D4.2: Educational Toolkits

KidActions

Project acronym: KID_ACTIONS

Project full title: Kick-off preventIng and responDing to children and AdolesCenT cyberbullyIng through innovative mOnitoring and educatioNal technologieS

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SUMMARY OF MODIFICATIONS

Version	Date	Author(s)	Summary of main changes
0.1	24/03/2022	Gareth Cort (EUN) and Sabrina Vorbau (EUN)	First draft of the deliverable shared by all partners
0.2	29/03/2022	Alessia Torre (FBK), Sara Tonelli (FBK), Anna Benedetti (DPO – FBK) Olivia Balagna (PAT), Francesca Cesarotti (AMN), Rita Marques (YEU), John Stringer (DPO – EUN)	Round of review performed by at least one person per partner
0.3	30/03/2022	Gareth Cort (EUN)	Integration of feedback and comments received from partners and DPOs. Final draft of the deliverable.
1.0	31/03/2022	Alessia Torre (FBK)	Final version and submission

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LIST OF ABBREVIATIONS

Abbreviation	Meaning
AMN	Amnesty International Italy
EUN	European Schoolnet
FBK	Fondazione Bruno Kessler
KAMoT	KID_ACTIONS Monitoring Tool
KID_ACTIONS	Kick-off preventing and responding to children and AdolesCenT cyberbullying through innovative mOnitoring and educatioNal technologieS
PAT	PROVINCIA AUTONOMA DI TRENTO
SEL	Social and Emotional Learning
YEU	Youth for exchange and understanding

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Funded by the Rights, Equality and Citizenship Programme (2014-2020) of the European Union

EXECUTIVE SUMMARY

The goal of the KID_ACTIONS project is to address cyberbullying among children and adolescents (between the age of 11 and 19) through interactive education and gamification tools within formal and non-formal learning settings at the EU level. The project runs for two years, and we are currently in the second year of the project.

By addressing cyberbullying in innovative ways, the main aim is to: 1) have a better understanding of the phenomenon of cyberbullying among young people, and of the ways to empower them to respond; 2) use a co-creative and evidence-based approach to combat cyberbullying through education, which will be formed through the interaction with a diverse group of education stakeholders and 3) expand cross-border and cross-sectional cooperation in the fight against cyberbullying. The partners of the project, Fondazione Bruno Kessler (FBK), Provincia Autonoma di Trento (PAT), Amnesty International Italy (AMN), Youth for exchange and understanding (YEU) and European Schoolnet (EUN), worked together to create digital and non-digital tools that will be included in the KID_ACTIONS educational toolkits and the KID_ACTIONS Digital Education Platform. The educational toolkits were co-created with educational staff, children, and adolescents.

This report summarises the concept and methodology underpinning the KID_ACTIONS educational toolkits, as well as the structure of the toolkits' materials. Details of accompanying didactic guidance for teachers and non-formal educators are also provided.

The KID_ACTIONS educational materials, available in English will be launched on 31 March 2022 on the KID_ACTIONS project website (www.kidactions.eu). A version in two additional languages (Italian and French) will be added in the course of April 2022, as well as printed and used in the context of the upcoming "Train-the-Trainers" activities (Task 4.2).

1.   TOOLKIT OVERVIEW

The KID_ACTIONS educational toolkits (D4.2) is one of the key outputs of the KID_ACTIONS project, to be used in conjunction with the digital tools provided on the Digital Education Platform. The aim of the educational toolkits is to counter peer violence amongst young people, discrimination and intolerance, as well as break down stereotypes both offline and online.

The KID_ACTIONS educational toolkits consist 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. A number of activities directly relate to the use of the digital tools provided on the Digital Education Platform, to provide context and direction for the use of those tools to meet specific learning objectives.

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 educational toolkit aims to meet the following goals:
- 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 educational toolkits intend to address cyberbullying through three distinct but interconnected foci: **understanding**, **preventing** and **responding**.

Evidence collected from the 'Semi-structured interviews with key experts' (D2.2) highlighted the need for educational materials that give particular focus to **responding** to cyberbullying incidents (both for youth and the adults who work with them) as well as ongoing work to **understand** the online spaces inhabited by young people and developing strategies for **preventing** cyberbullying incidents.

Responses from 'Focus groups for stakeholders and target groups – needs assessment' (D2.1) also highlighted a need for greater awareness and training in **all three foci** for those who work with youth outside of a formal educational setting (i.e. youth workers).

Data gathered from 'Online survey on youngsters' perception of the phenomenon' (D2.3) suggests that developing effective strategies to manage and **respond** to cyberbullying incidents, and for young

people to be taken seriously and supported by adults (particularly parents), are key areas of concern for young people. The concept of learning how to treat everyone with **respect** was also an important theme.
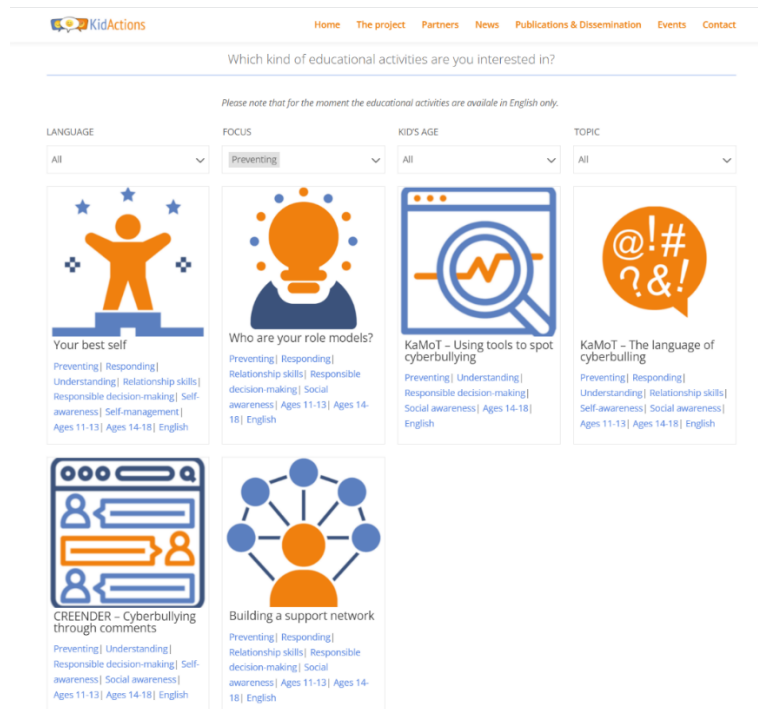

Figure 1 An example of the activities for one focus (Preventing) on the KID_ACTIONS educational toolkits

The educational toolkits are therefore organised into three specific foci:

1. **Understanding Cyberbullying** – activities that focus on the nature of cyberbullying and the experiences that young people have online in relation 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 both teachers and non-formal educators start with one or more activities from the '**Understanding**' section in order to establish a common recognition between themselves and their learners on the nature of cyberbullying and the experiences that young people have of this phenomenon.

There is no linear path through the toolkit, nor is there an expectation to run all the activities contained in the educational toolkit – both teachers and non-formal educators are encouraged to select activities that meet the specific needs of their learners or the specific objectives they may have in mind for learners (for example, developing a greater range of strategies for young people on how to respond

to cyberbullying). However, the activities in each of the three foci have been organised to provide some progression of thinking through each specific focus.

The activities have been assigned a letter (**U – Understanding, P – Preventing, R – Responding**) and number to indicate the focus and order within that focus (i.e. U1 – Defining Cyberbullying is the first activity in the 'Understanding' focus of the toolkit).

To assist teachers and non-formal educators in using the toolkits with young people, suggested pathways are provided in the accompanying didactic guidance. Examples of these suggested pathways are included in sections 2.1.1-2.1.5 of this report.

1.2. Social and Emotional Learning (SEL)

Running parallel the three foci is the need to address cyberbullying via different strategies in different social domains: **self**, **peers/social groups** and **community**. Consideration of cyberbullying issues through these three domains allows young people to learn how to protect themselves from cyberbullying, how and when to intervene to support others being cyberbullied, and to empower young people to make positive change in their relationships, groups and communities (online and offline).

Therefore, in addition to the three foci, activities are also categorised by key aspects of Social and Emotional Learning (SEL). The education toolkits provide an approach based on the CASEL Model:
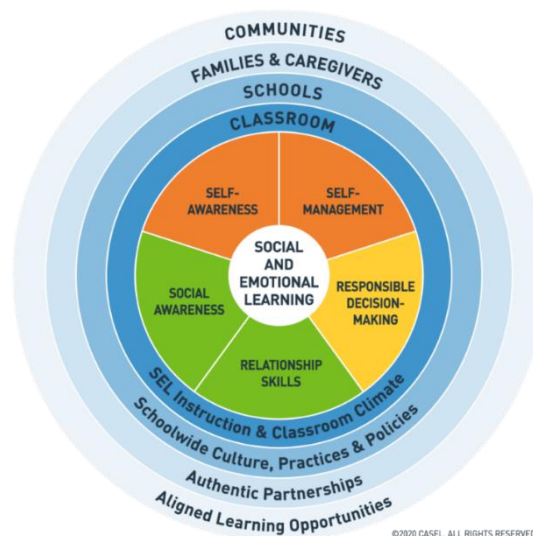
Figure 2 The CASEL SEL Framework (2020)

This model outlines five key competence areas:

1. **Self-awareness:** The ability to understand one's own emotions, thoughts and values and how they influence behaviour across contexts.
2. **Self-management:** The ability to manage one's emotions, thoughts and behaviours effectively in different situations to achieve goals and aspirations.
3. **Social awareness:** The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts.

4. **Relationship skills:** The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

5. **Responsible decision-making:** The ability to make caring and constructive choices about personal behaviour and social interactions across diverse situations.

These five key competence areas represent the **'self'** domain, the surrounding rings of 'classroom', 'schools' and 'families & caregivers' represent the **'peer/social groups'** domain, and the 'community' ring represents the **'community'** domain.

Developing SEL in young people is important 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 are considered.

Each of the activities in the educational toolkits is therefore also tagged with the relevant SEL areas. This enables teachers and non-formal educators to approach cyberbullying from an SEL-focused perspective to identify activities that specifically cover the SEL skills that their learners would benefit from exploring and developing.

1.3. Age groups

Finally, the educational toolkits' activities are also tagged (and can be organised) based on suitability for two different age groups: the Kids Kit (i.e. beneficiaries **aged 11-13**) and the Teenagers Kit (i.e. beneficiaries **aged 14-19**).

As the majority of the activities are suitable for both age groups, it was decided that two fully separate toolkits (for ages 11-13 and 14-19) were unnecessary, due to the level of duplication of materials that would exist between the two toolkits. As cyberbullying is a highly contextual phenomenon, the same activities can be used with beneficiaries in both age groups, as the resulting discussions and strategies that form the output of these sessions would be based on beneficiaries' experiences. However, the didactic guidance recommends that teachers and non-formal educators review the educational toolkit activities prior to delivery to ensure that they are suitable for their learners.

2. SUPPORTING MATERIALS

In addition to the educational toolkits, the following materials/resources support the delivery of the educational toolkits' activities:

- *'Guidance for educators: Using the KID_ACTIONS Educational Toolkits'* (didactic guidance);
- *'Child Protection Guidance: Safeguarding youth when using the KID_ACTIONS Educational materials';*
- Digital tools provided on the Digital Education Platform.

The following sections briefly summarise each resource. Full copies of the didactic guidance and child protection guidance are provided in Annex 1 and 2 respectively.

2.1. Guidance for educators: Using the KID_ACTIONS Educational Toolkits

This didactic guidance, suitable for both teachers and non-formal educators, provides an overview of the methodology underpinning the educational toolkits, the structure of the educational toolkits, important steps to take prior to using the toolkits and useful activities that educators may wish to undertake for their own benefit and understanding.

The guidance also provides suggested pathways suitable for both teachers and non-formal educators to consider for working through the toolkits with young people in order to meet specific objectives.
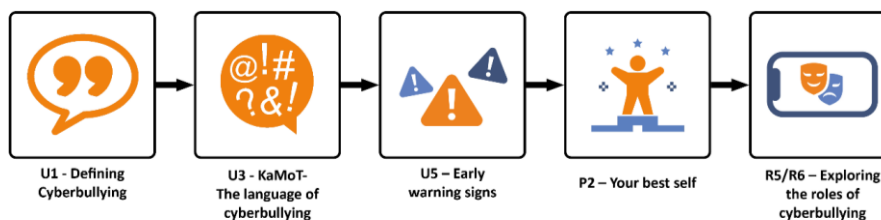

Figure 3 An example of a pathway through the educational toolkits

These suggested pathways are provided in the following subsections:

2.1.1. Pathway: 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

2.1.2. Pathway: 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

2.1.3. Pathway: Using the KID_ACTIONS digital 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

2.1.4. Pathway: 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

2.1.5. Pathway: 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

2.2. 'Child Protection Guidance: Safeguarding youth when using the KID_ACTIONS Educational materials'

This guidance provides key considerations and suggested activities for teachers and non-formal educators to explore prior to using, and while using both the educational toolkits and digital tools with young people.

2.2.1. Suggested steps

The suggested steps included in the guidance are summarised in the table below:

Suggested Step	Description	Purpose
Set clear ground rules	Establishing and agreeing on rules with young people that underpin all delivered educational activities on cyberbullying.	These rules set the expectations of participation and conduct in any educational activities involving young people. This can empower youth to engage in sensitive discussions about cyberbullying but also empower them to make disclosures about issues affecting them.

Creating a safe space	Introduce the key principles of 'safe spaces' in school to discuss sensitive topics such as cyberbullying.	When combined with established ground rules, safe spaces (online and offline) can allow greater exploration of cyberbullying and enable young people to engage in role-play scenarios in which cyberbullying behaviour (and its effects) can be discussed in more detail.
Using the educational tools safely	Advice for teachers and non-formal educators on using digital tools with young people safely.	This advice gives all educators examples of good practice when using digital tools to explore sensitive issues like cyberbullying. This includes measures such as ensuring that the digital tools are only used for specific purposes, and within agreed educational activities.
Ending the session safely and debriefing	Advice for teachers and non-formal educators on ensuring young people are debriefed at the end of any educational activity on cyberbullying.	Discussing cyberbullying can be uncomfortable and upsetting to some young people. It is important to ensure young people are debriefed and do not leave any educational activity feeling worse than when they started. Debriefing provides an additional opportunity for young people to ask questions or make disclosures.
Handling disclosures	Important steps for all educators to take into account when handling a disclosure made by a young person.	Child protection approaches can vary by school, non-formal setting, region and country. The provided steps give good practice approaches to handling child protection disclosures that may be made in response to any educational activity exploring cyberbullying.

Table 1 Overview of the suggested steps for educators in the KID_ACTIONS Child protection guidance

2.2.2. Additional activities

Three activities provided to teachers and non-formal educators allow them to consider/develop a clear procedure for responding to cyberbullying incidents or disclosures, ensure that they are fully prepared before using the KID_ACTIONS educational materials, and encourage all educators to ensure they know where to seek further help and support for a young person facing difficulties with regards to cyberbullying.

2.3. Digital tools provided on the Digital Education Platform

The Digital tools on the KID_ACTIONS Digital Education Platform can be used alongside the educational toolkits' activities – a number of activities directly related to the use of the digital tools. Further information about the nature of the functionality of the digital tools is available in 'D3.1: Preliminary version of the KID_ACTIONS monitoring and awareness-raising components'.

For the purposes of this report, a short summary of each digital tool is provided in the table below, followed by a table detailing the educational toolkits' activities directly related to the use of each digital tool.

Digital Tool	About the tool
KID_ACTIONS Monitoring Tool (KAMoT)	A social media-monitoring tool, that aims to collect cyberbullying examples from Twitter to create a knowledge store for the project
Rocket.Chat	An open-source customizable communication platform that aims to engage teenagers in building educational paths and participating in awareness-raising activities. This tool has the look and feel of a chat room, and it allows teenagers to join private channels and interact anonymously. Every user receives a pre-defined role and a plot to start the chat conversations.
CREENDER	An annotation tool that aims to raise awareness on images posted online and the comments written by young people
High School Superhero	A role-playing game that aims to engage players to change messages in the game (from other avatars or graffiti messages) if they are perceived to be offensive

Table 2 Overview of the KID_ACTIONS digital tools available on the Digital Education Platform

Educational Activity	Digital tool	About the activity
U6 Using tools to spot cyberbullying	KAMoT	Learners explore cyberbullying language and design their own concept tool to identify cyberbullying behaviour.
U3 The language of cyberbullying	KAMoT	Learners explore cyberbullying language as well as the patterns in cyberbullying behaviour captured by the KaMoT tool.
R5 Exploring the roles in cyberbullying R6 Exploring the roles through offline role-playing	Rocket.Chat	Learners role-play cyberbullying scenarios through the Rocket.Chat tool to explore the roles in cyberbullying and the feelings and responses of people in those roles.
P3 Cyberbullying through comments /	CREENDER	Learners use the CREENDER tool to consider the motives behind cyberbullying comments, and the contexts in which this behaviour may take place.
U4 The big debate	CREENDER	Learners use the premise of the CREENDER tool to debate a statement on the right to freedom of expression versus the right to privacy, in relation to cyberbullying behaviour.
R7 From negative to positive	High School Superhero	Learners use one of the in-game activities as a stimulus for considering strategies to positively respond to cyberbullying comments.

Table 3 Overview of the educational activities connected to the digital tools

3. COMPLETED EDUCATIONAL TOOLKITS ACTIVITIES

In this section, full details are provided for the twenty educational activities that form the KID_ACTIONS educational toolkits.

The table below summarises the distribution of activities across the two age groups (ages 11-13 and ages 14-19), the three key foci (Understanding, Preventing, Responding) and the five key SEL competences (Self-awareness, Self-management, Social awareness, Relationship skills and Responsible decision-making).

Activity	Ages	Focus	SEL
U1 - Defining cyberbullying	11-13 14-19	Understanding	Self-awareness Social awareness
U2 - Understanding online experiences	11-13 14-19	Understanding	Self-awareness Social awareness Relationship skills
U3 - KaMoT - The language of cyberbullying	11-13 14-19	Understanding Preventing Responding	Self-awareness Social awareness Relationship skills
U4 - CREENDER - The big debate	11-13 14-19	Understanding Responding	Self-awareness Social awareness Relationship skills
U5 - Early warning signs	11-13 14-19	Understanding Responding	Self-awareness Social awareness Relationship skills Responsible decision-making
U6 - KaMoT - Using tools to spot cyberbullying	14-19	Understanding Preventing	Social awareness Responsible decision-making
P1 - Who are your role models?	11-13 14-19	Preventing Responding	Social awareness Relationship skills Responsible decision-making
P2 - Your best self	11-13 14-19	Understanding Preventing Responding	Self-awareness Self-management Relationship skills Responsible decision-making
P3 - CREENDER - Cyberbullying through comments	11-13 14-19	Understanding Preventing	Self-awareness Social awareness Responsible decision-making
P4 - Building a support network	11-13 14-19	Preventing Responding	Social awareness Relationship skills Responsible decision-making
P5 - Successful campaigns	14-19	Preventing Responding	Self-awareness Social awareness

			Responsible decision-making
R1 - Your moral compass	14-19	Understanding Responding	Self-awareness Self-management Social awareness Responsible decision-making
R2 - Meeting in the middle	14-19	Preventing Responding	Self-awareness Social awareness Relationship skills
R3 - Take a meta-moment	11-13 14-19	Understanding Preventing Responding	Self-awareness Self-management Responsible decision-making
R4 - Stepping in	11-13 14-19	Preventing Responding	Self-awareness Self-management Responsible decision-making
R5 - Rocket.Chat - Exploring the roles in cyberbullying	14-19	Understanding Preventing Responding	Self-awareness Self-management Relationship skills
R6 - Exploring roles through offline roleplay	11-13 14-19	Understanding Preventing Responding	Self-awareness Self-management Relationship skills
R7 - High School Superhero - From negative to positive	11-13	Preventing Responding	Self-awareness Self-management Social awareness Relationship skills
R8 - A helping hand	11-13	Responding	Self-awareness Relationship skills Responsible decision-making
R9 - Who's on my team?	11-13 14-19	Preventing Responding	Social awareness Relationship skills Responsible decision-making

Table 4 Summary of the KID_ACTIONS Educational Toolkit activities

3.1. U1 – Defining Cyberbullying

Lesson: **Defining Cyberbullying**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **35 minutes**

Learning outcomes:

Learners will be able to:
- **Identify the key characteristics of cyberbullying behaviour.**
- **Contribute to a class/group agreed definition of cyberbullying.**

Key vocabulary: **cyberbullying, bullying, threaten, target, repeated, purposeful, harassment, discrimination, stereotypes, well-being, hate speech, human rights, illegal.**

Resources: **Google Slides, sticky notes or large sheets of paper, pens.**

Key questions:
- What do you think cyberbullying is?
- How can cyberbullying occur and who is involved?
- How can cyberbullying make someone feel?
- Is something still cyberbullying if the person targeted isn't affected?
- What are the key features of cyberbullying?
- How would you define cyberbullying?

Activity plan:

Starter activity (10 minutes)

Inside the mind of a bully

Explain to young people that this session is about exploring what cyberbullying is creating an agreed definition.

Group the young people into small groups of 3-4. Provide each group with sticky notes, a large sheet of paper, and pens. Ask young people to imagine that they are a bully and to consider every way possible that they could use technology to bully someone.

In the middle of their paper, they should write the question, 'How can someone be cyberbullied?' and then write down as many ways as they can think of onto the sticky notes and place them on the paper. Encourage young people to be as creative as possible in the ways that technology could be used to bully someone.

After five minutes, ask groups to share some of their ideas. Some groups may have found this challenging - it is not natural to spend time thinking about how to make someone else feel bad! Slide 7 provides a list of some possible ways - did they think of these, or of any that have not been listed? Ask young people how someone might feel to be targeted by the behaviours they have listed.

Explain that cyberbullying can happen in many different ways and can be very different for each person targeted depending on the context and other people who are involved. While considering many different ways to cyberbully is not a comfortable exercise, it is important in order to help be aware of the many ways it can occur in order to develop strategies to prevent and respond to it in ways that help anyone targeted by this kind of behaviour.

If you have time and wish to extend young people's thinking, ask them to rank the different cyberbullying methods in different ways e.g. most common to least common (in their experience), and most harmful to least harmful.

Activity (15 minutes)

Do we agree?

Using slide 8, show young people the findings from the KID ACTIONS desk-based research on what cyberbullying is and how it can occur.

Explain that there is no commonly agreed definition of cyberbullying, but there are a number of things that most experts agree happen in cyberbullying behaviour. Ask young people if they agree with these factors - e.g. do they think that behaviour online needs to be repeated in order to be cyberbullying, or can 'one-off' situations also constitute cyberbullying? How would they distinguish between bullying behaviour from someone known to the target, as opposed to bullying behaviour from a stranger online?

As a whole group, work together to try to create a shared definition of what cyberbullying is. You may wish to record this on a large whiteboard and invite young people to come up and amend/change the definition based on their thoughts. Continue until there is a general agreement across the group. You may wish to steer young people towards creating a broad definition so that it can encompass a wide variety of behaviours.

Ask young people to look again at the definition they wrote down at the start of the session - does it still make sense to them, or is the group's shared definition more helpful?

Plenary (10 minutes)

Remind young people that their agreed definition will be referred to in order to guide future learning around cyberbullying.

Ask them for creative ways that could help them remember the agreed definition for future sessions. They might wish to create a poster or card, or create some form of online content such as a graphic, meme, voice note etc.

These methods can also be used to help share the definition with the community to raise awareness of cyberbullying.

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Defining Cyberbullying

Understanding
Ages 11-13, Ages 14-18

Defining Cyberbullying

Timing: 25 minutes

Learning outcomes:

Learners will be able to:
- Identify the key characteristics of cyberbullying behaviour.
- Contribute to a class/group agreed definition of cyberbullying.

Key vocabulary: cyberbullying, bullying, threaten, target, repeated, purposeful, harassment, discrimination, stereotypes, well-being, hate speech, human rights, illegal.

Resources: Sticky notes, large sheets of paper, pens.

Key Questions

- What do you think cyberbullying is?
- How can cyberbullying occur and who is involved?
- How can cyberbullying make someone feel?
- Is something still cyberbullying if the person targeted isn't affected?
- What are the key features of cyberbullying?
- How would you define cyberbullying?

Inside the mind of a bully

Imagine you are a bully.

How many different ways can you think of to bully someone using the internet and technology?

Record your ideas on your sheet of paper.

Inside the mind of a bully

Photos
Edited images
Audio messages
Fake web pages
Videos
Memes
Public messages
Coded messages
Private messages
Spreading rumours
Exclusion
Fake accounts
Hate speech
Harassing behaviour

Do we agree?

There is no commonly agreed definition of cyberbullying.

This definition comes from the KidActions research report.

Do you agree with this definition?

"Cyberbullying refers to intentional and repeated harm that others inflict via a digital device."

(Hinduja and Patchin, 2009)

Our shared definition

Let's create a definition we all agree on:

Cyberbullying is…

How can we remember?

What could you create or do to help you remember our shared definition?

Cyberbullying is…

What is Cyberbullying?

3.2. U2 – Understanding online experiences

Lesson: **Understanding online experiences**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **60 minutes**

Learning outcomes:

Learners will be able to:
- **Name online spaces/activities they enjoy and explain why they are enjoyable.**
- **Identify the challenges young people may face in these spaces/activities.**
- **Define how they want adults to help and support them online.**

Key vocabulary: **cyberbullying, activities, enjoyment, fun, challenges, risks, difficulties, worries, help, support, strategies.**

Resources: **Google Slides, 'My online life' planning sheet (slide 5)**

Key questions:
- What do you enjoy doing online?
  - Which games/apps do you use to enjoy these activities?
  - Whom do you enjoy these activities with?
- Why are these activities enjoyable to you (and other young people)?
- What challenges do you/could you face?
  - What do you do to protect yourself and others from these challenges?
- What can adults do to help you enjoy these activities safely and positively?
- What could the internet industry do to help you enjoy these activities safely and positively?

Activity plan:

Starter activity (5 minutes)

Would you rather…?

Ask learners to stand in a group. Read out the following questions and ask learners to stand on the left-hand side of the room if they choose the first option, and stand on the right-hand side of the room if they choose the second option:
- YouTube or Netflix?
- Funny pictures or funny videos?

- No internet for a week or no friends for a month?
- Go online for 24 hours straight or detox for 24 hours?
- Music streaming or video streaming?
- Gaming or social media?
- Be 'you' online or be someone different online?
- *Add any further choices that are relevant to your learners, or ask them to suggest a choice of two online activities for other learners to select from.*

Activity (40 minutes)

My online life

Explain to learners that this session is an opportunity to explore what they enjoy doing online and why they enjoy those activities. They will also consider the challenges or risks they might face in these activities and how they would like adults and others to help and support them.

The aim is to produce something that can be shared with parents/caregivers or adults who work with learners to help them to better understand young people's online experiences.

A worksheet is provided on slide 5 to plan ideas and thoughts. Depending on the time available, this worksheet could be the final output of the activity, or it could be used to plan something more creative such as a poster, an infographic, a song/rap/poem or other forms of creative media that could be shared – either online or offline.

Learners should work in small groups of 2-4 to discuss their favourite online activities and record these on the 'My online life' worksheet. They may wish to record their individual thoughts and responses or the most popular ideas from their group.

They should also work together to identify the risks/challenges they face during these activities and strategies/tips they know to help reduce or manage those risks.

Finally, they should record ideas for how they want trusted adults to help and support them online (e.g. talk regularly about my online experiences, be interested, do not be judgmental, etc.). If time allows, encourage learners to consider what steps they would like the game/app providers to take to help them enjoy their favourite online activities more safely.

Plenary (15 minutes)

Provide each group of learners with an opportunity to share what they have created with the whole group. If there is not sufficient time at the end of this session, you may wish to plan for learners to share their creations and ideas in a future session.

Discuss with learners if any of their creations are suitable to be shared more widely e.g. through social media platforms or video-sharing sites, or through other methods of communication that might reach parents/caregivers.

KidActions

Understanding online experiences

Understanding
Ages 11-13, Ages 14-18

Understanding online experiences

Timing: **60 minutes**

Learning outcomes:

Learners will be able to:

- **Name online spaces/activities they enjoy and explain why they are enjoyable.**
- **Identify the challenges young people may face in these spaces/activities.**
- **Define how they want adults to help and support them online.**

Key vocabulary: **cyberbullying, activities, enjoyment, fun, challenges, risks, difficulties, worries, help, support, strategies.**

Resources: **'My online life' planning sheet (slide 5)**

Key Questions

- What do you enjoy doing online?
  - Which games/apps do you use to enjoy these activities?
  - Who do you enjoy these activities with?
- Why are these activities enjoyable to you (and other young people)?
- What challenges do you/could you face?
  - What do you do to protect yourself and others from these challenges?
- What can adults do to help you enjoy these activities safely and positively?
- What could the internet industry do to help you enjoy these activities safely and positively?

Would you rather...?

Consider these choices.

Stand on the left-hand side of the room for **choice 1** and the right-hand side of the room for **choice 2**.

- **YouTube** or **Netflix?**
- **Funny pictures** or **funny videos?**
- **No internet for a week** or **no friends for a month?**
- **Go online for 24 hours straight** or **no internet for 24 hours?**
- **Music streaming** or **video streaming?**
- **Gaming** or **social media?**
- **Be 'you' online** or **be someone different online?**

My online life

My favourite apps/games:

Why I enjoy these:

Challenges/risks I face online:

How I manage these risks:

How I want adults/others to help me:

Share your ideas

Share your thoughts and ideas with the group.

How could these be shared with others in your community?

3.3. U3 – KaMoT - The language of cyberbullying

Lesson: **The language of cyberbullying**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **40 minutes**

Learning outcomes:

Learners will be able to:
- **Recognise patterns in language used in cyberbullying.**
- **Consider advice for their peers and others on how to respond to cyberbullying language.**

Key vocabulary: **cyberbullying, hate speech, linguistics, patterns, behaviour, keywords, responding, positively challenge, reporting.**

Resources: **Google Slides**

Key questions:
- What sort of words does a cyberbully use?
- How could we spot these words online? (e.g. social media, online games, chat forums, etc.)
- Are there patterns in how cyberbullies behave and vocalise their attacks?
- How would you respond to cyberbullying language if...
  - ...you were the target?
  - ...you were a friend of the bully?
  - ...you were a bystander?
- Which strategies allow you to respond positively? (i.e. to make the situation better, not worse.)
- What advice would you give to other young people your age on how to deal with cyberbullying language online?

Activity plan:

Starter activity (10 minutes)

The language of a bully

Explain to young people that this session is about the language that cyberbullies may use when targeting others online, and what steps we can take to positively and safely respond to this abuse.

(*NOTE: The following activity will produce examples of language that might be deemed offensive. It is important for learners to understand that using this language is only acceptable for the purposes of this starter activity to collect examples, and that their chosen examples may be offensive to others in the group.*)

As a class/group, give learners two minutes to individually consider the type of words and insults a bully might use. They should record these on a piece of paper. Ask learners to look over their words and consider if they can be grouped together (e.g. negative words/phrases about race, gender, sexual identity, negative words/phrases about a person's appearance, insults directed towards people/things valued by a person.)

DO NOT ask learners to share their words/phrases, as this may cause offence or upset to others.

Explain to learners that they will be using their lists to check against data collected by a linguistic tool, to see if there are similarities. After checking their lists, they must destroy their list of words (e.g. rip up their paper, delete a document, etc.). This is to ensure that their offensive words can no longer be seen by anyone else, but also to signify that this activity has ended and those lists are no longer required.

Activity (20 minutes)
KAMoT

Show learners the data collected from the KAMoT tool. The slide explains briefly how the tool works, the linguistic processes used to detect cyberbullying language and the platform from which the data was harvested.

Ask for their thoughts and views on this dataset.
- Are there patterns in the data?
- What sort of language is most common/most frequently shared?
- Who do you think posted/shared this type of language?
- What do you think their motives were?
- Does the data reflect your experiences or understanding of cyberbullying? Why/why not?

Encourage learners to draw any other conclusions from the data around the nature and motives behind the cyberbullying behaviour captured.

Based on the discussion and any conclusions, ask learners to work in pairs/small groups to write down 3-5 top tips on how someone could respond if they encountered this language online.

Responses might include sending a message, posting some form of content, using online tools to help or another method designed to seek help/support.

The tips should be considered for the following audiences:
- A target of the cyberbullying
- A friend of the cyberbully
- A bystander who does not know the bully or target

Depending on the time available, you could ask learners to think of tips for each audience in turn, or assign one audience to each pair of learners, ensuring that all three audiences will be covered.

Ask learners to share their top tips for each audience and discuss the following questions:

- Do your responses make the situation better or worse?
- Do any of your responses affect your safety or that of others?
- Which of your responses would have the greatest impact?

As a class/group, discuss the preferred strategies for each audience – which would be the most important tip for each audience?

Plenary (10 minutes)

- Ask learners to **plan** how they could share their top tips with their chosen audience e.g. a poster, online message such as a tweet or post, audio recording, infographic, flyer, etc. If more time is available, learners could create their chosen media containing their top tips. If appropriate, they could share these with their school/local community, offline or online.

3.4. U4 – CREENDER - The big debate

Lesson: **The Big Debate**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **60 minutes**

Learning outcomes:

Learners will be able to:
- **Consider the motives behind different online behaviours.**
- **Evaluate the issues and risks around the right to online expression and privacy.**

Key vocabulary: **victim-blaming, rights, privacy, freedom, expression, trolling, harassment, protection, expectations, responsibility.**

Resources: **Google Slides**

Key questions:
- Is everyone treated the same online? Why/why not?
- Does everyone have the right to:
  - ...privacy?
  - ...freedom of expression?
  - ...protection from harm?
- Does someone put himself/herself at greater risk if they share/post their photos publicly online?
  - Why/why not?
  - If so, what risks might they face?
- Should someone expect to get a negative reaction about their photos from others online?
  - Is this fair?
  - Is it ever deserved?
  - What about public figures (celebrities, politicians, influencers, etc.)?
- Are there sufficient laws to tackle cyberbullying?
- Does the internet industry do enough to protect its users from cyberbullying?
- What can someone do to protect themselves from cyberbullying, harassment or hate online?
  - Behaviour strategies
  - Technical strategies
  - Strategies to seek help/support

Activity plan:

Starter activity (10 minutes)

Introducing the statement

Explain to learners that this session will take the form of a debate around the concepts of freedom of expression (free speech) and privacy in relation to cyberbullying, and whether treating someone negatively based on what they share online is ever justified.

Introduce the debate statement to learners:

"If you don't want people to leave nasty comments on your photos, then you shouldn't post your photos online... Agree or disagree?"

Give learners several minutes to briefly discuss the statement and share some initial thoughts.

Activity (40 minutes)

Holding the debate

Explain to learners that they will split into two teams - 'Agree' and 'Disagree'.

You can form the teams through random selection, or nominate two team captains to take turns in selecting members for their side.

Each team has 10 minutes to prepare the argument (and any supporting evidence) for either 'Agree' or 'Disagree'.

They must also select between **1-3 team members** to speak on the group's behalf in the debate.

Learners may wish to conduct some research for statistics, quotes or other information to strengthen their argument.

As a start, learners may wish to use the Better Internet for Kids portal to show statistics on the concerns raised to national online safety helplines. You may also wish to show learners any cyberbullying statistics that you are aware of in your country.

If required, the following themes can be shared with the groups to help direct their thinking:

Agree	Disagree

• Should negative comments be expected online? • Is this just freedom of expression? • Is this behaviour ever justified? • Does it come down to personal choice? • Does privacy exist online? • Are expectations the same for all groups of people e.g. young people, adults, men/women, figures in the public eye? • How could someone protect against this treatment?	• Is this behaviour ever justified? • What are the risks of sharing images online? • Who is responsible for this behaviour? • Should there be stronger laws? • Should social media companies do more? • Is privacy and safety more important than the right to express yourself freely? • How could someone protect against this treatment?

Once learners are prepared, carry out the debate. Depending on the available time, you may wish to limit the time per student to present their argument. You may also wish to allow the opposing side to respond after each speaker.

Hopefully, the debate will highlight some key points:
- There are always risks around sharing images online.
- Public communication and private communication online carry different risks.
- It is never okay to blame the target of cyberbullying for the behaviour directed towards them.
- Privacy is a personal choice but the expectation should always be that anyone could choose to express himself/herself and have a voice online.
- Sharing or posting images of yourself or others can lead to privacy risks such as sharing of personal information – some bullying behaviour may involve the disclosing of a target's personal information in order to harm them.
- Cyberbullying behaviour may or may not break the law.
- Celebrities and others in the public eye sometimes receive more negative attention than other users, but being famous does not mean you should accept a greater level of harassment or hate.
- The internet industry (social media) has an important role to play in protecting its users.
- Users can take some responsibility to protect themselves and others from online harassment, but that does not excuse the responsibility of the person who is bullying or harassing them.

Plenary (10 minutes)

Hold a vote on whether learners agree or disagree with the debate statement. Encourage them to vote honestly; even though they represented one side, if they felt they were convinced by the opposite side then they should vote accordingly.

Ask learners to consider the final point about taking personal responsibility to protect themselves and others.

On a large sheet of paper, ask each team to record as many strategies as they can think of for an online user to protect themselves or others from online bullying, harassment or hate.

They should consider the following categories:

- **Behavioural strategies** (choices that a user makes with regards to what they create/post/share online)
- **Technical strategies** (online/digital tools that can aid users e.g. privacy settings)
- **Strategies to seek help/support** (e.g. reporting tools, helplines, etc.)

Ask learners to share their ideas.

3.5. U5 – Early warning signs

Lesson: **Early warning signs**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **45 minutes**

Learning outcomes:

Learners will be able to:
- **Identify signs in others that indicate they may be being bullied or facing difficulties online.**
- **Consider practical strategies for how they can support someone in need online.**

Key vocabulary: **cyberbullying, emotions, strategies, signs, concerns, support, help.**

Resources: **Google Slides, 'Sign spotter' cards (slide 5), scenario cards (slide 6)**

Key questions:
- How could you tell if your friend was OK?
  - How could you tell offline?
  - How could you tell if you were only communicating online?
- How would you know if a friend was being bullied online or offline?
  - How would their behaviour change?
- What strategies could you use to help someone being bullied?
- How would you get help for someone being bullied?
- What advice would you give to someone being bullied?

Activity plan:

Starter activity (10 minutes)

Are you OK?

Using slide 4, ask learners to work in pairs to spend a few minutes listing all the ways they would know if a friend was OK (e.g. happy, contended, feeling positive) or not OK (e.g. sad, upset, lonely, scared, worried, etc.).

Learners should consider:
- Verbal signs (what they say and how they say it e.g. tone of voice)
- Non-verbal signs (body language, appearance, facial expressions)

- Behaviour (changes in their typical behaviour, what they are/are not doing).

Encourage learners to share their ideas – are the differences between spotting these changes online and spotting them offline? How and why?

Activity (25 minutes)

Spotting the signs

Provide pairs of learners with a set of 'sign spotter' cards.

Show the cards on slide 5 and briefly discuss them. These cards show different changes in behaviour that might indicate that someone is being cyberbullied.

Ask learners if they have any suggestions for other signs that might indicate someone is being cyberbullied. They can record their ideas on the blank cards provided in the set.

Provide each pair of learners with one of the scenario cards on slide 6. Explain that they must read the scenario and then select which signs might be present that would help them know that person was being cyberbullied. They should base their thinking on the premise that they do not witness any of the cyberbullying, so their only clues would be how the cyberbullying target is behaving.

After selecting the signs that they think might give some clues, learners must then consider what they would do next in their cyberbullying scenario e.g. tell a trusted adult, send a message to their friend offering to talk, confront the bully, etc.

Ask each pair in turn to read out their scenario and feedback which signs they think might be present, as well as what they would do in response to try to help the person/people involved. Encourage other learners to contribute further suggestions for how they could help in each scenario.

Plenary (10 minutes)

So far, learners have treated all the signs as being equal. However, in reality, this is not always the case.

Ask pairs of learners to take their sign cards and sort them in order of likelihood from most likely to least likely.

As a group, discuss how each pair has ranked their cards and encourage them to explain why they think some signs are more likely than others are.

Are there any signs that all pairs have ranked highly?

Slide 1: Early warning signs

Early warning signs

Understanding, Responding
Ages 11-13, Ages 14-18

Slide 2: Early warning signs

Early warning signs

Timing: 45 minutes

Learning outcomes:

Learners will be able to:

- **Identify signs in others that indicate they may be being bullied or facing difficulties online.**
- **Consider practical strategies for how they can support someone in need online.**

Key vocabulary: cyberbullying, emotions, strategies, signs, concerns, support, help.

Resources: 'Sign spotter' cards (slide 5), scenario cards (slide 6)

Slide 3: Key Questions

Key Questions

- How could you tell if your friend was OK?
  - How could you tell offline?
  - How could you tell if you were only communicating online?
- How would you know if a friend was being bullied online or offline?
  - How would their behaviour change?
- What strategies could you use to help someone being bullied?
- How would you get help for someone being bullied?
- What advice would you give to someone being bullied?

Slide 4: Are you OK?

Are you OK?

How would you know if your friend was OK?

Consider:

- **Verbal signs** (what they say and how they say it e.g. tone of voice)
- **Non-verbal signs** (body language, appearance, facial expressions)
- **Behaviour** (changes in their typical behaviour, what they are/are not doing).

Slide 5: Sign spotter cards

Sign spotter cards

Nervous or worried about going to school, or another location (online or offline)	Nervous when using social media or playing their favourite games	Upset or frustrated after going online	Unwilling to talk about things they do or experience online	Health-related changes such as weight loss/gain, headaches or stomachaches
Look tired or having trouble sleeping	Sudden loss of interest in their favourite online activities	Seem depressed or anti-social	Withdrawn from family and friends - unwilling to talk	Say negative things about themselves, possibly including statements about self-harm or suicide

Slide 6: Scenario cards

Scenario cards

Someone is being targeted with nasty comments in an online game, constantly calling them 'useless' and 'worthless'.	Someone was tricked into sharing an intimate photo of themselves online and has found out it has been shared all over social media. Lots of other users have said negative things to them.	Someone is receiving private messages on social media from an unknown user who is constantly making fun of their appearance.

Slide 7: Rank the signs

Rank the signs

Using your sign cards, place them in order from **most likely** to happen to **least likely** to happen.

Does everyone agree with your ranking?

3.6. U6 – KAMoT - Using tools to spot cyberbullying

Lesson: **Using tools to spot cyberbullying**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **45 minutes**

Learning outcomes:

> **Learners will be able to:**
- **Identify variables/characteristics of cyberbullying behaviour.**
- **Consider the benefits and limitations of tools used to detect cyberbullying.**

Key vocabulary: **cyberbullying, hate speech, variables, patterns, algorithms, artificial intelligence (A.I.), monitoring, detecting, privacy, moderating.**

Resources: **Google Slides, copies of 'Cyberbully detector' worksheet (slide 6)**

Key questions:
- How can you spot a cyberbully or cyberbullying behaviour on social media?
- What are the characteristics of cyberbullying behaviour?
- Can cyberbullying be accurately detected in…
  - …public online spaces? Why/why not?
  - …private online spaces? Why/why not?
- What tools/methods could be used to detect cyberbullying?
- Should we use automated tools to detect cyberbullying? Why/why not?
- What actions should tools/networks take once cyberbullying is detected?

Activity plan:

Starter activity (10 minutes)

How to spot a cyberbully

Explain to young people that this session is about how online tools on social media could be used to detect patterns in cyberbullying behaviour or users who may be cyberbullying others.

Group the young people into small groups of 3-4. Ask each group to write down on a piece of paper the different ways they could tell if someone was showing cyberbullying behaviour on a social media platform.

Ask them to sort their suggestions under the following headings:
- **Textual** (words/phrases/language used to bully)
- **Visual** (use of images, videos and other visual communication e.g. emoji)
- **Aural** (audio in video and sound recordings)
- **Behavioural** (actions that can be seen on social media e.g. 'block', 'dislike')

After five minutes, ask groups to share some of their ideas and discuss where and how they saw/experienced these examples e.g. which social media platforms, who was displaying these behaviours, etc.

Ask young people which category had the most examples - it may be the case that 'textual' or 'visual' examples were the most common.

Ask young people if there are any types of cyberbullying behaviour that cannot be easily identified online (e.g. private/direct messages, vexatious reporting of other users, use of tools to block/mute someone, other forms of exclusion from a discussion or group.).

Activity (25 minutes)

Cyberbully detector

Ask young people if they are aware of any methods that social media platforms use to spot unacceptable behaviour (such as cyberbullying, hate speech, harassment, etc.). They may mention methods such as the use of moderators, automated tools/algorithms, keyword identification or machine learning (or artificial intelligence).

Explain that they are going to design their own 'Cyberbully detector'; an automated tool that will be used on a social media platform to automatically identify behaviour that could be cyberbullying.

Using the template on slide 6, ask young people to work in pairs to complete their plans.

They should consider the following areas:
- Which social media platform will the tool be used on?
- What types of bullying behaviour will it detect (e.g. textual/visual/aural/behavioural)?
- How will the tool know/learn what to look for?
- How will the tool's work be checked for accuracy?
- Will the tool examine public content, private content, or both? (Remind young people about data protection laws - companies may only access private communications on their platform if users have explicitly and knowingly given consent!)

After developing their ideas, ask some pairs to share their 'Cyberbullying detector' and explain it in detail.

Ask all pairs to consider up to three strengths and three weaknesses of their tool, and record these on their worksheet.

Plenary (10 minutes)

Ask learners what they would like their tool to do after it has detected cyberbullying behaviour. Collect some suggestions of possible actions e.g.

- Issue a warning to the offensive user
- Alert a human moderator to review the content
- Delete or remove the content from being viewed by other users
- Send a message to the target offering help/support

3.7. P1 – Who are your role models?

Lesson: **Who are your role models?**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **40 minutes**

Learning outcomes:

Learners will be able to:
- **Consider the characteristics/qualities of positive role models.**
- **Identify role models from local and online communities.**
- **Explain how these role models can help to prevent cyberbullying.**

Key vocabulary: **cyberbullying, characteristics, traits, qualities, role model, inspiring, community, prevention.**

Resources: **Google Slides, 'Role model Top Trumps' template (slide xx)**

Key questions:
- What is a positive role model?
  - What characteristics or traits might they possess?
  - What makes people look up to them?
- Who are your role models in…
  - …your local community?
  - …your school?
  - …your online groups/spaces?
- Why are these people role models to you?
- What could the actions and words of these role models teach us about how to deal with cyberbullying?

Activity plan:

Starter activity (5 minutes)

What makes a role model?

Ask learners what they think a role model is, and what qualities such a person might possess.

Depending on the resources available to you, you might wish to collect their ideas in a variety of ways:

- Creating a display of sticky-notes with different qualities written on each
- Drawing a mind-map, spidergram or other visual aid to record the qualities
- Using online word cloud tools such as mentimeter.com (free sign-up required) to collect ideas.

Discuss learners' ideas and then share slide 5 that gives some suggested qualities of a role model – do learners agree with these?

Activity (25 minutes)

Top Trumps

Explain to learners that they will be identifying role models who exist in their offline and online communities, and considering their qualities and how their words and actions might help everyone tackle cyberbullying. This can be true even if these role models do not talk about cyberbullying; their qualities may provide inspiration for others to behave in ways that prevent or respond to cyberbullying.
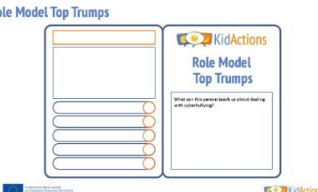
Ask learners to consider who these role models might be – they could be a trusted adult, a member of staff at their school, an inspiring member of their local community, an online influencer who promotes positive messages and behaviour, or another online user who they look up to.

Show the Top Trumps template on slide xx and explain that each learner is going to create one or more Top Trumps cards based on their role models. If learners are unfamiliar with Top Trumps, a good explanation can be found here.

Before creating the Top Trumps cards, it is good to agree on the following with learners:

- The qualities (maximum of five) to include on each Top Trumps card. The five qualities on slide xx can be used, or a different set of five qualities as agreed by all learners.
- The role models to be represented on the cards. It may be a good idea to collect a list of suggestions from learners and then share these amongst learners to create one or more cards each. This can help ensure there are no duplicates!

Provide learners with copies of the Top Trumps template and give them time to draw or add a picture of the role model and to rate that role model against the five key qualities.

Note: Encourage learners to be fair and realistic in their ratings. Everyone has strengths and weaknesses and learners should be positive in rating each quality but should also recognise this. Top Trumps isn't a fun game to play if every role model has a perfect rating in all categories!

You should also remind learners that they should be sensitive to ratings given to role models who come from their local community (e.g. teachers or trusted adults). If these role models saw these cards, would they agree with learners' assessment of their qualities?

Once learners have completed their Top Trump card(s), they should also fill in the box on the reverse of each card by considering what each role model might teach others about dealing with cyberbullying.

Plenary (10 minutes)

Collect all the Top Trumps cards completed by learners. Depending on the number of cards created, you could provide a set for each pair of learners to play the game, or invite two learners to play the game while others watch. After each hand is played, encourage learners playing the game to share the details of how that role model might help tackle cyberbullying with the rest of the group.
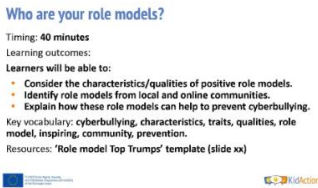
Note for educators:

The completed set of Top Trumps cards forms a resource that could be used in future sessions with young people to inspire and promote positive traits. You may wish to consider other young people who may benefit from seeing or using these cards – these could be fellow students of your learners, or other groups of young people in your community.

As these cards are a celebration of role models, you may wish to find ways to share these with your local community to publicly acknowledge and recognise these role models.
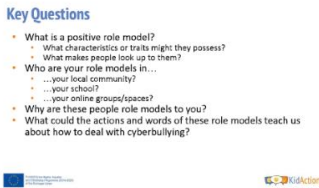
3.8. P2 – Your best self

Lesson: **Your best self**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **40 minutes**

Learning outcomes:

> **Learners will be able to:**
- **Explore aspects of their personality.**
- **Consider emotional regulation strategies to shape responses to cyberbullying.**

Key vocabulary: **cyberbullying, emotions, personality, regulation, strategies, best self.**

Resources: **Google Slides, plain paper**

Key questions:
- How would you describe yourself (your personality)?
- Do you behave differently when you feel:
    - …angry? How?
    - …upset? How?
    - …excited? How?
    - …happy? How?
- What do you think is your 'best self'?
    - How would they behave?
    - What would they think?
    - What would they say?
- How would your 'best self' behave if you…
    - …saw a friend being bullied online?
    - …saw a stranger being bullied online?
    - …were being bullied online?
    - …were tempted to bully someone online?

Activity plan:

Note: This activity links with the activity 'Take a meta-moment'. It is advisable to complete this activity first.

Starter activity (5 minutes)

Describe yourself

Ask all learners to think about their personalities. Would they describe themselves as kind? Responsible? If they had to narrow their whole personality down to 10 keywords, what words would they use? Encourage learners to consider positive, negative and neutral aspects of their personality.

If learners find this difficult, this list provides lots of useful vocabulary.

If they feel comfortable doing so, encourage learners to share their lists and ask other learners if they agree. It can be interesting to see how others' perspectives of a person vary compared to a person's own perception of how they behave!

Activity (30 minutes)

My best online self

Explain to learners that, in difficult situations that create strong emotional responses, we don't always behave in ways that reflect our personality. This can lead to choices that negatively affect us and other people, as well as lead to feelings such as regret or guilt.

Provide each learner with a piece of paper and ask them to draw a quick picture of themselves (a full-body drawing) in the centre of the page. They should then label different parts of the body to explain how their 'best self' would behave when faced with a difficult situation online (e.g. being targeted by bullying, seeing a best friend being bullied, seeing something online that upsets you, etc.).

An example is provided on slide 5, but learners are free to label their bodies however they wish. They may wish to include multiple labels for specific parts of the body (e.g. mouth) if they wish.

When completed, ask learners to share their 'best self' strategies and discuss them.

Show the four examples on slide 6:
- How would your 'best self' behave if you…
    - …saw a friend being bullied online?
    - …saw a stranger being bullied online?
    - …were being bullied online?
    - …were tempted to bully someone online?

Ask learners to work in pairs to explain what their best selves would say and do in each of the situations. Encourage learners to add more detail to each example, e.g. a friend is being bullied through nasty comments on their social media feed, you are being constantly excluded from an online gaming group, etc.).

As a whole group, ask learners to share their strategies for the different scenarios and discuss when and where aspects of their best self are most appropriate. For example, knowing when to walk away from a conflict situation online may protect you or others, but it probably won't help resolve the issue. Therefore, other aspects of your best self are required to manage the situation fully.

Plenary (5 minutes)

Explain to learners that it is important to understand how to become your best self-online in order to keep yourself and others safe. However, in difficult situations where emotions are running high, this isn't always easy!

If you are planning to run the activity 'Take a meta-moment', explain to learners that they will be exploring strategies for regulating their emotions for a future activity, and this can be combined with their best self to develop a positive response to dealing with cyberbullying.

3.9. P3 – CREENDER - Cyberbullying through comments

Lesson: **Cyberbullying through comments**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **50 minutes**

Learning outcomes:

Learners will be able to:
- **Consider the importance of context in determining whether a behaviour is cyberbullying.**
- **Explore the motivations behind cyberbullying through social media comments.**

Key vocabulary: **comments, context, motives, strategy, privacy, prevention, reputation.**

Resources: **Google Slides, CREENDER tool**

Key questions:
- Have you ever seen cyberbullying on visual social media platforms (e.g. Instagram, Snapchat, TikTok, YouTube, etc.)?
  - What forms did that bullying take?
- What do you think are the motivations for posting negative comments under someone's photo post?
  - What might the comments focus on (e.g. appearance, gender, ethnicity, LGBTQ+, etc.)
- Are negative comments on a post always cyberbullying behaviour?
  - How could you tell the difference between the in-jokes of close friends and persistent bullying behaviour?
- What steps could you take if you saw upsetting or offensive comments under someone else's photos?
- What steps could you take to prevent cyberbullying comments from appearing on your social media posts?

Activity plan:

Note: Before starting this activity, it is highly recommended that you take time to discuss and agree with learners on the expectations around behaviour. It is also advisable to set some ground rules and an agreement that any negative language expressed during the activity or through discussion is confined to this session and used as examples.

*Further information on ensuring the session can be run safely can be found in the **Child Protection Guidance***.

Starter activity (10 minutes)

What is CREENDER?

Explain to learners that this session is about exploring the circumstances under which someone might receive bullying comments on the photos they post on social media, and the steps that they or other users can take to prevent it from happening.

Introduce the CREENDER tool to learners and explain how it works:

The tool selects images at random from a preselected database of images, grouped into various categories based on what they portray (e.g. male, female, religious images, LGBTQ+, etc.). Before displaying the images, the tool provides some context for learners to consider whether they would post negative comments in that scenario.

Learners will then see an image and decide whether they would post a negative comment. If 'Yes' is selected, learners can explain the reason for that reaction (e.g. 'body, 'clothing', 'pose', etc.)

The results can be collected and discussed as a class/group, to see what motivated learners to post negatively.

Activity (25 minutes)

Would you comment?

Select from the possible scenarios (detailed on slide 5) and allow learners time to work through the CREENDER tool individually (5-10 minutes). Encourage them to be as honest as possible when responding, using the context of each scenario to decide whether they would post negatively, and why they would choose to do so.

Depending on the time available, you may wish to export the results to guide the subsequent discussion, or ask learners to work on memory from their CREENDER responses. Discuss learners' responses to different images and consider the following questions:

- From whose perspective did you approach the scenario (e.g. the bully, a bystander, a supporter of the bully, etc.)?
- Did you answer 'Yes'?
  - If so, what was it about the image that motivated/triggered you to do so?
- Was your intention to cyberbully the subject/poster?
  - If not, what was your intention?
- What impact do you think your comments would have on…
  - …the target?
  - …you (or your reputation)?
  - …other users?

Plenary (15 minutes)

Ask learners to consider the following questions:
- What steps could you take if you saw upsetting or offensive comments under someone else's photos?
- What steps could you take to prevent cyberbullying comments from appearing on your social media posts?

Remind learners that there are tools on social media to allow reporting and blocking/muting. There are also privacy settings on social media platforms such as Instagram, YouTube and TikTok that allow a user to control who can comment on their posts/profile/channel, and to enable commenting on a post-by-post basis.

If time allows, ask learners to explore these settings on the apps/social media platforms they use. They could also research where the instructions for these settings can be found online, to share with their peers and help them understand how to use these settings. The following links might provide a useful starting point:
- Facebook Basics - Youth Portal
- Instagram Safety and Privacy
- YouTube - Manage privacy settings
- TikTok Safety Centre
- Snapchat Safety Centre
- Twitter Help Centre - Safety and security

3.10.   P4 – Building a support network

Lesson: **Building a support network**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **40 minutes**

Learning outcomes:

> **Learners will be able to:**
- **Understand how building positive relationships and reputations online can protect them from cyberbullying.**
- **Consider strategies for building a positive support network.**

Key vocabulary: **cyberbullying, support, network, reputation, relationships, positive, protection, risk.**

Resources: **Google Slides, 'Building a buffer' worksheet (slide 7)**

Key questions:
- Why is it important to build a positive online reputation?
- Why are positive relationships important to you?
- Why might these be useful in reducing the risk of bullying?
- How can you build a positive reputation online?
- How can you build positive relationships with your peers?
- What should online service providers do to create positive spaces?

Activity plan:

Starter activity (10 minutes)

Being positive
Start the session by asking learners to consider the following key question:
- Why is it important to build a positive online reputation?
Answers may include:
- People behave more positively towards you.
- People say positive things about you.
- People think you are a 'nice/good' person.
- It helps people understand who you are.
- It can help with your career or opportunities.

- It creates a good first impression.
- You get more attention.
- It can make you feel good about yourself.

Ask learners about the importance of positive relationships:

- Why are positive relationships important to you?

Answers will vary from learner to learner and may include ideas around respect, attention, well-being or good mood, help/support and mutual understanding.

Activity 2 (20 minutes)

My support network

Ask learners why they think positive reputations and relationships might be helpful in reducing the risk of being bullied.

On slide 6, click through to display some ideas:

- People who are well-liked/regarded highly might be less likely to be targeted by bullying.
- A person with a positive reputation might receive more support from others around them if they are bullied.
- Someone with positive relationships has someone they know they can turn to for support if they are being bullied.
- Positive relationships in groups can create online spaces where bullying and other unacceptable behaviour happen less.

It is important to remind learners that, while these factors can help reduce the risk of bullying, anyone can still be targeted by bullying behaviour for a wide variety of reasons.

For example, while being popular can sometimes work to protect a person from becoming a target, it can also sometimes make them a target if a bully was jealous of their popularity.

The key thing for learners to understand is that positive reputations and relationships can create a 'buffer' against bullying and ensure that you have at least one person you can turn to for support if you do become a target of bullying behaviour online. If a young person is well-liked in their online group/community and someone tries to bully them, there is also a greater chance that the group will rally around to support that young person rather than act as bystanders.

Using slide 7, provide a copy to each learner and explain that they are going to consider the steps they could take to build or enhance their reputation and online relationships in order to create a potential buffer against bullying. They should include one strategy in each circle on the worksheet.

Slide 8 provides some suggestions for how reputations and relationships can be improved online. This can be used to support learners who are unsure about specific strategies they could use.

Plenary (10 minutes)

As a whole group, encourage learners to share their strategies and explain why these would work for them.

To finish the session, ask learners to consider the following question:

- What should online service providers do to create positive spaces?

Answers might include the need for greater moderation, clearer rules or stronger actions against users who behave inappropriately.

3.11. P5 – Successful campaigns

Lesson: **Successful campaigns**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **45 minutes**

Learning outcomes:

  Learners will be able to:
- **Identify the characteristics of a successful campaign.**
- **Consider strategies for communicating key messages to a community.**

Key vocabulary: **cyberbullying, campaign, emotions, features, strategies, successful, impact, communication, challenges.**

Resources: **Google Slides, 'What makes a successful campaign?' worksheet (slide 6)**

Key questions:
- Can you think of any memorable campaigns that you have seen recently (online or offline)?
    - What made the campaign memorable?
    - What emotions did it make you feel?
    - What did it make you do as a result?
- What are the features of a successful campaign?
- How could you use a campaign in your community to tackle cyberbullying?
    - What are your key messages?
    - Who is your audience?
    - How will you reach your target audience?
    - What do you want them to do?

Activity plan:

Starter activity (10 minutes)

Remember me?

Start by asking learners the following questions about campaigns:
- Can you think of any memorable campaigns that you have seen recently (online or offline)?
    - What made the campaign memorable?
    - What emotions did it make you feel?
    - What did it make you do as a result?

Ask learners if they have seen any campaigns that were memorable but produced negative emotions e.g. disgust, upset, fear, disbelief, anger, etc. Discuss whether campaigns that produce these reactions are effective – does it make people do what the campaign intended? Or perhaps the opposite?!

Campaigns can sometimes become controversial if their messages are:
- Unclear
- Divisive
- Rooted in opinion rather than fact
- Discriminatory
- 'Tone deaf' – they ignore certain groups in society or the current news/issues in society
- Advising against people doing something, rather than promoting what people should do.

Activity (25 minutes)

What makes a successful campaign?

Provide learners with time during the session to research campaigns that have been successful in their country. These could be campaigns run through traditional media, online platforms, or both.

A successful campaign is one that resulted in a change in public views, policies or laws or behaviour. Ideally, any campaigns researched should be those that resulted in a change that is widely agreed to be positive! However, there is also a lot to be learned from controversial campaigns where the net effect might be considered negative.

(Alternatively, you could ask learners to conduct research at home prior to the session and bring examples with them to discuss in the session.)

Using the worksheet on slide 6, ask learners to work in pairs or small groups to discuss their chosen campaigns and complete the worksheet to identify the features that made those campaigns successful.

Plenary (10 minutes)

Allow learners time to feedback their thoughts on what makes a successful campaign and discuss these as a group.
Ask learners to consider the following question and collect their initial thoughts:
- How could you use a campaign in your community to tackle cyberbullying?

Discuss briefly what community they might choose (e.g. local community, school community, online gaming group, social media group/platform, etc.) and who their key audience might be (e.g. all members, those who bully, those who are bystanders when they see bullying, those who are targeted by bullying.).

If you are planning to create a cyberbullying campaign with your learners, it is useful to record these responses for reference when developing the campaign.

KidActions

Successful campaigns

Preventing, Responding
Ages 14-18

Successful campaigns

Timing: **45 minutes**

Learning outcomes:

Learners will be able to:

- Identify the characteristics of a successful campaign.
- Consider strategies for communicating key messages to a community.

Key vocabulary: **cyberbullying, campaign, emotions, features, strategies, successful, impact, communication, challenges.**

Resources: **'What makes a successful campaign?' worksheet (slide 6)**

Key Questions

- Can you think of any memorable campaigns that you have seen recently (online or offline)?
  - What made the campaign memorable?
  - What emotions did it make you feel?
  - What did it make you do as a result?
- What are the features of a successful campaign?
- How could you use a campaign in your community to tackle cyberbullying?
  - What are your key messages?
  - Who are your audience?
  - How will you reach your target audience?
  - What do you want them to do?

Remember me?

- Can you think of any memorable campaigns that you have seen recently (online or offline)?

- What made the campaign memorable?
- What emotions did it make you feel?
- What did it make you do as a result?

Controversial campaigns

Campaigns can sometimes become controversial if their messages are:

- Unclear
- Divisive
- Rooted in opinion rather than fact
- Discriminatory
- 'Tone deaf' – they ignore certain groups in society or the current news/issues in society
- Advising against people doing something, rather than promoting what people should do.

What makes a successful campaign?

Campaign name:

Emotions involved in the campaign:

Successful features:
(What was it that made the campaign successful?)

Campaign objectives:

Online routes:
(Ways in which the campaign was shared/seen online)

Impact: (What difference did the campaign make?)

Audience:

Tackling cyberbullying

How could you use a campaign in your community to tackle cyberbullying?

3.12. R1 – Your moral compass

Lesson: **Your moral compass**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **40 minutes**

Learning outcomes:

Learners will be able to:
- **Consider the morals and values they hold around online communication and relationships.**
- **Identify online situations that may change someone's 'moral compass'**
- **Discuss reasons why people behave differently online and how to respond to this.**

Key vocabulary: **cyberbullying, morals, values, ethics, communication, relationships, moral compass, behaviour, disinhibition.**

Resources: **Google Slides, Moral Compass signs (slides 5-10), scenarios (slide 11)**

Key questions:
- What do you think is right/wrong to do?
  - o What is right/wrong online?
- Do people behave the same online as they do offline?
  - o Why/why not?
  - o How might this behaviour be different?
- Do you behave the same online or offline?
  - o Why/why not?
- How would you respond to someone online who is treating others badly?

Activity plan:

Starter activity (5 minutes)

Right and wrong

Ask learners what they think are the 'right' and 'wrong' ways to behave online. You may wish to use slide xx to record their suggestions. Discuss these with learners and challenge them – are these behaviours always wrong or are there exceptions? Some behaviours may be universally wrong, others may depend on the circumstances or context.

Activity (25 minutes)

Your moral compass

Print the moral compass signs (slides 5-10) and place them around the room.

Explain to learners that they will be exploring some different online scenarios and their attitudes towards different behaviours.

Using the scenarios on slide 11, read one out at a time and ask learners to stand next to the sign that represents their belief in this area. Encourage learners to be honest in their responses – although 'Right' and 'Wrong' are choices, there are no definitive right or wrong answers.

After each scenario, ask learners why they hold that belief/opinion and (if possible) ask them to provide an example to back up their view. Encourage other learners to respond with their views – they may be able to provide examples that act as exemptions or counter the views of others in the group.

Note: Depending on the time available, you may wish to select some of the scenarios rather than discuss all of them. You can also introduce other scenarios you feel are relevant to your learners, or invite them to give their own scenarios.

Once all the scenarios have been discussed, ask learners to consider how they would tackle unacceptable behaviour online. Take and discuss suggestions.

These may include:
- Confronting the unacceptable behaviour
- Attempting to persuade the user to stop
- Reporting the user
- Blocking the user
- Ignoring the user
- Telling a trusted adult or someone who can help

Plenary (10 minutes)

Ask learners to reflect on the discussions they have had today. What have they learned about online behaviour? Encourage learners to share their thoughts.

Take time to explain that, while cyberbullying is unacceptable behaviour, there are other behaviours online that might be acceptable or justified under specific circumstances (e.g. forwarding on a nasty message about someone is acceptable if it is being forwarded to someone who can help deal with the issue.)

Slide 1:

KidActions

Your Moral Compass

Understanding, Responding
Ages 14–18

Slide 2:

Your moral compass

Timing: **40 minutes**
Learning outcomes:
Learners will be able to:
- Consider the morals and values they hold around online communication and relationships.
- Identify online situations that may change someone's 'moral compass'
- Discuss reasons why people behave differently online and how to respond to this.

Key vocabulary: cyberbullying, morals, values, ethics, communication, relationships, moral compass, behaviour, disinhibition.
Resources: **Moral Compass signs (slides 5-10), scenarios (slide 11)**

Slide 3:

Key Questions

- What do you think is right/wrong to do?
  - What is right/wrong online?
- Do people behave the same online as they do offline?
  - Why/why not?
  - What might this behaviour different?
- Do you behave the same online or offline?
  - Why/why not?
- How would you respond to someone online who is treating others badly?

Slide 4:

Right and wrong

What do you think is right or wrong to do online?
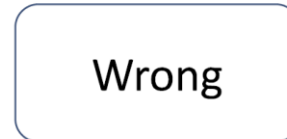
Right	Wrong

Slide 5:

Moral compass signs

Right

Slide 6:

Moral compass signs

Wrong

Slide 7:

Moral compass signs

I'm not sure

Slide 8:

Moral compass signs

It depends on the situation

Slide 9:

Moral compass signs

As long as I don't get caught

Slide 10:

Moral compass signs

It's not a big deal to me

Slide 11:
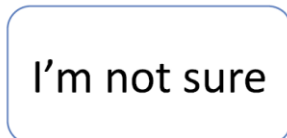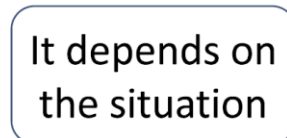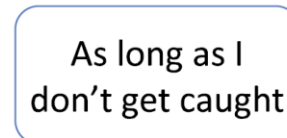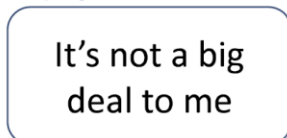
Moral compass scenarios

Forwarding on nasty messages about someone else.

Sharing someone else's photo with others online.

Telling someone they are wrong when I don't agree with them.

If someone does something bad to me online, I do something equally bad back to them.

Talking to someone I don't know online about private things.

Slide 12:

Reflections

- What have you learned about online behaviour?
- What have you learned about cyberbullying?

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3.13. R2 – Meeting in the middle

Lesson: **Meeting in the middle**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **55 minutes**

Learning outcomes:

Learners will be able to:
- **Identify characteristics, values and views that unite a group.**
- **Explore the concept of zero-tolerance and its pros and cons towards cyberbullying.**
- **Consider preferred methods for cyberbullying to be handled by those in charge.**

Key vocabulary: **cyberbullying, unity, unite, zero-tolerance, advantages, disadvantages, compromise, sanction, education, intervention, investigation, resolution.**

Resources: **Google Slides, ball of string/wool**

Key questions:
- What do you share in common with your peers:
  - …in school?
  - …in a friendship group?
  - …in an online group?
- Which values/views do you think are most important in bringing a group together?
- What is zero-tolerance?
  - What are the advantages of this approach against cyberbullying?
  - What are the disadvantages of this approach against cyberbullying?
  - What would be a suitable compromise?
- How could you encourage an online community to stand together to tackle cyberbullying?

Activity plan:

Starter activity (10 minutes)

Web of togetherness

Ask learners to stand in a circle facing inwards. Stand alongside learners in the circle and hold the ball of wool/string. Give an example of something positive or negative about your online experiences (e.g. 'I love it when a new episode of my favourite show is available to stream' or 'I hate it when people post comments under celebrities' photos calling them ugly.')

If anyone in the circle agrees with you, they should raise their hand. Wrap the wool/string around your wrist once (you may wish to tie a knot to prevent it from unravelling) and pass the ball of wool/string to someone with their hand up. They should then wrap the wool/string around their wrist and give a statement of their own. Anyone who agrees should put their hand up and the ball of wool/string should be passed to them. Continue the process until the ball of wool/string runs out. Encourage learners to try to include all members of the group.

Before unravelling the group, remind learners that they all share similar experiences and interests online. Despite their individual differences, there are aspects of online life (both positive and negative) that we can agree on.

Activity 1 (15 minutes)

Is zero-tolerance the answer?

Explain to learners that they will be considering zero-tolerance and how this might work concerning cyberbullying.

Start by asking learners to give a definition of zero-tolerance. Take some suggestions and then show a definition of zero-tolerance on slide 5.

Using slide 6, ask learners to consider what the benefits of a community taking a zero-tolerance approach might be. The slide contains some suggestions that can be revealed after the discussion:
Pros:
- The same rules apply to everyone.
- Everyone can be clear on what the rules are.
- Sanctions for breaking the rules are clearly understood and used.
- Issues can be dealt with quickly as the rules apply to any bullying behaviour.
- Sends a clear message that bullying is never allowed or acceptable.

Cons:
- Minor actions are punished exactly the same as serious ones.
- The reasons why someone might bully someone else are not considered (e.g. the bully is being bullied themselves).
- Mistakes/misunderstandings are treated the same as intentional bullying.
- Other factors are ignored, like context, personal history and learning needs.
- [Research](#) suggests that zero-tolerance approaches do not help reduce bullying!

On the basis of the points raised, ask learners to vote on whether they feel a zero-tolerance approach is a good way to tackle cyberbullying in a community (online or offline). Encourage learners to give reasons for their decisions.

Activity 2 (15 minutes)

Meeting in the middle

It is likely that many learners concluded that zero-tolerance is not necessarily the most effective approach to tackling complicated situations such as cyberbullying. However, it is also not acceptable

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for cyberbullying to take place. So how can we adopt an approach that gives clear expectations yet also takes suitable action when cyberbullying occurs?

Ask learners to work in pairs or small groups to complete the worksheet on slide 7, 'Meeting in the middle'. Learners must record some suggestions on how best they think a school or community group should tackle cyberbullying under the following headings:

- Education (how do you make everyone aware of what is acceptable/unacceptable?)
- Investigation (how should someone in charge approach a cyberbullying incident in order to sort it out?)
- Intervention (when do you step in when something is going wrong?)
- Sanctions (what consequences do people involved in bullying face?)

- Resolution (how might the issue be resolved in order for everyone involved to move forward in a positive way?)

Ask learners to share their ideas and see if you can reach a consensus as a group as to how they would like cyberbullying to be tackled by someone responsible for handling the incident (e.g. school, youth group, social media platform, online game).

Plenary (15 minutes)

Encourage learners to consider a setting or provider (online or offline) where they do not feel a balanced approach is being taken to dealing with cyberbullying (either too strict or too lax).

Ask learners to draft an email or short letter (2-3 paragraphs) that could be used to convince that setting to adopt a more balanced approach. What language could be used to persuade the setting to take action? What evidence could be used to demonstrate that learners' suggested approach is the right one?

KidActions

Meeting in the middle

Preventing, Responding
Ages 14-18

Meeting in the middle

Timing: **55 minutes**
Learning outcomes:
Learners will be able to:
- **Identify characteristics, values and views that unite a group.**
- **Explore the concept of zero-tolerance and its pros and cons towards cyberbullying.**
- **Consider preferred methods for cyberbullying to be handled by those in charge.**

Key vocabulary: **cyberbullying, unity, unite, zero-tolerance, advantages, disadvantages, compromise, sanction, education, intervention, investigation, resolution.**
Resources: **Ball of string/wool, 'Meeting in the middle' worksheet (slide 7)**

Key Questions

- What do you share in common with your peers…
  - …in school?
  - …in a friendship group?
  - …in an online group?
- Which values/views do you think are most important in bringing a group together?
- What is zero-tolerance?
  - What are the advantages of this approach against cyberbullying?
  - What are the disadvantages of this approach against cyberbullying?
- What would be a suitable compromise?
- How could you encourage an online community to stand together to tackle cyberbullying?

Web of togetherness

Give an example of something positive or negative about your online experiences.

Then pass the ball onto someone else who agrees with you.

Zero tolerance

Zero tolerance is…

"…a policy of giving the most severe punishment possible to every person who commits a crime or breaks a rule."

Merriam-Webster

Pros and cons of zero tolerance

Pros
- The same rules apply to everyone.
- Everyone can be clear on what the rules are.
- Sanctions for breaking the rules are clearly understood and used.
- Issues can be dealt with quickly as the rules apply to any bullying behaviour.
- Sends a clear message that bullying is never allowed or acceptable.

Cons
- Minor actions are punished exactly the same as serious ones.
- The reasons why someone might bully someone else aren't considered (e.g. the bully is being bullied themselves).
- Mistakes/misunderstandings are treated the same as intentional bullying.
- Other factors are ignored, like context, personal history and learning needs.
- Research suggests that zero-tolerance approaches do not help reduce bullying!

Meeting in the middle

Education

Intervention

Resolution

Investigation

Sanctions
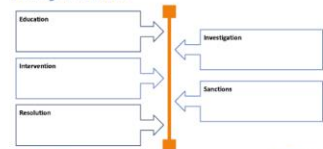
Striking a balance

Draft an email or short letter (2-3 paragraphs) that could be used to convince a setting/provider (online or offline) to adopt a more balanced approach.

3.14. R3 – Take a meta-moment

Lesson: **Take a meta-moment**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **30 minutes**

Learning outcomes:

> **Learners will be able to:**
- **Consider emotional regulation strategies to shape responses to cyberbullying.**
- **Develop effective regulation strategies to protect themselves and others online.**

Key vocabulary: **cyberbullying, emotions, personality, regulation, strategies, pause, consider, reflect, best-self, meta-moment.**

Resources: **Google Slides, 'Meta-moment' cards (slide 6)**

Key questions:

- Do you behave differently when you feel:
    - …angry? How?
    - …upset? How?
    - …excited? How?
    - …happy? How?
- How can you change your emotions?
- What do you do to calm down (or regulate)?
- What are the top three things you would do in order to be your 'best self'?

Activity plan:

Note: This activity links with the activity 'Your best online self'. It is advisable to complete this activity after exploring the concept of 'best self'.

Starter activity (10 minutes)

How do you feel online?

Start by sharing the Mood Meter on slide 4 with learners. This is taken from Yale's Centre for Emotional Intelligence RULER programme on social and emotional learning.

The coloured quadrants represent different emotion types and can be understood as follows:

- Red and blue emotions are considered 'less pleasant', yellow and green are 'more pleasant'.
- Red and yellow emotions are 'high energy', blue and green emotions are 'low energy'.
- The intensity of the emotions increases as you move outwards from the centre to the corners of the chart.

Ask learners to work in pairs to select an emotion from the mood meter and explain a time when something they experienced online made them feel that emotion (e.g. I felt frustrated when there was a lag in my favourite online game, I felt grateful when my friends and family donated to my online fundraising for a charity, etc.)

Give learners 5 minutes to discuss their experiences and then invite them to share their ideas. Encourage learners to share both positive and negative experiences.

Be aware that some experiences shared might constitute a disclosure by a young person – please refer to guidance around handling disclosures in the educators' guide, and always follow your school/setting's policies and procedures for handling safeguarding and child protection issues.

Activity (15 minutes)

Meta-moments

Explain to learners that difficult situations (online and offline) can produce strong emotional responses in others and ourselves. Bullying is one example where emotions can run high and this can lead to those involved making decisions that make a situation worse rather than better.

One way to counteract this is to take a meta-moment; a break or pause in order to consider your emotions and use strategies to regulate your emotions (usually to calm yourself down). Once calm, you can then make more rational decisions or be your 'best self'. This can help protect you and others online.

Give each learner a card from slide 6 and explain that they will record strategies that they could use to help regulate their emotions. Show slide 7 for some examples of meta-moment strategies and discuss any with learners if required.

Learners should then work to select and record 3-5 strategies on their card that would help them take a meta-moment.

Once completed, ask learners to share their strategies.

Plenary (5 minutes)

If you have already completed the 'Your best online self' activity, remind learners of their 'best self' drawings. Explain that their meta-moment strategy cards can be used to remind them of how to regulate their emotions, and the strategies on their drawings can then be used in a difficult situation to help them act as their 'best self' and make choices that will help themselves and others.

If time allows, revisit the four scenarios from 'Your best online self' and discuss what learners' best selves would do in those situations to deal with cyberbullying.

KidActions

Take a meta-moment

Understanding, Preventing, Responding
Ages 11-14, 14-18

Take a meta-moment

Timing: **30 minutes**

Learning outcomes:

Learners will be able to:

- Consider emotional regulation strategies to shape responses to cyberbullying.
- Develop effective regulation strategies to protect themselves and others online.

Key vocabulary: **cyberbullying, emotions, personality, regulation, strategies, pause, consider, reflect, best-self, meta-moment.**

Resources: **'Meta-moment' cards (slide 6)**

Key Questions

- Do you behave differently when you feel...
  - ...angry? How?
  - ...upset? How?
  - ...excited? How?
  - ...happy? How?
- How can you change your emotions?
- What do you do to calm down (or regulate)?
- What are the top three things you would do in order to be your 'best self'?

How do you feel online?

Select an emotion and consider a time online when you felt that way.

Meta-moments

A break or pause in order to consider your emotions and use strategies to regulate your emotions.

This can help you make decisions as your '**best self**'.

Meta-moment cards

My meta-moment strategies:	My meta-moment strategies:
My meta-moment strategies:	My meta-moment strategies:

Meta-moment strategies

Short term:

- Breathing
- Mindfulness/relaxation
- Reframing
- Private self-talk
- Visualisation
- Distraction
- Distance yourself

Longer term:

- Take positive action
- Meditation
- Physical activity
- Hobbies/activities
- Change the situation
- Seek support
- Find solutions
- Set goals
- Get professional help

Your best self

- What would your 'best self' do to tackle cyberbullying?

3.15. R4 – Stepping in

Lesson: **Stepping in**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **45 minutes**

Learning outcomes:

Learners will be able to:
- **Recognise how different online situations make them feel.**
- **Identify how others might feel in these online situations.**
- **Evaluate how bullying interventions can have positive or negative consequences depending on context and timing.**

Key vocabulary: **cyberbullying, emotions, regulation, strategies, intervention, bystander, upstander, positive, negative, consequence, impact.**

Resources: **Google Slides, 'Considering responses' worksheet (slide 6)**

Key questions:
- Which emotions are high/low intensity?
- How do you feel when you see someone else being bullied online?
  - Do you feel differently if it is someone you know/don't know personally? Why?
- How might others be feeling in that situation?
- How do our emotions change the way we respond to difficult situations?
- Which emotions lead to better outcomes?

Activity plan:

Starter activity (10 minutes)

Emotion sorting

On slide 4, show learners a selection of words from the Mood Meter (see the activity 'Take a meta-moment' for more details).

Ask learners to discuss these words in pairs and consider the level of intensity of each emotion – where would it sit on the scale from 1 (least intense) to 10 (most intense)?

Invite learners to share their ideas about where each word should sit on the scale. Are there any disagreements? Can learners give an example of a time they (or others) might feel that emotion, in order to justify its intensity?

Activity (25 minutes)

Considering responses

Using slide 5, present learners with the example online situations and ask them to describe how they might feel in each scenario. Encourage them to also consider how the person being targeted might feel, as well as the person/people displaying the offensive behaviour. Learners can use the emotion words used in the starter activity or express other emotions not already included.

Show the scenario on slide 6. Ask learners to imagine that they witness this online, and they are going to take some action to respond.

Click again on slide 6 to show the 'Considering responses' worksheet and provide each learner with a copy. Explain that learners must complete the pathways on the sheet. Firstly, they should pick two emotions they might feel in the scenario – a more intense emotion and a less intense one. They can record these on the worksheet, either as words or as an emoji to express their feelings.

Based on the feeling, they should then give two examples of what they might say or do next (e.g. if they are feeling angry, they might choose to send a nasty message back to the bully or to report the bully to the game/app using the 'report' button). For each example, learners should then consider what the outcome might be (e.g. if you send a nasty message to a bully, they might start to bully you. If you report a bully, they might be forced to remove their messages or face a ban, etc.)

As a group, ask learners to share their pathways and encourage them to provide alternative suggestions for what they would say/do or what might happen next for different actions. For example, depending on their experiences, some learners might feel that reporting a bully does not work and that nothing will happen as a result. Others may believe that this method is effective.

Discuss which pathways might be useful in some situations and which might be more useful in others.

Plenary (10 minutes)

Positive pathways

Ask learners to look again at their pathways and decide which pathways lead to a positive outcome (i.e. they make the situation better in some way) and which lead to a negative outcome (they make the situation worse).

Encourage learners to select the 'best' pathway that they or other learners have created – what would be the most effective way to help in the scenario?

Note for educators:

One scenario is provided for this activity. If time allows, you could ask learners to think of other cyberbullying scenarios and complete the pathways again to show how they might react in those situations.

If you so wish, you could also expand the pathways by asking learners to consider at least three different actions for each feeling, and multiple outcomes for each action.

3.16.   R5 – Rocket.Chat - Exploring the roles in cyberbullying

Lesson: **Exploring the roles in cyberbullying**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **65 minutes (+ additional time for setting expectations)**

Learning outcomes:

> **Learners will be able to:**
- **Recognise and understand the roles that can exist in a cyberbullying situation.**
- **Identify positive strategies for managing and responding to cyberbullying in different contexts.**

Key vocabulary: **cyberbullying, roles, instigator, bystander, target, cheerleader, stirrer, admirer, follower, joker, context, strategies.**

Sources: **Google Slides, Rocket.Chat tool, Cyberbullying scenarios (slides 7-8), Role cards (slide 9), Child Protection Guidance**

Key questions:
- What are the different roles that can exist in a cyberbullying situation?
  - How would you define/explain these roles?
- How can different roles influence the behaviour of:
  - ...a cyberbully?
  - ...a target?
  - ...a bystander?
- What contexts might also affect behaviour? (e.g. If you saw one friend bullying another friend, would this be easier/harder to tackle than if they were strangers to you?)
- What strategies could you use to positively affect the situation if you were…
  - ...a cyberbully?
  - …a target?
  - ...a bystander?
  - ...a follower/admirer/cheerleader?
- What strategies/tools could you use to seek help on a chat app?

Activity plan:

Starter activity (15 minutes)

We all have a role

Explain to learners that this session is about the different roles that exist in a cyberbullying situation and how these can affect cyberbullying behaviour.

Ask learners to consider the different roles that exist in a bullying situation online.
- How many different roles can they think of?
- How would they define or explain those roles?

Show the slide with different identified roles and discuss how each role might behave.

Activity (35 minutes)

Rocket.Chat

Note: Before starting this activity, it is highly recommended that you take time to discuss and agree with learners on the expectations around behaviour. It is also advisable to set some ground rules and an agreed method for learners to call an end to the role-play if they are feeling worried or upset (e.g. use of a code word).

You should also make it clear to learners that:
- *the chat may or may not be monitored (depending on how you as an educator have set up the tool),*
- *that this activity is a role play exercise,*
- *use of Rocket.Chat is only to take place in a lesson/session or in a specific time period defined by the educator,*
- *some learners' behaviour when in character may make others feel upset or uncomfortable, but this behaviour is **only permitted** in the role-play,*
- *At the end of the session, learners will have the opportunity to share their thoughts and feelings, and receive extra support if needed.*

*Further information on ensuring the session can be run safely can be found in the **Child Protection Guidance**.*

Explain that learners will be exploring how different roles behave by adopting a role in an online bullying scenario.

Explain and introduce the Rocket.Chat app; you may need to spend some extra time demonstrating the basic functionality of the app depending on learners' level of experience in using such a communication tool.

Select one cyberbullying scenario from slides 7-8 (either chosen by the teacher/adult leading the session, or take a vote with learners to pick their preferred scenario).

With a larger group/class, it is advisable to split them into smaller groups of around 6-8 learners, and give each group the same scenario.

Randomly assign each student in the group a role in the scenario by handing them a role card (slide 9). They must behave and speak in the way they believe that role would act in the cyberbullying situation. (Ensure that the roles of a cyberbully, target and bystander are filled in each group - remaining group members can be any of the additional roles).

Allow learners to act out the chosen scenario - you may wish to type/copy the scenario text and post it into the chat at the start to remind learners. Depending on the scenario and your learners, you may wish to set a time limit for the scenario (e.g. 5-10 minutes) or agree with learners on a natural 'end' e.g. if the bully or target exits the chat. However, you may also wish to allow the scenario to continue if either the bully or target leaves, in order to explore how behaviour might change.

Plenary (15 minutes)

Take some time with learners to discuss their experiences.

Key questions to guide your discussion:
- How did you feel throughout the scenario?
  - Did your emotions change at any stage? How/why?
- Did you identify any barriers to doing something or saying something?
- If you replayed the scenario, what would you have done differently in your role?
- Were there particular actions/words that made the situation worse? Why?
- What actions/words could have helped the situation?

Thank learners for their participation and remind them to who they can speak in order to receive further help or support if the role-play experience has worried or negatively affected them.

KidActions

Exploring the roles in Cyberbullying

Understanding, Preventing, Responding

Ages 14-18

Exploring the roles in Cyberbullying

Timing: **35-40 minutes (+ additional time for setting expectations)**

Learning outcomes:

Learners will be able to:

- **Recognise and understand the roles that can exist in a cyberbullying situation.**
- **Identify positive strategies for managing and responding to cyberbullying in different contexts.**

Key vocabulary: **cyberbullying, roles, instigator, bystander, target, cheerleader, stirrer, admirer, follower, joker, context, strategies.**

Resources: **Rocket.chat tool, Cyberbullying scenarios (slides 7-8), Role cards (slide 9), Child Protection Guidance.**

Key Questions

- What are the different roles that can exist in a cyberbullying situation?
  - How would you define/explain these roles?
- How can different roles influence the behaviour of…
  - …a cyberbully?
  - …a target?
  - …a bystander?
- What contexts might also affect behaviour? (e.g. If you saw one friend bullying another friend, would this be easier/harder to tackle than if they were strangers to you?)
- What strategies could you use to positively affect the situation if you were…
  - …a cyberbully?
  - …a target?
  - …a bystander?
  - …a follower/admirer/cheerleader?
- What strategies/tools could you use to seek help on a chat app?

We all have a role

Think about the different roles in cyberbullying.

- How many different roles can you think of?
- How would you define or explain those roles?

How would you define these roles?

- Cyberbully
- Target of bullying
- Bystander
- Upstander (someone who stands up to the bully)
- Cheerleader
- Stirrer
- Admirer
- Follower
- Joker

Rocket.chat

We will be exploring a cyberbullying scenario and adopting a role.

All the communication will take place on Rocket.chat.

OK?

What do we need to agree before we begin?

Scenarios

There is a new member of your youth group. They are quite shy and haven't revealed much about themselves. One of your friends starts to pick on them online for being different...

A young person has recently told everyone in school that they belong to the LGBTQ+ community. Someone in their class starts to say homophobic comments towards them online...

You have joined an online chat group to discuss your favourite music. Although you don't know anyone there, it is clear that a member of the group is being targeted because of their religious views...

There is a young person who lives close to you and enjoys sharing lots of photos and details about their life on social media. Someone keeps posting mean comments under their photos...

Scenarios

The leader of your online gaming group has recently started using sexist language and has threatened to kick out a female member of the group because 'she isn't good enough'...

A member of your family has started responding to a politician's tweets with unkind and threatening language. You don't agree with the politician's views, but...

Your best friend recently broke up with their partner. They feel upset and have started posting revealing pictures of their ex-partner to get revenge on them...

You are fed up of the popular student at school always getting all the attention. So you set up a fake social media profile to make them look bad, and share the details in your school group chat...

Role cards

Cyberbully		Upstander		Admirer	
Target		Cheerleader		Follower	
Bystander		Stirrer		Joker	
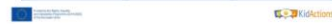
Debrief

- How did you feel throughout the scenario?
- Did your emotions change at any stage? How/why?
- Did you identify any barriers to doing something or saying something?
- If you replayed the scenario, what would you have done differently in your role?
- Were there particular actions/words that made the situation worse? Why?
- What actions/words could have helped the situation?

3.17. R6 – Exploring roles through offline roleplay

Lesson: **Exploring roles through offline role-play**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **65 minutes (+ additional time for setting expectations)**

Learning outcomes:

Learners will be able to:
- **Recognise and understand the roles that can exist in a cyberbullying situation.**
- **Identify positive strategies for managing and responding to cyberbullying in different contexts.**

Key vocabulary: **cyberbullying, roles, instigator, bystander, target, cheerleader, stirrer, admirer, follower, joker, context, strategies.**

Resources: **Google Slides, Cyberbullying scenarios (slides 7-8), Role cards (slide 9), Child Protection Guidance**

Key questions:
- What are the different roles that can exist in a cyberbullying situation?
    - How would you define/explain these roles?
- How can different roles influence the behaviour of:
    - ...a cyberbully?
    - ...a target?
    - ...a bystander?
- What contexts might also affect behaviour? (e.g. If you saw one friend bullying another friend, would this be easier/harder to tackle than if they were strangers to you?)
- What strategies could you use to positively affect the situation if you were…
    - ...a cyberbully?
    - …a target?
    - ...a bystander?
    - ...a follower/admirer/cheerleader?
- What strategies/tools could you use to seek help with bullying?

Activity plan:

Note: This activity can be run as an alternative to T3 - Exploring the roles of Cyberbullying, or as an additional lesson to compare the differences in online and offline role-play.

Starter activity (15 minutes)

We all have a role

Explain to learners that this session is about the different roles that exist in a cyberbullying situation and how these can affect cyberbullying behaviour.

Ask learners to consider the different roles that exist in a bullying situation online.
- How many different roles can they think of?
- How would they define or explain those roles?

Show the slide with different identified roles and discuss how each role might behave.

Activity (35 minutes)

Bullying scenarios

Note: Before starting this activity, it is highly recommended that you take time to discuss and agree with learners on the expectations around behaviour. It is also advisable to set some ground rules and an agreed method for learners to call an end to the role-play if they are feeling worried or upset (e.g. use of a code word).

You should also make it clear to learners that:
- *you will be monitoring the chat,*
- *that this activity is a role-play exercise,*
- *some learners' behaviour when in character may make others feel upset or uncomfortable, but this behaviour is **only permitted** in the role play,*
- *at the end of the session, learners will have the opportunity to share their thoughts and feelings, and receive extra support if needed.*

*Further information on ensuring the session can be run safely can be found in the **Child Protection Guidance**.*

Explain that learners will be exploring how different roles behave by adopting a role in an online bullying scenario.

Select one cyberbullying scenario from slides 7-8 (either chosen by the teacher/adult leading the session, or take a vote with learners to pick their preferred scenario).

With a larger group/class, it is advisable to split them into smaller groups of around 6-8 learners, and give each group the same scenario.

If you are running this activity to act as a comparison to T3 - Exploring the roles of Cyberbullying, then you may wish to assign learners to the same group, role and scenario to allow them to directly compare their online role-playing experience to the offline role-play experience.

Randomly assign each student in the group a role in the scenario by handing them a role card (slide 9). They must behave and speak in the way they believe that role would act in the cyberbullying situation. (Ensure that the roles of a cyberbully, target and bystander are filled in each group - remaining group members can be any of the additional roles).

Allow learners to act out the chosen scenario - you may wish to type/copy the scenario text and post it into the chat at the start to remind learners. Depending on the scenario and your learners, you may wish to set a time limit for the scenario (e.g. 5-10 minutes) or agree with learners a natural 'end' e.g. if the bully or target exits the scenario in some way (e.g. leaves the room). However, you may also wish to allow the scenario to continue if either the bully or target leave, in order to explore how behaviour might change.

Plenary (15 minutes)

Take some time with learners to discuss their experience.

Key questions to guide your discussion:
- How did you feel throughout the scenario?
    - Did your emotions change at any stage? How/why?
- Did you identify any barriers to doing something or saying something?
- If you replayed the scenario, what would you have done differently in your role?
- Were there particular actions/words that made the situation worse? Why?
- What actions/words could have helped the situation?

If you have run this activity to act as a comparison to T3 - Exploring the roles of Cyberbullying, then you may wish to ask the additional following questions:
- Was tackling the situation face-to-face easier/harder? Why?
- Was it easier to determine the emotions of others in the scenario? Did this make things better or worse?
- How would you apply online strategies such as block, mute and report, and apply them to a face-to-face situation?

Thank learners for their participation and remind them to who they can speak in order to receive further help or support if the role-playing experience has worried or negatively affected them.

KidActions

Exploring roles through offline role-play

Understanding, Preventing, Responding
Ages 11-13, Ages 14-18

Exploring roles through offline role-play

Timing: **35-40 minutes (+ additional time for setting expectations)**

Learning outcomes:

Learners will be able to:

- **Recognise and understand the roles that can exist in a cyberbullying situation.**
- **Identify positive strategies for managing and responding to cyberbullying in different contexts.**

Key vocabulary: **cyberbullying, roles, instigator, bystander, target, cheerleader, stirrer, admirer, follower, joker, context, strategies.**

Resources: **Cyberbullying scenarios (slides 7-8), Role cards (slide 9), Child Protection Guidance.**

Key Questions

- What are the different roles that can exist in a cyberbullying situation?
  - How would you define/explain these roles?
- How can different roles influence the behaviour of…
  - …a cyberbully?
  - …a target?
  - …a bystander?
- What contexts might also affect behaviour? (e.g. If you saw one friend bullying another friend, would this be easier/harder to tackle than if they were strangers to you?)
- What strategies could you use to positively affect the situation if you were…
  - …a cyberbully?
  - …a target?
  - …a bystander?
  - …a follower/admirer/cheerleader?
- What strategies/tools could you use to seek with bullying?

We all have a role

Think about the different roles in cyberbullying.

- How many different roles can you think of?
- How would you define or explain those roles?

How would you define these roles?

1. Cyberbully
2. Target of bullying
3. Bystander
4. Upstander (someone who stands up to the bully)

- Cheerleader
- Stirrer
- Admirer
- Follower
- Joker

Bullying scenarios

We will be exploring a cyberbullying scenario and adopting a role.

All the communication will take place face-to-face.

OK?

What do we need to agree before we begin?

Scenarios

There is a new member of your youth group. They are quite shy and haven't revealed much about themselves. One of your friends starts to pick on them online for being different…

You have joined an online chat group to discuss your favourite music. Although you don't know anyone there, it is clear that a member of the group is being targeted because of their religious views…

A young person has recently told everyone in school that they belong to the LGBTQ+ community. Someone in their class starts to say homophobic comments towards them online…

There is a young person who lives close to you and enjoys sharing lots of photos and details about their life on social media. Someone keeps posting mean comments under their photos…

Scenarios

The leader of your online gaming group has recently started using sexist language and has threatened to kick out a female member of the group because 'she isn't good enough'…

Your best friend recently broke up with their partner. They feel upset and have started posting revealing pictures of their ex-partner to get revenge on them…

A member of your family has started responding to a politician's tweets with unkind and threatening language. You don't agree with the politician's views, but…

You are fed up of the popular student at school always getting all the attention. So you set up a fake social media profile to make them look bad, and share the details in your school group chat…

Role cards

Cyberbully		Upstander		Admirer	
Target		Cheerleader		Follower	
Bystander		Stirrer		Joker	

Debrief

- How did you feel throughout the scenario?
- Did your emotions change at any stage? How/why?
- Did you identify any barriers to doing something or saying something?
- If you replayed the scenario, what would you have done differently in your role?
- Were there particular actions/words that made the situation worse? Why?
- What actions/words could have helped the situation?

Comparison with online

- Was tackling the situation face-to-face easier/harder? Why?
- Was it easier to determine the emotions of others in the scenario? Did this make things better or worse?
- How would you apply online strategies such as block, mute and report, and apply them to a face-to-face situation?

3.18. R7 – High School Superhero - From negative to positive

Lesson: **From negative to positive**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **55 minutes**

Learning outcomes:

Learners will be able to:
- **Understand how cyberbullying can be challenged through the positive use of language.**
- **Evaluate the benefits and risks of intervening in a cyberbullying situation.**

Key vocabulary: **language, banter, negative, positive, intervene, challenge, upstander, bystander, benefits, protect, risks, support.**

Resources: **Google Slides, High School Superhero game.**

Key questions:
- How would you challenge someone expressing hurtful or harmful views:
  - ...offline?
  - ...online?
- If you saw someone being verbally bullied, would you intervene?
  - How would you intervene offline?
  - How would you intervene online?
- What are the benefits of intervening or being an upstander?
- What are the risks of intervening?
  - How do these risks differ between online and offline?
- What could be the outcome of successfully intervening? (What would you like to see happen next?)
- What advice do you have for safely challenging cyberbullying?
- What advice do you have for someone who wants to help but is afraid to confront a bully directly?

Activity plan:

Starter activity (10 minutes)

Flipping the negatives

Explain to learners that this session will focus on strategies to respond to cyberbullying through positive language use.

Ask your learners to consider the negative words and phrases that a cyberbully may use towards someone else.

For each word/phrase they think of, ask learners to 'flip' the language and rewrite it in a positive form e.g. "You are ugly!" could change to "You look amazing!"

Learners should record these positive words/phrases as a list, which can be used in the main activity.

Activity (30 minutes)

Be a High School Superhero!

Introduce the High School Superhero game to learners and explain the premise - the player must travel around a high school, changing negative speech to positive and removing graffiti. Please refer to the guide on how to use and play the High School Superhero game.

Explain to learners that their focus for this session is on the 'changing speech' task in the game, rather than the 'editing graffiti' task. Using their list of positive language, learners should replace the negative words in the game with positive words/phrases. Learners may find that they have to consider new words/phrases that are not on their list but would be the best possible response.

Reflection (15 minutes)

After playing the game, discuss with learners their thoughts on this technique of flipping negative language to positive:
- Did flipping the language work?
- Would asking/telling/reasoning with a bully to change their negative words to positive words work - online or offline? Why/why not?
- Do you see any issues in changing someone else's words, even if they are unkind or hateful?
- How could you use this technique of flipping language online? (e.g. respond to a negative message with a positive one.)
- How might your positive behaviour have an effect on other users? (e.g. the bully, the target, other users who witness the cyberbullying.)

Discuss how intervening in a bullying situation might have an impact:
- What are the benefits of intervening or being an upstander?
- What are the risks of intervening?
  - How do these risks differ between online and offline?
Finally, ask learners to consider the advice they would give to:

- Someone who wants to safely challenge cyberbullying (e.g. do not retaliate, keep it positive, consider when and how to step away).
- Someone who wants to help but does not feel they can directly challenge a bully (e.g. using reporting tools, taking a screenshot of the evidence, seeking help on someone else's behalf).

3.19. R8 – A helping hand

Lesson: **A helping hand**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **35 minutes**

Learning outcomes:

Learners will be able to:
- **Identify key people who can help them to deal with cyberbullying issues.**
- **Identify key online sources of help and support for cyberbullying issues.**

Key vocabulary: **cyberbullying, reporting, support, help, advice, resolution, responding, preventing.**

Resources: **Google Slides, Helping hand worksheet (slide 5)**

Key questions:
- Who would you ask for help if you were worried about bullying?
- How could these people help you with a bullying issue?
- Where else could you turn to for help? (e.g. help-lines, organisations, etc.)
- Does your source of help change depending on your role in a cyberbullying incident?
    - Why?

Activity plan:

Starter activity (10 minutes)

Who helps us?

Start by asking learners how they would seek help for an online problem. Encourage them to consider as many different sources of help as possible.

These may include:
- Individuals (online or offline) who can help (such as teachers, parents/caregivers, online moderators)
- Tools on online platforms (such as reporting tools)
- Organisations or helplines that provide support for children and young people

Activity 2 (15 minutes)

A helping hand

Using the worksheet on slide 5, ask learners to consider how they would get help or support for a cyberbullying issue. This could be helpful for themselves (if they are the target) or help for someone else that they see being bullied online.

Ask learners to write a source of help to each of the five digits on the hand. They should ensure that they have a mix of different sources (individuals, tools and organisations) and that these should be relevant to the apps/games they most frequently use.

If time allows, learners could decorate their 'helping hand' to make it more eye-catching – these could be used as a display to share with other young people in the community about who to turn to for help with cyberbullying.

Plenary (10 minutes)

As a whole group, encourage learners to share the sources of help they chose. Ask learners if they would go to different sources for help if they were being targeted by online bullying, as opposed to witnessing bullying of someone else taking place. Discuss this with learners and encourage them to explain how and why these sources of help change depending on their circumstances.

For educators:

This activity can be shared with parents/caregivers to help them discuss with their children where they can get help and support with cyberbullying. It could also be used to help parents/caregivers consider whom they would turn to for help and support if their child was involved in cyberbullying (either as a target or a perpetrator).

You may also wish to complete this activity to help identify the sources of help that you would turn to when dealing with a cyberbullying incident involving your learners.

3.20. R9 – Who's on my team?

Lesson: **Who's on my team?**

Areas covered:

Understanding	Preventing	Responding

Areas of SEL:

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making

Audience:

11-13	14-18

Timing: **25 minutes**

Learning outcomes:

> **Learners will be able to:**
- **Identify key members of the community who can provide support with cyberbullying problems.**

Key vocabulary: **community, support, assistance, upstander, responsibility, trust, responding**

Resources: **Google Slides, Circles of Action worksheet (slide 5)**

Key questions:
- If you had a problem, who could you turn to:
    - ...inside school?
    - ...outside school?
    - ...online?
- Who would you ask for help if you were being cyberbullied?
    - Why?
    - What actions would you expect them to take?
- Who would you ask for help if someone else was being cyberbullied?
    - Why?
    - What actions would you expect them to take?
- Which members of your community could help prevent cyberbullying?
    - What actions would you want them to take?
- What role do you think you play in your group/community to help prevent or respond to cyberbullying?
    - E.g. someone who directly intervenes/mediates, someone who can seek help for others, someone who gives advice, someone who shows empathy and listens to the target, etc.

Activity plan:

Starter activity (5 minutes)

Who can help?

Explain to young people that this session is about identifying the key members of their community (either online or offline) who can help to prevent or respond to cyberbullying, and the actions they could take to do this.

Ask young people to make a list of all the people who might be able to help them (or provide help to another young person) if cyberbullying was taking place. Encourage them to think of people who provide help in school and in settings outside of school (e.g. youth groups, sports clubs, family, etc.). Are there other people that can help them online (e.g. members of a gaming group, online friends/acquaintances, organisations, etc.)?

Note: You may wish to complete or refer to the activity 'A Helping Hand' to help young people in creating their lists.

Share and discuss the lists - are there people who are common to everyone's lists (e.g. named teachers/staff members, youth group leaders, etc.)?

Activity 2 (15 minutes)

Circles of action

Using slide 5, show young people the 'Circles of action' worksheet. Explain that they should consider the people on their list and add them to the concentric circles based on how much support and action they think those people can provide in a cyberbullying situation.

They should start by writing their own name in the centre circle, then adding the names of other people based on how much help/support they can give - those who can provide the greatest support should be placed in the circles surrounding the centre circle, those who can provide less support should be placed in the outer circles.

Remind young people that placing a person in an outer circle doesn't suggest that person can't help them; they may still be able to offer help that others cannot!

Once they have filled their circles, ask young people to add some actions to each circle that those particular people could take, or the support they could offer (e.g. a person in an inner circle might be able to help with the removal of a bully's comments online, enable support services such as counselling for the person targeted and/or hold the bully's accountable for their actions).

They should also fill in the centre circle with actions they could take to prevent and respond to cyberbullying (either aimed at them or another person).

Young people may also wish to consider the following:
- **Drawing a line to bisect the circle**, then using one side to list actions that help **prevent cyberbullying**, and the other side to list actions that help **respond to cyberbullying**.

- **Drawing a line to bisect the circle**, then using one side to list actions that these people could take **online**, and the other side to list actions they could take **offline**.
- **Redraw the circle and complete the activity in reverse**, labelling each circle with a specific action then plotting the names of the circles to identify how each person could help. A person's name could appear in multiple circles to indicate the different ways they could provide support.

Plenary (5 minutes)

Encourage young people to share their 'Circles of action' and compare their suggestions.

Ask them to consider what role they believe they play in a community in preventing or responding to cyberbullying.

For educators:

Take time to investigate who in your school/organisation is responsible for dealing with cyberbullying incidents. Ensure that you are familiar with any anti-bullying policies as well as the procedures for logging and reporting cyberbullying incidents in your school/organisation.

Consider how you could advise learners and their parents/caregivers about who they can turn to for help with cyberbullying issues. You may wish to include this information on your school website or share it through communication channels you use to contact learners and their families (such as newsletters, emails and social media).

KidActions

Who's on my team?

Preventing, Responding
Ages 11-13, Ages 14-18

Who's on my team?

Timing: **25 minutes**

Learning outcomes:

Learners will be able to:

- Identify key members of the community who can provide support with cyberbullying problems.

Key vocabulary: **community, support, assistance, upstander, responsibility, trust, responding.**

Resources: **Circles of Action worksheet (slide 5)**

Key Questions

- If you had a problem, who could you turn to...
  - ...inside school?
  - ...outside school?
  - ...online?
- Who would you ask for help if you were being cyberbullied?
  - Why?
- What actions would you expect them to take?
- Who would you ask for help if someone else was being cyberbullied?
  - Why?
- What actions would you expect them to take?
- Which members of your community could help prevent cyberbullying?
- What actions would you want them to take?
- What role do you think you play in your group/community to help prevent or respond to cyberbullying?
  - E.g. someone who directly intervenes/mediates, someone who can seek help for others, someone who gives advice, someone who shows empathy and listens to the target, etc.

Who can help?

Make a list of anyone who could help you in a cyberbullying situation.

Consider:

- People **in school** who can help
- People **outside of school** who can help
- People **online** who can help
- Organisations/helplines
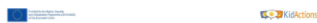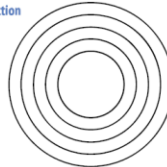
Circles of action

Circles of action

Preventing
Cyberbullying

Responding to
Cyberbullying

Circles of action
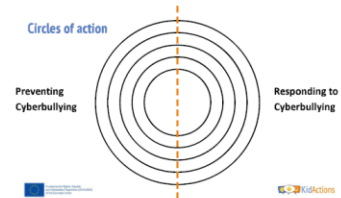
Online actions
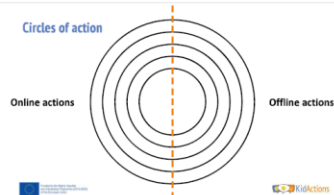
Offline actions

What's your role?

How can you help someone in a cyberbullying situation?

What actions can you take...

- ...online?
- ...offline?

ANNEX I – GUIDANCE FOR EDUCATORS
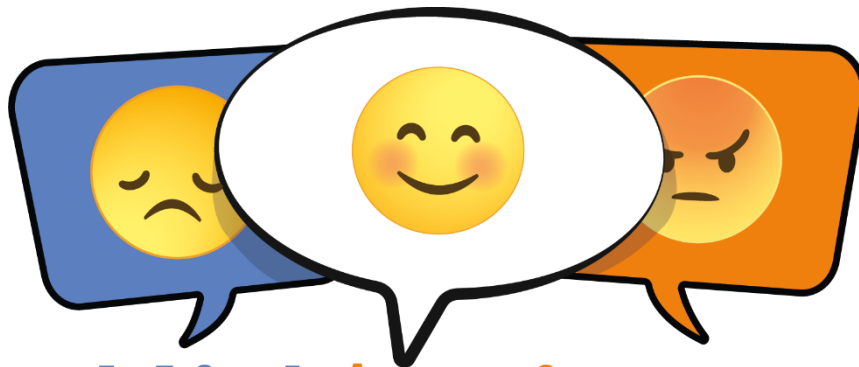
Guidance for educators

Using the KID_ACTIONS Educational Toolkits

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

1.   OVERVIEW

The KID_ACTIONS educational toolkits consist 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 toolkits aim 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 toolkits are organised into three foci:
1. **Understanding Cyberbullying** – activities that focus on the nature of cyberbullying and the experiences that young people have online in relation 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 ability to understand one's own emotions, thoughts and values and how they influence behaviour across contexts.
2. **Self-management:** The ability to manage one's emotions, thoughts and behaviours effectively in different situations to achieve goals and aspirations.
3. **Social awareness:** The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts.
4. **Relationship skills:** The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
5. **Responsible decision-making:** The ability 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 are considered.

Each of the activities in the educational toolkits 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 toolkits' 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 TOOLKITS

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

- **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 or organisation's own child protection policies and procedures for handling disclosures. You should also be familiar with your school or organisation's policies around data protection.
- **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 TOOLKITS

Below are five suggested pathways through the toolkits 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

6. U1 – Defining Cyberbullying
7. U3 – KaMoT- The language of cyberbullying
8. U5 – Early warning signs
9. P2 – Your best self
10. R5/R6 – Exploring the roles of cyberbullying

3.2. Pathway 2: Developing strategies to respond to cyberbullying

6. U1 – Defining Cyberbullying
7. P2 – Your best self
8. R3 – Take a meta-moment
9. R4 – Stepping in
10. R8 – A helping hand

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

6. U1 – Defining Cyberbullying
7. R5 – Rocket.chat – Exploring the roles in cyberbullying
8. P3 – CREENDER – Cyberbullying through comments
9. R7 – High School Superhero – From negative to positive
10. U6 - KaMoT- Using tools to spot cyberbullying

3.4. Pathway 4: Raising-awareness of cyberbullying in communities

6. U1 – Defining Cyberbullying
7. U2– Understanding online experiences
8. P1 – Who are your role models?
9. R9 - Who is on my team?
10. P5 – Successful campaigns

3.5. Pathway 5: Developing strategies to manage emotions

6. U1 – Defining Cyberbullying
7. U5 – Early warning signs

8. P2 – Your best self
9. R3 – Take a meta-moment
10. 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/caregivers

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 caregivers play a key part in this process. Consider carefully these questions concerning communication with parents/caregivers of the young people you work with:

- How does your school/organisation provide regular advice/information to parents/caregivers? (e.g. newsletter, emails, website, through school/organisation social media pages/accounts, etc.)
- Do all parents/caregivers 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/caregivers 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/caregivers to discuss cyberbullying with their children 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 or present issues around privacy. 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/caregivers.

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.

ANNEX II - CHILD PROTECTION GUIDANCE

Child Protection Guidance

Safeguarding youth when using the KID_ACTIONS Educational materials

Cyberbullying is a topic that can produce a wide range of emotions when discussed with children and young people. It is also an area where sensitive discussions may take place and can result in disclosures by young people or discovery of incidents where a response is required to safeguard the young person(s) involved.

This guide provides some suggested steps to take when using the KID_ACTIONS educational toolkits and tools, in order to ensure that young people are protected and supported. Suggested activities are included to help you, as a professional working with young people, to consider how you handle disclosures and seek further help and support in managing cyberbullying incidents.

5. SUGGESTED STEPS

5.1. Set clear ground rules

Before running any activities around sensitive topics such as cyberbullying, it is important to establish and agree on a set of ground rules with the group of young people you will be working with. These ground rules should be clear and also visible during the entire session so that you and young people can refer to them at any time. You may wish to print out copies of the ground rules to display around the room.

Here are some suggested rules that can form the basis of a discussion with young people to establish and agree on their ground rules:

Ground rules	Explanation
Respect	We respect each other's opinions even if we don't agree
Openness	This is a place where we can be open and honest with each other
Confidentiality	We will not discuss the things shared in this room outside of this lesson
Free to leave	If you feel uncomfortable you are free to leave this lesson (please do notify the teacher)
Sensitivity	We will be aware that other people may have different feelings to us
Privacy	You are free to pass on questions if you are uncomfortable answering them
Listening	If someone speaks, we agree to listen to them

5.2. Creating a safe space

Discussing cyberbullying with learners will often involve sensitive conversations where learners may experience a wide range of emotions. It is important to create a safe space where people can freely express their views and thoughts without negative consequences.

This guidance from the UK Safer Internet Centre outlines key principles in establishing classrooms (and other learning spaces) as safe spaces to discuss sensitive issues. There are 8 principles:

1. Set clear ground rules
2. Take a non-judgmental approach
3. 'No real names' policy
4. Listen to others
5. No obligation to participate

6. Handling questions
7. Seating plans
8. Expectations around disclosures

Using the key principles above, carry out a short discussion with your learners to review some of the above principles to make your classroom/learning space a safe space to discuss cyberbullying. For example, you could work with learners to create an agreed set of ground rules or class agreements. This might include expectations around not sharing specific details of a cyberbullying experience, e.g. saying 'My friend…' rather than naming individuals.

If your class/group already has an agreed set of ground rules, take the opportunity to review them with your learners and discuss if any amendments are needed.

5.3. Using the educational tools safely

Several of the KID_ACTIONS educational tools may require installation or set up before first use. Please consult these guides in order to understand how to prepare each tool for use in activities with young people.

For any tools that require installation, it is preferable to set these up on computers or devices that are owned by your school or organization. If it is necessary for any tools to be installed on young people's personal devices (such as a smartphone or tablets), then it is important to make the following clear to young people:

- Installation and use of the educational tools by young people should only take place within the cyberbullying session that is being run or a specific time period defined by the educator.
- Any installed apps (such as rocket.chat) should be deleted/uninstalled from young people's devices at the end of each session. This is to ensure that these apps will not be used as a method of communication between young people outside of the session.
- You may wish to seek visual confirmation from young people that any tools have been uninstalled.
- For educational tools that run in a web browser, ask young people to close the browser window at the end of the session.

The following applies to all uses of the educational tools:
- Some educational tools explore what it may be like to witness or commit cyberbullying behaviour. Use of terminology or language that might be considered offensive, upsetting or harmful should only be used within the session, as part of a planned activity.
- It is not acceptable for anyone to use the educational tools as a method to genuinely bully another person. Use of the tools to 'role-play' cyberbullying (outside of any planned activity/session) is not an acceptable excuse.
- Some educational tools encourage 'role-play' or the use of scenarios to explore the nature and impact of cyberbullying. For these activities, a 'safe-word' should be agreed upon as a group. This safe word will be an unusual word, so that it can be recognised immediately (for example, 'giraffe'). If anyone taking part in role-playing feels uncomfortable and wants the role-play to end, they should say the 'safe' word. All participants must agree to stop immediately when someone uses this 'safe' word.
- The group should then support each other to understand what happened and how to move on safely together as a group.

5.4. Ending the session safely and debriefing

It is important to end the lesson together with all the young people. The topics discussed can be difficult, uncomfortable or upsetting to some young people, particularly those who have first-hand experience of bullying. Some children might disclose bullying or cyberbullying issues; they can be victims themselves or know that other children are.

It is important to know what to do if a child or young person makes a disclosure and that you are able to find suitable help for this young person. You should always follow any child protection procedures that are present in your school/organisation for recording a disclosure and for who is responsible for managing this disclosure. Make sure young people know that you are available for further contact on this topic and that they know how they can contact you to discuss any concerns further after the session.

Take time at the end of each session to summarize what has been explored/discussed and ask the young people if they can tell you what they learned in the session. Sometime has been set aside in each educational activity to do this, but you should consider the needs of the young people you work with. If you feel that extra time is required to debrief them and discuss their experiences, then it is important to factor that into your session planning. Do not leave the room before all young people have left the room; some young people might want to disclose something to you or ask questions in private.

5.5. Handling disclosures

It is crucial to take a calm, measured and informed approach to handling any disclosures made by young people about bullying or other issues that may affect their safety/wellbeing or the safety of others. In the first instance, you should always follow the agreed protocols and procedures in your school/organization.

However, the following points are important to follow in general:
- Listen to the full story **the young person is sharing.**
- Try to avoid leading questions **- allow the young person to speak freely and ask open-ended questions to help confirm the details.**
- Thank the young person for opening up **and** reassure them **that you are there to support them.**
- Take care not to be judgmental **- this might prevent a young person from discussing the matter further if they feel they are being blamed.**
- Do not make rash decisions **(informing other parties such as parents) without discussing this with the young person first. There may be circumstances when informing others. This could immediately have further repercussions for a young person.**
- **Make sure you** discuss the possible next steps **to be taken with the young person.**
- Do not promise to keep any details 'secret' **- explain that you may have to pass their details (and details of the incident) onto others who can help. You should also follow your data protection policies with regards to what data about a young person can be shared with colleagues or external agencies.**
- **Find the right support for the young person – the young person's** safety is always the first priority.

6. ADDITIONAL ACTIVITIES

The following activities may prove useful in helping you develop or understand the ways in which you can respond to and support any child protection issues that may affect the young people you work with:

6.1. A step-by-step response

Having a clear and established process for dealing with cyberbullying incidents is crucial to supporting and protecting your learners.

Before running any sessions around cyberbullying, it can be helpful to investigate what procedures are already in place in your school for managing a cyberbullying incident once it has been identified or disclosed.

It can also be useful to develop your own response strategy on how to support learners who reveal a cyberbullying issue to you. Sharing this response process with your learners can also help them understand what you/your school can do to help and support them with cyberbullying, and may also give them more confidence in turning to you or your colleagues for help.

A template decision tree is included on the following page with suggested steps and questions to consider.

This advice from the Anti-Bullying Alliance provides further information and resources on responding to cyberbullying incidents.

6.2. Checklist

The following checklist may prove useful to help ensure you are prepared for using the KID_ACTIONS educational tools and toolkits in a safe and positive way, and are confident in knowing how to deal with any issues or disclosures that may arise. You may wish to adapt this checklist to meet any specific requirements in your school or organisation:

- ☐ Review the planned activities/sessions before delivery
- ☐ Explore the educational tools before set-up or use with young people.
- ☐ Be familiar with the school's/organisation's policies related to cyberbullying and child protection.
- ☐ Check available sources of help/support in your country/region.
- ☐ Before starting any session, discuss and agree on the ground rules.
- ☐ Display the ground rules in a visible way in the classroom.
- ☐ Remind young people of the procedures for closing/uninstalling tools at the end of each session.
- ☐ Remind young people you are available to talk further if they have questions or need help.
- ☐ Always be the last one to leave the room.

6.3. Seeking further help and support

It is also important to investigate which local, national or international organisations and agencies (including law enforcement) might be able to provide support for dealing with cyberbullying incidents or removing cyberbullying content from the internet and social media.

Use the space below to record the contact details of organisations in your country that can provide additional support:

The European network of Safer Internet Centres includes helplines that provide information, advice and assistance to children, young people and parents on how to deal with harmful content, contact and conduct (including cyberbullying). More information can be found at https://www.betterinternetforkids.eu/practice/helplines.

This template flowchart can be used to consider the steps you would take after a cyberbullying incident has been disclosed:

Cyberbullying incident disclosed or discovered

RECORDING

> How will you record/log this incident?

INVESTIGATING

> Whom will you talk to about this? *(Target, other learners, bully, colleagues)*
>
> *How will you ensure/improve the safety of the young people involved?*

Is there evidence to support?

YES   NO

> **What are your next steps?**
> - Who do you speak to?
> - Where can you get further help?
> - What sanctions are to be used?
> - What can be done to support learners?
> - Can online content be removed? How?

> **What are your next steps?**
> - How do you explain this to learners involved?
> - What are the expectations moving forward?

EXPECTED OUTCOMES

> How could the incident be resolved?
>
> How will the situation be monitored to ensure it remains resolved?