

103

Compendium of Methods & Guide

Teachers & Stakeholders



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The current methodology was developed as a part of the project “TABASCO – A Targeted Anti-Bully Approach in Schools by Campaigning and Organizing”, implemented under ERASMUS+ PROGRAMME, Key Action 2 – Cooperation of innovation and the exchange of good practices, KA226–Partnerships for Digital Education Readiness.

It is meant to be used by teachers in different subjects, as well as facilitators, support personnel, youth workers, mentors to support them in their everyday work with students. The general goal of this alternative tool is to enhance the capacities of the educators by providing them with new professional skills and knowledge, so they increase their qualifications by implementing activities about bullying/cyberbullying with their students. The elaborated integrated learning methodology focus on the basic principles and professional requirements in the sphere while at the same time covers the national priorities for each partner country and personal perspective of the educator.

Some of the methods have been tested through the experimentation phase of the project, but others have not; however, all of them have been selected by the partner organizations and developed by formal and non-formal education experts and teachers.





TABLE OF CONTENTS

<u>Introduction</u>	3
About the project	3
The TABASCO Methodology	4
<u>The “Whole Community” as the Anti-bullying Approach</u>	5
1. Whole school and whole community approach for preventing bullying and peer violence	5
2. The social representation of bullying	6
3. The community	7
4. Between cognition and attitude	7
5. The role of community and behavioral change	7
6. The role of the school community	8
<u>Comprehensive approach description about all Countries</u>	10
1. Introduction	10
2. Transversal Approaches across all countries	10
3. Methods and instruments	12
<u>At country context level</u>	13
(A) Knowledge/ (B) Prevention	13
(C) Support and Tackle	18
<u>Resources</u>	23
‘Bag of tricks’	23
Webquests about bullying	26
References to additional sources of materials	27
<u>Tips for those that are taking initiatives against bullying</u>	33
Additional tips for teachers/schools	34
<u>Anti-Bullying guidance practices</u>	37
<u>Glossary of Terms</u>	70
<u>CONCLUSION</u>	72

Introduction

About the project

1. Introduction

New technologies and social networks currently provide a new platform for actions that manifest themselves in cyberbullying behaviors that can have emotional consequences for the development and psychological balance of young people. Although not all these actions take place in school time, the school context is a privileged space for preventing and combating all forms of violence and should be seen as a space of safety and protection.

Based on an inclusive school, education for all requires the consideration of diversity and complexity, viewing the student as a total being. To address the complexity of behaviors, individual and collective, intervention mechanisms in school settings should be based on principles of holistic and systemic approach. Starting from the assumption that cyberbullying behavior involves a complex web of relationships in which, although the victim and the aggressor are the main characters, we cannot neglect without secondguessing the other actors - the witnesses - who play a relevant role in preventing/supporting or reinforcing this type of peer violence.

2. Goals

The main goals of the TABASCO Project are:

- Showing Teachers and School Boards how to detect online abuse and how to support young victims;
- Raise awareness among parents and guardians of how to observe children and young people in their online behaviors and habits so that they can help their children and youngsters avoid cyberbullying, as well as the kind of support they can provide or go to if they are victims;
- Raise awareness among students and others in the educational community about the specific measures and tools developed by the TABASCO project that have proven effective in the fight against cyberbullying;



- Encourage young people to start and execute an anti-violence movement that will benefit the entire community.

The TABASCO Methodology

The methodology we are presenting here will offer anti-bullying practices that are directed to students from 9 to 19 years old. Those methods could be applied by teachers and pedagogues, regardless of the subject they teach.

The first part of the document provides useful tips, advice and details for those that are taking initiatives against bullying. In the second part we present a compendium of several activities described with step-by-step instructions on how to be applied. As the peer group is an important part of the context where bullying occurs, we are only proposing methods to be used in group work. The activities in this methodology have different duration. This means that the teacher must set in advance in his or her work plan the activities that will be implemented during the school year.

In advance, as an example of activities that could be implemented to raise awareness about bullying, we present here a list of some activities that could take place in general lines:

- Advertising Campaign
- Portal for reporting bullying and cyberbullying directed at students
- Anti-bullying program for students, to be implemented throughout the year by responsible teachers.
- Teacher Training, aimed at training the teachers responsible for implementing the anti-bullying program
- Training of peer tutors
- Training for Parents and Guardians
- Training for School Staff Members

The “Whole Community” as the Anti-bullying Approach

1 - Whole school and whole community approach for preventing Bullying and peer violence

SAFER Model - Description

Every child in every school deserves to be safe and engaged, with an adequate support. That is the focus of the Whole School, Whole Community, Whole Child (WSCC) model. In a research-in-action project (SAFER) it was developed a model in collaboration with key partners from different European Countries in the fields of education and psychology. The WSCC model strengthens a unified and collaborative approach designed to improve learning and health in the EU schools. WSCC is a comprehensive approach that is directed at the whole school, drawing resources and influences from the whole community and serving to address the needs of the whole community. The WSCC model puts the child at the center, representing the idea that children have to be the focus of decision-making; thus, all policies, practices, and programs should support a healthy, safe, engaged, supported, and challenged child. The SAFER WSCC is addressed to promote any action (in school and out of school) for preventing bullying and cyberbullying. The WSCA framework primarily poses its attention to the relationship between the wider ecology of a school/community and the level of bullying behaviors:

- the acquisition of social and civic competences, such as understanding, respect, social responsibility, conflict resolution, and citizenship. These attributes are not only the cornerstones of human rights, but they are also the foundation for a cohesive, productive, and peaceful classroom, school and society.
- the promotion of common positive and democratic values seen as an ethical-ideological-political-psychosocial platform upon which strategies for drawing attention to and preventing bullying can be designed
- the knowledge, ownership, and exercise of the fundamental rights (e.g., participation, inclusion, freedom of thought and expression, etc.) empowering students to enjoy and exercise their rights and to respect and uphold the rights of others.
- the creation of a supportive environment where young people are encouraged to fulfil their personal potential, where they thrive, learn, and emotionally develop, supported by teachers who operate in a culture that equally values their own well-being



- the direct involvement, other than the teachers, students, school staff and other professionals working with the school, of the parents and the wider community that surrounds the school.

Where to start: The method starts with the analysis of the inner personal dimension of the students (personal level) - (biographic questionnaire) so, also exploiting the other three dimensions (class-school-community) means to guaranteeing the full commitment and empowerment of the students as protagonists of the WSCA antibullying framework, thus “promoting the meaningful participation of children in efforts to prevent and respond to school violence and bullying”

All in all, the WSCA approach:

- Involves the teachers, the students and all the school staff
- promotes prosocial behavior along with addressing bullying
- takes a multifaceted strategies and didactic tools that works at different layers in the school and community systems
- allows the selection of activities and components that fit the context and goals of each school and that can be adapted to the needs of each school and the target age of the students

2 - The social representation of Bullying

Bullying as a representation and concept emerged in the 70s and 80s of the categorizing the violence, in the school environment, that a certain victim suffers from an aggressor or group of aggressors, intentionally and repeatedly. This violence manifests an unequal power relationship and causes physical or psychological suffering and social isolation of the victim.

"We are therefore faced with a form of destructive social relationship strongly influenced by the social dynamics dictated, inter alia, by peer groups, the systems, and procedures of the school organization, ethics, and customs of the surrounding community itself."¹

If the forms of aggression, peer violence, and free or consciously motivated affirmation of power, among children or young people, are known and even excused practices, Bullying will take a special focus for the suffering it causes to victims and that often goes unnoticed.

¹ José Ilídio Alves de Sá. 2012. Bullying in Schools: Prevention and Intervention. U.S., Aveiro



Studies on the phenomenon are numerous and the importance of the community to address and mitigate or quash the problem is recognized as central since the first studies and theorizations of Dan Olweus in the 1970s and which today presents a methodology of a global approach, where the role of the community takes on prominence.

3 - The Community

The community is a central element in the development of the individuality and personality of each of us, promoting references of meaning, aggregating practices and axiologically defining the limits to behavior.

The acts, motivations, and consequences of bullying being individually experienced have indirect motivational forces in the community, primarily from the family², and repercussions on the dynamics of the groups and their well-being.

But if bullying has elements of legitimacy in the community, it also has elements of delegitimization. Consequently, the unit plays a central role in combating bullying.

4 - Between cognition and attitude.

The activities developed are guided by constructivist and cognitive socio-constructing principles of the construction of representations, not forgetting the role that the affective and psychosocial dimension of the dynamics in which bullying occurs and how it is perceived.

Thus, if, on the one hand, there are proposals for activities directed to cognition, such as lectures and activities promoting individual reflection, on the other hand, group dynamics activities are presented to discuss concepts, ideas, and attitudes.

These activities have both a (re)constructive dimension from a conceptual point of view and an affective dimension in how children understand or represent bullying.

The activities are aimed at children and young people, where, simultaneously, the age group the frequency of bullying is higher and the group of peers is more important.

5 - The role of community and behavioral change

² Olweus, D. (2005). *Bullying at School: what we know and what we can do*. Oxford: Blackwell Publishing, p.59. apud Arede, Jorgelina Antónia Gomes. *Bullying in a school context: a case study*. 2016. UA Aveiro <https://ria.ua.pt/bitstream/10773/18410/1/Disserta%C3%A7%C3%A3o.pdf>



Mental representation and affective components are two of the three elements of attitude, and behavior is the third of the elements. Thus, the approach involves changing behaviors, changing representations, and feelings. These are more easily changeable as long as the community shares an understanding of the severity of bullying and represents it as negative behavior.

Thus, it is important to develop activities involving groups or significant elements of the community, which in the school case are mainly close agents (teachers, school staff members, parents, guardians), but also agents further away from direct experience but with meaning in the construction of representations (police agents, political agents, doctors, psychologists, and others).

6 - The role of the school community

The **teacher** has a relevant role in preventing and identifying bullying behaviors as well as developing social and emotional skills in the classroom context in an intentional and frequent manner.

Themes to develop: training about bullying and cyberbullying and more attention/involvement with the class.

Designing a skills promotion program:

- Assess, through a questionnaire, what the class thinks and knows about bullying;
- Presentation of the results, discussion and framing of the project;
- Icebreaker activity;
- Self-knowledge and interpersonal relationships;
- Informative part about bullying / discussion;
- Communication;
- Emotional Management;
- Relationship and peer interaction skills.

Peer Support programs are based on the assumption that a group of students provide support to their peers and learn from it. They are responsible students, representing the student population, who want to make a difference and care about this issue.

Topics to be developed: information part about bullying and cyberbullying, communication and active listening, understanding the problems that exist among their peers regarding bullying issues.

Parents and Guardians play a vital role in shaping the behavior of their children and in supporting children and young people who are victims or bullies. The training for parents and guardians aims to



provide information and suggestions about bullying and cyberbullying, as well as proposals for activities that parents can do with their children to develop their social and emotional skills.

Topics to be developed: Information about bullying and cyberbullying, warning signs (noticing that your child may be a victim of bullying or is engaging in bullying behavior), and strategies to help him/her surf the Internet safely, among others.

The **School Staff members**, as an active participant in surveillance and support activities in non-school time is an observer of students' behavior, and he is often the one who listens and helps in peer conflict management.

The School Staff member cooperates in activities aimed at the safety of children and young people at school, contributing to a good school environment.

Topics to be developed: Part on bullying and cyberbullying, warning signs (noticing that the student may be a victim of bullying or is engaging in bullying behavior), communication and active listening, and conflict resolution strategies.

According to this, to choose and implement any anti-bullying practice, we propose that each country/institution should start by identifying the “First Line Person”, it means to identify the person working closely with the youngsters that could be an important reference to inform and raise awareness about bullying and responsible use of internet.

Next it could be important to identify professionals or institutions in the community that could be involved to increase the impact of the activities, such as police, teachers, psychologists or others.

The next step we propose is to choose between the activities mentioned in this compendium, according to the characteristics of the group (ages of the youngsters, size of the group, etc.), specific goals and the context in which they are occurring.



Comprehensive approach description in all countries

1 - Introduction

Bullying, cyberbullying and other forms of violence are phenomena that occur with worrying frequency in the lives of children and young people and can be devastating for victims and have a negative impact on various levels of individual and social life. The complexity of the problem of bullying and cyberbullying has had from the European Union and from the public policies of the different countries legislative initiatives and general programs aimed at awareness, training, prevention and intervention, and that allow and promote a global approach to the problem.

Experts recommend community-level intervention and the involvement of the various sectors of society, as well as the individuals for whom the programs are directed.

2 – Transversal Approaches across all countries

Preventing and combating violence in the school context, in particular bullying and cyberbullying, appears to be essential to achieving the Sustainable Development Goals 2016-2030, which aim to ensure quality inclusive and equitable education and promote lifelong learning opportunities for all, developing peaceful and inclusive societies.

A UNICEF study in 30 countries indicates that one in three young people say they have been a victim of cyberbullying; one in five reported dropping out of school due to cyberbullying and violence <https://youtu.be/HBuoPf68VMw> e <https://cybervengers.club/pt-pt/>.

The study by UNESCO “Behind the numbers: ending school violence and bullying” - <https://unesdoc.unesco.org/ark:/48223/pf0000366483> - made in 2019, involved 144 countries, highlights that 1 in 3 children will have been bullied in the last month, thus pointing to the need to:

- a) implement policies to prevent and respond to school violence and bullying;
- b) train and support teachers in the prevention of school violence and bullying;
- c) promote community-wide approaches, including students, teachers, technicians, operational assistants, parents/guardians and local authorities;
- d) provide information and support to children, young people and their families.



In 2020, UNESCO and the French Ministry of Education, Youth and Sports organized an International Conference on Bullying - <https://unesdoc.unesco.org/ark:/48223/pf0000374794> . The scientific committee proposed for an effective response to bullying a comprehensive educational approach, recognising the link between the school and the community at large, including the educational system, the social system and the technological system. The global approach to preventing and combating bullying has 9 components: firm and clear policies; empower teachers to address bullying; study and learning plans that favor a care environment; safe environment; reporting and support mechanisms for victims; participation of all actors in the school community; student empowerment and participation; association between the education sector and other sectors of society; monitoring and evaluation of interventions.

Two guiding principles are noteworthy:

- avoid isolated measures, as they are not effective;
- children and young people should be involved in the design, implementation and evaluation of the components.

COUNCIL EUROPE. PARLIAMENT AND EUROPEAN COMMISSION

The Council of Europe has developed a strategy on children's rights³, where it assumed priority area "a life free of violence for all children" and consequently addressed the issue of violence in schools, namely within the framework of the Charter of the Council of Europe on Education for Citizenship and Education for Human Rights. By pursuing a cross-cutting approach, the Council of Europe supported the "strengthening of the role of education in preventing specific forms of violence such as bullying in schools, homophobic bullying, cyberbullying and radicalisation-related violence."⁴

This strategy has been developed with the current Council of Europe Strategy for the Rights of the Child 2022-2027.⁵

The European Parliament resolution of 12th April 2016 on learning about the EU at school "calls on the Commission to facilitate the exchange of good practices between Member States (...) with regard (...)

³ <https://www.cnpdpdj.gov.pt/documents/10182/14731/Estrat%C3%A9gia-do-Conselho-da-Europa-sobre-os-Direitos-da-Crian%C3%A7a/5f2d0055-ee83-46fe-976f-fe40e76df7ba>

⁴ Estratégia do Conselho da Europa sobre os Direitos da Criança (2016-2021), p. 19 In <https://www.cnpdpdj.gov.pt/documents/10182/14731/Estrat%C3%A9gia-do-Conselho-da-Europa-sobre-os-Direitos-da-Crian%C3%A7a/5f2d0055-ee83-46fe-976f-fe40e76df7ba>

⁵ [Bullying - Direitos da Criança \(coe.int\)](https://www.coe.int/t/dah/ta/ta/Bullying-Direitos-da-Crianca-(coe.int).aspx)



to the fight against discrimination and prejudice in educational establishments, including the evaluation of teaching materials and policies to combat bullying and discrimination;”

The Council's proposed recommendation 2022/2026 states that the well-being of pupils in school "is decreasing and intimidation/cyber-bullying is widespread and increasing. Research highlights that school bullying has devastating consequences for the well-being and academic outcomes of learners and increases the risk of early school leaving. (...) Thus, it invites member states to "create and promote the activities of the expert group on support for learning environments for groups at risk of school failure and support for well-being in school, which will carry forward the work of identifying good practices (...) and the prevention of intimidation and violence at school (...)" .In one of the guiding principles set out in the Digital Education Action Plan 2021-2027, the European Commission stresses that "A quality and inclusive digital education that respects the protection of personal data and ethics should be a strategic objective of all bodies and agencies operating in the areas of education and training [...]". The need to consider the well-being of students, teachers and non-teachers, as well as parents, is also recognized, and for this, it is essential to promote media literacy, critical thinking, the fight against disinformation and hate speech, respect for intellectual property rights, among others.

3 – Methods and instruments

The approach to the phenomenon of bullying, successfully referenced, goes through 3 dimensions: knowledge (awareness, information and training), prevention and support and tackle.

These dimensions, being distinct, are articulated in an ideal approach.

At the knowledge level (A), there are numerous activities of awareness, information and training on the phenomenon of bullying and cyberbullying, both in terms of behaviours and effects. At prevention level (B) there are different typologies, and it is worth mentioning the involvement of the community. At Support and Tackle level (C) the creation of teams that address the phenomenon in an integrated way and develop also support and denunciation mechanisms.

(A) knowledge activities:

(A1) lectures and webinars

- i) Lectures and informative webinars;
- ii) Sharing experiences.

(A2) Training courses for professionals, educators and peers.

(A3) group dynamics, promoters of the identification of the phenomenon, through the identification of behaviors; exploration of motivations; exploitation of consequences:

- i) Game creation;
- ii) Creation of information leaflets;
- iii) Creation of spaces for reflection;
- iv) Videos creation.

(B) Prevention - Involving the community

- i) Competitions involving homogeneous or heterogeneous groups;
- ii) Joint construction of panels for the sharing of emotions and thoughts;
- iii) Joint construction of artistic installations;
- iv) Lectures addressed to the general public;
- v) Dynamization of games and meeting spaces.

(C) Support and Tackle - Training teams with these responsibilities:

- i) collecting information on identified bullying cases;
- ii) analysis of contexts, environments and situations of bullying;
- iii) Promoting solutions.

At Country Context Level

(A) KNOWLEDGE / (B) PREVENTION

PORTUGAL - Knowledge/Prevention

In Portugal the approach to the phenomenon of bullying currently gives priority to the school universe, having been created, in 2021, the Monitoring Commission for the Fight against Bullying and Cyberbullying in Schools, with the mission of ensuring an inclusive school, promoting a safe and healthy environment with the following functions: Design awareness strategies, preventing and combating bullying and cyberbullying; Promote and monitor the training of teaching and non-teaching staff in the area of social and emotional skills development; Promote, monitor and monitor the Plan to Prevent and Combat Bullying and Cyberbullying; Monitor the existence of situations of violence in a school context, in particular these two phenomena.



NETHERLANDS - Knowledge/Prevention

In the Netherlands, schools must provide a safe social environment and must combat bullying (source: <https://www.rijksoverheid.nl/onderwerpen/veilig-leren-en-werken-in-het-onderwijs/vraag-en-antwoord/aanpak-pesten-school>). How they do this is up to schools. However, they must comply with the Dutch School Safety Act. Primary and secondary schools are required to draw up a safety plan. A bullying protocol can be part of this plan but it is not mandatory. The school must state: (1) how the school identifies bullying behavior; (2) What agreements are in place to prevent and deal with bullying; (3) Who the confidential advisor is; (4) Who the contact person for bullying is; (5) How the complaints procedure works; (6) Where the independent complaints committee can be found. Parents can find this information in the school guide and/or on the school website. Of course, parents can also request this from the school board.

POLAND

The 20th and 21st centuries are a world of great change. The progress of civilization is the rapid development of modern technology. It is not only countless benefits, but also many pitfalls and dangers. We are increasingly talking about online violence. Cyberbullying is aggressive behavior in the digital space, most often taking verbal form through commenting, memes, videos. The increased incidence of this type of problem both at school, in the family and in society determines increased attention and action to develop methods to inform, prevent and minimize the phenomenon of hate speech. Digitization is a tool that in the wrong hands can become a threat. The need for non-violent communication practices is apparent. Both teachers, parents and students themselves are calling for this. Especially since the phenomenon is gaining momentum in the virtual environment.

Rights of victims

There is no definition of cyberbullying in Polish law. The regulations of criminal law, as well as the Civil Code are applied. Some acts of online aggression violate current law (are considered a crime or misdemeanor) and can be reported to the the police, the prosecutor's office or the court. These include: defamation or insult, image violation, stalking, impersonation, impersonation, threats, burglary. For these crimes/offenses, prosecution of the perpetrator of cyberbullying follows the filing of a petition by the victim.

Country	KNOWLEDGE/PREVENTION
Portugal	<p>National Bullying Observatory, since 2020</p> <p>https://www.associacaoplanoi.org/observatorio-nacional-do-bullying/</p> <p>https://www.sembullyingsemviolencia.edu.gov.pt/</p> <p>Information and awareness, at the school level in the curricular area of Citizenship and Development and Information and Communication Technologies.</p> <p>Safe School Program - https://www.psp.pt/Pages/atividades/programa-escola-segura.aspx actions aimed at children and young people, between 6 and 18 years old:</p> <p>the action "Bullying is for the weak" - https://www.facebook.com/PSPPortugal/videos/bullying-%C3%A9-para-os-fracos/388418665751137/;</p> <p>"Internet dangers - https://www.psp.pt/Pages/atividades/ComunicarSeguranca.aspx - for young people aged 12/13 years old;</p> <p>'Dating violence' - https://www.psp.pt/Pages/atividades/programa-violencia-domestica.aspx - for young people aged 14/15 years old.</p> <p>Campaign "School Without Bullying / School Without Violence" - https://www.sembullyingsemviolencia.edu.gov.pt/</p> <p>Health Education Program (PES) - "Mental Health and violence prevention" - https://www.dge.mec.pt/saude-mental-e-prevencao-da-violencia</p> <p>https://www.seguranet.pt</p> <p>https://www.seguranet.pt/pt/lideres-digitais-seguranet/</p> <p>Cybersecurity in schools - https://www.internetsegura.pt/noticias/ciberseguranca-nas-escolas presents specific georeferenced activities https://www.seguranet.pt/mes-ciberseguranca-2022/, and diverse and varied resources - Recursos de Apoio Cibersegurança nas Escolas (seguranet.pt).</p> <p>(11-14 years old) – UNICEF program, with resources available online– https://escolas.unicef.pt/,</p> <p>Amnesty International Portugal - https://www.amnistia.pt/projeto-stop-bullying</p> <p>The Cuida-te+ program aims to promote youth' health and healthy lifestyles - https://ipdj.gov.pt/o-programa/.</p> <p>https://cybervengers.club/pt-pt/</p> <p>https://www.youtube.com/watch?v=ZxEeKWfKpVI&t=1s/ - Pintarolas.</p> <p>https://www.youtube.com/watch?v=2uP2znfCivi&t=5s/ - H&S.</p> <p>At the sporting level there is the program Violência Zero (violenciazero.gov.pt)</p>



	<p>Bandeira da Ética - IPDJ</p> <p>http://www.desportosembullying.pt/</p>
Bulgaria	<p>Bulgarian Center for Safe Internet: https://www.safenet.bg/: offers resources for teachers, parents and students to help them avoid risks on the Internet</p> <p>https://teacher.bg/: offers resources and courses to teachers, some of them focused on preventing online violence and bullying</p> <p>http://www.daskalo.com/effectivecommunication/files/2018/05/%D0%B0%D0%B3%D1%80%D0%B5%D1%81%D0%B8%D1%8F%D1%82%D0%B0-ilovepdf-compressed.pdf Offers information that aims at raising awareness of cyberbullying and prevention of cyberbullying</p> <p>https://nmd.bg/: The National Network for Children is an alliance of civil organizations and supporters working with and for children and families across the country.</p> <p>https://childhub.org/bg/: The Child Protection Portal was initiated by a group of individuals and organizations from 10 countries in South East Europe and across the European region. It strives for a safer, supportive and inclusive environment for all children.</p> <p>https://safer.bg/: educational program developed especially for children, but also for their parents and active adults.</p> <p>https://detetovinternet.bg/: The "Keep Your Child Safe on the Internet" social campaign was launched at the end of 2021 to provide protection for children as well as to build their skills for safe Internet use. The platform offers a number of educational resources for teachers and parents.</p>
Poland	<p>NASK is a state research institute supervised by the Chancellery of the Prime Minister.</p> <p>Dyżurnet.pl is a team of experts from the Research and Academic Computer Network acting as a contact point for reporting illegal content on the Internet, especially related to child sexual abuse.</p> <p>Pursuant to the Act on the National Cyber Security System, NASK-PIB has been designated as one of the Computer Emergency Response Teams, the so-called CSIRT.</p> <p>Help Line. The telephone is free of charge and open Monday to Friday from 8.15 to 8.00 pm (free call). If you call there at night and leave information about yourself and your number-the consultants will call you back.</p> <p>800 12 12 12 (telephone number)</p> <p>The child helpline is most often contacted about violence, emotional, peer, school and family problems, and those resulting from adolescence. The Child Helpline team also conducts education on children's rights through meetings and educational activities.</p> <p>Helpline for children and Youth: Tel 116 111 A free and anonymous phone line for children and youth since 2008 by the foundation Dajemy Dzieciom siłę (Giving Kids Strength Foundation) . All children who experience crises (various, including cyberbullying) get help .</p> <p>Phone for parents and teachers on child safety</p>



	<p>This is a free and anonymous telephone and online helpline for parents and teachers who need support and information on how to prevent and help children experiencing problems and difficulties arising from problems and risky behaviours such as: aggression and violence at school, cyberbullying and the dangers of new technologies, sexual abuse, contact with psychoactive substances, addictions, depression, suicidal thoughts, eating disorders</p>
<p>Netherlands</p>	<p>Pestweb offers information on bullying for children and adolescents aged 8 to 18 years old: https://www.pestweb.nl/</p> <p>The Foundation 'Stop Pesten Nu' is committed to raising awareness and preventing bullying and online bullying. They target a wide range of audiences, including students, parents, schools, sports associations, employees, employers and residential care centers. Stop Bullying Now Foundation has one urgent message: Bullying must stop, not tomorrow, but NOW! https://www.stoppestennu.nl/</p> <p>https://www.mediawijsheid.nl/onlinepesten/: This website is an initiative of the Media Literacy Network (Netwerk Mediawijsheid) and is intended for a broad audience of young people, adults, seniors, educators, health & welfare support workers, teachers and people working in (semi-)government, press and business. The purpose of the website is to (1) provide the Dutch public with information on media literacy; (2) point the way to organizations, companies and institutions for more information; (3) provide an overview of relevant news and developments. Children, starting from the age of 10, can visit https://www.HoeZoMediawijs.nl, the youth website for fun, safe and smart use of (social) media.</p> <p>https://www.vraaghetdepolitie.nl/pesten-en-online/online-pesten: Website from the Dutch police with an extensive Q&A on (cyber)bullying, aimed at children and adolescents.</p> <p>https://www.allesoverpesten.be/: Website with information on bullying. It offers information to children/youth, teachers, counselors, parents and anyone who interacts with children and adolescents</p> <p>https://saferinternetcentre.nl/: The Safer Internet Centre Netherlands tries to, in collaboration with the Dutch government, businesses and social institutions, develop materials and activities that give young people and their social environment, including parents, teachers and social workers, tools to develop citizens into digitally proficient citizens.</p>
<p>Romania</p>	<p>Ministry of Education – Methodological rules for applying the legislation against psychological violence - bullying - https://www.edu.ro/normele-metodologice-de-aplicare-legii-%C3%AEmpotriva-violen%C8%9Bei-psihiologice-bullying-au-fost-publicate-%C3%AEn</p> <p>Save the Children Romania and NEPI Rockcastle ran the "Responsible parent in the digital age" project - 2021, 10 conferences for parents, teachers and children in the form of 5 webinars and 5 workshops - https://www.salvaticopiii.ro/sci-ro/media/Documente/Comunicat-de-presa_Parinte-responsabil-in-era-digitala_SALVATI-COPIII_NEPI_6-APRILIE-2021.pdf</p>

	<p>- Creation of anti-bullying action groups in 130 partner schools - http://www.scolifrabullying.ro/</p> <p>"Schools with ZERO tolerance for violence" - Conference August 25, Bucharest https://www.youtube.com/watch?v=2byjrf82to0</p> <p>EDUPEDU.RO - Campaign for the prevention of cyberbullying https://www.edupedu.ro/sfaturi-impotriva-agresiunilor-din-mediul-online-pentru-copii-si-tineri-de-la-centrul-de-asistenta-educationala-iasi/</p> <p>The Smart Parents Association and the Vodafone Romania Foundation launch "Education without bullying", the only application that helps prevent and combat bullying in Romania https://asociatiaparintiloristeti.ro/proiecte/s-a-lansat-educatie-fara-bullying-aplicatia-gratuita-de-prevenire-si-combatere-a-bullying-ul-in-randul-copiilor-din-romania/</p> <p>About "cyberbullying" and children's rights in the online environment https://next.juridice.ro/1250/despre-cyberbullying-si-drepturile-copiilor-in-mediul-online/</p> <p>Editorial appearances, articles through which specialists inform about the phenomenon of cyberbullying - https://www.juridice.ro/550662/cyberbullyingul-provocari-legislative-tu-sti-ce-mai-face-copilul-tau.html</p> <p>Interactive platform for children's safety, where you can find information, ideas and tips for parents, suggestions for dealing with cyberbullying situations, a list of websites for children - https://kids.kaspersky.com/cyberbullying-facts/</p> <p>ORANGE- Campaign for the prevention of cyberbullying: https://responsabilitate-sociala.orange.ro/revista-de-responsabilitate/cyberbullying/</p> <p>Campaign to prevent cyberbullying radio podcasts http://www.itsybitsy.ro/tag/cyberbullying/?ref=responsabilitate-sociala.orange.ro</p> <p>Cyberbullying - children's safety on the Internet https://mihaelaolarublog.ro/cyberbullying-siguranta-copiilor-pe-internet/ https://www.youtube.com/watch?v=D8n4hmNb2ko&ab_channel=a7tv</p> <p>UNICEF - https://www.unicef.org</p> <p>Information about cyberbullying and intervention solutions https://www.unicef.org/romania/ro/povești/cyberbullying-ce-este-și-cum-ți-punem-capăt</p> <p>Prevention programs, information articles, answers to questions about bullying and cyberbullying</p>
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	<p>The Kinderpedia platform - https://www.kinderpedia.co/ro/bullying-cyberbullying.html</p> <p>Save the Children Romania - https://www.salvaticopiii.ro</p> <p>The platform https://www.salvaticopiii.ro/ce-facem/protectie/protectie-impotriva-violentei/prevenirea-violentei-in-scoala/prevenirea-bullying-ului-in-scoli-si-gradinite</p> <p>- Research studies, campaigns developed in collaboration with different companies (Kaufland Romania), action groups, prevention activities / education / health / children's rights - https://www.salvaticopiii.ro/ce-facem/protectie/protectie-impotriva-violentei/prevenirea-violentei-in-scoala -</p> <p>- Creation of anti-bullying action groups in 130 partners schools - http://www.scolifarabullying.ro/</p> <p>Ministry of Education - 2020 - Methodological norms for law enforcement against psychological violence - https://www.edu.ro/norme-metodologice-de-aplicare-legii-%C3%AEmpotriva-violentei-psiologice-bullying-au-fost-publicate-%C3%AE</p> <p>Education Law, art 5- https://lege5.ro/gratuit/gm3timzrgi4q/art-5-prevenirea-bullyingului-si-a-cyberbullyingului-in-unitatile-de-invataman-preuniversitar-norma-metodologica?dp=gmytonbygiztgny</p> <p>OMEC Order nr 4343 / 2020 - https://www.edu.ro/sites/default/files/fisiere/Legislatie/2020/OMEC_4343_2020_norme%20antibullying.pdf</p> <p>Romanian Police Campaign for the prevention of cyberbullying - https://www.juridice.ro/695878/politia-romana-a-demarat-campania-pentru-prevenirea-cyberbullyingului.html</p>
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(C) Support and Tackle

In recent years, as a response to the challenge of bullying and cyberbullying, instruments have been created to combat the phenomenon: the training of the agents most directly involved (parents, teachers and other educational agents), training courses, provision of instruments to support victims (creating channels of communication and denunciation) and broader mechanisms of combat with the involvement of communities, such as campaigns of different formats and using different means. In the following table there are some of these means and channels of support and tackle.

Country	Training	Support/ Tackle
Portugal	<p>"Bullying and Cyberbullying: Preventing & Acting" - https://www.nau.edu.pt/pt/curso/bullying-e-ciberbullying-prevenir-agir/ - Training course aimed at the training of professionals who perform functions in educational contexts.</p> <p>Courses and trainings promoted by the Portuguese Association for victim support https://formacaoapav.pt/ and aimed at Professionals who deal directly or indirectly with victims of bullying.</p> <p>The Digital Academy for Parents - https://www.e-redes.pt/pt-pt/sustentabilidade/nos-e-as-comunidades/investimento-social/academia-digital-para-pais - is an initiative of E-REDES in partnership with the Directorate-General for Education (DGE), which is based on the conviction that digital literacy is a condition of social inclusion.</p> <p>Curso Bullying e violência escolar - Cognos. – promotes training courses for educators.</p> <p>In social terms there are programs such as "Neighborhoods WITHOUT Bullying" - https://www.associacaoplanoi.org/bairros-sem-bullying/ - that promotes safe contexts and mental health, preventing bullying and interpersonal violence, through an integrated action of the community.</p>	<p>APAV Safe Internet Line - Support Line +351 800 219 090 https://www.internetsegura.pt/lis/sobre-a-lis.</p> <p>SOS Criança - 116 111 - from the Child Support Institute - https://iacrianca.pt/intervencao/sos-crianca.</p> <p>Cybercrime Office - https://cibercrime.ministeriopublico.pt/</p> <p>Child in Danger Complaint Line https://www.cnpdpj.gov.pt/comunicar-situacao-de-perigo (+351 96 123 11 11);</p> <p>National Bullying Observatory: https://www.associacaoplanoi.org/observatorio-nacional-do-bullying/</p> <p>School Without Bullying Seal - https://www.sembullyingsemviolencia.edu.gov.pt/?page_id=24890.</p> <p>Healthy school seal (PES) - https://escolasaudavelmente.pt/escola-saudavelmente/selo-saude-psicologica-escolar/regulamento-de-candidatura.</p> <p>Protective Seal - child's rights - https://www.cnpdpj.gov.pt/selo-protetor.</p> <p>Seguranet Challenges - https://www.seguranet.pt/desafios</p>
Bulgaria	<p>http://openedubg.com/images/sample_data/BG/project/lesons/25.pdf: training on the topic of "Confronting cyberbullying – which factors identify cyberbullying and violence online, and what can I do to reduce them?"</p>	<p>National helpline: https://endviolence.nmd.bg/ The helpline is designed to support children, parents and professionals on issues related to children's online safety. The helpline's counsellors work to prevent online abuse and intervene in abusive situations such as online bullying,</p>

	<p>http://openedubg.com/images/sample_data/BG/project/lesons/34.pdf: training on the topic of “Confronting cyberbullying – what factors intensify cyberbullying and violence online and what to do to reduce them?”</p> <p>https://eurocirilic.com/bg/courses/%D0%B1%D0%BE%D1%80%D0%B1%D0%B0-%D1%81-%D1%82%D0%BE%D1%80%D0%BC%D0%BE%D0%B7%D0%B0-%D0%B8-%D0%BA%D0%B8%D0%B1%D0%B5%D1%80%D1%82%D0%BE%D1%80%D0%BC%D0%BE%D0%B7%D0%B0-%D0%BF%D1%8A%D1%82%D1%8F%D1%82-%D0%BA/ : training on the topic of “Tackling bullying and cyberbullying: the path to better co-existence inside and outside the classroom”</p> <p>https://cyber360.bg/courses/kibersigurnost-za-roditeli-chast-1/: training designed to help parents better understand cybersecurity concepts and how they can protect their children from the threats that lurk online</p> <p>https://www.institute-hr.com/%d0%ba%d0%b8%d0%b1%d0%b5%d1%80%d1%82%d0%be%d1%80%d0%bc%d0%be%d0%b7-%d1%81%d1%80%d0%b5%d0%b4-%d0%bf%d0%be%d0%b4%d1%80%d0%b0%d1%81%d1%82%d0%b2%d0%b0%d1%89%d0%b8%d1%82%d0%b5/: Cyberbullying among adolescents - a program to train educators about cyber risks and their management in different age groups</p>	<p>grooming (grooming a child for sexual abuse), sexting (flirting through pictures online), misuse of personal data, profiles and identities online, etc. Counselling is available anonymously by calling 124 123 nationwide and through the Centre's website www.safenet.bg.</p> <p>https://www.cybercrime.bg/index.html: intended to report to the Cybercrime Directorate of the General Directorate for Combating Cybercrime of the Ministry of Interior if you are a victim or witness of a cybercrime.</p> <p>https://116111.bg/: The National Child Helpline 116 111 is managed and administered by the State Agency for Child Protection. The Agency is the only specialized body of the Council of Ministers for guidance, coordination and control of the implementation of the state policy on child protection activities in the Republic of Bulgaria. Since its inception, the helpline has been designed to support all children and their families. The operators answering the calls are trained psychologists who are ready to listen, support, advise and guide callers on all their concerns, 24 hours a day, 7 days a week, anonymously and free of charge.</p> <p>http://web112.net/: Safe internet hotline</p>
Poland	<p>https://cyberprofilaktyka.pl/baza-wiedzy/publikacje.html</p>	<p>Information Center</p>

	<p>NASK's Cyberprophylaxis is engaged in educational activities in the safe use of new technologies, raising awareness of cyberbullying. The overriding mission is to make the Internet a friendly place for everyone. NASK constantly cooperates with experts and the scientific community in preparing educational actions for young people, teachers, educators.</p> <p>The online community: https://dbamomozasieg.pl/soc/, a DIGITALLY RESPONSIBLE SCHOOL is a community of students, parents and teachers for whom the value is shaping the balance between the use of new technologies and conscious creation of real relations outside the Internet space. By taking care of this balance we positively influence the psychological, physical and social well-being of the whole school community. Benefits of joining the nationwide network of Digitally Responsible Schools: 1) Access to the innovative Digitally Responsible School program and ongoing support 2) Ongoing support in its implementation; 3) Participation in a research study on school relationships - launching already in September 2021 4) free access to ongoing school diagnostics and a range of educational materials on e-addiction, digital hygiene and the importance of personal relationships 5) the opportunity to participate in dedicated webinars and thematic conferences implemented for the network of Digitally Responsible Schools 6) Support in managing digital media in the school community;</p>	<p>Fundacja Dajemy Dzieciom Siłę (Giving Kids Strength foundation)</p> <p>For 30 years has been protecting children from violence and sexual abuse. Provides children and their caregivers with support, professional psychological and legal assistance. Teaches adults how to respond wisely and effectively to violence against children and what to do if they suspect that a child is being abused. Supports and engage parents to raise their children with love and respect. Has an influence on Polish law how to protect the interests of children.</p> <p>The Polish Safer Internet Programme Centre (PCPSI) (Polskie Centrum Programu Safer Internet)</p> <p>was established in 2005 as part of the European Commission's Safer Internet Programme, and currently operates under the Connecting Europe Facility. It is composed of the national research institute NASK (PCPSI coordinator) and the Dajemy Dzieciom Siłę Foundation (Giving Kids Strength Foundation). The Center undertakes a number of complex activities for the safety of children and youth using the Internet and new technologies.</p>
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	<p>7) Access to a nationwide community of Digitally Responsible Schools to share experiences;</p>	
<p>Netherlands</p>	<p>https://www.stoppestennu.nl/cursusaa-nbod-workshops-trainingen-voorlichtingen: Stop Pesten Nu offers a rich palette of interactive work formats on bullying, inappropriate behavior (discrimination, bullying, aggression and sexual harassment) and cyberbullying. From lively role plays to inspiring videos, from informative powerpoint presentations to challenging statements and quizzes, and from hands-on case studies to creative assignments.</p> <p>https://childfocus.be/nl-be/Vorming/Professionals: Child Focus offers training for anyone whose professional activities are (in)directly linked to Child Focus' central target group: children and adolescents. Child Focus informs professionals on how to deal with problems linked to its missions. They learn how best to react, which reactive and preventive steps to take in case of running away, sexual exploitation or online problems (sexting, grooming, etc.). Professionals receive evidence-based information and prevention tips and tools adapted to their professional situation. We look at social evolutions and how a school/organization/supervisor can deal with them. Concrete practice is central.</p> <p>https://www.socialmediainpact.nl/trainingen-onderwijs/training-cyberpesten/: Training for educators (teachers, school counselors, principals, ...) on cyberbullying. The following</p>	<p>https://www.mindnederland.nl/: MiND is a national contact point where you can report online discrimination. Discrimination can be a legal offense in the Netherlands. MiND explores whether a report is a legal offense based on the Penal Code and relevant jurisprudence and sends out requests of deletion to the specific website.</p> <p>https://www.dekinderombudsman.nl/: The Kinderombudsman checks whether the government and other organizations live up to the laws and legislations that aim to protect children. Children up to 18 years old can reach out.</p> <p>https://www.politie.nl/aangifte-of-melding-doen: With the Dutch Police, people can file reports about (among other things) (online) harassment, violence, threats, and discrimination.</p> <p>https://www.meldpunt-kinderporno.nl/: Meldpunt Kinderporno is a website where people can report (potential) child porn materials (photos or videos) that are available on the publicly available Internet. Meldpunt Kinderporno checks whether the materials are legal offenses and if so, adds them to the database of the police, Interpol and INHOPE (the international organization of contact points).</p> <p>https://www.kindertelefoon.nl/: Children (8 and 18 years) can contact the Kindertelefoon to talk about anything that is on their mind with volunteers, or with peers at the web forum.</p> <p>https://www.ikbegrijpjou.nl/: This is a non-profit organization designed to help people that are lonely, not only youngsters but also the elderly. The main idea is to be active listeners, whether you have a problem or just want to chat. They work 100% with volunteers.</p>

	<p>topics are covered: (1) current events and developments on cyberbullying; (2) recognizing, preventing and addressing online bullying and peer pressure; (3) engaging with students about online bullying and peer pressure; (4) how to increase the online resilience of students; (5) online social safety at school: experience of other schools; (6) tips on teaching materials, useful help sites, and (7) legislation.</p> <p>https://www.mediawijsheid.nl/lesmateriaal/#themas: Mediawijsheid offers teaching packages and ideas on cyberbullying and online manners for educators.</p> <p>https://www.deconfixers.be/files/downloads/cyberpesten-gids-deel-ii.pdf Roadmap cyberbullying: Tools for schools/teachers</p>	<p>https://www.helpwanted.nl/ : Specifically designed to advise youngsters (< 26 years) about online sexual abuse (such as sharing or extort someone with nudes).</p> <p>https://www.schoolveiligheid.nl/: Stichting School & Veiligheid aims to translate information about national policies to practical hands-on information for the field of education (for primary schools, high schools and senior secondary vocational education, MBO).</p>
Romania	<p>Save the Children</p> <p>"Net time" program- www.oradenet.ro/resurse - proposes a series of thematic events and complex actions for information and prevention of cyberbullying, offering support to parents, students and teachers for carrying out activities, popularizing initiatives and results obtained through intuitive, easy-to-access platforms.</p> <p>"Real teacher in a virtual school" - course developed in collaboration with Huawei Romania to enrich knowledge and train the digital skills and abilities of teachers, as facilitators aware of the influence of new technologies in children's lives.</p> <p>The "Little Digital Explorers" initiative provides resources for parents and children, also usable by teachers who interact with younger children, with tips and activities for information and</p>	<p>"Save the Children" organization together with NEPI Rockcastle - real estate investment and development group organizes the series of events "Responsible parent in the digital age"- https://www.oradenet.ro/resurse/organizatia-salvati-copiii-alaturi-de-nepi-rockcastle-lanseaza-seria-de-evenimente-parinte-responsabil-in-era-digitala/</p> <p>"Real teacher in a virtual school" course - https://www.oradenet.ro/resurse/ora-de-net-lanseaza-cursul-de-formare-profesor-real-intr-o-scoala-virtuala/</p> <p>https://oradenet.ro/wp-content/uploads/2023/08/micii-exploratori-digitali-carte-colorat-web.pdf</p> <p>A concrete example: in schools, activities were carried out coordinated by the teaching staff, with the students and their parents, with support materials provided by the "Online Hour" program and created by the teaching staff who developed the activities. The reports and materials created</p>

	<p>drawing on the effective use of the Internet</p> <p>Creating a network of volunteers - teachers, people from the artistic world and popular among children and young people;</p> <p>"With the support of 2400 volunteers, we organized information activities for:</p> <ul style="list-style-type: none"> - 39484 children from primary, secondary and high school, - 4900 parents, - 1645 teachers and - 80 specialists <p>- from 726 educational institutions in the country." – cf https://www.salvaticopiii.ro/afla-mai-multe/noutati/salvati-copiii-lupta-impotriva-cyberbullyingului</p> <p>Volunteer programme offered to teachers - volunteer activities developed by teachers working with pupils and their parents -https://oradenet.ro/wp-content/uploads/2023/08/ghid-cadre-didactice.pdf https://voluntapp.ro/index.php</p> <p>Information and prevention activities by publishing brochures for teenagers: "Think before you share", "The digital world. What you need to know as...", "Your online image".</p> <p>Creation of a Facebook page where the topic of cyberbullying is addressed, offering advice and solutions for managing situations https://www.facebook.com/SigurPeNet</p>	<p>were uploaded to the school's TEAMS platform and the Net Hour's VoluntApp platform.</p> <p>Themes addressed: "Cyberbullying (online bullying) / CTRL_Ajutor Ora de Net service"; "The Internet - the educational resource/ Development and posting of personal content/ Personal data on the Internet"; "The Internet and Family Life/ Internet Addiction"; "How do we distinguish facts from opinions in the media?"; "How to avoid Cyberbullying?"; "School bullying"</p> <p>https://voluntapp.ro/raport.php?id=8467 https://voluntapp.ro/raport.php?id=8584 https://voluntapp.ro/raport.php?id=8704 https://voluntapp.ro/raport.php?id=8530 https://voluntapp.ro/raport.php?id=8538 https://voluntapp.ro/raport.php?id=8538 https://voluntapp.ro/raport.php?id=8531 https://voluntapp.ro/raport.php?id=7405 https://voluntapp.ro/raport.php?id=7404 https://voluntapp.ro/raport.php?id=8494 https://www.qie.ro/faptesiopinii/profil</p> <p>Opinion survey at the level of secondary school classes - initiated within the Global Campaign for Education, initiated by the Save the Children Romania Organization; The topic addressed: School bullying https://docs.google.com/forms</p> <p>Advice line offered by Save the Children in collaboration with Facebook and MediaSmarts, on the free phone line or text message, through which children and young people are advised on the problems they encounter.</p> <p>For information, the following links can be accessed: NetTime oradenet.ro / ctrl AJUTOR Helpline: 031 80 80 000 MediaSmarts mediasmarts.org Facebook Family Safety Center facebook.com/safety Tips for preventing bullying and harassment facebook.com/safety/bullying https://oradenet.ro/wp-content/uploads/2023/08/brosura_smartphone2.pdf</p>
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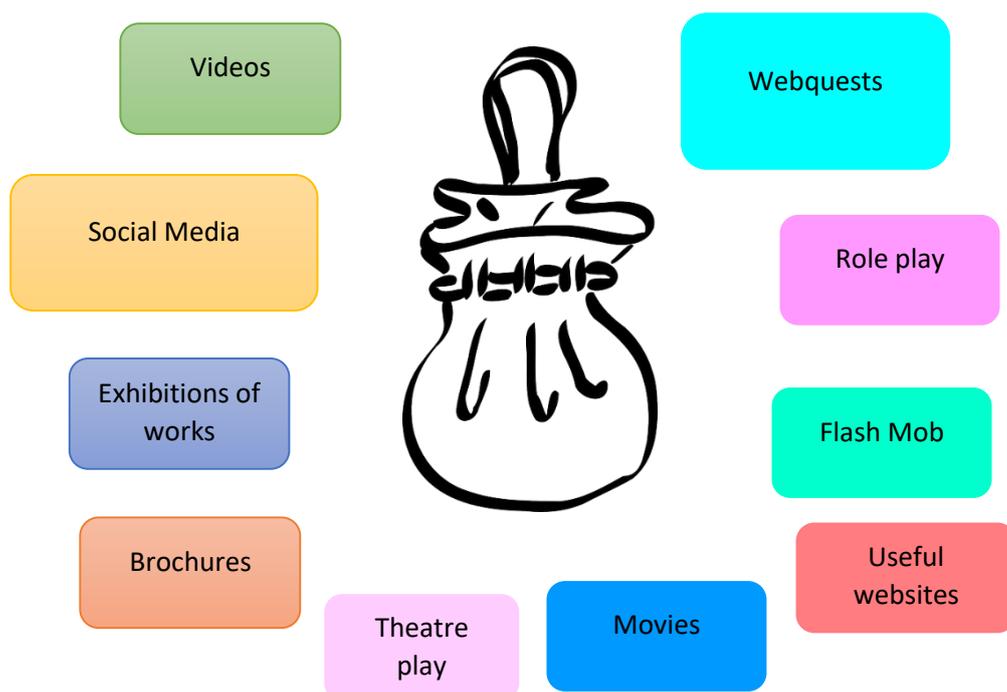


Resources

‘Bag of tricks’

As part of the anti-bullying community you will need many resources to help your students/youngsters. Your resources will vary according to the age and needs of your students. The most important thing is that your resources are accurate, comprehensive, impartial and up to date. It is also important that they are relevant, interesting and understandable for those who use them.

Resources could be paper or audio visual materials, a website, videos, etc.



Example resources:

- No Bully Portugal <https://nobully.pt/>
- <https://eusinto.me/saude-psicologica-na-escola/saude-psicologica-na-escola/falar-sobre-o-bullying/>
- <https://www.portalbullying.com.pt/>
- <https://www.apavparajovens.pt/pt/>



- <https://www.seguranet.pt/pt/ciberbullying-0>
- <https://www.amnistia.pt/projeto-stop-bullying/>
- <https://www.cnpdpcj.gov.pt/bullying-ciberbullying-e-seguranca-digital1>
- <https://www.sembullyingsemviolencia.edu.gov.pt/>
- <https://www.associacaoplanoi.org/observatorio-nacional-do-bullying/>
- <https://www.psp.pt/Pages/atividades/ComunicarSeguranca.aspx>
- <http://repositorium.sdum.uminho.pt/handle/1822/25819>
- https://www.dge.mec.pt/sites/default/files/Esaude/referencial_educacao_saude_vf_junho2017.pdf
- <https://www.educaciontrespuntocero.com/recursos/acoso-escolar-o-bullying/>
- <https://aepae.es/como-detectar-acoso-escolar>
- <https://www.kivaprogram.net/what-is-kiva/>
- https://www.ordemdospsicologos.pt/ficheiros/documentos/opp_vamosfalarsobrebullying_documento.pdf
- https://www.ordemdospsicologos.pt/ficheiros/documentos/opp_checklist_bullying.pdf
- https://www.ordemdospsicologos.pt/ficheiros/documentos/covid_19_cyberbullying_jovens.pdf

- <https://www.stoppestenu.nl/>
- <https://www.allesoverpesten.be/>
- <https://www.mediawijsheid.nl/>
- <https://www.mediawijs.be/nl>
- <https://www.cyberpesten.be/>
- <https://www.vpngids.nl/veilig-internet/kind-en-jeugd/cyberpesten/>
- <https://www.slachtofferzorg.be/cyberpesten>
- <https://www.politie.be/5415/vragen/criminaliteit-op-internet/cyberpesten>
- <https://www.politie.nl/informatie/wat-is-cyberpesten.html>
- <https://www.nji.nl/pesten>

- <https://didatticapersuasiva.com/bullismo-e-cyberbullismo-attivita-didattica/>
- <https://www.culthera.it/wp-content/uploads/2017/07/Prevenire-il-bullismo-a-scuola.pdf>



- <https://www.altalex.com/guide/cyberbullismo>
- <https://www.stateofmind.it/cyberbullismo/>
- <https://www.agendadigitale.eu/cultura-digitale/cyberbullismo-cose-la-normativa-il-reato-il-quadro-tra-legge-e-psicologia/>
- <https://www.unicef.it/diritti-bambini-italia/bullismo-cyberbullismo/>

Teachers:

- <https://www.seguranet.pt/pt/atividades-de-prevencao-de-bullying-e-de-ciberbullying-manual-enable>
- <https://www.dpgmediagroup.com/nl-BE/sidekicksacademy> - Video on cyberbullying, interview with Sara Pabian
- <https://www.klasse.be/thema/pesten/>
- <https://www.vrijclb.be/thema/pesten>
- <https://www.stoppesten.nl/leraar-voor-scholen-kenniscentrum-pesten>
- https://assets.vlaanderen.be/image/upload/v1664875215/Flowchart_cyberpesten_A2_ictgc_p.pdf
- <https://www.piattaformaelisa.it/formazione-docenti/>
- <https://www.francoangeli.it/Libro/Bullismo,-bullismi.?Id=12769>
- <https://www.miur.gov.it/bullismo-e-cyberbullismo>
- <https://www.unicef.it/diritti-bambini-italia/bullismo-cyberbullismo/>
- <https://www.universoscuola.it/bullismo-cyberbullismo-scuola-ruoli-responsabilita-varie-figure-scolastiche.htm>
- <https://didatticapersuasiva.com/il-ruolo-degli-insegnanti-nel-contrasto-del-cyberbullismo/>

Parents:

- <https://escolasaudavelmente.pt/pais/comunicar-com-os-filhos/falar-sobre-o-bullying>
- <https://escolasaudavelmente.pt/pais/comunicar-com-os-filhos/falar-sobre-o-cyberbullying>
- <https://www.medianest.be/thema/cyberpesten>
- <https://www.stoppesten.nl/ouders-opvoeders-kenniscentrum-pesten>

- <https://onderwijs.vlaanderen.be/nl/ouders/ondersteuning-en-begeleiding/omgaan-met-grensoverschrijdend-gedrag/wat-kan-je-als-ouder-doen-bij-grensoverschrijdend-gedrag-op-school>
- <https://www.vcov.be/ouderinfotheek/vcov-infomateriaal/Pesten>
- <https://www.pestweb.nl/>
- <https://oudersenonderwijs.nl/kennisbank/pesten-en-sociale-veiligheid/>
- <https://www.dove.com/it/autostima/help-for-parents/teasing-and-bullying/help-your-child-understand-the-impact-of-being-a-bystander.html>
- <https://www.ichiesi.edu.it/wp-content/uploads/GUIDA-AL-CYBERBULLISMO-PER-GENITORI-Copia.pdf>
- <https://www.commissariatodips.it/consigli/per-i-genitori/cyberbullismo-consigli-per-i-genitori/index.html>
- <https://www.commissariatodips.it/consigli/per-i-genitori/cyberbullismo-consigli-per-i-genitori/index.html>
- <https://www.tuttoscuola.com/cyberbullismo-5-consigli-per-i-genitori/>
- https://www.fondazioneveronesi.it/magazine/articoli/pediatria/cyberbullismo-vittima-un-adolescente-su-3-amp?psafe_param=1&gclid=CjwKCAjw6eWnBhAKEiwADpnw9o3aymHoWzorLVqhDm-DgsYTpUEHYnXA-qobR Js9FT39Fd7hCYWXBoCgjUQAvD BwE
- <https://www.tecnica della scuola.it/cyberbullismo-e-responsabilita-legali-dei-genitori-video>

Webquests about bullying

Available on TABASCO platform - <https://www.tabasco-erasmus.eu/webquests/>

- Bullying – Awareness of practices and consequences
- Bullying – What is I was the victim?
- Teen dating Violence
- Protecting Online Identity and Reputation
- Resolving Conflicts in Online Communities
- Cyberbullying
- Sharenting



- Stalking
- Cyberbullying II
- Cyberbullying (how schools, teachers and parents should deal with it)
- Bullying (Stop bullying, talk about it)

To use this Platform, you can consult the following video:

<https://www.tabasco-erasmus.eu/crossmediaplatform/video-instruction-for-students-teachers-parents-and-other-stakeholders/>

References to additional sources of materials

Link	Short description	Available languages
Manual Enable.pdf (seguranet.pt)	ENABLE (European Network Against Bullying in Learning and Leisure Environments) aims to contribute to the well-being of children by drawing on methodologies that have proven successful in tackling bullying to create a holistic, skill-development approach. The resources contained in this publication and online at http://enable.eun.org/implementing_enable are designed to support the development of social-emotional learning skills and promote peer advocacy. ENABLE is an EU co-funded project supported by a Think Tank of 12 international experts and implemented by six core partners in five countries	PT; EN; ...
https://www.amnistia.pt/wp-content/uploads/2017/10/Manual - Stop Bullying AI Portugal.pdf	Manual Stop Bullying This is an educational resource based on human rights to combat discrimination	PT
https://www.go-ouders.be/brochure-pestenaanpakken-wat-kunnen-ouders-doen	Brochure ‘How to deal with bullying?’ What can parents do?. This brochure is aimed at parents of children. It provides information on what they can do if their child is involved in bullying (as a victim, bystander or perpetrator). The brochure is developed by the Flemish school district “Gemeenschapsonderwijs”.	NL
https://www.okontreir.be/de-pest-aan-mij/	The theatre group ‘O Kontreir’ has a Theatre play ‘De Pest! Aan mij’. It is aimed for students in schools. In the play stories of victims and bullies are shared. The play wants to motivate the audience to think about responsibilities when being involved in bullying.	NL
https://itsuptoyou.nu/	Interactive movie on bystander behavior when witnessing bullying	NL

https://www.youtube.com/watch?v=q3sOIOMTcNs	(Link to trailer). Movie about bullying called 'Spijt' (English "Regret"), that won a prize for best youth movie in Europe, and several prizes in different countries.	NL
https://didatticapersuasiva.com/bullismo-e-cyberbullismo-attivita-didattica/	Guide about how to properly use the mobile	IT
https://it.pearson.com/aree-disciplinari/storia/temi-attualita/cyberbullismo-una-proposta-laboratorio-didattico-sspg.html	History teaching and bullying	IT
https://www.donboscopadova.it/cyberbullismo-scuola-secondaria-padova-donbosco/	Teathre and Cyberbullying	
https://www.safenet.bg/images/sampled/Materiali/Drugiati_rechnik_za_Internet_small.pdf	Manual "How much do I know about Internet?"	BG
https://www.youtube.com/channel/UCP0HE1CNa_eX8vSZerey0Q/videos	YouTube channel dedicated to safe online with more than 60 thematic videos	BG
https://ec.europa.eu/justice/grants/results/daphne-toolkit/file/3036/download_en?token=z73gLo6O	Manual for teachers developed by "T.A.B.B.Y. in Internet" project (Threat Assessment of Bullying Behavior in Youth)	EN, BG
http://cyberhelp.eu	The project "Look - cybermobbing, sexting, posing, grooming in the everyday life of youth social work" For everyday social work were developed: •Role playing game •Pool of ideas •Discussion guide	EN, BG
https://www.gov.pl/web/niezagubdzieckawsieci-dopoczytania https://edukacja.fdds.pl/pluginfile.php/92246/mod_resource/content/2/jak_reagowa	- School handbook „How to react to cyberbullying”. Author: Foundation We Give Children Strength - Guidebook for parents - Guidebook for school/teachers - How to behave in the internet/to whom it may concern USEFUL SITES: Akademia NASK www.akademia.nask.pl	PL

<p>c_na_cyberprzemoc-FDDS-12042017_ksiazka.pdf</p> <p>https://it-szkola.edu.pl/publikacje,plik,71</p> <p>https://fundacja.orange.pl/s-trefa-wiedzy/post/netykieta</p>	<p>Polskie Centrum Programu Safer Internet www.saferinternet.pl</p> <p>Kampania „Nie zagub dziecka w sieci” www.gov.pl/niezagubdzieckawsieci</p> <p>Dyżurnet.pl www.dyzurnet.pl</p> <p>CERT Polska www.cert.pl</p> <p>Fundacja Dajemy Dzieciom Siłę www.fdds.pl</p> <p>Fundacja Orange www.fundacja.orange.pl</p> <p>Strona kampanii „Chroń dziecko w sieci” www.dzieckowsieci.pl</p> <p>Fundacja Dbam o Mój Z@sięg www.dbamomozasieg.com</p> <p>System Klasyfikacji Gier (PEGI) www.pegi.info/pl</p>	
<p>https://rria.ici.ro/wp-content/uploads/2019/07/5_articol_Vevera_Albescu.pdf</p>	<p>A. V. Vevera and A. R. Albescu, "Cyberbullying" – article published in Romanian Journal of Information Technology and Automatic Control, Vol. 29, No. 2, 63-68, National Institute for Research and Development in Informatics – ICI Bucharest, 2019. Content:</p> <ul style="list-style-type: none"> - defining the concept of cyberbullying - types and methods of cyberbullying - features of Cyberbullyies and their impact on victims 	RO
<p>https://www.salvaticopiii.ro/sci-ro/files/f8/f851d9ad-d5a9-4ab8-a2b5-692b3a56e960.pdf</p>	<p>Save the Children Romania, "Study on the impact of cyberbullying on children and adolescents Bucharest, 2023":</p> <ul style="list-style-type: none"> - statistical and ascertaining information on social networks accessed by children and adolescents, their behavior on social media and the impact of Internet use on them 	RO
<p>https://www.salvaticopiii.ro/sci-ro/files/10/10551dfa-f0b2-4cb0-a103-08d811dc31a9.pdf</p>	<p>Save the Children Romania, "Violence of any kind affects children's physical and emotional health. Bullying among children" - sociological study at national level, 2016</p> <p>Content:</p> <ul style="list-style-type: none"> - perception of bullying – qualitative research based on focu-grup method - family relationships and opinions on the child's education - group of friends and influences on the child's behavior - abuse and punishing behaviors – conceptualization, effects - quantitative research on bullying – behaviors, typical situations and specific situations of bullying, opinions of parents 	RO
<p>https://cinetic.arts.ro/wp-content/uploads/2020/01/Bullying_Daiana-Marinescu.pdf</p>	<p>Assoc. Prof. Dr. C. Popa (coord), D. C. Marinescu, "Theatrical games in combating bullying", UNATC / Faculty of Theatre, 2020</p> <p>Content:</p> <ul style="list-style-type: none"> - about bullying and cyberbullying - Art as a form of therapy - case study – proposal for activities 	RO



https://www.isjialomita.ro/ro/download/Educatia_nonformala_-_ghid_pentru_cadrede_didactice.pdf	<p>T. Vild, A. Dumitru, "Non-formal education. Guide for teachers";</p> <p>Content:</p> <p>- about non-formal education: methods, characteristics of the facilitator, games, forum theater</p>	<p>RO</p>
http://listen.animusassociation.org/wp-content/uploads/2016/09/m anual-rom-web.pdf	<p>T. A. Netzelmann, E. Steffan, M. Angelova, "Strategies for a bullying-free classroom" - Handbook for teachers and school staff, Save the Children, 2016 - publication produced within the Project "INTRODUCING PARTICIPATORY AND CHILD-CENTERED APPROACH FOR EARLY IDENTIFICATION AND PREVENTION OF BULLYING IN SCHOOL SETTING IN 7 EU COUNTRIES" JUST/2013/DAP/AG/5372 With the financial support of the European Commission - DAPHNE III Program.</p> <p>The content of this publication is the sole responsibility of the Animus Association and its project partners and does not reflect the official position of the European Commission.</p> <p>From the contents:</p> <p>- about bullying, methods and activities for bullying prevention, tools for early identification and appropriate intervention in bullying situations</p>	<p>RO</p>

Webquests	<p>Cyberbullying Webquest - https://www.slideshare.net/bfraley3/webquest-on-cyber-bullying</p> <p>Webquest: Cyber Bullying for educators - https://www.slideshare.net/JDianetti/cyber-bullying-webquest</p> <p>Webquest: Cyberbullying - https://www.slideshare.net/BethanyMitchell/webquest-master-1</p> <p>Webquest: Cyberbullying - https://zunal.com/webquest.php?w=167676</p> <p>Cyberbullying WebQuest: https://prezi.com/00qvuy3_Ofk/cyber-bullying-web-quest/</p> <p>Cyberbullying: https://sites.google.com/a/godfrey-lee.org/internet-safety-webquest/process/cyberbullying</p>
Role playing	<p>„ Anti-Bullying – Role playing game” - https://www.youtube.com/watch?v=67kpysU0e6U</p> <p>„ Let's talk about cyberbullying” – role play proposal: https://www.youtube.com/watch?v=ItYz9ad12n8</p>
Flash Mob	<p>Flash Mob "Stop Bullying, Stop Violence; Let's make the world a better place!" – https://youtu.be/zTDeFAK3MJE</p> <p>Flash Mob project Erasmus+ TABASCO / Secondary School "Mihai Drăgan" Bacău – https://youtu.be/OC5hoSMKyb8</p> <p>“Anti Bullying Flash Mob” – https://youtu.be/6rH9woP5qu4?si=XTCyttB1SVdXO_N</p>
The use of websites	<p>Effects of Cyberbullying / Social Media Victims Law Center - https://socialmediavictims.org</p> <p>Bullying helplines in Romania – https://findahelpline.com</p> <p>UNICEF - https://www.unicef.org</p> <p>Save the Children Romania – https://salvaticopiiii.ro</p> <p>“The Impact of Cyberbullying on Menral Health” - News-Mmedical.net – https://www.news-medical.net</p>
Movie	<p>Movies – “Anti Bullying Animated” https://www.youtube.com/watch?v=YyDJafzuUK4</p> <p>Movies – “New Boy Oscar® Nominated Short Film” https://www.youtube.com/watch?v=FdeioVndUhs</p> <p>Movies – “Discrimination” https://www.youtube.com/watch?v=Tk4DNEldPLQ</p> <p>Wonder (2017 Movie) Official Trailer – https://youtu.be/ngiK1gQK8?si=GWYSHwWmyjnE9Gmq</p>
Theater play	<p>UNATC, "Theatrical games in combating bullying" - by Daiana Cristin Marinescu – https://cinec.arts.ro/wp-content/uploads/2020/01/Bullying_Daiana-Marinescu.pdf</p>

Booklet	<p>Save the Children Romania</p> <p>„Choose to oppose bullying!" - Brochure for teachers https://www.salvaticopiii.ro/sci-ro/media/Documente/Brosura-bullying-profesori-ianuarie-2022-03.pdf</p> <p>„Choose to oppose bullying!" - Brochure for parents https://www.salvaticopiii.ro/sci-ro/media/Documente/Brosura-bullying-parinti-ianuarie-2022-02.pdf</p> <p>„Choose to oppose bullying!" - Brochure for children https://www.salvaticopiii.ro/sci-ro/media/Documente/Brosura-bullying-copii-ianuarie-2022-01.pdf</p> <p>„The digital world. What you need to know if ..." – two brochures for the information of teenagers https://oradenet.ro/wp-content/uploads/2023/08/brosura-adolescenti-1.pdf and https://oradenet.ro/wp-content/uploads/2023/08/brosura-adolescenti-2.pdf</p> <p>„Think before you share" - information and prevention brochure edited by Save the Children together with Facebook and MediaSmarts https://oradenet.ro/wp-content/uploads/2023/08/sfaturi_de_la_facebook.pdf</p> <p>„Your image online"- smartphone brochure https://oradenet.ro/wp-content/uploads/2023/08/brosura_smartphone2.pdf</p> <p>Bullying and internet harassment / short stories – booklet https://demetrius.ro/wp-content/uploads/2022/01/IO1-Bullying-si-hartuire-pe-internet-Povestiri-pentru-elevi_RO.pdf</p>
Exhibition of works	<p>Save the Children - Net Hour Program - exhibition on disinformation, misinformation and conspiracy theories - https://oradenet.ro/wp-content/uploads/2023/08/gr_misinformation_poster_rom.pdf</p>
Social Media	<p>DEMO - APPLICATION "EDUCATION WITHOUT BULLYING" - THE APPLICATION CAN BE DOWNLOADED FOR FREE FROM GOOGLE PLAY OR THE APP STORE AND WAS MADE BY THE ASOCIATIA PARINTILIL ISTEȚI WITH FUNDING FROM THE VODAFONE ROMANIA FOUNDATION THROUGH THE FUND FOR GOOD DEEDS. HTTPS://WWW.YOUTUBE.COM/WATCH?V=EO9KJTYJUQ8</p> <p>„ Stop Bullying - Interactive toys" https://wordwall.net/ro-ro/community/stop-bullying</p>
Video	<p>Save the Children Romania - "What is bullying"- https://youtu.be/l3IBSnOJ5IM https://www.youtube.com/watch?v=EhuK0gMH-Co</p> <p>„ Choose to stand up to bullying"- https://www.youtube.com/watch?v=lJbhmDpj8wk</p> <p>„ Offline dating. Curiosity and Dangers" https://www.youtube.com/watch?v=MFqWg6FF0Xs</p> <p>„ Dangers a click away. How to be safe on the internet?" https://coresibrasov.ro/pericole-la-un-click-distanta-cum-sa-fii-in-siguranta-pe-internet/</p> <p>THERAPEUTIC STORY - "MICUL RAUTĂCIOS - BULLYING" -EDUCATIONAL STORIES FOR CHILDREN HTTPS://WWW.YOUTUBE.COM/WATCH?V=ASIF3WV3CGO</p>



	<p>Cyberbullying prevention and awareness of the risks associated with the violation of privacy - https://www.youtube.com/watch?v=kzwyE7ddcQ</p> <p>„ About bullying and cyberbullying ... for everyone to understand" - https://youtu.be/HeKUeme-GWE și https://youtu.be/5WbEt89VEmQ</p> <p>„ Stop addiction to the net" - https://youtu.be/SDx6u_AQxO4</p> <p>„Anti-Bullying – Role play" - https://www.youtube.com/watch?v=67kpysU0e6U</p> <p>„ How we help children prevent and manage bullying" – Urania Cremene - https://www.youtube.com/watch?v=e2dMZKLThY</p> <p>„ Let's talk about cyberbullying"- https://www.youtube.com/watch?v=ItYz9ad12n8</p>
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Tips for those that are taking initiatives against bullying

- ✓ You do not need to know everything but find out where to look for information.
- ✓ Your skill as an advisor is to help the person decide on his or her own behavior. You can't decide for them.
- ✓ The relationship you build is as important as the information you give – be encouraging, supportive, positive and friendly.
- ✓ Show a genuine interest in the other, maintain 100% focus throughout the activities.
- ✓ Don't be afraid to challenge their assumptions but do it sensitively and gently.
- ✓ Watch your boundaries. Don't try to give advice about things you do not know about.
- ✓ Take time to update your information and resources.
- ✓ Your target group may have disabilities, health conditions or learning difficulties. Make sure you understand what their condition may mean for their education and working lives. Become familiar with specialist resources and organizations that may help them.
- ✓ As well as needing general advice, potential victims or aggressors will often need help with feelings. Make sure you have the skills to help them with these.
- ✓ We cannot ban social media. Being online is part of adolescents' social development. However, we can teach adolescents how to behave online. What you don't say offline, you also don't say online.
- ✓ When someone reports a bullying incident, listen to the stories of all who are involved: victims, perpetrators and bystanders. Only in this way it will be possible to have a clearer understanding of what is going on in a classroom, on the playground, on social media or others places.



Additional tips for teachers/stakeholders/schools



The methods and techniques used in group work aim to achieve a different level of communication, the search for a way towards the other person and to yourself, but also to explore the conditions in which all this will be possible - the conditions of self-development, the conditions in the classroom and in the reality around us.

Creating more and more interesting, meaningful materials based on knowledge and self-knowledge; work, which presupposes more complete development, and with it constant education of the human personality, as well as increase of free time, poses a new challenge to education - to provoke its graduates for the need for proper structuring of free time. In this new world, education is structured around topics of practical skills and actions in life, not around traditional disciplines.

In group work - through structured situations / interactive methods / students can experience and personalize the used concepts. In a group we are all equal, but at the same time within group action and development different roles are played, group rules and new relationships are created.

1. There is no single "right way" for group work, everything depends largely on:

- our personality;
- the way we communicate with others;
- our knowledge;
- participants - their age, interests;
- the environment in which we work;
- the duration of the group meetings;
- time perspective;
- the perspective of the participants.

2. Important aspects in a group work are:

- the positive attitude towards the participants;
- the adoption of basic principles for group action;
- compliance with basic rules of operation;
- the atmosphere of cooperation, trust and mutual support;
- democratization of relations in the group.

3. Leading and managing of a group work is the process of making choices in constantly changing situations - it requires us flexibility, constant involvement, continuous evaluation, self-learning.

- An important skill of the facilitator is leading the group to solve problems and knowing in detail the process;

- The key to success is to constantly maintain unity between;
 - the provision of meaningful content;
 - monitoring the processes that take place during the assimilation of this content;
 - the relationship between the participants and between them and the facilitator.

This implies:

- open relationships between the participants involved in the learning process;
- The topics we cover should be covered in the form of problems;
- Group work is something extremely complex in several aspects;
- It is difficult to simultaneously work with twenty - twenty-five people;
- It is difficult to provide the necessary conditions for effective work;
- It is difficult to maintain discipline and motivation for a long period of time;
- it is difficult to predict all the things that can happen in group work.

4. The process of preparation for group work is extremely important - it practically helps us to design the program so that it meets the essential requirements and the needs of the group.

5. We need to assess the needs of the group, which includes:

- ✓ organizational analysis of the learning environment in which we will carry out group work
- ✓ group analysis
- ✓ the analysis of the participants and their needs

This analysis usually shows the situation of the group with which they will work, what are the expectations and interests of its members and what they need / such as knowledge, skills and attitudes / to be satisfied;

- ✓ the analysis of the tasks that need to be performed for the group to achieve its goals.

6. Here are some practical guidelines:

- First group meeting
 - its main purpose is to get acquainted with the nature of the activity;
 - presenting all different roles;
 - receiving basic information about the participants.

This means carefully structuring the meeting, rethinking its elements and at the same time leading the conversation freely, which will create a sense of freedom in the students.

It is important to emphasize what they will get in the learning process such as experience, exciting collaboration, different ways of working, discovering many new things and people.

For this purpose, the so-called "icebreakers" or opening activities come to our aid. With them we set the tone of the activities, show how they will look like, and indicate who will be responsible for what is happening, but also direct the connection with future topics. Very often in a form of a joke, game or



a spontaneous “creative” activity, these exercises develop and set a model of new communication skills.

- Creation of group work rules

This is a necessary, cohesive activity, the first standardizing activity for the group. The elaboration of rules directs the participants to the model of work, to look at and discuss the relationships in the group, gives them the framework in which they will carry out their interactions. Therefore, special attention should be paid to this activity.

- Discussion

Discussion is a basic working model and principles.

7. Some tips for the teacher/stakeholders:

- Be clear and specific when explaining the task;
- Make sure the group achieves the result you are looking for;
- Create a model of successful transition to interactions.

"Show (don't just say)" is the basic technique that ensures success in the classroom.

- Set clear goals and duration of the activity;
- Build respect among group members;
- Group work with groups of students, adapted to their age.

Method examples:

- Discussions, case studies, role-plays;
- Videos related to bullying situations;
- Interactive exercises;
- Exercises to improve communication skills, decision making, conflict resolution, etc.



Anti-Bullying guidance practices

T-SHIRT AND CLOTHESLINE

1 – Introduction

The proposed activity is focused on raising awareness and sensitivity to bullying and cyberbullying, given the acuteness of the problem experienced by children and young people.

2 – Objectives

Awareness raising and sensitization on bullying.
Students, in teams, paint a t-shirt with a message against peer violence.

3 – Keywords

Bullying; cyberbullying; offender; victim; observer; defender; motivation: consequences

4 – Methodology – Teamwork

This is a working method in which the members of a team interact and collaborate to achieve a common goal. A good teamwork method should promote effective communication, mutual trust, shared responsibility, creativity and innovation.

5 – Duration

45 minutes + 45 minutes

6 – Activity (description)

Step 1 - Inventory individual awareness level, select message.

A t-shirt is distributed per team, on which it is necessary to create an anti-bullying or anti-peer violence message: create an outline. The task induces discussion about form (effectiveness of the message) and content (what is concern and priority to convey).

Step 2 - Deliberation and decision about the created draft.

1st moment - discussion of decision methodology.

2nd moment - deliberate and decide what to paint.

Step 3 - get to work - painting the t-shirt.

Students, in their teams, paint the t-shirt.

Step 4 - wearing the t-shirt - Community Awareness.

1st moment On a designated day, the T-shirts will be worn by one of the team members.

2nd Students get together to exchange experiences.

3rd Students put on the t-shirt.



Tips & Tricks:

As we realized, this activity is versatile and can be carried out by creating flags, posters, or other elements that simultaneously have creative expression and public impact.



Step 5 - Hanging the t-shirt on the clothesline.

The t-shirts will be hung in a common public space. The clothesline idea is a possibility. Students review themselves in the public display of what they have said and others will review themselves in these words, expressions or propositions

7 - Product

T-shirts painted with an anti-bullying message.

8 - Learning outcomes

Awareness of the phenomenon of bullying.

Arguing the chosen message.

Recognising, verbalising, the suffering of the victim.

9 – Evaluation of the activity

Questionnaire

ROLE-PLAY (IMPROVISED)

1 – Introduction

The proposed activity is focused on raising awareness and sensitivity to bullying and cyberbullying, given the acuteness of the problem experienced by children and young people.

2 – Objectives

Awareness-raising and sensitization about bullying.

3 – Keywords

Bullying; cyberbullying; offender; victim; observer; defender; motivation: consequences.

4 – Methodology – Teamwork

This is a working method in which the members of a team interact and collaborate to achieve a common goal. A good teamwork method should promote effective communication, mutual trust, shared responsibility, creativity and innovation.

5 – Duration

Preparation 90 minutes; Presentation 1 - 2 minutes.

6 – Activity (description)

Step 1 - Define the theme.

By team, 1st moment - discussion of the theme; 2nd moment - distribution of tasks.

Step 2 - Create a narrative.

Creation of a story/narrative about bullying and have 1 to 2 minutes.

Step 3 - Representation.

Students interact by representing roles and attending to the contexts, motivations and impacts on others of their behaviors.

Step 4 - Critical analysis.

Critical analysis of the represented situation.

7 - Product

Students, in teams, simulate/role play a story reflecting a situation related to bullying (motivation/behaviors/consequences/...)

8 - Learning outcomes

Knowledge, constructed among peers, of the phenomenon of bullying, in its motivations, behaviors and consequences.



Tips & Tricks:

When we applied this activity, we realized that if you have a limited time to create the story or if you have many groups to represent the narrative, it is possible to propose the participants to improvise a story.

9 – Evaluation of the activity

Questionnaire

FROM THE BRICK TO THE WALL

1 – Introduction

The proposed activity is focused on raising awareness and awareness of bullying and cyberbullying, given the acuity of the problem experienced by children and young people.

2 – Objectives

Sensibilization and awareness about bullying and cyberbullying

3 – Keywords

Bullying; cyberbullying; aggressor; victim; observer; defender; motivation: consequences

4 – Methodology – Teamwork

This is a working method in which members of a team interact and collaborate to achieve a common goal. A good teamwork method should promote effective communication, mutual trust, shared responsibility, creativity, and innovation.

5 – Duration

90 minutes

6 – Activity (description)

Step 1 – Inventory the level of individual consciousness regarding the phenomenon.

A cardboard or A2 sheet is distributed to each team with 3 triangles. The triangles will have an upper section and a lower section.

Each student enunciates in the lower section, an expression, a word or a proposition in response to each of the 3 questions/topics:

- Enunciates behavior illustrative of bullying.
- Enunciates a motivation to develop bullying behavior (of the aggressor's behavior)
- Enunciates a consequence that can present Bullying (on the victim).

Step 2 – Expand knowledge – Self-awareness.

The students, in their team, correct, question, explore or unfold ideas, among themselves, whenever there are misunderstandings, ideas or unknown words (the teacher or the facilitator of the task acts as a facilitator).

(The facilitator seeks reports of indirect experiences to emerge, questioning.)

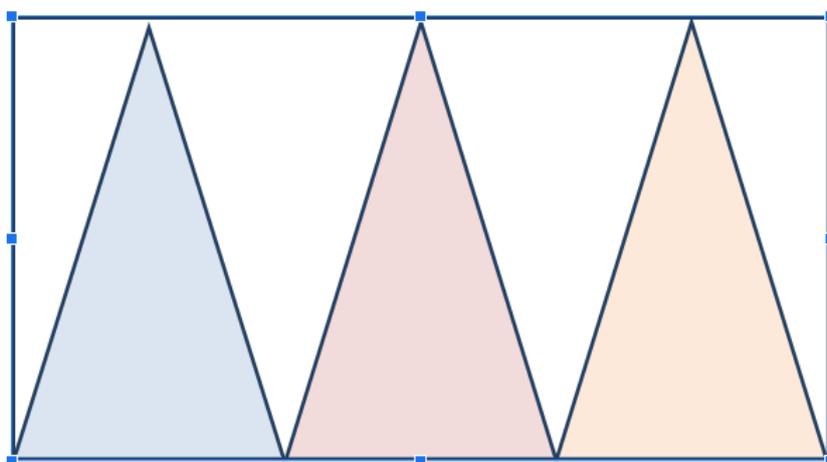
Step 3 – Sensitization of the group or class.

Each team will deliberate and decide on 3 words or propositions, which it considers most significant, to place at the top of each of the pyramids.

Step 4 – Community Awareness.

The cardboard is cut into its 3 parts and these are grouped by issue/topic of analysis and posted in public space.

Students see themselves in the public exposition of what they have said, and others will see themselves in these words, expressions or propositions.



7 - Product

Cardboard cut in a pyramid, grouped into 3 distinct categories: motivations; behaviors and consequences.

8 - Learning outcomes

Clarify the phenomenon of bullying, from the motivations of the aggressor, bullying behaviors and consequences for the victim.

Acknowledging, verbalizing, the suffering of the victim.

9 – Evaluation of the activity

Questionnaire.



Tips & Tricks:

We used this activity in several classes and then, with the multiplication of teams and their respective cards it allows the creation of a final panel with greater impact.

SHORT FILM / NARRATIVE VIDEO

1 – Introduction

The proposed activity is focused on raising awareness of bullying and cyberbullying, given the acuteness of the problem experienced by children and young people.

2 – Objectives

Awareness and sensitization about bullying.

Students, in teams, create a video story reflecting an experience related to bullying (motivation/behaviors/consequences/...)

3 – Keywords

Bullying; cyberbullying; aggressor; victim; observer; defender; motivation: consequences.

4 – Methodology – Teamwork

This is a working method in which the members of a team interact and collaborate to achieve a common goal. A good teamwork method should promote effective communication, mutual trust, shared responsibility, creativity and innovation.

5 – Duration

5 X 45 minutes

6 – Activity (description)

Step 1 - Define the theme.

By team, 1st moment - discussion of the theme;

2nd moment - distribution of tasks; 3rd moment - scheduling.

Step 2 - Create a narrative.

Creation of a story/narrative about bullying that can be transposed to video with 1 to 2 minutes.

Step 3 - Filming.

Shoot with a mobile phone - using, for example, the inshot app - <https://inshot.com/>

Step 4 - Edit.

Using inshot or other resource.

Step 5 - Viewing - sharing.

Broadcasting the video on the internal platform Yammer or others.

7 - Product



Tips & Tricks:

The tasks required in this activity may be longer than predicted because the filming and editing process may take more time.

Film - short film - 1 to 2 minutes

8 - Learning outcomes

Clarify the phenomenon of bullying, starting from the motivations of the bully, bullying behavior and the consequences for the victim.
Recognizing, verbalizing, the suffering of the victim.

9 – Evaluation of the activity

Questionnaire.

COMICS

1 – Introduction

The proposed activity is focused on raising awareness of bullying and cyberbullying, given the acuity of the problem experienced by children and young people.

2 – Objectives

Awareness raising and consciousness raising about bullying.
Students, in teams, create a comic strip story reflecting an experience related to bullying (motivation/behaviors/consequences/...)

3 – Keywords

Bullying; cyberbullying; offender; victim; observer; defender; motivation: consequences

4 – Methodology – Teamwork

This is a working method in which team members interact and collaborate to achieve a common goal. A good teamwork method should promote effective communication, mutual trust, shared responsibility, creativity and innovation.

5 – Duration

5 X 45 minutes

6 – Activity (description)

Step 1 - Define the theme.

By team, 1st moment - discussion of the theme; 2nd moment - distribution of tasks; 3rd moment - scheduling.

Step 2 - Create a narrative.

Creating a story/narrative about bullying that can be transposed to video - lasting 1-2 minutes.

Step 3 – Drawing. – Moment to draw the story.

Step 4 - Viewing - sharing.

1st Moment – Choice of sharing mode

2nd Moment – Broadcast as album/video/... on the internal Yammer platform or others.



Tips & Tricks:

Comic book creation has a playful dimension and can be developed using digital tools, currently available for free.

7 - Product

Students, in teams, simulate/dramatize a story reflecting a situation related to bullying (motivation/behaviors/consequences/...)

8 - Learning outcomes

Knowledge, constructed among peers, of the phenomenon of bullying, in its motivations, behaviors and consequences.

9 – Evaluation of the activity

Questionnaire.

GET CLOSER TO THE LINE IF...

1 – Introduction

This activity intends to increase the empathy between the participants through the perception that other people at some point of their lives had already felt or experienced the same things.

2 – Objectives

Promote empathy and group cohesion.

3 – Keywords

Bullying; empathy; group dynamic

4 – Methodology – Teamwork

Group dynamic

5 – Duration

15 minutes + reflection time

6 – Activity (description)

The facilitator sticks a tape on the floor, separating the classroom. Ask the participants to stand facing the line, the same number of students on each side. They must take two steps back, keeping everyone in line (at the same distance as the tape on the floor).

The facilitator explains that he is going to say a few sentences and that whoever identifies with these situations or characteristics must take a step forward, approaching the line. Then, after a few seconds, they can return to the starting place and so on.

Try it out once – before the game starts – to see if everyone understands (example: “Get closer to the line if you are inside the classroom...”; in this case, everyone should take a step forward and then, after a few seconds, step back).

Get closer to the line if...

...you like to read.

...you are wearing jeans.

- ...you like chocolate.
- ...you like to draw.
- ...you have brothers or sisters.
- ...you are an only child.
- ...you were born in another city.
- ...you wear glasses.
- ...you have pets.
- ...you are a dancer.

The facilitator explains that now he is going to say more serious sentences and therefore there is no space to comments or noise. Sentences should be spoken audibly and slowly so that students have time to think.

Get close to the line if...

- ... you spend more than two hours using social media.
- ... ever felt fear.
- ... you know what's cyberbullying.
- ..._you know someone or a group that had online behaviors with the intention to hurt or make fun of somebody.
- ... you ever felt lonely.
- ...another student or students spread lies or rumors about someone you know online, to hurt he/she or make others doesn't like he/she.
- ...anyone makes fun of you online for dressing or wearing different clothes than the rest of your classmates.
- ...you witnessed that someone told online that others would not like them if they didn't do what the other student(s) said.
- ... you ever felt very happy.

7 - Product

Experience lived in group dynamics.

8 - Learning outcomes

In this dynamic, in the first part, in the different sentences, generally some people get closer to the line but not all – there are more differences in the group; in the second part of the activity, most people know someone who has already experienced a situation of bullying or cyberbullying – there are more points in common.

Tips & Tricks:



According to our experience with this activity, and as the participants are invited to give personal answers, we consider to be very important to observe emotional responses of the participants. Usually when a more sensitive topic comes up in the discussion, the group tends to show empathy towards that person, but the facilitator must be attentive to these situations.

This happens because the first sentences refer to personality characteristics, circumstances, or interests, in which it is possible to perceive the singularities of the group – the differences between people but, at the same time, what makes them special.

In the second part, it refers to situations that almost everyone has experienced or knows someone who has experienced. The fact that we can identify these situations and are able to put ourselves in the other's shoes also brings us closer together.

“Both our differences – what makes us unique – and our similarities can bring us closer”.

This activity is an exercise of empathy and group cohesion.

In this sense, the activity may end with a sentence in which everyone will take a step forward (example: Get closer to the line if you drink water.)

9 – Evaluation of the activity

Reflection moment in group – at the end, the facilitator must ask:

- What happened with this dynamic?
- How did you feel?
- What did you learn?

BOX OF PROBLEMS

1 – Introduction

This activity promotes greater reflection about the implications of bullying situations.

2 – Objectives

The student knows how to find solutions when problems appear.

3 – Keywords

Bullying; problem solving; teamwork.

4 – Methodology – Teamwork

Reflection in teamwork; groups of 4-5 students

5 – Duration

45 minutes

6 – Activity (description)

Students are divided into groups of 4-5 people. The teacher gives each group one example of a bullying situation or aggression between peers. Then each group of students must think about what the victim, the aggressor and/or the witness felt, and what are the possible consequences and implications of that situation. They must write it on a card and put all the cards in a box or a bag. Then the students pick up a random card and their task is to quickly find possible solutions to the problem. Students share their reflections on the ways of dealing with bullying situations.

7 - Product

Production of cards with bullying situations and problem solving

8 - Learning outcomes

Strategies to be applied in bullying situations.

9 – Evaluation of the activity

Number of acquired strategies.



Tips & Tricks:
Based on our experience with classes, it proved to be relevant that the story presented by the facilitator must be very objective, with a good description of the situation and the characters, with as many details as possible.

DON'T DO TO OTHERS WHAT YOU DON'T LIKE TO BE DONE TO YOU

1 – Introduction

This activity pretends to increase the capacity of the participants to put themselves in the place of the other, which is essential in the process of becoming aware of bullying and intervenient.

2 – Objectives

To raise awareness of the difficulty to understand the perspective of others. Develop empathy.

3 – Keywords

Bullying, empathy, group dynamic

4 – Methodology – Teamwork

Group dynamics

5 – Duration

60 minutes

6 – Activity (description)

The activity starts without saying the name of the activity. You start by giving each student a piece of paper and they must write a task that he/she would like one of his colleagues to do (according to the available space) but he/she has to write his/her name at the beginning of the sentence. For example, "I, Maria, want Ana to imitate a chicken." When all the students are finished, the facilitator collects the papers and only then says the name of the activity "Don't do to others what you don't like to be done to you!"

Thus, each student will then have to do what he had thought for his classmate. The facilitator takes one paper at a time, randomly, and the person who has written it does what he proposed to the colleague.

The activity ends when all the students have participated.

Tips & Tricks:
We applied this activity in classes, so we suggest that if it is to be applied with larger groups you can divide the class into 4 or 5 groups and each one must choose a task to the other group to perform.

Tips & Tricks:
The facilitator must supervise students as they choose tasks for colleagues to perform to ensure they are achievable and in accordance with the space and time available.

7 - Product

Experience lived in group dynamics.

8 - Learning outcomes

It is essential that students become aware that they were enthusiastic about the game, without thinking that the "other" could be embarrassed and only when the situation has reversed they have been able to feel themselves what they would be causing to the colleague. In fact, in daily life, if much of what we let happen to others happened with us, we would have a more active and committed role in our relationships, being more willing to try to understand what the other feels.

9 – Evaluation of the activity

Reflection moment in group – at the end, the facilitator must ask:

- What did you feel?
- How can this activity reflect our daily life?

INTERACTIVE STORY

1 – Introduction

Many children and young adults experience cyberbullying, as a person who is being bullied, or as a bystander, and sometimes as the one who is bullying others. The effects of bullying can be devastating, and oftentimes, people have no idea what to do about it. In this interactive story, children and young adults get a chance to decide how the story continues to alter what happens.

2 – Objectives

The proposed activity is focused on (1) gaining knowledge about cyberbullying, (2) raising awareness, and (3) understanding that you can take different types of action to combat cyberbullying.

3 – Keywords

Choose your own story; agency; bullying; cyberbullying; online; actions; consequences.

4 – Methodology – computer-supported individual learning

This is a method in which individuals decide how a bullying story continues. They have agency, which gives them tools to combat cyberbullying in real life.

5 – Duration

10-30 minutes (depending on how often you choose different paths in the story).

6 – Activity

Step 1 – Explaining the activity and directing the students to the webpage.

Students are told that they will get a story about a person who is being bullied online, and that they can decide how the story continues, by choosing different moves at certain times at the story. They are also told that they can start the story several times, so they can make different choices and see how this impacts the storyline.

Step 2 – Deciding the flow of the story on your own.

The students start the story and work on their own. The teacher walks around and helps when needed. Alternatively, the students work in pairs, so they have to discuss which action to choose and why.

Step 3 – Sensitization of the group or class.

The students discuss in the whole group what they did and what they learned. They can now move on to discuss how to implement what they learned in their own group.

7 - Product

Interactive story on the computer

8 - Learning outcomes

Knowledge about bullying, both from the victim's viewpoint and the aggressor

Feeling of agency, knowing that you can do something about bullying.

Knowledge about the consequences of your choices when being bullied or being a bystander.

9 – Evaluation of the activity

Oral discussion after the activity/ short questionnaire.



Tips & Tricks:

From our own experience, we advise to motivate students to read all the story elements (= all choices) completely and thoroughly, before indicating your choice and moving on.

CHATTERBOXES – ADAPTATION

1 – Introduction

The School and Safety Foundation (www.schoolenveiligheid.nl) has developed chatterboxes for talking about bullying. However, these are not yet applicable to cyberbullying. We have adapted the texts on the cards to relate to cyberbullying.

2 – Objectives

The idea is that you can discuss the topic of cyberbullying throughout the year. You can put these cards in a box and decide to take one out every week or have a day in which you discuss all of them. You hear from your students what they think about cyberbullying and let them think about what is needed for a nice atmosphere, both online and in the classroom. The cards encourage

students to put words to feelings and needs. The School and Safety Foundation stresses that it is important to ask these questions/ statements in a safe and familiar environment.

3 – Keywords

Cyberbullying; personal experiences; safety; group atmosphere

4 – Methodology – Teamwork

The cards facilitate group discussion on cyberbullying. In answering the questions, students might share something personal about themselves. Give students the space to indicate their boundaries: if desired, let them choose another card or pass the card on to a classmate who is willing to talk about it. If desired, as a teacher you can pre-select the questions, appropriate to the time and age of the group.

5 – Duration

+/- 5 minutes for each card

6 – Activity (description)

How to use the cards: Print the cards and cut them out. Put them in a jar or envelope. You can put the jar or envelope at a set time during the week or whenever the topic of bullying comes up in the class. Make agreements with the group about how to talk in a pleasant and respectful way talk to each other or refer to existing agreements.

Have a student grab a card or grab one yourself. Invite the student to answer the question. Agree on a sign for when you don't answer the question; a student can then say, "I pass". Another way is to have the student read out the card and give three students who raise their finger to give a response.

You can also ask students to add statements or questions themselves.

These cards can be used both in primary and secondary notation.

Cards for cyberbullying/ online bullying

Why do you think someone would bully another person online?	If I would be the teacher, I would stop cyberbullying by
What you don't say to another person offline, you also do not say online.	If I would be the boss of a social media platform, I would stop cyberbullying by ...
Who did you give a 'like' today, or, who did you reply to in a positive way? And what did you say?	Why would someone bully another person online, do you think?
If I experience something online I don't feel good about, it helps to talk about it to a friend.	What do you need to feel safe in an online group?

If I experience something online I don't feel good about, it helps to talk about it to my teacher.	Come up with two ways to stop cyber bullying together.
If I experience something online I don't feel good about, it helps to report this to the platform (tiktok, snapchat, whatsapp, ...)	What would you miss out on, if you would not be in the app group of your class?
If I experience something online I don't feel good about, it helps to go to the police.	Who should prevent or stop cyberbullying from happening? Teacher? Students? Others, namely....
Online bullying could just be a joke, you should be able to deal with it.	How could you let another person know that you don't like their online behavior?
If I would be the teacher, I would stop cyberbullying by	Ask two classmates about their best/ funniest moment online this week.
If I would be the boss of a social media platform, I would stop cyberbullying by ...	To contribute to a nice class, to a nice atmosphere in an online group, I can
Do you know what an unwritten rule is? Name an unwritten rule you use online.	Ask your teacher if there used to be more bullying at school when online bullying did not exist.
How can you show online that you don't like another person's behavior?

7 - Product

Group discussion

8 - Learning outcomes

Sharing experiences with cyberbullying; awareness; group norms

9 – Evaluation of the activity

Oral discussion after the activity/ short questionnaire.

FORUM / SOCIAL THEATER - WORKING TECHNIQUES

1 – Introduction

The proposed activity is focused on increasing awareness and awareness of bullying and cyberbullying, given the acuteness of the problem faced by children and young people.



2 – Objectives

- **Specific competence:**

The development of proactive behaviors and attitudes among children / young people regarding the bullying and cyberbullying phenomena.

- **Operational objective / Behaviors:**

- ✓ To identify bullying and cyberbullying behaviors in the physical social environment and in the online environment
- ✓ To exemplify the effects of the bullying and cyberbullying phenomena
- ✓ Apply solutions to discourage the practice of bullying and cyberbullying
- ✓ To demonstrate responsible and respectful behaviors in the online environment in situations of interaction with online users.

3 – Keywords

Bullying; cyberbullying; aggressor; victim; observer; defender; motivation; consequences.

4 – Methodology – Forum / Social theatre

Playful activities symbolically transpose the invisible in the personal narrative, seeking solutions and making it visible. We want to be messengers of the openness to horizons of changing the attitude towards diversity, to reduce the blockages for obtaining the optimal version of each of us by discouraging the phenomena of bullying and cyberbullying among children / students.

Social theater is a working method in which the participants in the activity participate in solving a social situation by working in teams and taking roles in relation to the socio-emotional resonance experienced in the acting game practiced at a symbolic level. Members of a team interact and collaborate to achieve a common goal – awareness of the phenomenon and effective intervention. It stimulates and develops self-image, esteem and communication, mutual trust, shared responsibility, creativity and innovation in the process of changing dysfunctional behaviors in offline and online social relationships.

The use of the method is enhanced by the development of a focus group through which the participants specify and clarify the characteristics of the social phenomenon of bullying or cyberbullying (roles, behaviors, possible effects), identify the problem situation and build a possible scenario focused on the problem and solutions - a scenario that it is to be put to work in the presence of an audience with an active role in the dynamics of the theater game.

5 – Duration

90 minutes

6 – Activity (description)

A. Focus group

Step 1 – Clarifying the characteristic elements of the bullying and cyberbullying phenomenon:

Two work teams are formed with 6-8 members from classes of parallel students, of the same school level - secondary school. Sheets and writing instruments are distributed.

Questions to clarify the issue proposed for analysis:

1. How do you define the phenomena of "bullying" and cyberbullying?
2. Specify possible roles encountered in bullying and cyberbullying situations.
3. What relationships are established between the identified roles?
4. What effects on the person can determine these social phenomena?
5. Give examples of possible intervention solutions.
6. Summarize the responses by the moderator.

Step 2 – Identifying the problem situation proposed to be solved and the solution

Students present ideas, analyze, explain, clarify, issue possible lines, correct, complete and organize the resulting lines into a coherent format that can be acted out in symbolic play.

The moderator intervenes only as a facilitator and for clarifications in case of misunderstandings, unclear ideas or terms.

B. Theatre-forum / social

Step 1 – Presentation of behaviors specific to bullying and cyberbullying phenomena. Game preparation

Each group deliberates on the final form of the act to be staged. The action is proposed for a maximum duration of 10 min. One of the roles in the theater game is that of the narrator, who has the mission of mobilizing the audience for interventions, expression of ideas, temporary role taking and facilitation of actor-audience communication.

The test game is done. The students select the best option for the play on stage.

Step 2 – Sensitize the group or class.

Each team presents the selected version to one class. After the completion of the game, there is a debriefing. With the students' consent, the theater play is recorded.

Step 3 – Community Awareness – Poster

All participating students receive cardboard sheets on which they reproduce in writing or drawing impressions, thoughts, experiences during the presentation of the theater game. They are grouped by themes: causes, motivations; themselves subjects of bullying or cyberbullying; effects of the phenomenon; what they learned after participating in the activity. The results obtained are



displayed on a board for students to view and the recording of the activity is posted on the school platform.

7 - Product

Exhibition with posters/messages;

Theater kit - several acts can be selected are to be presented in a series of activities with the other middle school classes, depending on the identified problem and the students' need for solutions.

8 - Learning outcomes

Clarification of the phenomenon of bullying and cyberbullying, regarding the causes, the motivations of the participants in bullying / cyberbullying, the differences between these social phenomena and the behavior of aggression, the consequences for the victim and solutions to discourage the proliferation of the phenomenon.

Recognizing, verbalizing the victim's suffering and stimulating the courage to ask for/offer help.

9 – Evaluation of the activity

Questionnaire.

PRACTICE EMPATHY

1 – Objectives

To develop empathy and help students see situations from different perspectives.

2 – Duration

60 minutes

3 – Activity (description)

Students can practice empathy by putting themselves in the shoes of a cyberbullied victim, the bully, or the bystander and reflecting on how they would feel in each role. The roles can be distributed on different cards and each student can pick from the deck. It would be interesting for the students to see different reactions to the same situation.

Suggested roles for the cards:

- I am a cyberbully. Why I need to bully others? What motivates my behavior and what are the possible reasons behind my actions?
- I bullied someone. How can I apologize?
- I have been bullied online. How did this make me feel? What emotional impact this has on me? Am I afraid, anxious, etc.?
- Someone is spreading rumors about me. What can I do?
- I witnessed someone being bullied but I didn't intervene. Could I have done differently? Why I chose not to intervene?
- I witnessed someone being bullied and I intervened. The student playing this role can describe how they intervened to stop the bullying, what actions they took, and why they felt it was important to act.
- I am a parent and my child has been a victim of cyberbullying. What can I do?
- I am a parent and I discovered that my child is cyberbullying another child(ren). What can I do?
- I am a school teacher and a student has approached me sharing that they have been cyberbullied. What can I do?
- I am a school teacher and I witnessed a cyberbullying incident in the classroom? How can I address the issue? How can I work with the school and parents to prevent it from happening again.

I am a school counselor and a victim of cyberbullying has approached me. How can I support the victim and help them cope with the emotional impact of cyberbullying? How would I work with the bully to address the root causes of their behavior?



REFLECT ON APPROPRIATE AND INAPPROPRIATE BEHAVIOR ONLINE

1 – Objectives

To distinguish between appropriate and inappropriate online behavior.

2 – Methodology – Teamwork

Split the class into groups of 4-5 students.

3 – Duration

90 minutes

4 – Activity (description)

Ask students to prepare comics of potential safe and unsafe situations online (e.g. someone you have never met in person asks you for inappropriate photo). If students find it difficult to think of unsafe behavior online below are some suggestions you can use to inspire them:

- Posting mean or threatening texts/messages
- Causing embarrassment to others by posting pictures, creating a website, or revealing personal information
- Pretending to be someone by using their name
- Sharing home address online
- Sharing phone number with unknown people
- Using public wi-fi for sensitive operations (for example financial transactions)
- Keeping accounts constantly logged in even when not in use
- Leaving the settings of the profiles in social networks set to public
- Using public computers (e.g. at school, internet club, etc.) to log in to private accounts
- Sharing personal information online with someone you have never met in person
- Posting private photos unintentionally online

Provide links to websites for comics development like [Canva](#), [Pixton](#) and [Storyboard That](#). These programs let you drag and drop characters, backgrounds and speech bubbles onto a digital canvas.

NAVIGATING ONLINE PEER PRESSURE AND INFLUENCE

1 – Introduction

Peers are people who are part of the same social group, so the term "peer pressure" refers to the influence that peers can have on each other. Peer pressure is the process by which members of the same social group influence other members to do things that they may be resistant to, or might not otherwise choose to do.

2 – Activity (description)

Positive and negative peer pressure refer to the influence exerted by peers on an individual's behavior or choices. The key distinction lies in the impact that influence has on the well-being and development of the individual. Below are some examples of both positive and negative peer pressure, try to distinguish between the two categories:

- | | |
|---|--|
| <ul style="list-style-type: none"> Academic excellence Substance abuse Healthy lifestyle choices Bullying Goal setting Harassment Social inclusion Negative attitudes and beliefs Kindness Breaking rules | <ul style="list-style-type: none"> Community service Goal setting and personal growth Skipping school Reckless driving Volunteerism Engaging in unsafe sexual behaviors Empathy Participating in illegal activities Self-improvement Personal growth |
|---|--|

Positive peer pressure	Negative peer pressure

Answers:

Positive peer pressure:

- Academic Excellence - when classmates encourage each other to study, participate actively in class, and strive for academic success, it creates a positive peer pressure for students to excel academically.
- Healthy lifestyle choices - if a group of friends engages in regular exercise, encourages nutritious eating habits, and discourages unhealthy behaviors like smoking or excessive drinking, it promotes positive peer pressure for maintaining a healthy lifestyle.
- Social inclusion and kindness - peers who promote inclusivity, kindness, and empathy create a positive peer pressure that encourages students to be accepting, supportive, and respectful towards one another.
- Community service and volunteerism - when friends engage in community service or volunteer activities together, they exert positive peer pressure by motivating others to contribute to the community and make a positive impact.



- Goal setting and personal growth - peers who encourage goal setting, self-improvement, and personal growth inspire others to set and pursue their own goals, fostering a positive peer pressure for individual development.

Negative Peer Pressure:

- Substance abuse - when peers pressure someone to experiment with drugs, alcohol, or other harmful substances, it represents negative peer pressure that can have detrimental effects on the individual's physical and mental well-being.
- Skipping school or breaking rules - when classmates persuade others to skip classes, cheat on exams, or engage in other rule-breaking behavior, it creates negative peer pressure that can hinder academic progress and lead to disciplinary consequences.
- Bullying and harassment - if a group of students encourages or participates in bullying, teasing, or harassing behavior towards others, it represents negative peer pressure that can cause emotional distress and harm to the victim.
- Risky behaviors - peer pressure to engage in dangerous activities such as reckless driving, engaging in unsafe sexual behaviors, or participating in illegal activities is negative peer pressure that can have serious consequences.
- Negative attitudes and beliefs - when peers promote negative attitudes such as racism, sexism, or intolerance, they exert negative peer pressure, fostering a harmful environment that perpetuates prejudice and discrimination.

It is crucial for students to recognize and resist negative peer pressure, while seeking out positive influences that align with their values, goals, and well-being.

Learn more about peer pressure and how to handle it from the following web resources:

<https://kidshelpline.com.au/teens/issues/peer-pressure-and-fitting>

<https://kidshealth.org/en/kids/peer-pressure.html>

<https://yourlifecounts.org/learning-center/peer-pressure/20-ways-to-avoid-peer-pressure/>

<https://caps.ucsc.edu/counseling/aod/peer-pressure.html>

<https://www.aspenridgerecoverycenters.com/how-to-deal-with-peer-pressure/>

<https://www.casita.com/blog/how-to-tackle-peer-pressure>

<https://parentandteen.com/say-no-peer-pressure/>

<https://www.verywellmind.com/what-is-peer-pressure-22246>

BULLYING FEELINGS

1 – Introduction

Audio-visual emotion stimuli are central to students' emotional perception. being able to achieve a satisfactory level of emotional awareness is essential to prevent bullying. It is often said that bullying is linked to the socio-psychological condition of students. However, studies show that this is not the case and that cyberbullying can involve any social psychological category. The central element remains insufficient emotional education.

2 – Objectives

Students identify the emotions connected to put downs and bullying.

3 – Keywords

Emotional intelligence, emotional education, social and psychological awareness, maturity

4 – Methodology – Teamwork

Ages 8-11 and 11-14+

Resources: A television, board, or computer screen on which to play movies, one card for each student, a short scene from a film/television/internet program that shows bullying

Preparation: Before the class begins, select a scene from a film, television or internet program that shows a bullying situation to which students can relate

5 – Duration

40 minutes

6 – Activity (description)

Play the selected scene. Once the short clips completed, analyze the bullying with the students. Ask these questions:

- Why was this person being bullied?
- How did the bullying make the person feel?
- Have you ever witnessed a similar bullying situation?

When students have finished writing, collect all the cards. Shuffle the cards and redistribute them throughout the class. Go around the room and ask students to read only the emotions and feelings listed under the second questions.

As these are read, ask students to raise their hands if they have ever felt the emotion being described (and not necessarily because of teasing or bullying).

Next, divide students into groups of three. Ask the groups to think of strategies that will help to stop putting down and teasing other people. Finally ask them how they feel about teasing someone in the future after identifying the emotions that people feel when being teased or put down?



Finally read the following quote of Martin Luther King Jr. “In the end, we will remember not the words of our enemies, but the silence of our friends.”

Ask the groups the following questions:

- What might this quote mean?
- What do you think dr. King would have to say about bullying?

7 - Product

Report with project minutes and scheme for transmitting the activities to other classes.

8 - Learning outcomes

Cooperation/ collaboration; Raising emotional self-awareness; Recognition of the bullying' emotions; Self-reflection; Sharing emotional experiences; Understanding, trusting, respecting others; Work on their own sense of empathy.

TAKING STOCK OF MYSELF

1 – Introduction

Awareness of one's role within the group or community is a key element in preventing cyberbullying. All elements that stimulate a concrete and profound reflection on what possibility everyone has to prevent these phenomena is a central element of all efforts to repress and prevent cyberbullying

2 – Objectives

Identify behavior they want to change; set and work towards personal goals.

3 – Keywords

Personal development, prevention and social involvement, citizenship

4 – Methodology – Teamwork

Ages 11-14+

5 – Duration

40 to 80 minutes

6 – Activity (description)

Activity 1 – Looking at ourselves

Ensure that students by now understand that everyone has a responsibility to do something to make sure that bullying doesn't occur. Sometimes we need to look at ourselves to make sure we are not behaving in ways that do nothing to help stop bullying.

Give each student a Copy sheet: Could You Sometimes Bully Other People? Explain that this is a personal activity and they do not need to share it with anyone, unless they want to. They should be honest.

While this is basically a fun exercise, and should be treated as such, students will end up thinking about bullying in relation to their own behavior. This kind of self-examination is the beginning of the process of change.

Activity 2 – Friendship flag

Hand out a Copy sheet: Friendship Flag. Students cut out the flag, fill in the necessary information and decorate it.

Connection with the community – The completed friendship flags could be taken home and shared with the family and the community.

7 - Product

A friendship flag

8 - Learning outcomes

Awareness; self-efficacy; decision-making ability; cooperation/collaboration; communication skills



TALKING COMMUNITY

1 – Introduction

This activity, using a method called maieutics, devised and proposed by the Italian sociologist Danilo Dolci in the 1950s, seeks to transfer to the students a reflection on the theme of the educating community, through an open and responsible dialogue, the students will have to understand the profound meaning of the educating community and will also have to be aware of what the leading role of the educating community means in relation to their role as responsible citizens.

2 – Objectives

Awareness raising and sensitization on bullying and Cyberbullying.

Students, in teams, discuss and create a first step for the involvement of the Educating community in the prevention of bullying and cyberbullying

3 – Keywords

Educating Community, Bullying; cyberbullying; offender; victim; observer; defender; motivation: consequences

4 – Methodology – Teamwork

The approach is based on the so-called maieutic method. Of philosophical origin in the thought of Socrates, the method has been modernized in Italy by sociologist Danilo Dolci. The children are led into an open discussion in which everyone is a protagonist and has to express their positions on the subject. Find out more at www.montesca.eu/react

5 – Duration

2 hours

6 – Activity (description)

1. The group is seated in a circle in the classroom and begins with an activity in which the facilitator expresses what an Educating community should be and ideas are shared, bearing in mind on the one hand the needs and requirements of the group and on the other hand the indispensable didactic planning. The facilitator can prepare the group sharing a document, according to the various situations, it may be the reading of a book, a video, a work of art. From the first discussion the group will move to the generative question. The generative question should be “what is a community when we add a term “educating”
2. It takes a few minutes of silence, invite them to reflect before starting the dialogue and always remember to speak in turn
3. Those who want to speak raise their hands and take the floor, in an orderly and respectful manner; if they have difficulties, they can proceed in order, following the circle but always leaving them free to speak when they feel it is appropriate, or not to speak if they do not feel ready. Following the turn to speak is a very democratic exercise, which cannot be taken for granted or acquired right from the start, it is also a goal that the group arrives at slowly.
4. The generative question is: *the community as discussed can do something for preventing bullying*



5. The coordinator encourages doubt even, if necessary, by provoking them, because every excavation operation does not originate from certainties or pre-established truths, but from a collective action of research.
6. As the dialogue draws to a close, the coordinator tries to summarize what has emerged, making the most of everyone's contributions, especially those who are most intimidated.
7. The synthesis tries to define what a community can do for preventing bullying (steps and actions)

7 – Product

An articulated document to be sent to a list of potential stakeholders (municipality leaders, religious leaders, sport managers ...)

8 - Learning outcomes

Awareness of the phenomenon of bullying.

Awareness about the social system defined as educating community.

Awareness about the role of the extra-school environment to prevent bullying.

9 – Evaluation of the activity

Questionnaire

ROLE MODELS

1 – Introduction

The aim of this activity is to make students understand that everyone can be a role model. In particular, that witnessing and raising awareness of bullying and cyberbullying is not only a matter for Bystanders, but for all active and aware citizens.

2 – Objectives

Awareness raising and sensitization on bullying and Cyberbullying.
Awareness about the civic position of role models

3 – Keywords

Role models, active citizenship, Bullying; cyberbullying; offender; victim; observer; defender; motivation: consequences

4 – Methodology – Open discussion – Circle time

Circle time is a special moment in school life: no longer desks in rows but chairs in a circle; no longer cognitive evaluation of performance, but listening without judgement. Communication takes place according to shared rules designed to promote active listening and participation by all (it may be useful, for example, to establish that turns to speak are ritualized by the passing of an object).

5 – Duration

1 hour

6 – Activity (description)

To start the circle time activity, the teacher should:

Arrange the chairs in a circle.

Manage the frequency of the discussions.

Establish the duration: 1 hour is usually sufficient.

He/her could make a first round of proposals and have the students vote on their priorities, or create a box of proposals that can be written down and deposited there.

The question is “ how you can do as an active citizen to prevent bullying”

7 – Product

Report of the activity and short minutes of the discussion

8 - Learning outcomes

Awareness of the phenomenon of bullying.

Awareness about the social system defined as educating community

Awareness about the role of the extra-school environment to prevent bullying

9 – Evaluation of the activity

Questionnaire

CYBERBULLYING AND COMMUNICATION

1 – Objectives

Identify the characteristics of communication about cyberbullying.
Discuss about cyberbullying and how to face it.

2 – Duration

60 minutes

3 – Activity (description)

Put students into small groups. Give each group a Newspaper Article about cyberbullying.

Invite students to read the articles and to group them under headings/types of cyberbullying such as Exclusion; Harassment; Cyberstalking; Outing; Flaming; Denigration; Impersonation; Fake Profiles; Sexting....

Some students may prefer to come up with their own headings. Some articles may fit under more than one heading.

Ask groups to compare their works by asking the following questions:

- Why do you think people behave this way towards others?
- What does it tell you about their values?
- What could be done to stop this cyberbullying?

Now ask students to debate the topic “Cyberbullying is so established in our society that it will never be removed completely”.

Finally, ask students to find an example of cyberbullying in a local paper over the next weeks. They post this into their journal, say what sort of cyberbullying it is and suggest changes that could stop cyberbullying of this sort.

“PRIVACY”

1 – Introduction

The 20th and 21st centuries are a world of big changes. Civilization progress is the rapid development of modern technologies. This is not only countless benefits, but also many pitfalls and dangers. Cyberbullying is becoming more and more common. Cyberbullying is aggressive behavior in the digital space, most often taking the form of words through commenting, memes, videos. The increased frequency of this type of problem both at school, in the family and in society determines increased attention and activities to develop methods that are designed to inform, prevent and minimize the phenomenon of hate. Digitalization is a tool that in the wrong hands can become a threat. There is a need to introduce non-violent communication practices. Teachers, parents and students are asking for it. This phenomenon is gaining momentum in the virtual environment. It is important to make young people aware of how to act, to show in practice what to avoid and what is right.

2 – Objectives

Making students aware of the importance of the problem, familiarizing students with the threats related to the cyber world, the consequences of cyberbullying. Providing methods of protection against cyberattacks. How to secure your accounts on portals, etc.

3 – Keywords

Bullying, victim, cyberbullying, sadness, bystander, violence, exclusion, cyberbullying protection

4 – Methodology-Teamwork

Group work, individual work, brainstorming, open discussion. Work based on cooperation, exchange of ideas. The activities are to lead to the development of methods to prevent cyberbullying

5 – Duration

3 X 45 min.

6 – Activity (description)

The students are divided into four groups. Each of them gives their own ways to protect themselves against cyberbullying. The given suggestions are written on the board. The teacher then completes the students' statements. A discussion begins on ways to prevent cyberbullying (e.g. how to create passwords so that they are not easy to decipher, mark your profiles on portals as private, protect your passwords and logins, not publish photos in public space).

7 - Product

Defining methods of preventing cyberbullying, how to safely share your data on the Internet).

8 – Learning Outcomes

Explaining how to securely share your data online. Increased awareness of the risk of private data leakage.



9 – Evaluation

Questionnaire/interview.

CYBERBULLYING- “BRAINSTORMING”

1 – Introduction

The 20th and 21st century are a world of great change. The progress of civilization is the rapid development of modern technology. It is not only countless benefits, but also many pitfalls and dangers. There is increasing talk of online violence. Cyberbullying is aggressive behavior in the digital space, most often taking verbal form through commenting, memes, videos. The increased incidence of this type of problem both at school, in the family and in society determines increased attention and action to develop methods to inform, prevent and minimize the phenomenon of hate speech. Digitalization is a tool that in the wrong hands can become a threat. The need for non-violent communication practices is apparent. Both teachers, parents and students themselves are calling for this. Especially since the phenomenon is gaining momentum in the virtual environment. It is important to make young people aware of how to act, show in practice how to beware of what is appropriate.

2 – Objectives

To raise awareness of the seriousness of the problem, to familiarize students with the dangers of the cyber world, the consequences of cyberbullying and ways to prevent it. To sensitize young people, to cause an increase in empathy.

3 – Keywords

Bullying, victim, cyberbullying, grief, observer, violence, exclusion

4 – Methodology – Teamwork

Group work, individual work, brainstorming, open discussion. Work based on cooperation, exchange of ideas. Activities are intended to lead to a conclusion that cyberbullying is bad and should be opposed.

5 – Duration

3 X 45 min.

6 – Activity (description)

Students are divided into 4 groups. Groups: first and second write the benefits of using the Internet on a large sheet of paper. While the other two groups write down the dangers of the cyber world. (e.g., publishing altered, ridiculing photos on the Internet, harassment). A mini-debate begins, and the teacher moderates it. He touches on issues such as cyberbullying, addiction, victim, sadness, exclusion. The teacher, in effect, defines the term cyberbullying.

7 - Product



Defining the term cyberbullying. Clarifying what is good and what is bad. How to behave in the cyber world.

*Cyberbullying (online aggression) - : stalking, humiliating, harassing, ridiculing others using the Internet.

8 - Learning outcomes

Explaining the phenomenon of cyberbullying, harassment. Working on the sense of empathy, showing the negative effects of Internet use, recognizing the good and bad sides.

9 – Evaluation of the activity

Questionnaire/interview.

BAD AND GOOD

1 – Introduction

The 20th and 21st centuries are a world of great change. The progress of civilization is the rapid development of modern technology. It is not only countless benefits, but also many pitfalls and dangers. There is increasing talk of online violence. Cyberbullying is aggressive behavior in the digital space, most often taking verbal form through commenting, memes, videos. The increased incidence of this type of problem both at school, in the family and in society determines increased attention and action to develop methods to inform, prevent and minimize the phenomenon of hate speech. Digitalization is a tool that in the wrong hands can become a threat. The need for non-violent communication practices is apparent. Both teachers, parents and students themselves are calling for this. Especially since the phenomenon is gaining momentum in the virtual environment. It is important to make young people aware of how to act, show in practice what to beware of and what is appropriate.

2 – Objectives

To raise awareness of the seriousness of the problem, to familiarize students with the dangers of the cyber world, the consequences of cyberbullying and ways to prevent it. Sensitize young people, cause an increase in empathy, distinguish what behavior is correct and what is not.

3 – Keywords

Bullying, victim, cyberbullying, grief, observer, violence, exclusion, cyberattack, privacy violation

4 – Methodology – Teamwork

Working in groups. Work based on cooperation, exchange of ideas. Activities are intended to lead to a conclusion that cyberbullying is bad and should be opposed.

5 – Duration

3 X 45 minutes (45 min. lesson). The creation of 6 short videos (1-2 minutes).

6 – Activity (description)

Students are divided into 3 groups. Each group is to make 2 videos each. The first is to illustrate an example of cyberbullying, and the second is to show how to behave in the cyber world. This task will show whether young people have a good understanding of the issue of cyberbullying, and show further possible steps to be taken to make the perception of cyberbullying correct..

7 - Product

6 short films/videos (1-2 minutes) will be created to illustrate how young people see the topic of cyberbullying.

8 - Learning outcomes

Explaining the phenomenon of cyberbullying, harassment. To identify possible future issues for working with young people on the topic of cyberbullying.

9 – Evaluation of the activity
Questionnaire/interview.

Glossary of Terms

Aggressor	The aggressor or bully is an individual who, acting violently or aggressively, seeks to harm or intimidate those he considers vulnerable (the victim).
Anti-Bullying	Posture, attitude or activity of rejection and/or tackling bullying and cyberbullying.
Bullying	A set of aggressive behaviors, which occurs between peers, intentionally and repeatedly, and can affect and cause harm – physical, verbal, social/relational, psychological and/or sexual – to children and young people, involved in a relationship of power imbalance between the aggressor and the victim.
Cyber-Bullying	Forma virtual da prática de Bullying. Comportamentos de agressão, ameaça, intimidação ou exclusão com o objetivo de causar dor, vergonha, medo ou desconforto na vítima, através de ações em contexto digital, seja utilizando a Internet ou outros canais.
Cyberstalking	Internet stalking. It may extend to threats of physical harm to the person concerned. It can include monitoring, false accusations, threats and it is often accompanied by offline stalking. It is a criminal offense and can result in a restraining order, parole and even jail time for the offender.
Defamation	The act of defaming or insulting someone through gossip and rumors, including those spread on the Internet, with the aim of causing reputational damage.
E-guidance	It is related to any guidance provided in electronic form, i.e., by smartphone or through an online platform, by email or through social media.
Empowerment	The activity of encouraging and motivating to take action; it is also associated with building self-confidence and believing in own capabilities. It is closely linked with making career decisions and taking control over career decisions.
Exclusion	Intentional removal of a person from a particular virtual community.
Flaming	It consists of a hostile interaction between Internet users through offensive messages.

Group roles	The roles and responsibilities of the leader or facilitator and the individual members working within the group or team are examined. The word 'role' refers to how a person will behave and what function they will perform within the group as a whole.
Happy slap	Clearer interface between face-to-face and virtual bullying. This type of violence is generated by the dissemination of videos that show scenes of physical aggression, where a victim is assaulted in the street and the violated violence is recorded with smartphone cameras and later the video is published on websites, with the aim of humiliating the person attacked.
Harassment	Harassment is a pattern of repeated offensive behavior that intentionally targets a person. Typically, the goal is to make the target feel threatened or intimidated. The victim may feel frightened, harmed, or discouraged.
Identity theft	In identity theft the attacker impersonates another person on the internet, using the victim's personal data, such as email account or messenger, in order to embarrass and generate damage.
Key competences (bullying)	Set of skills capable of identifying, defending and combating bullying.
Outing	Violation of intimacy. Disclosure of secrets, information and private, intimate or compromising images of the victim.
Phishing	Phishing is a type of online fraud in which an attacker sends a fraudulent message (for example, spoofed, false, or misleading) designed to trick a person into revealing sensitive information to the attacker or deploying malicious software into the victim's infrastructure.
Sexting	It is the act that aims to damage the reputation of a person through the online dissemination of offensive material with sexual contours, namely through the publication of pictures (photographs or video) of the victim on the Internet, manipulating and changing images.
Threat	Sending repetitive messages threatening or intimidating other(s).
Transversal skills	Transversal skills are skills that can be used in a wide variety of situations. The term "transversal" refers to the way these competencies intersect different tasks and functions.
Victim	A person who, as a result of an action, has suffered an attack on his or her physical or mental integrity, moral distress or material loss.



Witness	People who have seen, heard, or lived directly or indirectly a situation of violence. Witnesses may take a favorable position with the aggressor, favorable to the victim, indifference or ambiguity.
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CONCLUSION

In conclusion the use of this methodological manual should bear in mind the perception that: a) the initiatives about bullying have been scattered and built by those who promote them, and that greater collaboration between the various people working on the subject will benefit the campaigns or other actions on (cyber)bullying and b) a "whole school" approach, that considers children and young people as an active part of these campaigns, promotes their own greater involvement.

Thus, we hope that this document will be a useful tool for all stakeholders and educational professionals working on bullying and cyberbullying, both in promoting greater awareness and prevention of this problem, and in a perspective of supporting and tackling bullying situations, in the various ways in which it can occur.

The resources and activities collected here should be used flexibly and can be used and adapted according to the needs and specificities of the groups and schools in which they are being implemented, as well as according to the objectives you want to be achieved.

Thus, this material should be used as a guide and an alternative tool to support anti-bullying practices. The comments and tips included here were written based on the experiences we had with these activities and may differ depending on your own experience and reality.