KEEPING YOUTH SAFE FROM CYBERBULLYING

The toolkit

INDEX

ACKNOWLEDGEMENTS

WELCOME

Welcome to our tool kit. This was created as part of the Erasmus + KA2 project Keeping Youth Safe from Cyberbullying.

Part of this project was a training event that brought together professionals and young people from 4 different countries, Belgium, Romania, Spain and Turkey.

The training course was designed to facilitate the participants to create this tool kit and several workshops that can be used in schools, youth centers, community centers and clinical settings, with young people and parents.

WHO WAS INVOLVED?

Four organisations are involved in this KA2 project.

- **Ululdag University** in Bursa, Turkey is the applicant partner and are joined in the project by:
- **Aurel University**, Arad, Romania;
- **Centre Neuro-Psychiatrique Saint-Martin**, Dave, Belgium;
- **Asociación Cultural Social y Educativa Segundas Oportunidades**, Telde, Spain.

This toolkit was created by 10 people from each organisation each with very specific and different experiences based on their culture, country, professional life and personal experiences. Through this training course, we were able to develop an innovative tool kit, three workshops and an idea of an online platform that could support young people, educators, youth workers, parents and other professionals to understand cyberbullying and become empowered to deal with the phenomenon.

OBJECTIVES

PREVENTION

This tool kit will help me:

1. Identify feelings, emotions, behaviour and attitude;
2. Develop empathy and intraregional skills;
3. Recognise and respond to problems in interpersonal relationships;
4. Build "peace ambassadors / upstanders" into youth groups;
5. Reflect of the problem of cyberbullying;
6. Find and use infomation online effectively and safely;
7. Find out how to protect myself and others online;
8. Manage violence in positive ways.

SUPPORT

This tool kit will help me:

1. Identify the problem;
2. Recognise roles in the problem;
3. Create a support group;
4. Find solutions for the problem and for each role;
5. Involve youth in a safe environment with cooperation and orientation;
6. Create youth ambassadors for cyberbullying program;
7. Create and develop social support.

RECOVERY

This tool kit will help me:

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DEFINITION OF BULLYING

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

DEFINITION OF CYBERBULLYING

Cyberbullying is the use of digital-communication tools (such as the Internet and mobile phones) to make another person feel angry, sad, or scared, usually again and again.

Examples of cyberbullying include sending hurtful texts or instant messages, posting embarrassing photos or videos on social media, and spreading mean rumours online or with mobile phones and other devices.

If you're trying to figure out whether someone is being cyberbullied, think about whether the offender is being hurtful *intentionally* and *repeatedly*. If the answer is no, the offender might simply need to learn better online behavior. If the answer is yes, take it seriously.

5 SIGNS SOMEONE MAY BE A CYBERBULLY

1. **Is secretive about online activities.** The cyberbully does not want to be discovered by parents, grandparents, teachers or others who may hold them accountable.
2. **Quickly switches computer screens or closes the screen when you enter the room or walk by**. This is a tactic often used by people who do not want others to discover what they have been doing online. Watch for indicators that the person works to quickly minimize an online browser, close a web page or change screens within a second or two of you approaching the computer they are using. This is a sign that the person does not want you to know what they have been doing online.
3. **Uses the computer or mobile devices late at night or when he or she is unsupervised.** Inappropriate online behavior is more likely to occur when the bully feels that no one is watching or supervising their actions. They feel less accountable for their online activity when left alone to misbehave.
4. **Gets extremely upset if computer privileges are revoked.**While almost any young people in today's world may get upset if their technology privileges are taken away, the cyberbully may become particularly sulky, defensive or angry. The virtual space is where they feel all-powerful and free of consequences, so when that privilege is revoked, they may feel completely disempowered or oppressed.
5. **Uses multiple online accounts or accounts with a fake name.** The cyberbully is likely to take the time to create multiple online accounts using public e-mail systems such as Hotmail and Google, since they feel these are less easily traceable. The cyberbully will often lack the courage to represent themselves online in an authentic and transparent manner.

PROFILE OF A CYBERBULLY: 7 PERSONALITY TRAITS

In addition to behaviors, researchers have also profiled cyberbullies to figure out what personality characteristics are common among those who engage in online bullying.

Characteristics of a cyberbully

1. May be introverts, underdogs or underachievers.
2. May have low self-esteem.
3. Often feel like a victim themselves.
4. May not know how to express anger in an appropriate manner.
5. Would be unlikely to say to someone's face what they say in cyberspace (especially if there's a parent or teacher to witness it).
6. Use the Internet as a way to "get even" or vent their frustrations.
7. Often unwilling to take responsibility for their actions.
8. We must be very clear that having these personality traits alone does not guarantee that someone is a cyberbully, but they may be warning signs.
9. The same characteristics may also be indicators of depression, inability to cope or other mental or emotional distress.
10. Cyberbulling may be a sign of a much deeper mental illness that requires treatment and ongoing attention.

TYPES OF CYBERBULLYING

Willard (2006) described seven categories: flaming, online harassment; cyberstalking, denigration (put-downs), masquerade, outing, and exclusion.

Masquerade / impersonation

Breaking into someone's account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person's reputation or friendships.

Exclusion

Intentionally excluding someone from an online group, like a "buddy list" or a game.

Flaming

Online fights using electronic messages with angry and vulgar language.

Cyberstalking

Repeatedly sending message that include threats of harm or are highly intimidating; engaging in other online activities that make a person afraid for his or her safety.

Outing and trickery

Sharing someone's secrets or embarrassing information online. Tricking someone into revealing secrets or embarrassing information, which is then shared online.

Online Harassment

Repeatedly sending offensive, rude and insulting messages.

Denigration

"Dissing" someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships.

In addition to the 7 types identified by Willard (2006), trolling is another phenomenon that has become extremely visible through the recent election campaigns in various countries and also towards online religious, animal rights groups etc.

Trolling:

Intentionally posting provocative messages about sensitive subjects to create conflict, upset people, and bait them into "flaming" or fighting.

WHAT TO DO WHEN YOU ARE BEING BULLIED

If you are being bullied online, here are some things you can do.

- **Don't respond** to the people who are cyberbullying.
- **Talk to your parents, carer, teacher, youth worker or another trusted adult** about what is happening and how you can address it.
- **Talk to friends you trust to get support and advice.** Let them know it is hurting or frightening you and you need their support.
- **Block the person or people from being able to contact you** and **change your privacy settings** to protect what you post on social media.
- If the bullying is persistent and ongoing, **delete your current online account and start a new one**. Only give your new details to a small list of trusted friends.
- **Report any bullying to the site where it is occurring**. Sites like Facebook have a report button you can use.
- **Keep everything that is sent to you** such as emails, texts, instant messages and comments on your social media accounts. Take screen shots. Give these to someone you trust.
- If the bullying continues and you are feeling afraid or threatened, **seek help to report the bullying** from your local police.
- **Remember**, you are not alone.

10 WAYS TO BE AN UPSTANDER

Every single day we each have the opportunity to make our schools (and our world!) a better place. Putting an end to bullying is everyone's responsibility. When we work together and stand strong against bullying, we are creating communities that are stronger, safer, and more supportive - places where every person is valued for who they are. Here's how **YOU** can help:
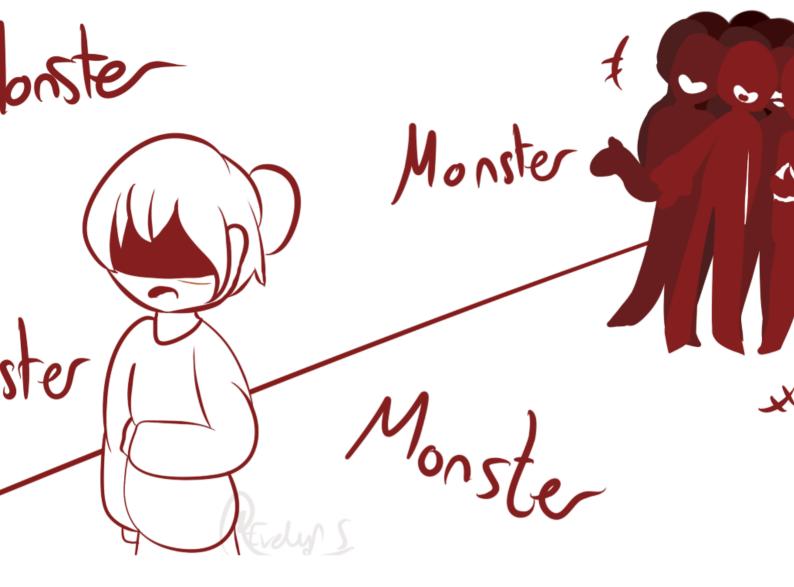
1. Learn more about mean, cruel, and bullying behavior. Educate yourself and your community with the resources in this tool kit.
2. Help others who are being bullied. Be a friend, even if this person is not yet your friend. Go over to them. Let them know how you think they are feeling. Walk with them. Help them to talk to an adult about what just happened. (Just think for a moment about how great this would be if someone did this for you when you were being picked on or hurt!).
3. Stop untrue or harmful messages from spreading online or in person. If someone sends a message or tells you a rumor that you know is untrue, stand up and let the person know it is wrong. Think about how you would feel if someone spread an untrue rumor about you. Don't laugh, send the message on to friends, or add to the story. Make it clear that you do not think that kind of behavior is cool or funny.
4. Get friends involved. Share this toolkit (and other related sites) with friends. Let people know that you are an upstander and encourage them to be one too. Sign a pledge, and make it an everyday commitment for you and your friends.
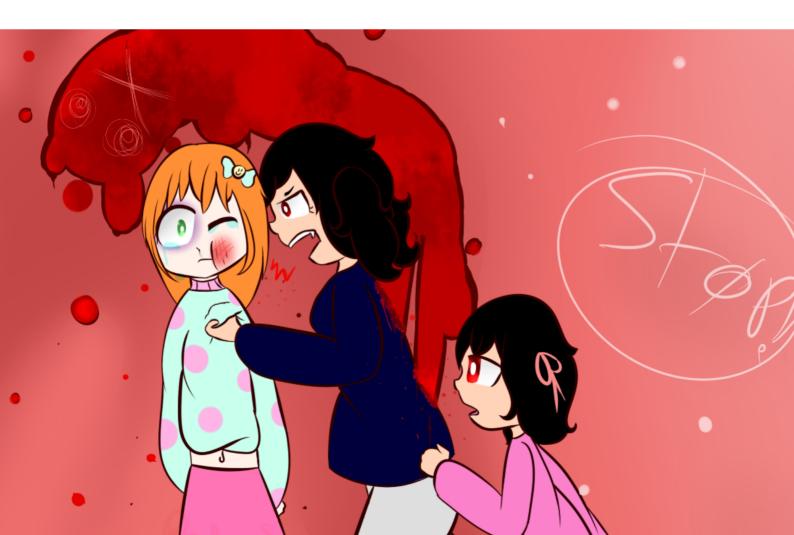5. Make friends outside of your circle. Eat lunch with someone who is alone. Show support for a person who

10 WAYS TO BE AN UPSTANDER

is upset at school, by asking them what is wrong or bringing them to an adult who can help.

6. Be aware of the bullying and upstander policies at your school and keep it in mind when you witness bullying. What are the school's bully prevention policies? Are there also policies that "catch" kids "being good"? How can you support school rules and codes of conduct support students and adults doing the right thing? If there isn't a policy, get involved or ask teachers or front office staff to speak about how you can reduce bullying.

7. Welcome new students. If someone is new at your school, make an effort to introduce them around and make them comfortable. Imagine how you would feel leaving your friends and coming to a new school.

8. Refuse to be a "bystander" and be a role model to others instead! If you see friends or classmates laughing along with the bully, tell them that they are contributing to the problem. Let them know that kind of behavior is not okay in your school.

9. Respect others' differences and help others to respect differences. It's cool for people to be different—that's what makes all of us unique. Join a diversity club at school to help promote tolerance in your school.

10. Develop an Upstander/ Prevention program or project that will help reduce bullying and promote socially responsible behavior in school. Bring together a team of students, parents and teachers who are committed to preventing bullying, and create a community-wide project to raise awareness, share stories and develop helpful supports.

http://www.acseso.org/upstanders/

WHAT CAN PARENTS DO?

If your child is being bullied:

1. Keep the computer in a common area of the home. Do not allow it in your children's bedrooms. Monitor their online usage;

2. Learn how various social networking websites work. Become familiar with Facebook, Instagram, SnapChat and Twitter. Ask your children if they will show you their profile pages;

3. Talk regularly and specifically with your children about online issues. Let them know they can come to you for help if anything is inappropriate, upsetting, or dangerous;

4. Build trust with your children. Set time limits, explain your reasons for them, and discuss rules for online safety and Internet use. Ask your children to contribute to establishing the rules; then they'll be more inclined to follow them;

5. Tell your children not to respond to any cyberbullying threats or comments online. However, do not delete any of the messages. Instead, print out all the messages, including the e-mail addresses or online screen names of the cyberbully. You will need the messages to verify and prove there is cyberbullying;

6. Don't overreact by blaming your children. If they are being bullied, be supportive and understanding. Find out how long it has been going on and ensure that you'll work together to find a solution. Let your children know they are not to blame for being bullied;

7. Don't underreact by telling your children to "shrug it off" or just deal with the bullying. The emotional pain of being bullied is very real and can have long-lasting effects. Don't tease them about it or respond with a "kids will be kids" attitude;

8. Don't threaten to take away your children's computers if they come to you with a problem. This only forces kids to be more secretive;

9. Talk to your school / youth centre so they can keep an eye out for bullying during the school day;

10. If there are threats of physical violence or the bullying continues to escalate, get law enforcement involved.

If your child is bullying:

Parents must accept that digital technology is now a central part of most young peoples' lives and need to show patience and curiosity about their child's online behaviour.

Parents must be clear that bullying is **always unacceptable**.

But,

- they should also try to see the situation through their child's eyes, as young people may not have the maturity to fully consider the consequences of their actions.
- children will often try to justify their behaviour, so a parent's role is to help them develop empathy for others.
- this requires ongoing discussions and encouraging the child to reflect on how their behaviour makes others feel.

WHAT CAN PARENTS DO?

- it is unhelpful for the child to be shamed or to ban access to the technology. This kind of response prevents the child from opportunities to learn responsible online behaviour.
- parents must take charge in setting the conditions of using technology. This includes monitoring its use until a time when the young person shows they can manage their online behaviour responsibly.
- if the behaviour continues, then it may be necessary to involve health / social service professionals and the child's school.
- it's better for parents to be proactive in taking steps to manage the behaviour rather than waiting for other systems to step in (education or police).
- online interactions are complex. Young people need parents to support them in making good choices about how they conduct themselves online.
- strengthening parents' skills in effectively managing issues of cyberbullying is an important part of the solution.

WORKSHOPS

During the training course, the young people and professionals designed some workshops that can be used in various settings. We hope that you find them useful and will give us feedback about how they went.

1. 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.

MATERIALS

- Building Self Acceptance through Positive Self Talk handout with follow-up sentences.
- Paper.
- Writing utensil.

PROCEDURE

1. Students will list on paper messages (positive or negative) they have received from other people in their lives.
2. Students will determine whether or not they adopted those messages and still believe them today.
3. As a group, students will read the "Building Self Acceptance through Positive Self Talk" handout. (Handout 1)
4. Students will individually complete the follow-up sentences by using the strategy of self-talk. (Handout 2).

CLOSURE

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.

EVALUATION/HOMEWORK

Students will write down five positive self-talk sentences that they will practice throughout the week.

1. BUILDING SELF ACCEPTANCE THROUGH POSITIVE SELF-TALK

HANDOUT 1

What is self acceptance?

Self acceptance is being able to recognize your value as a person. It is essentially your level of self-worth and feeling of comfort in your own skin regardless of your faults and weaknesses. Without self acceptance, one would not be capable of reaching their full potential in life.

What is the difference between self acceptance and self-esteem?

Self esteem is a belief or feeling about yourself. It is what you believe or feel you are capable of doing. Having high self esteem can help build self acceptance.

High Self-Esteem = Feeling good about yourself

Low Self-Esteem = Feeling badly about yourself

Self acceptance is more of an action rather than an abstract sense of self. It is something you do – you stick up for yourself, you utilise your strengths and take responsibility for your faults, and you practice loving yourself every day.

How can I build my self acceptance? Self acceptance is a reflection of beliefs you gained as a child and adolescent. It usually comes from messages you get about yourself. These messages can come from other people (like parents, teachers, or friends) or from yourself. The messages you send yourself are called "Self-Talk." If you are used to hearing negative

1. BUILDING SELF ACCEPTANCE THROUGH POSITIVE SELF-TALK

messages from other people, chances are you will send yourself negative messages too. Things like "I'm so stupid," "I'm not good enough at this..." or "It's my fault this happened" are examples of negative self-talk. One way to rebuild your self acceptance is to re-train yourself to engage in positive self-talk. Positive self-talk us when you focus on your strengths and positive qualities, reminding yourself that you are a good and valuable person.

"I am a good and caring person and deserve to be treated with respect."

"I am capable of achieving success in my life."

"There are people who love me and will be there for me when I need them."

"I deserve to be happy."

"I am allowed to make mistakes and learn from them."

1. BUILDING SELF ACCEPTANCE THROUGH POSITIVE SELF-TALK

HANDOUT 2

Finish the sentences below:

I am a brave person. An example of a time I was brave is...

I am capable of being happy. A time I was happy was...

I am a good friend. A time I was there for a friend was...

I am capable of making decisions for myself. A time I made a good decision was...

I am loved and cared about. People who care about me are...

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

2. WHEN YOU POST ONLINE YOU POST TO THE WORLD

For: Children aged 12-15 (approx 25).

Location: Classroom.

Materials: Handout.

Youtube Video: **Cyber Bullying (UNICEF) https://youtu.be/asTti6y39xI (non verbal so understandable for all nationalities)**

This workshop includes a guest speaker, someone who has experienced cyberbullying and was able to overcome it.

Open with a discussion about what young people 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 children 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 their experience.

Facilitate a question and answer session between the young people and their guest speaker.

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

2. WHEN YOU POST ONLINE YOU POST TO THE WORLD

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?

Social media comes with one golden rule, don't post when you are angry. A split second of rage can have permanent consequences.

Why am I posting?

Is this something you really want to post, does it really reflect your personality and values? Don't follow the crowd or post just to gain attention, as you might not like the response you get back.

Would I say this in person?

No? Then don't say it online. Social accounts are managed by real people with real feelings. If you talk about someone online, think about whether you would feel embarrassed or ashamed if you saw them in person. If so, you may want to ask again, why am I posting?

Can this be interpreted differently?

Sarcasm and irony do not often transfer well into writing, especially in a short social media post. Think about how others may read it; could it be seen as offensive?

Am I being kind?

Treat others with the respect that you would like to receive. If you read it about yourself, would it make you feel good?

2. WHEN YOU POST ONLINE YOU POST TO THE WORLD

Is it really private?

People often excuse inappropriate posts based on the idea that the conversation is private, as it is on a private account. Consider how many connections you have, are all these people very close friends? Can you trust that each one of them won't share or talk about your post with others? Facebook statistics suggest that the average young user has up to 300 online friends. This private profile suddenly doesn't seem so private at all.

Do I have permission?

You might find that badly angled photograph of your friend amusing, but the likelihood is that they will not. Be respectful of other people's privacy; don't share photos or information that will embarrass or humiliate someone.

Would I like me?

If you were a stranger looking in at your profile, what would you think? If most of your posts are in some way critical, unkind, offensive or negative, how do you think you are being perceived?

Is it legal?

In the eyes of the law, posting online is not the same as having an informal chat with your friends. Posting is publishing, just the same as if it was written in the newspaper. Even if your profile is private, you do not own what you publish - meaning anyone can use it as evidence. Make sure you do not post anything that might get you into trouble with the law. Harassment, hate speech, threats of violence, ruining someone's reputation and pictures or comments suggesting illegal activity can all be used against you.

3. DON'T GET BITTEN BY THE MOUSE (WORKSHOP FOR PARENTS)

Location: A training room (enough space for 20 adults).

Organisations: Schools, Youth organisations, youth information centres, vulnerable group associations.

Facilitators: 2.

Target group: Parents / guardians .

Purpose: Cyberbullying awareness, tools to cope with it.

Introduction (5 minutes)

- Welcome.
- Informal presentation of the workshop and schedule.
- Objectives.

Presentations (30 minutes)

- Ice breaker (getting to know each other).
- Fears and expectations.

Tool Kit Presentation (10 minutes)

- Workshop Presentation
- What are we going to do?
- What are you going to do?

Split the parents into four groups. Give each of the groups on of the following topics with a case study.

1. Exclusion / Isolation
2. Non involvement
3. Shame / embarrassment
4. Manipulation

3. DON'T GET BITTEN BY THE MOUSE (WORKSHOP FOR PARENTS)

Task one

Ask them as small groups how they would deal if they were presented with this situation. (allowing the parents to come up with their own solutions will empower them the find solutions and provide more support to their children and their peers).

Task two

Ask the groups to read out their situation and the solutions that they discussed. Continue until all four groups have explained their ideas.

Task three

Now open up the floor for the parents to discuss each others ideas.

Task four

The empowered parents to write a short guide for dealing with those four situations.

Follow these activities with a debriefing session and revisit the parent's expectations and fears.

Conclusion of the day

The creators of this workshop recommend issuing all participants a certificate of attendance, a copy of this tool kit and encouragement to do similar workshops with their peers in the community.

Links are included, please click.

Articles and websites

- Social Networks and Cyber-bullying among Teenagers
- Cyberbullying in Adolescence: Investigation and Intervention in Six European Countries
- Cyber-Bullying: Developing Policy to Direct Responses that are Equitable and Effective in Addressing this Special Form of Bullying
- Council of Europe (Bullying)
- Cyber-bullying, Stop the cycle now
- Video
- THE CYBER BULLYING VIRUS
- Cyberbullying (UNICEF)
- Cyberbullying Videos to Use in Presentations