Who can help? How did you can help him?
9. Who would you ask for help if you were in the bullied place?
10. How would you help a child that others laugh at / don't make friends with / abuse?
11. What did this situation help the bullied to learn?
12. What has these stories taught us about friendly relationships?
13. Why is it important to be friendly (respectful to others, sensitive, conscious...)?

Duration: 50 min

Materials needed: Paper, pens, coloured pencils, and scissors.

DESCRIPTION OF CASE STUDY 2:

The school students' basketball team lost the finals to their rivals, a team from a prestigious city gymnasium. Representatives of the school administration, teachers, parents are happy with the second place won by the students' basketball team, they are proud of their students and how they make the name of the school great. However, a group of anonymous individuals appeared among the students. They negatively comment on the second place win on the school's website, belittling and humiliating the work done by team members, making fun of players by putting negative social labels on them. Meanwhile, another group of students who support the basketball team stood up to defend it in the online space and began to nickname bully with the scariest words and phrases. Over time, groups of students at the opposing school have moved away

from the basketball team and are pouring out anger at each other in the online space, threatening retaliation and violence.

Tips and suggestions for teachers, social workers, youth workers or parents:

A) Tips for teachers:

1. Store bullying evidences’.

It is important to preserve evidence of ongoing cyberbullying, preferably with both electronic and hard copies of the evidence. Teachers and students must do print screens of these abuse messages. School staff may need to instruct parents and student on how to copy and save these messages.

2. Inform the students' basketball team members about possible solutions to the problem, organizations that can be contacted.

3. Give the students' basketball team members opportunity to receive emotional, legal or psychological help, for example, offer to contact a psychologist, lawyer, working at the school, call the emotional and legal aid support services.

B) Tips for parents:

The Internet and other information technologies are tools for children’s socialization. Through them, children send e-mails, create messages on their websites, share experiences on blogs, actively participate in discussions in chat rooms and speak on forums. Unfortunately, children can not only gain useful and interesting experiences, but also face unpleasant situations.

The following are recommendations to help parents better understand their children’s behaviour in cyberspace and how they can help children if they are exposed to cyberbullying.

Activity 1: Collage from photos on Bullying prevention topic

Description:

Students work in groups of three people. Each group uses a phone to create a collage of photos that show that winning second place is a fantastic achievement and worthy of pride. Students take photos in their immediate social environment. It then performs the layout work and the resulting end result can be no more than three words to help reinforce the information conveyed by the image. The work of all students is then reviewed and discussed by the students in the whole class. The discussion takes place by emphasizing that this is a unique form or means of preventing electronic bullying.

Duration: 60 – 90 minutes

Materials needed: mobile phone, internet connection, computer, projector, A4 paper, pens.

Activity 2: The opinion is binding: legal responsibility for online comments

Description:

Teacher establishes a meeting with a legal advisor who will explain in detail the training that modern technology provides an opportunity for anyone to become a widely heard disseminator of information. The Internet reaches an even larger readership than traditional newspapers.

However, these possibilities are binding. Comments on social networks or news sites can be considered not only biased or false information, but also offensive. Such comments may violate the rights to honour and dignity, reputation and prestige of others. Thus, before expressing an attitude online and pressing the send button, students should know the limits of legal responsibility for public speaking online.

During the meeting, the students will ask their questions, the counsellor will give real examples and together with the students they will find out what punishment was



imposed on the perpetrators and when the online bullying situation could be avoided and the subsequent punishment for it.

Duration: 45 min.

Materials needed: computer, projector, sound system.

References:

<https://www.verywellfamily.com/how-to-prevent-cyberbullying-5113808>

<https://www.stopbullying.gov/cyberbullying/prevention>

<https://www.endcyberbullying.net/preventing-cyberbullying>

<https://www.teachthought.com/technology/7-ways-to-prevent-cyberbullying/>

TITLE FOR COUNSELLING INTERVENTIONS: Dangerous video and photos

Objectives:

- To know what “Dangerous pictures” means.
- Know how to protect yourself from this kind of cyberbullying “Dangerous video and photos”.
- Be aware of the illegality and subtleties of this action.

DESCRIPTION OF CASE STUDY 1:

Filming, photographing and uploading various situations with a young man on the internet. Children could be filmed in uncomfortable situations, for example poorly performing tasks in PE classes, acts of violence against the child could be filmed and uploaded on the internet as well.

Case: *Karolina, 17 years old teen girl, who has special educational needs. Since the first grade she didn't have a lot of friends and wasn't popular, because she did badly in school. In the 7th grade behavioural problems began, because she wanted to find new friends and to become popular so she started hanging out with students who had bad behaviour and did bad things.*

Her parents tried to divert her attention to positive activities like sports.

One evening one of her sports friends offered her to go to the beach and have a nice time. At the beach she was offered alcohol, once she tried it she felt bad and fell asleep, because it was her first time. „Friends“ took a video of her acting weird and posted it on social media and sent it to other friends. The video was spread throughout the city.

Tips and suggestions for teachers, social workers, youth workers or parents:

When a child is insulted in cyberspace, thus in public, in front of others, it can cause fear and shame for him.

For example: various swear words are written on the social network profile, the child is publicly called names;

Impersonating another person and damaging another's reputation. It's easy to remain anonymous and hide your identity online, and it's easy to pretend to be someone you're not.

For example: a student of another class, in order to make a joke, pretends to be his classmate and writes SMS messages on her behalf to other girls in the class, calling them various ugly words.

Personal information is fraudulently obtained and disclosed to others. These can be personal photos, videos, login data and other important information for the child, which he does not want to share with others.

For example: footage from a personal phone.

Filming and uploading and distributing various child-related situations on the Internet. The child may be filmed in unpleasant situations.

For example: not properly answering in front of the class, doing a task poorly in physical education class, violent acts against a child can also be filmed and publicized.

1. First of all, it is important to understand as clearly as possible what is happening. From whom the child is bullied: from a familiar or unfamiliar person, what comments or other aggressive behaviour is received, how long it lasts.
2. Preserve the evidence. When you open a social network account together with your child, you must take screenshots ("print screen") of offensive comments, photos or other manifestations of bullying.
3. Contact the administration of the social network. Every social network has an opportunity to report inappropriate behaviour of other users to the page administration. To delve into the security and privacy settings of a specific social network and to take care of the greater security of his account together with the child.

4. Involve other adults important to the child in the support process. If the child told the parents first, the help from the school staff may be needed, and on the contrary, it is a good idea for the teachers to inform the child's parents about the child's cyberbullying.

Counselling intervention: Determine the person's willingness to act (the tool can be used by psychologists, therapists)

Description:

The human brain has a neural system responsible for emotional processing and responses related to fear and anxiety. We are talking about the limbic system located in the temporal lobe. In the limbic system, we have a structure specifically designed to detect and process danger. This structure is connected to different areas of the brain and can initiate fast and intense behaviour.

At first, the brain can give the command to run in emergency situations. This means that our brain won't ask us if we think it's appropriate to escape or stay in a situation. For this reason, responding in times of danger can make the situation worse, we make decisions as a reflex without considering the possible consequences.

Another possible response is to fight, and this is the response by which each person concentrates all their strength or removes dangerous stimuli. When the sympathetic system activates this fight, the level of adrenaline in the blood increases significantly and an acute stress response occurs. All this means more power.

The last response can be paralysis. That is losing the ability to react, hiding and not being able to do anything. Paralysis, as a response, seeks to make the threat unaware of our presence. It is also very important to remember that if this response is released, the person does not have the opportunity to activate their locomotors system (muscle movement) and therefore remains immobile.

1. Discuss the current situation and determine the level of reaction.
2. After determining the person's brain response to a psychological crisis, select possible help.

(The participation of a psychologist is very important)

Duration: 40-60 minutes

Materials needed: Safe environment, paper, pens.

Using the tool with the case study:

1. When Karolina is going through this situation, she can completely avoid any contact. Don't go to school, don't talk to anyone, avoid contacts to her loved ones, delete all contacts from her phone. **This reaction will not help to solve the situation, because the problem needs to be solved, and the relatives do not know the real situation, and she needs their support and help.**
2. In the second case, Karolina can try to clarify her relationship with all participants of the conflict also parents and friends. **This will only increase the difficulty of her situation as she will receive more attack than support.**
3. In the third case, she may experience paralysis of emotions. Then she will become incapacitated due to excessive fear, stress levels. Will not show any emotions and will not perform any actions. This can increase her problems with the situation. **There is need of her reaction to the situation, she has to survive it. The reaction of paralysis shows Caroline's helplessness.**
4. After determining Karolina's emotional response, assign her appropriate help.

Duration: 45 minutes

DESCRIPTION OF CASE STUDY 2:

A girl named Emily, when she was 8 years old, filmed funny images of her parents, took a picture of herself and uploaded it to the "TikTok" application. 7 years later, her classmates found her old (child) account on the internet and posted it everywhere and created "memes" about her parents from previously disclosed information.

Emily has experienced many psychological problems. Bullying started at school, the girl was afraid to speak to her parents because she felt guilty (because of her own disclosed information).

Counselling intervention: Normalization (this tool can be used by teachers, social workers and other educators, parents).

Description:

In critical situations, people panic, so it is important to control it and keep a clear mind to solve the problem. Panic is a sudden desire to run and hide, which is caused by "paralyzing" fear.

In order for panic to occur, first of all, a real or imagined threat is necessary. For example: when an unfavourable event occurs (such as bullying, distribution of negative photos), the catastrophic reaction of the people around you, e.g.: "it's all over now", "your life is ruined", "you will have forks", will make the situation even worse. A person caught in an unfavourable situation will panic even more.

Therefore, it is very important not to react catastrophically to bullying, but to normalize the situation.

Steps:

1. To support. Trying to stay calm is vital. But how to do it? First of all, it is necessary to try to control the thoughts. Thoughts: "horror, it's over, that's it!" will most likely lead to this, so it's better:

- to focus attention on what is happening here and now, without thinking about what will happen next: "now the situation seems unsolvable, but the right solution can always be found".
- to motivate and support psychologically: "I (you) can, I (you) will have enough strength".

2. Avoid expressing personal opinions, accusations, and intimidation. (e.g.: "now you've made money", "I don't know how I will I survive", "how could you do this?").

3. Name the main threats of the situation (what kind of threat is there, psychological, physical?). After identifying the threats of the problematic situation, identify opportunities (ways) to avoid those that have not yet occurred.

4. Define all variables related to the situation (people, institutions).

Duration: 45 minutes

Materials needed: paper board, writing tools.

Using the tool with the case study:

1. Showing no personal excitement to support Emily. To say that every situation has an end and a crisis does not always mean a catastrophe, but it can be a lesson as well.

- *Now it's difficult for you, but it will end;*
- *You are strong, we will find a way how to help you.*

2. Do not blame Emily for her behaviour, explain her that this could happen to everyone.

3. Discuss what could happen now. Physical consequences: There is a small possibility for her to be in danger, since she provided personal information by posting the photo. Psychological consequences: people's opinions about this, their response and how they will see it.

4. People who will learn about this situation: classmates, teachers, neighbours, family members. Prepare (discuss) about the reaction of those people and how to react to it.

Institutions: the distribution of the faces of minors without their consent may lead to legal liability (apply to the police, social pedagogues).

Duration: 45 minutes

TITLE OF THE WORKSHOP: Happy slapping

Objectives:

- To know what happy slapping means.
- To know how to prevent this kind of cyberbullying.
- To get some tips to prevent and help others.
- To be aware of this attack.

DESCRIPTION OF CASE STUDY 1:

The term happy slapping (happy slapping, in Spanish), although innocent at first glance, refers to the recording of an attack and then posting it on the internet. It originated in the United Kingdom in 2005. And it has been spreading to Spain in recent years and it also has started to be imitated by the young ones.

Thus, happy slapping consists of the recording of a physical, verbal or sexual aggression and its dissemination online through digital technologies (pages, blogs, chats, social networks, etc.). The most common element is that this type of violence is spread through some social network and, sometimes, it can even go viral.

Happy slapping does not always follow a series of rules, but there are some common patterns and phases that we can analyse to learn more about the phenomenon:

- a) *Prior agreement.* Normally two or more people agree on how and when to perform physical attacks on another partner. The victim is usually a person who is already being bullied or cyberbullied.
- b) *The pretext.* Bullies often look for an excuse to isolate the children who are going to be bullied. They prefer areas where they cannot be interrupted and where there are no adults to stop the aggression.



- c) *Physical aggression.* When the victim of happy slapping begins to be attacked, there is usually one or more people ready to record the scene and others who hit the minor. On other occasions, the aggression is taking place and a colleague or friend spontaneously decides to record it.
- d) *Share the images.* In happy slapping, aggression (which can be verbal, physical or, in even more serious cases, sexual) represents a first phase. Once finished, the second phase consists of its diffusion in digital channels. All this produces constant damage to the victim, who sees how her aggression is infinitely reproduced.

Case:

Ana, 17 years old. She is very smart and popular. Since she was little, she had a lot of friends and never had problems with them. She was always a wonderful girl and an excellent student. When she turned 18 years old, she changed schools and she was very excited about it. She would never have thought that new chapter was going to be the worst of her life. From day one, Ana did not make friends, nobody accepted her in her classroom. She was always alone. A few weeks later, she started to make some friends and she was a little bit happier but one day, on her way home, a group of girls attacked her, causing a lot of injuries. One of them recorded everything and started to pass the video to all of her contacts. The video was viral and Ana ended at the hospital after this brutal aggression. The police worked a lot to delete the video completely but it was difficult as it spread so quickly.

Tips and suggestions for teachers, social workers, youth workers or parents:

For prevention, the most important thing is to start as soon as possible, to educate in proper use habits on the network and ethical values based on respect will be the key. It will be essential to do so both at home and at school and not lose sight of them.

To find out if a young person suffers from this practice, a series of guidelines will be necessary to know how to deal with the matter. Professionals recommend “being very attentive and observing if there are changes in their routine, basic functions such as sleep or food, in his/her state of mind, and how he/she relates to adults and peers”. Of course, there also needs to be good communication with minors, so there is time every day to talk with them about how they are feeling, which will be the basis for identifying problems over time.

Activity 1: Change your feelings

Description: Different pictures of teenagers are in the classroom. Every picture contains negative feelings that a person who is being cyberbullied feels. The students need to write positive feelings and post it on the top of the negative ones. Later, they have to discuss what they have written and why.

Debriefing questions:

1. Do you like the activity?
2. Was it hard to find positive emotions in opposition with those negative?
3. How do you think a cyberbullied person can change those negative emotions and transform them into positive?

Duration: 45 minutes

Materials needed: post it, photos printed, pens

Activity 2: What is cyberbullying?

Description:

In this activity, students will stand and move around the classroom. The teacher will say an affirmation about cyberbullying and they will go to the right side if they think the

information is false or to the left side if the information is right. They have to explain their choices.

Duration: 45 min

Materials needed: sentences on a paper

Example of sentences:

Cyberbullying is a crime.

If someone is harassing or insulting you, you can block the sender as spam and you will not receive any more messages.

If cyberbullying is done anonymously, it is impossible to know who is doing it.

If someone insults or threatens you online, the best thing to do is to reply or delete the messages.

Cyberbullying ends with the passage of time. If you report it will be worse.

Cyberbullying has consequences for the aggressor and the victim.

DESCRIPTION OF CASE STUDY 2:

Nieves is a twenty year old girl whose identity was stolen from her. She was never extremely popular, and she did not have very close friends, but she was far from isolated. However, one day information about her started to appear in several places such as dating profiles with her actual phone number in what she described to be “a bomb at any time of the day”. After the first report, it was advised that she should change her phone number and should only be shared with her family. However, that only increased the isolation, since the cyberbullying did not end there. Emails on her behalf were sent and posters with her photo were distributed. And a fake Instagram account was created and used to spread misinformation about her and to create fake posts with photos of her. Despite that the authorities started to investigate and even located possible suspects, Nieves ended up taking her life five months after the

investigation was opened and the real identity behind the cyberbullying was never found.

Activity 1: Creating a story about cyberbullying

Description:

Teacher asks students to elaborate a story/ comic. This allows him/ her to evaluate the degree of comprehension and analysis carried out by the student on the content worked. The teacher will transfer to the students the indications for the realisation of a story (storytelling) around Nieves case of cyberbullying and their proposal to address or prevent it, in groups of 3-4 people or individually (if it is not a very large group), once the story has been outlined, they must transfer it to comic format.

Debriefing questions:

1. What did you like on activity?
2. What difficulties did you have?
3. What is the most interesting story and why?

Duration: 15-20 minutes

Materials needed: paper, pens, laptops/ computers, internet

Activity 2: Protecting our digital identity

Description:

For this activity, it is proposed that each user make a self-portrait of his or her digital identity, drawing how he or she believes that others see him or her on the Internet. They are probably drawn as they look in reality. However, from here some questions will be asked and answered according to the following table:

Are you shameful?

Do you consider people you just met as friends?

Do you talk to strangers?



Would you give a person you don't know your data or phone number?

Have you pretended to be a friend or acquaintance?

Do people congratulate you on your birthday?

The objective of this exercise would be to reflect on digital identity. Accept that they are the same person on the Internet as in real life and that on the Internet, we should not do things that we do not dare to do face to face.

Duration: 30-60 minutes

Materials needed: paper, pens

References:

https://www.ehu.eus/ikastorratza/12_alea/taller.pdf

<https://www.albacetejoven.es/wp-content/uploads/2018/03/dinmicas-contra-el-bullying-4-primaria-centro-joven-albacete.pdf>

https://emtic.educarex.es/nativosdigitales_materiales/primaria/ciberacoso/guiaEP05_ciberbullying.pdf

TITLE OF THE WORKSHOP: Education and involvement to prevent cyberbullying

Objectives:

- Increase understanding of cyberbullying concerns among young people and those who interact with them on a daily basis.
- Empower students to take responsibility for their own education.
- Increase the understanding of different forms of bullying.
- To discover ways to build self acceptance through self talk and apply their own positive messages.

DESCRIPTION OF CASE STUDY 1:

"I've been bullied on Twitter, by two people in the last couple weeks. I've told them to stop and to leave me alone, but they keep at it. After I told them to stop and leave me alone, I stopped communication with them but they still kept tweeting me. I feel like I can't say anything with someone on Twitter bullying me. I try to make it look like I don't care and all, but it never seems to work. I've reported and blocked them".

Tips and suggestions for teachers, social workers, youth workers or parents:

A) Tips for teachers:

1. Store bullying evidences'

Not knowledge of a complicated set of technological tools is crucial. Don't let a lack of technical understanding discourage us from setting up most of these devices. It also does not indicate that WE must comprehend every new web trend that occurs - WE will never be able to stay up! Having frequent, open, and truthful dialogues with our children about their lives is a lot more important but also much more difficult obligation. Keep in mind that internet firms, social media networks, gaming providers,

and others in the online world may help you implement content limitations, but We may not have our child's best interests in mind.

B) Tips for parents:

The problem, as many of us would gladly admit, is that we feel as if we do not really grasp the online community. Instagram, Snapchat, and Twitter are already enough complicated without the addition of the dark web. Moreover, we lack the technical competence necessary to navigate this complex environment. There are several technical options for keeping our children safe online. Examples include antivirus software, internet filters, and parental controls. However, none of these measures can adequately protect our youngster.

Activity 1: Drama on the move

Description:

The event starts off with a series of icebreaker activities. To put the group at ease, urge them to open up and begin listening to each other, the objective of this is to do so. The following are some games we recommend for a group session. Typically, the games lasted between 10 and 15 minutes. It's crucial not to hurry this section since it gives you a chance to set the stage for the rest of the story in a light-hearted manner.

The session's regulations should be agreed upon. To begin the process of allowing the people to communicate and listen to each other, everyone knows they have the freedom to alter their opinions at any time.

First, discuss with the group what cyberbullying is, where it occurs, and what the possible repercussions of such behaviour may be. Flip charts are used to record all replies. The teacher/ facilitator's task is to make sure the student is heard and that their answer is acknowledged on the board. During the discussion, participants will have the chance to express their disagreements and perhaps alter their thoughts.

Question: Do you know what it means to be a cyberbully, a victim, or a bystander?

Use the class / youth group examples to highlight the variations in roles.

Make it clear how easily a cyberbully may transform into a victim, or a bystander become a cyberbully or a victim. A fun approach to demonstrate this in action is to play a game of yes or no.

For this, students are instructed to divide the group in two. Each group has to form a still picture expressing 1) how a cyberbully may transform into a victim, and 2) how a bystander may become a cyberbully or a victim.

At the end, teacher will ask each participant to respond at the following questions:

1. How did you feel and what did you thought?
2. What did you like and dislike?
3. There is something you want to do again? What you don't want to do anymore?

Impact:

During a workshop the individual participants will experience the following stages. The following processes will be carried through in their entirety by each participant during the workshop:

- Engaging.
- Committing and Taking Responsibility.
- Carrying out one's duties as an independent member of the team.
- Learning new talents.
- Developing one's creative skills.
- Acquiring the ability to play.
- Working in concert.
- Participating in or belonging to a group.
- Cooperating closely as a team.
- Both sharing and demonstrating.

- Having success.
- Valuing and assessing.
- The act of giving and receiving.
- Bringing to a close and holding in.
- We are closing up and going.
- Closing and leaving.

Duration: 60 minutes

Materials needed: flipchart, markers.

Activity 2: Active Theatre Therapy

Description:

The purpose of our workshops is to engage, cooperate with, and ultimately empower participants to take responsibility for their own education. The performing arts stage therapy is highly beneficial for dealing with fragile kids and those who are cyberbullied. It enables the actors to express and develop a point of view within the confines of the theatre. We create and lead individualised treatment sessions using Active Theatre to actively investigate cyberbullying.

The relationship between cause and effect and behaviour will be investigated. Next, we will analyse how the situation may be adjusted in order to choose a plan of action that meets the needs of each person. This will cover who else we may contact, whoever we may seek advice and support from, whether they be experts or peers, etc.

For an interactive, relationship-oriented theatre activity, students will prepare a theatre piece, considering the following concerns:

1. What qualities constitute a healthy relationship with others?
2. What do respect and trust entail?

3. Where and how can we get aid and support when cyberbullied?
4. How do we determine whether the information we get about healthy relationships is trustworthy or accurate?

Duration: 3 hours

Activity 3: Bullying – What is It?

Description:

Divide the group into smaller groups (3-5 people work well). Each group should be given a set of index cards. Give them 10 minutes to come up with as many distinct bullying techniques as possible. Each argument should be listed on a separate index card.

When time is over, deliver leaflets titled "What is Bullying?" to each group. Instruct them to organise the many types of bullying into the categories listed on the handout. After examining the methods in which people participate in bullying for each category, have students draw and write a description of bullying on the handout.

Instruct some or all groups to share their own definitions of each kind of bullying.

After that, assign each person to one of eight separate groups (of at least three people). For each team, choose a card labelled "Why We Cyberbully" out of a hat. Assign each group the task of devising a TWO-MINUTE ROLE PLAY demonstrating the information on the card. The other teams must discover out what motivates the cyberbully to act out. The team that properly identifies the reason receives five points.

Once the role-playing is through, have a "lightening round" when everyone (at once) cries out reasons not to cyberbully. Ten points are awarded to the team for each new explanation. The side with the most points at the end of the game is declared the winner.

Duration: 90 minutes

Materials needed: Based on his/ her research, teacher will do the handout titled “Bullying - What Is It” , the Index Cards (one set for each team), and the handout “Why We Cyberbully”, pens or pencils.

DESCRIPTION OF CASE STUDY 2:

"On My Space 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 Space 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 friends list, but for the rest of the day that comment secretly bothered."

Tips and suggestions for teachers, social workers, youth workers or parents:

A) Tips for teachers:

1. Store bullying evidences’.

The best course of action for kids who have been subjected to cyberbullying is to notify an adult they can rely on. They may be reluctant to bring up the subject because they are ashamed or embarrassed. If nothing is done, on the other hand, things might grow worse.

Cyberbullying may be dealt with in a variety of ways, including:

Getting away from the internet means avoiding bullies, taking a break from your computer or phone, and doing something you like in order to get away from the abuse..

Take no action: You may feel compelled to protect your rights at that moment. Associating with bullies, on the other hand, might exacerbate the situation.

Keep a record of what you've done: If the bullying becomes worse and you feel the need to report it, make sure you have a record of everything that was said to you.

Especially if it was done on social media, you may file a complaint against your aggressor. In order to stop a bully from utilising your social media platform, you should report them directly to site management.

It's possible to stop your bully from contacting you through social media and text messaging. If you're dealing with the effects of cyberbullying, counselling might be an excellent alternative. To begin counselling, you will need to open up to a trustworthy adult about what is going on in your life.

B) Tips for parents:

We, as parents, teachers, and youth workers, are the best at keeping our children safe online. Communicating with our kid about online safety is a fantastic way to create trust and a pleasant connection. Set clear limits for what and when our children may access online, but also be there for them when they make a mistake or go too far. Isn't this the essence of parental responsibility? Children and adolescents need a certain degree of privacy, but they also require regular parental engagement and monitoring. Parenting techniques that are applicable in the physical world also apply online. If We are concerned about our children's internet behaviour, we must speak with them.

Activity: Building self-acceptance through positive self-talk

Objectives:

- Students distinguish between the terms self esteem and self acceptance.
- Students discover ways to build self acceptance through self talk and apply their own positive messages.

Description:

Students will list on paper messages (positive or negative) they have received from other people in their lives. They will determine whether or not they adopted those messages and still believe them today.

Teacher will discuss some examples with those students who want to share their answers.

Then, they will fill out the handout Building Self-Acceptance through Positive Self Talk. Students will rate on a scale of 1-10 (ten being the most difficult) how difficult it was to finish the self-talk sentences using positive responses. Students will discuss situations in which they can use positive self-talk in the future.

Duration: 30 minutes

Materials needed: Building Self-Acceptance through Positive Self Talk handout, paper, pens

Building Self-Acceptance through Positive Self Talk handout

Finish the sentences below:

1. I am a brave person. An example of a time I was brave is...
2. I am capable of being happy. A time I was happy was...
3. I am a good friend. A time I was there for a friend was...
4. I am capable of making decisions for myself. A time I made a good decision was...
5. I am loved and cared about. People who care about me are...

6. I am talented. Two things I am really good at are...

DESCRIPTION OF CASE STUDY 3:

"When i first got Facebook my friend helped me get it . She already had it and told me a good password i used it. Big mistake. The first year of middle school. She told the guy she liked my password and he went on my Facebook and wrote more hurtful things my mom checked my profile and saw someone wrote that, knowing that i would never would do that she told me and i changed my password and about a week later i found out it was her. The she convinced my other friend that they weren't going to be my friend anymore. They turned almost everyone against me and i am having a hard time."

Tips and suggestions for teachers, social workers, youth workers or parents:

1. Store bullying evidences. An online bully uses the victim's password to appear to be the child they are harassing (Impersonation.) They continue to send angry and inflammatory communications to the target child's friends and acquaintances because they are certain that others think he or she is the target child. Besides mimicking the victim, cyberbullies change the victim's password to prevent the victim from accessing his or her accounts. The targeted adolescent cannot shut down or disprove that he or she is not the originator of the incendiary post if he or she cannot access his or her login or email account.

Tips for parents:

1. Configure parental control. Parental control software allows you monitor your child's online activities around the clock to guarantee that they are safe when surfing the web.

As a result, it prevents our children from seeing stuff that is harmful to their development.

2. Organize your time on two screens at once. Parental control over the use of mobile devices is made easier by this feature, which allows parents to define a time-based plan for their children's device use. Parents may establish daily device use quotas and make restrictions for things like sleep, schoolwork, and meals, among other things.

3. SMS/MMS/Calls Tracking. This allows us to keep track of all incoming and outgoing text messages, MMS, and phone calls. Contacts stored on the phone are immediately mapped to the phone numbers of the sender and receiver. All Android and iOS-powered mobile phones may be monitored for SMS, MMS, and phone calls.

Activity 1: Listening guest speaker's experience

Description:

This activity includes a guest speaker, someone who has experienced cyberbullying and was able to overcome it. Open with a discussion about what students understand about cyberbullying. Explain that you are going to watch a video about cyberbullying and afterwards will have a discussion.

Set rules about the discussion that it is a safe and confidential space, and students only need to talk if they want to. They can communicate in other ways (notes) if they prefer.

After watching the video, ask the young people what they understood from the video and examples of how it could happen in their school.

Introduce the guest speaker and allow them time to talk about his/ her experience. Facilitate a question and answer session between students and their guest speaker.

Give everyone the following handout and give them time to read it. Ask them if they will go through the checklist before posting online.

HANDOUT

The cyber world is the real world with real consequences, so make sure you always ask yourself the following before you hit send!

Will I feel good or different about it later?

Why am I posting?

Would I say this in person?

Can this be interpreted differently?

Am I being kind?

Duration: 60- 70 minutes

Materials needed: computer, internet, video related to cyberbullying, handout, pencils

Activity 2: Group Discussions on Cyber-Bullying

Description:

Teacher can propose a time for discussions and ask the students the following questions:

1. How much do you know about the internet?
2. What concerns do you have regarding your children and the internet?
3. How much do you know .about internet safety?
4. What do you want to learn about cyberbullying?

Duration: 30 minutes

Activity 3: What are our responsibilities as parents...

Description:

This activity is for parents and their involvement and role in how to deal with cyberbullying.

Divide the group in 4 small groups. Each group should come up with their own solutions if they would deal with different situations in which their child has been cyberbullied. Ask the groups to read out their situation and the solutions that they discussed. Continue until all four groups have explained their ideas.

After this activity, encourage parents to write a short guide for dealing with those four situations.

Debriefing questions:

1. How did you feel?
2. How hard it was to find solutions?
3. Which do you think are the most effective solutions from those discussed?

Duration: 30 minutes

Materials needed: paper, pens