

KidActions

Guidance for educators

Using the KID_ACTIONS Educational Toolkit

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This guide provides information, advice and suggested pathways for using the KID_ACTIONS educational toolkit, alongside several suggested activities specifically for educators to consider to support the use of the materials.

1. OVERVIEW

The KID_ACTIONS educational toolkit consists of **20 activities** that can be run with young people. These activities have been designed to be run as stand-alone sessions or can be linked together to form a programme of work with young people to explore cyberbullying through different foci.

Each activity consists of a session plan and supporting slide deck – additional resources such as worksheets are included within each slide deck. The session plan provides instructions for delivering a structured session, key discussion questions and specific learning objectives.

The toolkit aims to meet the following objectives:

- Recognise and understand the features, motives and contexts of cyberbullying situations.
- Identify sources of help/support and methods of building support networks.
- Explore the emotions present in cyberbullying situations and strategies to manage these emotions.
- Develop strategies for responding to cyberbullying in ways that improve the outcomes for all involved.
- Consider opportunities for awareness raising in communities that young people belong to, online and offline.

1.1. Foci

The toolkit is organized into three foci:

1. **Understanding Cyberbullying** – activities that focus on the nature of cyberbullying and the experiences that young people have online in related to cyberbullying behaviour.
2. **Preventing Cyberbullying** – activities that explore strategies for individuals and groups to spot and intervene in online situations where cyberbullying may take place. Some activities focus on how awareness raising in online and offline communities can help prevent cyberbullying situations from developing or escalating.
3. **Responding to Cyberbullying** – activities that can equip young people with practical strategies for responding to cyberbullying situations in a variety of roles; including as a target or as a bystander. This includes methods for managing emotional responses, seeking help and offering support to others.

While activities sit within one of the three foci described above, most activities cover more than one of these three foci; some activities cover all three. Each activity is tagged with the relevant foci that the session explores. While activities can be run in any order, it is recommended that you start with one or more activities from the ‘**Understanding**’ section in order to establish a common recognition between you and your learners of what cyberbullying is.

There is no expectation to run all the activities contained in the educational toolkit – selecting activities that meet the specific needs of your learners is preferable and more effective. Some

suggested pathways through the toolkit are also included in this guidance to provide ideas of how the activities can be used to support specific objectives.

1.2. Social and Emotional Learning (SEL)

In addition to the three foci, activities also explore aspects of Social and Emotional Learning (SEL). The education toolkit provides an SEL approach based on the CASEL model:

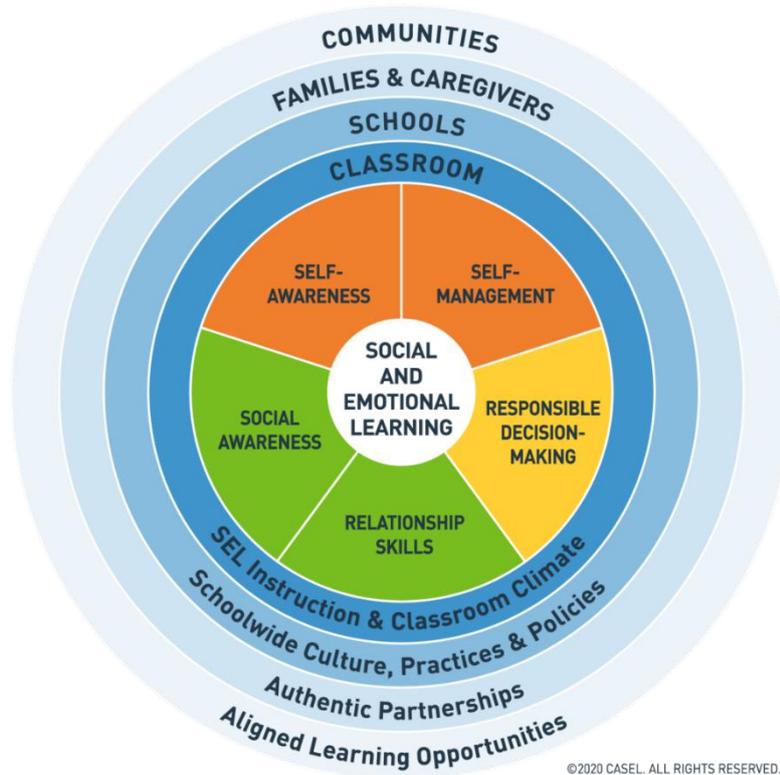


Figure 1: *The CASEL SEL Framework (2020)*

This model outlines five key competence areas:

1. **Self-awareness:** The abilities to understand one's own emotions, thoughts and values and how they influence behaviour across contexts.
2. **Self-management:** The abilities to manage one's emotions, thoughts and behaviours effectively in different situations to achieve goals and aspirations.
3. **Social awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts.
4. **Relationship skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
5. **Responsible decision-making:** The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations.

Developing SEL in young people is crucial for a number of reasons:

- Recognising and positively managing cyberbullying scenarios that they may encounter,
- Developing greater empathy and emotional intelligence that can help them develop and maintain healthy relationships, both online and offline,
- Identifying and making responsible and reasoned decisions (online and offline), where the potential consequences to their own and others' safety and well-being is considered.

Each of the activities in the educational toolkit is also tagged with the relevant SEL areas. Therefore, if you are approaching cyberbullying from an SEL-focused perspective, you can identify activities that specifically cover the SEL skills that your learners would benefit from exploring.

1.3. Age groups

Finally, the toolkit activities are also tagged based on suitability for two different age groups: **ages 11-13** and **ages 14-19**. The majority of the activities are suitable for both age groups, but it is recommended that you review activities prior to delivering them to young people to ensure that they are suitable.

2. BEFORE YOU START USING THE EDUCATIONAL TOOLKIT

The following activities are recommended before using the activities in the KID_ACTIONS educational toolkit:

- **Read the Child Protection guidance:** Exploring cyberbullying issues with young people can lead to sensitive discussions where they may disclose details that require a response in order to protect them or other young people. Therefore, it is crucial that you read the supporting Child Protection Guidance and consider your school's own child protection policies and procedures for handling disclosures.
- **Read 'D2.4: Multidimensional methodology and sociotechnical requirements':** Section 2 of the guidance, Desk Research (starting on page 11) provides useful background information on the nature of cyberbullying.
- **Consider the existing knowledge and needs of your learners:** Before running any sessions with young people, you may wish to take some steps to gauge their existing knowledge of cyberbullying and any prior teaching they have received on this topic. You could run this as an informal discussion or put together a short survey for your learners to answer that will inform your approach.
- **Explore the activities and educational tools:** It is recommended to explore the activities before use in order to ensure that they are suitable for your learners and that you are familiar with how the sessions are run. If you are intending to use any of the educational tools with your learners, it is highly recommended to explore these tools yourself and consult the supporting guides that accompany each educational tool.

3. SUGGESTED PATHWAYS FOR USING THE TOOLKIT

Below are five suggested pathways through the toolkit based on different objectives. These are suggestions and can be developed further if required, depending on the time available to run sessions and the specific needs of your learners.

3.1. Pathway 1 : Understanding the nature of cyberbullying

1. U1 – Defining Cyberbullying
2. U3 – KaMoT- The language of cyberbullying
3. U5 – Early warning signs
4. P2 – Your best self
5. R5/R6 – Exploring the roles of cyberbullying

3.2. Pathway 2 : Developing strategies to respond to cyberbullying

1. U1 – Defining Cyberbullying
2. P2 – Your best self
3. R3 – Take a meta-moment
4. R4 – Stepping in
5. R8 – A helping hand

3.3. Pathway 3 : Using the KID_ACTIONS educational tools to explore cyberbullying

1. U1 – Defining Cyberbullying
2. R5 – Rocket.chat – Exploring the roles in cyberbullying
3. P3 – CREENDER – Cyberbullying through comments
4. R7 – High School Superhero – From negative to positive
5. U6 - KaMoT- Using tools to spot cyberbullying

3.4. Pathway 4 : Raising awareness of cyberbullying in communities

1. U1 – Defining Cyberbullying
2. U2– Understanding online experiences
3. P1 – Who are your role models?
4. R9 - Who’s on my team?
5. P5 – Successful campaigns

3.5. Pathway 5 : Developing strategies to manage emotions

1. U1 – Defining Cyberbullying
2. U5 – Early warning signs
3. P2 – Your best self
4. R3 – Take a meta-moment
5. R7 – High School Superhero – From negative to positive

4. USEFUL ACTIVITIES FOR YOU

The following activities are useful to consider for your own practice as an educator in terms of how you approach educating young people (and others) about cyberbullying. You may wish to carry out these activities prior to using the educational toolkit.

4.1. Working with parents/carers

Most cyberbullying incidents happen outside of school yet may often involve learners who know each other from school. Cyberbullying issues often intrude on school life and affect the well-being and safety of young people, so it is important to take steps to help them resolve cyberbullying issues wherever possible.

Parents and carers play a key part in this process. Consider carefully these questions with regards to communication with parents/carers of the young people you work with:

- How does your school/organisation provide regular advice/information to parents/carers? (e.g. newsletter, emails, website, through school/organisation social media pages/accounts, etc.)
- Do all parents/carers know how to report (and who to report to) if they have concerns about bullying or cyberbullying involving their child?
- How and when are parents/carers informed if your school/organisation is managing a bullying or cyberbullying incident involving their child?
- What is being done/could be done to encourage parents/carers to discuss cyberbullying with their child regularly?

4.2. Capturing evidence and getting help

It is important to understand how evidence of cyberbullying can be captured, and to help young people understand these methods too in order to help them collect evidence of cyberbullying when they see it online or become involved in a cyberbullying situation.

There are many ways of capturing evidence of bullying behaviour online. Here are some of the most common:

- Taking a screenshot on a phone, tablet or games console.
- Pressing the 'Print Screen' (PrtSc) key on a computer keyboard to take a screenshot.
- Using a video capture app/program to record a video of everything displayed on-screen.
- Using video capture tools on a games console such as Xbox, PlayStation or Switch.
- Saving a chat log/message log from a messaging or chat app.
- Taking a photo of a screen using a separate camera or device.
- Saving copies of photos or other offensive content that has been sent as part of the cyberbullying.
 - **Please note: The creation and sharing of nude or indecent images/videos of young people can sometimes form part of cyberbullying behaviour. Care must be taken when advising young people to capture evidence of this nature, as these images may break the law. Make yourself familiar with your national laws around this type of content, and who you can seek further advice/help from if required (e.g. local law enforcement).**

You may wish to take time with your learners to explore how to use the above methods on different devices – you could ask them to research online and create a short 'how-to' guide or video that could be shared with other young people and parents/carers.

It can also be beneficial to take time to explore with young people where the reporting tools are on their favourite games, apps and online services. Knowing how to find and use these tools can help empower young people to report cyberbullying behaviour against themselves or others.