

Who can use this manual?

This training manual mainly addresses trainers providing training courses focusing on cyberbullying.

Due to the diversity of training systems and traditions in different European countries the scope of trainers addressed is much broader than one might expect first. It includes for instance trainers providing training in the field of traditional school bullying and trainers providing training in the field of ICT and Internet safety. Moreover, there are various professional groups providing training such as mediators, councillors, social workers, teachers and educational staff, police officers and many others more.

In order to do justice to this broad scope of trainers this training manual has chosen a rather pragmatic approach and addresses all professionals providing training for parents, school staff and young people in the field of cyberbullying.

However, of course this training manual can also be used by other users interested in or dealing with cyberbullying. For this group this manual can be also a very useful and helpful for getting a deeper insight in what research says about cyberbullying and how it can be tackled.

How to use this manual?

Use the manual flexibly and chose the components that you need

Due to the complex nature of the cyberbullying phenomenon and the rather broad, heterogeneous target group addressed, the CyberTraining training

manual is not standardized but rather resembles a resource book that can be used in a flexible way. Experienced anti-bullying trainers for instance may want to skip part I of module 4 that provides an overview about what we know in terms of tackling traditional school bullying, while experienced ICT trainers may want to skip parts of module 3 that introduces into ICT and Internet safety.

We advice that basing on your background, previous knowledge and nature and composition of the group of trainees you are working with you chose the components of this manual that are helpful for your work. Taking a look at each module's summary and the description of the objectives and envisaged outcomes helps you getting a first idea about the different modules' focuses and choosing the components of the manual that you need for your purposes.

Use the training manual in eBook format or print out PDF versions of the modules

This training manual is available in eBook format and in form of PDF versions.

When using the online version in eBook format you have direct access to a wealth of online resources such as video clips, reports, useful web sites and other external online resources to which we hyperlink from each of the modules. Provided you have an Internet connection when you hold your course, you can also directly display resources like e.g. video clips we embedded in the eBook.

However, for a quick overview it can be helpful to print out the PDF versions of each module. All hyperlinks are listed in form of footnotes then.

Use of the theory-oriented first part of each module

The first, rather theory-oriented part of each module outlines what research knows about cyberbullying, information and communication technology as well as traditional school bullying. Apart from a 'Summary' section it includes an outline of the module's 'Objectives and envisaged outcomes' and the section 'Summary of current knowledge and thinking', the core of the theory-oriented part that provides facts and background information. In the text body of the 'Summary of current knowledge and thinking' we embedded boxes with references to the resources and activities used in the second, rather practical-oriented part of the module.

Depending on your preferences you can either use this theory-oriented part for preparing your training course or for yourself to get a deeper insight in the topic that is in module's focus.

Use of the practical-oriented section of each module

The second, practical-oriented part of the modules includes activities that aim to deepen the content of the 'summary of current thinking and knowledge' section by making the trainees explore, reflect or discuss. Most activities build on resources such as narratives, video clips or other online resources.

We suggest using the activities within the suggested context of the modules. In case you use some activities as stand-alone resources we advise you to check carefully whether this is appropriate.

Use of suggested resources

In the Internet there is a wealth of online resources that is focusing on cyberbullying. Both in the rather theory-oriented 'Summary of current knowledge and thinking' and the 'activities' we embedded hyperlinks to external online resources that help illustrating and deepening the content of the respective section.

However, we are aware of the fact that the Internet is in constant change and that new and updated resources on cyberbullying get published continuously. We therefore consider the resources we are referring to as suggestions and encourage you to search for similar or updated resources on your own.

Additional national resources in the manual's national versions

The original English version of this training manual that is addressing an International English-speaking audience mainly includes references to resources that are available in English.

In the national version of the training manual we tried to provide additional, equivalent or similar resources in the language of the respective version whenever this was crucial for the content of a module. However, as for many resources there are not similar national versions available and also in order to maintain the character and context of the original English version, we hyperlinked crucial resources with automatic translations provided by Google translate . Though these automatic are far away from being perfect, they nevertheless give users a first idea about the respective resource.



**Taking action
against cyber bullying**

Module 1

Introduction to training: Principles and strategies

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Summary

- One is likely to encounter a number of difficulties during a training activity on the complex subject of cyberbullying.
- Therefore, training programs should be constructed based on a carefully selected and measurable set of rules and procedures.
- Getting to know some of the main characteristics of learning in different age groups may constitute a key element of effective training.
- Implementing an effective training program involves different and complex tasks, which require technical and pedagogical skills.
- The choice of resources and methods to be used in training should favour interactive learning.

Introduction

The common aim of any training is that trainees seize the messages conveyed, and incorporate them into their lives as new attitudes, new skills or new knowledge. To achieve this objective it is necessary to go beyond mere intuition and common sense, and build the messages on principles that are pedagogically effective and scientifically supported. It is essential that a training program is constructed based on a carefully selected and measurable set of rules and procedures. This prevents frustration, wasted time and resources, promotes imagination and creativity, and makes the training more rewarding for everyone involved. However, taking into account educational and scientific criteria in structuring and transmitting the message is not enough - it is also necessary that the trainer is a good model for the trainee to learn from. Additionally, it is important for the trainer to develop some essential interpersonal skills that enable him/her to question the effectiveness and fairness of his/her decisions and actions. This should also enable the trainer to listen to, understand and respect the trainee. The recognition of these pillars on which the training should be based leads us to present some principles and strategies for training, in order to enhance trainers' competence in dealing with the topic of cyberbullying.

Objectives and envisaged learning outcomes

The objectives of this module are:

- To highlight some principles that may provide a comprehensive framework for planning and developing training activities;
- To enable trainers to understand differences in the learning process of different target groups;
- To offer guidelines that help trainers to improve their interpersonal and communication skills for training;
- To provide guidelines for the correct and appropriate use of strategies and pedagogical resources, in the context of effective and science-based training activities.

On completion of this module, the trainer should be able to:

- Show an understanding of general principles meant to provide a comprehensive framework for planning and developing training activities;
- Recognise some specificities and characteristics of different age groups;
- Plan and develop training activities, using several pedagogical resources;
- Select appropriate training methods and strategies for training.

Given these objectives and intended learning outcomes, the module structure will be as follows: we begin with a discussion on the basic principles of training, followed by some notes on working with different age groups. In developing training skills we review some strategies meant to strengthen trainers' interpersonal and communication skills (necessary to cope with different target groups), and also some strategies for planning and developing efficient training. In methods and strategies for training, we look closely at the use of case examples and images in training, and some guidelines and practical tips are offered. The module closes with the presentation of some useful references and online resources.

Basic principles of training

One is likely to encounter a number of difficulties during a training activity on the complex subject of cyberbullying. Therefore, we believe that training work with youth, parents, teachers, etc., with the purpose of developing or changing behaviours, attitudes, meanings, values and beliefs should be supported by a set of principles underlying a constructivist view of learning:

- Trainees' learning and changes must result from an intrinsic motivation; only trainees' intrinsic motivation can become the engine of their own development and of the changes of attitudes which are desired ⁽¹⁾.
- The trainer should build training environments that, through exploration and research, facilitate learning. The organization of training should be guided by a desire to promote better and effective learning ⁽²⁾.
- The trainer should create a climate where trainees feel free to express their opinions and reactions, without fear of "getting it wrong."
- Following on from the previous principles, the training program should be built on trainees' personal experience, which should be encouraged through various resources, and also through their emotional, intellectual and physical involvement in various activities ⁽²⁾.
- Effective training requires the active and constructive participation of trainees. They should assume responsibility for their learning; participate in goals setting and in the construction of a good learning environment.
- The choice of multimedia resources must result from a critical analysis of their capabilities and features rather than reasons such as novelty, fashion, fascination with new technologies, etc. As Bartolomé ^(3, p. 9) argues, "Sometimes we are too obsessed with the technical aspects (which undoubtedly should be known) and forget to just use our head".
- In planning and developing training activities, the trainer must take into account the age, knowledge and experiences of the participants, the nature of the subject itself and the proposed learning outcomes.

We consider that a set of principles should reflect the philosophy and values, the scientific knowledge, and the fundamental aims of training. In line with this idea the principles stated above are based on what the constructivist theories of learning have been advocating. The learners' active role in constructing knowledge and the relevance of relationships and interactions in the learning context are of particular importance. Therefore, depending on what the trainer already knows about this perspective, he/she may want to deepen his/her knowledge on the concepts and pedagogical implications of some theories of major importance in this area, such as the sociocultural theory (based in social interaction and the zone of proximal development of Vygotsky), Piaget's developmental theory or Spiro's cognitive flexibility theory ⁽⁴⁻⁶⁾. This knowledge will help trainers to build a true learning environment with constructivist features.

Working with different age groups

Getting to know some of the main characteristics of learning in different age groups may constitute a key element of effective training. With this in mind, we present some principles that may help you, to understand the specificities of learning in childhood versus learning in adulthood, and to plan and develop training activities for these specific target groups:

- Research has shown that people in general, whether children or adults, tend to learn best if their prior knowledge is used as a starting point for learning. Therefore, you can help children and adult trainees to activate prior knowledge and use it for understanding new information and experiences. However, the accumulated life experience of adults differentiates adult learning from child learning ⁽⁷⁾. For that reason, when working with adults in particular, you should know that they “... tend to learn best if this experience is acknowledged and when new information builds on their past knowledge and experience.” ^(8, p. 24).
- Accumulated past experience differentiates not only adults from children, but also one adult from another. Therefore, a group of adult trainees will be more heterogeneous than a group of young people or a group of children. It is important to be aware of these different degrees of heterogeneity ⁽⁷⁾.
- Adults’ accumulated knowledge makes them important resources for learning, if you allow them to call on their experiences in the learning activities with others ^(7, 9). When addressing the issue of cyberbullying and the risks associated with ICT use with adults, their experiences as parents or teachers should be acknowledged and used as examples on which new knowledge can be built.
- With regard to ICT use (e.g., Internet, mobile phone), children may have a range of experiences wider and richer than some adults; therefore they become important resources for learning. Adults, in general, need to develop a new learning attitude and believe that they are able to learn about this subject. They can begin by accepting that they can learn with the youngest, because if not, they will fail to follow their children’s/students’ learning process ⁽¹⁰⁾. In the context of training activities focusing on cyberbullying, children’s and young people’s expertise in ICT should not be devalued, but used as a learning resource.

- In contrast, when working with adults, and in particular with parents, you should take into account that they may be less familiar with ICT and will need more basic information on this subject.
- Trainees have their prior beliefs and knowledge on cyberbullying or ICT, which can interfere with new learning and even become an obstacle. For this reason, it is important that trainees are given enough time to work on and restructure their prior experiences and accumulated knowledge. You may facilitate this work by giving them the opportunity to observe, and listen to examples and scientific explanations that help them to complement or restructure their prior conceptions ⁽¹¹⁾ (You can find a good example of how this principle may be applied in [Activity 5.2 'Understanding parents' concerns and perspectives around cyberbullying in schools'](#), Module 5). Whether working with children or adults, you should consider their different degrees of knowledge and experience, and take special care, because sometimes they need to unlearn old ways of doing things, old beliefs and old attitudes and values.
- Differences in adult and childhood learning are associated with developmental processes (e.g., cognitive, moral, physical, and social ¹²⁻¹⁴).
- One factor that distinguishes adults and children, and is associated with the developmental processes previously referred to, is *meaningfulness* ⁽⁷⁾. Meaningfulness is fundamental to motivating and engaging learners in general, regardless of whether they are adults or children. With regard to children, they learn best when they participate in activities perceived to be useful in real life and culturally relevant (see how [Activity 7.1 'Think of a secret'](#), Module 7, invites children and young people to think on a meaningful situation for them). Adults are not likely to engage in learning unless the content is meaningful to them, and is associated to their social roles (as parents, teachers, principals, etc.).

Having provided information and advice that you can use to adapt your training strategies to different age groups, we will now present some useful guidelines to help you develop and improve your interpersonal and planning skills.

Developing training skills

Interpersonal Skills

Cyberbullying is a complex phenomenon with great impact on individuals, families and even on school communities. Consequently, you face great demands as a trainer, not only in terms of current knowledge about the problem, but also with regard to the interpersonal skills necessary to work with different target groups: young people, parents, teachers, and schools. Effective communication is a skill that can be learned and improved upon, and is essential if you are to work together with trainees in a supportive way. For this reason, we will review some basic interpersonal and communication skills and some ways in which they can be strengthened ⁽¹⁵⁻¹⁷⁾:

- Listen intently: being a good listener helps trainees to feel comfortable to express their views, their doubts and difficulties;
- Body language: be aware of your facial expressions and posture. It is important to maintain eye contact and use appropriate facial expressions. Display calmness, and do not overreact to the situation or problems stated;
- Allow the speaker to state opinions, feelings, and doubts, without interrupting with questions, criticisms or advice;
- Show interest, asking questions when the speaker stops;
- Avoid expressing a moralistic or overly dramatic approach, with regard to the problems/situations described;
- Provide reflective statements and validate the speaker's point of view, so he/she feels understood. Examples are: *"That must be a tough situation"* or *"It must have been difficult for you ..."*;
- Show empathy, so the other person feels you understand how he/she is feeling and thinking. By being empathetic you demonstrate that you understand the other person's perspective, and that there are different views of the same situation/problem, which are no less valid or important;
- Never downplay another person's feelings;
- Be proactive. After showing interest and empathy, direct dialogue to the search of a solution/best way to face/resolve the problem: *"What can we do/What could be done to solve the situation?"*;

- Use a clear and explicit language in order to ensure that there is no misunderstanding in communication, and that everyone understands the message you want to convey:
 - Use the appropriate vocabulary with the target group;
 - Clarify and exemplify new concepts;
 - Be explicit about the objectives pursued with a particular task;
 - Ask questions to see if the trainees understood the concepts and key elements addressed;
 - Encourage them to express in their own words the concepts discussed.

Strategies for planning and developing training

Implementing an effective training program involves different and complex tasks, which require technical and pedagogical skills. At this point we will briefly describe several steps and strategies necessary to carry out effective training activities, and provide some links and references that you can use to deepen your knowledge on this issue.

Needs assessment

This implies your ability to identify gaps in knowledge and practices among trainees, and to interpret its rationale. Based on this evaluation, and on the characteristics of the target groups, you will be able to determine what to do to resolve the situation, while also focusing on the main priorities of the lesson ^(18, 19).

Defining training objectives

The intended outcomes in the areas of knowledge, emotions, attitudes and behaviour ⁽²⁰⁾ should be outlined. The objectives depend on the needs assessment, because training practices (operational objectives) should be geared to rectify weaknesses identified in one or more of the areas mentioned above (i.e., differences between present knowledge, attitudes, behaviour, and what trainees should achieve in the future).

Organizing and sequencing learning experiences

Another aspect to consider is related to the way of organizing trainees: a) Whole-class lessons?, b) Teamwork?, c) Individual work?, d) Learning in virtual environments? We know, for example, that “... teamwork constitutes an important arena for development, for testing social relations, and for acquiring knowledge about the world and their own position in it.”⁽²¹⁾. However, we must consider that other methods and forms of organization also have their benefits. Whatever the option is, there will always be constraints and benefits, and you will always need to analyze the strengths and weaknesses of specific training methods and strategies, and choose those that, through the analysis of needs and knowledge of trainees, you know are more desirable for learning.

Selecting training resources

New technologies, which include this manual, and the whole array of new tools now available through ICT, have created the necessary conditions to set aside the dominant tradition of a teacher-centred instruction, which is in contrast with what new learning theories have proposed. With regard to resources, it is essential that you are aware of their potential and their limits. In this regard, we call attention to the fact that a basic guiding principle in the choice of these features is their ability to contribute to interactivity between training participants. In fact, the real training “... does not happen without a systematic and planned interaction of the actors in the educational process, students and teachers around the accomplishment of some learning tasks.”^(22, p. 102).

Another important principle is that the resource should be “... easy to create, easy to offer, easy to access, reusable”⁽²³⁾. This also relates to the idea that training requires a commitment from you and stimulates your own creativity in creating resources (see resources required for Activity 3.7 ‘Maybe it’s only a joke for you, but it hurts me’, Module 3). These resources go beyond what a training manual may offer – “If you are a trainer, teacher, coach, manager or leader, you will already be building resources of various sorts to help yourself and to help others”⁽²⁴⁾.

Evaluating the training

The evaluation is often the most forgotten feature of any educational practice. Nevertheless, it is essential, and constitutes the second stage of analysis of trainees' needs (to detect their strengths and weaknesses). It is also a tool for ascertaining whether the training actually produced the desired results, and for stimulating a reorientation of the process. There are many strategies and means to conduct the evaluation (e.g., oral questions, role-play, portfolios, checklists, tests with multiple choice questions, essays, self-assessment, etc.). The method should be chosen according to variables, such as, the type of content (more or less structured), the group size, the time available, the objectives of training, etc. ^(25, 26).

Methods and strategies for training

In a previous paragraph, we referred to the point that the choice of resources and methods to be used in training should favour interactive learning. Regarding methods, the literature presents a great variety: presentation, demonstration, discussion, drill-and-practice, tutorial, cooperative learning, gaming, simulation and role play, discovery, problem solving⁽²³⁾. Several resources are also referred: manuals, images, documents, testimonials. However, no methods or resources are sufficient by themselves. It is necessary to know how to use them properly, and in a well-grounded way. We gathered together some notes on two types of resources which are particularly helpful to enhance the learning environment and process, and thus can be very useful to provide effective training on cyberbullying. These resources are cases and images (photos, videos, etc.).

Teaching and learning with cases

Training in subject areas that are complex and poorly structured, as is the case with cyberbullying, does not have the sole objective of acquiring and memorising a series of concepts, but is also aimed at using the acquired knowledge in novel situations and adapting behaviours and attitudes.

We may state that the main characteristics of an area of knowledge are *poorly structured* or *well structured* according to whether they exhibit:

- a regular structure which allows principles or general rules to be identified (*well structured areas*); or
- an absence of general rules or principles applicable to all cases and the context-dependency of the meaning of concepts (*poorly structured areas*).

To learn or teach a subject as complex as cyberbullying, at an *advanced level*, thus requires teaching and learning strategies which are often antithetical to those used in more straightforward subject areas⁽²⁷⁾, in particular:

- a constructivist approach – in which the learner has a central and active role in the teaching and learning process;

- contextualisation of learning - by which concepts are addressed in the context of real-life situations;
- multiple representations of knowledge – the kind of knowledge that needs to be seen from various perspectives should be taught from multiple viewpoints. The complexity of a concept should not be understood in one context alone. Its multiple facets should be shown in order to be revisited from different viewpoints, each perspective emphasising different aspects. A general view of the complexity of the cyberbullying landscape will emerge after a certain number of traverses;
- and the central role of cases. Cases are a basic strategy in contextualising learning and knowledge.

We may characterise knowledge learning at an *advanced level* as follows: where the introductory phase of learning focuses on familiarity with concepts, tested by memorising, in the most advanced phase of learning the focus is on the ability to use knowledge in the most diverse situations possible.

What is a case?

The following aspects are among the important characteristics of cases:

- Cases are real situations with all their complexity ⁽⁶⁾.
- Cases engender controversy ⁽²⁸⁾.
- Cases are open-ended and challenging narratives ⁽²⁸⁾.
- A case is “often presented in narrative form, based on a real-life situation and it attempts to convey a balanced multidimensional representation of the context, participants, and situation” ^(29, p. vii).
- A case *is a narrative* that describes what led up to the event, its consequences and also describes how the participants in the event thought and felt ⁽³⁰⁾.
- A case could be: a scene from a film, a chapter of a book, a picture, a story.

Good examples of cases are:

- [Resource 2.32 'Pictures out of hand, out of reach', Module 2,](#)
- [Resource 6.12 'A case of cyberbullying', Module 6](#)
- [Resource 7.4 'A teacher is attacked on a social networking site', Module 7](#)

Why use cases in training

It is important to do this because:

- A case, a story, or a narrative is “*one of the basic human forms of experience of the world*” (31, p. 124),
- It allows concepts and practice to be connected;
- One should avoid over-simplifying - it is important to foster the development of networks of interrelated knowledge rather than compartmentalising unconnected knowledge;
- One should use multiple representations - the concepts must be analyzed in different contexts and from different perspectives or through multiple dimensions. This is important if we wish to promote the use of knowledge in new situations;
- We should promote flexibility – knowledge that must be used in many ways must also be taught in many ways. The use of cases allows the development of multiple perspectives or points of view, as well as development of critical thinking.

Methodology

The use of cases in training could be organized essentially in two distinct ways implying goals and specific activities which we will outline:

Storytelling – or the reading and analysis of cases.

Narratives or cases are considered here:

- *as examples*, that is, cases are used and viewed as examples or illustrations of theories and skills, which individuals should therefore analyse and consider;
- and *as knowledge and context*, that is, cases are used and viewed as important knowledge in itself.

This methodology implies the active participation of the learner as a requisite for changing attitudes and behaviour. In fact, the reader or listener of a case or story constructs an interpretation or meaning by bringing "*his or her experience to the narrative*" (32, p. xi).

We may list the following as specific objectives of this strategy:

- Train listening and reading skills.
- Enhance the love of reading.
- Influence or change attitudes, feelings and behaviours.
- Promote critical thinking.

Within this strategy, certain activities are considered important and we would highlight the following:

- Case selection – it is important to work with appropriate cases. For instance, you can find a good case in [Resource 6.20 'A tale of cyberbullying', Module 6](#)
- Individual reading and reflection through open questions.
- Collaborative analysis and discussion – brainstorming, role-playing, forums, etc. – in order to look for key-words and themes and relate them to the narratives.
- Final synthesis - it could be a table which displays a critical reading of the case.

In choosing an appropriate case or narrative it is important to consider the characteristics of a good case that Herreid⁽³³⁾ identified (see Box 1 below).

Box 1: A good case

A good case⁽³³⁾:

1. Tells a story.
2. Focuses on an interest-arousing issue.
3. Creates empathy with the central characters.
4. Includes quotations. There is no better way to understand a situation and to gain empathy for the characters.
5. Relevant to the reader.
6. Must have pedagogic utility.
7. Conflict provoking.
8. Decision forcing.
9. Has generality.
10. Is short.

As observed by Bruner, telling a story “inevitably” implies “*taking a moral position*”^(34, p. 57). Choosing a story will thus be a very important phase in training in such a complex issue as cyberbullying, in which values and attitudes and the moral development of children and young people are involved. The aspects mentioned in Box 2 must always be considered.

Box 2: Tips

The trainer must consider:

- How common the case is in real life
- Ability of the case to integrate multiple themes
- Ability of the case to effectively teach important learning objectives
- If the case is appropriate to the characteristics of subjects

Storywriting – or writing cases and narratives.

In this strategy the learner has a doubly active role in that he or she is not only observing reality but also writing what he or she perceives as real dilemmas within cyberbullying. In fact this strategy has various potential features:

- The writer of a case or narrative constructs the meaning of the experience by attempting “*to collect understanding through a form of disciplined recollection.*”^(32, p. xi);
- Writing a case induces subjects to reflect on their own (or friends’) experiences of cyberbullying;
- Writing a story means learning to listen, to understand contexts and to ‘read’ other, different realities.

Proper supervision of this process, of observation and writing cases, affords an opportunity to *diagnose* problems, levels of information, experiences, values, feelings and attitudes. It also serves as an intervention by helping one deal with similar, real-life situations, thus teaching flexible and reflective thinking.

We may consider the following as specific objectives of this strategy:

- Give subjects the emotional distance necessary to examine the experience;
- Enhance time for reflection;
- Understand the practice and experiences of cyberbullying “from the insider’s perspective”^(35, 36);
- Influence attitudes, feelings, and behaviours;
- Promote critical thinking.

Within this strategy we may highlight the following activities⁽³⁵⁾:

- *initial experience*: to listen, observe or participate in an episode or series of events;
- *reflected experience*: the original episodes are developed into a written narrative. The role of the trainer is to create conditions that help subjects to select episodes that deserve further examination and analysis;
- *collaborative discussed experience*: the case continues to develop through dialogue and rewriting drafts. The writers are involved in reflective research on experiences. The trainer coordinates research and establishes conditions for positive changes in areas needing more clarity;

- *common experience*: we develop common experience by seeking feedback from other educators so that the cases become part of the community.

The activity of writing a case, an essential part of the strategy, is not easy. Box 3 below, *Grammar of a narrative* is intended to help you with this.

Box 3: Grammar of a narrative case ^(37, p. 96)

- ***The main character and clues to character***: who is the main character and what is s/he like (Personality, appearance, reactions)?
- ***Events and reactions***: what are the important events in the story and how does the main character feel and react to these events?
- ***Problems***: name the problems or conflicts which the main character is experiencing. Define the main problem, the basic problem that will be used to organise the story.
- ***Attempts and efforts***: how the characters try to solve the problems? Can attempts be made by the main characters or by other people?
- ***Resolution***: how are the main problems solved or managed? Sometimes a separate resolution may occur and sometimes the problem or situation has no solution.

Teaching and learning with images

The use of images¹ (e.g. magazines, cartoons, videos, etc.) to train / educate has many benefits, besides establishing a bridge to the real lives of children, youth and adults, lives that are constantly invaded by images.

Among other advantages, the use of still or moving images in the training promotes:

- the motivation and involvement of trainees;
- the dialogue / discussion of a topic, leading to the construction of knowledge;
- the interaction between trainees and trainers;
- trainees' internal dialogue, during the analysis of images;
- creativity and language skills;
- divergent thinking.

Also in training on cyberbullying, images can be an extremely useful resource for working with different target groups. The benefits of using images in training are associated with the dual power they have: to convince and to touch⁽⁴²⁾. The images have the ability to convince, because we give them the power to show the reality. This power makes them a useful educational resource, but requires a reflection on what they show about reality⁽⁴³⁾. On the other hand, images have the power to move us, to the extent that they appeal to sensibility, intuition and emotions (e.g. [Resource 5.1 'A father's story', Module 5](#)). This dual power makes them a resource with great ability to motivate trainees.

In the context of training, and to take advantage of these capabilities, the images must be analyzed, read, and subject to reflection, just as we do with written texts, because images also require reading skills. So, what methods and strategies should then be adopted for the appropriate educational use of images?

¹ The concept of image that we will use here includes still (e.g. magazines, photographs) and moving images (television programs, videos, etc.)⁽³⁸⁻⁴¹⁾.

Effective use of images in training

In order to be advantageous, the use of images to address the topic of cyberbullying in training should be supported by some principles and methodological procedures. Photographs, cartoons or videos by themselves are not beneficial, unless they are subject to analysis, discussion, and reflection, in the context of activities which are planned in order to achieve clearly defined objectives. Therefore, we will outline some basic principles and offer some methodological guidelines and examples of activities that can be helpful to take the best advantage of these resources in training.

Some principles

- It should be the trainee doing the work of observation, analysis, decoding, and structuring.
- The trainer should take a guiding and creative role in order to facilitate the construction of knowledge by trainees.
- The trainer should provide a context that enables students to integrate the audiovisual information with their own experience, so that they can convert it into meaningful learning.

Methodology

Before using any visual or audiovisual resource (e.g., photographs, media news, videos) you should first study the document carefully and analyse its elements and the content it addresses, in order to identify what aspects trainees will need to focus on.

In preparing the activity, it is necessary that you answer some questions (e.g.,⁴⁴):

- What are the objectives you want to achieve with the use of that resource?
- Is the resource appropriate to the age of the target group?
- How should the space be organized for the proper use of the resource?
- What time is available for the work?
- What equipment is needed?
- Should the document (photos, video, comics or any other audiovisual resource) be viewed entirely, or should only a few scenes / pictures be selected and worked on?

The use of images such as photographs, cartoons, videos, etc., with educative purposes should be accompanied by activities that motivate and involve learners. These resources should not be regarded as a substitute for the trainers' role, but as a method of promoting the involvement / participation of trainees in their own learning, through the catalyst action of the trainer (as an example, you can see how the videos [Resource 2.25 'A brave new World-Wide-Web](#) and [Resource 2.26 'The risks of new media - Where is Claus?'](#) are used in the context of Module 2). Therefore, the use of images in training should be based on an active and reflexive methodology. We will now propose some activities provide a few guidelines and tips to help you using images in training effectively, and we suggest that you select and use the ones that are best suited to your trainees' background, age, and needs.

Activities to be carried out before, during and/or after viewing the images

Before: You need to arrange the space and placement of trainees, organize and prepare the technical equipment (sound, light, etc.), when it is needed. Before viewing the images, it is important that you briefly describe the type of document that will be used and the subject it addresses, in order to engage and motivate trainees.

While watching: You should pay attention and show interest as this is how you want the trainees to behave. We suggest that you take the opportunity to observe the reactions and attitudes of trainees and their degree of interest while observing the images ⁽⁴⁵⁾.

After: To ensure that the use of photos, videos, etc., result in significant learning, it is essential to adopt a comprehensive approach. This consists of analysis and discussion of images in sequential steps, beginning with focus on its sensorial and emotional elements and introducing progressively more rational / cognitive elements ^(3, 45, 46).

This process of analysis and discussion of images starts with a first step, which aims to promote trainees' free expression of reactions and opinions, and the interaction between participants. A second step consists of stimulating the debate and the critical reflection on the topic of cyberbullying, based on the reactions and questions raised by images. A third and final step aims to enable trainees to summarize the information, ideas, and perspectives discussed, and to convert them into meaningful knowledge and experiences. These three steps will now be described in more detail.

1st Step

Immediately after viewing the images, the voluntary expression of reactions, emotions and impressions evoked by the images should be promoted, in order to take advantage of their richness and ability to appeal to reason, sensitivity and emotions. Box 4 provides some examples of questions that can be used to promote trainees' voluntary expression of reactions and opinions.

Box 4: Tips

Questions to promote the free expressions of reactions:

- What did you like best/least?
- How did you feel while watching?
- Which moment/aspect/character had more impact, impressed you most?
- Which part caught your attention the most?

Thus, one should ask questions starting with a more sensory and emotional level and avoid questions that relate directly to the content and message conveyed.

In Box 5 below you can find some examples of questions that should be avoided, so as not to inhibit the participation and expression of trainees.

Box 5: Tips

Questions to avoid:

- What is the main message conveyed by this photo/video/television programme?
- What does the character mean when he says...?
- What subject is this photo/video/television programme about?

In addition to wasting the opportunity to establish communication and interaction from the reactions provoked by rational and emotional components of images, questions about the message or the content may raise reserves and limit the expression of opinions for fear of making mistakes.

2nd Step

We suggest that you use the reactions and comments of trainees as a starting point for discussion, and promote a debate, gradually introducing more rational issues, in order to encourage critical thinking. For this, you should have written down or memorized the views of trainees, the issues/ideas they stressed, and encourage and guide the discussion from there. You should take special care to avoid offering explanations or answers, without giving an opportunity for trainees to express themselves. In the case of narrative images, avoid making value judgments, saying which behaviour is right or wrong - let the trainees express their opinions and reach a conclusion by confronting ideas. Box 6 lists some questions that can be asked to promote the debate among trainees.

Box 6: Tips

Questions to promote the debate:

- Some of you felt more impressed/shocked/angry with ... Why?
- Some of you were of the opinion that ... What about the others?
- Why did the behaviour of ... draw your attention?
- What do you think the characters felt in the situation described?

We suggest that you lead the debate so that students gradually make the connection between their views and feelings and the images that they observed ⁽³⁾. Encouraging the exchange of views and arguments is an opportunity to find rational explanations, compare perspectives, interpretations and solutions (as an example of this methodology, you can see how [Resource 6.18 'High risk conduct in the use of Internet'](#) and [Activity 6.6. 'Making virtual friends'](#) are used in Module 6). At this stage, you may use the contents you have prepared in advance and integrate them gradually into the discussion.

In Box 7 you can find examples of activities aimed at promoting critical thinking and the sharing of views among trainees.

Box 7: Examples of activities

1. Narrative prediction of reformulation: when the resource is a narrative, trainees may be asked to, individually or in small groups, rewrite the story or create a new ending – then discuss perspectives.
2. In small groups, role-play the situation of cyberbullying described in the images. Each group performs for others. Then each group participant explains how s/he felt while acting their role and the audience offers feedback.

3rd Step

The following is a stage where it is necessary to structure, organize and summarize the ideas discussed. At this stage the trainees can see supplementary material, previously prepared by you, in order to seek answers to questions that remained unanswered in the debate or simply to consolidate learning. Trainees should be asked to make a summary of the main contents/messages that you intended to address through the images. This can be done individually or through group activities. In Box 8 you can find examples of activities aimed at helping trainees to organize and synthesize the ideas discussed.

Box 8: Examples of activities

1. Ask the trainees, in small groups, to systematize the ideas conveyed by images and present them to peers – then discuss perspectives.
2. Ask trainees to draw a mural, and write the main ideas retained on the topic.

This is a phase that should permit trainees to integrate the knowledge/ideas presented in the images, and this integration must be mediated by their own experience. In this way, images allow trainees to get involved in the process of knowledge construction.

In this module we presented some principles and provided a few guidelines for the appropriate use of strategies and pedagogical resources in training activities related to the topic of cyberbullying. Our efforts also focused on improving trainers' interpersonal and planning skills, which are a key factor in creating a learning environment for trainees, especially on a subject as complex as cyberbullying. We hope we have been successful, particularly conveying the message that those skills can be strengthened and improved upon.

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Further reading and additional materials

- Queen's University Centre for Teaching and Learning:
<http://www.queensu.ca/ctl/goodpractice/index.html>
- International Bureau of Education:
<http://www.ibe.unesco.org/en/services/publications.html>
- KidsDevelopment: <http://www.kidsdevelopment.co.uk/VygotskySocioCulturalTheory.html>
- Developing the teaching instinct: http://www.nes.scot.nhs.uk/nes_resources/ti/units.pdf
- Key skill assessment: communication:
<http://openlearn.open.ac.uk/course/view.php?id=2960>
- Bloom's taxonomy - learning domains:
<http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm>
- Exploring children's learning:
<http://openlearn.open.ac.uk/mod/oucontent/view.php?id=397489>
- Training and learning development: <http://www.businessballs.com/traindev.htm>
- Learning and teaching: <http://www.learningandteaching.info/learning/about.htm>
- Principles and methods of training: <http://www.fao.org/docrep/w8088e/w8088e03.htm>
- Training or learning?: <http://www.businessballs.com/training.htm>
- Experiential learning: http://www.businessballs.com/experiential_learning.htm
- Case Method Website: <http://www.soc.ucsb.edu/projects/casemethod/teaching.html>
- Using Cases in Teaching: <http://tlt.its.psu.edu/suggestions/cases/>
- Storytelling Activities & Language Arts Lesson Ideas:
<http://www.storyarts.org/lessonplans/index.html>
- Storytelling: <http://downloads.cas.psu.edu/4H/StoryTelling.pdf>
- Case studies in Science Videos:
<http://ublib.buffalo.edu/libraries/projects/cases/teaching/videos/video.html>
- JISC Digital Media: <http://www.jiscdigitalmedia.ac.uk/>
- Images in education: <http://drscavanaugh.org/digitalcamera/images-in-education.htm>
- Digital video in the classroom: <http://techintegration.cciu.org/Digital%20Video/index.html>

Cyber Training

**Taking action
against cyber bullying**

Module 2

Introduction to ICT and Internet safety

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Summary

- The Internet is a system of networks consisting of millions of computers around the world that communicate with each other and that are connected to each other by telephone wire, cable, fiber optics and satellite. It is essentially the transport vehicle for the information stored in files and documents on computers.
- The WWW is an information-sharing model that is built on top of the Internet. It incorporates various Internet services that allow a broad variety of uses such as retrieving or publishing documents, viewing and uploading images or videos, speaking or hearing sound and many other things.
- Web 2.0 is a new generation of WWW. This refers to Internet services which facilitate the publication of user-generated content, online collaboration and sharing among users (e.g., blogs, wikis, social networking sites, or podcasts).
- For most young people now the Internet and all of the communication it facilitates are a part of everyday life. Adults tend to differentiate between real life and the online world, whereas teenagers often consider cyberspace to be a very significant part of their reality.
- For young people, there is often an overlap between what occurs in the real world and what occurs in cyberspace. For instance, a negative experience in the real world can be exacerbated through cyber communication, or vice versa.
- Although the Internet affords young people fantastic opportunities for communication, learning and entertainment, irresponsible or improper conduct online can have massive repercussions in real life. Therefore, increasing young people's awareness of risks and promoting e-literacy is vital.

Introduction

In recent years the Internet has had an increasingly important impact on our everyday life: we use it at various locations and on various occasions - at work, in schools, in universities, in public places, at home. We use it for a wide variety of purposes such as, searching for information, communicating and interacting with others, or seeking help and advice. We also use it for playing games, shopping online, watching videos, listening to audio files, playing online games, planning our everyday life and numerous other things.

Today, approximately 52% of the European population is online with considerable differences between European countries (ranging from 91% in Norway to 20% in Moldova). For young people in Europe aged 6 to 17 years, Internet use is even higher with an average rate of 75% ⁽¹⁾.

In December 2010 there were more than 230 million websites available ⁽²⁾, and the number of users of the World Wide Web has grown from 16 million in 1995 to 1,8 billion users in 2009 ⁽³⁾. The Internet has developed into an increasingly interactive media where the users are able to co-create, contribute and comment on the media's content and opportunities.

For many children, teenagers and adults, life with the Internet, mobile phones and other new media is an integral part of their everyday lives and a life without new media seems unimaginable.

The narrative 'Rewinding some time' (resource 2.1) describes the development of the Internet and its increasing importance for everyday life from an adult's perspective. Also, the video clip 'Socialnomics: Social Media Revolution' (cp. resource 2.2) gives an outline of some of the characteristics of new media that will be covered in greater detail in this module.

Objectives and envisaged learning outcomes

The aim of this module is to introduce participants to new media and give them an insight into the impact that new media is having on young people's lives. The objectives and expected learning outcomes of this chapter are to:

- Introduce the participants to the basics of the Internet, the WWW and Web 2.0;
- Outline and discuss the fundamental changes that go along with Web 2.0 and social media;
- Provide an overview of young people's use of new media;
- Outline and discuss the impact that new media is having on young people's lives;
- Discuss the benefits and risks of new media.

The 'summary of current knowledge and thinking' section of this module starts with an introduction to the basics of the Internet and Web 2.0. Apart from explaining what the Internet and the WWW are, this section introduces the different ways of using the Internet for searching, for retrieving and publishing information, as well as for communicating and interacting with other users. Furthermore, it outlines how the Internet has changed in recent years and the impact this has on people's everyday lives. The subsequent section 'Young people's media use and e-culture' gives an overview about young people's media use in Europe and provides additional resources that outline the situation in Germany, Ireland, Spain, Portugal and the United Kingdom. Moreover, it provides resources that aim to illustrate that new media are an integral part of young people's everyday's lives and that young people's understanding of 'real' and 'virtual' significantly differs from adults' understanding. The final section focuses on the 'benefits and risks of new media for young people'. It aims to make the participants reflect about positive and negative uses of different new media.

Depending on the background of the participants on your course – parents, school staff or young people - there may be significant differences in relation to what they already know about the Internet and new media. That's why we suggest – even more so than for other modules – that you handle the content and material provided in this module flexibly and that you select the parts of this module that are best suited to your audience's background and needs. For an audience that is already familiar with the basics of the Internet (most young people and also certain groups of parents or teachers) you may want to skip the first part of the 'summary of current knowledge and thinking section': 'An introduction to the basics of the Internet and Web 2.0'. For a less experienced audience this first part should be included in your training.

For getting a first idea about your participants' knowledge about the basics in terms of the Internet and ICT you can use [resource 2.3](#).

Summary of current knowledge and thinking

An introduction to the basics of the Internet and Web 2.0

What are the Internet and the WWW?

What is the Internet?

The Internet is a network of networks that consists of millions of computers around the world that communicate with each other and that are connected to each other by telephone wire, cable and satellite. The Internet does not contain information itself. It is the infrastructure in the background or - in other words - the transport vehicle for the information stored in files or documents on computers that are connected via a global network.

The Internet was originally intended to share data between a few universities and government agencies. It is only with recent developments in the early and mid 1990s that user-friendly innovation such as the creation of the WWW and the distribution of free web browsers has transformed the global network to a mainstream phenomenon that is having an increasing impact on today's society.

And what is the WWW?

The Internet is not synonymous with World Wide Web. The World Wide Web, or simply the Web or WWW, is only one way of accessing information over the medium of the Internet.

The WWW is an information-sharing model that is built on top of the Internet. It incorporates various Internet services which allow a broad variety of uses such as retrieving or publishing documents, viewing and uploading images or videos, speaking or hearing sound and many other things.

The founding principle of the WWW is a programming language called HTML (an acronym for 'HyperText Mark-up Language') that makes hypertext links possible. Each website, document, audio file or anything else that can be found in the WWW has a unique URL (uniform resource locator) that identifies on which computer it can be found. Hypertext links allow connection to web pages, documents and other web applications, thus making it possible to navigate easily from one site to another by means of a simple mouse click. It was this unique and truly revolutionary capacity of HTML that made the WWW become a huge space of interconnected websites.

According to Tim Berners-Lee, who is considered to be the inventor of the WWW, the *basic idea of the WWW* is that it is an information space through which people can communicate by sharing their knowledge in a pool. The capacity to share knowledge in a huge information pool and to interact with one another makes the WWW a powerful tool that has an enormous impact on contemporary society.

The video clip 'What is the Internet?' (resource 2.4) created by NetSafe¹ gives a short, comic-style introduction to what the Internet is. Alternatively you can watch the video clip 'What is the Internet? - The Internet explained by kids' (resource 2.5) provided by MSDN.

Resource 2.6 expands on some of the characteristics of the Internet and the WWW: that it is in constant change, that it provides a wealth of information; that it is decentralized, interactive and that it can be anonymous.

¹ <http://www.netsafe.org.nz/>

Ways of using the Internet and the WWW

There have been various attempts at classifying the ways in which the Internet can be used, all of them having advantages and disadvantages. Following recent studies on how users actually use the Internet (⁴, ⁵), in this module we choose a rather pragmatic approach and will expand on the following aspects:

- Retrieving and publishing information;
- Communicating and interacting with other users;
- 'Web 2.0' and how the Internet has changed in recent years.

Searching for, retrieving and publishing information

What does Internet research say?

Searching for, retrieving and publishing information have been among the most common Internet activities since its early days.

There is a broad range of Internet resources that primarily focus on information, like for instance search engines, databases, e-journals, descriptions of projects, link lists and many more.

According to surveys conducted by the Pew Internet & American Life Project some examples of **adult** American Internet users' activities related to information on the Internet are (⁵):

- Using search engines (89%)
- Get news (70%)
- Read blogs (32%)
- Watch videos online (52%)
- Get info about a job (47%)
- Download podcasts (19%)

For young people aged 12-17 survey conducted by the Pew Internet & American Life Project all in all suggest similar figures (⁵):

- Get news (63%)

- Read blogs (49%)
- Watch videos online (57%)
- Get info about a job (30%)
- Download podcasts (19%)

[Resource 2.7 'Table: Generational differences in online activities'](#) provides an overview about online activities of young people (12-17) and other age groups and highlights the most striking generational differences.

[Resource 2.8 'Internet jargon – part I'](#) provides an overview of typical ways of using the Internet to retrieve and publish information and of 'Internet jargon' used in this context.

Communicating and interacting with other users

What does Internet research say?

Right from its early days, the Internet was also a medium used for communicating with other users.

There is a broad and constantly growing range of Internet resources that can be used for communicating and interacting with other users, such as email, chat / instant messaging, newsgroups or forums. Recent developments have added the possibility to communicate via audio or video connections.

When looking at Internet communication tools, it is necessary to differentiate between synchronous tools (tools with which users communicate with each other at the same time, such as chat or instant messaging) and asynchronous tools (tools with which users communicate with each other independent of time, such as email).

Again, we take a look at some selected data from the Pew Internet & American Life Project ⁽⁵⁾ so as to get an overview about how adult users (aged 18 and older) are using the Internet for communicating and interacting with others. Some very common activities are:

- Use email (91%)
- Send instant messages (38%)
- Using social networking sites (35%)

For young users aged 12-17 studies suggest different patterns of using the Internet for communicating and interacting with others ⁽⁵⁾:

- Use email (73%)
- Send instant messages (68%)
- Sending text messages via mobile phones (54%)
- Using social networking sites (65%)

As these figures reveal, email is still the most frequent online activity for adults. Yet, it seems that, for teenagers, email may begin to decline as many teenagers prefer instant messaging or SMS text messaging. Especially when communicating with friends, many teenagers prefer instant messaging or cell phone texting whereas email is regarded as a medium they use when communicating more formally (e.g., with 'older' people or institutions). Especially, daily cell phone texting by teens to friends has increased rapidly since early 2008. Among teens the frequency of using cell phone texting nowadays has overtaken every other common form of interaction with friends. According to a survey from Pew Internet & American Life Project ⁽⁶⁾ in late 2009, 54% of all teens used cell phone text messaging to contact their friends daily, while only 38% called on a cell phone, 33% talked face-to-face, 25% used social networking sites, 24% used instant messages and 11% used e-mail.

Again, Resource 2.7 'Table: Generational differences in online activities' provides an overview about online activities of young people (12-17) and other age groups and highlights the most striking generational differences.

The ability to facilitate communication processes between its users soon made the Internet a resource that brought together people who shared interests, passions, beliefs, hobbies, or lifestyles. Making use of the communication tools available, people began to organise and network in groups, called *virtual communities* or *online communities*.

The Internet has largely contributed to the fact that people's social relationships and communities are transforming. There has been a widespread fear that the Internet will weaken social relationships. Instead, however, the Internet has fostered the transformation from 'traditional human orientation to neighbourhood- and village-based groups ... towards communities that are oriented around geographical dispersed social networks'. There is even some evidence that the Internet supports and widens social networks. Tools such as emails, instant messaging or forums do not replace personal encounters; rather, they are one part of an 'overall communication system in which people use many means of communication' (7).

Resource 2.9 'Internet jargon – part II' provides an overview about typical ways of using the Internet for communication and interaction.

'Web 2.0' and how the Internet has changed in recent years

In recent years new Internet-based services were developed which facilitate the publication of user-generated content, online collaboration and sharing among users (e.g., weblogs, wikis, social networking sites, or podcasts). These services form something that is often perceived as a new generation of the WWW, referred to as Web 2.0 (8).

Actually, the vast majority of online activities and applications that are associated with Web 2.0 already existed for years and there is a blurry verge rather than any clear boundaries between 'old' 'Web 1.0' and Web 2.0. A look at some online activities of adults that are considered to be typical Web 2.0 activities demonstrate this (9):

- Using an online social networking site like MySpace or Facebook (47%) (September 2009);
- Uploading photos to a website so you can share them with others online (46%) (August 2008);
- Rating a product, service or person using an online rating system (31%) (April 2009);
- Sharing something online that you created yourself (30%) (September 2009);
- Categorizing or tagging online content like a photo, news story or blog post (28%) (December 2006);
- Using Twitter or other status-update service (19%) (September 2009);
- Downloading or sharing files using peer-to-peer file-sharing networks (15%) (May 2008);
- Visiting virtual worlds such as Second Life (4%) (September 2009).

Again, [Resource 2.7 – ‘Table: Generational differences in online activities’](#) provides an overview about online activities of young people (12-17) and other age groups and highlights the most striking generational differences.

So, what is Web 2.0 then? Obviously it's not the activities themselves that have changed but rather the applications used to upload, share and tag data that have changed dramatically over the past years⁽⁹⁾. These applications make a new generation of websites such as Wikipedia, YouTube, Flickr or Facebook possible. These applications pave the way for a Web that is less static and instead is dynamic and made by ordinary people, a development that has only started recently and that opens a whole wealth of possibilities in future.

[Resource 2.10 ‘Internet jargon – part III’](#) defines some terms used in relation to Web 2.0.

[Resource 2.11 ‘Popular Web 2.0 sites’](#) provides an overview of some of the biggest and most important Web 2.0 sites.

One of the most recent developments is that the Internet, mobile phones and traditional media start to merge, a phenomenon called '*media convergence*'. Unlike some years ago mobile phones are not merely used for phoning, but also for taking pictures, browsing the Internet, watching movies or listening to music. Similarly, the Internet is used for watching TV or radio channels; newspapers, radio channels or TV stations distribute their content and much more online.

Looking back just a little bit in time, the Internet was linked to the traditional computer. Television programs and movies were watched on the television screen, games were played on the PC and consoles, while mobile phones were used for conversations, text messages, music and ring tones. However, the traditional division between the various media is now being broken down in great haste; media content is becoming available on all platforms. The Internet connects and bundles the media areas together.

Activity 2.1 'The "old" vs. the "new" Internet' aims to make the participants of your course reflect about people's use of the Internet in its earlier days, new ways of using the Internet in recent years and what impact these changes have on people's everyday lives.

For Activity 2.1 you need the resources 2.12 and 2.13, the video clips 'CBC Archives: The Internet 1993' and 'Web 2.0 ... The Machine is Using Us'.

Young people's media use and e-culture

Young people's use of ICT: The situation in Europe

Today, the vast majority of young people are online. In Europe, an average of 75% of young people aged 6 to 17 years are online with considerable differences between different countries. In Finland, Norway, Denmark, the Netherlands, Sweden or the UK, 91-94% of all young people are online, whereas the rates for other countries like Malta, Italy, Cyprus or Greece range from 23% - 50%. Although many people may expect somewhat lower Internet usage rates in Eastern European countries they are surprisingly high in most countries with 89% in Poland, 84% in the Czech Republic and 88% in Hungary and Slovenia.

All in all, young people's and children's use of the Internet has continued to grow in recent years. In 2005, 70% of 6 to 17 year olds in the EU25 used the Internet., This increased to 75% on average in 2008. Studies suggest that across the majority of EU-countries, Internet usage is increasing with each year of a child's life, and this plateaus by the age of 10 to 11 years. Interestingly, the historic tendency for boys to get online earlier and to have more places to use the Internet appears to be disappearing. In 2008 there were few differences between girls and boys ⁽¹⁾.

Analysis of the EU-Kids Online project ⁽¹⁾ suggests that across Europe young people use the Internet 'as an educational resource, for entertainment, games and fun, for searching for global information and for social networking, sharing experiences with distant others. Other opportunities (e.g., user-generated content creation or concrete forms of civic participation) are less researched and, it also seems, less often taken up by children.'

Resource 2.14, the table 'Children and parents online by country' from the report 'EU-Kids Online' ⁽¹⁾ gives an overview about children's Internet use (for the age groups 6-10, 11-14 and 15-17) as well as parents' Internet use in 27 EU countries, Iceland and Norway.

The following resources provide a more detailed overview about young people's use of ICT in the partner countries of the CyberTraining project - Germany, Ireland, Spain, Portugal and the UK:

- [Resource 2.15 'Young people's use of ICT in Germany'](#)
- [Resource 2.16 'Young people's use of ICT in Ireland'](#)
- [Resource 2.17 'Young people's use of ICT in Spain'](#)
- [Resource 2.18 'Young people's use of ICT in Portugal'](#)
- [Resource 2.19 'Young people's use of ICT in the UK'](#)

These resources are only available in English.

New media and young people's lives

New media as an integral part of young people's everyday lives

Adults and young people may have very different understandings of terms like reality, social life, how to learn, how to have fun. As the statistics in the previous section revealed, for many young people, media such as the Internet, mobile phone, gaming and TV/films are an integrated part of their everyday life.

Activity 2.2 'A day in a life of a digital native and a digital immigrant' aims to make your participants reflect on what the everyday life of today's young people – the 'digital natives' - looks like and how it differs from the everyday life of older people who did not grow up with new media – the 'digital immigrants'.

For Activity 2.2 you can use the narratives 'A typical day in the life of two digital natives': a boy aged 16 years and a girl aged 14 years' (resource 2.20).

Alternatively (or additionally), you can also use the video clips 'A vision of students today' (resource

[2.21](#)) by the cultural anthropologist Michael Wesch or [‘CyberBabel’ \(resource 2.22\)](#) by the Pedagogy Academy in Lodz (Polish with subtitles).

Young people’s and adults’ understanding of ‘virtual’ and ‘real’ world

Adults tend to differentiate between the ‘virtual-’ and ‘real-’ world while teenagers often consider the offline and online worlds as a unity that forms their personal reality.

An example may help to illustrate this: For most adults, friends are people they mainly meet in real life. However, for young people friendship also takes place within digital platforms, for instance by means of sending text messages, chatting online, exchanging comments and content in social networks on the Internet. For young people friends can also be people they never meet in real life but exclusively on the Internet.

The short story [‘What does it means to be social’ \(resource 2.23\)](#) illustrates the difference between young people’s and adults’ understanding of ‘virtual-’ and ‘real-’ world.

Self-exposure on social networking sites

When asked about their motivation for using online communities and social networking sites, most young people mentioned ‘friendships’ on various levels: meeting friends, finding friends, exchanging with friends, making new friends, sharing pictures with friends etc. Obviously, online communities are often used as spaces where young people present themselves and see how others present themselves. Interestingly, young people are very much interested in authenticity; playing with one’s identity does not play a role in the context of online communities ⁽¹⁰⁾.

A trend amongst young people is the desire to display themselves on the Internet, for instance by posting private photos on social networking sites like Facebook or MySpace. Adolescent self-representations are part of a competition and evaluation culture ⁽¹¹⁾. In combination with naivety

and insufficient awareness of the risks of online channels, self-exposure in social networks can lead to severe consequences.

The story 'Broken promises' (resource 2.24) demonstrates the considerable negative effect that (somewhat naive) self-exposure, and an insufficient consciousness of the risks of exposing oneself online can have.

The benefits and risks of new media for young people

Many adults tend to see only the disadvantages and risks of new media for young people, and are not aware of their considerable benefits. Children's and teenagers' access to the Internet and social media through mobile phones, and computers at school, at home and even in their own room is growing. Thus, their life online can easily become an area where adults have little access and insight.

For young people new media and the so called 'social web' are very attractive for various reasons. New media facilitate are fascinating for young people as in terms of activities that are crucial during adolescence such as self-expression and self-promotion, socialisation, networking and maintaining contacts, they offer possibilities that go beyond other channels of young people's everyday lives. Activities like creating profiles e.g. in Facebook, posting short messages about what they are doing, uploading pictures from their private lives, making public a continuously growing list of friends allow young people to present and promote themselves. This is not only fascinating for young people, it can also be considered as an important part in the process of finding out who they are and to explore their role in peer groups and society⁽¹²⁾.

However, the potentials of new media also go along with various risks. New media, especially social networking sites like Facebook in many ways blur the boundaries between private and public. Many young people are not fully aware of the fact that they are publishing private information in rather open, unprotected spaces⁽¹²⁾. Also, they often are not aware about the danger of losing control about

content, pictures or videos they published online, that can easily reach thousands if not hundreds of thousands of people and can hardly be removed from the web once it has been published.

As demonstrated in the previous sections, new media are an integral part of young people's everyday lives. For the vast majority of young people, a life without new media is unimaginable. Thus, prohibiting access to the Internet or mobile phones is certainly not an appropriate solution. Rather, increasing children's and young people's awareness of risks and challenges of new media as well as promoting e-literacy is vital.

Activity 2.3 'The benefits and risks of new media' aims to make the participants on your course reflect about positive and negative uses of different new media, such as email, instant messages, chat rooms, social networking sites, cameras and video- or image hosting sites, mobile phones and virtual worlds.

For Activity 2.3 you can use the video clip 'A brave new world-wide-web' (resource 2.25) by David Truss and the video clip 'Where is Claus?' (resource 2.26).

You can compare the discussion outcomes with the overview about positive and negative uses of new media (resource 2.27). In this overview you can also find references to several case examples related to negative uses of new media.

Activities

Overview:

Activity 2.1 'The "old" vs. the "new" Internet' aims to make the participants of your course reflect about people's use of the Internet in its earlier days, new ways of using the Internet in recent years and what impact these changes have on people's everyday lives.

Activity 2.2 'A day in a live of a digital native and a digital immigrant' aims to make your participants reflect on what the everyday life of today's young people – the 'digital natives' - looks like and how it differs from the everyday life of older people who did not grow up with new media – the 'digital immigrants'.

Activity 2.3 'The benefits and risks of new media' aims to make the participants on your course reflect about positive and negative uses of different new media, such as email, instant messages, chat rooms, social networking sites, cameras and video- or image hosting sites, mobile phones and virtual worlds.

Activity 2.1 'The "old" vs. the "new" Internet'

Purpose

This activity encourages the participants of your course to reflect about people's use of the Internet in its earlier days, new ways of using the Internet in recent years and what impact these changes have on people's everyday lives.

Resource

[Video clip 'The revolution of the Internet in 1993' \(resource 2.12\)](#)

[Video clip 'Web 2.0 ... The Machine is Us/ing Us' \(resource 2.13\)](#)

Procedure

Watch the two [video clips](#) 'The revolution of the Internet in 1993' and '[Web 2.0 ... The Machine is Using Us](#)' and ask the course's participants to discuss the following questions in small groups:

- How did the Internet look and what importance did it have in people's everyday lives approximately 10 years ago?
- How does the Internet look nowadays, what has fundamentally changed since the Internet's early days and what impact does this have on people's everyday lives?

Ask the groups to write down their discussion outcomes on big pieces of papers, and to present and discuss them with the other groups.

Activity 2.2 'A day in a life of a digital native and a digital immigrant'

Purpose

Activity 2.2 aims to make your course's participants reflect on how the everyday life of today's young people – the 'digital natives' - looks and how it differs from the everyday life of older people who did not grow up with new media – the 'digital immigrants'.

Resources

Narrative 'A typical day in the life of two digital natives' (resource 2.20)

Video clip 'A vision of students today' (resource 2.21)

Video clip 'CyberBabel' (resource 2.22)

Procedure

Ask the participants of your course to read the narrative 'A typical day in the life of two digital natives' and/or watch one of the suggested video clips 'A vision of students today' or 'CyberBabel'.

Discuss the following questions in small groups:

- What does the everyday life of today's young people – the 'digital natives' - look like?
- How does it differ from the everyday life of older people who did not grow up with new media – the 'digital immigrants'?

Ask the groups to write down their discussion outcomes on big pieces of papers, and to present and discuss them with the other groups.

Activity 2.3 'The benefits and risks of new media'

Purpose

Activity 2.3 encourages the participants of your course reflect about positive and negative uses of different new media, such as email, instant messages, chat rooms, social networking sites, cameras and video or image hosting sites, mobile phones and virtual worlds.

Resources

Video clip 'A brave new world-wide-web' (resource 2.25)

Video clip 'Where is Claus?' (resource 2.26)

Table 'Overview of positive and negative uses of new media' (resource 2.27)

Procedure

Having watched the video clips 'What is new media to you?' and/or 'Where is Claus,' discuss potential benefits and risks of new media in small groups. Ask the participants to discuss how the following new media can be used in positive and negative ways:

- Email;
- Instant messages;
- Chat rooms;
- Social networking sites / online communities (e.g., like Facebook);
- Cameras (e.g., on mobile phones or web cams) and video- or image- hosting sites (e.g., like Facebook);
- Mobile phones: phone calls;
- Mobile phones: text messages;
- Virtual worlds (e.g., like Second Life).

Ask the groups to write down their discussion outcomes on big pieces of papers and to present and discuss them with the other groups.

You can compare the discussion outcomes with the overview of positive and negative uses of new media (resource 2.26). In this overview you can also find references to several case examples that help to illustrate negative uses of new media.

Resources

Overview:

Resource 2.1 – The narrative ‘Rewinding some time’ describes the development of the Internet and its increasing importance for everyday life from an adult’s perspective.

Resource 2.2 – The video clip ‘Socialnomics: Social Media Revolution’ gives an outline of some of the characteristics of new media that will be covered in greater detail in this module.

Resource 2.3 – The Questionnaire ‘Participants knowledge of the Internet and ICT’ aims to help trainers getting a first idea about your participants’ knowledge about the basics in terms of the Internet and ICT

Resource 2.4 - The video clip ‘What is the Internet?’ created by NetSafe² gives a short, comic-style introduction to what the Internet is.

Resource 2.5 – The video clip ‘What is the Internet? - The Internet explained by kids’ created by MSDN provides kids’ perspectives on the Internet.

Resource 2.6 ‘Some characteristics of the Internet and the WWW’ expands on some of the characteristics of the Internet and the WWW: that it is in constant change, that it provides a wealth of information; that it is decentralized, interactive and that it can be anonymous.

Resource 2.7 – The table ‘Generational differences in online activities’ provides an overview about online activities of young people (12-17) and other age groups and highlights the most striking generational differences.

Resource 2.8 ‘Internet jargon – part I’ provides an overview of typical ways of using the Internet to retrieve and publish information and of ‘Internet jargon’ used in this context.

² <http://www.netsafe.org.nz/>

Resource 2.9 'Internet jargon – part II' provides an overview about typical ways of using the Internet for communication and interaction.

Resource 2.10 'Internet jargon – part III' defines some terms used in relation to Web 2.0.

Resource 2.11 'Popular Web 2.0 sites' provides an overview of some of the biggest and most important Web 2.0 sites.

Resources 2.12 – The video clip 'CBC Archives: The Internet 1993' describes the Internet from the perspective of the year 1993 (TV report broadcasted in October 1993).

Resource 2.13 – The video clip 'Web 2.0 ... The Machine is Using Us' demonstrates some of the possibilities of Web 2.0 and the impact it has on human behaviour.

Resource 2.14 – The table 'Children and parents online by country' from the report 'EU-Kids Online' (¹) gives an overview about children's Internet use (for the age groups 6-10, 11-14 and 15-17) as well as parents' Internet use in 27 EU countries, Iceland and Norway.

Resource 2.15 – The report 'Young people's use of ICT in Germany' created as a part of the CyberTraining project, summarizes the situation in Germany

Resource 2.16 – The report 'Young people's use of ICT in Ireland' created as a part of the CyberTraining project, summarizes the situation in Ireland

Resource 2.17 – The report 'Young people's use of ICT in Spain' created as a part of the CyberTraining project, summarizes the situation in Spain

Resource 2.18 – The report 'Young people's use of ICT in Portugal' created as a part of the CyberTraining project, summarizes the situation in Portugal.

Resource 2.19 – The report 'Young people's use of ICT in the UK' created as a part of the CyberTraining project, summarizes the situation in the UK

Resource 2.20 describes 'A typical day in the life of two digital natives': a boy aged 16 years and a girl aged 14 years.

Resource 2.21 – The video clip 'A vision of students today' by the cultural anthropologist Michael Wesch describes the impact new media have on young people's everyday life.

Resource 2.22 – The video clip 'CyberBabel' by the Pedagogy Academy in Lodz describes the impact new media have on young people's everyday life.

Resource 2.23 – The short story 'What does it mean to be social' illustrates the difference between young people's and adults' understanding of 'virtual-' and 'real-' world.

Resource 2.24 – The story 'Broken promises' demonstrates the considerable negative effect that (somewhat naive) self-exposure, and an insufficient consciousness of the risks of exposing oneself online can have.

Resource 2.25 – The video clip 'A brave new world-wide-web' by David Truss illustrates possibilities and benefits that go along with the WWW.

Resource 2.26 – The video clip 'Where is Claus?' illustrates some of the risks that go along with the Internet.

Resource 2.27 provides an overview about positive and negative uses of new media.

Resource 2.28 – The narrative 'Email to a girl' provides an example for the negative use of emails: 'cyberstalking, repeated sending of messages that include threats or are very intimidating.

Resource 2.29 – The narrative 'Three girls chatting' provides an example for the negative use of instant messages: 'online harassment', repeated sending of offensive, disagreeable and / or insulting messages.

Resource 2.30 – The narrative 'Chatroom discussion' provides an example for the negative use of chat rooms: 'flaming', fights, passionate discussions online by means of electronic messages that use a vulgar and offensive language.

Resource 2.31 – The narrative ‘Critical comments on Facebook’ provides an example for the negative use of chat rooms: ‘denigration’ and ‘impersonation’.

Resource 2.32 – The narrative ‘Pictures out of hand, out of reach’ provides an example for the negative use of cameras and video- or image hosting sites: ‘Outing and Trickery’.

Resource 2.33 – The narrative ‘SMS being sent to ‘Rita’ provides an example for the negative use of text messages on mobile phones: ‘online harassment’, repeated sending of offensive, disagreeable and / or insulting messages.

Resource 2.34 – The narrative ‘Social exclusion in virtual world’ provides an example for the negative use of virtual worlds: ‘online harassment’, repeated sending of offensive, disagreeable and / or insulting messages.

Resource 2.1 – Narrative ‘Rewinding some time’

‘Things have changed.’ Bob Dylan.

When contemplating my own upbringing, I quickly realize how quickly the media has developed. How should I guide and set limits for my children in a media age that is so different from my own childhood?

When I was a little boy, there was just one TV channel, two colours (black and white) and about 20 minutes of children’s TV at 6 pm. Afterwards we flocked around the radio and listened to the children’s hour. Some years later, we even got a colour TV.

In 5th grade I experienced something completely new whilst visiting my buddy Lasse. He had a huge TV screen (12 inches: I thought it was big) in his own room, with a TV-game in an orange box. When Lasse turned it on, a white line appeared on each side of the screen, which we could move up and down with 2 controllers. Lasse said that the controller was called a ‘Joystick.’ In the middle of the screen was a white dot that moved from side to side. The game was called ‘Tennis’ and we kept it going for hours. I thought it was incredible that it was possible to make something so much fun.

But it didn’t stop there. When I started secondary school, something much more exciting happened. ‘Personal computers’ appeared, on which we could play ‘Pac Man’ and ‘Snake.’ Fantastic. The development was palpable. My best friend Stein invested in electric typewriters whilst his parents had no faith that such machines would be useful.

Digital media has surrounded my own children for as long as they can remember. Internet, mobile phones, games consoles, and an abundance of both films and TV channels are a fact of life to them. They are surrounded by more influences, options and opinions than any other generation has experienced in the whole of human history. With the joys and challenges that the media provides, media developers love to open new possibilities. However, they leave many moral decisions to the user.

As adults, we carry the responsibility for which stories and values we give our children. Children are

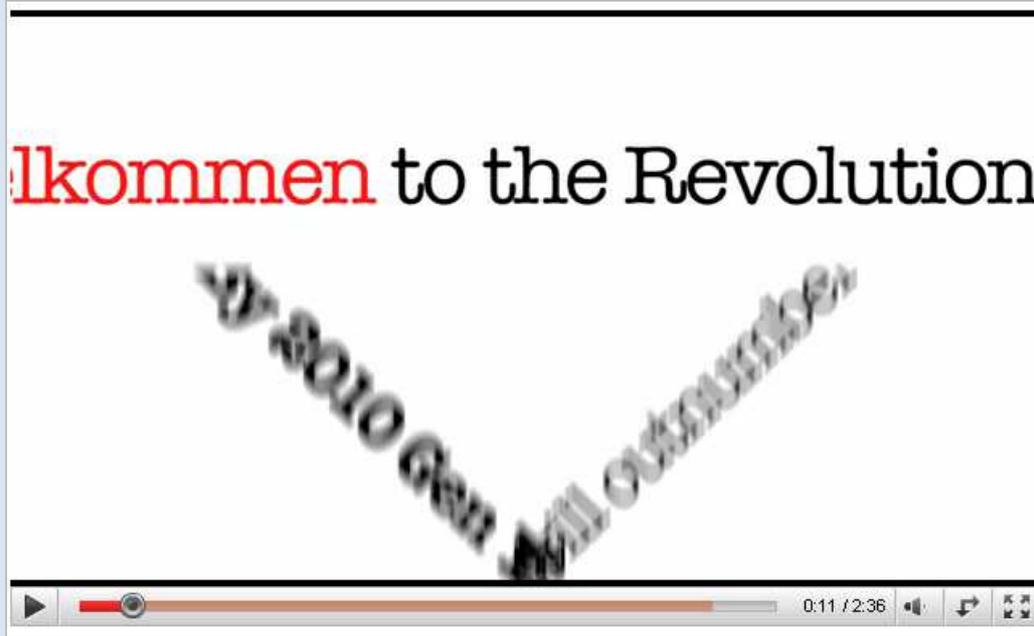
far too valuable to be left to fend for themselves against a combination of one-sided commercial interest and chance, when considering which values are being advanced. Children are by nature curious, they can be easily formed and learn easily. More than ever, we need to give our children thinking minds and beating hearts.

Looking back in time, I realize how rapidly things have changed. Parenting a child is still as important as before, but also more complex than ever.

(Provided by Kids and Media (<http://www.kidsandmedia.co.uk>))

Resource 2.2 – Video Clip ‘Socialnomics: Social Media Revolution’

Created by: Socialnomics (<http://socialnomics.net/>)



URL: <http://www.youtube.com/watch?v=NhPgUcjGQAw>

Resource 2.3 – Questionnaire ‘Participants knowledge of the Internet and ICT’

The following questions may help initially, to gain an understanding of your participants’ knowledge of the Internet and ICT. This helps you to decide whether you want to include the first part of the ‘summary of current knowledge and thinking section’: ‘An introduction to the basics of the Internet and Web 2.0’ in your training session. You can either send the following questions in the form of a questionnaire to the participants prior to the course or use them as a guideline for a group discussion at the beginning of the session.

Please try to rate your knowledge on the following aspects of the Internet and its use.

	Very good	Good	Poor	Very poor	That does not interest me
The basic functionality of the Internet, how it is structured and how it works	<input type="checkbox"/>				
The differences between the Internet and the WWW	<input type="checkbox"/>				
The main characteristics of the Internet (e.g. constant change, decentralization, anonymity)	<input type="checkbox"/>				
Basic Internet jargon/terminology (e.g. search engine, email, chat, instant message, blog, virtual community, social networking site etc.)	<input type="checkbox"/>				
Different ways of using the Internet, e.g. for searches, to retrieve and publish information	<input type="checkbox"/>				
Different ways of using the Internet for communicating and interacting with other users	<input type="checkbox"/>				
‘Web 2.0’ and the ways in which the Internet has changed in recent years	<input type="checkbox"/>				
The impact that changes to the Internet in recent years have had on people’s everyday lives	<input type="checkbox"/>				

Resource 2.4 - Video Clip 'NetSafe in a Nutshell #1: What is the Internet?'

Created by: NetSafeUtah
(<http://www.netsafeutah.org>)



URL: http://www.youtube.com/watch?v=k5hBaE3_5J4

Resource 2.5 - Video Clip 'What is the Internet? The Internet explained by children'



Created by: Beginner Developer Learning Centre, MSDN³

URL: <http://msdn.microsoft.com/en-us/beginner/cc963988.aspx>

³ <http://msdn.microsoft.com/en-us/beginner/>

Resource 2.6 'Some characteristics of the Internet and the WWW'

There are many characteristics of the WWW. In the following we only focus on some selected aspects that are relevant when regarding the complex system of web resources that are available in a rather broad field such as school bullying and violence.

Constant change

The Internet and the WWW are in constant change, both in terms of the technology or the software used and the various manifestations of Internet culture. The Internet and its architecture have grown in evolutionary fashion, rather than from a grand plan. Therefore, descriptions and analysis cannot be more than a snapshot.

Wealth of information

The WWW makes available a wealth of easy to use information. One of the main characteristics of the WWW is its hypertext structure. This allows for connection of formerly separated texts and other files, to one huge interconnected pool of information. At the same time it is relatively easy to publish information. However, the fact that the amount of websites is increasing in an exponential fashion does not only create benefits but also numerous problems as users have to develop strategies that enable them to cope with the information flood.

Decentralisation

One of the main characteristics of both the Internet and the WWW is that they are highly decentralized. There is no central server or central authority, anybody can start a server or run a browser. There is little structure and single users or whole groups of networked users have much autonomy and freedom. The decentralisation of the WWW and its openness did not only allow it to grow at a remarkable pace, but also made it almost impossible to control and to structure. Again, this creates both benefits and problems. The fact that no overall authority controls or structures the WWW, means there is much room for creativity and democratic processes, and this gives a voice to people who otherwise would not be heard (sometimes because of governmental or other restrictions). At the same time this rather 'anarchic' trait of the Internet creates enormous problems, such as difficulties that go along with the easy spread of inappropriate information. Also, it makes it relatively easy to abuse the WWW for criminal activities.

Interactivity

The Internet and the WWW provide much more than mere information, they also fundamentally changed the way people interact. Internet applications such as email, newsgroups, discussion boards, instant messaging or recent developments such as blogs or Voice-over-IP did not only complement traditional means of communication, rather they created something new and altered the realms of the reality in which we live. The Internet makes its users more independent from time and space as they can access it whenever and wherever they want – provided they have online access. With the rise of the Internet, new forms of social contacts, social patterns and networks arose (e.g., the formation of online communities - groups of users who share similar interests who meet in virtual spaces such as forums or newsgroups).

Anonymity and invisible audience

One characteristic of the Internet that is especially important for users seeking help and advice is that it widely ensures anonymity. As several studies have revealed, anonymity is a major factor for the readiness of users who seek help to open up. However, due to the fact that in the Internet not all audiences are visible and the Internet blurs the boundaries of public and private users fear violation of their anonymity and privacy. Concerns that a website or a discussion board is not 'safe' cause users to avoid it. Though the relative anonymity of the Internet can have a positive impact for users who seek help, anonymity can be also a source of problems as it also allows users to insult others anonymously.

Resource 2.7 – Table 'Generational differences in online activities'

Created by Sydney Jones & Susannah Fox, PEW Internet & American Life Project

Generational Differences in Online Activities								
	Online Teens ^a (12-17)	Gen Y (18-32)	Gen X (33-44)	Younger Boomers (45-54)	Older Boomers (55-63)	Silent Generation (64-72)	G.I. Generation (73+)	All Online Adults ^b
Go online	93%	87%	82%	79%	70%	56%	31%	74%
<i>Teens and Gen Y are more likely to engage in the following activities compared with older users:</i>								
Play games online	78	50	38	26	28	25	18	35
Watch videos online	57	72	57	49	30	24	14	52
Get info about a job	30 ^c	64	55	43	36	11	10	47
Send instant messages	68	59	38	28	23	25	18	38
Use social networking sites	65	67	36	20	9	11	4	35
Download music	59	58	46	22	21	16	5	37
Create an SNS profile	55	60	29	16	9	5	4	29
Read blogs	49	43	34	27	25	23	15	32
Create a blog	28	20	10	6	7	6	6	11
Visit a virtual world	10	2	3	1	1	1	0	2
<i>Activities where Gen X users or older generations dominate:</i>								
Get health info	28	68	82	74	81	70	67	75
Buy something online	38	71	80	68	72	56	47	71
Bank online	*	57	65	53	49	45	24	55
Visit gov't sites	*	55	64	62	63	60	31	59
Get religious info	26 ^c	31	38	42	30	30	26	35
<i>And for some activities, the youngest and oldest cohorts may differ, but there is less variation overall:</i>								
Use email	73	94	93	90	90	91	79	91
Use search engines	*	90	93	90	89	85	70	89
Research products	*	84	84	82	79	73	60	81
Get news	63	74	76	70	69	56	37	70
Make travel reservations	*	65	70	69	66	69	65	68
Research for job	*	51	59	57	48	33	9	51
Rate a person or product	*	37	35	29	30	25	16	32
Download videos	31 ^c	38	31	21	16	13	13	27
Participate in an online auction	*	26	31	27	26	16	6	26
Download podcasts	19	25	21	19	12	10	10	19

^a Source for Online Teens data: Pew Internet & American Life Project Surveys conducted Oct.-Nov. 2006 and Nov. 2007-Feb. 2008. Margin of error for online teens is $\pm 4\%$ for Oct.-Nov. 2006 and $\pm 3\%$ for Nov. 2007-Feb. 2008.

^b Source for Online Adult data: Pew Internet & American Life Project Surveys conducted August 2006, Feb.-March 2007, Aug.-Sept. 2007, Oct.-Dec. 2007, May 2008, August 2008, November 2008, and December 2008. Margin of error for all online adults is $\pm 3\%$ for these surveys. The average margin of error for each age group can be considerably higher than $\pm 3\%$, particularly for the "Matures" and "After Work" age groups. See Methodology for average margins of error for each generational group.

^c Most recent teen data for these activities comes from the Pew Internet & American Life Project Teens and Parents Survey conducted Oct.-Nov. 2004. Margin of error is $\pm 4\%$.

* No teen data for these activities.

Source: Table "Generational differences in Online Activities", page 5 from Jones, S. & Fox, S. (2009).
Generations Online in 2009. Retrieved at 23/09/2010 from
http://pewinternet.org/~media/Files/Reports/2009/PIP_Generations_2009.pdf

Resource 2.8 'Internet jargon – part I'

Hypertext / hyperlinks: 'An element in an electronic document that links to another place in the same document or to an entirely different document. Typically, you click on the hyperlink to follow the link. Hyperlinks are the most essential ingredient of all hypertext systems, including the World Wide Web.' [Click here for an updated, detailed definition](#)⁴

Website: 'A place on the World Wide Web that's comprised of files organized into a hierarchy. Each file or document contains text or graphics that appear as digital information on a computer screen. A site can contain a combination of graphics, text, audio, video, and other dynamic or static materials.' [Click here for an updated, detailed definition](#)⁵

Search engine: 'A program that searches documents for specified keywords and returns a list of the documents where the keywords were found. Although a search engine is really a general class of programs, the term is often used to specifically describe systems like *Google*, *Alta Vista* and *Excite* which enable users to search for documents on the World Wide Web and *USENET* newsgroups.' [Click here for an updated, detailed definition](#)⁶

(Excerpts from definitions provided by [Webopedia](#)⁷, [Wikipedia](#)⁸, and [NetLingo](#)⁹)

Resource 2.9 'Internet jargon – part II'

Email: 'Short for electronic mail, the transmission of messages over communications networks. The

⁴ <http://www.webopedia.com/TERM/H/hyperlink.html>

⁵ <http://www.netlingo.com/word/web-site.php>

⁶ http://www.webopedia.com/TERM/S/search_engine.html

⁷ <http://www.webopedia.com>

⁸ <http://www.wikipedia.com>

⁹ <http://www.netlingo.com>

messages can be notes entered from the keyboard or electronic files stored on disk.' [Click here for an updated, detailed definition](#)¹⁰

Chat: 'Real-time communication between two users via computer. Once a chat has been initiated, either user can enter text by typing on the keyboard and the entered text will appear on the other user's monitor. Most networks and online services offer a chat feature.' [Click here for an updated, detailed definition](#)¹¹

Instant message: 'Abbreviated *IM*, a type of communication service that enables you to create a kind of private chat room with another individual in order to communicate in real time over the Internet, analogous to a telephone conversation but using text-based, rather than voice-based, communication. Typically, the instant messaging system alerts you whenever somebody on your private list is online. You can then initiate a chat session with that particular individual.' [Click here for an updated, detailed definition](#)¹²

Blog: 'Short for Web log, a blog is a Web page that serves as a publicly accessible personal journal for an individual. Typically updated daily, blogs often reflect the personality of the author.' [Click here for an updated, detailed definition](#)¹³

Virtual community: 'A virtual community (or online community) is a social network of individuals who interact through specific media, potentially crossing geographical and political boundaries in order to pursue mutual interests or goals. One of the most pervasive types of virtual community includes social networking services, which consist of various online communities.' [Click here for an updated, detailed definition](#)¹⁴

VoIP: 'Short for Voice over Internet Protocol, a category of hardware and software that enables people to use the Internet as the transmission medium for telephone calls. One advantage of VoIP is that the telephone calls over the Internet do not incur a surcharge beyond what the user is paying

¹⁰ http://www.webopedia.com/TERM/E/e_mail.html

¹¹ <http://www.webopedia.com/TERM/c/chat.html>

¹² http://www.webopedia.com/TERM/I/instant_messaging.html

¹³ http://www.webopedia.com/quick_ref/history_of_blogging.asp

¹⁴ http://en.wikipedia.org/wiki/Virtual_community

for Internet access, much in the same way that the user doesn't pay for sending individual emails over the Internet.' [Click here for an updated, detailed definition](#)¹⁵

(Excerpts from definitions provided by [Webopedia](#)¹⁶, [Wikipedia](#)¹⁷, and [NetLingo](#)¹⁸)

Resource 2.10 'Internet jargon – part III'

Social networking site: 'Abbreviated as SNS, a social networking site is the phrase used to describe any Website that enables users to create public profiles within that Website and form relationships with other users of the same Website who can access their profile. Social networking sites can be used to describe community-based Websites, online discussions forums, chat rooms and other social spaces online.' [Click here for an updated, detailed definition](#)¹⁹

User-generated content: 'User-generated content (UGC), also known as consumer-generated media (CGM) or user-created content (UCC), refers to various kinds of media content, publicly available, that are produced by end-users. It is used for a wide range of applications including problem processing, news, gossip and research reflects the expansion of media production through new technologies that are accessible and affordable to the general public. All digital media technologies are included, such as question-answer databases, digital video, blogging, podcasting, mobile phone photography and wikis.' [Click here for an updated, detailed definition](#)²⁰

Rating site: 'A rating site (less commonly, a rate-me site) is a website designed for users to vote on or rate people, content, or other things. Rating sites are typically organized around attributes such as physical appearance, body parts, voice, personality, etc. They may also be devoted to the

¹⁵ <http://www.webopedia.com/TERM/V/VoIP.html>

¹⁶ <http://www.webopedia.com>

¹⁷ <http://www.wikipedia.com>

¹⁸ <http://www.netlingo.com>

¹⁹ http://www.webopedia.com/TERM/S/social_networking_site.html

²⁰ http://en.wikipedia.org/wiki/User-generated_content

subjects' occupational ability, for example teachers, professors, lawyers, doctors, etc.' [Click here for an updated, detailed definition](#)²¹

Tagging / social bookmarking: 'Commonly used in blogs, site authors attach keyword descriptions (called tags) to identify images or text within their site as a categories or topic. Tags can be created using words, acronyms or numbers. Tags are also called tagging, blog tagging, folksonomies (short for folks and taxonomy), or social bookmarking.' [Click here for an updated, detailed definition](#)²²

Virtual world: 'A virtual world is a genre of online community that often takes the form of a computer-based simulated environment, through which users can interact with one another and use and create objects. Virtual worlds are intended for its users to inhabit and interact, and the term today has become synonymous with interactive 3D virtual environments, where the users take the form of avatars visible to others graphically.' [Click here for an updated, detailed definition](#)²³

(Excerpts from definitions provided by [Webopedia](#)²⁴, [Wikipedia](#)²⁵, and [NetLingo](#)²⁶)

²¹ http://en.wikipedia.org/wiki/Rating_site

²² <http://www.webopedia.com/TERM/T/tagging.html>

²³ http://en.wikipedia.org/wiki/Virtual_world

²⁴ <http://www.webopedia.com>

²⁵ <http://www.wikipedia.com>

²⁶ <http://www.netlingo.com>

Resource 2.11 'Popular Web 2.0 sites'

Wikipedia (www.wikipedia.org): 'Wikipedia is a free, web-based, collaborative, multilingual encyclopaedia project supported by the non-profit Wikimedia Foundation. Its name is a portmanteau from wiki (a technology for creating collaborative websites, from the Hawaiian word wiki, meaning "quick") and encyclopaedia (from ancient Greek meaning "the circle of arts and sciences"). Wikipedia's articles have been written collaboratively by volunteers around the world, and almost all of its articles can be edited by anyone with access to the site.' [Click here for an updated, detailed definition](#)²⁷

Facebook (www.Facebook.com): 'Facebook is a social networking website that is operated and privately owned by Facebook, Inc. Users can add friends and send them messages, and update their personal profiles to notify friends about themselves. Additionally, users can join networks organized by workplace, school, or college.' [Click here for an updated, detailed definition](#)²⁸

YouTube (www.youtube.com): 'YouTube is a video sharing website on which users can upload and share videos. It displays a wide variety of user-generated video content, including movie clips, TV clips, and music videos, as well as amateur content such as video blogging and short original videos. Most of the content on YouTube has been uploaded by individuals, although media corporations including CBS, the BBC, UMG and other organizations offer some of their material via the site, as part of the YouTube partnership program.' [Click here for an updated, detailed definition](#)²⁹

Flickr (<http://www.flickr.com>): 'Flickr is an image hosting and video hosting website, web services suite, and online community. In addition to being a popular website for users to share and embed personal photographs, the service is widely used by bloggers to host images that they embed in blogs and social media.' [Click here for an updated, detailed definition](#)³⁰

Twitter (<http://twitter.com>): 'Twitter is a social networking and microblogging service, owned and

²⁷ <http://en.wikipedia.org/wiki/Wikipedia>

²⁸ <http://en.wikipedia.org/wiki/Facebook>

²⁹ <http://en.wikipedia.org/wiki/YouTube>

³⁰ <http://en.wikipedia.org/wiki/Flickr>

operated by Twitter Inc. that enables its users to send and read other users' messages called tweets. Tweets are text-based posts of up to 140 characters displayed on the author's profile page.' [Click here for an updated, detailed definition](#)³¹

Blogger (<https://www.blogger.com>): 'Blogger is a blog publishing service that allows private or multi-user blogs with time-stamped entries. (...) A blog (a blend of the term web log) is a type of website or part of a website. Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video.' [Click here for an updated, detailed definition](#)³²

Delicious (<http://del.icio.us>): 'Delicious (formerly del.icio.us) is a social bookmarking web service for storing, sharing, and discovering web bookmarks. Delicious uses a non-hierarchical classification system in which users can tag each of their bookmarks with freely chosen index terms (generating a kind of folksonomy).' [Click here for an updated, detailed definition](#)³³

Technorati (<http://technorati.com>): 'Technorati is an Internet search engine for searching blogs. By June 2008, Technorati was indexing 112.8 million blogs and over 250 million pieces of tagged social media. The name Technorati is a blend of the words technology and literati, which invokes the notion of technological intelligence or intellectualism.' [Click here for an updated, detailed definition](#)³⁴

Second Life (www.secondlife.com) 'is an Internet-based virtual world. Developed by Linden Lab, a downloadable client program enables its users, called "Residents", to interact with each other through motional avatars, providing an advanced level of a social network service combined with general aspects of a metaverse.' [Click here for an updated, detailed definition](#)³⁵

(Excerpts from definitions provided by Wikipedia, <http://www.wikipedia.com>, March 2010)

³¹ <http://en.wikipedia.org/wiki/Twitter>

³² <http://en.wikipedia.org/wiki/Blogger>

³³ [http://en.wikipedia.org/wiki/Delicious_\(website\)](http://en.wikipedia.org/wiki/Delicious_(website))

³⁴ <http://en.wikipedia.org/wiki/Technorati>

³⁵ http://en.wikipedia.org/wiki/Second_Life

Resource 2.12 - Video Clip 'CBC Archives: The Internet 1993'

Created by: [CBCtv](#)³⁶

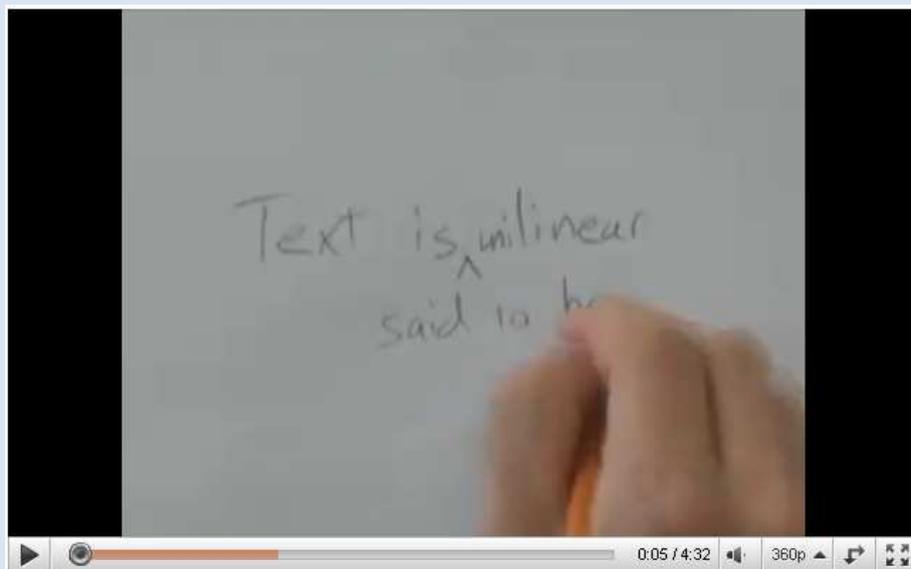


URL: <http://www.youtube.com/watch?v=KDxqfglDvEY>

³⁶ <http://www.cbc.ca>

Resource 2.13 - Video Clip 'Web 2.0 ... The Machine is Us/ing Us'

Created by: Michael Wesch ³⁷



URL: http://youtube.com/watch?v=NLIGopyXT_g

³⁷ <http://ksuanth.weebly.com/wesch.html>

Resource 2.14 – Table ‘Children and parents online by country’

Source: Table 1, page 5 from Livingstone, S. and Haddon, L. (2009). EU Kids Online: Final report. LSE, London: EU Kids Online. Retrieved September, 2010, from

<http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20I/Reports/EUKidsOnlineFinalReport.pdf>

Country	Population ² (est. millions)	Internet (Broadband ⁴) Penetration (%)	Child Internet Use, by Age ⁵ 2008 (2005) ⁶ (%)				Parents' Internet Use, 2008 ⁷ (2005) (%)
			All	6-10	11-14	15-17	
EU 27	489.1	60.7 (31.6)	75 (70)	60	84	86	84 (66)
Austria (AT)	8.2	68.3 (32.8)	77 (66)	49	90	93	87 (76)
Belgium (BE)	10.4	67.3 (48.1)	71 (84)	58	75	80	92 (80)
Bulgaria (BG)	7.3	32.6 (10.0)	81 (41)	64	89	93	84 (34)
Cyprus (CY)	0.8	41.0 (12.6)	50 (44)	28	57	64	57 (35)
Czech Republic (CZ)	10.2	48.8 (16.5)	84 (78)	58	94	97	91 (73)
Denmark (DK)	5.5	80.4 (63.2)	93 (95)	83	98	99	98 (96)
Estonia (EE)	1.3	65.4 (36.8)	93 (90)	85	97	96	92 (83)
Finland (FI)	5.2	83.0 (53.3)	94 (89)	87	98	100	98 (96)
France (FR)	62.2	64.6 (30.3)	76 (78)	53	86	91	85 (67)
Germany (DE)	82.4	67.0 (33.5)	75 (65)	56	88	94	89 (75)
Greece (EL)	10.7	46.0 (3.90)	50 (39)	25	59	79	54 (24)
Hungary (HU)	10	52.5 (21.8)	88 (65)	68	95	95	80 (41)
Ireland (IE)	4.2	58.0 (13.9)	81 (61)	61	94	96	89 (60)
Italy (IT)	58.1	48.6 (16.4)	45 (52)	34	48	54	82 (62)
Latvia (LV)	2.2	59.0 (22.3)	83 (73)	59	92	99	87 (54)
Lithuania (LT)	3.6	59.0 (19.6)	86 (70)	69	94	96	83 (45)
Luxembourg (LU)	0.5	74.9 (44.1)	75 (88)	47	89	93	92 (87)
Malta (MT)	0.4	23.5 (20.6)	88 (68)	71	93	97	63 (41)
Netherlands (NL)	16.6	82.9 (65.6)	93 (92)	83	96	100	97 (97)
Poland (PL)	38.5	52.0 (21.6)	89 (62)	72	97	98	82 (44)
Portugal (PT)	10.7	39.8 (23.8)	68 (54)	54	81	75	65 (37)
Romania (RO)	22.2	33.4 (n/a)	70 (42)	57	72	82	58 (35)
Slovak Republic (SK)	5.5	49.6 (11.6)	78 (68)	55	87	86	76 (59)
Slovenia (SI)	2	64.8 (33.5)	88 (81)	73	95	96	84 (74)
Spain (ES)	40.5	66.8 (29.3)	70 (52)	52	86	79	72 (50)
Sweden (SE)	9	80.7 (50.8)	91 (86)	77	97	100	97 (98)
United Kingdom (UK)	60.9	70.9 (44.1)	91 (90)	87	94	95	92 (72)
Other							
Iceland (IS) ⁸	0.3	90 (72.2)	94(93)	87	97	100	98(98)
Norway (NO) ⁹	4.6	86 (57.3)	93	n/a	n/a	n/a	n/a(97)

Resource 2.15 – ‘Use of ICT in Germany’

(Excerpt from the report ‘Cyberbullying - Approaches in Germany’ from Jäger, Lissmann & Arbinger (13))

Young people’s access and commitment to media

According to the JIM 2008 study (14) of young people aged 12 to 19, almost all German households (99%) have mobiles, computers and TVs. 96% have Internet access, and game consoles are fairly wide spread with 96% owning one. Young people who have a higher educational level tend to possess computers, use the Internet or own digital cameras, whereas young people with a lower educational level more often possess games consoles.

For young people aged 12 to 19, the Internet is the most indispensable medium (29%), followed by computers (22%) - which most young people see as almost equal with the Internet – TV (16%), mp3 players (15%), books (8%), radio (4%) and newspapers and journals (both 3%) (10).

Mobile phones

In 2008, 96% of young people had their own mobile phones. For the first time ever young people possess computers (71%) more often than TVs (61%). Although almost all young people own their own mobile phone and mobile phones are part of their everyday life, their commitment to computers, Internet, TV and even books and newspapers ranked higher than mobiles (17). In terms of everyday use, mobile phones and TV rank highest (72%) followed by computers (65%) and mp3 players (50%) (14).

Nowadays the majority of mobile phones used by young people very much resemble multi-media platforms. Almost 90% include cameras, around 80% have Internet access; other features are the ability to play mp3 and music, bluetooth, radio or even TV. The most frequent uses of mobile phones are receiving or sending SMS (79%/73%) and phone calls (75%); around 40% use their mobiles for making photos or films, only around 2% use their mobiles for accessing the Internet (10).

Internet

In the meantime, almost 97% (almost all) of young people are using the Internet, with hardly any difference between genders or age groups. 96% have Internet access at home, half of whom can

access the Internet in their own rooms. Boys tend to have their own Internet access more often than girls. The rate of young people with Internet access is also increasing with age ⁽¹⁰⁾.

The Internet is a part of most young people's everyday lives. The time young people spend on the Internet is approximately 120 minutes per day, with boys spending more time online (127 minutes) than girls (113 minutes). The older young people get, the more time they spend online. 62% of young people use the Internet every day, another 22% several times per week. Most young people access the Internet from home (60%). Although 40% use other access points, only 12% access the Internet from school. There is evidence suggesting that regular use of the Internet has become more frequent over the past years, with 69% in 2006, 77% in 2007 and 84% in 2008 ⁽¹⁷⁾.

The most common Internet activities are: the use of search engines and instant messages (both 73%), followed by online communities (57%), emails (49%), searching for information (39%), chats (29%), watching videos (26%), using newsgroups (22%), and playing online games with others (19%) or alone (15%). Again, there are significant differences between girls and boys. While girls and young women prefer to use the Internet for school and work as well as for communication such as emails or online communities, boys and young men tend to use the Internet for watching films and videos, online games, attending newsgroups and searching for information unrelated to school. There is also a clear relation between young people's educational level and Internet usage ⁽¹⁰⁾.

Web 2.0, chat rooms and online communities

In recent years new Internet-based services have evolved, which facilitate the publication of user-generated content, online collaboration and sharing among users like e.g. weblogs, wikis, social networking sites or podcasts. These services form something that is often perceived as a new generation of the WWW, referred to as Web 2.0 ⁽⁸⁾.

With 84%, the majority of young people use Web 2.0 services. The most common usage of Web 2.0 is in communication, while the other half includes games (18%), search for information (16%) and entertainment (18%) e.g. sharing videos, music or pictures. Girls spend more time communicating, whereas boys play online games ⁽¹⁰⁾.

The majority of young people make use of chat rooms. 29% of young people use chat rooms several times or more per week, while approximately 50% use chat rooms rarely. Two thirds of chat room users always use the same chat room, whereas one third use different chat rooms. The data suggest that chat rooms are most popular for younger age groups as well as for young people with a lower

educational level. Online communities are used even more frequently than chat rooms ⁽¹⁰⁾.

More than three quarters of young people report intensive participation in online communities. 41% use them every day. The most popular online communities are „schülerVZ‘(49% reported to have used it at least once), followed by ‘studiVZ‘(12 %), ‘MySpace‘(10 %) and ‘ICQ‘(7 %). When asked for their motivation for using online communities, most young people stated ‘friend’ on various levels: meeting friends, finding friends, exchanging with friends, making new friends, sharing pictures with friends etc. As the authors point out, obviously online communities are mainly used as spaces where young people present themselves and check how others present themselves. Interestingly, young people are very interested in authenticity; other aspects like playing with one’s identity do not play a role in the context of online communities ⁽¹⁰⁾.

Resource 2.16 'Young people's use of ICT in Ireland'

(Excerpt from the report 'Cyberbullying - Approaches in Ireland' from Mc Guckin, O'Moore & Crowley⁽¹⁵⁾)

Information and Communication Technology: Uptake and Geographical Coverage

In 2006, of the total number of private households in Ireland (N = 1,462,296)⁽¹⁴⁾, whilst 828,356 had ownership of a personal computer, 599,417 did not own a personal computer, and information on a further 34,523 was unknown. In terms of access to the internet, 292,110 households had broadband connection, 390,535 had 'other connection', 703,907 had no access to the internet, and information on a further 75,744 was unknown.

Overall household Internet connection (e.g., ISDN, modem) levels in Ireland rose significantly between 2005 and 2008, from 45% to 62%⁽¹⁷⁾. Rapid growth has been experienced in the uptake of broadband, with the number of households with a broadband connection (as a percentage of households with Internet access) more than four times higher in 2008 than 2005, up from 16% to 68%. Despite such a significant rise, the state still lags behind, with the EU27 average for 2008 being 80%⁽¹⁷⁾.

Mobile phone users in Ireland were amongst the highest users of Short Message Service (SMS) messages in the EU in 2006, with almost 1,365 SMS messages sent per head of population⁽¹⁷⁾. In 2008, Irish users sent in excess of 10.1 billion SMS messages⁽¹⁷⁾. Nearly half of nine year old children in Ireland (45%) have a mobile phone.

Computer and Internet Use by Children and Adolescents in Ireland

Across Ireland, the 'always on'⁽¹⁸⁾ generation of children and adolescents are heavily engaged with ICT for both educational and entertainment purposes. For example, the National Centre for Technology in Education⁽¹⁹⁾, report that 94% of children aged between 9 and 16 years in Ireland have used a computer, representative of a year-by-year increase in both access to the Internet and personal ownership of computer hardware. In terms of usage, 44% of those who used the Internet

at home used it every day or almost every day, an increase of 20% since 2006. The most popular activities on the Internet were recorded as being: game playing (60%), music downloading (51%), using social websites (48%), homework related (43%), sourcing non-school related information (38%). Almost three-quarters of the teenagers reported that they had chatted on the Internet, compared to 44% of those aged between 9 and 12 years. Teenagers were also significantly more likely to use chat services targeted specifically at their own age group rather than ones related to common interests such as music or sport.

Resource 2.17 'Young people's use of ICT in Spain'

(Excerpt from the report 'Cyberbullying - Approaches in Spain' from Mora-Merchán, del Rey, Ortega & Maldonado ⁽²⁰⁾)

The use of ICTs (Information and Communications Technologies) in Spain has spread rapidly over the last four years, with the percentage of homes with Internet access rising from 33.6% in 2004 to 51% in 2008, according to data provided by the Instituto Nacional de Estadística (National Institute of Statistics) ⁽²¹⁾. Access to mobile phones increased in a similar manner, with the percentage of homes possessing at least one mobile phone rising to 92.1% from 82.4% in 2004. If we focus on the adolescent and young adult population between the ages of 16 and 24, almost all of them can be said to have used some kind of ICT in the last three months (92.8%, computers; 90.3%, Internet; and 98.1%, mobile phones).

Perhaps the greatest impact of access to ICTs is being felt by the younger children. In 2004, according to INE data ⁽¹⁹⁾, 60.2% of children between the ages of 10 and 15 years had accessed the Internet at least once in the previous 3 months. By 2008 this percentage had risen to 82.2%, representing an increase of 22% in just four years. As with the use of Internet, the percentage of children in this age range in possession of their own mobile phone also rose by 20% in that same 4 year period (45.7% in 2004 compared with 65.8% in 2008). In 2004 only 68% of children had used a computer in the previous three months, whereas this percentage rose to 94.1% in 2008 ⁽²¹⁾.

In Spain, very few studies are available regarding participation in online social networks. In 2008, Xperience Consulting produced a study into the use of social networking on the Internet ⁽²²⁾, using data gathered from an online survey carried out among 263 young people between the ages of 14 and 22 who accessed the Internet at least 5 hours per week. The results showed that 83% of the group used social networking sites, most of them (81.8%) to stay in touch with their friends. Interestingly, almost half of these young people (47.7%) used social networking sites to share blogs, videos, photos, etc., thus revealing a great deal of information about themselves. A large majority of them (84.1%) habitually accessed a social network site at least once a week, and 47.7% of them did so daily. The social networking sites visited by these young people, in order of popularity, were: Fotolog (75%); MySpace (57%); Tuenti (36.4%); Metroflog (20.5%); Hi5 (20.5%); and Facebook

(13.6).

A study has recently been published into young people's behavior with regard to the new technologies ⁽²³⁾. Commissioned by the Instituto de la Juventud (Youth Institute), it compiled data from questionnaire-based interviews with a total of 1,111 adolescents and young adults between the ages of 15 and 25. The results show that 38.7% of adolescents and 33.2% of young adults used the Internet to interact with other people or to participate in virtual communities. Other aspects addressed by the study included the way in which young people make use of social networking sites. According to the data gathered, 48.7% of the group interviewed (53.9% girls and 43.8% boys) frequently participate in social networks such as Tuenti, Xing, etc., while 31.4% (36.1% girls and 26.8% boys) visit sites such as MySpace to write their own comments and read other people's blogs.

Resource 2.18 'Use of ICT in Portugal'

(Excerpt from the report 'Cyberbullying - Approaches in Portugal' from Amado, Matos & Pessoa⁽²⁴⁾)

The accessibility and use of Information and Communication Technologies in Portugal has undergone important developments, especially with regard to the Internet and mobile phones. According to a study by the National Communications Authority⁽²⁵⁾, Portugal is one of the countries with the highest penetration rate of mobile telephone services (MTS) in Europe. Recent data, for the first quarter of 2009, show that the use of mobile telephone services in Portugal was 140.4 per 100 inhabitants, and above the EU average (121.5 per 100 inhabitants). At the end of the second quarter of 2009, the penetration of mobile telephone services amounted to 141.5 per 100 inhabitants⁽²⁶⁾.

Regarding the use of mobile phones by children and young people, a study entitled 'E-Generation: The use of Media by children and young people in Portugal'⁽²⁷⁾, conducted among a representative sample of the population aged 8-18 years, revealed that 72.8% of respondents had a mobile phone (5% more girls than boys). The average age at which young people received their first mobile was 11.8 years. Almost all young people between 16 and 18 years (98.2%) claimed to have a mobile phone, whereas among children, aged between 8 and 12 years, the percentage was 45.9%. In turn, the Eurobarometer survey⁽²⁸⁾, conducted among parents of children aged 6 to 17 years, reveals that 60% of parents agree that their children own mobile phones.

The use of computers by children and young people was analyzed, in a study carried out with students from the 4th, 6th, 8th, 9th and 11th grades⁽²⁹⁾. This study showed that the computer was used both to write (46%), especially by the 11th grade students, and to play games (43%). At home, most of the students (58%) used the computer to play games, 44% to search on the Internet and 30% to participate in chats. An interesting fact is that ICT Know-how was largely self-taught (44%), especially among 9th and 11th grade boys.

The use of Internet in Portugal has, since 2001, shown a significant trend. A population survey sponsored by the Office of the Council of Ministers in 2004⁽³⁰⁾, revealed that 54% of the population used the computer, while the average annual growth of Internet users was 21%, and 92% of users

were between 15 and 19 years, consisting mostly of students (98%) attending high school or in higher education (96%). A recent international study, sponsored by the consultant SurveyShack, requested by Microsoft (³¹), shows that Portugal is one of the European countries where most time is spent connected to the Internet: 76% of Portuguese Internet users are always Web-connected. A fifth (19%) of respondents spends more than 5 hours a day online.

With regard specifically to the younger population, Cardoso, Espanha and Lapa (³²) show that 70% of children and young people use the Internet, and in older age groups the percentage of users is higher. Among students aged between 8 and 12 the percentage of users is 57%, between 13-15 years the percentage is 84.3%, and between 16-18 years the percentage is 76.9%. Among the 70% of users, 85.6% use the Internet regularly. More recent data also reveals that 94.6% of young people aged 15-17 years use the Internet on a regular basis (³³).

The importance of ICT to young people's social relationships is demonstrated by Cardoso, Espanha and Lapa (³²): their study shows that the most frequent activities are sending / receiving emails, participating in chat rooms, virtual communities or newsgroups, and contacting friends on the network when they feel unhappy. The importance of the Internet in establishing and maintaining social relationships among children and young people is confirmed in a study undertaken by the Regulatory Authority for Social Communication (³⁴), which revealed that children aged between 9 and 14 use MSN (70.5%), send/receive email (60.7%) and post pictures or information (42.5%), whereas fewer use chat rooms (15.4%). Among the 15-17-year-olds, 91% use MSN, and more than 75% of the respondents use email and YouTube.

Neves (³⁵) found similar results in a study about the use of social networks, including Messenger, Hi5 and open chats, carried out with 20 children ranging in age from 8 to 14. The author concludes that among these tools, the Hi5 is one of the most important, being used to make friends, especially among the oldest ones, who also have a more acute sense of dangers (higher in girls than boys), and know how to deal with danger. The respondents declare that their understanding of the risks is derived from the action of parents, friends, brothers, cousins, police authorities, and also the media. Parental involvement is most marked among the youngest and is exercised primarily in regard to time spent on the computer, and less on content.

An interesting feature of the use of media in Portugal, especially in this younger generation, is the growing trend toward multitasking, which is the simultaneous exposure to various media. In fact,

among the young people, it is increasingly common to coordinate different activities: they can watch TV while surfing the Internet or sending text messages via mobile phones ⁽³⁶⁾.

Data from Eurobarometer ⁽²⁸⁾ reveal that in Portugal, as in other European countries, there is a visible tendency for children to use the internet at an earlier age, and in Portuguese children this tendency will probably increase, as a result of the application and development of the Technological Plan for Education, especially the distribution of the "Magalhaes'laptop to the entire student population in the first cycle of Basic Education.

From the survey of SurveyShack ⁽³¹⁾ it is evident that Portuguese users are among those most concerned with security threats, with one fifth of respondents citing this fear as a major obstacle to a more extensive exploration of the Internet. The Eurobarometer survey of 2008 ⁽²⁸⁾ also reveals that Portuguese parents are among the most concerned with ICT risks (including cyberbullying) in the European community, although by contrast, in Portugal, the use of such technologies by parents is lower.

Resource 2.19 'Use of ICT in the UK'

(Excerpt from the report 'Cyberbullying - Approaches in the UK' from Cowie & Colliety⁽²⁷⁾)

Since the millennium, there has been a huge technological growth in the ways in which young people have been able to interact with one another, with rapid developments in online gaming, instant messaging, broad-band connectivity and social networking sites.

99% of young people in the UK between 8-17 years can access the Internet either at home or at school, over 90% of young people aged 5-16 have a computer at home and a mobile phone⁽³⁸⁾. Younger children are more likely to use the Internet for games while 12-15-year-olds are more likely to use it for downloading music and films, or watching video clips. Older adolescents use the Internet for communicating with friends on social networking sites, uploading files or photographs, and using blogs⁽³⁸⁾.

The Internet is widely perceived as a valuable resource in young people's lives for accessing social networks, and offering a means of social engagement for adolescents who may face difficulties in making friends, for example those who are home schooled or socially anxious; the widespread ownership of mobile phones has enhanced the personal safety of children. However, as responsible adults, we need to recognise potential risks and be ready to safeguard young people in the virtual, as in the real, world. Although ICT has opened up new avenues of communication and enhanced opportunities, it is also an arena where violence and bullying can happen. There is concern that many children and adults lack awareness of basic e-safety practice.

Resource 2.20 'A typical day in the life of two digital natives'

A boy, 16 years old: My day

07.00: My mobile phone is playing my favourite music track. I get up, read the texts that have ticked in during the night while I make my way to the bathroom, music still playing on my mobile.

07.15: I log on to Facebook, updating my status and looking at some photos recently posted from a party. Checking who's on MSN at the moment, posting a few messages with classmates. Some of my mates in World of Warcraft had a long night, chasing a recently discovered dragon deep in the dark mountains of Azeroth. Sorry guys, I had to drop out early this time, logged out 1am.

07.30: Breakfast. My mother complaining at me for being up late again, playing games. She doesn't realize I actually quit early.

08.15: On the school bus. Sending a few text messages. Watching some new tutorial video clips on Youtube related to today's subject in English class.

08.45 – 14.30: School. Checking Facebook during the breaks. Catching up with my World of Warcraft mates, planning the evening's events.

14.45: School bus home. Talking to friends, a few texts.

15.30: Making myself some dinner, eating by my computer. Surfing, doing my home work and delivering it online, catching up on MSN and Facebook. A lunatic has posted some pretty wild photos of Nathan and Jenny taken by his mobile phone at Gerry's party on Saturday. The girls are going nuts online, trying to have him remove the pictures, ha ha great fun.

17.30: My parents are coming home; I'm going out for soccer training.

20.00: Back home. Going to the computer in my room, getting ready for tonight's mission on World of Warcraft, 22.00 p.m. is rally point. Watching some TV shows online, chatting, finishing my homework accompanied by some new music I've downloaded at Pirate Bay. Mum is dropping by,

saying hello, asking me if I would like some supper, nice!

22.00: Let the show begin. 55 avatars in our guild are logged on including my best friends Tom and Mathew. They're two levels above me, I have to catch up. Tom spends most of his time during the weekends playing WoW. He's a bit over the top but really good though. Time to chase the dragon; hoping my mum will leave me alone tonight.

A girl, 14 years old: My day

07.15: Crisis. I have just realised that somebody has texted rumours that I had oral sex with Nathan at the party. I get online, hoping my best friend Amy is on MSN. Thank God she is. Amy, have you heard of it? Do you know what the message says? She says no.

07.40: Walking to school, asking Susie if she has heard of the rumours. She has, but refuses to pass on the SMS to me. That bitch, I text my friends to let them know that Susie is an unreliable bitch don't trust her. Perhaps she started the rumours in the first place.

08.15 – 14.30: School. Trying to get an overview of who has received the SMS with the party rumours about me and this Nathan guy. I wonder what the girls in my class think of me. Bet it was Susie. I post a message on MSN, never trust Susie, she is a lying bitch. Today's math test went well, and I got an excellent grade in English. Talking to my friends in the breaks: Have they received the SMS? Do they know Susie is a lying bitch?

15.00: Home, doing homework. Chatting on Facebook and MSN. Dumping Susie as a friend in all my networks, suggesting that my friends do the same thing.

17.30: Family dinner, 'I've had a good day. Math went well and excellent results in English.'

18.10: World crisis!!! Somebody has posted a picture of Nathan and me from the party as I've been eating! Disastrous, it even looks as if I am kissing his nipple, which I definitely did not. It's the angle and timing of the photo taken. Who took it? Who has posted it? Who has seen it? It is posted on Joachim's profile site, but he seems to be offline at the moment. I hardly know him and he doesn't answer when I try to message him!!!! I text message my friends asking them to contact him and urge him to remove it. Messages start appearing on his wall, also comments on the picture.

19.00: Dance class. I cannot concentrate. My mind is on the picture. Bet Susie is happy now. Damn that creep Joachim, too.

20.30: Back home. Mum is asking me if I am alright, 'Yes, sure. Close the door please'. Alone in my room. Don't know what to do. Calling Amy, could she come over? She is busy with homework. Joachim is still offline, is he dead or what? He hasn't been online for hours, probably scared. My friends have posted numerous messages on his wall. I read some of the comments, disastrous. Somebody even says Nathan is together with Mary, bet she is furious at me if she has seen it, she's one year older than me. What if somebody has copied the picture? It looks too real. I don't know if I'll make it to school tomorrow.

Resource 2.21 - Video Clip 'A vision of students today'

Created by: Michael Wesch ³⁸



URL: <http://www.youtube.com/watch?v=dGCJ46vyR9o>

³⁸ <http://ksuanth.weebly.com/wesch.html>

Resource 2.22 - Video Clip 'CyberBabel'

Created by: the Pedagogy Academy in Lodz ³⁹ (Polish with subtitles)



URL: <http://www.youtube.com/watch?v=4ctwhQMjaU>

³⁹ <http://www.wsp.lodz.pl>

Resource 2.23 – Narrative ‘What does it mean to be social?’

As I was lecturing at a conference for teachers a while ago, I met another lecturer who told me a story related to different perceptions of social life and friendship. As a father of a teenager in secondary school, he met his son on a Friday afternoon in order to have dinner together.

During the dinner, the father asked his son about his plans for Friday night. ‘I will hang out with my friends’ the son replied. A quite normal and expected response. Dinner was over, and the boy went into his room, closing the door behind him. Afternoon became night, and as far as the father could see – the boy stayed in his room. Friday night went, and Saturday morning arrived. Then they met for a late breakfast.

The father was concerned about what he felt was his son’s lack of social life: ‘You told me yesterday afternoon that you were going to meet with your friends – and then you went into your room, turned off the light, and sat there all night staring at your computer?’ In the father’s mind, this was no Friday night at all, just lonely isolation.

‘But I did!’ his son replied. ‘I chatted with my friends all night long on MSN, and we played the game World of Warcraft together online. It was a very social evening, and great fun too!’

When the father told me this story from their everyday life, I realised how totally different the two generations perceived the same situation. The father: My son is lonesome and shows poor social skills, staring at an empty screen all night, this is getting serious. The son: Very social night, a lot of fun.

(Provided by Kids and Media (<http://www.kidsandmedia.co.uk>))

Resource 2.24 – Narrative ‘Broken promises’

15 year old ‘Sarah’ was sitting in front of her computer at home, chatting with her boyfriend ‘Tom’. He asked her to undress in front of the web camera; he would like to watch her. Tom promised her he was alone, and that he would not record it. She went along with it.

It turned out that Tom was not alone though; he was sitting by his computer together with his friend ‘Byron’. Tom and Byron watched Sarah’s webcam session, and Tom also broke his other promise to his girlfriend, as he recorded Sarah’s act.

Tom then published the video on Internet.

The video clip of Sarah undressing in front of her webcam spread like wild-fire among the youngsters in their hometown. Sarah was considered ‘loose’ and called a bitch. Many of the teens argued that she was the one to blame because she should have known better.

Sarah needed professional help from psychiatrists to handle this. She changed her name, and the family decided to move to another part of the country in order to enable her to start over again. Her boyfriend’s request, broken promises and fatal publishing, in addition to her peers’ judgement, left her with emotional scars for life.

Resource 2.25 - Video clip 'A Brave New World-Wide-Web'

Created by: David Truss (<http://www.davidtruss.com/>)



URL: <http://www.youtube.com/watch?v=gyPQ4Qr8xks>

Resource 2.26 – Video clip ‘The risks of new media: Where is Claus?’

Created by: klicksafe.de⁴⁰



URL: <http://www.youtube.com/watch?v=DwZGGzYqq7U>

⁴⁰ <http://klicksafe.de>

Resource 2.27 - Table 'Positive and negative uses of new media'

The following table presents an overview of the classification of means for cyberbullying others suggested by Smith and colleagues (2006) and the types of cyber bullying suggested by Willard (2005, 2006).

Communication	Positive use	Negative use
Email	Online communication with others who can read and reply to a message whenever they want; others do not have to be online at the same time. Often more formal than other means of communication, e.g. instant messages or text messages.	For instance 'cyberstalking': repeated sending of messages that include threats or are very intimidating. <u>Example: cp. the narrative 'Email to a girl'</u> (resource 2.28)
Instant messages	Quick and rather informal synchronous / live communication with others.	For instance, 'harassment': repeated sending of offensive, disagreeable and / or insulting messages. <u>Example: cp. narrative 'Three girls chatting'</u> (resource 2.29)
Chat rooms	Synchronous / live communication with others who share similar interests	For instance 'flaming': fights, passionate discussions online by means of electronic messages that use a vulgar and offensive language. This type of aggression has a sharp beginning and fast deterioration in the tone of the discussion.

		<p>Example: cp. narrative 'chatroom discussion' (resource 2.30)</p>
Social networking sites / online communities	Staying in touch with friends or making new friends; personalized profiles, sharing personal information, networking with others etc.	<p>For instance, 'denigration': to insult or to defame someone online by sending rumours, gossip or lies, normally of offensive and cruel type, to damage the image or reputation of someone, or his/her relations with other people.</p> <p>'Impersonation': getting the personal information or photo of a person (nicknames, passwords, etc.), with the purpose of posing as him or her and making that person look badly, to commit inappropriate acts, to damage his/her reputation or to generate conflicts with his/her friends.</p> <p>Example: cp. narrative '<u>Critical comments on Facebook</u>' (resource 2.31)</p>
Cameras (e.g., on mobile phones or web cams) and video- or image hosting sites	Making videos or pictures of friends, etc., and sharing them with others.	For instance 'Outing and Trickery': to spread someone's secrets, awkward information or images online. In some cases it is possible to cheat

		<p>someone in order that they share information without knowing the repercussions.</p> <p>Example: cp. the narrative <u>'Pictures out of hand, out of reach'</u> (resource 2.32)</p>
Mobile phones: text messages	Quick, rather informal text based communication with others.	<p>For instance 'harassment' (see above).</p> <p>Example: cp. the narrative <u>'SMS being sendt to 'Rita'</u> (resource 2.33)</p>
Virtual Worlds	Interacting with others in the form of an avatar in a 3D virtual learning environment; interesting for role plays, meeting others and also for e-learning.	<p>For instance 'harassment' (see above).</p> <p>Example: cp. narrative <u>'Social exclusion in virtual world'</u> (resource 2.34)</p>

Resource 2.28 - Narrative 'Email to a girl'

Example of a negative use of emails

'Hi Rita!

Enclosed a few photos I took of you and Nathan at the party. U seem pretty keen on him, uh?! Bet his girlfriend would be interested looking at this stuff ... I'm considering uploading them on Facebook, any comments or suggestions? I'm ready for anything U know.

Cheers,

Timmythecool'

Resource 2.29 – Narrative ‘Three girls chatting’

Example of a negative use of instant messages

Narrative log from MSN, three girls (14 years) chatting. Nicknames: Sugarlizz14, Ritababe and AlwaysonAmy

Sugarlizz14: Hi Ritababe, considering changing your nickname from Ritababe to Ritabitch? 😊

Ritababe: What u mean?

AlwaysonAmy: Hi Rita! Hear u tryin hook up with Mary’s boy, Nathan? ;-P

Ritababe: I’m not! Don’t know what u talkabout!!!!

Sugarlizz14: Heard somebody took pictures at the party.....??

AlwaysonAmy: Heard u were quite tight, Rita oh yeah!!!!!!

Ritababe: Where did u get this crap from?

Sugarlizz14: Bet everybody but Mary knows by now,

Resource 2.30 - Narrative 'Chatroom discussion'

Example for a negative use of chatrooms

Nightrider15: Hi Timmythecool! Ure cool, I've seen ur sexy pics from the party hahaha! :-D

BlondwithIQ15: U r an idiot Nightrider, only idiots upload such stuff and only brainless applaud it!!!!

Timmythecool: Who r u f*** b****?? Doesn't like the truth? Whats ur problem?!!

BlondwithIQ15: All Im tryin to say is that it aint cool to publish private pics and they do not tell the truth, bet u manipulated them too before posting them.

Timmythecool: F**** brainless Blondie, send me your picture and I'll manipulate U too!

Nightrider15: Haha, Blondie, not so smart anymore? Hi Timmy, I know who she is she is, Amy in B-class. I'll email u her picture, hahaha.

BlondwithIQ15: You don't, you f****!

Timmythecool: Great Nightrider thanXX!!!! I'll ***in turn u into a b*** Amy, I know who u r now!!!!!!

Resource 2.31 - Narrative 'Critical comments on Facebook'

Example of a negative use of social networking sites

'Mary', a thirteen year old girl took some pictures of herself at the beach during her summer holiday, wearing a bikini. She liked the pictures and posted them on her Facebook profile.

Comments from her Facebook friends started to pop in, and some of them were clearly impolite. The numbers of comments grew, and with them an increasing number of negative responses on her body and looks.

The comments on her pictures became very troublesome for Mary, to the degree that she did not show up at school when the holiday was over. After a few days, the school started to search for her, and it became clear that the reason she did not go to school was that she couldn't stand to see the people who had written comments to her on Facebook.

Resource 2.32 - Narrative 'Pictures out of hand, out of reach'

Example of a negative use of a digital camera and an image sharing site

Two girls, 'Lisa' (14) and 'Tracey' (16) were friends. Suddenly, something happened between them which broke up their relationship. Because of this, Tracey decided to seek revenge on her friend Lisa.

A while ago, pornographic pictures of Lisa were taken at a party. Tracey decided to publish these pictures and created a website where she posted the photos, including photos of Lisa's face. Posting the website was a quick and easy thing to do, but the consequences became severe – for Lisa, and herself.

The police came to know of a private website where someone had posted pictures of a nude minor girl - images of sexual abuse of children - which is a very serious matter. They tracked the computer that had created the website and published the pictures.

The website had been up and running for 24 hours, and had almost 700 hits until it was closed down. When the police arrived at Tracey's home, they found all the evidence they needed in order to charge her with publishing child pornography. The case ended in court.

14-year old Lisa came to know about the pictures through rumours among local youngsters. The exposure has been a great burden for her and her parents.

According to newspapers, Tracey severely regrets her acts. Creating the website was an easy thing to do, removing the pictures and the damage they caused afterwards is impossible.

The moment the pictures of Lisa hit the World Wide Web, the damage was done. Irreversible.

Resource 2.33 - Narrative 'SMS is being sent to Rita'

Example of a negative use of text messages

A group of people agreed to send her the same message from separate phones in order to damage her even more:

'Hi Rita! Everybody has seen the pictures from the party, no tits and no brain! Congratulations!
Good luck explaining it all to Nathan's girl Mary!'

Resource 2.34 – Narrative 'Social exclusion in virtual world'

Example for a negative use of a virtual world

A female participant is being socially excluded by other avatars online. Posting in a forum:

'Hi everybody! Important message: Keep RitAvatar out of everything, she is a bitch and deserves no better. It's Rita's avatar u know. Don't chat with her, don't interact with her and dump her from all yur friend lists! Spread this all over!'

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Further reading and additional materials

- **Animated NetSafe Videos** to educate students, parents, teachers and others on a variety of topics with respect to Internet safety:
<http://www.netsafeutah.org/cybersafeteens/aboutshow.htm>

Cyber Training

**Taking action
against cyber bullying**

Module 3

Introduction to Cyberbullying

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Summary

- Bullying is evolving negatively towards new forms of aggression. Its path has converged with that of the ICTs, producing the phenomenon we now call cyberbullying.
- Cyberbullying can be classified in two ways: by the channel through which the abuse occurs and by the nature of the abuse itself.
- Bashing, Exclusion, Flaming, Outing and Posing are some of the tactics used by cyberbullies when confronting targets.
- In most studies on cyberbullying, the percentage of prevalence obtained has been around 10%.
- Victims of cyberbullying express negative feelings such as rage, frustration with 10% of victims even stating that they still felt stressed by their experiences.

Introduction

The last 15 years have seen changes in how we communicate with others which were previously unimaginable. The boom in the use of information and communications technologies (henceforth referred to as ICTs) has created a whole new environment in which we can develop personal relationships. Thanks to the growth of the Internet, the World Wide Web, there are now opportunities to communicate which would have been considered science fiction only a few decades ago. To illustrate the speed of this technological evolution, we might consider that the percentage of homes in the EU with broadband access to the Internet has risen from 15% in 2004 to 56% in 2009^[1]. Cell phone use has also increased: in 1996 there were just seven mobile phone lines per 100 inhabitants, while 10 years later this figure had risen to 106 lines per 100 inhabitants^[1].

For further information about the use of ICT by young people, please look at [Young people's media use and e-culture](#) in Chapter 2 of this e-book.

These changes have drastically altered the way in which adults communicate with each other, but they have had an even greater impact among younger people, who have grown up in an age dominated by ICTs. Social Networks, Chats, Forums and SMS are all habitually used by young people to communicate with each other when face-to-face communication is not possible. Indeed for some young people, these may be preferable to face-to-face communication.

These following two activities focus on the new characteristics of cyberspace:
[Activity 3.1 'My words and images fly very fast in cyberspace'](#) explores the difficulty of controlling our information in the Internet. Activity 3.2 compares virtual and real friends.

On the other hand, bullying is evolving negatively towards new forms of aggression. Its path has converged with that of the ICTs, producing the phenomenon we now call cyberbullying. As a very simple definition, we could say that this new phenomenon is bullying conducted through electronic channels of personal contact, such as the Internet or cell phones.

Research into cyberbullying was first carried out at the beginning of the 21st Century. The earliest work we have traced was published in 2000 ^[2], but it was not until 2002 that the first research paper on cell phone cyberbullying ^[3] was published in Europe (Norway). A few years later the phenomenon began to attract attention in the media. This media interest probably owed much to a series of high profile cases of suicide involving adolescents affected by the problem. The first documented case was the suicide of Ryan Halligan, a 13-year old New Yorker who took his own life having been subjected to bullying and cyberbullying. But the most famous case of cyberbullying was perhaps that of Megan Meier, a 13 year old American girl who committed suicide in 2006, following a cyberbullying attack perpetrated by someone falsely impersonating a teenage boy on MySpace.

These, and other cases of cyberbullying, have made society more aware of this new phenomenon and have raised demands for preventive measures to be taken. This manual is intended as a step in that direction, with this Chapter providing an introduction to the phenomenon.

Objectives and learning outcomes

The aim of this Chapter is to give you an overview of the cyberbullying phenomenon. The theme is approached by addressing three major objectives:

1. *Defining and delimiting cyberbullying.* Those using this manual need to know what cyberbullying is and need to be aware of its nature and its peculiarities. Since the phenomenon has evolved and spread only recently, society is not yet fully familiar with it. This chapter is, therefore, intended to serve as an introduction. The concepts raised here will be studied in greater detail in the following chapters.
2. *Recognising the importance of cyberbullying and its potential effects.* For many people cyberbullying is just a childish prank, or something which cannot cause its victims any harm. They underestimate its consequences and do not appreciate that it is in fact a serious problem in need of a solution. In this chapter we will use a series of simple activities to raise awareness of the scope of the problem.
3. *Distinguishing virtual space from physical space.* Many people are not aware of the differences between these two types of space. Some even believe that what they do in virtual space actually has no effect on real people.

These three general objectives will be addressed through the following specific objectives, which will be reinforced by the activities presented further on:

- Introduce readers to the cyberbullying phenomenon;
- Educate participants about the channels through which cyberbullying may occur;
- Raise awareness of how cyberbullying can affect certain people;
- Acknowledge, understand and respect the other person's point of view in cyberbullying situations;
- Learn about specific features inherent to cyberspace;
- Differentiate physical space from virtual space.

Summary of current knowledge and thinking

Bullying and Cyberbullying

Definition

What is bullying and cyberbullying?

Over the last 40 years, and concurrently with these changes in communicative behaviour, researchers have also been studying the phenomenon described in the 1970s as “bullying”^[4]. It has been shown that in order to be considered an example of bullying, a situation should meet at least three conditions^[5-8]: Intention to cause harm to the victim, repetition of the abusive behaviour over a period of time and imbalance of power between victim and bully.

Situations of abuse among schoolchildren are also marked by the existence of a Dominance-Submission dynamic^[9] between perpetrators and victims; all enshrouded in an invisible law which exacerbates the effects of the abuse and which is commonly referred to as the *code of silence*^[10]. Within the dominance-submission dynamic, both perpetrators and victims learn to behave in accordance with their respective roles. The code of silence prevents the reporting of cases of bullying to adults through fear of how the perpetrators or the peer group may react.

For further information about bullying, please look [at webpage of Anti-Bullying alliance](#)¹ that you can find in the section Useful Websites of this chapter.

Taking into account the specific features of the channels through which cyberbullying occurs, we have considered it necessary to give the phenomenon its own definition, although this definition is inevitably closely related to the definition of traditional bullying^[6]. Smith and colleagues^[11] define cyberbullying as an aggressive intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself.

¹ <http://www.anti-bullyingalliance.org.uk/>

Nancy Willard ^[12-13], focussing especially on the social dimension of the problem, considers that cyberbullying is being cruel to others by sending or posting harmful material or engaging in other forms of social cruelty using the Internet or other digital technologies^[13]. Bill Belsey ^[14] states that cyberbullying involves the use of ICTs as a platform for intentional, repetitive, hostile conduct by a group or individual aimed at causing harm to others. Cyberbullying is structured by a relational dynamic with at least two well defined roles: aggressor and victim. However, its communication channel, instantaneity and the lack of face-to-face contact bring differential characteristics ^[15].

As we have mentioned above, cyberbullying is closely related to traditional bullying. However, the nature of the channel through which abuse is perpetrated has created a series of factors specific to traditional forms of bullying, while at the same time making it necessary to take into consideration another series of factors which are exclusive to cyberbullying.

You can find further information about the characteristic of bullying and cyberbullying in, [resource 3.4 'Differences between bullying and cyberbullying'](#).

Classifications

Depending on the type of role assumed by an individual in the bullying dynamic, six different types of actor can be identified in the bullying phenomenon: aggressor, reinforcer, assistant, defender, outsider and victim ^[16]. The reinforcer and the assistant each support the aggressor in a different way, while the defender tries to help the victim and the outsider simply ignores the abuse. Some individuals act as victims and aggressors at the same time ^[5, 8, 17-18].

On the other hand, cyberbullying can be classified in two ways: by the channel through which the abuse occurs and by the nature of the abuse itself. In the first system of classification, cyberbullying could be divided into the following categories: SMS; MMS; Calls; E-mail; Chatrooms; Instant Message; and Websites ^[11, 19-20]. The phenomenon can also be divided between cell phone cyberbullying (the first three types listed above, also called happy slapping - mainly between 2003 and 2007) and Internet cyberbullying (the last four types) ^[21]. With regard to the nature of the abuse perpetrated, cases of cyberbullying can be divided into the following categories: flaming; harassment; denigration; impersonation; outing; trickery; exclusion; and cyber stalking ^[13, 22]. These classifications are

provisional because they could vary in the future due to technological advances. For example it is increasingly frequent mobile phone use to surf the Internet and vice versa. In addition, teens can change their behavior in the same way.

You can find more detailed information on these two types of classification in [Resource 3.5 'Classifications of Cyberbullying'](#).

[Activity 3.3 'What is cyberbullying?'](#) is planned to help you to familiarise yourself with the term cyberbullying and its meaning, the defining characteristics of it and the ways in which it occurs.

[Activity 3.4 'What could happen?'](#) is intended to help you to learn the potential risks of each of the channels through which cyberbullying may occur, evaluate the preventive or corrective measures brainstormed by the participants and establish measures which will help to prevent cyberbullying from taking place.

Brief introduction to the main terminology associated with cyberbullying

The following are tactics used by cyberbullies against their targets:

- **Bashing** – Using the Internet to commit direct verbal or visual attacks at any time. Cyberbullies may post comments on blogs or send text messages from a phone. They may also take photos of targets or steal a photo from an online source to alter images in damaging ways or add derogatory comments and post them online for others to see. One emerging trend is the videoing of students being beaten, which are then uploaded online.
- **Exclusion** – Being excluded from participating in online activities with their peers, which can bring on feelings of rejection. Exclusion may occur in an online gaming environment, group blogging environment, or any other password-protected community. Exclusion may also occur in an instant messaging or text messaging environment.

- **Flaming** – An intense, short-lived argument that often includes offensive, rude and vulgar language, insults and sometimes threats. Flaming can occur via text or instant messaging, in blogs of social networking sites, chat rooms, discussion boards, or online gaming sites.
- **Outing** –Disclosing secrets or personal and private information about the target that embarrasses or humiliates him or her. A common way to “out” someone is to forward a message from the target that contains intimate, personal information to others.
- **Posing** – A form of indirect attack where a cyberbully creates Web sites pretending to be the target. Alternatively they might use the target’s user access information to engage in abuse such as, posting defamatory comments. When the cyberbully pretends to be the target and says mean things about the target’s friends, it can cause those friends to reject them.

Activity 3.5 ‘An introduction to cyberbullying terminology - Name that tactic’ is designed to help you understand the different kinds of cyberbullying.

Some data about cyberbullying

How many people are involved in cyberbullying?

Several studies have been carried out to investigate the range and frequency of the cyberbullying phenomenon. However, prevalence rates vary from one study to the next. In a study carried out by Finkelhor and colleagues ^[2], results indicated that the percentage of Internet users in the United States who had been subject to online harassment was 6%. However, this percentage was much lower than 25% found in California ^[23] or Canada ^[24]. The earliest European studies returned percentages lower than those recorded in the United States ^[25-26].

The first study to address cyberbullying as a subject of research in its own right was undertaken by Ybarra and Mitchell ^[27]. It showed that 19% of young people between the ages of 10 and 17 had direct experience of cyberbullying. Australian data ^[28] provided somewhat lower percentages of prevalence, with 14% of those participating in the survey being identified as victims. In the study conducted by Burgess-Proctor and colleagues ^[29], 38.3% of those questioned considered themselves victims of cyberbullying, however only 10%-15% reported particularly serious forms of aggression. In Canada, Li ^[30] discovered that 25% of the sample group declared themselves victims. But the highest

prevalence data was recorded by Raskauskas and Stolz ^[31] in the United States, where 49% of the sample group said they had been victims of this type of abuse.

Percentages of involvement have also been very wide ranging in Europe, with the number of people involved as victims fluctuating between 1%-50%. In most studies, however, and with a number of exceptions, the percentage of prevalence obtained has been around 10% ^[20-21, 26, 32-46]. The only study to offer a global overview of cyberbullying in Europe showed that 29% of the young people considered themselves victims of cyberbullying ^[47].

Resource 3.9 'Cyberbullying in Europe. Research' provides an overview about the situation in the partner countries of the CyberTraining project - Germany, Ireland, Spain, Portugal and the UK. These resources are only available in English.

Effect of Age and gender on cyberbullying

Whilst many studies suggest that girls tend to be more involved in victimization via ICTs than boys ^[20-21, 34, 48], some have found either no difference between sexes ^[27, 49] or that, on the contrary, boys are more involved than girls ^[39].

With regard to the age of victims, the importance of this factor is not clear at present. Levels of prevalence seem to remain stable during adolescence before declining from the age of 16 onwards ^[37, 44].

Overlap between bullying and cyberbullying

On the other hand, there is abundant evidence which shows a close relationship exists between involvement, in the same role, in traditional forms of bullying and in cyberbullying ^[21, 30, 39, 50].

If you are interested in further information about these last two topics please see Resource 3.10 'Transnational comparative analysis: The situation in Europe'. These resources are only available in English.

Impact of cyberbullying

There is little agreement regarding the seriousness of these two forms of abuse. For some students, cyberbullying is more dangerous and harmful than bullying, but for others the opposite is true. Some researchers suggest that ^[27] the effects of both cyberbullying and bullying are similar. Slonje and Smith ^[44] found that adolescents considered cyberbullying via SMS less harmful than bullying, but viewed cyberbullying using images or videos worse than bullying. This second finding is supported by the results published by Smith and colleagues ^[20], although these results also included telephone calls. The studies into Chatroom cyberbullying carried out by Katzer ^[51] and Katzer and Fetchenhauer ^[52] showed that victims expressed negative feelings such as rage, frustration, etc., with 10% of victims even stating that they still felt stressed by their experiences.

Activity 3.6 'Cyberbullying isn't a game' aims to generate some reflection on the potential impact of cyberbullying, realising that cyberbullying is not merely "a childish prank" and learning to empathize with the victims of cyberbullying

Activity 3.7 'Maybe it's only a Joke for you, but it hurts me' is intended to help you appreciate the point of view of the victims of practical jokes, raise awareness of the harm which can be caused by certain types of conduct in cyberspace and empathize with victims.

Activities

Purpose

The activities described below are designed to meet the objectives we established at the beginning of this chapter. They all follow the same logical order. First there is a purpose, explaining why the activity should be carried out. The procedure is then detailed. We propose different kinds of activities. Ideally, some of them should be carried out in groups, but if this is not possible they can be adapted to be carried out by one single person. At the end of the procedure there is a list of resources which may prove useful to the person or people working on the activity.

Target group

All of the activities are aimed at education, training professionals, parents, and adolescents. More specifically, the activities could be aimed at training teachers as well. For this, the idea is that these professionals will assimilate the activities and then use them in their own training sessions. Each participant will therefore play a hands-on role in the learning process. The activities offered should not be interpreted as strictly regulated, inflexible procedures, but can be adapted to meet the needs of each specific situation.

Timeframe

They can also be carried out in an ordinary work session, with the time devoted to discussion being adapted to suit different circumstances. This versatility is possible because the introduction to each of the proposed activities is very short and the discussion time can be extended at the participant's discretion in line with the desired degree of analysis.

Overview:

There are a total of 8 activities: three for the first general objective and two for the rest of the general objectives plus an overall learning process evaluation activity at the end. The activities are:

Activity 3.1 'My words and images fly very fast in cyberspace' aims to make participants exploring the difficulty of controlling the information we publish in the Internet.

Activity 3.2 'Virtual friend versus real friend' aims to make participants comparing virtual and real friends.

Activity 3.3 'What is cyberbullying?' aims to help participants familiarising themselves with the term cyberbullying and its meaning, the defining characteristics of it and the ways in which it occurs.

Activity 3.4 'What could happen?' aims to help participants learning more about the potential risks of each of the channels through which cyberbullying may occur, evaluating the preventive or corrective measures brainstormed by the participants and establishing measures which will help to prevent cyberbullying from taking place.

Activity 3.5 'An Introduction to cyberbullying terminology - Name that tactic' is designed to help participants understanding the different kinds of cyberbullying.

Activity 3.6 'Cyberbullying isn't a game' aims to make participants reflecting on the potential impact of cyberbullying, realising that cyberbullying is not merely "a childish prank" and learning to empathize with the victims of cyberbullying.

Activity 3.7 'Maybe it's only a joke for you, but it hurts me' is intended to help participants appreciating the point of view of the victims of practical jokes, raising awareness of the harm which can be caused by certain types of conduct in cyberspace and empathizing with victims.

Activity 3.1 'My words and images fly very fast in cyberspace'

Purpose

Do we fully realise that when we post a text or image in cyberspace we lose control over which people can see or read the material? Even when we delete an image, somebody has already had the opportunity to download it and could post it again, on another page, without our knowing. It can even be altered using different types of software, and then posted on the Internet to make fun of us.

Resource

Resource 3.1 'Lucy posts her holiday photos'

If you have a video with a story similar to that of "Lucy posts her holiday photos" you may prefer to use it instead, following the same activity procedure.

Procedure

Read the story "Lucy posts her holidays" (resource 3.1). Discuss in your team what happens in the story in your group. Could something similar ever happen to you? Now tell the other groups the conclusions you have reached about the story. What mistake did Lucy make? To finish, please try to think how many times in the past you have run the risk of exposing yourself to similar problems to those described in the story.

Activity 3.2 'Virtual friend versus real friend'

Purpose

Today many adolescents like to brag about having hundreds or even thousands of friends in cyberspace, above all in social network spaces such as Facebook. This is possible thanks to the fact that via the Internet you can be friends with a person without actually interacting with him/her. Young people sometimes find it difficult to differentiate between true friends and mere acquaintances contacted through electronic channels. We are not saying that true friendship cannot be cultivated on the Internet, but that it is impossible to maintain hundreds of meaningful friendships at the same time.

Resources

Resource 3.2 'With a friend I can... list'

Resource 3.3 'John's story'

Procedure

Make a list of the personal qualities of your real friends. To do this, you may want to use the list "With a friend I can..." in the resources section. Do the same for those friends with whom your only contact is via ICTs (the friends you have met on the Internet or by telephone, but have never met in person). Again, you can use the list to help you (resource 3.2). Compare your lists with those of the other people in your group. Which of the two lists is better for maintaining a friendship? We should be aware that good friends are those who tend to be at hand at the worst moments. In your group, try to describe the kinds of problems that you would like to be able to talk over with a good friend. And then decide whether that friend would be a real friend or a virtual friend. Then start a discussion on the advantages of each type of friend and then take a vote: which type of friend is better? To conclude, read the story of our friend John (resource 3.3) and answer this question: Why should certain information not be given to virtual friends?

Activity 3.3 'What is cyberbullying?'

Purpose

Knowing exactly what behaviour constitutes cyberbullying and what behaviour does not, is crucial for preventing it or implementing measures to eliminate it. At present, it is not clear exactly what cyberbullying is. This activity will help us to be sure of when we are confronting a case of cyberbullying.

Resource

Resource 3.6 - Video 'Let's fight it together'

Resource 3.7 'Possible questions for discussion in small groups'

Procedure

Watch the video "Let's fight it together". Then, share your thoughts about the video with the other people in your group. If you are alone form your own thoughts about the video. You could use the resource 6 to guide the discussion. You could take notes about your conversation or your thoughts. Now, share your knowledge with the other groups. To finish this activity, reflect about how this activity helped you.

Activity 3.4 ‘What could happen?’

Purpose

As we saw in the section dedicated to theory, cyberbullying can occur via seven channels. If participants are aware of the risks attached to each of these channels they will be more careful when using them. Our attitude is not that these forms of communication should not be used through fear of the consequences, but that they should be used more safely and more responsibly.

Resource

No extra resources are required for this activity. Ideally, a group should be formed to discuss each of the different channels of communication: that is, a total of seven groups. This way, all channels can be covered.

Procedure

Choose one of the seven channels through which cyberbullying can occur and form a group with others who have chosen that same channel. Remember that the channels are SMS, MMS, Phone Calls, Instant Messenger Communications, Chatrooms, Websites and E-mail. Then, in your group, think about the possible risks involved in using these channels. Also think about the ways in which another person could annoy you or victimize you using these channels. How this could be prevented from happening or from continuing to happen, and how can the effects be minimised? Discuss the conclusions you have reached in each small group with the other groups. Try to encourage the other groups to say whether they think there are other potential risks or forms of abuse which you did not think of. Try to go a little further with regard to the preventive or corrective measures which should be taken. To finish, please assess the risks you encounter when using ICTs. Similarly, take a self-critical look at whether you personally have unintentionally annoyed another person through any of these channels.

Activity 3.5 'An introduction to cyberbullying terminology - Name that tactic'

Purpose

This activity is designed for a group of approximately twenty to twenty-five participants. The purpose of the activity is to introduce parents to the terminology and tactics associated with cyberbullying.

Resource

Resource 3.8 'Answer sheet'

Procedure

This activity can be completed by the individual or alternatively can also be tackled within a group setting. For the scenarios below, which bullying tactic (posing, outing, flaming, bashing, exclusion) is being used?:

Activity 3.6 'Cyberbullying isn't a game'

Purpose

Many people think cyberbullying is unimportant, seeing it as a myth invented by psychologists. But the truth is far more serious. Cyberbullying can have far-reaching effects. In this activity we would like people to think about the consequences of cyberbullying.

Resource

[Resource 3.11 - Video 'MySpace suicide: The Megan Meier story'](#)

[Resource 3.12 'Guide for discussing the Megan Meier story'](#)

Procedure

Watch the video 'MySpace Suicide: The Megan Meier Story' and collect news items about Megan's story from the Internet. Find also information on the Internet about what happened to the mother of Megan's friend. Now reflect in your team about the effects of cyberbullying on Megan and other children like her who suffer cyberbullying (for this you could use the guide that we propose: Resource 9). To finish, think of how you would feel if you were a victim of cyberbullying. Write your thoughts down.

Note: This is an extreme case of cyberbullying and fortunately very rare. In addition, this case is atypical because the adult is an aggressor. However is a very powerful video that makes us reflect on what some consider an "unimportant fact".

Activity 3.7 'Maybe it's only a joke for you, but it hurts me'

Purpose

Our research into cases of cyberbullying has revealed that many people believe that behaviour of this kind by schoolchildren is mere "tomfoolery". But sometimes cyberbullying is far from a joke, and can cause real harm to victims.

Resource

No extra resources are required for this activity. However, if the activity organizer sees that no participant has either been involved in a "practical joke" or is capable of inventing one, he/she may narrate or make up one of his/her own as an example and organize the groups in such a manner that in each small group there are at least one or two stories.

Procedure

Think of a "practical joke" you have played on someone or somebody you know has played on someone using ICTs. Write down what happened. If you don't know of a real case, try to invent one. Listen to each group member's story. Choose one of the stories and analyse it. What happened? Why was the joke carried out? How did the victim take it? Do you think everyone laughed at the joke, or only those who did it? Now, discuss all of the stories with the rest of the group. Note the different points of view. The activity organizer should try to guide the discussion towards the victim's feelings. We should remember that a joke, to be a real joke, should be amusing for everyone, including the target. To finish this activity, if you have played a "practical joke" of this type, think about how you would have felt if you had been the victim of your "joke". If you have ever had a "practical joke" of this kind played on you, think about how you would explain to the perpetrator that it was not a joke and how you would tell him/her not to do it again. If you have never been directly involved in a practical joke, perhaps you have witnessed a practical joke played on another person. Think about the victim's feelings in that situation.

Resources

Overview:

Resource 3.1 'Lucy posts her holiday photos' illustrates how posting pictures in the Internet can be a source of danger.

Resource 3.2 'With a friend I can... list' refers to the dangers of social networks.

Resource 3.3 'John's story' is demonstrates the abuse of an online chat.

Resource 3.4 'Differences between bullying and cyberbullying' provides further information about the characteristic of bullying and cyberbullying.

Resource 3.5 'Classifications of cyberbullying' provides detailed information on two classification types of cyberbullying.

Resource 3.6 - Video 'Let's fight it together' demonstrates in form of a video clip how cyberbullying can be prevented.

Resource 3.7 'Possible questions for discussion in small groups' provides an orientation on how to discuss in small groups.

Resource 3.8 'Answer sheet' aims to make parents getting to know different tactics of cyberbullying.

Resource 3.9 'Transnational comparative analysis: The situation in Europe' provides an overview about the situation in the partner countries of the CyberTraining project - Germany, Ireland, Spain, Portugal and the UK. These resources are only available in English.

Resource 3.10 'Cyberbullying in Europe: Research' provides an overview about the state of the art in terms cyberbullying research in the partner countries of the CyberTraining project - Germany, Ireland, Spain, Portugal and the UK. These resources are only available in English.

Resource 3.11 - Video 'MySpace suicide: The Megan Meier story' illustrates the story a young girl who took her own life after she was cyberbullied.

Resource 3.12 'Guide for discussing the Megan Meier story' provides a guideline on how to discuss cyberbullying fates like the one of Megan Meier.

Resource 3.1 'Lucy posts her holiday photos'

Lucy is a 16 year old girl who went on a holiday to a marvellous beach resort in Andalusia with her friends. When she got back, she decided to post the photos from her holiday on the web page of her social network so that her other friends could see what a good time they had. She uploaded pictures of her sightseeing, her parties in the evening and her days on the beach. A few weeks later she began to find herself in strange situations. Men she didn't know greeted her in the street and made comments about her. They said she was prettier with fewer clothes and things like that. Some of them even made sexual advances.

A few days later she began to receive similar comments at school. Lucy was very surprised. She didn't understand why all this was happening and she began to get very worried.

One of her friends asked her why she had posted her photos on a contacts page on the Internet. Lucy told her she knew nothing about that, and she asked her friend to give her the Internet address where she had seen her pictures.

When she went into the page she discovered the photos of herself in her swimsuit which she had posted on her social network site, but they were alongside comments about what she liked, what she didn't like and how she was looking for relationships with anyone who might be interested. Lucy couldn't believe what she was reading. Someone had posted her photos on that site. It was horrible. Lucy could find no explanation. She had disabled the photo download option on her social network site. Nobody could download her photos. Lucy then logged onto her social network and started to leave insulting, derogatory messages on all her friends' pages. She was furious about what was happening to her.

After writing the messages she saw that she had received a private message from a stranger called Blue Air, thanking her for the marvellous beach photos. She then realized that it had not been her friends who had posted her photos on the other site, and she regretted the comments she had written. But it was too late. Her messages had been sent and now she couldn't edit them. Lucy's friends turned their backs on her for all the insults she had sent them, and, even though she tried to apologize, her words were still there on the social network pages. Every time her friends saw them they got angry with her again.

And how did Blue Air get the photos? Easy: Lucy had her social network page configured to allow

anyone to see its content. Blue Air saw her profile and decided to download her photos. Although Lucy had the download option in her account disabled so that nobody could download her photos, there are still many easy ways to access and save images accessible to anyone with a good knowledge of computers.

Resource 3.2 'With a friend I can... list'

- With a friend I can share my problems
- With a friend I can rely on someone
- With a friend I can embrace someone when I need a hug
- With a friend I can communicate without using words
- With a friend I can do things with another person
- With a friend I can celebrate
- With a friend I can play
- With a friend I can play sport
- With a friend I can ...

Resource 3.3 'John's story'

John has met a new friend online, in a chatroom popular among boys of his age. John and his friend are getting to know each other, they have several interests in common and they get on well together. John knows that he shouldn't let strangers know his real name, and he makes no exception in this case.

As they chat, the two friends realize that they both like nature and go to the park whenever they can. John likes the St. James Park, next to his school, and he always goes there after classes. He also loves sport, and both of them play football. John tells his friend that he is the goalkeeper in his school team. The two of them have many things in common, and whenever they can they go online to chat for a while.

One day, a stranger approaches John and says "Hello, John. I have to talk to you about something very important." John is surprised. He doesn't know who this man is. The stranger tells him that he is his cyber guardian angel and that he has to talk to him. He says that he is the friend he met online, and that he should be careful about the information he shares. Thanks to their conversations, he knew which school he went to, since there was only one school near the St James Park. He also knew that he played as goalkeeper in the school team, and was therefore able to find a photo of him on Internet. But that was not all. He also knew exactly where he could find John alone, because he had told him he went to the park every day.

John was astonished. He thought he had been careful in his conversations with his cyber-friend, but apparently he was wrong. This time, fortunately, he had been lucky and nothing had happened.

Resource 3.4 'Differences between bullying and cyberbullying'

	Bullying	Cyberbullying
Intentionality	The perpetrators must be acting deliberately: spontaneous or casual acts are not considered cases of bullying.	The perpetrator must deliberately intend to harm or annoy the victim if a situation is to be described as a case of cyberbullying
Repetition	If an individual's behaviour is to be considered bullying it cannot be sporadic, but should occur more or less constantly over a period of time. A one-off attack, for example, is not an example of bullying.	The repetition may be quantified in terms of the number of times a certain image or video is posted or viewed.
Imbalance of power	A power imbalance, either real or imagined, is created between the victim and the perpetrator. This occurs whether the aggression is physical or psychological.	Cyberbullying also involves an imbalance caused by the protagonists' levels of computer expertise. This imbalance may be caused by the fact that the victim does not know his/her aggressor, and cannot therefore locate the person or defend him/herself against their attacks.
Number of bystanders	Normally, episodes of bullying are known by a relatively small number of people, sometimes known only by the aggressors and victims. Other times it is also known by the rest of the class, and on rare	This type of abuse may take two very different forms: actions open to public scrutiny, such as denigrating a person in a video posted on Internet, or private situations known only to the aggressors

	occasions is known throughout the school.	and the victim, such as exchanges of emails or communication via instant messaging.
Anonymity	Generally, the victim knows their aggressor. Only in a few modalities of bullying, such as spreading rumours, could he/she remain anonymous.	Some perpetrators are able to conceal their identity thanks to their technological expertise and resources. This can increase the aggressor's sense of impunity and at the same time intensify the victim's sense of vulnerability.
24/7	In bullying, victims can only be subject to abuse during school hours or on the way to or from their school.	Cyberbullying can occur at any moment and at any time of day or night. Timetables and safe physical spaces are eliminated, and aggression can even occur during the school holidays.

Resource 3.5 'Classifications of cyberbullying'

By Ways (cp. Smith et al, 2008):

- **SMS:** sending or receiving abusive text messages by mobile phone
- **MMS:** taking, sending or receiving unpleasant photos and/or videos using mobile phones (e.g. happy slapping)
- **Calls:** sending or receiving upsetting phone calls (e.g. malicious prank calls)
- **E-mail:** Malicious or threatening emails directly to a victim, or about a victim to others
- **Chatrooms:** Intimidation or abuse when participating in chat rooms
- **Instant Message:** Abusive instant messages (MSN, Yahoo, AIM etc)
- **Websites:** Where secret or personal details are revealed in an abusive way or where nasty or unpleasant comments are posted. May also involve uploading humiliating photos or videos on a webpage or posting degrading polls.

By Behaviors (cp. Willard, 2007):

- **Flaming:** Online fights using electronic messages with angry and vulgar language
- **Harassment:** Repeatedly sending nasty, mean, and insulting messages
- **Denigration:** "Dissing" someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships
- **Impersonation:** Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships
- **Outing:** Sharing someone's secrets or embarrassing information or images online
- **Trickery:** Talking someone into revealing secrets or embarrassing information, then sharing it online.
- **Exclusion:** Intentionally and cruelly excluding someone from an online group.
- **Cyberstalking:** Repeated, intense harassment and denigration that includes threats or creates significant fear.

Resource 3.6 - Video 'Let's fight it together'

Created by: Childnet International (<http://www.childnet.com>)

The screenshot shows the digizen.org website. At the top, there is a navigation menu with links for Home, About, Social Networking, DigiCentral, and Cyberbullying. The main heading is "'Let's Fight it Together' Cyberbullying film". Below this, it says "What we can ALL do to prevent cyberbullying" and "Select Play below to watch 'Let's Fight it Together'". A video player is embedded, showing a young man in a school uniform sitting at a desk. To the right of the video player, there is a sidebar with several sections: "Main pages in this section:" with links to Film Introduction, Let's Fight it Together (Full film), Evaluation of the Let's Fight it Together resource, and Stephen Carrick-Davies (CEO of Childnet 2003-2008); "Interviews with characters:" with links to Kim (the bully), Teacher, Mum, Rob (bystander), and Joe (the target); "Downloads:" with links to Teachers guide (a PDF download) and Cyberbullying lesson plan (a PDF download); and "Other Versions:" with links for Australian, Deutsch, and Dansk.

URL: <http://www.digizen.org.uk/cyberbullying/fullFilm.aspx>

Resource 3.7 'Possible questions for discussion in small groups'

- What happened in the story?
- What forms of cyberbullying used to worry Joe?
- What happened to Joe? And what happened to his bullies?
- How did Joe feel?
- How do you think affects the victim, in long and short term, who reported the aggression?
- How do you think affects the victim, in long and short term, who didn't report the aggression?
- How do you think the abuser feels when he is discovered by a member of authority?
- ...

You could use "[A guide to using Let's Fight It Together](#)" to explore the issue in greater depth.

Resource 3.8 'Answer sheet'

1. John and Michael had never liked each other, especially on the rugby field. After practice they would use electronic messages to send insults and call each other names. Finally, John told Michael he better watch his back at rugby practice the next day.

Bullying tactic: _____

2. Jane and Ellen were good friends, but Jane was secretly envious of Ellen because John was her boyfriend. One afternoon, they were working on a school project on the computer at Ellen's house. Jane watched Ellen log onto her email and in the process discovered Ellen's password and user name. Later, Jane logged on to Ellen's account and, pretending to be Ellen, sent a hurtful message to her boyfriend John.

Bullying tactic: _____

3. Mark was a popular person at school. But he had been overweight most of his life and was sensitive about the other guys seeing him change clothes in the changing room. Ryan, a new student having trouble making friends, used his cell phone to take a picture of Mark with his shirt off in the locker room. By the time the next class started, this unflattering picture of Mark was flying around school.

Bullying tactic: _____

Resource 3.9 'Cyberbullying in Europe: Research'

Created by: The CyberTraining project (<http://www.cybertraining-project.org/>)



En Es Pt De Bg About CyberTraining Partners Contacts Intranet

Research

CyberTraining
Taking action against cyberbullying

> Cyberbullying in Europe
> Needs Analysis
> Training Manual

- News Blog
- Experts' Forum
- Trainers' Forum
- Cyberbullying-Wiki
- FaceBook-group

Cyberbullying in Europe

Research:

One of the outputs of the project's first year was the delivery of the following country reports that provided an overview about the situation and most recent research outcomes in each of the CyberTraining partner countries:

- [The Situation in Germany \(English\)](#)
- [The Situation in Spain \(English\)](#)
- [The Situation in Ireland \(English\)](#)
- [The Situation in Portugal \(English\)](#)
- [The Situation in the UK \(English\)](#)
- [Transnational comparative analysis: The situation in Europe \(English\)](#)

All country reports outline the situation in each partner country and cover the following issues:

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URL: <http://www.cybertraining-project.org/page.php?lang=En&page=8>

Resource 3.10 'Transnational comparative analysis: The situation in Europe (English)'

Created by: The CyberTraining project (<http://www.cybertraining-project.org/>)



URL: <http://cybertraining-project.org/reports/Transnational%20comparative%20analysis%20The%20situation%20in%20Europe.doc>

Resource 3.11 - Video: MySpace suicide: The Megan Meier story'

Created by: Little Baby Ginn & Mondoreb



URL: http://www.youtube.com/watch?v=6MxxqCH_Mkc

Resource 3.12 'Guide for discussing the Megan Meier story'

The session organizer should guide the debate toward the following areas:

- Has there been any change in the attitude of the people who have seen the video towards cyberbullying?
- Did they think cyberbullying could have these consequences?
- How would they have reacted?
- Is it possible to stop someone impersonating another on the Internet, such as logging in through any official key that identifies us.
- You could debate about other aspects which may be raised in the discussion and which fall in line with the activity objectives.

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Further reading and additional materials

- LAECОВI: Laboratorio de estudios sobre convivencia y prevención de la violencia (Laboratory of studies on convivencia and violence prevention), <http://www.laecovi.es>
- COST ACTION IS0801 Cyberbullying: coping with negative and enhancing positive uses of new technologies, in relationships in educational settings, <http://sites.google.com/site/costis0801/>
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- Cyber Bullying: Bullying in the Digital Age, <http://www.cyberbullyhelp.com/index.htm>
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- Webpage of Bill Belsey, “www.cyberbullying.ca - Always On, Always Aware!”, <http://www.cyberbullying.ca/>
- Center for Safe and Responsible Internet Use, <http://csriu.org/cyberbully>
- Bullying UK, <http://www.bullying.co.uk/index.php/make-a-poster.html>
- CyberSmart, <http://cybersmart.org/>



**Taking action
against cyber bullying**

Module 4

Tackling cyberbullying

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Summary

- In order to address the problems generated by cyberbullying, a new form of aggression, we can, and should, draw on over two decades of research and practice on school bullying in general.
- Important aspects to consider when designing an anti-bullying programme include: working with relationships in the whole school community; whole-school anti-bullying policies to include non-punitive, meaningful sanctions; improving the environment; involving parents and caregivers; peer support; therapeutic work, for example, cognitive behavioral therapy (CBT) with bullies and victims; teaching victims a range of coping methods, such as assertiveness training.
- In many countries across the world there is no legislation specific to cyberbullying. However, government and voluntary organizations are attempting to address the issue of cyberbullying, and there are many sources of information and advice on protecting oneself online and responding to cyberbullying.
- For instance in the UK UKCCIS devised a range of interventions and policies to improve the e-safety knowledge and skills of children, young people and parents. It also promoted a National Acceptable Use Policy toolkit for all schools, referencing responsible use of school IT networks and equipment, Virtual Learning Environments (VLEs) and mobile phones.

Introduction

Cyberbullying is a relatively recent phenomenon. Luckily, in order to address the problems generated by this new form of aggression, we can draw on over two decades of research and practice on school bullying in general. In Part 1 of this module, we explore interventions that have been shown to reduce or prevent bullying. These include direct work with bullies and victims; interventions with the whole-class; interventions and policies at the level of the whole-school and its community. We also discuss the issue of sanctions. In Part 2, in the specific context of cyberbullying, we discuss national policies and the law, the need for e-safety and a positive approach to the Internet.

We also describe current action that is already being taken by governments, NGOs and providers. So far these interventions have not been evaluated as rigorously as the large systematic reviews that we describe in the first part of the module. This gives you a chance to reflect critically on the ways in which educators, parents and policy-makers can respond to the complexity of cyberbullying in the context of what you now know about effective anti-bullying programmes.

Objectives and envisaged learning outcomes

The objectives of this module are:

- To consider current thinking and knowledge about school bullying;
- To present information on current initiatives that have been developed to counteract cyberbullying and promote e-safety;
- To consider strategies for preventing cyberbullying;
- To provide information on effective interventions throughout the whole-school community.

The envisaged learning outcomes are:

- Becoming familiar with tried-and-tested interventions to counteract bullying;
- Knowing how to support children and young people who are involved in bullying/cyberbullying;
- Knowing how to support educators, parents and policy-makers in preventing bullying/cyberbullying;
- Knowing what to do when bullying/cyberbullying occurs;
- Knowing how to create safe learning environments in which children and young people can learn to use ICT safely and responsibly.

Summary of current thinking and knowledge

Part 1: Summary of current thinking and knowledge about tackling school bullying

Research evidence (^{1, 2, 3}) confirms that there are extremely damaging outcomes for children who are bullied by their peers, especially when the bullying is long-term. The bullied child's self-esteem is likely to be adversely affected by these relationship difficulties – a situation which, in turn, increases the likelihood of mental health difficulties. Bullies are also at risk. Children who bully have learned to use their power and aggression to control others, a mode that is not conducive to healthy relationships either in the present or in their future lives. Furthermore, there is evidence from longitudinal studies that children who bully are more likely in adult life to be involved in criminal activity or domestic violence (⁴).

International evaluation studies (^{5, 6, 7}) have systematically reviewed the successes and failures of anti-bullying interventions in order to identify the core elements which have proved to be effective.

The Campbell Collaboration report¹ “School-Based Programs to Reduce Bullying and Victimization” by Maria Ttofi and David Farrington (⁷) provides a systematic review and meta-analysis of the effectiveness of programs designed to reduce school bullying perpetration and victimization. It can be helpful taking a look into this report in order to get a comprehensive and well-founded overview about what programmes and programme elements are most effective in tackling school bullying.

We will refer to these and other relevant studies in our following review of what schools can do to counteract bullying successfully.

First, let us look at the evidence on sanctions.

¹ http://www.campbellcollaboration.org/news/_reduction_bullying_schools.php/

Do sanctions work?

Zero tolerance

It is a commonsense view that the best approach to the prevention of bullying is to mete out punishment to the bullies – for example, ‘three strikes and you’re out’. Zero-tolerance of bullying is often proposed as a tough deterrent. However, research indicates that this approach can be counterproductive. Skiba and her colleagues (⁸), in their report to the American Psychological Association Zero Tolerance Task Force, concluded that zero tolerance policies actually fail to make school environments safer. They also observed that zero-tolerance policies can be construed as racist in the local community. Black parents/caregivers, in this study, became very critical of schools if they perceived that punitive zero tolerance disciplinary methods and sanctions posed a threat to the rights of certain children to be educated, particularly when, as often happens, particular ethnic groups appeared to be targeted. Skiba and her colleagues conclude that far more emphasis needs to be placed on the host of existing strategies to promote school safety and prevent bullying and violence. Zero tolerance strategies should only be used in the most extreme and severe cases of bullying and even then used with great thought for the needs and rights of all the individuals involved, including the bullies. Based on this evidence it would seem that authoritarian, punitive use of sanctions is not a good approach.

Sanctions in a meaningful context

Concerns about the insensitive use of zero-tolerance methods are confirmed by large systematic reviews of existing anti-bullying systems. Smith and colleagues (⁶) addressed the controversial issue of punitive sanctions. They acknowledged that some sanctions will always be part of a school’s policy to counteract bullying. However, they found that when schools promoted an emphasis on positive relationships and created an ethos of care and responsibility, the need for strict sanctions declined. When sanctions *were* applied, the perpetrators were more likely to perceive them as fair and meaningful. The reason for this was that the students had been included in the process of creating the school rules and had been made aware that negative behaviour, such as bullying, had consequences. So the sanctions were not perceived as unreasonably punitive.

In their Campbell Collaborative Report, Ttofi and Farrington (⁷) reviewed 89 evaluations of anti-bullying programs. They found that the most important elements in reducing bullying

included training and meetings with parents as well as clear sanctions and disciplinary methods, such as serious talks with bullies, sending them to the principal, making them stay close to the teacher during break time, and depriving them of privileges.

The KiVa Project

An example of sanctions implemented in a meaningful context comes from the KiVa Project² in Finland, led by Christina Salmivalli and Elisa Poskiparta. The KiVa Project compared the effectiveness of punitive and non-punitive methods when dealing with bullies. Punishment (for example, saying, 'What you have done is wrong and you must stop it at once!') seemed to work better with younger children. Non-punitive methods (for example, saying, 'Your classmate is having a hard time and that is why he behaves like that. How can we help him?') worked better with the older children.

Resource 4.1 outlines the main characteristics of the the KiVa Project.

The Whole-School Approach

So, the evidence seems to point to sanctions that are perceived as fair and reasonable rather than harsh and punitive. Sanctions also need to be consistently applied and their design needs to be part of a consultation process in which many members of the school and its community have played a part. Sanctions need to be viewed in the wider context of the whole school and its values. In the next section we go on to consider the important part that a whole-school approach can play in reducing and preventing bullying.

² <http://www.kivakoulu.fi/content/view/56/171/>

What is a whole-school approach?

In schools that adopt a whole-school approach, all members of the school community learn about bullying, its social dynamics, its origins and the impact that it has on everyone's life, as well as the many forms that bullying takes, including physical, psychological and cyberbullying. This means that everyone is more knowledgeable about what to do. In these schools there is a concern with moral values and a commitment on the part of the staff to an ethos of fairness and justice. The students are given frequent opportunities to learn about these values in the curriculum (for example, in Personal, Social and Health Education lessons) and in daily practice (for example, by being involved in school life as peer mentors, peer supporters or representatives on the School Council). These values are regularly reviewed and debated in order to promote an on-going commitment to a positive school ethos.

For more detailed information about the whole-school approach see the Violence in Schools Training Action (VISTA)³ project training materials.

The VISTA training materials are also available in form of an eBook⁴ created in the Violence in Schools training Online Project (VISTOP).

Also within the VISTOP project these materials were also further developed into online training course for parents⁵, teachers⁶ and policy makers⁷.

In the context of bullying, the whole school and its community are involved in creating the anti-bullying policies and in implementing them. This process is kept alive using: codes of conduct that are owned by adults and pupils, regular assemblies, classroom discussions, poster displays, drama activities, special days devoted to the topic, workshops for children,

³ <http://www.vista-europe.org>

⁴ <http://www.vistop.org/ebook.html>

⁵ http://www.vistop.org/p_course.html

⁶ http://www.vistop.org/t_course.html

⁷ http://www.vistop.org/pm_course.html

teachers and parents, specialist curriculum materials that foster an emotionally literate school.

The Olweus Bullying Prevention Project

An example of the successful implementation of the whole-school approach can be seen in the Olweus Bullying Prevention Program⁸.

The Olweus Bullying Prevention Program operates at three levels:

Schoolwide Interventions

- Administration of the Olweus Bully/Victim Questionnaire about bullying (answered anonymously by the students)
- Formation of a Bullying Prevention Coordinating Committee
- Staff training
- Development of school-wide rules against bullying
- Development of a coordinated system of supervision during break-time.

Classroom-level Interventions

- Regular classroom meetings about bullying and peer relations
- Class parent meetings

Individual-level Interventions

- Individual meetings with children who bully
- Individual meetings with children who are targets of bullying
- Meetings with parents of children involved

A key aspect of the Olweus Bullying Prevention Project is the development of a Bullying Prevention Coordinating Committee which contains representatives of school staff, students, parents and the coordinator of the program. Teachers take part in initial training and hold regular classroom meetings to monitor the development of the intervention.

⁸ http://www.olweus.org/public/bullying_prevention_program.page

The whole-school approach advocates a process through which everyone is involved in identifying bullying, finding out where it happens, the form that it takes and the students who are likely to be most vulnerable to being bullied. The whole-school approach also involves the development of specific systems for reporting bullying and for responding to bullying episodes. Vulnerable students need to feel confident enough in these systems to be able to report bullying. Parents/caregivers also need to be informed about the school's anti-bullying approach and offered opportunities to learn about ways in which they can support what the school is doing, in order to create a positive school climate and so reinforce at home qualities of caring, responsibility, compassion and respect for others. In this way the school, over time, creates a culture that values mutual respect and co-operation.

Evidence on the effectiveness of whole-school approaches

Smith and colleagues ⁽⁶⁾ reviewed 13 anti-bullying programmes, and Baldry and Farrington ⁽⁵⁾ reviewed 16 anti-bullying programmes, together representing work from 12 different countries (Germany, Norway, UK, Canada, Australia, Ireland, Belgium, Finland, USA, Switzerland, Italy and Spain). The programmes were selected because each was a large-scale study involving large numbers of schools and had been systematically investigated using experimental methods with controls and a before-after set of measures, or a longitudinal design. A main measure was drawn from the percentage change in rates of bullying in the experimental group (that is, the group that had experienced the interventions) in comparison with a control group).

In each case, the researchers concluded that the most effective programmes are those that adopt a whole-school approach. For example, the outcome for the Olweus Bullying Prevention Project was a substantial reduction in rates of bullying (48 per cent for boys and 58 per cent for girls), especially amongst the primary school pupils. Similar successes were found in the Sheffield, UK study, the SAVE project in Spain, and the Donegal Primary Schools anti-bullying project in Ireland ^(9, 10, 11). In each case, interventions were carried out at individual, class and whole-school levels. Additionally, the Irish programme included a resource pack for parents and carers.

The successful interventions also put in place systems that were sustainable over time and that involved on-going monitoring of effectiveness. This research confirms the effectiveness of consistent policies and procedures that are negotiated and regularly updated by the

whole school community. It also highlights the value of direct therapeutic work with individual pupils involved in bullying, whether as bullies, victims, followers or onlookers.

The wider school environment

Improving the playground environment

Concern to sustain a positive whole-school ethos extends beyond the classroom into the playground in recognition of the fact that much learning about social interaction and relationships takes place during lunchtime and breaktime. Blatchford and Sharp ⁽¹²⁾ and Blatchford and Sumpner ⁽¹³⁾ observed that breaktime was often a period of high risk to vulnerable children and proposed that lunchtime supervisors should be trained to identify bullying when it occurred and to support children at risk of being bullied, for example, those who were isolated or socially excluded. The researchers also advocated consultation with students themselves about ways in which the playground could be made more child-friendly in order to create a space where children could feel safe and supported. For further information on improving the school playground environment in order to prevent bullying, see the interesting work on landscaping by Higgins ⁽¹⁴⁾, as part of the Sheffield Anti-Bullying Project.

For additional information on improving the quality of life for students during breaktimes, please visit the web site of the Breaktime Project⁹ by Blatchford and Baines (UK).

Fostering a concern for the environment

Consultations with hundreds of children by Titman ⁽¹⁵⁾ revealed that very few school landscapes satisfied children's needs. These included the desire for natural colors and materials (rather than concrete), trees, flowers, places with different levels, places to climb, explore and hide, as well as simple items like wooden benches. This survey has given rise to the Learning Through Landscapes movement which integrates planning of the school

⁹ <http://www.breaktime.org.uk/>

environment with a range of other activities in the school curriculum. Although this initiative is not directly concerned with cyberbullying, indirectly its aims of promoting a co-operative ethos in schools are very much in harmony with the ideas that we are exploring in this part of the module.

For those who are interested in enhancing children's sensitivity to the physical environment around them, in order to make them live more co-operatively with one another, please visit the Learning Outside the Classroom¹⁰ web site from the Council for Learning Outside the Classroom.

Involving parents and caregivers

Communicating with parents and caregivers

Olweus (¹⁶) argues that an authoritative adult-child interaction, involving an emotionally warm climate and clear rules, lies at the heart of an effective anti-bullying approach. This approach, must by its nature, be absorbed by parents and caregivers in the community, particularly as they are often the first adults to notice when their child is distressed. The school needs to work hard to overcome any potential barriers, for example when the origins of the aggressive behaviour lie in the family itself. Therefore, it is essential for the professionals in the school setting to communicate with the parents/caregivers as partners in educating children to relate to one another in respectful, caring and supportive ways. Schools, parents/caregivers and the community are in a much stronger position to counteract bullying if they are able to work constructively together in a responsible way for the best interests of the children in their care.

Successful anti-bullying programmes that include the parents/caregivers as partners, involve focused talks with the parents/caregivers of children who bully (¹⁶) and resource packs for all parents/caregivers (¹¹). An essential component lies in positive, open communication from school to home to ensure that parents/caregivers fully understand the rationale that

¹⁰ <http://www.lotc.org.uk/>

underpins the school's anti-bullying policy, so that they can see ways in which their contribution as caregivers is valued by the school.

Mounting campaigns to reach out to parents and caregivers

Smith and colleagues (⁶) recommend the use of the media as an important way to reach out to the wider community, including alienated parents/caregivers with little involvement in the school. They note in their evaluation that a number of the successful programmes (for example, ^{17, 18}) benefited from national campaigns to promote their work. Others benefited from outreach work into the community through newsletters and meetings for interested parents/caregivers (^{19, 20}). They argue that, as networks are established within these communities, the support for parents/caregivers and children involved in bullying will increase.

Involving the students

Children's rights

The UN Convention on the Rights of the Child proposes that children should be consulted on decisions that affect them and that they play an active part in the creation of their social worlds. A great deal of recent anti-bullying work attempts to put these ideals into practice by creating systems through which children and young people are consulted on ways to make their schools safer. Examples of this include the widespread development of peer support systems, and greater opportunities for young people to be democratically involved in the school's structures, for example through participation in School Councils or in initiatives such as Checkpoints for Young People (²¹).

For more information on Checkpoints for Young People please visit the web site of the [UK Observatory for the Promotion of Non-Violence](http://www.ukobservatory.com) ¹¹.

¹¹ www.ukobservatory.com

Peer support systems

In this domain, one popular method is that of peer support to combat bullying. Peer support systems can be adjusted to suit children and young people of all ages. For example, Circle Time (for younger pupils) and active listening services (for older pupils) can provide arenas in which young people can offer support to one another and address issues of shared concern, such as conflicts and bullying. Essentially, peer support systems provide a flexible framework within which children and young people are trained to offer emotional and social support to fellow pupils in distress. Peer support takes a number of forms including:

- methods that focus on the emotional and social support of bullied pupils;
- methods that facilitate the resolution of conflicts between pupils in dispute before they escalate into bullying and other forms of oppression;
- methods that involve social action on the part of young people to create systems that challenge bullying in their school community.

With advances in technology, peer support methods now take account of distance-learning types of support, including use of the Internet and e-mail support (^{22, 23, 24}). Peer supporters in the UK have begun to develop systems that ensure confidentiality by working anonymously through their school's intranet. Typically, small groups of peer supporters work together on a rota system to respond to emails during certain time slots so that everyone who uses the system will receive a reasonably quick response. Peer supporters also have a useful role to play in evaluating existing web-based resources to help bullied children and are often more pragmatic than adults in designing useful ways of dealing with the experience of being bullied. For example, they are often realistic about the pointlessness of reacting punitively to the bully and are trained to discourage bullied pupils to harbour wishes for revenge. They recognise the necessity of co-existing with the bullies in the school community.

The Internet has great potential for helping young people to find resources to help them and to offer strategies for overcoming the threats posed by cyberbullying. Cyber peer support systems make use of the new technology by providing anonymity and by providing an open space where young people can meet more freely than may be possible when meeting face-to-face.

Working individually with bullies

There are useful reviews of interventions that have been found to enable bullies to change their domineering and manipulative ways of relating to others (^{25, 26, 27, 28, 29}). This work is of great relevance to cyberbullying. These authors argue that interventions with bullies, if they are to succeed, must aim to achieve not only prevention but also rehabilitation. This kind of therapeutic work with individuals works best in the context of a whole-school approach. The aim is to help children who bully to improve the quality of their relationships with the peer group and enable them to manage their angry and aggressive feelings.

Resource 4.2 outlines the Promoting Issues in Common (PIC) Method developed by Hazler. This intervention aims to change the bully-victim relationship by enabling bullies to understand the fears and anxieties that they have in common with those they bully.

Resource 4.3 introduces the Support Group Method that aims to change the behaviour of children who bully others by actively working to increase their empathy for the bullied pupil's feelings, and by making constructive use of group processes to offer care and support.

Helping the victims

Some children are able to deal with bullying experiences by using their own inner resources to cope with the distress of being bullied; others try out a range of strategies in order to escape the bullying. These young people provide us with useful information about how to help bullied peers. In one longitudinal study carried out in 35 UK schools over a period of two years (^{30, 31}), the researchers asked the children how they coped with being bullied. They found that 'escaped victims' (those who were no longer being bullied after a period of two years) did not differ substantially in terms of their profiles from non-victims. However, the pupils who had escaped from being bullied reported a number of effective coping strategies, such as telling someone, actively trying to make new friends and even befriending the bully – strategies which the 'continuing victims' (those who had been bullied for more than two years) were less likely to display. The continuing victims had a significantly worse attendance

rate at school in this study – a strategy that probably only served to isolate them further from their peers. They were also more likely to blame themselves.

Assertiveness training can also help bullied children to cope with the emotional outcomes by giving them strategies for maintaining their own sense of self-esteem and self-worth. Encouraging bullied children to stay calm in the face of bullying will not in itself stop the bullies. However, it is important to reiterate that bullying is unacceptable and that it is not in any circumstances something that children should tolerate. Bullied children need to understand that there are many resources available to them and that they also have the potential to resist the bullying through their own powers of resilience. Assertiveness training can help to defuse the aggression. Bullied pupils will need time and practice to become skilled in assertive responses. They may also need to learn stress management techniques like physical relaxation, breath control, massage or creative visualization to help them to stay calm. One-to-one counselling based on Cognitive Behavioural Therapy (CBT) approaches is very effective in teaching bullied children about why bullying happens and in empowering them to develop strategies of resilience.

Resource 4.4 outlines a number of effective coping strategies for victims. For a range of useful coping strategies for bullied children, please also visit the ChildLine website ¹².

¹² <http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>

Part 2: Summary of current action on cyberbullying

In Part 1, we reviewed a range of tried and tested methods for counteracting bullying in general. All of these strategies, in our view, are applicable to cyberbullying. In fact, we have indicated how peer supporters can be trained to incorporate the Internet into their portfolio of approaches, through email peer support and cybermentoring. In Part 2 we focus more specifically on interventions that have been developed to tackle cyberbullying. Since this type of bullying is relatively new, the evaluation of these interventions has yet to take place. As you read, therefore, we recommend that you reflect on the previous sections where we have outlined successful strategies to counteract offline bullying. We provide information on national policies to counteract bullying as well as the situation with regard to the law. Then we overview campaigns to heighten awareness and review the provision of guidance to help teachers, parents, children and young people learn to use the Internet safely and constructively. We end with a section on the action being taken by the providers to counteract and prevent cyberbullying.

Government policies on cyberbullying

The Byron Review

The most extensive government action to address the issue of cyberbullying has taken place through the work of the UK Council for Child Internet Strategy (UKCCIS)¹³.

The founding members of UKCCIS are the existing members of the Home Office Taskforce on Child Protection on the Internet as well as those organizations who were considered as key contributors to the Byron Review¹⁴ (32).

The Byron Review recommended that a priority focus of the UKCCIS should be the development of a more effective regulation framework to build on best practice, to promote transparency and to provide families with the tools and reassurance they need for their children.

¹³ www.dcsf.gov.uk/ukccis/

¹⁴ <http://www.dcsf.gov.uk/byronreview/>

The Byron Review also recommended that there should be an independently monitored voluntary code of practice on the moderation of user generated content, and that sites should sign up to public commitment on 'take down' times.

Byron also:

- called for moves to clarify the law on certain types of offensive online material;
- advocated that the Internet industry actively promote responsible advertising to children online;
- called for a New Kitemark for parental control software;
- and asked that search providers should give users the option to lock safe search settings and provide clear links to child safety information from search pages; review good practice on age verification and take account of changing risks to children from mobile Internet access.

As a result, UKCCIS devised a range of interventions and policies to improve the e-safety knowledge and skills of children, young people and parents. It also promoted a National Acceptable Use Policy toolkit for all schools, referencing responsible use of school IT networks and equipment, Virtual Learning Environments (VLEs) and mobile phones.

The law on cyberbullying

Across Europe, however, there is no specific law that covers cyberbullying but rather a reliance on existing laws that cover broad issues, such as child protection. For example, in Germany, providers are expected to comply with other legislation such as the Protection of Minors from Unsuitable Media Content and the German Criminal Code. In Portugal, although there is no specific legislation on cyberbullying, in 2009 the Government ratified the Convention on Cybercrime and passed a law on Cybercrime.

Resource 4.5 'The Newsflash - How should laws treat youths who spread risqué photos?' demonstrates that the issue is complicated when perpetrators are also minors.

Of interest here is the controversial Declaration of the Independence of Cyberspace¹⁵ written by John Perry Barlow. In this paper, Perry stated that no government had the right to apply laws in cyberspace. He proposed that the Internet is outside any country's borders and so has the right to develop its own laws and social contracts.

The CyberTraining country reports¹⁶ provide further, more detailed information on the legal situation in Germany, Ireland, Spain, Portugal and the United Kingdom. The reports are only available in English.

Think back to the earlier section in this Module on the effectiveness of sanctions in reducing or preventing bullying as you engage in Activity 4.1.

Activity 4.1 'Should society apply legal sanctions to children?' offers an opportunity to reflect on some of the difficult issues that face those who attempt to make laws to counteract cyberbullying. This Activity is designed to challenge you to consider the implications of criminalizing children and young people who engage in illegal behaviour on the Internet. You can do this activity individually or in small groups.

Head teachers' powers

In the UK, the Education and Inspections Act (2006) includes legal powers relating to cyberbullying and the powers that head teachers have to regulate the conduct of pupils when they are off-site, including the issue of confiscating mobile phones and other items. Cyberbullying is not a specific criminal offence, but there are criminal laws that can apply in terms of harassment, and threatening and menacing communications. As we saw in an earlier section of this Module, the UK Byron Review¹⁷ (32) called for moves to clarify the law on certain types of offensive online material.

¹⁵ http://en.wikipedia.org/wiki/A_Declaration_of_the_Independence_of_Cyberspace

¹⁶ <http://www.cybertraining-project.org/page.php?lang=En&page=9>

¹⁷ www.dcsf.gov.uk/byronreview/

Byron also suggested that search providers should make clear links to child safety information from search pages, review good practice on age verification and take account of changing risks to children from mobile Internet access. Schools play a critical role in this process by disseminating information about the legal position on cyberbullying and by setting up forums for generating debates amongst all users, young people and adults, about the role of the law in regulating behaviour online.

Activity 4.2 'Are laws necessary in cyberspace?' gives you an opportunity to reflect on existing laws in your country that can be applied to cyberbullying and also to consider if we need laws at all?

A Charter for Media Literacy

The Media Literacy Task Force¹⁸ (33) offers an alternative approach which actively promotes the positive aspects of cyberspace. The Charter for Media Literacy emphasises media literacy and creative empowerment for all generations. The Charter proposes that the most effective way of ensuring e-safety is to equip adults and children with the critical tools that they need to understand the varied facets of the ever-changing digital world. The emphasis is on working collaboratively to develop media literacy by placing more emphasis on *engagement* and *empowerment*. The central point of this argument is that the digital world is an extension of the world that we already know.

In a parallel development, the Inspire Ireland Foundation (IIF)¹⁹ aims to help young people lead happier lives. As part of an international network of similar organizations, the IIF seeks to establish the online service "reach out"²⁰ that offers information, support and resources to improve the mental health and well being of young Irish people.

¹⁸ www.medialiteracy.org/

¹⁹ www.inspireireland.ie/

²⁰ www.reachout.com/

The Internet has also provided a medium for youth support groups to communicate with Irish youth. One example is SpunOut²¹ an independent youth powered national charity working to empower young people to create personal and social change.

Essentially what these initiatives propose is that educators, parents, Internet safety providers and government should collaborate to devise as many support mechanisms as possible to ensure that adults as well as children and young people keep up-to-date with the rapid advances in technology in order to maximize safe use, promote emotional well-being, and create friendly social networks.

Provision of guidance on cyberbullying

Throughout Europe, both government and the voluntary sector are active in designing informative websites, useful leaflets, campaigns and initiatives to address the issue of cyberbullying. The materials that are currently in existence are attractively-produced to appeal to children and young people. In some instances, training is provided on how to tackle cyberbullying. For example, BeatBullying trains 'cybermentors,' young people who are vigilant on the Internet and who agree to work in shifts where they offer help to victims and come to the aid of people on the spot.

The CyberTraining country reports²² provide further, more detailed information on the numerous guidelines, brochures, manuals and other resources available in Germany, Ireland, Spain, Portugal and the United Kingdom. The reports are only available in English.

Activity 4.3 'Critique the guidance' has been designed to create an opportunity to critique the current guidance in counteracting cyberbullying. Compare and contrast a range of strategies for guiding all those who work with children and young people, including parents, teachers and healthcare professionals.

²¹ www.spunout.ie/

²² <http://www.cybertraining-project.org/page.php?lang=En&page=9>

For activity 4.3 you need [Resource 4.6 'Friendly screens advice to children and young people'](#) and [Resource 4.7 'Guidelines broadcast by www.internetsinacoso.com'](#)

Campaigns

In many European countries, the government has taken positive action to mount awareness-raising campaigns and to provide guidance for educators, parents and children to deal with cyberbullying. Such action affirms public awareness of particular groups of children and young people who are vulnerable to attack. Campaigns like for instance the [Safer Internet Day](#)²³ organised by Insafe each year in February aim to promote safer and more responsible use of online technology and mobile phones, especially amongst children and young people across the world.

There have been various further campaigns around Europe in recent years

- For example, in the UK [ChildLine](#)²⁴ launched a series of TV and Online awareness programmes specifically related to cyberbullying. Children and young people were actively involved in the action.
- In Ireland, the educational theatre group Team developed a three-part DVD drama called '[Get Real](#)'²⁵ to highlight the dangers of social networking sites.
- Similarly, in Portugal, websites and the helpline of the National Association of Teachers provide information for children and young people. Similar support and information is provided by some parents' organizations. NGOs are active in mounting campaigns. For example, in Portugal, Women Against Violence (AMVC) provides guidelines and advice on ICT and has also launched a media awareness campaign: "Stop Bullying".
- In Spain, [Friendly Screens](#)²⁶ has mounted campaigns, produced publications and training materials, held conferences and workshops in order to raise awareness through the media. Concerted action amongst the NGOs has focused on children's

²³ <http://www.saferinternet.org/web/guest/safer-internet-day>

²⁴ www.childline.org.uk/

²⁵ <http://www.webwise.ie/article.aspx?id=9674>

²⁶ www.pantallasamigas.net/

rights. This initiative resulted in a 2009 conference to develop partnerships with the actions of the Committee on Civil Liberties which defends personal data and raises awareness on the issue of data protection and public health. Concerted action of NGOs also links the issue of children's rights with the promotion of a sense of community (in Spanish, *convivencia*).

- Similarly, in the UK, the government-funded Anti-Bullying Alliance (ABA) regularly mounts campaigns to counteract cyberbullying, for example, by making cyberbullying the main theme of the annual ABA event, Anti-Bullying Week in 2009²⁷.

The CyberTraining country reports²⁸ provide further information on campaigns in Germany, Ireland, Spain, Portugal and the United Kingdom. The reports are only available in English.

Activity 4.4 'Who is vulnerable to cyberbullying?' is designed to help consider the implications of findings about groups of children and young people who are especially vulnerable.

For Activity 4.4 you need Resource 4.8 'Vulnerable groups'. The Resource bases on a survey by the UK based NGO BeatBullying²⁹ (34) and identified groups of young people who are especially vulnerable to becoming involved in cyberbullying. You also need Resource 4.9 'Recommendations for policy and practice' again adapted from Beatbullying (34)

²⁷ http://www.anti-bullyingalliance.org.uk/tackling_bullying_behaviour/themed_resources/cyberbullying.aspx

²⁸ <http://www.cybertraining-project.org/page.php?lang=En&page=9>

²⁹ <http://www.beatbullying.org/>

Using the web constructively

Advice on constructive use of the Internet is in plentiful supply:

- In Portugal, *Seguranet*³⁰ provides information to children and young people about using the Internet safely, including chat rooms, social networking sites and mobile phones. The project has a web site for children and young people providing advice, lesson plans, tests and interactive tools.
- In Spain, *Friendly Screens*³¹ promotes the safe and healthy use of the Internet and issues publications and training materials. They also run workshops and hold conferences.
- In the UK, guidance for teachers is regularly updated on the Teachernet³² website. Also, the Anti Bullying Alliance (ABA)³³ provides specific guidance on cyberbullying.

Promoting e-safety

There are various initiatives across Europe that promote e-safety. For instance, the British Educational Communications and Technology Agency (Becta)³⁴ (^{35,36}) works with industry and education providers to set standards and provide tools to promote best practice in e-safety³⁵. One key priority area concerns collaboration with head teachers, school governors, class teachers, young people, parents/carers, local authorities and Internet service providers to identify issues of concern and to develop network security measures. Becta (³⁵) proposes that the creation of a safe ICT environment has four elements:

1. An infrastructure of whole-site awareness, responsibilities, policies and procedures;
2. An effective range of technological tools;
3. A comprehensive e-safety education programme;
4. A review process that monitors effectiveness of the first three elements.

³⁰ <http://www.seguranet.pt>

³¹ www.pantallasamigas.net/

³² www.teachernet.gov.uk/

³³ www.anti-bullyingalliancetoolkit.org.uk/

³⁴ <http://www.becta.org.uk/>

³⁵ www.pantallasamigas.net/

Becta also proposes a coordinated approach to reduce the risks, by drawing together a package of policies and practices, education and training, infrastructure and technology to address the issue.

Similarly, the Council for Child Internet Strategy (UKCCIS)³⁶ has devised a range of interventions and policies to improve the e-safety knowledge and skills of children, young people and parents, for example, through guidance to teacher training providers and schools on e-safety, as well as an e-safety element in the ICT skills test for new teachers. It also promotes a National Acceptable Use Policy toolkit for all schools, referencing responsible use of school IT networks and equipment, Virtual Learning Environments (VLEs) and mobile phones.

In the next section, we examine what the ICT providers are doing to counteract cyberbullying.

Action by ICT Providers to prevent and reduce cyberbullying

The panic button

The major providers have taken some steps to make cyberspace safer for children and young people. For example, some providers, such as Bebo³⁷, now have a **'panic button'** committee for children to press if they suspect that they are being abused or bullied on a social networking site. This 'panic button' is provided by the UK Child Exploitation and Online Protection (CEOP)³⁸.

By mid of 2010, other providers, such as Facebook and MySpace, have not installed the CEOP button, claiming that they have alternative support mechanisms in place.

³⁶ <http://www.dcsf.gov.uk/ukccis/>

³⁷ <http://www.bebo.com/>

³⁸ www.ceop.gov.uk/

Codes of conduct

Although ICT companies are not specifically oriented to deal with cyberbullying, they often provide information related to it:

- For instance, Vodafone Spain³⁹ has signed a “code of conduct” with other mobile operators and a "Protocol of appropriate use of ICT", which is available on its website. This includes a video clip on the prevention of harassment, produced in collaboration with the European Union and Protégeles. Additionally, Vodafone has collaborated in the design of the educational portal TeachToday⁴⁰
- Similarly, O₂ Ireland have released the ‘Block IT’⁴¹ service a free service which allows their customers to block the unwanted receipt of text, picture, and video content on their handset from mobile phone numbers from any Irish mobile network (Irish Business and Employers Confederation⁽³⁷⁾).
- Ireland has released Europe’s first voice and text anti-bullying product to Ireland. Their ‘Kidsafe’ product enables parents to know with whom, when, and how their children are using their mobile phones⁽³⁷⁾.
- In Spain, one ICT provider has a section on bullying and harassment on its website. They have also collaborated in the design of the education portal Teach Today.

Monitoring the sites

In the UK, three of the major mobile phone service providers employ moderators to support anyone who needs assistance. The moderators also ‘patrol’ the chat rooms and will intervene if necessary. Providers offer web-based advice to parents and children on Internet and phone safety, and on what to do if you are being cyberbullied, as well as links to NGO and government helplines and guidance. Providers suggest contacting the police when necessary. They also provide teams to trace the source of offensive calls. The companies will change the child or young person’s mobile phone number if requested to do so. All the companies say that they have staff who are trained to help customers deal with *nuisance calls*, including cyberbullying.

³⁹ www.vodafone.es/

⁴⁰ <http://es.teachtoday.eu/>

⁴¹ www.o2.ie/blockit/

Case study material and news reports in module 7 indicate that victims of cyberbullying are seldom satisfied with the action of providers in resolving situations and that there is an urgent need for a better interface design and clearer reporting mechanisms.

The CyberTraining country reports⁴² provide further information on action by ICT Providers to prevent and reduce cyberbullying in Germany, Ireland, Spain, Portugal and the United Kingdom. The reports are only available in English.

Activity 4.5 'The Role of Internet Safety Providers' has been designed to create an opportunity to critique the current Actions of Internet safety providers in counteracting cyberbullying. Compare and contrast a range of strategies across Europe for guiding all those who work with children and young people, including parents, teachers and healthcare professionals.

⁴² <http://www.cybertraining-project.org/page.php?lang=En&page=9>

Activities

Overview:

Activity 4.1 'Should society apply legal sanctions to minors?' offers an opportunity to reflect on some of the difficult issues that face those who attempt to make laws to counteract cyberbullying. This Activity is designed to challenge you to consider the implications of criminalizing children and young people who engage in illegal behaviour on the Internet. You can do this activity individually or in small groups.

Activity 4.2 'Are laws necessary in Cyberspace?' gives you an opportunity to reflect on existing laws in your country that can be applied to cyberbullying and also to consider if we need laws at all.

Activity 4.3 'Critique the guidance' offers an opportunity to critique the current guidance in counteracting cyberbullying.

Activity 4.4 'Who is vulnerable to cyberbullying?' is designed to help consider the implications of findings about groups of children and young people who are especially vulnerable.

Activity 4.5 'The role of Internet Services Providers' has been designed to create an opportunity to critique the current Actions of Internet safety providers in counteracting cyberbullying.

Activity 4.1 'Should society apply legal sanctions to minors?'

Purpose

To enable participants to reflect on the implications of applying legal sanctions to children and young people who engage in illegal behaviour on the Internet.

Resources

Resource 4.5 'Newsflash - How should laws treat youths who spread risqué photos?'

Procedure

Either individually or in a small group, consider the following questions:

1. Why do young people engage in 'sexting'?
2. How can adults explain the risks to these young people?
3. How can the law deal with those who, as in Newsflash 4.1, post pornographic photographs of themselves on the Internet?

Activity 4.2 'Are laws necessary in Cyberspace?'

Purpose

To enable trainers to reflect on the need for laws against cyberbullying in their own country.

Resources

[A Declaration of the Independence of Cyberspace?](#)⁴³

Procedure

Either individually or in a small group, consider the following questions:

1. How effective is the law in your country as a means for tackling cyberbullying?
2. Are existing sanctions effective?
3. What is your view on the Declaration of the Independence of Cyberspace?

⁴³ http://en.wikipedia.org/wiki/A_Declaration_of_the_Independence_of_Cyberspace

Activity 4.3 'Critique the guidance'

Purpose

To create an opportunity to compare and contrast a range of strategies across Europe for guiding all those who work with children and young people, including parents, teachers and healthcare professionals.

Resources

[Resource 4.6 'Friendly screens advice to children and young people'](#)

[Resource 4.7 'Guidelines broadcast by www.internetsinacoso.com'](#)

Procedure

Look at a cross-section of the guidance that is available. Either individually or in a small group, consider the following questions: Is it aimed at the right people?

1. Is the guidance enough?
2. What further guidance is needed?
3. What are the similarities and differences in action across Europe?
4. How does this relate to government activity in your country?
5. Is the collective knowledge helpful to you as a trainer?

Activity 4.4 'Who is vulnerable to cyberbullying?'

Purpose

To enable trainers to reflect on the types of children and young people who are most vulnerable to being involved in cyberbullying.

Resources

[Resource 4.8 'Vulnerable groups'](#)

[Resource 4.9 'Recommendations for policy and practice'](#)

Procedure

Either individually or in a small group, consider the following questions:

1. Why are these groups of children and young people vulnerable to being involved in cyberbullying? Make a list of possible risk factors. Then make a list of possible protective factors.
2. What are the implications of these findings about vulnerable groups for you as a trainer?
3. How do you plan to reach these groups?

Activity 4.5 'The role of Internet Services Providers'

Purpose

To create an opportunity to compare and contrast a range of strategies across Europe for guiding all those who work with children and young people, including parents, teachers and healthcare professionals.

Resources

Appropriate links to Internet Service Provider provision in your country

Procedure

Look at a cross-section of the Internet Service Provider action against cyberbullying that is available. Either individually or in a small group, consider the following questions:

1. What are the similarities and differences in ICT providers' action in Europe?
2. How does this relate to activity in your country?
3. Could the ICT providers do more?
4. If so, what could they do to support children and young people?

Resources

Overview

Resource 4.1 'The KiVa Project' outlines the main characteristics of the the KiVa Project.

Resource 4.2 'The Promoting Issues in Common Method' outlines the Promoting Issues in Common (PIC) Method developed by Hazler. This intervention aims to change the bully-victim relationship by enabling bullies to understand the fears and anxieties that they have in common with those they bully.

Resource 4.3 'The Support Group Method' introduces in the Support Group_Method that aims to change the behaviour of children who bully others by actively working to increase their empathy for the bullied pupil's feelings, and by making constructive use of group processes to offer care and support.

Resource 4.4 'Effective coping strategies for victims' outlines a number of effective coping strategies for victims.

Resource 4.5 'Newsflash - How should laws treat youths who spread risqué photos?' demonstrates that the issue is complicated when perpetrators are also minors.

Resource 4.6 'Friendly screens advice to children and young people'

Resource 4.7 'Guidelines broadcast by www.internetsinacoso.com'

Resource 4.8 'Vulnerable groups'

Resource 4.9 'Recommendations for policy and practice'

Resource 4.1 'The KiVa Project'

Co-led by Christina Salmivalli and Elisa Poskiparta

KiVa stands for 'Kiusaamista Vastaan' which means 'against bullying' in Finnish. The word 'kiva' in Finnish means 'nice' and this is why this acronym was chosen for the specific anti-bullying initiative in Finland. The KiVa project aims to influence group norms among the students who participate. Individual cases of bullying are dealt with using one-to-one and group discussions between the teacher and the students involved. The KiVa Project makes use of a wide range of resources for students, teachers and parents, including materials from virtual learning environments. In the project, the students each have their own password so that they can complete a web-based questionnaire on bullying. KiVa includes 20 hours of student lessons involving discussions, group work, short films about bullying, and role-playing exercises. After each lesson, a class rule is adopted, based on the central theme of the lesson. A unique feature of the KiVa programme is the use of an anti-bullying computer game. The game involves five levels and the teacher always activates the next level of the game after the relevant lesson is completed. Each level of the computer game includes three components that are named 'I know', 'I can' and 'I do'. In the first component, students are informed about basic facts on bullying. In the second component, the 'I can'-component, students move around in the virtual school and face different challenging bullying incidents. Finally, the third component is used to encourage students to make use of their knowledge and skills in real life situations.

Another important element of the KiVa project is the teacher training. Teachers are also provided with vests that they can use during playtime while supervising the school yard. This simple technique aims to enhance teachers' visibility in the school yard and to signal that bullying is taken seriously in the school. All teachers carrying out the KiVa program can seek advice from a web-based discussion forum, where they can share experiences and ideas about bullying with other colleagues. Within the school framework, the program also facilitates the use of a peer support group for victims of bullying. The classroom teacher is expected to arrange a group with 2-4 classmates –those who are pro-social and have high status in the class– who are expected to provide support to victimized students, thus sustaining healthy peer relationships. An interesting element in the KiVa programme is that it incorporates both punitive and no-blame approaches when dealing with the perpetrators

of bullying. Finally, the KiVa program involves parents. A parents' guide provides information about bullying and advice on how parents can help to reduce this problem. Information nights for parents are also organized and provided.

You can find further information about the KiVa project at

<http://www.kivakoulu.fi/content/view/56/171/>

Resource 4.2 'The Promoting Issues in Common Method'

The method developed by Hazler ⁽²⁷⁾ is called the Promoting Issues in Common (PIC) Method. This intervention aims to change the bully-victim relationship by enabling bullies to understand the fears and anxieties that they have in common with those they bully.

The rationale behind PIC is that everyone benefits when people seek to understand, work with and care for others. The therapist typically offers the bully opportunities to improve their problem-solving skills and to teach them strategies for managing their anger. Questions that the therapist may ask include:

- *What underlies the bullying behaviour?*
- *Is the child being bullied in other contexts, such as the community?*
- *Is there fear underlying this child's anger?*
- *What disciplinary methods are being used within the child's family?*
- *Why has the child not developed empathy for more vulnerable peers?*

As we saw in the section on sanctions, this kind of therapeutic work with bullies is most successful when the school has adopted a policy of fair and consistent procedures for dealing with bullying. The therapist reinforces these systems and sanctions but also, through a constructive relationship with the young person, explains and clarifies the negative consequences that arise from being a bully. The therapists' role is also to educate the bully and help the young person understand at a rational and an emotional level what the consequences of bullying are. Hazler recommends that the facilitator takes on the very

challenging task of helping bullies to recognize that there are personal gains for them if they follow the rules and values of their school. It will be necessary to use sanctions on occasion when all else has failed, but it is equally important to educate the bullies to behave differently on a long-term basis. Suggested goals include getting the bully:

- *to recognize that there are legal, social and personal consequences if they continue to act in a bullying way;*
- *to identify and seek support from others who care about them;*
- *to work on their skills of empathy;*
- *to be more realistic about their own self-perceptions;*
- *to work on their own anger management skills.*

Resource 4.3 ‘The Support Group Method’

Another successful method that works directly with bullies is the Support Group Method (²⁸, ²⁹), which aims to change the behaviour of children who bully others by actively working to increase their empathy for the bullied pupil’s feelings, and by making constructive use of group processes to offer care and support. The Support Group Method creates a forum consisting of bullies, bystanders and defenders, which focuses on the feelings of all participants, including those of the bully. The support group is a reflective, cooperative space within which these young people can develop problem-solving skills and the capacity to help others. Very importantly, the Support Group Method does not apportion blame. Instead, the process of working cooperatively in the group changes the power structure within the group by discouraging negative behaviours and empowering group members to devise strategies for helping the bullied peer.

For further information on the Support Group Method training Pack, please visit <http://www.amazon.co.uk/Support-Group-Method-Training-Pack/dp/1412911761>

Resource 4.4 'Effective coping strategies for victims'

(Adapted from Cowie ³¹)

Telling someone: By reporting a bullying incident to someone, you are taking the first step towards dealing with the problem and trying to find a solution. This is not a sign of weakness, though domineering peers may say that it is. It is important for schools to promote a climate in which it is safe to talk about issues that worry you.

Having a friend: Having at least one good friend at school is a fundamental resource for those having problems with bullying. It can also be a real strategy when the victimized pupil starts a process of getting new friends in order to cope with the bullying.

Nonchalance: Making out that you don't care and it doesn't affect you can be an effective strategy, especially if you have an inner sense that bullying is unjust and wrong. This is quite different from passively accepting the situation. Nonchalance is not just ignoring the fact but having a positive attitude not to let it get you down.

Get involved in your school's peer support scheme: These schemes take a number of forms but they are all designed to take an active stance against bullying. Often children who have been helped by peer supporters want to return the benefit in some way by helping others in distress. One immediate outcome is that you gain a helpful circle of friends.

Resource 4.5 'Newsflash - How should laws treat youths who spread risqué photos?'

(Adapted from The Observer, Sunday, April 11th, 2010, p. 7)

Last year a 14-year-old New Jersey girl was arrested and charged with possession and distribution of child pornography after posting dozens of sexually explicit photographs of herself on MySpace. "The child pornography law was about protecting children from paedophiles" said Amy Adler, a law professor at New York University. "While 'sexting' (the sending of sexually explicit pictures or texts by cellphone or computer) is bad judgement, it's simply not what the Supreme Court had in mind when it drafted the child pornography laws. It just doesn't make sense that in a lot of the sexting situations, the pornographer and the victim are one and the same person."

Resource 4.6 'Friendly screens advice to children and young people'

(cp. www.pantallasamigas.net; translated from Spanish)

- Do not give personal information about yourself or your family;
- Block the cyberbully and tell someone what happened;
- Check regularly on Google to see if someone has published something negative about you;
- Do not condone aggression. Stop spreading negative messages from others;
- Take 5 minutes out before responding to negative messages;
- Avoid aggressive responses; don't become a cyberbully in retaliation;
- Comply with the Internet netiquette rules;
- Ensure you are sending the information to the right person;
- Do not contribute to spam/chains;
- Make sure your messages do not contain misunderstandings;
- Never attack others online;
- Do not forward e-mail addresses of others without permission.

Resource 4.7 'Guidelines broadcast by www.internetsinacoso.com'

- Do not respond to aggressive messages;
- Block the sender;
- Save the messages, you do not need to re-read them;
- Tell what is happening to someone you trust;
- Denounce it to anyone who can do something about it
- Respect others and yourself.

Resource 4.8 'Vulnerable groups'

Adapted from BeatBullying, 2009 (34)

- Children who experience difficult family relationships or who are being raised in chaotic families;
- Children with disabilities, such as learning difficulties, physical disabilities or chronic ill health;
- Children with emotional and behavioural difficulties;
- Children who experience exclusion of access through membership of marginalised groups, such as travellers, asylum seekers, trafficked children and migrant communities.

Resource 4.9 'Recommendations for policy and practice'

Adapted from BeatBullying, 2009 ⁽³⁴⁾

- Safety nets for young people in cyberspace;
- Adequate resourcing of innovative anti-bullying initiatives;
- Targeted work aimed at vulnerable groups;
- Shared responsibility for the occurrence and effects of cyberbullying;
- Better interface design and clearer reporting mechanisms.

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**Taking action
against cyber bullying**

Module 5

Working with Parents

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Summary

- Working with parents is a vital part of a whole-school approach to prevent and counter all forms of inappropriate behaviour such as bullying and violence in schools.
- Research indicates that bullied young people are more likely to report having been bullied to their parents rather than to staff at their school. A similar trend has been found in relation to cyberbullying. Parents, therefore, must be educated to effectively address the abusive and damaging behaviour involved in cyberbullying.
- Because parenting in cyberspace is much the same as parenting in the real world, the principles of prevention and intervention programmes should be much the same for traditional and cyberbullying behaviour.
- For a cyberbullying workshop with parents to be successful, the trainer must:
 - Introduce parents to the different forms of cyberbullying and related terminology;
 - Understand and empathise with the parent's unique position in the process of countering and preventing cyberbullying in schools;
 - Address parents' concerns about understanding and recognising the patterns of behaviour that appear in young people following victimisation

Introduction

In this module, we present information and a series of activities that trainers can use directly with parents. This module represents a one-day training session plus breaks, however this can also be divided also into two half days. The structure of the training session depends upon the trainer's aspirations and the nature of the setting. The activities in this module follow a logical sequence, and one that is based on the way in which the authors of this module typically work with parents who are concerned about bullying behaviour in schools. We would contend that in order to work effectively with parents who are concerned about violence and bullying in schools, preparation is needed to:

- Introduce parents to the different forms of cyberbullying and related terminology;
- Understand and empathise with the parent's unique position in the process of countering and preventing cyberbullying in schools (or, to rephrase it as a potential parent's question, *'What do I think as a parent?'*);
- To meet the concern of parents that exists around understanding and recognising the patterns of behaviour that result in young people having been victimised (*'How will I know as a parent?'*);
- To meet the concern of parents that exists around helping and supporting a child / teenager who reports having been victimised (*'What should I do as a parent?'*);
- To meet the concern of parents that exists around helping and supporting a child / teenager who has been involved in victimising others (*'How will I cope?'*).

Firstly, trainers are provided with a range of exercises and resources which introduce parents to the different forms of cyberbullying and related concepts and terminology (this is approached in the activities and resources in *Section A*). It is also essential that one understands the concerns parents have around cyberbullying (this is approached in the activities in *Section B*). Further activities include looking at how victimisation may manifest itself behaviourally in the home (this is approached in the activities in *Section C*). This is an important component because of the veil of secrecy that surrounds all forms of bullying problems amongst young people. *Section D* addresses the question that the authors, in their everyday professional capacity, have been asked most frequently by parents themselves: what can or should parents do if they find out that their child / teenager has been victimised? *Section E* addresses the question that is far less frequently asked, but no less important

to consider: what can or should parents do if they find out that their child / teenager has been involved in victimising with the help of electronic devices?

Objectives and envisaged learning outcomes

- *To have parents appreciate the generational differences in the use and abuse of electronic communication*
- To understand and appreciate the key role that parents have in promoting the safe use of cyberspace amongst their children and teenagers;
- To be familiar with the skills involved in planning and conducting work with parents in school communities; *School communities should be taken in its widest sense to include clubs, sports, church etc.*
- To become familiar with cyberbullying terminology;
- To consider strategies for engaging parents in activities that will support them in taking their part in the promotion of a culture that does not accept cyberbullying;
- To be able to motivate and support parents in developing an understanding of the central role that they themselves and young people play in countering and preventing cyberbullying in schools;
- To enable parents to work productively at home with their children / teenagers in promoting responsible and respectful use of electronic devices;
- To consider, and to facilitate, parental and school collaboration against cyberbullying in school communities.
- To develop an understanding of:
 - cyberbullying and related terminology;
 - the underlying causes of cyberbullying;
 - *the patterns of behaviour that appear in young people following victimization;*
 - *The pattern of behaviour that appear in young people who perpetrate the bullying;*
 - the importance of creating a supportive and caring school community;
 - how to include parents / carers in decisions about their child;
 - up-to-date knowledge of current thinking in the area of the prevention and intervention of cyberbullying.

Summary of current thinking and knowledge

This section has been divided into five parts (A – E), with each section designed to raise awareness and skills concerning these points. No one disputes the major influence that parents have in shaping their child's attitudes and behaviour. For this reason working with parents is an absolutely essential part of a whole-school / community approach to prevent and counter all forms of inappropriate behaviour such as bullying and violence in schools. Active work with parents since the pioneering work in Norway has formed part of many whole school intervention programmes against school bullying and violent behaviour around the world (¹⁻¹⁵ for reviews). Indeed, a recent meta-analysis of the effectiveness of bullying intervention programmes showed parent training to be among the most important elements associated with a decrease in bullying ⁽¹⁶⁾.

As cyberbullying is fast becoming the most prominent form of bullying prevention and intervention programmes it follows that increasing attention will be to be paid to this form of bullying. However as parenting in cyberspace is much the same as parenting in the real world the principles of prevention and intervention programmes should fortunately be much the same for traditional and cyberbullying behaviour.

In preparing this module we have borrowed heavily both in terms of structure and content, from O'Moore and Minton's chapter in Violence in Schools Taking Action (cp. VISTA ¹ ; also available as eBook created in the VISTOP project ²) because it provides a programme of activities which, while designed to help parents to prevent and counter the more traditional forms of bullying, is felt to be equally significant in counteracting cyberbullying. It is only reasonable to expect that every responsible parent is concerned for the protection, safety and well-being of his or her child. Thus it should not be too difficult a task to motivate them to join school personnel in taking responsibility to ensure that children and teenagers are not involved in inappropriate behaviours such as bullying, cyberbullying or harassing other school students.

Research to-date into bullying behaviour indicates that bullied young people are more likely to report having been bullied to their parents rather than to staff at their school ⁽¹⁷⁾ .A similar trend has been found in relation to cyberbullying ⁽¹⁸⁾ . Parents, therefore, are in a very good position to help their child or teenager to counter the abusive and damaging behaviour involved in cyberbullying.

¹ <http://www.vista-europe.org/>

² <http://www.vistop.org/ebook/>

Parents also need to know the best way to deal with allegations of bullying. However, in order to do so adequately they need to have the knowledge and skills to do so. Therefore, the purpose of this module is to facilitate trainers who work with parents in a variety of practical ways.

A– Introduction to cyberbullying terminology with case examples

Cyberbullying is a new expression of an old phenomenon. Therefore, many parents are unfamiliar with the terminology associated with the act of cyberbullying. As a result of this, some parents are disconnected from today’s “always on” generation. In this first section, the authors attempt to facilitate the trainer by designing exercises and activities that serve to introduce parents to some of the concepts and tools associated with cyberbullying.

The following two video clips can be used in the training session:

Resource 5.1 ‘A Father’s Story’ was produced by Safe Passage Media LLC and presents a real-life story of a young boy who was relentlessly bullied on the Internet and at school. The video represents his father's story.

Resource 5.2 ‘What is Cyberbullying’ was produced by Dr. Parry Aftab and WiredSafety.org and presents a very informative introduction to the concept of cyberbullying.

How features on devices can be *abused*

The three main devices used to cyberbully are Internet-connected computers, mobile phones, and game consoles. The chart below shows potential for abuse of each device.

Computer

Feature	Potential for abuse
Posting or sending messages via social networking websites or email.	Written abuse or harassment.
Voice technologies.	Abusive calls via the internet.
Creating blogs and social networking sites	The ability to collect and abuse personal information from profiles, blogs, The ability to create blogs / sites, profiles that either impersonate the target's legitimate site, blog, profile, image or provide a place to humiliate the target.
Replying to a blog ,a social network comment or discussion	Written or visual (e.g. visual or videos) abuse or harassment.
Creating websites, blogs or discussions.	Indirect bullying. Leading to isolation by excluding from websites, blogs or discussions..

Mobile Phone

Feature	Potential for abuse
Voice, video or text messages.	Audio, video or written abuse or harassment.
Posting or sending of audio, photos.and video files.	Audio, text, photo and video theft and reposting. Exploiting the actions of others. Manipulation of audio, text, photo and video files using a computer ^{x1} .

Video sent via e-mail or posted on a site.	Allows tracking of target's whereabouts.
Voice technologies.	Abusive calls.

Feature	Potential for abuse
Gaming systems and virtual worlds.	Written or virtual abuse and harassment.
Aggressive actions by players in games.	Written or virtual abuse and harassment.

Activity 5.1 'Online forms of bullying' is designed for a group of approximately twenty to twenty-five participants. The purpose of the activity is to introduce parents to the various different forms of bullying online.

B – Understanding the Parent's position: 'What do I think?'

In view of the widespread nature of cyberbullying, and its ill-effects on the mental and physical health and academic performance of those involved, there is little doubt that parents, as pointed out in the 'Summary of Current Thinking' section of this module (see above), have a critical role to play in the countering and prevention of cyberbullying in schools. It is therefore important to try to understand the problem of cyberbullying from the parents own perspective. In this way parents can be used as a very positive resource in efforts to tackle cyberbullying.

Activity 5.2 ‘Understanding parents’ concerns and perspectives around cyberbullying in schools’ aims at generating an understanding amongst the group participants of what parents’ concerns are around cyberbullying.

Activity 5.3 ‘Time for reflection’ aims at introducing parents to the various different discussion type questions that relate to cyberbullying.

C – Identifying the effects of victimisation: ‘How will I know?’

Although research demonstrates that victims of cyberbullying are more likely to report having been bullied to their parents than they are to their teachers, it also shows that most bullied students are unlikely to report having been bullied at all ^(17,18). The longitudinal Growing up in Ireland (GUI) study, for example, which just recently found that for the 40% of children who had been victimised in the past year, only 39% of parents were aware of it ⁽¹⁹⁾. So it is true to say that much violent behaviour would seem to thrive under conditions of secrecy (be this school bullying, domestic violence or organised crime). Parents are, by and large, aware of this ‘code of silence’; and many parents consequently suspect or worry about their child or teenager having been victimised long before they are ever told (if indeed that ever happens).

The authors of this module have frequently been asked the question that heads this section – ‘how will I know?’ – just as, we suspect, many of the cyber-training participants will have been. Parents can find themselves worried about the aggression, bullying and violence in schools they read about in the newspaper, see on television, or hear about in their local communities, worrying about whether their child will have been victimised – no matter how positive or open their relationship with their son or daughter might be. So they adopt what the authors refer to as a ‘detective’ role.

Activity 5.4 'Understanding the signs and symptoms of being victimised' is based on the premise that much aggressor-victim behaviour, perhaps most especially bullying and cyberbullying behaviour, is shrouded in secrecy. If parents do, as suggested above, find themselves in a position of having to 'play detective', this activity is an attempt to help them.

D - Helping young people who have been victimised: 'What should I do?'

To find out that one's son or daughter has been victimised is a time when emotions are turbulent. There can be sadness, as one empathises with the injury, suffering or humiliation that one's child or teenager has had to endure. There can be guilt, as one blames oneself for not having realised that something was wrong, or not having done something sooner. There can be one's own residual pain, in the case that such a revelation re-opens one's own psychological wounds of having been victimised in perhaps a similar way. There is often anger at the perpetrators of the violence, or those in authority whom one believes should have acted to prevent or stop it. In short, a complex array of emotions – none of which are pleasant – is typically involved upon a parent hearing such news.

After this immediate emotional response, there is, on the part of a caring parent, an overwhelming urge to *do* something – here, one's deep love for one's child or teenager (and deep protective instincts, as viscerally experienced as in any lower mammalian species) kicks in - one feels utter compulsion to protect, nurture (and even on a more negative slant, sometimes to revenge) our son or daughter.

So when, as a researcher or practitioner within the field of school bullying, a parent asks us, 'What should I do?', the advice we give must be concrete, individually formatted to the case at hand, and practically orientated, leading to an immediate alleviation of the suffering of the victimised child or teenager in the shortest possible timeframe.

Activity 5.5 'Considering what parents can do if their children/teenagers report having been victimised' aims at encouraging participants to think through the advice that is generally given to parents who find themselves in the distressing situation of their children/teenagers reporting having been cyber-bullied.

E - Helping young people who have been involved in victimising others: 'How will I cope?'

We have seen previously (see text of sub-section C, above) that finding out one's son or daughter has been victimised is invariably an emotionally turbulent experience. It is sometimes assumed that a parent of a child who is involved in victimising others is emotionally unaffected by hearing the news that his or her child is so involved. That is to say, that such a parent, by the very fact that he or she has produced a child who has been involved in victimising others, must be negligent, and therefore doesn't care, or will invariably lie, about his or her child's involvement. Quite simply, this is not the case. Although it is the authors' experience that parents are far less likely to seek help from practitioners about their *victimising* offspring as opposed to their *victimised* offspring, those who fall into the former category have taught us that it is no less upsetting for a caring parent to have an aggressor for a child than a victim of violent behaviour.

So in this case, a parent might feel anger – at his or her child / teenager, or at the child's / teenager's behaviour; at the child's/teenager's friends, or friends' parents (if the parent has formed the opinion, as is often the case, that their child / teenager has been somehow led astray by others). The parent might feel disappointment, or shame, at the child / teenager, or his or her own failure to instil his or her (say) democratic and peaceful values in his or her child. Or, if one feels (as many parents do) that one's child/teenager has been unjustly accused, one may feel a need to fight his or her child's corner. In short, it is neither a less complex nor a less negative array of emotions to cope with. If one is still in doubt that parents of children and teenagers who engage in perpetrating violence can also be caring parents, consider the fact that there are many more influences on a young person's peer-group behaviour than his or her parents. One could also answer for oneself a very simple question: *'Have you always acted in ways in which your parents would wish you to do so?'*

Activity 5.6 ‘Considering what parents can do if their children or teenagers have been involved in cyberbullying others’ is an intentional doubling of the previous activity, underlining the authors’ consistent message that “... people who are involved in bullying, aggressive behaviour and harassment – whether as victims or perpetrators (or indeed, both) – need the support and intervention of the school community” ⁽³⁾. Activity 5.6 offers participants a thinking-through of advice that may be given to parents of those young people who do engage in violent behaviour.

Activity 5.7 ‘Social contract’ is designed for a group of participants, an individual parent and /or parent and child at the home. The purpose of the activity is to explore the boundaries of safe, respectful, and ethical Internet use.

Finally, it should be noted that some parents – hopefully, a small minority - do not care about their children’s or teenagers’ behaviour. It is difficult to envision quite how one could work in an educational context with such parents, as they do not typically present themselves in a voluntary capacity within school systems. However, it is possible to break down their defensive position by drawing their attention either by verbal or written means that the prognosis is poor, socially, emotionally and educationally for children who are thought to replace their aggression with assertive behaviour. In spite of the fact that throughout Europe there is a large proportion of parents whose children and teenagers are not involved at all in bullying behaviour we should not lose sight of studies such as the Irish nationwide survey which reveals that around one-in-three primary and one-in-six post-primary school children are bullied within a school term ⁽¹⁷⁾, in addition to one-in-seven who are cyber-bullied ⁽¹⁸⁾, there can be scarcely one school-going child in a hundred who has not at least witnessed the victimisation of another child either by conventional or electronic means. Hence, we have constructed this module in a way that does not ignore apparent non-involvement, but instead makes the assumption that all parents will, or at least should, have an interest in the subject of cyberbullying in schools especially as there is evidence to suggest that as children become more technologically sophisticated the risk of cyberbullying increases. We have attempted to cater for the needs of those who work with parents on this subject on this basis, and hope we have been effective in doing so.

Activities

Overview:

Activity 5.1 'Online forms of bullying' is designed for a group of approximately twenty to twenty-five participants. The purpose of the activity is to introduce parents to the various different forms of bullying online.

Activity 5.2 'Understanding parents' concerns and perspectives around cyberbullying in schools' aims at generating an understanding amongst the group participants of what parents' concerns are around cyberbullying.

Activity 5.3 'Time for reflection' aims at introducing parents to the various different discussion type questions that relate to cyberbullying.

Activity 5.4 'Understanding the signs and symptoms of being victimised' is based on the premise that much aggressor-victim behaviour, perhaps most especially bullying and cyberbullying behaviour, is shrouded in secrecy. If parents do, as suggested above, find themselves in a position of having to 'play detective', this activity is an attempt to help them.

Activity 5.5 'Considering what parents can do if their children/teenagers report having been victimised' aims at encouraging participants to think through the advice that is generally given to parents who find themselves in the distressing situation of their children/teenagers reporting having been cyber-bullied.

Activity 5.6 'Considering what parents can do if their children/teenagers have been involved in cyberbullying others' offers participants a thinking-through of advice that may be given to parents of those young people who do engage in violent behaviour.

Activity 5.7 'Social contract' is designed for a group of participants, an individual parent and /or parent and child at the home. The purpose of the activity is to explore the boundaries of safe, respectful, and ethical Internet use.

Activity 5.1 'Online forms of bullying'

Purpose

This activity is designed for a group of approximately twenty to twenty-five participants. The purpose of the activity is to introduce parents to the various different forms of bullying online. In this activity participants should come to recognise that real-world traditional forms of bullying can also be expressed through the medium of technology.

Resource

Resource 5.3 'Answer grid'

Procedure

This activity can be completed by the individual or alternatively can also be tackled within a group setting. On the left of Resource 5.3 'Answer grid', is a list of actions that are examples of real world situations. On the right, is a list of similar online actions. Match the two by writing the number of the real world action next to its similar online action:

Activity 5.2 ‘Understanding parents’ concerns and perspectives around cyberbullying in schools’

Purpose

This activity is designed for a group of approximately twenty to twenty-five participants. The purpose of the activity is to generate an understanding amongst the group participants of what parents’ concerns are around cyberbullying. In the first place, and through the first part of the activity, participants should come to recognise that how parents think about cyberbullying for themselves is not necessarily how the research experts or school policymakers define it. In the second place, participants are put into a position of thinking about cyberbullying from the perspectives of different parenting positions.

Resource

The facilitator will require only the instructions for this activity, and a board or flipchart and appropriate marker for use in presenting written summaries of the group’s responses.

Procedure

There are two parts to this activity.

Part One:

- i. Working alone, at first, each participant is asked to come up with a definition
- ii. The whole group can then be divided up into smaller sub-groups (of four to six members each). The members of the sub-groups compare their definitions, and try to achieve consensus on how they believe that parents of school students would define ‘cyberbullying’.
- iii. Each sub-group elects a spokesperson, who feeds the sub-group’s findings back to the facilitator, who, using the board / flipchart, summarises the findings of the whole group.
- iv. The facilitator then relays the definition of those well known in the field of cyberbullying.

For example, some researchers ⁽¹⁹⁾ define cyberbullying as the: “... *wilful and repeated harm inflicted through the use of computer, cell phones and other electronic*

devices”

or

Bill Belsey, President of Bullying.org (Canada) who defines cyberbullying as follows:
“Cyberbullying involves the use of information and communication technologies such as email, cell phone and pager text messages, instant messaging, defamatory personal web sites, and defamatory online personal polling web sites to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.”

Part Two:

- i. Four potential parenting positions are introduced to the group by the facilitator (these can be elaborated into mock case histories by the facilitator if this is likely to assist with the participants’ understanding):
 - a. *a parent whose child who has been subjected to cyberbullying;*
 - b. *a parent whose child has been indisputably identified as having been involved as having cyber-bullied others at school;*
 - c. *a parent whose child has been accused of having victimised others at school, although the parent is unsure as to the accuracy of his or her child being so identified;*
 - d. *A parent whose child is a bystander/witness to a bullying incident*
 - e. *a parent whose child is not involved in problems of cyberbullying at school, remains concerned about such problems within schools.*
- ii. The whole group (i.e., all the participants together) splits into four sub groups of six or so members. Each sub-group is allotted one of the four ‘parenting positions’ outlined above in Point 1.
- iii. Each sub-group has to discuss how their allotted ‘parent’ might respond to the following prompts:
 - *what is the role of external authorities in preventing and countering cyberbullying in schools?*
 - *what is the role of the school management authorities in preventing and countering cyberbullying in schools?*
 - *what is the role of the school’s teaching and non-teaching staff in preventing and*

cyberbullying in schools?

- *what is the role of the school's parents in preventing and countering cyberbullying in schools?*
- *what is the role of the school's students in preventing and countering cyberbullying in schools?*
- *what should the school do in dealing with perpetrators of cyberbullying in schools?*
- *what should the school do in dealing with bystanders to/witnesses of cyberbullying in schools?*
- *what should the school do in dealing with victims of cyberbullying in schools?*

iv. Each sub-group then elects a spokesperson, who feeds the sub-group's discussion back to the facilitator.

v. After re-forming the whole group (i.e., all the participants together) from the smaller sub-groups, the facilitator should aim to summarise the outcomes of the activity (using the board / flipchart) and reflect upon its meaning. The facilitator should seek to address the following:

- *which concerns are constant between different parenting positions?*

Activity 5.3 'Time for reflection'

Purpose

The purpose of the activity is to introduce parents to the various different discussion type questions that relate to cyberbullying.

Procedure

This activity can be completed by the individual or alternatively can also be tackled within a group setting. The objective of this activity is to stimulate reflective discussion based on the questions below:

- **Problem:** Your child has received a threat on his / her mobile. What do you do?
- **Problem:** You discover that your child is bullying others via their mobile phone and web pages. What do you do?
- **Statement:** Parents have responsibility for what's written on their children's web pages. What do you think?
- **Problem:** Your child has been filmed with a camera on a cell phone in the changing rooms and the film has been published online. What do you do?
- **Problem:** Your child has received a message on his mobile/email/profile that ridicules/offends a friend. What do you do?

Activity 5.4 'Understanding the signs and symptoms of being victimised'

Purpose

This is designed for a group of approximately twenty to twenty-five participants. The activity is based on the premise that much aggressor-victim behaviour, perhaps most especially bullying and cyberbullying behaviour, is shrouded in secrecy. If parents do, as suggested above, find themselves in a position of having to 'play detective', this activity is an attempt to help them.

Resources

Following the research findings recorded in the text immediately above this activity (i.e., that young people are more likely to report having been victimised to their parents than to their teachers) it is crucial that parents are aware of the signs and symptoms of victimisation. It is as well for parents to be aware of signs that relate to both traditional bullying and to cyberbullying as most often children who are cyber-bullied are also traditional victims. In our Irish study, for example, 71% of cyber-victims were found to also be bullied in traditional ways ⁽¹⁸⁾.

For these reasons it is to be recommended that parents become familiar with the signs and symptoms of both cyber- and traditional bullying. In *Dealing with Bullying in Schools*, ⁽²⁵⁾ the authors presented parents with a list of 'signs and symptoms' of being victimised, which is reproduced in condensed form below. This list can either be printed out on cards or worksheets, or else be projected overhead for the benefit of all the participants:

- *'The young person looks distressed or anxious, and yet refuses to say what is wrong';*
- *'Unexplained cuts and bruises';*
- *'Reluctance to go to school';*
- *'Changes in mood and behaviour';*
- *'Lower confidence and self-esteem';*
- *'Complaints of headaches and stomach aches'; and,*
- *'Problems sleeping'.*

A further sign is that:

- *the child / teenager is likely to have very few friends and appears to be socially isolated from peers.*

As O'Moore and Minton noted, "this is not a fail-proof checklist" ⁽³⁾; however, it does present a reliable enough starting off point for this activity.

While the tell-tale signs of cyberbullying tend to be indistinguishable from the effects of traditional bullying there are some that are specific to cyberbullying. For example, the emotional symptoms that characterise traditional bullying may be especially evidenced when the child is online or comes off line or when they are viewing a text message. Also a significant proportion of cyber-victims remove themselves from the online venue in which the cyberbullying occurred, with as many as one in five feeling forced to stay off-line completely for a period of time ⁽²¹⁾. Some researchers ⁽²²⁾ make reference to the following warning signs of cyberbullying:

- *Child appears upset after being online;*
- *Child appears upset after viewing a text message;*
- *Child withdraws from social interaction with peers; and,*
- *Possible drop in academic performance.*

This list can, as with the earlier list for traditional bullying, either be printed out on cards or worksheets, or else be projected on overhead for the benefit of all the participants and a comparison made of the two sets of symptoms.

Procedure

- The facilitator presents the two lists to the entire group of participants, illustrating each point with examples (according to his or her experience), or elucidating responses from the group to illustrate each point (if this latter tactic is taken, more time should be allotted to this activity).
- The whole group can then be split into sub-groups of between four and six members, for the purposes of discussion and consequent generation of ideas and examples (ten minutes should be allowed for this part of the activity).
- After re-forming the group, each point is discussed in turn. Discussion points can be along the lines of:
 - *Why would this 'sign or symptom' be likely to manifest? How does it make sense in terms of the child's/teenager's experience of having been victimised?*
 - *Precisely how is this particular 'sign or symptom' likely to manifest itself in the home? Who is most likely to notice it?*

- *What should one do if one notices such a 'sign or symptom'? In one's capacity as an educator, what should one advise a parent to do who reported noticing this?*
- *How one could 'rank' these 'signs and symptoms', what criteria would you apply?*

Debrief

The participants should be asked to bring their past experience to bear on answering the following question (which can be put to the entire group, and then discussed):

- *What did we miss? Are there any other patterns of behaviour / discernible effects on the individual that are consistent with being a victim of cyberbullying?*

Activity 5.5 'Considering what parents can do if their children/teenagers report having been victimised'

Purpose

The purpose of this activity is to encourage participants to think through the advice that is generally given to parents who find themselves in the distressing situation of their children/teenagers reporting having been cyber-bullied.

Resources

Use a standard A4 answer sheet.

Procedure

For the same reason as was pointed out previously, namely that there is an overlap of children involved in traditional and cyberbullying means that parents need to be comfortable with how to deal with both forms of bullying. Indeed what a parent of cyberbullying needs to recognise is that parenting in cyberspace is no different from parenting in the real world. Children need moral and ethical guidance and clear developmentally appropriate boundaries to be responsible and competent cybertizens⁽²³⁾. In *Dealing with Bullying in Schools*,⁽²⁵⁾ the authors suggest 6 things that parents can do if their child or teenager is involved in bullying. They also added that an understanding of such strategies was something that should be included in practical sessions undertaken with parents (p. 96). The six strategies are as follows:

- (A) *'Finding out what's wrong';*
- (B) *'Impressing the fact that the aggressor has the problem, not the victim';*
- (C) *'Impressing the fact that one shouldn't fight back physically';*
- (D) *'Teaching coping skills for verbal harassment at home through role play (the "silent treatment", the "use of humour", and "assertiveness")';*
- (E) *'Building self-esteem at home'; and,*
- (F) *'Reporting the problem to the school'.*

While these strategies may appear to be directed more at conventional bullying than for cyberbullying it is important to note that they can apply to cyberbullying also. For instance, it may

seem odd in respect of cyberbullying to include advice about not fighting back physically but it is not unusual for cyber-victims to get sucked into settling their scores by fighting physically, a situation that so often make matters worse especially if it is caught on a cell phone and sent as a video clip. Better advice is to teach victims if face to face with their tormentors to challenge them in an assertive manner. However in addition to the above and specific to cyberbullying would be the following advice:

- (G) Discuss the cyber-rules (e.g., never give out personal information or photographs that you wouldn't mind the world to know about).
- (H) Monitor and supervise use of internet;
- (I) Teach coping skills for dealing with cyberbullying (e.g., do not reply or reply calmly, assertively or with humour as one would with face to face bullying, keep the message, block the sender, report the problem);
- (J) Learn alongside your child about cyber space;
- (K) Report to the website or mobile phone operator;

- i. The facilitator should introduce these strategies by name to the participants. This can be done by copying the above list onto cards / worksheets, or projecting the list overhead.
- ii. The group of participants should then split into pairs of 'work partners'.
- iii. The participants should then think about the following issues in relation to each of the above strategies (again, this list can either be copied onto cards / worksheets, or projected overhead).

- a) The skills that parents would need in implementing this (be precise);*
- b) Things which parents could find difficult in implementing this;*
- c) Objections young people could have if an attempt was made to implement this;*
- d) How I would implement this, or advise someone else to do so.*
- e) What other considerations could there be in recommending/implementing this strategy?*
- f) How I would implement this, or advise someone else to do so.*
- g) Then, regardless of whether you answered (e) or (f), answer the following: What other considerations could there be in recommending/implementing this strategy?*

- iv. Allow in the region of twenty minutes for this phase of the activity. *Before they write*

anything, the participants *must* be made aware that this activity involves the 'swapping' of answer sheets with a partner, and the discussion of emerging group themes based on the feedback they have given. Therefore, they should only record what they feel comfortable recording.

The idea is that each participant (a) constructively augments the suggestions made in his or her work partner's responses to questions and (b) comes up with constructive suggestions for overcoming the potential 'difficulties' raised by his or her work partner in responses to the questions. Allow in the region of twenty minutes for this phase of the activity.

- v. The pairs of work partners then engage in a ten-minute dialogue with each other, about the feedback they have given each other and shared.
- vi. The 'whole group' (i.e., all the participants together) is re-formed.

Debrief

The facilitator leads a discussion of the activity, posing the following prompts:

- i. *What points of similarity were there between the partners? And, having fed this back to the 'whole group', what can be said concerning this about the whole group?*
- ii. *(ii) What points of difference were there between the partners? And, having fed this back to the 'whole group', what can be said concerning this about the whole group?*
- iii. *Speaking only for oneself, what is the most important/useful thing that the participants have learnt through undertaking this activity?*

Activity 5.6 'Considering what parents can do if their children/teenagers have been involved in cyberbullying others'

Purpose

The purpose of this activity is to encourage participants to think through the advice that is generally given to parents who find that their child or teenager has been involved in victimising others.

Resources

Answer sheet which could be enlarged to A3 format.

Procedure

Helping parents to cope with children and teenagers who cyberbully would not be dissimilar to advising parents in relation to conventional bullying of others. From specialist sources dealing with both conventional and cyberbullying^(21,22,24) the following strategies are to be recommended:

- (A) Create an accurate awareness of 'what cyberbullying is;*
- (B) Find out what is causing the cyberbullying behaviour;*
- (C) Discuss the rules for responsible Internet and Computer use; (i.e. social contract)*
- (D) Monitor and supervise internet use appropriately*
- (E) Teach skills of empathy at home;*
- (F) Build self-esteem at home;*
- (G) Facilitate energetic children's 'catharsis' (i.e., 'letting off steam in a positive way');*

(i) The facilitator should introduce these strategies by name to the participants. This can be done by copying the above list onto cards/worksheets, or projecting the list overhead.

(ii) The group of participants should then split into pairs of 'work partners'.

(iii) The participants should then think about the following issues in relation to each of the above strategies (again, this list can either be copied onto cards/worksheets, or projected overhead).

- (a) The skills that parents would need in implementing this (be precise);*

(b) Things which parents could find difficult in implementing this;

(c) Objections young people could have if an attempt was made to implement this;

(d) Decision point: Would you feel happy in implementing this, or advising someone else to do so? If 'yes', answer question (v); if 'no', answer question (vi), and return to the pre-chapter reading;

(e) How I would implement this, or advise someone else to do so; or,

(f) The information/skills I would need before attempting to implement this myself, or advising someone else to do so;

(g) Then, regardless of whether you answered (e) or (f), answer the following: What other considerations could there be in recommending/implementing this strategy?

Activity 5.7 'Social contract'

Purpose

This activity is designed for a group of participants, an individual parent and /or parent and child at the home. The purpose of the activity is to explore the boundaries of safe, respectful, and ethical internet use.

Procedure

Create three to five rules that you feel would be useful in developing an online social contract. Use the following words: respect, honesty, privacy, kindness:

Rule 1: _____

Rule 2: _____

Rule 3: _____

Rule 4: _____

Rule 5: _____

Resources

Overview:

Resource 5.1 'A father's story' was produced by Safe Passage Media LLC and presents a real-life story of a young boy who was relentlessly bullied on the Internet and at school. The video represents his father's story.

Resource 5.2 'What is Cyberbullying?' presents a very informative introduction to the concept of cyberbullying.

Resource 5.3 'Answer grid: Real world action vs. online action' is a list of actions that are examples of real world situations.

Resource 5.1 'A father's story'

Produced by: Safe Passage Media LLC



URL: <http://www.youtube.com/watch?v=iDBiqUWRtMo>

Made available at: [YouTube](#)

Resource 5.2 'What is Cyberbullying?'

Produced by: www.wiredsafety.org



URL: <http://www.youtube.com/watch%3Fv%3DT38-9OCDrP4>

Made available at: [YouTube](https://www.youtube.com)

Resource 5.3 'Answer grid: Real world action vs. online action'

Real World Action	Online Action
1. Excluding somebody from your group when you are no longer friends.	___ Under threat from the peer group to download a music file without permission.
2. Gossiping about somebody.	___ Spreading lies about someone on your blog.
3. Yelling at people and treating them with disrespect.	___ Sending a mean text message.
4. Stalking somebody by following them around all day and insulting them.	Not sending a text message to the excluded member of the group ___ Blocking somebody from IM and social networking spaces you and others in your group use.
5. Standing on a corner and shouting out someone's name, phone number, or address.	___ Sending constant mean text messages and making phone calls to bully someone.
6. Under threat from the peer group to steal a DVD in a music store.	___ Giving away someone's private information on MySpace, Facebook, or other social networking sites.
7. Telling something somebody told you in private to others.	___ Posting a secret someone told you on a Web page.

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Useful Websites

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- *Anti-Bullying Alliance*. <http://www.anti-bullyingalliance.org.uk/>
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**Taking action
against cyber bullying**

Module 6

Working with Schools

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Summary

- Cyberbullying has many features which make it unique. However, it shares many of the same characteristics as face-to-face bullying, and other forms of school violence. As a result, it is possible to adapt some of the measures developed to combat traditional forms, when developing anti-cyberbullying policies.
- When tackling cyberbullying in schools a two-pronged approach is needed: prevention and intervention. It is preferable to prevent cyberbullying from occurring in the first place. However, if an incident should occur, the focus shifts to dealing with the aftermath. It is crucial to detect the problem as early as possible, in order to prevent it from becoming more serious or dragging out over time and causing more damage.
- Prevention of cyberbullying:
 - Initially it is important to encourage open communication with the entire school community about cyberbullying. Open, frank discussion should help young people to open up about this topic and reach a consensus on what cyberbullying is, its forms, its impact etc.
 - Anti-bullying policy should be updated to address cyberbullying as well as other forms.
 - It is important to put in place a system whereby children can easily and safely report cyberbullying incidents.
 - The positive aspects of ICT should be highlighted to young people. There is nothing to be gained by attaching negative connotations to ICT.
- Intervention:
 - When a victim of cyberbullying does come forward, he/she must be supported and guided.
 - Every incident of cyberbullying must be taken seriously and thoroughly investigated. Cyberbullies should face consequences for their behaviour and should commit to responsible use of ICTs.

Introduction

Our present knowledge of the cyberbullying phenomenon leads us to view it as a social problem which, far from being a series of isolated, one-off cases, affects a considerable number of children, adolescents and young adults⁽¹⁻⁷⁾.

Different European governments have demonstrated their concern with the phenomenon by launching initiatives to address the problem. The voluntary sector has played a crucial role in this respect. Voluntary entities have created informative web pages, produced material and launched awareness-raising campaigns and initiatives aimed at addressing the issue in a positive way, relying on training and information as the best means of combating cyberbullying. Similarly, a series of European networks has been created which attempts to unify and standardise the measures adopted while at the same time facilitating mutual progress through the exchange of knowledge and experience in this area.

Examples include the European networks [INSAFE](#) (resource 6.1) and [EU-Kids Online](#) (resource 6.2) which offer responsible use of the Internet and mobile devices to young people.

Schools also play a fundamental role in the prevention and detection of cyberbullying and in the measures adopted to deal with it. It is in the school environment where young people develop as individuals and are trained to form part of society, that children should be provided with the tools necessary to enable them to face the demands of the modern world. They must be taught to think, to act in a rational, reflective manner and to adapt their conduct to what society expects of them in an equally critical and responsible manner.

The DeSeCo Project, developed by the Organization for Economic Cooperation and Development (OECD), has materialised this task in a series of basic skills. The development of these skills should represent the principal objective of any measures taken within the education system.

These skills include:

- autonomy and personal initiative,
- data processing and computer literacy and
- social and citizenship skills.

The legislative framework of schooling in the 21st century therefore, already offers a series of criteria which justify, and at the same time urge, direct action by the educational establishment to train and encourage young people to make good use of technology and, by extension, to combat aggressive, abusive phenomena such as cyberbullying. This action should actively involve the different agents present in the school environment - teachers, family and the pupils themselves – as proposed in the whole school policy models designed to prevent and deal with this aggressive dynamic ⁽⁸⁾.

The definition and selection of key competencies is largely a process of negotiation among various stakeholders. Twelve countries (Austria, Belgium, Denmark, Finland, France, Germany, the Netherlands, New Zealand, Norway, Sweden, Switzerland, and the US) prepared reports based on their national experiences to contribute to a definition of the DeSeCo Project's (2002) competencies.

Objectives and envisaged learning outcomes

The training process proposed here aims to provide members of the school community – such as, teachers, other school staff, and teacher trainers - with the basic skills needed to address the problem of cyberbullying and to make them aware of the key tools required to help adolescents develop the ability to deal with the phenomenon.

These broad objectives, however, can only be achieved if they are divided into a series of more specific, accessible, pragmatic aims. In other words, to be tackled directly they must be first redefined in the following terms:

- Knowing the basic guidelines which govern the preventive and corrective measures implemented to combat cyberbullying at school.
- Providing teachers and educators with the skills necessary to encourage attitudes and behaviour conducive to the safe use of ICTs and which prevent situations in which cyberbullying may occur.
- Boosting our ability to identify the problem as early as possible. Acknowledging and making all education staff aware of the importance of the role they play and their capacity, to combat situations of cyberbullying in schools.
- Boosting and reinforcing the self-confidence of teaching staff, as active participants in the work being carried out by schools, to train young people in the skills described above.

Summary of current knowledge and thinking

From “traditional” bullying to cyberbullying

Conceptualizing the cyberbullying phenomenon

At present there exists a wide variety of definitions of the cyberbullying phenomenon ^(6, 9, 10).

You can find further information on the [definition and classification of the cyberbullying phenomenon in Module 3](#).

While many of them may focus on different aspects, all of these definitions identify ICTs as a tool for peer intimidation and harassment. The very heterogeneity of the definitions contributes to the widespread interpretation of cyberbullying in its broadest possible sense, underlining the fact that its characteristics are sometimes common to other forms of peer violence. To delimit and conceptualize the phenomenon, different classifications have been established which specify what exactly cyberbullying is and detail which of its defining features differentiate it from other forms of traditional bullying. This has enabled us to take two major steps forward in the way we address the problem:

- Firstly, the different definitions of the problem and the range of aspects it encompasses have revealed a need to adapt proposed measures to each specific situation. That is to say, despite the existence of common features, the measures taken to deal with a situation of real time harassment (for example in chat rooms, via cell phone calls, etc.) cannot be identical to those called for in situations involving humiliation or denigration via websites. Both of these situations come under the heading of cyberbullying, but the actions taken to deal with them, must be adapted for each specific context.
- Secondly, the ongoing relationship which has been established between cyberbullying and traditional harassment among schoolchildren has allowed us to delimit those aspects which are common to both types of bullying. Cyberbullying, although it can be considered a different construct, is nevertheless a form of bullying which uses

information and communications technologies (ICTs) as a vehicle for intimidating others ^(5, 11). This has facilitated resource transfer between the two phenomena, in such a manner that some of the measures developed to deal with cyberbullying are inspired by traditional forms of combating harassment and abuse among schoolchildren (adapted, of course, to the specific features of the new phenomenon).

Looking for solutions

We might say that we are faced by a problem which has no single solution but which, at the same time, cannot be considered a totally new phenomenon. Its background and many of its features are common to other forms of violence, and may offer a point of departure for the development of efficient measures. If we consider those anti-bullying measures which have produced good results and which have been evaluated as optimal procedures for dealing with peer harassment ⁽¹²⁻¹³⁾, we may conclude that there already exists a reliable starting point from which we can begin to address the cyberbullying problem in the school environment. This unquestionably represents a considerable advantage, but we should not be tempted to think that no work remains to be done. On the contrary, we should see these earlier studies as a series of experiences which serve to guide us in the development of new measures, always remembering that the solutions we offer must address the specific features of the new phenomenon.

Main lines of action: prevention and intervention

Taking the research investigating traditional forms of abuse among schoolchildren as a point of reference, we propose two basic lines of action through which to combat cyberbullying: prevention and intervention. The need to address the problem from a global perspective, with the involvement of the entire school community (education professionals, families and students) is evident in both of these approaches, but in this chapter we focus on teachers, teacher trainers and other school personnel.

For further information, activities and resources on “working with parents” see [Module 5](#). In [Module 7](#) you can find further information, activities and resources on “working with children and young people”.

The best way to solve a problem would obviously be to prevent it from arising in the first place. In the case of cyberbullying, this requires a painstaking process of prevention focusing mainly on the implementation of positive actions conducive to the proper use of resources. In the school context, the best way to combat cyberbullying is to make sure it does not occur, and to do so a series of measures needs to be put in place. But it is not always possible to implement only preventive measures.

Once the problem has arisen another type of action becomes necessary, this time focusing on how to deal with the situation at hand. Here, it is crucially important to detect the problem as early as possible, because this way we can prevent it from becoming more serious or dragging out over time and thus having more negative effects on the victim.

But although early detection appears a very necessary and desirable scenario, it is not at all easy in practice. It requires great sensitivity to possible danger signs but at the same time prudence not to overreact in the case of false alarms.

We ought not to generate unfounded fear, but neither can we disguise or ignore indications of possible cases of cyberbullying. Any policy designed to combat and eliminate violent behaviour perpetrated via ICTs must therefore ideally combine efficient detection and well planned action, together with the necessary preventive measures.

Prevention

In terms of prevention, we are aware that there is no single formula valid at all times and under all circumstances. Thus we have indicated five major areas which must be taken into consideration when drawing up global plans encompassing all aspects of the phenomenon ⁽¹⁴⁾:

Understanding and talking about cyberbullying

To provide effective support, the entire school community needs to assimilate and share a common definition of cyberbullying, and be aware of its general impact on the lives of those involved. Knowing what cyberbullying means, the guises under which it occurs, its distinguishing features, its consequences for victims, etc. opens the door to communication which is sometimes inhibited by the atmosphere of silence, shame or taboo generated by adolescents themselves. The only thing this reluctance to talk does is to keep adults unaware of the problem.

We generally assume that we all have the same idea about what a specific type of violence is, and that other people's ideas coincide with our own. But this is not always true. It is therefore important for the whole school community to share a common, explicit, consensual definition of what cyberbullying means.

Being familiar with and being able to identify situations of cyberbullying, taking into consideration their characteristics, the forms they take, their distinguishing features, etc., facilitates communication and helps to break the atmosphere of silence and taboo which often shroud such situations.

The following two activities aim to to make the participants of your course create a common definition of the term cyberbullying:

Activity 6.1 'What is cyberbullying?' aims to make participants express their idea of what cyberbullying means, to share these definitions with other educators and agree on a common definition with respect to the key issues involved.

Activity 6.2 ‘So is this cyberbullying or not?’ aims to make participants recognise a situation of cyberbullying and its principal features and to differentiate scenarios which involve cyberbullying from those which don’t.

Updating existing policies and practices

As we mentioned earlier, cyberbullying has certain features in common with other forms of violence among schoolchildren for which efficient preventive programmes and procedures have been developed. Therefore, it is not necessary to create brand new procedures to prevent cyberbullying. It is better to adapt existing solutions, analyzing those measures which, perhaps implicitly within educational practice, contribute to this end. Similarly, the study of programmes used by other schools or educational institutions and their adaptation to the defining features of cyberbullying or the review of dedicated anti-cyberbullying procedures may also constitute a rich source of knowledge.

Reluctance to become involved in action programmes tends to be based on a certain fear of change and distrust of new or unknown experiences. But cyberbullying, although it is a relatively recent phenomenon, is not something new. It has its roots in traditional forms of bullying and shares many features with other forms of school violence (see also section “Bullying and Cyberbullying” in Module 3).

The Campbell Collaboration report “School-Based Programs to Reduce Bullying and Victimization” by Maria Ttofi and David Farrington provides a systematic review and meta-analysis of the effectiveness of programs designed to reduce school bullying perpetration and victimization. It can be helpful taking a look into this report in order to get a comprehensive and well-founded overview about what programmes and programme elements are most effective in tackling school bullying.

Further information on tackling cyberbullying as well as traditional school bullying is also available in Module 4 “Tackling Cyberbullying” as well as in the country reports

“Cyberbullying in Europe. Intervention” that outline approaches in the partner countries of the CyberTraining project - Germany, Ireland, Spain, Portugal and the UK (These resources are only available in English)

Activity 6.3 ‘It’s new but not unknown’ aims to examine existing policies and practice implemented at schools and to analyze to what extent they address face-to-face bullying and cyberbullying.

Making it easier to report cyberbullying

One of the biggest difficulties encountered in episodes of bullying in general, and cyberbullying in particular, is the silence which surrounds this type of violence. In fact, the so-called Code of Silence ⁽¹⁵⁾ has been cited as an example of this particular problem. In any case, whether the reason be fear, shame, fear of reprisals or concern about what others will think, it appears that it is not easy for an individual to report his/her knowledge of or involvement in a case of harassment or abuse at school. The establishment of anonymous channels for reporting cases of cyberbullying is therefore of paramount importance and would provide boys and girls with the security they need to talk about the issue.

One of the principal problems we have to solve when dealing with cyberbullying is the victims’ failure to inform adults or the corresponding authorities about the situations they are experiencing. Perhaps from an adult’s point of view this does not seem a difficult thing to do, but it may not be so easy for young people. Even more, the code of silence which develops among young people makes it difficult to detect cases of abuse and aggravates the consequences. It is therefore necessary to examine which channels offer a sense of security sufficient to encourage the reporting of cases. Although it may be difficult for those directly involved to report the situation, the children who act as observers may well hold the key to this problem.

The following two activities focus on how to make it easier for young people to report cyberbullying:

The purpose of Activity 6.4 'Breaking the silence' is find out the existing channels which can be used by young people to report abuse and to analyse those procedures for reporting cyberbullying which may prove to be the most accessible.

Activity 6.5 'Big brother' aims to make participants explore the potential of the observers' role with regard to reporting abuse, supporting victims and redressing imbalance with the aggressor, and to analyse the key factors involved in training observers to be active assistants.

Promoting the positive use of ICTs

The ICTs themselves clearly seem to have represented a major social advance. They have developed at an incredible speed and their use has increased significantly over recent years. Far from proposing that this use should be curtailed, our aim should be to encourage knowledge, mastery and the safe, responsible use of this technology, thus benefitting from its advantages and potential, and avoiding the inappropriate uses which may lead to situations of risk.

The risk of cyberbullying lies not in the use of ICTs but in their misuse. As long as we can establish ground rules to allow them to be used safely and healthily, we should not see cell phones or Internet as a potential problem or danger.

The purpose of Activity 6.6 'Making virtual friends' is to identify risky patterns of behaviour stemming from the misuse of cell phones and Internet and to draw up a decalogue of 10 key points for the positive use of both Internet and cell phones.

Evaluating the impact of prevention activities

To guarantee the effectiveness of the prevention strategies we implement it is necessary to review our own actions periodically. This will make us aware of the strengths and weaknesses of our procedures and help us to introduce any necessary changes or updates. This evaluation and assessment of both the progress achieved and the potential improvements, will provide us with the feedback needed to maximise the benefit from our work in this area.

The effort to implement any kind of action programme should be followed up by feedback confirming that the process is advancing in the direction intended. Evaluating the actions of others helps us to appreciate the importance of feedback as a source of knowledge and a way to identify strengths and weaknesses.

Activity 6.7 'Preventing cyberbullying: strengths and weaknesses' aims to make participants identify the changes brought about in other schools through prevention policies and to evaluate these policies in the light of their stated objectives.

Intervention

With regard to intervention, we should remember that cyberbullying, as a specific form of bullying, is not a totally new, hitherto unknown phenomenon in schools. Most schools have already implemented plans and procedures for dealing with traditional forms of harassment and abuse. Taking these existing measures as a point of departure, we can identify three key aspects which need to be taken into account when reacting to cases of cyberbullying ⁽¹⁴⁾. Nevertheless, the first step should be necessarily to identify these situations.

Activity 6.8 "What is happening?" provides further information about how to identify the key defining factors in a situation of cyberbullying.

Supporting the person being bullied

Once the barrier of silence has been broken, it is crucial to support the victim of cyberbullying. He/she should find a support which helps him/her to see that it is possible to cope with the situation. It is equally important to inform the victim about the consequences this type of conduct may have for the perpetrator, and therefore, the need to save any content which may provide evidence of the abuse or harassment. Victims should also be made aware of the key factors which will help to prevent this type of situation occurring again. Of all the people involved in cases of cyberbullying it is the victim who is in the most urgent need of attention. He/she must be supported and made to feel safe after having reported the situation.

The section “Take action” (resource 6.7) of the “STOP Cyberbullying” web site by WiredKids provides further information on how to teach kids to take a stand against cyberbullying.

The purposes of Activity 6.9 ‘Why are you crying?’ are to identify the basic areas of victim support and create a procedure for helping victims of cyberbullying.

Investigating incidents

As mentioned previously, instances of cyberbullying should not be considered as anecdotal pranks which can safely be ignored. They should be dealt with seriously and conscientiously, in accordance with the administrative, civil and criminal responsibilities they may incur. In other words, this is not a personal problem affecting a specific boy or girl, but an incident regarding which the school should exert the utmost effort to clarify all the pertinent facts and circumstances. Actually, although cyberbullying is not covered as such in criminal legislation, there are legal measures which can be applied to certain conduct inherent to the phenomenon, such as injuries, threats, coercion, exposure and disclosure of secrets, slander, defamation, breach of moral integrity, breach of intimacy, and breach of the right to personal image or to the violation of the home.

The anonymity of the aggressor and the channels through which this type of violence is perpetrated make it difficult to identify the people involved and the real seriousness of the situation. Nevertheless cyberbullying should not go unpunished. Thus, it's useful to know the legal aspects of this problem.

The [CyberTraining country reports](#) provide further, more detailed information on the legal situation in Germany, Ireland, Spain, Portugal and the United Kingdom. The reports are only available in English.

It is necessary to do everything we can to investigate each case in depth, identify those responsible and ensure that their actions do not go unpunished. The victim should feel confident that if the aggressor is one of his/her acquaintances he/she will be identified.

[Activity 6.10 'Who was it?'](#) examines in greater depth how aggressors can be identified.
[Activity 6.11 'Step by step'](#) aims to make participants establish the steps which should be taken when investigating a situation of cyberbullying

Working with the bully and sanctions

Once the perpetrator has been identified steps must be taken to ensure a change in his/her attitude and conduct. This involves a painstaking process of work with the person responsible for the damage which has been caused. The appropriate educational measures must be adopted, but the punitive measures or penalties needed to ensure that the situation is redressed must also be applied. Although cyberbullies need to understand the negative consequences of cyberbullying, they should also try to repair the damage directly with the victim or by doing community work.

The aggressor represents the other side of the problem: he/she is directly involved and his/her behaviour may even lead to a breach of the law. What started out as a joke very often turns into a problem which he/she has to face without being equipped with the tools to do so.

Activity 6.12 'Signing a contract' aims to make participants draw up an agreement between the aggressor and the school, clearly defining what is appropriate conduct and setting out the possible steps which should be taken.

Activities

Taking into consideration the guidelines detailed in the previous section, we now offer a series of activities designed to facilitate working with the different members of the school community to both prevent and intervene in cases of cyberbullying. The activities address the main areas indicated above.

We should remember that when working with schools we must take into account not only teaching staff and other educators but also the active participation of families and the young people directly affected by our measures. However, although we are aware of the importance of placing educators, families and students on an equal footing for effective action to be taken, this chapter concentrates on the first group, comprising teachers, trainers and other educators (henceforth referred to by the blanket term educators), because the other target groups are explicitly addressed in other chapters in this manual.

Overview:

Activity 6.1 'What is cyberbullying?' aims to make participants express their idea of what cyberbullying means, to share these definitions with other educators and agree on a common definition with respect to the key issues involved.

Activity 6.2 'So is this cyberbullying or not?' aims to make participants recognise a situation of cyberbullying and its principal features and to differentiate scenarios which involve cyberbullying from those which don't.

Activity 6.3 'It's new but not unknown' aims to make participants examine existing policies and practice implemented at schools and to analyze to what extent they address face-to-face bullying and cyberbullying.

Activity 6.4 'Breaking the silence' aims to make participants explore existing channels which can be used by young people to report abuse and to analyze those procedures for reporting cyberbullying which may prove to be the most accessible.

Activity 6.5 'Big brother' aims to make participants explore the potential of the observers' role with regard to reporting abuse, supporting victims and redressing imbalance with the aggressor, and to analyze the key factors involved in training observers to be active assistants.

Activity 6.6 'Making virtual friends' aims to make participants identify risky patterns of behaviour stemming from the misuse of cell phones and Internet and to draw up a decalogue of 10 key points for the positive use of both Internet and cell phones.

Activity 6.7 'Preventing cyberbullying: strengths and weaknesses' aims to make participants identify the changes brought about in other schools through prevention policies and to evaluate these policies in the light of their stated objectives.

Activity 6.8 'What's happening?' aims to make participants identify the key defining factors in a situation of cyberbullying.

Activity 6.9 'Why are you crying?' aims to make participants identify the basic areas of victim support and create a procedure for helping victims of cyberbullying.

Activity 6.10 'Who was it?' examines in greater depth how aggressors can be identified.

Activity 6.11 'Step by step' aims to make participants establish the steps which should be taken when investigating a situation of cyberbullying.

Activity 6.12 'Signing a contract' aims to make participants draw up an agreement between the aggressor and the school, clearly defining what is appropriate conduct and setting out the possible steps which should be taken.

Activity 6.1 'What is cyberbullying?'

Purpose

The purposes of this activity are to express our idea of what cyberbullying means and to share these definitions with other educators and agree on a common definition with respect to the key issues involved.

Resources

No extra resources or spaces are required for this activity. The discussion and interaction which take place both in the small groups and in the plenary phase should be carefully monitored and guided, because they constitute the most enriching aspect of the activity.

Procedure

Discovering what I know: Think about the key factors which define a situation of cyberbullying. What features must be present for it to be considered a case of cyberbullying?

Thinking with you: Work in small groups and try to invent a situation of cyberbullying. It is important to bear in mind that all the key features you identified earlier should be included.

All together: Share the situation created by your group with the others. What key features do *they* think define the situation? List all the features identified, both in your small group and by the others, and use them to create a common definition of the phenomenon.

Activity 6.2 'So is this cyberbullying or not?'

Purpose

The purposes of this activity are to recognise a situation of cyberbullying and its principal features and to differentiate scenarios which involve cyberbullying from those which don't.

Resources

This activity requires no specific resources, although you may want to present examples of cases of cyberbullying and other situations involving bullying or other types of school violence which will allow you to draw comparisons and identify the specific features to be found in each of them (see [Resource 6.8 'Cyberbullying scenarios'](#)). With regard to space, remember that there should be enough room to carry out the role plays. In view of the possibility that participants may wish to incorporate elements drawn from real situations, special attention should be paid to aspects such as the confidentiality and anonymity of those involved, and no details should be given which may provide clues as to their identification.

Procedure

Discovering what I know: Think of two situations, preferably invented (although they may contain elements drawn from a real situation), in which there may be some doubt as to whether they are cases of cyberbullying or not. Only one of them should actually be a situation of cyberbullying. Identify the elements which would indicate whether situations are cases of cyberbullying or not, and note them down on the back of the scenario description.

Thinking with you: Share all the invented situations with the others. Divide them up for discussion in small groups, if possible ensuring that nobody will be working on their own invented situations. Classify the situations allocated to each group, deciding whether they are cases of cyberbullying or not. Justify the decisions taken and discuss the notes written on the back of each situation. Choose one of the situations and prepare a role play to act out in front of the other groups.

All together: Act out some of the situations discussed. Identify whether they represent cases of cyberbullying or not. If they do, think of the conduct, motives and consequences, etc. for each of the characters involved. Establish those aspects which are common to this type of situation.

Activity 6.3 'It's new but not unknown'

Purpose

The purposes of this activity are:

- Firstly, to highlight that action programmes and intervention initiatives identify those aspects exclusive to cyberbullying and those which cyberbullying shares with other forms of violence;
- secondly, to analyse some of the programmes implemented to deal with other forms of violence at school and identify any elements which may be adapted to combat cyberbullying;
- and finally, to assess what type of specific measures would be required in an action programme to address cyberbullying.

Resources

This activity requires no specific materials, but it would be useful to have access to Internet or other sources (press archives, education magazines...). Some of the measures being implemented in other schools might be presented as examples (see resources 6.9, 6.10 and 6.11: examples for combating school violence: [Blog](#); [Tips](#); [Video](#)). This session is intended to motivate participants to seek out information and existing tools which will provide them with a starting point and reduce their fear of new procedures (which, in actual fact, are not so new).

Procedure

Discovering what I know: Think about face-to-face bullying and cyberbullying, and make a list of elements or aspects common to both types of violence.

Thinking with you: Find measures, programmes or initiatives which have already been or are currently being implemented in schools against face-to-face bullying and cyberbullying. Identify exactly what actions have been implemented and their specific objectives: in other words, which aspect of the problem they are addressing.

Taking the lists made individually, draw up three lists:

- what aspects of cyberbullying would be covered;
- what aspects would be covered partially but not totally (that is, the action would have

to be modified) and;

- what aspects would not be covered at all.

Reflect on how actions could be modified to cover the aspects in the second list, and what actions could be implemented to cover those in the third.

All together: Present the conclusions of your analysis, together with your proposals for modifying existing actions and implementing new actions. If necessary, add other measures adopted in other groups or any new adaptations which may have been suggested.

Activity 6.4 'Breaking the silence'

Purpose

The purposes of this activity are to know the existing channels which can be used by young people to report abuse and to analyse those procedures for reporting cyberbullying which may prove to be the most accessible.

Resources

For this session you will need a video showing a case of cyberbullying (see [Resource 6.12 'A case of cyberbullying and how it was dealt with'](#)). It is important to emphasise how difficult it is for young people to report abuse when there is a lack of anonymity, and to raise awareness and adapt resources accordingly.

Procedure

Discovering what I know: Think of a specific case of cyberbullying, either real or imaginary, and identify the channels through which the young people involved and those aware of the situation can report it. Analyse the pros and cons of each channel.

Thinking with you:

- Watch a video about a case of cyberbullying from the beginning up to the point when the abuse is reported (see an example in [Resource 6.12 'Video of cyberbullying situations'](#)).

- Identify the channels which were used to report, those which could have been used but weren't, and the advantages and drawbacks of each of them.
- Compare this situation with the conclusions you reached in the individual analysis phase: how can school staff, acting in their different roles within the school environment, facilitate access to these channels for reporting abuse? What can they contribute to enable young people to report such situations in the manner which is least traumatic for them?

All together: Use the conclusions you have drawn during the course of the session to brainstorm the channels for reporting abuse that can be established in a school and the factors which would facilitate/hinder access to those channels (for example, report boxes, peer-tutored reporting groups, etc.).

Activity 6.5 'Big brother'

Purpose

The purposes of this activity are to discover the potential of the observers' role with regard to reporting abuse, supporting victims and redressing imbalance with the aggressor, and to analyse the key factors involved in training observers to be active assistants.

Resources

To stimulate reflection it would be helpful to use a news item or a true experience underlining the value of this type of action (see resources 6.13-6.17 about press reports ([6.13 'I feel like a leader'](#); [6.14 'Understanding school bullies'](#); [6.15 'Anti-bullying support'](#); [6.16 'Tackling a culture of bullying'](#)) and the [6.17 'Importance of peer support'](#)). Also, see the chapter of this manual dedicated to working with children and young people, where this aspect is explored in detail. Otherwise, the activity requires no specific material.

Procedure

Discovering what I know: Read a real life story or news item which highlights the role of peer support in bullying. Reflect individually about the role of peers in solving these types of

problems: What could be the key to the success of their action? What advantages/drawbacks are there in working with them instead of with other adults? What do they need to know to be able to undertake this task?

Thinking with you: Share your thoughts and reach consensus with the others in your group.

Think about working with peers in a similar way to report abuse and/or support victims of cyberbullying, and analyse the following three aspects:

- the qualities they should possess: Who could take part in peer support activities? What kind of people should they be?;
- the things they should know: In what areas should we train them? What facts or techniques should they be familiar with?;
- the type of situations in which they could intervene.

All together: Share the results of your discussions with the others, reach consensus and establish the basic principles for using "big brothers" as an aid to preventing cyberbullying.

Activity 6.6 'Making virtual friends'

Purpose

The purpose of this activity is to identify risky patterns of behaviour stemming from the misuse of cell phones and Internet and to draw up a decalogue (10 key points) for the good use of both Internet and cell phones.

Resources

For this activity different videos can be shown to stimulate thought and help participants to identify patterns of conduct which usually go unnoticed (see for instance the [video of Resource 6.18 'High risk conduct in the use of Internet'](#)). An example of the decalogue, which may serve as a pointer towards what we are trying to produce in the activity, can be found in the Resources section (see [Resource 6.19 'Decalogue for the good use of cell phones'](#)). Dialogue and the discussion of opposing ideas is a fundamental part of the activity, and the organizer should therefore encourage positive interaction leading to stable consensus.

Procedure

Discovering what I know: Watch videos about how technology can be used incorrectly and the consequences this may produce. Make a list of risky actions associated with the use of cell phones and Internet. Establish guidelines or rules which might be adopted to avoid or alleviate these forms of behaviour and encourage the good use of both vehicles of communication.

Thinking with you: Work in small groups to draw up a decalogue for the safe, appropriate use of these technologies. Try to formulate the rules in positive terms: indicating healthy conduct rather than prohibiting negative forms of conduct.

All together: Present each group's decalogue to the others, and analyse who the measures affect and what advantages they offer.

Activity 6.7 'Preventing cyberbullying: strengths and weaknesses'

Purpose

The purposes of this activity are to realise the importance of feedback as part of an action implementation process, to create a feedback chart to show the strengths and weaknesses of the action being implemented and to consider weaknesses as opportunities for improvement.

Resources

Although no specific material is required, there must be access to resources which will bring participants into contact with real action programmes. Also, the activity might include those programmes being carried out in the participants' own schools, or those with which the participants are familiar as a result of their professional experience.

Procedure

Discovering what I know: Search for measures being implemented in other schools to combat cyberbullying, or measures which would represent an advance in this area. Gather and organize the information available concerning the design and progress of these measures and the results obtained.

Thinking with you: Work in small groups to analyse the information contributed by each individual. Draw up a general feedback chart showing the aspects which should be taken into consideration when evaluating measures and which can be specified for each particular action. Evaluate each of the actions using the general feedback chart and focus on the specific aspects considered relevant in each case.

All together: In the big group, evaluate the aspects included in the charts and use them to decide how appropriate the actions have been and to establish any necessary modifications for those actions considered less relevant or less effective.

Activity 6.8 'What's happening?'

Purpose

The purpose of this activity is to identify the key defining factors in a situation of cyberbullying.

Resources

The only material required for this activity is a text from which indicators of risk can be extracted (see [Resource 6.20 'A tale of cyberbullying'](#)). Videos or real situations presented by the participating educators may also be used. It is important to emphasise the importance of identifying indicators of risk as early as possible in order to increase the chances of success of any future action.

Procedure

Discovering what I know: Read a text describing a cyberbullying scenario. Focus on the beginning of the text, where the start of the situation is described, and identify the key factors which might indicate the existence of a situation of risk: changes in attitude, evasive behaviour, etc.

Thinking with you: In small groups, read the *clues* that have been identified as possible indicators of a situation of risk. Justify to the other members of the group why these clues could be considered indicators of risk. The others should be critical of these justifications, and try to explain the "*clues*" away as normal behaviour typical of everyday situations. Categorise the information in the following terms: "this could be an indicator of risk because..... but it may not be because..."

All together: draw up 3 columns:

- in the first column the clues which have been identified;
- in the second, the reasons for which they could be considered normal behaviour;
- in the third, the reasons why they cannot be considered normal behaviour (repetition over time, intention to cause harm, etc.).

Activity 6.9 'Why are you crying?'

Purpose

The purposes of this activity are to identify the basic areas of victim support and create a procedure for helping victims of cyberbullying.

Resources

For this activity no specific material is required (for an example, see [Resource 6.12 'Video of cyberbullying situation'](#)). It is important to remember that, even though actions like this should be initiated by a person responsible for coordinating the implementation of measures to combat cyberbullying, the whole school community should collaborate and participate in this type of intervention.

Procedure

Discovering what I know: Watch a video about a victim of cyberbullying and the effects of the abuse on the victim. Imagine you are the victim and try to identify the type of intervention and/or support you would like to see (security in school and outside school, reconstruction of social ties, elimination of web pages or slanderous content, etc.).

Thinking with you: Working in small groups, share the actions you have identified and classify them into broad areas of intervention and support. Use them to create a support procedure for victims of cyberbullying which will cover all the areas identified: Who will be involved? What responsibilities will be assumed and by whom? What role will be played by the victim's peers?

All together: Tell the big group about the procedures that have been drawn up, and build up a general procedure covering as many aspects as possible. Remember that this should include all the actions to be taken, right from the earliest moment.

Activity 6.10 'Who was it?'

Purpose

The purposes of this activity are, to analyse the advantages of identifying the aggressor for all those involved, whether directly or indirectly, and to identify the channels through which perpetrators of cyberbullying may be identified.

Resources

The value of this activity lies in the discussion it generates, which should cover all the different aspects proposed. This phase should therefore be carefully monitored and guided.

Procedure

Discovering what I know: Think of a specific case of cyberbullying via cell phone or Internet. Think of the ways in which the perpetrator may be identified: by contacting the Internet Service Provider, identifying the IP, etc.

Thinking with you: Working in small groups, establish what actions can be implemented to put these measures into practice: What would be the good of doing it? Who would it benefit? How and why? Who should be responsible for doing it? What kind of consequences/responsibilities might it entail for the aggressor?

All together: After discussion in small groups, compare the conclusions reached with the rest of the participants. Bear in mind the legal responsibilities these types of measures may entail for aggressors.

Activity 6.11 'Step by step'

Purpose

The purposes of this activity are to establish the steps which should be taken when investigating a situation of cyberbullying and to identify some of the actions which may facilitate objective investigation.

Resources

No specific materials are required, but participants will need to consult the web site indicated or other similar sites providing guidance on how to deal with this type of situation (see [Resource 6.21 'The web about responding to cyberbullying'](#)). It's also possible to print out some excerpts from the site and give them to the students.

Procedure

Discovering what I know: Decide what indispensable elements should be covered in a detailed analysis of a situation of cyberbullying, once the victim has been identified and approached with advice (conservation of evidence of harassment, finding witnesses of the abuse or people who knew about it, the channels employed, the aggressor, etc.).

Thinking with you: Work in small groups to complete this list with elements suggested by the others. Enter the *Responding to cyberbullying* web site (see resources section) and check that all the main elements have been listed. Place the actions you have identified in the chronological order in which they should be carried out, starting from the moment the victim was identified.

All together: Compare your timeline with those produced by the other groups. Justify your own elements and the order in which you have placed them and try to reach consensus for a definitive recipe for investigating situations of cyberbullying.

Activity 6.12 'Signing a contract'

Purpose

The purposes of this activity are:

- firstly to decide what positive forms of conduct should be assumed when using ICTs, taking into the account the points of view of both the perpetrator and the family/school environment;
- secondly to draw up a contract setting out the behaviour and actions, based on mutually agreed criteria, which both the aggressor and the school promise to undertake as a means of ensuring the appropriate use of ICTs.

Resources

No specific material is required, but a contract of some kind could be provided to serve as an example (see [Resource 6.22 'Contract for the correct use of Internet'](#)) or even a model for the contract to be drawn up. The same procedure could be used with the pupil if it proved difficult to create a contract from scratch. It should be stressed that the agreement must be accepted as such by both parties, and not seen as a series of conditions imposed by one party on the other. The negotiation phase will become the key element in the activity, although you have to be aware that if no negotiation is possible you will have to resort to the imposition of penalties to ensure that the abuse does not go unpunished.

Procedure

Discovering what I know:

- Identify two types of conduct:
 - first, the actions the school would take to regulate the way in which a pupil identified as an aggressor uses ICTs;
 - second, the actions we think the pupil him/herself would propose.
- The actions listed should refer to both parties: to the measures which would be adopted by both the school and the pupil.

Thinking with you: In small groups, half the members of the group play the role of the aggressor and the other half that of the school. They justify the actions they have listed for each corresponding role, and try to convince the other party of the validity of their position.

All together: Act out the pupil-school negotiations and the search for a workable agreement as a role play. Record these agreements in the draft version of what would be a contract of healthy conduct when using ICTs.

Resources

Overview:

Resource 6.1 'European Networks: INSAFE' offers guidance on responsible use of the Internet and mobile devices to young people.

Resource 6.2 'European Networks: EU-Kids Online' attempts to unify and standardise the measures adopted while at the same time facilitating mutual progress through the exchange of knowledge and experience in this area.

Resource 6.3 'DeSeCo Project' outlines the DeSeCo Project's, which aimed to provide guidelines for future developmental work for the assessment of broad human competencies in an international context.

Resource 6.4 'Campbell's review' provides a systematic review and meta-analysis of the effectiveness of programs designed to reduce school bullying perpetration and victimization.

Resource 6.5 'Good guidelines on use ICT' gives a good overview about the right use of ICT, it's advantages and it's dangers.

Resource 6.6 'Tools for prevention' exemplifies different ways of how to prevent cyberbullying.

Resource 6.7 'Stop cyberbullying' provides further information on how to teach kids to take a stand against cyberbullying.

Resource 6.8 'Cyberbullying scenarios and related questions for use in stimulating debate' shows several scenarios you can review to learn more about cyberbullying.

Resource 6.9 'Combating school violence: Blog' shows an opportunity to exchange experiences about the topic of school violence.

Resource 6.10 'Combating school violence: Tips for prevention' provides tips how to reduce the danger of school violence and cyberbullying.

Resource 6.11 'Combating school violence' outlines explains the PSSTWorld program which is a school bullying, cyberbullying, child abuse & crime (drug, gang) prevention & intervention program available to all school districts, motivated by the Columbine shootings and massacre.

Resource 6.12 'A case of cyberbullying and how it was dealt with' illustrates one strategy in how to tackle the problem of cyberbullying.

Resource 6.13 'Press reports: Now I feel like a leader' outlines a programme in Lambeth (UK) that successfully applied peer counselling to steer young people away from gangs.

Resource 6.14 'Press reports: Understanding school bullies' gives an insight into the nature of school bullies.

Resource 6.15 'Press reports: Anti-bullying support' provides information on why it is important to tackle bullying.

Resource 6.16 'Press reports: Tackling a culture of bullying' outlines why bullying must be tackled.

Resource 6.17 'Importance of peer support' provides further information why peer support is extremely valuable and necessary for tackling school violence and bullying.

Resource 6.18, video clip 'High risk conduct in the use of Internet' can be shown to stimulate thought and help participants to identify patterns of conduct which usually go unnoticed.

Resource 6.19 'Decalogue for the good use of cell phones' provides the top ten tips for teens on how to use their cell phones in a way to reduce the danger of getting cyberbullied.

Resource 6.20 'A tale of cyberbullying' provides an example of cyberbullying.

Resource 6.21 'Website with information useful for investigating cases of cyberbullying' offers different cases of cyberbullying and ways to handle problems in this context.

Resource 6.22 'Contract for the correct use of Internet' offers an Internet use contract for families.

Resource 6.1 'European Networks: INSAFE'

Co-funded by the Safer Internet Programme of the European Union¹



URL: <http://www.saferinternet.org/web/guest/home>

¹ http://ec.europa.eu/information_society/activities/sip/index_en.htm

Resource 6.2 'European Networks: EU-Kids Online'

Co-funded by the Safer Internet Programme of the European Union²

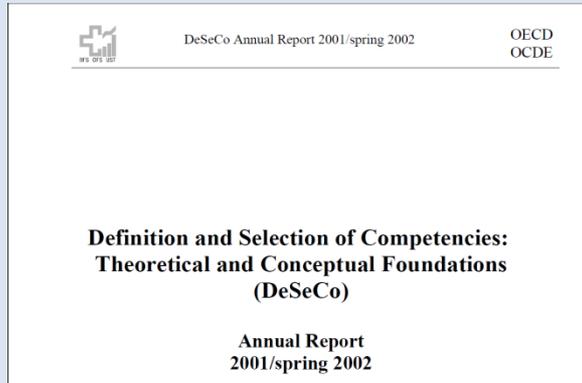


The screenshot shows the homepage of the EU Kids Online project. At the top, there is a navigation bar with links for Home, Help, Search, A-Z site index, and LSE for You. The main header features the LSE logo and the text 'EU Kids Online'. Below the header, a breadcrumb trail reads 'You are here - Welcome to LSE > EU Kids Online'. The page is divided into two main columns. The left column contains text about the project's funding by the EC's Safer Internet Programme, the EU Kids Online II (2009-2011) project, and the EU Kids Online I (2006-2009) project. The right column is a table of contents for the EU Kids Online II project, listing sections such as Summary of the project, Introduction, Objectives, Work packages, Project outputs, Participating countries, International Advisory Panel, Overview of questionnaires, and Information for parents. The table of contents is currently empty, with only the section titles visible.

URL: <http://www.lse.ac.uk/collections/EUKidsOnline/>

² http://ec.europa.eu/information_society/activities/sip/index_en.htm

Resource 6.3 'DeSeCo Project'



URL:

<http://www.deseco.admin.ch/bfs/deseco/en/index/01.parsys.70925.downloadList.59988.DownloadFile.tmp/2001annualreport.pdf>

Resource 6.4 'Campbell's review'

Cyber bullying: An old problem in a new guise?

Marilyn A. Campbell

Queensland University of Technology

Abstract

Although technology provides numerous benefits to young people, it also has a 'dark side', as it can be used for harm, not only by some adults but also by the young people themselves. Email, texting, chat rooms, mobile phones, mobile phone cameras and web sites can and are being used by young people to bully peers. It is now a global problem with many incidents reported in the United States, Canada, Japan, Scandinavia and the United Kingdom, as well as in Australia and New Zealand. This growing problem has as yet not received the attention it deserves and remains virtually absent from the research literature. This article explores definitional issues, the incidence and potential consequences of cyber bullying, as well as discussing possible prevention and intervention strategies.

URL: http://www.campbellcollaboration.org/news/reduction_bullying_schools.php/

Resource 6.5 'Good guidelines on use ICT'

Created by Childline³



URL: <http://www.childline.org.uk/explore/onlinesafety/pages/cyberbullying.aspx>

³ <http://www.childline.org.uk>

Resource 6.6 'Tools for prevention'

Created by Seattle Public Schools⁴

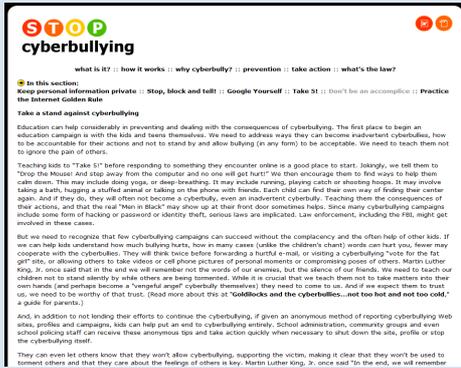
The screenshot shows the Seattle Public Schools website. The header includes the logo and a navigation menu with links: Home, Academics, Schools, Enrollment, News and Calendars, For Families, Superintendent, School Board, About Us, Careers at SPS, and The SOURCE. The main content area is titled "Prevention-Intervention Services" and features a sidebar with a menu of links: Prev & Interv, Home, Contacts, Bullying, Prevention, Programs, Cyberbullying, Curriculum, Counseling, Services Manual, Resources & Links, and Tobacco Prevention. The main text includes the heading "MIDDLE SCHOOL CYBERBULLYING CURRICULUM" followed by a sub-heading "Seattle Public Schools and a Grant from Qwest Foundation". Below this, it lists "Mike Donlin, Senior Program Consultant, SPS" as the Curriculum Writer, and "Linda Bakken, SPS, Chris Gentes, Counseling Consultant and Neilia Solberg, Writing Consultant" as the Prevention Webmaster. A "Materials" section follows, with a note to click on an alert for more information and links to "Middle School Cyberbullying Introduction" and "Middle School Cyberbullying Preface".

URL: <http://www.seattleschools.org/area/prevention/cbms.html>

⁴ <http://www.seattleschools.org>

Resource 6.7 'Stop Cyberbullying'

Created by StopCyberbullying⁵



The screenshot shows a webpage with the following content:

- STOP cyberbullying** logo with a red 'X' and a blue 'O' icon.
- Navigation menu: **what is it? :: how it works :: why cyberbully? :: prevention :: take action :: what's the law?**
- Section: **Take a stand against cyberbullying**
- Text: "Education can help considerably in preventing and dealing with the consequences of cyberbullying. The first place to begin an education campaign is with the kids and teens themselves. We need to address ways they can become inadvertent cyberbullies, how to be accountable for their actions and not to stand by and allow bullying (in any form) to be acceptable. We need to teach them not to ignore the pain of others."
- Text: "Teaching kids to 'Take 30' before responding to something they encounter online is a good place to start. Jokingly, we tell them to 'stop the Model. And stop away from the computer and no one will get hurt!' We then encourage them to find ways to help them calm down. They may include doing yoga, or deep-breathing. It may include naming, playing catch or shooting hoops. It may involve taking a bath, hugging a stuffed animal or talking on the phone with friends. Each child can find their own way of finding their center again. And if they do, they will often not become a cyberbully, even an inadvertent cyberbully. Teaching them the consequences of their actions, and that the old 'thin is black' may show up at their front door sometimes helps. Since many cyberbullying campaigns include some form of hacking or password or identity theft, serious laws are implicated. Law enforcement, including the FBI, might get involved in these cases."
- Text: "But we need to recognize that few cyberbullying campaigns can succeed without the complicity and the often help of other kids. If we can help kids understand how much bullying hurts, how in many cases (unlike the children's chant) words can hurt you, fewer may cooperate with the cyberbullies. They will think twice before forwarding a hurtful email, or sending a cyberbullying 'note for the fat girl' site, or allowing others to take videos or cell phone pictures of personal moments or compromising poses of others. Martin Luther King, Jr. once said that in the end we will remember not the words of our enemies, but the silence of our friends. We need to teach our children not to stand silently by while others are being tormented. While it is crucial that we teach them not to take matters into their own hands (and perhaps become a 'vengeful angel' cyberbully themselves) they need to come to us. And if we expect them to trust us, we need to be worthy of that trust. (Read more about this at **'Goldilocks and the cyberbullies...not too hot and not too cold,'** a guide for parents.)"
- Text: "And, in addition to not tending their efforts to continue the cyberbullying, if given an anonymous method of reporting cyberbullying web sites, profiles and campaigns, kids can help put an end to cyberbullying entirely. School administration, community groups and even school policing staff can receive these anonymous tips and take action quickly when necessary to shut down the site, profile or stop the cyberbullying itself."
- Text: "They can even let others know that they won't allow cyberbullying, supporting the victim, making it clear that they won't be used to torment others and that they care about the feelings of others is key. Martin Luther King, Jr. once said 'in the end, we will remember

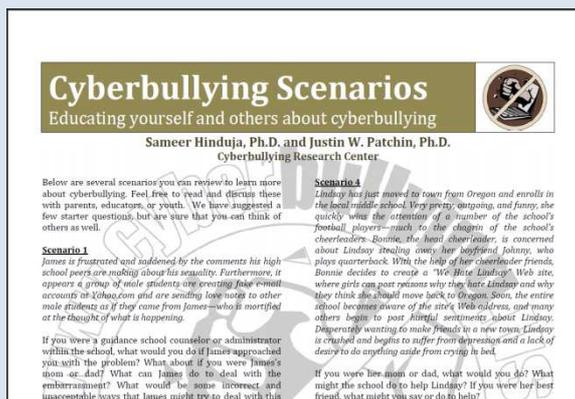
URL:

http://www.stopcyberbullying.org/take_action/take_a_stand_against_cyberbullying.html

⁵ <http://www.stopcyberbullying.org>

Resource 6.8 'Cyberbullying scenarios and related questions for use in stimulating debate'

Created by Cyberbullying Research Center⁶



The image shows the cover of a document titled "Cyberbullying Scenarios" with the subtitle "Educating yourself and others about cyberbullying". The authors are Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D. from the Cyberbullying Research Center. The cover includes a small circular logo on the right. Below the title, there are two scenarios described:

Scenario 1
James is frustrated and saddened by the comments his high school peers are making about his sexuality. Furthermore, it appears a group of male students are creating fake Twitter accounts at @hoo.com and are sending love notes to other male students as if they came from James—who is mortified at the thought of what is happening.

Scenario 2
If you were a guidance school counselor or administrator within the school, what would you do if James approached you with the problem? What about if you were James's mom or dad? What can James do to deal with the embarrassment? What would be some incorrect and unacceptable ways that James might try to deal with this?

Scenario 3
Lindsay has just moved to town from Oregon and enrolls in the local middle school. Very pretty, outgoing, and funny, she quickly wins the attention of a number of the school's football players—such as the captain of the school's cheerleaders. Bonnie, the head cheerleader, is concerned about Lindsay stealing away her boyfriend Johnny, who plays quarterback. With the help of her cheerleader friends, Bonnie decides to create a "We Hate Lindsay" Web site, where girls can post reasons why they hate Lindsay and why they think she should move back to Oregon. Soon, the entire school becomes aware of the site's Web address, and many others begin to post scathing sentiments about Lindsay. Disparately wanting to make friends in a new town, Lindsay is crushed and begins to suffer from depression and a lack of desire to do anything aside from crying in bed.

Scenario 4
If you were her mom or dad, what would you do? What might the school do to help Lindsay? If you were her best friend, what might you say or do to help?

URL: http://www.cyberbullying.us/Cyberbullying_Scenarios.pdf

⁶ <http://www.cyberbullying.us>

Resource 6.9 'Combating school violence: Blog'

Created by Cristina Mato. IES de Infiesto

The screenshot shows a blog post on 'The Weekly Spin' website. The page has a blue header with the blog's name and a navigation menu. The main content area features the article 'Cyber-bullying' by Cristina Mato, dated December 8, 2009. The article includes a cartoon illustration of a girl sitting at a desk with a computer. The text discusses anti-bullying week in Britain and the prevalence of cyber-bullying among children. It lists statistics such as 47% of 14-year-olds being bullied and mentions a Facebook group created by a 14-year-old girl. The article also includes a search bar, a dictionary widget, and a sidebar with 'Artículos recientes' and 'Suscripción' sections.

URL: <http://blog.educastur.es/thespin/2009/12/08/cyber-bullying/>

Resource 6.10 'Combating school violence: Tips for prevention'

Created by HotChalk⁷

The screenshot shows the HotChalk website interface. At the top, there is a navigation bar with 'MyDesk', 'MyCases', 'MyLibrary', and 'MyLibrary Premium' options. The main content area features the article 'Ten Tips to Prevent Cyberbullying' by HotChalk Editors, dated Monday, 25 August 2010 05:00. The article includes a 'Back to School Tips' graphic and a list of ten tips for preventing cyberbullying. The tips are: 1. Tell students to never pass along harmful or cruel messages or images. 2. Train students to delete suspicious email messages without opening them. 3. Ask students to step up to friends who are cyberbullying and tell them to stop. 4. Teach students how to use technology to block communication with cyberbullies. 5. Speak to students about the importance of telling a parent or adult about any cyberbullying they've witnessed to. 6. At home, supervise your child's time online. Putting the computer in a common area, such as the kitchen, is a good idea. 7. Addressing cyberbullying schoolwide is a key -- help institute a formal policy for dealing with any cyberbullying instances. Be sure students fully understand the consequences. For some guidelines on crafting a program, visit HotChalk.com and see *Preventing Cyberbullying: A Conversation with Mike Osofsky*. 8. Create a community outreach program to educate those beyond the school walls to the dangers of cyberbullying. Have students work with the Chamber of Commerce or other civic group to create an awareness campaign. 9. Teach students the basics of smart and savvy Web behavior, such as never revealing passwords or real last names. 10. Pay attention. If you notice a student is withdrawn, depressed or reluctant to attend school or social events, investigate.

Comments (11) | [Subscribe to this comment's feed](#)

Thank you written by [The Programmer](#), May 25, 2010

URL: <http://www.hotchalk.com/mydesk/index.php/back-to-school-tips/312-ten-tips-to-prevent-cyberbullying>

⁷ <http://www.hotchalk.com>

Resource 6.11 'Combating school violence: Video'

Created by Doczac



URL: http://www.youtube.com/watch?v=qZmuyb_ja00

Resource 6.12 'A case of cyberbullying and how it was dealt with'

Created by Digizen⁸

The screenshot shows a web page for the film 'Let's Fight it Together' about cyberbullying. The page has a navigation menu at the top with 'Home', 'About', 'Social Networking', 'DigizCentral', and 'Cyberbullying'. The main heading is "'Let's Fight it Together' Cyberbullying film". Below this, it says "What we can ALL do to prevent cyberbullying" and "Select Play below to watch 'Let's Fight it Together'". A video player is embedded, showing a scene from the film with several people in a classroom setting. Below the video player, there is a note: "You are currently viewing a high quality version of the film, suitable for fast internet connections. If you experience problems streaming the film then follow this link to view a medium quality version of the film." At the bottom of the page, there is a "Key to using Movie Player" section with icons for Subtitles, Fullscreen, and Volume. On the right side, there are several sections: "Main pages in this section" with a link to "Let's Fight it Together (Full film)", "Interviews with characters" listing Kim (the bully), Teacher, Mum, Rob (Cyberbomber), and Joe (the target), "Downloads" including a "Teachers guide (a PDF download)", "Cyberbullying lesson plan (a PDF download)", and "Other Versions" listing "Hebrew", "Deutsch", and "Dansk".

URL: <http://digizen.org.uk/cyberbullying/fullfilm.aspx>

⁸ <http://www.digizen.org>

Resource 6.13 'Press reports: Now I feel like a leader'

Created by The Guardian⁹



URL: <http://www.guardian.co.uk/education/2009/jun/23/peer-counselling-lambeth>

⁹ <http://www.guardian.co.uk>

Resource 6.14 'Press reports: Understanding school bullies'

Created by BBC Home ¹⁰

The screenshot shows the BBC Schools Student Life website. The main navigation bar includes 'Home', 'Search', and 'Explore the BBC'. The page title is 'Schools Student Life' with a breadcrumb trail: 'Student Life homepage > School Issues > Bullying : Understanding the school bully'. The article title is 'Understanding the school bully'. The main content area features a photo of a woman (Alison O'Brien) talking to a child, with a caption: 'Alison O'Brien, a bullying advisor for the NSPCC (National Society for the Prevention of Cruelty to Children), gets under the skin of a bully to help you stamp out bullying at school'. Below this is a section titled 'The law is that every school must have an anti-bullying scheme, but children are still being bullied - so are schools listening to this law?' with a paragraph of text. To the right, there are three sidebar sections: 'Related Articles' with a link to 'Beat the bullies', 'Related Interviews' with a link to 'Anti-bullying advisor offers advice' by Howard Martin from Kidscape, and 'Related Links' with links to 'Children in Need', 'ChildLine', 'Kidscape', and 'There4me'. A footer note states: 'The BBC is not responsible for the content of external websites'. The left sidebar contains navigation links for 'School Issues', 'Careers & Choices', 'Debate', 'Revision & Skills', 'Book Club', 'Games', 'Message boards', and 'Contact Us'.

URL:

[http://www.bbc.co.uk/schools/studentlife/schoolissues/bullying/understanding the school bully.shtml](http://www.bbc.co.uk/schools/studentlife/schoolissues/bullying/understanding_the_school_bully.shtml)

¹⁰ <http://www.bbc.co.uk>

Resource 6.15 'Press reports: Anti-bullying support'

Created by Nottingham City Council¹¹ (<http://www.nottinghamcity.gov.uk>)



URL: <http://www.nottinghamcity.gov.uk/index.aspx?articleid=3153>

¹¹ <http://www.nottinghamcity.gov.uk>

Resource 6.16 'Press reports: Tackling a culture of bullying'

Created by BBC News ¹²



The screenshot shows a BBC News article from November 16, 2006. The main headline is "Tackling a culture of bullying". The article is written by Sir Alan Steer, a head teacher at Seven Kings High School in Essex. The sub-headline reads: "Sir Alan Steer, a serving head teacher who led the government's inquiry into behavioural problems in schools, explains why bullying must be tackled." The article text discusses the anti-bullying week (November 20-24) and states that bullying can have profound effects. It notes that bullying can cause intense damage, both psychological and physical, to children and young people. It also mentions that since September 1999, schools in England and Wales have been required to have an anti-bullying policy. The article includes a small image of a man (Sir Alan Steer) looking at a document. The page also features a navigation menu, a search bar, and various sidebars with related links and popular stories.

URL: http://news.bbc.co.uk/2/hi/uk_news/education/6151928.stm

¹² <http://www.bbc.co.uk/>

Resource 6.17 'Importance of peer support'

Created by Kidscape ¹³



The screenshot shows the Kidscape website's 'Peer Support' page. The header includes the Kidscape logo and navigation links: Advice, About Kidscape, Training, Get involved, and Kidscape Shop. The main content area is titled 'Peer Support' and contains several sections:

- Training:** A list of training options including Workshops, Programmes, Protection, Support, Trainers, and more.
- Peer Support:** A paragraph explaining that an effective school is concerned with the overall well-being of all in its community and that the Peer Support Initiative helps senior pupils and staff tackle issues affecting pupils in a positive and productive manner.
- Peer Support:** A paragraph stating that a Peer Support system should be able to respond to the needs of younger pupils in particular.
- Peer Support:** A paragraph explaining that in order to equip senior pupils to deliver this support, a training and supervision programme should be set up in schools.
- Peer Support:** A paragraph defining Peer Support.
- Peer Support:** A paragraph explaining that Peer Support is based on the fact that young people most often seek out other young people when they are experiencing some concern or worry.
- Peer Support:** A paragraph stating that Peer helping relies strongly on communication to encourage self-exploration and decision making.
- Peer Support:** A paragraph explaining that Peer helpers/supporters are NOT professional counsellors or therapists; they are young people who offer supervised support to other young people to help them think through and reflect on concerns which they may be experiencing.
- Peer Support:** A paragraph explaining that Peer helpers should be given training to provide a non-judgemental, active approach to listening which encourages others to express and explore their frustrations.
- Peer Support:** A paragraph explaining that the basis of peer support programmes is the understanding that those involved have similar characteristics to those being helped, for example in age or life experience.
- Peer Support:** A paragraph explaining how Peer Supporters help.

Additional elements on the page include a 'Form of Anti-Bullying Incident' (08451 205 204), 'Donate online' (VISA, MASTERCARD), 'Follow Kidscape on' (Facebook, Twitter), 'Why donate?' (Downloads, Contact Details, FAQ, Mailing List), and a 'Raise money for Kidscape - Shop online at easyfundraising.org.uk' banner.

URL: <http://www.kidscape.org.uk/training/peersupport.shtml>

Resource 6.18 'High risk conduct in the use of Internet'

Created by Henry Hidalgo



URL: <http://www.youtube.com/watch?v=2CVNB6EBshY>

Resource 6.19 'Decalogue for the good use of cell phones'

Created by Cyberbullying Research Center ¹⁴

Cell Phone Safety

Top Ten Tips for Teens



Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D.
Cyberbullying Research Center

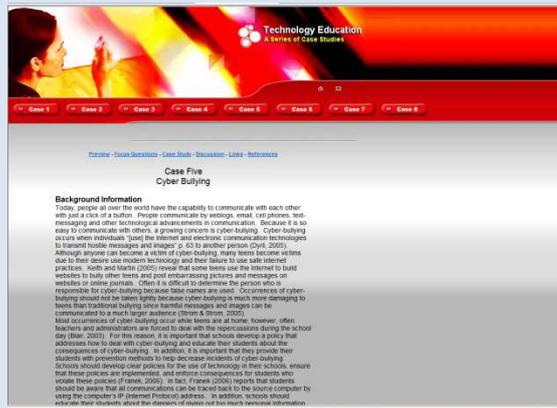
1. Only give out your cell phone number to people you know for sure you can trust.
2. Do not take any cell phone pictures or video that are sexual in nature. First-off, if they involve nudity or partial nudity, they are illegal and classified as child pornography - a felony offense in most states. The intent of the parties does not matter, nor does whether permission was granted. Secondly, they have the tendency to get into the hands of the wrong people. Think about your reputation.
3. Do not send texts or capture pictures or video on your cell phone that you wouldn't feel comfortable sharing with your parents.
7. Never text and drive. No text is worth losing your life over, or taking someone else's. If something is urgent pull the vehicle over to a safe place before dealing with it.
8. Remember that having a cell phone is a privilege and not a right. Treat it as such. Appreciate that your parents have allowed you to have one (and often purchased it for you), and you'll earn more of their respect. Many youth have sabotaged their future (e.g. admission into college, scholarships, job opportunities, legal problems and costs, criminal prosecution, being placed on sex offender registries) because they have misused computers or cell phones. It is NOT worth it.

URL: [http://www.cyberbullying.us/Top Ten Teen Tips Cell Phones.pdf](http://www.cyberbullying.us/Top_Ten_Teen_Tips_Cell_Phones.pdf)

¹⁴ <http://www.cyberbullying.us>

Resource 6.20 'A tale of cyberbullying'

Created by the University of Alabama ¹⁵



URL: <http://www.bamaed.ua.edu/edtechcases/case5.html>

Resource 6.21 'Website with information useful for investigating cases of cyberbullying'

Created by Digizen ¹⁶

The screenshot shows a webpage from digizen.org. The main heading is '3. Responding to Cyberbullying'. Below this, there is a sub-section '3.3 INVESTIGATION' with a sub-heading 'Preserve the evidence'. The page contains several numbered paragraphs (3.3.1, 3.3.2, 3.3.3) providing guidance on how to handle cyberbullying evidence. A sidebar on the right contains a 'Cyberbullying' menu with links to 'Executive summary', 'Understanding cyberbullying', 'Preventing cyberbullying', 'Responding to cyberbullying', 'Cyberbullying is a form of bullying', 'Support for the person being bullied', 'Investigation', 'Working with the tools and applying sanctions', and 'Further resources'. There is also a small image of a person and a 'Download the full report' link.

URL: <http://digizen.org/cyberbullying/fullguidance/responding/investigation.aspx>

Resource 6.22 'Contract for the correct use of Internet'

Created by Cyberbullying Research Center ¹⁷

Family Internet Use Contract	
Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D. Cyberbullying Research Center	
Child Expectations	Parent Expectations
<p>I understand that using the family computer is a privilege that is subject to the following rules:</p> <ol style="list-style-type: none">1. I will respect the privacy of others who use this computer. I will not open, move, or delete files that are not in my personal directory.2. I understand that mom and dad may access and look at my files at any time.3. I will not download anything or install programs without first asking mom or dad.4. I will never give out private information while online. At no time will I ever give out my last name, phone number, address, or school name - even if I know the person with whom I am communicating. My screen name will be _____5. I understand that I can use the computer for approved purposes only.	<p>I understand that it is my responsibility to protect my family and to help them receive the best of what the Internet has to offer. In that spirit, I agree to the following:</p> <ol style="list-style-type: none">1. I will listen calmly. If my child comes to me with a problem related to his or her online experiences, I promise not to get angry but to do my best to help my child resolve the situation in which they find themselves.2. I will be reasonable. I will set reasonable rules and expectations for Internet usage. I will establish reasonable consequences for lapses in judgment on the part of my child.3. I will treat my child with dignity. I will respect the friendships that he or she may make online as I would his or her offline friends.4. I will not unnecessarily invade my child's privacy. I promise not to go further than I need to in order to

URL: http://www.cyberbullying.us/cyberbullying_internet_use_contract.pdf

References

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Further reading and additional materials

Some interesting websites that offer relevant data from research, stories, and other resources related to cyberbullying:

- <http://www.cyberbullying.us>
- <http://www.bamaed.ua.edu/edtechcases/index.html>
- <http://www.center-school.org/pko/>
- <http://www.pantallasamigas.net/english/>
- http://www.protegeles.com/eng_linea8.asp
- <http://www.stopcyberbullying.org/educators/index.htm>
- <http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying>
- <http://learning.blogs.nytimes.com/2010/06/28/resources-on-bullying-and-cyberbullying/>
- <http://www.kenrigby.net/>
- <http://www.emailrevealer.com/>
- <http://www.cyberbullyhelp.com/>



**Taking action
against cyber bullying**

Module 7

Working with Young People

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Summary

- Different roles have been identified in relation to traditional forms of bullying. These roles include bullies, victims, assistants, reinforcers, outsiders, and defenders. Each role can impact on bullying and influence whether it continues or not. It is important to try to identify the various roles involved in cyberbullying and to discuss the influence that each role can have.
- The culture of the school itself can have a profound impact on cyberbullying. If bullying in general is to be challenged, all members of a school community must learn about it.
- There are many excellent resources on the Internet which can be used to help educate young people to protect themselves online and to behave responsibly online.
- Online peer support networks have huge potential to help with the fight against cyberbullying. Young people will often look at the problem of cyberbullying with a different perspective and also present a less daunting persona for young people to approach.
- Encouraging students to mount a campaign to raise awareness about cyberbullying can have very positive effects.

Introduction

In this Module, we present information and a series of activities to use directly with young people. This Module has been designed as a whole-day training event or two half-day training events. Teachers may prefer to use the activities over a term during lesson time. The theory that underpins this Module involves Salmivalli's concept of participant roles in bullying ⁽¹⁾.

Objectives and envisaged learning outcomes

Objectives:

- To foster empathy for victims of cyberbullying
- To give young people the knowledge they need to address the issue of cyberbullying;
- To motivate and support young people to participate in initiatives to counteract cyberbullying.

Learning outcomes:

- To facilitate empathy for the suffering of victims of cyberbullying;
- To provide young people the opportunity to understand the nature of cyberbullying;
- To allow young people to become familiar with current strategies to counteract cyberbullying;
- To support young people in their efforts to tackle cyberbullying once it has happened;
- To support young people in preventing cyberbullying.

Summary of current knowledge and thinking

This part is divided into the following sections:

1. Exploring participant roles: Who is responsible? Who is to blame?
2. Cyberbullying and the law
3. Guidance: using new media to support and protect young people
4. Peer support to counteract cyberbullying
5. Collective action and campaigns

Cyberbullying can be generated by individuals or groups, and it can also be embedded in the social systems of the school. We know that the social context plays a critical role in the emergence of bullying behaviour so there is a lot that young people can do to prevent it happening and to address it once it has happened.

A team of researchers in Finland ⁽¹⁾ found that most students know when someone is being bullied, even if they are not directly involved themselves. This means that they play a part in the bullying situation, even if they think that it is not their business. The Finnish researchers identified a number of *participant roles* in bullying. This included not only **Bullies** and **Victims**, but also **Assistants** to the bully, **Reinforcers** of bullying, **Outsiders** and **Defenders**.

In [Resource 7.1 'Cartoon illustrations of participant roles in bullying'](#) you can see examples of the range of participant roles that young people take in a bullying situation. These cartoons are reproduced with permission from Almeida and her colleagues ⁽²⁾. You may wish to adapt the cartoons to the cyberbullying context.

Each role can have a profound impact on whether bullying continues or whether members of the peer group intervene to stop it. **Assistants** actively help the bully (e.g., by keeping a look out for the approach of a teacher) and **Reinforcers** provide positive feedback to a bully by shouting encouragement or laughing at the victim's plight. **Outsiders** contribute indirectly to a bullying situation simply by taking no action against the bully, even though they are likely to be aware of what is happening. Outsiders constitute the silent majority who keep their heads down and mind their own business. **Defenders**

actively defend victims, for example, by running for help or by offering support to the victim, either at the time of the incident or afterwards. Taking account of the social context in which cyberbullying takes place offers essential insights into why it happens and why substantial numbers of young people can take part, whether influenced by their families, their communities or the immediate peer group.

Exploring participant roles: Who is responsible? Who is to blame?

It is worth taking time to explore the concept of **participant roles** with young people to enable them to understand the extent to which everyone plays a part in cyberbullying.

In this section, we give the opportunity for young people to consider a range of participant roles in cyberbullying and their impact on the quality of relationships within the whole peer group. They can also reflect on the extent to which people in the peer group may be responsible for perpetuating cyberbullying, even when they themselves have not initiated it. We also revisit the concept of blame which was considered in Module 4 “Tackling Cyberbullying” and the ways in which people should be held accountable for their actions in the context of cyberbullying.

As we indicated in Module 4, when schools promote a positive emphasis on relationships and create an ethos of care and responsibility, there is less need for strict sanctions. This is particularly true in cases where the students themselves have been involved in the process of creating the rules and codes of conduct in their school. As we have seen in the section “Do sanctions work?”, in Module 4, the issue of punishment is a complex one. Over-harsh sanctions can be counter-productive by hardening bullies’ attitudes. On the other hand, a laissez-faire attitude can give the impression to young people that the school does not take the issue of cyberbullying seriously enough. The KiVa Project (Resource 4.1) (see also the KiVa web site ¹), which is grounded in Salmivalli’s ideas on participant roles in bullying, examined these issues.

Activity 7.1 ‘Think of a secret’ gives an opportunity for young people to explore experientially the ways in which participant role theory can illuminate our understanding of cyberbullying in the dynamic context of peer group relationships.

¹ <http://www.kivakoulu.fi/content/view/56/171/>

Activity 7.1 leads directly to [Activity 7.2 'Who is to blame?'](#) which is designed for secondary school students where the young people are invited to consider the issue of relationships amongst their peer group and the nature of trust between people. For primary school children the content can be altered to cover a similar theme that explores embarrassment through breach of trust.

The issue of personal reputation is extremely important to young people. The culture of the school itself can have a profound impact on cyberbullying. If bullying in general is to be challenged, all members of a school community must learn about it.

This can be further illustrated by the example of *gender bullying* in which young people engage in sexual name-calling, rumour-spreading and destruction of sexual reputations on the Internet or by mobile phone. Pupils perceived as 'different' by their peers are especially vulnerable to attack. See [Resource 7.3 – Case Study 'Who are your real friends online?'](#)

Both teachers and students can be affected, as you can see in [Resource 7.4 – Case study 'A teacher is attacked on a social networking site'](#) and [Resource 7.5 – Case study 'Students attacked on a social networking site'](#).

It is our view that the school can play a very significant part in addressing cyberbullying, particularly by focusing on relationships between pupils, between pupils and staff, between staff and other colleagues.

[Activity 7.3 'Who is responsible?'](#) explores the issue of responsibility for cyberbullying and when it is right to punish people for breaches of trust.

It is important for the school to encourage open, genuine communication at all times. It is also important for members of the school as a community to get into the habit of challenging racism, homophobia and other forms of prejudice. It is essential to develop a climate that offers emotional and social support to all members of the school community, as you can see in [Resource 7.6 - Case Study 'Taking legal action'](#).

Activities 7.1, 7.2 and 7.3 in conjunction with the Case Studies (resource 7.2, 7.3, 7.4 and 7.5 can all be discussed in the light of participant role theory. The cartoons in Resource 7.1 demonstrate graphically the range of participant roles involved. In each scenario, it is possible to discuss alternative ways in which members of the peer group might act in order to reduce the distress caused by bullying.

Cyberbullying and the law

As we saw in [Module 4](#), the [Byron Review](#)² recommended that there should be an independently monitored voluntary code of practice relating to cyberbullying.

But Byron also called for moves to clarify the law on certain types of offensive online material. For example, she asked that search providers should give users the option to lock safe search settings, provide clear links to child safety information from search pages, review good practice on age verification, and take account of changing risks to children from mobile Internet access.

As we have learned, existing laws tend to relate in a broad sense to child protection rather than to cyberbullying in particular. The issue is especially complex when the focus is on children and young people and when perpetrators are also minors.

² <http://www.dcsf.gov.uk/byronreview/>

Young people are not always aware that cyberbullying behaviour is often potentially illegal. In [Activity 7.4 'The legal situation'](#), we look at some of the legal issues that are involved in cyberbullying. [Resource 7.6 - Case Study 'Taking legal action'](#) provides an example from real life.

Activity 7.4 indicates how urgent it is to develop proactive ways in which young people can be guided to use the new technologies safely and to be aware of the dangers. In the next section, we consider some of the initiatives that are currently being developed to protect children and encourage them to act more responsibly and safely online. Since young people are very actively engaging with the new technologies, it is not surprising to find that the guidance makes positive use of the new media in order to get the message across.

Guidance: using new media to support and protect young people

In this section, we consider the wealth of material that is available for young people to use in order to protect themselves from harm. We provide specific links in this section. Additionally, at the end of the Module we have devised a list of resources. As you can see as you explore the links, a great deal of ingenuity has gone into making creative use of the new media in order to appeal to young people. The following examples of online resources (or similar sites you can find on your own), form the content of [Activity 7.5 'Critique a cartoon'](#) that you can find at the end of this section:

- One good example is the website of [Childnet International](#) (UK)³. Here you can see useful video material to teach children how to be safe on the Internet. You can see an excellent example of the use of narrative material in a cartoon format to promote the message about being aware of danger on the Internet in [The Adventures of Kara Winston and the Smart Crew](#)⁴
- The [UK Office of the Children's Commissioner](#) ("[11 Million](#)")⁵ also offers useful advice to young people using cartoons and child-friendly animations. 11 Million has devised a useful [booklet "Stay Safe Online"](#)⁶ which contains colourful posters for children and parents, including 5 Smart

³ <http://www.childnet-int.org/>

⁴ <http://www.childnet-int.org/kia/primary/smartadventure/>

⁵ <http://www.11million.org.uk>

⁶ <http://www.11million.org.UK/>

Rules “Be Smart on the Internet”. In this booklet, young people are given guidance on how to keep their personal information safe and how to avoid being the victim of unpleasant messages or pressure to meet up with an unknown online ‘friend’.

- **BeatBullying (UK)**⁷ has useful definitions of cyberbullying written in clear, non-technical terms. It also includes a video resource that highlights the best short educational videos for stimulating debate and discussion. The following tips are given at the **CyberMentors web site**⁸ :
 - Report "any" cyberbullying to the CyberMentors, whether it's targeted at you or not.
 - Remember, it's not your fault if you're being cyberbullied.
 - Never respond or retaliate, as this can just make things worse. It might be difficult, but try to ignore the bullies.
 - Block any users that send you nasty messages.
 - Save and print out any bullying messages, posts, pictures or videos you receive or see.
 - Make a note of the dates and times of bullying messages, along with any details you have about the sender's ID and the URL.
 - Don't pass on cyberbullying videos or messages – that makes you as bad as the cyberbully.
 - If you're being bullied repeatedly, think about changing your user ID, nickname or profile.
 - Don't ignore it. If you see cyberbullying going on, report it and offer your support – tell them about CyberMentors.

- **Digizen (UK)**⁹ has advice for children and young people as follows:
 - Always respect others;
 - Think before you send;
 - Treat your password like your toothbrush – only give your mobile number or website address to trusted friends;
 - Block the bully;
 - Don't retaliate or reply;
 - Save the evidence;
 - Tell a trusted adult or call a helpline like ChildLine;
 - Support a victim and report the bullying.

⁷ <http://beatbullying.org/>

⁸ <http://cybermentors.org.uk>

⁹ <http://www.digizen.org.uk/cyberbullying/>

These are just some of the resources available to young people online and they form the content of [Activity 7.5 'Critique a cartoon'](#) in which you can facilitate the views of young people on the usefulness of these different types of guidance. In this activity, we have deliberately invited the participants to reflect on effective ways to alert peers to the dangers that are present on the Internet and also consider whether the adults who design such materials have actually got it right.

In a similar vein, we consider the regular use of posters to educate young people about e-safety. One good example can be found on the [UK Anti-Bullying Alliance website](#)¹⁰.

The consideration of these graphic campaigns to help reduce cyberbullying is put into practice in [Activity 7.6 'Design a poster'](#). Here we invite participants to use their own creativity to communicate a serious message.

Peer support against cyberbullying

As we saw in the section "[Peer support systems](#)" in Module 4, peer support has an important part to play in counteracting cyberbullying. Peer supporters are actively demonstrating how it is possible to defend victims of cyberbullying. Peer supporters can, for example, work confidentially on the school's intranet to offer advice and guidance to peers who are worried about cyberbullying. Peer supporters also have a useful role to play in evaluating existing web-based resources to help bullied children and are often more pragmatic than adults in designing useful ways of dealing with the experience of being bullied. As we indicated in Module 4, these defenders are often realistic about the pointlessness of reacting punitively to the bully and are trained to discourage bullied pupils to harbour wishes for revenge. They recognise the necessity of co-existing with the bullies in the school community.

¹⁰ http://www.antibullyingalliance.org/pdf/Z_card_A4.pdf

As Participant Role theory suggests, defenders are those young people who will go out of their way to support victims of bullying. They may go to an adult for help; they may comfort the victims at the time; they may publicly denounce the bullies. It is important to enable young people to understand the power that they potentially have to challenge cyberbullying when they encounter it. Young people need to understand the impact on victims that indifference and inaction can have when cyberbullying happens. They also need to deepen their understanding of the social contexts in which cyberbullying takes place in order to mobilise their will to defend in the most effective way.

In this section we explore ways in which young people can act as defenders in order to prevent cyberbullying from happening and in order to support victims of attack. We look in particular at the concept of “CyberMentors” that has been developed by the NGO BeatBullying (UK). The training group is invited to look at the Beat Bullying [website on CyberMentors](#)¹¹. This website offers support by young people specially trained to be CyberMentors. They help peers who are being cyber-bullied. CyberMentors are given training by Beat Bullying experts and then typically log on for around 30 minutes every day to offer active listening and practical tips to peers who are experiencing cyberbullying.

Resource 7.7 - [Case Study ‘The work of a CyberMentor’](#) provides an example of peer support work by Alice, a 13-year-old CyberMentor, which we explore further in [Activity 7.7 ‘Can cybermentoring solve the problem?’](#)

¹¹ <http://www.cybermentors.org.uk/>

Collective action and campaigns

The Byron review strongly advocated that organisations from across the sector should work together to act against cyberbullying. There are a number of inspiring illustrations of this kind of partnership in action. We have selected a few but there are many more examples. Again, the examples below form the basis for Activity 7.9 ‘Plan a campaign for your school’ at the end of this section.

First we look at collaborative partnerships between providers and educators in order to create constructive guidance for young people:

- One example comes from the Irish Office for Internet Safety¹². The resulting “Get With It”¹³ program has produced manuals for parents offering information on best practice regarding cyberbullying, social networking, filtering technologies and guides relating to safer mobile phone usage.
- Similarly, Webwise¹⁴, the Irish National Council of Technology in Education’s Internet Safety initiative, centralises a vast amount of knowledge and research on cyberbullying.
- The Irish Cellular Industry Association (³) developed guidelines for parents in relation to the safe and sensible use of mobile phones which we show in Resource 7.8 – Case study ‘Training children and young people, teachers and parents’. The guide provides parents with an easy to use reference book, which describes the range of mobile phone services on offer in Ireland, as well as the latest technology available. The guide also gives a range of useful tips and advice to parents on how to keep their child safe.
- Similarly, Microsoft Ireland has launched a volunteering programme designed to educate children, parents, and teachers on safe Internet use (see the “Security at Home”¹⁵ section of Microsoft Ireland’s web site). As part of the programme, trained Microsoft employees go into European schools to help over 40,000 children, parents, and teachers get to grips with the Internet and to promote a safer world of social media. Microsoft has also developed a set of guidelines for parents on how to tackle cyberbullying and issues of Internet safety:

¹² <http://www.internetsafety.ie/>

¹³ [http://www.internetsafety.ie/website/ois/oisweb.nsf/page/DPCY-7LYJ4V1343473-en/\\$File/Final%20-%20Low%20Res.pdf](http://www.internetsafety.ie/website/ois/oisweb.nsf/page/DPCY-7LYJ4V1343473-en/$File/Final%20-%20Low%20Res.pdf)

¹⁴ <http://www.webwise.ie/>

¹⁵ <http://www.microsoft.com/ireland/protect/>

Activity 7.8 'Training and education' gives an opportunity for young people to think about ways in which adults might be trained to help them, by considering some of the initiatives that already exist.

It is likely that they will be critical of current provisions. This was what Aynsley-Green, the former UK Children's Commissioner¹⁶, found when he asked children for their views on current anti-bullying provision by adults. However, it is important to facilitate discussion around the areas in which adults and young people can communicate most effectively about cyberbullying.

Another form of collective action can be found in campaigns designed to promote awareness-raising about the issue of cyberbullying. A number of organisations have designed and implemented very successful awareness-raising campaigns. For example, the Safer Internet Day 2009 was organized to promote safer and more responsible use of Internet and mobile phone technologies, particularly amongst young people. In conjunction with this initiative, the Office for Internet Safety, the National Centre for Technology in Education, the National Parents Council (Primary Level) and Childline (charity providing telephone support to young people), launched a series of television and online awareness campaigns in Ireland specifically tackling the issue of cyberbullying.

One way to mobilize the energies of young people who would like to prevent cyberbullying in their school is to give them the opportunity to mount their own local campaign, possibly inspired by campaigns that they have reviewed online or experienced directly through such initiatives as Anti-Bullying Week in the UK.

In Activity 7.9 'Plan a campaign for your school', we offer an opportunity to enable young people to engage in the creative task of mounting a campaign against cyberbullying in their own school.

¹⁶ <http://www.11million.org.uk/>

Activities

Overview:

Activity 7.1 'Think of a secret' gives an opportunity for young people to explore experientially the ways in which participant role theory can illuminate our understanding of cyberbullying in the dynamic context of peer group relationships.

Activity 7.2 'Who is to blame?' is designed for secondary school students where the young people are invited to consider the issue of relationships amongst their peer group and the nature of trust between people.

Activity 7.3 'Who is responsible?' explores the issue of responsibility for cyberbullying and when it is right to punish people for breaches of trust.

Activity 7.4 'The legal situation' looks at some of the legal issues that are involved in cyberbullying.

Activity 7.5 'Critique a cartoon' facilitates the views of young people on the usefulness of these different types of guidance.

Activity 7.6 'Design a poster' invites participants to use their own creativity to communicate a serious message.

Activity 7.7 'Can cybermentoring solve the problem?' gives young people the opportunity to reflect on and critique one peer support initiative against cyberbullying.

Activity 7.8 'Training and education' gives an opportunity for young people to think about ways in which adults might be trained to help them, by considering some of the initiatives that already exist.

Activity 7.9 'Plan a campaign for your school' offers an opportunity to enable young people to engage in the creative task of mounting a campaign against cyberbullying in their own school.

The activities designed for this Module have been designed for use as a whole-day training event or two half-day training events. Alternatively, the activities can be done over a term during lesson time. As we stated at the beginning, the theory that underpins this Module involves the concept of participant roles in bullying (¹). We recommend that you keep this theory in mind as you facilitate the activities so that young people become aware of their rights and responsibilities as members of the school community.

The activities have been designed to heighten awareness of young people not only for protecting themselves against cyberbullying but also to gain insight about their potential roles as defenders of peers who are being cyberbullied.

The activities have been designed to promote, in the broadest way, the potential of young people to put into practice their wish to counteract cyberbullying. It is our experience that, by involving the whole peer group rather than by targeting bullies or victims specifically, it is possible to change the ethos of the school by engaging with the particular talents and skills that exist among the young people themselves. The workshop is designed to be useful to all young people regardless of which participant roles they hold. The process of discussing the issues raised in this Module will be challenging and must be viewed in the wider context of a whole-school approach to prevent and reduce bullying in general.

Activity 7.1 'Think of a secret'

Purpose

To give young people an opportunity to reflect on the value of trust in relationships.

Resources

None.

Procedure

Refer to the cartoons in Resource 7.1. Have a short discussion about the various participant roles. The trainer then asks each member of the training group to think of a secret that they have never told to anyone. It is essential to make it clear that they will not be asked to tell this secret – simply to think about it. Ask each person to close their eyes and imagine that they have told this secret to a friend that they trust. Allow a few minutes for this. Then, with their eyes still shut, ask each person to imagine that the friend posted this secret onto a social networking site. Ask the participants to imagine their feelings if this were to happen. Then ask the participants to open their eyes and find words to describe these feelings. Finally, invite the group to share these words, if they choose. Some members of the group may choose to stay silent.

Debrief

The discussion that follows can be linked to the participant roles outlined above. Each participant can be asked to offer ways in which students in a range of participant roles might make the situation worse or might alleviate the breach of trust in the imaginary situation. For example, the group can discuss what parts might be played by Outsiders or by Defenders to alleviate the breach of trust.

Activity 7.2 'Who is to blame?'

Purpose

To give young people the opportunity to reflect on the different ways in which they may be responsible for the spread of cyberbullying.

Resources

Resource 7.2 - Case study 'Abusing trust'.

Procedure

Refer to the cartoons in Resource 7.1. Have a short discussion about the various participant roles. The trainer then asks each member of the training group to write down on a piece of paper who was most to blame in the scenario described in Case Study 7.1. Annette? Tony? Harry? Members of the school community?

Set up a debate in which participants justify their point of view.

Debrief

Finally, in small groups, ask participants to devise ways of preventing this kind of situation from happening in the future. Again, think back to the concept of participant roles. How did members of the wider peer group make the situation worse than it need have been for Annette? How might students in a range of participant roles – e.g., as **defenders** - have acted differently? What was the role of the **outsiders** who took no action? By their silence did they condone the cyberbullying? How did the participants feel during the activity?

Activity 7.3 'Who is responsible?'

Purpose

To deepen the understanding of young people about the complexities of relating to other people online.

Resources

Resource 7.3 - Case study 'Who are your real friends online?'

Resource 7.4 - Case study 'A teacher is attacked on a social networking site'

Resource 7.5 - Case study 'Students are attacked on a social networking site'

Procedure

Read Case Studies 7.2, 7.3 and 7.4. Then consider the following issues:

- When does private chat with friends become public?
- Should cyberbullies be punished? If so, how?
- How useful are alternative forms of intervention, such as mediation between perpetrators and victims?

Debrief

The group explores what happened during the discussion; how it felt; were there any difficult emotions? How did individuals with different points of view experience the conclusion reached by the whole group?

Activity 7.4 'The legal situation'

Purpose

To help young people understand legal situation with regard to cyberbullying.

Resources

Resource 7.6 - Case study 'Taking legal action'

Procedure

Read Case Study 7.5 and then consider the following issues:

- What is the legal situation with regard to cyberbullying in your country?
- How effective is the law with regard to abuse of children by adults?
- When does private chat between two people who know each other become public?
- Was the legal action in this case appropriate and sufficient?

Debrief

The group explores what happened during the discussion about the legal situation in their country. Were there any difficult memories and emotions aroused during the discussion? Was there any sense that injustices remain? Was there a sense of the complexity of legislating in this area? How were differences of opinion handled within the group?

Activity 7.5 'Critique a cartoon'

Purpose

To enable young people to evaluate a cross-section of resources available for younger children by taking the perspective of children younger than themselves.

Resources

The web links and video clips included in this section or other resources of your own choice.

- <http://www.childnet-int.org/>
- <http://www.childnet-int.org/kia/primary/smartadventure/default.aspx>
- <http://www.11million.org.uk/content/all>

Procedure

- Divide the training group into smaller groups.
- Ask each group to examine the cartoon materials and the posters in this section and select one that they find especially useful for younger children.
- Ask each group to consider why they have chosen it.
- Why do they think that younger children would find it helpful?
- Would they change anything about these materials?

Debrief

The group discusses how they approached the task. To what extent were they able to empathise with the needs of younger children? Did they feel that their awareness was heightened?

Activity 7.6 'Design a poster'

Purpose

To enable young people to evaluate a cross-section of resources available for their age-group.

Resources

The web links and video clips provided in this section or other resources of your own choice

- <http://www.servicebureau.de/publication.php>
- <http://www.youtube.com/watchyourweb>
- <http://www.digizen.org.uk/cyberbullying/>
- <http://www.digitalparents.org/>

Procedure

- Ask the training group to divide into smaller working groups.
- Invite each group to examine the advice given to young people in this section and then to design their own creative ideas (e.g. a poster, cartoon, poem, story board, role play, skit, etc.).
- Ask each group to present their creative resource to the whole group.

Debrief

Each group discusses in plenary how they reached agreement on the most important issues to address in their creative resources. Were there any difficulties in achieving agreement? Was there a sense of accomplishment as they made their presentations? Having reviewed all the other groups' resources, are there any ways in which they might have carried out the activity differently?

Activity 7.7 'Can cybermentoring solve the problem?'

Purpose

To give young people the opportunity to reflect on and critique one peer support initiative against cyberbullying.

Resources

Resource 7.7 - Case Study 'The work of a CyberMentor'

Procedure

The training group is again divided into smaller groups and asked to discuss the concept of cybermentors as follows:

- How helpful do you think that a young CyberMentor can be?
- What are the advantages and disadvantages of this BeatBullying initiative?

Debrief

The group discusses how they felt when they watched the CyberMentors discussing their roles and responsibilities? Did members of the group feel that they might like to be involved in a similar scheme? Did they consider that CyberMentors would have greater empathy for the feelings of victims than adults do?

Activity 7.8 'Training and education'

Purpose

To enable young people to reflect on the role of education in raising awareness about cyberbullying and helping to prevent it.

Resources

Resource 7.8 - Case study 'Training children and young people, teachers and parents'

Procedure

- Read Case Study 7.7.
- Divide into groups and discuss.
- How useful is training of this type?
- Is there anything else that providers should be doing?

Debrief

The group discusses how they approached the task. Were they happy with what they discovered? Are there any ways in which they would have carried out training to counteract cyberbullying differently? Did they feel that more input by young people would have been beneficial?

Activity 7.9 'Plan a campaign for your school'

Purpose

To empower young people to take action in their own school.

Resources

The web links and video clips included in this section or other resources of your own choice.

- <http://www.seguranet.pt/>
- <http://www.antibullyingalliance.org>

Procedure

- Invite the group to consider how valuable these campaigns are and whether they should be more widespread.
- In small groups adapt the ideas shown in this section for a local campaign in your own school.

Debrief

In the plenary, share experiences of campaigns such as the Safer Internet Day or Anti-Bullying Week.

The group discusses how they themselves felt about the possibility of developing a campaign in their own school. Were there any difficult emotions aroused by this? Did they feel that they were sufficiently empowered in their school/s?

Resources

Overview:

Resource 7.1 'Cartoon illustrations of participant roles in bullying' (Almeida et al., 2001) provides examples of the range of participant roles that young people take in a bullying situation.

Resource 7.2 - Case study 'Abusing trust' exemplifies a story of a young girl which get cyberbullied by a former boyfriend.

Resource 7.3 - Case study 'Who are your real friends online?' illustrates an example of *gender bullying* in which young people engage in sexual name-calling, rumour-spreading and destruction of sexual reputations on the Internet or by mobile phone.

Resource 7.4 - Case study 'A teacher is attacked on a social networking site' illustrates that also teachers can be affected by cyberbullying.

Resource 7.5 - Case study 'Students are attacked on a social networking site' provides an example on in which ways students will be attacked.

Resource 7.6 - Case study 'Taking legal action' provides an example of taking legal action from real life.

Resource 7.7 - Case study 'The work of a CyberMentor' provides an example of peer support work by Alice, a 13-year-old CyberMentor.

Resource 7.8 - Case study 'Training children and young people, teachers and parents' provides guidelines for parents in relation to the safe and sensible use of mobile phones developed by The Irish Cellular Industry Association.

Resource 7.1 'Cartoon illustrations of participant roles in bullying' (Almeida et al., 2001)

(The Cartoons are reproduced with permission from Almeida and her colleagues⁽²⁾)



Resource 7.2 - Case study 'Abusing trust'

Annette has been going out with Tony for 2 months and they spend a lot of time together. He is always telling her how lovely she is and how much he likes to look at her. That makes her feel very happy. One evening, he confided to her that he would love to have a photograph of her naked. She was a bit reluctant at first but, because she loves him so much, agreed. He reassured her that this was their secret and special to them both. However, unknown to Annette, Tony told his friend, Harry, who asked Tony to send him the photo by mobile phone. Before long, the photo had circulated all over the school. Whenever Annette passed groups of her peers, they would snigger and call her unpleasant names. Annette was distraught and refused to go to school. Her parents were also deeply ashamed in their community.

Resource 7.3 - Case study 'Who are your real friends online?'

Jason, a 15-year-old, who uses a social networking site to interact with his peers was invited to be a 'friend' by a fellow student in his year whom he did not know well. He accepted the invitation and his privacy settings allowed the new 'friend' access to postings of other friends. The new 'friend' began to post personal comments about the sexual orientation of some of the people on the Jason's friends list. These comments were visible to all the people on his friends list. There was considerable distress amongst these targeted as the comments were very unpleasant. The situation spread out into the friendship group in the real world as Jason was accused of 'letting it happen'. Luckily he confided in his parents who worked with him to remove the 'friend' from his list and to deny access to Jason's account. They also facilitated a meeting amongst the real world friends to work out how the situation had developed and what could be done to prevent it happening in the future.

Resource 7.4 - Case study 'A teacher is attacked on a social networking site'

Mrs Brown, a teacher at Jason's school, was publically accused online of having favourites among the girls in her classes. Anonymous messages also spread the rumour that Mrs Brown was gay and made suggestive comments about her life-style and relationships. The gossip following from these postings was quickly disseminated throughout the whole school, making Mrs Brown's life unbearable. An investigation revealed the identities of the students who had started the false rumours. These students were excluded from school for a week. During that period, the Head Teacher called an Assembly. There he pointed out that Mrs Brown had actually been libelled and had the right to sue. He also pointed out that the students may have thought that they were having a private one-to-one conversation, but that the social networking format precludes privacy. A letter outlining the two incidents and the actions taken was sent to parents of all the students.

Resource 7.5 - Case study 'Students are attacked on a social networking site'

Gemma didn't tell anybody that she was being bullied online. But Dee, her older sister, happened to be in her room one time when an attack actually happened. Dee alerted their parents who in turn informed the school which has a well-established anti-bullying policy and a system of mediation in place. The girls who posted the attacks were identified. The Head Teacher then initiated mediation between the cyberbullies and Gemma in the presence of their respective families. To date, no further incidents have come to light. This does not, of course, mean that there have been no further attacks, but the school is actively monitoring the social networking sites involved.

Resource 7.6 - Case study 'Taking legal action'

In Ireland, a 27-year-old father was prosecuted for uploading offensive and obscene messages on a 16 year old girl's social networking page. It emerged in court that he had a relationship with the girl in real life but, was angry when she tried to end the affair. In revenge, he posted the messages about her online. The man was placed under the supervision of the Probation Service and had to pay compensation to the girl.

Resource 7.7 - Case study 'The work of a CyberMentor'

"Myself and the other CyberMentors can offer completely independent tips! We'll listen to anything you have to say! (With regard to) **secrets** There is a confidentiality agreement. We won't pass any information on, so none of your friends or your parents will find out about what was discussed. But if I think someone is in danger or in really big trouble then I can contact Beat Bullying <http://www.cybermentors.org.uk/>¹⁷ who run the site to get more advice, or get them to contact you to give some more expert help. I think the CyberMentors site is a really good idea and I reckon it could grow and become really popular! I'm really happy to be involved!"

¹⁷ <http://www.cybermentors.org.uk/>

Resource 7.8 - Case study 'Training young people, teachers and parents'

Education programmes to counteract cyberbullying tend to be situated in Personal, Social and Health Education and Citizenship Education. Such resources enable students to explore their attitudes and safety when using the Internet. Typical lesson plans and workshop materials enable the discussion and exploration of:

- students' personal safety issues when using the Internet;
- the opportunities and benefits of being online;
- the responsible use of social networking sites;
- procedures for protecting personal safety and security when online;
- students' awareness of the potential risks in disclosing personal information online and posting inappropriate photos.

References

- ¹ Salmivalli, C., Lagerspetz, K., Björkvist, K., Österman, K., & Kaukiainen, A. (1996). Bullying as a group process: participant roles and their relations to social status within the group, *Aggressive Behavior*, 20, 1-15.
- ² Almeida, A., Del Barrio, C., Marques, M., Gutiérrez, H., & Meulen, K. (2001). Scan- bullying: a script-cartoon narrative to assess cognitions, emotions and coping strategies in bullying situations. In Martinez, M. (Ed.) *Prevention and Control of Aggression and the Impact on its Victims*, pp. 161-168. New York: Kluwer Academic/Plenum Pub.
- ³ Irish Business and Employers Confederation (2009). New measures to combat bullying via mobile phones - ICIA [Electronic Version] (Retrieved September 7, 2009, from <http://www.ibec.ie/IBEC/Press/PressPublicationsDocLib3.nsf/vPages/BC0C90AD35B0B888802575D800597E9E?OpenDocument>).

Further reading and additional materials

There are many resources available for parents, young people, children and professionals and a selection is presented below.

- www.webwise.ie
- www.internetsafety.ie
- www.watchyourspace.ie
- <http://www.lse.ac.uk/collections/EUKidsOnline/>
- <http://www.teachernet.gov.uk/>
- <http://www.digizen.org.uk/cyberbullying/>
- <http://www.cybermentors.org.uk/>
- <http://www.digitalparents.org/>
- <http://www.bbcliv.com/>
- <http://www.antibullyingalliance.org/>
- <http://www.abc.tcd.ie>
- <http://www.spunout.ie/health/bullying/stop-bullying/70-1293>
- http://www.barnardos.ie/media_centre/our-latest-news/cyber-bullying-amongst-key-concerns-for-children-and-parents.html
- <http://www.connectsafely.org/>
- www.o2.ie/blockit
- <http://www.microsoft.ie/protect>
- www.inspireireland.com
- www.reachout.com
- www.bullyfreezone.co.uk
- www.childline.org/
- www.youngminds.org.uk/
- <http://www.parentline.org.uk/>
- <http://www.childrenslegalcentre.com/>
- <http://www.yourteenager.co.uk/>