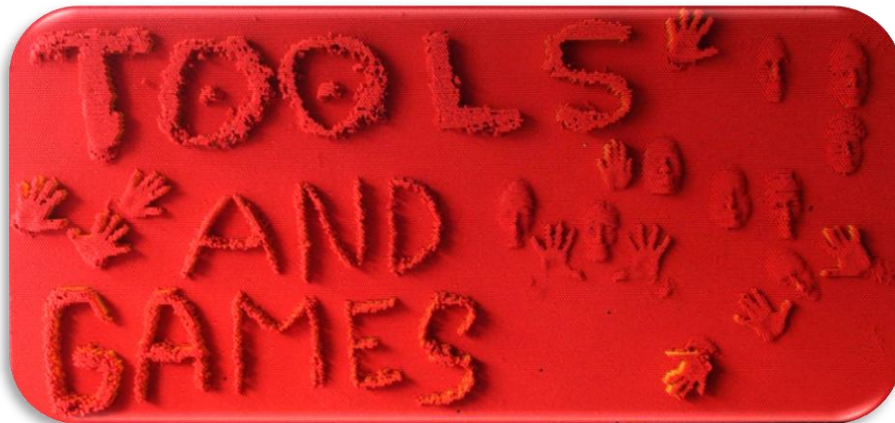## PROJECT

The main priorities of the project is sharing, creating, and innovating new methods and tools in the field of adolescent education and their risk behavior in the virtual world with emphasis on the dangers of cyberbullying and irresponsible use of social networks. In the context of mutual mobility the project and its partnership aims to increase the competence of adolescents educators from all the partner organisations, in the way they are able to share these methods and tools efficiently.

DESCRIPTION

Risks of the Internet and cyber bullying, in particular, is one of the phenomena of a teenage Generation Z, which is highly connected and many individuals out of such a generation tend to use the modern technlogies, such as internet, free messaging, MP3 players, mobile phones, or/and YouTube. Generation Z je known for its „online" life in the very fast pace. That basically means sharing ideas and insights immediately on different topics through several medias and products. Although this generation is referred as "digital natives", their parents and teachers are in using modern technologies far-far behind.

More and more often it is socially required to have practice, information, and experience in the field of modern technologies, including the training of safe internet usage for adult educators, that is why this project aims on the given topic. The target group will enforce and use all these new methods, tools, and innovations within the educating and teaching the young adolescents. The international cooperation will be essential within innovations that might be slightly different from partner to partner, such as dealing with the dangers of the Internet and cyberbullying among adolescents. Also, on the level a teacher vs. Student/pupil there is still a very low number of organisations specialized on the topic of cyberbullying, for instance there are only 3 such organisations in the Czech Republic, therefore sharing new ideas and experience is very important in terms of sharing know-how and it also causes the loss of a competitive advantage.

It was also deliberately chosen partnerships between countries with advanced education system controlled by the state in this area and those struggling with problems through non-profit organizations. Not saying one is better than the other, on the contrary, all partners have a lot to learn from each other due to its diversity, modus operandi and methods of work with the target group. The aim of meetings will be sharing mutual experience in adult education on the risks of the Internet, focusing on cyberbullying, but also an attractive methods for education attract both adults and teens, such as online courses, interactive workshops, group training together with teens directly on a PC etc.

PROBLEM AND GOAL

What sort of a problem does the activity solve?
What do we reach, what is the aim?

TIME ALLOWANCE

Provides the time allowance for the realisation of the whole activity.
Demanding time for the preparation of the activity shall be stated.

AID

Aid, technics, tools and subjects needed for the activity.
Further equipmet needed shall be stated (internet, space, room adjustments etc.).

NUMBER OF PARTICIPANTS

Recommended number, age, further specification of members.
Requirements for group divisions, restrictions of members.

ACTIVITY DESCRIPTION

Brief aktivity description, methodics.
Methodics can be described from the position of the lecturer as well as members of the group.

EXPERIENCE AND PRACTICE

Practical remarks from implementation in practice.
Likely difficulties, variability, adaptation towards environment, age, etc.

PHOTODOCUMENTATION

Activities captured in the Picture.
I tis not necessary to use only Picture of theproject implementation.
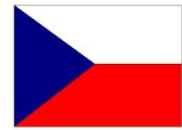
ABOUT ORGANIZATION

Risks of the Internet and Communication Technologies Association (a.k.a. Don't Be a Victim) is focused on preventive education of pupils in elementary schools, teachers and parents in areas of dangerous use of the Internet and communication technologies. Our association warns against possible misusing of personal information and it gives information about new phenomena in cyberspace such as sexting, grooming, phishing or happy slapping. We are engaged in making videos, production of comic strips and educational programmes, organisation of lectures and international co-operational projects. Webside www.nebudobet.cz.

ACTIVITIES

1. Story of Amanda Todd
2. Contract against Cyberbullying
2. Poster of safe internet
3. Recharging batteries
4. Netolism

1. STORY OF AMANDA TODD

PROBLEM AND GOAL

This aktivity is focused on work of a real victim of cyberbullying, sexting and bullying, Amanda Todd. Based on her video, whist which she confesses her problems, we try to impress participants´ emotions and empathy.The problem of cyberbullying agressors is often caused by the lack of empathy, feeling that it is only an innocent game, teasing. The apparent lack is also an absolute ignorance of the rules of safe internet, as well as non-stamps, which often leeds to misunderstanding and problems. Aim of this activity is to get the sense of responsibility for ones´behaviour in the virval world, empathy with other virtual users, but also information about consequences of sexting and cyberbullying. It is also effecient to add the punishment of offender(s), prevention, organisation, etc..

TIME ALLOWANCE

Video takes arend 9 minutes, however due to breaks and tasks for the group work the total lenit of the activity may take even 60 minutes. It is possible to shorten the activity skipping the group work and working with the whole group all at once.

AID

Data projector, internet connection, speakers, laptop, working sheet for the younger ones. I tis suitable to perform the activity in the clasroom with the posibility of darkening, or wherever where there is the posibility to perform the projection. It is also possible to download the video in advance, what gives you the otion to work offilne. For the group work it is also needed to arrange tables accordingly.

NUMBER OF PARTICIPANTS

Due to the lenght of the activity, 60 minutes, it is recommended to organise a group of maximum of 30 members, deviding them into 3 teams of 10 members. If You can lenghten the activity into more than 60 minutes, the group can be devided into even more teams, in the opposite case, work with the whole group all at once. However, the good practice claims working in smller groups to be more effecient.

1. Intorduction – getting to know the personality of Amanda

First of all, the basic information of Amanda Todd´s shall be intorduced to the group. (13 y.o., Canadian, growing up with father, motherlived in an another city, did not have many friends). Amanda as an achal human being shot a video about her story, that began in 2012 and lasted 1 ,5 year. This is the time for deviding the group into smaller teams,based on prefenrences.

2. Thinking over the whole story

As soon as the participants have got enough information, we are ready to submit the main plot, which caused the whole story to begin. Starting with the question:*"Amanda did not have many friends, so that she wanted to find them in the virval world, what do You think, that must have happend she decided to shot the video and tell the others about her suffering?"* After the group discussions of approximately 5 minutes minutách the head/speaker of each group is asked to present the story the whole group agend upon.

3. Stop and discussion

As soon as everyone is finished with the task, the first part can be played. Up to 0:38 is played the video where there is stated information*: "And then, Theky wanted me to flash*." Next round of the discussion can start with the question: *"Try to imagine, You are Amanda and have a guess what and why is she going to do?"* The lecturer is welcome to have a look/short chat with eache group and so find out the opinion of individuals, also stimulans the discussion. After the discussion of approximately 5 minutes, there is again space for the speaker of each group to present the opinion the whole group agreed upon. I tis notimportant the behaviour, but also the motivation towards the action itself. Next discussions/steps are led.

1:24 (He knew my adress, school, relatives, friends, names of members of my family)
- question: *"What will Amanda do and why?"*
- facts: do not let anyone to blackmail, have courage to tell someone I trust, w hen necessary.

1:38 (Knocking on the door at 4am)
- oquestion: *"Who is it, what does she/he want?"*
- facts: a great advantage of each virval blackmailer is his/hers hidden identity. It can be tracked down, regardless.

4:47 (I made a terrible mistake)
-question: *"What mistře, what should ´have been aan early warning for her?"*
- *fact: never agree on a personal meeting with an unknown strager, to be careful and think in advance and being susspective during each conversation.*

During each stop there can be also stated facts about sexting, cyberbullying, kids pornography,social network gangers, etc.

4. Conclusion

After watching the whole video, all Groups are challenged to the last discussion and conclude the whole story, admit the lesson they have just learnt, what were the crucial mistakes Amanda did and how she was supposed to solve her problems, also how what themember solve such problems themselves. Lesson learnt stated from the lecturer shall be mainly the correct behaviour online, as well as the behaviour of the group in the classroom. Mainly because,if the classroom whould decide to support the victim, such as Amanda in this particular case, and took her side, she would have never have to face such situation and cyberbullying would have not be such a large problem, would not win.

The story of Amanda Todd can easily catch the interest in the discussion of participants because of its narration and also because of the sexting topic, i tis important to deal with the problem openly and without any unnecessary mentoring. I tis also adviced to use a working sheet for the younger ones, that leads them towards answers and alsoo offers the posibility to read the answers afterwards. Activity is suitable also for the group of parents or teachers to realise the ledge of growing up, as well as understand the meaningof modern technologies, especially the usage of social networks. Our reaction should include following message: cyberbullying is always a matter of three sides: attacker, victim, and onlookers. If the victim is weak, does not have confidence, and has nobody to tell to, the victim has no chance to stop the attacker. If the attacker enjoys the attack and it fulfills his/hers expectations, he/she will not stop by himself. I tis more likely the attacker will move limits to the point the victim holds on. The last side are the onlookers, who always can choose whether to comment ad share received materials, to mock the victim due to derogatory materials, or to take the side of the victim and help to solve the cyberbullying. At the very end, there should be question asked: Which side would You pick? The victim or the aggressor?

2. CONTRACT AGAINST CYBERBULLYING
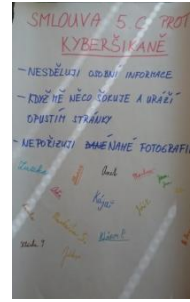
PROBLEM AND A GOAL

One of the essential assumptions towards successful fight against cyberbullying is a cohesive team, that offers healthy relations among individuals. Resistance of each team against cyberbullying shows up only during the real and particular situation, that is why it is important to support trust, healthy relationships, as well as common rules for use of computer that each class or a team supports and follows. Gold of the aktivity is therefore to realise those important rules for computer usage and movement in the virtual world. Group setting, writing down, and signing by all the members if the team or a class is preferred to organise as a result of edification of the Story of Amanda Todd.

TIME ALLOWANCE

Based on the number of participants and its division to groups, usually it takes 15 – 20 minutes.

AID

Flipchart (or a large sheet of paper), markers, safety internet usage rules, or story of Amanda Todd.

NUMBER OF PARTICIPANTS

Clasrrom of pupils or a group of children up to 30 members, devided into up to 5 teams.

ACTIVITY DESRIPTION

1. Introduction

If the activity is preformed right after the Story of Amanda Todd it is sufficient to gradually write down each edification based on working groups on the sheet of paper which will be signed by all the members. Otherwise, as a intorduction we briefly introduce safety internet usage rules, if possible via dataprojector, or in printed versions to each team/group. The task for each group is to choose two the most important safety rules based on their preferences and to vindicate their selection in front of the rest of members.

2. Working in team

Participants devided into groups have got approximately 10 – 15 minutes for reading rules, selecting the two most important ones, and finding arguments why those selected ones are the most important.

3. Evaluation and signatures

After the team work each team or group presents selected rules and their arguments, after these we let the other groups comment, ask, or discuss. If rest of teams is satisfied, rules need to be written down on the flipchart or a large sheet of paper. Once all grops finish their presentations, everyone participates at signing the whole dokument. By signing the sheet with rules they approve to follow all rules mentioned above. The poster can remain in the classroom, where the class spends majority of their time.

EXPERIENCE AND PRACTICE

During the presentations of each teams the not presenting teams usually disturb with their own notes or perceptions. Nonetheless, it is important that all the notes and comments are shared after the presentians, where there will be time and space rules add, formulate, and define so they can accept them as their own. It is also possible to use and set new rules that are not staed on the list.

PHOTODOCUMENTATION

3. TEN RULES FOR SAFE INTERNET

PROBLEM AND GOAL

Problem of the young generation is often uncontrolled presence in the virval world, not only without any supervisit of thein parents, but also without any knowledge of its usage. Aim of the activity is getting to know safe internet usage rules in a way that is close to young people, such as by games that make them validate their opinion.

TIME ALLOWANCE

15 – 40 minutes, based on the number of participants and their age, as well as the poster preferences.

AID

Paper sheet of 100 x 100 cm, pencils, pens, markers, scissors, magazines, glue.

NUMBER OF PARTICIPANTS

Number of participants is limited by the space and aid, nonetheless it is the most effecient to have up to six gropus presenting.

ACTIVITY DESCRIPTION

1. Introdusction
Participants are introduced to list of safe internet usage rules and are asked to create their own poster by making a collage using pictures from magazines or newspapers that are available. Rules shall not be copied from the sheet that was presented at the very beginning only used as a motivation or inspiration. It is also possible to create own rules and principles. After giving away all the necessary aid, such as sheets of paper, scissors, glue, newspapers, magazines, etc., the group is given 15 – 40 minutes of time.

2. Individual team work
During the individual team work the lecturer is to help within setting the rules and organise/ advice the group. The music can be played meanwhile.

3. Presentations and evaluation
After the time allowance each teams are asked to present their posters. After the presentation the lecturer offers a brief feedback and evaluation.

It is important to have sufficient number of magazines and posters for fixing conditions for the creative work, the more of pictures, magazines, or newspaper, the better. Groups can be motivated by reading one of finalised posters, discuss the rules and propose their ideas. After that they look for the suitable pictures among magazines for their collages. As an example we can offer a rule *Never do I send materials such as pictures or videos that can be used against myself* as a picture suitable for this rule there can be an almost naked girl, controversial picture, picture from a wild party, or a drunk person. Rule *If there is something bad happening to mysem, I always tell somebody*, where there can be a picture of a kid and parents used., etc.

4. BATTERY CHARGING

Problem, especially among youngsters, is very often connected with low selfesteem, doubting oneself, lack of recognition, praise, and positive point of view towards own personality. Within classrooms there are often distorted illusions of the pictures that the other perceive. Many conflicts are based on prejudices, lack of communication, and incorrect way of working with risky phenomena. Main aim of this activity is to raise esteem of members of the group, highlight positives of individuals, and giving the view that each individual has got many good and positive sides.

TIME ALLOWENCE

Whilst working in team of 30 participants, the activity takes 15 – 20 minutes. However, it is variable based on each participant.

AID

Pins, sheet of paper for each participant, pen.

NUMBEROF MEMBERS

Usually a closed group or classroom that already knows each other. Recommended number of participant is 30.

ACTIVITY DESCRIPTION

1. Introduction

All the members of the activity are given a sheet of paper, pin, and a pen. The contour of the battery is sketched on the board so that everyone can make the same on their own sheet of paper, as seen in the attachment of the Potodocumentation. As soon as everyone has got the contour drawned on thein own sheet, the sheet is pinned on thein backs and members individually move in the room. The room needs to offer sufficient space for moving and walking for all the members.   The task to write on the paper to each of the participant is propřed to all the members. Members walk freely arend the room and make notes on the sheets of the other members. It shall be a short positive note about the person they are dressing the note to. Aim of the activity is to raise self esteem of each participant. It is preferable to firstly think about the person we are going to write the note to and after a little consideration, the note can be written. There can not be written any negative notes

2. Battery charging

After representing the task , members of group charge batteries mutually. Lecturer has got the chance to chceck that there are not occurring any negative notes, as well as moderate the time.

3. Evaluation

At the end, when all the members are finished writing the positive notes, all members are asked to put down their sheets and read the notes from the other members. It needs to bechcecked that there were not any negative notes and that everyone is satisfied and "recharged". The sheet of the battery can serve to participant everytime they fell the need to raise their selfesteem. The battery lasts forever, it does not need any charging. If there was a negative comment on one´s back, it is necessary to ask why and who wrote it down.The activity can as well show the possible negative relationships amog members f the group.

PRACTICE AND EXPERIENCE

At the beginning of the activity members are usually shocked, nonetheless after a little while they feel lonely ad are willing to write positive notes to everyone. They are asked to write comments in a comprehensive way, even whole sentences. If we work with problematic group, we can give to each participant a different colour of the pen. In case of ocucuring negative comments, it is very simple who is the author based on the colour of the pen.

PHOTODOCUMENTATION
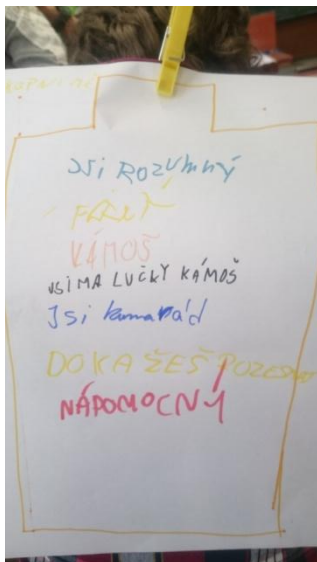
About the organisation

The European Photoacademy is an academy that offers previously adult and further education in the field of photography, digital design and digital image processing, media pedagogy, programming of Websites, videos and e-learning. With these powerful tools of communication the academy goes far beyond learning just technical skills. Our academy pursues an holistic approach of learning. That means our adult students are included in local, national and transnational projects in order to apply their skills. Digital photography is nowadays in nearly all spheres of society, nowadays we even can speak about the "picture culture". The European Photoacademy is involved in projects dealing with art, culture and interculturality, social and political issues. Especially those issues which require interdisciplinary work are in the focus of the academy.

It is our goal to bring different people together, to generate considerable synergies and to produce high-quality results. Therefore we use a common language, that is very efficient for many different issues: webinars!
For more information about our academy please have a look at our homepage: www.art-web-design.eu

ACTIVITIES

WEBINARS & Blended Learning against Cyberbullying

"TOOLS AND GAMES AGAINST CYBERMOBBING"

Das Europäische Projekt, das vom September 2016 bis August 2018 durchgeführt wird, erhält eine Kofinanzierung durch das Förderprogramm ERASMUS+

PROBLEM AND GOAL

One problem of cyberbullying and in general cybercrime is its complexity and its global spread. We need to work together as closely as possible on different levels: local, national, european and international. Different target groups must be reached with simple, but efficient communication tools that allow interactive communication and exchange. Frequent communication of groups must be inexpensive, not time consuming and easy to access. Even those, who are living in the periphery or are physically disabled should be able to participate.

It is no question, that the direct personal exchange on conferences and other presence meetings is very important. But it often gives interesting impulses with no possibility to work in depths. Especially transnational or nationwide meetings are unique or yearly events that need more possibilities for in-depths studies.

After years of experience as online-trainers, we believe that webinars could be an excellent tool against cyberbullying and cybercrime. All points, we mentioned above can be fullfilled with webinars. They are not expensive, not time consuming, easy to use and without geographical bindings. Of course, it depends on the online-trainer, how efficient a webinar finally is. It is no other thing than the skills of a common teacher who can conduct boring or interesting lessions. "Similiar to a face-to-face meeting in a brick-and-mortar location, the webinars require a good educational approach adapted to the needs of learners and learning content" (Hermann-Ruess, 2012).

What can be done against Cyberbullying and Cybercrime with webinars? Here are some examples:

1. The most important field in the fight against Cyberbullying and Cybercrime is the spread of information and preventive work.

The consensus of many experts is that preventive work is the most efficient activity against this phenomen. For example, in 2015 the United Nations declared that the key to fight against cyberbullying is prevention. In the annual meeting 2017 of the Broadband Commission of the United Nations (http://www.broadbandcommission.org) the secretary-general mentioned in his speech "… *.. we must also address significant concerns such as cybersecurity, human rights, privacy, as well as the digital divide, including its gender dimensions...* "

 With webinars informations can be spread worldwide in order to raise awareness about the new challenges and opportunities in fighting against online threats. Since many different persons can be involved in Cyberbullying and Cybercrime general and specific webinars could be conducted with many different groups like parents, pupils, students, employees, lawyers and therapists. The sessions must be adapted according the requirements of the participants. Webinars are easy to use and people need no special digital skills to participate.

2. Peer-to-peer exchange

A webinar that is used for national and transnational peer-to-peer exchange focus on specialists. In the field of cyberbullying and cybercrime it could be experts from police, lawyers, educators, therapists, teachers, youth workers, social workers and staff from special associations. Of course, webinars could be also interdisciplinary online-meetings with inhomogeneous groups. Webinars can be recorded easily. Especially the records of webinars where an exchange of highly qualified experts takes place, could be an interesting source of information also for others.

3. Therapeutical goals

Therapists could conduct webinars with colleagues and also with persons who already became victims of cyberbullying and are suffering from its impact. Here it is probably necessary to apply blended learning, a mixture of online and realtime meetings. The realtime-meeting allows interpersonal communication. On the other side webinars can support communication of persons who have problems with direct personal communication.

4. Lectures

A lecture of an expert could inspire many persons, who are involved in the fight against cybercrime. Everybody who has a virtual classroom could invite an expert to conduct a webinar as an online-trainer. Virtual Classrooms can also be rented when needed. This way of communication allows direct exchange across the borders with highly qualified specialists. Brainstorming using the chat facility of a virtual classroom is a useful tool to profit from the synergy of the group and include all learners into the session. The record of webinars could be an interesting way to repeat the whole content after the online-meeting. The following chart shall give you a notion about the complexity of cyberbullying and cybercrime:
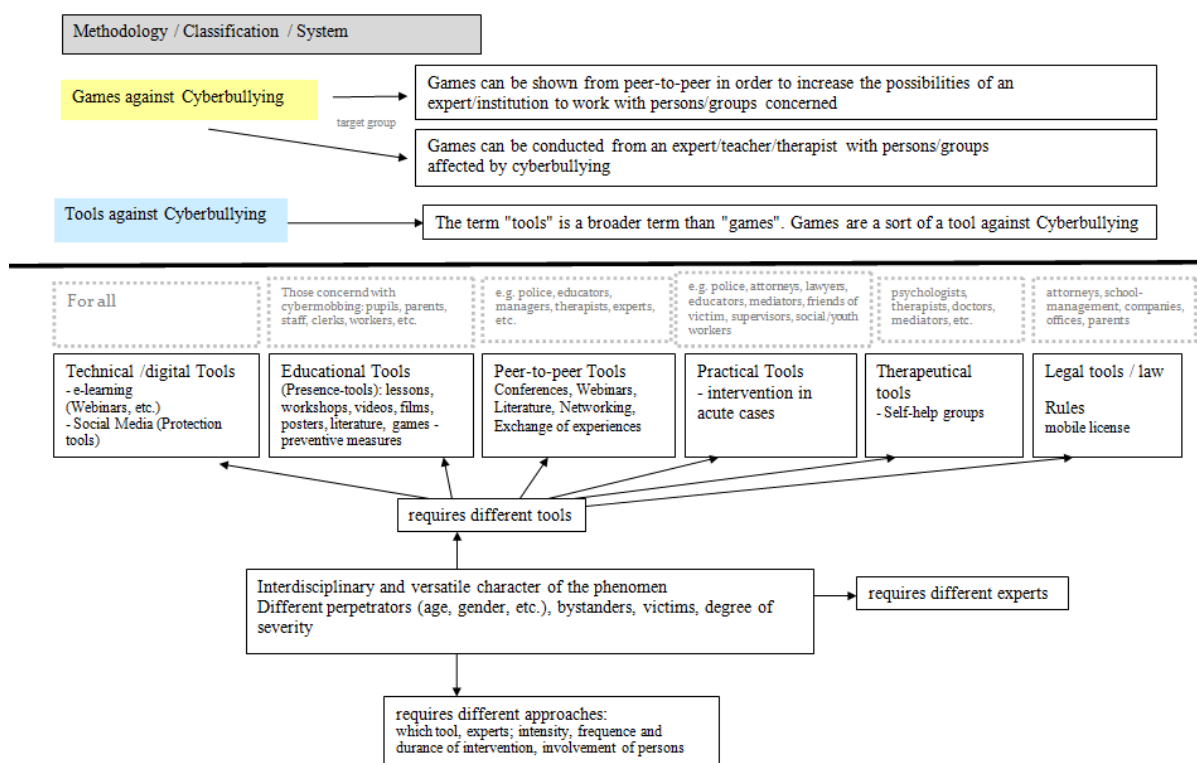
The first part of the chart is showing certain aspects of the terms "games" and "tools". Webinars can be seen as a "tool" against Cyberbullying and Cybercrime. In the grey boxes examples for the target groups of the respective tools against cyberbullying are mentioned. In the boxes below you find different types of tools with concrete examples. Webinars can be used very differently, as peer-to-peer tool, digital tool, educational tool and even as therapeutical tool. In the chart only the most important applications are mentioned. Since cyberbullying and cybercrime are very complex phenomens, interdisciplinary approach is required in most cases. We have to differentiate types of perpetrators, types of victims and bystanders, durance of intervention, character of intervention and its impact.

TIME ALLOWANCE

The durance of a webinar is variable, usually 1-2 hours, depending on different parameters.

If an online-trainer create diversified webinars including different tools like showing videos, conduct polls, ask questions in the chat, inviting the participants into conversation , demonstrate applications, visit of interesting homepages, including short interviews of experts and so on, a two-hours-webinar can appear to be short. For demanding topics we recommend webinars with a durance not more than 1,5 hours or sequences of webinars with a durance not more than 1 hour. "As in traditional face-to-face meetings, webinars with participants from different backgrounds or cross-cultural groups are more demanding for teaching. The more homogeneous the group is the more adapted the curriculum can be taught. For intercultural groups, an additional amount of time for questions and explanations should be planned" (Schmelzer et al., 2016). Since webinars are geographical independant there is no need to travel. The participants can participate from every computer or even smartphones with internet access. Therefore webinars save a lot of time and cost.

AID

The participants of a webinar need a computer with internet access and loudspeakers in order to hear what the online-trainer or other participants say. The software of the virtual classroom, which could be freeware like "BigBlue Button" (https://bigbluebutton.org/) or commercial software like "Adobe Connect" (http://www.adobe.com/de/products/adobeconnect/learning.html), is only necessary for the person who start the online session. In most cases it is the online-trainer. It is also possible to transfer the function of an online-trainer to other participants during a webinar. If technical problems occur during an online session the online-trainer should be able to give short instructions. Meanwhile several companies provide webinar service in different languages: you can rent their service to conduct a single or several webinars. Universities and bigger companies commonly have their own virtual classrooms for online conferences. To participate in a webinar there are no special digital skills necessary. In most virtual classrooms the participants can login and follow the webinar easily. All contents that can be shown on a computer screen can also be shown within a virtual classroom, for example:

- Powerpoint Presentations
- Videos, pictures and texts
- Contents of the internet
- Communication in the chat or audio
- All kinds of different software programmes on the computer

To conduct an online meeting, the trainer needs at least a short introduction in the tools of the software of the virtual classroom. Nevertheless, support can be given even during a realtime session from an experienced co-trainer, who always could intervene in case of problems independent from his geographical position.
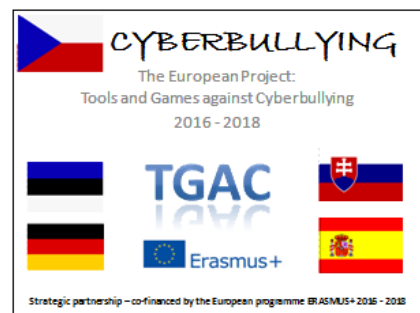
NUMBER OF PARTICIPANTS

Depending on the topic and content of the webinar the number of participants can be different. To spread information about Cyberbullying a webinar could easily conducted with 50 persons. But, as also in realtime meetings, a direct conversation is nearly not possible. For therapeutical webinars the number of participants should not exceed 10 persons. The same applies to a peer-to-peer webinar. As experience shows usually the most efficient communicaion in a webinar can take place, if 5-15 participants are online.

ACTIVITY DESCRIPTION

In the following we will describe the course of two webinars dealing with cyberbullying and cybercrime. The first webinar is about the network against cyberbullying. This webinar was held as a transnational webinar from two online-trainers. The main tool of the webinar was a powerpoint presentation. With the tool "Share my screen" the online-trainer can show the participants what is on his computer screen, for example the contents of the powerpoint presentation. In the first two slides the online trainer introduced the frame in which the online-meeting took place: here it was a part of the European Project "Tools and Games against Cyberbullying", co-financed by the European Commission (Erasmus + programme). Furthermore the online trainer tried to generate a good social atmosphere by showing a photo that shows several persons who participated in the webinar. It raises also awareness.

Members of the Teams from the TGAC Project

The online trainer informed the participants about the content of the webinar, her/his intention and why they conduct it in this way: "Let's say a word about the way we conduct this webinar: Of course, webinars can be conducted in very different ways. All participants of this webinar are no english native speakers. Therefore we preferred to present the informations also in short written sentences. Additionally some are not very familiar with webinars. Therefore we selected easy tools of the Virtual Classroom. We have prepared quite a lot of informations for you. But don't mind: the webinar will be recorded. After the webinar you will get the link and can watch the record of the webinar as many times as you want."

It is necessary to define the most important terms used in the online session. Small graphics or pics raise awareness.

Direct questions to the participants raise awareness and emphasize, that this is a realtime online meeting, where real human beings are sitting on their computers sharing informations, opinions, experiences. It could enhance the feeling of a social integration.

Furthermore webinars can be used for brainstorming and for polls. With such questions the online-trainer and the participants can get important informations from the group.

In this webinar only the two online-trainers used the audio function, whereas every participant could write something in the chat during the whole webinar.

INTERNATIONAL
The United Nations and some subdivisions

Internet Governance Forum (IGF) – founded 2006
It is a global Multistakeholder-Platform
Representatives from 174 Nations meet every year on different
locations. The IGF is generally active in the fight against cybercrime

Workshops, Articles, Books about Cyberbullying can be found on the IGF-site.
The yearly meetings of the Forum are preferable used for international
networking and exchange

Homepage of the United Nations:
Lots of Informations and activities against cyberbullying
Articles
United Nations Department of Public Information in 2009 (seminars)
2015 the United Nations declared that the key to fight against
cyberbullying is prevention.

The online trainers explained the contents while showing the most important facts on the slide.

The slides provided informations about the network against cyberbullying and cybercrime on international level.

BROADBAND COMMISSION for digital development
UNESCO & ITU (International Communication Union) founded the Broadband
Commission in 2010. Many studies and documents are available on this international
site. Partners like CISCO, Microsoft, Intel, Huawei, Nokia, Novartis, ITU,etc. support
the commission.

CYBER VIOLENCE AGAINST WOMEN AND GIRLS
http://www.broadbandcommission.org
A WORLD-WIDE WAKE-UP CALL

A REPORT BY THE UN BROADBAND COMMISSION
FOR DIGITAL DEVELOPMENT WORKING GROUP
ON BROADBAND AND GENDER

Of course, the complexity of the network allowed was described in a summary within a webinar of 1,5 hours. The important thing is: adresses, follow-up links or literature can be mentioned on the slides. Since it was recorded, all participants got the full informations.

In this slide the online-trainer introduced the reseach about Cyberbullying and Cybercrime. She used the issue to get some informations from the participants:

"On our search for information we found a considerable amount of literature, most of it in english language.

Now my question to you : How is the situation in your country?

Is literature about Cyberbullying and/or cybercrime available in your language?

Feel free to write your statement in the Chat. "

RESEARCH
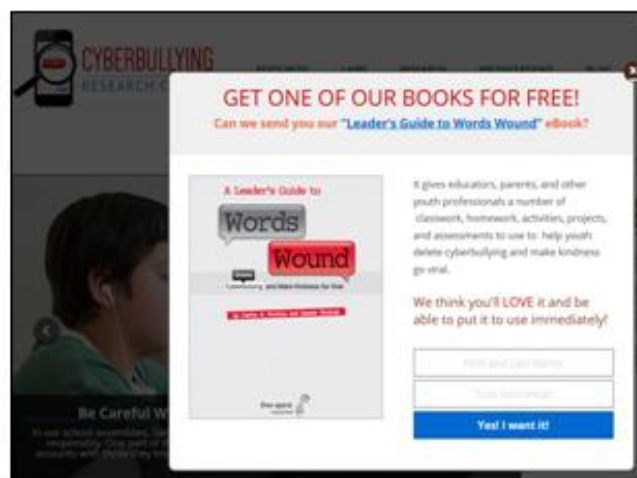on Cyberbullying
Cybercrime

There exist comprehensive research material
from projects, study groups
universities,
science foundations,
specialists like psychologists,
studies from stakeholders (e.g. insurance companies)
studies from research centers and associations

Basically the function "Share my screen" allows the online-trainer to show the participants of the webinar all contents of his/her screen. It is also possible for the online-trainer to surf the internet during the webinar while the participants can see what he/she is doing. This is more time consuming. If you want to show more homepages that are relevant for the issue, it is better to make screenshots and include it in the powerpoint. The participants of the webinar get the URL of the homepage and can visit the homepage for further information by their own.

The slides are showing a screenshot from the "Cyberbullying Research Center" in USA, that provides a lot of studies and information material.

The next two slides show sources of literature about cyberbullying and cybercrime in the internet. It is always more attractive to make a screenshot from an interesting homepage than just write text. Even in the webinars, the awareness of the participants declines. If a slide is coming only with text and additionally the online-trainer is giving orally much information, it is necessary to follow with a slide at least with pictures.

Other tools like polls or the whiteboard of the virtual classroom could also provide a pleasant change.

These two slides are very different. Whereas the first slide concentrates on the Safer Internet Programme of the EU with the logo of "insafe", the next slide is showing roughly the european network against cyberbullying. The online-trainer explained the slide:

"This is roughly the structure since 2010. The uppermost authority is the Europe 2020 Strategy published in 2010. It has 7 flagship initiatives. One of it is the „Digital Agenda for Europe", which is a programme that aims at digital society, digital economy, internet access and technology, research and innovation. As you can see, different strategies and agendas were formulated. In 2012 the Strategy for a better internet for children, also called „Better internet for Kids" was published. The strategy is implemented through different programmes like the Connecting Europe Facility (CEF) with a budget of more than 30 billion Euros, the two research programmes Horizon 2020 and COST and the programme for education ERASMUS+. Main annual events associated with CEF are the Global Safer Internet Day and the Safer Internet Forum. They exist since 2004. "

It is important to mention in the webinar important keywords of the european network as a guideline for follow-up work. Entering these keywords in a searching machine the participants are able to get proper informations in the internet about the respective european programmes and strategies. Questions which are asked in the chat during the webinar could be also an important impulse for others. With the complete record of the webinar, an efficient follow-up work is provided.

During a webinar it is possible to show also a film or small video. Especially for the topic "Cyberbullying" there are very good videoclips available in the internet like "Let's fight together" from CHILDNET. For the inclusion of videos in a webinar, different things must be considered: The data transfer depends on the internet of the respective participant. If the data transfer is low, it requires more time till the participant have seen the whole video. It could happen that some of the participants already have watched a video and some need a bit longer.

Therefore the online-trainer has to make sure that everybody have watched the video completely before he/she continues the session.

In the current webinar the online trainers preferred to use a screenshot from the homepage that provide an interesting video. After the session the participants can watch the video by themselves.

After the online trainers have shown a sequence of slides from interesting associations and institutions on european and international level, they changed on national level. Before they continued they showed a slide with a question to the participants in order to involve them again actively in the webinar.

There exist already a good network on the international and european level

A big difference in the density of the network seem to be on national level

Why exist such differences on national level?

Generally different tools of the Virtual Classroom, like questions for the chat, whiteboard, polls or others should be used from time to time in order to make the webinar interactive. In a presence meeting the trainer can see when the participants' awareness declines, in a webinar not.

Towards the end of the webinar the online-trainers introduce a free gamefrom the german Federal Agency for Civic Education. It is a social-impact game about fake news. The

The political journal SPIEGEL described it in April 2017 as "appalling realistic".

The Federal Agency for Civic Education in Germany offers a very realistic game: It deals with FAKES in the internet. Also available in english language: TRY IT! It's free
https://www.fakeittomakeitgame.com/
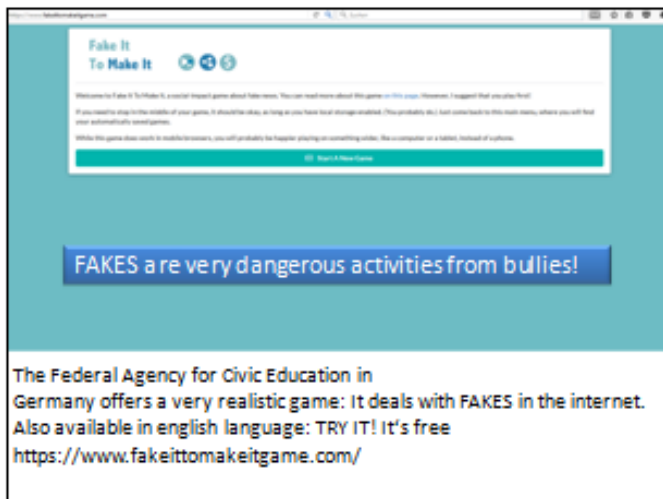
Since it was a single webinar with a group who don't know each other personally, the online-trainers decided to give the link to the game. If a sequence of webinars would take place and the content could be less compressed, it would be also possible to play the game online directly in the webinar and all could follow the game.
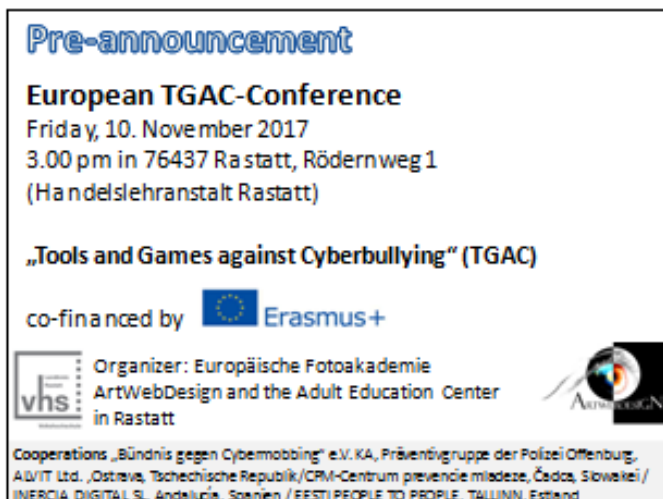
The end of the webinar could be used for example to summarize the main important points or, like the online-trainers did, to pre-announce certain events or give other informations.

Conclusion:

The transnational webinar with a durance of 1,5 hours provided an excellent introduction to the international, european and national network of cyberbullying and cybercrime. The record of the webinar is a source of information for the participants and for others. Although the main tool used in the webinar was a powerpoint presentation, the online-trainers gave the participants several opportunities to ask questions and participate actively in the webinar. Against the backdrop that most of the participants were not used to communicate with webinars and were also no english native speakers, the webinar was held more like a lecture.

Generally the framework for such a webinar could be according the following pattern:

1. Composing the group, invitations with short explanations how to access the virtual classroom/webinar.

2.Preparation of the webinar: Fix the intended teaching and learning process and the intended use of tools of the virtual classroom. The most important tool is "Share my screen", where all participants can see what is on the screen of the online trainer. This allows to show presentations and other contents.

3. The webinar could start with a short introduction of the online trainer and other participants. Probably short technical explanations are necessary, for example how to use the chat or how to activate audio.
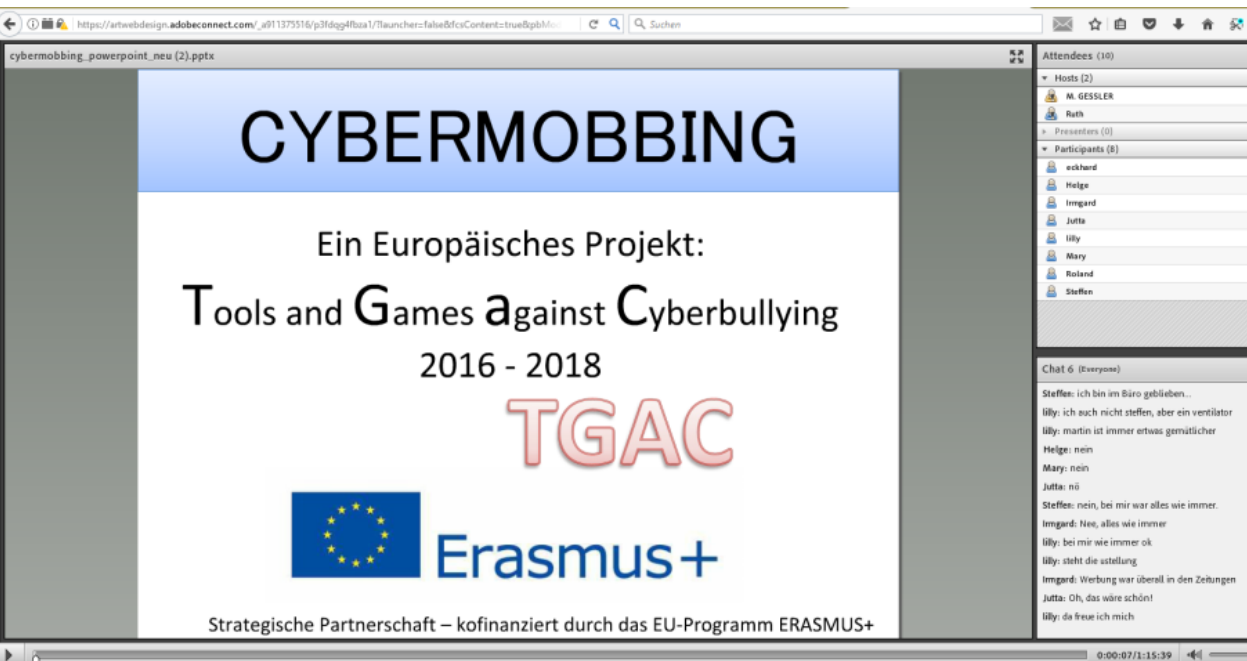
4. If possible, use the webinar for a brainstorming with the chat: often it is very useful to get opinions, statements and informations from a group. With the record of the webinar you can fix such informations easily.

5. During the webinar it is important to change the tools and to activate the participants with questions or polls or whiteboard.

6. At the end of the webinar there must be enough time for questions and for feedbacks.

7. All participants should get the link of the recorded webinar.

In the next example we introduce a webinar with experienced online learners. Additionally the group knew each other personally and they all were german native speakers.

ACTIVITY DESCRIPTION

Cyberbullying and Cybercrime need educational work on international, european, national and local level. With webinars experts can reach all persons even in distant regions. The following webinar is an example for a one-hour online-session with a group of adult students in the age between 40 and 60 years from Germany and Switzerland, all of them german native speakers.

They all knew each other personally and were used to learn with webinars. The webinar was used as an introduction to cyberbullying and cybercrime.

The start-screen of the webinar is showing the topic of the webinar and the background. In Germany the term "cybermobbing" is usually used in the same meaning as "cyberbullying".

In the lower right corner the chat can be seen. The participants were waiting for the start of the webinar. They used the time to chat with each other. Here, the social integration in the webinar was clearly apparent.

Although the group was used to work with digital devices, to surf and communicate in the internet , they were not very familiar with the topic. Therefore, the webinar was designed as an introduction.

At the beginning of the webinar the online-trainer explained the participants the background of the european project "Tools and Games against Cyberbullying", which is a strategic partnership from 2016-2018, co-financed by the european programme Erasmus+.

To raise awareness for the topic the online-trainer showed a one-minute sequence of images with music.

Important keywords and short sentences like "helplessness", "desperation", "harassment" or "suicide" were included. Also many dirty words and desperate or sad faces appeared while the music became increasingly dysharmonic.

WAS SIND IHRER MEINUNG NACH DIE WICHTIGSTEN MERKMALE VON CYBERMOBBING?

WAS SIND IHRER MEINUNG NACH DIE WICHTIGSTEN MERKMALE VON CYBERMOBBING?

- Geschieht über digitale Medien: Internet/Smartphone/Tablet
- Aggressives Verhalten gegen eine andere Person: Beleidigungen, Verleumdungen, Bilder werden unerlaubt gepostet, Bedrohungen, Unwahrheiten (Fakes)...
- Ungleiche Machtverhältnisse: Der oder die Täter sind dem Opfer deutlich überlegen
- Cybermobbing bleibt immer auf das Internet beschränkt
- Der/die Täter(in) ist anonym
- Cyber-Mobbing erstreckt sich über einen längeren Zeitraum
- Cybermobbing steigert sich in der Regel im Laufe der Zeit
- Bei Cybermobbing gibt es immer Opfer - Täter - Zuschauer
- Cybermobbing bezieht sich ausschließlich auf Jugendliche

oder auch CYBERMOBBING?

Attendees (10)

▼ Hosts (2)
- M. GESSLER
- Ruth

▶ Presenters (0)

▼ Participants (8)
- Cornelia
- eckhard
- Helge
- Irmgard
- lilly
- Mary
- Roland
- Steffen

Chat 6 (Everyone)

lilly: steht die ustellung
Irmgard: Werbung war überall in den Zeitungen
Jutta: Oh, das wäre schön!
lilly: da freue ich mich
Roland: ja
Mary: ja
eckhard: alles ok
Irmgard: Ja
lilly: stending unterbrechungen - ist das so gemeint
lilly: fulm
lilly: film
Cornelia: Hallo zusammen
lilly: hallo

With such an introduction the online - trainers attracted interest for the topic.

In the next step the online-trainer asked the participants "What are in your opinion the most significant characteristics of cyberbullying?"

He used an interesting tool of the Virtual Classroom: the poll. This tool can be used to increase the interactivity in the webinar. The participants could answer the questions on the poll by ticking the squares which they think corresponds to the right anwers. Each answer provided also informations about the topic.

Additionally the answers were an important information for the online-trainer, who learned something about the thinking of his audience. Finally the results were seen from all participants and the online-trainer could use the result to continue by discussing the first important points.

After some slides the online-trainer showed a second poll with the question "Have you ever been involved in cyberbullying?" Asking personal questions in a presence-meeting is usually a bit tricky, because not all participants want speak about private things within a group. With a poll in a webinar it is different, because the answers can be anonymous. In the end only the final result of the whole group can be seen.

Cyberbullying can involve many persons. It's field of activity was explained with a graph.

After the general introduction into the topic the participants were asked: What do you think are the reasons of cyberbullying?

The online-trainer activated the participants with another tool of the Virtual Classroom: the whiteboard. Here, the participants can write or paint their answers and ideas. Nobody knows who is writing the comments. The anonymity provided by the whiteboard is different to the chat, where the contributions are personalized.

The result on the whiteboard provided also interesting informations about the group.
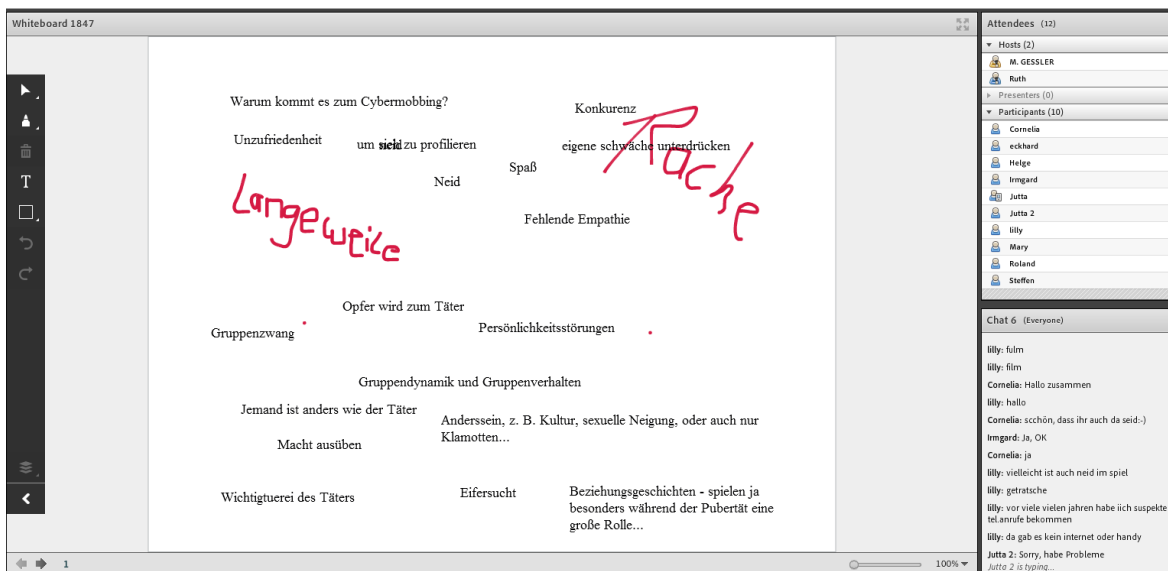
After the poll the online-trainer showed some statistics and expert informations concerning the reasons for cyberbullying. The participants were able to compare their answers with this informations.

With the next slide the online-trainer started to asked "How are persons mobbed online?" After a short brainstorming with the chat, he showed the clip "Let's fight it together" from the organisation "Childnet". The clip showed a situation from a young boy who was mobbed and how a solution was found. Meanwhile in the internet many free videos and films concerned with cyberbullying can be found. The videos vividly tell stories. Therefore they are very useful for webinars and seminars.

The online-trainer used the clip to inspire the group and think about solutions. Then he introduced several prevention measures with statistical data, screenshots from the internet and sources of information.

Slide: "Tools against Cyberbullying"

Slide: Statistical data about Cyberbullying from the CYBERLIFE II Study 2017
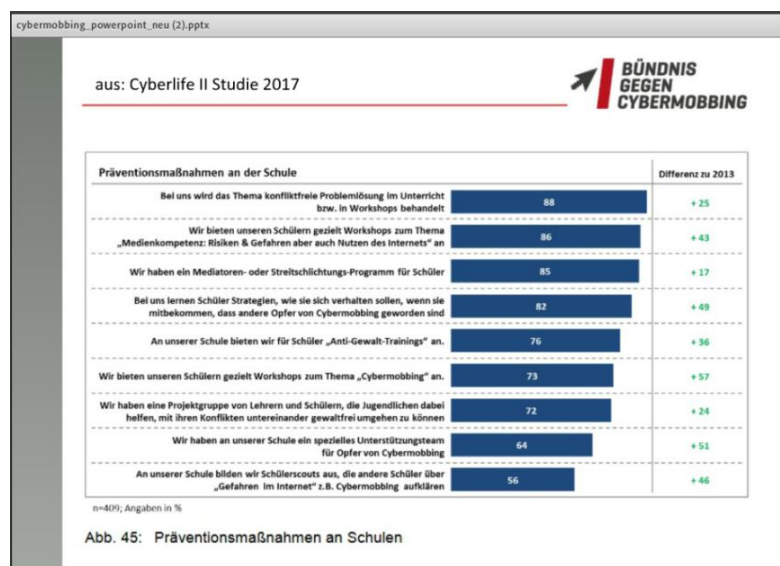
At the end of the webinar, the online-trainers asked the participants if there are any questions. Multiple attendees typed in the chat. First they gave feedbacks about the webinar like:

"Thanks a lot, it was really very interesting…"

"…It was a good introduction…"

"The overview of the different possibilities for support in case of cyberbullying was very interesting…"

"…The video affected me…"

Then lots of questions and statements were typed in the chat. The participants, online-trainer and co-trainer discussed for about 20 minutes after the presentation. The group reflected themes like

- the influence of violence in films and TV on cyberbullying,

- the difference between youngsters and adults in cases of bullying and cyberbullying

- connection between education and cyberbullying

- what to do if they would be a victim of bullying and cyberbullying

- behaviour of collegues on their job.

Conclusion:

The webinar provided a vivid introduction into the topic. Of course, like in a face-to-face meeting webinars require a good educational approach adapted to the needs of learners and learning content. Different pedagogical tools like polls, videoclips, music and picture-sequences could be used in a virtual classroom to attract attention and increase the learning effect. Webinars can be applied for nearly all kinds of learning and communication events in all education sectors. The design of a webinar depends on the software of the virtual classroom and on the online-trainer. With the function "share my screen" all applications that can be shown on a computer screen can be shown

also in a webinar. They are user-friendly, the learners don't need special digital skills to participate. Nonetheless experienced learners could be more interactive in a webinar. Like in a presence meeting the common language increases the communication.

Literature and Online Sources:

Schmelzer, R., Gessler, M., Pokorny, M. et al. Pedagogy of Multinational Realtime Online Trainings (Webinars) for Blended Learning, in: Hungarian Educational Reseach Journal 2016, Vol. 6(3) 107–123 (http://herj.lib.unideb.hu)

Video about interactive teaching online "Pedagogy of Multinational Realtime Webinars for Blended Learning.
https://www.youtube.com/watch?v=BxivB1CIsSE&feature=youtu.be
Result of the european Vir2Cope Project 2014-2016 (www.vir2cope.eu)

Free sources about the conduction of webinars can be found in different languages on the platform "ISSUU" where a huge amount of publications worldwide are available online:
https://issuu.com/search?q=webinars

Adobe Connect - software for virtual classrooms
http://www.adobe.com/de/products/adobeconnect.html

BigBlueButton - free software for virtual classrooms
https://bigbluebutton.org/

BLACKBOARD - software for virtual classrooms
https://www.blackboard.com/online-collaborative-learning/virtual-classroom.html

ABOUT ORGANIZATION

The main objective of our Prevention Center for Youth is to prevent children and young people's risk behaviors, especially in the area of prevention of cyberbullying, bullying in schools, prevention of addiction and various forms of violence. We organize educational and training activities especially for children and youth, volunteers, parents and professionals. Our main goal is to create active teams of youth volunteers on the different topics of crime prevention. We are jointly preparing volunteer training campaigns on individual prevention topics.

ACTIVITIES

1. Know cyberbulling
2. It applies to all
3. I'm great / I'm great
4. Courage to talk
5. Photos that do not belong to the internet
6. What could be done?

1. KNOW CYBERBULLYING

age: 11 + Duration: 15 min.

Topic: informing about cyberbullying, recognizing cyberbullying methods and symptoms, increasing the sensitivity to the survival of others, developing the ability to actively retaliate and others in harming.

Film: Let's fight it together, The Enemies (Cyberbully)

Utilities: flipchart paper and fixtures for each group

The sooner we notice and stop cyberbullying than the smaller the consequences will be for the victim and for the relationships in the collective. The film has depicted forms of cyberbullying, its consequences, and a number of options to defend itself against cyberbullying.

FILM DESCRIPTION

The film was produced by Childnet for the Department for Children, Schools and Families, and points to the most typical way of cyberbullying among young people not only in the UK. The film uses supportive videos to analyze the causes, causes and consequences of cyberbullying. For the whole project, a separate international web site www.digizen.org was also created . It also includes the Slovak version, which originated in Slovensko.

HOW TO RECOGNIZE CYBERBULLYING

The short story story tells kids how cyberbullying looks and why it can evolve until the victim begins to think about suicide. You can observe various forms of cyberbullying - callback or ridiculous phoning, bombardment with crawling quotes and anonymous emails, creating a fraudulent profile on the web, even diminishing photomontage and humiliating comments. Finally, Joe also receives reports in which an unknown perpetrator threatens him with death. You can also see how Joe is trying to solve the situation - the first speeches take on light weight, the message erases. He knows he can try to block the sender. He tries to communicate with the aggressor to find out who is writing to him. He does not want to talk to adults about cyberbullying, he wants to do it himself, he does not think about concentrating on school, but it is getting harder. Gradually cyberbullying is transferred

from the virtual world to reality - Joe finds in the bus that they all know, everyone laughs, no one wants to sit next to him. He does not have a chance to escape from cyberbullying, he can not think of anything else, he does not believe himself or anyone else. He decides to leave at least a message via a videoblog - maybe others realize how they hurt him. At the end of the story we learn how to handle the situation. Joe's mother, along with him, brings the evidence to school to a director who immediately takes and calls the police. Knowing how cyberbullying looks and learning how to protect it is the foundation for prevention.

MAYBE IT'S HAPPENING TO YOU

The film sketches the story of an ordinary boy, from an ordinary school, how can be yours. Joe tells his story about common relationships between classmates, a conflict that has grown to cyberbullying. In each group someone is more popular, someone less, with someone else trying to make friends, someone is more on the edge. In Joe's class, Kim is the biggest star, he is the leader of the class. Even Joe is glad to note that he will join his party. But little thing is needed to change - Joe is at something better, Kim is experiencing he can not answer as frankly as he does, he does not get so much praise from the teacher. Suddenly It is hard to bear that she isn´t on the firstplace in something so she decides that Joe will pay for it. . Nothing serious, though, is it? Gradually, others are added to it. Playing with power and desire for admission is a strong motive in children's collectives - Kimine's friends want to show her that she stands by her and supports her, other children may be a bit afraid of her, so they are also added. It looks like innocent fun yet similar to what is going on in school every day. It's like a running train - all of them suddenly compete to add something else, everybody wants to yell with the others "Poor, Poor!" Joe cyberbullying hit the most because he suddenly felt like he was totally alone against all evil, everyone was laughing, everyone knew about it, even his friend Rob joined the attackers. Who could only trust if he did not even know who was hiding behind the attacks? Likewise, cyberbullying can also take place in your school or classroom. Team exclusion, loneliness and mockery can be very hurtful and difficult to find a way out of such a situation. What the victim at this time most needs is that someone stands on her side, defended him. The entire group that adds to the aggressor can get the victim into a much worse situation, but the same group that adds to the victim can stop cyberbullying. It is only necessary for someone to realize that something is wrong and also know what to do next.

Divide pupils into smaller groups after 4-5. For each group, divide fixers and paper. Pupils are meant to write on their big paper their observations of cyberbullying they saw in the film. They can also include their experiences or observations from life in individual categories.

Basic questions for groups:

1. What forms of cyberbullying have they seen?
2. What was the effect of cyberbullying on the victim, which made it clear that the victim was cyberbullying?
3. How did the victim defend against cyberbullying?
4. Then discuss with the pupils about what they have noticed in the movie or about each other.

Working in groups should be 15-20 minutes long.

Then discuss with the pupils about what they have noticed in the movie or about each other.

At least 20-30 minutes must be reserved for the discussion.

Additional questions:

1. Can cyberbullying have other forms than they saw in the movie?
2. What other statements can still be observed when someone is bullied or someone is bullying?
3. Did any of them experience something similar, or did he see that something was being done?
4. Do people react much like in the movie?
5. What did they do to defend or defend someone who was hurt?
6. Would they do anything else after seeing the movie?
7. What would be the first thing they would do to prevent cyberbullying?
8. What can a school do to help solve cyberbullying successfully or to prevent it together?

PHOTODOCUMENTATION

2. IT APPLIES TO ALL

age: 11 +   Duration: 25 min.

Theme: Increasing sensitivity to their survival and survival, developing the ability to actively retaliate and others in harm.

Film: Let's fight it together, The Enemies (Cyberbully)

Assistants: 5 video interviews with individual characters from the movie (see the DVD), questions about the characters from the film - Kim's worksheet, teacher's work sheet, Joe's work sheet, Rob's worksheet, Joe's worksheet for each group.

?   **ACTIVITY DESCRIPTION**

At the beginning with the pupils recall the contents of cyberbulling, Let's fight it together. Then take a look at all the interviews with each movie hero in that order. After viewing the interviews let the pupils divide into smaller groups of up to 6 people. Groups will divide questions into individual characters from the story, but each will answer questions about only one, assigned or drawn status, other questions may be used later. The role of pupils in the group will jointly discuss the feelings and actions of the assigned character and answer the questions. Let the pupil have enough time to write responses or create a character profile before the bullying incident, during bullying, and attitudes after prevalence of bullying. Students can answer questions and their views after interviews can write on question papers. Then bring each group 2-3 minutes to feel the skin of the assigned character - each group will then face questions from classmates. You can use the ready questions and invent your own. Let the pupils respond by themselves, add important information if necessary. Finally, talk about how it would be in the skin of individual characters, how the pupils felt about the questions from classmates, which was easy and difficult for them.

VICTIMS, AGGRESSORS AND WITNESSES

School class operates as a system whose members are closely interconnected. If one member of the system starts doing something else, it will also affect others. Just like when the stone thrown into the water and it rains the whole lake. We also perceive the most gentle

changes in human relationships, and we react sensitively to events around us, even though we sometimes suppress our sensitivity . In every situation everyone has their eyesight, their survival, their anger, their fear, their sadness. Kim wanted at first to show Joe that he would not think much about himself. Later she perceives herself as unfair, that she is the only one who has problems, while the others have been ridiculed and made bad by Joe. Joe closes in front of the others, and Mom and Teacher say that nothing is wrong and everything is fine. Joe's mother feels helpless in the whole situation, maybe she does not even know how Joe can help with the problem that's going on in the virtual world. Joe's friend Rob suddenly sees that Joe is worried, and he's part of his sadness because he joined cyberbullying. Maybe he feels like a coward when he leaves it. Other pupils may be involved at the beginning, but somewhere deep in them is growing fear - what if it happens next? How would they feel at Joe's place? How would it be if Joe had done anything serious? For that, little is needed, and the roles could also be reversed. The victim could become a perpetrator, a witness victim.

One small incident, which originally involved two people - Joe and Kim, eventually grew enormous in size, hit the whole system. Every challenging situation is like a juncture - it can lead us to new knowledge, to overcome the obstacle, to mutual understanding and rapprochement, but it can also be a path to greater injuries, to disturb relations. When cyberbullying stops, it will ultimately affect everyone. Adults will cease to be safe for children by the safe persons who can protect them. The victim may consider that in such circumstances life is no longer worthwhile. Witnesses and perpetrators will experience that no one stops hurting, they can feel guilty, they hurt a lot, and they have no way to fix it. However, each of the participants may be the one who decides who to cross the junction - it can be a teacher who will notice, that something is going on, it can be a parent who asks until he knows the answer, it may be a friend who tells the aggressor that he already was enough. Silence and inactivity of people is only a matter of lag, but, on the other hand, trying to understand what the other experiences and how to behave as they do, helps to find a way out and repair the damage.

WHAT TO REMEMBER

The victim can try to conceal something is happening, but when you carefully observe, you can see these signals. Do not overlook them! Postpone your evidence of cyberbullying - they can help you solve it. Even if you are very angry with someone, you better deal with him. Nothing happens does not justify cyberbullying.

3. I'M GREAT / I'M GREAT

age: 6+, 11+, 15+

Duration: 10 min.

Topic: Increasing sensitivity to your survival and the survival of others

Film: http://sk.sheeplive.eu/en (Ovce.sk)

Instruments: Worksheet for each pupil (especially for girls and especially for boys)

?   **FILM DESCRIPTION**

OVCE.sk is a training series designed for pre-school and school children. "Glove" deals with the theme of shooting Happy and Degrading Happy Slapping. The wolves shot John on the toilet, throwing snow balls and sending the video to everyone on the Internet. Jano did not know his advice, and he called chief shepherd with game warden for help.

"HAPPY SLAPPING"?
Happy slapping is one of the phenomena that has emerged with new technologies - the Internet and a mobile phone capable of recording short videos. Happy slapping hides group violent attacks on unsuspecting victims, which are recorded on a mobile phone and then published on the Internet. Even though physical attacks have been taking place before, attention and appreciation from a wide audience on the Internet can only be obtained by modern technology. Happy slapping ranks among cyberbullying as attackers use new attack technology and, as with bullying, there is a clear mismatch between the attacker and the victim. At the same time the attacker is different from the victim. While in cyber bullying the victim and perpetrator are mostly aware of it and bullying is repeated, happy slapping is a one-time affair, and the victims are accidental passers-by. In general, perpetrators choose the victims of the weak and vulnerable group - old people, children, homeless, women and also anyone who can find themselves alone in the reach of a group is the victim. The attacks are incredibly aggressive, the attack can result in serious injuries or death of the victim. These are mostly physical attacks, rape, sometimes humiliating or shooting victims in unpleasant and troublesome situations. The offenders are groups of teenagers or young adults, boys as well as girls. These are mostly physical attacks, rape, sometimes humiliating or shooting victims in unpleasant and troublesome situations. The offenders are groups of teenagers or young adults, boys as well as girls.

In the fairy tale of Gulova, the wolves choose the victim of oblivious John, rushing him and shooting in a humiliating situation and thereafter posting the video on the internet. We also see observers who watch the video. None of them will think about how Jano feels and whether the video seems funny to him too. Sensitivity, empathy towards the survival of another can develop. Children gradually learn from their own experiences how they feel in different situations. The next step is to connect one's own experience with the feeling of experiencing others - if I feel uncomfortable, embarrassed, sad or wounded, the others can feel like this as well in a similar situation.

EVERYONE HAS THEIR VALUE

In the face of happy slapping, boredom is often converted to the effort to engage and shock, to exorcise somebody's accumulated anger, to gain a better position in the party, and a desire for a common experience of "adventure". The rise of fear brings teenagers a momentary sense of strength and power. However, they lack the awareness that real power does not come from the weakness of the other person, but from the feeling of self-worth and from overcoming oneself. Physical force may be needed in hindrance to hurt, obstruction, friendly competition, but should not be abused to harm and humiliate weaker or more vulnerable.

Children learn these values from adults. They show them the sense of fair play if they insist on strict adherence to the rules that apply equally to all, and when they behave fairly to children themselves. They help to develop children's empathy, sensitivity to what other people experience, if they show their feelings themselves, while respecting children's feelings. They can show them how to get the reward. And from them the children learn how to behave towards the weaker - the coward can also be an adult, a parent or a teacher who pours out his accumulated irritation and anger on the baby. There is no need for physical violence and inadequate punishments, ridicule and humiliation.

If children in their lives are often witnesses of such behaviors in adults, if humiliation and mourning are part of their lives, if adults do not build up for the defense of the weak, or if they affirm their power and supremacy in a similar way, children see that behavior as a norm. Children should learn that it is important to be stronger in the group so no one hurts them anymore. Their value begins to derive from the fact that someone in the hierarchy is "below them", no matter what the price. Doubts of one's own can lead to an accumulated anger, a desire to show everyone that I am afraid of nothing, of nothing to be holy, of humbly harm to others, when nobody ever took notice of hurting me or leaving me alone. Still, negative attention is better than none. Conversely, children who experience themselves as good as they are, because of their uniqueness, they do not need to

derive their value from the fight for the highest rank in the society - and it does not matter in which category, whether it is physical strength, better grades, higher social status, more expensive clothes or more fear that can be brought up in someone. Even at school, you have the opportunity to look for each and every benefit that is unique to him and is not dependent on the socio-economic background of the family, intelligence, special abilities, not based on comparisons between children. Not everyone has to know how to calculate a difficult problem in math or win a run, not everyone has the latest mobile, but everyone can discover the world around them in the same way, can tell something nice or help someone.
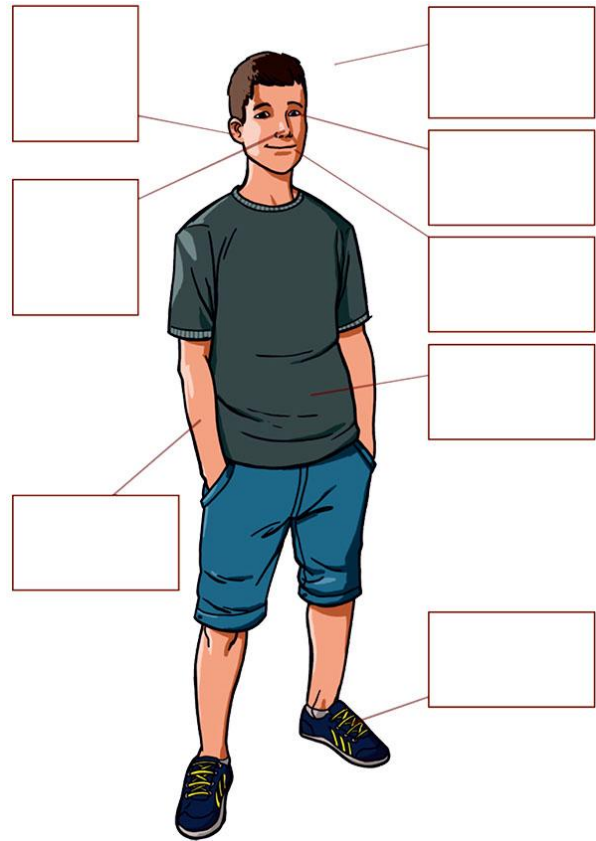
Instruments: Worksheet for each pupil (separately for girls and boys) The activity serves to realize that each of us is unique, has value and can enrich others. Give each pupil a worksheet. Tell them gradually how to add them:
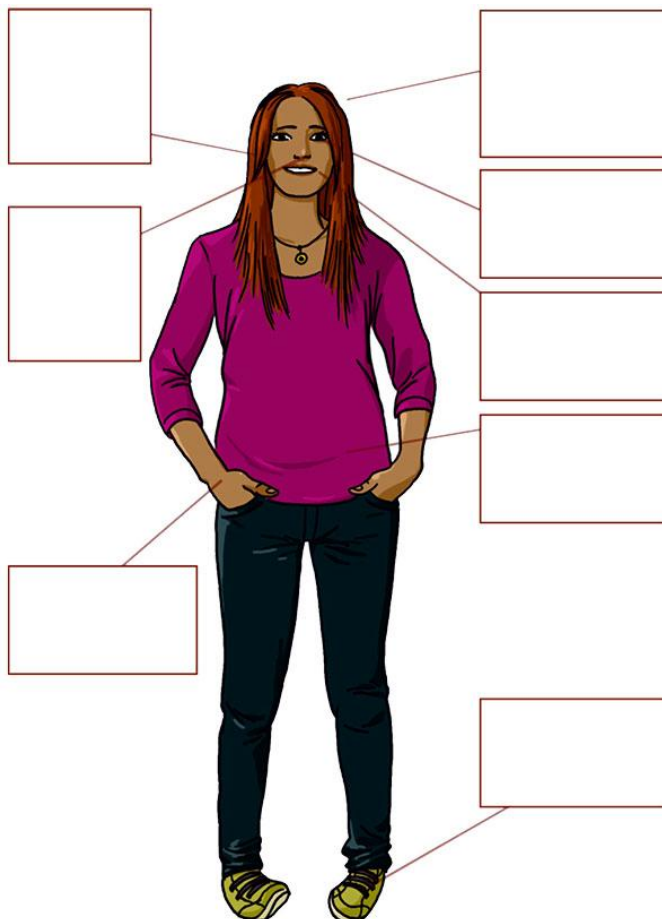
- Mouth: Nice words I said to someone

- Eyes: Something nice I've seen or what I like to look at

- Ears: Something nice I've heard. What I like / love to listen to

- Hands: I helped somebody

- Legs: where did I go / where I like to go / walk

- Stomach: what I ate / like to eat

- Head: what I thought today

Let each pupil or child work independently and complete their worksheet. Then talk to each other about where you come from. Let the pupils talk to each other about what makes them happy or how they can make someone else happy. You can inspire one another and add good ideas to your worksheets.

What to Remember:

- The joy that comes from the suffering of someone else will not really please you.
- You will experience the most pride if you exceed yourself.
- If someone sends you a video in which someone humiliates another person, do not spread it any further. You can stop it too!

4. COURAGE TO TALK

age:15 +   Duration: 20 min.

Theme: Increasing sensitivity to their survival and survival of others, developing the ability to actively retaliate and other in harm

Film: The Enemy (Cyberbully)

FILM DESCRIPTION

When Taylor (seventeen) gets his own computer from mother to birthday, he is happy and with the vision of freedom and independence learns the secrets of the Internet. Soon, however, he finds that the Internet with websites and online people can be as bad as a shark-filled sea. It does not take long, and Taylor has to fight his first bullying. And he still does not know that things have not come to the extreme.

The film was part of the Rally to Delete Digital Drama campaign, which aims to eliminate bullying in the US and Canada both online and in real life. In July 2011, the American television ABC Family launched it in collaboration with Seventeen Magazine.

WHAT IS CYBERBULLYING?

In the film, the characters and forms of cyberbullying, their gradual deterioration, as well as the consequences they had on the victim, were very well represented. Cyberbullying began with a seemingly innocent conflict and nearly led to the death of the victim. Children who have joined cyberbullying have never realized how hateful their behavior is, and how devastating the consequences could be. Everything seemed to them just as a good fun to the detriment of someone else. The heroine has tried to defend against cyberbullying in various ways, but attacks have been steadily rising. She could not hide from them anywhere, not even at home, and continued at night. She did not know who was on the other side, who hurt her, and why. All ridiculous comments, degrading information and defamation have quickly spread among all her friends and acquaintances, she did not even know how to control or stop this spread of information. Gradually, she began to suspect everyone. She did not know who she could trust, she felt completely abandoned, doubted whether she was a valuable person, and whether it would be worthwhile to carry on.

With every bullying, even cybernetic, not only the perpetrator and his victim play the role, but also the others - who see themselves as witnesses. This does not mean that all viewers agree to hurt. Sometimes they join the offender because they feel stronger with him, but sometimes silence is better choice because the attention is not turned on them and they are not the target of the attacks. This draws certain amount of power from bullying. The perpetrator knows how to intimidate others, no one dares to stand up. He builds his strength on the weakness of others, in fact he is a coward who does not dare to stand up to stronger or equal opponents.

The movie was a well-represented group of girls who made it hard to live for people around them. Such injustice, humiliation and harm can only happen if other people allow it. No one can just wash the hands off . Everyone who sees the hurt and turns his eyes off, he helps his oppressor through his action. It is not always easy to overcome your fears and gain courage, especially when you can not know if it will go well. Without a willingness to expose the risk, nothing can be gained - to convince others we know only if we go all the way to it. Eventually Taylor took such courage and told Lindsay how she felt and thought about her. And it came to an effect - the others were suddenly supporting her. Children and young people are not different in this, they have a sense of goodness and justice in them. In addition, they are still fulfilling the ideals of how to change the world for the better, want to express their opinion, fight against injustice, want to protect the weak. They know how to engage - whether it was in the Negative Revolution or in the struggle for animal rights. For the occasions of being courageous and honest they do not have to go far, just sometimes they need some encouragement.

Report activity about the situations that happen every day around us - someone hurts the weaker, we are witnessing injustice, and we keep choosing whether to keep silent or to talk about it, whether we will act or just walk past, if we choose the harder way or the more comfortable. Even before cyberbullying, nobody is completely safe. Today is a classmate but tomorrow it can be you, so it's important to stop it when we can. It also works with justice anywhere in the world. It is not in vain to say that evil wins if good people do nothing. Discuss with students about why good people do not act. Perhaps they are afraid that if they call, they can also hurt them to remain alone and nobody will stand up to them. Not everyone has the courage to be the first to act, but he can still support others or call other friends. People who spoke against injustice were also willing to die. Talk about such people (eg Gandhi, Jan Palach, Nelson Mandela).

Activity questions:

1. What other such people do you know?
2. Do you know someone like this today?
3. Do you know someone in their neighborhood?
4. What did these people protest or protest against?
5. What threatens to happen to them, or did happen to them?
6. What risk did the pupils themselves be willing to take ?
7. What would have prompted them to protest? (It does not have to be a protest in which life was about to be, it is just an example when somebody came to speak against injustice, someone stood up, decided to do right despite the pressure of the group, etc.)
8. If they were protesting against something, what form of protest would they choose? (You can mention various examples of protests from history - hunger, barking on trees to protest the erosion of the forest, naked celebrities to protest against killing of animals for furt, giving flowers to protest against the war in Ukraine, ...)
9. Is cyberbullying a similar situation?
10. What could happen if they tried to stop cyberbullying?
11. What could they get?
12. Can they imagine that there would be no silence in such a situation?

TALKING ABOUT ANGER

Cyberbullying is not happening in an independent virtual world, it is influenced by real relationships and conflicts. In the movie, Taylor's friend Samantha is angry and envious, because Taylor does not understand her suffering because of unhappy love and even gets a boy she likes. She decides to return it by creating a fake profile, let Taylor experience what it is like when a boy betrays her. The seemingly trivial thing triggers an avalanche, to which other people are added, until it is almost impossible to stop it.

Cyberbullying is one way of aggression. Instead of having the two people resolve the tension that is between them, one of them decides to attack the other. He fights him, laughs at him, humiliates him, gets him into troubled situations. The best you can do is to talk about your anger directly. The quarrel or hurt may not mean the end of friendship. In the story, the girls managed to get closer when Samantha admitted how much she was sorry about it, but at the same time she had a real understanding of how Taylor felt. She talked about her feelings and was willing to do something to make up for her mistake.

5. PHOTOS THAT DO NOT BELONG ON THE INTERNET

Age: 6+, 11+, 15+

Duration: 15 min.

Topic: Increasing sensitivity to your survival and the survival of others

Film: : http://sk.sheeplive.eu/en (Ovce.sk)

IT'S IN OUR HANDS

The narrative from OVCE.com is a story about cyberbullying. We see how John is worried, but he does not want to talk to anyone. He is not very happy with friends, he stops going to school, he's just sitting in the school, thinking about nothing, feeling completely abandoned and he does not even return after school breaks. Fortunately, his friends do not need much - after the challenge of adults, they will also understand that something bad has happened and everyone wants to help John. By common forces I can deal with evil wolves. Even in reality, most of the attackers are someone whom the children know, not a completely unknown person - and the sheep also suspected who hurt

John. The attacker takes advantage of his or her prevalence when the victim can not defend himself, feel weaker, feel that everyone is aware of his shame and nobody will stand on her side. Children know how to hurt each other, but they are also sympathetic and willing to help a friend. Sometimes I can recognize it myself and come up with a solution, sometimes a small "kick" from the adult will help. Develop relationships among children, talk about cyberbullying and how to prevent it. Cyberbullying is easiest to stop at the beginning – often draw attention to children and what they do, remind them how they feel victim and set clear rules. By putting off the solution, bullying can develop into a major problem that affects the entire group and requires longer-term remedy.

In families, at school, and in family relationships, the self-confidence of children develops, they gain a sense of value here. Those children who are content with themselves and have no doubts about themselves, living in safe and loving relationships, do not need to hurt others. They are also able to defend themselves from harm and do not endanger their self-esteem. He does not even worry about others. Therefore those children who are different and could become victims or aggressors. Reach in time, address them and help them deal with the situation.

From parents, as well as teachers or educators, children learn what is right and how people behave towards one another so they can feel good together, learn to increase their sensitivity to the experience of others, learn how to express their anger adequately and how to resolve conflicts. Aggressor children often feel helpless and do not know what to do. It is important that they learn how they can defend themselves, but also others. In groups (and societies) where relationships gradually deteriorate, distrust and fear grow. But if someone can overcome this fear or possibly join others and together with their friend, they find that they can stop hurting themselves and can be proud of themselves. In the end, then everyone in this group feels better.

TOOLS: WORKSHEET FOR EACH GROUP

Divide pupils into smaller groups after 3-5. For each group, divide one worksheet with images. Tell the pupil that the pictures represent different photographs as Lukáš took the classmates. The task of the pupils is to decide together in the group what photographs would be right for Luke and who would mind if they were published.

Put additional questions to help students make decisions:

- How would Lukáš feel if he saw such photos on the Internet?
- Is it okay for you to shoot someone else in such situations?

- When is it okay and when not?

- How do you distinguish it?

- How would you decide if you were to post this photo?

- Let the pupil take their time to agree on the groups. Then discuss all together how the group divided the photos.

- Which, according to the pupils, should appear on the Internet and which not?

- How did they decide?

- Who should have the final say when deciding?

- Is the difference in when it's a photo of someone else (Luke) and if it was their own photo?

Finally, let's talk about how Lukáš would feel if such photos appeared on the Internet without his consent and what the pupils could do if someone wanted to publish such photos. Can they stop it? If so, how? Try to come up with rules for publishing photos online.

What to Remember:

- The joy that comes from the suffering of someone else will not really please you.

- You will experience the most pride if you win yourself / yourself.

- If someone sends a video in which someone humiliates or spoils, do not send him any further. You can stop it too!

PHOTODOCUMENTATION

6. WHAT COULD BE DONE?

age:6+, 11+, 15+   Duration: 30 min.

Theme: Developing the ability to actively reverse self and others in harm

Assortments: flipchart paper for each group, fixtures

Pupils are divided into smaller groups, each with one paper and fixtures. Explain to them the brainstorming method - the task is to accumulate ideas, any of them in the head, not to judge whether they are good or bad, all to write down. The idea of one member of the group can inspire the other.

Then assign them a task - they are students in the class where cyberbullying has occurred (you can remember what can be cyberbullying). On one half of the paper, they should write as many ideas as possible for the victim of cyberbullying - what could they do to defend themselves against cyberbullying? In the second half, they have to write as many ideas as possible, what should be done with the cybercriminals, so that the similar situation does not happen again. Agitate them again, they can write any ideas, even crazy.

Then gradually the groups will introduce what they have invented. Together with all pupils, consider which solutions would work and be carried out. Also appreciate non-traditional solutions - pupils can bring a view that you do not mind. What role would be played by others (viewers, witnesses) in cyberbullying in such a situation? Try to name together what is most important in dealing with cyberbullying - to return victims to control of the situation, to help them cope with unpleasant experiences, to feel it is not alone; to give the perpetrator the opportunity to remedy the situation, not only to punish him; to involve others in the solution. Finally, you can agree with your pupils what you will do if a similar situation happened in your classroom.

PHOTODOCUMENTATION
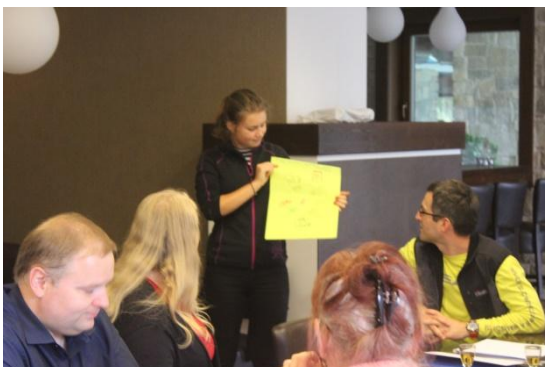
ABOUT ORGANIZATION

Eesti People to People is a non-profit organisation registered in Estonia in 1997 and with activities since 1993 as a chapter of People to People International NGO. Eesti People to People has 3 paid staff members and more than 100 volunteers at the moment.

The purpose of People to People aims to enhance international understanding and friendship through educational, cultural and humanitarian activities involving the exchange of ideas and experiences directly among peoples of different countries and diverse cultures Eesti People to People has experience in organising training courses and big seminars and conferences, experience in many projects as organiser, partner and as sending organisation, including LLP projects and Erasmus+ projects. Eesti People to People is working at youth clubs and schools with young people, teachers and parents and organises activities against cyberbullying. There are representatives of national minorities, youth from depressive urban and rural areas, from islands and other young people with fewer opportunities among target groups – teachers, parents and children. There are students, teachers and decision makers (local authorities, MPs) and general public among target groups. There are professional journalist, educators and trainers among Eesti People to People members and educators. More information: www.ptpest.ee

ACTIVITIES

1. Wrinkled Wanda activity
2. Anti-Bullying Game 'Face Value'
3. Edward de Bono 6 hats method
4. Bingo game
5. Cyber Security Consumer Tip Sheet

1. Wrinkled Wanda activity

PROBLEM AND GOAL

Wrinkled Wanda activity helps participants to understand the impact of hurtful words and what bullying can do to a person. It demonstrates the lasting impact bullying can have on person. It shows that when hurtful words are spoken, the damage can never fully go away and the words cannot be taken back. It helps to explain to the group what negative comments can do to a person who is bullied. Bullying comments can destroy a person's self-image and often leads to a defeated body language in the victim.

TIME ALLOWANCE

This activity takes around 45-60 minutes depending on the size of the group and includes discussion and reflection.

AID

Chart papers, markers, pencils, pens. It's suitable to perform the activity in the classroom and outdoors as well.

NUMBER OF PARTICIPANTS

It is recommended to organise a group of 15-40 members and divide it into smaller sub groups of 5 people. If the group is 15 members, the time for the activity and the reflection will be around 45 minutes, if there more than 30 participants, activity could take 60-75 minutes, depending on the length of the reflection.

ACTIVITY DESCRIPTION

On chart paper, have the participants trace an outline of a full body person. (See below for an example) Once the outline has been traced, the participants will write unkind, rude, and disrespectful statements all over the outline. These are statements that could be made to another person like, "You're a loser", "Nobody likes you", "You are dumb." Identify the drawing as a girl

named Wanda. After Wanda is completely filled with a variety of negative comments, have the participants crumple the drawing, and then un-crumple it. Post the wrinkled drawings around the room. Explain to the class that these drawings are examples of what negative comments can do to a person who is bullied. Bullying comments can destroy a person's self-image and often leads to a defeated body language in the victim.

Next have the participants do the drawing again. This time write as many positive comments on the drawing as possible. Statements like, "You did such a nice job", or "I enjoy your friendship". Fill it with really nice statements. Cut this drawing out, but don't wrinkle it. Post these drawings around the room. This person is now just called Wanda. What is the difference between the two? Have the participants get into base groups and discuss how they would introduce this lesson to their students and invent any variations on the activity that would be helpful to their students.

EXPERINCE AND PRACTICE

Explain that this session's focus is on Respect. Start by asking these three questions to the large group: In the beginning of the activity the moderator or trainer asks several questions to the group:

- How does respect look?
- How does respect sound?
- How does respect feel?" Then moderator allows for five to ten minutes of discussion. Three groups member volunteers can write down answers in each category on chart paper. Make sure to include how respectful words can make someone feel good, the tone of something respectful, facial expressions, body language etc.

1. Divide the large group into groups of 3 or 5, depending on the quantity of people taking part in the activity. Everyone must introduce themselves. Have each group gather around a large person drawing. This person they are in front of is "Wanda" and Wanda is a victim of discrimination and bullying at school.

2. Tell the small groups that they each have 5 min to write negative comments that Wanda may hear every day at school. You are encouraged to write things you may have said to someone else, or have heard others say to you, that were negative, rude, and unkind. No cursing.

3. After 5 min stop the groups, and ask a representative from each group to crumble up their Wanda. Explain that the crumbling represents how hurtful words can affect us, scar us, and always stay with us.

4. Then have them flip the "Wanda" over and take 5 minutes to write positive things to Wanda. Make this middle school appropriate, but things you would really say to one another. Remember, Words hurt, and it's impossible to take "disrespectful, hurtful" words back. However we can try to right our wrongs from the past by going forward with only positive and respectful things.

5. Discuss how would you feel in Wanda's situation; what makes you feel better: negative unkind words, or positive words.

6. What is the difference between the two?

   Make sure this activity is done in a respectful manner.

   Safety Considerations:

   Be sure the participants feel comfortable enough to do this activity.

   Variations:

   Have multiple outlines of people for different groups to write on.
   Have each participant create their own outline on a piece of paper.

PROBLEM AND GOAL

This activity allows discussion where participants identify and define what bullying is types of bullying, why people bully, what to do if they see bullying or are bullied and how to avoid becoming a bully themselves. It is a good activity to use at the beginning of the school year, or when you observe bullying taking place in your school or a group of people, such as summer camp. This activity showcases bullying process and allows the discussion around it.

TIME ALLOWANCE

The total length of this activity is 60 minutes including discussion and reflection time.

AID

Deck of playing cards

NUMBER OF PARTICIPANTS

It is recommended to organise a group up to 56 members, the number of the standard card deck. It is easier to perform this activity in the group of 20-30 people.

ACTIVITY DESCRIPTION

Begin with every participant receiving a card, face down. Explain to the participants the following:

- You are to not look at your card or tell anyone else what their card is.

- Everyone should place the card on their forehead with the face of the card facing away from their heads

- Begin to mingle with each other but treat everyone based on the "face value" of their card. For example, low cards (2-5) don't get much attention or are avoided, mid-range cards (6-10) are treated with respect but not overly lauded, royal cards (J, Q, K, A) are the best of the deck--those cards are the ones you try to hang out with, treat well and are "super cool".

Allow students to mingle for several minutes treating others based on face value. Call for their attention and then have participants divide into groups based on how they have been treated, low

cards, mid-range and royalty. Discuss how it doesn't take very long to figure out what "group" you belong to base on how people treat you.

Ask members from each group why they felt like they belonged in that group and how people made them feel. Lead into a discussion about the "Golden Rule" and how everyone should expect to be treated like royalty, but in return should treat everyone else like royalty as well, not as "low cards." Have participants take the cards off their foreheads and check to see if they are correct in guessing which level card they have. After this activity you can easily lead into a bullying discussion where you identify and define what bullying is, types of bullying, why people bully, what to do if you see bullying or are bullied and how to avoid becoming a bully themselves. At the end, always remind participants that bullying stops with them. It has to be a personal and individual choice to make it stop and to treat all those around them as if they were all royalty cards.

PHOTODOCUMENTATION

3. Edvard de Bono 6 hats method

PROBLEM AND GOAL

Six Thinking Hats is a simple, effective parallel thinking process that helps people be more productive, focused, and mindfully involved. A powerful tool set, which once learned can be applied immediately.

Team members can learn how to separate thinking into six clear functions and roles. Each thinking role is identified with a colored symbolic "thinking hat." By mentally wearing and switching "hats," you can easily focus or redirect thoughts, the conversation, or the meeting.

Participants work in mixed groups with moderator and discussed from 6 points of view 3 statements:

"One of the most consistently found differences between traditional bullying and cyber bullying is that victims can be bullied anytime and from anywhere because most children have access to digital devices outside of school";

"A lie can travel halfway around the world while the truth is putting on its shoes";

"Anonymity = Bad behavior".

TIME ALLOWANCE

One hour for the group of 15-30 people.

AID

Markers of six different colors, chart papers, A4 papers, pens, pencil. If possible to have six various hat of different colors.

NUMBER OF PARTICIPANTS

The group could vary from twelve up to fifty participants.

ACTIVITY DESCRIPTION

The premise of the method is that the human brain thinks in a number of distinct ways which can be deliberately challenged, and hence planned for use in a structured way allowing one to develop tactics for thinking about particular issues. De Bono identifies six distinct directions in which the brain can be challenged. In each of these directions the brain will identify and bring into conscious thought certain aspects of issues being considered (e.g. gut instinct, pessimistic judgment, neutral facts).

None of these directions is a completely natural way of thinking, but rather how some of us already represent the results of our thinking. Colored hats are used as metaphors for each direction. Switching to a direction is symbolized by the act of putting on a colored hat, either literally or metaphorically. This metaphor of using imaginary hat or cap as a symbol for different thinking direction De Bono mentions as early as 1971 in his book "Lateral Thinking for Management" when describing brainstorming framework. These metaphors allow for a more complete and elaborate segregation of the thinking directions. The six thinking hats indicate problems and solutions about an idea the thinker may come up with.

Solving problems using the six thinking hats model requires looking to at problems with different types of thinking, each type is represented with a hat color, and at the end of the discussion session stakeholders should have better understanding to the problem from different approaches in order to reach creative and innovative solutions. During each critical thinking discussion meeting the facilitator determines which hat should be worn in specific part of the discussion as following:

White hat

This hat represents the facts and the information available about the problem or the argument. During this part, the stockholders only share the information about the problem and take notes with it. No further development in the thinking process should be done. Questions in this part can be *"what is the available information*?" and *"what are the facts we have?"*

Yellow hat

In contrast to the black hat, the yellow hat supposes to reflect the sun or an optimistic attitude. The stakeholders think from an optimistic point of view about the problem or suggestion. It helps to spotlight the advantages and benefits of the suggestions. During this the questions which are asked are *"what are the advantages of applying the solution?"* and *"why do you think it is workable?"*

Black hat

Wearing the black hat drives attendees to think about the problem or suggestion cautiously and defensively. The aim of this part is to identify the cons of the suggestion and the disadvantages and why the suggestion may not work based on logical reasons.

Focusing on the warnings, risks or cautions, this helps the stakeholders to isolate the reasoning and think in the solutions in the yellow one. The question that can be asked during this discussion *"what are the risks?"* and *"why is the suggestion not working?"*

Red hat

The emotions hat presents the stakeholders feelings about the problem and their gut reactions toward it. The target of using this hat is to understand the different emotional reactions such as love, hate, like and dislike. The red hat does not aim to understand the reason behind these feelings. The questions that can be asked during this part is *"what do you feel about the suggestion?"* and *"what is your gut reaction toward the suggestion?"*

Green hat

This represents the creative thinking part of the discussion. During the critical thinking discussion, this hat fuels the stakeholders' thinking to innovate a thinking creative solution for the problems or look to the suggestions from a creative perspective. Creative tools can be applied to drive creativity during the conversations such as the Lego Serious Play and brainstorming techniques.

Blue hat

This is the process control plan where the meeting leaders manage difficulties during the discussions. It makes sure that the guidelines of the six thinking hats process is applied. This hat can be used to drive the thinking process to better routes. For example, if there are no ideas, the facilitators can direct the discussion to the green hat route.

The blue hat is a control hat during the critical thinking discussions; it can also act as a moderation hat before and after each circle of thinking.

While the resources did not indicate a specific sequence between the hats, the sequence indicated above is similar to De Bono's six thinking hats website.

The White Hat calls for information known or needed. "The facts, just the facts."

The Yellow Hat symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit.

The Black Hat is judgment - the devil's advocate or why something may not work. Spot the difficulties and dangers; where things might go wrong. Probably the most powerful and useful of the Hats but a problem if overused.

The Red Hat signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.

The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.

The Blue Hat is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats® guidelines are observed.

Having identified the six modes of thinking that can be accessed, distinct programs can be created. These are sequences of hats which encompass and structure the underlined thinking process toward a distinct goal. A number of these are included in the materials provided to support the franchised training of the six hats method; however it is often necessary to adapt them to suit an individual purpose. Also, programs are often "emergent", which is to say that the group might plan the first few hats then the facilitator will see what seems to be the right way to go.

The meeting may start with everyone assuming the **Blue** hat to discuss how the meeting will be conducted and to develop the goals and objectives. The discussion may then move to **Red** hat thinking in order to collect opinions and reactions to the problem. This phase may also be used to develop constraints for the actual solution such as who will be affected by the problem and/or solutions. Next the discussion may move to the (**Yellow** then) **Green** hat in order to generate ideas and possible solutions. Next the discussion may move between **White** hat thinking as part of developing information and **Black** hat thinking to develop criticisms of the solution set.

Because everyone is focused on a particular approach at any one time, the group tends to be more collaborative than if one person is reacting emotionally (Red hat) while another person is trying to be objective (White hat) and still another person is being critical of the points which emerge from the discussion (Black hat). The hats aid individuals in addressing problems from a variety of angles, and focus individuals on deficiencies in the way that they approach problem solving.

Even with good courtesy and clear shared objectives in any collaborative thinking activity there is a natural tendency for "spaghetti thinking" where one person is thinking about the benefits while another considers the facts and so on. The hats process avoids this. Everyone considers and all look in the same direction together. For example, a façade of a house (metaphorically speaking) and then the group will turn to the backyard. These can also be problems, or the benefits, or the facts, reducing distractions and supporting cross pollination of thought. This is achieved because everyone will put on one hat, e.g., the white hat, together, then they will all put on the next hat together. In this way all present think in the same way at the same time. The only exception is the facilitator, who will tend to keep the blue hat on all the time to make sure things progress effectively. The blue hat tends to be the outward-looking, leader/trail blazing hat that attracts the leaders of all groups. The hats are not a description but a way to look at things. They should not be used to describe thinking that has already taken place but they are directions in which to think next. Therefore, such methodology aids in better design.

Sequences always begin and end with a blue hat; the group agrees together how they will think, then they do the thinking, then they evaluate the outcomes of that thinking and what they should do next. Sequences (and indeed hats) may be used by individuals working alone or in groups. Example programs are shown below, each hat is typically used for approximately 2 minutes at a time - although at the start of a process an extended white hat session is common to get everyone onto the same page, and the red hat is recommended to be used for a very short period to get a visceral gut reaction - about 30 seconds, and in practice often takes the form of dot voting.

Initial Ideas - Blue, White, Green, Blue

Choosing between alternatives - Blue, White, Green, Yellow, Black, Red, Blue

Identifying Solutions - Blue, White, Black, Green, Blue

Quick Feedback - Blue, Black, Green, Blue

Strategic Planning - Blue, Yellow, Black, White, Blue, Green, Blue

Process Improvement - Blue, White, White (other people views), Yellow, Black, Green, Red, Blue

Solving Problems - Blue, White, Green, Red, Yellow, Black, Green, Blue

Performance Review - Blue, Red, White, Yellow, Black, Green Red, Blue

The six thinking hats method provides a parallel thinking model to get the most out of critical thinking discussions. By organizing the thinking process using the metaphor of the six hats, stakeholders can ensure that thinking process is covering the topic from different approaches and point of views. This organized thinking approach occurs in a small period of time during the discussion to reach the best possible output of the design thinking process. While the six thinking hats method is discussed separately from the design thinking process, both work closely toward building creative solutions and innovative approaches for solving problems.

PHOTODOCUMENTATION

4. Bingo game

PROBLEM AND GOAL

Bingo game gives participants of a new group the opportunity to start to learn to know each other. Participants can openly inform what social media they use, what problems they have there. This is good activities for social inclusion and group dynamics.

TIME ALLOWANCE

5 minutes for introduction, 15 minutes for activity and 20 minutes for debriefing.

AID

A4 papers with questions, pens/pencil. You will want to use a bell or some kind of sound to notify first participant who completed all questions. Also you need small gift for him/her.

NUMBER OF PARTICIPANTS

The group could vary from ten up to fifty participants.

ACTIVITY DESCRIPTION

Bingo is an opportunity for people to quickly meet a large number of other people. Each of participant receive list with questions and has to write in one (ore few) names of other people who can tell that this or that question is relevant to them.

Bingo list with questions in squares can be like this:
Who has account on Facebook?
Who has account on Twitter?
Is Youtube your favorite social media?
Who face cyberbulling?
Who knows the friends who face cyberbulling?
Who knows what is safety in Internet?
Who posted personal photos in Facebook in swimming suite?
Did your grandmother posted your baby-age photo in Facebook?

Participants are going around the room to meet with each person attending the session and ask the questions from the bingo list. So, attendees meet a large number of people in a short period of time. The goal is to find one or more people with whom you'd like to spend more time and discussion question/problem.

Participants exchange names information, so that they can connect with the people they meet first time. It's an efficient way for people who are interested in finding a special someone to discuss in a large number of people quickly in a safe environment. Presumably, the other attendees share similar goals and expectations when they decide to participate in bingo activity.

Question for debriefing can be:
What do you know about safety in Internet?
What information you can share in Facebook and what not?
Why is so dangerous to post naked photos in social media?
Did your teachers/parents tell you about safety in Internet?
Do you discuss with your friends safety measures in Internet?
How important are cyberbulliyng issues in your class?
How cyberbulliyng issues addressed in your community, region and country?

EXPERINCE AND PRACTICE

Participants are happy to move around the room and not to sit when they just meet, so this activity is good for beginning of any meetings. It allows people to introduce themselves in informal way answering questions.
Sometimes participants need more explanation how many names they can write for one question in the square. Depend of group size and time, there can me one or two names.

PHOTODOCUMENTATION

5. Cyber Security Consumer Tip Sheet

This activity is focused on work with mobile devices. The tool is invaluable for keeping in touch with friends and families. The mobile devices have become an increasingly big part of how we access the Internet. Unfortunately, while many smartphones are nearly as powerful as computers, we often don't use the same caution with them as we do with our computers—and they often don't have the privacy and security safeguards that come built into computers. As well, the fact that we're never far from our mobile devices can bring a host of opportunities for us to be distracted and to make poor choices.

Because mobile devices are so convenient, they are often the main tool we use to do both our work and our personal errands online. Unfortunately, this means that the device is typically packed with personal information related to the device owner. You don't need to be a hacker to get information off of someone's mobile device, either: people leave phones and tablets in cabs, airplanes and restaurants every day. Once someone has access to your data they can use it to access your online accounts, buy things with your credit cards or even pretend to be you online.

Bullying and harassment by mobile devices are as big an issue as they are on social networks. Research has found that teens who are heavy cell phone users are more likely both to be targets and perpetrators of online bullying, and the cameras found on almost every phone now make it possible for every embarrassing moment to be captured and uploaded.

Because we mostly use phones to talk to or text a single person at a time, we sometimes forget that anything we do over a mobile device can be saved, copied and forwarded to any number of people. Sexting (and sharing sexts sent to you) can have consequences ranging from embarrassment to criminal prosecution, and is not just a problem for teenagers.

The convenience of buying things on a phone or tablet—whether it's apps for the device or merchandise in an online shop—can lead us to make purchases without thinking about them. As well, many game apps—especially those for children—encourage users to spend real money to advance in the game, and if a parent isn't careful kids may be able to use their credit card information. Finally, just using the phone can cost an unexpected amount as the price of making calls, sending texts and surfing the Web through mobile devices adds up.

Many of the issues faced by parents in moderating their children's online experience on the Internet are found with mobile devices as well. Many of the apps available are aimed at young children and teens, but because new apps are often rushed to the marketplace—and because app developers rate their own products –it can be hard to know what you're going to find.

Even if you don't use your phone to store personal information, it's gathering data all the time about who and where you are. Many legitimate apps will communicate to your phone's device ID and your location to the app's developers or to third parties. Most often, this data gathering is spelled out in terms of service you agree to when you download it, but some invasions of privacy are done secretly

and maliciously—including spyware that allows someone to turn on your device's camera or microphone remotely, even when it's is turned off.

TIME ALLOWANCE

The total lent of the activity may take 30 minutes. It is possible to shorten the activity skipping the group work and working with the whole group all at once.

AID

Working sheets with questions-solutions for each group, better for each participant. It is suitable to perform the activity in the classroom or wherever where groups can sit and discuss.

NUMBER OF PARTICIPANTS

It is recommended to organize a group of maximum of 30 members, dividing them into 10 teams of 3 members. If you can lengthen the activity into more than 30 minutes, the group can be divided into even more teams.

ACTIVITY DESCRIPTION

1. Introduction.

Groups of participants receive two questions with solutions and discuss in the group making feedbacks for group and personally for each of participant. Questions are:

How to educate yourself?

Make sure you understand what features are on a mobile phone before buying it for yourself or for a child. Find out what privacy and security options a device has and activate them; even better, find out before you buy a device which has the best security tools. Before downloading an app, read the Terms of Service to find out what data it's gathering about you.

How to behave with people?

*** Be polite.*** Treat people you talk to or text with the same way you would treat people offline. Remember that a lot of the cues we use to understand what someone means—their facial expression, their body language, their tone of voice—aren't present when you're texting, so phrase what you say carefully and don't jump to conclusions about what someone else means.

*** Think ahead.** Imagine who might see any texts or pictures you send or forward with your device. Before you send a text or forward a picture, think about how the person receiving it—or the person who sent it to you—might feel.

*** Get an eraser.** Software is available for nearly every mobile device that lets you track a device, disable it or wipe its memory remotely. Use this immediately if your device is lost or stolen. If you get a new device, make sure the old one has had its memory fully wiped before selling it, giving it away or throwing it out. (Your device's manufacturer should have this information on their website.)

*** Be cautious.** Do research on an app before you download it to make sure it's reliable and doesn't contain any undesirable content. Don't follow links sent in emails or text messages.

*** Be secure.** Set your Web accounts to use only secure connections by going to the "https" version of the site. Think ahead. Imagine who might see any texts or pictures you send or forward with your device. Before you send a text or forward a picture, think about how the person receiving it—or the person who sent it to you—might feel.

***Turn off what you're not using.** WiFi and other ways of connecting devices can all be targeted by hackers; turn them off when you're not using them. Also, set all Blue tooth enabled devices to "non-discoverable" so they don't appear to other Bluetooth users around you.

*** Don't expose your data**. Never send any sensitive information, buy anything online, or do online banking when using a public hotspot. These are very vulnerable to hacking.

*** Set spending limits.** To make online purchases, use prepaid or low-limit credit cards to keep from spending too much. If you share a device with someone else, make sure that your credit card information is out of the device's memory each time you finish an online purchase. Teach small children that purchases in games cost real money and that they need to ask for permission before buying anything. For children and teens, get a plan that either sets hard limits for texting (so that once they reach their limit they can't send texts, instead of paying an increased price) or get an unlimited texting plan.

*** Don't multitask.** Never use a mobile device while you're driving, cycling, or walking. When you're working, set your device out of reach so you won't be tempted to check it. Establish "no phone zones" in your home—in bedrooms, for instance, or at the dinner table.

*** Start talking.** Before a child or teen begins using a mobile device, make sure you have a conversation about these issues. Reassure them that they should come to you if anything happens and that you won't "freak out" and take away the device.

EXPERINCE AND PRACTICE

Questions and solutions mentioned above advised to use in groups and on the working sheets that leads participants towards discussion and their feedbacks. Activity is suitable for the group of parents or teachers to understand the meaning of modern devices. By the end

of discussion groups share their comments on each solution. By the end of activity each participant creates own "Cyber Security Consumer Tip Sheet" and keep it for checking all possible safety measures.

ABOUT THE ORGANIZATION

Inercia Digital is a young Andalusian social enterprise focused on training, innovation and traineeship in digital skills at European level. Our mission is to promote training and innovation in digital competences in all of Europe, developing the digital skills needed in education, for ICT professionals, labour force and all citizens.

DIGITAL SKILLS IN EDUCATION: Teaching and learning digital skills from an continuous learning perspective, including training for teachers.

DIGITAL SKILLS FOR ICT PROFESSIONALS: Developing high level digital skills for ICT professionals in all industry sectors.

DIGITAL SKILLS FOR LABOUR FORCE: Developing digital skills for the digital economy, e.g. upskilling, and reskilling workers, jobseekers; actions on career advice and guidance

DIGITAL SKILLS FOR ALL CITIZENS: Developing digital skills to enable all citizens to be active in our digital society.

 Ou**r** vision is to become a leading social business at international level. We specialize in education and innovation in digital competences applied to promote education and employment, allowing all citizens to participate in our digital society.

ACTIVITIES

1. Miss and Mister Pepper
2. Rap against bullying in Youtube
3. Cyberbullying analysis
4. Search your name and investigate
5. Do not forget

1. MISS AND MISTER PEPPER

PROBLEM AND GOAL

People tend to start thinking with a group mind when they are gathered. They tend to start questioning less and go with the flow, since responsibility is diluted. This activity serves as an experiment to see if everyone in the class goes along with the instructions even if they do not seem nice. The main purpose, however, is to make students realise that their words and actions can hurt and heal so they have to be careful with them.

TIME ALLOWENCE

40 minutes approx.

AID

color pencils, paper, adhesive tape, cardboard, scissors

NUMBER OF MEMBERS

So that the activity does not take too long,a class of 20 people would be ideal. This activity is aimed at younger kids.

ACTIVITY DESCRIPTION

1. Introduction

Separate the class in groups of four/ five people approximately. Give each group two scissors, two cardboards or big papers and colour pencils. Tell them that each group has to design and draw a girl and a boy in a big paper or cardboard, and invent a story about them. The drawing has to be big enough so that everyone can see the words that will be written on them.

2. Miss and Mister Pepper

Once they have drawn them, the kids have to cut them out. Now the groups exchange the paper dolls. Tell them that the new dolls they have are the enemy of their own. Tell them they really don't like each other and have them write on the dolls all the bad words that the kids would say to them, since they are enemies.

Next, take all the paper dolls with the bad words written. Ask the kids to come one by one and rip apart one small part of the doll saying one of the bad words they wrote. When they are finished say something like "Look at them. Now they are broken and dirty with bad words. But they were created by your classmates and each of them has a story" Ask each group to tell the story of their doll. Kids have to realize that we are all people and even if they do not like someone, bad behaviour is not excusable. Once they know the story of the doll they can empathise with it. It is time for them to use the adhesive tape and put the dolls back together, and heal them drawing nice things over the bad words.

3. Evaluation

When the activity is finished, let the students stick the paper dolls together over the walls. They serve as a reminder that words can hurt and heal so you have to be careful with them. You can all sit in a circle and discuss their thoughts and feelings about the activity.

PRACTICE AND EXPERIENCE

People tend to be confused at the end of the activity. They did not know that they had a choice to not do it, and making them realise that they always have a choice is very important. Sometimes younger kids get upset, so make sure to confort them making them see the good aspects: that now they know and can be better next time. Ask them to be nice to the dolls and make sure that they do not get torn in the time that they are on the wall.

PHOTODOCUMENTATION

2. RAP AGAINST BULLYING IN YOUTUBE

PROBLEM AND GOAL

With this activity participants are encouraged to reflect on their online habits and the online habits of people around them, and in the different forms of abuse that may arise depending on the platform they are in.

TIME ALLOWANCE

30 minutes if the students decide not to perform the rap. In case they do, the whole activity takes 40 minutes approx.

AID

Blackboard and chalk or whiteboard and pen, internet connection, laptops, youtube video "You look like a girl" from the channel "boyinaband" a way to record a video in case students decide to record the rap.

NUMBER OF MEMBERS

A regular class of 30 people can participate in this activity. It is aimed at older kids.

ACTIVITY DESCRIPTION

1. Introduction.

Start the activity by asking participants about their online habits. For the first part of the activity, have your students elaborate a list of online platforms and social media they use everyday and write them on the blackboard. Encourage them to participate and ask them what difference is there in cyberbullying via whatssapp vs an online forum vs instagram, for example.

2. Rap against bullying in youtube

Now let's focus on youtube. Ask students about their usage of youtube, their comments, their history, if they upload videos or not. Discuss about the good/ bad behaviour of people in that platform and if participants have witnessed any kind of cyberbullying there. Think of specific problems that may arise in that platform compared to others. Next, have them watch the youtube video "you look like a girl" by the channel "boyinaband". It is a song from a boy defending himself from bullying in an assertive way. Give the lyrics to the participants and analyze them.

Finally, students will work in groups to write a brief rap against cyberbullying following the example of the video. If time permits and students accept, it would be interesting to actually film and upload the video to youtube.

The most important part of this activity is participation, so encourage students at all times to share their experiences. By sharing them they become more aware of their existence and the role they play in those situations.

PRACTICE AND EXPERIENCE

The most difficult part of this activity is keeping participants motivated when writing the rap. Some students may like the idea, some may not and some can be too shy to share it, that is why performing or filming it is optional.

PHOTODOCUMENTATION

3.CYBERBULLYING ANALYSIS

PROBLEM AND GOAL

The aim of this activity is to get to the root cause of cyberbullying and to make participants be able to see with the eyes of each member of a bullying situation, in order to work on empathy and assertiveness, not hate for any party.

TIME ALLOWANCE

50 minutes (more depending on the method that astudents will use to design posters)

Laptops with internet connection, access to Gdocs, cardboard and pencils in case students decide to make posters by hand

A regular class of 30 can participate. They will be divided in groups.

1. Introduction

Talk to the class about the roles of bully, victim and spectator. But inside the spectator category, ask your students what types there are and see what they come up with. The friends,acquaintances and family of the victim and bully, the random net users, the platform administrators, the teachers, etc. Together with the class, either make up a story of cyberbullying or choose a real one. Each member of the group chooses one of the roles in cyberbullying. She/he has to see through the eyes of that person and try to define the emotions they feel. It is shared with the rest of the group and they write it in a Gdoc. The spokesperson of the group shares it with the rest of the class. Pay attention to the differences between the perceptions of the groups and encourage discussion.

2. Cyberbullying Analysis

This time we will analyze cyberbullying from its beginning and propose solutions. Students are still divided in groups and they debate about:

- The causes of cyberbullying.
- How to detect cyberbullying
- How to prevent cyberbullying:
- How to resolve cyberbullying once it has happened

All of them analyzed from the three main viewpoints: victim, bully and spectator. Participants will discuss in their own groups, note down their conclusions in the Gdoc and then share it with the rest. Then, as an optional outcome, each group can design a drawing or poster about their most important conclusions, either by hand or with digital methods.

3. Evaluation

Students will share their impressions at the end of the activity. It is very interesting that they get to see every situation with the eyes of victim, bully and spectator

If you know of a bully in your class it would be interesting to discreetly give her/him the role of the victim. Do not allow any violent language, since it may arise. Remember that the objective is not to hate on the bully, rather to understand the whole situation and prevent it.

4. SEARCH YOUR NAME AND INVESTIGATE

PROBLEM AND GOAL

This activity makes students aware of their online movements and their consequences. The second part also to shows that, even when the cyberbullying has stopped years ago, the digital footprint continues forever and can ruin people's lives for years after.

TIME ALLOWANCE

35 minutes approximately.

AID

Laptops with Internet access for each student

NUMBER OF MEMBERS

A regular class of 30 students max. can participate

ACTIVITY DESCRIPTION

1. Introduction

Make your participants look on the Internet for a definition of "digital footprint" and think of the possible dangers it entails. Discuss it, ask them if they have ever given all their data online and if it was safe place. They can watch a brief video about the topic, like "Live My Digital for students: Digital Footprint" in the youtube channel "GDST" and "Tips anti cyberbullying-Tips contra el ciberbullying" by the channel "Truth and liberty"

2. Search your name and investigate

Next ask your students to search their names and addresses on the Internet and see what comes up. Once they are done, make then note down what they have found. They share it with the class (if there is any sensitive info or situation of course students can choose not to share) and try to think of the moment in which that info was released online, if they put it in any platform.

Finally, have them be the boss of an important company that is hiring new employees. Give them random common names and they have to investigate them and, judging from the info they find online, decide whether or not they would hire them.

3. Evaluation

It would be interesting to share feelings and thoughts about the activity once it is done. Ask your students what methods they take to be safe online, and if they offer a positive digital footprint.

PRACTICE AND EXPERIENCE

It is possible that students come across sensitive information during their investigation, that is why the investigation, both of their own name and of random persons, has to be individual. Make sure they understand what they find is confidential, and they have to select which things to share.

PHOTODOCUMENTATION

5. DO NOT FORGET

PROBLEM AND GOAL

Students will face some of the most famous cyberbullying cases.

TIME ALLOWANCE

1 hour and 15 minutes approx

AID

Laptops with Internet access, powerpoint

NUMBER OF MEMBERS

A regular class of 30 can participate. There will be 6 groups.

ACTIVITY DESCRIPTION

1. Introduction

Divide the class in 6 groups. Tell participants to search for the "Top Six Unforgettable cyberbullying cases" (https://nobullying.com/six-unforgettable-cyber-bullying-cases/) read and investigate about one of them. (The teacher may choose different cyberbullying cases)

2. Do not forget

In groups, students will investigate real cyberbullying cases and make a short presentation (5 minutes) about it to share it with the rest of the class. In that presentation, aside from showing the story they have to state:

-who was the victim, the bully and the spectators.

-why do they think they acted the way they did

-what could each of the three parties have done differently to solve the problem

3. Evaluation

Once the presentations are over, it is time for self- reflection. Ask participants to think of any situation in which they themselves may have been a bully, cyber or not. Encourage discussion. In groups, student elaborate the "ten rules to not be a bully" and stick it to the wall of the class.
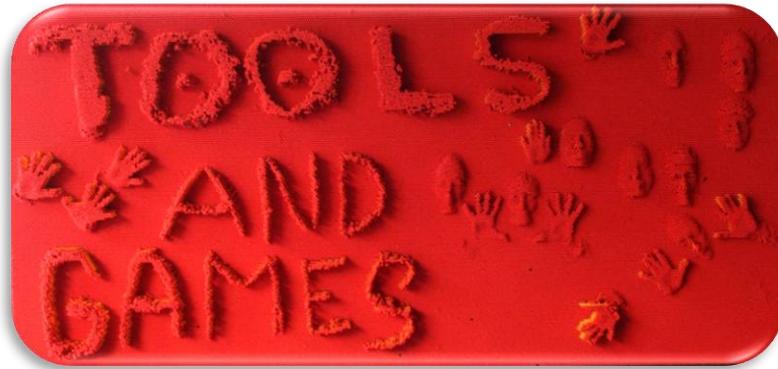
It is extremely important to emphasize that the victim is not, in any case, guilty of her/his suffering. If we ask what everyone could have done differently it is not in any case to blame the victim.

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