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Bull's Eye Bullying LESSONS
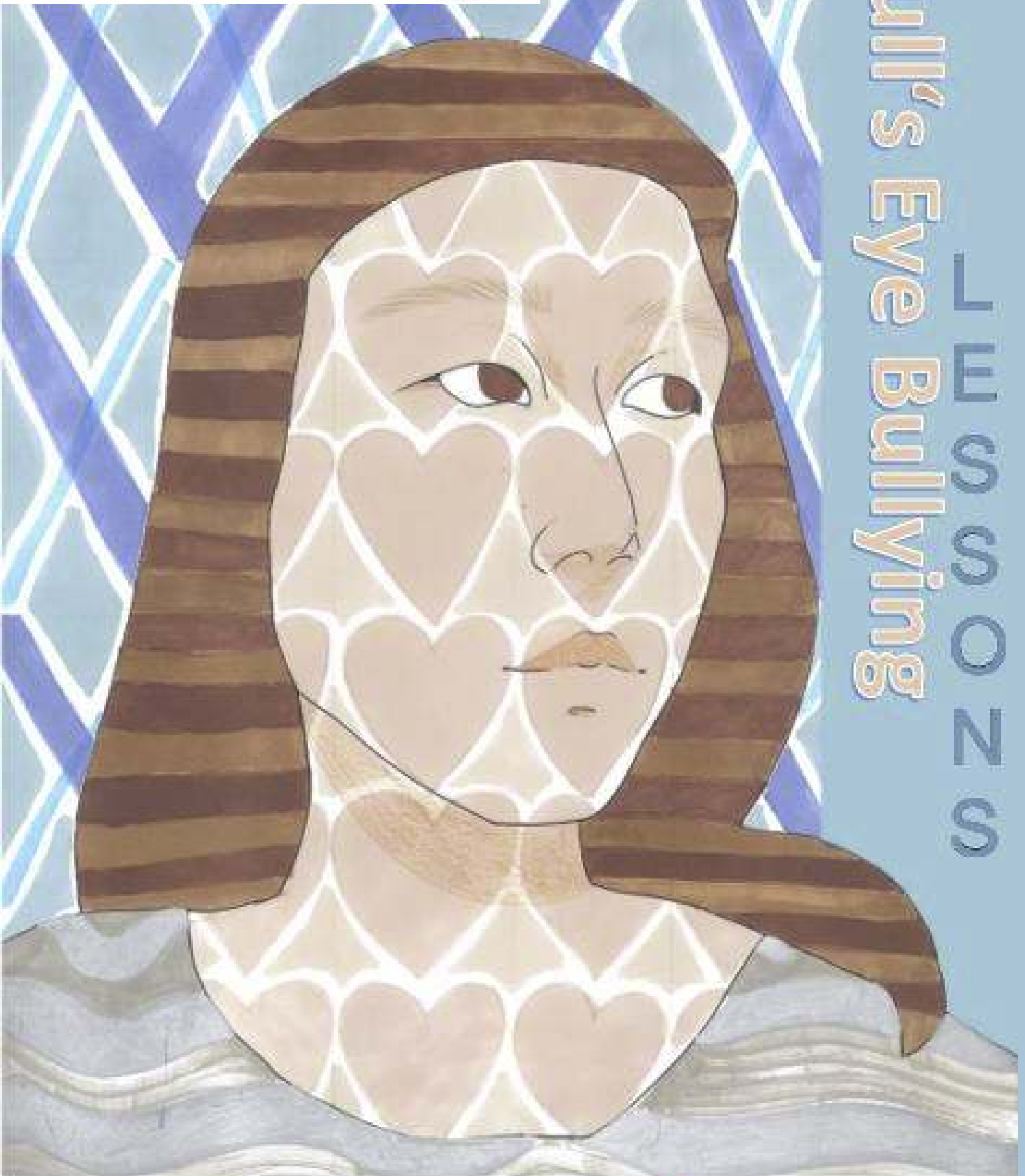
EVANGELISCHES HEIDEHOF-GYMNASIUM

III BOHATERÓW WESTERPLATTE

MANHEMSSKOLAN

MACHADO

FOREWORD

Our project arises from the necessity we detected on the priority of fighting against discrimination, bullying and violence in the school. We share the same needs around the fight against aggressive behaviour in the schools and we think it is very convenient to solve this reality by going to peer mediation as a way to solve conflicts. Conflict between students is a common problem in the schools. If they are not supervised and controlled in a practical way, it can prevent a school from reaching its goals and objectives and will have a negative impact on school climate. Conflict—in the right setting, handled in the right way—can be constructive. It is through conflict that the awareness of the need for some necessary changes can be found.

The concept of conflict has been imposed and developed in the educational field as a problem, being linked, on almost all occasions, to phenomena related to violence in the classroom. However, it is important that teachers and other teaching-related professionals assume the conflict as a natural reality and not necessarily negative one. Conceiving conflict as an opportunity for a change. The most likely source of conflict is poor communication. Teaching students conflict management and resolution skills may provide them with necessary tools to solve their own conflicts in a productive and practical way. This kind of training can also improve students' self-esteem, self-confidence, and communication skills.

Effective Communication can both cause and remedy conflict. A lack of open communication tends to drive conflict underground and can create a downward spiral of misunderstanding and hostility. Effective communication (including active listening) is the means by which disagreement can be prevented, managed, or resolved.

This resource booklet is intended to help teachers and students work together to prevent conflicts, resolve them quickly, and allow students to develop their full potential and succeed in school. There are many ways of working through conflict, ranging from informal to formal methods. This booklet focuses on informal conflict resolution, which is often the most effective approach and enhances the ability of students and teachers to arrive at shared solutions. Here we present a set of activities focused on learning strategies to mediate and solve the most common school conflicts.

Every teaching activity follow the same pattern to help you decide which resource will best suit your needs. The materials have been designed to be editable and can be easily adapted to students from different countries and cultures. We hope these activities are fun, active and powerful and will help create a safe, comfortable learning space as students come to know each other as resources, cooperative partners and friends.

María Teresa Domínguez Leonsegui
Project coordinator of "Effective Communication for Mediation"

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1. LESSONS: BULLYING

1.1. SCHOOL CONFLICTS ON STAGE

OBJECTIVES:

- Acquire the ability to see others' point Of view.
- Become better acquainted and strengthen peer relationships.
- Build positive classroom relationships.
- Learn to use language to express their emotions.
- Practice active listening.
- Develop communication to improve the relationship with others.
- Develop the oral skills.

GROUPING: groups of four or five students

MATERIALS: paper and pencils

DIRECTIONS: Each group of students will write a short drama scene where they will describe a school conflict. During this exercise, the teacher will supervise and help them.

Later, they will perform the scenes to their classmates. After each performance, students will discuss the solution to the conflict and give others' point of view and solutions. In this way, students will be able to put themselves in someone else's position and they will be able to see the conflict from another perspective.

EVALUATION:

To evaluate the activity the following questions will be asked to the students. They will rate the questions on a scale of 1 to 4, with 1 not at all and 4 very much.

The activity has helped you to better understand some school conflicts.

The activity has helped you to see the conflicting situations from another point of view.

The activity has helped you to lose the stage fright.

The activity has helped you to practice oral skills (to argue)

PROPOSALS FOR IMPROVEMENT:

The teacher could choose conflicting students to play the role of victims. In this way, these students would better understand how their classmates feel.

Students of higher levels could represent the scenes in the classes of lower levels students.

1.2. POSITIVE POST-IT GAME

OBJECTIVES:

- Promote a sense of emotional safety in the classroom.
- Become better acquainted and strengthen peer relationships.
- Build positive classroom relationships.
- Learn to use language to express their emotions.
- Practise active listening.
- Develop communication to improve the relationship with others.
- Acquire the ability to see others' point of view.

GROUPING: groups of ten

MATERIALS: post-it and pen

DIRECTIONS: The class is divided into groups of ten students. Each group sits on a separate part of the classroom forming a circle. In turns, each member of the group stands in the middle of the circle with his/her eyes closed.
Each member of the group writes a positive quality of the person standing in the middle and sticks it on the student. Once everyone has finished, this person opens his eyes and reads the qualities written by their classmates. This will lead to a short explanation by every student justifying what they have written.

EVALUATION: To evaluate the activity the following questions will be asked to the students. They will rate the questions on a scale of 1 to 4, with 1 not at all and 4 very much.

The activity has helped you to increase your self-esteem
The activity has helped you to get to know better your classmates
The activity has helped you to practice oral skills (to argue)

PROPOSALS FOR IMPROVEMENT:
Once each group has finished their round, new groups can be arranged.
It could also be developed as a whole group activity, depending on the time available.

BE A FRIEND

LEND A HAND

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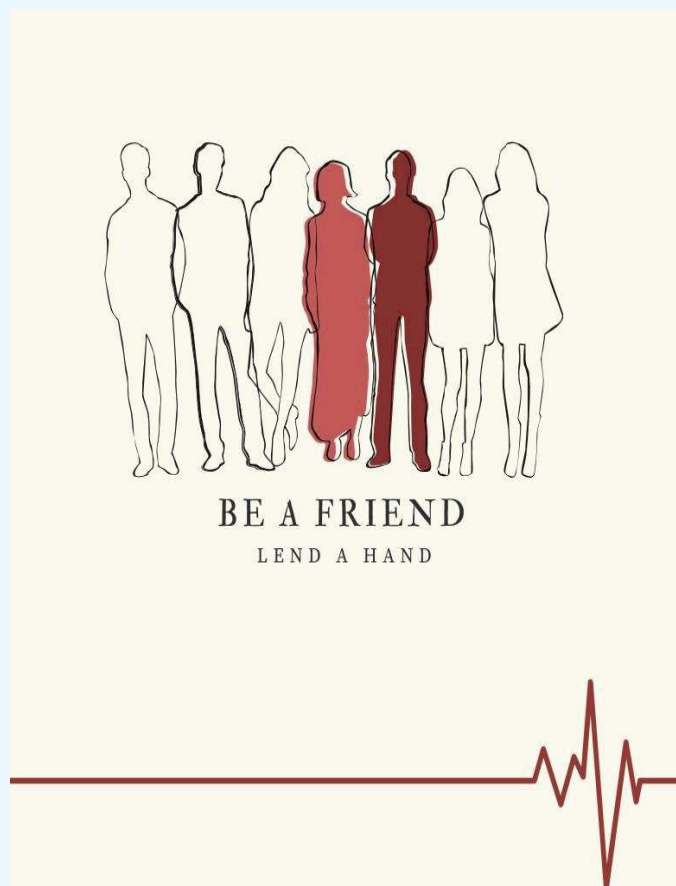
1.3. "IT WAS JUST A JOKE!" - WHAT IS VIOLENCE?

OBJECTIVES:

- Preventing violence.
- Building positive classroom relationships.
- Encouraging respect for other people feelings.
- Acquiring the ability to see others' point of view.
- Sensitizing the perception of other people reactions.
- Defining the term "violence".
- Promoting empathy.

GROUPING: whole class (at least 10 pupils)

MATERIALS: pens, adhesive tape, slips of paper

TIME: 20-30 min (depending on the size of the group)

DIRECTIONS: Each pupil will write a short text about a situation they link to violence. The slips of paper will be mixed and spread on the floor upside down. Using adhesive tape, a line of 5 m will be drawn on the floor. The one end of the line means "no violence" and the other end of the line means "extreme violence". The pupils will form a circle around the line. Each pupil will take a slip of paper, read it out loud, and comment on how violent the situation appears to them. Then, the pupil will decide where to place the slip of paper on the line.

EVALUATION OF THE ACTIVITY: Depending on the group, an evaluation is not necessarily obligatory. The results might speak for themselves. However, the teacher might ask the pupils about their impressions without commenting on the pupils' statements.

PROPOSALS FOR IMPROVEMENT: If the students do not come up with suitable examples of situations, the teacher might provide some examples. Therefore, the teacher should prepare some slips of paper which can be mixed with the pupils' own examples.

1.4. KLASSENRAT (CLASS COUNCIL)

OBJECTIVES:

- Support democratic peer solutions.
- Ritualize discussions.
- Strengthen peer relations.
- Build positive classroom relationships.

GROUPING: whole class

MATERIALS: None

DIRECTIONS: Following the idea of a round table, the students should be seated in a circle. The class council is led by a student, not by the teacher. Ideally, the students should take turns in presiding the council. The teacher's only task is to demand order and silence if the student in charge is unable to do so.

The class council is split into two parts. The first round offers the opportunity of expressing thanks to other members of the class. This form of appreciation sets the tone for the whole lesson. Everybody is asked to express his/her thanks (if he or she wishes to, if not, he/she can pass on), so it usually goes clockwise in a full round.

The second part is for solving conflicts. The council's head collects the topics the class wants to talk about. The group decides in which order problems or conflicts should be dealt with. Once this is agreed upon, there should be another full round in which aspects of the problem can be mentioned. It is important that everybody participates at this early stage of the class council. Later one could shorten the discussion process by picking the ones who want to add details or their point of view.

After having clearly identified the conflict partners, previous incidents etc., it is the peers' task to come up with solutions. The teacher should take care that the offered solutions should not be commented on or discussed. It might be helpful to fix different solutions on a blackboard or smartboard. Finally, there should be a vote on the given solutions. The teacher must not take part in the vote. It is the peers' decision only. Obviously, the teacher should interfere if he/she knows that a particular solution will not work (or has unwanted side effects or consequences).

EVALUATION:
Solutions offered by the peers might differ from the ones a teacher would have suggested. However, these are agreed upon in a democratic process. In particular, in grades 5-7 the class council works very well in order to sort out problems.

1.5. FOUR CORNERS

OBJECTIVES:

- Acquire the ability to see others' point of view.
- Build positive classroom relationships.
- Learn to use language to express their emotions.
- Practice active listening.
- Motivate their choices.

GROUPING: Individually

MATERIALS: none

DIRECTIONS: Listen to four different statements. Choose the one you like most. Explain your opinion. Why? Why not? Give examples!

- **On the bus**

You are sitting on the bus on your way to school. Another student on the bus gets bullied by two other students. It looks really bad and the student gets hurt but doesn't cry. What do you do?

1. Nothing
2. Asks if it hurts
3. Talk to the two students and tell them they were wrong
4. Own alternative

- **Oral presentation**

It's time for oral presentation in front of the class. A guy is going to start his presentation and seems very nervous. At the same time, you hear two girls in the classroom sighing and whispering in the back of the room. What do you do?

1. Nothing
2. Tell them to be quiet
3. Turn around and give them the evil eye
4. Own alternative

- **Destroyed backpack**

Pelle often gets his things destroyed by some boys at school. One day he finds his backpack totally destroyed. He knows who did it because he saw it happened. A teacher talks to him and asks what happened to his backpack. What should Pelle answer?

1. It just got broken
2. Someone destroyed it
3. Tell the teacher what happened and who did it
4. Own alternative

- **Deal with bullies**

What do you think is the best way to deal with bullies at school?

1. Move them to another school
2. Report to the police
3. Talk to the bullies, parents and headmaster and hope for a change
4. Own alternative

EVALUATION:

Ask the students following questions after the activity:

- What did you think about the activity?
- Could you relate to the situations?
- Did you follow your own opinion?
- Is there an acceptance for different opinions in your class?

PROPOSALS FOR IMPROVEMENT:

The students liked the exercise and we could have had more statements for them to practice. It was a little bit too limited.

1.6. DISCUSSION - SOCIAL MEDIA

OBJECTIVES:

- Acquire the ability to see other perspectives.
- Build positive classroom Relationships.
- Learn to use language to express their emotions.
- Practice active listening.
- Motivate their opinions.
- Develop communication with other students.

GROUPING: Individually, in five different groups of students and in class.

MATERIALS: Information notes to each group.

DIRECTIONS:

1. Read the background text for the class.

It is Monday morning and students meet in the school's café and talk about what happened during the weekend. On Saturday night, an image began spreading on the Internet. An image, of a boy from 8th grade, dressed only in his underwear. The image Is blurry and unclear who posted it. The image is spread quickly and many students have received it via WhatsApp. Rumor starts. Some students say that he has probably published the image himself because he thinks he Is so "good looking". The jokes are flourishing and many derogatory comments about the boy are heard around the school.

2. Divide the class into five groups. Distribute the different roles below, one to each group of students. Every student in the group thus has the same role.

- Bullied
- Bullier
- Parents to the bulliers
- Friends, passive (bulliers) spectators
- School staff (e. g. teacher, principal)

The groups briefly discuss how their "role" acts and reacts to the case. Think about what emotions can arise and how you would do in practice.

3. Distribute notes to each group with more information about the case development and discussion issues.

Group 1: Bullied
You get to know that the image is spread at school, at first you get a few comments but now students are mocking in the corridors. Dm:s are sent, students make mockery of your "underwear" image and send it around to each other. You also get to know that students have done groups where they discuss you as a person, your appearance and your social media.

1. How do you experience the situation?
2. What can the school do for you to help your situation?
3. What could your friends do to help you?

Group 2: Bullier
The boy in 8K has for a long time been interested in the same girl as you. You spread the picture diligently among students at school and write comments like "What a fool", "So damn 'good' looking". You are happy to start discussions where you claim that it is he himself who has spread the image by saying things like "He believes he is good looking". You turn to the girl's friends to make sure that the girl does not miss the embarrassing image of your competitor. You encourage your friends when they spread the image, push the boy or shout something to him.

- What motivate you to act/behave like this?
- Do you think the girl you are interested in is impressed by your actions?
- Why is it okay to bully someone to raise yourself?

Others in the group get this information:
You are friends with the main bullier. You see the chance to get confirmed by screaming comments to the boy in 8th grade, spreading images and making fun of him. When you meet him in the corridor you push him against the wall and hit him.

1. Why do you choose to act as you do?
2. What feelings can you relate to your actions?
3. What do you think the consequence of your actions will be?

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Group 3: Parents to the bullier

You receive a phone call from the school's principal who tells you that your child has been participated in spreading images of another student from school, a minor, dressed in only underwear. The school is very worried concerning this incident, since it is a crime.

1. How do you react?
2. What motions appear after the phone call?
3. What do you say to your child?

Group 4: Friends, passive spectators

You realize that the image of your friend spreads among all students, you also get the image sent to you. You recognize your friend on the image. You find the situation very uncomfortable and you notice the eyes students give him and you hear the comments from other students. You decide to distance yourself from your friend.

1. Why do you distance yourself from the friend?
2. How do you think your bullied friend feels in all this?
3. Is it common that people distance themselves from friends when they get themselves into inconvenient situations like this?

Group 5: Staff at school (e.g. teachers and principals)

You notice that there is a restless and stressed atmosphere among the students and eventually you get to know what's going on.

1. What do you do?
2. Who do you choose to talk to?
3. How can you, as soon as possible, get aware of situations like this when they happen?
4. What do you wish that the students would have done when the image started spreading?

Final discussion in class

Every group share their thoughts and how they changed when they got more information. When all groups have shared their thoughts the teacher opens up for discussion, and they are allowed to discuss and reflect together.

1. Why do they look at the situation differently?
2. How would the students have solved the situation?
3. Who is/are guilty and who is/are the victims?
4. How can the school and the students cooperate to prevent similar situations?

EVALUATION:

Ask the students following questions after the activity:

- What did you think about the activity?
- Could you relate to the given perspective?
- Is there acceptance for different opinions in your class?
- Did this activity contribute to increased understanding of how many people are affected by this kind of situation?
- How can the school and the students cooperate to prevent similar situations?
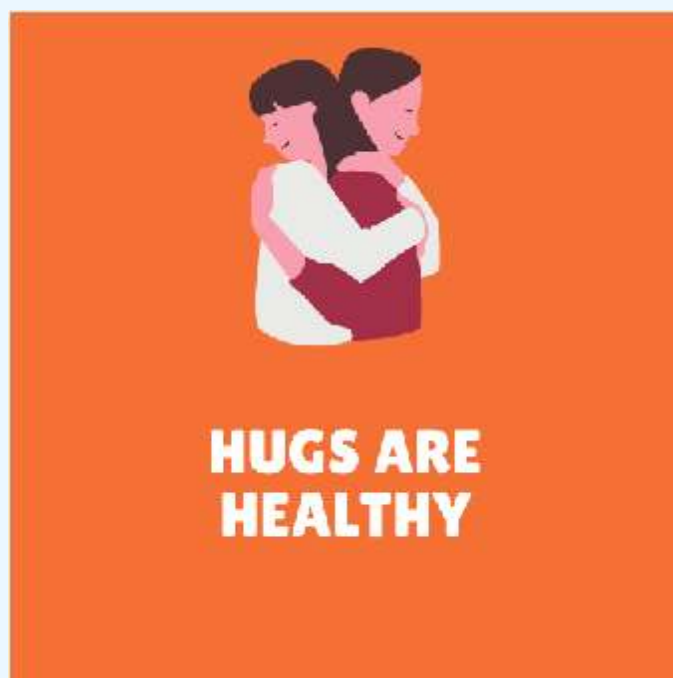
HUGS ARE HEALTHY

1.7. A COMPROMISING PICTURE ONLINE

OBJECTIVES:

- Learn to use language to express their emotions.
- Acquire the ability to see others' point of view.
- To help students to think about the effect cyberbullying can have on others and themselves, and how to seek advice.
- Explore and understand what is meant by 'cyberbullying'.
- Be able to discuss the context of an online post and consider the impact it may have on the recipient.
- Be able to identify the steps they should take to respond to cyberbullying.

GROUPING: a group / pair work / the whole class

MATERIALS: Going viral worksheet, scenarios and emotions worksheet

DIRECTIONS:
1. Defining cyberbullying:
What is cyberbullying? What does it look like? Where does it happen? - a group discussion

2. Activity 1: How photo sharing can get out of hand?
Students complete the worksheet with the sums of a picture spreading online, followed by discussion.

3. Activity 2: The emotion barometer / pair work
Students get different scenarios and need to match them with their own emotions. They need to discuss it from different points of view: the sender and the recipient. Consider the following while talking about the scenarios.

The recipient:
Is it meant to be a joke?
Will other people consider it to be a joke?
How does it make you feel to know that other people will see the comments online?
Do the comments make you worry ?

The sender:
How was he/she feeling when he/she was sending it?
How would he/she feel if it goes viral?
What consequences might it have?
How to control your negative emotions and impulses?

4. What would you do if... ? Pair work
Students read the questionnaire and decide how they would behave in a given situation in pairs.

If you were being cyberbullied:
   A. Tell a trusted adult
   B. Block or delete the contact
   C. Save the evidence (you can take screenshots to do this)
   D. Never reply
   E. Your own solution:

If you think someone is being cyberbullied:
   A. Tell a trusted adult
   B. Support the person and let him/her know he/she is not alone
   C. Make it clear that such messages are not ok
   D. Show the others good online behavior by writing positive comments
   E. Your own solution:

If you think you may have posted something that has upset someone:
   A. Remove the content
   B. Apologize to the person and explain that you won't do it again
   C. Your own solution:

EVALUATION:
An online survey: Cyberbullying recognition and reaction.

PROPOSALS FOR IMPROVEMENT:

1. Educational interactive videos and lessons:
   a. I Like It – Safer Internet Day song
      https://www.webwise.ie/teachers/myselfielesson4/
   b. You've been framed
      http://learnenglishteens.britishcouncil.org/study-break/video-zone/i-it-safer-internet-day-song
2. Support groups contacts:
The Centre for Education Development (CED), Poland
https://www.ore.edu.pl/2018/01/centre-for-education-development/. They publish a set of booklets on Violence and Aggression Prevention
https://www.ore.edu.pl/2015/06/profilaktyka-agresji-i-przemocy_2/

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1.8. A SOCIAL CAMPAIGN ON TOLERANCE

OBJECTIVES:

- Become aware of the differences in understanding and feeling about race, religion, gender, language looks, clothing, hobbies
- Explore and understand what is meant by tolerance
- Distinguish values supporting tolerance
- Create and strengthen peer relationships
- Learn to use language to express their beliefs
- Develop communication to improve the relationship with others
- Acquire the ability to see others' point of view
- Being able to take an action: A social campaign

GROUPING: pair work/ a group of four / the whole class

MATERIALS: Tolerance Paired Activity, 'Getting to Know You' brochure

DIRECTIONS:

1. Brainstorming on Tolerance / the whole class
Teacher draws a circle with a word TOLERANCE inside, on the board and asks students about their ideas, related words (Broad-mindedness, being non-judgmental, Open-mindedness, Unprejudiced) and associations creating a mind-map.

2. Defining tolerance / a group of four
Students work on their definitions in groups then share it with a class. The definitions are written on the board.

3. Tolerance Paired Activity / the whole class
Students pair up with someone who they don't know very well. Using the Venn Diagram, they identify things that they have in common and things that are different. They consider things like race, religion, first language, place of birth, favorite styles of clothing, beliefs, hobbies, music, gender, social groups.
Follow-up. Discussion on similarities and differences among students in a class.
Teacher tries to identify major differences among the students in a class and write them on the board.
A Key to the activity: Teacher reveals the key to the activity: Students who see more connections with each other are more tolerant of their differences.

4. Discussion on tolerance / a group of four, the whole class
Teacher asks questions and receives feedback:
Do you think you are tolerant? Is it possible to respect others for their character, abilities, and conduct, regardless of the differences?
Teacher asks to name the values and stages that enhance tolerance by students completing the sentence: „Show your tolerance by... „
Students investigate the ideas in a group of four. Teacher asks for feedback and establishes the stages and values. (The values included: acceptance, respect, tolerance)

5. A social campaign / the whole class / a group of four
Teacher asks a question and gets feedback: What is a social or community activism?"
Teacher writes on the board „Tolerance matters".
Students are asked to create their social campaign on tolerance by creating slogans, posters and a community brochure including values promoting tolerance in their school community. They use 'Getting to Know You' worksheet to design a brochure that is to instruct students at their age how to be more tolerant of others.

EVALUATION:
1. Presentation of the slogans, posters and brochures during the following lesson.
2. An event: „A Tolerance Day" organized at school with a set of workshops, public speeches and open discussions. Action: Social activism including posters, slogans and brochures.

PROPOSALS FOR IMPROVEMENT:
1. TedTalks:
   a. We Are All Different - and THAT'S AWESOME! | Cole Blakeway https://youtu.be/sQuM5e0QGLg
   b. Tolerance: What's the point? David Gray at TEDxEducationCity
2. Educational videos: A lesson on Image and Identity: Lewis Lansford, Paul Dummett, Helen Stephenson, „Keynote Advanced." „Who am I? Think again", Hetain Patel's TED talk

3. Websites: Teaching Tolerance https://www.tolerance.org/classroom-resources/film-kits
Education world https://www.educationworld.com/a_lesson/lesson/lesson294.shtml

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2. LESSONS: CYBERBULLYING

2.1. Discovering Cyberbullying

OBJECTIVES:

- • Students will…
- • Learn what is and what it isn't cyberbullying.
- • Identify and recognize similarities and differences between in-person bullying, cyberbullying, and being mean. They will be given the tools they'll need to combat cyberbullying.
- • Identify what personal information should remain private, and what is suitable to be shared publicly, so that they will understand where privacy ends and what the real risks are.
- • Identify and use cyberbullying prevention policy.
- • Apply positive use of technology. Think about how to behave online.
- • Know reporting routes.
- • Understand cyberbullying is wrong and will not be tolerated. Identify strategies for dealing with it and ways they can be an upstander for those being bullied.
- • Discover a problem-solving approach to dealing with cyberbullying.

GROUPING:

Whole class (24 students aged 12/13)

MATERIALS:

Computer with Internet access

DIRECTIONS:

1. Brainstorm (5 minutes)

The teacher explains that today's session is about cyberbullying, then starts by asking students to think about, then respond to, the following questions:

1. What is the meaning of bullying/cyberbullying?
2. Conflict versus cyberbullying, what is the difference?
3. Does cyberbullying happen more often than we could think?

Volunteers are invited to share, and then teacher keeps track of student responses on the board.

2. Watch a video (10 minutes)

Video : https://www.youtube.com/watch?v=IPV1fUs3jHw

Teacher shows students video about a real example of cyberbullying. After watching, teacher invites students to share their initial impressions.

3. Discussion (20 minutes)

Students are asked to consider and discuss in pairs the following questions:

- • What do you think is the main issue to consider in this video?
- • What opinion do you have regarding this type of behaviour?
- • Do you think that technology (WhatsApp, social networks etc.) is a good way to express our anger towards other people?
- • How would you feel if you start receiving calls, messages and/or publications in which you are threatened or insulting continuously through WhatsApp or social networks?
- • How would you react to such a situation?
- • What would you do if someone you know is being cyberbullied?

Students share their responses and thoughts aloud.

4. Teacher input (ppt) (10 minutes)

After students have thought about cyberbullying, and discussed about it, having into account their thoughts and answers, teacher uses a PPT to help students identify clearly what cyberbullying is, the common ways that cyberbullying takes place among young people, and the different roles in a cyberbullying situation.

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EVALUATION:

To evaluate the activity the following questions will be asked to the students. They will rate the questions on a scale of 1 to 4, with 1 not at all and 4 very much.

- The activity has increased your knowledge on cyberbullying.
- The activity has helped you to see cyberbullying situations from another point of view
- The activity has changed your opionion on using social media.
- The activity has helped you to practice oral skills (to argue and explain).

2.2. Once upon a time…

OBJECTIVES:

- Promote a sense of emotional safety in the classroom.
- Become aware of cyberbullying.
- Learn to use language to express their emotions.
- Practise active listening
- Develop communication to improve the relationship with others
- Acquire the ability to see others' point of view.

GROUPING:

Whole class and in pairs

MATERIALS: none

Computer with Internet access

Paper, pencil, pen, colour pencils…

DIRECTIONS:

1: Starter (5 minutes)

Trying to get a little bit deeper into the problems that cyberbullying causes, now teacher asks students to consider if people's experience online can differ according to their gender.
It allows teacher to introduce and focus on a type of misuse of social media: sexting. It deserves special attention not only for being a risk factor for cyberbullying, but also for the impact it has, since sexting involvement is on the rise among Spanish teenagers

Teacher writes the statement: "girls have a more negative experience online" on the whiteboard.

Teacher asks students to think about the statement for a minute and then to speak about it to their partner beside them. Then, teacher does a quick survey of the class using thumbs up or down, if they agree or not with the statement. Afterwards, teacher encourage some students to feedback why they agree or disagree

2: Watch a video (5 minutes)

https://www.youtube.com/watch?v=bXQ9P4JJwn0

This video explores the issue of sexting, another type of cyberbullying.

3: Discussion (10 minutes)

Teacher opens a dialogue around the impact of "sexy" photos ending up on the Internet. The debate activity tries to get students understand the pressures on young people to take and share sexts, and the consequences of doing so; exploring when actions have crossed the line.
The students brainstorm ways to avoid sexting and to use digital technologies responsibly in romantic relationships.

4: Creating a comic (20/30 minutes)

Students work in pairs. They have to invent a comic based on a cyberbullying conflict. They can focus on a story they have heard about or they can make up the story. They must also reflect a solution to their story in the comic.
Step 5: Storytelling (15 minutes)
Students tell their stories to the whole class. They comment on the situation and propose different possible endings to their stories.

EVALUATION:

To evaluate the activity the following questions will be asked to the students. They will rate the questions on a scale of 1 to 4, with 1 not at all and 4 very much.

- The activity has helped you to identify possible situations of cyberbullying.
- The activity has helped you to see cyberbullying situations from another point of view.
- The activity has helped you to lose the stage fright.
- The activity has helped you to practice oral skills (to argue and explain).

PROPOSALS FOR IMPROVEMENT:

For higher levels, students can leave their stories unsolved, and create a whole class debate on possible solutions.
In some groups you may want to make a short video based on the comics.

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2.3. Justice and law

Learn about legal concepts relevant to cyberbullying and apply them to typical cases

GROUPING: a group / pair work / whole class/ for students 14 and older

MATERIALS: legal texts (the texts are based on German law, you have to adapt the legal texts to your national legal code), case examples, work sheets for investigation, solutions
(material can be found on https://www.klicksafe.de/themen/kommunizieren/cyber-mobbing/cyber-mobbing-was-ist-das/modul-was-tun-bei-cybermobbing/ , English version pp.210-218)

DIRECTIONS:
Starting point
(group discussion)
What do you think – is there a law in our country against cyberbullying?

1: Getting to know legal texts that are linked to cyberbullying
(individual work, partner work)
Students read the legal texts quietly and clarify the content with a partner and with the teacher
Key words such as "stalking" are collected on the board and explained

2: Relating case examples to the legal concept
(group work)
Students form 6 work groups. Each work group gets one of the 6 case examples and one "investigative" work sheet. Students discuss the case and relate the events to at least one of the legal concepts.

3: Evaluation
Students read the cases aloud and present their solutions (beamer)

4: Discussion
The Austrian penal code now includes a law (§107c) forbidding "continued harassment by means of telecommunication or a computer system" (https://www.safeinternet.at/faq/was-sagt-das-gesetz-zu-cybermobbing/)
Should your country have a law like in Austria?

Follow-up:
- The students can draft a law against cyberbullying in their own words
- *What to do about (Cyber)Mobbing?*: Living Together on the Basis of Human Rights (p. 219)

EVALUATION:
Did you know that there were so many criminal offenses for which cyberbullies can be prosecuted?

PROPOSALS FOR IMPROVEMENT:
leaflets on cyberbullying, educational videos, websites, support groups contacts

RESOURCES:
What to do about (Cyber)Mobbing?
to be found on
https://www.klicksafe.de/themen/kommunizieren/cyber-mobbing/cyber-mobbing-was-ist-das/modul-was-tun-bei-cybermobbing/

2.4. The Roles in (Cyber)Bullying

> **OBJECTIVES:**
>
> • Reflect on roles and dynamic in (cyber)bullying.

Reflect on roles and dynamic in (cyber)bullying.

GROUPING: whole class, pair work

MATERIAL: TV clip Let´s fight it together, work sheet (The roles in (Cyber-)Bullying)
work sheet can be found on
https://www.klicksafe.de/themen/kommunizieren/cyber-mobbing/cyber-mobbing-was-ist-das/modul-was-tun-bei-cybermobbing/ English version pp. 198)
Film can be found on www.klicksafe.de/cyber-mobbing)

DIRECTIONS:

1. Starting point:
Show the class the short video Let`s fight it together
Spontaneous impressions can be voiced in a "lightning round" directly after viewing

2. Development:
Activity 1 (only with older students, discussion in the class):
Who are, in general, the participants in the system of bullying, where the victim is pushed out of the value framework of the class collective? (Students draw an image indicating the roles of all participants. Drawing example and further information can be seen on
https://www.klicksafe.de/themen/kommunizieren/cyber-mobbing/cyber-mobbing-was-ist-das/modul-was-tun-bei-cybermobbing/ English version pp. 31, 32)

Activity 2 (pair work)

The roles assumed and the dynamic of Cyberbullying should be examined more closely using the chart in the work sheet.

EVALUATION:

Discussion of the outcomes.
Make sure to ask the students how they would have reacted if in the position of the person(s) they have been describing.

2.5. CASES TO DISCUSS

OBJECTIVES:

- Raising awareness of bullying.
- Making students aware of the consequences of bullying.
- Making students attentive to the issue of cyberbullying and its consequences for both victims and bullies.
- Smooth and enrich group discussions.
- Learn to use language to express their emotions.
- Active listening practice.
- Develop communication to improve the relationship with others.
- Acquire the ability to see others' point of view.

GROUPING: Whole class

MATERIAL: Cases from the material 'Livstid', a material produced by Mediarådet (state department). Cases presented in a PPT. Each case has two slides; one presenting a situation, can be just a text, a picture/photo or a short video clip. Following slide contains questions for discussion. Below there is a case example.

DIRECTIONS: Expose one case on the board (see the case below). The teacher reads the text under 'Bullying or not?' and then discussions starts with the questions under 'What do you think?

When the teacher feels that the discussion is exhausted, move on to the next case.

Bullying or not?

Sam came to the class last year. Quickly he started sucking up for the teachers, knew all and bragged about his results. The others didn't think he was a very good friend - nor did he understand when the others didn't want to hang out with him, he continued to intrude. After a while some of his classmates started to pick on him and call him names, but he continued as before. Then they started to post mean comments on social medias and send him mean text messages. He withdrew more and more and became very lonely.

What do you think?

What do you think about Sam's situation?

Is it easier to be mean on social media than in real life?

Have you ever sent a mean message to someone? Why?

Are you familiar with the regulations mentioned in aboved?

THINK BEFORE!
THERE IS NO REGRET/REMORSE BUTTON!

EVALUATION:

Easy to use, you can start and stop anytime.
You can use pieces or the hole material. Good discussions, there is a lot of space for different answers. The students can answer with their own experiences.

PROPOSALS FOR IMPROVEMENT:

You may need to update or adapt some cases; depending on age, changes of social medias etc.

HOW TO SHARE LOVE

FIRTS: COLLECT ALL THE INGRIEDINETS

- 1 cup of flour
- 100g of butter
- 1/4 cup of sugar
- 1 egg
- 1 pinch of salt
- 1 tea spoon of baking powder
- chocolate chips
- lots of LOVE

SECOND: COOK

- turn the oven on 180 degrees
- mix all the ingredients, do not forget the LOVE
- once the dough is smooth, form 5cm balls
- put them on the baking tray
- bake your cookies for 15 minutes
- take sweets out of oven and let them cool down

THREE: SHARE YOUR COOKIES WITH LOVE

2.6. DISCUSSION CARDS ABOUT INTERNET

OBJECTIVES:

- Raising awareness of bullying.
- Making students aware of the consequences of bullying.
- Making students attentive to the issue of cyberbullying and its consequences for both victims and bullies.
- Smooth and enrich group discussions.
- Learn to use language to express their emotions.
- Practice active listening.
- Develop communication to improve the relationship with others.
- Acquire the ability to see others' point of view.

GROUPINGS: Whole class

MATERIAL: Material produced by Mediarådet (state department) to support discussions about using internet among youngsters. The material is well tested. You can use these cards in classroom, on parents meeting and so on. There are four categories of cards:

- green: opinion cards with statements by young people
- blue: opinion cards with statements by adults
- red: cards with facts followed by questions
- pink: cards with open questions for young people

All cards are designed to stimulate discussions and there are no right or wrong answers.

DIRECTIONS:
How to use the cards:
sit down in a circle
hand out the cards
read the cards one at a time out loud and discuss
next person continues with a card
continue as long as the discussion is meaningful

Example cards below

Have you posted photos on any page on the webb?

Have you tagged someone else in photos online? If so, did you asked if it was OK at first?

Almost half of all Swedish children and young people have a computer in their own room. In which room is the computer at your home? Why does it stand there?

It can be difficult to judge if the things you see or read online are true. How to do check facts from the internet? Are youself-critical on the web?

I know nothing about internet facts. It had not been because I got into it. I'm just not interested enough.

Today you create profiles on lots of different sites and then you create an image of yourself. You choose how you want to be perceived by what pictures to post, to write etc. I think it affects children and young people, they are so incredibly aware of the image of themselves today.

Sometimes I usually join and bully a classmate online. I know it's awkward and I really don't want to, but it's hard not to hang on when the others do it.

At school Idon't usually talk to the girls in the class but on the chat it's another thing. I don't feel as shy then when I sit at the computer.
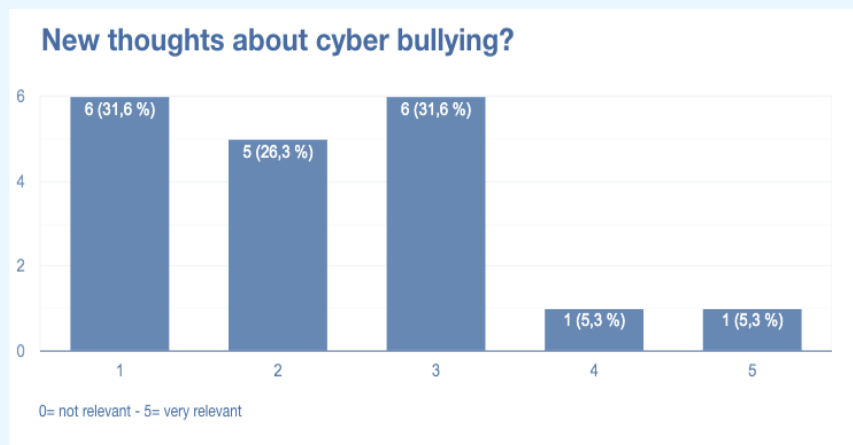
Erasmus+

:

EVALUATION:

New thoughts about cyber bullying?

0= not relevant - 5= very relevant

To fig 1

Only some students expressed that the activity gave them new thoughts.

Will you think before you act on the internet?

0= not relevant - 5= very relevant
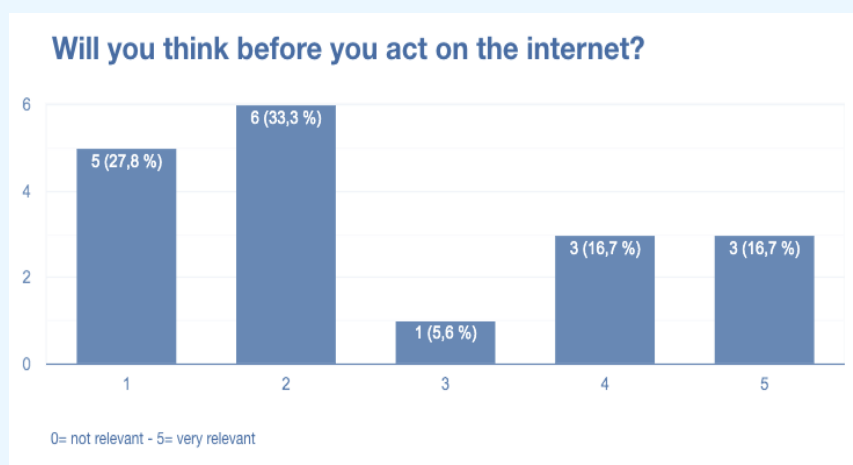
To fig 2

The activity had an impact for some students regarding to think before using internet.

Are the cards current?

0= not current - 5= very current
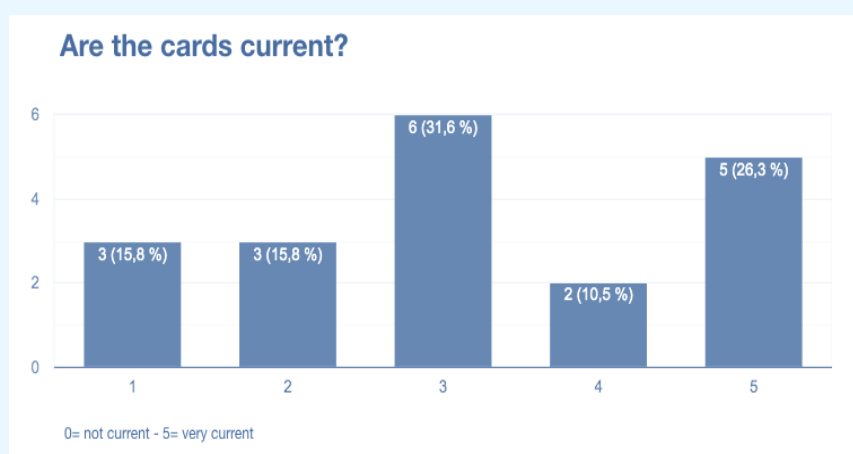
To fig 3

It seems that the cards are rather current.

PROPOSALS FOR IMPROVEMENT:

You may need to update, adapt or choose some cards; depending on age, changes of social medias etc.

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2.7. STOP CYBERBULLYING!

OBJECTIVES:

- Raising awareness of a cyberbullying phenomenon,
- Making students attentive, receptive and responsive to the sensitive issue of cyberbullying and its consequences for both victims and bullies,
- Getting familiar with rules for a proper behaviour in a case of cyberbullying.
- Familiarising students with the offer of Helpline for children and teenagers 116 111.

GROUPING: a group of four / the whole class / brainstorming / discussions

MATERIALS: the video on cyberbullying, the worksheet: stories presenting different cases of cyberbullying.

DIRECTIONS:

1. Introduction (5 minutes)
A teacher informs students that the lesson is devoted to the safe use of the internet and mobiles.
What do you use the Internet and mobiles for?
The teacher asks students and brainstorms ideas, writing them on the whiteboard:
What are advantages and disadvantages of using electronic devices?
The teacher asks students to work in pairs and figure out what cyberbullying is. The students give their definitions and vote for the most accurate one.

2. The video presentation (5 minutes)

The teacher introduces the video to the students, paying attention to the fact that it is based upon a real, life story that happened at school.

3. A video analysis (10 minutes)

The teacher initiates the discussion, which is aimed at recognizing a cyberbullying phenomenon and focusing on the consequences for both a victim and bullies.
What kind of cyberbullying has Dominika (the girl from the video) experienced?
How did she feel about being the cyberbullying victim?
The teacher highlights the stages of the story:
Dominika was filmed against her own will in a sensitive situation.
The video was sent virally by means of a mobile.
The film was posted on the Internet.
Dominika received vulgar text messages.

4. Other stories analysis (10 minutes)
Worksheet: Stop Cyberbullying stories.

The teacher divides the students into groups of four. Every group receives a different, short story describing cyberbullying cases. The students work in groups answering the questions:
What did the student feel in the story and what might have happened to him?
How should the victim behave in the given situation?

5. How to behave in a case of cyberbullying (15 minutes)

The teacher asks the leaders of the groups to read the story aloud and answer the questions:
What did the student feel in the story and what might have happened to him?
How shall a victim behave in a similar situation?

The teacher brainstorms ideas and writes them on the board.

EVALUATION:

The awareness that someone is at the disposal of one's embarrassing film or photo is difficult to bear and extremely harmful.

Sending forward and publishing embarrassing materials create fear and embarrassment.

Vulgar text messages, e-mail messages can do much harm, especially if received from the closest peers (from shool, class).

The victims of cyberbullying cannot handle the situation on their own.
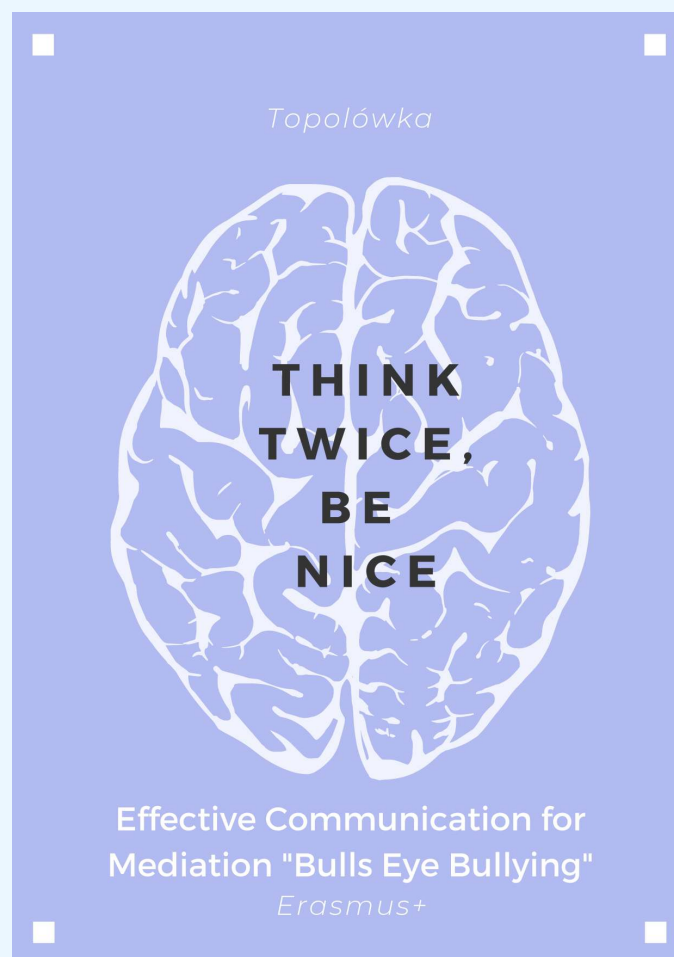
The violence in a virtual world is more harmful than in a real world to students.

PROPOSALS FOR IMPROVEMENT:

1. The next lesson: Stop Cyberbullying 2!

2. Co-operation with IMPACT e-learning platform, (preventive measures program IMPACT: Interdyscyplinarny Model Przeciwdziałania Agresji i Cyberprzemocy Technologicznej) https://www.edukacja.fdds.pl/kursy-e-learning

RESOURCES:

1. We Give Strength to Children Foundation, ul. Walecznych 59, 03-926 Warszawa, tel. 22 6161669, www.fdds.pl

Topolówka

**T H I N K
T W I C E ,
B E
N I C E**

Effective Communication for Mediation "Bulls Eye Bullying"
Erasmus+

Erasmus+

2.8. STOP CYBERBULLYING 2!

OBJECTIVES:

- Defining different types of cyberbullying.
- Making students aware of the consequences that the perpetrators of cyberbullying are held accountable for.
- Raising awareness of the role of cyberbullying witnesses among students.
- Drafting the safety rules for the internet and mobiles use.
- Familiarising students with the offer of Helpline for children and teenagers 116 111.

GROUPING: a group work, the whole class, brainstorming, discussions

MATERIALS: a video on cyberbullying, posters

DIRECTIONS:

1.   Different types of cyberbullying (10 minutes)
The teacher asks students to give examples of different types of cyberbullying based upon the video and stories they worked with during the previous lesson.
Brainstorming.

Expected ideas:
Recording unwanted videos or taking photographs with a smartphone.
Publishing embarrassing photos or films on the Internet.
Sending embarrassing materials by the means of a smartphone (text messages, MMS).
Sending vulgar text messages.
Calling names, threatening, insulting on the Internet and by the means of a smartphone.
Threatening others on the Internet and using a smartphone.
Breaking into one's blog, account or e-mail box.
Stealing one's identity and acting on one's behalf to one's disadvantage.

SHOW SOME LOVE AND LET'S STOP HATE TOGETHER

2. The perpetrators of cyberbullying, a set of questions, (10 minutes).
The teacher plays a piece of the video including Robert's comments (the perpetrator).
The teacher asks to point at Dominika's cyberbullies. Open discussion.
The teacher asks the students:
What are the consequences that the cyberbullies might face?
Can the situation presented in the video be reversed in any way?
Shall a cyberbully react when he/she realizes the harm done to the victim?
What can Robert (the cyberbully) do in such a situation?

3. The role of a cyberbullying witness, a set of questions, (10 minutes).
The teacher points at Michal's role (the witness) in the video and asks the questions:
How one shall behave in a similar situation?
Is it our responsibility to help our classmates?

4. The Code of Safe Conduct on the Internet and Smartphones (20 minutes).

A teacher forms groups of four and assigns a task for drafting a code for a responsible use of the Internet and smartphones.
The questions asked to support the task:
What can we do in order to prevent ourselves from being a victim of cyberbullying?
*How shall we use the Internet and smartphones so as not to do harm to others?*
What shall we do if we are witnesses of cyberbullying?
What shall we do if we become victims of cyberbullying?

The students work in groups of four and draft:
„A Code of a Safe Conduct on the Internet and Smartphones".

The groups present their brainstormed set of rules and decide on a common conduct of behavior. The code is to be drafted on a poster.
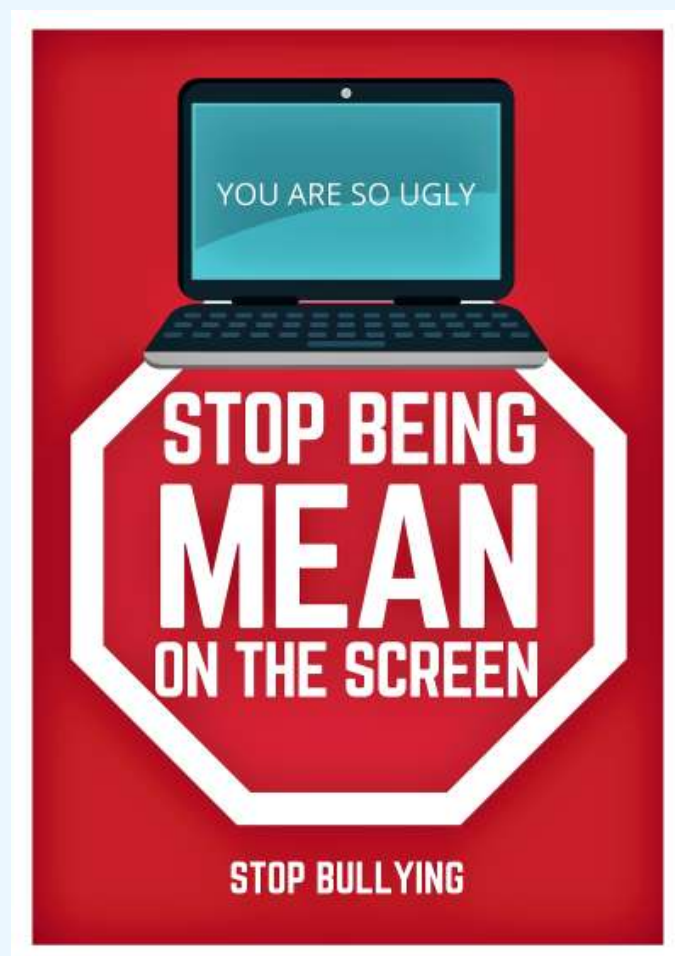
The Code of a Safe Conduct on the Internet and Smartphones, conclusions.

What can we do in order to prevent ourselves from being a victim of cyberbullying?
Take care of privacy of one's personal data.
Adjust your account to safe settings (private).
Secure passwords and log-ins.
Don't post one's photos or videos on the Internet.
Don't swap smartphones with your friends.

Treat others with respect (don't insult, don't call names, don't threaten).
Don't post the content (films, photos, texts) that can harm others.
Always ask permission to take one's photo or record a video with one's participation.
Don't send forward one's photos, films, texts that might hurt somebody.

Don't send forward the content you receive and that might hurt others.
Always help your classmates, who faced cyberbullying.
Report about your friends' harm to an adult – a teacher, a school pedagogue, parents.
Advise the victim to contact with a helpline desk at 116 111.

Don't respond to insults on the Internet.
Demand deletion of films and photos taken against your own will.
Seek help with adults – a teacher, a school pedagogue, parents.
Save the cyberbullying evidence.
Contact and ask for intervention the administrators of the web services.
Seek help at the Trust Helpline for Kids and Teenagers at 116 111.

The Code of Safe Conduct on the Internet and Smartphones is to be displayed as a poster in the classrooms, on the school website or school bulletin.
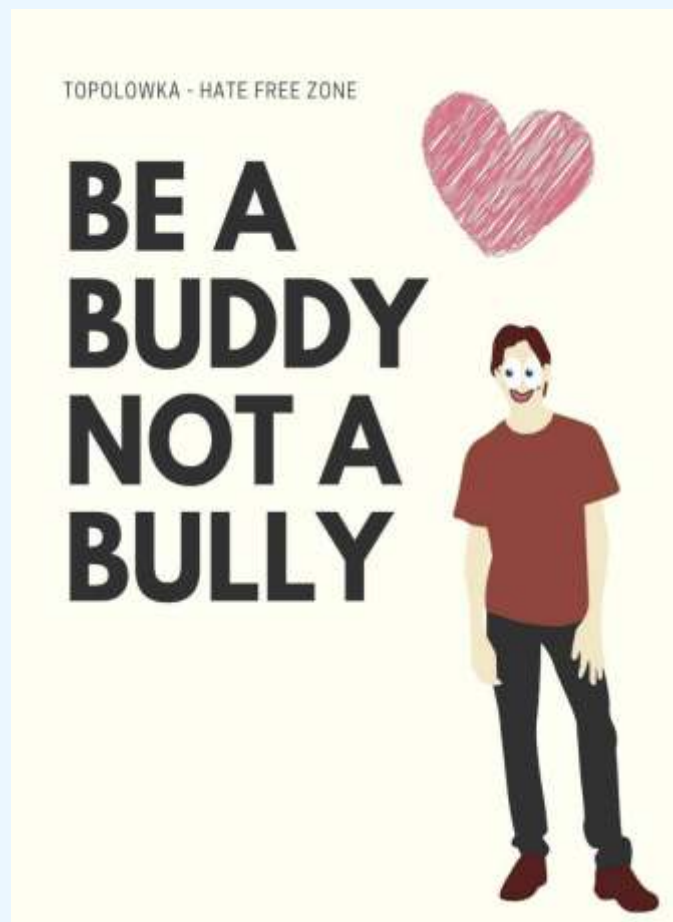
TOPOLOWKA - HATE FREE ZONE

BE A BUDDY NOT A BULLY

Erasmus+

PROPOSALS FOR IMPROVEMENT:

1. We Give Strength to Children Foundation, responsible
   school scenarios on cyberbullying:
   http://impact.fdds.pl/elearning/
2. Application online: http://impact.fdds.pl/aplikacja/
3. Interactive exercises: A survey „How do I use the
   Internet?" for the lesson „Me in a digital world" and
   „Creating behavior rankings in response to cyberbullying"
   for the lesson: Responsible and effective undertakings in
   a case of cyberbullying – from victims, witnesses and
   perpetrators perspectives.

RESOURCES:

We Give Strength to Children Foundation, ul. Walecznych 59,
03-926 Warszawa, tel. 22 6161669, fdds.pl

Topolowka
The no bully zone

DON'T HURT
JUST HELP

Erasmus+

3. IS BULLYING GOING ON AROUND YOU?

STUDENTS' CHECKLIST

☐ I don't feel (very) happy when I go to school.

☐ My classmates usually mock/make fun of me in class/ at break time/ outside school.

☐ They laugh at me on social media.

☐ It is usually the same person/people who insults me.

☐ This has been going on for one week/ one month/ three or more months.

☐ I have been threatened for one week/ one month/ three or more months.

☐ Whenever group work is organised in class, I always feel left aside.

☐ I don't feel like going to school.

☐ I have no motivation for any school activity.

☐ I am left aside during break time.

☐ My school supplies usually disappear.

☐ My school items are frequently spoilt.

☐ No one stands up for me when I receive threats or insults.

If most of these statements are true, bullying could be happening around you. Take action and talk to your parents, to your teachers or to somebody you trust in!

TEACHERS' CHECKLIST

☐ The student looks sad in class/ during break.

☐ The student is usually alone or only has one or two friends in class/ during break.

☐ Classmates make fun of the student whenever he participates during the lesson.

☐ The student is mocked in class by his classmates.

☐ The student becomes inhibited when he is asked to take part in group work.

☐ The student never/ rarely wants to get involved in extra-curricular activities.

☐ The student's school items frequently get lost/ spoilt.

☐ The student has cried more than once in class with apparently no reason.

☐ The student frequently misses lessons with apparently no reason.

☐ The student usually asks to be picked up from school, arguing he/she isn't feeling well.

If most of these statements are true, bullying could be happening around you. Take action, do some of the activities mentioned in this booklet, hand out the flyer and talk to the student!

TOPOLOWKA - HATE FREE ZONE

THERE IS NO PLACE FOR HATE

Erasmus+

PARENTS' CHECKLIST
(in recent times, as of late)

☐ Your child is not willing to go to school.

☐ If asked why he/she doesn't want to attend school, your child avoids answering the question.

☐ Your child has somatic symptoms before going to school (stomach ache, headache).

☐ Your child often loses his/her personal belongings.

☐ Your child's personal belongings get damaged.

☐ He often asks about pocket money not giving any reason.

☐ Your child is often in a low mood, sad or crying.

☐ Your child deals with poorer performance at school in comparison with the previous years.

☐ Your child often plays truant.

☐ Your child doesn't participate in extra-curricular classes at school.

☐ Your child avoids talking about school, classmates.

☐ Your child has been aggressive, violent recently.

☐ Your child is passive. Your child agrees to do everything you ask him/her for.

☐ Your child doesn't meet any classmates after school.

If most of these statements are true, bullying could be happening around you. Take action and talk to your child and to teachers!

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4. PARTICIPANTS

GERMANY
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